Introduction to Linguistics Exam:
What you *must* be able to do

If you have kept your keyword list up-to-date, completed the exercises and understand the concepts, you are pretty well there. As there is no mock exam (there are simply not enough questions to waste them on such a thing), below are the minimal learning goals.

Language and Linguistics

You know the key concepts that describe
- the "classic dichotomy" and the game analogy
- the approaches to the study of language at a point in time or longitudinally
- the main types of grammar

Phonetics

- You know the terms to describe consonants and vowels
- You can write out the IPA symbols of English when the consonant or vowel is described with the above terms
- You can transcribe simple English words accurately into IPA including stress markers.

Phonology

You can identify
- *minimal pairs*
- the difference between *phonemes* and *allophones* in English
- the various phenomena of fluent speech (assimilation, etc.)
- *syllables* in a polysyllabic word
- the *syllable peak* as well as the *onset* and the *coda*
- *feet* in polysyllabic words

Morphology

You can
- point out the difference between a *complex* and *simple* word
- identify the *stem* of a complex word
- distinguish between various *affixes*, and identify *derivational* and *inflectional* ones
- identify the *word formation* strategies behind English words

Semantics

- You can identify in a group of words *hypernyms* and *(co-)hyponyms*.

You understand the notions
- *entailment*
- *homophone* and *homograph*
- *(cognitive) synonyms*
- *Homonymy* vs. *polysemy*
- *denotation* vs. *connotation*

You can identify
- *prototypical* and *peripheral* elements in *word/semantic fields*
- various types of *antonyms*
- figures of speech such as *simile*, *metaphor*, *synecdoche/metonymy*, *paradoxes* and *oxymoron*

Syntax

In a sentence or clause you can
- distinguish between *functional* and *constituent analysis*
- identify *theme* and *rheme*
- *agent*, *affected*, *recipient*, etc.

You can
- identify a *phrase* and show how it is constructed with *head*, *specifier* and *complement* and
- formulate the *phrase structure rules* with obligatory and optional elements.
- use *constituent analysis* and *structure trees* to show the different meanings of ambiguous sentences.
- identify in a set of sentences with the same content/meaning, which ones correspond to the *deep*, which ones to the *surface structure* and what *transformations* have taken place.

Pragmatics

In **Speech Act Theory**
- you can describe the *locutionary act* of an utterance, identify its *illocutionary* and its *perlocutionary force*.
- you can identify *direct* as well as *indirect speech acts* and *performatives*

In **conversational organisation** you can recognise
- *TCUs*, *TRPs*, *turn-allocation*, *turn-mending*
- the difference between *overlaps*, *interruptions* and *backchanneling/minimal listener response*

With the **Co-operative Principle** you can
- identify the *maxims* and where they are not observed
- what kind of *implicatures* such instances create.