English 443/543 Final Exam
(100 Points)
Due by 10 a.m. on Friday, 19 December

1. Figure out the features (all needed -- head, specifier and complement) necessary for an appropriate specification for the determiners *either* and *both* in English. Provide arguments in support of each of the features you propose. Keep in mind that your feature specification should result in the correct checking for the following sentences. The data below is all you have to account for. (20 points)
   a. Either child might win.
   c. *Both child might win.
   d. Both children might win.
   e. Either tool is suitable for the task.
   f. *Either tools are suitable for the task.
   g. *Both tool is suitable for the task.
   h. Both tools are suitable for the task.
   i. The essay can be on either subject/ *either subjects/ *both subject/ both subjects.
   j. I can use *either furniture/ *both furniture.

2. English has an *after* which is a C and an *after* which is a P. Identify the appropriate category for each of the underlined *afters* in the following sentences and provide support for each of your identifications. (10 points)
   We went after them after they stole the fruit.

3. Draw a tree for *They made him eat oranges*. Your tree should have three phonetically null elements. Provide evidence to support the existence of one of these phonetically null elements. (20 points)

4. Using the information and analysis up through chapter 7 of the text, give an appropriate analysis (including spellout and checking, including the needed phonetically null elements, percolation/attraction, and movement) for the following sentences. (30 points)
   a. Which problems are you having problems with?
   b. I should have asked if those children were going to the store.

5. Summarize the complete argument that *which problems* moves from the complement of P position in the sentence (4a) into the specifier of C position. (Your summary needs to include reasons for assigning *which problems* to the comp-PP position at one point in the derivation and reasons for assigning it to the spec-CP at another point in the derivation.) (20 points)

Extra-Credit: Give as many arguments as you can for the claim that in EModE any V moves into the T if there is no auxiliary (as opposed to present-day English in which the V clearly does not). You’ll probably need the data in exercise II on p. 253 and/or exercise V on p. 308. (up to 20 points)