

## Staatsexamen Frühjahr 1997: Linguistik Hauptfach Morphologie und Syntax

### COMPLEX SENTENCES IN ENGLISH

Der folgende Text (aus: John Le Carré, *The Little Drummer Girl*) liefert eine Fülle von Beispielen, mit deren Hilfe Sie die Fragen in den Teilen A und B beantworten sollen. Lesen Sie sich aber am besten zuerst die Fragen auf den Seiten 2 und 3 durch, und wenden Sie sich dann der gründlichen syntaktischen Analyse des Textes zu.

Zum besseren Verständnis des Textes hier nur die folgenden Hinweise: Charlie ist eine englische Schauspielerin, die bemerkt, daß derselbe Mann, der wiederholt bei Theateraufführungen im Publikum saß, plötzlich auch in ihrem Feriendomizil auf Mykonos auftaucht. Sie will ihrem Freund Al jedoch (noch) nichts davon erzählen.

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A few days later, in York, when she had forgotten him, she could have sworn she saw him again, but she 10 wasn't sure; the stage lighting was too good, she couldn't penetrate the haze. Nor did the stranger stay in his place between shows. All the same, she could have sworn it *was* the same face, front row centre, raptly upturned to her, and the same red blazer too. Was he a critic? A producer? An agent? A film director? Was he from the City company, perhaps, that had taken over the sponsorship of their troupe from the Arts Council? He was too lean, too watchful in his immobility, for a mere professional money-man who was checking out his firm's investment. As to 15 critics, agents, and the rest, it was a miracle if they stayed for one act, let alone two consecutive performances. And when she saw him on a third occasion--or thought she did--just before leaving for her holiday, on the very last night of their tour, in fact, posted at the stage door of the little East End theatre, she had half a mind to bowl straight up to him and ask him outright what his business was--whether he was an embryonic Ripper, an autograph hunter, or just a normal sex maniac like the rest of us. But his air of studious righteousness had held her back.

20 The sight of him now, therefore--standing not a yard from her, seemingly unaware of her presence, contemplating the display of books with the same solemn interest that he had only days before been lavishing upon herself--threw her into an extraordinary state of flurry. She turned to him, she caught his unflustered glance, and for a second she stared at him a lot more fiercely than he had ever stared at her. And she had the advantage of dark glasses, which she had put on to hide her bruise. Seen so close, he struck her as older than she had imagined, leaner 25 and more marked. She thought he could do with a good sleep and wondered whether he had jet-lag, for there was a downward settlement to the edges of his eyes. Yet he offered not a flicker of recognition or excitement in return. Thrusting the *Herald Tribune* back into its rest, Charlie beat a swift retreat to the safety of a waterfront taverna.

The same afternoon, sure enough, he took up his post on the beach, not sixty feet from the family encampment.

30 Wearing a pair of prim monk's bathing trunks, black, and carrying a tin water-bottle from which he occasionally took frugal sips, as if the next oasis were a day's march off. Never watching, never paying the slightest heed, reading his Debray from under the shade of this baggy white golf hat. Yet following every

move she made--she knew it, if only by the pitch and stillness of his handsome head. Of all the beaches on Mykonos, he had chosen theirs. Of all the places on their beach, he had lighted on the one high point among the dunes that commanded every 35 approach, whether she was taking a swim or fetching Al another bottle of retsina from the taverna. From his raised foxhole he could pick her off at leisure, and there was not a damned thing she could do in return to dislodge him. To tell Long Al was to expose herself to ridicule and worse; she had no intention of giving him such a golden chance to pour scorn on yet another of her fantasies. To tell anyone else was no different from telling Al: he would hear of it within the day. She had no solution but to hug her secret to herself, which was what she wanted.

**TEIL A: Fragen mit der Bitte um eine kurze Antwort (Gewichtung: 50%)**

**Bitte bearbeiten Sie insgesamt drei der folgenden vier Fragen, und zwar Frage 1 (mit 20% gewichtet) und zwei der Fragen 2-4 (mit jeweils 15% gewichtet). Teil A wird also insgesamt mit 50% gewichtet.**

1. a. Geben Sie eine Analyse der Satzstruktur nach dem folgenden Muster:

[They point out [that India has not had the luxury, [as the United States did,] of [finding a fresh, virgin land at its disposal at the moment [when its modern development began.]]]]

(1.1) The Socialists have rejected an attempt by President Z.Z., who leaves office this month, to mediate toward early elections, asking him to allow Interior Minister N.D. to form a new government. (*International Herald Tribune*, 13.1.1997)

(1.2) The sight of him now -- standing not a yard from her, seemingly unaware of her presence, contemplating the display of books with the same solemn interest that he had only days before been lavishing upon herself -- threw her into an extraordinary state of flurry.

(aus dem Text auf S.1)

(1.3) And when she saw him on a third occasion, just before leaving for her holiday, on the very last night of their tour, posted at the stage door of the little East End theatre, she had half a mind to bowl straight up to him and ask him outright what his business was -- whether he was an embryonic Ripper or just a normal sex maniac like the rest of us. (aus dem Text auf S.1)

b. Benennen Sie alle untergeordneten Sätze in den Beispielen (1.1) und (1.3).

2. a. Welche Typen von Relativsätzen und Relativsatzmarkierern gibt es im Englischen? Geben Sie für jeden Typ, soweit vorhanden, ein Beispiel aus dem Text.

b. Nennen Sie aus dem Bereich der Relativsätze drei wesentliche Unterschiede zwischen dem Standardenglischen und regionalen Varietäten des britischen Englischen.

3. a. Diskutieren Sie den Status von *in*, *before* und *while* einerseits und den Status der *ing*-form andererseits anhand der folgenden Beispiele:

(3.1) In seeking to demonstrate that the President is still in command, his advisers have selected two issues.

(3.2) Before leaving the hospital, John rang his mother.

(3.3) While writing the letter, Mary listened to classical music.

b. Zum Status von *for*:

Welchen Konnektivklassen läßt sich *for* allgemein zuordnen? Diskutieren Sie anhand relevanter Beispiele aus dem Text den Status von *for* als Satzverknüpfendes Element. Ist die Zuordnung von *for* zu einer Wortklasse immer eindeutig bestimmbar?

4. a. Bei der semantisch-pragmatischen Analyse des Gebrauchs von Adverbialsätzen wird häufig zwischen drei Diskursebenen unterschieden. Beschreiben Sie diese und geben Sie für jede Diskursebene zwei Beispiele.

b. Welche Typen von Konditionalsätzen werden gemeinhin unterschieden? Welche von diesen sind im Text auf S.1 vertreten?

### **TEIL B: Essay-Fragen (Gewichtung: 50%)**

**Bitte beantworten Sie ausführlich zwei der drei folgenden Fragen, von denen jede mit 25% gewichtet ist.**

5. "... in many languages, the sharp binary distinction between subordination and coordination is a gross oversimplification of the facts. [...] Instead, the facts reveal a multi-point graduated scale of clause integration." (Givón 1990: 826)

a. Nehmen Sie dieses Zitat zum Ausgangspunkt einer Diskussion

(i) zur Unterscheidung von Subordination und Koordination sowie terminologisch damit eng verbundener Begriffe bzw. Begriffspaare sowie

(ii) zum Nutzen von Skalen (bzw. Kontinua oder Gradienten) in diesem Bereich, wobei Sie auch nach Möglichkeit englische Beispiele für den fließenden Übergang zwischen den verschiedenen Kategorien anführen sollten.

b. Ein kurzer Blick in die Sprachgeschichte:

Was versteht man unter der "Parataxe-Hypothese", und welcher Stellenwert wird ihr in der Forschung zur historischen Syntax derzeit eingeräumt?

6. Verwenden Sie bei der Beantwortung der Fragen in (6a) und (6b) möglichst viele Beispiele aus dem Text.

a. Adverbialsatzkonstruktionen wie in Beispiel (1.2) sind im Englischen vergleichsweise häufig zu finden. Diskutieren Sie die beiden Haupttypen von Konstruktionen in diesem Bereich und charakterisieren Sie ihre wesentlichen strukturellen und semantisch-pragmatischen Eigenschaften (und Unterschiede).

b. Welche Probleme stellen sich bei dem Versuch einer eindeutigen Interpretationszuweisung für die Konstruktionen in (6a)? Welche Faktoren können eine Rolle spielen? Welche Bedeutung hat die Ikonizitätshypothese in diesem Zusammenhang, aber auch im Zusammenhang mit den beiden Konstruktionstypen in Aufgabe (6a)?

7. Diskutieren Sie, in welcher Weise sich der semantische Raum adverbialer Relationen ordnen läßt und welche Kriterien dafür herangezogen werden können. Ihr Essay sollte u.a. Begriffe wie *semantisches Netzwerk*, *Polysemie*, *Bedeutungswandel*, *Gebrauchshäufigkeit*, *Informativität* ('*informativeness*') und *Konzessivität* beinhalten.

## Staatsexamen Frühjahr 1997: Linguistik Beifach

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**Bitte bearbeiten Sie insgesamt drei der folgenden vier Fragen, und zwar Frage 1 und zwei der Fragen 2-4. Jede dieser Fragen wird mit 20% gewichtet; Teil A kommt also insgesamt auf eine Gewichtung von 60%.**

1. a. Geben Sie eine Analyse der Satzstruktur nach dem folgenden Muster:

[They point out [that India has not had the luxury, [as the United States did,] of [finding a fresh, virgin land at its disposal at the moment [when its modern development began.]]]]

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**Bitte beantworten Sie ausführlich eine der drei folgenden Fragen, von denen jede mit 40% gewichtet ist.**

5. "... in many languages, the sharp binary distinction between subordination and coordination is a gross oversimplification of the facts. [...] Instead, the facts reveal a multi-point graduated scale of clause integration." (Givón 1990: 826)

a. Nehmen Sie dieses Zitat zum Ausgangspunkt einer Diskussion

(i) zur Unterscheidung von Subordination und Koordination sowie terminologisch damit eng verbundener Begriffe bzw. Begriffspaare sowie

(ii) zum Nutzen von Skalen (bzw. Kontinua oder Gradienten) in diesem Bereich, wobei Sie auch nach Möglichkeit englische Beispiele für den fließenden Übergang zwischen den verschiedenen Kategorien anführen sollten.

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(aus dem Text auf S.1)

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## Lexikologie und Semantik

### TEIL A: Fragen mit der Bitte um eine kurze Antwort (Gewichtung: 40%)

Bitte bearbeiten Sie vier der sechs folgenden Fragen, von denen jede mit 10% gewichtet ist. Alle Fragen nehmen Bezug auf die beiden beigegeführten Wörterbuchseiten.

1. Welches sprachwissenschaftliche Verfahren hat die graphische Darstellung oben auf S. 258 des Wörterbuchs inspiriert? Skizzieren Sie dieses Verfahren anhand des vorliegenden Beispiels.
2. Identifizieren Sie alle Fälle von Homonymie und Polysemie unter den Wörterbucheinträgen.
3. Betrachten Sie die *usage note* unter *damp*<sup>1</sup>. Skizzieren Sie
  - (a) die Sinnrelation, die zentral für solche Darstellungen der Gebrauchsbedingungen von Lexemen ist und
  - (b) an diesem Beispiel die verschiedenen Typen von Informationen, die in *usage notes* einfließen.
4. Inwiefern ist eine bildliche Darstellung (siehe den Eintrag für *dam*<sup>1</sup>) eine Definition der Bedeutung eines Wortes?
5. Betrachten Sie die Definitionen von *dalmatian* und *dandelion*.
  - (a) Welchem traditionellen Verfahren der Bedeutungsdefinition wird hier gefolgt?
  - (b) Welche Sinnrelationen sind involviert?
  - (c) Spielt Heteronymie (oder: Inkompatibilität) in solchen Definitionen eine Rolle?
6. Das Verb *dare* wird als ein marginales Modalverb klassifiziert.
  - (a) Für welche der beiden Verwendungsweisen des Verbs trifft dies zu?
  - (b) Welches sind die beiden großen Gruppen modaler Bedeutung, die man gemeinhin unterscheidet, und welcher würde man die relevante Bedeutung von *dare* zuordnen?
  - (c) Welche Rolle spielen Synsemantika in der traditionellen lexikalischen Semantik?

## **TEIL B: Essay-Fragen (Gewichtung: 60%)**

**Bitte beantworten Sie ausführlich drei der fünf folgenden Fragen, von denen jede mit 20% gewichtet ist.**

7. Welche Rolle spielt der Kontext innerhalb der Semantik (z.B. für verschiedene Zweige der Semantik, Aspekte von Bedeutung, einzelne Sinnrelationen, Mehrdeutigkeit) und bei der Unterscheidung zwischen Semantik und Pragmatik? Berücksichtigen Sie in der Antwort u.a. den speziellen Status von deiktischen Ausdrücken.

8. Welche Rolle spielt die Komponentenanalyse bzw. spielen semantische Merkmale in der Semantik - sowohl in der paradigmatischen wie in der syntagmatischen Semantik, sowohl in älteren wie in neueren Ansätzen in der Semantik? Berücksichtigen Sie in Ihrem Essay die folgenden Zitate aus Lyons (1977, Vol. I).

"It is probably true to say that the majority of structural semanticists subscribe nowadays to some version or other of componential analysis." (317)

"The psychological reality of sense-components has often been called into doubt. So too has their universality." (333)

9. Polysemie ist eines der großen Themen in der lexikalischen Semantik, da es in verschiedene wichtige Bereiche ausgreift. Skizzieren Sie diese Bereiche und relevante semantische Fragestellungen und Kontroversen im Zusammenhang mit Polysemie unter Zuhilfenahme der folgenden Zitate (Taylor 1995: 264, 266):

"The question of polysemy looms large in any study of word meaning, if only because of the ubiquity of the phenomenon. In Chapters 6 and 7 I argued for the relevance of a prototype approach to polysemy. However, the nature of polysemy, the criteria for its identification, and its proper treatment in semantic theory are far from settled. To some extent, the problem lies in the fact that polysemy is a graded notion; inevitably, therefore, demarcation disputes will arise."

"I have mentioned the extreme ends of the polysemy continuum: homonymy and contextual modulation. Between these extremes stand a whole range of examples where the different readings of a word may diverge to a greater or lesser extent. But just as the phenomenon of polysemy itself is graded, so too are linguistic treatments of it. Two broad kinds of approach can be distinguished.

One approach happily allows the proliferation of the number of senses of a word, on the ground that different uses refer to different kinds of situation. The other approach attempts to maximally restrict polysemy by bringing as many different uses as possible under a single common representation; senses that cannot be so treated are assigned to homonymous semantic entries."

10. Unterschiede zwischen Sprachen wie die folgenden (weitere Beispiele können Sie gerne hinzufügen) sind im Strukturalismus mit einer ganz bestimmten Position verbunden. Stellen Sie den gegenwärtigen Diskussionsstand bezüglich dieser Position dar.

*Kissen - cushion, pillow Affe - monkey, ape Uhr - watch, clock*

*Schnecke - snail, slug Schaum - foam, froth, lather, scum, suds*



11. Verarbeiten Sie die beiden folgenden Zitate in einem Essay zu verschiedenen Klassifizierungen und Typen von Bedeutungswandel sowie unterschiedlichen Ansätzen in der Bedeutungswandelforschung. Gehen Sie dabei insbesondere auf die fett markierten Textstellen ein.

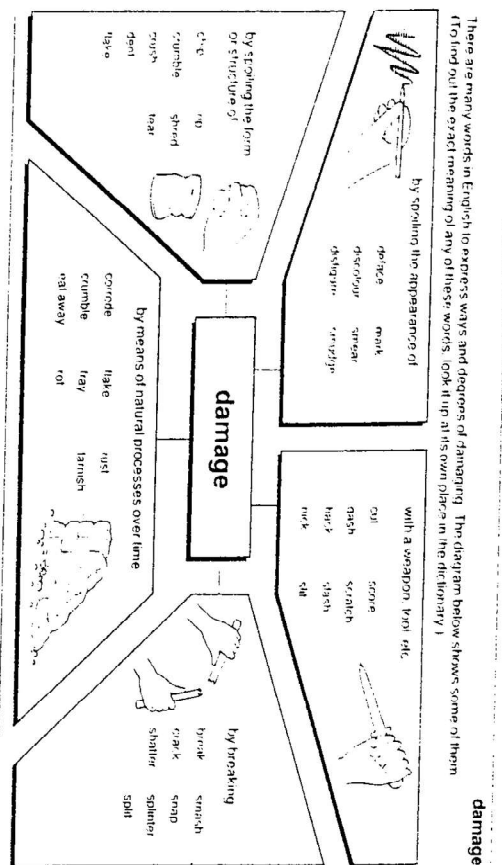
"... it is not difficult to see why so many different schemes of semantic change have been proposed over the last 150 years and why there is so little agreement among scholars as to the correct **classification** of the phenomena. For behind every change of meaning there lies a chain of causation which can be analysed at a number of **different levels - e.g. material, social, psychological, logical** - and at each level we should get a different answer to the question 'Why did this word change its meaning?' [...]"

(Waldron 1979: 128f.)

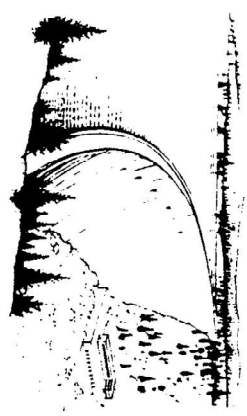
"My approach to semantic change is essentially from the **point of view of cognition**. [...] much semantic change is **highly regular**, so regular, indeed, that testable hypotheses can be developed... [...]"

It remains to consider what implications the types of changes discussed here may have for a theory of mind. It is not enough simply to observe that the overriding principle of semantic change is **concrete --> abstract, ..., including less --> more inferential, or that space and vision are predominant source domains for a large number of other semantic domains**. We should also keep in mind the question why this is so. [...] The richness of spatial experience, and the constraints on our paths of vision, seem to bear a direct relation to the semantic structure we build in languages, and can be supposed to explain them in some degree." (Traugott 1985: 159, 168f.)

## Staatsexamensklausur Frühjahr 1998 Lexikologie und Semantik



with the idea of setting himself up in business. **2** old-fashioned seem to want to start a love relationship with (someone), but without serious intentions. **damnable** /dæm'nəbəl/ n. (usu. cap.) a type of large short-haired dog that is white with black spots - see picture at dog.



**dam** /dæm/ n. a wall or bank built across a river to keep back water, esp. to make a reservoir; the Aswan Dam in Egypt [The village was swept away when the dam burst - compare dike. (1)]  
**dam** /dæm/ v. -mm- [T (v)] to keep back by means of a dam; to dam (up) the water in the river  
**dam** /dæm/ v. -mm- [T (v)] to control (a feeling, esp. of anger or annoyance) in an unhealthy way; suppress; to dam up one's resentment  
**dam** /dæm/ n. the mother of a four-legged animal, esp. a horse  
**dam age** /ˈdæmɪdʒi/ n. [U] (to) the process of spoiling the condition or quality of something and the harm or loss that results; The flood caused serious damage to the crops; [This will do a lot of damage to her political reputation.] [He suffered brain damage in the car accident. 2] [he + st] infml. esp. BrE the price, esp. of something done for you; What's the damage?  
**damage** /ˈdæmɪdʒ/ v. [T] to cause damage to; to damage someone's reputation; The building was severely damaged by the explosion; [Smoking can damage your health.] The incident had a damaging effect on East-West relations.  
**dam ages** /ˈdæmɪdʒz/ n. [P] law money that a person is ordered by a court to pay to another person for causing

ing damage. She sued him for that, and the court ordered her to pay her damages.  
**damask** /ˈdæmsk/ n. adj. [U] (a kind of cloth) with a pattern woven into it; a beautiful damask tablecloth 2 **dame** /deɪm/ n. AmE sl (esp. said by men) a woman; Who's that dame?  
**Dame** n. (the title of) a woman who has been given a British rank of honour equal to that of knight. (2) Dame Ellen Terry was a famous actress. (fig.) Dame Fortune  
**damn** /dæm/ v. also damned /dæmd/; goddamn - adj.; adv. [A] sl. 1 (used for giving force to an expression, good or bad); a damn good! You were damn lucky the police didn't catch you! Don't lie to me - you know damn well what was happening. 2 damn all BrE nothing. He's the meanest person I know - you'll get damn all out of him.  
**damned** /ˈdæmd/ n. -mɪdʒ/ sl (an expression of annoyance or disappointment); Damn! I've forgotten the key.  
**damning** /ˈdæmɪŋ/ n. [S] usu. in negatives; infml even the smallest amount; I don't care; give a damn what he does; [His promise isn't worth a damn.]  
**damn** /dæm/ v. [T] 1 (esp. of God) to send to punishment without end after death 2 (often used in curses); God damn it! [Damn you! - compare bless (3).] 3 to declare to be bad or worthless; The play was damned by all the critics. 4 to cause to fail completely; ruin; He damned himself with one stupid remark. 5 damn someone/something with faint praise; to praise someone/something only slightly; in a way that suggests one really despises 6 Well, I'm damned! I'll be damned! **damnable** /ˈdæmnbəl/ adj. old-fash very bad; AVM-ly; (a strong way of saying) I'm very surprised.  
**damnation** /ˈdæmneɪʃn/ n. -neɪʃn/ -nɪʃn/ the act of damning or state of being damned; condemned to eternal damnation 2 in damnation old-fash sl (used for giving strength to an expression of anger); What in damnation do you mean by that?  
**damnedest** /ˈdæmdɪst/ n. do one's damndest infml to do everything possible; She's doing her damndest to pass the exam.  
**damned!** /ˈdæmdɪt/ adv. [U] infml. esp. AmE the most unusual, surprising, etc.; Isn't that the damndest thing you've ever heard? (



## Lexikologie und Semantik

### TEIL A: Fragen mit der Bitte um eine kurze Antwort (Gewichtung: 40%)

**Bitte bearbeiten Sie vier der sechs folgenden Fragen, von denen jede mit 10% gewichtet ist. Alle Fragen nehmen Bezug auf die beiden beigefügten Wörterbuchseiten.**

1. Welches sprachwissenschaftliche Verfahren hat die graphische Darstellung oben auf S. 258 des Wörterbuchs inspiriert? Skizzieren Sie dieses Verfahren anhand des vorliegenden Beispiels.
2. Identifizieren Sie alle Fälle von Homonymie und Polysemie unter den Wörterbucheinträgen.
3. Betrachten Sie die *usage note* unter *damp*<sup>1</sup>. Skizzieren Sie
  - (a) die Sinnrelation, die zentral für solche Darstellungen der Gebrauchsbedingungen von Lexemen ist und
  - (b) an diesem Beispiel die verschiedenen Typen von Informationen, die in *usage notes* einfließen.
4. Inwiefern ist eine bildliche Darstellung (siehe den Eintrag für *dam*<sup>1</sup>) eine Definition der Bedeutung eines Wortes?
5. Betrachten Sie die Definitionen von *dalmatian* und *dandelion*.
  - (a) Welchem traditionellen Verfahren der Bedeutungsdefinition wird hier gefolgt?
  - (b) Welche Sinnrelationen sind involviert?
  - (c) Spielt Heteronymie (oder: Inkompatibilität) in solchen Definitionen eine Rolle?
6. Das Verb *dare* wird als ein marginales Modalverb klassifiziert.
  - (a) Für welche der beiden Verwendungsweisen des Verbs trifft dies zu?
  - (b) Welches sind die beiden großen Gruppen modaler Bedeutung, die man gemeinhin unterscheidet, und welcher würde man die relevante Bedeutung von *dare* zuordnen?
  - (c) Welche Rolle spielen Synsemantika in der traditionellen lexikalischen Semantik?

## **TEIL B: Essay-Fragen (Gewichtung: 60%)**

**Bitte beantworten Sie ausführlich zwei der fünf folgenden Fragen, von denen jede mit 30% gewichtet ist.**

7. Welche Rolle spielt der Kontext innerhalb der Semantik (z.B. für verschiedene Zweige der Semantik, Aspekte von Bedeutung, einzelne Sinnrelationen, Mehrdeutigkeit) und bei der Unterscheidung zwischen Semantik und Pragmatik? Berücksichtigen Sie in der Antwort u.a. den speziellen Status von deiktischen Ausdrücken.

8. Welche Rolle spielt die Komponentenanalyse bzw. spielen semantische Merkmale in der Semantik - sowohl in der paradigmatischen wie in der syntagmatischen Semantik, sowohl in älteren wie in neueren Ansätzen in der Semantik? Berücksichtigen Sie in Ihrem Essay die folgenden Zitate aus Lyons (1977, Vol. I).

"It is probably true to say that the majority of structural semanticists subscribe nowadays to some version or other of componential analysis." (317)

"The psychological reality of sense-components has often been called into doubt. So too has their universality." (333)

9. Polysemie ist eines der großen Themen in der lexikalischen Semantik, da es in verschiedene wichtige Bereiche ausgreift. Skizzieren Sie diese Bereiche und relevante semantische Fragestellungen und Kontroversen im Zusammenhang mit Polysemie unter Zuhilfenahme der folgenden Zitate (Taylor 1995: 264, 266):

"The question of polysemy looms large in any study of word meaning, if only because of the ubiquity of the phenomenon. In Chapters 6 and 7 I argued for the relevance of a prototype approach to polysemy. However, the nature of polysemy, the criteria for its identification, and its proper treatment in semantic theory are far from settled. To some extent, the problem lies in the fact that polysemy is a graded notion; inevitably, therefore, demarcation disputes will arise."

"I have mentioned the extreme ends of the polysemy continuum: homonymy and contextual modulation. Between these extremes stand a whole range of examples where the different readings of a word may diverge to a greater or lesser extent. But just as the phenomenon of polysemy itself is graded, so too are linguistic treatments of it. Two broad kinds of approach can be distinguished.

One approach happily allows the proliferation of the number of senses of a word, on the ground that different uses refer to different kinds of situation. The other approach attempts to maximally restrict polysemy by bringing as many different uses as possible under a single common representation; senses that cannot be so treated are assigned to homonymous semantic entries."

10. Unterschiede zwischen Sprachen wie die folgenden (weitere Beispiele können Sie gerne hinzufügen) sind im Strukturalismus mit einer ganz bestimmten Position verbunden. Stellen Sie den gegenwärtigen Diskussionsstand bezüglich dieser Position dar.

*Kissen - cushion, pillow Affe - monkey, ape Uhr - watch, clock*

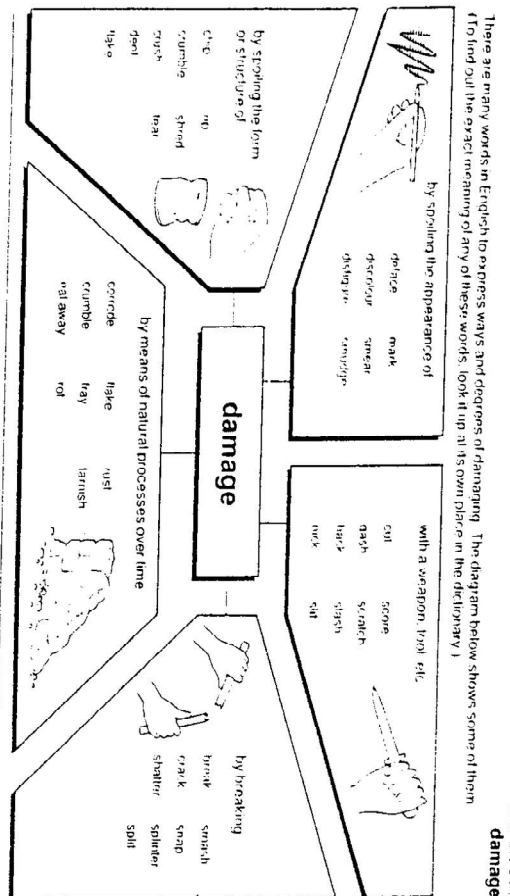
*Schnecke - snail, slug Schaum - foam, froth, lather, scum, suds*

11. Verarbeiten Sie die beiden folgenden Zitate in einem Essay zu verschiedenen Klassifizierungen und Typen von Bedeutungswandel sowie unterschiedlichen Ansätzen in der Bedeutungswandelforschung. Gehen Sie dabei insbesondere auf die fett markierten Textstellen ein.

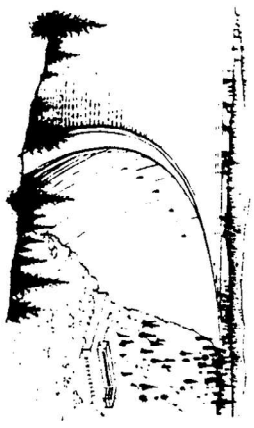
"... it is not difficult to see why so many different schemes of semantic change have been proposed over the last 150 years and why there is so little agreement among scholars as to the correct **classification** of the phenomena. For behind every change of meaning there lies a chain of causation which can be analysed at a number of **different levels - e.g. material, social, psychological, logical** - and at each level we should get a different answer to the question 'Why did this word change its meaning?' [...]" (Waldron 1979: 128f.)

"My approach to semantic change is essentially from the **point of view of cognition**. [...] much semantic change is **highly regular**, so regular, indeed, that testable hypotheses can be developed... [...] It remains to consider what implications the types of changes discussed here may have for a theory of mind. It is not enough simply to observe that the overriding principle of semantic change is **concrete --> abstract, ..., including less --> more inferential, or that space and vision are predominant source domains for a large number of other semantic domains**. We should also keep in mind the question why this is so. [...] The richness of spatial experience, and the constraints on our paths of vision, seem to bear a direct relation to the semantic structure we build in languages, and can be supposed to explain them in some degree." (Traugott 1985: 159, 168f.)

## Staatsexamensklausur Frühjahr 1998 Lexikologie und Semantik



with the idea of setting himself up in business. **2** *old-fashioned* to seem to want to start a love relationship with (someone), but without serious intentions  
**damnable** /ˈdæm.ə.bəl/ n (usu. cap.) a type of large short-haired dog that is white with black spots - see picture at 2005



**dam** <sup>1</sup> /dæm/ n a wall or bank built across a river to keep back water; esp. to make a reservoir; the Aswan Dam in Egypt | The village was swept away when the dam burst. - compare **dyke** (1)  
**dam** <sup>2</sup> /ˈdæm/ v (tr) to keep back by means of a dam; to dam (up) the water; the river  
**dam** <sup>3</sup> /ˈdæm/ v (tr) to control (a feeling, esp. of anger or annoyance) in an unhealthy way; suppress; to dam up one's resentment  
**dam** <sup>4</sup> n the mother of a four-legged animal, esp. a horse  
**damage** /ˈdæm.ɪdʒ/ n 1 (U (to)) the process of spoiling the condition or quality of something and the harm or loss that results; The flood caused serious damage to the crops. | This will do a lot of damage to her political reputation. | He suffered brain damage in the car accident. **2** (the + S) *infr.* esp. BrE the price, esp. of something done for you; What's the damage?  
**damage** <sup>3</sup> v (TT) to cause damage to; to damage someone's reputation; The building was severely damaged by the explosion. | Smoking can damage your health. | The incident had a damaging effect on East-West relations.  
**damages** /ˈdæm.ɪdʒ.ɪz/ n (pl) law money that a person is ordered by a court to pay to another person for causing

ing damage; She sued him for libel and the court awarded her £1500 in damages.  
**dam-ask** /ˈdæm.əsk/ n, adj (U) 1 (a kind of cloth) with a pattern woven into it; a beautiful damask tablecloth **2** *poet. pink; her damask cheek*  
**dame** /deɪm/ n *AME* st (esp. said by men) a woman; Who's that dame?  
**Dame** n (the title of) a woman who has been given a British rank of honour equal to that of knight\* (2); Dame Ellen Terry was a famous actress. (the) Dame  
**damn** /dæm/ also **darned** /dæm.d/ *goddamn-adj* adv [A] st 1 (used for giving force to an expression, good or bad); a damn fool! you were damn lucky the police didn't catch you! | Don't lie to me - you know damn well what was happening. **2** damn all BrE nothing; He's the meanest person I know - you'll get damn all out of him.  
**damn**\* also **damnation** - *infer* st (an expression of annoyance or disappointment); Damn! I've forgotten the key.  
**damny**\* n [S] usu. in negat. (infml) even the smallest amount; I don't care/give a damn what he does! | His pram got lost! worth a damn.  
**damn** v (TT) 1 (esp. of God) to send to punishment without end after death **2** (often used in curses) God damn it! | Damn you! - compare **blast**\* (3) **3** to declare to be bad or worthless; The play was damn'd by all the critics. **4** to cause to fail completely; ruin; He damned himself with one stupid remark. **5** damn someone/something with faint praise to praise someone or something only slightly; in a way that suggests one really disapproves. **6** Well, I'm damned! | I'll be damned! | **damnable** /ˈdæm.nə.bəl/ adj old-fashioned very bad; Appalling. This damnable weather! - My old infml  
**damnation** /dæm.ɪˈneɪ.ʃən/ n (U) 1 the act of damning or state of being damned; condemned to eternal damnation **2** in damnation old-fashioned (used for giving strength to an expression of anger); What in damnation do you mean by that?  
**damned** /dæm.d/ n the one's, damndest infml to do everything possible; She's doing her damndest to pass the exam.  
**damndest**\* /dæm.d.ɪst/ n the most unusual, surprising, etc.; Isn't that the damndest thing you've ever heard? (

**dam** /dæm/ n a wall or bank built across a river to keep back water; esp. to make a reservoir; the Aswan Dam in Egypt | The village was swept away when the dam burst. - compare **dyke** (1)  
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**damages** /ˈdæm.ɪdʒ.ɪz/ n (pl) law money that a person is ordered by a court to pay to another person for causing

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# Staatsexamensklausur Englisch Frühjahr 1999

## (Hauptfach)

### Soziolinguistik und Varietäten

**Teil A:** Wählen Sie einen der beiden Texte aus und bearbeiten Sie **vier** der folgenden sechs Aufgaben. Jede Aufgabe ist mit 10% gewichtet, Teil A insgesamt also mit **40%**.

1. Beschreiben Sie die grammatischen und lautlichen Unterschiede zwischen dem Standardenglischen und der Varietät in Ihrem Text. Welche der Abweichungen vom Standard finden sich in zahlreichen anderen Nichtstandardvarietäten auch, welche sind weitgehend auf die in Ihrem Text beschriebene Varietät beschränkt?
2. Diskutieren Sie mit Blick auf die Analyse der Lexis in Ihrem Text die Nützlichkeit von Konzepten wie "Archaismus", "Slang", "Tabu", "Jargon", "Dialekt" oder "Soziolekt".
3. Welche der orthographischen Repräsentationen von Akzentmerkmalen in dem von Ihnen gewählten Text vermögen zu überzeugen, welche eher nicht? Beschränken Sie sich auf die Diskussion einer Auswahl von Beispielen.
4. Kommentieren Sie im Lichte Ihres Textes den bekannten Ausspruch "Accent divides, syntax unites".
5. Inwiefern können phonologische Unterschiede zwischen einer Nichtstandard- und einer Standardvarietät grammatische Unterschiede nach sich ziehen? Geben Sie einige Beispiele aus dem Text oder anderen Ihnen bekannten Nichtstandardvarietäten.

6. Skizzieren Sie einige der wesentlichen **grammatischen** Unterschiede zwischen dem britischen und amerikanischen (Standard-) Englisch. Sind darunter solche, die nahelegen, daß die in Ihrem Text dargestellte Varietät eher eine britische bzw. eine amerikanische Varietät ist?

**Teil B:** Bearbeiten Sie **drei** der folgenden fünf Aufgaben. Jede Aufgabe ist mit 20% gewichtet, Teil B also insgesamt mit **60%**.

7. Welche Faktoren fördern die sprachliche Standardisierung und die Herausbildung einer Standardvarietät? Wie kommt es trotzdem zu der weiten Verbreitung von Nichtstandardvarietäten und ihrer vergleichsweise starken Resistenz gegenüber Einflüssen aus dem Standard? Diskutieren Sie in diesem Zusammenhang auch den Status von RP und GA.

8. Beschreiben Sie eine klassische soziolinguistische Studie Ihrer Wahl und zeigen Sie anhand dieser Studie Stärken und Schwächen (inhaltlicher wie methodischer Natur) der Soziolinguistik auf.

9. Diskutieren Sie die Beziehung zwischen Soziolinguistik und feministischer Linguistik.

10. Diskutieren Sie ausgehend vom folgenden Textauszug (a) den Status des AA(V)E unter den Varietäten des amerikanischen Englisch und (b) die wesentlichen konkurrierenden Hypothesen zur Entstehung des AA(V)E.



"I defend the thesis that like African American English, white American varieties of English and other varieties of English in the United States are outcomes of language contact. They are all outputs of the same restructuring equation; differences among them may be explained by assigning different values to its variables. I am still unable to formulate the equation -- which is very likely nonlinear -- in a specific algebraic formula; but I have a sense of some variables it must include, for instance, the nature of the diverse dialects of English brought over by the British colonists, the coexistence of English speakers in the colonies with speakers of other languages, the demographic proportions of speakers of the language varieties in contact during the critical stages of the development of new varieties of English, the kinds of social contacts between the different social and ethnic groups during the formative stages of the new varieties, the structural features of the varieties that were actually in contact, the rate of immigrations after the (original) formative stages, the origins of the new immigrants, their social status (which may be correlated with prestige or lack thereof), their proportions relative to the preceding populations, and the patterns of integration within the established populations.

The above are not by any means all the variables. However, they give us a sense of how, *ceteris paribus*, the same language appropriated in the colonies by different groups which were not equally integrated in the broader American speech community and which did not form the same intimate communication networks have developed different, though sometimes similar, varieties."

Salikoko S. Mufwene. 1996. "The development of American Englishes." In: Schneider, Edgar (ed.) *Focus on the USA*. Amsterdam/Philadelphia: Benjamins, 233.

11. Diskutieren Sie ausgehend vom folgenden Textauszug den Status des Englischen als einer plurizentrischen Sprache mit seinen (möglichen) Konsequenzen für den Bereich *Teaching English as a Foreign Language*.

"Pluricentric languages are languages with several centres of planning, often different nation-states, whose variety is an important marker of the speaker's/nation's identity. Pluricentricity is rarely symmetrical, the relative status of varieties being conditioned by demographic, economic and political power as well as historical factors, and this is reflected in attitudes of dominant national group(s) to the other national varieties [...] (e.g. of British and Americans to Australian, New Zealand or South African English)."

Michael Clyne. 1997. "Pluricentric languages and national identity - an antipodean view." In: Schneider, Edgar (ed.) *Englishes around the world*. vol. II. Amsterdam/Philadelphia: Benjamins, 286.

## Text 2

(Welsh, Irvine. *Trainspotting*)