

# *The English word formation system*

## Identifying morphemes.

Words are made up of meaningful word parts: **morphemes**. Morphemes can be identified through the process of comparing words and word parts in one word with the words and word parts in other words. These words have been divided into morphemes:

photo				
photo	graph			
photo	graph	ic		
photo	graph	ic	al	
photo	graph	ic	al	ly
photo	graph	y		

Notice that by comparing the first word *photo* with the other words in the list, it is possible to isolate the morpheme *photo* in all the words. By comparing *photograph* with the other words, it is possible to isolate the morpheme *graph* in all the remaining words, and so on.

A note on spelling. With frequent but fortunately often principled exceptions, an individual morpheme is usually spelled the same way. The spelling of morphemes is usually invariant despite variation in the actual pronunciation of the morpheme; notice the word-to-word variation in the pronunciation of the underlined vowels:

photo	/ow/	---
photo <u>g</u> raph	/ə/	/æ/
photo <u>g</u> raphy	/a/	/ə/
photo <u>g</u> raphically	/ə/	/æ/

In the morpheme *photo* ‘light’, there is an alternation in the pronunciation of the second vowel (and, as some of you may already have noticed, in the pronunciation of the consonant -t-); also, in the morpheme *graph* ‘write’, there is an alternation in the pronunciation of the vowel. Despite this alternation in pronunciation, these morphemes have a single spelling. Although in one sense these spellings are related to sound, in another sense these spellings are morphemic (that is, related to word parts).

### EXERCISE 3.1: PRACTICE IDENTIFYING SOME MORPHEMES: COMMON ROOTS.

This exercise is to give you some practice identifying morphemes you run into every day.

Divide off the morpheme with the core of the word's meaning using slashes (/). This morpheme, by the way, is often called the root or base. Sample answers are given at the end of the chapter.

Aqua-lung <sup>TM</sup>	hydrant	biology	Kodachrome
aquarium	hydrate <sup>1</sup>	biopsy	chromides <sup>2</sup>
aqueduct <sup>3</sup>	dehydration	biography	chromatin <sup>4</sup>
corpulent	synchronize	pedal <sup>5</sup>	urban
corps	chronological	podiatrist	suburbs
corporation	chronometer	pedometer	urbane

- 
1. Compound or complex ion formed by the union of water with another substance.
  2. Small brightly-colored African fish.
  3. The spelling of the first morpheme is unexpected.
  4. The part of the cell nucleus that stains well with dyes.
  5. In this group, one of the variants is from Latin, the other from Greek.

**EXERCISE 3.2: PRACTICE IDENTIFYING SOME MORPHEMES: NUMBERS.**

This two-part exercise is designed to give you some practice identifying morphemes, some of which you run into every day.

Divide the following words into morphemes using slashes (/). That most of the words are in sets should be helpful. The months make more sense once you realize that, when the months were originally given their names, there were only ten months, not twelve. Thus, December was originally the tenth month. Sample answers are given at the end of the chapter.

monotone	bilateral	triangle	tetragram	quintuplet
monograph	bisexual	tripod	tetralogy <sup>1</sup>	quintet <sup>2</sup>
monotheism	bicycle	tricycle	tetragon <sup>3</sup>	quints
uniform	dual	quadrant	pentagon	
unison	duplex	quadrangle	pentagram	
unicycle	duo 'duet'	quad	Pentateuch <sup>4</sup>	
sextet	September	octopus	November	decade
sextuplet	septivalent <sup>5</sup>	October		December
hexagon	heptameter			
hexagram	heptagon			
hexachord <sup>6</sup>	heptachord			

1. A group of four related dramas. Cf. *trilogy*.

2. Any group of five (things or people).

3. A rare word that refers to a plane figure with four sides.

4. The first five books of the Old Testament.

5. In chemistry, having a valence of seven.

6. This is now a musical theory term, but it originated as the name of a six-stringed instrument.

Having divided the words into morphemes, find which of them go with the meanings given below. The meanings of some of the words are given in footnotes; these meanings give clues to the meanings of the morphemes. The letters provide obvious clues as to which are the Greek and which are the Latin roots. Sample answers are given at the end of the chapter.

	Greek	Latin	
morpheme	morpheme		Example(s)
'one'	m_____	_____	_____ ; _____
'two'	-----	_____, _____	_____ ; _____
'three'		_____	_____
'four'	t_____	_____	_____
'five'	p_____	_____	_____ ; _____
'six'	h_____	_____	_____ ; _____
'seven'	h_____	_____	_____ ; _____
'eight'	-----	_____	_____
'nine'	-----	_____	_____
'ten'		_____	_____

In the above exercise, were there some morphemes that were unclear? If so, exactly what parts were unclear? What made them unclear to you?

### Classifying morphemes: roots, affixes, and so on

The *root* or *base* is the main part of the word.<sup>1</sup> Words may contain **affixes** (from *ad-* ‘to, toward’ + *-fix* ‘attach’), meaningful parts added before the word (**prefixes**; from *pre-* ‘before’ + *-fix* ‘attach’) or after the word (**suffixes**; from *sub-* ‘after’ + *-fix* ‘attach’).

Note: It is important to realize that the morpheme is a unit of meaning, not a unit of pronunciation. For instance, the word *cats* has two morphemes: *cat* + *-s*, with *cat* being the root and *-s* being a plural-marking suffix. *Cats*, however, consists of only one syllable.

#### EXERCISE 3.3: PREFIXES, ROOTS, AND SUFFIXES.

Divide the following words into morphemes, and then write the morphemes under prefix (P), root (R), or suffix (S), as appropriate. Answers are found at the end of the chapter.

	prefix	root	suffix
example:			
undone	un-	done	
words	_____	_____	_____
kitchen	_____	_____	_____
Arizona	_____	_____	_____
faster	_____	_____	_____
reworking (in a verb)	_____	_____	_____
cucumbers	_____	_____	_____
policeman	_____	_____	_____

1. Roots may be further classified as *free* or *bound*, depending on whether they can occur by themselves or whether they can only occur attached to another morpheme.

### EXERCISE 3.4: PREFIXES, ROOTS, AND SUFFIXES.

Divide the following words into morphemes, and then write the morphemes under prefix (P), root (R), or suffix (S), as appropriate.

	prefixes	roots	suffixes
encircle	_____	_____	_____
artichoke	_____	_____	_____
dogs	_____	_____	_____
untie	_____	_____	_____
colder	_____	_____	_____
laziness	_____	_____	_____
roommate	_____	_____	_____

### Inflectional versus derivational.

It is traditional (and useful) to divide affixes into *inflectional* suffixes, that is, into the so-called grammar-marking suffixes and the *derivational* affixes (the word-forming affixes). The forms and the meanings for the eight inflectional suffixes are listed:

verbs:	nouns:	adjectives:
<i>-ing</i> 'PROGRESSIVE'	<i>-s</i> 'PLURAL'	<i>-er</i> 'COMPARATIVE'
<i>-ed</i> 'PAST TENSE'	<i>-'s</i> 'POSSESSIVE'	<i>-est</i> "SUPERLATIVE"
<i>-en/-ed</i> 'PAST PARTICIPLE'		
<i>-s</i> '3rd person singular' <sup>1</sup>		

---

1. The 3rd person singular (present tense) *-s*, is the *-s* added to verbs in the present tense after *he, she, it*, or a singular noun, for examples, 'I walk' but 'He walks.'

Unless it is a root (or, base), the rest of the morphemes are derivational (the word-forming affixes).

Notice that the inflectional suffixes—like all morphemes—have both a form and a meaning. For a morpheme to be one of inflectional morphemes, it must have not only the right form but also the right meaning:

*bigger* (cf. *big*, *bigger*, *biggest*)

Thus, to use an obvious example, not all instances of *-er* at the end of a word are examples of the inflectional suffix *-er*; instead, only those *-er* suffixes which indicate comparison (‘COMPARATIVE’) are inflectional. For example, in the word *bigger* the *-er* indicates that two or more things are being compared in terms of size; this is, thus, an instance of the inflectional *-er*.

*worker*

In the word *worker*, however, the *-er* indicates not a comparison but rather the general meaning of ‘one who \_\_\_\_\_’, in this case, ‘one who works’. This suffix, then, is derivational.

*linger*

And, in the word *linger*, the *-er* at the end is not even a suffix. The word just happens to end in the letters *-er*.

Note to students: A great strategy for learning to distinguish between inflectional and derivational affixes is to memorize the eight inflectional suffixes—not just the spellings but the meanings as well! Obviously, all the rest of the affixes will be derivational.

This division between inflectional and derivational correlates directly with a difference in how the two types of affixes are taught. Inflectional suffixes, not surprisingly, end up being learned as part of the acquisition of the basic grammar or syntax of the language.

The word-forming affixes—the derivational affixes—being far less general end up being learned (if they are ever really learned) much as new vocabulary words are learned; that

is, they are learned more one at a time as the learner runs across individual words than as a productive general rule.

**EXERCISE 3.5: DERIVATIONAL VERSUS INFLECTIONAL.**

The following words are made up of either one, two, or more morphemes: isolate the morphemes and decide for each morpheme if it is a (R) root, a (D) derivational affix, or and (I) inflectional suffix.

Examples:	photographically		reflections	
	photo-graph-ic-al-ly		re-flect-ion-s	
	R-R-D-D-D		D-R-D-I	
	derivational		derivational	inflectional
	prefix(es)	root(s)	suffix(es)	suffix
example:				
re-play-ed (verb)	re-	play		-ed
reconnections	_____	_____	_____	_____
trilateral	_____	_____	_____	_____
reformations	_____	_____	_____	_____
bookkeepers	_____	_____	_____	_____
informality	_____	_____	_____	_____
reaction	_____	_____	_____	_____
graphically	_____	_____	_____	_____

**EXERCISE 3.6: DERIVATIONAL VERSUS INFLECTIONAL.**

The following words are made up of either one, two, or more morphemes: isolate the morphemes and decide for each morpheme if it is a (R) root, a (D) derivational affix, or and (I) inflectional suffix.

Examples:	photographically		reflections	
	photo-graph-ic-al-ly		re-flect-ion-s	
	R-R-D-D-D		D-R-D-I	
	derivational		derivational	inflectional
	<u>prefix(es)</u>	<u>root(s)</u>	<u>suffix(es)</u>	<u>suffix</u>
unhappily <sup>1</sup>	_____	_____	_____	_____
misleadingly	_____	_____	_____	_____
Massachusetts	_____	_____	_____	_____
fingers	_____	_____	_____	_____
endangered (verb)	_____	_____	_____	_____
reflectively	_____	_____	_____	_____
restlessness	_____	_____	_____	_____

**Determining the ‘meaning’ of derivational affixes.** English has a large number of derivational affixes, many of which change one part of speech into another part of speech. Examine the five words to determine the function of the *-ly*,<sup>2</sup> *that is, (a) to determine what part of speech were the roots before the -ly was added and (b) what part of speech are the words now.*<sup>3</sup>

man/ly      friend/ly      world/ly      woman/ly      love/ly

1. You should not let yourself be confused by the spelling of the root in this word as *happi-* rather than *happy*.
2. This *-ly* should not be mistaken for the *-ly* that occurs on some adverbs.
3. Determining the meaning of derivational affixes in this way serves at least two purposes. The first is obvious; it is useful to be able to determine what the particular affixes do. Another less obvious benefit is the dual benefits from going through the processes: not only is understanding of the parts of speech increased but also an increased familiarity with a wide range of morphemes is gained.

(a) To find out what part of speech these words were before the suffix *-ly* was added, we examine *man*, *friend*, *world*, *woman*, and *love* to see if there is a single part of speech which they can all function as. We find that they all can function as nouns,<sup>1</sup> as can be checked by putting the word *the* in front of each of them:

*the man, the friend, the world, the woman, the love*<sup>2</sup>

So it appears that all the words were nouns before the addition of *-ly*. At this point, we know these roots were nouns before *-ly* was added.

(b) To find out what part of speech these words are after the addition of the *-ly*, we examine *manly*, *friendly*, *worldly*, *womanly*, and *lovely* to see if there is a single part of speech which they function as. They are not nouns; we cannot say, as the asterisk indicates, *\*the manly*, *\*the friendly*, and so on, unless we consider them to have a following ‘understood’ noun. They are not verbs; we cannot say *\*to manly*, *\*to friendly*, and so on. However, they are adjectives; we can say things like *the manly actor*, *the friendly dog*, *the worldly sophomore*, and so on in which our *-ly* words function as adjectives.

nouns? no!

not *\*the manly*  
not *\*the friendly*  
not *\*the worldly*  
not *\*the womanly*  
not *\*the lovely*

verbs? no!

not *\*to manly*  
not *\*to friendly*  
not *\*to worldly*  
not *\*to womanly*  
not *\*to lovely*

adjectives? yes!

but *the manly actor*  
but *the friendly dog*  
but *the worldly sophomore*  
but *the womanly manner*  
but *the lovely child*

- 
1. While any individual word might function as more than one part of speech, it would be most unusual for more than one part of speech to function for all five examples.
  2. The word *love* is of little help to us, as it can be a noun as in *the love* or a verb as in *to love*. We assume that it is functioning as a noun here because the other four are functioning as nouns.

The roots were not verbs because only two of them can function as verbs. We test this by trying each of them with the word *to* in front of the root:

*to man, \*to friend, \*to world, \*to woman, to love*

Two of the roots can act as verbs, *man* and *love*, but the other three, as the asterisk shows, cannot.

To put it all together, (a) the nouns *man, friend, world, woman, and love* (b) become adjectives when *-ly* is added to them. Or, to say the same thing, formulaically:

noun + *-ly* =====> adjective

That is, a noun plus *-ly* becomes an adjective.

### EXERCISE 3.7: DETERMINING THE 'MEANING' OF DERIVATIONAL AFFIXES.

Produce a formula like "**noun** +*-ly* =====> **adjective**" for each group of words. In other words, determine (i) what part of speech the root words were before the affix was added and (ii) what part of speech the words are after the affix has been added. Answers to this exercise are found after Exercise 2.

1. *-less:      hopeless, homeless, thoughtless, senseless, helpless*

\_\_\_\_\_ + *less* =====> \_\_\_\_\_

2. *-ion:      deviation, rotation, repression, rejection, connection*

\_\_\_\_\_ + *-ion* =====> \_\_\_\_\_

3. *-ity:      morality, sensitivity, activity, irresponsibility*

\_\_\_\_\_ + *-ity* =====> \_\_\_\_\_

4. *-ize:      victimize, characterize, colonize, symbolize*

\_\_\_\_\_ + *-ize* =====> \_\_\_\_\_

5. *-ive:      impressive, reactive, interruptive, conclusive*

\_\_\_\_\_ + *-ive* =====> \_\_\_\_\_

**EXERCISE 3.8: DETERMINING THE 'MEANING' OF DERIVATIONAL AFFIXES.**

Produce a formula like "**noun** +**-ly** ==> **adjective**" for each group of words. In other words, determine (i) what part of speech the root words were before the affix was added and (ii) what part of speech the words are after the affix has been added.

1.    *-ness: friendliness, happiness, restlessness, deviousness*

\_\_\_\_\_ + *ness*            ====> \_\_\_\_\_

2.    *-al: national, fictional, colonial, mortal,<sup>1</sup> emotional*

\_\_\_\_\_ + *-al* \_            ====> \_\_\_\_\_

3.    *re-: reuse, rework, redo, reanalyze, replay*

*re-* + \_\_\_\_\_            ====> \_\_\_\_\_

4.    *mis-: misspell, misanalyze, mistrust, miscalculate*

*mis-* + \_\_\_\_\_            ====> \_\_\_\_\_

5.    *un-: untie, unroll, unwrap, undo, unlock*

*un-* + \_\_\_\_\_            ====> \_\_\_\_\_

6.    *un-:<sup>2</sup> unhappy, unresponsive, unlucky, ungrammatical*

*un-* + \_\_\_\_\_            ====> \_\_\_\_\_

---

1. If you have tried working with this word, you might have already realized that *mort-* does not really have a part of speech. Because it is a bound not a free root, it does not occur by itself.

2. This *un-* is not the same as the *un-* of number 5. In 5, the *un-* means approximately 'do in reverse'; in 6, the *un-* means 'not'.

**Mixed morphology exercises.** These exercises require sorting out various types of morphemes. Some look alike but are actually different; some look different but are actually the same.

### EXERCISE 3.9: MIXED MORPHEMES

In each group, one word has no suffix whatsoever; after this word, write 'none'. One has a suffix that is different from the other two remaining suffixes; after this suffix, write different. The remaining two have suffixes that are the same in meaning, if not spelling; after these, write 'same'.

- a.     rider        \_\_\_\_\_  
        colder        \_\_\_\_\_  
        silver         \_\_\_\_\_  
        actor<sup>1</sup>        \_\_\_\_\_
- b.     tresses        \_\_\_\_\_  
        melodies      \_\_\_\_\_  
        Bess's        \_\_\_\_\_  
        guess         \_\_\_\_\_

Sample answer to Exercise (a):

- a.     rider        \_\_\_\_\_ same \_\_\_\_\_  
        colder        \_\_\_\_\_ different \_\_\_\_\_  
        silver         \_\_\_\_\_ none \_\_\_\_\_  
        actor         \_\_\_\_\_ same \_\_\_\_\_

The word *silver* has no suffix. The word *colder* has the suffix *-er*, an inflectional suffix meaning 'more'. The words *rider* and *actor* both have the same suffix (sometimes spelled *-er*

---

1. The suffix meaning 'one who does X' has two spellings in modern English, *-er* and *-or*. The *-er* words (from Old English) tend to be the more common and less prestigious occupations, reflecting the less prestigious position of English; the *-or* words tend to be the less common but more prestigious borrowings from French, reflecting the French rule in England after the Norman invasion, and from Latin, in church matters and in business and legal matters. Among the *-or* words are *emperor*, *professor* (vs. *teacher*), *assessor*, *senator*, *contractor*, *creditor*, *governor*, *author*, *moderator*, *investor*, *conciliator*, *supervisor*, *confessor*; and *sailor* (vs. *seafarer*). Note: this is a general tendency, not an exceptionless rule: cf. *lawyer*.

and sometimes-*or*), a derivational suffix meaning ‘one who...’ Thus, *rider* is ‘one who rides’ and *actor* is ‘one who acts’.

### EXERCISE 3.10: MIXED MORPHEMES

In each group, one word has no suffix whatsoever; after this word, write 'none'. One has a suffix that is different from the other two remaining suffixes; after this suffix, write different. The remaining two have suffixes that are the same in meaning, if not spelling; after these, write 'same'.

c.     running     \_\_\_\_\_

        foundling    \_\_\_\_\_

        handling     \_\_\_\_\_

        fling         \_\_\_\_\_

d.     tables         \_\_\_\_\_

        lens            \_\_\_\_\_

        witches        \_\_\_\_\_

        calculates    \_\_\_\_\_

### EXERCISE 3.11: PRACTICE IDENTIFYING SOME PREFIXES

This two-part exercise is designed to give you some practice identifying prefixes, many of which you run into every day.

Part 1: Divide the following words into morphemes with slashes (/). That most of the words are in groups should be helpful. The first pair is done.

intra/state	submarine	project	export	interstate
intra/mural	submerge	progress	expel	intermixed
	subcontract	promote	express	intercollegiate
			extend	intermarriage
transport	ultrasonic	antedate	prescribe	antiseptic
transfer	ultraviolet	antecedent	prevent	antitank

transmit			prefix	
recover	postwar	incapable	uncertain	atheist
regain	postgraduate	injustice	unjust	amoral
rework	postpone	indecent	unhappy	atypical
ambidextrous	miscalculate	retrorocket	miniature <sup>1</sup>	
ambisexual	mistrust	retrograde	miniskirt	
ambivalent	misspell	retroflex		

Part 2: Having divided the above words into morphemes, find which of the above prefixes go with the meanings given below. The first one is done.

	morpheme	example		morpheme	example
'within'	<u>intra-</u>	_____	'between'	_____	_____
'forward'	_____	_____	'wrongly'	_____	_____
'under'	_____	_____	'across'	_____	_____
'beyond'	_____	_____	'backward'	_____	_____
'again'	_____	_____	'after'	_____	_____
'against'	_____	_____	'small'	_____	_____
'both'	_____	_____	'not'	_____	_____
'not'	_____	_____	'not'	_____	_____
'before'	_____	_____	'before'	_____	_____
'out, outside'	_____	_____			

1. Historically, the *mini-* in this word is the root, not a prefix. Thus, it is divided into *mini-* *-at(e)-* *-ure*.

## Collocations

Collocations are what an analysis of the term would imply: words that occur together (*col-* from *con-* 'with' + *location*) as set, relatively invariable phrases. Although there is considerable variation not only from speaker to speaker but also from region to region, for each native speaker of English, for the majority of these there is only one way that they 'sound right'. Also for the majority of these, switching the order makes the collocation sound "wrong". For the learner of English, these must be learned one-by-one just as new words must be learned.

Pairs with *and*:

- |                       |                         |
|-----------------------|-------------------------|
| 1. comb and _____     | 21. cowboys and _____   |
| 2. shoes and _____    | 22. Greeks and _____    |
| 3. tables and _____   | 23. straight and _____  |
| 4. stop and _____     | 24. ladies and _____    |
| 5. top and _____      | 25. pros and _____      |
| 6. arms and _____     | 26. far and _____       |
| 7. up and _____       | 27. safe and _____      |
| 8. heel and _____     | 28. before and _____    |
| 9. in and _____       | 29. off and _____       |
| 10. thunder and _____ | 30. various and _____   |
| 11. thick and _____   | 31. brothers and _____  |
| 12. chills and _____  | 32. sweetness and _____ |
| 13. needle and _____  | 33. silver and _____    |
| 14. cops and _____    | 34. hit and _____       |
| 15. north and _____   | 35. pure and _____      |
| 16. fact and _____    | 36. aches and _____     |
| 17. lost and _____    | 37. forgive and _____   |
| 18. sticks and _____  | 38. judge and _____     |
| 19. duke and _____    | 39. supply and _____    |
| 20. fame and _____    | 40. do's and _____      |

Pairs with *or*:

41. more or \_\_\_\_\_  
 42. trick or \_\_\_\_\_  
 43. win or \_\_\_\_\_  
 44. rain or \_\_\_\_\_  
 45. double or \_\_\_\_\_
46. better or \_\_\_\_\_  
 47. this or \_\_\_\_\_  
 48. heaven or \_\_\_\_\_  
 49. friend or \_\_\_\_\_  
 50. truth or \_\_\_\_\_

## Triplets:

51. knife, fork, and \_\_\_\_\_  
 52. tall, dark, and \_\_\_\_\_  
 53. love, honor, and \_\_\_\_\_  
 54. eat, drink, and \_\_\_\_\_  
 55. blood, sweat, and \_\_\_\_\_  
 56. how, when, and \_\_\_\_\_  
 57. morning, noon, and \_\_\_\_\_
58. healthy, wealthy, and \_\_\_\_\_  
 59. friends, Romans, and \_\_\_\_\_  
 60. on land, on sea, and \_\_\_\_\_  
 61. ready, willing, and \_\_\_\_\_  
 62. solid, liquid, or \_\_\_\_\_  
 63. lost, strayed, or \_\_\_\_\_  
 64. win, lose, or \_\_\_\_\_

Similies with *as*:

65. as busy as \_\_\_\_\_  
 66. as cheap as \_\_\_\_\_  
 67. as sick as \_\_\_\_\_  
 68. as nutty as \_\_\_\_\_  
 69. as cool as \_\_\_\_\_  
 70. as stubborn as \_\_\_\_\_  
 71. as flat as \_\_\_\_\_  
 72. as slippery as \_\_\_\_\_  
 73. as hairy as \_\_\_\_\_  
 74. as dry as \_\_\_\_\_
75. as straight as \_\_\_\_\_  
 76. as stiff as \_\_\_\_\_  
 77. as sober as \_\_\_\_\_  
 78. as old as \_\_\_\_\_  
 79. as scarce as \_\_\_\_\_  
 80. as naked as \_\_\_\_\_  
 81. as easy as \_\_\_\_\_  
 82. as hard as \_\_\_\_\_  
 83. as sharp as \_\_\_\_\_  
 84. as heavy as \_\_\_\_\_

Similies with *like*:

85. roars like \_\_\_\_\_  
 86. shuts up like \_\_\_\_\_  
 87. drinks like \_\_\_\_\_  
 88. cracks like \_\_\_\_\_
93. shakes like \_\_\_\_\_  
 94. leaps like \_\_\_\_\_  
 95. cuts like \_\_\_\_\_  
 96. multiplies like \_\_\_\_\_

89. spins like \_\_\_\_\_ 97. bounces like \_\_\_\_\_  
90. climbs like \_\_\_\_\_ 98. barks like \_\_\_\_\_  
91. laughs like \_\_\_\_\_ 99. sells like \_\_\_\_\_  
92. goes out like \_\_\_\_\_ 100. sticks like \_\_\_\_\_

[No answers are given for this exercise. The original list was attributed to Charles Fillmore.]

## Terms

To check yourself, see if you can briefly describe each of the following terms and illustrate it in a phrase or sentence (underlining the relevant part).

morpheme

root (or base)

affix  
prefix  
suffix

inflectional

verbs:

*-ing* 'PROGRESSIVE'  
*-ed* 'PAST TENSE'  
*-en/-ed* 'PAST PARTICIPLE'  
*-s* '3rd person singular'

nouns:

*-s* 'PLURAL'  
*'s* 'POSSESSIVE'

adjectives:

*-er* 'COMPARATIVE'  
*-est* 'SUPERLATIVE'

derivational

## Sample answers to Exercise 3.1:

aqua 'water'	hydr- 'water'	bio- 'life'	chrom- 'color'
corp- 'body'	chron- 'time'	ped-, pod- 'foot'	urb- 'city'

## Answers to Exercise 3.2:

mono- 'one'	bi- 'two'	tri- 'three'	tetr- 'four'	quint- 'five'
uni- 'one'	du- 'two'	quadr-, quad- 'four'		penta- 'five'
sext- 'six'	september	octo- 'eight'	nov- 'nine'	dec- 'ten'
hexa- 'six'	hepta 'seven'			

	Greek morpheme		Latin morpheme	Example(s)
'one'	mono		uni-	<u>copy from examples given</u>
'two'	-----	du-,	bi-	_____;
'three'		tri-		_____
'four'	tetr-		quadr-	_____
'five'	penta-		quint	_____;
'six'	hexa-		sext-	_____;
'seven'	hepta-		septa-	_____;
'eight'	-----		octo-	_____
'nine'	-----		nov-	_____
'ten'		dec-		_____

In the above exercise, were there some morphemes that were unclear? If so, exactly what parts were unclear? What made them unclear to you?

For morphemes like *quad-/quadr-*, there are two variants, one used in combinations and the other used when the morpheme is the whole word. For the morphemes like those in the month *November*, it is not clear where the number part ends and where the next morpheme begins; it is clear that *nov-* is at least part of the number, but it is not clear if the following *-e-* goes with the *nov-* or with the *-mber* that follows.

Answers to Exercise 3.3:

	<u>prefixes</u>	<u>roots</u>	<u>suffixes</u>
words	---	word	-s
kitchen	---	kitchen	---
Arizona	---	Arizona	---
faster	---	fast	-er
reworking	re-	work	-ing
cucumbers	---	cucumber	-s
policeman	---	police; man	---

Answers to Exercise 3.4:

	<u>prefixes</u>	<u>roots</u>	<u>suffixes</u>
encircle	en-	circle	
artichoke		artichoke	
dogs		dog	-s
untie	un-	tie	
colder		cold	-er
laziness		lazi-	-ness
roommate		room, mate	

Answers to Exercise 3.5:

	<u>derivational prefix(es)</u>	<u>root(s)</u>	<u>derivational suffix(es)</u>	<u>inflectional suffix</u>
reconnections	re-, con-	-nect-	-ion	-s
triliteral	tri-	-liter-	-al	
reformations	re-	form	-at-, ion	-s
bookkeepers		book, keep	-er	-s
informality	in-	form	-al, -ity	
reaction	re-	act	-ion	
graphically		graph	-ic, -al, -ly	

## Answers to Exercise 3.6:

	derivational <u>prefix(es)</u>	<u>root(s)</u>	derivational <u>suffix(es)</u>	inflectional <u>suffix</u>
unhappily	un-	happy	-ly	
misleadingly	mis-	lead	-ing, -ly	
Massachusetts		Massachusetts		
fingers		finger		-s
endangered (verb)	en-	danger		-ed
reflectively	re-	flect-	-ive, -ly	-s
restlessness		rest	-less, -ness	

## Answers to Exercise 3.7:

1.	noun	+	<i>-less</i>	====>	adjective
2.	verb	+	<i>-ion</i>	====>	noun
3.	adjective	+	<i>-ity</i>	====>	noun
4.	noun	+	<i>-ize</i>	====>	verb
5.	verb	+	<i>-ive</i>	====>	adjective

## Answers to Exercise 3.8:

1.	adjective	+	<i>-ness</i>	=====>	noun
2.	noun	+	<i>-al</i>	=====>	adjective
3.	<i>re-</i>	+	verb	=====>	verb
4.	<i>mis-</i>	+	verb	=====>	verb
5.	<i>un-</i>	+	verb	=====>	verb
6.	<i>un-</i>	+	adjective	=====>	adjective

## Answers to Exercise 3.9:

a.	rider	same:	derivational: <i>-er</i> meaning 'one who ...'
	colder	different:	inflectional: <i>-er</i> meaning 'more'
	silver	none	
	actor	same:	derivational: <i>-or</i> meaning 'one who ...'

b.	tresses	same:	-s meaning 'plural'
	melodies	same:	-es meaning 'plural'
	Bess's	different:	-'s indicating 'possessive'
	guess	none	

## Answers to Exercise 3.10:

c.	running	same:	inflectional: <i>-ing</i> indicating 'progressive'
	foundling	different:	derivational: <i>-ling</i> indicates 'little'
	handling	same:	progressive: <i>-ing</i> indicating 'progressive'
	fling	none	
d.	tables	same:	inflectional: <i>-s</i> 'plural'
	lens	none	
	witches	same:	inflectional: <i>-es</i> 'plural'
	calculates	different:	inflectional: <i>-es</i> 'third person singular'

## Answers to Exercise 3.11:

Part 1: Divide the following words into morphemes with slashes (/). That most of the words are in groups should be helpful. The first pair is done.

intra/state	sub/marine	pro/ject	ex/port	inter/state
intra/mural	sub/merge	pro/gress	ex/pel	inter/mixed
	sub/contract	pro/mote	ex/press	inter/collegiate
			ex/tend	inter/marriage
trans/port	ultra/sonic	ante/date	pre/scribe	anti/septic
trans/fer	ultra/violet	ante/cedent	pre/vent	anti/tank
trans/mit			pre/fix	
re/cover	post/war	in/capable	un/certain	a/theist
re/gain	post/graduate	in/justice	un/just	a/moral
re/work	post/pone	in/decent	un/happy	a/typical
ambi/dextrous	mis/calculate	retro/rocket	mini/ature	

ambi/sexual	mis/trust	retro/grade	mini/skirt
ambi/valent	mis/spell	retro/flex	

Part 2: Having divided the above words into morphemes, find which of the above prefixes go with the meanings given below. The first one is done.

	morpheme		morpheme
'within'	<i>intra-</i>	'between'	<i>inter-</i>
'forward'	<i>pro-</i>	'wrongly'	<i>mis-</i>
'under'	<i>sub-</i>	'across'	<i>trans-</i>
'beyond'	<i>ultra-</i>	'backward'	<i>retro-</i>
'again'	<i>re-</i>	'after'	<i>post-</i>
'against'	<i>anti-</i>	'small'	<i>mini-</i>
'both'	<i>ambi-</i>	'not'	<i>un-, in-, a-</i>
'not'	<i>un-, in-, a-</i>	'not'	<i>un-, in-, a-</i>
'before'	<i>ante-</i>	'before'	<i>pre-</i>
'out, outside'	<i>ex-</i>		