

Language 1

1. What does it mean to assert that language is *creative, structured, meaningful, referential, and interpersonal*?
2. How can we reconcile the claim that the t-l sequence of phonemes cannot occur in English with the fact that English speakers talk about the Tlingit language?
3. Be prepared to define or identify five levels of spoken language: *phonology, morphology, syntax, semantics, and pragmatics*. Which of these would be omitted or changed in a non-spoken language, for example, reading or sign language?
4. How can we distinguish *phonemes, morphemes, and words*, when "A" and "I" are all three?
5. What is *tone*? Describe how it is used in English. How is it used differently in a language such as Mandarin Chinese?
6. Describe three strategies used in different languages to create different forms of a word.
7. What does it mean to say that *words* are arbitrary symbols? Discuss the advantages and disadvantages of this.
8. Why is it that "have to" is usually spoken as "hafta" but the exact same sequence of sounds in "have two" is not?

Language 2

9. Discuss arguments for and against each of the following three claims: (a) Children learn language because they are taught language by their parents and/or caregivers. (b) Children pick up language by imitating the utterances of those around them. (c) Language ability in children is innate, encoded in the DNA, and so language does not need to be "learned."
10. Describe evidence suggesting that children know facts about language that they almost certainly have not been taught.
11. Why is *imitation* an inadequate explanation of language acquisition?
12. If language is innate, why are there so many different languages?
13. Why is *analogy* an inadequate explanation of language acquisition?

Language 3

14. Describe and distinguish the *whole object* and the *mutual exclusivity* assumptions as they relate to children learning the meanings of words.
15. What does the following statement mean? The world's languages are all complex, regardless of the level of technological complexity of the culture.
16. Identify several principles that underlie the structure of all languages. How does the presence of such common principles support the claim of *universal grammar*?
17. Explain the follow quote from Steve Pinker: "What children have to pick up is not the fact that languages have rules, but rather the particular *versions* of the rules the language they are acquiring has, e.g. whether the ordering of words put the verb before the object or the object before the verb."
18. It is overly simplistic to assert either that "language is learned" or "language is innate." What is a reasonable middle ground? Which aspects of language are most likely to be learned and which are most likely to be innate?

Language 4

19. Describe and distinguish *Broca's aphasia* and *Wernicke's aphasia*.
20. What are the major features of the Wernicke-Geschwind model? What are some problems that arose for this model as new data became available? Use the development and overturning of this model to discuss how science progresses.
21. What is *babbling*? What evidence suggests that it is an important step in language development? How is babbling the same/different for hearing and deaf children? Why is such evidence difficult to obtain? What does the babbling of deaf children suggest about the role of speech for language?
22. Clearly animals communicate; however, just as clearly the language capability of other animals is different from that of people. Summarize some of the similarities and differences.