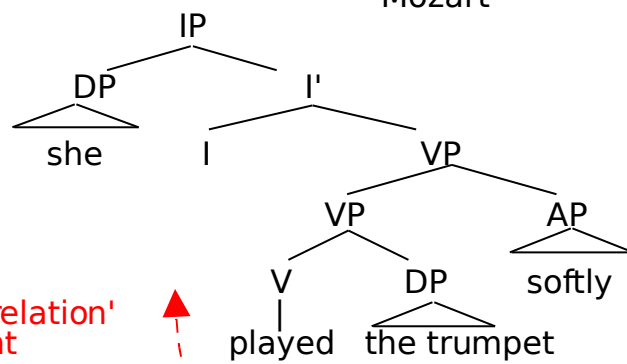
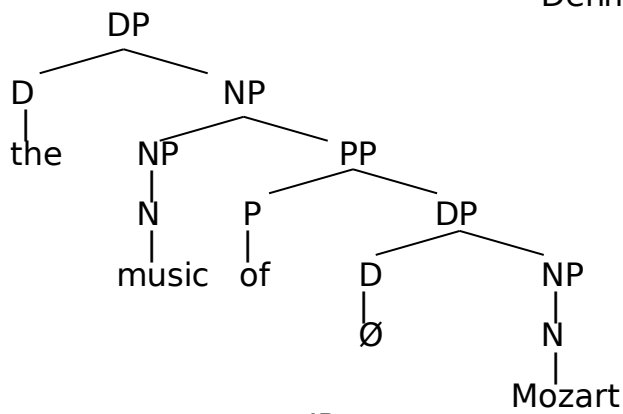
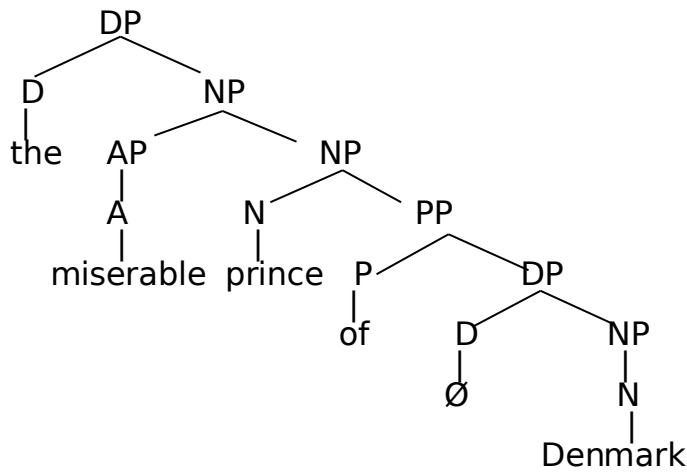


Course review exercises – IntroGenLing Part 1 Syntax

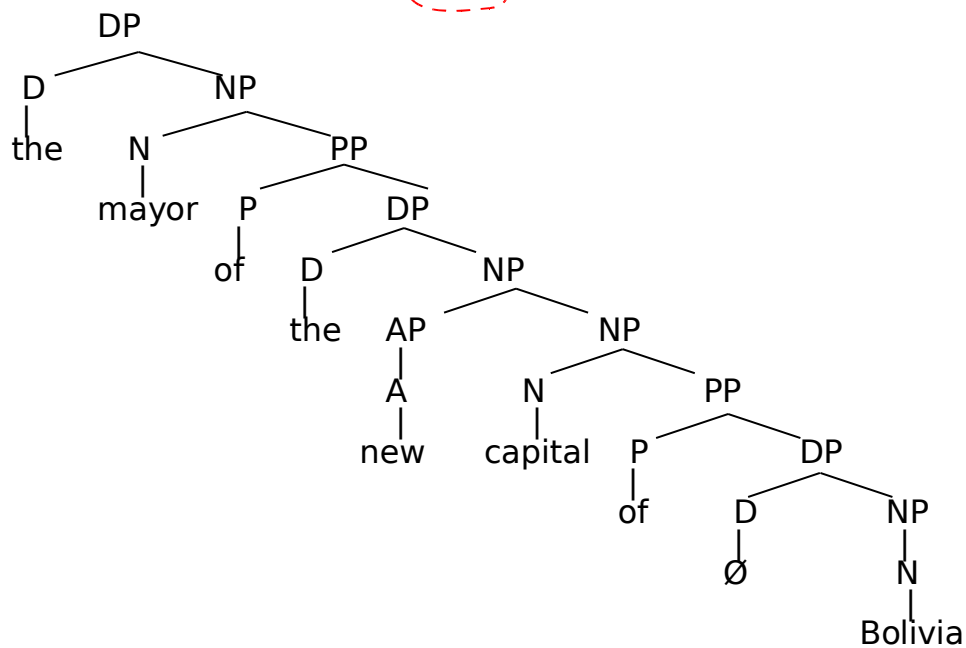
1. Give examples of inflection, derivation and compounding in English. In the compound, what and where is the head? How do you tell the difference between inflection and derivation?
2. What do these terms mean? stem, root, infix, suffix, prefix, circumfix, clause, finite verb? Give examples.
3. What is a word? What is a morpheme? And a lexical morpheme, a free morpheme, a bound morpheme, a functional morpheme? Give examples of each.
4. What is the difference between a lexical word and a functional word? What are the characteristics of each? Think of some examples.
5. How can you tell if a string is a constituent?
6. What are the structural positions of a) an adjunct b) a complement c) a specifier d) an adjunct? Mother of ? Sister of ?
7. What categories are these words/strings? you, will, the, Jack, the linguists, we linguists, some, run fast, could sleep, which language, all day long, think fast, look sad, eats cheese, whether, (I want) him to go, (ich habe) ihn geliebt, (weil) ich ihn liebe, ich liebe ihn
8. How do you tell the difference between an argument and an adjunct?
9. Where do the following appear? subject, object, English modal verb, German finite verb, English non-finite auxiliary verb, wh-item, complementizer, German non-finite verb, English main verb,
10. Where can each of them move to? Under what circumstances?
10. What is a lexical item? What appears in a lexical entry?
11. Look at the sentences below. How many movement hops are there in each one?
12. Look at them again. How many adjuncts does each one have? What are they attached to?

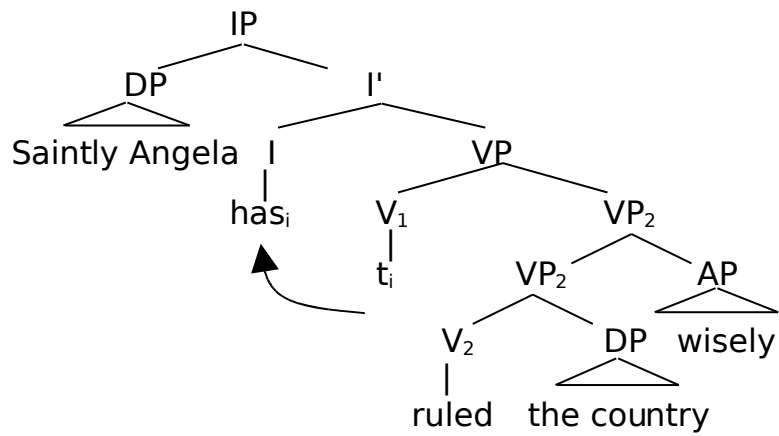
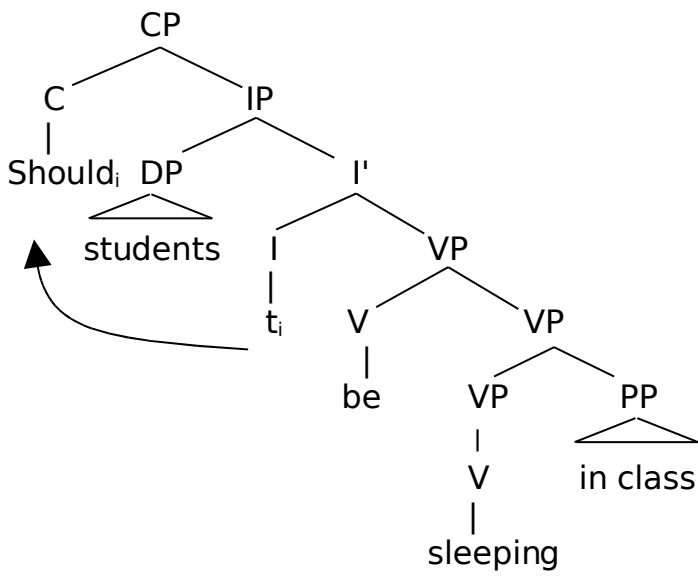
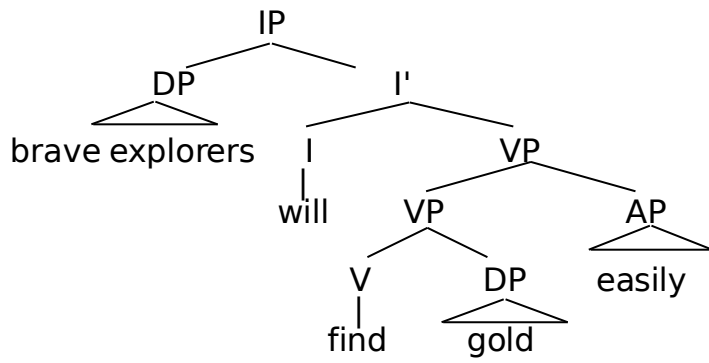
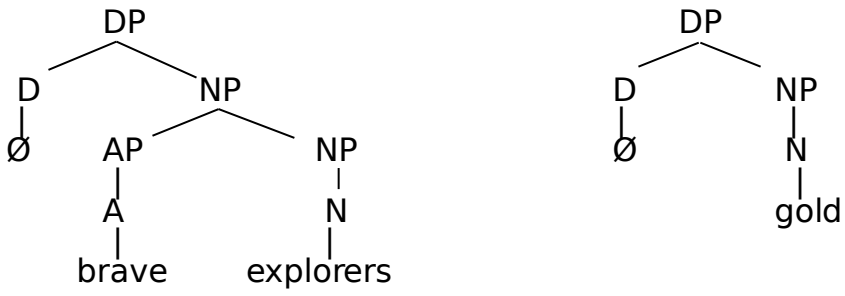
Draw some trees:

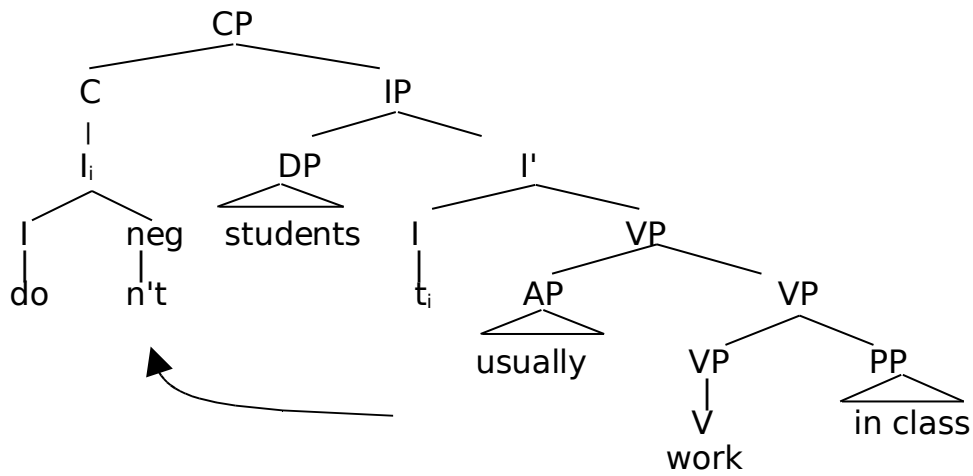
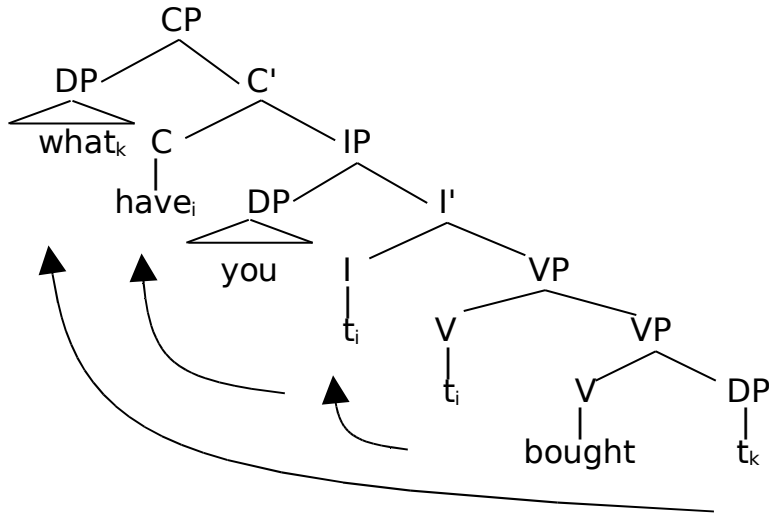
- | | |
|--|--|
| a. the miserable prince of Denmark | b. the music of Mozart |
| c. she played the trumpet softly | d. the mayor of the new capital of Bolivia |
| e. Brave explorers will find gold easily. | f. Should students be sleeping in class? |
| g. Sainly Angela has ruled the country wisely. | h. What have you bought? |
| i. Don't students usually work in class? | j. Wer spricht hier Chinesisch? |
| k. Was kaufst du in der Bäckerei?
what buy you in the bakery | l. Bekommen die lieben Kinder Schokolade?
Receive the good children chocolate |
| m. Wieviele lange Aufsätze müssen wir schreiben?
how.many long essays must we write | n. ... dass der Hund jetzt Hunger hat
that the dog now hunger has |
| o. Maria mag Maultaschen
Mary likes Swabian.ravioli | p. Was hat ihn erschreckt?
what has him frightened |
| q. Spätzle isst Jörg selten
spätzle eats George rarely | r. Können wir nun Quatsch machen?
can we now nonsense make |



NB 'abstract relation'
not movement







Notice that here the 'bigger' I has been moved, together with the *neg*. For this reason I give a bit more structure here to show it.

