

Abschlussklausur WS 19/20

NAME: _____

MATRIKELNUMMER: _____

QUESTIONS:



1. [6 points] What are the ergativity and transitivity functions of the nominal groups *he*, *me* and *him* in “*He called me a faggot... so I called him an ambulance.*”? (Circle the letter corresponding to the correct answer.)
 - a. *he* is functioning as Medium/Goal, *me* as Agent/Actor, *him* as Medium/Goal.
 - b. *he* is functioning as Agent/Attributor, *me* as Medium/Carrier, *him* as Beneficiary/Client.
 - c. *he* is functioning as Medium/Carrier, *me* as Range/Attribute, *him* as Beneficiary/Client.
 - d. *he* is functioning as Agent/Attributor, *me* as Medium/Carrier, *him* as Beneficiary/Recipient.
 - e. *he* is functioning as Range/Scope, *me* as Agent/Actor, *him* as Medium/Sayer.
 - f. *he* is functioning as Range/Phenomenon, *me* as Medium/Senser, *him* as Beneficiary/Client.
2. [9 points] Translate the sentence “*He called me a faggot, so I called him an ambulance.*” into German or French or Italian or Spanish (or Turkish or Ukrainian... but explain it to me!).



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3. [20 points] Transform the following from direct speech or thought into indirect speech or thought, using simple past tense in the reporting clause.

1. 'Well, I'll eat it,' said Alice, 'and if it makes me grow larger, I can reach the key;
and if it makes me grow smaller, I can creep under the door;
so either way I'll get into the garden,
and I don't care which happens!'

2. 'Speak English!' said the Eaglet [to the Dodo].
'I don't know the meaning of half those long words,
and, what's more, I don't believe you do either!'

4. [20 points] Which one of the following clauses can more easily be put into the passive? (Circle the corresponding letter.) [4 points]

- a. Markus didn't understand this argument.
b. This argument puzzled Markus.

Why? [16 points]



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5. [75 points] In the clause complexes below, indicate the TAXIS (parataxis/hypotaxis) and the LOGICOSEMANANTIC RELATION (elaboration, extension, enhancement, locution, idea) that is involved. Use the symbols 1, 2, 3, ... and α , β , γ , ... for taxis and the symbols = + \times “ ‘ for logicosemantic relation. (The first example has been done for you.)

1. Lastly, tea should be drunk without sugar, $\alpha \times \beta$ || unless one is drinking it in the Russian style.
2. If you destroy the flavour of your tea || how can you call yourself a true tea-lover?
3. I know very well || that I am in a minority here.
4. By dissolving sugar in plain hot water || you could make a very similar drink
5. You are merely tasting the sugar; || you are no longer tasting the tea.
6. Some people would answer || that they don't like tea in itself.



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6. [18 points] Add the correct question tag to each of the following sentences (note: in each case the question tag has rising intonation, so you should write a question mark at the end):
1. I think there's some oatmilk left,
 2. Nobody texted while I was under the shower,
 3. Surely the E.U. won't accept the U.K.'s demands,
 4. She never used to bite her nails when she was a child,
 5. I suppose they could lend us their car,
 6. Let's have couscous for dinner,
7. [18 points] Add the correct question tag to each of the following sentences (note: in each case the question tag has falling intonation, so it isn't necessary to write a question mark at the end):
1. Peter hardly ever has pancakes for breakfast,
 2. He's got an aunt in Sydney if I remember rightly,
 3. I wouldn't say she's exactly the worst grammar teacher we've ever had, though,
 4. I'll bet he loved the "Assfull of Love" CD you gave him,
 5. But Angela Merkel would hardly agree to step down,
 6. So far there's never been a mayor from DIE LINKE in Saarbrücken,
8. [24 points] List four of the factors you need to take into account in order to choose the correct question tag, and explain how and why each of these factors is relevant.



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9. [2 points] In each of the following sets of sentences, one is different from all the others in that it expresses a different VALUE of modality. Put a cross next to the one which is different.
1. a. Robert can't possibly have forgotten the first person singular future active indicative of *referō*.
b. Certainly Robert didn't forget the first person singular future active indicative of *referō*.
c. It's possible that Robert hasn't forgotten the first person singular future active indicative of *referō*.
d. It's impossible for Robert to have forgotten the first person singular future active indicative of *referō*.
e. Robert certainly hasn't forgotten the first person singular future active indicative of *referō*.
 2. a. You aren't allowed to make nasty remarks about the teacher's Latin grammar.
b. You mustn't make nasty remarks about the teacher's Latin grammar.
c. It's not permitted to make nasty remarks about the teacher's Latin grammar.
d. It's forbidden to make nasty remarks about the teacher's Latin grammar.
e. You shouldn't make nasty remarks about the teacher's Latin grammar.
10. [8 points]
- a. What type of modality was involved in 9.1 above?
 - b. What type of modality was involved in 9.2 above?
11. [4 points] Each of the following examples represents the same type of modality but has a different orientation. Rank the examples on a scale from 1 to 4 (1 = most subjective; 4 = most objective), writing the appropriate digit to the left of each example:
- a. It's expected that Peter plays piano for us.
 - b. Peter's supposed to play piano for us.
 - c. Peter should play piano for us.
 - d. I want Peter to play piano for us.
12. [4 points] Each of the following examples represents the same type of modality but has a different orientation. Rank the examples on a scale from 1 to 4 (1 = most subjective; 4 = most objective), writing the appropriate digit to the left of each example:
- a. She was possibly strangled to death.
 - b. It's possible that she was strangled to death.
 - c. She may have been strangled to death.
 - d. I suspect she was strangled to death.
13. [16 points]
- a. What TYPE of modality was involved in 11 above?
 - b. What TYPE of modality was involved in 12 above?
 - c. What VALUE of modality was involved in 11 above?
 - d. What VALUE of modality was involved in 12 above?
14. [16 points] List the four main types of modality, and construct one sentence to demonstrate each type, using the modal verb will (but NOT to express 'future time'!!)
- a. _____ :
 - b. _____ :
 - c. _____ :
 - d. _____ :



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15. [20 points] In each of the following sets of sentences, one sentence has the most 'natural' order of the parts. Put a tick next to the sentence with the most natural order [2 x 2 point], then EXPLAIN WHY it is the most natural order [2 x 8 points].

1. a. For her birthday he has probably baked his daughter a cake.
b. For his daughter for her birthday he has probably baked a cake.
c. He has probably baked a cake for his daughter for her birthday.
d. He has probably baked a cake for her birthday for his daughter.
e. He has probably baked his daughter a cake for her birthday.

Why?

2. a. She sang her neighbour's child from the house across the road a lullaby gently.
b. She gently sang her neighbour's child from the house across the road a lullaby.
c. She gently sang a lullaby for her neighbour's child from the house across the road.
d. Gently she sang her neighbour's child from the house across the road a lullaby.
e. A lullaby she gently sang for her neighbour's child from the house across the road.

Why?

16. [40 points] Describe your plans for the coming holidays; use the back of the page if you need more space.