

### **Review for Exam 3**

This is not necessarily a comprehensive list, but here are some ideas to get you started.

#### **Units**

- Fundamental questions
  - mental grammar
  - innateness
  - prescription vs. description
- Phonetics (e.g., articulatory features of vowels and consonants)
- Phonology (phoneme/allophones, phonological rules, Werker studies on adult/child speech perception)
- Morphology (inflectional, derivational, compounding, ambiguity, etc.)
- Syntax (PS rules, constituency tests, transformations, P&P, etc.)
- **First language acquisition** (stages of acquisition, learning principles, word/rule learning, Poverty of the Stimulus)
- **Arguments for innate specialization for language** (critical period, animal language, creoles, etc)

#### **Readings**

- Jackendoff Chapters 1-6, **8-10**
- Language Files: Phonetics, Phonology, Morphology and Syntax
- Werker 1995 (categorical perception and acquisition of phonological categories)
- **Crain & Nakayama**
- **Curtiss**

You are responsible for material from the reading, class lectures (including videos we saw in class), as well as homeworks and practice exercises.

You will be asked to do the same types of problems that you have seen on homeworks and practice exercises, the quiz, etc. Expect to analyze data from a foreign language. Since this exam covers everything we learned in class, there will be questions that require you to combine together all the knowledge you gained in the class (e.g., state phonological rules for a dataset from a child language, etc.)

In addition to problems involving data analysis, there will be multiple choice, possibly definition matching and/or applying definitions to examples, short answer, and possibly a short essay.

You will not be asked to write out definitions for technical terms, but you will be expected to know and understand the terms, be able to recognize an accurate definition and be able to apply the term to relevant cases. For example, you should know what it means to be a consonant vs. a vowel, etc.

## **Stuff you should know / Skills you should have**

Here, I'm not repeating things that were on the review sheet for Exams 1 and 2, but expect that they are important and will be asked about in this exam, too.

- imitation theory of language acquisition
  - innateness; Universal Grammar (principles and parameters) [**make sure you understand what's actually innate and what's learned**]
  - overgeneralization
  - types of errors children make
  - language acquisition device (LAD)
  - word learning principles (whole object principle, basic level assumption)
  - developmental stages in language acquisition (in words, complexity in utterances, grammatical constructions, etc)
  - learning of rules in morphology and syntax
  - poverty of the stimulus argument (from first language acquisition (Crain & Nakayama) as well as particular case studies where children received impoverished input)
  - structure dependent/independent versions of SAI rule
  - Nature of primary linguistic data and its role in language acquisition
  - critical period hypothesis
  - Genie and Chelsea's linguistic development (as reported in Curtiss et al article and Jackendoff chapter)
  - specific language impairment (SLI)
  - William's syndrome
  - ape language acquisition studies; species specificity of language
  - pidgin & creole (home signs, Hawaii creole English, Nicaraguan Sign Language), and their implications for innateness arguments
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- Be able to articulate these ideas in your own words
  - Be able to use these arguments to support ideas for the mental grammar / innateness hypothesis (in your argumentation, make sure you make your logic clear to the reader, and to use particular examples/data to illustrate your point clearly)

## **Practice exercises**

### **Phonetics/Phonology**

1. What is the natural class formed by the following groups of sounds?

- a. [f, s, h, θ, ʃ] → \_\_\_\_\_
- b. [i, I, æ, e, ε] → \_\_\_\_\_
- c. [ʃ, tʃ, j, ʒ, dʒ] → \_\_\_\_\_
- d. [g, ŋ] → \_\_\_\_\_
- e. [u, ʊ, a] → \_\_\_\_\_

## 25. Standard Italian

Consider the following data from Standard Italian, an Indo-European language of the Romance family, spoken in Italy. Answer the questions that follow.

a. [tinta]	'dye'	g. [tingo]	'I dye'
b. [tenda]	'tent'	h. [teŋgo]	'I keep'
c. [dantsa]	'dance'	i. [fuŋgo]	'mushroom'
d. [nero]	'black'	j. [bjaŋka]	'white'
e. [dzente]	'people'	k. [aŋke]	'also'
f. [sapone]	'soap'	l. [faŋgo]	'mud'

- i. Are there any minimal pairs? If so, what are they, and what can you conclude to be true of Italian from those minimal pairs?
- ii. State the phonetic environments in which the sounds [n] and [ŋ] appear. Identify any natural classes of sounds that appear in the environments you've provided.
- iii. Given what you know about the distribution of sounds and the environments you listed in (ii), are [n] and [ŋ] in complementary or contrastive distribution? Please explain your answer.

## Syntax

- Consider the following set of phrase structure rules:

$AP \rightarrow (x) A'$

$A' \rightarrow A' BP$

$A' \rightarrow A$

$BP \rightarrow B CP$

$CP \rightarrow C$

1. Can this grammar generate the following strings?

- a) xABC
- b) ABC
- c) xBC
- d) A
- e) xABCBC
- f) xABCBCBC

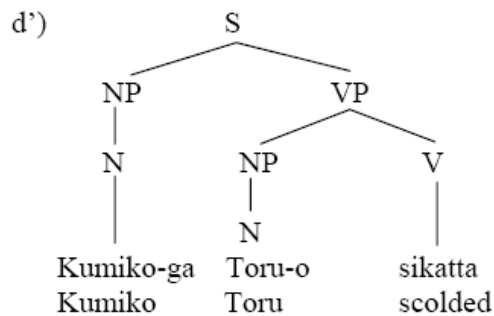
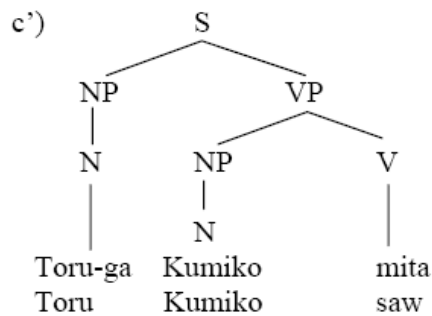
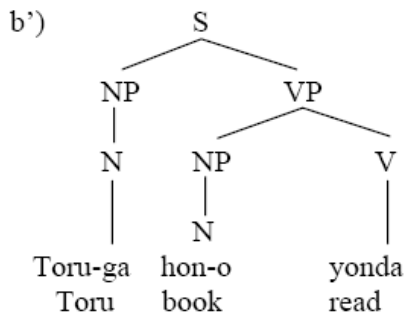
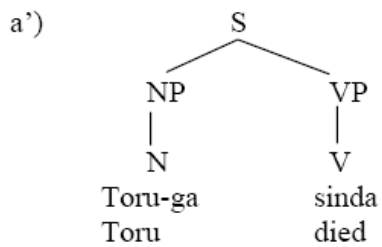
2. Now, replace the BP rule with " $BP \rightarrow B AP$ ". Draw a tree for ABABA.

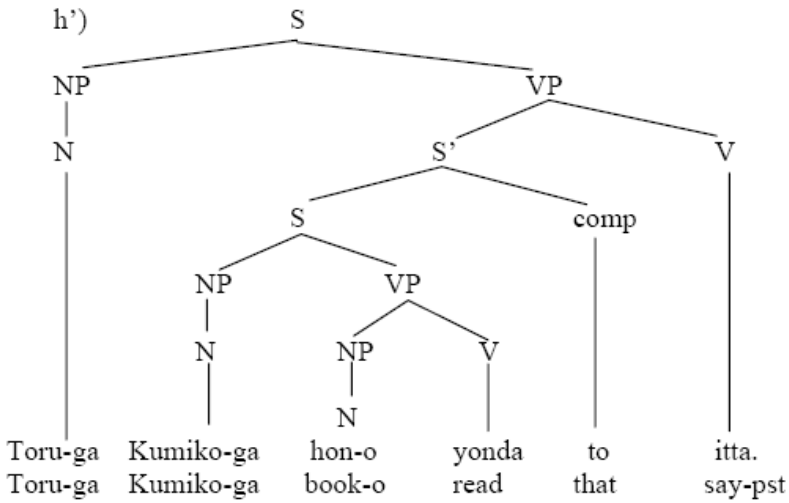
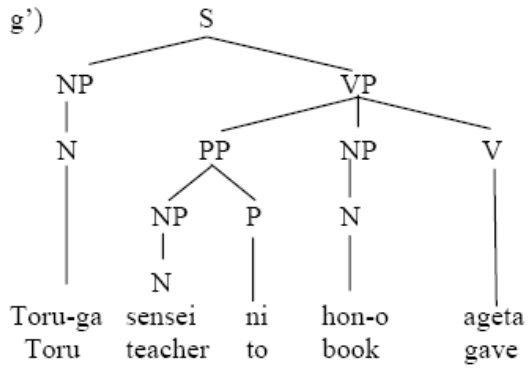
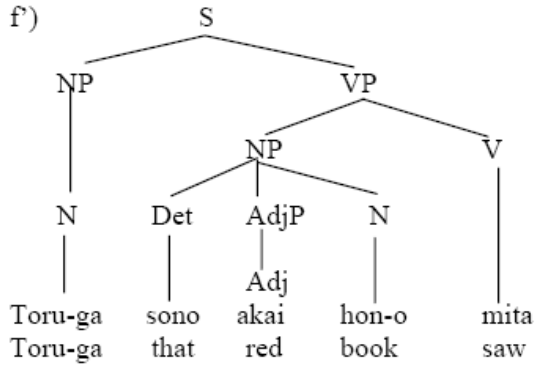
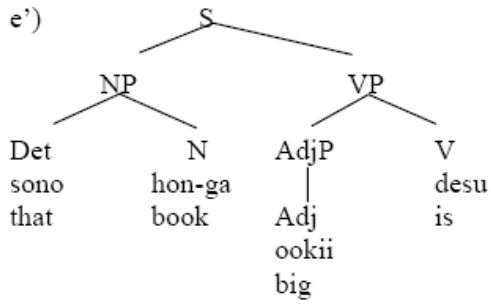
- Draw two trees for "Kim attacked the aliens on Mars", and explain the two possible meanings (from Exam 2). Also try drawing a tree for "Charlie gave flowers to Mary."

## I. Japanese

Examine the data carefully. Then answer the questions that follow, using only the data given here as a basis for your answers.

- a) Toru-ga sinda.  
Toru-ga die-pst  
Toru died.
- b) Kumiko-ga hon-o yonda.  
Kumiko-ga book-o read-pst  
Kumiko read the book.
- c) Toru-ga Kumiko-o mita.  
Toru-ga Kumiko-o see-pst  
Toru saw Kumiko.
- d) Kumiko-ga Toru-o sikatta.  
Kumiko-ga Toru-o scold-pst  
Kumiko scolded Toru.
- e) Sono hon-ga ookii desu.  
that book-ga big is  
that book is big
- f) Toru-ga sono akai hon-o mita.  
Toru-ga that red book-o see-pst  
Toru saw that red book.
- g) Toru-ga sensei ni hon-o ageta  
Toru-ga teacher to book-acc give-pst  
Toru gave the book to the teacher.
- h) Toru-ga Kumiko-ga hon-o yonda to itta.  
Toru-ga Kumiko-nom book-o read that say-pst  
Toru said that Kumiko read the book.





7. Give a set of phrase structure rules that will generate the Japanese trees (a'-h'). (Remember: you should give a single set of phrase structure rules in total – NOT a separate set for each tree.)

8. Based on the trees given, is Japanese a head-final or head-initial language?