

**Introduction to Linguistics 2019-2020
BA Linguistics, UvA**

ASSIGNMENT BOOKLET

**Accompanying the book
Baker, Anne E., & Hengeveld, Kees (2012). *Linguistics*.
Chichester: Wiley-Blackwell.**

INTRODUCTION

This book of assignments accompanying the book *Linguistics* (ed. by Anne E. Baker & Kees Hengeveld, Chichester: Wiley-Blackwell, 2012) forms part of the study material for the lecture series “Introduction to Linguistics” for the year 2018-2019.

This book of assignments contains **assignments per chapter**, to be prepared for every lecture. These are based on the exercises from the book *Linguistics* that appear at the end of each chapter. Some assignments are not included here since they will not be discussed during the lectures. A few additional assignments have been added and in some there a few changes compared to the book. The numbering of the assignments does not correspond to the numbering in the book. Students are expected to prepare these assignments per lecture and to be able to discuss their answers in lectures. For some assignments it is necessary to search for an answer outside of the book.

ASSIGNMENTS PER CHAPTER

Assignments related to Chapter 1. *From language to linguistics*

1. Regular plurals in English are formed by adding -s to the singular (e.g. *book - books*), but this -s sometimes sounds like 's', sometimes like 'z' and sometimes like 'iz'. Find out what determines these different realizations. Can you set up the rules?
2. Mark the ungrammatical sentences with a star (*). Can you explain what makes these sentences ill-formed?
 - (a) *There once was the elephant that lived in a forest.*
 - (b) *Mary said that I should wash oneself.*
 - (c) *I have not heard the postman yet.*
 - (d) *Father killed his head.*
 - (e) *John has studied.*
 - (f) *William thrashed.*
3. Say you taught a dog one hundred different commands such as *fetch the paper* and *lie down*. Does this mean that the dog has learned a language? Discuss your answer.
4. In pantomime the mimer also uses their hands, just as in a sign language. What is the difference between pantomime and a sign language of the deaf?

Assignments related to Chapter 2. *The language user*

1. When introduced to people of higher status, many people will say something like *How do you do*. When meeting a good friend they are more likely to say *How's things*. Is this part of their 'linguistic competence', or of their 'communicative competence'?
2. Take the following two sentences:
 - (a) *In the zoo we saw a new-born zebra*
 - (b) *He was talking enthusiastically about the new-born zebra*Why will *zebra* be recognised more easily in (a) than in (b)?
What is meant by recognize?
3. Compare the following two English sentences:
 - (a) *The guest expected to be late arrived*
 - (b) *The guest arrived later than expected*Which of these two (a or b) will be more difficult to understand? Why?
4. Give an explanation of the following slip of the tongue: *Britannia waives the rules*. What can you conclude from this slip about the language production process?

Assignments related to Chapter 3. Language Acquisition

1. The following sentences were produced by a non-native speaker of English, who did not learn English in school:
 - (a) *Work not*
 - (b) *I not work*
 - (c) *I don't work*What is the linguistic term for the structures in (a) and (b)? Are they just plain wrong, or is it possible to take a different view?

2. In the following sentences identify cases of (1) omission, (2) overextension or (3) overgeneralization
 - a. *they big gentlemen* (Intended: *They are big gentlemen*)
 - b. *He want you see it.* (Intended: *He wants you to see it*)
 - c. *Nobody gived it me.* (Intended: *Nobody gave it to me*)
 - d. *That's a mouth* (Context: pointing to a crescent moon)

3. Consider the following interaction between a mother (M) and her child (C). What can you deduce from this conversation about the role of interaction in early mother tongue acquisition?

M: *Where is your cup? Pick up your cup. Cup is on the table.*
C: *Cup.....Cup table.*
M: *Yes, pick up your cup.*

4. Determine whether the following sentences are typical for the one-word stage, the two-word stage, the differentiation stage or the completion stage:
 - a. *Mama take sock* (Intended: *Mummy has to pick up the sock*)
 - b. *John give me it yesterday* (Intended: *John gave it to me yesterday*)
 - c. *mimi* (Intended: *windmill*)
 - d. *Not do that.*
 - e. *Cos you gotta do that, that's why.*

5. The following passage was written by a Dutch secondary school child (mavo-class 2) using a dictionary. Look for the influence of Dutch here, that is for evidence of negative transfer from Dutch into English. NB English speakers with no knowledge of Dutch should do this together with a Dutch fellow student)

Tina Turner is a singer. She singing alone. First she was sing with her ex-husband Ike Turner. He took her in his band and was marry with her. Something said: 'That I without Ike not so far was. I don't think that.' After the separate from Ike and Tina Turner was it hole long still. She said: 'If I look at the pictures from Ike and me than I was frightened to death. On the pictures it corpse that we a happy pair, but that wasn't so.'

Assignments related to Chapter 4. *Discourse*

1. In the following joke one of the assumptions of the cooperation principle is violated. Which one?
A farmer meets another farmer and says: 'Hi John, my donkey has got a terrible gut infection. Didn't yours have that too a while ago? What did you give him to cure it?' 'Paint thinner', says John. A week later they meet again. The first farmer is angry. 'I gave my donkey paint thinner, like you said, and now he is dead'. 'Mine too', says John.
2. What are the successive pairs in the following little dialogue?
A: *Have you got a pen on you?*
B: (looks in shirt pocket) *Blue or red?*
A: *Blue*
B: (gives A the blue pen) *There you go.*
3. Which cohesive means are used in the following sentence to create coherence?
I bought a cabriolet, a red one, and am planning to drive to Turkey in it.

Assignments related to Chapter 5. *Speech Acts*

1. Which of the following verbs are performative verbs: *trust, ask, use, conclude*?
2. In the following examples the sentence stress falls on the word in capital letters. Read these sentences out loud and find out what is problematic about the information structure of the sentences:
 - (a) *Last year, the company BOOKED a net profit of one billion euros.*
 - (b) *Because of the falling oil prices, many gas consumers need to PAY less.*
 - (c) *The minister MADE the proposed new law public.*
3. In this chapter we have discussed, among other things, felicity conditions and pragmatic appropriateness. Each of the following example sentences violates either a felicity condition or is pragmatically inappropriate. Explain the violation in each of these sentences.
 - (a) Doctor to patient: *Open your mouth now!*
 - (b) Doctor to patient: *Herewith I order you to open your mouth.*
 - (c) Judge to accused: *You must answer all my questions by keeping silent.*
 - (d) Judge to accused: *You are lying through your teeth.*

Assignments related to Chapter 6. *Constituents and word classes*

1. In order to establish the psychological reality of syntactic rules and elements, researchers have carried out so-called 'click'-experiments. In one of these, people were presented with the following sentences and heard a click at the *-sign:
 - (i) *Your hope of marrying An*na was surely impractical*
 - (ii) *In her hope of marrying An*na was surely impractical*Why would the subjects in this experiment hear the click in (i) and (ii) in a different place than it really occurred?
In which direction are they likely to have moved the 'click' in (i) and in (ii), and why?
2. Divide the following sentences into their main constituents and indicate whether these are NPs, VPs, AdjPs, AdvPs or AdPs:
 - (i) *The young nurse seduced the rich patient with very sweet talk*
 - (ii) *On a beautiful day the old couple took a bus to the beach*
 - (iii) *Every four years a very important art exhibition is held in Kassel.*
3. Determine what are the heads and the modifiers of the following constituents:
 - (a) *tough luck*
 - (b) *a golden heart*
 - (c) *remarkably simple*
 - (d) *simply remarkable*
4. For each and every word in the sentence below, indicate what is its word class:
 - (i) *I am very much in love with the son of my neighbour.*
5. Check where in the sentences below we have prepositions, postpositions, and particles:
 - (i) *He will probably not show up at the party.*
 - (ii) *Well, in my opinion she should be at school more often.*
 - (iii) *He took the shoes from under the table.*
 - (iv) *If he doesn't show up I'll never talk to him again.*

Assignments related to Chapter 7. *Simple sentences*

1. Determine for each of the following words how many arguments it takes:
 - (a) *put*
 - (b) *brother*
 - (c) *go*
 - (d) *ill*

2. For each of the underlined parts of the following sentences, indicate whether it is a predicate, an argument, or an adjunct, and why this is so:
 - (a) The doctor is not at home.
 - (b) As a doctor, I have to warn you not to smoke.
 - (c) The chairman is a doctor.

3. Identify the semantic roles of the participants in the following sentences. Then do the same for their grammatical roles:
 - (a) *The chimpanzee opened the coconut with his teeth.*
 - (b) *The stowaway was thrown overboard by the captain.*
 - (c) *The rings were handed to the bridegroom by his best man.*

4. Reduction of valency is only one way in which a verb can be derived from another verb. How would you describe the derivation of the causative verb in Hungarian, in sentences (b), from the non-causative verbs in (a)?
 - (a) *Mari* *kimos-t-a* *a ruhak-at.*
Marie.nominative wash-past-3SG the clothes-accusative
'Marie washed the clothes'
 - (b) *Peter* *Mari-val* *kimos-at-t-a*
Peter.nominative Marie-instrument wash-causative-past-3SG
a ruhak-at
the clothes-accusative
'Peter made Marie wash the clothes.'

Assignments related to Chapter 8. *Complex sentences*

1. What is the function of the embedded sentences in the following examples:
 - (a) *Mustafa went out [to do the shopping]*
 - (b) *My neighbour [who has been retired for many years] has bought a house in Spain.*
 - (c) *Paula thinks [her brother is ill].*
 - (d) *John forgot [to do the dishes].*
 - (e) *Charles went home [to do the dishes].*

2. Name the form of the embedded sentences in the following examples:
 - (a) *I want [to stay at home].*
 - (b) *I know [that you would rather stay at home].*
 - (c) *I hate it [when Charlotte always wants to stay at home].*

3. Give an analysis of the constituent structure of the following sentences using the indentation method:
 - (a) *I think that Agnes hit the man who is walking there.*
 - (b) *If it's raining, she won't come.*

Assignments related to Chapter 9. *Constituent Order*

1. Here are some sentences from young German children. What can we deduce about the acquisition of word order rules in this language?
 - (1;8) *teddy mofa fahren*
Teddy moped drive
'Teddy is driving the moped'
 - (1;10) *meike fenster gucken*
Meike window look
'Meike is looking out of the window'
 - (2;2) *mal sehen, dass fort ist*
Just see that away is
'let's see that it has gone away'
 - (2;4) *Bubi hat kein hunger*
Bubi has no hunger
'Bubi is not hungry'
2. German has properties of languages where the verb occupies the middle position, but also of languages where the verb occupies end position. Which phenomena in the following sentence belong to which type of language?
 - (a) *Ich weiss dass Johann in das Zimmer gelaufen ist.*
I know that Johann into the room walked is.
'I know that Johann walked into the room.'
3. The next example is from Samoan. Can you predict on this basis whether Samoan will have prepositions or postpositions?
 - (a) *Na pa'u le teine.*
past fall the girl
'the girl fell'

Assignments related to Chapter 10. *Sentence meaning*

1. Determine for each of the underlined pronouns below whether they are used deictically or anaphorically.

Marilyn and Arnie were sitting on a terrace, when an old acquaintance of theirs walked past. 'Look, there is Stan,' said Arnie and he called out to him. 'Hey, long time no see, how are you today?' answered the passerby, turning around. 'I am a daddy now,' said Arnie happily. 'And you know who is the mother?' 'She is, I suppose,' answered Stan, and he cast a glance at Marilyn.

2. Indicate whether the underlined verbs in the text below express absolute or relative time, and say as precisely as possible which time it is.

Yesterday I met Gerard. He said he had just been to the hairdresser's, and he was very unhappy with the result. 'I am totally embarrassed by this haircut,' he said, 'Tomorrow I am going back and you bet I will give him a piece of my mind, that amateur! But I don't want to walk around like this any longer, so believe me, by then I will have had my hair cut properly.

3. Explain how the underlined constituents refer and name the type of reference.

- (1) The bee is a symbol of useful activity.
- (2) Bees have a sting.
- (3) The forward kicked the ball past the goal.
- (4) A real forward is supposed to score a lot.
- (5) At the back in our garden there is a wooden shed.
- (6) They have put down sand because of the ice.

Assignments related to Chapter11. *Lexicon*

1. Indicate which are the lexical words and which the grammatical words in the following sentences:
 - (a) *The driver forgot for the umpteenth time to stop at the bus stop*
 - (b) *Carton milk containers are worse for the environment than bottles*
 - (c) *John asked whether the problems did not occur in the new software*
 - (d) *The two birds were flying high in the sky*

2. Do we have one or more lemmas in the examples (a) and (b) given below? Consult a dictionary but do not feel compelled to use their solution.
 - (a) - *limbo* ‘place of seclusion’
- *limbo* ‘dance, originally from Latin America, where one wriggles under an ever lower tape with body bent backwards’
 - (b) - *window* ‘an opening in the wall or roof of a building or vehicle, fitted with glass in a frame to admit light or air and allow people to see out’
- *window* ‘a transparent panel on an envelope to show an address’
- *window* ‘a framed area on a computer screen for viewing information’

3. Which of the following semantic relations - hyponymy, synonymy or antonymy - applies to the pairs of words below? We advise you to consult a dictionary when answering this question.
 - (a) *stove-hearth*
 - (b) *heavy-light*
 - (c) *transparent-opaque*
 - (d) *newspaper-journal*

Assignments related to Chapter 12. *Word Formation*

1. Which of the following words are internally simple, which are internally complex?
banana, dangerously, enlarged, door, spinach
2. What kind of word category changing derivation do we have in:
(a) *work - working* (b) *red - redden*
(c) *lady - ladylike* (d) *seam - seamstress*
3. Which of the following words are multiply complex?
deliverable, unacceptable, painting, reformation
4. What are the morphemes in the following examples, and what do they mean?

Swahili

- (a) *ninasoma* 'I read'
- (b) *anasoma* 'he reads'
- (c) *nilisoma* 'I read (past)'
- (d) *alisoma* 'he read'
- (e) *alipenda* 'he liked'
- (f) *aliwapenda* 'he liked them'

Assignments related to Chapter 13. *Compounds and Idiomatic Expressions*

1. In Turkish compounds we find the order Specifier-Head; in Moroccan Arabic the reverse. How could you use this to explain the following compounds in the English spoken by Turkish speaking immigrants and that of Moroccan immigrants?

	<u>English</u>	<u>Turkish</u>	<u>Moroccans</u>
(a)	<i>Tea cup</i>	<i>tea cup</i>	<i>cup tea</i>
(b)	<i>Swimming lesson</i>	<i>swimlesson</i>	<i>lesson swim</i>
(c)	<i>Biscuit jar</i>	<i>biscuit jar</i>	<i>jar biscuit</i>

2. In the Babungo language we encounter forms such as:

- | | |
|---------------------|-------------------|
| (a) <i>mbii-nii</i> | (b) <i>wee-no</i> |
| side-house | child-stone |
| 'house wall' | 'little stone' |

What would you say regarding the position of the head in these compounds?

Assignments related to Chapter 14. *Speaking and listening – speech sounds*

1. Give a phonetic transcription (using Figure 14.5) of your pronunciation of the following words: *reuse*, *banana*, *Royal Navy* and *298*.
2. Two words that are written almost the same are sometimes pronounced very differently (*lead* (noun) versus *lead* (verb), *tough* versus *dough*, *peace* versus *peas*). Their meanings too may change when the pronunciation changes (*permit*, *row*, *desert*). Could you think of more examples of this in English or in another language you know well?

Assignments related to Chapter 15. *Sound systems and phonological processes*

1. In Dutch there is a high, round, back vowel /u/. It occurs in words like *boer*, *boek*, *koe*, and *doe*. In general this vowel is pronounced as a short vowel (as [u]), but in front of *r* it is different. In that context it is pronounced long [u:].

	spelling	phonemes	pronunciation
(a)	boek	/buk/	[buk]
(b)	boer	/bur/	[bu:r]
(c)	koe	/ku/	[ku]
(d)	doe	/du/	[du]

In the Lower Saxon dialect in Zwolle the high round vowels behave differently. Look at the following examples.

	spelling	ABN pronunciation	Zwolle pronunciation
(a)	boek	[buk]	[bu:k]
(b)	boer	[bu:r]	[bu:r]
(c)	koe	[ku]	[ku]
(d)	doe	[du]	[du:]
(e)	buik	[boeyk]	[buk]

Is it possible to say that the Zwolle dialect has a phoneme /u/ as in Dutch or not? Explain your answer.

2. The negative prefix in Latin-based adjectives has different forms in English. They are written as *im-* as in *impossible* and *immovable* or as *in-* as in *intolerable* and *incontinent*. Firstly transcribe these forms as they occur in the words above. Secondly specify the phonological context for each of these forms. Do the same for *un-* in *uncool* and *unwitting* versus *unbecoming* and *unpatriotic*. What is the phonological rule here?

Assignments related to Chapter 16. *Syllables, stress and intonation*

1. How many phonological syllables do the following words have? Transcribe these words and then mark the boundaries.
 - (a) *bewitching*
 - (b) *photography*
 - (c) *alabaster*
 - (d) *prognosis*

2. English is a language that allows codas, Hawaiian does not. English loan words are usually adapted to the syllable-structure of Hawaiian. What is the pronunciation of the English word *prognosis* likely to be by a Hawaiian speaker?

3. As we saw in Chapter 2, speakers sometimes produce slips-of-the-tongue where the onset consonants in adjacent words are exchanged. Instead of saying *Let us pray to our loving shepherd* they may produce the following:
 - (a) *Let us pray to our shoving leopard.*Why is it far less likely that people will say something like (b) or (c)?
 - (b) *Let us pray to our loving peshard.*
 - (c) *Let us pray to our loping shevard.*

Assignments related to Chapter 17. *Differences and similarities between languages*

1. Consider the following two groups of three words in Frisian, Dutch and English, with the pronunciation given between square brackets. What regularity can you observe?

<i>Frisian</i>	<i>Dutch</i>	<i>English</i>
dyk [dik]	dijk [deik]	dike [daik]
wyn [win]	wijn [wein]	wine [wain]

2. In an experiment German and English adults were asked to assign a name to a set of toys, some representing animals and others objects. The toys were all characters in a children's story. The adults were then asked to say whether the character was male or female. Thus a clock (*die Uhr*, feminine gender in German), was made into a female character 80% of the time by the German subjects compared to only 8% in the English subjects; the ball (*der Ball*, masculine gender in German) was male 84% of the time for the German subjects and 71% for the English subjects. The German adults were strongly influenced by the grammatical gender of the noun in German. The English subjects showed a general tendency to make the characters male. Discuss how these findings relate to the Sapir-Whorf hypothesis.
3. In the Native American Indian Language, Yuchi, there is a distinction between verb forms used by men and by women. What might you conclude from this about the relationship between language and culture?

Assignments related to Chapter 18. *Language Variation*

1. Take two languages or varieties that you know well. Should they be considered as separate languages or varieties of the same language? Motivate your answer.
1. Can you give examples of variation at the level of sound, words, syntax (sentence construction) semantics, and pragmatics (language use) from a language that you know well?
Can these differences be explained in terms of a specific factor such as age or social class?
2. An analysis of the British Queen's speech to the nation since 1952 has revealed substantial changes in her speech moving towards the more modern standard variety. Which factors do you think have influenced this change?

Assignments related to Chapter 19. *Language Change*

1. In English speakers used to say *more people* and *more cheese* but *fewer people* and *less cheese*. Nowadays it is more common to say *less people*. Could this be a case of language change? What type of change could be involved here?
2. Language change is a process that may take decades. So how can a researcher, within a limited amount of time, determine what is going on? Take as an example the increasing use of *ask* as a noun as in *that is a big ask*. Devise a study to examine how this change has come about and how it is progressing.
3. It is often suggested that young people have a special role in the process of language change? Does change always start with them? What is the role of the other social groups in language change? What could be the function of the media (in particular TV, Radio and Internet) in language change?

Assignments related to Chapter 20. *Bilingualism*

1. Take a large city you are familiar with. What are the three languages with the largest numbers of speakers in that city? How can you find this out?
2. Think of an example of a diglossic situation and a situation where there is no functional separation between varieties/languages. Why do you think that no functional separation has occurred in the latter case?
3. In many large cities where several languages are spoken young people use a mixed language amongst themselves. Is this mixed language a form of code switching, borrowing, an indication of lexical problems or the beginning of a creole?
4. Many languages spoken by indigenous minorities are dying out and are being replaced by the dominant language of the majority group living in the area. Can you think of three advantages and three disadvantages of this process - for the speakers involved, and for mankind in general?