**Перелік питань для підсумкового контролю**

з навчальної дисципліни Основи структурної лінгвістики

за спеціальністю: 035 «Філологія»

освітнього ступеню «бакалавр»

|  |  |
| --- | --- |
| №п/п | Текст завдання |
| 1. | Structural linguistics is … |
| 2. | The Father of Modern Linguistics is … |
| 3. | The main publication of F. de Saussure is … |
| 4. | The idea of structuralism dates back to … tradition. |
| 5. | The school of structural linguistics is not … |
| 6. | The Prague School was established in … |
| 7. | The Prague School was established by … |
| 8. | The principal idea that a language consists of content and expression belongs to … |
| 9. | What school emphasizes the primacy of speech and the adoption of a synchronic approach? |
| 10. | The most productive stage of structuralism development is … |
| 11. | Find the mistake in the statement:For structuralists, a language is a self-contained and tightly organized structure whose history is of changes from one state of the system to another. |
| 12. | The Prague school was best known for its work on … . |
| 13. | Precise methods make structural linguistics closer to … |
| 14. | The theory of language of the Copenhagen schools is called … |
| 15. | Sets of distinctive features are defined as … |
| 16. | Prague school [phonology](https://www.merriam-webster.com/dictionary/phonology) as developed by … became part of the generally accepted framework for generative phonology |
| 17. | The theory of a two-tiered reality about language was developed by … |
| 18. | Structural linguistics was established in the 1920’s and 1930’s as an approach distinct from that of the …. school. |
| 19. | Phonological approach was not developed by … |
| 20. | Structural linguistics disappeared as a distinct school in … |
| 21. | According to Saussure the sign is made of... |
| 22. | According to Saussure the sign is made of... |
| 23. | How did Saussure define "Langue"? |
| 24. | The arbitrariness of the sign means that ... |
| 25. | Language is structure because... |
| 26. | What is the name of the linguist that defined the sign using a triadic model? |
| 27. | The icon is... |
| 28. | What is a syntagmatic relationship? |
| 29. | The insterpretant is... |
| 30. | The \_\_\_\_\_\_ is connected to its sign by "virtue of law" |
| 31. | According to … approach, language processes are a stimulus-response process. |
| 32. | Which is not a characteristic of structural linguistics? |
| 33. | Which is not a characteristic of structural linguistics? |
| 34. | Which is not a characteristic of structural linguistics? |
| 35. |  … refers to a study of complete linguistics system at a given time. |
| 36. | The meaning that indicates a particular object out of a class that it singles out an object out of the whole class of similar objects.  |
| 37. | Give the phonetic symbols for the sound(s) whose articulation fits the following descriptions:“One or both lips are used” |
| 38. | Give the phonetic symbols for the sound(s) whose articulation fits the following descriptions:“One or both lips are used” |
| 39. | Give the phonetic symbols for the sound(s) whose articulation fits the following descriptions:“The upper teeth are used.” |
| 40. | Give the phonetic symbols for the sound(s) whose articulation fits the following descriptions:“The upper teeth are used.” |
| 41. | Give the phonetic symbols for the sound(s) whose articulation fits the following descriptions:“Air goes out through the nose.”  |
| 42. | Give the phonetic symbols for the sound(s) whose articulation fits the following descriptions:“Air goes out through the nose.”  |
| 43. | Give the phonetic symbols for the sound(s) whose articulation fits the following descriptions:“The tongue body is raised and fronted.” |
| 44. | Give the phonetic symbols for the sound(s) whose articulation fits the following descriptions:“Air goes out of the mouth with audible friction.” |
| 45. | Give the phonetic symbols for the sound(s) whose articulation fits the following descriptions:“The tongue blade is used.” |
| 46. | Give the phonetic symbols for the sound(s) whose articulation fits the following descriptions:“The tongue blade is used.” |
| 47. | For each sound type below, choose the option that best describes its articulation. Consonant a. The articulators touch. b. The articulators do not touch. c. There is a smooth obstruction to the airflow. d. There is an obstruction to the airflow. e. There is no obstruction to the airflow. |
| 48. | For each sound type below, choose the option that best describes its articulation.Plosive a. The articulators touch and the velum is raised. b. The articulators touch and the velum is lowered. c. The articulators touch and the vocal cords vibrate. d. The articulators do not touch and the vocal cords do not vibrate. e. The articulators do not touch and there is a closure in the vocal tract. |
| 49. | For each sound type below, choose the option that best describes its articulation.Velar a. The velum vibrates. b. The back of the tongue touches the hard palate. c. The back of the tongue touches the soft palate. d. The back of the tongue touches the soft palate and the velum is raised. e. The back of the tongue touches the soft palate and the velum is lowered. |
| 50. | For each sound type below, choose the option that best describes its articulation.[+nasal] a. The velum is raised. b. The velum is lowered. c. The velum vibrates. d. The vocal folds vibrate. e. There is smooth airflow.  |
| 51. | For each sound type below, choose the option that best describes its articulation. [-front] a. The body of the tongue is not fronted. b. The body of the tongue is fronted. c. The body of the tongue is not retracted. d. The body of the tongue is retracted. e. The tip of the tongue is not fronted.  |
| 52. | For each sound type below, choose the option that best describes its articulation.[+coronal] a. The front of the tongue is involved. b. The back of the tongue is involved. c. The body of the tongue is involved. d. The tip of the tongue is involved. e. The tongue is involved.  |
| 53. | Choose the set(s) where: All the words end in the same sound. a. lamb, bomb, ramp, romp, lamp b. tease, breeze, horse, gene, loose c. sin, sane, line, pan, soon d. books, moose, juice, rats, piece e. queen, bean, bane, beam, inn  |
| 54. | Choose the set(s) where:All the words contain close vowels. a. cram, scram, cream, scream, crude b. loose, easy, peace, rule, move c. barn, leap, mask, tease, mood d. dean, doom, bloom, dam, peel e. true, blew, blast, creed, plead  |
| 55. | Choose the set(s) where:The first and the last sound in the words are [+labial]. a. move, blue, foam, barf, peeve b. boom, mop, farm, move, map c. coo, moo, igloo, noon, school d. boon, Pam, mum, Sue, flew e. mime, beam, mob, oomph, Bob  |
| 56. | Choose the set(s) where:The first and the second sound in the words are [+high]. a. keel, gap, gang, cool b. pool, gad, coo, moot c. geek, key, keen, goof d. guard, keep, keen, cool, goon e. cart, camp, goose, geese  |
| 57. | In each word set, indicate the word(s) whose sequence of sounds matches the given description. Description 1. voiced, rounded vowel, fricative, vowel Word set a. goose b. goofy c. goodie d. noose e. booty |
| 58. | In each word set, indicate the word(s) whose sequence of sounds matches the given description. Description 2. alveolar fricative, plosive, close vowel, labial Word set a. scheme b. Steve c. spoof d. snoop e. steed  |
| 59. | In each word set, indicate the word(s) whose sequence of sounds matches the given description. Description 3. [-sonorant -stop -voice], [+lab], [+sonorant -stop -lab], [-voice] Word set a. sneeze b. spoofc. speak d. soot e. smack |
| 60. | In each word set, indicate the word(s) whose sequence of sounds matches the given description. Description 4. [+coronal], [+sonorant -stop +high], [+coronal] Word set a. knead b. nook c. sad d. scene e. niece |
| 61. | Which statement is true: |
| 62. | Which statement is true: |
| 63. | Consider the rule PP - P (Det) Adj\* NChoose the sentence in which all the phrases described by this rule match the rule. |
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| 65. | Consider the rule PP - P (Det) Adj\* NChoose the sentence in which all the phrases described by this rule match the rule. |
| 66. | Propose a rule, in words or in rule notation, which describes the verb phrases in all the following sentences.*The clothes in the closet felt damp.**She leaves today.**Mosquito bites itch.**This cheese turned mouldy very quickly.**Our overseas sales increased significantly.* |
| 67. | Consider the following phrase structure grammar:S - NP VPNP - Det (Adj) N (PP)PP - P NPVP - V (NP)Choose the sentence that this grammar describes. |
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| 69. | Consider the rule: NP - (Det) Adj N (PP)Choose the sentence in which all the relevant constituents are generated by this rule. |
| 70. | Consider the rule: NP - (Det) Adj N (PP)Choose the sentence in which all the relevant constituents are generated by this rule. |
| 71. | Consider the rule: NP - (Det) Adj N (PP)Choose the sentence in which all the relevant constituents are generated by this rule. |
| 72. | Syntactic phrases are named after their head constituents. Propose a phrasal label for the underlined constituents in thefollowing sentence (you can use abbreviations):*Queue up right here for your free gifts.* |
| 73. | Syntactic phrases are named after their head constituents. Propose a phrasal label for the underlined constituents in thefollowing sentence (you can use abbreviations):*Sam sent me a birthday card.* |
| 74. | Syntactic phrases are named after their head constituents. Propose a phrasal label for the underlined constituents in thefollowing sentence (you can use abbreviations):*Luckily, the floods caused no casualties.* |
| 75. | Syntactic phrases are named after their head constituents. Propose a phrasal label for the underlined constituents in thefollowing sentence (you can use abbreviations):*We found termites inside the walls and under the floor.* |
| 76. | Syntactic phrases are named after their head constituents. Propose a phrasal label for the underlined constituents in thefollowing sentence (you can use abbreviations):*Milk contains calcium.* |
| 77. | Syntactic phrases are named after their head constituents. Propose a phrasal label for the underlined constituents in thefollowing sentence (you can use abbreviations):*The man in the blue suit is our boss.* |
| 78. | Syntactic phrases are named after their head constituents. Propose a phrasal label for the underlined constituents in thefollowing sentence (you can use abbreviations):*I know someone who can help you.* |
| 79. | Syntactic phrases are named after their head constituents. Propose a phrasal label for the underlined constituents in thefollowing sentence (you can use abbreviations):*The water was surprisingly cold.* |
| 80. | Syntactic phrases are named after their head constituents. Propose a phrasal label for the underlined constituents in thefollowing sentence (you can use abbreviations):*Bee stings hurt.* |
| 81. | Syntactic phrases are named after their head constituents. Propose a phrasal label for the underlined constituents in thefollowing sentence (you can use abbreviations):*She looked very pale but composed.* |
| 82. | Consider the PS rule: VP - V {NP, PP, S}Choose the sentence in which the VP does not follow the rule. |
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| 85. | Choose the PS rule that accounts for the verb phrases in all three sentences below.*Jonathan swam for an hour.**Jamie walked to the church in the rain at midnight.**Jennifer groaned inwardly.* |
| 86. | Given the following grammar:S - NP VPNP - Adj\* NVP - V Adv\*Choose the sentence that this grammar generates. |
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| 88. | Given the following grammar:S - NP VPNP - Adj\* NVP - V Adv\*Choose the sentence that this grammar generates. |
| 89. | Consider the PS grammar below, with rules numbered for ease of reference: 1. S - NP VP 2. NP - ({Adj, N}) N (PP) 3. VP - V (NP) This grammar does not account for all of these sentences: |
| 90. | Consider this rule: “In English, subject and verb must agree in number.” This rule means that subject and verb must either both be plural or both be singular. Now consider these data: *The lifts in our office are out of order. The colour of his eyes is green.* *\*The lifts in our office is out of order. \*The colour of his eyes are green.* Indicate which statement account for the data.  |
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| 93. | Choose the set in which all the verbs are of the same syntactic type (e.g. ditransitive, link verb). |
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| 98. | Choose those sets where all the sentences in the set contain the same verb type. |
| 99. | Choose the sentence pairs which contain the same verb type. |
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| 103. | *Vint* intransitive verb is |
| 104. | Choose the statement(s) that describe(s) the sentence: She smiled at the boy with sadness in her eyes. |
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| 108. | Which sentences, if any, contain intransitive verbs? *1. Pamela sleeps in the blue room.* *2. Sophia tells jokes.* *3. Carmela destroyed the photo.**4. Peter burnt the toast.* *5. Michael showers three times a day.*  |
| 109. | *(i) He cans pineapples.* *\* He can pineapples.* *(ii) He can swim.* *\* He cans swim.* Which statements help explain the asymmetry above? 1. In (i), can is the main verb. 2. In (ii), can is NOT the main verb. 3. In English, the verb must agree with its Subject. 4. In (i), the verb is transitive.  |
| 110. | Select the sentences in which the underlined sequence of words functions as DIRECT OBJECT. *1. The policemen arrested the murderer. 2. The poor man hit an alcoholic.* *3. He has deceived me many times.* *4. He wasted many days.* *5. They told the committee that she was innocent*. |
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| 114. | Structural linguistics was established in the 1920’s and 1930’s as an approach distinct from that of the …. school. |
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| 120. | *Vint* intransitive verb is |