Introduction to Linguistics: Final exam practice questions

Tomonori Nagano <tnagano@lagcc.cuny.edu>
http://faculty.lagcc.cuny.edu/tnagano/

Spring 2016

1   PHONETICS

(1)   Review the homework and the in-class exercises.

(2)   Why do we need IPA (International Phonetic Alphabet) to study speech sounds? What is the problem of English orthography? Explain it with the following words: *pneumonia* and *ghoti*. Use the phrase "*one-to-one correspondence between sounds and symbols*" in your description.

(3)   Consonants can be defined in terms of the three articulatory factors. What are they? Define [p], [n], [ð], [ŋ], and [k].

(4)   Write the phonetic symbol representing each of the following sound (don't forget to use square brackets). An answer to the question is given as an example.

   a) Example: voiced palatal glide: [j]
   b) voiceless palatal affricate
   c) voiced velar nasal
   d) voiceless glottal fricative
   e) voiced labiodental fricative
   f) voiceless labiodental fricative
   g) voiced interdental fricative
   h) voiced palatal fricative
   i) voiced alveolar lateral liquid

(5)   Write the phonetic symbol (IPA) for the **first** sound in each of the following words according to the way you pronounce it.

Examples: ooze	[u]	psycho	[s]
judge	[ ]	thought	[ ]
Thomas	[ ]	contact	[ ]
though	[ ]	phone	[ ]
easy	[ ]	civic	[ ]
pneumonia	[ ]	usual	[ ]

(6)   Write the phonetic symbol (IPA) for the **last** sound in each of the following words.

Examples: boy	[ɔj]		
fleece	[ ]	cow	[ ]
neigh	[ ]	rough	[ ]
long	[ ]	cheese	[ ]
health	[ ]	bleached	[ ]
watch	[ ]	rags	[ ]

(7)   The following are all English words written in phonemic transcription. Write the words using normal English orthography.

   a) /hit/
   b) /stroʊk/
   c) /feɪz/
   d) /ton/
   e) /boni/
   f) /skrim/
   g) /frut/
   h) /pritʃər/
   i) /krak/

(8)   Write the symbol that corresponds to each of the following phonetic descriptions, then give an English word that contains this sound.

a) Example: voiced alveolar stop – [d] *dough*, *door*, *hugged*
b) voiceless bilabial (unaspirated) stop
c) lateral liquid
d) voiced velar stop
e) voiceless alveolar fricative
f) voiced bilabial stop
g) voiced labiodental fricative
h) retroflex liquid
i) (voiced) velar nasal
j) voiced (inter)dental fricative
k) voiceless (palatal) affricate
l) palatal glide
m) mid lax front vowel
n) high back tense vowel
o) voiceless aspirated alveolar stop

(9) In each of the following pairs of words, the bold italicized sounds differ by one or more phonetic properties (features). Give the symbol for each italicized sound, state their differences.

a) Example: *s*ilence – *sh*ip [s] and [ʃ], the different place of articulation ([s] is alveolar and [ʃ] is palatal)
b) ba*th* – ba*the*
c) redu*c*e – redu*ct*ion
d) *c*oo*l* – *c*o*l*d
e) wi*f*e – wi*v*es
f) cat*s* – dog*s*
g) i*m*polite – i*n*decent

(10) For each group of sounds listed, state the phonetic feature(s) they all share.

a) Example: [p] [b] [m] – they are all bilabial sounds & they are all stop sounds
b) [ɡ] [p] [t] [d] [k] [b]
c) [u] [ʊ] [o] [ɔ] [a]
d) [i] [ɪ] [e] [ɛ] [æ]
e) [t] [s] [ʃ] [p] [k] [tʃ] [f] [h]
f) [v] [z] [ʒ] [dʒ] [n] [g] [d] [b] [l] [r] [w] [j]
g) [p] [t] [k] [s] [f]
h) [b] [d] [g] [z] [v]
i) [p] [b] [m]
j) [f] [v] [s] [z] [ʃ] [ʒ]
k) [tʃ] [dʒ]
l) [m] [n] [ŋ]
m) [ʃ] [ʒ] [tʃ] [dʒ]
n) [ʃ] [s] [k] [p]
o) [n] [v] [m] [ŋ] [g]
p) [k] [g] [ŋ]
q) [θ] [ð]
r) [f] [v]
s) [l] [r]
t) [t] [l] [s] [r]

(11) Write the following sentences in regular English spelling.

a) [ɪntrnl nʌθɪŋnɛs ɪz oʊkeɪ æz lɔŋ æz jr drɛst fr ɪt]
b) [ɪf ju ar sɪkstin ɔr ʌndr traɪ nat tə goʊ bald]
c) [mʌni ɪz nat ɛvriθɪŋ bʌt ɪt ɪz bɛrr ðæn hævɪŋ wʌnz hɛlθ]
d) [nom tʃamski ɪz e lɪŋgwɪst hu titʃəz æt ɛm aɪ ti]
e) [fonɛtɪks ɪz ðə stʌdi əv spitʃ sawndz]

f) [ɔl spokən læŋgwɪdʒəz juz sawndz prədust baɪ ðə apər rɛspərətori sɪstəm]
g) [ɪn wʌn daɪəlɛkt əv ɪŋglɪʃ kat ðə nawn æand kɔt ðə vərb ar pronawnst ðə sem]
h) [sʌm pipəl θɪŋk fonətɪks ɪz vɛri ɪntərɛstɪŋ]

(12) Identify each of the following works of fiction.

a) [mɪdnaɪt ɪn ðəgardən əv gʊd ænd ivəl]
b) [ə tel əv tu sɪtiz]
c) [ðə bluəst aɪ]

    d) [ðə dʒen ɔstən bʊk klʌb]
    e) [ɪntərprɛtər əv mælədiz]
    f) [wʌðərɪŋ haɪts]
    g) [ə kənfɛdərasi əv dʌnsəs]
    h) [ðə kʌlər pərpəl]
    i) [ðə dəvɪntʃi kod]
    j) [θɪŋz fal apart]
    k) [laɪf əv paɪ]

2   Phonology

(13) Review the homework and the in-class exercises.

(14) What are *phone*, *phoneme*, and *allophone*? Define them with the following sound pairs:

    a) [p] and [pʰ] (English and Hindi)
    b) [p] and [b] (English and Arabic)

(15) What is *aspiration*? Explain the phenomenon with reference to the following experiment.

> If you hold a piece of tissue loosely in front of your mouth and say the word *pie*, the tissue flutters at the beginning of the word (when you say [p].) However, the fluttering of the tissue does not happen with [p] in *spy* or [b] in *buy*.

(16) Define *minimal pair* with a few examples in English.

(17) What is *deletion*? Define it with the following sentence:

    a) He handed her his hat

(18) What is *insertion (epenthesis)*? Explain it with the following example:

    a) strength /strɛŋθ/ → [strɛŋkθ]

(19) What is *assimilation*? Explain it with the following sentences:

    a) I can see. [aɪ kæn si]
    b) I can play. [aɪ kæm pleɪ]
    c) I can come. [aɪ kæŋ kʌm]

(20) Name the phonological process responsible for the change from standard Spanish to the dialectal variant in each item below.

    a) [poβɾe] → [pɾoβe] "poor" (in US southeastern Spanish)
    b) [gatito] → [gatiko] "kitty" (Costa Rican Spanish)
    c) [pesos] → [peso̝s] "pesos" (Mexican Spanish)
    d) [estomaɣo] → [estoɣamao] "stomach" (US southwestern Spanish)
    e) [alβɾisjas] → [aβɾisjas] "gift" (US southwestern Spanish)

3   Morphology

(21) Review the homework and the in-class exercises.
(22) Define *morpheme*.

(23) Define *free morpheme* and *bound morpheme*. Use the following examples: *atypical*, *a man*, and *apple*

(24) Define *inflectional morpheme* and *derivational morpheme*. Use the following words as examples: *citizens*, *enlarge*, *assignments*, *winner*, and *tighter*.

(25) The following words are made up of either one or two morphemes. Isolate the morphemes and decide for each if it is free or bound, what kind of affix is involved (if any), and (where applicable) if the affix is inflectional or derivational.:

rejoin, hateful, greedy, spacious, comfortable, senseless, unspeakably, unidirectional, magnetic, temperature, selective, bilingual, trilingual, monolingual

(26) The television show *The Simpsons* coined many new words by using morphology in novel ways. Two examples are *embiggens*, as in "A noble spirit embiggens the smallest man," and *introubleating*, as in "One Springfield man is treating his wife to an extra special Valentine's Day this year, and introubleating the rest of us." Note that although these are novel words, they are similar to other words of English: *embiggens* is similar to *emboldens*, and *introubleating* is similar to *infuriating*. For each of these two words, perform the following task:

   a) Break it up into its component morphemes.

   b) Provide the meaning of each morpheme and state whether it is free or bound.

(27) Define *allomorpheme*. Use the following words as examples: *dogs*, *Charlie's*, *Queens*, and *sheep*.

(28) Consider the following data from Bontoc. These data show an example of derivational morphology in which an adjectival root is turned into a verb. What type of affix is used to form the verb? Describe its placement in the word.

[fikas]	'strong'	[fumikas]	'he is becoming strong'
[kilad]	'red'	[kumilad]	'he is becoming red'
[bato]	'stone'	[bumiato]	'he is becoming stone'
[fusul]	'enemy'	[fumiusul]	'he is becoming an enemy'

(29) In Hebrew, the following pattern is found in the derivation of color terms. Which morphological process is this an example of? How do you know?

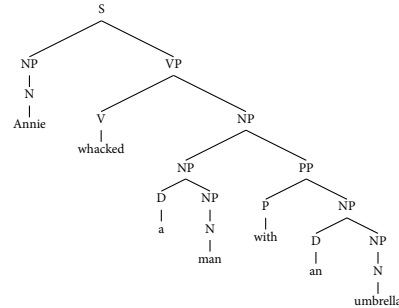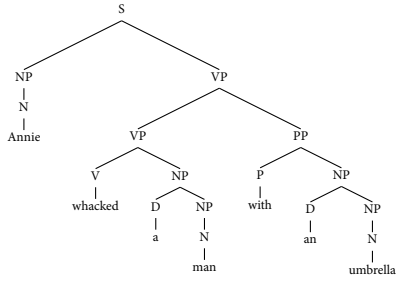| [lavan] | 'white' | [lvanvan] | 'whitish' |
[kaxol]	'blue'	[kxalxal]	'bluish'
[jaɣok]	'green'	[jɣakɣak]	'greenish'
[tahov]	'yellow'	[thavhav]	'yellowish'
[vaɣod]	'pink'	[vɣadɣad]	'pinkish'
[ʃaxor]	'black'	[ʃxarxar]	'blakish'

(30) From the examples given for each of the following suffix, determine (i) the part of speech of the word whose stem the suffix combines with, and (ii) the part of speech of the words resulting from the addition of the suffix.

   a) **-ify**: solidify, intensify, purify, clarify, rarefy
   b) **-ity**: rigidity, stupidity, hostility, intensity, responsibility
   c) **-ize**: unionize, terrorize, hospitalize, crystalize, magnetize
   d) **-ive**: repressive, active, disruptive, abusive, explosive
   e) **-ion**: invention, injection, narration, expression, pollution
   f) **-less**: nameless, penniless, useless, heartless, mindless

4 SYNTAX

(31) Review the homework and the in-class exercises.
(32) Define *noun* in terms of its morphological behavior and distributional properties.
(33) Define *verb* in terms of its morphological behavior and distributional properties.
(34) Define *adjective* in terms of its morphological behavior and distributional properties.
(35) Define *adverb* in terms of its morphological behavior and distributional properties.
(36) What is the difference between *lexical class* and *functional class*?
(37) What are the difference between prescriptive grammar and descriptive grammar? Compare and contrast two different perspectives using the following sentence pairs.

   a) If I were you, I would study hard for the final exam.
   b) If I was you, I would study hard for the final exam.
   c) If I am you, I would study hard for the final exam.

   a) Me and my family went to Europe last summer.
   b) My family and I went to Europe last summer.

   a) Who did you speak to?
   b) To whom did you speak?

(38) Identify the lexical category (part-of-speech) of the underlined words in the following sentences. (also review the homework and in-class exercises).

   a) The zoo owns some very funny <u>lions</u>.
   b) The lion cubs are <u>fierce</u> for their age.
   c) They broke the gate to their cage <u>from</u> its hinges.
   d) The cage was <u>empty</u>.
   e) Can <u>you</u> guess where the lions went?
   f) They <u>left</u> the zoo <u>and</u> went into Central Park.
   g) The lions <u>eagerly</u> chased the pigeons.
   h) The pigeons flew <u>into</u> the trees.
   i) An angry lion never <u>chases</u> a pigeon.
   j) The happy lions <u>love</u> to chase pigeons.
   k) Their <u>love</u> of pigeons is greater than my love of peanut butter.
   l) The zookeepers <u>should</u> fix the lions' cage.
   m) Oil <u>companies</u> <u>will</u> have to <u>pass</u> <u>on</u> all <u>of</u> the <u>benefits</u> of tax reform <u>to</u> the consumer.
   n) Attached <u>to</u> the plastic <u>frame</u> <u>is</u> <u>a</u> mesh covering that <u>will</u> <u>prevent</u> a child <u>from</u> rolling off of the bed <u>onto</u> <u>the</u> floor.
   o) That <u>young</u> child in the <u>corner</u> <u>probably</u> <u>will</u> fall off <u>his</u> bed <u>onto</u> the <u>cold</u>, <u>hard</u> floor <u>early</u> in <u>the</u> <u>morning</u>.

(39) Write trees for the following sentences.

   a) Pat loves Robin.

   b) Pat pushed the stubborn horse into the barn.

   c) Robin talked to the manager over the phone.

   d) Robin yelled at the manager from Ohio.

   e) Lee bought a nice picture of the unicorn from Robin.

   f) Marilyn likes flavored coffee.

   g) Josh and Sarah went to the club in Manhattan.

   h) Kay sent a letter to her mother.

   i) Joshua gave a note to his friend.

(40) What is the difference between *argument* and *adjunct*? Explain the distinction using the following sentence pairs.

   a) My dog devoured his meal.
   b) My dog ate his meal in the bowl.
   c) My little brother eats with his spoon.

(41) What is **structural ambiguity**? What is the relationship between the ambiguity (multiple interpretations) and the syntactic structure? Explain it with the following sentences (the tree structures for the first example are provided for your help).

a) Annie whacked a man with an umbrella.

b) Marsha ate ice cream with a friend.
c) Marsha ate ice cream with a cherry.
d) Marsha ate ice cream with a spoon.
e) Marsha ate ice cream with pleasure.

f) sleepy men and boys (note: this is a noun phrase)

g) the old women's shoes (note: this is a noun phrase)

h) You can enjoy a gourmet meal in your sweat pants.

(42) What is **recursion**? What is the relationship between the recursive sentence and the phrase structure rules? Explain it with the following sentences.

a) The gun was on the table.
b) The gun was on the table near the window.
c) The gun was on the table near the window in the bed room.

(43) What is **deep structure** and **surface structure**? What is **transformation**? Explain it with the following sentences.

a) A dog bit a boy.
b) A boy was bitten by a dog.

a) Susan opened the door.
b) The door was opened by Susan.
c) The door opened.

5 SEMANTICS

(44) Review the homework and the in-class exercises.
(45) Identify each of the following statements as being either mostly about **lexical semantics** or mostly about **compositional semantics**.

a) The phrase *purple books* describes a group of objects (*books*) that have a certain property (being *purple*.)
b) The words *couch* and *sofa* mean roughly the same thing.
c) *Water under the bridge* means something different than *bridge under the water*.
d) The sentence *John ate a bagel for breakfast* is true just in case an individual by the name of *John* consumed a rounded bread product with a hole in the middle for his morning meal.
e) The opposite of *open* is *shut*.
f) *Paris* is a word that refers to a particular city in France.
g) If the sentence *Harold likes checkers and backgammon* is true, then the sentence *Harold likes backgammon* must be true as well.
h) Bird means something like 'warm-blooded, egg-laying animal with feathers, wings, two legs, and a beak.
i) When most people hear the word *bird* out of the blue, they are more likely to think of a songbird than a penguin, flamingo, duck, or vulture; however, penguins, flamingos, ducks, and vultures are also kinds of bird.
j) *Jelly beans that are lemon flavored* has the same meaning as *lemon-flavored jelly beans*.

(46) Which sentence paris are in the *entailment* relationship? Also, which sentence pairs do *mutually entail* (i.e., entail each other)?

    a) Mike danced on the stage.
    b) Mike danced with his girlfriend.

    a) Mike can sing.
    b) Mike sang a song with his friends.

    a) Mike danced.
    b) Mike can dance.

    a) Mike sings a song.
    b) Mike sings a song with his friends.

    a) The door was opened by Mike.
    b) Mike opened the door.
    c) The door opened.

(47) What is the distinction between *inclusive or* and *exclusive or*? Explain it using the following examples.

    a) He must be a surgeon or a gynecologist.
    b) Kathy will come to see me or call me today.
    c) Dead or alive.
    d) You must have gone crazy or you are suicidal.

(48) Define the *lexical decomposition*. What features do the following words share? *mare*, *stallion*, *hen*, and *rooster*.

(49) Define and give examples of *synonymy*. What is the synonym of *happy*?

(50) Define and give examples of *antonymy*. What is the antonym of *happy* and *married*.

(51) What is the difference among *complimentary antonyms*, *gradable antonym*, *reverse*, *converse*, and *scalar antonym*? Explain it with the following words: *male, female, boy, girl, pack, unpack, lend, borrow, hot, cold*

(52) Identify the lexical relationship of the following word pairs. If it's an antonym, indicate whether it is *complementary* or *gradable*: *good - bad, expensive - cheap, parent - off-spring, beautiful - ugly, false - true, lessor - lessee, pass - fail, hot - cold, legal - illegal, larger - smaller, poor - rich, fast - slow, asleep - awake, husband - wife, rude - polite*

(53) What is *hyponym*? Also, what is *hypernym*? Explain them with *hammer, T-shirt, pink, fish* (hypernym) and *appliance, musical instrument, furniture, fish* (hyponym).

(54) What is *ontology*? Explain it with some examples.

(55) What is *homohpone* and *homonyms*? Explain it with *witch* and *plant*

(56) What is *collocation*? Explain it with some examples.

(57) What is *prototype*? Explain it with *furniture, bird, animal, building, fish, sport, car, tree.*

(58) Pick out all of the verbs in the following list whose <u>subject</u> is an AGENT.: *hit, buy, lose, see, trip, receive, hallucinate, rain, explode, destroy*

(59) Pick out all of the verbs in the following list which occur with OBJECT (PATIENT) NP.: *hit, buy, see, receive, destroy, discuss, paint, erase, enter, remember*

(60) What is *semantic ambiguity*? Explain it with the following sentences

    a) Three boys danced with two girls.
    b) Everyone loves someone.

6 First and Second Language Acquisition

(61) Review the homework and the in-class exercises.

(62) What is *neurolinguistics*? How is it related to *language acquisition*?

(63) What is *aphasia*?

(64) What is *Broca's area*? What is its function?

(65) What is *Wernicke's area*? What is its function?

(66) Which type of aphasia is characterized by speech like this: *... two times ... read ... wr ... ripe, er, rike, er, write ....*?

(67) How do the researchers know the connection between the brain and the language functions? What are the typical techniques used in the neurolinguistic research?

(68) What is the *Critical Period Hypothesis*?

(69) What is the difference between *first language acquisition* and *second language acquisition*? What is the difference between *language acquisition* and *language learning*?

(70) Some stages of first language acquisition are highly predictable. What are the milestones of children's lexical development (development of vocabulary, especially up to age 2-3)? Discuss the following stages in the lexical acquisition:

   a) babbling stage
   b) one-word stage
   c) two-word stage
   d) telegraphic stage

(71) Some stages of first language acquisition are highly predictable. What are the milestones of children's syntactic development (development of grammar, especially up to age 2-3)? Discuss them in terms of *question* forming and *negative* forming by young children.

(72) Which of the following statement do you agree with? What reasons would you give to support your opinions?

   a) People with high IQs are good (first) language learner.
   b) Most mistakes in the second language are due to the interference from the first language.
   c) The second language learners should not be allowed to hear mistakes or they will learn the erroneous sentences.
   d) Teachers should teach simple grammar before complex one.
   e) Teacher should teach only one grammar rule in the second language at a time and practice it throughly before introducing the next rule.

7 PRAGMATICS

(73) What is *pragmatics*?

(74) What are the two different types of contexts?

(75) What is *Grice's Principle*?

(76) What are the four types of *Grice's Cooperative Maxim*?

(77) What is *the maxim of quality*? Any example?

(78) What is *the maxim of relevance*? Any example?

(79) What is *the maxim of quantity*? Any example?

(80) What is *the maxim of manner*? Any example?

(81) What is *deixis*?

(82) What is the difference between *anaphora* and *antecedent*?

(83) What is the *speech act*? What are the speech acts of the following sentences?

   a) A little more salt will make this salad yummy. (declarative)
   b) Could you pass me the salt? (interrogative)
   c) Give me the salt! (imperative)

8 SOCIOLINGUISTICS

(84) What is sociolinguistics?

(85) List a few major dialects of the US English.

(86) Give some examples of sociolinguistic influence on the lexicon (vocabulary).

(87) What is *Isogloss*?

(88) What are the two major factors that influence the usage of language in society?

(89) Provide one example of *the regional influence* on language use (e.g., different vowel pronunciations between Northeastern (New York) English and Inland (Pennsylvania) English, difference in vocabulary *soda* vs *pop* etc.)

(90) Provide one example of *the socio-economic influence* on language use. For example, how age, economic status, or gender influences the use of language?

(91) What are the controversies surrounding the debate about *Standard English* or *English as an official language*? What is *English-only* movement? What is *Lau v. Nichols*?

(92) What is *Pidgin*? How is it different from *Creole*?

(93) What is *AAVE*? There is a large amount of research conducted on this language – how is it related to sociolinguistics?

9   Computational linguistics

(94) What is *Turning test*? Why is it important in computational linguistics?

(95) Briefly discuss Noam Chomsky's refutation against the data-driven, statistical approach to language? Use these two sentences as an example: *Colorless green ideas sleep furiously.* vs. *Furiously sleep ideas green colorless.*

(96) What do we mean by the *rationalist* or *rule-based* approach to computational linguistics?

(97) One of the challenges in computational linguistics is *speed of speech*. Discuss this problem.

(98) One of the challenges in computational linguistics is *creativity of speech*. Discuss this problem.

(99) One of the challenges in computational linguistics is *flexibility of speech*. Discuss this problem.

(100) One of the challenges in computational linguistics is *rationality of speech*. Discuss this problem.