Introduction to Linguistics

There are a total of six questions.　All questions must be answered in English.

1. There are two distinct levels of representation of speech: the phonemic level and the phonetic level.　(35%)

    1.1 Please define these two terms and support your definition with an example for each.　(5%)

    1.2 At one of the two levels, we use much larger number of symbols together with diacritic marks to distinguish subtle nuances of pronunciation caused by assimilation processes.

    　　1.2.1　Define assimilation processes. (5%)

    　　1.2.2　Name 5 assimilation processes found in the languages of the world.　For each process, give at least one example of the representation with necessary symbols for detailed information. (10%)

    　　1.2.3　State the phonological rule to account for each process given in 1.2.2.　State the rule in terms of distinctive features rather than segments. (15%)

2. English Reslutative Construction is composed of a verb, an optional NP and then an XP. Examine the following examples of English Resultative Construction and answer the questions below. (20%)

    a. Lancelot had discovered my empty yogurt container and was working hard to <u>lick it clean</u>.

    b. Last night, the dog <u>poked me away</u> every hour to go outside.

    c. Ma <u>pats the bag smooth</u>.

    d. Miss Bates, are you mad to let your niece <u>sing herself hoarse</u> in this manner?

    e. Poor Sam had <u>coughed himself into a hemorrhage</u>.

    f. You will <u>think yourself into a nervous breakdown</u> if you keep this up.

    g. *Your niece <u>sang hoarse</u>.

    h. *Sam <u>coughed into a hemorrhage</u>.

    i. *You will <u>think into a nervous breakdown</u>.

    j. *Your niece sang herself.

    k. *Sam coughed himself.

    l. *You will think yourself.

• Question:

2.1 If the examples of English Resultative Construction above can be represented
as V + NP + XP, what do these XPs predicate on?　(2 pts)

2.2 How can you explain the grammatical contrast between (a) to (f) on the one
hand and (g) to (l) on the other? (4 pts)

2.3 Why are (j) to (l) necessary for your generalization in 2.2? (2 pts)

m. The pond <u>froze solid</u>.

n. The garage door <u>rumbles open</u>.

o. Our outer clothes <u>steamed dry</u> on the radiators.

• Questions:

2.4 How are (m) to (o) different from (a) to (f)? (2 pts)

2.5 It is the main verbs that make (m) to (o) different from (a) to (f). What is the
characteristic of the main verbs in (m) to (o) that distinguishes them from
the main verbs in (a) to (f)? (4 pts)

2.6 Based on the examples given above, English Resultative Construction has
three syntactic forms: V + NP + XP, V + Reflexive + XP, and V + XP. Explain when the
post-verbal NP is optional, when it has to be a reflexive and when it has to be a
non-reflexive NP. Then.　Provide ONE generalization that can explain all of the three
phenomena above. (6 pts)

3. The temporal relation between two sentences refers to the temporal order at which the two
events represented by the two clauses occur. Two pairs of English sentences which have exactly
the same tense and aspect can have different temporal relations. Examine the following two
pairs of examples:　(10%)

　　A. a. John fell down.
　　　 b. Mary helped him up.
　　B. a. John fell down.
　　　 b. Mary pushed him.

• Questions:

3.1 What is the temporal order of the two events represented by (Aa) and (Ab)?
What is the temporal order of the two events represented by (Ba) and (Bb)? (4 pts)

3.2 Since all of the four sentences above have exactly the same tense and aspect,
tense and aspect cannot explain the difference in the temporal order between
(Aa) and (Ab) on the one hand, and between (Ba) and (Bb) on the other. What makes this
temporal difference? (6 pts)

4. The sentence *the morning star is the morning star* is a tautology, i.e. this sentence is always true
no matter what, while *the morning star is the evening star* is true only when both *the morning
star* and *the evening star* refer to the same entity in our world. (5%)

• Questions:

4.1 In semantics, NPs are claimed to have two kinds of "meanings". When *the morning star* and *the evening star* refer to the same entity in our world, the same what are they said to have? However, native speakers don't think *the morning star* and *the evening star* have the same "meaning". What is the term, in semantics, for 'meaning' used this way? (1 pt)

4.2 Examine the two sentences above again. In terms of semantics, what do the NPs in the tautology have in common? (2 pts)

4.3 How can the sentence *the morning star is the evening star* be made false? That is, under what circumstance will the sentence become false? (2 pts)

5. Answer the following questions on pragmatics. (15%)

5.1 Define Grice's four maxims of conversation.

5.2 In the following scenario, consider:

a. which of the lines is considered to have an implicature (there may be more than one)

b. what maxim is being flouted in each implicature.

c. what meaning is possibly implied.

The scenario:

Karen goes to a birthday party on Saturday night with some of her classmates. Their class had a party on Friday night, but Karen chose not to go, because it was too expensive. What happened?

Linda: Did you go to the party last night?

Karen: No, have you talked to anybody who went?

Linda (kind of confused): Yes.

Karen: I was wondering if many people went?

Linda: Oh! Most of the class was there.   It was really fun.

Karen: You were at the party?

Linda: Yes!

Karen: Well then why did you ask me if I was there?

6. A child produces the following utterances.   There are *all* the child's utterances in which there is an action-word. (15%)

eat apple   eat carrot   eat soup   eat bread   eat cheese

eat pencil (as he eats it)   eat shoe (as a dog eats shoes)

eat paper (as he eats paper)

eat gimmel (the adult gives the child a new toy called a gimmel, and the child immediately starts chewing on it, and says "eat gimmel.").

• Question:

What rule would you write for these productions? Is this rule grammatically productive for the child? Explain why, using evidence presented above.   If you feel it is a semantic relation rule, explain why.   If you feel it is not, say why not and explain what kind of utterances you would want to see in the child's corpus instead to give good evidence of a semantic relation rule that includes these utterances.