

**Linguistics 101 (Kirby)**  
**Homework 1: IPA**

**Name** \_\_\_\_\_  
**Honor Code** \_\_\_\_\_

**I. What English words do the following transcriptions correspond to?**

1. [ʃɑpɪŋ] \_\_\_\_\_

2. [mejdʒɪ] \_\_\_\_\_

3. [tʃæp] \_\_\_\_\_

4. [mɒθ] \_\_\_\_\_

5. [pʊʃt] \_\_\_\_\_

**II. Transcribe the following words according to how you pronounce them:**

6. thongs \_\_\_\_\_

7. rotten \_\_\_\_\_

8. itchy \_\_\_\_\_

9. amaze \_\_\_\_\_

10. youth \_\_\_\_\_

**Linguistics 101 (Kirby)**  
**Homework 2: Consonant Description**

**Name** \_\_\_\_\_  
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Which consonants do the following descriptions apply to?

1. voiceless velar stop \_\_\_\_\_
2. voiceless alveolar fricative \_\_\_\_\_
3. voiced bilabial nasal \_\_\_\_\_
4. voiced palatal glide \_\_\_\_\_
5. voiced interdental fricative \_\_\_\_\_

Describe the following consonants, following the usual convention.

6. [w] \_\_\_\_\_
7. [θ] \_\_\_\_\_
8. [l] \_\_\_\_\_
9. [ʒ] \_\_\_\_\_
10. [ɹ] \_\_\_\_\_

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**Homework 3: Vowel Description**

**Name** \_\_\_\_\_  
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Which vowels do the following descriptions apply to?

1. high back tense rounded \_\_\_\_\_
2. mid-high front unrounded \_\_\_\_\_
3. low back unrounded \_\_\_\_\_
4. mid-low back rounded \_\_\_\_\_
5. mid central tense unrounded \_\_\_\_\_

Describe the following vowels, following the usual convention.

6. [ɛ] \_\_\_\_\_
7. [ʊ] \_\_\_\_\_
8. [æ] \_\_\_\_\_
9. [i] \_\_\_\_\_
10. [ɪ] \_\_\_\_\_

**Linguistics 101 (Kirby)**  
**Homework 4: Articulatory Processes**

Name \_\_\_\_\_  
Honor Code \_\_\_\_\_

Which articulatory process is represented in each of the following productions?  
*Be specific if your answer is a type of assimilation.*

	Standard pronunciation	Gloss	Production	Process
1.	[ɛspɹɛsow]	‘espresso’	[ɛkspɹɛsow]	_____
2.	[gʌvɹnm̩nt]	‘government’	[gʌvɹm̩nt]	_____
3.	[æsk]	‘ask’	[æks]	_____
4.	[kɪfɪn]	‘kitten’	[kɪʔɪn]	_____
5.	[dɪfθɔŋ]	‘diphthong’	[dɪpθɔŋ]	_____
6.	[æmbjuːlɪns]	‘ambulance’	[æmbliːjɪns]	_____
7.	[pɹɒbəbli]	‘probably’	[pɹɒbli]	_____
8.	[ʃ.ɪmp]	‘shrimp’	[s.ɪmp]	_____
9.	[fɹʌstɹɛtɪd]	‘frustrated’	[flʌstɹɛtɪd]	_____
10.	[tʃɑmski]	‘Chomsky’	[tʃɑmpski]	_____

**Linguistics 101 (Kirby)**  
**Homework 5: Distinctive Features**

**Name** \_\_\_\_\_  
**Honor Code** \_\_\_\_\_

What is the feature specification (i.e., + or -) for each of the following sounds and features?

1. [h] [±consonantal] \_\_\_\_\_

2. [f] [±sonorant] \_\_\_\_\_

3. [d] [±continuant] \_\_\_\_\_

4. [s] [±delayed release] \_\_\_\_\_

5. [ð] [±anterior] \_\_\_\_\_

6. [θ] [±strident] \_\_\_\_\_

7. [j] [±back] \_\_\_\_\_

8. [w] [±consonantal] \_\_\_\_\_

9. [d̥] [±delayed release] \_\_\_\_\_

10. [e] [±syllabic] \_\_\_\_\_

**Linguistics 101 (Kirby)**  
**Homework 6: Allophony**

Name \_\_\_\_\_  
Honor Code \_\_\_\_\_

The following data is from Swampy Cree, a Native Canadian language of the Algonquian family.

[niska]	‘goose’	[nisto]	‘three’
[kodak]	‘another’	[tʃi:ɡahigan]	‘axe’
[asaba:p]	‘thread’	[ɑdim]	‘dog’
[wasko:w]	‘cloud’	[mi:bit]	‘tooth’
[paskwa:w]	‘prairie’	[pimi:]	‘lard’
[ni:gi]	‘my house’	[mide]	‘heart’
[ko:go:s]	‘pig’	[o:gik]	‘these’
[tahki]	‘often’	[tʃi:ma:n]	‘canoe’
[namwa:tʃ]	‘not at all’	[wa:bos]	‘rabbit’
[ospwa:ɡan]	‘pipe’	[na:be:w]	‘man’
[midʒihtʃij]	‘hand’	[mi:dʒiwin]	‘food’

Are [p] and [b] allophones of 1 or 2 phonemes?    1    2

Are [t] and [d] allophones of 1 or 2 phonemes?    1    2

Are [k] and [g] allophones of 1 or 2 phonemes?    1    2

Are [tʃ] and [dʒ] allophones of 1 or 2 phonemes?    1    2

If you believe that any of the pairs above are allophones of TWO phonemes, give minimal pairs below to support your claim. If not, leave this line blank.

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Can you make any generalization about the distributions of the consonant pairs above? If not, leave this line blank. If so, state the rule *in plain English* here, making the *broadest possible* claim you can. You should refer to natural classes or other groups of sounds in your answer.

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**Linguistics 101 (Kirby)**  
**Homework 7: Word Coinage**

**Name** \_\_\_\_\_  
**Honor Code** \_\_\_\_\_

What process in word coinage is being utilized to form each of the following words?

1. alligator → gator \_\_\_\_\_
2. frequently asked questions → FAQ [fæk] \_\_\_\_\_
3. Netflix (N) → to netflix \_\_\_\_\_
4. gigantic, enormous → ginormous \_\_\_\_\_
5. Jell-O™ → jello (any gelatin dessert) \_\_\_\_\_
6. public house → pub \_\_\_\_\_
7. Agnetha, Bjorn, Benny, Anni-Frid → ABBA \_\_\_\_\_
8. green (A) → [golf] green \_\_\_\_\_
9. governor, terminator → governorator \_\_\_\_\_
10. fucking ugly → fugly \_\_\_\_\_

**Linguistics 101 (Kirby)**  
**Homework 8: Allomorphy (p. 1)**

**Name** \_\_\_\_\_  
**Honor Code** \_\_\_\_\_

Examine the following data from Swahili (East Africa).

[atanipenda]	's/he will like me'	[atanipiga]	's/he will beat me'
[atakupenda]	's/he will like you'	[atakupiga]	's/he will beat you'
[atampenda]	's/he will like him/her'	[atampiga]	's/he will beat him/her'
[atatupenda]	's/he will like us'	[ananipiga]	's/he is beating me'
[atawapenda]	's/he will like them'	[anakupiga]	's/he is beating you'
[nitakupenda]	'I will like you'	[anampiga]	's/he is beating him/her'
[nitampenda]	'I will like him/her'	[amekupiga]	's/he has beaten you'
[nitawapenda]	'I will like them'	[amenipiga]	's/he has beaten me'
[utanipenda]	'you will like me'	[amempiga]	's/he has beaten him/her'
[utampenda]	'you will like him/her'	[alinipiga]	's/he beat me'
[tutampenda]	'we will like him/her'	[alikipiga]	's/he beat you'
[watampenda]	'they will like him/her'	[atampiga]	's/he will beat him/her'
[wametulipa]	'they have paid us'	[atakusumbua]	's/he will annoy you'
[tulikulipa]	'we paid you'	[unamsumbua]	'you are annoying him/her'

Give the Swahili morphemes corresponding to the following English translations.

'I'	'they'	'you' (subject)
'me'	'them'	'you' (object)
's/he'	'like'	(present progressive 'ing')
'him/her'	'annoy'	(future marker)
'we'	'beat'	(present perfect 'have/has')
'us'	'pay'	(past marker)

In which order do the following morphemes appear? Subject Verb Object Tense

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**Homework 8: Allomorphy (p. 2)**

**Name** \_\_\_\_\_  
**Honor Code** \_\_\_\_\_

Give the Swahili word for the following English translations.

1. 'I have beaten them' \_\_\_\_\_
2. 'They are beating me' \_\_\_\_\_
3. 'They have annoyed me' \_\_\_\_\_
4. 'You have beaten us' \_\_\_\_\_
5. 'We beat them' \_\_\_\_\_
6. 'I am paying him/her' \_\_\_\_\_

Give the English translation for the following Swahili words.

7. [atanilipa] \_\_\_\_\_
8. [walikupenda] \_\_\_\_\_
9. [utawapiga] \_\_\_\_\_
10. [nimemsumbua] \_\_\_\_\_

**Linguistic 101 (Kirby)**  
**Homework 9: Syntax**

**Name** \_\_\_\_\_  
**Honor Code** \_\_\_\_\_

Consider the following question:

*Which movie did she take her boyfriend to?*

What is the D-structure for this question? (2 pts)

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Now provide a tree for the syntax of the question's S-structure, making sure to include necessary traces, movements, etc. Your answer should be **neat** and **legible**; if necessary, work the tree out on another sheet of paper and copy your final answer below. (8 pts)



**Linguistics 101 (Kirby)**  
**Homework 11: Jokes and pick-ups**

**Name** \_\_\_\_\_  
**Honor Code** \_\_\_\_\_

We've seen several linguistic phenomena that help us explain how jokes/pick-up lines work. These include – but are not limited to – various kinds of lexical ambiguity (morphological structural ambiguity, polysemy, homophony), syntactic structural ambiguity, and conversational maxims.

(a) Tell me a joke or pick-up line and then (b) explain to me how it “works”, using one of the phenomena listed above, or another one that we've seen this semester.

*For full credit, please be **specific** and **explicit** in your explanation! If there is more than one phenomenon at play, make sure to include them all in your answer.*

E.g. Q: Why do you never get hungry in the desert?  
A: Because of all the sand which is (sandwiches) there!

This joke makes use of homophony between *sandwiches* and *sand-which-is*. This homophony also creates a case of structural ambiguity between the NP *sandwiches* and the NP-CP construction *sand-which-is*.

**Linguistics 101 (Kirby)**  
**Homework 12: L1A Phonology**

Name \_\_\_\_\_  
Honor Code \_\_\_\_\_

Which substitution, assimilation, or syllable structure processes do the following productions exemplify? *Be specific!*

If more than one process applies, the segments of interest have been underlined.

Language	Target	Gloss	Production	Process
English	[lif]	'leaf'	[jif]	_____
English	[dʒus]	'juice'	[dus]	_____
English	[kɔfɪŋ]	'coughing'	[tɔfɪŋ]	_____
English	[tajni]	'tiny'	[dajni]	_____
English	[tʌŋ]	'tongue'	[gʌŋ]	_____
English	[bejkən]	'bacon'	[b <u>u</u> d <u>u</u> ]	_____
English	[bɪb]	'bib'	[bɪ]	_____
English	[wɑr̩]	'water'	[wawa]	_____
French	[ʃa]	'cat'	[sa]	_____
French	[kle]	'key'	[ke]	_____

**Linguistics 101 (Kirby)**  
**Homework 13: Semantic change**

**Name** \_\_\_\_\_  
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What type of semantic change has occurred in English in each of the examples below?

	<u>Word</u>	<u>Old Meaning</u>	<u>Process</u>
1.	weed	'(any) plant'	_____
2.	hussy	'housewife'	_____
3.	girl	'male/female youth'	_____
4.	bird	'chick'	_____
5.	sweat	'exude any body fluid'	_____
6.	jolly	'arrogant, wanton'	_____
7.	boor	'farmer'	_____
8.	boy	'rascal'	_____
9.	plant	'shrub, sapling'	_____
10.	crafty	'skilled' (new meaning: 'sly')	_____