

Name: _____

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Nature of Language

80-180, 11-120

Spring Term, 2008

Instructor: Lori Levin

First exam

Thursday, February 21, 2008

Instructions:

1. Write your name on every page.
2. Make sure that your exam has 9 pages, including this one, but don't panic; this page is just instructions; some pages just have a lot of data; and there is a lot of room for you to write answers.
3. Write your answers on this exam.
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Name: _____

1. Phonetic Transcription (12 points)

The poem below is written in phonetic transcription and contains transcription errors. Your pronunciation of the words may vary, but there is one glaring mistake in each line that is not possible in any dialect of English. Write the English spelling for each line and the correct IPA for the word containing a mistake in the space provided.

a. ə mæn in ðə fɔɪəst æskt me

Write this line in English spelling: _____

Correct IPA for incorrect word: _____

b. hau meni stɹɒbɛɹɪz gru in ðə si

Write this line in English spelling: _____

Correct IPA for incorrect word: _____

c. aɪ ænsɪd hɪm æz aɪ ðɒt gud

Write this line in English spelling: _____

Correct IPA for incorrect word: _____

d. æz meni æz ɹɛd hɛɹɪŋ gru in ðə wud

Write this line in English spelling: _____

Correct IPA for incorrect word: _____

Name: _____

2. Transcription into IPA (12 points)

Transcribe the following words into IPA. We will accept reasonable variations in the pronunciation of vowels:

- a. future _____
- b. typing _____
- c. why _____
- d. poison _____
- e. south _____
- f. treasure _____

3. Natural Classes (16 points)

Name the natural class that these sounds belong to. Your answer should be specific enough to include these sounds and no others.

- a. [f] [p] [v] [b] [m] [w] [w] _____
- b. [d] [l] [r] [n] [z] [ɾ] _____
(Note that [ɾ] is a trill, and is not a sound of American English. [ɾ] is a flap.)
- c. [æ] [ɑ] _____
- d. [ɪ] [ɛ] [æ] _____

Circle the sound that is not like the others. What do the others have in common? They may not form a complete natural class.

- e. Which one is not like the others: [ʊ] [ɒ] [ɛ] [ɔ]
What do the others have in common? _____
- f. Which one is not like the others: [f] [ð] [v] [dʒ] [θ] [ʃ] [ʒ]
What do the others have in common? _____

Name: _____

4. Phonemic Analysis: Prehistoric English (30 points)

Prehistoric English had the following phonemes and allophones:

- The phoneme /ɑ:/ had allophones [ɑ:] and [æ:].
- The phoneme /o:/ had allophones [o:] and [ö:].
- The phoneme /u/ had allophones [u] and [ü].
- The phoneme /u:/ had allophones [u:] and [ü:].

[ö:] is a long, mid, front, rounded vowel.

[ü] is a high, front, rounded vowel.

[ü:] is a long, high, front, rounded vowel.

(Please ignore the fact that these look like they are in boldface. It is a font problem.)

Question 4.1: What do [ö:], [ü], [ü:], and [æ:] have in common? _____

Question 4.2: What do [ɑ:], [o:], [ü], and [u:] have in common? _____

Question 4.3: Examine the data on the next page. What is the distribution of (environment for) [ö:], [ü], [ü:], and [æ:]?

Question 4.4: What is the environment for [ɑ:], [o:], [ü], and [u:]?

Name: _____

Data for Prehistoric English

1. ha:l	whole
2. ha:la	the whole one (masculine)
3. hæ:ljan	to heal (= to make whole)
4. hæ:liθ	health
5. do:m	judgment
6. do:mes	of a judgment
7. dö:mjan	to judge
8. go:s	goose
9. gö:si	geese
10. go:sa	of geese
11. full	full
12. fülljan	to fill
13. fulla	the full one (masculine)
14. mu:s	mouse
15. mü:si	mice
16. mu:sa	of mice
17. la:r	teaching
18. la:re	of teaching
19. læ:rjan	to teach

There is just data on this page; no questions.

Name: _____

Question 4.5: Write *just the vowels* of the following *modern English* words in IPA:

whole _____

heal _____

goose _____

health _____

full _____

geese _____

fill _____

Question 4.6: What do the vowels in the right hand column have in common?

Question 4.7: What do the vowels in the left hand column have in common?

Question 4.8: From what you have seen in this problem, how would you say the vowels in the left hand column got to be the way they are?

Extra credit: Can you think of Modern English words related to the Prehistoric English words in (5)-(7)? (One point per word. I can think of two. If your answers are different from mine, I will check them in the Oxford English Dictionary and the American Heritage Dictionary.)

Name: _____

5. Phonemic Analysis: Chol (15 points)

Question 5.1: Are [ɲ] and [n] allophones of the same phoneme?

Question 5.2: If they are, state the distribution of each allophone. If they are not, give an environment where they contrast.

- | | |
|--------------|---------------|
| 1. ɲox | big |
| 2. ɲaʔ | mother |
| 3. ɲitʃim | flower |
| 4. ɲeh | tail |
| 5. ɲakʰ | stomach |
| 6. ɲumel | pass by |
| 7. oɲel | yelling |
| 8. tsɔɲɔl | chills |
| 9. tsʰelekɲa | cry loudly |
| 10. ʃiɲola | foreign woman |
| 11. ʃɲofobʰ | old people |
| 12. jahɲel | to live |
| 13. yɔkʰɲan | to weed |
| 14. lutsukɲa | inactive |
| 15. otʃen | come in! |
| 16. misun | to sweep |
| 17. kʰin | day |
| 18. kʰɔn | dry |
| 19. pʰuntan | to pity |
| 20. tsɔnsan | to kill |
| 21. xuntikil | one person |
| 22. xunsuhm | undivided |
| 23. kɔntesa | teaching |
| 24. xontol | bad |
-

Name: _____

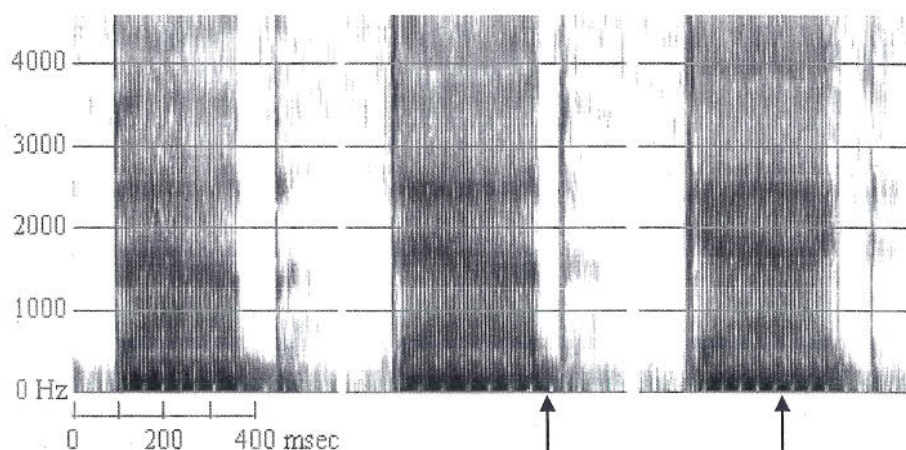
6. Short answer questions

Question 6.1: Which of the following are not sonorants? Circle all that apply. (four points)

- a. stops
- b. fricatives
- c. vowels
- d. liquids
- e. affricates
- f. nasals
- g. glides
- h. glottal stop
- i. trills
- j. laterals

Question 6.2: Multiple choice (three points). In the spectrogram below, the *short* arrow is pointing to

- a. a stop
- b. a fricative
- c. a vowel
- d. a nasal



Name: _____

Question 6.2: Multiple choice (three points). In the spectrogram above, the *long* arrow is pointing to

- a. a stop
- b. a fricative
- c. a vowel
- d. a nasal

Question 6.3 (five points): Why did we talk about expletive insertion (fan-bloomin-tastic) on the first day of class? What point was I trying to make? Your answer only needs to be one or two sentences long.

04

04

Solution

Name: _____

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noitw/02

Name: _____

1. Phonetic Transcription (12 points)

The poem below is written in phonetic transcription and contains transcription errors. Your pronunciation of the words may vary, but there is one glaring mistake in each line that is not possible in any dialect of English. Write the English spelling for each line and the correct IPA for the word containing a mistake in the space provided.¹

a. ə mæn in ðə fɔɹəst æskt me

1pt Write this line in English spelling: a man in the forest asked me

2pts Correct IPA for incorrect word: mi

b. hau meni strɔbɛɹɪz gru in ðə si

1pt Write this line in English spelling:
how many strawberries grew in the sea

2pts Correct IPA for incorrect word: hau hæu

c. aɪ ænsɹd him æz aɪ ðɔt gud

1pt Write this line in English spelling: I answered him as I thought good

2pts Correct IPA for incorrect word: θɔt θat

d. æz meni æz ɹɛd hɛɹɪŋ gru in ðə wud

1pt Write this line in English spelling:
how many red herring grew in the wood

2pts Correct IPA for incorrect word: hɛɹɪŋ

For the correct IPA in a-d, half credit may be given for reasonable transcriptions of other words. But full credit will only be given for the answers given above.

¹ The poem is from an exam by Sarah Thomason.

Name: _____

2. Transcription into IPA (12 points: 2 each)

Transcribe the following words into IPA. We will accept reasonable variations in the pronunciation of vowels: **Half credit for one wrong phone.**

- a. future **fjʊtʃɹ**
- b. typing **taɪpɪŋ təɪpɪŋ**
- c. why **wɑɪ**
- d. poison **pɔɪzən pɔɪzən**
- e. south **sauθ sæuθ**
- f. treasure **treɪzɹ**

3. Natural Classes (16 points)

Name the natural class that these sounds belong to. Your answer should be specific enough to include these sounds and no others.

- a. [f] [p] [v] [b] [m] [w] [w̥] **labial consonants (2pts)**
- b. [d] [l] [r] [n] [z] [ɾ] **voiced alveolar consonants (3pts)**
(Note that [r] is a trill, and is not a sound of American English. [ɾ] is a flap.)
- c. [æ] [ɑ] **low vowels (2pts)**
- d. [ɪ] [ɛ] [æ] **lax front vowels (3pts)**

Circle the sound that is not like the others. What do the others have in common? They may not form a complete natural class.

- e. Which one is not like the others: [ʊ] [ɒ] [ɛ] [ɔ]
What do the others have in common? **[ɛ] (1pt) The others are back vowels. (2pts)**
- f. Which one is not like the others: [f] [ð] [v] [dʒ] [θ] [ʃ] [ʒ]
What do the others have in common? **[dʒ] (1pt) The others are fricatives. (2pts)**

Name: _____

4. Phonemic Analysis: Prehistoric English (30 points)

Prehistoric English had the following phonemes and allophones:²

- The phoneme /ɑ:/ had allophones [ɑ:] and [æ:].
- The phoneme /o:/ had allophones [o:] and [ö:].
- The phoneme /u/ had allophones [u] and [ü].
- The phoneme /u:/ had allophones [u:] and [ü:].

[ö:] is a long, mid, front, rounded vowel.

[ü] is a high, front, rounded vowel.

[ü:] is a long, high, front, rounded vowel.

(Please ignore the fact that these look like they are in boldface. It is a font problem.)

Question 4.1: What do [ö:], [ü], [ü:], and [æ:] have in common? **Front vowels (2pts)**

Question 4.2: What do [ɑ:], [o:], [u], and [u:] have in common? **Back vowels (2pts)**

Question 4.3: Examine the data on the next page. What is the distribution of (environment for) [ö:], [ü], [ü:], and [æ:]?

These vowels are used when there is a high front vowel or glide in the next syllable. (8pts)

Partial credit: when [i] and [j] are in the next syllable.

Question 4.4: What is the environment for [ɑ:], [o:], [ü], and [u:] ?

These vowels are used elsewhere: The word has just one syllable or there is a vowel that is not a high front vowel in the next syllable. (5pts)

² This problem is from an exam by Sarah Thomason.

Name: _____

Data for Prehistoric English

1. hæ:l	whole
2. hæ:la	the whole one (masculine)
3. hæ:ljan	to heal (= to make whole)
4. hæ:liθ	health
5. dō:m	judgment
6. dō:mes	of a judgment
7. dō:mjan	to judge
8. go:s	goose
9. gö:si	geese
10. go:sa	of geese
11. full	full
12. fülljan	to fill
13. fulla	the full one (masculine)
14. mu:s	mouse
15. mü:si	mice
16. mu:sa	of mice
17. læ:r	teaching
18. læ:re	of teaching
19. læ:rjan	to teach

There is just data on this page; no questions.

Name: _____

Question 4.5: Write *just the vowels* of the following *modern English* words in IPA: (1pt each)

whole ɔ o

goose u

full ʊ ɔ

heal i ɪ

health ɛ

geese i

fill ɪ

Question 4.6: What do the vowels in the right hand column have in common?
Front vowels (2pts)

Question 4.7: What do the vowels in the left hand column have in common?
Back vowels (2pts)

Question 4.8: From what you have seen in this problem, how would you say the vowels in the left hand column got to be the way they are? (2pts)

I meant to ask about the right hand column. The answer was supposed to be that there had at one time been a high front vowel in the next syllable, which caused the vowel to move forward. The high front vowel has been lost, but it's effects remain.

We will accept a variety of answers for this question.

Extra credit: Can you think of Modern English words related to the Prehistoric English words in (5)-(7)? (One point per word. I can think of two. If your answers are different from mine, I will check them in the Oxford English Dictionary and the American Heritage Dictionary.)

doom, deem, -dom

"dominion" is from Latin

We can look up others at www.oed.com

Name: _____

5. Phonemic Analysis: Chol (15 points)

Question 5.1: Are [ɲ] and [n] allophones of the same phoneme?

Yes (5pts)

Question 5.2: If they are, state the distribution of each allophone. If they are not, give an environment where they contrast.

[ɲ] before vowels (5pts)

[n] elsewhere: before consonants or end of word (5pts)

- | | |
|--------------|---------------|
| 1. ɲox | big |
| 2. ɲaʔ | mother |
| 3. ɲitʃim | flower |
| 4. ɲeh | tail |
| 5. ɲakʼ | stomach |
| 6. ɲumel | pass by |
| 7. oɲel | yelling |
| 8. tsʌɲʌl | chills |
| 9. tsʼelekɲa | cry loudly |
| 10. ʃiɲola | foreign woman |
| 11. ʃɲoʃobʼ | old people |
| 12. jahɲel | to live |
| 13. yʌkʼɲan | to weed |
| 14. lutsukɲa | inactive |
| 15. otʃen | come in! |
| 16. misun | to sweep |
| 17. kʼin | day |
| 18. kʼʌn | dry |
| 19. pʼuntan | to pity |
| 20. tsʌnsan | to kill |
| 21. xuntikil | one person |
| 22. xunsuhm | undivided |
| 23. kʌntesa | teaching |
| 24. xontol | bad |

Name: _____

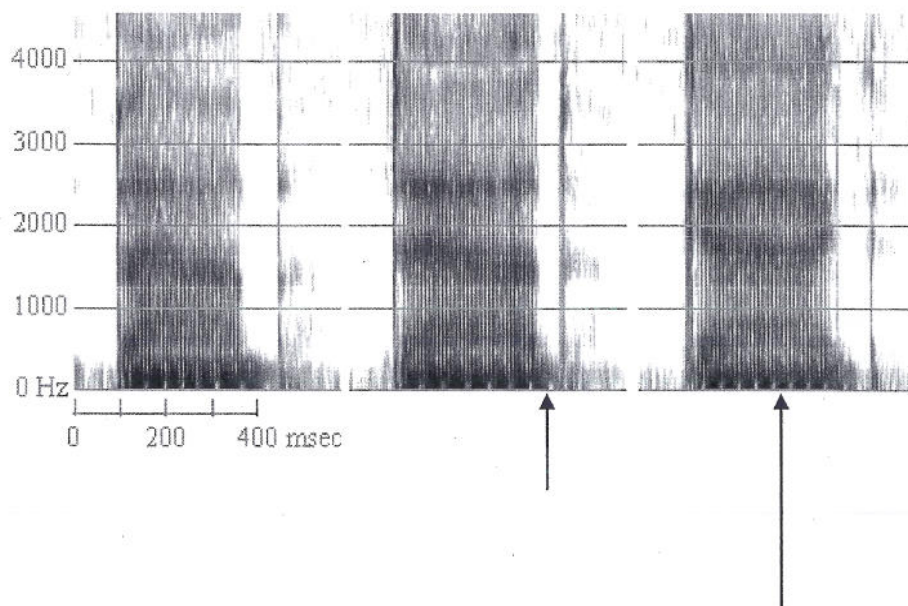
6. Short answer questions

Question 6.1: Which of the following are not sonorants? Circle all that apply.
(four points: 1 for each correct. -1 for each incorrect)

- a. stops
- b. fricatives
- c. vowels
- d. liquids
- e. affricates
- f. nasals
- g. glides
- h. glottal stop
- i. trills
- j. laterals

Question 6.2: Multiple choice (three points). In the spectrogram below, the *short* arrow is pointing to (3pts)

- a. a stop
- b. a fricative
- c. a vowel
- d. a nasal



Name: _____

Question 6.2: Multiple choice (three points). In the spectrogram above, the *long* arrow is pointing to (3pts)

- a. a stop
- b. a fricative
- c. a vowel
- d. a nasal

Question 6.3 (five points): Why did we talk about expletive insertion (fan-bloomin-tastic) on the first day of class? What point was I trying to make? Your answer only needs to be one or two sentences long. (5pts)

Languages have rules that the speakers are not normally aware of.

There are procedures by which these rules can be discovered.

This particular exercise showed what you know about stressed syllables and prefixes like un-, which is more loosely attached to its stem, and ir-, which is more tightly attached.

One point partial credit for saying that it showed us about syllables or stress.

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Nature of Language

80-180, 11-120

Spring Term, 2008

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Second exam

Thursday, March 27, 2008

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Name: _____

1. Delaware (Simplified)

The Delaware language is in the Algonquian family and used to be spoken in areas that are now Pennsylvania and New Jersey. Data is from a 1976 exam by Sally Thomason. It is "considerably adapted". There are no questions on this page, just data.

something
like this
but
shorter

nkawi	I am sleeping.
kawiw	He is sleeping.

nneyo	I see him.
nkəney	I see you.
kunkəney	I don't see you.

kəneyo	You see him.
kəney	You see me.

kəneyw	He sees you.
--------	--------------

nulhalo	I keep him.
---------	-------------

kulhalo	You keep him.
kənulhal	You keep me.
kukənulhal	You don't keep me.

nfakhwikakw	He kicks me.
kəfakhwikakw	He kicks you.

nkəfakhwikak	I kick you.
kunkəfakhwikak	I don't kick you.
nfakhwikako	I kick him.
kəfakhwikako	You kick him.

Name: _____

Question 1: List all the morphemes you find in the Delaware data, including the verb stems. Include the meaning of each morpheme. Be careful about the placement of the morpheme boundaries.

Question 2: What order do the morphemes occur in?

Question 3: If any of the morphemes have allomorphs, describe the environments for the allomorphs.

Name: _____

2. Swahili

The data in this problem is from Eugene Nida's **Workbook in Descriptive Linguistics**.

Part A:

- | | | | |
|----------|--------|-------|---------|
| 1. ubao | plank | mbao | planks |
| 2. ubawa | wing | mbawa | wings |
| 3. udevu | hair | ndevu | hairs |
| 4. ugwe | string | ngwe | strings |

Question 1: In lines 1-4, what is the singular morpheme?

Question 2: In lines 1-4, what are the allomorphs of the plural morpheme?

Question 3: What are the noun stems?

plank _____

wing _____

hair _____

string _____

Question 4: Describe the distribution (environments) of the allomorphs of the plural morpheme.

Name: _____

Swahili (Continued)

Part B: A superscripted "h" indicates aspiration of the preceding consonant.

5. upanga	sword	p ^h anga	swords
6. upindi	bow	p ^h indi	bows
7. utambi	lamp wick	t ^h ambi	lamp wicks
8. utepe	stripe	t ^h epe	stripes
9. ukuta	wall	k ^h uta	walls
10. ukuni	stick	k ^h uni	sticks
11. ukutfa	finger nail	k ^h utfa	finger nails

Question 5: Based on the singular nouns in rows 5-11, what are the stems of the nouns?

sword _____

bow _____

lamp wick _____

stripe _____

wall _____

stick _____

finger nail _____

Question 5: Describe how to make plurals in rows 5-11.

Question 6: The stems in Part A and the stems in Part B make plurals differently. What is the difference between the noun stems in Part A and the noun stems in Part B? *The answer should be something about natural classes of phonemes.*

Name: _____

Swahili (Continued)

Part C:

12. ufunguo	key	funguo	keys
13. ufagio	broom	fagio	brooms
14. ufizi	gum	fizi	gums
15. uvumbi	bit of dust	vumbi	dust (lots of bits)
16. usiku	night	siku	nights
17. ufanga	bead	fanga	beads

Question 7: How are plurals formed in rows 12-17?

Question 8: What are the noun stems in rows 12-17:

key	_____
broom	_____
gum	_____
(bit of) dust	_____
night	_____
bead	_____

Question 9: What do the stems in Part C have in common with each other and how are they different from the stems in Parts A and B? *The answer should be something about natural classes of phonemes.*

Name: _____

Swahili (Extra Credit)

This page is extra credit. Come back to it when you have finished the rest of the test.

18. uwati	hut pole	mbati	hut poles
19. uwanda	open place	mbanda	open places
20. uwingu	heaven	mbingu	heavens
21. ulimi	tongue	ndimi	tongues
22. wakati	season	ñakati	seasons
23. wavu	net	ñavu	nets
24. wayo	footprint	ñayo	footprints
25. wembe	razor	ñembe	razors
26. wimbo	song	ñimbo	songs

Question EC 1: What are the noun stems in rows 18-21? This is harder than it looks. You have to compare 18-21 to 1-4 (part A). Think about it carefully. Explain how you came to your decision.

Question EC 2: What do the stems in 18-21 have in common and how are they different from the stems in the other sections of this problem. (Again, think in terms of natural classes of phonemes.)

Question EC 3: What are the noun stems in rows 22-26? This is also harder than it looks. Think about it carefully. (Hint: what kinds of stems haven't been encountered yet?)

Question EC 4: What are the singular and plural morphemes in rows 22-26? These morphemes have different allomorphs than they had in other parts of this problem. What is the distribution of the allomorphs in 22-26?

Name: _____

3. Short Questions, but not necessarily easy. Be careful!

In the following questions, circle all that apply (all that are true). There is at least one true statement in each question.

- Something like this
1. The English words *slide*, *slip*, and *slither* all share a meaning component of moving smoothly and all share a component of form, *sl*, . **Circle all that apply.**
 - a. *sl-* is a prefix meaning "move smoothly".
 - b. It is not possible to assign a meaning to *-ide*, *-ip*, and *-ither* that occurs in other words.
 - c. *-ide*, *-ip*, and *-ither* are morphemes of English.
 2. **Circle all that apply** about *high chair*, meaning a chair for a small child to eat in.
 - a. *Chair* is a suffix.
 - b. *High chair* is a word consisting of two free morphemes.
 - c. The space between *high* and *chair* indicates that it is not one word.
 - d. You can tell that *high chair* is a compound because the stress is on the first syllable.
 3. Infix morphemes are attached: **Circle all that apply.**
 - a. between a prefix and a suffix.
 - b. between inflectional morphemes and derivational morphemes.
 - c. between free and bound morphemes.
 - d. within a morpheme.
 4. Inflectional affixes: **Circle all that apply.**
 - a. change the part of speech of the word to which they attach.
 - b. appear farther from the root word than derivational affixes.

5. Suppose we wanted to make a new word in the following way: Start with the adjective *close*. Add *-er* to it to get *closer*. Then add *-ly* to it to make it into an adverb. The word should mean "in a manner that is more close," but the result is *closerly*, which is not a well-formed word in English. What is the problem?

Circle all that apply.

- a. *-er* is an inflectional morpheme and *-ly* is a derivational morpheme.
- b. Inflectional morphemes have to be farther from the root word than derivational morphemes.
- c. It doesn't make sense to talk about something being in a manner that is more close.
- d. *-ly* isn't productive.
- e. *-er* isn't productive.
- f. You have to say *more closely* instead.

6. In Siberian Yupik Eskimo, the word *angyaghllangyugtuq* means "he wants to acquire a big boat." It consists of the morphemes *angya* (boat), *ghlla* (augmentative), *ng*, (acquire), *yug* (want), and *tuq* (third person singular subject).

Circle all that apply.

- a. Siberian Yupik Eskimo is an isolating language.
- b. Siberian Yupik Eskimo has fusional morphology.
- c. Siberian Yupik Eskimo is a polysynthetic language.
- d. There are no inflectional morphemes in the word *angyaghllangyugtuq*.

7. Consider the following Cherokee singulars and plurals. The data is from Honda and O'Neil, *Thinking Linguistically*, page 78. They attribute the data to Matthew Smith.

asgaya (man)	anisgaya (men)
uguku (hoot owl)	uniguku (hoot owls)
ujiya (worm)	unijiya (worms)

Circle all that apply.

- a. *ni* is an affix.
- b. *ni* is an infix.
- c. *ni* is a prefix.

8. Suppose *Tanja ubila Mašu* means 'Tanja killed Masha.' and *Tanju ubila Maša* means 'Masha killed Tanya.' The suffixes *-a* and *-u* are examples of : **Circle all that apply.**

- a. Derivational morphology
- b. Inflectional morphology
- c. Passive voice
- d. Case

9. Consider the following Swahili sentences from the World Atlas of Language Structures, Chapter 107, attributed to Ashton (1947). “Indicative” is a mood. One morpheme is intentionally marked with two question marks. *Alipika* and *kilipikwa* are each a single word. They are separated into morphemes below.

Hamisi a- li- pik- a chakula
Hamisi human-past-cook-indicative food
“Hamisi cooked the/some food.”

Chakula ki- li- pik- w- a na Hamisi
food non-human-past-cook-??- indicative by Hamisi
“The food was cooked by Hamisi.”

Circle all that apply.

- a. The example illustrates agreement between a subject and a verb.
- b. The example illustrates a case morpheme.
- c. *li-* is an infix.
- d. The example illustrates passive voice.
- e. The example illustrates a non-sex-based gender system.
- f. The example illustrates a causative morpheme.
- g. The example illustrates a tense morpheme.

Solution

Name: _____

Nature of Language

80-180, 11-120

Spring Term, 2008

Instructor: Lori Levin

Second exam

Thursday, March 27, 2008

Instructions:

1. Write your name on every page.
2. Make sure that your exam has 9 pages, including this one, but don't panic; this page is just instructions; some pages just have a lot of data; and there is a lot of room for you to write answers.
3. Write your answers on this exam.
4. If you need scrap paper, raise your hand.
5. If you need a clean copy of the exam for your final answers, raise your hand.

Rules:

6. Do not talk to or communicate in writing or electronic form with anyone other than the instructor or proctor.
7. All electronic devices, including cell phones, computers, and pda's must be turned off, not just silent or muted.
8. The only written material you can look at is the exam. Put away all other written material.
9. You may ask questions. Raise your hand and the instructor or proctor will come to you.

2017/10/20

Name: _____

1. Delaware (Simplified)

The Delaware language is in the Algonquian family and used to be spoken in areas that are now Pennsylvania and New Jersey. Data is from a 1976 exam by Sally Thomason. It is "considerably adapted". There are no questions on this page, just data.

nkawi	I am sleeping.
kawiw	He is sleeping.

nneyo	I see him.
nkəney	I see you.
kunkəney	I don't see you.

kəneyo	You see him.
kənney	You see me.

kəneyw	He sees you.
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nulhalo	I keep him.
---------	-------------

kulhalo	You keep him.
kənulhal	You keep me.
kukənulhal	You don't keep me.

nʃsakhwikakw	He kicks me.
kəʃsakhwikakw	He kicks you.

nkəʃsakhwikak	I kick you.
kunkəʃsakhwikak	I don't kick you.
nəsakhwikako	I kick him.
kəʃsakhwikako	You kick him.

Name: _____

33 Points

Question 1: List all the morphemes you find in the Delaware data, including the verb stems. Include the meaning of each morpheme. Be careful about the placement of the morpheme boundaries. **(14 points)**

10 points

- n- 1st person/I/me
- kə/k- 2nd person singular/you
- ku- negation
- o 3rd person accusative/him
- w 3rd person singular/he

4 points

- kawi - 'sleep'
- ney - 'see'
- ulal - 'keep'
- ʃsakhwikak - 'kick'

Question 2: What order do the morphemes occur in? **(13 points)**

2 points		1.5 points		1.5 points		2 points		1.5 points
(negation)	+	Subject	+	Object	+	Verb	+	Subject/Object
		1st/2nd		1st/2nd				3rd
		person		person				person
		1.5 points		1.5 points				1.5 points

Question 3: If any of the morphemes have allomorphs, describe the environments for the allomorphs. **(6 points)**

k ---> --- V (before Vowel) **(3 points)**

kə ---> --- C (before Consonant) **(3 points)**

Name: _____

2. Swahili (30 points)

The data in this problem is from Eugene Nida's **Workbook in Descriptive Linguistics**.

Part A: (11 points)

1. ubao	plank	mbao	planks
2. ubawa	wing	mbawa	wings
3. udevu	hair	ndevu	hairs
4. ugwe	string	ngwe	strings

Question 1: In lines 1-4, what is the singular morpheme? (1 point)

u

Question 2: In lines 1-4, what are the allomorphs of the plural morpheme? (3 points)

m, n, ŋ

Question 3: What are the noun stems?

plank ____ bao _____

wing ____ bawa _____

hair ____ devu _____

string ____ gwe _____

Question 4: Describe the distribution (environments) of the allomorphs of the plural morpheme. (5 points)

(5 points)

m, n, ŋ assimilate
to point of
articulation

(3 points)

m before b
n before d
ŋ before g

(4 points)

m before labial
n before alveolar
ŋ before velar

Name: _____

Swahili (Continued)

Part B: A superscripted "h" indicates aspiration of the preceding consonant.
(11 points)

5. upanga	sword	p ^h anga	swords
6. upindi	bow	p ^h indi	bows
7. utambi	lamp wick	t ^h ambi	lamp wicks
8. utepe	stripe	t ^h epe	stripes
9. ukuta	wall	k ^h uta	walls
10. ukuni	stick	k ^h uni	sticks
11. ukutja	finger nail	k ^h utja	finger nails

Question 5: Based on the singular nouns in rows 5-11, what are the stems of the nouns?
(3.5 points)

sword _____ panga _____
bow _____ pindi _____
lamp wick _____ tambi _____
stripe _____ tepe _____
wall _____ kuta _____
stick _____ kuni _____
finger nail _____ kutja _____

Question 5: Describe how to make plurals in rows 5-11. **(1.5 points)**

aspirate first consonant OR delete initial u

Question 6: The stems in Part A and the stems in Part B make plurals differently. What is the difference between the noun stems in Part A and the noun stems in Part B? *The answer should be something about natural classes of phonemes.* **(6 points)**

The stems in Part A begin with **voiced stops**. **(3 points)**

The stems in Part B begin with **voiceless stops**. **(3 points)**

Name: _____

Swahili (Continued)

Part C: (8 points)

12. ufunguo	key	funguo	keys
13. ufagio	broom	fagio	brooms
14. ufizi	gum	fizi	gums
15. uvumbi	bit of dust	vumbi	dust (lots of bits)
16. usiku	night	siku	nights
17. ufanga	bead	fanga	beads

Question 7: How are plurals formed in rows 12-17? (2 points)

do nothing

OR

delete u

Question 8: What are the noun stems in rows 12-17:

key _____funguo_____

broom _____fagio_____

gum _____fizi_____

(bit of) dust _____vumbi_____

night _____siku_____

bead _____fanga_____

Question 9: What do the stems in Part C have in common with each other and how are they different from the stems in Parts A and B? *The answer should be something about natural classes of phonemes. (3 points)*

In Part C the stems begin with **fricatives**.

In Part A the stems began with **voiced stops**.

In Part B the stems began with **voiceless stops**.

Name: _____

Swahili (Extra Credit) (10 points)

This page is extra credit. Come back to it when you have finished the rest of the test.

18. uwati	hut pole	mbati	hut poles
19. uwanda	open place	mbanda	open places
20. uwingu	heaven	mbingu	heavens
21. ulimi	tongue	ndimi	tongues
22. wakati	season	ñakati	seasons
23. wavu	net	ñavu	nets
24. wayo	footprint	ñayo	footprints
25. wembe	razor	ñembe	razors
26. wimbo	song	ñimbo	songs

Question EC 1: What are the noun stems in rows 18-21? This is harder than it looks. You have to compare 18-21 to 1-4 (part A). Think about it carefully. Explain how you came to your decision. (4 points)

2 points

wati wanda
wingu limi

2 points

Compared answer to mbao and ndevu
from Part A

Question EC 2: What do the stems in 18-21 have in common and how are they different from the stems in the other sections of this problem. (Again, think in terms of natural classes of phonemes.) (2 points)

The stems all begin with **sonorants**.

Question EC 3: What are the noun stems in rows 22-26? This is also harder than it looks. Think about it carefully. (Hint: what kinds of stems haven't been encountered yet?) (1 point)

akati	avu	imbo
ayo	embe	

Question EC 4: What are the singular and plural morphemes in rows 22-26? These morphemes have different allomorphs than they had in other parts of this problem. What is the distribution of the allomorphs in 22-26? (3 points)

(1 point) w ---> begins with Vowel

(1 point) ñ ----> begins with Vowel (1 point)

Name: _____

3. Short Questions, but not necessarily easy. Be careful! (37 points)

In the following questions, circle all that apply (all that are true). There is at least one true statement in each question.

(1 point for each individual True/False question = letters)

1. The English words *slide*, *slip*, and *slither* all share a meaning component of moving smoothly and all share a component of form, *sl*. **Circle all that apply.**
 - a. *sl-* is a prefix meaning “move smoothly”.
 - b. It is not possible to assign a meaning to *-ide*, *-ip*, and *-ither* that occurs in other words
 - c. *-ide*, *-ip*, and *-ither* are morphemes of English.
2. **Circle all that apply** about *high chair*, meaning a chair for a small child to eat in.
 - a. *Chair* is a suffix.
 - b. *High chair* is a word consisting of two free morphemes
 - c. The space between *high* and *chair* indicates that it is not one word.
 - d. You can tell that *high chair* is a compound because the stress is on the first syllable
3. Infix morphemes are attached: **Circle all that apply.**
 - a. between a prefix and a suffix.
 - b. between inflectional morphemes and derivational morphemes.
 - c. between free and bound morphemes.
 - d. within a morpheme
4. Inflectional affixes: **Circle all that apply.**
 - a. change the part of speech of the word to which they attach.
 - b. appear farther from the root word than derivational affixes

5. Suppose we wanted to make a new word in the following way: Start with the adjective *close*. Add *-er* to it to get *closer*. Then add *-ly* to it to make it into an adverb. The word should mean "in a manner that is more close," but the result is *closely*, which is not a well-formed word in English. What is the problem?

Circle all that apply.

- a. *-er* is an inflectional morpheme and *-ly* is a derivational morpheme
 - b. Inflectional morphemes have to be farther from the root word than derivational morphemes
 - c. It doesn't make sense to talk about something being in a manner that is more close.
 - d. *-ly* isn't productive.
 - e. *-er* isn't productive.
 - f. You have to say *more closely* instead
6. In Siberian Yupik Eskimo, the word *angyaghllangyugtuq* means "he wants to acquire a big boat." It consists of the morphemes *angya* (boat), *ghlla* (augmentative), *ng* (acquire), *yug* (want), and *tuq* (third person singular subject).

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