- **Review and discussion for final exam**

Background preparation:

- Final exam information and review guide

0. Course evaluations

- Course evaluations are open! Please consider completing yours if you haven't already — we will see them and we take student feedback seriously in planning future courses
  - Please note that you have separate evaluations for M/W lecture (Jennifer Smith) and for your F recitation (for your recitation TA)
  - Please put your comments about lecture and recitation in the corresponding evaluations

0. Spring 2021 course information

- Here are some ways to find out about LING courses offered in Spring 2021 — we'd love to have you take more courses with us

  - A list of all LING courses for Spring 2021 is available on the department website, [here](#)

  - A web page with links to posters advertising some of the more unusual or rarely offered courses is available [here](#)

  - I'm teaching "Phonology" (LING 200) and "Structure of Japanese" (LING 563) in Spring 2021 — happy to answer questions by email or on Zoom!

0. Basic information about the final exam

- Exam will be given on Sakai, in "Tests & Quizzes"

- **Open** Th Nov 19, 3pm – Sa Nov 21, 3pm (EST)
  - Once you start, you have **3 hours** to finish
  - Clock keeps running even if you save and exit
  - The exam is designed to take about 1.5 hours

- Instructors will be available to **answer email questions** according to the posted schedule
  (available soon from the Daily syllabus page, linked through Sakai)

- Questions about **exam format** or **using Sakai**?
  Ask on Padlet here

0. Basic information about the final exam

- The exam is open-book, open-notes, open-Sakai
    - You **may** use your textbook and past assignments and exams (including feedback)
    - You **may** access all course content and web links that are included on course pages
    - You **may not** access other web sites
    - You **may not** get or share information from/with anyone (except for asking questions of course instructors)

- Questions about what information or resources you **are permitted to access** during the exam?
  Ask on Padlet here

1. Tips for preparing to take the exam

- Know where to **find information quickly**

  - Use the <u>Schedule of topics</u> web site to locate lecture outlines and self-paced learning slides

- Know how to **solve** the various kinds of **linguistics problems** that we have worked with

  - Look for **examples** and **guidelines** on **slides**

  - Look for examples in the assigned **readings**

  - Look for examples in the assigned (and optional!) **videos**

1. Tips for preparing to take the exam

- Know what **topics** are especially important for you yourself to **review**

    - Look over the **scores** and **feedback** on past Learning Assignments and Homework Assignments

    - Look over the exam review guide and make sure you remember, or know where to find, **key information** about all the topics listed there

- Questions about **making the best use of course material** to prepare for the exam?
Ask on Padlet here

2. Review topics requested on Sakai Forum

- Syntax

- Semantics and pragmatics

- L1 acquisition and L2 acquisition

- Historical linguistics

3. Review: Syntax

- Modifiers; complements vs. modifiers

- Trees with embedded CPs

- How to construct larger trees

- WH Movement and *Do* Insertion

3. Review: Syntax

Modifiers; complements vs. modifiers

- How are complements vs. modifiers different in the tree structure?

- How do we know when to attach a phrase as a complement vs. as a modifier?

Modifiers; complements vs. modifiers — <mark>slides 0928</mark>

- How are complements vs. modifiers different in the **tree structure**?
    - Complement: Daughter of ___
      Sister of ___

    - Specifier: Daughter of ___
      Sister of ___

    - Modifier: Daughter of ___
      Sister of ___

3. Review: Syntax

Modifiers; complements vs. modifiers — slides 0928

- How are complements vs. modifiers different in the **tree structure**?
    - Complement: Daughter of lowest X'

        Sister of X (head)

    - Specifier: Daughter of XP (phrase node)

        Sister of highest X'

    - Modifier: Daughter of X'

        Sister of X'

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3. Review: Syntax

Modifiers; complements vs. modifiers

- How do we know when to attach a phrase as a
  complement vs. as a modifier?
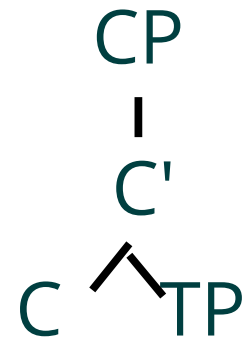 - See slides 0928 , slide 33 for a useful summary

3. Review: Syntax

Trees with embedded CPs

- What is a CP?

- Where does the CP go in the structure?

Trees with embedded CPs — <mark>slides 0923.2</mark>

```
        CP
        |
        C'
       / \
      C   TP
```

- What is a CP?

  - A CP is a "shell" around a TP

  - We need to draw a CP when we have an **embedded sentence**

  - We need to draw a CP when the main clause TP is a **question**, because there is +Q in the C head

  - Technically, there is a CP around every main-clause TP, but sometimes the CP is omitted for simplicity when the C is not +Q

3. Review: Syntax

Trees with embedded CPs — slides 0923.2

- Where does the CP go in the structure?

    - The complement of C is ___

    - The CP is a complement of ___
      (in the sentences we are considering)

3. Review: Syntax

Trees with embedded CPs — slides 0923.2

- Where does the CP go in the structure?
    - The complement of C is TP
    - The CP is a complement of V
    (in the sentences we are considering)
        - This means that we may need to use the **double-complement structure** if we have V NP CP or V PP CP

3. Review: Syntax

How to construct larger trees

- Some useful tips:

  Establishing a general plan for the sentence

  - Are there any **embedded sentences**?

  - For any sentence (main-clause or embedded): What is the **subject**? What is the **predicate**? (What do we do with this information?)

  - What is in **T**? If no modal auxiliary is present, what then?

How to construct larger trees

- Some useful tips:

  Taking care of some straightforward details

  - **Label** all words with their categories

  - Are there any Det, Deg, Adv. or possessive pronouns (NP) that will be **specifiers**?

  - Find common **head+complement structures** such as direct objects (V+NP) or objects of prepositions (P+NP)

  - Remember which heads project **phrases**

How to construct larger trees

- Some useful tips:

  Figuring out some of the trickier details

  - Check the verb(s): Do we need a **double-complement** structure?

  - For phrases that could go in more than one position (especially PPs): look for **constituents**

  - Are there any phrases that seem to be 'left over'? Can they be **modifiers**?

3. Review: Syntax

WH Movement and *Do* Insertion

- Definitions and examples from W Sept 30
    - WH Movement: see slides 0930.2
    - Do Insertion: see slides 0930.3
    - There are also practice examples with solutions, and a video drawing trees step by step, in the Learning Activities from W Sept 30

- Specific questions?

Semantics

- Extension and intension

- How to make a case for entailment, presupposition

Pragmatics

- Conversational maxims

- What is implied vs. what is entailed

4. Review: Semantics and pragmatics

Extension and intension

- Definitions and examples: slides 1012 , slide 14

    - Specific questions?

4. Review: Semantics and pragmatics

How to make a case for entailment, presupposition

- **Entailment**: Sentence A entails sentence B if ___

How to make a case for entailment, presupposition

- **Entailment**: Sentence A entails sentence B if
  in all situations where A is true, B is true

  - How do we **make a case** for or against the claim that A entails B?

  - *Against*:

  - *For*:

How to make a case for entailment, presupposition

- **Entailment**: Sentence A entails sentence B if in all situations where A is true, B is true

  - How do we **make a case** for or against the claim that A entails B?

  - *Against*: Simply describe a situation where A is true but B is not

  - *For*: Explain why B must be true every time A is true

How to make a case for entailment, presupposition

- **Entailment**: Sentence A entails sentence B if in all situations where A is true, B is true

- Other sentence relations that build on entailment:

    - **Paraphrase**: Sentence A and sentence B are paraphrases of each other if ___

    - **Presupposition**: Sentence A presupposes sentence B if ___

How to make a case for entailment, presupposition

- **Entailment**: Sentence A entails sentence B if in all situations where A is true, B is true

- Other sentence relations that build on entailment:

    - **Paraphrase**: Sentence A and sentence B are paraphrases of each other if A entails B and B entails A

    - **Presupposition**: Sentence A presupposes sentence B if A entails B, and the negation of A also entails B

4. Review: Semantics and pragmatics

Conversational maxims

- Definitions: see `slides 1014.3` , slide 7

4. Review: Semantics and pragmatics

Conversational maxims

- Example from LA 10.14 (B knows post office)

A: "Can you tell me how to get to the post office from here?"

B (1): "Oh, new in town, are you? Well, first you turn left at the corner where the Woolworth used to be, and then you turn left again at the gas station that used to be a hardware store..."

B (2): "I love that hat you're wearing."

B (3): "No."

B (4): "Yes."

4. Review: Semantics and pragmatics

Conversational maxims

- Example from LA 10.14 (B knows post office)

A: "Can you tell me how to get to the post office from here?"

B (1): "Oh, new in town, are you? Well, first you turn left at the corner where the Woolworth used to be, and then you turn left again at the gas station that used to be a hardware store..." | Too wordy and information not helpful

B (2): "I love that hat you're wearing." | Irrelevant

B (3): "No." | Untrue

B (4): "Yes." | Insufficient information

Conversational maxims

- Example from LA 10.14 (B knows post office)

A: "Can you tell me how to get to the post office from here?"

B (1): "Oh, new in town, are you? Well, first you turn left at the corner where the Woolworth used to be, and then you turn left again at the gas station that used to be a hardware store..." | Quantity or Manner or Relevance

B (2): "I love that hat you're wearing." | Relevance

B (3): "No." | Quality

B (4): "Yes." | Quantity

4. Review: Semantics and pragmatics

What is implied vs. what is entailed

- Example: see slides 1014.3 , slide 14

    - What is implied?

    - On the basis of which conversational maxim(s)?

    - Is this actually entailed? How can we check this?

5. Review: L1 and L2 acquisition

- L1 acquisition: Influence of caregiver?

- L2 acquisition: Transfer and interlanguage

5. Review: L1 and L2 acquisition

L1 acquisition: Influence of caregiver?

- Student question: "Is there any situation in which the caregiver can positively/negatively influence the child's L1 acquisition?"
    - Where does caregiver direct input seem to have the largest effect on child language acquisition?
    - Hint: What area of acquisition involves learning and storing individual pieces of information?

5. Review: L1 and L2 acquisition

L1 acquisition: Influence of caregiver?

- Student question: "Is there any situation in which the caregiver can positively/negatively influence the child's L1 acquisition?"

  - Where does caregiver direct input seem to have the largest effect on child language acquisition?

  → Information memorized and stored in the **lexicon** (words, irregular morphology,...)

- But: There are cultures where caregivers don't focus on talking to kids, and kids still get language

5. Review: L1 and L2 acquisition

- L2 acquisition: Transfer and interlanguage (and are they the same?)

    - A **stage** of an L2-learner's grammar "of L2" that is **not like** native speakers' grammar of that language is known as ___

    - When aspects of a speaker's L1 are **carried over** to their L2 grammar, this is known as ___

5. Review: L1 and L2 acquisition

- L2 acquisition: Transfer and interlanguage (and are they the same?)

  - A **stage** of an L2-learner's grammar "of L2" that is **not like** native speakers' grammar of that language is known as interlanguage

  - When aspects of a speaker's L1 are **carried over** to their L2 grammar, this is known as transfer

6. Review: Historical linguistics

- Comparative reconstruction

- Analogy and reanalysis

- Grimm's Law

6. Review: Historical linguistics

Comparative reconstruction—see slides 1104.1 ,19-23

- Student question: "Specifically, will we need to be able to reconstruct the proto-form if given an example like the example with the Middle Chinese forms Mandarin and Hakka that we saw in the asynchronous lecture slides?"

  - Answer: Prepare to be able to do this, but only for a simple example like those on the slides

  - Consider what the sound change rules would have to be, as a way of deciding what to reconstruct

  - Specific questions?

6. Review: Historical linguistics

Analogy and reanalysis

- Definitions and examples — see slides 1109
    - Specific questions?

6. Review: Historical linguistics

Grimm's Law

- The pattern — see slides 1104.1 , slide 13
  - What three sound change rules make up Grimm's Law?

Grimm's Law

- The pattern — see `slides 1104.1`, slide 13
  - What three sound change rules make up Grimm's Law?
    - Voiceless oral stops > fricatives
    - Voiced unaspirated oral stops > voiceless
    - Voiced aspirated oral stops > unaspirated

  - Other questions?