

Ćwiczenie 7 morfologia: język węgierski

2. Break down the words in the following sentences from Hungarian (de Groot 1989) into their constituent morphemes and state their meaning. If a morpheme has more than one allomorph, give all of them. [section 1.3]

- (1) János a könyvet Marinak adta. 'John gave the book to Mary.'
- (2) A könyv az asztal alatt van. 'The book is under the table.'
- (3) Mari Jánosnak adta az órát. 'Mary gave the clock to John.'
- (4) A gyerek látta Mari-t. 'The child saw Mary.'
- (5) Az óra az asztal fölött van. 'The clock is above the table.'
- (6) Mari látja Jánost. 'Mary sees John.'
- (7) A gyerek tette az órát az asztalhoz. 'The child put the clock near the table.'
- (8) Mari Jánosnak adja a könyvet. 'Mary gives the book to John.'
- (9) A level az asztal alatt van. 'The letter is under the table.'
- (10) János a könyvet az asztalra tette. 'John put the book on the table.'
- (11) Mari látta a gyereket. 'Mary saw the child.'
- (12) A könyv van az asztal mögött. 'The book is behind the table.'
- (13) Mari írja a levelet. 'Mary writes the letter.'
- (14) Mari a gyerekeknek adta az órát. 'Mary gave the clock to the child.'
- (15) János írta a levelet. 'John wrote the letter.'

Ki ez? Kik ezek? Ki ez? Kik ezek? Ki ez? Kik ezek?



Ez nő. Ez fiú. Ezek nők. Ezek fiatalok.



munkás gyerek gyerekek



Ez nyakkendő. Ez fésű. Ezek fésűk.



kutya kutyák fecske



kalap kalapok székek

Język tzutujil (Guatemala, rodzyna: maya, ca. 47000 mówców)

3. Identify the morphological constituents and their meanings in the following Tzutujil verbs (Dayley 1985: 87) (A note on Tzutujil spelling: x is pronounced [ʃ], and ʃ is pronounced [ʔ]).

xintuʋari	'I slept'	xoʋeeli	'we left'
neeli	'he or she leaves'	nintuʋari	'I sleep'
neʋeeli	'they leave'	xixuʋari	'you(PL) slept'
nixuʋari	'you(PL) sleep'	xeʋeeli	'they left'
xateeli	'you(SC) left'	xtuʋari	'he or she slept'
natuʋari	'you(SC) sleep'		

How would you say 'I left', 'he or she sleeps', 'we sleep'?

Język katu (Wietnam)

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

- B. What morphological process is illustrated in these data?
C. Describe the conceptual category that distinguishes the words in the second column from the corresponding words in the first column.

Język hebrajski

Adapted from Merrifield et al. 1987, problem #20

1. naḥal	'inherit'	6. hiḥil	'bequeath'
2. qaraʔ	'read'	7. hiqriʔ	'make read'
3. ʔaraf	'hire'	8. hiʔrif	'feed'
4. raqad	'dance'	9. —	—
5. jaʔal	'borrow'	10. hiʔil	'lend'

- A. Write an explicit rule that will derive the words in the right-hand column from the words in the left-hand column.

Język samoański

Note: In this exercise the symbol ʔ represents a glottal plosive, which is an important consonant in Samoan.

1. mate	'he dies'	8. mamate	'they die'
2. nofo	'he stays'	9. nonofo	'they stay'
3. galue	'he works'	10. galulue	'they work'
4. tanu	'he buries'	11. tatanu	'they bury'
5. alofa	'he loves'	12. alolofa	'they love'
6. taʔoto	'he lies'	13. taʔoʔoto	'they lie'
7. atamaʔi	'he is intelligent'	14. atamamaʔi	'they are intelligent'

- A. What morphological process is illustrated in these data?
B. Describe the rule as explicitly as you can.
C. If 'he is strong' is *malosi*, how would you say 'they are strong' in Samoan?