

## *Morphology Exercises*

### *Exercise 1*

Divide the following words into morphemes and morphs.

- Examples:
- (i) truth  
morphemes: {true} {th}  
morphs: tru+th
  - (ii) barefoot  
morphemes: {bare} {foot}  
morphs: bare+foot

- (1) a. research
- b. butterfly
- c. holiday
- d. morpheme
- e. phoneme
- f. phonology
- g. morphemic
- h. plants
- i. trousers

### *Exercise 2*

Some of the words in (2) contain suffixes. Identify the suffixes by underlining them.

- (2) a. happiness
- b. unkind
- c. freedom
- d. flowers
- e. brother
- f. blackboard

### *Exercise 3*

Some of the words in (3) contain prefixes. Identify the prefixes by underlining them.

- (3) a. unable
- b. discourage
- c. establish
- d. receive
- e. strawberry
- f. amoral

*Exercise 4*

(i) Identify the root in the words in (4) by underlining it and (ii) state which syntactic category it belongs to.

Example:     friendly; Noun

- (4)
- a.     lamps
  - b.     kindness
  - c.     hinted
  - d.     players
  - e.     editors
  - f.     grandfathers

*Exercise 5*

For each of the following bound morphemes, determine whether it is derivational or inflectional and give two words in which it appears:

Example:     –able:  
                  derivational  
                  eatable; readable

- (5)
- a.     –ity
  - b.     –s
  - c.     un–
  - d.     –ing
  - e.     –al
  - f.     –er
  - g.     –ed

*Exercise 6*

The component morphs of the morphologically complex words in (6a) to (6e) have been separated by a hyphen (–). Indicate which of these morphs are bound morphs and which are free morphs, and which of the bound morphs are inflectional and which derivational.

Example:     hit–s  
                  hit: free  
                  –s: bound, inflectional

- (6)
- a.     en–courage–ment
  - b.     king–dom–s
  - c.     stud–ent–hood
  - d.     anti–soviet–ism
  - e.     bi–annu–al–ly
  - f.     read–ing–s

## *Morphology Exercises*

### *Exercise 7*

Divide the following words into the smallest meaningful units and describe how the words are formed, i.e. describe the morphological processes (derivation, inflection) involved.

Example:       unhappiness

The root is "happy". By adding the prefix "un-" to the root "happy" we derive "unhappy". The morphological process involved is called derivation. By adding the suffix "-ness" to "unhappy" we derive the word "unhappiness". The morphological process involved is called derivation.

- (7)   a.     kingdoms
- b.     discourages
- c.     forgetful
- d.     submitted

### *Exercise 8*

The examples in (8), (9) and (10) below show possible word forms and impossible ones, which are preceded by an asterisk (\*). Divide the words into morphemes, and say which morphological processes are involved:

- (8)   a.     right – rightist – rightists
- b.     right – rights – \*rightsist
  
- (9)   a.     foot – football – footballs
- b.     foot – feet – \*feetball
  
- (10)  a.     sleepwalk – sleepwalked
- b.     sleepwalk – \*sleptwalk

Based on your analysis, what can you conclude about the order of application of morphological rules?

### *Exercise 9*

The past-tense morpheme {PAST} (or {ed}) can be pronounced in three different ways. Based on the pronunciation of the past-tense morpheme divide the following words into three groups.

- (11)  a.     crashed
- b.     hinted
- c.     popped
- d.     accustomed
- e.     reached
- f.     classified
- g.     kissed
- h.     banged
- i.     lulled
- j.     lined
- k.     divided
- l.     fitted
- m.     flowed

*Exercise 10*

The pairs of words given in (12) all show allomorphy. For each pair, underline the morph in which the allomorphy occurs:

- (12) a. dogs – cats  
b. worked – played  
c. perceive – perception  
d. long – length

*Exercise 11*

For each of the verbs in (13) give the past-tense form. State whether the morphological process involved is affixation, partial suppletion, suppletion or ablaut. Pay attention to how the past-tense form is pronounced rather than to how it's spelled!

- (13) a. care  
b. be  
c. skip  
d. sink  
e. bring  
f. drive  
g. love  
h. go  
i. lose  
j. read  
k. think  
l. take

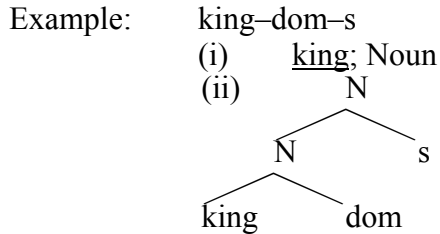
*Exercise 12*

The words in (14) are compounds. For each one, give the meaning of each member of the compound and that of the compounded form. Say whether the compound is semantically transparent or not.

- (14) a. battlefield  
b. scarecrow  
c. churchyard  
d. buttercup  
e. hoodwink  
f. handkerchief  
g. inmate  
h. postman  
i. bluebell

Exercise 13

The following words have been divided into their smallest meaningful units. (i) Identify the root and state which syntactic category it belongs to. (ii) Draw a tree to show how each word is formed and at each node indicate the syntactic category.



- (15) a. dis-courage-d  
 b. friend-li-ness  
 c. tru-th-ful-ly  
 d. un-accept-able  
 e. re-search-er-s

Exercise 14 (from Bauer 1988)

What determines the distribution of the indefinite article (realised as either *a* or *an*) in (16) and (17)?

- (16) a. a man  
 b. a horse  
 c. a kettle  
 d. a university  
 e. a green apple
- (17) a. an oak  
 b. an elephant  
 c. an uncle  
 d. an apple  
 e. an old man

Exercise 15 (from Kortmann 2005)

This task is all about reconstructing the word-formation 'stories' of the lexemes in bold print. Identify for each of the stories in (18a-g) the corresponding sequence of word-formation processes from the set in (18A-G).

- (18) a. rap music > rap > to rap > **rapper**  
 b. rehabilitation > rehab > to **rehab**  
 c. vacuum cleaner > to vacuum-clean > to **vacuum**  
 d. campaign > to campaign > **campaigner**  
 e. tailor-fit > to **tailor-fit**  
 f. breathalyser > to **breathalyse**  
 g. brunch > to **brunch**

- (18) A. conversion – derivation  
 B. blend – conversion  
 C. compounding – clipping – conversion – derivation  
 D. derivation – clipping – conversion  
 E. blend – back-formation  
 F. compounding – back-formation – clipping  
 G. compounding – conversion

*Exercise 16* (from Kortmann 2005)

Give an account of the morphological status of *–en* on the basis of the following lexemes:

- (19)
- a. earthen
  - b. wooden
  - c. widen
  - d. sweeten
  - e. deafen
  - f. oxen
  - g. silken

*Exercise 17* (from Weisler and Milekic 2000)

The word *unzippable* has two meanings: (a) "unable to be zipped" and (b) "able to be unzipped". Draw two different word-structure trees for *unzippable* corresponding to the two different interpretations.

*Exercise 18* (from Weisler and Milekic 2000)

Does the derivational suffix *–er* always mean "one who does X"?

Bauer, L. (1988) *Introducing linguistic morphology*. Edinburgh: Edinburgh University Press.

Kortmann, B. (2005). *English Linguistics: Essentials*. Berlin: Cornelsen Verlag.

Weisler, S. and S. Milekic (2000). *Theory of Language*. Cambridge, MA: MIT Press.