

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ ТЕХНІЧНИЙ УНІВЕРСИТЕТ
“ХАРКІВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ”

**МЕТОДИЧНІ ВКАЗІВКИ ЗА ТЕМОЮ
“СЛОВОТВОРЕННЯ”
(АНГЛІЙСЬКА МОВА)**

ДЛЯ СТУДЕНТІВ ПЕРШОГО КУРСУ
СПЕЦІАЛЬНОСТІ 6.030 500 “ПЕРЕКЛАД”
ДЕННОЇ ТА ЗАОЧНОЇ ФОРМ НАВЧАННЯ

Затверджено
редакційно – видавничою
радою університету,
протокол № 4
від 7.12.2001р.

Харків 2007

Методичні вказівки за темою „Словотворення” (англійська мова) для студентів першого курсу денної та заочної форм навчання спеціальності 6.030500 “Переклад” / Укладач О. В. Буйвол Харків: НТУ “ХПІ”, 2007. – 44 с.

Рецензент: А.А. Бадан, НТУ “ХПІ”.

Кафедра ділової іноземної мови та перекладу.

Дані методичні вказівки з словотворення у англійській мові для студентів першого курсу денної та заочної форм навчання спеціальності 6.030 500 “Переклад” створені для використання під час теоретичних і практичних занять з лексикології як складової частини комплексного навчання.

Дані методичні вказівки спрямовані на формування і подальше удосконалення у студентів системи знань з особливостей будови та словотворення різних частин англійської мови.

Структурно ці методичні вказівки складаються з восьми розділів:

1. у першому розділі містяться короткі відомості про лексичне і граматичне значення слів;
2. другий розділ складається з визначень морфем, кореня та основи, а також з вправ для практичного засвоєння пройденого матеріалу;
3. третій розділ містить відомості про префікси англійської мови та практичні завдання;
4. четвертий розділ присвячений докладному описові суфіксів та містить необхідні практичні завдання для засвоєння суфіксації англійської мови;
5. п'ятий розділ присвячений конверсії;
6. шостий розділ – зміщенню наголосу;
7. сьомий розділ – складним словам;
8. у восьмому розділі міститься підсумкова контрольна робота у двох варіантах.

1. Word meaning

Word meaning is not homogeneous but is made up of various components the combination and the interrelation of which determine the inner facet of the word. These components are usually described as types of meaning. The two main types of meaning are the grammatical and the lexical meanings, which are found in words and word-forms.

We notice, e.g., that word-forms, such as **girls, rivers, joys, plates**, etc. though denoting widely different objects of reality have something in common. This common element is the grammatical meaning of plurality, which can be found in all of them. This grammatical meaning may be defined as the component of meaning recurrent in identical sets of individual forms of different words, as, e.g., the tense meaning in the word-forms of verbs (**answered, brought, did, managed**, etc.) or the case meaning in the word-forms of various nouns (**boy's, father's, tomorrow's**, etc.).

Comparing word-forms of one and the same word we observe that besides grammatical meaning, there is another component of meaning to be found in them. Unlike the grammatical meaning this component is identical in all the forms of the word. Thus, e.g. the word-forms **come, comes, came, coming**, possess different grammatical meaning of tenses, person and so on, but in each of these forms we find one and the same semantic component denoting the process of movement. This is the lexical meaning of the word, which may be described as the component of meaning proper to the word as a linguistic unit, i.e. recurrent in all the forms of this word and in all the possible distributions of these forms.

2. Roots, stems and affixational morphemes

Very many words have a composite nature and are made up of morphemes, which are defined as smallest indivisible language units. Morphemes, though they are as a rule easily singled out in words, are not independent and are found in actual speech only as integral parts of the word. Even a cursory examination of the morphemic structure of English words reveals that they are composed of morphemes of different types: root-morphemes and affixational morphemes.

The root-morpheme is the lexical nucleus of the word; it has a very general and abstract lexical meaning common to a set of semantically related words constituting one word-cluster, e.g. (to) build, builder, building. Besides the lexical meaning root-morphemes possess all other types of meaning proper to morphemes except the part-of-speech meaning, which is not found in roots.

Affixational morphemes include inflectional affixes or inflections and derivational affixes. Inflections carry only grammatical meaning and are thus relevant only for the formation of word-forms, whereas derivational affixes are relevant for building various types of words. Derivational affixes are lexically always dependent on the root, which they modify. They possess the same types of meaning as found in roots, but unlike root-morphemes most of them have the part-of-speech meaning which makes them structurally the important part of the word as they condition the lexico-grammatical class the word belongs to.

The stem is defined as that part of the word, which remains unchanged throughout its paradigm, thus the stem, which appears in the paradigm **walk, walks, walked, walking** is **walk-**; the stem of the word **teacher**, as shaped by the paradigm **teacher, teacher's, teachers, teachers'** is **teacher-**. It is the stem of the word that takes the inflections, which shape the word grammatically as one or another part of speech.

Exercises

2.1. *Find out roots of the following words.*

Agreement, agricultural, available, berry, boil, collector, cooperation, disagreement, discharge, dusty, electronic, elf, envious, examination, facial, figure, glorious, government, illegal, immovable, interplay, irregular, joker, joyful, lake, lawful, lighten, limitation, logical, lower, management, membership, misspell, mistress, naturalize, non-conductor, observation, oddity, orally, overcrowd, overhear, overweight, painless, passable, postwar, professional, rapidity, realism, refreshment, regenerate, renew, sandy, shooting, sincerity, solution, specialist, supermarket, temperature, thirsty, thunderstorm, tolerable, transatlantic, trustee, unaware, unchain, ungovernable, unthinkable, violent, wooded, youthful.

2.2. *Find out roots of the following words.*

Addressee, afterthought, allowance, badly, beautiful, breathing, civilian, clinical, colonist, conditional, disfavour, dolly, emergency, exchange, filling, gloomy, impassive, inability, inexact, literal, misbehave, narrative, neglectful, outgrow, overrun, pensioner, pointless, probe, retreat, selection, sleepless, terrible, tiny, transmission, unbind, unsafe, worker.

3. Prefixes

Affixation is the formation of words by adding derivational affixes to stems. Prefixation is the formation of words with the help of prefixes.

The prefix is an affix occurring at the beginning of a word. Prefixes may be classified according to the meaning they convey to the derived word:

1. Prefixes of negative or opposite meaning such as un-, in-, dis- and some others, e. g. unjust, unemployment, incorrect, disapproval, etc. These prefixes are often used to give adjectives a negative meaning. For example, comfortable → uncomfortable, direct → indirect, honest → dishonest. Unfortunately, there is no easy way of knowing which prefix any adjective will use to form its opposite.

Note: in- becomes im- before a root beginning with m or p, e.g., immortal, immovable, impatient, impassible, etc. Similarly in- becomes ir- before a word beginning with r, e.g., irregular, irreplaceable, and in- becomes il- before a word beginning with l, e.g., illegal, illiterate, etc.

2. Prefixes denoting reversal of an action such as un-, dis- and some others. The prefixes un- and dis- are often used to form the opposites of verbs, e.g., to agree → to disagree, to like → to dislike, to believe → to disbelieve, to lock → to unlock, to fasten → to unfasten, to load → to unload, etc.

3. Here are examples of other prefixes in English.

Prefix	Meaning	Examples
anti-	against	antibiotic, antisocial
bi-	two	bicycle, bilingual
co-	with	cooperation, coordinate
ex-	former	ex-wife, ex-president

inter-	between	interlock, international
mis-	badly, wrongly	misunderstand, misbehave
mono-	one	monologue
non-	not	non-stop, non-conductor
over-	too much	overeat, oversleep
post-	after	postgraduate, postwar
pro-	in favour of	pro-American,
re-	again	reread, rearrange
semi-	half	semicolon, semicircle
sub-	under	subway, subconscious
super-	above	supernatural, superman
under-	not enough	underestimate, underused

Exercises

3.1. *Arrange the following words in pairs which are opposite in meaning.*

Increase, overpay, import, anti-American, prewar, underfeed, irregular, unhappy, regular, like, decrease, export, postwar, happy, dislike, underpay, overfeed, pro-American.

3.2. *Add the correct prefixes to the beginning of the words.*

1. The government protesters marched to Westminster.
2. Tom slept was late for school.
3. Many people who wanted tickets were disappointed because the organizers had estimated the singer's popularity.
4. When the ambulance came, the man was conscious after being knocked down by a car.

5. The president of the United States was honoured at the ceremony.
6. People who can only speak their own language are called lingual.
7. Superman is a comic strip character who has human strength.
8. There were violent scenes as government and anti-government demonstrators fought in the square.
9. John left his job because he was able to deal with such a large amount of work.
10. The two countries operated to prevent the shipment of drugs from one to the other.
11. That child looks very thin. I think he must be fed.
12. Don't feed the dog or it'll get fat.
13. The media gave her so much attention, so that she became a star overnight.
14. He never goes out or talk to people; he's so social.
15. Tom knew the information was somewhere in his conscious, but he couldn't remember it.
16. I always find the day after Christmas an climax.
17. The man had to apply the paint because the first coat wasn't sufficient.
18. Ghandi achieved a lot through violent action.
19. The neighbouring tribes found it difficult to exist peacefully.
20. As these programmes are changeable, they can be used with any computer system.

3.3. *Choose a negative verb from the box to fit each sentence below. Put it in the correct form.*

to disprove, to disqualify, to unload, to disconnect

1. The runner was after a blood test.
2. I am sure he's lying, but it's going to be hard to his story.

3. It took the movers an hour to our things from the van.
4. Their telephone was because they didn't pay their last bill.

3.4. Which negative adjective fits each of the following definitions?

1. means impossible to eat.
2. means unable to read or write.
3. means not having a job.
4. means spelled incorrectly.

3.5. Practice using words with negative prefixes. Contradict the following statements in the same way as the example. All the words you need are in the box.

disloyal, imprudent, inefficient, insensitive, ungrateful, unconvincing,
irresponsible, irrelevant

Example: He is a very honest man. → *I don't agree. I think he's dishonest.*

1. I'm sure she's discreet.
2. I always find her very sensitive.
3. It's a convincing argument.
4. That's a very relevant point.
5. He's very efficient.
6. She's always seemed responsible.
7. He seems grateful for our help.
8. I'm sure she's loyal to the company.

3.6. Construct English words to replace the underlined ones.

Example: He didn't understand me rightly. *He misunderstood me.*

1. Most people say they have to work hard and are paid too little.
2. People often pronounce my name incorrectly.
3. She is still on good terms with the man who used to be her husband.
4. He made so many mistakes in the letter that he had to write it again.
5. I think the newspapers stated the facts incorrectly.

3.7. Find in the dictionary words with prefixes *anti-*, *ex-*, *inter-*, *mis-*, *over-*, *re-*, *under-* and make up sentences with them.

4. Suffixes

Suffixation is the formation of words with the help of suffixes.

The suffix is an affix occurring at the end of a word. Suffixes usually modify the lexical meaning of stems and transfer words to a different part of speech. There are suffixes, however, which do not shift words from one part of speech into another; a suffix of this kind usually transfers a word into a different semantic group, e.g. a concrete noun becomes an abstract one, as, in case with child – children, friend – friendship, etc.

There are different classifications of suffixes in linguistic literature, as suffixes may be divided into several groups according to different principles. The first principle of classification that is the part of formed. Within the score of the part-of speech classification suffixes naturally fall into several groups such as:

1) Noun-suffixes, i.e. those forming or occurring in nouns, e.g. -er, -dom, -ness, -ation, etc., e.g. teacher, Londoner, freedom, brightness, justification, neutralization, etc.

As you know, all nouns of the English language are divided into concrete and abstract ones. A concrete noun is a noun referring to something that we can see or touch, e.g. worker, breakage, musician, etc. An abstract noun represents an idea, experience, or quality, rather than an object that you can touch.

Some common suffixes in abstract nouns are -ment, -tion/sion, -ance/ence, -ty -ship, -dom, -hood and -ness.

Here are some examples:

Verb + ment

to agree	згоджуватися	agreement	угода
to amuse	розважати	amusement	розвага

to arrange	упорядковувати	arrangement	обладнання
to develop	розвивати(ся)	development	розвиток
to enjoy	втішатися	enjoyment	втіха
to excite	хвилювати, викликати (цікавість і т.п.)	excitement	хвилювання, збудження
to govern	правити	government	уряд
to move	рухатися	movement	рух
to pay	платити	payment	платіж, внесок
to replace	замінити	replacement	заміна

Verb + ion/sion/tion/ation/ition

to add	додавати	addition	складання, доповнення
to admit	допускати	admission	прийняття
to correct	виправляти	correction	виправлення
to decide	вирішувати	decision	рішення
to direct	направляти	direction	напрямок
to discuss	обговорювати	discussion	обговорення
to donate	пожертвувати	donation	пожертва
to inform	інформувати	information	інформація
to invite	запрошувати	invitation	запрошення
to permit	дозволяти	permission	дозвіл
to pollute	забруднювати	pollution	забруднення
to produce	виробляти	production	виробництво
to promote	підвищити (на посаді), заохочувати	promotion	підвищення (на посаді), заохочення
to reduce	зменшувати	reduction	зменшення
to repeat	повторювати	repetition	повторення

Verb + ance/ence

to accept	приймати, допускати	acceptance	прийняття
to annoy	дратувати	annoyance	роздратування
to exist	існувати	existence	існування
to perform	виконувати	performance	виконання
to prefer	віддавати перевагу	preference	перевага

Adjective + ty/ity

absurd	абсурдний	absurdity	абсурд
brief	короткий	brevity	короткість
dense	щільний, густий	density	щільність, густина
fertile	родючий	fertility	родючість
generous	щедрий	generosity	щедрість
immortal	безсмертний	immortality	безсмертя
infirm	немічний	infirmity	неміч
intense	інтенсивний	intensity	інтенсивність
necessary	необхідний	necessity	необхідність
neutral	нейтральний	neutrality	нейтралітет
prosperous	процвітаючий	prosperity	процвітання
pure	чистий	purity	чистота
rapid	швидкий	rapidity	швидкість
severe	суворий	severity	суворість
simple	простий	simplicity	простота
sincere	щирий	sincerity	щирість
solemn	урочистий	solemnity	урочистість
stupid	дурний	stupidity	дурість
timid	боязкий	timidity	боязкість

vain	марнослаvний	vanity	марнослаvство
------	--------------	--------	---------------

Noun + ship

companion	товариш, супутник	companionship	товариство, товаришування
member	член	membership	членство
owner	власник	ownership	власність, право власності
partner	партнер	partnership	співробітництво, партнерські стосунки
relation	відношення;	relationship	спорідненість, взаємовідношення; рідня

Noun/Adjective + dom

free	вільний	freedom	свобода, воля
king	король	kingdom	королівство
martyr	мученик	martyrdom	мучеництво
wise	мудрий	wisdom	мудрість

Noun + hood

child	дитина	childhood	дитинство
brother	брат	brotherhood	братерство
mother	мати	motherhood	материнство
neighbour	сусіда	neighbourhood	близькість, сусідство

Adjective + ness

blind	сліпий	blindness	сліпота
forgetful	забудькуватий	forgetfulness	забудькуватість
fresh	свіжий	freshness	свіжість
good	добрий	goodness	доброта
happy	щасливий	happiness	щастя
ill	хворий	illness	хвороба
lazy	лінивий	laziness	лінощі
sad	сумний	sadness	сум

To describe people we add -er/or, -ant/ent to the end of the verbs or -ist, -an/ian, -ess to the end of nouns, adjectives or verbs making any necessary spelling changes.

Here are some examples:

-er/or/ar is used for the person who does an activity. *Note: We also use -er in nouns for things that do a particularly job, especially machines.*

Verb + er/or/ar

to build	будувати	builder	будівельник
to compute	підрасувати	computer	комп'ютер
to create	створювати	creator	творець
to drive	керувати автомобілем	driver	водій
to edit	редагувати	editor	редактор
to grate	терти	grater	терка
to join	з'єднувати	joiner	столяр
to lie	брехати	liar	брехун
to own	володіти	owner	власник
to protect	захищати	protector	протектор
to rob	грабувати	robber	розбійник
to sail	ходити під вітрилом	sailor	матрос

to supervise	наглядати (за)	supervisor	наглядач
to teach	вчити	teacher	вчитель
to turn	повертати	turner	токарь
to wait	чекати	waiter	офіціант
to walk	йти пішки	walker	ходак, перехожий
to work	працювати	worker	робітник
to write	писати	writer	письменник

-er and -ee can contrast with each other, -er meaning “person who does something” and -ee meaning “person who receives or experiences the action,” e.g.

employer	роботодавець	employee	найманий працівник
sender	відправник	addressee	адресат, одержувач
interviewer	інтерв'юер	interviewee	той, в кого беруть інтерв'ю (наприклад, під час прийому на роботу)
payer	платник	payee	одержувач (грошей)

Noun/Verb/Adjective + ist = journalist, tourist, nationalist

		communist	комуніст
		fascist	фашист
journal	журнал	journalist	журналіст
motor	мотор, двигун	motorist	автомобіліст
national	національний	nationalist	націоналіст
physics	фізика	physicist	фізик

piano	піаніно	pianist	піаніст
terror	жах, терор	terrorist	терорист
tour	подорож, турне	tourist	турист
to type	друкувати на друкарській машинці	typist	машиніста, друкарниця

Note: We can use -ism to form an abstract noun, e.g. Buddhism, communism, journalism, liberalism, etc.

Verb + ant/ent

to apply	звертатися (за)	applicant	прохач, претендент
to assist	допомагати	assistant	помічник, асистент
to inhabit	проживати	inhabitant	мешканець
to serve	слугувати	servant	слуга
to study	вивчати	student	студент

Some names of professions and a lot of nationality words end in -an.

Noun + an/ian

America	Америка	American	американець
Australia	Австралія	Australian	австралієць
Brazil	Бразилія	Brazilian	бразилець
history	історія	historian	історик
music	музика	musician	музикант
Russia	Росія	Russian	росіянин
Ukraine	Україна	Ukrainian	українець

-ess is used for the female person who do a particular job.

Noun + ess

actor	актор	actress	актриса
host	господар	hostess	господиня
prince	принц	princess	принцеса
steward	стюард	stewardess	стюардеса
waiter	офіціант	waitress	офіціантка

2) Adjective-suffixes, i.e. those forming or occurring in adjectives, e.g. -able/ible, -al, -ful, -less, -ic, -ive, -ous, -y, -ly, etc.

Here are some examples:

-able/ible combined with verbs often means “can be done”.

Verb + able/ible

to accept	допускати	acceptable	припустимий, прийнятний
to comprehend	розуміти	comprehensible	зрозумілий
to consider	вважати, рахуватися (з)	considerable	значний
to eat	їсти	eatable	їстівний
to excuse	процати	excusable	простимий
to manage	керувати	manageable	здійснений
to please	подобатися, давати насолоду	pleaseable	приємний
to value	цінувати	valuable	цінний

Noun + al

addition	додаток	additional	додатковий
culture	культура	cultural	культурний

industry	індустрія, промисловість	industrial	промисловий
nation	народ	national	національний
origin	походження	original	самобутній

Noun + ful

beauty	краса	beautiful	красивий
care	турбота	careful	дбайливий
harm	школа	harmful	шкідливий
hope	надія	hopeful	повний сподівань
pain	біль	painful	болісний

Noun + less

care	турбота	careless	недбалий
harm	школа	harmless	нешкідливий
hope	надія	hopeless	безнадійний
pain	біль	painless	безболісний

As we can see -less means 'without'. The adjectives ending in -less are opposites of the corresponding adjectives ending in -full.

Noun + ic

artist	художник	artistic	художній
atom	атом	atomic	атомний
hero	герой	heroic	героїчний
photograph	фотографія	photographic	фотографічний

Verb/Noun + ive

to act	діяти	active	активний
--------	-------	--------	----------

expense	затрата	expensive	дорогий
effect	результат	effective	результативний
to pass	проходити (повз)	passive	пасивний
product	продукт, результат	productive	продуктивний

Noun + ous

danger	небезпека	dangerous	небезпечний
courage	хоробрість	courageous	хоробрий
fame	слава	famous	славний
fury	лють	furious	лютий
mountain	гора	mountainous	гористий

Noun + y

greed	жадібність	greedy	жадібний
health	здоров'я	healthy	здоровий
salt	сіль	salty	солоний
thirst	спрага	thirsty	спраглий
wealth	багатство	wealthy	багатий

Noun + ly

brother	брат	brotherly	братерський
coward	боягуз	cowardly	боягузливий
day	день	daily	щоденний
week	тиждень	weekly	щотижневий
woman	жінка	womanly	жіночий

3) Verb-suffixes, e.g. -en, -ify, -ize, etc.

Here are some examples:

Adjective/Noun + en

dark	темний	to darken	темніти
fright	страх	to frighten	лякати
hard	твердий	to harden	тверднути
red	червоний	to redden	червоніти
wide	широкий	to widen	розширюватися

Adjective/Noun + ify

beauty	краса	to beautify	прикрашати
pure	чистий	to purify	очищати
terror	жах	to terrify	жахати

Adjective + ize

central	центральний	to centralize	централізувати
legal	законний	to legalize	узаконювати
modern	сучасний	to modernize	усучаснювати
popular	популярний	to popularize	популяризувати
private	приватний	to privatize	приватизувати

4) Adverb-suffixes, e.g. -ly, -ward.

Here are some examples:

Adjective + ly

deep	глибокий	deeply	глибоко
fat	жирний, гладкий	fatly	жирно
new	новий	newly	знову

quick	швидкий	quickly	швидко
sad	сумний	sadly	сумно

Exercises

4.1. Make nouns from the following verbs.

1 to act	28 to immigrate
2 to admire	29 to impress
3 to advertise	30 to injure
4 to advise	31 to interview
5 to amuse	32 to invade
6 to annoy	33 to involve
7 to apply	34 to know
8 to appear	35 to mix
9 to attract	36 to occupy
10 to break	37 to perfect
11 to combine	38 to pollute
12 to communicate	39 to predict
13 to complete	40 to produce
14 to converse	41 to qualify
15 to correct	42 to react
16 to depress	43 to refresh
17 to determine	44 to relax
18 to develop	45 to respect
19 to economise	46 to select
20 to educate	47 to ski
21 to employ	48 to specialise
22 to encourage	49 to tempt
23 to equip	50 to tour
24 to examine	51 to treat

25 to expect	52 to vary
26 to explode	53 to visit
27 to fail	54 to warn

4.2. Which abstract nouns are related to each of the following adjectives?

Example: happy → happiness, original → origin.

1 active	14 mental
2 amusing	15 natural
3 attentive	16 obscure
4 equal	17 odd
5 free	18 oppressive
6 friendly	19 patient
7 graceful	20 placid
8 greedy	21 popular
9 important	22 resentful
10 impressive	23 secure
11 kind	24 stupid
12 lazy	25 wise
13 legal	26 youthful

4.3. Which verbs are related to these abstract nouns?

Example: production → to product

1 action	11 limitation
2 argument	12 movement
3 boredom	13 ownership
4 development	14 permission

5 collection	15 preference
6 emptiness	16 production
7 excitement	17 recognition
8 intensity	18 reduction
9 imagination	19 retirement
10 improvement	20 satisfaction

4.4. *Complete the quotations with these nouns.*

imitation, advice, injustice, kingdom, darkness

1. “Better to light a candle than to curse the
2. “Do not ask of the ignorant.”
3. “Better to suffer than to commit it.”
4. “..... is the sincerest form of flattery.”
5. “It is easy to govern a, but difficult to rule one’s family.”

4.5. *Write out the following sentences, filling in the blanks with nouns formed from the verbs in brackets.*

1. The of the fortress was complete (to destroy).
2. I could not accept the (to invite).
3. The began at dawn (to invade).
4. He was given a generous by his father (to allow).
5. An was signed next day (to agree).
6. The appeared in The Birmingham Post (to advertise).
7. An developed between the two motorists (to argue).
8. The cashier gave me a (to receive).
9. The detective found the he was looking for (to prove).
10. I thanked her for the (to give).

11. There was a of questions in the examination (to choose).

4.6. Write out the following sentences, filling in the blanks with nouns formed from the verbs in brackets.

1. His work showed a big (to improve).
2. The wasn't serious (to injure).
3. The was increased to five guineas (to subscribe).
4. His was unconvincing (to explain).
5. The swimmers were suffering from (to exhaust).
6. The road was very busy (to join).
7. The thieves received due (to punish).
8. The concert gave to all who heard it (to please).
9. The attracted many entries (to complete).
10. There was a at the back of the hall (to disturb).
11. The scientist observed a on his specimen (to grow).

4.7. Choose a word from the box to fit each sentence below.

legible, accessible, tangible, contemptible, washable, eatable, invincible, inexhaustible

1. Their house in the mountains is on foot only.
2. Are these mushrooms?
3. Your handwriting is perfectly
4. Blackmail is one of the most crimes.
5. Remember that this source of energy is not
6. My sweater is not
7. They began to think that their armies are
8. That was a evidence of their presence that day.

4.8. *Translate into English.*

1. Ми багато в чому зобов'язані їхній **щедрості**.
2. **Короткість** його промови вразила аудиторію.
3. Чому ти не бажаєш звертати увагу на **химерність** його поведінки?
4. Він любить читати книжки про **античність**.
5. Я люблю свою молодшу сестру за її **простоту**.
6. Не має ніякого сумніву, що їх **дурість** буде коштувати фірмі чималих грошей.

4.9. *Translate into English.*

1. Троє **бразильців** сиділи у кутку зали і пильно дивилися на мене.
2. **Уряд** не погодився з **пропозиціями** шахтарських профспілок.
3. Це **недбала** і **жадібна** людина.
4. Його **жахала швидкість** руху потягу.
5. Цей заводу буду **приватизовано** у грудні.
6. **Хоробрі** дії **захисників** фортеці зупинили просування ворога.

4.10. *Find in the dictionary nouns with suffixes -ance/ence, -er, -ess, -ment, -ness, -ty/ity, -sion/tion and make up sentences with them.*

4.11. *Find in the dictionary adjectives with suffixes -able, -ful, -less, -ous, -y and make up sentences with them.*

5. Conversion

Conversion, one of the principal ways of forming words, is highly productive in replenishing the English word-stock with new words. The term “conversion” refers to the numerous cases of phonetic identity of word-forms, primarily the so-called initial forms, of two words belonging to different parts of speech. As a rule, we deal with root-words, although there are exceptions. This phenomenon may be illustrated by the following cases:

'balance	рівновага	to 'balance	врівноважувати
'benefit	користь, зиск	to 'benefit	користуватися, мати зиск
de'mand	вимога	to de'mand	вимагати
'discipline	дисципліна	to 'discipline	дисциплінувати
'function	функція	to 'function	функціонувати, діяти
garan'tee	гарантія	to garan'tee	гарантувати, надавати гарантію
'influence	вплив	to 'influence	впливати
lack	нестача	to lack	не вистачати
love	кохання	to love	кохати
'paper	папір, шпалери	to 'paper	клеїти шпалери
'promise	обіцянка	to 'promise	обіцяти
work	праця	to work	працювати

Exercises

5.1. Choose a word from the box to fit each sentence below. Put it in the correct form:

love, influence (2), lack (2), demand, balance, guarantee, promise
--

1. I admire his for his own country.
2. The of privacy is irritating.
3. His brother has a lot of
4. I think he a sense of humour.
5. I can't that this will work.
6. You shouldn't him in his choice.
7. on the leg is a difficult thing.
8. They failed to fulfil their
9. The policeman that we should show our identity cards.

5.2. Translate into English:

1. Цей метод не **гарантує** успіху.
2. Ви повинні надати фінансову **гарантію**.
3. Вчителя і батьки мають співпрацювати на **користь** дітей.
4. Чого не **вистачає** цьому проекту?
5. Я **обіцяю** приїхати опівдні.
6. Я ніколи не закінчую **працювати** так рано.
7. Ви повинні **дисциплінувати** себе.

5.3. Translate into English:

1. Поки ми **клеїли шпалери**, Том фарбував стелю у своїй кімнаті.

2. Я повинен використати увесь мій **вплив**, щоб утримати тебе від цього небезпечного кроку.
3. Телефон учора не **працював**.
4. Вона втратила **рівновагу**.
5. Кожна з машин виконує одну єдину **функцію**.
6. Я можу **обіцяти** тобі золоте намисто на твій день народження.
7. Ця організація **працює** заради миру у всьому світі.

6. Stress-shift

A lot of English verbs of Latin or French origin are distinguished from the corresponding nouns by the position of stress. Here are some examples of such pairs of words:

'conduct	поведінка	to con'duct	керувати, диригувати
'conflict	конфлікт	to con'flict	конфліктувати
'contract	контракт	to con'tract	заразитися (хворобою), стискати(ся)
'contrast	контраст	to con'trast	контрастувати
'decrease	зменшення	to de'crease	зменшувати
'export	експорт	to ex'port	експортувати
'import	імпорт	to im'port	імпортувати
'increase	збільшення	to in'crease	збільшувати
'present	подарунок	to pre'sent	дарувати
'progress	прогрес	to pro'gress	прогресувати
'protest	протест	to pro'test	протестувати
'record	запис, платівка, реєстрація	to re'cord	реєструвати

Stress-shift is not restricted to pairs of words consisting of a noun or a verb. It may also occur between other pairs of parts of speech, for example, between an adjective and a verb: 'frequent *adj* (частий) – to fre'quent *v* (часто бувати), 'absent *adj* (відсутній) – to ab'sent (відлучитися), etc.

Exercises

6.1. Choose a word from the box to fit each sentence below. Put it in the correct form:

export, record (2), progress, protest (2), conduct (2), conflict, decrease (2), contract (2)

1. What do you against?
2. You are making with your English.
3. The firm 50 per cent of its production.
4. When did you sign this?
5. I avoid coming into with anybody.
6. How old were you when you this illness?
7. We new research.
8. You your private life in a strange way.
9. There was a considerable in the bank rate.
10. I failed to anything by a concealed camera.
11. There is no point in against it.
12. Why don't you keep a of repair bills?
13. Recently there has been an in crime.
14. This year there has been a in our production.

6.2. Translate into English:

1. **Імпорт** цих товарів зменшився.
2. Кількість розлучень в останній час **збільшилась**.
3. Вони вирощують томати на **експорт**.
4. Його **протест** залишився майже непоміченим.
5. Метали **стискаються** завдяки дії холоду.
6. Я не купую **імпортний** цукор.
7. Хто змусив тебе підписувати цей **контракт**?

6.3. *Translate into English*

1. Уряд не звернув увагу на **протест** шахтарів.
2. Його **поведінку** було знято прихованою камерою.
3. У цьому році нам обіцяють значний **ріст** заробітної плати.
4. У мене є кілька причин, які виправдовують мою **поведінку**.
5. На скільки це **збільшилося**?
6. Ви зробили великі **успіхи** (великий прогрес) з часу нашої останньої зустрічі.
7. Ми сподіваємось, що **конфлікт** буде скоро залагоджено.

7. Compounding

A compound word is a fixed expression, made up of two or more words that function as one word.

Compound words may be classified: 1) from the functional point of view and 2) from the point of view of the way the components of the compound are linked together.

1. Functionally compounds are viewed as words belonging to different parts of speech. The bulk of them belong to nouns and adjectives.

Compound nouns are usually combinations of two nouns, e.g., **headache**, **can opener**, **alarm-clock**. If you understand both parts of the compound noun, the meaning will be usually be clear. Compound nouns are often written as two words, e.g., **credit card**, **heart attack**, or as one word, e.g., **notebook**, **trademark**. Occasionally they may be written with a hyphen, e.g., **baby-sitter**, **anti-fascist**. Usually the main stress is on the first part of the compound noun, but sometimes it is on the second part. Compound nouns may be countable (**an answering machine**, **a bank account**, **a phone book**, **a reference book**, **a shoehorn**, **a windshield**, **a youth hostel**, etc.), uncountable (**air-traffic**, **blood pressure**, **data processing**, **food poisoning**, **income tax**, **junk food**, etc.), or used only in the singular (**brain drain**, **death penalty**, **generation gap**, **global warming**, **greenhouse effect**, etc.) or the plural (**luxury goods**, **race relations**, **sunglasses**, etc.).

Some compound words are based on phrasal verbs, e.g., **cutback** / **to cut back**. Nouns based on phrasal verbs are common in newspaper reporting. Here are examples of such nouns in use.

I never expected to see the **breakup** (розпад) of the USSR.

There was a **breakout** (утеча) from the local prison.

We expect a big **shakeup** (реорганізація) in personnel.

In response to the pay offer, there was a **walkout** (страйк) at the factory.

A number of these nouns have economic associations.

There has been a **downturn** (спад) in the stock market recently.

Take your things to the **checkout** (каса) to pay for them.

Cutbacks (звільнення) will be essential until the company becomes profitable again.

Some of these nouns are associated with technology and other aspects of contemporary life.

What the computer produces depends on the quality of the **input** (інформації, яку ввели до комп'ютеру).

Output (виробництво) has increased thanks to new technology.

I can easily get you a **printout** (папір з надрукованим текстом) of the latest figures.

Some of the words can be used in more general circumstances.

Some TV stations welcome **feedback** (коментарі) from viewers.

New enterprises often suffer **setbacks** (труднощі) in the early stages.

There are **drawbacks** (вади) as well as advantages to every situation.

A compound adjective is made up of two parts. Sometimes it is written with a hyphen, e.g., **rosy-cheeked**, or as one word, e.g., **suntanned**. Its meaning is usually clear from the words combined. The second part of the compound adjective is often a present or past participle.

A large number of compound adjectives describe personal appearance. Here is a description of a person starting from the head down.

Tom was a **curly-haired, suntanned, blue-eyed, rosy-cheeked, thin-lipped, broad-shouldered, left-handed, slim-hipped, long-legged, flatfooted** young man, wearing **brand-new, tight-fitting** jeans and **open-toed** sandals.

Other compound adjectives describe a person's character. Here is a description of someone.

Helen was **absent-minded** (забудькувата), **easygoing** (весела), **good-natured** (життерадісна), **warmhearted** (добра), and **quick-witted** (розумна) if perhaps a little **pigheaded** (уперта), **self-centered** (егоїстична), and **quick-tempered** (запальна) at times.

Another special group of compound adjectives has a preposition in the second part, e.g., **built-in** furniture, a **broken-down** car, a **burned-out** building, **worn-out** shoes, etc.

You can vary the compound adjectives by changing one part of the adjective. For example, **curly-haired, long-haired, red-haired, and straight-haired**; a **first-class** ticket, **firsthand** knowledge, a **firstborn** child.

Adverbs and connectives are represented by a small number of words, e.g. **indoors, within, outside**, etc.

2. From the point of view of the means by which the components are joined together compound words may be classified into: (a) words formed by placing one component after another in a definite order, e.g. **door-handle, rain-driven**; (b) compound words whose components are joined together with a linking element, as in **Afro-Asian, electro-dynamic, salesman, handicraft, speedometer, sportsman**, etc. Compound words of this type are found both in nouns and in adjectives, but they are rare.

Exercises

7.1. Complete the following compound nouns.

1money	11 food.....
2 junk.....	12account
3 generation.....	13stop
4 tea.....	14clock
5tax	15book
6 blood.....	16attack
7processing	17 baby-.....
8control	18 greenhouse.....
9 computer.....	19warming
10card	20penalty

7.2. What are they talking about? All the answers are compound nouns in the box.

answering machine, blood pressure, greenhouse effect, death penalty, credit card, hay fever.

1. "I had it checked at the doctor's office this morning and it was a little high."
2. "It's much more convenient than paying by cash or check."
3. "Some people think it's justified for brutal crimes like murder. Do you agree?"
4. "Whenever we're away from home, we leave it on."
5. "It's partly caused by such things as pollution and air conditioning."
7. "She always sneezes a lot in the early summer."

7.3. *Create compound nouns. In each sentence the preposition is given but the other part is missing. Chose it from the box.*

work, hand, hold, clean, write, turn, push
--

1. Their car was a-off after the accident.
2. The lecturer distributedouts before she started speaking.
3. Jack has a dailyout at the gym, starting with 20-ups.
4. I'm giving my office a majorup at our bank.
5. Did you read about theup at our bank?
6. There was a surprisingly largeout for the concert.

7.4. *Read and translate the sentences.*

1. Cabin crew, please, prepare for **takeoff**.
2. The police are warning of an increased number of **break-ins** in this area.
3. The robbers made their **getaway** in a stolen car.
4. The journalist claimed that the minister ordered a **cover-up**.
5. There was a **holdup** at the bank. The robbers got away with \$1 million.

7.5. *Add prepositions from the list below to form appropriate compound adjectives.*

back, up, on, out of

1. She's been working at the same low-paying job for so long that she's really fed..... with it.
2. The two cars were involved in a head-..... collision.
3. He has a very casual, laid-..... approach to life in general.

4. He's a big star here, but he's unheard..... in my country/
5 After working for two years without a vacation, she was completely worn-.....

7.6. *Fill in each of blanks to form a new compound adjective. Use a dictionary if necessary.*

.....-eyed,proof,-minded,-haired,-made,-free,headed,hearted,-distance,-natured,-class.

7.7. *Translate into English:*

1. Я завжди ходжу скупуватися у цей **торгівельний центр**.
2. Іноді тяжко знайти **місце для зупинки**.
3. Усі наші меблі вмістилися у **меблевому фургоні**.
4. Ти знайдеш газету у **вітальні**.
5. Це **застільна пісня**.
6. Коли ви востаннє перевіряли ваш **банківський рахунок**?

7.8. *Translate into English:*

1. Вона зняла **сонцезахисні окуляри** і з подивом втупилася очима в рахунок.
2. Ваш **кров'яний тиск** непокоїть мене.
3. **Поліцейський** зажадав побачити моє **посвідчення особи**.
4. Вдалині бовваніли старі **протитанкові** укріплення.
5. Його позбавили **водійських прав**, і тепер він не може знайти нової роботи.
6. Кілька людей вмерли внаслідок **харчового отруєння**.

8. Test

Variant 1

8.1.1. Write out the following sentences, filling in the blanks with verbs formed from the nouns chosen from the box.

admiration, rebellion, reference, replacement, discovery, application, unity, permission, failure, description, promotion, food, survival, fixture, invitation

1. He for the job.
2. We him for his skill.
3. The members were behind their leaders.
4. The pigs were by the farmer's wife.
5. The mirror was to the wall.
6. Columbus America.
7. The tribesmen against the Sultan.
8. The witnesses were asked to the accident.
9. The explorers were able to the severe winter.
10. One of the horses to clear the fence.
11. She had to to the encyclopedia.
12. These items must be
13. You may your boyfriend to the party.
14. I do not think that they will you to take part in the meeting.
15. He may be next year.

8.1.2. Translate into English.

1. Том завжди був запальним, але життєрадісним і веселим хлопцем.

2. **Збільшення імпорту** вугілля може призвести до хвилі **протестів** серед **шаhtarів**.
3. **Паління** – **шкідливе** для вашого здоров'я.
4. **Промислові** регіони цієї країни дуже забруднені.
5. Навіть у **безнадійній ситуації** не можна втрачати надію.
6. Я сподіваюся, що **обговорення** цього питання буде сприяти **подальшому прогресові** у **розвиткові** нашого **співробітництва**.
7. Попри своє **марнославство**, вона була дуже **дбайливою** **господинею**.
8. **Процвітання** будь-якого **суспільства** **повністю** залежить від **працьовитості** та **порядності** людей, які складають його.
9. Ваша боягузлива **поведінка** призвела до **передчасної** (premature) **сліпоти** мого друга.
10. **Мешканці** цих старих будинків **протестують** проти **будівництва** **залізничної** станції.
11. Колись він був **музикантом**, а тепер **офіціантом**.
12. Я не вважаю, що ви зможете знайти **вирішення** цієї проблеми.

Variant 2

8.2.1. Write out the following sentences, filling in the blanks with verbs formed from the nouns chosen from the box.

friend, courage, relief, announcement, division, speech, strength, decision,
solution, explanation, success

- 1 The results were during the interval.
2. The rebels their position.
3. The general his men to fight on.
4. We were to hear the good news.
9. I was unable to the problem.

10. They to abandon the search.
11. The climbers in reaching the summit.
12. We the stranger.
13. The Mayor to the distinguished assembly.
14. I my idea in great detail.
15. The delegates were in their opinions.

8.2.2. *Translate into English.*

1. Вона ніколи не вірила у **надприродні** сили.
2. **Міжнародна співпраця** – важливий чинник світової **безпеки**.
3. Чи знаєте ви різницю між **діалогом** і **монологом**?
4. Цим **робітникам** постійно **недоплачують**.
5. Ці **незаконні** дії можуть призвести до **антиурядових** заворушень.
6. Після **обговорення** головних **напрямків** **розвитку** **співробітництва** між країнами-членами СНД голови **урядів** підписали спільну **декларацію**.
7. Він ніяк не міг осягнути усієї абсурдності ситуації.
8. Її **забудькуватість** та **марнославство** призвели до нещасного випадку.
9. **Почервонівши**, вона скоса зиркнула на **стюардесу**.
10. Тільки **дбайливий** догляд може полегшити його **страждання**.
11. **Значна** частина **майна** підлягає **приватизації**.
12. Його **творча спадщина** має **загальнонаціональне** значення.

Навчальне видання

Методичні вказівки за темою
“Словотворення”
(англійська мова)

для студентів першого курсу спеціальності 6.030 500 “Переклад”
денної та заочної форм навчання

Укладач **Буйвол** Олег Вікторович

Відповідальна за випуск А.А. Бадан

Роботу до друку рекомендувала А.А. Бадан

В авторській редакції

Підп. до друку 30.05.07. Формат 60*84 1/16. Папір офсетний

Друк – ризографія. Гарнітура Таймс. Ум. друк. арк. 1,8.

Обл. – вид. арк. . Наклад 100 прим. Зам. № Ціна договірна.

Видавничий центр НТУ «ХП». Свідоцтво ДК №116 від 10.07.2000 р.

Друкарня НТУ «ХП», 61002, Харків, вул. Фрунзе, 21