

LIGN 101 Section Activity - Morphology

A big part of morphology is finding correspondences between the phonological form of a word and its meaning. This way, we can break words apart into *morphemes*, and understand that words are not monolithic. Please assume all datasets are IPA, and capture all relevant phonemic differences.

1. Tzotzil: What's the plural marker in Tzotzil, a language spoken of ~300,000 people in Chiapas, Mexico?

	Tzotzil	English
1.	ná	'house(s)'
2.	ʔántʂ	'woman, women'
3.	vínik	'man, men'
4.	ʔatséb	'girl(s)'
5.	náetik	'houses'
6.	ʔántsetik	'women'
7.	víniketik	'men'
8.	ʔatsébetik	'girls'

2. Katu: Remember, although prefixes and suffixes are common around the world, it's not the only way. How could you describe the changes in form and meaning here in Katu, spoken by ~60,000 people in Vietnam?

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

3. Terêna: Not every change in form involves adding or taking word parts away. In Terêna, a language with ~15,000 speakers in Brazil, how do you mark possession? *Note that ã above a vowel marks it as nasalized.*

	Terêna	English
1.	ẽmõʔũ	'my word'
2.	yemoʔu	'your word'
3.	emoʔu	'his word'
4.	ãyõ	'my brother'
5.	yayo	'your brother'
6.	ayo	'his brother'
7.	õwõkũ	'my house'
8.	yowoku	'your house'
9.	owoku	'his house'

4. Huichol: This analysis, from Huichol, a language spoken by around 60,000 people in Mexico, has a few more moving parts. Remember that not all languages do things in the same way as English, and if you try to find every English word in another language's data, you're gonna have a bad time. Then, fill in #10. (Length and tone are not relevant here, and thus, not indicated)

	Huichol	English
1.	pepɿʔuki	'You are a man.'
2.	nepɿʔuki	'I am a man.'
3.	petiʔuki	'Are you a man?'
4.	pemɿʔuki	'you who are a man'
5.	pepɿnʉnʉtsi	'You are a child.'
6.	petinʉnʉtsi	'Are you a child?'
7.	pemɿnʉnʉtsi	'you who are a child'
8.	netinʉnʉtsi	'Am I a child?'
9.	nemɿnʉnʉtsi	'I who am a child'
10.	_____	'I am a child.'

5. Pocomchi: We'll talk later in the quarter about 'Grammatical Relations', the process of marking 'who did what to whom' in a sentence. In English, we do this with word order, but this dataset, from Pocomchí, shows us that there are other ways to do the job. How do we figure out who did what to whom in Pocomchí, a language spoken by around 130,000 people in Guatemala? "You (pl.)" indicates a second person plural form, roughly equivalent to 'y'all', for when you're directly addressing many people. The /tʔ/ indicates a glottalized stop (don't worry what this means until 110), and you can treat /tʔ/ as a single phoneme.

	Pocomchí	English
1.	qoril	'He sees us.'
2.	kiril	'He sees them.'
3.	kiwil	'I see them.'
4.	tiwil	'I see you (pl).'
5.	kiqil	'We see them.'
6.	qokil	'They see us.'
7.	tikehtʔal	'They recognize you (pl).'
8.	qorehtʔal	'He recognizes us.'
9.	kikehtʔal	'They recognize them.'
10.	kiwehtʔal	'I recognize them.'
11.	tirehtʔal	'He recognizes you (pl).'
12.	kiquehtʔal	'We recognize them.'
13.	tiqil	'We see you (pl).'
14.	tikil	'They see you (pl).'

6. Michoacan Nahuatl: If you have time left, take a look at these data from Michoacan Nahuatl, a language spoken by around 9000 people in Mexico. Here, you'll need to find not only the verbs and adjectives and nouns, but the possessive markers ('my', 'his', 'their') too, and figure out how describing time works here.

This dataset is more challenging, closer to a LIGN 120 level problemset, and will be a stretch! Some of the complicating factors are...

- The system of referring to time does things a bit differently from English
- Some morphemes here have multiple *allomorphs*, different forms which, here, show up depending on the surrounding sounds, and for which you can write rules based in sound structure which look a lot like phonological rules.
- There are some sentences where we know the meaning is (e.g.) 'the dog', some where we know the meaning is 'their dog', and some (marked 'the/their') where it's actually *ambiguous* whether the sentence means 'the dog' or 'their dog' based on the form. If you do your job right with understanding the allomorphs above, you'll understand why it can be clear in some cases, and unclear in others.
- You'll need to tell us what order the morphemes need to occur in

	Michoacan Nahuatl	English
1.	mayanak inpelo we	'the big dog hungered'
2.	mayanaya imula we	'his big mule was hungry'
3.	mayanas nojolul	'my child will be hungry'
4.	mayana intuntji tomawak	'the/their fat cat is hungry'
5.	mayana nomula	'my mule is hungry'
6.	molaluk inmula tomawak	'the/their fat mule ran'
7.	molaluk ituntji we	'his big cat ran'
8.	molaluaya nopelo tomawak	'my fat dog was running'
9.	molalus injolul we	'the/their big child will run'
10.	molalua impitfo	'their turkey is running'
11.	nehnemik ipitfo we	'his big turkey walked'
12.	nehnemiaya notuntji	'my cat was walking'
13.	nehnemis impelo	'their dog will walk'
14.	nehnemis inpitfo tomawak	'the fat turkey will walk'
15.	nehnemi ifjolul tomawak	'His fat child is walking'

Today's Data are from Merrifield, W. R., Naish, C. M., Rensch, C. R., & Story, G. (1974). *Laboratory manual for morphology and syntax*, rev. edn. Huntington Beach, CA: Summer Institute of Linguistics.