

Part I: Morphological Trees

Draw morphological tree structures for the words in (a) – (d). Then answer questions (1) – (4) below.

(a) *agent*

(b) *nationalization*

(c) *repayment*

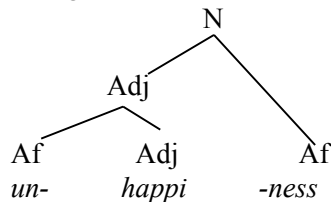
(d) *championship*

(1) In the word *nationalization*, what is the base for the affix *-al*?

(2) In the word *nationalization*, what is the base for the affix *-ize*?

(3) Is either of the bases that you identified in (1) and (2) above the root for the entire word in (b)? If so, which one is the root of the entire word?

(4) During lecture, we reviewed an argument in favor of the following structure for the word *unhappiness*:



Using the same type of argumentation, justify the tree structure that you drew in (c) for *repayment*.

Part II: Compounds

The words (a–c) are all compounds.

- (a) blow-dry (b) loudmouth (c) headlight

In lecture, we learned of some properties of compounds that can be used to identify a sequence of words as having compound status. For each of the forms (a–c), use the indicated test to verify its compound status. **Your answers should include explicit examples, as well as full sentences explaining the significance of your given examples.**

| TEST | WORD | ANSWER |
|---|-----------|--------|
| (a) Inflectional Affixation: past tense <i>-ed</i> | blow-dry | |
| (b) Compatibility with <i>very</i> | loudmouth | |
| (c) Inflectional Affixation: plural <i>-s</i> | headlight | |

Part III: Chamorro

Do problem #14 from page 145 of the textbook. Answer all questions.

Part IV: Syntactic Tree Structures

Draw tree structures for the italicized/underlined strings of words in (1a–f) below.

- (1) a. Maggie took *a very long vacation*.
b. Lisa *missed every lecture*.
c. Bart walked *up to the chalkboard*.
d. Marge *is quite tall*.
e. Homer *looked up the telephone number*.
f. Nelson found *Willy's book*.