Ling 201 – Introduction to Linguistic Theory   December 11, 2007
Fall 2007 – Section D

Homework Assignment #8 (optional)

You can use this homework assignment to remind yourself of the topics we discussed in class and to practice for the final exam this way.

You can also turn in your results to make up for up to one homework that you may have missed or gotten a low score on, that is, I will substitute your lowest homework score with the score you receive on this assignment (only if it's higher of course…). If you want to do so, please leave the assignment in my mailbox (in South College #226) anytime before Monday, Dec. 17, 5pm. I'll post solutions Monday night, so I can't accept anything turned in later than that.

Since this assignment covers a lot of material, it's quite long. As a make-up assignment, you do not need to do all of it. For full credit, turn in *at least four questions*, one each from Morphology, Morpho-Phonology, Phonetic and Phonology, and Syntax. Also make sure to include at least one intermediate, and one advanced question.

Name: _____

Morphology

1.   *Telugu*   (Analysis of an unfamiliar language)   [intermediate]

Each of the following words in Telugu (a Dravidian language spoken in India) is translated into English by an entire sentence. Each word is composed of several morphemes. Analyze the words by identifying the morphemes occurring in each word, and answer the following questions.

a.	ceppeenu	'I told'		h.	ceppeem	'We told'
b.	adugutaam	'We will ask'		i.	kodataanu	'I will beat'
c.	ceppanu	'I won't tell'		j.	paadataanu	'I will sing'
d.	cuustaam	'We will see'		k.	ceppeeru	'You told'
e.	ceppeeyi	'They told'		l.	kodateeyi	'They beat'
f.	ceppincunu	'I cause (someone) to tell'				
g.	navvincum	'We cause (someone) to laugh'				

Identify the following Telugu morphemes

a.   tell   _____   b.   laugh   _____

c.   beat   _____   d.   sing   _____

e.   ask   _____   f.   see   _____

g.   I   _____   h.   you   _____

i.   we   _____   j.   they   _____

k.   past tense (a morpheme corresponding to English -ed)   _____

l.   future tense (a morpheme corresponding to English will)   _____

m.   negative future tense (a morpheme corresponding to English won't)   _____

Translate the following English sentences in Telugu.

a.   They will not laugh.

b.   We sang.

2.   *English word formation*   (Word formation examples)   [easy]

List at least four words (each) that can be made by adding morphemes to the following roots.

a.   nature

b.   correct

c.   perfect

3.   *English word formation*   (Analysis of an affix)   [intermediate]

English has an affix 'mis'. You can see it in the following data.

miscommunicate   misunderstand   misanalyze
*mislong   *misblue   *mishungry
*misdog   *mischair   *miscup

Based on those data, answer the following questions.

a.   Is 'mis' a prefix, infix, or suffix?

b.   What category of word does 'mis' attach to, and what category does the new complex
        word belong to?

c.   What is the meaning (roughly) of 'mis'?

d.   What is the structure of the word 'misunderstandable'?

e.   'misunderestimate' sounds funny to us. Why? (Did the person create an ungrammatical
        word, or is something wrong with the meaning?)

4.   *English word formation*   (Examples of morphemes)   [intermediate]

The following words consist of one or more morphemes. Isolate the morphemes and say for
each if it free or bound, and, if it is an affix, what kind of affixation is involved (prefix, infix, or
suffix). In some cases you might have to decided whether to treat a word as morphologically
complex or simple, if you encounter a questionable case, briefly state the reasons for your
decision.

a.   cats   b.   unhappy

c.	rejoin	d.	textbook
e.	catsup	f.	hateful
g.	succotash	h.	bicycle
i.	greedy	j.	entrust
k.	spacious	l.	comfortable
m.	environmentally	n.	reconditioned
o.	senseless	p.	thickeners
q.	nationalization	r.	unspeakably

Morpho-Phonology

5.   *Mongolian*   [intermediate]

Looking at the following data, state what determines the choice of the vowel and the consonant in the directive affix that means 'to' in Mongolian.

ah	'(the) older brother'	ahru:	'to (the) older brother'
gol	'(the) river'	golru:	'to (the) river'
tøv	'(the) center'	tøvry:	'to (the) center'
ger	'(the) yurt'	gerly:	'to (the) house'
zavsar	'(the) hole'	zavsarlu:	'to (the) hole'
bajʃɯn	'(the) house'	bajʃɯnru:	'to (the) house'

6.   *Russian*   [advanced]

The following data illustrate the use of 'with' in Russian.

z barisəm	'with Boris'		barisəm	'Boris'
s kem	'with who'		kem	'who'
sə fsem	'with everything'		fsem	'everything'
s taboj	'with you'		s nikalajem	'with Nikolai'
z generaləm	'with (the) general'		s fiodərəm	'with Fedor'
s leənidəm	'with Leonid'		s atsom	'with (the) father'
z zaxarəm	'with Zakhar'		s ivanəm	'with Ivan'
s maməj	'with mom'		z ʒinoj	'with (the) wife'
s sabakəj	'with (the) dog'		sə mnoj	'with me'
z doktərəm	'with (the) doctor'		sə rtom	'with (the) mouth'

a.   List the allomorphs of the Russian morpheme 'with.'

b.   State what determines the choice of the allomorph in each case (that is, when do you use which allomorph).

c.   Speculate about what might be the motivation for choosing the 'sə' allomorph that has an additional vowel?

Phonetics

7.   *Articulatory features, natural classes*   [easy]

What articulatory feature(s) do the sounds in each of the following sets have in common?

a.   ʒ,ɹ,n,v   c.   t,n,l

b.   p,t,k   d.   i,y,u,ɪ

8.   *Canadian Raising*   [easy]

Diphthongs in Canadian English sometimes sound different from their American English counterparts. For an American speaker, the Canadian English about might sound more like 'aboot' or 'aboat'.

The following data illustrate this phenomenon, called Canadian Raising. In the transcriptions you see [a] as the low vowel – the one that American speakers would use for both cases, and [ʌ] as the high vowel, thought most Canadian speakers use a vowel somewhere between [a] and [ʌ].

Figure out whether [aʊ] and [ʌʊ], and [aɪ] and [ʌɪ] respectively, are in contrast, or in complementary distribution (that is, is their distribution predictable from the environment)? If they are contrastive, give minimal pairs. If their distribution is predictable, what does the choice of depend on?

[lʌʊt]	'lout'	[laʊd]	'loud'
[hʌʊs]	'house' (noun)	[haʊz]	'house' (verb)
[kʌʊtʃ]	'couch'	[gaʊdʒ]	'gouge'
[trʌɪp]	'tripe'	[traɪb]	'tribe'
[sʌɪt]	'sight'	[saɪd]	'side'
[ʌɪs]	'ice'	[aɪz]	'eyes'

9.   *Japanese*   [easy]

Look at the following set of data from Japanese ([ç] is a palatal fricative; [ɸ] is a bilabial fricative; [N] represents a uvular nasal, which you can ignore.)

hara	'tummy'	ɸukai	'deep'
çiroi	'spacious'	kaiçi	'to avoid'
ɸuuɸu	'husband and wife'	hora	'lie'
miho	'Miho (person's name)'	ihen	'anomaly'
sahara	'Sahara'	harappa	'field'
çiŋkoN	'poorness'	henʃiN	'transform'
handan	'to judge'	taihen	'very'
taiɸuu	'typhoon'	hama	'beach'
çime	'princess'	ɸumu	'to step on'

akahoN	'red books'	bakuɸu	'dynasty'
hantai	'opposite'	taihan	'more than half'
taihai	'decadence'	kuɸuu	'gimmick'
niçiki	'two (animals)'	haran	'sensation'
kuuhaku	'vacuum'	toohoku	'northeast'
ɸudan	'usually'	kahentʃi	'variable'

Are the three sounds [h], [ɸ] and [ç] in the data above in complimentary distribution (which means that they could they be allophones of the same phoneme), or are they contrastive?

If they are contrastive, give the relevant minimal pairs. If they are in complimentary distribution, what does the choice depend on?
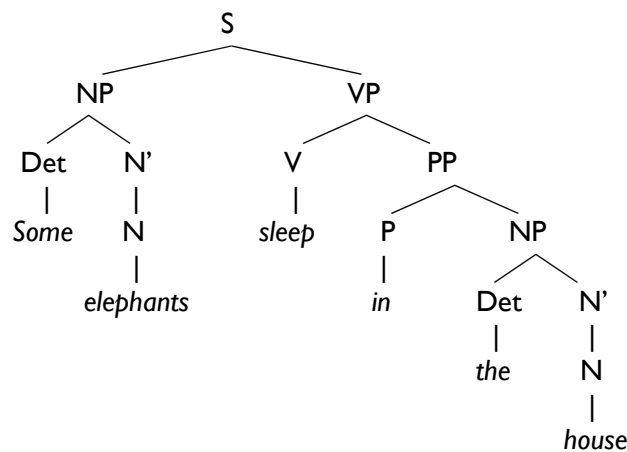
Syntax

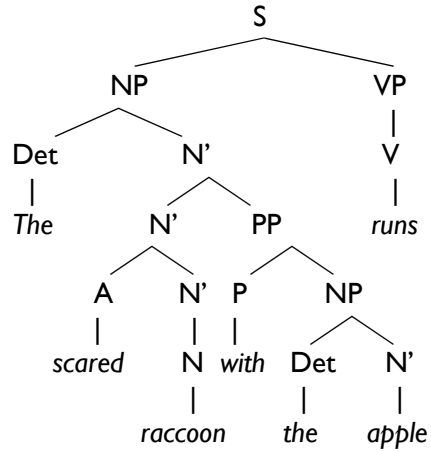10.　　*Correcting ill-formed trees*　　　　　　　　　　　　　　　　[intermediate]

There's something wrong in each of the two trees below, according to our miniEnglish phrase structure rules. Find the problem, circle it, and show how to fix it.

a.

2.

```
                            S
               ┌────────────┴────────────┐
              NP                         VP
        ┌──────┴──────┐                  │
       Det           N'                  V
        │      ┌──────┴──────┐           │
       The    N'            PP          runs
           ┌───┴───┐    ┌────┴────┐
          A       N'   P         NP
          │       │    │      ┌───┴───┐
        scared    N   with   Det     N'
                  │           │       │
               raccoon       the    apple
```

11.   *Ambiguity*   [advanced]

According to our miniEnglish phrase structure grammar, there are five different trees for the following sentence, and, indeed, the sentence has five different meanings.

a.   Sue trapped the cat with the hat on the table.

Draw the five different trees, and paraphrase for each tree the meaning the meaning that corresponds to it. (You'll probably need an extra sheet of paper for this – don't forget to write your name on it.)