



Question 1

1. The word in italics in this sentence is "headships". One may think that this is a compound word using the lexeme "head" and "ships" which ~~mean~~ would mean boats that lead in some way. However, this is not the way that "headships" is used in this sentence. The root of the word is "head" and there is a derivational and an inflectional suffix added. The derivational suffix is "ship". This suffix means, qualities of, and it ~~transforms~~ forms the word into a noun. ~~"headships"~~ The word "head" in this case is involved in conversion, there is the body part meaning of the word head, and the leader or in-charge-of meaning of the word head. In this case, the second meaning is used and the word "headship" here means a leading or boss position in the workplace. This could be a principal or dean of a school. After this, the ~~simple~~ inflectional, plural morpheme "s" is simply added to make the word plural.

2. In this question, "water-skis" is examined. This could mean the noun or the verb form of "water-skis". In this sentence "Manxman water-skis". That means that the verb form is used. The verb is formed from the compound noun



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"Water-ski." It has the same form whether the noun or the verb is being referred to. Everybody knows what water-skiing is. It is skiing on water while being towed by a boat. The "s" on the end of this word is an suffix that forms the inflectional simple singular present tense of the verb.

3. "Redo" is the word in this sentence. It takes the prefix "re" which means again, and adds it to the verb "do". "Re" is a derivational affix in this case because "do" cannot stand on its own and be a noun. It would seem like "do" is ~~not~~ a bound morpheme in this case. When the prefix "re" is added it could add information to the verb, but in this case, it changes the word class of the verb to a noun in addition to adding information. We know that "redo" is a noun in this case because of the indefinite article "a" that comes before it.

4. In this sentence "interchangeability" is used. This seems like a long word but it can be broken into smaller parts that all mean something. The root of this word is the verb "change." It is also the only free-morpheme in this word while



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all of the other morphemes are bound.
The prefix "inter" means between. This morpheme adds information to the verb "change" but it does not change the word class. The first suffix "able" adds information and it changes the word class. "Able" means ability to do something and it changes word class to form an adjective. The word is now "interchangeable." This means that something is able to change between something. After this, the suffix "ity" is added and it brings much change in the word. First, it is a non-neutral suffix in this case because it changes the form of the base. The word is not "interchangeability." This means that the suffix "ity" involves phonological conditioning. The derivational suffix "ity" also changes the word class from adjective to a noun in this case, which gives this word the noun meaning of: the ability to change between.

5. This question examines the word museumification. Again this is a long complicated word but it can be broken up into small meaningful parts. The root "museum" is a noun. It is a place we typically go to view items of history or science. The suffix "ify" is added to the word. This is a ~~verb~~ ^{verb} forming suffix. ~~The~~ "ate" is the second suffix added.



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"ate" this is typically used to form verbs but in this case it is mainly added because of the next suffix "tion". "tion" is added to words to form nouns, since one cannot write "museumifytion", the affix "ate" is added because it fits perfectly with "tion" phonologically. Words such as vacation or station. One could argue that "ate" is a formative in this case because it is not needed to make the word into a verb because "museumify" was already a verb. After this ~~the~~, ~~the second "i" in~~ ~~the~~ the "y" in "ify" is changed to an "i" due to phonological conditioning and the "c" is added for ^{only} phonological reasons making it a formative.

Question 2

1. ~~no~~ yes and no 6. no
 2. no 7. no
 3. no 8. no
 4. yes 9. yes
 5. no 10. yes

b. ~~The statement ~~is~~ in number 1 is false because compounds can very often contain both derivational and inflectional suffixes. A compound such as "water-skis" or "horseback" are compounds that don't contain~~



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6. 1. The statement in number 1 is true because there are no compound words that contain both kinds of suffixes. However it can be argued that it is false as well. The examples in Appendix 1 all contain inflectional and derivational morphemes. They all contain the derivational suffix "er" or "or" which forms a noun from a verb. It means the practitioner of, "owner", "looker", "inspector", "fighter". These all contain the inflectional plural morpheme "s." The statement in number 1. ~~can be~~ is false if ~~one~~ looks at it this way. However it can also be true because without these affixes there would be no compound words. The compound is "ship-owner" not ship own. The lexemes in the compound may contain derivational and inflectional suffixes but these suffixes are never both added to the compound. So there is room for debate in this statement.

2. All derivational suffixes do not change word class. Many of them do such ~~as~~ "inspector" or "surfer", but many do not. The suffix "ish" is added to long to change the meaning slightly but it remains an adjective. "y" is added to "dog" and the meaning is changed from a dog to a cute



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(2cont) little doggy that a child would call his pet, when "ess" is added to "lion" the meaning is completely opposite going from male to female but it remains a noun.

4. Conversion very often involves phonological modification of the base. Conversion is when the same word form has ~~2~~ different meanings. In the noun "rebel" the stress is on the first syllable "re". In the verb "rebel" the stress is on the second syllable "bel". The same change in stress happens on many other words such as "increase". The noun form has stress on the first syllable and the verb form on the second syllable.

8. "Worse", the comparative form of "bad" is not a portmanteau morph, it is an example of suppletion. Suppletion is when 2 words that have no resemblance in form refer to the same ~~base~~ ^{root} morpheme. Some other examples of this are "good-better-best", "go-went", or "is-was".

9. The suffix "al" is a multi-functioning morph. It can be added to form a noun such as "renewal, survival, or rental" or it can be added to form an adjective such as "regional, digital or natural".



Question 3

a. The suffix "th" has multiple functions. It can be added to adjectives to create nouns such as warmth, truth, depth, breadth, width and growth. It can also be added to make adjectives such as the numeral adjectives.

ex. I am on my fourth year.

It can also be used to create the noun of the same form.

ex. I am the fourth in line.

I ate one-fourth of the pizza.

b. i. The formation ^{of numerals} ~~is a complicated~~ is a complicated aspect of morphology. However, there are rules that one must follow, and if one understands these rules in mainly the first twenty numbers, one can understand the infinite amount of numbers in the system.

There ~~are~~ are many numbers that are closely related in form. The numbers 3 to 9 are quite easy to relate to greater, related numbers. One simply adds the suffix "teen" to get the number 10 higher than your choice of numbers 3 to 9. One simply adds the suffix "ty" if one wants to write the

numeral that is 10 times the number of your choice from 2-9. There may be a small change in phonology or form for some of these numbers with the addition of a suffix but we will deal with that later. The troublesome numbers are 1 and 2, one becomes ten when we get the relation of 1 ~~is~~^{multiplied} by 10, and one becomes eleven when we add ten. Two becomes twenty when we ~~is~~ multiply by 10 and twelve when we add by 10. After 20, if one wants to count further, the number of the first ten is said after almost like a suffix.

ex, twentyone, twenty-two and so on.

There are some irregular numbers that ~~are~~ receive a change in form when they refer to the greater number. These numbers are 2, 3, 5 and 8. ~~The~~ the addition of the suffix "teen" or "ty" changes the root so these suffixes can be considered phonologically non-neutral. Two becomes twenty, three becomes thirteen or thirty, five becomes fifteen or fifty and eight becomes eighteen or eighty. This is an example of complimentary distribution. Two different ~~forms~~^{allomorphs} refer back

to the same morpheme, once one understands ~~that~~ these different allomorphs, one can add the suffix "th" and get the adjective form of the number. Once one gets to 100 one can just add the number of choice ~~to~~ like a suffix to count as high as one wants.

ex. two-hundred and fifty-four.
one-thousand and twenty-eight.

if. More often than we ~~would~~ write out these long numbers, we use clipping to express them. With the lower numbers one can write the letters quite easily such as "one" or "two". However when higher numbers such as 1,286,735,421 are expressed, people use ~~the roman~~ numerals instead of the alphabet. They are forced to use clipping because it would take much longer if people ~~wrote~~ wrote out the whole number.

conversion is also involved in numerals, in the present time more than ever. People use the same form to refer to different meanings for example, one could say "fifties" and

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mean many different things. It could mean a person that is from 50 to 59 years old. It could also mean the decade going from 1950-1960 ad. If one said the "death amount was in the fifties", it could mean that over 50 people died in a plane crash for example. These are just some of the examples of conversion. One other important example is the idea of fractions. If one takes a numeral with the suffix "th" and adds the inflectional plural suffix "s", and also adding a number of choice before this such as

ex. three ^{root} fourths = $\frac{3}{4}$

This is formed like a compound containing a derivational and inflectional suffix. This is another example of conversion.