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Studying Word-Formation in English

A resource book
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Reviewed by Assoc. Prof. Dr. Violeta Kalėdaitė
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Introduction

What is this book?

The present book is a resource book for those interested in word formation and word structure in the English language. It deals with the most basic theoretical and methodological issues important in the field of morphology. It is designed for students to learn, practice and revise the key aspects of English morphology.

Each section starts with a text box where the most important concepts and terms are introduced and briefly explained. These are to be used as guidelines of the theoretical framework that is necessary in the practice tasks that follow such introductory notes.

To explore different morphological phenomena and to practice discovering important morphological categories, a variety of activities are provided for different topics. They develop students’ skills in data analysis, categorization of the data, analytical thinking, and interpretation of the findings. Some practice tasks are to be carried out on the basis of corpus data. Corpus-based tasks are designed as research tasks for project work and team work; on the basis of these tasks students are expected to make presentations or produce written reports. The main corpora that are expected to be used include:

- Corpus of Contemporary American English (COCA), http://www.americancorpus.org/
- British National Corpus (Brigham Young University; BYU-BNC), http://corpus.byu.edu/bnc/
- Corpus of Historical American English (COHA), http://corpus.byu.edu/coha/

Corpus-based tasks aim to develop students’ analytical skills; to carry out these assignments, students have to apply appropriate research methods of morphology in the analysis of their data, and a relevant theoretical framework in the interpretation of the data. To distinguish corpus-based tasks more clearly, the symbol of a computer is used to mark them.

Different categories and sections of information are marked with special symbols to make it easier to follow the structure of the book; the symbols are as follows:

**Special symbols:**

- !: Important concepts and terms
- : Texts to read for the topic
- ✍️: Practice tasks
- 🍽️: Corpus-based practice tasks
Why study morphology?

Morphology takes an analytical approach to the study of language by focusing on words as the main unit of analysis; this study aid on morphology aims to help students develop their skills in data analysis, problem solving, and logical thinking that can further be applied in many fields within and beyond linguistics (e.g. information technologies, language teaching, translation and interpreting, speech and language therapy, advertising, public communication and public relations, research and publishing).

The knowledge of morphology can be relied upon when analysing interesting linguistic facts, some of which are provided in the list below taken from a popular website for English language learners and teachers. Your first task in this book is to look through the list of interesting facts about English and determine which of them are related to the area of morphology.
Interesting Facts about English

(from http://www.englishclub.com/interesting-facts/index.htm)

1. The most common letter in English is “e”.
2. The most common vowel in English is “e”, followed by “a”.
3. The most common consonant in English is “r”, followed by “t”.
4. Every syllable in English must have a vowel (sound). Not all syllables have consonants.
5. Only two English words in current use end in “-gry”. They are “angry” and “hungry”.
6. The word “bookkeeper” is the only unhyphenated English word with 3 consecutive repeated letters. Words such as “cross-section” and “bee-eater” normally require a hyphen to be readily readable.
7. The word “triskaidekaphobia” means “fear of Friday the 13th”. It also means “superstition about the number thirteen” in general.
8. More English words begin with the letter “s” than with any other letter.
9. A preposition is always followed by a noun (ie noun, proper noun, pronoun, noun group, gerund).
10. The word “uncopyrightable” is the longest English word in normal use that contains no letter more than once.
11. A sentence that contains all 26 letters of the alphabet is called a “pangram”.
12. The following sentence contains all 26 letters of the alphabet: “The quick brown fox jumps over the lazy dog.” This sentence is often used to test typewriters or keyboards.
13. The only word in English that ends with the letters “-mt” is “dreamt” (which is a variant spelling of “dreamed”) - as well of course as “undreamt” :)
14. A word formed by joining together parts of existing words is called a “blend” (or, less commonly, a “portmanteau word”). Many new words enter the English language in this way. Examples are “brunch” (breakfast + lunch); “motel” (motorcar + hotel); and “guesstimate” (guess + estimate). Note that blends are not the same as compounds or compound nouns, which form when two whole words join together, for example: website, blackboard, darkroom.
15. The word “alphabet” comes from the first two letters of the Greek alphabet: alpha, bêta.
16. The dot over the letter “i” and the letter “j” is called a “superscript dot”.
17. In normal usage, the # symbol has several names, for example: hash, pound sign, number sign.
18. In English, the @ symbol is usually called “the at sign” or “the at symbol”.
19. If we place a comma before the word “and” at the end of a list, this is known as an
“Oxford comma” or a “serial comma”. For example: “I drink coffee, tea, and wine.”
20. Some words exist only in plural form, for example: glasses (spectacles), binoculars,
scissors, shears, tongs, gallows, trousers, jeans, pants, pyjamas (but note that clothing
words often become singular when we use them as modifiers, as in “trouser pocket”).
21. The shortest complete sentence in English is the following: “I am.”
22. The word “Checkmate” in chess comes from the Persian phrase “Shah Mat” meaning
“the king is helpless”.
23. We pronounce the combination “ough” in 9 different ways, as in the following
sentence which contains them all: “A rough-coated, dough-faced, thoughtful
ploughman strode through the streets of Scarborough; after falling into a slough, he
coughed and hiccoughed.”
24. The only planet not named after a god is our own, Earth. The others are, in order from
the Sun, Mercury, Venus, [Earth,] Mars, Jupiter, Saturn, Uranus, Neptune.
25. There are only 4 English words in common use ending in “-dous”: hazardous,
horrendous, stupendous, and tremendous.
26. The following sentence contains 7 identical words in a row and still makes sense.
   “It is true for all that that that that that refers to is not the same that that
that that refers to.” (= It is true for all that, that that “that” which that “that” refers to
is not the same “that” which that “that” refers to.)
27. A sentence with a similar pattern, which may help to unravel the above, is:
   It is true, despite everything you say, that this word which this word refers to is not the
   same word which this word refers to.
   Or, if you insist on being really correct:
   It is true, despite everything you say, that this word to which this word refers is not the
   same word to which this word refers.
28. The “QWERTY keyboard” gains its name from the fact that its first 6 letter keys are
   Q, W, E, R, T and Y. On early typewriters the keys were arranged in such a way as to
   minimize the clashing of the mechanical rods that carried the letters.

There are also some other interesting morphological facts to follow in the activities in this book;
they will show how vast is the field of morphology, and how it can be applied in interesting and
useful ways when analysing intriguing language phenomena, such as neologisms, Netspeak,
sexist language, or politically correct terms.
Part 1

Theoretical and methodological preliminaries
1.1. Abstract morphological facts, background, and beliefs

**Abstract morphological facts** are embedded in language; they are so transparent that native speakers do not notice them (Aronoff and Fudeman 2005).

**Background and beliefs:**

1. Languages differ from one another:
   - Focus not only on similarities but also differences;
   - Appreciate the uniqueness and diversity of languages;
   - Be open-minded.
2. There is a difference between language vs Language:
   - Individual languages vs Language in general;
   - Related to Noam Chomsky’s Universal Grammar: all languages are alike in basic ways;
   - But: individual languages have features that are not characteristic of Language.
3. Morphology is a distinct component of languages or grammars:
   - There are aspects of morphology that cannot be attributed to syntax or phonology, or anything else;
   - E.g. Latin and Lithuanian – 5 declensions; they are purely morphological in their significance.
4. Morphologies are systems:
   - No isolated facts; everything holds together (Aronoff and Fudeman 2005).

**Practice tasks**

**Task 1.** One of the foundational beliefs in morphology is that languages differ from one another. In groups, find examples in English and Lithuanian to show how this belief is important; contrast the two languages morphologically. Focus not only on similarities but also differences. What morphological differences can be important for language learners (learners of English and learners of Lithuanian or some other language that you know well)?
Task 2. Compare the language systems of English and Lithuanian (or any other language that you know well) with regard to the morphological markers used to express possession. What inflections (if any) are used to mark the genitive case? What else is used to express possession? Make a comprehensive list of all the markers of possession for both languages, with examples. What aspects of their usage may be important for language learners?

Task 3. Study the neologisms below taken from http://www.wordspy.com/. Carry out the following tasks:

1. Check the number of hits of these coinages on the internet.
2. Check if they are represented in any dictionaries.
3. Try to identify the type of word formation in each case.

(a) edupunk

*n*. An education reform movement that eschews traditional teaching tools in favor of Internet-based learning and other high-tech methods. Also: *edu-punk*.

The troubled economy and changing technology have already fueled a do-it-yourself education reform movement dubbed “edupunk,” which envisions virtual campuses and lower-cost or even free instruction. The edupunks are picking up where traditional institutions left off. —Patrick Arden, “Will NYC’s College Building Boom Bubble Pop?,” *The Village Voice*, July 27, 2010

(b) nature-deficit disorder

*n*. A yearning for nature, or an ignorance of the natural world, caused by a lack of time spent outdoors, particularly in rural settings. Also: *nature deficit disorder*.

Now a nonprofit educational enterprise, the manor is among the New York-area farms attracting locavores, green-minded students and urbanites suffering from nature-deficit disorder who yearn to raise produce and livestock for a day, a week or longer. —Kathryn Shattuck, “City Slickers Take to the Crops, With Song,” *The New York Times*, May 28, 2010

(c) reputation bankruptcy

*n*. A theoretical system that would give a person a fresh start on the web by deleting all of that person’s online text, photos, and other data.

To allow people to escape from negative scores generated by these services, Zittrain says that people should be allowed to declare ‘reputation bankruptcy’ every 10 years or so, wiping out certain categories of ratings or sensitive information. His model is the Fair Credit Reporting Act, which requires consumer-reporting agencies to provide you with one free credit report a year — so you can dispute negative or inaccurate information — and prohibits the agencies from retaining negative information about bankruptcies, late payments or tax liens for more than 10 years. —Jeffrey Rosen, “The Web Means the End of Forgetting,” *The New York Times*, July 19, 2010
(d) range anxiety

*n. Mental distress or uneasiness caused by concerns about running out of power while driving an electric car.

“For example, when we started, 87 per cent of the owners said ‘range anxiety’ — a concern that the car would run out of power and strand them — was their biggest concern about an electric car. “Now that they have some real-world experience with (the 135 km range of ) the car, they know how far (or, actually, how little) they drive, where they can recharge, and so on. (Now) only 17 per cent still have that concern.” —Jim Kenzie, “First electric Smarts arrive in America,” *The Toronto Star*, June 18, 2010

(e) toxic knowledge

*n. Knowledge of a potential genetic predisposition for a particular disease, esp. when that information creates anxiety and other psychological problems.

But there’s something about the precision of a DNA test that can make people believe that chemistry is destiny— that it holds dark, implacable secrets. This is why genetic information is sometimes described as “toxic knowledge”: Giving people direct access to their genetic information, in the words of Stanford bioethicist Hank Greely, is out and out “reckless.” —Thomas Goetz, “Sergey Brin’s Search for a Parkinson’s Cure,” *Wired*, June 22, 2010

(f) cybercasing

*pp. Using online location-based data and services to determine when a home is unoccupied with a view to robbing it.

—*cybercase* *v.*

Data stored in digital photographs can help criminals locate individuals and plot real-world crimes, a practice two researchers called “cybercasing” in a recently published paper. The site Pleaserobme.com was one of the first to expose the problem by displaying tweets tagged with location information, although it has since stopped the practice. —Niraj Chokshi, “How Tech-Savvy Thieves Could ‘Cybercase’ Your House,” *The Atlantic*, July 22, 2010

(g) chemtrail

*n. A jet contrail that has been laced with chemical or biological agents. Also: chem-trail, chem trail.*

Wonder how the Bush administration arranged for the destruction of the World Trade Center? Curious why the government planes are releasing toxic chemtrails into our atmosphere? Step right up, because for a record 26 days, KPFK-FM (90.7) not only provided answers but offered to hook you up with that sweet DVD set, unveiling the fuller, darker truth.

—James Rainey, “Schism at KPFK leaves factions warring over programming, fundraising and leadership.” *Los Angeles Times*, March 27, 2010
(h) qwerty tummy

*n.* A stomach illness caused by typing on a germ-ridden keyboard. Also: **QWERTY tummy.**

One common bug that researchers have turned up is *staphylococcus aureus*, a classic causer of food poisoning, signs of which include nausea and diarrhea. Accordingly, stomach sicknesses caught from computer equipment have been dubbed "**qwerty tummy**" after the “Q-W-E-R-T-Y” keys on a keyboard. —"Your keyboard can give you food poisoning." *MSNBC.com*, July 2, 2010

**Task 4.** New technologies create a need for new words. Mobile phones are one of the relatively most recent innovations, which is called in many different ways. Study the new names of mobile phones by carrying out the following tasks:

1. In groups, compile a list of words that are used to refer to it in English and Lithuanian (or any other language that you know well). Comment on the morphological form of these different references to the mobile phone.

2. Study the frequency of the English alternatives in a corpus.

3. Read the text below about the English terms used to talk about mobile phones. Analyse the terms related to the new technological developments from the linguistic point of view. Check their meanings in on-line and printed dictionaries, and google. Identify which of the terms appear in which dictionaries, and comment on what it shows about new terms entering English.

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Special Report November 27, 2006; http://www.businessweek.com/technology/content/nov2006/tc20061127_430493.htm, accessed 14/09/2010

**Time to Rename the Cell Phone?**

They’re not just for making calls, and they don’t have a lot to do with cells. Maybe it’s time to name the ubiquitous gadget something else.

by Cliff Edwards

**SPECIAL REPORT**

You see them everywhere. The minute the plane hits the tarmac, someone whips one out. Walking down the street and driving a car, they’re said to give you tunnel vision. Their ringing can be so annoying, movie theaters run humorous videos highlighting the consequences of disturbing the peace.

A lot of people, then, might be happy to learn that cell phones may soon be dead—killed by the very people who make them. That is, the name, at least.

**More Than a Cell**

Amid the rise of so-called smart phones that do everything from browsing the Web to downloading and storing pictures and music, there’s a growing concern that what today we refer to as a cell phone, isn’t quite the right description for these new do-all gadgets. Nokia executives, for example, say we’ve entered the age of “the multimedia computer.”
Samsung Electronics calls this new category of devices the “mobile informational terminal.” Sony Ericsson would probably be happy if you called them the Walkman phone. At least that name rolls off the tongue a little easier, although it’s doubtful manufacturers like Nokia (NOK) and Samsung would go along.

What’s in a name? Plenty, it seems. The cellular system got its name by dividing cities into small cell sites. The frequencies overlapped across a city, handing off contact from one tower to another as you walk or drive so that millions of people can use cell phones simultaneously without losing a call.

Problem is, they were designed mainly to accommodate voice calls. And technology leaders feel the name is antiquated. New multipurpose handsets soon will easily switch between cellular networks, Wi-Fi, and WiMax, a longer-range broadband network. “I don’t think we have a good name,” says Intel (INTC) Executive Vice-President Sean Maloney. “If it’s just doing voice, a cell phone is a great name.”

**Wired Is Tired**

Startups like OQO have been selling a handheld PC called simply Model 01 that can make Voice over Internet Protocol (VoIP) calls. The founders of OQO believe the name Ultra Mobile PC, touted by Microsoft (MSFT) and Intel, eventually will stick for higher-end do-all gadgets. “Pretty soon, we’re going to need a name for devices that are not wirelessly connected,” says co-founder Jory Bell. “They’ll be museum pieces, relics, ‘old-school’, phone classic.”

Others aren’t so sure. Many believe the big players are pushing names that sound clunky and foreign. Users in Britain appear quite happy with the all-encompassing moniker, “mobile.” What’s your preference? Fill in the comment box below and let us know.

**Task 5.** Compile a list of product names which are novel English forms coined by marketers. Make hypotheses about how these names were coined. Some of the possibilities may be:
- combination of elements already existing in English;
- combination of Latin/ Greek morphemes;
- new use of an already existing term;
- use of a proper name (adapted from Aronoff and Fudeman 2005: 26).

**Task 6.** Study the new English words below (from [http://www.bbc.co.uk/worldservice/learningenglish/teachingenglish/plans/uptodate.shtml](http://www.bbc.co.uk/worldservice/learningenglish/teachingenglish/plans/uptodate.shtml)):

<table>
<thead>
<tr>
<th>smirt</th>
<th>cashback</th>
<th>newbie</th>
<th>D’oh!</th>
<th>supersize</th>
</tr>
</thead>
<tbody>
<tr>
<td>downsize</td>
<td>numpty</td>
<td>lovely jubbly</td>
<td>lad mag</td>
<td>innit</td>
</tr>
<tr>
<td>phishing</td>
<td>naff</td>
<td>diamond geezer</td>
<td>laters</td>
<td>clueless</td>
</tr>
<tr>
<td>D-list</td>
<td>mardy</td>
<td>talk to the hand</td>
<td>wifi</td>
<td>peeps</td>
</tr>
<tr>
<td>manky</td>
<td>wag</td>
<td>tipping point</td>
<td>excorporise</td>
<td>numpty</td>
</tr>
<tr>
<td>scrummy</td>
<td>WOOt!</td>
<td>yummy and scrummy</td>
<td>newbie</td>
<td>24/7</td>
</tr>
</tbody>
</table>
1.2. Morphology in action

Examples of **morphology in action** are morphological facts that can be observed in everyday life, e.g. use of novel words and word play (Aronoff and Fudeman 2005).

Knowledge of morphology can be applied not only in linguistic research, but also in business, politics, media, and many other areas. Once you acquire the basics of morphology and linguistics in general, the possible applications of your linguistic knowledge become numerous since you learn how language can be used in creative ways. For instance, you can name a company’s new product, write a memorable slogan for the company, write an advertisement, or write a political speech.

Linguistics is also used in creative ways when dealing with social issues, for example, when inventing politically correct terms. The **PC (Political Correctness)** movement started in the 1960s and 1970s in the USA (Crystal 2010: 220). Its main aim was to avoid using offensive language and replace with more neutral vocabulary. Because of this movement, words with the suffix –ess are no longer in use or are disappearing (e.g. stewardess, poetess, sculptress). Similarly, words with the element man, came to be treated as insulting sexist terms, and new more neutral terms are now used. For instance, in Britain ‘binman’ was replaced by ‘refuse collector’ or ‘refuse disposal collector’ (ibid.).

Similarly, **public doublespeak** is used to avoid straightforward references to negative or sensitive issues, but the purpose of such language use is different. Doublespeak is language that deliberately hides the truth, disguises it, distorts, or reverses word meaning. Doublespeak usually resorts to euphemisms and ambiguity thus disguising something unpleasant, without denying it completely (Crystal 2003: 176).
Practice tasks

**Task 1. Public Doublespeak.** Study the euphemisms for the negative concepts below (cited from Crystal 2003: 176). Comment on those euphemisms from the perspective of morphology.

a. The winner of the first Doublespeak Award in 1974 was Colonel Opfer, the United States Air Force press officer in Cambodia. After a US bombing raid, he told reporters: ‘You always write it’s bombing, bombing, bombing! It’s air support!’

b. 1977 The Pentagon and the Energy Research and Development Administration won the Award for explaining that the neutron bomb was ‘an efficient nuclear weapon that eliminates an enemy with a minimum degree of damage to friendly territory’.

c. 1979 The nuclear power industry was awarded the prize for the euphemisms devised in relation to the incident at Three Mile Island, when an explosion was called ‘energetic disassembly’, a fire ‘rapid oxidation’, a reactor accident a ‘normal aberration’, and plutonium contamination ‘infiltration’.


*Examples:*
- blackboard, black pieces (in chess)
- mentally handicapped → with learning difficulties; intellectually challenged
- disabled → differently abled; physically challenged
- Third World → developing nations
- Negro → black → Afro-American → African-American

Why are the following words considered to be demeaning or offensive? What is their meaning? What is special about their morphology?

a. *Established or relatively established labels*
   - Sexist
   - Racist
   - Ableist
   - Ageist
   - Heightist

b. *Novel labels*
   - Fattyist
   - Weightist
   - Heterosexist
   - Alphabetist
1.3. Studying word formation: an introduction to morphological analysis

The present section deals with such issues as ways of studying word formation, the smallest units constituting words, and the main areas where morphological facts manifest themselves in everyday life. The practice tasks aim to develop students’ ability to distinguish and apply the basic concepts in morphological analysis.

1.3.1. Important distinctions in studying word formation

<table>
<thead>
<tr>
<th>Topic</th>
<th>Author(s)</th>
<th>Year</th>
<th>Book</th>
<th>Chapter/Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying word formation: taking words apart. Identifying morphemes; allomorphy</td>
<td>Carstairs-McCarthy</td>
<td>2002</td>
<td>An Introduction to English Morphology</td>
<td>Section 3. <em>A word and its parts: roots, affixes and their shapes</em></td>
<td>16-27</td>
</tr>
<tr>
<td>Morphological facts in everyday life</td>
<td>Aronoff &amp; Fudeman</td>
<td>2005</td>
<td>What is Morphology?</td>
<td>Section 1.5. <em>Introduction to morphological analysis</em></td>
<td>12-17</td>
</tr>
</tbody>
</table>

Inflection, derivation, compounding, inflectional vs derivational morphology, free forms, compounding, basic concepts in morphology (see the list below), affixation

**Meaning relations**
- Three main types: inflection, derivation, and compounding
- Inflectional morphology relates word forms that belong to a single ‘word family’ or lexeme
- Derivational morphology creates new words, with a change in meaning and/or category
- Compounding combines free forms

On the basis of meaning relations, the areas of morphology can be represented in the following hierarchical structure:
Figure 1. Areas studied in morphology

Basic concepts in morphology
- Word
- Lexicon
- Creativity
- Complex vs. monomorphemic words
- ‘Root’ vs. ‘stem’ and ‘base’
- Bound vs. free morphemes (also: bound roots)
- Affixes
- Concatenative vs. non-concatenative word formation
- Blending
- Abbreviations (acronyms vs. initialisms)

A morphologist should be well aware of the following distinctions:
- Complex vs. monomorphemic words
- ‘Root’ vs. ‘stem’ and ‘base’
- Bound vs. free morphemes (also: bound roots)
- Main types of affixes
Practice tasks

Task 1. Complex (polymorphemic) vs. monomorphemic words. Which of the following words are complex and which are monomorphemic? Use slashes (/) or hyphens (-) to separate the words into morphemes.

a. alligator
b. bargain
c. employee
d. tighten
e. purposeful
f. agree
g. its
h. calculator

Task 2. For morphologists it is also important to make the following distinctions:
- ‘Root’ vs. ‘stem’ and ‘base’
- Bound vs. free morphemes (also: bound roots)
- Main types of affixes (in EN, suffixes and prefixes; inflectional and derivational)

Identify and label the parts of the following words as: bound or free, derivational or inflectional, and base or affix. Indicate the number of morphemes in each word. To make the analysis more systematic, fill in the table below.

<table>
<thead>
<tr>
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</table>
Task 3. Etymologically, the words below contain more than one morpheme. Study the internal structure of these words, identify their constituent morphemes, then list at least one other word that contains each morpheme (adapted from Aronoff and Fudeman 2005: 27). For your analysis, you can use a dictionary of etymology (e.g. http://www.etymonline.com/).

Example: morph-
amorphous, polymorphic
-em-
phoneme, academy
-ic
tonlic, sonic, academic

a. monologue
b. predispose
c. report
d. phonology
e. decline
f. telephone
g. circumscribe
h. perceive

Task 4. Concatenative vs. non-concatenative ways of word-formation, and blending. Identify which of the derivatives are formed by using concatenative and non-concatenative ways of word-formation. In which cases these are examples of blending?

a. a sign → to sign
b. prepay
c. UFO
d. an empty box → to empty
e. Postmodernism
f. nonconformist
g. to hit → a hit
h. VMU
i. unhappiness
j. a final game → a final
k. SMS
l. PIN (Personal Identification Number)

Task 5. Identify at least 10 sets of homophones and give the different meanings. Example: board (a flat piece of wood) and bored (uninterested, weary).
1.3.2. What is a word?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Author (s)</th>
<th>Year</th>
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<td>Wordhood tests, words and their characteristics</td>
<td>Carstairs-McCarthy</td>
<td>2002</td>
<td>An Introduction to English Morphology</td>
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<td>Biber et al</td>
<td>1999</td>
<td>LGSWE</td>
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<td>51-54</td>
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<td></td>
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<td>2.2.2. Orthographic words, grammatical words, and lexemes (p. 54)</td>
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<td>2.2.3. The three major word classes</td>
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<td>2.2.6. Core v. peripheral members of word classes</td>
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<td></td>
<td></td>
<td>2.2.8 Use of lexical words, function words, and inserts</td>
<td>61</td>
</tr>
</tbody>
</table>

lexeme, orthographic word, grammatical word, lexical word, phonological word, function word, insert, type, token, type-token ratio (TTR); homographs, homophones

**Issues of wordhood: what is a word?**

**Words can be defined:**

- Orthographically
- In terms of internal integrity
- Phonologically
- Semantically
- Syntactically

**Type-token ratio (TTR) =** \( (\text{types/tokens}) \times 100 \)
Practice tasks

Task 1. Analyse the limerick below from a morphological point of view. Try to count the number of words in it (adapted from Aitchison 1994: 34). What problems related to the definition of ‘word’ can you observe? Write your own limerick following the same principles.

There once was a fisher named Fisher,
Who went fishing for fish in a fissure,
A fish with a grin,
Pulled the fisherman in,
Now they’re fishing the fissure for Fisher.

Task 2. Consider the short poems by Ogden Nash (1902-1971) below and comment on the use of words in them (http://www.aenet.org/poems/ognash2.htm). Can you observe any surprising morphological facts in them? What definitional problems can you identify?

The Jellyfish
Who wants my jellyfish?
I’m not sellyfish!

Reflection on Babies
A bit of talcum
Is always walcum.

The Cow
The cow is of bovine ilk;
One end is moo, the other is milk.

The Eel
I don’t mind eels
Except as meals.
And the way they feels.

The Dog
The truth I do not stretch or shove
When I state that the dog is full of love.
I’ve also found, by actual test,
A wet dog is the lovingest.
Task 3. Marginal words: Graffiti. Why are graffiti words marginal?

- Names often represent a word with an irregular spelling, e.g. ‘Train’ as ‘Trane or Trayne’; ‘Envy’ as ‘Envie or Envee’.
- Graphology: different letter shapes, often difficult to decipher.
- Names can also contain subtle and often cryptic messages, or, in some cases, the artist’s initials or other letters.
- Some names are written together with the year of the completion of the graffiti, e.g. ‘Tox03, Tox04, etc.’.
- Sometimes artists dedicate or create tags or graffiti in memory of a deceased friend, e.g. ‘DIVA Peekrevs R.I.P. JTL ’99’.
- Abundant puns and word-play.
- Non-standard language use, e.g. ‘Kilroy woz here’. During World War II, this saying together with a cartoon character became widespread, and is still drawn around the world. (Hardcore Graffiti 2012, http://www.flickr.com/groups/1519857@N21/)

Consider the picture below where this famous saying is alluded to. This is a billboard of the UK Independence Party (UKIP on the side of the M4 Motorway heading into London from Heathrow. The three words ‘Kilroy-Silk woz heir’ are a reference to the ‘Kilroy Woz Here’ World War 2 graffiti. Robert Michael Kilroy-Silk is an English former politician, and an Independent Member of the European Parliament. Previously he has been a Labour MP, a member of UKIP, and a founder of the ‘Veritas’ party (http://www.artofthestate.co.uk/ graffiti/dr-d-kilroy-silk-woz-here.htm).

Picture 1. Dr.D ‘Kilroy Silk Woz Heir’, M4 Motorway billboard hijack (http://www.artofthestate.co.uk/graffiti/dr-d-kilroy-silk-woz-here.htm)

Task 4. Use the italicised words in the sentences below and discuss the differences between the following terms: grammatical word, orthographic word, word-form and lexeme (adapted from Plag 2003: 18).

a. Franky walked to Hollywood every morning.
b. You’ll never walk alone.
c. Patricia had a new walking stick.
Task 5. Analyse the sentences below; count the number of words in each sentence by applying different types of definitions of ‘word’:

- How many grammatical words are there?
- What is the number of orthographic words?
- How many lexemes are there?

a. Our charter flight’s been cancelled due to the pilot’s illness.
b. Thanks to the success of his band’s first album, he’s now a wealthy man.

Task 6. Count the number of word tokens (or running words, i.e. forms separated by spaces) and word types in the brief passages below. Calculate the type-token ratio. What do the results show about the text types represented in these passages?

Text sample 1: NEWS REPORT

**Three climbers die on Everest descent** *(guardian.co.uk, Monday 21 May 2012)*

Two people are still missing after a wind storm swept the mountain while they were returning from the summit.

A Nepalese mountaineering official says three climbers returning from the summit of Mount Everest have died and two more are missing.

Gyanendra Shrestha said on Monday that a German, a Nepal-born Canadian and a Korean died on Saturday while descending from the 8,850m (29,035ft) summit.

Shrestha said the weather was favourable on Friday and Saturday morning, but a wind storm swept the mountain later on Saturday.

Shrestha, stationed at the base camp of Everest, said he was waiting for details.

The German climber was 61-year-old doctor Eberhard Schaaf, who was believed to have suffered high altitude cerebral edema.

The Nepalese-Canadian climber was Shriya Shah, while the Korean mountaineer’s name has yet to be confirmed.

Text sample 2: SPOKEN ACADEMIC DISCOURSE

S1: now one announcement, Diane i won’t use her last name. <LAUGH>[S3: why?] recorded for us [S3: oh ] a an A-and-E program which ran Sunday night right? and i missed it cuz i never have time to watch T-V. but she recorded it. it’s a video recording and it’s excellent. um, it’s actually called, The Good Book of Love, colon, Sex in the Bible. um, it’s really fine. it’s quite excellent. um, there_ it’s well done. there’s a lot of artwork in it as background, the narration is good. they have, one two three four five six seven eight nine ten eleven esteemed Biblical scholars. giving different perspectives on the various topics on sex in the Bible. i have put it, in the Language Resource Center. the Language Resource Center is on the second floor of the Modern Languages Building.
1.3.3. Analytic principles of morphological analysis

Analytic principles introduced by Nida (1949):

Principle 1: Forms with the same meaning and the same sound shape in all their occurrences are instances of the same morpheme.

- Look for elements that have the same form and the same meaning
- Type vs. token
- A morpheme recurs, and thus speakers are able to identify it and give it a meaning.

Principle 2: Forms with the same meaning but different sound shapes may be instances of the same morpheme if their distributions do not overlap.

- Allomorphs: different forms or variations of a morpheme (these can be different pronunciations or different spellings) (< Greek prefix allo- ‘other’);
- E.g. The final morphemes in the following words are pronounced differently, but they all indicate plurality: dogs, cats, and horses. Different shapes, different distribution, but the same meaning.

Principle 3: Not all morphemes are segmental.

- Some morphemes cannot be pronounced on their own; they are dependent on other morphemes for their realization.
- Examples:
  
  run     ran
  begin   began
  drive   drove
  speak   spoke

Principle 4: A morpheme may have zero (or ‘null allomorph’) as one of its allomorphs provided it has a non-zero allomorph.

- E.g. fish: a word with a zero plural (as contrasted to non-zero plurals); this zero plural is an allomorph of the usual plural [z].
Practice tasks

Task 1. Divide the following forms into morphemes. How many types and tokens of morphemes are there?
   a. passports
   b. capable
   c. un-co-operatively
   d. autobiography
   e. staplers
   f. calmly
   g. regrouping
   h. undeniable
   i. corner
   j. dislocation

Task 2. Principle 2: The existence of allomorphy.

   (1) Here are some examples of allomorphs. In English, the negative prefix in- has several allomorphs. Find 2-3 additional examples for each allomorph and describe their distribution.
      a. In-capable
      b. Il-logical
      c. Im-probable
      d. Ir-reverent

   (2) Certain allomorphs are difficult for learners to produce correctly; for example, the allomorphs of the -ed regular past morpheme are often difficult to produce for learners until higher levels. Recognition activities such as sorting words into groups according to pronunciation are useful to raise their awareness. In groups, devise such a practice task for intermediate English language learners.

   (3) Discuss and systematise the variety of allomorphs in Lithuanian to mark gender. What is their distribution? Are there any allomorphic gender markers used on nouns in English?

Task 3. Principle 3: Not all morphemes are segmental.
Distinguish between segmental and non-segmental morphemes in the data set below.

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>lips</td>
<td>amused</td>
<td>wedded</td>
</tr>
<tr>
<td>rooted</td>
<td>spit, spat</td>
<td>goose, geese</td>
</tr>
<tr>
<td>speak, spoke</td>
<td>mouse, mice</td>
<td>kissed</td>
</tr>
<tr>
<td>robbed</td>
<td>eat, ate</td>
<td>tooth, teeth</td>
</tr>
</tbody>
</table>
Task 4. Principle 4: A morpheme may have zero as one of its allomorphs provided it has a non-zero allomorph.

Which of the following words illustrate zero allomorphy?

Tap, worm, advice, month, rat, cup, butter, bag, anger, zoo, judge, brush, fruit
Part 2

Inflectional morphology
Two kinds of morphology:

- Inflectional: form of lexemes
- Derivational (word-formation): ways in which lexemes are formed

Inflectional morphology in relation to genre and style: Effects of comparative forms in discourse

- Esp. common in commercial advertising
- Comparative adjs are used to show the superiority of the product, highlighting its satisfactory or best quality.

*Let’s make things better. Let us do a better job.* (Philips Electronics)

Practice tasks

**Task 1.** Collect your own database of advertisements where adjectives are used and analyse the use of comparative and superlative forms in them. Comment on the frequency, distribution and stylistic effect(s) of those different forms.

Corpus tasks

Use the following corpora to carry out the tasks below:

- Corpus of Contemporary American English (COCA), http://www.americancorpus.org/
- British National Corpus (Brigham Young University; BYU-BNC), http://corpus.byu.edu/bnc/
- Corpus of Historical American English (COHA), http://corpus.byu.edu/coha/
Task 2. Uncertain usage of some plural forms.
In several cases, the usage of /-vz/ in the plural form is uncertain, e.g.
- *dwarf*, *hoof*, *scarf*, and *wharf* – both with /-fs/ and /-vz/.

(1) Check the total frequency of these alternatives in the BYU-BNC and COCA.
(2) Study their historical development in COHA. What is their frequency in different historical periods?

Task 3. Stylistic differences between alternative plural forms.
The choice between alternative forms is sometimes mainly stylistic: the classical plural is usually more technical, learned, or formal:
- *formulas* vs *formulae*
- *curriculums* vs *curricula*

Study these alternative forms in the BYU-BNC; check their frequency in different registers.

Task 4. Different meanings of alternative plurals. Some alternative plurals have developed different meanings:
- *mediums* (someone who claims to have the power to receive messages from dead people) vs *mass* media
- *appendixes* (in bodies or books) vs *appendices* (only in books)

Study these alternative forms in the BYU-BNC;
- Find examples to illustrate the differences in meaning.
- What is the frequency of alternative forms?
- Check their meaning and usage in different registers.

Task 5. Cross-varietal differences: doubling of consonants when the inflection *-ed* is added.
There is considerable variation in spelling when *-ed* is added to the base that ends in a vowel + *-s*: some publishers insist on a double consonant, and others avoid it:
- *focussed* vs *focused*, *biassed* vs *biased*

These alternative forms tend to be used to a different extent in AE and BE.

Compare these alternative forms in AE and BE: check their total frequency in the BYU-BNC and COCA.
Part 3

Studying complex words
3.1. Analysis of complex words: Introduction

When studying complex words, the following aspects are of primary importance:

- Identifying morphemes
- Allomorphy
- Establishing word formation rules
  - Complex restrictions
    - phonological
    - morphological
    - lexical
  - Tentative
  - Quite rudimentary representations of the native-speaker’s knowledge
  - Productive and unproductive rules
  - Analogic relations between the derivative and the base

Practice tasks: Extreme cases of multiple affixation

Task 1. Antidisestablishmentarianism

This word is often referred to as perhaps the longest word in English: 28 letters and 12 syllables. Most of the longer words are coined and/or technical terms.

**Meaning:** It refers to a political position that originated in Britain in the 19th century in opposition to proposals for the disestablishment of the Church of England. The term is of rare usage nowadays, but it can be an interesting item of analysis for morphologists.

**Example:** *Indeed (and, forgive me, I could not resist this), it smacks of nothing short of neo-antidisestablishmentarianism!*
(http://www.wordnik.com/words/antidisestablishmentarianism)

(1) Count the number of morphemes in this word.
(2) Comment on the morphemes constituting it.
Part 3: Studying complex words

**Task 2.** Floccinaucinihilipilification (also written as a hyphenated word: flocci-nauci-nihilipili-fication)

**Pronunciation:** No standard pronunciation for this word

**Meaning:** “the act of regarding something as unimportant or worthless”; in other words, treating it as “not much at all”

**Origin:** invented as a joke by a college student at Eton College created the word by combining four words from his Latin dictionary, all of which meant “not much at all” (http://www.jeorgethedodo.com/doug/2005_Sep/antidisestablishment.asp)

(1) Try to recognize the four Latin morphemes. Comment on them.

(2) Are these bound or free roots?
3.2. Affixation

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<th>Author(s)</th>
<th>Year</th>
<th>Book</th>
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<td>1999</td>
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<td>318-325</td>
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<td>Verb derivation</td>
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<td>1999</td>
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<td>5.2.7. Verb derivation</td>
<td>399-403</td>
</tr>
</tbody>
</table>

Multiple affixation, primary and secondary affixes, constraints, cross verification, syllable structure, consonant- and vowel-initial suffixes

Stems in English:
- Bound OR Free AND of a particular lexical category (Aronoff and Fudeman 2005)

Affixes in English:
- Suffixes
- Prefixes
- English also has a productive infixing process that incorporates swearwords (Aronoff and Fudeman 2005):
  - fan + *fuckin* + tastic
  - abso + *bloody* + lutely
  - abso + *effing* + lutely

Major definition problems:
- Difficult to say what is a bound morpheme or a free morpheme
- Not always possible to distinguish between a base and an affix

Constraints on suffixation

Data and methods of analysis:
- Main data sources:
  - dictionaries (reverse and OED),
  - corpora.
- Each with its own limitations and advantages
- SOLUTION: a combination of methods/ theories: triangulation
  - L. triangulus “three-cornered” (tri- “three” + angulus “corner, angle”)
  - more than 2 methods used in a study with a view to double (or triple) checking results (also called “cross examination”)
  - facilitates validation of data through **cross verification** from more than two sources
Syllable structure in relation to morphology:

- **Vowel initial suffixes** integrate into the prosodic structure of the base word: alter.nation, mon.strous
- In contrast to consonant-initial suffixes, vowel-initial suffixes become part of the prosodic word: [alter.nation]PrWd, [mon.strous]PrWd
- By forming one prosodic word with the base, **vowel-initial suffixes** can influence the prosodic structure of the derivative.
- Affixes outside the prosodic word (i.e. **consonant-initial suffixes**) cannot do so.

**Practice tasks: Affixes**

**Task 1.** Identify lexical stems in the words below (adapted from Aronoff and Fudeman 2005: 111). Are they bound or free? What is the lexical category of the stem?

a. bookish  
   b. notable  
   c. unfathomable  
   d. montstrous  
   e. comfy  
   f. generalization  
   g. inky  
   h. archaizm

**Task 2.** Examine the following data from English.

1. Sort the words into groups depending on the possible stem types that the adjective-forming suffix –ish may attach to (bound vs. free; lexical category) (Nida 1965: 120 as cited in Aronoff and Fudeman 2005: 125).

   a. reddish  
   b. oldish  
   c. childish  
   d. boyish  
   e. Spanish  
   f. old-maidish  
   g. prudish  
   h. selfish  
   i. doggish  
   j. bookish  
   k. Turkish  
   l. English  
   m. foolish  
   n. purplish  
   o. uppish  
   p. Irish  
   q. British  
   r. thievish  
   s. flattish  
   t. ticklish

2. Find Lithuanian equivalents for the words above. What do they show about the structural differences between the two languages?

**Task 3.** Divide the following words fully into morphemes and draw tree diagrams or bracketing structures for them. (Aronoff and Fudeman 2005: 126)

Example: insightful: [in [sight]] ful

a. unbelievable  
   b. stickiness  
   c. sticky buns  
   d. unpretentiousness  
   e. ungentlemanliness
Task 4. Sort the following words into two groups based on the semantics of the suffix –ful. How is it used in each set? Is either –ful productive? (Aronoff and Fudeman 2005: 144)

- a. careful
- b. deceitful
- c. prayerful
- d. handful
- e. sorrowful
- f. earful
- g. mouthful
- h. playful
- i. bagful

Task 5. Determine whether the italicized forms in the following pairs are related in meaning. If they are, describe the relationship. (Aronoff and Fudeman 2005: 145)

- a. all-nighter  dancer
- b. dancer  badger
- c. milky  inky
- d. funny  Bobby
- e. golden  wooden
- f. merriment  cement
- g. friendly  quickly
- h. adviser  governor
- i. duchess  sorceress

Task 6. The following words were all built on the word alcoholic. What is special about the affixation process here? Create another word on the same model and define its meaning. (Aronoff and Fudeman 2005: 232).

- workaholic, chocoholic, shopaholic

Task 7. English -er suffixation is productive. Determine what the -er suffixed nouns that correspond to the following words or phrases would be, when possible. Discuss your findings.

- a. grip
- b. gurgle
- c. delouse
- d. spiff up
- e. cool down
- f. inspect rubbish
- g. eat squid
Practice tasks: Constraints on suffixation

Task 1. Use the following list to come up with a phonological hypothesis regarding constraints on -ly suffixation in English. Formulate your hypothesis as an argument, supplying additional forms of your own (Aronoff and Fudeman 2005: 230).

a. quietly  
b. poorly  
c. neatly  
d. slowly  
e. prettily  
f. ungrammatically  
g. vocally  
h. ?? sillily  
i. ?? uglily  
j. ?? kindlily  
k. ?? friendlily

Task 2. Use the following list to come up with a phonological hypothesis regarding constraints on -en suffixation in English. Formulate your hypothesis as an argument, supplying additional forms of your own (Aronoff and Fudeman 2005: 230-231).

a. blacken  
b. whiten  
c. reddnen  
d. sadden  
e. neatnen  
f. pinken  
g. deafen  
h. loosen  
i. roughen  
j. *happy-en  
k. *orang-en  
l. *yellowen  
m. *greenen  
n. *bluen

Task 3. Comment on the derivational processes in the logos below. What effects do they have and why?

<table>
<thead>
<tr>
<th>(a)</th>
<th>(b)</th>
<th>(c)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Samsung Digital" /></td>
<td><img src="image2" alt="DigitAll Magazine" /></td>
<td><img src="image3" alt="ProMotion" /></td>
</tr>
</tbody>
</table>
Practice tasks: Syllable structure in relation to morphology.

Task 1. Syllables tend to have onsets rather than codas. Test this claim on the basis of the following data set. Segment the given words into syllables and comment on their structure.

Example: ho.ri.zon; each syllable starts with an onset, and only the last syllable has a coda.

wombat, taboo, politics, butcher, digital, consonant, exclude, divide, rhododendron, documentary

Task 2. Study the following set of derivatives, and comment on how the affixes and bases behave depending on their structure. What changes do consonant-initial and vowel-initial suffixes trigger in these formations?

outrageous, renovation, electricity, neglectful, national, girlhood, movement, slowly, subjective, analyzable
3.2.1. Nominal affixes

Nouns in English are formed by derivation and compounding:
- Derived nouns: derivational affixes are added
  - disbelief (dis + belief)
  - treatment (treat + ment)
- Compound nouns: formed from two words combined to form a single noun
- ALSO: zero derivation, or conversion.

Derivational suffixes:
- Usu. change the word class
- New noun with a different meaning
- Usu. nouns made of verbs by adding a suffix:
  - e.g. -ion, -ment, -er:
- Nouns are also made of adjectives and other nouns.

Nominalizations:
- Useful vs. useless nominalizations
- Stylistic effects of nominalizations

Stress position

Practice tasks


Step 1
Study the following list of job titles and try to describe the main patterns of how names of professions are derived.

Data set A

1) accountant, shop assistant, civil servant, flight attendant
2) postman, fireman, dustman, barman, draughtsman, fisherman
3) waitress, hostess, Headmistress
4) trainee, employee
5) representative, machine operative
Step 2
Study the italicised words in the data set below to check your hypothesis and to provide a more
detailed description of the formation of such nouns (including both job titles and other lexical
sets).

Data set B

1) Bob’s a well-known local builder who employs two plumbers, three carpenters,
a roofer, four electricians and half a dozen unskilled labourers.
2) If teachers, education officers, child minders and social workers had worked
together, none of these children would have suffered abuse.
3) He’s a writer - the author of four books about China, but he’s also worked as
a translator and interpreter, actor and journalist.
4) The Managing Director delegated responsibility for the project to the supervisor,
but he was a poor administrator and would never become a manager.
5) My kitchen is full of the latest gadgets: dishwasher, gas cooker with five burners,
electric toaster, electric can opener, blender / liquidiser - you name it, I’ve got it.
6) My son’s got all his stuff in his bedroom: DVD player, video recorder, camcorder,
film projector.
7) The whole family are musicians: Ed’s a percussionist and pianist, Viola’s a flautist
and cellist and Barry’s a French horn player. Their parents are both singers.
8) He’s a doctor - a general practitioner, but he wants to become a specialist -
a gynaecologist and obstetrician.
9) His older sister’s a chemist / pharmacist, his younger sister’s a speech therapist
and his mother works as his receptionist and telephonist.
10) Did you say you were an optician? ~ No, I’m a politician. I’m spokesman for
international affairs and chairman of the refugee committee. My older brother is
the parliamentary librarian. My younger brother’s a magician.
11) In the Roman Catholic Church, bishops are senior to priests and in the Anglican
Church rectors normally have wider responsibilities than vicars and curates.
12) She’s a nurse on a hospital ward but hopes to be promoted to sister and matron one
day.
13) He’s pastry chef at the Dorchester now, but started out as a cook in a two-star
hotel.
14) His two passions were animals and flying: he never made it as a vet but became
a successful pilot.
Practice tasks: Nominalizations

Special communicative effects of nominalizations: nominalizations are claimed to have ‘covert hypnosis’

The video that provides an introduction to the use of nominalizations in advertising can be accessed on the moodle2 platform (http://moodle2.vdu.lt).

Carry out your own investigation of nominalizations in one specific genre and do the following:

1. Choose one text type that you want to analyse: adverts OR news reports.
2. Collect 20-30 adverts if you are studying advertisements OR 5-10 news reports if you have chosen news reporting as your object of investigation.
3. Identify and analyse nominalizations in your database. Take into account the following aspects:
   a. Frequency
   b. Form
   c. Function/Effect
   d. Pattern of usage (cause-effect structures?)
   e. Is specific language used alongside nominalizations?
   f. Are your examples cases of avoidable/unavoidable or necessary/needless nominalization?
   g. .......
   h. ......
4. The report has to be presented as a .ppt presentation (approximately 10-15 min.).
3.2.2. Adjectival suffixes

<table>
<thead>
<tr>
<th>Topic</th>
<th>Author(s)</th>
<th>Year</th>
<th>Book</th>
<th>Chapter/Section</th>
<th>Pages</th>
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<tr>
<td>Formation of adjectives</td>
<td>Biber et al</td>
<td>1999</td>
<td>LGSWE</td>
<td>Section 7.9. Formation of adjectives</td>
<td>530-536</td>
</tr>
</tbody>
</table>

Semantic categories of adjectives:

- Descriptors (cf. *relational* adj. in Plag 2003):
  - usu. gradable; can be modified to show degree (*very*)
  - prototypical adjectives
  - refer to such features as color, size and weight, chronology and age, emotion, and other characteristics.

- Classifiers (cf. *qualitative* adj. in Plag 2003):
  - usu. non-gradable,
  - delimit or restrict a noun’s referent, by placing it in a category in relation to other referents;
  - 3 subclasses: relational, affiliative, and miscellaneous.

Grammatical role of adjectives: predicative vs attributive use

3 major ways of adj. formation:

- Derivational affixes
- Compounding
- Participle forms used as adj.

Attenuative suffixes in the field of evaluative morphology (diminutives, e.g. *-ish*)
## Practice tasks

**Task 1.** Define the meanings of the suffixes below. Find your own examples to illustrate their meaning. Which of the suffixes are inflectional and which are derivational?

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Usage / Definition(s)</th>
<th>Examples</th>
<th>Your own examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able/-ible/-ble</td>
<td>payable, measurable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-al</td>
<td>racial, external</td>
<td></td>
<td></td>
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<tr>
<td>-ance/-ence</td>
<td>abundance, brilliance, assistance, excellence, innocence</td>
<td></td>
<td></td>
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<tr>
<td>-ary</td>
<td>customary, contrary, necessary, ordinary</td>
<td></td>
<td></td>
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<tr>
<td>-cy</td>
<td>fancy, accuracy, lunacy, bankruptcy</td>
<td></td>
<td></td>
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<tr>
<td>-ed</td>
<td>employed, amused, amazed</td>
<td></td>
<td></td>
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<tr>
<td>-ent</td>
<td>pertinent, indecent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-er</td>
<td>fatter, cosier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-est</td>
<td>fattest, cosiest</td>
<td></td>
<td></td>
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<tr>
<td>-ful</td>
<td>hopeful, useful</td>
<td></td>
<td></td>
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<tr>
<td>-ish</td>
<td>reddish, girlish</td>
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<tr>
<td>-ine</td>
<td>feminine, canine, feline, divine</td>
<td></td>
<td></td>
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<tr>
<td>-ive</td>
<td>active, attentive, sportive</td>
<td></td>
<td></td>
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<tr>
<td>-ory</td>
<td>laboratory, dormitory</td>
<td></td>
<td></td>
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<tr>
<td>-ose</td>
<td>verbose, grandiose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ous/-ious</td>
<td>dangerous, onerous, copious, vigorous</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Task 2.** *Sugarfree or sugarless?* When to add *-less* and *-free* to form an adjective?

1. Make a list of words with *-less* and *-free*. Formulate a hypothesis about their typical usage. Is their meaning identical? Can they be interchangeable in some words?

2. Check the Lithuanian equivalents of the words in your list (you can also use any other language that you know well). Summarize and comment of the main tendencies that you have observed in your data set.
(3) Develop your own task for teaching the usage of *less* or *free* for intermediate or upper-intermediate learners of English.

**Task 3.** Adjectival suffixes: *-ic* and *-ical* (adapted from: [http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv73.shtml](http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv73.shtml))

On the basis of the data sets below, describe usage differences of the suffixes *-ic* and *-ical*.

**Data set A: Electric vs. electrical**

*Electrical* appliances such as washing machines and dishwashers use a lot of electricity.
My new car has *electrically*-operated windows.
My house was full of *electrical* and *electronic* (note: not ‘electronical’) equipment.
The *electrical* and mechanical engineering industries are doing well at the present time.
The *Electrical* Sector plans new measures for next year.

An *electric* fire in winter and an *electric* fan in summer were all I needed.
The *electric* wiring in this house needs to be renewed.
The atmosphere was *electric* when Tina Turner came on stage.

**Data set B: Economic vs. economical**

The *economic* outlook in this country is now bleaker than at any time in the last ten years.
This car is not very *economical*. It only does 15 miles to the gallon.
Storage heaters are extremely *economical* because they run on night-time electricity.
Politicians are invariably *economical* with the truth.
We wanted to make the most *economical* use of our time as we had only half a day there.’

**Task 4.** Not always are there clear differences between the forms with *-ic* and *-ical*. In contrast to the examples in Task 3, in the majority of cases the derivatives with *-ic* and *-ical* are interchangeable, or only one option is possible. Use corpus data to check how the following derivatives are used:

- botanic – botanical
- magic – magical
- geographic – geographical
- technologic – technological
- empiric – empirical

On the basis of corpus data, answer the following questions:

1. Are there any usage differences between the two forms? If yes, what are they?
2. How are the two variants distributed across registers?
3. Are the two variants used differently in British and American English?
### 3.2.3. Prefixes

<table>
<thead>
<tr>
<th>Topic</th>
<th>Author(s)</th>
<th>Year</th>
<th>Book/Source</th>
<th>Chapter/Section</th>
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<td></td>
<td></td>
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<tr>
<td>to form nouns</td>
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</tr>
<tr>
<td>Verb prefixes</td>
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<td>1999</td>
<td>LGSWE</td>
<td>5.2.7. Verb derivation</td>
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<td>Wiktionary</td>
<td>Appendix: English prefixes</td>
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<td>English_prefixes</td>
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</tbody>
</table>

**General properties:**
- Do not change the syntactic category of their base words
- Act as modifiers
- Attach to more than one kind of syntactic category (v, adj, n)
- Do not influence the stress pattern of their bases
- Negative prefixes are more complex in their distribution and behaviour than most other prefixes

**Semantic groups:**
- Quantifying
- Locative
- Temporal
- Negative
- Miscellaneous (diverse notions)

### Practice tasks

**Task 1.** Spelling of derivational prefixes. As Biber et al (1999) observe in *The Longman Grammar of Spoken and Written English* (LGSWE), prefixes vary in their preference for hyphenation:

- *arch-enemy, arch-priestess; co-chairman, co-founder* (but *coordinator, cooperation*);
- *autobiography, autograph; counterclaim, counterargument*;
- *re-election, re-organization* vs. *recycling, reaction*.

Investigate the preference of these prefixes for hyphenation by carrying out the following tasks:
Studying Word-Formation in English

(1) Choose one prefix and make a list of words with this prefix.
(2) Check the spelling of the selected prefixed words in 3 different dictionaries; at least 1 of them should be American.
(3) Analyze your results and present a summary of the main findings.
(4) Provide some conclusions about the spelling rules of the prefix under analysis in relation to (a) the language variety and (b) dictionary conventions.

Task 2. Negative prefixes: un-, in-, im-, il-, dis-, etc.
(1) What is the meaning of flammable or inflammable? What do these two forms show about the use of in-?
(2) Collect your own database of words with negative prefixes. Prepare a table with several columns for different negative prefixes. Leave one or two columns empty for new prefix headings as they occur in your study. Write in as many adjectives with a negative meaning using these prefixes that you can think of or find.

<table>
<thead>
<tr>
<th>un-</th>
<th>im-</th>
<th>in-</th>
<th>il-</th>
<th>dis-</th>
<th>ir-</th>
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</table>

Certain words can take more than one of negative prefixes; try to identify the restrictions governing their distribution. Discuss combinatorial and semantic properties of each prefix; formulate generalizations about their usage.

(3) Fill in the missing words in the sentences below as in the example (from http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv45.shtml).

Opposite of:
happy: We were really unhappy with the way the party was going.
   a. legal: There is no doubt that cannabis will remain an ______________ drug for the foreseeable future.
   b. possible: It was quite ________________ for us to drive all the way from Paris to Madrid in one day.
   c. successful: He made an ________________ attempt to climb the highest mountain in the range.
   d. responsible: To take the boat out with four children under the age of ten and with no life jackets on board was quite ________________ of him.
   e. appropriate: The dress she was wearing was quite ________________ for the occasion.
   f. polite: It was very ________________ of him to insult his mother in front of his aunt.
   g. religious: They were a completely ________________ family and I never thought that one day I would marry one of the daughters.
   h. honest: As a politician he was ________________ and it was not long before nobody trusted him.
   i. perfect: The goods were ________________ and had to be returned to the store we bought them from.
   j. contented: She was ________________ with her life and decided that things had to change.
Task 3. Study how common prefixes and suffixes are in English. Choose any newspaper article (or you can use the article below) and underline, first, just the prefixes. Next, underline (using a different line style) the words that have suffixes. Finally, circle the words that have both prefixes suffixes. Comment on your results.

Comfort and Familiarity

By Marcia Angell

April 10, 2012

Permitting doctors to help dying patients who are suffering unbearably to die sooner and more peacefully is indeed more controversial in the U. S. than in some other countries. But where it is legal, as in Oregon and Washington, it is far less controversial.

A recent poll showed that 77 percent of Oregonians favor their Death With Dignity law, which permits doctors to provide terminally ill patients with medication that they may take if they choose to hasten death. The law in Oregon has been in effect for 14 years, and the evidence is clear that it is used sparingly and exactly as intended. A similar law has been in effect in Washington for three years, and is also popular. Evidently, where the public is familiar with the practice, Americans approve of it, just as the Dutch, Belgians and Swiss approve of their euthanasia laws. (Note that the laws in Oregon and Washington do not permit euthanasia, that is, the injection of a lethal medication by a doctor, only the right of certain patients to end their own lives by swallowing medication provided by their doctors.)

But it’s not just lack of familiarity. There are two other reasons for the greater opposition in the U. S.

First, repeated surveys have shown that Americans are much more religious than Europeans and Canadians. In particular, the Catholic Church, as a matter of doctrine, is strongly opposed to helping patients in this way, no matter how great the suffering at the end of life. Church leaders often frame the issue as life versus death, but the real issue is the manner of dying, since the laws in Oregon and Washington apply only to patients who are unlikely to survive more than six months.

And second, Americans are more distrustful of their health care system -- for good reason. They are well aware that insurance companies increase their profits by stinting on medical services, and they suspect that the new health care law will also stint on services to rein in Medicare costs. So any practice that might save money raises the specter of rationing. In Europe and Canada, where there is universal, comprehensive and largely nonprofit health care, there is much less worry about abuse of right-to-die laws.

Task 4. Use the information on English prefixes provided at the following site as a database: Common prefixes in English, http://www.prefixes-suffixes.com/common-prefixes.html. Choose one category of prefixes and carry out an analysis of those prefixes; describe the main features of English prefixes.
3.3. Productivity

- **Definition:** Morphological productivity is the property of a morphological process to give rise to new formations on a systematic basis.
- Some morphological rules are called productive, while other rules are unproductive or less productive.
- For a proper understanding of morphological productivity, it is important to distinguish between (a) language-internal, structural factors, (b) processing factors, and (c) social and stylistic factors.
- Productivity can be assessed by various measures, both corpus-based and dictionary-based.
- Two key points are required to ‘measure’ the generality of a word-formation process:
  - degree: no process is so general that it affects all the bases it could apply to;
  - dimension of time: a process of word-formation changes its generality during time.
- ‘**Productivity in the narrow sense**’ is statistical probability of encountering a new word (Baayen’s (1992) measure of productivity):
  \[ P = \frac{n^{1\text{aff}}}{N^{\text{aff}}} \]
  \[ P = \text{productivity} \]
  \[ n^{1\text{aff}} = \text{number of hapaxes} \]
  \[ N^{\text{aff}} = \text{all tokens with that affix} \]
  *Note:* a decrease of \( P \) = low productivity

<table>
<thead>
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<th>Pages</th>
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<td>Kinds of productivity</td>
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<td>An Introduction to English</td>
<td>Morphology</td>
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<td>8.1. Introduction: kinds of productivity</td>
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<td>8.3. Productivity in meaning</td>
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<td>3.2. Possible and actual words</td>
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<td>Carstairs-McCarthy</td>
<td>2002</td>
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<td>8.6. Measuring productivity: the significance of neologisms</td>
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<td>Constraining productivity</td>
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<td>Word Formation in English</td>
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<td>59-67</td>
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<td>3.5. Constraining productivity</td>
<td></td>
</tr>
</tbody>
</table>
Practice tasks: Productivity

Task 1. The non-words below are taken from the Wug Test, which is an experiment in linguistics, created by Jean Berko Gleason in 1958. It was developed to investigate the acquisition of inflectional morphemes (e.g. plural or past tense morphemes) in English-speaking children.

Step 1: Ask three people to make plural forms of the following non-words in the present tense and the past tense. Report back your results. If there was variation in the use of inflections, comment on the tendencies that you observed.

Example:
Wug – wugs [wugz]

zat - _______________

sas- _______________

zoop- _______________

tob - _______________

Step 2: Now carry out a similar experiment with your own non-words and ask your respondents to conjugate your non-words in the present tense and the past tense. Report back your main results.

Task 2. Is everywair a possible formation in English? Google for it and comment on your findings.

Task 3. Comment on the productivity of the English suffixes in the data sets below (adapted form www.linguistik.uni-erlangen.de/~plgreine/productivity.pdf).

Data set A
- timid, splendid, horrid
- worker, dancer, swimmer
- communist, pianist, racist

Data set B
- Buddhist, Calvinist, BUT: *Mohammedist
- pianist, guitarist, BUT: *drumist
- applicant, dependant, servant and participant, BUT: *buildant, *shoutant or writ(e)ant
3.3. Derivation without affixation

Conversion: Derivation of a new word without any overt marking

Prosodic morphology
- truncated names,
- -y diminutives,
- clippings,
- blends.

Truncations
- Truncated names: used for diminutive forms
- All truncations are monosyllabic, no matter how long the base form is
- Truncated names tend to begin and end in a consonant even when the base starts or ends in a vowel.

Clippings: subclass of truncations: ad, lab, photo, phone
- Less coherent class than truncated names or -y diminutives
- Abbreviated from larger words
- Express familiarity with the denotation of the derivative
  - ‘in-group flavour’
- Restrictions not very tight, BUT there are some strong tendencies resembling those on name truncations

Blends
- Different from truncations: involve two or (rarely) more base words
- Similar to truncations: loss of phonetic material
- Only syllabic constituents can be deleted
- They take the onset of the 1st element and the rime of the second element
Part 3: Studying complex words

**Abbreviations: initialisms and acronyms**

- Just like blends and truncations:
  - They are amalgamations of different parts of different words
  - Involve loss of material
  - BUT: for abbreviations, prosodic categories are not of central importance
  - Orthography of central importance

**Practice tasks: Conversion**

Study the corpus of examples below (from http://accurapid.com/Journal/31conversion.htm; *Translation Journal* and the Authors 2005), and carry out the following tasks:

1. Classify the converted forms according to the base category. Which group of conversions is the biggest one? Which conversions are rare?
2. Did you identify any problematic instances in terms of the direction of the conversion?
3. Relate morphology and phonology: how can the stress pattern change in cases of conversion?
4. Comment on the meaning changes in the converted forms.
5. Try to translate the highlighted forms, and study how the converted forms are translated into Lithuanian.

1. Gore showed no **sign** of pain or remorse.
2. The Goreans quickly pointed out that there had already been a hand count in the Florida presidential race, and that Bush himself had **signed** a law calling for their use in Texas.
3. “Hillary’s going to be working, and I wouldn’t **mind** sticking around,” he told a close friend the other day.
4. Twice a month, Ralph Petley stands at rapt attention in the fluid semicircle of about 80 bidders, his **mind** on the single goal of sending a shipment of antiques to Texas auction houses.
5. At times during the campaign, Mr. Bush simply seemed to be selling his infectious optimism to the point that it almost did not seem to **matter** how much he tortured the English language or what he was really trying to say.
6. For that **matter**, it was still not quite clear what “the right thing” was.
7. A few days ago in Manhattan, Ms. Yrjola was in her apartment in the middle of a **high-rise** in the middle of everywhere when she could not even get a decent **signal** on her handset.
8. Laughter seems to signal an attempt to ingratiate oneself: in India, notes Provine, men of lower castes giggle when addressing men of higher castes, but never the other way round.

9. His wife was reading the paper, too nervous to deal with it.

10. A tiny dangling piece of paper—a hanging chad—remains and can fall back to fill the hole in the card.

11. The election had been “the most emotionally draining experience of my life.

12. Yet one day they may long for a time when mothers shopped and left babies, without fear, in strollers on the sidewalk, and everyone had a right to a home, free education and medical care.

13. But the race between George Bush and Al Gore at times did have the feel of a death struggle.

14. Families is where our nation takes hope, where wings take dream.

15. More than half of the incidents involve loss of consciousness or a heart attack.

16. OnStar, Opel’s wireless call center, is staffed 24/7 for traffic alerts, directions and help.

17. He called Gore at 4:18 a.m. and had a few laughs about the unpredictability of life.

18. Whenever Putin travels abroad—during his recent visit to India, for example—he’s invariably shadowed by Gazprom CEO Rem Vyakhirev.

19. Another good reason for all the new affordable technology is the steady increase in computing power that we also see in our homes and offices.

20. Feldman, in turn, called campaign chairman Bill Daley, who called Gore, riding in a limo with Tipper up ahead.

21. In fact, the recent allegation that Russian officials pocketed a $4.8 billion IMF loan date from the summer of 1998, when Chernomyrdin had already left office.

22. Well, I think it was when we were in Amsterdam, filming a TV show.

30. Practice other classics like the airwalk in one of your own custom-designed skate parks.
**Practice task: Truncations.** Identify the main features of truncations in English on the basis of the data set below.

<table>
<thead>
<tr>
<th>Andrew</th>
<th>Andy</th>
<th>Edward</th>
<th>Ed / Eddy</th>
<th>Patricia / Patrick</th>
<th>Pat</th>
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<tr>
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<td>Al</td>
<td>Elizabeth</td>
<td>Eliza / Liz / Beth</td>
<td>Peter</td>
<td>Pete</td>
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<tr>
<td>Alexander</td>
<td>Al / Alec / Alex / Sandy</td>
<td>Frederick</td>
<td>Fred / Freddy</td>
<td>Richard</td>
<td>Dick / Ricky</td>
</tr>
<tr>
<td>Alfred</td>
<td>Al / Fred</td>
<td>Geoffrey</td>
<td>Geoff</td>
<td>Robert</td>
<td>Bob / Bert</td>
</tr>
<tr>
<td>Benjamin</td>
<td>Ben / Benny</td>
<td>Harold</td>
<td>Harry</td>
<td>Samantha / Samuel</td>
<td>Sam</td>
</tr>
<tr>
<td>Caroline</td>
<td>Carol</td>
<td>James</td>
<td>Jim / Jimmy</td>
<td>Susan</td>
<td>Sue / Susie</td>
</tr>
<tr>
<td>Catherine</td>
<td>Cath / Cathy</td>
<td>Jennifer</td>
<td>Jenny / Jennie</td>
<td>Terrence</td>
<td>Terry</td>
</tr>
<tr>
<td>Christopher</td>
<td>Chris</td>
<td>Kenneth</td>
<td>Ken / Kenny</td>
<td>Timothy</td>
<td>Tim</td>
</tr>
<tr>
<td>David</td>
<td>Dave / Davy</td>
<td>Michael</td>
<td>Mike, Mick, Mickey</td>
<td>Victoria</td>
<td>Vicky</td>
</tr>
<tr>
<td>Daniel</td>
<td>Dan / Danny</td>
<td>Nicholas</td>
<td>Nick / Nicky</td>
<td>Victor</td>
<td>Vic</td>
</tr>
<tr>
<td>Diana</td>
<td>Di</td>
<td>Pamela</td>
<td>Pam</td>
<td>William</td>
<td>Bill</td>
</tr>
</tbody>
</table>

**Practice tasks: Clippings**

**Task 1.** Classify the following clippings into the categories of fore-clipping and back-clipping:

- ad (<< advertisement)
- bi (<< bisexual)
- binos (<< binoculars)
- brolly (<< umbrella)
- bus (<< omnibus)
- gym (<< gymnasium)
- mike (<< microphone)
- phone (<< telephone)
- plane (<< aeroplane)
- prof (<< professor)
- van (<< caravan)
- cello (<< violoncello)
Task 2. Use a corpus (COCA or BNC) and analyse the clippings below by taking into account the following issues. Before starting the analysis, identify the meanings of all the words.

(1) What is the total number of occurrences of each clipped form?
(2) How are the clippings used in different registers?
(3) Do they really have the ‘in-group flavour’ and express familiarity with the denotation of the derivative?

biz, caps, celebs, deli, exam, flu, gator, hippo, hood, info, intro, lab, limo, mayo, max, perm, photo, ref, reps, rhino, sax, sitcom, stats, temp, thru, tux, ump, veep, vet

Practice task: Blends. Analyse the blends in the data set below. Comment on the elements that are deleted to form these blends.

administrivia = administration (‘management’) + trivia (‘insignificant trifles’)  
adultolescence = ‘adult’ + ‘adolescence’  
automagically = automatic + magic + al ADJ + ly ADV  
awesome-itude = ‘awesome’ + ‘magnitude’  
beaulicious = ‘beautiful’ and ‘delicious’  
brunch = breakfast + lunch  
camcorder = camera + recorder  
chortle = chuckle + snort  
faction = fact + fiction  
Interpol = International + police  
motel = motor + hotel  
newscast = news + broadcast  
perma-press = permanent + press  
prevacid = prevent + acid  
smog = smoke (1) + fog (1)  
snolo = polo + snow  
spork = spoon (1) + fork (1)  
webinar = (worldwide) web + seminar  
Wi-Fi = Wireless + Fidelity
Practice tasks: Abbreviations (initialisms and acronyms)

Task 1. Study the abbreviations available at the Web’s Largest Resource for Acronyms and Abbreviations at http://www.abbreviations.com/. Find a set of examples for (1) intialisms and (2) acronyms.

Task 2. Study the following set of abbreviations related to internet communication and personal advertisements. Which of them are initialisms and which are acronyms? What other characteristics of these abbreviations can you observe?

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a/s/l</td>
<td>Age / Sex / Location</td>
</tr>
<tr>
<td>AAA</td>
<td>Awesome Awesome Awesome</td>
</tr>
<tr>
<td>AACT</td>
<td>Adults And Children Talking</td>
</tr>
<tr>
<td>AAF</td>
<td>Always And Forever</td>
</tr>
<tr>
<td>AAF</td>
<td>As A Friend</td>
</tr>
<tr>
<td>AAG</td>
<td>Almost Anything Goes</td>
</tr>
<tr>
<td>AAK</td>
<td>Asleep At the Keyboard</td>
</tr>
<tr>
<td>AAM</td>
<td>All About Me</td>
</tr>
<tr>
<td>ABM</td>
<td>A Big Mistake</td>
</tr>
<tr>
<td>ABP</td>
<td>Already Been Posted</td>
</tr>
<tr>
<td>abt</td>
<td>About</td>
</tr>
<tr>
<td>ABT</td>
<td>Anything But The</td>
</tr>
<tr>
<td>ABU</td>
<td>All Buggered Up</td>
</tr>
<tr>
<td>AC</td>
<td>Absolutely Charming</td>
</tr>
<tr>
<td>AC</td>
<td>Absolutist Cutest</td>
</tr>
<tr>
<td>AC</td>
<td>Acceptable Content</td>
</tr>
<tr>
<td>AC</td>
<td>Alt Cataclius</td>
</tr>
<tr>
<td>AC</td>
<td>Always Crap</td>
</tr>
<tr>
<td>AC</td>
<td>Anonymous Coward</td>
</tr>
<tr>
<td>ACC</td>
<td>Anyone Can Come</td>
</tr>
<tr>
<td>ACE</td>
<td>A Cool Experience</td>
</tr>
<tr>
<td>ACT</td>
<td>Anxiety Chat Topics</td>
</tr>
<tr>
<td>ACU</td>
<td>All Completely Useless</td>
</tr>
<tr>
<td>ADAD</td>
<td>Another Day, Another Dollar</td>
</tr>
<tr>
<td>ADF</td>
<td>Absolutely Daft Fool</td>
</tr>
<tr>
<td>ADIDAU</td>
<td>All Day I Dream About You</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Meaning</td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td>ADN</td>
<td>Any Day Now</td>
</tr>
<tr>
<td>ADR</td>
<td>Ain’t Doing Right</td>
</tr>
<tr>
<td>ADR</td>
<td>Any Day Really</td>
</tr>
<tr>
<td>AE</td>
<td>Almost Enjoyable</td>
</tr>
<tr>
<td>AEAE</td>
<td>And Ever And Ever</td>
</tr>
<tr>
<td>AEWD</td>
<td>Any Excuse Will Do</td>
</tr>
<tr>
<td>AFAIAA</td>
<td>As Far As I Am Aware</td>
</tr>
<tr>
<td>AFAIAC</td>
<td>As Far As I Am Concerned</td>
</tr>
<tr>
<td>AFAIC</td>
<td>As Fast As I Can</td>
</tr>
<tr>
<td>B</td>
<td>Black, as in DBF (Divorced Black Female)</td>
</tr>
<tr>
<td>B&amp;D</td>
<td>Bondage and Domination / Bondage and Discipline</td>
</tr>
<tr>
<td>BBW</td>
<td>Big Beautiful Woman</td>
</tr>
<tr>
<td>Bi</td>
<td>Bisexual</td>
</tr>
</tbody>
</table>

**Task 3.** Collect your own database of personal advertisements (from 15 to 30 adverts). Analyse the way abbreviations are used in them and prepare a short report on your findings.
3.4. Compounding

<table>
<thead>
<tr>
<th>Topic</th>
<th>Author(s)</th>
<th>Year</th>
<th>Book/Source</th>
<th>Chapter(s)</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headed and headless compounds</td>
<td></td>
<td></td>
<td></td>
<td>6.5. Headed and headless compounds</td>
<td>64-65</td>
</tr>
<tr>
<td>Combining forms in compounds</td>
<td></td>
<td></td>
<td></td>
<td>6.7. Compounds containing bound combining forms</td>
<td>66-67</td>
</tr>
<tr>
<td>Phrasal words</td>
<td></td>
<td></td>
<td></td>
<td>6.8. Phrasal words</td>
<td>67-68</td>
</tr>
</tbody>
</table>

Key issues related to compounding:
- Composition, structure and stress
- An inventory of compounding patterns
- Nominal compounds
- Compounding: adjectival and verbal compounds
- Combining forms in compounds: Neoclassical compounds

Features of compounds:
- Binary structure
- Possible elements: roots, words, phrases
- Right-headed: Major properties are inherited from the head
- Regular compound-specific stress pattern (left-hand member is stressed): Different from that of phrases

Recursivity as a property of compounding:
- Definition: The rules of compound formation are able to repeatedly create the same kind of structure
- Recursivity is not characteristic of affixation
- There is no structural limitation on the recursivity of compounding, but the longer a compound becomes the more difficult it is for the speakers/listeners to process it
**Written form of compounds:**

- English orthography is not consistent in representing compounds
  - written as single words (solid compounds): backyard; beforehand; breakdown; breathtaking
  - with an intervening hyphen (hyphenated compounds): high-tech; in-depth; in-law; know-how; life-size; mind-blowing; mind-boggling
  - as separate words (spaced words): overseas investor; voice mail; waiting room; word processing

**Types of compounds:**

- Endocentric compounds (semantic head inside the compound)
- Exocentric compounds (semantic head outside the compound; deviant semantics)
- Copulative compounds:
  - Appositional (2 equally important members; 2 semantic heads)
  - Coordinative (stand in a particular relationship with regard to the following noun)
**Task 1.** Analyse the compounds in the following list (from: www.learningdifferences.com/.../Compound%20Word%20Lists/Compound_Word_%20Lists_complete.htm). Carry out the following activities and answer the questions below:

(1) Comment on the main features of English compounds on the basis of the examples below.
(2) Which compounds do not have consistent orthography?
(3) Which of the compounds in the data set have a debatable status in morphology? Which of them are instances of lexicalization? Which of them have a non-compositional meaning?

**Compound Word List 1**

<table>
<thead>
<tr>
<th>lifetime</th>
<th>elsewhere</th>
<th>upside</th>
<th>grandmother</th>
</tr>
</thead>
<tbody>
<tr>
<td>football</td>
<td>baseball</td>
<td>fireworks</td>
<td>passport</td>
</tr>
<tr>
<td>sometimes</td>
<td>butterflies</td>
<td>railroad</td>
<td>sunflower</td>
</tr>
<tr>
<td>crosswalk</td>
<td>basketball</td>
<td>sweetmeat</td>
<td>superstructure</td>
</tr>
<tr>
<td>moonlight</td>
<td>weatherman</td>
<td>throwback</td>
<td>skateboard</td>
</tr>
<tr>
<td>anybody</td>
<td>rattlesnake</td>
<td>earthquake</td>
<td>herein</td>
</tr>
<tr>
<td>meantime</td>
<td>backward</td>
<td>everything</td>
<td>schoolhouse</td>
</tr>
<tr>
<td>fireflies</td>
<td>upstream</td>
<td>nowhere</td>
<td>bypass</td>
</tr>
<tr>
<td>something</td>
<td>without</td>
<td>somewhere</td>
<td>spearmint</td>
</tr>
<tr>
<td>anyone</td>
<td>scapegoat</td>
<td>homemade</td>
<td>airport</td>
</tr>
<tr>
<td>inside</td>
<td>another</td>
<td>peppermint</td>
<td>grasshopper</td>
</tr>
<tr>
<td>therefore</td>
<td>today</td>
<td>backbone</td>
<td>footprints</td>
</tr>
<tr>
<td>uplift</td>
<td>themselves</td>
<td>somewhat</td>
<td>himself</td>
</tr>
</tbody>
</table>

**Compound Word List 2**

<table>
<thead>
<tr>
<th>eyeballs</th>
<th>longhouse</th>
<th>forget</th>
<th>afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>southwest</td>
<td>northeast</td>
<td>alongside</td>
<td>meanwhile</td>
</tr>
<tr>
<td>keyboard</td>
<td>whatever</td>
<td>blacksmith</td>
<td>diskdrive</td>
</tr>
<tr>
<td>herself</td>
<td>nobody</td>
<td>seashore</td>
<td>nearby</td>
</tr>
<tr>
<td>silversmith</td>
<td>watchmaker</td>
<td>subway</td>
<td>horseback</td>
</tr>
<tr>
<td>itself</td>
<td>headquarters</td>
<td>sandstone</td>
<td>limestone</td>
</tr>
<tr>
<td>underground</td>
<td>glassmaking</td>
<td>riverbanks</td>
<td>touchdown</td>
</tr>
<tr>
<td>honeymoon</td>
<td>bootstrap</td>
<td>toothpick</td>
<td>toothpaste</td>
</tr>
<tr>
<td>dishwasher</td>
<td>household</td>
<td>township</td>
<td>shadyside</td>
</tr>
</tbody>
</table>
### Task 2

Categorise the following compounds into sets according to the heads and modifiers involved in them.

<table>
<thead>
<tr>
<th>Compound</th>
<th>Head</th>
<th>Modifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>blackbird</td>
<td>well-wisher</td>
<td>happy hour</td>
</tr>
<tr>
<td>dark blue</td>
<td>offload</td>
<td>overlook</td>
</tr>
<tr>
<td>down trend</td>
<td>underpass</td>
<td>swearword</td>
</tr>
<tr>
<td>earth-shattering</td>
<td>bird-brained</td>
<td>water soluble</td>
</tr>
<tr>
<td>girl crazy</td>
<td>class-conscious</td>
<td>rough-cut</td>
</tr>
<tr>
<td>housewife</td>
<td>penknife</td>
<td>dressing gown</td>
</tr>
<tr>
<td>overcoat</td>
<td>outhouse</td>
<td>inroad</td>
</tr>
<tr>
<td>postal order</td>
<td>nervous system</td>
<td>medical officer</td>
</tr>
<tr>
<td>rattlesnake</td>
<td>trigger-happy</td>
<td>world-weary</td>
</tr>
<tr>
<td>salad dressing</td>
<td>party frock</td>
<td>shopping list</td>
</tr>
<tr>
<td>underexploit</td>
<td>overfeed</td>
<td>overcook</td>
</tr>
<tr>
<td>up-stage</td>
<td>good-looking</td>
<td>icy cold</td>
</tr>
<tr>
<td>well-formed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Task 3

Types of compounds. Study the set of compounds below and classify them into the following categories: (1) endocentric, (2) exocentric, and (3) copulative compounds. Justify your answers.

- airport
- armchair
- bedspread
- caretaker
- cocktail
- countryside
- cut-throat
- diplomat-playboy
- doorstep
- driveway
- eyewitness
- headstrong
- yellowjacket
- killjoy
- bittersweet
- blackhead
- breathtest
- lazybones
- pickpocket
- poet-doctor
- redneck
- rockopera
- scholar-administrator
- secretary-treasurer
- sleepwalk
- songwriter-producer-arranger
- truck driver
**Task 4.** Comment on recursivity as a property of compounding on the basis of the examples below.

a. single parent family  
b. life-expectancy figures  
c. chocolate ice cream  
d. Chicago Welfare Department  
e. European automobile races  
f. Electric can opener  
g. Jobcentre vacancies analysis  
h. Titanic memorial cruise passenger  
i. Citizen Cyberscience Centre  
j. foreign language learning

**Task 5.** Analyse compounds in the following passage from a newspaper report (Dan Drollette, ‘Citizen science enters a new era’ 29/03/2012, http://www.bbc.com/future/story/20120329 -citizen-science-enters-a-new-era). Take into account the following aspects:

(1) recursivity,  
(2) structure,  
(3) orthography,  
(4) stylistic effects,  
(5) problematic instances.

The earthquake researchers would like to have monitoring systems that fully span high-risk areas, but having enough research-grade sensors that cover hundreds of miles of fault lines would cost them millions and millions of dollars. Swiss malaria researchers need to run enormous numbers of calculations to simulate the spread of malaria worldwide; valuable information for governments deciding where best to spend limited resources on life-saving interventions. But the computing power to run it is too expensive. Whilst in the deep, lush forests of the Congo Basin having enough well-trained people to monitor illegal tree felling and poaching is almost impossible.
Part 4

Going beyond morphology
4.1. Language and society: Sexist language

As Lemke rightly observes, 'lexicogrammatical resources enable us to construct attitudinal stances not only toward interlocutors and audiences but also toward the ideational content of propositions and proposals' (1998: 33). There exist some important resources in English morphology that transmit attitudes and values of our society (e.g. prejudices and stereotypes, or affection and endearment), and that are studied by linguists in the research areas shortly introduced below.

**Morphopragmatics**: deals with the pragmatic uses of morphological elements.

**Evaluative morphology**:
- An important impetus to the development of this field was given by Scalise (1984), who introduced evaluative morphology as a third level of morphology (distinct from both derivational morphology and inflectional morphology).
- Evaluative affixation
- Expressive affixes:
  - form new derivatives that convey a meaning of either size or emotion;
  - include diminutives and augmentatives;
  - are inherently polysemous: size, age, deprecation, appreciation, hypocorism, intensification/exactness, and attenuation/approximation, as well as pragmatic effects like illocutionary mitigation (Fortin 2011).
- Derived lexemes formed by evaluative morphology may express:
  - an assessment of the size of the referent of the base noun;
  - positive or negative feelings of the speaker toward an entity;
  - a pragmatic value.

**Language and sexism**:
Language forms may preserve attitudes that show men as superior to women. This nowadays is treated as offensive language.

**Persuasive language**, e.g. distinctive lexis (for example, neologisms) in advertising, marketing, political discourse, and other discourses

### Practice tasks

**Task 1.** Language reflects culture and society by encoding and transmitting cultural and social values in our society. One instance of how language reflects society is the use of sexist language. Sexist language is the use of language which devalues ad marginalizes members of one sex...
(usually women) and thus gives basis for gender inequality. It discriminates against women by excluding them, and emphasizes male supremacy. A good example of sexist terms is generic masculine terms that subsume humanity. Study the list of examples of such terms and their more neutral substitutes below from the perspective of morphology. Relate your discussion of the results to the issues of political correctness.

<table>
<thead>
<tr>
<th>Sexist term</th>
<th>Alternative term</th>
</tr>
</thead>
<tbody>
<tr>
<td>congressman</td>
<td>Representative, member of congress, congress member, legislator</td>
</tr>
<tr>
<td>craftsmen</td>
<td>artisans, craft artists, craftpersons</td>
</tr>
<tr>
<td>draftsmen</td>
<td>drafters</td>
</tr>
<tr>
<td>firemen</td>
<td>fire fighters</td>
</tr>
<tr>
<td>fishermen</td>
<td>fishers, fisherfolk</td>
</tr>
<tr>
<td>forefather</td>
<td>ancestor</td>
</tr>
<tr>
<td>foremen</td>
<td>supervisors</td>
</tr>
<tr>
<td>founding fathers</td>
<td>founders</td>
</tr>
<tr>
<td>layman</td>
<td>layperson, nonspecialist, non professional</td>
</tr>
<tr>
<td>lineman</td>
<td>line installer, line repairer</td>
</tr>
<tr>
<td>lumbermen</td>
<td>lumbercutters</td>
</tr>
<tr>
<td>man</td>
<td>human being, human, person, individual</td>
</tr>
<tr>
<td>man on the street</td>
<td>average person, ordinary person</td>
</tr>
<tr>
<td>manhood</td>
<td>adulthood, maturity</td>
</tr>
<tr>
<td>mankind, men</td>
<td>human beings, humans, humankind, humanity</td>
</tr>
<tr>
<td>mankind, men</td>
<td>people, human race, human species, society, men and women</td>
</tr>
<tr>
<td>man-made</td>
<td>manufactured, synthetic, artificial</td>
</tr>
<tr>
<td>manpower</td>
<td>human resources, staff, personnel, labor force</td>
</tr>
<tr>
<td>masterful</td>
<td>domineering, very skillful</td>
</tr>
<tr>
<td>old masters</td>
<td>classic art/artists</td>
</tr>
<tr>
<td>one man show</td>
<td>one person show solo exhibition</td>
</tr>
<tr>
<td>policeman</td>
<td>police officer, law enforcement officer</td>
</tr>
<tr>
<td>pressmen</td>
<td>press operators</td>
</tr>
<tr>
<td>repairmen</td>
<td>repairers</td>
</tr>
<tr>
<td>salesman</td>
<td>salesperson, sales representative, sales agent</td>
</tr>
<tr>
<td>spokesman</td>
<td>spokesperson, representative</td>
</tr>
<tr>
<td>sportsmen</td>
<td>sports enthusiasts</td>
</tr>
<tr>
<td>statemanship</td>
<td>diplomacy</td>
</tr>
<tr>
<td>statesmen</td>
<td>diplomats, political leaders</td>
</tr>
<tr>
<td>watchmen</td>
<td>guards</td>
</tr>
<tr>
<td>weatherman</td>
<td>weather reporter, weathercaster, meteorologist</td>
</tr>
<tr>
<td>workmen</td>
<td>workers, wage earners</td>
</tr>
</tbody>
</table>
Task 2. Study the use of the terms provided in Task 6 in (1) monolingual dictionaries of different dates, and (2) a corpus. Comment on the main tendencies of their usage on the basis of your findings.

Task 3. Find more examples of sexist terms. Analyse their morphological structure.

Task 4. Compare sexist terms in English to their equivalents in Lithuanian. What cross-linguistic and cross-cultural differences can you observe?

Task 5. Study the evaluative affixes in English provided in the list below. Carry out the following tasks:
   (1) Identify their origin;
   (2) Define their meaning(s);
   (3) Distinguish between diminutive and augmentative affixes;
   (4) Formulate word formation rules (identify possible bases).

hyper-, mega-, micro-, mini-, nano-, pico-, tera-, uber-, ultra-, -ette, -let, -ling, and -y
4.2. Morphology and discourse: Lexical distinctiveness of Netspeak

Distinctiveness of Netspeak according to David Crystal (2004):

**Three key aspects** of internet communication include: interactivity, anonymity, language.

**Netiquette** presents rules of electronic communication.

**Some general features of Netspeak:**
  - Mixing elements of oral speaking into online writing to compensate for missing visual and aural cues.
  - Emoticons to convey moods and indicate ironic comments.
  - In real-time online environments (e.g. chat and instant messenger) abbreviations are frequently mixed in with words to speed up typed responses to messages.
  - A large number of words and phrases to talk about Internet-restricted situations, operations, activities, and personnel.
  - Language of the Internet is one of the most creative lexical domains in contemporary English, involving all major lexical processes.

**Using language in new and unique ways:**
  - The features of Netspeak distinctiveness are found primarily in graphology and lexicon (the levels of language where it is relatively easy to introduce innovation and deviation).
  - Grammatical variation is less frequent or widespread (when it does occur, it tends to be restricted to a particular situation or group of users).
  - A variety of acronyms and blends: a new style of speedwriting
  - Non-standard spelling (sometimes non-standard spelling reflects pronunciation)
  - A popular method of creating Internet neologisms is to combine two separate words to make a new word, or a compound.
  - Other means of word-creation are also used, at least in the playful jargon used by hackers.
Practice tasks

Task 1. Study the meaning of the Netspeak terms below. Identify and comment on the word formation processes involved in them.

- BBS [‘bulletin board system’]
- BCC [‘blind carbon copy’]
- brevity
- bufferful
- click-and-buy
- DNS [‘domain name system’]
- double-click
- dubiosity
- FAQ [‘frequently asked question’]
- firmware
- folderful
- freeware
- geektitude
- groupware
- hackitude
- HTML [‘hypertext markup language’]
- hypernet
- mouseover
- mousepad
- netnews
- netspeak
- one-click
- screenful
- URL [‘uniform resource locator’]
- usenet
- webcam
- webcast
- webmail
- windowful
- winnitude

Task 2. One of the most distinct lexical features of Netspeak is abbreviations. Analyse the data set below, categorise the abbreviations into homogeneous sets according to their structure, and comment on your results. Before you start the analysis, check your knowledge of Netspeak abbreviations; cover the right column of the table below and try to identify the meaning of each abbreviation.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>3Com</td>
<td>a data-networking organization – the Coms standing for Computer, Communications, Compatibility</td>
</tr>
<tr>
<td>Afaik</td>
<td>as far as I know</td>
</tr>
<tr>
<td>Afk</td>
<td>away from keyword</td>
</tr>
<tr>
<td>AYSOS</td>
<td>Are you stupid or something?</td>
</tr>
<tr>
<td>asap</td>
<td>as soon as possible</td>
</tr>
<tr>
<td>Awhfy</td>
<td>Are we having fun yet?</td>
</tr>
<tr>
<td>B4N</td>
<td>Bye For Now</td>
</tr>
<tr>
<td>Bbfn</td>
<td>bye bye for now</td>
</tr>
<tr>
<td>Bbl</td>
<td>be back later</td>
</tr>
</tbody>
</table>
### Task 3

To see how morphological creativity manifests itself in other discourses, study the database of marketing and advertising slogans, mottos, and taglines at [http://www.textart.ru/database/slogan/list-advertising-slogans.html](http://www.textart.ru/database/slogan/list-advertising-slogans.html).

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>CID</td>
<td>Consider it done</td>
</tr>
<tr>
<td>CIO</td>
<td>Check it out</td>
</tr>
<tr>
<td>CYL</td>
<td>See you later</td>
</tr>
<tr>
<td>Go2Net</td>
<td>Go to Net</td>
</tr>
<tr>
<td>GTG</td>
<td>Got to go</td>
</tr>
<tr>
<td>Hhok</td>
<td>ha ha only kidding</td>
</tr>
<tr>
<td>Hth</td>
<td>hope this help</td>
</tr>
<tr>
<td>Ianal</td>
<td>I’m not a lawyer</td>
</tr>
<tr>
<td>Icwum</td>
<td>I see what you mean</td>
</tr>
<tr>
<td>Idk</td>
<td>I don’t know</td>
</tr>
<tr>
<td>L8R</td>
<td>later</td>
</tr>
<tr>
<td>P3P</td>
<td>Platform for Privacy Preferences</td>
</tr>
<tr>
<td>PLS</td>
<td>please</td>
</tr>
<tr>
<td>THX or TX</td>
<td>thanks</td>
</tr>
<tr>
<td>W3C</td>
<td>World Wide Web Consortium</td>
</tr>
<tr>
<td>WDYS</td>
<td>What did you say?</td>
</tr>
<tr>
<td>WE</td>
<td>whatever</td>
</tr>
</tbody>
</table>
4.3. Fashions in morphology: Vogue words in English

<table>
<thead>
<tr>
<th>Topic</th>
<th>Author(s)</th>
<th>Year</th>
<th>Book</th>
<th>Chapter</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fashions in morphology</td>
<td>Carstairs-McCarthy</td>
<td>2002</td>
<td>An Introduction to English Morphology: Words and Their Structure</td>
<td>9.6 Fashions in morphology</td>
<td>108-110</td>
</tr>
</tbody>
</table>

The English language adapts to the changing world surprisingly fast, which is reflected by new coinages. New words reveal the existence of some dominant fashions in morphology. As Carstairs-McCarthy (2002) observes, morphology is not stable, for example:

- 
- **-th** with adjectival bases is no longer productive;
- some Latin-derived prefixes (e.g. **super-** and **sub-**) and Greek derived ones (e.g. **hyper-, macro-, micro-, and mega-**) are in vogue;

Practice tasks

**Task 1.** Study some of the recently-coined words, terms and expressions (available at http://www.learn-english-today.com/New-words/new-words-in-english.html) in the dataset below. Identify the type of word formation in each case and comment on the dominant morphological trends.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affluenza</td>
<td>A blend of ‘affluence’ and ‘influenza’. A social disease resulting from extreme materialism and excessive consumerism: earning more money and consuming more, which can lead to overwork, debt, waste, stress, anxiety, etc.</td>
</tr>
<tr>
<td>Agritourism</td>
<td>A form of tourism in which tourists stay on farms or in agricultural villages, and often participate in farm activities.</td>
</tr>
<tr>
<td>Alcopop</td>
<td>Fruit drinks fortified with alcohol, designed and marketed to appeal to young people.</td>
</tr>
<tr>
<td>Audiophile</td>
<td>Person who loves and collects high-quality audio equipment.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Baggravation</td>
<td>Blend of the words ‘bag’ and ‘aggravation’. A feeling of annoyance and frustration at the airport when your baggage has not arrived but the other passengers’ bags have.</td>
</tr>
<tr>
<td>Breadcrumming</td>
<td>A navigation technique which helps users by displaying a list of links to the pages they have visited when exploring a website, e.g. home &gt;&gt; vocabulary &gt;&gt; transport.</td>
</tr>
<tr>
<td>Burkini or Burquini</td>
<td>Blend of ‘burqa’ and ‘bikini’ A swimsuit worn by Muslim women which covers the whole body, i.e. the arms to the wrist, the legs to the ankle, with a hood to cover the hair and neck.</td>
</tr>
<tr>
<td>Busking</td>
<td>Performing on the streets and other public places, while soliciting donations. Busy urban areas will attract street performers (buskers) who sing, play, juggle, etc.</td>
</tr>
<tr>
<td>Buzz</td>
<td>Excited interest or attention surrounding, for example, a new invention, a recent event or something that has become fashionable.</td>
</tr>
<tr>
<td>Buzzword</td>
<td>A new word or expression that is commonly used in specialized work environments or age-groups, and has become fashionable. Terms used in advertising can often convert into buzzwords and become widely used.</td>
</tr>
<tr>
<td>Captcha</td>
<td>Completely Automated Public Turing Test To Tell Computers and Humans Apart. A distorted image of letters and numbers used to ensure that a response is not generated by a computer, in order to prevent spamming.</td>
</tr>
<tr>
<td>Carjacking</td>
<td>Blend of ‘car’ and ‘hijacking’ When a car driver is forced to give up his vehicle or drive to a destination designated by the attacker.</td>
</tr>
<tr>
<td>Chatroom</td>
<td>Areas on the internet where people can communicate by exchanging typed messages.</td>
</tr>
<tr>
<td>Chick lit</td>
<td>Books, usually featuring female characters, written by women on contemporary themes and issues that appeal more to women than to men.</td>
</tr>
<tr>
<td>Citizen journalism</td>
<td>News collected and reported by ordinary people, especially through the use of blog software.</td>
</tr>
<tr>
<td>Cloud computing</td>
<td>A computing service which enables access to a shared pool of resources (servers, data storage, applications, etc.) over the Internet. For example, users can access and use tools or applications through a web browser without having to install them on their computers.</td>
</tr>
<tr>
<td>Content farm</td>
<td>A website that publishes large amounts of low-quality content, or content copied from elsewhere, in order to attract visitors and improve its search-engine rankings.</td>
</tr>
<tr>
<td>Copyleft</td>
<td>Opposite of copyright. Whereas copyright imposes restrictions on the distribution of a work or publication, copyleft eliminates restrictions and allows freedom of use for all.</td>
</tr>
<tr>
<td>Cot potato</td>
<td>Very young child who spends a lot of time watching television. (cot = a baby’s bed)</td>
</tr>
<tr>
<td>Couch potato</td>
<td>A person who spends a lot of time sitting in front of the television.</td>
</tr>
<tr>
<td>Daycation</td>
<td>A trip or short vacation which lasts only one day - daycationers do not stay away overnight.</td>
</tr>
<tr>
<td>Decruitment</td>
<td>Euphemism for laying-off staff or downsizing a company.</td>
</tr>
<tr>
<td>Docusoap</td>
<td>Blend of &lt;DOCUMENTARY&gt;’documentary’ and ‘soap’. (soap opera: sentimental TV serial) A ‘docusoap’ is a reality television programme in the style of a documentary.</td>
</tr>
<tr>
<td>Dramedy</td>
<td>Combination of ‘drama’ and ‘comedy’. A film, play or TV programme that mixes drama and comedy.</td>
</tr>
<tr>
<td>Earworm</td>
<td>A tune that keeps repeating itself over and over again in our heads.</td>
</tr>
<tr>
<td>E-cruitment</td>
<td>Online recruitment of employees, including online submission of resumes and cover letters.</td>
</tr>
<tr>
<td>Elancer</td>
<td>A professional person who works from home and provides services on the internet.</td>
</tr>
<tr>
<td>Emoticon</td>
<td>A blend of ‘emotion’ and ‘icon’. A symbol, used in email messages, which is made out of punctuation marks and resembles a human face.</td>
</tr>
<tr>
<td>E-piracy</td>
<td>Electronic piracy Illegal downloading of material found on the internet (films, music, etc.)</td>
</tr>
<tr>
<td>E-stalk</td>
<td>To stalk (follow) someone using Internet searches and email.</td>
</tr>
<tr>
<td>E-waste</td>
<td>Electronic material and devices that have been thrown away.</td>
</tr>
<tr>
<td>Fashionista</td>
<td>Person who dresses according to the latest fashion trends.</td>
</tr>
<tr>
<td>Flame war</td>
<td>A period during which angry or rude email messages are exchanged.</td>
</tr>
<tr>
<td>Flash mob</td>
<td>A crowd that gathers in a pre-determined place, performs an action then disperses very quickly. The mob is not told exactly what to do until just before the event.</td>
</tr>
<tr>
<td>Flexitarian</td>
<td>A vegetarian who sometimes eats meat or fish</td>
</tr>
<tr>
<td>Freemale</td>
<td>A woman who is happy to stay single and independent so that she can do what she wants when she wants.</td>
</tr>
<tr>
<td>Flightmare</td>
<td>Blend of ‘flight’ and ‘nightmare’. Unpleasant air travel experience (lost luggage, missed connections, etc.)</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Foodoir</td>
<td>A blend of ‘food’ and ‘memoir’. An account of someone’s life or personal experiences, with a strong emphasis on food, often including recipes and cookery advice.</td>
</tr>
<tr>
<td>Funemployed/</td>
<td>A blend of ‘fun’ and ‘unemployed’. Someone who enjoys not having a job because they have more time for leisure and fun activities.</td>
</tr>
<tr>
<td>Funemployment</td>
<td></td>
</tr>
<tr>
<td>Funkinetics</td>
<td>A form of energetic step aerobics that mixes exercise and soul music.</td>
</tr>
<tr>
<td>Gastropub</td>
<td>A pub which, in addition to beer and alcoholic drinks, offers gastronomic cuisine.</td>
</tr>
<tr>
<td>Gastrosexuals</td>
<td>A new generation of men who see cooking more as a hobby than a household chore, and use their cooking skills to impress friends and potential partners.</td>
</tr>
<tr>
<td>Glamping</td>
<td>Blend of ‘glamour’ and ‘camping’. Luxury camping: sleeping in the open but with every comfort including cooking equipment.</td>
</tr>
<tr>
<td>Greycation</td>
<td>Going on holiday or vacation with grandparents in order to reduce the cost.</td>
</tr>
<tr>
<td>Guesstimate</td>
<td>Blend of ‘guess’ and ‘estimate’. A rough estimate without any claim of accuracy.</td>
</tr>
<tr>
<td>Hacktivist</td>
<td>A person who manipulates information on the internet in order to transmit a message, usually political.</td>
</tr>
<tr>
<td>Hoody or hoodie</td>
<td>A person, especially a youth, wearing a hooded top.</td>
</tr>
<tr>
<td>Hotspot</td>
<td>Location in which wireless Internet access is available, for example, airports, hotels, train stations, etc.</td>
</tr>
<tr>
<td>Infomania</td>
<td>Constantly checking and responding to email and text messages.</td>
</tr>
<tr>
<td>Infotainment</td>
<td>Blend of ‘information’ and ‘entertainment’. Online services connected to information and leisure activities.</td>
</tr>
<tr>
<td>It bag</td>
<td>High-priced designer handbag that is the bag “of the moment”, or a “must-have” item.</td>
</tr>
<tr>
<td>It girl</td>
<td>A girl who has become a celebrity more through intense media coverage than through any personal achievements (e.g. Paris Hilton).</td>
</tr>
<tr>
<td>Jumbrella</td>
<td>Blend of ‘jumbo’ and ‘umbrella’. Very large umbrella set above tables outdoors at a coffee shop, pub or restaurant.</td>
</tr>
<tr>
<td>Landline</td>
<td>A telephone connected to wires in a fixed location as opposed to a mobile or cell phone.</td>
</tr>
<tr>
<td>Locavore</td>
<td>A person who only eats food produced locally.</td>
</tr>
<tr>
<td>Mailbomb</td>
<td>To deliberately try to disrupt another computer system by sending massive amounts of email to it.</td>
</tr>
<tr>
<td><strong>Meritocracy</strong></td>
<td>The idea that merit and individual effort determine one’s success rather than wealth or birth.</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Mocktail</strong></td>
<td>Non-alcoholic drink that looks like a cocktail.</td>
</tr>
<tr>
<td><strong>Nail tat</strong></td>
<td>A temporary tattoo applied to the nails.</td>
</tr>
<tr>
<td><strong>Netbook</strong></td>
<td>Small laptop computer which weighs less than 3 pounds and has a 7 to 10 inch screen.</td>
</tr>
<tr>
<td><strong>Netiquette</strong></td>
<td>Blend of ‘network’ and ‘etiquette’. Set of rules governing appropriate behaviour and courtesy on the internet.</td>
</tr>
<tr>
<td><strong>Netizen</strong></td>
<td>Blend of ‘internet’ and ‘citizen’. A person who spends an excessive amount of time on the internet.</td>
</tr>
<tr>
<td><strong>Nevertiree</strong></td>
<td>A person who continues to work after they have reached the age of retirement.</td>
</tr>
<tr>
<td><strong>Newbie</strong></td>
<td>A new member of any group, community, or activity.</td>
</tr>
<tr>
<td><strong>Nonliner</strong></td>
<td>Someone who rarely or never uses the Internet, usually because they cannot access it.</td>
</tr>
<tr>
<td><strong>Noogler</strong></td>
<td>New Google employee.</td>
</tr>
<tr>
<td><strong>Notspot</strong></td>
<td>An area where there is slow Internet access or no connection at all.</td>
</tr>
<tr>
<td><strong>Noughties</strong></td>
<td>The years between 2000 and 2009 which contain a ‘nought’ (zero), in the same way as other decades are called the ‘thirties’, ‘sixties’, etc.</td>
</tr>
<tr>
<td><strong>Offshorable</strong></td>
<td>Something that can be done or produced in another country, especially at reduced costs.</td>
</tr>
<tr>
<td><strong>Optics</strong></td>
<td>The way a situation appears to the general public, or the impression it gives.</td>
</tr>
<tr>
<td><strong>Outernet</strong></td>
<td>Traditional media (newspapers, magazines, radio, television) as opposed to the internet.</td>
</tr>
<tr>
<td><strong>Overparenting</strong></td>
<td>Being excessively protective of one’s children in order to guarantee their safety and ensure their success in life.</td>
</tr>
<tr>
<td><strong>Oversharing</strong></td>
<td>Providing too much information on the Internet (credit card details, personal information, etc.) especially through social network sites.</td>
</tr>
<tr>
<td><strong>Overworking class</strong></td>
<td>A segment of today’s working population where there is a desire or need to work long hours.</td>
</tr>
<tr>
<td><strong>Password fatigue</strong></td>
<td>Being tired of having to remember a large number of passwords for different electronic devises.</td>
</tr>
<tr>
<td><strong>Quintastic</strong></td>
<td>A blend of the adjective ‘fantastic’ and the prefix ‘quin’. An informal way of referring to a person who is aged fifty or over but remains sexy, smart, energetic and successful, especially someone famous. e.g. In August 2011 President Barack Obama will become a quintastic.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Recessionista</strong></td>
<td>Popular new term for a person who succeeds in dressing stylishly on a tight budget.</td>
</tr>
<tr>
<td><strong>Road rage</strong></td>
<td>Aggressive habits often resulting in violence against other drivers.</td>
</tr>
<tr>
<td><strong>Robocall</strong></td>
<td>Commercial telemarketing call which plays a recorded message.</td>
</tr>
<tr>
<td><strong>Sandwich generation</strong></td>
<td>A generation of people who care for the needs of their children as well as those of their own elderly parents.</td>
</tr>
<tr>
<td><strong>Screenager</strong></td>
<td>A young person or teenager who spends a lot of time in front of the computer screen.</td>
</tr>
<tr>
<td><strong>Sitcom</strong></td>
<td>Blend of ‘situation’ and ‘comedy’. A drama, on television, based on humorous everyday situations.</td>
</tr>
<tr>
<td><strong>Slumdog</strong></td>
<td>Very poor, underprivileged person who lives in an overcrowded squalid area of a city called a slum.</td>
</tr>
<tr>
<td><strong>Smirt</strong></td>
<td>Blend of ‘smoke’ and ‘flirt’ Smoking prohibition laws have led to a new sort of social pastime: ‘smirting’, smokers getting to know each other when outside on the pavement.</td>
</tr>
<tr>
<td><strong>Snail mail</strong></td>
<td>The standard system of delivering mail which is very slow in contrast to electronic mail.</td>
</tr>
<tr>
<td><strong>Sofalise/sofalize</strong></td>
<td>Stay home and use the internet, phone or other electronic device to communicate with people (social networking, chatting, tweeting, etc.), rather than go out and meet them face to face.</td>
</tr>
<tr>
<td><strong>Spinnish</strong></td>
<td>The language used by spin doctors, spokes-persons, campaign managers, etc. when trying to present information in a favourable light.</td>
</tr>
<tr>
<td><strong>Staycation</strong></td>
<td>A vacation in which you stay at home and relax or visit places close to where you live.</td>
</tr>
<tr>
<td><strong>Textual harassment</strong></td>
<td>Sending text messages to mobile phones which insult or abuse people.</td>
</tr>
<tr>
<td><strong>Tombstoning</strong></td>
<td>Jumping or diving into water from a dangerously high place such as a hotel balcony, a cliff, bridge, wall, roof, etc.</td>
</tr>
<tr>
<td><strong>Trashion</strong></td>
<td>Blend of ‘trash’ and ‘fashion’. Fashionable items created from old, used and recycled elements.</td>
</tr>
<tr>
<td><strong>Trekkie</strong></td>
<td>A fan of the TV science fiction series Star Trek.</td>
</tr>
<tr>
<td><strong>Tribal marketing</strong></td>
<td>Marketing strategy which consists in using the social behaviour of certain groups (‘tribes’) of consumers (e.g. surfers, rappers) to promote a product or service. Very often used by clothing and accessory brands.</td>
</tr>
<tr>
<td><strong>Tweet</strong></td>
<td>People who ‘tweet’ send short messages via the microblogging service Twitter.</td>
</tr>
<tr>
<td><strong>Tweetheart</strong></td>
<td>A user of the Twitter service who is very popular or admired, or with whom other users communicate a lot.</td>
</tr>
<tr>
<td><strong>Upskill</strong></td>
<td>Teach an employee new or additional skills.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Videophile</strong></td>
<td>Person who is very interested in watching videos and making recordings, and values high-quality results.</td>
</tr>
<tr>
<td><strong>Viral marketing</strong></td>
<td>Marketing strategy that consists in encouraging people to pass along information to friends, family and colleagues through e-mail messages, blogs, video-sharing, etc., so that the marketing message spreads like a virus.</td>
</tr>
<tr>
<td><strong>Vook</strong></td>
<td>A combination of video, text, images and social streams in an electronic book.</td>
</tr>
<tr>
<td><strong>Web rage</strong></td>
<td>Anger or frustration as a result of difficulties or problems encountered when using the Internet.</td>
</tr>
<tr>
<td><strong>Webinar</strong></td>
<td>Presentation or seminar conducted over the web.</td>
</tr>
<tr>
<td><strong>Weblish</strong></td>
<td>A form of English that is used on the web (use of abbreviations, acronyms, small letters, absence of punctuation and hyphens etc.). Also known as webspeak, netspeak, internetese.</td>
</tr>
<tr>
<td><strong>Widget</strong></td>
<td>Blend of ‘window’ and ‘gadget’. A small application or tool that can be installed and executed within a web page.</td>
</tr>
<tr>
<td><strong>Winterval</strong></td>
<td>Blend of ‘winter’ and ‘festival’. A festival that takes place in winter.</td>
</tr>
<tr>
<td><strong>Wordle</strong></td>
<td>The words of a piece of text arranged into a sort of graphic. The more frequent a particular word appears in the text, the bigger its size in the wordle. (Also called ‘word cloud’ or ‘text cloud’.)</td>
</tr>
</tbody>
</table>
List of References


Internet sources


*Hardcore Graffiti*. 2012. http://www.flickr.com/groups/1519857@N21/ (accessed 16/05/2012)


The present book is a resource book for those interested in word formation and word structure in the English language. It deals with the most basic theoretical and methodological issues important in the field of morphology. It is designed for students to learn, practice and revise the key aspects of English morphology.

To explore different morphological phenomena and to practice discovering important morphological categories, a variety of activities are provided for different topics. They develop students’ skills in data analysis, categorization of the data, analytical thinking, and interpretation of the findings. Some practice tasks are to be carried out on the basis of corpus data. Corpus-based tasks are designed as research tasks for project work and team work.

This study aid on morphology aims to help students develop their skills in data analysis, problem solving, and logical thinking that can further be applied in many fields within and beyond linguistics (e.g. information technologies, language teaching, translation and interpreting, speech and language therapy, advertising, public communication and public relations, research and publishing).

UDK 811.111(075.8)