

November 18, 2004

TAKE-HOME EXAM (DUE: DECEMBER 17)

PLEASE ANSWER ALL QUESTIONS/EXERCISES AS SPECIFIED.

PART I: SOUNDS / PHONOLOGY — ANSWER ONE OUT OF TWO

1. SOUNDS AND THE IPA

- A. Radford et al. (1999): Chap. 2, ex. 1 (p. 49)
 B. Radford et al. (1999): Chap. 2, ex. 2 (p. 49)
 C. Radford et al. (1999): Chap. 2, ex. 4 (p. 50)
 D. Radford et al. (1999): Chap. 2, ex. 5 (p. 50)

2. THE PHONEMIC PRINCIPLE

A. Malayalam (a Dravidic language closely related to Tamil): Examine the following data and list the vowel phonemes. Is vowel length phonemic or allophonic?

- | | | | |
|-------------|-------------|------------|----------|
| a. [koʔa] | ‘basket’ | b. [kiʔi] | ‘basket’ |
| c. [apa:m] | ‘bread’ | d. [at:am] | ‘basket’ |
| e. [keʔu] | ‘burnt out’ | f. [kaʔi] | ‘basket’ |
| g. [palam] | ‘a weight’ | h. [keʔi] | ‘basket’ |
| i. [keʔu] | ‘heard’ | j. [kaʔi] | ‘basket’ |
| k. [pa:la] | ‘a tree’ | l. [ciri] | ‘basket’ |
| m. [koʔi] | ‘drummed’ | n. [kuʔi] | ‘basket’ |
| o. [ci:ri:] | ‘shrieked’ | p. [wi:ʔə] | ‘basket’ |
| q. [kuʔi] | ‘increased’ | r. [koʔa] | ‘basket’ |
| s. [kaʔi] | ‘thickness’ | t. [a:ŋə] | ‘basket’ |
| u. [wen:a] | ‘butter’ | v. [kuʔi] | ‘basket’ |

B. Japanese: In the following data from Japanese, the voiceless fricatives [s] and [ʃ] are allophones of the /s/ phoneme; [ɕ] and [z] are allophones of the /z/ phoneme. In which environment do the palato-alveolar allophones occur?

- | | | | |
|--------------|-------------|--------------|---------------|
| a. [ʃiawase] | ‘happiness’ | b. [sate] | ‘well’ |
| c. [sup:aki] | ‘sour’ | d. [ozi:san] | ‘grandfather’ |
| e. [somkei] | ‘respect’ | f. [zuzufi:] | ‘forward’ |
| g. [onaɕi] | ‘same’ | h. [sensei] | ‘teacher’ |
| i. [zaʃ:i] | ‘magazine’ | j. [zenzen] | ‘absolutely’ |
| k. [zito] | ‘straight’ | l. [zo:] | ‘elephant’ |

C. Tamil: The vowels [u] and [ʊ] are allophones of the phoneme /ʊ/ in Tamil. Examine the following data and determine what context the [u] allophone occurs in.

- | | | | |
|------------|------------------|------------|-------------|
| a. [ʊp:ʊ] | ‘salt’ | b. [umi] | ‘husk’ |
| c. [mʊrɔ] | ‘winnowing fair’ | d. [pʊzʊ] | ‘worm’ |
| e. [pa:zʊ] | ‘waste’ | f. [teru] | ‘street’ |
| g. [u:ru] | ‘village’ | h. [aɖu] | ‘it’ |
| i. [pu:ʔʊ] | ‘lock’ | j. [to:lu] | ‘leather’ |
| k. [to:ʊ] | ‘shoulder’ | l. [ne:tʊ] | ‘yesterday’ |
| m. [mi:nʊ] | ‘fish’ | n. [neɾɔʊ] | ‘heart’ |

D. Korean: Examine the following data and draw up a table of the consonant phonemes of Korean (including lateral and nasal phonemes).

- | | | | |
|-------------|------------|-------------|-------------|
| a. [tal] | ‘moon’ | b. [kɛda] | ‘fold’ |
| c. [pul] | ‘fire’ | d. [kʰɛda] | ‘dig’ |
| e. [sada] | ‘buy’ | f. [kam] | ‘persimmon’ |
| g. [panil] | ‘needle’ | h. [kan] | ‘liver’ |
| i. [kʰɛda] | ‘wake’ | j. [pʰul] | ‘grass’ |
| k. [tʰal] | ‘daughter’ | l. [tʃada] | ‘sleep’ |
| m. [tʰal] | ‘mask’ | n. [pʰul] | ‘horn’ |
| o. [tol] | ‘birthday’ | p. [kan] | ‘river’ |
| q. [hanil] | ‘sky’ | r. [tʃʰada] | ‘kick’ |
| s. [ton] | ‘money’ | t. [sʰada] | ‘wrap’ |
| u. [tʃʰada] | ‘be salty’ | | |

NB: The diacritic [ʰ] indicates an articulation with glottal tension

PART II: WORDS / MORPHOLOGY — ANSWER THREE OUT OF FIVE

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. 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. redcompartmentalizations |
| 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 |

4. 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:

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

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

- the plural of the noun NOOSE
- the plural of the noun GOOSE
- the plural of the noun MOOSE
- the past tense of the verb PLAY
- the past tense of the verb LAY
- the past tense of the verb LIE 'rest horizontally'
- the past tense of the verb LIE 'tell untruth'
- the third person singular past of the verb BE
- the perfect participle of the verb DIVE
- the perfect participle of the verb STRIVE
- the perfect participle of the verb GLIDE
- the perfect participle of the verb RIDE
- the perfect participle of the verb STRIDE
- the accusative of the pronoun YOU
- 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.

5. 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 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:

- ism can be used to derive nouns from other nouns.
- ful can be used to derive nouns from other nouns.
- 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?

**PART III: SENTENCES / SYNTAX — ANSWER FIVE OUT OF SEVEN
[FOR #1-6, PICK ANY THREE OF THE FIVE/SIX EXERCISES A-E/A-F LISTED]**

**1. FROM RADFORD, ATKINSON, BRITAIN, CLAHSSEN, AND SPENCER (1999) [RABCS] I
[use as much as you can of the additional technology that we used in class]**

- A. *RABCS, chap. 18, ex. 2 (p. 291)*
- B. *RABCS, chap. 19, ex. 1 (pp. 302-303)*
- C. *RABCS, chap. 19, ex. 2 (p. 303)*
- D. *RABCS, chap. 20, ex. 1 (pp. 318-320)*
- E. *RABCS, chap. 20, ex. 2 (p. 320)*

2. FROM RADFORD, ATKINSON, BRITAIN, CLAHSSEN, AND SPENCER (1999) [RABCS] II

- A. *RABCS, chap. 21, ex. 1 (pp. 336-337)*
- B. *RABCS, chap. 21, ex. 2 (pp. 337)*
- C. *RABCS, chap. 22, ex. 1 (pp. 354-355)*
- D. *RABCS, chap. 22, ex. 2 (p. 355)*
- E. *RABCS, chap. 22, ex. 3 (pp. 355-356)*

3. FROM RADFORD, ATKINSON, BRITAIN, CLAHSSEN, AND SPENCER (1999) [RABCS] III

- A. *RABCS, chap. 23, ex. 1 (pp. 375-376)*
- B. *RABCS, chap. 23, ex. 2 (p. 376)*
- C. *RABCS, chap. 23, ex. 3 (p. 376)*
- D. *RABCS, chap. 23, ex. 4 (pp. 376-377)*
- E. *RABCS, chap. 23, ex. 5 (p. 377)*
- F. *RABCS, chap. 23, ex. 6 (p. 377)*

4. FROM RADFORD, ATKINSON, BRITAIN, CLAHSSEN, AND SPENCER (1999) [RABCS] IV

- A. *RABCS, chap. 24, ex. 1 (pp. 391-392)*
- B. *RABCS, chap. 24, ex. 2 (p. 337)*
- C. *RABCS, chap. 24, ex. 3 (p. 392)*
- D. *RABCS, chap. 24, ex. 4 (pp. 392-393)*
- E. *RABCS, chap. 24, ex. 5 (p. 393)*

5. FROM RADFORD, ATKINSON, BRITAIN, CLAHSSEN, AND SPENCER (1999) [RABCS] V

- A. *RABCS, chap. 25, ex. 1 (p. 404)*
- B. *RABCS, chap. 25, ex. 2 (p. 404)*
- C. *RABCS, chap. 25, ex. 3 (pp. 404-405)*
- D. *RABCS, chap. 25, ex. 4 (p. 405)*
- E. *RABCS, chap. 25, ex. 5 (p. 405)*

6. FROM RADFORD, ATKINSON, BRITAIN, CLAHSSEN, AND SPENCER (1999) [RABCS] VI

- A. *RABCS, chap. 26, ex. 1 (p. 419)*
- B. *RABCS, chap. 26, ex. 2 (pp. 419-420)*
- C. *RABCS, chap. 26, ex. 3 (p. 420)*
- D. *RABCS, chap. 26, ex. 4 (p. 420)*
- E. *RABCS, chap. 26, ex. 5 (p. 420)*
- F. *RABCS, chap. 26, ex. 6 (pp. 420-421)*

7. APPLY YOUR KNOWLEDGE TO OTHER LANGUAGES

Pick any of the phenomena (such as wh-movement, passivization, raising, control, pro/PRO, etc.) or operations and conditions (Merge, Agree, Move, Head Movement Constraint, etc.) discussed in class for English. How does your native language deal with these — do the same operations and conditions apply as in English? If not, what has to be said in addition to subsume the phenomenon in question under UG? Try to express any variation in terms of parametric variation in general, and more specifically, resort to feature checking. This is an exercise in both applying what has been learned to another language and setting up a syntactic argument. The prime benefit of application is for you to learn more about your own grammar through introspection; one benefit of argumentation is that this can of course be extended to any other linguistic field, and is a skill you should acquire during your MA studies.

NB: Exercises #1-6 are taken straight from the book, since we don't have time in class (believe it or not!) to discuss these or related exercises in detail. I know that I left #7 rather vague, but this is hopefully a compromise between a "take-home final" and the more creative originally envisioned paper option. I hence strongly suggest that all of you take #7 as one of the five syntax exercises that have to be answered.