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THE UNIVERSITY OF ALBERTA

A FREQUENCY ANALYSIS  
OF CANADIAN CHILDREN'S SPOKEN UKRAINIAN

by

OKSANA ANASTAZIA WYNNYCKYJ

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH  
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DEPARTMENT OF SLAVIC AND EAST EUROPEAN STUDIES

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## ABSTRACT

The purpose of the study "A Frequency Analysis of Canadian Children's Spoken Ukrainian" is threefold:

1) to compile a list of the 100 most frequently used word-types by fluent Ukrainian-speaking children.

2) to provide a dictionary and a frequency count of the vocabulary of fluent Ukrainian-speaking children.

3) to compare and contrast the frequency of usage of parts-of-speech and grammatical categories in several styles of fluent Ukrainian-speaking children's speech.

The above was accomplished by taping the speech of 20 fluent Ukrainian-speaking children and then tabulating and analysing the results through the help of a computer. The analyses show a high degree of overlap between the most-frequent word-types used by the children and Standard Literary Ukrainian. Variance as to parts-of-speech and grammatical categories was apparent across different styles of the children's speech. This study has laid some of the necessary groundwork needed in order to develop Ukrainian second-language teaching materials.

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## DEFINITIONS

word--a group of sounds which in standard orthography are realized as a series of letters, bound on either side by spaces.

word-type--a word or group of words that have the same stem and, if applicable, prefixes and belong to the same part-of-speech; the 'dictionary form' of a word.

## LIST OF TRANSLITERATION SYMBOLS

a - a	i - i	т - t
б - b	й - ji	у - u
в - v	ђ - j	ф - f
г - h	к - k	х - x
г - g	л - l	ц - c
д - d	м - m	ч - ch
е - e	н - n	ш - sh
є - je/'e	о - o	шч - shch
ж - zh	п - p	к - ju/'u
з - z	р - r	я - ja/'a
з - y	с - s	ь - 'y

**Note:** The above transliteration system was applied to the data in order to facilitate the typing of the data into the computer. Since diacritics were not possible, certain letters needed to be rendered by two or more counterparts.

In cases where dialectal features came into the data, the above transliteration system was used based on how the words would have been spelled had orthography followed the dialectal pronunciation.

The vowels *je*, *ju*, *ja* respectively were transliterated *je*, *ju*, *ja* respectively when in word initial position or following a vowel and 'e, 'u, 'a when preceded by a palatalized consonant.



## INTRODUCTION

A frequency analysis is the examination and analysis of a compilation of data according to the number of times a particular element occurs within the corpus. Such an analysis of linguistic data concentrates on the number of times linguistic elements occur within a given set of language data, as for example, letters, sounds, spellings, morphemes, word phrases and sentence types.

In the initial stages of this study's research, it was the author's intent to compile a list of words according to the frequency of their occurrence in fluent Ukrainian-speaking children's speech. As the data was more closely analyzed, it became apparent that definite trends were emerging within the styles of children's speech and, therefore, an attempt was made to concretize these trends. It was in this period that the author became involved in the English-Ukrainian bilingual program in Edmonton. The teachers in this program run two concurrent curricula in their classrooms -- English Language Arts and Ukrainian

Language Arts. Both curricula assume a wide and varied knowledge of language skills by the child, which include an ability to function in that language. It appeared to the author that a better approach would have been one of English Language Arts and Ukrainian-as-a-Second-Language, in which the Ukrainian language would be formally introduced to the children. At approximately the same time, the author became confronted with the theories of morphology acquisition by second language learners and the concepts of grammatical and cognitive complexities (Wynnyckyj, 1979). Knowing about these approaches and theories it seemed inadequate to simply compile a list of words and, therefore, the decision was made to expand the analysis of the gathered data to include parts-of-speech and a select number of grammatical categories.

The purpose of the present study is, therefore, threefold:

- 1) to compile a list of the 100 most frequently used word-types by fluent Ukrainian-speaking children.
- 2) to provide a dictionary and a frequency count of the vocabulary of fluent Ukrainian-speaking children.

3) to compare and contrast the frequency of usage of parts-of-speech and grammatical categories in several styles of fluent Ukrainian-speaking children's speech.

It is the author's belief, that a frequency count of word-type, parts-of-speech and grammatical category of spoken and written Ukrainian needs to be established as input for the preparation of pedagogical materials. That is, this study assumes that the Ukrainian as spoken by fluent children in combination with counts of Standard Literary Ukrainian will be an acceptable standard for bilingual classes to follow. In the vocabulary obtained and word count calculated, this study is limited by the type of children chosen, and the situation in which their speech was recorded.

The investigation begins with a short typology of word frequency counts done to date. Included is an examination of the word counts of Ukrainian that have been completed or are in the process of being completed. An explanation of the methodology used in obtaining and analyzing the present data follows. This leads into the analyses and discussion of word-types, parts-of-speech and grammatical categories according to various styles of speech. In the final chapter the

findings are briefly summarized and conclusions made. The body of this study is followed by four appendices -- the first two dealing with materials used during data collecting, the third consisting of the 100 most frequently used word-types and the fourth presenting the vocabulary and frequency of usage of words by the children.

It is hoped that the present work, in conjunction with the more exhaustive word counts in preparation, will contribute to the body of knowledge of the Ukrainian language that is so desperately needed today in Canada.

## REVIEW OF THE LITERATURE ON WORD COUNTS

The literature available on word frequency counts is extensive and several bibliographies exist that cover different aspects of the counts (Dale, Reichert, 1957; Dale, Razik, 1963; Annotated Bibliography, 1968; Shapiro, Gordon, 1971). It is the purpose of this chapter to summarize briefly the available word count literature in order to provide the reader with a general understanding of the current state of research in this area. Under no circumstance does the discussion pretend to be exhaustive. The following will be discussed:

- 1) What type of word counts have been done?
- 2) Why are word counts done?
- 3) How have word counts been analyzed?
- 4) What research has been done using word counts?

The above questions will be examined using counts done for the English language with a small number of references to other languages where no comparable English language studies are available. The English word counts were chosen because these are numerous, varied and readily available. At the end of the chapter an analysis of word counts of Ukrainian will be provided.

### Types of Word Counts

Two kinds of word counts have been done -- of written language, and of spoken language. Seven different types of written material have been examined:

- 1) literature (prose),
- 2) newspapers,
- 3) textbooks,
- 4) published scientific papers,
- 5) students' writings and essays,
- 6) letters,
- 7) diaries and journals.

Prosaic literature has been analyzed by Boder (1939) who examined dramatic and fictional styles while Baker (1950) examined the words of Russel and Joyce. Eldridge (1911) did quite an extensive word count of American newspapers, and more recently Wilhoit (1969) counted words from the Associated Press' wire news. The most famous count of English and one that is widely quoted is the Thorndike and Lorge (1944) count which was based on elementary school textbooks and current magazines. In addition to analyzing literature, Boder (1939) also counted and analyzed the words in several scientific writings. DeVito (1967) did an analysis of the published articles of ten university faculty members. There have been a number of studies of students'

writings. Chotlos (1944) asked 1,000 school age children to write 3,000 word compositions on any topic and then analyzed their vocabulary. Mann (1944) did a similar study by asking university students to write 2,800 word essays on any topic. Blankenship (1962) examined four samples written by university students and Gruner, Kibler and Gibson (1967) did a similar analysis of the writings of 45 university subjects. Baker (1950, 1951a) analyzed the letters of a female schizophrenic. Smith (1957a) used the letters of two women written to their children as a basis for his count. The first woman's letters were written between the ages of 62 and 66, and the second woman's letters were written from age 68 to her late 80's. In a subsequent study, Smith (1957b) supplemented this work with letters from the second woman starting at age 49. Smith (1955) also analyzed the diary of a middle-aged woman over a 92 month period. In addition, he examined a girl's diary written over a three year period and a journal of the same girl written when she was in college. The above is a short resume of the types of studies that have counted and analyzed words in written materials.

Four different types of speech have been examined for words and their frequencies of occurrence. These are:

- 1) spontaneous conversations,
- 2) classroom speeches,
- 3) interviews,
- 4) telephone conversations.

Spontaneous conversations were recorded by Baker (1950), who examined the speech of a psychopath, and Smith (1957a), who recorded the speech of 97 children at 4.5 years of age. All the analyses of classroom speeches were conducted on students who were required to present a speech as part of a course requirement. Voelker (1942) took 245 high-school seniors and collected a total of 99,400 words. Gruner, Kibler and Gibson (1967) extracted 500 words each from a speech assignment presented by 45 university students. Blankenship (1962) analyzed four speeches made by university students. Other studies elicited words through the use of an interview. Balken and Masserman (1940) asked 50 patients to tell a story about pictures. Fairbanks (1944) collected 3,000 words from college freshmen and schizophrenic patients. Holstein (1965) conducted twenty-minute interviews with eight schizophrenic patients and five other subjects.



Howes (1966) collected 5,000 words each from 20 sophomores and 20 hospitalized patients. DeVito (1967) gathered 500 words each from ten faculty members discussing their current research. More recently, Johnston (1977) asked 36 five-year-olds to tell a story about a series of pictures. In a unique study French, Carter and Koenig (1930) recorded and analyzed the words used in telephone conversations. This briefly illustrates the types of speech situations that have been analyzed. In the following sections more detailed information as to the style of analysis and results obtained by these studies will be provided.

#### Justification of Word Counts

On the basis of the available literature, a number of reasons why researchers have undertaken word counts can be distinguished. Among these are:

- 1) to determine which words are the most frequently used by a specific group of people or in a specific literature,

- 2) to determine which words should be included in children's textbooks at various grade levels (Dolch, 1948),

- 3) to help teachers determine what vocabulary should be known by children at various age

levels (Thorndike & Lorge, 1944; Garcia-Salas, 1977),

4) to establish children's interests as shown by their vocabulary (Zyve, 1928; Nice, 1932),

5) to provide the classroom teacher with information on what environmental differences could influence the language development of children (Lawton, 1963; Harris, 1976; Garcia-Salas, 1977; Johnston, 1977),

6) to determine which words should be used in textbooks for second language teaching purposes (French, Carter & Koenig, 1930; Steinfeldt, 1973; Ozbalt, 1973),

7) to provide a guide for establishing a system of short-hand (Dewey, 1923),

8) to determine what differences exist between spoken and written vocabularies (Blankenship, 1962; DeVito, 1967; Gruner, Kibler & Gibson, 1967),

9) to determine the distinguishing features of a genre of writing (Boder, 1939),

10) to determine the distinguishing features of an author (Medwidsky, 1977),

11) to establish the extent of vocabulary increase or decrease over age (Smith, 1957a).

Most of the word counts examined have been done with the first goal in mind, -- to determine the most frequently used words by some pre-defined group. Balken, Masserman (1940) compared the language of conversion hysteria, anxiety state and obsessive-compulsive neuroses patients. Fairbanks, (1944), Mann (1944), and Holstein (1965) compared schizophrenic speech to normal speech. Kucera and Francis (1967) collected and analyzed a wide variety of American English. Voelker (1942) observed the speech of young adolescents, and Harris (1967) and Garcia-Salas (1977) analyzed the speech of young children. It appears from the literature that word counts have been done for a wide variety of reasons -- from pure curiosity as to what words are used by a group of people or a style of language to the establishment of textbooks or shorthand systems.

#### Methods of Analysis

The manner of analysis for collected data varies according to the reasons why a particular word count was initiated. Some of the more frequently observed formats for analyzing data obtained from word counts are exemplified below.

- 1) Word counts have been compiled for the express

purpose of identifying and examining only the most frequently occurring words or word-types and have been listed as such (Holstein, 1965).

2) Baker (1951) and Holstein (1965) place their data on a rank-frequency distribution curve, where the rank<sup>1</sup> of a word is on the Y axis and the frequency on the X axis. A straight line with a slope of 1 is evident when the points are plotted on log-log paper. Subtle differences exist between different types of data.

3) Researchers have used the type-token ratio, which consists of the number of different words in a particular passage divided by the number of total words in the passage, to analyze their data. One of the problems with this type of analysis is that in order for ratios from different sources to be comparable to each other, the total number of words in all samples being used needs to be the same. Some interesting results have ensued from this type of analysis. Mann (1944) finds that the type-token ratio of normal spoken samples was close to that of schizophrenic written samples. Fairbanks (1944) concludes that 33 types

---

1. rank -- the position of a word or word-type relative to the other words or word-types according to frequency of occurrence.

constitute 50% of all tokens for schizophrenics while 46 types constitute 50% of all tokens for normals. Holstein (1965), on the other hand finds no difference in type-token ratio between normal and schizophrenic speech. In research with children, Chotlos (1944) concludes that the older a child becomes the higher the numerical value of the type-token ratio. Smith (1957a) confirms this finding and adds that even in later life the type-token ratio increases over age, unless there is evidence of disease, such as arteriosclerosis. Gruner, Kibler and Gibson (1967) conclude that there are more types-to-tokens in written than in spoken language.

4) The most common form of word count analysis is according to parts-of-speech and their relative frequencies. Mann (1944) determined that the ratio of adjectives to verbs, adjectives to nouns and adverbs to verbs was higher for normals than for schizophrenics. Fairbanks (1944) found that schizophrenic patients use fewer nouns; adjectives, prepositions, conjunctions and articles, but more pronouns, verbs and interjections than normals. Balken and Masserman (1940) conclude that conversion hysteria has a low ratio of adjectives to verbs while anxiety state and obsessive-compulsive neuroses have a high ratio of adjectives to verbs.

Boder (1939) compared different styles of writing according to the ratio of adjectives to verbs and concludes that legal statutes have an overwhelmingly larger use of adjectives as compared to drama, fiction and scientific writing. DeVito (1967), while comparing spoken and written language, finds that the ratio of verbs to adjectives is higher in spoken than in written language and that there are more nouns and adjectives in written language and more verbs and adverbs in spoken language. Studies of vocabulary-change over time (Smith, 1955, 1957b) show an increase of noun and adjective use, compensated for by a decrease in pronoun use, a decrease in the use of 'had' and 'went' and decrease in the use of the future tense. Chotlos (1944) examines the differences that are present in the vocabularies of a city group and a rural group and concludes that the city group uses more nouns than the rural group. He also concludes that the higher the I.Q. and the higher the age level, the more diversification is present in the vocabulary regardless of whether the language is that of a city or rural group member. Lawton (1963) found that working-class boys use fewer adjectives and adverbs but more pronouns than middle-class boys. Johnston (1977) confirms the finding that working-class children use more pronouns than

middle-class children. She also discovered that working-class children use more pronouns in the subject position of their sentences while middle-class children use more nouns in this position. Over-all, it would seem that the utilisation of the parts-of-speech is a very valid form of comparison of vocabularies and can show interesting differences when comparing groups.

5) Zipf (1945b) analyzed the frequency of occurrence of a word in comparison to the number of meanings of that word. He finds that on the average the more frequently a word is used, the more different meanings or uses it will have.

6) Word counts have also been analyzed in relation to the context in which the individual words occur and how often they are repeated in close proximity to one another. Zipf (1945a) finds that individual words tend to be evenly distributed over space. In other words, repetitions of the same word are separated by approximately the same number of other words. Baker (1951a,b) finds that Zipf's conclusions are true only of high frequency words. He wants to rephrase Zipf's findings to the following: "The greater the frequency with which a word is used the more likely it is that direct repetition will be evenly distributed over time" (1955a: 282). Baker discovers

that words which occur with low frequency tend to be located in close proximity to one another. In addition, "where direct repetitions do not occur, one frequently finds disguised repetitions" (1955a: 282) in the form of beginnings of words, endings of words, consonant clusters and adjective, adverb and verb pairs. The findings of these two researchers show an over-all trend for high-frequency words to be evenly distributed over a text and low frequency words to occur in close proximity to their repetitions.

7) From a historical point of view, word counts have been used to see what relationship exists between the rank of occurrence of a word and its entry into the language. Thorndike (1948) shows a positive relationship between the date of entry of the word into the language and the number of meanings it has according to its rank of occurrence.

The above types of analyses do not lend themselves to all word counts. Some counts have the single aim of establishing frequency lists. On the other hand, if the purpose is to compare groups or styles, then a rank-frequency distribution, type-token ratio or parts-of-speech analysis is undertaken. If the goal of the study is related to the history of the words or the



context in which they appear, then the factors which control for these outcomes need to be examined.

### Research using Word Counts

Following the compilation of a word count, the results can be used for the testing of various psychological processes related to language. The most frequently used word frequency count of English in such experimentation is that of Thorndike and Lorge (1944). There has been much criticism of this word-count (Rozenzweig, McNeill, 1962) and in more recent years experimenters have turned to the Kucera and Francis (1967) count for their data. Word counts have been used in psychological experiments to research:

- 1) the storage of lexical items in, and their retrieval from, short-term and long-term memories,
- 2) the relationships between meaningfulness, word association and word frequency,
- 3) the interaction of linguistic frequency with situational frequency,
- 4) the relationship between observed frequency and estimated or subjective word frequency,
- 5) the recall versus the recognition of words varying in frequency-of-use.

Results from research into the storage of lexical items in, and their retrieval from short-term and long-term memories are somewhat contradictory. Peterson, Peterson and Miller (1961), and Lloyd (1964) found that high frequency words are better retained and recalled in short-term memory than low frequency words. A similar conclusion was reached by Duncan (1966) and Raymond (1969) when they tested storage, recall and production of words in long-term memory. In more recent research, Raymond (1969), and Baddeley and Scott (1971) rejected the previous findings and found a parallel trend of retention for high and low frequency words in short-term memory. The only conclusion that can be made is that high frequency words are better recalled when stored in long-term memory, while the situation for short-term memory is unclear.

Meaningfulness, as defined by Noble (1952), is measured by the number of word associations a subject will produce for a given word in a fixed period of time. The higher the number of associations the more meaningful a word is said to be. Cofer and Shevitz (1952) found that high frequency nouns and adjectives produced more associations than low frequency nouns and adjectives. Hall (1962) found that high frequency

adjectives require a shorter period of time than low frequency adjectives to produce an association. The associations for both high and low frequency adjectives tend to be similar across subjects. It, therefore, appears that high frequency adjectives, and perhaps nouns are more meaningful, as defined above, and require a shorter time to evoke an association in a subject than low frequency adjectives.

Linguistic word frequency is the frequency with which a word occurs in a style of writing or speech according to some objectively conducted count. Situational word frequency is the frequency with which a word is presented to a subject in an experimental situation, as for example, in order to establish the extent of retention and recall of a word to which a subject is exposed a certain number of times. In most experiments done to date, the implicit assumption has been that these two types of frequencies do not interact but rather produce similar results. Underwood and Freund (1970) are the only ones who have explicitly stated this assumption. It remains to be proven if it is indeed valid.

Tryk (1968) stated that because objective

frequency counts are extremely time-consuming it would be very beneficial if subjective frequency estimates made by subjects could be used in testing and experimenting. Howes (1954) has shown that when subjects were asked to rate the frequency with which they use an individual word, it is not correlated with objective frequency counts. However, when these same subjects are asked to rank how often an average college population could encounter a particular word, the results are closely correlated with objective counts. Tryk (1968) as well as Carroll (1971) were unable to correlate results between subjective estimates and objective counts of word frequencies. The explanation for the differences offered is that a different sample of language is being studied in the estimates as compared to the counts (Carroll, 1971).

The most widely developed area of psychological research using word-counts concerns the influence of frequency on the recall and/or recognition of a word. Although there is some discrepancy, the over-all conclusion from these studies is that high frequency words are better recalled than low frequency words (Hall, 1954; Bousfield & Cohen, 1955; Kanungo & Mohanty, 1970; Lovelace & Pulley, 1972; Kinsbourne &

George, 1974) and low frequency words are better recognized than high frequency words when subjects are exposed to them after an initial presentation and delay period (Shepard, 1967; Lovelace & Pulley, 1972; Kinsbourne & George, 1974). Two studies that included the variables "concreteness" and "abstractness" in addition to high and low frequency found opposite results to the above. Dukes and Bastian (1966) concluded that abstract and concrete nouns that have a low frequency of usage are recalled better than concrete and abstract nouns that occur with a high frequency in language. Cohen (1976) found that concrete and abstract high frequency nouns are better recognized after presentation and delay than low frequency nouns. The reason for the contradiction is not obvious since there is no interaction between frequency and concreteness and abstraction. If recognition is defined as the speed with which a word is recognized when presented visually for a very short period of time, then Howes and Solomon (1951) and Scarborough, Cortese and Scarborough (1977) found that high frequency words were better recognized than low frequency words. Wallace, Sawyer and Robertson (1978) summarize the conclusions for the above type of studies: "Previous studies demonstrating that back-

ground frequency of words affects recall and recognition differently have been interpreted as being consistent with the view that recall and recognition do not involve identical processes" (p. 303).

### Word Counts of Ukrainian

Finally the question of Ukrainian is approached. To date there is one published study of a word frequency count of the works of the poet, Shevchenko (Vashchenko, Doroshenko, Marynychenko & Chertoryz'ka 1978). Unfortunately, the count references the occurrence of each word in one rather obscure and inaccessible publication of Shevchenko's collected works. It also provides only an alphabetical listing and not a listing in order of frequency of occurrence of the words. There is also a doctoral dissertation (Medwidsky, 1977) which examines the words used by Stefanyk in his works. This study unfortunately is not published and therefore, is not readily available. There are several references in Soviet publications to the relative frequencies of certain morphemes and, in particular, case endings. In progress at the moment are two studies that, when completed will provide a good basis for future work. One is a word frequency dictionary of present-day Ukrainian prose writers in

the Soviet Union. The first volume contains words from A to L and the second volume, words from M to Ja. It is based on 500,000 words compiled from 25 prose samples. The second study is one presently underway at the University of Alberta in the Department of Education. It is the compilation of a word count of Ukrainian children's literature available in Canada undertaken by Stephania Yurkiwsky. It is being analyzed in a fashion similar to this study (see "Methodology") except that instead of styles of speech, styles of literature are compared and contrasted. It is hoped that the above two studies in addition to the present one will provide a solid basis for material development for applied research in Ukrainian as described earlier for other languages of the world.

#### The Current Study

The present study on the one hand is based upon the research which has preceded it and which has just been reviewed, and on the other hand is a unique study which has developed along new lines of research.

Methods 1) -- to identify the most frequently used words and word-types, 2) -- to place data on a rank-frequency distribution curve and 4) -- to analyse the words according to parts-of-speech and their relative

frequencies, are employed. Methods 3), 5), 6) and 7) either bear no relevance to this study, or are inconsistent with the data and, therefore, omitted. The results obtained from the frequency count are not applied to any further research such as memory retention, recall versus recognition, etc., although it is hoped that with time this will be the case. Of the several word counts done on Ukrainian, the preliminary lists of the two volume frequency dictionary are compared in this study with the relative frequency in the children's usage of words.

The present study is an analysis of a variety of speech styles according to parts-of-speech and grammatical categories. This type of comparison has not been attempted, to the author's knowledge, for speech styles, although it has been done in the past for styles of writing. The analysis of grammatical categories including number, gender, person and case is an attempt at an extension beyond simple parts-of-speech in order to further characterize the various styles that exist in spoken language.



## METHODOLOGY

The data used in this study was gathered during the summer of 1980 and analyzed in the winter and spring of 1981.

### Subjects

There were 28 children (12 boys and 16 girls) who participated in the initial taping sessions. The speech of 20 of them (10 boys and 10 girls) was analyzed. These 20 children were chosen on the basis of a questionnaire and a standardization and normalization test described later. The children ranged from 7 years, 7 months to 9 years, 11 months at the time of taping. The average age was 8 years, 10 months. One group of children (5 boys and 5 girls) was attending camp outside of Toronto, Ontario, while the other group (5 boys and 5 girls) was attending camp outside of Montreal, Quebec. All of the 28 children were administered a questionnaire in order to determine their socio-economic and socio-educational background and degree of Ukrainian-language interaction among family members and peers. The questionnaire was administered in Ukrainian. A copy of the questionnaire

appears in Appendix A in transliteration and translation. The results of the questionnaire for the 20 children whose speech was eventually analyzed are as follows:

1) All the children attend Ukrainian classes either in the evenings, on Saturdays or during the regular school day in which the language of instruction is Ukrainian.

2) All the children were born in Eastern Canada and are all children of post Second World War immigration.

3) All the children have Ukrainian as their language of communication in the home -- with parents, grandparents and siblings.

4) All the children, except one (11SM) have grandparents and they all have brothers and/or sisters.

5) Out of the 20 children, 13 have a best friend who is Ukrainian.

6) All the children come from a middle socio-economic and high socio-educational background.

7) Two children have one parent that is deceased (11AK and 22OP).

8) None of the children come from broken homes (i.e. divorced).

A standardization and normalization test was admi-

nistered to the children in order to determine their level of fluency in Ukrainian. The test used, was provided by the Edmonton Public School Board. It is one of a series of tests administered in the fall and spring of every year to the children attending the English-Ukrainian bilingual classes. For the purposes of this study, the grade 5 test, one grade above the age level of the children, was administered and scored according to the instructions provided by the school board. All the children whose speech was analyzed in the study scored above 85% correct on the test. A copy of the test appears in Appendix B.

The children who took part in the study were attending a Plast summer camp during the month of July, 1980. Plast is a Ukrainian Youth Association which was founded upon the principles of scouting and has as one of its aims the preservation and propagation of the Ukrainian language among its members. Children who attend Plast camps also attend weekly meetings with their group leaders/counsellors during the year in the city. The summer camp is an extension of the program started during the year. In Toronto, the boys' and girls' camps were held separately, while in Montreal they were held concurrently.

### Data Gathering

The data was gathered during three sessions with each of the four groups -- Toronto boys, Toronto girls, Montreal boys, Montreal girls. During each session, approximately two-thirds of the time was devoted to taping and the other one-third to the completion of the standardization and normalization test. A session lasted between 45 minutes and one hour. The three sessions were divided in the way indicated in the following table (see section on 'Data Analysis' for an explanation of styles).

TABLE 1  
Division of Sessions

<u>taping</u>	<u>test</u>
<p><u>Session #1</u> (style 10)</p> <p>-tell me something funny (skazhy meni shchos' smishnoho)</p> <p>-tell me something scary (skazhy meni shchos' strashnoho)</p>	<p>(style 40)</p> <p>-part three (creative writing)</p>
<p><u>Session #2</u> (style 20)</p> <p>-individual recordings done during the making of puzzles</p>	<p>(style 50)</p> <p>-part two (reading-decoding; literal, inferential and critical comprehension)</p>
<p><u>Session #3</u> (style 30)</p> <p>-tell me what you like best about camp (skazhy meni, shcho tobi najkrashche na tabori podobajet's'a)</p> <p>-tell me what you like least about camp (skazhy meni, shcho tobi najmenshe na tabori podobajet's'a)</p>	<p>-part one (spelling; listening comprehension)</p>

The sessions were taped on a SONY TC110B cassette recorder. One hour cassettes were used. Whenever possible, the tapes were transcribed immediately after the session and notes were made explaining the

circumstances surrounding the statements made by the children. During transcription, all repetitions and all single word utterances were included; all **stuttering**, incomplete words, non-linguistic interjections (e.g. sneezes, coughs, laughs, clearing of throat) were excluded; incomplete sentences were transcribed and retained as incomplete.

For the second session, puzzles were made of coloured construction paper, each puzzle being a different colour. The puzzles consisted of a rectangle and a set of eight pieces that, when put together also formed a rectangle of the same size. Each piece was numbered to show the 'right' from the 'wrong' side although this did not aid in the forming of the puzzle (see figure 1). The children found the puzzles quite difficult.

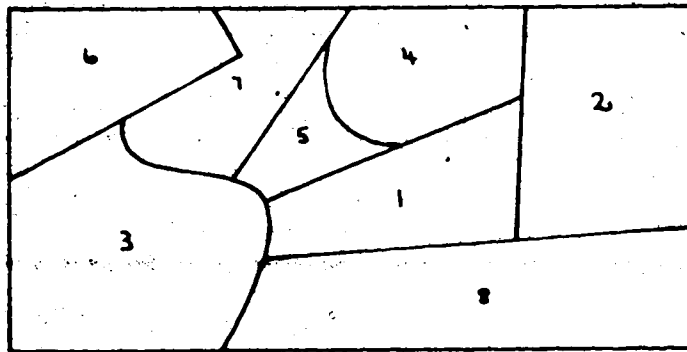


FIGURE 1

Puzzle Used by the Children

The Toronto girls had been at camp for only 2 days when the taping sessions started. It was, therefore, not possible to ask them what they liked and disliked about camp. Instead, for the third session, a set of charade cards was made up and the girls acted them out to each other. The charades were based on topics about camp. The entire session was taped.

#### Data Analysis

The transcribed data was typed in on a Courier Terminal using the MTS file system available at the University of Alberta. A SPIRES coding system was used and the data was later transferred to the SPIRES mode. Four files were set up corresponding to the four groups of subjects -- Toronto boys, Toronto girls, Montreal boys and Montreal girls. Computer programs provided a normal alphabetical listing and reverse alphabetical listing of all words used by each speaker and within each style. The data could be scanned to provide the context in which individual words had been spoken.

The data was analyzed according to grammatical categories and individual lexical items, and compared and contrasted across different styles. The parts-of-speech were established on the basis of the Slovnyk

ukrajins'koji movy. It was decided to use this particular reference book as a guide because of the discrepancy that exists between individuals and grammars concerning to which part-of-speech a particular word belongs. The Slovnyk ukrajins'koji movy was chosen because it is the most recent and precise work available and has numerous examples and explanations. In alphabetical order, the parts-of-speech are:

adjective (adj)

adverb (adv)

conjunction (conj)

English (eng)<sup>1</sup>

interjection (int)

noun (n)

numeral (num)

particle (part)

preposition (prep)

pronoun (pro)

proper noun (pn)

verb (v)

---

1 A category 'English' (eng) was also set up to which all words uttered with an English pronunciation and of non-Ukrainian origin were included. Names of cities and people, even when pronounced in English were included in the category 'proper noun' (pn).



A distinction was made between seven different styles as they related to the circumstances surrounding the recording of the children's speech. The first style (10) was recorded when the children were asked to relate something funny and something scary. During the taping there was little interaction among the children and all their attention was focused on retelling the story. The second style (20) was recorded during the time when the children were solving the puzzles. There was a great deal of interaction between the children, and between the children and the author at this time. The answers to the questions -- "What do you like most about camp?" and, "What do you like least about camp?" formed the third style (30). At this time the children answered in one or two word sentences, interrupted and corrected each other and elaborated in longer passages on why they liked or disliked a particular thing or event. The fourth style (40) consisted of a series of questions and answers posed by the children during the writing of the test during the second recording session. The fifth style (50) was the same as the fourth except that it was recorded during the third recording session. The sixth style (60) was recorded during the playing of the game of charades. It involved guessing what the actions of the leader meant.

The seventh style (70) involved conversations and questions and answers. This style was recorded during activities which the Toronto girls were performing under the guidance of their camp counsellor. The first five styles were compared and contrasted and the results are discussed later. Styles 40 and 50 were combined under one style 40/50 for comparison purposes because they involve the same type of interaction among the children and because there are not enough data in them separately to make the comparisons statistically reliable. Since only the Toronto girls were recorded in styles 60 and 70, these were not included in the comparisons. The words from these styles are, however, included in the final word frequency list.

A series of over-all chi-square tests was run to determine the relationship between the various styles, on the one hand, and the grammatical categories on the other. The formula for the chi-square (or  $X^2$ ) is:

$$X^2 = \sum \frac{(O - E)^2}{E}$$

where O is the observed frequency of occurrence and E the expected frequency of occurrence. The over-all chi-square test enabled the author to determine whether a given grammatical variable and the stylistic variables are dependant or independant. Statistical

table will then provide us with a measure of the significance of this dependency by estimating the likelihood of the given dependency being a chance occurrence (e.g.  $<.001$  indicates a likelihood of less than 0.1% that the given dependency is a chance event). For example: According to Table 2, style 10 has 313 conjunctions out of a total of 2436 words and style 30 has 360 conjunctions out of a total of 3450 words. After running a chi-square test, we see that style 30 would have had 398 conjunctions if the proportion of conjunctions to the rest of the data as compared with style 10 were equal. Similarly, style 10 would have had 279 conjunctions if the proportion of conjunctions to the rest of the words were the same as in style 30. The chi-square test shows that even though in actual numbers, style 30 has more conjunctions than style 10, proportionately there are significantly more conjunctions in style 10 than in style 30.

Each child was identified by a four-unit code. The first number designates the sex -- 1 for boys and 2 for girls. The second number identifies the city outside of which the children were camping -- 1 for Toronto and 2 for Montreal. The first letter is the initial letter of the Christian name and the second

letter is the first letter of the family name.

The data collected from 20 Ukrainian-speaking children were gathered and analysed as described above. The results of the analyses are outlined and discussed in the following chapters.

## RESULTS

The data from the 20 children were pooled together and analyzed according to the most frequent word-types<sup>1</sup> and the frequency of occurrence of parts-of-speech across the different styles (Table 2). The frequency with which each grammatical category occurs in each style is provided in Tables 3 - 10. Styles 60 and 70 are included in Tables 2 - 10, Appendix C and Appendix D but are excluded from the analysis because only five children were represented in these styles and not enough data was available to make useful comparisons. The results of styles 40 and 50 were pooled together, as both of these were recorded when the children were writing the standardization and normalization test. All word-types, except those falling under the category "English", in all styles, are included in the frequency listing in Appendix C and Appendix D.

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1. word-type is a compilation of all the variations of a word placed under a basic form of that word, for example, pity, pishov, pishla, pishly all constitute one word-type. A word-type is the dictionary form of a word.

TABLE 2

Frequency Distribution of Parts-of-Speech  
According to Style

	10	20	30	40	50	60	70	ALL
Adjective	56	158	87	31	1	6	40	379
Adverb	238	405	348	112	6	33	80	1222
Conjunction	313	235	360	67	3	14	32	1024
Interjection	12	174	28	20	6	8	11	259
English	51	185	61	31	1	10	20	359
Noun	327	206	523	127	7	43	91	1324
Numeral	47	184	89	25	0	23	16	384
Particle	125	478	209	87	13	14	38	964
Preposition	123	58	198	49	2	7	16	453
Pronoun	582	1328	690	257	24	106	176	3163
Proper Noun	26	86	107	32	0	4	5	260
Verb	536	1146	750	243	26	81	165	2947
Total	2436	4643	3450	1081	89	349	690	12738

TABLE 3

Frequency of Occurrence of Singular and Plural Nouns  
According to Style

	10	20	30	40	50	60	70	all
Singular	273	154	384	97	5	32	79	1024
Plural	54	52	139	30	2	11	12	300
Total	327	206	523	127	7	43	91	1324

TABLE 4

Frequency of Occurrence of Gender of Nouns  
According to Style

	10	20	30	40	50	60	70	all
Feminine	148	109	195	63	2	17	44	578
Masculine	139	84	258	57	3	11	47	599
Neuter	30	9	58	2	2	15	0	116
Plural	10	4	12	5	0	0	0	31
Total	327	206	523	127	7	43	91	1324

TABLE 5

Frequency of Occurrence of Cases for Nouns  
According to Style

	10	20	30	40	50	60	70	all
Nominative	151	114	174	51	6	37	59	592
Genitive	50	17	76	13	1	0	7	164
Dative	1	0	1	0	0	0	0	2
Accusative	88	53	209	47	0	4	21	422
Instrumental	4	5	22	2	0	1	1	34
Locative	32	4	40	11	0	1	3	91
Vocative	1	13	1	3	0	0	0	18
Total	327	206	523	127	7	43	91	1324

TABLE 6

Frequency of Occurrence of Cases for Pronouns  
According to Style

	10	20	30	40	50	60	70	all
Nominative	466	1037	513	202	22	98	143	2481
Genitive	32	19	22	10	0	4	4	91
Dative	10	62	45	7	1	1	3	129
Accusative	60	186	94	35	1	3	23	402
Instrumental	12	15	3	2	0	0	1	33
Locative	2	9	13	1	0	0	2	27
Total	582	1328	690	257	24	106	176	3163

TABLE 7

Frequency of Occurrence of Person for Pronouns  
According to Style

	10	20	30	40	50	60	70	all
1st pers.	262	483	201	100	10	28	32	1116
2nd pers.	3	75	23	29	0	5	10	145
3rd pers.	208	689	222	107	7	32	108	1373
Singular	473	1247	446	236	17	65	150	2634
1st pers.	43	24	160	5	2	35	15	284
2nd pers.	0	3	1	0	0	4	2	10
3rd pers.	66	54	83	16	5	2	9	235
Plural	109	81	244	21	7	41	26	529
Total	582	1328	690	257	24	106	176	3163



TABLE 8

Frequency of Occurrence of Person  
for Nominative Pronouns According to Style

	10	20	30	40	50	60	70	all
1st pers.	218	423	166	89	9	28	29	962
2nd pers.	3	67	23	25	0	5	10	133
3rd pers.	146	483	145	76	6	28	82	966
Singular	367	973	334	190	15	61	121	2061
1st pers.	36	22	132	4	2	33	13	242
2nd pers.	0	3	1	0	0	2	2	8
3rd pers.	63	39	46	8	5	2	7	170
Plural	99	64	179	12	7	37	22	420
Total	466	1037	513	202	22	98	143	2481

TABLE 9

Frequency of Occurrence of Number for Verbs  
According to Style

	10	20	30	40	50	60	70	all
Singular	388	927	372	183	19	50	129	2068
Plural	91	78	224	28	3	13	22	459
Infinitive	57	141	154	32	4	18	14	420
Total	536	1146	750	243	26	81	165	2947

TABLE 10

Frequency of Occurrence of Person for Verbs  
According to Style

	10	20	30	40	50	60	70	all
1st pers sing	159	402	142	82	9	26	29	849
2nd pers sing	7	140	27	33	3	8	26	244
3rd pers sing	222	385	203	68	7	16	74	975
1st pers pl	36	20	152	4	2	5	12	231
2nd pers pl	0	2	1	1	0	6	4	14
3rd pers pl	55	56	71	23	1	2	6	214
Infinitive	57	141	154	32	4	18	14	420
Total	536	1146	750	243	26	81	165	2947

Word Frequency List

The 100 most frequently occurring word-types are arranged from the most frequent to the least frequent in Appendix C. In the list, the word-type is listed in the form that would be found in a dictionary. The breakdown of each word-type into the various words is located in the alphabetically listed dictionary in Appendix D.

The entire data base is composed of 12,738 words. The most frequent word-type, the first person pronoun -- ja, occurs 988 times. This constitutes 8% of the total vocabulary. The second word-type, the conjunction -- i, occurs 492 times, which is almost half the frequency of the first. The first 10 most frequently occurring word-types cover 30% of the total vocabulary, while the 50 most frequently occurring word-types cover 60% of the total vocabulary.

The majority of the word-types in Appendix C are pronouns, particles and prepositions. After the first 50 word-types, verbs begin to occur quite regularly. The highest frequency pronoun is the first person singular ja (rank 1). The first verbs are buty (rank 3) 'to be', maty (rank 10) 'to have', and zrobyty (rank 18) 'to do, to finish'. The first nouns sestrychka (rank 47) 'female counsellor' and bratchyk (rank 57) 'male counsellor' show the biases of the data as predicted by Card and McDavid (1966) since they are directly related to camp life, where the data were recorded.

The frequency of occurrence of word-types not included in Appendix C are given in Table 11.

TABLE 11

Frequency of Occurrence of Word-Types  
Not Included in Appendix C

number of word-types	frequency of occurrence
469	1
205	2
130	3
66	4
48	5
39	6
34	7
19	8
28	9
13	10
13	11
8	12
9	13
2	14
10	15
5	16
4	17

Word-types that occurred only once throughout the entire data make up 4% of the total vocabulary. All the word-types included in this table make up less than 30% of the entire vocabulary. There is greater variation in vocabulary in Table 11 than in Appendix C.

On the following pages each of the styles is examined separately. The proportionate frequency of occurrence of each word-type according to parts-of-

speech and grammatical category where applicable is compared across styles. A discussion of the results is presented in the next chapter.

### Comparison of Styles

Style 10: Style 10 was recorded during the time when the children were asked to relate something scary and something funny. Each child thought about a story and related it while speaking into the microphone. There was very little interaction among the children or between the author and the children at this time.

Style 10 has a statistically significant higher use of conjunctions and lower use of proper nouns than any other style (20:  $X^2 = 571.16$ ,  $df=11$ ,  $<.001$ ; 30:  $X^2 = 55.84$ ,  $df=11$ ,  $<.001$ ; 40/50:  $X^2 = 91.778$ ,  $df=11$ ,  $<.001$ ). In terms of cases the genitive and locative of nouns ( $X^2 = 36.76$ ,  $df=5$ ,  $<.001$ ) is statistically more frequently used in style 10 than style 20. The same is true for the genitive of pronouns ( $X^2 = 41.87$ ,  $df=5$ ,  $<.001$ ). In comparing Style 30, Style 10 uses more nouns in the nominative ( $X^2 = 25.71$ ,  $df=6$ ,  $<.001$ ) and more pronouns in the genitive and instrumental ( $X^2 = 112.21$ ,  $df=5$ ,  $<.001$ ). There are no significant statistical differences in the use of case between Styles 10 and 40/50.

Person and number were examined in pronouns and verbs. There are proportionately fewer pronouns, pronouns in the nominative case and verbs in the second person singular in Style 10 than in any other style. There are also statistically more nominative pronouns in the third person plural and more verbs in the third person singular in Style 10 than in any other style. Style 10 has statistically more pronouns ( $X^2 = 126.54$ ,  $df=5$ ,  $<.001$ ) and nominative pronouns ( $X^2 = 115.51$ ,  $df=5$ ,  $<.001$ ) in the first person singular than style 20. There are proportionately more pronouns ( $X^2 = 126.54$ ,  $df=5$ ,  $<.001$ ) and more verbs ( $X^2 = 103.13$ ,  $df=6$ ,  $<.001$ ) in the first and third person plurals in Style 10 than Style 20. Over-all, there are more plural verbs ( $X^2 = 41.87$ ,  $df=2$ ,  $<.001$ ) in Style 10 than style 20. In comparison to Style 30, statistically there are more singular verbs ( $X^2 = 67.34$ ,  $df=2$ ,  $<.001$ ) in Style 10. The difference between Styles 10 and 40/50 is characterized by a larger use of the first person plural in pronouns ( $X^2 = 52.49$ ,  $df=4$ ,  $<.001$ ), nominative pronouns ( $X^2 = 57.31$ ,  $df=4$ ,  $<.001$ ) and verbs ( $X^2 = 67.34$ ,  $df=6$ ,  $<.001$ ).

Style 20: Style 20 was recorded while the children were putting together the puzzles described

earlier. Most of the conversation revolved around the ease or difficulty of the puzzles. The children were constantly interacting among themselves during the session.

Style 20 is significantly different than Styles 10, 30 and 40/50 in a variety of ways. It has a greater frequency of occurrence of English words, interjections, numerals and pronouns than any of the other styles (10:  $X^2 = 571.16$ ,  $df=11$ ,  $<.001$ ; 30:  $X^2 = 620.57$ ,  $df=11$ ,  $<.001$ ; 40/50:  $X^2 = 165.10$ ,  $df=11$ ,  $<.001$ ). It has also fewer nouns and prepositions than any other style. (10:  $X^2 = 571.16$ ,  $df=11$ ,  $<.001$ ; 30:  $X^2 = 620.57$ ,  $df=11$ ,  $<.001$ ; 40/50:  $X^2 = 165.10$ ,  $df=11$ ,  $<.001$ ). In addition, style 20 has more particles than style 10 ( $X^2 = 571.16$ ,  $df=11$ ,  $<.001$ ) and style 30 ( $X^2 = 620.57$ ,  $df=11$ ,  $<.001$ ).

In the category of case, there are more nouns in the nominative and in the vocative in Style 20 than in style 30 ( $X^2 = 69.16$ ,  $df=5$ ,  $<.001$ ) and more nouns in the vocative in style 20 than in style 10 ( $X^2 = 36.76$ ,  $df=5$ ,  $<.001$ ). The case pattern for pronouns is different. There are more pronouns in the dative and the accusative in Style 20 than in Style 10 ( $X^2 = 41.87$ ,

df=6, <.001).

In the category of person and number there are significantly more pronouns in the third person singular in Style 20 than in any other style (10:  $X^2 = 126.54$ , df=5, <.001; 30:  $X^2 = 321.21$ , df=4, <.001; 40/50:  $X^2 = 20.61$ , df=4, <.001). The second person singular pronoun occurs more frequently in Style 20 than in Style 10 ( $X^2 = 126.54$ , df=5, <.001) and Style 30 ( $X^2 = 321.21$ , df=4, <.001). The occurrence of the third person nominative pronoun is also more frequent in Style 20 than in either of Style 10 ( $X^2 = 115.5$ , df=5, <.001) or Style 30 ( $X^2 = 246.67$ , df=4, <.001). Overall there are more singular verbs in Style 20 than in Style 10 ( $X^2 = 41.87$ , df=2, <.001) or Style 30 ( $X^2 = 235.86$ , df=2, <.001). This trend is mirrored in the frequency of occurrence of the first person singular, the second person singular and the third person singular which occur more frequently in Style 20 than in Style 30 ( $X^2 = 290.95$ , df=5, <.001).

Style 30: 'Style 30 was recorded during the time when the children were asked what they liked the most and the least about camp. In this style there is interaction among the children as well as between the



author and the children. The children also spoke in longer passages in which they described various happenings at camp that were memorable to them.

Style 30 is characterized by a statistically significant lesser proportion of pronouns in the overall data than any other style ( $10: X^2 = 55.84, df=11, <.001$ ;  $20: X^2 = 620.57, df=11, <.001$ ;  $40/50: X^2 = 65.73, df=11, <.001$ ). There are significantly more proper nouns in Style 30 than in Style 20 ( $X^2 = 620.57, df=11, <.001$ ). Style 30 differs from Style 40/50 in that there are significantly more conjunctions ( $X^2 = 65.73, df=11, <.001$ ) and nouns ( $X^2 = 65.73, df=11, <.001$ ) in Style 30.

There are no overall differences between Style 30 and the other styles for cases. However, Style 10 is significantly different from Style 30 in this area in that style 30 has more nouns in the accusative and instrumental cases ( $X^2 = 25.71, df=6, <.001$ ) and more pronouns in the dative and locative cases ( $X^2 = 112.21, df=5, <.001$ ) than Style 10. Style 30 has more nouns in the accusative than Style 20 ( $X^2 = 69.16, df=5, <.001$ ).

The category of person and number distinguishes Style 30 from the other styles the most. The first person singular is less frequent in Style 30 than in any other style in reference to pronouns (10:  $X^2 = 84.87$ ,  $df=4$ ,  $<.001$ ; 20:  $X^2 = 321.21$ ,  $df=4$ ,  $<.001$ , 40/50:  $X^2 = 82.12$ ,  $df=4$ ,  $<.001$ ), nominative pronouns (10:  $X^2 = 77.98$ ,  $df=4$ ,  $<.001$ ; 20:  $X^2 = 246.67$ ,  $df=4$ ,  $<.001$ ; 40/50:  $X^2 = 66.04$ ,  $df=4$ ,  $<.001$ ) and verbs (10:  $X^2 = 111.10$ ,  $df=5$ ,  $<.001$ ; 20:  $X^2 = 290.95$ ,  $df=5$ ,  $<.001$ ; 40/50:  $X^2 = 96.95$ ,  $df=5$ ,  $<.001$ ). In contrast, the first person plural is more frequent in Style 20 than in any other style for the same areas of pronouns, nominative pronouns and verbs. Some differences in this area also exist between Style 30 and the other individual styles. There are significantly more pronouns in the second person singular in Style 30 than in Style 10 ( $X^2 = 84.87$ ,  $df=4$ ,  $<.001$ ). Style 30 also has more pronouns in the third person plural than either of Style 20 ( $X^2 = 321.21$ ,  $df=4$ ,  $<.001$ ) or Style 40/50 ( $X^2 = 82.12$ ,  $df=4$ ,  $<.001$ ) but, only more nominative pronouns in the third person plural than Style 20 ( $X^2 = 246.67$ ,  $df=4$ ,  $<.001$ ). Finally, Style 30 has more overall plural verbs as well as verbs in the infinitive than Style 10 ( $X^2 = 67.34$ ,  $df=2$ ,  $<.001$ ) and Style 20 ( $X^2 = 235.86$ ,  $df=2$ ,  $<.001$ )

Style 40/50: Style 40/50 was recorded during the writing of the standardization and normalization test. The speech of the children is composed of a series of questions and answers about the test.

Style 40/50 has the least number of characterizing features that distinguish it from the other three styles. It has more conjunctions, interjections and particles than Style 10 ( $X^2 = 91.78$ ,  $df=11$ ,  $<.001$ ) and style 30 ( $X^2 = 65.73$ ,  $df=11$ ,  $<.001$ ).

A few differences are present between Style 40/50 and the other styles in number and person. Overall, it has more singular verbs than Style 30 ( $X^2 = 54.90$ ,  $df=3$ ,  $<.001$ ). The second person singular verb is more frequent in style 40/50 than in style 10 ( $X^2 = 67.34$ ,  $df=6$ ,  $<.001$ ) and Style 30 ( $X^2 = 96.95$ ,  $df=5$ ,  $<.001$ ). Overall, there are significantly more pronouns in the second person singular in Style 40/50 than in any of the other three styles (10:  $X^2 = 52.49$ ,  $df=4$ ,  $<.001$ ; 20:  $X^2 = 20.61$ ,  $df=4$ ,  $<.001$ ; 30:  $X^2 = 82.12$ ,  $df=4$ ,  $<.001$ ). This is recurrent in the nominative pronouns of the second person singular which occur more frequently in Style 40/50 than in Style 30 ( $X^2 = 66.04$ ,  $df=4$ ,  $<.001$ ) but with no significantly more pronouns in the third

person plural than Style 20 ( $\chi^2=20.61$ ,  $df=4$ ,  $<.001$ ).

Style 40/50 also has significantly more pronouns in the third person singular ( $\chi^2=82.12$ ,  $df=4$ ,  $<.001$ ) and more nominative pronouns in the first person singular ( $\chi^2=66.04$ ,  $df=4$ ,  $<.001$ ) than Style 30.

## DISCUSSION

We will now turn our attention to a comparison of the frequency list derived from the data (Appendix C) with some preliminary counts done for the Chastotnyj slovnyk suchasnoji ukrajins'koji xudozhn'oji prozy. In addition, an attempt will be made to find an explanation of the differences in usage of the various parts-of-speech and grammatical categories across styles as presented in the previous chapter.

### Frequency of Occurrence of Word-Types

The preliminary lists of the frequency dictionary of Ukrainian, published in Struktura movy i statystyka movlenn'a (Darchuk, 1974) are based on two pieces of prose literature: T'ut'unnyk's Vyr and Stel'max's Xlib i sil'. The lists are composed of word-types that were established in the same manner as the word-types in Appendix C. They are, therefore, directly comparable.

There is similarity between the children's speech as presented in this data, and T'ut'unnyk's and Stel'max's works. Four out of the ten most frequently

occurring word-types found in the children's speech correspond to T'ut'unnyk, namely, i 'and', ja 'I', buty 'to be' and ne 'no'. In the entire data, out of the 100 most frequently occurring word-types, T'ut'unnyk and the children have 52 and Stel'max and the children have 44 word-types in common. Tables 12 and 13 present all the word-types that are common to the children's speech and the T'ut'unnyk and Stel'max lists respectively. Further comparisons show that approximately one-half of the word-types in the children's data are the same as the word-types in the preliminary lists of a Ukrainian frequency dictionary taken from Struktura movy i statystyka movlenn'a. The majority of word-types present in the children's data but absent from T'ut'unnyk's and Stel'max's data are nouns and verbs. For example: sestrychka 'female counsellor', bratchyk 'male counsellor', probl'ema 'problem', mama 'mother', netl'a 'moth'; zrobyty 'to do' (perfective), robyty 'to do' (imperfective), skinchyty 'to finish', l'ubyty 'to love', musity 'to have to', distaty 'to get, to receive', daty 'to give', jisty 'to eat', vpasty 'to fall down', chekaty 'to wait', rozumity 'to understand', napysaty 'to write' (perfective), d'akuvaty 'to thank'.

Table 12

Comparison of the 100 Most Frequently Used Word-Types  
in the Children's Speech and the T'ut'unnyk Data

Frequency Range	Word-Type	T'ut'unnyk	Children
1 - 10	i	1	2
	ja	8	1
	buty	9	3
	ne	5	5
1 - 20	na	3	15
	vin	4	13
	jak	13	9
	ty	14	12
	shcho (pro)	17	14
1 - 30	a	7	25
	vzhe	30	27
1 - 40	v	2	34
	shcho (conj)	10	36
	do	11	38
	vona	15	31
	vony	18	35
	takyj	25	37
	toj	32	4
	my	35	7
	tsej	38	6
1 - 50	z	6	41
	shche	34	48
	bo	39	46
	ale	26	42
	to (conj)	41	43
	pity	45	50
	znaty	46	24
1 - 60	skazaty	37	52
	ity	54	16
	odyn	59	32

cont'

Table 12 'cont'

1 - 70	to (part)	60	63
	tam	69	19
	hovoryty	62	64
	vyjty	70	62
1 - 80	til'ky	42	80
	potim	49	79
	by	52	77
	spaty	68	72
	kazaty	71	45
	xotity	73	28
	chy	74	20
	todi	77	26
	dyvytys'a	80	49
1 - 90	shchos'	83	59
	dva	84	33
	de	85	60
	mohty	86	23
1 - 100	po	20	94
	voda	90	99
	ni	102	29
	teper	103	95
	tut	104	21

TABLE 13

Comparison of the 100 Most Frequently Used Word-Types  
in the Children's Speech and the Stel'max Data

Frequency Range	Word-Type	Stel'max	Children
1 - 10	i	1	2
	ne	3	5
	ja	10	1
1 - 20	na	2	15
	vin	7	13
	buty	14	3
	ty	17	12
	jak	19	9
	shcho (pro)	20	14

cont'



Table 13 cont'

1-30	a (conj)	6	25
	vzhe	26	27
	chy	28	20
1 - 40	v	4	34
	vony	11	35
	vona	13	31
	shcho (conj)	22	36
	my	35	7
	tsej	37	6
1 - 50	z	5	41
	do	8	38
	ale	23	42
	shche	43	48
	to (conj)	44	43
	znaty	48	24
1 - 60	odyn	55	32
	takyj	58	37
	toj	60	4
1 - 70	nash	47	61
	bo	64	46
1 - 80	til'ky	31	80
	by	33	77
	mij	75	17
	ni	76	20
	potim	77	79
	to (part)	80	63
1 - 90	todi	81	26
	dyvytys'a	84	49
	hovoryty	86	64
	maty (v)	89	10
	mohty	90	23
1 - 100	po	38	94
	teper	72	95
	skazhity	94	52
	dumaty	96	65

The T'ut'unnyk and Stel'max data base is slightly larger than that obtained from the children (20,000 words for each author as opposed to the present corpus of 12,738 words). Although approximately half of the 100 most frequently occurring word-types are the same, they are not, however, all of the same "kind". Bull (1949: p. 472-473) distinguishes between two "kinds" of words -- content words and little words. Content words include nouns, adjectives and verbs while little words are an integral part of the syntactical structure of a language, such as conjunctions, particles and prepositions. Bull states that although the little words are usually the most frequently occurring elements in any running passage they "are rarely the important content-bearing elements of any communication" (p. 472). The word-types common to the children's speech and T'ut'unnyk's and Stel'max's works include not only little words but also a number of content words, for example, pity 'to go', znaty 'to know', odyn 'one', potim 'later', dyvytys'a 'to look', spaty 'to sleep', hovoryty 'to speak, to talk', voda 'water'. These important elements of content communication are present in both sets of data and, therefore, raise certain doubts about the validity of Bull's observations. It might also be, of course, that

children's speech differs from that of adult speech in the use of content and little words, but this would require a more diversified sample than just the T'ut'unnyk and Stel'max lists. Perhaps in the future with the publishing of the Chastotnyj slovnyk suchasnoji ukrajins'koji xudozhnoji prozy this will be possible.

#### Frequency of Occurrence of Parts-of-Speech

In the preceding chapter the results of the comparison of the parts-of-speech, person and case across styles were presented. Here an attempt will be made to speculate on possible explanations for the observed differences between the styles along these parameters. The parts-of-speech will be presented in alphabetical order, the person in numerical order and the cases in standard textbook order. Most of the proposed explanations will be based on the author's intuitive impressions of the children's linguistic behaviour in the course of the various recording sessions. To repeat, the styles that will be compared are 10, which was recorded when the children were asked to retell something funny and something scary, Style 20, which was recorded while the children were working on the puzzles, Style 30, which was recorded when the

children were asked what they liked most and least about camp and Style 40/50 which was recorded while the children were completing the standardization and normalization test.

Adjectives: There are no significant differences in the frequency of use of adjectives among the four styles. This is quite interesting since there are significantly fewer nouns in Style 20 than in any other style. It would seem that a large number of the adjectives used in this style are used without the corresponding noun.

90 11SL 20 Slavku! Ja vzhe - Ja zrobyv  
najt'azhche.

703 21OM 20 Sestrychko! Tse je trudne.

Adverbs: There are no significant differences in the frequency of usage of adverbs among the three styles. According to Perebyjnis and Kadomtseva (1968), Boder (1939), Rosenberg, Coyle and Porter (1966) there is a close relationship among verbs, adjectives and adverbs in their frequency of usage. It should, therefore, not be surprising that all three of these categories behave the same way in frequency of occurrence. There is no

significant difference in any of their usage across styles.

Conjunctions; There are significantly more conjunctions in Style 10 than in any other style. The overwhelming use of the conjunction in this style is due to the children's beginning many of their sentences with a conjunction when retelling a story.

1082	11SL	10	Mij. tovarysh i ja lovyly rybu.
1083			<u>I</u> todi ja nexot'achy stav vzad i vin vpav v vodu.
1084			<u>I</u> vs'o joho ubrann'a bulo mokre.
1085			<u>To</u> vin ne mav nichoho perebratys'a.
1086			<u>To</u> vin musiv v xati sydity reshta dn'a.
73	21LS	10	Vona skazala ne podyvytys'a na zad.
74			A ja podyvylyas'a.
75			<u>I</u> tam byly dvi sestrychky <u>i</u> vony byly tak, jak duxy.
76			<u>I</u> jak my pishly do ozera, tam byly dvi sestrychky.
77			<u>I</u> vony byly tak, jak chortyky.
78			<u>I</u> vony nam kazaly sisty.
79			<u>I</u> ja skazala -- "Ni."

This trend to use a conjunction at the beginning of a sentence appears to be characteristic of narration, for it is evident also when the children retell what has happened at camp, in Style 30. The individual incidents in the event that the children are relating, are linked together through the use of the conjunction.

11AK 30 Ja vse kydav na nyx -- shapky, byo vony  
 byly taki z foil.  
 I vono bulo take dosyt' ostre.  
 Ne ostre, ale take bumpy.  
 I vono vse trisskalo na jix shapkax.  
 I vony byly mokri.

499 12JK 30 My ishly na sxodny z sestrychkoju  
 Zojeju.  
 500 I my xotily skakaty shnurkom.  
 501 I vona skazala -- "Dobre".  
 502 My skakaly, skakaly.  
 503 I ja -- ja ne mih skakaty.  
 504 I mij brat najbil'sshe skakav.

Style 30, however, is not entirely composed of narration and, therefore, it has fewer conjunctions than Style 10, but more than Style 40/50. Styles 20 and 40/50 do not have narration and they show a significantly lower use of conjunctions than either Styles 10 or 30.

English: There are significantly more English words used in Style 20 than in any other style. This is not surprising since this is the style in which the children probably concentrate the least on their speech. They lapse into forms which are more prominent in their memory. One of the children even started singing a tune in English.

245 21BK 20 We don't need no education.  
 246 We don't need no mind control.

Appendix E lists all of the English words used in the entire data, including Styles 60 and 70.

A large portion of English words used in all the styles are nouns. These nouns often appear in the middle of a sentence that is otherwise constructed in Ukrainian. It would appear that the particular English word is more easily accessible in memory than the Ukrainian counterpart.

450 21LK 70 Koly vin buv caterpillar.

Other English words used by the children have no direct Ukrainian equivalent.

989 22ZK 30 Nu bo to je duzhe fun kazaty -- "O s'ohodni je".

The pronouns, adjectives and verbs that occur in English are usually part of a phrase that is formed entirely in English. These phrases tend to be idiomatic and not directly translatable into Ukrainian.

482 21LS 70 How about o dyn tut?

559 21LH 70 O ya. It's in there.

Interjections: There are significantly more interjections in Style 20 than in any of the other three styles. Style 40/50 also has significantly more interjections than Styles 10 and 30, but fewer than Style 20. Both Style 20 and Style 40/50 are related to the children's doing some type of work while speaking. The interjections are used as exclamations to comment on how their work is or is not progressing.

137 12JK 20 O, tse je vzhe problema.

1173 21OM 20 Hej ya. Okej, d'akuju, to vzhe dosyt'.

In Styles 10 and 30, the children were conveying information which was unknown to the listener. Styles 20 and 40/50 are characteristic of the children thinking out loud.

Nouns: There are significantly fewer nouns in Style 20 than in any of the other three styles. As will be discussed later, this is also the style which has significantly more pronouns than any other style. Again, the children's conversation here is in large part concerned with their immediate physical environment so they have little use for nouns. They



need only point at objects or pick them up to have those present understand the reference of the pronoun. There is little reference in this style to displaced objects which would require a higher use of nouns, as is the case in Styles 10 and 30.

Numerals: There are significantly more numerals in Style 20 than in any other style. The majority of these are cardinal numbers and their use is directly related to the type of work the children are doing. As mentioned in the "Methodology" chapter, the puzzles were composed of eight pieces which the children were consistently counting.

158 12JK 20 O shche chotyry kusky -- shist', visim,  
dva i pjat'.

241 11OB 20 Raz, dva, try, chotyry.  
242 Raz, dva, try, chotyry, pjat', shist,  
sim, visim.

701 21LH 20 Ja maju odyn, dva, try, chotyry, pjat',  
shist', sim kusnykiv.  
702 Raz, dva, try, chotyrys.

Particles: There are significantly more particles in Styles 20 and 40/50 than in Styles 10 and 30. It is

obvious that in Style 20 the children found the puzzles quite difficult and, therefore, used the negative particle frequently, to express their inability to instantly complete the puzzle and consequently, frustration.

12MV 20 Ja ne znaju, jak tse zrobyty.

963 21LK 20 Ta ja vzhe to robyla, ale ja ne mohla.

838 21TS 20 Ja ne rozumiju.

Prepositions: There are significantly fewer prepositions in Style 20 than in any other style. The following is an alphabetical listing of all the prepositions used by the children:

<u>cherez</u>	'over, because of'
<u>dl'a</u>	'for'
<u>do</u>	'to'
<u>kolo</u>	'beside'
<u>na</u>	'on'
<u>o</u>	'about, around'
<u>pisl'a</u>	'after'
<u>po</u>	'in, on'
<u>pro</u>	'about'

<u>pry</u>	'beside'
<u>v</u>	'in'
<u>vid</u>	'from'
<u>z</u>	'from, out of, with'
<u>za</u>	'behind'
<u>zamist'</u>	'instead of'

As discussed later, Style 20 has significantly fewer nouns in the locative than Styles 10 and 30 and also significantly fewer nouns in the genitive than Style 10. The locative is always, and the genitive is frequently governed by prepositions. The low use of prepositions and the low use of nouns in the genitive and locative are interrelated.

Pronouns: There are significantly more pronouns in style 20 than in any other style. These pronouns are not anaphoric (i.e. in reference to some previously mentioned noun) but rather demonstrative and refer to the objects, situations and people at hand.

185 12MV 20 Todi tse-vo tut.

202 12JK 20 O to - to, do moho je tut.

209 110B 20 Ja xochu tsi sprobuvaty.

1083 210M 20 Tse. Ni, ne to.

The speech of lower class children is characterized by a greater use of pronouns as compared to nouns in reference to those objects which are immediately visible (Chotlos, 1944; Lawton, 1963; Johnston, 1977). The present data shows, however, that even children of middle socio-economic and high socio-educational class will, in certain styles of speech, use an overabundance of pronouns. If the situation in which they are speaking demands little transmission of information that bears any reference to anything but that which is immediately present, as in the case of Style 20, the use of pronouns will be high.

There are significantly fewer pronouns in Style 30 than in any other style. Style 30 has an abundance of one and two word answers to the question "What do you like and dislike about camp?". These answers are usually formed by nouns since they convey new information. As mentioned previously, this high use of nouns and low use of pronouns is interrelated.

484 11AK 30 Vohnyky.

498 11OB 30 Kydaty bal'ony.

Proper Nouns: There are significantly fewer proper nouns in Style 10 than in any other style. In this style, the children are using the personal pronoun and in particular the first person pronoun very frequently (see later discussion). In addition, they frequently refer to family members without providing their names.

21 12JK 10 Nu, ja odyń raz spav.  
 22 I ja spav i klykav mamu.  
 23 Mama pryjshla.  
 24 I mama skazala -- "Shcho je?"

41 11AK 10 I mij kuzyn -- vin mav ity  
 universytetu.  
 42 I vin ne pishov.  
 43 I vin dyvyvs'a na vohon'.

Style 30 is characterized by significantly more proper nouns than either Style 10 or Style 20. In this style, the children are calling each other by name when they interrupt to comment on some camp event. They also refer to their friends by name while retelling what has transpired during camp.

- 438 12JS 30 Odyn raz my kupalys'a i ja, Marko  
Kryvoruchko byly odna družhyna.  
439 A Boryslav Kit i Andrij Fedak byly druha  
družhyna.  
440 Ja Markovi siv na plechi,  
441 I Boryslav siv na plechi.  
442 I my pochaly bytys'a tak.  
443 I xto vpade pershe v vodu.  
444 A todi Marko Mykyt'uk i Adrijan pryjshly  
i sily na plechi i pochaly nas.
- 1023 11SL 30 I meni podobalos'a, jak Slavko nis take  
vidro z piskom i vodoju.  
1024 Tam Andrij kynuv pisok i bratchyk kynuv  
vse na n'oho samoho, na Slavka.

Verbs: There is no significant difference in the frequency of usage of verbs in comparison to the other parts-of-speech within the four styles. However, within the grammatical categories of the verbs there are significant variations across styles. These will be discussed below.

#### Frequency of Occurrence of Grammatical Categories

Number Singular nouns overwhelmingly outnumber plural nouns in all styles. With a few exceptions the children are more concerned with individual items than with multiple units. They relate individual events

(Style 10), they discuss the difficulty or ease of individual puzzles (Style 20), they refer to individual friends (style 30) and are concerned with understanding individual questions (Style 40/50). This concentration on the singular at the expense of the plural might, of course, be characteristic of language in general and not just children's speech. No significant difference in the use of the singular and the plural exist across styles.

In all four styles, there are more pronouns in the singular than in the plural. This dominance of the singular parallels the same situation in the nouns. Styles 20 and 40/50 use significantly more pronouns in the singular than do either Style 10 or Style 30. In the situations surrounding Styles 20 and 40/50 the children are mostly referring to those objects which are immediately present, most of which are in the singular. Style 30 has a significantly greater use of the plural pronouns than the other styles. This is due to the children using the first person plural very frequently, and will be discussed more fully later.

There are fewer singular verbs and more plural verbs in Style 30 than in any other style. This com-

pares favourably with the high use of plural pronouns in Style 30 as compared to the other styles. In this style the children are relating what they and their friends did during camp. Style 20 has a significantly higher use of the singular verbs than the other styles. As with the above, this compares positively with the high use of singular pronouns and nouns in this style. There are significantly more infinitives in style 30 than in any other style. Although the data were not analyzed according to the length of sentences produced by the children, it would seem that style 30 has considerably longer sentences in its narrative portion than the other styles. These longer sentences consist of infinitives which follow an auxiliary or modal verb.

12JK 30 Nu my odyń raz pishly spaty.  
 I tam Jurko Ronish pochav varjuvaty.  
 I todi Marko Mykyt'uk kazav jomu  
zatkats'a.  
 Vin ne xotiv.  
 Tak shcho vin pishov i pochav byty joho.

Gender: The majority of the nouns are either masculine or feminine with less than 10% overall being either neuter or plural. This finding is not surprising since according to Zvorotnyj slovnyk ukrains'koji movy a much larger number of masculine and feminine nouns than neuter nouns or nouns always



used in the plural in Ukrainian. There are no significant differences as to gender among styles.

Person: There are significantly fewer pronouns in the first person singular in Style 30 than in any other style. On the other hand, the use of the first person plural is significantly greater in Style 30 than any other style. The same is true for the nominative pronouns and the verbs. Style 30 is unique in its change in the children's viewpoint -- from themselves only to including those immediately close to them. The emphasis, however, remains on the first person. Style 10 has more first person singular pronouns than Styles 20 and 30, and more first person plural pronouns than Styles 20 and 40/50 but fewer than Style 30. Just as in Style 30, the frequency of occurrence of the first person is mirrored in the nominative pronouns and verbs. Overall the first person, singular or plural, is used more frequently in Styles 10 and 30 than in Styles 20 and 40/50. This predominant use of the "ego" may be due to the type of questions and problems presented to the children, all of which center to some degree around their experiences. There is, however, an interesting contradiction. For Style 30 the children were asked to explain what they liked most and least

about camp. Ironically, although overall within the style the first person singular is the most frequent, this is the style in which the first person plural is significantly more frequently used than any of the other styles. This might be related to the fact that the children's most or least enjoyable experiences are generally those that are shared with others.

- 400 12MV 30 My robymo pershe -- vstajemo, robymo  
ruxanku, myjemos'a i pr'atajemo.  
 401 Todi je perehl'ad i molytva.  
 402 Idem na snidann'a.  
 403 I todi perebyrajemos'a z odnostrojiv i  
idem na rojevi zajn'att'a.
- 1050 11AK 30 I meni najbil'she takozh podobajet's'a,  
 jak my maly vijnu z vodnymy bal'onamy.  
 1051 Dekotri z nas kraly vid tyx menshyx  
 ditej.  
 1052 I my bahato kydaly na nyx.  
 1053 My jix shapky kraly.

For Style 10, the children were asked to retell something funny and something scary. In the instructions nothing was said about the happenings having to be related to their lives, and yet, the children consistently chose to retell personal experiences and use the first person singular. Unlike Style 30, this may be due to the very intimate nature of emotional experiences.

72 12JR 10 Ja mav svij den' urodzhenn'a.  
 73 To vsi -- ja nichoho ne znay pro tse,  
 pravda -- shcho ~~dale~~ toj party.  
 74 I vsi je vnyzu.  
 75 I tato.  
 76 Ja pytaju tata -- "Chy Rebecca pryjde na  
 party?"

11SM 10 Ja pishov smitt'a vynosyty v nochi.  
 Des' v odyndats'atij hodyni.  
 I jak ja nis tam shchos' vpalo.  
 I todi shchos' pobihlo.  
 I ja nastrashyvs'a.

The first person singular in the pronouns, nominative pronouns and verbs is the most frequently used form within each of the four styles. Across styles there are significant differences in its use with Style 30 being the most unique.

The order of significant difference in number of second person singular pronouns is 10 < 30 < 20 < 40/50. This pattern is repeated with the nominative pronouns and verbs formed in the second person singular. Style 10 has significantly fewer second person singular than any of the other styles. In this style the children have very little verbal contact with one another and hence the low use of the second person singular. In Style 30 the children have more verbal contact with one another because they interrupt each

other to add additional facts about what happened at camp or to comment on what has just been said. Style 20 also allows for a considerable amount of interaction between the children. In this situation the children are commenting to each other on the ease or difficulty of the puzzle, on whether or not they like certain colours, and on who has finished what.

145 11JK 20 Chy ty znajesh, jak tsi skladaty?

79 11SM 20 Ni! Ty shche ody kusok majesh?  
Chy ty odno zrobyla?

fact that Style 40/50 has a significantly higher use of the second person singular pronoun than any other style and a significantly higher use of the second person singular nominative pronoun and verb than styles 10 and 30 is somewhat surprising. There is little interaction among the children in this style. The majority of verbalizations are comments made by the children to themselves and/or questions asked of the author or the other children. These questions are formed using the second person singular and account for the majority of occurrences.

741 11BM 40 Chy ty zrobyv kozhumjaku?  
 742 Chy ty zrobyv xudozhnyka?

898 11BM 40 Choho ty tak robysh?

The use of the second person plural is negligible, particularly in Style 40/50 where it should have been most logically used. This is due to two reasons. Firstly, the children rarely address the entire group and secondly, the children use the second person singular (familiar) rather than the second person plural (polite) when addressing the author. Should the author's speech be analyzed, the results would probably be quite different, since the author was consistently addressing the entire group. However, since the purpose of this study was to analyse children's speech, the author's speech was not investigated.

The use of the third person singular follows no pattern. The overall trend mirrors the use of the singular and plural discussed earlier -- namely, that Styles 10 and 30 have a higher use of the plural while Styles 20 and 40/50 have a higher use of the singular in nouns, pronouns and verbs. In Styles 10 and 30 the children are communicating what they have done in conjunction with others, while in Styles 20 and 40/50 the

emphasis is on themselves and their individual friends around them.

Case: There are fewer nouns in the nominative case in Style 30 than in either of styles 10 or 20. This is compensated for by the significantly greater use of the accusative case in Style 30 in comparison to the other styles. Although the actual length has not been calculated, it appears that Style 30 has longer sentences in its narrative portion with nouns being in the accusative in the latter part of the sentence.

11BM 30 Nyni na nashij terenovij hri my vyjshly,  
z taboru poza shtrekoju.  
I my najshly odno take mistse  
I my maly rizni rechi, shchob tam  
zrobyty.  
I v odnim mistsi tam de my buly, my maly  
vhadaty,  
shcho jakis' atlety robl'at', bo vony  
maly ti  
symvoly.  
I my maly vhadaty, shcho vony robyly.

In addition to the first explanation, when the children answer the questions -- "What do you like most/least about camp?", they answer in one or two words or short phrases, with the occurring nouns formed in the accusative, while the subject noun phrases are deleted.

458 11BM 30 Karu.

501 11SL 30 Terenovi hry.

There is no significant difference in the frequency of use of the pronouns in the nominative between the four styles. However, there are significantly more pronouns used in the accusative in Style 20 than in any other style. In this style, the children are referring in their speech to objects which are visible. They have no need to use nouns and instead use pronouns with the additional shaking of their head or pointing of their finger in the direction of the object.

The use of the genitive case presents an interesting problem. Overall, it is used much less frequently than standard Ukrainian grammars would lead us to believe. One author states: "The genitive or possessive case is probably the case most often used in the Ukrainian language" (Duravetz, 1977: 121). One explanation for the infrequent occurrence of this case is that children rarely use it after a negative as is required in Standard Literary Ukrainian, employing instead the accusative.

1095 21OM 20 N'e tse ne robyla.

895 21LH 20 Ja ne mozhu tse zrobyty.

470 11SM 30 Ja ne l'ubl'u tabir.

When forming phrases in which there are prepositions which govern the genitive, the children use the correct form.

539 21LK 70 Ya, xody do laznychky.

600 21LK 70 I vin jist' toj nektar vid kvitky.

The results show a significantly higher use of nouns in the genitive in Style 10 as compared to Style 20. This can be directly attributed to the fact that the children use more prepositions in Style 10 that govern the genitive case than in Style 20. With pronouns the situation is a bit more complex. Certain pronouns have the same form in the genitive and accusative. However, because the nouns are consistently formed in the accusative instead of the genitive following a negative, the pronouns therefore in the analysis follow a similar pattern to the nouns. There are significantly more



pronouns in the genitive in Style 10 than in Styles 20 or 30. As in the situation with nouns the higher use of the prepositions in Style 10 influences the frequency of the genitive pronouns in this style.

Pronouns in the dative case are encountered significantly more frequently in Style 10 than in either Style 20 or 30. The nouns show no significant difference in their use of the dative across the styles. In order to determine the relevance of the above finding the proportionate use of transitive and intransitive verbs in these styles would need to be examined. This, however, is beyond the scope of the present study.

As far as nouns in the locative are concerned, there are significantly fewer nouns in the locative in Style 20 than in Styles 10 and 30. There are significantly fewer pronouns in the locative in Style 10 than in Style 30. Styles 10 and 30 show a proportionately similar use of the locative in nouns. The frequent use of the locative pronouns in Style 30 is due to the fact that the children are all familiar with the places and events that are being retold and there is no need to identify them continuously. In style 10,

on the other hand, they are telling new stories and need to identify the locations of the actions with nouns in the appropriate case.

The vocative is used more frequently with nouns in Style 20 than in Styles 10 and 30. This is due to the overwhelming use of the word sestrychko 'female counsellor' to call the author for help or to complain

This chapter has provided a discussion of the similarities and differences in the frequency-of-use of the parts-of-speech across the four different styles. Some mention will now be made of the overall percentages of use.

### Overall Frequencies

The pronouns constitute 24.83% of all words used. Following them, the most frequently used parts-of-speech are the verbs at 23.14% of all words used. Next in frequency are the nouns at 10.39%. Therefore, almost 60% of the entire vocabulary is composed of pronouns, verbs and nouns.

The singular in nouns (77.34%), pronouns (83.28%) and verbs (70.17%) is used consistently more frequently

than the plural. The children obviously are concentrating more on individual objects and people than on groups of these.

The majority of the nouns (76.58%) and pronouns (81.15%) are either in the nominative or accusative cases. The dative is the least used case for nouns (0.15%) but the third in frequency of use for pronouns (4.08%). This is not surprising since nouns tend to refer to things which have not been referenced previously, whereas pronouns refer to things with a prior referent. Indirect objects which surface in the dative case are usually referred to prior to the situation at hand and as a result require a pronoun instead of a noun. The children employ the dative when referring to someone or something mentioned previously. The locative is the least frequently used case for the pronouns (0.85%) but much more frequently used for the nouns (6.87%). The children refer to places of action by providing them with a label.

The first and the third person are used with approximately the same frequency in pronouns (44.26%; 50.84%) and verbs (36.65%; 40.34%). The children refer to themselves or to a third object of person regularly.

The most frequently occurring word-types have been compared in this chapter to some preliminary lists of the Chastotnyj slovnyk suchasnoji ukrajins'koji xudozhn'oji movy. This was followed by a discussion of the parts-of-speech as well as person, number and case where applicable, and how their frequencies differ across styles.

## SUMMARY AND CONCLUSIONS

This final chapter is devoted to summarizing briefly each of the preceding chapters and to characterizing the speech of the children studied according to style.

In the past, word counts have examined both written and spoken materials. The present study looked at the speech of Ukrainian children. Previous research has been done in order to characterize the language of a particular people or style, in order to establish frequency lists and in order to aid in the compilation of textbooks and reading materials. This study was undertaken firstly, in order to establish a word count of fluent Ukrainian speaking children (Appendix C and Appendix D) and secondly, in order to establish the extent to which four distinct styles of speech used by the children affect the distribution of various parts-of-speech and grammatical categories. Word counts have been analyzed according to individual lexical items parts-of-speech, place of occurrence within a passage and relationship of frequency to number of meanings and entrance into the language. In this study, the

individual word-types and parts-of-speech as well as person, number and case, where applicable, were examined. A series of programs was developed by the SPIRES team of the University of Alberta for this study which enabled all the occurring words to be put in normal alphabetical order and reverse alphabetical order. The reverse alphabetization facilitated the analysis of grammatical categories which are normally inflected at the end of a word in Ukrainian. Programs also allowed for the counting of the words and the scanning of words in context. This study is one of the first of its kind to distinguish between a variety of styles in speech for the purposes of a word count and the first one to compile a word frequency count of Ukrainian as spoken by children.

For the present study, data was collected from 20 fluently bilingual Ukrainian speaking children attending a Ukrainian language summer camp. Their speech was divided according to style depending on the circumstances surrounding the taping. Style 10 was a narrative style in which the children retold a story. It was characterized by a series of sentences spoken by one child at a time about one topic. Style 20 was a conversational style recorded during a play activity.

The speech in this style concentrated on the children were doing at the moment. The third (30) had two parts -- a question/answer part and a narrative part. The question/answer section consisted mostly of one or two word answers while the narrative section was very similar to the first style. The fourth and fifth styles (40/50) were judged to be the same and placed together for purposes of analysis. These two styles consisted of questions, answers and comments made by the children regarding work they were engaged in. The sixth (60) and seventh (70) styles were speech during play and speech during organized activity respectively. These two styles were not included in the analysis. The first five styles, with the fourth and fifth combined, were compared and contrasted according to the frequency-of-usage of individual parts-of-speech and grammatical categories. A chi-square test was run in order to establish the significant differences between the styles according to the parts-of-speech and grammatical categories. The results and a discussion of these results were presented in two chapters. A distinction between words, which are all units bound by spaces in standard orthography, and word-types, which are all words arranged under their dictionary forms, was made. The 100 most frequently occurring word-types

were established and compared to the preliminary results of a frequency dictionary of Ukrainian currently in the making.

This count and analysis of words as spoken by children has several problems, namely:

- 1) the circumstances and biases surrounding the gathering of the data,

- 2) the definition of and distinction between different styles of speech,

- 3) the definition of parts-of-speech and assignment of words to them.

Each of these problems needs to be addressed.

The data were gathered at a Ukrainian summer camp. It was mentioned in the discussion that this bias was evident in what word-types were most frequent in the noun category. Their frequency is directly related to the situation in which the speech was recorded. The extremely high frequency of the first person may be due to the types of questions posed to the children in styles 10 and 30. On the other hand, it may be an idiosyncrasy of children's speech. This is not clear. Should the results from this study be applied at any future date, care must be taken in comparing the types



of nouns used by the children with the other data examined as these do not relate to all circumstances.

In retrospect it can be questioned whether the styles of speech as distinguished by this study are valid. As there were no guidelines to follow in establishing style, the author had to rely on intuition. However, the fact that a number of statistically significant differences among the styles emerged from the analyses indicates that the author's intuitive distinctions were not without foundation. Style 20 is a unique style and different from the other three styles. It is worth studying in the future as this is probably the type of communication that most children at play, adults at work and families at dinner engage in. Style 10 is also a relevant style. The studies of speech that have been done previously have concentrated on this type of style. This is the style which is encouraged by most teachers in classrooms when asking children to retell stories and by most parents of higher socio-educational class when encouraging their children to relate their day's events. Style 40/50 is also a style worthy of further study since it is predominantly composed of questions posed by the children. The request for information is a daily

activity of children and a very important part of their speech behavior. It should, however, be realized that this is a very difficult style to elicit. Style 30 should perhaps have been broken down into two components for this analysis -- the component which dealt with the answers provided by the children and the narrative component. Since the narrative component contained considerably more words the results of the analysis were skewed towards it. As it presently stands, Style 30 is probably not a style sufficient distinct that it would merit further research into its characteristics. In summary, styles 10 and 20 definitely merit further study. If enough examples can be obtained, the further study of Style 40/50 would be beneficial.

Assigning words to parts-of-speech may at times be quite arbitrary. It was mentioned before that many linguists cannot agree exactly how many parts-of-speech exist and to which of these categories certain words belong. For this reason a decision was made to follow a standard dictionary. A word of caution for any future comparative purposes -- should the definitions of the parts-of-speech be different than in the present study -- comparisons may be invalid.

The following conclusions are made with regard to the frequency of occurrence of word-types:

1) The most frequently occurring word-type is the first person singular pronoun ja, which constitutes 8% of the total vocabulary and is almost twice as frequent as the second word-type.

2) Of the total vocabulary, 4% of the word-types occur only once.

3) The first 10 most frequently occurring word-types constitute 30% of the total vocabulary.

4) The first 50 most frequently occurring word-types constitute 60% of the total vocabulary.

5) Approximately one-half of the 100 most frequently occurring word-types are common with the preliminary frequency list of Ukrainian (Perebyjnis, Kadomtseva, 1968).

6) The most frequently occurring nouns sestrychka and bratchyk show the biases of the data according to the situation in which it was recorded.

In describing the characteristics of the children's speech in general and according to the four styles -- narrative (10), conversational (20), question/answer and narrative (30) and question/answer (40/50), a number of extremely interesting distinctions

And similarities can be found.

1) The relative frequency of adjectives, adverbs and verbs is the same across all four styles of speech.

2) There are more singular nouns, pronouns and verbs than plural nouns, pronouns and verbs in all styles.

3) The children rarely use the second person plural.

4) The children have a low use of the dative and instrumental cases.

5) The dative case is used more frequently with pronouns than with nouns.

6) The locative case is used more frequently with nouns than with pronouns.

7) The accusative case is used instead of the genitive case following a negative.

8) Style 10 -- the narrative style is characterized by a high use of conjunctions and first person singular and plural pronouns. The use of proper nouns and the second person singular in pronouns and verbs is low.

9) Style 20 -- the conversational style is distinguished the most from the other styles. It is characterized by a high use of pronouns, interjections and English words and by a low use of nouns,

prepositions and the first person in pronouns and verbs.

10) Style 30 -- the question/answer and narrative style is characterized by a high use of conjunctions in its narrative section, as well as a high use of proper nouns and plural verbs and pronouns. The accusative case in nouns occurs frequently. Overall, there is a low use of pronouns and in particular of the first person singular which is compensated by the high use of the first person plural.

11) Style 40/50 -- the question/answer style is characterized by a high use of interjections, singular pronouns and verbs and in particular the second person singular and a low use of the first person in verbs and pronouns.

It would appear from this study that a great deal of variance is present in the children's speech. This is true. It is also true that a great deal of commonality is present between the data and adult speech and within the data across its various styles. Approximately one-half of the 100 most frequently used word-types (Appendix C) are common with the preliminary lists of the Chastotnyj slovnyk suchasnoji ukrajins'koji xudozhnoji prozy dohe on 20th century

Ukrainian Soviet literature. Considering that the subjects used in this study were firstly using oral language, secondly were children, and thirdly were born and raised in Canada, the overlap is extremely high. Furthermore, a second commonality within the data is that of the consistent relative frequency of usage of adjectives and verbs across styles. In previous work (Boder, 1944; Masserman, 1940; Fairbanks, 1944; Mann, 1944; DeVito, 1967) the ratio of adjectives to verbs, which is termed the adjective-verb quotient, remains consistent over samples of an individual's speech but changes across subjects. Finally, conclusions 2 to 7 are common across all the styles. The homogeneity of the sample of children's speech is apparent because of the stability of these parts-of-speech and grammatical categories.

The analyses completed on this data are not exhaustive. In the future it might be interesting to compare the most frequently occurring word-types across styles. The question whether there are any differences in the speech of boys and girls can be posed. The speech of the individual children can be compared. The sentence lengths and placement of the parts-of-speech within the sentence can be examined. The class of

modifier which includes adjectives, numerals and pronouns can be analysed. The list goes on. In addition, what has been done in this study and any of the above can and should be compared with other studies when these become available.

The present study has analyzed and provided a frequency count of the speech of fluent Ukrainian speaking children born in Canada into a middle socio-economic and high socio-educational family in which a great deal of emphasis is placed on the retention of the mother tongue. It is hoped that this study will aid in compiling word lists for children learning Ukrainian as a second-language in the Ukrainian-English bilingual schools of Alberta, Manitoba and Saskatchewan. One of the major findings of this study, however, has been the apparent distinction in the usage of parts-of-speech and grammatical categories which is found in different functional styles of speech. For the language teacher this suggests that the emphasis put on these various grammatical facets of second language teaching should be sensitive to the ultimate stylistic goals of communication in that language. In the future, it would be interesting to compare this count with the count undertaken by Yurkiwsky (in

progress) of Ukrainian children's literature available in Canada as well as with the completed frequency dictionary of literary Ukrainian presently being compiled in the Soviet Union.



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APPENDIX A  
QUESTIONNAIRE

1. Koly ty narodyvs'a/narodylas'a? (When were you born?)
2. Do kotroji anhlijs'koho shkoly ty xodysh? (Which English school do you go to?)
3. V kotrij ty kl'asi v anhlijs'kij shkoli? (What grade are you in, in English school?)
4. Do kotroji ukrajins'koho shkoly ty xodysh? (Which Ukrainian school do you go to?)
5. V kotrij ty kl'asi v ukrajins'kij shkoli? (What grade are you in, in Ukrainian school?)
6. De ty narodyvs'a/narodylas'a? (Where were you born?)
7. De tvij tato narodyvs'a? (Where was your father born?)
8. De tvoja mama narodylas'a? (Where was your mother born?)
9. Po jakomu ty z tatom hovorysh? (What language do you use, when speaking with your father?)
10. Po jakomu ty z mamuju hovorysh? (What language do you use, when speaking with your mother?)
11. Chy v tebe je babtsi i didy? Skil'ky? (Do you have grandparents? How many?)
12. Po jakomu ty z nymy hovorysh? (What language do you use when speaking with them?)
13. Chy ty majesh brativ abo sester? (Do you have any brothers or sisters?)
14. Skil'ky jim rokiv? (How old are they?)
15. Po jakomu ty z nymy hovorysh? (What language do you use when speaking with them?)

16. Jak nazyvajet's'a tvij najblyzhchyj tovarysh/najblyzhcha tovaryshka? (What is the name of your best friend?)

17. Po jakomu ty z nym/neju hovorysh? (What language do you use when speaking with him/her?)

18. Shcho tvij tato robyt' po faxu? (What does your father do professionally?)

19. Shcho tvoja mama robyt's po faxu? (What does your mother do professionally?)

PART ONE

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

ROOM \_\_\_\_\_

ПРИКЛАД А:

Множина слова  
книжка

Ⓐ Ⓑ Ⓒ Ⓓ  
Ⓐ Ⓑ Ⓒ Ⓓ  
Ⓐ Ⓑ Ⓒ Ⓓ

А. книжку      В. книжки      С. книжков      Д. книжками

Key B: книжки

1. Множина слова  
вікно

А. вікон      В. вікна      С. вікнами      Д. вікнам

2. Множина слова  
печера

А. печеру      В. пече      С. печери      Д. печерця

3. Множина слова  
хлопець

А. хлопці      В. хлопцями      С. хлопців      Д. хлопцям

ПРИКЛАД Б.

Диктант:

Ⓐ Ⓑ Ⓒ Ⓓ  
Ⓐ Ⓑ Ⓒ Ⓓ  
Ⓐ Ⓑ Ⓒ Ⓓ

Key C: розум

А. радіо      В. разом      С. розум      Д. родина

Диктант:

4. А. мнє      В. моє      С. має      Д. мін

5. А. ідуть      В. ідуть      С. їдять      Д. їдуть

6. А. забуває      В. заслоняє      С. замкає      Д. заперяє

Прочитайте слiдуючі оповiданнi й вiдповiдайте на питання, кiнчаючи питанням число 13.

7. Учора Лeся пiшла до крамниці купити мамi малeнький подарунок на день народження.  
Сьогодні на день народження мама отримала подарунок вiд Лeси  
А. ляльку      В. квіти      С. кожух      Д. ббрш
8. Діти дуже люблять їхати на фaрму.  
А. Там паяц\* смішно скaче.  
В. Там багaто високих будинокiв.  
С. Там багaто цікавих тварин.  
Д. Там можна купити дiтoчі забавки.
9. Маруся летіла в літаку. Вона дивилася у вікно на хмари. Далеко внизу будинки й авта виглядали дуже малeсенькі.  
Авта виглядали як  
А. гoри      В. будинки      С. жучки      Д. ложки
10. Мишка бiгла стeжкою пiд дeревом, на якому сиділа стара сова. Сова спустилася з дeрева, щоб зловити мишу, але, мишка -- Шусть! -- пiд камінь.  
Чому сова не зловила мишки?  
А. Мишка заховалася пiд камінь.  
В. Мишка заховалася в листя.  
С. Мишка вилізла на дeрево.  
Д. Мишка пiшла в школу.
11. Діти поставили шатрo. Перед шатрoм вони розклали вогонь. Над вогонь вони повісили чайник.  
А. Скорo буде що їсти.  
В. Скорo буде в чiм одягатися.  
С. Скорo буде час спати.  
Д. Скорo буде що пити.
12. Данило сидів у човні на тихім озері. Сонце гарно світило й тепло було. Білі хмари повільно пливали по небі.  
Данилові було....  
А. спокійно  
В. сумно  
С. Неспокійно  
Д. холодно

\*паяц -- clown

13. Мартин прийшов додому. Він відчинив двері та й увійшов до хати. У хаті щось смачно пахло.

У хаті що робили?

- A. варили
- B. прали
- C. дивилися на телевізор
- D. слухали радіо

Questions 14 to 29 are found on the Grade Five Ukrainian Test Listening Comprehension Tape. Mark your answers on your answer sheet.

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Слухайте уважно. Ви почуєте коротку розмову. Після розмови виберіть правильну відповідь.

14. А. На екрані стоїть учитель.  
В. На екрані видно картинки.  
С. На екрані учитель пише.  
D. На екрані діти пишуть олівцем.
15. А. Зараз вийдемо на майданчик.  
В. Зараз буде сніданок.  
С. Зараз буде перерва.  
D. Зараз буде іспит.
16. А. Він зварив собі гарячий чай.  
В. Він пішов на город працювати.  
С. Він одяг плащ і пішов на працю.  
D. Він пішов на пікнік
17. А. Я дуже рада йти.  
В. Я мушу бути вдома.  
С. Я йду на концерт.  
D. Я йду на футбол з Петром.
18. А. граматичну  
В. метричну  
С. Африканську  
D. Українську
19. А. Едмонтон  
В. Оттава  
С. Київ  
D. Саскатун
20. А. тому хто хоче їсти  
В. тому хто хоче все знати  
С. тому хто хоче спати  
D. тому хто хоче читати
21. А. до лікаря.  
В. до сестри  
С. до сусіда.  
D. до крамниці

## PART TWO

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

ROOM \_\_\_\_\_

30. Виберіть правильне слово.  
У мене нова книжка.  
Нові \_\_\_\_\_ на столі.  
А. книжка В. книжку С. книжкі D. книжок
31. Я маю червоний м'яч.  
Вони також мають \_\_\_\_\_.  
А. м'ячами В. м'ячі С. м'ячем D. м'ячів
32. Мама кожному зваряла яйця  
\_\_\_\_\_ були смачні.  
А. яйця В. яечко С. яйцем D. яйце
33. Ми \_\_\_\_\_ по-українському  
А. читати В. читаємо С. читаю D. читають
34. Іван, Петро і Маруся \_\_\_\_\_ в футбол.  
А. граємося В. грати С. гратися D. граються
35. Ти дуже глосно \_\_\_\_\_.  
А. кричу В. кричеш С. кричиш D. кричати
36. Діти помили підлогу.  
Тепер, підлога \_\_\_\_\_.  
А. чиста В. чистий С. чисте D. чистити
37. Ми стругали паточки.  
Треба загострити \_\_\_\_\_ ніж.  
А. тупе В. тупа С. тупий D. тупі
38. Ми сьогодні ідемо на озеро купатися.

Це озеро \_\_\_\_\_.

- A. гли́бка      B. гли́бки      C. гли́бкий      D. гли́бке

39. Я бігав по снігу.

У мене \_\_\_\_\_ вуха.

- A. холóдна      B. холóдні      C. холóдне      D. холóдний

40. Дід читає -- Чи тво́я шко́ла дале́ко?

- Ні, \_\_\_\_\_ шко́ла недале́ко.

- A.. моє́      B. мої́      C. моя́      D. моє́ї

41. Ва́ші зо́шити на столі́.

\_\_\_\_\_ зо́шити у ша́фі.

- A. На́ші      B. На́ша      C. На́ший      D. На́ше

42. Ви́беріть пра́вилене сло́во.

Вертолёт сідас на \_\_\_\_\_.

- A. плóшу      B. підлóгу      C. пля́ж      D. полицю́

43. З молока́ роблять \_\_\_\_\_.

- A. м'ясо́      B. мак      C. миски́      D. ма́сло

44. Ми живемо́ в Альбе́рті.

Альбе́рта -- це части́на \_\_\_\_\_.

- A. Кита́ю      B. Кана́ди      C. Торонто́      D. А́фрики

45. В де́нь може бути соня́шно або \_\_\_\_\_.

- A. хмарочо́с      B. холóдильник      C. хмарно́      D. хма́рне

46. Ви́беріть сино́нім для підкресленого слова

Він має дешеві тенісі́вки.

- A. недорогі́      B. великі́      C. жовті́      D. брудні́



47. Кіт в чоботах був дуже мудрий.

А. повільний В. дурний С. сумний Д. розумний

Виберіть (антонім) для підкресленого слова.

48. Павук ходив по стелі і впав на \_\_\_\_\_.

А. стіну В. підлогу С. пліт Д. дах

49. Іван і Леся говорили, а всі решта \_\_\_\_\_.

А. мовчали В. кричали С. спали Д. позіхали

50. Подайте зошити вперед, а не \_\_\_\_\_.

А. вгору В. надвір С. назад Д. навкруг

Виберіть правильну фразу.

51 Сірко побіг престо до своєї миски і почав їсти. Він був дуже голбдний.

Він \_\_\_\_\_.

А. хотів спати.  
В. хотів їсти.  
С. не вмів танцювати.  
Д. почув дзвінок.

52. Тарас пішов купувати потрібні речі для печення пасок: яйця, муку, цукор і дріжджі.

Тарас купив \_\_\_\_\_.

А. камінчики і яйця.  
В. цукор і цитрину.  
С. пісок і воду.  
Д. муку і дріжджі.

Сьогодні був невдалий день для Миколи. Нічого йому як слід не виходило. Його будильник не задзвонив, і він заспав. Коли він вставав, він впав з ліжка, і вдірився головою.

Підкресліть правильне речення.

53. Яке нещастя з Миколою перше сталося?

А. Він впав з ліжка.  
В. Він заспав.  
С. Він вдірився головою.  
Д. Його будильник не задзвонив.

54. Що ще йому сталося?  
 А. Він випав з дерева.,  
 В. Він вдарився головою  
 С. Він порвав штани.  
 D. Він розбив писанку.

Одного дня дівчата гралися. Всі взяли за руки: Оля взяла Гаю за руку, Галя взяла Іринку за руку, а Іринка взяла Олю за руку. Тепер всі тримаються за руки.

55. Що дівчата зробили?  
 А. Дівчата стали в коло.  
 В. Дівчата стали коло хати.  
 С. Дівчата стали біля дерева.  
 D. Дівчата бігали біля мами.
56. Скільки дівчат гралося?  
 А. десятеро  
 В. двоє  
 С. троє  
 D. шестеро

Робити висновки.

Юрко встав. Він пішов до умивальні, тоді одягнувся, а потім поснідав. Тоді він позбирав свою домашню роботу і вийшов з хати.

57. Яка пора дня?  
 А. рано  
 В. полудень  
 С. північ  
 D. захід
58. Куди Юрко пішов?  
 А. до спальні.  
 В. до церкви.  
 С. до школи.  
 D. на вакації.

Богдан приніс мак, Христя виміряла мед. Тоді вони зварили пшеницю, і все разом змішали.

59. До якого свята вони готуються?  
 А. на Великдень.  
 В. на Петра.  
 С. на день матері.  
 D. на Різдво.

60. Яку їнну страву вони можуть приготувати на це свято?

- A. сир і масло.
- B. молоко і яйця.
- C. шинку з хрбном.
- D. пісний борщ.

Тамара й Галя одягнули вишивані сорочки, спідниці, пояси, фартушки, чоботи й коралі.

61. Що ще вони повинні одягнути?

- A. тенісівки
- B. короткі штани
- C. свѣтер
- D. вінок

62. Кудя вони підуть?

- A. до крамниці
- B. на плавання
- C. на Шевченківський концерт
- D. до бібліотеки

Мотор відмовився. Чи бак порожній?  
Чи мотор перегрівся?

63. Що сталося?

- A. Авті не вистачило бензини.
- B. Мама випробувала нову піч.
- C. Водій заблудився.
- D. Ведмеді поламали вікна.

64. Якщо бак порожній, що треба зробити?

- A. Танцювати гопакі на дорозі.
- B. Здобути бензин.
- C. Піти до банку.
- D. Здобути води.

Богдан читає цікаву книжку про таборування в горах.  
Він готується до літніх ваканцій.

65. Виберіть найкращий заголовок для цієї книжки:

- A. Як доглядати котенят?
- B. Напльчники готові!
- C. Поїздка до столиці.
- D. Улюблені казки.

66. Куді́ Богда́н пої́де лі́том?

- A. На та́бір.
- B. До ті́тки Окса́ни.
- C. До мі́стечка Мй́рнам.
- D. До телефо́ну.

67. Шо́ Йому́ не бу́де потрі́бно?

- A. Тене́сі́вки.
- B. Дошеві́к.
- C. Телеві́зор.
- D. Шкарпе́тки.

Сього́дні ми поча́ли в класі́ вчи́тися про коза́ків. Це бу́ли сла́вні украї́нські во́їни. Вони́ знамені́ті ве́ршники і моря́ки. Їхні чо́вни назива́лися "чайкі́".

68. Коза́ки їзди́ли \_\_\_\_\_.

- A. Авто́м.
- B. На мі́тлі.
- C. На ве́рблюда́х.
- D. Ве́рхи на ко́нях.

69. Коза́ки запли́вали чайка́ми до \_\_\_\_\_.

- A. Чо́рного Моря́.
- B. рі́чки Саскачеван.
- C. Ванкуве́ру.
- D. о́зера Онта́ріо.

70. Коза́ки му́сили́ бути́ \_\_\_\_\_.

- A. вели́кими боягу́зами.
- B. ду́же відва́жними.
- C. лі́нними.
- D. хво́рими.

Гра́ли в футбо́л. Макси́м си́льно ко́пнув м'я́ч. Глядачі го́лосно закри́чали та повста́вили.

71. Чому́ глядачі́ закри́чали та повста́вили?

- A. Макси́м здо́був пе́рше місце́ в пере́гонах.
- B. М'я́ч попав у ко́шик.
- C. Макси́м стри́бнув найви́ше всіх.
- D. Макси́м забі́в го́ль.

72. Де гра́ли?

- A. В стадіо́ні.
- B. В пляне́тарії.
- C. В музе́ю.
- D. В Ко́лізею.

73. Який одяг мали футболісти?

- A. Зимовий одяг.
- B. Літній одяг.
- C. Спортовий одяг.
- D. Святковий одяг.

74. Щоб грати в цю гру, потрібні:

- A. М'яч та сітка.
  - B. М'яч та ворота.
  - C. М'яч та кошик.
  - D. М'яч та рукавиця.
- 

Directions for the following parts are given in the manual. Part III for students is a separate booklet. Part IV is recorded directly on the student's score sheet and answer sheet, and does not have a separate booklet.

Part III Writing

Cluster 8: Sentence Dictation, questions 75-89.

Cluster 9: Creative Writing, questions 90-111.

Part IV Oral Expression

Cluster 10: A Conversation, questions 112-127.

Cluster 11: Structure in Oral Expression, questions 128-140.

UKRAINIAN GRADE FIVE SURVEY TEST  
PART THREE

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_ ROOM \_\_\_\_\_

Writing

Cluster 8: Writing - Sentence Dictation (Диктант).

Я буду вам диктувати три речення. Слухайте уважно і пишiть. Я прочитаю кожне речення три рази. Перший раз нормальним темпом - другий дуже повільно, а третій - прочитаю, щоб ви перевірили.

75-76-77-78-79

80-81-82-83-84

85-86-87-88-89

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September, 1979



Oral Expression

Cluster 10: A Conversation  
112-127

Cluster 11: Structure in Oral Expression  
128-140



## APPENDIX C

### 100 MOST FREQUENTLY OCCURRING WORD-TYPES

1.	ja	988	45.	kazaty	59
2.	i	495	46.	bo	57
3.	buty	488	47.	sestrychka	58
4.	toj	425	48.	shche	54
5.	ne	330	49.	dyvytys'a	52
6.	tsej	295	50.	pity	52
7.	my	247	51.	duzhe	45
8.	tak	201	52.	skazaty	43
9.	jak	181	53.	musity	42
10.	maty (v)	165	54.	vono	41
11.	o	154	55.	pershyj	40
12.	ty	151	56.	takozh	40
13.	vin	143	57.	vyjty	40
14.	shcho(pro)	139	58.	bratchyk	39
15.	na	133	59.	distaty	38
16.	ity	126	60.	shchos'	38
17.	mij	123	61.	nash	36
18.	zrobyty	122	62.	de	33
19.	tam	120	63.	to (part)	33
20.	chy	119	64.	hovoryty	32
21.	tut	119	65.	dumaty	31
22.	vse (pro)	118	66.	probl'ema	31
23.	mohty	117	67.	daty	29
24.	znaty	112	68.	mama	29
25.	a (conj)	101	69.	dobre	28
26.	todi	100	70.	t'azhkyj	28
27.	vzhe	100	71.	try	27
28.	xotity	96	72.	spaty	26
29.	ni	95	73.	xtos'	25
30.	robyty	95	74.	bahato	24
31.	vona	95	75.	mozhe (adv)	24
32.	odyn	89	76.	t'azhko	24
33.	dva	87	77.	by	23
34.	v	87	78.	okej	23
35.	vony	84	79.	potim	23
36.	shcho(conj)	83	80.	til'ky	23
37.	takyj	75	81.	vse (adv)	23
38.	do	70	82.	den'	22
39.	skinchyty	70	83.	synyj	22
40.	ta (part)	67	84.	chotyry	21
41.	z	67	85.	jisty	21
42.	ale	66	86.	lehkyj	21
43.	to (conj)	62	87.	malen'kyj	21
44.	l'ubyty	60	88.	visim	21

89.	vpasty	21	95.	raz (n)	19
90.	chekaty	20	96.	teper	19
91.	rozumity	20	97.	chomu	18
92.	napysaty	19	98.	majzhe	18
93.	netl'a	19	99.	nu	18
94.	po	19	100.	voda	18

Note: In this data sestrychka and bratchyk refer to 'female counsellor' and 'male counsellor' respectively.

APPENDIX D

VOCABULARY AND FREQUENCY LIST

	10	20	30	40	50	60	70
A (conj)	35	31	25	4	1	2	3
A (int)		1					
A (letter)		2					
ABO	1	5	2	1			1
ABY	1						
ADRIJAN			2				
AHA		3					
AHAM							
aham			3				
ahem			2				
AJZ			1				
AL'ARM	1	1					
AL'BERTA							
Al'bertu				1			
ALE	15	25	17	6			3
ANDRIJ							
Andrij			7				
Andriju			1				
ANHLIJS'KYJ							
anhlijs'ka	1						
ANU		3					
ATLET							
atlet					1		
atleta					3		
atlety			1				

## AVTO-BAS

	10	20	30	40	50	60	70
AVTO							
avto	1)		1				
avtom						1	
AZH	5	2	1	1			
B (letter)					1		
BABC'A				1			
BABUS'A	1						
BACHYTY							
bachu						1	
bachut'	1						
bachyla	1	1					
bachyly	1						
bachysh		2		1			
bachyt'	1						
bachyty		3	1			1	
bachyv		1					
BAHATO	2	5	7	3		2	5
BAL'ON							
bal'on	2		2	1			
bal'onamy			1				
bal'onom	1						
bal'onny			5				
BAN'AK							
ban'ak			1				
ban'akom			1				
BAN'KA							
ban'ku	1						
BANK							
banku				1			
BARABOL'A			2				
BAS				1			

## BASEN-BO

	10	20	30	40	50	60	70
<b>BASEN</b>							
basejni	1						
basen	3						
basenu			1				
<b>BAVYTYS'A</b>							
bavylas'a	3			1			
bavymos'a			1				
<b>BAY</b>				3			
<b>BDZHOLA</b>							1
<b>BEJSBOL</b>			1				
<b>BIDNYJ</b>							
bidni			1				
<b>BIHTY</b>							
bih			2				
bihaje				2			
bihaly	1						
bihaty	1						
bihty			4				
bizhymo			1				
<b>BIK</b>							
bik		1					2
boci	3						
boku	2		2	2			1
bokom		3					
<b>BIL'A</b>			1				
<b>BIL'SHE</b>			2	1			1
<b>BILYJ</b>							
bile	1						2
bilyj							3
<b>BL'A</b>		2					
<b>BLYZN'ATKA</b>	1						
<b>BO</b>	14	11	25	1		1	5

## BOH-BRAT

	10	20	30	40	50	60	70
<b>BOH</b>							
Bozhe	1						
<b>BOHDAN</b>							
Bohdana			4				
<b>BOJATYS'A</b>							
bojalas'a	4						
bojalys'a	4						
bojavs'a	1						
<b>BOLITY</b>							
bolilo	1						
<b>BOMBA</b>							
bombamy			1				
bombiv			1				
bomby			2				
<b>BORYS</b>							
Borys		3	2	1			
Borysa			2				
<b>BORYSLAV</b>							
Boryslav			5				
Boryslavom	1						
<b>BOSHKO</b>						2	
<b>BRAKUVATY</b>							
brakuje		2					
<b>BRANZOVYJ</b>							
branzova							1
branzovyj							1
<b>BRAT</b>							
brat	7	2	1				
bratom	1						

## BRATCHYK-BUTY

	10	20	30	40	50	60	70
<b>BRATCHYK</b>							
bratchyk	2	4	8				
bratchyka			16	1			
bratchykamy			1				
bratchykiv			1				
bratchykovi			1				
bratchyku			1	1			
bratchyky			3				
<b>BRATY</b>							
bere				2			
beru		1					
braly			1				
braty		1					
brav	1						
<b>BRUDNO</b>	1						
<b>BUDYTYS'A</b>							
budzhus'a			1				
<b>BUKVA</b>							
bukvy				1			
<b>BUM</b>						1	
<b>BUNCHUZHNA</b>	3						
<b>BUNCHUZHNYJ</b>		2	1				
<b>BUPKA</b>		2					
<b>BUTY</b>							
bude	1	9	1	2			2
budem		1					
budemo		2	1				
budesh	1			4			
budu		2	1	3			
budut'			2	1			
bula	28		7	2			
bulo	15	17	13	3		2	
buly	20		14	2			
buty	2	29	4	2		2	1
buv	21	1	6	6			2
je	10	138	44	15	5	9	35

## BY-CHEREVYCHOK

	10	20	30	40	50	60	70
BY	1	10	5	7			
BYTY							
byty			4				
byv	1						
BYTYS'A							
bjemos'a			1				
bylys'a			3				
bytys'a			1				
CEJ							
c'oho	1		1				
ce	3	219	9	14	2	6	7
ceho		2		1			
cej		19		2			1
ci		3			2		
cym		2		1			
CHARIVNYJ			1				
CHAS	2		4	1			
CHASAMY							
chasamy			2	1			
chasom			8				
CHASTO			1				
CHASTYNA		1					
CHEKATY							
chekaj		8	4	1			3
chekaju		1					
chekav			3				
CHEMNYJ							
chemna			1				
chemni			2				
CHEREVYCHOK			1				



## CHEREVYK-CHUTY

	10	20	30	40	50	60	70
<b>CHEREVYK</b>							
cherevyk			1				
cherevykamy			1				
cherevykom		1					
<b>CHEREZ</b>	2		6	1			
<b>CHERVONYJ</b>							
chervona			1				
chervonu	1		2				
chervonyj				7			
chervonyx			1				
<b>CHOBIT</b>							
choboty			1				
<b>CHOKOL'ADA</b>							
chokol'adu			3				
<b>CHOMU</b>							
choho	1	2		1			
chomu		7	3	2			2
<b>CHOMUS'</b>			1				
<b>CHORNYJ</b>							
chornomu					1		
chornyj				1			1
<b>CHORTYK</b>							
chortyky	2						
<b>CHOTYRNADC'AT'</b>		1					
<b>CHOTYRY</b>	1	15		3		2	
<b>CHUTY</b>							
chuje	1						
chuju	1						
chula		1	1				
chuly	1						
chuty	1	6	1				

## CHUTYS'A-DALEKO

	10	20	30	40	50	60	70
CHUTYS'A							
chujus'a	1						
chulas'a	1						
chulos'a			1				
CHY	4	74	6	20	1	9	5
CHYSLO							
chysla		1					
CHYTATY	1			1		3	
CIKAVO		1					
CIKAVYJ							
cikave				1			
CILKOM			1				
CILYJ							
cila	2		1				
cili			1				
cilij	1						
cilu			1	1			
cilyj	1		5	1		1	
CUKOROK							
cukorky			2	1			
CV'AX							
cv'axy				1			
CVIRKUN							5
CYBUL'A		1					
CYKLISTY			1				
D'AKUVATY							
d'akujemo		5					
d'akuju		10	2				
DAL'SHE	1						
DALEKO				1			

## DALI-DEN'

	10	20	30	40	50	60	70
DALI	1	2					
DANC'A Danc'a	3	1				2	2
DATY							
dade			1				
daj			1				3
daje							1
dajut'			1				
dala	1	1	1	1			
dam		1					1
dast'			1				
daty		5	3				
dav	5	1		1			
DAVATY							
davala				1			
davav		1					
DAX							
dax				3			
daxu				3			
DBATY							
dbaje			1				1
dbaju		2					1
DE	2	12	6	3	2		8
DEJAKI							
dejaki			1				
dejakyx			1				
DEKIL'KA			1				
DEKORACIJA							
dekoraciji			1				
DEKOTRI			1				
DEN'							
den'	7		6			1	
dn'a	2		2	1			
dni	2		1				

## DEREVO-DIVCHYNA

	10	20	30	40	50	60	70
DEREVO							
derev			2				
dereva			2				
derevi			1				
DES'	2	5	4	1			
DES'AT'		1					
DESERT			1				
DEV'AT'		5					
DIDO							
didove		2					
DIJATYS'A							
dijet's'a	1						
DIJTY							
dojshly			2				
DIM							
dim	1						
domu	1						
DISTATY							
distajemo			3				
distaju		2	1	1			
distajut'		7			1		4
distaly		1	1				
distan'							1
distanu		1	2				3
distaty	3		2				1
distav		1	2				
DISTAVATY			2				
DISTAVATYS'A							
distavs'a	1						
DIVCHYNA							
divchata							1
divchyna				3			

## DIVCHYNKA-DOSYT'

	10	20	30	40	50	60	70
DIVCHYNKA	1						
DL'A	1		1	5			
DO	19	4	36	8	1		2
DOBRE	3	11	7	2		1	4
DOBRANICH		1					
DOBRYDEN'			3				
DOBRYJ						2	
dobra							
dobre			1				
dobri			1				
DOCY				1			
DODOMU	2		5				
DOHL'ADATY							
dohl'adala	1						
DOHORY		1	3				
DOL'AR							
dol'ariv				1			
DOROHA							
doroha		2					
dorohu	2		1				
dorozi	2						
DOROHEN'KYJ							
doroheh'ka		1					
DOSHCH			2				1
DOSHCHEVYK			1				
DOSHKA							
doshky	2		1				
DOSYT'		3	2	2			

## DOVHO-DUZHE

	10	20	30	40	50	60	70
DOVHO			2				
DOVHYJ							
dovhi	1						1
DOVKOLA		1	5				
DOZVILL'A			3				
DRUZHYNNA			2				
DUMATY							
dumajesh			3				
dumaju	4	15					
dumajut'		1					
dumala	3						
dumaly	1						
dumav	2		1	1			
DUMKA							
dumku				1			
DURNAK							
durnaky		2					
DURNYJ							
durne		4					
durnu			1				
DUTY							
duly	3						
DUX							
dux	2						
duxy	3						
DUZHE	6	12	16	6		3	2

## DVA-DVERI

	10	20	30	40	50	60	70
DVA							
druha		1	2			1	
druhe		2				2	1
druhi			1				
druhij			4				
druhim	3						
druhoho	1		4				1
druhoji			2				
druhom				1			
druhu				1			
druhuj		6	2				3
druhoho			1				
dva	5	18	9	1		3	1
dvi	4		2	2			
dvoje		1					
dvoma			1				
dvox			1				
DVADC'AT'		1					
DVADC'AT'CHOTYRY		1					
DVADC'AT'DEVJAT'		1					
DVADC'AT'DVA		1					
DVADC'AT'ODYN		1					
DVADC'AT'PJAT'		1					
DVADC'AT'SHIST'		1					
DVADC'AT'SIM		1					
DVADC'AT'TRY		1					
DVADC'AT'VISIM		1					
DVANADC'AT'		1					
DVERI	4						

## DYTYNA-ELEKRONICHNYJ

	10	20	30	40	50	60'	70
DYTYNA							
ditej			1	2			
dity	1	1	1	1			
dytyna	1						
DYTYNKA	1	1					
DYVNO		1					
DYVNYJ							
dyvna	2						
DYVYTYS'A							
dyvit's'a		2				3	
dyvl'us'a		1		1			
dyvyas'a	1						
dyvyls'a	1		1				
dyvys'				2			
dyvys'a		22		6	1	1	1
dyvyshs'a		1					
dyvyt's'a		1					
dyvytys'a			2			1	
dyvyvs'a	4						
DYZHUR			2				
DYZHURNYJ							
dyshurnoju			1				
dyshurnyj			3				
DZHURA							
dzhuru			5	1			
DZVONYTY							
dzvonyly	2						
E (letter)		5					
EDMONTON							
Edmontoni				1			
EJ		1					
ELEKTRONICHNYJ							



elektronichni	1							
	10	20	30	40	50	60	70	ELVIS-HARNO
ELVIS		2						
<sup>a</sup> FABRYKA fabryci				1				
FARBA		1						
FARMA farmax farmu				1		1		
FEDAK			6					
FIOLETNYJ fil'otovyj fiol'otove fioletnyj fioletovyj		1 1 1 3						
FORTEC'A forteci			1					
FUTBOLISTY			1					
GACI gac'ax	1							
GAZETA gazetu						1		
GEORGIAN				1				
GORILL'A	2							
GROVE				2				
HA		6	1					
HAR'ACHYJ har'acha har'achyj	1 1		1					
HARNO		1		2			1	

## HARNYJ-HOR'ACHYJ

	10	20	30	40	50	60	70
<b>HARNYJ</b>							
harna			1			1	
harne			1				
harnyj		1	1				6
<b>HAVKATY</b>							
havkav	1						
<b>HEJ</b>		7					1
<b>HEP</b>	1						
<b>HNIJ</b>		1					
<b>HNIZDO</b>							
hnizda			1				
hnizdo			1				
<b>HODEN</b>	1						
<b>HODYNA</b>							
hodyna	2						
hodyni	1						
hodyny			1				
<b>HOKEJ</b>			1				
<b>HOLLYWOOD</b>	1						
<b>HOLOSNO</b>	1	1					
<b>HOLOSOK</b>		1					
<b>HOLOVA</b>							
holova	2	6					
holovi			2				
holovu	1		2				
<b>HONG KONG</b>		1					
<b>HOR'ACHO</b>				1		1	
<b>HOR'ACHYJ</b>							
hor'achi			1				

## HORA-HRISH

	10	20	30	40	50	60	70
<b>HORA</b>							
hora	1						
horax						1	
horoju		1					
horu				1			
hory				1			
<b>HORBATYJ</b>							
horbati			1				
<b>HORLO</b>							
horla	1						
horlo	1						
<b>HOSPOD'</b>							
Hospody	1						
<b>HOVORYTY</b>							
hovor'at'		1	1				
hovor'u		2					
hovory		3	2				
hovoryla	1	1					
hovoryly	1	2	2	2			
hovorymo			1				
hovorysh			1				
hovoryt'			2	2			
hovoryty		1	2	2		1	
hovoryv	1	2					
<b>HRA</b>							
hri			1				
hru			1				
hry			2				
<b>HRATY</b>							
hraje							2
hrajemo			1				
hrajū				1			
hraly			2				
hraty			3				
<b>HRISH</b>							
hroshi				1		1	

## HRUBYJ-ISTORIJA

	10	20	30	40	50	60	70
HRUBYJ							
hruba			1				
hrubi	1						
hrubyj			1				
HRYB							
hryby			2				
HUSKA							
huska			1				
husky			2				
HUTIRKA							
hutirku			2				
hutirky			2				
I	178	47	231	24	1	2	9
IDIOTYCHNYJ							
idiotychna		1					
IKS							
iksiv			1				
IL' USTRACIJA							
il'ustraciju				1			
IMJA	1						
INAKSHYJ							
inaksha		1					
INDIJANKA							
Indijanka		5					
Indijanko		1					
INSHYJ							
inshe		2	2				
inshi	2	1	1				
inshoho		2					
inshyj		2					
inshyx							1
ISTORIJA							
istoriju		2					

## ITY-JAKYJ

	10	20	30	40	50	60	70
<b>ITY</b>							
ide		65		2			3
idem			2				
idet's'a	1						
idu		1					
idut'		2	1		1		
idy	3						
ishla	2						
ishly	5		5				
ishov	1		2	2			
ity	5	8	14			1	
<b>IVAS'UK</b>							
			4				
<b>JA</b>							
ja	171	389	156	81	8	28	29
mene	14	4	8	7			
meni	9	44	26	3	1		2
mnoju	5	3					
<b>JAJCE</b>							
jajc'a			1				
<b>JAK</b>							
	44	55	52	21		1	8
<b>JAKBY</b>							
		1	1				
<b>JAKOS'</b>							
		2					
<b>JAKRAZ</b>							
		2	2	1			
<b>JAKSHCHO</b>							
	1	1	1				
<b>JAKYJ</b>							
jake			1			1	
jaki			1				
jakomu		4	1				
jakyj	3	1					2
jakym		1					

## JAKYJS' - JOJ

★	10	20	30	40	50	60	70
JAKYJS'							
jakaš'	1						
jakeš'		2					
jakiš'			1				
jakuš'	2		1	1			
jakyjs'	2		2				
JARKO							
Jarka			1				
JENOT							
jenot	2						
jenotu	1						
JERRY		1					
JIDAL'N'A						1	
JISTY							
jila	1						
jily	3						
jim			1	1			
jist'							3
jisty	1		7	1		2	
jiv			1				
JIXATY							
jidu			1				
jixaty			4	1		1	
JIZDA							
jizdu	1						
JIZHA							
jizhu			1				
JOHNSON		1					
JOJ		1					

## JURA-KATEDZH

	10	20	30	40	50	60	70
<b>JURA</b>							
Jura	1						
Jurij	3		1				
Jurka			1	1			
Jurko			1				
Jurku				1			
<b>KABET</b>	1						
<b>KACHKA</b>							
kachka		1	1				
kachky			4				
<b>KANAPKA</b>							
kanapku			1				
<b>KAPCHYK</b>			1				
<b>KARA</b>							
karu			2				
kary			1				
<b>KARTKA</b>							
kartku	1					1	
kartky			1				
<b>KARTON</b>		1					
<b>KASANDRA</b>					1		1
<b>KASHL'ATY</b>							
kashl'aje			1				
<b>KATEDZH</b>							
katedzha	1						
katedzhi	2						

## KAZATY-KIS

	10	20	30	40	50	60	70
<b>KAZATY</b>							
kazala	2	6	2				1
kazaly	1	2	2	2			
kazaty	1	2	1				
kazav	3		3				
kazhe	6	5	2				1
kazhesh		1	1				
kazhu	4	2	1	1			
kazhut'		1	1				
kazhy		1	1		2	1	
<b>KAZHET'S'A</b>	2	1	1	2			
<b>KAZKA</b>							
kazka						4	
kazku			1				
kazky			2				
<b>KAZOCHKA</b>							
kazochka			1				
kazochky			1				
<b>KGB</b>			1				
<b>KIC'A</b>	2						
<b>KIL'KA</b>			3				
<b>KIL'KO</b>		3					
<b>KIMNATA</b>							
kimnata			1			1	
kimnati			3				1
kimnatu	2						
kimnaty	1		6				
<b>KON'ACHYJ</b>							
kon'acha		6					
<b>KINEC'</b>							
kinci	1		1				
<b>KIS</b>			1				



## KISKA-KOMNYC'A

	10	20	30	40	50	60	70
KISKA							
kosky	1						
KIT	1		3				
KL'ASA							
kl'asi	1						
KL'OZET							
kl'ozeta	2				1		
KLYKATY							
klykav	1						
KOC							
kocy	1						
KOCYK							
kocyky							1
KOL'OR							
kol'or							1
kol'ory			1				
KOLO (n)							
kola	1						
kolo		1					
KOLO (prep)			2	2		1	2
KOLY		1	4	1			1
KOLYS'		1		2			
KOMAR							
komar							3
komara							4
komari			2				
komariv			1				
KOMAXA							
komaxy							1
KOMNYC'A							
komnyci	2						1

## KONSENTRUVATY-KOZAK

	10	20	30	40	50	60	70
KONSENTRUVATY				1			
KONSERVATORIJA konservatoriji			1				
KONYK konyk konyky							9 1
KOPANYJ				6			
KOPATY kopaje kopaty kopav		2		1 1			
KOPNUTY kopnula kopauv				1 2			
KORABEL'	3						
KORCH korchi			1				
KOROTKO			1				
KOROTKYJ korotke		1					
KOROVA			1				
KOSTYK Kostyk Kostyka				1 2			
KOTRYJ		1					
KOZACTVO		1					
KOZAK kozakiv			1				

## KOZHNYJ-KUPA

	10	20	30	40	50	60	70
KOZHNYJ							
kozhen			1				
kozhnij		1					
koznoho	1		1				
koznoji		1					
koznyj			1				
KOZHUM'AKA							
kozhum'aka				1			
kozhum'aku			1	1			
KRAPATY			1				
KRASTY							
kraly			2				
KRISLO							
krisla	3						
KROKODYL'							
krokodyl'a	2						
KRUHLYJ							
kruhle		2					
KRUTYTYS'A							
krutyt's'a		1					
KRYCHATY							
krychala	1						
krychaly			1				
krychat'			1				
krychaty			1				
krychut'	1						
krychyt'		1					
KRYJIVKA							
kryjivka			2				
kryjivtsi			1				
KRYVORUCHKO				1			
KUPA					1		

## KUPATYS'A-KVITKA

	10	20	30	40	50	60	70
KUPATYS'A							
kupalys'a			2				
kapatys'a			6				
KUPIL'							
kupil'			10				
kupil'u			1				
KUPYTY							
kupyly				2			
kupyty	1						
KURIN'			2				
KURYTY							
kur'at'				2			
KUSATY							
kusa je							2
kusajut'			1				2
KUSNYK							
kusnykiv		1					
KUSOCHOK			1				
KUSOK							
kaska		1					
kuskiv		1					
kusky		5					
kusok		6					
KUTOK							
kutkax		1					
KUXN'A							
kuxni				2			
KUZYN	3						
KVITKA							
kvitky							1

## KYDATY-L'UL'KA

	10	20	30	40	50	60	70
KYDATY							
kydajut'			1				
kydaly			3				
kydaty			2				
kydav			2				
KYNUTY							
kynula	1			2			
kynuv			3				
KYTS'A			2				
L'AL'KOVYJ			1				
L'AL'KA							
l'al'ky	1						
L'ARYSA							
L'arysa		1					
Larysa							1
L'ATRYNA							
l'atryni			1				
l'atryny	1		5				
L'ATY							
l'aly			1				
L'UBYTY							
l'ubl'u		5	34	2		2	
l'ubyla		1	1				2
l'ubymo			7	1			
l'ubysh			2				
l'ubyv		1	2				
L'UDMYLA				1			
L'UDMYLKA		4					
L'UDYNA							
l'udy		1		1			
l'udyna				1			
l'udyny		1					
L'UL'KA					1		

## LA-LIL'A

	10	20	30	40	50	60	70
LA		3					
LARA			2				
LAVKA						2	
LAZNYCHKA							
laznychka						1	
laznyhky	1			1			3
LAZYTŲ							
laz'at'				2			
lazyla			1				
lazyly			1				
LEHKO		10	1				
LEHKYJ							
lehke		20					
lehkyj		1					
LEHON'KYJ							
lehon'ke		1					
LEHSHYJ							
lehshi		1					
LES'A	2	2	1				1
LEVKO							
Levko		4	1				
Levkovi			1				
Levku			2				
LEWIS		1					
LID							
l'od	1						
l'odi	1						
LIDA		2					
LIL'A		12					

## LINIJA-LIZTY

	10	20	30	40	50	60	70
LINIJA liniji				2			
LINIJKA linijky				2			
LIPSHE	1	2	1				
LIPSHYJ lipshe				1			
LIPYTY lipyla							1
LIS lis				2			
lisi				1			
lisu				3			
LISOVYJ lisovoji				2			
LITAK litaky				1			
LITATY litaje							1
litajut'							1
litaty							1
LIVO				1			
LIXTARKA lixtarku	1						
LIZA		3					
LIZHKO lzhka	2			1			
lzhko	5						
lzhku	3						
LIZTY lizut'							2

## LOMYTY-MAL'UVATY

	10	20	30	40	50	60	70
LOMYTY							
lomyly			1				
lomyv			1				
LOVYTY							
lovyly	1						
lovyv			1				
LYCE							
lyc'a	1						
lyce			2				
LYSHE							
lysh	1		2	2			
lyshe	1	1	1	1		1	
LYSHYTY							
lyshy							1
lyshyla	2						
lyshyv	1						
LYSHYTYS'A							
lyshylos'a			3				
LYST							
lyst		1	1				
lysta			1				
lysty			3				
MAJSTRUVANN'A			5				
MAJZHE	2	9	4	3			
MAL'UNOK							
mal'unky			2				
MAL'UVATY							
mal'ujemo			2				
mal'uvaty				2			



## MALEN'KYJ-MASKA

	10	20	30	40	50	60	70
<b>MALEN'KYJ</b>							
malen'ka	2						
malen'ke	1						3
malen'ki			1				
malen'koho	1						
malen'kyj	7		2	3			1
<b>MALO</b>		2	1	2			
<b>MALYJ</b>							
mala	1						
malyj	4						
<b>MAMA</b>							
mama	22	3		1			
mamu	1						
mamy	2						
<b>MANDRIVNYK</b>		1					
<b>MANDRUJUCHY</b>		1					
<b>MANDRUVATY</b>							
mandruvat'		1					
mandruvaty		1					
<b>MARIJKA</b>							1
<b>MARJANNA</b>	1						
<b>MARKO</b>							
Marko		1	7	1			
Markom	1						
Markovi			1				
<b>MASKA</b>							
masku	2						

## MATY-MIJ

	10	20	30	40	50	60	70
<b>MATY (v)</b>							
maje	2	28	2	4			5
majem			3				1
majemo		2	7		2		5
majesh		4	2	1			
maju		25	1	7		2	1
majut'		1	1				
mala	1	2	5			1	
maly	5		24				
maty		9	3	3			2
mav	9	12		2			
<b>MATYS'A</b>							
majet's'a	1						
<b>MAVKA</b>							
mavky			2				
<b>MAVPA</b>		1					
<b>MAXATY</b>							
maxaju						1	
<b>MEDAL'A</b>			1				
<b>MELAN'A</b>							
Melaneju			1				
Melani			1				
<b>MENSHYJ</b>							
menshyx			1				
<b>METELYK</b>							3
<b>MIJ</b>							
mij	18	11	6	3	1		
moho	4	2					1
moja	25	3		3			
moje	4	20	3				
mojeji	2						
moji	4		1	2			
mojij		2					
mojim	4	1					
moju	2			1			

## MIS'AC' - MONTREAL'

	10	20	30	40	50	60	70
MIS'AC'			1			1	
MISCE							
misce			1				
misci			1				
MISTO							
misti			1				
misto			1				
MJACH							
mjach				12			
mjachi				1			
MJAV	1						
MNOZHYNA						1	
MOHTY							
mih			5				
mohla	3	3	4				
mohly	1		2	1			
mozhe	1	15					2
<del>mozhem</del>				1			
mozhemo		2	5				
mozhesh	1	11	3	1		1	1
mozhu	1	31	3	6	1	8	2
mozhut'		1	1				
MOKI		1					
MOKRYJ							
mokre	1	1					
mokri			4				
mokryj			1				
MOLOKO			3				
MOLYTVA							
molytva			1				
molytvu		8					
MONTREAL'							
Montreal'u	1						

## MOTOCYKEL' -MYTY

	10	20	30	40	50	60	70
MOTOCYKEL' motocyklem				1			
MOTR'A							
Mot'u		1					
Motr'a		1		1			
Motrushka		1					
Motruxa		1					
Mots'u		2					
MOZHE (adv)	2	20	2				
MOZHNA		9	3	1			
MURASHKA murashky							1
MUSITY							
mushu		3	1	2			
musila	5			1			
musily			10	2			
musiv	1						
musymo			4				
musysh		2	4				1
musyt'		5	1				
MUXA							
muxa						1	2
muxu							3
muxy							3
MY							
my	32	21	129	3	2	14	13
nam	1	2	13	1		1	
namy	1						
nas	4		9			1	
MYKYT'UK			5				
MYNULYJ mynulohe	1						
MYTY			5				

## MYTYS'A-NAJLIPSHE

	10	20	30	40	50	60	70
MYTYS'A myjemos'a			1				
MYXAJLO	1						
MYXAJLYK			2				
MYXAS'			1				
NA	32	23	56	17	1	3	1
NACHENN'A			4				
NADOLYNI	1		1				
NADOLYNU	2		1	1			
NADRUHYJ	1						
NADVIR	1		1	1			
NADVORI	1		3	1		1	
NAHORI				1	2		
NAHORU	1	1					
NAJ		1					
NAJBIL'SHE		1	6				2
NAJHIRSHE			2				
NAJHIRSHYJ		2	2				
NAJKRASHCHE			2				
NAJKRASHCHYJ najkrashcha						1	
NAJLEHSHE		2					
NAJLIPSHE						1	

## NAJLIPSHYJ-NARAZ

	10	20	30	40	50	60	70
NAJLIPSHYJ najlipshyx							1
NAJT'AZHCYJ najt'azhche		1					
NAKAZ			3				
NAKRUTYTY nakruchujesh nakrutyv		1 1					
NAKRYTY nakryla	1						
NAKRYTYJ nakryta	1						
NALYVATY nalyvaly			1				
NAMAL'UVATY namal'uju namal'uvaty				1 3			
NAPADATY napadaly			1				
NAPAMJAT'			1				
NAPEVNO		5					
NAPRAVDU				1			
NAPYSATY napysala napysaly napysaty napysav napyshem napyshemo napyshu napyshy	3		2 2 1	1			1 1 1
NARAZ	1		1				

## NARESHTI-NAVCHYTY

	10	20	30	40	50	60	70
NARESHTI		2					
NAROBYTY			1				
narobl'at'							
narobyv	1						
NARODYTYS'A							
narod'at's'a			1				
narodyvs'a							1
NASEREDYNI	1						
NASH							
nash	1		3	1		10	
nasha	3	1					
nashe						9	
nashij			1				2
nashoho			1				
nashoji	1		3				
NASKOCHYTY							
naskochyv			1				
NASTRASHYTY							
nastrashyla	1						
nastrashylo	1						
nastrashyv	1						
NASTRASHTYS'A							
nastrashylas'a	3			1			
nastrashyls'a	1						
nastrashyvs'a	2						
NAT'AHATY							
nat'ahaly				1			
NATAL'A							
natalka				1			
natalka		3	1	1			
natalko		1					
NAVCHYTY							
navchyla					1		

## NAVCHYTYS'A-NEXOT'ACHY

	10	20	30	40	50	60	70
NAVCHYTYS'A			1				
NAVERXA		1	3				
NAVIT'		7	1	2			
NAVKOLA							
navkola		1					
navkolo	1		1				
NAZAD	3		3	1			1
NAZYVATY							
nazyvajut'				1			
NAZYVATYS'A							
nazyvajus'a			1	1			
NE	32	167	84	20	7	8	12
NEBUD'		1		1			
NEDAVNO							1
NEKTAR							1
NEMA		2	3				
NEMOVL'ATKO		1					
NEPRAVYL'NO		2					
NEPRYJEMNO		1	1				
NESTY							
nis	1		1				
NETL'A							
metl'a							1
motl'a							13
netl'a							5
NEXOT'ACHY	1						



## NI-NYNI

	10	20	30	40	50	60	70
NI							
n'e		9	1	1			
ni	7	46	12	10		3	6
NIBY	2		1				
NICH	1	1					
NICHNYJ							
nichna	1		1				
nichnu			1				
NICHOHO	3	8	2				4
NIKOLY		1	3	4			
NIM		1					
NITS		2					
NIXTO							
nikomu		1					
nixto		2		1			1
NOHA							
nohamy		1					
nohy		1	1				1
NOVACHKA							
novachky		1					
NOVAK							
novky		1					
NOVYJ							
novu			1				
novyj	1						
NU	8	6	3	1			
NUMER							
numer	1						
numery	1	4					
NYNI			3				1

## O-ODYNOKYJ

	10	20	30	40	50	60	70
O	2	109	17	8	6	5	7
OBID	1		4				
OBIDNYJ obidna			1				
OBL'ATY obl'av			1				
oblyla			1				
oblyly			1				
oblyty			1				
OBLIVATY oblyvaly			1				
oblyvaty			1				
OBYDVA obydva							2
obydvi	1						
ODNOSTRIJ odnostrij	1		2				
odnostroji			1				
odnostrojiv			1				
odnostroju			1				
ODYN odyn	1	1	4				
odne		1					
odnim			1				
odno		4	1	1			
odnoho	4	1	7	1			
odnoji			1				
odnu	1		5	1			
odyn	13	11	17	1			
raz	1	7	4				
ODYNADC'AT'		1					
ODYNADC'ATYJ odynadc'atij	1						
ODYNOKYJ	1						

## OKEJ-OSCAR

	10	20	30	40	50	60	70
OKEJ	1	15	2	1		3	1
OKRUHLYJ							
okruhle		2					
okruhli	1	1					
OXSANA							
Oksana		8					
Oksano				1			
OKUL'ARY				3			
OLENKA							
Olenka		5	1	1			1
Olenkoju			1				
OLIMPIJADA							
olimpijada			1				
olimpijadu			2				
OLIVEC'							
olivec'			1	1			1
olivcem			1				1
ONTARIJO							
Ontarija				1			
ONTARIO					3		
OPAL'UVATYS'A							
opal'ujut's'a			1				
OPYNYTYS'A							
opynyvs'a				1			
OREST		1	1	2			
ORLYK							
Orlyka				1			
OSA							
osy							1
OSCAR				1			

## OSTANNYJ-PANI

	10	20	30	40	50	60	70
OSTANNYJ							
ostann'oho	1		1				
ostannij				1			
ostannyj		1					
OSTRYJ							
ostre			2				
OSYP			2				
OT	1						
OTROK							
otroky			1				
OZ	1						
OZERO							
ozera	1		2				
ozeri			1				
ozero			3				
PADATY							
padaže			2				
padaly			1				
padav							1
PALEC'							
pal'ci	1						
palec'	1						
PAMJATATY							
pamjataju	2		1	1			
PAN							
pan	2						
pana	1		1				
panej			1				
PANI	1	2					

## PAPIR-PEREBYRATYS'A

	10	20	30	40	50	60	70
<b>PAPIR</b>							
paperi			1				
paperu			1				
papery			1				
papier	2						
<b>PAPIREC'</b>							
papirciv			1				
<b>PARA</b>							
paru			1				
<b>PARASHUT</b>							
parashut			1				
parashuti			2				
parashutom			2				
<b>PASUVATY</b>							
pasuje		1					
<b>PATYCHOK</b>							
patychkiv			1				
patychky			1				
patychok			1				
<b>PATYK</b>							
patyk			1				
patykamy			1				
patyky			1				
<b>PAVLUS'</b>	1						
<b>PAVUK</b>							
pavuk							3
pavuka							1
pavuky			1				
<b>PEREBRATYS'A</b>							
perebralas'a	1						
perebratys'a	1						
<b>PEREBYRATYS'A</b>							
perebyrajemos'a			1				
perebyratys'a			4				

## PERED-PERFEKTNO

	10	20	30	40	50	60	70
PERED		1					
PEREHL'AD							
perehl'ad			6				
perehl'adi			1				
PEREKRUCHENYJ							
perekruchene	2						
perekruchenyj	2						
PEREKRUTYTYS'A				1			
PERELIZTY				1			
PEREMIN'ATY							
peremin'ala	1						
PEREMIN'ATYS'A							
peremin'avsa	1						
PEREMINYTYS'A		2					
PERESKADZHATY							
pereskadzhaje		2					
PERESKOCHYTY				1			
PERESTATY							
perestala	2						
perestaly				1			
PERESTRASHYTY							
perestrashylo	1						
PERESTRASHYTYS'A							
perestrashyls'a	1						
perestrshyvs'a				1			
PEREVERNUTY							
perevernuly	1						
perevernuy	1						
PEREVIRYTY		1					
PERFEKTNO		1					

## PERO-PISL'A

	10	20	30	40	50	60	70
PERO							
perom			1				
PERSHYJ							
persha				3			
pershe	5	5	4	2		6	1
pershi			1				
pershij	1						
pershoji			3				
pershu				2			
pershyj	1	4	2				
PES	1						
PESYK	1						
PETRO		2					
PEVNYJ							
pevna		1					
PID			3				
PIDLOHA							
pidloha						1	
pidlohu	1						
pidlozi	2						
PIDNESTY							
pidnesty	1						
pidnesu		1					
PIDSHTANCI	1						
PIDSPODOM			1	1			
PIDSYPL'ATY							
pidsypl'aju	1						
PIDVECHIROK			1				
PIDXODYTY							
pidxodyt'		1	1				
PISL'A	3	1					

## PISN'A-PL'ASTYK

	10	20	30	40	50	60	70
PISN'A							
pissn'u			2				
pissni			3				
PISOK							
piskom			2				
pisku			1				
pisok			2				
PITY							
pide		5					
pidit'							1
pid			1				
pishla	8	1					
pishlo		1	2				
pishly	4		13	1			
pishov	5	1	1				
pity'	2		2	2			2
PIV		2	1				
PIZNISHE		2	1				
PJANYJ							
pjana		3					
PJAT'		13	2				
PJATNADC'AT'			1				
PYTY							
pjut'					1		
PL'AMA			1				
PL'ASTYK							
pl'astykom	1						



## PLAKATY-POBIHTY

	10	20	30	40	50	60	70
PLAKATY							
plache	1	1					
plachu	1						
plakala	1						
plakaly	2						
plakaty	2						
plakav	1						
PLASHCH	1						
PLATYTY				1			
PLAVANN'A			1				
PLAVATY	2		2			2	
PLECHI			3				
PLESTY			1				
PLYVAK							
plyvaka				1			
plyvaky		1					
PO	1	7	8			3	
PO-ANHLIJS'KY	1	2	3	1			2
PO-OBIDNYJ							
po-obidnij				1			
PO-UKRAJINS'KY	2		2	2		1	
PO-ZHYDIVS'KY		1					
POBACHYTY							
pobachyly	2						
pobachyty		1					
pobachyv	1		1				
POBIHTY							
pobih	1						
pobihla	1						
pobihlo	1						

## POCHATY-POKAZATY

	10	20	30	40	50	60	70
<b>POCHATY</b>							
pochaly			3				
pochaty		1					
pochav	1		2				
<b>POCHUTY</b>							
pochujut'		1					
pochuly	1						
pochuty		1					
<b>PODATY</b>		2					1
<b>PODOBATYS'A</b>							
podobajet's'a			5	1			
podobalas'a			1				
podobalos'a			2				
<b>PODR'APATY</b>							
podr'apala			1				
<b>PODUSHKA</b>							
podushky	1		2				
<b>PODYVYTYS'A</b>							
podyvylyas'a	2						
podyvylyys'a	1						
podyvys'a		4					1
podyvytys'a	1	1					
<b>POFARBUVATY</b>							
pofarbuju			1				
<b>POHANO</b>		1					
<b>POHODA</b>			1				
<b>POJIXATY</b>							
pojixala		1					
pojixav				1			
<b>POKAZATY</b>							
pokazala		1					
pokazav			1				
pokazhy		4					

## POKLASTY-POMYLYTYS'A

	10	20	30	40	50	60	70
POKLASTY poklala	1	1					
POLECHKO		2					
POLETITY poletiv poletyt'	1				1		
POLOMATY polomala				1			
POLOZHYTYS'A polozheshs'a			1				
POLYCHKA		1					
POMAHATY pomahaj pomahaje pomahajut' pomahav		3 2 1					
POMARENCHEVYJ pomarancheva pomarencheve pomarenchevyj		1 6 1		1			
POMERTY pomer			1				
POMICH				3			
POMIN'ATYS'A		1					
POMOHTY pomohla pomohlo pomohly pomozhu pomozhy		2 1 1 4 1					
POMYLYTYS'A pomylyvs'a							1

## POPEREDU-POSUNUTY

	10	20	30	40	50	60	70
POP <small>EREDU</small>		1					
POPEY		1					
POPID		1					
POPRAC'UVATY		1					
POPRAVYTY popravymo							1
POPROBUVATY poprobuj poprobujemo poprobuju poprobuvala		2 1 1 1					
POPROSYTY poproshu poprosysh		1 1					
POPXATY popxav	1						
POR'ADKUVANN'A			1				
POROBYTY porobyla		1					
PORUXATY poruxaje			1				
POSEREDYNI	1						
POSKLADATY poskaladaj		1					
POSTAVYTY postavyla postavyty postavyv	5	2	1			1	
POSUNUTY posunuv			1				

## POSNUTYS 'A-POZA

	10	20	30	40	50	60	70
POSUNUTYS 'A		1					
POTEKTY potekla		1					
POTIM potim potomu	10 3	1	9				
POTR 'ASTYS 'A potr 'ass 'a			2				
POTRISKATY 'potriskalo		1					
POTROXY							1
POTVORKA potvorky	2						
POTYSNUTY potysnula							1
POVERNUTYS 'A povernulas 'a			1				
POVISHANYJ			1				
POVISHATY povishu			1				
POVITR 'A povitr 'u			1				
POVNO			2				
POVNYJ povne povnyj		1 1	1				
POVYNEN		1					
POZA			2	1			

## POZHEZHNYK-PROBL'EMA

	10	20	30	40	50	60	70
POZHEZHNYK pozhezhyky	1						
POZVOLYTY pozvolyly			1				
PR'ATATY pr'atajemo			1				
PRAC'UVATY prac'uje prac'ujut'		1		1			
PRAPOR		1					
PRAPOREC'			1				
PRAVDA	2	3	1				1
PRAVDYVYJ pravdyva pravdyvi	1	1					
PRAV				1			
PRAVYL'NO		6					
PRAVYL'NYJ pravyl'ne		1					
PRESLEY		2					
PRO	2		6				
PROBA				2			
PROBL'EMA							
probl'ema		4					
probl'emu		9		2			
problem		1					
problema		11					
problemu		2					
problemy		2					

## PROBUVATY-PRYJATEL'

	10	20	30	40	50	60	70
<b>PROBUVATY</b>							
probujuj		1					
probujuje		1					
probujujesh		1					
probuvala	1	1					
probuvaly			1				
probuвав	1		1				
<b>PROCHYTATY</b>							
prochytala	1						
prochytaty	1	1					1
<b>PROHRAMA</b>							
prohramu	1						
<b>PROHUL'KA</b>							
prohul'ka			1				
prohul'ku			1				
prohul'ky			5				
<b>PROSTO</b>	1		2	2			
<b>PROSTYJ</b>							
proste		1					
<b>PROSTYRALO</b>							
prostyrala	1						
<b>PROSYTY</b>							
proshu		6	1	3		1	
<b>PROTYVNO</b>		1					
<b>PRY</b>	1		2				
<b>PRYCHIPYTYS'A</b>							
prychipyvs'a	1						
<b>PRYJATEL'</b>							
pryjatel'			1				
pryjatel'a	1						
pryjatelem			1				

## PRYJEMNIST' - PYSATY

	10	20	30	40	50	60	70
PRYJEMNIST'							
pryjemnist'			1				
pryjemnosty			1				
PRYJIXATY							
pryjidem			1				
PRYJTY							
pryjde	1						
pryjshla	6	1					
pryjshly	2		1				
pryjshov	2		1				
pryjty	1						
PRYKLAD					1		
PRYNESTY							
prynesla	1		2				
PRYTYSNUTY							
prytysnula							1
PRYXODYT'S'A							
pryxodyt'			1				
PRYXODYTY							
pryxodymo			1				
pryxodyt'	3						
pryxodzhu	1						
PTASHKA							
ptashka			4				
ptashky			1				
prashok			1				
PXATY							
pxajesh			1				
PYSATY							
pysaty		3	1	3			
pysav					1		
pyshe			1				
pysheh				1			
pysheh				4			
pysheh				1			



## PYSATYS'A-RESHTA

	10	20	30	40	50	60	70
PYSATYS'A pyshet's'a				5			
PYTANN'A			1				
PYTATY pytaju	1						
PYTATYS'A pytajet's'a pytajus'a pytalys'a	1 1		1				
PYTY				1			
RADYRKA radyrka radyrku		1 1					
RANO	4	1	1				
RANOK	1	1					
RAZ (n) raz raziv razu razy			1 3 2 4	1 3			1 1
RAZ (adv)	10		4				
RAZOM		1					
REBECCA	1						
RECHENN'A				1			
REKORD rekordi		1					
REPETKA repetky			1				
RESHTA	1						

## RICH-ROBYTY

	10	20	30	40	50	60	70
RICH							
rechej			1				
rechi	3	1	5	2			
rich		1	2				
RIDNYJ							
ridna		1					
RIJ							
rij		3	1			3	
roja			2				
RIK							
rik			1				
roci			1				
roku	2		1				
roky	1						
RIVNO		1					1
RIVNYJ							
rivne		2					
RIZATY	1						
RIZNYJ							
rizni			2	1			
riznyx			1				
ROADRUNNER		3					
ROBOTA		1					
ROBYTY							
robl'at'	1	1	1				
robl'u	1	7	3				
roby		1					
robyl	1	11	2				
robyly	2	1	4	1		1	
robymo			5				
robymsh		2		2			
robyt'	1	2					1
robyty	3	19	8		1	1	1
robyv	2	8		1			

## ROBYT'S'A-RUCH

	10	20	30	40	50	60	70
ROBYT'S'A		1					
RODYNA	1						
ROJEVYJ							
rojevi			3				
rojevyx			1				
ROMAN							
Roman			1				
Romana			2				
ROMCHYK	1						
ROMKO							
Romka			1				
Romko		4	3				
Romku		1					
RONISH				1			
ROSTYK							
Rostyk				1			
Rostyka				1			
ROT							
rota	1						
ROVER							
roveri				1			
ROZBYRATYS'A							
				1			
ROZBYTYJ							
rozbyti				1			
ROZL'ATY							
rozl'av				2			
ROZUMITY							
rozumiju		13			3	4	
RUCH							
				2			

## RUKA-S'UDY

	10	20	30	40	50	60	70
RUKA.							
rukax			1				
ruku	1						
ruky			2			1	
RUKAVYC'A							
rukavyci	1						
RURA							
ruru	1						
RUSALKA	1						
RUTA							
ruta			1				
rutu			1				
RUXANKA							
ruxanka			1				
ruxanku			2				
ruxanky			1				
RUXATY							
ruxaje		1					
ruxala				1			
ruxaly				1			
RUXATYS'A							
ruxajet's'a							2
ruxatys'a	1		1				
RYBA							
ryba					4		
rybu	1						
S'AN'A		1					
S'OHODNI	1	1	5				
S'UDY.		1					

## SAM-SHCHASLYVYJ

	10	20	30	40	50	60	70
<b>SAM</b>							
sam		2	1				
sama	1	3					
same		2	3				
sami	1	1	1				
samoho			1				
<b>SEBE</b>							
sebe			4				
sobi	1	2	1				
soboju				1			
<b>SEKRETNYJ</b>							
sekretni			1				
<b>SENS</b>							
sensu		1					
<b>SEREDYNA</b>							
sередyny	2	2					
<b>SESTRA</b>							
sestra	6						
sestry	1						
<b>SESTRYCHKA</b>							
sestrychka	2	2	3			1	2
sestrychko		30		3	1		1
sestrychkoju			2				
sestrychku	1						
sestrychky	7						
sestrychci	1						
<b>SHAPA</b>	1						
<b>SHAPKA</b>							
shafku	1						
<b>SHAPKA</b>							
shapkax			1				
shapky			2				
<b>SHCHASLYVYJ</b>							
shchaslyva		1					

## SHCHE-SHPYL'KA

	10	20	30	40	50	60	70
SHCHE	9	22	10	9	2		2
SHCHERAZ		2	1				
SHCHITKA shchitku	4						
SHCHO (pro)	11	54	30	20	4	2	18
SHCHO (conj)	30	30	22	1			
SHCHQB	6	1	9	1			
SHCHOJNO		3					
SHCHOS' shchos' chyma'	7 1	18	5	3		2	2
SHIST' shestij shist'	1		11	2			
SHKL'ANKA shkl'anku shkl'anky				1 1			
SHKOLA shkola shkoli shkoly					2 3 2		
SHNUR shnur shnura				6 2			
SHNUROK shnurkom shnurok				2 4			
SHPYL'KA shpyl'ok				1			

## SHTANY-SISTY

	10	20	30	40	50	60	70
<b>SHTANY</b>							
shtanax			1				
shtany	1	2					
<b>SHTREKA</b>							
strekoju			1				
streky			3				
<b>SHTURKNUTY</b>							
shturknuv			2				
<b>SHUKATY</b>							
shukaj							1
shukoty	1						
<b>SHYBA</b>							
shybu				1			
<b>SHYJA</b>							
shyji			1				
shyju		1					
<b>SI</b>			1				
<b>SIDATY</b>							
sidajte						2	
<b>SIM</b>		15					1
<b>SIRNYK</b>							
sirnyk			1				
sirnykiv			1				
sirnyky			1				
<b>SISTY</b>							
sila	1						
sily			1				
sisty	1						
siv			2				

## SKAKATY-SKORO

	10	20	30	40	50	60	70
<b>SKAKATY</b>							
skache							1, 1
skakaje							1
skakaly			2				
skakaty			3			1	
skakav	1		2				
<b>SKAZATY</b>							
skazala	6	3	2	3		1	2
skazaly	2	2	1			1	
skazaty	2		5				
skazav		4	6				
skazhut'		3					
<b>SKECH</b>							
skech			2				
skechi			2				
<b>SKIL'KY</b>				2		4	
<b>SKINCHYNYJ</b>							
skinchyne		1					
<b>SKINCHYTY</b>							
skinchu		1					
skinchyla		31		12	1		
skinchyly	1	1	1				
skinchysh	4						
skinchyty				1			
skinchyv		15	2				
<b>SKINCHYTYS'A</b>							
skinchyvs'a				1			
<b>SKLADANKA</b>		1					
<b>SKLADATY</b>		1	2				
<b>SKLEP</b>							
sklepu	2						
<b>SKOCHYTY</b>							
skochoyv	2		3				
<b>SKORO</b>		4	2				1



## SKRYPKA-SMIJATYS'A

	10	20	30	40	50	60	70
SKRYPKA skrypci							1
SKUCHYTY skuchyla			1				
SKYNUITY skynula skynuv	2 1	1					
SLAVKO Slavka Slavko SLavku					1 1		
SLOVO slova slove				1		8 6	
SLUXATY sluxajte sluxaty					1		
SLYVKA					1		
SMACHNOHO		1	1				
SMACHNYJ smachne					5		
SMARGUL'A			6				
SMARKATY smarkajesh							1
SMAZHENYJ smazhena			1				
SMERDITY smerdyt'							2
SMIJATYS'A smijalas'a smijatys'a smijavs'a	1 3 1			1			

## SMISHNO-SPATY

	10	20	30	40	50	60	70
SMISHNO	1		1				
SMISHNYJ							
smishne				1			
smishni	1						
smishnu	1						
SMITNYK	3						
SMITT'A	4						
SNIDANN'A	1		1				
SNIDANOK			1				
SNYTYS'A							
snylos'a	1						
snyt's'a	1						
SO	1	1					
SOLODKYJ							
solodki			2				
SON							
sni	2						
SONCE			1			1	
SONECHKO		2					
SOROKTRY			1				
SPALYTY							
spalyly			1				
spalyty			1				
SPATY							
spala	3						
spalo			1				
spaly	3						
spaty	7		4			1	
spav	6						
spyt'	1						

## SPECIJAL'NO-STARSHYJ

	10	20	30	40	50	60	70
SPECIJAL'NO			1	1			
SPECIJAL'NYJ specijal'noho							1
SPEREDU	1						
SPIV			1				
SPIVATY							
spivaje		2				1	1
spivajemo						1	
spivajut'		1					
spivaly			3				
spivaty		1	1				
SPIZNATY							
spiznala	1						
SPORT			6				
SPRAVDI	1		1				
SROBUVATY							
sprobujemo		1					
sprobuju		3					
sprobuvaty		5					
SPYTATYS'A				1			
ST'AHNUTY							
st'ahnuly			2				
st'ahnuty			1				
ST'AZHKA							
st'azhky			1				
STANUTY							
stan'te							1
STARSHYJ							
starshi		1					
starshyx			1				

## STARYJ-STRYBUNEC'

	10	20	30	40	50	60	70
STARYJ							
stara				2			
stare		1					
STATY							
stav	3						
STATYS'A							
stalos'a		4	2	2	1		
STAVATY							
staju			1				
stavajte						1	
STEZHKA							
stezhkoju			1				
STIL							
stil	1					2	
stoli	1		2				
STINA							
stin	1						
STO				2			
STOJATY							
stoju	1						
STRASHNO		4	2	1			
STRASHNYJ							
strashne			1				
strashni	1						
STRASHYTY							
strashyla	3						
strashyly	1						
STRAX							
straxu	2						
STRYBUNEC'							
strybunec'						7	
stybunci						1	

## STUKATY-SXODYNY

	10	20	30	40	50	60	70
STUKATY stukajut'			1				
SUKONKA sukonky	1						
SUNUTY sune		2					
SUNNYLEA				1			
SUPERMAN	1						
STUPIDOS		1					
SUSID susida	1						
susidy	1						
SUSIDKA	1						
SUSIDNYJ	1						
SVARYTY						1	
SVIJ	2						
SVIT						1	
SVITLO svitla			1				
svitlo	1						
SVITYTYS'A svitylys'a	1						
SVOJE			1	1			
SVYNKA		1					
SXODY sxodiv	1						
sxody	1						
SXODYNY			3				

	SYDITY-TAK						
	10	20	30	40	50	60	70
SYDITY							
sydily			1				
sydity	1						
sydzhu						1	
SYL'NO	1		1	1			
SYLVIJA	1						
SYMVOL							
symvoly			1				
SYN'C'O							
sync'u			1				
SYN'O		1					
SYNYJ							
syn'e/syne		18					
syn'u/synu	1		1				
synij				1			
synym		1					
T'AZHKO		21		2		1	
T'AZHKYJ							
t'azhke		21					
t'azhki		1					
TA (part)	11	19	26	5			6
TA (conj)			1	1			1
TABIR							
tabir	1		2	1		1	
tabori	4		4				
taboru			2				
TABLYC'A							
tablyci				1			
TABOROVYK							
taborovyka				1			
TAK	36	112	31	14	3	1	4

## TAKOZH-TELEVIZOR

	10	20	30	40	50	60	70
TAKOZH							
*takozh	4	16	12	3			4
tezh		1					
TAKYJ							
taka	1		2				
take	3	12	9	2		1	
taki	16	3	7				1
taku	4		1				
takyj	8		2			1	1
takyx			1				
TAM	40	26	28	16		1	9
TAMTOJ							1
TAN'A							
Tan'u	1						
TAS'MA							
tas'mu				1			
TATO							
tata	4						
tato	5	3			1		
TEATR			1				
TEJP							
tejpu							1
TEKTY							
teklo			2				
TELEFON							
telefonax	1						
telefoniv	1						
TELEVIZIJA							
televiziju	1		1				
TELEVIZOR							
televizor			1				
televizori	1						

## TENIS-TOJ

	10	20	30	40	50	60	70
TENIS				1			
TEPER		10	1	3			5
TEPLO						1	
TERENOVYJ							
terenovi			1				
terenovij			1				
terenovu			1				
TETA							
teta	1						
tetoju	1						
tetu	1						
TEXAS	1						
TIL'KY							
til'ko	1						1
til'ky	3	5	7	5	1		
TO (conj)	29	5	17	8			3
TO (part)	7	12	8	1			5
TOCHKA							
tochku			1				
TODI	39	9	44	5			3
TOJ							
ta	1	2	2				
te		1					
ti	2	8	9		1		
tim	1	1					
to	18	214	46	23	1	7	21
toho	4	5	2	1			2
toj	7	10	10	3			7
toji			1				
tomu			1				
tu	1		1				
tym		5	1				
tyx		1	2	3			



## TOLPA-TROXA

	10	20	30	40	50	60	70
TOLPA							
tolpy		1					
TOMU (adv)	1		3				
TOMU (conj)			2	1			
TORONTO							
Toronti	1						
Toronto					1		
TOVARYSH							
tovarysh	1						
tovaryshi			1				
TOVARYSHKA							
tovaryshka	3						
tovaryshky	1						
TOVSP	1						
TRAKTOR				1			
TRAVA							
travu				1			
TREBA		10	6				
TRETIJ							
tret'a	2					1	
tret'e						5	
tretyj		1					
TRISKATY							
triskalo			1				
TROSHECHKA		1					
TROSHKA							
troshka	1	1					
troshky		2	1				2
TROXA							
troxa		1	1	1			
troxy	1	1					

## TRUDNYJ-UBRANN'A

	10	20	30	40	50	60	70
TRUDNYJ							
trudne		1					
TRY							
troje			1				
try	1	17	2	3		3	
TRYDC'AT'		1					
TRYMATY							
trymala	1						
trymaty						1	
TRYMATYS'A							
trymalos'a		1					
trymatys'a			1				
TRYNADC'AT'		1					
TUDY			1				
TUT	2	71	12	4	2	15	13
TVIJ							
tvij		1					
tvoje		1		1			
TY							
tebe		2		2			1
tobi		11		2			1
toboju		1					
ty	3	66	23	25		5	10
TYSHA							
tysha	1		2				
tyshi				1			
tyshu			1				
TYXO		1	1			1	
TYZHDEN'							
tyzhniv			1				
UBRANN'A	2						

## UCHYTEL'KA-VBYRATYS'A

	10	20	30	40	50	60	70
UCHYTEL'KA				1			
UKRAJINA Ukrajini			2				
UKRAJINS'KYJ ukrajins'komu		1					
UNIVERSYTET universytetu	1						
URODYN				1			
URODZHENN'A	1						
UZHYVATY uzhyvajut'			1				
V	35	8	29	10			5
VALIZKA			1				
VAR'UVATY var'ujemo var'uvaty			1 1				
VASHYJ vashe							2
VATRA vatra vatru			2 3				
VBRANN'A vbranni	1						
VBRANYJ vbrani	1						
VBRATYS'A	1						
VBYRATY		1					
VBYRATYS'A			1				

## VCHORA-VESELYJ

	10	20	30	40	50	60	70
VCHORA							
vchera		2	1				
vchora	2		2				1
VCHYTYS'A							
vchymos'a			1				
VDAR'ATY							
vdar'aju				1			
VDARYTY							
vdaryly			1				
vdaryty			2				
vdaryv	1		2				
VDARYTYS'A							
vdaryvs'a	1						
VDOLYNU		1	1				
VDOMA			1				
VDVOX			1				
VECHER'A							
vecher'a			2				
vecher'u			2				
vecheri			1				
VECHIR							
vechora	3		1				
VELYCHEZNYJ							
velycheznu			1				
VELYKYJ							
velyka			1				
velyki			1	1			
velykyj	2			2			3
VESELKA							
veselka			1				
veselky			1				
VESELYJ		1					

## VESL'ARI-VIL'NYJ

	10	20	30	40	50	60	70
VESL'ARI			1				
VESOLOVS'KYJ			1				
VHADATY			2				
VID'MA	2						
VID	3		4	1			1
VIDCHYNYTY vidchyneni	1						
VIDCHYNYTY vidchynyla vidchynyv	1 2						
VIDPOVID'		3					
VIDRO			1				
VIDSVIZHYTYS'A			1				
VIDTODI	1						
VIDTVOR'ATYS'A vidtvor'ajut's'a							1
VIDVIDANN'A			8				
VIDZNACHKA vidznachky			2				
VIDZNAKA vidznaky			1	2			
VIJNA vijnu			1				
VIKNO vikna vikno				1	2		
VIL'NYJ			1				

## VIN-VOD'ANNYJ

	10	20	30	40	50	60	70
VIN							
joho	9	1	10	4			5
jomu		1	2				
n'oho			2				
nym	1						
vin	50	13	18	5			22
VINOK			2				
VISIM		20	1				
VISTI			3				
VITER							
vitry	3						
VKYNUTY							
vkynuly				1			
VLIZTY							
vlizly			1				
VLUCHYTY							
vluchyla		2					
VMILIST'							
vmilosti			2				
VMITY							
vmije						2	1
vmiju		2					
vmila	1						
vmiv	1						
VMYRATY							
vmyraje							1
VNOCHI	2		1				
VNYZ	1						
VNYZU	2						
VOD'ANNYJ							
vod'annymy			1				

## VODA-VOVNA

	10	20	30	40	50	60	70
<b>VODA</b>							
voda	2		1				
vodi			1	1			
vodoju			2				
vođu	4		4	2			
vody			1				
<b>VODNYJ</b>							
vodnymy			1				
<b>VOHNYK</b>							
vohnyk	1		4				
vohnyka			2				
vohnyku			1				
vohnyky			2				
<b>VOHON'</b>							
vohni			1				
vohon'	5		1				
<b>VOLODYMYR</b>			5				
<b>VONA</b>							
jij		1	1				
jiji	9	1	1				
neji	2		1			2	
neju	2		1				1
vona	34	10	14	2		4	9
<b>VONO</b>	2	28	3	4			4
<b>VONY</b>							
jix	1	1	7				
nymy			1				
nyx			6	1			
vony	25	6	24	7			5
<b>VOVCHUR</b>		1					
<b>VOVNA</b>							
vovny							1

## VPASTY-VY

	10	20	30	40	50	60	70
VPASTY							
vpade			1	1			
vpala	5						
vpalo	1	1					
vpaly	1						
vpav	8		1	2			
VPOR'AD			3				
VRANCI	3						
VRANO	2		1				
VS'AKI	1		1				
VS'UDY	2		1			1	
VSE							
vs'o	5	9	2	3		2	
vse	4	4	15	9			
vsi	19	22	12	1	2	2	
vsim		2	1				
vsix	1		1	2			
VSE (adv)	3	5	15				
VSIL'AKI	1		2				1
VSTATY							
vstaje	2						
vstajemo			1				
vstaju	2						
vstaty	1		1				
vstav	1						
VSTAVANN'A			2				
VUJKO	2						
VVAZHATY							
vvazhaj							1
VVECHIR		1					
VY		3	1			2	2



## VYBIHTY-VYLIZTY

	10	20	30	40	50	60	70
<b>VYBIHTY</b>							
vybih	1						
vybihly	3						
<b>VYBRATY</b>							
vybrala		1					
<b>VYBUXATY</b>							
vybuxala			2				
vybuxaty			1				
<b>VYBYTY</b>							
vybju				1			
<b>VYHL'ADATY</b>							
vyhl'adaje		2					
vyhl'adajut'							1
vyhl'adaly	1						
vyhl'adaty		2		1			
<b>VYHRATY</b>							
vyhraj			1				
vyhrala			3				
vyhraly			1				
vyhraty			2				
<b>VYHRAVATY</b>			2				
<b>VYJIXATY</b>							
vyjixav					1		
<b>VYJTY</b>							
vyjde	1						
vyjduť		29					
vyjdy		4					
vyjshla	1						
vyjshlo		2					
vyjshly			1				
vyjshov			1	1			
<b>VYLIZTY</b>							
vyliz							1
vylizty	1						

## VYLL'ATY-VZHYVATY

	10	20	30	40	50	60	70
VYLL'ATY							
vyll'ala			1				
vyll'av			1				
VYLL'ATYS'A							
vyll'alos'a			4				
VYNESTY							
vynesla	1						
VYNOSYTY	1						
VYPYTY							
1			1				
VYSHKIL							
vyshkolu			1				
VYSKOCHYTY	1						
VYSOKYJ							
vysokomu			1				
VYTRYMATY							
vytrymajesh		1					
vytrymaju		2					
VYXODYTY							
vyxodyt'		2					
VZ'ATY							
viz'mu		4		1			
viz'my		2					
vz'ala	2		1				
vz'aly			2				
vz'aty			1	1			
vz'av	2						
VZAD	1						
VZHE	9	63	15	10		1	2
VZHYVATY							
vzhyvaly			1				
vzhyvaty			1				

## XATA-XTITY

	10	20	30	40	50	60	70
<b>XATA</b>							
xata	3						
xati	1	1	1				
xatu	3						
xaty	3						
<b>XATKA</b>							
xatky			1				
<b>XLOPCHYK</b>				3			
<b>XLOPEC'</b>							
xlopec'			4				
xlopc'a			1				
xlopci		2	1	2			
xlopciv		1	2				
<b>XODYTY</b>							
xody							1
xodyla	1						
xodyly	2						
xodymo						1	
xodyty			2				
xodyv	1		1				
<b>XOTITY</b>							
xoche		4	1				
xochesh	1	6	1				
xochete							2
xochu	3	45	3	1		4	2
xotila	4	1	2	1			
xotily			4				
xotiv	4		7				
<b>XROBAK</b>							
xrobakiv			1				
xrobaky			3				
<b>XROPITY</b>							
xropysh			1				
xropyt'			3				
<b>XTITY</b>							
xtiv	2		2				

## XTO-ZABYRATYS'A

	10	20	30	40	50	60	70
XTO							
kym		1					
xto		9	2	3			1
XTOS'							
kymos'		1					
kyms'		1					
xtos'	5	10	7	1			
XUDOZHNYK							
xudozhnyk			4				
xudozhnyka				3			
XVORYJ							
xvorym			2				
XVYLYNKA							
xvylynku		1		1			
Z	17	11	32	3			4
ZA	1		4				1
ZABAHATO			1	1			
ZABOJATYS'A							
zabojavs'a	1						
ZABRATY							
zabraly			2				
zabraty			1				
ZABUTY							
zabud'				1			
zabula	2	1	1	1			
zabuv	2		2				
ZABYRATYS'A							
zabyrajs'a				1			

## ZABYTY-ZAJTY

	10	20	30	40	50	60	70
ZABYTY							
zabyj							1
zabyła							9
zabyły							1
zabyty				1			
zabyv				1			
ZACHATY							
zachala	1						
zachaly	1		1				
zachaty		1					
zachav	2						
zachnu					2		
ZACHATYS'A							
zachalos'a				1			
zachalys'a			1				
zachavs'a	1						
ZADACHA		1					
ZADALEKO	1						
ZADOK	1						
ZADOVHYJ		1					
ZADZVONYTY							
zadzvonyv	1						
ZAHASYTYS'A							
zahass'a				1			
ZAHUBYTY							
zahubyv		1					
ZAHUBYTYS'A							
zahubylas'a		1					
ZAJN'ATT'A							
zajn'att'a				1			
zajn'att'ax				1			
ZAJTY							1

## ZAKRUTYTYS'A-ZARAZ

	10	20	30	40	50	60	70
ZAKRUTYTYS'A zakrutylas'a	1						
ZAKRYCHATY zakrychala	1						
ZAKRYTY zakryv	1		1				
ZALUCHENYJ zaluchene		2					
ZALYSHYTY zalyshy		2					
ZAMALO		1					
ZAMIN'ATYS'A zamin'ajemos'a		1					
zamin'ajus'a		1					
zamin'atys'a		1					
ZAMIST'	2		1				
ZAMKNENYJ zamknena	2						
ZAMKNUTY zamknula					1		
ZAMOK			1				
ZAN'ATT'A			3				
ZAPIZNO	1						
ZAPLATYTY zaplatyly					1		
ZAPXATY zapxaly			1				
zapxaty	1						
zapxav	1						
ZARAZ		5	5				

## ZARAZKA-ZBUDYTY

	10	20	30	40	50	60	70
ZARAZKA			2				
ZASHPORTATYS'A zashportajus'a			1				
ZASMIJATYS'A zasmijalas'a	3						
ZASNUTY zasnula	1						
zasnuly	1						
zasnuv	1						
ZASTR'ARNUTY zastr'ah		1					
ZAT'AZHKO		1					
ZAT'AZHKYJ zat'azhke		2					
ZATKATYS'A			3				
ZATOPYTY zatopyt'			1				
zatopyv			1				
ZAVJAZANYJ			1				
ZAVZHDY zavshy			1				
zavzhdy			2				
ZAXODYTY zaxodyly			1				
ZBANOK			1				
ZBOKU							1
ZBUDYTY zbudyla	2						
zbudyty	1						
zbudyv	1						

## ZBUDYTYS'A-ZHYD

	10	20	30	40	50	60	70
ZBUDYTYS'A zbudylys'a	1						
ZBYRATY zbyraty zbyrav	2		2				
ZBYTOK zbytky		7					
ZDATY			1				
ZDAVATYS'A zdajet's'a	1	1	1				
ZELENYJ zelene zelenu zelenyj zelenyx	1	10	3	1			1
ZHABA		1					
ZHABKA zhabku			1				
ZHASYTY	2						
ZHE			1				
ZHORITY zhorila zhoriv	1			1			
ZHOVTYJ zhovte zhovtyj		6	3				
ZHUCNOK zhuchka zhuchok						4	1
ZHYD zhydy		12					



## ZHYTY-ZLOVYTY

	10	20	30	40	50	60	70
ZHYTY							
zhyv	1						
zhyve			1	2			
zhyvut'			3				
ZHYVYJ							4
ZI	5	4		1			
ZIBRATYS'A							
zibralys'a			1				
ZIRKA							
zirky			1				
ZJISTY							
zjila				1			
zjim							1
zjisty				1			
zjiv			1				
ZL'AKATYS'A							
zl'akavs'a	1						
ZLAPATY							
zlapala			1				
ZLE	1	2	1				1
ZLOMANYJ							
zlomani			2				
zlomanyj			1				
ZLOMATYS'A							
zlomajet's'a		1					
ZLOMYTYS'A							
zlomylys'a			1				
zlomyvs'a			1				
✓ ZLOVYTY							
zlovyty			1				
zlovyv	1		2				

## ZLYJ-ZNATY

	10	20	30	40	50	60	70
ZLYJ							
zla			1				
zlyj							2
ZMAHUN							
zmahuna				1			
ZMIN'ATYS'A							
zmin'atys'a		2					
zmin'us'a		1					
ZMINYTY							
zminyla	2			1			
zminyv		1					
ZMINYTYS'A		4					
ZMOHTY							
zmozhe							1
zmozhesh							2
ZMUCHENYJ			2				
ZNACHYTY							
znachyt'						1	
ZNAJTY							
znajshla		1					
znajzhly			2				
znajshov	1	3					
znajty		3	1				
ZNATY							
znaje						1	
znajemo			1			1	
znajesh	1	9	2	1			2
znajete		1					
znaju	2	45	12	9	1		4
znala	1	3	1	1	1		
znaly	2	2					
zhaty		1		1			
znav	2	2		3			

## ZNOV-ZYMNO

	10	20	30	40	50	60	70
ZNOV							
znov	1	2	2			2	
znova			1				
znovu	2	3	1				6
ZOJA							
Zojeju			1				
ZOR'ANNA		3	5	1			
ZOZUL'A	1						
ZOZUL'KA							
zozul'ku							1
ZROBLENYJ							
zroblene		2					
ZROBYTY							
zrobit'		1					
zrobl'u		7				1	
zrobl'ut'		1					
zroby		1				3	
zrobyla	1	23	4	1	1		
zrobylo			1				
zrobyly			3				
zrobymo			1				
zrobyt'		1					
zrobyty	2	17	4	1	2		
zrobyv	5	34	4	3			
ZROZUMITY							
zrozumiv	1						
ZUPA							
zupu			1				
ZVUK							
zvuk	1	1					
zvuky		1					
ZYMA							
zymi	1						
ZYMNO	1			1			

## APPENDIX E

### WORDS USED BY THE CHILDREN THAT FALL INTO THE CATEGORY 'ENGLISH'

a	fair	nope
about	fantom	north
agents	fight	not
attention	flashlight	nothing
baby	florescent	of
bad	foil	on
balloons	food	over
baseball	fun	page
batflies	garden	panther
bathing	get	party
beep	ghost	pillow
better	gorilla	piak
bite	granola	please
bombs	guys	plus
booby	handstand	pumpkin
botanical	hazard	pussycat
boy	hello	recorder
bumpy	hi	right
bye	hornet	rolled
can	horror	saw
cap	horseflies	shampoo
carefree	house	sinchy
caterpillar	how	ski
Chinese	I'm	skipped
control	idea	sleep
cooperate	impossible	soccer
dictionary	in	soccerbaseball
direct	it	some
director	it's	sorry
disgusting	jello	spider
don't	know	stack
done	laugh	stories
down	madam	story
dragonflies	makes	suckers
drowned	mean	suffocating
drugs	mime	surprise
duke	mind	tape
eater	mosquito	teacher
education	moth	tell
exact	need	than
exactly	new	that's
exhibition	no	the
there	want	with

tickle  
tickling  
trap  
tree  
twins  
upside  
walking

water  
we  
web  
well  
what  
whole  
wiggle

wizard  
wow  
ya  
yech  
yey  
you  
your

Note: The above is a list of all the individual lexical items used by the children that fulfilled the criteria established for the class 'English'. Some of these words occurred in phrases while others occurred as individual items within a Ukrainian environment.