

Linguistics 001 Midterm 1 Fall 2016 October 24, 2016

Name _____

Last four digits of Penn ID # _____ Your TA _____

For fill-in questions, answer in the space provided, which should be sufficient. If you need more space, continue on the back of the exam sheet, being sure to indicate on the front that you have done so, and being sure that it is clear which question back-of-sheet material is answering. For multiple-choice questions, circle the letter corresponding to your selection(s).

1. An *eggcorn* is a word or phrase that someone has mistakenly understood as a different word or phrase with a similar sound and an appropriate meaning. Thus “eggcorn” is such a mistake for “acorn” – an acorn looks a little like an egg, and the sound is similar, aligned something like this:

ε	g	k	ɔ	r	n
e	ɪ	k	ɔ	r	n

Another example: “firstable” (i.e. *first* + the ending *-able* as in *readable* or *lovable*) for “first of all”. Draw a similar table, using IPA symbols, for the relationship between “firstable” and “first of all”. (Note that a set of IPA charts are reproduced on the last page of this exam.)

f	ɚ	s	t	ə	b	ə	l
f	ɚ	s	t	ə	v	ɔ	l

2. A *mondegreen* is a similar substitution, driven by sound similarity, for some of the words of a song – the term comes from hearing “...and laid him on the green” as “...and Lady Mondegreen”. A classic example is hearing Jimi Hendrix’s lyric “Excuse me while I kiss the sky” as “Excuse me while I kiss this guy”. Create a similar two-line table comparing “kiss the sky” and “kiss this guy” in terms of an IPA transcription.

k ^h	ɪ	s	ð	ə	s	k	eɪ
k ^h	ɪ	s	ð	ɪ	s	g	eɪ

3. What is the role of the *velum* in speech production?

Couple or decouple the nasal cavities to add or remove nasal resonances

4. There's been recent interest in the phenomenon of *vocal fry* or *creak*, where voice pitch sometimes becomes so low (and perhaps so irregular) that it sounds like a creaking door hinge. It's been suggested that this way of talking is a recent trend among young women. If you wanted to investigate this hypothesis, what level(s) of linguistic analysis would be most important in your analysis? What connection(s) to topics external to language would be especially important? Briefly explain your answers.

**Phonetics, because the issue is how the larynx behaves in voiced speech;
sociolinguistics, because the issue is how young women (as opposed to others) talk.**

5. Use a tree diagram or parentheses to indicate the constituent structure of the following phrase ("University of Pennsylvania Health System"). Note that you do not need to label the nodes.

((University (of Pennsylvania)) (Health System))

6. Puzzlingly ambiguous newspaper headlines have come to be known as "crash blossoms", after the notable example "Violinist Linked to JAL Crash Blossoms". The associated newspaper story described a young woman whose musical career has prospered after she overcame the loss of her father in a famous airline crash. In the following headline, use parentheses to indicate the constituent structure that the newspaper editors intended:

(Public urged (to (((keep track (of squirrels)) (with mobiles))))

And now use parentheses to represent the puzzling but natural misunderstanding:

(Public urged (to (keep track (of (squirrels (with mobiles))))))

(Note: here "mobiles" means "mobile phones".)

7. Mark each statement T(true) or F(false):

- a. The more recently evolved a genus of animals is, the larger the number of qualitatively distinct communicative signals that individual modern members of that genus normally use. F
- b. Primitive cultures generally have languages with simpler structures. F
- c. Vernacular or non-standard varieties of language can generally be characterized as imperfectly learned versions of the standard language. F

8. Describe briefly the physical process by which voicing in speech is produced:

myoelastic aerodynamic oscillation of the vocal folds...

9. What is the principle of recursive compositionality? How does it apply in syntax and in semantics?

Larger structures are made by combining smaller ones, recursively; the meaning of a combination is a function of the meanings of the parts.

10. In B's contribution to the fragment of dialogue below, how is the "speaker meaning" different from the "sentence meaning", and why?

A: *I'm annoyed that those young thugs are smoking on this subway car, and I'm going to tell them to stop.*

B: *Do you have good medical insurance?*

It's implied that intervention might lead to violent retaliation, and therefore is a bad idea; the implication arises by the Gricean principle of relevance.

11. In the headline "*White House* confident of debt deal", the interpretation of *White House* involves: B

- (a) hyponymy
- (b) metonymy**
- (c) sonority
- (d) diglossia
- (e) metaphor

In the headline "Investors fear Euro zone debt *contagion*", the interpretation of *contagion* involves E

- (a) hyponymy
- (b) metonymy
- (c) sonority
- (d) diglossia
- (e) metaphor**

12. The number of distinct phonemes used in a given language is typically about D

- a) 40,000
- b) 4,000
- c) 400
- d) 40**
- e) 4

13. Consider the following Irish sentence :

Bhris Máire an ghloine leis an casúr
Broke Máire the glass with the hammer
“Máire broke the glass with the hammer.”

Describe two aspects of word order that are shared between English and Irish.

Determiner first in NP, preposition rather than postposition.

Describe one aspect of word order that is different between English and Irish.

VSO word order

14. In this passage from Sir Winston Churchill’s *The River War*, circle the tensed passive verbs:

The known strength of the Khalifa made it evident that a powerful force **would be required** for the destruction of his army and the capture of his capital. The use of railway transport to some point on the Nile whence there was a clear waterway was therefore imperative. The route via Abu Hamed **was selected** by the exclusion of the alternatives. The plan was perfect, and the argument in its favour conclusive. It turned, however, on one point: Was the Desert Railway a possibility? With this question the General **was now confronted**. He appealed to expert opinion. Eminent railway engineers in England **were consulted**. They replied with unanimity that, having due regard to the circumstances, and remembering the conditions of war under which the work **must be executed**, it was impossible to construct such a line. Distinguished soldiers **were approached** on the subject. They replied that the scheme was not only impossible, but absurd. Many other persons who **were not consulted** volunteered the opinion that the whole idea was that of a lunatic, and predicted ruin and disaster to the expedition. Having received this advice, and reflected on it duly, the Sirdar *ordered the railway to be constructed* without more delay.

15. Briefly define the term “theory of mind” as it is used in discussions of human and animal communication.

Recognition that others have different knowledge and beliefs, and understanding how one’s actions might change that knowledge and those beliefs.

16. What is the “Machiavellian intelligence hypothesis”?

The theory that in social animals, the main function of intelligence is within-group social competition.

17. Give four examples of English words whose meaning has been extended by *metaphor*, with a brief explanation of each.

Tongue for “language”; open for “unscheduled”; noggin for “head”; board for “administrative overseers”; ...

18. The –ed of *walked* is an example of what kind of morpheme? A

- a) **inflectional morpheme**
- b) coordinating morpheme
- c) derivational morpheme
- d) free morpheme
- e) subjunctive morpheme

19. A velar consonant is one that is characterized by D

- a) regular vibration of the glottis
- b) a harsh or breathy sound
- c) a constriction just above the larynx
- d) **a constriction at the soft palate**
- e) a constriction at the ridge just behind the front teeth

20. Make up your own question, and answer it (below and/or on the back of this page). Note that you will be graded on the quality of your question as well as the quality of your answer.

THE INTERNATIONAL PHONETIC ALPHABET (revised to 1993)

CONSONANTS (PULMONIC)

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			ʀ					ʀ		
Tap or Flap				ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

CONSONANTS (NON-PULMONIC)

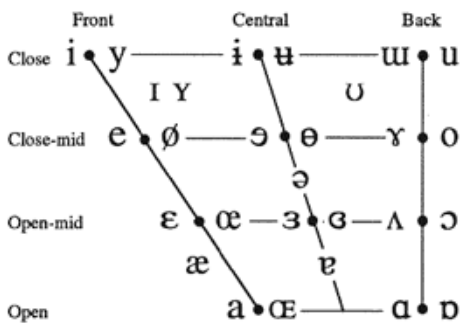
Clicks	Voiced implosives	Ejectives
◌ ◌ Bilabial	ɓ Bilabial	ʼ as in:
 Dental	ɗ Dental/alveolar	ɓ' Bilabial
! (Post)alveolar	ɠ Palatal	ɗ' Dental/alveolar
≠ Palatoalveolar	ɠ Velar	k' Velar
 Alveolar lateral	ɠ Uvular	s' Alveolar fricative

SUPRASEGMENTALS

	LEVEL	CONTOUR
ˈ Primary stress	ˈ	ˈ Rising
ˌ Secondary stress	ˌ	ˌ Falling
ː Long	ː	ˆ High rising
ˑ Half-long	ˑ	ˑ High rising
˚ Extra-short	˚	ˑ Low rising
· Syllable break	·	ˑ Rising-falling etc.
Minor (foot) group		ˑ Global rise
Major (intonation) group		ˑ Global fall
◌ ◌ Linking (absence of a break)	◌ ◌	

TONES & WORD ACCENTS

VOWELS



OTHER SYMBOLS

ʍ Voiceless labial-velar fricative	ɕ ʑ Alveolo-palatal fricatives
ʋ Voiced labial-velar approximant	ɺ Alveolar lateral flap
ɥ Voiced labial-palatal approximant	ɧ Simultaneous ʃ and x
ħ Voiceless epiglottal fricative	Affricates and double articulations can be represented by two symbols joined by a tie bar if necessary.
ʕ Voiced epiglottal fricative	
ʡ Epiglottal plosive	kp̚ ts̚

DIACRITICS

Diacritics may be placed above a symbol with a descender, e.g. ɲ̥̄		
◌ ◌ Voiceless	◌ ◌ Breathy voiced	◌ ◌ Dental
◌ ◌ Voiced	◌ ◌ Creaky voiced	◌ ◌ Apical
◌ ◌ Aspirated	◌ ◌ Linguolabial	◌ ◌ Laminal
◌ ◌ More rounded	◌ ◌ Labialized	◌ ◌ Nasalized
◌ ◌ Less rounded	◌ ◌ Palatalized	◌ ◌ Nasal release
◌ ◌ Advanced	◌ ◌ Velarized	◌ ◌ Lateral release
◌ ◌ Retracted	◌ ◌ Pharyngealized	◌ ◌ No audible release
◌ ◌ Centralized	◌ ◌ Velarized or pharyngealized	
◌ ◌ Mid-centralized	◌ ◌ Raised	
◌ ◌ Syllabic	◌ ◌ Lowered	
◌ ◌ Non-syllabic	◌ ◌ Advanced Tongue Root	
◌ ◌ Rhoticity	◌ ◌ Retracted Tongue Root	