

# Seminar 17312

## Introduction to Linguistics

Institute for English Philology  
Winter Semester 2020/2021

Academic Instructor: Magdalena Borowik

Session 5

From phonology to morphology

# Recap: Syllabification

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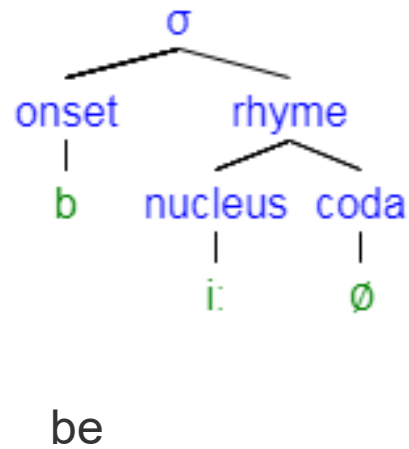
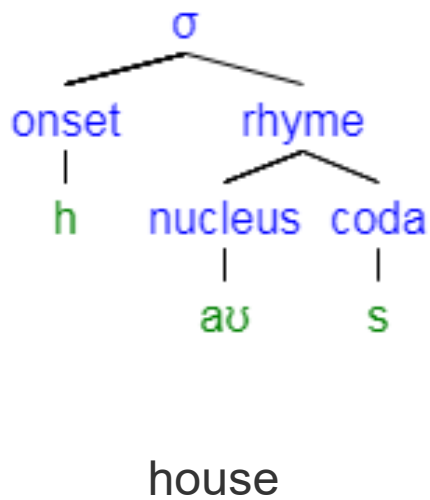
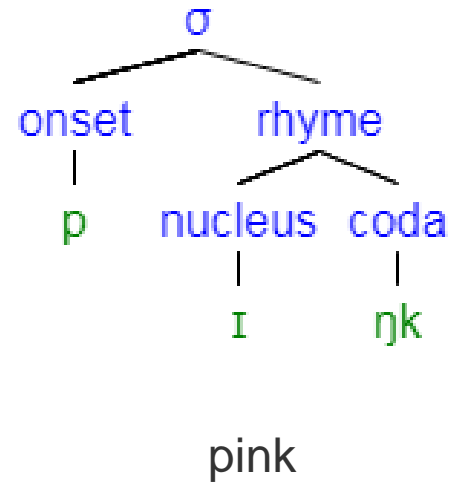
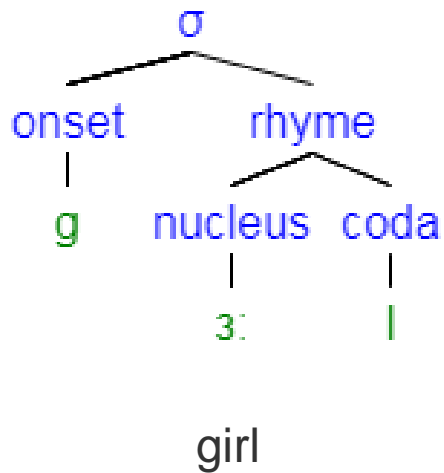
# Syllabification (!)

- **The Maximal Onset Principle:** as many consonants as possible in the **onset**, but nucleus has to be „the most clearly audible part of the syllable“ (Plag et al. 2009: 60);
- ”Where two syllables are to be divided, any consonants between them should be attached to the right-hand syllable” (Roach 2009: 61);
- However: this happens ”*within the restrictions governing syllable onsets and codas*” (ibid.);
- Isolated syllables never end in: /ɪ/, /e/, /æ/, /ʌ/, /ɒ/, /ʊ/ ! (Roach 2009: 61);
- **SONORITY SEQUENCING PRINCIPLE:** ”sounds preceding the nucleus (i.e. onsets) must raise in sonority, and sounds ”following the nucleus (i.e.) must fall in sonority” (Plag et al. 2009: 61)
- sonority: ”clear audability”; measured in relation to other sounds (ibid., p. 60)

## (44) Sonority scale

vowels > [w], [j] > [ɪ] > [l] > nasal consonants > fricatives, affricates > plosives

# Syllabification



- [l], [n], [m] and [r] can occupy the **NUCLEUS POSITION**
- in weak syllables without vowels

Syllabic /l/:

one or more consonants followed by „-le”

- ✓ <bottle> ['bɒtl]
- ✓ <cattle> ['kætl]
- ✓ couple ['kʌpl]

Syllabic n: in the word-medial and word-final position

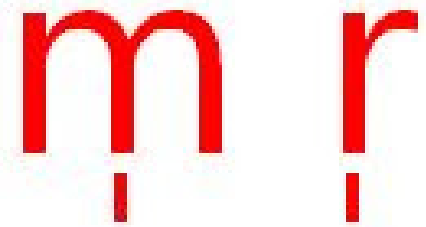
- ✓ <button> ['bʌtn]
- ✓ <happen> ['hæpn]

Syllabic /m/ and /ŋ/: in the process of assimilation

- ✓ <rhythm> [rɪð(ə)m]
- ✓ <cupboard> /kʌpbɔ:rd/ (rhotic dialects, e.g. AmE)

In syllables without vowels, consonants have to take over ‘vowel’ function

→ consonants that are most ‘vowel-like’ in quality (Roach 2009: 68-71).



# Morphology: Types of morphemes

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# What is morphology?

## MORPHOLOGY:

„[...] the study of the internal structure of words, the rules that govern it, as well as the ways of creating new words” (Plag et al 2009: 70).

„[...] examines how words are created, structured and changed” (Bieswanger & Becker 2017: 75); “the grammar of words” (ibid., p. 76).

# What is a word?

- *Ortographic words* (written language);
- *Phonological words* (spoken language);
- *Linguistic signs*: arbitrary combination of a sound image and a concept

(Bieswanger & Becker 2017: 76)



# Word types and word tokens

Word types: "particular words"

Word tokens: "occurrences of words"

The students borrowed a red book and a yellow book.

How many types and how many tokens?

# Morphemes

- *Morphe* (Greek) – form, shape
- Minimal units of grammatical structure (Carstairs-McCarthy 2002: 144)
- Traditional view: smallest **meaningful** units (ibid., 16-17; Kortmann 2005: 85. Bieswanger & Becker 2017: 80)
- can carry grammatical and lexical information (ibid.)

# Phonemes and morphemes: difference

## Recap:

**Phoneme** is the smallest linguistic unit capable of distinguishing between meaning (Mair 2012: 39).

**MORPHEME** is the minimal unit **CAPABLE OF EXPRESSING A MEANING** of its own (Mair 2012: 39-40).

Morphemes as **MEANINGFUL UNITS**. A word must consist of at least one morpheme (Plag et al 2009: 71).

The morpheme is placed between **BRACES** <higher> {high} {-er}  
{-er} expresses a greater degree or the comparative form of adjectives

# Morphemes

Words consisting of one morpheme: **MONOMORPHEMIC** or **SIMPLEX WORDS**

Words that contain one or more morpheme: **POLYMORPHEMIC** or **COMPLEX WORDS** (Plag et al. 2009: 72; Bieswanger & Becker 2010: 80)

**Unique morphemes (cranberry morphemes):** morphemes that occur just in one word in a language (Plag et al. 2009: 73)

*cranberry*

strawberry (COMPLEX WORDS) vs

blackberry

blueberry

sustain

pertain (SIMPLEX WORDS)

custain

obtain (ibid.)

# Cranberry morphemes (unique morphemes)

**Cranberry morphemes** do not carry an independent meaning:

- {cran} only occurs in *cranberry*
- From a synchronic perspective, it does not have a lexical meaning, but it distinguishes *cranberry* from *strawberry*, *blackberry*, *blueberry*, etc.
- These kinds of morphemes are called **UNIQUE MORPHEMES** or **CRANBERRY MORPHEMES** (Plag et al 2009: 73; Bieswanger & Becker 2017: )

# Morphemes

[...] morphemes must:

1. be identifiable from one word to another
2. contribute in some way to the meaning of the whole word (Carstairs-McCarthy 2002: 17)

## Types of morphemes:

**FREE MORPHEMES:** can stand on their own:  
{mother}

**BOUND MORPHEMES (affixes):** morphemes that only appear in combination with other morphemes: {-hood}

(Plag et al 2009: 76, Bieswanger & Becker 2017: 81)

# Types of morphemes: free morphemes

- The ones which belong to lexical word classes (such as nouns, verbs, adjectives)
- The ones which belong to grammatical or functional word classes (pronouns, prepositions, conjunctions, articles)  
(Kortmann 2005: 87)



# Types of morphemes: bound morphemes

Two kinds of bound morphemes:

- 1. Derivational/lexical** morphemes (lexical information): "create new lexemes via affixation" (Kortmann 2005: 87; Bieswanger & Becker 2017: 82).
- 2. Inflectional** morphemes (grammatical information): "produce new word forms" (Kortmann 2005: 87)

# Bound morphemes: affixes

AFFIX: "Bound morpheme that is attached to a root or a base" (Plag et al. 2007: 224)

On the basis of the position of the bound morpheme to the modified word, bound affixes can be divided into:

**PREFIXES:** attach before the base (in English, participate in derivation): *un-happy*, *dis-honest*, *dis-courage*, *ir-responsible*

**SUFFIXES:** attach after the base (participate in derivation and inflection): *cheer-ful*, *heart-less*, *girl-ish*, *white-ness*, *structur-al*, *blend-er* (Plag et al. 2009: 77-78, Kortmann 2005: 87)

**INFIXES:** are inserted into the base. No infixes in English, but whole words can be inserted into a base: *abso-bloody-lutely* (Plag et al. 2009: 78).

## Derivational morphemes: examples

- Suffix {-er}: formation of agentive nouns from verbs (bake -> baker) or inhabitants of a place (London -> Londoner);
- Suffix {-ness} turns adjectives into abstract nouns: (Mair 2012: 41)

## Inflectional forms of the same lexeme

do not have to be listed in the dictionary because they are “grammatically conditioned” (Carstairs-McCarthy 2002: 28)

*perform, performs*

*performed*

*performing*

PERFORM

↑

**word forms**

(in italics)

Inflectional variants

of a lexeme

(ibid, p. 30)

↑

lexeme

(in small capitals)

## Suppletive forms

BE: *am, is, are, were*

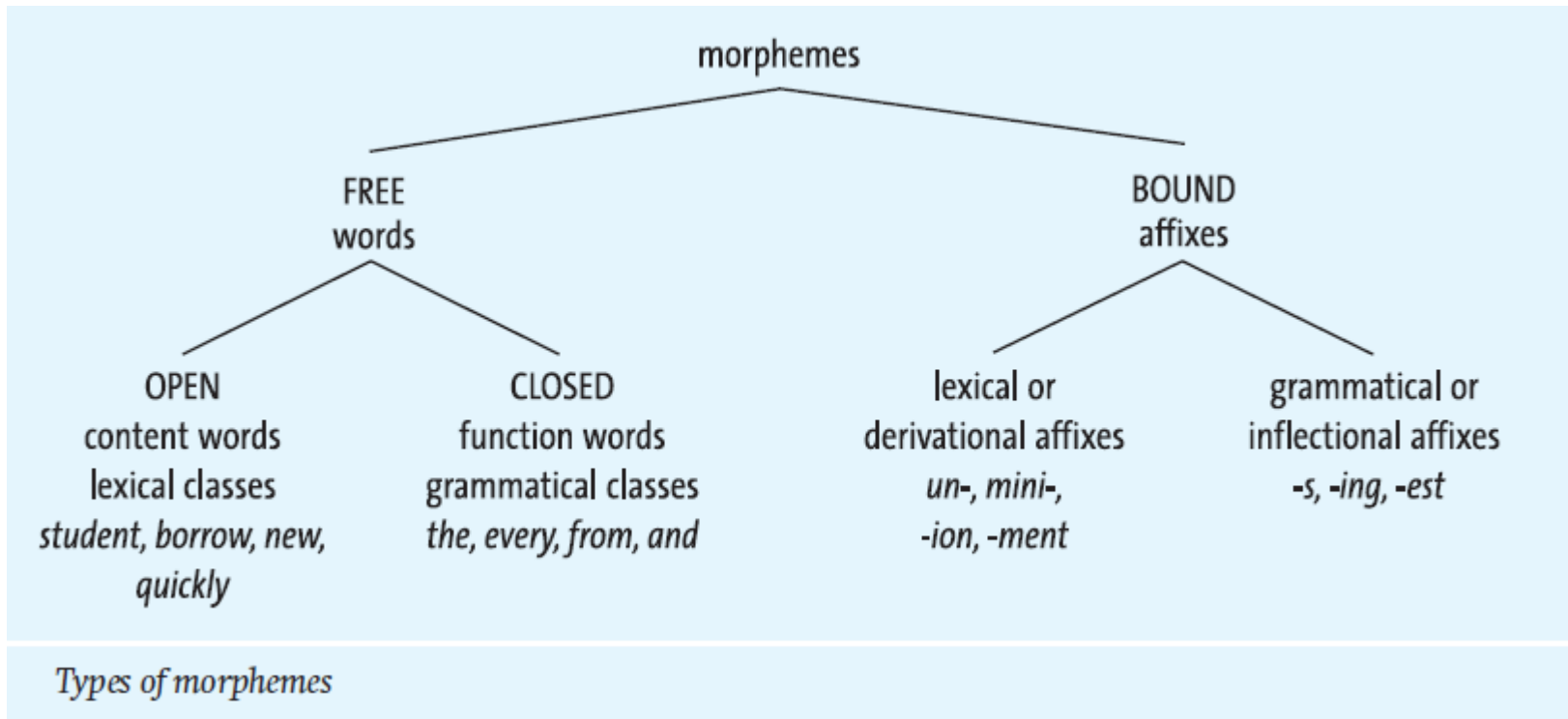
→ one lexeme consisting of several unrelated root morphemes

GO: *go, went*

→ grammatically conditioned

“[...] *go* and *went* are said to be distinct roots (and hence distinct morphemes) standing in a suppletive relationship as representatives, in different grammatical contexts, of one lexeme” (Carstairs-McCarthy 2002: 33)

# Types of morphemes



# Terms: base, stem, root

## BASE:

serves "as the basis to attaching other, usually bound, morphemes, such as *-hood* and *-ment* (Plag et al 2009: 76); "word or part of a word viewed as an input to a derivational process or inflectional process, in particular affixation" (Carstairs & McCarthy 2002: 141). Bases can be simplex (do not contain any further morphemes) or complex (Plag et al 2009: 77); „any form to which an affix is attached to (...)" (Beiswanger & Becker 2017: 83).

## STEM:

"[...] bases to which bound morphemes carrying grammatical meaning attach" (Plag et al. 2009: 76).

## ROOT:

"within a non-compound word, the morpheme that makes the most precise and concrete contribution to the word's meaning, and is either the sole morpheme or else the only one that is not a prefix or a suffix" (Carstairs-McCarthy 2002: 145). Most roots are free in English (ibid.); „(...) single morphemes that cannot be morphologically analysed any further" (Bieswanger & Becker 2017: 83).

# Stem, base, root: differences

**ROOT:** "what remains when taking away all affixes [...]" (Kortmann 2005: 89);

**STEM:** "what remains once all inflectional suffixes are taken away [...]" , a „minimal lexical unit" (ibid.);

**BASE:** "what remains in each case if the derivational affixes are taken away [...]"(ibid.,).

a. stem: removal-s

b. root: re-mov(e)-al-s

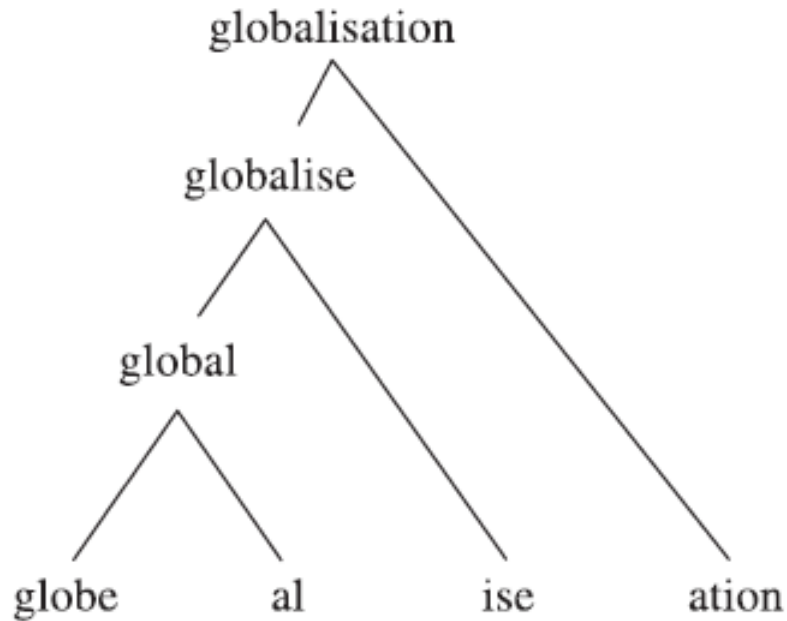
c. base : remov(e)-als

d. base : removal-s, remov(e)-als,  
re-mov(e)-als

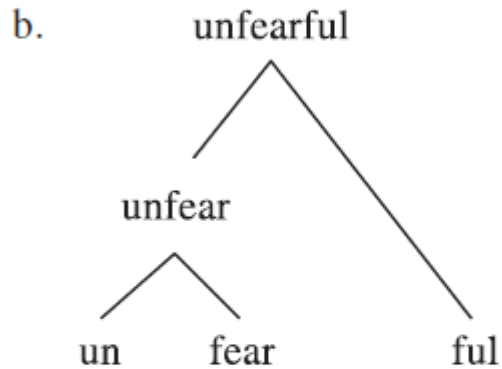
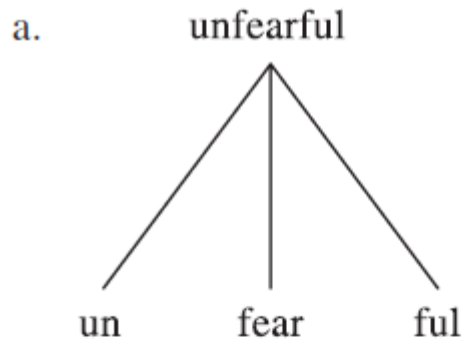
(ibid.)



# Morphological analysis of words



- globe* is the root and the base for the suffix *-al*
- global* is the base for the suffix *-ise*
- globalise* is the base for the suffix *-ation*
- globalisation* is the resulting derivative



We need to take into account semantic and formal arguments in order to define the structure of words (Plag et al 2009: 82)

# Free roots vs bound roots

a. read-able  
hear-ing  
en-large  
perform-ance  
white-ness  
dark-en  
seek-er

free root  
+  
bound morpheme  
(affix)

b. leg-ible  
audi-ence  
magn-ify  
rend-ition  
clar-ity  
obfusc-ate  
applic-ant

bound root +  
bound morpheme  
(affix)

Carstairs-McCarthy (2002: 19)

”Bound morpheme, more root-like than affix-like, usually of Greek or Latin origin, that occurs only in compounds, usually with other combining forms. Examples are *poly-* and *-gamy* in *polygamy* (Carstairs-McCarthy 2002: 145)

Other examples:

*electroscopy* (2 bound roots)

{*electro-*}: bound root, combining form (also in *electrolysis*)

{*-scopy*}: bound root, combining form (also in *microscopy*)

*auditorium*

{*audi-*}: bound morpheme, combining form (also in *audience*)

{*-torium*}: bound morpheme, combining form (also in *sanatorium*)

but:

*microfilm*

{*micro-*} bound root

{*film*} free root

(Carstairs-McCarthy 2002: 21)

# Free roots

Words that have more than one root are called compounds

- two free roots: **bookcase**, **motorbike**
- two bound roots: **electrolysis**, **microscopy** (Carstairs-McCarthy 2002: 21)

# Morphological processes

- **DERIVATIONAL MORPHOLOGY:** "Area of morphology concerned with the way in which lexemes are related to one another (or in which one lexeme is derived from another) through processes such as affixation" (Carstairs-McCarthy 2002: 142);
- **INFLECTIONAL MORPHOLOGY:** "Area of morphology concerned with changes in word shape (e.g. through affixation) that are determined by, or potentially affect, the grammatical context in which a word appears (ibid., p. 144);
- **COMPOUNDING:** the process of combining roots (free or bound) (ibid., p. 59).

# Morphemes & allomorphs

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# Terms

**MORPHEME** is the mental representation, an abstraction over all the allomorphs of what we consider one morpheme (Kortmann 2009: 83); “[...] an abstract category that exists in our minds” (Plag et al 2009: 83).

**MORPH** is the physical realisation of a morpheme.

**ALLOMORPH** is a contextually determined realisation of a morpheme (Kortmann 2005: 90); Allomorphes are different **MORPHS** representing the same **MORPHEME** (Plag et al 2009: 83)



# Morphemes

Form = **MORPH**

The morpheme *dream*

form/morph:

[dri:m]  
<dream>

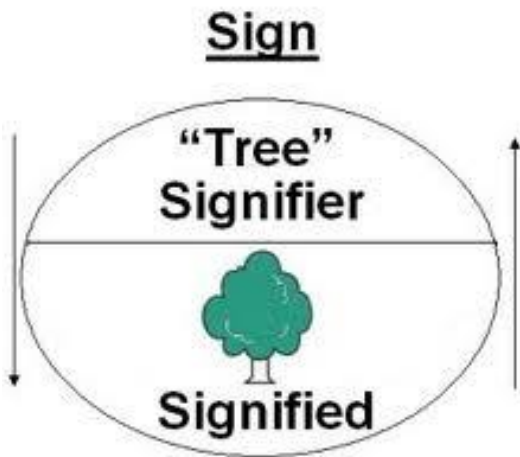
meaning:

‘a series of images  
appearing the mind  
during sleep’

Plag et al. (2009: 75)

# Morphemes

Does this look familiar?



The morpheme *dream*

form/morph:

[dri:m]  
<dream>

meaning:

‘a series of images  
appearing the mind  
during sleep’

Saussure’s bilateral model of the sign

(Plag et al 2009: 74)

## Similar relations

MORPHEME -> ALLOMORPH  
PHONEME -> ALLOPHONE

But:

Phonemes: "realisations of an abstract phonological category"

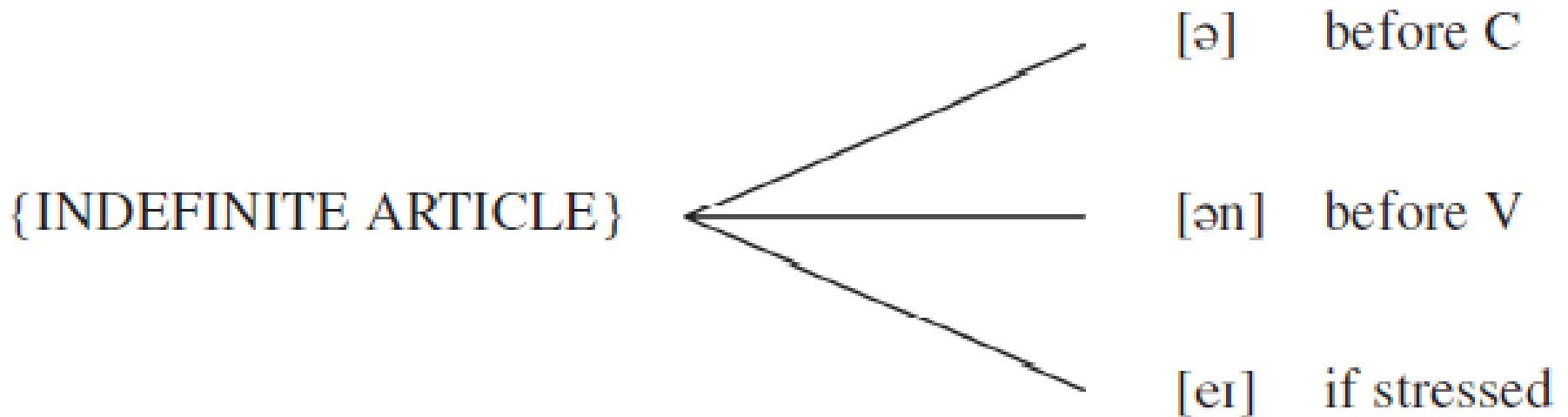
Allomorphes: "realisations of an abstract morphological category"

(Plag et al 2009: 83)

# Allomorphs

- "different morphs realising the same morpheme" (Plag et al 2009: 83);
- different "realisation variants" of a morpheme (Mair 2012: 41);
- "pronunciation variants" of a morpheme, "among which the choice is determined by context (phonological, grammatical or lexical)" (Carstairs-McCarthy 2002: 141): phonological conditioning, morphological conditioning, lexical conditioning (Plag et al 2009: 88).

# Allomorphs: indefinite article (phonological conditioning)



Plag et al (2009: 84)

# Allomorphs – plural and genitive {-s}

**The {-s}** marking plural or genitive in nouns or third-person singular of the present tense in verbs has three phonetic realisations: [s], [z], [ɪz/əz].

[s] is present after all **voiceless consonants** (<cats>, <baths>), except [s], [ʃ], [tʃ].

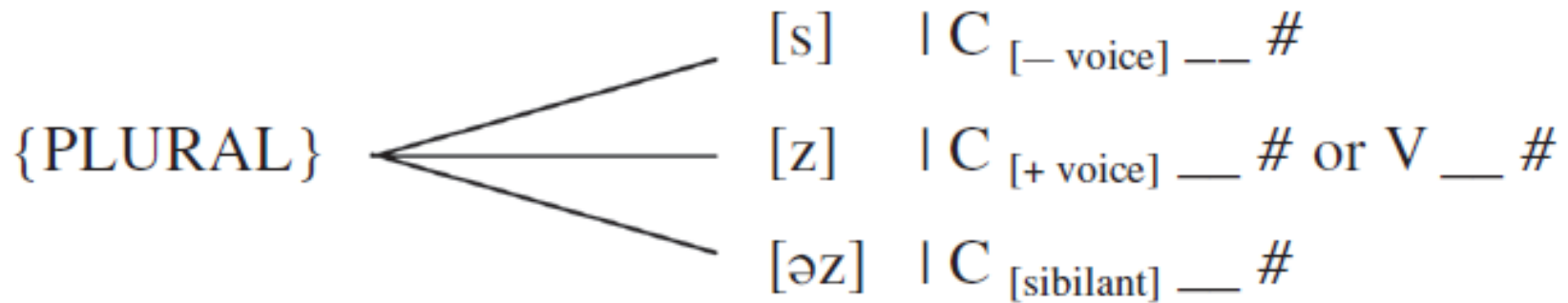
[z] is present after all **vowels** and **voiced consonants** (<boys>, <girls>), except [z], [ʒ], [dʒ].

[ɪz] is found after **sibilants** [s], [ʃ], [tʃ], [z], [ʒ], [dʒ] (<roses>, <judges>, <races>).

Different allomorphs stand in **COMPLEMENTARY DISTRIBUTION**.

(Mair 2012:41-42, Plag et al 2009: 86)

# Morpheme {PLURAL}: phonological conditioning



Plag et al (2009: 86)

## Allomorphs of the suffix <-ed>: phonological conditioning

[ɪd]: when a preceding sound is [t] or [d]:

wanted /wɒntɪd/

otherwise:

[t]: when a preceding sound is voiceless:

walked /wɔːkt/

[d]: after a vowel or a voiced consonant:

played /pleɪd/ dragged dragged /drægd/

(Carstairs-McCarthy 2002: 27; 125)



## Irregular plural forms: lexical conditioning

a.	tooth	[tu:θ]	teeth	[ti:θ]
	goose	[gu:s]	geese	[gi:s]
	mouse	[maʊs]	mice	[maɪs]
b.	sheep	[ʃi:p]	sheep	[ʃi:p]
c.	ox	[ɒks]	oxen	[ˈɒksən]
d.	child	[tʃaɪld]	children	[ˈtʃɪldrən]

Plag et al (2009: 86)

tooth – teeth [u:] – [i:]

goose – geese [u:] – [i:]

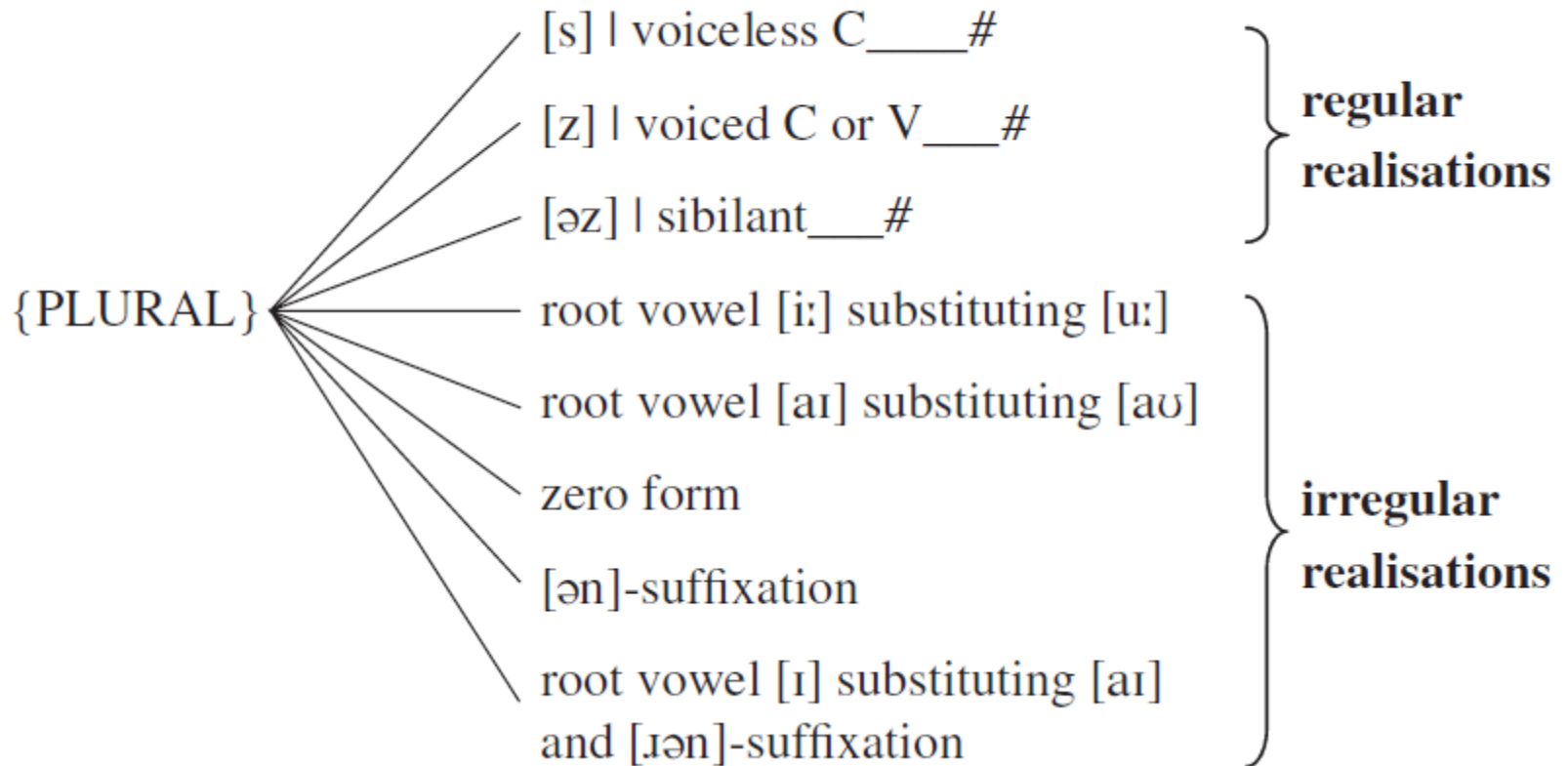
**VOWEL ALTERNATION/VOWEL CHANGE**  
(within a stem)

mouse – mice [aʊ] – [aɪ]

(ibid., p. 75)

# Irregular plural forms: lexical conditioning

(26)



Plag et al (2009: 87)

## Irregular plural forms: morphological conditioning

*conclude*

[kən'klu:d]

*conclusion*

[kən'klu:ʒ-ən]

*conclusive*

[kən'klu:s-ɪv]

Morpheme {CONCLUDE}:

[kən'klu:d]

[kən'klu:ʒ] when the suffix [ən] is attached

[kən'klu:s] when the suffix [ɪv] is attached (Plag et al 2009: 88)

# Phonological, lexical and morphological conditioning of allophones: summary

Phonological conditioning of allophones: „[...] the distribution of allomorphs is governed by the sound structure” (Plag et al. 2009: 83) that ”follows or precedes a given morpheme” (ibid., p. 86).

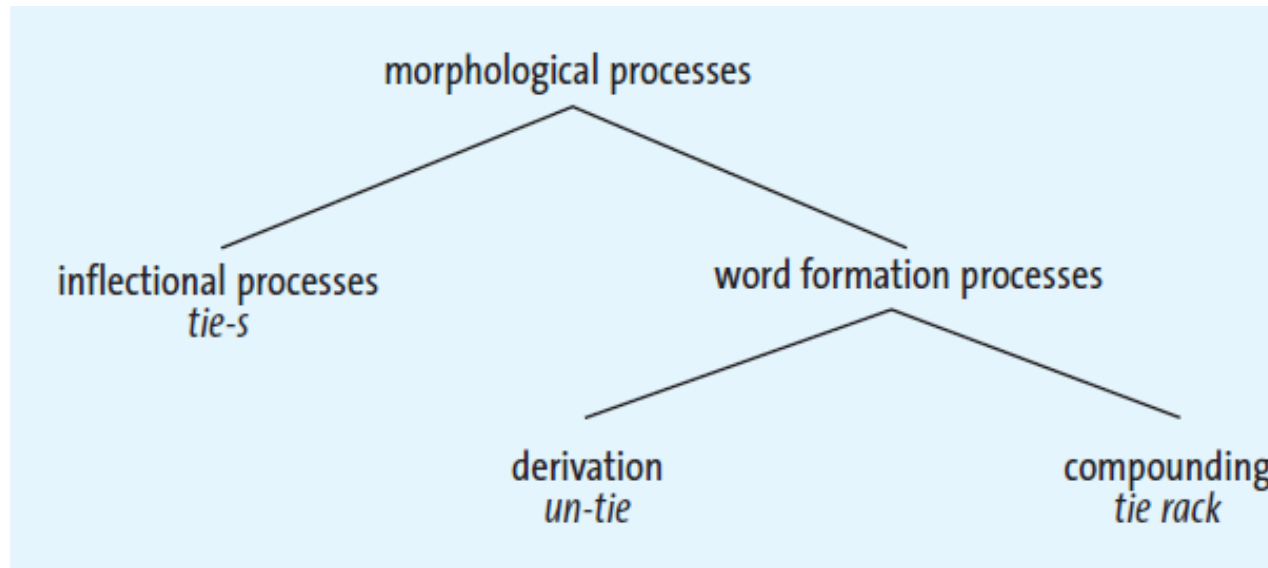
Lexical conditioning: the shape of morpheme ”depends on the individual word” (ibid. p. 86-87).

Morphological conditioning: the shape of a morpheme depends on the other adjacent morpheme (ibid., p. 88)

# Morphological processes

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# Morphological processes



# Inflection

- **NOUNS**
  - {-s} plural
  - {-s} genitive
- **VERBS**
  - {-s} 3. person singular
  - {-ed} past
  - {-ing} present participle
  - {-ed} past participle
- **ADJECTIVES**
  - {-er} comparative
  - {-est} superlative

## DECLENSION

## CONJUGATION

## COMPARISON

(Kortmann 2005: 117)

<b>affix</b>	<b>function</b>	<b>examples</b>
-s	creates the plural form of nouns	<i>cats, days</i>
's	creates the genitive form of nouns	<i>Peter's, John's</i>
-ed	creates the past tense form of verbs	<i>played, stopped, cared</i>
-s	creates the third person singular present tense form of verbs	<i>(he/she/it) plays, stops, cares</i>
-ing	creates the progressive form of verbs	<i>(is/are) playing, going, writing</i>
-er	creates the comparative form of adjectives	<i>warmer, colder</i>
-est	creates the superlative form of adjectives	<i>warmest, coldest</i>



## Inflectional forms of the same lexeme

do not have to be listed in the dictionary because they are “grammatically conditioned” (Carstairs-McCarthy 2002: 28)

*perform, performs*

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Inflectional variants

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(ibid, p. 30)

↑

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## Suppletive forms

BE: *am, is, are, were*

→ one lexeme consisting of several unrelated root morphemes

GO: *go, went*

→ grammatically conditioned

“[...] *go* and *went* are said to be distinct roots (and hence distinct morphemes) standing in a suppletive relationship as representatives, in different grammatical contexts, of one lexeme” (Carstairs-McCarthy 2002: 33)

# Inflection vs. derivation

inflection	derivation
Only suffixes (in English)	Both suffixes and prefixes
Creates <b>WORD-FORMS</b> or <b>grammatical words</b> (e.g. <i>bake</i> – <i>bakes</i> - <i>baked</i> )	Creates <b>new LEXEMES</b> (e.g. <i>bake</i> - <i>baker</i> - <i>bakery</i> )
Grammatical function	Primarily ‘lexical’/‘content’
<b>NEVER</b> changes <b>WORD-CLASS</b>	<b>CHANGE WORD-CLASS</b> prefix: rarely (e.g. <i>large</i> - <i>enlarge</i> ) suffix: often)
can be attached to almost every word of a given class	can be attached to certain words of a given class
have the same meaning in all words they attach to	do not always have the same meaning

# Derivation

- combination of at least one free morpheme and at least one bound morpheme resulting in a new lexeme
- through **AFFIXATION**: process of attaching affixes: prefixes & suffixes = **PREFIXATION & SUFFIXATION**

- Most prefixes preserve word/class > both *happy* and *unhappy* are adjectives
- Most suffixes change word class:

*happy* – *happiness* (adjective -> noun)

*forget* – *forgetful* (verb -> adjective)

*fiction* – *fictional* (noun -> adjective)

...but not all of them:

*green* – *greenish* (adjective – adjective)

*devil* – *devilry* (noun – noun)

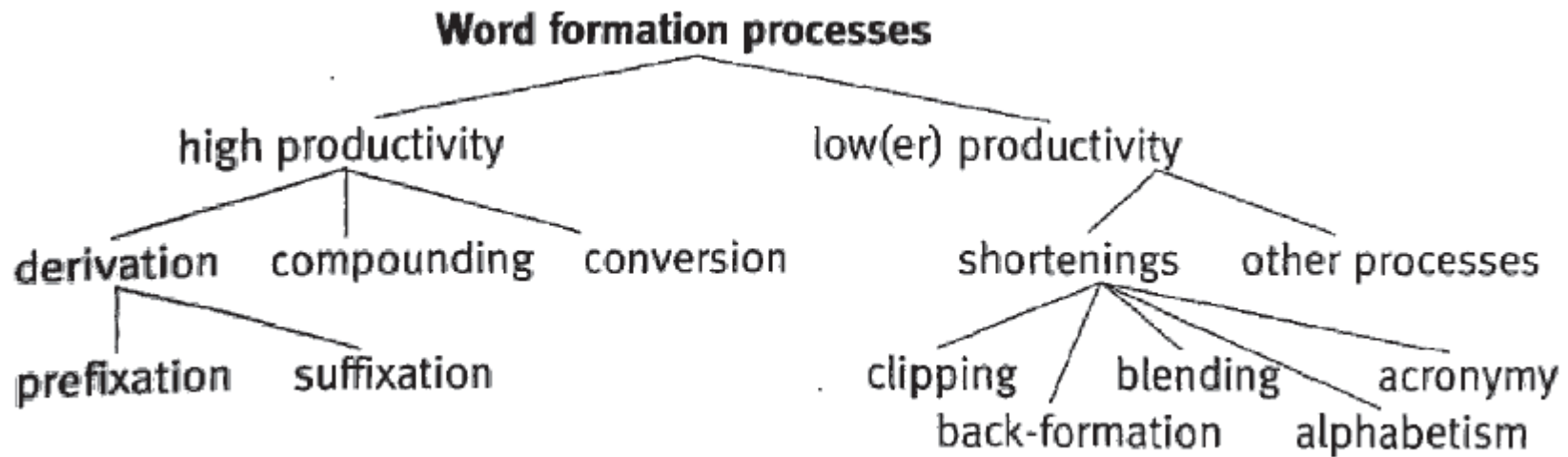
- Derivation creates **a new lexeme**
- Result of derivation is a **derivative** (Plag et al 2009: 93-95)

# Inflectional vs derivational suffixes

	<b>example</b>	<b>word meaning</b>	<b>affix meaning/function</b>
a.	<i>computerise</i>	‘put into a computer’	‘put into X’
	<i>hospitalise</i>	‘put into a hospital’	‘put into X’
	<i>modernise</i>	‘make (more) modern’	‘make (more) X’
	<i>regularise</i>	‘make (more) regular’	‘make (more) X’
	<i>brotherise</i>	‘provide with a brother’	‘provide with X’
	<i>gutterise</i>	‘provide with a gutter’	‘provide with X’
b.	<i>cars</i>	‘more than one car’	‘more than one’
	<i>tables</i>	‘more than one table’	‘more than one’
	<i>shoes</i>	‘more than one shoe’	‘more than one’
	<i>cottages</i>	‘more than one cottage’	‘more than one’

Plag et al (2009: 91)

# Word-formation processes



# Compounding

**Compounding** is a combination of at least two (or more) **free morphemes** resulting in a new lexeme. It has been a mainstay of the English word-formation system since Old English times.

The most common type is **NOUN+NOUN COMPOUNDS**: *apple pie*

Result of compounding is a **compound**, in which pie is **the head**, modified by apple.

Other types:

**adjective + noun** *blackboard, medical student*

**adjective + adjective** *blue-green*

**noun + adjective** *power-hungry*

**verb + noun** *pickpocket*

**verb + verb** *to stir-fry, to kick-start*

(Mair 2012: 45)

# Compounding

**ATTENTION!** Spelling is not a reliable indicator of **compound status** in English

Words can be spelled as **TWO WORDS**: *apple pie*

or **HYPHENATED**: *blue-green*

or as **ONE WORD**: *blackboard*

Sometimes all orthographic variants are possible: *breadbin, bread bin, bread-bin*

The **MEANING OF COMPOUNDS** is motivated by, but not always predictable from, the meanings of the individual morphemes.

**REMEMBER!** Word stress in compounds is usually on the **MODIFIER**: *bláckbird, gréenhouse*

(Plag et al 2009: 99-101)



# Compounding

- |   |  |
|---|--|
| a. <i>a bláckboard</i><br>‘a board for writing on with chalk’<br><br><i>a blúebell</i><br>‘a plant which has blue flowers<br>in the shape of a bell’<br><i>a rédcoat</i><br>‘a British soldier in the<br>18 <sup>th</sup> and 19 <sup>th</sup> centuries’ | b. <i>a black bóard</i><br>‘a board which is black in<br>colour’<br><i>a blue béll</i><br>‘a bell which is blue<br>in colour’<br><i>a red cóat</i><br>‘a coat which is red<br>in colour’ |
|---|--|

- a. are nominal compounds
- b. syntactic constructs

(Plag et al 2009: 100)

- contain two constituents: left-hand constituent and right-hand constituent
- each of these constituents can be complex in itself: *wildlife sanctuary*
- compounds have one element that is semantically and grammatically more important, which is called the **HEAD**, which is usually the **right-hand element**.  
The left-hand element is the **MODIFIER**

**law firm** 'a kind of a firm'

**law firms**— inflectional suffix is attached to the right-hand element

**law (N) firm (N)** - word class of the whole compound (N) (Plag et al. 2009: 100-102)

# Types of compounds

Distinguished on the basis of word-classes of their heads:

- **NOMINAL:** *glasshouse*
- **ADJECTIVAL:** *colour-blind*
- **VERBAL:** *deep-fry*

(Plag et al 2009: 103)

# Types of compounds

	<b>Noun</b>	<b>Adjective</b>	<b>Verb</b>
<b>Noun</b>	<i>morning paper</i>	<i>colour-blind</i>	<i>to housekeep</i>
<b>Adjective</b>	<i>fast-food</i>	<i>dark-blue</i>	<i>to deep-fry</i>
<b>Verb</b>	<i>playground</i>	—	<i>to crash-land</i>
<b>Preposition</b>	<i>overweight</i>	—	—

## Semantic types of compounds

- **Endocentric compounds** (modifier-head compounds): 'A+B denotes a special kind of B': *small talk, medical student, blackboard* (Kortmann 2005: ; Mair 2012: 45);
- **Exocentric compounds**: 'A+B denotes a special kind of an unexpressed semantic head', a metonymic character; none of the components refers to the referent directly: *pickpocket, redhead, paperback, egghead* (Mair 2012: 46);
- **Copulative compounds** (a sum of two qualities): *stir-fry, bitter-sweet, sleep-walk*
- (Kortmann 2005: 101; Mair 2012: 45);
- **Appositional compounds**: 'A + B provide the same descriptions for the same referent': *actor-manager, writer-director, actor-director* (Kortmann 2005: 101).

**CONVERSION** (zero-derivation, zero-affixation, syntactic homonymy) is the creation of a new word without any formal or external change to the base.

The most common types are **NOUN-TO-VERB**, **VERB-TO-NOUN**, **ADJECTIVE-TO-NOUN** and **ADJECTIVE-TO-VERB CONVERSION**.

**NOUN TO VERB** **bottle** > **to bottle**

**VERB TO NOUN** **to coach** > **a coach**

**ADJECTIVE TO NOUN** **heavy** > **a heavy**

Other types include: **ADVERB TO VERB**: *down* > *to down*

**PREPOSITION TO VERB**: *up* > *to up*: *The kept upping the price.*

**ADJECTIVE TO VERB**: *narrow* > *to narrow*

**PREPOSITION TO NOUN**: *up* > *up ups and downs*

Derivatives have usually more complex meaning than their base and relay on base for their meaning.

This process is **extremely productive** in present-day English due to few inflectional endings.

(Plag et al 2009: 105; Mair 2012: 47-48)

# Conversion

Some borderline examples (they do not fully meet the criteria of conversion):

to object (verb) /əb' dʒekt/

object (noun) /' ɒbdʒɪkt/

to import (verb) /ɪm' pɔ:t

import (noun) /' ɪmpɔ:t

to record (verb) /rɪ' kɔ:d/

record (noun) /' rekɔ:d/

Different pronounciation and word stress for nouns and verbs!

(Mair 2012: 48)

# Shortening

- Deleting linguistic material
- **CLIPPINGS** involve the removal of the beginning or end of a longer word:

*doctor -> doc*

*laboratory -> lab*

*omnibus -> bus*

**Names - > truncation** *Patricia -> Pat*

- **BLENDS** represent the phonetic merger of two words:

*breakfast + lunch -> brunch*

*smoke + fog -> smog*

- **ABBREVIATIONS:**

**ACRONYMS** combine the initial letters of multi-word combinations and **can be pronounced as regular words**: *North Atlantic Treaty Organisation -> NATO*

If initial letters **are pronounced separately**, these abbreviations are called **INITIALISMS/**

**ALPHABETISMS**

*e.g. United Kingdom -> UK*

*e.g. television – TV*

*e.g. British National Corpus -> BNC*

Plag et al (2009: 106-108)



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