# Homework 1
*LIN 311: Syntax, Fall 2018*

## Problem 1
*(Carnie, Chapter 2, GPS 8)*

The following is an extract from the preface to Captain Grose's *Dictionary of the Vulgar Tongue* (1811) (from the open source Gutenberg project):

> The propriety of introducing the university slang will be readily admitted; it is not less curious than that of the College in the Old Bailey, and is less generally understood. When the number and accuracy of our additions are compared with the price of the volume, we have no doubt that its editors will meet with the encouragement that is due to learning, modesty, and virtue.

For every word in this paragraph identify its part of speech, and mark whether each part of speech is a lexical or functional part of speech and whether the part of speech is open or closed.

## Problem 2
*(Carnie, Chapter 2, GPS 6)*

Consider the following data from Nootka (data from Sapir and Swadesh 1939), a language spoken in British Columbia, Canada, and answer the questions.

(1)    a.    Mamu:k-ma    qu:ʔs-ʔi.
             working-PRES man–DEF
             "The man is working."
     b.    Qu:ʔas-ma mamu:k-ʔi.
             man-PRES    working-DEF
             "The working one is a man."

(The : mark indicates a long vowel. ʔ is a glottal stop. PRES in the second line means "present tense", DEF means "definite determiner" (*the*).)

**Questions about Nootka:**

1. In sentence a, is *Qu:ʔas* functioning as a verb or a noun?

2. In sentence a, is *Mamu:k* functioning as a verb or a noun?

3. In sentence b, is *Qu:ʔas* a verb or a noun?

4. In sentence b, is *Mamu:k* a verb or a noun?

5. What criteria did you use to tell what is a noun in Nootka and what is a verb?

6. How does this data support the idea that there are no semantic criteria involved in determining the part of speech?

## Problem 3
*(Carnie, Chapter 2, GPS 10)*

Consider the following selection from *Jabberwocky*, a poem by Lewis Carroll (From *Through the Looking-Glass and What Alice Found There*, 1872):

'Twas brillig, and the slithy toves
Did gyre and gimble in the <u>wabe</u>;
All mimsy <u>were</u> the borogoves,
And the <u>mome</u> <u>raths</u> <u>outgrabe</u>.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the <u>Jubjub</u> bird, and shun
The <u>frumious</u> <u>Bandersnatch</u>!"

He took his <u>vorpal</u> sword in hand:
Long time the <u>manxome</u> foe he sought –
So rested he by the <u>Tumtum</u> tree
<u>And</u> stood awhile <u>in</u> <u>thought</u>.

And, as in <u>uffish</u> thought <u>he</u> stood,
The <u>Jabberwock</u>, with eyes of flame,
Came <u>whiffling</u> through the <u>tulgey</u> wood,
And <u>burbled</u> as it came.

For each underlined word, indicate its part of speech (word class), and for Ns, Vs, Adjs, and Advs, explain the **distributional** criteria by which you came up with that classification. If the item is a closed class part of speech, indicate that. Do not try to use a dictionary. Most of these words are nonsense words. You will need to figure out what part of speech they are according to what suffixes and prefixes they take, along with where they appear relative to other words.

# Problem 4*
*(Carnie, Chapter 2, CPS 2)*

## Part 1

By the syntactic distributional criteria we discussed in class, what part of speech should the underlined words in the following examples be?

(2)  a.  the <u>leather</u> couch
     b.  the <u>water</u> spout

## Part 2

By contrast, what do the following facts tell us about the parts of speech of *leather* and *water*?

(3)  a.  the leather
     b.  the water
     c.  ??the very leather couch (cf. the very red couch)
     d.  ??the very water spout (cf. the very big spout)
     e.  *The more leather couch / *The leatherer couch (cf. the bigger couch)
     f.  *The more water spout
     g.  *The waterest spout