I. Word Structure

For each of the following words, provide the correct structure by using brackets or by drawing trees. If an example has more than one legitimate structure, provide a bracketed or tree structure for each. [1 point each]

a. unaffordable

\[
\text{un} \quad \text{afford} \quad \text{able}
\]

[un [[afford] able]]

b. overgeneration

\[
\text{over} \quad \text{generate} \quad \text{tion} \\
\text{over} \quad \text{generate} \\
\]

[over [[generate] tion]]  
[[over [generate]] tion]

c. chocolate cake icing

\[
\text{chocolate} \quad \text{cake} \quad \text{icing} \\
\text{chocolate cake} \quad \text{icing} \\
\]

[chocolate [cake icing]]  
[[chocolate cake] icing]
II. Problem Set A: Arabic

Consider the following data from Arabic. The first two columns show two roots conjugated after four different templates. Using these forms, conjugate the root in the third column. [1 point]

<table>
<thead>
<tr>
<th>Root</th>
<th>d.x.l.</th>
<th>x.r.j.</th>
<th>l.b.s.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>madxal</td>
<td>maxraj</td>
<td>malbas</td>
</tr>
<tr>
<td>2</td>
<td>adxala</td>
<td>axraja</td>
<td>albasa</td>
</tr>
<tr>
<td>3</td>
<td>duxuul</td>
<td>xuruuj</td>
<td>lubuus</td>
</tr>
<tr>
<td>4</td>
<td>daaxil</td>
<td>xaarij</td>
<td>laabis</td>
</tr>
</tbody>
</table>

III. Problem Set B: Isleta

Consider the following data from Isleta, a dialect of Southern Tiwa, a Native American language spoken in New Mexico, and answer the questions that follow.

1. [temiban] ‘I went’
2. [amiban] ‘you went’
3. [temiwe] ‘I am going’
4. [mimiaj] ‘he was going’
5. [tewanban] ‘I came’
6. [tewanhi] ‘I will come’

a. List the morphemes corresponding to the following English translations [1/2 point]:

   _te _ ‘I’
   _mi _ ‘go’
   _we_ (present progressive)

   _a__ ‘you’
   _wan _ ‘come’
   _aj__ (past progressive)

   _mi_ ‘he’
   _ban_ (past)
   _hi_ (future)

b. What sort of affixes are the subject morphemes [1/2 point]?
   Prefixes

c. What sort of affixes are the tense morphemes [1/2 point]?
   Suffixes
d. What is the order of morphemes in Isleta \([1/2 \text{ point}]\)?

**person** – **root** - **tense**

e. How would you say each of the following in Isleta \([1 \text{ point}]\)?

1. ‘He went.’
   
   *mimiban*

2. ‘I will go.’
   
   *temihi*

3. ‘You were coming.’
   
   *awanaj*

### IV. Problem Set C: Zoque

Examine the following data from Zoque, a language spoken in Mexico, and answer the subsequent questions. The symbol ‘[’ is being used to represent the glottal stop. \([1 \text{ point each}]\)

1. [kenu] ‘he looked’
2. [sihku] ‘he laughed’
3. [wihtu] ‘he walked’
4. [ka’u] ‘he died’
5. [cihcu] ‘it tore’
6. [sohsu] ‘it cooked’
7. [kenpa] ‘he looks’
8. [sikpa] ‘he laughs’
9. [witpa] ‘he walks’
10. [ka’pa] ‘he dies’
11. [cicpa] ‘it tears’
12. [sospa] ‘it cooks’

a. What is the Zoque morpheme indicating the present tense?

*pa*

b. For each verb, give the meaning and list the allomorphs of the stem.

- **ken-** ‘look’
- **sihk-/sik-** ‘laugh’
- **wiht-/wit-** ‘walk’
- **ka’-** ‘die’
- **cihc-/cic-** ‘tear’
- **sohs-/sos-** ‘cook’

c. What is the Zoque morpheme meaning ‘he’ or ‘it’?

*The morpheme is zero.*