

ĐẠI HỌC QUỐC GIA TP HỒ CHÍ MINH  
TRƯỜNG ĐẠI HỌC KHOA HỌC XÃ HỘI VÀ NHÂN VĂN



**Giáo trình**

**HÌNH THÁI HỌC TIẾNG ANH**  
**English Morphology**

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**NHÀ XUẤT BẢN ĐẠI HỌC QUỐC GIA TP HỒ CHÍ MINH – 2003**



## LỜI NÓI ĐẦU

Giáo trình *Hình thái học tiếng Anh* được hình thành dựa trên tư liệu đã được giảng dạy trong thời gian qua cho sinh viên chuyên ngữ của Khoa Ngữ văn Anh, Trường Đại học Khoa học Xã hội và Nhân văn - Đại học Quốc gia Thành phố Hồ Chí Minh. Giáo trình này được biên soạn nhằm trang bị cho sinh viên cách tiếp cận mang tính thực hành môn học đầy tính lý thuyết này. Giáo trình *Hình thái học tiếng Anh* trình bày một cách có hệ thống một số khái niệm cơ bản về hình thái học và nhiều kiểu phân tích từ vựng tiếng Anh. Bên cạnh đó, giáo trình này cũng chú ý đến cả kết cấu nội tại lẫn ý nghĩa biểu đạt của chúng. Nói một cách khác, tài liệu này có liên quan tới:

- ① *Hình vị, tha hình vị, từ vựng và các tiểu loại* của chúng trong tiếng Anh hiện đại;
- ② *Các quy trình hình thành và các quy tắc phân tích* từ vựng tiếng Anh.

Trong quá trình biên soạn giáo trình này chúng tôi đã tham khảo và trích dẫn nhiều tư liệu đã được công bố, đặc biệt là của Arnold (1986), Jackson (1980) và Stageberg (1965). Có thể nói, mục tiêu duy nhất của chúng tôi khi biên soạn giáo trình này là nhằm cung cấp cho sinh viên một lượng thông tin cần thiết về lĩnh vực thú vị và thật sự có ích lợi này dưới sức ép của một thời lượng hết sức khiêm tốn vẫn thường dành cho môn *Hình thái học tiếng Anh*.

Chúng tôi xin được thể hiện lòng biết ơn chân thành đối với *Tiến sĩ Nguyễn Tiến Hùng* về những đóng góp và phê bình phản biện tích cực của ông dành cho giáo trình này.

Đây là lần đầu tiên giáo trình này được xuất bản, hẳn không tránh khỏi sai sót. Chúng tôi mong nhận được nhiều ý kiến đóng góp của bạn đọc để giáo trình ngày càng hoàn thiện hơn. Ý kiến đóng góp xin gửi về: Hội đồng Khoa học và Đào tạo Khoa Ngữ văn Anh, Trường Đại học Khoa học Xã hội và Nhân văn – Đại học Quốc gia Thành phố Hồ Chí Minh, 10-12 Đinh Tiên Hoàng, Q.1, điện thoại: 8243328.

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**Tô Minh Thanh**



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## NOTATIONAL SYMBOLS

Most of the symbols used in this text follow conventions, but since conventions vary, the following list indicates the meanings assigned to them here.

<p><i>n</i> = noun [U] = uncountable [C] = countable <i>pl</i> = plural <i>sing</i> = singular <i>adj</i> = adjective <i>adv</i> = adverb <i>prep</i> = preposition <i>v</i> = verb phr <i>v</i> = phrasal verb sth = something sb = somebody mono-trans = mono-transitive verb complex trans = complex transitive verb etc = <i>et cetera</i> meaning “and other similar things” or “and so on” fig = figurative esp = especially usu = usually <i>fml</i> = formal <i>infml</i> = informal <i>derog</i> = derogatory, insulting <i>attrib</i> = attributive <i>pred</i> = predicative <i>Brit</i> = British <i>abbr</i> = abbreviated I = intransitive verb Ipr = intransitive verb + prepositional phrase Ip = intransitive verb + adverbial particle La = linking verb + adjective (phrase) Tn = transitive verb + noun (phrase) Tn.pr = transitive verb + noun (phrase) + prepositional phrase Tn.p = transitive verb + noun (phrase) + adverbial particle Cn.t = complex transitive verb + noun (phrase) + <i>to</i>-infinitive phrase</p>
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# MORPHEMES

## 1. DEFINITION – CHARACTERISTICS

### What is a morpheme?

- ‘A morpheme is the smallest meaningful unit in a language.’

[Richards, Platt & Weber, 1987: 183]

- ‘A morpheme is a short segment of language that meets three criteria:

- ① It is a word or part of a word that has meaning.
- ② It cannot be divided into smaller meaningful parts without violation of its meaning or without meaningless remainders.
- ③ It recurs in different verbal environments with a relatively stable meaning.’

[Stageberg, 1965: 85]

**Ex.1:** The English word *unkind* consists of two morphemes: the **base** *kind* the lexical meaning of which is ‘friendly and thoughtful to others’ and the **prefix** *un-* the lexical meaning of which is ‘not’; the English word *talks* consists of two morphemes: the **base** *talk* the lexical meaning of which is ‘say something’ and the **suffix** *-s*, which has no lexical meaning and which is used to show that the verb *talks* is in the third person singular present-tense form.

In other words, we can recognize a morpheme by either its lexical or its grammatical meaning.

**Ex.2:** *Straight* is an English adjective meaning ‘without a bend or curve’. By dividing *straight*, we get smaller meaningful units of *trait* /treɪt/, *rate* /reɪt/ and *ate* /eɪt/; but their meanings violate the meaning of *straight*. We also get the meaningless remainders: /s-/ , /st-/ and /str-/. Therefore, *straight* must be considered a morpheme, the smallest meaningful unit in English.

**Ex.3:** *Bright* means ‘light’, and *brighten* means ‘make light’. This leads us to conclude that *-en* means ‘make’. We also know that *-en* recurs with a stable meaning in words like *cheapen*, *darken*, *deepen*, *soften*, *stiffen*, etc. Therefore, *-en* must be considered a morpheme.

## 2. HOW TO DISTINGUISH MORPHEMES FROM PHONEMES, SYLLABLES AND WORDS?

### 2.1. MORPHEMES vs. PHONEMES

A *morpheme* differs from a *phoneme* in that *the former has meaning* whereas *the latter does not*. Although *phonemes* have no meaning, they *have distinctive features that help to distinguish meaning*.

**Ex.1:** The initial consonant of *bitch* is [- aspirated] while that of *pitch* is [+ aspirated].

**Ex.2:** The vowel of *pin* is [+ close] and thus [- open] while that of *pan* is [+ open] and thus [- close].

A morpheme may consist of only a single phoneme like the /-z/ in *goes*. But the phoneme /z/ and this morpheme are by no means identical. The phoneme /z/ occurs many times where it has nothing to do with this morpheme. For example, *zoo* /zu:/ and *rose* /r6ʊz/ both contain /z/ but the /z/ here has nothing to do with the morpheme realized as /-z/ in *goes*.

Morphemes are generally short sequences of phonemes: the morpheme {of} consists of two phonemes — / ɒ / and / v /.

Most English morphemes are intermediate in size between {of} and {strange} and consist of about two to six phonemes.

## 2.2. MORPHEMES vs. SYLLABLES

*A morpheme happens to be identical to a syllable*, e.g. the morpheme {strange} and the syllable /streɪndʒ/; and so are many English morphemes. However, *any matches between morphemes and syllables are fortuitous*. Many *poly-syllabic* words are *mono-morphemic*.

E.g.	lion /'laɪ6n/:	two syllables – one morpheme
	crocodile /'kr4k6dail/:	three syllables – one morpheme
	Connecticut /k6'net1k6t/:	four syllables – one morpheme

On the contrary, both /g6ʊ/ and /-z/ in *goes* /g6ʊz/ are morphemes, though altogether they are but a single syllable. That is, *goes* is mono-syllabic but poly-morphemic.

Briefly, in some cases a morpheme may consist of one syllable or several whole syllables. In other cases, it is only part of a syllable. In fact, to form a morpheme, some phonemes are usually combined together without any regard to their status as syllables.

In English, *a morpheme* is not identical with *a syllable*. The syllable is *a phonological unit* whereas the morpheme is *the basic unit in morphology*.

## 2.3. MORPHEMES vs. WORDS

*Words are made up of morphemes. In other words, morphemes are the constituents of words.*

A word may be composed of one or more morphemes:

One morpheme: *boy, desire*

Two morphemes: *boy* + *-ish*, *desir(e)* + *-able*

Three morphemes: *boy* + *-ish* + *-ness*, *desir(e)* + *-abil* + *-ity*

Four morphemes: *gentle* + *man* + *-li* + *-ness*

*un-* + *desir(e)* + *-abil-* + *-ity*

More than four morphemes: *un-* + *gentle* + *man* + *-li* + *-ness*

*anti-* + *dis-* + *establish* + *-ment* + *-ari* + *-an* + *-ism*

### 3. CLASSIFICATION OF MORPHEMES

It is always found that morphemes can be grouped into certain classes, each with a characteristic distribution. There are two basic classes of morphemes: *free morphemes* and *bound morphemes*. *Affixes* are almost always bound whereas *bases* can be either free or bound.

#### 3.1. BOUND MORPHEMES vs. FREE MORPHEMES

##### 3.1.1. FREE MORPHEMES

- A *free morpheme* is 'one that can be uttered alone with meaning'.

[Stageberg, 1965: 87]

- A *free morpheme* 'can be used on its own'.

[Richards, Platt & Weber, 1987: 31]

- *Free morphemes* 'may stand alone as words in their own right, as well as enter into the structure of other words'.

[Jackson, 1980: 53]

E.g. *Drink* is a free morpheme which occurs as a word on its own and as a free base in *drinkable*, *undrinkable*, *drinking-water*, *drinking-fountain*, etc.

##### 3.1.2. BOUND MORPHEMES

- A *bound morpheme* 'cannot be uttered alone with meaning. It is always annexed to one or more morphemes to form a word'.

[Stageberg, 1965: 87]

- A *bound morpheme* 'is never used alone but must be used with another morpheme'.

[Richards, Platt & Weber, 1987: 31]

- *Bound morphemes* 'may occur only if they combine with another morpheme'.

[Jackson, 1980: 53]

E.g. the English suffix *-ing* /-17/ must be used after a verb form: *writing*, *living*, *driving*, etc.

### 3.2. BASES (or ROOTS) vs. AFFIXES

3.2.1. A BASE (also called A ROOT) is ‘that morpheme in a word that has the principal meaning’ [Stageberg, 1965: 87-88]. It is the central morpheme, the basic part of a word. There are two kinds of bases:

A FREE BASE is a base ‘which may be a word on its own right once the other morphemes have been stripped away’ [Jackson, 1980: 53].

E.g. *break* in *unbreakable*, *act* in *deactivated*, *friend* in *friendship*, etc.

A BOUND BASE is a base (i.e. it is the basic part of a word and has the principal meaning) which can never occur on its own but can only be joined to other bound morphemes.

E.g. The bound base of *audience*, *audible*, *audition*, *auditory*, *auditorium*, etc. is *audi-*; that of *suicide*, *patricide*, *matricide*, *infanticide*, etc. is *-cide*; and that of *suspender*, *pendant*, *pendulum*, etc. is *-pend* or *pend-*.

3.2.2. AN AFFIX is a morpheme (usually a bound morpheme) ‘that occurs before or behind a base’ [Stageberg, 1965: 87].

3.2.2.1. Classified according to their POSITION in words, affixes have three main subclasses:

- PREFIXES ‘occur before a base’ [Stageberg, 1965: 91] as in *import*, *prefix*, *reconsider*, *unkind*, *understate*, *over-react*, etc.
- SUFFIXES ‘occur after a base’ [Stageberg, 1965: 92] as in *shrinkage*, *noisy*, *quickly*, *nails*, *dreamed*, *mouse-like*, etc.
- INFIXES are inserted within words, e.g. the infix *-um-* in Tagalog, which shows that a verb is in the past tense: *sulat* (to write) → *sumulat* (wrote).

Affixes may be added directly to bases or to constructions consisting of a base plus one or more (either free or bound) morphemes. Thus we have:

work + -s = works  
worker + -s = workers  
workshop + -s = workshops

3.2.2.2. Classified according to their FUNCTION in words, affixes have two main subclasses:

• INFLECTIONAL AFFIXES, ‘which are always suffixes in English, perform a grammatical function; they are representatives of grammatical categories’.

[Jackson, 1980: 53]

The only eight inflectional suffixes in English are:

- ① *the noun plural morpheme* {-S<sub>1</sub>}: *book-s, apple-s, box-es, etc.*
- ② *the noun possessive morpheme* {-S<sub>2</sub>}: *man-'s, girl-'s, students-', Alice-'s, etc.*
- ③ *the verb third person singular present tense morpheme* {-S<sub>3</sub>}: *walk-s, find-s, mix-es, etc.*
- ④ *the verb present participle morpheme* {-ing<sub>1</sub>}: *play-ing, typ(e)-ing, dig(g)-ing, etc.*
- ⑤ *the verb past simple morpheme* {-D<sub>1</sub>}: *flow-ed, work-ed, creat(e)-ed, drank, broke, thought, show-ed, etc.*
- ⑥ *the verb past participle morpheme* {-D<sub>2</sub>}: *flow-ed, work-ed, creat(e)-ed, drunk, broken, thought, show-n, etc.*
- ⑦ *the adjective or adverb comparative morpheme* {-er<sub>1</sub>}: *small-er, saf(e)-er, thinn-er, long-er, fast-er, hard-er, etc.*
- ⑧ *the adjective or adverb superlative morpheme* {-est<sub>1</sub>}: *small-est, saf(e)-est, thinn-est, long-est, fast-est, hard-est, etc.*

• DERIVATIONAL AFFIXES, 'which may be prefixes or suffixes in English, have a lexical function; they create new words out of existing words or morphemes by their addition'.

[Jackson, 1980: 53]

Derivational affixes may be of two kinds:

- ① *Class-changing derivational affixes* change *the word class* of the word to which they are attached: *-al* added to *nation* makes an adjective out of a noun.
- ② *Class-maintaining derivational affixes* do not change *the word class* of the word to which they are attached. Derivational prefixes are usually class-maintaining: *re-*mark, *dis-*enthroned, *un-*refined, etc.

There is not usually more than one prefix in a word in English and from what was said in the previous paragraphs, it is clear that English prefixes are always derivational. There is never more than one inflectional suffix in English words and it always comes last. A number of derivational suffixes may, however, occur. Derivational suffixes need not close off a word; that is, after a derivational suffix one can sometimes add another derivational suffix and can frequently add an inflectional suffix. The relative order of morphemes in the English word is, then, as follows:

Generally speaking, *bases are central* and *affixes are peripheral*. In English, affixes are almost always bound morphemes and bases are nearly always free.

#### 4. VARIATIONS OF MORPHEMES — ALLOMORPHS

##### 4.1. DEFINITION:

An allomorph is ‘any of the different forms of a morpheme’.

[Richards, Platt & Weber, 1987: 9]

E.g. In English, *the inflectional noun plural morpheme* {-S<sub>1</sub>} is often shown in writing by adding -(e)s to the end of a singular noun, e.g. *cat* /k`t/ → *cats* /k`ts/. Sometimes this morpheme is pronounced /-z/, e.g. *dog* /d49/ → *dogs* /d49z/, and sometimes it is pronounced /-Iz/, e.g. *box* /b4ks / → *box* /'b4ksIz/. It is believed that /-s/, /-z/, /-Iz/ are three allomorphs of *the inflectional noun plural morpheme* {-S<sub>1</sub>} because:

① They are in complementary distribution:

/-s / occurs only after the voiceless consonants /p, t, k, f, θ/;

/-Iz / occurs only after the sibilant consonants /s, z, ʃ, ʒ, tʃ, dʒ/;

/-z/ occurs after voiced sounds, including all vowels and voiced consonants except /z/, /ʒ/, and /dʒ/.

② They all have the same meaning, either *lexical* or *grammatical*:

/-s/, /-z/, /-Iz/ all refer to ‘plurality’ and all mean ‘more than one’.

Thus, *an allomorph* can also be defined as *a variant of a morpheme which occurs in a certain definable environment*. And a *morpheme* is a group of two or more allomorphs which conform to certain, usually rather clearly definable, criteria of distribution and meaning. The concept of morphemes and allomorphs is one of the most basic in descriptive linguistics. Its importance both as a tool and as an insight into the operation of language can hardly be underestimated.

##### 4.2. SELECTION OF ALLOMORPHS:

The three allomorphs /-z/, /-s/ and /-Iz/ of *the inflectional noun plural morpheme* {-S<sub>1</sub>} are phonologically conditioned since each can occur only when a certain clearly defined condition occurs. In this case, the conditioning factor is the phonetic nature of their preceding phoneme: /-s/ occurs only after *the voiceless consonants* /p, t, k, f, θ/; /-Iz/ occurs only after *the groove fricatives and*

*affricates* /s, z, tʃ, dʒ/; and /-z/ occurs only after *voiced sounds*, except the three voiced sibilants /z, ʒ, dʒ/:

cat /k`t/ + -s /-s/ → cats /k`ts/  
 ↑ voiceless ↑

dog /dɔg/ + -s /-z/ → dogs /dɔgz/  
 ↑ voiced ↑

box /bɔks/ + -es /-ɪz/ → boxes /'bɔksɪz/  
 ↑  
 sibilant

We may, therefore, say that /-s/, /-ɪz/, and /-z/ are three **phonologically conditioned allomorphs** of the *inflectional noun plural morpheme* {-S<sub>1</sub>}. This means that, if we understand the facts of distribution, we can accurately predict which of the three will occur in any place where any one of them could occur.

The selection of allomorphs may also be morphologically conditioned. In this case, the selection is determined by the specific morpheme or morphemes forming the context, rather than by any phonologic feature: the plural of ox /ɔks/ is oxen /'ɔksɛn/; /-ɛn/ is **a morphologically conditioned allomorph** of the *inflectional noun plural morpheme* {-S<sub>1</sub>} which is used with this stem /ɔks/:

ox /ɔks/ + -en /-ɛn/ → oxen /'ɔksɛn/  
 ↑  
 sibilant

If a morpheme has numerous allomorphs, as many do, it is awkward to have a list of all of them every time the morpheme is mentioned. Instead, it is desirable to have a single symbol to indicate a morpheme, comprehending all the variant forms in which it can appear. For this purpose we use braces {}. The braces {} indicate a morphemic representative in which one arbitrarily selected symbol is used to represent each morpheme and comprehend all its allomorphs. It does not directly give any information about pronunciation. For instance, {-S<sub>1</sub>} can be used to refer to *the inflectional noun plural morpheme* and all of its allomorphs.

### 4.3. TYPES OF ALLOMORPHS

#### ① ADDITIVE ALLOMORPHS:

To signify some difference in meaning, something is added to a word. For example, the past tense form of most English verbs is formed by adding the

suffix *-ed* which can be pronounced as either /-t/, or /-d/ or /-ɪd/: ask + *-ed* /ɑ:sk/ + /-t/, liv(e) + *-ed* /lɪv/ + /-d/, need + *-ed* /ni:d/ + /-ɪd/.

② REPLACIVE ALLOMORPHS:

To signify some difference in meaning, a sound is used to replace another sound in a word. For example, the /l/ in *drink* is replaced by the /æ/ in *drank* to signal the simple past. This is symbolized as follows:

$$/dr\`7k/ = /dr17k/ + /l \rightarrow \` /.$$

③ SUBTRACTIVE ALLOMORPHS:

To signify some difference in meaning, something is deleted from a word. For example, the letter *a* is deleted from *zopa* to signal that this Russian noun is in the plural form of the possessive case.

④ SUPPLETIVE ALLOMORPHS:

To signify some difference in meaning, there is a complete change in the shape of a word.

For example, *go* + the suppletive allomorph of {-D<sub>1</sub>} = *went*;

*be* + the suppletive allomorph of {-S<sub>3</sub>} = *is*;

*bad* + the suppletive allomorph of {-er<sub>1</sub>} = *worse*;

*good* + the suppletive allomorph of {-est<sub>1</sub>} = *best*.

⑤ THE ZERO ALLOMORPH:

There is no change in the shape of a word though some difference in meaning is identified. For example, the past tense form of *hurt* is formed by adding the zero allomorph of {-D<sub>1</sub>} to this word.

**EXERCISES**

**A. THE EXERCISES OF MORPHEMES**

**EXERCISE 1:** Identify the number of the morphemes in each of the given words. Complete the table given below.

1	play	1	11	keeper	
2	replay	2 ( <i>re-</i> and <i>play</i> )	12	able	
3	date		13	unable	
4	antedate		14	mahogany	1
5	hygiene		15	rain	
6	weak		16	rainy	

7	weaken		17	cheap	
8	man		18	cheaply	2 ( <i>cheap</i> and <i>-ly</i> )
9	manly		19	cheaper	
10	keep		20	honest	

**EXERCISE 2:** Identify the bound morpheme(s) in of each of the given words. Complete the table given below.

1	speaker	<i>-er</i>	6	delivery	
2	kingdom		7	intervene	<i>inter-</i> , <i>-vene</i>
3	phonemic		8	revise	
4	idolize		9	dreamed	
5	selective		10	undone	

**EXERCISE 3:** Underline the base in each of the given words. Complete the table given below.

1	<u>womanly</u>	6	lighten	11	unlikely
2	<u>endear</u>	7	enlighten	12	pre-war
3	failure	8	friendship	13	subway
4	famous	9	befriend	14	falsify
5	infamous	10	Bostonian	15	unenlivened

**EXERCISE 4:** Identify the meaning of the affix in of each of the given words. Complete the table given below.

1	antedate	The prefix <i>ante-</i> means 'before'.
2	replay	
3	manly	
4	keeper	The suffix <i>-er</i> means 'a person who ...'.
5	unable	
6	rainy	
7	cheapest	
8	subway	
9	import	
10	maltreat	

**EXERCISE 5:** Identify the meaning of *the bound base* in the given sets of words. Complete the table given below.

1	<i>audience, audible, audition and auditorium</i>	The bound base <i>audi-</i> means 'hear'.
2	<i>suicide, patricide, matricide and infanticide</i>	The bound base <i>-cide</i> means 'killing'.
3	<i>oral, orate, oration, oracle and oratory</i>	
4	<i>aquaplane, aquarium, aquatic and aquaduct</i>	
5	<i>mortuary, moribund, mortal and immortal</i>	
6	<i>corporation, corporeal, corps and corpse</i>	
7	<i>tenable, tenant, tenure and tenacious</i>	
8	<i>pendulum, suspender, pendant and impending</i>	
9	<i>manuscript, manacle, manual and manicure</i>	
10	<i>eject, inject, inject, reject and projectile</i>	

**NOTES:**

**1. The bound base *audi-* means 'hear'.**

- *audible* /'O:d6bl/ *adj*

that can be heard clearly: *Her voice is scarcely audible above the noise of the wind.*

- *audibility* /,O:d6'b116t1/ *n*

[U] capability of being heard clearly.

- *audition* /O:'d1~n/ *n*

[C] trial hearing of a person who wants to perform as an actor, a singer, a musician, etc.: *I'm going to the audition but I don't expect I'll get a part.*

- *audition* *v*

**1.** [I] take part in an audition: *Which part are you auditioning for?* **2.** [Tn] give an audition to sb: *None of the actresses we auditioned is suitable.*

- auditory /'0:d6tr1/ *adj*

of or concerned with hearing: *the auditory nerve*.

- auditorium /,0:d1't0:r16m/ *n*

(pl~s) part of a theatre, concert hall, etc. in which an audience sits.

## 2. The bound base *-cide* means 'killing'.

- suicide /'sju:sald/ *n*

1. [U] killing oneself intentionally: *to commit suicide*; 2. [C] act of this: *There have been three suicides this week*.

- patricide /'p`tr1sald/ *n*

1. [U, C] (act of) killing one's own father: *to commit patricide*; 2. [C] person who guilty of this.

- matricide /'m`tr1sald/ *n*

1. [C, U] (act of) killing one's own mother: *to commit matricide*; 2. [C] person who does this.

- infanticide /1n'f`nt1sald/ *n*

1. [U] crime of killing an infant: *to commit infanticide*; 2. [C] person who kills an infant.

## 3. The bound base *ora-* means 'mouth' or 'speak'.

- oration /4're1~n/ *n*

[C] formal speech made on a public occasion esp as part of a ceremony: *a funeral oration*.

- oracle /'4r6kl/ *n*

[C] priest(ess) giving the answers: *to consult the oracle*.

- oratory /'4r6tr1/ *n*

[U] (art of) public speaking, esp when used skilfully to affect an audience: *Some politicians are famous for their oratory*.

- orator /'4r6t6/ *n*

(*fml*) (a) person who makes formal speeches in public;  
(b) person who is good at public speaking.

## 4. The bound base *aqua-* or *aque-* means 'water'.

- aquaplane /'`kw6ple1n/ *n*

[C] board on which a person stands while being towed across water by a ship or boat.

- <i>aqueduct</i> /'kwɪdʌkt/ <i>n</i>	[C] structure for carrying <u>water</u> across country, esp one built like a bridge over a valley or low ground.
- <i>aqueous</i> /'eɪkwɪs/ <i>adj</i>	of or like water, produced by <u>water</u> : <i>chemicals dissolved in an aqueous solution.</i>
- <i>aquarium</i> /'kwɛrɪəm/ <i>n</i>	[C] (building containing an) artificial pond or glass where live fish and other <u>water</u> creatures and plants are kept.
- <i>aquatic</i> /'kwɒtɪk/ <i>adj</i>	[usu attrib] <b>1.</b> (of plants, animals, etc.) growing or living in or near water: <i>Many forms of aquatic life inhabit ponds.</i> <b>2.</b> (of sports) taking place on or in water: <i>Swimming and water-skiing are both aquatic sports.</i>

**5. The bound base *mor(t)*– means ‘death’ or ‘dead’.**

- <i>mortuary</i> /'mɔ:tʃrɪ/ <i>n</i>	[C] room or building (e.g. part of a hospital) in which <u>dead</u> bodies are kept before being buried or cremated.
<i>adj</i>	[attrib] (fml) of <u>death</u> or burial: <i>mortuary rites.</i>
- <i>mortal</i> <i>adj</i>	that must be <u>die</u> ; fatal; causing <u>death</u> : <i>a mortal wound/ injury.</i>
<i>n</i>	[C] human being: <i>ordinary mortals.</i>
- <i>immortal</i> /'mɔ:tl/ <i>adj</i>	living for ever, that will not be <u>dead</u> .
<i>n</i>	[C] immortal being, god.
- <i>moribund</i> /'mɔ:rɪbʌnd/ <i>adj</i>	at the point of <u>death</u> ; about to come to an <u>end</u> : <i>a moribund civilization, industry or custom.</i>

**6. The bound base *corp*– means either ‘the whole physical body of a human being or an animal’ or ‘group of people working or acting as a unit’.**

- <i>corps</i> /kɔ:(r)/ <i>n</i>	( <i>pl</i> unchanged /kɔ:(r)z/) [CGp] <b>1.</b> (a) military force made up of two or more divisions: <i>the 6<sup>th</sup> Army Corps</i> (b) one of the technical branches of an army: <i>the</i>
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*Royal Army Medical Corps*; **2.** a group of people involved in a particular activity: *the Diplomatic Corps, the press corps.*

- *corpse* /k0:ps/ *n*

[C] dead body esp of a human being.

- *corporation* /,k0:p6're1~n/ *n*

[CGp] **1.** group of people authorised to act as an individual, e.g. for business purposes. **2.** group of people elected to govern a town; council.

- *corporeal* /k0:'p0:r16l/ *adj*

of or for the body; material; bodily.

### 7. The bound base *ten-* means 'hold'.

- *tenable* (for...) *adj*

[*pred*] (of an office or position) that can be held for a certain time: *The lectureship is tenable for a period of three years.*

- *tenant* *n*

[C] **1.** person who pays rent to a landlord/ landlady for the use of a room, a piece of land, etc.; **2.** person who occupies a particular building or piece of land but does not own it.

- *tenure* /'tenjv6/ *n*

[U] holding of an office, a piece of land or other property.

- *tenacious* /te'ne1~6s/ *adj*

resolute; keeping a firm hold on property, principles, life, etc: *She's tenacious in defence of her rights.*

### 8. The bound base *pend-* means 'hang'.

- *pendulum* /'pendjul6m/ *n*

[C] weight hung on a cord from a fixed point so that it can swing freely.

- *pendant* /'pend6nt/ *n*

[C] ornament that hangs from a chain worn round the neck.

- *suspender* /s6s'pend6(r)/ *n*

**1.** [C esp *pl*] (*Brit*) short elastic strap for holding up a sock or stocking by its top; **2. suspenders** [*pl*] (*US*) = braces.

- *impending* /1m'pend17/ *adj*

about to happen: *his impending retirement, visit, arrival, departure, etc.*

## 9. The bound base *man-* means 'hand'.

- *manicure* /'m`n1kjʊ6(r)/ *n* [U, C] treatment for the hands and finger nails: *have a manicure once a week; do a course in manicure.*
- *manuscript* /'m`njʊskr1p/ *n* (*abbr MS*) **1.** thing written by hand: [*attrib*] a *manuscript copy of a typed letter*; **2.** author's written or typed work which has not been printed yet: *submit a manuscript to an editor.*
- *manacle* /'m`n6kl/ *n* (*usu pl*) one of a pair of chains or metal bands for binding the hands or feet.
- *manual* /'m`nuj6l/ *adj* done with or controlled by the hands: *manual labor*; *n* [C] keyboard of an organ, played with the hands.

## 10. The bound base *ject-* means 'throw' or 'shoot'.

10.1. The prefix *e-* means 'out(ward)':

- *eject* (from sth) *v* **1.** [Tn, Tn.pr] ~ **sb/sth (from sth)** (*fml*) force sb/sth out, expel sb/sth: *The noisy youths were ejected from the cinema*; **2** [Tn] send (sth) out, usu violently or suddenly: *lava ejected from a volcano*; **3** [I, Ipr] ~ **(from sth)** be thrown quickly from an aircraft in an emergency, so that one can descend by parachute: *As the plane fell quickly toward the ground, the pilot had to eject.*

10.2. The prefix *in-* means 'in(ward)' or 'into':

- *inject* *v* [Tn, Tn.pr] ~ **sth (into sb/sth)**; ~ **sb/sth (with sth)** force (a drug or other liquid) into sb/sth with a syringe or similar implement: *inject peniciline into sb's arm, leg, etc.*

10.3. The prefix *pro-* means 'forward':

- *project* *v* **1.** [I, Tn, Tn.pr] ~ **sth (into sth)**; send or throw sth outward or forward: *an apparatus to project missiles into space.*

- *projectile* /pr6'd2ekta1l/ *n*

[C] object to be shot forward, esp from a gun;

*adj*

1. that can be sent forward through the air, water: *projectile missiles*; 2. that can send objects: *projectile force*.

10.4. The prefix re- means 'back(ward)':

- *reject* *v*

1. [Tn] *refuse* to accept (**sb/sth**): *He rejected my job*; 2. [Tn] *put (sth) aside, throw (sth) away* as not to be used, chosen, done, etc: *reject over-ripe fruit*.

**EXERCISE 6:** Identify the meaning of *the bound base* in each of the given words and then give as many words with the same bound base as you can. Complete the table given below.

1	<i>revise</i>	- <i>vise</i> = 'see'	<i>devise, visible, visionary, (tele)vision, visibility, (audio-)visual, supervise, etc.</i>
2	<i>contradict</i>	- <i>dict</i> = 'say'	<i>dictate, dictator, dictation, diction, dictum, contradict, contradiction, contradictory, contradictorily, etc.</i>
3	<i>regress</i>		
4	<i>intervene</i>		
5	<i>recur</i>		
6	<i>inspect</i>		
7	<i>oppose</i>		
8	<i>rodent</i>		

9	<i>portable</i>		
10	<i>rupture</i>		
11	<i>annual</i>		
12	<i>bigamy</i>		

NOTES:

**1. The bound base *-vise/ vis-* means ‘see’.**

- *revise v* [Tn] re-examine sth in order to improve or correct it: *revise a manuscript before publication.*
- *devise v* [Tn] think out (a plan, a system, a tool, etc); invent: *devise a scheme for redeveloping the city center.*
- *vision n* [U] power of seeing, sight: *have a perfect vision, poor, blurred, etc. vision.*
- *visionary adj* having or showing foresight or wisdom: *visionary leaders, writers, paintings, ideals, etc.*
- *visible adj* ~ (**to sb/sth**) that can be seen, in sight: *The hills were barely visible through the mist.*
- *visibility n* [U] fact or state of being seen.
- *visual adj* concerned with or used in seeing: *visual images, effects, etc.*
- *audio-visual adj* using both sight and sound: *audio-visual centers.*

**2. The bound base *-dict/ dict-* means ‘say’.**

- *contradict /,k4ntr6’d1kt/ v* 1. [I, Tn] say sth that conflicts with (sth said or written) by (sb): *That is*

	<i>true but don't you dare contradict (me)?</i> ; <b>2.</b> [Tn] (of facts, evidence, etc) be contrary to sth; conflict with: <i>The two statements contradict each other.</i>
- dictate sth <i>v</i>	[I, Ipr, Tn, Tn.pr] ~ ( <b>sth</b> ) <b>to</b> ( <b>sb</b> ) <u>say</u> or read aloud (words to be typed, written down or recorded on tape): <i>The teacher dictate a letter the class.</i>
- diction <i>n</i>	[U] style or manner of <u>speaking</u> or (sometimes) writing: <i>Clarity of diction is visual for a public speaker.</i>
- dictum <i>n</i> ( <i>pl</i> ~ <b>s</b> or <b>-ta</b> /-t6/)	<u>saying</u> ; maxim: <i>'Knowledge is power' is a well-known dictum.</i>
- dictionary <i>n</i>	[C] book the lists and <u>explains</u> the words of a language: <i>an English dictionary.</i>

### 3. The bound base **-gress** means 'go'.

- regress <i>v</i>	[I, Ipr] ~ ( <b>sth</b> ) (fml) <u>return</u> to/ cause (sth) to <u>go</u> back to an earlier or more primitive state or form.
- regressive <i>adj</i>	making a continuous backward <u>movement</u> .
- regression <i>n</i>	[U] <u>moving</u> backward.
- progress /'pr6ʊgres/ <i>n</i>	[U] onward or forward <u>movement</u> : <i>The walkers were making slow progress up the rocky path.</i>
- progress /pr6'gres/ <i>v</i>	[I] cause (sth) to <u>move</u> forward: <i>The work is progressing steadily.</i>
- progressive /pr6'gres1v/ <i>adj</i>	making a continuous forward <u>movement</u> : <i>a progressive step.</i>
- progression /pr6'greʃn/ <i>n</i>	[U] ~ ( <b>from sth</b> ) ~ ( <b>to sth</b> ) <u>moving</u> forward, developing.
- egress /'1: gres/ <i>n</i>	<b>1.</b> [U] (law) (right of) <u>going</u> out; <b>2.</b> [C] ( <i>dated fml</i> ) way out, exit: <i>a means of egress.</i>

- *ingress* /'17gres/ *n* [U] (*fml*) going in; (right of) entrance: *a means of ingress*

#### 4. The bound base *-vene* means 'come'.

- *intervene* /,1nt6'vi:n/ *v* [I] come between others in time: *during the years that intervene.*

- *intervening* *adj* coming between: *when she came back, she found that much had changed in the intervening years.*

- convene /k6n'vi:n/ *v* 1. [Tn] summon (people) to come together: *convene the members*; 2. [I] come together (for a meeting, etc): *The tribunal will convene tomorrow.*

- contravene /,k4ntr6'vi:n/ *v* [Tn] act or be contrary to (a law, etc), break (a law, etc): *You are contravening the regulations.*

- supervene /,sju:p6'vi:n/ *v* [I] (*fml*) occur as an interruption or change: *She was working well until illness supervened.*

#### 5. The bound base *-cur* means 'run'.

- recur /r1'k3:(r)/ *v* [I] occur again, happen repeatedly: *a recurring problem, error, illness.*

- recurrence /r1'k3:r6ns/ *n* [C, N] (instance of) recurring; repetition: *the recurrence of an illness, problem, error.*

- *current* /'kʌr6nt/ *adj* *happening now, of the present time: current issues, problems, prices.*

- *current* /'kʌr6nt/ *n* [C] movement of water, air, etc flowing in a certain direction:

- *currency* /'kʌr6ns1/ *n* [U, C] money system in use in a country: gold, paper currency; trading in foreign currencies; a strong currency.

#### 6. The bound base *-spect* means 'look'.

- *inspect* /in'spekt/ *v* [Tn] examine (sth) closely: *The customs officer inspected my passport suspiciously.*

- *spectacles* /'spekt6klz/ *n* [*pl*] (usu *fml*) *specs* = *glasses* = a pair of lenses in a frame used to help a person eyesight.
- *spectacle* *n* [C] impressive, remarkable or interesting sight: *The sunrise seen from high in the mountains was a tremendous spectacle.*
- *prospect* /'pr4spekt/ *n* [C] **1.** (*dated*) wide view of a landscape: *a magnificent prospect of mountain peaks and lakes;*  
**2.** picture in the mind or imagination, esp. of a future event: *She viewed the prospect of a week alone in the house without much enthusiasm.*
- *prospect* /pr6'spekt/ *v* [I, Ipr] ~ (**for sth**) search for mineral, oil, etc: *a licence to prospect in the northern territory; The company are prospecting for gold in that area.*
- *perspective* /p6'spekt1v/ *n* [C] view, esp. one stretching into the distance: *get a perspective of the whole valley.*
- *prospectus* /pr4'spekt6s/ *n* [C] printed document, leaflet, etc. giving details of and advertising sth: *prospectus from several universities.*

## 7. The bound base **-pose** means '**place**' or '**put**'.

- *oppose* *v* [Tn.pr] ~ **sth to/ against sth** *put* forward as a contrast or opposite to sth else: *Do not oppose your will against mine.*
- *depose* *v* [Tn] = *dethrone* = remove a ruler, a king, etc from power.
- *propose* *v* [Tn] *put forward* sth for consideration: *The committee proposed that new legislation should be drafted.*
- *deposit* *v* [Tn] *put* money into a bank, esp to earn interest: *The cheque was only deposited yesterday, so it hasn't been cleared yet.*

- impose *v* [Tn] *place* (**sth** unwelcome or unpleasant) **on sb/sth**: *impose restriction, limitations, restraints, etc (on trade).*

**8. The bound base -rod/ rod- means 'gnaw'.**

- rodent /'rɒdnt/ *n* [C] animal which *gnaws* things with strong teeth.

- erode *v* [Tn esp passive] (of acids, rain, wind, etc) *destroy* or *wear* (sth) away gradually: *Metals are eroded by acids.*

- erosion *n* [U] process of eroding or being eroded: *the erosion of the coastline by the sea.*

- erosive *adj* having a tendency to be eroded.

**9. The bound base -port/ port- means 'carry'.**

- portable *adj* that can be *carried* by hand: *a portable television set.*

- deport /dɪ'pɔ:t/ *v* [Tn, Tn.pr] ~ **sb** (**from** ...) legally force (a foreigner, criminal, etc) to *leave* a country: *He was convicted of drug offences and deported.*

- transport *v* [Tn, Tn.pr] ~ **sb/sth** (**from** ...) (**to** ...) *carry* or *take* sth/sb from one place to another in a vehicle: *transport goods by lorry.*

- portage *n* [U] (cost of) *carrying* goods.

**10. The bound base -rupt/ rupt- means 'break'.**

- rupture *n* [U, C] (*fml*) (instance of) *breaking* apart: *the rupture of a blood-vessel, seed-pod, membrane.*

- erupt *v* [I] (of a volcano) *break out*: *This volcano has erupted twice this year.*

- abrupt *adj* (of speech) not smooth, *disconnected, disjointed*: *short and abrupt sentences.*

- corrupt *adj* (of languages, texts, etc) containing errors or changes: *a corrupt manuscript.*

- *interrupt* *v* [Tn] *break* the continuity of sth temporarily: *Trade between the two countries was interrupted by the war.*

**11. The bound base *ann-* means ‘year’.**

- *annual* *adj* *yearly.*  
- *annuity* /6‘nju:6t1/ *n* [C] fixed sum of money paid to sb *yearly.*  
- *annuitant* /6‘nju:6t6nt/ *n* [C] person who receives an *annuity.*  
- *anniversary* *n* [C] *yearly* return of the date of an event; celebration of this.

**12. The bound base *-gamy* means ‘marriage’.**

- *bigamy* / ‘b1g6m1/ *n* [U] custom of having two wives or husbands living.  
- *polygamy* /p6‘11g6m1/ *n* [U] custom of having more than one wife at the same time.

**EXERCISE 7:** Which of the following items is an English word? Support your choice?

- (1) ationizealnationde (ation–ize–al–nation–de)
- (2) alizedeationnation (al–ize–de–ation–nation)
- (3) denationalization (de–nation–al–ize–ation)

**ANSWER:**

Among the three items mentioned above, only (3) is an English word.

The order of morphemes in English words is:

derivational prefix – base – derivational suffix(es) – inflectional suffix
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Analysing (3) we find out that the following morphemes are in correct order: ‘*de-*’ is a prefix meaning ‘doing the opposite of’

‘*nation*’ is the free base, which is a noun.

‘*-al*’ is a derivational class-changing adjective-forming suffix

‘*-ize*’ is a derivational class-changing verb-forming suffix

‘*-ation*’ is a derivational class-changing noun-forming suffix

This morphemic analysis proves that (3) is an English word. The items numbered (1) and (2) are not because their constituents are not arranged in the above-mentioned order. The arrangements of the constituents in (1) and (2)

break all the rules concerning the internal stability and uninterruptability of English words.

In other words, it is impossible to divide English words by the insertion of any other elements. Also, English word formation does not enable us to move a certain morpheme in a word to any position we like.

In conclusion, our conscious knowledge of the English language allows us to identify (3), not (1) or (2), as an English word.

### B. THE EXERCISES OF ALLOMORPHS

**EXERCISE 8:** Explain why ‘a’ and ‘an’ are two allomorphs of the same morpheme.

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**EXERCISE 9:** Identify the *allomorphs* of the inflectional verb past simple morpheme {-D<sub>1</sub>} in the verb ‘be’. How are they conditioned?

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**EXERCISE 10:** What are *homophones*? Give examples. Do they belong to the same morpheme?

**ANSWER:**

① **Homophones** are commonly used to refer to **words** which sound alike but have different meanings.

• *Homophones may have different written forms:* the verb *mete* (in *mete sth out* meaning ‘give or administer punishment, rewards, etc.’), the verb *meet* (‘come face to face with sb’) and the noun *meat* (‘flesh of animals, esp. mammals, used as food’) are all pronounced as /mi:t/; the second person pronoun *you* and the noun *ewe* (‘female sheep’) are both pronounced as /ju:/; etc.

*Homophones may have the same written form:* the adverb *too*<sub>1</sub> (‘more than should be’) and the adverb *too*<sub>2</sub> (‘also’) are both pronounced as /tu:/; the noun

*bear* ('large heavy animal with thick fur'), the verb *bear*<sub>1</sub> ('give birth to') and the verb *bear*<sub>2</sub> ('tolerate') are all pronounced as /beɪ(r)/; etc.

② **Homophones** may also be **allomorphs** of different morphemes. Compare the allomorph /-z/ of the noun plural inflectional suffix {-S<sub>1</sub>} like in *those frogs* (1) with that of the noun possessive inflectional suffix {-S<sub>2</sub>} like in *John's book* (2) and with that of the verb inflectional suffix {-S<sub>3</sub>} like in *It feels good* (3).

The two above illustrations show that homophones can never belong to the same morpheme.

**EXERCISE 11:** Identify the following **homophones** and try to look for a few more appropriate examples to illustrate their distinction.

- (1)a. The inflectional verb past participle morpheme {-D<sub>2</sub>}: the departed guests, edited manuscripts.
- (1)b. The derivational class-changing adjective-forming morpheme {-D<sub>3</sub>}: a very devoted wife; a rather neglected girl; he was even more excited than I (was).
- (2)a. The inflectional verb present participle morpheme {-ing<sub>1</sub>}: I saw a house burning; I saw a burning house.
- (2)b. The derivational class-changing noun-forming morpheme {-ing<sub>2</sub>}: droppings (*n.*, *pl*) = excrement of birds or animals; findings (*n.*, *pl*) = things that are discovered as the result of an (official) inquiry; He attended the meeting; I make my living by teaching.
- (2)c. The derivational class-changing adjective-forming morpheme {-ing<sub>3</sub>}: a very exciting film; you can't expect a more charming companion than he.
- (3)a. The derivational class-changing adverb-forming morpheme {-ly<sub>1</sub>}:  
complete (*adj.*) + -ly → completely (*adv.*);  
happy (*adj.*) + -ly → happily (*adv.*).
- (3)b. The derivational class-changing adjective-forming morpheme {-ly<sub>2</sub>}:  
coward (*n.*) + -ly → cowardly (*adj.*);  
gentleman (*n.*) + -ly → gentlemanly (*adj.*).
- (4)a. The inflectional adjective comparative morpheme {-er<sub>1</sub>}:  
tall (positive *adj.*) + -er → taller (comparative *adj.*);  
happy (positive *adj.*) + -er → happier (comparative *adj.*).

(4)b. The derivational class-changing noun-forming morpheme {-er<sub>2</sub>}:

read (*verb*) + -er → reader (*noun*);

teach (*verb*) + -er → teacher (*noun*).

(4)c. The derivational class-changing verb-forming morpheme {-er<sub>3</sub>}:

chat (*noun*) + -er → chatter (*verb*);

wit (*noun*) + -er → witter (*verb*).

NOTES:

chat /tʃ`t/ n

[C, U] friendly informal conversation:  
*I had a long chat with her (about her job); That's enough chat — get back to work.*

chatter /`tʃ`t6(r)/ v

[I, Ipr, Ip] (*away/on*) (**about sth**) talk quickly, continuously or foolishly about unimportant matters: *Do stop chattering on about the weather while I'm trying to read.*

wit /wɪt/ n

[U] ability to combine words, ideas, etc. so as to produce a clever type of humor:  
*I admire her for her wit;*

[C] person who has or is famous for this, witty person: *a well-known wit.*

witter /`wɪt6(r)/ v

[I, Ipr, Ip] (**on**) (**about sth**) (*infml*, usu *derog*) speak in a lengthy and annoying way about sth unimportant: *What are you wittering (on) about?*

**EXERCISE 12:** Give *the morphemic structure* of each of the following words. Identify *the allomorph of the inflectional suffix* in each word. How are the allomorphs involved conditioned? (morphologically or phonologically?)

1. ox → oxen /`4ks6n/ = /4ks/ + /-6n/

/`4ksn/ = /4ks/ + /-n/

/-6n/ or /-n/ is a *morphologically conditioned additive allomorph* of the inflectional noun plural morpheme {-S<sub>1</sub>}.

2. brother → brethren /`bre5r6n/ = /`br^5r6 → `bre5r-/ + /-6n/

child → children     /t~1ldr6n/ = /t~a1ld → 't~1ldr-/ + /-6n/

/-6n/ is a *morphologically conditioned additive allomorph* of the inflectional noun plural morpheme {-S<sub>1</sub>}. It is added to a stem which has previously undergone some change in form: from /'br^56/ to /bre5r-/ or from /t~a1ld/ to /t~1ldr-/.

In other words, /-6n/ is added to the allomorph /t~1ldr-/ of the morpheme {child} or the allomorph /bre5r-/ of the morpheme {brother}.

3. deer → deer     /d16/ = /d16/ + / - /  
 sheep → sheep     /~i:p / = /~i:p/ + / - /

/-/ is the *morphologically conditioned zero allomorph* of the inflectional noun plural morpheme {-S<sub>1</sub>}.

The following group of names of edible animals, game animals, fish and birds also takes the zero allomorph of {-S<sub>1</sub>}: SWINE, BEAR, ANTELOPE, BASS, PIKE, CARP, PERCH, PICKEREL, QUAIL and GROUSE.

4. man → men     /men/ = /m`n/ + / ` → e /  
 goose → geese     /gi:s/ = /gu:s/ + /u: → i:/

/` → e/ and /u: → i:/ are two *morphologically conditioned replacive allomorphs* of the inflectional noun plural morpheme {-S<sub>1</sub>}.

The following limited group of nouns also takes a replacive allomorph:

WOMAN → WOMEN, TOOTH → TEETH, FOOT → FEET, LOUSE → LICE and MOUSE → MICE.

5. wolf → wolves     /wulvz/ = / wulf → wulv-/ + /-z/  
 calf → calves     /ka:vz/ = / ka:f → ka:v-/ + /-z/  
 mouth → mouths     /mau5z/ = /mauθ → mau5-/ + /-z/  
 path → paths     /pa:5z/ = / pa:θ → pa:5-/ + /-z/

In the above cases, before the *phonologically conditioned additive allomorph* /-z/ of the inflectional noun plural morpheme {-S<sub>1</sub>} is added to change a singular noun to a plural noun, that singular noun has previously undergone some change in form: from /wulf/ to /wulv-/ , from /ka:f/ to /ka:v-/ , from /mauθ/ to /mau5-/ or from /pa:θ/ to /pa:5-/.

In other words, /-z/ is added to the second allomorph of the stem: /wulv-/ , /ka:v-/ , /mau5-/ and /pa:5-/ . Some common nouns that may have the same analysis are: WIFE – WIVES, KNIFE– KNIVES, HALF – HALVES, SHELF – SHELVES,

SCARF – SCARVES, BATH – BATHS, LOAF – LOAVES, SELF – SELVES, OATH – OATHS, etc.

6. house → houses /haʊz1z/ = /haʊs → haʊz-/ + /-1z/

/-1z/ is a *phonologically conditioned additive allomorph* of {-S<sub>1</sub>} which occurs after one of the sibilant consonants /s/, /z/, /ʃ/, /ʒ/, /tʃ/, or /dʒ/.

7. hurt → hurt /hɜ:t/ = /hɜ:t/ + / - /

put → put /pʊt/ = /pʊt/ + / - /

/-/ is *the morphologically conditioned zero allomorph* of either the inflectional verb past simple morpheme {-D<sub>1</sub>} or the inflectional verb past participle morpheme {-D<sub>2</sub>}.

8. drink → drunk /drʌŋk/ = /drɪŋk / + /1 → ʌ/

/1 → ʌ/ is a *morphologically conditioned replactive allomorph* of the inflectional verb past participle morpheme {-D<sub>2</sub>}.

9. break → broken /'brʊkən/ = /breɪk → brʊk-/ + /-6n/

/'brʊkn/ = /breɪk → brʊk-/ + /-n/

speak → spoken /'spʊkən/ = /spi:k → spʊk-/ + /-6n/

/'spʊkn/ = /spi:k → spʊk-/ + /-n/

/-6n/ or /-n/ is a *morphologically conditioned additive allomorph* of the inflectional verb past participle morpheme {-D<sub>2</sub>}. It is added to a stem which has previously undergone some change in form from /breɪk/ to /brʊk-/ or from /spi:k/ to /spʊk-/.

10. go → went

/went/ = /gʊv/ + *the morphologically conditioned suppletive allomorph* of the inflectional verb past tense morpheme {-D<sub>1</sub>}.

11. wash → washes /'wɔʃ1z/ = /'wɔʃ~/ + /-1z/

switch → switches /'swɪtʃ1z/ = /'swɪtʃ~/ + /-1z/

/-1z/ is a *phonologically conditioned additive allomorph* of either the inflectional noun plural morpheme {-S<sub>1</sub>} or the inflectional verb present tense third person singular morpheme {-S<sub>3</sub>}. The allomorph /-1z/ only occurs after one of the sibilant consonants /s/, /z/, /ʃ/, /ʒ/, /tʃ/ or /dʒ/.

12. see → saw /sə:/ = /si:/ + /i: → ə:/

begin → began /bɪˈɡɪn/ = /bɪˈɡɪn/ + /1 → ɪ/

bite → bit /bɪt/ = /baɪt/ + /aɪ → ɪ/

give → gave /ɡeɪv/ = /ɡɪv/ + /1 → eɪ/

/i:→ 0:/, /l → ʰ/, /a1 → 1/ and /l → e1/ are morphologically conditioned *replacive allomorphs* of the inflectional verb past tense morpheme {-D<sub>1</sub>}.

**EXERCISE 13:** Write the base morpheme and its allomorphs in each case. How are the allomorphs conditioned?

1. house /haʊs/, houses /haʊz-/ + /-1z/

The base morpheme {house} has *two morphologically conditioned allomorphs*, /haʊs/ and /haʊz-/, according to context: /haʊs/ occurs when there is no other morpheme occurring; /haʊz-/ occurs in combination with /-1z/, a *phonologically conditioned additive allomorph* of the inflectional noun plural morpheme {-S<sub>1</sub>}.

2. child /tʰaɪld/, children /ˈtʰɪldr-/ + /-6n/

The base morpheme {child} has *two morphologically conditioned allomorphs*, /tʰaɪld/ and /ˈtʰɪldr-/, according to context: /tʰaɪld/ occurs when there is no other morpheme occurring; /ˈtʰɪldr-/ occurs in combination with /-6n/, a *morphologically conditioned additive allomorph* of {-S<sub>1</sub>}.

3. strong /strɔŋ/, strength /streŋ-/ + /-θ/

The base morpheme {strong} has *two morphologically conditioned allomorphs*, /strɔŋ/ and /streŋ-/, according to context: /strɔŋ/ occurs when there is no other morpheme occurring; /streŋ-/ occurs in combination with *-th* /-θ/, a *derivational class-changing noun-forming suffix*.

wide /waɪd/	width	/wɪt-/ + /-θ/
broad /brɔ:d/	breadth	/brɛt-/ + /-θ/
able /ˈeɪbl/	ability	/ˈæbɪl-/ + /-6tɪ/
divine /dɪˈvaɪn/	divinity	/dɪˈvɪn-/ + /-6tɪ/
supreme /sʊˈpri:m/	supremacy	/sʊˈpreɪ-/ + /-sɪ/

4. atom /ˈætəm/, atomic /ˈætəmə-/ + /-1k/

The base morpheme {atom} has *two morphologically conditioned allomorphs*, /ˈætəm/ and /ˈætəmə-/, according to context: /ˈætəm/ occurs when there is no other morpheme occurring; /ˈætəmə-/ occurs in combination with *-ic* /-1k/, a *derivational class-changing adjective-forming suffix*.

feast /fi:st/	festive	/fest-/ + /-1v/
destroy /dɪˈstrɔɪ/	destructive	/dɪˈstrʌkt-/ + /-1v/
offend /ˈɒfend/	offensive	/ˈɒfens-/ + /-1v/
repeat /riˈpi:t/	repetitive	/riˈpetɪt-/ + /-1v/

sympathy /'sɪmpəθi/      sympathetic /,sɪmpə'θet- + /-ɪk/  
 energy /'enɜːdʒi/      energetic /,enɜː'dʒet- + /-ɪk/

5. do /duː/, does /dʌ- + /-z/

The base morpheme {do} has *two morphologically conditioned allomorphs*, /duː/ and /dʌ-/, according to context: /duː/ occurs when there is no other morpheme occurring; /dʌ-/ occurs in combination with /-z/, a *phonologically conditioned additive allomorph* of the inflectional verb present tense third person singular morpheme {-S<sub>3</sub>}.

6. have /həv/, has /h- + /-z/

The base morpheme {have} has *two morphologically conditioned allomorphs*, /həv/ and /h-/, according to context: /həv/ occurs when there is no other morpheme occurring; /h-/ occurs in combination with /-z/, a *phonologically conditioned additive allomorph* of the inflectional verb present tense third person singular morpheme {-S<sub>3</sub>}.

7. fame /'feɪm/      infamous /'ɪnfə'ms/  
     famous /'feɪm/ + /-s/      infamy /'ɪnfə'mɪ/

The base morpheme {fame} has *two phonologically conditioned allomorphs*, /feɪm/ and /-fə'm-, according to context: /feɪm/ occurs in primarily stressed syllables; /-fə'm-/ occurs in unstressed syllables.

#### EXTRA READING

### The Allomorphs of the Inflectional Noun Plural Morpheme {-S<sub>1</sub>}

1. Three phonologically conditioned (= regular) additive allomorphs:

1.1. /-s/ occurs after *the voiceless consonants* /p/, /t/, /k/, /f/ and /θ/:  
     cat → cats /k`ts/ = /k`t/ + /-s/

1.2. /-ɪz/ occurs after *the sibilant consonants* /s/, /z/, /ʒ/, /ʒ/, /tʃ/ and /dʒ/:

    class → classes /'kla:sɪz/ = /'kla:s/ + /-ɪz/

1.3. /-z/ occurs after *all vowels*, which are always voiced, and *other voiced consonants* except /z/, /ʒ/, and /dʒ/:

    chair → chairs /tʃeəz/ = /tʃeə/ + /-z/

    arm → arms /ɑ:mz/ = /ɑ:m/ + /-z/

2. The phonologically conditioned (= regular) additive allomorph  $/-z/$  is added to a stem that has previously undergone some change in form (with consonant change):

calf → calves /ka:vZ/ = /ka:f/ + /f → v/ +  $/-z/$   
 bath → baths /ba:5Z/ = /ba:θ/ + /θ → 5/ +  $/-z/$

3. The morphologically conditioned (= irregular) zero allomorph  $/-/$ :

sheep → sheep /~i:p/ = /~i:p/ +  $/-/$

4. The morphologically conditioned (= irregular) replacive allomorph (with vowel change):

foot → feet /fi:t/ = /fot/ + /v → i:/  
 tooth → teeth /ti:θ/ = /tu:θ/ + /u: → i:/  
 man → men /men/ = /m`n/ + /` → e/  
 woman → women /'w1m1n/ = /'w0m6n/ + /v → 1/ and /6 → 1/

5. The morphologically conditioned (= irregular) additive allomorph:

- 5.1.  $/-6n/$  is simply added to the stem:

ox → oxen /'4ks6n/ = /4ks/ +  $/-6n/$

- 5.2.  $/-6n/$  is added to the stem that has previously undergone some change in form:

child → children /'t~1ldr6n/ = /t~a1ld → 't~1ldr-/ +  $/-6n/$   
 brother → brethren /'bre5r6n/ = /'br^5r6 → 'bre5r-/ +  $/-6n/$

### The Allomorphs of the Inflectional Verb Past Simple Morpheme $\{-D_1\}$

1. Three phonologically conditioned (= regular) additive allomorphs:

- 1.1.  $/-1d/$  occurs after *the alveolar oral stop* /t/ or /d/:

want → wanted /'w4nt1d/ = /w4nt/ +  $/-1d/$   
 need → needed /'ni:d1d/ = /ni:d/ +  $/-1d/$

- 1.2.  $/-t/$  occurs after *other voiceless sounds*:

fix → fixed /f1kst/ = /f1ks/ +  $/-t/$   
 wash → washed /'w4~t/ = /w4~/ +  $/-t/$   
 switch → switched /'sw1t~t/ = /sw1t~/ +  $/-t/$

- 1.3.  $/-d/$  occurs after *other voiced sounds*:

pull → pulled /puld/ = /pul/ +  $/-d/$   
 change → changed /t~e1nd2d/ = /t~e1nd2/ +  $/-d/$   
 fire → fired /fa16d/ = /fa16/ +  $/-d/$

show → showed /ˈʃoʊd/ = /ˈʃoʊ/ + /-d/

2. The morphologically conditioned (= irregular) zero allomorph /-/:

hurt → hurt /hɜ:t/ = /hɜ:t/ + /-/

put → put /pʊt/ = /pʊt/ + /-/

beat → beat /bi:t/ = /bi:t/ + /-/

3. The morphologically conditioned (= irregular) additive allomorph:

dwell → dwelt /dwelt/ = /dwel/ + /-t/

burn → burnt /bɜ:nt/ = /bɜ:nt/ + /-t/

4. The morphologically conditioned (= irregular) replacive allomorph

4.1. with vowel change:

tear → tore /tɔ:/ = /teɪ/ + /eɪ → ɔ:/

find → found /faʊnd/ = /faɪnd/ + /aɪ → aʊ/

run → ran /rʌn/ = /rʌn/ + /ʌ → ʌ/

ring → rang /rʌŋ/ = /rɪŋ/ + /ɪ → ʌ/

choose → chose /tʃoʊz/ = /tʃu:z/ + /u: → ɔ:/

4.2. with consonant change:

send → sent /sent/ = /send/ + /d → t/

build → built /bɪlt/ = /bɪld/ + /d → t/

4.3. with both vowel and consonant change:

catch → caught /kɔ:t/ = /kʌt/ + /ʌ → ɔ:/ and /tʃ → t/

bring → brought /brɔ:t/ = /brɪŋ/ + /ɪ → ɔ:/ and /ʒ → t/

seek → sought /sɔ:t/ = /si:k/ + /i: → ɔ:/ and /k → t/

5. The morphologically conditioned (= irregular) replacive allomorph + *the morphologically conditioned* (= irregular) additive allomorph

5.1. with vowel change:

tell → told /tɔld/ = /tel/ + /e → ɔ/ + /-d/

do → did /dɪd/ = /du:/ + /u: → ɪ/ + /-d/

hear → heard /hɜ:d/ = /hɪə/ + /ɪə → ɜ:/ + /-d/

buy → bought /bɔ:t/ = /baɪ/ + /aɪ → ɔ:/ + /-t/

feel → felt /felt/ = /fi:l/ + /i: → e/ + /-t/

5.2. with both vowel and consonant change:

leave → left /left/ = /li:v/ + /i: → e/ and /v → f/ + /-t/

6. The morphologically conditioned (= irregular) suppletive allomorph:

go /gəʊ/ + the suppletive allomorph of {-D<sub>1</sub>} = went /went/

be /bi:/ + the suppletive allomorph of {-D<sub>1</sub>} = was /wɒz/ or were /wɜ:/

**The Allomorphs of the Inflectional Verb Past Participle Morpheme {-D<sub>2</sub>}**

1. Three phonologically conditioned (= regular) additive allomorphs: /-**1d**/, /-**t**/ and /-**d**/ (See 'three phonologically conditioned additive allomorphs of {-D<sub>1</sub>}').)

2. The morphologically conditioned (= irregular) zero allomorph / - /:

hurt → hurt /h3:t/ = /h3:t/ + / - /

put → put /pʊt/ = /pʊt/ + / - /

run → run /rʌn/ = /rʌn/ + / - /

3. The morphologically conditioned (= irregular) additive allomorph:

dwell → dwelt /dwelt/ = /dwel/ + /-**t**/

be → been /bi:n/ = /bi:/ + /-**n**/

show → shown /~6ʊn/ = /~6ʊ/ + /-**n**/

beat → beaten /bi:tn/ = /bi:t/ + /-**n**/

4. The morphologically conditioned (= irregular) replacive allomorph:

4.1. with vowel change:

find → found /faʊnd/ = /fa1nd/ + /a1 → aʊ/

read → read /red/ = /ri:d/ + /i: → e/

ring → rung /rʌŋ/ = /r1ŋ/ + /1 → ʌ/

4.2. with consonant change:

send → sent /sent/ = /send/ + /d → t/

build → built /bju:lt/ = /bju:ld/ + /d → t/

4.3. with both vowel and consonant change:

catch → caught /k0:t/ = /k`t~/ + /` → 0:/ and /t~ → t/

bring → brought /br0:t/ = /br1ŋ/ + /1 → 0:/ and /ŋ → t/

seek → sought /s0:t/ = /si:k/ + /i: → 0:/ and /k → t/

5. The morphologically conditioned (= irregular) replacive allomorph + *the morphologically conditioned* (= irregular) *additive allomorph*:

5.1. with vowel change:

tell → told /t6ʊld/ = /tel/ + /e → 6ʊ/ + /-**d**/

hear → heard /h3:d/ = /h16/ + /16 → 3:/ + /-**d**/

buy → bought /b0:t/ = /ba1/ + /a1 → 0:/ + /-**t**/

feel → felt /felt/ = /fi:l/ + /i: → e/ + /-**t**/

do → done /dʌn/ = /du:/ + /u: → ʌ/ + /-**n**/

tear → torn /t0:n/ = /te6/ + /e6 → 0:/ + /-**n**/

go → gone /94n/ = /96ʊ/ + /6ʊ → 4/ + /-**n**/

choose → chosen /'tʃu:zn/ = /tʃu:z/ + /u: → ʃu/ + /-n/

5.2. with both vowel and consonant change:

leave → left /left/ = /li:v/ + /i: → e/ and /v → f/ + /-t/

NOTES:

- ① The **-ed** /-t/ in *blessed* /blest/ and the **-ed** /-d/ in *burned* /bɜ:nd/ are two phonologically conditioned additive allomorphs of either {-D<sub>1</sub>} or {-D<sub>2</sub>}.

    bless → *blessed* /blest/

          → *blessed* /blest/

    burn → *burned* /bɜ:nd/

          → *burned* /bɜ:nd/

- ② The **-t** /-t/ in *blest* /blest/ and in *burnt* /bɜ:nt/ represents a morphologically conditioned additive allomorph of either {-D<sub>1</sub>} or {-D<sub>2</sub>}.

    bless → *blest* /blest/

          → *blest* /blest/

    burn → *burnt* /bɜ:nt/

          → *burnt* /bɜ:nt/

## UNIT TWO

# DERIVATION AND INFLECTION

### 1. DERIVATION

**1.1. DEFINITION:** Derivation is ‘*the formation of new words by adding affixes to other words or morphemes*. For example, the noun *insanity* is derived from the adjective *sane* by addition of the negative prefix *in-* and the noun-forming suffix *-ity*’ [Richards, Platt & Weber, 1987: 77].

**1.2. TYPES OF DERIVATIONAL AFFIXES: There are two subgroups:**

- Class-changing derivational affixes change *the word class*, (also called *the grammatical category* or *the part of speech*) of the words to which they are attached.

Thus, when a verb is conjoined with the suffix *-able*, the result is an adjective, as in *desire* + *-able* or *adore* + *-able*.

A few other examples are:

<u>noun to adjective</u>	<u>verb to noun</u>	<u>adjective to adverb</u>	<u>noun to verb</u>
boy + <i>-ish</i>	acquit(t) + <i>-al</i>	exact + <i>-ly</i>	mortal + <i>-ise</i>
virtu(e) + <i>-ous</i>	clear + <i>-ance</i>	quiet + <i>-ly</i>	vaccin(e) + <i>-ate</i>
Elizabeth + <i>-an</i>	accus(e) + <i>-ation</i>		beauty + <i>-fy</i>

- Class-maintaining derivational affixes do not change *the word class* of the words to which they are attached.

Many *prefixes* fall into this category:

<i>a-</i> + mortal	<i>mono-</i> + theism
<i>auto-</i> + biography	<i>re-</i> + print
<i>ex-</i> + wife	<i>semi-</i> + annual
<i>super-</i> + human	<i>sub-</i> + minimal

There are also *suffixes* of this type:

vicar + <i>-age</i>	New Jersey + <i>-ite</i>
Americ(a) + <i>-an</i>	pun + <i>-ster</i>

**1.3. MORPHOLOGICAL RULES:** New words may enter the dictionary in this fashion, created by the application of *morphological rules*. A few of *them* are:

- |   |
|---|
| (1) VERB + <i>-able</i> = ‘able to be VERB-ed’<br>ACCEPT + <i>-able</i> = ‘able to be ACCEPTed’ |
|---|

The derivational class-changing adjective-forming suffix {-able} has three allomorphs:

- (i) /-6bl/, which occurs at the end of English words: *visible* /'vɪz**6bl**/, *desirable* /dɛ'zɑɪlə**6bl**/;
- (ii) /-6b/, which occurs before the adverb-forming suffix {-ly<sub>1</sub>}: *visibly* /'vɪz**6bl**l/, *desirably* /dɛ'zɑɪlə**6bl**l/;
- (iii) /-6'bɪl/, which occurs before the noun-forming suffix {-ity}: *visibility* /,vɪz**6'bɪl** 6tɪ/, *desirability* /dɛ,zɑɪlə**6'bɪl** 6tɪ/.

<p>(2) un- + ADJECTIVE = 'not + ADJECTIVE'  un- + TRUE = 'not + TRUE'</p>
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Among the words which have been derived from this morphological rule are *unjust*, *unkind*, *unfair*, *unfit*, *unavoidable*, *unrelieved*, *unscientific*, *unshrinking*, *unskilled*, etc.

<p>(3) un- + VERB = 'do the opposite of + VERB+ -ING'  = 'reverse + VERB+ -ING'  un- + LOCK = 'do the opposite of + LOCKING'  = 'reverse + LOCKING'</p>
---

Among the words which have been derived from the this morphological rule are *unnerv*, *unlock*, *untie*, *undo*, *untread*, *unzip*, *unfasten*, *undress*, *uncurl*, *unfold*, etc.

NOTES:

① Added to a verb base, the prefix 'un-' meaning 'reverse' or 'do the opposite of' is not too difficult to be identified:

1. *nerve* /nɜ:v/ *v*

[Tn.pr, Cn.t] ~ **sb/oneself for sth** give sb/ oneself the courage, strength, self-control, confidence, or determination to do sth: *Her support nerve her for the fight. I nerved myself to face my accusers.*

unnerv /,ʌn'nɜ:v/ *v*

[Tn] cause sb to lose courage, strength, self-control, confidence, or determination: *His encounter with the guard dog had completely unnerved him.*

2. *lock* /lɒk/ v

*unlock* /,ʌnˈlɒk/ v

3. *tie* /taɪ/ v

*untie* /,ʌnˈtaɪ/ v

4. *undo* /,ʌnˈduː/ v

5. *tread* /triːd/ v

*untread* /,ʌnˈtriːd/ v

② Also added to a verb base, the prefix ‘un-’ may have another meaning: ‘remove from’ or ‘deprive of’:

1. *earth* /ɜːθ/ sth up

*unearth* /,ʌnˈɜːθ/ v

2. *mask* /mɑːsk/ v

*unmask* /,ʌnˈmɑːsk/ v

[Tn] fasten (a gate, door, lid, etc.) with a lock: *Be sure to lock your bicycle.*

[Tn] unfasten the lock (of a door, gate, lid, etc.) using a key: *He failed to unlock the gate.*

[Tn] fasten or bind (sth) with rope, string, etc.: *Shall I tie the parcel or use sticky tape?*

[Tn] unfasten knots, buttons, a parcel, an envelope, etc.: *Could you untie this apron for me?*

[Tn] **1.** reverse doing; untie or unfasten knots, buttons, etc.: *I can't undo my shoelaces;* **2.** reverse doing; destroy the effect of sth: *He undid most of the good work of his predecessor.*

[I] set one's foot down; walk or step: *Explorers were going where no man had trod before.*

[I] go back through in the same steps: *She trod and untrod lightly so as not to wake the baby.*

[phr v] cover sth (the roots of a plant, etc.) with earth: *He earthed up the celery.*

[Tn, Tn.pr] ~ **sth (from sth)** dig up, uncover sth from the ground by digging: *The dog has unearthed some bones.*

[Tn] cover the face (of sb) with a mask; (fig.) conceal sth: *The thief masked his face with a stocking. She masked her fear by a show of confidence.*

[Tn] remove a mask from (sb); (fig.) reveal the true character of (sb/sth): *Who will unmask his plot?*

3. *load* /l6ʊd/ *v*

*unload* /,ʌn'16ʊd/ *v*

4. *plug* /plʌ9/ *phr v*

*unplug* /,ʌn'plʌ9/ *v*

5. *unfrock* /,ʌn'fr4k/ *v*

[Tn] put a load in or on sth: *They loaded bricks onto the lorry.*

[Tn] remove a load from sth: *Dockers started unloading the ship.*

[Tn] **sth in** connect (sth) to the electricity supply with a plug: *Plug in the radio, please. The recorder wasn't plugged in.*

[Tn] disconnect (an electrical appliance) by removing its plug from the socket: *Please unplug the TV before you go to bed.*

[Tn esp. passive] deprive (a cleric) of ecclesiastic rank, dismiss (a priest guilty of bad conduct) from the priesthood: *The vicar of the church has been unfrocked.*

(Notice that 'frock' as a verb does not really exist in English.)

③ Unfortunately, it is not always easy to identify the meaning of the prefix 'un-': if the suffix '-en' in 'unloosen' means 'make', then what does the prefix 'un-' mean? Compare:

*Can you loosen the lid of the jar?*

*Can you unloose the rope around the victim's waist?*

*Can you unloosen his collar?*

*loosen* /'lu:sn/ *v*

1. [I] become loose or looser: *This knot keeps loosening*; 2. [Tn] make (sth) loose or looser: *medicine to loosen a cough.*

*unloose* /,ʌn'lu:s/ *v*

[Tn] make (sth) loose: *After the huge meal, he unloosed his belt and go to sleep.*

*unloosen* /,ʌn'lu:sn/ *v*

[Tn] make (sth) loose: *After the huge meal, he unloosened his belt and go to sleep.*

This phenomenon can be used to support Fromkin's and Rodman's following statement [1993: 50-51]: 'It is true, however, that one cannot always know the meaning of the words derived from free and derivational morphemes from the morphemes themselves ... Therefore, although the words in a language are not

the most elemental sound-meaning units, they (plus the morphemes) must be listed in our dictionaries. The morphological rules also are in the grammar, revealing the relation between words and providing the means for forming new words.'

## 2. INFLECTION

**2.1. DEFINITION:** Inflection is *'the process of adding an affix to a word or changing it in some other way according to the rules of the grammar of a language.* For example, English verbs are inflected for 3<sup>rd</sup>-person singular: *I work, he works* and for past tense: *I worked*. Most nouns may be inflected for plural: *horse – horses, flower – flowers, man – men*' [Richards, Platt & Weber, 1987: 77].

### 2.2. VARIOUS KINDS OF INFLECTION

#### 2.2.1. NOUN INFLECTION

Almost all English nouns have two forms: *the plain form* (also called *the unmarked form*) used in the constructions like 'a book' or 'the book' and *the inflected form* (also called *the marked form*) which is formed by adding inflectional suffixes to the plain form. The plain form and its three inflected forms together make up *a four-form inflectional noun paradigm*, which is *a set of relative forms of a noun*. Not all nouns have three inflected forms:

one plain form (= the stem)	three inflected forms (= the stem + <i>inflectional suffixes</i> )
mother (singular noun)	mothers (plural noun) mother 's (singular-possessive noun) mothers' (plural-possessive noun)

#### 2.2.2. VERB INFLECTION

The inflections of a verb are more complicated than those of a noun. *The paradigm of an irregular verb* has four inflected forms: breaks, breaking, broke, and broken.

Although the past simple and the past participle inflected forms of a regular verb are just the same, they carry quite different meanings.

Therefore, it is much more convenient to assign all English verbs to *a five-form inflectional paradigm*.

one plain form (= the stem)	four inflected forms (= the stem + <i>inflectional suffixes</i> )
work	works, working, worked, worked

break	breaks, breaking, broke, broken
-------	---------------------------------

### 2.2.3. ADJECTIVE INFLECTION and ADVERB INFLECTION

There is *a three-form inflectional paradigm* for **adjectives of one or two syllables** and for **monosyllabic adverbs** though it does not apply to all members of either the adjective or the adverb class.

Most one-syllable adjectives and adverbs and many two-syllable adjectives have a comparative form with an ‘-er’ inflection and a superlative form with an ‘-est’ inflection.

	one plain form (= the stem)	two inflected forms (= the stem + <i>inflectional suffixes</i> )	
	POSITIVE	COMPARATIVE	SUPERLATIVE
ADJECTIVES	short	<i>shorter</i>	<i>shortest</i>
	big	<i>bigger</i>	<i>biggest</i>
	happy	<i>happier</i>	<i>happiest</i>
	pure	<i>pureer</i>	<i>purest</i>
ADVERBS	fast	<i>faster</i>	<i>fastest</i>
	hard	<i>harder</i>	<i>hardest</i>

## 3. HOW TO DISTINGUISH *DERIVATION* FROM *INFLECTION*

### 3.1. DERIVATION

3.1.1. Derivation can be observed in the following formula:

A <b>BASE</b> (also called A <b>ROOT</b> ) + DERIVATIONAL AFFIXES → NEW DERIVED WORDS
---

3.1.2. DERIVATIONAL AFFIXES serve to supply the base with ‘components of lexical and lexico-grammatical meanings, thus form different words’ [Arnold, 1986: 87]. Adding derivational affixes to English base morphemes (which are of various *grammatical categories/ word classes/ parts of speech*), we have various DERIVATIONAL PARADIGMS: *mother*, *motherhood*, *motherly*, *motherliness*, *motherless* and *motherlike* form a derivational paradigm; *break*, *breakable*, *unbreakable*, *breakability*, *unbreakability*, *breakage* and *breaker* form another derivational paradigm; *pure*, *purely*, *purist*, *purism*, *purify*, *purification*, *pureness* (= *purity*), *impure*, and *impurity* form still another derivational paradigm.

3.1.3. *THE BASE* (also called *THE ROOT*) of a derivational paradigm is ‘*the ultimate constituent element which remains after the removal of all functional and derivational affixes and does not admit any further analysis*’ [Arnold, 1986: 78]. Thus, *HEARTen*, *HEARTen ed*, *disHEARTen*, *disHEARTen ed*, *HEARTy*, *HEARTi ly*, *HEARTi ness*, *HEARTless*, *HEARTless ly*, and *HEARTless ness*, all share the same base: *HEART*.

3.1.4. A DERIVATIONAL PARADIGM is ‘*a set of related words composed of the same base morpheme and all the derivational affixes that can go with this base*’ [Stageberg, 1965: 97].

## 3.2. INFLECTION

3.2.1. Inflection can be observed in the following formula:

A **STEM** + INFLECTIONAL SUFFIXES → INFLECTED FORMS OF  
ONE AND THE SAME WORD

3.2.2. INFLECTIONAL (also called GRAMMATICAL or FUNCTIONAL) SUFFIXES ‘serve to convey grammatical meaning. They build different forms of one and the same word’ [Arnold, 1986: 87]. Adding inflectional suffixes to English stems (which are only nouns, verbs, adjectives and adverbs), we have INFLECTIONAL PARADIGMS: *mother*, *mothers*, *mother’s* and *mothers’* form an inflectional noun paradigm; *break*, *breaking*, *breaks*, *broke* and *broken* form an inflectional verb paradigm; *long*, *longer* and *longest* form an inflectional adjective or adverb paradigm.

3.2.3. *THE STEM* (of an inflectional paradigm) is *the part of a word that remains after the removal of all inflectional suffixes*. In other words, the stem is *that part of a word that is in existence before any inflectional suffixes*. The stem of the inflectional adjective paradigm *HEARTy*–*HEARTier*–(the) *HEARTiest* is *HEARTy*. It is a free stem, but it consists of A *BASE* and ***an affix***; it is not simple but derived. Thus, a stem containing one or more affixes is ‘a derived stem’ [Arnold, 1986: 78].

3.2.4. AN INFLECTIONAL PARADIGM is *a set of related words composed of the same stem and all the inflectional suffixes that can go with this stem*.

## EXERCICES

**EXERCISE 1:** Give as many words with the same bound base as you can, using the given prefixes and bound bases.

## Prefixes

<i>ad-</i> ( <i>ac-</i> , <i>at-</i> ):	to, toward
<i>com-</i> ( <i>con-</i> ):	with, together, jointly, in
<i>de-</i> :	from, down, away
<i>dis-</i> ( <i>dif-</i> ):	apart
<i>ex-</i> :	from, out from, out of
<i>in-</i> ( <i>im-</i> ):	in, into, within, toward, on
<i>per-</i> :	through, thoroughly
<i>pre-</i> :	before, in advance
<i>inter-</i> :	between
<i>pro-</i> :	forward, before, forth, for
<i>re-</i> :	back, again
<i>sub-</i> ( <i>sup-</i> ):	under
<i>trans-</i> :	across, beyond, through

## Bound bases

1. <i>-tain</i>	hold
2. <i>-ceive</i>	
<i>-cept</i>	take
<i>-ceit</i>	
3. <i>-fer</i>	carry, bear
4. <i>-clude</i>	shut, close
5. <i>-port</i>	carry

### ANSWER:

1. Words with *the bound base -tain* meaning 'hold':  
contain, containment, container, containable  
detain, detainer, detainee, detainment, detainingly  
entertain, entertainment, entertainer  
pertain  
retain, retainer
2. Words with *the bound base -ceive, -cept, -ceit* meaning 'take':  
accept, acceptance, acceptable, acceptability, acceptableness, acceptor  
conceive, conceivable, conception, conceit, conceiver  
deceive, deceivable, deception, deceiver, deceptive,  
perceive, perceivable, perception, perceiver, perceptive,  
receive, receivable, reception, receiver,  
receptive
3. Words with *the bound base -fer* meaning 'carry' or 'bear':  
confer, conferee, conferment, conferable, conference, conferal, conferer  
defer, deference, deferent, deferential, deferentially, defer, deferment,  
deferable  
infer, inferable, inferer, inference, inferential, inferentially  
prefer, preferer, preferable, preferability, preferably, preference,  
preferential, preferentially, preferment  
refer, referable, referer, referee, reference, referendum, referent,  
referential, referentially, referral  
transfer, transferable, transferer, transferer, transferer, transferer, transferer,  
transference, transferential, transferentially, transferal

4. Words with *the bound base –clude* meaning ‘shut’ or ‘close’:

conclude, concluder  
exclude, excludable, excluder, excludability  
 include, includable  
 preclude

5. Words with *the bound base –port* meaning ‘carry’:

comport, comportment  
deport, deportable, deportation, deportee, department  
 disport  
 export, exportable, exportation, exporter  
 import, importable, importation, importer, important, importance,  
 importancy, importantly  
 report, reportable, reportage, reporter  
 support, supportable, supportableness, supportably, supporter, supportive  
 transport, transportable, transportability, transporter, transportation,  
 transportational

**EXERCISE 2:** Identify all the possible the suffixes in each of the given words. Complete the table given below.

1	<i>organists</i>		
2	<i>personalities</i>		
3	<i>flirtatiously</i>	3 suffixes	<i>-ation, -ous, -ly</i>
4	<i>atomizers</i>		
5	<i>contradictorily</i>		
6	<i>trusteeship</i>		
7	<i>greasier</i>		
8	<i>countrified</i>		
9	<i>friendliest</i>		
10	<i>responsibilities</i>		

**EXERCISE 3:** Identify the meaning of the prefix in each of the given words and then give as many words with the same prefix as you can. Complete the table given below.

1	<i>antidote</i>	<i>anti-</i> = 'against'	anti-aircraft, <i>antibody</i> , <i>antipersonnel</i> , <i>antihero</i>
2	<i>circumvent</i>	<i>circum-</i> = 'around'	circum-navigate, <i>circumference</i> , <i>circumlocution</i> , <i>circumspect</i>
3	<i>co-pilot</i> <i>collapse</i> <i>compact</i> <i>convene</i> <i>corrode</i>	<i>co-</i> , <i>col-</i> , <i>com-</i> , <i>con-</i> , <i>cor-</i> = 'with'	<i>co-curriculum</i> , <i>co-operate</i> , <i>co-</i> <i>ordinate</i> <i>collide</i> , <i>collision</i> , <i>collect</i> <i>comply</i> <i>consonant</i> , <i>convoke</i> <i>correlate</i>
4	<i>contradict</i>		
5	<i>devitalized</i>	<i>de-</i> = 'do the opposite'	<i>deactivate</i> , <i>decentralize</i> , <i>dehumanize</i> , <i>deform</i> , <i>denationalize</i> , <i>decolonize</i> , <i>decode</i>
6	<i>delouse</i>	<i>de-</i> = 'remove'	<i>dehorn</i> , <i>defrost</i> , <i>deice</i> , <i>deflower</i> , <i>deforest</i>
7	<i>devalue</i>	<i>de-</i> = 'reduce':	<i>degrade</i> , <i>debase</i> , <i>decline</i> , <i>decrease</i>
8	<i>disunion</i>		
9	<i>disagreeable</i>		
10	<i>insecure</i> <i>imperfect</i> <i>illegible</i> <i>irreverent</i>		
11	<i>inspire</i>  <i>imbibe</i>	<i>in-</i> , <i>im-</i> = 'in' or 'on'	<i>inspiration</i> , <i>inspirational</i> , <i>inspiring</i> , <i>inspired</i> , <i>inspect</i> , <i>install</i> , <i>inscribe</i> <i>imbue</i> , <i>impale</i> , <i>impalpable</i> , <i>impalement</i>

12	<i>intervene</i>		
13	<i>intramural</i>		
14	<i>obstruct</i>  <i>oppose</i>	<i>ob-</i> , <i>op-</i> = 'against' or 'opposite'	<i>obstruction, obstructive, obstrude, obstrusion, obstrusive(ly), obstinate obstrusiveness, obstacle, object(ion), opposition, opposed, opponent, oppress, oppressed, oppression, oppressive(ly),</i>
15	<i>pre-war</i>		
16	<i>post-war</i>		
17	<i>proceed</i>		
18	<i>retroactive</i>	<i>retro-</i> = 'backward'	<i>retroflex, retrograde, retrogress, retro-rocket, retrospect</i>
19	<i>semi-professional</i>		
20	<i>subway</i>		
21	<i>superabundant</i>		
22	<i>unlikely</i>		
23	<i>undress</i>		

NOTES:

**1. The prefix *anti-* means 'against'.**

- *antidote* /'ntld6vt/ n

[C] substance that acts against the effect of poison: *an antidote against*

- *snake bites, food poisoning, malaria, etc.*
- *anti-aircraft adj* designed to destroy enemy aircrafts: *anti-aircraft guns.*
- *anti-personnel adj* designed to kill or injure people: *anti-personnel explosives.*
- *anti-hero n* [C] central character in a story or drama who lacks the qualities usually associated with a hero, such as courage and dignity.
- *antibody n* [C] protein formed in the blood in response to harmful bacteria, etc. which it then attacks and destroys.

## 2. The prefix *circum-* means ‘around’.

- *circumvent /s6k^m^vent/ v* [Tn] find a way of overcoming or avoiding sth: *circumvent a law, rule, problem, difficulty, etc.*
- *,circum^navigate v* [Tn] sail around (esp. the world): *Magellan was the first person to circumnavigate the globe.*
- *circumference /s6^k^mf6r6ns/ n* [C] line that marks out a circle or other curved figures.
- *circumlocution n* [U, C] (instance of the) use of many words to say sth that could be said in a few words.
- *circumspect adj* considering everything carefully before action; cautious:
- *circumspection n* [N] caution: proceeding with great circumspect.

## 3. The prefixes *co-*, *col-*, *com-*, *con-* and *cor-* all mean ‘with’, ‘together’ or ‘jointly’.

- *co-pilot n* [C] assistant pilot in an aircraft.
- *co-operate v* [I, Ipr] ~(**with sb**) work or act together with another or others:

*He co-operated with his friend in raising money.*

- co-ordinate *v* [Tn, Tn.pr] ~ **sth** (**with sth**) cause (different parts, limbs, etc.) to function together efficiently: *We must co-ordinate our efforts to help flood victims.*
- collaborate *v* [I, Ipr] ~ (**with sb**) work together (with sb), esp. to create or produce sth: *She collaborated with her sister on a biography of their father.*
- collide *v* [I, Ipr] ~ (**with sb/ sth**) strike violently against sth or each other.
- collect *v* [Tn, Tn.p] ~ **sth** (**up/ together**) bring or gather sth together: *collect up the empty glasses, collect together one's belongings.*
- compact /k6m'p`kt/ *adj*  
*v* [Tn usu passive] press sth firmly together: *the compacted snow on the pavement.*
- comply *v* [I, I.pr] ~ (**with sth**) do as one is requested or commanded: *Rules must be complied with.*
- convene /k6n'vi:n/ *v* [Tn] summon people to come together: *convene the members, a committee, etc.*
- convoke /k6n'v6vk/ *v* [Tn] call together, summon a meeting, etc: *convoke the Parliament.*
- consonant *n* [C] sound that has no voice and thus has to go with a vowel: Vietnamese **b** /be1/, **c** /se1/ and **d** /de1/ vs. English **b** /bi:/, **c** /si/ and **d** /di:/
- corrode /k6'r6vd/ *v* [I,Ip,Tn,Tn.p] ~ (**sth**) (**away**) destroy or be destroyed slowly, esp with chemical action: *The metal has corroded away because of rust/ acid. There exists a*

*bitter envy that has corroded their friendship.*

- correlate /'k4r6le1t/ *v*

[I,Ipr,Tn,Tn.pr] ~(**with sth**), (A **with/ and B**) have a mutual relation with sth: *We can often correlate age with frequency of illness.*

#### 4. The prefix **contra-** means 'against'.

- contradict *v*

[I, Tn] say sth that conflicts with sth said or written: *That's true, but don't you dare contradict (him)? The speaker got confused and started contradicting himself.*

- contravene *v*

[Tn] act/ be contrary to (a law, etc.); break: *Her actions contravene the rules.*

- contraception *n*

[U] preventing of conception.

- contraceptive *n*

[C] device or drug for preventing conception;

*adj*

preventing conception: *a contraceptive pill, device, drug, etc.*

- contra-indication *n*

[C] (medical) sign that a particular drug may be harmful: *The contra-indications listed for the pills meant that she could not take them.*

#### 5. The prefix **de-** means 'do the opposite of'.

- vitalize *v*

[Tn] provide sb/ sth with strength and vigour.

- devitalize /,di:'v4ltl4lz/ *v*

[Tn] take strength and vigour away from sb/sth: *a nation devitalized by a sustained war effort.*

- activate *v*

[Tn] make sth active.

- deactivate /,di:'kt1veùlt/ *v*

[Tn] make (sth dangerous, e.g. a bomb or a nuclear reactor) harmless or less active by removing its source of power: *deactivate the fuse mechanism.*

- code *v*

[Tn] put or write sth in code.

- decode /,di:'k6ʊd/ v [Tn] find the meaning of sth written in code.
- colonize v [Tn] establish a colony (in an area), establish an area as a colony.
- decolonize /,di:'k4l6naʊl z/ v [Tn] give independent status to a colony.

**6. The prefix *de-* means 'remove ... from' or 'deprive ... of'.**

- delouse /d1'laʊs/ v [Tn] remove the lice from sb/ sth.
- dehorn /d1'h0:n/ v [Tn] remove the horn from an animal.
- deflower /,di:'flaʊ6/ v [Tn] deprive a woman of her virginity, usually by sexual intercourse.
- defrost /,di:'fr4st/ v [Tn] remove ice or frost from sth.

**7. The prefix *de-* means 'reduce'.**

- devalue /,di:'v`lju:/ v [Tn] reduce the value of a currency in relation to other currencies/ gold.
- decline /d1'klaɪn/ v [I] become smaller, weaker, fewer, etc.
- decrease /d1'kri:z/ v [I, Tn] (cause sth to) become smaller, weaker, fewer, etc.
- degrade v [Tn] cause sb to be less moral/ deserving of respect: *I felt degraded by having to ask for money.*
- debase v [Tn] lower the quality, status or value of sth: *Sport is being debased by commercialism. You debased yourself by telling such lies.*

**8. The prefix *dis-* means 'absence of', 'opposite to' or 'do the opposite of'.**

- union n [U] uniting or being united: the Soviet Union.
- disunion n [U] separating or being separated.
- appear v [I] come into view, become visible.
- disappear v [I] no longer be visible.
- count v [I] ~(**for sth**) be of value or important: *Knowledge without common senses counts for little.*

- *discount v* [Tn] regard sth as unimportant: *You can discount what Jack said: he's a dreadful liar.*
- *arm v* [Tn] supply or equip oneself/ sb with weapons.
- *disarm v* [Tn] take weapon away from (sb), reduce the size of the armed forces (of a nation).

**9. The prefix *dis-* means 'not' or 'lack of'**

- *disagreeable adj* not agreeable.
- *dishonest adj* not honest.
- *disadvantage n* [C] unfavorable condition, thing that tends to prevent sb from succeeding, making progress.
- *discomfort n* [U] lack of comfort; *n* [C] thing that cause this.
- *disapprove v* [I, Ipr] consider (sb/sth) *bad* (= not good), *immoral* (= not moral), etc: *She wants to be an actress, but her parents disapprove (of her intentions).*
- *disbelieve v* [Tn] refuse to believe (sb/sth): *I disbelieve every word you say.*

**10. The prefixes *in-*, *im-*, *il-* and *ir-* all mean 'not'.**

- *insecure adj* not secure or lack of safety.
- *incompetent adj* not showing the necessary skills to do sth successfully.
- *inefficient adj* not producing adequate results.
- *immoderate adj* too extreme or excessive; not moderate.
- *impolite adj* rude; not polite.
- *illegal adj* against the law; not legal.
- *illiterate adj* not able to read or write.
- *irregular adj* not regular in shape, arrangement, etc.
- *irrespective adj* not taking account of or considering (sth/sb).

## 11. The prefixes *in-* and *im-* both mean 'in' or 'on'.

- *inspire v* [Tn, Tn.pr] ~ **sth (in sb)/ sb (to sth)** fill sb with thoughts, feelings, aims, etc: *His noble example inspired the rest of us to greater efforts.*
- *inscribe v* [Tn, Tn.pr] ~ **A (on/in B), B (with A)** write words, names, etc on or in something: *inscribe one's name in a book; inscribe a book with one's name.*
- *inspect v* [Tn] examine (sth) closely: *inspect a school, factory, regiment, etc.*
- *install v* [Tn, Tn.pr] ~ **sth (in sth)** fix equipment, furniture, etc in position for use: *install a heating or lighting system in a building.*
- *imbile v* [Tn] take in or absorb sth (fig): *imbile fresh air, knowledge, etc.*
- *impale v* [Tn, Tn.pr] ~ **sb / sth (on sth)** pierce sb/ sth with a sharp-pointed subject: *In former times, prisoners' heads were impaled on pointed stakes.*
- *impose v* [Tn, Tn.pr] ~ **sth (on sb/ sth)** place (a penalty, tax, etc.) officially (on sb/ sth): *impose a further tax on wines.*
- *impress v* [Tn, Tn.pr] ~ **sb (with sth)** have a favourable effect on sb: *The sights of the city never fail to impress foreign tourists.*
- *implant v* [Tn, Tn.pr] ~ **sth (in sth)** deliberately introduce or fix (ideas, etc.) into a person's mind: *implant religious beliefs in young children.*

## 12. The prefix *inter-* means 'between' or 'each other'.

- *intervene v* [I] be or come between two points of time: *during the years that intervened.*

- *international adj* of, carried on by or existing between two or more nations.
- *interstate adj* between states, esp. of the USA: *interstate highways*.
- *intercede v* [I, Ipr] ~ (**with sb**) (**for/ on behalf of sb**) act as an intermediary (between two people, groups, countries, etc that cannot agree), trying to help them settle their differences: *We have to intercede with the authorities on behalf of people unfairly imprisoned there.*
- *interact v* [I, Ipr] ~ (**with sth**) act or have an effect on each other: *chemicals that interact to form new compounds.*
- *interchange v* [Tn, Tn.pr] ~ **sth** (**with sb**) give sth to and receive sth from each other: *We interchanged partners: he danced with mine, and I danced with his.*

**13. The prefix *intra-* means ‘within’.**

- *intramural adj* intended for full-time students living within a college: *intramural courses, studies, staff, etc.*
- *intravenous adj* within a vein or veins: *intravenous injections.*
- *intramuscular adj* within a muscle or muscles.
- *intra-uterine adj* within the uterus.
- *intrastate adj* (existing) within one state, esp. of the USA: *intrastate highways.*

**14. The prefixes *ob-* and *op-* both mean ‘against’ or ‘opposite (to)’.**

- *obstruct v* [Tn] be or get in the way of sb/ sth; block a road/ the passage of sth: *Tall trees obstructed his view of the road.*
- *obtrude v* [I, Tn, Tn.pr] force (oneself, one’s opinions, ideas, etc.) upon sb/ sth, esp. when unwanted: *obtrude on sb’s grief.*
- *obstacle n* [C] thing in the way that either stops progress or makes it difficult.

- *objection n* [C,U] (expression of a) feeling of dislike, disapproval or opposition.
- *obstinate adj* refusing to change one's opinion or chosen course of action.
- *oppose v* [Tn] express strong disapproval/disagreement with sb/ sth.
- *opponent n* [C] person who is against another person in a fight, a struggle, a game or an argument.
- *oppress v* [Tn] rule or treat sb with continual injustice or cruelty.

**15. The prefix *pre-*/*prɪ-* means 'before'.**

- *pre-war adj* existing or happening (in the period) before a war: *in the pre-war period*.
- *pre-natal /,pri:'neɪtl/ adj* of the period before giving birth: *pre-natal check-ups, exercises, classes, etc.*
- *preconceived /,pri:kɒn'si:vd/ adj* formed in advance, not basing on knowledge or experience: *preconceived ideas, opinions, etc.*
- *precede v* [I, Tn] come or go before (sth) in time, order, rank, etc.
- *preamble (to sth) n* [C, U] opening that explains the purpose of the book, document, lecture, etc. that follows: *He launched into his statement without any preamble.*
- *precaution /prɪ'kɔ:~n/ n* [C] thing done in advance to avoid danger, prevent problems, etc.: *take an umbrella just as a precaution*
- *precautionary adj* done as a *precaution*: *precautionary measures.*

**16. The prefix *post-* means 'after'.**

- *post-war adj* existing or happening (in the period) after a war: *in the post-war period.*
- *post-mortem /,pɒst'mɔ:tɒm/ adj* made or occurring after death: *a post-mortem examination.*

- <i>posterior</i> <i>adj</i>	<u>later</u> (than sth) in time or in a series.
- <i>post-date</i> <i>v</i>	[Tn] put a date (on a document, etc.) that is <u>later</u> than the actual date.
- <i>postgraduate</i> <i>adj</i> <i>n</i>	done <u>after</u> the first degree; [C] person doing postgraduate studies.
- <i>postscript</i> ( <i>abbr</i> <b>PS</b> ) <i>n</i>	[C] extra message added at the end of a letter <u>after</u> the signature

**17. The prefix *pro-* /*pr6-*/means 'forward'.**

- <i>proceed</i> <i>v</i>	[I] go to a <u>further</u> or <u>next</u> stage.
- <i>progress</i> <i>v</i>	[I] go or move <u>forward</u> .
- <i>project</i> <i>v</i>	[Tn.pr] ~ <i>sth</i> ( <i>into sth</i> ) send or throw sth outward or <u>forward</u> .
- <i>propose</i> <i>v</i>	[Tn] offer or put <u>forward</u> (sth) for consideration; suggest.
- <i>proposal</i> <i>n</i>	[U] action of suggesting or putting <u>forward</u> ; [C] thing that is suggested.
- <i>prolapse</i> <i>v</i>	[I] (of an organ in the body, esp. the bowel or uterus) slip <u>forward</u> or down so that it is out of place.
- <i>prologue</i> <i>n</i>	[C] <u>introductory</u> part of a poem or play.
- <i>prospect</i> <i>n</i>	[C] picture in the mind or imagination, esp. of a <u>future</u> event.

**18. The prefix *retro-* means 'backward'.**

- <i>retroactive</i> <i>adj</i>	affective from a <u>past</u> date.
- <i>retrogress</i> <i>v</i>	[I] go or move <u>backward</u> .
- <i>retrorocket</i> <i>n</i>	[C] rocket engine providing power in the <u>opposite</u> direction to the path of flight.
- <i>retroflex</i> <i>n</i>	[C] sound made by bending the tip of the tongue upward and <u>backward</u> .
- <i>retrograde</i> <i>adj</i>	going <u>backward</u> , getting worse.
- <i>retrospect</i> <i>n</i>	[U] looking <u>back</u> on a past event or situation.

**19. The prefix *semi-* means ‘half’ or ‘partly’.**

- *semi-detached adj* joined to another house by one shared wall.
- *semi-conscious adj* partly conscious.
- *semicircle n* [C] half of a circle or of its circumference.
- *semi-final n* [C] match or round preceding the final, e.g. in football.
- *semicolon n* [C] the punctuation mark (;) between a comma and a full stop.

**20. The prefix *sub-* means ‘under’ or ‘below the normal’**

- *subway n* [C] underground pedestrian tunnel, esp. one beneath a road or railroad; underground railway in a city.
- *submarine n* [C] naval vessel that can operate underwater as well as on the surface.
- *submerge v* [I] go under the surface of a liquid.
- *subdivide v* [I, Ipr, Tn] (cause things to) be divided again into smaller divisions.
- *subnormal adj* below normal, less than normal.
- *subordinate adj* lower in rank or position.
- *substandard adj* below the usual or required standard.

**21. The prefix *super-* means ‘over’ or ‘beyond the norm’**

- *superabundant adj* very abundant.
- *superhuman adj* exceeding normal human power, size, knowledge, etc.
- *superior adj* better than average.
- *superficial adj* of or on the surface only.
- *superpower n* [C] any of the most powerful nations in the world.
- *supervise v* [I, Tn] watch or keep a check on (sb doing sth or sth being done) to make sure it is done properly.



**EXERCISE 5:** Add a derivational suffix to each of these words, which already end in a *derivational suffix*. Complete the table given below.

1	<i>expression</i> + <u>-ism</u> = <i>expressionism</i>
2	<i>formal</i> +
3	<i>organize</i> +
4	<i>reasonable</i> +
5	<i>purist</i> +

**EXERCISE 6:** Add an inflectional suffix to each of these words, which already end in a *derivational suffix*. Complete the table given below.

1	<i>kindness</i> + <u>-es</u> = <i>kindnesses</i> (n., pl.) meaning ' <i>kind acts</i> '
2	<i>beautify</i> +
3	<i>quarterly</i> +
4	<i>popularize</i> +
5	<i>depth</i> +
6	<i>pressure</i> +
7	<i>extinguish</i> +
8	<i>orientate</i> +
9	<i>friendly</i> +
10	<i>noisy</i> +

**EXERCISE 7:** You are given here five *bases*, or words with their bases *italicized*. Give all the words in the derivational paradigm. Do not include words with two bases, like '*manhunt*' or '*manpower*'. Complete the table given below.

1	<i>sin</i>	<i>sinful</i> , <i>sinfulness</i> , <i>sinless</i> , <i>sinlessness</i> , <i>sinner</i>
2	<i>kind</i>	
3	<i>live</i> (adj)/laɪ/	
4	<i>transport</i>	
5	<i>audience</i>	

**EXERCISE 8:** The left-hand column contains ten words. The right-hand column contains thirteen derivational suffixes used to make nouns and having the general meanings of ‘*state, condition, quality, or act of*’. By combining these suffixes with the words listed, make as many nouns as you can. Fill in the given blanks.

<b>Words</b>	<b>Derived Words</b>	<b><i>Noun-forming Derivational Suffixes</i></b>	
1. happy	_____	1. <i>-hood</i>	8. <i>-ance/ -ence</i>
2. friend	_____	2. <i>-acy</i>	9. <i>-th</i>
3. girl	_____	3. <i>-ism</i>	10. <i>-ure</i>
4. compose	<i>compos<u>ure</u>, compos<u>ition</u></i>	4. <i>-ness</i>	11. <i>-ment</i>
5. shrink	_____	5. <i>-age</i>	12. <i>-y</i>
6. discover	_____	6. <i>-ity</i>	13. <i>-ship</i>
7. supreme	_____	7. <i>-ation/ -ition</i>	
8. true	<i>truth, tru<u>ism</u></i>		
9. pagan	_____		
10. active	_____		

**EXERCISE 9:** Why is it said that inflectional suffixes are part of the syntax of the English language?

**ANSWER:**

Inflectional affixes, which are always suffixes in English, perform grammatical functions. They are representatives of the four grammatical categories in English: noun, verb, adjective and adverb.

In English, inflectional suffixes typically indicate the syntactic relations between different words in English sentences: *the inflectional suffix -s* indicates the agreement between the subject *he* and the verb *works* in ‘*He works hard*’; *the inflectional noun possessive morpheme -’s* shows the relationship between *Tom* and another person — *his father*, in ‘*Tom’s father*’.

Therefore, it is quite true to state that *inflectional suffixes* are part of the English syntax. To master this subject, we have to learn the rules regulating the ways in which words are arranged to form larger linguistic units such as phrases, clauses and sentences.

This phenomenon is not only true in English. It is also common in many other languages in the world.

## UNIT THREE

### IMMEDIATE CONSTITUENTS IN MORPHOLOGY

#### 1. DEFINITION

‘IMMEDIATE CONSTITUENTS are any of the two meaningful parts forming a larger linguistic unit’ [Arnold, 1986: 83].

Let’s consider Bloomfield’s analysis of the word *ungentlemanly* [1935: 210]. Comparing this word with other words, we recognize the morpheme *un-* as a negative prefix because we have often come across words built on the pattern *un-* + *adjective base*: *uncertain*, *unconscious*, *uneasy*, *unfortunate*, *unmistakable*, *unnatural*, *unearthly*, *unsightly*, *untimely*, *unwomanly*, etc. Thus, at the first cut we obtain the two following immediate constituents: *un-* and *gentlemanly*: *un-* | *gentlemanly*

Continuing our analysis, we see that there are many adjectives following the pattern *noun base* + *-ly*, such as *womanly*, *masterly*, *scholarly*, *soldierly*, *manly*, etc. with the same semantic relationship of ‘*having the quality of the person denoted by the base*’. Thus, at the second cut we obtain the two following immediate constituents: *gentleman* and *-ly*:

*gentleman* | *-ly*

There are *compound nouns* following the pattern *adjective* + *noun*, such as *nobleman*, *highbrow*, *middlebrow*, *lowbrow*, *lazysusan*, *flatfoot*, etc. Thus, the third cut separates the two free bases of the compound noun *gentleman*, resulting in the two immediate constituents: *gentle* and *man*:

*gentle* | *man*

We have now shown the layers of structure by which the word has been composed, down to its ultimate constituents: *un-*, *gentle*, *man*, and *-ly*.

*un-* | *gentle* | *man* | *-ly*

Doing word diagrams, like the one right above, to show *layers of structure*, we make successive divisions into two parts, each of which is called AN IMMEDIATE CONSTITUENT, abbreviated IC. The process is continued until all the component morphemes of a word, the morphemes of which the word is composed, have been isolated.

## 2. SOME RECOMMENDATIONS ON IC DIVISION

Here are three recommendations on IC division that will assist in the exercise to follow:

① *If a word ends in an inflectional suffix, the first cut is between this suffix and the rest of the word.*

pre- + conceiv(e) | -ed

mal- + formation | -s

② *One of the IC's should be, if possible, a free form. A free form is one that can be uttered alone with meaning: egg, doing, enlarge, supportable, etc. Here are examples of wrong and right first cuts:*

Wrong: en- | large + -ment  
in- + depend | -ent  
un- + law | -ful

Right: en- + large | -ment  
in- | depend + -ent  
un- | law + -ful

③ *The meanings of the IC's should be related to the meaning of the word. It would be wrong to cut *restrain* like this:*

rest | rain

because neither *rest* nor *rain* has a semantic connection with *restrain*. Nor would a division of *starchy* as:

star | chy

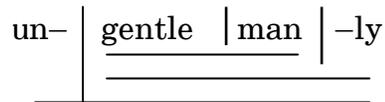
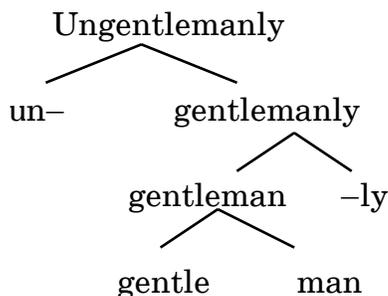
be right because this would give an unrelated morpheme {*star*} and a meaningless fragment *chy*. The two examples are properly cut in this way:

re- | strain

starch | -y

## 3. DIAGRAM

When we analyse a word, we show the process of word formation in reverse. First, we divide the word into two parts. We continue this way cutting every parts into two more until we can reduce the word to its *ultimate constituents*, that is to *the morphemes of which the word is composed* — those which cannot be divided any more:



The two IC's of the first layer of construction are *un-* and *gentlemanly*.  
 The two IC's of the second layer of construction are *gentleman* and *-ly*.  
 The two IC's of the third layer of construction are *gentle* and *man*.

## EXERCISES

**EXERCISE 1:** Give the IC cuts of each of the following words. Identify all the possible morphemes in each of the following words:

1. arriv(e) | -al

*arrive*:

a free base which is a verb

*-al* /-l/:

a Derivational class-changing noun-forming suffix meaning 'process or state of'

verb + *-al* = noun meaning *process or state of verb-ing*

*arrive* + *-al* = *arrival* meaning 'process or state of arriving'

*survival*, *recital*, *removal*, (dis)approval, *proposal*, *refusal*, *acquittal*, etc.

2. build | -s

*build*:

a free base which is a verb

*-s* /-z/:

an allomorph of the inflectional verb present tense third person singular morpheme {-S<sub>3</sub>}

3. wall | flower | -s

*wall* and *flower*:

two free bases which are nouns

*-s* /-z/:

an allomorph of the inflectional noun plural morpheme {-S<sub>1</sub>}

4. sin | -ful

*sin*:

a free base which is a noun

*-ful* /-fl/:

a derivational class-changing adjective-forming suffix meaning 'full of'

noun + *-ful* = *full of* noun

*sin* + *-ful* = *full of sin*

*powerful*, *meaningful*, *plentiful*, *hopeful*, *trustful*, *useful*, *helpful*, *scornful*, etc.

5. sin | -less

*sin*:

*-less* /-lɛs/:

a free base which is a noun

a derivational class-changing adjective-forming suffix meaning '*without any*', '*lacking in*' or '*absence of*'

noun + <i>-less</i> = <i>without any</i> noun
sin + <i>-less</i> = <i>without any</i> sin

*powerless*, *meaningless*, *penniless*, *hopeless*, *useless*, *helpless*, *lifeless*, etc.

6. hope | -ful | -ly

*hope*:

*-ful* /-fʊl/:

*-ly* /-li:/:

adjective + {-ly <sub>1</sub> } = adverb
--

hopeful + {-ly <sub>1</sub> } = <i>hopefully</i>
--

a free base which is a noun

a derivational class-changing adjective-forming suffix meaning '*full of*'

the derivational class-changing adverb-forming suffix {-ly<sub>1</sub>} meaning '*in the specified manner*'

7. life | -less | -ness

*life*:

*-less* /-lɛs/:

*-ness* /-nɛs/:

adjective + <i>-ness</i> = noun
---------------------------------

lifeless + <i>-ness</i> = lifeless <i>ness</i>
--

a free base which is a noun

a derivational class-changing adjective-forming suffix meaning '*without any*', '*lacking in*' or '*absence of*'

a derivational class-changing noun-forming suffix meaning '*quality, state or character of*'

8. un- | graci- | -ous

*un-* /ʌn-/:

a derivational class-maintaining prefix meaning '*not*'

*graci-* /'greɪ~-/: a bound base, an allomorph of {*grace*} /greɪs/, which is a noun

*-ous* /-ʊs/: a derivational class-changing adjective-forming suffix meaning 'having the qualities or character of'

*un-* + adjective = not adjective  
*un-* + gracious = *not* gracious  
*un-* + true = *not* true

*un-* + base adjective : *untrue, unjust, unkind, unfair, uncertain, unreal, unfit, unhappy, uncommon, undue, uneven, unclean, unwise, etc.*

*un-* + derived adjective: *unavoidable, unbelievable, undeclared, unequal, unfriendly, ungrateful, unhealthy, unintelligible, unlawful, unscientific, unmanly, unnatural, unofficial, unpleasant, unusual, unwilling, unwanted, etc.*

9. un- | true | -ly

*un-* /ʌn-/: a derivational class-maintaining prefix meaning 'not'

*true*: a free base which is an adjective

*-ly* /-li/: the derivational class-changing adverb-forming suffix {-ly<sub>1</sub>} meaning 'in the specified manner'

10. un- | law | -ful

*un-* /ʌn-/: a derivational class-maintaining prefix meaning 'not'

*law*: a free base which is a noun

*-ful* /-fʊl/: a derivational class-changing adjective-forming suffix meaning 'full of'

11. un- | in- | -spire | -ed

*un-* /ʌn-/:

a derivational class-maintaining prefix meaning 'not'

*in-* /ɪn-/:

a derivational class-maintaining prefix meaning 'in' or 'on'

*-spire* /-'spɪr/:

a bound base either meaning 'breathe', just like in *re-* | *-spire*, or meaning 'act', just like in *con-* | *-spire*

*-ed* /-d/:

an allomorph of the d. class-changing adjective-forming suffix {-D<sub>3</sub>}

- inspired *adj*

**1.** filled with creative power: *an inspired poet, artist, etc*; **2.** full of a spirit that leads to outstanding achievements: *act like a man inspired*; **3.** produced (as if) by or with the help of inspiration: *an inspired work*.

uninspired *adj*

without imagination or inspiration: *an uninspired speech, performance, painting, etc.*

12. live | -ed

*live*:

a free base which is a verb

*-ed* /-d/:

an allomorph of the inflectional verb past simple morpheme {-D<sub>1</sub>} or of the inflectional verb past participle morpheme {-D<sub>2</sub>}

13. un- | employ | -ment

*un-* /ʌn-/:

a derivational class-maintaining prefix meaning 'lack of' or 'without'

*employ*:

a free base which is a verb

*-ment* /-mɛnt/:

a derivational class-changing noun-forming suffix meaning 'result or means of'

<p><i>un-</i> + noun = <i>without any noun, lack of</i> (the quality denoted by) the noun  <i>un-</i> + employment = <i>without any employment, lack of</i> employment</p>
--

14. un- | verb | -al | -ize | -ed

<i>un-</i> / $\wedge$ n-/:	a derivational class-maintaining prefix meaning ‘not’
<i>verb</i> :	a free base which is a noun
<i>-al</i> /-l/:	a derivational class-changing adj.-forming suffix meaning ‘of’ or ‘concerning’
<i>-ize</i> /-aɪz/:	a derivational class-changing verb-forming suffix meaning ‘act or treat with the qualities of’
<i>-ed</i> /-d/:	an allomorph of the inflectional verb past participle morpheme {-D <sub>2</sub> }

<p><i>un-</i> + verb past participle = <i>not</i> verb past participle  <i>un-</i> + verbalized = <i>not</i> verbalized</p>
---

<p>adjective + <i>-ize</i> = verb          verbal + <i>-ize</i> = verbalize meaning ‘act with the help/ qualities of words’</p>
---

socialize, regionalize, internationalize, (de)nationalize, (re)fertilize, (de)humanize, etc.

- verbal *adj*
  1. of or in words: *verbal skills*;
  2. spoken, not written: *a verbal explanation, agreement, warning, etc*;
  3. word for word, literal: *a verbal translation*.

verbalize *v* [I, Tn] put (ideas, feelings, etc.) in words: *I sometimes find it difficult to verbalize*.

15. fals(e) | -ify

*false*/f0:s/: a free base, which is an adjective

-ify /1fa1/:

a d. class-changing verb-forming suffix meaning 'make' or 'become'

16. vis- | -ib | -ly

vis- /-v1z/:

a bound base, an allomorph of {-vise} /-va1z/ meaning 'see'

-ib /-6b/:

the allomorph which can only occur before {-ly<sub>1</sub>} of the d. class-changing adjective-forming suffix {-ible} meaning 'that may or must be'

-ly /-11/:

the d. class-changing adjective-forming suffix {-ly<sub>1</sub>} meaning 'in the specified manner'

VERB + -able = able to be VERB-ed
RECOVER + -able = able to be RECOVER-ed
PENETR- + -able = able to be PENETRATE-ed
VIS- + -ible = able to be SEEN

desirable, (un)drinkable, changeable, (un)acceptable, blamable, (un)avoidable, (ir)resistable, edible, (in)visible, (in)corruptible, (ir)reducible, etc.

17. im- | penetr- | -abil | -ity

im- /1m-/:

the allomorph which can only occur before *bilabial sounds* of the derivational class-maintaining prefix {in-}/1n-/meaning 'not'

penetr- /'pen6tr-/:

a bound base which can only occur in combination with either the derivational class-changing verb-forming suffix {-ate} resulting in the verb *penetrate* /'pen6tre1t/ or the derivational class-changing adjective-forming suffix {-able} resulting in the adjective *penetrable* /'pen6tr6bl/

-a ʔil /-6ʔ1l/:

the allomorph which can only occur before {-ity} of the derivational class-changing adjective-forming suffix {-able} meaning 'that may or must be'

-ity /-6t1/:

a derivational class-changing noun-forming suffix meaning 'state or quality of'

adjective + -ity = noun  
impenetrable + -ity = impenetrability

immaturity, immobility, immensity, immorality, impartiality, imbecility, etc.

im- + adjective = not adjective  
im- + penetrable = not penetrable

impersonal, improbable, impassive, immature, immeasurable, immemorial, etc.

18. ir- | re- | cover | -able  
\_\_\_\_\_

ir- /1r-/:

an allomorph which can only occurs before the retroflex /r/ of the derivational class-maintaining prefix {in-} meaning 'not'

re- /,ri- /:

a derivational class-maintaining prefix meaning 'again'

cover:

a free base which is a verb

-able /-6bl/:

a derivational class-changing adjective-forming suffix meaning 'that may or must be'

ir- + adjective = not adjective  
ir- + resistable = not resistable

irrational, irreplaceable, irreducible, irrespective, irrelevant, irreligious, etc.

19. fat(e) | -al | -ist | -ic  
\_\_\_\_\_

fat(e) /fe1t/:

a free base, which is a noun

- al /-6l/: a derivational class-changing adj.-forming suffix meaning 'of' or 'concerning'
- ist /-1st/: a derivational class-changing noun-forming suffix meaning 'person who believes in'
- ic /-1k/: a derivational class-changing adjective-forming suffix meaning 'concerning'

20. bor(e) | -ing

- bore: a free base which is a verb
- ing /-17/: the derivational class-changing adjective-forming suffix {-ing<sub>3</sub>}

21. re- | interpret | -ing

- re- /,ri:-/: a derivational class-maintaining prefix meaning 'again'
- interpret: a free base which is a verb
- ing /-17/: the inflectional verb present participle morpheme {-ing<sub>1</sub>}

re- + verb = verb *again*  
re- + introduce = introduce *again*

rewrite, retype, retell, rebuild, redecorate, reintroduce, reinterpret, repay, refertilize, refund, return, reimburse, etc.

22. re- | im- | -burse | -ment | -s

- re- /,ri:-/: a derivational class-maintaining prefix meaning 'again'
- im- /1m-/: the allomorph which can only occur before *bilabial sounds* of the derivational class-changing prefix {in-} /1n-/ meaning 'in' or 'on'
- burse /-'b3:s/: a bound base which means 'purse' /-p3:s/

-ment /-m6nt/:

a derivational class-changing noun-forming suffix meaning 'result or means of'

-s /-s/:

an allomorph of the inflectional noun plural morpheme {-S<sub>1</sub>}

- *reimburse* *v*

[Tn, Tn.pr esp passive] ~ **sth (to sb), sb (for sth)** (usu *fml*) refund sth, pay back to sb (money that has spent or lost): *We reimburse the passengers for any loss or damage; I was reimbursed in full.*

- *-imburse* is from the medieval Latin *imbursarge* meaning 'put in the purse'

23. re- | fertil- | -iz(e) | -ed

*re-* /,ri:- /:

a derivational class-maintaining prefix meaning 'again'

*fertil-* /'f3:t6l- /:

a bound base, an allomorph of {fertile} /f6'ta1l/, which is an adjective

*-ize* /-a1z/:

a derivational class-changing verb-forming suffix meaning 'become' or 'make like'

*-ed* /-d/:

an allomorph of the inflectional verb past simple morpheme {-D<sub>1</sub>} or of the inflectional verb past participle morpheme {-D<sub>2</sub>}

24. pre- | histor(y) | -ic

*pre-* /,pri:- /:

a derivational class-maintaining prefix meaning 'before'

*histor-* /h1'st4r- /:

a bound base, an allomorph of {history} /'h1str1/, which is a noun

*-ic* /1k- /:

a derivational class-changing adjective-forming suffix meaning 'concerning'

25. pre- | school

*pre-* /,pri:- /:

a derivational class-changing prefix meaning 'before'

*school*:

a free base which is a noun

26. pre- | -clu | -sion

*pre-* /pr1- /:

a derivational class-maintaining prefix meaning 'beforehand' or 'in advance'

*-clu* /klu:- /:

a bound base, an allomorph of {-clude}, which means 'shut' or 'close'

*-sion* /-2n /:

a derivational class-changing noun-forming suffix meaning 'action or condition of'

*pre-* + verb = verb *beforehand* / *in advance*  
*pre-* + heat = heat (sth) *beforehand*  
*pre-* + arrange = arrange (sth) *in advance*

*pre-exist, predetermine, prejudge, preoccupy, prepay, pre-record, precede, preclude, predict, etc.*

27. dis- | en- | throne

*dis-* /d1s- /

a derivational class-maintaining prefix meaning 'do the opposite of'

*en-* /1n- / (also *em-* /1m- /):

a derivational class-changing verb-forming prefix which means 'make into' or 'cause to be' and which is conjoined with adjectives or nouns to form verbs like *enlarge, enrich, empower, etc.*

*throne*:

a free base which is a noun

*dis-* + verb = *do the opposite* of verb-ing  
*dis-* + establish = *do the opposite* of establishing  
*dis-* + enthrone = *do the opposite* of enthroning

*disappear, disarm, discount, disarrange, disenthroned, displease, etc.*

28. anti-	cler-	ic	-al
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*anti-* /,`nt1-/:

a derivational class-maintaining prefix meaning ‘*against*’

*cler-* /kle(r)-/:

a bound base, an allomorph of {clerk} /kla:k; US klɜ:k/, which is a noun

*-ic* /ɪk-/:

a derivational class-maintaining noun-forming suffix meaning ‘*person who performs a specific action*’ like in *critic*, *comic*, *cleric*, etc.

*-al* /-l/:

a derivational class-changing adjective-forming suffix meaning ‘*concerning*’

• {*ant(i)-*} **1. against, opposed to, opposite to, counteracting**

*anti-aircraft* /,`nt1'e6kra:ft/ *adj*

designed to destroy enemy aircrafts: *anti-aircraft guns*

*anti-personnel* /'`nt1 ,p3:s'nel/ *adj*

designed to kill or injure people: *anti-personnel bombs*, *anti-personnel explosives*

**2. spurious, not genuine or authentic**

*anti-hero* /'`nt1 h16r6v/ *n*

[C] central character in a story or drama who lacks the qualities usually associated with a hero, such as courage and dignity.

*Antichrist* /'`nt1kraɪst/

great enemy of Christ, who was expected by early Christians just before the end of the world, and to be defeated by Christ.

**3. preventing**

*anti-freeze* /'`nt1 fri:z/ *n*

[U] substance added to water to lower its freezing point.

*antacid* /'n't`sɪd/ *n*

[U, C] (substance) that prevents or reduces acidity in the stomach: *I need an / some antacid to cure my indigestion.*

- *clerk* /'kla:k; US 'klɜ:rk/ *n*

[C] **1.** person employed in an office, a shop, etc to keep records, account, etc: *a bank clerk, a filing clerk, a desk clerk, etc*; **2.** *cleric* /'klerɪk/ *n* (dated) *clergyman* /'klɜ:dʒɪmən/; priest or minister of the Christian, esp. the Church of England.

*clerical* /'klerɪkl/ *adj*

**1.** for, made by a clerk or clerks: *clerical work, a clerical error, etc.*; **2.** of or for *the clergy* /'klɜ:dʒɪ/, i.e. the people who have been ordained as priests or ministers of esp. the Church of England: *a clerical collar.*

29. anti- | provinci- | -al | -ism | -s

*anti-* /,`ntɪ-/:

a derivational class-maintaining prefix meaning 'against'

*provinci-* /prɒ'vɪn-/:

a bound base, an allomorph of {province} /'prɒvɪns/, which is a noun

*-al* /-əl/:

a derivational class-changing adj.-forming suffix meaning 'of' or 'concerning'

*-ism* /-ɪz(ə)m/:

a derivational class-changing noun-forming suffix meaning 'showing qualities typical of (provincials)'

*-s* /-z/:

an allomorph of the inflectional noun plural morpheme {-S<sub>1</sub>}

- *provincial* /prɒ'vɪn-əl/ *adj*

**1.** of a province; **2.** narrow-minded.

*provincial* /prɒ'vɪn-əl/ *n*

[C] native or inhabitant of the provinces.

*provincialism* /prɒ'vɪn-əlɪzəm/

**1.** *n* [U] narrow-minded attitude or look; **2.** *n* [C] example of narrow-minded behaviour, manner, speech, etc.

- verbs ending in -ize + *-ism*:

*baptism, criticism, etc.*; common nouns or adjectives + *-ism* (meaning 'showing

*qualities typical of*): *heroism*, *favouritism*, *socialism*, *capitalism*, etc.; proper nouns + *-ism* (meaning ‘*doctrine, system or movement*’): *Buddhism*, *Marxism*, *Leninism*, *Americanism*, etc.

30a. counter- | de- | -clar | -ation

30b. counter- | de- | -clar | -ation

*counter-* /,kaunt6-/:

*de-* /d1-/:

*-clar(e)* /-klE6(r)/:

*-ation* /-‘e1~n/:

a derivational class-maintaining prefix meaning ‘*opposite in direction or effect*’, ‘*made in response to*’ or ‘*opposed to*’

a derivational class-maintaining prefix meaning ‘*completely*’

a bound base, an allomorph of {clear}, which is an adj.

a derivational class-changing noun-forming suffix meaning ‘*action or condition of*’

- {*counter-*} + verbs, nouns, adjectives and adverbs:

**1 opposed to:**

- *counteract* *v*

[Tn] act against and reduce the force or effect of (sth): *counteract (the effect of) a poison*.

- *counter-attack* *n*

[C] attack made in response to an enemy’s attack.

- *counter-intuitive* *adj*

contrary to what one would naturally expect: His solution to the problem is *counter-intuitive*.

- *counter-clockwise* *adv*

*anti-clockwise*: *Turn the key counter-clockwise*.

**2 corresponding, duplicating:**

*counterpart* *n*

[C] person or thing that corresponds to or has the same function as sb or sth else: *The sales director phoned her counterpart in a competing firm*.

counter-foil *n*

[C] part of a cheque, ticket, etc which can be detached and kept as a record.

countersign *n*

[C] secret word which must be spoken to a guard, etc before one is allowed to pass.

31.a. re- | -ac | -tion | -ary

*re-* /rɪ-/:

a derivational class-maintaining prefix meaning '*backwards*' or '*in response to*'

*-ac* /-ˈæk/:

a bound base, an allomorph of {act} /ˈækt/, which is a verb

*-tion* /-ˈtʃn/:

a derivational class-changing noun-forming suffix meaning '*action or condition of*'

*-ary* /-ˈɛrɪ/:

a derivational class-changing adjective-forming suffix meaning '*of*' or '*concerned with*'

31.b. contra- | -dic | -tion | -ory

*contra-* /ˈkɒntrə-/:

a derivational class-maintaining prefix meaning '*against*' or '*opposite to*'

*-dic* /-ˈdɪk/:

a bound base, an allomorph of {-dict} /-ˈdɪkt/ meaning '*say*'

*-tion* /-ˈtʃn/:

a derivational class-changing noun-forming suffix meaning '*action or condition of*'

*-ory* /-ˈɔrɪ/:

a derivational class-changing adjective-forming suffix meaning '*of*' or '*concerned with*'

- {*contra-*}+ verbs and nouns:

*contraflow* *n*

[C, U] travelling of traffic from its usual half of the road to the other half, so that it shares the lane with traffic coming in the other direction.

*contravene v*

[Tn] act or be contrary to (a law, etc):  
*You are contravening the regulations.*

32a. mis- | judge | -ment

*mis-* + verb = verb *wrongly*  
*mis-* + judge = judge *wrongly*  
*mis-* + apply = apply *wrongly*

32.b. mis- | judge | -ment

*mis-* + noun = *wrong* noun;  
*lack of or absence of* noun  
*mis-*+ judgement = *wrong* judgement  
*mis-* + fortune = *lack of* fortune

*mis-* /,mɪs-/:

a derivational class-maintaining prefix meaning 'wrong' or 'wrongly'

*judge*:

a free base which is a verb

*-ment* /-mɛnt/:

a derivational class-changing noun-forming suffix meaning 'result or means of'

- {*mis-*} means 'wrong' when it is added to a noun, and {*mis-*} means 'wrongly' when it is added to a verb. The two above-mentioned IC cuts are possible because {*mis-*} is added to both verbs and nouns in English.

33. mal- | con- | -struc | -tion | -s

*mal-* /,mæl-/:

a derivational class-maintaining prefix meaning 'bad' or 'wrong'

*con-* /kɒn-/:

a derivational class-maintaining prefix meaning 'with'

*-struc* /-'strʌk/:

a bound base, an allomorph of *-struct* /-strʌkt/ meaning 'build'

*-tion* /-ʃən/:

a derivational class-changing noun-forming suffix meaning 'action or condition of'

*-s* /-z/:

an allomorph of the inflectional noun plural morpheme {-S<sub>1</sub>}

- {*mal-*} means ‘*bad*’ or ‘*wrong*’ when it is added to nouns: *mal-function*, *mal-adjustment*, *mal-administration*, *mal-content*, *mal-formation*, *mal-adroitness*, *mal-nutrition*, etc.
- {*mal-*} means ‘*badly*’ or ‘*wrongly*’ when it is added to:
  - ① adjectives: *mal-adjusted*, *mal-formed*, *mal-adroit*, *mal-nourished*, etc.
  - ② adverbs: *mal-adroitly*, *malevolently*, *maliciously*, *malignantly*, etc.
  - ③ verbs: *mal-function*, *mal-treat*, *malign*, etc.

34. deep | -en | -ed

*deep*:

-en /-n/:

-ed /-d/:

a free base which is an adjective

a derivational class-changing verb-forming suffix meaning ‘*make*’

an allomorph of the inflectional verb past simple morpheme {-D<sub>1</sub>} or of the inflectional verb past participle morpheme {-D<sub>2</sub>}

adjective + -en = <i>make</i> (sb/ sth) adjective or more adjective deep + -en = <i>make</i> (sb/ sth) deep or deeper
--

*shorten*, *deafen*, *soften*, *harden*, *blacken*, *whiten*, *widen*, *lengthen*, *strengthen*, *redde*n, *lighten*, *brighten*, *darken*, *broaden*, *stiffen*, *cheapen*, etc.

35. em- | bodi | -ment

*em-* /-1m/:

an allomorph of the derivational class-changing verb-forming prefix {en-} /-1n/ meaning ‘*put into or on*’, which is conjoined with nouns or verbs to form verbs and which only precedes the base beginning with bilabial phonemes, e.g. *empanel*, *embark*, *embed*, *embrace*, *embroil*, etc.

*body*:

a free base which is a noun

-ment /-m6nt/:

36. news | paper | -dom

news and paper:

-dom /-d6m/:

37. favour | -it(e) | -ism

favour:

-ite /-1t/:

-ism /-1z(6)m/:

- favourite n [C]

favouritism n [U]

38. Buddh- | -ist

Buddh- /bʊd/:

-ist /-1st/:

a derivational class-changing noun-forming suffix meaning 'result or means of'

two free bases which are nouns

a derivational class-maintaining noun-forming suffix meaning 'group of' like in *officialdom*, *gangsterdom*, etc

a free base which is a noun

a derivational class-maintaining noun-forming suffix derogatorily used to mean 'a person who is a member of a group or who follows someone' like in *socialites* /-alt/, *Labourites*, *Thatcherites*, *Trotskyites*, etc.

a derivational class-maintaining noun-forming suffix meaning 'showing qualities typical of' like in *heroism*, *socialism*, *capitalism*, *Americanism*, etc.

person or thing liked more than others: *These books are great favourites of mine.*

practice of giving unfair advantages to the people that one likes best: *Our teacher is guilty of blatant favouritism.*

a bound base, an allomorph {Buddha} /'bʊd6/, which is the name of an Indian philosopher

a derivational class-maintaining noun-forming suffix meaning 'person who has

a *strong belief in*' like in *Marxist, Communist, socialist, capitalist*, etc.

39.a. violin | -ist

*violin* /'vaɪlɪn/:

-ist /-ɪst/:

a free base which is a noun

a derivational class-maintaining noun-forming suffix meaning 'person who is concerned with' like in *dentist, artist, sexist, physicist*, etc.

39.b. philosoph- | -er

*philosoph-* /fɪ'lɒsəf-/:

-er /-ə/:

a bound base, an allomorph of {philosophy} /fɪ'lɒsəfɪ/, which is a noun

a derivational class-maintaining noun-forming suffix meaning 'person who is concerned with' like in *astronomer, geographer, photographer*, etc.

40.a. learn | -er

*learn*:

-er /-ə/:

a free base which is a verb

a derivational class-maintaining noun-forming suffix meaning 'person or thing that does' like in *teacher, examiner, painter, computer*, etc.

40.b. villag(e) | -er

*village*:

-er /-ə/:

a free base which is a noun

a derivational class-maintaining noun-forming suffix meaning 'person belonging to' like in *New Yorker, sixth-former*, etc.

41. in- | -flam(m) | -ation | -s

*in-* /ɪn-/:

*-flam(m)* /-flæm/:

a derivational class-maintaining prefix meaning 'in' or 'on'

a bound base, an allomorph of {flame} /fleɪm/, which is a verb

-ation /-‘e1~n/:	a derivational class-changing noun-forming suffix meaning ‘ <i>action or condition of</i> ’
-s /-z/:	an allomorph of the inflectional noun plural morpheme {-S <sub>1</sub> }
• <i>flame</i> n	[C, U] hot glowing portion of burning gas that comes from something on fire: <i>The house was in flame.</i>
<i>flame</i> v	[La, I] burn with a brighter flame: <i>The burning coals started to flame yellow and orange.</i>
<i>inflamm</i> v	[Tn, Tn.pr] ~ <b>sb/sth (with/to sth)</b> cause sb/sth to become angry or over-excited: <i>a speech that inflamed the crowd with anger/to a high pitch of fury.</i>
<i>inflammation</i> n	[C, U] condition in which a part of the body is red, swollen and sore or itchy, esp. because of infection: <i>(an) inflammation of the lungs, liver, etc.</i>

42. confid- | -enti | -al

- /,k4n-/:	a derivational prefix an allomorph of <i>con-</i> /k6n-/ meaning ‘ <i>with</i> ’
-fid /-f1d/:	a bound base, an allomorph of {fide} /-‘fa1d/ meaning ‘ <i>trust</i> ’ like in <i>confide</i> /k6n‘fa1d/, <i>confidant</i> /,k4nf1‘d`nt/ or <i>fidelity</i> /f1‘de16t1/, etc.
-enti /-‘en~/:	a derivational class-changing adjective-forming suffix {-ent} /-(6)nt/
-al /-l/:	a derivational class-maintaining adj.-forming suffix meaning ‘ <i>of</i> ’ or ‘ <i>concerning</i> ’

43. logan- | berri | -es

*logan-*:

a special kind of bound morphemes that has no meaning in isolation but acquires some meaning when attached to {berry}, indicating a certain kind of berry

*berry*:

a free base which is a noun

*-es /-z/*:

an allomorph of the inflectional noun plural morpheme {-S<sub>1</sub>}.

44. iron | monger- | -y

*iron*:

a free base which is a noun.

*monger-*:

a bound base meaning 'trader' or 'dealer'

*-y*:

a derivational class-maintaining noun-forming suffix meaning 'action or process of'

45. fest- | -iv(e) | -al

*fest-* /*fest-/*:

a bound base, an allomorph of {feast} /fi:st/, which is a noun

*-ive /-1v/*:

a derivational class-changing adjective-forming suffix meaning 'having the tendency to or the quality of'

*-al /-1/*:

a derivational class-changing noun-forming suffix meaning 'process or state of'.

- *feast* n [C]

**1.** unusually large or elaborate meal;  
**2.** religious festival celebrated with rejoicing: *the feast of Christmas*.

*festive* adj

of or suitable for a feast or festival: *the festive season*.

*festival* n

[C] (day or time of) religious or other celebration: *Christmas and Easter are Christian festivals*.

46. Ice | land | -ic

*Ice and land:*

-ic /-ɪk/:

two free bases which are nouns

a derivational class-changing adj.-forming suffix meaning 'of or 'concerning'

47. mid- | after | noon

mid- /mɪd-/:

a derivational class-maintaining prefix meaning 'in the middle of'

*after* (preposition) and *noon* (noun) are two free bases

48. super- | natur(e) | -al

*super-* /,sju:p6-/:

a derivational class-maintaining prefix meaning 'beyond the norm'

*nature:*

a free base which is a noun

-al /-əl/:

a derivational class-changing adj.-forming suffix meaning 'of' or 'concerning'

49. ob- | -struc | -tion | -ist | -s

*ob-* /ɒb-/:

a derivational class-maintaining prefix meaning 'against'

-*struct* /-strʌkt/:

a bound base meaning 'build'

-*tion* /-~n/:

a derivational class-changing noun-forming suffix meaning 'action or condition of'

-*ist* /-ɪst/:

a derivational class-maintaining noun-forming suffix meaning 'person who is concerned with'

-s /-s/:

an allomorph of the inflectional noun plural morpheme {-S<sub>1</sub>}

50. op- | -pos(e) | -ition

*op-* /ɒp-/:

the allomorph which can only occur before *the voiceless bilabial plosive /p/* of the d. class-maintaining prefix {ob-} /ɒb-/ meaning '*against*'

*-pos(e)* /-pɒʊz/:

a bound base meaning '*put*' or '*place*'.

*-ition* /-'1~n/:

a derivational class-changing noun-forming suffix meaning '*action or condition of*'

**EXERCISE 2:** Analyse all the words given in EXERCISE 1 again, using ***tree-diagrams***.

**EXERCISE 3:** Give the IC divisions of each of the following words. Support the division you think is correct: (a) *unlovable* and (b) *reappearance*.

## UNIT FOUR

# WORDS

## 1. DEFINITION

‘The word may be described as *the basic unit of language*. Uniting meaning and form, it is composed of one or more morphemes, each consisting of one or more spoken sounds or their written representatives.’ [Arnold, 1986: 27]

A word is ‘*the smallest linguistic unit which can occur on its own in speech or writing*.’

It is difficult to apply this criterion consistently. For example, can a function word like *the* ‘occur on its own’? Is a contraction like *can’t* (*cannot*) one word or two? Nevertheless, there is evidence that native speakers of a language tend to agree on what are the words of their language.

In writing, word boundaries are usually recognised by spaces between words. In speech, word boundaries may be recognised by slight pauses.’ [Richards, Platt & Weber, 1987: 311]

‘The definition of a word is one of the most difficult in linguistics because the simplest word has many aspects.① *It has a sound form* because it is a certain arrangement of phonemes;② *it has its morphological structure*, being also a certain arrangement of morphemes; when used in actual speech,③ *it may occur in different word forms*,④ *have different syntactic functions and signal various meanings*.’ [Arnold, 1986: 28] For example,

① the sound form of *sleep* is /sli:p/;

② there is only *one free morpheme* (also called *a free base*) in *sleep*;

③ the plain form *sleep* has four inflected forms: *sleeps*, *sleeping*, *slept* (the past simple form) and *slept* (the past participle form);

④ the present participle form *sleeping* can be used either as a verbal, which is part of the finite verb *was sleeping* in ‘*The child was sleeping soundly*’; or as an adverbial, which is the adjunct of manner of *stood* in ‘*He stood sleeping*’; or as an adjectival, which is the pre-nominal modifier of *child* in ‘*a sleeping child*’.

## 2. CHARACTERISTICS

### 2.1. INDIVISIBILITY

Sapir [1921: 35] points out one important characteristic of the word, its *indivisibility*: ‘It cannot be cut into without a disturbance of meaning, one or

two other or both of the several parts remaining as a helpless waif on your hands.’ For Example, *a lion* is a word group because we can separate its elements and insert other words between them: *a living lion, a dead lion*. *Alive* is a word: it is indivisible, i.e. structurally impermeable: nothing can be inserted between its elements.

## 2.2. INTERNAL STABILITY (also called INTERNAL COHESION or UNINTERRUPTABILITY) and POSITIONAL MOBILITY

And according to Lyons [1969: 203], ‘one of the characteristics of the word is that it tends to be *internally stable* (in terms of the order of the component morphemes), but *positionally mobile* (permutable with other words in the same sentence).’ To illustrate the first Lyons segments into morphemes the following sentence:

*the – boy – s – walk – ed – slow – ly – up – the – hill*

The sentence may be regarded as a sequence of ten morphemes, which occur in a particular order relative to one another. There are several possible changes in this order which yield an acceptable English sentence:

*slow – ly – the – boy – s – walk – ed – up – the – hill*  
*up – the – hill – slow – ly – walk – ed – the – boy – s*

Yet under all the permutations certain groups of morphemes behaves as ‘blocks’ — they occur always together, and in the same order relative to one another. There is no possibility of the sequence *s – the – boy, ly – slow* or *ed – walk* because *boys*, *slowly*, *walked* are three two-morpheme words in which the suffixes *–s*, *–ly* and *–ed* must follow the base.

To illustrate the second, let’s consider the following sentences:

E.g.: *Slowly*, he walked down the street.

He *slowly* walked down the street.

He walked *slowly* down the street.

He walked down the street *slowly*.

Unlike small linguistic units such as phonemes and morphemes, words have some freedom to move within a sentence without destroying their meaning. Therefore, a word can be regarded as a *minimal linguistic unit which is freely movable with a meaning*.

### 3. CLASSIFICATION

#### 3.1. THE CLASSIFICATION OF WORDS ACCORDING TO THEIR *STRUCTURE*

English words may be classified on the basis of *the kinds* (free vs. bound morphemes) and *the combinations of morphemes* (*free + free*, or *free + bound*, or *bound + bound*) of which they are composed.

3.1.1. SIMPLE WORDS *consist of a single free base* (= a free morpheme): stay, flea, long, spirit, eucalyptus, Connecticut, etc.

3.1.2. COMPLEX WORDS *contain at least one bound morpheme as an immediate constituent*. They fall into two subclasses:

3.1.2.1. *Complex words–FB* (free-base) have one free morpheme as an IC: **lion** | *–ess* ‘female’                      *un–* ‘not’ | **certain**  
**rain** | *–y* ‘having’ or ‘marked by’      *re–* ‘again’ | **birth**  
**deep** | *–en* ‘make’                              *dis–* ‘do the opposite of’ | **appear**

3.1.2.2. *Complex words–BB* (bound base) have a bound morpheme for each IC: *tele–* ‘far’ | *–vise* ‘see’

*matri–* ‘mother’ | *–cide* ‘killing’

*pre–* ‘beforehand, in advance’ | *–clude* ‘shut, close’

*ex–* ‘out of, out from’ | *–tract* ‘take, get’

*termin–* ‘end’ | *–ate* ‘giving (to sth) a specified quality’

*rupt–* ‘break’ | *–ure* ‘action of..., process of...’

*somnifer–* ‘sleep’ | *–ous* ‘having the quality or characteristic of’

3.1.3. COMPOUND WORDS (also called COMPOUNDS) *have at least two free bases* (free morphemes) *with or without bound morphemes*.

E.g.: high | born                                      north | east  
desk | lamp (–s)                                      ill | treat (–ed)

#### 3.1.3.1. THE FEATURES OF COMPOUNDS

##### 3.1.3.1.1. *The phonological feature:*

The elements of a *compound word* are stressed. Some compounds are differentiated from *grammatical structures* by their patterns of stress. The primary-secondary pattern enables us to contrast *compound nouns* like *bluebell*, *redcoat* and *greenhouse* with *the grammatical structures of a modifier plus a noun*, as in *blue bell*, *red coat* and *green house*.

### 3.1.3.1.2. *The syntactic feature:*

① Order: the arrangement of the elements in a compound may differ from that of a grammatical structure in order.

#### Verbs + Adverbial Particles

#### Compounds

collapse = *fall down*      *downfall* = a fall from a position of prosperity or power

start suddenly = *break out*      *outbreak* = a sudden appearance or start

② Indivisibility: Compound words are considered as solid blocks. They cannot be divided by the insertion of any other elements. But grammatical structures can be so divided. As illustration, let us compare two sentences:

(1) She is a sweetheart.      (a compound noun).

(2) She has a *sweet heart*. (*a grammatical structure*).

In sentence (1), the compound word sweetheart is indivisible: you cannot insert anything between sweet and heart. But in sentence (2), you could:

- She has a *sweeter heart than* her sister.

- She has a *sweet, kind heart*.

- She has a *very sweet heart*.

### 3.1.3.1.3. *The semantic feature:*

Compound words have specialised meanings. Therefore, knowing the meaning of each element of a compound word does not make it possible to figure out the meaning of the whole combination. It is said that compound words have idiomatic status. E.g. The meaning of an 'egghead' is by no means closely related to that of 'egg' and 'head'.

### 3.1.3.2. THE TYPES OF COMPOUNDS

3.1.3.2.1. *Derivational compounds* are the compounds in which *the derivational suffix* is attached to 'the combination as a whole, not to one of its elements: *kind-hearted, old-timer, schoolboyishness, teen-ager*' [Arnold, 1986: 128]. Coining derivational compounds, we apply one of the following patterns:

① noun base + noun base + -er: *footballer* 'one who plays football', *honeymooner* 'one who is enjoying his or her honeymoon', *mill-owner* 'one who owns a mill', *backbencher* 'an M.P. occupying the back bench', *eye-opener* 'enlightening circumstance', *first-nighter* 'habitual frequenter of the first performance of plays', *left-hander* 'left-handed person or blow', etc.

② adjective base + noun base + -ed: *absent-minded, light-hearted, bare-legged, black-haired, blue-eyed, ill-mannered, many-sided, short-sighted, far-sighted* etc.

③ noun base + noun base + -ed: *bow-legged, war-minded, heart-shaped, moon-shaped*, etc.

④ number base + noun base + -ed: *five-coloured, three-fingered, one-eyed, two-headed*, etc.

### 3.1.3.2.2. **Repetitive compounds** can be subcategorized into:

① Reduplicative compounds are the compounds in which the second element is the proper repetition of the first element ‘with intensifying effect’ [Arnold, 1986: 130]. They are usually, but not always, *onomatopoeic words* (i.e. *imitations of natural sounds*): *drip-drip* ‘sound of rain drops dripping down from a tree, the roof of a house, etc.’, *tap-tap* ‘sound of quick light blows e.g. at the door, on one’s shoulder, etc.’, *hush-hush* ‘very secret or confidential’, *fifty-fifty* ‘shared or sharing between two equally’, *pooh-pooh* ‘sound to express contempt’, *blah-blah* ‘nonsense’ or ‘idle talk’, *murmur* (a borrowing from French meaning) ‘low continuous indistinct sound’, *quack-quack* ‘duck’, *Pops-pops* ‘father’, *pretty-pretty* ‘affectedly pretty’, *goody-goody* ‘behaving so as to appear very virtuous and respected’, *never-never* (an ellipsis of ‘*the never-never system*’ meaning) ‘a hire-purchase system in which the consumer may never be able to become the owner of the thing purchased’, etc.

Ex<sub>1</sub> *Should he give them half a minute of blah-blah or tell them what has been passing through his mind?*

Ex<sub>2</sub> *Jim: They’ve got a smashing telly, a fridge and another set of bedroom furniture in silver-grey.*

Alice: *All on the never-never, what’ll happen if he loses his job?*

② Ablaut compounds are ‘twin forms consisting of one basic morpheme (usually the second), sometimes a pseudo-morpheme which is repeated in the other constituent with a different vowel’ [Arnold, 1986: 130]. The typical changes are:

[1] \_ [ ` ]: *chit-chat n*

[U] (*infml*) chat, gossip, easy familiar talk

*tittle-tattle n*

[C] (*infml*) silly or trivial talk; petty gossip;

*v*

[I] gossip, talk about unimportant things

<i>shilly-shally</i> <i>v</i>	[I] hesitate, unable to make up one's mind
<i>dilly-dally</i> <i>v</i>	[I] waste time, dawdle
<i>knick-knack</i> <i>n</i>	(esp <i>pl</i> ) small articles of ornament, usu of little value
<i>zigzag</i> <i>adj</i>	[attrib] (of a line, path, etc) turning right and left alternatively at a sharp angles
<i>riff-raff</i> <i>n</i>	[U] (esp <i>the riff-raff</i> ) ill-behaved people of the lowest social class, the rabble
[1] _ [4]: <i>tip-top</i> <i>adj</i>	( <i>infml</i> ) excellent, first rate
<i>ping-pong</i> <i>n</i>	[U] table-tennis
<i>sing-song</i> <i>adj</i>	(of a voice or way of speaking) having a rising and falling rhythm
<i>see-saw</i> <i>n</i>	[sing] up-and-down or to-and-fro motion
<i>v</i>	[I] move up-and-down or to-and-fro

③ *Rhyme compounds* are 'twin forms consisting of two elements (most often two pseudo-morphemes), which are conjoined to rhyme' [Arnold, 1986: 130]: *boogie-woogie* 'type of blues music', *harum-scarum* 'disorganized', *helter-skelter* 'in disorderly haste', *hoity-toity* 'snobbish', *humdrum* 'bored', *hurry-scurry* 'great hurry', *hurdy-gurdy* 'a small organ', *love-dovey* 'darling', *mumbo-jumbo* 'deliberate mystification, fetish', *namby-pamby* 'weakly sentimental', *titbit* 'an especially attractive bit of food', *willy-nilly* 'compulsorily', *pell-mell* 'in disorder, untidy', *hurly-burly* 'noisy and energetic activity, esp. of many people together', etc.

### 3.2. THE CLASSIFICATION OF WORDS ACCORDING TO THEIR WORD-FORMATION PROCESSES

3.2.1. COINAGE is *the creation of totally new words* by:

- ① *inventing names for new products: nylon, aspirin, etc.*
- ② *using specific brand names such as Vaseline or Frigidaire as the generic name for different brands of these types of products.*

③ *changing proper names of individuals or places to common nouns: sandwich was named for the fourth Earl of Sandwich, who put his food between two slices of bread so that he could eat while he gambled; robot was named after the mechanical creature in the Czech writer Karel Capek's play*

R.U.R., the initials standing for 'Rossum's Universal Robot'; *gargantuan* was named for the creature with a huge appetite created by Rabelais; *jumbo* was named after an elephant brought to the U.S by P.T. Barnum; *lazy Susan* was derived from *the Susan*, an unknown servant; *denim* was originally borrowed from *de Nimes* (meaning 'from Nimes') in France.

Interestingly, COINAGE is one of the most uncommon processes of word formation in English.

3.2.2. BORROWING is *the process by which words in a language are borrowed from another*. It is one of the most common processes in word formation. English words have been borrowed:

- from French: *champagne, garage, beige, rouge, couchette*, etc.;
- from German: *rucksack, kindergarten*, etc.;
- from Italian: *cantata, opera, concerto*, etc.;
- from American Indian languages: *shampoo, cot*, etc.

3.2.3. BLENDING is *the fusion of two words into one, usually the first part of one word with the last part of another*.

For example, 'sm-' in *smoke* has been combined with '-og' in *fog* to create a new word for the blend *smog*, which refers to a type of air pollution. Another recent example is *chunnel*, which is the blend of *tunnel* and *the English channel*.

Some other blends (also called blendings, fusions or portmanteau words) are *smaze*, from *smoke* and *haze*; *motel*, from *motor* (or *motorist's*) and *hotel*; *slimnastics*, from *slim* and *gymnastics*; *breathalyzer/bloodalyzer*, from *breath/blood* and *analyzer*; *brunch*, from *breakfast* and *lunch*; *Frenglish*, from *French* and *English*; *slanguage*, from *slang* and *language*; *transceiver*, from *transmitter* and *receiver*; *bit*, from *binary digit*; *positron*, from *positive electron*; *spam*, from *spiced ham*; etc,

Lewis Carroll, the author of 'Alice in Wonderland' and 'Through the looking glass' made a special technique of using blends coined by himself such as *chortle*, from *chuckle* and *snort*; *galumph*, from *gallop* and *triumph*; *slithy*, from *lithe* and *slimy*; *mimsy*, from *flimsy* and *miserable*, etc.

'Blends, although not very numerous altogether, seem to be on the rise, especially in terminology and also in trade advertisements.' [Arnold, 1986: 142]

3.2.4. CLIPPING is *the process of cutting off the beginning or the end of a word, or both, leaving a part (the abbreviation or the clipped word) to stand for the whole (the full form)*.

3.2.4.1. The end of the word is deleted in *exam* (from *examination*), *ad* or *advert* (from *advertisement*), *fan* (from *fanatic*), *lab* (from *laboratory*), *dorm* (from *dormitory*), *prof* (from *professor*), *bike* (from *bicycle*), *gym* (from *gymnasium*), *nark* (from *narcotics agent*), *demo* (from *demonstration*), *mike* (from *microphone*), *telly* (from *television set*), *tec* or *dick* (from *detective*), *trank* (from *tranquilizer*), *vac* (from *vacuum cleaner*), etc.

3.2.4.2. The beginning part of the word is removed in *bus* (from *omnibus*), *plane* (from *airplane*), *phone* (from *telephone*), etc.

3.2.4.3. *Influenza* and *refrigerator* have been clipped at both ends, producing *flu* and *fridge* (with a slight change of spelling in the latter example).

These clipped words are usually used in casual speech rather than in writing or formal speech.

3.2.5. ACRONYMY is *the process whereby a word is formed from the initials or beginning segments of a succession of words*.

Acronyms can occur in capital or small letters. Sometimes the initials are pronounced; in other cases, the initials and/or beginning segments are pronounced as a commonly spelled word would be. In the case of proper nouns, the resulting word is usually written in capital letter.

NATO / 'neɪtəʊ/	'North Atlantic Treaty Organization'
UNESCO /ju:'neskəʊ/	'United Nations Educational, Scientific and Cultural Organization'
NASA / 'næsə/	'National Aeronautics and Space Administration'
UNO / 'ju:nəʊ/	'United Nations Organization'
WHO /,dʌblju: eɪtʃ 'əʊ/	'World Health Organization'
G.I. /,dʒi: 'aɪ/	'Government Issue'
M.P. /,em 'pi:/	'Member of Parliament', also 'military police'
P.M. /,pi: 'em/	'Prime Minister'
S.O.S. /,es əs 'es/	'Save Our Souls'
TV or T.V. /,ti: 'vi:/	'television'

But in other cases, we have what looks like a common noun.

laser /'leɪzə/	'light amplification by stimulated emission of radiation'
scuba /'sku:bə/	'self-contained underwater breathing apparatus'

radar /'reɪdɜː/ 'radio detecting and ranging'

snafu /'snæfʊ/ 'situation normal; all fucked up'

### 3.2.6. CONVERSION **consists of two subcategories:**

3.2.6.1. COMPLETE CONVERSION is *the process of shifting a word from one word class to another without adding an affix*. In other words, a word which previously could only be used in a certain way to make sentences begins to be used in another way though no change in form takes place. Most instances involve the conversion of nouns to verbs or of verbs to nouns. The following examples are basically based on Quirk et al [1973: 441-444]:

#### 3.2.6.1.1. Major categories of complete conversion:

##### **Lexical Verb → noun:**

- 'State' (from *stative verbs* to *nouns*): *doubt, love*
- 'Event/ activity' (from *dynamic verbs* to *nouns*): *laugh, walk*
- 'Object of V': *answer* ('that would be answered'), *catch, buy*
- 'Subject of V': *bore* ('someone who bores/ is boring'), *cheat*
- 'Instrument of V': *cover* ('something that covers things'), *wrap*
- 'Manner of V-ing': *throw, walk*
- 'Place of V': *retreat, turn*

buy n [C] ① act of buying; ② thing bought: *Best buys of the week are carrots and cabbages, which are plentiful and cheap.*

##### **Adjective → noun:**

Miscellaneous examples are *daily* ('daily newspaper'), *comic* ('comic actor'), (*young*) *marrieds* ('young married people'; informal). The adjective noun can be explained in terms of *a well-established adjective + noun phrase* from which the noun has been ellipted.

comic *adj* [usu *attrib*] ① funny, causing people to laugh: *a comic song, performance, etc*; ② of, containing or using comedy: *comic opera, a comic actor.*

comic n [C] comedian: *a popular TV comic.*

##### **Noun → lexical verb**

- 'Put in/on N': *bottle, corner*
- 'Deprive of N': *peel* ('remove the peel from'), *skin*
- 'To ... with N as instrument': *brake, knife* (stab with a knife), *campaign*
- 'Be/ Act as N with respect to ...': *nurse, referee*
- 'Make/ change ... into N': *cash, cripple, silence*

- '(a) Send/ (b) Go by N':	(a) <i>mail, ship</i> ; (b) <i>bicycle, motor</i>
- 'Give N, to provide N with':	<i>coat (give a coat of paint, etc to'), mask, carpet</i>
<u>silence</u> <i>v</i>	[Tn] cause (sb/sth) to be silent or quiet(er): <i>His voice silenced everyone else.</i>
<u>campaign</u> <i>v</i>	[Tn] organize a campaign: <i>Communists in Newcastle <u>are campaigning</u> against rent increase.</i>
<u>carpet</u> <i>v</i>	[Tn] cover (sth) with a carpet: <i>We are going to have the hallway carpeted.</i>

### Adjective → lexical verb

- Transitive verbs meaning 'make (more) Adj': *calm, dirty, wet*
- Intransitive verbs meaning 'become Adj': *dry, empty*

wet *adj* covered, soaked or moistened with liquid, esp. water: wet roads, grass, clothes, etc.

wet *v* [Tn] make (sth) wet: Wet the clay a bit more before you start to mould it.

Sometimes a phrasal verb is derived from an adjective by the addition of a particle: *He calmed himself down* ('made himself calm'). *He calmed down* ('became calm').

This category of conversion competes with *-en* suffixation, and sometimes both derivations are available for the same adjective: *He blackened/ blackened his face with soot.*

#### 3.2.6.1.2. Minor categories of complete conversion

##### Auxiliary Verb → noun:

must *n* [C] thing that must be done, seen, heard, etc: *This novel is a must for all lovers of crime fiction.*

**Phrase → noun:** *When I gamble, my horse is one of the also-rans (i.e. one of the horses which 'also ran' but was not among the winners)*

**Phrase → adjective:** *I feel very under-the-weather (i.e. indisposed),  
Have you ever experienced such an under-the-weather feeling?*

**Affix → noun:**

*Ism* [noun-forming suffix → countable noun] theory, doctrine, movement:  
*Patriotism and any other isms you'd like to name.*

**Non-count noun → count noun:**

- 'A unit of N': *two coffees* ('cups of coffee')
- 'A kind of N': *Some paints are more lasting than others*
- 'A instance of N' (with abstract nouns): *a difficulty*

**Count noun → non-count noun:**

'N viewed in terms of a measurable extent' (normally only after expressions of amount): *a few square feet of floor.*

floor *n* [C, usu singular] surface of a room on which one stands, walks, etc: *The bare concrete floor was cold on my feet.*

floor *n* [U] extent, range, area, length

**Proper noun → common noun** (initial capital usually retained):

- 'A member of the class typified by N': *a Jeremiah* ('a gloomy prophet')
- 'A person or place called N': *There are several Cambridges* ('places called Cambridge') *in the world.*
- 'A product of N or a sample or collection of N's work': *a Rolls Royce* ('a car manufactured by Rolls Royce'), *a Sony, a complete Shakespeare*
- 'Something associate with N': *Wellingtons*

**Stative noun → dynamic noun**

fool *n* [stative] person who lack in good sense or judgement; idiot: *Remember that she's not a fool.*

fool *n* [dynamic] (formerly) man employed by a king, noble, etc. to amuse others with jokes and tricks; clown or jester: *He's being a fool.* ('He's behaving like a fool.')

### Intransitive Verb → transitive verb

run v

[I] move at a speed faster than a walk, never having both or all the feet on the ground at the same time: *She ran out of the house to see what was happening.*

run v

[Tn] 'cause to V': *London Transport run extra trains during the rush-hour.*

### Transitive Verb → intransitive verb

- 'Can be V-ed' (often followed by an adverb such as well or badly): *Your book reads well.*
- 'V oneself': *Have you washed yet? (washed yourself)*
- 'V someone/something/etc': *We have eaten already.*
- 'Be V-ed': *The door opened.*

### Intransitive Verb → intensive verb

- 'Current meaning':

lie v

[I] have or put one's body in a flat or resting position on a horizontal surface: *He was lying on his front/side/back.*

lie v

[intensive] be, remain or be kept in a certain state: *He lay flat.*

- 'Resulting meaning':

fall v

[I] come or go down from force of weight, loss of balance, etc.; descend or drop: *The rain was falling steadily.*

fall v

[intensive] become; pass into a specified state: *He fell flat/silent/ill/asleep. She fell an easy prey to his charm.*

### Intensive verb → intransitive verb

turn v

[I] become; pass into a specified state: *The milk turned sour in the heat.*

turn v

[I] become sour: *The milk turned.*

### Mono-transitive Verb → complex transitive verb

- 'Current meaning':

catch *v* [mono-trans] stop and hold (a moving object) esp in hands: *The dog caught the biscuit in his mouth.*

catch *v* [complex trans] find, discover (sb doing sth or sb in a certain state): *We caught them young.*

- 'Resulting meaning':

wipe *v* [mono-trans] clean or dry sth by rubbing its surface with a cloth, a piece of paper, etc.: *Please wipe your feet before entering this room.*

wipe *v* [complex trans] make sth clean, flat, smooth, etc. by wiping it: *I wiped it clean.*

### Non-gradable adjective → gradable adjective

legal *adj* [non-gradable] of or based on law: *my legal adviser/ representative.*

legal *adj* [gradable] allowed or required by the law: *I have a very legal turn of mind. Why shouldn't I take a holiday? It's perfectly legal.*

### Stative adjective → dynamic adjective

friendly *adj* [stative] showing or expressing kindness: *a friendly smile, manner, welcome, gesture, etc.*

friendly *adj* [dynamic] behaving in a kind and pleasant way; acting like a friend: *He's just being friendly ('acting in a friendly manner'). The children here are quite friendly with one another.*

### Adverb or a preposition → verb

up *prep* to or in a higher position: *She ran up the stairs.*

up *adv* to or in an upright position; to or in an higher place, position, condition,

	degree, etc.: <i>Stand up! Pull your socks up! Lift your head up!</i>
<u>up</u> <i>v</i>	[I] ( <i>infml</i> ) get or jump up; rouse oneself: <i>She <u>upped</u> and left without a word.</i>
<u>up</u> <i>v</i>	[Tn] ( <i>infml</i> ) increase (sth): <i>They <u>upped</u> the price.</i>
<u>down</u> <i>prep</i>	from a high(er) point on sth to a lower one: <i>The stone rolled down the hill.</i>
<u>down</u> <i>adv</i>	from a higher to a lower level: <i>The ice-cream slipped down easily — it was cold and delicious.</i>
<u>down</u> <i>v</i>	[Tn] knock (sb) to the ground: <i>He suddenly <u>downed</u> his wife.</i>
<u>down</u> <i>v</i>	[Tn] ( <i>infml</i> ) finish (a drink) quickly: <i>We <u>downed</u> our beer and left.</i>

3.2.6.2. APPROXIMATE CONVERSION is the process by which ‘a word, in the course of changing its grammatical function, may undergo a slight change of pronunciation or spelling ...:

- Voicing of final consonants (noun → verb): *advice* → *advise*, *thief* → *thieve*, *sheath* → *sheathe*, and (not shown in spelling) *house* → *hous*.

- Shift of stress: when verbs of two syllables are converted into nouns, the stress is sometimes shifted from the second to the first syllable: *conduct*, *conflict*, *contrast*, *convert*, *convict*, *export*, *extract*, *import*, *insult*, *permit*, *present*, *produce*, *rebel*, *record*.

3.2.7. AFFIXATION is *the process by which an affix is added to a base to form a new word.*

This process can be subdivided into *prefixation* and *suffixation*.

3.2.7.1. PREFIXATION is *the addition of a prefix in front of a base like in pro-life, recycle, deselect, etc.*

Below are a number of prefixes, including some initial combining forms and initial segments that appropriately belong with them even if by some criteria they are more properly analysed as initial bases in compounds. The following list is basically based on Greenbaum [1996: 444-452]:

*pro-* meaning ‘on the other side of’: *pro-choice, pro-life, pro-market, etc*

- anti-* meaning ① ‘*against*’ or ‘*opposed to*’: *antibody*, *anti-abortion*, *anticoagulant*, etc;  
 ② ‘*spurious*’: *anti-hero*, *antichrist*, *anticlimax*, etc;  
 ③ ‘*preventing*’: *antiseptic*, *antifreeze*, *antacid*, etc.
- contra-* meaning ① ‘*against*’: *contraception*, *contra-indicate*, etc;  
 ② ‘*contrasting*’: *contra-flow*, *contradistinction*, etc.
- counter-* meaning ‘*in opposition to*’: *counterespionage*, *counter-example*, etc
- de-* meaning ① ‘*reverse of*’ or ‘*do the opposite of*’: *decriminalize*, *deselect*, *decontaminate*, etc;  
 ② ‘*remove from*’: *debug*, *defrost*, *delouse*, etc;  
 ③ ‘*(cause to) depart from*’: *deplane*, *detrain*, *decamp*, etc.
- dis-* meaning ① ‘*reverse of*’ or ‘*do the opposite of*’: *disqualify*, *disinvite*, *disenfranchise*, etc;  
 ② ‘*remove from*’: *disillusion*, *disambiguate*, *disarm*, etc;  
 ③ ‘*not*’: *disloyal*, *distrust*, *disagree*, etc.
- un-* meaning ① ‘*reverse of*’ or ‘*do the opposite of*’: *unscramble*, *untie*, *unlock*, etc;  
 ② ‘*remove from*’: *unleaded*, *unmask*, *unfrock*, etc;  
 ③ ‘*not*’: *uninviting*, *unknown*, *unhappily*, etc.
- a-* meaning ① ‘*not*’: *atheist*, *asymmetric*, etc;  
 ② ‘*not affected by*’: *amoral*, *apolitical*, *asexual*, etc.
- crypto-* meaning ‘*concealed*’: *crypto-fascist*, *crypto-Catholic*, *cryptography*, etc
- mal-* meaning ① ‘*bad*’ or ‘*wrong*’: *mal-practice*, *mal-formation*, *mal-nutrition*, etc;  
 ② ‘*badly*’ or ‘*wrongly*’: *mal-function*, *mal-treat*, *mal-adjusted*, etc.
- mis-* meaning ① ‘*wrong*’: *mismanagement*, *misinformation*, *mis marriage*, etc;  
 ② ‘*wrongly*’: *miscalculate*, *misgovern*, *mishandle*, etc.
- pseudo-* meaning ① ‘*false*’: *pseudo-education*, *pseudo-intellectual*, *pseudo-science*, etc;  
 ② ‘*imitation*’: *pseudo-Elizabethan*, *pseudo-Gothic*, etc.
- ante-* meaning ① ‘*before*’ (place): *ante-chamber*, *ante-room*, etc;  
 ② ‘*before*’ (time): *antenatal*, *antedate*, etc.

<i>circum-</i> meaning	‘around’: <i>circumlocution, circumcission, circumnavigate, etc</i>
<i>extra-</i> meaning	‘outside’ or ‘beyond’: <i>extramaterial, extracurricular, extrasensory, etc</i>
<i>fore-</i> meaning	① ‘in front’ (place): <i>forefinger, forecount, foreskin, etc</i> ; ② ‘front part of’ (place): <i>forehead, forefront, foreground, etc</i> ; ③ ‘before’ (time): <i>foresee, foretell, foreplay, etc</i> .
<i>in-</i> (and also <i>il-</i> , <i>im-</i> and <i>ir-</i> ) meaning	① ‘in’: <i>ingathering, indoors, in-patient, etc</i> ; ② ‘into’: <i>ingrown, immigrate, import, etc</i> .
<i>inter-</i> meaning	‘between’: <i>interracial, international, interdisciplinary, etc</i>
<i>intra-</i> meaning	‘inside’: <i>intramural, intra-uterine, intravenous, etc</i>
<i>mid-</i> meaning	① ‘middle’ (place): <i>midfield, mid-point, midway, etc</i> ; ② ‘middle’ (time): <i>mid-afternoon, midwinter, midnight, etc</i> .
<i>out-</i> meaning	① ‘out of’ or ‘outside’: <i>outdoor, out-patient, outlook, etc</i> ; ② ‘surpass’: <i>outdistance, outbid, outnumber, etc</i> .
<i>over-</i> meaning	① ‘from above’ or ‘outer’: <i>overthrow, overshadow, overcoat, etc</i> ; ② ‘excessive’: <i>overemphasis, over-enthusiasm, etc</i> .
<i>retro-</i> meaning	‘backwards’: <i>retroflex, retrorocket, retroject, etc</i> .
<i>sub-</i> meaning	① ‘under’ or ‘below’: <i>subway, subsoil, sub-conscious, etc</i> ; ② ‘secondary’: <i>sub-editor, sub-dean, etc</i> ; ③ ‘below the normal’: <i>subhuman, substandard, subzero, etc</i> ; ④ ‘subordinate part (of)’: <i>subcommittee, sub-pilot, sublet, subtitle, etc</i> .
<i>super-</i> meaning	① ‘above’ or ‘over’: <i>superstructure, superimpose, superior, etc</i> ; ② ‘excessive’: <i>superconformity, superconfidence, superterrestrial, etc</i> ; ③ ‘excessively’: <i>supersensitive, superubundant, supercritical, etc</i> ; ④ ‘beyond the norm’: <i>superhuman, supergun, superstar, etc</i> .

<i>supra-</i> meaning	'above': <i>supranational, supramundance, etc</i>
<i>sur-</i> meaning	'above': <i>surtax, surcharge, surtitle, etc</i>
<i>tele-</i> meaning	'at a distance': <i>telecommunication, telephoto, television, etc</i>
<i>trans-</i> meaning	'across': <i>transatlantic, transnational, transsexual, etc</i>
<i>ultra-</i> meaning	① 'beyond': <i>ultraviolet, ultrasonic, etc;</i> ② 'excessively' or 'extremely': <i>ultramodest, ultra-thin, ultra-modern, etc.</i>
<i>under-</i> meaning	① 'below': <i>underground, undercarriage, underclothes, etc;</i> ② 'too little': <i>under-charge, underpay, undercook, etc;</i> ③ 'subordinate': <i>under-secretary, underclass, etc.</i>
<i>micro-</i> meaning	① 'small': <i>microtransmitter, micro-computer,</i>
<i>microsurgery, etc;</i>	② 'minute': <i>micro-organism, microgram, microscope, etc.</i>
<i>macro-</i> meaning	'large': <i>macrocosm, macro-organism, macro-economics, etc</i>
<i>mini-</i> meaning	'small': <i>miniseries, minibreak, minicab, etc</i>
<i>midi-</i> meaning	'medium': <i>midibus, midicomputer, etc</i>
<i>maxi-</i> meaning	'maximum': <i>maxiskirt, maximize, maximal, etc</i>
<i>mega-</i> meaning	'very large': <i>megastar, megastore, megawatt, etc</i>
<i>hyper-</i> meaning	'huge and complex': <i>hypersensitive, hypercritical, hypertension, etc</i>
<i>ex-</i> meaning	'former': <i>ex-wife, ex-president, ex-colony, etc</i>
<i>neo-</i> meaning	'new' or 'reform of': <i>neo-colonialism, neo-conservative, neo-imperialist, etc</i>
<i>post-</i> meaning	'after' (time): <i>post-modernism, post-structuralist, etc</i>
<i>pre-</i> meaning	'before' (time): <i>prepay, pre-existing, predate, preview, etc</i>
<i>re-</i> meaning	'again': <i>reprint, reapply, renew, etc</i>
<i>arch-</i> meaning	'chief': <i>archbishop, archangel, arch-rival, etc</i>
<i>co-</i> meaning	'joint': <i>co-author, co-founder, co-presenter, etc</i>
<i>pro-</i> meaning	'deputy': <i>proconsul, pro-vice-chancellor, etc</i>

<i>vice-</i> meaning	' <i>deputy</i> ': <i>vice-president</i> , <i>vice-chancellor</i> , <i>vice-admiral</i> , etc
<i>mono-</i> meaning	' <i>single</i> ' or ' <i>one</i> ': <i>monotheism</i> , <i>monorail</i> , <i>monoplane</i> , etc
<i>uni-</i> meaning	' <i>one</i> ': <i>unidirectional</i> , <i>unidimensional</i> , <i>unilateral</i> , etc
<i>poly-</i> meaning	' <i>many</i> ': <i>polysyllabic</i> , <i>polytheism</i> , <i>polygraph</i> , etc
<i>multi-</i> meaning	' <i>many</i> ': <i>multi-faith</i> , <i>multinational</i> , <i>multimillionaire</i> , etc
<i>semi-</i> meaning	① ' <i>half</i> ': <i>semi-circle</i> , <i>semi-final</i> , etc; ② ' <i>partly</i> ': <i>semi-automatic</i> , <i>semi-conscious</i> , <i>semi-official</i> , etc.
<i>hemi-</i> meaning	' <i>half</i> ': <i>hemisphere</i> , <i>hemistich</i> , etc.
<i>bi-</i> meaning	' <i>two</i> ': <i>bi-focal</i> , <i>bilingual</i> , <i>bilateral</i> , etc
<i>di-</i> meaning	' <i>two</i> ': <i>dioxide</i> , <i>di-graph</i> , etc
<i>du(o)-</i> meaning	' <i>two</i> ': <i>duologue</i> , <i>duplex</i> , etc
<i>tri-</i> meaning	' <i>three</i> ': <i>tri-partite</i> , <i>triangle</i> , <i>triennial</i> , etc
<i>en-</i> (also <i>em-</i> )	① [for <u>transitive verbs</u> from <u>nouns</u> ] meaning ' <i>put in</i> ': <i>encode</i> , <i>endanger</i> , <i>ensure</i> , etc; ② [for <u>intransitive verbs</u> from <u>nouns</u> ] meaning ' <i>put oneself into or onto</i> ': <i>enlist</i> , <i>enrol</i> , <i>embark</i> , etc; ③ [for <u>transitive verbs</u> from <u>nouns</u> ] meaning ' <i>make into</i> ': <i>enslave</i> , <i>ennoble</i> , etc; ④ [for <u>transitive verbs</u> from <u>adjectives</u> ] meaning ' <i>make</i> ': <i>enlarge</i> , <i>enrich</i> , <i>ensure</i> , <i>embitter</i> , etc.
<i>auto-</i> meaning	' <i>self</i> ': <i>auto-graph</i> , <i>auto-pilot</i> , <i>auto-suggestion</i> , etc.
<i>para-</i> meaning	① ' <i>ancillary</i> ': <i>paramilitary</i> , <i>paralegal</i> , <i>paramilitary</i> , etc; ② ' <i>beyond the scope of</i> ': <i>paranormal</i> , <i>parapsychology</i> , etc.

3.2.7.2. SUFFIXATION is the addition of a suffix at the end of a base like in *ageism*, *marginalize*, *additive*, etc.

Below are suffixes that continue to be productive in English. The following list is basically based on Greenbaum [1996: 454-457]:

• *verb-forming suffixes*:

- fy*, -*ify*: *beautify*, *countrify*, *purify*, *classify*, *personify*, etc
- ise*, -*ize*: *capitalize*, *modernize*, *popularize*, *terrorize*, etc

- *adjective-forming suffixes:*

- able*, –*ible*: *readable*, *profitable*, *edible*, *visible*, etc
- al*, –*ial*: *capital*, *national*, *managerial*, *editorial*, etc
- ed*: *bored*, *cultured*, *heavy-handed*, etc
- ing*: *boring*, *interesting*, *charming*, etc
- ful*: *powerful*, *careful*, *resentful*, etc
- less*: *careless*, *harmless*, *restless*, etc
- ic*: *Arabic*, *aristocratic*, *dramatic*, *Arabic*, etc
- ish*: *Swedish*, *feverish*, *youngish*, *moreish* (or *morish*), etc
- like*: *childlike*, *godlike*, *statementlike*, etc
- y*: *funny*, *sleepy*, *choosy*, etc

- *the adverb-forming suffix* {–ly<sub>1</sub>}: *candidly*, *surprisingly*, *amiably*, etc

- *suffixes of concrete nouns:*

- ant*, –*ent*: *informant*, *claimant*, *solvent*, etc
- ee*: *trainee*, *mortgagee*, *absentee*, etc
- er*: *teacher*, *carer*, *toaster*, etc
- ery*, –*ry*: *brewery*, *machinery*, *weaponry*, etc
- ing*: *clothing*, *flooring*, *drawing*, etc
- ist*: *socialist*, *novelist*, *sexist*, etc

- *suffixes of abstract nouns:*

- age*: *postage*, *spillage*, *drainage*, etc
- al*: *betrayal*, *dismissal*, *deferral*, etc
- dom*: *freedom*, *martyrdom*, *officialdom*, etc
- ery*, –*ry*: *snobbery*, *chemistry*, *summitry*, etc
- ing*: *cleaning*, *gardening*, *manufacturing*, etc
- ism*: *idealism*, *favoritism*, *ageism*, etc
- ity*: *responsibility*, *technicality*, *publicity*, etc
- ment*: *arrangement*, *embarrassment*, *bewilderment*, etc
- ness*: *usefulness*, *carelessness*, *willingness*, etc
- ship*: *dictatorship*, *editorship*, *scholarship*, etc
- ion* (also –*tion*, –*sion*, –*xion*, –*ation* and –*ition*): *confession*, *objection*, *explosion*, *collaboration*, *competition*, etc

*Affixation* resembles *conversion* in that they may change the grammatical potential of a word, but unlike *conversion*, *affixation* involves a change of form.

3.2.8. BACK-FORMATION is *the process of deriving words by removing what is thought to be a suffix from an existing word*. This is just the reverse of the customary process of *suffixation*.

3.2.8.1. Back-formation applies chiefly to the coining of verbs from nouns:

**Ex.1:** The three verbs *emote*, *enthuse*, *televise* were back-formed from the nouns *emotion*, *enthusiasm* and *television*.

**Ex.2:** The verbs *peddle*, *hawk*, *stoke*, *swindle*, *edit*, *baby-sit*, and *team-teach* all came into the language as back-formations — of *peddler*, *hawker*, *stoker*, *swindler*, *editor*, *baby-sitter* (or *baby-sitting*), and *team-teacher* (or *team-teaching*).

**Ex.3:** Recent back-formations include the adjective *abled* from *disabled* and the verb *explete* from *expletive*.

3.2.8.2. Two major sources of backformation are (1) nouns (including compounds nouns) ending in *-er/-or/ -ar* or *-ing*, and (2) nouns ending in *-tion* or *-ion*. It is not always possible to determine for the first group whether the source is the agent suffix or the *-ing* suffix. Examples of these two groups are given below, followed by a miscellaneous group (3):

- (1a) *peddle*, *hawk*, *stoke*, *swindle*, *burgle*, *edit*, *commentate*, *scavenge*, *sculpt* *baby-sit*, and *team-teach*.
- (1b) *air-condition*, *brainstorm*, *brainwash*, *browbeat*, *dry-clean*, *house-hunt*, *housekeep*, *sightsee* and *tape-record*.
- (2) *articulate*, *assassinate*, *co-educate*, *demarcate*, *emote*, *intuit*, *legislator*, *marinate* and *orate*
- (3) *diagnose* (from *diagnosis*), *enthuse* (from *enthusiasm*), *laze* (from *lazy*), *liaise* (from *liaison*), *reminisce* (from *reminiscence*), *statistic* (from *statistics*) and *televise* (from *television*)

In all the above cases, one form of the words enters the language first, and another form is created afterwards.

3.2.9. COMPOUNDING is *the process of combining two or more existing words to form a new one*.

3.2.9.1. Compounds contrast with phrases, which consist of two or more words that are grammatically related: *a large card*, *beautiful pictures*.

### 3.2.9.2. Compounds are found in all word classes:

Nouns:	<i>pop group, whistle-blower, date-rape</i>
Adjectives:	<i>class-ridden, heart-breaking, homesick</i>
Verbs:	<i>cold-shoulder, highlight, babysit</i>
Adverbs:	<i>good-naturedly, however, nowadays</i>
Pronouns:	<i>anyone, everything, nobody</i>
Numerals:	<i>sixty-three, nine-tenths</i>
Prepositions:	<i>as for, because of, next to</i>
Semi-auxiliaries:	<i>be going to, had better, have got to</i>
Conjunctions:	<i>except that, rather than, whenever</i>

3.2.9.3. Historically, compound verbs are derived chiefly from nouns. They may be derived by conversion, simply a shift in word class from a compound noun without any other change: *black-mail, cold-shoulder, daydream*. Or they may be derived by back-formation, the removal of a suffix: *babysit* (from *babysitting* or *babysitter*), *double-park* (from *double-parking*), *shoplift* (from *shoplifting* or *shoplifter*).

### 3.2.9.4. New coinages are mainly compound nouns and adjectives.

Nouns: *heartache, bigwig, highbrow, flatfoot, bedclothes, houseboat, turncoat, footballer, speedometer, teach-in, space-walk, heartburn, son-in-law, sergeant-at-arms, smoke screen, mother-of-pearl, chain-smoker, wastepaper-basket, lighthouse-keeper, man about town, eating apples, spending money, falling stars, laughing gas, etc.*

Adjectives: *up-and-coming, up-to-date, out-of-date, dim-witted, semi-detached, heart-broken, worldly-wise, Afro-Asian, etc.*

## **EXERCISES**

**EXERCISE 1:** Make the first IC cut in the words below which permit such cutting. Then classify each word as:

- S        simple;
- C-BB    complex with two bound forms as IC's;
- C-FB    complex with one free form as an IC.

Complete the table given below:

1	knave	S	<i>n</i> [C] a dishonest man
2	<u>knav(e)</u>   <u>-ish</u>	C-FB	<i>adj</i> deceitful, dishonest; <i>-ish</i> (adj-forming suffix) = ‘of the nature of’, ‘resembling’
3	graph		<i>n</i> [C] diagram consisting of a) line or lines (often curved) showing the variation of two quantities; <i>v</i> [Tn] write, record or draw using graphs
4	telegraph		<i>v</i> [Tn] send a message in printed form; <i>tele-</i> = ‘far’
5	merge		<i>v</i> [I, Ipr, Ip, Tn, Tn.pr, Tn.p] <i>~(with/into sth)</i> ; <i>~ (together)</i> ; ( <i>~A with B/ ~A and B</i> ) (cause two things to) come together and combine
6	emerge		<i>v</i> [I, Ipr] <i>~ (from sth)</i> come <u>out</u> or <u>up</u> (from water, etc) <i>e-</i> = <i>out(ward)</i> + <i>merge</i> (from Latin ‘merger’ meaning ‘dip’, ‘sink’, ‘plunge’ or ‘immerge’)
7	moron		<i>n</i> [C] feeble-minded man, person with subnormal intelligence
8	predict		<i>v</i> [Tn] say in advance that (sth) will happen; <i>pre-</i> = ‘beforehand’ or ‘in advance’; <i>-dict</i> = ‘say’
9	purist		<i>n</i> [C] person who pays great attention to correctness, especially in the use of language or in the arts; <i>-ist</i> (noun-forming suffix) = ‘a person who...’
10	comical		<i>adj</i> of or concerning a <u>comic</u> ; amusing and odd; <i>-al</i> (adj-forming suffix) = ‘of’ or ‘concerning’
11	<u>carn-</u>   <u>-al</u>	C-BB	<i>adj</i> of the flesh or the body; <i>carn-</i> = flesh
12	sophistic		<i>adj</i> of or concerning a <u>sophist</u> ; <i>-ic</i> (adj-forming suffix) = ‘of’ or ‘concerning’

13	<i>misogyn-</i>   <i>-ist</i> /m6's4d26n1st/	C-BB	<i>n</i> [C] one who <u>hates</u> women; <i>mis(o)-</i> = <u>hating</u> or <u>hatred</u> of: <i>misogyn-</i>   <i>-y</i> /m6's4d26n1/ <i>n</i> [U] <u>hatred</u> of women; <i>misanthropist</i> /m6's`n8r6p1st/ <i>n</i> [C] one who <u>hates</u> mankind and avoid human society
14	refusal		<i>n</i> [U] refusing or being refused; <i>n</i> [C] act of refusing; <i>-al</i> (noun-forming suffix)='process or state of'
15	porter		<i>n</i> [C] one who carries luggage for payment at a station, an airport, etc.; <i>port-</i> = 'carry'
16	enable		<i>v</i> [Cnt] make (sb) able to do sth by giving him the necessary authority or means; <i>en-</i> = 'make'
17	mete		<i>v</i> [Tn] measure
18	meter		<i>n</i> [C] device that measures the volume of gas, water, time, electric current, distance, etc
19	chronometer		<i>n</i> [C] device that keeps very accurate time, used especially for navigating at sea; <i>chron(o)-</i> = 'of or relating to time'
20	democracy		<i>n</i> [U] system of government by the whole people of a country, especially through representatives whom they elect <i>dem(o)-</i> = 'of population', 'of people': <i>demagogue</i> /'dem6949/ <i>n</i> [C] political leader who tries to win people's support by using emotional and often unreasonable arguments; <i>demography</i> /d6'm49r6f1/ <i>n</i> [U] study of statistics of birth , deaths, disease, etc in order to show the state of a community <i>-cracy</i> = 'government or rule of': <i>technolcracy</i> <i>n</i> [U] control or management of a country's industrial resources by technical experts; <i>bureaucracy</i> <i>n</i> [U] system government through departments managed by State officials, not by elected representatives

**EXERCISE 2:** Indicate whether *each italicized and underlined expression* is a compound (Comp) or a grammatical structure (GS). Pay no attention to hyphens or spaces, for these are deceptive. Complete the table given below:

1	Comp	Jim's car is a <u>hardtop</u> . (= a car with a metal roof)
2	GS	This jar has <u>a rather hard top</u> . (= The jar has a top which is rather hard.)
3		It was a <u>jack-in-the-box</u> .
4		<u>The plant in the box</u> is rare.
5		A <u>'hot ,dog</u> (= a hot sausage served in hot bread roll, often with onions and mustard) is not a ,hot 'dog.
6	GS	A 'hot ,dog is not a <u>,hot 'dog</u> . (= a dog which is hot)
7		He has a <u>dog in the manger</u> attitude.
8		He has <u>a dog in the manger attitude</u> .
9		She has <u>a ,strong 'hold</u> on him.
10		She has a <u>'stronghold</u> on him.
11		George found his <u>father-in-law</u> .
12		George found <u>his father in trouble</u> .
13		They bought it in the <u>'black ,market</u> .
14		The electricity went off, and we caught in <u>a black, completely lightless, market</u> .
15	Comp	His <u>spending money</u> was a source of annoyance to his father. (= the money spent by him)
16	GS	<u>His spending money</u> was a source of annoyance to his father. (= the way according to which he spends his money)

**EXERCISE 3:** Classify the following items with these symbols:

S Simple

C-BB Complex with two bound forms as IC's

C-FB Complex with one free form as an IC

Comp Compound

GS Grammatical structure

With three classes C-BB, C-FB, and WCp, make the first IC cut.

Complete the table given below:

1	Comp	sharpshooter <i>(one who is killed at a shooting with a gun)</i>	<u>sharp</u>   <u>shooter</u>
2	GS	a sharp shooter <i>(one who shoots sharply)</i>	
3	S	act	
4		react	
5	Comp	storekeeper <i>(the keeper of a store)</i>	<u>store</u>   <u>keeper</u>
6	C-FB	Highlander <i>(one who lives in the Highland)</i>	<u>Highland</u>   <u>-er</u>
7		apparatus	
8		contain	
9		recur	
10	C-BB	current	<u>cur(r)-</u>   <u>-ent</u>
11		unearth	
12		referee	
13		solve	
14	C-FB	dissolve	<u>dis-</u>   <u>solve</u>
15		solvent	
16	Comp	bull's eye <i>(the center of a target)</i>	<u>bùll's</u>   <u>èye</u>
17	GS	the bull's eye <i>(the eye of the bull)</i>	<u>bùll's</u>   <u>éye</u>
18		passbook	
19		disapproval	
20		inaccessible	

**EXERCISE 4:** Give the original words from which these *clipped words* were formed. Complete the table given below:

1	<i>ad</i>		13	<i>memo</i>	
2	<i>gas</i>		14	<i>cello</i>	
3	<i>taxi</i>		15	<i>bus</i>	← <i>omnibus</i>
4	<i>cab</i>	← <i>cabriolet</i>	16	<i>coon</i>	← <i>raccoon</i>
5	<i>frat</i>	← <i>fraternity</i>	17	<i>Phil</i>	
6	<i>photo</i>		18	<i>Joe</i>	
7	<i>gin</i>	← <i>Geneva</i>	19	<i>Tom</i>	
8	<i>curio</i>		20	<i>Al</i>	← <i>Albert, Alfred or Alvin</i>
9	<i>wig</i>		21	<i>Fred</i>	
10	<i>bra</i>	← <i>brassière</i>	22	<i>Bert</i>	
11	<i>brandy</i>		23	<i>Gene</i>	
12	<i>pike</i> (road)	← <i>turnpike</i>	24	<i>Beth</i>	
25	<i>maitre d' /,meɪtrɛ'di:/</i>		← <i>maitre d' hotel /,meɪtrɛ'dɒtəl/</i>		

**EXERCISE 5:** Give the original of each of the following *blends*. Complete the table given below:

1	<i>smog</i>	
2	<i>telecast</i>	← television + broadcast
3	<i>electrocute</i>	
4	<i>splatter</i>	← splash + spatter
5	<i>Amerindian</i>	
6	<i>Eurasian</i>	
7	<i>newsboy</i>	
8	<i>medicare</i>	

**EXERCISE 6:** Give the *blends* that result from fusing these words. Complete the table given below:

1	happening + circumstances →	
2	automobile + omnibus →	
3	escalade + elevator →	<i>escalator</i>

4	blare or blow + spurt →	
5	squall+ squeak →	<i>squawk</i>

**EXERCISE 7:** Pronounce these acronyms and give their originals. Complete the table given below:

1	UN	/,ju: 'en/	United Nations
2	MC		
3	BBC		
4	AD		
5	BC		
6	TESL	/,ti: i: es 'el/ or /'tesl/	Teaching English as a Second Language
7	EFL		
8	VIP		
9	FIFA		
10	NAM	/,en e1 'em/	National Association of Manufacturers

**EXERCISE 8:** These verbs are *back-formations*. Write the words from which they are formed. Complete the table given below:

1	<i>bootleg</i>	← <i>bootlegger</i>
2	<i>typewrite</i>	
3	<i>coronate</i>	
4	<i>resurrect</i>	← <i>resurrection</i>
5	<i>baby-sit</i>	
6	<i>advance-register</i>	← <i>advance-registration</i>
7	<i>laze</i>	
8	<i>jell</i>	
9	<i>escalate</i>	
10	<i>reminisce</i>	← <i>reminiscence</i>
11	<i>orate</i>	← <i>oration</i>
12	<i>donate</i>	
13	<i>televise</i>	

**EXERCISE 9:** Indicate the meaning relation between the parts of the following English compounds. Complete the table given below:

1	chessboard	= board for playing chess on
2	flycatcher	= bird that catches flies for food
3	sunlight	
4	daybreak	
5	frostbite	= bite from frost
6	driftwood	
7	popcorn	
8	handshake	
9	brainwashing (fig)	= washing of the brain
10	match maker	
11	mince-meat	
12	drinking-water	
13	typing-paper	
14	sleepwalking	= walking in one's sleep
15	sunbather	
16	homework	
17	workbench	
18	motorcycle	= cycle powered by a motor
19	silkworm	
20	sawdust	
21	doorknob	= knob on a door
22	tape-measure	
23	soap-flake	
24	cowshed	
25	butterfingers	= person with butter on his fingers, person who is likely to drop things.

**EXERCISE 10:** Match each expression under A with the one statement under B that characterizes it.

- | A             | B  |
|---------------|--|
| a. noisy crow | 1. compound noun                                     |
| b. eat crow   | 2. base morpheme plus derivational prefix            |
| c. scarecrow  | 3. phrase consisting of adjective plus noun          |
| d. the crow   | 4. base morpheme plus inflectional suffix            |
| e. crow-like  | 5. base morpheme plus derivational suffix            |
| f. crows      | 6. idiom   |
|               | 7. grammatical morpheme followed by lexical morpheme |

**EXERCISE 11:** Is *long-eared* a compound word? How is it different from other compounds like *teacup* or *greenhouse*?

**ANSWER:**

First, as far as their STRUCTURE is concerned, *long-eared* is a derivational compound: it consists of three morphemes: the two free bases 'long' and 'ear' and one bound morpheme is '-ed' whereas *teacup* or *greenhouse* are made up of only two free bases.

Second, as far as their SPELLING is concerned, there is a hyphen between the two free bases of the derivational compound '*long-eared*' while there is no space between those of the common compounds '*teacup*' and '*greenhouse*'.

Finally, as far as their PART OF SPEECH is concerned, '*long-eared*' is a compound adjective whereas '*teacup*' and '*greenhouse*' are two compound nouns.

**EXERCISE 12:** Comment on the following definition of words: 'A word is a group of morphemes that have meaning.'

**ANSWER:**

Generally speaking, it is acceptable to define a word as a group of morphemes that have meaning because there are many English words of two or more morphemes: *decentralization*, *undoubtedly*, *irresistible*, etc. However, this definition of words is not always true. In other words, it does not hold for all of the words in the English language.

Firstly, many English words consist of only one morpheme such as *doubt*, *lion*, *narrow*, *crocodile*, *Connecticut*, etc.

Secondly, not all words in English have lexical meaning, the meaning we can look up in a dictionary. For example, the definite article *the*; the function of which is to modify the noun, the noun phrase or the pronoun following it; has no specific lexical meaning.

Last but not least, a number of English prepositions are used without any specific meaning when they are attached to particular verbs, adjectives or nouns.

① *Verb*: They blamed the mess on Jim.

They blamed Jim for the mess.

② *Adjective*: They're interested in sports.

She's clever at dealing with critical clients.

③ *Noun*: Recently there has been public concern for/ about corruption.

I have my deepest sympathies on the death of your wife.

The prepositions in the above mentioned examples have purely syntactic relational functions: they conjoin verbs, adjectives or nouns to their following objects or complements. The prepositions are more or less lexically meaningless. They are predictable, that is, they can hardly be replaced by any other prepositions.

**EXERCISE 13:** In the light of *compound nouns* and *noun phrases*, explain the ambiguity of the following sentences:

(1) The firemen burst into the smoking room.

(2) He has two French teachers.

**ANSWER:**

(1) The firemen burst into the smoking room.

1a. the **smoking room** (*the room in a hotel where smoking is allowed*)



'Smoking room' is a compound noun just like 'laughing gas', 'eating apples', 'looking glasses' or 'spending money'. This compound noun is modified by the definite article 'the'.

1b. the smoking **room** (*the room that is full of smoke*)



'The smoking room' is a noun phrase in which the noun head 'room' is modified by the present participle 'smoking' and the definite article 'the'.

(2) He has two French teachers.

2a. *French teachers (teachers who come from France)*

'French teachers' is a noun phrase in which the noun head *teachers* is modified by **the adjective of nationality** 'French'.

2b. *French teachers (teachers whose subject is French)*

'French' here is **a noun** meaning '*the language spoken by the French*'. It is one of the two free bases which are combined together to form a compound noun 'French teachers'.

**EXERCISE 14:** Consider the underlined utterances. Are they of the same value? Explain.

(1)a. There was a plant in the box.

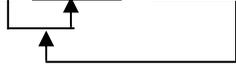
(1)b. There was a Jack-in-the-box.

(2)a. He found his father in trouble.

(2)b. He found his father-in-law

**ANSWER:**

In (1)a, 'a **plant** in the box' is a *noun phrase*.



In (1)b, ( a ) '**jack-in-the-box**' is a *compound noun*.



The same analysis can be applied to (2)a and (2)b.

In (2)a, '**his father** in trouble' is a *noun phrase*.



In (2)b, ( his ) '**father-in-law**' is a *compound noun*.



**EXERCISE 15:** What is CLIPPING? Are CLIPPED WORDS considered as free forms? Give examples to illustrate your presentation.

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**EXERCISE 16:** As far as structure is concerned, how do COMPLEX WORDS differ from COMPOUND WORDS. Give appropriate examples to illustrate that.

**EXERCISE 17:** Why is it said that A WORD COMPOUND is a solid block?

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**EXERCISE 18:** Name *the word formation process* of each of the following words:

- |                                 |                     |
|---------------------------------|---------------------|
| 1. doorknob: _____              | 6. radar: _____     |
| 2. telly: _____                 | 7. chunnel: _____   |
| 3. nylon: _____                 | 8. cantata: _____   |
| 4. porter: _____                | 9. ESL: _____       |
| 5. silence <i>v</i> (Tn): _____ | 10. televise: _____ |

## Compounds

New words may be formed by stringing together other words to create **compound words**. There is almost no limit on the kinds of combinations that occur in English, as the following list of compounds shows:

	-ADJECTIVE	-NOUN	-VERB
ADJECTIVE-	<i>bittersweet</i>	<i>poorhouse</i>	<i>highborn</i>
NOUN-	<i>headstrong</i>	<i>rainbow</i>	<i>spoonfeed</i>
VERB-	<i>carryall</i>	<i>pickpocket</i>	<i>sleepwalk</i>

*Frigidaire* is a compound formed by combining the adjective *frigid* with the noun *air*.

When the two words are in the same grammatical category, the compound will be in this category: noun + noun — *girlfriend*, *fighter-bomber*, *paper clip*, *elevator-operator*, *landlord*, *milkman*; adjective + adjective — *icy-cold*, *red-hot*, *worldly-wise*. In many cases, when the two words fall into different categories the class of the second or final word will be the grammatical category of the compound: noun + adjective — *headstrong*, *watertight*, *lifelong*; verb + noun — *pickpocket*, *pinchpenny*, *daredevil*, *sawbones*. On the other hand, compounds formed with a preposition are in the category of the non-prepositional part of the compound: *overtake*, *hanger-on*, *undertake*, *sundown*, *afterbirth*, *downfall*, *uplift*.

Though two-word compounds are the most common in English, it would be difficult to state an upper limit: *three-time loser*, *four-dimensional space-time*, *sergeant-at-arms*, *mother-of-pearl*, *man about town*, *master of ceremonies* and *daughter-in-law*.

Spelling does not tell us what sequence of words constitutes a compound; since some compounds are spelled with a space between the two words, with a hyphen or with no separation at all is idiosyncratic, as shown, for example, in *blackbird*, *gold-tail* and *smoke screen*.

## Meaning of Compounds

One of the interesting things about a compound is that you cannot always tell by the words it contains what the compound means. The meaning of a compound is not always the sum of the meaning of its parts; a *blackboard* may be green or white. Everyone who wears a red coat is not a *Redcoat* either. The difference between the sentences *She has a red coat in her closet* and *She has a Redcoat in her closet* could be highly significant under certain circumstances.

Other similarly constructed compounds show that underlying the juxtaposition of words, different grammatical relations are expressed. A *boathouse* is a house for boats, but a *cathouse* is not a house for cats. A *jumping bean* is a bean that jumps, a *falling star* is a 'star' that falls, and a *magnifying glass* is a glass that magnifies; but a *looking glass* is not a glass that looks, nor is an *eating apple* an apple that eats, and *laughing gas* does not laugh.

In all the examples given, the meaning of each compound includes at least to some extent the meanings of the individual parts. But there are other compounds that do not seem to relate to the meanings of the individual parts at all. A *jack-in-a-box* is a tropical tree, and a *turncoat* is a traitor. A *highbrow* does not necessarily have a high brow, nor does a *bigwig* have a big wig, nor does an *egghead* have an egg-shaped head.

As we pointed out earlier in the discussion of the prefix *un-*, the meaning of many compounds must be learned as if they were individual simple words. Some of the meanings may be figured out, but not all. Thus, if you had never heard the word *hunchback*, it might be possible to infer the meaning. But if you had never heard the word *flatfoot* it is doubtful you would know it was a word meaning 'detective' or 'policeman', even though the origin of the word, once you know the meaning, can be figured out.

Therefore, the words as well as the morphemes must be listed in our dictionaries. The morphological rules also are in the grammar, revealing the relations between words and providing the means for forming new words. Dr. Seuss uses the rules of compounding when he explained that 'when tweetle beetles battle with paddles in a puddle, they call it '*a tweetle beetle puddle paddle battle*.'

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<sup>1</sup>Dr. Seuss, *Fox in Sox*, New York: Random House, 1965, p.51

## ANSWER KEYS

### UNIT ONE: MORPHEMES

#### A. THE EXERCISES OF MORPHEMES

**EXERCISE 1:** Identify the number of the morphemes in each of the given words. Complete the table given below.

1	play	1	11	keeper	2 ( <i>keep</i> and <i>-er</i> )
2	replay	2 ( <i>re-</i> and <i>play</i> )	12	able	1
3	date	1	13	unable	2 ( <i>un-</i> and <i>able</i> )
4	antedate	2 ( <i>ante-</i> and <i>date</i> )	14	mahogany	1
5	hygiene	1	15	rain	1
6	weak	1	16	rainy	2 ( <i>rain</i> and <i>-y</i> )
7	weaken	2 ( <i>weak</i> and <i>-en</i> )	17	cheap	1
8	man	1	18	cheaply	2 ( <i>cheap</i> and <i>-ly</i> )
9	manly	2 ( <i>man</i> and <i>-ly</i> )	19	cheaper	2 ( <i>cheap</i> and <i>-er</i> )
10	keep	1	20	honest	1

**EXERCISE 2:** Identify the bound morpheme(s) in of each of the given words. Complete the table given below.

1	speaker	-er	6	delivery	-y
2	kingdom	- <u>dom</u>	7	intervene	inter-, -vene
3	phonemic	- <u>ic</u>	8	revise	<u>re-</u> , - <u>vis</u> e
4	idolize	- <u>ize</u>	9	dreamed	- <u>ed</u>
5	selective	- <u>ive</u>	10	undone	<u>un-</u>

**EXERCISE 3:** Underline the base in each the given words. Complete the table given below.

1	<u>woman</u> ly	6	<u>light</u> en	11	un <u>like</u> ly
2	en <u>dear</u>	7	en <u>light</u> en	12	pre <u>war</u>
3	<u>fail</u> ure	8	<u>friend</u> ship	13	sub <u>way</u>
4	<u>fam</u> ous	9	be <u>friend</u>	14	<u>fals</u> ify
5	in <u>fam</u> ous	10	<u>Boston</u> ian	15	unen <u>live</u> ned

**EXERCISE 4:** Identify the meaning of the affix in each of the given words. Complete the table given below.

1	antedate	The prefix <i>ante-</i> means 'before'.
2	replay	The prefix <i>re-</i> means 'again'.
3	manly	The suffix <i>-ly</i> means 'like' or 'having the characteristic(s) of'.
4	keeper	The suffix <i>-er</i> means 'a person who...'
5	unable	The prefix <i>un-</i> means 'not'.
6	rainy	The suffix <i>-y</i> means 'having' or 'marked by'.
7	cheapest	The suffix <i>-est</i> means 'most'.
8	subway	The prefix <i>sub-</i> means 'under'.
9	import	The prefix <i>im-</i> means 'in(to)'.
10	maltreat	The prefix <i>mal-</i> means 'badly' or 'wrongly'.

**EXERCISE 5:** Identify the meaning of *the bound base* in the given sets of words. Complete the table given below.

1	<i>audience, audible, audition and auditorium</i>	The bound base <i>audi-</i> means 'hear'.
2	<i>suicide, patricide, matricide and infanticide</i>	The bound base <i>-cide</i> means 'killing'.
3	<i>oral, orate, oration, oracle and oratory</i>	The bound base <i>ora-</i> means 'mouth' or 'speak'.
4	<i>aquaplane, aquarium, aquatic and aquaduct</i>	The bound base <i>aqua-</i> means 'water'.
5	<i>mortuary, moribund, mortal and immortal</i>	The bound base <i>mor(t)-</i> means 'death' or 'dead'.
6	<i>corporation, corporeal, corps and corpse</i>	The bound base <i>corp-</i> means 'body'.
7	<i>tenable, tenant, tenure and tenacious</i>	The bound base <i>ten-</i> means 'hold'.
8	<i>pendulum, suspender, pendant and impending</i>	The bound base <i>pend-</i> means 'hang'.

9	<i>manuscript, manacle, manual and manicure</i>	The bound base <i>man-</i> means 'hand'.
10	<i>eject, inject, inject, reject and projectile</i>	The bound base <i>ject-</i> means 'throw' or 'shoot'.

**EXERCISE 6:** Identify the meaning of *the bound base* in each of the given words and then give as many words with the same bound base as you can. Complete the table given below.

1	<i>revise</i>	<i>-vise</i> = 'see'	devise, visible, visionary, (tele)vision, visibility, (audio-)visual, supervise, etc.
2	<i>contradict</i>	<i>-dict</i> = 'say'	<i>dictate, dictator, dictation, diction, dictum, contradict, contradiction, contradictory, contradictorily, etc.</i>
3	<i>regress</i>	<i>-gress</i> = 'go'	<i>regress, regression, regressive, progress, progression, progressive, etc.</i>
4	<i>intervene</i>	<i>-vene</i> = 'come'	<i>convene, convenor, intervening, intervention, interventionist, supervene, contravene, etc.</i>
5	<i>recur</i>	<i>-cur</i> = 'run'	<i>current, currently, currency, occur, occurrence, etc.</i>
6	<i>inspect</i>	<i>-spect</i> = 'look'	<i>inspector, inspectorate, inspection, spectacles, prospect, prospector, prospective, prospectus, perspective, etc.</i>
7	<i>oppose</i>	<i>-pose</i> = 'put' or 'place'	<i>depose, deposition, propose, proposal, proposition, position(al), deposit, deposition, depositor, depository, impose, imposition, imposing, imposingly, superimpose, etc.</i>
8	<i>rodent</i>	<i>rod-</i> = 'gnaw'	<i>erode, erosion, erosive, etc.</i>
9	<i>portable</i>	<i>-port</i> = 'carry'	<i>porter, portability, portage, comport, deport, export, import, report, support, transport, etc.</i>
10	<i>rupture</i>	<i>rupt-</i> = 'break'	<i>erupt, eruption, abrupt, abruptly, abruptness, corrupt, (in)corruptible, (in)corruptibility, etc</i>

11	<i>annual</i>	<i>ann-</i> = 'year'	<i>annual, annually, annuity, annuitant, anniversary, etc.</i>
12	<i>bigamy</i>	<i>-gam(y)</i> = 'marriage'	<i>bigamist, bigamous, bigamously, polygamy, polygamist, polygamous, etc.</i>

## B. THE EXERCISES OF ALLOMORPHS

**EXERCISE 8:** Explain why 'a' and 'an' are allomorphs of the same morpheme.

'A' and 'an' *have the same meaning*: 'one'; they *are in complementary distribution*: 'a' occurs before consonants and 'an' occurs before vowels. Therefore, they are two allomorphs of the same morpheme.

**EXERCISE 9:** Identify the *allomorphs* of the inflectional verb past simple morpheme {-D<sub>1</sub>} in the verb *be*. How are they conditioned?

The verb *be* conjugated in the past simple has two morphologically conditioned suppletive allomorphs: *was* /wʌz/ and *were* /wɜː/:

- *was* /wʌz/ occurs with the first person and the third person singular.
- *were* /wɜː/ occurs with the first person and the third person plural and the second person both plural and singular.

## UNIT TWO: DERIVATION AND INFLECTION

**EXERCISE 2:** Identify all the possible the suffixes in each of the given words.

Complete the table given below.

1	<i>organists</i>	2 suffixes	-ist, -s
2	<i>personalities</i>	3 suffixes	-al, -ity, -es
3	<i>flirtatiously</i>	3 suffixes	-ation, -ous, -ly
4	<i>atomizers</i>	3 suffixes	-ize, -er, -s
5	<i>contradictorily</i>	2 suffixes	-ory, -ly
6	<i>trusteeship</i>	2 suffixes	-ee, -ship
7	<i>greasier</i>	2 suffixes	-y, -er
8	<i>countrified</i>	2 suffixes	-fy, -ed
9	<i>friendliest</i>	2 suffixes	-ly, -est
10	<i>responsibilities</i>	3 suffixes	-ible, -ity, -es

**EXERCISE 3:** Identify the meaning of the prefix in each of the given words and then give as many words with the same prefix as you can. Complete the table given below.

1	<i>antidote</i>	<i>anti-</i> = 'against'	anti-aircraft, <i>antibody</i> , <i>antipersonnel antihero</i>
2	<i>circumvent</i>	<i>circum-</i> = 'around'	circum-navigate, <i>circumference</i> , <i>circumlocution</i> , <i>circumspect</i>
3	<i>co-pilot</i> <i>collaborate</i> <i>compact</i> <i>convene</i> <i>corrode</i>	<i>co-</i> , <i>col-</i> , <i>com-</i> , <i>con-</i> , <i>cor-</i> = 'with'	<i>co-curriculum</i> , <i>co-operate</i> , <i>co-</i> <i>ordinate</i> <i>collide</i> , <i>collision</i> , <i>collect</i> <i>comply</i> <i>consonant</i> , <i>convoke</i> <i>correlate</i>
4	<i>contradict</i>	<i>contra-</i> = 'against'	<i>contravene</i> , <i>contra-indicative</i> , <i>contra-indication</i> , <i>contra-flow</i> , <i>contraceptive</i> , <i>contra-distinction</i>
5	<i>devitalized</i>	<i>de-</i> = 'do the opposite of'	<i>deactivate</i> , <i>decentralize</i> , <i>dehumanize</i> , <i>deform</i> , <i>denationalize</i> , <i>decolonize</i> , <i>decode</i>
6	<i>delouse</i>	<i>de-</i> = 'remove'	<i>dehorn</i> , <i>defrost</i> , <i>deice</i> , <i>deflower</i> , <i>deforest</i>
7	<i>devalue</i>	<i>de-</i> = 'reduce':	<i>degrade</i> , <i>debase</i> , <i>decline</i> , <i>decrease</i>
8	<i>disunion</i>	<i>dis-</i> = 'opposite' or 'absence of'	<i>disappear</i> , <i>discount</i> , <i>disarm</i>
9	<i>disagreeable</i>	<i>dis-</i> = 'not'	<i>dishonest</i> , <i>dissatisfy</i>
10	<i>insecure</i>  <i>imperfect</i>  <i>illegible</i>  <i>irreverent</i>	<i>in-</i> , <i>im-</i> , <i>il-</i> , <i>ir-</i> = 'not'	<i>incompetent</i> , <i>inefficient</i> , <i>infertile</i> , <i>inorganic</i> , <i>insensible</i> <i>immature</i> , <i>immeasurable</i> , <i>impolite</i> , <i>impossible</i> , <i>imbalance</i> , <i>imbecile</i> <i>illegal</i> , <i>illicit</i> , <i>illiterate</i> , <i>illogical</i> , <i>illiberal</i> , <i>illegitimate</i> <i>irregular</i> , <i>irreplaceable</i> , <i>irrelevant</i> , <i>irrespective</i> , <i>irreducible</i>
11	<i>inspire</i>	<i>in-</i> , <i>im-</i> = 'in' or 'on'	<i>inspiration</i> , <i>inspirational</i> , <i>inspiring</i> , <i>inspired</i> , <i>inspect</i> , <i>install</i> ,

	<i>imbile</i>		<i>inscribe</i> <i>imbue, impale, impalpable, impalement</i>
12	<i>intervene</i>	<i>inter-</i> = 'between'	<i>interstate, international, intercede, interact, interbreed, interchange</i>
13	<i>intramural</i>	<i>intra-</i> = 'within'	<i>intrastate, intravenous(ly), intramuscular, intra-uterine (device)</i>
14	<i>obstruct</i>  <i>oppose</i>	<i>ob-</i> , <i>op-</i> = 'against' or 'opposite'	<i>obstruction, obstructive, obstrude, obstrusion, obstrusive(ly), obstinate obstrusiveness, obstacle, object(ion), opposition, opposed, opponent, oppress, oppressed, oppression, oppressive(ly)</i>
15	<i>pre-war</i>	<i>pre-</i> = 'before'	<i>prenatal, preconceive, predict, predispose, preclude, pre-arrange, preamble, precaution(ary)</i>
16	<i>post-war</i>	<i>post-</i> = 'after'	<i>posterior, post-mortem, postgraduate, postscript, post-date</i>
17	<i>proceed</i>	<i>pro-</i> = 'forwards'	<i>progress, profession, project(ile), propose, proposal, prologue, prospect, prolapse</i>
18	<i>retroactive</i>	<i>retro-</i> = 'backwards'	<i>retroflex, retrograde, retrogress, retro-rocket, retrospect</i>
19	<i>semi-professional</i>	<i>semi-</i> = 'half' or 'partly'	<i>semi-soft, semi-conscious, semi-detached, semicircle, semicolon, semi-final</i>
20	<i>subway</i>	<i>sub-</i> = 'under' or 'below the normal'	<i>submarine, subsoil, subordinate, subdivide, submerge, subordinate, subnormal, substandard</i>
21	<i>superabundant</i>	<i>super-</i> = 'over' or 'beyond the norm'	<i>supervene, supervise, supermarket, supernatural, superhuman, superior, superstar, superficial, etc.</i>

22	<i>unlikely</i>	<i>un-</i> = 'not'	<i>untrue, unjust, unkind, unfair, unfit, unavoidable, unrelieved, unscientific, unshrinking, unskilled, etc.</i>
23	<i>undress</i>	<i>un-</i> = 'do the opposite of'	<i>undress, uncurl, unfold, unlock, untie, unfreeze</i>

**EXERCISE 4:** Each group contains a base and a few suffixes. Make each into a word. Complete the table given below.

1	-ed, live, -en	<i>livened</i> (sb/ sth) up = caused sb/ sth to become lively
2	-ing, -ate, termin-	<i>terminating</i> = coming or bringing sth to an end
3	-er, -s, mor, -al, -ize	<i>moralizers</i> = ones who talk or write critically about right or wrong behaviour
4	province, -s, -ism, -al	<i>provincialisms</i> = provincial acts or manners
5	-ly, -some, grue	<i>gruesomely</i> = frightful, in a horrid and disgusted way of life
6	-ity, work, -able	<i>workability</i> = ability to work
7	in, -most, -er	<i>innermost</i> = inmost = most inward
8	marry, -age, -ity, -able	<i>marriageability</i> = state of being old enough to marry or being suitable enough for marriage
9	-dom, -ster, gang	<i>gangsterdom</i> = group of gangsters
10	-ly, -tion, -ate, affect	<i>affectionately</i> = in a loving or affectionate way

**EXERCISE 5:** Add a derivational suffix to each of these words, which already end in a *derivational suffix*. Complete the table given below.

1	<i>expression</i> + <u>-ism</u> = <i>expressionism</i>
2	<i>formal</i> + <u>-ly</u> = <i>formally</i> ; <i>formal</i> + <u>-ity</u> = <i>formality</i>
3	<i>organize</i> + <u>-ation</u> = <i>organization</i>
4	<i>reasonable</i> + <u>-ness</u> = <i>reasonableness</i>
5	<i>purist</i> + <u>-ic</u> = <i>puristic</i>

**EXERCISE 6:** Add an inflectional suffix to each of these words, which already end in a *derivational suffix*. Complete the table given below.

1	kindness + <u>-es</u> = kindness <u>es</u> (n., pl.)
2	beautify + <u>-es</u> = beautif <u>ies</u> ; beautify + <u>-ed</u> = beautif <u>ied</u> ; beautify + <u>-ing</u> = beautif <u>ying</u>
3	quarterly + <u>-es</u> = quarter <u>lies</u> (n., pl.)
4	popularize + <u>-es</u> = popular <u>izes</u> ; popularize + <u>-ed</u> = popular <u>ized</u> ; popularize + <u>-ing</u> = popular <u>izing</u>
5	depth + <u>-s</u> = depth <u>s</u> (n., pl.)
6	pressure + <u>-s</u> = pressur <u>es</u> (n., pl.)
7	extinguish + <u>-es</u> = extingui <u>shes</u> ; extinguish + <u>-ed</u> = extingui <u>shed</u> ; extinguish + <u>-ing</u> = extingui <u>shing</u>
8	orientate + <u>-es</u> = orientat <u>es</u> ; orientate + <u>-ed</u> = orientat <u>ed</u> orientate + <u>-ing</u> = orientat <u>ing</u>
9	friendly + <u>-er</u> = friendli <u>er</u> ; friendly + <u>-est</u> = friendli <u>est</u>
10	noisy + <u>-er</u> = noisier <u>er</u> ; noisy + <u>-est</u> = nois <u>iest</u>

**EXERCISE 7:** You are given here five *bases*, or words with their bases *italicized*. Give all the words in the derivational paradigm. Do not include words with two bases, like 'manhunt' or 'manpower'. Complete the table given below.

1	<i>sin</i>	<u>sinful</u> , <u>sinfulness</u> , <u>sinless</u> , <u>sinlessness</u> , <u>sinner</u>
2	<i>kind</i>	<u>kindly</u> , <u>kindliness</u> , <u>kindless</u> , <u>kindlessness</u> , <u>kindness</u>
3	<i>live</i>	<u>lively</u> , <u>liveliness</u> , <u>liveliness</u> , <u>liveness</u> , <u>liveness</u> , <u>enliven</u> , <u>alive</u> , <u>aliveness</u> , <u>unlive</u> , <u>unlively</u> , <u>unliveliness</u>
4	transport	<u>transportable</u> , <u>transportability</u> , <u>transporter</u> , <u>transportation</u> , <u>transportational</u>
5	audience	<u>audible</u> , <u>audibly</u> , <u>audition</u> , <u>audial</u> , <u>auditory</u> , <u>auditorium</u>

**EXERCISE 8:** The left-hand column contains ten words. The right-hand column contains thirteen derivational suffixes used to make nouns and having the general meanings of ‘*state, condition, quality, or act of*’. By combining these suffixes with the words listed, make as many nouns as you can. Fill in the given blanks.

<i>Words</i>	Derived Words	Noun-forming Derivational Suffixes	
1. <i>happy</i>	<i>happ<u>iness</u></i>	1. –hood	8. –ance/ –ence
2. <i>friend</i>	<i>friend<u>ship</u></i>	2. –acy	9. –th
3. <i>girl</i>	<i>girl<u>hood</u></i>	3. –ism	10. –ure
4. <i>compose</i>	<i>compos<u>ure</u>, compos<u>ition</u></i>	4. –ness	11. –ment
5. <i>shrink</i>	<i>shrink<u>age</u></i>	5. –age	12. –y
6. <i>discover</i>	<i>discover<u>y</u></i>	6. –ity	13. –ship
7. <i>supreme</i>	<i>suprem<u>eness</u>, suprem<u>acy</u></i>	7. –ation/ –ition	
8. <i>true</i>	<i>truth<u>h</u>, tru<u>ism</u></i>		
9. <i>pagan</i>	<i>pagan<u>ism</u></i>		
10. <i>active</i>	<i>activ<u>eness</u>, activ<u>ity</u>, activ<u>ation</u>, activ<u>ism</u></i>		

### UNIT THREE: IMMEDIATE CONSTITUENTS IN MORPHOLOGY

**EXERCISE 2:** Give the IC divisions of each of the following words. Support the division you think is correct: (a) *unlovable* and (b) *reappearance*.

**ANSWER:**

a) ‘*Unlovable*’ is made up of:

un– : the derivational class-maintaining negative prefix

love : the free base, which is a verb

–able : the derivational class-changing adjective-forming suffix

un– | lov(e) | –able

is the only correct way to analyse this word. When the negative prefix *un–* is stripped away, the remainder ‘*lovable*’ is an adjective meaning *able to be loved*. This construction, in turn, can be further divided into two morphemes: the free base ‘*love*’ and the suffix ‘*–able*’.

un– | lov(e) | –able

is an unacceptable IC division because ‘unlove’ is not a free form in English.

b) ‘Reaparrance’ is made up of:

re- : the derivational class-maintaining prefix meaning ‘again’

appear : the free base, which is a verb

-ance : derivational class-changing noun-forming suffix

<u>re-</u>   <u>appear</u>   <u>-ance</u>	is the correct IC division because it follows the morphological rule: <i>re-</i> + verb = verb <i>again</i>
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Then, *-ance* is added to the verb *reappear* to form a noun. This division suggests the meaning ‘*the act of appearing again*’.

re-   <u>appear</u>   <u>-ance</u>	is an incorrect IC division because the prefix <i>re-</i> is added to English verbs, not nouns.
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#### UNIT FOUR: WORDS

**EXERCISE 1:** Make the first IC cut in the words below which permit such cutting. Then classify each word as:

S simple;

C-BB complex with two bound forms as IC’s;

C-FB complex with one free form as an IC.

Complete the table given below:

1	knave	S	11	<u>carn-</u>   <u>-al</u>	C-BB
2	<u>knave</u>   <u>-ish</u>	C-FB	12	<u>sophist</u>   <u>-ic</u>	C-FB
3	graph	S	13	<u>misogyn-</u>   <u>-ist</u>	C-BB
4	<u>tele-</u>   <u>graph</u>	C-FB	14	<u>refus(e)</u>   <u>-al</u>	C-FB
5	merge	S	15	<u>port-</u>   <u>-er</u>	C-BB
6	<u>e-</u>   <u>merge</u>	C-FB	16	<u>en-</u>   <u>able</u>	C-FB
7	moron	S	17	mete	S
8	<u>pre-</u>   <u>-dict</u>	C-BB	18	<u>met(e)</u>   <u>-er</u>	C-FB
9	<u>pur(e)</u>   <u>-ist</u>	C-FB	19	<u>chrono-</u>   <u>meter</u>	C-FB
10	<u>comic</u>   <u>-al</u>	C-FB	20	<u>demo-</u>   <u>-cracy</u>	C-BB

**EXERCISE 2:** Indicate whether *each italicized and underlined expression* is compound (Comp) or a grammatical structure (GS). Pay no attention to hyphens or spaces, for these are deceptive. Complete the table given below:

1	Comp	Jim's car is a <u>hardtop</u> . (= a car with a metal roof)
2	GS	This jar has a <u>rather hard top</u> . (= The jar has a top which is rather hard.)
3	Comp	It was a <u>jack-in-the-box</u> . (= a toy in the form of a box with a figure inside that springs up when the lid is opened)
4	GS	<u>The plant in the box</u> is rare.
5	Comp	A <u>'hot ,dog</u> is not a ,hot 'dog. (= a hot sausage served in hot bread roll, often with onions and mustard)
6	GS	A 'hot ,dog is not a <u>,hot 'dog</u> . (= a dog which is hot)
7	Comp	He has a <u>dog in the manger</u> attitude. (= a person who stops others enjoy something he cannot use or does not want)
8	GS	He has a <u>dog in the manger</u> attitude. (= an annoying attitude)
9	GS	She has a <u>,strong 'hold</u> on him. (= a hold which is strong)
10	Comp	She has a <u>'stronghold</u> on him. (= support)
11	Comp	George found his <u>father-in-law</u> .
12	GS	George found <u>his father in trouble</u> .
13	Comp	They bought it on the <u>'black ,market</u> .
14	GS	The electricity went off, and we caught in a <u>black, completely lightless, market</u> .
15	Comp	His <u>spending money</u> was a source of annoyance to his father. (= the money spent by him)
16	GS	<u>His spending money</u> was a source of annoyance to his father. (= the way according to which he spends his money)

**EXERCISE 3:** Classify the following items with these symbols:

S Simple

C-BB Complex with two bound forms as IC's

C-FB Complex with one free form as an IC

Comp Compound

GS Grammatical structure

With three classes C-BB, C-FB, and Comp, make the first IC cut.

Complete the table given below:

1	Comp	sharpshooter <i>one who is killed at a shooting with a gun</i> )	<u>sharp</u>   <u>shooter</u>
2	GS	a sharp shooter ( <i>one who shoots sharply</i> )	
3	S	act	
4	C-FB	react	<u>re-</u>   <u>act</u>
5	Comp	storekeeper ( <i>the keeper of a store</i> )	<u>store</u>   <u>keeper</u>
6	C-FB	Highlander ( <i>one who lives in the Highland</i> )	<u>Highland</u>   <u>-er</u>
7	S	apparatus	
8	C-BB	contain	<u>con-</u>   <u>-tain</u>
9	C-BB	recur	<u>re-</u>   <u>-cur</u>
10	C-BB	current	<u>cur(r)-</u>   <u>-ent</u>
11	C-FB	unearth	<u>un-</u>   <u>earth</u>
12	C-FB	referee (= a person <u>to whom all the footballers refer</u> )	<u>refer</u>   <u>-ee</u>
13	S	solve	
14	C-FB	dissolve	<u>dis-</u>   <u>solve</u>
15	C-FB	solvent	<u>solv(e)</u>   <u>-ent</u>
16	Comp	bull's eye ( <i>the center of a target</i> )	<u>bull's</u>   <u>eye</u>
17	GS	the bull's eye ( <i>the eye of the bull</i> )	

18	Comp	passbook	<u>pass</u>   <u>book</u>
19	C-FB	disapproval	<u>disapprove</u>   <u>-al</u>
20	C-FB	inaccessible	<u>in-</u>   <u>accessible</u>

**EXERCISE 4:** Give the original words from which these *clipped words* were formed. Complete the table given below:

1	<i>ad</i>	← <i>advertisement</i>	13	<i>memo</i>	← <i>memorandum</i>
2	<i>gas</i>	← <i>gasoline</i>	14	<i>cello</i>	← <i>violoncello</i>
3	<i>taxi</i>	← <i>taximeter</i>	15	<i>bus</i>	← <i>omnibus</i>
4	<i>cab</i>	← <i>cabriolet</i>	16	<i>coon</i>	← <i>raccoon</i>
5	<i>frat</i>	← <i>fraternity</i>	17	<i>Phil</i>	← <i>Philip</i>
6	<i>photo</i>	← <i>photograph</i>	18	<i>Joe</i>	← <i>Joseph</i>
7	<i>gin</i>	← <i>Geneva</i>	19	<i>Tom</i>	← <i>Thomas</i>
8	<i>curio</i>	← <i>curiosity</i>	20	<i>Al</i>	← <i>Albert, Alfred or Alvin</i>
9	<i>wig</i>	← <i>periwig</i>	21	<i>Fred</i>	← <i>Frederick</i>
10	<i>bra</i>	← <i>brassière</i>	22	<i>Bert</i>	← <i>Albert</i>
11	<i>brandy</i>	← <i>brandy wine</i>	23	<i>Gene</i>	← <i>Eugene</i>
12	<i>pike</i> (road)	← <i>turnpike</i>	24	<i>Beth</i>	← <i>Elizabeth</i>
25	<i>maitre d'</i> /,meɪtrɛ'di:/		← <i>maitre d'</i> hotel /,meɪtrɛ'dɒtəl/		

**EXERCISE 5:** Give the original of each of the following *blends*. Complete the table given below:

1	<i>smog</i>	← smoke + fog
2	<i>telecast</i>	← television + broadcast
3	<i>electrocute</i>	← electricity + execute
4	<i>splatter</i>	← splash + spatter
5	<i>Amerindian</i>	← American + Indian
6	<i>Eurasian</i>	← European + Asian
7	<i>newsboy</i>	← newspaper boy
8	<i>medicare</i>	← medical care

**EXERCISE 6:** Give the *blends* that result from fusing these words. Complete the table given below:

1	happening + circumstances →	<i>happenstances</i>
2	automobile + omnibus →	<i>autobus</i>
3	escalade + elevator →	<i>escalator</i>
4	blare or blow + spurt →	<i>blurt</i>
5	squall+ squeak →	<i>squawk</i>

**EXERCISE 7:** Pronounce these acronyms and give their originals. Complete the table given below:

1	UN	/,ju: 'en/	United Nations
2	MC	/,em 'si:/	Master of Ceremonies
3	BBC	/,bi: bi: 'si:/	British Broadcasting Corporation
4	AD	/,e1 'di:/	(from Latin ' <i>anno domini</i> ') in the year of Our Lord, of the Christian era
5	BC	/,bi: 'si:/	before Christ
6	TESL	/,ti: i: es 'el/ or /'tesl/	Teaching English as a Second Language
7	EFL	/,i: ef 'el/	English as a Foreign Language
8	VIP	/,vi: a1 'pi:/	very important person
9	FIFA	/'fi: f6/	Federation of International Football Associations
10	NAM	/,en e1 'em/	National Association of Manufacturers

**EXERCISE 8:** These verbs are back-formations. Write the words from which they are formed. Complete the table given below:

1	bootleg	← bootlegger
2	typewrite	← typewriter
3	coronate	← coronation
4	resurrect	← resurrection
5	baby-sit	← baby-sitter

6	advance-register	← advance- <u>registration</u>
7	laze	← lazy
8	jell	← jelly
9	escalate	← escalator
10	reminisce	← reminisc <u>ence</u>
11	orate	← orat <u>ion</u>
12	donate	← donat <u>ion</u>
13	televise	← televis <u>ion</u>

**EXERCISE 9:** Indicate the meaning relation between the parts of the following English compound words. Complete the table given below:

1	chessboard	= board for playing chess on
2	flycatcher	= bird that catches flies for food
3	sunlight	= light given by the sun
4	daybreak	= break of the day
5	frostbite	= bite from frost
6	driftwood	= wood that drifts
7	popcorn	= corn that has popped
8	handshake	= shake by the hand
9	brainwashing (fig)	= washing of the brain
10	match maker	= one who makes matches
11	mince-meat	= meat that has been minced
12	drinking-water	= water for drinking
13	typing-paper	= paper for typing on
14	sleepwalking	= walking in one's sleep
15	sunbather	= one who bathes in the sun
16	homework	= work done at home
17	workbench	= bench for working at
18	motorcycle	= cycle powered by a motor
19	silkworm	= worm that produces silk
20	sawdust	= dust produced by sawing
21	doorknob	= knob on a door

22	tape-measure	= tape used for measuring
23	soap-flake	= flake of soap
24	cowshed	= shed for cow
25	butterfingers	= person with butter on his fingers, person who is likely to drop things.

**EXERCISE 10:** Match each expression under A with the one statement under B that characterizes it.

- a ⇔ 3: 'Noisy crow' is 'a phrase consisting of adjective plus noun'.  
 b ⇔ 6: 'Eat crow' is 'an idiom'.  
 c ⇔ 1: 'Scarecrow' is 'a compound noun'.  
 d ⇔ 7: 'The crow' is made up of 'a grammatical morpheme' followed by 'a lexical morpheme'.  
 e ⇔ 5: 'crow-like' consist of 'a base morpheme' and 'a derivational suffix'.  
 f ⇔ 4: 'Crows' consist of 'a base morpheme' and 'an inflectional suffix'.

**EXERCISE 15:** What is CLIPPING? Are CLIPPED WORDS considered as free forms? Give examples to illustrate your presentation.

**ANSWER:**

Clipping is the removal of a small bit ① either at the end of a word: *advertisement* → *advert* / *ad*, *fanatic* → *fan*; ② or at the beginning of a word: *omnibus* → *bus*, *airplane* → *plane*; ③ or at both ends of a word: *influenza* → *flu*, *refrigerator* → *fridge*.

In English, clipped words are considered as free forms: they can occur on their own right. For example, 'I saw an interesting help-wanted ad in Youth yesterday.' or 'There is nothing beer left in the fridge.'

**EXERCISE 16:** As far as structure is concerned, how do COMPLEX WORDS differ from COMPOUND WORDS. Give appropriate examples to illustrate that.

**ANSWER:**

COMPLEX WORDS contain at least one bound morpheme as an immediate constituent (an IC). They fall into two subclasses:

① Complex words–FB (free-base) have one free morpheme as an IC: *lioness*, *uncertain*, *rainy*, *rebirth*, *deepen*, *disappear*, etc.

② Complex words–BB (bound base) have a bound morpheme for each IC: *televise*, *terminate*, *rupture*, *matricide*, *preclude*, *extract*, *somniferous*, etc.

COMPOUND WORDS have at least two free bases (free morphemes) with or without bound morphemes: *high-born, northeast, desk-lamp(s), ill-treat(ed), mother-in-law, smoke screen, worldly-wise*, etc.

**EXERCISE 17:** Why is it said that A WORD COMPOUND is a solid block?

**ANSWER:**

Compound words are considered as solid blocks because they cannot be divided by the insertion of any other elements: *the compound word 'sweetheart' is indivisible*: you cannot insert anything between 'sweet' and 'heart'.

She is a sweetheart. (a compound noun)

\*She is a sweeterheart.

\*She is a sweetkindheart.

On the contrary, grammatical structures can be so divided:

She has a sweet heart. (a noun phrase)

She has a sweeter heart than her sister.

She has a sweet, kind heart.

She has a very sweet heart.

**EXERCISE 18:** Name *the word formation process* of each of the following words:

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1. doorknob: <i>compounding</i>    | 6. radar: <i>acronymy</i>           |
| 2. telly: <i>clipping</i>          | 7. chunnel: <i>blending</i>         |
| 3. nylon: <i>coinage</i>           | 8. cantata: <i>borrowing</i>        |
| 4. porter: <i>suffixation</i>      | 9. ESL: <i>acronymy</i>             |
| 5. silence (v.): <i>conversion</i> | 10. televise: <i>back-formation</i> |

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