

- I. Define the following terms with illustrative examples. 30% (5% for each term)
1. Tense vowels vs. lax vowels
 2. Spoonerism
 3. Inflecting language
 4. Telegraphic speech
 5. Grice's "maxims of conversation"
 6. Dialects, regional dialects, and social dialects.
- II. Answer the following questions. (70%)
1. Wernicke's aphasia and Broca's aphasia are two types of language disorders resulting from damage to certain parts of the brain. Define these two types of aphasia by 1) identifying the parts of brain related to the language disorders, 2) describing the linguistic characteristics of the patient's utterance, and 3) naming the type of aphasia that patient A and patient B suffered respectively. (15%)

(Patient A)
Yes - ah - Monday ah - Dad - ah - Hospital - and ah - Wednesday - Wednesday - nine o'clock and ah Thursday - ten o'clock ah doctors - two - two - ah doctors and - ah teeth - yah. And a doctor - ah girl - and gums, and I.

(Patient B)
I felt worse because I can no longer keep in mind from the mind of the minds to keep me from mind and up to the ear which can be to find among ourselves.
 2. Name five major classes of English consonants classified according to manner of articulation, and provide two examples for each class. (10%)
 3. New words may be added to the vocabulary system of English via various mechanisms, such as derivation (e.g. "write" and "writer"). Name five other mechanisms and provide one example for each mechanism. (10%)
 4. Semantic properties, such as [+human] [-human], refer to the meaning components of a word. Name any semantic properties that help to explain why the following sentences sound strange. (8%)

A. After John breast-fed the baby, the baby stopped crying.
B. Colorless green ideas sleep furiously.

5. The following sentences are ambiguous. Disambiguate sentences A and B in terms of thematic roles, C and D in terms of their tree structures. (12%)

- A. The sheepdog is too hairy to eat.
 B. John is impossible to please.
 C. The governor is a dirty street fighter.
 D. The magician touched the child with the wand.

6. Consider these phonetic forms of Hebrew words: (15%)

Assume that these words and their phonetic sequences are representative of what may occur in Hebrew. In your answers below, consider classes of sounds rather than individual sounds.

[v]-[b]		[f]-[p]	
bika	"lamented"	litf	"stroked"
mugbal	"limited"	sefer	"book"
šavar	"broke" (masc.)	sataf	"washed"
šavra	"broke" (fem.)	para	"cow"
?ikev	"delayed"	mitpaxat	"handkerchief"
bara	"created"	ha?alpin	"the Alps"

- A. Are [b] and [v] allophones of one phoneme? Are they in complementary distribution? In what phonetic environments do they occur? Can you formulate a phonological rule stating their distribution?
- B. Does the same rule, or lack of a rule, that describes the distribution of [b] and [v] apply to [p] and [f]? If not, why not?
- C. Here is a word with one phone missing. A bank appears in place of the missing sound: hid_ik. Circle one correct statement.
- (1) [b] but not [v] could occur in the empty slot.
 - (2) [v] but not [b] could occur in the empty slot.
 - (3) Either [b] or [v] could occur in the empty slot.
 - (4) Neither [b] nor [v] could occur in the empty slot.
- D. Which one of the following statements is correct about the incomplete word _ana? Circle one correct statement.
- (1) [f] but not [p] could occur in the empty slot.
 - (2) [p] but not [f] could occur in the empty slot.
 - (3) Either [p] or [f] could fill the blank.
 - (4) Neither [p] or [f] could fill the blank.
- E. Now consider the following possible words (in phonetic transcription):
 laval surva labal palar falu razif
 If these words actually occurred in Hebrew, would they:
- (1) Force you to revise the conclusions about the distribution of labial stops and fricatives you reached on the basis of the first group of words given above?
 - (2) Support your original conclusion?
 - (3) Neither support nor disprove your original conclusions?
- Circle one correct statement.