

October 30, 2003

CLASS 6: WORD FORMATION PROCESSES [EXERCISES]

ENGLISH WORD DIVISION

1. Analyze the following words into morphs using the model given below:

		Prefix(es)	Root	Suffix(es)
<u>Example:</u>	<i>inequality</i>	in-	equal	-ity
(a) hospitalization				(k) disfunctional
(b) invisibly				(l) inconsiderate
(c) uninteresting				(m) postcolonial
(d) undercooked				(n) unlikelihood
(e) transcontinental				(o) relationship
(f) ungrammatical				(p) asymmetrical
(g) reinforcement				(q) hypersensitivity
(h) prototypical				(r) unfriendliness
(i) unforgettable				(s) interdependence
(j) impropriety				(t) monotheism

2. Is *-ly* an inflectional or a derivational affix?

Like an inflectional affix, it seems to attach to many (though not all) the members of the class of adjective, as in *quickly, helpfully, sadly, regrettably, softly, sharply, foolishly*. If *-ly* is an inflectional suffix marking the grammatical category adverb, then it should meet the following criteria for inflectional suffixes:

- (a) never change the part of speech of a root,
- (b) follow, not precede, any derivational suffixes,
- (c) affix to virtually any member of the category adjective.

Does *-ly* meet these criteria? Try to think of examples which violate these principles.

WRITING MORPHEMIC RULES

1. Examine the following past tense forms in English:

<i>hated</i>	<i>pulled</i>	<i>roared</i>	<i>walked</i>
<i>raided</i>	<i>opened</i>	<i>hugged</i>	<i>pushed</i>
<i>faded</i>	<i>groomed</i>	<i>robbed</i>	<i>missed</i>
<i>fitted</i>	<i>mowed</i>	<i>bruised</i>	<i>hoped</i>
<i>mated</i>	<i>cried</i>	<i>loved</i>	<i>fetched</i>
<i>loaded</i>	<i>paid</i>	<i>judged</i>	<i>laughed</i>

- (a) Determine the allomorphs of this inflectional suffix.
- (b) Determine the conditioning environments for each of the allomorphs.
- (c) Decide on the underlying (or “elsewhere”) form of this morpheme from which the other allomorphs are derived. For what reasons did you choose this particular form as the base?
- (d) Write a morphemic rule.
- (e) Consider the following past tense forms. How are they conditioned? How are they realized?

<i>sang</i>	<i>bought</i>	<i>cut</i>	<i>went</i>
<i>rang</i>	<i>fought</i>	<i>put</i>	<i>were</i>

2. Consider the following words:

<i>illegal</i>	<i>ineligible</i>	<i>inactive</i>	<i>imbibe</i>
<i>irrelevant</i>	<i>intolerant</i>	<i>indeterminate</i>	<i>immature</i>
<i>impossible</i>	<i>insecure</i>	<i>illogical</i>	<i>irregular</i>
<i>immoral</i>	<i>infamous</i>	<i>imbalance</i>	<i>injudicious</i>
<i>impatient</i>	<i>injury</i>	<i>ingrate</i>	<i>incongruous</i>

- (a) Determine the allomorphs of this derivational prefix.
- (b) Determine the conditioning factors for each of the allomorphs.
- (c) Decide on the underlying (or “elsewhere”) form of this morpheme from which the other allomorphs are derived. Justify the base form.
- (d) Write a morphemic rule.
- (e) State the meaning of the morpheme.
- (f) Why are the forms *ignoble* and *ignominious*, which presumably contain the same prefix, a problem? Try to account for this problem. (Hint: Look up the etymologies of these words.)

3. Consider the following words:

<i>collect</i>	<i>cohabit</i>	<i>collide</i>
<i>correct</i>	<i>coalesce</i>	<i>corrode</i>
<i>connect</i>	<i>collate</i>	<i>confess</i>
<i>commute</i>	<i>commend</i>	<i>cohere</i>
<i>combat</i>	<i>contend</i>	<i>coexist</i>
<i>compute</i>	<i>consent</i>	<i>coincide</i>
<i>compare</i>	<i>condemn</i>	

- (a) Determine the allomorphs of this derivational prefix.
- (b) Write a morphemic rule specifying underlying form, allomorphs, and environments.
- (c) State the meaning of the morpheme, if possible.

4. Consider the following pairs of words:

<i>sign</i>	<i>signature</i>
<i>design</i>	<i>designation</i>
<i>resign</i>	<i>resignation</i>

- (a) What is the root allomorphy exhibited by all of the forms?
- (b) Write a morphemic rule for the first set of words.

DERIVATIONAL PREFIXES AND SUFFIXES

1. Sort the suffixes in the words below according to their class-changing function.

The categories include the following:

- | | |
|-------------|--|
| (a) N > N | (e) N > A |
| (b) V > N | (f) V > A |
| (c) A > N | (g) N/A > Adv |
| (d) N/A > V | [There are two examples of each suffix.] |

<i>broaden</i>	<i>syntactic</i>	<i>width</i>	<i>socialist</i>
<i>absorbent</i>	<i>falsehood</i>	<i>closure</i>	<i>straighten</i>
<i>rhetorician</i>	<i>clockwise</i>	<i>refusal</i>	<i>vaccinate</i>
<i>gangster</i>	<i>stardom</i>	<i>warmth</i>	<i>hopeless</i>
<i>twofold</i>	<i>trial</i>	<i>accidental</i>	<i>selfish</i>
<i>advisory</i>	<i>likelihood</i>	<i>friendless</i>	<i>politician</i>
<i>idealist</i>	<i>mobster</i>	<i>kingdom</i>	<i>facilitate</i>
<i>flippant</i>	<i>contradictory</i>	<i>boyish</i>	<i>seizure</i>
<i>manifold</i>	<i>stepwise</i>	<i>thankless</i>	<i>global</i>
<i>historic</i>	<i>penniless</i>		

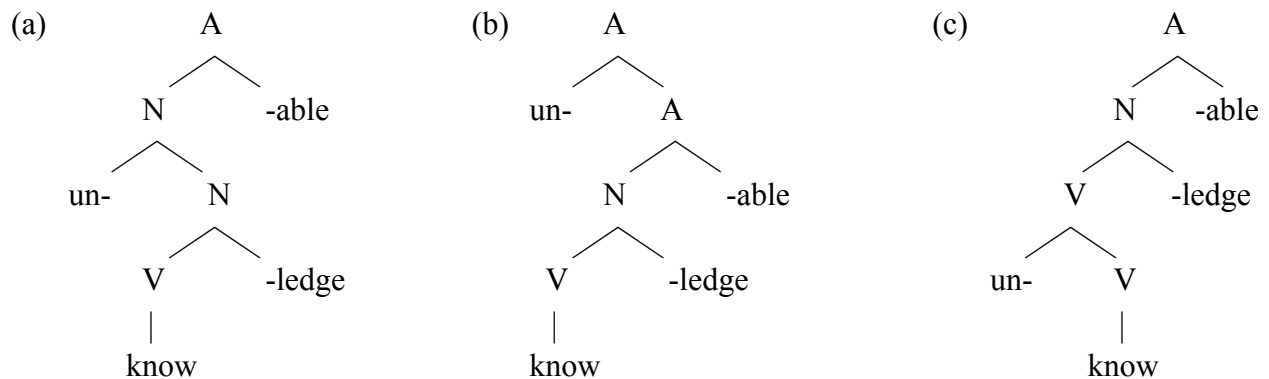
2. Can you think of a reason why *-en* may attach to some adjectives, but not to others?

<i>blacken</i>	<i>broaden</i>	<i>stiffen</i>	<i>ripen</i>
<i>deafen</i>	<i>tighten</i>	<i>soften</i>	<i>loosen</i>
<i>*thinen</i>	<i>*longen</i>	<i>*slimen</i>	
<i>*nearen</i>	<i>*slowen</i>	<i>*narrowen</i>	
<i>*highen</i>	<i>*holyen</i>	<i>*noblen</i>	

3. Can you think of a reason why *-ed* may attach to some nouns, but not to others?

<i>brown-haired</i>	<i>kind-hearted</i>	<i>low-spirited</i>
<i>left-handed</i>	<i>narrow-minded</i>	<i>strong-headed</i>
<i>*brown-coated</i>	<i>*heavy-pursed</i>	<i>*long-skirted</i>
<i>*one-childed</i>	<i>*two-catted</i>	<i>*silly-hatted</i>

4. Which is the proper derivation of *unknowledgeable*? Explain.



PREFIXATION

1. Consider the following words:

<i>disbelief</i>	<i>dishonorable</i>	<i>dislike</i>
<i>discomfort</i>	<i>dispassionate</i>	<i>disconnect</i>
<i>disharmony</i>	<i>dismissive</i>	<i>disclose</i>
<i>disorder</i>	<i>disgraceful</i>	<i>disinfect</i>
<i>displeasure</i>	<i>disorderly</i>	<i>disown</i>
<i>dishonest</i>	<i>dissimilar</i>	<i>discontinuous</i>
<i>discharge</i>	<i>disobey</i>	<i>distrust</i>

- What kinds of bases does the prefix *dis-* attach to? Give an example of each.
- What kinds of roots does the prefix *dis-* attach to? Explain.
- Is it a class-maintaining or class-changing prefix?
- What are the two meanings of the prefix? Name and give an example from the list above of each of the two meanings.
- In addition to derivation, what process of word formation is involved in the formation of the following words?

<i>disarm</i>	<i>distrust</i>	<i>dismember</i>	<i>disfigure</i>
<i>disband</i>	<i>discolor</i>	<i>discourage</i>	<i>disbar</i>

- What problem do the following words pose for morphological analysis? Explain.

<i>discern</i>	<i>disgust</i>	<i>dissipate</i>	<i>disburse</i>
<i>disparage</i>	<i>dismantle</i>	<i>dispel</i>	<i>discreet</i>

- Would you say that the following words contain the *dis-* prefix or a different one? Explain.

<i>denude</i>	<i>deforest</i>	<i>demerit</i>	<i>declassify</i>
<i>deform</i>	<i>degrade</i>	<i>denounce</i>	<i>decode</i>
<i>detract</i>	<i>deflower</i>	<i>deflect</i>	<i>defrost</i>

- Analyze the following words into morphs and label each morph as R (=root), DP (=derivational prefix), DS (=derivational suffix), and IS (=inflectional suffix). Specify the grammatical function of the affixes and the part of speech of the root.

Example: DISCOURAGEMENT *dis-* (DP) + *courage* (R – noun) + *-ment* (DS – nominalizer)

disheartening *disproportionately* *disqualification* *disenchantments* *disinterested*

- Draw a tree diagram showing the derivation of the word *disreputable*.

2. Consider the follow words:

<i>antisocial</i>	<i>antibacterial</i>	<i>antihistamine</i>
<i>antibody</i>	<i>antinuclear</i>	<i>antihygienic</i>
<i>anticyclimax</i>	<i>antihero</i>	<i>antiseptic</i>

- What bases does the prefix *anti-* attach to? Give an example of each.
- What kinds of roots does the prefix *anti-* attach to? Explain.
- Is the prefix class-changing or class-maintaining?
- Give the meaning of the prefix.
- What problem do the following words pose for morphological analysis? Explain.

<i>antipathy</i>	<i>antidote</i>	<i>antithetic</i>	<i>antibiotic</i>
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(f) In addition to derivation, what process is involved in the formation of the following words?

antiwar *antifreeze* *antislip*
antitrust *antiknock* *antiwrinkle*

(g) What problem do the following words pose for morphemic analysis? Explain.

antacid *Antarctic* *antepileptic*

(h) Analyze the following words as in (1h) above:

antibacterial *antiperspirant* *antirevolutionary*
anticommercialization *antidisestablishmentarianism*

(i) Give a tree diagram showing the derivation of the word *antidepressant*.

COMPOUNDING

1. Identify the syntactic pattern in each of the following compounds and express it in a rule.

Example: 'gravedigger' — N + V + *-er* > N

- | | | |
|------------------|-------------------|---------------------|
| (a) hovercraft | (m) dugout | (y) lukewarm |
| (b) dairyman | (n) hardhearted | (z) law-abiding |
| (c) bath-towel | (o) homesick | (aa) far-reaching |
| (d) goldfish | (p) proofread | (bb) homemade |
| (e) inroads | (q) overqualified | (cc) clean-cut |
| (f) bystander | (r) overachieve | (dd) fighter-bomber |
| (g) setback | (s) badmouth | (ee) earthenware |
| (h) meltdown | (t) redhead | (ff) driver's seat |
| (i) blackout | (u) birth control | (gg) baking powder |
| (j) stand-in | (v) breakfast | (hh) drip-coffee |
| (k) turnout | (w) thoroughgoing | (ii) wisecrack |
| (l) money-hungry | (x) quick-change | (jj) snowplow |

2. The following words are compounds which also include derivational affixes. Analyze the words, identifying the roots and their parts of speech, as well all the affixes and their function as nominalizer, verbalizer, adjectivalizer, or adverbializer.

Example: 'housekeeper' — *house* (root – noun) + *keep* (root – verb) + *-er* (nominalizer)

- (a) flightworthiness
- (b) chatterbox
- (c) owner-occupied
- (d) freedom-loving
- (e) handicraft
- (f) broken-hearted
- (g) safety-tested
- (h) worldly-wise
- (i) antiaircraft
- (j) machine-readable
- (k) chartered accountant

MINOR PROCESSES OF WORD FORMATION

1. Identify the process of word formation responsible for each of the following words.

- | | | |
|-------------------|---------------------|-------------------|
| (a) curio | (j) serendipity | (s) guestimate |
| (b) (to) laze | (k) diesel | (t) canary |
| (c) (to) network | (l) (a) ha-ha | (u) brain-gain |
| (d) (to) cohere | (m) (to) make up | (v) boojum |
| (e) (a) sitcom | (n) (to) total | (w) gaffe-slack |
| (f) (the) muppets | (o) (the) hereafter | (x) psycho |
| (g) (a) what-not | (p) amphetamine | (y) walkie-talkie |
| (h) margarine | (q) (a) construct | (z) bonfire |
| (i) dystopia | (r) (the) chunnel | |

2. The words in column A have been created from the corresponding words in column B. Indicate the word formation process responsible for the creation of each word in column A.

<u>Column A</u>	<u>Column B</u>
(a) sprig	spray + twig
(b) nostril	nosu + thyril 'hole' [in Old English]
(c) bookie	bookmaker
(d) van	caravan
(e) Amerindian	American Indian
(f) CD	compact disc
(g) RAM	random access memory
(h) televise	television
(i) xerox	xeroxography
(j) telathon	television + marathon
(k) sci-fi	science fiction
(l) elect	election
(m) deli	delicatessen
(n) scuba	self-contained underwater breathing apparatus
(o) scavenge	scavenger
(p) jell	jelly

MORE EXERCISES

- read carefully and do (first on your own, without checking in the back) the **exercises that Carstairs-McCarthy (2002) offers** in his chapters 1 through 6 (or rather, 7 after this afternoon)
- look over the **additional exercises** I copied on the following few pages
- all of this should be **enough material for that part of the mid-term** that is going to deal with chapters 1 through 6 — we will do additional exercises somewhat closer to the exam itself