

Final*Due Friday, March 22nd***0. Instructions**

This is a take-home Final, due Friday, March 22nd by 12:00 AM. Be sure to turn in the exam in one of the following ways:

- (i) Hand it to me (e.g. find me in my office).
- (ii) Turn it in at the Linguistics Department reception area (AP&M 3rd floor, across from elevators) and have it date/time stamped (note that the office is open 8:30-4:00 M-F, and closed during the lunch hour).

Do not: e-mail it, fax it, slip it under my door, put it in my door bin or mailbox, tack it to the outside door of AP&M, etc. Also, do not come to the classroom on March 22nd.

However, if you cannot do either (i) or (ii), you may make special arrangements, as long as you do so **before** the due date.

The final has 3 questions; please begin each question on a new page (and not on the back of a page). Also write your name at the beginning of each question.

You may discuss these problems with other students. However, your collaboration should consist of conversations only - do not work out the problems in groups, make notes from group sessions, or come up with solutions that are the product of a study group. Rather, discuss various points and ideas, but then work out the analyses independently. As always, be sure to write everything up independently, and make sure to write enough prose to distinguish your work from that of others. List everyone you collaborate with. Start working on this now - you don't want to leave this to the last minute. Be sure to follow the directions carefully (i.e., do all you are asked to) - if anything is unclear, ask Chris, Gary, or me about it.

Except for the first problem ('Derivation'), the solution to each problem should be presented as a short, stand-alone paper, with sufficient **prose, examples, and diagrams**. Note: sufficient prose does not necessarily mean a lot of prose. The examples, rules, diagrams, etc. should be numbered and separate from the prose; they should be introduced at just the right point in the discussion for ease of exposition. The reader should **not** need to refer to the exam sheet to understand your presentation. Present your essays in as professional a manner as you can - presentation will affect the grade. In other words, make this your most reader-friendly presentation ever!

Good luck and have fun!

1. Derivation (33 points)

Give the derivation for the sentence in (1). It should include trees for each structure: Deep Structure, and the new structures that result from each transformation that applies, ending with Surface Structure. Be sure to apply the transformations cyclically, and show the effects of the form rules at the appropriate point on each cycle (you don't need to draw a new tree for the form rules). Hint: there will be exactly one S node for each main verb; if you follow the requirements of each verb's lexical entry (subcategorization, etc.), you should get the right Deep Structure; watch out for passives! If you come across a verb we haven't discussed in class, do a little detective work to figure out its lexical entry – do this on scratch paper – don't write anything about it – your write-up should be only the derivation. Treat *be eager* as a single verb. All other cases of *be* are either auxiliaries or main verb *be*. You don't need to write prose for this – just lots of trees! To simplify, you can draw only the tree of the current cycle, with triangles to indicate previous cycles. Draw one complete tree for the entire deep and surface structures, however.

- (1) Would you like to be eager for it to seem that there were believed to have been papers by the student from Canada's aunt in the trash before the conference?

2. Raising versus Equi (33 points)

The constructions in (2) are either RAISING or EQUI constructions:

- (2) a. The children appear to have finished the cookies.
b. Some students tried to crash the party.

Write a short paper that classifies each verb (*appear* and *try*) as either a Raising or an Equi predicate and give their lexical entries. For each verb, give three arguments for your classification. These arguments should be based on selectional restrictions, the dummy test, and the idiom chunk test. Be sure to provide sufficient examples, diagrams, and prose to make your case clearly. Write this for someone who hasn't seen these three diagnostics before – that is, your essay should explain why these three diagnostics classify the predicates in the way they do. In particular, **DO NOT just give examples and reach your conclusion.**

3. More Raising and Equi – yet another test! (34 points)

Write a short essay that explains how our grammar predicts that the two sentences in (3) are synonymous, while those in (4) are not. Be sure your write-up explains things clearly and explicitly; provide well-chosen diagrams to illustrate key points.

- (3) a. That doctor seems to have examined those patients.
b. Those patients seem to have been examined by that doctor.

- (4) a. That doctor likes to examine those patients.
b. Those patients like to be examined by that doctor.