



Marijana Prodanović

WORK WITH WORDS

A COURSEBOOK IN ENGLISH MORPHOLOGY

WORK WITH WORDS:

A Coursebook in English Morphology

2nd edition
Newly amended and revised

Marijana M. Prodanović

SINGIDUNUM UNIVERSITY

Belgrade, 2021

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Publisher:

SINGIDUNUM UNIVERSITY

32 Danijelova Street, Bgrade

www.singidunum.ac.rs

For publisher:

Milovan Stanišić, PhD

Editor-in-Chief:

Svetlana Stanišić, PhD

Prepress:

Novak Njeguš

Miloš Višnjić

Design:

Aleksandar Mihajlović, MA

Year:

2021

Circulation:

350

Printed by:

Caligraph, Belgrade

ISBN: 978-86-7912-748-8

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The primary aim of this Coursebook is to introduce the first-year students of English studies with the most prominent notions from the field of *English Word-Formation / Morphology*.

Work with Words: A Coursebook in English Morphology comprises 9 tripartite units, which aspire to encourage students' active involvement in learning process. Each of the units includes brief, and student-friendly theoretical introductions/explanations, followed by example-supported illustrations. Each of them also comprises numerous step-by step activities/exercises and discussion questions and ends with review questions regarding the unit.

In this way, students become not only familiar with theoretical concepts but also capable to apply the acquired knowledge in practical situations.

Belgrade, February 2021

Marijana M. Prodanović

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Unit 1

WORDS ARE ALL AROUND US

Establish

Establishment

Disestablishment

Disestablishmentarianism

ENGLISH MORPHOLOGY

(ITS MAIN ROLE, TASKS & NOTIONS)

Q 1: What is linguistics? How many linguistic disciplines are there; can you name them?
What do they examine?

EX 1: Match the notions from the left with the linguistic disciplines which could examine them on the right:

SENTENCE

SOUND/PHONEME

WORD/MORPHEME

MEANING

PHONOLOGY

SYNTAX

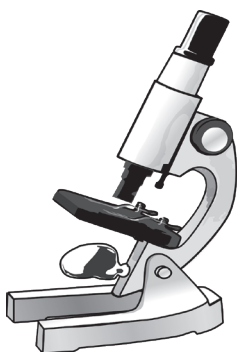
SEMANTICS

MORPHOLOGY

Q 2: Define the prepositional elements micro & macro? When do you usually use them and what do they denote?

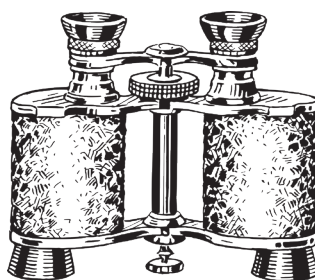
MICRO

DEPARTMENT



MACRO

DEPARTMENT



Within the scope of linguistics – the study of language, we can differentiate between *micro-linguistics* (core) and *macro-linguistics*; the former one examining the structure of languages (Lyons, 1981, p. 36) and including e.g. *phonology*, *syntax*, *semantics* and *morphology* and the latter one focusing on all the other characteristics/factors that surround and affect languages – including e.g. *contrastive linguistics*, *sociolinguistics* and *psycholinguistics*.

Q 3: *What is the smallest language unit? What kind of meaning does it convey; to which linguistic discipline does it belong?*

Q 4: *If we recall the characteristics of a phoneme – what can you say about its nature? Are there any differences between a phone and a phoneme?*

Q 5: *Can a phoneme be as complex as a word (can it equal a word)?*

Whereas *Phonetics* (prominent representative of which we have just reminded ourselves of) examines sounds, *Morphology* is another (sub-)discipline within the array of linguistics, the *task* of which is to analyse the forms of *words* (along with the processes which have been included in their formation). Given its interest in word formation, the fact that morphology and word formation notions are often used interchangeably comes as no surprise.

Q 6: *How would you define a word; how long is it; what kind of language unit does it represent?*

Following the stages of crying (from the very moment babies come to this world) and *babbling* (during the first year of one's life [Gass & Selinker, 2008, p. 29]), which is performed via rather confusing, experimental groups of sounds made by babies, words are the very first language patterns we use (as we are, at the same time, first surrounded by single words – think of a mommy addressing her toddler with the usage of the noun “ma-ma”, “mo-mmy”).

Q 7: *Perceived through the prism of a sentence (or an utterance), what kind of fragment is a word (within one sentence/utterance)?*

Q 8: *Can a single word convey a whole intended message of one speaker (Imagine a context in which you see a house on fire. What would be the very reaction of yours; would you opt for complex sentences)?*

Q 9: *What “classes of words” do you know?*

Q 10: *What does the “part of speech” noun phrase refer to; can you differentiate between part of speech and word class phrases?*

Since the very notion of a *Morphe* (from the language corpus of the Greek language) refers to specific *shape/form*¹, it could be stated that the linguistic discipline of *Morphology* represents the study of forms (it was German poet, Goethe, who coined the term for the purposes of biology) (Aronoff & Fudeman, 2011, p. 1). With regard to form in the context of morphology, it is important to highlight the fact that is not only a word *per se* that is important; its subparts, internal structure and background formation processes are of special interest to *Morphology*.

EX 2: *Take a look at the words below and comment on their complexity (do you perceive them as single, autochthonous units; do some of them have several parts which can be used on their own, etc.):*

CAT	MISUNDERSTANDING	NOTEBOOK
UNPRECEDENTED	DISRESPECTFUL	SHOE
GINGER	BOOKCASE	IMPOSSIBLY

For Morphology, the most important unit (within the domain of morphological analysis) is a *morpheme*. Morphemes are often believed and said to be subparts of words, but what they actually represent can and should be termed – the *smallest linguistic feature* (language unit) with grammatical function, *i.e.* the smallest unit of “grammatical analysis” (Lyons, 1968, p. 181).

Q 11: *How would you define the linguistic discipline of lexicology?*

Q 12: *How would you differentiate between a lexeme and a morpheme?*

At this very point, we find it important to introduce the notion of a *lexeme*, in order to make (at least to try) a clear-cut distinction between the phenomena of a *lexeme* and a *morpheme*. We can say that *lexemes* are abstract linguistic units (possessing meaning) within the lexicon/vocabulary of one language² – broadly speaking, the term is often applied to name numerous different kinds of words we communicate by on a daily basis. With this regard, it is worth mentioning that, if we observe a specific occasion and (within it) a *materialised shape* of a word, the term *word-form* is commonly used (like those named *citation forms* used in dictionaries). Having this in mind, we can say that words-forms, actually, realise lexemes (Plag, 2003, p. 11).

1 <https://en.oxforddictionaries.com/definition/morphology>

2 <https://www.merriam-webster.com/dictionary/lexeme>

MORPHEMES, MORPHS – THEIR POSITIONS & VARIANTS

As we have already noted, morphemes *represent* the *smallest units* within a language system (process of analysis) which do possess meaning, but can hardly be considered words. Even though morphemes cannot be divided into smaller meaningful units of language, it is worth emphasising that morphemes can sometimes be whole words (that is when we talk about words comprising one morpheme only), like *e.g.*

Hand, Boot, Cloud, Work, Single, Pretty, Rude...

or a meaningful piece of a word like *e.g.*

– ed (ending/suffix), im- (at the very beginning of a word/prefix); none of the above-mentioned notions can be further divided into smaller units.

So, morphemes are generally characterised by:

- contribution to meaning
- recognisability
- unspecified length

Apart from the concept of a morpheme, there is also the prominent concept of a *morph*, which stands for the segment of a word-form and actually represents a particular morpheme (Lyons, 1968, p. 184)³. Namely, a morph represents a phonetic or orthographic form used for the realisation of a morpheme (morphemes), *e.g.*

– ing (via which the present participle in English is illustrated).

Q 13: *How would you comment on the present-day meaning of the verb **to morph** (changing one image into another⁴) in comparison to what we have just stated regarding the meaning and usage of the term in the scope of Morphology?*

Regarding the concept of a morph, it is important to highlight the fact that the relation ‘one morpheme equals one morph’ is not always applicable, *e.g.*

3 It is not uncommon occurrence, however, that morph and morpheme are used interchangeably; furthermore, dictionaries state that the origin of the two is the same – both of them have been coined following the meaning of the Greek morphe (*e.g.* <https://en.oxforddictionaries.com/definition/morph>).

4 <https://dictionary.cambridge.org/dictionary/english/morph>

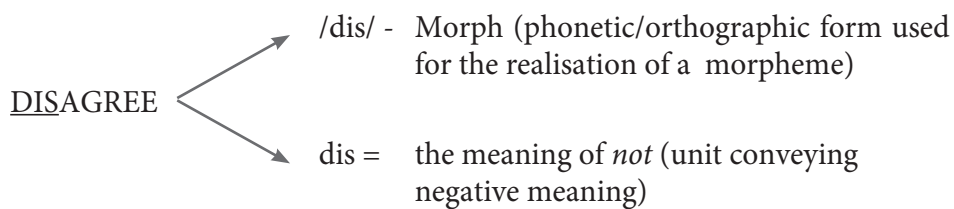
Fish – 1 morph & 2 morphemes (*fish* + Pl.)

Geese – 1 morph & 2 morphemes (*goose* + Pl.)

Mice – 1 morph & 2 morphemes (*mouse* + Pl.)

Men's – 2 morphs & 3 morphemes (*man* + Pl. + Gen.)

Children's – 2 morphs & 3 morphemes (*child* + Pl. + Gen.)



EX 3: Comment on the number of morphemes and morphs within the words below:

SCISSORS	US	ANTENNA
BINOCULARS	BEST	SERIES
HOUSES	WATCHED	DONE
TEETH	THEY	FURTHEST
PLAYED	OXEN	HER
WORSE	THESES	PEOPLE

One morph, as a representation of a morpheme – can refer to several formal features and that is when we introduce the so-called *portmanteau morphs*. Namely, *Portmanteau morphs* represent features which can be allocated to more than one morpheme⁵. To be more precise, via one morph of this kind, we can simultaneously express more than one function, e.g.

– *s/es* (ending) added to a verb, at the same time, denotes: *the Present (Simple) Tense* and *3rd person, Sg.* (*he, she, it*).

EX 4: Provide as many as possible examples to illustrate the phenomenon of *portmanteau morphs* (cases in which one single morph expresses two or more morphemes/meanings/functions).

Q 14: How do you name the object shown in the picture below?



5 There are also portmanteau words, which will be introduced later.

Q 15: *Did you know that portmanteau – can also stand for a large case that is composed of two parts⁶; do you notice any similarities between this meaning of the mentioned term and the one it has within the notion of a portmanteau morph?*

Apart from the differentiation between a morph and morpheme, as well as the introduction of the concept of a portmanteau morph, *allomorphs* are worth paying attention to at this very place.

Q 16: *Can you remember – What is an allophone?*

Similarly to the phenomenon of an *allophone* (you can remind yourselves of its nature in Prodanovic, 2020) allomorphs also represent positionally-conditioned variants (in this case, of a morpheme) that can appear as a result of a lexically, grammatically or phonetically conditioned dependency (Plag, 2003, p. 34).

EX 5: *How would you pronounce definite article used before following nouns:*

HOTEL	AMBASSADOR	CHIMNEY	EUROPE	ANT
UNCLE	HOUR	OYSTER	UNIVERSE	ELF

Depending on the context (environment), we will pronounce definite article in English as either /ðɪ/ or /ðə/, what is directly affected by the initial sound of the following word. Contexts like the one described above represent the cases of *allomorphy* – situations in which via different morphs (phonetic realisations of a morpheme) we refer to the same morpheme (ibid.).

Q 17: *Can you think of some other examples of allomorphs?*

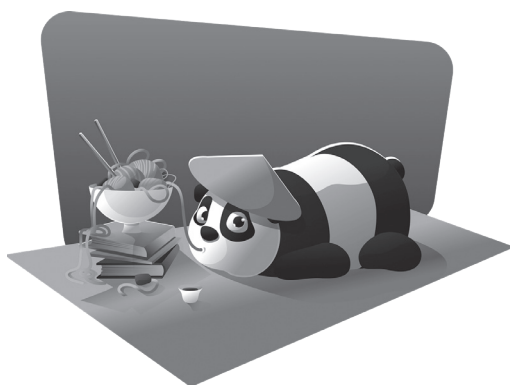
6 <https://dictionary.cambridge.org/dictionary/english/portmanteau>

EX 6: Suggest past form of the verbs listed below:

TAKE	MAKE	KNOW	CAST	FLY
DO	HIT	LIKE	WATCH	RUN
SEE	LIE	SHINE	BREAK	DRINK
SIT	SING	LEVEL	SMELL	

EX 7: Provide plural forms of the nouns and past forms of the regular verbs from the text below:

BORED BY A BAD MOVIE



I am watching a rather boring film at the moment. What I do feel is that there are no chances for the situation to be changed; not only the content itself seems to be demotivating but the characters also make me feel that I am literally wasting my time. Given the fact I do not have much free time these days, I am not even going to reconsider staying here any longer. It is simply matter of a second – I will definitely leave the room.

Q 18: In how many different ways do you pronounce the plural & past (participle) endings; what affects their pronunciation?

EX 8: The pairs of words given below represent the cases of allomorphy. Underline the morph in which the allomorphy occurs in each of the pairs:

BOOKS-TABLES	WORKED-PULLED	APPROVES-SINKS
READS-WORKS	FOUNDED-PLAYED	PLAYS-SHUTS
SINGS-PUTS	STARS-COMPUTERS	CANCELLED-WATCHED

!NB The endings of:

- ✓ the 3rd person Sg. (in the Present Simple Tense) –s/es;
- ✓ plural of nouns –s/es;
- ✓ possessive case (Saxon) ending;
- ✓ regular verbs past form –ed

are vivid and frequent examples of allomorphic variants.

Q 19: If you again recall the characteristics (and common examples) of allophones, can you say that the examples of allophones, at the same time, represent the examples of allomorphs; is it always the case?

EX 9: Based on the knowledge you possess concerning allophones, and considering the pronunciation of the past forms of the verbs below – divide them in three categories:

CRASHED

REACHED

LULLED

FILLED

CLASSIFIED

CITED

HINTED

INSTALLED

LINED

POPPED

KISSED

DIVIDED

ACCUSTOMED

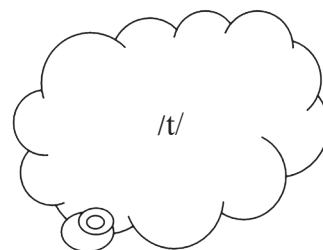
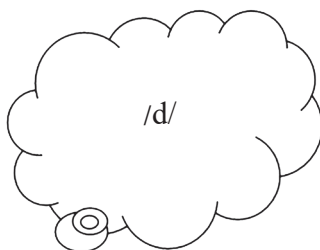
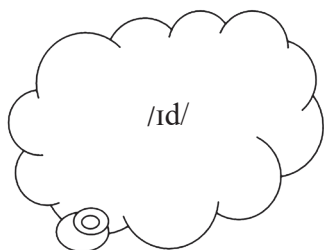
SHIFTED

FITTED

INTRODUCED

BANGED

FLOWED



!NB Remember that, both in the case of the –ed and –s/es ending, pronunciation will depend on the voicing of the preceding sound! Since the choice with regard to the pronunciation is affected by the surrounding sounds, we can say that this area (the one concerning the pronunciation of the above-mentioned endings) is situated at the very crossroads of *Phonology* and *Morphology*. For that very reason, it is frequently stated that the examined issues belongs to the scope of *Morphophonology* (or *Morphophonemics*, Skandera & Burleigh, 2005, p. 52).

Q 20: *How do we name the alteration (related to the characteristic of voicing) that causes the change in pronunciation; what can you say about its direction (progressive-regressive)?*

EX 10: *Provide your own examples to illustrate the phenomenon of allomorphy – on the sample of*

- *definite article in English,*
- *indefinite article in English,*
- *-s/es & -ed endings*

Q 21: *Which type of fruit is there in the picture below?*



Q 22: *How many parts are there in the word by which we name the illustrated type of fruit; can we use the parts as separate words?*

Q 23: *What fruit does the tree remind you of?*



Q 24: *How do you see the word mulberry (italik ova rec); what are its components?*

From the perspective of Morphology, there are morphemes which are rather difficult to analyse, such as: *cranberry*, since its first part – *cran-* does not possess any precise meaning and it is commonly not used either isolated or in any other word combinations (even though we have got to state that there are some recent examples of *cran-* used in other word combinations, Lieber, 2009, p. 42). Morphemes (or morphs, given the fact that their meaning is *elusive*) of this kind, *i.e.* those which are fossilised, unique and usually occur in one lexeme only are named *cranberry morphemes*⁷.

EX 11: *What are past (participle) forms of the verbs below:*

FORECAST	BET	PUT
BURST	BID	CUT
COST	SHUT	LET

EX 12: *Have a look at the adjectives listed below - what could be their complementary adverb forms:*

HIGH	LOUD	WIDE	TALL
KIND	NICE	DIRECT	EASY
SLOW	FAST	LEFT	HARD

⁷ For further elaboration of the phenomenon of cranberry morphemes, you can also consult *e.g.* Carstairs-McCarthy, 2002, pp. 19-20).

Q 25: *Can you think of some other examples which can illustrate the notion of cranberry morphemes?*

Concerning prominent terms which represent specific types of morphemes, the so-called *zero morphemes* should not be neglected.

EX 13: *What are plural forms of the singular nouns below?*

SHEEP	TOOTH	DESK
FISH	WOMAN	SHIP
COD	GOOSE	BOOK
DEER	MOUSE	WALLET

EX 14: *Make nouns from the verbs below:*

TO OBJECT
TO PLAY
TO KISS
TO PROGRESS

Q 26: *Have you used any endings (suffixes) in order to complete the formation processes above?*

Those morphemes that are not phonologically expressed, represent *zero morphemes*⁸. Given the fact that there is no phonological realisation, these morphemes are also named *null morphemes*⁹ and marked with the symbol $\emptyset$, which illustrates the *nullness*. In the process of analysis, the formation of plural (in some instances) could be illustrated in the following way:

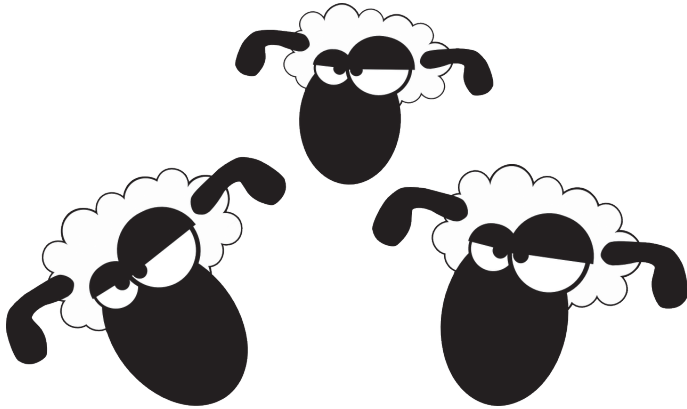
8 Also referred to as zero morphs (Plag, 2003, p. 27).

9 Once we introduce the notion of affix, these morphemes will also be referred to as zero affixes (for more about zero affixes and/or zero plural, you can consult e.g. Carstairs-McCarthy, 2002, pp. 35-36).



ONE

+ $\emptyset$ (plural marker is a zero morpheme) = 6 SHEEP



Q 27: *Can you think of any other example words containing zero morphemes? Which parts of speech can they usually be found within?*

The above-defined phenomenon of a zero morpheme is similar to, but should not be muddled up with, the one of *empty morphs*, i.e. those that do not formally realise certain morphemes (Matthews, 2007, p. 121). In the example:



CHILD (singular)

VS



CHILDREN (plural),

it could be said that the morph of *-en* is used to denote plural form (since, this is not the unique case in which it has the same function); once we separate *child* from *-en*, there is the 'r' morph left alone and having no meaning. Given the fact 'r' does not belong either to the *child* or *-en* part, we name it an *empty morph* (ibid.).

Q 28: Can you think of any other empty morphs in English?

Q 29: Which of the words below could be used on their own?

IM- (like in <i>impolite</i>)	THE
POLICE	- FUL (like in <i>beautiful</i>)
CLAIM	BREAD
- AL (like in <i>cynical</i>)	UN - (like in <i>unprecedented</i>)

In terms of their potential to be used independently, we can divide morphemes into two broad categories – *free* and *bound* ones. On one hand, the former are those that can stand on their own and do not need any *support* on the part of other morphemes, e.g.

cook, jumper, glass, nice, bag, chimney, bottle, gloss, etc.

On the other hand, the latter represent the morphemes that cannot stand on their own, but make part of *broader units*, in order to form a word (a meaningful segment), *e.g.*

mis- (like in *mispronounce*), *il-* (like in *illiterate*), *-ette* (like in *brunette*), *-less* (like in *homeless*), *etc*¹⁰.

EX 15: Provide your own examples of free and bound morphemes (representing different parts of speech).

EX 16: Divide the morphemes given below into two groups – whether they are free or bound morphemes:

FLY

TABLE

ARROW

INFORMAL

COMPREHENSIBLE

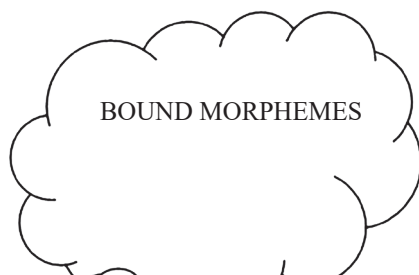
BALL

IMMORAL

YELLOW

TALLER

PLAYING



10 Other examples which illustrate the differentiation between free and bound morphemes could be found in *e.g.* Lieber, 2009, p. 33; Carstairs-McCarthy, 2002, pp. 18-20; Plag, 2003, p. 13.

EX 17: Circle free and underline bound morphemes in the text below:



FARM REVELATION

Last summer, I met many celebrities at the seaside and felt excited about the opportunity to spend time with them. Anyhow, all of a sudden, my friends decided that it was high time for us to leave the coast and go on a farm. It was such a revelation! It was the very first time that I saw ducklings, piglets, geese and other domestic animals. While I felt thrilled, the rest of the crew disliked the atmosphere on the farm, and I had nothing else to do but to accept their proposal to leave the place. It was the day of our departure when I decided to go for a final walk around the lovely place. The moment I entered the stable, what I saw could be defined as a pure revelation – a ewe was giving birth... that is why I realised – “I need to stay here!”

EX 18: Comment on the function (background meaning) of bound morphemes below:

SUMMER
TELEPHONE
UNTIE
ACTORS
ILLITERATE
ANCESTOR
BACHELORETTE
REUSE

Q 30: How would you comment on the complexity of the words below?

USE
MISUSE
USEFUL
USER
USER-FRIENDLY

Q 31: Before we tackle the issue of words complexity, what can you say about the difference between a syllable and a morpheme?

Q 32: In terms of the number of syllables – how many categories of words are there; illustrate each of them via vivid examples.

Similarly to the principle applicable concerning the number of syllables within a word – we can also make difference between:

- *monomorphemic* words – those consisting of one morpheme only, e.g.
cat, dog, salt, oil, sea, dream, drink, etc. and

- *polymorphemic*¹¹ ones – those which comprise more than one morpheme, e.g.
rewrite, undo, likely, winters, beautiful, etc.

Q 33: *What can you say with regard to the relationship between monosyllabic and monomorphemic words; are monosyllabic words representatives of monomorphemic ones at the same time?*

EX 19: *Determine the number of syllables and the number of morphemes in the words below:*

SINGER	CASE
PHONE	PAPRIKA
SMALLER	PEPPER
WINTER	ENTERTAINMENT
COMPUTER	COLOURFUL

EX 20: *Isolate all the monomorphemic words from the text below:*

The city of Detroit, in the USA, was once compared to Paris. It had a broad river, grand boulevards and historically significant architecture. Then, in the 20th century, it became ‘Motor City’. For a time, most of the world’s cars were made here. There was steady work and a good salary in the motor industry. An autoworker could own a home, plus a boat, maybe even a holiday cottage. Some say America’s middle class was born in Detroit – new highways certainly made it easy for workers to move from the city centre to the suburbs in the 1950s. But in the early years of the 21st century, Detroit became America’s poorest big city¹².



11 The very first usage dating from 1940s (according to: <https://en.oxforddictionaries.com/definition/polymorphemic>).

12 <https://www.ngllife.com/detroit-then-and-now-1>

Furthermore, regarding their *complexity*, there are three prominent categories of words:

- *Simple*
- *Complex and*
- *Compound* words

First, those comprising only one free morpheme (monomorphemic ones) are referred to as *simple*¹³ words, *e.g.*

look, mean, pie, tooth, spoon, milk, ball, kind, etc.

Second, words for which we can say that they comprise one free and one (or more) bound morpheme/-s are referred to as *complex* words, *e.g.*

baker, unwrap, misuse, unable, devalue, drinker, employee, etc.

Finally, there is the category of *compound* words, which, according to their very *name*, represent a mixture/composition of individual segments; to be more precise, there are two free morphemes *gathered* in order to compose a compound word, *e.g.*

greenhouse, bookcase, gingerbread, paper clip, butter cream, four-eyes, etc.

Q 34: *Can you use the segments of the mentioned compound words individually?*

EX 21: *Provide your own examples to support the categories of simple, complex and compound words.*

Q35: *Can you remember the patterns we can apply for the pronunciation of compounds?*

EX 22: *What patterns do you suggest for the compounds given below:*

NUTMEG

PEANUT BUTTER

OLIVE OIL

GASOLINE

NOWFLAKE

TOWER BRIDGE

SOUR CREAM

CHERRY BLOSSOM

13 Also referred to as *simplex* words (Lieber, 2009, p. 4).

EX 23: State whether the words below are simple, complex or compound ones:

KNIFE

COOKHOUSE

WIFE

DRUGSTORE

WIDOWER

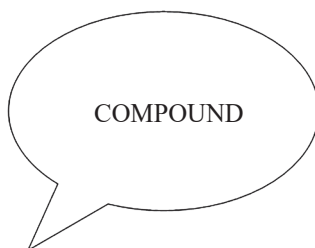
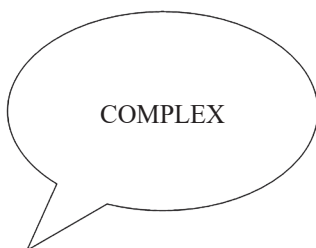
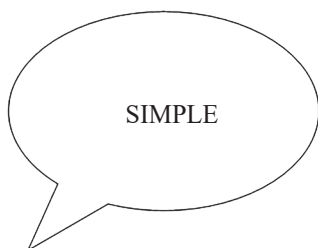
FRIGHTFUL

WATCHED

LADYBUG

SINGER

BOYISH



EX 24: Isolate all the complex words from the text below:

As with the wheel, cities and law codes, the earliest examples of written literature appear to have originated in ancient Mesopotamia. The Sumerian civilization first developed writing around 3400 B.C., when they began making markings on clay tablets in a script known as cuneiform. Their texts usually consisted of economic and administrative documents, but by the third millennium B.C., Sumerian scribes were also copying down essays, hymns, poetry and myths. Two of their oldest known literary works are the “Kesh Temple Hymn” and the “Instructions of Shuruppak,” both of which exist in written versions dating to around 2500 B.C. The former is an ancient ode to the Kesh temple and the deities that inhabited it, while the latter is a piece of “wisdom literature” that takes the form of sagely advice supposedly handed down from the Sumerian king Shuruppak to his son, Ziusudra. One of Shuruppak’s proverbs warns the boy not to “pass judgment when you drink beer.” Another counsels that “a loving heart maintains a family; a hateful heart destroys a family.”¹⁴



14 <https://www.history.com/news/what-is-the-oldest-known-piece-of-literature>

Q 36: *How do you regard phrasal verbs - do they also represent compound notions?*

EX 25: *Comment on the meaning of prepositions in the phrasal verbs below:*

GO OFF

TAKE UP

BRUSH UP ON

COME BY

LAY DOWN

SLEEP OVER

SEE THROUGH

LOOK AFTER

UNIT 1 REVIEW QUESTIONS:

1. *What does Morphology examine?*
2. *What is the most prominent difference between a morph and a morpheme?*
3. *How would you define an allomorph?*
4. *Compare the notions of portmanteau and cranberry morphemes.*
5. *What does a zero morpheme represent?*
6. *Illustrate the difference between free and bound morphemes.*
7. *In terms of their complexity, how can we classify words?*
8. *In terms of their complexity (concerning the number of syllables), illustrate categories of words.*
9. *In terms of their complexity (concerning the number of morphemes), illustrate categories of words.*

Unit

2

WORDS, FOREWORDS & WORDINGS

Establish

Establishment

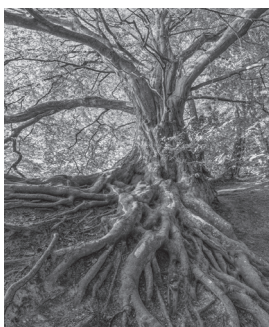
Disestablishment

Disestablishmentarianism

ROOTS AND AFFIXES

Before we start examining word formation processes, it is vital to make clear-cut distinctions between/among the elements that we come across in the mentioned processes.

Q 37: *How do you name the objects below?*



Q 38: *To which areas of human endeavour do the objects above refer/belong?*

Q 39: *What do you think, in what way can we relate them to the word formation processes?*

What we should primarily pay attention to are similarities and dissimilarities between the notions of: roots and affixes; on one hand, the former represent the core, basic part of a word (to which we can add prefixes or suffixes), *e.g.*

slim in slimmer, quick in quickly, talk in talked, know in unknown, etc.

whereas, on the other hand – the latter refer to segments we add to roots, commonly (but not limited to) either at the beginning or at the very end, *e.g.*

im- in impolite, un- in unseen, -ed in decided, -ful in thoughtful, etc.

To put it more precisely, an affix is a *roof term* encompassing suffixes, prefixes or some other segments we attach to roots.

Q 40: Which adjective would you use to describe the situation in the picture below?



In the example *unprecedented*, we can recognise the following elements:

un + precede+(e)nt + ed;

given their position, we can be sure that un- is a prefix, whereas -(e)nt and -ed are suffixes. What is also clear is once we removed them all, *precede* remained alone, bare; it is precisely this kind of word element, one that cannot be further analysed, that we name a root.

Q 41: Comment on the position and role of prefixes and suffixes respectively.

EX 26: Provide at least five examples to illustrate prefixes and suffixes (respectively).

EX 27: What do prefixes and suffixes in the words below denote?

REOPENED

BRILLIANCE

TELEPHONE

UNGRACEFUL

TRANSMIT

SUBMARINE

PLAYFULLY

UNILATERAL

BIANNUAL

POSTMORTEM

TRIPARTITE

DECODING

UPGRADED

ANTICLIMAX

ENCLOSED

EXTRACURRICULAR

As it has already been noted, affixes do not only include suffixes and prefixes; word formation terminology also recognises an *infix*¹⁵, which, following the nature of its *name*, is placed *somewhere in the middle* – e.g.

in Latin *rumpo* = *I break*,

there is the infix ‘*m*’, since the root is *rup* (*ruptus* = *broken*)¹⁶ or in English

spoonsful, composed of *spoon* + *s* + *ful*, where we have the infix ‘*s*’ denoting plural¹⁷.

Q 42: *Are roots free or bound morphemes (or can be both)?*

Q 43: *Are affixes free or bound morphemes (or can be both)?*

EX 28: *Identify roots and affixes in the words below.*

MONKEYS

ACKNOWLEDGEABLE

KNOWINGLY

BRAINLESSNESS

UNDERPRIVILEGED

INSUFFERABLE

ACTIONS

OVERDOSE

HOMELESSNESS

DISINHERITED

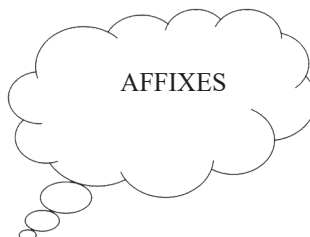
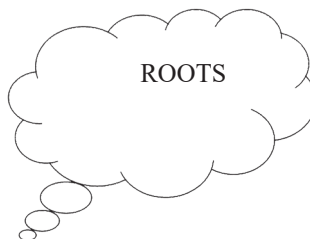
MISUNDERSTANDING

DEVALUED

OVERRATED

REMUNERATION

COLOUR



15 For more examples of infixes, as well as the introduction of the notion of circumfix, you can consult, e.g. Arnoff & Fudeman, 2011, p. 3.

16 From: Matthews, 2007, p. 193.

17 <https://www.merriam-webster.com/dictionary/infix>

Q 44: What do the affixes in the above words refer to?

EX 29: Comment on stress in the pairs of words below:

POLITICS	POLITICAL
DIAGNOSE	DIAGNOSIS
KITCHEN	KITCHENETTE
PICTURE	PICTURESQUE
DIFFERENT	DIFFERENTIAL
RESIDENT	RESIDENTIAL

EX 30: Using different affixes, form as many words as you can with the roots below:

COLOUR	TEAM	NATION	QUICK	GREEN
SHAPE	CUP	DARK	BOOK	LIKE
GLASS	READ	FRAME	SEEM	GIRL

Q 45: How do affixes affect stress in words?

Q 46: What do we use suffixes for; what parts of speech can we form with their usage; what can they denote?

Not long ago, we have stated that suffixes are those affixes that are placed at the very end of a word. Even though their position is consistent, suffixes could be divided into many different categories, on the basis on e.g. the part of speech they form or meaning they refer to.

EX 31: Denote suffixes in the words below:

IRRELEVANT	HUMANITARIAN	FASTER
THRILLING	FASTEST	ACTRESS
TERRORIZE	PREMATURE	EVIL
DUCHESSES	UNWRAP	ESTIMATION
OVERANALYSE	BROADEN	AMORAL
DISTURB	FALLEN	FORGETFUL
FOSTERING	OXYGEN	OVERALLS

Q 47: *Look back at the words - what parts of speech do they represent?*

Q 48: *What suffixes can we commonly identify in:*

- Nouns
- Verbs
- Adverbs
- Adjectives?

SUFFIXATION & PREFIXATION

Let us focus on some common/productive suffixes in the English language and pay attention to instances in which we would use them and for what purposes:

Noun Suffixes (forming nouns)¹⁸:

✓ Jobs/Occupation/Doer of the action Suffixes:

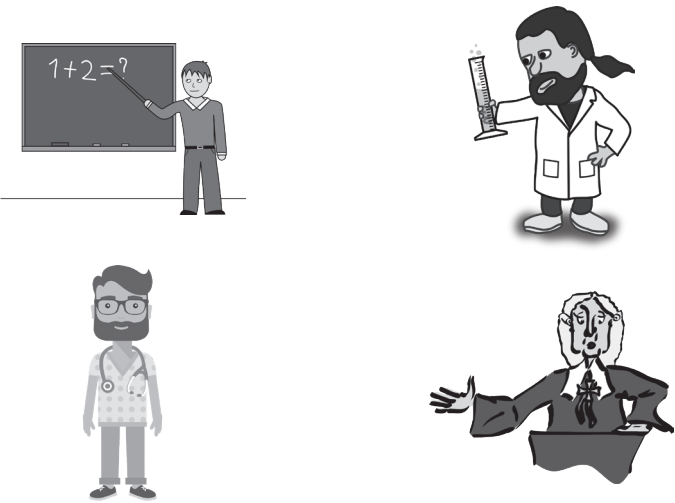
- er/or/ar – work + -er = worker; investigate + -or = investigator; beg + -ar = beggar;
- ster – song + -ster = songster;
- ist¹⁹ – flor + -ist = florist;
- ee – employ + -ee = employee

EX 32: Add suffixes in order to form occupation nouns from the words below:

SING	SIN	ATTEND	NEUROLOGY	MOTOR
TEACH	BAKE	JOURNAL	LINGUISTICS	INTERVIEW

EX 33: Denote professions of each of the persons illustrated below:

Q 49: Have you implemented any of the suffixes we have mentioned so far; have you used any other suffixes within the words denoting their professions?



18 For more examples of English suffixes, you can consult e.g. Quirk et al, 1985, pp. 1546-1557.

19 Similarly to this one, in contemporary English, there is also the suffix –ista, as in *fashionista*, also denoting a person performing specific activities; anyhow, connotation of the mentioned suffix is not a positive one (<https://en.oxforddictionaries.com/definition/-ista>).

✓ Diminutive Suffixes (forming diminutives):

- y/ie - dad + -y = daddy; gran(dmother) + -ie = grannie;

- let - frog + let = froglet;

- ette²⁰ - cigar + -ette = cigarette;

- ling - prince + ling = princeling;

EX 34: Add suffixes in order to form diminutive nouns from the words below:

DUCK

BOOK

ELIZABETH

KITCHEN

DROP

MOTHER

CAT

HORSE

JONATHAN

CLOUD

Q 50: Does diminutive equal hypocoristic?

EX 35: Provide diminutives for the entities shown below:



20 This suffix can refer to other categories but the one of diminutives (this will be further elaborated later).

Q 51: Which (if any) suffixes have you used in order to form diminutives; is it possible to form diminutives for each of the above illustrated phenomena?

✓ Female Nouns/Gender Suffixes²¹:

- ette – bachelor + -ette = *bachelorette*;

- ess – host + -ess = *hostess*;

- e – fiancé + -e = *fiancée*;

- ina – tsar + -ina = *tsarina*;

EX 36: Add suffixes in order to form gender counterparts from the words below (are there some exceptions, instances in which we do not add suffixes?):

USHER	LION	STALLION	PRINCESS	TIGER
MRS.	LORD	MONKEY	DUKE	FARMER
COMEDIAN	NEPHEW	TOM-CAT	DEAN	ROOSTER
BEE	FROG	MEDIATOR	POET	SHEPHERD

EX 37: Provide gender counterparts for the professions illustrated below:



21 Many female suffixes are avoided in present-day English, which favours neutral forms over gender-marked ones.

Q 52: Are there gender counterparts for each of the illustrated professions; what notions/ words would you use in order to denote females; are the nouns which name these professions gender-neutral?

✓ Frequent Abstract Nouns Suffixes:

- hood – neighbor + -hood = neighborhood;
- ship – friend + -ship = friendship;
- dom – free + -dom = freedom;
- (e)ry – brave + ry = bravery;
- ness – homeless + ness = homelessness;

EX 38: From abstract nouns from the words below:

PARENT	KING	SLAVE	CALM	KIN
RELATION	LORD	FINE	GOOD	KIND

Q 53 Have you noticed any suffixes we did not previously mention; do you know some other suffixes which are used for the above-mentioned categories?

So far, we have perceived noun suffixes through the prism of meaning their implementation would lead to; anyhow, they can also be observed from the perspective of part/-s of speech which are included in the suffixation process, e.g.

- Verb to Noun Suffixes, as in *edit* + -or = *editor*,
- Noun to Noun Suffixes, as in *father* + hood = *fatherhood*,
- Adjective to Noun Suffixes, as in *brilliance* + ant = *brilliant*, etc.

Q 54: How would you comment on the above mentioned suffixes from the perspective of parts of speech included in suffixation process?

Q 55: Do you know some other suffixes which could illustrate the above-mentioned formation patterns?

✓ Verb Suffixes (forming verbs):

- en – broad + -en = broaden;

- (i)fy – pure –(i)fy = purify;

- ise – scandal + -ise = scandalise;

- ate – active + -ate = activate;

EX 39: Add suffixes to the words below in order to form verbs:

DARK

SHORT

MODERN

BLACK

PUBLIC

FALSE

WEAK

ANALYSIS

FORMAL

SYMBOL

Q 56: Which part of speech have been included in the formation processes above (in terms of verbs formation)?

Q 57: Do you know some other suffixes used for verbs formation?

Q 58: Is there any difference in the spelling of –ise suffix on the sample of British compared to American variety of the English language?

Q 59 Is the implementation of suffixes always necessary in order for verbs to be formed?

EX 40: Form verbs from the nouns below:

FILE

DECREASE

REFUND

DISCOUNT

PERMIT

INSULT

REBEL

INSERT

DETAIL

SUBJECT

DESERT

FILM

FRAME

SMILE

CRY

EX 41: Let us now do the opposite. Look at the verbs below and suggest their noun counterparts:

DEDICATE	PERFORM
JUDGE	VISUALISE
AGREE	BEHAVE
CREATE	FORM
WRITE	DRAW
ALTER	ENTERTAIN

Q 60: What can you say about the pronunciation of the verb-noun pairs you have just formed?

✓ Adverb Suffixes (forming adverbs):

- ly – happy + -ly = happily;
- ward(s) – east + -ward(s) = eastward(s)²²;
- wise – anticlock + -wise = anticlockwise²³;

Q 61: Is the implementation of the mentioned suffixes the only way to form adverbs?

Q 62: Which part/-s of speech have been included in the formation processes above (in terms of adverbs formation)?

EX 42: Form adverbs from the adjectives below:

HAPPY	SAD	QUICK	COMFORTABLE	LAST
WIDE	HIGH	FAST	CLOSE	GOOD
LONG	BAD	HARD	RIGHT	WRONG

22 Also functioning as an adjective.

23 Also functioning as an adjective.

Q 63: Have you noticed any doublet forms in terms of adverbs from EX 40 (what are they); how would you compare the usage of **hard** and **hardly**, in case both forms are used as adverbs; are there any other similar examples?

✓ Adjectives Suffixes (forming adjectives):

- able – read + -able = readable;
- ful – colour + -ful = colourful;
- less – colour + -less = colourless;
- ish – child + -ish = childish;
- en – wool + -en = woolen;
- y – hair + -y = hairy;
- al – profession + -al = professional;
- ic – German + -ic = Germanic;
- worthy – trust + -worthy = trustworthy

Q 64: Which parts of speech have been included in the above process?

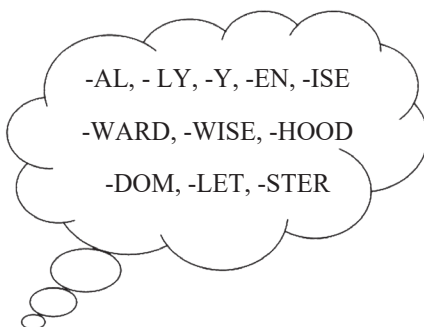
Q 65: Are there some other suffixes which could be used for adjectives formation?

!NB The list of the suffixes is not a definite one, but does illustrate some of the most prominent suffixes and formation patterns.

EX 43: Form adjectives from the words below:

BEAUTY	ACCEPT	JOY	HONOUR
LINGUISTICS	MUSIC	EVIL	CREDIT

EX 44: Form as many words as possible using the provided suffixes and comment on the parts of speech:



EX 45: Isolate content words from the text below and determine whether they contain any suffixes:

The first presidential inauguration was held on April 30, 1789, in what was then the nation’s capital of New York City. On a second floor balcony of Federal Hall, George Washington took the oath of office as the first president of the United States. With one hand on the Bible, Washington recited the words that would be said by every president after him: “I do solemnly swear that I will faithfully execute the Office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States.”²⁴



Q 66: List some common English prefixes.

EX 46: Add prefixes to the words below – in order to form opposites:

COMMON	LEGIBLE	FASHIONABLE	FAIR
KIND	DO	SEEN	RELEVANT
LITERATE	LOYAL	PRONOUNCE	SPELL
RESIST	MAKE	MOVE	MOVABLE

24 <https://www.history.com/news/presidential-inauguration-history-photos>

In English, prefixes are frequently used for the formation of opposites/negatives; anyhow, the mentioned process is not the only one we use prefixes for – there is a rather wide spectrum of meanings they can refer to.

EX 47: Connect the meaning on the right with the prefix on the left:

DIS-	<i>do again</i>
MIS-	<i>more than enough</i>
RE-	<i>not enough</i>
OVER-	<i>do in a wrong way</i>
UNDER-	<i>not/no (for adjectives/nouns starting in 'I')</i>
IL -	<i>do opposite/have opposite effect</i>

Q 67: Comment on part/-s of speech of 'under' and 'over' (support it with examples).

EX 48: Provide example words to illustrate the usage of the prefixes from EX 47.

In order to elaborate our knowledge on prefixes, we will illustrate some common/productive prefixes in the English language and notice when and what we commonly use them for:

✓ Common Negative/Opposite/Pejorative Prefixes²⁵:

De- as in: *depopulate, devalue*;

Dis- as in: *disagree, disable*;

Il- as in: *illegal, illiterate*;

Ir- as in: *irrelevant, irresponsible*;

In- as in: *inadequate, inappropriate*;

Im- as in: *impolite, impeccable*;

Un- as in: *undivided, undecided*;

Non- as in: *non-alcoholic, non-verbal*;

25 For more examples of English prefixes, you can consult, e.g. Quirk *et al.*, 1985, pp. 1540-1546.

Dis – as in: *disagree, disable*;

Mis – as in: *misspell, mispronounce*;

Mal – as in: *maltreat, malform*

A – as in: *amoral, atypical*;

Anti – as in: *antidemocratic, antihero*;

✓ Common Size and/or Degree prefixes:

Arch – as in: *archenemy, archbishop*;

Over – as in: *overuse, overdose*;

Sub – as in: *subdue, submissive*;

Under – as in: *underdeveloped, underestimated*;

Out – as in: *outstanding, outreach*;

✓ Common Time & Order prefixes:

Pre – as in: *premature, prearranged*;

Fore – as in: *forerunner, forefathers*;

Post – as in: *post-mortem, post-ceremony*;

Re – as in: *rearrange, reappear*;

✓ Common Number prefixes:

Mono – as in: *monosyllabic, monomorphemic*;

Di – as in: *disyllabic, dioxide*;

Bi – as in: *bipolar, bilingual*;

Poly – as in: *polyglot, polysemous*;

Multi – as in: *multifunctional, multimodal*;

Semi – as in: *semi-detached, semi-annual*.

EX 49: Illustrate the usage of the mentioned prefixes via examples.

Q 68: Can some of the mentioned prefixes belong to more than one of the listed categories?

!NB The list of the prefixes is not a definite one, but does illustrate some of the most prominent prefixes (belonging to listed meaning-related categories) and formation patterns.

EX 50: Add as many prefixes as possible to the words below (and state part of speech):

TAKE	DEVELOP	ESTIMATE
DO	COOK	PAY
DECORATE	ARRANGE	OPEN
LIKE	FOLLOW	WORK

Q 69: Can some of the listed prefixes be used on their own – functioning as an independent (meaningful) language unit?

Q 70: What does ‘promo’ element mean in the examples below:

PROMO VIDEO	PROMO LEADER	PROMO TRAILER
PROMO AD	PROMO WEEKEND	PROMO COUPON

Q 71: Do you perceive ‘promo-’ as a prefix? Can it be used on its own – as a noun; what does it denote?

EX 51: Provide your own examples which illustrate the usage of ‘promo-’ element.

Q 72: How would you comment on the meaning, usage and function of the element ‘e-’ in the examples below:

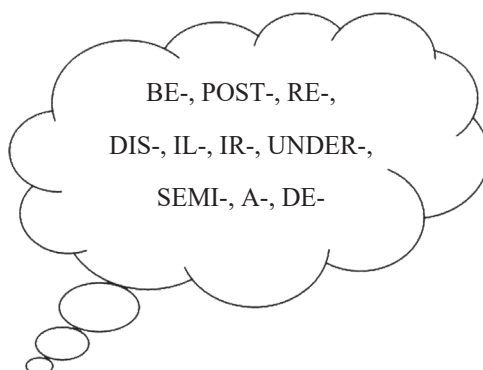
E-COMMERCE	E-BANKING	E-MAIL	E-LEARNING
E-GOVERNMENT	E-BOOK	E-COMMUNICATION	

EX 52: Provide your own examples which illustrate the usage of ‘e-’ element.

!NB There are also word-initial elements, termed *prefixoids*, which are, compared to prefixes, of slightly different nature²⁶.

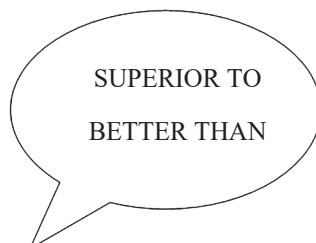
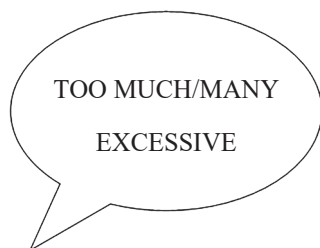
26 For more about the nature of prefixoids as well as the status of the ‘promo’ element, you can consult e.g. Prodanovic, 2015.

EX 53: Form as many words as possible using the provided prefixes:



Q 73: Among the above-listed suffixes, we have mentioned OVER and UNDER and provided examples including some of the meanings they convey – what else could the two suffixes refer to?

EX 54: Have a look of the examples below containing OVER and place them in of the two groups offered – on the basis of the meaning²⁷:



OVER + SLEEP

OVER + DRESSED

OVER + RULED

OVER + REACT

OVER + VALUES

OVER + ADORED

OVER + BOIL

OVER + DOSE

OVER + USE

OVER + RATED

OVER + CROWDED

OVER + DO

OVER + DEVELOPED

OVER + CURIOUS

27 For more exercises on suffixes and prefixes, you can consult e.g. Misztal, 1998, pp. 11-82; EX 54 & 55 have been inspired by some of them.

Q 74: Are there some other meanings of the morpheme 'over'?

Q 75: With which word classes has the morpheme 'over' been combined?

EX 55: Similarly to the above-illustrated situation of morpheme OVER, we can differentiate among several meaning of morpheme UNDER – some of them being:

- Below something – in terms of physical relationship;
- Not enough/in demand;
- Below something/someone in metaphorical context.

Have a look at examples containing UNDER below and place them in of the three groups offered:

BELOW SOMETHING –
PHYSICALLY

BELOW
SOMETHING/SOMEONE –
METAPHORICALLY

NOT ENOUGH/IN DEMAND

UNDER + SKIRT

UNDER + ACCOMPLISHED

UNDER + DEVELOPED

UNDER + BELLY

UNDER + BOSS

UNDER + WORLD

UNDER + VALUE

UNDER + GROUND

UNDER + SEA

UNDER + SECRETARY

UNDER + SIGNED

UNDER + WEAR

UNDER + ARM

UNDER + ESTIMATED

Q 76: Are there some other meanings of the morpheme 'under'?

Q 77: With which word classes has the morpheme 'under' been combined?

EX 56: Isolate content words from the text below - focus on the affixes they contain (if any) and comment on their role:

An unthinkable 50 to 100 million people worldwide died from the 1918-1919 flu pandemic commonly known as the “Spanish Flu.” It was the deadliest global pandemic since the Black Death, and rare among flu viruses for striking down the young and healthy, often within days of exhibiting the first symptoms. In the United States, the 1918 flu pandemic lowered the average life expectancy by 12 years.

What’s even more remarkable about the 1918 flu, say infectious disease experts, is that it never really went away. After infecting an estimated 500 million people worldwide in 1918 and 1919 (a third of the global population), the H1N1 strain that caused the Spanish flu receded into the background and stuck around as the regular seasonal flu.²⁸



28 <https://www.history.com/news/1918-flu-pandemic-never-ended>

UNIT 2 REVIEW QUESTIONS:

1. *Which word part is termed a root?*
2. *How many categories of affixes are there?*
3. *Compare the phenomena of bound morphemes and affixes?*
4. *How frequent are infixes?*
5. *Can suffixes affect both grammar-related categories and parts of speech?*
6. *Can prefixes affect both grammar-related categories and parts of speech?*
7. *What can we denote with the usage of prefixes?*
8. *What can we denote with the usage of suffixes?*
9. *Comment on multiple meanings of suffixes and prefixes.*



Unit 3

WORD, WORDED OR ILL-WORDED?

● Establish
Establishment
Disestablishment
Disestablishmentarianism

ROOT, STEM OR BASE?

INFLECTION VS DERIVATION

So far, we have introduced the phenomena of roots and affixes – given their active role in the processes we are about to examine, it is important for us to make difference between roots and *stems*.

EX 57: Compare the underlined endings in the words below; what do they denote?

MARK <u>ER</u>	TALL <u>ER</u>	SING <u>ER</u>	RID <u>ER</u>
BIGG <u>ER</u>	PLAY <u>ER</u>	SHORT <u>ER</u>	TEACH <u>ER</u>

Q 78: Which parts of speech have been included in the formation processes above?

With regard to morphological processes – prominent (if not the most prominent) and certainly the most frequent are those of *inflection* and *derivation* – the examination of which will also shed some light on the similarities and/or differences between roots and stems.

Whereas inflection represents the formation of new *inflectional* (i.e. grammatical) categories, such as: *tense, person, number/plural, etc.*, derivation illustrates the formation of new lexemes, what can – but does not necessarily include – a change in word class, e.g. *comfortable* – adjective + *-ly* = *comfortably* – adverb.

EX 58: Have a look at the pairs of words below and name grammatical categories they illustrate:

- *Make* – (she) *Makes*
- *Cat* – (five) *Cats*
- *Walk* – *Walked* (yesterday)
- *Drink* – (am) *Drinking*

Q 79: What other grammatical categories do you know (are they characterised by the usage of some suffixes)?

What is worth noting, as a major *differentiae specifica* – when comparing/contrasting the process of inflection and derivation is that former can be performed with the usage of suffixes only, while the latter includes the implementation of both suffixes and prefixes.

Q 80: *What do you think – how many inflectional and derivational suffixes (prefixes) are there in English?*

Taking the above-mentioned into consideration, suffixes which take part in inflection (*inflectional suffixes*) can be isolated (and they are as follows)²⁹:

- {-s₁} Plural of nouns (*dogs*);
- {-s₂} Genitive case (*dog's*);
- {-s₃} Third person Sg. in the Present Simple Tense (*walks*);
- {-ed} Regular verbs ending in the Past Simple Tense/Past Participle (*walked*);
- {-ing} Present participle (*walking*);
- {-er} Comparative (*sweeter*);
- {-est} Superlative (*the sweetest*)....

EX 59: *Provide your own examples for the above listed categories (in forms which employ suffixes).*

Q 81: *Which word classes can undergo the process of inflection?*

EX 60: *Provide plural form of the nouns below:*

MOUSE	MAN	TOOTH	THESIS	FOOT
CHILD	WOMAN	CACTUS	DATUM	GENIUS
OCTOPUS	MEDIUM	AOSIS	SYLLABUS	INDEX
AXIS	APPENDIX	PHENOMENON		

29 For further elaboration of the phenomena of inflection and derivation, you can consult e.g. Plag, 2003, pp. 18-24.

EX 61: Provide past forms of the verbs below:

SING	RING	DRINK	CLING	RUN	SIT
CHOOSE	CATCH	WEAR	FALL	RISE	HIDE
WAKE	THROW	BEND	TEAR		

EX 62: Provide comparative and superlative forms for the adjectives/adverbs below:

GOOD	BAD	FAR	LITTLE	MUCH
------	-----	-----	--------	------

Q 82: What kind of suffixes have you added; are they common and productive in English; would you name the processes regular?

As we could see on the sample of the illustrated examples, the process of inflection does not always include *affixation*, i.e. suffixes are not always applicable – on such occasions, we can say that the process is *irregular*³⁰.

EX 63: Provide more examples to support the notion of irregular inflection.

EX 64: Do you recognise the process of inflection in the examples below – comment on them:

REWRITE	DUCKLINGS	PERPETRATOR
UNDERDEVELOPED	PRINCELING	FINISHED
GIRLS	OPENER	REDOES

EX 65: Extract roots in the examples from EX 60.

At this very place- it is worth highlighting the difference between similar, and commonly muddled up, yet rather not equivalent concepts – of *root* and *stem*. On one hand, concerning a root – it has already been stated that it represents the core part of a word, which remains upon all the (previously added) affixes have been removed (be them inflectional or derivational),

30 For the elaboration and further differences between regular and irregular inflection, you can consult e.g. Lieber, 2009, pp. 99-101.

e.g. play in replayed – we have removed both prefix *re-* and suffix *-ed*. On the other hand, *stems* are those elements/word parts which remain after the removal of inflectional affixes (*i.e.* suffixes),

e.g. replay in the above-mentioned example *replayed*, or *book* in *books*.

Q 83: *Do stems necessarily include derivational affixes?*

EX 66: *Identify stems in the examples below:*

UNPACKED

RECOVERED

LAWYERS

CHILDHOOD

TIGHTENED

DESCENDANT

ILLEGITIMATE

SISTERS

BAKERY

MOTHER'S

CONSULTANTS

ACCOMMODATION

EX 67: *Underline roots and circle stems in the examples below:*

PAYMENTS

PREPARATION

REGRETFUL

OPTIONALITY

SUING

PRETTIER

FASTEST

PERPLEXING

DEFORMATION

TRANSLITERATE

DISOBEYING

DISREGARDING

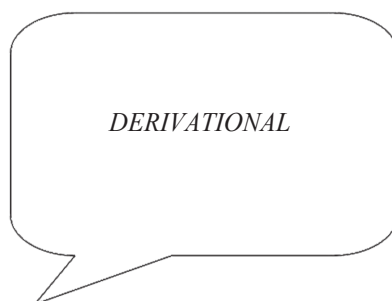
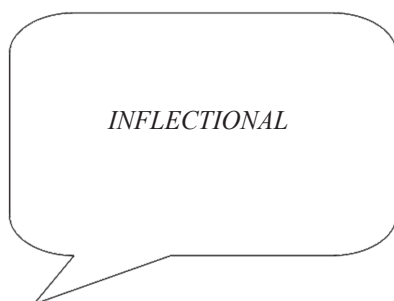
MISTREATED

PREMATURE

!NB: Whereas stems and roots possess noticeable characteristics, which differentiate them, there is also the notion a *base*, which could be described as the *umbrella* term for the two mentioned; namely, given their characteristics in the creation of new words – both roots and stems could be generally referred to as *bases*.

EX 68: Divide the affixes used in words below into two groups – derivational or inflectional:

NATHAN'S	CALMNESS	BILINGUAL
WRITING	IRRESPECTIVE	PRE-ORDERED
SHORTER	LIKEABLE	WATCHED
SINGER	MISUNDERSTAND	MOTHERS
PROTRUDED	PARENTHOOD	STARS
SWEETEST	EMPLOYEE	JOHN'S
KNOWS	AMORAL	BIGGEST
ACTIVELY	SEMI-MODAL	



The notion of derivation has already been introduced and its most prominent characteristic is the formation of new lexemes, just like in the example

beautiful (adjective) + *-ly* (suffix) = *beautifully* (adverb).

Q 84: What suffixes come to your mind in terms of new lexemes formation/derivation?

There are numerous different *derivational patterns* in the English language and we will list but a few of them (in order to illustrate the principles of the very process)³¹:

- adjective-to-noun: *-ness* (*homeless* → *homelessness*)
- adjective-to-verb: *-ise* (*national* → *nationalise*)
- adjective-to-adjective: *-ish* (*green* → *greenish*)
- adjective-to-adverb: *-ly* (*beautiful* → *beautifully*)

31 For a wide spectrum of derivational patterns, with regard to many word classes, you can consult e.g. Carstairs-McCarthy, 2002, Part 5 (pp. 44-56).

- noun-to-adjective: *-al* (*music* → *musical*)
- verb-to-adjective: *-able* (*move* → *moveable*)
- verb-to-noun: *-er* (*play* → *player*)

EX 69: Support the usage of the above-listed derivational patterns via at least two examples per one pattern.

Q 85: How would you comment on the formation of:

- opposites,
- diminutives and
- gender counterparts that we mentioned in Unit 2 (in terms of word classes)?

EX 70: What are opposites of the words below:

ABUNDANT	ENEMY	DULL
BLAME	DUSK	SUPPLY
FEEBLE	SHRINK	HOPE
STINGY	HINDER	JOIN
LEADER	MESSY	OFFER

Q 86: Have you added any affixes?

EX 71: Provide derivational paradigm with as many members as possible using the words below:

PACK	OBEY
QUALIFIED	RATIONAL
SATISFIED	POLITE
MATURE	PRONOUNCE
LEGIBLE	AUTHORIZED
BALANCE	FORESEEN
MORAL	CONSCIOUS
ACCURATE	MOVABLE
CONVENIENT	

Concerning the process of derivation, it is vital to note that it can yield either words which change class after the process or those the class of which remains the same – compare the two examples below:

- FRIEND (noun) + -SHIP (suffix) = FRIENDSHIP (noun);
- BEAUTY (noun) + -FUL (suffix) = BEAUTIFUL (adjective)

The first example illustrates the phenomenon of *class-maintaining* derivation, since the process has not caused a change in word class. Anyhow, we cannot state the same for the outcome represented in the second example – as there has occurred a change in class. Derivation which does include/cause the change is termed *class-changing* derivation³².

EX 72: Provide your own examples (at least four of them), which illustrate class-changing and class-maintaining derivation – respectively.

Q 87: Do prefixes cause any changes in class?

Q 88: Can inflection also lead to class changes?

EX 73: Determine part of speech (word class) for the words below and state whether any either inflectional or derivational affixes could be added to them?

HANDFUL	AN
SO	NERD
SIMILAR	FIRST
AGGREGATE	TWENTY
THUS	SOMEONE
GINGER	LATELY
HIMSELF	WIDE
FOOTNOTE	PROGRESS
BACKWARD	PLAY
ANYHOW	ANY
LESS	MUCH

32 For the elaboration of the distinction, you can consult e.g. Bauer, 1983, pp. 31-32.

Q 89: Can some of the words from EX 58 belong to more than one category?

EX 74: Comment on derivation in the word pairs below, as well as on stress and possible changes with regard to it:

DRAMA VS DRAMATICAL	DOCTOR VS DOCTORAL
ECONOMY VS ECONOMICAL	MONUMENT VS MONUMENTAL
COMIC VS COMICAL	HISTORY VS HISTORICAL
SEASON VS SEASONAL	COMICAL VS COMICAL
OPERATION VS OPERATIONAL	PARENT VS PARENTAL

EX 75: Identify content words in the text below, isolate affixes, and comment on roots and stems:

When we think of the people who make our lives miserable by hacking into computers or spreading malicious viruses, most of us imagine an unpopular teenage boy, brilliant but geeky, venting his frustrations from the safety of a suburban bedroom.

Actually, these stereotypes are just that- stereotypes-according to Sarah Gordon, an expert in computer viruses and security technology, and a Senior Research Fellow with Symantec Security Response. Since 1992, Gordon has studied the psychology of virus writers. “A hacker or a virus writer is just as likely to be the guy next door to you,” she says, “or the kid at the checkout line bagging your groceries. Your average hacker is not necessarily some Goth type dressed entirely in black and sporting a nose ring; she may very well be a so-year-old female.”

The virus writers Gordon has come to know have varied backgrounds; while predominately male, some are female. Some are solidly academic, while others are athletic. Many have friendships with members of the opposite sex, good relationships with their parents and families; most are popular with their peers. They don’t spend all their time in the basement. One virus writer volunteers in his local library, working with elderly people. One of them is a poet and a musician, another is an electrical engineer, and others work for a university quantum physics department. You wouldn’t pick them out of a lineup as being the perpetrator³³.



33 Anderson, N. (2014). Active Skills for Reading - 4. Boston: National Geographic Learning (p. 27).

CONVERSION

With regard to new words/lexemes *deriving*, the implementation of new affixes (prefixes, suffixes or infixes) is not always necessary. A word formation process which includes a change in word class and no change in word form (no affixation) is referred to as *conversion* or *zero derivation*³⁴, e.g.:

- TO DANCE (verb) VS A DANCE (noun)
- TO CONDUCT (verb) VS A CONDUCT (noun)

Q 90: *Which word classes have been included in the above-presented process; what do you think – can some other word classes take part in it?*

EX 76: *Provide your own examples in order to illustrate zero derivation (and state which classes of words have been included).*

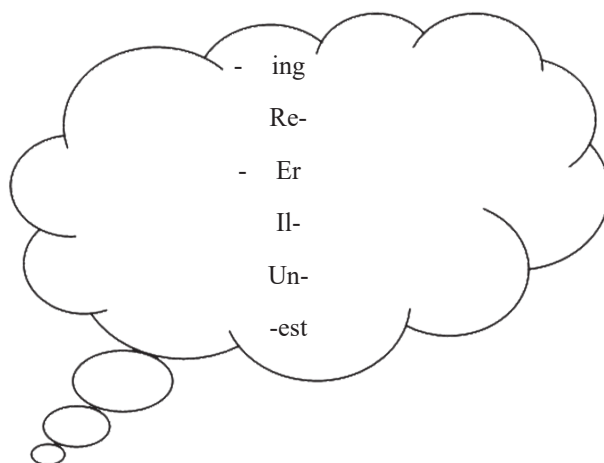
Q 91: *From phonological perspective – comment on possible changes in stress incorporated in the process of conversion/zero derivation.*

EX 77: *Comment on possible changes in stress in word pairs below:*

TO RING- A RING	TO PLAY- A PLAY	TO DANCE- A DANCE
TO TALK- A TALK	TO DISCOUNT- A DISCOUNT	TO CONTEST- A CONTEST
TO UPDATE- AN UPDATE	TO SURVEY- A SURVEY	TO UPSET- AN UPSET
TO SUBJECT- A SUBJECT	TO LIGHT- LIGHT	TO MOVE- A MOVE
TO LIE- A LIE	TO BITE- A BITE	TO KISS- A KISS

34 The process is also referred to as *transposition* (Plag, 2003, p. 15); further reading about the notion and its forms/variants, e.g. Plag, 2003, pp. 134-143.

EX 78: Use the affixes below to form new words/categories and state whether we implement them in the process of inflection or derivation (or, maybe, both of them):



EX 79: Divide the words below in morphemes – state whether they are free or bound as well as whether they are inflectional or derivational:

ENVIRONMENT

EVAPORATED

EXHAUSTED

PATRONIZING

INTERESTINGLY

SUORDINATE

PRECONDITIONED

UNFASHIONABLE

ILLITERATE

ENCOURUAGEMENT

DISAPPROVEMENT

MISUNDERSTANDS

BACK-FORMATION

So far, we have commented on the processes which (dominantly) include the *addition* of some elements in order for new words to be made, *e.g.*

work + -er = worker (derivation),

tall + -er = taller (inflection),

and we will now introduce a process which illustrates the opposite – *deleting* some elements (affixes) in order for new words to be made – the so-called *back-formation*³⁵.

Namely, as an outcome of this rather non-productive process, some new words have been created, *e.g.*

baby-sitter - *-er* = *to baby-sit*; *editor* - *-er* = *to edit*.

Q 92: *Does this process seem to be inflectional or derivational?*

Q 93: *Is the process class-changing or class-maintaining?*

EX 80: *Illustrate the process by providing some examples on your own; comment on word classes.*

35 Further reading about the nature and development of back-formation, *e.g.* Arnoff & Fudeman, 2011, pp. 122-123.

UNIT 3 REVIEW QUESTIONS:

1. *Compare and contrast roots and stems (comment on bases).*
2. *Comment on similarities and differences between the processes of inflection and derivation.*
3. *What is the result of inflection/derivation?*
4. *Which bound morphemes are included in the process of inflection/derivation?*
5. *What kind of process is termed zero derivation?*
6. *Compare zero derivation/conversion and back-formation?*
7. *Does inflection or derivation influence word class?*
8. *Compare class-changing and class-maintaining derivation.*
9. *Are there suffixes which can be used in both inflection and derivation?*

WORDBOOK ON A BOOKSHELF

Disestablishmentarianism

COMPOUNDING

Q 94: *We have already mentioned the notion of compounds (Unit 1) – can you remember what do they refer to?*

The process of compounding represents formation of new words by putting together (*i.e.* combining) two words which already exist and are used individually, *e.g.*

word + book = wordbook; book + case = bookcase; boy + friend = boyfriend.

Q 95: *Upon completing the process of compounding – does the meaning of the combined words remain?*

Q 96: *Which word classes have been included in the words that illustrate the process above; compare word class of the combined words to word class of the newly-coined word?*

!NB Compounds – yielded via the described process – do not tend to transfer separate meanings of their constituents, i.e. words included in compounds do not necessarily keep their primary meaning, the one they have when used on their own. On the contrary, they together refer to one phenomenon (e.g. the compound zebra crossing does not refer to both zebra and crossing but a totally new notion - including a metaphorical perspective).

Q 97: *Do compounds bear literal or metaphorical connotation?*

Q 98: *What kind of problems can we face when translating compounds?*

EX 81: *Have a look at the compounds below and comment on word classes:*

SUN+SHINE= SUNSHINE

CUT+THROAT= CUT-THRHOAT

BLUE+COLLAR= BLUE-COLLAR

OVER+LOOK= OVER LOOK

Q 99: *How about the orthographic form of compounds; in what way/-s are they commonly written?*

Q 100: *In what way do compounds form plural?*³⁶

EX 82: *Suggest plural forms of the compounds below:*

GIRLFRIEND
SISTER-IN-LAW
DROP-OUT
GINGER BREAD
LADYBUG
CROSSROAD
POLICEMAN
FLIGHT-ATTENDANT

Q 101: *In what way are compounds stressed; which of the two parts do we usually stress-the first or the second one; are there any rules to be followed concerning the issue?*

EX 83: *Pronounce the compounds below and comment on stress patterns used:*

APPLE PIE
PLUM BRANDY
APRICOT JUICE
NEWSPAPER
WINTER HOLIDAY
BLUE-GREEN (COAT)

Q 102: *Can you recall the rules regarding Initial element stress and Final element stress?*

36 Further reading with regard to plural of compounds e.g. Quirk, et al, 1985, p. 313.

With regard to word classes, included in the process of compounding, several combinations are possible and common in English and we will list some of them³⁷:

✓ Compound Nouns

pick+pocket (Verb+Noun)

health+care (Noun+Noun)

sun+shine (Noun+Verb)

soft+ware (Adj+N)

drop+out (V+Preposition)

✓ Compound Verbs

sky+fall (Noun+Verb)

over+look (Preposition+Verb)

ill+advise (Adjective+Verb)

✓ Compound Adjectives

ill+advised (Adjective+Adjective/-ed participle)

turtle+neck (Noun+Noun)

white+collar (Adjective+Noun)

after+party (Adverb+Noun)

EX 84: Provide your own examples to illustrate each of the abovementioned compounding patterns (adjectives, verbs, nouns).

Q 103: Can you think of some other compounding combinations?

EX 85: Try to form as many compounds as possible using the words below:

HOUSE

BOOK

LEG

EYE

PAPER

37 Further reading with regard to word classes combined in compounds e.g. Quirk, et al, 1985, pp. 1567-1578.

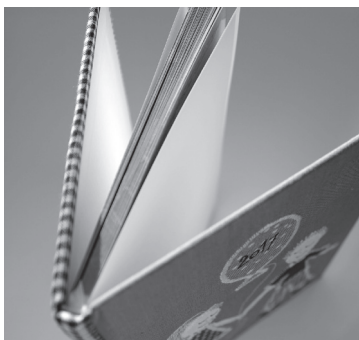
Upon introducing compounds, we have stated that meaning of their separate constituents (elements A and B) does not have to be prominent within the meaning of the new – compound word, *e.g.*

- POLICE + MAN = POLICEMAN – policeman is a profession, but each and every policeman is, at the same time, a man;
- HOT + HEAD = HOTHEAD – describes a person who usually reacts quickly/impulsively, but we cannot say that the description refers to a head, as a body part, but to a person (as a whole)

In examining compounds and meanings included in their formation, as well as those they possess themselves – we can primarily differentiate between:

- *Endocentric (headed)* and
- *Exocentric (headless)* compounds.

On one hand, there are occasion on which the dominance of element B is obvious, whereas element A is used to modify the compound; in the example:



WORK + BOOK = WORKBOOK

there has been created a new word, denoting a kind of a book usually composed of different texts and/or exercises – but the meaning of *book* is still prominent (prevailing) in the compound, while the first part – *work* – denotes its purpose³⁸. For compounds of this kind, given the strength of the element B within them, it could be said that they are *headed*³⁹ – the mentioned element being their head; at the same time, such compounds are referred to as *endocentric* ones.

On the other hand, in some instances neither of the two constituents is dominant within a compound, *i.e.* it can be said that the meaning of the newly-coined word is independent from the meaning of its constituent parts; in the example:

38 <http://dictionary.cambridge.org/dictionary/english/workbook>

39 Terms *headed* and *headless* compounds elaborated in: Carstairs-McCarthy, 2003, pp. 64-65.



TURN + COAT = TURNCOAT

The compound does not refer to any kind of coat⁴⁰, but denotes a person who is not loyal⁴¹; since there is not any head (dominant element) in compounds of this kind – it is said that they are *headless* and we also name them *exocentric* compounds⁴².

EX 86: Provide your own examples to illustrate the phenomena of exocentric and endocentric compounds.

Q 104: What do you think – can two constituents within a compound be of the same strength?

40 Author's comment: It could be said that a *coat* stands for a person, *i.e.* that there is *metaphorical link* employed; it is a common instance that *metaphorical and/or metonymical links/mappings* could be found in the background of exocentric compounds.

41 <http://dictionary.cambridge.org/dictionary/english/turncoat>

42 Also referred to as – *bahuvrihi* (Plag, 2003, p. 186).

EX 87: Have a look at the compounds below and state which of the two elements they are made of dominates (if not applicable, comment on the context)?

SPEAKER-HEARER

STUDENT-WORKER

ACTOR-DIRECTOR

POET-PERFORMER

WAITER-OWNER

It is worth mentioning that there are numerous examples for which it is rather difficult to denote (if possible at all) which of the two constituents should be referred to as prominent, as both of them seem to be of equal status – and both referred to heads, *e.g.*

STUDENT+WORKER = STUDENT-WORKER describes a person who is, at the same time, both a student and a worker. Compounds of this kind are commonly named *appositional* compounds⁴³.

EX 88: Divide the compounds below into three groups – endocentric, exocentric or appositional:

TEXTBOOK

MAID-SERVANT

TRUCK-DRIVER

HOT DOG

BOOKCASE

APPLE PIE

BEACH HOUSE

NOTEPAD

TOMATO JUICE

EMPTY-HANDED

SECRETARY-ACCOUNTANT

POLICE OFFICER

CAVEMAN

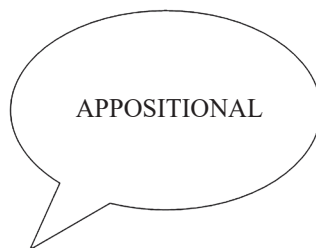
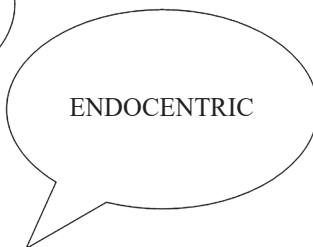
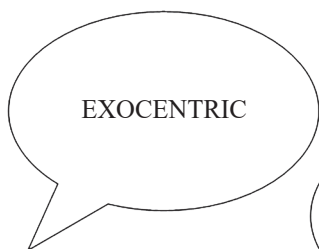
GREENHOUSE

MILKY WAY

MAIL-CARRIER

CREAM TEA

NOTEBOOK



⁴³ Also referred to as *copulative compounds* or *dvandva* (Plag, 2003, pp. 187-188); for the elaboration of copulative and appositional compounds contrast, you can consult, *e.g.* Bauer, 1983, pp. 30-31.

EX 89: Have a look at the photos below. What do they represent?



Q 105: Have you used compounds in order to name the illustrated notions? Comment on their types.

EX 90: Connect the words on the left with the words on the right in order to form compounds.

SUN	BOAT
WINDOW	MELON
FRENCH	LOAD
TAKE	LEAVE
DOWN	FISH
HAIR	SHOP
JELLY	TIE
BOW	RISE
WATER	AWAY
LIFE	BRUSH

EX 91: Comment on word classes included in compounding process above (EX 90); find heads in the compounds (where applicable) and determine the type of the compounds.

Q 106: How do you regard phrasal and prepositional verbs - do they share some of the mentioned characteristics?



Q 107: What could be similarities/differences between phrasal and prepositional verbs?

Q 108: What kind of concept is a multi-word verb?

Q 109: Lastly - how would you define phrasal-prepositional verbs?

What we find in *phrasal verbs* is a verb and an adverb particle and many of them can take an object which either precedes or follows particle, e.g.

My lovely aunt brought five children all alone.

She brought all of them up to be decent people.

On the other hand, prepositional verbs are characterised by the combination of a verb and a preposition which cannot be separated, e.g.

I am looking for my glasses.

~~*I am looking my glasses for.*~~

Unlike phrasal verbs - which may or may not (necessarily) take an object, prepositional ones always do.

The third category - phrasal-prepositional verbs are composed of a verb, a particle and a preposition, where the particle and the preposition cannot be separated, e.g.

How do you get along with your cousins?

As regards objects - they tend to appear right after the preposition, e.g.

Sally will catch up with us very soon.

Q 110: *With regard to register - would you suggest the use of phrasal, prepositional verbs in both formal and informal contexts?*

EX 92: *Add particles/prepositions to the verbs below and use them in example sentences:*

COME	HAVE
BE	DROP
LAY	TAKE
MAKE	GET
LEAD	LET
PASS	SET

Q 111: *What can you say about their nature - do we talk about phrasal, prepositional or phrasal-prepositional verbs?*

UNIT 4 REVIEW QUESTIONS:

1. *Compare complex and compound words.*
2. *Compare simple and compound words.*
3. *Which word classes can form compounds?*
4. *What types of compounds are there?*
5. *Comment on the notion of head within a compound.*
6. *Comment on orthographic norm for compounds.*
7. *Comment on pronunciation of compounds.*
8. *Comment on the nature of multi-word verbs.*

Unit 5

WORD IN A BURGER FOR BRUNCH



Establish

Establishment

Disestablishment

Disestablishmentarianism

CLIPPING

Q 112: *What is the first thing that comes to your mind when we mention clipping (to clip); in terms of words, what do you think that could happen to them – if they are clipped?*

In *Unit 3*, we have already tackled the issue which, unlike other processes we have introduced so far, does not include any addition of affixes – but deleting some of word parts that already exist – that is the process of back-formation. Similarly to this one, there is the process of *clipping*, which should not, however, be muddled up with the above-mentioned process; namely, whereas back-formation could result in a change in word class, the aim of *clipping* is shortening polysyllabic words, but it is worth mentioning that clipping does not lead to any changes in word class, e.g.

- *editor* (noun) - *-or* = *to edit* (verb), as an illustration of back-formation, and
- *gasoline* - *-oline* = *gas*, as an illustration of clipping.

Q 113: *Compare the above-illustrated examples and comment on what has been deleted; in which of the two examples have we deleted a bound morpheme/an affix; what have we deleted in the other example?*

Q 114: *What do you think – which word class/-es usually undergo this process (illustrate that via examples)?*

EX 93: *In what way would you shorten the words below (if applicable):*

FABULOUS
ALEXANDER
ROBERT
ELIZABETH
FAVOURITE
MICROPHONE
HAMBURGER
CELEBRITY
ANASTASIA
GASOLINE

Q 115: In what way would you compare the notions of clipped words and diminutives⁴⁴?

EX 94: Provide your own examples to illustrate the process of clipping.

EX 95: Now, do the opposite – state which words the clipped ones below have been formed from:

AUTO

DELI

GYM

FLU

MATH

FRIDGE

ZOO

MOVIE



44 About the relationship between clipping (*also termed truncation*) and diminutives formation, you can consult e.g. Plag, 2003, pp. 16-17.

BLENDING

Similar to the process of compounding, there exists the one named blending, which includes parts of words combined in a whole, *e.g.*

- *motel*, as a form created from the parts of the words *motorway* and *hotel*;
- *wireless*, as a form created from the parts of the words *wireless* and *fidelity*;
- *smog*, as a form created from the parts of the words *smoke* and *fog*.

Q 116: What is the most prominent difference between the processes of compounding and blending?

Q 117: Which parts of speech have been used in the examples above?

Q 118: In what way have the used word parts been modified in order to take part in a blend?

Q 119: Is the process of clipping included in blending as well; can we say that the two are closely related and dependent on one another?

EX 96: Provide your own examples to illustrate the process of blending.

EX 97 Which words have been truncated/modified in order for the blends below to be formed:

SITCOM
ROCKUMENTARY
STAGFLATION
PORTMANTEAU
PIXEL
OXBRIDGE
MUPPET
MALWARE

Q 120: Compare pronunciation of words which have been included in blends – in isolation and in the newly formed words/blends; does it change?

Q 121: How would you comment on the meaning underlying words in isolation in comparison to the meaning appearing in blends; has it altered?

EX 98: Make blends from parts of the words provided below⁴⁵:

CAMEMBERT + GORGONZOLA

HAGGLE + TUSSLE

MODULATOR + DEMODULATOR

DUMB + CONFOUND

!NB: Given their *structure/nature*, blends are also sometimes referred to as *portmanteau words* (composed of two parts).

Q 122: How would you compare portmanteau morphemes with portmanteau words; what kind of similarities/differences can you notice?



45 Inspired by: <https://blog.oxforddictionaries.com/2016/07/portmanteaus>

ACRONYMS, INITIALISMS

There are two similar phenomena related to the most extreme form truncation – them being:

- *acronyms* and
- *initialisms*⁴⁶.

Both of the two denote processes the result of which is extreme shortening of words; anyhow, despite similarities, the most prominent *differentiae specifica*e between acronyms and initialisms *lies* in the way they are pronounced. Whereas the former represent formations derived from initial letters of several words – which are used as a new word and pronounced as a word, the latter are formed in the same way – anyhow, the newly-created formation is not pronounced as a unified whole, but each of the letters separately (they are spelled). Let us compare the examples below:

NASA – standing for *National Aeronautics and Space Administration Agency*,
as an illustration of an acronym;

FBI – standing for *Federal Bureau of Investigation*, as an illustration of an initialism.

Q 123: Try to read/pronounce both of the above-mentioned examples in the same way – either as a unified whole or letter by letter; is it possible?

Q 124: What happened to the function words in the expressions: **National Aeronautics and Space Administration Agency** and **Federal Bureau of Investigation** once they have become an acronym/initialism?

EX 99: State which words have been included in the formation of the acronyms/initialisms below and whether the newly-formed words represents an example of an acronym or an initialism:

DVD
SCUBA
CIA
VAT
ATM
UK
AIDS
PR
CEO

46 Also referred to as: *abbreviations* or *alphabetisms* (Arnoff & Fudeman, 2011, p. 121).

EX 100: Form acronyms/initialisms of the expressions below (upon completing the process, pronounce them and state whether the words should be referred to as acronyms or initialisms):

As soon as possible

Light amplification by stimulated emission of radiation

North Atlantic Treaty Organization

Personal identification number

Rapid eye movement

Teachers of English to Speakers of Other Languages

United Nations Children's Fund

White Anglo-Saxon Protestant

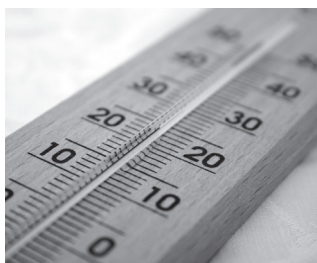
EX 101: Provide your own examples to illustrate acronyms and initialisms.



EPONYMS

Eponyms represents words which usually refer to a discovery, place, invention, *etc.* that has been named after somebody, *e.g.*

Celsius after *Anders Celsius*.



!NB: Since there is no change in *target* and *source* word (at the same time, there is no change in word class), it can be under dispute whether this phenomenon should be regarded as a word-formation process or a mere stand-for relation.

Q 125: *In this regard, how do you see White House and Shakespeare in the sentences:*

The White House has confirmed the news.

I need to read some Shakespeare for the upcoming assessment period.

Q 126: *Do you know any examples of eponyms?*

EX 102: *State which notions have been names after the persons listed below:*

Amerigo Vespucci

Charles C. Boycott

Gaius Julius Caesar

James Thomas Brudenell, 7th Earl of Cardigan

Christophor Columbus

Rudolf Diesel

Eros

Levi Strauss

John Montagu, 4th Earl of Sandwich

Adolphe Sax

Étienne de Silhouette

EX 103: Now – do the opposite, try to reveal which names/who have initiated the eponyms below:

TITANIC
VOLCANO
PLATONIC
NICOTINE
MASOCHISM
JACUZZI
AUGUST
APHRODISIAC

Q 127: Have you ever used any toponyms -what could they refer to?



EX 104: Bearing in mind all the above-listed process - comment on the word formation process/-es underlying the words below:

TO CHAIR	CHOCOHOLIC
BRAINSTORM	OXBRIDGE
COURSEBOOKS	TELESHOPPING
OVERPOPULATED	FAN
ADMIN	ID

UNIT 5 REVIEW QUESTIONS:

1. *What does clipping refer to?*
2. *Compare the processes of blending and compounding.*
3. *What are eponyms – what do they denote?*
4. *What is the most prominent difference between acronyms and initialisms?*
5. *What are portmanteau words?*

6 Unit

WORDS THAT APPEAR TO BE DIFFERENT 1 – STATUS QUO OF BOUZOUKI AND MACARONS

Establish

Establishment

Disestablishment

Disestablishmentarianism

THE INFLUENCE OF FRENCH

Q 128: *How do the words/expressions rouge, bouzouki and status quo sound to you; do you know what they actually mean; do you think that their origin is English?*

Many words we nowadays use in contemporary English are actually of foreign origin – English has *borrowed* them (even though it seems as English has never thought of giving them back) from some other languages. Some of them have adopted the characteristics of the target language (English) in terms of *e.g.* plural formation, pronunciation, spelling, *etc.* and it is not always easy to notice them, whereas others have not undergone almost any changes and their origin is easily recognisable.



One of the languages that has strongly affected English, throughout the stages of its development, is definitely French. The influence of French over the English language started as early as in the 10th century (in the *Old English* period⁴⁷); anyhow, it was during the *Middle English* (between about 1150 and 1500 AD⁴⁸) period when a vast number of French words *poured* into English.

47 The Old English period dates back to the earliest written documents, encompassing the period from about 700 AD to 1150 AD, around the time when the Norman Conquest (1066) took place; also termed Anglo-Saxon, <http://public.oed.com/aspects-of-english/english-in-time/old-english-an-overview>

48 <http://public.oed.com/aspects-of-english/english-in-time/middle-english-an-overview/>

Although, at that time, the French language could be heard almost at any place (in one form or another), its dominance was prominent among upper class members, as it was expected at the court, in schools and other public places⁴⁹.

Nowadays, it has been estimated that the French language forms almost a half of an educated Englishman vocabulary. Let us have a look at some of the common French words/expressions we use today and should be aware of:

- | | |
|-----------------|------------------|
| - AU JUS | NOBLESSE OBLIGE |
| - AU PAIR | NOUVELLE CUISINE |
| - DEJA VU | SAVOIR-FAIRE |
| - JOIE DE VIVRE | TETE-A-TETE |
| - LAISSEZ FAIRE | VIS-A-VIS |
| - NEE | |

EX 104: Provide English descriptions/equivalents (if possible) of the words/expressions above.

Q 129: Do you know some other words/expressions that seem to have French origin?

Q 130: Do you know any words belonging to culinary lexicon that are of French origin?

EX 106: Have a look at culinary words (of French origin) below and state whether there are any other words in English which are equivalents to these (which may function as doublets):

APERITIF
BACON
MACKAREL
MENU
OMELETTE
POULTRY
SOUP
SAUSAGE
RESTAURANT

⁴⁹ The language of that time is also referred to as Anglo-Norman or Anglo-French, <http://public.oed.com/aspects-of-english/english-in-time/middle-english-an-overview/>



THE INFLUENCE OF LATIN

Since the earliest time of the history of English, the Latin language has been one of the principal *donor languages* (source) in the development/enrichment of English lexicon. All throughout the Middle Ages, Latin (along with French) had a significant impact on the English language. At that time, *trilingualism* of French, English and Latin was not uncommon phenomenon in lexicon related to many fields of human endeavour⁵⁰. It is worth mentioning that Latin was not only the language of clergy but part of medieval literature was also written in Latin.

!NB: A vast number of the lexical items that can ultimately be traced back to Latin have entered English in an indirect way, *i.e.* via French or other Roman languages⁵¹.



Some common Latin words/expressions we use today:

- CARPE DIEM

ET CETERA

- AD HOC

DEUX EX MACHINA

- AD INFINITUM

IN MEDIAS RES

- AD NAUSEAM

IN SITU

50 <https://oxforddictionaries.com/explore/the-history-of-english>

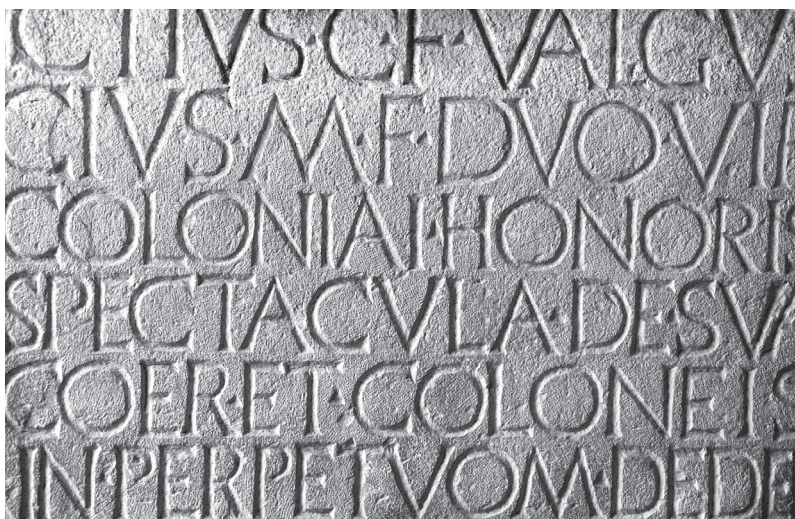
51 Many of the Latin loans have become an integral part of the basic vocabulary of the English language and can hardly be perceived as the borrowed ones.

- | | |
|---------------------|----------------|
| - AD HOMINEM | IN ABSENTIA |
| - ADVOCATUS DIABOLI | INTER ALIA |
| - BONA FIDE | IPSO FACTO |
| - CUI BONO | LAPSUS LINGUAE |
| - MEA CULPA | SUI GENERIS |
| - MODUS VIVENDI | TABULA RASA |
| - NOTA BENE | |
| - PER SE | |
| - PERSONA NON GRATA | |
| - PRIMA FACIE | |
| - QUID PRO QUO | |
| - SUB ROSA | |

EX 107: Provide English descriptions/equivalents (if possible) of the words/expressions above.

Q 131: Do you know some other words/expressions that seem to have Latin origin?

Q 132: Do you know any legal terms that are of Latin origin?



EX 108: Elaborate the meaning of the legal terms (of Latin origin) below:

ABSQUE HOC

ACTUS REUS

MENS REA

AD COLLIGENDA BONA

AD LITEM

AFFIDAVIT

AUDI ALTERAM PARTEM

COMPENSATIO MORAE



THE INFLUENCE OF GREEK

Words borrowed from the Greek language stem from the Old English period, since a great number of them, actually, entered the language via Latin and/or French. Greek words have often been borrowed by scholars, scientists, and/or highly educated people and that is why many Greek loanwords in contemporary English belong to the scopes of technology and science. With this regard, it could be said that it was actually the 19th century which witnessed the flood of Greek terms/roots in English, due to the boom of industry.



Common Greek words/expressions we use today are:

EUREKA	PANTA RHEI
HEURISTIC	PLETHORA
HUBRIS	AESTHETICS
AUTOCRACY	CLIMAX
DOGMA	KINESIS
NAUSEA	PATHOS

EX 109: Provide English descriptions/equivalents (if possible) of the words/expressions above.

Q 133: Do you know some other words/expressions that seem to have Greek origin?



EX 110: Let us now link the foreign expressions (on the left) to the English ones (on the right):

AD HOC	good relationship
CARTE BLANCHE	in fact
DE FACTO	unwanted person
CURRICULUM VITAE	secretly
VIS-A-VIS	not planned before
TETE-A-TETE	private talk
PERSONA NON GRATA	at first sight
PRIMA FACIE	about
RAPPORT	bad behaviour/words
FAUX PAS	CV
SUB ROSA	CV
RESUME	freedom/permission

EX 111: What words belonging to a more formal register (loanwords) would you suggest as a substitution for the words/phrases in bold:

1. It appalled me to hear that Tom had committed suicide – at least that was how it seemed **at first sight**.
2. The authorities have promised food aid **in return for** the stopping of violence.
3. I'll have to address William **regarding** the arrangements for Thursday.
4. Some people simply want to maintain **the present situation**.
5. John was immediately given the **permission** to leave the meeting.
6. We should have **a private chit-chat** sometime, shouldn't we?
7. Jenna does not like her and we can say that it is also true **in opposite order**.

EX 112: Elaborate the meaning of the scientific terms (of Greek origin/Greek roots) below:

GEOLOGY	ENDOCRINE	TELESCOPE
BAROMETER	ACROPHOBIA	ISOMETRIC
NARCOLEPSY	XENOPHOBIA	ENZYME
NEONATAL	MENOPAUSE	CALLIGRAPHY

EX 113: Provide plural of the nouns below and comment on the formation⁵²:

ANALYSIS	THESIS	DATUM	DOGMA
SYLLABUSS	APPENDIX	AMOEBA	AQUARIUM
REFERENDUM	GYMNASIUM	CURRICULUM	VIRUS
ALGA	FORMULA	CRITERION	BACTERIA

Q 134: Which of the above-mentioned words have roots in Greek and which of them in Latin; are there any differences with regard to plural forms?

⁵² For more about Greek & Latin plurals, you can consult e.g. <https://en.oxforddictionaries.com/grammar/plurals-of-english-nouns-taken-from-latin-or-greek>.

EX 114: Try to complete the sentences below - illustrating some notions related to the history of the English language:

1. Many days of the week, e.g., Tuesday, Wednesday, Thursday and Friday were named after _____ gods.
2. Around _____ words of English were taken from the Vikings.
3. What William the Conquerer, among other things, brought - was _____ language, following 1066.
4. Around _____ words and/or phrases were introduced by Shakespeare.
5. The King James Bible appeared in _____ .
6. The first language of science (used by famous scientists, like Newton and Hook) was _____ .
7. The first dictionary of English . comprised around _____ entries and was composed by _____ .
8. The first Oxford English dictionary appeared in _____ .

EX 115: Try to guess what languages could be donors of the words below:

POODLE	COFFEE
ZERO	AVERAGE
JUNGLE	ROCKET
LUNCH	SHAMPOO

UNIT 6 REVIEW QUESTIONS:

- 1. When did French exert its dominant influence on the English language?*
- 2. How do you pronounce French loanwords in English?*
- 3. Which sphere/-s of human endeavour do French loanwords belong to?*
- 4. When did the influence of Greek on English start?*
- 5. Which sphere/-s of human endeavour do Greek loanwords belong to?*
- 6. Which sphere/-s of human endeavour do Latin loanwords belong to?*
- 7. How do you pronounce Latin and Greek loanwords in English?*
- 8. In what way are loanwords (from different languages) spelt in English?*



7 Unit

WORDS THAT APPEAR TO BE DIFFERENT 2 – LEITMOTIV OF DIVA AND MACHO



Establish

Establishment

Disestablishment

Disestablishmentarianism

THE INFLUENCE OF GERMAN

Even though we cannot say that influence of German on English is a prominent one, it should also not be neglected, since the 20th century (especially the periods surrounding two great wars, WWI and WWII) witnessed the arrival of many German loanwords into English. With regard to the loanwords of German origin, it can be stated that they can be grouped into manifold fields (some of them being but not restricted to: drinks, politics, military service and operations, sports, *etc.*). Although there is not any direct contact between the two languages in the global village we belong to in the present day, it is not uncommon that some German lexical items contend for entering the English vocabulary.

*!NB: Loanword itself is the so-called *calque*⁵³, i.e. a literary translation of the German *Lehn+wort* (*lend+word*).*



53 To be introduced later.

Here are a few of the words of German origin used in contemporary English:

ANGST	KITSCH
LEITMOTIV	GASTARBEITER
SPRITZ	ZEPPELIN
STRUDEL	DELICATESSEN
KINDERGARTEN	HAMBURGER
WUNDERKIND	PRETZEL
NOODLE	ZEITGEIST

EX 116: Provide English descriptions/equivalents (if possible) of the words/expressions above.

Q 135: Do you know some other words/expressions that seem to have German origin?

EX 117: Elaborate the meaning of the military-related terms (of German origin) below:

FUHRER
NAZI
KAPUT/KAPUTT
BLITZKRIEG
REICH
KAPUT



THE INFLUENCE OF ITALIAN

The arts have always been a mediator when it comes to exertion of Italian influence on English. With this regard, it is worth mentioning that the *influx* of the arts-related lexical items was especially noticeable during the period of *Humanism and Renaissance* (cca. 14th to 17th century).



Common Italian words/expressions we use today:

DIVA	PAPARAZZO
DOLCE VITA	PRIMA DONA
MAFIA	SOTTO VOCE
VIVA VOCE	ALTO
ARSENAL	PIANO
OPERA	STUDIO
MOTTO	UMBRELLA
GHETTO	MACARONI
BALCONY	BROCCOLI

Q 136: Are you aware of some other Italian words related to food?



EX 118: Provide English descriptions/equivalents (if possible) of the words/expressions above.

Q 137: Do you know some other words/expressions that seem to have Italian origin?

EX 119: Connect expressions (of Italian origin) on the left with their English counterparts on the right⁵⁴:

ADAGIO	played slowly
A CAPPELLA	rather short & separated
STACCATO	played smoothly
LEGATO	piece of music of 3-4 parts
CRESCENDO	piece of music played very slowly
SONATA	short piece of music
CANTATA	without musical instruments
ANDANTE	increase in intensity/loudness

54 For more elaborated descriptions of the above-stated terms, you can consult e.g.
<http://dictionary.cambridge.org/>



THE INFLUENCE OF SPANISH

From the present-day perspective, it could be said that the language bond between English and Spanish is a strong (if not the strongest) one. It is well-known that many citizens of the USA speak Spanish as their mother tongue, as well as that a large number of them use Spanish as a second language. As a result, Spanish loanwords in English can be found in terminology related to all spheres of human endeavour and their number is on the increase day by day.



Common Spanish words/expressions we use today are:

CORRIDA

BARRIO

NINO

GRINGO

HOMBRE

MACHO

MANANA

ARMADA

ALLIGATOR

BRAVADO

CANYON

MOSQUITO

RANCH

TORTILLA

MARIJUANA

CANNIBAL

EX 120: Provide English descriptions/equivalents (if possible) of the words/expressions above; do you even regard them as foreign words?

Q 138: Do you know some other words/expressions that seem to have Spanish origin?

!NB: Given the *intensity* of usage and frequent overlap between Spanish and English by a numerous number of speakers, the notion of *Spanglish* have been introduced; namely, Spanglish represents a *hybrid language*, which actually represents a combination of Spanish and English⁵⁵.

Q 139: Comment on the word-formation process that has taken place on the sample of the noun SPANGLISH.⁵⁶



55 <https://en.oxforddictionaries.com/definition/spanglish>

56 <http://capsunm.tumblr.com/post121615618514/why-spanglish-is-so-controversial-4-common>

UNIT 7 REVIEW QUESTIONS:

- 1. Which historical period witnessed the flow of German loanwords in English?*
- 2. Which sphere/-s of human endeavour do German loanwords belong to?*
- 3. What could influence the flow of Spanish loanwords in English?*
- 4. Do you think that Spanish words can often be heard in contemporary English?*
- 5. Which sphere/-s of human endeavour do Italian loanwords belong to?*
- 6. Compare the frequency of Italian and Spanish loanwords in English.*



Unit

Establish

Establishment

Disestablishment

Disestablishmentarianism

CALQUES

In *Unit 7*, we have discussed loanwords/words *borrowed* from some other languages (by the English language); with this regard, it is worth noting that there also exist words which have not been borrowed in their original form, but some of their autochthonous nature has remained – namely, they have been literary translated from the target into source language – these are the so-called *loan translations*, or *calques*⁵⁷, e.g.

- *Devil's advocate*, literary translated from Latin *Advocatus Diaboli*,
- *Gospel*, literary translated from Latin *Bona Adnuntiation* (meaning – *good news*),
- *Masterpiece*, from Dutch *Meesterstuk* (meaning – *a piece of outstanding artistry*),
- *Loanword*, from German *Lehnwort* (meaning – *lend+word*),
- *Superman*, from German *Übermensch* (*super + man*)⁵⁸

Q 140: Do you know some other examples of words/phrases for which you assume that they have been literary translated from some other languages (into English)?

EX 121: Suggest which languages these calques could come from and elaborate their meaning:

Adam's apple

Rainforest

Milky Way

Free verse

Point of view

Rest in Peace

57 For more about calques, you can consult e.g. Yule, 2010, p. 54.

58 For more examples you can consult e.g. Yule, 2010, p. 55.

EX 122: *Let us try to back translate the sentences in Serbian given below. How do they sound in English? Do you think that they have been calqued (from English into Serbian)?*

1. Juče smo *imali ručak* u ekskluzivnom restoranu.
2. Celo popodne *radi ukrštenicu*.
3. Mihajlo je bio zlatan i *napravio je krevet*.
4. Iako je bilo pola noći, nije želeo da mu *pruži prevoz* svojim kolima.
5. Neretko se dešava da *pravim* glupe greške.
6. Ne razumem dokle ćeš da joj *daješ prilike*?!
7. Sonja nikada ne *daje* svoje *mišljenje*!

EX 123: *Identify the expressions that could undergo calquing process in the text below:*

Zaista smo uživali u hrani u tom restoranu – ja ne volim mnogo da jedem, više volim da sam praznog stomaka i da se osećam kao perce, ali zato moj brat voli i da jede i da pije – kako kaže moja mama – on pije kao smuk. Dok smo sedeli i završavali naš ručak, tata je pokušavao da uhvati konobarev pogled, ali bezuspešno – tek nakon pola sata, on je primetio da ga dozivamo. To jeste bilo pomalo neučtivo s njegove strane, ali nije pokvarilo opšti utisak o samom mestu.

EX 124: *Identify the expressions that could undergo calquing process in the text below:*

My best friend, Harry, did come by and did his best to cheer me up- I literally thought that he had a bee in his bonnet- from the moment he arrived, till the moment he set off for work, but there were slim chances that something would do me good at that moment. A couple of days after, my pain was not released! Truth be told- everybody made some effort to comfort me “every cloud has a silver lining“, they would say. In my case, there was not a lining, be it silver or any other colour- as the days passed, my heart only grew fonder.

COGNATES

It is not always the case that languages only *exchange*, i.e. *share* lexical items between/among themselves – it also sometimes happens that they *share* common ancestors. The words that illustrate the family link are termed *cognates*/blood relatives (in Latin) and they are characterised by similarities in form and meaning, e.g.

Indo-European languages (their ancestor being Proto Indo-European):

- *night* (English), *nuit* (French), *Nacht* (German), *ночь* (Russian), *noć* (Serbian)
- *star* (English), *astro* (Italian), *estrella* (Spanish), *estrela* (Portuguese)
- *mother* (English), *Mutter* (German), *madre* (Spanish), *majka* (srpski)⁵⁹

Q 141: Do you know some other examples of words which could illustrate the phenomenon of cognates?

!NB: Anyhow, not all the words sharing similar form (spelling and/or pronunciation) and meaning in two/several different languages are cognates – some of them do not have common ancestors, i.e. they are *false cognates*, as there exists no family bond between/among them.

EX 125: Try to recognise cognates in sentences below:

1. The doctor I met yesterday told me that I am perfectly ok.
2. This is the largest and best-equipped hospital in the city.
3. I do not know anything about your plans regarding accommodation, but I would just like to note that the Royal Hotel is rather good.
4. I do really think that my baby is the prettiest baby in the whole Universe.

59 For more about cognates, you can consult e.g. Yule, 2010, pp. 227-228.

FALSE FRIENDS

Whereas cognates do illustrate similarities in both form and meaning, *false friends* are words/phrases in different (not related) languages that do appear to be very similar in terms of their form, but have different meanings, *e.g.*:

- English *embarrassed* and the Spanish *embarazada*
- English *smoking* and Serbian *smoking*
- English *traffic* and Serbian *trafika*
- English *paradise* and Serbian *paradajz*

Q 142: Do you know some other examples of words which could illustrate the phenomenon of false friends?⁶⁰



60 For numerous examples of English-Serbian false friends, see *e.g.* Hlebec, 1997.

EX 126: Translate the text below in English and denote which words illustrate false friends in two languages:

On je, evidentno, bio jedan priznat autor, koji je aktuelan i u današnje vreme. Svi njegovi savremenici se slažu u stavu (eventualno, njih dva, tri misle drugačije) da je neprevaziđen i zagovornici su da se takav stav širi.

Ranije bi on, svako jutro išao do trafike, po časopise i dnevne novine, odeven u zagasito sivi smoking (retko bi to bilo odelo) i sa leptir mašnom oko vrata. Kažu da njegovo takvo ponašanje vuče korene iz činjenice da potiče iz ugledne porodice – otac mu je bio cenjeni advokat, i to doktor pravnih nauka i univerzitetski profesor, čak član SANU-a, a majka računovođa, čija je kolekcija porcelana bila čuvena u gradu.

Ipak, kažu da je bio pljunuti stric – a ovaj je bio zakleti gradski neženja, u isto vreme, genije svoje vrste, te je jasna narodna poslovice „ne pada iver daleko od klade“. Međutim, hajde da ne mešamo babe i žabe, on jeste sam zaslužan za svoje uspehe i to mu niko ne osporava, ali da je bio toliko genijalan – nije.



PARADAJZ?



PARADISE?

EX 127: Translate the words below in English and comment on possible false friends in two languages:

EVENTUALNO
TRAFIKA
AKADEMIK
DRES
GIMNAZIJA
AKTUEALAN
AFIRMISATI
DEVIZA
HONORARNI
MITING

NOVELA
PARADAJZ
INDUSTRIJSKI
LEKTURA
FABRIKA
KAMERA
ADVOKAT
DIREKCIJA
KONKURENCIJA
SINDIKAT

UNIT 8 REVIEW QUESTIONS:

1. *What are calques?*
2. *In what way can calques affect the process of translation/interpreting?*
3. *When could the usage of calques be advisable?*
4. *What do cognates represent?*
5. *Are all cognates real?*
6. *Compare cognates and false friends.*
7. *On the sample of what languages could false friends be found?*
8. *Can false friends lead to misunderstanding in intercultural communication?*

category
ind
words
wordly
preceding
speaker
syntax
derivation
determiners
language
subject
isolating
plurality
appending

morph

marker
generalization
phonological
ent
syntactic
tacit
dishwasher
meaning
conjugation
analysis
regularities
number
vowel
club
catcher
understood
pivot
inflected
semantically
nouns
plural
bo
an
ap
unb
pref
morpholog
dualistic
signaled
linguist
correspo
lexicon
output
clear
phoneme
phonological

9

Unit

THE OTHER SIDE OF WORDS – A TWO-EDGED SWORD AFFECTING THE EFFECT

Establish
Establishment
Disestablishment
Disestablishmentarianism

FIGURES OF SPEECH

At the very end of the story about words, told throughout this coursebook, we would like to shed some light on the other side of words – *i.e.* their figurative/metaphorical usage and similarities that may confuse.

Apart from using words in their ordinary/primary/nucleus meaning, there exist some tools in the very background of words and their relationships, which can add some force or beauty. At the very core of figurative language there are figures of speech and we will illustrate but a few of them:

EX 128: Connect the words given on the left to those given on the right and comment on the meaning the expressions convey:

AS RIGHT AS...	A LION
AS RED AS...	A KITTEN
AS BRAVE AS...	A BEETROOT
AS DRY AS...	A BONE
AS SOBER AS...	PITCH
AS GENTLE AS...	A LAMB
AS DARK AS...	RAIN
AS WEAK AS...	A JUDGE

Q 143: What does the text below denote?

SIMILE

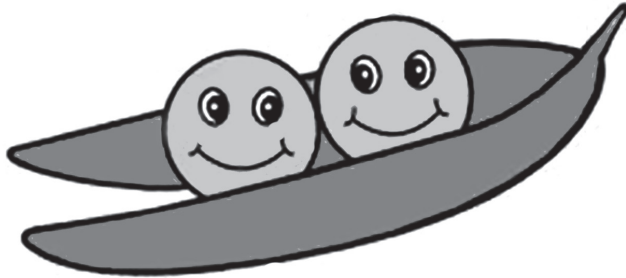
The stars in the sky shone like jewels in the night.

The stars were as bright as real diamonds.

I really do not know why he does not wear glasses – he is as blind as a bat!

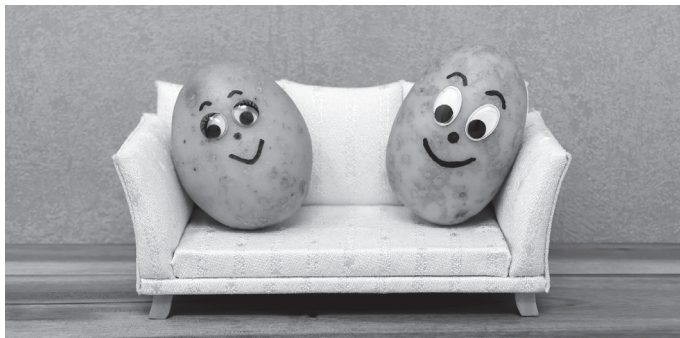
The moment I arrived at the restaurant, Mark had already eaten everything – he definitely eats like a horse!

Q 144: In what way would you describe the above used figure of speech (underlined parts); what is its aim?



EX 129: Provide your own examples in order to illustrate the implementation of similes.

Q 145: Who is a couch potato; what do we want to denote by using the expression?



METAPHOR

The stars in the sky were jewels in the night.

The stars were real diamonds.

Q 146: Compare the first two sentences representing simile and metaphor (respectively) and comment on their similarities/differences; on what occasions do we use metaphors?

EX 130: Provide your own examples in order to illustrate the implementation of metaphor.

EX 131: Try to find six metaphors related to transportation in the text below:

Mrs Smith has really got problems with her children. Her oldest son Jake is at a crossroads. He was in a dead-end job so he gave it up. Now he can't find another one and he doesn't know which way to turn. His relationship with his girlfriend is over. They have had a bumpy ride so they have decided to separate. Meanwhile the younger son, Cyril, has gone off the rails. He has stopped going to school. 'It's very worrying,' said Mrs Smith. 'I want both my sons to get back on track as soon as possible.'⁶¹

61 <https://www.teachingenglish.org.uk/article/marvellous-metaphors>

HYPERBOLE

I can confirm that our English language teacher has eyes in the back of her head!

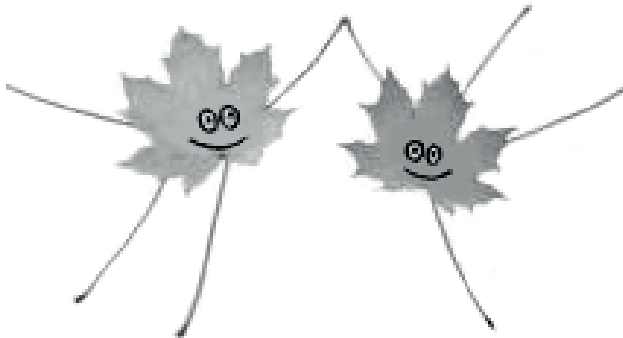
Oh, my God, I'm so exhausted that I could now sleep for a week!

I haven't seen you for ages!

Q 147: What do we want to denote by the underlined parts in the above sentences; what kind of force do they add to the utterances?

EX 132: Provide your own examples in order to illustrate the implementation of hyperbole.

Q 148: What are the leaves doing in the picture below?



PERSONIFICATION

You wouldn't believe this! Before I knew it, my credit card leaped out of my wallet and bought a pair of shoes!

The moment I finished my dinner, my stomach started singing happily.

Q 149: *Who/what performs the action in the above examples; are they animates or inanimates?*

EX 133: *Provide your own examples in order to illustrate the implementation of personification.*

Q 150: *If the Crown announces something, does the object utter the statement or some people do that?*



METONYMY

We have always been loyal to the crown.

The White House announced the election of the new President!

Q 151: *What do the underlined notions refer to?*

EX 134: *Provide your own examples in order to illustrate the implementation of metonymy.*

ALLITERATION

the sweet smell of success

walking in a winter wonderland

“Round the rugged rocks the ragged rascal ran.”⁶²

Q 152: *In what sounds do the words in the above expressions start?*

EX 135: *Provide your own examples in order to illustrate the implementation of alliteration.*

ASSONANCE

SWAM VS JAM

HIT VS HAT

PUT VS FOOT

SWIM VS SWAM

Q 153: *Compare the two sets of pairs of words above; what is similar/different; how would you compare the notion of minimal pair to the one illustrated above?*

EX 136: *Provide your own examples in order to illustrate the implementation of assonance (in different forms).*

62 <http://dictionary.cambridge.org/dictionary/english/alliteration>

ONOMATOPOEIA

hiss, boom, smack, buzz, hum, murmur, crunch, crack

Q 154: What do the above words refer to; what kind of states/actions do they denote; do you know some other words which could support the phenomenon of onomatopoeia?

OXYMORONE

WORKING VACATION

FREEZER BURN,

OPEN SECRET

AWFULLY GOOD

DEAFENING SILENCE

Q 155: Comment on meaning of the two words in each of the above phrases; do they illustrate similarities or differences/opposite notions?

EX 137: Provide your own examples in order to illustrate the implementation of oxymoron.

EUPHEMISM

People on the streets (for homeless)

Men between jobs (for unemployed)

Pass away (instead of die)

Q 156: What is the purpose of the above implemented figure of speech; is it used to add force to the utterance or to soften it?

EX 138: Provide your own examples in order to illustrate the implementation of euphemism.

EASILY CONFUSED WORDS

It is not uncommon instance that (apparently) similar words are muddled up / either in writing or in speaking; anyhow, even though they do share a certain number of similarities, be them in terms of spelling or pronunciation, they frequently do not transfer the same (or even similar) meaning; moreover, similar words sometimes do not even belong to similar word classes. We will illustrate some of commonly confused pairs.

EX 139: Compare easily confuse words underlined in the pairs of sentences below (and comment on the meaning of each of the underlined words):

- 1.
 - A: Are you really going to accept his apology?
 - B: I like everything on this menu except that triple-chocolate cake.
- 2.
 - A: Sunny days do always affect my mood and I think that I am not the only one.
 - B: The effects of global warming are easily noticeable.
- 3.
 - A: When the doorbell rang, I thought that that must have been my boss and quickly rose from the chair.
 - B: Those of you who would like to pay the visit to the nearby ZOO, raise your hands, please.

Q 157: Do you know some other pairs of words that could be easily confused/misused?

EX 140: Use each of the words in the pairs below in sentences – in order to illustrate their usage; at the same time, comment on parts of speech each of the words represent:

- ADVERSE, AVERSE;
- AISLE, ISLE;
- ALLUDE, ELUDE;
- ALLUSION, ILLUSION;
- ACCENT, ASCEN, ASSENT;
- BARE, BEAR;
- BESIDE, BESIDES;
- CANVAS, CANVASS;
- COUNCIL, COUNSEL;
- DISCRETE, DISCREET;
- ELICIT, ILLICIT;

EX 141: In each of the sentences below circle the correct option.

1. John is definitely a *classic/classical* example of a hard-working employer.
2. Sarah's apartment was furnished in a *female/feminine* style.
3. Such an approach to the issue is *ill-advised/ill-advised*.
4. What was the *principal/principle* reason for the administration's failure?
5. Don't get me *wrongly/wrong*, but I won't be able to attend your party.
6. The students were *quite/quiet* excited about going to the mountains!
7. The instructors told us to *rise/raise* our hands in case we knew the answer⁶³.

63 Inspired by: Prodanovic & Gavranovic, 2021 (pp. 33-35)

UNIT 9 REVIEW QUESTIONS:

1. *When would you use figures of speech?*
2. *What kind of embellishment can figures of speech add to ordinary utterances?*
3. *How would you define easily confused words?*
4. *What kind of similarities do easily confused words share?*
5. *Which parts of speech can provide representatives of easily confused words?*

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CIP - Каталогизација у публикацији
Народна библиотека Србије, Београд

811.111'366(075.8)

PRODANOVIĆ, Marijana M., 1988-

Work With Words: : a coursebook in english morphology / Marijana M. Prodanović. - 2nd ed., newly amended and revised. - Belgrade : Singidunum University, 2021 (Belgrade : Caligraph). - VI, 145 str. : ilustr. ; 24 cm

Autorkina slika. - Tiraž 350. - Autor's Bio: str. 145. - Napomene i bibliografske reference uz tekst. - Bibliografija: str. 142-143.

ISBN 978-86-7912-748-8

а) Енглески језик -- Морфологија

COBISS.SR-ID 32182537

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Marijana Prodanović

WORK WITH WORDS

A COURSEBOOK IN ENGLISH MORPHOLOGY

The primary aim of this Coursebook is to introduce the first-year students of English studies with the most prominent notions from the field of English Word-Formation / Morphology.

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In this way, students become not only familiar with theoretical concepts but also capable to apply the acquired knowledge in practical situations.