

Homework 10, due Thursday, November 29, at the beginning of class.

Part I. Writing systems

Korean uses an alphabetic writing system called Hangul. Here is a subset of the letters that represent consonant phonemes in Hangul, with the corresponding IPA symbol(s) appearing underneath each letter.

- A * after an IPA symbol indicates that it is ‘tense’ – among other things, this means it has a longer duration than the ‘plain’ version of the same consonant.
- /t͡ʃ/ and /d͡ʒ/ stand for voiceless and voiced palatal affricates, respectively.

ㄱ	ㄲ	ㄴ	ㄷ	ㄸ	ㅁ	ㅂ	ㅃ
[k/g]	[k*]	[n]	[t/d]	[t*]	[m]	[p/b]	[p*]
ㅅ	ㅆ	ㅈ	ㅊ	ㅌ	ㅋ	ㅍ	ㅑ
[s]	[s*]	[t͡ʃ/d͡ʒ]	[t͡ʃ*]	[t͡ʃ]	[k*]	[p*]	[p*]

1. **Fill in the following consonant chart with the Korean letters listed above. (1 point)**
 - I have provided row headings for manner of articulation (nasals, fricatives, etc.). The first thing you need to do is fill in the column headings for place of articulation, in the cells numbered 1-4. The columns should be arranged from left to right as the place of articulation goes from the front to the back of the vocal tract (refer to the American English consonant chart from Week 1 if you need to refresh your memory).
 - Next, place each of the Hangul letters from the list above in its appropriate cell in the chart.
 - Hint: one of the columns should be labeled **Palatals**. All the (letters for) affricates go under it.

	Place of Articulation:			
	1)	2)	3)	4)
Nasals				
Fricatives: Plain				
<i>Tense</i>				
Stops/Affricates: Plain				
<i>Aspirated</i>				
<i>Tense</i>				

2. Filling in the chart will help you to see that the shape of Hangul letters is not completely arbitrary. What principles govern the association between the way letters are formed and the sounds they represent? Write a 2- to 4-sentence response. (1 point)

3. Imagine that you are learning a new language and are trying to figure out what kind of writing system it has. Look at the following sample of words:

spelling	pronunciation	gloss
★	/zakkarak/	'king'
☼	/ko/	'sun'
□	/pe/	'bird'
☆	/ti/	'red'
☆+	/paka/	'cat'
☆●	/paba/	'river'
☆□	/tipe/	'red bird'
☆☼	/tiko/	'red sun'
÷	/karxhag/	'rabbit'
☆	/pa/	'three'

Which of the following statements are true? For each option you mark as true, provide a one-sentence explanation. Include at least one supporting example in each explanation. (1 point)

- This writing system uses syllabic signs.
- This writing system uses logographic signs.
- This writing system uses alphabetic signs.

Part II. Information structure and word order

(This first problem is taken from Finegan's *Language: Its Structure and Use*, chapter 7.)

As in Russian, word order in Castilian Spanish is used to encode information structure. Look at the following sentences, all of which mean 'Consuelo sent the package.' (S=subject, V=verb, O=direct object)

- Consuelo envió el paquete (SVO)
Consuelo sent the package
- Envió Consuelo el paquete (VSO)
- Envió el paquete Consuelo (VOS)
- El paquete lo envió Consuelo (OVS) (*lo* in this example means 'it,' referring to the package)

Now look at the following five conversations (assuming that the questions are all asked in Spanish).

A1: What did Consuelo do?

B1: Consuelo preparó la sangría.
Consuelo made the sangria
'Consuelo made the sangria.'

A2: Who ate my sandwich?

B2: Tu bocadillo lo comió Consuelo
your sandwich it ate Consuelo
'Consuelo ate your sandwich.'

A3: Who did Consuelo give this present to?

B3: Este regalo lo dió Consuelo a su madre.
this present it gave Consuelo to her mother
'Consuelo gave this present to her mother.'

- A4: Did Consuelo get the price?
 B4: No, el premio lo recibí Paquita.
 no the prize it received Paquita
 'No, Paquita got the prize.'
- A5: Did Consuelo get this letter?
 B5: No, Consuelo recibio este paquete.
 no Consuelo received this package
 'No, Consuelo got this *package*.'

4. **Describe how word order is used to mark information structure in these Spanish statements.** Which categories of information structure (old, new, contrast, etc.) are marked through which word order possibility? Write 3-4 sentences, referring to specific examples from the conversations in your response. (1.5 points)
5. Notice that in some instances the pronoun *lo* 'it' appears before the verb. Under what syntactic conditions does this pronoun appear? (.5 point)

It has been observed that Luganda allows a fair amount of freedom in word order as well. Sentences (a)-(d) below are all possible; (a) is considered the 'most neutral,' and (b)-(d) may require special discourse contexts. The last two sentences may or may not be possible.

- | | | | |
|----|-------------------------------|-----|----------------------------------------------------------------------|
| a. | Walusimbi a-gula ebitabo | SVO | |
| | Walusimbi 3sg-buy books | | (3sg stands for 3rd-person singular'; i.e. subject agreement) |
| | 'Walusimbi is buying books.' | | |
| b. | a-gula ebitabo Walusimbi | VOS | |
| c. | Walusimbi ebitabo a-bi-gula | SOV | (the <i>bi</i> prefix means 'them'; it refers to the object 'books') |
| d. | ebitabo Walusimbi a-bi-gula | OSV | |
| e. | ? ebitabo a-bi-gula Walusimbi | OVS | |
| f. | ? a-gula Walusimbi ebitabo | VSO | |

In one of our two remaining classes, we will (hopefully) have a Luganda speaker visiting us who will be able to answer some of your questions about Luganda word order. Imagine that you want to find out:

- under what circumstances the object prefix (e.g. *-bi-* in *a-bi-gula* in (c)-(e)) is required
- under what discourse conditions the word orders in (b)-(d) are the most natural
- whether (e) and (f) are ever possible, and if so, under what conditions

6. **Prepare at least 4 questions that you could ask a Luganda speaker in order to help you reach these goals.** You can use any of the following methods: (i) direct elicitation ('How do you say X in Luganda?'); (ii) grammaticality judgments ('Can you say [Luganda sentence]?'); or (iii) setting up a scenario and asking the speaker to pick one of several options (e.g. 'Suppose somebody has just asked this question... Could you say [Luganda sentence] in that context?') (2 points)

Write your questions on a separate piece of paper in case we have an elicitation session on 11/29.

Part III. Language journal entry. This last part is optional. If you do not do it, your homework will be graded on a scale of 7/7 and then adjusted to a 10-point scale.

Pick one of the following discourse-analysis mini-projects. You may use your write-up as one of your Language Journal entries.

- **Option 1.** Like fronting, clefting, etc., **passivization** is an example of a syntactic transformation that changes the basic word order of a sentence. In passivization, a constituent that would typically be an object shows up in subject position, while the semantic agent, which would typically appear in subject position, is either deleted or expressed as the object of the preposition *by*. The other required 'ingredients' of the English passive construction are (i) some form of the auxiliary verb *be*, and (ii) a past-participle form of the main verb.

Find 6-8 sentences written in the passive voice from online newspapers, magazines or journals. In each case, present the original passive version and a version that you rewrite in active form, as demonstrated below. If the passive sentence lacks a *by*-phrase, put a "dummy" subject in square brackets in the active version that you create, as in the examples below:

- | Passive | | Active |
|------------------------------------------------------------|---|-------------------------------------------------------------------|
| ○ James was saved by his bulletproof vest. | → | His bulletproof vest saved James. |
| ○ Key communication hubs were damaged by fire. | → | Fire damaged key communication hubs. |
| ○ The number of civil defense troops is expected to triple | → | [someone] expects the number of
civil defense troops to triple |
| ○ The bodies of two victims were found in their cars | → | [someone] found the bodies of two
victims in their cars |

One obvious reason to use the passive voice is to avoid having to specify an agent: "Mistakes were made". What are some other reasons? Put your rewritten active sentences back into the original text and see if there are any differences in the way it flows. Write a 1-page discussion. Include some of your examples (with a few sentences of surrounding text from the original article) to demonstrate your main points.

Option 2. Go to the website <http://www.geocities.com/Athens/Rhodes/1916/online.html>, where there are online translations of Antoine de St. Exupéry's novel *The Little Prince* (originally written in French) in dozens of languages. To do this exercise, you'll need to identify two languages from the list – one your native language, and the other a language that you know at least well enough to read the text. (You can use print versions of the novel for this assignment if you prefer.)

Read chapter 1 of *The Little Prince* in each language. Pick an excerpt of 8-12 sentences from this chapter and go sentence by sentence, comparing the syntax and word order used in each translation. Pay particular attention to:

- Use of passivization, scrambling, fronting, clefting, and other syntactic transformations.
- If one of the languages you are studying is a **pro-drop** language, see if you can make any generalizations about when subjects are overtly expressed and when they are dropped. What happens if you 'fill in' the null subjects in your excerpt and delete the overt ones?

Write a 1-page commentary. Include specific examples from the texts to illustrate your main points.