1 Introduction

Here is a list of things you should be able to do. This is intended to help you review for the midterm. The study guide for O’Grady, available in the book store, is useful.

2 Animal communication

(2.1) You should know what iconic, indexical, and symbolic signs are. You should also know what a symptomatic sign is.

(2.2) You should understand the following terms describing communication systems and be able to apply them to examples:

(a) Stimulus-bound
(b) Acquired vs. innate
(c) Arbitrary
(d) Discrete/graded
(2.3) You should be able to explain why bee dance is a good example of an animal communication system which has smaller units which can be combined into large units to create and how this relates to the question of whether bee dancing has syntax.

3 Brain and language

(3.1) You should know what aphasia and agnosia are.

(3.2) You should be able to distinguish two kinds of aphasia, Broca’s and Wernicke’s, and identify a set of basic symptoms that goes with each.

(3.3) You should know what the following tests are:

   (a) picture tests (picture selection, sentence selection)
   (b) word list reading
   (c) object selection
   (d) name selection
   (e) naming

(3.4) You should know which tests help identify agnosics, which help identify Broca’s aphasics, and which test help identify Wernicke’s aphasics. For example,

   (a) Which type of patient will have trouble reading function words? For that type of patient, which words on the following list will be troublesome:
      peach, pit, the, through, bee, be

   (b) Which type of patient will understand simple sentences describing ordinary events but have trouble understanding syntactically complex sentences like the following:

      The gorilla that sat in the yellow chair was eating a banana.
4 Morphology, Ch. 4

(4.1) You should be able to count and identify the morphemes of English words like the following (the morpheme count is listed below each word):

- developmental: 3
- developments: 3
- listens: 2
- lens: 1
- silkiest: 3
- introductions: 3
- survival: 2
- birdhouse: 2

(4.2) You should be able to distinguish function words from content words. Which of the words in the following list are function words?

- peach
- pit
- the
- through
- bee
- be

(4.3) You should know what the 3 kinds of morphology are and identify in cases like 4.1.

(a) Inflectional
(b) Derivational
(c) Compounding

(4.4) You be able to locate the affixes in an English word and distinguish the inflectional affixes from the derivational affixes (Table 4.15).

(4.5) You should know what affixes are, distinguishing prefixes, suffixes, and infixes; and you should know what reduplication is.

(4.6) You should be able to determine what parts of speech an affix generally attaches to and what part of speech it generally produces, so that you can identify the right structure for an English word. For example, consider:

- unhappy

One of the following tree structure is right and one is wrong. Which is which and why?

(4.7) You should be able to solve simple morphological analysis problems like the ones given in the homework.
Questions (2.1)-(2.8) are all best answered by making an appropriately labeled chart or charts.

(5.1) List the fricatives of English.
(5.2) List the stops of English.
(5.3) List the affricates of English.
(5.4) List the nasals of English.
(5.5) List the liquids of English.
(5.6) List the glides of English.
(5.7) Are the classes in (5.1)-(5.6) manners or places?
(5.8) List any consonants of English not listed in previous questions, if there are any.
(5.9) Give at least one example of a labiovelar sound. Give at least one example of a language that has a labiovelar sound.

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**IPA Chart for English Consonants**

Notice that w and æ occur twice! As if these sounds were made in two different places. In fact they are. They are labiovelar sounds made in two places.

Phones that occur right next to a partner in the same cell are voiced voiceless pairs (voiceless on the left).

The phone l occurs directly above and in the same cell with ɪ. These two are special cases. They are both liquids, both alveolar. In fact they are very similar phonetically.
### 6 Finer grained phonetic distinctions

(6.1) Alveolar flap: [r]

Seems to be a replacement for [t], [d] in between vowels:

- Betty bëri
- frighten fræjron
- broaden bræron
- edit rærot

(6.2) Aspirated stops: \( p^h, t^h, k^h \) (voiceless stops) before vowels, except after s

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### 7 Sound properties

7.1 Know the 3 major dimensions in which sounds vary:

(a) Place
(b) Manner
7.2 Be able to pick out sounds with a particular property from a set. For example, consider the following set of words:

a. charade  b. showtime  c. freedom  d. german  e. lighthouse

(a) Which of the above words begin with an affricate sound?
(b) Which of the above words ends with a fricative sound?
(c) Which of the above words has a rounded vowel?
(d) Which of the above words does not have a liquid?
(e) Which of the above words ends in a voiceless sound?

8 Summary

(8.1) Animal communication: sign types (especially symptomatic signs), arbitrariness, acquired versus innate, syntax.
(8.2) Brain and language: Symptoms of and test for agnosia and Brica’ and Wernicke’s aphasia.
(8.3) Morphology: Basic types of morphology, features determining word structure, and morphological analysis of unseen data.
(8.4) Sound classes: Place, manner, voiced/unvoiced.
(8.5) Transcription Be able to hear and transcribe the sounds in this review sheet, including the fine-grained distinctions in Section 6.