Assignment #4: Due on Monday Nov 19th by e-mail no later than 5pm, or by hand in class, if you are submitting a hard copy. Delay policy applies. No extensions will be given, except for academically legitimate reasons. So, start working early!

**Instructions: Please read thoroughly and carefully!**

- This homework assignment consists of **FOUR parts: I, II, III, and IV**. Read each part carefully and make sure you answer all the questions. The whole assignment is worth 80 points. The number of points each question is worth is given next to the question. Please notice that this is the last homework for this class. There will not be a homework 5. The four homework assignments count for 40% of the overall grade.

- Please type your answers in a .doc file (you may use the homework .doc file, but you do need to edit it and delete the questions and keep only your answers to them). If you do not use Microsoft Word, you may submit your homework in .pdf format. Any other file types are not accepted. Please make sure to name the file ‘assignment4_your_last_name’.

- Submitting your homework in handwritten format is acceptable, and will not affect your score in any way. However, if you decide to do that, please make sure you submit legible handwritten answers, use a pen (not a pencil), and leave wide margins for me to write comments in. Handwritten assignments that are illegible or do not follow the above instructions closely will be returned to you without being graded, will have to be resubmitted, and will be subject to the delay penalty upon resubmission.

- Finally, please make sure you write and sign (either by hand or electronically) the Honor Code Pledge on the homework before turning it in.
Part I: Syntax

1. Apply the indicated constituency test to the bracketed string in each of the following sentences. Rewrite the sentence after you apply the test. Is the string a constituent? Why? Why not? (10 points)

(a) The [light in this room] is terrible. (Substitution test)
(b) John should [report the incident] immediately. (Stand-alone test)
(c) Tim drew an enormous map [during the afternoon]. (Movement test)
(d) A squirrel [ran across] the room. (Movement test)
(e) Martha found [a lovely pillow] for the couch. (Clefting test)

2. Draw structural trees for each of the following sentences in the same way we did in class and using the phrase structure rules provided below. (15 points)

(a) The house on the hill collapsed in the wind.
(b) The magician touched the child with the wand.
(c) Who will John invite to dinner?

Important Note 1: Make sure that, if a sentence is two-way ambiguous, you draw two trees, each corresponding to one of the two meanings, explicitly indicating which meaning is associated with which tree.

Important Note 2: Also, if the derivation of a sentence involves transformations, make sure you draw a tree for both the D-structure and S-structure, explicitly indicating with arrows which transformational rules are involved in the derivation of the S-structure.

Important Note 3: You have to draw trees in the same way we did in class, and not as given in the textbook; so, make sure you use the rules listed below. Do not invent any new rules of your own.

Phrase structure rules:

| CP → C AuxP | VP → V (NP) (PP) |
| AuxP → NP Aux' | NP → (Det) N (PP) |
| Aux' → Aux VP | PP → P NP |

Note: Remember that parentheses in rules indicate optionality.
Part II: Making sense of kids’ speech

3. (Make sure you have read the section on “The acquisition of phonology” in Chapter 8 of the textbook on Language Acquisition, pp. 339-341, before answering this exercise.)

The following transcriptions represent the pronunciations of two children ages 1 year 6 months (1;6) and 2 (2;0) years old. Compare the pronunciations of the two children to adult pronunciation, and answer the three questions that follow. (15 points)

<table>
<thead>
<tr>
<th>Child 1 (1;6)</th>
<th>Child 2 (2;0)</th>
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A. What happens to final consonants in the speech of each one of these children? State the rules in words, indicating the way in which the two children differ.

B. Write the rules you have come up with in Part A in phonological rule notation. **Important Note:** When possible, your rules should be as general as possible, e.g., they should refer to “classes” of sounds rather than to individual sounds.

C. Excluding the phonological processes you discussed in Part A of this question, identify at least TWO distinct phonological processes in the pronunciations of Child 1 and Child 2 (two total processes, not two each) that are characteristic of children’s speech. Make sure to provide examples from the data illustrating each process.

4. Read the section on “The acquisition of morphology” in Chapter 8 of the textbook on Language Acquisition, pp. 344-345. Follow this link to watch a ‘wug test’ experiment to test a child’s knowledge of the plural -s allomorphy in English. **Note:** If for any reason the above link does not work, the direct link to the video clip is here: [http://middmedia.middlebury.edu/media/usoltan/mp4/wug_test.mp4](http://middmedia.middlebury.edu/media/usoltan/mp4/wug_test.mp4)

Now, answer the following two questions:
A. Why does a ‘wug test’ rely on the use of invented words to test children’s knowledge of their language? In other words, why wouldn’t we use actual English words in the test?

B. Construct a “wug test” experiment to test children’s knowledge of the three allomorphs of the -ed morpheme in English. How do you expect children would do on the test? Explain your answer.

(10 points)

**Part III: Where is the speaker from?**

Go to the activity “Where is the speaker from?” (designed by Cynthia Clopper and David Pisoni) at the following link, then answer the two questions below. (10 points)

http://www.pbs.org/speak/seatosea/americanvarieties/map/map.html

A. Listen to the speech samples and try to match them with the correct regions. How accurate are you? Which samples are easier to identify? Which are hardest? Why do you think this is?

B. Compare your answers with those of at least one other student in the class. Do you both have trouble with the same speakers? How does your personal background influence your ability to categorize each sample?

(10 points)

**Part IV: The Linguists**

In this class so far, we have discussed a wide range of linguistic diversity in phonology, morphology, and syntax, from a wide variety of human languages. But as you already know by now such diversity is in danger of disappearing. In his article on language endangerment, the linguist Kenneth Hale states,

“Of supreme significance in relation to linguistic diversity, and to local languages in particular, is the simple truth that language—in the general, multifaceted sense—embodies the intellectual wealth of the people who use it. A language and the intellectual productions of its people are often inseparable, in fact. Some forms of verbal art—verse, song, or chant—depend crucially on morphological and phonological, even syntactic, properties of the language in which it is formed. In such cases, the art could not exist without the language, quite literally…The loss of local languages, and of the cultural systems that
they express, has meant irretrievable loss of diverse and interesting intellectual wealth, the priceless products of human mental industry.”

Now, consider this quote from the linguist Peter Ladefoged’s 1992 article “Another view of endangered languages” (published in the journal Language):

“As a linguist I am of course saddened by the vast amount of linguistic and cultural knowledge that is disappearing, and I am delighted that the National Science Foundation has sponsored our UCLA research, in which we try to record for posterity the phonetic structures of some of the languages that will not be around for much longer. But it is not for me to assess the virtues of programs for language preservation versus those of competitive programs for tuberculosis eradication, which may also need government funds …

Last summer I was working on Dahalo, a rapidly dying Cushitic language, spoken by a few hundred people in a rural district of Kenya. I asked one of our consultants whether his teenaged sons spoke Dahalo. ‘No,’ he said. ‘They can still hear it, but cannot speak it. They speak only Swahili,’ he was smiling when he said it, and did not seem to regret it. He was proud that his sons had been to school and knew things that he did not. Who am I to say that he was wrong?

In a short essay of 500 words, and in light of information and discussion in the movie The Linguists, state your position on the issue of language endangerment and preservation, in light of the two contrasting views cited above. (20 points)

Note: You have to type your answer to this question.