

SEMINARS 5-6. WORD-COMPOSITION. MINOR WAYS OF WORD BUILDING

1. Compound words:
 - 1.1 Give your understanding of word-composition as a major way of word building in English. What makes the definition of compounding problematic? Enumerate specific features of English compounds.
 - 1.2 Compounds proper and derivational compounds: what is the basis of distinction? Provide examples.
 - 1.3 Endocentric and exocentric compounds. Clarify the basis of distinction, provide examples. Give your understanding of headedness.
 - 1.4 Coordinate and subordinate compounds. Identify the basis of distinction and describe the relations between the components. Include examples.
 - 1.5 Distinguishing compounds from phrases (word-groups): identify at least three criteria that help discriminate between them. Provide examples.
 - 1.6 Productivity of compounds. Identify at least two types/patterns of most productive compounds.
2. Minor ways of word-formation:
 - 2.1 Give your understanding of shortening and its major subtypes: initial, medial, final clipping; shortening of spoken words; blending; back-formation; graphical abbreviations; alphabetisms; acronyms; aphetic forms. Provide examples.
 - 2.2 Briefly describe distinctive stress, sound interchange and sound imitation (onomatopoeia). Include examples.
 - 2.3 Give your understanding of distinctive stress and back-formation. Provide examples.
3. Do tasks 1, 2, 3 and 4 below.

RECOMMENDED LITERATURE:

1. Arnold, I. V. 1986. *The English Word*. Moscow. 118-129; 134-141; 145-150. (UKS)
Paras 6.1, 6.2 on compound words, pp 108-116, para 6.2.3 on stone-wall problem, pp 118-120; para 6.3 *Specific features of English compounds*, pp 121-122; paras 6.4.1, 6.2.2, 6.2.3 *Classification of compounds* etc., pp 122-127; para 6.5 *Derivational compounds*, pp 127-129; para 7.1 *Shortening of spoken words and its causes*, pp. 134-141; para. 7.4 *Minor types of lexical oppositions. Sound interchange*, pp. 145-147; para 7.5 *Distinctive stress*, pp 147-148; para 7.6 *Sound imitation*, pp 148-150.
2. Ginzburg, R. S. et al 1979. *A Course in Modern English Lexicology*. 140-151. (UKS)
3. Jackson, H. and E. Z. Amvela. 2000. *Words, Meaning and Vocabulary*. London: Continuum. 79-90. (AFK, UKS)
Para 4.5 *Compounds* (incl. classification into endocentric and exocentric), pp 79-86, para 4.6 *Other word-formation processes* (on blending, backformation, alphabetisms, acronyms, aphetic forms, pp 87-90).
4. Plag, I. 2003. *Word-formation in English*. CUP. 132-135. (AFK, UKS, handout)
Para 6.2 *Recognising compounds*, pp 132-135. (why is identification of compounds difficult?)
5. Lecturer's handout.

TASK 1. *Join one word from the left with one word on the right to make compound adjectives or nouns. Explain the meaning of the resulting compound. Identify the semantic type (endocentric or exocentric).*

NIGHT-	CATCHING
BOOK-	CAP
EYE-	WORM
DAY-	SICK
HOME-	HAired
FAIR-	TAX
SUN-	BIRD
SHOE-	GLASSES
INCOME-	LACE
LADY-	DREAM

TASK 2. *Write out shortenings in the extracts given below and specify the method of their formation.*

1. 'What's up, Doc?'—he quipped, and then laughed with thorough enjoyment of his own humour.
2. They both liked it, and began going out together for about a month until he left to do summer stock in Fishkill, NY, and she went to Philadelphia where she was chosen as a principal dancer with the Pennsylvania Ballet.
3. 'You have to learn to think your way around a golf course much more as a pro,' he says.
4. She fixed me with a big smile and gave a flirtatious wink from behind her diamond encrusted specs and said: 'But I would be happy to invite you'.
5. Since then the government has forbidden cigarette ads from appearing within sight of schools, in the cinema and in young women's magazines.
6. Both poems would require little change to make sense at any time between AD 600 and now.
7. Moreover, this particular photograph had been brought to the lab only that day, and no one had ever coupled it with any sort of training.
8. Dell is only the third largest direct sales vendor in the UK, with 9.6% of the market and 3.8% of the total PC market.
9. As the bay of Acapulco comes into view, you are greeted by miles of endless golden beaches, clear blue sea and more watersports than you could possibly imagine, from waterskiing to scuba diving.
10. The college might also install a CD Rom system to enable information, including encyclopaedias and atlases, to be stored on a compact disc.

TASK 3. *Identify the type of word-building process by which the following words were made. Make use of a dictionary.*

A mike, to babysit, to buzz, a torchlight, homelike, theatrical, EEC, old-fashioned, to book, unreasonable, EU, H-bomb, U-boat, Anglo-American, to murmur, a pub, topsy-turvy, okay, eatable, a make, a greenhorn, JIT, a dress coat, to bang, merry-go-round, BBC, thinnish, a go, to quack, MP, to thunder, earthquake, fatalism, a find, to televise, Franglais, CD player, euro, espresso, to shop, stagflation, 'scuse me.

TASK 4. *Identify the type of word-building process and explain the difference in meaning in the following pairs of words. Use them in sentences/phrases of your own or find examples in the BNC. Make use of a dictionary.*

1. Disarmed—unarmed
2. Disaffected—unaffected
3. Disability—inability
4. Disqualified—unqualified
5. Conception—deception

6. Amend—mend
7. Effect—affect
8. Colourless—colour-blind
9. White-tie—white-collar
10. Runny (nose)—running (water)
11. Blacklist—blackmail
12. Bottleneck—bottle top
13. Spell-checker—spellbinder
14. Sunbeam—sundry
15. Watchdog—watchstrap
16. Red-handed—red-eye
17. German—germane
18. Ladybird—lady-killer
19. Shoelace—shoestring (*The film was made on a shoestring*)
20. Shifty (eyes)—shifting (sands)
21. Venous (blood, system)—venomous (snake)

TASK 5. *In the following passage identify cases of derivation, word composition and conversion. Give reasons.*

But the decisions taken in politics are unique in their reach and repercussion. And the phenomenon is especially striking now because the challenges—war, recession, the restructuring of the economy and the disgrace of Westminster—are so grave. Does it matter that so many of those in the business are so green?

One reason for the preponderance of young apparatchiks is common to other high-pressure professions—management consultancy, say, or parts of the civil service. It is a form of institutionalised exploitation that, like bullying in public schools, is handed down between generations. Contrary to popular belief, politics is gruellingly hard work, especially in the epoch of 24-hour media and instant rebuttal. Most of the young advisers stress how privileged they feel to be involved, etc; but they are, in essence, sweated labour, unencumbered and energetic enough to work inhumane hours for less money than they could earn elsewhere. (...) Economist (Oct 24, 2009)