

[20 points]

Exercise 3: Concepts in morphologyName: Shelby Trachuk

(Worked with: _____)

1 Wali (10 points)

Consider the following data from Wali (spoken in Ghana), and answer the questions that follow. Note: SING. = SINGULAR.

1. [gbəbiri]	'toe (SING.)'	17. [daa]	'market (SING.)'
2. [gbəbiɛ]	'toes'	18. [daahi]	'markets'
3. [libiri]	'coin (SING.)'	19. [lumbiri]	'orange (SING.)'
4. [libiɛ]	'coins'	20. [lumbiɛ]	'oranges'
5. [nuɔ]	'fowl (SING.)'	21. [kpakpani]	'arm (SING.)'
6. [nuɔhi]	'fowls'	22. [kpakpama]	'arms'
7. [nɔgbani]	'lip (SING.)'	23. [wɔɔ]	'yam (SING.)'
8. [nɔgbama]	'lips'	24. [wɔɔhi]	'yams'
9. [dzelɑ]	'egg (SING.)'	25. [nubiri]	'finger (SING.)'
10. [dzelii]	'eggs'	26. [nubiɛ]	'fingers'
11. [na]	'cow (SING.)'	27. [wadze]	'cloth (SING.)'
12. [nii]	'cows'	28. [wadzehi]	'cloths'
13. [biɛ]	'child (SING.)'	29. [nimbiri]	'eye (SING.)'
14. [biɛhi]	'children'	30. [nimbiɛ]	'eyes'
15. [jəri]	'chin (SING.)'		
16. [jɛɛ]	'chins'		

(a) According to the data, how do you say the following in Wali?

'toe' (root): gbəb'cow' (root): n'arm' (root): KPAKPA'coin' (root): lib'child' (root): b iɛ'yam' (root): wɔɔ'fowl' (root): nuɔ ??'chin' (root): je'finger' (root): nub'lip' (root): nɔgb'market' (root): daa'cloth' (root): Wadze'egg' (root): dzel'orange' (root): lumb'eye' (root): nimb

(b) Identify the following affixes in Wali. If an affix has more than one form, list all. Propose as few different forms as possible.

'SINGULAR': /iŋ/ /ni/ /a/ /rɪ/'PLURAL': /iɛ/ /mə/ /ii/ /hi/ /ɛ/

- (c) Based on your findings, can the roots be organized into stem classes? If so, use a chart, etc., to illustrate the classes (don't forget to say which root is in which class). If not, write "no stem classes."

☆not sure of table

↳ But I don't notice any patterns to organize

2 Katu (10 points)

Examine the data below from Katu, spoken in Vietnam.

1. [gap]	'to cut'	5. [ganap]	'scissors'
2. [juut]	'to rub'	6. [januut]	'cloth'
3. [panh]	'to shoot'	7. [pananh]	'crossbow'
4. [piih]	'to sweep'	8. [paniih]	'broom'

Datapoints 1 to 4 (left column) are the roots. There is an additional morpheme present in 5 through 8 (right column). What is this morpheme (state it as precisely as possible), and what do you think it means? Comment on anything else (e.g., additional data) that would be helpful in confirming your hypothesis.

morpheme = [an]

I think this means 'direct objects' because as seen through 1 to 4, each is the root, but then when you go to 5-8 they are direct objects which then the morpheme /an/ is added.

Exercise 1: Basic morphology**[25 points]**Name: Shelby Tkachuk

(Worked with: _____)

1 Syllabus (2 points)

Read through the course syllabus, paying special attention to Section 5.5 on p.5. Do the following things by the Exercise due date.

1. Follow the guidelines and send an e-mail to Ai (your professor). CC Kat (your TA) in the e-mail.
2. Put this in the subject line: **WS19 LING2005C Exercise 1 Answer**
3. In the e-mail, tell us the following things:
 - What you prefer to be called (indicate any preferred nicknames)
 - What pronouns you want us to refer to you by (e.g., she/her, he/him, they/them, etc.)
 - Something about yourself (e.g., what language(s) you speak, where you're from, etc.)

Optional step: Attach a recent selfie of yourself so we can learn your name faster! You can also ask any questions you may have about the course.

2 Cheyenne (9 points)

Cheyenne is a Native American language spoken by the Cheyenne people, predominantly in present-day Montana and Oklahoma, in the United States. Examine the following Cheyenne data and identify the morphemes.

1. [na] <u>mesehe</u>	'I eat'
2. [eme] <u>sesehe</u>	'he eats'
3. [nae] <u>semesehe</u>	'I already ate'
4. [<u>esaam</u> e] <u>mesehehe</u>	'he does not eat' (hint: i.e., 'he eats (NEG)')
5. [<u>emeo</u> mesehe]	'he ate this morning'
6. [<u>eohkem</u> e] <u>mesehe</u>	'he always eats'
7. [<u>epeve</u> mesehe]	'he eats well'
8. [<u>esaae</u> <u>semesehehe</u>]	'he did not already eat'
9. [eohkesaapevemesehehe]	'he does not always eats well'
10. [<u>eohkepevem</u> e] <u>mesehe</u>	'he always eats well'
11. [<u>nameoe</u> <u>semesehe</u>]	'I already ate this morning'
12. [<u>naohkepevem</u> nemene]	'I always sing well'

'eat' (root):

mesehe

'well':

peve

'sing' (root):

nemeneege

'1 SG SUBJ' (I):

nameo

'3 SG SUBJ' (he):

e

unmarked (i.e., it's silent)

'always':

ohke

'NEG':

he

3 Rotokas (14 points)

Rotokas is a North Bougainville language spoken by about 4,320 people on the island of Bougainville, an island located to the east of New Guinea which is part of Papua New Guinea. Examine the following Rotokas data and identify the morphemes.

1. [kare <u>ue</u>]	'you returned today'
2. [ika <u>urae</u>]	'I hurried today'
3. [ika <u>uroei</u>]	'he hurries'
4. [karer <u>overe</u>]	'he will return'
5. [ika <u>upaovere</u>]	'she will be hurrying'
6. [karer <u>agaoei</u>]	'she only returns'
7. [ika <u>tvirorae</u>]	'I hurried all the way today'
8. [kare <i>ira</i> <u>oroei</u>]	'he really returns'
9. [ika <u>urovopaoe</u>]	'she began to be hurrying today'
10. [kare <i>vi</i> <u>roparoe</u>]	'he was returning all the way today'
11. [karer <u>ovorovere</u>]	'he will begin to return'
12. [ika <u>uragaparaei</u>]	'I am only hurrying'
13. [karer <u>agarevora</u> e]	'I began only to return today'
14. [karer <u>agaviroroe</u>]	'he only returned all the way today'
15. [kare <i>ira</i> <u>opauvere</u>]	'you really will be returning'
16. [ika <u>iraovi</u> ro <i>uei</i>]	'you really hurry all the way'
17. [ika <u>iraorovouvere</u>]	'you will begin really to hurry'
18. [karer <u>ovoviroravere</u>]	'I will begin to return all the way'

- 'return' (root): Kare
- 'hurry' (root): ikau
- 'I': ra
- 'you': u
- 'he': ro
- 'she': o
- 'only': yaga

- 'all the way': viro
- 'really': rao
- 'begin to': rovo
- 'PAST today': e
- 'PRESENT': ei
- 'FUTURE': vere
- 'PROGRESSIVE'¹: pa

¹The progressive aspect is any *be + V-ing* form: e.g., I am going is the present progressive form of *go*.

Exercise 2: More morphology

[30 points]

Name: Shelby Tkachuk

(Worked with: _____)

1 Terêna (8 points)

Terêna is spoken by about 15,000 people in Brazil. A ~ over a vowel indicates that it is *nasalized*, meaning that some of the air passes through the nasal cavity when that vowel is produced. Examine the following Terêna data and answer the questions that follow.

- | | | | | | |
|-------------|-------------|----------|----------------|-------------|--------------|
| 1. [ẽmo?u] | 'my word' | 4. [ãjõ] | 'my brother' | 7. [õwõkũ] | 'my house' |
| 2. [jemo?u] | 'your word' | 5. [jaõ] | 'your brother' | 8. [jowoku] | 'your house' |
| 3. [emo?u] | 'his word' | 6. [ajo] | 'his brother' | 9. [owoku] | 'his house' |

- a. Give the Terêna morpheme that corresponds to each of the following translations. The roots have been provided for you. [3 points total]

- 'word' (root): emo?u 'your': j
 'brother' (root): ajo 'his': -
 'house' (root): woku

- b. In a sentence or two, describe what the rule for the morpheme corresponding to 'my' is in Terêna. [5 points]

when using 'my' in Terêna the rule is that vowels become nasalized.

2 Hebrew (12 points)

Consider the following data from Hebrew, a language native to Israel.

- | | | | |
|------------|------------|-------------|----------------|
| a. [bosel] | 'cooks' | g. [jibsol] | 'will cook' |
| b. [lokex] | 'takes' | h. [jilkox] | 'will take' |
| c. [goder] | 'encloses' | i. [jigdor] | 'will enclose' |
| d. [baʃal] | 'cooked' | | |
| e. [lakax] | 'took' | | |
| f. [gadar] | 'enclosed' | | |

Identify the morphemes that correspond to the following meanings in Hebrew according to the data.

[12 points total]

'cook' (root):

bsl ?

'PRESENT':

e-e ci

'take' (root):

lkx ?

'PAST':

a-a ci

'enclose' (root):

gdr ?

'FUTURE':

ji-d ci

3 Koiné Greek

Examine the following data from Koiné Greek, also known as Biblical Greek.

- | | | | |
|------------------------|--------------------|---------------------------|--------------------------|
| 1. [luo:] | 'I lose' | 10. [leluka] | 'I have lost' |
| 2. [pisteuo:] | 'I believe' | 11. [pepiste <u>ika</u>] | 'I have believed' |
| 3. [kapi <u>ao</u> :] | 'I toil' | 12. [kekapi <u>aka</u>] | 'I have toiled' |
| 4. [paide <u>uo</u> :] | 'I teach' | 13. [pepaide <u>uka</u>] | 'I have taught' |
| 5. [mageuo:] | 'I practice magic' | 14. [memage <u>uka</u>] | 'I have practiced magic' |
| 6. [teleo:] | 'I finish' | 15. [tetele <u>ka</u>] | 'I have finished' |
| 7. [geu <u>o</u> :] | 'I eat' | 16. [gege <u>uka</u>] | 'I have eaten' |
| 8. [saleu <u>o</u> :] | 'I shake' | 17. [sesale <u>uka</u>] | 'I have shaken' |
| 9. [deo:] | 'I tie' | 18. [dede <u>ka</u>] | 'I have tied' |

Give the Koiné Greek morphemes that correspond to the following translations. If you think there is more than one possible form for a morpheme, think about whether you can predict when you get each one. If any pattern can be described as a rule, state it. You can state it however you want, as long as it makes the correct prediction in the data; you do not have to use any special notation. (Note: The pattern has nothing to do with the meaning of the morphemes.)

[10 points total]

ROOTS

'lose'	<u>I</u>
'believe'	<u>piste</u>
'toil'	<u>kapi</u>
'teach'	<u>paide</u>
'practice magic'	<u>mage</u>
'finish'	<u>tel</u>
'eat'	<u>ge</u>
'shake'	<u>sale</u>
'tie'	<u>d</u>

OTHER MORPHEMES

'I':

—

O:

V

'PRESENT':

—

'PRESENT PERFECT':

—

rule: V-Ka

vowel before Ka

vowel before the ending