

NAME: _____ GRADE: _____

ENG 135: Pedagogical Grammar ❖ Spring 2009: TUE & FRI 13.30-15.00 @ E 002
Linguistics Section ❖ Department of English Studies ❖ University of Cyprus
Kleanthes K. Grohmann (Room M 104, Phone x2106, kleanthi@ucy.ac.cy)

March 31, 2009

TAKE-HOME MID-TERM: DUE IN CLASS, APRIL 10

**ANSWER ALL OF THE QUESTIONS BELOW AS THOROUGHLY AS POSSIBLE.
I ONLY ACCEPT TYPEWRITTEN ANSWERS (EXCEPT TREES). – GOOD LUCK!**

1. GRAMMAR

12 POINTS

Answer each of the following English grammar questions as explicitly as you can. Basically, a one-sentence answer should be fine for all, plus (counter)example(s).

- a. Is there anything wrong with the sentence *I would like to briefly make a point*?
- b. Why can you not say *I am living here since 2003*?
- c. How do you pronounce the letters *-ed* at the end of regular past tense verbs?
- d. What is the negative form of the sentence *He must leave right away*?
- e. Which syllable carries the main stress in the words *record* and *export*?
- f. Which is grammatically correct: *I wish I were younger* or *I wish I was younger*?
- g. What is a phrasal verb?
- h. Think of five ways of changing *She arrived at 6:00* into the future.
- i. The negative of *She used to smoke* is *She didn't used to smoke*. True or false?
- j. Which is grammatically more correct: *I have just seen her* or *I just saw her*?
- k. The verbs *will, should, need, may, can* are all modal auxiliary verbs. True or false?
- l. Is anything wrong with the sentence *If they saw him, they would have spoken with him*?

2. STRUCTURE**18 POINTS**

Provide tree diagrams for the following five linguistic expressions.

- (1) Are you enjoying this course?
- (2) The teacher asked the class to solve quite difficult exercises.
- (3) Syntactic trees must become the most exciting part of your life.

3. CONSTITUENCY**15 POINTS**

Do the underlined strings in the following examples form a constituent? For each string, provide at least one argument to motivate your answer.

- (1) Have you seen his teacher's lecture notes from last semester?
- (2) Our old teacher's dog has recently been awarded a medal.
- (3) These new students of English will go to England and those will go to Wales.
- (4) We all expected that they would wait for us after the lecture.
- (5) I will meet all the students of semantics next week.

4. NP-STRUCTURE**17 POINTS**

Tackle Exercise 11 (p. 137) of Haegeman's (2005) chapter 2.

5. COORDINATION**18 POINTS**

Revisit (5) and (6) from Exercise 1 (p. 211) of Haegeman's (2005) chapter 3. This time, also utilize the knowledge gained from chapter 4 (today's class and next).

6. CATEGORIES

20 POINTS

Everyone in this class should be able to determine the categorial status of any English word. Below you find some hypotheses how to determine the categories noun, verb, adjective, adverb, auxiliary, and modal. None of them is perfect. Criticize each hypothesis, providing examples for illustration where appropriate.

NOUNSHypothesis 1:

All nouns can occur as the head of an NP.

Hypothesis 2:

If X takes the plural ending *-s*, then X is a noun.

Hypothesis 3:

If X is inflected for number, then X is a noun.

Hypothesis 4:

If X is compatible with the definite/indefinite distinction, then X is a noun.

Hypothesis 5:

If a word carries the ending *-er*, *-hood*, *-ment*, or *-ness*, then it is a noun.

Hypothesis 6:

X is a noun if and only if X can be premodified by an adjective.

Hypothesis 7:

All and only words that take the genitive suffix *'s* are nouns.

VERBSHypothesis 1:

If a word in past tense appears with ending *-ed* or in the 3rd person singular present tense with *-s*, it is a verb.

Hypothesis 2:

If a verb is transitive, it may be followed by an object.

Hypothesis 3:

Verbs have the categories of tense, aspect, and mood.

Hypothesis 4:

X is a verb if and only if X can appear immediately after a modal.

AUXILIARIES

Hypothesis 1:

All and only words of category auxiliary semantically accompany full (lexical) verbs of clauses, whereby the full verbs cannot be marked for tense or person but all words of category auxiliary are.

Hypothesis 2:

All words of category auxiliary can add the suffix *-n't* to the root.

Hypothesis 3:

All and only words of category auxiliary can be inverted to form questions.

MODALS

Hypothesis 1:

All and only words of category modal lack infinitive, participle, and imperative.

Hypothesis 2:

All words of category modal make no grammatical distinction between 1st and 3rd person.

ADJECTIVES

Hypothesis 1:

If a word appears with the superlative degree affix *-(e)st*, then it is an adjective.

Hypothesis 2:

If a word X has both comparative and superlative forms in *-er/- (e)st* or in *more/most*, then it is of category adjective.

Hypothesis 3:

If a word has the ending *-ful, -ish, -ous*, then it is an adjective.

Hypothesis 4:

If X is a single word and X may immediately follow all of the verbs *seem, become*, and *appear* with nothing following after X, then X is an adjective.

ADVERBS

Hypothesis 1:

If a word can be modified by *more* or *most*, then it is an adverb.

Hypothesis 2:

If a word has the ending *-ly*, then it is an adverb.