

1. (2 points) [Week 8, Skill 1] Broca's language area is located in the frontal cortex of the brain. True or false?
2. (2 points) [Week 8, Skill 2] What is meant by an overextension in word meaning in child language acquisition? Define the term and give an example.
3. (2 points) [Week 8, Skill 3] Give one similarity and one difference between first and second language acquisition.
4. (2 points) [Week 8, Skill 4] Explain the key difference between early and late bilingualism.
5. (4 points) [Week 2, Skill 1] Say whether these are minimal pairs by putting YES or NO next to each pair:
hit/bit
mast/mash
sleep/creep
back/bat
6. (3 points) [Week 7, Skill 1] In the phonological changes from Proto-Indo-European to Proto-Germanic ('Grimm's Law'), certain sounds shifted to the voiceless stops [p], [t] and [k], respectively. What were the original sounds before the phonological changes took place?

(i) became [p]; (ii) became [t]; (iii) became [k]
7. (3 points) [Week 9, Skill 1] Explain the motivation for why some societies prefer indirect forms of communication over direct forms. List one benefit and one drawback of indirect communication in your answer.
8. (3 points) [Week 5, Skill 1] In everyday English, if a task is easy, we might describe it as a "piece of cake". This is an example of *non-compositionality*. What is the compositional meaning of "piece of cake"? Make sure to provide a definition of "compositionality" in your answer.

9. (3 points) [Week 7, Skill 2] Below are examples of 3 different language types according to morphological typology. Match each type (isolating, agglutinating & fusional) with the correct language by writing next to each example:
- i) Vietnamese: Tan lam tra khong ngot
[Tan make tea NEG sweet]
- ii) Swahili: ni-na-soma
[I-present-read]
- iii) Selk'nam: Ya k-timi x-inn ni-y ya
[1P REL-land go-CERT.MASC PRES-MASC 1P]
10. (2 points) [Week 9, Skill 3] First, explain why Hindi and English are considered separate languages, while Hindi English and Canadian English are considered dialects. Second, how does the example of Serbian versus Croatian from lecture illustrate why “language” and “dialect” can be difficult to define in practice?
11. (2 points) [Week 1, Skill 1] What is linguistic relativity (also known as the Sapir-Whorf Hypothesis)? Define and give an example from the lecture or the textbook.
12. (3 points) [Week 3, Skill 2] Certain English adjectives and nouns start with either [ɪm] (as in “impossible”, “immoral”, “imbalance”) or [ɪn] (as in “inactive”, “intolerant”, “insecure”). [ɪm] and [ɪn] are allomorphs of the same morpheme. First, state the shared meaning of [ɪm] and [ɪn]. Second, state the conditioning factor for each allomorph.
13. (3 points) [Week 6, Skill 1] Sentence (a) entails (b) below. We use the test of cancellability to distinguish entailments from implicatures. Illustrate the use of this test to establish that (b) is indeed an entailment, not an implicature.
- (a) I earned \$5 yesterday.
(b) I earned less than \$10 yesterday.
14. (2 points) [Week 7, Skill 3] State the two least common types of word orders (accounting for only 1% of the world’s languages).

15. (2 points) [Week 9, Skill 4] Imagine that a British person approaches you, and says: ‘ello, it’s rather ‘ot in ‘ere! (Instead of “Hello, it’s rather hot in here!”). What can you assume about the social status of the speaker, based on linguistic stereotypes? How would you linguistically distinguish individuals in the opposing social status?

16. (3 points) [Week 2, Skill 2] In Canadian English, there is a predictable variant [əʊ] of the diphthong [aʊ]. Both [əʊ] and [aʊ] can be treated as allophones.

[bəʊt]	'about'	[kaʊ]	'cow'
[əʊt]	'out'	[laʊd]	'loud'
[dəʊt]	'doubt'	[baʊ]	'bough'
[əʊst]	'oust'	[vaʊl]	'vowel'
[həʊs]	'house'	[naʊn]	'noun'
[məʊθ]	'mouth'	[taʊn]	'town'

State the distribution of [əʊ] and [aʊ] as simply and efficiently as you can (i.e. what is the general conditioning factor that leads to the selection of [əʊ] versus [aʊ] in these words?).

17. (3 points) [Week 4, Skill 1] Using the Phrase Structure (PS) rules given in lecture (a copy of which is enclosed with this exam), draw the phrase structure tree for the following sentence.

The kind teacher baked a really excellent cake for his students.

18. (6 points) [Week 4, Skill 2] Using the Phrase Structure (PS) rules given in lecture (a copy of which is enclosed with this exam), draw the two different phrase structure trees for the following ambiguous sentence. Be sure to match each tree with the appropriate meaning.

The woman saw the man with the telescope.

19. (4 points) [Week 3, Skill 3] Match the expression in column A with the one statement in column B that characterizes it.

A	B
a. undo	1. compound noun
b. red apple	2. phrase consisting of adjective + noun
c. slowly	3. root morpheme + inflectional prefix
d. greenhouse	4. root morpheme + derivational prefix
e. houses	5. root morpheme + inflectional suffix
	6. root morpheme + derivational suffix

20. (4 points) [Week 3, Skill 1] Examine the following data from Zapotec, a language spoken in Mexico:

Zapotec	English	Zapotec	English
palu	stick	spalube	his stick
kuba	dough	skubabe	his dough
tapa	flour	stapabe	his flour

- a. What is the exact rule for deriving the genitive (the third column) from nouns (the first column)?
- b. What type of affixation or morphological process is represented here?
- c. If *geta* meant “tortilla” in Zapotec, what would be the word for “his tortilla” in Zapotec?
- d. If *sberebe* meant “his chicken” in Zapotec, what would be the word for “chicken” in Zapotec?
21. (2 points) [Week 8, Skill 5] Imagine that you are reading essays written by second language learners of English. You notice a mistake in one of the sentences – a student wrote “I saw woman” instead of “I saw *the* woman”. Based on what we know about L1 transfer, which NP rule below is more likely used in the student’s L1?
- (i) NP => (Det) (AP) N (PP) (CP)
- (ii) NP => (AP) N (PP) (CP)
22. (4 points) [Week 5, Skill 2] Explain why the prototype approach to definitions can work for FRUIT but not for TALL.
23. (2 points) [Week 7, Skill 4] Provide one example of morphological borrowing in English and explain why it occurred.

24. (2 points) [Week 5, Skill 3] Consider the sentences below. Do the two uses of “plain” below reflect homophony or polysemy? Explain your reasoning.
- (a) The detective realized that the answer to the mystery was in *plain* sight all along.
 - (b) The living room had very few decorations – the furniture was *plain* and austere.
25. (2 points) [Week 5, Skill 4] Explain what metonymy is using the following example: “All hands on deck!”
26. (3 points) [Week 9, Skill 2] Imagine that you ask your friend if they are free to hang out, and your friend says, “I have class”. This statement can be both a declarative speech act and another (different) speech act. State what this other speech act is. Then, explain what its intended meaning could be (i.e., what is your friend trying to tell you?).
27. (4 points) [Week 7, Skill 5] Say whether the following language universals are phonological, morphological, syntactic or semantic, and state for each whether they are true or false:
- a. If a word has both a derivational and an inflectional affix, the inflectional affix is closer to the root.
 - b. All languages have negation.
 - c. Not all languages express the general meaning of IN (containment).
 - d. If a language has voiceless obstruent phonemes, then it also has voiced obstruent phonemes.
28. (3 points) Have THREE free points for the summer!

END OF EXAM