
analytical methods in morphology and syntax

assignment #3: morphophonemics

Due Friday, July 11th, in class.

Name: _____

exercise 0: midterm questions (10 points)

Please write two short-answer or "fill-in-the-blank" questions for the midterm quiz relating to the material for this week. Please do not submit multiple choice or true/false questions. The answers to your questions should come from the text or class discussions, and should not involve any problem solving of the sort required in the written assignments. Don't forget to provide the correct answer to your question. Two sample questions follow – please do not submit a question that resembles either of these. They are provided just to give you an idea of the *kind* of question that is needed. Full credit will be given for any question that meets all of these criteria, whether or not we actually use it on the quiz.

Sample question #1: Contrast the concepts "etic" and "emic." Give a linguistic example that illustrates the difference between these concepts, from a language you know well.

"Etic" categories are surface, observable behavioral patterns. "Emic" categories are the underlying, non-observable patterns that are significant to a cultural system. A good linguistic example would be the plural vs. singular forms of nouns in English. The "emic" distinction is between a zero ending, as in "dog," and the -s ending, as in "dogs." This variation is significant because singular vs. plural is an important distinction in the cultural system of English speakers. An "etic" distinction exists between various surface forms of the plural ending. For example, in [dogz] vs. [kats] the difference between [z] and [s] is not meaningful. These are allomorphs of the same morpheme that are conditioned by incidental features of the environment, namely the last consonant of the stem.

Sample question #2: Write a rule in standard notation that changes a velar nasal into the same place of articulation as the consonant that follows:

Answer: $\eta \rightarrow$ a place / _____ C
a place

exercise 3.3: Indonesian (20 points)

Juliana Wijaya

Stem	Inflected stem	Gloss
ñaña	meñaña	'sing'
ajar	meñajar	'teach'
bantu	membantu	'help'
daftar	mendaftar	'enroll'
dorog	mendorog	'push'
elak	meñelak	'avoid'
gali	meñgali	'dig'
hina	meñhina	'humiliate'
kejar	meñejar	'run after'
lukai	melukai	'hurt'
masak	memasak	'cook'
nikah	menikah	'marry'
pakai	memakai	'wear'
pukul	memukul	'hit'
rusak	merusak	'ruin'
tari	menari	'dance'
tarik	menarik	'pull'
urus	meñurus	'look after'
warnai	mewarnai	'color'
yakini	meyakini	'believe'
jahit	meñjahit	'sew'

- A. What is the *best* underlying form of the prefix illustrated in these data?
- B. On a separate page, write and name all morphophonemic rules needed to derive the surface forms from your proposed underlying forms.
- C. Give complete derivations for the inflected forms of the words meaning “dig,” “run after,” “look after,” “wear,” “believe,” and “sing.”

Note: The symbol “j” represents a voiced palatal affricate, and “y” represents a palatal glide.

exercise 3.6: Hanunoo (20 points)

McManus et al, p. 146.

A. Where is Hanunoo spoken?

B. What language family does it belong to?

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|----------|---------|------------|---------------|------------|-----------------|
| 1. ʔusa | ‘one’ | 8. kasʔa | ‘once’ | 15. ʔusahi | ‘make it one’ |
| 2. duwa | ‘two’ | 9. kadwa | ‘twice’ | 16. duwahi | ‘make it two’ |
| 3. tulu | ‘three’ | 10. katlu | ‘three times’ | 17. tuluhi | ‘make it three’ |
| 4. ʔupat | ‘four’ | 11. kapʔat | ‘four times’ | 18. ʔupati | ‘make it four’ |
| 5. lima | ‘five’ | 12. kalima | ‘five times’ | 19. limahi | ‘make it five’ |
| 6. ʔunum | ‘six’ | 13. kanʔum | ‘six times’ | 20. ʔunumi | ‘make it six’ |
| 7. pitu | ‘seven’ | 14. kapitu | ‘seven times’ | 21. pituhi | ‘make it seven’ |

C. What morphological processes do you see operating in these data? Cite an example of each one.

D. Write rules to describe the morphophonemic changes in these data.

E. Give complete derivations for the words for “three times,” “four times,” “five times,” and “make it six”.

exercise 3.2: Amharic (20 points)

Hudson (1999)

The following are eight verbs in Amharic. All of these are in the past tense, and each is given in the forms used for four different subjects:

	'he'	'she'	'we'	'they'	Gloss
1.	kəffələ	kəffələč	kəffəlīn	kəffəlu	'payed'
2.	fəlləgə	fəlləgəč	fəlləgīn	fəlləgu	'wanted'
3.	bəllα	bəllαč	bəllan	bəllu	'ate'
4.	ləkkα	ləkkαč	ləkkan	ləkku	'measured'
5.	k'omə	k'oməč	k'omin	k'omu	'stood'
6.	hedə	hedəč	hedīn	hedu	'went'
7.	samə	saməč	samīn	samu	'kissed'
8.	fənədda	fənəddač	fənəddan	fənəddu	'burst'

- A. Give the best underlying form for each root and suffix in these data. Describe any morphophonemic variation that you see.
- B. Give complete morphophonemic derivations for the following words: 'she wanted,' 'she ate,' 'they wanted' and 'they ate.'

exercise 3.12: Welsh prefixes (20 points)

Cowan and Rakušan p. 97

	Stem	'their'	'his'	'her'	English meaning
1.	ki	iki	igi	ixi	'dog'
2.	porθ	iporθ	iborθ	iforθ	'door'
3.	tad	itad	idad	iθad	'father'
4.	pluen	ipluen	ibluen	ifluen	'feather'
5.	tal	ital	idal	iθal	'forehead'
6.	pen	ipen	iben	ifen	'head'
7.	kalon	ikalon	igalon	ixalon	'heart'
8.	korn	ikorn	igorn	ixorn	'horn'
9.	kefəl	ikefəl	igefəl	ixefəl	'horse'
10.	porva	iporva	iborva	iforva	'pasture'
11.	tafol	itafol	idafol	iθafol	'scales'
12.	trev	itrev	idrev	iθrev	'town'

A. Give underlying forms for the three possessive prefixes ("their," "his," and "her").

B. Write a rule or rules that derive the surface forms from your posited underlying forms.

extra credit: Sorta Welsh (up to 5 extra credit points)

by Timur Maisak

Welsh, or Cymraeg, is spoken by 510,920 individuals, or 18.7% of the population of Wales (1991 census). 3,160 additional Welsh speakers live in Canada (1971 census). Most Welsh speakers live in Northern and Western Wales, in the Southwest of the United Kingdom. Welsh is a Celtic language, descended from the language of the Celtic inhabitants of the British Isles before the Anglo-Saxons invaded in the 6th and 7th centuries of the Common Era. The following data are based on Welsh.

Below are some sentences in Sorta Welsh with their translations:

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|--|---------------------------------------|
| 1. Mae tad canllaith gan ei fanon e. | "His queen has a kind father. " |
| 2. Mae banon ganllaith gan ei blentyn e. | "His child has a kind queen." |
| 3. Mae brawd teg gan ei gyfaill e. | "His friend has a beautiful brother." |
| 4. Mae tywysoges deg gan 'y nhad i. | "My father has a beautiful princess." |
| 5. Mae cyfaill penffol gan 'y newines i. | "My witch has a silly friend." |
| 6. Mae plentyn talentog gan 'y manon i. | "My queen has a talented child." |
| 7. Mae dewines gall gan 'y nghyfaill i. | "My friend has a wise witch." |

A. Translate from Sorta Welsh to English:

Mae banon deg gan ei frawd e.

Mae tywysoges gall gan ei ddewines e.

Mae cyfaill canllaith gan 'y nhywysoges i.

B. Translate into Sorta Welsh:

His father has a silly princess.

His princess has a wise father.

My child has a talented witch.