

## LING001 - Exam 4 - Spring 2020

Read each question carefully

(1) **5 points** | Your name and recitation section

(a) Student name:

(b) Recitation section number OR name of TA:

(2) **5 points** | The exam's honor code is "*I affirm that I will not give or receive any unauthorized help on this exam, and that all work will be my own.*"

(a) Write out the exam's honor code in the space below.

(b) Sign your name to indicate you intend to abide by the honor code.

Signature \_\_\_\_\_

This exam may be taken at home, but you must work alone. Turn in a .pdf of your exam via Canvas (accepted without penalty through May 12).

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- (3) **14 points** | Consider the English word **point**, which is highly ambiguous. Provide paraphrases of 4 distinct meanings that it has (1 point each). For each meaning, provide a word that comes close to being synonymous (1 point each). Comment on what differences there are between them which prevent complete synonymy (if any) (1 point each). Finally, name two of these meanings which seem to be a case of polysemy (rather than homophony) . Briefly justify your answer (2 points).

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- (4) **8 points** | For each of the following cases, state what the implicature is (2 points each) and provide a brief explanation of how it arises in terms of Grice's maxims (2 points each).

- (a) A: Are they married?  
B: They are engaged.

- (b) John paid the bill and left the restaurant.

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- (5) **4 points** | Propose a hyponym for each of the following words (1 point each):

- (a) Appliance  
(b) Musical instrument  
(c) Furniture  
(d) Fish

(6) **12 points** | For each of the following pairs of sentences, indicate which of the listed semantic relations hold (this could be none, one, or more in any given case). Base your answers only on the literal meaning of the sentence, and be sure to check all that apply.

- (a) i. Every male student got a B.  
ii. Some students got a B.

☐ (i) entails (ii)      ☐ (ii) entails (i)      ☐ contradictory

- (b) i. Most librarians read long books.  
ii. Most librarians don't read anything.

☐ (i) entails (ii)      ☐ (ii) entails (i)      ☐ contradictory

- (c) i. Half of the cookies contain wheat.  
ii. Half of the baked goods contain wheat.

☐ (i) entails (ii)      ☐ (ii) entails (i)      ☐ contradictory

- (d) i. Mary left the room.  
ii. Mary didn't stay in the room.

☐ (i) entails (ii)      ☐ (ii) entails (i)      ☐ contradictory

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(7) **25 points** | Choose **one** of the following prompts and write an essay response (300–400 words).

- (a) Watch the YouTube video "[Language Diversity at NC State](#)". Write an essay describing your experience of dialect diversity at Penn. Give 2 concrete ideas for how Penn can increase awareness of dialect diversity on campus.
- (b) Read "[Are accents out?: Hey, Dude, Like NEH-oh Way!](#)". Write an essay answering the following questions: How would you characterize your accent? What can people tell about you from the way you speak? Do you like your accent? Have you ever felt proud or embarrassed about the way you speak? (If your native language is not English, you may write about either your accent in your native language or your accent when you speak English.)

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*Additional space for essay response*

(8) **9 points** | The following are popular myths about slang. For each, explain what about them is misconceived, especially from the viewpoint discussed in class (3 points each).

(a) Slang is bad and degrades the user and the language itself.

(b) Only young people use slang.

(c) There are languages that have no slang.

(9) **8 points** | Looking at the excerpt of Chaucer's *Troilus and Criseyde* given below, identify at least one of each of the following types of change in the transformation of English between Middle English and Contemporary English (2 points each).

(a) sound change

(b) morphological change

(c) syntactic change

(d) semantic change

Ye knowe ek that in forme of speche is chaunge  
Withinne a thousand yeer, and wordes tho  
That hadden pris now wonder nyce and straunge  
Us thinketh hem, and yet thei spake hem so.  
And spedde as wele in love, as men now do.  
—Geoffrey Chaucer, *Troilus and Criseyde*, ca. 1385

You know that even forms of speech can change  
Within a thousand years, and words we know  
Were useful once, seem to us wondrous strange—  
Foolish or forced—and yet men spoke them so.  
And they spoke of love as well as men now do.

(10) **10 points** | For the following data on **Proto-Numic** use the comparative method to:

- (a) Set up the sound correspondences for each cognate set, and reconstruct the earlier form for the word from which the cognates have descended.
- (b) Establish the sound changes that have affected each language. Note that in some cases, the ordering of the changes is important.

**Proto-Numic**

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<i>Yerington Paviotso</i>	<i>Northfork Monachi</i>	<i>Gloss</i>
<b>a.</b> [mupi]	[mupi]	'nose'
<b>b.</b> [tama]	[tawa]	'tooth'
<b>c.</b> [piwi]	[piwi]	'heart'
<b>d.</b> [soŋo]	[sono]	'lungs'
<b>e.</b> [sawaʔpono]	[sawaʔpono]	'proper name (fem.)'
<b>f.</b> [niwi]	[niwi]	'liver'
<b>g.</b> [tamano]	[tawano]	'springtime'
<b>h.</b> [pahwa]	[pahwa]	'aunt'
<b>i.</b> [kuma]	[kuwa]	'husband'
<b>j.</b> [wowaʔa]	[wowaʔa]	'Indians to the West'
<b>k.</b> [mihi]	[mihi]	'porcupine'
<b>l.</b> [noto]	[noto]	'throat'
<b>m.</b> [tapa]	[tape]	'sun'
<b>n.</b> [ʔatapi]	[ʔatapi]	'jaw'
<b>o.</b> [papiʔi]	[papiʔi]	'older brother'
<b>p.</b> [pati]	[peti]	'daughter'
<b>q.</b> [nana]	[nana]	'man'
<b>r.</b> [ʔati]	[ʔeti]	'bow, gun'