**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.

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* 1. Macy is often found drinking margaritas in the student bar
  2. Several hours passed before Jack realised what had happened
  3. Apparently, the plague of locusts got lost in the desert.
  4. She was so angry that she almost exploded.
  5. Most people I know are struggling to make a living
  6. The leopard sharpened its claws on the tree trunk

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…

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* 1. They laughed the teacher out of the room
  2. The teacher awarded her student a gold star
  3. Olives are picked in many south European countries
  4. Sometimes people make the odd mistake.
  5. The strange red-haired woman seems slightly nervous.
  6. Many amazing presents were handed out at the party
  7. Jack baked his neighbour a delicious cake as a peace offering

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

(b) imagine

(c) buy

(d) convey

(e) argue

(f) sense

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:

What linguistic ability/abilities is/are being assessed?

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:

What linguistic ability/abilities is/are being assessed?

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

Briefly describe the errors in this sentence using grammatical terminology.

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 relationship
* 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.

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

END OF QUESTIONS

*Page for writing answer*

*Page for writing answer*

*Page for writing answer (THIS IS THE FINAL PAGE)*