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Compounds and Compounding

Laurie Bauer

Are compounds words or phrases – or are they neither, or both? How should we classify compounds? How can we deal with the fact that the relationship between the elements of *sugar pill* ('pill made of sugar') is different from that in *sea-sickness pill* ('pill to prevent sea-sickness')? Are compounds a linguistic universal? How much do languages vary in the way their compounds work? Why do we need compounds, when there are other ways of creating the same meanings? Are so-called neoclassical compounds like *photograph* really compounds? Based on more than 40 years' research, this controversial new book sets out to answer these and many other questions.

LAURIE BAUER is Emeritus Professor at the School of Linguistics and Applied Language Studies at the University of Wellington, Victoria. He has published many works on morphology including *English Word-formation* (Cambridge, 1983), *Introducing Linguistic Morphology* (2003), and *Morphological Productivity* (Cambridge, 2001).

'Laurie Bauer has for many years been the leading scholar on the subject of compounding. Here we have the most comprehensive and authoritative statement on the topic found anywhere in the literature: obligatory reading for anyone interested in the topic.'
Heinz Giegerich, The University of Edinburgh

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LAURIE BAUER
Victoria University of Wellington

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Preface and Acknowledgements

There are three direct motivations for this work. The first is that early in 2015 I was asked to write a chapter on compounds in English (Bauer *in press*). In writing that chapter it quickly became clear to me that I had much more to say than would fit into a chapter, and that many of the issues that deserved consideration in the study of compounds were worthy of a least a chapter each. Several of them have had books written about them. The second motivation is from a comment I made at the Universals and Typology in Word-Formation II conference held at Šafárik University, Košice, Slovakia, in August 2012. The organisers asked me to provide a summary of that conference at its end, pulling out common threads. One of the things I noted, in an attempt to be provocative, was that we had seen a number of papers where the classification of compounds had been raised as an issue. I suggested that if we had not got a classification of compounds after 4,000 years of work, we might be asking the wrong questions. I may still be asking the wrong questions, but I have tried to change the ground a little here. The third motivation is that I realised in the course of this project that I first started to take the study of compounds seriously at the beginning of 1973, when I narrowed the topic of my PhD down to compounding. So I have been working on and with compounds for more than forty years, and developing my own view of compounds gradually over that period. Some of my ideas remain unchanged from my thesis (completed in 1975 but published as Bauer 1978), many others have changed radically since then, under the influence of my own and other people's research on compounds specifically and my own evolving ideas about language and linguistics. Those ideas have evolved as the linguistic landscape has evolved. When I started my thesis, Chomsky's Extended Standard Theory was a recent innovation and cognitive grammar had not been developed at all. These days, though I would hesitate to call myself a cognitive linguist, I have been strongly influenced by many of the ideas of cognitive grammar and, within that overall framework, by construction grammar and exemplar theory. These trends in linguistic thought have changed my ideas about compounds

considerably, and this book is an attempt to formulate my own personal view of what is going on in compounding in the light of such influences. This means that even where I reprise matters that I have covered in earlier publications, my conclusions are not necessarily the same and are not necessarily viewed in the same context. At the same time, I have to recognise that because my viewpoint is unashamedly personal, it is only one viewpoint among many, and that my ideas and conclusions are necessarily controversial. While I try to build my conclusions into a coherent view of what is going on in this area of language, readers may accept some of my conclusions but reject others, and I cannot necessarily assume that everything I conclude will be accepted with equal alacrity by my readers. This accounts for my sometimes appearing to leave my options open.

I should like to thank Winifred Bauer, Natalia Beliaeva, Andrew Chesterman and Liza Tarasova for providing examples, and Natalia Beliaeva, Pavol Štekauer, Liza Tarasova and Peter Whiteford for comments on an earlier version of the typescript. I should like to thank Paul Warren for the data referred to in Section 3.2.3, and my ELT colleagues at Victoria University for responding to the questionnaire discussed in the Appendix. Finally, I should like to thank the team at Cambridge University Press, including the anonymous readers who commented most helpfully on the first draft. Versions of parts of Section 2.7.6 and the Appendix have previously been the subject of presentations at conferences of the New Zealand Linguistics Society. While thanking all these people, I must point out that they do not necessarily agree with me, and they are not responsible for the way in which I have interpreted their comments.

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Abbreviations and Notational Conventions

A	adjective
ABE	abessive
ABL	ablative
ABSL	absolutive
ADJLZ	adjectivaliser
ADV	adverb
AORII	aorist of class II
CONT	continuous
DEF	definite
DERIV	derivational marker
DO	direct object
GEN	genitive
ILL	illative
INE	inessive
INF	infinitive
INST	instrumental
LE	linking element
M	masculine
N	noun
NEUT	neuter
NMLZ	nominalization
NON-NEUT	non-neuter
NP	noun phrase
NUM	number
P	preposition
PASS	passive
PAST	past tense
PERS	person-marker
PL	plural
PP	prepositional phrase
PRES	present tense
Q	quantifier

SG	singular
SUBJV	subjunctive
V	verb
3	third person
♦	is morphologically related to
•	break between morphs not indicated in the orthography/ transcription
*	unacceptable
?	of questionable acceptability
italics	cited examples; words; word-forms, morphs; titles
SMALL CAPITALS	lexemes; glosses of grammatical items
/ /	enclosing phonological representations
< >	enclosing orthographic representations
[ ]	enclosing constituents; enclosing editorial comment or addition
‘ ’	enclosing meanings or glosses; enclosing terms; enclosing dialogue; enclosing quotations
“ ”	enclosing quotations within quotations; as “scare quotes”

Contents

	Figures	*page* x
	Tables	xi
	Preface and Acknowledgements	xiii
	Abbreviations and Notational Conventions	xv
1	**Introduction**	**1**
2	**Compounds and Words**	**3**
2.1	Introduction	3
2.2	Words, Words, Words	3
2.3	Orthographic Words	4
2.4	Phonological Words	7
	2.4.1 Segmental Criteria	7
	2.4.2 Suprasegmental Criteria	9
	2.4.3 Discussion	9
2.5	Listedness and Wordhood	10
2.6	The Typology of Words	13
2.7	Grammatically-Related Criteria for Wordhood	15
	2.7.1 'Minimal Free Form'	15
	2.7.2 Criteria Involving Structural Integrity	16
	2.7.3 Accessibility of Elements	19
	2.7.4 Coordination	21
	2.7.5 Independent Modification	23
	2.7.6 Global Inflection	24
2.8	Is There a Non-Word Solution?	26
2.9	Discussion	27
3	**The Grammar of Compounds**	**29**
3.1	Introduction	29
3.2	Headedness	29
	3.2.1 Headedness in Syntax	29
	3.2.2 Extending Headedness to Morphology	31
	3.2.3 Headedness in Compounds	35

3.3	Binarity	41
3.4	Recursion	43
3.5	The Interpenetration of Compounding and Syntax	46
	3.5.1 Phrases as Modifiers in Compounds	46
	3.5.2 Phrases in Non-Modifying Position	49
	3.5.3 Words from Phrases	50
3.6	Exploiting Argument Structure	51
3.7	The Grammatical Function of Compounds	53
4	**The Semantics of Compounds**	**55**
4.1	Introduction	55
4.2	Semantic Features of Word-Formation	55
	4.2.1 Negation	55
	4.2.2 Number	56
	4.2.3 Tense	59
	4.2.4 Other Verbal Categories: Mood, Aspect, Voice	60
	4.2.5 Discussion	62
	4.2.6 Naming versus Describing	63
4.3	Centred or Not: Endocentric versus Exocentric	64
4.4	Variable Semantics in Centred N + N Compounds	71
4.5	Relatively Fixed Semantics in Verb-Based Compounds	79
4.6	Variability in the Semantics of Coordinative Compounds	82
4.7	The Semantics of A + N Compounds	93
4.8	The Semantics of Compound Verbs	95
4.9	The Semantics of Compound Adjectives	100
4.10	Psycholinguistic Approaches	104
4.11	Summary	106
5	**The Classification of Compounds**	**107**
5.1	Introduction	107
5.2	The Sanskrit Classification	107
	5.2.1 Tatpuruṣa	107
	5.2.2 Bahuvrīhi	108
	5.2.3 Dvandva	109
	5.2.4 Avyayībhāva	109
	5.2.5 Other Compound Types	110
	5.2.6 Discussion	110
5.3	Exploring Scalise's Approach	112
5.4	The Value of Classifications	116
	Appendix: Classification Applied to English	120
6	**Facets of English Compounding**	**126**
6.1	Questions of Stress	126
6.2	Phrasal Verbs	132

6.3	Compound Verbs	136
6.4	Plural Modifiers	140
6.5	Neoclassical Compounds	148
	6.5.1 Are Neoclassical Compounds Really Compounds?	150
	6.5.2 The Forms of Neoclassical Compounds	152
	6.5.3 The Borders of Neoclassical Compounds	156
6.6	Blends	157
6.7	Form and Usage	163
6.8	Envoi	167
7	**Discussion**	**168**
7.1	Taking Stock	168
7.2	Some Typological Considerations	169
7.3	Where Next?	172
	Appendix: Lexical One	174
	References	177
	Indexes	
	Language Index	190
	General Index	192

Figures

5.1 Scalise & Bisetto's (2009: 50) classification of compounds *page* 112

6.1 Relative textual density of forms with unmarked or plural first elements from Google ngrams 145

6.2 Relative textual density of *letter column* vs. *letters column* from Google ngrams 147

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