

# Introduction to Linguistics — Final Exam (Spring 2020)

Due: June 5th/12th, 2020 by 11.59p Central Time on Canvas

May 29, 2020

## 1 Phonetics (10 points)

Describe in prose the articulatory process for pronouncing /m/ in English. In your descriptions, please include the airstream mechanism (how is airflow generated), direction of airflow, the path (nasal or not) and (non-)centrality of airflow, the positions of relevant articulators and the voicing. As much as possible, try to get the correct ordering of the articulatory movements/events involved. Please try to be concise with your descriptions; bullet points will be accepted.

## 2 Phonology (15 points)

1. (8 points) Identify the natural class that best describes each set of phones. Do not be afraid to invoke two descriptors (e.g. a, æ **low vowels**) in order to exclude sounds not found in the set. Feel free to use the natural class shorthand or feature class specification.

1.  $\widehat{tʃ}$ ,  $\widehat{ts}$ ,  $\widehat{dʒ}$ ,  $\widehat{dz}$

2. i, u, ʊ, y

3. v, n, dʒ, z, j, b

4. o, u, y, ɔ

5. k, p, t, c

6. j, w

7. k, ŋ, x, g

8. v, f, p, b, m

Consider the data from Karuk (Northern California). The forms in the left table contain a doubled or “long” consonant. The forms in the right table do not.

[ˈθuk:in]	‘bile’	[tʃaˈna:kat]	‘mosquito’
[ˈʔip:at]	‘doe’	[ˈʔa:pun]	‘on the ground’
[ˈʔatʃ:akitʃ]	‘puppy’	[ˈʔa:tʃip]	‘middle’
[ˈju:fi]	‘nose’	[ˈpu:fiʃ]	‘deer’
[ˈʔas:ar]	‘wet’	[ˈʔa:si]	‘cave’

NB: [ˈ] denotes that the *following* syllable is stressed. [:] denotes a long consonant or long vowel.

2. (7 points) Is the difference between long and short consonants is phonemic or allophonic? State the distributions of long and short consonants and specify the environments where each appear. If they are allophones, write a rule to derive the SR from the UR.

### 3 Morphology (15 points)

Consider the following data from Zapotec, an Oto-Manguean language spoken in Mexico. Data are in the orthography of the source.

a) racañeeea	‘I help’	j) racañeetono	‘we help’
b) racañeelo	‘you (sg.) help’	k) racañeetoo	‘you (pl.) help’
c) racañeeni	‘he/she/it helps’	l) racañeeni	‘they help’
d) cocañeeea	‘I helped’	m) cocañeetono	‘we helped’
e) cocañeelo	‘you (sg.) helped’	n) cocañeetoo	‘you (pl.) helped’
f) cocañeeni	‘she/he/it helped’	o) cocañeeni	‘they helped’
g) cacañeeea	‘I will help’	p) cacañeetono	‘we will help’
h) cacañeelo	‘you (sg.) will help’	q) cacañeetoo	‘you (pl.) will help’
i) cacañeeni	‘he/she/it will help’	r) cacañeeni	‘they will help’

1. (5 points) Provide the Zapotec morpheme for each of the following; if the morpheme is an affix, specify if it’s a prefix or a suffix.

‘help’	_____	PRESENT	_____
PAST	_____	FUTURE	_____

2. (10 points) List the remaining Zapotec morphemes and their meaning (NB: there can be morphemes that have the same pronunciation, but have a different grammatical function, this is called *syncretism*).

1)

2)

3)

4)

5)

6)

## 4 Syntax (15 points)

Consider the following data from Pipil, an Uto-Aztecan language spoken in El Salvador.

1. miki-k ne masaat.  
die-PAST the deer  
'The deer died.'
2. mukwep-ki ne tengerechul.  
return-PAST the lizard  
'The lizard returned.'
3. muchih-ki alegrár ne piltsintsín.  
do-PAST rejoicing the little.boy  
'The little boy rejoiced.' (Literally, 'The little boy did rejoicing.')
4. kichih-ke-t ne tiit ne pipiltsitsín.  
make-PAST-PLURAL the fire the little.boys  
'The little boys made the fire.'

1. (5 points) What is the word order of Pipil? (i.e. What is the order of the major elements: subject, verb, object? English is SVO)

2. (10 points) Complete the following phrase structure rules to describe Pipil's syntax.

(a)  $S \rightarrow$

(b)  $DP \rightarrow$

## 5 Semantics & Pragmatics (25 points)

A. (13 points) Consider the following sentence, which is ambiguous.

*Rimpal looked at the cat with one eye.*

1. (7 points) Paraphrase the ambiguity.

Reading 1:

Reading 2:

2. (6 points) Describe why this is a case of structural ambiguity. (Hint: although this is in the semantics section of the exam, you should also think of syntax.)

3. Extra credit: Draw trees for the two readings. (2 points)

B. (12 points) The following are cases of Grice's Maxims being *flouted* — i.e., intentionally violated so as to generate some kind of inference. (In the case of flouting, a speaker will violate a maxim, but usually they do so in the service of some other goal, such as obeying a different maxim or being polite.) In each case below, explain how the inference is generated, and be sure to mention which of Grice's Maxims is/are being flouted.

1. Chris asks Itamar, "How was Searle's talk?"

Itamar responds: "Well, he definitely said a lot of words."

*Implicature:* The talk was really really bad.

2. Stan asks Martina when the party will be. Jon, standing nearby, wasn't invited because it is a surprise birthday party for him. Martina responds: "How's your thesis coming?"

*Implicature:* Martina wants Stan to shut his mouth about that party.

## 6 Modality (10 points)

Though the focus of linguistic research is generally on spoken languages, there are three modalities of language (spoken, signed, tactile). Give one example of a **modality-specific** effect on linguistic structure and one example of a **modality-general** aspect of language.

## 7 Language variation (10 points)

Think about your own experiences with language. Identify a sociolinguistic feature of your dialect (regional or social) or idiolect (style shifting etc.). Categorize this feature as a **stereotype, marker, or indicator**.