

ENGLISH LEXICOLOGY: THEORY AND PRACTICE



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МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Київський національний лінгвістичний університет

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**ЛЕКСИКОЛОГІЯ АНГЛІЙСЬКОЇ МОВИ:
ТЕОРІЯ ТА ПРАКТИКА**

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PREFACE

This textbook on English Lexicology is designed primarily for undergraduate students of English philology. It provides a comprehensive and practical introduction to the lexical system of Modern English, combining theoretical foundations with extensive analytical and creative tasks. The main objectives of this course are to help students understand the systemic character of the English lexicon, master key concepts and terminology of lexicology, develop linguistic analysis skills, and foster an appreciation of the historical, cultural, and social dimensions of English vocabulary.

The book follows a student-centered, competence-based approach, integrating traditional philological training with modern practical and communicative perspectives. The material is organized into seven seminars, each focusing on a core area of lexicology: the history and etymological layers of English vocabulary, word-formation processes, semasiology, and the systemic organization of the lexicon including free word-groups and phraseology.

A distinctive feature of this textbook is its task-based approach. Every seminar includes:

- a concise theoretical introduction at the beginning of each unit that outlines the core concepts, sets the structural framework, and serves as theoretical scaffolding for students;
- a targeted selection of key terms, requiring students to actively research, define, and compile their own academic glossaries;
- a curated list of recommended literature comprising foundational Ukrainian and international scholarship to guide students' independent reading and theoretical research;
- concise theoretical fragments (introductory theoretical notes) embedded within the seminar sessions before major blocks of tasks to guide students through specific analytical steps and clarify immediate task boundaries;
- a wide range of analytical, classificatory, and comparative exercises;

- thought-provoking discussion questions that challenge students to critically debate complex lexicological phenomena;
- enrichment activities and creative projects designed for independent work, digital discourse investigations, group presentations, and deeper engagement with the material.

Special attention has been paid to developing students' ability to analyze language phenomena critically, distinguish between different linguistic processes, and understand the dynamic nature of the English lexicon in both historical and contemporary contexts. Overall, the course encourages students to view English vocabulary not as a random collection of words, but as a highly organized system shaped by semantic relations, structural patterns, and continuous linguistic change.

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Seminar One

The Origins and Development of the English Vocabulary: Etymology and Layers of Borrowing

INTRODUCTION

The vocabulary of Modern English is a result of a long and complex historical development shaped by continuous contact with other languages and cultures. Over centuries, English has absorbed a large number of lexical items from different linguistic sources, while at the same time preserving a core layer of native words that go back to the earliest stages of its history. The study of the etymological structure of English words allows us to understand how the language has expanded and developed its lexical resources over time.

This seminar focuses on the historical development of English vocabulary, the identification of its native and borrowed components, and the analysis of key processes that have shaped its current structure.

RECOMMENDED LITERATURE

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SEMINAR TASKS

Provide definitions of the following key terms and add them to your glossary:
native word, borrowing, loan translation, semantic loan, origin of borrowing, source of borrowing, etymological doublet, hybrid, internationalism.

Historical Background of English Vocabulary Development

The English language developed under the influence of numerous historical events, migrations, invasions, and cultural contacts. Each historical period contributed new lexical elements to the English vocabulary and shaped its phonetic, grammatical, and semantic structure. The development of English vocabulary is closely connected with:

- settlement and migration,
- military invasions,
- religious influence,
- trade and cultural exchange,

- scientific and intellectual development.

As a result, Modern English contains words of native origin as well as numerous borrowings from Latin, French, Scandinavian, Greek, and many other languages. The major historical events that influenced the English language include:

- the settlement of Celtic tribes,
- the Roman occupation of Britain,
- the Anglo-Saxon migrations,
- Scandinavian invasions,
- Christianization,
- the Norman Conquest,
- the Renaissance.

Each of these periods introduced new vocabulary and affected different levels of the English language.

Task 1. Indicate the time of the following **milestones** in the history of English and arrange them in chronological order on a timeline. Explain their **impact** on the English language.

1. The Viking raids and invasions begin
2. Roman invasion of Britain begins
3. Christianization of England begins with the mission of St. Augustine of Canterbury
4. Anglo-Saxon migration increases after the fall of the Roman Empire
5. Celtic-speaking peoples inhabit the British Isles
6. The Norman Conquest
7. The full flowering of the Renaissance



Etymological Survey of the English Vocabulary: Native and Borrowed Elements

The vocabulary of Modern English is traditionally viewed as a historically layered system in which different strata reflect various stages of the language development. Its present-day composition is a result of a long-term interaction between the inherited native elements and a wide range of borrowings that entered English under different historical and cultural conditions.

An etymological survey of English vocabulary allows us to observe how these two main components are distributed within the lexical system and how they function in communication. Native elements represent the oldest layer of the language and remain central to everyday usage, while borrowed elements illustrate the openness of English to external influence and its ability to integrate lexical material from other languages.

Task 2. Place the following items in the appropriate box in the table:

The Etymological Structure of the English Vocabulary	
THE NATIVE ELEMENT	THE BORROWED ELEMENT

- Indo-European element
- French 1. Norman French: 11th – 13th centuries AD
2. Parisian (Renaissance)
- Italian (Renaissance and later)
- Celtic (5th – 6th centuries AD)
- Scandinavian (8th – 11th centuries AD)

- Greek (Renaissance)
- Spanish (Renaissance and later)
- Common Germanic element
- Latin
- English Proper element (no earlier than the 5th century AD)
- Ukrainian and some other groups

Characteristic Features of Native English Words

Native English words form the oldest and most stable layer of the English vocabulary. Many of them can be traced back to the earliest periods in the history of the language and belong to the everyday sphere of communication. Such words are deeply rooted in the language and are actively used in both spoken and written English regardless of style or register. They often denote objects, actions, and qualities that are fundamental to human life and experience, including family relations, parts of the body, natural phenomena, movement, perception, and basic evaluation. Owing to their long history and constant usage, these lexical units remain central to communication and are among the most recognizable elements of the English vocabulary.

Another important feature of native words is their exceptional semantic flexibility. A relatively small number of simple lexical units may develop numerous meanings and functions depending on context. As a result, the same word can easily enter different lexical combinations and convey a variety of ideas in both literal and figurative use. This semantic adaptability contributes to the richness of English phraseology, since many stable expressions, idioms, and set phrases are built on native vocabulary. Their ability to combine with a wide range of words also explains why they occupy a particularly important place in everyday communication.

Native words are also highly active in word-formation processes. Throughout the history of English they have served as productive bases for the creation of new lexical items through affixation, conversion, compounding, and other derivational

means. Due to their structural simplicity and frequency of use, they easily produce extensive word families and continue to generate new forms in present-day English. This productivity demonstrates not only the vitality of the native lexical stock but also its importance for the further development and expansion of the vocabulary system.

In addition, native vocabulary plays a significant role in the formation of idiomatic and phrasal expressions characteristic of English. Numerous phrasal verbs, fixed collocations, and idioms are based on short and frequently used native verbs and nouns. These expressions are often stylistically neutral and occur naturally in both informal and formal communication. Their abundance reflects the organic connection between native vocabulary and the historical development of English phraseology.

Task 3. On the basis of the following examples define the **characteristic features of the words of native origin**. Provide your own examples to illustrate these features.

1. _____

man, house, go, come, take, see, say, good, bad, hand, water

2. _____

sun, moon, hand, leg, run, jump, cry, love, bread, sky, sea, fish, bird

3. _____

- *take a break, take a chance, take an exam, take care, take part*
- *run fast, run a business, run out of*

4. _____

- *give me a hand, shake hands, second hand, on hand, hand in*
- *set a table, set a goal, set a price, set in motion*

5. _____

- *friend → friendly, friendship, unfriend*
- *run → runner, re-run, running*

6. _____

- *break the ice*

- break a record
- break the news
- break down
- break in
- turn a blind eye
- turn the tables
- turn over a new leaf
- turn down
- turn up

Task 4. Explore the native element of Modern English vocabulary as its historical foundation. Identify typical native words and illustrate their use with examples.

Task 5. Explore how Modern English has been shaped by borrowings from different languages. Identify the major source languages and provide examples of borrowed lexical units.

Task 6. Explain the **origin** of the following words. Consult a dictionary when necessary. Do these words have anything in common?

- | | |
|----------|----------|
| • drink | • stone |
| • father | • child |
| • sun | • five |
| • oak | • wolf |
| • mouth | • mother |
| • lord | • young |
| • hand | • sheep |
| • bird | • lady |

Task 7. Explain the **origin** of the following borrowed words. Consult a dictionary when necessary. Are there any indicators that can help you determine what language a word comes from?

- ballet
- cheap
- give
- compare
- finance
- reluctant
- tobacco
- data
- they
- equinox
- algebra
- school
- kangaroo
- skin
- execute
- rhythm
- beige
- phenomenon
- opera
- husband

Echoes of Other Tongues: The Art of Loan Translation

Loan translations, or calques, represent a specific type of borrowing in which a foreign expression is translated word-for-word into the target language. Unlike direct borrowings, calques do not preserve the original phonetic form of the source unit; instead, they replicate its internal structure using native lexical material. As a result, the foreign influence is less obvious, while the semantic model of the original expression is retained.

Calques are an important phenomenon in the development of English vocabulary, as they demonstrate how new meanings and phraseological patterns can be introduced without direct lexical borrowing. They often arise in situations of close cultural or linguistic contact and are typically associated with historical, political, scientific, or cultural exchange. In modern English, many calques function as fixed expressions or idiomatic units and are widely used in both formal and informal contexts.

Task 8. Analyze the following expressions as examples of **loan translations (calques)**. Explain their origin, reconstruct their source-language models, and comment on their meaning and usage in Modern English.

- paper tiger
- power politics
- brainwashing
- earworm
- free verse
- deep state
- fifth column
- flea market
- blue blood
- Devil's advocate
- moment of truth
- worldview
- Adam's apple

Assimilation of Borrowings

One of the most important processes connected with lexical borrowing is assimilation. When a word enters a new language, it rarely preserves all the features of the source language unchanged. Gradually, borrowed words adapt to the phonetic, grammatical, graphic, and semantic norms of the receiving language. This process of adaptation is known as assimilation of borrowings. The degree of assimilation usually depends on several factors, including the period of borrowing, frequency of usage, sphere of communication, and the closeness of contact between languages.

Borrowed words may undergo changes in pronunciation, spelling, grammatical forms, and meaning. Very old borrowings are often so fully integrated into the language system that their foreign origin is no longer obvious to speakers. For example, such words as *street*, *table*, *wine*, or *chair* were borrowed centuries ago and

are now perceived as ordinary English words. At the same time, some more recent or culturally specific borrowings still preserve foreign features in spelling, pronunciation, or usage, which makes their origin more recognizable.

Several types of assimilation are usually distinguished. **Phonetic assimilation** refers to the adaptation of pronunciation according to the phonetic norms of English. **Grammatical assimilation** involves changes in grammatical behaviour, such as the formation of English plural forms or the use of English grammatical categories. **Graphic assimilation** concerns changes in spelling, while **semantic assimilation** involves the development or modification of meaning within the English lexical system.

Borrowings may also differ in their degree of assimilation. **Completely assimilated borrowings** fully conform to the phonetic, grammatical, and lexical norms of English and are no longer felt as foreign words. Examples include *candle*, *butter* and *plant*. **Partially assimilated borrowings** preserve certain foreign features, for instance unusual spelling, pronunciation, or cultural associations, as in *cliché* or *machine*. Finally, **unassimilated borrowings** (sometimes called *barbarisms*) retain their foreign character and are often used in specific stylistic or cultural contexts. Examples include *déjà vu* and *ad hoc*.

The process of assimilation demonstrates that borrowed elements do not remain isolated within the language. Instead, they gradually become part of the vocabulary system and interact with native lexical units. As a result, borrowings enrich the language while simultaneously adapting to its internal structure and communicative needs.

Task 9. Examine the adaptation of borrowings within the English lexical system. Based on the text, provide a deeper look into the degrees of **assimilation**. Support your discussion with your own examples of completely, partially, and unassimilated words, briefly explaining why you categorized them this way.

Task 10. Analyze the following words from the point of view of the type and degree of **assimilation**. State which words are:

a) **completely assimilated;**

b) **partially assimilated;**

c) **unassimilated.**

- | | | |
|-------------|------------|------------|
| • sombrero | • bishop | • maharaja |
| • finish | • chair | • genus |
| • face | • ballet | • husband |
| • gate | • sheikh | • nucleus |
| • bourgeois | • cork | • cup |
| • bacillus | • café | • table |
| • haute | • machine | • window |
| • couture | • formula | • wine |
| • wall | • faux pas | • cliché |
| • street | • stimulus | |

The Interplay of Origins: Etymological Doublets and Hybrid Formations

The English vocabulary is a fascinating mosaic, shaped by centuries of cultural shifts and linguistic layers. One of the most intriguing outcomes of this evolution is the emergence of **etymological doublets**. These are pairs of words that share a common root but entered the language through different routes, often directly from Latin and indirectly through French. This dual path frequently leads to subtle shifts in both “voice” and meaning, where one word might retain a formal, legal tone while its twin becomes part of everyday speech.

Parallel to this, English demonstrates its remarkable flexibility through **hybrid** formations where stems and affixes from different origins (such as Germanic, Latin, or Greek) fuse together to create new concepts. This process highlights the language ability to adapt and expand by recycling elements from diverse linguistic families.

Task 11. The following word pairs (**etymological doublets**) share a common ancestor but traveled different routes into English. Trace their origins and explain how their “journey” influenced their current form and meaning.

- frail – fragile
- potion – poison
- major – mayor
- history – story
- suit – suite
- balm – balsam
- legal – loyal

Task 12. Deconstruct the following **hybrids** into their components. Identify the etymological origin of each component (e.g., a Germanic root + a French suffix).

- | | |
|-------------|----------------|
| • hindrance | • unfortunate |
| • leakage | • joyful |
| • murderous | • recall |
| • clearness | • relationship |
| • aimless | • unbutton |

International Words

International words are lexical units that occur in several languages with similar form and meaning. They are usually borrowed from the same source language (most often Greek or Latin, later also French and English itself in modern times) and are widely used in different linguistic systems due to the international development of science, culture, politics, and technology. Such words are easily recognizable for speakers of many languages because they show a high degree of similarity in spelling and semantics.

A significant group of international words is connected with scientific and academic terminology. These units are especially common in fields such as

linguistics, medicine, physics, mathematics, and philosophy. For example, words like *biology, atom, energy, analysis, theory, method, system, experiment, and information* are widely used across many European languages with only minor phonetic or graphic differences. Academic concepts such as *hypothesis, synthesis, and classification* further demonstrate this trend, as they function as universal tools for researchers worldwide. Their international character is strengthened by the global exchange of scientific knowledge, where terms like *formula, laboratory, and thesis* provide a common linguistic foundation for international cooperation.

Another important group includes political, cultural, and social vocabulary. Words such as *democracy, constitution, republic, parliament, and culture* are found in many languages and reflect shared concepts of modern civilization. These terms often entered different languages through Latin or French mediation and became part of international communication.

In addition, modern technological and economic development has contributed to the spread of new internationalisms. Words like *internet, video, computer, online, software, and globalization* are now used in many languages with minimal adaptation. This category also includes ubiquitous terms such as *smartphone, interface, browser, and pixel*, which have become essential to the digital age. In the financial sector, words like *blockchain, startup, and marketing* function similarly across borders. In some cases, they even preserve their original English form, such as *podcast, blog, or hashtag*, due to the global dominance of English in technology and media. These terms spread rapidly, bypassing traditional translation processes to provide an immediate global vocabulary for new innovations.

International words demonstrate the tendency toward linguistic convergence in the modern world. They facilitate communication between speakers of different languages and reflect common cultural, scientific, and technological realities.

Task 13. Imagine you are talking to someone who doesn't speak your language. List 10 scientific or cultural terms (**internationalisms**) that they would understand instantly without a dictionary.

Beyond the Exercises: Enrichment Activities

1. Define the origin and explain the meaning of the following recent borrowings:
abeg, ikigai, hygge, kimchi, mukbang, sudoku, kawaii, parkour, lagom.
2. Create an advertising slogan for a real or imaginary product using words of different origins. Highlight the origin of each key word used.
3. Research and explain 3–4 examples of folk (popular) etymology in English (e.g. *hamburger, cockroach, woodchuck*). Create your own humorous “false etymology” for one modern word.
4. Investigate recent borrowings (2020–2026) connected with technology, social media, mental health, or global events. Find 5–7 examples, classify them by source language, and comment on the reasons for their borrowing.
5. Choose one word from the list below and prepare a short “biography” of the word (origin, path of borrowing, changes in form and meaning, cognates in other languages). Present it as a mind map, timeline, or short report (*chocolate, robot, algebra, tea, shampoo, zero, kangaroo, pajamas, tycoon, avatar, tsunami, emoji*).
6. Select one thematic group (e.g. food, politics, emotions, nature etc.) and find 10 English words related to it. Divide them into native and borrowed elements. Comment on which layer dominates and why.
7. Choose one interesting borrowed word and prepare a 2–3 minute presentation (or a poster) about its journey into English. Include:
 - original language and meaning
 - date and path of borrowing (if known)
 - changes in spelling, pronunciation, and meaning
 - why it was borrowed and how it integrated

Seminar Two

Word-Formation in Modern English. Part One

INTRODUCTION

Word-formation is one of the central processes in the development of Modern English vocabulary, ensuring its continuous expansion and structural flexibility. Through various mechanisms of word-building, English creates new lexical units from existing linguistic material, which allows the language to adapt to new communicative needs and to reflect changes in society, culture, and technology.

The study of word-formation provides insight into the internal structure of words and the principles according to which they are created. It also helps to understand how different morphological elements interact within a word and how meaning is constructed through form. This seminar focuses on the main types of word-building processes in Modern English.

RECOMMENDED LITERATURE

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Provide definitions of the following key terms related to morphology and word-formation in Modern English and add them to your glossary: **morphology, word-formation, morpheme, derivational morpheme, inflectional morpheme, root, stem, base, prefix, suffix, simple word, derived word, compound word, productivity, affixation, word-composition.**

SEMINAR TASKS

Productivity in Word-Formation: Core and Peripheral Processes

Word-formation in Modern English is not a uniform system: some processes are actively used to create new lexical units, while others are gradually losing their productivity or remain limited to specific contexts. The concept of productivity refers to the ability of a word-building pattern to generate new words in the present-day language.

In analyzing word-formation processes, it is important to distinguish between productive and non-productive means. Productive patterns are regularly used in

contemporary English and contribute to the creation of new lexical items, whereas non-productive patterns are restricted in use and typically reflect historical stages of word-formation.

Task 1. Analyze the phenomenon of **productivity** in word-formation. Complete the table by distinguishing productive and non-productive word-building processes and illustrate each type with examples. Discuss whether processes once labeled as “non-productive” in early linguistic literature are experiencing a revival in the digital age. What triggered this shift?

PRODUCTIVE and NON-PRODUCTIVE WAYS OF WORD-FORMATION	
PRODUCTIVE (major)	NON-PRODUCTIVE (minor)

- shortening
- blending
- sound and stress interchange
- word-composition / compounding
- affixation
- back-formation
- sentence-condensation
- conversion
- onomatopoeia

Word-Formation: Derivation and Compounding

Word-formation in Modern English operates through a range of structural mechanisms that enable the expansion and systematic organization of the vocabulary. These mechanisms differ in the way new lexical units are created and in the type of morphological relations that arise between their components.

Among the most productive word-building processes are word-derivation and word-composition. **Word-derivation** refers to the formation of new words through the addition of affixes to a root or base, resulting in a change of lexical meaning and often grammatical class. **Word-composition**, in turn, is a process in which new lexical units are created by combining two or more lexical stems or bases into a single compound word.

In the analysis of word-formation processes, attention should also be paid to the structural classification of words, traditionally distinguished as simple, derived, and compound. This classification reflects different levels of morphological complexity and helps to explain how lexical meaning is constructed through the interaction of word-building elements.

Task 2. Explain the difference between **word-derivation** and **word-composition** as word-building processes. Comment on the structural classification of words and provide relevant examples.

Task 3. Identify whether the following words are formed by **word-derivation** or **word-composition**. Justify your choice.

- bookshelf
- unhappiness
- scarecrow
- readjustment
- fireplace
- playground
- dragonfly
- unbelievable
- motherhood
- football

Task 4. Classify the following words according to their structural type: **simple**, **derived**, or **compound**.

- house
- reader
- misunderstand
- bookcase
- sunflower
- happiness
- moonstruck
- beautiful
- baby
- disagree
- airplane
- doomscrolling

Semantic and Structural Dimensions of Morphemes

In Modern English morphology, morphemes are considered the smallest meaningful units of language and serve as the basic building blocks of word structure. They participate in the formation of words and determine both their form and meaning. In morphological analysis, morphemes are typically classified according to different criteria, including their semantic role and structural properties.

The semantic classification distinguishes morphemes based on the type of meaning they express within a word, while the structural classification focuses on their form and ability to function independently or only in combination with other elements. Understanding these two perspectives is essential for analyzing how words are constructed and how meaning is distributed within their internal structure.

Task 5. Discuss the **semantic** and **structural** classifications of morphemes in Modern English. Provide relevant examples to illustrate each type.

Task 6. Identify and classify the morphemes in the given words according to their **semantic** and **structural** properties. Complete the table following the given example.

<u>Word</u>	<u>Morphemes</u>	<u>Semantic Classification</u>	<u>Structural Classification</u>
unhappiness	un- / happy / -ness	un- (affix), happy (root), -ness (affix)	un- (bound), happy (free), -ness (bound)
rewrite			
friendship			
dog			
helpless			
worker			
piglet			
hopelessness			
foretell			

Affixation as a Word-Formation Process in Modern English

Affixation is one of the most productive and widely used word-formation processes in Modern English. It enables the expansion of the vocabulary by creating new lexical units from existing roots through the addition of affixes, which modify meaning and/or grammatical function.

Unlike word-composition, which combines independent lexical units, affixation operates through the attachment of prefixes and suffixes to a base. Prefixes typically modify the semantic content of a word, while suffixes often influence its grammatical category and word-class membership.

This dual nature of affixation allows for both semantic precision and morphological flexibility, enabling the English language to evolve through a diverse

inventory of native and borrowed morphemes that remain highly active in contemporary discourse.

Task 7. Discuss **affixation** as a word-building process. Identify and describe the **classification criteria** of prefixes and suffixes and illustrate them with relevant examples.

Task 8. Identify and analyze the **prefixes** in the given words. Complete the table by classifying each prefix according to its origin, the lexico-grammatical character of the base, and its general denotational meaning.

Words and their prefixes	Origin	Lexico-grammatical character of a base	Generalizing denotational meaning	Resulting part of speech
unhappy (-un)	native	deadjectival	negative	adjective
disappoint				
reconstruct				
incorrect				
ex-wife				
disconnect				

Task 9. Identify the **suffixes** in the given words and complete the analytical table. Classify each suffix according to its origin, the lexico-grammatical character of the base, the meaning it expresses, and the part of speech it forms.

Words and their suffixes	Origin	Lexico-grammatical character of a base	Generalizing denotational meaning	Resulting part of speech
defendant	-ant from Old French and French -ant, from Latin -antem	deverbal	the agent of an action	forming or occurring in nouns
freedom				
brightness				
wolfing				
Ukrainian				
dancer				

Task 10. Fill in the table by forming derivative words through **prefixation** and **suffixation**. Comment on how the addition of these morphemes alters the meaning or the part of speech of the base.

Base word	New word with a prefix	New word with a suffix
legal		
form		
mortal		
justice		
create		

cover		
use		
oblige		
tangible		
human		

The Synthesis of Meaning: Compounding in Modern English Word-Formation

Compounding is one of the major and highly productive word-building processes in Modern English. It involves the formation of new lexical units by combining two or more independent stems or bases into a single word. The resulting compound lexical item functions as a unified semantic and grammatical unit, although the relationship between its components may vary in transparency.

Compounding plays a significant role in the expansion of the English vocabulary, as it allows speakers to create new names for objects, concepts, and phenomena by combining already existing linguistic material. Depending on the structural and semantic relations between its components, compounds may differ in their degree of integration and internal organization. This makes compounding an essential area for analyzing the interaction between form and meaning in word-formation.

The classification of compounds reveals the strategic ways English organizes information. Through the lens of **coordination** and **subordination**, we observe whether the stems act as equal partners or if one dominates the other as a modifier. Furthermore, the distinction between **endocentric** and **exocentric** formations allows us to identify where the semantic centre of the word lies – inside the compound itself or in an external concept. Mastering these categories, from syntactic transparency to the metaphorical complexity of exocentric units, provides a comprehensive understanding of compounding as a sophisticated system of linguistic synthesis.

Task 11. Examine **compounding** as a word-building process in Modern English. Discuss the main structural and semantic types of compounds, including **syntactic** and **asyntactic**, **coordinative** and **subordinative**, as well as **endocentric** and **exocentric** compounds. Provide relevant examples.

Task 12. Analyze the following **compound** words and classify them according to their structural and semantic types. Complete the table by identifying whether the compounds are coordinative or subordinative, endocentric or exocentric, and syntactic or asyntactic.

Coordinative OR Subordinative?		Endocentric OR Exocentric?		Asyntactic OR Syntactic?	
sweetheart, freeze-thaw, secretary-treasurer, sweet, win-win, hunter-gatherer, broken, raincoat, knee-deep	win-win, oil-rich, bitter-sweet, win-win, heart-broken, sun-dried, audio-visual,	couch-potato, paleface, machine, madman, birthplace, spendthrift, tenderfoot, steamboat	newspaper, washing-machine, rainstorm, turncoat, snowball, killjoy, daredevil,	ice-cold, a know-nothing, sky-blue, dark-blue, madman, highway, handmade, blood-red	
Coordinative	Subordinative	Endocentric	Exocentric	Syntactic	Asyntactic

Morphological Synthesis: Compounds Proper vs. Derivational Compounds

The distinction between **compounds proper** and **derivational compounds** lies in the mechanism of their formation. **Compounds proper** are created by the direct

juxtaposition of two or more independent stems (e.g., *filmstar*), maintaining a relatively transparent structural link.

In contrast, **derivational compounds** (also known as *compound-derivatives*) are formed through a simultaneous process of composition and affixation. For instance, *short-sighted* is not a “sighted” person who is “short,” but someone characterized by “short sight”. Here, the suffix *-ed* modifies the complex base as a whole. Understanding this difference is essential for a precise morphological analysis of complex English lexemes.

Task 13. In the following sentences, identify the compound words. Perform a comparative analysis by classifying them into **compounds proper** (formed by juxtaposition) and **derivational compounds** (formed through simultaneous composition and affixation).

Note: remember that in derivational compounds, the suffix often refers to the entire combined base.

1. The doorstep was covered in snow after the storm.
2. She admired the long-legged model walking down the runway.
3. The scientist made a groundbreaking discovery in spaceflight technology.
4. The blue-eyed child gazed at the sky with wonder.
5. The silver-tongued politician won the debate effortlessly.
6. His lion-hearted courage inspired his fellow soldiers.
7. The street-fighting in the city became a serious concern.
8. Her dark-haired friend always stood out in a crowd.
9. The artist’s handiwork was displayed in the gallery.
10. His age-long struggle for justice finally bore fruit.

Task 14. Bridge the gap between the two columns to create meaningful compound words. Match each element from the left with its partner on the right, then provide a concise definition for each newly formed unit.

Tip: some words may form hyphenated or closed compounds.

free	watch
nay	walk
play	lay
dead	bell
binge	thing
game	changer
jay	mark
dumb	say
way	hole
land	for-all
pigeon	pan

Beyond the Exercises: Enrichment Activities

1. Compound word creator. Invent five new compound words (they should not exist yet in English). Decide whether they are endocentric or exocentric, coordinative or subordinative. Provide definitions and example sentences.
2. Choose a product, brand, or service (real or imaginary). Create an advertising slogan for it incorporating various word-building techniques: affixation (both prefixation and suffixation) and word composition.
3. Draw a detailed morphological tree (word structure diagram) for one of the following complex words:
 - unbelievably
 - misunderstanding
 - groundbreaking
 - antidisestablishmentarianism
 - overcomplicating

Seminar Three

Word-Formation in Modern English. Part Two

INTRODUCTION

In the 21st century, the boundary between productive and non-productive word-building means is increasingly fluid, reflecting the language need for brevity and expressive precision. While conversion and shortening maintain their status as highly productive, we must critically re-evaluate processes like **blending**. Once dismissed in traditional textbooks as a “non-productive” or purely stylistic curiosity, blending has undergone a radical transformation. In today’s digital and media-driven discourse, it has emerged as a productive tool for creating new conceptual hybrids.

A particular point of analytical interest is **sentence-condensation**. Although traditionally classified among minor processes, its active role in modern naming, from product brands to social hashtags, raises significant questions about its current status in the word-formation hierarchy.

This seminar focuses on the functional evolution of word-formation in Modern English, moving beyond static classifications to examine the living dynamics of the lexicon. Additionally, it encompasses a range of traditionally non-productive means, including **back-formation**, **onomatopoeia**, **sound and stress interchange**.

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Provide definitions of the following key terms related to morphology and word-formation in Modern English and add them to your glossary: **blending, conversion, shortening, initialism, acronym, clipping, backformation (reversion, regression), onomatopoeia, sentence-condensation, sound and stress interchange.**

SEMINAR TASKS

Conversion: The Functional Flexibility of the English Word

Among all word-building processes, **conversion** stands out as a uniquely English phenomenon, deeply rooted in the language transition from a synthetic to an analytical system. Because English has largely lost its inflectional endings, a word can easily “migrate” from one part of speech to another without any formal change to its structure. This process, often described as a “functional shift,” highlights the language efficiency, allowing it to expand its vocabulary through context and syntactic position rather than through complex morphological layering.

The nature of conversion remains a subject of significant linguistic debate. While some scholars view it as a morphological process involving “zero-derivation,” others see it as a purely semantic or syntactic shift. Regardless of the theoretical approach, the essence of conversion lies in the semantic relations established within a converted pair. Whether a noun becomes a verb to describe an action involving an object (e.g., *to hammer*) or a verb becomes a noun to denote a single instance of an activity (e.g., *a walk*), conversion demonstrates how English maximizes the utility of its existing word stock.

Task 1. Analyze **conversion** as a distinctively English word-formation mechanism. Explain the historical and structural reasons why conversion is so prolific in English. Outline and illustrate typical semantic relations within converted pairs.

Task 2. Identify the word-formation process of the underlined units. State their original part of speech versus their function in the given context and comment on the semantic changes involved.

1. Rachel gave him a stern look before walking away.
2. The cat dogged his every step, following him around the house.
3. They roomed together during their first year of college.
4. This was his final ask before he gave up.

5. She ran fast, but the run was exhausting.
6. I messaged him and soon received a reply.
7. I can chair the meeting if you'd like.
8. Lucy shouldered her bag and left the room.
9. The teacher voiced her concerns about the curriculum.
10. I'll text you the address so you can meet us at the restaurant.

Task 3. Find examples of **conversion** in the following sentences. Explain the semantic relations the converted words illustrate. Translate the sentences into Ukrainian.

Sentences (words formed via conversion)	Semantic relations the underlined words illustrate
1. Hammer the nail into the wall and hang a picture so that the room can feel cosier and more inviting.	
2. Stop monkeying around and focus on your work!	
3. My boss always shoulders the responsibility for his mistakes.	
4. Sally nursed her injured arm back to health.	
5. The soldier felt caged by his strict routine.	
6. My mother bottled the homemade juice for later.	

7. Let's lunch together tomorrow.	
8. He ratted on his friends to avoid punishment.	
9. I'll pencil you in for a meeting at 3 PM.	
10.They tabled the guests according to their seating preferences at the wedding reception.	

The Strategy of Brevity: Shortening and the Principle of Least Effort

In the modern era, characterized by an unprecedented pace of information exchange, the principle of linguistic economy has become a driving force behind vocabulary expansion. **Shortening** stands as a primary response to this demand, functioning as a highly productive process that reduces the phonetic and graphic bulk of a word while preserving its essential semantic core. Unlike affixation or compounding, which add complexity, shortening simplifies the linguistic sign, making communication more efficient and tailored to the needs of specific social and professional groups.

The landscape of English shortenings is diverse, ranging from formal **graphical** abbreviations used in writing to **lexical** abbreviations that function as independent words in speech. At the heart of this process lies the distinction between **clipping**, which sheds syllables to create a more casual tone, and **acronymy**, which builds new lexical units from initial letters. By analyzing these types, from *apocope* and *syncope* to “true” *acronyms* and *initialisms*, we can observe how English constantly optimizes its structure, balancing the need for clarity with the universal human tendency toward the “least effort” in speech.

Task 4. Analyze shortening as a major productive process in modern English.

- Define shortening and discuss its role in achieving linguistic economy.
- Distinguish between lexical and graphical abbreviations, providing criteria for their differentiation.
- Examine acronymy: define its nature and distinguish between *initialisms* (alphabetic abbreviations) and *true acronyms* (read as words).
- Define clipping and classify its types based on the part of the word that is shed (*apocope, aphaeresis, syncope, mixed clipping*).

Task 5. Analyze the following lexical and graphical units. Categorize each item according to its specific word-formation type and provide the original full word or phrase from which it was derived. For clippings, please specify the subtype (apocope, aphaeresis, syncope, or mixed type).

- | | | |
|---------|-----------|----------|
| • Mr. | • comfy | • cam |
| • NASA | • ATM | • orbit |
| • Rob | • maths | • Ala. |
| • Mon. | • sgt. | • DIY |
| • radar | • f. / ft | • veg |
| • fest | • VIP | • RAF |
| • MAGA | • B.A. | • morrow |
| • neath | • FBI | • scuba |
| • cause | • ad | • bus |

SHORTENING					
INITIALISM	TRUE ACRONYM	GRAPHICAL ABBREVIATION	CLIPPING		
			APOCOPE	APHAERESIS	SYNCOPE

Lexical Compression and Creativity: Blending in Modern English

Blending has long been one of the most creative and structurally interesting ways to expand the English vocabulary. For a long time, many linguistic sources classified it as a minor or non-productive process, often limited to punning, advertising, and informal contexts. However, the 21st century has brought noticeable changes. In the era of digital technology, social media, and global branding, blending has become a more prominent tool for creating new conceptual hybrids.

The structural essence of blending lies in its ability to condense complex meanings by merging parts of two or more words. Unlike compounding, where full stems are usually preserved, blending involves the merging of word fragments, in which phonological and graphic boundaries are blurred to produce a single unified lexeme. This process ensures linguistic economy and often maintains a reasonable degree of semantic transparency, allowing speakers to recognise the original elements in formations such as edutainment or fintech.

Furthermore, the increased use of blending is closely connected with its practical advantages. Blends function as effective cognitive shortcuts and frequently carry a distinctive stylistic quality that many traditional word-formation processes lack. By bypassing the more rigid rules of affixation, blending enables quick lexical responses to cultural and technological developments. As many such items move from temporary slang to established dictionary entries, they raise important questions about the traditional classification and hierarchy of word-formation processes.

Task 6. Examine **blending** as a word-formation process in Modern English. Discuss whether blending should be regarded as a productive or non-productive means of word-building in contemporary English. Support your opinion with examples and evidence from linguistic resources.

Task 7. Analyze the formation and meaning of the following words. Identify the specific word-formation process at play and provide similar examples that have emerged in the 21st century.

Word	Explanation
1. Netizen	
2. Quarantainment	
3. Zoombie	
4. Shoppertainment	
5. Glemma	
6. Computeracy	
7. Shoefies	
8. Gymfies	
9. Dogfluencer	
10. Cleanstagrammer	

Task 8. Create contemporary **blends** by combining the provided pairs of words.

Explain the resulting meaning.

1. Chill + relax
2. Hack + marathon
3. Phone + snubbing
4. Flexible + vegetarian
5. Friend + enemy
6. Celebrity + Instagram
7. She + economy
8. Friend + worker
9. Information + epidemic
10. Work + vacation

The Phenomenon of Sentence-Condensation

Sentence-condensation is a word-building process in which a whole syntactic phrase or even a full sentence is compressed into a single lexical unit, most often functioning as a noun or an adjective. Traditionally, this process was mainly associated with fixed, fossilized expressions such as botanical names or folk idioms like *forget-me-not* and *merry-go-round*. In the 21st century, however, sentence-condensation has become noticeably more active.

In the fields of marketing, digital media, and social discourse, this process is widely used to create compact, self-explanatory names and categories. Examples range from lifestyle expressions such as *stay-at-home* to service models like *pay-as-you-go*. By condensing complex ideas into a single lexical unit, sentence-condensation allows the language to bypass traditional morphological rules and respond efficiently to the demands of modern communication.

Task 9. Analyze the following lexical units formed via sentence-condensation.

- Identify the original syntactic structure (the sentence or phrase behind the word).
 - Classify them into “traditional/fossilized” (long-established in the language) and “modern/commercial” (used in branding, media, or social trends). Explain their meaning.
- | | |
|----------------------|----------------------|
| • run-of-the-mill | • Johnny-come-lately |
| • Jack-in-the-box | • down-and-out |
| • never-do-well | • hole-in-the-wall |
| • come-what-may | • live-and-let-live |
| • do-or-die | • know-it-all |
| • hand-me-down | • rent-a-car |
| • stick-in-the-mud | • happy-go-lucky |
| • jack-of-all-trades | • ready-to-wear |
| • fly-by-night | • middle-of-the-road |

- pick-up-and-go
- Devil-may-care
- pay-as-you-go
- bigger-than-life

Decoding Onomatopoeia: The Architecture of Sound

Onomatopoeia, traditionally classified as a **minor** or **peripheral** method of word-formation, offers a unique window into the cognitive and functional evolution of the English lexicon. Often dismissed in static linguistic typologies as mere “sound imitation,” this phenomenon demonstrates a remarkable vitality within the modern language system. Onomatopoeia is much more than a simple copy of the physical world. It bridges the gap between the sounds we hear and the meanings we create.

Onomatopoeia is generally considered only partially productive or non-productive in the strict morphological sense, because it does not operate through regular, rule-governed patterns like affixation (-ness, -er) or compounding. We cannot freely “apply a rule” to create predictable new words the way we can with other word-building mechanisms.

However, new onomatopoeic formations do appear, especially in informal language, advertising, comics, internet discourse, and sound-symbolic innovation (e.g. *ping*, *whoosh*, *click*, *ding*, *vroom* in newer contexts). These formations are often intuitive and imitative rather than rule-based.

Task 10. Define what **onomatopoeia** is and explain what makes it so fascinating from a linguistic point of view. Is it a dying linguistic relic, or is it still actively creating new words today?

Task 11. Place each item from the word bank into its correct environmental category in the table: *gurgle*, *screech*, *howl*, *chirp*, *gasp*, *clink*, *whoosh*, *snort*, *whistle*, *thud*, *bleat*, *sigh*.

Human Sounds	Animal Noises	Air & Wind Sounds	Inanimate Objects

Reverse Engineering: The Phenomenon of Back-Formation

Back-formation is a morphological process in which a new word is created by removing a real or supposed affix from an existing longer word. Unlike traditional derivation, which adds affixes to expand a base word, back-formation reverses this directional vector. This phenomenon typically results from linguistic analogy and structural reanalysis. Speakers mistakenly perceive a portion of an established, complex word as a derivational suffix or prefix, discarding it to isolate what they assume is the original, simpler root.

A classic illustration of this process is found in the English verbs *to edit* and *to burglar*, which were back-formed from the pre-existing nouns *editor* and *burglar*. Because the English mental lexicon possesses a strong pattern where verbs precede nouns of agency (such as *bake* becoming *baker*), speakers retroactively applied this rule to *editor*. Believing the final *-or* sound to be a suffix attached to a base action, they stripped it away to forge the "missing" verb. Once a back-formed word enters common use, it tends to be entirely indistinguishable in register and productivity from historically orthodox words – *edit* now freely generates *edits*, *edited*, *editing*, *editor* (in a new, independent derivational line), and *re-edit*, with no trace of its irregular origins.

Task 12. One of the tricky issues in English word-formation is distinguishing **back-formation** from regular **suffixation**. Discuss the following:

- What is the fundamental difference between back-formation and suffixation?
- What criteria can be used to reliably distinguish back-formation from regular suffixal derivation?

- Illustrate your answer with at least three clear examples of back-formation and explain why they are considered back-formation rather than suffixation.

Task 13. Reconstruct the original words underlying the following verbs formed by **back-formation**:

- | | |
|------------|-------------|
| • preempt | • diagnose |
| • bartend | • donate |
| • televise | • edit |
| • orate | • benefact |
| • enthuse | • resurrect |
| • sculpt | • lase |
| • adolesce | • curate |
| • babysit | • fluoresce |

Decoding the Shift: Sound and Stress Interchange in English

Sound and stress interchange belong to the oldest and most interesting processes in English word-formation. They are often called “living fossils” because they are remnants of phonetic and grammatical rules that existed in earlier periods of the language but are no longer productive today. Instead of adding affixes, English sometimes changes the sound, vowel, consonant, or stress pattern inside the word to create a new meaning or to distinguish between related words. These processes are considered non-productive in Modern English, meaning they are no longer used to create new vocabulary, but they remain vital for distinguishing between many established word pairs.

Task 14. Read the following sentences and identify the part of speech of the underlined words. Provide the corresponding verb/noun counterpart for each and mark the primary stress.

1. I have an accurate record of the event.

2. The final term will be devoted to project work.
3. She has injured her knee and is now out of the contest.
4. The price of climbing Mount Everest will soon increase for the first time in nearly a decade, as Nepal announces a sharp mark-up in permit fees.
5. The committee concluded that the senators had engaged in improper conduct.

Task 15. Transform the following words into the specified part of speech using sound interchange (vowel or consonant shift). Use transcription to show the difference in pronunciation.

- excuse → noun ?
- full → verb ?
- blood → verb ?
- to speak → noun ?
- half → verb ?
- shelf → verb ?
- house → noun ?
- use → noun?
- gold → verb?
- bath → verb?

Beyond the Exercises: Enrichment Activities

1. Choose a product, gadget, food, or everyday item you like (e.g. smartphone, coffee, sneakers, drink, backpack). Create a short, catchy advertising slogan (5-12 words) that uses at least three different word-formation techniques (blending, sentence-condensation, conversion, clipping, back-formation, etc.).
2. You are a branding expert. Invent a new name for one of the following:
 - a new coffee shop
 - a fitness app
 - an eco-friendly clothing brand
 - a language learning platform.

Use at least three word-formation processes in the name itself and in the tagline. Then explain which processes you used and why they sound effective.

Seminar Four

Semasiology. Part One

INTRODUCTION

In the 21st century, the study of meaning has gained new relevance as language rapidly adapts to digital communication, globalization, and cultural shifts. Semasiology, which examines the relationship between linguistic forms and their meanings, remains one of the central branches of lexical semantics. Together with onomasiology, its complementary perspective that moves from concepts to linguistic expressions, it allows us to better understand how meaning is structured, negotiated, and transformed in contemporary discourse.

Several fundamental notions lie at the heart of semasiology: the distinction between **concept** and **meaning**, the interplay between **denotation** (the literal, referential content) and **connotation** (the emotional, cultural, and evaluative associations), as well as the problem of **motivation** of the linguistic sign. While the Saussurean principle of arbitrariness still holds as a general rule, many lexical units show different degrees of motivation – from fully motivated compounds to partially motivated metaphors and idioms. Exploring these categories helps reveal not only how words mean, but also how speakers use subtle semantic nuances to influence thought and behaviour in real-life communication.

This seminar focuses on these core concepts of semasiology and onomasiology with special emphasis placed on how meaning is formed, how it functions in different contexts, and how denotation, connotation, and various types of motivation interact in modern English.

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Provide definitions of the following key terms related to semasiology and add them to your glossary: **semasiology, onomasiology, meaning, concept, denotation, connotation, motivation.**

SEMINAR TASKS

Navigating Semasiology and Onomasiology

At the core of any linguistic system lies the problem of meaning: how it is constructed, transmitted, and interpreted by human consciousness. **Semasiology**, as a vital branch of lexicology, acts as a primary analytical tool for exploring this intricate landscape. Instead of viewing words merely as static labels, semasiology investigates the dynamic internal structure of a linguistic sign, tracing how a single phonetic or graphic form can contain, shift, and multiply its layers of meaning over time.

To fully grasp the mechanics of semantic analysis, one must understand the fundamental scientific dichotomy between **semasiology** and **onomasiology**. These two disciplines represent opposite directions of the same intellectual journey: while **semasiology** moves from the *name to the concept* to decode what a word means, **onomasiology** moves from the *concept to the name* to discover how something is labeled. At the core of semasiology lies the question “How does a word mean?” while onomasiology asks the reverse: “How do we express a particular concept?”

Task 1. Define **semasiology** as a branch of linguistics. Explain the fundamental difference between **semasiology** and **onomasiology**. Illustrate your answer with examples and discuss why both perspectives are necessary for a full understanding of lexical meaning.

Task 2. _What approach (**semasiological** or **onomasiological**) would you adopt solving the following tasks:

1. Explore the multiple meanings of the word “light”.
2. Explore how the sun is named in various languages.
3. Analyze the meanings of the word “bank”.
4. Research how different languages refer to the concept of love.

The Multi-Dimensional Linguistic Sign: Models of Meaning

The search for a comprehensive definition of lexical meaning has led to the emergence of diverse linguistic paradigms, each isolating different facets of the relationship between language, mind, and reality. A word does not merely function as a static label; it is a complex, multi-layered sign that bridges human thought, social interaction, and structural networks. To navigate this complexity, modern semantic theory relies on several core frameworks, shifting from traditional analytical structures to dynamic contextual and cognitive models.

The primary divide in semantics lies in how these frameworks locate meaning. The **referential** approach maps the interdependence between form, concept, and real-world referents, while the **functional** approach defines meaning strictly through a word's distribution and syntactic relations within a sentence. Expanding beyond these models, the **structuralist** paradigm treats meaning as a product of internal oppositions and distinct features within a tightly knit lexical system. Meanwhile, the **conceptual** (cognitive) approach views meaning as a reflection of mental structures and conceptualization processes, and the **pragmatic** framework insists that a word's true meaning is fully realized only through its communicative purpose, situational context, and user intention.

Task 3. Comment on the major approaches to defining the **meaning** of a word as a linguistic sign. Discuss the following perspectives:

- referential approach;
- functional approach;
- structuralist approach;
- conceptual (cognitive) approach;
- pragmatic approach.

For each approach, briefly explain its main principles, provide relevant examples to illustrate the differences between them.

The Intersection of Language and Thought: Differentiating Meaning and Concept

One of the most profound problems in semasiology and cognitive linguistics is the relationship between language and human thought. While every word carries **meaning**, it also serves as a gateway to a broader mental construct known as a **concept**. These two categories are deeply interconnected, yet they operate on different levels of human consciousness: one belongs to the system of a specific language, while the other belongs to the universal system of human cognition and cultural experience.

While a **concept** is an expansive mental unit that encompasses the full range of human knowledge, cultural associations, and emotional experiences regarding a subject, lexical **meaning** is a more focused and stable linguistic fragment of that concept, refined specifically for communication and standardized in dictionaries. Understanding this difference is essential for semantic analysis, since it explains how language reflects both universal patterns of thought and culturally specific ways of interpreting reality.

Task 4. Provide a clear definition of a **concept** as a cognitive unit. Explain the fundamental difference between **concept** and **meaning** in linguistics. Support your answer with relevant examples and discuss why this distinction is important for the study of semasiology.

Task 5. Analyze the underlined words in the following sentences. For each word:

- determine its specific meaning in the given sentence;
- identify the concept it realizes;
- translate the sentence into Ukrainian.

I.

1. She injured her hand.
2. He asked for her hand in marriage.
3. The clock's hands pointed to 6:00.

4. He is a good hand at painting.
5. A farm hand worked tirelessly to harvest the crops before the storm arrived.
6. As they travelled West, he was always quick to give a hand to someone whose wagon got stuck in the muddy field.
7. He had a hand in this project.
8. The cards were dealt by the hand of fate.
9. The play was written in his own hand.
10. We need all hands on deck!

II.

1. He touched his head.
2. She is the head of the department.
3. The head of the table is reserved for the host.
4. Use your head!
5. The company is moving its head office.
6. The ship's head was pointing north.
7. The boy was crowned head of the class.
8. A head of lettuce.
9. They put a price on his head.
10. The horse was ahead by a head.

III.

1. He hurt his foot playing soccer.
2. She was standing at the foot of the bed.
3. The foot of the mountain was covered in trees.
4. The bill came to 100 dollars, but he had to foot the bill.
5. The army traveled on foot.
6. The dancers moved in perfect foot rhythms.
7. He was quick on his feet.
8. They got back on their feet after a financial crisis.
9. He put his foot down and refused to accept the offer.
10. The company's footprint expanded globally.

IV.

1. I need to break this glass to escape.
2. They took a lunch break.
3. The scandal will break in the news tomorrow.
4. He managed to break the record.
5. She tried to break free from her past.
6. He finally got his big break in acting.
7. The doctor said his leg was broken.
8. Don't break the law.
9. The waves broke against the rocks.
10. He was heartbroken.

V.

1. He placed his hand on his heart.
2. She has a kind heart.
3. He learned the poem by heart.
4. At the heart of the city, there is a beautiful park.
5. The heart of the problem is miscommunication.
6. She put her heart into the project.
7. His heart was broken when she had left.
8. He had a change of heart.
9. She wore her heart on her sleeve.
10. Take heart, everything will be fine.

The Layers of Lexical Meaning: Denotative Core and Connotative Periphery

Linguistic meaning is rarely a simple, one-dimensional link between a word and an object. Instead, the semantic structure of a word resembles a complex system consisting of a stable, objective core and a fluid, emotionally charged periphery. To separate these layers, modern semasiology relies on the fundamental distinction between **denotation** and **connotation**. Together, these components allow a language to balance factual precision with expressive power.

While **denotation** represents the literal, logical, and referential content of a word (what the word directly points to), **connotation** includes all the subjective, emotional, cultural, and stylistic nuances that go beyond the basic definition. By exploring the diverse types of connotation, such as *emotional*, *evaluative*, *expressive*, and *stylistic*, we can analyze how the English language moves beyond mere description to convey a speaker's identity, attitude, and communicative intention.

Task 6. Dwell upon the main types of meaning in linguistics. Explain the fundamental difference between **denotation** and **connotation**. Define the main types of connotative meaning (emotive, evaluative, expressive, stylistic) and illustrate each type with relevant examples from English.

Task 7. Analyze the following word pairs and complete the analytical table.

- Identify their shared **denotative** core (what basic concept or action both words refer to).
- Differentiate between their **connotative** meanings by determining the emotional charge, evaluative tone, or stylistic register of each word (e.g., *positive*, *negative*, *neutral*, *formal*, *informal*).

- | | |
|---------------------------|-------------------------------|
| ● muzzle – face | ● nosy – curious |
| ● childish – childlike | ● pushy – persuasive |
| ● skinny – slim | ● gossip – news |
| ● stubborn – determined | ● thin – gaunt |
| ● cheap – affordable | ● scared – terrified |
| ● bossy – assertive | ● calm – apathetic |
| ● gaze – stare | ● smart – cunning |
| ● odor – fragrance | ● knowledgeable – know-it-all |
| ● weird – unique | ● friendly – clingy |
| ● old-fashioned – classic | ● economical – stingy |

Word pair	Denotative meaning	Connotative meaning

Semantic Transfer: Direct vs. Figurative Meaning

Lexical meaning is not limited to the direct naming of objects or phenomena. In actual communication, words frequently acquire additional meanings that arise through contextual usage and semantic extension. As a result, a lexical unit may function both in its primary, **literal** sense and in a **figurative** sense expressing more abstract, emotional, or associative ideas. Such semantic flexibility demonstrates the dynamic nature of the vocabulary system and the close interaction between language, context, and interpretation.

The distinction between direct and figurative meaning is essential for understanding how lexical units operate in different communicative situations. While **direct** meaning reflects the basic referential function of a word, **figurative** meaning develops secondary semantic associations that enrich expression and expand the communicative potential of language. The analysis of contextual realizations of meaning therefore makes it possible to observe how one and the same lexical unit may function on different semantic levels. Analyzing how these semantic shifts happen helps us map how the human mind creates new associations, proving that language constantly recycles familiar concrete terms to explain complex, intangible experiences.

Task 8. Examine the realization of **direct** and **figurative** meaning in the following sentences. Identify the type of meaning expressed in each example.

1. The light of truth shone through.

It was a tough year, but the light at the end of the tunnel is finally approaching.
The morning light flooded the room as soon as she opened the heavy curtains.

2. The singer's career bridged the gap between the two seemingly incompatible musical genres.

Engineers built a new stone bridge across the river to connect the two isolated villages.

He made a fruitless attempt to use his caustic humor to bridge the tension in the room.

3. Her father's illness cast a cloud over her wedding day.

Key company documents are now stored in the cloud, so you no longer need to save them to your computer's hard drive.

A dark rain cloud drifted across the sun, casting a sudden shadow over the valley.

4. The boy threw a small stone into the calm lake and watched the ripples spread.

He has a heart of stone.

The stone of responsibility weighs heavily on him.

5. The fire of her passion burned bright.

We gathered dry wood and built a warm fire to keep the campers cozy through the night.

The company is fighting fire with fire.

6. He broke the chain of command.

They are bound together by a chain of love.

The heavy iron chain held the old fishing boat securely fastened to the wooden dock.

7. The ship sailed across the vast Atlantic Ocean for two weeks without spotting any land.

Her emotions were an ocean of unbearable sorrow.

The amount of money raised was a drop in the ocean compared to what we needed.

The Nature of the Linguistic Sign: Types of Word Motivation

One of the fundamental questions in lexicology is the relationship between the structure of a word and its meaning, specifically, why a certain acoustic or graphic form represents a particular real-world concept. In Modern English, while many words are conventional or “unmotivated” (their form gives no clue to their meaning, like *cat* or *tree*), a vast portion of the lexicon displays linguistic **motivation**. Motivation acts as an internal structural blueprint that allows speakers to decode a word’s meaning based on its sound, morphemic components, or metaphorical associations.

To analyze how words signal their meaning, linguists distinguish three primary categories of motivation. **Phonetic** motivation relies on direct sound-imitation, where the phonetic structure mimics natural noises. **Morphological** motivation is found in complex words where the structural relationship between the existing morphemes clearly indicates the overall meaning. Finally, **semantic** motivation occurs when a word shifts its meaning through conceptual extensions, using an old literal base to explain a new abstract reality. Examining these three pathways allows us to see how language maintains a balance between structural efficiency and cognitive transparency.

Task 9. Define the notion of a word **motivation** and differentiate between its three main types: phonetic, morphological, and semantic. Provide examples to illustrate each type. How can these types of motivation help language users decode new vocabulary?

Task 10. For each word below, determine the type of **motivation**. Explain your reasoning. Then provide one or two additional examples for each type of motivation.

- bang
- handwriting

- butterfly
- moo
- moonlight
- breakthrough
- greenhorn
- giggle
- bookworm
- snowball

Beyond the Exercises: Enrichment Activities

1. Imagine you are a marketing team launching a new eco-friendly skincare line or a high-tech startup. Review the pairs from Task 7 (e.g., *cheap vs. affordable*, *weird vs. unique*, *pushy vs. persuasive*). Write two versions of a short advertising pitch. Version A must deliberately use words with negative or neutral connotations, while Version B must use their positive counterparts.
2. Take a neutral or negative political/economic issue (e.g., *tax increase*, *firing employees*, *economic crisis*, *spying*). Rewrite these concepts using words with heavily masked or positive connotations (e.g., *revenue enhancement*, *downsizing*, *negative growth*, *intelligence gathering*). Discuss how public figures use connotative nuances to manipulate public perception.
3. Take 5–6 English sentences with rich connotative or figurative meaning and translate them into Ukrainian in two ways:
 - literal translation;
 - translation that preserves the connotative and stylistic effect as much as possible.

Discuss which translation variant is more effective in conveying the intended meaning and effect in each case.

Seminar Five

Semasiology. Part Two

INTRODUCTION

The structure of the English word reflects a balance between formal stability and semantic dynamism. Within the scope of semasiology, a word does not function as a fixed, one-dimensional label, but rather as a complex system of interconnected meanings known as **lexico-semantic variants**. This multi-layered phenomenon, designated as **polysemy**, highlights the language capacity to optimize its nominative resources. The realization of these semantic variants is strictly regulated by context, which acts as a primary filtering mechanism that clarifies grammatical and lexical boundaries, ensuring precise communication despite semantic density.

On a systemic level, the proliferation of meanings creates a significant structural challenge: distinguishing between a single polysemantic word and entirely distinct lexical units that share identical graphic or phonetic forms. This boundary between **polysemy** and **homonymy** remains one of the central problems in lexicological theory. Resolving this split requires a strict evaluation of formal criteria, such as etymological derivation, semantic proximity, and grammatical distribution, to accurately categorize the resulting homonyms proper, homophones, and homographs.

The diachronic development of the lexicon reveals distinct pathways of semantic transfer that affect both denotative and connotative components of meaning. Changes within the denotative macro-component occur through logical shifts, leading either to the **generalization** (broadening) or **specialization** (narrowing) of a word's conceptual scope due to historical and cultural transformations. Simultaneously, the connotative profile of a word is subject to social and evaluative reassessments, resulting in either **amelioration** (elevation) or **pejoration** (degradation) of its stylistic and emotional value.

The mechanisms of semantic transfer are grounded in cognitive associations and are primarily realized through **metaphor**, which operates on perceived similarity, and **metonymy**, which relies on conceptual contiguity. Rather than acting as mere

figures of speech, these processes serve as fundamental cognitive tools that map abstract concepts onto familiar physical realities. Metaphorical shifts expand the lexicon by establishing qualitative parallels between distinct domains, while metonymic extensions rely on real-world associations, causal links, or spatial proximity. Understanding this dual associative framework enables a systematic analysis of how semantic motivation continually reshapes and enriches the English lexicon.

The seminar focuses on the evolution of word meaning and systemic relations in Modern English. It examines how polysemy, contextual constraints, semantic shifts (metaphor and metonymy), and homonymy shape the contemporary vocabulary.

RECOMMENDED LITERATURE

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Provide definitions of the following key terms and add them to your glossary: **polysemy, semantic structure of a word, lexico-semantic variant, context, extension / generalization of a word meaning, narrowing / specialization of a word meaning, elevation / amelioration, degradation / pejoration of a word meaning, metaphor, metonymy, homonymy, homonyms, homographs, homophones.**

SEMINAR TASKS

Exploring Polysemy: Semantic Development and Word Structure

Polysemy represents one of the most efficient mechanisms of language design, allowing a single phonetic or graphic form to contain and transmit multiple layers of information. A polysemantic word does not merely collect random definitions; instead, it functions as a structured network of interconnected meanings known as **lexico-semantic variants**. The internal organization of this network shifts depending on whether it is analyzed as a frozen moment in time or as an evolving historical lineage.

To map the semantic boundaries of a word, lexicology relies on the fundamental distinction between the **synchronic** and **diachronic** approaches. From a synchronic perspective, polysemy is understood as the coexistence of multiple related meanings within contemporary language use, where one primary, dominant meaning is surrounded by secondary, context-dependent variants. Conversely, from a

diachronic perspective, polysemy is seen as a historical development in which new meanings emerge and branch out from an original root sense over centuries. Exploring this dual framework allows us to understand how a single lexical sign maintains its core identity while continuously adapting to new communicative demands.

Task 1. Discuss the phenomenon of **polysemy** as a fundamental property of language. Explain the difference between the **diachronic** and **synchronic** approaches to polysemy. Using one polysemantic word as an example (e.g. *head, light, heart, run, face*), analyze its semantic structure and explain what is meant by a **lexico-semantic variant**. Illustrate how these variants are interrelated.

Task 2. Discuss the phenomenon of **homonymy** and its **sources**. Provide a **classification** of **homonyms** and support your answer with examples. How do we differentiate between **polysemy** and **homonymy**? Read a fragment from *An Outline of English Lexicology* by Leonhard Lipka (pp. 135-139) and be ready to discuss the criteria for the distinction.

Task 3. What **phenomenon** are the following jokes based on? Even though jokes become less funny when explained, challenge yourself.

LINGUISTIC CHEAT SHEET: POLYSEMY VS. HOMONYMY

To easily distinguish between polysemy and homonymy when analyzing a pun, check the “family tree” and the logical connection of the words:

- ❖ **Polysemy** (one word with a shared DNA): the focal words share the same origin (etymology) and have a clear logical or metaphorical link between their meanings.
- ❖ **Homonymy** (different words wearing the same mask): the focal words have completely different origins and no logical connection in meaning.

They are separate dictionary entries that just happen to sound or look identical.

- ❖ *Did you hear about the man who fell into an upholstery machine? He's fully recovered now.*
- ❖ *Soon after we were married, my husband, Paul, stopped wearing his wedding band.*
"Why don't you ever wear your ring?" I asked.
"It cuts off my circulation," Paul replied.
"I know," I said. "It's supposed to."
- ❖ *I like kids, but I don't think I could eat a whole one.*
- ❖ *Did you hear about the guy whose whole left side was cut off? He's all right now!*
- ❖ *Now, let me take your pulse.*
But... Don't I need it?
- ❖ *Why was the pencil sad?*
Because it was pointless!
- ❖ *I wanted to shoot a bow, but I didn't know how to bend it.*
So I just took a bow to the audience instead.

Task 4. Analyze the provided sentences and complete the following steps:

- identify the homonymic pairs distributed across the text (e.g., matching the keyword from one sentence with its counterpart in another);
- classify each pair into its precise linguistic category: homonyms proper (identical in sound and spelling), homophones (identical in sound, different in spelling), or homographs (identical in spelling, different in sound);
- translate the sentences into Ukrainian, highlighting how identical English forms require completely distinct lexical equivalents.

1. The pipes were made of lead.
2. She has a fair complexion and blonde hair.
3. The bark of the tree was rough.
4. She had to wind the clock every evening.
5. She performed well in the competition.
6. He lit the candle with a match.
7. The knight wore shining armor.
8. The dog's bark woke up the whole neighborhood.
9. We went to the annual book fair in the city center.
10. She will lead the team to victory.
11. She shed a tear when she heard the news.
12. We went for a walk at night.
13. A beautiful flower bloomed in the garden.
14. The villagers dug a deep well for fresh water.
15. The fisherman caught a large bass in the lake.
16. He swung the baseball bat with all his strength.
17. Be careful! There's a tear in your jacket.
18. The singer had a deep bass voice.
19. The football match ended in a draw.
20. The wind blew the leaves away.
21. She used flour to bake a cake.
22. A bat flew out of the cave at dusk.

The Power of Context: Filtering Meaning and Resolving Ambiguity

In a language characterized by prolific polysemy, a word rarely functions as an isolated capsule of meaning. Outside of active communication, a polysemantic word exists only as a potential network of multiple variants. The crucial mechanism that transforms this potential into a single, precise message is **context**. Context serves as the ultimate linguistic filter, stripping away irrelevant semantic layers and

establishing the exact boundaries of a word's meaning in a given moment of speech or text.

The nature of context is multi-dimensional, operating across various structural and situational levels. Linguists primarily distinguish between **verbal** (linguistic) context, which relies on the surrounding text, and **non-verbal** (extralinguistic/situational) context, which involves the real-world setting, time, and cultural background of the communication.

Within the verbal sphere, the filtering process is further divided into **lexical** context, where meaning is clarified by the specific vocabulary choices nearby, and **grammatical** context, where syntactic structures and morphological markers determine the word's function. Analyzing these diverse layers allows us to understand how speakers effortlessly resolve ambiguity and navigate the complex system of English homonymy and polysemy.

Task 5. Provide a comprehensive definition of **context** from the perspective of modern semasiology. Classify and contrast the functions of **verbal** (linguistic) and **non-verbal** (situational) contexts. Examine the mechanics of verbal context by differentiating between **lexical** and **grammatical** constraints. Illustrate your discussion with examples, showing how a shift in context instantly activates a different lexico-semantic variant of the same word.

Task 6. Analyze the underlined words in the sentences below and complete the following steps:

- determine the contextual meaning of each underlined word based on its environment;
- identify the type of context that resolves the ambiguity, specifying whether it is *lexical* or *grammatical*;
- translate the sentences into Ukrainian, ensuring the chosen meaning is accurately rendered.

1. The waterfall stopped flowing, causing the rocks below to freeze over with thick ice.
2. She stirred the thick porridge slowly, watching the steam rise from the pot.
3. This breed of cattle has a very thick coat.
4. He made her laugh so hard that she nearly spilled her coffee.
5. She made a good teacher, not just because she knew the subject well, but because she truly cared about her students.
6. The soldiers proudly raised their colours, honoring their regiment's long-standing traditions.
7. The sky turned a brilliant orange colour as the sun set behind the mountains.

The Vectors of Denotative Evolution: Generalization and Specialization of Meaning

The **denotative** component of a word's meaning is not a fixed historical monument; rather, it is a dynamic element that constantly responds to changes in human society, technology, and cognitive frameworks. When a word undergoes a semantic shift, its conceptual boundaries alter, reshaping the relationship between the linguistic sign and the class of objects it designates. These transformations are primarily driven by specific historical, social, and psychological causes, reflecting how speakers adapt existing vocabulary to name new realities or reclassify old ones.

On a structural level, shifts within the denotative macro-component typically follow two opposite logical directions. The first is **extension** (generalization or broadening), a process where a word expands its semantic scope, migrating from a narrow, specific meaning to a wider, more generic one. The second is **narrowing** (specialization or restriction), where a word moves in the opposite direction, shedding its broad coverage to capture a highly specialized, specific concept.

Task 7. Analyze the historical shifts in denotative meaning:

- evaluate the mechanisms behind semantic changes within the denotative macro-component of a word;

- contrast the processes of **extension** (generalization/broadening) and **narrowing** (specialization/restriction) of meaning;
- investigate the primary historical, social, and psychological causes that trigger these semantic transformations.

Provide relevant examples to illustrate your answers.

Task 8. Analyze the semantic history of the following words. Determine whether each lexical unit illustrates **extension** (broadening) or **narrowing** (restriction) of its denotative meaning. Consult etymological dictionaries to support your answers and reconstruct the words' original meanings.

- | | |
|-----------|-----------|
| • starve | • bird |
| • thing | • butler |
| • boot | • hound |
| • deer | • junk |
| • fowl | • rubbish |
| • girl | • arrive |
| • meat | • salary |
| • holiday | • journal |
| • mare | |

Extension / broadening /generalization / widening	Narrowing / restriction / specialization

The Vectors of Connotative Evolution: Amelioration and Pejoration of Meaning

The **connotative** component of lexical meaning serves as a linguistic mirror for social values, moral standards, and cultural biases. Unlike the relatively stable denotative core, connotations are highly sensitive to shifts in public perception and ideological frameworks. When a word undergoes an evaluative shift, its emotional charge, stylistic register, or social status changes, reflecting how speech communities re-evaluate certain concepts over time.

On a structural level, modifications within the connotative macro-component typically follow two opposite paths. The first is **pejoration** (degradation or deterioration), a historical process where a word with a neutral or positive meaning acquires a negative, derogatory, or socially lower tone. The second is **amelioration** (elevation), where a word moves in the opposite direction, rising from a humble, negative, or restricted origin to capture a positive, prestigious, or elite status in modern discourse. Investigating this dual framework allows for a deep sociological and linguistic analysis of how language records historical changes in social hierarchies and human attitudes.

Task 9. Analyze the social and evaluative shifts in **connotative** meaning.

Evaluate the mechanisms behind semantic changes within the connotative macro-component of a word.

- Contrast the processes of **pejoration** (degradation/deterioration) and **amelioration** (elevation) of meaning.
- Discuss the social, cultural, and psychological factors that cause a word to change its evaluative status over time.

Provide relevant examples to illustrate your answers.

Task 10. Analyze the historical shifts in **connotative** meaning:

- evaluate the mechanisms behind semantic changes within the **connotative** macro-component of a word;

- contrast the processes of **pejoration** (degradation/deterioration) and **amelioration** (elevation/amelioration) of meaning;
- investigate the primary historical, social, and psychological causes that trigger these semantic transformations.

- | | |
|--|---|
| <ul style="list-style-type: none"> • witch • boor • villain • harlot • notorious • quarrel • knave • greedy • gossip • idiot | <ul style="list-style-type: none"> • undertaker • accident • peasant • minister • queen • marshal • constable • fame • nice • guest |
|--|---|

Degradation / pejoration / deterioration	Amelioration / elevation

Cognitive Mechanisms of Meaning Transfer: Similarity and Contiguity

The dynamic expansion of the English lexicon relies heavily on the cognitive pathways of semantic transfer, where existing words are repurposed to name new concepts. Within semasiology, **metaphor** and **metonymy** are analyzed not merely as stylistic figures of speech, but as foundational cognitive operations driven by internal

semantic motivation. These mechanisms allow the human mind to map abstract ideas, psychological states, or complex social phenomena onto familiar, concrete realities, optimizing the language resources.

The divide between these two processes depends entirely on the logical nature of the mental associations involved. **Metaphor** functions through the principle of **similarity**, establishing a parallel between two entirely distinct domains (e.g., comparing a human quality to a physical substance). In contrast, **metonymy** operates on the principle of **contiguity**, utilizing real-world, logical, or spatial connections between objects that belong to the same domain (e.g., substituting an institution for the people who run it). These two mechanisms demonstrate how the English language uses existing words to express new and abstract ideas.

Task 11. Elaborate on the concepts of **metaphor** and **metonymy** as cases of meaning shift/transfer, determined by semantic motivation. Clarify the difference between the two principal kinds of association involved: **similarity** and **contiguity**.

Task 12. Identify **metaphors** and **metonymies** in the suggested sentences. Explain the logic of **metaphoric** and **metonymic** transference.

1. The White House issued a statement today.
2. Time is a thief that preys on everyone, slipping past the busiest hands and quietest hearts to claim what we thought was ours forever.
3. The crown will find a suitable heir.
4. Her voice is music to my ears, a sweet melody that flows effortlessly, soothing my mind and lighting up even the dullest moments.
5. The pen is mightier than the sword.
6. The city is a dense jungle, pulsing with the clamor of horns and voices, its skyscrapers towering like ancient trees over a ceaseless urban wild.
7. He drank a whole bottle of wine to drown out constant pain.
8. He's the brain of the surveillance operation.

9. The soldiers fought valiantly for the flag.
10. Wherever I go, his threatening eyes follow me and there seems to be no escape.
11. “The sun in the west was a drop of burning gold that slid near and nearer the sill of the world.” (from William Golding's *Lord of the Flies*)
12. Our relationship has always been uneasy and strained. And now we are at a crossroads.
13. Two heads are better than one.
14. You've interrupted my train of thought; now what was I saying?
15. The omelet left without paying.

Beyond the Exercises: Enrichment Activities

1. Choose five English words that may appear ambiguous in meaning (e.g., *crane*, *bank*, *seal*, *spring*, *pupil*). Investigate their etymology using reliable dictionaries and determine whether the meanings represent cases of polysemy or homonymy. Present your findings in the form of a mini semantic “case file,” explaining the criteria used for classification.
2. Select one English word that has undergone significant semantic change throughout history. Trace its semantic evolution from Old or Middle English to the present day. Explain which types of semantic change affected the word (broadening, narrowing, amelioration, pejoration) and identify the historical or cultural factors behind these changes.
3. Choose one highly polysemantic word (e.g., *run*, *light*, *head*, *break*, *face*) and create at least eight original sentences illustrating its different lexico-semantic variants. For each example:
 - identify the contextual meaning;
 - specify whether lexical or grammatical context clarifies the meaning;
 - explain how context eliminates semantic ambiguity.
4. Modern technology constantly reshapes word meaning. Analyze how the digital age has transformed the semantics of words such as *cloud*, *friend*, *stream*, *wall*, *troll*, *post*, or *viral*. Determine which semantic mechanisms are

involved and discuss why these shifts became possible in online communication.

5. Collect examples of metaphorical and metonymic meaning transfer from advertising, political discourse, news headlines, social media, song lyrics, or everyday speech. Classify each example according to the type of semantic association involved and explain how the transfer affects interpretation and emotional impact.

Seminar Six

English vocabulary as a system

INTRODUCTION

The vocabulary of Modern English does not function as a chaotic collection of isolated words, but rather as a highly structured, coherent system governed by distinct networks of systemic relations. Lexicological analysis at this level shifts from individual word meanings to the study of structural interdependencies, where the position of every lexical unit is determined by its oppositions and connections to other elements in the lexicon. These relations operate primarily on a paradigmatic axis, organizing the word stock into coherent layers based on shared semantic components, functional values, and conceptual spheres.

Within this systemic network, semantic relations are manifested through the core phenomena of **synonymy** and **antonymy**. **Synonymy** enables the language to fine-tune its expressive potential by grouping words around a single semantic dominant, allowing speakers to choose precise shades of meaning, stylistic registers, or socially diplomatic alternatives known as **euphemisms**. Conversely, **antonymy** regulates binary oppositions in the lexicon, structuring contrast through qualitative gradations, absolute contradictions, or relational conversions. Alongside these networks, the phenomena of **paronymy** and the continuous influx of **neologisms** constantly test the boundaries of formal and semantic differentiation within contemporary discourse.

On the level of structural categorization and taxonomy, the lexicon is mapped through relations of meaning inclusion. The paradigm of **hyponymy** establishes systematic classifications through species-to-genus (hyponym-hypernym) structures, while **meronymy** dictates part-to-whole connections. These structural linkages allow for the organization of individual words into broader lexicological aggregates, ranging from tightly-knit **lexico-grammatical groups** and **thematic** classifications to vast, conceptually unified **semantic fields** held together by a common semantic denominator.

The seminar focuses on the structural organization of the English vocabulary as a system, examining the functional mechanisms of synonymy, antonymy, hyponymy, and macro-semantic groupings in Modern English.

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Provide definitions of the following key terms and add them to your glossary: **semantic field, common semantic denominator, thematic group, synonymy, synonym, synonymic group, synonymic dominant, euphemism, lexical variant, paronym, antonymy, antonym, hyponymy, hyponym, hypernym, meronymy, neologism**

SEMINAR TASKS

Inside Synonymy: From Semantic Core to Stylistic Shades

Synonymy represents one of the most powerful systemic resources for expanding the expressive and stylistic boundaries of a language. Within semasiology, synonyms are analyzed not merely as interchangeable dynamic duplicates, but as closely related words that share a common denotative core while diverging in their connotative overtones, stylistic distribution, or collocational boundaries. This semantic clustering allows the vocabulary to organize itself into unified **synonymic groups**, each structured around a single **synonymic dominant** – the most general, and neutral word that anchors the entire paradigm.

The classification and analysis of synonyms operate on distinct criteria depending on whether the relationship is established within the language system or temporary speech environments. Linguists primarily differentiate between **lexical** synonyms, which possess permanent systemic equivalence, and **contextual** synonyms, whose semantic proximity emerges only within a specific syntactic framework. Lexical synonyms further diverge based on their functional properties, splitting into **ideographic** (semantic) units that introduce delicate shades of meaning, **stylistic** units restricted to specific communicative registers, and **absolute** units (doublets) that exhibit total semantic and functional identity.

The development of synonymy is driven by a complex interplay of historical, social, and linguistic factors. In English, this is particularly visible in the constant borrowing of words from Romance and Classical languages, which coexists with native vocabulary to create rich, multi-layered stylistic scales.

Task 1. Analyze the phenomenon of **synonymy** and define its key parameters, focusing on the structural relationship between a **synonym**, a **synonymic group**, and the **synonymic dominant**.

- Examine the classifications of synonyms, highlighting the exact criteria used to differentiate between them.
- Investigate the etymological, historical, and socio-linguistic factors that give rise to the rich synonymic paradigms in Modern English.
- Support your discussion with relevant examples to demonstrate how synonyms modify the overall tone and register of a sentence.

Task 2. Identify the **synonyms** distributed across the sentences below and name the single synonymic dominant that unifies the block.

- Classify the detected synonyms using your theoretical framework: determine whether they differ as ideographic (varying in intensity, speed, or focus) or stylistic (varying in formal/informal register) units.
- Comment on the specific semantic shades each word adds to its sentence.

I.

- a) The detective glanced at the evidence before making his final notes.
- b) She watched the children play in the park, lost in thought.
- c) He peered through the keyhole, trying to see what was happening inside.
- d) The teacher would stop, glare, and shake his head when the class got too noisy.
- e) I stared at the painting, fascinated by its vivid colors.
- f) The child gawked at the magician's tricks in amazement.
- g) He squinted at the sign, trying to read the small letters.

II.

- a) The old man strolled through the park, enjoying the fresh air.
- b) She marched into the office, determined to confront her boss.
- c) The injured player limped off the field.
- d) The tourists wandered through the narrow streets of the city.
- e) The child tiptoed past his sleeping parents.

III.

- a) "I'm so tired," she muttered under her breath.
- b) "This is unbelievable!" he exclaimed in shock.
- c) The professor lectured on the importance of critical thinking.
- d) He whispered the answer so the teacher wouldn't hear.
- e) The lawyer argued that his client was innocent.

IV

- a) The hurricane demolished several buildings in the town.
- b) The flood ruined their furniture and personal belongings.
- c) The vandals smashed the shop windows during the protest.
- d) The child tore the letter into tiny pieces.
- e) The wildfire devastated the entire forest.

V

- a) She was delighted with her surprise birthday party.
- b) He felt content with his simple life.
- c) The students were ecstatic when they won the competition.
- d) The baby's cheerful giggle brightened the room.
- e) After years of hard work, she was finally fulfilled in her career.

Task 3. Analyze the following **synonymic groups**. For each cluster, isolate the **synonymic dominant** and justify your choice.

- to utter, to state, to declare, to remark, to mention, to say, to pronounce, to express
- to stroll, to march, to walk, to wander, to stride, to pace, to limp, to saunter
- to glance, to gaze, to stare, to peek, to peer, to glare, to glimpse, to look
- to cry, to weep, to sob, to wail, to bawl, to whimper, to snivel
- to chuckle, to giggle, to guffaw, to snicker, to chortle, to laugh, to snort
- to adore, to love, to cherish, to admire, to worship, to fancy, to be fond of
- to devour, to gobble, to nibble, to eat, to munch, to chew, to feast
- to fear, to dread, to panic, to tremble, to shudder, to cower, to be afraid
- to demolish, to shatter, to destroy, to ruin, to crush, to wreck, to obliterate

The Pragmatics and Evolution of the Lexicon: Euphemisms, Paronyms, and Neologisms

The vocabulary of Modern English undergoes continuous functional and structural adaptations to meet changing communicative demands, cultural taboos, and technological breakthroughs. While core vocabulary remains relatively stable, the periphery of the lexicon acts as a flexible testing ground for linguistic innovation, social diplomacy, and formal differentiation. To understand how the lexicon balances social acceptability with communicative clarity and naming efficiency, semantic analysis turns to three distinct lexical phenomena.

At the intersection of social pragmatics and vocabulary management lies the mechanism of euphemism. **Euphemisms** function as socially and politically acceptable substitutes for direct or potentially offensive expressions, enabling speakers to refer to sensitive topics such as health, mortality, employment changes, and other socially sensitive domains in a mitigated form.

The phenomenon of **paronymy** highlights structural and formal challenges within the lexicon, grouping words that share a similar phonetic and graphic face but diverge completely in derivation and meaning.

Finally, the continuous influx of **neologisms** drives the vocabulary quantitative expansion, generating new words to capture digital transformations and cultural realities. Analyzing these three concepts demonstrates how the English word stock adjusts its boundaries to maintain communicative efficiency in contemporary discourse.

Task 4.

- Define the communicative purpose of **euphemisms**, distinguishing between traditional taboos and modern socio-political or corporate “spin.”
- Analyze the nature of **paronyms** and discuss why they frequently cause lexical interference and semantic confusion in speech.
- Examine **neologisms** as primary indicators of vocabulary expansion, focusing on how cultural and technological innovations trigger their formation.
- Provide illustrative examples to show how each concept influences contemporary communication.

Task 5. Act as a linguistic diplomat. Rewrite the following sentences by replacing the blunt, direct words with appropriate **euphemisms** to soften the tone, avoid social discomfort, or adhere to professional etiquette.

1. He died last night.
2. She's pregnant and due in June.
3. They fired him from his job.
4. She's unemployed right now.
5. We need to use the toilet.
6. He's poor.
7. He's short.
8. The item is second-hand.

9. We're going to euthanize the dog.

10. He's in prison.

Task 6. Detect the **euphemisms** used in the following sentences. Rewrite each sentence by substituting the diplomatic or politically correct phrasing with its direct, denotative equivalent.

1. The community center offers free yoga classes for senior citizens every Tuesday.
2. The art gallery provides audio descriptions for visually impaired visitors to enjoy the exhibits.
3. She proudly introduced herself as a domestic engineer at the neighborhood association meeting.
4. The military report understated the extent of collateral damage in the area.
5. The press conference was filled with alternative facts about the event's success.
6. The community center is launching a new program to help those struggling with substance abuse.
7. The debate centered around the protection of reproductive rights for women.
8. They announced their decision to undergo a conscious uncoupling after years of marriage.
9. The politician was accused of using a terminological inexactitude during the debate.
10. The acquisition of such a rare piece of art was explained away as having merely fallen off the back of a truck during transit.

Inside Antonymy: From Binary Oppositions to Gradable Scales

Antonymy serves as the primary mechanism for organizing contrast within the English lexicon, transforming random semantic oppositions into a highly structured system of binary pairs. Within semasiology, **antonyms** are analyzed not merely as words with “opposite meanings,” but as lexical units that share a common denotative baseline while diverging completely along a specific qualitative, structural, or

relational axis. This systematic clustering allows the vocabulary to map the polar extremes of human cognition, balancing the need for symmetry with the complexity of real-world gradations.

To categorize these lexical opposites, modern lexicology relies on dual classification systems that analyze both formal structure and semantic logic. On a **morphological** level, antonyms are divided based on their derivational history into **root** (absolute) antonyms, which possess completely different stems (e.g., *good – bad*), and **derivational** (affixal) antonyms, where the contrast is created through productive negative prefixes or suffixes (e.g., *appear – disappear, useful – useless*).

On a **semantic** level, modern lexicology distinguishes several paradigms based on how these opposites interact. **Proper** (gradable) antonyms operate on a continuous scale, allowing for intermediate stages and qualitative nuances between the two poles (e.g., *hot – warm – cold*). In contrast, **contradictory** (complementary) antonyms form a strict binary division where the assertion of one term completely denies the other, leaving no middle ground (e.g., *alive – dead*). Finally, **conversive** (relational) antonyms denote a single situation viewed from two opposite, interdependent perspectives, capturing reciprocal actions or social roles (e.g., *buy – sell*). Analyzing these distinct matrices demonstrates how antonymy provides a precise framework for structuring logical contrast across different communicative contexts.

Task 7. Discuss the phenomenon of **antonymy** in Modern English.

- Outline the main **criteria** used for the classification of antonyms.
- Illustrate your answers with relevant examples.

Task 8. Analyze the following **antonymic** pairs. Classify each pair into one of the four semantic groups: proper (gradable), complementary, or conversive.

- above – below
- receive – give
- narrow – wide
- male – female
- after – before
- alive – dead

- pass – fail
- employer – employee
- teacher – student
- true – false
- good – bad
- husband – wife
- weak – strong
- open – shut
- buy – sell
- pretty – ugly
- awake – asleep
- tall – short
- cold – hot
- doctor – patient
- old – young
- single – married
- borrow – lend
- big – small

Systemic Clustering of Vocabulary: Criteria for Semantic and Thematic Organization

The vocabulary of any language is not a chaotic list of dictionary entries, but a highly organized structural network. To analyze how thousands of words interact, lexicology groups them into systemic aggregates based on shared semantic features, conceptual links, or grammatical properties. These groupings help linguists and language learners map the vocabulary, showing how words cooperate to describe specific areas of human experience and reality.

Modern semasiology primarily relies on several traditional levels of lexical organization, shifting from narrow structural classes to vast conceptual frameworks. A **lexico-grammatical** group unites words of the same part of speech that share a common, generic lexical meaning (e.g., verbs of motion or nouns denoting tools). A **thematic group** is a classification based on real-world contexts, bringing together words of different parts of speech that describe a specific topic or environment (e.g., the theme of *education* includes *teacher, to study, school, smart*). Finally, a **semantic field** represents the largest conceptual macro-system, where a diverse class of words is held together by a common semantic denominator – a core concept that underlies the entire structure, such as the fields of *SPACE, TIME, or EMOTIONS*.

Task 9. Define the core parameters of a **lexico-grammatical group**, a **thematic group**, and a **semantic field**.

- Contrast these three concepts, explaining how they differ in their structural size, grammatical composition, and conceptual boundaries.
- Discuss the role of a common semantic denominator in holding a semantic field together.
- Provide examples to illustrate each type of lexicological grouping.

Task 10. Analyze the provided list of words. Notice the implicit **semantic connections** between them and distribute the entire word stock into three logical groups. For each group you discover:

- formulate a concise title or core concept that serves as the **common denominator** for all its items;
- explain why certain multi-faceted words (e.g., *cabinet*) had to be classified based on the dominant theme of the list.

What term is used in lexicology for such groupings?

- | | | |
|----------------|-------------------|---------------|
| • coup | • valley | • stream |
| • lake | • bed | • autocracy |
| • vote-rigging | • democracy | • swamp |
| • sofa | • cabinet | • martial law |
| • desert | • ideology | • wardrobe |
| • parliament | • forest | • plateau |
| • hill | • dresser | • meadow |
| • referendum | • couch | • opposition |
| • tallboy | • polling station | • mountain |
| • river | • ocean | • elections |
| • bookshelf | • table | • desk |
| • curfew | • coalition | |

Group 1 (<i>your title here</i>)	Group 2 (<i>your title here</i>)	Group 3 (<i>your title here</i>)

Lexical Hierarchies: Hypernyms, Hyponyms, and Meronyms

Systemic organization in the lexicon relies heavily on the networks, where individual words are ordered into logical **hierarchies** of inclusion. Unlike synonymy or antonymy, which contrast words of a similar conceptual rank, relations of **inclusion** establish a structured framework of subordination and dependency. These networks allow human consciousness to classify reality into neat taxonomies, balancing general abstract categories with highly specific, concrete items.

Modern lexicology mainly analyzes these paradigms through two structural lenses. The first is **hyponymy**, a taxonomic relation that operates through the interplay between a **hypernym**, a broad, superordinate term representing a whole class, and its **hyponyms**, which are specific subordinate instances or species belonging to that class (e.g., *flower* acts as a hypernym for *rose*, *tulip*, and *daisy*).

The second lens is **meronymy**, which functions on a different logical plane by encoding part-to-whole relationships (or partitive inclusion). Instead of classifying a type, **meronymy** analyzes how components form a larger unit, mapping the relationship between a **meronym** (the part) and its **holonym** (the whole), such as *wheel* or *engine* in relation to *car*. Understanding these diverse paths of inclusion clarifies how language structures mental categorization, turning the lexicon into a functional, multi-layered map of the world.

Task 11. Review the **hierarchical** frameworks of the vocabulary and complete the following analytical tasks:

- define the role of paradigmatic relations of **inclusion** in structuring the English word stock;

- contrast the mechanisms of **hyponymy** (type-of classification) and **meronymy** (part-of classification);
- provide relevant examples.

Task 12. Analyze the provided list of words. Group these specific types (**hyponyms**) into logical categories based on their shared characteristics. For each category you build, formulate and provide an overarching general term (**hypernym**).

- | | | |
|--------------|------------|--------------|
| • didgeridoo | • dress | • piano |
| • wombat | • zeppelin | • okapi |
| • dashiki | • flute | • whale |
| • motorcycle | • capybara | • tea |
| • pangolin | • truck | • tapir |
| • soda | • mate | • drum |
| • juice | • milk | • hovercraft |
| • jacket | • violin | • bicycle |
| • quokka | • kimono | • cat |
| • kilt | • car | • guitar |

Beyond the Exercises: Enrichment Activities

1. Choose one broad conceptual domain (e.g. *education, emotions, politics, technology, travel, or health*). Construct a semantic field around it by:
 - identifying the common semantic denominator;
 - organizing vocabulary into thematic groups;
 - distinguishing synonymic and antonymic relations within the field;
 - identifying hypernyms, hyponyms, and meronyms where possible.

Present your findings as a semantic map, chart, or diagram.

2. Collect examples of euphemisms from:

- political speeches,
- advertisements,
- corporate communication,
- news media,
- social networks.

Analyze the direct denotative meaning behind each euphemism; the communicative goal of the substitution; whether the euphemism softens, manipulates, or strategically reframes reality.

3. Choose 5–10 modern English neologisms connected with:

- digital culture,
- AI,
- social media,
- climate discourse,
- online communication,
- pop culture.

For each word explain its meaning; identify its word-formation pattern; comment on why the word emerged; determine whether it is likely to remain in the language long-term.

Seminar Seven

Free Word Groups. Phraseological Units

INTRODUCTION

The vocabulary of Modern English extends far beyond isolated lexical units, functioning through complex combinations of words that interact on semantic, grammatical, and structural levels. In actual communication, words rarely operate independently: they enter stable or flexible combinations that shape meaning, regulate collocational boundaries, and reflect the cognitive patterns of speech production. Within lexicology, the study of word-groups and phraseological units reveals how language balances structural freedom with semantic cohesion, allowing speakers to generate both predictable combinations and highly idiomatic expressions.

A central distinction in this domain lies between free word-groups and **phraseological units**. **Free combinations** preserve semantic transparency and compositionality: the meaning of the whole can generally be derived from the meanings of its components, while the elements themselves remain structurally flexible and open to substitution. **Phraseological units**, by contrast, demonstrate varying degrees of semantic fusion, structural stability, reproducibility, and cultural specificity. Their meanings are often partially or fully idiomatic, resisting literal interpretation and functioning as ready-made units stored in the collective linguistic consciousness of native speakers.

The seminar also examines the internal organization of word-groups through multiple classificatory frameworks, including predicative and non-predicative, coordinative and subordinative, as well as endocentric and exocentric structures. Particular attention is devoted to the notions of lexical and grammatical **valency**, which determine the compatibility of lexical items and regulate the formation of acceptable combinations in English. These mechanisms demonstrate that collocability is not random, but constrained by semantic selection, grammatical patterns, and long-established usage conventions.

Special analytical focus is placed on **phraseology** as one of the most culturally marked and cognitively revealing layers of the lexicon. Phraseological units encode historical experience, social stereotypes, metaphorical thinking, and national-cultural imagery. Their semantic opacity, expressive force, and structural rigidity make them a particularly important object of study not only for lexicology, but also for cognitive linguistics, translation studies, and intercultural communication.

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1. Білецька І. С., Ставчук Н. В. Лексикологія англійської мови : навч.-метод. посіб. Умань : Візаві, 2018. С. 52–58.
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Provide definitions of the following key terms and add them to your glossary: **free word group, phraseological unit, motivation, valency, lexical valency, grammatical valency, lexical meaning of a free word-group, structural meaning of a free word-group, semantic and structural cohesion.**

SEMINAR TASKS

The Opposition of Free Word-Groups and Phraseological Units in Modern Linguistics

Word-groups represent one of the most fundamental structural and semantic units of language. Lying between individual words and complete utterances, they occupy a crucial intermediate position in the language system. In lexicology and phraseology, the study of word-groups raises essential theoretical questions about how words combine, how meaning is distributed between their components, and to what extent these combinations are free or fixed.

The notion of a “word-group” is not limited to mere mechanical juxtaposition of lexical items. It encompasses various degrees of semantic cohesion, structural stability, collocability, and idiomaticity. While some combinations are created anew in speech according to grammatical rules and the valency of words (**free word-**

groups), others have become conventionalized, reproducible, and stored in the language as ready-made units with varying degrees of semantic unity (**phraseological units**).

The primary analytical task at this level is the strict differentiation between free word-groups and phraseological units. While free word-groups are dynamic, fully compositional, and generated anew in speech based on the literal valency of their constituents, phraseological units are stable, structurally frozen, and reproduced as ready-made lexical blocks.

Task 1. Analyze the linguistic approaches to the definition of the term “word-group”. Explain the principal differences between **free word-groups** and **phraseological units**, focusing on their semantic, structural, and functional characteristics. Illustrate your answer with relevant examples.

Task 2. Define the distinctive features of **free word-groups** and **phraseological units** using the suggested prompts in the table below.

Feature	Free word-groups	Phraseological units
<i>Semantic transparency</i>		
<i>Idiomaticity</i>		
<i>Stability / fixedness</i>		

<i>Reproducibility</i>		
<i>Cultural specificity</i>		

Task 3. Analyze the following expressions and decide whether each of them is a free word-group or a phraseological unit. For each example, provide arguments based on the criteria suggested in the table (task 2).

1. Break the ice
2. Hit the sack
3. Let the cat out of the bag
4. Spill the beans
5. Kick the bucket
6. Bite the bullet
7. A snake in the grass
8. Skate on thin ice
9. In the same boat
10. Hit the road

The Architecture of English Word-Groups: Classification Principles

Word-groups in English demonstrate a wide range of internal structural relations that determine how their components interact grammatically and semantically. Lexicological analysis of word-groups therefore goes beyond simple combinations of words and examines the hierarchical, syntactic, and semantic

organization of their elements. Different classification principles make it possible to identify the dominant component of a construction, the type of syntactic relation between its constituents, and the grammatical function the entire unit performs in speech.

From a **structural** perspective, word-groups may be organized through coordination or subordination, contain predicative or non-predicative relations, and function as endocentric or exocentric constructions. They may also be classified according to the grammatical category of their headword, resulting in nominal, verbal, adjectival, and adverbial groups. Understanding these structural patterns is essential for analyzing how meaning and grammatical organization operate within larger syntactic units in Modern English.

Task 4. Explain the main criteria used for the classification of word-groups. Provide a clear definition and characteristics of the following types:

- **subordinative** and **coordinative** word-groups;
- **predicative** and **non-predicative** word-groups;
- **endocentric** and **exocentric** word-groups;
- **nominal, verbal, adjectival, and adverbial** word-groups.

Illustrate each type with relevant examples.

Task 5. Divide the suggested word groups into **predicative** and **non-predicative**.

- | | |
|--------------------|------------------------|
| • deeply concerned | • she runs fast |
| • nearly eleven | • dogs barked |
| • down the stairs | • across the field |
| • John's house | • the sun rises |
| • rain falls | • simple but effective |

Task 6. Divide the suggested word groups into **coordinative** and **subordinative**.

- | | |
|-----------------------|-----------------|
| • neither me, nor you | • day and night |
|-----------------------|-----------------|

- rude to people
- do or die
- a man of power
- tea or coffee
- women and children
- deeply concerned
- heart's desire
- fast asleep
- before or after
- the key to success
- bread and butter
- fresh milk
- under a tree

Task 7. Divide the suggested word groups into **endocentric** and **exocentric**.

- beautiful flower
- out of breath
- side by side
- with great care
- back and forth
- kind to people
- competitive market
- to speak well
- husband and wife
- a cozy cottage
- bravery of all kinds
- extremely loud
- in front of me

The Dual Nature of Meaning in Free Word-Groups: Lexical and Structural Dimensions

In the study of English word-groups, **meaning** is not limited to the lexical content of individual words but emerges through the interaction between lexical and structural components. Each word-group represents a unified semantic and syntactic formation in which words are combined according to grammatical rules and lexical compatibility. However, the resulting meaning is not simply the sum of the meanings of its constituents; rather, it is shaped by the structural organization of the group and the relations between its elements.

Within this framework, it is essential to distinguish between lexical meaning and structural meaning. **Lexical meaning** refers to the individual semantic content of the words involved, while **structural meaning** is determined by the syntactic

arrangement and grammatical relations within the word-group. The same lexical elements may produce different overall meanings depending on their structural configuration, which highlights the importance of syntax in meaning construction.

Task 8. Discuss the difference between the **lexical** meaning and the **structural** meaning of a free word-group.

- Why is it important to distinguish between these two types of meaning when analysing word combinations?
- Illustrate your answers with relevant examples.

Task 9. Analyze the interaction between the **lexical** and **structural** meanings in the pairs below. Comment on how changes in structural configuration modify or violate the overall meaning of these word-groups.

- a toy factory
- a factory toy
- management office
- office management
- a flower garden
- a garden flower
- school grammar
- grammar school

The Combinatory Potential of Words: Lexical and Grammatical Valency

In the systemic organization of the English vocabulary, words do not combine arbitrarily. Their syntagmatic relations are governed by the inherent combinatory potential of lexical units, known as **valency**. Valency determines a word's ability to form structural and semantic relationships with other words in a linear sequence.

To understand the mechanisms underlying free word-groups, lexicology distinguishes between two fundamental types of valency: **lexical valency** and

grammatical valency. **Lexical valency** (also called **collocability**) refers to the semantic compatibility of words. It restricts the range of lexical items that can meaningfully co-occur with a given word. For example, the noun *fog* collocates naturally with *dense* or *thick*, but not with *strong*.

Grammatical valency concerns the structural and syntactic compatibility of words. It determines the grammatical patterns and forms a word requires, such as whether a verb is followed by an infinitive, a gerund, or a specific preposition (e.g., *depend on*, *insist on*, *approve of*). Together, lexical and grammatical valency act as the essential regulatory mechanisms that ensure both the grammatical correctness and semantic coherence of free word-groups in English.

Task 10. Define and explain the concepts of **lexical valency** (collocability) and **grammatical valency**. Show how these two types of valency regulate the combinability of words and ensure both semantic coherence and grammatical correctness in free word-groups. Provide relevant examples.

Task 11. Match the numbers on the left with the letters on the right to form free word-groups. Mind that multiple combinations are possible for certain words depending on their lexical valency.

1) decision	a) sufficient	
2) fear	b) platonic	
3) road	c) sullen	
4) feeling	d) instinctive	
5) income	e) empty	
6) love	f) irreversible	
7) sky	g) private	

8) person	h) outgoing	
9) lesson	i) agonizing	
10) pain	j) irrational	

Task 12. Choose the correct form from the options in parentheses to complete the sentences based on the principles of **grammatical valency**. Be ready to justify your choices.

1. She suggested _____ (to go / going) to the cinema.
2. They made him _____ (to apologize / apologize).
3. I insist on _____ (she arrives / her arriving).
4. The professor explained the topic to _____ (we / us).
5. She enjoys _____ (to read / reading) novels.
6. He promised _____ (to help / helping) with the project.
7. She threatened _____ (to quit / quitting) if she didn't get a raise.
8. They prevented the team from _____ (to lose / losing) the match.
9. Now that my friends are abroad, I really miss _____ (to talk/ talking) to them about what life is like these days.
10. We look forward to _____ (meet / meeting) you soon.

Understanding Phraseologisms: Distinctive Features and Classifications

Beyond the boundaries of literal, compositional alignments lies the vast and expressive domain of phraseology, which represents one of the most culturally dense and structurally intricate subsystems of Modern English. While free word-groups provide speakers with infinite structural flexibility, **phraseological units** offer encapsulated, ready-made conceptual packages. They constitute a special layer of the lexical system. Unlike free word-groups, which are created anew according to grammatical rules and lexical valency, phraseologisms are relatively stable, reproducible lexical combinations that function as single semantic units.

The study of **phraseology** occupies an important place in modern lexicology, as phraseological units reflect the cultural specificity of a language, its historical development, and the peculiarities of national worldview. Despite being widely used in everyday speech, phraseologisms present considerable theoretical challenges regarding their definition, status, and classification. Modern lexicological scholarship approaches phraseological classification through integrated semantic, structural, and functional parameters. These taxonomical models categorize expressions into distinct layers, ranging from completely opaque, non-motivational idioms to semi-transparent phraseological collocations and stable formulas.

Task 13. Define the concept of a **phraseological unit** in contemporary English lexicology. Critically comment on its core parameters and compare the existing classification models established in modern Ukrainian and Western linguistic scholarship.

Task 14. Identify the **phraseological units** in the sentences below. Paraphrase each sentence using literal, non-idiomatic English.

1. I'm over the moon about the news.
2. It's a piece of cake to finish this task.
3. He's got a lot on his plate right now.
4. Don't throw in the towel just yet.
5. I'm caught between a rock and a hard place.
6. She's burning the candle at both ends.
7. She's barking up the wrong tree.
8. Don't bite off more than you can chew.
9. He fell off the wagon last night.
10. He had butterflies in his stomach before taking the stage.

Task 15. Analyze the sentences below to identify descriptions or statements that can be expressed figuratively. Rewrite each sentence by integrating appropriate **phraseological units**, providing multiple idiomatic alternatives where possible to reflect various registers or shades of meaning.

1. She was very surprised by the unexpected news.
2. He worked extremely hard to finish the assignment on time.
3. They argued a lot about the best way to solve the problem.
4. The test was very difficult for all the students.
5. She stayed calm despite the stressful situation.
6. He avoided talking about his mistake.
7. They lost the game because of poor teamwork.
8. The rain ruined their outdoor plans.
9. He apologized for being late.
10. She was very tired after the long day.

Beyond the Exercises: Enrichment Activities

1. Select 3 standard, highly predictable structural patterns of free word-groups (e.g., Noun + Noun like *coffee cup*, Adjective + Noun like *heavy rain*, or Noun + Adverb like *two miles away*).
 - Purposefully violate their standard lexical valency by substituting one of the components with an abstract, emotional, or sensory word that does not normally collocate there.
 - Create 3 new, stylistically charged free word-groups (e.g., *a silence cup*, *heavy silence*, *two heartbreaks away*).
 - Write a short promotional slogan or a poetic sentence for each new phrase. Explain how the structural meaning of the pattern helps the reader understand the expression despite the breakdown of traditional lexical compatibility.

2. Use the video search engine *PlayPhrase.me* to analyze how the structural and semantic profiles of word combinations change when embedded in real-world cinematic discourse.
 - Take one expression that possesses a dual status (e.g., *break the ice* (from the seminar)). Type it into the search bar and watch several video clips featuring this phrase.
 - Determine the functional status of the phrase in each video clip. Is the character using it literally as a free word-group or figuratively as a phraseological unit?
 - Analyze the audio-visual context of the idiomatic clips. Comment on the characters' body language, facial expressions, tone of voice, and the emotional atmosphere of the scene. How do these non-verbal cues support the non-compositional, figurative meaning of the idiom?
 - Discuss why audio-visual tools like *PlayPhrase.me* are crucial for non-native speakers to understand the pragmatic value and correct social context of phraseological units.
3. Select a short, descriptive passage (5–6 sentences) written in plain, literal language from either a recent English-language news article (e.g., *The Economist*, *BBC*, *The Guardian* etc.) or a favorite work of literature. Rewrite the entire passage by integrating appropriate phraseological units and idioms instead of the original free word-groups. Your transformation must elevate the text's expressiveness while preserving the original narrative meaning.
4. Choose 5 English idioms and find Ukrainian equivalents. Discuss:
 - Are they identical, similar, or completely different?
 - What do the differences reveal about English and Ukrainian culture/worldview?
5. Choose 3–4 English phraseological units that possess strong cultural or historical specificity (e.g., idioms originating from British sports, naval history, Shakespearean literature, or traditional lifestyle).

Investigate and briefly explain the historical origin or cultural background of each chosen idiom.

- Attempt to find an absolute or functional phraseological equivalent in the Ukrainian language. If no equivalent exists, explain why a literal translation results in an ethnocentric conceptual clash, and suggest the best descriptive alternative.
- Explain how culturally bound idioms act as linguistic mirrors of a nation's history and why they present the greatest challenge for cross-cultural communication and translation.

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