**Linguistics Semester 1 exam**

There are 6 questions in this paper. They are equally weighted.

You must complete all of the questions

1. **Word classes**

Label the word classes of the underlined words by writing the appropriate symbol under the word. Use the symbols from the included sheet (entitled “Appendix I, LARSP notation”)

EXAMPLE: The big slow dog lumbered down the stairs.

N

* 1. Macy is often found drinking margaritas in the student bar

Adv v Pr

* 1. Several hours passed before Jack realised what had happened

D (or quantifier) v Pr Aux

* 1. Apparently, the plague of locusts got lost in the desert.

Adv Pr aux v (NB I will also accept “v + Adj” as “lost” could be described as an Adj.)

* 1. She was so angry that she almost exploded.

Adv (or Int) Adj Pron Adv

* 1. Most people I know are struggling to make a living

Det Pron v Aux v N

* 1. The leopard sharpened its claws on the tree trunk

v D (not Pron) D N N

Scoring – 1 point for each correct word. This is converted to a percentage. I will be lenient where possible (e.g. if you depart from the labels on the sheet but it’s clear that you have identified the word class I will award you the full point. If you use “Article” to describe the Determiner “the” that would be marked as correct, because and article is a subtype of Determiner. If you use v to describe an auxiliary you will get half points, as an auxiliary is a type of verb).

1. **Syntactic functions**

Label the syntactic functions in the following sentences. Make sure you show ALL the words in the function. You are recommended to use underlining, but you may wish to use brackets instead.

EXAMPLE: The big slow dog lumbered down the stairs…. [ The big slow dog ] lumbered down the stairs…

S S

* 1. [ They ] [ laughed ] [ the teacher ] [ out of the room ]

S V Od Co

* 1. [ The teacher ] [ awarded ] [ her student ] [ a gold star ]

S V Oi Od

* 1. [ Olives ] [ are picked ] [ in many south European countries ]

S V A

* 1. [ Sometimes ] [ people ] [ make ] [ the odd mistake ]

A S V Od

* 1. [ The strange red-haired woman ] [ seems ] [ slightly nervous ]

S V Cs

* 1. [ Many amazing presents ] [ were handed out ] [ at the party ]

S V A

* 1. [ Jack ] [ baked ] [ his neighbour ] [ a delicious cake ] [ as a peace offering ]

S V Oi Od A

Scoring – 1 point per function correctly labelled. If a label does not cover the entire function, or extends beyond the function, half a point is given, e.g.

[ Jack baked ] [ his neighbour ] [ a delicious cake as ] [ a peace offering ]

S = ½ Oi = 1 Od = ½ A = ½ = 2 ½ pts

This is then converted to a percentage.

1. **Argument Structure**

For each verb, specify possible Verb Argument Structure constructions and then provide example sentences. An example has been provided.

Overleaf is a table providing the most common Verb Argument Structure constructions. This may help you to identify possible Verb Argument Structure constructions, but please bear in mind that it is not completely exhaustive.

Verbs:

EXAMPLE: Shout

AGENT + VERB = Jack shouted

AGENT + VERB + THEME = Jack shouted his name

(a) slide

PATIENT + VERB = *the car slid (car is out of control)*

AGENT + VERB = *the children slid on the ice (deliberately)*

AGENT + VERB + RECIPIENT + PATIENT = *the bar tender slid the cowboy a tumbler of bourbon.*

(b) imagine

EXPERIENCER + VERB + THEME = *I imagine [THEME you found it difficult ] (image = believe)*

AGENT + VERB + THEME = *Close your eyes and imagine [THEME that you’re in the middle of a vast desert ] (imagine = think about something deliberately)*

(c) buy

AGENT + VERB + PATIENT = *She bought an ice lolly. (NB we can say “what happened to the ice lolly was she bought it”. Therefore the ice lolly is affected, and is consequently a PATIENT. However we can also say “She bought ten bit coins” which are clearly not affected by the buying as they only exist in electronic form, in which case this would be AGENT + VERB + THEME)*

AGENT + VERB + BENEFACTIVE + PATIENT = *She bought Mary and ice lolly.*

(d) convey

AGENT + VERB + PATIENT = *They conveyed the goods (= transport)*

AGENT + VERB + PATIENT + LOCATIVE = *They conveyed the goods to the Number 10.*

AGENT + VERB + THEME = *I can’t convey [THEME how much I love you] (= express an abstract concept)*

(e) argue

AGENT + VERB + “with” + PATIENT = *Paul argued with Mary*

AGENT + VERB + “with” + THEME = *You can’t argue with a parking ticket* *(NB parking ticket is not affected in the same way as Mary).*

AGENT + VERB + THEME = *Paul argued [ THEME that Mary had stolen the ice cream ]*

(f) sense

EXPERIENCER + VERB + THEME *= I sense a change in the air / I sense that you’re not feeling happy.*

Common Verb Argument Structure Constructions:

|  |  |  |  |
| --- | --- | --- | --- |
| Agent first | Experiencer first | Theme first | Patient first |
| (1) AG + V  *He jumped*  (2) AG + V + PAT  *She hit the mugger*  (3) AG + V + PAT + ATTR  *He hammered the nail flat*  (4) AG + V + PAT + BEN  *She gave a sweet to her friend*  (5) AG + V + PAT + INSTR  *She covered the wall with paint*  (6) AG + V + PAT + LOC  *He took the money from the wallet*  (7) AG + V + TH  *He reviewed the offer*  (8) AG + V + TH + BEN  *He told a story to his friend*  (9) AG + V + LOC  *He went home* | (10) EXP + V  *He’s suffering*  (11) EXP + V + TH  *She saw the accident*  (12) EXP + V + TH + ATTR  *I consider him a genius*  (13) EXP + V + ATTR  *I feel tired* | (14) TH + V + EXP  *He scared me* | (15) PAT + V  *the building collapsed* |

1. **Clinical materials / data**

This will involve ‘real data’ consisting of either (a) pictures from standardised assessments, or (b) utterances produced by language-impaired clients.

Look at the following picture prompts which belong to standardised assessments. Write an ideal response, and then describe the linguistic ability or abilities that are being assessed?

When describing the linguistic ability try to use linguistic terminology which has been introduced in the lectures, and refer to specific word classes or constructions you have come across, e.g. “the ability to use prepositions”, “the ability to use the Verb Phrase”, or “the ability to use the superlative construction”.

Answers should be between one and three sentences long depending on what ability / abilities are being measured.

[NB there will be 4 pictures in the exam]

a. THERAPIST: Where’s Teddy now? And where is this teddy standing?



Target sentences: Teddy is under the cup. Teddy is next to the cup.

What linguistic ability/abilities is/are being assessed? Spatial prepositions.

2 marks = mention of “spatial preposition”

1.5 marks = mention of “preposition”

0 marks = no mention of “preposition”

b. THERAPIST: This boy (POINTS TO BOY ON THE RIGHT) is tall, and this boy (POINTS TO THIRD BOY FROM LEFT) is \_\_\_\_\_\_ . This boy (POINTS TO BOY ON THE FAR LEFT) is \_\_\_\_\_\_\_.



Target sentences: *This boy is smaller, and this boy is the smallest.*

What linguistic ability/abilities is/are being assessed? *The morphemes, -er and -est, which are used in comparative and superlative adjectives. These are defined as INFLECTIONAL affixes according to most categorisation schemes (this is on the basis that once we have inflected the adjective we can make a wholesale change to the sentence structure, e.g. Jack is smaller than Peter. However, they can also be regarded as derivational in the sense that they make a substantial change to the meaning).*

2 marks = mention of term “morpheme” or “affix” or “suffix” and some indication that this is a special type of morpheme which we add to adjectives (as we haven’t used the labels “comparative” and “superlative” in class, I can’t expect you to use these).

1 mark = mention that this is a word-formation process.

c. A child produces the following sentence: *Him go there.*

Briefly describe the errors in this sentence using grammatical terminology.

*Him = Accusatively case-marked pronoun in subject position.*

*Go = Uninflected form of the verb. It should be marked for third person singular present tense, e.g. he goes there.*

*1 point each for mentioning “case-marking”, “subject”, “accusative”* *, need for inflection, and type of inflection (third person singular). Divide by 2.5 for total score out of 2.*

1. PSYCHOLINGUISTIC DATA / MODELS

For this question there will be a diagram from a Psycholinguistic model, and a series of short questions related to this diagram. No practice question is provided because there are few psycholinguistic models in Semester 1, and therefore providing a practice question would greatly reduce the range of possible exam questions (sorry!). The psycholinguistics topics in Semester 1 are….

* Methods used to explore lexical relationships
* Models of the storage of morphologically-complex words
* Dual route model of the past tense
* Garrett’s model of language production.

1. Mini essay question

You will be asked to write a mini essay based on any topic from Semester 1. This should be no more than a side of A4, and could be considerably shorter. I will be looking for key points, rather than length. So if you’re out of time, just jot down a few notes. If your notes contain the right content you could get a mark for this question.

Example questions:

1. What is the difference between a **complement** and an **adverbial**. Demonstrate your answers with example sentences.

I would expect a discussion of the following:

* *Complements are chosen by words and are often obligatory, whereas adverbials are “added on”*
* *The complement-selection properties of the word are stored in the lemma.*
* *Most verbs (i.e. transitive verbs) select complements. These are called the “arguments” of the verb.*
* *We may use word order to distinguish between complements and non-complements (e.g. adverbials): I filled the car [ with petrol ] [ on Tuesday ] versus \*I filled the car [ on Tuesday ] [ with Petrol ]*
* *Examples should be provided, e.g. complements of verbs, adjectives and nouns –*
* *Jack said [that he was happy], She was afraid [that the cheque wouldn’t clear], His belief [in ghosts] surprises me.*

70 and above: Covers all the important points above, and provides good examples.

60 and above: Covers most of the important points, and provides some good examples.

50 and above: Covers the most relevant points, only and provides a few examples.

40 and above: Demonstrates a very basic understanding. No examples provided.

2. What do we mean by the term **syntactic function?**

I would expect the following point

* Syntactic functions describe groups of words (phrases)
* They refer to the syntactic role which the group of words plays in the sentence.
* This often, but not always map onto a semantic role. E.g. the subject is typically the do-er (AGENT), but not always.
* They are related to the position of a phrase in a sentence. Therefore, the nominal phrase coming in front of the verb is always the subject, even if it refers to the object in the *underlying* sentence, e.g. [ *SUBJECT* Janet ] [ was chased ] [ by wild bees ]
* Examples are Subject, Verb Complex, Direct and Indirect Objects, Subject and Objective Complements, Adverbials and Postmodifiers (ideally with a few examples given)

70 and above: Covers all the important points above, and provides good examples.

60 and above: Covers most of the important points, and provides some good examples.

50 and above: Covers the most relevant points, only and provides a few examples.

40 and above: Demonstrates a very basic understanding. No examples provided.

END OF QUESTIONS

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