




NOTICE: You will have **90 minutes** to complete this exam. It covers all of the introductory material presented in Lecture 1: *The Study of Language*. Unless stated otherwise, "English" refers to American English throughout the exam. Good luck!

Questions marked with a ♦ are more likely to be difficult than other ones. It may be wise to come back to these.

1. What is the difference between linguistic competence and linguistic performance? What about pragmatic competence and pragmatic performance?
2. Why do linguists ignore speech performance errors when measuring linguistic competence?
3. Describe the complete chain of communication that occurs between a host and receiver. How can the two parties communicate if they do not have a common language? How does noise play a role?
4. ♦ Briefly describe the difference between phonons, phonemes, morphemes, graphemes, and cheremes.
5. Explain what is meant by each of the following terms.
 - A. Phonetics
 - B. Phonology and morphology
 - C. Syntax and semantics
 - D. Pragmatics and semiotics
 - E. Graphemics and orthography
6. List **three** types of semantic systems used in linguistics.
7. Explain the differences between mental grammar, descriptive grammar, and prescriptive grammar.
8. Provide five descriptive statements about English.
9. ♦ Consider the following sentence: *This is the sort of English up with which I will not put*. Write a prescriptive statement and a descriptive statement about it. *Hint: Take note of how the sentence has been rearranged.*
10. Give a prescriptive rule and a descriptive statement regarding the placement of adjectives with respect to the nouns that they modify in English. Explain how each type of statement might change if, in the future, younger speakers of English began saying such phrases as *shirt green* or *idea brilliant*.
11. For each of the following statements: (i) identify if it is prescriptive or descriptive, and (ii) give an example of how it could be written the other way.
 - A. *It is me* is ungrammatical; *it is I* is the only correct way to express this idea.
 - B. Though *ain't* is regularly used in many dialects and informal styles of English, and English speakers generally understand its meaning, people who use this form may suffer some negative social consequences, since native speakers often associate it with a lack of education.
 - C. In casual speech, English speakers frequently end sentences with prepositions; however, this is usually avoided in formal writing.
 - D. For any sentence beginning with *There is* or *There are*, the verb must agree in number with what comes after it, i.e. the so-called "logical subject".
 - E. Some speakers of English accepted *My mother loved* as a grammatical sentence.
12. Provide at least **two** pieces of evidence that suggest that speech is a more basic form of language than writing.
13. Briefly describe the significance of *corpus linguistics*.
14. Consider the Old English phrase *Ne bið ðær nænig ealo gebrowen mid Estum*. A literal translation of this is *Not is there not-any ale brewed among Estonians*. Provide a faithful transcription into grammatical Modern English without the use of the double-negative.
15. Recall Hockett's original paper that described various language design features. Further recall that he revised his paper a few years later to include more proposed features. Provide at least **seven** of the original proposed language design features as well as **three** of the additional design features from the revised model. Describe all ten features that you chose.
16. What is a linguistic sign? Describe arbitrariness and iconicity in the context of signs, forms, and meanings.
17. Explain the significance of the International Phonetic Alphabet (IPA) in the context of arbitrariness.
18. Consider the following sign: . This sign is typically associated with the meaning *no smoking*. The sign has two components: (i) , meaning *no*, and (ii) , meaning *smoking*. Do these components have an arbitrary or an iconic relation with their meanings? Explain each component separately.
19. What is an example of an iconic traffic sign found on American highways? What about an arbitrary one?

20. ♦ In Mandarin Chinese, expressions for moving from one city to another via a third city must take the form *from X pass-through Y to Z*. Moreover, these expressions **cannot** be expressed as *from X to Z pass-through Y*. How would you characterize the relationship between form and meaning exhibited in the following expressions? Phonetic guide text is provided.
- T ā cóng Sānfānshì jīngguò Zhījiāgē dào Niūyuē
- A. 他从三藩市 经过 芝加哥 到 纽约。
- He went from San Fran. through Chicago to New York.*
- T ā cóng Sānfānshì dào Niūyuē jīngguò Zhījiāgē
- B. 他从三藩市 到 纽约 经过 芝加哥。
- He went from San Fran. to New York through Chicago.*
(Ungrammatical.)
21. Consider the compound words *blackboard* and *outfox*. In what ways do these words show a degree of non-arbitrariness in their form-meaning connection? Is this true for **all** compound words?
22. Provide an example of diminutive noun and an augmentative noun in English. Are there any double-diminutive nouns used in English? If so, describe one.
23. In Japanese sound symbolism, an onomatopoeic word may be either an animate phonomime, an inanimate phonomime, a phenomime, or a psychomime. Briefly describe each of these linguistic phenomena. What are these types of mimetic words known as in linguistics?
24. ♦ Using principles of sound symbolism, determine for each pair of plausible English words below which one could refer to something heavy and which to something light. *Hint: Identify a pattern amongst the words shown.*
- A. lat, loat
B. foon, feen
C. mobe, meeb
D. toos, tace
E. fleen, feen
F. seeg, sleg
G. poas, poat
H. toos, tood
25. Explain the differences between formal languages, natural languages, constructed languages, and reconstructed languages. Provide an example of each.
26. ♦ Consider the following piece of evidence: studies on pause duration in signed languages have shown (e.g. Grosjean, 1979) that pauses exist in signed languages, but without any minimum length. Given this information, what can you conclude about the minimum pause length in **spoken** languages? *Hint: Keep in mind that people need to breathe when speaking.*
27. What is the difference between an auditory-oral language and a visual-gestural language in terms of perception and production?
28. Briefly describe the differences between signed languages, manual codes, and pantomimes.
29. Wolves are able to express subtle gradations of emotion by assuming different positions on their ears, lips, and tails. In fact, there are eleven postures of the tail alone that express emotions such as self-confidence, a confident threat, an uncertain threat, a lack of tension, a sense of depression, and even complete submission, among others. Clearly, the wolf's nervous system is quite complex and well-developed. Suppose that wolves could express 200 such emotions in a similar manner. Would it be acceptable to classify the wolveren language as similar to a human's? Why or why not?
30. ♦ Language is typically viewed as a primarily vocal activity. However, accompanying (and occasionally supplanting) language is non-vocalized, non-discrete behavior used for *meta-communication*. That is, people may consciously **or unconsciously** vary their behavior during (and instead of) linguistic communication to clarify, modify, or nuance meanings. This type of non-phonemic language is known as *paralanguage*. The non-vocal *paralinguistic features* that are common among native English speakers might include gestures, facial expressions, nodding, gasps and sighs, throat clears, etc. Paralinguistic signs are examples of *symptomatic signs*. That is, they are signs in which their physical manifestations are nothing more than spontaneous reflections of the source's state. With this in mind, classify each of the following signs as iconic, arbitrary, or symptomatic and justify your answer for each one:
- A. An involuntary cough
B. A cough for getting attention
C. A nod of the head to affirm
D. *Uh-huh!* to signal agreement
E. *Yes*.
F. *Bzzz* (the sound of a bee)
G. A hand indication to show how tall something is
H. Waving good-bye
I. Blushing
J. Sweating