

NAME (PRINT):

Last/Surname

First /Given Name

STUDENT #:

SIGNATURE:

<p>UNIVERSITY OF TORONTO Faculty of Arts and Science</p> <p>Winter 2012 Final Exam April 16, 2012</p> <p>LIN200 H1S</p> <p>Duration: 120 minutes</p> <p>No aids allowed</p>

PLEASE INDICATE YOUR TUTORIAL SECTION:

T0101	4:00	UC65	YU-LENG
T5101	5:00	UC65	YU-LENG
T0102	4:00	UC67	ELODIE
T5102	5:00	UC67	ELODIE
T0103	4:00	UC256	JULIE
T5103	5:00	UC256	JULIE
T0104	4:00	UC152	IRYNA
T5104	5:00	UC85	TOMOHIRO

	VALUE	STUDENT'S SCORE
PART I	5	
PART II	18	
PART III	29	
PART IV	20	
PART V	14	
TOTAL	86	

NB: Please take the time to fill out this coversheet. If you do not fill in ALL of the information requested on this page you will be docked 1 point!

Please do not write in the scoring table. This is for the graders to use.


This test is 18 pages long including the cover sheet and three blank pages at the back for rough work. The questions end on page 15.

Good luck!

Part I: The human capacity for language; language & culture (5 pts)

1) Given immediately below are three of Hockett's design features of human language. Match each one to the most appropriate example (see i-v) listed in the box further below. [2 pts]

- a. Productivity (choose from i-v below) ____
- b. Arbitrariness (choose from i-v below) ____
- c. Displacement (choose from i-v below) ____

- i. We form new words when there are technological innovations in our society.
- ii.  = 'the house' (English) = 'la casa' (Spanish) = 'la maison' (French) .
- iii. Babies adopted from China and brought up by French speaking parents in Canada learn to speak English with a French accent, not a Chinese accent.
- iv. You can tell a friend what you did last summer in a faraway place.
- v. None of the above.

2) The traditional linguistic understanding of a creole is that it has developed from a(n) _____. (Choose the answer that best fills in the blank) [1 pt]

- a. Idiolect
- b. Pidgin
- c. Cultural identity
- d. Proto-language

3) Similarities across _____ have been taken to suggest that the human brain is hardwired to create particular patterns of language. (Choose the answer that best fills in the blank). [1 pt]

- a. Native American Languages
- b. Pidgins
- c. Standard dialects
- d. Creoles

4) Decades of research (not discussed in class) suggest that the colour terminology of a language is partially responsible for how speakers of that language perceive colour. This result supports which hypothesis about language and cognition? (Write your answer in the space below)[1 pt]

Answer: _____

Part II: Morphology; Syntax (18 pts)

5) How many morphemes are there in the following sentence? [1 pt]

The kids laughed loudly about their very unstylish guest.

- a) 5
- b) 10
- c) 12
- d) 14
- e) 16
- f) 18

6) There is something odd about the derived word *uncola*, a form introduced in advertisements for a popular soft drink. Why does it sound so unnatural? Your answer should make reference to grammatical properties of the prefix *un-*. [2 pts]

7) Here are some words from Isleta, a language spoken in New Mexico. Answer questions (a)-(d) below. [3 pts]

[temiban]	<i>I went</i>	[mimiaj]	<i>he was going</i>
[amiban]	<i>you went</i>	[tewanban]	<i>I came</i>
[temiwe]	<i>I am going</i>	[tewanhi]	<i>I will come</i>

- a. What is the Isleta morpheme that means "I"? _____
- b. What is the Isleta morpheme that means "come"? _____
- c. What is the Isleta morpheme that means "you"? _____
- d. How would you form the word meaning *He will go* in Isleta? _____

8) There are two possible semantic interpretations for the following sentence.

Noisy girls and boys played in the park.

Under the FIRST reading, the sentence asserts that both the girls are noisy and the boys are noisy. Under the SECOND reading, only the girls are asserted to be noisy (the boys need not be). Draw the tree for the SECOND meaning using *only* the phrase structure rules given below for English. [4 pts]

English Phrase Structure Rules:

CI \rightarrow NP VP

NP \rightarrow (Det) (AdjP) N (PP)

VP \rightarrow V (NP) (PP) (CP) (AdvP)

AdjP \rightarrow Adj (PP)

AdvP \rightarrow Adv

PP \rightarrow P NP

NP \rightarrow NP conj NP

VP \rightarrow VP conj VP

9) In order to represent the FIRST reading described in the previous question, you need to introduce a new Phrase Structure Rule. Give that rule in the space below. [2 pts]

10) Here are some simple phrase structure rules and vocabulary (including lexical category as well as English translation in single quotes) for Irish Gaelic.

CI \rightarrow V NP NP

NP \rightarrow (Det) N (Adj)

Det \rightarrow *an* 'the'

N \rightarrow *doras* 'door', *leabhar* 'book', *Seamus* (proper name), *cailín* (girl)

Adj \rightarrow *beag* 'small', *mor* 'big'

V \rightarrow *chonaic* 'saw', *dhún* 'closed'

Only two of the following sentences would be considered well-formed, according to the rules above. **First, identify the ill-formed sentences using an asterisk (*), and state what phrase structure rule they violate. Then provide labeled tree diagrams for the two well-formed sentences.** [6 pts]

- a. *Dhún an cailín an doras mór*
- b. *Seamus chonaic an leabhar*
- c. *Dhún Seamus an beag leabhar*
- d. *Chonaic Seamus an cailín*

Part III: Phonetics&Phonology (29 pts)

11) What feature(s) do the following speech sounds share: [f, s, θ] (circle all relevant)? [1 pt]

- a. voiceless
- b. voiced
- c. stop
- d. fricative
- e. glide
- f. alveolar
- g. none of the above

12) What feature(s) do the following speech sounds share: [i, u, ε] (circle all relevant)? [1 pt]

- i. alveolar
- ii. lax
- iii. round
- iv. front
- v. tense
- vi. high
- vii. none of the above

13) What feature(s) do the following speech sounds share: [d, z, l]? [1 pt]

- h. voiceless
- i. voiced
- j. stop
- k. fricative
- l. glide
- m. alveolar
- n. none of the above

14) Consider the English speech sound [k]. Which of the following are employed as articulators to produce this sound? (If more than one articulator is used, circle all relevant articulators.) [1 pt]

- o. upper lip
- p. velum
- q. palate
- r. tongue
- s. alveolar ridge
- t. glottis
- u. none of the above

15) Consider the English speech sound [θ]. Which of the following are employed as articulators to produce this sound? (Circle all relevant answers.) [1 pt]

- 1) upper lip
- 2) velum
- 3) palate
- 4) tongue
- 5) alveolar ridge
- 6) glottis
- 7) none of the above

16) Consider the following English words and their transcriptions. Each transcription contains one error. Circle the error and give the corrected transcription in the space provided. You can ask an invigilator to pronounce these words for you. [3 pts.]

bridges [brɪjəs] _____

leisure [liʒur] _____

sense [sens] _____

17) Write the following lines in standard English orthography. [2 pts.]

wɛn wɜ:kɪŋ tu ænsər ðɪz kwɛstjənz _____

ay sɑmtaymz gɛt kɛrɪd əwe _____

ay hæv tu rəməmbər _____

aym nat pɛd tu sɪt hɪr _____

ænd θɪŋk əbawt prabləmz al de _____

18) The term *phonotactic constraints* refers to allophones in complementary distribution. [1 pt]

True

False

19) Allophones are (*circle all that apply*) [1 pt]

- a. not pronounceable
- b. phonetically similar
- c. predictable
- d. contrastive
- e. represented at the phonemic level
- f. all of the above
- g. none of the above

20) Identify the phonological process illustrated in each of the following examples. [4 pts.]

- | | | |
|--------------|------------------------|-------|
| a. 'months' | /mʌnθs/ → [mʌnts] | _____ |
| b. 'hamster' | /hæmstər/ → [hæmpstər] | _____ |
| c. 'drink' | /drɪŋk/ → [ʃrɪŋk] | _____ |
| c. 'Leslie' | /ləsli/ → [ləzli] | _____ |

21) Draw a fully labeled syllable structure for the word *implant*. The transcription is given for you. [2 pts]

ɪ m p l æ n t

22) Why is the sequence [lp] bad in [*lpam] but ok in the word 'help' [hɛlp]? [3 pts]

23) Consider the following data from Sindhi, a language spoken in India and Pakistan, and answer the two questions below. [4 pts]

[pənu]	<i>leaf</i>	[tənu]	<i>bottom</i>
[veʃu]	<i>opportunity</i>	[kʰəto]	<i>sour</i>
[ʃeki]	<i>suspicious</i>	[bəʃu]	<i>run</i>
[gədo]	<i>dull</i>	[bənu]	<i>forest</i>
[dəru]	<i>door</i>	[bəču]	<i>be safe</i>
[pʰənu]	<i>snake's hood</i>	[ʃəʃu]	<i>judge</i>

a. According to the data above, [p] and [pʰ] in Sindhi are (*circle all that apply*):

- i. in complementary distribution
- ii. contrastive
- iii. allophones of different phonemes
- iv. allophones of the same phoneme
- v. found in at least one minimal pair
- vi. none of the above

b. According to our data, [d] and [t] in Sindhi are:

- i. in complementary distribution
- ii. contrastive
- iii. allophones of different phonemes
- iv. allophones of the same phoneme
- v. found in at least one minimal pair
- vi. none of the above

24) Italian nasals [4 pts]

Consider the data given below, from Italian. The Italian nasals [n] and [ɲ] are allophones of a single phoneme. **What is the evidence for this (be specific!)? Say which you would choose as the underlying form and justify your choice (be specific!).**

[nero]	<i>black</i>	[rana]	<i>frog</i>
[ʃente]	<i>people</i>	[aŋke]	<i>also</i>
[tenda]	<i>tent</i>	[fango]	<i>mud</i>
[tnta]	<i>dye</i>	[tɲgo]	<i>I die</i>

Evidence: _____

Underlying Form: _____

Justification: _____

Part IV: Language Acquisition (20 pts)

25) We know that very young children learn by imitation because they will use the correct grammatical structure after being corrected by a parent. [1 pt]

True

False

26) Chomsky's *Innateness Hypothesis* proposes that children are equipped with Universal Grammar, which aids them in the acquisition of language. [1 pt]

True

False

27) In the acquisition of phonology, which place of articulation is acquired earliest? [1 pt]

28) According to Lenneberg, the cross-linguistic uniformity of milestones in language acquisition is characteristic of _____. [1 pt]

- a. Behaviourist conditioning
- b. Biological innateness
- c. Generative grammar
- d. Perceptual assimilation
- e. None of the above

29) Forms like "foots", "fishes", "breaked", "taked" or "goed" illustrate of a kind of morphological error commonly made by children known as _____. [1 pt]

- f. Analogical levelling
- g. Comparative reconstruction
- h. Neogrammarianism
- i. Overgeneralization
- j. None of the above

30) Which of the following processes are implicated in the acquisition of word meaning? (Circle all that apply) [1 pt]

- a. Syntactic bootstrapping
- b. The "whole object principle"
- c. Underextension
- d. The "form over colour" principle
- e. None of the above
- f. All of the above

31) True or False: Children can produce phonological contrasts as soon as they are able to perceive them. [1 pt]

True

False

32) What is the name of the Principle or Hypothesis that language acquisition is compromised after an early age? _____ [1 pt]

33) Give two pieces of evidence that support the Principle referred to in the previous question? [2 pts]

34) Label the the utterances in Table 1 (below) according to stage of acquisition that they represent, and give the order in which the child is likely to have learned to produce them, by numbering them from 1 to 4, where 1 is the earliest utterance and 4 is the latest one. [5 pts]

Table 1: Utterances produced by one child during his first 5 years.

	Name of stage	Order number
a) [gɪv kʊki]	_____	_____
b) [kɪn ju gɪv mi ə prɛtsəl]?]	_____	_____
c) [wi kɪn go tu ðə zu]?]	_____	_____
d) [mamij]	_____	_____
e) [ba ba ba ma ma ma]	_____	_____

35) Which of the early phonetic processes discussed in class is illustrated in the following data?
[1 pt]

Speech samples from a two-year-old boy

<u>Adult word</u>	<u>Child's pronunciation</u>	<u>Adult word</u>	<u>Child's pronunciation</u>
sun	[sʌn]	snake	[nek]
see	[si]	sky	[kaj]
spoon	[pun]	stop	[tap]

36) Which of the following rules BEST describes how the child's pronunciation differs from an adult's in Table 7? [1 pt]

Table 7: Speech samples from another two-year-old boy

<u>Adult word</u>	<u>Child's pronunciation</u>	<u>Adult word</u>	<u>Child's pronunciation</u>
bed	[bet]	bus	[bʌs]
wet	[wɛt]	buzz	[bʌs]
egg	[ɛk]	man	[mæn]
rake	[rek]	door	[dɔr]
tub	[tʌp]	some	[sʌm]
soap	[sop]	boy	[boj]

- k. All consonants delete in the environment ____ #
- l. All consonants become voiceless in the environment ____ #
- m. All obstruents become voiceless in the environment ____ #
- n. All consonants become voiceless in the environment V ____
- o. There is no regular rule that can accurately describe what this boy is doing.

37) Werker & Desjardins describe an experiment in which English speaking adults were asked to discriminate Zulu clicks. The subjects performed quite well and these results were taken to support the Perceptual Assimilation Hypothesis. What is this hypothesis and how is it supported by these experimental results? [3 pts]

Part V: Language Change; evolution of language (14 pts)

38) The ancestral language from which English developed is _____. [1 pt]

- p. Latin
- q. French
- r. German
- s. Proto-Indo-European
- t. Proto-Romance

39) What is the evolutionary Big Bang theory of language origins? Why has it been proposed and why is it controversial? (Complete the sentences started for you below)[3 pts]

The Big Bang theory is.....

It was proposed in order to account for.....

It is controversial because.....

	<u>Guarani</u>	<u>Tupinamba</u>	<u>Siriono</u>	<u>Guarayo</u>	<u>English gloss</u>
1.	[kiči]	[kišin]	[kiši]	[kiči]	<i>cut</i>
2.	[či]	[šin]	[ši]	[či]	<i>white</i>
3.	[meʔe]	[meʔe]	[mee]	[mee]	<i>give</i>
4.	[ki]	[kib]	[ki]	[ki]	<i>louse</i>
5.	[kiʔa]	[kiʔa]	[kia]	[kia]	<i>dirty</i>
6.	[abači]	[abaši]	[abaši]	[abači]	<i>corn</i>

Example numbers	Guarani	Tupinamba	Siriono	Guarayo	Proto-Tupi-Guarani

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