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***COMPOUNDING IN THE ENGLISH LANGUAGE:***

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## ВСТУП

Мета методичного посібника – допомогти студентам, які вивчають англійську мову, оволодіти технікою словотворення та розширити словниковий запас. Посібник розраховано на студентів старших курсів факультету іноземної філології, які вивчають англійську мову як основну та додаткову спеціальність.

Вправи, що містяться в посібнику, можуть бути використані на заняттях з вивчення лексики, аналітичного читання та семінарах з лексикології.

Автор не ставить за ціль всебічне висвітлення теоретичних питань англійського словотворення. У зв'язку з цим деякі з них розглядаються зжато.

Вся увага в роботі з словотворення перенесена на виконання різного роду усних і письмових вправ, матеріал для яких був підібраний головним чином з сучасної англійської та американської літератури й словників.

Окрім прикладів із оригінальних джерел у методичному посібнику міститься велика кількість вправ на переклад з української мови на англійську, парафразу і виконання вправ із заданими словами та словосполученнями.

Через те, що при виконанні деяких вправ можуть зустрітися труднощі різного порядку, в посібник включені зразки, за якими слід виконувати такі вправи. В багатьох вправах також подаються додаткові вказівки щодо використання слів під час утворення тієї чи іншої похідної, які словосполуки слід використовувати під час перекладу тощо.

Як правило, до роботи над вправами слід приступати тільки після вивчення відповідної теоретичної частини цього методичного посібника або інших посібників з лексикології англійської мови.

Методичний посібник є першою частиною циклу посібників із словотворення англійської мови та складається з таких розділів:

- 1) вступ;
- 2) теоретична частина;
- 3) система вправ;
- 4) додатки;
- 5) список використаної літератури.

Завдання складено згідно з вимогами Навчальної програми з англійської мови як основної спеціальності. Наголос робиться на поглиблену роботу над мовленнєвими зразками, на вивчення, тлумачення, переклад тощо, а також на розширення словникового запасу студентів та на аналіз лексичних одиниць, що вивчаються (виявлення багатозначності, підбір синонімів, антонімів і т.д.) з метою розвитку навичок усного (в тому числі й не підготовленого) та письмового мовлення.

## THE STRUCTURE OF WORDS AND WAYS OF WORD-BUILDING IN ENGLISH

We shall use the term of word-building in its wide sense meaning not only formation of words according to the principle of semantic and structural connection between the word as a whole and its components but all other forms of word-making. But then, naturally, we shall have to distinguish morphological and syntactical word-building.

**Morphological word-building** (characterized by a change in morphological structure) will include:

1. **Affixation** or forming new words by means of adding affixes, that are suffixes and prefixes, e.g. *wonderful, enjoy, boredom*.
2. **Word-composition** (sometimes referred to as **compounding**) or joining two or more stems to form a new word, e.g. *speedometer, hogshead*.
3. **Shortening** (sometimes referred to as **contraction** or **clipping**) or making a new lexical unit by means of omitting a certain part of a longer word, e.g. *amend – mend, fantasy – fancy, trinometry – trig, military police – M.P., etc.*
4. **Sound – gradation** (sometimes referred to as **sound-interchange**) or forming a new word by means of changing a root sound, either consonant, e.g. *excuse – excuse (voiced in the verb and devoiced in the noun), brood – breed (vowel) or breathe – breath (both vowel and consonant)*.
5. **Semantic stress** or **stress-interchange** when a new word is created through a change of stress, e.g. *'present – pre'sent, 'conduct – con'duct, etc.*
6. **Reduplication** or forming a new word by means of complete or partial repetition of the same stem, e.g. *goody-goody, chin-chin, mishmash, criss-cross. Chow-chow, hurdy-gurdy, etc.*
7. **Back Formation** or forming a word by means of discarding a suffix, e.g. *to baby-sit from baby-sitter, to beg from beggar etc.*

8. **Blending** or forming a new word from the beginning of one word and the end of another, e.g. *smog from smoke and fog, motel from motorist and hotel, etc.*

**Syntactic-morphological word-building** where both morphological and syntactical features of the word are changed will include.

1. **Juxtapositional word-composition**, e.g. *snow-white, girl-friend.*
2. **Substantivization or incomplete transition from adjective to noun**, e.g. *the poor, the wounded, the rich.*
3. **Lexicalization of the plural in nouns**, e.g. *lines – poetry, colours – banners, pains – trying hard, etc.*
4. **Conversion** – an affixless word-making device by which we mean converting a noun into a verb (*water – to water*), an adjective into a noun (*my native town – a native of my town*), a verb into a noun (*to swim – a swim*) without any distinct ending.

**Syntactical word-building** where a combination of words is semantically and structurally isolated to form a word without any changes in the syntactico-semantic relations, e.g. *white-thorn, maid-of-all-word, free-and-easy, free-thinker, man-at-arms, jack- in-the-box, etc.* (sometimes referred to as **sentence condensation**)

There are two more types of word-building different from the above mentioned. These will be found in

- **Imitative words** created through sound imitation (this process is sometimes referred to as **onomatopoeia** (*Gr. onyma – name, potein – to make*), e.g. *to bang, to hiss*;
- **Acronyms** or words made from the initial letters of some already existing words, e.g. *radar – radio detection and ranging.*

Affixation and composition are generally considered the most productive means of word-building and they seem to have been such in the course of the whole history of English.

Conversion and shortening come next, and these have become more productive lately than they used to be formerly.

All the other methods of word-building are much less productive and some of them dead (e.g. *sound-gradation, stress-interchange*).

In English there are 4 structural types of words depending on the difference of their morphemes.

I. The word consisting of only one root-morpheme is known as a **simple** one: *table, go, ten, green, now, etc.*

II. The **derivative** is a word which consists of a stem and a suffix or a prefix. By the notion 'stem' we imply any word (or one of its forms) which participates in the word-building process and serves as the kernel of a new word, more complicated in its structure.

Here are some examples of derivatives: (a) *develop/ment, journal/ist, friend/ship, quick/ly, person/ify, green/ish, etc.*; (b) *dis/cover, im/perfect, un/able, ex-/president, be/little, en/mesh, etc.*

One should remember that in the words having several suffixes or prefixes the stem is that part to which the latest prefix or suffix was added. Thus, in the word *dictator* the stem is *dictat(e)*. To this stem the agent-noun suffix **-or** was added. But if we take the word *dictatorship*, the stem of the word will turn out to be *dictator*, because it is to this particular part of the word that the suffix **-ship** was affixed.

Stems, naturally, belong to definite parts of speech and are used in one of their meanings. It is clear, for instance, that the stem of the word *teacher* is nothing but a verb (a verbal stem) to which the suffix **-er** was attached. In the adjective *fruitless* the stem *fruit* is a noun (a nominal stem), in the adverb *quickly* – *quick* is an adjective (an adjectival stem), etc. In Modern English there are, however, not a small number of derivatives whose stems do not function in the language as separate words. A derivative in this case borders on a simple word. The non-coincidence of a stem with an independent word is very often the result of borrowing. In such words as: *accelerate, acceleration; barbaric, barbarity, barbarous, etc.* suffixes are easily recognized but the stem is not used as a separate word. This fact puts many such words on the brink of simple ones. The same result is achieved also when the meaning of either the stem or the affix is

blurred and when phonetic changes make a derivative or a compound word hardly divisible.

The difficulty of distinguishing between purely derivative words and those intermediate between derivative and simple ones is enlarged by the fact that suffixation is comparatively often accompanied by certain changes in the stem of a word, such as the shift of its stress, some changes in pronunciation, the dropping of final vowels: *Coventry*, (n.) + *ate* = *to coventrate* (*to bomb out*); *'active* + *ity* = *ac'tivity*.

All the suffixes are divided into 2 groups. The first consists of the so-called form-building suffixes. They otherwise are called endings. These suffixes are used to form different forms of one and the same word: *he plays*, *he played*, *played* (Participle II), *playing* (Participle I), *playing* (Gerund). The addition of these suffixes to a simple stem does not make a word derivative.

The second group of suffixes comprises the so-called word-building suffixes. These are added to a word (stem) to form a new word: **be** + *little* (adj.) = *to belittle* (v.); *green* (adj.) + **ish** = *greenish* (adj.); *beard* (n.) + **ed** = *bearded* (adj.); (*to*) *build* + **ing** = *building* (n.).

III. **C o m p o u n d s** are words, consisting of two or more stems: *hold-up*; *blackboard* (n.); *to daydream*, *to week-end*; *heart-breaking* (adj.); *dark-blue* (adj.); *dog's-ear*; *prisoner-of-war* (n.); *point-blank* (adv.), etc.

IV. **C o m p o u n d – d e r i v a t i v e** words make the last subdivision of English words. As the name itself suggests, these are the words combining the features of compounds and derivatives. They are formed when a suffix or a prefix is added to a compound word (stem): *left-handed*, *left-handler*, *sight-se/er*, *house-wif/ery*, *puppet-dogg/ish*, etc.

The productive ways of word-building in English are:

Affixation (derivation),

Word-composition,

Conversion,

Abbreviation,

Back-formation.

Besides these, there are such non-productive ways of word-building as stress-shift and root-inflexion.



## WORD-COMPOSITION (COMPOUNDING)

**Word-composition** can be defined as the formation of a lexical unit out of two or more stems, usually the first differentiating, modifying or qualifying, and the second identifying. The last element expresses a general meaning, whereas the prefixed element renders it less general. The compound word has at least two semantic centers but they are never equal in the semantic value, hence the „unity stress” or, if there are two stresses, the predominating role of one of them (the one falling upon the differentiating or modifying element). Thus, a compound word is characterized by both structural and semantic unity.

Compound words are not always easy to distinguish from free word combinations, on the one hand, and from set expressions, phraseological units, on the other. True, there are certain word criteria that help. Thus, a word consists of morphemes, in this case of stems, and a word combination, both free and phraseologically limited, consists of words. But in English, as we know, the difference between a stem and a word-form is not always easy to distinguish. Still we know that the word is characterized by the structural and semantic unity, that it cannot have other elements inserted between its morphemes whereas a word combination has none of these features. The „semantic isolation” of the elements making up a compound word has been observed by many linguists. The difficulty here is the fact that semantic unity is characteristic not of compounds only but of phraseological units as well. *To make a mountain out of a molehill* is semantically inseparable just as much as *to baby-sit, easy-going or sky-scraper*. But structural cohesion by which we mean the capacity to be syntactically and stylistically evaluated and treated as one lexical unit, is characteristic of compound words only. Some foreign linguists (Hans Marchand) , though in a somewhat narrower interpretation, where the stress is – as far as we can see – the only earmark of the „morphological isolation”, helped by usual relations in doubtful cases.

The stress criterion was suggested by many linguists (Bloomfield, Marchand) and seems to have the first criterion suggested but it is certainly not universally satisfying, for many compound words have more than one stress (*e.g. lily-of-the-valley, forget-me-not, jack-in-the-box*). Still, for many compound words, with above-mentioned criteria added, it helps. Besides, no matter how many stresses a

compound word may have, one is usually stronger than all the rest, whereas in phraseological units are often of equal strength (*e.g. to show the white feather*). True, those things are hard to determine without close intonation analysis and it must be this that H.Koziol means when he writes that there „seems to be a difference of intonation between a compound and syntactic group which is, however, difficult to describe”.

The spelling criterion, also one of the earliest to have been suggested, is obviously of no great importance, for nothing can be so varied as the spelling of compound words in Modern English. But still, there is something in the spelling criterion as well that can be of help; it seems that the closer the component fusion, the more likely is the word to have a solid spelling (*e.g. spaceman, weekend* have come to be spelt solid in newspapers where their frequency is very high – *weekend, weekender*). Hyphenated spelling is always a sign that the word combination is treated as a word used attributively, even in cases of occasional usage (*e.g. a don't-touch-me air, etc.*).

It is sometimes very difficult to make sharp distinction between free syntactical groups with attributive nouns and compound nouns.

There are cases when the amalgamation seems complete and the two elements are not felt as distinct words but with all this they are not spelt solid, *e.g. labour party, coal mine, horse poetry, etc.*

Word-combinations of this kind, deep-rooted in English idioms, provide significant contrasts to distinguish certain of the meanings that attach to the „modifier” relation.

There are various classifications of compound words.

As a parts of speech (*see below*), compound words fall into

1. nouns and pronouns (*e.g. blueprint, eyewash, highball, joyride, lily-of-the-valley; everybody, somebody*),
2. adjectives (*e.g. two-fold, heavy-duty, two-faced, cock-sure, heart-breaking*)
3. verbs (*e.g. overdo, underestimate, hitch-hike, wirepull, outstay, side-step*)
4. adverbs (prepositions, conjunctions) (*e.g. posthaste, whereupon, into, alongside, however, nevertheless, etc.*)

One should distinguish between morphological and syntactical composition.

1. **Morphological** compounding is effected by morphological stem-connecting elements. The most characteristic group includes words formed by the use of the possessive of nouns in the earlier periods of English. The type can hardly be considered productive, e.g. *hogs-head* – „a large cask’, also a liquid measure, *kinsman*, *statesman*, *salesman*, *bull’s-eye*, *lady’s-maid*.
2. **Syntactical**, achieved by phrase-isolation, in the very same order, and with the very same form-words, that the word group had before the words became stems, and before the word group became a semantically and structurally inseparable words, e.g. *blueprint*, *highball*, *everybody*, *hide-and-peek*, *never-do-well*, *good-for-nothing*, *heel-and-toe* (about a special walking manner), *coat-of-arms*, *heir-at-law*, *hole-and-corner*, *hook-and-eye*, *loath-to-depart* (a farewell song), *maid-of-all-work*, *live-in-idleness* (a flower, pansy), *matter-of-fact*, *middle-of-the-road*, etc.
3. **The Juxtapositional** way of component joining, that is, joining them by means of simply placing them side by side. A.I.Smirnitsky called it „neutral” for it is part morphological, part syntactical. It is morphological for it affects the morphological structure of the word forming a two-morpheme or three-morpheme word out of separate stems; it is syntactical for the stems stand to each other in the same grammatical relation as words in a phrase.

The term „Juxtapositional” seems more exact for it characterizes the manner of composition — placing the stems side-by-side:

- In the same syntactical order (e.g. *ashtray*, *skirt-collar*, *gas-mask*).
- In apposition (e.g. *girl-friend*, *man-servant*, *lady-companion*).
- In reversed order (e.g. *shoe making* – *making shoes*; *lady-killer* – *kill ladies*; *pitch-dark* – *as dark as pitch*; *sun-burnt* – *burnt by the sun*; *short-lived* – *that lived short*, etc.).

Considered in their structure, compound words will fall into such formula groups as:

- 1) noun stem + noun stem, e.g. *rainbow*;
  - simple stem + simple stem, e.g. *catbird, handbook*;
  - simple stem + derived stem, e.g. *housebreaker, housewarming*;
  - derived stem + simple stem, e.g. *boiler-plate; boiler-plate*;
  - compound stem + simple stem, e.g. *air-speed meter; aircraftman*;
  - simple stem + compound stem, e.g. *air-highway*;
  - compound stem + derived stem, e.g. *aircraft-carrier*;
  - noun stem + noun stem + a suffix, e.g. *housewifely, ex-eyed, horsemanship*;
- 2) noun stem + noun stem, e.g. *beeswax*;
  - without the apostrophe, e.g. *carsman, kinsman*;
  - with the possessive case apostrophe, e.g. *sheep's-head, sheep's-skin*;
  - noun stem + o, i + noun stem, e.g. *gasometer, handiwork*.
- 3) noun stem + and + noun stem, e.g. *bread-and-butter, heel-and-toe*;
  - noun stem + **of, in, at, by, to**, etc. + noun stem, e.g. *man-of-war, father-in-law, fly-by-night, air-to-ground, man-at-arms*;
- 4) noun stem + verb stem, e.g. *to mindread, to baby-sit, to lip-read*;
- 5) noun stem + adjective stem, e.g. *head-strong, cock-sure, ice-cold, snow-white, dirt-cheap, iron-gray, lemon-yellow*;
- 6) noun stem + participle stem, e.g. *epoch-making, ear-splitting, pear-shaped, peach-coloured, heart-breaking; oil-bearing; panic-stricken*;
- 7) adjective stem -f- noun stem, e.g. *bluejacket, bluestocking, black-beetle*;

8) adjective stem -f- adjective stem, e.g. *white-hot, red-hot, pale-blue*;

9) adjective stem + verb stem, e.g. *to double-cross, to blue-print, to red-bait, to blue-pencil, to whitewash*;

10) adjective stem-f-participle stem, e.g. *full-blown, well-bred, far-seeing, long-lost*;

11) adjective stem-f-noun stem + a suffix, e.g. *blue-eyed, long-legged, snub-nosed, pink-cheeked*;

12) verb stem + noun stem, e.g. *cutthroat, breakfast, forget-me-not, scarecrow, makeshift, scatterbrain*;

13) verb stem + adjective stem, e.g. *speakeasy*;

14) verb stem + adverb stem, e.g. *frame-up, cave-in, knock-out*;

15) gerund stem + adverb stem, e.g. *bringing-up, closing-out, going-on*;

16) participle stem + adverb stem, e.g. *dried-up, leftovers*;

17) adverb stem + verb stem, e.g. *undertake, overdo, outlast, outshine; intake, upswing, output*;

18) adverb stem + noun stem, e.g. *outlaw, outpost, outside, up-country, up-grade*;

19) adverb stem + participle stem, e.g. *outlying, outmoded*;

20) adverb stem + and + adverb stem, e.g. *out-and-out, up-and-down*.

From the semantic point of view compound words fall into two groups of unequal size: idiomatic and non-idiomatic.

Idiomatic compounds are not numerous, often of long standing, with the components semantically fused so closely that the meaning of the whole is hard to see in its immediate relation to the meanings of the components, e.g. *tow-head* (a fair-haired person), *will-o'-the-wisp* (a wandering light), *bull's eye* (target), etc.

Most compound words are non-idiomatic, and though the meaning of the whole is not a simple sum of the meanings expressed by the components (e.g. *a shop window* is not just *the window of a shop*, that would be the case of a free word group, but a special sort of window, generally with a display of goods, etc.).

A special point of linguistic interest is presented by nominal compounds co-related with the free groups of the „stone wall” type. Relations between the members of such compounds are so manifold as to deserve our particular attention:

1. The second element is designed for the first, e.g. *toothbrush*, *blood-vessel*, *hair-brush*, *money-box*, *saucepan*;
2. The second element belongs to the first as to a class, group, e.g. *boy-friend*, *lady-friend*, *man-servant*;
3. The second element operates in the first or deals with the first, e. g. *cabin-boy*, *milkman*, *sheep-man*, *shop-assistant*, *shop-girl*; *hedgehog*;
4. The second element has the first to characterize it locally, e.g. *townfolk*, *townsman*, *townspeople*, *sea-pike*;
5. The second element is the place where the first element is produced, sold, etc., e.g. *toyshop*, *glass-furnace*, *coal-mine*;
6. The first element is the object of the action expressed by the second element, e.g. *housekeeper*, *blood-sucker*, *oath-breaker*;
7. The second element is a part of the first, e.g. *eyelid*, *doorhandle*.

Such compounds as *stoneware*, *stonework*, *glass-dust*, *cloud-burst* seem to be made on analogy with the attributive use of nouns in patterns like „stone wall” but are different in meaning: *stoneware* is „pottery made of clay”, *stonework* is „masonry”, *glass-dust* is „sandpaper”, that is „paper made rough with sand stuck to it for polishing”, and *cloud-burst* is a „shower”.

The essence of a compound word is that it shall form a single idea. But there are different degrees of closeness in the merging of the separate elements of a compound. Such words as *justice-seeking*, for instance, are occasional formations created in each case anew after the pattern „noun stem + participle stem”; these are unstable compounds.

On the other *hand*, *boatswain* has got its components fused so closely that it is only spelt as a compound but is pronounced as a simple word [bousn] while *lord* (the former *hlaf-weard* – bread-keeper), is a simple word. It seems practical to classify compounds as follows:

1. Loose compounds, e.g. *three-mile*, *two-year*, *five-week* (walks, courses, engagement, etc.). The first component here can be replaced indefinitely, the second is more limited (e.g. *a thousand-metre walk*, *a 70-year engagement*, *a seven-week course*, etc.).
2. Closer compounds where the first component can be replaced, in accordance with the phraseological collocation of the second: *legs* can have such attributes as *long*, *short*, *bony*, *thin*, *bow-like*, *lean*, *fat*, and a few others, e.g. *bow-legged*, *thin-legged*, *short-legged*, *one-legged*, *cross-legged*; the second element can also vary, e.g. *air arm*, *air-balloon*, *air-base*, etc. The number of compounds continues to grow. In the first edition of V. K. Muller's „English-Russian Dictionary” there are 50 compounds with *air*, in the 1960 edition the number of such compounds has grown to 100.
3. Closely-knit compounds, e.g. *rough-hewn*, *will-o' -the-wisp*, where the components are sort of unique in their relations.
4. The closest compounds, e.g. *cupboard*, *forehead*, *boatswain*, *forecastle* pronounced as simple words.
5. „Amalgamated” or disguised compounds which have lost the obvious analyzable form of compound words, e.g. *always* (all + way), *daisy* (day's eye), *doff-* (*do* + *off*), *don* (do + on), *hussy* (house + wife), *holiday* (holy + day).

Disguised compounds are often found in place-names like *Stanton* (stone + town).

Not all the types are equally productive. The morphological type is the least productive while the syntactical type is more active and the juxtapositional seems to be most productive of all.

The so-called unstable or occasional formations may prove to be a source of compound words in case they acquire frequency. Figurative usage, when it becomes trite, leads to polysemy if it is a word (e.g. *drone* – 1. a bee that does not work, 2. an idler), and to the

formation of phraseological units if it is a word group (e.g. *to beat the starch out of smb.* was a metaphor one day and is now a phraseological unity meaning „to subdue“). A further increase in frequency of usage may lead to a concentration of phraseological word groups into compound words. The same refers to non-figurative units.

Here three cases are observed:

1. The formation of compound words of the juxtapositional type: *leg-pull* (from *to pull somebody's leg*), *shop-talk* (from *to talk shop*). Sometimes the second component gets the agent-suffix *-er*; *candle-holder* (from *to hold a candle to somebody*) – or even the suffix *-ing* showing a process – *fault-finder* and *fault-finding* (from *to find faults with someone*), *house-keeper* and *housekeeping* (from *to keep house*). Such compound words sometimes serve as a source of derived compound words: thus, two such words were formed from *house-keeper*: *house-keeperly* and *house-keeper ship*.
2. Compounding of the syntactical type, i. e. the welding of a stable word combination into a compound word: *flash-in-the-pan* – „a failure“ (from *to flash in the pan* – to inspire false hopes), *stick-in-the-mud* — „an obtuse reactionary-minded person“ (from *to stick in the mud* – to deteriorate morally).
3. Attributive complexes of this kind are fairly common, e.g. *matter-of-fact*, *bread-and-butter*, *matter-of-course*, etc.
4. The formation of derived-compound words by composition accompanied by affixation. These are usually compound adjectives, with the *-ed* suffix: *light-handed* (from *a light hand*), *clear-headed* (from *a clear head*), *big-hearted*, *heart-broken* (from *a big heart*, *a broken heart*), *white-livered* (from *a white liver*), *good-natured*, *ill-natured* (from *a good nature*, *an ill nature*), *slow-witted* (from *slow wit*).

This type of compounds is very productive. They can be made from free word combinations, e.g. *big-boned*, *big-mouthed* (from *a big bone*, *a' big mouth*), *dark-haired* (from *dark hair*), *round-faced* (from *a round face*), etc. The *-ed* suffix refers to the whole and not to the second component only.



As stated above, the meaning of a compound word is not a mechanical sum total of its components. The word acquires a new meaning, often a transferred one. It happens sometimes that the meaning of a compound word depends on the order in which the elements of a compound are used (*pipe-bag – bag-pipe, ring-finger, finger-ring*).

**Word-composition (compounding)** has always been a productive way of word-building in English. It consists in putting together two or more forms of words (stems) to make one, compound, word.

One should, however, remember that compounds do not originate only from word-composition. Though the main bulk of them are really the result of word-composition, there are numerous compound words that came into being due to conversion and back-formation.

One may distinguish two ways of word-composition. In one of them a compound originates from a word-combination (phrase) which becomes isolated and, thus, turns into a lexical unit. The resulting compound word retains the same order of the components as the corresponding word-combination: *Jack-of-all-trades, stay-at-home, at-home, ready-money, free-and-easy, would-be, do-nothing, crow's-feet*.

The second way of making compounds consists in putting together those words which did not constitute a word-combination before becoming a compound word. Thus, it is possible that a compound word may have the order of its components that is not typical of a word-combination: *lit by the moon – moon-lit, to go easy – easy-going, as blind as a bat – bat-blind*.

One of the typical features of English compounds is that many of them are unstable. This, naturally, refers to the first type of compounds, and especially to the nouns of noun + noun, adjective + noun type and all those words which comprise prepositions and conjunctions. Even the same author may use some lexical group as a word-combination in one place and as a compound word in the other.

The relative criteria of a compound word are a uniting main stress on one of the components, the spelling of the components as one word or with hyphens, its semantic and grammatical unity.

Compound words may be idiomatic and non-idiomatic. A compound is considered non-idiomatic when the meaning of it is

nothing but the sum of the meanings of its components. It is idiomatic when its meaning is not equal to the sum of the meanings of its constituents and there is a transfer of meaning: *machine-made*, *book-selling*, *window-pane*, *to half-understand* but *greenbacks* (sl.) **зроші**, *hardshell* **товстошкірий**, *die-hard* **твердолобий**, *might-have-been* **втрачена можливість; невдаха**.

Every part of speech has its peculiar structural types of compounds.

### Compound Nouns

The principal structural types of compound nouns are:

1) Noun + noun. That is the most widespread type of compound nouns. The first component characterizes the second from different aspects, denoting the designation of the object rendered by the second noun, its possession, the material it is made of, its origin, place, colour or giving some other characteristics based on the properties of this object: *moonshine* (the shine of the moon), *moneybag* (a bag with or for money), *kid-glove* (a glove made of kid leather) *silver-fox*, *sea-port*, *voltmeter*, *world-power*, etc. Sometimes the first component retains the ending of the Possessive case: *bull's-eye* **центр мішені**, *salespersons'* **продавці**, *heartsease*.

Nouns of the gerund + noun type constitute a subgroup of the above-mentioned compounds. The first component of these nouns denotes the designation of the thing expressed by the second component: *jumping-rope*, *looking-glass*, *sowing-machine*, *writing-desk*, *smoking-room*, *shooting-range* (mup). When a gerund is used as the second component, the word as a whole denotes action or process while the first component denotes the instrument, object, place or time of this action: *hay-making*, *night-flying*, *profit-sharing*, *land-owning*. Sometimes adverbs act as the first components of these nouns: *on coming*, *forthcoming*, *incoming*.

2) Adjective + noun type. The first component of such nouns denotes some quality characterizing the object expressed by the second component: *sleepyhead* (**сонько**), *heavyweight*, *grandson*.

3) Compound nouns with linking conjunctions and prepositions. Such nouns are the result of the lexicalization of word-combinations: *man-of-war (військовий корабель)*, *son-in-law*, *penny-in-the-slot (автомат)*, *dot-and-go-one (хитка хода)*, *hide-and-seek (гра в хованки)*.

4) Nouns of the verb + adverb type. Such nouns were derived from the so-called composite verbs, that is, either free (syntactical) or phraseological combinations of verbs with adverbs (postpositions): *to make up (one's face) наносити грим – make-up грим*. Compound nouns of this type may denote some action or process, its material result, place or, finally, its doer: *send-off проводи*, *lock out масове звільнення*, *stand-by надійна опора*, *run away втікач*, *runabout автомобіль*.

Besides these four types there are some more, which unite a smaller amount of words. The greater parts of them are isolated word-combinations. Among such compounds we find: *telltale пліткар*, *standstill зупинка*, *бездіяльність*, *forget-me-not* (which include verbs in the Imperative Mood) or such former phrases and sentences as: *all-clear сигнал відбою*, *merry-go-round карусель*, *know-all всезнайка*, *know-how знання справи*.

### Compound Adjectives

One can find five major structural types of compound adjectives.

1) In the adjectives of the noun + Participle I and II type the first component denotes either the doer and the instrument of the action rendered by the Participle or its time and place: *awe-struck*, *air-borne*, *key-winding той, що заводиться ключем*, *law-abiding законослухняний*, *sea-going той, що відходить в море*. The first element in compounds with Participle I very often denotes the object of the action: *land-owning*, *oil-bearing*, *sidesplitting*.

2) Adverb + Participle I or II. The adverbial components of these compounds show the manner, time or place of the action rendered by the non-finite form: *hard-earned*, *dear-bought*, *inswept*, *well-informed*,

*long-suffering* **базатостраждальный**. Mind that those verbs which are used in sentences as link-verbs and require an adjective, retain this adjective in the corresponding compounds: *good-looking, high-sounding*.

3) Adjective + adjective type. Such adjectives denote mostly colour: *light-blue, dark-red*. The first component may sometimes have the suffix -ish denoting incompleteness of quality: *greenish-blue*.

4) Noun + adjective type. With the exception of such cases as: *foolproof, duty-free, heartsick, noteworthy* and others, which are equivalents of the word-combinations: *proof against fools, free of duty, sick at heart, worthy of note* etc., the bulk of the adjectives of this type have nouns which express comparison: *jet-black, snow-white, sea-green*.

5) Participle II + adverb type. It is clear that these adjectives were derived from the corresponding composite verbs: *to brush back – brushed-back hair, a made-up face, a turned-up nose, a grown-up person*.

### **Attributive Complexes**

It is typical of Modern English to use various word-combinations and sentence-like units in the function of an attribute. This capacity of the language gives it a powerful means of expressiveness. Among such attributive complexes one very often meets:

1) Adjective + noun: *an early-morning bad spirit*.

2) Numeral + noun: *a three-day conference*.

3) Noun + conjunction + noun: *a bread-and-cheese supper*.

4) Adjective + conjunction + adjective: *a black-and-white film*.

5) Sentences (quotations, catch-phrases etc.): *a show-how illustration, a buy-this-with-us advertisement*.

Many such word-combinations, especially nominal ones, become stabilized and isolated, thus turning into regular adjectives: *part-time, long-range, one-track, present-day, matter-of-fact, well-to-do, so-and-so*, etc.

### Compound-derivative Adjectives

Although numerous, compound-derivative adjectives belong mostly to two structural types:

1) noun + noun + **ed** and

2) adjective + noun + **ed**: *eagle-eyed, lion-hearted, pug-nosed, short-sighted, broad-minded, bald-headed*. Compound-derivative adjectives with other suffixes are rare: *bread-and-buttery, other-worldly, stand-offish*.

### Compound Verbs

The stock of English compound verbs gets replenished due to three ways of word-building: word-composition, conversion and back-formation. By means of word-composition are formed verbs of the adverb + verb and, much rarer, noun + verb types. The number of adverbial elements is practically limited by *half, back, cross, double* and *new*:

*to half-understand, to backslide, to cross-examine, to new-create, to double-charge*.

Besides these, one also meets compound verbs formed as the result of the lexicalization of nominal word-combinations, mostly of the adjective + noun and noun + noun type: *to April-fool надурити першого квітня* < *April fool*; *to dry-dock* < *dry dock*; *to cold-shoulder холодна зустріч* < *cold shoulder*.

### Compound Adverbs

Compound adverbs do not constitute a well-defined structural type. Among them we meet the adverbs of various types uniting, at times, only several words:

1) Noun + adjective: *lip-deep*;

2) Adverb + noun: *downhill*;

3) Noun + preposition + noun: *eye-to-eye*.

Some of compound adverbs have developed not by word-composition but through conversion and have homonymous adjectives.

## Exercises

### Compound Nouns

**Exercise 1.** Analyze the structure of the compound nouns in the following sentences. Translate these sentences into Ukrainian.

1. His chin was propped on a spreading cravat which was as broad and as long as a *banknote*. 2. The plane bounced along the *runway*. 3. At last the *polling-day* arrived, and Bertha waited anxiously for the result. 4. „Who is she?” Rosemary, laughing, leaned against the door and said: „I picked her up in Curzon Street. Really. She's a real *pick-up*”. 5. I'll tell him so to his face if you bring him. He's a *no-good*. 6. As he looked through the deal *chest-of-drawers* for his clean shirts, he found that more than half his clothes had gone. 7. The *smoking-room* was empty when I arrived.

**Exercise 2.** Translate the following sentences into Ukrainian. Define which of the compound nouns are idiomatic and non-idiomatic. Sometimes compound nouns in these sentences are used in phraseological units. Does this fact obligatorily make such nouns idiomatic?

1. He was a great hand at *leg-pulling*. 2. You can't fill pails with a *teaspoon*. 3. Reinhardt began to see *daylight*. 4. If the guy didn't know *shorthand*, I would fire him right now. 5. It is generally accepted that any future *space-ship* will be rocket driven. 6. His *name-calling*, we'll agree, is in bad taste. 7. He looked down at his narrow shoes polished with *bull's-blood*. 8. This was a *thunder-bolt* out of a clear sky. 9. He showed him a remarkable collection of finely painted French portraits on white *mother-of-pearl*. 10. She flew around to the *play-yard*. 11. She charmed by her grace, her *common-sense*, her pliancy. 12. A nice *shake-up* in the bus never improved his appetite. 13. Then came the news that June had gone to the *seaside* with old Jolyon. 14. The fence had three coats of *whitewash* on it. 15. Find a *drive-in*, will you? I'm starved. 16. That June would have trouble with the fellow was as plain as a *pikestaff*.

**Exercise 3.** Translate the following sentences into English using compound nouns coined from the phrases in brackets.

1. Землетрус (the quake of the earth), який стався у цій місцевості, спричинив значні пошкодження (to cause much

damage). 2. Туристи зупинилися на відпочинок біля водоспаду (the fall of water). 3. Рівно о півночі пролунав постріл (the shot of a gun). 4. Вітрини (the windows of a shop) магазинів стають все більш привабливими. 5. Я подивився на циферблат (face, clock): було вже далеко за північ. 6. Зайти в магазин і купи качан капусти (head of cabbage) та прованського масла (oil of olive). 7. Моя Батьківщина (the place of one's birth) – Україна.

**Exercise 4.** Paraphrase the following sentences so that they should not contain noun + noun compounds.

1. I was aware of the distant drumming of the guns out towards Hoa Binh. In the day they were drowned in *traffic-noises*, but everything was quiet now except for the ring of *bicycle-bells*. 2. I got up to go. He came with me to the door scattering *cigarette-ash*. 3. He gazed at a *milk-bar* across the street. 4. And at three-thirty the *mortar-fire* will begin.

**Exercise 5.** Translate the following nouns into Ukrainian. Arrange them in 3 columns using the method of a paraphrase.

Model:

1) Shop-window = the window **of** a shop. 2) Cloak-room = the room **for** cloaks. 3) Apple-cart = a cart **with** apples.

Dew-drop, battle-field, newspaper, pea-soup, viewpoint, picture-gallery, elbow-chair, notice-board, danger-signal, hay-stack, handgrip, horse-whip, ear-ring.

**Exercise 6.** Make compound nouns using the following phrases. Translate these nouns into Ukrainian.

A cage for birds; a shelf for books; a cup for butter; a hall for drill; a jar for jam; powder for teeth; a trap for mice; a book for notes; a cushion for pins; a tube for tests; a board for bills; a line for clothes.

**Exercise 7.** Using the following phrases, form nouns denoting industrial enterprises. The second component of these nouns must be *works*.

Model: The works providing a city with water – water-works  
водопровідна станція.

The works where bricks are made — ...  
The works which provides a city with gas — ...  
The works where brass is the produce — ....  
The enterprise where fabrics are dyed — ...  
The plant busy with the production of soap — ...  
The works where they produce glass-things — ...

**Exercise 8.** Translate into Ukrainian the following sentences comprising compound nouns of the gerund + noun type.

1. She had made me the village *laughing-stock*. 2. Nothing is more fetching, to my thinking, than a tasteful *boating-costume*. 3. At luncheon she looked at my *traveling-dress*. 4. The biggest of 363 sports stadiums built since the liberation of China is now under construction. It will seat 75000 and will include a *swimming-pool*, a *rowing-lake*, an ice *skating-rink* and a rifle-range. 5. George wanted the *shaving-tackle*.

**Exercise 9.** Fill in the gaps with compound words (or word-combinations) of the gerund + noun type. Translate the sentences into Ukrainian.

1. He stepped into the compartment . . . (where smoking is allowed) of the Pullman carriage, where I was sitting alone. 2. "Did you buy ... (a pig to be killed)?" Roy asked his brother. 3. Alison who had bathed without ... (a cap for bathing), began to towel her hair. 4. They have organized several . . . (circles of sewing) in the city. 5. The car slowed down before . . . (the station where they fill cars with gasoline).

**Exercise 10.** Distinguish between Participle I and the gerund in the following compounds and word-combinations. State where the first component invites double interpretation.

Looking-glass, driving force, flying-officer, to be on speaking terms with somebody, rocking-chair, working class, sleeping-car, sleeping sickness, walking-stick, sucking-pig, lending-library, swimming-match, dancing-class, dancing youths, swimming couple, sleeping beauty.

**Exercise 11.** Make sentences with the following phrases.

To be on the waiting-list to get a flat; to wear a hearing-aid (of deaf people); to take in a sleeping-pill; to lie on an operating-table; to frequent dancing-halls.



**Exercise 12.** Translate into English using compound nouns from the list below.

1. Відвідавши виставку, гості розписалися в книзі відгуків.
2. Його улюбленим заняттям було відвідування тиру.
3. Він простяг мені свою візитку.
4. Питна вода в цьому місті трохи солонувата (salty).

Drinking-water, visiting-book, shooting-range, visiting-card.

**Exercise 13.** Translate into Ukrainian the following sentences with the compound nouns of the noun + gerund type.

1. Only De-Witt's kindness had made any *face-saving* possible.
2. George brought her away from Mrs. O'Dowd's after a general *handshaking* from the young officers.
3. The function of beauty is *joy-making*.
4. A keen sportsman, he excelled in *fox-hunting*, *dog-hunting*, *pig-killing*, *bat-catching* and the pastimes of his class.

**Exercise 14.** Form nouns of the noun + gerund type of the following phrases. Translate them into Ukrainian.

Model: To sell books – book-selling продаж книг.

To bind books, to make hay, to own land, to fly at night, to paint in oil, to cut prices, to share profits with smb.

**Exercise 15.** What do the following nouns denote and from what composite verbs were they derived?

Incoming, oncoming, intrusting, ongoings, forthcoming, upbringing.

**Exercise 16.** Explain what human characters are denoted by the following nouns. Analyze the structure of these nouns.

Faint-heart, fat-head, highbrow, lazybones, sleepyhead, sorehead, thickhead, squaretoes.

**Exercise 17.** Analyze the structure of the following idiomatic nouns.

*Bigwig* „шишка”, *важлива офіційна особа*; *green-born новачок*, *молокосос*; *hardshell* „товстошкірий”; *hotspur* „гаряча голова”; *madcap* „зірви голова”.

**Exercise 18.** Translate the following sentences into Ukrainian. Analyze the structure of the compound nouns.

a) 1. He sees the oysters disappear from the club *bill-of-fare* and knows that winter is passing. 2. Before he went to India he was too young to partake of the delightful pleasures of a *man-about-town*. 3. „Don't be an old *stay-at-home*”. 4. Knowledge is a *will-o'-the-wisp* fluttering ever out of the traveler's reach. 5. Introduce me, *stick-in-the-mud!*

b) 1. There's got to be lots of compromise and *give-and-take* in the first stages. 2. Keep your ears stretched wide, and you'll learn all the *ins-and-outs* of the docks. 3. The *rank-and-file* want an active struggle for peace, for higher wages and improved conditions.

**Exercise 19.** Translate the following sentences into Ukrainian. State the meaning of the composite verbs the italicized nouns were formed from.

1. Breda was too preoccupied to observe the *letdown* in her voice. 2. We have decided to give you a *tryout* at something better than you are doing. 3. But among the *tryouts* that were brought to him finally came one who interested Clyde more than any girl he had seen here so far. 4. He recalled the fateful days before the *sell-out* of Munich. 5. He argued, using his hands so that his blue cape fluttered like the wings of a pelican before its *take-off*.

**Exercise 20.** Form nouns of the verb + adverb type from the following composite verbs. Mind that these nouns denote action. Translate the sentences into Ukrainian.

1. To get away *зникнути, сховатися*. He was arrested before he could make his .... 2. To get together *збиратися, зустрічатися*. It was a group-mate .... 3. To close down *закривати (підприємство)*. 700 workers were declared redundant as a result of the .... 4. To send off *проводжати*. There was a little . . . party at his mother's place. 5. To change over *заміняти*. A complete ... of locomotion at railways will take place in our country.

**Exercise 21.** Make sentences with the following phrases.

Periodic medical check-ups; an elderly man in a cutaway; the turn-out at the polls; to give somebody a go-by *не помічати когось*;

the come-back of this political party to power; a possible tie-in between these two phenomena; the lay-out of the hotel; to have a showdown with somebody; to give somebody the runaround.

**Exercise 22.** Find synonyms of the following nouns among the words below.

Call, visit —, queue —, system —, betrayal —, selection, conscription —, outcasts —, forgiveness, pardon —, defeat, rout —.

Set-up, look-in, line-up, throw-outs, let-off, giveaway, call-up, smash-up.

**Exercise 23.** Form compound nouns of the verb + adverb type from the following phrases.

What is left over from the past – ... *залишок*. A human dwelling dug out in the earth – ... *землянка, притулок*. A house with no lift, that is the house where you walk up – ... *будинок без ліфту*. The moment a runner goes off – ... *старт*. The act of shutting down an enterprise – ... *закриття (підприємства)*.

**Exercise 24.** Translate the following nouns into Ukrainian.

Knock-down, knock-out, pull-over, lock-out.

**Exercise 25.** Translate the following sentences into Ukrainian. Define the meanings of the composite verbs the italicized nouns were formed from.

1. I did not notice the *slowing-down* of the car. 2. That Alice of yours got hold of me and gave me a *talking-to*. 3. The miners considered that anyone in the world rather than themselves was to blame for the fuel crisis, the *cutting-off* of power supplies, the *closing-down* of factories and mills. 4. The play opened with the dialogue between two servants, who discussed the morality of their mistress and her latest *carryings-on*. 5. Looking down upon the little people who passed in the street far below, Nick felt very interested in all the *goings-on* down there.

**Exercise 26.** Make sentences with the following phrases.

The falling-off in form (of a sportsman); the covering-up of tracks; to have a falling-out with one's friend; the breaking-off of an

animated conversation; the setting-up of newly-arrived equipment; a lying-in hospital.

**Exercise 27.** Translate into Ukrainian the following sentences (that comprise compound nouns having the Imperative Mood of the verb as their first component. State the meaning of every component of these compounds.

1. She calculated his capacity as she would a jug's, and filled him up every day with quack *cure-alls*. 2. Some snarled and raged at me like wolves, calling „Butcher!” and „Cut-throat!” 3. The sermon had come to a dead *standstill*. 4. Her face was not beautiful, it was rather plain; and the helmet, hiding her hair, was not too helpful; and whatever her figure, it was swallowed up in *coveralls*. 5. Comyns noticed the *tell-tale* emotion in his eyes. 6. As the U. S. Supreme Court gathered for its autumn term, it found itself immediately under fire from *diehard* McCarthy-type forces.

**Exercise 28.** Make sentences with the following phrases.

To be a piddling good-for-nothing; to give somebody a what-for; to arrive somewhere toward sun-down; to bid somebody a laughing good-bye; merry-go-rounds at the fair; to be awake before sun-up; Tom What's-his-name; to pick up forget-me-nots; his numerous in-laws (mother-in-law, father-in-law, etc.); the case of an at-home.

### Compound Adjectives

**Exercise 1.** Translate the following sentences into Ukrainian. Define the relations between the nominal and adjectival components of the compound adjectives.

1. Armour was jabbing deep into territory that still was marked as *enemy-held*. 2. Can you imagine sending Kit out of England at fourteen to some *God-forsaken* end of the world? 3. This suit is *hand-knitted*. 4. The mountain hare passes the winter comfortably and safely on the *snow-clad* hills thanks to his changeable coat. 5. He had some slight head and arm injuries and appeared to be slightly *frost-bitten*. 6. Not a cloud in this *light-flooded sky*.

**Exercise 2.** Give English sentences with the following word-combinations.

Tiptilted nose; cloud-laden sky; to be tongue-tied; weather-beaten face; hen-pecked husband; to be battle-tried; to be browbeaten; wind-swept fields; air-borne troops; sea-bound ship; to listen spellbound.

**Exercise 3.** Paraphrase the following sentences so that they should include compound adjectives of the noun + Participle II type.

Model: The study filled with books – the book-filled study.

1. He laid in bed, white, his eyes *filled with horror*. 2. She raised her face, *stained with tears* and red. 3. The street was deeply black under a dim sky which was *studied with stars*. 4. We entered the room *filled with smoke*. 5. Ancient cities were often *stricken with the plague*.

**Exercise 4.** Translate the following sentences into Ukrainian. Define the semantic relations between the components of the compound adjectives.

1. There aren't any *all-embracing* books on the subject. 2. He is a *law-abiding* citizen. 3. *Labour-saving* and *money-saving* improvements. 4. One of the *poker-playing* lieutenants came from their corner. 5. „Of course”, I said, not actually slapping him on the back but giving him a *back-slapping* look.

**Exercise 5.** Translate the following word-combinations into Ukrainian. Define the semantic relations in the compound adjectives of the noun + Participle I type by means of a paraphrase.

Rock-throwing rioters; school-leaving age; all-seeing eye; back-breaking work; heart-rending cries; epoch-making discovery; key-winding clock; hair-raising story; electricity-generating station:

**Exercise 6.** Form adjectives of the noun + Participle I type of the following word-combinations. (Model: To save labour – a labour-saving device.) Translate the word-combinations with compound adjectives into Ukrainian.

To split hairs – a ... discussion. To break one's heart – ... sobs. To own land – the ... class. To abide by the law – a ... citizen. To go

into the ocean – an ... liner. To bear oil – an ... field. To take pains – a ... man. To split one's sides – ... laughter. To find fault with smb. – ... remarks.

**Exercise 7.** Translate the following sentences into Ukrainian. State the semantic relations between the components of the compound adjectives (action and its time, place, manner, etc.).

1. Believed to be *longest-married* couple, Mr. John Downham, 96, and his wife, Mary, 97, celebrated their 84<sup>th</sup> wedding anniversary yesterday. 2. Tom's army won a great victory after a long and *hard-fought* battle. 3. They are disgracefully *low-paid*. 4. His words were greeted with a murmur of amusement, not because they had any wit but because he enjoyed them so thoroughly himself and was obviously a *much-liked* and familiar character.

**Exercise 8.** Make sentences with the following phrases.

Well-cut clothes; newly-elected Parliament; ill-concealed exasperation; to be well-versed in something; long-lost and long-sought toy; ill-bred creature; well-fed baby; long-recognized expert.

**Exercise 9.** Make compound adjectives of the adverb + Participle II type using the following phrases.

Model: One's sister who is dearly beloved – dearly-beloved sister.

The meeting that was attended well. The conference that is much publicized. The irritation one suppressed for long. The eyes that are set rather wide. The children dressed brightly. The scene to be remembered well. One who is informed well.

**Exercise 10.** Form compound adjectives of the adverb + Participle II type and make word-combinations with the nouns in brackets.

(a) With *half* as the first component.

Наполовину спечений, недопечений (хліб) – .. ;  
наполовину зроблена (робота) – ..

(b) With *ill* as the first component.

Погано вихована (людина) – . . . ; отримані нечесним шляхом (гроші) – ...; погано вибраний (момент) – ....

(c) With *new* as the first component.

Новонароджена (дитина) – . . . ; щойно випавший сніг – ....

(d) With *hard* as the first component.

Зварене вкруту (яйце) – ... ; працею зароблений (відпочинок) – ... ; важко завойована (перемога) – ....

**Exercise 11.** Form compound adjectives of the adverb + Participle II type from the following phrases.

To turn down one's face – . . . face. To turn up one's nose – . . . nose. To twist down one's mouth – ... mouth. To thrust out one's underlip – ... underlip. To be gone by – ... days. To be trodden down (of virtue) – ... virtue. To cast somebody off – ... man.

**Exercise 12.** Form compound adjectives of the adverb + Participle I type from the following composite verbs. Translate them into Ukrainian. Give some nouns they may go with.

To come down; to hang down; to pour down; to rush down; to sink down; to slide down; to tread down; to go out; to lie out; to stand out.

**Exercise 13.** Translate the following word-combinations into Ukrainian.

Good-looking girl; disreputable-looking cat; horsy-looking man; hideous-looking slums; tired-looking pensioner; rough-looking man; distinguished-looking blonde girl.

**Exercise 14.** Translate the following sentences into English using compound adjectives of the adverb + Participle I type.

1. Вчора я купив *довгограючу* платівку із записом 6-ої симфонії Чайковського. 2. Це людина, яка любить *працювати старанно* (*hard*) 3. Його *безкінечний* (*that never ceases*) енергії можна було тільки позаздрити.

**Exercise 15.** Translate into Ukrainian the following group of compound adjectives.

Farthermost, leftmost, lowermost, middlemost, topmost, undermost, uppermost, uttermost.

**Exercise 16.** Form compound adjectives having (a) *dark* as the first component; (b) *light* as the first component.

Темно-синій, темно-сірий, темно-зелений, темно-червоний, темно-коричневий; світло зелені стіни, світло сірий костюм, світло-жовта сукня.

**Exercise 17.** Translate the following adjectives into English. Mind that the first component has the suffix **-ish**.

Model: жовтувато-зелений – yellowish-green.

Червонувато-коричневий, червонувато-жовтий, жовтувато-коричневий, жовтувато-сірий, жовтувато-червоний

**Exercise 18.** Translate into Ukrainian the following sentences with compound adjectives. Mind that the first component of these adjectives denotes comparison.

1. The night was dark and wild; the clouds black, black, *ink-black*. 2. He was *dog-tired* after a hard day's work. 3. Look at the way she had turned almost *coal-black* when he had had his accident. 4. Everybody will be *pea-green* when they see our house.

**Exercise 19.** Make compound adjectives of the following phrases. Give nouns these adjectives may go with.

Model: As blind as a bat – bat-blind.

As dry as a bone. As sure as a cock. As white as a lily. As blue as steel. As brown as a nut. As black as pitch.

**Exercise 20.** Translate the following compound adjectives into Ukrainian. Give nouns they may go with.

Moon-bright, threadbare, world-wide, porcelain-frail, mountain-high, jet-black, sea-green, iron-gray, apple-green.



**Exercise 21.** Translate the following sentences into Ukrainian. State the semantic relations between the components of the compound adjectives.

1. In our time, man has won round after round in the *century-old* contest against the elements. 2. Laborde was mad: *power-mad, glory-mad*. 3. *World-famous* Negro singer Paul Robeson cabled this May Day message to the Daily Worker yesterday. 4. The pupils wondered if this *foolhardy* boy had lost his mind.

**Exercise 22.** Translate the following sentences into Ukrainian. Give similar compound adjectives by changing the first component of those below.

A *million-strong* strike of railwaymen, gas and electricity workers. He stood *knee-deep* in the water. An *hour-long* television show. *Ninefold* increase.

**Exercise 23.** Give English sentences with the following phrases.

Atom-free zone; to feel homesick; to be very headstrong and impulsive; world-wide demand for peace; lip-deep promise; to get off scot-free.

**Exercise 24.** Make compound adjectives of the Participle II + adverb type and use them attributively.

Model: The fingers one spreads out – the spread-out fingers.

1. The house which is snowed in. 2. The car that broke down. 3. The case they build in the wall. 4. The house that burnt out.

**Exercise 25.** Use the following phrases in the sentences describing one's outward appearance, feeling or clothes.

To feel extremely run-down; one's bowed-down grandfather; brushed-back hair; a turned-up nose; to become a grown-up young lady; to be cast-down and blue.

**Exercise 26.** Translate the following phrases into Ukrainian. Define the meaning of the (a) verb + adverb and (b) verb + preposition groups.

(a) To be given the smallest *walk-on* part in the play. A *stay-in* strike. *Tumble-down, lean-to* makeshift dwellings.

(b) The most *talked-about* man in the city. To find in oneself *undreamed-of* qualities. A *hinted-at* promotion. A *hoped-for* summer leave. A *cared-for* garden. To burst out of the room, *jeered-at* and disheveled.

**Exercise 27.** Make sentences with the following word-combinations.

A fly-away young man; a knock-down blow; a stand-up collar; a tumble-down old house; a stuck-up stranger.

### Compound-derivative Adjectives

**Exercise 1.** Translate the following sentences into Ukrainian.

1. Soames Forsyte, *flat-shouldered*, clean-shaven, *flat-cheeked*, *flat-waisted*, looked downwards and 'aslant at Aunt Ann. 2. She is her own mistress and as *able-bodied* and *reasonable-minded* as most young women. 3. One feels so forgiving and generous after a substantial and well-digested meal, so *noble-minded*, so *kindly-hearted*.

**Exercise 2.** Distinguish between compound and compound-derivative adjectives.

1. He was so very slender, keen, *hatchet-faced* and *well-dressed* that Clyde was not only impressed but overawed at once. 2. Bare to the waist he was *sunburned* the colour of a brown barn roof. 3. The miners greeted him with slaps on the back and a shower of *good-humoured* sarcasm. 4. The men were delighted by the gleaming *ice-coated* sign. There in full view blazoned the shouting *block-lettered* call: „Mass Meeting of Miners!”

**Exercise 3.** Fill in the blanks with suitable compound-derivative adjectives from the list below.

1. Her eyes were . . . from fatigue. 2. He laid the book on the . . . kitchen table. 3. They brought two . . . chairs. 4. It was a little . . . cottage where the boy lived and his mother. 5. She sat down, resting her back against a ... tree. 6. The girl was in her customary . . . frock. 7. He held up a ... fish. 8. He was an . . . , rude man. 9. Soames stood up, . . . and cold.

ill-mannered, fair-sized, high-necked, close-lipped, wide-trunked, straw-bottomed, oil-clothed, red-rimmed, two-roomed.

**Exercise 4.** Fill in the blanks with the compound-derivative adjectives formed from the phrases in brackets.

1. Florence was staring at him, ... (with wide eyes). 2. They turned ... from the Tee-Lake traps (with empty hands). 3. The ... girls were leading the lean dogs into the arena under the harsh cones of light (in white overalls). 4. Bertha's guardian was a big ... man, with a mane of fair hair (having broad shoulders). 5. Early that morning he was nervously racing through the ..., newspaper (consisting of many sheets).

**Exercise 5.** Translate into Ukrainian the following compound-derivative adjectives the first components of which are nouns denoting domestic, wild and mythological animals or birds.

Argus-eyed, cock-eyed, dove-eyed, eagle-eyed, lobster-eyed, lynx-eyed, ox-eyed, dog-eared, mutton-headed, pigheaded, chicken-hearted, lion-hearted, beetle-browed, dog-faced, bull-necked.

### **Attributive Complexes**

**Exercise 1.** Translate the following sentences into Ukrainian.

1. Our brilliant but polished conversation and our *high-class* tastes were beyond them. 2. Arriving late he usually stayed for dinner and for music afterward. Those were his *red-letter* days. 3. He heard Roger's voice behind, giving an order about supper to a servant. Everything was very *second-class*! 4. You certainly pursue a *long-range* policy. 5. We can pay him *hired-man's* money.

**Exercise 2.** Translate the following groups of words: a nominal word-combination, on the one hand, and the same word-combination used attributively, on the other.

Long range – long-range ballistic missile; one point – one-point lead in the football match; long term – long-term loan; present day – present-day problems; second rate – second-rate travel film; high speed – highspeed driving; left hand – left-hand compliment; under water – under-water erosion.

**Exercise 3.** Make sentences with the following phrases.

(a) Early-morning bad temper; his some-time enemy; a back-door key; part-time work; a small-bore rifle.

(b) an after-theatre crowd; the above-average standard; the before-dinner walk; the after-breakfast cigarette; the off-shift workers; the off-shore islands; in an off-hand manner.

**Exercise 4.** Translate the following word-combinations into Ukrainian.

A good full-face view; an all-day emergency meeting; a lull-length film; a long-distance call; cut-glass chandeliers; a guided-weapons unit; left-wing majority.

**Exercise 5.** Paraphrase the following phrases so that they may include attributive complexes.

The pace of an assembly line. A basket for waste paper. The news of the closure of the pit. The gathering on a summer night. The exploration on a large scale. Nuclear physics dealing with high energy. A tin containing condensed milk. A railway having only one track.

**Exercise 6.** Translate the following phrases into English using attributive complexes of the noun + noun, adjective + noun or preposition + noun types.

Сусід за обіднім столом; концерт в суботу ввечері; навколосвітня подорож; полуденний сон; температура вище нуля.

**Exercise 7.** Translate the following sentences into Ukrainian.

1. The men were discussing the *back-to-work-on-Monday* decision. 2. An *earth-to-Mars* space-ship will be different from one designed to fly to Venus. 3. After their severe trouncing on Saturday at the hands of Spurs, Villa were sitting in the uncomfortable *third-from-bottom* position in the League table. 4. The film „Sayonara”, lovely to look at, is another in the „*Japan-is-charming*” cycle. 5. The traders challenged the workers with a *take-it-or-leave-it* plan.

**Exercise 8.** Make sentences with the following phrases.

One's first made-to-order suit; his businesslike man-to-man attitude to me; their professional year-to-year contact with us; a good-for-nothing young man; her ill-at-ease and worried look; to say something in a matter-of-fact way; a wall-to-wall carpeted room.

**Exercise 9.** Pick synonyms for the following compound adjectives from the list below.

They rejected the *pie-in-the-sky* offer of the management. His *would-be* mother-in-law arrived next day. I want to have a *heart-to-heart* talk with you. At that time he was a *down-at-heel* assistant. She liked his broad *happy-go-lucky* face. He was a busy *go-ahead* chap. His *devil-may-care* attitude toward everything was what worried me not a little. Shy and *ill-at-ease*, I was sitting in my corner.

Uncomfortable; needy; poorly-dressed; supposed; careless; sincere; heartfelt; enterprising; go-getting; unreal.

**Exercise 10.** Give nouns which may be defined by the following compound adjectives.

Model: Out-of-town – out-of-town telephone call.

Out-of-fashion, out-of-season, out-of-place, out-of-door, out-of-reach, out-of-tune, out-of-the-way, out-of-humour.

**Exercise 11.** Translate the following sentences into Ukrainian. Analyze the structure of the compound adjectives.

1. Under his feet was a checkered *black-and-white* marble floor. 2. And from then on, until I landed the job at Coulter, it was always *touch-and-go*. 3. He can tell *out-and-out* lies with the straightest face in the world. 4. He had insisted on dressing himself up in a frock-coat and *pepper-and-salt* trousers. 5. It raised a *life-or-death* question. 6. He liked the *cat-and-mouse* play and he figured that this mouse was not too difficult an opponent.

**Exercise 12.** Translate into Ukrainian the following sentences where phrases are used attributively.

1. They haven't got that *I-don't-care-about-any thing* look.
2. These policemen, even when retired, never quite shake off that „*Where-were-you-on-the-night-of-June-the-fifteenth?*” manner.
3. In my demeanor as I rose to greet him, a close observer would have noted more than a touch of that *To-what-am-I-indebted-for-the-honour-of-this-visit* stuff.

**Exercise 13.** Translate from Ukrainian into English coining attributively used phrases.

1. Піднявши очі, я побачив на стіні надпис „**Курити заборонено!**”
2. У старої жінки був такий вигляд, який ніби попереджав: „**Не зачіпайте мене, інакше я почну вас перечити**”.
3. Машина зупинилася біля знаку: „**Проїзд заборонено**”.

### Compound Verbs

**Exercise 1.** Translate the following sentences which include compound verbs formed from word-combinations.

1. The girls *Christian-named* each other at once.
2. „Don't you *my-dear* me”, she answered.
3. The servant entered and *You-rang-madam-ed*.
4. He went downstairs, *sharp-ended* a carving knife and returned with it.
5. When she *Oh-Bertie'ed* I asked her what she was *Oh-Bertying* about.

**Exercise 2.** Translate the following sentences into English using compound verbs with *half* as their first component.

1. Я **майже повірив** його словам.
2. Я **майже очікував** на таку зміну подій (turn of things).
3. Вчений **припіднявся** в кріслі, коли ми зайшли.
4. Почувши ці слова, Стефан **напівповернувся** до того, хто говорив.

**Exercise 3.** Make compound verbs using the following phrases. Translate them into Ukrainian.

To be given the cold-shoulder – to be .... To have somebody on a blacklist – to have somebody .... To be in a state of daydream – to ...

about something. To subject somebody to a cross-examination – to ... smb. To be proud as a peacock – to ... around. To put smth. into a pigeonhole – to ... smth. To find one's name on the frontpage of the newspaper – to find oneself ... To disperse demonstrators with teargas – to ... a crowd.

**Exercise 4.** Form compound verbs by means of back-formation from the following nouns. Translate the verbs into Ukrainian.

Model: Star-gazer – *той, що рахує зірки; мрійник*; to star-gaze – *мріяти, рахувати зірки*.

Ill-treatment *погане поводження, відношення*; fault-finding *прискіпуватися*; rush-development *швидке проявлення (плівки)*; dive-bomber *бомбардувальник, що знаходиться в піке*; back-biting *брехня, плітки*; baby-sitter *няня, яку замовили*; jerry-built *збудований на скору руку, абияк*.

**Exercise 5.** Translate the following sentences with compound verbs formed from nouns by conversion.

1. In the evenings in his room he used to lift iron bars, cannonballs, heavy dumb-bells, and haul himself up to the ceiling with his teeth. He is dead. He *dumb-belled* himself to death. 2. It was his custom *to buttonhole* a director and ask him whether he thought the coming year would be good or bad. 3. You can't guess what it was like – the conversation – before you came in. Who's *week-ending* with whom, what the hairdresser told her, not one word of anything decent. 4. We circled twice above the tower and the village, then *corkscrewed* up into the dazzling air.

**Exercise 6.** Make compound verbs with *new (знову, наново)* as their first component. Translate them into Ukrainian.

To coin, form, make, modelize, mould, name, set, create.

**Exercise 7.** Translate the following sentences into Ukrainian. Analyze the structure of the italicized words.

1. Jack persuaded Roy to go *deer-hunting* with him.  
2. Mr. Lindley was at work and his wife and young daughter were out

*Christmas-shopping*. 3. The crowd started slow *hand-clapping*. 4. From morning to night they're *gum-chewing* and smoking Camels. 5. A *middle-ageing* woman stood by me in the crowd of reporters. 6. I earned a rupee shaving and *hair-cutting* near the court this morning. 7. Swiftly *trouser-pocketing* the bijouterie, I shot off to my aunt's.

### Compound Adverbs

**Exercise 1.** Translate the following sentences into Ukrainian. Analyze the structure of the compound adverbs.

1. The Dutch refused *pointblank* to change the round shape of their cheeses. 2. Bending low among the shrubs I ran *hotfoot*. 3. Visitors were- lavish with their flowers, and the vases stood *cheek-by-jowl*. 4. With a roar like a bull's, he ran *headlong* at the table and overturned it. 5. „What gentleman?” asked Soames, *sidelong*. 6. The dockers were mostly working *day-in day-out*, only stopping for Saturday afternoons.

**Exercise 2.** Make sentences with the following phrases comprising compound adverbs.

To get a word in edgeways сказонуть слівце; to meet somebody halfway йти на компроміс, на поступки; to see eye-to-eye (with smb. on smth.) мати однакові погляди; to tell one's story day-by-day.

**Exercise 3.** Give antonymous compound adverbs to the following ones. Translates the couples into Ukrainian.

Downhill, upstairs, inside, outdoors, upstream, downtown, likewise.



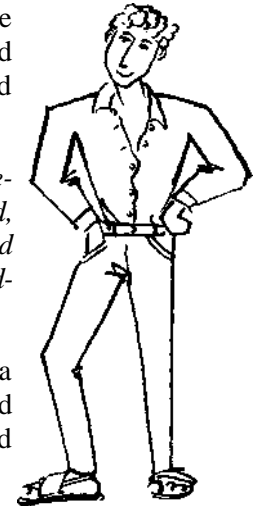
## *Appendix 1*

### **Compound adjectives**

A compound adjective is an adjective which is made up of two parts and is usually written with a hyphen, e.g. well-dressed, never-ending and shocking-pink. Its meaning is usually clear from the words it combines. The second part of the compound adjective is frequently a present or past participle.

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

*Tom was a curly-haired, sun-tanned, blue-eyed, rosy-cheeked, thin lipped, broad-shouldered, left-handed, slim-hipped, long-legged, flat-footed young man, wearing an open-necked shirt, brand-new, tight-fitting jeans and open-toed sandals*



Another set of compound adjectives describes a person's character. Here is a rather light-hearted description of a girl. The meanings are explained in brackets.

Melissa was absent-minded [forgetful], easy-going [relaxed], good-tempered [cheerful], warm-hearted [kind] and quick-witted [intelligent] if perhaps a little big-headed [proud of herself], two-faced [hypocritical], self-centred [egotistical] and stuck-up [snobbish (colloquial)] at times.

Another special group of compound adjectives are those where the second part is a preposition. Some of these adjectives are listed below with a typical noun.

an all-out strike  
[total]

a burnt-out car [nothing left in it  
after a fire]

a broken-down bus  
[it won't work]                      a built-up area [lots of buildings in it]  
a hard-up student  
[poor]                                      cast-off clothes [no longer wanted by  
the owner]  
worn-out shoes  
[can't be worn any more; of people - exhausted]  
a drive-in movie  
[you watch from your car]              well-off bankers [wealthy]  
a run-down area  
[in poor condition]

Here are some more useful compound adjectives.

air-conditioned	bullet-proof	cut-price	drip-dry
duty-free	hand-made	interest-free	last-minute
long-distance	long-standing	off-peak	part-time
record-breaking	remote-controlled	second-class	so-called
sugar-free	time-consuming	top-secret	world-famous

You can vary compound adjectives listed by changing one part of the adjective. For example, **curly-haired**, **long-haired**, **red-haired** and **straight-haired**; **first-hand** (knowledge), **first-class** (ticket) and **first-born** (child).

### *Exercises*

1. List as many compound adjectives beginning with *self*, as you can. Mark them P or N for positive or negative characteristics, or write *neutral*.

2. Answer the questions by using a compound adjective which is opposite in meaning to the adjective in the question. Note that the answer may or may not have the same second element as the adjective in the question.

*Example:* Is he working full-time? *No, part-time.*

1. Isn't she rather short-sighted?
2. Is your brother well-off?

3. Would you say the boy's well-behaved?
4. Do they live in south-east England?
5. Are her shoes high-heeled?
6. Is this vase mass-produced?

3. Think of two nouns that would frequently be associated with any ten of the compound adjectives listed in opposite.

4. Add a preposition from the list below to complete appropriate compound adjectives, **back up out off on of**

1. She's been doing the same low-paid job for so long that she's really fed-..... with it now.
2. The two cars were involved in a head- ..... collision.
3. He has a very casual, laid-..... approach to life in general.
4. It'll never happen again. It's definitely a one-..... situation.
5. He's a smash hit here but he's unheard-..... in my country.
6. She bought a cut-..... paper pattern and made her own dress.

5. Which of the adjectives from this unit could you use to describe yourself and other students in your class or members of your family?

## *Appendix 2*

### **Compound nouns - combinations of two nouns**

A compound noun is a fixed expression which is made up of more than one word and functions as a noun. Such expressions are frequently combinations of two nouns, e.g. **address book, human being, science fiction.**

Compound nouns may be written as two words, e.g. **tin opener, bank account**, or they may be written with a hyphen instead of a space between the words, e.g. **pen-name, baby-sitter**. Some expressions are occasionally written with a hyphen and occasionally as two separate words. For instance, both **letter box** and **letter-box** are correct. Sometimes they may be written as one word, e.g. **earring**.

Compound nouns may be countable, uncountable or only used in either the singular or the plural. There are examples of each of these types below. Check that you understand the meanings of each of the

expressions listed. If you understand both elements of the expression, the meaning will usually be clear. If the meaning is not fairly obvious, then it is provided below.

Usually the main stress is on the first part of the compound but sometimes it is on the second part. The word which contains the main stress is underlined in the compound nouns below.

Here are some examples of common countable compound nouns.

<u>alarm</u> clock	<u>assembly</u> line	<u>blood</u> donor	<u>book</u> token
<u>burglar</u> alarm	<u>contact</u> lens	<u>credit</u> card	<u>handcuffs</u>
<u>heart</u> attack	<u>package</u> holiday	<u>pedestrian</u> crossing	<u>shoe</u> horn
<u>tea</u> -bag	<u>windscreen</u>	<u>windscreen</u> wiper	<u>youth</u> hostel

Here are some examples of common uncountable compound nouns. These are never used with an article.

air- <u>traffic</u> control	<u>birth</u> control	<u>blood</u> pressure	cotton <u>wool</u>
data- <u>processing</u>	family <u>planning</u>	<u>food</u> poisoning	<u>pocket</u> money
<u>income</u> tax	<u>junk</u> food	<u>mail</u> order	<u>hay</u> fever

(allergy to pollen)

Here are some examples of common compound nouns used only in the singular.

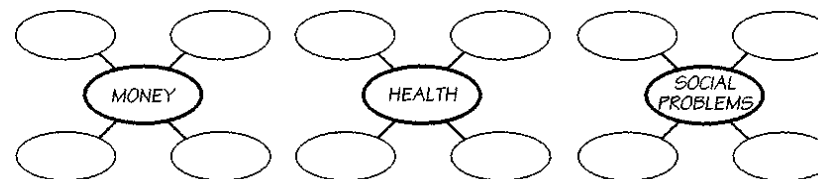
<u>arms</u> race (countries wanting most powerful weapons)	<u>death</u> penalty
<u>generation</u> gap	<u>labour</u> force
<u>mother</u> -tongue	<u>sound</u> barrier
<u>greenhouse</u> effect	<u>welfare</u> state
<u>brain</u> drain (highly educated people leaving country to work abroad)	

Here are some examples of common compound nouns used only in the plural.

grass <u>roots</u>	luxury <u>goods</u>	human <u>rights</u>	kitchen <u>scissors</u>
<u>race</u> relations	<u>road</u> works	<u>sunglasses</u>	<u>traffic</u> lights

### Exercises

1. Complete these networks with any appropriate expressions from the opposite page. Add extra bubbles if you need them.



2. What are they talking about? In each case the answer is a compound noun opposite.

*Example:* 'I had it taken at the doctor's this morning and he said it was a little high for my age.' *blood pressure*

1. 'You really shouldn't cross the road at any other place.'
2. 'It's partly caused by such things as hair sprays and old fridges.'
3. 'She always has terrible sneezing fits in the early summer.'
4. 'I can't understand why they spend so much money on something so destructive.'
5. 'Working there is supposed to be much more stressful than being a pilot.'
6. 'The worst time was when I dropped one at the theatre and spent the interval scrabbling around on the floor.'
7. 'I don't think it should ever be used under any circumstances.'
8. 'It's much easier not to have to make your own arrangements.'
9. 'He can't possibly run away from the policeman with those on!'

3. Now make up some sentences like those in exercise 2 relating to some of the new expressions.

4. Choose any article in a magazine or newspaper and write down all the compound nouns which you find.

5. Look at all the compound expressions you have worked with in this unit. Mark all those that you feel you need to be able to use yourself rather than just to understand when others use them.

### ***Appendix 3***

#### **Compound nouns - verb + preposition**

A large number of compound nouns are based on phrasal verbs. You will see a number of examples of such nouns in context. The meaning of the compound noun is indicated in brackets at the end of the sentence. To form the plurals, “s” is added to the end, e.g. **pin-ups**.

Nouns based on phrasal verbs often have an informal feel to them and they are particularly common in newspaper reporting. Here are examples of such nouns in use.

In response to the pay offer, there was a walk-out at the factory.

[strike]

There is going to be a crack-down on public spending.

[action against]

There has been a break-out from the local prison.

[escape]

Last month saw a tremendous shake-up in personnel.

[change]

I never expected the break-up of the USSR.

[collapse]

A number of these nouns have economic associations.

The takeover of one of our leading hotel chains has just been announced.

[purchase by another company]

We're trying to find some new outlets for our products.

[places to sell]

Take your things to the check-out to pay for them.

[cash-desk]

Cutbacks will be essential until the recession is over.

[reductions]

We made a profit of £1000 on a turnover of £10,000.

[money passing through a company]

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.

[information that is put in]

Output has increased thanks to new technology.

[production]

We have a rather rapid staff turnover.

[change]

Just after leaving school he went through the stage of being a dropout.

[person who rejects society]

It will be a long time before the consequences of fallout from Chernobyl are no longer felt.

[radio-active dust in the atmosphere]

I can easily get you a printout of the latest figures.

[paper on which computer information has been printed]

A breakthrough has been made in AIDS research.

[important discovery]

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

Many of the problems were caused by a breakdown in communications.

[failure]

The outlook for tomorrow is good - sunny in most places.

[prospect]

There are drawbacks as well as advantages to every situation.

[negative aspects]

The outcome of the situation was not very satisfactory.

[conclusion]

TV companies always welcome feedback from viewers.

[comments]

It was clear from the outset that the set-up would cause problems.

[start; situation]

We parked in a lay-by on the by-pass.

[parking space at the side of a road; road avoiding the centre of a town]

The outbreak of war surprised them.  
[start of something unpleasant, e.g. disease, violence]

**Exercises**

1. Here are some more compound nouns based on phrasal verbs. Guess the meaning of the underlined word from its context.

1. Because of the accident there was a three-mile tailback along the motorway.
2. Police are warning of an increased number of break-ins in this area.
3. The papers are claiming the Prime Minister organized a cover-up.
4. Unfortunately, our plans soon suffered a setback.
5. I'm sorry I'm late. There was a terrible hold-up on the bridge.
6. The robbers made their getaway in a stolen car.

2. Which of the words studied on the opposite page would be most likely to follow the adjectives given below?

- |                      |                   |
|----------------------|-------------------|
| 1. radioactive ..... | 5. final .....    |
| 2. nervous .....     | 6. sales .....    |
| 3. computer.....     | 7. positive ..... |
| 4. annual.....       | 8. drastic .....  |

3. Fill in the blanks with an appropriate word from those opposite.

1. A and C Ltd. have made a ..... bid for S and M pic.
2. The Prime Minister yesterday announced a.. in the Cabinet.
3. The negotiations aim to end the 10-day-old.....
4. She provided some very valuable ..... to the discussion.
5. CIRCUS LION IN HORROR.....
6. There's a terrible queue at this ..... Let's find another one.
7. There has been a disturbing .... of violence in prisons recently.
8. The office wall was covered in .....

4. Here are some more words of this type. In each case the preposition element of the noun is given but the other part is missing. Choose from the list of possibilities.



**work hand hold clear write lie turn press**

1. Their car was a ..... -off after the accident.
  2. The lecturer distributed ..... -outs before she started speaking.
  3. Jack does a daily ..... -out at the gym, starting with 20 .....-ups.
  4. There is an interesting ..... -up of the match in today's paper.
  5. I'm giving my office a major ..... -out this week.
  6. Did you read about the ..... -up at our bank?
  7. There was a surprisingly large ..... -out at the concert.
  8. I love having a ..... -in on Sundays.
5. Can you explain the difference between these pairs? Use a dictionary if necessary.  
1 outlook/look-out 2 set-up/upset 3 outlet/let-out 4 outlay/layout
6. Choose eight of the words in this unit which you particularly want to learn and write your own sentences using them.

## СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

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