

1. Review: Can you apply the following terms?

(1) Syntax

- a. *Syntactic categories*: N, V, A, P, Adv (157) and Det, Deg, Aux, Conj (157).
 - *Tests*: meaning, inflection, distribution (157ff)
- b. *XP*: heads (157), specifiers (162), complements (169-170).
 - *Constituency tests*: substitution, stand-alone, movement, coordination (167)
- c. *Structures*: two complements (169), CP (172), yes-no Qs (172ff), do-insertion (177ff), wh-Qs (178ff). More: two auxiliaries (185ff), coordination (187ff), modifiers (189ff), passives (190ff)
- d. *Terms* (193): recursion, subcategorization (168), matrix vs. complement clause, D-structure vs. S-structure, traces, direct vs. indirect object, transitive vs. intransitive

(2) Semantics

- a. *Word relations*: synonym vs. antonym, homophony vs. polysemy
 - *Word meanings*: denotation vs. connotation, intension vs. extension
- b. *Truth of sentences*: tautology, contingent vs. necessary truth,
 - *Sentence relations*: paraphrase, entailment, contradiction, presupposition (233)
- c. *Syntax/semantics*. Thematic roles: agent (volition), experiencer (awareness), theme (undergoer), beneficiary, source, goal, location, instrumental.

(3) Omitted (this time)

- a. Verb raising (Ch.5 §4.1), C-command (Ch.6 §3.4), componential analysis (210-1: Ch.6 §1.3)
- b. In future: Lexicalization (§2.3), grammaticalization (§2.4), pragmatics (Lecture/Handout 15)

2. Practice questions: Please try these now

(4) Identify all possible syntactic categories.

a. ___ Dasha's ___ no ___ frequently ___ never ___ utterly ___ who ___ how ___ which ___

(5) Draw trees for the following phrases/sentences.

- a. an account of my life / a true and unvarnished account of my **whole** life
- b. always gave a real diploma to every student / on Monday
- c. Should we go? / Should we have gone? / Did we go?
- d. Who can I help? / ~~Who can help me?~~ **Who should go?**

(6) Identify the recursive syntactic structures.

- a. This is the rat that ate the malt that lay in the house that Jack built.
- b. She sold seashells on the seashore.
- c. A dark and hungry god arises.
- d. A millionbillionwillion miles from home.

- (7) **Why are the following pairs of sentences not equally grammatical?**
- He left a cup. *He put a cup.
 - Macbeth asked if his wife was crazy. *Macbeth asked if was his wife crazy. -
 - I might and I should and I could. *I might should could.
- (8) **Identify the thematic roles.**
- Man bites dog in the basement.
 - I fear thee!
 - I smell an Englishman.
 - I gave flowers to the bride.
 - I carried cans for her.
 - We were dragged to the principal's office.
 - I fell really hard.
 - Which colour should I choose?
- (9) **Express the following propositions in first-order logic.**
- Dasha is a Russian linguist.
 - E-Ching and Shira are poor but honest.
 - Russians are brilliant.
 - Nobody lived in a pretty ~~how~~ town.
 - We all live in a yellow submarine.
 - Only English speakers study linguistics.
- (10) **Paraphrase, entailment or presupposition?**
- I am interested in the analysis of sentence structure. - I am interested in syntax.
 - I saw a flying saucer last night. - I have eyes.
 - Have you stopped beating your wife? - You beat your wife.
- (11) **Structural and/or semantic ambiguity? If semantic, polysemy or homophony?**
- Iraqi Head Seeks Arms
 - Lung Cancer in Women Mushrooms
 - Prostitutes Appeal to Pope
 - Hershey Bars Protest
 - Two Sisters Reunited After 18 Years at Checkout Counter