

Name:

Student Number:

## Midterm: Talking about the past

LING 100.001, Martina Wiltschko  
November 2<sup>nd</sup> 2011

**My signature means that I abided by the HONOR CODE:** \_\_\_\_\_

**Answer all questions as precise and as concise as you can. Read the instructions carefully before you answer the question! Total points: 25**

### 1. Design features (2points)

When I say to Yoshi (my dog): “*It’s time for your **food!***” he starts drooling.

When I say to Yoshi: “*Did you like your **food** yesterday!*” he also starts drooling.

When I say to Konrad (my son): “*Time to do your **homework!***” he starts whining.

When I say to Konrad: “*Did you do your **homework** yesterday!*” he doesn’t start whining. (Instead he says with a sigh: “*Yes I did!*” (Hopefully!))

### Q. Why are Yoshi’s reactions to the two questions the same, whereas Konrad’s reactions to the two questions are very different? (2points)

*(You only get points if you answer like a linguist! Your answer should be no longer than 2 sentences.)*

### 2. Gestures (2points)

#### Q: For each gesture type, state whether or not it would be suitable to express past. (2 points)

*Briefly justify each answer (why or why it isn’t suitable, give examples if possible; no more than one sentence per type).*

- Emblems
- Iconic gestures
- Metaphoric gestures
- Beat gestures
- Deictic gestures

### 3. Sounds (2 points)

#### Q: Transcribe the sentence in (1) (broad transcription) (2points):

(1) *It’s time for your food!*

### 4. Morpho-phonology and orthography (8 points)

- |                 |                |                  |               |
|-----------------|----------------|------------------|---------------|
| 1. <i>love</i>  | <i>loved</i>   | /wɛd/            | /wɛdəd/       |
| /lʌv/           | /lʌvd/         | 8. <i>mass</i>   | <i>massed</i> |
| 2. <i>laugh</i> | <i>laughed</i> | /mæʃ/            | /mæʃt/        |
| /læf]           | /læft/         | 9. <i>amaze</i>  | <i>amazed</i> |
| 3. <i>slap</i>  | <i>slapped</i> | /əmeɪz/          | /əmeɪzd/      |
| /slæp/          | /slæpt/        | 10. <i>Rush</i>  | <i>rushed</i> |
| 4. <i>grab</i>  | <i>grabed</i>  | /ɹʌʃ/            | /ɹʌʃt/        |
| /gɹæb/          | /gɹæbd/        | 11. <i>Rouge</i> | <i>rouged</i> |
| 5. <i>bathe</i> | <i>bathed</i>  | /ɹuːʒ/           | /ɹuːʒd/       |
| /beð/           | /beðd/         | 12. <i>milk</i>  | <i>milked</i> |
| 6. <i>wait</i>  | <i>waited</i>  | /mɪlk/           | /mɪlkt/       |
| /wet/           | /wetəd/        | 13. <i>hug</i>   | <i>hugged</i> |
| 7. <i>wade</i>  | <i>waded</i>   | /hʌg/            | /hʌgd/        |

Name:

Student Number:

- Q.4.1** Based on the data in 1-13 **what are the allomorphs of past tense marking? (1 point)**
- Q.4.2** Based on the data in 1-13 **what is the conditioning factor that determines the use of the allomorphs? (2 points)**
- Q.4.3** **English orthography does not reflect the different allomorphs. Show where there is a discrepancy (based on the data in 1-13) and discuss whether this orthographic choice is useful (not more than 1 paragraph) (2points)**
- Q.4.4** Now consider the data in 14-21. **What are the allomorphs of past tense marking here? And what is the conditioning factor that determines the use of the allomorphs? (2points)**

14. see	saw
15. swim	swam
16. write	wrote
17. leave	left
18. be	was
19. sleep	slept
20. buy	bought
21. sell	sold

- Q.4.5. What type of word-formation strategy is past tense marking ? (1point)**  
*Justify your answer (very briefly)*

## **5. Syntax (9 points)**

- Q.5.1 Match the following phrases on the left with the correct phrase structure rule on the right (2points)**  
*(Some rules may account for more than one phrase, not all phrases may have a corresponding phrase structure rule, and not all phrase structure rules may have a corresponding phrase).*

- |     |    |             |               |
|-----|----|-------------|---------------|
| (1) | a. | NP → Det N  | dance a dance |
|     | b. | VP → V NP   | with my dog   |
|     | c. | PP → P NP   | happy         |
|     | d. | VP → NP PP  | his tail      |
|     | e. | AP → A      | his           |
|     | f. | NP → N      | my dog's tail |
|     | g. | NP → NP's N | write stories |

- Q.5.2** One of the phrase structure rule has no corresponding phrase because it is in fact an impossible phrase structure rule.  
**Identify which phrase structure rule it is and why it is an impossible phrase structure rule. (1point)**

- Q. 5.3** Assuming that all phrases must be endocentric.  
**What's the problem with the phrase structure rule in (2a). (2 points)**  
*Discuss it on the basis of the sentence in (2b) for which you should draw the tree structure*

- |     |    |                                   |
|-----|----|-----------------------------------|
| (2) | a. | S → NP VP                         |
|     | b. | The students finished the midterm |

Name:

Student Number:

**Q.5.4** According to more recent theories of phrases structure, the head of the sentence is tense marking. Accordingly, the phrase structure rules for a sentence would be as in (3).  
(On this theory, there is no more S node)

- (3) a.  $TP \rightarrow NP T'$  (where  $T'$  represents a kind of  $T$  which is neither a head nor a phrase  
b.  $T' \rightarrow T VP$  but something in between)  
c.  $T \rightarrow +past$

Using these phrase structure rules and (in addition to whatever other phrase structure rules you need), draw the tree structure for the sentence in (2b) again. (1 point)

**Q.5.5.** How do the phrase structure rules in (3) solve the problems you have identified above for the rules in (2)? (1 point)

**Q.5.6.** On the basis of the data in (4), discuss the advantages and/or disadvantages of the two competing sets of Phrase structure rules. (2 points)

- (4) a. The students **finished the midterm** and the TA's did *too*.  
b. i) **Finish the midterm** is what the students need to do.  
ii) **\*Finished the midterm** is what the students need to do.  
c. Q: What did the students do?  
Ai: **Finish the midterm.**  
Aii: **\*Finished the midterm.**

## 6. Semantics and Pragmatics (2points)

**Q** Which of the following pair of sentences illustrates an entailment relation. (2points)  
A? B? Neither A nor B? Both, A and B? *Justify your answer.*

**A**

- i) *Yoshi had dried food.*  
ii) *Yoshi had food*

**B**

- i) *Yoshi had food in the past.*  
ii) *Yoshi had food yesterday*

# Good luck!