

Homework Assignment #2  
Due Tuesday September 25<sup>th</sup>, beginning of class

Name: \_\_\_\_\_

Question 1: *Finishing Tagalog*

In class last time, we started to work on the interaction of reduplication and infixation in Tagalog. Rather than returning to it, I'd like you to complete it as a homework exercise. I have taken out a lot of the data though, to make things simple, and filled in what we already discussed in class.

The following data are from Tagalog, a language of the Austronesian family, spoken in the Philippines.

[Note: The dotless question mark (?) is a consonant called a glottal stop. Some Tagalog sound changes have been silently undone, just to make the problem easier – so if you show this to Tagalog-speakers, a few things will look funny to them.]

1 sumulat	write!	16 ?umabut	reach!
2 sumulat	wrote	17 ?umabut	reached
3 susulat	will write	18 ?a?abut	will reach
8 sinusulat	is being written	23 ?ina?abut	is being reached
9 hahanap	will seek	24 ?umibig	love!
11 hinahanap	is being sought	27 ?i?ibig	will love

Task 1: List the roots

<i>sulat</i>	'write'	<i>?abut</i>	'reach'
<i>hanap</i>	'seek'	<i>?ibig</i>	'love'

Task 2: List the morphemes that create the various verb forms. Either list the affix, or, if there isn't a single form, explain how the particular sound of that morpheme is determined. For each affix, indicate whether it is a prefix, a suffix, or an infix. If it is an infix, indicate where it is attached.

commands ('!')

past ('-ed')

future ('will')

passive present progressive ('is being -ed'; two processes apply here)

The last case (passive present progressive) involves two morphological processes. Here, it is important to apply those in a particular order. Show why. (The way to do this is to show the wrong form you would get if you used the processes in the wrong order (mark the form to indicate it is "wrong", or rather *not found in the data*. To see whether it's actually wrong, we'd need to find a Tagalog speaker).

Task 3: Translate into Tagalog. (The way to do this is to find the meaning components of the English word, then look up the corresponding morphemes in Tagalog, and combine them in the appropriate way)

'seek!'

'is being loved'

'sought'

Question 2: *English Suffixes*

Our knowledge about English affixes also includes what part of speech they attach to, and what part of speech they return. *-able* for instance only attaches to verbs, not to nouns or adjectives: *walkable*, *\*chairable*, *\*fastable*. The resulting word is an adjective: *The walkable distance ...* So we know that *-able* attaches to nouns, returns adjectives, and means something like 'can be Ved' where V stands for the meaning of the verb it attaches to.

Figure out the same for the suffix *-less*.

*Examples*

penny	penniless	brain	brainless
clue	clueless	weight	weightless
...			

a. Which lexical category (Nouns, Verbs, Adjectives) does the suffix *-less* attach to (i.e. what's the category of the words in the left column)? Show at least one representative example of each category that illustrates that *-less* can or cannot attach.

Nouns:

Verbs:

Adjectives:

b. Which lexical category does the resulting word belong to (that would be the category of for instance the words in the right column)? Illustrate how you got to your result with at least one of our tests.

c. Paraphrase the meaning that *-less* seems to contribute.

Now do the same with the prefix *un-* :

happy	unhappy	do	undo
lock	unlock	grammatical	ungrammatical
...			

a. Which lexical category (Nouns, Verbs, Adjectives) does the prefix *un-* attach to (i.e. what is/are the categories of the words in the left column)? Show at least one representative example of each category that illustrates that *un-* can or cannot attach.

Nouns:

Verbs:

Adjectives:

b. Which lexical category/categories do the resulting words belong to (that would be the category of for instance the words in the right column)? Illustrate how you got to your result with at least one of our tests.

c. If you found multiple answers for a. and b., is there a correlation between those? If so, how?

d. Paraphrase the meaning(s) that *un-* seems to contribute. Are there several meanings? And if so, do you see a connection to your answer in d? How?

### Question 3 *Morphological Trees*

Draw tree structures to show the morphological structure of the following words

dreamers

dog houses

ungrammaticality