

**UNIVERSITY OF TORONTO**  
**Faculty of Arts and Science**

**DECEMBER 2012 EXAMINATIONS**

**LIN200H1F**

**Duration - 3 hours**

**No Aids Allowed**

Family name: \_\_\_\_\_ Given name: \_\_\_\_\_

Student number: \_\_\_\_\_ TA: \_\_\_\_\_

TUT # \_\_\_\_\_ TUT time: \_\_\_\_\_

Please provide all answers on the exam sheets in the spaces provided. Failure to give answers in the spaces provided or otherwise inconsistent with question instructions will result in no points assigned for that question.

Section	Total	Score
I. Multiple choice	10	
I. True/False	10	
II. Fill-in-the-blank	7	
III. Short Answer	18	
IV. Phonetics	28	
V. Phonology	5	
VI. Morphology	12	
VII. Syntax	10	
VIII. Language Acquisition	7	
IX. Socio & Writing	8	
	115	

**I. Multiple Choice:** Please circle the correct answer. There is only one correct answer per question. (10 pts)

1. Which of the following statements is true?
  - a. human language is not characterized by arbitrariness.
  - b. animal “languages” do not have the property of displacement.
  - c. the hypothesis of Universal Grammar is not a theory about language origin.
  - d. both (a) and (b) are true.
  - e. both (a) and (c) are true.
  
2. Which of the following is a sufficient explanation for how children acquire language?
  - a. children acquire language by imitating what they hear around them.
  - b. children acquire language because their caregivers give reinforcement.
  - c. children acquire language through the use of analogy.
  - d. children acquire language because their caregivers use structured input, sometimes called *motherese* or *child-directed speech*.
  - e. none of the above are sufficient explanations.
  
3. When two sounds are in *opposition* in a language, we can assume:
  - a. That the sounds are in free variation
  - b. That the sounds are in a minimal pair relationship
  - c. That the sounds are in complementary distribution
  - d. That the sounds are different phonemes
  - e. both (a) and (c) are correct
  - f. both (b) and (d) are correct
  
4. Labov’s (1972) sociolinguistic study on the pronunciation of the sound “r” in the New York City area revealed that:
  - a. linguistic variation occurs across social groups.
  - b. linguistic variation occurs only geographically.
  - c. middle classes tend to follow upper class when using language.
  - d. all of the above.
  - e. both (a) and (c) are true
  
5. In the process of first language acquisition,:
  - a. holophrastic sentences follow the telegraphic stage.
  - b. early infant speech perception is language universal.
  - c. the telegraphic stage is the final milestone before a full syntax.
  - d. early babbling reflects the phonology of the ambient language.
  - e. all of the above.
  - f. (b) and (c) are correct
  - g. (c) and (d) are correct

6. Proto-languages refer to:
  - a. a documented older language used by ancient peoples.
  - b. a hypothetical language.
  - c. a parent language reconstructed using historical principles.
  - d. (b) and (c) are both correct.
  - e. (a), (b) and (c) are all correct.
  
7. The following words from Scotts Gaelic exhibit the process of:
 

[mō:r]	'big'	[nĩ]	'cattle'
[mũ]	'about'	[nē:l]	'cloud'

  - a. progressive assimilation.
  - b. regressive assimilation.
  - c. dissimilation.
  - d. epenthesis.
  - e. none of the above.
  
8. A form/phenomenon that appears very frequently in the world's languages is:
  - a. unmarked.
  - b. marked.
  - c. none of the above.
  - d. both (a) and (b) are correct.
  
9. Children who have been raised in isolation without any linguistic input never fully acquire language. This is evidence for:
  - a. the critical period hypothesis.
  - b. the innateness hypothesis.
  - c. Universal Grammar.
  - d. the babbling stage.
  - e. the telegraphic stage.
  - f. none of the above.
  
10. Which of the following statements is true?
  - a. people with Broca's aphasia have damage in the back portion of the left hemisphere of the brain.
  - b. people with Broca's aphasia have damage in the front portion of the left hemisphere of the brain.
  - c. people with Broca's aphasia have labored speech, word-finding pauses, disturbed word order, and difficulties with function words.
  - d. people with Broca's aphasia speak fluently, with good intonation and pronunciation but with numerous instances of lexical errors and they have difficulty comprehending speech.
  - e. both (a) and (c) are true.
  - f. both (a) and (d) are true.
  - g. both (b) and (c) are true.
  - h. both (b) and (d) are true.

**II. True/False:** For each statement below, answer by circling either “true” or “false.”  
(10pts)

1. Displacement is a feature of language which humans share with other animals.

**True**

**False**

2. The grammar of a language is a set of rules in the domains of Phonology, Morphology and Syntax.

**True**

**False**

3. Fricatives can be produced with the velum raised.

**True**

**False**

4. A minimal pair relationship characterized allophones.

**True**

**False**

5. The Great Vowel Shift resulted in a word like *bag* being produced as [beyg].

**True**

**False**

6. Many Dutch words entered the English language as a result of the Norman Conquest.

**True**

**False**

7. The largest phrase, in syntactic theory, is the clause.

**True**

**False**

8. The word *teacher* ends in a derivational suffix.

**True**

**False**

9. The development of speech perception begins in a language general fashion, and is then reorganized to reflect only non-native sounds by the time the infant is 10-12 months.

**True**

**False**

10. English uses a logographic writing system.

**True**

**False**

### III. Fill-in-the-blank (7pts)

11. The term \_\_\_\_\_ refers to the unique language of each individual.
12. When a symbol represent a *concept* rather than an image, it is called a(n) \_\_\_\_\_.
13. Historical Linguists use the \_\_\_\_\_ to reconstruct parent languages within a family.
14. In the NP *the boys*, the word “the” is referred to as the \_\_\_\_\_.
15. In English, \_\_\_\_\_ affixes are attached to the root before \_\_\_\_\_ affixes.
16. “Lower middle class crossover” refers to the process of \_\_\_\_\_ in speech as speakers of a lower middle class variety “try to sound” upper class.

### IV. Short answer (18pts)

16. What is “vocal fry phenomenon” with respect to our discussion of language and gender and how is it produced? (5pts)

17. Explain the term *diglossia* and give two examples. (5pts)

18. Suppose you taught a dog to *heel*, *sit up*, *beg*, *roll over*, *play dead*, *stay*, *jump*, and *bark* on command, using the italicized words as cues. Would you be teaching it language? Why or why not? (5 pts)

19. Give three ways that adults talk to young boys and girls differently. (3pts)

#### IV. Problems: Phonetics (28pts)

There is one segment in each set of phones does not belong in a very systematic and broad way. Circle the odd segment and explain how it differs from the others using the appropriate phonetic terms. (3pts each)

20. [ w m b y ]

21. [ h v ð z ]

22. [ g ŋ k h ]

23. [ d s r θ ]

24. After each of the following phonetic descriptions, give the corresponding phonetic symbol. (2 pts each)

a) voiced interdental fricative:

b) voiceless palatal fricative:

c) mid front lax unrounded vowel:

25. Name the phonetic process illustrated by each the following pairs of words (4 pts):

Process

- |      |             |             |                           |
|------|-------------|-------------|---------------------------|
| i.   | 'fifths'    | /fɪfθs/     | pronounced as [fɪfts]     |
| ii.  | 'warmth'    | /wɜrmθ/     | pronounced as [wɜrmpθ]    |
| iii. | 'prescribe' | /prəskrajb/ | pronounced as [pərskrajb] |
| iv.  | 'prince'    | /prɪns/     | pronounced as [prɪnts]    |

26. Write the following sentence in standard English orthography (3 pts)

tin drayvs mǽstæn af tu hǽndrɪd fɒt klɪf ɛnd lɪvs tu tak əbawt ɪt

27. Transcribe the following English words into **broad, phonemic** IPA transcription. You can ask the TA or instructor to pronounce them for you if you need. (3pts, 1 per word)

*casual*

*junk*

*shampoo*

#### V. Problems: Phonology (5pts)

28. Consider the following data from Biblical Hebrew:

pɛ	‘mouth’	lɪtɛf	‘stroked’
pɒl	‘bean’	lɪfneɪ	‘before’
pɑrɑ	‘cow’	ʃɑtɑf	‘washed’
mɪʃpɑhɑ	‘family’	jɑfɛ	‘beautiful’
hɑʃɑlpɪm	‘the Alps’	kɛsɛf	‘money’

a. Are [p] and [f] allophones of the same phoneme or of different phonemes in Biblical Hebrew? (1pt)

b. Make a general statement (in words) about the patterning of [p] and [f] in the Biblical Hebrew data. (2 pts)

c. The pattern for [p] and [f] in the Biblical Hebrew data likely occurs for *ease of articulation*. What type of phonological rule (e.g. metathesis, etc.) accounts for the pattern of [p] and [f] in Biblical Hebrew? Explain your answer. (2 pts)



## VI. Morphology (12pts)

29. Give the fully-labeled tree diagram(s), like the type shown in the lecture slides, for the word *remarkable*. There are two meanings for this word. Give the meanings and diagrams for both. (You do *not* need to do bracket diagram(s) for this question). (8pts)

a. Meaning 1:

b. Meaning 2:

30. For each of the following words, indicate whether the affix is derivational or inflectional. (4pts)

termination:

typing:

retake:

happily:

## VII. Syntax (10 pts)

31. Consider the following Phrase Structure Rules and sentences. Circle those sentences which *cannot* be generated using the given rules and provide (an) additional rule(s) to generate that sentence.

CL  $\rightarrow$  NP VP

NP  $\rightarrow$  (Det) (AP) N (PP)

VP  $\rightarrow$  V (NP) (PP)

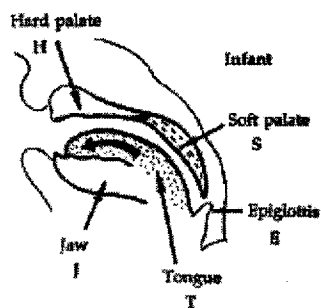
AP  $\rightarrow$  A

PP  $\rightarrow$  P NP

- a. A hairy dog with sharp teeth bit the boy.
- b. The president of the club presented the boy a medal.
- c. Those slimy toads are sitting on the ledge.
- d. A brown puppy on the lawn ran to the door of the house.

## VIII. Language acquisition (7pts)

32. Consider the following infant sagittal section. Based on this image, what **one** type of sounds (use phonetic terminology) could we expect this infant to easily produce? (2pts)



33. Explain the development of speech perception as evidenced in the research of Janet Werker. (5pts)

**IX. Sociolinguistics and Writing Systems (8 pts)**

34. Give an example of a phonetic instantiation of the interaction between language and gender discussed in lecture. (3pts)

35. Explain the development from abjad to alphabet, with reference to the development of Greek from Phoenician. (5pts)

Total marks = 115