

NAME: _____

GRADE: _____

ENG 235: Morphology and Syntax of English — Fall 2005: TUE & FRI 12.00-13.30
Linguistics Section, Department of English Studies — University of Cyprus
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TAKE-HOME FINAL EXAM

PLEASE ANSWER FOUR OF THE FIVE QUESTIONS AS GOOD AS YOU CAN. YOU MAY TAKE A STAB AT ANY NUMBER OF BONUS QUESTIONS FOR EXTRA POINTS, BUT BE SURE TO ANSWER THE FOUR REQUIRED TASKS FIRST. THE FINAL IS DUE IN MY OFFICE BEFORE 10 AM OF DECEMBER 14.

QUESTION 1: COMPLEMENTS VS ADJUNCTS

This is an exercise about complements and adjuncts. Carefully consider the pairs of linguistic expressions below. What can you deduce from the indicated contrasts (or lack thereof)? Be as explicit as you can and try to find a generalization that captures the state of affairs. Draw the complete tree structures corresponding to the grammatical expressions (in other words, draw only 8 tree diagrams in total).

- (1) a. the book about linguistics
b. the book by Chomsky
c. the book about linguistics by Chomsky
d. *the book by Chomsky about linguistics
- (2) a. kicked the ball into the goal vehemently
b. kicked the ball vehemently into the goal
c. *kicked vehemently the ball into the goal
d. *kicked into the goal the ball vehemently
- (3) a. John has greedily devoured his dinner.
b. John has devoured his dinner greedily.
- (4) a. the happy man
b. *the man happy

QUESTION 2: S-STRUCTURE REPRESENTATIONS

Provide the full S-structure representations (= tree diagrams) of all but one of the sentences below (= pick any four sentences) and follow the tasks (i)-(iii) for each.

- (i) Be sure to indicate all unpronounced elements (namely, PRO and traces).
- (ii) In brief prose, identify all arguments and predicates, and for all of them, state which predicate assigns which kind of θ -role to which argument.
- (iii) For all DPs, state which element assigns Case to which DP, and how so.

- (1) Whose book did the teacher unfortunately lend to the student?
- (2) The student with a picture of herself was seen in the library.
- (3) For John to not have been hurt in the accident was good luck.
- (4) Which politician was believed to have been killed yesterday?
- (5) There seem to be likely to arrive three tall men with funny hats.

QUESTION 3: BINDING THEORY PRINCIPLES A-C

For all but one of the sentences below, address the following tasks. (You may, but certainly need not, draw trees or relevant sub-trees for any of the sentences.)

- (i) Identify all anaphors, pronouns, and R-expressions for all five sentences.
- (ii) Show how Principles A, B, and C of the Binding Theory make the indicated predictions (incl. how they rule out ungrammatical structures).

- (1) John_i likes him_k.
- (2) John_i likes their_k stories about each other_k.
- (3) *Mary_i expects that John's_k picture of herself_i will be nice.
- (4) Mary_i expects John's_k picture of herself_i to be nice.
- (5) For John_i to like Mary_k would suit her_k well.
- (6) John_i hopes PRO_i to like the painting of himself_i.

QUESTION 4: LICENSING OF TRACES

In your own words, describe as many properties of traces as you can. Feel free to use any of the following examples as a guide or, even better, create your own data.

- (1)
 - a. The ball_i was kicked t_i hard.
 - b. John_i seems t_i to like Mary.
 - c. Mary_i appears t_i to be likely t_i to be believed t_i by John.
 - d. *Mary_i appears that it is likely t_i to be believed t_i by John.
- (2)
 - a. What_i have you read t_i this week?
 - b. Which book_i did Mary say t_i that John believes t_i Bill bought t_i?
 - c. *Who_i did she_i say t_i that John kissed t_i?
 - d. Who_i t_i said that John kissed her_i?
 - e. Who_i did she_k say t_i that John kissed t_i?

QUESTION 5: HEAD MOVEMENT

Talking about movement, we distinguish A- or DP-movement from A'- or *wh*-movement. In both cases, a maximal projection XP moves. We have also seen, but not addressed any further, a further type of movement: so-called subject-auxiliary inversion is the result of the inflectional element moving from I to C — this is an instance of head movement (i.e. X^0 -movement, instead of XP-movement), as in (1).

- (1) a. John has read the book.
b. What_k has_i John t_i read t_k?
- (i) Which of the two movements indicated in (1a) takes place first, and why?
(ii) Are there other instances of head movement, in particular of movement of a verb(al element)? Chapter 10 gives you a clue, as do the data below.
(iii) Apart from the empirical arguments for verb movement (such as French vs English), what conceptual arguments can be found in favour of it?
- (2) a. Jean embrasse souvent Marie. [French]
b. *Jean embrasse souvent Marie.
- (3) a. *John kisses often Mary. [English]
b. John often kisses Mary.
- (4) a. John has often kissed Mary. [English]
b. *John often has kissed Mary.
- (5) a. Jean est rarement avide. [French]
b. *Jean rarement avide.
- (6) a. John is seldom greedy. [English]
b. *John seldom is greedy.

NB: YOU MUST TYPE ALL YOUR ANSWERS AND MAY ONLY USE HAND-WRITING TO DRAW TREE STRUCTURES. BE SURE TO USE FULL SENTENCES FOR ALL YOUR ANSWERS, RATHER THAN BULLET POINTS. GOOD LUCK !!!

BONUS: PICK ANY OF THE QUESTIONS BELOW FOR EXTRA POINTS.

1. Discuss some of the syntactic issues involving a satisfactory analysis of double object constructions. Why are these structures so hard to come to grips with? How do they differ from “simple” ditransitive constructions? What are the main properties of double object constructions? Provide relevant data in your discussion. (You don't have to come up with a solution, but you should be able to critically evaluate at least two different approaches.)

