

EXAM: LING1112 - SPRING 2017

Instructions

This exam consists of eight questions. Please answer all eight questions.

If you should encounter challenges, try to answer as much as you can. Partial credit may be given.

Please pay attention to the instructions and read all questions carefully.

Two questions (4 and 5) require you to do **hand drawings on a sheet of paper**.

You may answer in English or Norwegian.

No aids allowed.

Exam results will be published in the Studentweb on 16 June 2017.

Oppgave1 Constituency

- In your own words, explain what we mean by the term *constituency test*.
- Consider the sentence in (1). Discuss which constituency tests we can use (or cannot use) to show that *[eats tacos]* is a constituent?

(1) Snape rarely eats tacos at Frederikke.

- We have seen that (1) is compatible with two different syntactic structures, as sketched in (2a) and (2b). Can you apply a constituency test to show that *[rarely eats tacos]* could be a constituent (as in (2a))?
- Can you then apply the same constituency test to show that *[eats tacos at Frederikke]* could be a constituent (as in (2b)).

- (2) a. Snape [[rarely eats tacos] at Frederikke].
- b. Snape [rarely [eats tacos at Frederikke]].

Oppgave2Basics of X-bar Theory

- Consider the examples in (3) and (4). In your own words, explain the differences between complements and adjuncts in the X-bar model.
- How can we tell if a phrase functions as a complement or an adjunct? Which tests can we apply to show whether the PPs in (3) and (4) are complements or adjuncts in this respect? Feel free to add your own examples.

(3) the book about bats

(4) the book from the library

Oppgave3 Syntactic Constraints

- In our seminar, we discussed syntactic constraints such as *islandhood* and the conditions of *binding theory*. These are illustrated by examples (5) and (6), respectively. Choose **one** of these two notions and imagine you are explaining it to someone who has no formal training in linguistics, but is very interested and keen to learn. Please explain them in as much detail as you can, making reference to the examples in (5) and (6) and/or introduce your own examples.

(5) a. Mary asked [who bought the cheese].

b. * What_i did Mary ask [who bought t_i]?

(6) a. Nina_i thinks that Astrid_k's brother_m admires her_{i/k}.

b. * Nina_i thinks that Astrid_k's brother_m admires herself_{i/k}.

Oppgave4 Sentence Structures

Please use the hand-drawing sheets that you received from the examination staff.

Please make sure to fill in the question code correctly. (7-digit code for this question provided below).

[A] Please draw the sentence structures for the following three sentences. You may omit the "little vP" unless it is necessary. (NB: If you encounter challenges, try to draw as much as you can. Partial credit may be given.)

(7) The little key in Harry's pocket unlocked the vault.

(8) Which book does Severus think that Hermione has found in the library?

(9) Will Dumbledore give Ginny a silver sword?

[B] Which types of movement are illustrated in these sentences (and where)? Name and/or describe them explicitly.

Oppgave5 Morphological Structures

For this question, please use the hand-drawing sheets that you received from the examination staff.

Please make sure to fill in the question code correctly. (7-digit code for this question provided below).

[A] Please draw the morphological structure of the Norwegian word in (10). Label each word formation step and explain it in your own words (be concise but explicit).

(10) blåskjellforgiftning

'mussel poisoning'

[B] Using this example as your point of departure, explain the following three concepts and how they relate to each other: *compounding*, *derivation*, *conversion*.

Oppgave6Parts of Speech

- Determine the part of speech of each of the three underlined Norwegian words in (11), (12), and (13).
- For each example, name at least one diagnostic to justify your classification.
- Discuss the role of inflection and syntactic distribution in classifying parts of speech, using these examples as the basis of your explanation.

(11) For å få litt avveksling har jeg begynt å deklinere når jeg melker kuene.

'For the sake of change I have begun to decline words when I milk the cows.'

(12) Høyt oppe fra en takluke trengte en melkehvit strime av dagslys ned.

'A milky light fell from a skylight in the roof.'

(13) Men snille deg, gutten min, sa han med varme i stemmen.

"But my sweet fellow," he said in a warm voice, "you sing like a cherub."

Oppgave7 The Boundaries between Syntax and Morphology

[A] Consider the occurrence of *blå skjell* and *blåskjell* in the following sentences (both are cited from Norwegian Wikipedia entries). Explain in your own words the distinction between noun phrases and nominal compounds, and make reference to these examples.

[B] Please explain how we can determine if a string of morphemes is a noun phrase or a nominal compound. Construct examples to illustrate your point. (You can either build on (14) and (15), or introduce your own examples.)

(14) Vi finner **blåskjell** fra Middelhavet i sør, til Barentshavet i nord.

'We find mussels from the Mediterranean in the South to the Barents Sea in the North.'

(15) [from the description of a type of butterfly, called *Bindahara*]

Oversiden er brun, hannen har noen felter med **blå skjell**, hunnen er gjerne hvit bakerst.

'The top [of this butterfly] is brown, the male has some fields with blue scales, the female is usually white at the back.'

Oppgave8

Oppgave8 Morphosyntactic Alignment

- In your own words, explain the difference between so-called *nominative-accusative* systems and *absolutive-ergative* systems.
- The examples in (16) are from Standard Gujarati; *Ramesh* is a male name, *Sheela* a female name. Can you explain the morphosyntactic alignment in (16)?

- (16) a. ramesh avyo 'Ramesh arrived.'
- b. šilaa avyi 'Sheela arrived.'
- c. šilaae kaagaL lakhyo 'Sheela wrote a letter.'

- Standard Gujarati is generally said to exhibit an alignment split, i.e. it is nominative-accusative in some TAM combinations, and ergative-absolutive in others. Can you explain how this is illustrated by (16) and (17)?

- (17) a. ramesh avto hoto 'Ramesh was arriving.'
- b. šilaa avti hōti 'Sheela was arriving.'
- c. šilaa kaagaL lakhti hōti 'Sheela was writing a letter.'