

Typology I — Final Exam

Name: _____

Student ID: _____

Note:

- This exam contains 10 questions, two for each of the course sessions 6-10.
- Each exercise is labeled with its score; the maximum score for the exam is 80.
- Do not use extra sheets, but the empty space on the exam sheets for your answers.
- Please put your name on every sheet!
- Don't write too much, and try to distribute your time well among the questions.
- You have 90 minutes. Good luck!

1 Comparative Lexical Semantics

1. Which are the typologically most common bases languages across the world use for building complex numerals? (3)

2. Here is some (simplified) dictionary data from three languages. Draw the semantic map for the covered portion of the semantic space. HINT: Seven links are sufficient. (14)

FINNISH:

tuore: fresh, recent, new

uusi: new, fresh

ITALIAN:

fresco: fresh, cool

nuovo: new, recent, fresh

novellino: fresh, young, new

SWEDISH:

frisk: fresh, green, cool

färsk: recent, new, sweet, fresh

sval: fresh, cool

Name: _____

2 Nominal Categories

1. What are the two functions associated with definite articles? (4)
2. Name three distinct ways in which grammatical relations can be coded.
Give an English example sentence for each encoding strategy. (6)

3 Verbal Categories

1. Name three strategies languages employ to express tense. Create a single English example sentence in past tense which features all three strategies. (9)
2. Give an English example sentence and two different interpretations to illustrate the overlap between epistemic and deontic modality. Speculate why there is such an overlap. (12)

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4 Head, Dependent & Argument Marking

1. Table 1 contains five phrases from different languages. For each phrase, identify its type, its headedness, and the marking strategy employed.¹ Write the answers into Table 2. (15)

Table 1

	Language	Phrase	Gloss	Translation
A	Nuaulu (Austronesian)	<i>au we-topi</i>	1SG 1SG.POSS-hat	‘my hat’
B	Farsi (Indo-European)	<i>kešwar-e bozorg</i>	country-EZA ¹ big	‘a big country’
C	Finnish (Uralic)	<i>soda-n jälkeen</i>	war-GEN after	‘after the war’
D	Quechua (Quechuan)	<i>qollqe-paq llamka</i>	money-for work	‘to work for money’
E	Arabic (Afroasiatic)	<i>madrassa džajjid-a</i>	school.FEM good-FEM	‘a good school’

Table 2

	phrase type	headedness	marking strategy
A			
B			
C			
D			
E			

¹The symbol EZA stands for the ezāfe, a very special morpheme that is used as a marker in different constructions.

2. Given below are six example sentences from Classical Nahuatl, the language of the Aztecs. Identify (i) how person marking is realized, and (ii) the way recipient and patient are marked (Hint: consider the three possible ditransitive constructions). Justify your answer. (10)

- Nitlaitta. “I see something.”
- Niteitta. “I see somebody.”
- Nimitzitta. “I see you.”
- Nimitztlamaca. “I give you something.”
- Nitetlamaca. “I give something to somebody.”
- Nitemitzmaca. “I give you to somebody.”