Directions:

There are a total of 4 questions. All questions must be answered in English.

1. The following wh-questions have been written on the blackboard of an EFL classroom. The objective of the class is to review wh-questions in the simple past tense.

   a) What did you do yesterday?   d) Who went with you?

   b) Where did you go?   e) When did you get home?

   c) What happened?

   One of the students asks the teacher why three of the questions have a *did* while the other two do not. If you were the teacher, how would you explain? (25 %)

2. Suppose you go home and find a note taped to your refrigerator door with the following message:

   ```
   If you open the refrigerator, then the refrigerator won't explode.
   ```

   Analyze the contribution of the conditional *then* and sketch an account of the meaning of this message, including the presupposition associated with *then*. Based on your interpretation, what action would you most likely take upon reading this message (assuming that you intend to keep your refrigerator safe and sound)?   (25 %)

3. Below are some phonetic transcriptions of utterances produced by a child learning English as a first language with the adult English "translation." Based on the data provided, answer the following questions. Elaborate your answers by providing examples that support your argument whenever possible.

Transcription	Translation
[dan ?i? tɪ?]	"Don't eat the chip."
[bʷa tat]	"The block is on top."
[manis tu hs]	"Mommy's two hands."
[mo b σ γo]	"Where's another bus?"
[dæ δι γo]	"Where's daddy?"
[?αψ γατ τυ δϑυσ]	"I've got two (glasses of) juice."
[do) bay? μι]	"Don't bite (kiss) me."
[k ℘ d↔ r s ℘ ni ber]	"Sonny colored a bear."
[?ay gat pwe dis]	"I'm playing with this."
[mamis tak mEns]	"Mommy talked to the men."

   a. What specific phonemes or classes of phonemes appear to be absent from this child's language? (5%)

   b. There is at least one example of overgeneralization in the data. What is it and what is being overgeneralized? (5%)

   c. State two differences between this child's syntax and the syntax of adult English. (10%)

   d. What stage of acquisition is represented by this data? (5%)

4. Consider the following data about the aspiration of voiceless stops in English:

aspirated		unaspirated	
pin	[pHI)n]	spot	[spAˀt]
play	[pHley]	supper	[s ℘ p↔r]
report	[r↔ pH□rt]	happy	[hΘˀpi]
potato	[pH↔tHeyPoˀ]	sip	[sIp]
acquaint	[?↔kHwe)y)nt]	mistake	[m↔steyk]
repress	[riˀpHrEs]	display	[d↔spley]
complain	[kH↔mpHle)y)n]	acknowledge	[?ΘˀknAˀl↔dZ]

   a. Give a lexicon showing the phonemic representations of each of the words in this data. (10%)

   b. Write a rule to derive aspiration of voiceless stops in English. Give a PROSE STATEMENT and a FORMAL STATEMENT. Make the rule as SIMPLE and GENERAL as the data will allow. (15%)

   If you cannot do it in one rule, give the rules you can see. You get lots of partial credits when you give too many or too few rules, but no credit if you hand in a blank test.