Final Practice Exercises

Here are some more practice exercises to help you study for the final. There will also be some multiple choice, fill in the blank, and short answer questions based more on content than application.

1   Historical Linguistics

1. Consider the following data from two imaginary, related languages. Your task is to reconstruct each word in the proto-language.

Language A	Language B	Proto-Language	English
mona	mon	*mona	'dog'
vamo	bam	*bamo	'cat'
ʤid	dit	*dit	'mouse'
ʧig	tik	*tik	'moose'
zaʔama	satam	*satama	'raccoon'
damu	tam	*tamu	'chipmunk'
ŋuha	ŋus	*ŋusa	'owl'

2. Identify what Modern English word each of the following Old English words developed into. Each word was affected by the Great Vowel Shift and one lost a word final schwa.

1. [bleːd]   bleed   [blid]

2. [luːd]   loud   [lawd]

3. [boːt]   boot   [but]

4. [miːsə]   mice   [mʌjs]

5. [feːt]   feet   [fit]

2   Language Acquisition

1. Explain the *critical period hypothesis*.
-There is a window of time for language acquisition after which native-like proficiency is rarely achieved.
-The ability to acquire full fluency of a (first or) second language is highly-constrained by age.
-Young people are quite easily able to acquire language but after a certain age in middle/late adolescence, your ability to acquire full fluency seriously drops off.

2. The following are transcriptions of words spoken by young children. Identify the phonological strategy or strategies used by the child when attempting to pronounce each word.

1. 'school' [kul] consonant cluster simplification

2. 'fun' [fʌd] denasalization

3. 'crash' [gæs] consonant cluster simplification, voicing assimilation, fronting

4. 'banana' [nænʌ] deletion of unstressed syllable

5. 'hurry' [həwi] gliding

6. 'thing' [fɪŋ] fronting

3   Sociolinguistics

1. On the chart below, in the space provided, label the five contextual styles of the sociolinguistic interview along the *x*-axis. Initials are fine.

FIGURE 1: The distribution (r) realized as the **standard** r-ful variant with respect to class and style in New York City.

UMC=upper middle class, LMC=lower middle class, UWC=upper working class, LWC=lower working class
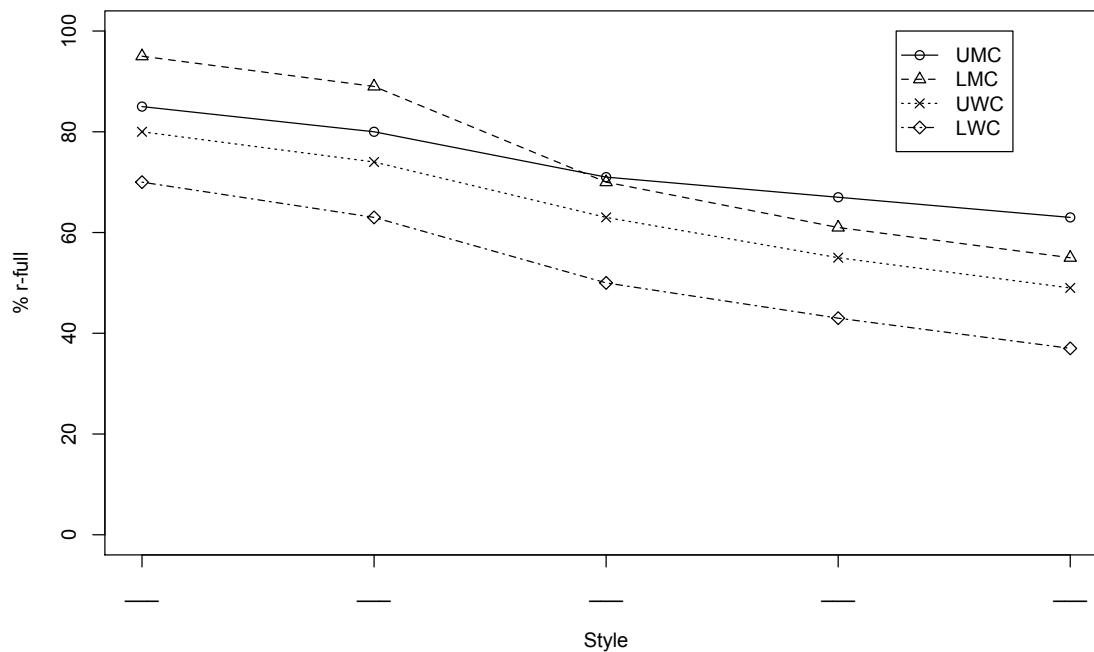
Which sociolinguistic patterns are evident? Circle all that apply.

a) **Style-shifting.**

b) **Hypercorrection.**

c) Free variation.

d) **Social stratification by socio-economic class.**

e) **Change in progress.**

f) Linguistic profiling.

4   Fill in the blanks

1. English, Russian, Persian, and Hindi-Urdu (but not Finnish) belong to the Indo-European language family.

2. Cree, Inuktitut, and Ojibwe are the only three viable languages of Canada expected to survive the next one hundred years.

3. The group that British rock 'n' roll singers unsuccessfully modelled their singing voice after was Americans, generally.

4. According to Tagliamonte and Denis (2008), computer-mediated communication is considered a registar of English.

5. African-American Vernacular English and Chicano English are considered ethnolects of English.

6. Crying, cooing, and babbling are the three pre-language stages of phonological acquisition.

7. *Eh* is considered a classic stereotype of Canadian English.

8. Huron is an extinct language that belongs to the Iroquoian language family.