

Assignment No. 10

Due: 24 June 2015

There is no word limit/requirement for this exercise and bullet points would be preferred. You may write in any variety you are competent in, such as English, French, Spanish, German and/or Arabic. The grammar, spelling, and prescriptive conventions are not evaluated for the assignment. You do not need to edit, revise a number of times, or attend in any special way to form or language. You should just write in a way that is clear to you.

Definitions

You are to have read the first three chapters of Language Files. You will be tested on the material in Ch. 4 (Morphology). The portion of the exam to come from Language Files will be definitions from the book. For this assignment you will familiarize yourself with the definitions of the words below. In order to do this for each word you need to do the following: ~~1) definition from the glossary; 2) excerpt of the text where the keyword is used; and 3) reword the definition in your own words.~~

e.g. Performance

~~**Definition** – The observable use of language. The actualization of one’s linguistic competence. Utterances of native speakers.~~

~~**Quote** – “We can observe speakers’ linguistic performance through their speech, make hypotheses and draw conclusions about the unconscious knowledge (linguistic competence) that underlies it” (p 10).~~

Restated Definition – The actual use and production of one’s languages. It is actually what we do when we use language which is ordinarily full of errors due to extra-linguistic factors.

Chapter 4 (Morphology) definitions:

1. Affix
2. Prefix
3. Suffix
4. Infix
5. Root
6. Stem
7. Compounding
8. Allomorph
9. Morpheme
10. Morphology
11. Bound Roots
12. Bound Morphemes
13. Free Morpheme

14. Inflection
15. Function Morpheme
16. Hierarchical Structure
17. Lexicon

Hierarchy

Bracket the phrases below. Depending on which words combine first, you get different meaning. What are the meanings of the two different orders of compounds?

e.g. top hat rack	[[top hat] rack]: a rack the if for top hats [top [hat rack]]: a hat rack that is the “top” (best)
toy car crusher	[[toy car] crusher]: a crusher of toy cars [toy [car crusher]]: a car crusher that is a toy
kitchen towel rack	[[kitchen towel] rack]: a rack for kitchen towels [kitchen [towel rack]]: a towel rack in the kitchen

1. French history teacher
2. Fresh air fanatic
3. Open door policy
4. Oven window cleaner
5. Brown horse saddle
6. Turkish coffee maker
7. Weird science reporter
8. Old stamp collector
9. Rare plant oil
10. New York University
11. White house cleaner

Essay Prompts

The following are three prompts for the essay portion of the exam. You can prepare essay notes, but not write out the essay and bring it into the exam.

1. Languages can be categorized along two continua with respect to their morphology. Discuss these two continua, what different morphological properties languages can have and give examples of languages and the different types of morphemes/morphology.
2. There are a number of design features of language. Define language in terms of its design features. Discuss each design feature. Make sure to discuss how language is different than animal communication and more than just a simple communication system.

- In examining morphology, we can see that there are rules and structure governing how morphemes can combine. Discuss the different types of morphemes and give evidence that this system is rule governed. Evidence for rules can come from exercises done in class by showing examples of systematicity. You can also show structure by the way that morphemes combine and in specific order.

Extra Credit Opportunities

For extra credit, you can complete the Turkish and/or Japanese problem below. To get the extra credit points, you must complete the exercises before the exam. This will help you prepare for the exam. For additional extra credit that will be due after the exam by 30 June at 23:59, you can request an activity to type up in a word document. Email the professor for the exercises. You can do up to 20 for 10% extra credit.

Turkish – Extra Credit

Turkish (Hannahs & Davenport; modified by Serrano Madsen) – *this data set is just provided for you to practice looking for allomorphs. We will talk about how to pick the underlying form. Turkish is a proto-typical agglutinative language and a proto-typical example of vowel harmony (all the vowels in a word must share/agree in certain feature(s)) and underspecification (the underlying vowels of the grammatical morphemes are only specified for a limited number of features, such as backness, or height, and get the other vocalic features, like rounding, from the vowel preceding it). You will notice that in the suffixes, the consonants stay the same for these two affixes, but the vowels in the suffix change according to what the last vowel in the stem is. Vowel harmony is an instance of long-distance partial assimilation (the vowel in the stem assimilated in part (not completely) to be more like the vowel that is not next to it, but is far away (non-local and not adjacent)). The nominative form (either singular – one item – or plural – more than one) is used when the noun is the subject of a sentence. The genitive form expresses the meaning of ‘possession’ meaning ‘of the X’ in a construction like ‘the door of the house’ or ‘X-‘s’ in the construction ‘the house’s door’ where ‘house’ is in the genitive. In English, we can very clearly see that each of these grammatical roles has a separate pronominal form. The first person nominative singular pronoun is ‘I’, the first person nominative plural pronoun is ‘we’, the first person genitive singular pronoun is ‘my’, and the first person genitive plural pronoun is ‘our’.*

	<i>Nom.Sing</i>	<i>Gen.Sing</i>	<i>Nom.Pl</i>	<i>gloss</i>
1.	[gyl]	[gylyn]	[gyller]	<i>rose</i>
2.	[fjøl]	[fjølyn]	[fjøller]	<i>desert</i>
3.	[ev]	[evin]	[evler]	<i>house</i>
4.	[demir]	[demirin]	[demirler]	<i>anchor</i>

5.	[kwʊʃ]	[kwʊʃu:n]	[kwʊʃlar]	<i>rump</i>
6.	[akʃam]	[akʃamu:n]	[akʃamlar]	<i>evening</i>
7.	[kol]	[kolun]	[kollar]	<i>arm</i>
8.	[somun]	[somunun]	[somunlar]	<i>loaf</i>

- a. List all the allomorphs for the following stems:
- rose: _____
 - desert: _____
 - rump: _____
 - evening: _____
 - house: _____
 - anchor: _____
 - arm: _____
 - loaf: _____
- b. List all the surface allomorphs for the following grammatical suffixes:
- Genitive.Singular: _____
 - Nominative.Plural: _____
- c. Given [atlar] *horses* (horse-Nom.Pl), provide the form meaning *of the horse* (horse-Gen.Sing).
- d. If an allomorph of the ablative.singular suffix is [-dan], what is the ablative singular form of *house*?

Japanese – Extra Credit

Japanese (Odden. Modified by Serrano Madsen to use proper IPA for Japanese) - What are the underlying forms of the 8 stems? What are the underlying forms for the affixes? (Aff(irmative), Neg(ative), Inform(al), Form(al), Pass(ive), Caus(ative))

	<i>AFF.INFORM</i>	<i>AFF.FORM</i>	<i>NEG.INFORM</i>	
1.	[aɣeɾɯ]	[aɣemasɯ]	[aɣenai]	<i>rise</i>
2.	[deɾɯ]	[demasɯ]	[denai]	<i>exit</i>
3.	[iɾeɾɯ]	[iɾemasɯ]	[iɾenai]	<i>insert</i>
4.	[iɾɯ]	[imasɯ]	[inai]	<i>exist</i>
5.	[kaeɾɯ]	[kaemasɯ]	[kaenai]	<i>change</i>
6.	[kaɾiɾɯ]	[kaɾimasɯ]	[kaɾinai]	<i>borrow</i>
7.	[miɾɯ]	[mimasɯ]	[minai]	<i>see</i>
8.	[okiɾɯ]	[okimasɯ]	[okinai]	<i>get up</i>
	<i>NEG.FORM</i>	<i>PASS.AFF.INFORM</i>	<i>PASS.AFF.FORM</i>	
9.	[aɣemasɛn]	[aɣeɾaɾeɾɯ]	[aɣeɾaɾemasɯ]	<i>rise</i>

10. [demasen]	[deɾaɾeɾu]	[deɾaɾemasu]	<i>exit</i>
11. [iɾemasen]	[iɾeɾaɾeɾu]	[iɾeɾaɾemasu]	<i>insert</i>
12. [imasen]	[iɾaɾeɾu]	[iɾaɾemasu]	<i>exist</i>
13. [kaemasen]	[kaeɾaɾeɾu]	[kaeɾaɾemasu]	<i>change</i>
14. [kaɾimasen]	[kaɾiɾaɾeɾu]	[kaɾiɾaɾemasu]	<i>borrow</i>
15. [mimasen]	[miɾaɾeɾu]	[miɾaɾemasu]	<i>see</i>
16. [okimasen]	[okiɾaɾeɾu]	[okiɾaɾemasu]	<i>get up</i>

<i>PASS.NEG.INFORM</i>	<i>PASS.NEG.FORM</i>	<i>CAUS.AFF.INFORM</i>	
17. [aɣeɾaɾenai]	[aɣeɾaɾemasen]	[aɣesaseɾu]	<i>rise</i>
18. [deɾaɾenai]	[deɾaɾemasen]	[desaseɾu]	<i>exit</i>
19. [iɾeɾaɾenai]	[iɾeɾaɾemasen]	[iɾesaseɾu]	<i>insert</i>
20. [iɾaɾenai]	[iɾaɾemasen]	[isaseɾu]	<i>exist</i>
21. [kaeɾaɾenai]	[kaeɾaɾemasen]	[kaesaseɾu]	<i>change</i>
22. [kaɾiɾaɾenai]	[kaɾiɾaɾemasen]	[kaɾisaseɾu]	<i>borrow</i>
23. [miɾaɾenai]	[miɾaɾemasen]	[misaseɾu]	<i>see</i>
24. [okiɾaɾenai]	[okiɾaɾemasen]	[okisaseɾu]	<i>get up</i>

<i>CAUS.AFF.FORM</i>	<i>CAUS.NEG.INFORM</i>	<i>CAUS.NEG.FORM</i>	
25. [aɣesasemasu]	[aɣesasenai]	[aɣesasemasen]	<i>rise</i>
26. [desasemasu]	[desasenai]	[desasemasen]	<i>exit</i>
27. [iɾesasemasu]	[iɾesasenai]	[iɾesasemasen]	<i>insert</i>
28. [isasemasu]	[isasenai]	[isasemasen]	<i>exist</i>
29. [kaesasemasu]	[kaesasenai]	[kaesasemasen]	<i>change</i>
30. [kaɾisasemasu]	[kaɾisasenai]	[kaɾisasemasen]	<i>borrow</i>
31. [misasemasu]	[misasenai]	[misasemasen]	<i>see</i>
32. [okisasemasu]	[okisasenai]	[okisasemasen]	<i>get up</i>

<i>CAUS.PASS.AFF.INFORM</i>	<i>CAUS.PASS.AFF.FORM</i>	
33. [aɣesaseɾaɾeɾu]	[aɣesaseɾaɾemasu]	<i>rise</i>
34. [desaseɾaɾeɾu]	[desaseɾaɾemasu]	<i>exit</i>
35. [iɾesaseɾaɾeɾu]	[iɾesaseɾaɾemasu]	<i>insert</i>
36. [isaseɾaɾeɾu]	[isaseɾaɾemasu]	<i>exist</i>
37. [kaesaseɾaɾeɾu]	[kaesaseɾaɾemasu]	<i>change</i>
38. [kaɾisaseɾaɾeɾu]	[kaɾisaseɾaɾemasu]	<i>borrow</i>
39. [misaseɾaɾeɾu]	[misaseɾaɾemasu]	<i>see</i>
40. [okisaseɾaɾeɾu]	[okisaseɾaɾemasu]	<i>get up</i>

<i>CAUS.PASS.NEG.INFORM</i>	<i>CAUS.PASS.NEG.FORM</i>	
41. [aɣesaseɾaɾenai]	[aɣesaseɾaɾemasen]	<i>rise</i>

42. [desasɛɾaʔɛnai]	[desasɛɾaʔɛmasɛN]	<i>exit</i>
43. [iʔɛsɛɾaʔɛnai]	[iʔɛsɛɾaʔɛmasɛN]	<i>insert</i>
44. [isɛɾaʔɛnai]	[isɛɾaʔɛmasɛN]	<i>exist</i>
45. [kaɛsɛɾaʔɛnai]	[kaɛsɛɾaʔɛmasɛN]	<i>change</i>
46. [kaʔisɛɾaʔɛnai]	[kaʔisɛɾaʔɛmasɛN]	<i>borrow</i>
47. [misɛɾaʔɛnai]	[misɛɾaʔɛmasɛN]	<i>see</i>
48. [okisɛɾaʔɛnai]	[okisɛɾaʔɛmasɛN]	<i>get up</i>