FABIAN M.P.

CONTRASTIVE LEXICOLOGY OF ENGLISH AND UKRAINIAN

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The textbook is intended for the 3rd and the 4th year students of English philology department majoring in specialties 6.035"Philology. Germanic languages and literatures (including translation)". The book covers both theoretical and practical aspects of Contrastive Lexicology of English and Ukrainian study. The focus is on relevant issues of contemporary Contrastive Lexicology of English and Ukrainian: etymological classification of English and Ukrainian vocabulary, words, their main characteristics, semantics and word-building in English and Ukrainian. Each of the textbook units contains the lecture material and seminar assignments. Practical tasks as well as self-control questions might help students extend and check their knowledge of the topics under study.

CONTENTS

UNIT 1
CONTRASTIVE LEXICOLOGY, ITS SUBJECT-MATTER AND MAIN TASKS

Any language is characterized by its specific grammatical, lexical and a distinctive phonological system. However, the study of these three aspects in a language has historically been unequal. Initially, scholars focused on the study of the grammatical composition of the language, while lexicology and phonetics were considered partly within the framework of grammar. Lexicology and phonetics began to be treated as separate fields of linguistics only in the nineteenth century.

Lexicology (from Greek *leksis, leksicos* – word, expression; *logos* – study) examines the vocabulary/lexical composition of a language in different aspects: from the very definition of a word and its scope, phonetic, morphological, semantic motivation to the features of vocabulary structuring.

V. H. Nikonova and K.P. Nykytchenko note that as a subfield of linguistics, lexicology examines words, phraseological units, and the morphemes that constitute words. Lexicology has its own objectives and research methodology [10, p. 20].

Scholars make a clear distinction between two branches of lexicology: general lexicology and special lexicology. While both branches deal with the study of lexicon, they differ in their scope and focus. **General lexicology** encompasses the exploration of lexicon as a whole, irrespective of the unique characteristics of any given language. On the other hand, **special lexicology** concentrates on unraveling the distinct elements and peculiarities found within the vocabulary of a specific language (e.g., English or Ukrainian).

General lexicology serves as a broad foundation, examining the fundamental principles and theories that underlie the study of lexicon across different languages. It seeks to identify commonalities, patterns, and structures that are universal to human language, transcending the boundaries of individual linguistic systems. Adopting a comparative approach, general lexicology enables scholars to uncover fundamental

concepts that apply broadly, aiding in the understanding of human cognition and communication.

In contrast, special lexicology is a more focused field, aiming to meticulously describe and analyze the vocabulary of a particular language. Studying the nuances, idiosyncrasies, and peculiarities of a specific linguistic system, special lexicology provides insights into the intricate web of meanings and associations that exist within a given lexicon. This branch of lexicology pays close attention to the rich cultural, historical, and social factors that shape language vocabulary, elucidating the unique expressions and terms that are employed within a specific linguistic community.

Based on the binary opposition of synchrony and diachrony, linguists differentiate between descriptive lexicology and historical lexicology. The focus of **descriptive lexicology** is the vocabulary of a language at a specific stage of development. It investigates the word in its functions, as well as specific structures of words as an intrinsic property of the system. The study of descriptive lexicology explores the relationship between the morphological and semantic components of words. These structures are determined and discriminated by contrasting the nature and arrangement of their components [10, p. 22].

Historical lexicology examines how vocabulary and each of its constituent parts change through time. Historical lexicology examines the linguistic and extra-linguistic factors influencing the structure, meaning, and usage of various words, as well as their evolution and change over time. In the past, the comparative approach and historical treatment were always combined [10, p. 22].

Contrastive lexicology is an emerging field within contrastive linguistics that concentrates on conducting a detailed comparative analysis of the lexico-semantic systems present in different languages. According to O. Demenchuk, this branch of study aims to uncover and examine the similarities and differences in how languages structure their lexicon and semantic networks. Conducting comprehensive contrastive analyses, scholars in contrastive lexicology compare and contrast various aspects of the lexico-semantic systems found in the languages under investigation [15, p. 12].

The focal point of contrastive lexicology lies in exploring and elucidating the distinctions and correspondences within the meanings, designations, lexico-semantic groups, and lexico-semantic fields of the languages being compared. Through meticulous examination and systematic comparison, scholars can identify shared semantic categories, uncover patterns of semantic variation, and shed light on the cultural, conceptual, and cognitive factors that shape the lexico-semantic systems of different languages.

The process of conducting a comprehensive contrastive analysis involves a multifaceted approach. It encompasses the examination of individual lexical units, their meanings, and how they are organized and classified within lexico-semantic groups. Additionally, contrastive lexicologists delve into the relationships between lexical items and explore how they form cohesive and interconnected lexico-semantic fields within a language.

Engaging in contrastive lexicology, researchers gain valuable insights into the ways that languages conceptualize and categorize the world around them. Through this comparative lens, they can highlight lexical gaps, semantic differences, and translation challenges that emerge when mapping the lexicon from one language to another. Moreover, contrastive lexicology contributes to cross-linguistic studies, aiding in the development of language teaching methodologies, machine translation systems, and intercultural communication strategies.

Contrastive lexicology is a burgeoning field within contrastive linguistics that aims to perform in-depth comparative analyses of the lexico-semantic systems of different languages. It scrutinizes meanings, designations, lexico-semantic groups, and lexico-semantic fields, among other aspects, to uncover both the commonalities and divergences in how languages structure their lexicon and semantic networks. Researchers deepen the understanding of language variation and contribute to various practical applications in language teaching and translation conducting comprehensive contrastive analyses.

Contrastive lexicology focuses on analyzing and comparing language lexicons and individual lexical units, examining their structural, semantic, and functional features.

This analysis is guided by the "taxonomy" principle, which considers the relationships between the lexical units of the languages being contrasted. These relationships include:

- paradigmatic relations, which involve similarities and differences in meanings between words and word groups;
- syntagmatic relations, which pertain to contextual or linear word relationships;
- and epidigmatic relations, which encompass relations within a word or between its formal characteristics [15, p. 12].

Comparing the lexical structure of two or more languages, contrastive lexicology examines common and distinctive features of the formation of separate lexical-semantic groups, features of the phenomena nomination, reflecting the nature of national world picture, trends in the development of lexical meaning, features of expressing the evaluative and qualifying activity of a person in a lexical meaning [3, p. 5].

I. Kovalynska enumerates the following main tasks contrastive lexicology:

1) to analyze lexical units of the contrasted languages;

2) to research the issues of word-structure and word-formation in the contrasted languages;

3) to address the problem of interrelation of a word and its meaning;

4) to determine and classify the basic isomorphic and allomorphic features inherent in lexicons of the contrasted languages;

5) to identify the isomorphic regularities and analyze allomorphic singularities in the vocabulary of the contrasted languages [4, p. 19].

Questions for self-control

1. What is the object of lexicology?

2. Distinguish between general and special lexicology.

3. What is the difference between descriptive lexicology and historical lexicology?

4. Determine the subject-matter of contrastive lexicology.

5. What are the main tasks of contrastive lexicology?

Practical assignments

Exercise 1. Match the beginnings and endings of the following definitions

1) Lexicology	a) studies lexicon regardless of the specific features of any particular language.
2) General lexicology	b) examines the linguistic and extra-linguistic factors influencing the structure, meaning, and usage of various words, as well as their evolution and change over time.
3) Special lexicology	c) focuses on performing a contrastive analysis of lexico-semantic systems of compared languages.
4) Descriptive lexicology	d) examines the vocabulary/lexical composition of language in different aspects: from the very definition of a word and its scope, phonetic, morphological, semantic motivation to the features of vocabulary structuring
5) Historical lexicology	e) focuses on describing the distinctive features in the vocabulary of a particular language.
6) Contrastive lexicology	f) studies the vocabulary of a language at a specific stage of development.

Exercise 2. Determine whether the statements are true (T) or false (F)

1. Lexicology and phonetics began to be treated as separate fields of linguistics in the 19th century along with grammar.

2. Lexicology has its own tasks and methods of research.

3. General lexicology examines lexicon taking into account the specific features of a certain language.

4. Special lexicology focuses on distinctive features of the vocabulary of a particular language.

5. Historical lexicology studies words in their functions and their specific structures as an intrinsic property of the system.

6. Descriptive lexicology studies changes which occur in vocabulary and each of its constituent parts over time.

7. The main task of descriptive lexicology is to identify the isomorphic regularities and analyze allomorphic singularities in the vocabulary of the contrasted languages.

8. Contrastive lexicology focuses on examining the structural, semantic, and functional characteristics of language lexicons and individual lexical units through the process of contrastive analysis.

9. One of the tasks of contrastive lexicology is to determine and classify the basic isomorphic and allomorphic features inherent in lexicons of the contrasted languages.

Tests to Unit 1

1. Lexicology examines the _____ composition of a language.
a) grammatical
b) lexical
c) phonological
d) all of the above

2. Special lexicology focuses on analyzing the vocabulary of _____.
a) all languages

b) a specific language

c) historical languages

d) endangered languages

3. General lexicology aims to identify commonalities and patterns in the study of lexicon _____.

a) within a specific language

b) across different languages

c) during a specific time period

d) in ancient languages only

4. Descriptive lexicology primarily examines the vocabulary of a language at _____.

a) a specific stage of development

b) its earliest stage

c) the final stage of evolution

d) all stages simultaneously

5. Historical lexicology investigates the _____ of words and their constituent parts over time.

a) evolution and change

b) similarities and differences

c) cultural and social influences

d) semantic and syntactic properties

6. Contrastive lexicology focuses on conducting a detailed comparative analysis of _____.

a) grammar and syntax

b) phonetics and phonology

c) lexico-semantic systems

d) language origins and development

7. The main objective of contrastive lexicology is to uncover and examine _____ between languages.

a) similarities and differences

b) dominant and minority languages

c) ancient and modern languages

d) spoken and written languages

8. Paradigmatic relations in contrastive lexicology involve _____ between words and word groups.

a) phonetic similarities

b) semantic similarities

c) syntactic similarities

d) historical similarities

9. Syntagmatic relations in contrastive lexicology refer to _____ between words.

a) their contextual or linear relationships

b) their etymological relationships

c) their grammatical relationships

d) their regional relationships

10. Contrastive lexicology helps in the development of _____.

a) grammar rules

b) language teaching methodologies

c) literary criticism

d) historical linguistics

11. The analysis in contrastive lexicology is guided by the principle of _____.

a) diachrony

b) synchrony

c) taxonomy

d) morphology

12. Contrastive lexicology aims to identify _____ features in the lexicons of compared languages.

a) universal

b) historical

c) isomorphic

d) regional

13. Interrelation of a word and its meaning is a problem addressed in _____.

a) special lexicology

b) historical lexicology

c) descriptive lexicology

d) contrastive lexicology

14. Contrastive lexicology examines the _____ of separate lexical-semantic groups in compared languages.

a) formation and development

b) translation and interpretation

c) pronunciation and phonetics

d) cultural and social aspects

15. The main tasks of contrastive lexicology include _____.

a) analyzing grammatical structures

b) researching word origins

c) examining language syntax

d) identifying isomorphic features in lexicons

16. The term "lexicology" is derived from the Greek words meaning _____.

a) word and expression

b) grammar and syntax

c) phonetics and phonology

d) meaning and translation

17. Contrastive lexicology contributes to _____ studies and intercultural communication strategies.

a) mathematical

b) biological

c) cross-linguistic

d) historical

18. Contrastive lexicology helps to uncover patterns of _____ variation in languages.

a) phonological

b) syntactic

c) semantic

d) cultural

19. Contrastive lexicology examines the ways languages _____ the world around them.

a) map

b) describe

c) analyze

d) ignore

20. Contrastive lexicology aids in the development of _____ systems.

a) writing

b) reading

c) machine translation

d) sign language

UNIT 2

ETYMOLOGICAL CLASSIFICATION OF ENGLISH AND UKRAINIAN VOCABULARY

Etymology, as a branch of lexicology, investigates the origins of words within a language. From an etymological perspective, both English and Ukrainian vocabularies are characterized by heterogeneity, comprising two fundamental layers: the native stock of words and the borrowed stock of words.

2.1. Native words

A **native word** is a term that is inherent to the original language inventory, as evidenced by the earliest existing manuscripts (correspondingly of the Old English period for English, and Old Slavic for Ukrainian). Scholars note that native words constitute only about 30% of the lexicon in the English language [12, p. 4] whereas they comprise about 90% of Ukrainian word stock [10, p. 275].

In terms of their origin, the lexicons of both languages possess the following strata:

a) common Indo-European vocabulary. Equivalents in the two languages may be similar (*nose - ніс, son - син, mother - мати, brother – брат*) or may have differences in the sound form, reflecting historical phonological processes, which occurred differently in the two languages (*three – три, full – повний, apple – яблуко*). In addition, semantic development has also resulted in significant differences in the meanings of words – it is not easy for a non-linguist to find common ground in the words *stone* and *стіна*, *sit* and *сидіти*, *work* and *вергати,* answer and *сварити* (although the word *swear* remains at a noticeably close associative distance);

b) in English the unique Germanic element, and in Ukrainian the unique Slavic element;

c) borrowings [13, p. 130].

Words of native (both Indo-European and Germanic in English and of Slavic origin in Ukrainian) belong to the basic vocabulary, are stylistically neutral or colloquial, and in case of obsolescence belong to the literary (bookish) vocabulary. In case of borrowings, depending on the period the borrowing entered the language and the extent of its assimilation, the status and stylistic marking may be different.

The status of the foreign-language word and the specificity of the semantics and use of borrowings is important for the contrastive study and possesses certain peculiarities in the two compared languages.

2.2. Borrowings

A **loan word**, also known as *a borrowed word* or *borrowing,* refers to a term that has been adopted from another language and subsequently altered in terms of its phonemic structure, spelling, paradigm, or meaning to conform to the conventions and standards of the English (or Ukrainian) language.

Borrowings have occurred in the language throughout the whole process of its development. The sources of borrowings varied, as did the reasons for the appearance of foreign lexemes in the language. For instance, the processes of Christianization in the English language provided a significant Latin element to denote the concepts of the doctrine and religious rituals, which is quite natural, because there were no corresponding concepts in the pagan beliefs. In Ukrainian this niche was filled by the Grecisms, and if we look deeper, many Latin words borrowed in English are of Greek origin (*religion* and *релігія*, *apostle* and *апостол*) and the relationship of these words is also quite transparent.

Borrowings from the languages of neighboring nations, and borrowings from conquests (French in English, Polonisms or Turkisms in Ukrainian) are natural. The contemporary history of language development has produced a powerful layer of loan words for new philosophical, economic, legal, and technical concepts, phenomena, and objects. These borrowings are terminological in nature, used in

special terminological systems, each of which has a clearly defined meaning, but with the development of society, they may cross purely terminological boundaries and enter the neutral and sometimes colloquial sphere of use.

Ancient loanwords were assimilated into languages long ago, became their natural constituent, entered the basic vocabulary, and now they are not perceived by native speakers as words of foreign origin (for instance, the English words *chair, cousin, street, table, wall* etc.; Ukrainian *казан, кума, праця, хворий, хліб, хлопець, цукор*).

A **fully assimilated borrowing** is naturally perceived, enters the regular paradigm of its part of speech, is an active component of the word-formation processes (i.e., the basis for further derivation, word-formation and semantic expansion) and has no uncharacteristic sounds for a given language. Later borrowings may not be fully assimilated, and may have some specific phonetic and grammatical features.

The words which were borrowed into English from Latin back in the first millennium A.D. such as *chalk (calcium), cheese (caseus), dish (discus), mile (mila passum)*, or the Scandinavian words borrowed in the early second millennium, such as *egg, fellow, give, skirt, sky, they, window*, and even the later from French, such as *gentle, parliament*, have long become an integral part of the English vocabulary and have virtually no words with a similar meaning of native English origin.

Ukrainian words such as *блазень, вирок, в'язень, застава, зичити, кпини, ліжко, мешкати, необачний, пильнувати, прикрий, сподіватися, хлопець, шаленство* are of the Polish origin, and the words *брама, вагатися, влада, власний, ганьба, гасло, замок, постать, праця, смутний, табір* – of the Czech origin, but they have become part of the main lexical fund of the language, have no other designations, and are naturally perceived as their native words. In terms of Turkisms, the words *баран, батіг, беркут, бугай, бурлака, кабан, казан, кайдани, ковбаса, отаман, торба* were borrowed so long ago, entered the oral

folklore - folk tales, songs, poems, that we can talk about their complete assimilation.

On the other hand, both languages contain unassimilated words and expressions. These are **barbarisms**, which in English are graphically italicized, while in Ukrainian retain (mostly) the Latin graphics. A significant number of such words belong to the literary vocabulary and are of Latin, Italian or French origin. It should be noted that these words are included in both English and Ukrainian lexicons - these are part of legal terms, as well as special terms in musical, medical and other terminological systems: *a cappella, ad hoc, ad infinitum, alter ego, andante, bon appetite, bon vivant, bona fide, condicio sine qua non, consigliori, cordon bleu, enfant terrible, Grand Prix, honoris causa, merci, modus vivendi, mutatis mutandis, persona non grata, presto, status quo, tet-a-tet, vox populi,* etc.

A **partially assimilated borrowing** may have some deviations in sound form, integration into the grammatical paradigm of a certain part of speech, word-formation features, etc. Partial assimilation is observed when a word:

a) retains the phonetic features of the language from which it is borrowed. Thus, in English, a large number of the later French loanwords have the stress on the last syllable (*police, machine*), the mute consonant at the end (*ballet, coup d'état*) and the sound [ʒ] (*garage, bourgeois*). These features are not characteristic of words that are native or fully assimilated in the language. Ukrainian words of foreign origin, although they may retain the accent of the source language, insignificantly differ phonetically from Ukrainian words, where the stress is not fixed (cf. *кіно/село*). Phonetic features of the source language are observed only in some French loanwords, where uncharacteristic for the Ukrainian language sounds are preserved after *б, п* and *в*: *бюро, вестибюль, карбюратор, пюре* etc.

b) partial assimilation of the word, manifested by grammatical restrictions on the use of the word, is characteristic of the Ukrainian language and is found very rarely in English borrowings.

In English there is a group of nouns borrowed from Latin back in the 16th and 17th centuries that retain the Latin plural endings: *auditorium – auditoria, bacillus – bacilli, cactus – cacti, coccus – cocci, colloquium – colloquia, datum – data, memorandum – memoranda, radius – radii*. These words mostly belong to the bookish vocabulary; when they come into general use (as, for example, *formula, radius* or *cactus*), they receive English endings and, we may say, become fully grammatically assimilated – *formulas, radiuses, cactuses*. As for the overwhelming number of other loanwords, they easily fit into the paradigms of any part of the language, even when they retain the phonetic features of the source language.

c) borrowings in Ukrainian may have restrictions in word formation (although they are less prominent: *бордо – бордовий, темно – бордовий, but хакі, ноу-хау, от кутюр, прет-а-порте*). In colloquial or informal speech, the word-formation restrictions gradually disappear, adjectives, verbs, etc. are formed from nouns and adverbs.

O. Demenchuk singles out the following linguistic factors that cause the borrowing process in the language including [15, p. 32]:

• to avoid polysemy representing the same concept in a new aspect by fixing different meanings in the native and borrowed words, cf.: English *murder* "the intentional and preplanned act of unlawfully causing the death of a person by another individual" vs. *assassination* "the premeditated act of killing someone suddenly or secretively, especially a prominent person"

• to use a single word instead of a collocation, cf.: *"біг на короткі дистанції"* vs. *"спринт"*.

Scholars categorize borrowings into three types: lexical borrowings, calques (translation-loans), and semantic borrowings.

Lexical borrowings refer to foreign words that enter the native language and maintain their original meaning and form, cf.: *computer* vs. *комп'ютер, борщ* vs. *borshch*.

Translation-loans, also known as calques, are borrowings that undergo the process of translation and do not retain their original form. Instead, they are created in the recipient language using elements that already exist, following the patterns of the source language, cf.: *blind date* vs. *побачення всліпу; hot news* vs. *гарячі факти*.

Semantic borrowings represent a borrowed meaning of a foreign word. For instance, the Ukrainian word *зелений* has acquired the meaning "захисник природного середовища" (cf.: *Партія Зелених*) influenced by the English equivalent *green* "something as being related to or beneficial to the natural environment. It also implies being concerned about environmental issues and supporting policies that aim to protect the environment".

2.3. Internationalisms and "false cognates"

Internationalisms, a distinct category of words within the lexical system, primarily consist of terminological formations that incorporate Greek and Latin morphemes. These international words are found in various domains such as science, culture, politics, and more. What sets them apart is that neither Greek nor Latin originally had these specific words, *інавгурація, консиліум, організація, телефон/inauguration, consilium, organization, telephone*). Such internationalisms could emerge in different languages, they have a similar form and sound approximately the same in Ukrainian and English.

Among internationalisms and English borrowings in Ukrainian we can single out those that differ in meaning and can create difficulties in translation, giving a false idea of the identity of meaning, while in Ukrainian such word is borrowed only in one meaning (for example, *idiom – ідіома*). In English, this word, besides denoting a non-motivated phraseological unit, also denotes style and language in general. A similar situation is observed with the word *cabinet – кабінет*, when it refers to the government, the cabinet of ministers, and a box of special construction with drawers.

The internationalisms, which coincide in one of the meanings and differ in other meanings of the polysemous word, are called **partial internationalisms**. They include the words *construction, address, operation, stress, technical, concern, minister* etc.

Pseudo-internationalisms whose meanings are completely different in the two languages are a classic example of the "**false cognates**" or "translator's false (or fake) friends" (*academic, accurate, anonymous, composition, data, faculty, familiar, figure, intelligence, order, scholar, technique*).

Questions for self-control

1. Provide the definition of etymology

2. What is a native word?

3. What strata do the lexicons of English and Ukrainian languages possess in terms of their origin?

4. What is a loan word?

5. What are the main sources of borrowings in Ukrainian?

6. What are the main sources of borrowings in English?

7. Name the groups of borrowings based on the degree of their assimilation.

8. What is an internationalism?

9. Define the term "false cognates".

Practical assignments

Exercise 1. Find the words of native origin in the following English sentences

1. Loss of blood had sapped his movements of speed, but he still felt refreshed. 2. Her interests were sewing, knitting, cooking, gardening, carding wool for quilts and making feather pillows. 3. His clothes were unkempt and raggedy, and

his belly protruded very visibly. 4. A seductive whiff of spruce, roses and wood smoke leads you to her front door. 5. Field edge paths have fancy dandelions, namely goats beard, broadcasting their large clocks of seeds. 6. He examined the Patrician nose, the curve of her cheek, the dark lashes, the porcelain clarity of her olive toned skin, the cleavage revealed. 7. As I grew, the dream seemed to come every month or so, like a ritual meeting, I later found that every full moon I would have the dream. 8. The table was a heavy oak farm-style one with six ladder-back chairs around it. 9. She refused to answer inquiries from the media about her marriage. 10. There were no roads, only paths through the grass worn away by barefooted boys and women.

Exercise 2. Classify the following lexemes of native origin into three groups in the table

Indo-European	Common Germanic	English proper

ache, ash, apple, bake, bird, bold, buy, child, cow, dead, deep, early, finger, foam, ghost, gloom, ham, hat, heavy, home, hoof, ice, land, leaf, make, meet, mouth, neck, north, rain, rope, small, snake, summer, tongue, wife, wing, winter

Exercise 3. Find the words of native origin in the following Ukrainian sentences

1. А то раптом хтось із юрби, замість колядки, пік щедрівку й на всі заставки горлав: Щедрик, ведрик, Дайте вареник! Грудочку кашки, Кільце ковбаски! 2. Настала б весна, як тільки заспіває в полі жайворонок, спорядив би я свій плуг, та попереду подивився б, як ідуть мої круторогі з двора на поле, махаючи головами... 3. Тільки під займанщиною польською в краї інша віхола витанцьовувати почала. 4. По садах пустинних іде гордовито осінь

жовтокоса на баскім коні. 5. Потім до роботи бралися, поле обробляти та зерно на зиму готувати. 6. Сіли вони до столу, а на ньому лише жмутик сіна та сухий вінок із квітів. 7. Зняв Бодай трембіту, виніс її на двір і засурмив. 8. Коли вже натішилась досхочу, закрутила кран, розвісила на сушилці дощовик, зняла чобітки. 9. Писарям та головам заздро було, як-таки москальчук, ще недавній голодранець, волоцюга, ледащо, посівши за жінкою багатство, вискочив у люди, між пани, куди вони перлися з самого малку, що їм снилося й ввижалося — та не сталося! 10. Ще зовсім недавно село зустрічало нас, як своїх боронителів, мішками несло хліб, сало, курей, давало кращих своїх синів, а тепер – відвернулося.

Exercise 4. Classify the following lexemes of native origin into three groups in the table

Indo-European	Common Slavic and East Slavic	Ukrainian proper

батько, брат, брова, верба, вишня, віз, вовна, вухо, груди, гуска, двері, дочка, зуб, зять, їжак, колесо, лікоть, молоко, мурашка, муха, ніс, орел, оса, осика, син, свекор, свита, серце, сестра, черемха, череп, язик, яйце, ясен, ясна

Exercise 5. Find native words in the given extracts

1. My family have been prominent, well-to-do people in this middle-western city for three generations. The Carraways are something of a clan and we have a tradition that we're descended from the Dukes of Buccleuch, but the actual founder of my line was my grandfather's brother who came here in fifty-one, sent a substitute to the Civil War and started the wholesale hardware business that my father carries on today.

2. Я привітав його, приклавши кулак до чола. Він не підвів погляду від паперів, що лежали на столі, та я знав, що він помітив. Мій батько помічав усе, дуже добре помічав. Тож я чекав. Він кілька разів підписав папери своїм іменем, а вітер усе свистів і каркали на подвір'ї ворони. Камін вдивлявся у кімнату мертвим оком. Батько нечасто наказував його розпалити, навіть у найхолодніші дні. Нарешті вона помітила нас, відклала рукоділля вбік і підвелася.

Exercise 6. Determine the origin of the English words in bold

1. If the linguistic space is **sign** language, then the **deaf** infant will acquire **language** in that modality. 2. She wore a **cloak** about her **shoulders** that was piled with what looked like **swan** feathers. 3. In a **nutshell**, it encourages the development of antiterrorism **technology** by providing liability limits for **terrorism** claims. 4. The picture has **style,** but also a **sincerity** of **sentiment** that gives it distinction. 5. This woody **fragrance** is spicy and fresh with a blend of fresh **jasmine**, lemon, **sandalwood**, and warm spices. 6. The caramelised apples and **vanilla** bean **mascarpone** with pecan and maple **syrup** pudding was a real sticky winter treat. 7. Different people brought out different sides of him, and he was known to be an **angel** to those he liked and a **devil** to those he **despised**. 8. A hurler should be able to run like a **hare**, hide like a rabbit, leap like a **kangaroo**, and climb like a **monkey**. 9. People from the surrounding residential area have constantly complained of **noise** and **vandalism** caused by **youngsters** leaving the club. 10. The **loch** was a little too far from the house to be a convenient place of **resort** for ablutionary **purposes**.

Exercise 7. Determine the origin of the Ukrainian words in bold

1. По **дорозі** вона весь час напружено **думала**, як зробити іменинний **пиріг** незвичайним, і нарешті надумала. 2. Щоб відібрати у корови **молоко**, **відьма** доїла її на Благовіст, на святого Георгія, або в перший день після

Пасхи. 3. **Програму** й план дослідницької роботи **бригади** ми негайно виробимо на **колегії** інституту. 4. Мамка **гроші** Миколі відрахувала, з Катерини **пальто** стягла, в поліетиленовий **пакет** склала. 5. Ми хочемо, щоб ця споруда, яка більше, ніж будь-який інший **палац**, **театр,** обслуговує **мільйони** людей, - щоб ця споруда піднімала дух людини, полегшувала їй **життя**, приносила їй відпочинок, задоволення. 6. Або по-іншому спитаюся: чи може померти душа з її кров'ю та реготом, **поезія**, лихослів'я, вино, музика, **балаган**, любов, зухвальство, буфонада, ритуал, магія, театр, ще раз **буфонада,** сміх, плач, кайф, смак, **джаз**, рок, джаз-рок? 7. Коли слідом за Кантом вважати, що **демократія** є лише формою **деспотії**, то стає зрозумілим, чому справжні почуття притлумлюються, розум гуляє, наче кішка, як сама собі знає, а вміння **спекулювати** думками оголошується **еталоном** вченості. 8. Це, було, і закінчило цю **тему**, але заторкнуті питання не хотіли втихомиритись, Микола Іванович, що виглядав, як добре зрілий **баклажан**, продовжував мову, переважно через **стіл** з Нестором. 9. Ангеліна підкотила столик до Раїних ніг, зняла **серветку** – чай, сир, **джем**, свіжа булка, **бутерброди** з **салямі** та шинкою. 10. І то вже як зайде Петрик у **магазин**, як гляне на того коричневого м'ячика із шнурівкою, то вже йому ні **халва** не пахне, ні **повидло**, ніякі тобі інші витребеньки, лише м'ячик і пахне.

Exercise 8. Group the following English and Ukrainian words according to their origin. Which borrowed words are present in both languages?

a) analysis, ballet, banana, banquet, boulevard, bourgeois, candle, candy, caravan, chapter, chocolate, comedy, fiasco, hamburger, hamster, iceberg, influenza, kindergarten, lava, lilac, mandarin, noodle, police, regime, rendez-vous, restaurant, revolution, scarlet, sequin, spinach, tobacco, umbrella, yoga

b) аґенція, айкідо, амбасада, амплуа, банда, бульйон, верифікація, вермішель, гавань, ґрунт, ґудзик, джем, еспресо, корида, краб, кутюр'є,

ландшафт, левада, лиман, лоцман, леді, мадонна, мазурка, мафія, менеджер, пані, пацьорки, піаніно, пляж, повидло, ранг, серенада, спагеті, спонсор, танго, трос, троянда, туфлі, фієста, футбол, халепа, цедра, шнапс, якудза

Exercise 9. Group the words according to the degree of assimilation into: a) completely assimilated loan words; b) partially assimilated loan words, c) unassimilated loan words

A) animal, article, bacilli, bourgeois, cafe, call, camouflage, chair, chiao, cheese, chiao, cliché, coup d'Etat, die, euro, face, fellow, figure, finish, gate, happy, husband, ill, incognito, like, macaroni, mantilla, matter, memoir, mélange, N.B., odd, prestige, P.S., regime, rupee, sabotage, sombrero, spaghetti, table, take, wine, wrong

B) банан, бордо, бюро, джакузі, джинси, дизайн, вестибюль, галіфе, джем, ікебана, кавун, кашне, кіно, метро, ноу-хау, от кут юр, пальто, памперси, парвеню, прет-а-порте, портмоне, пюре, рандеву, село, хакі, чипси

Exercise 10. Analyze the usage of internationalisms in the following Ukrainian and English sentences

A. 1. Отже, як тільки перевалило десь за середину дев'яностих, усе знову закрутилося: договори, **сертифікати**, гіпотека, цінні папери, акції, кілька ефемерних **банків**, **трастів** і **голдингів**, а потім нікому не знаний громадянин Варцабич И. 2. Перейшовши в новий відділ, Ніна, обираючи другу освіту, чомусь не схотіла вивчати **маркетинг** або «**піар**», а вступила на юридичний факультет. 3. Через десять років вони нам влаштують такий **демпінг**, од якого ми всі здуріємо. 4. Стас відчував себе агентом-новачком спецслужб, якому ніяк не довірять доступ до **файлів** найвищого рівня секретності. 5. Її огрубілі пальці стали нечутливими, і **курсор** бігав по всьому екрану, не потрапляючи на потрібну кнопку. 6. І не забувай, що зараз наша так звана політична **еліта** вимірюється і визначається не за **байтами,** а

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за децибелами. 7. Але другою ногою ми вже ступили в новий час, де дуже скоро в тіло вмонтовуватимуть **чіпи** з готовими знаннями, пересування стане блискавичним, стилі втратять первозданність в ім'я еклектики, людина стане доповненням до **інтерфейсу** , а свої естетичні забаганки можна буде легко задовольнити незліченною кількістю **симулякрів**. 8. Розумієш, народу потрібні ліхтарики, ми зробимо **моніторинг** ринку, відстежимо всі ці **маркетингові** штуки, і у нас все закрутиться … 9. Цей кефірний негідник Хомухін, сховавши від Шульги фантастичну жінку, на яку не має ніякого права, має нахабство просторікувати про якусь **інтеграцію**, якісь **паритети**, переваги, привілеї, всі слова на «п», і сам Хомухін ставав мовби Гіомукін, Пукін, Перепукін … 10. Примножують силу добра, оберігають печінку чи нирки, дають наснагу серцю, гарантують вірність, бережуть від зради, роблять успішним **бізнес**, привертають увагу протилежної статі, підхльостують ревнощі.

B) 1. Macbeth is a schemer and **plotter** who is eventually undone by his own misdeeds. 2. My aim is to revisit their insights in order to call for a renewed **revaluation** of polka against the continuing **stereotypes** that besiege it. 3. The **conference** will give us an opportunity to exchange **information** with other researchers. 4. Opt for **complex** carbohydrates like sweet potatoes and brown rice over simpler ones like those found in sweets, and don't forget your fats. 5. Just over an hour into the battle a strange alien-like **object** surfaced about thirty yards from the boat and bobbed on the waves. 6. From **restaurant menus** to new lifestyle **trends**, savoring the moment has become the rule. 7. The whale watching **industry** provides ecotourists and marine mammal **enthusiasts** the opportunity to see groups of gray whales as they **migrate**. 8. I gave him my **business** for years and never for one **moment** did I suspect that he was a criminal. 9. She consulted a **marketing specialist** when she decided to go into business. 10. You don't have to worry about carrying around a clunky and expensive **mobile terminal**.

Exercise 11. Compare the definitions of "false cognates" and make up sentences illustrating differences in their meanings

ammunition – "a supply of bullets, etc. to be fired from guns" [21] vs. амуніція – «сукупність речей (крім одягу і зброї), що становлять спорядження військовослужбовця, а також військове спорядження коня» [19];

complexion – "the natural colour and condition of the skin on a person's face" [21] vs. *комплекція* – «будова тіла; статура» [19];

compositor – "a person who arranges text on a page before printing" [21] vs. *композитор* – «автор музичних творів» [19];

institution – "a large important organization that has a particular purpose, for example a university or bank; a hospital, prison or other building where people are made to stay and are cared for; a custom or system that has existed for a long time among a particular group of people" [21] vs. інститут – «назва деяких вищих навчальних закладів і наукових установ» [19];

prospect – "the possibility that something will happen" [21] vs. проспект – «широка і пряма міська вулиця; докладний план, короткий зміст наукової праці або певного видання, що готується до друку; рекламна листівка або буклет; довідник з описом того, що рекламується» [19];

pathetic – "making you feel sad; weak and not successful; pitiful; feeble" [21] vs. патетичний – «сповнений пафосу, зумовлений пристрастю, піднесеністю, хвилюванням» [19];

rent – "an amount of money that you regularly pay so that you can use a house, room, etc." [21] vs. *рента* – «дохід з капіталу, землі або майна, який власники одержують регулярно, не займаючись підприємницькою діяльністю» [19]

sympathetic – "willing to try to understand someone else's problems and give them any help they need" [21] vs. симпатичний – «який викликає симпатію, прихильне ставлення до себе (про людину); приємний, милий, привабливий» [19];

trivial – "of little worth or importance" [21] vs. тривіальний – «позбавлений новизни; заяложений, не оригінальний; занадто звичайний, простий» [19].

Exercise 12. Provide the "false cognates" in the Ukrainian language to the following English words. Analyze and establish the discrepancies in their respective meanings. Make up sentences of your own to illustrate them

advocate, artist, champion, clay, complexion, conductor, conservatory, fabric, faculty, geniality, impulse, invalid, intelligent, occupation, passage, personal, plaster, popular, replica, speculation, sympathy

Exercise 13. Provide the "false cognates" in the English language to the following Ukrainian words. Determine the difference in their meanings. Make up dialogues or situations using them

акуратний, актуальний, аплікація, бісквіт, гіпс, дата, декада, кабінет, камера, клей, кредит, компас, магазин, мультиплікація, паста, претендувати, проспект, романс, солідний, талон.

Exercise 14. Compare the meaning of the English and Ukrainian "false cognates" and translation correspondences in the following sentences

1. He also places some importance on the first line his **character** speaks, in order to gauge the type of person he is. Саме життя виробило в ньому цей **характер** – різкий, упертий, готовий до будь – яких труднощів. Це був би дуже цікавий **персонаж** для доброї комедії.

2. All of her teachers had **sympathy** on her, since she was their favorite student, they allowed her to retake tests and makeup missed work. Він був просто щирий і скромний і до аудиторії звертався не як трибун, а як співрозмовник, і цим пригортав до себе **симпатії** слухачів. Душа його переймалась щемливим **співчуттям** до неї.

3. After Michelangelo and Raphael, he was the most important and variously creative **artist** of the Roman High Renaissance. **Артисти** підходять до рампи і, повернувшись до ложі, бурно, з ентузіазмом плещуть. Далі **художник** робив ріис сажею, намічаючи контур, а білилами наносив «движки» я означення рис обличчя.

4. There he encounters a **lunatic** who is obsessed with murder and who appears to be dripping blood. І раптом, простягаючи вперед руки, ніби скоряючись якійсь невідомій магнетичній силі, він, мов **лунатик**, рушив до довгого ряду спарених секцій батарей парового опалення. Він зайшовся таким **божевільним** реготом, що ледве не випав із сідла.

5. Their **argument** probably would have become violent if I hadn't interceded. Перед їхньою силою та ніжністю їх відступають усі **аргументи**, глухнуть тверезі голоси. Терпіти не можу **сварок**, уникаю конфліктів, я завжди позитивно налаштований.

Tests to Unit 2

1. Which of the following statements is true regarding the impact of borrowing on the vocabulary of English and Ukrainian?

a) Borrowings have a minimal impact on the vocabulary of both languages.

b) Borrowings have significantly enriched the vocabulary of both languages.

c) Borrowings have led to a decrease in the vocabulary of both languages.

d) Borrowings have only affected specialized domains in both languages.

2. What is the primary reason for borrowings in English and Ukrainian?

a) The need to fill lexical gaps in the languages.

b) The desire to elevate the prestige of the languages.

c) The influence of globalization and international communication.

d) The influence of neighboring languages.

3. Which of the following statements is true about the role of Latin and Greek in English and Ukrainian?

a) Latin and Greek have had a limited impact on the vocabulary of both languages.

b) Latin and Greek have influenced the technical and scientific vocabulary of both languages.

c) Latin and Greek have influenced the everyday vocabulary of both languages.

d) Latin and Greek have had no influence on the vocabulary of both languages.

4. What are loan translations or calques?

a) Words borrowed from neighboring languages.

b) Words that maintain their original form but change in meaning.

c) Words that undergo the process of literal translation.

d) Words borrowed from Latin and Greek.

5. Which of the following statements is true regarding the relationship between English and Ukrainian?

a) English and Ukrainian share no common vocabulary.

b) English and Ukrainian share a significant amount of common vocabulary.

c) English and Ukrainian share some common vocabulary, primarily borrowed words.

d) English and Ukrainian have completely separate vocabularies.

6. Internationalisms primarily consist of terminological formations that incorporate which of the following morphemes?

a) Greek and Latin

b) English and Latin

c) Ukrainian and Greek

d) English and Ukrainian

7. Pseudo-internationalisms are examples of "false cognates" or "translator's false friends" because:

a) they have similar meanings in both languages.

b) they have completely different meanings in both languages.

c) they have different meanings in one of the polysemous word's meanings.

d) they are not borrowed words.

8. Which of the following is NOT mentioned as an example of pseudo-internationalisms?

a) Academic

b) Accurate

c) Construction

d) Telephone

9. Which of the following is NOT mentioned as an example of fully assimilated borrowings in English?

a) Chair

b) Cousin

c) Street

d) Gentle

10. What is the purpose of etymology in the study of language?

a) To investigate the origins of words within a language

b) To explore the development of syntax and grammar

c) To analyze the phonetic structures of words

d) To study the cultural contexts of language use

11. What percentage of the English lexicon is comprised of borrowings?

a) 30%

b) 50%

c) 70%

d) 90%

12. Which language has a higher percentage of native words in its lexicon?

a) English

b) Ukrainian

c) Both have similar percentages

d) It is not mentioned in the provided information

13. Borrowings in English and Ukrainian can come from which of the following periods?

a) Ancient times

b) Medieval period

c) Renaissance

d) Modern era

14. Borrowings in English and Ukrainian can come from which of the following sources?

a) Languages of neighboring nations

b) Conquests

c) New philosophical, economic, legal, and technical concepts

d) All of the above

15. Which of the following statements is true about fully assimilated borrowings?

a) They retain uncharacteristic sounds for a given language.

b) They cannot be used in word formation processes.

c) They are naturally perceived as words of foreign origin.

d) They have restrictions on their use in the language.

UNIT 3

THE WORD AS THE MAIN LANGUAGE UNIT AND ITS MORPHOLOGICAL STRUCTURE

3.1. The notion of a word

A **word** serves as the fundamental building block of language, possessing the function of naming objects, phenomena, their attributes, actions, states, and relationships. Each language exhibits a distinct set of semantic, phonetic, and grammatical features that characterize a word. Key characteristics of a word include its unity, distinguishability, and the ability to be freely reproduced in speech. The structure of a word encompasses its phonetic composition (consisting of phonemes), morphological composition (consisting of morphemic syllables), and semantic composition (consisting of multiple meanings). A word carries both a lexical meaning and a grammatical meaning. Parts of speech are determined based on the combination of lexical and grammatical meanings in a word.

In Ukrainian, lexical and grammatical meanings are predominantly conveyed through corresponding morphemes, while in English, the position of a word in a sentence often indicates both its grammatical and lexical meaning. In Ukrainian, all additional meanings, whether lexical or grammatical, are conveyed through affixes and inflections: *рука, ручище, ручний, ручна, ручними, вручити, доручити*.

The issue of word identification encompasses various aspects, such as its distinctiveness, which refers to a word or a sequence of characters delimited by spaces in the text. However, it is important to acknowledge the arbitrary nature of spelling rules, as language usage often provides numerous examples of variations. For instance, in Ukrainian, the particle "не" (meaning "not") can be written together or separately with different parts of speech, while in English, postpositives are frequently written as one word in nouns and as separate words in verbs (*makeup* n.–*make up* v.). The same can be said about some compound words, which may be presented in dictionaries as two or three variants (*makeup* n., *make-up* n.).

The connection between a subject and the sound complex denoting it is in most cases arbitrary. Word motivation mostly appears when a word is derived (the meaning of affixes is added to the meaning of the root morpheme) or when a word is a compound word. In addition, in each of the languages there are words phonetically motivated.

3.2. A morpheme and its types

A word consists of morphemes. A **morpheme** (Greek *morphe* – form) is a minimal sign, a minimal phonetic complex, which has a meaning and does not disintegrate further into simpler units of the same level. In certain cases, however, we speak of a "null morpheme" (for example, when a noun is converted into a verb in English, or when the accusative case of a noun coincides with its nominative case).

An **allomorph** is a variant of a particular morpheme that has undergone phonetic modification due to the sound composition of neighboring morphemes or the formal structure of a word. For example, when we take English words like *invaluable, irregular, impatient*, we can see that all words share the same prefix *in-*. But depending on the first sound of the root, it undergoes a phonetic modification. The same situation is observed in Ukrainian words *збавити, сфотографувати, зіставити*, which contain the allomorphs of the prefix *з-*. Thus, a morpheme combines homogenous morphs (root, suffixal, prefixal, etc.). A morpheme may be represented by a single morph or by its allomorphs.

Morphemes, based on their function and the meanings they convey, can be categorized into two types: **root** morphemes and **affixal** morphemes. Root morphemes are located within the roots of words and carry lexical meaning. On the other hand, affixal morphemes are further classified as **prefixes** and **suffixes**. In this context, we are not discussing inflections, which are morphemes that serve a grammatical rather than lexical purpose

Parsing the composition of a word, we also have to deal with the notion of a stem. The **stem** is a part of a word that expresses its lexical meaning. In the morphemic division of a word, the stem is the part that remains after the removal of affixes with grammatical meaning. Ukr. *врода, красивий, головою* / Eng. *calls, interested, writing* have in their composition the grammatical morphemes *(-a –* inflection of the nominative case of a noun; *-ий* – masculine gender, nominative case of the adjective; *-ою* – ablative case; *-s* – 3rd person singular in the Present Simple or the plural form of a noun, *-ed* – the Past Simple or Past Participle, -ing – Present Participle). The notion of stem has a much broader application for the Ukrainian language, since it is an inflective language, and any lexical analysis begins with the removal of grammatical morphemes.

Morphemes may be free and bound. A **free morpheme** is one that coincides with a stem in at least one meaningful word – *ліс /wood, сіль/salt*. A free root can be combined with word-forming, form-forming, inflectional affixes, and other roots, or may be used alone, for example, Ukr. ***синь, син**ій,* ***син**іти,* ***син**ити, про**синь**, **син**юватий,* ***син**ьо-сірий* / Eng. ***blue**, **blue**s, **blu**ish, **blu**er, **blue**ness, **blu**ed* etc.

Bound morphemes are not used without word-forming affixes. They are called so because they are not known in an affix-free form, for example, in the words: Ukr. *ви-**мик**-ати, уві-**мк**-ну ти, ви-**мик**-ач, за-**мок**, від-**мик**-ати*/ Eng. ***anti**biotic,* ***anti**dote,* ***anti**septic,* ***non**smoker,* ***non**fiction,* ***non**scheduled*. Bound morphemes have mostly vague semantics.

Semi-bound morphemes, also known as semi-free morphemes, have the ability to function both as affixes and as independent morphemes within a morphemic sequence. For example, morphemes like "well" and "half" can be used as free morphemes that align with the stem and the word form in phrases such as "to sing well", "to feel well", "half of a pie", "half an hour", as well as bound morphemes in words like "well-off", "half-done", etc.

Free morphemes can be only roots, bound morphemes – affixes and a significant number of roots in Ukrainian and a certain number of roots (mainly

borrowed from other languages) in English. The distinction between the two languages lies in the fact that word formation in English generates significantly more transparent derivatives that are morphologically motivated. This process of creating new words is relatively straightforward, enabling the expansion of the vocabulary almost infinitely.

An **affix** is an optional auxiliary morpheme that carries an additional word-forming or grammatical meaning. Affixes specify or modify the semantics of the root, for example, *вийти, відійти, дійти, зайти, перейти, підійти, прийти, пройти, увійти / eat, overeat, undereat*, etc.

Affixes can be word-forming and form-forming in Ukrainian and predominantly word-forming in English. Thus, in Ukrainian, formative affixes such as the suffix forming the infinitive *-ти* (*ходити, працювати, кохати*), suffixes *-в-/-л-* to form the past tense of verbs (*ходив, працювала, кохав*), the suffixes *-иш-/-іш-* to form comparative degrees of adjectives (*швидший, приємніший*).

In English, the infinitive suffix has long been lost; the past tense formation suffix *-d/t*, after the practical loss of grammatical endings, is no longer perceived as a suffix, and grammarians increasingly refer to it as an ending, equating in status with the proper ending (a formative morpheme) of third person verbs (*play – plays – played*). And only the suffixes for the creation of comparison degrees *-er/-est* remain formative in English (*longer/ longest, happier/ happiest*), although the scope of their use has significantly narrowed due to the analytic forms with *more* and *most* (*more beautiful/ most beautiful*).

Word affixes, both in English and Ukrainian, are prefixes and suffixes (infixes are not typical for these languages, although some tend to believe that they can be distinguished, at least in English, and in Ukrainian sometimes an infix is a connecting vowel in compound words).

A **prefix** is a morpheme placed before a root. In English, prefixes have only a word-forming function, in Ukrainian they are often grammatical (*писати – написати*). In English, prefixes mostly serve to create new words in purely prefixal

and combined prefix-suffixal word formation; in Ukrainian, the proportion of prefixes used in combined prefix-suffixal word formation is much higher than those that can be used independently.

A **suffix** is a morpheme located in a word after a root or other suffix and imparts a new lexical or grammatical meaning to it. The suffix, attached to the root, creates a word and transfers it to a class of words with some general categorical meaning, for example: -*ness,-ity/ -ість, -от-а* – are suffixes forming abstract nouns (happy + ness, stupid + ity – *happiness, stupidity*; заздрити + ість, чорний + ота – *заздрість, чорнота*); -ful -less – are adjectival suffixes (cl. beauty + ful, sleep + less – beautiful, sleepless – красивий, безсонний). Such suffixes can be called transposing (or class-changing). Those that change the meaning of a word without transferring it to another part of speech are non-transposing (or class-maintaining). Non-transposing suffixes, however, also transfer a word within one part of the language from one class to another – for example, concrete nouns to abstract ones (*adult – adulthood, partner – partnership*), names of inanimate objects into names of individuals (*bank – banker*) etc.

Suffixes can also carry a clear grammatical significance. One illustration of this is the English noun suffix -ee (*addressee, blackmailee, employee, payee, refugee*), besides denoting a person, also has a passive meaning; it is a person who is the object of the action expressed by the verbal root.

The same passive meaning is observed with the adjective suffix -able, e.g., *eatable, flexible, manageable, readable* (the one that can be eaten, read, etc., now the suffix with this meaning is borrowed into the Ukrainian language and one can find the form *читабельний, операбельний* etc.)

Word affixes serve to clarify the subject meaning of the root; in general, derivatives formed with them are morphologically motivated. Thus, the words such as *teacher, thinker/ вчитель, мислитель*, contain a morpheme – a suffix denoting a person, a doer; the words *brutish, childish, tallish, yellowish* are denominal adjectives, meaning "having the properties of a root noun".

A word that is morphologically motivated is easily understood by the linguist as a whole, and productive patterns of word formation can create many new words without the need to consult a dictionary.

3.3. The procedure of morphemic analysis

Morphemic analysis is the segmentation of morphemes within a word, determining their meanings and boundaries. This is what distinguishes it from etymological and word-formation analysis.

Derivational analysis aids in understanding the formation of a word by identifying the specific derivational pattern employed to construct it.

There are two directions in the understanding of morphemic division in linguistics:

1. stems are divided into morphemes only when there are related words with a free or bound root.

2. when dividing the stem, not only the roots are taken into account, but also the auxiliary morphemes. Then all morphemes are equal. This is the rationale of scientific word analysis.

The analysis of a word structure on the morphemic level lies in segmenting a word into the constituent morphemes. This technique was first introduced by Leonard Bloomfield in 1935 and later was developed as the method of **Immediate and Ultimate Constituents** (see Fig. 3.1.). It relies on a binary principle that involves dividing the word into two parts at a time by employing procedures to identify both the root and the affix.
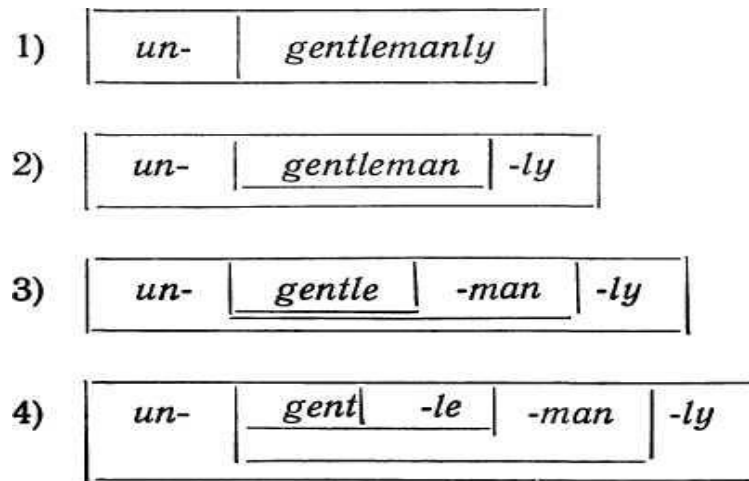
Fig. 3.1. Stages of IC and UC analysis of the word "ungentlemanly"

First, we isolate the morpheme that is essential for the existence of the word. At each step, these two components are known as the Immediate Constituents (ICs), representing elements within the word that can be further divided. Each IC is then dissected into two smaller meaningful elements. This process continues until the researcher reaches constituents that cannot be further divided, known as Ultimate Constituents (UCs). UCs represent the parts of the word that cannot be broken down any further.

Questions for self-control

1. What is a word?
2. Give the definition of a morpheme.
3. Provide different classifications of morphemes.
4. What is a difference between free, bound and semi-bund morphemes?
5. What is an affix? What types of affixes do you know?
6. Explain the procedure of morphemic analysis.
7. What is derivational analysis?
8. Explain the notions of immediate and ultimate constituents.

Practical assignments

Exercise 1. Analyze the morphological structure of the following strings of words

A) wind, windy, windless, windlike, wind-swept, wind-borne, windmill; water, watery, watersoaked, waterish, watered, waterily; summer, summery, summerlong, summerlike, summerless, summered; snow, snowy, snowcap, snowflake;

B) вітер, вітряк, безвітряний, вітерець, вітряний, вітрозахисний, вітрогон, вітрище, вітромір, вітроенергетика; вода, водний, водянистий, підводний, підводник, водойма; літо, літній, літечко, влітку, літувати; сніг, сніговий, засніжити, сніжний, сніжно, сніжинка.

Exercise 2. Split the following Ukrainian and English words into their morphemes using the method of Immediate and Ultimate Constituents.

combatant, complimentary, frontal, entertain, indicate, mysterious, lurker, insecurity, irrelevant, scruffy, stupidly, subtlety;

білити, будівля, громадянин, календарний, мужність, невеликий, неврожай, прочитати, річечка, сумний, темнуватий, хвилястий, хлібина

Exercise 3. Using ICs and UCs analysis, examine the morphemic and derivational structures of English-Ukrainian equivalents and identify both shared characteristics and distinctions

ability – здатність, brotherhood – братерство, construction – будівництво, incompatible – несумісний, knowledgeable – обізнаний, pre-war – довоєнний, over-cooked – переварений, reading – читання, residence – проживання, simplification – спрощення, speechless – безмовний, vegetation – рослинність, torture – катування, unploughed – незораний

Exercise 4. Determine the roots in the following English-Ukrainian equivalents

army - армія, zone – зона, apple – яблуко, harmless – нешкідливий, response – відповідь, unfriendly – непривітний, unkind – недобрий

Exercise 5. Perform the morphological analysis and classify the following words into three groups: a) simple, b) derived, c) compound

борщ, бронетранспортер, вантаж, відродження, вчений, гай, держава, дуб, думка, єдність, жоржина, завірюха, кава, карамель, кисень, коваль, корінь, куліш, ласощі, літературознавство, малюнок, мінерал, мова, печиво, письменник, підгрупа, план, побут, приказка, рій, розвиток, свита, сіль, скрипаль, слово, телепень, цуценя, щоденник

anger, antisocial, authority, brave, caricature, confidence, deep, face-to-face, illogical, gesture, lack, male, mediation, minority, misinterpret, palm, pillar, prediction, proof, rapid, self-conscious, shoulder-length, slang, survey, topic, trendsetter, well-groomed, worry

Exercise 6. Determine the component morpheme(s) in the following words. Identify the type of each morpheme: free, bound, semi-free

антиоксидант, боротьба, вантажівка, віхола, горобець, долоня, дошкульний, журавель, зернина, лютувати, порепаний, прижиттєвий, професор, слизький, угрупування, фарбник, хурделиця, шматок

anonymous, application, appointed, blood, composition, distinction, influx, intelligence, law, occasionally, probably, regular, southernmost, spell-checker, television, thunderstorm, untroubled, waterbag, workaholic

Tests to Unit 3

1. What is the function of a word in language?

a) To convey grammatical meaning

b) To convey semantic meaning

c) To convey phonetic meaning

d) All of the above

2. Which of the following is NOT a key characteristic of a word?

a) Unity

b) Distinguishability

c) Reproducibility in writing

d) Reproducibility in speech

3. What does the structure of a word encompass?

a) Phonetic composition

b) Morphological composition

c) Semantic composition

d) All of the above

4. In which language are additional meanings, whether lexical or grammatical, predominantly conveyed through affixes and inflections?

a) Ukrainian

b) English

c) Both Ukrainian and English

d) None of the above

5. What determines the parts of speech in a word?

a) Lexical meaning

b) Grammatical meaning

c) Combination of lexical and grammatical meanings

d) Position in a sentence

6. What is the connection between a subject and the sound complex denoting it in most cases?

a) Arbitrary

b) Phonetic

c) Motivated

d) Derivative

7. What is a morpheme?

a) A minimal phonetic complex

b) A meaningful unit that cannot be further divided

c) A distinct set of semantic, phonetic, and grammatical features

d) A sound composition of neighbouring morphemes

8. What is an allomorph?

a) A variant of a morpheme that undergoes phonetic modification

b) A meaningful unit that carries lexical meaning

c) A part of a word that expresses its lexical meaning

d) A morpheme that combines homogenous morphs

9. Which type of morpheme carries lexical meaning and is located within the roots of words?

a) Root morpheme

b) Affixal morpheme

c) Inflectional morpheme

d) Derivational morpheme

10. What is the function of affixal morphemes?

a) To carry lexical meaning

b) To carry grammatical meaning

c) To combine homogenous morphs

d) To undergo phonetic modification

11. What is the part of a word that expresses its lexical meaning?

a) Stem

b) Root

c) Affix

d) Allomorph

12. Which type of morpheme is not used without word-forming affixes?

a) Free morpheme

b) Bound morpheme

c) Semi-bound morpheme

d) Non-transposing morpheme

13. What is the difference between transposing and non-transposing suffixes?

a) Transposing suffixes change the part of speech, while non-transposing suffixes do not

b) Transposing suffixes have clear grammatical significance, while non-transposing suffixes do not

c) Transposing suffixes transfer a word to another part of speech, while non-transposing suffixes transfer a word within the same part of speech

d) There is no difference between transposing and non-transposing suffixes

14. What is the purpose of morphemic analysis?

a) To understand the etymology of a word

b) To identify the specific derivational pattern of a word

c) To segment a word into constituent morphemes

d) To analyze morphemes.

15. Which of the following statements about derivational morphemes is NOT true?

a) They can change the grammatical category of a word.

b) They can change the meaning of a word.

c) They are always suffixes.

d) They can create new words.

16. What is the difference between inflectional and derivational morphemes?

a) Inflectional morphemes change the grammatical category of a word, while derivational morphemes do not.

b) Inflectional morphemes change the meaning of a word, while derivational morphemes do not.

c) Inflectional morphemes are always suffixes, while derivational morphemes can be prefixes or suffixes.

d) Inflectional morphemes create new words, while derivational morphemes modify existing words.

17. Which of the following is an example of an inflectional morpheme?

a) -ly (as in quickly)

b) -er (as in taller)

c) -s (as in cats)

d) -ness (as in happiness)

18. What is the process of adding affixes to a root called?

a) Derivation

b) Inflection

c) Composition

d) Decoding

19. Which of the following is an example of a compound word?

a) Unhappiness

b) Doghouse

c) Cats

d) Beautifully

20. What is the term for the branch studying word formation?

a) Phonetics

b) Syntax

c) Semantics

d) Morphology

UNIT 4

WORD-FORMATION IN MODERN ENGLISH AND UKRAINIAN

The vocabulary of a language is constantly being replenished. It may be enriched both by external reserves (borrowings), and by using the internal resources of the language. The branch of linguistics that studies words from the point of view of their formation in a language is called **word-formation**.

Word-formation mechanisms include derivation, or morphological word formation (affixation and conversion), syntactic word formation (word composition), shortening (abbreviation, acronyms, clipping, blending). Other minor types of word-formation encompass back-formation, sound-imitation, reduplication, etc.

4.1. Derivation

According to O. Demenchuk, **derivation** is a form of word formation wherein a word is created by adding an affix to another existing word [15, p. 34].

Derivational analysis involves two main units: a derivational row and a derivational cluster.

A **derivational row** refers to a sequence of words that are derived from a single base or root word by adding different affixes or undergoing other derivational processes. It shows the various forms that can be generated from the base word, e.g., *nonexistent, non-smoker, nonfiction*. The words have the same structural meaning ("indicating negation"), though each of them has a meaning of its own [10, p. 217].

A **derivational cluster** is a group of words that share a common root or base word but differ in terms of the affixes or derivational processes applied to them. It demonstrates the related forms that emerge from the same root in a language, e.g., *whiten, whiteness, whitish, whiteface* [10, p. 217].

In morphological word formation we deal with the formation of new words by adding one or more morphemes, and at least one morpheme must be a root

morpheme. The auxiliary, or affixal, morphemes are classified into prefixes and suffixes, depending on their position in the word.

Affixes have a definite meaning fixed in the language and may be the bearers of derivational and grammatical meanings of a word. They clarify the meaning of the root, modify the original lexical meaning, and indicate its relation to other words of the same root. In short, they are the carriers of the morphological motivation of derived words.

The meaning of affixes is manifested in unity with the word root. Thus, a well-known English prefix in- (with a negative meaning) in the words such as *incorrect, indecent, independent, indiscreet, insane, intransitive, invalid* (*неправильний, непристойний, незалежний, нескромний, божевільний, неперехідний, недійсний*) forms, for example, together with the roots "different" or "valuable" the words that have a more complicated morphological motivation: the meanings of the word "indifferent" or "invaluable" are not limited to the simple addition of a negative meaning to the root morpheme.

Derivation is inherent in both Ukrainian and English, but it is worth noting both common and different features in this type of word formation in the two languages. First of all, in the morphological word formation of English the ratio of free root morphemes is much higher than the ratio of free morphemes in Ukrainian. Second, English derivation is more often a purely prefixal or suffixal formation, while in Ukrainian it is prefixal-suffixal formation.

Prefixation is the formation of new words with the help of a prefix, the latter being an affix which precedes the root morpheme it is added to [15, p. 37]. The prefix modifies the meaning of the root morpheme. In Ukrainian, it never serves as an independent transposing element (i.e., it does not transfer a word from one part to another); in English such prefixes, although few in number, may form another part of the language. For example, the prefixes *en-/em-* (*emblazon, embottle, empower, enable, enact, encage, enclose, encircle, enlarge* etc.) and *be-* (*bedazzle, belittle, bemuse, bewitch* etc.) serve to form verbs from other parts of speech while the prefix

a- forms statives mainly from verbs and adjectives (*aglow, anew, ajar, asleep, awake*). For the most part, however, the prefixal derivatives still remain within the same part of speech.

The classifications of prefixes are mainly based on the following criteria: meaning, origin, and productivity.

The English **native prefixes** are of Germanic origin and include: *a-* (*awake*), *be-* (*befriend*), *after-* (*aftertaste*), *al-* (*also*), *by-* (*bygone*), *for-* (*forbid*), *fore-* (*forefinger*), *forth-* (*forthdraw*), *in-* (*income*), *mis-* (*misunderstand*), *off-* (*offcoming*), *on-* (*onset*), *out-* (*outboard*), *over-* (*overcome*), *un-* (*unusual*), *under-* (*underdeveloped*), *up-* (*upload*), *with-* (*withstand*). Ukrainian possesses the native prefixes of Old Slavic origin: *воз-* (*возвести*), *пре-* (*прекрасний*), *пред-* (*представник*), *со-* (*соратник*).

The English **borrowed prefixes** are of the following origins:

a) of Romanic origin: *ab-* (*abdicate*), *ad-* (also *a-, ac-, af-, ag- al-, an-, ap-, at- as-*) (*advance, adulterate, adjunct, ascend, affiliate, affirm, aggravate, alleviate, annotate, apprehend, arrive, assemble, attend*), ante- (*antecedent)*, *bi-* (*biannual*), *bin-* (*binocular*), *circum-* (*circumstance*), *com-* (also *co-, col-, con-, cor-*) (*combat, codriver, collude, confide, corrode*), *contra-* (*contraceptive*), *counter-* (*counteract*), *de-* (*deactivate*), *dis-* (also *di-*) (*disadvantage*), *duo-* (*duodecimal*), *ex-* (*ex-president*), *extra-* (*extracurricular*), *in-* (also *im-, il-, ir-*) (*impossible, infertile, illogical, irregular*), *en-/em-* (*enlighten, embitter*), *inter-* (*interact*), *intra-* (*intravenous*), *mis-* (miscarriage), *non-* (*non-smoker*), *ob-* (also *oc-, of-, op-*) (*obstruct, occult, offend, oppose*), *per-* (*perennial*), *peri-* (*perimeter*), *post-* (*postpone*), *pre-* (*pre-adolescent*), *pro-* (*pro-African*), *re-* (*redo*), *retro-* (*retrospective*), *semi-* (*semi-conscious*), *sub-* (also *suc-, suf- , sug-, sup-, sur-, sus-*) (*submarine, suffocate, suppress, surround*), *super-* (*supernatural*), *trans-* (*transatlantic*), *ultra-* (*ultrasonic*), *vice-/vis-* (*vice-president, viscount*);

b) of Greek origin: *a-* (*anaemic*), *amphi-* (*amphitheatre*), *anti-* (*antibiotic*), *ant-* (*antarctic*), *dis-* (*dissyllable*), *di-* (*diagonal*), *poly-* (*polylogue*).

The Ukrainian borrowed prefixes are:

a) of Romanic origin: *віце-* (*віце-президент*), *де-* (*деструктивний*), *екс-* (*екскаватор*), *ім-* (*імплант*), *ін-* (*інкрустований*), *інтер-* (*інтернаціоналізм*), *контр-* (*контр-культура*), *ре-* (*ретрансляція*), *суб-* (*субарктичний*), *ультра-* (*ультразвук*);

b) of Greek origin: *а-* (*анархія*), *ан-/ана-* (*анабіоз*), *анти-* (*антибактеріальний*), *ев-* (*евфобія*).

Semantically, prefixes may fall into the following groups:

a) prefixes with the **meaning of negation** *un-*, *in-* (*-il/ir/im*), *de- dis-*, *non- a-*. These prefixes are mostly attached to the stems of adjectives, participles and adverbs, but are also quite natural in nouns and verbs. They are extremely productive, and the number of derivatives with them is constantly increasing, for instance: *unemployment, illegal, dehydrate, dishonest, nongovernmental, acentric.*

In Ukrainian, the prefix *не-*, which originates from the negative particle and serves to form adjectives and nouns with a meaning opposite to that of the motivating stem, reveals the greatest productivity (*воля – неволя, довіра – недовіра, спокій – неспокій, вмілий – невмілий, рішуче – нерішуче*). The number of adjectives and nouns created with this prefix is almost unlimited: *невдаха, нездара, негода, неук, невблаганний, невпинний, нещадний.* The system is open, and not every new formation is fixed by dictionaries, since all words of this type are morphologically motivated.

The prefix *без-* also has a negative meaning. It is characteristic for the prefixal-suffixal word formation: *законний – беззаконний, земельний – безземельний, листя – безлистий, хмарний – безхмарний, крайній – безкрайній, шумний – безшумний, звучний – беззвучний, зуби – беззубий.* It can also be used with other parts of speech formed from adjectives: *безлад, безмір, безцінь, бездоріжжя, безумовно, безнадія.* In English, this prefix in many cases corresponds to the suffix *-less* or the prefix *un-* (*ceaseless, defenseless* or *unprotected*, etc.), in the case of adjective nouns the noun suffix -ness is also added (*hopelessness, sleeplessness*).

The prefixes *де-, дис-*, borrowed from Latin, and the prefix *а-*, borrowed from Greek, are used mostly as part of foreign words and do not reveal a significant productivity (*авітамінозний, алогічний, асинхронний, дисбаланс, дисгармонія, дискваліфікація, децентралізація, дезактивація*).

In English, negative derivatives may be formed by means of one or more negative prefixes without much difference in meaning, with different prefixes for the noun and the adjective of the same root, while in Ukrainian the prefix *не-* is more universal, although a derivative with the prefix *без-* is also possible to function in parallel. Cf:

incapable – нездатний; incomparable – незрівнянний; unbearable – нестерпний; undamaged – непошкоджений; unemployed – безробітний; incalculable (uncalculable) – незліченний; inconstant (unconstant) – непостійний; inconsolable (unconsolable) – невтішний, безутішний; unerring (inerrant) – безпомилковий, непогрішний.

b) prefixes with the meaning of **repeated or reversed action** *un-, dis-, re-*: *undo, unfasten, unveil, disconnect, rearrange, remarry, re-read.*

Their correspondences in Ukrainian are the prefixes *роз-, обез-, збез-, зне-, пере-: розсекретити, розгалузити, розбазарити, обезземелити, обезжиріти, обезмилити, знебарвити, знецінити, знеболити, переписати, передумати.*

c) prefixes specifying the **temporal and spatial coordinates** of the root *fore-, pre-, post-, super-,* and prefixes of prepositional origin *under-, after-, in-, over-, by-, out-: after-hours, aftershave, by-election, by-product, forearm, forecast, inbred, include, overland, over-sixties, outbuilding, outdoor, prehistoric, pre-war, postgraduate, postwar, underground, underwater.*

Their correspondences in Ukrainian are the prefixes *до-, за-, перед-, між-, над-, під-, по-, пере-, при-, об-, о-, після-,* etc.: *довоєнний, доісторичний, донині, дотепер, заміський, заморський, міжбрів'я, міжгір'я, надбрівний, надводний, ошийок, осередок, переддень, передісторія, перевулок, перешийок, підобідній,*

підвечірній, підребер'я, підгір'я, післязавтра, післявоєнний, поплічник, повоєнний, прибережний, привокзальний.

Suffixation is the process of creating new words by adding suffixes, which are affixes that come after the root morpheme [15, p. 34].

Suffixes are commonly categorized based on the part of speech they create. According to I. Korunets, the number of suffixes in English is limited to around 100, with approximately 60 used for forming nouns, 26 for forming adjectives, 5 for forming verbs, and 3 for forming adverbs [6]. Some examples of noun-forming suffixes in English include *-acy, -ance, -ion, -dom, -er, -ess, -hood, -ics, -ism, -ity, -ment, -ness*, and *-ship*. Adjective-forming suffixes include *-able, -al, -fold, -ful, -ic, -ile, -ish, -less, -ous, -some, -ward*, and *-y*. Verb-forming suffixes include *-ate, -en, -esce, -ify*, and *-ize*, while adverb-forming suffixes include *-ly, -wards*, and *-ways*.

Ukrainian word-forming suffixes exhibit greater diversity and a larger quantity compared to English. In addition, Ukrainian possesses special suffixes to denote different genders of nouns which is unavailable in English.

Here we distinguish noun suffixes:

a) denoting a person (profession, nationality, place of residence), giving a qualitative characteristic of a person. In English:

-an/-ian – Christian, European, vegetarian; -ar/or – ambassador, dictator, liar, proprietor, translator, vendor; -ant/ent –claimant, participant, student; -ee – detainee, employee, payee; -er –banker, dancer, driver, leader, knower, miner, observer, owner, producer, programmer, reader, robber, singer, teacher, thinker, worker; -ess – actress, proprietress; -ette (fem) *– usherette, suffragette; -ist – cellist, philologist, pianist, scientist; -ite – laborite, Muscovite*

In Ukrainian:

-ак –мастак, співак; -ака – зівака, писака, посіпака; -ан – критикан; -ант/ент –дилетант, кореспондент, практикант, студент; -ар –лікар, шахтар; -ач – оглядач, позивач, попихач, читач; -ець – знавець, митець, мудрець,

українець; *-ик/-ник* – *виробник, відмінник, власник, грабіжник, радник, робітник, передовик*; *-ір/-ир/-ер-/ор* – *банкір, бригадир, диктатор, лідер, офіцер*; *-іст* – *віолончеліст, програміст*; *-ій* – *багатій, водій*; *-ин* – *грузин, сім'янин*; *-ит* – *одесит, паразит*; *-ля*; *-еса*; *-ка*; *-иця* – *актриса, поетеса, праля, практикантка, провідниця, ткаля*; *-нь* – *здоровань, злидень, учень*; *-ун* – *брехун, товстун*; *-тель* – *мислитель, правитель*; *-ша* – *лівша*; *-як* – *босяк*.

In Ukrainian, the suffixes used to indicate masculine gender when forming nouns include: *-ник, -івник, -ч, -їльник, -ік/- їк, -ець/-єць, -ар/-яр, -ир, -ист, -іст, -тель, -аль*: *медик, колгоспник, рахівник, шахтар, кравець, керманич, хімік, боєць, прозаїк, бригадир, діяч, окуліст, вихователь, скрипаль*.

The feminine gender suffixes in Ukrainian typically come after the masculine gender suffix in the noun stem. There are several common feminine gender suffixes, including: *-к/а, -иц/я, -ес/а, -ух/а, -ш/а, -івн/а* etc. Cf.: *вихоеат-елъ-к-а, рад-ист-к-а, спіе-ач-к-а, учен-иц-я, ткач-их-а, поет-ес-а*.

In English, certain suffixes like "-or", "-ess", "-ine", "-rix", and "-ette" are used to indicate gender, distinguishing between masculine and feminine forms: *actor-actress*; *aviator-aviatrix*; *bachelor-bachelorette*; *hero-heroine*; *tiger-tigress*.

Another group of nominal suffixes are suffixes that form nouns from verbs and adjectives (transposing) and from concrete nouns (non-transposing). They include the following English morphemes:

-ance/ence – *appearance, experience, importance, reassurance*; *-ancy/-ency* – *fluency, insolvency, permanency, pregnancy*; *-dom* – *Christendom, kingdom, officialdom*; *-hood* – *adulthood, childhood, likelihood*; *-ing* – *building, earnings, painting*; *-ion* – *completion, creation, explanation, opinion*; *-ism* – *criticism, pacifism, racism, terrorism*; *-ment* – *appointment, enjoyment, movement, unemployment*; *-ness* – *brightness, happiness, kindness, willingness*; *-ship* – *fellowship, scholarship, statesmanship*; *-th* – *breadth, growth, length, width*.

In Ukrainian, these suffixes include:

-ання/-ення – затвердження, призначення, розпорядження, сьогодення; -ина – довжина, ширина; -ість – бідність, важливість, привітність, убогість; -изм/ізм – антропоцентризм, расизм, шовінізм; -ота – біднота, висота, скорбота; -ство – багатство, дитинство, товариство, правознавство; -ція – апробація, ерудиція, конституція; -(іт)тя – безсмертя, лихоліття, майбуття, століття.

Adjective suffixes in English are quite diverse. Compared to Ukrainian, they may seem even richer, and the difference is that Ukrainian has an ending, which always precisely and unmistakably identifies the given word as an adjective, whereas in English only the word position in a sentence and the suffix serve as such markers. The English adjective suffixes include:

-able/-ible – enjoyable, miserable, pitiable, perceptible; -al – accidental, functional, sectional, tonal; -ant/-ent –constant, different, independent, pleasant; -ate/-ete –appropriate, complete, separate; -ed – bearded, hooked, learned, worried; -ful – beautiful, careful, shameful, thoughtful; -ic – archaic, heroic, pathetic, public; -ical – fanatical, economical, rhetorical; -ing – charming, exciting, interesting; -ish – childish, smallish, yellowish; -ive – corrective, destructive, effective, passive; -less – childless, harmless, homeless, sleepless; -like – childlike, ladylike, lifelike; -ly – cowardly, manly, sisterly; -ous – atrocious, contiguous, jealous, obvious; -some – awesome, bothersome, quarrelsome, tiresome; -y – chilly, juicy, shiny, snowy.

Ukrainian adjectival suffixes include:

-абельн – неоперабельний, рентабельний, транспортабельний; -ав/-яв – кульгавий, кучерявий, писклявий, синявий; -ат/ят – бородатий, пискатий, рогатий; -ов – випадковий, спадковий, посадковий; -н – безпечний, лимонний, сумний, тривожний; -ич/-н – епічний, пересічний, практичний, публічний; -овит/-уват/-юват – гордовитий, дурнуватий, синюватий, темнуватий; -л/ив – вразливий, грайливий, кмітливий, мінливий; -ив/н – активний, прогресивний, спортивний; -ськ/-цьк – англійський, панський, студентський, читацький; -уч/-юч, -ущ/-ющ – пахучий, завидющий, непитущий, роботящий.

In Ukrainian, unlike in English, diminutive suffixes, suffixes of endearment and pejorative suffixes with the meaning of rudeness are very common. They are attached to the nominal parts of speech (less often to the impersonal form of the verb) and form stylistic synonyms to the words they are derived from. They include *-ньк-* (*малесенький*), *-чк-* (*сонечко*), *-ець* (*вітерець*), *-езн-* (*грубезний*), *-енн-* (*здоровенний*), *-уч-/-юч-* (*холоднючий*), *-ущ-/-ющ-* (*злющий*).

English diminutive suffixes only partially correspond to the above-mentioned Ukrainian suffixes and include the morphemes *-let* (*booklet – буклет*, *книжечка*), *-et* (*islet – острівець*) and *-ling* (*duckling – каченя*).

Suffixes of adverb formation are not very numerous, productive English morpheme is *-ly*: *daily*, *early*, *strongly*, *weekly* – and its Ukrainian correspondence is the suffix *-o*: *давно*, *весело*, *прекрасно*, *широко*. Unproductive English suffixes include *-ward*(*s*): *backwards*, *eastwards*, *upward* and *-wise*: *clockwise*, *marketwise*, *saleswise*.

Verb suffixes in English are very few. This is explained by the fact that with the development of the language and the reduction of endings, the traditional Indo-European verb-making suffixes were eliminated, but a very productive, non-affixal way of verb-formation arose, i.e., null derivation or conversion. It is still worth mentioning several productive suffixes, though marked by a certain stylistic element of bookishness:

-ize: *anesthetize*, *computerize*, *dramatize*, *hospitalize*, *pasteurize*, *terrorize*;

-fy/-ify: *beautify*, *clarify*, *intensify*, *liquefy*, *purify*, *simplify*.

Ukrainian verbs are formed with the help of the suffixes *-(ув)ати/- ити*: *відпочивати*, *госпіталізувати*, *драматизувати*, *пастеризувати*, *рахувати*, *страждати*, *сушити*.

There are several types of suffix correspondences in English and Ukrainian according to their meaning:

1) totally equivalent suffixes: a) the meaning of "diminutiveness" (e.g., princeling – князьок); the meaning of "quality" (e.g., bravery – хоробрість); the meaning of "act, art of doing" (e.g., swimming – плавання);

2) partially equivalent suffixes: -ish (*yellowish*) – the meaning of "to some degree; partly; quite" vs. -*уват* (*жовтуватий*) – the meaning of "deficient degree of manifestation (of a feature)";

3) non-equivalent suffixes: -*less* (*speechless*) – the meaning "without; lacking" vs. *безмовний*, *занімілий*.

The process of forming new words by using both prefixes and suffixes is known as suffixation-and-prefixation, cf.: *in-sensibil-ity* vs. *не-чутл-ив-ість*.

Another very productive way to form words in English is **conversion** (zero derivation, root formation, functional change), i.e., a non-affixal way of creating words, when a new word (mainly a verb) is formed from a noun (adjective or other part of speech), with a different distribution, a different paradigm without any word-forming affixes.

A word formed as a result of conversion is a partial homonym of the initial word, in certain forms it coincides with it. The essence of this method is a change in the syntactic function of the word, accompanied by a change in meaning.

Currently, the active and productive models of conversion are as follows:

1) verbalization (formation of verbs, more often from nouns, less often from other parts of speech): *n. bottle → v. to bottle; n. finger → v. to finger; n. head → v. to head; n. sign → v. to sigh; adj. frequent → v. to frequent; adj. pale → v. to pale*;

2) substantivation (formation of nouns, more often from verbs, less often from other parts of speech): *v. to cut → n. a cut; v. to lift → n. a lift; v. to look → n. a look; v. to walk → n. a walk; v. to burn → n. a burn; v. to find → n. a find; v. to cheat → n. a cheat; adj. criminal → n. a criminal*;

3) adjectivation (formation of adjectives, often from nouns): *n. a rear → a. rear (end), n. a pacifist → a. pacifist (movement)*;

4) adverbalization (the formation of adverbs, usually from adjectives): *a. still → adv. still (to stand still); n. home → adv. home*.

The closest models of creating verbs from nouns in Ukrainian are derivative formations with suffixes *-ати/увати/-ити*. The number of new verbs formed from borrowed nouns indicates that this method is quite productive (e.g., *моніторити, пікетувати, прогресувати, проектувати, сканувати, таксувати, (за)фільмувати, фінансувати*).

Converting a verb into a noun is a relatively straightforward process. In English, such nouns often have a simpler semantic structure, as they typically indicate a one-time action, the location where the action or process occurs, or the object or outcome of the action: *v. to clone → n. clone; v. to increase → n. increase; v. to judge → n. judge; v. to laugh → n. laugh*.

The cases of substantivation when an adjective, participle, or other part of the language is conversed into a noun are usually treated as conversion. The degree of substantivation may be different. Substantivation can be complete, i.e., the adjective receives all possible noun forms, e.g., the English words *private, principal* (they can be used both in singular and plural forms, in the possessive case) and partial, i.e., when the substantivized adjective is used as a noun, but has only one form and is used in the collective meaning – the accused, the blind, the condemned, the dead, the English, the ill, the living, the poor, the rich, the unemployed, the wounded, etc.

In Ukrainian, substantivized adjectives and participles generally have no grammatical restrictions – *бездомний, безробітний, звинувачений, молодий, наречений, поранений, хворий,* etc., i.e., they have all grammatical forms and their status is determined by their function in the sentence.

4.2. Word composition

Compound words formed by composing two or more roots or bases are an important part of the vocabulary of both English and Ukrainian. In a compound word,

the semantics of its parts merges to denote a whole concept: it is perceived as a semantically integral word.

The extent of meaning fusion varies between words, with some exhibiting transparent merging that is reflected in the spelling (either with a hyphen or as a single word). In many cases, the semantics of a compound word take on a certain idiomatic quality and no longer directly correlate with the sum of the meanings of its individual components. Thus, the word *week-end* is not just the end of a week but a period of respite from work or school, days-off.

Idiomatic (unmotivated) words are those that contain one of the components in the old meaning. For example, the obsolete meaning of the adjective *quick* is "alive". Thus, such words as *quick-sand, quicksilver* are historically motivated, but today the motivation is obliterated. Similarly unmotivated may seem the word *sweetmeat* ("a sweetened delicacy, such as a preserve, sweet, or, formerly, a cake or pastry", not "meat" at all), thus, when we look at the development and semantics of the word *meat*, we see that here we have a typical case of meaning narrowing – its archaic meaning was "the principal meal", "any food" [13, p. 52].

In other cases, the compound words have a completely transparent motivation, that is, the meanings of the components have not changed, and integrity of the concept expressed by a compound word is not in doubt in the minds of the linguistic community (e.g., *airbrush, airplane, airsick, birthday, birthplace, icebreaker, ice-cold, kneecap, knee-deep, kneepad, sunbathe, sunflower, sunray, wheelchair, wheelhouse*, etc.).

In Ukrainian, compound words are mostly formed in a more complex way than in English – they are mostly formed by base composition, often with the addition of other derivational morphemes (e.g., *бетономішалка, всюдихід, землевласник, літопис, місто-гігант, місяцехід, напівпровідник, народовладдя, пароплав, повсякденний, працездатний, ракета-носій, чорнозем*).

The following groups of compound words can therefore be distinguished according to the way in which they are formed:

a) words formed by simple addition (juxtaposition) of roots

English: *anklebone, ankle-deep, bloodstain, blood-red, daydream, daylight, greengrocery, greenhouse, greenkeeper, toothbrush, toothpaste, toothpick*;

Ukrainian: *всюдихід, двадцятирічний, двоярусний, диван-ліжко, кількаразовий, лікар – терапевт, матч-реванш, одноденний, п'ятикутний, радіокомітет, семимильний, триніжок, чотирикутник*;

b) by adding roots or bases with a connecting vowel (sometimes called an interfix). This way is typical of the Ukrainian language more.

English: *Anglo-Saxon, medico-chirurgical, sociopolitical*;

Ukrainian: *атомохід, важкоатлет, грушоподібний, дощомір, жовто-блакитний, землекористування, самовчитель, соціально-політичний, харчоблок.*

The principles of the spelling of words (together or with a hyphen) in Ukrainian are quite clearly regulated, in English, dictionaries often provide both variants, and sometimes, as an option, a word combination.

Compound words can be found across various parts of speech. In English, they are predominantly used as nouns, followed by adjectives, and are least common as verbs. In Ukrainian – adjectives, then nouns and very few verbs (actually, complex verbs are derived from complex nouns rather than complex verbs themselves).

English compound verbs are more difficult to reduce to nouns, but still most of them are formed either by conversion or by back-formation: *to air-condition, to babysit, to brainwash, to blackmail, to vacuum-clean.*

In terms of semantic relations between the components of a compound word, we can distinguish words where morphemes have the equal status (equipolar or conjunctive relations): Eng. *secretary-manager, woman-doctor*; Ukr. *секретар-референт, синьо-зелений.*

Similar to these words are reduplicated formations: Eng. *fifty-fifty, goody-goody*; Ukr. *великий-превеликий, з давніх-давен, з діда-прадіда, мало-помалу, повік-віки, радий-радісінький, сила-силенна, тихий-тихесенький*, and paired rhyming formations like *criss-cross, drip-drop, helter-skelter, super-dooper* – which

are also called pseudo-complex words, since they are formed purely on a phonological basis, aimed to achieve expressiveness.

In compound words with consecutive components, one element is the main (nuclear) element, and the other is in the function of the definition, apposition, or adverbial modifier, e.g.:

English: *beetroot, blueprint, doorbell, greenhouse, nail clipper, pickpocket, shoplifter, standstill, wallpaper;*

Ukrainian: *блідо-жовтий, бронетранспортер, водоспад, миротворець, самозахист, словотвір, сонцезахисний.*

Compound words can be **endocentric** or **exocentric**, depending on whether the overall meaning of the compound word can be identified at least in some proximity with one of its components. That is, if a compound word consists of an adjective and a noun base, the base of the noun is the nuclear denotative component, e.g., lawn-mover (lawn + mover, the mover of the lawn), to babysit (baby + sit, to sit with a baby) – these compounds are endocentric. In Ukrainian, endocentric compounds may be illustrated by such words as *всюдихід, землеустрій, літакобудування, триповерховий,* etc.

If, on the other hand, the signifier lies outside the word, which is usually the case when the components of a compound word are connected by a verb and its apposition, then such a compound word is called exocentric. Exocentric compounds, such as "scarecrow", do not possess a semantic centre. Instead, the referent is named by the combination of both elements within the compound. For instance, a scarecrow refers to a figure of a man in old clothes that is set up to scare birds away from crops. The meaning of the compound cannot be deduced from the individual elements alone [14, p. 102].

Ukrainian compound words often consist of linked morphemes and are complicated with suffixes, and in many cases simply cannot be reduced to one of the components, e.g., *гуртожиток, зерносховище, самопал* – such formations are closer to exocentric English formations. Among exocentric compound words we can

also distinguish a separate subspecies – the so-called bahuvrihi, compound words consisting of an adjectival and a nominal part and metonymically naming a person or creature by one of the expressive features expressed by the noun base (Eng. *bluestocking, bonehead, fathead, lazybones, redhead, yellow-belly*; Ukr. *жовтобрюх, криворукий, одчайдух, твердолобий, шибайголова*).

Compound words in both English and Ukrainian are most often formed on the basis of nouns and adjectives. They may participate in further word formation, i.e., suffixal or prefixal derivation, conversion or semantic reinterpretation.

4.3. Back-formation

While adding word-forming morphemes to root morphemes is a very productive and frequent method of word-formation, the reverse process – the subtraction of an affix from a word not formed by affixation proper, but having in its composition a productive prefix or suffix, i.e., **back-formation (reversion)***,* although being productive, however, is considerably inferior to other word-forming processes according to the frequency of the new formations. Such formations are often not perceived as derivatives, and only etymological analysis proves this. Back-formation is an unconventional form of word formation in which a shorter word is derived by removing an imagined affix from an existing longer form within a language. Thus, many nouns borrowed from Latin or French have the suffix -er/-or: *cobbler, burglar, butler, editor, sculptor*. The verbs *to cobble, to burgle, to buttle, to edit, to sculpt* are not loanwords in English; they are formed by subtracting the suffix. The words *automate, reminisce*, etc. are also formed by subtracting suffixes.

This method of derivation is now quite productive in the formation of:

 a) verbs formed from names of agent with the suffixes -*er*, -*or*, -*our* / -*eur*, -*ar*, -*rd*, e.g., *babysitter → to babysit, beggar → to beg, benefactor → to benefact, bird-watcher → to bird-watch, bulldozer → to bulldoze, housekeeper → to housekeep, kidnapper → to kidnap*, etc.;

b) verbs formed from nouns with the suffix *-ing*, e.g., *air-conditioning → to air-condition, awning → to awn, kittling → to kittle, quisling → to quisle*, etc.;

c) verbs formed from nouns with abstract suffixes *-ence, -tion, -sion, -is, -y, -ment, -age, -ery*, e.g., *abduction → abduct, aggression → aggress, injury → injure, surveillance → survey, television → to televise, translation → translate*, etc.

d) verbs made from adjectives, e.g., *drowsy → drowse, frivolous → to frivol, luminescent → to luminesce*, etc.;

e) nouns made from adjectives, e.g., *advisory→ advisor, greedy → greed, nasty → nast*, etc. [10, p. 264]

In Ukrainian, reverse word formation is evidenced in colloquial speech, as well as in the speech of children. As a rule, such words are colloquial, occasionally and contextually dependent; often the derivative, from which the new word is formed by this method, is used in the same sentence.

The formation of nouns from adjectives by the regressive method is a fairly productive phenomenon in Ukrainian. First of all, let us note the adjectival derivatives, which in the modern language have acquired the character of the literary norm:

астральний → астрал "в окультизмі: особливий стан заглиблення у себе, за якого духовна сутність людини переміщується за межі навколоземного простору" [19, p. 26];

ексклюзивний → ексклюзив "те, що існує в єдиному екземплярі, вигляді, що призначене для кого-, чого-небудь" [19, p. 257];

нормативний → норматив "показник норм, згідно з якими проводиться певна робота або здійснюється, виконується що-небудь" [19, p. 626];

нейтральний → нейтрал "1. Нейтральна держава. 2. Людина, що займає позицію невтручання" [19, p. 605];

офіціозний → офіціоз "періодичне видання, що офіційно не є органом уряду або правлячої партії, але виражає їхні погляди" [19, p. 691];

примітивний → примітив "1. те, що відзначається низьким або початковим ступенем розвитку. 2. те, що відзначається спрощеністю// Те, що відзначається збідненістю, поверховістю" [19, p. 939];

серйозний → серйоз "те саме, що серйозність. На [повному] серйозі з повною серйозністю" [19, p. 1117];

стаціонарний → стаціонар "заклад постійного типу (на відміну від пересувного або тимчасового). // Лікувальний заклад з постійними ліжками для хворих. // Форма очного навчання у вищому навчальному закладі, технікумі" [19, p. 1191];

факультативний → факультатив "понадпрограмний, необов'язковий навчальний курс, необов'язкове для відвідування заняття" [19, p. 1314];

Among the substantive derivatives we traditionally distinguish: *зонтик → зонт, доярка → дояр, фляжка → фляга*. These words have the status of literary-normative vocabulary.

Questions for self-control

1. What is word-formation?

2. Enumerate word-formation mechanisms.

3. Define derivation and provide its types.

4. What is a difference between a derivational row and a derivational cluster?

5. What prefixation?

6. Give examples of English and Ukrainian native and borrowed prefixes.

7. Provide semantic classification of English and Ukrainian prefixes.

8. What is suffixation?

9. Give examples of English and Ukrainian suffixes based on the part of speech they form.

10. Define the notion of conversion.

11. What are active and productive models of conversion in English and Ukrainian?

12. What is word composition?

13. Determine the groups of compound words according to the way they are formed.

14. What is the difference between endocentric or exocentric compounds?

15. Define back-formation and provide its examples in both languages.

Practical assignments

Exercise 1. Define the way of word formation paying attention to a) prefixation, b) suffixation, and c) prefixation-suffixation

1. That is a **disadvantage** I am **powerless** to **overcome**, unless it be by **forewarning** and **forearming** those **readers** who **zealously** seek the truth.

2. We assume a **translation** is second-hand and only the **original** can provide **definitive clarification**.

3. The benefits of **antioxidants** and **essential fatty** acid foods and **supplements** cannot be **overlooked.**

4. He was perhaps our most **faithful backer**, **supporter** and **attendee**.

5. However, what is often overlooked is **metafiction**'s inherent and **inevitable preoccupation** with the **creative** power of the **author.**

6. Та ще й якоюсь мовою **недолюдською**, сурогатом **української** і російської, **мішанкою**, **плебейським** сленґом, спадком **рабського** духу і недолугих понять …

7. Не по-римському свищуть, завивають **тутешні** вітри, сліпне від снігу залога, сліпнуть простори, **невідкличні,** глухі до твоїх жертв, до скарг і жалів, байдужі до твоїх **солодких**, трунком **кохання напоєних** поем.

8. У сій **вигадці** не було нічого **неправдивого** і **прикажчик** залишив свої **допитування;** та тільки се вийшло на гірше, бо після того він почав поглядати на Галю хижими очима і почав знову зачіпати її, маючи надію, що тепер, без чоловіка, вона буде **лагіднішою** й **покірливішою** до нього.

9. Одного дня, на початку липня, коли синє **безхмарне** небо тяжко зависло над розпеченим **наддніпрянським** степом, два чабани, що випасали худобу великого **запорізького зимівника**, помітили чорну точку, яка раптово з'явилася на обрії і почала швидко **наближатися**.

10. **Забралось** ото на вишню, крізь гілля **позиркує** звідти до тебе, білолобе, інше он вулицею **покривуляло** верхи на велосипеді – глянеш, і душа сама **запитує**: яким воно буде!

Exercise 2. Provide derivational clusters to the following words according to the following model:

море, моряк, морський, заморський, приморський

sea, seaside, overseas, sealike

- black – чорний
- friend – друг
- green – зелений
- head – голова
- teach – вчити
- water – вода
- work – робота

Exercise 3. Compare and comment on the derivational clusters in two contrasted languages

A. 1. When the child was born, neither the thatcher nor his daughter attempted **to father** it. 2. Her first adultish memory is of a piercing desire, a hunger for her mother, **father**, and brother that is tinged with fear. 3. Last year, when his illegitimate **fatherdom** fame was at its height, Levi had acquired management and was talking about writing his memoirs or pursuing an acting career. 4. Many men still think about **fatherhood** in terms of the paterfamilias, or traditional father. 5. They left a trail of ruined lives, **fatherless** children and women whose confidence and trust have been

wrecked beyond repair. 6. He describes the sociological evidence delineating the impact of **fatherlessness** upon children. 7. Mum used to say he was a very romantic person, but he may not have been in the family long, because he wasn't much of a **fatherly** person. 8. Dad was in there too, reading the paper or tinkering with our forever-malfunctioning refrigerator or something kitcheny and **fatherlike**. 9. He casts out his daughter in **unfatherly** fashion and then laments the ingratitude of his daughters.

1. Бо **батько** – то таки батько , і хоч скільки там зібралось у ньому образ на сина, хоч як мучиться за синову поведінку, та все ж із своєї, з отецької, душі його він не викине – така вже, мабуть, доля батьків. 2. А твій **батечко** мого батька батогом на стайні своїй стьогав, і носи свої панські ви, паненята, од мене весь вік одвертали. 3. Замість хати старої тепер нова, ставилась без нього, щоправда, подвір'я **батьківське** і груша теж, принаймні півгруші належить братові по праву. 4. Вони – у серці, в ньому бентега любові і радість **батьківства** – дитини на руках, її першого осмисленого погляду, першого слова. 5. Хіба сподівався він, босоногий **безбатченко**, син залізничного майстра, страченого інтервентами, що колись доведеться розмовляти, як рівному, з хай не зовсім справжньою, але таки княжною?

В. 1. Lodge put his sunglasses on and stood up, his **hand** gripped around the hilt of his weapon. 2. The local folklore can be experienced at a multitude of festivals, through dances and traditions **handed** down from generation to generation. 3. Speed control is the most important factor in mogul skiing and side slips and hockey stops come in quite **handy** in the beginning. 4. Moreover, it's such an **unhandy** thing that we can't both of us carry it. 5. I picked up a **handful** of snow from what was left on the bench and mushed it around in my hand idly. 6. This doll was homemade, it was obvious, stitched together from now-turquoise and pink scraps, with a round head, **handless** arms, and footless legs. 7. It all seems very **underhand**, and we had no knowledge of it whatsoever when we applied for planning permission.

1. Зло тим і користується, що миримось, потураємо, не хочемо **руки** бруднити. 2. На цей раз той і не подумав відмовлятися, а притьмом схопив її корчуватими **ручищами**, потримав перед собою деякий час і підніс до вуст. 3. Заспіває Галя пісеньку й довгенько співає, підперши втомленою **рученькою** свою самотненьку голівоньку. 4. Татусь у мене **рукастий** був - по гвинтиках все розібрав, змастив і наново зібрав! 5. Вони верталися додому, на тачках, дитячих візках, **ручних** таратайках везучи те убоге майно, що не трапило до рук грабіжників. 6. Уляна дисципліновано заглушила двигун, затягла **ручник**, і тільки потім відстебнулася від крісла та вийшла на дорогу, озирнувшись про всяк випадок через плече. 7. Але вже приходили люди з сіл наддніпрянських, напитували хат, що продаються, купляли і селилися в Пакулі, бо земля, де їхні гнізда, була морями **рукотворними** затоплена.

Exercise 4. Compare and classify the following prefixes into: a) international, b) national. Provide your examples to illustrate the morphemes

A) anti-, amphi-, de-, dis-, circum-, co-, contr-, em-, en-, ex-, extra-, fore-, forth-, inter-, intra-, mega-, mis-, mono-, ob-, out-, over-, pre-, post-, re-, retro-, semi-, sub-, super-, supra-, sur-, ultra-, under-, up-, with-

B) а-, анти-, архі-, без-, в-, ви-, від-, де-, дез-, до-, екстра-, з-, за-, контр-, на-, над-, не-, об-, пере-, перед-, під-, після-, по-, при-, про-, ре-, роз-, с-, суб-, ультра-, через-, що-, щонай-, якнай-

Exercise 5. Analyze the following prefixal derivatives. Determine the prefixes and classify them according to the type of base they are usually attached to. Fill in the table

	denominal	deverbal	deadjectival	mixed type
English				
Ukrainian				

A) archbishop, befriend, co-writer, contrabandist,depression, dysfunctional, ensure, excommunicate, extraordinary, irrational, misunderstand, oversaturation, perfunctory, postproduction, premature, rearrange, subcutaneous, outperform, unstable

B) безпідставний, допрацьований, виступати, відчепитися, зависокий, зневоднений, надмірний, нападати, невинний, недочитаний, обездолений, об'їхати, пасинок, перекласти, підземний, позачерговий, потрушувати, прадавній, прекрасний, принести, прочитати, співпрацювати, сузір'я, узлісся

Exercise 6. Find allomorphic and isomorphic features in the following prefixal derivatives

1. Аж повертаючись додому, я звернув увагу на те, що весь потяг завішаний попередженнями про небезпеку зараження вірусом **атипової** пневмонії, детальними інструкціями, як тепер треба жити, зважаючи на цю загрозу". "She has been exposed as an **amoral**, unfeeling, self-serving, despicably conscience-less human being.

2. Метеорологи сповіщали про вторгнення на європейський континент теплих мас повітря на зміну холодним, жонглювали циклонами й **антициклонами**, але на запитання, яке цікавило звичайних громадян, а особливо конькобіжців, лижників, хокеїстів і взагалі любителів зимового спорту, коли знов почнуться морози й випаде сніг, - не відповідали". "Teenagers often get away with outrageous and **antisocial** behaviour because it's believed to be hormonal and a natural part of adolescence.

3. Як не намагався **архієпископ** облагородити ляльковий портрет суперіора єзуїтів при костьолі Варвари у Кракові, а нині королівського проповідника і сповідника отця Петра Скарги, все ж заздрість до найвпливовішої в Речі Посполитій духовної особи зробила своє". "If they want to become Bishops they can go to the **archimandrite** for themselves.

4. Козаки перейшли у **контрнаступ** і п'ядь за п'яддю почали витісняти поляків з міста. More recently, the **counterattack** of the European Council and the intergovernmental machinery has put this story in question.

5. Замість того, щоб бути по-людськи щасливим, насолоджуватися своєю розбруньковаою чуттєвістю, - він титанічно шукав терміни й дефініції, недовірливо розглядав себе під **ультрамікроскопом**, досліджував свої почуття в колбах-ретортах – мензурках. y big advice for 2007 is to be **ultracareful** about buying corporate bonds, whether investment grade or not.

6. Лише за умови такого взаємодоповнення студенти, освоївши журналістську техніку, знатимуть, як можна **декодувати** й нейтралізувати зловживання нею. Rumours had it that a drayman delivering beer with his horse and cart was **decapitated** on his way through the passage.

7. Про існування Констанци я дізнався в дитинстві з двох джерел, і одне з них **дезорієнтувало**. Perhaps that's not **dissimilar** to most teenagers, but naturally I can only speak for myself and my behaviour.

8. Зараз він лежав горілиць на своїй половині двоспального ліжка, поруч із неторкнутою смугою відчуження між його територією та жінчиною, і сумно **реконструював** у собі щойно пережите. After the defeat, the oil for the temple miraculously lasted for eight days until it could be **renewed**.

9. Взагалі день був рясний на **екстраординарні** сюжети. Serials in which **extramarital** relations and marital problems are shown, tend to have a worse effect on the psyche of a child.

10. Із батькового заводу, на якому виробляли секретні деталі до секретних атомних **субмарин**, зробили нічний клуб. The **subdivision** of labour, with all its advantages, has its reverse to the medal.

Exercise 7. Compare the prefixal derivatives with negative prefixes, determine their allomorphic and isomorphic features

illegal – незаконний, impossible – неможливий, indirect – непрямий, irregular – нерегулярний, неправильний, unabashed – безсоромний, unacceptable – неприпустимий, unacknowledged – невизнаний, unadorned – неприкрашений, unadventurous – неавантюрний, unafraid – безстрашний, unambiguous – однозначний, unbeatable – неперевершений

Exercise 8. Analyze the following suffixes and classify them according to the part of speech they usually form. Fill in the table

	noun suffixes	verb suffixes	adjective suffixes	adverb suffixes
English				
Ukrainian				

A) -able, -acy, -al, -ance, -atey, -ial, -ion, -dom, -en, -er, -esce, -ess, -fold, -ful, -hood, -ic, -ics, -ify, -ile, -ise, -ish, -ism, -ity, -less, -ment, -ness, -ous, -ship, -some, -ty, -wards, -ward, , -ward, -y

В) -ат / -ят-, -ати, -ач, -ик /-ник, -ій, -йти, -н-, -нч-н-, -о, -ов-, -ськ-/ -цьк-, -тель, -уват / -юват-, -увати, -ун, -уч-

Exercise 9. Determine English and Ukrainian agent suffixes in the following words, provide their equivalents and compare their structure

A) academician, actor, ambassador, analyst, auctioneer, burglar, cashier, claimant, dictator, employer, farmer, journalist, lawyer, merchant, milker, miner, musician, observer, optician, participant, pedant, philologist, profiteer, programmer, proprietor, scholar, scientist, servant, singer, solvent, student, teacher, technician, vendor

В) актор, артист, аукціонер, байкар, бригадир, вчитель, директор, журналіст, завідувач, землемір, зброяр, інженер, інспектор, каратель, комерсант, командир, колекціонер, кореспондент, лаборант, міліціонер, музикант, муляр, позивач, поводир, продавець, співак, тракторист, шахтар, юрист

Exercise 10. Compare the English lexemes with the suffix -ist and their Ukrainian equivalents, and the Ukrainian words with -іст and their English equivalents

a) accordionist – баяніст, aquarellist – аквареліст, anatomist – анатом, antivaccinist – антивакцинатор, biologist – біолог, cellist – віолончеліст, criminalist – криміналіст, fatalist – фаталіст, novelist – романіст, новеліст, pianist – піаніст, specialist – спеціаліст, typist – друкар(ка);

b) аквалангіст – scuba diver; баскетболіст – basketball player; ватерполіст – water polo player; гігієніст – hygienist, sanitarian; окуліст – eye doctor, eye specialist, ophthalmologist, optometrist, optician, oculist, юрист – lawyer

Exercise 11. Determine the cases of substantivation, verbalization, adjectivation and adverbalization in the contrasted languages

A) 1. I was yet to learn sorrow for this unhappy nobleman whose conduct had **bittered** me all the way from Lom. 2. She tried to meet the drawn misery and incredulousness of his face with **a laugh** of reassurance. 3. He began **to empty** the cubbyhole of all the items that had been packed into it for storage. 4. We asked how to get to the **rear** entrance, and he indicated a path leading around the right side of the building. 5. The volunteers were **briefed** about the study protocol and informed consent was obtained from them. 6. My grandniece had to give up her job so she could stay **home** and take care of me. 7. I store in an **out** cellar covered with dirt, in barrels, and find Winesap keeps the best. 8. This expedition **wintered** near present

Quebec City and kidnapped local Iroquoian people to be exhibited as trophies in France. 9. He had been a normal, healthy, happy young man, but afterwards he did not seek help for his mental problems and **bottled** things up. 10. A journalist in Melbourne wrote a column suggesting that a local magistrate was too lenient on **criminals.**

В) 1. Останнім часом я веду переговори з одним приватним фондом про те, щоб він **фінансував** фізичну лабораторію, про яку я давно мрію. 2. Бомбили фашисти їх серед білого дня, спершу пустили на дно суховантажне з зерном, а потім накинулись на транспорт **евакуйованих** та **поранених**, дарма що йшов він під познакою Червоного Хреста. 3. Правда, Жора, хоч і **таксував**, але з часом почав випивати, характер його псувався. 4. Але вчасно схаменувся, бо на виставці щось таки було цікаве для людей, а він у загальній лік не йшов, він мав смак зіпсований, був пересичений мистецтвом, напханий ним по саме **нікуди**… 5. Але все-таки Ірюся могла б принаймні прийти на чай з **нареченим** до своїх найближчих київських родичів. 6. Мали хліб і **до хліба** , аж поки не спустилась « униз » орда і не забрала в Ладима не лише хліб, але й молоду дружину, з якою вони тільки-но побралися. 7. За мною тріскали засуви, ланцюги і брами, скиглили якісь голоси, до них долучалися «**ахи**» і «**охи**», клацали ножі чи ножиці, пахло ліками. 8. Але дивним чином Іван мав заслужене «**добре**», а іноді й «**відмінно**» з української мови й літератури, що їх читав Михмих. 9. Одні каються, обіцяють своїм життям довести вірність престолу, а отой пашквілянт-поет просто вам в очі сміється, що й не знаєш, де **слідчий**, а де **звинувачений**. 10. Слухала, а тим часом хтось підкрався із-за спини і **хап** її за голову – міцно затулив долонями очі …

Exercise 12. Convert the given words into other parts of speech and illustrate them with your own sentences

English	Ukrainian
air n. →	монітор n. →
home n. →	пікет n. →
monkey n. →	прогрес n. →
mother n. →	проект n. →
skin n. →	скан n. →
oil n. →	таксі n. →
cheat v. →	фільм n. →
cut v. →	фінанси n. →
drink v. →	бездомний adj. →
forge v. →	безробітний adj. →
move v. →	звинувачений adj. →
sleep v. →	милий adj. →
dry adj. →	молодий adj. →
empty adj. →	наречений adj. →
pale adj. →	поранений adj. →
down adv. →	хворий adj. →
up adv. →	українська adj. →

Exercise 13. Compare the structure and motivation of the following compound words

A) dragonfly, first-time, goalkeeper, echocardiogram, electrocution, hindsight, landlady, lawbreaker, long-time, map-maker, pine-covered, self-serving, skyline, south-facing, two-seater

В) бурелом, багаторічний, двомісний, електрошок, ехокардіограма, землетрус, картограф, працездатний, ретроспектива, самообслуговування, яйцеподібний

Exercise 14. Compare the compound words, determine whether they are endocentric or exocentric

A) 1. I intend to continue practicing law past my 65th **birthday,** for as long as the firm will tolerate me. 2. Even at this late hour, torchlight and **candlelight** glowed brightly through the many gaping windows. 3. The compact is an olive green **cosmetic-like** container with an acrylic mirror to assist in self application. 4. Ayurveda recommends avoiding cold drinks at meals and **ice-cold** foods in general. 5. Eventually he wandered down to the river, where he found Jim standing **knee-deep** in the water. 6. They must fast from **midnight** prior to arrival and are advised to bring warm and **waterproof** clothing. 7. She wore a soft yellow and **olive-green** plaid gown with a **sweetheart neckline** and sleeves that reached just slightly past her elbows. 8. An errant **sunray** suddenly struck the golden dome of the Fire Temple, sending a blinding flash of light her way. 9. The tea was always brewed and he poured with great delicacy, his long and tabescent fingers clasping the handle of the silver **teapot**. 10. Thanks to the **wheelchair** she can fetch things herself and even enjoy a game of tig with her brothers.

В) 1. Сидоренко, маленький, миршавий чоловічок з **грушоподібною** головою, мав нездорового кольору обличчя, чоло його розрізали глибокі поперечні зморшки, але все обличчя на противагу було видовжене, ніс нависав над самісінькою губою, щоки позападали, а маленькі вуха наче приліпилися до вилиць. 2. Це добре розуміють освічені люди й намагаються вести боротьбу з тією легальною наркоманією, але не так сплоха викорінити звичку, яка стала традицією з **діда-прадіда.** 3. Поперед них товпилися заможні **землевласники** в полотняних ризах, підперезані широкими поясами з густою бахромою і гарною вишивкою. 4. Якби хто їх - їхню енергію й їхню нудьгу - міг злучити докупи й

увімкнути в алярмову сирену, вона, мабуть, так би вила, що дахи валились би людям на голови, як від **землетрусу**. 5. За кожною літерою **літопису** будь-якої науки стоять і радість перемог, і гіркота поразок, людські трагедії І людські мрії, а насамперед - титанічна витрата сил … 6. Між тим при **народовладді** люди легше змирюються з наслідком виборів, бо не зазнають приниження від рівних собі. 7. Сильний душ холодної води, що його, як ми вже говорили, він приймав кожного ранку, робив його тіло пругким, еластичним і **працездатним**, а голову – свіжою й здібною працювати так, як вона б відпочивала нормальних 8 годин. 8. **Ракета-носій** з українським двигуном успішно вивела на орбіту французькі розвідувальні супутники. 9. Обережно проносив його між примерлими **хліборобами**, то бурмочучи сам собі в наведенні, то підспівуючи і підводячи голос до врочистого тону або **скоромовне** читаючи щось, як віршик. 10. Набирають, всотують щедру вологу **чорноземи,** і навіть у негоду кущаться під мокрими снігами, густо зеленіють добре закорінені пшениці.

Tests to Unit 4

1. What are the two main units involved in derivational analysis?

A) Derivational row and derivational group

B) Derivational cluster and derivational group

C) Derivational row and derivational cluster

D) Derivational set and derivational group

2. Which type of word formation involves adding an affix to an existing word?

A) Composition

B) Conversion

C) Reduplication

D) Derivation

3. What is the primary function of affixes in word formation?

A) Modify the original lexical meaning

B) Indicate the part of speech of a word

C) Change the syntactic structure of a sentence

D) Clarify the meaning of the root morpheme

4. Which of the following is a characteristic feature of English derivation?

A) Predominantly prefixal-suffixal formation

B) High ratio of free root morphemes

C) Limited use of borrowed prefixes

D) More productive than Ukrainian derivation

5. What are the two criteria used for the classification of prefixes?

A) Origin and productivity

B) Meaning and productivity

C) Meaning and origin

D) Origin and syntactic structure

6. Which of the following is NOT an English native prefix?

A) Be-

B) Mis-

C) After-

D) Pro-

7. Which prefixes in Ukrainian have Old Slavic origins?

A) Де-, дис-

B) А-, без-

C) Воз-, пре-

D) Інтер-, контр-

8. How many suffixes are there in English?

a) Around 60

b) Around 100

c) Around 26

d) Around 5

9. Which part of speech do most English suffixes form?

a) Nouns

b) Adjectives

c) Verbs

d) Adverbs

10. Which of the following is an example of a noun-forming suffix in English?

a) -ly

b) -able

c) -ize

d) -ment

11. What is the non-affixal way of forming verbs in English?

a) Suffixation

b) Conversion

c) Prefixation

d) None of the above

12. Which method of word formation involves changing the syntactic function of a word without using affixes?

a) Suffixation

b) Conversion

c) Prefixation

d) All of the above

13. Which of the following is an example of verbalization through conversion?

a) To bottle

b) To frequent

c) To pale

d) To sigh

14. The semantics of compound words

a) are always a direct sum of the meanings of their components

b) have transparent merging reflected in the spelling

c) show idiomatic qualities and a narrowed meaning

d) have unmotivated meanings unrelated to the components

15. Compound words formed by simple addition of roots are called

a) endocentric compounds

b) exocentric compounds

c) reduplicated formations

d) juxtaposed compounds

16. The function of the connecting vowel in compound words is to

a) add expressiveness to the word

b) separate the components for clarity

c) indicate a different grammatical category

d) indicate the fusion of meanings between components

17. Back-formation is the process of deriving a shorter word by

a) adding an affix to an existing longer form

b) removing an imagined affix from an existing longer form

c) combining two shorter words to form a longer word

d) changing the order of sounds within a word

18. Which of the following compound words is endocentric?

a) scarecrow

b) ice-cold

c) wheelhouse

d) cress-cross

19. The meaning of an exocentric compound word cannot be deduced from

a) the individual elements alone

b) the context in which it is used

c) the order of the components in the word

d) the presence of a connecting vowel

20. Compound words in Ukrainian are often more complex than in English because they

a) are formed by base composition with additional morphemes

b) require the use of suffixes and prefixes for clarity

c) have a different spelling and pronunciation pattern

d) are derived from multiple root words.

UNIT 5

SEMANTIC CHARACTERISTICS OF A WORD IN ENGLISH AND UKRAINIAN

5.1. Word as the object of semasiology

Semasiology is a branch of lexicology that studies the semantic aspect of a word, its meaning, the components of a word meaning, and the grouping of words according to certain semantic features. The term "semasiology" originates from the Greek "semasia" – signification. A. Nikolenko identifies several key objects of semasiological study, including the examination of types of lexical meaning, polysemy, semantic structure of words, semantic development of words, the primary tendencies in the change of word meaning, and semantic grouping within the vocabulary system. This grouping encompasses synonyms, antonyms, semantic fields, and thematic group [9, p. 132].

Semasiology deals with archesemes, semes and sememes. The term "**archeseme**" refers to a fundamental integrating semantic feature that is shared among lexical items belonging to a specific class, such as a semantic field or thematic group. For example, in English, words like "go", "walk", "step", and "run" all share the archeseme of "movement". Similarly, in Ukrainian, words like "йти", "ходити", "крокувати", and "бігти" share the archeseme of "movement". The archeseme represents the core semantic concept that unifies the words within a particular class [15, p. 23]. A **seme** is the smallest unit of meaning. A **sememe** is a lexico-semantic variant of the word which constitutes the complex semes. The set of all sememes forms the meaning of a word [17, p. 14].

The seme reflects specific signs of the phenomenon, named by the word. Each seme consists of two main parts (components) — the semantic sign and the semic specifier. **Semantic sign** — the part of the seme, common with several other semes (*oval, round, rectangular, square* – shape; *palatable, savory, sweet, tangy* – taste). **Semic specifier** — the part of the seme, specifying the corresponding semantic sign

(*blue*: colours+colour of the sky; *loud*: sound+intensity; *large*: size+big). Semic specifier can be identical with the seme (*brave*: character+brave, *young*: age+young) [1, p. 17].

The definition of a word in Ukrainian and English, at first sight, has no differences. The concept of a **word** as a fundamental unit of language, comprising a sound complex that represents a specific concept, is widely recognized in the field of linguistics.

The semantic triangle as a scheme of nominating – denotatum, or referent (i.e., a specific object, phenomenon, feature, action, process) – concept, or notion (i.e., generalization of essential features of the referent in thinking) – symbol, or signifier (i.e., the sound complex itself, which is assigned a certain meaning) is given without any specific options in the works devoted to the study of the lexicon of any language (see Fig. 5.1).
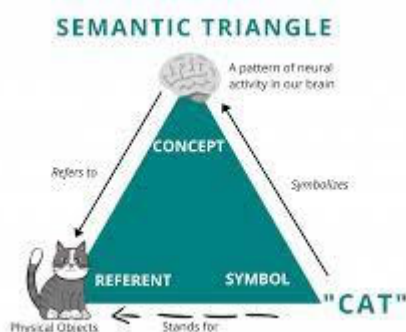

Figure 5.1. Semantic triangle

For contrastive analysis, it is important to compare the scope of the concepts, that are denoted by words in two languages, structural organization and boundaries of a word, correlation of a word and word-form (English, unlike Ukrainian, has a significant number of paradigmatic forms, that consists of several words), word motivation, etc.

5.2. Types of word meaning

The field of linguistics that specifically focuses on the study of meaning is known as **semantics**.

According to I. Kovalynska, the meaning can be understood as the mental representation or reflection of objects, phenomena, or relationships that constitutes a part of the linguistic sign. This inner facet of the sign is complemented by the outer facet, which is the sound-form or the physical manifestation of the sign [4, p. 83].

Scholars distinguish between the grammatical and lexical aspect of meaning. **Grammatical meaning** is the aspect of meaning that pertains to the expression of relationships between words within a sentence or discourse. It is the component of word meaning that is shared by different words within identical sets of individual forms, such as verb conjugations, noun declensions, or adjective inflections, e.g., the tense meaning in the past word-forms *liked, played, wrote*, etc. or in Ukrainian *думав, кохав, творив*, or the meaning of plurality, e.g., *ideas, toys, words, дівчата, думки, троянди*, etc.

The **lexical meaning** is the realization of a concept or emotion by means of a definite language system, e.g., *rose* – "a prickly bush or shrub that typically bears red, pink, yellow, or white fragrant flowers, native to north temperate regions and widely grown as an ornamental" [21], *троянда* – "багаторічна кущова рослина родини розових з великими запашними квітками червоного, рожевого, білого або жовтого кольору і з стеблами, звичайно вкритими колючками" [19].

Lexical meanings exhibit diversity and are commonly categorized into two types: **denotative** and **connotative**.

Every word possesses a specific denotation, which refers to a conceptual representation of a thing, phenomenon, action, process, state, attribute, quality, quantity, and so on. Some words, besides the denotative meaning, have a connotative component. The connotative component of the meaning complements the denotative and grammatical content of a linguistic unit with associative-image representations and imparts to it an expressive function, for example, the words *sister* and *sis* (informal "a person's sister", often used as a form of address) have the same denotation; connotations are stylistic (neutral/ colloquial spheres of usage). The English lexemes *smell, aroma, stench* also denote the same quality but the

connotations belong to the sphere of axiology (neutral, positive evaluation, and negative evaluation). The same is true for the Ukrainian words *відомий, славетний, сумнозвісний*.

In the study of English and Ukrainian words, scholars identify four primary types of connotation: **emotive, evaluative, stylistic**, and **expressive** or intensifying. These components form the foundation of pragmatic meaning.

The **emotive component** of connotation pertains to the emotional aspect of cognition and reflects the expression of various emotions or feelings, such as affection, anger, hatred, joy, love, satisfaction, surprise, respect, and so on. It adds an emotional layer to the meaning of a word, conveying the speaker's or writer's subjective experience or attitude [15, p. 51], e.g., *люба, матуся, серденько*.

The **evaluative component** of connotation involves the expression of a positive or negative attitude towards the denoted object. It reflects the speaker's or writer's evaluation or judgment, indicating their approval or disapproval [15, p. 51; 10, p. 55], e.g., Eng. *interested* (positive connotation) vs. *nosy* (negative connotation) – Ukr. *допитливий* (positive evaluation) vs. *пронозливий* (negative connotation).

Sometimes there is some inconsistency in English and Ukrainian revealed in corresponding words with polar meanings, e.g., Emg. bossy – "domineering, overbearing, or authoritarian" [21] (negative evaluation) vs. Ukr. владний – "1. Здатний, схильний нав'язувати свою волю, підкоряти собі" [19] (negative evaluation); "2. Який виражає владу, волю, рішучість" [19] (positive evaluation).

The **expressive component** represents the image of an object, intensifying what is denoted by the word [15, p. 52], *вовк – вовчище, вовчисько, вовцюга*.

The **stylistic component** manifests "the register", or communication situation, showing the belonging of a word to a certain functional style [15, p. 52], *красуня* (neutral) – *краля* (colloquial); *slim* (neutral) – *skinny* (colloquial) – undernourished (bookish).

Meanings can be **direct** and **figurative (transferred)**. Direct nominative meanings are directly aimed at objects, phenomena, actions and qualities and reflect

their general understanding. Figurative lexical meanings are inherent in words which act as indirect nominations of objects. For example, the English word *face* has 18 dictionary meanings and after the main nominal meanings – "1. a. the front of the head from the forehead to the lower jaw; visage; b. (as modifier); 2. a. the expression of the countenance; look. b. a distorted expression, esp. to indicate disgust; grimace" [21], we observe a variety of its figurative meanings: *informal* make-up (макіяж); outward appearance (зовнішній вигляд будь-чого); worth in the eyes of others; dignity (репутація, гідність); *informal* impudence or effrontery (нахабство, зухвалість); the main side of an object, building, etc., or the front (фасад); the marked surface of an instrument, esp. the dial of a timepiece (поверхня інструменту, циферблат); the functional or working side of an object, as of a tool or playing card (лицева сторона); the uppermost part or surface (поверхня; either of the surfaces of a coin, esp. the one that bears the head of a ruler (лицева поверхня монети, орел); *slang Brit* a well-known or important person (поважна особа, цабе, шишка) – these are just a few examples of figurative meanings, not including phraseological units and idioms such as: *fly in the face of* – to act in defiance of*; in one's face* – directly opposite or against one; in face of in the face of despite; *look someone in the face* – to look directly at a person without fear or shame; *on the face of it* – to all appearances; *set one's face against* – to oppose with determination; *show one's face* – to make an appearance; shut one's face – *slang* (often imperative) to be silent; *to someone's face* – in someone's presence; directly and openly; *until one is blue in the face* – *informal* to the utmost degree; indefinitely, etc. As we can see, the transfer of word meaning is based on comparison, juxtaposition, and metonymic reinterpretation of words.

The Ukrainian correspondences include: *в лице; змітати (змести, стирати, стерти) з лиця землі; мінитися (перемінитися, змінитися і т. ін.) в (на) лиці; не вдарити лицем у грязь (болото); перед лицем кого, чого; показати товар лицем*, etc.

However, not all figurative meanings coincide in the English and Ukrainian languages. For example, *hands* and *face* of the clock are not associated in the

imagination of Ukrainians with the words *обличчя (лице)* and *руки*, the Ukrainian language borrowed the German *циферблат* and uses the word *стрілка* to denote the indicators of minutes and hours.

Figurative meanings can be usual and occasional. All the listed figurative meanings above are usual, because they have the status of commonly used, are interpreted and translated in dictionaries, and are often the non-alternative nomination of a certain meaning.

The connotative meanings of a word are the complementation of the meaning of a word with additional information about the positive/negative evaluation of the object/appearance/action, the degree of intensity in the manifestation of action or attribute, or the restriction in the sphere of using the lexical unit. The connotation can be inherent, i.e., manifested in all uses of the word, or adherent, i.e., one that is manifested only in a certain distribution. Thus, e.g., the words *darling, traitor (любий, зрадник)* always have positive/negative connotations, while the adjectives such as *thick/товстий, густий*: *thick lashes*, *thick nose* / *густі вії*, *товстий ніс* have positive or negative connotations, depending on the designated word.

The Ukrainian language as compared to English has a much wider potential for formation of words with connotations - the meanings of the bases are enriched with expressive-valuation or quantitative connotations – *дощ – дощик, вітер – вітрюга, дуб – дубище*. English affectionate (diminutive) suffixes are much less common, they include *-ie/let*, *-ette* (*birdie*, *daddy*, *piglet*, *kitchenette*), and the connotations of these words are somewhat different from the Ukrainian ones. The diminutive suffixes may make a word colloquial, add a somewhat ironic or even contemptuous connotation to it.

5.3. Word polysemy

Comparing words in English and Ukrainian, it is easy to note that the volume of meaning and the number of meanings in similar words do not always coincide. Especially it concerns polysemous words.

The phenomenon of **polysemy** (Greek *polus* "many", *sema* "meaning"), that is the presence of more than one meaning in a word, is characteristic of any language and with its development the word acquires more and more shades of meaning. Polysemantic words convey several concepts or notions and thus possess the corresponding number of meanings. Thus, the English word *conceive* originates from late 13c. word *conceiven*, "take (seed) into the womb, become pregnant" from stem of Old French *conceveir* (Modern French concevoir), from Latin *concipere* (past participle conceptus) "to take in and hold; become pregnant" [20]. Later, it acquires the meanings "to form or develop in the mind" (e.g., conceive a plan to increase profits; conceive a passion for a new acquaintance); "to apprehend mentally; understand" (e.g., couldn't conceive the meaning of that sentence); "to be of the opinion that; think" (didn't conceive that such a tragedy could occur); "to begin or originate in a specific way" [21].

It should be said that the old, original meaning of the word is still actively used. Among the meanings of the word, there are overlapping meanings in English conceive and Ukrainian *зачинати* ("зародити, дати початок життя кому-небудь"), however, other meanings do not coincide: "1. Приступати до чого-небудь, до якоїсь дії; розпочинати, починати щось; 2. Виявляти перші ознаки якої-небудь дії або стану; 3. Становити початок чого-небудь, бути першим в ряду чого-небудь; 4. Братися за що-небудь у першу чергу, починати що-небудь з когось, чогось" [19].

Polysemy of meanings is characteristic of different parts of speech.

Polysemy exists only in language, not in speech. An isolated word in a dictionary entry is usually represented in the totality of all its meanings, but taken in any definite context, the word has only the meaning required by the text. Thus, most words can have several meanings, and in speech, as a rule, in each particular case, only one meaning is realized, determined by combinability and context.

Thus, the English polysemantic word "*head*" is used in one of its various meanings in different contexts:

*She threw back her **head** and laughed and laughed, a deep rumbling that seemed to come from her very soul.*

*He was a prosperous man, with a good **head** for speculations, and his fortune was growing.*

*As we approached the harbour, the cabbage palm became rarer, and entirely disappeared at the **head** of it.*

*It was like being the **head** of a clan, the General told himself, and he liked it.*

The scope of the meaning of English and Ukrainian words may be different. The component analysis proves that the denotative meanings of words do not always coincide (e.g., the word *head* has a lot of corresponding Ukrainian words and phrases: *голова*; *людина*; *глава, ватажок, керівник, начальник, вождь*; *качан*; *лицьова сторона*; *заголовок*; *провідне становище*; *лицьова сторона монети*; *орел*; *передня частина*; *верхня частина*; *виток річки*; *кришка*; *перелом хвороби*; *верхівка*; *криза*; *мис*; etc. which are not all included into the semantic composition of the word *голова*).

Polysemy is a phenomenon that allows for a significant expansion of the nominative potential of language without increasing the number of lexical units. A word used in context is always understood unambiguously, the context solves the problem of polysemy, except when a word is used in two meanings at once for stylistic purposes.

Questions for self-control

1. What is semasiology?

2. Explain the notions of archesemes, semes and sememes.

3. What is the difference between the semantic sign and the semic specifier?

4. Provide the definition of a word.

5. Explain the notion of a semantic triangle as a scheme of nominating.

6. What is the object of semantics?

7. Determine the types of meanings.

8. What is the difference between denotative and connotative meanings?

9. Enumerate four main types of connotation and explain their essence.

10. What is a figurative meaning?

11. Explain the notion of word polysemy.

12. Does polysemy exist both in language and in speech?

Practical assignments

Exercise 1. In the list of closely related words united by a common archeseme, find the odd one out. Provide a substantiation for the answer

1. Батько, дитина, дід, дочка, дружина, зять, кум, мати, невістка, сваха, свекор, син, хрещеник, чоловік

2. Горобець, гуска, дятел, індик, качка, курка, півень, цесарка

3. Вівчарка, коза, корова, лань, лось, муфлон, олень, тур, як

4. Бануш, борщ, вареники, галушки, голубці, деруни, локшина, млинці, каша, пампушки, пельмені, холодець

5. Wolf, crocodile, tiger, lion, lynx, leopard, mammoth, bear, panther

6. Hut, cottage, dacha, apartment, garage, house, cattleshed, stable

7. Beverage, dew, milk, brine, beer, oil, broth, salt, water, vodka, gasoline, syrup, marinade

8. Steering wheel, transmission, gauge panel, brakes, tires, engine, tachometer, highway.

Exercise 2. Group words according to the archesemes ("animal", "assemblage", "article of furniture", "bird", "body part", "clothes", "emotion", "fish", "headgear", "labor instrument", "mechanism", "military", "plant", "predator", "road", "scientist", "time interval", "transport", "weather phenomenon"). Determine the differential seme predefining their meaning. Compare English-Ukrainian semes.

A) автобан, автобус, академік, автострада, асистент, аспірант, буревій, ватага, виноград, віхола, вовк, ворона, вухо, грім, година, голуб, диван, доба, долото, дощ, ера, жайворонок, заметіль, зозуля, кайло, калина, капелюх, капітан, карп, квасоля, кішка, комбайн, конюшина, краватка, ластівка, лейтенант, ліжко, літак, лопата, лосось, майор, малина, місяць, молоток, нудьга, обценьки, отара, палець, пальто, петрушка, плече, плуг, просо, рись, рік, секунда, солдат, стегно, стіл, стопа, студентство, сум, табун, терен, тигр, тиждень, трамвай, туга, ховрах, хурделиця, циклон, чебрець, шапка, шафа, шосе, щавель, язик

B) academician, alfalfa, anger, bear, blackthorn, blizzard, boredom, brotherhood, captain, catfish, century, chair, clover, crane, coat, colonel, corporal, cuckoo, cultivator, cupboard, cyclone, day, dog, dread, eagle, epoch, flock, foot, fortnight, grape, hammer, happiness, herd, heron, highway, hips, hurricane, jacket, joy, leg, leopard, limb, linguist, millet, minute, mirror, mist, moment, nail, nailer, nose, oat, owl, parsley, pike, professor, rampage, raspberry, road, robin, rye, sage, salmon, scholar, second, sergeant, sparrow, sofa, spinach, staff, storm, swallow, swarm, tie, tiger, toe, tongue, tractor, turnip, woodpecker, year

Exercise 3. Provide English equivalents for the following Ukrainian words. Compare their seme composition

агресор, баран, вершина, вільний, вогонь, гніздо, гора, груша, день, дорога, інститут, камінь, карась, кипіти, команда, летіти, лисиця, мак, непопулярний, ніс, палець, папір, розбити, сержант, сіль, слива, спина, собака, сосна, сталевий, термометр, тролейбус, хвилина, хвіст, ящірка

Exercise 4. Comment on the following words determining their denotative, connotative or pragmatic meaning

agony, capish, comprehend, befriend, birdie, bureaucrat, devil, fool, fox, fritter, honey, inquisitive, jade, mulish, offender, piety, pig, poltroon, prison, scapegoat, sissy, tigress, tribulation, wolf, zeal

баба, балаканина, гатити, гнів, голубонька, дівчисько, екстреміст, змія, зрадник, конфлікт, кумекати, мишва, ніжка, ніжність, пес, писака, рискати, рюмсати, спинка, товкмачити, шулер

Exercise 5. Compare and comment on the connotative meaning of the English – Ukrainian equivalents

1. Luke was a brilliant student despite the fact that he was a notorious **slacker**. Коли він сміявся, то Андрієві чомусь приходив на думку Байда-Вишневецький, незрівнянний **гультяй** і зухвалий скалозуб із ворохобної Січі Запорізької.

2. The horse wasn't much to look at, just a **nag** bought up by a carnie for forty dollars before the slaughterhouse in Peoria. Поти Карпо розпрягав **шкапу** та возився коло воза, Христя скінчила роботу і кликнула його в кухню.

3. Sure I'd have felt guilty and all that, not to mention what being a **deadbeat** would do to my wheezing, emphysemic self-esteem. Добре було Тимосі за таким батьком і гуляти, і верховодити, і хоч усяк бачив, що Тимоха велике **ледащо**, і усяк знав, що від нього у селі усе лихо устає, та, еге!

4. I deal, and love to deal, with the rustic exceptional, the village notable and **wiseacre**. Штурманець, оточений дітворою, ходить по двору в тюбетейці, в смугастому східному халаті; сідає під грушею і неквапливо, в манері східного **мудреця**, виповідає торопленій малечі свої неймовірні пригоди.

5. A girl runs **frenzied**, searching, sometimes stopping briefly to pick some flowers eager but not bright, hopeful and wanting. Ще мить – і мертву тишу розбив сплеск чиїхось долонь, і **шалені**, нестримні овації загриміли в приміщенні.

6. Considering her taste in men she'll probably run off with another backwater **vagabond**, who's been partially tamed by the military. А в спальні Дуська сичала, як змія, на родаків його, **голодранців** голодних, що хочуть на плечі їм сісти, останній шматок хліба од дитини їхньої одібрать.

7. I knew I looked like a complete **greenhorn** in front of him, and it was slightly embarrassing. Хіба не казали тобі, **сопляку**, що спершу парубок повинен своє місце посісти поміж людей, звестися на власні, а тоді вже заводити собі посімейство?

8. He used both his position and his power to promote social change, and always championed the **underdog.** Борис переконаний у тому, що чоловік, який не встиг одружитися до тридцяти років, - обтяжлива обставина для його близьких та стовідсотковий **нездара.**

9. I'm 91 next month but I enjoy good health, apart from a **wonky** heart and two wonky knees. **Хирлявий,** як і мати, хлопчик нагадував чимось Ярославові його власне дитинство, може, саме тому не часто ходив до нього, щоб не роз'ятрювати душу, і в цьому схожий був на свого батька, князя Володимира, який теж не любив хворобливих дітей і жон.

10. The landlady Anika was a **senile** old bird and was always telling me off for not paying my bills when I'd just paid her the day before. Яму викопали за двадцять кроків на схід од **старезного** дуба, і тепер біля неї тихо світилася в темряві домовина – недавно стругана соснова дошка ще пахла живицею.

Exercise 6. Classify the words into monosemic and polysemic. Explain the lexical meanings of the words

A) accumulator, aggressor, album, anxiety, apotheosis, artery, boil, canvas, circus, crane, epithet, feather, fire, flow, globe, golden, hail, head, helicopter, icicle, liturgy, lizard, oak, ogre, pear, penicillin, petal, pike, pillow, pipeline, pitch, pollution, reason, root, scout, sleeve, sole, speech, staff, suffix, swamp, team, thumb, tongue, virus, volcano, window, wing

B) автограф, автостоп, близький, блискавка, вітер, ворота, вушко, ґрунт, зірка, зупинка, історія, ковдра, конгрес, копійка, корінець, лінія, магістр, магістраль, магнітола, митра, мовлення, молоко, ніс, носик, обеліск, обличчя,

паладій, перо, писар, полоніст, реферат, родина, родовище, ручка, скумбрія, сметана, суниця, хрущ, фосфор, шийка, язичок, ясир, ясла, яснозорий

Exercise 7. Comment on the meanings of the polysemantic lexemes in the following contexts

А) 1. Розпустивши крила й пістряві **хвости**, вони кружляли один довкола одного, походжали то боком, то околяса, погрозливо квоктали, а потім, як і годиться півням, затіяли бійку. Можна я піду з татом, спитала Коля, зав'язуючи своє приємне на дотик волосся в бойовий **хвіст**. Кулеметник повинен бути у **хвості** , - пробурчала «кобиляча голова».

2. The beaver uses its flat **tail** to warn other beavers of danger by slapping the water surface before diving. She couldn't make head or **tail** of what she was being told and thought it a nightmare. Like him or not, we're seeing the **tail** end of a key era in Canadian politics pass. Then she pulled her lank hair into a high pony **tail** and left her room again.

В) 1. А між нами - невидима субстанція, яку можна б назвати екзистенцією **мертвої** матерії. Сивоок сів коло **мертвого** Лучука і став плакати. А вода виступала в двох місцях, ніби чиїсь сльози, може, навіть вислъозювалося те каміння, така **мертва** непорушність була в тій воді. Досі не зрушилася з "**мертвої** точки" справа із пластиковими вікнами, якими " прикрасила" своє приміщення Львівська обласна прокуратура ще у 2007 році.

2. A technician discovered the **dead** rodent and believes it had squirmed into the body of the PC to keep warm. There was a long moment of **dead** silence as Jessica processed that piece of depressing information. Two hundred feet below the surface the ship sat **dead** in the water, not moving. It's **dead** empty in the pool after work, so I can churn up and down at my own pace.

Tests to Unit 5

1. Semasiology is a branch of lexicology that focuses on the:

a) Phonetics of words

b) Morphology of words

c) Syntax of words

d) Semantic aspect of words

2. Some key objects of semasiological study include all of the following EXCEPT:

a) Types of lexical meaning

b) Polysemy

c) Syntactic structure of words

d) Semantic development of words

3. The archeseme represents the core semantic concept that unifies words within a:

a) Phonetic group

b) Morphological group

c) Syntactic group

d) Specific class or thematic group

4. A seme is the smallest unit of:

a) Sound

b) Morphology

c) Meaning

d) Syntax

5. The semantic sign is a part of the seme that is:

a) Common with several other semes

b) Specific to a particular word

c) Related to phonetics

d) Related to syntax

6. The seme consists of two main parts – the semantic sign and the:

a) Semic central

b) Semic specifier

c) Semic relation

d) Semic category

7. The denotation of a word refers to its:

a) Sound-form or physical manifestation

b) Grammatical meaning

c) Lexical meaning

d) Semantic triangle

8. Lexical meanings can be categorized into two types – denotative and:

a) Grammatical

b) Connotative

c) Semantic

d) Pragmatic

9. The connotative component of meaning adds an expressive function to a linguistic unit through:

a) Emotional aspects

b) Grammatical aspects

c) Semantic aspects

d) Phonetic aspects

10. The evaluative component of connotation reflects the speaker's or writer's:

a) Emotional experience

b) Grammatical judgment

c) Phonetic evaluation

d) Approval or disapproval

11. The expressive component of connotation intensifies what is denoted by the word through:

a) Emotional aspects

b) Grammatical aspects

c) Semantic aspects

d) Phonetic aspects

12. The stylistic component of connotation shows the belonging of a word to a certain:

a) Emotional register

b) Grammatical style

c) Phonetic sphere

d) Functional style

13. Figurative meanings of words are based on comparison, juxtaposition, and:

a) Metaphor

b) Simile

c) Metonymy

d) Alliteration

14. Polysemy refers to the presence of:

a) Multiple meanings in a word

b) Multiple words with similar meanings

c) Multiple grammatical forms

d) Multiple syntactic structures

15. Polysemantic words convey several:

a) Phonemes

b) Morphemes

c) Concepts or notions

d) Grammatical categories

16. Broadening and narrowing are two types of semantic changes that involve changes in a word:

a) Pronunciation

b) Spelling

c) Meaning

d) Etymology

17. The process of metaphorical extension involves the transfer of meaning from one:

a) Word to another word

b) Language to another language

c) Context to another context

d) Culture to another culture

18. The process of metonymic extension involves the transfer of meaning based on:

a) Association or contiguity

b) Contrast or opposition

c) Similarity or resemblance

d) Temporal or spatial proximity

19. The development of new lexical meanings through borrowing occurs when words are adopted from:

a) Dialects within the same language

b) Ancient languages such as Latin or Greek

c) Indigenous languages of a specific region

d) Other languages or language families

20. The phenomenon of polysemy is characteristic of:

a) the English language only

b) the Ukrainian language only

c) both languages

d) none of the languages above.

REVISION TESTS

1. Lexicology deals with the vocabulary of a language in different aspects:

a) the definition of a word and its scope;

b) phonetic, morphological, semantic motivation, the features of vocabulary structuring;

c) all of the above.

2. ... lexicology studies lexicon irrespective of the distinctive characteristics of any individual language.

a) General;

b) Special;

c) Descriptive.

3. Descriptive lexicology studies

a) lexicon regardless of the specific features of any particular language;

b) distinctive features in the vocabulary of a particular language;

c) the word in its functions, specific structures of words as an intrinsic property of the system, the relationship between the morphological and semantic components of words.

4. Historical lexicology studies

a) the vocabulary of a language at a specific stage of development;

b) linguistic and extra-linguistic factors influencing the structure, meaning, and usage of various words, as well as their evolution and change over time;

c) lexico-semantic systems of the languages under comparison.

5. The vocabulary of English and Ukrainian are heterogeneous consisting of:

a) Indo-European vocabulary;

b) the unique Germanic element, and the unique Slavic element;

c) the native stock and the borrowed stock of words.

6. The degrees of borrowing assimilation include

a) fully assimilated borrowing, partially assimilated borrowing, barbarism;

b) fully assimilated borrowing, partially assimilated borrowing;

c) fully assimilated borrowing, barbarism.

7. The word *consigliori* is

a) a fully assimilated borrowing;

b) a partially assimilated borrowing;

c) a barbarism.

8. The word *брама* is

a) a fully assimilated borrowing;

b) a partially assimilated borrowing;

c) a barbarism.

9. Scholars distinguish the following types of borrowings:

a) grammatical borrowings, calques, and semantic borrowings;

b) lexical borrowings, translation-loans, and semantic borrowings;

c) lexical borrowings and semantic borrowings.

10. Choose the line where all words are internationalisms

a) атом, долар, театр, engineer, music, territory;

b) газ, стадіон, фонд, dollar, suffix, work;

c) кілометр, смог, фунт, constitution, curtain, hyperbole.

11. Determine the origin of the word *summer*

a) Indo-European;

b) Common Germanic;

c) English proper.

12. Determine the origin of the word *свіча*

a) Indo-European;

b) Common Slavic and East Slavic;

c) Ukrainian proper.

13. A morpheme is

a) a variant of a particular morpheme that has undergone phonetic modification;

b) a minimal sign, a minimal phonetic complex, which has a meaning and does not disintegrate further into simpler units of the same level;

c) basic structural-semantic unit of language.

14. An allomorph is

a) a minimal sign, a minimal phonetic complex, which has a meaning and does not disintegrate further into simpler units of the same level;

b) basic structural-semantic unit of language;

c) a variant of a particular morpheme that has undergone phonetic modification due to the sound composition of neighboring morphemes or the formal structure of a word.

15. A free morpheme is

a) a morpheme that has the ability to function both as an affix, when attached to other morphemes, and as a free morpheme, when it can stand alone and convey meaning;

b) not used without word-forming affixes;

c) one that coincides with a stem in at least one meaningful word.

16. A bound morpheme is

a) a morpheme that is unable to function as a separate word and must be combined with other morphemes to convey meaning;

b) not used without word-forming affixes;

c) one that coincides with a stem in at least one meaningful word.

17. A semi-bound morpheme

a) a morpheme that can function in a morphemic sequence both as an affix and as a free morpheme;

b) not used without word-forming affixes;

c) one that coincides with a stem in at least one meaningful word.

18. The morpheme *fore-* is

a) a free morpheme;

b) a bound morpheme;

c) a semi-bound morpheme.

19. The morpheme *сон* is

a) a free morpheme;

b) a bound morpheme;

c) a semi-bound morpheme.

20. The morpheme *half* is

a) a free morpheme;

b) a bound morpheme;

c) a semi-bound morpheme.

21. Word-formation mechanisms include

a) derivation, syntactic word formation, shortening;

b) affixation and conversion;

c) abbreviation, acronyms, clipping, blending.

22. Derivation includes

a) affixation and word composition;

b) affixation and conversion;

c) prefixation, suffixation, blending.

23. A derivational row of words is

a) a cohesive group of words that share a common root morpheme but are constructed using different patterns and exhibit specific organizational characteristics;

b) a derivational pattern;

c) a group of words constructed according to the same derivational pattern.

24. A derivational cluster is

a) refers to a structured group of words that share the same root-morpheme but are constructed using different patterns, demonstrating a specific organization;

b) a derivational pattern;

c) a group of words constructed according to the same derivational pattern.

25. Choose the incorrect statement about prefixation:

a) the prefix modifies the meaning of the root morpheme;

b) it is the process of creating new words by adding a prefix, which is an affix that comes before the root morpheme it is attached to;

c) in Ukrainian, the prefix serves as an independent transposing element (changes the part-of-speech status).

26. The prefixes un-, in- (-il/ir/im), de- dis-, non- a-, не-, без-, де-, дис- have the meaning of

a) repeated or reversed action;

b) temporal and spatial coordinates;

c) negation.

27. Choose the line where all words are formed by means of prefixation

a) forearm, illegal, неволя, шумний;

b) ceaseless, non-stop, безлад, донині;

c) overland, postwar, безмір, неук.

28. The suffixes -ee, -er, -ess, -ist, -ак, -ан, -ер, -іст are

a) noun-forming;

b) verb-forming;

c) adjective-forming.

29. Choose the line where all words are formed by means of suffixation only

growth, usherette, медик, неоперабельний;

childhood, participant, скрипаль, сьогодення;

aviatrix, criticism, завидющий, малесенький.

30. Choose the incorrect statement about conversion

a) it is a non-affixal way of creating words;

b) a new word is formed with a different distribution, a different paradigm without any word-forming affixes;

c) a converted word does not change its syntactic function.

31. Productive models of conversion include:

a) verbalization and substantivation;

b) adjectivation and adverbalization;

c) all of the above.

32. Choose the incorrect statement about word composition

a) compound words are formed by composing two or more roots or bases;

b) the semantics of the components of a compound word merges to denote a whole concept;

c) a compound word is never perceived as a semantically integral unit.

33. Choose the incorrect statement about back-formation

a) it is the subtraction of an affix from a word not formed by affixation proper;

b) back-formation is now quite productive in the formation of adjectives and adverbs;

c) it refers to a word-formation process in which a shorter word is derived by removing an assumed affix from a longer existing form in the language.

34. Semasiology is a branch of lexicology that studies

a) arche semes, semes and sememes;

b) semantic triangle as a scheme of nominating;

c) the semantic aspect of a word, its meaning, the components of a word meaning, and the grouping of words according to certain semantic features.

35. The semantic triangle includes

a) denotatum, concept, symbol;

b) denotatum, referent and signifier;

c) the semantic sign, the semic specifier and the seme.

36. The field of linguistics that focuses on the study of meaning is known as

a) stylistics;

b) semantics;

c) lexicology.

37. Which statement is incorrect regarding the grammatical meaning?

a) it is the expression in speech of relationships between words;

b) it is the component of word-meaning in identical sets of individual forms of different words;

c) it is the aspect of word-meaning that focuses on phonetic properties of words.

38. Lexical meaning is

a) the expression in speech of relationships between words;

b) the component of word-meaning in identical sets of individual forms of different words;

c) the realization of a concept or emotion by means of a definite language system.

39. Lexical meanings are usually classified into

a) grammatical and lexical;

b) denotative and connotative;

c) denotative and stylistic.

40. The main types of connotations include

a) emotive, evaluative, stylistic, and expressive;

b) emotive, evaluative, intensifying;

c) evaluative, stylistic, expressive and pragmatic.

41. What is the characteristic of the emotive component?

a) it expresses a negative or positive attitude towards the denoted object, its approval or disapproval;

b) it unveils the emotional aspect of cognitive processing, conveying and; expressing various emotions or feelings associated with the concept or subject;

c) it represents the image of an object, intensifying what is denoted by the word.

42. What is the characteristic of the evaluative component?

a) it conveys a positive or negative stance towards the object being referred to, indicating either approval or disapproval of it;

b) it reveals the emotional layer of cognition, expressing emotion or feeling;

c) it represents the image of an object, intensifying what is denoted by the word.

43. What is the characteristic of the expressive component in language?

a) it unveils the emotional layer of cognition, allowing for the expression of emotion or feeling;

b) it represents the visual representation of an object, intensifying the meaning conveyed by the word;

c) it demonstrates the affiliation of a word to a specific functional style.

44. The stylistic component

a) enhances the meaning conveyed by a word by presenting an imagery or visual representation of an object;

b) manifests belonging of a word to a certain functional style;

c) indicates a favourable or unfavourable sentiment towards the referred object, conveying a positive or negative evaluation or opinion.

45. What is not true about polysemy

a) it is the presence of more than one meaning in a word ;

b) polysemy exists both in language and in speech;

c) polysemantic words convey several concepts or notions and possess the corresponding number of meanings.

46. What does descriptive lexicology study?

a) Phonetics and phonology of words;

b) Syntactic structure of words;

c) Lexicon regardless of the specific features of any particular language.

47. What is the purpose of historical lexicology?

a) To examine the vocabulary of a language at a specific stage of development;

b) To study the synchronic aspects of word meanings;

c) To analyze the syntactic patterns of words.

48. What are the two elements that make up the vocabulary of English and Ukrainian?

a) Indo-European vocabulary and the unique Germanic element;

b) Indo-European vocabulary and the unique Slavic element;

c) The native stock and the borrowed stock of words.

49. What is the term for a word or phrase that is formed by combining the initial letters of a series of words?

a) Acronym;

b) Blending;

c) Clipping.

50. What are the main word-formation mechanisms?

a) Derivation, syntactic word formation, and shortening;

b) Affixation and conversion;

c) Abbreviation, acronyms, and blending.

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