

Assignment 4: Due Wednesday, September 7

1. (3 points) Innovation- One source of language diversity is innovation. Provide 3 examples of lexical innovation you have personally observed (can't be an example given in class). These can be examples from English or your native languages. Make sure you tell me what each word means.

2. (7 points) The Great Vowel Shift- The Old English words in the left hand column have not survived into Modern English. Give the pronunciation that they *would* have if they had survived. The notes on the right give you some changes you probably could not predict.

Old English

Modern English

rīce 'kingdom'

the *c* would come out "ch" [tʃ]; the final *-e* would get lost

rōd 'cross'

cūðlic 'evident'

-lic comes out as "-ly" [li]

fēran 'to travel'

the *-an* infinitive ending gets lost

hād [hōd] 'rank'

ēce 'eternal'

the final *-e* would get lost

ēcnes 'eternity'

3. (7 points total) Comparative Method— Here are some words from Spanish, Italian, and French, all of which have descended from Latin.

Spanish	Italian	French	Latin	meaning
cantar [kantar]	cantare [kantare]	chanter [ʃãte]	cantare [kantare]	'to sing'
caro [karo]	caro [karo]	cher [ʃer]	carus [karus]	'dear'
cabra [kabra]	capra [kapra]	chevre [ʃevrə]	capra [kapra]	'goat'
llave [yave]	chiave [kyave]	clef [kle]	clavis [klavis]	'key'
llamar [yamar]	chiamare [kyamare]	clamer [klame]	clamare [klamare]	'call'
llosa [yosa] 'fenced-in field'	chiuso [kyuzo]	closeau [klozo] 'small estate'	clausum [klawsum]	'enclosure'

- a. (4 points) Lay out the regular sound correspondences of the BEGINNING CONSONANT SOUNDS of each word (for Spanish, French and Italian only). Go by the phonetic transcription rather than the spelling.

b. (3 points) Describe how each language has changed in a regular way from Latin.

4. (9 points total) Mass Comparison— Below are some basic words from a number of different languages:

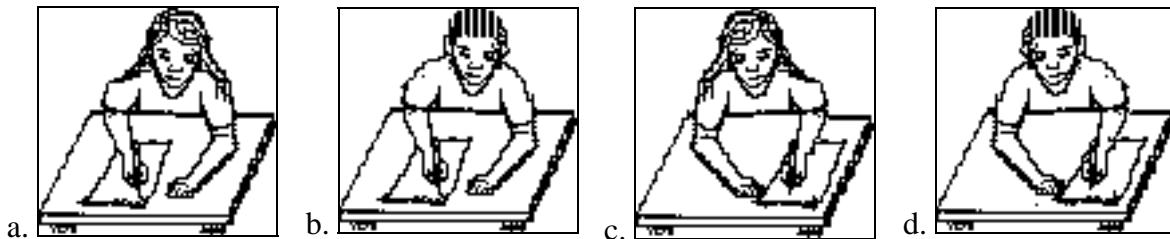
	Farsi	Uzbek	Turkish	Hindi	Telugu	Tamil
'two'	do	ikki	iki	do	rendu	irandu
'three'	se	utʃ	üç	tiin	muudu	muunru
'four'	tʃar	türt	dört	tʃaar	naalugu	naalu
'foot'	pa	oyok	ayak	pər	paadam	adi
'tooth'	dædan	tiʃ	diş	dããt	pannu	pal
'full'	por	tülik	dolu	bhəra	nindu	nirai
'die'	morde	ülmok	ölmek	mərna	caccu	saavu
'coffee'	ghæve	kaxva	kahve	kaaphii	kaafii	kapi

a. (6 points) Use the vocabulary items to assign the languages to genetic groups. Provide at least one example that supports your grouping. (Hint: there are three groups)

b. (3 points) The words for 'coffee' in all the languages are similar. Would this resemblance provide evidence that at a very deep historical level these languages are probably all related? Why or why not?

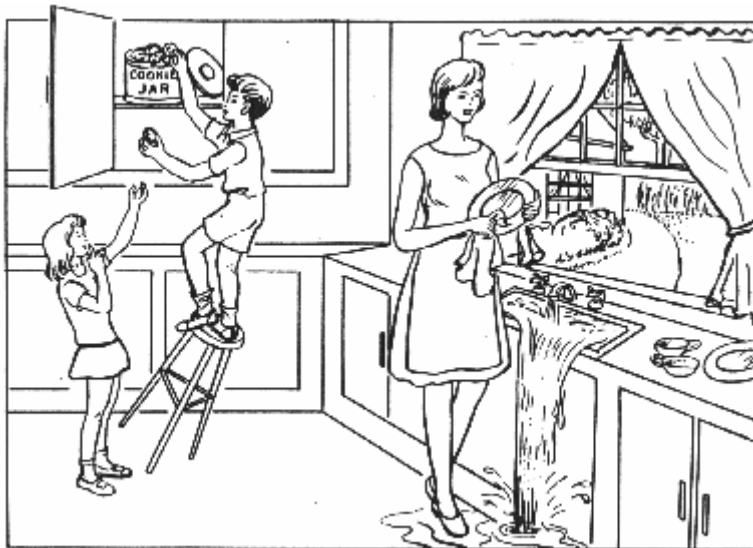
5. (2 points) Language and the brain- What is lateralization?

6. (3 points) Language and the brain- Which of the following people would be *least likely* to become aphasic due to trauma to the left side of the head?



7. (9 points) Types of Aphasia- In class we discussed several types of aphasia. For each example below, state the type of aphasia that the passage demonstrates **and** give the features of the aphasic's response which lead you to identify that particular type of aphasia. Use each aphasia only once.

The interviewees are all attempting to describe "The Cookie Theft" picture.



- a. "Well, to begin with, this one here, this one is nailing... I'm not worried, but it's, it's nailing the deal here, the... the deal dickin' over here down this way. This is even outa here, and this is clear over in that deal... Oh boy, nothin' down, nothin' there."
- b. "Um water, um man, no, woman um child (pointing to the boy) no man, boy, and girl um um boo um plate (pointing to the plate) cupboard um oh cup and... cup, shoes... socks... jar cakes um head face.. window."
- c. "Well it's a it's a place and it's a girl and a boy... and they've got obviously something which is is made some made made made well its just beginning to go and be rather unpleasant (ha! Ha!) um and this is in the this is the the woman and she's putting some stuff..."