NAME (PRINT): _____

Last/Surname   First /Given Name

STUDENT #: _____ **SIGNATURE:** _____

> UNIVERSITY OF TORONTO
> Faculty of Arts and Science
>
> Fall 2011 Examinations
>
> LIN200 H1F
>
> Duration: 2 hours
>
> No aids allowed

PLEASE HAND IN

SECTION		VALUE	STUDENT'S SCORE
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TOTAL POINTS POSSIBLE		**75**	

SECTION I: MULTIPLE CHOICE, TRUE/FALSE, SHORT ANSWER [33 POINTS TOTAL] *Unless otherwise specified,* each question is worth 1 point. Multiple choice questions which explicitly state *"Circle all that apply"* <u>could</u> require more than one choice to be circled for full marks.

1) *Cultural transmission* refers to the idea that your native language is not genetically inherited from your parents.

      True   False

2) A *dialect* refers to the unique characteristics of an individual speaker's language.

      True   False

3) *Code mixing,* or the rapid switching from one language to another embedded in conversation, can take the form of *borrowing, calquing* or *code-switching*

      True   False

4) Occasional non-arbitrary relationships between form and meaning in language, such as *sound symbolism* and *onomatapoeia*, are examples of _____

5) Briefly (1–2 sentences) explain the difference between *content words* and *function words*.

6) Which of the words in the following sentence are *function* words? *(Circle all that apply)*
Joe stayed in his house this morning.

   a) Joe
   b) stayed
   c) in
   d) his
   e) house
   f) this
   g) morning

7) Which of the four types of language death is the most common? Give the term and describe the process [2 pts.]

8) When all speakers of a language abruptly stop speaking the language or teaching it to their children, this is known as _____ language death.

9) The *vernacular* is the most logical, expressive and regular dialect of the region.

   True   False

10) *Fill in the blanks:* Labov's Principle I states that in stable sociolinguistic stratification,

_____ use a lower frequency of nonstandard forms than _____.

Table 1: Results from a survey given to speakers in 2001, arranged by AGE.
The question they were asked was: "Which do you say?
We dived into the water.   OR   We dove into the water."

Response	total	> 80	70-79	60-69	50-59	40-49	30-39	20-29	14-19
dove	79%	22%	34%	45%	68%	80%	89%	92%	96%
dived	21%	78%	66%	55%	32%	20%	11%	8%	4%

11) If the results in *Table 1* are interpreted according to the *apparent time hypothesis*, then what percentage of 30-39 year olds in **1981** likely said *dived*? (*Only one possible answer*)

    a) 78%
    b) 66%
    c) 55%
    d) 32%
    e) 20%
    f) 11%
    g) 8%
    h) 4%

12) If these results in *Table 1* are interpreted as *age-grading*, then what percentage of 40-49 year olds in 1971 likely said *dived*? (*Only one possible answer*)
    a) 78%
    b) 66%
    c) 55%
    d) 32%
    e) 20%
    f) 11%
    g) 8%
    h) 4%

13) Which of the following are daughter languages of Latin? (*Circle all that apply*):

    a) German
    b) Welsh
    c) Italian
    d) English
    e) Proto-Indo-European
    f) Romanian
    g) Greek

Table 2: Bulgarian and Proto-Slavic data

Proto-Slavic	Bulgarian	English
*[gladuka]	[glatkə]	*smooth*
*[kraduka]	[kratkə]	*short*
*[blizuka]	[bliskə]	*near*
*[ʒeʒika]	[ʒeʃkə]	*scorching*
*[lovuka]	[lofkə]	*adroit*

14) Proto-Slavic is the ancestor of modern Bulgarian. A number of sound changes can be identified in *Table 2* above. Given what you know about "more natural" processes of sound change, which of the following is the **best explanation** for a sound change that appears to have taken place from Proto-Slavic to Bulgarian? *(Only one possible answer)*

   a) high vowels were deleted after fricatives
   b) obstruents were devoiced before a high vowel
   c) high vowels were deleted between stops
   d) consonants were devoiced before a voiceless consonant
   e) high vowels were deleted
   f) None of the above

15) Which of the following is the **best description** description of a sound change that that you can observe in *Table 2*? *(Only one possible answer)*

   a) *a > ə
   b) * ə > a
   c) *a > ə / ___ #
   d) *ə > a / ___ #
   e) *a > ə / CC___
   f) *ə > a / ___ C
   g) None of the above are appropriate

16) Excluding your answers to **14** and **15**, describe a third sound change that appears to have taken place from Proto-Slavic to Bulgarian. You do not need to write a formal rule. [1 pt.]

17) Which of the following are phonological changes that are *currently ongoing* in some dialect of North American English? *(Circle all that apply)*:

    a) Canadian Raising
    b) The Northern Cities Shift
    c) The *pin/pen* vowel merger
    d) The Southern Shift
    e) The Low Back vowel merger
    f) all of the above
    g) none of the above

18) The Low Back vowel merger is an example of a *conditioned* sound change.

    True   False

19) Children appear to acquire social constraints on language variation at the same time as they are acquiring the rest of the grammar.

    True   False

20) *Code mixing,* or the rapid switching from one language to another embedded in conversation, can take the form of *borrowing, calquing* or *code-switching.*

    True   False

*Table 3: Percent of **non-standard** variants of multiple negation in Detroit (i.e. I don't need no help), grouped by SPEAKER'S SEX, and by SPEECH STYLE.*

	Word List	Reading passage	Interview	Casual speech
men	87%	40%	31%	7%
women	50%	37%	2%	1%

21) Does the data in *Table 3* follow the expected trend for differences between females' and males' speech, given what you've learned about regularly-found patterns of language variation?

    Yes   No

22) Does the data in *Table 3* follow the expected trend for connections between standard and non-standard speech and speech style (ignoring the gender component)?

      Yes   No

23) The *standard* language variety and the *prestige* language variety are always the same thing.

      True   False

24) Not all language variation involves language change, but all language change involves an element of language variation.

      True   False

25) In studies of *covert prestige* (such as Trudgill 1995), women more often *under-report* their use of standard variants.

      True   False

26) There is often a one-to-one relationship between written language and the phonemes of the language.

      True   False

27) Which of the following processes are *not* implicated in the acquisition of *meaning* by L1 learners? *(Circle all that apply)*

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

28) Children can produce phonological contrasts as soon as they are able to perceive them.

      True   **False**

29) Which of the following writing systems are *alphabetic* systems? *(Circle all that apply)*

    a) Ogham
    b) Japanese *kana*
    c) Chinese characters
    d) Korean *hankul*
    e) Egyptian hieroglyphics
    f) Cree syllabics
    g) Hindi *Devanagari* script

30) Many South Asian languages (such as Hindi, Nepali, Punjabi, Gujarati) use writing systems which are: *(Circle all that apply)*

    a) abugidas
    b) syllabaries
    c) abjads
    d) alphabets
    e) phonographic
    f) morphographic

31) Many Semitic languages (such as Hebrew and Arabic) use writing systems which are: *(Circle all that apply)*

    a) abugidas
    b) syllabaries
    c) abjads
    d) alphabets
    e) phonographic
    f) morphographic

32) K. David Harrison, in the video shown in the last lecture, noted that just over 80 of the world's 6000–7000 languages are spoken by nearly 80% of the world's population, while over half of the in the world's languages are spoken by only 0.2% of the world's population, while.

    True   False

PART II: SHORT ANSWERS & PROBLEM SOLVING [42 POINTS]
The value for each question appears in square brackets at the end of the question.

Consider the following data from Hebrew, and answer questions 33–34 below. (Remember that [ʔ] is the 'glottal stop' consonant.)

[bika]	*lamented*	[mugbal]	*limited*
[šavar]	*broke (masc.)*	[šavra]	*broke (fem.)*
[ʔikev]	*delayed*	[bara]	*created*

33) According to the Hebrew data above, are [b] and [v] in Hebrew allophones of the same phoneme or different phonemes? State the evidence used to determine your answer (using the terminology we have used for solving phonology problems). [2 points]

34) According to your answer in **33**, if [b] and [v] are *allophones of the same phoneme*: 1) give their distribution (you do not have to write a formal rule), and 2) state which one is the underlying phoneme and explain why. If [b] and [v] are *separate phonemes*, explain how you determined this. [3 points]

35) What is the difference between *age-grading, generational change* and *communal change*? Define these three patterns of linguistic change. [3 points]

36) In the last lecture, the languages Hebrew, Quebec French and Welsh were all discussed as having undergone successful (to varying degrees) language revitalization efforts. Which of these can be considered the most successful and why? Give two major reasons that were discussed for this success. [3 pts.]

37) What are the main periods in the history of English (with approximate dates). For each of these, give one *socio-historical* event that characterizes the time period, and one *linguistic* feature of the language at that time (i.e. or describe an ongoing language change). [6 points]

38) List four social factors that we discussed which affect the use of language between people and groups and can help to explain patterns of language variation and change? [2 pts]

39) Explain the *Critical Period Hypothesis,* and give three reasons that have been proposed for why it exists: [4 points]

40) What is meant by the term *change from below*? Define this term, and give two characteristics of such a change. [3 points]

41) Imagine that a sound change identical to the Great Vowel Shift were happening today. In broad (phonemic) transcription, transcribe the following words as they would sound after the change [3 points]:

a) /bleːd/ →

b) /ʃɔːd/ →

c) /luːt/ →

42) List two ways in which the *Behaviourism* model of L1 acquisition proposed that children learn language, and explain for each why it is not an adequate explanation (you can illustrate with an example). [4 points]

43) How many times, and in what locations, has writing been invented as a completely new idea in history (that we know of for certain)? [3 points]

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

The man in the street laughed and ran quickly.

Draw the tree for one of the possible meanings (and give the meaning) using *only* the limited set of phrase structure rules given below for English. *You may use the back of the test for your work if you need, but please indicate clearly what final tree we are to mark for your answer.* [4 pts.]

English Phrase Structure Rules:

CL → NP VP   PP → P NP
NP → (Det) (AdjP) N (PP)   NP → NP conj NP
VP → V (NP) (PP) (CP) (AdvP)   CP → Comp CL
AdjP → Adj (PP)   VP → VP conj VP
AdvP → Adv

45) In order to accurately represent the structure for the second interpretation in **44**, you will need to revise one of the phrase structure rules. Give the revised phrase structure rule, and explain (in prose) why this will allow for the second interpretation. You do not have to draw the second tree, though you can, if that will help to illustrate the point. (If you do draw the second tree, it will not be marked in the way **44** was.) [2 pts.]

END OF EXAM! Please check to make sure you've answered all the questions.

IPA Vowel Chart:

	Front	Central	Back
High	i ɪ		ʊ u
Mid	e ɛ	ə ʌ	o ɔ
Low	æ		a

Vowel Phonemes of English

/i/ *beet*
/ɪ/ *bit*
/e/ *bait*
/ɛ/ *bet*
/æ/ *bat*
/ʌ/ *but*
/ə/ *patted, bird*
/u/ *boot*
/ʊ/ *book*
/o/ *boat*
/ɔ/ *board*
/a/ *cod*

Rounded vowels are shown in the shaded cells.
Tense/Lax – vowels within the circle are lax, outside are tense

Diphthongs:

	Front	Central	Back
High	y		w
Mid			ɔ
Low		a	

/ay/ *kite, light, lie*
/aw/ *loud, cow, pout*
/ɔy/ *boy, soil, join*