# UNIVERSITY OF TORONTO
## Faculty of Arts and Science

## APRIL 2011 EXAMINATIONS

## LIN200H1S

### Duration – 2 hours

### No Aids Allowed

*PLEASE HAND IN*

| Section | Time | TA |
|---------|------|----------|
| 101 | 3:00 | Alex |
| 102 | 3:00 | Madeline |
| 103 | 3:00 | Sandrine |
| 104 | 3:00 | Holly |
| 201 | 4:00 | James |
| 202 | 4:00 | Chris |
| 203 | 4:00 | Sandrine |
| 204 | 4:00 | Eugenia |
| 205 | 4:00 | Andrei |

NAME: _____

Student No.: _____

**Circle your tutorial in the chart on the left.**

➤ Write your NAME and STUDENT NUMBER on the Scantron bubble sheet *and* on this test. On the Scantron sheet, <u>fill in the corresponding bubbles for your name and student number</u>. (If you don't, you will not receive any credit for that part of the exam!)

➤ For SUBJECT on the Scantron sheet, please put "LIN 200" <u>and</u> your Tutorial number.

➤ Mark your answers to the multiple-choice questions **(#1-38)** on the Scantron sheet. Use pencil, blue or black pen only.

➤ Starting on page 9, answer the remaining questions **(#39-52)**, which are short answer, fill in the blank, etc., on this exam. Please write clearly and concisely.

➤ You may use blank areas of the exam (but NOT the Scantron sheet) as scrap paper.

➤ If you have any questions, or aren't sure what kind of answer I'm looking for, PLEASE ASK as early in the exam as possible. Thanks.

| SECTION | VALUE | STUDENT'S SCORE |
|---------|-------|-----------------|
| PART I: MULTIPLE CHOICE (ON SCANTRON) | 38 | |
| PART II: SHORT ANSWER | (40 PTS. TOTAL) | |
|     SYNTAX | 15 | |
|     SEMANTICS | 4 | |
|     PRAGMATICS | 4 | |
|     SOCIOLINGUISTICS | 9 | |
|     HISTORICAL LINGUISTICS | 6 | |
|     LIFE CYCLE OF LANGUAGES | 2 | |
| **TOTAL POINTS** | 38 + 40 = 78 | / 78 |

# PART I: MULTIPLE CHOICE [1 POINT EACH, 38 POINTS TOTAL]

**Use the Scantron sheet for Section I (#1-38).** Fill in the appropriate bubbles completely. Erase any mistakes fully so that they are not counted as your answers. Select only one answer for each question.

## MORPHOLOGY

Using the following data set from Turkish to answer Questions 1-4.

| deniz | *an ocean* | eve | *to a house* | elde | *in a hand* |
|---|---|---|---|---|---|
| denize | *to an ocean* | evden | *from a house* | denizimde | *in my ocean* |
| denizin | *of an ocean* | evimden | *from my house* | | |

1) What kind of language is Turkish?

    **(a)** Analytic
    **(b)** Synthetic and Agglutinative
    **(c)** Synthetic and Fusional
    **(d)** Synthetic but not Agglutinative
    **(e)** Analytic but not Agglutinative

2) What is the Turkish morpheme meaning "to"?

    (a) den          (e) iz
    (b) e             (f) ze
    (c) ev           (g) zin
    (d) in

3) What kind of affixes in Turkish correspond to English prepositions?

    (a) circumfixes
    (b) free morphemes
    (c) infixes
    (d) prefixes
    (e) suffixes

4) How many morphemes are in the Turkish word *denizimde*?

    (a) 0
    (b) 1
    (c) 2
    (d) 3
    (e) 4
    (f) 5

The following words have been created recently. Match each word on the left to its word formation process on the right.

| | |
|---|---|
| **5) CSI** (n.) – the name of a TV show about crime scene investigation | (a) hyponym |
| **6) elderproof** (v.) - to make something safe for the elderly to use. | (b) acronym |
| **7) Gordie Howe hat trick** (n) - a variation on the ice hockey hat trick, wherein a player scores a goal, records an assist, and gets in a fight, all in one game. Gordie Howe was known for his skill at scoring and fighting. | (c) blend |
| | (d) clipping |
| | (e) compound |
| | (f) eponym |
| **8) veggielicious** (adj.) – delicious and vegetarian | (g) reduplication |

## SYNTAX

**9)** Which of the phrases (a-f) below could be generated by this Phrase Structure Rule?

**NP → Det (AP) N**

(a) the dark red overcoat      (d) people that wear cool outfits
(b) heavy boots      (e) the button on the sleeve
(c) t-shirts      (f) none of the above

We have examined the three following principles of syntax. **Match** an appropriate example from **(a-d) below** to each principle in Questions 10-12.

**10)** Linear order is relevant and must be taken into account to determine grammaticality.

**11)** Hierarchical organization is critical: the two meanings of ambiguous sentences have the same linear order, but different structure.

**12)** Language is infinite because its generative rules are recursive.

  (a) A headline says, "Canada hits car with grenade." Depending on your interpretation, this is either about violent government agents or a car that contained a weapon.

  (b) [$_S$ [$_{NP}$ We ] sang [$_{NP}$ the song [$_{PP}$ about [$_{NP}$ the people [$_{PP}$ in [$_{NP}$ the village [$_{PP}$ next to [$_{NP}$ the lake [$_{PP}$ near [$_{NP}$ the border [$_{PP}$ of [$_{NP}$ the country ]]]]]]]]]]]] ...

  (c) Did the students study for the exam?
      The students did study for the exam.

  (d) Gayle plays amazing music.
      * Gayle music amazing plays.

**13)** Choose the tree that gives a correct syntactic structure for this sentence:
**Chris saw the pirate with the telescope.** (You can ignore the subscript numbers!)

**(a)**

**(b)**

**(c)**

**(d)**
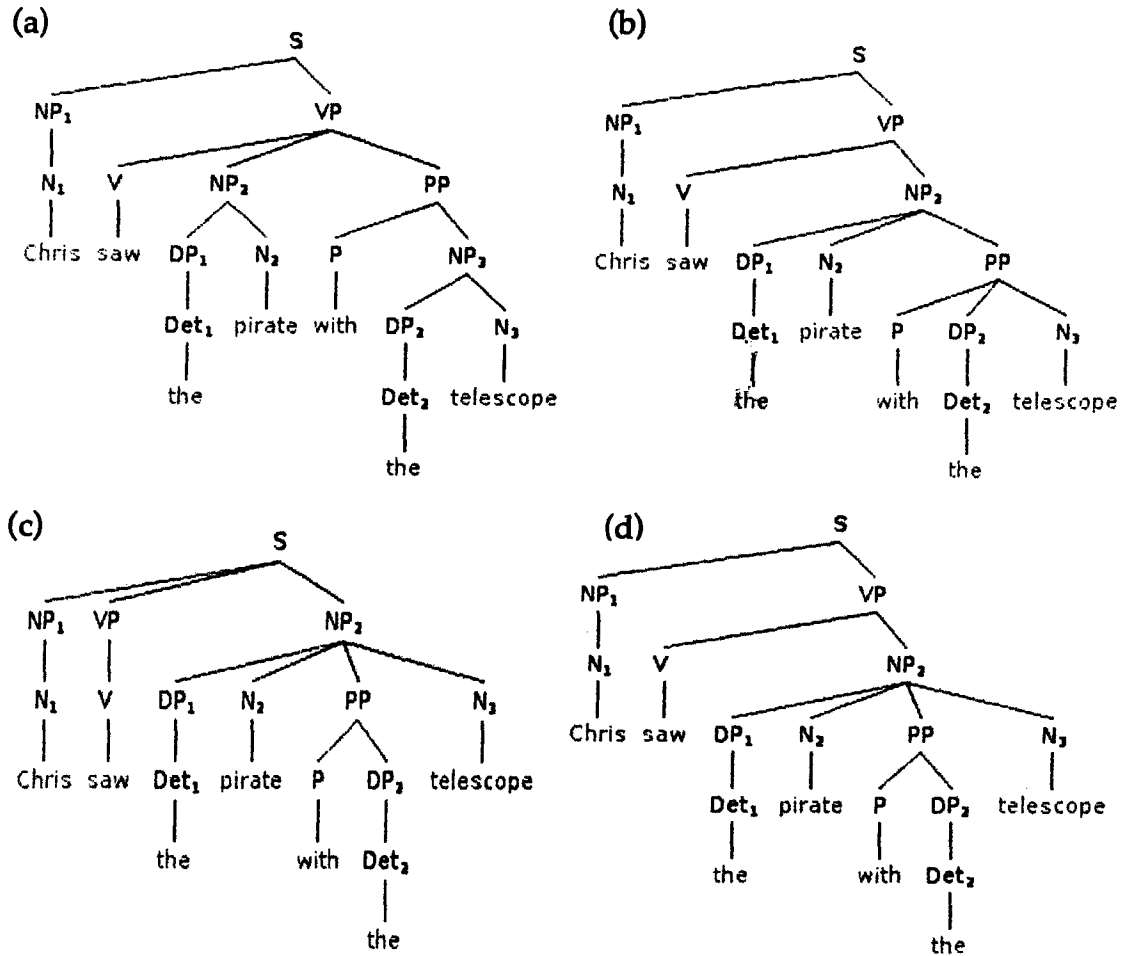
## SEMANTICS

**14)** <u>One</u> of the following sentences is entailed by two of the others. Which sentence is entailed?

    (a)    Elephants are mammals.
    (b)    Elephants and zebras live in the same country.
    (c)    Elephants are warm-blooded.
    (d)    Mammals are warm-blooded.
    (e)    Zebras are mammals.
    (f)    Zebras are elephants.

15) Consider the following two groups of words:

**Group A: puppy, book, country, idea**         **Group B: jewelry, fruit, mud, Jell-O**

There is one semantic feature which distinguishes these two groups. Which is it?

(a)     Group A are abstract nouns and Group B are concrete nouns.
(b)     Group A are common nouns and Group B are proper nouns.
(c)     Group A are concrete nouns and Group B are abstract nouns.
(d)     Group A are count nouns and Group B are mass nouns.
(e)     Group A are mass nouns and Group B are count nouns.

16) From (a-g) below, which can be considered an **antonym** of the word "woman"?

(a)     boy                          (e)     person
(b)     girl                         (f)     wife
(c)     lady                         (g)     woman
(d)     man

17) From the same list (a-g) above (in 16), which can be considered a **synonym** of "woman"?

18) From the same list (a-g) above (in 16), which can be considered a **hyponym** of "woman"?

19) One of the following two sentences is lexically ambiguous and the other is syntactically (or structurally) ambiguous. Which one is **syntactically ambiguous**?

(a)     "Milk drinkers are turning to powder."
(b)     "Two sisters reunite after eighteen years at checkout counter."

## PRAGMATICS

20) The Sapir-Whorf hypothesis claims that the grammatical structures of the language we speak influence how we think, and this claim is strongly supported by empirical data.

**(a)**     True
**(b)**     False

## SOCIOLINGUISTICS

21) There is a stereotype that women talk more than men, including interrupting more. Is this widely supported by quantitative research?

(a)     yes
(b)     no

*Table 1: Percent of "-ing" Suffix Pronounced as [ŋ] (vs. [n]) in New York City in 1969*

| Social class | Casual style | Reading style |
|---|---|---|
| Upper Middle Class | 95% | 100% |
| Lower Middle Class | 68% | 99% |
| Working Class | 51% | 89% |
| Lower Class | 29% | 78% |

**22)** Do the data in Table 1 support general findings about connections between usage of standard vs. non-standard speech and social class differentiation?
   (a)   yes
   (b)   no
   (c)   It's not possible to tell from these numbers.

**23)** Do the data in Table 1 support general findings about connections between standard and non-standard speech and register variation?
   (a)   yes
   (b)   no
   (c)   It's not possible to tell from these numbers.

**24)** Which group tends to exhibit larger register shifts between casual and formal contexts?
   (a)   lower classes
   (b)   peripheral classes
   (c)   upper classes

## HISTORICAL LINGUISTICS

Choose from this list for Question (25) and (26).

| | |
|---|---|
| (a) | Japanese |
| (b) | French |
| (c) | Danish |
| (d) | Proto-Indo-European |
| (e) | Sanskrit |
| (f) | Latin |
| (g) | German |

**25)** The ancestral language from which English developed is ___.

**26)** A daughter language of Latin is ___.

**27)** The phonological system of a language ____ over time.
   (a)   changes
   (b)   does not change

*Table 2: Comparative word list from Language A, Language B, and Language C.*

| A | B | C | English gloss |
|---|---|---|---|
| [tuhu] | [tuu] | [tuhu] | *black* |
| [nika] | [nɪka] | [niku] | *dance* |
| [kasa] | [kæsi] | [kasu] | *feather* |
| [tuku] | [tʊku] | [tuku] | *flesh* |
| [juhu] | [juu] | [juhu] | *grease* |

**28)** From the data given in Table 2, are languages A, B, and C likely to be genetically related?

    (a)    yes

    (b)    no

**29)** From the data given in Table 2, are the languages likely to be genetically related to English?

    (h)    yes

    (i)    no

    (j)    A and C are, but not B

## THE LIFE CYCLE OF LANGUAGE

**30)** Which of the following languages are considered endangered?

    (a)    Mi'kmaq

    (b)    Dogrib

    (c)    Hare Athabaskan

    (d)    Potawatami

    (e)    Faetar

    (f)    All of these

**31)** There has never been a successful case of language revitalization, where people's language planning activities were able to increase the number of speakers of an endangered language after a long period of decline.

    **(a)**    True

    **(b)**    False

**32)** Which set includes _only_ languages spoken as a first language by > 100 million people?

    (a)    Arabic, Hindi, Italian

    (b)    French, English, Japanese

    (c)    Mandarin Chinese, Hindi, Dutch

    (d)    Mandarin Chinese, Hindi, Spanish

    (e)    Spanish, French, Italian

    (f)    No language has that many speakers

## THE BIG PICTURE

Match the following issues to the field of linguistics in which they are addressed.

| | | | |
|---|---|---|---|
| **33)** | phonetics | (a) | the relationship between "ski," "skier," "cold," and "colder" |
| **34)** | phonology | (b) | the meaning of the word "linguistics" |
| **35)** | morphology | (c) | the pronunciation of the sound [æ] |
| **36)** | syntax | (d) | comments that are polite in one culture may be rude in another |
| **37)** | semantics | (e) | the fact that "blug" might become an English word but "lbug" would never do so |
| **38)** | pragmatics | (f) | the ambiguity of the newspaper headline: "Squad helps dog bite victim." |

**This is the end of the Scantron portion of the Exam.**

## PART II: SHORT ANSWERS [40 POINTS]

**᎐᎐ Write your answers to the rest of the questions on this Exam Sheet. ᎐᎐**

- The value for each question appears in square brackets at the end of the question.
- Please write clearly so we can evaluate your answer fairly.

### SYNTAX

**39)** Circle each of the **Noun Phrases** in the sentence below. Underline the **head** of each **NP**. [4]

### A beautiful bird in the tree in that forest of oaks sang wildly.

**40)** What are two ways to determine whether a verb like "have" or "be" is acting as an AUX or a main verb in a particular sentence? [2]

    i. _____

    ii. _____

**41)** There are many ways to determine if a string of words forms a constituent in a particular sentence. **Name** 2 of them. Then **use** each to show whether or not the underlined words in the sentence below form a constituent. [4]

### The bird in the <u>tree in the forest</u> sang sweetly.

    i. NAME: _____

    ii. ILLUSTRATION:_____

      _____

    iii. NAME: _____

    iv. ILLUSTRATION:_____

      _____

/10

**42) Phrase structure terminology.** Referring to the tree below, provide an appropriate node label that corresponds to each of the following. (For some, there may be more than one correct answer.) [5]

(a) _____ an embedded sentence

(b) _____ a complete prepositional phrase constituent

(c) _____ a lexical category which is the sister of a phrasal category

(d) _____ a subject constituent

(e) _____ a direct object constituent
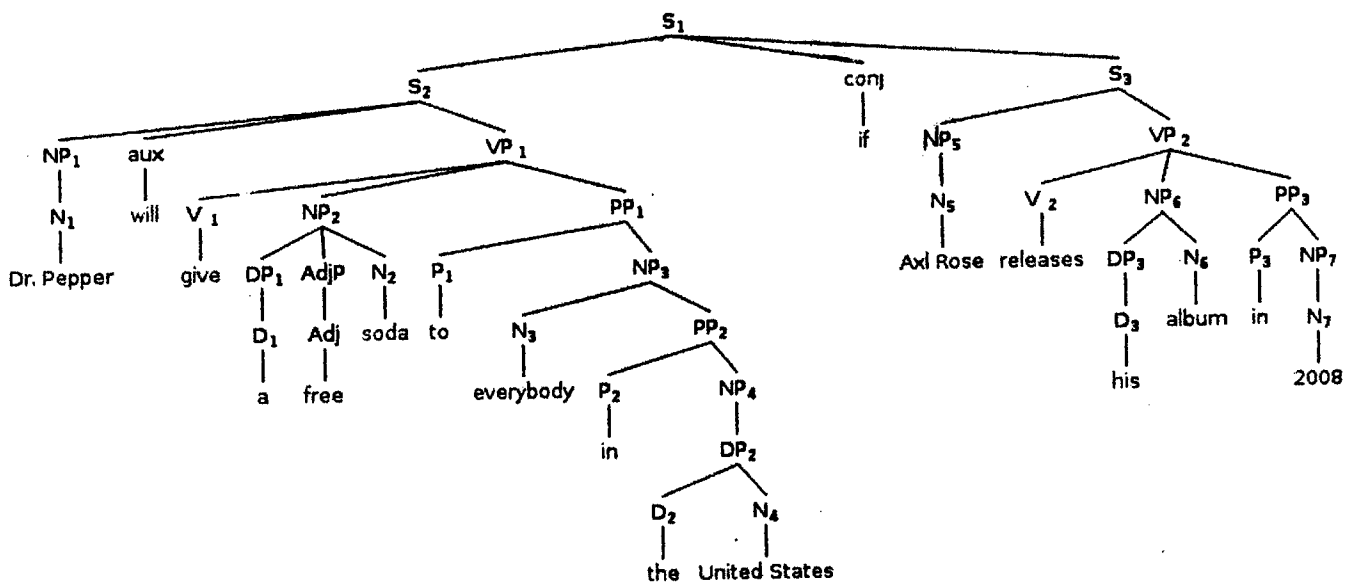


## SEMANTICS

Here are some actual examples of "slips of the tongue" that I heard at a linguistics conference.

| The speaker said: | The speaker meant to say: |
| --- | --- |
| questions to these issues | answers to these issues |
| a real example | a hypothetical example |
| this is all water over the bridge | this is all water under the bridge |
| earlier than | greater than |
| get rid of [e] in Paris | get rid of [e] in France |

/5

**43)** How do the examples above provide evidence for the claim that words are stored by semantic field in our mental dictionary? [2]

_____

_____

_____

**44)** How do these same examples provide evidence that our mental entries also include lexical category information?     [2]

_____

_____

## PRAGMATICS

**45)** Read the following conversation (from D. Ephron's book _Teenage Romance_).  For each of the terms listed below, write in the line number of one example.  If there are no examples for any item, briefly explain why not here. [2]

_____ a. Violation of the Maxim of Quality          ____ b. Violation of the Maxim of Quantity

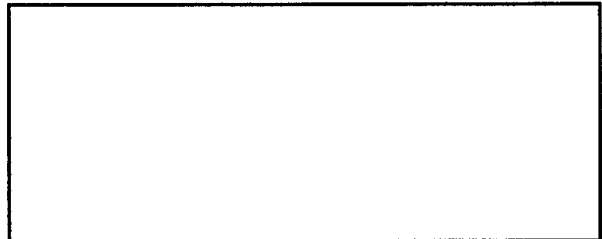| 1. | Mom: | Where are you going? |
| 2. | Kid: | Out |
| 3. | Mom: | Out where? |
| 4. | Kid: | Just out. |
| 5. | Mom: | Who are you going with? |
| 6. | Kid: | A friend. |
| 7. | Mom: | Which friend? |
| 8. | Kid: | Mom, just a friend, okay? Do you have to know everything? |
| 9. | Mom: | I don't have to know everything.  I just want to know who you're going out with. |
| 10. | Kid: | Debby, okay? |
| 11. | Mom: | Do I know Debby? |
| 12. | Kid: | She's just a friend, okay? |
| 13. | Mom: | Well, where are you going? |
| 14. | Kid: | Out. |

**46) Speech acts.** How do _you_ get another piece of chocolate cake?  Give one direct directive and another whose illocution is to get you the piece of cake indirectly.     [2]

i. DIRECT: _____

ii. INDIRECT:_____

/8

## SOCIOLINGUISTICS

47) **Registers**. There are many factors which make a difference in how a person talks. Briefly describe two <u>contexts</u> across which your own speech differs.    [1]

Context a:

Context b:

48) <u>Explain</u> one way in which your speech differs between the two contexts you gave in the question above. To illustrate your explanation, give 2 specific linguistic <u>examples</u> of how you'd say "the same thing" differently, one for each context. [2]

a.


b.



49) **Geographic and ethnic dialects.** Give an <u>example</u> of a specific linguistic variable. **Choose two variants that appear in different dialects (geographic or ethnic).** Name each dialect. Then explain which variant is used more frequently in each dialect.    [4]

The variable:

Dialect 1 is _____. People with this dialect tend to use this variant:

_____.

Dialect 2 is _____. People with this dialect tend to use this variant:

_____.

**Circle one:** This is an example of *lexical / phonetic / syntactic / semantic* variation.

50) What are two ways that cards for baby girls differed from cards for baby boys in Willer's study?    [2]

i)

ii)


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## HISTORICAL LINGUISTICS

**51) Comparative reconstruction.** The following data are from three Romance dialects. [6]

   i. Construct correspondence sets for the <u>consonants</u>. (Don't worry about the vowels.)

   ii. For each correspondence set, provide a proto-form from which reflexes in all 3 languages might logically have descended.

   iii. List all of the rules (for consonants) that have applied to transform the proto-language into these three languages. Your analysis must account for <u>all</u> the data given. Your rules should be as general as is appropriate.

| <u>Spanish</u> | <u>Sardinian</u> | <u>Romanian</u> | <u>English gloss</u> |
|---|---|---|---|
| [viða] | [bita] | [vita] | *life* |
| [vino] | [binu] | [vin] | *wine* |
| [rio] | [riu] | [riu] | *river* |
| [riso] | [rizu] | [ris] | *laugh* |
| [muða] | [muta] | [muta] | *change* |
| [ilo] | [filu] | [fir] | *thread* |

*Table of correspondences*

| Spanish | Sardinian | Romanian | Proto-Romance |
|---|---|---|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*Rules*

   <u>Spanish</u>               <u>Sardinian</u>               <u>Romanian</u>

/6

## LIFE CYCLE OF LANGUAGES

**52)** What are two reasons to make efforts to codify or document endangered languages?   [2]

    i)


    ii)




**This is the end of the test. If you have time left, relax and stretch for a minute. Then check over your answers.**

**Please make sure you have put your name, student number, and tutorial section on both this Exam Paper and the red Scantron sheet.**


**Total Pages = (14)**
**Total Questions = (52)**
**Total Marks = (78)**

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