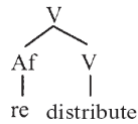


Part I

- 1.) Draw trees to show the morphological structure of each word. The first one is done as an example.



a. redistribute
(as in “They want to redistribute resources.”)

b. defund
(as in “They will defund the school.”)

c. creativity
(as in “We value creativity.”)

d. inexpensive
(as in “My watch is inexpensive.”)

e. unsolvable
(as in “That issue is unsolvable.”)

f. impressiveness
(as in “I love her impressiveness”)

- 2.) Identify eight bound morphemes in the following words:

- a. misinforms
- b. lengthened
- c. tremendously
- d. previewer

- 3.) Identify six inflectional morphemes in the following phrases:

- a. the author’s books
- b. the hottest styles
- c. She skated
- d. stop whining

- 4.) Match the appropriate word formation processes with the underlined words below. Note: each process can only be used once, and there are two processes that don't get used at all.

Get your <u>scuba</u> gear!	_____	a. blending
I'm gonna <u>party</u> like it's 1999.	_____	b. backinformation
What's up, <u>doc</u> ?	_____	c. coinage
She dances <u>ballet</u> .	_____	d. compounding
They took his <u>fingerprints</u>	_____	e. conversion
Want to do <u>brunch</u> ?	_____	f. calque
That's <u>antidemocratic</u>	_____	g. borrowing
Please <u>donate</u> generously	_____	h. clipping
		i. acronym
		j. derivation

- 5.) Adjectives with the structure “un___able” are ambiguous. The word “uninstallable” has two possible interpretations. Draw a tree for each meaning and provide a definition/explanation of what each tree means.

Meaning 1 Tree:

Meaning 1 Definition:

Meaning 2 Tree:

Meaning 2 Definition:

6.) Consider the use of “*ish*” in following two sets of words:

Group A

greenish
tallish
handsome-ish
fast-ish
smooth-ish

Group B

boyish
girlish
babyish
sheepish
childish

Is there one “*-ish*” suffix in English, or two different ones? If you think there are two, this would make “*-ish*” very much like “*-ing*” and “*-er*” in English. One “*-ing*” suffix attaches to verbs to make nouns, and means something like “noun having to do with this verb”. The other attached to verbs and means something like “present tense progressive/ongoing”. Similarly, one “*-er*” suffix attaches to verbs and means “thing that does this verb”, while the other “*-er*” attaches to adjectives and means “comparative/more of this adjective”.

For “*-ish*” in the words above, decide if there are actually one or two “*-ish*” suffixes, and for each, decide:

(a) What lexical category does each “*-ish*” attach to?

(b) What does each of “*-ish*” suffix mean? (I.e., what meaning does it add to the words it attaches to?)

7.) Here is a list of some compound nouns in English and Spanish:

English

can-opener
spot-remover
sky-scraper
dish-washer

Spanish

abre-latas
quita-muchos
rascal-cielos
lava-platos

And here is a mini-dictionary of Spanish

abre: open(verb)
quita: remove (verb)
rasca: scrape (verb)
lava: wash (verb)

latas: cans (noun)
muchos: spots (noun)
cielos: sky (noun)
platos: dishes (noun)

Question 1: How does compounding work differently in Spanish compared to English with these words?

Question 2: If we needed to invent the word “can washer”: in Spanish, what would that word probably be (in Spanish)?

8.)

- Using the information about Tagalog from the set of examples here:
(a) in the last column of the table below, state the morphological rules for forming the four forms *from the root* (given above the line),
(b) translate the English verbs below (a-d) into Tagalog: *basag* (“break”), *bili* (“buy”), *hanap* (“look for”)

ROOTS: “to write” = <i>sulat</i>		“to call” = <i>tawag</i>	<i>Morphological RULE for creating forms i-iv</i>
i. “is writing”	<i>sumusulat</i>	“is calling”	<i>tumatawag</i>
ii. “is being written”	<i>sinusulat</i>	“is being called”	<i>tinatawag</i>
iii. “write!”	<i>sumulat</i>	“call!”	<i>tumawag</i>
iv. “was written”	<i>sinulat</i>	“was called”	<i>tinawag</i>
a.	“was bought”		
b.	“is looking for”		
c.	“is being broken”		
d.	“buy!”		

9.)

Luiŋeño is a Native American language spoken by a small group of people in Southern California (a *very* small group; there are definitely fewer than 100 speakers of the language, and all of them are bilingual). Luiŋeño also has a reduplicative process in its morphology (these data are somewhat simplified). Consider the data below. (Note: the symbol [č] represents the “ch” sound in English, for which the standard IPA symbol is [tʃ].):

Word	Meaning	Word	Meaning
kava	<i>‘to be red’</i>	kava-kvas	<i>‘to be pink’</i>
maha	<i>‘to stop’</i>	maha-mhas	<i>‘to slow down’</i>
čara	<i>‘to wreck’</i>	čara-čras	<i>‘to damage’</i>
čoka	<i>‘to limp’</i>	čoka-čkas	<i>‘to limp slightly’</i>

Describe what is happening in these data in Luiseño. How are the words in the second column formed, and what does the morpheme that gets added mean?

Extra Credit

All of the following Zoque (a language of Mexico) words consist of two or more morphemes. Remember that not every single morpheme in one language needs to correspond to a morpheme in another language.) The [ə], [ʔ], and [ʃ] are symbols from the International Phonetic Alphabet, which we will learning next week. Their presence will not affect your ability to answer the problem, but here is an explanation of what those sounds are as a little preview:

[ə] = schwa (as in the last vowel sound at the end of ‘sofa’)

[ʔ] = glottal stop (as in the sound in the middle of ‘uh-oh’)

[ʃ] = esh (as in the first sound and last sound in ‘shush’)

pən	“man”	pənʃeh	“manlike”	naka	“skin, leather”
pəntaʔm	“men”	pənʃehʔaʔm	“like men”	nakapit	“by means of leather”
pənkəsi	“on a man”	nanah	“mother”	nakapitʃeh	“as if by leather”
pənkotoya	“for a man”	nanahʔaʔm	“mothers”	yomo	“woman”
pənhiʔŋ	“with a man”	nanahkotoya	“for a mother”	yomotaʔm	“women”
pənkəsitaʔm	“on men”	ʔunehiʔŋ	“with a child”	yomohiʔŋ	“with a woman”
pənkəsifeh	“as on a man”	ʔunehiʔŋʔaʔm	“with children”	yomotih	“just a woman”

a. Identify the following morphemes from the above data set:

Zoque	English	Zoque	English	Zoque	English	Zoque	English
	man		leather		on (a)		as / like / as if
	mother		woman		for (a)		by means of
	child		plural		with (a)		just (a)

b. (i) How would you say “just a man” in Zoque?

(ii) How would you say “with women” in Zoque?