

Proto Cape York (S9)

Examine the following data from four languages spoken around Cape York in Queensland, Australia and answer the following questions. (Data from *Introduction to Historical Linguistics*, Crowley & Bower, pp. 119).

Atampaya	Angamuthi	Yadhaykenu	Wudhadhi	Translation	Reconstructed Word (#3)
juku	juku	juku	----	'tree'	
ajpaŋ	ajpaŋ	ajpaŋ	ajpaj	'stone'	
ujpuŋ	ujpuŋ	ujpuŋ	ujpuj	'fly'	
.ja	ja	ja	----	'throw	
.ɽŋka	juŋka	juŋka	uŋka	'cry'	
wapun	apun	apu	apun	'head'	
maji	aji	aji	aji	'food'	
ŋampu	ampu	ampu	ampu	'tooth'	
wujpu	ujpu	ujpu	ujpu	'bad'	

1. List all sound correspondences in the chart below. There are some data missing for Wudhadhi. If correspondence sets are otherwise identical, feel free to combine sets with missing data (e.g. treat "X-X-X- ----" and "X-X-X-X" as the same set).

If a sound has been *deleted* in a set, be sure to mark this (e.g. "X-X-X-Ø" is *not* the same as "X-X-X- ----")

You should have 11 consonant sets and 3 vowel sets

Atampaya	Angamuthi	Yadhaykenu	Wudhadhi	Reconstructed Sound (#2)
Consonants				
Vowels				

2. Reconstruct a sound for each correspondence set. List it in the table above.
3. Reconstruct each word in Proto-Cape-York and list your reconstructed word in the 'reconstructions' column of the data table.
4. Write a sound change rule for each change which has occurred. Order the rules if necessary by numbering them. Generalize rules affecting individual sounds into rules affecting natural classes of sounds, where possible.

Atampaya	Angamuthi	Yadhaykenu	Wudhadhi

5. Which language is more conservative? Which is the most innovative?
6. Which language does not belong in a subgroup with any of its sisters? (which language differentiated first from Proto-Cape York?)

Language Acquisition:

Suppose your friend has a child, who is three years old, and is learning both Spanish and English simultaneously. However, the child struggles to form past tense verbs in English, frequently producing forms with the *-ed* ending that require a vowel shift instead (e.g., saying 'sayed' rather than 'said'). Your friend is planning to stop speaking Spanish to his child until they are consistently producing the correct past tense forms of verbs in English. Instead, he plans to spend an hour each day practicing irregular past tense forms in English together.

What myth of bilingual language acquisition does your friend believe?

What might you tell your friend about bilingual language acquisition to convince him to continue speaking Spanish to his child?

Do you think that drilling the child on irregular past tense forms will be successful? Explain why or why not, referring to what you know about language as an innate behavior, and the typical trajectory of morphological acquisition in English.

Bilingual language acquisition

Write a brief argumentative paragraph debunking myths about bilingual language acquisition using the features of language that mark it as an innate behavior in children.

For example (pick a different myth to bust for your own argument):

“Some people believe that only native speakers can serve as models for language acquisition. However, we know that this is not necessary. Because language is an innate behavior, we expect it to appear without explicit teaching and be acquired in a process of uniform milestones. Therefore, we see that even when bilingual children are provided with imperfect language models like non-native speakers, they are still able to acquire a complete grammar at about the same rate and in about the same way as monolingual children.”

English morphological acquisition (S16)

Watch the following video interview with a two year old child.

<https://www.youtube.com/watch?v=W4xhTkTzjsE>

1. Look at the following sentences transcribed from this video, and describe at least 2 aspects of the child’s morphology which are adultlike, and two which are not yet adultlike. Is this pattern of correct vs. incorrect forms surprising to you, or not?
 - a. I want my swing playground
 - b. Gimme my water
 - c. Mother: Do you like to go to the pool? Mateo: But the pool is raining
 - d. I spit up again
 - e. Mommy I don’t have a mirror
 - f. And this have stripes in this back
2. How does this child compare to what we would expect a 2 year old child’s language to be like? Does he appear right on target with standard benchmarks? Behind? Ahead? How can you tell?

Crosslinguistic morphological acquisition

Consider the following information about inflectional morphology (specifically, person marking vs. tense marking) in English and Guaraní. Which type of morphology are children learning English more likely to learn first? What about children learning Guaraní? Make a case for each of your selections based on what you know about factors influencing rate and relative timing of morphological acquisition.

English person marking (regular)

1SG –	I walk-∅
2SG-	You walk-∅
3SG-	(s)he/it/they walk-s
1PL-	We walk-∅
2PL –	Y’all walk-∅
3PL –	They walk-∅

English past tense marking (regular)

Guaraní person marking (regular)

Che a -guata
Nde re -guata
Ha’e o -guata
Ore ro -guata (us, but not you)
Ñande ja -guata (us, and also you)
Peẽ pe -guata
Ha’ekuéra o -guata

Guaraní past tense marking (regular)

1SG-	I walk- ed	Che aguata- \emptyset / aguata- kuri
2SG-	You walk- ed	Nde reguata- \emptyset / reguata- kuri
3SG-	(s)he/it/they walk- ed	Ha'e uguata- \emptyset / uguata- kuri
1PL-	We walk- ed	Ore roguata- \emptyset / roguata- kuri
		Ñande jaguata- \emptyset / jaguata- kuri
2PL-	Y'all walk- ed	Peẽ peguata- \emptyset / peguata- kuri
3PL-	They walk- ed	Ha'ekuéra uguata- \emptyset / uguata- kuri

Additional information:

- Some English verbs also change the internal vowel to create past tense and do not take the *-ed* marker (e.g. sing-sang, drive-drove).
- Guaraní verbs have a default 'past' reading when otherwise unmarked. The use of *-kuri* depends on features related to discourse, how the speaker chooses to frame the event, and the type of verb which is used. That is, \emptyset vs *-kuri* are not truly interchangeable, but their use is determined by calculating a variety of different factors together.
- English past tense has three allomorphs, and person marking also has three allomorphs
- Guaraní person marking is invariant, except for the first-plural used with *ñande*, which has two allomorphs (/dʒa-/ and /ja-/). Guaraní past tense *-kuri* has no allomorphs

Swahili~ English ~ Lwidakho Code Switching

Read the following excerpt from an interview with a nurse in Nairobi (from Myers-Scotton 1995: 65). Swahili appears in normal type, English is in *italics*, and Lwidakho is in **bold**. For each sentence, state what the Matrix Language is. If the matrix language cannot be determined or changes midway through the sentence, say so and explain why.

1. *As I told you, I like my job.*
2. Sina ubaguzi wo wote kuhusu wakati ninapofanya kazi. (I have no difficulty at all regarding when I do work)
3. *I enjoy working either during the day* au usiku yote ni sawa kwangu (or at night, all is OK as far as I'm concerned)
4. Hata *family members* w-angu wamezoea mtindo huu (Even my *family members* have gotten used to this plan)
5. **Vawe**le **vanji**, *more work*; **vawe**le **vadi**, hazi kidogo (**More patients**, *more work*; **fewer patients**, little work)

Matrix Language and Code Switching

Consider the following data from code-switched sentences. Determine the Matrix Language in each. If the Matrix Language cannot be determined, or changes partway through the sentence, say that.

Data adapted from: Myers-Scotton, Carol. 2006. *Multiple Voices: An introduction to bilingualism*. Blackwell: Malden, MA.

All are examples of code-switching with English, and English is always in bold.

1. Italian-English
 No porque quiero dispressare a mi **language italian**
 Not because seek-1SG undervalue INF my language Italian
 ‘Not that I want to undervalue my Italian language.’

2. Ewe-English
 wo tso-na wo fe asi-wo tso-na
 they take-HAB they POSS hand-PL take-HAB

weed-na garden-a me-ε
 weed-HAB garden-the in-FOC
 ‘They take [use] their hands to weed in the garden.’

3. French-English
 a cōte il y en a un autre gros **building high-rise**
 at side there is an other big building high-rise
 ‘Next door there’s another big high-rise building.’

4. Swahili-English
 a-li-nunu-a gari ya **red**
 3-SG-PST-buy car of red
 ‘He bought a red car’

5. Zulu-English
so i-language e-khuluny-wa a-ma-gangs...
 so CLF.9-language COMP-speak-PASS CLF.6-PRE-gangs
 ‘So the language which is spoken by gangs...’

Abbreviations (not really necessary for this problem, but in case you have questions):

1	first person	FOC	focus
SG	singular	PST	past
INF	infinitive	CLF	classifier
HAB	habitual	COMP	completive
POSS	possessive	PASS	passive
PL	plural	PRE	prefix

Guaraní Word Classes

The following is a sample of the lexicon of Paraguayan Guaraní. Divide the forms into the following categories. You should include *all the items in the lexicon* in the groups for each set of terms (ways of dividing the lexicon). Remember that not all bound morphemes belong in closed classes.

Lexicon:

a- ‘first-person singular (on a verb)’

o-	‘third-person singular (on a verb)’
ũguarã	‘for (on behalf of, for the purpose of)’
ndive	‘with’
sy	‘mother’
jagua	‘dog’
-karu	‘eat’
-hai	‘write’
-purahei	‘sing’
ñande	‘first-person plural (pronoun)’
yvyra	‘plant’
ari	‘above’
peẽ	‘second-person plural (pronoun)’
-ñani	‘run’
-ha	turns a verb into a noun meaning ‘place where action is done’
-hára	turns a verb into a noun meaning ‘person who does an action’
-kuéra	‘plural (on a noun)’
jey	‘again’
-mbo	turns a verb into a ‘reflexive verb’ (e.g., “I wash myself”, “We shook each others’ hands” etc.)

1. Open vs. Closed classes of words
2. Bound vs. Free morphemes—for each, indicate whether the morpheme is *inflectional*, *derivational*, or if it’s a *root/stem*
3. Content vs. Function words

: Transcription! (matching sounds to IPA symbols)

Transcribing speech that we hear can be a complicated and time-consuming task. To give you a sense of how difficult (and sometimes subjective) this process is, watch this clip from *The Daily Show*, and then transcribe the sentences which appears beginning at 1:24.

<https://www.youtube.com/watch?v=krFN7jHKNN0>.¹

To help you out, the host (Jon Stewart) says the following in this clip: “You’re telling them what a plane looks like?”

Stewart is from New York, so he doesn’t sound exactly like “Standard American English”, and he probably also doesn’t speak in the same way that you most naturally do. Transcribe *what you hear*, which might not be the same as how you would say it.

For clarity’s sake, put a space between each word in your IPA transcription. Refer to the *Sounds of English* handout to help you determine how to match the sounds you here to the IPA symbols for American English. You do not need to worry about diacritical marks.

Your transcription:

¹ This is an older clip because the current host of *The Daily Show*, Trevor Noah, has a South African English accent, which includes some sounds which are not used in varieties of American English which we’re most familiar with. For anyone unfamiliar with *The Daily Show* itself, it’s a late-night comedy show which satirizes current events in the news.

Mixtec Natural Classes: Consider the consonant inventory of Yoloxóchitl Mixtec. For each group of sounds, state the features which define them as a natural class. If not a natural class, state which sound should be added or removed in order to make a natural class. A superscript nasal before a stop indicates a ‘prenasalized stop’ (sounds like a stop preceded by a very short nasal). [β] indicates a voiced bilabial fricative, and [k^w] is a labialized voiceless velar stop (sounds like a [k] followed by a very small [w], or like the ‘qu’ sound of English).²

Inventory: [p,^mb, m, β, t, s, ⁿd, n, r, l, tʃ, ʃ, j, k, ^ŋg, x, k^w]

1. [p, t, k, k^w]
Description: _____
2. [p, t, k, k^w, ^mb, ⁿd, ^ŋg, tʃ, s, ʃ, x]
Description: _____
3. [ⁿd, n, r, l]
Description: _____
4. [^mb, ⁿd, ^ŋg, m, n, r, β, j, l]
Description: _____
5. [s, ʃ, x, β]
Description: _____

Angaité Natural Classes

Angaité (Enlhet-Enenlhet, Paraguay) includes the following phonemic sounds:

/ʔ/, /m/, /h/, /p/, /a/, /t/, /n/, /ŋ/, /s/, /k/, /e/, /l/, /j/, /ʎ/, /w/, /o/, /q/

Note: /ʎ/ represents a voiceless alveolar lateral fricative.

Determine the natural class that describes each group of sounds in Angaité. Make sure that your description includes all and only the sounds in the list. (hint: natural classes should not consist of *x and y*. All natural classes here can be expressed without *and* or *or*).

Example:

[w] – [j] (*voiced*) *glides* (all glides in Angaité are voiced, so voicing isn’t crucial)

1. [a] - [e] - [o]
2. [w] – [j] – [ʎ]
3. [p] – [t] – [k] – [ʔ] – [q]
4. [s] – [h] – [ʃ]
5. [n] – [s] – [ʃ] – [t] – [l]

² Data adapted from DiCanio, Cristian, Caicai Zhang, Douglas H. Whalen & Rey Castillo García. 2020. Phonetic Structure in Yoloxochitl Mixtec Consonants. *Journal of the International Phonetic Association* 50:3.

6. [h] – [ʔ]
7. [m] – [ŋ] – [n]
8. [e] – [o]
9. [m] – [p] – [w]
10. [l] – [ʃ]

Angaité Nasals

Examine the following data in Angaité related to [m, n, ŋ]. Doubled vowels represent long vowels.

[maaleŋ]	“fox”
[makwaʔ]	“peanuts”
[naataʔ]	“bird”
[naptekteŋ]	“frog”
[poktem]	“timbo (type of tree)”
[ʔaknem]	“day, hour, sun”
[jemen]	“water”
[koonəŋ]	“beneath”
[leemon]	“necklace”
[ʔektoŋ]	“my arm”
[haapoŋ]	“leafcutter ant mound”

1. What is the distribution of [m n ŋ] in Angaité? Explain your decision briefly (hint: listing phonetic environments might help).
2. Are they allophones of the same phoneme or is each an allophone of a separate phoneme? Explain what evidence you have that supports your answer.
3. Can you write a rule for the distribution of these sounds? If yes, write the rule in prose and using the standard rule format. If no, explain why not.

Sentence Relationships

Provide two examples of inferential semantics that you encounter in your daily life (either in person or on the internet). Describe what type of inference it is (implicature, entailment, or presupposition). Be sure to describe what the inference is, and what it relies on. These examples may be in English or in another language that you speak. If in another language, provide a translation of each sentence and be sure to explain any surrounding factors (like cultural norms) that are important for arriving at the correct inference.

1. Example 1:
Type
Explanation
2. Example 2:
Type
Explanation

Spanish dialects

Watch the following video about Spanish dialects and answer the following questions:

https://www.youtube.com/watch?v=hbTi9382lbI&ab_channel=TenMinuteSpanish

Some notes: First, the speaker states that *seseo* is standard in all parts of Latin America. This is true, but *ceceo* also exists in small pockets of Latin America as well. Second, the presenter uses the term “sibilant”. This refers to sounds which are “s-like” and usually pronounced at an alveolar, post alveolar, or palatal place of articulation

1. What is the main myth which the presenter is trying to debunk? How does this myth about Spanish dialects contribute to linguistic prejudice?
2. Describe two social factors which affect Spanish dialects, according to the video.
3. Considering the English dialects which you are familiar with (either speak or hear spoken often), describe one sound-related feature of this dialect which is influenced by the same social factors identified for Spanish. Describe the feature, using IPA to indicate which sounds are involved, and how these social factors influence it.

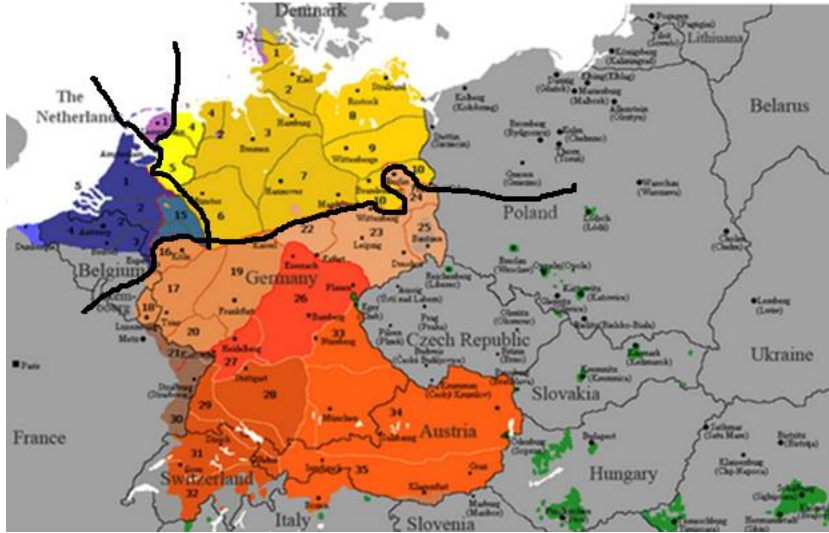
Dialect variation and standard dialects

Consider the following information about the languages spoken in Paraguay. Identify what the standard dialect(s) is/are in this context and describe the social factors that likely led to this dialect being identified as the standard.

1. The Paraguayan Guaraní Language Academy is responsible for establishing a variety of the language to be used in government and education. However, most speakers of Paraguayan Guaraní (who tend to also live in rural areas, be less educated, and have lower paying jobs) speak a variety called *jópara* which uses many loan words from Paraguayan Spanish. Often, Paraguayan Guaraní speakers say that they don't speak “good” Guaraní, because their usage differs from what the Language Academy recommends.
2. Many Angaité people do not speak the Angaité language, but instead speak a variety of Paraguayan Guaraní that is influenced by Angaité; it is different from both Standard Paraguayan Guaraní and *jópara*. Many of these people are also not literate and unable to find paid employment, and they speak very little Spanish. People outside the community, and some inside of it, say that they are “bad” speakers of Guaraní.
3. Paraguayan Spanish differs from Pan-Latin American Spanish (as much as this can be said to be a thing) and Castilian Spanish (from Spain) in a variety of ways. For example, [s] sounds in coda-position (at the ends of syllables) are pronounced as [h] or deleted, and [r] is pronounced like American English [ɹ] before a consonant or word finally, and “assibilated” (pronounced like a (retroflex) fricative) elsewhere. Paraguayan Spanish speakers sometimes tell me that my Spanish is “better” than theirs because I was trained with Spanish pronunciations more similar to Castilian Spanish.

Dialect Variation and Mutual Intelligibility

Look at this map of German dialects which we examined briefly in class



The blue color represents what we typically call Dutch (spoken in the Netherlands). The purple is Luxembourgish, as spoken in Luxembourg. The red, orange, peach, and yellow areas are ‘German’. Assume that speakers from the areas separated by the black lines cannot understand each other.

1. How many languages, based on linguistic criteria, are on this map? Explain your reasoning
2. For each language, how many major dialects does it have?
3. Do your proposed language boundaries align with the number of languages we typically think of as being spoken in this region (as described above)? If not, propose a reason why the language labeling doesn’t seem to align with the linguistic criteria.

K’iche’ Dialects

Consider the following information about K’iche’, a Mayan language, as spoken in two towns: Chichicastenango and Nahualá (data courtesy of Elizabeth Wood):

1. In Chichicastenango, vowel deletion is quite common, resulting in consonant clusters that don’t appear in Nahualá K’iche’
2. In Nahualá K’iche’, there are five vowels, /a, e, i, o, u/, and five long vowels: /a:, e:, i:, o:, u:/. This is the system that is typical in most Mayan languages. K’iche’ in Chichicastenango has 10 different vowels, roughly /a, ə, i, I, e, ε, o, ɔ, ʊ, u/.
3. Nahualá K’iche’ is widely seen as the standard variety, and is similar to the variety of K’iche’ as taught in school. Chichicastenango K’iche’ speakers say that Nahualá speakers are ‘better’
4. Nahualá is a more rural town, with generally fewer economic resources compared to Chichicastenango.

Why do you think that Nahualá K’iche’ is considered to be the standard dialect? Based on what we know about how standard dialects are often selected, is the standard variety in this situation surprising, or expected? What’s one myth about nonstandard dialects that might contribute to the

treatment of Nahualá K'iche' as more standard, and the impression by speakers that Nahualá K'iche' is more 'correct' than K'iche' as spoken in Chichicastenango?

Social Factors and Dialect Variation

Watch this TEDx Talk about the Menominee language and identity:

<https://www.youtube.com/watch?v=KSYRajT3a0E>

1. Based on what the speaker says, what makes a 'good' speaker of the language for him and his community? How does this definition of a 'good' speaker align (or not) with how you might determine who is a 'good' speaker of a language that you speak?
2. Summarize how language is connected to identity for this speaker. What is the main social factor that influences his language use? What's one feature of your own language use that is influenced by the same (or a similar) social factor?

Iquito phrase structure rules

Data adapted from Hansen, Cynthia. 2011. Expressing reality status through word order: Iquito irrealis constructions in typological perspective. University of Texas at Austin PhD Dissertation.

Iquito, a Zaparoan language spoken in Peru, allows a construction that does not appear in English when events have not yet occurred. In these constructions, called "irrealis" constructions, an element appears between the subject and verb which otherwise would appear after the verb. In most constructions (not irrealis), the subject and verb appear next to each other, as in this example (don't worry too much about the second line of the translation):

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[NP] [ VP ]
pi=  iícua-qui-Ø
we=  go-perf-past
'we went'
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In irrealis sentences, something appears between the subject and the verb, as in the following:

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[NP] [      ] [ V ] [ PP ]
nu  naámi=ji  jimata-ríi-Ø  mĩsáji  ííta  umáana=jinacuma=ji
she  inside=from  exit-move-future  woman  house  big=inside=from
'She will leave from inside the woman's house'
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The postpositional phrase (PP) that follows the verb is an adjunct, not the object. The element that occurs between the subject and the verb is essentially a pronoun that refers to the PP that comes after the verb.

Our current phrase structure rule for sentences is this: $S \rightarrow NP VP$

1. If the *naámi=ji* works as a pronoun, what type of constituent is it (NP, VP, PP etc)
2. Does this structure for a sentence fit with the rule we have created for English? Why or why not?

3. If irrealis sentences in Iquito break the English rule $S \rightarrow NP VP$ that we have developed, how could we modify the rule to account for this pattern? (write this rule with the notation we have been using in class)

Enxet Sur Syntax

Data adapted from Elliott, John. 2020. A grammar of Enxet Sur. University of Hawai'i at Manoa PhD dissertation.

Analyze the syntactic structure of the data below, looking at word order and the heads of phrases. Then answer the questions. PST refers to past tense, DECL marks a declarative sentence, STAT marks a 'state', and POSS marks a possessor.

- a. ap-tekpog-kek Juan Carlos
M-hit-DECL Juan Carlos
'Juan hit Carlos'
- b. ap-tekpog-kek Carlos Juan
M-hit-DECL Carlos Juan
'Carlos hit Juan'
- c. profesora ahagkok=axta
teacher 1SG.POSS=PST
'She was my teacher'
- d. a-xakko'=axta keso kelana
F.STAT-alone=PST this woman
'This woman was alone'
- e. e-empehek taas-ek
F.POSS-skin good-DECL
'good skin'

1. What is the word order for Enxet Sur based on the evidence from the sentences given? Explain your answer, citing the example sentences.
2. Based on the sentences given, is this language a head-initial or head-final language? Again, give evidence for your answer by citing the example sentences. Also give evidence for the headedness of Enxet Sur based off of multiple types of phrases (ie discuss the location of the head in both a noun phrase and a verb phrase)
3. How do the syntactic structures of English and Enxet Sur differ? In what ways are they similar? Explain your answers, referring clearly to examples from the data. It may be helpful to look at the differences in word order between the English gloss and the Enxet Sur data.

Guarani morphology

Examine the following data. Then, answer the following questions.

/ɲ/ is a palatal nasal, and a tilde over a vowel (e.g., /õ/ indicates a phonemic nasalized vowel)

Stative verbs (Be X)

/ʃekaneʔõ/ 'I am tired'
 /nekaneʔõ/ 'You are tired'
 /ɲanekaneʔõta/ 'We will be tired'
 /ipiru/ '(S)he is thin'
 /peẽpiru/ 'Y'all are thin'
 /ɲandepiru/ 'We are thin'
 /ʃepiru/ 'I am thin'

Active verbs (Do X)

/areko/ 'I have (something)'
 /rereko/ 'You have (something)'
 /jarekota/ 'We will have (something)'
 /oɲeʔẽ/ 'S/he says (something)'
 /ɲaɲeʔẽ/ 'We say (something)'
 /aɲeʔẽta/ 'I will say (something)'
 /reɲeʔẽ/ 'You say (something)'

1. Give the form for each of the following morphemes

Be tired	
Be thin	
Have	
Say	
Future (will)	

2. Active and stative verbs use different marking for their subjects and objects. In the English translations, subjects appear before the verb, and objects appear after it (e.g., in 'I teach you', *I* is the subject and *you* is the object). Give the morphemes for the following forms.

	Stative verb subject	Active verb subject
1SG (I, me)		
2SG (you)		
1PL (we)		
2PL (y'all)		
3 ((s)he)		

- One of these morphemes displays allomorphy. Which is it? List all the forms of this morpheme?
- What seems to condition which forms of the allomorph surfaces where? State *in words* a rule which explains the alternations between the various allomorphs of this morpheme.

Guaraní morphology (slightly different data set)

Examine the following data from Paraguayan Guaraní. Then, answer the following questions:

The orthographic symbols correspond to their IPA values except <ñ> /ɲ/, <'> /ʔ/, <r> /r/, <y> /i/

<i>ajuka</i>	'I kill'	<i>ahaita</i>	'I will write'
<i>ojuka</i>	'He/she kills'	<i>rehai</i>	'You write'
<i>jajuka</i>	'We kill'	<i>jahai</i>	'We write'
<i>amombe'u</i>	'I tell'	<i>ohaita</i>	'He/she will write'

remombe'u 'You tell'
ñamombe'u 'We tell'

ñañoty 'We sow'
reñotyta 'You will sow'

1. Give the form for each of the following morphemes
 - a. Kill
 - b. Tell
 - c. Write
 - d. Sow
 - e. I
 - f. We
 - g. You
 - h. He/she
 - i. Future (will)
2. One of these morphemes exhibits allomorphy; which is it? List each of the allomorphs
3. Which of the allomorphs do you think is the underlying form of this morpheme?
4. Write rules which derive each of the surface allomorphs from the underlying form of the morpheme

Morphology (Short answer):

The following English phrases are translations of phrases in a different language. Each of these phrases in the original language contains the same morpheme.

'The cat' 'The happy family' 'The three dogs' 'The boy's bicycle'

The morpheme attaches after the noun stem and cannot stand on its own. Describe the behavior and function of this morpheme, including whether it is free or bound and inflectional or derivational. How do you know? Do you expect it to appear in the phrase which is translated as 'A happy family'?

Idioms

In the TV series *Schitt's Creek* one character, Moira Rose, frequently produces sentences such as the following, to humorous effect:

"Let's keep the carriage in the wake of the mare!" (let's not put the cart before the horse)

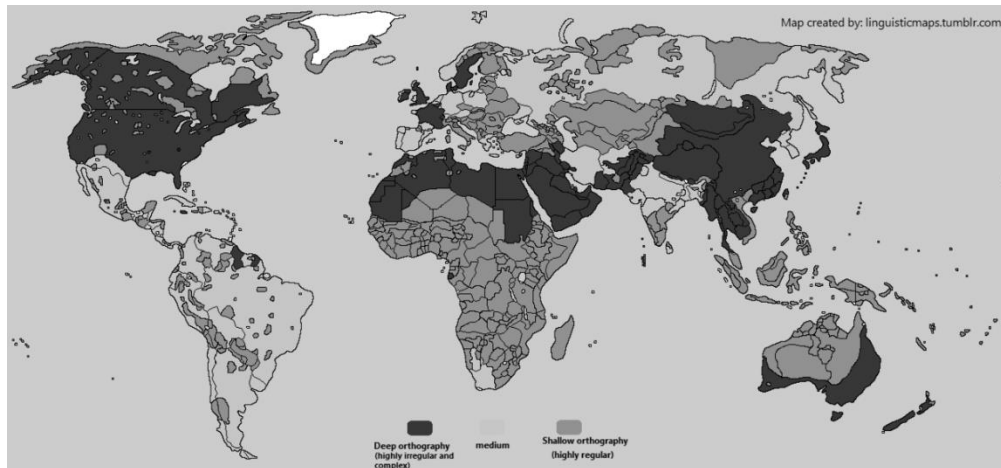
"[do you need to] discharge something from your chest?" (get something off your chest)

These phrases are based on English idioms (listed in parentheses). Select one of these phrases and describe why Moira Rose's statements are humorous. You may find it helpful to refer to characteristics of idioms that differentiate them from other types of sentences or to pragmatic principles. (A few sentences will do here)

Orthography:

Look at this map of the “orthographic depth” of the world’s languages. Propose one explanation for the distribution of the categories (e.g. why is North America and part of Australia ‘deep’, most of South America ‘medium’ etc.)

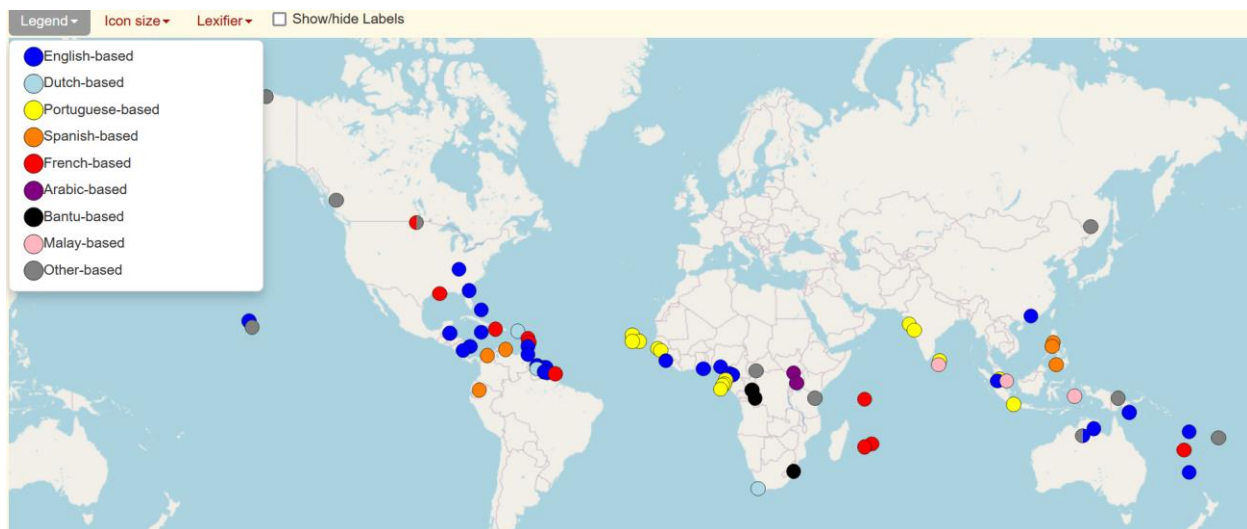
(The darkest color is a “deep” or highly irregular orthography, the middle tone is a “shallow” or highly regular orthography, and the lightest color falls in the middle).



Pidgin and Creole Geography

This is a map of the geographic locations in the sample included in the Atlas of Pidgin and Creole Language Structures (<https://apics-online.info/contributions#2/30.3/10.0>). Propose one explanation for why the geographic distribution of the languages looks like this. Make some reference both to overall distribution and to the distribution of the lexifier languages (as shown in the legend).

If you can't see the colors well, go to the website and look at the list of languages, lexifier languages, and geographic region.



Information Structure

Data assistance courtesy of SeYeon Park.

1. In the following example explain why the second sentence is not pragmatically appropriate in the context of the first sentence.

Speaker: I went to my stats class yesterday. My stats class met yesterday.

2. In the terms of *alternative semantics*, describe the difference that the adverbs ‘only’ and ‘even’ create in the following sentences (focus marked in SMALL CAPS):

- (a) I **even** attended my STATS CLASS yesterday
- (b) I **only** attended my STATS CLASS yesterday

3. In the following sentences, does the focus on the bolded word create a *semantic* difference, or a *pragmatic* difference? If a semantic difference—what is the semantic difference between (a) and (b)? If a pragmatic difference—in what contexts could you use (a) versus (b)?

- (a) My **EXAM** happened yesterday
- (b) My exam happened **YESTERDAY**

4. In the following sentences, does the focus on the bolded word create a *semantic* difference, or a *pragmatic* difference? If a semantic difference—what is the semantic difference between (a) and (b)? If a pragmatic difference—in what contexts could you use (a) versus (b)?

- (a) **FLYING** planes can be dangerous
- (b) Flying **PLANES** can be dangerous