

Online Exercises: Chapter 9.

1. A kind of wh clause not mentioned in the chapter is the **exclamation**, as in:

How difficult these exercises are!

What a long lecture that was!

Explain **(a)** what exclamations have in common with other wh clauses and **(b)** in what respect they differ from the wh clauses discussed in the chapter. **(c)** The second example given above illustrates something for which no analysis is given in the book. Explain what's new/problematic about it.

2. (1) *Did you discover who was giving the lecture?*

(2) *Who did you discover was giving the lecture?*

In (2), we could replace *discover* with *say*, *know*, *hope*, and *assume*, but in (1) we can only replace it with *say* and *know*, not *hope* or *assume*. Try and explain this difference between *discover/say/know* and *hope/assume*.

3. In connection with wh-subject questions such as that in (2) below.

(1) *Vince is taking the icon to Athens*

(2) *Who is taking the icon to Athens?*

I assumed that fronting to C1 (auxiliary fronting) always occurs in wh-questions, even when (as in (2)) it doesn't change the order of words. But was that the right decision? And how could we know? Well, here's one small piece of evidence. If we change *is taking* to *took* in (1), this gives (3). Now, the wh-question that corresponds to (3) is (4), not (5).

(3) *Vince took the icon to Athens.*

(4) *Who took the icon to Athens?*

(5) **Who did take the icon to Athens?*

**(5)* is only grammatical if *did* is an instance of EMPHATIC *do*. How does this bear on the question of whether fronting to C1 occurs in wh-subject questions? Does it confirm or disconfirm the analysis adopted in the chapter?