1. MORPHOLOGY:  Bardi  (29 points)

[d] voiced retroflex stop  ‘(sg)’ singular  ‘(du)’ dual (two people)  ‘(pl)’ plural

1.1 Consider the following data from Bardi, a language from northwest Australia:

<table>
<thead>
<tr>
<th>Bardi form</th>
<th>English meaning</th>
<th>Morpheme location</th>
</tr>
</thead>
<tbody>
<tr>
<td>-n</td>
<td>present tense</td>
<td>suffix</td>
</tr>
</tbody>
</table>

Identify as many morphemes as you can in this data; fill in the following chart with their forms and meanings, and locations with respect to roots. You may not need all of the spaces. (4 points)

1.2 Now consider the following data:

<table>
<thead>
<tr>
<th>Bardi form</th>
<th>English meaning</th>
<th>Morpheme location</th>
</tr>
</thead>
<tbody>
<tr>
<td>-n</td>
<td>present tense</td>
<td>suffix</td>
</tr>
</tbody>
</table>

How do you express the past tense in Bardi? Be clear and explicit; make sure your answer accounts for all of the forms above. (4 points)

1.3 The data in 2.1 was slightly simplified: it showed the underlying forms of morphemes, before a phonological process occurred. Here are the true surface forms of these words:

<table>
<thead>
<tr>
<th>Bardi form</th>
<th>English meaning</th>
<th>Morpheme location</th>
</tr>
</thead>
<tbody>
<tr>
<td>-n</td>
<td>present tense</td>
<td>suffix</td>
</tr>
</tbody>
</table>

(question continues on next page)
a. Consider this new data, and the data in 1.1; which morphemes have multiple allomorphs, and what are the surface forms of these allomorphs? (3 points)

b. Describe (in phonological terms) which environments each allomorph occurs in. Is this distribution phonetically natural in any way? (4 points)

1.4 The following data adds a final set of new morphemes.

<table>
<thead>
<tr>
<th>English meaning</th>
<th>Bardi form</th>
<th>Morpheme location</th>
<th>English meaning</th>
<th>Bardi form</th>
<th>Morpheme location</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td></td>
<td></td>
<td>us (du)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you (sg)</td>
<td></td>
<td></td>
<td>us (pl)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>him</td>
<td></td>
<td></td>
<td>you (pl)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>her</td>
<td></td>
<td></td>
<td>them (pl)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(This data is also slightly simplified; the real surface forms of these phrases involve some additional allomorphy that’s irrelevant to this question. So don’t go trying to tell any Bardi speakers who laughed at who yet.)

a. First, which Bardi morpheme identifies each laughed-at person? That is, in a word like īnjargamanaway ‘they laughed at us (du)’, which part of the word indicates that it’s ‘us (du)’ who are being laughed at? Feel free to add notes if you think anything tricky is happening. (6 points)

b. Another morpheme in these words is what’s called a **transitivizer**: it indicates that these verbs take objects, unlike the intransitive verbs above (e.g. ‘they laughed’). How do you express this transitivizer morpheme? Be clear and explicit; make sure your answer accounts for all of these forms. (8 points) **NOTE**: Make sure to note which verbs do and don’t take this transitivizer – not all do!
2. **PHONOLOGY: Misheard lyric follow-up** (18 points)

In the first phonology homework assignment, each of you analyzed misheard song lyrics in terms of the phonological features of the pairs of corresponding sounds. I’ve compiled all of the data from all of these assignments; this question asks you to consider some of the broader patterns of mishearings that emerged.

2.1 In the LING 1 data set, [k] and [g] were confused \(^1\) 21 times. [k] and [d] were confused only 10 times. Does this result – that [k]~[g] are more confusable than [k]~[d] – seem like what we would expect, given what we know about these sounds? Why or why not? (4 points)

2.2 The sounds [d] and [g] were confused only 5 times. This is somewhat surprising, given that [d]~[k] were confused 10 times. Why is this surprising? Can you think of anything about these sounds, or about the project/data set, that might explain this? (5 points)

2.3 Consider now two new pairs of sounds: [t]~[d] and [t]~[k]. One of these pairs was confused 23 times, while the other was confused only 8 times. Compare these pairs to those discussed in 2.1 and 2.2 ([k]~[g]: 21; [k]~[d]: 10; [d]~[g]: 5). Based on this previous data, which sound do you think was confused with [t] more often? Explain your answer. (4 points)

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\(^1\) In this question, because of the small data set, I’ll talk about pairs of confused sounds, rather than mishearings. The number of times that [k] and [g] are confused is the number of times that [k] is misheard as [g], plus the number of times that [g] is misheard as [k].
2.4 Choose either (a) or (b), below, to answer. Or do both for extra credit.

a. Consider the following confusion rates:

\[
\begin{align*}
\text{[m]~[n]} & : 13 & \text{[n]~[ŋ]} & : 10 & \text{[m]~[b]} & : 2 & \text{[n]~[d]} & : 4 \\
\end{align*}
\]

Why do you think [m]~[n] and [n]~[ŋ] were confused so much more often than [m]~[b] and [n]~[d]? (This is a fairly speculative question.) (5 points)

b. [l] was confused with [r] 12 times. This is more than any other sound was confused with [l]; still, there are substantial differences in how often other sounds could be confused with [l]. Considering all of the other sounds of English, make some informed guesses about sounds that are likely sometimes, occasionally, and never confused with [l]. (5 points)

Sometimes (6-11 times) confused with [l]: ______ Never confused with [l]: ______

Occasionally (<6 times) confused with [l]: ______

Explain why you think these sounds may have these different confusion frequencies.
3. SYNTAX: Romanian (25 points)

Consider the following sentences:

Măcușa mea treferată are camile  Henry a-mers la măgazin după lucru
aunt my preferred has camels    Henry went to store after work
‘My favorite aunt owns camels.’    ‘Henry went to the store after work.’

Barbatul cu chitara albastră umple camera cu muzică frumoasă
man with guitar blue fills room with music beautiful
‘The man with the blue guitar fills the room with beautiful music.’

3.1 Fill in the following phrase structure rules for Romanian: (4 points; 1 each)

NP \rightarrow VP \rightarrow
PP \rightarrow S \rightarrow

3.2 Draw a phrase structure tree for Henry a-mers la măgazin după lucru (‘Henry went to the store after work.’). (9 points)

3.3 a. Do the rules you wrote in 3.1 predict any types of sentences that we don’t see in the examples above? (Your answer to this determines whether you will answer (b) or (c), below.) (2 points)

b. If not, explain how you can be sure that your rules don’t generate any additional sentence types. (10 points)
c. **If so:**

i. Draw a phrase structure tree for a type of Romanian sentence which is predicted by your rules, but which is structurally distinct from the sentences in the examples above. (Don’t put any actual words in your tree; just show a general schematic, using part-of-speech and phrase labels like \(N, NP, S\), etc.) (5 points)

ii. Imagine you are talking with a 10-year-old who speaks fluent Romanian, but knows no linguistic or grammatical terminology. What questions could you ask to find out whether sentences like the one in (3.3ci) are possible? Make sure to explain what the speaker’s possible answers would tell you about whether your phrase structure rules are correct. (5 points)
4. **Semantics; Sociolinguistics**  (24 points)

These two questions deal with the following comments from famous Americans, cited on people.com:

a. Mariah Carey (responding to questions about whether she was pregnant): “I appreciate everyone's well wishes. But I am very superstitious. When the time is right, everyone will know.”

b. Eva Longoria (via Twitter): “It is with great sadness that after 7 years together, Tony and I have decided to divorce. We love each other deeply and pray for each other's happiness.”

c. Pink (announcing her pregnancy, to Ellen DeGeneres): “I’m terrified because [my doctor] thinks it’s a girl! My mom has always wished me a daughter just like me. I’m terrified one of us will go to jail.”

4.1 All three quotes mean (or at least strongly suggest) more than they literally say. Choose one quote and explain, using Grice’s maxims, how its non-literal meaning arises. (12 points)

4.2 Which of these three quotes could most easily have “dude” added to it, and why? In which quote would “dude” be least appropriate, and why? Refer to Kiesling’s analysis in your explanation. (12 points)