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імені Івана Франка

**ВІРА СЛІПЕЦЬКА**

**ЛЕКСИКОЛОГІЯ АНГЛІЙСЬКОЇ МОВИ: ВПРАВИ**

**Навчальний посібник**

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**Drohobych Ivan Franko State Pedagogical University**

**VIRA SLIPETSKA**

**ENGLISH LEXICOLOGY:  
EXERCISES**

**Textbook**

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Навчальний посібник укладено відповідно до програми «Лексикологія англійської мови» для підготовки фахівців, які навчаються за освітньо-професійними програмами: Мова та література (англійська, німецька; англійська, польська; українська, англійська; польська, англійська), затвердженої вченою радою Дрогобицького державного педагогічного університету імені Івана Франка. Видання є спробою конденсованого викладу практичних завдань курсу лексикології англійської мови. Навчальний посібник призначений для студентів філологічних спеціальностей денної та заочної форм навчання.

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**ENGLISH LEXICOLOGY: EXERCISES.** Drohobych: Drohobych Ivan Franko State Pedagogical University, 2025. 50 p.

The textbook is compiled in accordance with the syllabus "English Lexicology" for the training of specialists studying in the educational and professional programs: Language and Literature (English, German; English, Polish; Ukrainian, English; Polish, English), approved by the Academic Council of Ivan Franko Drohobych State Pedagogical University. The textbook is an attempt to provide a condensed presentation of the practical tasks of the English Lexicology course.

## ПЕРЕДМОВА

Навчальний посібник укладено за програмою навчальної дисципліни “Лексикологія англійської мови” для підготовки фахівців першого (бакалаврського) рівня вищої освіти, спеціальностей: А4 «Середня освіта (Англійська мова і зарубіжна література)», А4 «Середня освіта (Мова і література (польська))», А4 «Середня освіта (Українська мова і література)», 035.041 Філологія «Германські мови і літератури (переклад включно), перша – англійська», другого магістерського рівня вищої освіти, спеціальностей: А4 «Середня освіта (Мова і література (польська))», А4 «Середня освіта (Українська мова і література)», А4 «Середня освіта (Німецька мова і зарубіжна література)».

У навчальному посібнику укладено практичний матеріал, який повинен бути засвоєний студентами у процесі вивчення цієї дисципліни.

Навчальний матеріал у виданні структурований тематично. Питання для опрацювання на семінарських заняттях відповідають питанням, що є у робочій навчальній програмі дисципліни “Лексикологія англійської мови”. Структура семінарських занять відзначається однотипністю, що повинно полегшити засвоєння матеріалу. До кожного семінару подано список рекомендованої літератури; розроблено практичні завдання.

## FOREWORD

The textbook is compiled according to the curriculum of the discipline "English Lexicology" for the training of specialists of the first (Bachelor's) level of higher education, Specialties: A4 "Secondary Education (the English Language and World Literature)", A4 "Secondary Education (Language and Literature (Polish))", A4 "Secondary Education (the Ukrainian Language and Literature)", 035.041 Philology "Germanic Languages and Literatures (Translation included)", the second (Master's) level of higher education, Specialties: A4 "Secondary Education (Language and Literature (Polish))", A4 "Secondary Education (the Ukrainian Language and Literature)", A4 "Secondary Education (the German Language and World Literature)".

The textbook contains practical material that must be mastered by students in the process of studying this discipline.

In the textbook the educational material is structured thematically. The questions to be studied at the seminar classes correspond to the questions in the curriculum of the discipline "English Lexicology". The structure of the seminar exercises are characterized by uniformity, which should facilitate the material acquisition. A list of recommended literature is provided for each seminar; practical assignments are developed.

## ЗМІСТ

<b>ПЕРЕДМОВА.....</b>	<b>5</b>
Семінар 1. Лексикологія як галузь лінгвістики. Морфема, слово. Вправи.....	8
Семінар 2, 3 Етимологія. Вправи. ....	10
Семінар 4, 5 Способи словотвору в англійській мові. Вправи.....	19
Семінар 6, 7 Фразеологічні одиниці. Вправи.....	37
Семінар 8. Американський варіант англійської мови. Вправи.....	43

## CONTENTS

<b>FOREWORD .....</b>	<b>6</b>
Seminar 1. Lexicology as a Branch of Linguistics. A Word and a Morpheme. Exercises.....	8
Seminars 2, 3 Etymological Structure of Modern English Vocabulary. Exercises.....	10
Seminar 4, Morphology. Word-formation. Exercises.....	19
Seminar 6, 7 Phraseological Units. Exercises.....	37
Seminar 8. American English. Exercises.....	43

## ***SEMINAR 1. Lexicology as a Branch of Linguistics***

1. The Subject-Matter of Lexicology.
2. The Notion of Lexical System.
3. The Theoretical and Practical Value of Lexicology.
4. The Connection of Lexicology with Phonetics, Stylistics and Grammar.
5. The Main Lexicological Problems.
6. Some General Problems of the Theory of the Word.
7. The Difference between a “Word” and “Morpheme”.
10. Doing exercises.

### **The List of Recommended Literature:**

1. Nikolenko A.G. English Lexicology. Theory and Practice. Vinnytsya. 2007.
2. Slipetska V.D. English Lexicology: Theory and Practice . Drohobych: Drohobych University. 2009.
3. Soloshenko O.D., Zavhorodniev Yu.A. Lecture Notes on English Lexicology. Lviv : I. Franko University of Lviv. 1998.

### **Exercise 2.** *Do the morphemic analysis of the following words:*

act, air, successful, rehearsal, educational, unconsciously, disrespect, overdo, cowboy, inhaled, unjust, frank-mannered, absent-minded, guilty, myself, strawberry, misunderstood, receive, remarkable, greyish, serve, sixteen, grandfather, jeans, disappeared, thirty, valuable, kingdoms, forehead, journalist, unsystematic.

### **Exercise 3.** *Comment on the formal and semantic unity of the following words:*

a blackbird, a blackboard, a blackboard, a blackbutt, a blackvote, a glasshouse, a lighthouse.

### **Exercise 4.** *Read the following. Analyze the formal and semantic unity of the words.*



"The kitchen was a **whitewashed** room with rafters, to which were attached smoked **hams**; there were **flower-pots** on the **window-sill**, and guns **hanging** on nails, queer mugs, **china** and **pewter**. A long, narrow table of plain wood was set with **bowls** and spoons under a string of **high-hung** onions; two **sheep-dogs** and three cats lay here and there. On one side of the recessed **fireplace** sat two small boys, idle, and good as gold; on the other sat a stout, **light-eyed, red-faced** youth; between them Mrs. Narracomb **dreamly stirred** some **savoury-scented** stew in a large pot. Two other youths, **oblique-eyed, dark-haired**, rather **sly-faced**, like the two little boys, were **talking** together and lolling against the walls and a short, **elderly, clean-shaven** man in **corduroys**, **seated** in the window, was conning a **battered** journal" [J.Galsworthy].

## ***SEMINARS 2, 3. Etymological Structure of Modern English Vocabulary***

1. Etymology.
2. The Native and borrowed words in the English vocabulary.
3. The Etymological Structure of the English Vocabulary.
4. The Indo-European Element in the English Vocabulary and the Germanic Element in the English Vocabulary.
5. Assimilation of Borrowings.
6. International Words.
7. Etymological Doublets.
8. Doing Exercises.

### **The List of Recommended Literature:**

1. Nikolenko A.G. English Lexicology. Theory and Practice, Vinnytsya. 2007.
2. Slipetska V.D. English Lexicology: Theory and Practice. Drohobych : Drohobych University. 2009.
3. Soloshenko O.D., Zavhorodniev Yu.A. Lecture Notes on English Lexicology. Lviv : I. Franko University of Lviv. 1998.

## **EXERCISES. SCANDINAVIAN BORROWINGS**

**Exercise 1: Identify the borrowing. Identify the English words that have Scandinavian origins in the following sentences. Write down the word and its meaning.**

1. The *skirt* she wore was beautiful, made from the finest material.
2. They spent the whole day *raiding* the neighboring town for supplies.
3. He is a skilled *shipwright*, known for crafting the best boats in the region.
4. The Vikings were known for their *fierce* warriors and fearless raids.
5. The children loved to play in the *mud* near the river.

**Exercise 2: Match the English word to its Scandinavian root language.**

1. Sky
2. Window
3. Egg
4. Husband
5. Law

- a) Old Norse: egg
- b) Old Norse: vindauga (wind-eye)
- c) Old Norse: husbondi
- d) Old Norse: sky
- e) Old Norse: lagu

**Exercise 3: Fill in the blanks with the correct Scandinavian origin word from the options provided.**

1. The young boy was afraid of the wild \* \_\_\_\_\_ \* in the forest.

*a) dragon*

*b) wolf*

*c) bear*

2. They had a big \* \_\_\_\_\_ \* of fish in the lake this year.

*a) harvest*

*b) catch*

*c) bounty*

3. The old \* \_\_\_\_\_ \* was carved from wood and stood in the village square.

*a) tower*

*b) church*

*c) statue*

4. The village was surrounded by a tall \* \_\_\_\_\_ \* to protect them from invaders.

*a) fence*

*b) wall*

*c) fort*

**Exercise 4: True or False: Scandinavian Borrowings. Decide whether the statement is true or false. If it's false, correct the mistake.**

1. The word "*cake*" comes from the Old Norse word "*kaka*".

2. The word "*shirt*" has a Scandinavian origin from the Old Norse word "*skyrta*".

3. The word "*night*" comes from Old Norse.

4. "*Pork*" originates from the Old Norse word "*pork*" meaning "*pig*".

5. The word "*husband*" derives from Old Norse "*husbondi*", meaning "*master of the house*."

**Exercise 5: Create Sentences Using Borrowed Words. Use the following Scandinavian origin words to create sentences:**

- Berserk
- Fjord
- Skirmish
- Yule
- Anchor

### **EXERCISES. ANGLO-SAXON BORROWINGS**

**Exercise 1: Identify the Anglo-Saxon Borrowing. Identify the English words that come from Anglo-Saxon (Old English) in the following sentences. Write down the word and its meaning.**

1. The *king* ruled over the land with great authority.
2. The *barn* was full of hay, ready for the winter months.
3. She was known for her *strength* and bravery in battle.
4. The *river* flowed peacefully through the village.
5. The *house* was warm and cozy with the fire crackling inside.

**Exercise 2: Match the modern English word to its Anglo-Saxon (Old English) root.**

1. Night
2. Man
3. Foot
4. Water

## 5. Mother

- a) Old English: mōder
- b) Old English: niht
- c) Old English: wæter
- d) Old English: mann
- e) Old English: fōt

**Exercise 3: Fill in the blanks with the correct Anglo-Saxon origin word from the options provided.**

1. They walked along the edge of the \* \_\_\_\_\_ \* to get to the village.

- a) shore*
- b) path*
- c) road*

2. The \* \_\_\_\_\_ \* stood tall, protecting the village from harm.

- a) house*
- b) tree*
- c) wall*

3. The \* \_\_\_\_\_ \* was cold and clear, perfect for a swim.

- a) lake*
- b) river*

c) *sea*

4. They decided to \* \_\_\_\_\_ \* the cattle for the winter.

a) *feed*

b) *herd*

c) *slaughter*

**Exercise 4: True or False: Anglo-Saxon Borrowings. Decide whether the statement is true or false. If it's false, correct the mistake.**

1. The word "*foot*" comes from Old French, not Anglo-Saxon.
2. "*Brother*" is derived from the Old English "*broþor*".
3. The word "*wood*" comes from Latin, not Old English.
4. "*Help*" has roots in Anglo-Saxon from the Old English word "*helpan*".
5. "*Castle*" is an Anglo-Saxon borrowing in English.

**Exercise 5: Create Sentences Using Anglo-Saxon Borrowings. Use the following Anglo-Saxon origin words to create sentences:**

- Wife
- Dog
- Sun
- Bread
- Sleep

## EXERCISES. NORMAN-FRENCH BORROWINGS

**Exercise 1: Identify the Norman-French Borrowing. Identify the English words that come from Norman-French in the following sentences. Write down the word and its meaning.**

1. The *court* was full of nobles and high-ranking officials.
2. The *council* met to discuss the new laws.
3. She wore a beautiful *crown* during the ceremony.
4. He was appointed *judge* of the district after many years of service.
5. *Parliament* convened to address the country's issues.

**Exercise 2: Match the modern English word to its Norman-French root.**

1. Royal
  2. Judge
  3. Court
  4. Crown
  5. Council
- 
- a) Old French: conseil
  - b) Old French: cour
  - c) Old French: juge
  - d) Old French: couronne
  - e) Old French: reial



**Exercise 3: Fill in the blanks with the correct Norman-French origin word from the options provided.**

1. The \* \_\_\_\_\_ \* of the kingdom was held in the grand hall.

*a) court*

*b) council*

*c) parliament*

2. The \* \_\_\_\_\_ \* of the king was made of gold and adorned with jewels.

*a) ring*

*b) crown*

*c) sword*

3. They gathered at the \* \_\_\_\_\_ \* to discuss the laws of the land.

*a) parliament*

*b) school*

*c) house*

4. The \* \_\_\_\_\_ \* was considered an important part of the decision-making process.

*a) monarch*

*b) judge*

*c) warrior*

**Exercise 4: True or False: Norman-French Borrowings. Decide whether the statement is *true* or *false*. If it's false, correct the mistake.**

1. The word "*government*" comes from Old French, not Latin.
2. "*Army*" is derived from the Old French word "*armée*".
3. The word "*parliament*" has its roots in Old Norse, not Norman-French.
4. "*Cuisine*" is a Norman-French borrowing into English.
5. The word "*beef*" comes from Old English, not Norman-French.

**Exercise 5: Use the following Norman-French-origin words to create sentences:**

- Parliament
- Judge
- Government
- Court
- Justice

## ***SEMINAR 4, 5. Word-formation***

### **Morphological structure of English words.**

#### **Affixation.**

1. Native and borrowed affixes.
2. Productive and non-productive affixes.
3. Semantics of affixes.
4. Conversion.
5. The structural aspect of composition.
6. The semantic aspect of composition.
7. Idiomatic and non-idiomatic compounds.
8. A compound and a word-combination.
9. Semi-affixes.
10. Shortening.
11. Some minor types of modern word-formation.
12. Doing exercises.

### **The List of Recommended Literature:**

1. Bauer, Laurie. English Word-Formation. Cambridge : Cambridge University Press. 1983. 296 p.
2. Nikolenko A.G. English Lexicology. Theory and Practice. Vinnytsya. 2007.
3. Soloshenko O.D., Zavhorodniev Yu.A. Lecture Notes on English Lexicology, L'viv, 1998.
3. Slipetska V.D. English Lexicology: Theory and Practice. Drohobych : Drohobych Ivan Franko State Pedagogical University. 2009.
4. Бортничук Е.Н. и др. Словообразование в современном английском языке. Київ 1988.
5. Полюжин М.М. Функціональний і когнітивний аспекти англійського словотворення. Ужгород : Закарпаття. 1999.

## EXERCISES. ENGLISH COMPOUND WORDS

**Exercise 1: Identify the Compound Word. Look at the following words and identify the compound word from the list.**

1. Tooth + brush = \_\_\_\_\_
2. Sun + flower = \_\_\_\_\_
3. Rain + coat = \_\_\_\_\_
4. Fire + place = \_\_\_\_\_
5. Book + shelf = \_\_\_\_\_

**Exercise 2: Match the first part of the word with the second part to form a compound word.**

- |         |          |
|---------|----------|
| 1. Snow | A. box   |
| 2. Head | B. man   |
| 3. Post | C. light |
| 4. Foot | D. chair |
| 5. Hand | E. phone |

**Exercise 3: Fill in the blanks with the correct compound word. Translate the sentences into Ukrainian.**

1. He wore a \_\_\_\_\_ jacket to stay warm during the winter. (**snow + jacket**)

2. The \_\_\_\_\_ was shining brightly in the sky. (**sun + shine**)
3. I need to buy a \_\_\_\_\_ for my phone. (**charger + cable**)
4. She was holding a \_\_\_\_\_ in her hand. (**book + mark**)
5. The \_\_\_\_\_ was too heavy to lift alone. (**back + pack**)

**Exercise 4: Create compound words from the following pairs of words. Give the Ukrainian Equivalents.**

1. Fire + truck = \_\_\_\_\_
2. Tooth + paste = \_\_\_\_\_
3. Book + store = \_\_\_\_\_
4. Water + fall = \_\_\_\_\_
5. Ice + cream = \_\_\_\_\_

**Exercise 5: Word Scramble. Unscramble the following letters to form compound words.**

1. book + mark = \_\_\_\_\_
2. air + plane = \_\_\_\_\_
3. sun + light = \_\_\_\_\_
4. door + bell = \_\_\_\_\_
5. rain + bow = \_\_\_\_\_

**Exercise 6: Fill in the Missing Part. In these sentences, one part of the compound word is missing. Fill in the blanks with the correct word.**

1. The \_\_\_\_\_ was shining brightly over the ocean. (**sun** + **set**)
2. I bought a \_\_\_\_\_ to protect my feet from the cold. (**snow** + **boots**)
3. She needs to buy a \_\_\_\_\_ to keep her books organized. (**book** + **bag**)
4. We need to buy a new \_\_\_\_\_ for the front yard. (**garden** + **hose**)
5. The \_\_\_\_\_ was high up in the sky. (**air** + **balloon**)

**Exercise 7: Choose the Correct Compound Word. Select the correct compound word from the options.**

1. Which one is correct?

- A. *Buttercup*
- B. *Butter ball*
- C. *Butter milk*

2. Which one is correct?

- A. *Rainstorm*
- B. *Rainfall*
- C. *Raincloud*

3. Which one is correct?

- *A. Toothbrush*
- *B. Tooth paste*
- *C. Tooth pick*

4. Which one is correct?

- *A. Firefly*
- *B. Fire ball*
- *C. Fire place*

5. Which one is correct?

- *A. Handkerchief*
- *B. Hand bag*
- *C. Handstand*

### **Exercise 8: Find Odd Compound Word.**

1. - *A. Headphone*

- *B. Headstart*
- *C. Headlight*
- *D. Footstool*

2. - *A. Snowflake*

- *B. Snowball*
- *C. Snowstorm*
- *D. Icecube*

3. - *A. Baseball*

- *B. Basketball*
- *C. Football*

- *D. Basketball*

4. - *A. Doorway*

- *B. Doorbell*

- *C. Doorstop*

- *D. Footpath*

5. - *A. Butterfly*

- *B. Dragonfly*

- *C. Ladybug*

- *D. Firefly*

**Exercise 9: Compound Word Sorting. Sort the following words into "Living Things" and "Things" categories.**

1. Ladybird

2. Wallflower

3. Dragonfly

4. Firefly

5. Ladykiller

6. Tallboy

7. Butterfly

8. Blackbird

Living Things	Things



**Exercise 10: Based on the clues, create a compound word.**

1. A device for capturing pictures: \_\_\_\_\_ (camera + man)
2. A room where you cook food: \_\_\_\_\_ (cook + room)
3. A large body of water surrounded by land: \_\_\_\_\_ (sea + shore)
4. A tool used to cut things: \_\_\_\_\_ (scissors + paper)
5. A store that sells medicines: \_\_\_\_\_ (drug + store)

**EXERCISES. CONVERSION. AFFIXATION**

**Exercise 1: Convert the Noun to the Verb. Write the corresponding Verb form for each Noun.**

1. Action → \_\_\_\_\_
2. Discussion → \_\_\_\_\_
3. Movement → \_\_\_\_\_
4. Creation → \_\_\_\_\_
5. Impression → \_\_\_\_\_

**Exercise 2: Convert the Verb to the Noun by adding suffixes. Write the corresponding Noun form for each Verb.**

1. Decide → \_\_\_\_\_
2. Develop → \_\_\_\_\_
3. Enjoy → \_\_\_\_\_
4. Explore → \_\_\_\_\_
5. Invent → \_\_\_\_\_

**Exercise 3: Convert the Adjective to the Noun by adding suffixes.  
Write the corresponding Noun form for each Adjective.**

1. Happy → \_\_\_\_\_
2. Dark → \_\_\_\_\_
3. Strong → \_\_\_\_\_
4. Loyal → \_\_\_\_\_
5. Creative → \_\_\_\_\_

**Exercise 4: Convert the Noun to the Adjective by adding suffixes.  
Write the corresponding Adjective form for each Noun.**

1. Beauty → \_\_\_\_\_
2. Danger → \_\_\_\_\_
3. Success → \_\_\_\_\_
4. Fame → \_\_\_\_\_
5. Noise → \_\_\_\_\_

**Exercise 5: Make up sentences using the words formed by means of conversion.**

"a) verbs: to book, to comb, to dog, to dress, to dry, to even, to hand, to pocket, to afar, to table, to wet, to wire, to corkscrew;

b) nouns: a break, a buy, a catch, a cover, a cut, a fall, a make, a sting, a try, a return, a fightback, the ups and downs" [Slipetska, 2009].

**Exercise 6. Read the following sentences. Define what part of speech the words in bold type are and what parts of speech they are derived from.**

"1."Everybody has **colds**," said aunt Kate readily. 2. A butterfly **winged** its way into the air. 3. Her heart **hungered** for action. 4. The place was **crowded** with doctors and their wives. 5. The pages had **yellowed** with age. 6. And Mrs. Bendall, **threading** her needle, pursed her lips. 6. His face **cleared**. 7. A tall man **elbowed** into the crowd. 8. It is **a** matter of daily wrapping ourselves up more and more in ideas and feelings, **likes** and **dislikes** that gradually draw us apart. 9. The **hows** and **whys** escaped me, but the psychological pattern was clear. 10. In spite of all your talk about facts you **blind** yourself to the greatest facts of all. 11. She is an awful **tease**. 12. **He was certainly** on the **move**. 13. Soldiers in red coats passed in **twos** and **threes**. 14. **We are all equals**. 15. She **busied** herself with the papers. 16. Mr. Watkins was a **nobody**" [Slipetska, 2009].

**Exercise 7. Consult an etymological dictionary and prove that the following pairs of words do not represent cases of conversion:**

Answer (v., n.), care (v., n.), drink (v., n.), work (v., n.), fish (v., n.), love (v., n.).

**Exercise 8: Change the Form of the Word in Parentheses. Complete the sentences by changing the word in parentheses into the correct form.**

1. She gave a very \_\_\_\_\_ (*impress*) presentation.
2. His \_\_\_\_\_ (*decide*) to leave surprised everyone.
3. The \_\_\_\_\_ (*active*) of the volunteers made a big difference.

4. Their \_\_\_\_\_ (*create*) is evident in every project.
5. I was \_\_\_\_\_ (*shock*) when I heard the news.

### **EXERCISES. SHORTENINGS (Abbreviations, Contractions, and Acronyms)**

**Exercise 1: Expand the Shortened Forms. Write the full form of the following abbreviations.**

1. PM = \_\_\_\_\_
2. UAE = \_\_\_\_\_
3. NATO = \_\_\_\_\_
4. ASAP = \_\_\_\_\_
5. CEO = \_\_\_\_\_
6. UNO = \_\_\_\_\_
7. VIP = \_\_\_\_\_
8. CIA = \_\_\_\_\_
9. FBI = \_\_\_\_\_
10. NASA = \_\_\_\_\_

**Exercise 2: Match the Abbreviation to the Meaning. Match the abbreviation on the left to its meaning on the right.**

- |        |                            |
|--------|----------------------------|
| 1. SOS | A. Chief Executive Officer |
| 2. FAQ | B. For Example             |

3. i.e.

C. Save our souls

4. e.g.

D. Frequently Asked Questions

5. CEO

E. ..., that is,

**Exercise 3: Create the Shortened Form. Write the correct shortened form for each of the following phrases.**

1. United States of America = \_\_\_\_\_

2. Post Script = \_\_\_\_\_

3. Member of Parliament = \_\_\_\_\_

4. As Soon As Possible = \_\_\_\_\_

5. Prime Minister = \_\_\_\_\_

6. Street = \_\_\_\_\_

7. Incorporated = \_\_\_\_\_

8. Without = \_\_\_\_\_

**Exercise 4: Fill in the Blanks with Shortened Forms. Complete the sentences with the appropriate shortened form.**

1. The meeting will be held at 3:00 p.m., not in the \_\_\_\_\_ (*morning*).

2. You can send me the details \_\_\_\_\_ (*as soon as possible*).

3. I need to withdraw some cash from the \_\_\_\_\_ (*Automated Teller Machine*).

4. The information is in the \_\_\_\_\_ (*Frequently Asked Questions*) section on the website.

5. You can check the updates in the \_\_\_\_\_ (*Electronic Mail*) inbox.

**Exercise 5: Identify the Type of Shortening. Identify whether the shortening is a "contraction", "abbreviation", or "acronym".**

1. FBI
2. Dr.
3. Don't
4. UAE
5. ASAP
6. i.e.
7. m'dam
8. Mr.
9. VIP
10. MBA

**Exercise 6: Convert the Full Word to its Shortened Form. Convert the full word or phrase into its shortened form.**

1. Professor = \_\_\_\_\_
2. Refrigerator = \_\_\_\_\_
3. Mathematics = \_\_\_\_\_
4. Telephone = \_\_\_\_\_
5. Package = \_\_\_\_\_
6. Calendar = \_\_\_\_\_
7. Advertisement = \_\_\_\_\_
8. Government = \_\_\_\_\_

**Exercise 7: Unscramble the Abbreviation. Unscramble the letters to form the correct abbreviation.**

1. PS = \_\_\_\_\_

2. BBC = \_\_\_\_\_
3. UNO = \_\_\_\_\_
4. CEO = \_\_\_\_\_
5. FAQ = \_\_\_\_\_

**Exercise 8: Write the full form for the following contractions.**

1. Doesn't = \_\_\_\_\_
2. I've = \_\_\_\_\_
3. We're = \_\_\_\_\_
4. It's = \_\_\_\_\_
5. You'll = \_\_\_\_\_
6. Aren't = \_\_\_\_\_
7. He's = \_\_\_\_\_
8. They've = \_\_\_\_\_

**Exercise 9: Fill in the Correct Abbreviation. Fill in the correct abbreviation for each situation.**

1. The meeting is scheduled for 4:00 \_\_\_\_\_ (*p.m. / am*)
2. He's been working in this company since \_\_\_\_\_ (*CEO / 2005*).
3. Please make sure to \_\_\_\_\_ (*RSVP / FAQ*) for the event.
4. I'll send you an email \_\_\_\_\_ (*ASAP / CEO*).
5. The address is 123 \_\_\_\_\_ (*St. / Mr.*).

**Exercise 10: True or False – Abbreviations. For each statement, decide if it is true or false about abbreviations.**

1. "UAE" is an abbreviation for "United States."
2. "Dr." is a shortening of "Doctor."
3. "FBI" stands for "Federal Bureau of Investigations."
4. "ASAP" stands for "As Soon as Possible."
5. "CV" is an acronym for "Television."

## EXERCISES. BLENDING

**Exercise 1: Identify the Blended Word. Read the following blended words and identify the two words that were combined to create them.**

1. Brunch = \_\_\_\_\_ + \_\_\_\_\_
2. Smog = \_\_\_\_\_ + \_\_\_\_\_
3. Motel = \_\_\_\_\_ + \_\_\_\_\_
4. Glamping = \_\_\_\_\_ + \_\_\_\_\_
5. Spork = \_\_\_\_\_ + \_\_\_\_\_

**Exercise 2: Create a Blended Word. Create a new word by blending them together for each pair of words.**

1. Motor + Hotel = \_\_\_\_\_
2. Smoke + Fog = \_\_\_\_\_
3. Breakfast + Lunch = \_\_\_\_\_
4. Glamorous + Camping = \_\_\_\_\_
5. Spoon + Fork = \_\_\_\_\_

**Exercise 3: Fill in the Blended Word. Complete the following sentences with the correct blended word.**

1. We went to a \_\_\_\_\_ for a quick meal after our hike. (*breakfast + lunch*)



2. The city is dealing with a lot of \_\_\_\_\_ due to the pollution.  
(*smoke + fog*)
3. On vacation, they stayed in a \_\_\_\_\_, which had both a restaurant and rooms. (*motor + hotel*)
4. They decided to try \_\_\_\_\_, a mix of camping and luxury.  
(*glamorous + camping*)
5. She used a \_\_\_\_\_ to eat her soup and salad. (*spoon + fork*)

**Exercise 4: Blending Clues. Use the clues to guess the blended word.**

1. A light meal between lunch and dinner (\_\_\_\_ + \_\_\_\_)
2. A combination of a spoon and a fork (\_\_\_\_ + \_\_\_\_)
3. A popular meal for a late morning or early afternoon (\_\_\_\_ + \_\_\_\_)
4. A combination of smoke and fog (\_\_\_\_ + \_\_\_\_)
5. A type of camping with luxury accommodations (\_\_\_\_ + \_\_\_\_)

**Exercise 5: Blended Word Odd One Out. Find the word that does not belong with the others in the list of blended words.**

1. A. Brunch  
B. Snorkel  
C. Glamping  
D. Spork
2. A. Smog  
B. Motel  
C. Breakfast  
D. Infomercial

3. A. Spork  
B. Glamping  
C. Buffet  
D. Brunch

4. A. Smog  
B. Blog  
C. App  
D. Spoon

**Exercise 6: Create New Blended Words. Take these pairs of words and combine them to make new blended words.**

1. Smoke + Mirror = \_\_\_\_\_  
2. Bluetooth + Headset = \_\_\_\_\_  
3. Global + English = \_\_\_\_\_  
4. Vampire + Zombie = \_\_\_\_\_  
5. Robot + Human = \_\_\_\_\_

**Exercise 7: Guess the Blended Word. Look at these clues and guess the blended words:**

1. A word combining "*fascinating*" and "*boring*" = \_\_\_\_\_ (\_\_\_\_ + \_\_\_\_)  
2. A type of car that is both electric and a hybrid = \_\_\_\_\_ (\_\_\_\_ + \_\_\_\_)  
3. A mix of two types of technology used for communication = \_\_\_\_\_ (\_\_\_\_ + \_\_\_\_)  
4. A portable computing device that combines a tablet and a laptop = \_\_\_\_\_ (\_\_\_\_ + \_\_\_\_)

**Exercise 8: Blended Word Scramble. Unscramble the following letters to form blended words.**

1. Snmoig = \_\_\_\_\_
2. Gtoolme = \_\_\_\_\_
3. Frunhapc = \_\_\_\_\_
4. Mopelt = \_\_\_\_\_
5. Psfork = \_\_\_\_\_

**Exercise 9: Find the Blended Word from the Definition. Match the definition to the correct blended word.**

1. A hybrid of camping with luxurious amenities.
  - A. Glamping
  - B. Motel
  - C. Spork
  - D. Brunch
2. A combination of breakfast and lunch.
  - A. Smog
  - B. Brunch
  - C. Blog
  - D. Spork
3. A mixture of smoke and fog.
  - A. Glamping
  - B. Smog
  - C. Motel
  - D. Brunch
4. A spoon that also works as a fork.

- A. Spork
- B. Blog
- C. Brunch
- D. Motel

**Exercise 10: Blended Word Challenge. Write your own blended word by combining two words from the following lists:**

1. House, Hotel, Car, Restaurant
2. Movie, Music, Book, Picture
3. Ice, Cream, Chocolate, Milk
4. Vacation, Travel, Work, Meeting
5. Bird, Animal, Insect, Fish

## ***SEMINAR 6, 7. Phraseology***

1. Phraseological units. The difference between a phraseological unit and a free word-group.
2. The semantic criterion.
3. The structural criterion. Different types of restrictions.
4. Thematic principle of classification.
5. Doing exercises.

### **The List of Recommended Literature:**

1. Nikolenko A.G. English Lexicology. Theory and Practice, Vinnytsya. 2007.
2. Soloshenko O.D., Zavhorodniev Yu.A. Lecture Notes on English Lexicology, L'viv, 1998.

## **EXERCISES. PHRASEOLOGICAL UNITS**

**Exercise 1: Match the Idiom to its Meaning. Match the phraseological unit (idiom) on the left with its meaning on the right.**

- |                                 |  |
|---------------------------------|--|
| 1. <b>Bite the bullet</b>       | A. To act without hesitation, despite difficulty           |
| 2. <b>Break the ice</b>         | B. To start a conversation or activity in a social setting |
| 3. <b>Burn the midnight oil</b> | C. To work late into the night                             |
| 4. <b>Call it a day</b>         | D. To stop working or end something                        |
| 5. <b>Cry over spilled milk</b> | E. To worry about something that cannot be changed         |

**Exercise 2: Fill in the Blanks with the Correct Phraseological Unit.**

*burn the midnight oil,   bite the bullet,   call it a day,  
cry over spilled milk,   break the ice*

1. After a long day of work, I decided to \_\_\_\_\_ and relax.
2. John had a great time at the party because the host really knew how to \_\_\_\_\_.
3. Don't \_\_\_\_\_; the damage is already done, so move on.
4. Sarah had to \_\_\_\_\_ to finish her report before the deadline.
5. It's late, and we should \_\_\_\_\_ after this meeting.

**Exercise 3: Identify the Meaning of the Idiom. Choose the correct meaning for each idiom below.**

**1. Under the weather**

- A. Extremely happy*
- B. Feeling sick*
- C. Going for a walk*
- D. Having a good time*

**2. Hit the nail on the head**

- A. Miss the point*
- B. Say exactly the right thing*
- C. Make a mistake*

*D. Do something by accident*

**3. A blessing in disguise**

*A. Something bad that turns out to be good*

*B. An obvious blessing*

*C. A hidden curse*

*D. A chance to complain*

**4. Cost an arm and a leg**

*A. To be very cheap*

*B. To be very expensive*

*C. To be very fast*

*D. To be very difficult*

**5. Throw in the towel**

*A. To quit or give up*

*B. To offer help*

*C. To start a new task*

*D. To celebrate*

**Exercise 4: Complete the Idiom. Complete the idioms below by filling in the missing words.**

1. The ball is in your \_\_\_\_\_.

2. To be on cloud \_\_\_\_\_.
3. To let the cat \_\_\_\_\_ the bag.
4. A penny for your \_\_\_\_\_.
5. To kill two birds with \_\_\_\_\_ stone.

**Exercise 5: Match the Idiom to the Situation. Match the idiom to the situation where it would be used.**

**1. In the same boat**

A. You're feeling sick and can't go to work.

**2. Beat around the bush**

B. Two friends who both got a flat tire.

**3. Cut to the chase**

C. Someone who is avoiding getting to the point in a conversation.

**4. Hit the sack**

D. You're about to go to bed after a long day.

**5. On the ball**

E. Someone is very alert and efficient in their work.

**Exercise 6: Identify the Type of Phraseological Unit. Determine whether the phraseological unit is an idiom, phrasal verb, or collocation.**

1. Put up with
2. Jump the gun



3. On the other hand
4. Kick the bucket
5. Make a decision

**Exercise 7: Correct the Mistake in the Idiom. Each sentence below contains an incorrect phraseological unit. Correct the mistake.**

1. He's feeling under the clouds today after the bad news.  
- Correct: \_\_\_\_\_
2. She decided to call it a day after working hard all night.  
- Correct: \_\_\_\_\_
3. Don't bite the tongue; tell me what you really think!  
- Correct: \_\_\_\_\_
4. I'm so happy to finally meet you; let's break the bread.  
- Correct: \_\_\_\_\_
5. They're in the same pond; they both have a similar problem.  
- Correct: \_\_\_\_\_

**Exercise 8: Phraseological Units in Context. Use the idioms provided to write your own sentences.**

1. Throw in the towel
2. Burn the midnight oil
3. Bite the bullet
4. Cry over spilled milk
5. Break the ice

**Exercise 9: Fill in the Blanks with the Correct Collocation. Complete the following collocations by choosing the correct word from the list.**

1. Make a \_\_\_\_\_ (*decision, move, job*)

2. Take a \_\_\_\_\_ (*break, hand, ride*)
3. Do your \_\_\_\_\_ (*best, homework, job*)
4. Get cold \_\_\_\_\_ (*feet, hands, hearts*)
5. Give a \_\_\_\_\_ (*speech, hand, heart*)

**Exercise 10: True or False: Phraseological Unit Edition. Decide if the following statements about phraseological units are *true* or *false*.**

1. "Break a leg" is used to wish somebody good luck.
2. "Kick the bucket" means to get a promotion at work.
3. "A picture is worth a thousand words" is an idiom related to communication.
4. "Burning the midnight oil" refers to staying up late to work.
5. "Throw in the towel" means to persist with an activity despite difficulty.

***SEMINAR 8. Some of the distinctive characteristics of American English. Stylistic differentiation of the English vocabulary.***

1. The vocabulary of American English:
  - a) historical Americanisms;
  - b) proper Americanisms;
  - c) later proper Americanisms.
2. The Grammar system of American English.
3. Informal style:
  - a) colloquial words;
  - b) slang;
  - c) dialect words.
2. Formal style:
  - a) learned words;
  - b) archaic and obsolete words;
  - c) professional terminology.
3. Basic vocabulary.
6. Doing Exercises.

**The List of Recommended Literature:**

1. Carver, Craig. American Regional Dialects: A Word Geography. Ann Arbor : University of Michigan Press, 1989.
2. Labov, William , Sharon Ash and Charles Boberg. A National Map of the Regional Dialects of American English. 1997.
3. Nikolenko A.G. English Lexicology. Theory and Practice. Vinnytsya : Nova Knyha. 2007.
4. Slipetska V.D. English Lexicology: Theory and Practice. Drohobych, 2009.
5. Soloshenko O.D., Zavhorodniev Yu.A. Lecture Notes on English Lexicology. L'viv. 1998.

### **Exercise 1. Consider your answers to the following:**

1. What groups of stylistically marked words are distinguished in Lexicology?
2. What is understood by the basic vocabulary?
3. Where are formal words used?
4. What are the main classes of formal words? Give the principal characteristics of every group.
5. In what situations are informal words used?
6. What are the main kinds of informal words? Give a brief description of each group. Illustrate your answer with examples.
7. Dwell on dialects and variants of English.

### **Exercise 2. a) Find learned words; b) Translate the sentences into Ukrainian.**

"A. Like most sensitive people he was subject to moods, affected by the weather and the season of the year. He could pass very rapidly from a mood of exuberant gaiety almost to despair. A chance remark – as I myself found – was enough to effect that unfortunate change. He had a habit always of implying more or less than he said, of assuming that others would always jump with the implied, not with the expressed, thought. Similarly, he always expected the same sort of subtle obliquity of expression in others, and very seldom took remarks at their face value. He could never be convinced or convince himself that there were not implications under the most commonplace remark. I suppose he had very early developed this habit of irony as a protection and as a method of being scornful with seeming innocence. He never got rid of it (R. Aldington)" [Slipetska, 2009].

"B. Eccentricity... It's the justification of all aristocracies, it justifies leisured classes and inherited wealth and privilege and endowments and all the other injustices of that sort. That's the important thing about an aristocracy. Not only is it eccentric itself- often grandiosely so; it also

tolerates and even encourages eccentricity in others" (A. Huxley)" [Slipetska, 2009].

"C. Seventy years after his death, Vincent van Gogh is acknowledged as the greatest exponent of art of his time, a period prolific with great painters. It is not the tragic, tortured and sensational character of thirty-seven years, or the heroic baffling life which justifies the enormous interest shown in his art today, but the essence of that art in its startling power of expression and compelling inner compassion, its versatility, its purity which tolerates no deviation from his coercive views and his own standards. In an absolutely personal and often entirely new method, he strives for the realization of his intentions and meaning, which from the start are aimed at the expression of what is essential to him behind the actual form (G. Kniittel)" [Slipetska, 2009].

**Exercise 3. Give the British equivalents for the following Americanisms.**

Apartment, baggage, candy, cane, check, corn, elevator, fall, mail, movies, stock, store, street car, subway, suspenders, truck.

**Exercise 4. Write the words below according to American spelling norms.**

Anaemic, catalogue, centre, defence, dialogue, fibre, honour, inflexion, labour, offence, programme, theatre, traveler.

**Exercise 5. Arrange the following archaic words into lexical and grammatical archaisms. Substitute modern forms and neutral synonyms for the following archaic words.**

Aught, agrestic, belike, didst, dost, eke, ere, hast, hath, maiden, naught, quoth, rin, shall, steed, thee, thou, wert, woe, ye.

**Exercise 6. a) Comment on the historical words in bold type; b) Translate the sentences into Ukrainian.**

"1. The **thane** was the first title given to feudal lords and the **ceorl**, a free peasant in the Germanic tribes, was becoming more and more like the feudal serf (D. Morgan). 2. The English kings in the south obeyed demands for payments to the Danes, called "**Danegeld**" (Id.). 3. Alfred's successors became in practice kings of England, while the former kingdoms were now **shires** (later called counties) with local lords called **earls** (Id.). 4. An economic and social survey of the country was made by about 1086 in **the Domesday Book**. This showed that the population of England was about two million, most of them being unfree **villains** or serfs (Id.). 5. With armed force well in evidence the **barons** made the king agree to their demands set out in **Magna Carta** (Id.). 6. The first Parliament was a new kind of assembly, including not only the lords but two **knights** to represent each county and two **burgesses** or citizens from each town (Id.). 7. The **archers**, whether hired professionals or temporary soldiers from English villages, used the **longbow**, a simple, popular weapon (Id.). 8. The gentry was increased in a very important way by the rise of richer peasants or **yeomen** (Id.). 9. The **Levellers** wanted to make a reality of the name **Commonwealth**, which Cromwell gave to the new state (Id.)" [Slipetska, 2009].

**"Exercise 7. Comment on the ways of formation of the following groups of neologisms".**

"1. Hot spot, chat show, air door, air private, black money, orbit line, wonder boy, water less cooker, dependency culture, food card.  
2. Acidhead, bad-mouth, bedspace, bioplasma, box-bed, calendar-clock, videotelephone, war-game, low-life, micro computer, pare-book, half-stuff, erotology.  
3. Z-car, V-agent.  
4. Mouth-to-mouth, two-by-four.  
5. Battlesome, airy-fairy, holidayer, biathlete, blusher" [Slipetska, 2009].

**"Exercise 8. Find terms in the extracts below. State what branch of science or sphere of life they belong to".**

"1. Acute leukaemia is more indolent than has been thought. There is good precedence for it in other haematology disorders" [Slipetska, 2009].

"2. The word plays such a crucial part in the structure of language that we need a special branch of linguistics to examine it in all its aspects. This branch is called *Lexicology* and it forms, next to *Phonology*, the second basic division of linguistic science" [Slipetska, 2009].

"3. A fraction is a part of something which is treated as a whole or a unit. In arithmetic, a proper fraction is a number which represents a part, that is, a number which is less than 1. In writing a common fraction, two numbers are used, called the numerator and denominator" [Slipetska, 2009].

"4. The most important combinations of sulphur and oxygen are sulphur dioxide SO<sub>2</sub>, and sulphur trioxide SO<sub>3</sub>, which form with water sulphurous acid H<sub>2</sub>SO<sub>3</sub> and sulphuric acid H<sub>2</sub>SO<sub>4</sub>" [Slipetska, 2009].

**Exercise 9. a) Find colloquialisms in the sentences below and comment on their meaning and word-formative structure; b) Translate the sentences into Ukrainian**

"1. The backcountry look never left her. She came from the sticks; there could be no mistake about that (S. Bellow)" [Slipetska, 2009].

"2. Could anybody have been tailing him? Guys with zoom lenses or telescopic sights on the Chelsea rooftops? – Ithiel smiled, and pooh-poohed this. He wasn't that important. (Id.)" [Slipetska, 2009].

"3. "I don't say that I'm better than other women. I'm not superior. I'm nutty, also" (Id.)" [Slipetska, 2009].

"4. "He said he was walking around the apartment..." Imagine, a man like that, lewd and klepto, at large in her home (Id.)" [Slipetska, 2009].

"5. "What's your opinion of Frederic – an occasional stealer or a pro?" (Id.)" [Slipetska, 2009].

"6. Involuntarily Clara fell into Dr. Gladstone's way of talking... As the sessions were short, she adopted his lingo to save time, notwithstanding the danger of false statements (Id)" [Slipetska, 2009].

"7. "Wilder has gone to Minnesota to see some peewee politician who needed a set of speeches" (Id.)" [Slipetska, 2009].

"8. "Did I hurt your feelings?" "If that means bossy, no. My feelings weren't hurt when I knew you better" (Id.)" [Slipetska, 2009].

"9. "What could she do?" "Heaps of things," said Frankie vigorously (A. Christie)" [Slipetska, 2009].

"10. For three weeks two days he had a breather and slow hauled himself out of the abyss (J. P. Donleavy)" [Slipetska, 2009].

**Exercise 10. a) Classify the units in bold type into slang words, jargonisms, professionalisms, and vulgarisms; b) Translate the sentences into Ukrainian.**

"1. "You know what a **pipe** it is to buy an unregistered weapon in this town under the counter" (E. Queen)" [Slipetska, 2009].

"2. "What do you want?" "**Dough**," the derelict said. "**Do-re-mi**. Lots of it" (Id.)" [Slipetska, 2009].

"3. Ed Tollman annoyed him. He was obviously not Barney's kind of case, but a hardworking **schmo** in deep trouble who probably thought a hundred dollars was a big fee (Id.)" [Slipetska, 2009].

"4. "Why didn't you wake up?" she implored. "Because the **bastard** alarm clock didn't go off." he shouted. "Or you forgot to set the **bleeding** thing, one of the two" (A. Sillitoe)" [Slipetska, 2009].

"5. They could be called on to trek and search for the survivors of any **kite** that **belly-dived** in the north Malayan jungle (Id.)" [Slipetska, 2009].

"6. He got his stiff fingers into a pocket, came out with some **chicken feed**, picked a nickel and pushed it at me (R. Stout)" [Slipetska, 2009].

"7. "But you need the money!... What is it now? **Yellows? Reds? Acid? Speed?** What the hell is it now? **Grass** isn't that expensive!" (R. Ludlum)" [Slipetska, 2009].



"8. I had finished the wine while Terry slept, and I was proper **stoned** (J. Kerouac)" [Slipetska, 2009].

"9. "Then what is it?" Buck Mulligan asked impatiently. **Cough it up**" (J. Joyce)" [Slipetska, 2009].

"10. "Has her stomach been **pumped**?" "That- oh, yes. But she took a big dose, and they're not certain yet" (S. Bellow)" [Slipetska, 2009].

**Електронне навчальне видання**

**VІRA СЛІПЕЦЬКА**

**ЛЕКСИКОЛОГІЯ АНГЛІЙСЬКОЇ МОВИ: ВПРАВИ**

**VIRA SLIPETSKA  
ENGLISH LEXICOLOGY:  
EXERCISES**

**Textbook**

**Дрогобицький державний педагогічний університет  
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