

CAS LX 400 *Second Language Acquisition*  
**MIDTERM PREVIEW**  
**(FOR MIDTERM, THURSDAY OCTOBER 25)**

**Problem I. Child L2 acquisition of questions.**

**Part A:** The following data are from a child learning English as a second language, in an English-speaking environment. She began learning English at age 5;4. In her first month of residence in an English-speaking country, she formed questions like those below:

Do you know?	<i>Month 1</i>
How do you do it?	
Do you have coffee?	
Do you want this one?	

**Part B:** During her second month of residence, the following questions were uttered by the same child. The intended meaning is given to the right of each question (and was clear from the context).

	<i>Month 2</i>
What do you doing, this boy?	‘What is this boy doing?’
What do you do it, this froggie?	‘What is this froggie doing?’
What do you doing?	‘What are you doing?’
What do you drinking, her?	‘What is she drinking?’

**4 questions** in this problem—consider the two different data sets, and the generalizations you can state about them.

**Problem II. Parameters and Markedness.**

Consider four properties that could hold of a language, which we’ll label VA, VN, AV, and NV.

**VA:** Tensed verbs appear before adverbs.

**VN:** Tensed verbs appear before negation.

**AV:** Tensed verbs appear after adverbs.

**NV:** Tensed verbs appear after negation.

Suppose that we find when we look across languages that we find the following types:

**Type I:** Tensed verbs appear before both adverbs and negation (VN and VA).

**Type II:** Tensed verbs appear before adverbs, but after negation (NV and VA).

**Type III:** Tensed verbs appear after both adverbs and negation (NV and AV).

**Part A. Markedness and Universals**

**3 questions in this part.** Consider these types of languages in terms of markedness and universals.

