

# Linguistics 001

## Mid-term Exam

October 25-30, 2000

Your Name \_\_\_\_\_ Your SSN \_\_\_\_\_

This Linguistics 001 midterm exam is take-home but closed book. It consists of multiple-choice and short fill-in questions, and is designed to be taken in a one-hour session, just as if it had been a sit-down exam given in class. This contrasts with the final exam, which will be take-home and open-book.

Exams are due at the start of class on Monday, Oct. 30. Late exams will not be accepted without a medical excuse.

You should do this exam by yourself. Unless you have a disability requiring extra time on exams, you should be able to finish the exam within one hour. The questions are all intended to be simple and easy to answer if you know the material. If you don't know some piece of it, then spending a lot of time agonizing over which answer to choose may be just as likely to decrease as to increase your score. While taking the exam, you should not refer to books, notes, the on-line lecture notes or any other external aids.

Please write your answers – in a legible way – in the printed copy of the exam. If you run into a problem with space because you've decided to cross out an answer you've written, you can write on the back of the sheet or on an attached piece of blank paper. You will probably do better by using a pencil than by using a pen.

Note that you are welcome to continue studying for this exam up to the time that you take it, as long as you don't open the exam and read it, or talk about its contents with students who have already taken it. Thus if you decide to take the exam Monday morning before class, you could continue studying up to that time.

This exam covers lectures 1-12 (as numbered in the schedule of lectures on the course web site), the associated on-line lecture notes and readings in the course text, and the material covered in the homeworks assignments 1-6.

This exam will focus on important facts, concepts and skills, as covered in the assigned reading, the assigned portions of the course web site, and lectures. Skills taught in the homework assignments are fair game – for instance, you can count on being asked to give the dictionary-style pronunciation of an English word in IPA form.

If you find something puzzling on the exam, like an apparent typographical error, that you would normally ask the instructor or TA about during a sit-down exam, don't panic. Finish the rest of the exam, make a note to yourself of how much time you have left, and ask your question by email. When you've gotten an answer, finish the part(s) that you had questions about.

## Part one

In this first section of the exam, there are 25 questions. You should answer any 20 of them. Each correct answer will be worth 2.5 points, for a total of 50 points (out of 100 for the exam as a whole). For extra credit, you can answer some or all of the remaining five questions. Your score will depend only on the number of correct answers.

1. An article entitled “Why *great:greatly* but not *big:bigly*?” probably belongs to the area of
  - (a) phonetics.
  - (b) phonology.
  - (c) morphology.
  - (d) syntax.
  - (e) semantics.
2. A book entitled *Women, men and politeness* is most likely to belong in
  - (a) theoretical linguistics
  - (b) historical linguistics
  - (c) sociolinguistics
  - (d) psycholinguistics
  - (e) applied linguistics
  - (f) computational linguistics
3. Based on a biblical story about the aftermath of a battle between the Gileadites and the Ephraimites, a term for an arbitrary linguistic marker that distinguishes one group from another is:
4. In the past million years of hominid evolution, an apparent specialization for spoken language has been provided by:
  - (a) lengthening the lower jaw to permit a wider range of positions
  - (b) increasing the curvature of the hard palate
  - (c) making the head generally larger
  - (d) shortening the muzzle and lowering the larynx
  - (e) making the teeth smaller so as not to obstruct the sound
5. What is the “Machiavellian Intelligence Hypothesis”?
6. He worked to develop procedures to provide operational definitions for syntactic categories, made crucial contributions to formal language theory, and ended up by concluding that effective discovery procedures for syntax require the assumption of extensive “innate ideas.”
  - (a) Ludwig Wittgenstein
  - (b) Noam Chomsky
  - (c) Gottlob Frege
  - (d) J.L Austin
  - (e) Robin Dunbar

7. As a young man, he saw language as establishing formal connections between things in the mind and objects in the world. Later in his life, he came to see meaning as arising only in the context of “interactions with other individuals in which we move around sets of linguistic counters; and like a set of games, each of these little encounters has its own set of rules.”
- (a) Ludwig Wittgenstein
  - (b) Noam Chomsky
  - (c) Gottlob Frege
  - (d) J.L Austin
  - (e) Robin Dunbar
8. He is credited with introducing the principle of compositionality in semantics.
- (a) Ludwig Wittgenstein
  - (b) Noam Chomsky
  - (c) Gottlob Frege
  - (d) J.L. Austin
  - (e) Robin Dunbar
9. Estimates of vocabulary acquisition throughout childhood suggest that on average we learn
- (a) about one word every ten days
  - (b) about one word a day
  - (c) about ten words a day
  - (d) about a hundred words a day
  - (e) about five hundred words a day
10. The number of distinct phonemes used in a given language is typically about
- (a) 50,000
  - (b) 5,000
  - (c) 500
  - (d) 50
  - (e) 5
11. The typical number of displays in a non-human animal’s repertoire is said to be
- (a) about 3
  - (b) about 30
  - (c) about 300
  - (d) about 3,000
  - (e) about 30,000
12. Bell’s Visible Speech was
- (a) a method for measuring sound traces made on wax cylinders
  - (b) the technique first used to encode a sound track on movie film
  - (c) a display showing time from left to right, frequency from bottom to top, and amplitude as increasing blackness.
  - (d) a universal phonetic alphabet
  - (e) a method for teaching the deaf by using the hands to imitate gestures normally hidden inside the mouth

13. The number of basic places of articulation specified for consonants by the IPA is
- (a) 3
  - (b) 11
  - (c) 31
  - (d) 111
  - (e) more than four billion
14. The consonants in the International Phonetic Alphabet are conventionally presented in a table where:
- (a) rows represent the dominant frequency components in their spectrum, and columns depend on the number of strokes in the letters used to write them
  - (b) rows represent the location of primary vocal tract stricture, and columns depend on the year of their discovery
  - (c) rows depend on their alphabetical order in French, the official language of the International Phonetic Association, and columns depend on their typical order in the syllable
  - (d) rows represent manner of articulation, and columns represent place of articulation
  - (e) rows represent front-back position of the tongue, and columns represent height of the tongue
15. Give an example of a morpheme that is longer than a syllable, and another one that is shorter than a syllable:
16. Give an example of a pair of homophones:
17. Give an example of a closed lexical category, or *function word*, in English:
18. The English word *gosh* is a member of the lexical category of
- (a) prepositions
  - (b) interjections
  - (c) cue words
  - (d) contrapositives
  - (e) adjuncts
19. Whether or not a speech sound is *nasalized* depends on the position of the
- (a) tongue.
  - (b) hyoid bone.
  - (c) velum.
  - (d) epiglottis.
  - (e) pharynx.

20. A *fricative* sound involves
- (a) regular vibration in the larynx
  - (b) a sort of “bronx cheer” at the velum
  - (c) turbulent flow of air
  - (d) retroflexion of the tongue tip
  - (e) grinding the teeth
21. “Semiotics” refers to
- (a) the study of historical relationships among languages
  - (b) the study of the biological foundations of conceptual categories
  - (c) the study of narrative structure
  - (d) the study of signs and signaling systems
  - (e) the study of language in social context
22. Metered verse primarily involves restrictions on which aspects of language structure?
- (a) phonology
  - (b) morphology
  - (c) syntax
  - (d) semantics
  - (e) pragmatics
23. The term “beltway,” used for a highway that circles around a city, is an example of
- (a) metonymy
  - (b) metaphor
  - (c) synecdoche
  - (d) irony
  - (e) polysemy
24. A probable result of strong adherence to linguistic prescriptivism over several centuries within a given culture is
- (a) phoniatics
  - (b) hyponymy
  - (c) diglossia
  - (d) coprolalia
  - (e) onomatopoeia
25. Panini’s grammar codified the standard forms of
- (a) Italian.
  - (b) Tamil.
  - (c) Arabic.
  - (d) Gothic.
  - (e) Sanskrit.

## Part Two

In the second part of this exam, each of the seven questions is worth a variable number of points, as indicated, for a total of 50 points.

1. (6 points) Name the three sources of sound in the vocal tract that are used in speech:
2. (6 points) Give a morphological analysis for each of the six words below. Note that for each set of three words, the stems share a certain part of speech, and the whole words share another one. Thus you should divide each word into a stem and an affix, and provide a lexical category for the stem and for the whole word, such that all the words in item (a) have the same stem category and the same overall category, and likewise for the words in item (b). Three examples are provided to suggest a format for the analysis. Note that neither English spelling nor pronunciation is always preserved exactly when morphemes are combined.

Examples:

|             |              |                   |                    |
|-------------|--------------|-------------------|--------------------|
| aridity     | arid+ity     | stem is ADJECTIVE | whole word is NOUN |
| porosity    | porous+ity   | stem is ADJECTIVE | whole word is NOUN |
| viciousness | vicious+ness | stem is ADJECTIVE | whole word is NOUN |

(a) filtration

writer

harassment

(b) foolish

spiteful

childlike

3. (8 points) For each of the following two phrases, draw the tree diagram that is consistent with its most plausible meaning. Do not show structure inside words, but only relations between words.

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assistance in college admissions and financial aid application processes

4. (6 points) Consider the following words: *editor*, *tiger*, *singer*, *bigger*. [Keep in mind that you cannot rely on a correspondence between English spelling and morpheme identity].
- (a) Which two words have the same morphological structure?
  - (b) Among the words that have a suffix, which one has a different suffix from the others?
  - (c) Which word consists of only one morpheme?
5. (10 points) The following sentence is ambiguous: it has two possible “readings,” i.e. there are two different ways to think about its form and meaning. Show the two structures using tree diagrams.

She waved at the man with a handkerchief.

Give paraphrases for the two meanings, and explain BRIEFLY how they depend on the difference in structure.

6. (8 points) Provide dictionary-style pronunciations for the following words, in the IPA-based system taught in class and used in the homework assignment on English pronunciation.
- (a) cat
  - (b) dog
  - (c) pick
  - (d) young

7. (6 points) In discussions of human and animal cognition, to what does the term “theory of mind” refer? One or two sentences will be enough to give a clear and correct answer.