Take-Home Final Exam

> **Take-Home Final Exam Rules:**
>
> - Your final exam is due electronically in the class Dropbox or on paper in Avery 347 **by 5 pm on Wednesday, 3 May.** If I am not in Avery 347 when you arrive to turn in your test, slip it under the door.
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> - Please give your file the name *Your Last Name-Syntax Final,* if you turn your final in on-line. (So my final would be named *Gordon-Syntax Final.*)
>
> - Do not use any materials except the course textbook, your class notes and the materials on the class website and those directly linked to by the class website. There are enough different variants of Minimalism that other books or websites may lead you to an analysis different from the one in our textbook and class discussions. You will get credit only for analyses that fit with the textbook and our class discussion.
>
> - Do not talk about this exam or the data in it with anyone except the instructor. Address any questions to the instructor by e-mail (so there is a written record of the question and the answer and they can be shared with the entire class).

1. English has a *that* which is a C and a *that* which is a D. Identify the appropriate category for each of the underlined *that'*s in the following sentence and provide one argument in support of each of your identifications.

I believe <u>that</u> everyone likes <u>that</u> idea

2. Explain the grammaticality contrasts in the present-day English (PDE) pairs below.

a1. *Believe in yourself!*	a2. **Believe in himself!*
b1. *The children haven't budged an inch*	b2. **The children have budged an inch*
c1. *Will you have them work?*	c2. **Will you've them work?*
d1. *Did she help you?*	d2. **Helped she you?*
e1. *Shouldn't Mary do that work?*	e2. **Should not Mary do that work?*

(Hint: You do not need to present complete derivations of the sentences and strings in (2). Instead, your solution should present what is necessary to distinguish the grammatical sentences and ungrammatical strings for each pair. Typically this will require 1 or 2 (partial) trees plus a sentence or two of explanation. If a constraint or condition is violated, name the constraint or condition and explain how it is violated.)

3. What differences between Elizabethan English (EE) and PDE account for the grammaticality differences below. Explain why the EE versions are grammatical and the PDE versions are not.

1. *She loves not you*   (EE, *PDE)

2. *Loves she you*?   (EE, *PDE)

4. Using everything up through the end of chapter 4, give a complete derivation for each of the following PDE sentences. A complete derivation includes (1) a complete tree, including all mergers and movements and (2) a description of all the processes that occur in the syntax and PF components. Discuss any details you think are necessary to account for the structure; specifically account for features, polarity items, scope relationships and the coreference interpretation of reflexives, pronouns and R-expressions. (Hint: I recommend using a table to show the coreference possibilities.)

   a. *Should that man wonder if he would help him?*

   b. *Did she want to do anything?*

   c. *She could not believe that woman would hurt her.*

   d. *That child isn't afraid to cross the street.*

5. Answer the following questions based on the tree below for the PDE sentence *Tourists started to take those pictures of themselves*:
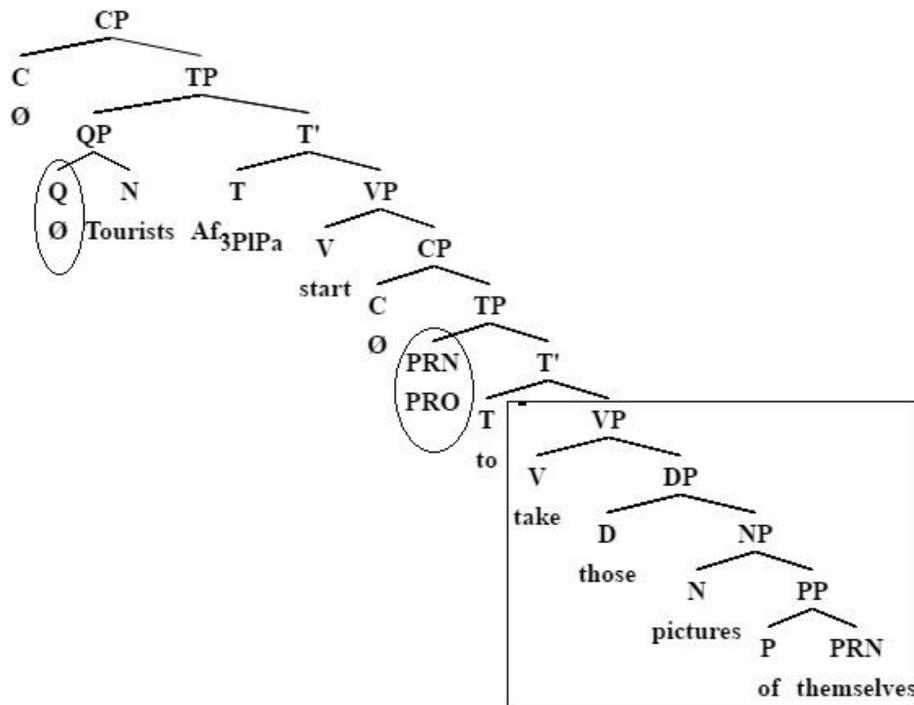
   a. How (and where) does the third person plural past tense affix attach to *start*?

   b. Give an argument including specific evidence supporting the claim embodied in the tree that *take pictures of themselves* is a constituent.

   c. Give an argument including specific evidence to support the existence of the circled phonetically null Q.

   d. Give an argument including specific evidence to support the existence of the PRO.