



**STUDYDADDY**

# Get Homework Help From Expert Tutor

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Name: \_\_\_\_\_ Student #: \_\_\_\_\_

**print clearly!**

Please circle your tutorial number:

1

2

3

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LING 220, Summer 2019

Tuesday, 9 July 2019

**ASSIGNMENT #2**, 35 points (worth 15% of your final grade)

**DUE:** Beginning of lecture (8:30 AM SHARP), Tuesday 16 July.

Submit in **HARDCOPY FORM** only. Use brackets where appropriate — graded!

**I will not accept late assignments. Period.**

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**Question 1. HEADEDNESS AND PHRASE STRUCTURE IN TAMIL** (total 4 marks)

A literal translation of English PPs such as “on the tree” and “from the mountain” would yield the following in Tamil, a language spoken in southern India:

the tree on

the mountain from

- a) Based only on the word order information in these translations, which of the following is true of Tamil? It is ... (circle the best answer) [1 mark]
- a. head-initial
  - b. head-final
  - c. head-medial
- b) Consider the literal Tamil translations of the English VPs “think that he is a fool” and “know that the earth is round”

he is a fool that think

the earth is round that know

Now, based on what you know about Tamil, give the Tamil word-ordered version of the following English phrases: [3 marks]

a) women from Mars

\_\_\_\_\_

b) the cat on the mat

\_\_\_\_\_

**Question 2.** [total 3 marks] Examine the following sentence and then provide evidence that the bracketed portion *is* a constituent. Your evidence should be a test like the movement test or another that we examined in class or in your text. Or perhaps a different test entirely. If no test proves constituency, just say so. Note the 2-line limit. Now here's the sentence:

I consider [it useless].

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**Question 3.** [total 4 marks] Change the following active sentence into a passive sentence.

“He who despises himself esteems himself as a self-despiser.” (Nietzsche)

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**Question 4.** [total 4 marks]

Recall that the protocol for indicating syllable breaks in linguistics is the use of a dot, e.g., “building” = [bɪl.dɪŋ] (See also p. 65 ff. of your course text).

Insert syllable break dots into the following words given here in IPA transcription. REWRITE the word using IPA and incorporating the dots. [1 mark per word; all syllable breaks must be correct in any given word to receive credit.]

- a) [æblawt] \_\_\_\_\_
- b) [bənænəz] \_\_\_\_\_
- c) [ænθəmz] \_\_\_\_\_
- d) [ejpiɛɪj] \_\_\_\_\_

**Question 5.** [total 8 marks; -1 for each error to a maximum of 6 errors]

Consider the sentence “The military fought the enemy with drones from the U.S.” That sentence is capable of more than one interpretation. I only want you to focus on the interpretation that gives the meaning “The military fought the enemy by using drones from, i.e., made in, the U.S.”

On the next page, draw the X' tree structure that gives the requested interpretation. Do not abbreviate the tree in any way. Use association lines and clearly label all nodes. Do it neatly!

The military fought the enemy with drones from the US

### **Question 6.** [total 6 marks]

Consider the data from **Maltese** and answer the questions that follow. [a] is a front central low vowel that is more fronted than Canadian English [ɑ]; the symbol [ɪ] indicates lengthening.

	<u>3<sup>rd</sup> person singular</u>	<u>3<sup>rd</sup> person plural</u>	
1.	[kien]	[kienu]	“was”
2.	[mes]	[messu]	“touched”
3.	[saɪm]	[saɪmu]	“fasted”
4.	[dieʔ]	[dieʔu]	“tasted”
5.	[ar]	[arru]	“carried”
6.	[zaɪr]	[zaɪru]	“visited”
7.	[sen]	[sennu]	“sharpened”
8.	[hak]	[hakku]	“scratched”
9.	[bies]	[biesu]	“kissed”
10.	[ʃaʔ]	[ʃaʔʔu]	“cracked”

a) What is the Maltese morpheme meaning plural? \_\_\_\_\_ [1 mark]

b) State in your own words a single rule, i.e., a general descriptive statement), that explains all the variations you find in the third person singular forms.

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[3 marks]

c) What phonological process is illustrated in these data?

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[2 marks]

### **Question 7.** [total 6 marks]

Data and questions on the following page... It's a hard question!

Consider the following Japanese words, transcribed phonetically, as they are pronounced by some speakers in Tokyo:

[gakkoo] “school”

[ginza] “Ginza”

[nanai] “long”

[daijaku] “university”

[giri] “obligation”

[geta] “wooden clogs”

[amanu] “raincoat”

[miji] “right”

State the distribution of the sounds [g] and [ŋ]. Does this constitute complementary distribution? Why or why not? [3 marks]

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What can you say about the phonemic status of [g] and [ŋ] in this particular Tokyo dialect? If I added that in other dialects the [ŋ] you see here is pronounced [g], would that change your view? [3 marks]

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1. \_\_\_\_\_ / 4

2. \_\_\_\_\_ / 3

3. \_\_\_\_\_ / 4

4. \_\_\_\_\_ / 4

5. \_\_\_\_\_ / 8

6. \_\_\_\_\_ / 6

7. \_\_\_\_\_ / 6

**TOTAL** \_\_\_\_\_ / 35



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