

Week 11: Morphology

Practice Problems

(1) Consider the following data from **Turkish**.

(a) fil	'elephant'	(i) kaplan	'tiger'
(b) file	'to an/the elephant'	(j) kaplanlar	'tigers'
(c) filden	'from an/the elephant'	(k) cambaz	'acrobat'
(d) sirke	'to a/the circus'	(l) cambazımız	'our acrobat'
(e) sirkler	'circuses'	(m) kaplanın	'of at/the tiger'
(f) sirkin	'of a/the circus'	(n) cambazlarımız	'my acrobats'
(g) fillerim	'my elephants'	(o) kaplanıma	'to my tiger'
(h) sirklerimiz	'of our circuses'	(p) cambazdan	'from an/the acrobat'

(i) What is the Turkish morpheme for the following:

elephant	_____
circus	_____
tiger	_____
acrobat	_____

(ii) What are the Turkish allomorphs for the following:

to	_____	_____
from	_____	_____
of	_____	_____
my	_____	_____
our	_____	_____
[plural]	_____	_____

(iii) In Turkish, how would you say

to my circus	_____
from our tigers	_____
from my acrobat	_____

(2) Consider the following data from **Quiché**, spoken in Guatemala.

Quiché	English
(a) [kiŋsik'ix le líbr]	'I read [present] the book'
(b) [kusik'ix le líbr]	'he reads the books'

- (c) [kiŋwetamáx le kém] 'I learn the (art of) weaving'
 (d) [katax íŋ kiŋwetamáx le kém] 'I continually learn the (art of) weaving'
 (e) [katax íŋ kawetamáx le kém] 'You continually learn the (art of) weaving'
 (f) [ʃiŋwetamáx] 'I learned (it)'
 (g) [ʃuwetamáx le kém] 'He learned the (art of) weaving'
 (h) [ʃasikíx le líbr iwír] 'You read the book yesterday'

(i) What is the Quiché morpheme for each of the following:

i	_____
he	_____
you	_____
book	_____
learn	_____
read	_____
the	_____
weaving	_____
[present]	_____
[past]	_____
continually	_____
yesterday	_____

(ii) How do you think you would say the following in Quiché?

He read the books yesterday _____
 You read (it) _____

(3) The following data is from **Hungarian**. Consider the data, then state the allomorphs of the [plural] and their conditioning environments. Note that [a:] is a low back vowel in Hungarian.

	Singular	Plural
(a) table	[ɔstɔl]	[ɔstɔlok]
(b) worker	[munka:ʃ]	[munka:ʃok]
(c) man	[ɛmber]	[ɛmberɛk]
(d) white	[fɛhe:r]	[fɛhe:rɛk]
(e) this	[ɛz]	[ɛzɛk]
(f) line	[ʃor]	[ʃorok]
(g) eyeglasses	[ɛemyvɛg]	[ɛemyvɛgɛk]
(h) shirt	[iŋ]	[iŋɛk]
(i) head	[fɛy]	[fɛyɛk]
(j) box	[doboz]	[dobozok]
(k) drum	[dob]	[dobok]
(l) age	[kor]	[korok]
(m) coat	[kɔba:t]	[kɔba:tɔk]
(n) flower	[vira:g]	[vira:gɔk]

(4) Consider the following data from **Zoque**.

(a) [kenu]	'he looked'	(g) [kenpa]	'he looks'
(b) [sihku]	'he laughed'	(h) [sikpa]	'he laughs'
(c) [wihtu]	'he walked'	(i) [witpa]	'he walks'
(d) [kaʔu]	'he died'	(j) [kaʔpa]	'he dies'
(e) [cihcu]	'it tore'	(k) [cicpa]	'it tears'
(f) [sohsu]	'it cooked'	(l) [sospa]	'it cooks'

- (i) What is the Zoque morpheme indicating [present]?
- (ii) For each verb, give the meaning and list the allomorphs of the stem.
- (iii) Given any Zoque verb with two stem allomorphs, what morphological category determines the choice of stem? (How do you know which stem to use, when?)
- (iv) Describe the relationship between the stem allomorphs in terms of phonological form.
- (v) Is there a Zoque morpheme meaning 'he' or 'it'?

(5) Consider the following data from a language spoken in Mexico: **Michoacan Axtec**

(a) [nokali]	'my house'	(f) [mopelo]	'your dog'
(b) [nokalimes]	'my houses'	(g) [mopelomes]	'your dogs'
(c) [mokali]	'your house'	(h) [ikwahmili]	'his cornfield'
(d) [ikali]	'his house'	(i) [nokwahmili]	'my cornfield'
(e) [nopelo]	'my dog'	(j) [mokwahmili]	'your cornfield'

- (i) What are the Michoacan morphemes for the following:

house	_____
dog	_____
cornfield	_____
[plural]	_____
my	_____
your	_____
his	_____

- (ii) What does [ipelo] mean in English? _____
- (iii) How would you say the following in Michoacan?

his cornfields	_____
his dogs	_____
my dogs	_____