

Дрогобицький державний педагогічний університет імені Івана Франка

Галина Пристай

ТЕОРЕТИЧНИЙ КУРС АНГЛІЙСЬКОЇ МОВИ:

практичні заняття з лексикології

Навчально-методичний посібник для самостійної роботи студентів першого (бакалаврського) рівня вищої освіти спеціальності 013 Початкова освіта освітньо-професійної програми (Початкова освіта та англійська мова)

Дрогобич
2025

Drohobych Ivan Franko State Pedagogical University

Halyna Prystai

THEORETICAL COURSE IN ENGLISH:

Practical Lexicology Classes

An Educational and Methodological Guide for Independent Study for First-Cycle (Bachelor's Level) Students in Specialty 013 "Primary Education" within the Educational and Professional Program "Primary Education and English Language"

**Drohobych
2025**

Рекомендовано до друку вченою радою
Дрогобицького державного педагогічного університету
імені Івана Франка (протокол № 11 від 25.09.2025 р.)

Рецензенти:

Овчаренко Л.Р., доктор філософії, старший викладач кафедри практики англійської мови і методики її навчання Дрогобицького державного педагогічного університету імені Івана Франка;

Лазірко Н.О., кандидат філологічних наук, доцент кафедри зарубіжної літератури і полоністики Дрогобицького державного педагогічного університету імені Івана Франка.

Відповідальний за випуск:

Сирко І.М., кандидат філологічних наук, доцент кафедри практики англійської мови і методики її навчання Дрогобицького державного педагогічного університету імені Івана Франка.

Пристай Галина.

П 77 Теоретичний курс англійської мови: практичні заняття з лексикології: навчально-методичний посібник для самостійної роботи студентів першого (бакалаврського) рівня вищої освіти спеціальності 013 Початкова освіта освітньо-професійної програми (Початкова освіта та англійська мова). Дрогобич, 2025. 162 с.

Навчально-методичний посібник «*Theoretical Course in English: Practical Lexicology Classes*» розроблений для самостійної роботи студентів першого (бакалаврського) рівня вищої освіти спеціальності 013 «Початкова освіта» освітньо-професійної програми «Початкова освіта та англійська мова».

Посібник відповідає змісту робочої програми дисципліни «Теоретичний курс англійської мови» і має на меті сформуванню у здобувачів вищої освіти системне уявлення про лексичну систему англійської мови, її етимологічні особливості, способи словотворення, семантичну структуру слова, синонімічні, антонімічні та фразеологічні зв'язки, а також функціональні стилі.

Посібник містить теоретичні викладки, вправи для самоконтролю, індивідуальні завдання, матеріали до підготовки до колоквиуму та підсумкової атестації. Матеріали посібника спрямовані на розвиток мовної та лінгвістичної компетентностей студентів, а також на формування навичок лексичного аналізу.

Рекомендовано для студентів, викладачів та всіх, хто цікавиться лексикологією англійської мови.

Бібліографія 55 назв.

Recommended for publication by the academic council of
Drohobych Ivan Franko State Pedagogical University
Franko (protocol No. 11 of 25.09.2025)

Reviewers:

Ovcharenko L.R., PhD, Senior Lecturer at the Department of English Language Practice and Teaching Methodology, Ivan Franko Drohobych State Pedagogical University.

Lazirko N.O., candidate of philological sciences, associate professor at the Department of Foreign Literature and Polonistics of Drohobych Ivan Franko State Pedagogical University.

Responsible for release:

Syrko I.M., candidate of philological sciences, associate professor of the Department of English Language Practice and Methods of its Teaching of Drohobych Ivan Franko State Pedagogical University

Prystai Halyna.

P 77 Theoretical course in English: *practical lexicology classes*: an Educational and Methodological Guide for Independent Study for First-Cycle (Bachelor's Level) Students in Specialty 013 "Primary Education" within the Educational and Professional Program "Primary Education and English Language". Drohobych, 2025. 162 p.

The educational and methodological guide "*Theoretical Course in English: Practical Lexicology Classes*" is designed for the independent work of first-cycle (Bachelor's level) students majoring in 013 Primary Education under the educational and professional program "*Primary Education and English Language*."

This guide aligns with the content of the curriculum for the course "*Theoretical Course in English*" and aims to develop students' systematic understanding of the English lexical system, including its etymological features, word-formation processes, semantic structure, and lexical relationships such as synonymy, antonymy, and phraseology, as well as the classification of vocabulary by functional styles.

The guide contains theoretical explanations, self-assessment tasks, individual assignments, and materials to help prepare for the colloquium and final assessment. The content is focused on enhancing students' linguistic and lexical competence, and fostering analytical skills in English lexicology.

Recommended for students, university instructors, and anyone interested in English lexicology.

Bibliography of 55 titles.

ЗМІСТ

Вступ.....	7
Семінар 1. Мова як система.....	10
Семінар 2.. Етимологічний склад сучасної англійської мови	20
Семінар 3. Етимологічні прошарки лексики сучасної англійської мови.....	32
Семінар 4. Способи словотворення в сучасній англійській мові. Частина 1.....	44
Семінар 5. Способи словотворення в сучасній англійській мові. Частина 2.....	59
Семінар 6. Значення слова.....	71
Семінар 7. Явище полісемії.....	88
Семінар 8. Семантичний аналіз словникового складу	109
Семінар 9. Фразеологія.....	125
Семінар 10. Стилiстична класифікація англійського словникового складу.....	140
Тематика індивідуальних завдань.....	156
Бібліографія.....	158

CONTENTS

Introduction.....	8
Seminar 1. Language as a system.....	10
Seminar 2. Etymological Composition of Modern English Vocabulary.....	20
Seminar 3. Etymological Layers of the Vocabulary of Modern English.....	32
Seminar 4. Word-Formation in Modern English. Part 1.....	44
Seminar 5. Word-Formation in Modern English. Part 2.....	59
Seminar 6. Word Meaning.....	71
Seminar 7. The Phenomenon of Polysemy.....	88
Seminar 8. Semantic Analysis of the Vocabulary of Modern English.....	109
Seminar 9. Phraseology.....	125
Seminar 10. Stylistic Classification of English Vocabulary.....	140
Topics for individual assignments.....	156
Bibliography.....	158

ВСТУП

Навчально-методичний посібник «*Theoretical Course in English: Practical Lexicology Classes*» створений для забезпечення самостійної роботи студентів IV курсу денної форми навчання спеціальності **013 «Початкова освіта»** освітньо-професійної програми «*Початкова освіта та англійська мова*». Посібник укладено відповідно до робочої програми дисципліни «*Теоретичний курс англійської мови*», яка є складовою обов'язкової частини професійної підготовки майбутніх учителів початкових класів з поглибленим вивченням англійської мови.

Метою курсу є формування системного уявлення про лексику англійської мови як мовну систему з її структурними, етимологічними, семантичними, фразеологічними та стилістичними характеристиками. Студенти ознайомлюються з ключовими поняттями лексикології, поглиблюють знання про походження та розвиток словникового складу англійської мови, механізми творення нових слів, лексичну семантику, типи лексичних відношень, а також з особливостями слововживання у різних функціональних стилях.

Навчальні матеріали посібника спрямовані на досягнення таких **програмних результатів навчання:**

- здатність ефективно комунікувати англійською мовою в професійній сфері (ПР-04);
- уміння інтегрувати лінгвістичні знання у зміст навчальних дисциплін початкової школи (ПР-06);
- володіння базовими теоретичними основами методики навчання англійської мови (ПР-17).

Крім того, посібник сприяє розвитку таких **компетентностей:**

- **загальної** — уміння самостійно шукати, аналізувати та систематизувати інформацію (ЗК-6);
- **фахових** — здатність оперувати мовними засобами відповідно до стилістичних норм та лінгвістичних понять (СК-1, СК-13);

- **інтегральної** — здатність застосовувати знання у складних професійних ситуаціях у сфері початкової освіти (ІК).

Посібник включає теоретичний матеріал за темами курсу; практичні завдання для самоконтролю; тематику індивідуальних завдань; орієнтовні запитання до колоквіуму та іспиту; глосарій термінів і перелік рекомендованої літератури.

Рекомендується працювати з матеріалом послідовно: вивчати теоретичні блоки, виконувати запропоновані вправи, готуватися до колоквіуму й підсумкового оцінювання, а також виконати індивідуальне завдання згідно з поданими вимогами. Посібник може бути використаний як додаткове джерело до практичних занять, у дистанційному та змішаному форматі навчання.

INTRODUCTION

The educational and methodological guide “*Theoretical Course in English: Practical Lexicology Classes*” is designed to support the independent study of fourth-year full-time students majoring in **013 Primary Education** within the educational and professional program “*Primary Education and English Language*.” The guide has been developed in accordance with the syllabus of the discipline “*Theoretical Course in English*,” which forms part of the mandatory professional training component for future primary school teachers with advanced English language studies.

The course aims to develop a systematic understanding of English vocabulary as a linguistic system, including its structural, etymological, semantic, phraseological, and stylistic characteristics. Students will be introduced to the key concepts of lexicology, deepen their knowledge of the origin and development of English vocabulary, explore word-formation processes, lexical semantics, types of lexical relations, and features of vocabulary usage across functional styles.

The materials in this guide are intended to help students achieve the following **program learning outcomes**:

- ability to communicate effectively in English in professional contexts (PLO-04);
- ability to integrate linguistic knowledge into the content of primary education disciplines (PLO-06);
- competence in the theoretical foundations of teaching English at the primary level (PLO-17).

In addition, the guide supports the development of the following **competences**:

- **General competence** – ability to search for, process, and analyze information from various sources (GC-6);
- **Professional competences** – ability to use language resources appropriately according to stylistic norms and linguistic concepts (PC-1, PC-13);
- **Integral competence** – ability to apply knowledge in complex professional situations related to primary education (IC).

The guide includes: theoretical material aligned with course topics; practical self-assessment tasks; topics and requirements for individual assignments; sample questions for the colloquium and final exam; a glossary of key terms; and a list of recommended literature.

It is recommended that students work through the material in sequence: studying the theoretical sections, completing the tasks, preparing for the colloquium and final evaluation, and writing an individual assignment following the provided guidelines. The guide may be used as a supplementary resource for practical classes, as well as in distance and blended learning formats.

SEMINAR 1

THEME: LANGUAGE AS A SYSTEM

Seminar Outline:

1. Lexicology as a part of Linguistics. Its subject-matter.
2. Modern Methods of Vocabulary Investigation.
3. The word as the basic unit of the language system.
4. The main problems of syntagmatic and paradigmatic studies.
5. The connection of Lexicology with other branches of Linguistics.

Keywords: *Lexicology, General Lexicology, Special Lexicology, Synchronic and Diachronic Lexicology, Contrastive and Comparative Lexicology, Linguistics, Paradigmatic and Syntagmatic Studies of Meaning, Vocabulary, Word.*

Themes for a scientific presentation:

1. The word as the basic unit of language. Approaches and problems in identifying words.
2. Methods of the lexical study.
3. Links of lexicology with other subjects.

Learning Outcomes:

By the end of this seminar, students will be able to:

- Define the subject matter of Lexicology.
- Distinguish between synchronic and diachronic approaches in vocabulary analysis.
- Explain the core methods of lexical investigation.
- Identify key features of the word as a linguistic unit.
- Analyse paradigmatic and syntagmatic lexical relations in texts.
- Reflect on the relevance of Lexicology for primary English teaching.

RECOMMENDED LITERATURE

A. Compulsory Reading:

1. Мостовий М. І. *Лексикологія англійської мови*. Харків: Основи, 1993. 255 с.
2. Гороть Є. І. *Лексикологія сучасної англійської мови: Курс лекцій*. Луцьк: РВВ «Вежа» Волин. держ. ун-ту ім. Лесі Українки, 2007. 144 с.
3. Soloshenko O. D., Zavorodniev Yu. A. *Lecture Notes on English Lexicology*. Lviv: Yevrosvit, 1998. 225 p.
4. Jackson H. *Words and Their Meaning*. New York: Longman, 2005. 279 p.

B. Optional Reading:

1. Верба Л. Г. *Порівняльна лексикологія англійської та української мов*. Вінниця: Нова книга, 2008. 246 с.
2. Гороть Є. І., Белова С. В. *Notes on Modern English Lexicology*. Луцьк: РВВ «Вежа», 2008. 372 с.
3. Ganetska L. V. *Lexi-Maker: Modern English Lexicology in Tables, Figures and Exercises*. Київ: Ленвіт, 2004. 96 с.
4. Квеселевич Д. І., Сасіна В. П. *Практикум з лексикології сучасної англійської мови*. Вінниця: Нова книга, 2001. 117 с.
5. Кравець О. Б. *Лексикологія англійської мови: навчальний посібник*. Дрогобич: РВВ ДДПУ ім. І. Франка, 2008. 212 с.

PRACTICE ASSIGNMENTS

Exercise 1. Match the term with its definition.

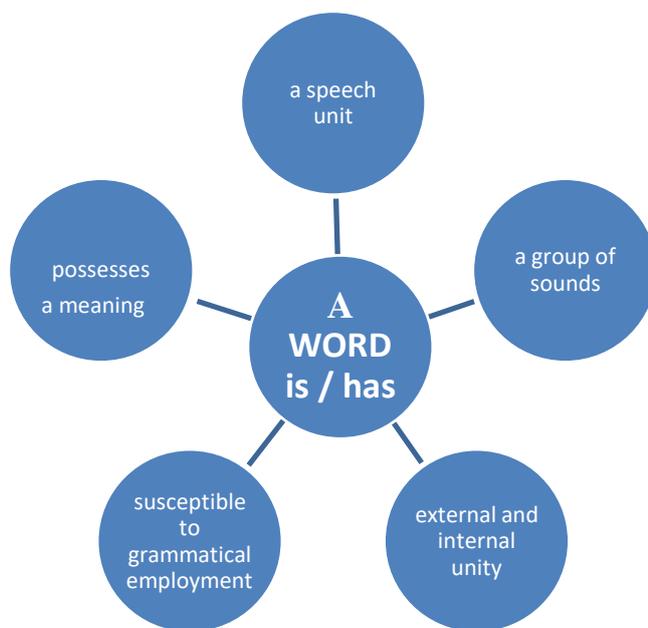
1. The term “ <i>vocabulary</i> ” denotes	a. the main lexical unit of a language resulting from association of a group of sounds with a meaning.
2. The term “ <i>morpheme</i> ” denotes	b. the system of words and word-groups that the language possesses.
3. The term “ <i>word</i> ” denotes	c. the smallest meaningful unit in the grammar of a language.
4. The term “ <i>phraseological unit</i> ” denotes	d. the system showing a word in all its word-forms.

5. The term “ <i>paradigm</i> ” denotes	e. a word group with a fixed lexical composition and grammatical structure.
---	---

Exercise 2. State if the following statements are true or false.

1. The object of Lexicology is a words-stock (vocabulary) of the particularly language.
2. The task of Lexicology is to create the rules of enriching the vocabulary.
3. The modern approach to word distinguishes between the external and the internal structures of the word.
4. One of the main structural features of the word that it possesses both external (formal) unity and semantic unity.
5. By external structure of the word we mean its semantic structure.
6. The grammatical meaning of a word is the same throughout the paradigm.
7. Special Lexicology studies the vocabulary of a particular language.
8. The diachronic approach deals with the changes and the development of vocabulary in the course of time.

Exercise 3. According to the scheme diagram specify the definition of a ‘word’.



Exercise 4. Classify Types of Lexicology

Instructions: Read the six types of lexicology below. Then classify them into two groups based on **what they study**:

- **A. By Scope** – these types describe **what part of vocabulary** is studied (e.g., all languages vs. one language).
- **B. By Time Perspective** – these types describe **when** vocabulary is studied (e.g., in the past or in the present).

Place each type in the correct column of the table.

Lexicology Type	By Scope	By Time Perspective
1. General Lexicology		
2. Special Lexicology		
3. Diachronic Lexicology		
4. Synchronic Lexicology		
5. Comparative Lexicology		
6. Contrastive Lexicology		

Exercise 5. Identify Paradigmatic vs. Syntagmatic Relations

Instructions: Read each linguistic relationship below and decide whether it illustrates a **paradigmatic** or a **syntagmatic** relation. Write **P** for paradigmatic and **S** for syntagmatic.

1. The word *teacher* can be replaced with *educator*, *instructor*, or *mentor*. []
2. In the phrase *a tall building*, *tall* modifies *building*. []
3. The verb *go* can be substituted with *walk*, *run*, *move*, etc. []
4. In *black coffee*, *black* functions as an attribute of *coffee*. []
5. The preposition *on* may be replaced with *over*, *above*, *upon* in certain contexts. []
6. In the sentence *She reads books*, the words *she*, *reads*, and *books* form a grammatical structure. []
7. The adjective *happy* could be replaced with *joyful*, *content*, or *cheerful*. []
8. In the phrase *under the table*, the word *under* shows a relationship with *the table*. []
9. The noun *dog* can be replaced with *puppy*, *hound*, or *canine*. []

10. In the sentence *They quickly ran home*, *quickly* modifies the verb *ran*. []

Optional extension: Create two examples of each type of relation using their own word combinations.

Exercise 6. Concept Comparison Task

Instructions: Read the two definitions below and complete the table.

- *Definition A:* "A word is the smallest independent unit of language that has meaning, can stand alone, and is typically used in speech or writing."
- *Definition B:* "A word is a linguistic sign which combines a particular meaning with a sound form and is characterized by formal and semantic unity."

Criteria	Definition A	Definition B
Independence	✓ (can stand alone)	Not mentioned
Meaning		
Sound form		
Formal unity		

Follow-up Question: Which definition do you prefer and why?

Exercise 7. Mini Text Analysis Text.

Tasks:

1. Identify 2 synonyms in the text or words that can be replaced by synonyms.
2. Highlight a phrase with a strong stylistic flavour.
3. Identify one example of a compound word or word formation process.

Text 1: "*The curious child swiftly opened the ancient book and began reading aloud in the quiet room.*"

Example Answers:

- Synonyms: *curious* → *inquisitive*, *swiftly* → *quickly*
- Stylistic phrase: *quiet room* (evokes atmosphere)
- Word formation: *opened* – verb derived from noun *open*

Text 2: *"She gently placed the fragile vase on the wooden shelf, careful not to make a sound."*

Text 3: *"After a long journey, the tired travellers finally reached the cosy cottage at the edge of the forest."*

Exercise 8. Lexicology Application Task

Instructions: Look at the **sentences below**. For each sentence, identify the word in **bold**. Replace it with **three synonyms** that have slightly different connotations, styles, or levels of formality. For each synonym, **briefly explain** how the tone or meaning changes.

Example:

Task: Take the sentence *"The boy is intelligent."* Replace the word "intelligent" with three synonyms that change the register or nuance (e.g., "clever," "bright," "brainy"). Explain how each substitution affects the tone or meaning.

Sample Answer:

- *Clever* – common in informal use, especially in British English.
- *Bright* – implies quick learning, often used for children.
- *Brainy* – informal/slang, emphasizes high intelligence casually.

Replace the words in bold with three synonyms that change the register or nuance.

1. The **beautiful** garden was full of roses and tulips.
2. He was **angry** when he read the message.
3. The children were **happy** to see the snow.
4. She **walked** slowly down the path.
5. It was a **difficult** question to answer.
6. They bought a **cheap** souvenir at the market.
7. The movie was **interesting** from start to finish.
8. He spoke in a **quiet** voice.
9. The road was **long** and winding.

10. She wore a **big** hat with a red ribbon.

Exercise 9. Exploring Syntagmatic Relations through Collocations. Choose the Best Collocation

Instructions: Read each sentence. A key word is underlined. Choose the most **natural collocating word** from the three options. Write the **correct answer** and give a short **explanation** why it's correct in terms of natural usage.

Example: She made a **strong** cup of coffee.

Why? – "Strong coffee" is a common and natural combination in English.

1. He **committed** a _____.
a) mistake b) crime c) sin
2. They **launched** a new _____ last month.
a) idea b) product c) hope
3. She gave me a **blank** _____.
a) face b) look c) expression
4. The baby fell into a deep _____.
a) nap b) sleep c) dream
5. He **ran** a successful _____.
a) business b) company c) task
6. I made a **quick** _____ to the store.
a) visit b) trip c) walk
7. The speaker **raised** an important _____ during the meeting.
a) question b) point c) topic
8. She has a wide _____ of vocabulary.
a) collection b) stock c) range
9. He gave me some **valuable** _____ before the interview.
a) advice b) information c) feedback
10. The manager **expressed** deep _____ for the mistake.
a) sorrow b) regret c) apology

Answers to ex. 9. 1. Commit a crime; 2. Launch a product; 3. Blank look; 4. Deep sleep; 5. Run a business; 6. Quick trip; 7. Raise a point; 8. Wide range; 9. Valuable advice; 10. Express regret.

Exercise 10. Classroom Connection Task

Instructions: Choose one concept from lexicology (e.g., synonymy, paradigmatic relations). Design a short (3–5 minute) activity suitable for primary school pupils. Include the concept, activity name and steps, materials if needed, and the objective.

Example 1: Synonymy

- **Concept:** Synonyms
- **Activity:** *Synonym Match*
- **Description:** Pupils receive flashcards with basic words (e.g., *big, small, happy*) and match them to cards with simple synonyms (e.g., *huge, tiny, joyful*).
- **Materials:** Word flashcards in two sets.
- **Objective:** Raise awareness of different word choices and expand vocabulary through playful matching.

Example 2: Paradigmatic Relations – Word Chains

- **Concept:** Paradigmatic Relations (Category/Substitution Relations)
- **Activity:** *Word Chain Game*
- **Description:** The teacher says a word (e.g., *cat*), and pupils take turns saying a word from the **same word class or semantic field** (e.g., *dog, rabbit, hamster...*). The chain continues as long as possible without repeating or pausing too long.
- **Variation:** Use verbs (e.g., *run, jump, walk, skip*) or adjectives (*happy, sad, tired, excited*).
- **Materials:** Optional – picture prompts or word cards.
- **Objective:** Help pupils understand that words can be grouped by meaning or function (paradigmatic set) and that one word can often be replaced with another in the same slot.

Questions for self-correction

1. What does Lexicology study?

2. Explain what the term “*vocabulary*” means.
3. What is the main unit of the lexical system of a language? Describe its qualities.
4. What kind of system is *a paradigm*?
5. What kind of varieties and forms are there within the language system?
6. What is the central problem of lexicology? Describe its basic task.
7. What does the theoretical / practical value of Lexicology lie in?
8. What is the basic difference between General and Special Lexicology?
9. What is the object of diachronic Linguistics?
10. What does synchronic Linguistics is concerned with?
11. What branches of Linguistics is Lexicology connected with?
12. What does the importance of the connection consist in?
13. Name the main methods of vocabulary investigation.

Test №1

1. The term “*lexicology*” is of
 - a) Greek origin;
 - b) Latin origin;
 - c) Ukrainian origin.
2. *Lexicology* deals with
 - a) the vocabulary of the language and the properties of various lexical units;
 - b) the grammar of the language;
 - c) the phonological system of the language.
3. The central problem of lexicology is
 - a) word;
 - b) word-group;
 - c) meaning.
4. The term “*vocabulary*” denotes
 - a) the system of morphemes that the language possesses;
 - b) the system of words and word-groups that the language possesses;
 - c) the system of modern methods of vocabulary investigation.

5. The term “*morpheme*” denotes
 - a) the smallest meaningful unit in the grammar of a language;
 - b) the biggest meaningful unit in the grammar of a language;
 - c) the basic unit of the language system.
6. The term “*word*” denotes
 - a) a semantic, grammatical and phonological unit;
 - b) a stylistic, grammatical and morphonological unit;
 - c) a part of linguistics.
7. The term “*paradigm*” is defined as
 - a) the lexical meaning of a word;
 - b) a word in one of its word-forms;
 - c) a word in all its word-forms.
8. *General Lexicology* studies
 - a) the characteristic peculiarities in the vocabulary of a given language;
 - b) the vocabulary irrespective of the specific features of any particular language;
 - c) a theoretical basis on which the vocabularies of different languages can be compared.
9. *Descriptive* lexicology is
 - a) historical lexicology;
 - b) synchronic lexicology;
 - c) diachronic lexicology.
10. The science is said to be formed when it has at its disposal
 - a) certain methods of investigation;
 - b) money;
 - c) two principal approaches.

SEMINAR 2

THEME: ETYMOLOGICAL STRUCTURE AND BORROWINGS IN MODERN ENGLISH VOCABULARY

Seminar Outline:

1. Words of native origin and their characteristics.
2. Causes and ways of borrowings.
3. Classification of borrowings:
 - 3.1. By borrowed aspect (sound form, meaning, both);
 - 3.2. By degree of assimilation (completely, partially, unassimilated);
 - 3.3. By source language (Latin, Greek, French, Italian, Spanish, Celtic, Scandinavian, Germanic, Slavonic).
4. Historical background of borrowing periods.
5. Review of Latin, Greek, Celtic, Scandinavian, and Romanic borrowings.

Key words: *borrowing, assimilation, loan words, source language, etymology.*

Themes for a scientific presentation:

1. Review of historical circumstances that lead to the process of borrowing of lexical items.
2. Source of borrowing and the origin of borrowing.
3. Greek borrowings in English. Criteria of Greek borrowings.
4. Latin borrowings in English. Periods of borrowings from Latin.
5. Norman-French element in the English vocabulary system. Periods of borrowings from French.
6. Types and sources of borrowings. Etymological doublets.
7. Borrowings. Translation loans. Semantic loans.
8. Words of native origin in Modern English. Semantic and stylistic characteristics of native words. Word-forming ability of native words.

Learning Outcomes:

By the end of Seminar 2, students will be able to:

- Distinguish between native and borrowed vocabulary.
- Classify borrowings according to type, degree of assimilation, and origin.
- Identify lexical items by their etymological layer.
- Understand reasons for lexical borrowing and their influence on English vocabulary.

RECOMMENDED LITERATURE

A. Compulsory Reading:

1. Verba L. History of the English language. Vinnytsya: Nova Knyha, 2012. 293 p.
2. Soloshenko O. D., Zavorodniy Y. A., Latyk M. M. Modules on English Lexicology: (for independent work and distant learning). Lviv : ПАІС, 2010. 248 p.
3. English Lexicology: Theory and Practice: for extra-mural students of foreign languages department / уклад.: Н. М. Жилко, С. П. Сборик. Ніжин : НДУ ім. М. Гоголя, 2011. 143 p.
4. Shutova M. A. Modern English Lexicology. Київ : НПУ ім. М. П. Драгоманова, 2010. 102 p.
5. Nikolenko A. G. English Lexicology: Theory and Practice. Vinnytsya: Nova Knyha, 2007. 527 p.
6. Lipka L. An outline of English lexicology: lexical structure, word semantics, and word-formation . Niemeyer, 1990. 212 p.

B. Optional Reading:

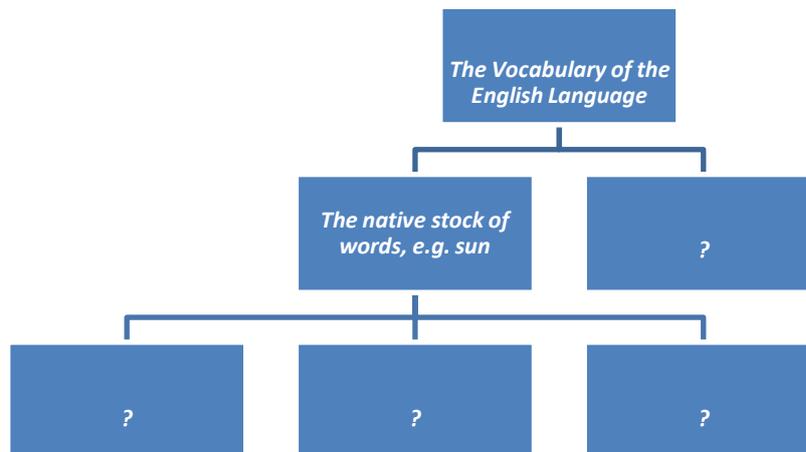
1. An Introductory Course in Theoretical English Grammar: метод. посіб. для студ. III-V курсів за фахом «англійська мова» / уклад. В. М. Базуріна. Глухів : РВВ ГДПУ , 2008. 119 p.
2. Hughes G. A History of English Words. Oxford: Blackwell Publ., 2000. 452 p. ISBN: 978-0-631-18855-1.
3. Novikova G. A. New Trends in Modern English Lexicology: Methodological guidelines for Students of Higher Educational Institutions. Luhansk: Luhansk Taras Shevchenko National University Press, 2012. 238 p.

4. Shekhavtsova S. O. English Lexicology: the course recommendations for students of foreign languages faculty. Luhansk : Luhansk Taras Shevchenko National University, 2011. 77 p.

PRACTICE ASSIGNMENTS

Exercise 1. Fill in the scheme below with the **main components of the English vocabulary**. For each category, provide **one example word**. One category has been done for you as an example.

Vocabulary Structure Scheme



Follow-up questions:

1. Which group is the oldest and most stable in English vocabulary?
2. Which group has the most stylistically marked or formal words?
3. Why might borrowed words dominate in certain fields like science or law?

Exercise 2. Borrowed words can be classified according to **which part of the word is borrowed**: the sound form, the meaning, or both. Fill in the chart below with the correct **type of borrowing** and provide **an example** for each.

Scheme: Types of Borrowings by Borrowed Aspect

Borrowed Aspect	Type of Borrowing	Example
Only the meaning	<i>Translation loan</i> (calque)	<i>skyscraper</i> ← <i>Wolkenkratzer</i> (German)

Borrowed Aspect	Type of Borrowing	Example
Only the sound form	_____	_____
Both meaning and sound form	_____	_____

Follow-up question: Why are translation loans sometimes harder to recognize than direct borrowings?

Exercise 3. Classify borrowed words according to their **degree of assimilation** into English. Complete the table by writing the **category name**, a **definition in simple terms**, and **one example**. One row has been done for you.

Degree of Assimilation of Borrowings

Category	Definition	Example
Completely assimilated	Fully adapted in spelling, pronunciation, and grammar	<i>street</i>
_____	Not fully adapted in one aspect (e.g., spelling)	_____
_____	Remains foreign in form; used in specific contexts	_____

Helpful Prompts:

- Think about words like *déjà vu*, *genre*, *ballet*, *kimono*...
- Which still “sound foreign”? Which feel completely “English”?

Follow-up activity: Pick 2 borrowed words from each category. Use each in a sentence to show how they function in modern English.

Exercise 4. Many English words come from other languages. Your job is to **match the groups of borrowed words to their correct source language**. Fill in the **name of the source language** for each group of words. Choose **one word** from each group and explain **what field, context, or topic** it usually belongs to (e.g., science, food,

music, everyday use, geography, law, etc.). One row has been completed for you as an example.

Borrowings by Source Language

Source Language	Borrowed Words	Field / Context Example
Latin	<i>animal, justice, library, language</i>	<i>justice</i> – legal terminology
_____	<i>court, fashion, menu, ballet</i>	
_____	<i>democracy, theatre, biology, philosophy</i>	
_____	<i>opera, piano, violin, fresco</i>	
_____	<i>tomato, mosquito, guitar, canyon</i>	
_____	<i>kindergarten, blitz, wanderlust, angst</i>	
_____	<i>crag, glen, loch, bard</i>	
_____	<i>sky, egg, knife, window, law</i>	

Follow-up Questions:

1. Which source language has contributed the most *everyday* words to English?
2. Which language(s) mainly contributed words related to science or education?
3. Are there any borrowed words in English that still “feel foreign” to you? Why?

Exercise 5. Complete the definitions.

- A *loan word* (borrowed word or borrowing) is a word taken over from another language and modified in...
- A *native word* is a word which belongs to...
- By the *Indo-European elements* are meant words of roots...
- The *Germanic elements* represent words of roots...
- The *English proper element* has a distinctive feature –

The phonetic characteristics of native words are...

- English has become Lingua franca of the twentieth century – a language that is adopted as...
- Borrowings can be classified according to different criteria: 1)..; 2)..; 3)...
- Accordingly to the degree of assimilation borrowings are subdivided into...
- Barbarisms are borrowings which...
- Doublets may enter the vocabulary by different routes: 1)..; 2)..; 3)..; 4)...

Exercise 6. Choose the correct option:

1. More than two thirds of the English vocabulary is *borrowings* / *the native stock of words*.
2. The native word-stock is characterized by a *wide* / *narrow* range of lexical and grammatical valency, *low* / *high* frequency value and a developed *polysemy* / *monosemy*.
3. It is characteristic of borrowings to be *motivated* / *non-motivated* semantically.
4. Most borrowings are words of *Romanic* / *Germanic* origin.
5. English now has become a “*giving*” / “*taking*” language.
6. Loan words proper are *phonetic* / *semantic* borrowings.
7. Translation loans are word-for-word (or morpheme-for-morpheme) translations of some *native* / *foreign* words or expressions.
8. The number of borrowings from the Germanic languages *is* / *isn't* equal with those from the Romanic ones.
9. Terms and abstract notions are mostly *international* / *hybrid* words.
10. Hybrids words have *one* / *more than one* syllable.

Exercise 7. Divide the words into two groups: a) native; b) borrowed.

father, pepper, lip, bishop, foot, goose, garage, star, rupee, a la carte, glad, green, bird, boy, vice versa, police, lady, answer, monk, soprano, kindergarten, make, summer, ciao, kitchen, bench, skirt, finger, cat, scholar, mosquito, new, small.

Exercise 8. Identify the period of the following Latin borrowings: 1) 1st c. B.C., e.g. street; **2) 7th c. A. D.,** e.g. priest; **3) the Renaissance period,** e.g. anatomy.

fauna, offer, premium, minister, pillow, street, circus, editor, box, vaccinate, altar, shop, hymn, psalm, wall, fact, temple, trade, commerce, balsam, silk, abbot, angel, cap, library, medicine, line, carpet, lily, stadium, invitation, formula, opera, editor, radius.

Exercise 9. Arrange the following Norman-French borrowings into

a) Early French borrowings (simple short words, naturalised in accordance with the English language system, e.g. state, power, war, pen, river);

b) Later French borrowings (identified by their peculiarities of form and pronunciation, e.g. regime, police, ballet, scene, bourgeois).

administer, empire, belles-lettres, army, lunch, chateau, court, judge, petition, machine, table, ragout, lace, sentence, maneuver, pirouette, pearl, vaudeville, entresol, parliament, to roast, autumn, garage.

Exercise 10. The letters /ph/ sometimes make an [f] sound. For example, phone.

How many words can you write with a /ph/ spelling and an /f/ sound?

Scoring: 10 or fewer words = oops.

11-19 = good.

20 or more = excellent.

Exercise 11. Read the explanation.

The letter combination /ch/ has three distinct sounds:

1. The most usual is the way it is pronounced in words like [tʃ]: *chair, check, chicken, chop, chuckle much, rich, such.*

2. However, in words taken into English from Greek /ch/ sounds like [k]: *character, chemist, chorus, etc. ache, echo, school.*

3. In words taken into English from French /ch/ sounds like [ʃ]: *chef, chauffeur, chaperone, machine, moustache, parachute*

A. Rewrite, filling the gaps with the following words:

church, choose, chips, cheek, chicken, chairs, change, Charlie, chocolate, much, such, rich:

1. Fish and ch - - -
2. Tables and ch - - - -
3. He was left in the lurch, waiting at the ch - - ch.
4. They both look so delicious, I don't know which to ch - - - - .
5. I've never heard - - ch a ridiculous story.
6. You have a terrible ch - - - to suggest such a thing.
7. Bonnie Prince Ch - - - - - .
8. I don't think - - ch of that idea.
9. A ch - - - - is as good as a rest.
10. What I'd really like right now is a bar of ch - - - - - - - .
11. All those children eat is fish fingers and ch - - - - - nuggets.
12. Sometimes it seems there is one law for the poor and one for the - - - - .

B. Words with Greek origins:

- **At the start:** *chorus, chord, chemist, chaos, character.*
- **In the middle or end of words:** *headache, architect, stomach, echo, schemes, anchor, mechanic.*

Pick the word:

1. Can you get this prescription filled at the ch - - - - -?
2. He is an odd ch- - - - - - who always seems to be alone.
3. If the strike goes ahead, there will be ch - - - in the hospitals.
4. Does that strike a ch - - - with you?
5. I want you to all join in the ch - - - - of the song.
6. I have a terrible - - - - - ch- from all the noise.
7. He is a marvellous - - ch - - - - who can fix any car.

8. I wish the - - ch - - - - - who designed this house had thought more about the problems of the poor housewife who would have to keep it tidy.
9. In the empty room, our footsteps seemed to - ch - loudly.
10. I swear I'm never again getting involved in his hair-brained - ch - - - -.
11. There were a number of boats lying at - - ch - - in the harbour.
12. You will end up with a pain in your - - - - - ch if you eat any more of that chocolate cake.

C. Words with French origins:

- *At the start of words: champagne, chauffeur, chaperones, chef, chassis, chivalry.*
- *In the middle or end of words: machinists, brochure, moustache, parachuted.*

Pick the word:

1. I think the occasion calls for a glass of ch - - - - -.
2. There is a lot of rust on the ch - - - - - of that car.
3. The food at the hotel is famous since they got that new French ch - -.
4. The Minister arrived in his ch - - - - - driven car.
5. Most parents don't like having to act as ch - - - - - at teenage parties.
6. The age of ch - - - - - is definitely past!
7. Sunbeam employed a large number of girls as - - ch - - - - -.
8. The local people heard that a plane had crashed and that the pilot had - - - - ch - - - - into the village green.
9. He looks quite different now that he has shaved off his - - - - - ch -.
10. Would you ever drop into the travel agent and pick up a - - - ch - - - on holidays in Spain?

Exercise 12. Define the origin of the words and complete the table. Write the words in the box in the correct column.

<i>Spanish</i>	<i>Italian</i>	<i>Hebrew</i>	<i>Arabic</i>	<i>Indian</i>	<i>Persian</i>	<i>Chinese</i>	<i>Japanese</i>

bonsai, tea, messiah, curry, bazaar, assassin, mafia, cockroach, piano, jungle, manna, balcony, soya, magazine banana, tomato, pizza, paradise, tiger, zero, pajamas, judo, kung fu, camel, hazard, incognito, caravan, bungalow, barbecue, hara-kiri, shampoo, chocolate, negro, harem, verandah, regatta, amen, yoga, scarlet, lemon, kimono, ginger, tofu, chess, typhoon, sofa, safari, broccoli, shawl, tango, syrup, geisha, ketchup.

ADDITIONAL TASKS:

Exercise A. Borrowing Timeline

Draw a timeline from Old English to Present Day. Mark periods and examples:

- 1st c. BC – Latin: street
- 8th–11th c. – Scandinavian: sky
- 11th–15th c. – French: court
- Renaissance – Latin/Greek: editor, biology

Exercise B. Etymological Scavenger Hunt

Pick 5 words you use daily (e.g., coffee, school, camera, sofa, guitar). For each, write:

- Origin (Arabic, Greek, etc.)
- Type of borrowing (phonetic, translation, etc.)
- Field (education, music, etc.)

Exercise C. Presentation

Topic examples:

- “Latin Borrowings in Legal English”
- “French in Culinary Vocabulary” Students present examples with analysis.

Exercise D. Project Work. Watch and reflect: View "The Adventure of English" Episode 1.

The Adventure of English is a British television series (ITV) on the history of the English language presented by Melvyn Bragg as well as a companion book, also written by Bragg. The series ran in 2003.

The modern Frisian language is the closest sounding language to the English used approximately 2000 years ago, when the people from what is now the north of the Netherlands travelled to what would become England, and pushed the Celtic language – ancestor of modern Welsh – (Celts) to the western side of the island. Words like "blue" can be recognised in the Frisian language.

Bragg then discusses how English dialects in certain areas of the United Kingdom were heavily influenced by historical events such as the invasion of the Vikings in the east, contributing words such as "sky" to the English language.

Robin C. Carter. The Adventure Of English – BBC Documentary [Электронный ресурс] : YouTube. URL: <https://www.youtube.com/@robinc.carter720> (date of access: 08.05.2025).

After watching *The Adventure of English*, list:

- 5 facts about Old English borrowings
- 2 borrowed words and their sources

Questions for self-correction

1. What is meant by "etymology" of a word?
2. What two main sets the word-stock may be subdivided into according to the origin?
3. What kind of word is a native word?
4. Do the words having cognates in the vocabularies of different Indo-European languages form the oldest or the youngest layer?
5. What definite semantic groups do the words of Indo-European stock fall into?
6. What definite semantic groups do the words of Common Germanic origin fall into?
7. What qualities do the words belonging to the subsets of the native word-stock possess? Name their phonetic and spelling characteristics.

8. Why are words borrowed?
9. What is a loan word?
10. What is a borrowing?

Test № 2

1. *Etymology* is the branch of linguistics concerned with
 - a) the origin and history of words;
 - b) the grammatical structure of the language;
 - c) the functions and styles of languages.
2. *Native words* are usually
 - a) short and polysyllabic;
 - b) short and monosyllabic;
 - c) long and monosyllabic.
3. *Borrowings* are mostly words of
 - a) Romanic origin;
 - b) German origin;
 - c) Slavonic origin.
4. The words *bishop, monk, altar, cross, church, angel, anthem* are of
 - a) Celtic origin;
 - b) French origin;
 - c) Latin origin.

SEMINAR 3

THEME: ETYMOLOGICAL LAYERS AND LEXICAL STRATIFICATION IN MODERN ENGLISH

Seminar Outline:

1. Etymological layers of English vocabulary.
2. Reasons for borrowings.
3. Degrees of assimilation of borrowed words.
4. Etymological doublets and hybrids.
5. International words.
6. Neologisms, archaisms, and historicisms.

Key Terms: *etymological layers, assimilation, doublets, hybrids, international words, neologisms, archaisms.*

Learning Outcomes:

By the end of Seminar 3, students will be able to:

- Analyse vocabulary by etymological stratification.
- Classify borrowings by assimilation and origin.
- Identify and compare etymological doublets and hybrids.
- Distinguish between neologisms, archaisms, and historicisms.
- Recognize and categorize international words in various fields.

RECOMMENDED LITERATURE

A. Compulsory Reading:

1. Verba L. History of the English language. Vinnytsya: Nova Knyha, 2012. 293 p.
2. Soloshenko O. D., Zavorodniev Y. A., Latyk M. M. Modules on English Lexicology: (for independent work and distant learning). Lviv : ПАІС, 2010. 248 p.
3. English Lexicology: Theory and Practice: for extra-mural students of foreign languages department / уклад.: Н. М. Жилко, С. П. Сборик. Ніжин : НДУ ім. М. Гоголя, 2011. 143 p.

4. Shutova M. A. Modern English Lexicology. Київ : НПУ ім. М. П. Драгоманова, 2010. 102 p.
5. Nikolenko A. G. English Lexicology: Theory and Practice. Vinnytsya: Nova Knyha, 2007. 527 p.
6. Lipka L. An outline of English lexicology: lexical structure, word semantics, and word-formation . Niemeyer, 1990. 212 p.

B. Optional Reading:

1. An Introductory Course in Theoretical English Grammar: метод. посіб. для студ. III-V курсів за фахом «АНГЛІЙСЬКА МОВА» / уклад. В. М. Базуріна. Глухів : РВВ ГДПУ , 2008. 119 p.
2. Hughes G. A History of English Words. Oxford: Blackwell Publ., 2000. 452 p. ISBN: 978-0-631-18855-1.
3. Novikova G. A. New Trends in Modern English Lexicology: Methodological guidelines for Students of Higher Educational Institutions. Luhansk: Luhansk Taras Shevchenko National University Press, 2012. 238 p.
4. Shekhavtsova S. O. English Lexicology: the course recommendations for students of foreign languages faculty. Luhansk : Luhansk Taras Shevchenko National University, 2011. 77 p.

PRACTICE ASSIGNMENTS

Exercise 1. Divide the borrowings into three groups. Complete the table.

cheese, sombrero, confetti, fellow, gate, ciao, street, toreador, wing, table, opera, ad libitum, wall, wine, finish, tobacco, affiche, husband, crisis, memoir, root, rickshaw, coup, chair, bouquet, face, euro, figure. pizza, ballet, school, opera, genre, canyon, pasta, state

<i>Completely assimilated</i>	<i>Partially assimilated</i>	<i>Barbarisms</i>

Exercise 2. Compare the meaning of the following etymological doublets.

Translate them into Ukrainian.

shirt and *skirt* (both Germanic, the latter from Old Norse)

chief and *chef* (both from French at different times)

secure and *sure* (from Latin, the latter via French)

major and *mayor* (from Latin, the latter via French)

pauper and *poor* (from Latin, the latter via French)

senior and *sir* (from Latin, the latter via French)

uncial, *inch* and *ounce* (from Latin, the latter via French)

moneta, *mint* and *money* (from Latin, the latter via French)

plant and *clan* (from Latin, the latter via Old Irish)

right, *rich*, *raj*, *regalia*, *reign* and *real* (from Germanic, Celtic, Sanskrit, Latin, French and Portuguese cognates respectively)

ward and *guard* (from Germanic, the latter via French); also *warden* and *guardian*

regal and *royal* (from Latin, the latter via French)

cattle and *chattel* (from Old French)

host and *guest* (from Latin, the latter via Germanic)

frail and *fracture* (from Latin)

canal and *channel* (from Latin, the latter via French)

Exercise 3. Identify Etymological Doublets Model: Match and define the pairs

analysed in exercise 2. The model analyses are provided.

Pair	Source(s)	Explanation
chief/chef	French	Same origin, meaning diverged
skirt/shirt	Scandinavian/Old English	Similar root, phonetic variation
secure/sure	Latin/French	Varying degrees of assimilation

Exercise 4. Identify the Root Origins of These Hybrid Words. Each hybrid word is formed using morphemes from two different languages. Fill in the missing information.

Unbelievable, faceless, unreasonable, journalist, countless, unknowable, pitiless

Model:

Hybrid Word	Language	Origins	Notes
schoolboy	Greek (school) + Native (boy)		Educational + common noun
television	Greek (tele) + Latin (vision)		Technological term
speedometer	Native (speed) + Greek (meter)		Modern technical term

Exercise 5. Match the Morphemes to Their Language Origins: Greek, Latin, French, or Native English.

Morpheme	Type	Origin
bio-	Prefix	
-ment		
light		
-logy		
over-		
script		
under-		
port		
ship		
auto-		

Exercise 6. Form Hybrid Words. You are given two morphemes from different origins. Combine them to form a valid English **hybrid word**, and briefly explain what it means.

Model:

Morpheme 1	Morpheme 2	Hybrid Word	Meaning
over- (Native)	-load (Latin)	overload	To burden too heavily

Morpheme 1: auto- (Greek), love (Native), tele- (Greek), dark (Native), speed (Native), work (Native), photo- (Greek).

Morpheme 2: -mobile (Latin), -able (Latin), -copy (Latin), -ometer (Greek), -ness (French), -cast (Native), -able (Latin).

Exercise 7. The following are loan translations (calques). What do they actually mean in English? How and when are they used?

- the moment of truth (Sp. el momenta de la verdad);
- Gospel (Greek euggelion);
- mother tongue (L lingua materna);
- with a grain of salt (L cum grano salis);
- famous case (Fr. cause celebre);
- it goes without saying (Fr cela va sans dire);
- master people (Gr herrenvolk);
- chain-smoker (Gr Kettenrauchen);
- world famous (Gr weltberuhmt);
- God's acre (Gr Gottesacker);
- masterpiece (Gr Meisterstuck);
- Swan song (Gr Schwanengesang);
- superman (Gr Ubermensoh);
- wonder child (Gr Wunderkind);
- underground movement (Fr.L. mouvement souterrain);
- that goes without saying (Fr. cela va sans dire);
- straw that broke the camel's back (Ar القشة التي قصمت ظهر البعير alqassha alathee qassamat dhahra al baeer);
- point of view (Fr. calques point de vue);

- pale-face (American Indians);
- pipe of peace (American Indians);
- war path (American Indians);
- war-paint (American Indians).

Exercise 8. Group Work.

Find out about Ukrainian - English lexical correlations.

Exercise 9. Arrange the following international words into groups taking into account the sphere of life and man's activities they refer to:

<i>Scientific</i>	<i>Cultural</i>	<i>Technical</i>	<i>Political</i>

Motor, concert, constitution, evolution, phonetics, drama, parliament, decree, telephone, meeting, pact, melody, history, lecture, republic, tractor, allegro, revolution, radio, dialects, formula, gas, nylon, sport, club, bank, comedy, opera, civil, lyrics, stadium, analysis, cybernetics, rector, idea, film, electron, biology, computer, comedy, regime.

Exercise 10. Write out international words from the given sentences. Explain their meanings.

1. He gave a false address to the police.
2. I've seen so many good films lately.
3. Do you take sugar in your coffee?
4. Do you play tennis?
5. Arrange the words in alphabetical order.
6. Charlotte Bronte wrote under the pseudonym of Currer Bell.
7. He worked in radio for nearly 40 years.
8. Many people feel that their interests are not represented by mainstream politics.
9. We've visited the open-air theatre in London's Regents Park.
10. I'm worried about my son's lack of progress in English.
11. The government has promised to introduce reforms of the tax system.
12. He went on to study medicine at Edinburgh University.

Exercise 11. Read the following explanation about the “false friends”.

A group of words known as “false friends of a translator” are reckoned among international words (pseudo cognates). These lexical units have got such a name for the reason of being similar to Ukrainian words in graphic (exterior) form but their translation can lead to a serious mistake and even distort the sense of the sentence if rely on Ukrainian words close in sounding.

Table 1. False friends of a translator

English Word	Correct Translation	Ukrainian Mistake
Abort	Переривати, припиняти	Аборт (abortion)
Accord	Згода	Акорд (chord)
Accurate	Точний	Акуратний (tidy, smart)
Actual	Фактичний, реальний	Актуальний (urgent, topical)
Alley	Провулок, вузька вулиця	Алея (avenue, lane)
Angina	Стенокардія	Ангіна (tonsillitis)
Balloon	Повітряна кулька	Балон (cylinder, container)
Band	Муз. група, стрічка	Банда (gang, mob)
Bog	Болото	Бог (God)
Brilliant	Відмінний, блискучий	Брильянт (diamond)
Cabinet	Шафка	Кабінет (study, office)
Camera	Фотоапарат	Камера (cell, chamber)
Carton	Картонна упаковка	Картон (cardboard)
Chef	Шеф-повар	Шеф (boss, manager)
Clay	Глина	Клей (glue)
Concourse	Загальний зал, перехрестя	Конкурс (competition)
Data	Дані	Дата (date)
Decade	Десятиліття	Декада (10 days)
Fabric	Тканина	Фабрика (factory, plant)
Fart	Пукати	Фарт (luck)

Continuing Table 1. False friends of a translator

Gymnasium	Спортзал	Гімназія (grammar school)
Insult	Образа	Інсульт (stroke)
Intelligence	Розум, інтелект	Інтелігенція (intelligentsia)
Liquidize	Перетворювати в рідину	Ліквидувати (eliminate)
List	Список	Лист (leaf, sheet, piece)
Lunatic	Божевільний	Сновида (sleepwalker)
Magazine	Журнал	Магазин (shop)
Marmalade	Апельсинові джем	Мармелад (fruit jellies)
Mark	Мітка, пляма	Марка (stamp)
Multiplication	Розмноження, множення	Мультиплікація (animation)
Prospect	Перспектива	Проспект (avenue)
Preservative	Консервант	Презерватив (condom)
Pretend	Прикидатися	Претендувати (try to get)
Obligation	Гарантія, зобов'язання	Облігація (bond)
Realise	Розуміти, усвідомлювати	Реалізовувати (implement)
Recipe	Кулінарний рецепт	Рецепт (prescription)
Resin	Смола	Резина (rubber)
Stool	Табуретка	Крісло (chair)
Sympathy	Співчуття	Симпатія (a liking for)
Talon	Кіготь	Талон (coupon)
Trap	Капкан	Трап (gangway, ladder)
Troop	Загін, війська	Труп (corpse)
Velvet	Оксамит	Вельвет (corduroy)
Virtuous	Цнотливий	Віртуозний (masterly)

Exercise 12. Give the “false cognates” (false friends) in the Ukrainian language to the given English words. State the difference in their meanings.

Model: argument – the false cognate of the word *argument* is Ukrainian ‘*аргумент*’. The word *argument* means “an angry disagreement between people”, whereas the word *аргумент* has the meaning “reasoning”.

Baton, order, to reclaim, delicate, intelligent, artist, sympathetic, capital, romance

Exercise 13. Contrast International Words vs False Friends. Sort the following words into either **International Words** or **False Friends**. Explain the reason.

Word List: sport, intelligent, baton, romance, club, actual, marmalade, data, order, comedy

Exercise 14. Neologisms, Archaisms, Historicismisms. Categorize the following words as **neologisms**, **archaisms**, or **historical words**. Provide a brief modern explanation or context for each.

Word List: *thou, cyberspace, quoth, floppy disk, ye, blockchain, thee, vassal, meme, teleworking, hath, telegram, NFT, musketeer.*

Word	Type	Explanation
thou	Archaism	Obsolete second person singular
cyberspace	Neologism	Digital or online realm

Exercise 15. Semantic Shift in Borrowings. Below are borrowed English words. Identify the **source language** and **explain how the meaning has changed** in modern English.

Words to analyse: *villain, nice, cabinet, idiot, knight, accident, ambition, journey, courage, artificial, cupboard, companion, sinister, salad, liquor, etiquette, ghost.*

Word	Origin	Original Meaning	Modern English Meaning
villain	French	Farm worker	Bad or evil person
cabinet	French	Small room	Government group / furniture piece

Exercise 16. Visual Mapping — Word Family Chart. Create a word family tree for the Latin roots, showing derivatives from different etymological layers (Latin, French, hybrids).

Model: a word family tree for the Latin root "**port**" (Latin: *portare* – ‘to carry’)

→ **report** (Latin via French)

→ **airport** (hybrid: Native + Latin)

→ **portable** (Latin)

→ **support** (Latin)

→ **porthole** (French + Native)

Root: spect (Latin: *spectare* – ‘to look at, to watch’)

Root: dict (Latin: *dicere* – ‘to say, to speak’)

Root: press (Latin: *premere* – ‘to press, to push’)

Root: form (Latin: *forma* – ‘shape, form’)

Root: act (Latin: *agere, actus* – ‘to do, to act’)

Root: script (Latin: *scribere, scriptus* – ‘to write’)

Root: tract (Latin: *tractare, trahere* – ‘to drag, to pull’)

Root: mit (Latin: *mittere, missus* – ‘to send’)

Root: vis (Latin: *videre, visus* – ‘to see’)

Exercise 17. Core Vocabulary Etymology Hunt. Below is a list of **high-frequency English words**. Identify whether they are of **Native, Latin, Greek, or French** origin.

Word	Origin
house	Native
school	Greek
question	
beauty	
hand	
nation	
idea	
power	
name	
people	
book	

voice	
night	
government	
father	
problem	
peace	
time	
paper	

Questions for self-correction

1. What are the groups of borrowings according to the borrowed aspect? Analyze the main groups of them.
2. What is classification of borrowings according to the degree of assimilation? What factors does the degree of assimilation of borrowings depend on?
3. What are the groups of borrowings according to the language from which they were borrowed?
4. What are the groups of borrowings according to the language from which they were borrowed?
5. Analyze Latin and Greek borrowings.
6. What is the largest group of borrowings?
7. What are the reasons of Italian and Spanish borrowings?
8. Which group of languages English belongs to?
9. What Germanic languages are there borrowings from? Is the number of borrowings from Germanic languages equal with those from Romanic ones?
10. What words are called international words?
11. What words are called hybrids / etymological doublets?

Test № 3

1. The borrowings *according to the borrowed aspect* are subdivided into
 - a) phonetic, semantic and French borrowings;

- b) phonetic, translation and non-assimilated borrowings;
 - c) phonetic, translation, semantic and morphemic borrowings.
2. *Semantic borrowings* are such units when
- a) a new meaning of the unit existing in the language is borrowed;
 - b) word-for-word (morpheme-for-morpheme) is translated;
 - c) words are borrowed with their spelling, pronunciation and meaning.
3. *Partly assimilated* borrowings are
- a) non-assimilated semantically and grammatically;
 - b) non-assimilated phonetically and graphically;
 - c) both variants.
4. *English* belongs to
- a) an Indo-European language and belongs to the Romanic languages;
 - b) an Indo-European language and belongs to the Germanic languages;
 - c) an Indo-European language and belongs to the Slavonic languages.
5. *Etymological doublets* is
- a) a way of borrowing when we have two words with the same spelling and different meaning.
 - b) a way of borrowing when we have two words with different spelling and different meaning and historically they came back to different words.
 - c) is a device when a word is borrowed twice from the same language.
6. *International words* are
- a) words that are made up of elements derived from two or more different languages;
 - b) words of identical origin that occur in several languages as a result of simultaneous (or successive) borrowing from the ultimate source;
 - c) words originating from the same etymological source but differing in phonemic shape and in meaning.

SEMINAR 4

THEME: WORD-FORMATION IN MODERN ENGLISH

Seminar Outline:

1. Major ways of word-formation in English.
2. Affixation: definition and types.
3. Classification of affixes: by position, function, origin, productivity.
4. Latin and French affixes in English.
5. Semantics of affixes: meaning, derivational value.
6. Compounding: structural and semantic features.
7. Criteria for identifying compounds.
8. Classification of compound words.

Key words: word-building, affixation, back-formation, composition, conversion, reduplication, shortening, sound imitation.

Themes for a scientific presentation:

1. Peculiarities of semi-productive and non-productive types of word formation in English.
2. Different types of contractions and their functional use.

Learning Outcomes: By the end of Seminar 4, students will be able to:

- Identify and classify affixes by function, origin, and productivity.
- Analyse affixed word-formation semantically and etymologically.
- Recognize Latin and French affixes in modern English.
- Define and identify compound words.
- Apply classification principles to compound types.

RECOMMENDED LITERATURE

A. Compulsory Reading:

1. Квеселевич Д. І. Практикум з лексикології сучасної англійської мови: [навчальний посібник]. Вінниця: Нова книга, 2003. 128с.

2. Мостовий М. І. Лексикологія англійської мови. Харків : Основи, 1993. 255 с.
3. Nikolenko A. G. English Lexicology: Theory and Practice. Vinnytsya: Nova Knyha, 2007. 527 p.
4. Soloshenko O.D., Zavhorodnyev Y. Lecture Notes on English Lexicology. Lviv, 1998. 225 с.
5. Crystal D. Words, Words, Words. Oxford : Oxford University Press, 2007. 224p.

B. Optional Reading:

1. Ganetska L. V. Lexi-Maker: Modern English Lexicology in Tables, Figures and Exercises. Київ : Ленвіт, 2004. 96 с.
2. Plag I. Word-Formation in English. Cambridge : Cambridge University Press, 2002. 264 p.
3. Bauer, Laurie. *English Word-Formation*. Cambridge: Cambridge University Press, 1983. 296 p.
4. Lieber, Rochelle. *Introducing Morphology*. Cambridge: Cambridge University Press, 2010. 250 p.
5. Jackson, Howard & Amvela, Etienne Zé. *Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology*. London: Continuum, 2000. 260 p.

PRACTICE ASSIGNMENTS

Exercise 1: Match each word with its word-formation process:

Word-formation process	Words
Clipping	edit
Blending	to google
Compounding	buzz
Affixation	NATO
Conversion	walkie-talkie
Back-formation	selfie
Sound imitation	brunch
Reduplication	babysit

Exercise 2: Identify whether the following affixes are productive in Modern English. Provide three recent or common examples for each productive affix.

-er, -ness, -ize, -ify, un-, -able, -less, re-, in-, -ous

Exercise 3. Prefix Practice

A. Add a Prefix to Change the Meaning

Task: Add a suitable prefix from the list below to each word to create a new word with an opposite or different meaning.

Prefixes to use:

anti-, co-, dis-, il-, im-, in-, inter-, ir-, mis-, over-, out-, post-, sub-, super-, trans-, un-, under-

Example: lock → **unlock**, clockwise → **anticlockwise**

Now try with these words:

1. European → _____
2. habit → _____
3. like → _____
4. legal → _____
5. possible → _____
6. direct → _____
7. regular → _____
8. handle → _____
9. graduate → _____
10. continental → _____
11. work → _____
12. human → _____
13. transatlantic → _____
14. charge → _____
15. standard → _____

B. Add a Prefix to Change Size, Time, or Meaning

Prefixes to use:

de-, ex-, macro-, micro-, mini-, mono-, multi-, semi-

Example: frost → **defrost**, skirt → **miniskirt**

Now try with these words:

1. bone → _____
2. value → _____
3. husband → _____
4. economics → _____
5. electronics → _____
6. break → _____
7. zero → _____
8. literate → _____
9. lingual → _____
10. purpose → _____
11. centralize → _____
12. skirt → _____
13. partner → _____
14. national → _____
15. bus → _____
16. caffeinated → _____
17. coloured → _____
18. regulate → _____
19. organism → _____
20. code → _____

Exercise 4. Word Building with Suffixes

Use the correct **suffixes** to turn the words in brackets into **nouns**. Think about what the noun refers to — a **person**, a **concept**, a **quality**, or a **result**.

A. Occupations or roles (people or agents)

Suffixes: -er, -or, -ist, -ian, -ant, -ee

Example: teach → **teacher**

Write the correct noun for each:

1. shop → _____
2. act → _____
3. invest → _____
4. supervise → _____
5. pay → _____
6. employ → _____
7. dry hair → _____
8. mountain → _____
9. art → _____
10. cycle → _____
11. violin → _____

B. Abstract nouns (ideas, qualities, states)

Suffixes: -ity, -ness, -ship, -dom, -tion, -sion, -ment, -ence, -ance, -al

Example: admit → **admittance**

Write the abstract noun form:

12. flexible → _____
13. good → _____
14. happy → _____
15. brother → _____
16. friend → _____
17. intelligent → _____
18. enjoy → _____
19. excite → _____
20. form → _____
21. pollute → _____
22. qualify → _____

- 23.occupy → _____
24.oppose → _____
25.revise → _____
26.conserve → _____
27.imagine → _____
28.accept → _____
29.absent → _____
30.achieve → _____
31.kind → _____
32.strong → _____
33.wide → _____

C. Nouns for objects or results of actions

Suffixes: -ment, -ion, -al, -ure, -ing, -age

Example: build → **building**

Turn each word into a noun that names a thing, result, or process:

- 34.develop → _____
35.move → _____
36.pack → _____
37.arrive → _____
38.press → _____
39.post → _____
40.sign → _____
41.fail → _____
42.mix → _____
43.close → _____

D. Nouns for groups, collections, or locations

Suffixes: -hood, -ship, -dom

Example: child → **childhood**

Write the group, location, or status noun:

44.child → _____

45.leader → _____

46.king → _____

47.friend → _____

48.scholar → _____

49.partner → _____

50.parent → _____

E. Challenge Round: Choose the Right Suffix!

You choose the correct suffix to build the noun form. Think of its meaning!

51.inform → _____

52.refuse → _____

53.depend → _____

54.appear → _____

55.suggest → _____

56.act → _____

57.govern → _____

58.create → _____

59.relate → _____

60.differ → _____

Exercise 5. Classify derivatives

Sixth, darken, forward, curious, modernize, coldly, nursery, manhood, useless, clockwise, upwards, terrify, historic, threefold, tiresome, tenderness, kingdom, scholarship, piglet, manlike, seventeen, government, creation, childish, surprisingly, machinery, photogenic, forty.

with noun-forming suffixes

e.g. poet-ess

with adjective-forming suffixes

e.g. read-able

with numeral-forming suffixes

e.g. nine-ty

with verb-forming suffixes

e.g. chlorine-ate

with adverb-forming suffixes

e.g. silent-ly

Exercise 6: Classify the following affixes according to their origin (Native, Latin, French, Greek). Provide examples of English words that include them.

un-, -ment, dis-, pre-, -ness, -tion, re-, mis-, -able, -ship

Exercise 7: Match the following French and Latin affixes to their meanings and classify them:

-ment, -tion, -aire, -ence, -ure, de-, re-, in-, en-, -ette

Exercise 8. Match the following morphemes to their language of origin (Greek, Latin, French, Native English):

bio-, -ment, light, -logy, over-, script, under-, port, ship, auto-

Research Work! Research and present 3 French or Latin affixes used in modern English. Include their meaning, examples, and productivity.

Exercise 9. Match each word below to the correct semantic group of prefixes based on its meaning.

Step 1: Read the example prefix meaning for each group.

Step 2: Place each word in the correct group (some words may belong to more than one category, but choose the most appropriate one).

Step 3: Write the word under the correct category.

Semantic Groups of Prefixes

1. **Supportive / Opposing** (*e.g. counter-example*)

→ Prefix shows support or opposition: **pro-, anti-, contra-, counter-**

2. **Reversative / Deprivative** (*e.g. disillusion*)

→ Prefix expresses **undoing or removal**: **un-, dis-, de-**

3. **Negative** (e.g. *non-smoker*)

→ Prefix shows **negation or absence**: **non-, un-, in-, il-, im-, ir-**

4. **Locative (Place-related)** (e.g. *transatlantic*)

→ Prefix shows **place, position, or direction**: **trans-, inter-, out-, under-, extra-, sub-**

5. **Size / Degree** (e.g. *megastar*)

→ Prefix shows **large/small/extent**: **super-, over-, under-, hyper-, mini-, mega-**

6. **Temporative** (Time-related) (e.g. *midlife*)

→ Prefix shows **time, sequence**: **pre-, post-, re-, neo-, mid-, ex-**

7. **Numerical** (e.g. *monolingual*)

→ Prefix refers to **numbers**: **mono-, bi-, poly-, multi-, tri-, di-**

Words to Sort:

pro-market, outdoor, uncountable, post-war, non-smoking, unlock, antihero, superstructure, polysyllabic, interlink, disagree, defrost, hyperactive, overemotional, extramural, underwater, multimillionaire, dioxide, triangle, neoclassical, reprint, nonstop, contra-indicate, preview, submarine, disconnect, impossible, ex-president, overcook, bilingual, counterattack, microchip, intercontinental

Exercise 9: Identify and classify the following compounds as: a) open b) hyphenated c) solid/closed. Also indicate their semantic type (e.g., coordinative, subordinate, attributive):

Pickpocket, ice-cream, high school, washing machine, greenhouse, dry-cleaner, brother-in-law, software, blackboard, mother tongue

Exercise 10: Identify the head element and modifier in the following compound nouns:

Toothbrush, bedroom, airport, raincoat, fireman

Exercise 11. Study the following 10 compound adjectives. For each one, identify the two words it is made from, explain its meaning in your own words, and use it in a sentence.

1. open-minded
2. part-time
3. well-known
4. short-tempered
5. high-spirited
6. good-looking
7. old-fashioned
8. quick-witted
9. narrow-minded
10. hard-working

Exercise 12. *Group the following compounds*

A. According to the type of composition:

up-and-down, to-and-fro, sunflower, handicraft, toothache, son-in-law, keyhole, statesman, cocktail, forget-me-not, Afro-Asian, speedometer, pick-me-up, rainbow, editor-in-chief, pocketbook.

without any linking element

e.g. railway

with a vowel or consonant as a linking element

e.g. hide-and-seek

with a conjunction/preposition/pronoun as a linking element e.g. up-to-date

B. According to the structure of their immediate constituents:

V-day, good-naturedly, maid-servant, search-light, blue-eyed, school-boy, A-bomb, well-wisher, paperknife, many-sided, maths-mistress, baby-sitter, snow-white.

consisting of simple stems

e.g. film-star

in which one of the constituents is derived

e.g. lady-teacher

consisting of one simple stem and one clipped stem

e.g. X-ray

Exercise 13. Match the two parts of the compound nouns in each list.

noun + noun

- | | |
|------------|-------------|
| 1. fire | a. crossing |
| 2. zebra | b. card |
| 3. pocket | c. washer |
| 4. dish | d. opener |
| 5. lap | e. brigade |
| 6. credit | f. alarm |
| 7. burglar | g. money |
| 8. can | h. case |
| 9. suit | i. top |

adjective + noun

- | | |
|------------|--------------|
| 1. remote | a. school |
| 2. social | b. sense |
| 3. high | c. control |
| 4. central | d. food |
| 5. common | e. fries |
| 6. French | f. rights |
| 7. dry | g. heating |
| 8. human | h. cleaner's |
| 9. fast | i. worker |

Exercise 14. Below, each question has three words. What word can be added to make three compound words? The word can be placed in the front or the back.

For example, look at these three words: hand, pipes, air. To each word, we can add BAG to make three new words, like these: handbag, bagpipes, airbag.

1. brush, paste, ache
2. club, mare, time
3. market, man, highway
4. man, place, fly

5. stairs, town, sun
6. mate, side, come
7. wild, guard, boat
8. house, side, doors
9. print, ball, wear
10. switch, snow, white
11. pan, cup, fruit
12. cloth, coffee, spoon
13. burn, flower, glasses
14. phone, ache, ring
15. shell, shore, food
16. end, guide, scrap
17. light, keeper, boat
18. shoe, radish, power
19. guest, hold, wife
20. battle, friend, wreck

Exercise 15: Compound or Phrase?

A. Compare: *greenhouse* vs. *green house*; *blackbird* vs. *black bird*. Discuss spelling, stress, and meaning.

B. Decide: Decide if each is a compound or not: *make-up*, *break down*, *ice cream*, *classroom*, *red wine*.

Self-Check Questions

1. What types of word-building do you know?
2. Which of them are highly-productive, semi-productive, or non-productive?
3. What are the two classes of affixes?
4. What is the main difference between prefixes and suffixes?
5. How can suffixes be classified?
6. Give semantic groups of prefixes.
7. What affixes are considered to be productive?

8. Name suffixes of Germanic (native) origin.
9. Give examples of borrowed suffixes.
10. Provide examples of Latin and French affixes used in Modern English.
11. How do prefixes modify the meaning of root words?
12. What is the derivational role of suffixes?
13. What is compounding as a word-formation type?
14. Dwell upon the semantic relationship between the parts of a compound word.
15. Give examples of coordinative, attributive, and subordinative compounds.
16. What are the main criteria to distinguish a compound from a free word group?
17. How can spelling, stress, and meaning unity help to identify compounds?
18. How are compound words classified by the structure of their parts?
19. What is the difference between a compound with a linking element and one without?
20. How are compounds classified by part of speech? Give examples.

Test №4

1. Which of the following is a major way of word-formation in English?

- A. Borrowing from Latin only
- B. Conversion of adjectives to affixes
- C. Sound interchange
- D. Affixation

2. What is the key difference between prefixes and suffixes?

- A. Prefixes form adverbs only; suffixes form nouns only
- B. Prefixes change the root, suffixes don't
- C. Prefixes are added before the root; suffixes after
- D. Prefixes form compound words; suffixes don't

3. Which of the following affixes is of French origin?

- A. -ness
- B. -ette

C. -ship

D. -ing

4. What kind of affix is the prefix *re-* in the word *rebuild*?

A. Native, unproductive

B. Greek, inflectional

C. French, derivational

D. Native, derivational

5. Which of the following sets contains only productive affixes?

A. -th, -hood, -en

B. -ness, -able, un-

C. -dom, -ling, -some

D. -y, -let, -ward

6. Which of the following compounds is an example of a coordinative compound?

A. singer-songwriter

B. blackboard

C. pickpocket

D. greenhouse

7. Which criterion does NOT help to identify a compound word?

A. Unified meaning

B. Main stress position

C. The number of morphemes

D. Word inseparability

8. What is the correct structure of the compound word *lady-teacher*?

A. Simple + simple

- B. Derived + derived
- C. Simple + derived
- D. Clipped + derived

9. What is the semantic function of the prefix in *unhappy*?

- A. Temporal
- B. Negative
- C. Locative
- D. Numerical

10. Which compound contains a linking element?

- A. railway
- B. forget-me-not
- C. speedometer
- D. housewife

SEMINAR 5

THEME: WORD-FORMATION IN MODERN ENGLISH

Seminar Outline:

1. Conversion (zero-derivation): definition and types.
2. Different linguistic views on conversion.
3. Conversion types: noun > verb, adjective > noun, verb > noun, etc.
4. Shortening (clipping, acronyms, initialisms, back-formation).
5. Abbreviations and their types.
6. Onomatopoeia: sound symbolism.
7. Blending (telescoping): features and examples.
8. Minor ways of word-formation: reduplication, loan blends, folk etymology.

Key words: conversion, shortening, acronyms, blending, onomatopoeia, reduplication, back-formation

Themes for a scientific presentation:

1. Conversion as a productive way of word formation in modern English.
2. Word composition. Classification of compound words: the semantic aspect of compound words; the criteria of compounds; pseudo compounds.
3. Word formation: Shortening. Lexical abbreviations.
4. Word formation: Acronyms. Clipping.

Learning Outcomes:

By the end of Seminar 5, students will be able to:

- Define and recognize various types of conversion.
- Distinguish between clipping, abbreviation, back-formation, and acronym.
- Identify blends and explain their formation.
- Recognize sound symbolism and onomatopoeic words.
- Classify examples of minor word-formation processes.

PRACTICE ASSIGNMENTS:

Exercise 1. Identify the type of conversion in each pair and define both forms in a sentence.

Example: *run* (v) → *run* (n): "She runs every morning." vs. "He went for a run."

1. drive (v) → drive (n)
2. guess (v) → guess (n)
3. clean (adj) → clean (v)
4. dry (adj) → dry (v)
5. use (n) → use (v)
6. hand (n) → hand (v)
7. email (n) → email (v)
8. impact (n) → impact (v)
9. talk (n) → talk (v)
10. smoke (n) → smoke (v)

Exercise 2. Match each scholar with their paraphrased view of conversion. Read the paraphrased views and match them to the correct scholars.

Paraphrased Views:

- A. Believes that conversion should be treated as a morphological process where a word changes its category without change in form.
- B. Emphasizes that conversion happens due to syntactic shift and contextual usage, not morphological processes.
- C. Views conversion as a psychological phenomenon rooted in usage.
- D. States that conversion can happen both ways and may be aided by phonological cues.

Scholars:

1. H. Marchand (1969). *The Categories and Types of Present-Day English Word-Formation*. Munich: C.H. Beck.

2. O. Jespersen (1942). *A Modern English Grammar on Historical Principles*. London: Allen & Unwin.
3. R. Quirk, S. Greenbaum, G. Leech, J. Svartvik (1985). *A Comprehensive Grammar of the English Language*. London: Longman.
4. D. Crystal (2003). *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press.

Exercise 3. Match the shortened words to their full forms and identify the type.

Shortened Form	Full Form	Type
ad	advertisement	Back clipping
exam		
doc		
flu		
fridge		
prof		
phone		
gym		
blog		
math		
celeb		
edit		
babysit		
televise		
donate		

Explanation:

- **Acronyms** are pronounced as single words (e.g., NATO).
- **Initialisms** are pronounced as individual letters (e.g., BBC).

Exercise 5. Identify each of the following as either an acronym or initialism.

1. NATO
2. BBC
3. NASA
4. UN
5. ASAP
6. WHO
7. FAQ
8. FBI
9. AIDS
10. SMS

Exercise 6. Identify the back-formed root and define both forms.

Example:

Editor → Back-formed root: **edit**

Definitions:

Editor - a person who prepares and revises text for publication.

Edit - to prepare written material by correcting, revising, or adapting it.

1. editor
2. babysitter
3. donation
4. television
5. commentator
6. burglar
7. sculptor
8. option
9. resurrection
10. enthusiasm

Exercise 7. Divide the following acronyms into those that are pronounced as words (AIDS) or as a series of letters (TV).

UNESCO (united Nations Educational, scientific, and Cultural Organization)

UNO (United Nations Organization)

FBI (Federal Bureau of Investigation)

NATO (North Atlantic Treaty Organization)

BBC (The British Broadcasting Corporation)

NASA (National Aeronautics and Space Administration)

CIA (Central Intelligence Agency)

IRC (International Red Cross)

UFO (Unidentified Flying Object)

I.Q. (intelligence quotient)

VIP (very important person)

BA (Bachelor of Arts)

MP (Member of Parliament)

P.C. (personal computer)

Exercise 8. Supply the corresponding full names for the given abbreviations of American state (e.g. Colo - Colourado) and so:

Ala., Cal., Fla., Ga., Ill., Ind., Kan., Ken., Md., N.D., NJ, NY, Oreg., S.C., Tex.

Exercise 9. Match the blends with their source words.

Blend	Source Words	Definition
brunch	breakfast + lunch	Brunch is a meal that combines elements of breakfast and lunch, typically eaten late in the morning or early afternoon.
smog		
motel		

blog		
webinar		
glamping		
hangry		
spork		
infotainment		
sitcom		

Exercise 10. Match the sound descriptions (1–10) with their corresponding onomatopoeic words (a–j). The words are given in random order to assist learners.

Sound description	Corresponding onomatopoeic word
1. A low, rumbling engine sound	a. clang
2. A light metal object hitting a hard surface	b. splash
3. A snake sliding through dry grass	c. buzz
4. The soft murmuring of people in the background	d. murmur
5. A loud, heavy fall onto the floor	e. roar
6. A baby playing with its voice	f. hiss
7. Oil crackling in a hot pan	g. babble
8. A bee flying nearby	h. thud
9. Gentle speech not meant to be overheard	i. sizzle
10. Jumping into a puddle of water	j. slither

Exercise 11. Identify the word-formation type: reduplication, loan blend, or folk etymology.

1. helter-skelter
2. walkie-talkie
3. cockroach
4. hamburger
5. goody-goody
6. kitty-corner
7. nitty-gritty
8. bridegroom
9. flimflam
10. orangutan (from folk etymology misunderstanding in Malay)

Exercise 12. *Shorten the following words in order to make clippings, e.g. bicycle → bike.*

Examination, refrigerator, laboratory, doctor, information, discotheque, vacuum cleaner, spectacles, coca-cola, photograph, moving picture, public house, advertisement, violoncello, comfortable, delicious, marvelous, moment, pantaloons, luncheon, influenza.

Exercise 13. *Give the original names for the following shortened /diminutive ones, e.g. Fred → Frederick, Winnie → Winifred.*

Liz/Bess/Beth/Betsy/Betty, Tom, Sam, Walt, Will/Willy, Sim, Pen, Pam, Nick, Lola, Lottie, Frank, Ella/Ellen, Doll/Dolly/Dora, Dan/Danny, Jess/Jessie/Jessy, Greta, Alex, Barb.

Exercise 14. *Match the graphical abbreviations of Latin words.*

- | | |
|--------------------------|---------------------|
| 1. a.m. (ante meridiem) | a) in the afternoon |
| 2. p.m. (post meridiem) | b) for example |
| 3. i.e. (id est) | c) compare |
| 4. e.g. (exempli gratia) | d) see |
| 5. ib. (ibidem) | e) in the morning |
| 6. cf. (conferre) | f) that is |

- | | |
|---------------------------|---------------------------|
| 7. loc.cit (locus citato) | g) in the same place |
| 8. q.v (quod vide) | h) in the passage cited |
| 9. vs. (versus) | i) against, as opposed to |
| 10.v.s. (vide supra) | j) see above |
| 11.ss (scilicet) | k) as well as |
| 12.i.q. (idem quod) | l) namely |

Exercise 13. Complete the formula. Use the necessary blending from the words below, e.g. smoke + fog = smog

contraception, frenemy, motel, bit, blog, brunch, camcorder, cyborg, mocktail, shimmer, transistor, Internet, modem

binary + digit =

contra + conception =

modular + demodulator =

motor + hotel =

shine + glimmer =

camera + recorder =

transfer + resistor =

web + log =

breakfast + lunch =

cybernetic + organism =

friend + enemy =

international + network =

mock + cocktail =

Exercise 15. Match animals with the noises they make.

- | | |
|----------|-----------------------------|
| 1. cats | a) bleat |
| 2. dogs | b) roar |
| 3. lions | c) grunt |
| 4. sheep | d) bark /growl (when angry) |

5. horses	e) moo
6. pigs	f) mew (when hungry)/purr (when happy)
7. cows	g) croak
8. frogs	h) hoot
9. ducks	i) cluck
10. cocks	j) neigh
11. hens	k) quack
12. owls	l) cock-a-doodle-doo

Self-Correction Questions

1. What is conversion (zero-derivation) in English word formation? Can you give an example?
2. What are the main types of conversion? Name at least three (e.g., noun > verb).
3. How do different linguists view the process of conversion?
4. What is the difference between conversion and affixation?
5. Define shortening and list its main types.
6. What is the difference between an acronym and an initialism? Give examples of each.
7. What is back-formation? Can you provide a word that was created by back-formation?
8. What are abbreviations, and how do they differ from acronyms and initialisms?
9. What is onomatopoeia? Can you give three examples of English words that are onomatopoeic?
10. What does sound symbolism mean in relation to onomatopoeia?
11. What is blending (telescoping) in word formation? Give two examples of blended words.
12. How does blending differ from compounding?
13. What is reduplication? Can you give an example from English or another language?
14. What are loan blends? Provide an example if possible.

15. Explain the concept of folk etymology and give an example of a word that has changed due to this process.
16. Conversion consists in making a new word from some existing word by changing..., the morphemic shape of the original word...
17. Various classifications of shortened words may be offered. The classification of shortened words is that based on the position of the clipped part: Phil (< Philip) is called ... clipping; Liz (< Elisabeth) is ... clipping; Fred (< Alfred) is called ... clipping; maths (< mathematics) is ... clipping.
18. Abbreviations are ...(what kind?) shortenings ...(examples).
19. The naming of an action or thing by a more or less exact reproduction of a sound associated with it is called...
20. The process of combining two parts the whole pattern of which is stylistically coloured and markedly expressive and emotional is called...
21. An opposition in which words or word forms are differentiated due to an alternation in the phonemic composition of the root is called...
22. *Strike – stroke, bear – burden, lose – loss, goose – geese, food – feed* is a pattern of...
23. *Pretty-pretty, shilly – shally, tiptop, mumbo – jumbo, mishmash* is a pattern of...
24. *Cockadoodledoo, buzz, cheep, baa, quack* is a pattern of...
25. *Foot – feet, sing–song, bite – bit, ride – rode – ridden, strong – strength* is a pattern of...
26. *Chit – chat, boogie – woogie, goody – goody, hoity – toity* is a pattern of...
27. *Mew, moo, bark, roar, neigh, croak, quack* is a pattern of...

Test №5

1. What is the main feature of conversion (zero-derivation)?

- a) Adding prefixes to change word class
- b) Changing the word class without changing the form
- c) Combining two words into one
- d) Shortening a word by cutting parts off

2. Which of the following is NOT a type of conversion?

- a) Noun > Verb
- b) Adjective > Noun
- c) Verb > Adjective
- d) Prefix > Suffix

3. Which term refers to a word formed by removing an affix from another word?

- a) Blending
- b) Clipping
- c) Back-formation
- d) Reduplication

4. What distinguishes an acronym from an initialism?

- a) Acronyms are pronounced as words; initialisms are pronounced as separate letters
- b) Acronyms are longer than initialisms
- c) Initialisms are shortened forms of verbs
- d) Acronyms are formed by clipping

5. Which of the following is an example of an onomatopoeic word?

- a) Television
- b) Buzz
- c) Donation
- d) Sculpture

6. Which word-formation process is characterized by combining parts of two words into one?

- a) Reduplication
- b) Blending
- c) Conversion
- d) Acronym

7. Which of the following is an example of a clipping?

- a) Info (from information)
- b) Radar (from radio detecting and ranging)
- c) Babysitter
- d) Enthusiasm

8. Folk etymology often causes:

- a) Creation of acronyms
- b) Misinterpretation and change in word form
- c) Back-formation of verbs
- d) Formation of compound nouns

9. What is the primary difference between acronyms and abbreviations?

- a) Acronyms form pronounceable words; abbreviations do not
- b) Abbreviations always involve clipping
- c) Acronyms are longer than abbreviations
- d) Abbreviations come from other languages

10. Which is NOT considered a minor way of word formation?

- a) Reduplication
- b) Loan blends
- c) Affixation
- d) Folk etymology

SEMINAR 6

THEME: THE SEMANTIC STRUCTURE OF THE ENGLISH WORD

Seminar Outline:

1. The nature of word meaning: philosophical, psychological, and linguistic perspectives.
2. Lexical vs. grammatical meaning.
3. Types of meaning: denotative and connotative components.
4. Referential (denotational) and emotive (connotational) meanings.
5. Polysemy and monosemy.
6. Semantic structure of the word: semantic fields and components.
7. Sense and reference: word meaning vs. sentence meaning.
8. Different approaches to meaning: referential, functional, distributional, cognitive.
9. Componential analysis and semantic features.
10. Meaning vs. sense: how words mean vs. how they are understood in context.

Key Words: meaning, lexical meaning, grammatical meaning, denotation, connotation, polysemy, reference, sense, semantic field, semantic structure, componential analysis

Themes for a Scientific Presentation:

1. Lexical and grammatical meaning: their interaction in word formation
2. Denotation and connotation in political and media vocabulary
3. Polysemy in modern English: challenges for EFL learners
4. The evolution of word meaning in digital communication
5. Componential analysis as a method of semantic investigation
6. Connotative meaning in literary texts and its interpretation
7. Semantic shifts and metaphorical extension in English vocabulary

Learning Outcomes:

By the end of Seminar 6, students will be able to:

- Distinguish between lexical and grammatical meaning
- Explain denotative and connotative components of word meaning
- Analyze the semantic structure of a word

- Identify and interpret polysemous words in context
- Compare different linguistic approaches to the study of meaning
- Apply componential analysis to describe word meaning
- Discuss how meaning and sense interact in real-world usage

RECOMMENDED LITERATURE

A. Compulsory Reading:

1. Бацевич Ф.С., Космеда Т.А. Очерки з функціональної лексикології. Львів: Світ, 1997. 392 с.
2. Домброван Т.І. Загальнотеоретичний курс англійської мови як другої іноземної : курс лекцій. Вінниця: Нова книга, 2009. 128 с.
3. Квеселевич Д. І., Сасіна В. П. Практикум з лексикології сучасної англійської мови: [навчальний посібник]. Вінниця: Нова книга, 2003. 128 с.
4. Левицький В. В. Семасіологія : [монографія]. Вінниця: Нова Книга, 2012. 680 с.
5. Nikolenko A. G. English Lexicology: Theory and Practice. Vinnytsya: Nova Knyha, 2007. 527 p.
6. Hughes G. A History of English Words. Oxford: Blackwell Publ., 2000. 452 p. ISBN: 978-0-631-18855-1.

B. Optional Reading:

1. Мостовий М. І. Лексикологія англійської мови. Х. : Основи, 1993. 255 с.
2. Soloshenko O. D., Zavorodnyev Y. Lecture Notes on English Lexicology. Lviv, 1998. 225 p.
3. Cruse D.A. Lexical Semantics : [Cambridge textbooks in linguistics]. Cambridge: Cambridge Univ. Press, 1986.
4. Introduction to Semantics [Video]. YouTube. URL: <https://www.youtube.com/watch?v=I3t2VPcHwCw>
5. Figurative Language. YourDictionary. URL: <http://grammar.yourdictionary.com/style-and-usage/Figurative-Language.html>

PRACTICE ASSIGNMENTS

Exercise 1. Consider the terms.

Semantics is the linguistic study of meanings. It is the relationship between words and their meanings. Semantics tries to understand what meaning is an element of language and how it is constructed by language.

Semantic field is the words connected by meaning or the images they conjure in the mind. It's a group of words with a similar meaning. You can find more than one semantic field in the same text often with completely opposite meanings. Semantic field is the organization of related words and expressions into a system, which shows their relationship to one another.

E.g. An animal → a dog, a bear, a tiger etc.

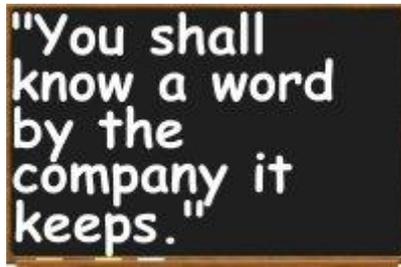
A. What words are there in the semantic field of ROMANCE? Complete the spidergram.

RED



PASSION

B. Form the semantic fields of the words WAR, JEALOUSY, HAPPINESS, FRIENDSHIP, TEACHER.



Exercise 2. Consider the terms.

Denotation is factual and objective meanings of a word.

Connotation is associated, personal and objective meanings of a word.

A. Match the connotative and the denotative meanings of the drawing with the following lists of words below.



- 1) creature, bird, dove, columbidae;
- 2) freedom, peace, love, happiness.

B. Here are examples of pairs of connotations that describe the same thing or situation. The first has a negative connotation and the second is positive. Translate them into Ukrainian. Make up example sentences with 5 of them.

Astute – Sagacious, Bossy – Dominant, Bum – Homeless, Cheap – Inexpensive, Cheap – Thrifty, Childish – Childlike, Cocky – Confident, Conceited – Self-confident, Cowardly – Prudent, Crippled – Disabled, Difficult – Challenging, Disaster – Problem, Fat – Overweight, Fired – Terminated, Foolish – Unwise, Headstrong – Determined, Job – Career, Lazy – Relaxed, Nag – Remind, Nitpicking – Meticulous, Nosy – Inquisitive, Out of date – Time-tested, Pig-headed – Stubborn,

Politician – Statesman, Scrawny – Thin, Stingy – Economical, Stubborn – Persevering.

C. Below are groups of words which are often used to describe people. What are the connotations of the words?

Model. *Childlike, Youthful, Childish, Young* – *Childish* and *childlike* implies that someone is immature, but *youthful* and *young* infers that someone is lively and energetic.

1. Disabled, Crippled, Handicapped, Retarded.
2. Relaxed, Laid-back, Lackadaisical, Easy-going.
3. Slim, Skinny, Slender, Thin.
4. Cheap, Frugal, Miserly, Economical.
5. Young, Immature, Juvenile, Youthful.
6. Inquisitive, Interested, Curious, Convivial.
7. Confident, Secure, Proud, Egotistical.
8. Lovely, Knockout, Beautiful, Stunning.
9. Talkative, Conversational, Chatty, Nosy.

D. Read the sentences below. Can you identify the words that have a negative connotation?

1. Bedford is an uppity neighbourhood, but the rents are cheap.
2. On my flight to Los Angeles, I sat next to this babe. She was absolutely stunning.
3. Every morning my neighbour takes his mutt to the park. It always barks loudly when leaving the building.
4. You need to be pushy when you are looking for a job.
5. Bob is quite vocal at every staff meeting. He always speaks.

Exercise 3. Detect connotative meaning in discourse. **Create a mini semantic field** for the following concepts: *work, family, war, freedom, technology, love, health, travel, childhood, celebration*. Include at least 6 lexical items, 3 denotative and 3

connotative.

Model Task:

Example for the concept *education*:

Denotative: teacher, classroom, curriculum

Connotative: stress, achievement, pressure

Exercise 4. Distinguish the types of meaning in the word pairs.

Instruction: Identify and label **lexical** and **grammatical** meaning in each word.

Model: "work (n)" vs. "worked (v-past)"

"Work (n)" – lexical meaning

"Worked" – grammatical past tense meaning plus lexical root

Word Pairs: play / playing, friend / friendly, read / read, decide / decision, beauty / beautiful, boy / boys, eat / eaten, write / writer, move / movement, agree / agreement.

Exercise 5. Find 5 examples from a text where words **shift from grammatical to lexical meaning**. These are usually words that were originally grammatical markers but gained **noun status** and are now used **lexically**.

Sample Text:

*The final was **a must** for all fans. That win was a real **wow**. Her response was a **no**. The project had several **ifs and buts**. His **maybe** surprised everyone.*

Model Answers:

1. **must** (original modal verb → noun): *The final was a must*
 - Now used as a **lexical noun** = something necessary
2. **wow** (interjection → noun): *That win was a real wow*
 - Used as **lexical noun** = a surprising or impressive event
3. **no** (adverb → noun): *Her response was a no*
 - Used as **lexical noun** = a negative answer
4. **maybe** (adverb → noun): *His maybe surprised everyone*
 - Lexical noun = a possibility, tentative answer

5. **ifs and buts** (conjunctions → plural nouns): *The project had several ifs and buts*
➤ Lexicalized plural noun phrase meaning "objections or conditions"

Text 1: "The Debate"

The professor's **yes** stunned the entire room. For weeks, the committee had only given vague **maybes**. When asked about the issue, one student gave a firm **no** while another offered a hesitant **perhaps**. The room was filled with **ifs, buts**, and nervous glances. "This is a definite **must** for the curriculum," the professor finally said, silencing the chatter.

Text 2: "A Review of the Concert"

That concert was a total **wow**. The band gave it their all — every beat, every move was perfect. There were no **nos**, no awkward pauses, only a stream of **wows** from the audience. Even the critics, usually full of **yeah buts**, admitted it was flawless. "That's a real **must-see**," one fan said, still buzzing with excitement.

Exercise 6. Componential Analysis Task

Componential analysis is a method of breaking down word meaning into its basic semantic features. You will analyse two related words by identifying shared and distinct features using plus (+) or minus (−) values.

+ means the feature is present

− means the feature is absent

Use features like: [+human], [+male], [+adult], [+animate], [+professional], [+kinship], [+institution], [+child/young], [+professional], [+marital-status], [+royal], [+male-animal], [+female-animal], [+offspring], [+occupation], [+status], [+expertise] etc.

Model: man vs. boy

man [+human], [+male], [+adult]

boy [+human], [+male], [−adult]

Word Pairs for Analysis:

1. woman vs. girl
2. father vs. man

3. teacher vs. student
4. king vs. prince
5. horse vs. mare
6. cat vs. kitten
7. bachelor vs. husband
8. author vs. writer
9. uncle vs. father
10. nurse vs. doctor

Exercise 7: Philosophical, Psychological, and Linguistic Perspectives on Word Meaning

A. Philosophical Perspective Analysis Match each statement with the corresponding philosophical approach to meaning:

1. "Words get their meaning through their relationship to objects in the real world."
2. "Meaning is determined by how words are used in language games within specific communities."
3. "The meaning of a word is the idea or concept it represents in the mind."

Approaches:

- a) Referential theory (correspondence)
- b) Use theory (Wittgenstein)
- c) Ideational theory (mentalism)

B. Psychological Perspective Task Analyze how psychological factors influence word meaning interpretation:

Words: *home, freedom, success, failure, childhood*

For each word, identify:

1. **Cognitive associations** (logical, factual connections)
2. **Emotional associations** (personal, experiential connections)
3. **Cultural associations** (socially shared meanings)

Model: *Mother*

Cognitive: female parent, caregiver, biological role

Emotional: warmth, security, love, or anxiety, pressure

Cultural: traditional gender roles, Mother's Day, maternal instinct

Exercise 8: Polysemy vs. Monosemy Analysis

A. Identify and list at least 4 different meanings for each polysemous word. Indicate the semantic relationship between meanings (metaphorical extension, metonymy, specialization, etc.):

1. **Head** (body part → ?)
2. **Bank** (financial institution → ?)
3. **Mouse** (animal → ?)
4. **Bright** (light → ?)
5. **Run** (movement → ?)

Model: *Hand*

1. Body part: "She raised her hand"
2. Help/assistance: "Give me a hand" (metonymy)
3. Worker: "All hands on deck" (metonymy)
4. Pointer: "Clock hand" (metaphorical extension)
5. Handwriting: "Written in her own hand" (metonymy)

B. Monosemy Recognition Identify which words are monosemic (have only one meaning) and explain why monosemy is rare:

Words: appendix, mathematics, oxygen, triangle, photosynthesis, democracy, gravity, chromosome

Exercise 9: Approaches to Meaning Study

A. Approach Classification Read each description and identify which approach to meaning it represents:

1. "To understand the meaning of 'dog', we examine all the contexts where it appears: 'The dog barked', 'It's a dog's life', 'You lucky dog!'"
2. "The word 'bird' refers to all feathered, winged creatures that typically fly."

3. "'Dog' functions as a noun, can be plural, and serves to categorize certain animals in our linguistic system."
4. "When we hear 'dog', we activate mental schemas about four-legged pets, loyalty, barking, etc."

Approaches: Referential, Functional, Distributional, Cognitive

B. Comparative Analysis Create a table comparing how each approach would analyze the word "book":

Approach	Analysis of "book"
Referential	
Functional	
Distributional	
Cognitive	

Exercise 10: Sense vs. Reference Distinction

A. Context-Dependent Meaning Analyze how the same word has different senses in different contexts while maintaining the same reference:

Word: *Paper*

1. "I need to buy paper for the printer." (sense: _____, reference: _____)
2. "Did you read the paper today?" (sense: _____, reference: _____)
3. "She presented her paper at the conference." (sense: _____, reference: _____)
4. "The paper is due tomorrow." (sense: _____, reference: _____)

B. Reference vs. Sense Identification Determine whether the following pairs differ in **reference** or **sense**:

1. "The morning star" vs. "The evening star"
2. "Rabbit" vs. "Bunny"
3. "Automobile" vs. "Car"
4. "The President of the United States" vs. "Joe Biden" (as of 2025)
5. "Bachelor" vs. "Unmarried man"

Exercise 11: Advanced Componential Analysis

A. Complex Semantic Features Analyze the following word sets using detailed componential analysis:

Set 1: Vehicles

- car, truck, motorcycle, bicycle, bus

Features to consider: [\pm motor], [\pm wheels], [\pm passenger_capacity], [\pm commercial], [\pm two_wheels]

Set 2: Speech Acts

- whisper, shout, mumble, proclaim, announce

Features to consider: [\pm loud], [\pm clear], [\pm public], [\pm formal], [\pm intentional_audibility]

B. Hierarchical Feature Analysis Create a hierarchical componential analysis for cooking verbs:

boil, fry, bake, steam, grill, roast

Consider features like: [\pm heat], [\pm liquid], [\pm oil], [\pm oven], [\pm direct_heat], [\pm container]

Exercise 12: Meaning vs. Sense in Context

A. Contextual Sense Variation Explain how the word's meaning shifts based on context:

Word: *Sharp*

1. "A sharp knife" → _____
2. "A sharp turn" → _____
3. "A sharp mind" → _____
4. "Sharp criticism" → _____
5. "At 3 o'clock sharp" → _____

B. Sentence Meaning vs. Word Meaning Analyze how word meanings combine to create sentence meaning:

Sentences:

1. "The colorless green ideas sleep furiously." (Chomsky)

2. "Time flies like an arrow; fruit flies like a banana."
3. "The chicken is ready to eat."

For each sentence, identify:

- Individual word meanings
- Possible sentence interpretations
- Ambiguity sources

Exercise 13: Interaction of Lexical and Grammatical Meaning

A. Meaning Shift Through Grammatical Change Show how grammatical changes affect lexical meaning:

Base Words: *friend, beauty, child, strength, wide*

Create examples showing:

1. **Noun → Verb conversion:** "I'll friend you on Facebook"
2. **Adjective → Adverb:** "He spoke beautifully"
3. **Noun → Adjective:** "childish behavior"
4. **Grammatical meaning affecting interpretation**

B. Word Formation and Meaning Analyze how affixes change both grammatical and lexical meaning:

Prefixes: un-, re-, pre-, anti-, over- **Suffixes:** -tion, -ness, -ify, -able, -er

Example: happy → unhappy → unhappiness → unhappily

Exercise 14: Semantic Shifts and Evolution

A. Historical Meaning Change Research and explain the semantic evolution of these words:

1. **Awful** (inspiring awe → terrible)
2. **Nice** (ignorant → pleasant)
3. **Gay** (happy → homosexual)
4. **Mouse** (animal → computer device)
5. **Virus** (poison → computer program)

Types of change: Amelioration, Pejoration, Metaphorical extension, Metonymic shift

B. Digital Age Semantic Extensions Identify how technology has created new meanings for existing words:

Words: cloud, streaming, viral, cookies, spam, trolling, surfing, crash

Exercise 15: Applied Semantic Analysis

A. Literary Text Analysis Analyze the semantic complexity in this literary excerpt:

"The sun smiled down on the sleeping city, its golden fingers reaching through the morning mist to caress the silent streets."

Identify and analyze:

1. **Metaphorical meanings**
2. **Personification effects**
3. **Connotative vs. denotative elements**
4. **Semantic field relationships**

B. Media and Political Language Compare the semantic choices in these parallel news headlines:

1. "Protesters gather to voice concerns" vs. "Mob disrupts city center"
2. "Tax relief package proposed" vs. "Tax cuts for wealthy announced"
3. "Security measures enhanced" vs. "Surveillance expanded"

Analyze:

- Connotative differences
- Semantic slanting
- Euphemistic vs. direct language

Exercise 16: Comprehensive Semantic Field Analysis

Create detailed semantic fields with hierarchical relationships:

A. Emotion Semantic Field Create a comprehensive map including:

- Primary emotions (joy, anger, fear, etc.)
- Secondary emotions (frustration, euphoria, anxiety, etc.)

- Intensity levels (annoyed → angry → furious)
- Cultural variations

B. Technology Semantic Field Map the semantic relationships in modern technology vocabulary:

- Hardware vs. Software
- Input/Output devices
- Network terminology
- Social media vocabulary

Exercise 17: Cross-Cultural Semantic Analysis

A. Untranslatable Concepts Research and explain these culture-specific semantic concepts:

1. **Hygge** (Danish) - cozy contentment
2. **Saudade** (Portuguese) - nostalgic longing
3. **Schadenfreude** (German) - pleasure from others' misfortune
4. **Ubuntu** (African) - interconnected humanity

B. False Friends Analysis Analyze semantic differences in these English-Ukrainian "false friends":

- actual vs. актуальний
- fabric vs. фабрика
- artist vs. артист
- magazine vs. магазин

Exercise 18: Practical Application Project

A. Semantic Teaching Materials Create a lesson plan for teaching one of these semantic concepts to EFL learners:

1. Polysemy of basic verbs (get, make, take)
2. Connotative differences in describing people
3. Semantic fields in academic vocabulary

B. Semantic Error Analysis Identify and categorize semantic errors in these EFL student sentences:

1. "I made a photograph of the sunset."
2. "She is very actual with modern technology."
3. "The movie was very ordinary." (meaning "usual")
4. "He has a good fantasy." (meaning "imagination")
5. "I want to visit a historical museum." (meaning "history museum")

Questions for self-correction

1. What kind of aspects has every word? Do they always constitute a constant unit?
2. Explain the difference between 'meaning' and 'sense'.
3. What is the lexical meaning of a word?
4. What does 'a notion' denote?
5. What do we call 'the grammatical meaning'?
6. What is a semantic field? Give examples.
7. Explain the term 'connotation'.
8. What are the main philosophical, psychological, and linguistic perspectives on word meaning?
9. How do lexical and grammatical meanings interact in English word formation?
10. What are the key components of denotative and connotative meaning? Provide examples.
11. Explain the difference between referential (denotational) and emotive (connotational) meanings with concrete examples.
12. What is the difference between monosemy and polysemy? Why is monosemy rare in natural languages?
13. How do semantic fields help organize word meanings? Create an example of a semantic field.
14. Distinguish between 'sense' and 'reference' in word meaning. How does word meaning differ from sentence meaning?

15. Compare the referential, functional, distributional, and cognitive approaches to meaning study.
16. What is componential analysis and how are semantic features used to describe word meaning?
17. Explain the distinction between 'how words mean' and 'how they are understood in context.'

Test №6

1. The branch of lexicology which deals with the meaning is called...
 - a) semantics;
 - b) semasiographic;
 - c) semasiology.
2. The *lexical* meaning of a word is
 - a) the realization of a notion by means of a definite language system;
 - b) the expression in speech of relationship between words;
 - c) the cognitive meaning as determined by its place within the semantic system of the language.
3. The *denotative* meaning is
 - a) an idea suggested by a word in addition to its main meaning;
 - b) the actual object or idea to which the word refers;
 - c) both variants are correct.
4. The grammatical meaning of a word is
 - a) the individual lexical content of the word;
 - b) the meaning that indicates the part of speech and grammatical categories;
 - c) the emotional associations connected with the word.
5. Componential analysis is a method that
 - a) breaks down word meaning into basic semantic features;
 - b) studies the historical development of word meanings;
 - c) analyzes the frequency of word usage in texts.
6. The difference between sense and reference is that

- a) sense is the relationship between words, reference is the relationship to reality;
- b) sense is emotional, reference is logical;
- c) sense is grammatical, reference is lexical.

7. A semantic field is

- a) a single word with multiple meanings;
- b) a group of words related by meaning;
- c) the grammatical structure of a sentence.

8. The cognitive approach to meaning study focuses on

- a) how meaning is distributed in texts;
- b) how meaning relates to mental processes and concepts;
- c) how meaning functions in communication.

9. Monosemy refers to words that

- a) have multiple related meanings;
- b) have only one meaning;
- c) have changed their meaning over time.

10. The distributional approach to meaning analyses

- a) how words are arranged in semantic fields;
- b) how words combine with other words in context;
- c) how words express emotions and attitudes.

SEMINAR 7

THEME: POLYSEMY AND SEMANTIC TRANSFER IN THE ENGLISH LEXICON

Seminar Outline:

1. The phenomenon of polysemy: definition and features
2. Two aspects of polysemy: systemic and contextual
3. Types of word meaning: primary and secondary, direct and figurative
4. Transfer of meaning: metaphor, metonymy, hyperbole, litotes
5. Sources of metaphorical extension (physical, psychological, social domains)
6. Mechanisms of semantic change: narrowing, broadening, amelioration, pejoration
7. Types of associations underlying metaphor and metonymy
8. Identification and interpretation of polysemous items in context
9. The distinction between polysemy and homonymy

Key Words: polysemy, metaphor, metonymy, semantic shift, semantic transfer, narrowing, broadening, amelioration, pejoration, figurative meaning, direct meaning, association

Themes for a Scientific Presentation:

1. Polysemy in the English Lexicon: Mechanisms and Contextual Realization
2. Metaphor as a Cognitive and Linguistic Tool in Modern English
3. Metonymy and Association: Exploring the Logic of Lexical Transfer
4. Semantic Change in English Vocabulary: Narrowing, Broadening, and Meaning Shift
5. Hyperbole, Litotes, and Figurative Emphasis in Media and Everyday Speech

Learning Outcomes

By the end of Seminar 7, students will be able to:

- Define and illustrate polysemy and its types
- Distinguish between metaphorical and metonymical transfer

- Identify types of semantic change and their causes
- Analyse contextual use of polysemous words
- Explain the role of associations in meaning transfer
- Recognize hyperbole and litotes as expressive devices
- Differentiate polysemy from homonymy with examples

RECOMMENDED LITERATURE

A. Compulsory Reading:

1. Nikolenko A. G. *English Lexicology: Theory and Practice*. Vinnytsia: Nova Knyha, 2007.
2. Cruse D. A. *Lexical Semantics*. Cambridge: Cambridge University Press, 1986.
3. Geeraerts, D. *Theories of Lexical Semantics*. Oxford: Oxford University Press, 2010.
4. Ullmann S. *Semantics: An Introduction to the Science of Meaning*. Oxford: Blackwell, 1962.

B. Optional Reading:

1. Lakoff, G., & Johnson, M. *Metaphors We Live By*. Chicago: University of Chicago Press, 1980.
2. Lehrer, A. *Semantic Fields and Lexical Structure*. Amsterdam: North-Holland Publishing, 1974.
3. Leech, G. *Semantics: The Study of Meaning*. Harmondsworth: Penguin Books, 1981.

Exercise 1. Consider the terms.

Direct meaning – when the word names the thing without the help of context.

Figurative meaning – when the thing named gets some additional characteristics through comparison or confrontation with another thing.

Underline the figurative language in each sentence. Rewrite the sentence with the same meaning omitting the figurative language.

Model. *It was raining cats and dogs.* – *It was raining very hard.*

1. The athlete was as strong as an ox.

2. The children were covered with dirt from head to toe.
3. Susan could run like the wind.
4. The message was as clear as the whistle.
5. Grandmother insisted that the house be spick and span.
6. Mother made enough dinner to feed an army.
7. His feet were as big as a house.
8. Grandfather is as sharp as a tack.
9. That watermelon is as big as a barn.
10. I got home late and my parents snapped my head off.
11. The ball bounced and hit the sky.
12. The ice cream sundae had toppings that were a mile high.

Exercise 2. *Read the following explanation about the figurative meaning of a word. Make up a scheme of your own and add example sentences to its each point.*

Figurative language is language that uses words or expressions with a meaning that is different from the literal interpretation. When a writer uses literal language, he or she is simply stating the facts as they are. Figurative language, in comparison, uses exaggerations or alterations to make a particular linguistic point.

- **Metaphor:** A metaphor is a comparison made between things which are essentially not alike: *“Nobody invites Edward to parties because he is a wet blanket”*.
- **Simile:** A simile is like a metaphor and often uses the words *like* or *as*: *“Jamie runs as fast as the wind”*.
- **Personification:** When something that is not human is given human-like qualities, this is known as personification: *“The leaves danced in the wind on the cold October afternoon”*.
- **Hyperbole:** Exaggerating, often in a humorous way, to make a particular point is known as hyperbole: *“My eyes widened at the sight of the mile-high ice cream cones we were having for dessert”*.

Hyperbole



My eyes widened at the sight
of the mile-high ice cream cones
we were having for dessert.

- **Symbolism:** Symbolism occurs when a noun which has meaning in itself is used to represent something entirely different. One example of symbolism would be to use an image of the Ukrainian flag to represent patriotism and a love for your country.
- **Onomatopoeia:** When you name an action by imitating the sound associated with it, this is known as onomatopoeia; *“The bees buzz angrily when their hive is disturbed”*.
- **Idiom:** An idiom is an expression used by a particular group of people with a meaning that is only known through common use: *“I’m just waiting for him to kick the bucket.”* Many idioms that are frequently used are also considered clichés.
- **Synecdoche:** A synecdoche is a figure of speech using a word or words that are a part to represent a whole. For example, referring to credit cards as *“plastic”* is a synecdoche.
- **Cliché:** A cliché is a phrase that is often repeated and has become kind of meaningless: *“walk a mile in my shoes”*.
- **Assonance:** When you repeat a vowel sound in a phrase is it assonance: *“True, I do like Sue”*.
- **Metonymy:** A metonymy is a figure of speech where one thing is replaced with a word that is closely associated with it such as using *“Washington”* to refer to the United States government.

Exercise 3. Read and analyse the difference.

Metaphors and similes both help the reader understand a subject by comparing it to something else. But, they are different...

Metaphor vs. simile

1. Definition.

Metaphor: A comparison between two things that are not alike and replaces the word with another word.

Simile: A comparison between two things that are not alike and replaces the word with another word AND uses the word *like* or *as*.

2. Purpose

Metaphor: To paint a picture for the reader.

Simile: To paint a picture AND give an example.

3. Quick memory tip

Metaphor: The subject is said to be another.

Simile: The subject is as or like another.

4. Examples

Metaphor: The toast *jumped out of the toaster*.

I'm so hungry I *could eat a horse*.

I told you *a million times* to clean your room.

Simile: She cried *like a baby*.

Life is *like a box of chocolates*.

He was *as busy as a bee*.

She was snug *as a bug in a rug*.

A. Select the choice that explains the meaning of the simile as it is used in the sentence.

1. On the cold winter day, under the covers, I kept *as snug as a bug in a rug*.

A. There were bugs in my bed.

B. I was cosy in my bed.

C. I was too cold to stay in bed.

2. The new teacher was *as sweet as apple pie* on the first day of school.
- A. The new teacher was nice.
 - B. The new teacher was big from eating too much pie.
 - C. The new teacher was mean.
3. The cluttered room was *as filthy as a pigsty*.
- A. The room was a mess.
 - B. The room was very organized.
 - C. The room was very neat.
4. The shopping centre was *like a three-ring circus* the day before Christmas.
- A. The shopping centre was quiet.
 - B. The shopping centre was big.
 - C. The shopping centre was really busy.
5. James' mother was *as proud as a peacock* when he became a doctor.
- A. James' mother was upset.
 - B. James' mother was disappointed.
 - C. James' mother was proud of him.
6. Mr. Potter expected his class to be *as silent as the grave* while he was talking.
- A. The class had to pretend that they were dead.
 - B. The class had to visit a grave and be quiet.
 - C. The class could not make a sound.
7. Dennis threw such a temper tantrum over such a tiny thing; he was acting *like a baby*.
- A. Dennis was mature.
 - B. Dennis was acting childish.
 - C. Dennis was babysitting.

8. Michael was *as explosive as a volcano* when he found out his bike had been stolen.
- A. Michael was happy.
 - B. Michael was angry.
 - C. Michael was calm.

9. The pirate had manners *like a savage*.
- A. The pirate had great manners.
 - B. The pirate did not have good manners.
 - C. The pirate was dressed adorably.

10. The Indian chief was *as wise as an owl*.
- A. The chief thought he could fly.
 - B. The chief could talk to the owls.
 - C. The chief knew a lot of things.

B. Fill in the blanks to make up your own similes. Write a sentence using the simile.

1. *as fast as ...*
2. *as black as ...*
3. *as pretty as ...*
4. *as light as ...*
5. *as warm as ...*
6. *as dry as ...*
7. *as timid as ...*

C. Rewrite each sentence using a simile.

My best friend is a very good person.

Use the following words in your sentence: good, gold

Allison's room was neat.

Use the following words in your sentence: neat, pin

Selma is peculiar.

Use the following words in your sentence: crazy, loon

Mrs. Henry is a sweet lady.

Use the following words in your sentence: sweet, honey

Carlos' father is very strong.

Use the following words in your sentence: ox, strong

You've grown very tall.

Use the following words in your sentence: tall, ostrich

Victoria is very smart.

Use the following words in your sentence: tack, sharp

D. Watch Lenka's music video for the song 'Everything At Once'. Mode of access:

<https://www.youtube.com/watch?v=eE9tV1WGTgE> Underline the similes and

translate them.

As sly as a fox, as strong as an ox,
As fast as a hare, as brave as a bear,
As free as a bird, as neat as a word,
As quiet as a mouse, as big as a house.

All I wanna be, all I wanna be, oh,
All I wanna be is everything.

As mean as a wolf, as sharp as a tooth,
As deep as a bite, as dark as the night,
As sweet as a song, as right as a wrong,
As long as a road, as ugly as a toad.

As pretty as a picture hanging from a fixture,

Strong like a family, strong as I wanna be,
Bright as day, as light as play,
As hard as nails, as grand as a whale.
All I wanna be oh, all I wanna be, oh,
All I wanna be is everything,
Everything at once,
Everything at once, oh,
Everything at once.

As warm as the sun, as silly as fun,
As cool as a tree, as scary as the sea,
As hot as fire, cold as ice,
Sweet as sugar and everything nice.

As old as time, as straight as a line,
As royal as a queen, as buzzed as a bee,
Stealth as a tiger, smooth as a glider,
Pure as a melody, pure as I wanna be.

All I wanna be oh, all I wanna be, oh,
All I wanna be is everything,
Everything at once.

E. Select the choice that explains the meaning of the metaphor as it is used in the sentence.

1. Mel has such *great taste* in furniture that I'm sure his home is beautiful.
- A. Mel works in a furniture store.
- B. Mel eats furniture.
- C. Mel knows how to pick out nice furniture.

2. Mike drives too fast and is a *road hog*.

A. Mike drives all over the road.

B. Mike eats too much in his car.

C. Mike doesn't like to drive.

3. Jeffrey is *an ox*.

A. Jeffrey is deaf.

B. Jeffrey is weak.

C. Jeffrey is strong.

4. Walter is a real *couch potato*.

A. Walter is always busy with some activity.

B. Walter is lazy.

C. Walter likes to go outside and play.

5. *Jeff is a volcano* after hearing his brother borrowed his car without permission.

A. Jeff is angry.

B. Jeff lives in Hawaii.

C. Jeff has a triangle head.

6. *Lori is the apple* of her father's eye.

A. Lori is loved by her father.

B. Lori's father is mad at her.

C. Lori has an apple tree in her yard.

7. Marcy was *feeling blue* after her dog was hit by a car.

A. Marcy didn't like cars.

B. Marcy was sad.

C. Marcy wore blue pants.

8. *John is a giant* in his class, towering a foot over his classmates.

A. John is short.

B. John is from a fairy tale.

C. John is tall.

9. Joshua's brother is a *rug rat*.

A. Joshua's brother looks like a rat.

B. Joshua's brother fell on the rug.

C. Joshua's brother is a little boy.

E. *Underline the metaphor and write the meaning of the sentence.*

1. Your voice is music to my ears.

This sentence means:

2. Melanie asked for a couple of days to digest the information before she gave Tom her answer.

This sentence means:

3. John is a giant in his class, towering a foot over his classmates.

This sentence means:

4. Kylie has such a bubbly personality that she has lots of friends.

This sentence means:

5. Matt is such an airhead when it comes to remembering names.

This sentence means:

6. Lori is the apple of her father's eye.

This sentence means:

7. Uncle Pete was a mule as he wouldn't change his ways for anything.

This sentence means:

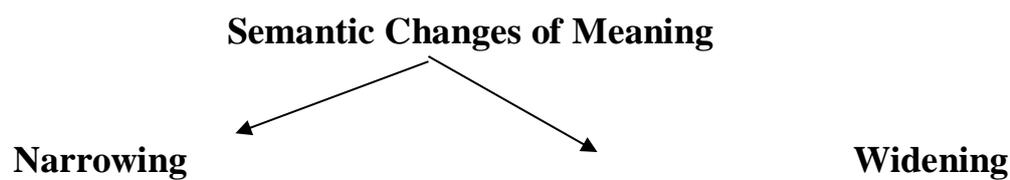
8. Mr. Hawkins shot down my idea to paint the wall with our school colours.

This sentence means:

Exercise 4. *Say whether the words and expressions below are slang, idioms or metaphors. Additionally, try to guess their meaning(s).*

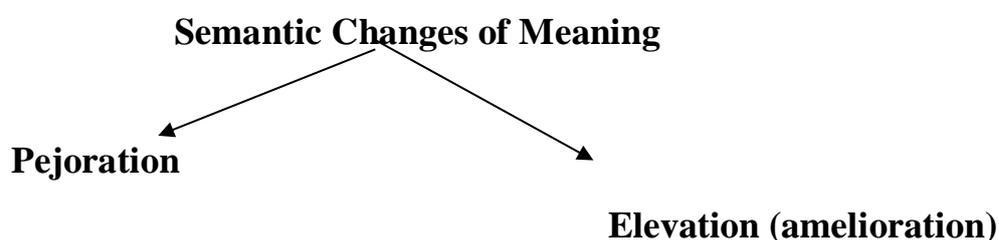
1. My heart began to glow.
2. Stop beating around the bush.
3. That car is a lemon.
4. I dig Elton John's music.
5. She walked out on me.
6. The echoes of my mind.
7. They're stoned.
8. This is not etched in stone.

Exercise 5. *Comment of the following schemes.*



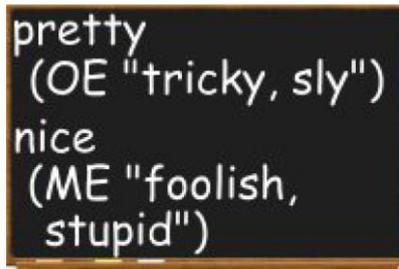
1. *Define the narrowing and the widening of meaning in the following lines:*

- a) *marathon* 'a long running race of about 42 kilometres' vs. *marathon* 'an activity or a piece of work that lasts a long time and requires a lot of effort and patience'
- b) *hund* 'a dog' (OE) vs. *hound* 'a dog used for hunting'



2. *Define the pejoration and the elevation of meaning in the following lines:*

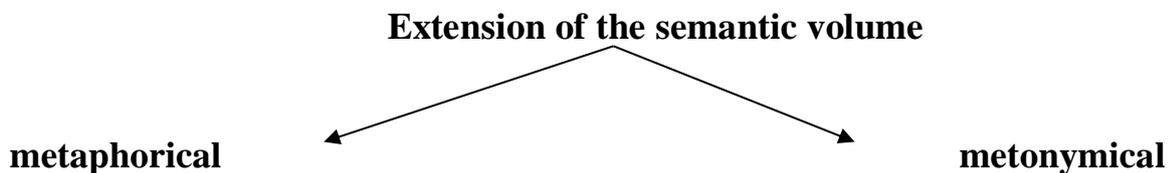
- a) *crafty* 'skilful' (OE) vs. *crafty* 'a dishonest action'
- b) *wicked* 'morally bad' vs. *wicked* 'very good' (slang)



Examples of words that have undergone amelioration since their first appearance in [Old English](#) (OE) and [Middle English](#)(ME).



In recent years, as Kate Burridge points out, the word attitude (as in "He's got an attitude") has undergone pejoration. The "negative sense," she says, "has now become overwhelming" (Gift of the Gob, 2011). (Paul Bradbury/Getty Images)



3. Define the proper extension of the semantic volume in the following lines:

- a) Does anyone have a watch with a second *hand*?
- b) How many extra *hands* will we need to help with the harvest?

Exercise 6. Match the definitions. Learn them.

1. **Narrowing of meaning**
2. **Widening of meaning**
3. **Pejoration of meaning**
4. **Elevation of meaning**
5. **A metaphoric extension**

6. A metonymic extension

- a) occurs when a word acquires a new meaning on the basis of contiguity between certain things.
- b) consists in moving to a more favourable connotation.
- c) is the process of change of meaning in which a word in the course of time begins to have fewer referents than it used to have.
- d) a word extends its use and begins to include a wider scope of the new notions.
- e) based on the similarity of the objects compared.
- f) is the process of moving to a less favourable connotation.

Exercise 7. Identify the Type of Semantic Change. Label each word as showing narrowing, broadening, pejoration or amelioration:

1. "Girl" (originally meant young person of either gender) – *Narrowing*
2. "Knight" (from servant to noble warrior) – *Amelioration*
3. "Silly" (from 'happy/innocent' to 'stupid') – *Pejoration*

1. Meat

Original meaning: any kind of food

Current meaning: animal flesh used for food

Type: _____

2. Nice

Original meaning: ignorant, foolish (Middle English)

Current meaning: pleasant, agreeable

Type: _____

3. Hound

Original meaning: any dog

Current meaning: a dog used for hunting

Type: _____

4. Crafty

Original meaning: skillful, clever

Current meaning: deceitful, sly

Type: _____

5. **Marshal**

Original meaning: a stable keeper or horse servant

Current meaning: a high-ranking military or law officer

→ Type: _____

6. **Awful**

Original meaning: inspiring awe or reverence

Current meaning: very bad, terrible

Type: _____

7. **Spinster**

Original meaning: a woman who spins thread

Current meaning: an unmarried, usually older woman (often negative)

Type: _____

8. **Fond**

Original meaning: foolish or silly

Current meaning: loving, affectionate

Type: _____

9. **Aggressive**

Original meaning: approaching, moving toward

Current meaning: hostile or belligerent

Type: _____

10. **Villain**

Original meaning: a farm worker or servant

Current meaning: an evil or criminal person

Type: _____

Exercise 8. Look at each pair of sentences that contains the same word. In each case identify the primary (literal) meaning of the word, then identify the contextual (figurative or extended) sense used in the sentence.

Example: word ‘head’

- *She is the head of the department.*
- *He bumped his head.*

Answer:

- **Metaphorical meaning** (leader)
- **Literal meaning** (body part)

1. Word ‘foot’

- a) He injured his foot while playing football.
- b) We camped at the foot of the mountain.

2. Word ‘eye’

- a) She has a sharp eye for detail.
- b) He has something in his eye.

3. Word ‘hand’

- a) Please give me a hand with these boxes.
- b) He cut his hand while cooking.

4. Word ‘heart’

- a) He has a good heart.
- b) Her heart was beating fast.

5. Word ‘arm’

- a) The company is opening a new research arm in Europe.
- b) He broke his arm in an accident.

Exercise 9: Polysemy vs. Homonymy Discrimination Task

Read the word pairs. Decide if the meanings represent polysemy (same origin, related meanings) or homonymy (different origin, unrelated meanings). Give reasons.

Models:

1. Bat (flying animal / sports equipment) → **Homonymy**

Reason: Unrelated meanings, different origins.

2. Foot (body part / foot of a mountain) → **Polysemy**

Reason: Related by position or shape; one is metaphorically extended.

Now You Try:

3. **Mouth** (of a person / of a river) → _____
4. **Light** (not heavy / brightness) → _____
5. **Head** (body part / leader of a team) → _____
6. **Can** (metal container / ability) → _____
7. **Watch** (to observe / a timepiece) → _____
8. **Seal** (animal / official stamp) → _____
9. **Well** (healthy / water source) → _____
10. **Bark** (of a tree / dog sound) → _____
11. **Bank** (river side / financial institution) → _____
12. **Ring** (circular band / sound a bell makes) → _____

Exercise 10: Contextual Analysis of Polysemous Words

Read the passage. Identify at least one polysemous word. Define its primary and contextual (extended or figurative) meanings.

Model:

Text: "She opened the **window** on her laptop while glancing out the **window** into the street."

→ **Window**

- Primary: An opening in a wall (literal)
- Contextual: Interface on a computer screen (figurative)

Now You Try:

1. He's looking for a **position** in the company, but his yoga **position** was impressive too.
2. When he **broke** the news to her, she **broke** into tears.
3. The **pitch** of her voice was high, but the football **pitch** was empty.

4. This **issue** of the magazine focuses on climate change. The **issue** has sparked heated debate.
5. The **key** to success is effort; don't forget your room **key**!

Exercise 11: Mapping Metaphorical Domains

Match the metaphor to its source domain (physical, psychological, or social).

Add more examples of your own.

Model Table:

Metaphorical Expression	Source Domain
She's carrying emotional baggage	Physical
He climbed the corporate ladder	Social
Time is running out	
Her ideas are bright	
He gave her a warm welcome	
She's fighting for her rights	
That's a sharp observation	
Their relationship is rocky	
His plans collapsed under pressure	
He has a clear vision for the future	

Exercise 12: Dictionary vs. Contextual Meaning

Each word below has several meanings. In different sentences, these meanings may appear. Pick two distinct meanings (one literal, one figurative) and use or analyze them in context.

Model Word: charge

- **Literal:** The phone needs to **charge**.
- **Figurative:** He was **charged** with the responsibility of organizing the event.

Words to Analyze:

Break, run, point, view, catch, right, face, note, rock, paper

Questions for self-correction

1. Define the term 'figurative language'. Name its main types.
2. What is the difference between metaphor and simile?
3. Dwell on the semantic structure of a word.
4. What are the two main directions in the change of meaning? Give examples.
5. Draw the dividing line between metaphorical and metonymical types of extension of the semantic volume of a word.
6. What kind of change is called pejoration of meaning?
7. What is the key difference between polysemy and homonymy? Provide an example of each.
8. Why is it important to distinguish between literal and contextual meanings of a word?
9. How can a single word develop multiple related meanings over time? Name a mechanism.
10. What types of associations are involved in metaphor and metonymy? Name examples from physical, social, or psychological domains.
11. How can dictionary definitions help in identifying the systemic meanings of polysemous words? How should they be interpreted in context?
12. Give an example of a polysemous word and explain its use in two completely different contexts. Identify the meanings.
13. What kind of metaphorical domain is involved in expressions like "warm personality" or "cold response"? What is the source domain?
14. How can figurative extensions affect the teaching of vocabulary to ESL learners? Suggest a strategy to teach a word like "run" or "break".
15. In your own words, explain the relationship between semantic change and cultural or social factors. Give an example.
16. What is the difference between contextual polysemy and metaphorical extension? Illustrate with a sentence example.

Test №7

1. The meaning is *figurative* when
 - a) the word names the thing without the help of context;
 - b) it is old-fashioned;
 - c) the thing named with a more imaginative meaning in order to create a special effect.

2. '*Broken heart*', '*The light of my life*', '*It's raining men*' are examples of
 - a) simile;
 - b) metonymy;
 - c) metaphor.

3. "*The Yankees have been throwing the ball really well, and they have been hitting better than they have been in the past few seasons*" is the example of
 - a) simile;
 - b) metonymy;
 - c) metaphor.

4. "*Life is like a box of chocolates, you never know what you're going to get*" is an example of
 - a) simile;
 - b) metonymy;
 - c) metaphor.

5. The word '**solution**' in these sentences 1. '*Work out the solution in your head*'. 2. '*Heat the solution to 75° Celsius*' is an example of
 - a) metonymy;
 - b) polysemy;
 - c) metaphor.

6. The word *silly* ‘stupid’ ← *sely* ‘fortunate’ (OE) is an example of

- a) pejoration;
- b) elevation;
- c) widening.

7. The word *nice* ‘kind’ ← *nice* ‘absurd’ (ME) is an example of

- a) pejoration;
- b) elevation;
- c) widening.

8. Which of the following pairs illustrates homonymy, not polysemy?

- a) *Mouth* (of a person / of a river)
- b) *Bark* (of a dog / of a tree)
- c) *Foot* (of a person / of a mountain)
- d) *Head* (body part / leader)

9. Which sentence demonstrates a metonymic extension of meaning?

- a) He has a cold heart.
- b) The White House issued a statement.
- c) She’s a rock in tough times.
- d) I have butterflies in my stomach.

10. In the sentence “She has a sharp eye for design,” the word *eye* is used...

- a) in its literal meaning
- b) in its systemic dictionary meaning
- c) in its contextual (figurative) meaning

SEMINAR 8

THEME: SEMANTIC ANALYSIS OF THE ENGLISH VOCABULARY: SYNONYMY, ANTONYMY, HOMONYMY

Seminar Outline

1. **Synonymy in English**

- 1.1. Definition and criteria of synonymy
- 1.2. Types of synonyms: absolute, contextual, stylistic, ideographic
- 1.3. Denotational and connotational differences
- 1.4. Synonymic dominant and its role
- 1.5. Euphemisms and taboo words

2. **Antonymy in English**

- 2.1. Definition and classification of antonyms (gradable, complementary, relational)
- 2.2. Problems of antonymy: asymmetry, context-dependence
- 2.3. Antonymous parts of speech (adjectives, verbs, nouns, adverbs, prepositions)

3. **Homonymy in English**

- 3.1. Definition and characteristics of homonyms
- 3.2. Classification: homophones, homographs, full homonyms
- 3.3. Sources of homonymy (phonetic convergence, borrowing, etc.)
- 3.4. Homonymy vs. polysemy: distinctions and borderline cases

4. **Paronymy and Confusable Words**

- 4.1. Definition and types of paronyms
- 4.2. Common confusables and their use in ESL context

Key Terms: synonym, synonymy, synonymic dominant, euphemism, taboo, antonym, antonymy, gradable antonym, complementary antonym, relational antonym, homonym, homograph, homophone, polysemy, paronym, confusable words, denotational and connotational meaning.

Topics for Scientific Research and Presentations

1. Synonymy in Modern English: Semantic Features and Challenges of Classification
2. Euphemisms and Taboo Language: Sociolinguistic and Lexicological Aspects

3. Problems of Polysemy and Homonymy in English Lexicography
4. Homonymy in English: Classification, Sources, and Pedagogical Challenges
5. Antonymy in the English Lexicon: A Functional and Structural Approach
6. The Role of Synonymic Dominants in ESL Vocabulary Teaching
7. Paronymy in English: A Source of Lexical Confusion for Non-Native Speakers
8. Contrastive Analysis of Antonyms and Synonyms in English and Ukrainian
9. The Function of Lexical Opposition in Expressive Stylistics
10. Figurative Substitution and Semantic Nuance in Euphemistic Language

Learning Outcomes

By the end of the seminar, students will be able to:

1. **Define and distinguish** between polysemy, homonymy, and paronymy, providing appropriate definitions and examples of each.
2. **Analyse** lexical items to determine whether a pair of meanings represents polysemy or homonymy, using etymological or semantic justification.
3. **Identify** commonly confused paronyms in English and explain their differences in meaning, usage, and grammatical behaviour.
4. **Apply** knowledge of paronyms, homonyms, and polysemes in context by completing gap-fill tasks, matching exercises, and semantic classification.
5. **Develop awareness** of lexical ambiguity in communication and its implications for language learning and teaching.
6. **Use appropriate terminology** related to lexical semantics when discussing word meaning in oral and written form.

RECOMMENDED LITERATURE

A. Compulsory Reading

1. Кравець О.Б. Лексикологія англійської мови. Дрогобич, 2008. 212 с.
2. Ніколенко А.Г. Лексикологія англійської мови – теорія і практика. Вінниця: Нова книга, 2007. 528с.

3. Soloshenko O.D., Zavhorodnyev, Y. Lecture Notes on English Lexicology. – Lviv, 1998. 225 c.

B. Optional Reading

1. Jackson, H., & Amvela, E. Z. (2000). *Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology*. Continuum.
2. Kempson R. *Semantic Theory*. Cambridge Univ. Press, 1979.
3. Lyons J. *Linguistic Semantics: An Introduction*. Cambridge: Cambridge Univ. Press, 1995.
4. Macmillan English Dictionary for Advanced Learners: International Students Edition. Macmillan Publishers Ltd., 2002. MED.
5. Murphy, M. L. (2010). *Lexical Meaning*. Cambridge University Press.

Exercise 1. *Using a dictionary state the main semantic differences between the members of the following synonymic groups. Say, whether these differences lie within the denotational or connotational components of meaning.*

Gather, collect, assemble, congregate; discuss, argue, debate, dispute; help, aid, assist; employ, hire; mend, repair, patch, rebuild; occupation, calling, vocation, business; position, place, situation, post.

Exercise 2. *In the following word combinations substitute the italicised word with a synonym.*

1. *Brisk* pace, *celebrated* painter, *changeable* weather, *improper* story, *inconstant* lover, *juicy* fruit, *succinct* answer.
2. *Convene* the delegates, *decide* the question, *describe* the beauty of the scene, *mislead* the teacher, *muster* all the men, *hasten* them along.
3. Too *delicate* for the job; *lively* for his years.

Exercise 3. *Arrange the following ideographic synonyms according to the degree of intensity.*

- a) Affliction, despair, sadness;
- b) Excuse, forgive, pardon;
- c) Delight, happiness, pleasure;
- d) Decay, fade, wither;
- e) Annoy, irritate, vex;
- f) Desire, long, wish.

Exercise 4: Types of Synonymy. Match the following synonym groups to their appropriate type:

Absolute (identical in meaning and usage)

Contextual (interchangeable only in certain situations)

Stylistic (differ in formality, emotion, or register)

Ideographic (differ in shades or degree of meaning)

Model: Synonym Group: *child – kid – youngster*

Answer: Stylistic (different registers: neutral, informal, slightly literary)

Synonym Group	Type
buy – purchase	_____
big – large – huge – immense	_____
freedom – liberty	_____
insane – crazy – mentally ill	_____
leave – abandon	_____
ask – demand – request	_____
begin – start – commence	_____
job – occupation – calling	_____
to die – to pass away – to kick the bucket	_____
end – finish – complete	_____
thin – slim – skinny – slender	_____

Synonym Group	Type
smart – clever – intelligent – brainy	_____
see – notice – observe	_____
error – mistake – blunder – oversight	_____
house – home – dwelling – residence	_____

Exercise 5. *Comment on the phenomenon of synonymy and synonymic dominant. In the following groups of synonyms find the synonymic dominant. Give your reasons for the choice.*

- a) Common, customary, frequent, habitual, ordinary, usual, vulgar.
- b) Able, capable, clever, competent, fitted, powerful, qualified, skilful, vigorous.
- c) Accept, admit, agree, approve, consent.
- d) Dividend, division, part, portion, quantity, share.
- e) Strange, quaint, odd, queer.
- f) To saunter, to stroll, to wander, to walk, to roam.

Exercise 6: Euphemisms in Context. Read each sentence. Identify the euphemism and match it to its more direct or literal equivalent.

Model:

Sentence: *He passed away last night.*

Euphemism: *passed away.* **Direct Equivalent:** *died.*

Sentence	Euphemism	Direct Equivalent
1. She's between jobs at the moment.	_____	_____
2. The company downsized last year.	_____	_____
3. He was let go after the audit.	_____	_____
4. She's a bit vertically	_____	_____

Sentence	Euphemism	Direct Equivalent
challenged.		
5. He's in his golden years.		
6. The soldiers engaged the target.		
7. The school has special children programs.		
8. The area is economically disadvantaged.		
9. The janitor is now called a facilities engineer.		
10. They were having a domestic dispute.		

Exercise 7. What is the semantic relationship between (or among) the following words? If it is antonymy, specify the type of antonymy.

1. couch : sofa
2. vehicle : car, truck, bicycle
3. awake : asleep
4. take : grasp, carry, go (a specific way)
5. stop : go
6. I'll stand (be on my feet) : (resist) here.
7. strong : weak
8. do : undo
9. (He took the) lead /led/ : lead /li...d/.
10. fast : slow

11. mammal : dog, cat, pig, cow
12. alive : dead
13. get : obtain, become, buy.
14. beginning : debut
15. crown : king or queen
16. I saw the spring (season) : (metal coil)

Exercise 8. Examine the words underlined and numbered in the text below. Then answer the questions that follow.

The 92-year-old, petite, well-poised and proud lady, who is fully *dressed* (1) each morning by *eight* (2) o'clock, with her hair fashionably coifed and makeup *perfectly* (3) applied, even though she is *legally* (4) blind, moved to a nursing home today. Her husband of 70 years *recently* (5) *passed* (6) away, making the move *necessary* (7). *After* (8) *many* (9) hours of waiting *patiently* (10) in the lobby of the nursing home, she smiled sweetly when told her room was *ready* (11).

As she manoeuvred her walker *to* (12) the *elevator* (13), I provided a visual description of her *tiny* (14) room, including the eyelet sheets that had been hung on her window. "I *love* (15) it," she *stated* (16) with the *enthusiasm* (17) of an eight-year-old having *just* (18) been presented with a new *puppy* (19).

1. Give an antonym of this word.
2. Give a homophone of this word.
3. Give an antonym of this word.
4. Give an antonym of this word.
5. Give an antonym of this word.
6. Give a homophone of this word.
7. Give an antonym of this word.
8. Give an antonym of this word.
9. Give an antonym of this word.
10. Give an antonym of this word.
11. Give an antonym of this word.

12. Give a homophone of this word.

13. What semantic relationship is there between this word and the word **lift**?

14. What semantic relationship is there between this word and the expression **huge**?

15. Give an antonym of this word.

16. Give a synonym of this word.

17. Give a synonym of this word.

18. What semantic relationship is there between this word and the word just in the following sentence? John is a just person.

19. What semantic relationship is there between this word and the word **dog**?

Exercise 9: Types of Antonyms. Read each antonym pair below and decide whether it is:

- **Gradable** – a pair of opposites on a **scale or continuum** (e.g., hot–cold, where you can say *warmer*, *less hot*, etc.). Vary in degree; often use comparatives (*more*, *less*).
- **Complementary** – a pair of **mutually exclusive** opposites; if one is true, the other must be false (e.g., dead–alive). Cannot be both true at once; absolute opposites.
- **Relational** – a pair that expresses a **relationship** from opposite perspectives (e.g., teacher–student, buy–sell). Describe two roles or perspectives in the same relation.

Antonym Pair	Type
1. alive – dead	Complementary
2. teacher – student	
3. big – small	
4. win – lose	
5. true – false	
6. hot – cold	
7. parent – child	
8. empty – full	
9. married – single	
10. give – receive	

Exercise 10. Consider the terms.

Polysemy refers to a single word having multiple meanings, like *wood* 1. a piece of a tree; 2. a geographical area with many trees.

Homonymy refers to two unrelated words that happen to sound the same but different spellings, like *bear* and *bare*, *steak* and *stake*.

A. Think whether the cases of homonymy or polysemy there are in the example sentences below.

1. a. Sarah climbed **down** the ladder.
b. Sarah bought a **down** blanket.
2. a. The **newspaper** got wet in the rain.
b. The **newspaper** fired some of its editing staff.
3. a. My dog would always **bark** at mailmen.
b. The tree's **bark** was a rusty brown.
4. a. John was a **good** man. He donated a lot of money to charity.
b. Bill was a **good** painter. His drawings always were exciting to look at.

B. Decide whether the following words are examples of homonymy or polysemy:

- a) **punch** (a blow with the fist vs. an iced mixed drink usually containing alcohol)
- b) **file** (a set of related records kept together vs. a steel hand tool with small sharp teeth)
- c) **purse** (a small bag for carrying money vs. a sum of money offered as a prize)
- d) **steel** (an alloy of iron with small amount of carbon vs. to get ready for something difficult or unpleasant)
- e) **fan** (a device for creating a current of air by movement of a surface vs. an ardent follower or admirer)
- f) **tail** (the posterior part of the body of a vertebrate vs. a spy employed to follow someone and report their movements)
- g) **date** (sweet edible fruit of the date palm vs. a meeting arranged in advance)
- h) **blind** (unable to see vs. a protective covering that keeps things out or hinders sight)

i) tie (a neckwear consisting of a long narrow piece of material tied in knot at the front vs. to fasten or secure with a rope, string, or cord)

j) graze (feed as in a meadow or pasture vs. break the skin by scraping)

Exercise 11: Identify and Classify Homonyms. Translate the following sentences into Ukrainian. Identify the **homonyms** in each pair of sentences. Define the **type of homonymy**:

Homographs – same spelling, different pronunciation and meaning

Homophones – same pronunciation, different spelling and meaning

Full homonyms – same spelling and pronunciation, different meaning

1. The **bass** player in the band has a deep voice.
I caught a **bass** in the lake that weighed two kilos.
2. Please **close** the window, it's getting cold.
Their new house is very **close** to the school.
3. He stood at the river **bank** and watched the ducks.
She deposited her paycheck at the **bank**.
4. The tourists took the morning **train** to Oxford.
You can **train** your dog to respond to commands.
5. They had a long **row** over who would do the dishes.
We sat in the front **row** at the theatre.
6. I need a **nail** to hang the picture.
He hit his **nail** while hammering and it hurt badly.
7. We saw the plane **descent** toward the runway.
He is of royal **descent** on his mother's side.
8. The farmer will **till** the soil before planting.
She waited at the bar **till** her friend arrived.
9. The guard must **watch** the gate all night.
He looked at his **watch** to check the time.
10. The trees **bark** when the wind is strong.
Their dog started to **bark** at the delivery man.

Exercise 12. Classify the homonyms.

1. a) He should give the ball in your honour as the bride.
b) The boy was playing with a ball.
2. a) He wished he could explain about his left ear.
b) He left the sentence unfinished.
3. a) Crockett's voice rose for the first time.
b) I'll send you roses, one rose for each year of your life.
4. a) He was bound to keep the peace for six months.
b) You should bound your desires by reason.
5. a) The pain was almost more than he could bear.
b) Catch the bear before you sell his skin.

Exercise 13. Solve Homophone Puzzles.

Homophones are words that have the same sound but different spellings and meanings. **Homo** means same and **phone** means sound. For example, **hear** and **here**.

Can you write one homophone for each word below?

1. nose; 2. its; 3. mail; 4. buy; 5. meet; 6. dear; 7. four; 8. red; 9. new; 10. aunt; 11. hi; 12. in; 13. peace; 14. hire; 15. night; 16. plain; 17. pair; 18. pour; 19. oar; 20. heal.

Exercise 14. Read the following jokes and say what linguistic phenomenon they are based on.

A Scotchman was going on an excursion to New York. He handed the agent a ten-dollar bill as the agent called "Change at Jersey City". "No jokes now – I want my change right away," said the frightened Scotchman.



She: Now that we're engaged, dear, you'll give me a ring, won't you?

He: Yes, dear, certainly. What's your telephone number?



"When rain falls, does it ever get up again?" "Yes, in dew time!"



"What's the difference between soldiers and girls?" "The soldier faces powder. Girls powder faces".

Exercise 15. For each pair, decide if the two meanings come from **polysemy** (one word with multiple related meanings) or **homonymy** (two unrelated words that share spelling/pronunciation). Justify your answer briefly.

Model:

1. "Book" (noun: a text) / "book" (verb: to reserve)

→ Polysemy

Justification: Both meanings are related — the verb "to book" originally meant to record information in a book or ledger, so the meanings are connected historically and semantically.

2. "Watch" (timepiece) / "watch" (to observe)

→ Polysemy

Justification: These meanings are related because a watch is named for its function—to observe or keep watch on time.

3. "Pen" (writing instrument) / "pen" (animal enclosure)

→ Homonymy

Justification: These words have completely different origins and meanings; the connection is coincidental, so they are homonyms.

4. "Can" (container) / "can" (to be able to)

→ Homonymy

Justification: The noun "can" and the modal verb "can" come from different roots and have unrelated meanings, so they are homonyms.

1. "Mouth" (of a river) / "mouth" (part of the body)

2. "Bat" (flying mammal) / "bat" (sports equipment)

3. "Bank" (financial institution) / "bank" (side of a river)

4. "Ring" (a circular band) / "ring" (the sound a bell makes)

5. "Foot" (of a person) / "foot" (of a mountain)

6. "Light" (not heavy) / "light" (illumination)

7. "Run" (to move quickly on foot) / "run" (a run in stockings)
8. "Head" (body part) / "head" (leader)
9. "Leaves" (parts of a plant) / "leaves" (goes away)
10. "Right" (correct) / "right" (direction)

Exercise 16. Fill in the blanks with a suitable paronym.

Campaign or company

1. The election, ... in England lasts about a month.
2. It was Napoleon's last....
3. When ... stays too long, treat them like members of the family and they'll soon leave.
4. Misery loves... .
5. Come along for... .
6. Two are..., three are none.
7. The film ... merged.
8. Don't talk about your diseases in

Pair 1: economic / economical

1. The country is going through a serious _____ crisis.
2. She's very _____ — she never wastes money on unnecessary items.

Pair 2: historic / historical

3. We visited a _____ battlefield during our trip to Normandy.
4. The signing of the peace treaty was a _____ moment for the nation.

Pair 3: classic / classical

5. He prefers _____ music to modern pop.
6. That film is a _____ example of 1950s science fiction.

Pair 4: effective / efficient

7. She's an _____ manager who gets things done on time.
8. The new medicine proved highly _____ in reducing fever.

Pair 5: principal / principle

9. The _____ of our school gave a speech at the graduation ceremony.
10. He's a man of strong moral _____ who won't compromise easily.

Pair 6: industrial / industrious

11. Ukraine is one of the most _____ regions in Eastern Europe.
12. She is an _____ student who always finishes her work ahead of time.

Pair 7: personal / personnel

13. Please do not leave your _____ belongings unattended.

14. The company's _____ department is responsible for hiring and training staff.

Pair 8: respectable / respectful

15. He comes from a very _____ family.

16. You should always be _____ to your teachers and classmates.

Pair 9: continual / continuous

17. The printer made a _____ humming noise all day.

18. The road has been under _____ repair for several months.

Pair 10: official / officious

19. The _____ statement from the embassy denied any wrongdoing.

20. He annoyed everyone with his _____ attitude, always trying to take control.

Questions for self-correction

1. What are homonyms? Find examples of homonyms in your dictionary.
2. What is the traditional classification of homonyms?
3. What is the difference between homographs and homophones?
4. Dwell upon Polysemy. Is it always clear whether the two words are polysemes or homonyms?
5. What are the main criteria of synonymy?
6. What is the dominant synonym?
7. What words are termed "antonyms"?
8. List antonymous verbs, nouns, adjectives, adverbs, prepositions.

Test 8

1. *Polysemy is*

- a) the existence of several meanings in a single word;
- b) the fact of having only a single meaning;
- c) the existence of words used to substitute some unpleasant or offensive words.

2. *Synonym is a word*

- a) with the opposite meaning of another;

- b) that means exactly or nearly the same as another word or phrase;
- c) that shares the same pronunciation but has different meaning, whether spelled the same or not.

3. *In the following groups of synonyms find the synonymic dominant:*

- a) Attractive, Pretty, Lovely, Beautiful, Stunning;
- b) Diligent, Hardworking, Determined, Industrious, Enterprising;
- c) Affluent, Wealthy, Well-off, Rich, Well-to-do.

4. *Find the synonym for the following*

funny, happy, honest, intelligent, positive, old, important, answer, begin, big.

5. *Homonym is a word*

- a) with the opposite meaning of another;
- b) that means exactly or nearly the same as another word or phrase;
- c) that shares the same pronunciation but has different meanings, whether spelled the same or not.

6. *Find the homonyms in the following extracts. Classify them into homonyms proper, homographs and homophones:*

- a) "Mine is a long and a sad tale!" said the Mouse, turning to Alice, and sighing. "It is a long tail, certainly," said Alice, looking down with wonder at the Mouse's tail; "but why do you call it sad?"
- b) Our Institute football team got a challenge to a match from the University team and we accepted it. Somebody struck a match so that we could see each other.
- c) My seat was in the middle of a row. He had a row with his son.

7. *Paronyms are words*

- a) that are alike in form, but different in meaning and usage;
- b) that are identical in some of their grammatical forms;
- c) that are different in sound and in meaning but accidentally identical in spelling.

8. *State paronyms in the following lines. Translate their meaning.*

- a) My mom must accept that my brother likes all vegetables except for turnips.
- b) All three teams adopted different approaches to the problem. Adapt our native cuisine to the available food resources of the new country.

c) What effect did the loss have on the team? The weather conditions will affect the number of people who come to the county fair this year.

9. *Antonym is a word*

- a) with the opposite meaning of another;
- b) that means exactly or nearly the same as another word or phrase;
- c) that shares the same pronunciation but has different meanings, whether spelled the same or not.

10. *Find the antonym for the following*

tiny, empty, warm, soft, quiet, humid, simple, interesting, large, old-fashioned.

11. Homonyms are the words that are ...

- a) have the same meanings but differ in spelling or pronunciation;
- b) pronounced or spelled the same way but have different meanings;
- c) expressed by different sound forms.

12. A synonym is a word or phrase that ...

- a) have the same meanings but differ in spelling or pronunciation;
- b) means exactly or nearly the same as another word or phrase;
- c) both variants are correct.

SEMINAR 9

THEME: PHRASEOLOGY

Seminar Outline

1. Definition of Phraseological Unit
 - 1.1. Essential features: reproducibility, idiomaticity, stability
 - 1.2. Free combinations vs. phraseological units
2. Main Criteria of Phraseological Units
 - 2.1. Semantic (idiomatic meaning)
 - 2.2. Structural (stability)
 - 2.3. Functional (ready-made expressions in speech)
3. Classifications of Phraseological Units
 - 3.1. Vinogradov's Classification: fusions, unities, collocations
 - 3.2. Smirnitsky's Structural Classification
 - 3.3. Functional-stylistic approaches
4. Structural and Semantic Groupings
 - 4.1. Structural: verbal, nominal, adjectival, adverbial, interjectional
 - 4.2. Semantic: transparent vs. non-transparent meaning
5. Phraseological Fusion, Unity, and Collocation
 - 5.1. Degrees of motivation and semantic transparency
6. Phraseological Unit vs. Free Word Combination
 - 6.1. Diagnostic tests: substitution, permutation, decomposition
7. Types of Set Expressions
 - 7.1. Proverbs, sayings, quotations, clichés, winged expressions

Key Terms: phraseological unit, idiom, idiomaticity, reproducibility, collocation, fusion, unity, Vinogradov classification, structural classification, semantic transparency, free combination, proverb, cliché, fixed expression.

Themes for a scientific presentation:

1. The problem of definition of phraseological word combination.
2. Polysemy and Synonymy of Phraseological Units.

Learning Outcomes

By the end of this seminar, students will be able to:

- Define and distinguish phraseological units from free word combinations.
- Explain the key features of phraseological units.
- Apply various classifications of phraseological units (Vinogradov, Smirnitsky, structural/semantic).
- Recognize types of phraseological units in context.
- Translate and analyse English idioms, proverbs, and clichés.
- Evaluate phraseological equivalence between English and Ukrainian.

RECOMMENDED LITERATURE

A. Compulsory Reading

1. Nikolenko A. G. *English Lexicology: Theory and Practice*. Vinnytsya: Nova Knyha, 2007. 527 p.
2. **Dobrovol'skij, D., & Piirainen, E.** (2009). *Figurative Language: Cross-Cultural and Cross-Linguistic Perspectives*. Elsevier.
3. **Moon, R.** (1998). *Fixed Expressions and Idioms in English: A Corpus-Based Approach*. Oxford University Press.
4. Cowie A.P. *Phraseology: Theory, Analysis, and applications*. Clarendon Press, 1998. 258 p.

B. Optional Reading

1. Aberson Toni. *It's A Breeze: 42 Lively English Lessons on American Idioms*. Chimayo Press, 2013. 168 p. ISBN 978-0-9847985-1-3, e-ISBN 978-0-9847985-2-0.
2. Broukal Milada. *Idioms for everyday Use*. McGraw-Hill ESL/ELT, 2001. 112 p.
3. **Mieder, W.** (2004). *Proverbs: A Handbook*. Greenwood Press.

PRACTICE ASSIGNMENTS

Definitions of Principal Concepts.

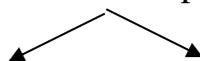
Phraseological unit is a non-motivated word-group that cannot be freely made up in speech but is reproduced as a ready made unit.

Reproducibility is regular use of phraseological units in speech as single unchangeable collocations.

Idiomacity is the quality of phraseological unit, when the meaning of the whole is not deducible from the sum of the meanings of the parts.

Stability of a phraseological unit implies that it exists as a ready-made linguistic unit which does not allow of any variability of its lexical components or grammatical structure.

The essential features of phraseological units are



lack of semantic motivation
stability.

lexical and grammatical

Exercise 1. *Explain the meaning of the following combinations of words: a) as free word combinations and b) as phraseological units.*

Be on firm ground, best man, the bird has flown, black ball, blow one's own trumpet (horn), break the ice, burn one's fingers, first night, keep one's head above water, meet smb. half-way, show smb. the door, run straight, touch bottom, throw dust in one's eyes, throw fat in the fire.

Exercise 2. *State which of the phraseological units are a) fusions b) unities c) collocations (combinations).*

Bark up the wrong tree, air one's views, turn a blind eye to smth., to hit below the bolt, to lower one's colours, to make a mistake, once in a blue moon, to make haste, sharp words, to stick to one's guns, to know the way the wind is blowing, small talk, take the bull by the horns, pull smb's leg, cat's paw, lady's man, by heart, green room.

A proverb is a short familiar epigrammatic saying expressing popular wisdom, a truth or a moral lesson in a concise and imaginative way. E. g. *the last straw breaks the camel's back; a drowning man will clutch at a straw, to lock the stable door when the steed is stolen.*

As to **familiar quotations**, they are different from proverbs in their origin. They come from literature but by and by they become part of the language, so that many people using them do not even know that they are quoting, and very few could accurately name the play or passage on which they are drawing even when they are aware of using a quotation from W. Shakespeare. Very many come from "Hamlet", for example: *Something is rotten in the state of Denmark; Brevity is the soul of wit; The rest is silence; Thus conscience does make cowards of us all; There are more things in heaven and earth, Horatio*

Cliché is used to denote such phrases as have become hackneyed and stale. Being constantly and mechanically repeated they have lost their original expressiveness: *the acid test, ample opportunities, astronomical figures, the arms of Morpheus, to break the ice, the irony of fate, etc.*

Exercise 3. Identify and underline the **phraseological unit** in each sentence. Translate the phraseological unit into **Ukrainian**. Compare it with a **similar free word-group** (literal or transparent expression). Comment on the **difference in meaning, fixity, or usage**.

Model Answer

Sentence: I didn't mean to **add fuel to the fire**, but my comment made the situation worse.

- **Phraseological Unit:** add fuel to the fire
- **Ukrainian Equivalent:** підливати олії у вогонь

- **Free Word-Group Equivalent:** make the problem worse / say something inappropriate
- **Comment:** The idiom is figurative and fixed in structure; its meaning cannot be derived from the literal words. The free word-group is transparent and variable in structure.

1. I didn't mean to add fuel to the fire, but my comment made the situation worse.
2. When she heard the result, she burst into tears without saying a word.
3. I think we should play it by ear instead of planning every step.
4. You can trust Mark—he always calls a spade a spade.
5. After the scandal, the minister tried to save face by resigning early.
6. I was hoping to keep it quiet, but Tom spilled the beans during lunch.
7. We hit the road at sunrise to avoid heavy traffic.
8. At first, I thought she was joking, but then her smile froze on her lips.
9. The new manager promised to get to the bottom of the accounting mess.
10. Even after everything went wrong, Alex kept a stiff upper lip.

Exercise 4. Phraseological Unit or Free Word-Group? Read each sentence. Decide whether the underlined word-combination is a phraseological unit (PU) or a free word-group (FWG).

1. She tried not to **lose her temper** during the interview.
2. You can **lose your way** easily in this part of the forest.
3. **Take your time**, there's no rush.
4. I asked him to **take the books** back to the library.
5. The cat jumped off the shelf and **landed on its feet**.
6. After months of planning, they finally **put their plan into action**.
7. He **broke the ice** by telling a joke at the start of the meeting.
8. Please **break the glass** carefully when removing it.
9. She looked at him as if **butter wouldn't melt in her mouth**.
10. Keep your passport safe and **keep an eye on** your bag.

11. He tried to **stretch the truth** a little to make his story more impressive.
12. The children decided to **make up a game** while waiting.
13. He promised to **stick to his guns** despite the criticism.
14. The cake **turned out well** even though she forgot the sugar.
15. We had to **face the music** after skipping the rehearsal.

Exercise 5. Match the combinations on the left with explanations on the right:

put through	a) at the centre of public attention
put in a good word for	b) immediately or at the place of action
on the spot	c) connect by telephone
bring up	d) tolerate, endure
have your back against the wall	e) explain or communicate clearly
in the spotlight	f) consider carefully, assess
put up with	g) recommend someone
put across	h) raise, mention a matter
weigh up	i) say something irrelevant
get away from the point	j) be in a difficult situation

Exercise 6. Match Set Expressions to Definitions. Below are 25 **definitions of idiomatic/set expressions**. Match each definition with the correct **idiom from the list**. Translate the idiom into **Ukrainian** and, if needed, give a **short explanation**.

Idioms to Choose From:

1. bite your tongue
2. jump the line
3. follow in someone's shadow
4. take to your heels
5. carry the weight
6. be on the same page

7. blurt it out
8. pick the wrong target
9. pass the torch
10. pick up the tab
11. turn a blind eye
12. put the pieces together
13. lend a hand
14. walk away from something
15. make up your mind
16. keep your cool
17. lose your voice in a crowd
18. beat around the edges
19. throw in the towel
20. go all in
21. mark the hours
22. know the drill
23. explode with words
24. eat from someone's hand
25. break your promise

Definitions to Match:

Definition	Idiom (write the match)
1 Express one's opinion openly, often to others' irritation.	_____
2 Direct criticism or effort to the wrong cause or person.	_____
3 Bear the main burden of a task.	_____
4 Avoid the main point; talk indirectly.	_____
5 Fail to do what you promised.	_____
6 Transfer from one owner to another.	_____

Definition	Idiom (write the match)
7 Constantly follow or chase someone.	_____
8 Get no useful result from an investigation.	_____
9 Be obedient and agreeable to someone's wishes.	_____
10 Pay all the expenses.	_____
11 Do something thoroughly, with full effort.	_____
12 Give up; surrender.	_____
13 Be nearly ready to act; strongly consider doing something.	_____
14 Accurately express or guess the reality.	_____
15 Push ahead of others waiting in line.	_____
16 Remain calm and composed in a crisis.	_____
17 Know the correct procedure through experience.	_____
18 Help or assist someone.	_____
19 Speak or react emotionally to release pressure.	_____
20 Continue activity with no real progress.	_____
21 Infer meaning from clues or evidence.	_____
22 Agree; have the same understanding or opinion.	_____
23 Run away quickly.	_____
24 Ignore something deliberately.	_____
25 Refuse responsibility or involvement any longer.	_____

Exercise 7. Find the best Ukrainian equivalents to the English proverbs.

1. Great deeds live.
2. One swallow doesn't make a summer.
3. Fortune favours the brave.
4. No wisdom like silence.

5. There is no royal road to learning.
6. We know not good is until we have lost it.
7. Easy come, easy go.
8. Always in a hurry, always behind.
9. Great talkers are little doers.
10. Sweep before your own door.

Exercise 8. Mark the English proverb that best corresponds to the Ukrainian one.

1. І півень рівний герою на своїй купі гною.
 - A. The dog that trots about finds a bone.
 - B. Every dog is a lion at home.
 - C. Don't teach the dog to bark.
 - D. As the old cock crows, so does the young.
2. Гостре словечко коле сердечко.
 - A. Many a true word is spoken in jest.
 - B. First think, than speak.
 - C. Words cut more than swords.
 - D. There is a great force in soft command.
3. Не так сталося, як гадалося.
 - A. God's mill grinds slow but sure.
 - B. The nearer the church, the farther from God.
 - C. Man proposes, God disposes.
 - D. Faith will move mountains.
4. З кожного по нитці – голому сорочка.
 - A. Great without small makes a bad wall.
 - B. Grain by grain, the hen will fill the body.
 - C. Shallow streams make most din.
 - D. A hungry belly has no ear.
5. Як дбаєш, так і маєш.
 - A. As is the workman, so is the work.

- B. A man can do no more than he can.
- C. A good workman known by his chips.
- D. What is worth doing at all is worth doing.

Exercise 9. *In the following sentences, there is an idiom in bold. Decide on the key word, then look in your dictionary to see if you are right. Suggest a non-idiomatic variant.*

1. Don't believe what he said about Trish. He was **talking through his hat**. He doesn't even know her.
2. Come here! **I've got a bone to pick with you!** Why did you tell Anne about Ken and me splitting up? I told you not to tell anyone.
3. I don't think correct spelling is terribly important, but my teacher has **a bee in his bonnet** about it. If I ever make a spelling mistake, he makes us write it out twenty times.
4. Ford Motors have a new saloon car **in the pipeline**, and it will be revealed for the first time at next year's Motor Show.
5. You have to be careful with sales people. They have the **gift of the gab**. Suddenly you can find you've bought something that you really didn't want.
6. The company has put forward many reasons why it can't offer a substantial pay rise. The reason, **in a nutshell**, is that the company is very nearly bankrupt.
7. - I met a man called Anthony Trollope.
- Mmm. The name **rings a bell**, but I can't put a face to it.
8. - Come on, John! Who is right, me or Peter?
- Don't ask me to decide. **I'm sitting on the fence**.

Exercise 10. *The following expressions can help you to describe people. Think literally and figuratively of people who*

- have head for heights –
- have got light fingers –
- are feeling under the weather –

spend money like water –

have got ants in their pants –

have good ear for music –

are in the red –

have recently been given the brush off by somebody –

easily fly off the handle –

Exercise 11. *Study the following expressions. What classification would you apply to them?*

Dutch feast

Dutch courage

Dutch wife

Dutch bargain

French window

French disease

Exercise 13. *Explain the meaning of the following clichés. Memorise them.*

- *Time will tell*: This means that ..
- *In the nick of time*: This means something ...
- *Lost track of time*: This means ...
- *Lasted an eternity*: This refers to something ..
- *A matter of time*: This refers to something that ...
- *A waste of time*: This refers to something ...
- *Rushed for time*: This means ...
- *In a jiffy*: This means something ...
- *The time of my life*: This refers to ...
- *At the speed of light*: This means something ...

Exercise 14. Classification Practice. Classify each phraseological unit below as a **fusion**, **unity**, or **collocation**.

Model Example Set:

1. **red tape – fusion**

(meaning: excessive bureaucracy; cannot be inferred from the literal meanings)

2. **make up one's mind – unity**

(meaning: decide; partially motivated, but still idiomatic)

3. **fast food – collocation**

(frequent co-occurrence; literal and transparent meaning)

Example Set:

kick the bucket, take one's time, a narrow escape, safe and sound, under one's nose, hold one's tongue, spill the beans, break the ice, black sheep, once in a blue moon, hot air, strong tea, beat around the bush, a heavy smoker, go Dutch, white elephant.

Exercise 15. Literal vs. Idiomatic Meaning. Read the expressions. Translate both their literal and idiomatic meanings.

Model: spill the beans

- Literally: розсипати боби
- Idiomatically: розповісти таємницю

let sleeping dogs lie

a fish out of water

in hot water

under the table

break the ice

hit the sack

bite the bullet

kick the bucket

cost an arm and a leg

Exercise 16. Short Answer Application. Answer the following questions in 2–3 sentences:

1. What is the main difference between a phraseological fusion and a collocation?

2. Why are proverbs considered part of phraseology?
3. How does cultural background affect idiomatic meaning?

Questions for self-correction

1. What do idioms represent?
2. What other terms are used to denote more or less the same linguistic phenomena?
3. What is phraseological stability based on?
4. How does a free phrase differ from a phraseological unit? What are two major criteria for distinguishing between them?
5. What types of phraseological units are suggested according to the motivation?
6. Name the restrictions of structural invariability of phraseological units?
7. Describe V.V. Vinogradov's classification of phraseological units.
8. Name the structural principle of classifying phraseological units.
9. Describe A.I. Smirnitsky's classification of phraseological units.
10. What set expressions does formal classification distinguish?

Test № 9

1. Which of the following is a defining feature of a phraseological unit?

- a) It can be freely created in speech
- b) It has a literal meaning
- c) It allows unlimited variability
- d) It is reproduced as a ready-made unit

2. Which type of phraseological unit is completely non-motivated and semantically indivisible?

- a) Collocation
- b) Unity
- c) Fusion
- d) Free combination

3. According to Vinogradov's classification, which of the following is a phraseological collocation?

- a) To spill the beans
- b) To make haste
- c) To go to the wall
- d) To burn one's bridges

4. What is meant by the term *idiomaticity* in phraseology?

- a) Use of idioms only in literary texts
- b) Variability in idiom structure
- c) Non-literal meaning of a whole unit
- d) The tendency to shorten idioms in speech

5. Which of the following expressions is most likely a cliché?

- a) The last straw
- b) To go Dutch
- c) To run like the wind
- d) To jump the gun

6. Which of these expressions is an example of a proverb?

- a) Take the bull by the horns
- b) To cry over spilt milk
- c) As white as a sheet
- d) Under the weather

7. What does the expression "to throw cold water on something" mean?

- a) To encourage an idea
- b) To wash something down

- c) To criticize or discourage enthusiasm
- d) To help with a task

8. Which of the following is an example of a phraseological unity?

- a) Red tape
- b) To make up one's mind
- c) Strong tea
- d) To hit the hay

9. What is the difference between a free word combination and a phraseological unit?

- a) Phraseological units are grammatically incorrect
- b) Free combinations are idioms
- c) Phraseological units are semantically non-motivated
- d) Free combinations cannot occur in speech

10. The phrase "break the ice" is best classified as a:

- a) Free word group
- b) Collocation
- c) Phraseological unity
- d) Compound noun

SEMINAR 10

THEME: THE STYLISTIC CLASSIFICATION OF THE ENGLISH VOCABULARY

Seminar Outline

1. Functional styles and stylistic differentiation of vocabulary
2. Informal style:
 - 2.1. Colloquial words
 - 2.2. Slang
 - 2.3. Dialect words
3. Formal style:
 - 3.1. Learned and bookish words
 - 3.2. Archaisms and historisms
 - 3.3. Neologisms
 - 3.4. Terminology: requirements and features
4. Lexicological analysis of stylistically marked lexical units in texts

Key Terms: *colloquialism, dialect, informal style, formal style, bookish word, slang, archaism, historism, neologism, terminology, stylistic stratification, bureaucratise, register*

Themes for a scientific presentation:

1. Connection of stylistics with other sciences. Methods and techniques of stylistics.
2. The main structural sections of stylistics.
3. Stylistic differentiation of the vocabulary.
4. Functional stylistics and functional styles.

Learning Outcomes

By the end of this seminar, students will be able to:

- Distinguish between formal and informal strata of the English vocabulary
- Identify and classify colloquial, slang, and dialect words

- Recognize stylistic layers within the formal vocabulary: learned words, archaisms, neologisms, and terms
- Analyse stylistically marked units in different functional styles
- Apply stylistic classification in lexicological text analysis
- Understand requirements for professional terms

RECOMMENDED LITERATURE

A. Compulsory Reading

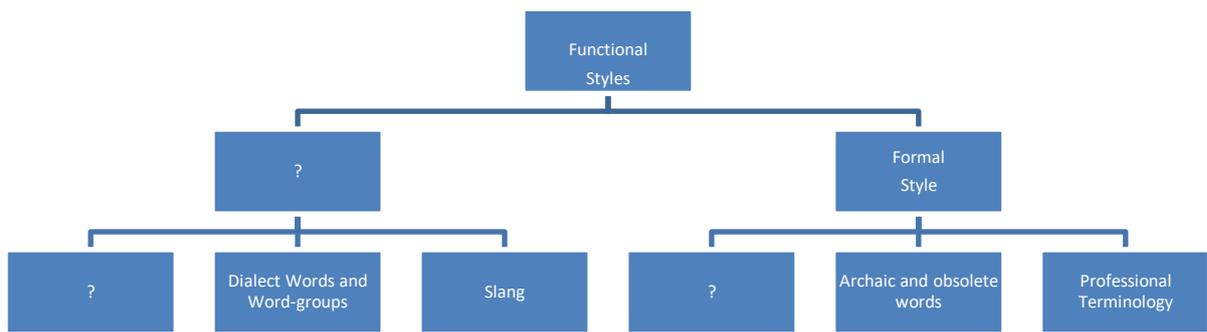
1. Дубенко О. Ю. Порівняльна стилістика англійської та української мов. Посібник для студентів та викладачів вищих навчальних закладів. Вінниця: НОВА КНИГА, 2005. 224с.
2. Єфімов Л.П., Ясінецька О. А.. Стилiстика англiйської мови i дискурсивний аналіз : [навч.-метод. посiб.]. Вінниця: НОВА КНИГА, 2004. 239с.
3. Kukharensko V.A. A Book of Practice in Stylistics. 2-е видання. Nova Knyga, 2000. 160 p.
4. Боднар С.В. Стилiстика англiйської мови : [навч. посiб.]. Одеса: Пiвденноукраїнський державний педагогiчний унiверситет iм. К. Д. Ушинського, 2008. 99 с.
5. Nikolenko A. G. English Lexicology: Theory and Practice. Vinnytsya: Nova Knyha, 2007. 527 p.

B. Optional Reading

1. Кравець О.Б. Теоретичний курс англійської мови: стилістика : [навч. посіб.]. Дрогобич: РВВ ДДПУ імені Івана Франка, 2011. 202 с.
2. Лотоцька К. Стилiстика англiйської мови : [навч. посiб.]. Львiв: Видавничий центр ЛНУ iменi Iвана Франка, 2008. 254 с.

PRACTICE ASSIGNMENTS

Exercise 1. Complete and comment of the following scheme.



Exercise 2. Classification Scheme. Complete and comment on the stylistic classification scheme below.

Example:

Vocabulary Type	Formal	Informal	Neutral
To begin	commence	start	begin
	proceed		
To end			
		get it	
To ask			
	depart		
To think			
		kick the bucket	
	assist		
To eat			

Exercise 3. The Verb "Get" in Informal Style

Task A. The verb "get" is highly polysemous and often replaces more precise verbs in informal speech. In formal or academic writing, using a more specific verb improves clarity and style.

Task B. Identify and paraphrase

Phrase	Base Meaning	Stylistic Register	Formal Equivalent
get a raise	obtain	informal	receive a salary increase
get to school	move	informal	arrive at school
get the flu	become	informal	contract the flu
get mad	become	informal	become angry

Task C. Identify the base meaning, note its informal usage, and suggest a more formal equivalent.

get married, get home, get better, get hired, get tired, get lost, get dressed, get a job, get involved, get accepted

Exercise 4. Colloquialisms. Read the sentences. Identify the **colloquialism** and replace it with a **neutral or formal** equivalent.

Examples:

1. **A:** *What's up?*

B: Not much, just tired.

→ **Colloquialism:** *What's up?* → **Neutral:** What has happened? / How are you?

2. **A:** *Me too!* I love sushi.

→ **Colloquialism:** *Me too!* → **Neutral:** So do I.

1. *Hang on!* I need to grab my phone.

2. I feel *under the weather* today.

3. We *chatted* for hours last night.

4. He *bailed on* the meeting last minute.

5. She's *nuts* if she thinks that'll work!

6. I *dropped the ball* on that assignment.

7. Let's *grab a bite* after work.

8. His new car is *pretty cool*.

9. I *messed up* my exam again.

10. I was *blown away* by the performance.

Exercise 5. A. Learn the synonyms belonging to different stylistic strata.

With respect to the functional styles, vocabulary can be subdivided into bookish (literary), which is typical of formal styles, and colloquial vocabulary which is typical of the lower style in oral communication (informal); besides there is always present in the language a stylistically neutral (basic) vocabulary which can be used in different kinds of style.

Point out stylistic differences within the groups of synonyms.

Child – infant – kid;

Daddy – ancestor – father;

Get out – leave – withdraw;

Face – visage – mug – deadpan;

Nose – snout – beak – nasal cavity;

I think – I gather – I presume – I take it – I guess it – me thinks;

Boy – youth – lad – young male person – youngster – teenager;

Lass – girl – maiden – wench – young female person;

Nonsense – absurdity – rot – trash;

Legs – pins – lower extremities;

Silence, please! – Stop talking! – Shut your trap!

Friend – comrade – pal – buddy – acquaintance;

Hurry up! – Move on! – Hasten your step!

Exercise 7. Read the following explanation about the colloquialisms. Use a dictionary and add examples to each point.

There are phrases and constructions typical of colloquial style:

- What's up? (= What has happened?);
- so-so(= not especially good);
- Sorry? Pardon? (= Please, repeat it, I didn't hear you);
- See you (= Good-bye);
- Me too / neither (= So / neither do I), etc.

In *grammar* there may be:

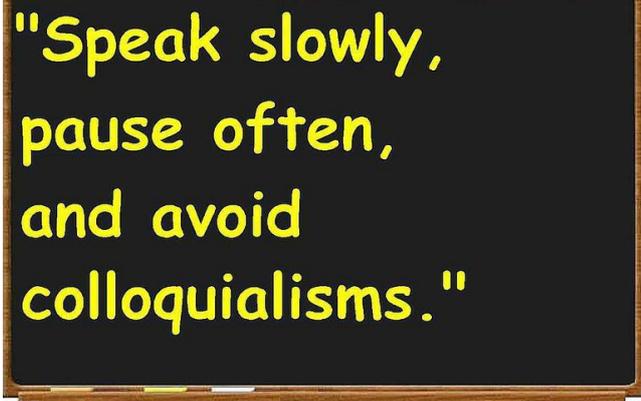
(a) the use of shortened variants of word-forms, e.g. isn't; can't; I'd say, he'd've done (= would have done); Yaa (= Yes);

(b) the use of elliptical (incomplete) sentences; (Where's he?) – At home; Like it? (= Do you / Did you like it?) – Not too much (= I don't like it too much); (Shall I open it?) – Don't!; May I? (= May I do this?)

The *syntax* of colloquial speech is also characterised by the preferable use of simple sentences or by asyndetic connection (absence of conjunctions) between the parts of composite sentences; complex constructions with non-finite forms are rarely used.

Besides the standard, literary-colloquial speech, there is also a non-standard, or substandard, speech style, mostly represented by a special vocabulary. Such is the *familiar-colloquial style* used in very free, friendly, informal situations of communication – between close friends, members of one family, etc. Here we find emotionally coloured words, low-colloquial vocabulary and slang words. This style admits also of the use of rude and vulgar vocabulary, including expletives (obscene words / four-letter words / swear words):

- rot / trash / stuff (= smth. bad);
- the cat's pyjamas (= just the right / suitable thing);
- bread-basket (= stomach);
- tipsy / under the influence / under the table / has had a drop (= drunk);
- cute /great! (Am.) (= very good);
- wet blanket (= uninteresting person);
- hot stuff! (= smth. extremely good);
- You're damn right (= quite right).



"Speak slowly,
pause often,
and avoid
colloquialisms."

Taken from: Kiss, Bow, Or Shake Hands: How to Do Business in 12 Asian Countries by Terri Morrison and Wayne A. Conway (Adams Media, 2007).

Exercise 8. Comment on the concept SLANG. Consider the examples of

A. American campus slang:

- dode (= an appealing / stupid person, idiot);
- harsh (= very bad, mean);
- nerd / nurd (= a person who studies a lot or is socially outdated);
- thrash (= perform well on a skateboard);
- throg (= drink any alcoholic drink).

B. American teenagers slang:

- flake (= a stupid erratic person);
- scarf (= eat or drink; consume);
- scope out (= look at, examine, check out);
- chill out (= relax, calm oneself);
- babe magnet (= a person or thing that attracts members of the opposite sex).

C. General British slang:

- crackers (= crazy people);
- the year dot (= long ago);
- get the hump (= get angry);
- mac (= Scotsman);
- ratted (= drunk);
- snout (= tobacco);

D. General American slang:

- buck (= dollar);
- cabbage (= money);
- John (= lavatory);
- give smb. wings (= teach to use drugs);
- top dog (= boss);
- stag party (= a party without a woman).

Exercise 9. Translate the following sentences into Ukrainian. Comment on slang words and phrases in bold type.

Tell the **old bag** to mind her own business.

I need some **dough** to buy a car.

I need to get some **bread** to live on.

Who's the **doll** I saw you with last night?

Let's go out and **booze up**!

I am too **muggy** to drive.

Wipe that smile off your **mug**!

Hard liquor makes people **soft**.

He's been drinking since noon and is pretty **wet**.

Exercise 10. Read the following.

How many dialects of English are there? Nobody really knows. "Discrete boundaries between dialects are often difficult to determine," says the authors of *American English: Dialects and Variation* (2015), "In addition, even the smallest dialect areas are characterized by incredible heterogeneity."



A **dialect** is a regional or social variety of a language distinguished by pronunciation, grammar, and/or vocabulary. The term *dialect* is often used to characterize a way of speaking that differs from the standard variety of the language. Nonetheless, as David Crystal explains below, "Everyone speaks a dialect." The scientific study of dialects is known as dialectology, commonly regarded as a subfield of sociolinguistics.

Many dialectal words differ in pronunciation. Compare: Br. [a:] vs. Am. [æ] in *glass, class, dance* etc.

Exercise 11. *Complete the substyles of the following root styles of the English formal language. Choose them from the list:*

diplomatic documents, the exact sciences, drama, essays, legal documents, brief news items, emotive prose, military documents, advertisements, articles.

The style of official documents: business documents, ...

The scientific prose style: the humanities,

The publicistic style: speeches (oratory), ...

The newspaper style: newspaper headlines, ...

The belle-lettres style: poetry proper, ...

Exercise 12. *The Lighter Side of Archaism*

- wherefore
- be it enacted
- aforesaid
- aforementioned

Certain **archaisms** appear frequently in legal texts.

A. *Read and translate a joke.*

Frank Rossitano: Yo Tray, we got a problem.

Tracy Jordan as President Thomas Jefferson: Pray, who be this Tracy Jordan thou speakest of?

Frank: Eh, President Jefferson, we got a problem.

Tracy: Speaketh.

Frank Rossitano: That horse ate your wig.

Tracy: Well, stand guard by his rump and await it in his droppings.

(Judah Friedlander and Tracy Morgan in "Corporate Crush." 30 Rock, 2007)

B. *Let's go back as far as Elizabethan English or the Middle Ages to encounter archaisms. Here are some from the Victorian and Edwardian eras:*

bestly (as in 'so bestly critical')

blest, deuced (if I know)

capital! (as an exclamation of delight)

very civil (of you)

confound you!

damnable cheek

guv'nor

luncheon

pray (come in)

(you) rotter
spiffing

Exercise 13. Learn the following definition.

Bureaucratese is an informal term for obscure speech or writing that is typically characterized by verbosity, euphemisms, jargon and buzzwords. Also known as *officialese*, *corporate-speak*, and *government-speak*.



Exercise 14. Divide the words into terms, archaisms, slang, vulgarisms, and dialectal words.

Morpheme, goddam, brethren, anemia, thou, a cookie (a pretty girl), bloody, lad, maiden, attic (head), a damn, dough (money), woe, quoth, cytologist, vassal.

Exercise 15: Lexicological Analysis of Textual Units

Read the following short passages from different functional styles. Identify stylistically marked lexical units (colloquialisms, archaisms, terms, neologisms, slang, dialect, bookish/formal words). Comment on their function and appropriateness.

Text A: Legal/Official Style

“The agreement shall be rendered void should either party fail to fulfill the obligations stipulated in Clause 6 of the present contract.”

Identify & Analyze:

- void → _____
- shall → _____
- stipulated → _____

Text B: Blog/Informal

“Honestly, I was totally blown away by the new iPhone—it’s got some next-level features. I just had to grab one.”

Identify & Analyze:

- totally blown away → _____
- next-level → _____
- grab one → _____

Text C: Scientific/Academic

“The morphological structure of the lexeme indicates derivational affixation at the prefixal and suffixal levels.”

Identify & Analyze:

- morphological → _____
- lexeme → _____
- derivational affixation → _____

Follow-up Questions:

1. Which stylistic layer dominates each passage?
2. Is the vocabulary appropriate for the context? Why or why not?
3. Choose one text and rewrite it in either a more formal or informal register.

Exercise 16: Terminology

Task A: Read each word/phrase and determine if it qualifies as a **term**. Justify your choice using criteria:

- Monosemy in context
- Accuracy
- Lack of emotional coloring
- Systematic usage in a professional field

Word / Phrase	Is it a term? (Yes/No)	Justification
affixation	Yes	Linguistic term – precise, monosemantic
virus		
vibe		
inflation		
buzzword		
syntax		

Task B: Define and Paraphrase

Define the following **actual terms** in your own words and suggest their stylistically neutral paraphrases for a layperson.

1. phoneme
2. inflation
3. cognitive dissonance
4. algorithm
5. metaphor

Discussion:

- What makes a "good" term in scientific communication?
- Can slang or colloquialisms ever evolve into professional terminology?

Questions for self-correction

1. On what does the choice of words and structures which people use depend?
2. Give a definition of a functional style. What type of information do functional styles express?
3. What does the choice of functional style depend on?
4. What are peculiarities of formal and informal strata of the English vocabulary?
5. What groups of words belong to informal style?

6. Describe the structural and semantic features of the colloquial style.
7. What functional style does slang belong to? Give examples of general British and American slang; of American campus and teenagers' slang.
8. What words are considered to belong to formal layer of the vocabulary?
9. List the styles distinguished within the formal English language. What are their characteristic features?
10. Name the stages in the aging process of words. Give some examples.
11. What are the properties of stylistically neutral words?
12. How are terms coined? What are their essential properties?

Test 10

1. The choice of words and structures which people use depends on
 - a) a sphere of communication;
 - b) the mood;
 - c) the slang.

2. Informal words and word-groups are traditionally divided into
 - a) archaisms, terms and bookish words;
 - b) colloquial, slang and dialect words and word-groups;
 - c) both variants are correct.

3. Words like *exam, fridge, flu, prop, put up, put over, make up, make out* are examples of
 - a) colloquialisms;
 - b) vulgarisms;
 - c) archaisms.

4. In the sentences *I need some **dough** to buy groceries* and *Wipe out that smile off your mug!* the italicized words are examples of
 - a) obsolete words;

- b) special terms;
- c) slang.

5. Formal style falls into two main groups:

- a) basic vocabulary and literary colloquial;
- b) dialectal words and jargonisms;
- c) words associated with professional communication and learned words.

6. Terms are special words dealing with

- a) notions of a certain branch of science;
- b) objects and phenomena which no longer exist;
- c) words of the official, bureaucratic language.

7. There are three stages in the aging process of words:

- a) obsolescent → obsolete → archaic proper;
- b) obsolete → obsolescent → archaic proper;
- c) archaic proper → obsolescent → obsolete.

8. A dialect is

- a) a complete system of verbal communication with its own vocabulary and/or grammar;
- b) the form of a language that is spoken in one area with grammar, words and pronunciation that may be different from other forms of the same language;
- c) both variants are correct.

9. What is the name for a relatively recent or isolated term, word, or phrase that may be in the process of entering common use, but that has not yet been fully accepted into mainstream language?

- a) a neologism;
- b) a historism;

c) an officialese.

10. Historisms are words

a) denoting the things which are no longer used;

b) expressive and emotive but used by limited groups of people;

c) normative and originally spoken on certain territories.

TOPICS FOR INDIVIDUAL ASSIGNMENTS:

1. Methods of lexical research.
2. Main problems of modern lexicography.
3. Borrowings in the English language.
4. Features of semi-productive and unproductive types of word formation in English.
5. Neologisms in modern English.
6. Characteristics of the vocabulary of different speech styles.
7. The American variant of the English language.
8. Polysemy and homonymy in modern English.
9. Main types of phraseological units.
10. The problem of word meaning. Denotative and connotative components of lexical meaning.
11. Overview of the historical development of British and American lexicography.
12. Types of dictionaries.
13. General overview of historical circumstances influencing the process of borrowing lexical units.
14. The connection of stylistics with other sciences. Methodology and methods of stylistics.
15. Broadening/narrowing of word meaning.
16. Differences between American and British variants of English.
17. Regional and sociocultural variation of vocabulary.
18. Main structural sections of stylistics.
19. The role of synonyms as expressive means of language.
20. The word as the basic unit of language. Approaches and problems in defining the word.
21. Different types of abbreviations and their functional use.
22. Polysemy in English.
23. Euphemisms in modern English.
24. Conversion as a productive means of word formation in modern English.

REQUIREMENTS FOR COMPLETING THE INDIVIDUAL ASSIGNMENT:

The individual assignment submitted for review to the academic supervisor must be formatted according to the following requirements:

The assignment should be typed on one side of A4 paper using a 14-point font with 1.5 line spacing. The length of the individual assignment must not exceed 25 pages (excluding appendices).

Structure of the Individual Assignment:

- Title page;
- Table of contents;
- Main body;
- Conclusions;
- List of references;
- Appendices (if any).

Assessment Criteria for the Individual Assignment:

- Independence of work (10 points);
- Logical and coherent presentation of material (5 points);
- Completeness of task fulfillment (10 points);
- Justification of conclusions (5 points);
- Use of reference literature (5 points);
- Quality of formatting (5 points).

BIBLIOGRAPHY

1. Алефіренко Л. Б. Лексикологія англійської мов. Полтава, 2007. 382 с.
2. Бацевич Ф.С., Космеда Т.А. Очерки з функціональної лексикології Львов: Світ, 1997. 392 с.
3. Боднар С.В. Стилїстика англійської мови : [навч. посіб.]. Одеса: Південноукраїнський державний педагогічний університет ім. К. Д. Ушинського, 2008. 99 с.
4. Деменчук О.В. Порівняльна лексикологія англійської та української мов. Рівне: Перспектива, 2005. 165с.
5. Домброван Т.І. Загальнотеоретичний курс англійської мови як другої іноземної : курс лекцій. Вінниця: Нова книга, 2009. 128 с.
6. Дубенко О. Ю. Порівняльна стилїстика англійської та української мов. Посібник для студентів та викладачів вищих навчальних закладів. Вінниця: НОВА КНИГА, 2005. 224с.
7. Єфімов Л.П., Ясінецька О. А. Стилїстика англійської мови і дискурсивний аналіз : [навч.-метод. посіб.]. Вінниця: НОВА КНИГА, 2004. 239с.
8. Квеселевич Д. І., Сасіна В. П. Практикум з лексикології сучасної англійської мови: [навчальний посібник]. Вінниця: Нова книга, 2003. 128 с.
9. Кравець О.Б. Лексикологія англійської мови. Дрогобич, 2008. 212 с.
- 10.Кравець О.Б. Теоретичний курс англійської мови: стилїстика : [навч. посіб.]. – Дрогобич: РВВ ДДПУ імені Івана Франка, 2011. 202 с.
- 11.Левицький В. В. Семасіологія : [монографія]. Вінниця: Нова Книга, 2012. 680 с.
- 12.Лотоцька К. Стилїстика англійської мови : [навч. посіб.]. Львів: Видавничий центр ЛНУ імені Івана Франка, 2008. 254 с.
- 13.Мостовий М. І. Лексикологія англійської мови. Х. : Основи, 1993. 255 с.

14. Ніколенко А.Г. Лексикологія англійської мови – теорія і практика. Вінниця: Нова книга, 2007. 528с.
15. Пристай Г. В. Теоретичний курс англійської мови: матеріали до практичних занять з лексикології : [навч. посіб.]. Дрогобич : Видавничий відділ ДДПУ імені Івана Франка, 2017. 118 с.
16. An Introductory Course in Theoretical English Grammar: метод. посіб. для студ. III-V курсів за фахом «англійська мова» / уклад. В. М. Базуріна. Глухів : РВВ ГДПУ, 2008. 119 р. Bibliogr. : р. 116–119.
17. Cruse D.A. Lexical Semantics : [Cambridge textbooks in linguistics]. Cambridge: Cambridge Univ. Press, 1986.
18. Crystal D. Words, Words, Words. Oxford : Oxford University Press, 2007. 224 р.
19. English Lexicology: Theory and Practice: for extra-mural students of foreign languages department / уклад.: Н. М. Жилко, С. П. Сборик. Ніжин : НДУ ім. М. Гоголя, 2011. 143 р.
20. Fedorchuk M. M. American English: through history to present days. Vinnytsia : Nova Knyha, 2006. 176 с.
21. Ganetska L. V. Lexi-Maker: Modern English Lexicology in Tables, Figures and Exercises. К. : Ленвіт, 2004. 96 с.
22. Hughes G. A History of English Words / Geoffrey Hughes. Oxford: Blackwell Publ., 2000. 452 р. ISBN: 978-0-631-18855-1.
23. Kempson R. Semantic Theory. Cambridge Univ. Press, 1979.
24. Kukhareno V.A. A Book of Practice in Stylistics. 2-е видання. Nova Knyha, 2000. 160р.
25. Lipka L. An outline of English lexicology: lexical structure, word semantics, and word-formation. Niemeyer, 1990. 212 р.
26. Lyons J. Linguistic Semantics: An Introduction. Cambridge: Cambridge Univ. Press, 1995. 396 р.
27. Macmillan English Dictionary for Advanced Learners: International Students Edition. – Macmillan Publishers Ltd., 2002.

28. Novikova G. A. *New Trends in Modern English Lexicology: Methodological guidelines for Students of Higher Educational Institutions*; State Institution "Luhansk Taras Shevchenko National University". Luhansk: Luhansk Taras Shevchenko National University Press, 2012. 238 p.
29. Plag I. *Word-Formation in English*. Cambridge : Cambridge University Press, 2002. 264 p.
30. Shekhavtsova S. O. *English Lexicology: the course recommendations for students of foreign languages faculty*. Luhansk : Luhansk Taras Shevchenko National University, 2011. 77 p.
31. Shutova M. A. *Modern English Lexicology*. Київ : НПУ ім. М. П. Драгоманова, 2010. 102 p.
32. Slipetska V. D. *English Lexicology: Theory and Practice*. Drohobych : Drohobych State Pedagogical University, 2009. 189 p.
33. Soloshenko O. D. *Modules on English Lexicology: (for independent work and distant learning)*. Lviv : ПАІС, 2010. 248 p.
34. Soloshenko O.D., Y. Zavhorodnyev *Lecture Notes on English Lexicology*. Lviv, 1998. 225 c.
35. Verba L. *History of the English language*. Vinnytsya: Nova Knyha, 2012. 293 p.
36. *Figurative Language Examples: Guide to 9 Common Types*. Grammar | YourDictionary. URL: <http://grammar.yourdictionary.com/style-and-usage/Figurative-Language.html> (date of access: 12.02.2025).
37. *Introduction to Semantics*, 2015. YouTube. URL: <https://www.youtube.com/watch?v=I3t2VPcHwCw> (date of access: 12.02.2025).
38. *Merriam-Webster: America's Most Trusted Dictionary*. Merriam-Webster: America's Most Trusted Dictionary. URL: <http://www.merriam-webster.com/> (date of access: 12.02.2025)
39. *Similes and Metaphors Worksheets | edHelper*. Free Worksheets and Math Printables You'd Actually Want to Print | edHelper.

- URL: http://www.edhelper.com/language/Similes_and_Metaphors.htm (date of access: 12.02.2025).
40. History Documentary. (2017). Long History Documentaries: History of the English Language [Video]. YouTube. <https://www.youtube.com/watch?v=42D-upSioWE>
 41. Introduction to Semantics. [Электронный ресурс]. Mode of access: <https://www.youtube.com/watch?v=I3t2VPcHwCw>
 42. Mode of access: <http://grammar.yourdictionary.com/style-and-usage/Figurative-Language.html>
 43. Mode of access: http://www.edhelper.com/language/Similes_and_Metaphors.htm
 44. Mode of access: <https://www.ukessays.com/essays/english-language/the-scandinavian-influence-on-the-english-language-english-language-essay.php>
 45. Loanwords: Major Periods of borrowing in the history of English. [Электронный ресурс]. – Mode of access: <http://www.ruf.rice.edu/~kemmer/Words/loanwords.html>
 46. Wikipedia: Greek Loanwords. Mode of access: http://en.wikipedia.org/wiki/category:greek_loanwords
 47. The Adventure Of English - 2003 BBC Documentary - Episode 1 – 8 - BBC Documentary. [Электронный ресурс]. Mode of access: https://www.youtube.com/watch?v=ihoYLDUK1g&list=PLOovMYaIaF_7tq65IPTtVhCOqvH32xmlf
 48. Music video for the song ‘Everything At Once’. [Электронный ресурс]. Mode of access: <http://www.youtube.com/watch?v=eE9tV1...>
 49. Oxford dictionaries [Электронный ресурс]. Mode of access: <http://www.oxforddictionaries.com/>
 50. The Oxford Companion to the English Language / ed. by T. MacArthur. New York: Oxford University Press, 1992. – 1184 p.
 51. The Merriam-Webster Dictionary [Электронный ресурс]. Mode of access: <http://www.merriam-webster.com/>

52. Cooper A. Homonyms [Электронный ресурс]. Mode of access: <http://www.cooper.com/alan/homonym.html>.
53. Frath P. Homonymy and Polysemy / Pierre Frath [Электронный ресурс]. Mode of access: <http://www.talktalk.co.uk/reference/encyclopaedia/hutchinson/m0005974.html>
54. Homonym. From Wikipedia, the free encyclopedia [Электронный ресурс]. Mode of access: <http://en.wikipedia.org/wiki/Homonym>.
55. Nym Words [Электронный ресурс]. Mode of access: http://www.fun-withwords.com/nym_words.html