Announcements

- HW 3 will be posted later this evening. It’ll be due on Sat by 5pm.
- 7UP: the uncola.

Today’s agenda

- Compounding.
- Other word formation processes.
- Productivity.

Compounding

- Two or more lexemes can combine to form a compound.
  - sky + blue $\rightarrow$ sky blue
  - post + office $\rightarrow$ post office
  - book + case $\rightarrow$ bookcase
  - dry + clean $\rightarrow$ dry clean
  - sister + in + law $\rightarrow$ sister-in-law

Compounding

- Like word structure, the internal structure of a compound can be represented using trees:

```
  N
 / \
 N   N
 |   |
book case
```
Structure of compounds

- We can also use trees to represent the internal structure of cases of recursive compounding such as *dog food box*:

Compounding recursively

- *This is a morphology book chapter. So, what is it?*
- In your groups, draw trees for the following compounds:
  - Middlebury College Linguistics Club
  - Family planning advisor
  - Mad cow disease hysteria

Properties of English compounds

- Stress placement:
  - *greenhouse* vs. *green* *house*
  - *blackboard* vs. *black* *board*
- Modification by “very”:
  - We live next to a very green house.
  - *We live next to a very greenhouse.*
- Inflectional morphemes such as past tense and plural are added to the compound as a whole:
  - drop kick → drop kicked, *dropped kick*
  - bear hunter → bear hunters, *bears hunter*

Types of compounds

- Synthetic vs. root.
- Attributive vs. coordinative vs. subordinative.
- Endocentric vs. exocentric.
Endocentric vs. exocentric compounds

- Semantically, compounds can be divided into two types:
  A. **Endocentric compounds**, which denote a subtype of the concept denoted by the rightmost component of the compound, e.g.,
  
  - *dog food* is a type of food
  - *sky blue* is a type of blue
  
  B. In **exocentric compounds**, by contrast, the meaning of the compound does not follow from the meanings of its parts, e.g.,
  
  - *redneck* is not a type of neck
  - *redhead* is not a type of head.

Endocentric compounds

- flower-seller vs. street-seller
- computer sale vs. garage sale vs. winter sale

Types of compounds

- **Endocentric compounds**
  - *dog food*
  - *sky blue*
- **Exocentric compounds**
  - *redneck*
  - *redhead*

Which way is your compound headed?

- English compounds are typically right-headed: *post office*, *dog food*
- Some other languages have left-headed compounds.
  - Arabic: *maktab barid* (office post)
  - Spanish: *año luz pez espada* (year light fish sword)

Conversion

- Conversion (aka zero derivation).
  - *bottle* → *to bottle*
  - *ink* → *to ink*
  - *report* → *(a) report*
  - *call* → *(a) call*
- How can we tell the direction of conversion?
  - Conversion from noun to verbs gives a variety of meanings. It’s hard to predict.
  - But conversion from a verb to a noun typically gives the meaning ‘an instance of Verb-ing’.
  - Normally with monomorphemic words, with some exceptions: *to referee* and *to proposition*. 
Conversion: Exercise 10, p. 57

10. Consider the following noun/verb conversion pairs in English. In each case decide whether the noun was converted from the verb or vice versa. Give arguments based on meaning to support your choices.

- bug to bug
- kick to kick
- saddle to saddle
- howl to howl
- yawn to yawn
- book to book (e.g. a table in a restaurant)

Other word formation processes

- Coinage.
- Blending.
- Clipping.
- Acronyms.
- Backformation.
- Borrowing. [LINK]
- Eponyms. [LINK]

Templatic morphology

- Semitic languages are characterized by a different kind of morphology from that of English.
- Roots are typically 3 consonants, which are then placed in different patterns (also called templates) to derive words.
- Consider Arabic.

- Tri-consonantal root: $drs$
- Template for the past tense verb form is $C_1aC_2aC_3a \rightarrow darasa$ ‘he studied’
- Template for the past tense passive verb form is $C_1uC_2iC_3a \rightarrow durisa$ ‘it was studied’
- Template for the past tense causative verb form is $C_1aC_2aC_3a \rightarrow darrasa$ ‘he taught’ (literally, ‘he caused someone to study’)

- Languages such as Arabic clearly differ from English-type languages. How?
- Semitic morphology is largely non-concatenative, often relying on vowel and consonant infixation. English-type languages have concatenative morphology for the most part.
- Can we represent the structure of words in such languages using trees? If not, can you suggest an alternative? Do that on HW 3.

Templatic morphology

- Template for a noun indicating doer of the verb is $C_1aaC_2jC_3 \rightarrow da:ris$ ‘a student’ (literally ‘a studier’)
- Template for a noun indicating the entity affected by the verb is $maC_2u:C_3 \rightarrow madru:s$ ‘a student’ (literally ‘a studier’)
- (Remember “;” indicates a long vowel.)
Productivity

- Transparency in form and meaning.
- Frequency of base type.
- Usefulness.

Transparency

- -ness is very transparent; hence productive.
- -en is not transparent, hence less productive. It attaches only to monosyllabic adjectives that end in a specific class of consonants called obstruents:
  - redden
  - blacken
  - whiten
  * greenen
  * orangen

Frequency of base type

- -esque combines with a subset of nouns, often names, hence its lack of productivity.

Usefulness

- -let does not impose restrictions, but it’s hardly productive in English now.

-less vs. -ese

- He likes to write long commaless sentences.
- Most people speak to children in motherese.
- -less is quite productive; -ese is less so.
- Words formed by productive rules will not be noticed (this is regular productivity); words formed by unproductive rules will be noticed (this is deliberate creativity).

For Wednesday’s class

- Think about Exercises 1 and 2 on p. 72 from the textbook. They’re also on the next two slides.
Exercise 1, p. 72

1. Which of the following derived words with the suffix -ly have lexicalized (non-compositional) meanings. Hint: some have both. Fill in the grid below.

<table>
<thead>
<tr>
<th></th>
<th>Compositional meaning</th>
<th>Non-compositional meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. curiosity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. solidity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. publicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. sexuality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. visibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. facility</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Next class agenda

- Inflection. Read Lieber chapter 6.