

Abschlußklausur 2006-07-25

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July 23, 2006

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Preliminary

The following text serves as the basis for some of the exercises in this exam.

*The story had held us, round the fire, <1>**sufficiently** breathless, but except the obvious remark that it was gruesome, as, on Christmas Eve in an old house, a strange tale should essentially be, I remember no comment uttered till somebody_i happened □ to say that it was the only case ______i had met in which such a visitation <2>**had** fallen on a child. The case, I may mention, was that of an apparition in just such an <3>**old** house as had gathered us for the occasion – an appearance, of a dreadful <4>**kind**, □ to [a little boy]_j ______j <5>**sleeping** in the room with [his mother]_k and waking ______k up in the terror of it; waking her not □ to dissipate his dread and soothe ______j to sleep <6>**again**, but to encounter also, herself, before she had succeeded in doing so, the same sight that had shaken him. It was this observation that drew from Douglas_l – not immediately, but later in the evening – a reply that had the interesting consequence <7>**to** which I call attention. Someone else told a story not particularly effective, which I saw he was not following. This I took for a sign that he had ______l something to produce and that we <8>**should** only have □ to wait. We <9>**waited** in fact till two nights later; but that same evening, before we <10>**scattered**, he brought out what was in his mind. [...]*
*I can see Douglas there before the fire, □ to which he had got up □ to present his back, looking down at his interlocutor with his hands in his pockets. "Nobody but me, till now, has ever heard. It's quite too horrible." This, naturally, was declared by several voices □ to give the thing the utmost price, and our friend, with quiet art, prepared his triumph by turning his eyes over the rest of us and going on: "It's beyond everything. Nothing at all that I know touches it." (from: Henry James, *The Turn of the Screw*, p. 1)*

1 Word Classes

In the paragraph from *The Turn of the Screw*, determine the word class information of the bold-printed and numbered words according to the matrix given below.

2 PRO and Binding

In the excerpt above there are several blanks. Put in the right sort of pronoun (personal pronouns, reflexive, or PRO) given the indices on the blanks. In the first and the second paragraph, there are boxes in front of the word *to*. They look like this one: . Mark those boxes which stand where a PRO can be assumed (in other words, mark the infinitives)! Hint: All the other cases (which you are supposed not to mark) will be prepositional *to*.

3 Tense and Aspect

3.1 Tense

3.1.1 Reichenbach Diagrams

Draw the Reichenbach diagrams for the following two sentences.

- (1) Alice ordered a dozen donuts at *Dunkin' Donuts*.
- (2) Alice has ordered a dozen donuts at *Dunkin' Donuts*.

3.1.2 Situations

Describe in **no more than one sentence** a situation where 1 from 3.1.1 is an adequate thing to say, but 2 is not.

3.2 Aspect

3.2.1 Aspectual Classes

Remember the Moens & Steedman model of aspectual classes: Verbs denote events which have (a) a preparatory phase, (b) a culmination point, (c) a result state. Determine whether the events denoted by the verbs in the table below have these aspectual primitives.

Some tests to help you decide:

Preparatory phase If you can use a verb in a continuous form (with a durative adverbial like *for hours*) and by using it refer to an ongoing process and **not** an iteration of events, it is likely to denote an event with a preparatory phase.

Culmination If you can use *suddenly* with a verb, its denoted event is likely to have a culmination point.

Result state If you put a verb in the perfect and the interpretation does not necessarily come out as the existential perfect, the verb's denoted event probably has a result state. Remember that the existential perfect (as in *Peter has hiccupped once.*) is the one which marks that something has happened at least once, but there needn't be a direct result still holding.

verb	preparatory phase	culmination	result state
ex. <i>hiccup</i>	no	yes	no
<i>walk</i>			
<i>walk to the station</i>			
<i>spill the juice</i>			
<i>click</i> (the sound)			
<i>burst</i>			

4 Phrase Structure

4.1 Analyses

Given the definitive rule set I handed out (plus reasonable extensions of the classes of lexical entries), analyze the following sentences in tree notation. Then give an equivalent bracket notation for one of the three (it's your choice which one).

1. Hanako speculates that she might live before she dies.
2. The incredibly red sunset obviously might impress her deeply.
3. My big black grinning cat gave the dog a bad time.

4.2 Acceptance

Can the following sentences be generated by the aforementioned grammar (assuming reasonable extensions to the sets of lexical entries)? Hint: For the last two sentences, think thoroughly about a 'reasonable extension' of a class of lexical entries before answering.

1. I found some of the Royal Canin. yes no
2. We walks. yes no
3. Natasha wants to live in peace. yes no
4. Sasha can obvisouly impress Natasha. yes no
5. Spoiled cats might like no Royal Canin. yes no
6. Spoiled cats might not like no Royal Canin. yes no

4.3 Amendments

We need some more rules to get our 'definitive' PS grammar to generate the following sentence. Formulate the missing rules. You will need 'word class rules' for *more* and *than* and at least one other rule. Consider that externally, *more than anything* behaves similar to *on the street* etc.

- (3) Georgia loves her orange frog more than anything.