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С.Л. Кушнерук

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«Практикум по лексикологии английского языка» отражает тематику курса практических занятий, предусмотренных учебно-методическим комплексом направления подготовки дипломированного специалиста 620100 «Лингвистика и межкультурная коммуникация», и содержит материалы по важнейшим проблемам лексикологии. Пособие призвано помочь студентам в практическом овладении основами частной лингвистической дисциплины.

Пособие охватывает следующие разделы науки о словарном составе английского языка – этимология, морфология, словообразование, семасиология, фразеология, лексикография и др.

Рецензенты:

Т.Ю. Передриенко, канд. филол. наук, доцент ЮУрГУ

Н.Е. Кунина, канд. филол. наук, доцент ЧГПУ

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ВВЕДЕНИЕ

Предлагаемый «Практикум по лексикологии английского языка» представляет собой учебное пособие, основной целью которого является систематизация знаний о словарном составе современного английского языка.

Усвоение основ частной лингвистической дисциплины способствует достижению высоких результатов в ходе обучения иностранному языку в целом. Углубленный анализ лексикологической проблематики формирует неотъемлемую часть процесса подготовки дипломированных специалистов, обучающихся по специальностям «Перевод и переводоведение» и «Иностранный язык».

Выявление наиболее важных особенностей лексико-семантического строя английского языка на основе аутентичных языковых материалов позволяет развивать прочные рецептивные и продуктивные умения, необходимые квалифицированным специалистам для более сознательного подхода к изучению лексики в практическом плане, а также достижения понимания на межкультурном уровне общения.

«Практикум по лексикологии английского языка» отражает тематику курса практических занятий, предусмотренных учебно-методическим комплексом по специальности 022900 – «Перевод и переводоведение» направления подготовки дипломированного специалиста 620100 «Лингвистика и межкультурная коммуникация» (Челябинск, 2007), и включает двенадцать разделов:

- Лексикология как раздел науки о языке. Общая характеристика словарного состава английского языка;
- Этимологическая характеристика словарного состава современного английского языка;
- Морфологическая структура английских слов;
- Словообразование в английском языке;
- Семантическая структура английских слов;
- Изменения в семантической структуре слов;
- Синонимия в современном английском языке;
- Антонимия в современном английском языке;
- Омонимия в современном английском языке;
- Фразеология современного английского языка;
- Территориальная дифференциация словарного состава английского языка;
- Основы лексикографии.

В каждом из названных разделов неизменно присутствуют пять структурных элементов: *Working definitions of principal concepts, Items for discussion, Tasks for practical analysis, Independent Research, Recommended Literature*.

Часть I – *Working definitions of principal concepts* – структурная единица пособия, которая содержит базовые определения, раскрывающие сущность языковых явлений, вынесенных на обсуждение в рамках изучаемой темы.

Вторая часть *Items for discussion*, представленная серией вопросов для дискуссии, логично предшествует блоку практических заданий (*Tasks for practical analysis*), что, несомненно, облегчает их выполнение. Упражнения способствуют

глубокой проработке теоретических проблем, заявленных во второй части, что ведет к приобретению устойчивых навыков в работе со словарным составом английского языка и развивает умение студентов анализировать языковые факты на основе имеющихся знаний.

Организация работы с практическим материалом возможна как в последовательном, так и в параллельном режимах. Повторение всего объема теоретического материала по теме может предварять выполнение всех практических заданий. В иных условиях проработка того или иного вопроса может сопровождаться проверкой соответствующего упражнения в Разделе III. Основой практических заданий служат разнообразные лексикографические источники, тексты художественных произведений, американских и британских газет, а также многочисленные электронные ресурсы, содержащие информацию о том или ином лингвистическом явлении.

Четвертая часть каждого из двенадцати разделов пособия (*Independent Research*) предназначена для индивидуальной работы студентов, нацеленной на развитие аналитических способностей и умения самостоятельно обобщать и систематизировать языковые факты. Отбор материала, включенного в данный блок, призван расширить и углубить представление о лингвистическом феномене, обсуждаемом на практическом занятии.

Выполнение упражнений предполагает обращение к текстовым и электронным ресурсам. В связи с этим каждый

раздел пособия завершает часть *Recommended Literature*, в которой предлагается список традиционных текстовых источников (основных и дополнительных), а также электронных ресурсов, в том числе словарей, работающих в режиме on-line. Интерактивность дает студентам возможность резко сократить время подготовки по указанной теме за счет концентрации лингвистической информации на одном – двух указанных сайтах.

По окончании работы над разделами пособия студенты выполняют итоговый тест по всему пройденному материалу, представленному в строгом соответствии с избранной последовательностью изложения.

Практикум снабжен приложением, в котором сконцентрированы дополнительные сведения об изучаемых лингвистических явлениях, в числе которых Cockney Rhyming Slang, some Scottish English words, paronyms, euphemisms, productive and non-productive affixes, blends, combining forms и др.

В итоговой части пособия дается подробный обзор интернет-источников по каждому из рекомендуемых сайтов. Это расширяет диапазон возможностей студентов, открывая перспективы получения постоянно обновляющихся лингвистических сведений, которые отражают изменения в общей картине языковой реальности.

TOPIC I
LEXICOLOGY AS A BRANCH OF LINGUISTICS.
GENERAL CHARACTERISTICS OF THE ENGLISH
VOCABULARY

I. Working definitions of principal concepts

Lexicology – the part of linguistics dealing with the vocabulary of the language and the properties of words as the main units of language.

Vocabulary – the totality of words in a language.

Word – the basic unit of a language resulting from the association of a particular meaning with a particular group of sounds capable of a particular grammatical employment.

Diachrony – the historical development of the system of language as the object of linguistic investigation. ***Diachronic***, historical.

Synchrony – a conventional isolation of a certain stage in the development of a language as the object of linguistic investigation. ***Synchronic***, representing one conventional historical stage in the development of language.

Syntagmatic relationships are based on the linear character of speech.

Paradigmatic relationships are based on the interdependence of words within the vocabulary.

Neologism – is a newly coined word or phrase or a new meaning for an existing word, or a word borrowed from another language.

Obsolete words – words dropped from the language and are no longer understood.

Archaisms – words that were once common but are now replaced by their synonyms.

Historisms – words denoting objects and phenomena of the past which are no longer used.

Hyponym – a word, the meaning of which may be said to be included in that of another word.

Lexico-grammatical group – a class of words which have a common lexico-grammatical meaning, a common paradigm, the same substituting elements and possibly a characteristic set of suffixes rendering the lexico-grammatical meaning.

Paradigm – the system of the grammatical forms of a word.

Semantic field – part («slice») of reality singled out in human experience and covered in language by a more or less autonomous lexical microsystem.

Lexical set – 1) a group of words more or less corresponding in their main semantic component, i. e. belonging to the same semantic field; 2) a group of words having the same generic meaning.

II. Items for discussion

a. The object of lexicology. Approaches to language study

1. The term «lexicology». The aim of the discipline.
2. General and Special Lexicology: Historical and Descriptive Lexicology.
3. Links of lexicology with other branches of linguistics: phonetics, grammar, the history of a language, stylistics, sociolinguistics.
4. Theoretical and practical value of lexicology.
5. The notion of lexical system. Is vocabulary system well-defined and rigid?
6. The term «word». Words as central elements of language system.
7. Synchronic and diachronic approaches to the study of language material.
8. Paradigmatic and syntagmatic relations determining the vocabulary system.

b. Vocabulary as an adaptive system

1. The term «vocabulary». The adaptive system approach to vocabulary.
2. Neologisms as words introducing names for new things or notions. Examples.

3. Words denoting innovations *versus* words that dropped from the language or survive only in special contexts: obsolete words, archaisms, historicalisms.

4. Major ways of enriching the vocabulary: vocabulary extension (productive word-formation, non-patterned ways of word creation) and semantic extension.

c. Classification of English Vocabulary

1. Morphological and lexico-grammatical grouping:
 - * according to the number and type of morphemes
 - * word families
 - * notional and form words
 - * lexico-grammatical groups
2. Thematic groups (lexical sets), idiographic groups, semantic fields.
3. Hyponymic structures and lexico-semantic groups.
4. Types of non-semantic grouping.

d. Methods of lexicological research

1. Contrastive analysis.
2. Morphemic analysis.
3. Distributional analysis.
4. Transformational analysis.

III. Tasks for practical analysis

1. *Copy out the archaic words from Sonnet 154 by W. Shakespeare. Give modern English equivalents of the archaic forms.*

The little Love-god lying once asleep
Laid by his side his heart-inflaming brand,
Whilst many nymphs that vow'd chaste life to keep
Came tripping by; but in her maiden hand
The fairest votary took up that fire
Which many legions of true hearts had warm'd;
And so the general of hot desire
Was sleeping by a virgin hand disarm'd;
This brand she quenched in a cool well by,
Which from Love's fire took heart perpetual,
Growing a bath and healthful remedy
For men diseased; but I, my mistress' thrall,

Came there for cure, and this by that I prove,
Love's fire heats water, water cools not love.

2. *Comment on the formation of neologisms in the following examples.*

sheepskin, all-or-none, a winie (a person fond of drinking wine), shelf life, moonwalk, here-and-now, off-the-record,

sexploitation, SINK (single independent no kids), snowmobile, a foodie (a person fond of food)

3. *Group the following words into neologisms, archaisms, historisms.*

sit-in, steed, caravel, clad, gig, computer-oriented, main, slay, fly, customer-friendly, perchance, in-flight, woe, arrow, crossbow, jeepster, calash, danceaholic, yore, oft

4. *State the principle according to which the following words are classified.*

a) gas, to gas, gas-bag, gas-bracket, gas-burner, gas-chamber, gas-cooker, gaseous, gas-fire, gas-fitter, gasiform, gaslight, gasman

b) *describe* v. define, delineate, draw, illustrate, sketch, specify, trace, depict, explain, narrate, portray, relate, represent, characterize

c) breakfast, lunch, dinner, supper, snack

d) disability, disaccord, disadvantage, discoloration, disclosure

e) equity, equivalent, falsify, falter, fault, important, impose, peace, peak, religious, remission, ruin, safe

f) pet, prey, irony, honest, include, meditate, satirical, thoughtful

5. *Arrange the following units into three lexical sets – feelings, parts of the body, education.*

academy, affection, arm, back, belly, body, bone, book, brow, calf, calmness, cheek, chest, classes, classmate, coaching, college, contentment, correspondence, course, curriculum, day-student, delight, don, drill, ear, education, elbow, encyclopedia, enthusiasm, envy, erudition, excitement, exercise, exhilaration, eye, face, faculty, finger, foot, forehead, frustration, grammar, hair, hand, happiness, hate, head, headmaster, heel, homework, ignorance, impatience, indifference, indignation, instruction, jealousy, joint, kindness, knee, knowledge, knuckle, learning, lecturer, leg, lesson, library, limb, love, malice, master, neck, nose, passion, primer, professor, rapture, reader, relief, restlessness, satisfaction, scholar, schoolboy, schooling, science, seminar, shock, smattering, student, sympathy, teacher, staff, tenderness, thigh, thrill, thumb, toe, torso, training, tuition, tutor, unrest, waist, wrath

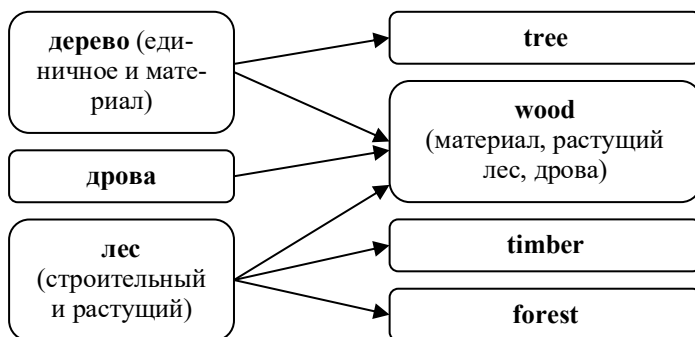
6. *Ascribe the following words to their lexicogrammatical classes characterizing each in accordance with the working definition for parts of speech.*

already, behavior, being, bring, cry, connotation, dream, draw, eager, fair, gloomy, go, hand, intensely, husky, quickly, set, synonym, train, useful

7. Trace the sources of vocabulary replenishment in the words listed below.

to swindle, duende, filmdom, to clockwatch, to parent, SA (sex appeal), to hawk, manners, druggie, ped Xing (pedestrian crossing), hyperexcitability, DINKY (Double Income No Kids Yet), to edit, a.o.b. (any other business; *Rus.* разное), Beatlesmania, to snowball, colours, to surf, n. g. (no good), shoptalk, kung fu

8. Professor A. I. Smirnitsky showed in graphic form the difference between the verbal expression in Russian and English of one semantic field:



Using both English and Russian dictionaries compare the way the following concepts find expression in English and Russian:

мальчик, рука, палец, стол, книга

9. Classify the list of words given below into a) concrete nouns and b) abstract nouns; a) countable nouns and b) uncountable nouns.

abbey, alteration, ace, back, blame, bureau, circus, confession, cream, cut, day, division, dive, fortune, gipsy, giggling, hurry, jump, knocker, laughter, maker, monument, person, process, run, satisfaction, shape, table, writer

10. *Classify the following words and word-combinations into semantic fields under the headings «education» and «feeling».*

book, to bear malice, displeased, to teach, intelligent, indifference, classmate, to adore, affection, to coach, frustrated, pedagogical, college, hatred, day-student, in a temper, to repeat a year, passion, calm (adj.), exercise, reader, satisfaction, to write, wrathful, knowledge, tuition, jealousy, course, to supervise, to infuriate, disciplined, happy, to develop habits, unrest, shock, methodological, to hurt, to smatter of (in), angry

IV. Independent Research

1. Read the extract from the book «Modern Linguistics» by Manfred Bierwisch explaining Ferdinand de Saussure's principles of syntagmatic and paradigmatic relations and answer the question following it.

The principles which determine the internal structure of the language system were derived by Saussure from two basic notions which have since become traditional in

linguistics: *syntagmatic* and *paradigmatic relations*. Syntagmatic relations specify the combination of elements into complex forms and sentences, paradigmatic relations are the relations between the elements of the language system. In the sentence *John came* the relation between the contents of *John* and *came* is the syntagmatic relation subject – predicate, while the syntagmatic relation between the expressions of the two signs is the linear sequence.

At the same time each of the words stands in paradigmatic relation to other elements in the system which do not occur in the sentence: *John* to *he, somebody, me friend, a stranger, etc.*, and *come* to *is coming, goes, went, escaped, etc.* The value, or meaning, of the sentence *John came* is only determined by the total framework of relations and can only be understood against the background of these relations.

Saussure thus replaced the traditional division of linguistic description into syntax, morphology, phonology, and vocabulary by the two categories of syntagmatic and paradigmatic relations under which all aspects of the linguistic system can be described.

	The door closed
* <i>How can the sentences</i>	The big dog jumped
	The girl is beautiful

be analyzed from the point of view of syntagmatics and paradigmatics?

2. Read the following extract from the book «Introduction to Theoretical Linguistics» by John Lyons and give your own examples to illustrate the specific ways different languages cover the same semantic field.

In recent years, there has been, a good deal of work devoted to the investigation of lexical systems in the vocabularies of different languages, with particular reference to such *fields* (or *domains*) as kinship, colour, flora and fauna, weights and measures, military ranks, moral and aesthetic evaluation, and various kinds of knowledge, skill and understanding. The results obtained have conclusively demonstrated the value of the structural approach to semantics, and have confirmed the pronouncements of such earlier scholars as von Humboldt, de Saussure and Sapir to the effect that the vocabularies of different languages (in certain fields at least) are non-isomorphic: that there are semantic distinctions made in one language which are not made in another; moreover, that particular fields may be categorized in a totally different way by different languages. This fact is expressed in Saussurean term by saying that each language imposes a specific *form* on a *priori* undifferentiated substance of the content-plane.

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TOPIC II

ETYMOLOGY OF THE ENGLISH WORD-STOCK

1. Working definitions of principal concepts

Native word – a word which belongs to the original English word stock, as known from the earliest available manuscripts of the Old English period.

Borrowing proper (loan word) – a word taken over from another language and modified in phonemic shape, spelling, paradigm or meaning according to the standards of the English language.

Etymological doublets – two or more words of the same language which were derived by different routes from the same basic word.

International words – words of identical origin occurring in several languages as a result of simultaneous or successive borrowing from one ultimate source.

False friends – words that have the same or similar form in two or more languages but different meanings in each.

Assimilation – a partial or total conformation of a word to the phonetic, graphical and morphological standards of the receiving language and its semantic system.

Translation loan (calque) – a special kind of borrowing consisting in the adoption of a word not in the same phonemic shape it has been functioning in its own language but after undergoing the process of morpheme-for-morpheme (or word-for-word) translation.

Semantic borrowing – an English word develops a new meaning due to the influence of a related word in another language.

Morphemic borrowing – borrowing of affixes which occur in the language when many words with identical affixes are borrowed from one language into another.

Transcription – the rendering of the sound-form of a foreign word by the letters of the alphabet of another language.

Transliteration – the rendering of the letters of one alphabet by their equivalents in another.

Transplantation – the transferring of a word from one language into another without changing its graphic form.

II. Items for discussion

a. Words of Native Origin

1. Words of Indo-European origin. Semantic groups the layer falls into.
2. Words of Common Germanic origin. Examples.
3. English words proper.
4. Basic characteristics of native words.

b. Borrowed words

1. The term «borrowing». Causes and ways of borrowing.
2. Direct and indirect borrowings. «Source of borrowing» and «origin of borrowing».
3. Groups of Latin borrowings (1st c. B. C., 7th c. A. D., 14th – 16th c.).
4. The most typical structural elements of Latin borrowings.
5. Celtic borrowings.
6. Scandinavian borrowings, their structural features.
7. French borrowings (Norman and Parisian). The most typical structural elements of French borrowings.
8. Borrowings from other languages: Greek, Italian, Spanish, Russian, German, etc.

9. Etymological doublets. Routes of entering the vocabulary.
10. International words.
11. «False friends» or «false cognates».

c. Types of borrowings. Assimilation.

1. Classification of borrowings according to the borrowed aspect: borrowings proper (phonetic borrowings), translation loans, semantic borrowings, morphemic borrowings.

2. Transcription, transliteration and transplantation as mechanisms of borrowing.

3. Phonetic, grammatical and semantic adaptation of borrowings.

4. Completely assimilated borrowed words. Unassimilated borrowings (barbarisms).

5. Partially assimilated words. Subdivision depending on the aspect that remains unaltered.

6. Influence of borrowings on the English language (the phonetic structure, the word structure, the semantic structure, the lexical territorial divergence).

III. Tasks for practical analysis

1. *Write down in the space provided a letter, which indicates the language from which the given words were borrowed.*

Consult the Concise Oxford Dictionary of English Etymology or the Online Etymology Dictionary (www.etymonline.com).

a – Celtic **c** – Scandinavian **e** – Greek **g** – Spanish **i**
– German **b** – Latin **d** – French **f** – Russian
h – Italian

cup ...	criterion ...	wall ...
to cast ...	armada ...	eponym ...
anemia ...	Exe ...	Kilbride ...
samovar ...	cosmonaut ...	guerilla ...
Avon ...	anger ...	poodle ...
kindergarten ...	motto ...	lieutenant ...
banana ...	power ...	tornado ...
law ...	candle ...	the Downs ...
government ...	mosquito ...	kvass ...
violin ...	waltz ...	bandit ...
halt ...	hormone ...	interior ...
fellow ...	plant ...	restaurant ...
London ...	verst ...	tundra ...
promenade ...	to take ...	gondola ...
umbrella ...	nickel ...	anamnesis ...

2. *Using a dictionary compare the meaning of the following pairs of words and explain why they are called «etymological doublets» (Consult Reference Material, P. 191).*

abridge – abbreviate, artist – artiste, captain – chieftain, card – chart, cavalry – chivalry, catch – chase, corps – corpse, egg – edge, gage – wage, hotel – hospital, senior – sir, scar – share, skirt – shirt, shade – shadow

3. Read the following jokes. Identify examples of international words.

1. Genius is one percent inspiration and ninety-nine percent perspiration. 2. A psychologist is a man who watches everybody rise when a beautiful girl enters the room. 3. An expert is a man who knows a great deal about very little; and who goes on knowing more and more about less and less until finally he knows practically everything about nothing; whereas a reviewer is a man who knows very little about a great deal and keeps on knowing less and less about more and more until finally he knows practically nothing about everything.

4. Give the «false friends» in the Russian language to the given English words. State the difference in their meaning (Consult Reference Material, P. 188).

paragraph, baton, order, delicate, intelligent, revision, artist, sympathetic, capital, fabric, ambitious, romance, to pretend, command

5. Match the translation loans on the left with the original phrases / words on the right. State the origin of the latter.

- | | |
|-----------------------------|----------------------------|
| 1. the moment of truth | a) infra dignitatem |
| 2. word-combination | b) Wunderkind |
| 3. below one's dignity | c) попутчик |
| 4. first dancer | d) el momento de la verdad |
| 5. that goes without saying | e) circulus vitiosus |
| 6. fellow-traveler | f) колхоз |
| 7. wonder child | g) словосочетание |
| 8. vicious circle | h) sub judice |
| 9. famous case | i) cela va sans dire |
| 10. collective farm | j) cause célèbre |
| 11. under consideration | k) prima ballerina |

6. Identify the mechanism of borrowing in the following words as a) transcription, b) transliteration, c) transplantation

1) **ballet** from French «a classical style of expressive dancing based on precise conventional steps with gestures and movements of grace and fluidity»;

2) **déjà vu** from French «the experience of perceiving a new situation as if it had occurred before»;

3) **perestroika** from Russian «the policy of reconstructing the economy, etc., of the former Soviet Union under the leadership of Mikhail Gorbachov».

7. Group the words listed below into a) fully assimilated words; b) unassimilated words; c) partially assimilated words. If the word is partially assimilated, state the aspect that is unaltered.

sport, xylophone, sari, ill, police, service, genius, à la carte, sarafan, buffet, camouflage, capital, borshch, torchère, bourgeois, tête-a-tête, zero, bacillus, rupee, chateau, skate, phoneme, coup d'état, wall, nota bene, want, datum, ménage à trios, money

8. Translate or give the English equivalents to the following barbarisms.

à la mode, ad hoc, parlando, pari-mutuel, pas de deux, padrona, coup de maitre, ad libitum, sensu lato, pousada

9. Arrange the words from the columns so that they form double or triple synonymous series. State the difference in meaning and in use between the words in each synonymous series.

<i>Native English words</i>	<i>French borrowings</i>	<i>Latin borrowings</i>
1. guts	1. flame	1. lassitude
2. ask	2. sacred	2. felicity
3. fire	3. courage	3. ascend
4. house	4. attire	4. conflagration
5. kingly	5. mount	5. consecrated

- | | | |
|--------------|-------------|----------------|
| 6. weariness | 6. mansion | 6. interrogate |
| 7. rise | 7. question | 7. regal |
| 8. happiness | 8. royal | |
| 9. holy | | |
| 10. clothes | | |

10. Give the plural form of the nouns borrowed from Latin and Greek.

sanatorium, datum, nucleus, formula, bacillus, stratum, parenthesis, thesis, stimulus, criterion, hypothesis

IV. Independent Research

Read the following lists of words of foreign origin and speak on the impact of other languages on the English language.

Words of African origin

banana	cola	jazz	zebra
chimpanzee	coffee	tango	zombie

Words of Australian Aboriginal origin

kangaroo	mallee	mulga	quandong	quoll
koala	marri	myall	quokka	taipan

Words of Arabic origin

admiral	apricot	lime	mattress	sugar
alcohol	giraffe	magazine	orange	zenith
algebra	lemon	massage	sherbet	zero

Words of Chinese origin

brainwashing	feng shui	kung fu	oolong	tai chi
chow chow	ketchup	mandarin	silk	tea

Words of Dutch origin

boss	cruise	gas	iceberg	Santa Claus
brandy (wine)	dapper	gin	landscape	still life
cookie	easel	golf	measles	tulip

Words of Hebrew origin

amen	Bethlehem	allelujah	Jerusalem	rabbi
Armageddon	cherub	Israel	jubilee	Sabbath

Words of Hindi origin

bazaar	jungle	Mantra	Pundit
guru	karma	pajama	shampoo

Words of Italian origin

balcony	carpet	fresco	grotesque	miniature
bronze	cartoon	gallery	indigo	studio
caricature	corridor	graffiti	Madonna	villa

Food and culinary terms

amaretto	cappuccino	fettuccine	macaroni	spaghetti
antipasto	caviar	lasagna	pasta	tiramisu
broccoli	espresso	latte	pizza	zabaglione

Words of Japanese origin

Arts

bonsai	ikebana	karaoke	origami	tanka
--------	---------	---------	---------	-------

Military and martial arts terminology

aikido	hara-kiri	jujutsu	karate	samurai
dan	judo	kamikaze	kimono	sumo

Words of Russian origin

Various

babushka	Ded Moroz	kopeck	sable	sputnik
balalaika	dedovshchina	mat	samovar	steppe
banya	gulag	matryoshka	sharashka	taiga
cosmonaut	intelligentsia	pogrom	shapka	ushanka
dacha	khorovod	ruble	Snegurochka	vodka

Cuisine

blintz	kvass	pelmeni	shchi	smetana
kasha	medovukha	pirogi	shashlik	solyanka
kefir	okroshka	sevruga	sirniki	vareniki

Political, Administrative

apparatchik	duma	KGB	oblast	spetsnaz
bolshevik	dvoryanstvo	kolkhoz	perestroika	tovarishch
cheka	FSB	MVD	propiska	tsar
druzhina	kadet	nomenklatura	silovik	zek

Technical, special

chernozem	baidarka	elektrichka	kalashnikov	marshrutka
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 10. www.etymonline.com

TOPIC III

MORPHOLOGICAL STRUCTURE OF ENGLISH WORDS

1. Working definitions of principal concepts

Morphology – the study of word structure.

Morpheme – the smallest indivisible two-facet language unit. Morphemes occur in speech only as constituent parts of words but not independently.

Allomorph – a positional variant of a morpheme which may slightly differ in form or spelling occurring in a specific environment and characterized by complementary distribution.

Complementary distribution takes place when two linguistic variants cannot appear in the same environment.

Lexical morpheme – generalized term for root and derivational morphemes, as expressing lexical meanings in contrast to *inflectional morphemes* that express grammatical meanings.

Root morpheme – the lexical nucleus of a word common to a set of words making up a word-cluster.

Non-root morphemes – include inflectional morphemes (inflections) and affixational morphemes (affixes).

Inflectional morphemes – carry only grammatical meaning and are relevant only for the formation of word-forms.

Affixes – morphemes relevant for building various types of stems.

Stem – a part of a word which remains unchanged throughout its paradigm and to which grammatical inflections and affixes are added.

Derived stem – a stem containing one or more affixes.

Derivation – word-formation where the target word is formed by combining a stem and affixes.

Free morpheme – a morpheme that coincides with the stem or a word-form.

Bound morpheme – occurs only as a constituent part of a word.

Semi-bound morpheme (semi-affix) – morpheme that can function in a morphemic sequence both as an affix and as a free morpheme.

Morphological segmentation – the ability of a word to be divided into such elements as root, stem and affix (or affixes).

Immediate constituents – any of the two meaningful parts forming a larger linguistic unit.

Derivational structure – the nature, type and arrangement of the immediate constituents of a word.

Derivational base – is the part of the word, which establishes connection with the lexical unit that motivates the derivative and determines its individual lexical meaning describing the difference between words in one and the same derivational set.

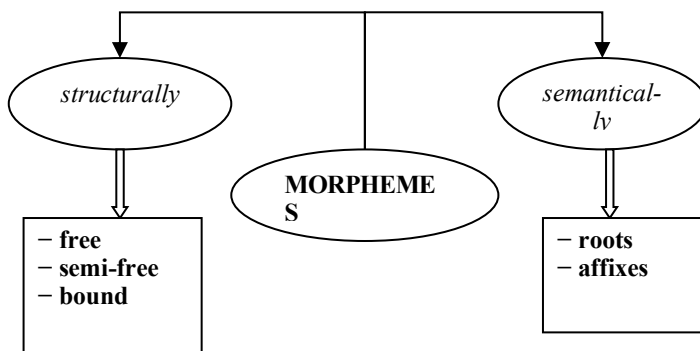
Derivational affix – a morpheme which added to the stem modifies the meaning of the root and forms new words.

Productivity – the ability of being used to form new, occasional or potential words which are readily understood by the speakers of a language.

Derivational pattern – a regular meaningful arrangement, a structure that imposes rigid rules on the order and the nature of the derivational bases and affixes that may be brought together.

Hybrid – a word different elements of which are of etymologically different origin.

Table 1



II. Items for discussion

a. Word structure

1. The term «morpheme». Comparison of words and morphemes.
2. The term «allomorph». Allomorphs among roots, prefixes and suffixes. Examples.
3. Lexical and grammatical morphemes. Examples.
4. Semantic classification of morphemes: root and non-root (affixational) morphemes (Table 1).
5. Structural types of morphemes: free morphemes, bound morphemes, semi-bound (semi-free) morphemes (Table 1).

6. Types of meaning in morphemes (lexical, differential, distributional, part-of-speech).

7. Types of word segmentability: complete, conditional, defective.

8. Basic principle of analyzing words into Immediate Constituents (ICs) and Ultimate Constituents (UCs).

b. Units of the derivational structure of words

1. The difference between the derivational structure of a word and the morphemic structure.

2. The term «derivational base». Structural types of derivational bases.

3. Derivational affixes, their basic functions. Monosemantic and polysemantic derivational affixes. Examples (See *Reference material*, P. 194–199).

4. Possible ways of classifying derivational affixes.

5. Productivity of affixes and frequency of occurrence: points of difference. Examples.

6. The term «derivational pattern». Derivational patterns representing the derivational structure at different levels of generalization.

7. Hybrids as words showing various combinations of morphemes of foreign and native origin. (See *Reference material*, P. 202). The most common patterns of hybrid words in English.

III. Tasks for practical analysis

1. a) *List the plural nouns which occur in the following extract, and arrange them according to their respective plural allomorphs: /s/, /z/, /iz/;* b) *Find all inflectional morphemes in the given extract.*

Right now I'm getting ready for bed. It's been a long day. Got to go out in town, I saw some interesting things. I had a meeting at a restaurant and ate Iraqi food, which was very good. We had rice, and we had shish kabobs. There was some beans and some sauce, and we had some yogurt and some cucumbers and tomatoes. Then we went over and visited some families who had lost places to live (*Newsweek, 2007, April 2*).

2. *Read the following passage and give your own examples of free and bound morphemes.*

We may perhaps start with an attempt to define components of our words, separating them into free forms, which may occur in isolation, and bound forms, which never occur alone. For example, *blackberry* consists of two free forms compounded, as both *black* and *berry* are found in isolation. If we examine *raspberry* we may at first think it is the same type for we undoubtedly do have a word *rasp*, but although the forms are identical

phonetically they are not identical in meaning, and *rasp*, in the sense in which it is used in *raspberry*, is not found in isolation, except in the shortened form of *raspberry*, for *rasp* is often used colloquially for both the bush and the fruit. In the case of *bilberry* we are on even safer ground, for the element *bil* – is not found in isolation in English, and is therefore quite definitely a bound form (*J. A. Sheard. The Words We Use, p. 35*).

3. Use the prefixes and suffixes *auto-*, *bio-*, *inter-*, *tele-*, *sub-*, *trans-*, *-logy* and the other clues given below, to build 10 words.

1. Something that moves, or is mobile, by itself ...
2. «Graph» means recording or writing, so a word meaning «self-writing» would be ...
3. If «-matic» means working, then a mechanism that works by itself is ...
4. *Marine* means to do with the sea. What can go under the sea? ...
5. A word meaning «across the sea» could be ...
6. *Portare* is the Latin word «to carry». Make a word that means «carry across» ...
7. Flights «between nations» are described as ...
8. A word meaning «life study» ...
9. A piece of writing about someone else's life
10. Can you guess a word «self-life-writing»?

4. Group the words according to the type of word-segmentability (complete, conditional, defective) they may be referred to.

hostage, nameless, perceive, pocket, discuss, feminist, contain, detain, underestimate, gooseberry, obsess, attract, mirror, pretend

5. Read the following sentences; analyze the words in bold type into their ultimate constituents.

Model:

1. Rewrite the word with hyphens between the morphemes.

2. Identify each morpheme in the word as bound or free; root, prefix or suffix; and, if an affix, inflectional or derivational.

3. Give at least two other words in which the same morpheme appears.

Example: America-an-ism-s

America: free root

-an: bound derivational suffix; e.g., *Republican*, *Asian*;

-ism: bound derivational suffix; e.g., *Communism*, *racism*;

-s: bound inflectional suffix, regular plural; e.g., *walls*, *things*

1. He replied that he could not let that influence his **judgement**. He was not going to make me **independent** while I insisted on going in for **misguided** fooleries (C.P. Snow). 2. The question nagged at me, **meaninglessly** important, fretting with anxiety (C. P. Snow). 3. William **undressed** and lay among his heaps of luggage (E. Waugh). 4. I know I must be a desperate **disappointment**.

6. In the following examples the words in bold are formed from the same root by means of different affixes. Translate these derivatives into Russian and explain the difference in meaning.

1. a) Sallie is the most **amusing** person in the world – and Julia Pendleton the least so. b) Ann was wary, but **amused**. 2. a) He had a charming smile, almost **womanish** in sweetness. b) I have kept up with you through Miss Pittypat but she gave me no information that you had developed **womanly** sweetness. 3. a) I have been having a **delightful** and entertaining conversation with my old chum, Lord Wisebeach. b) Thanks for your invitation. I'd be **delighted** to come. 4. a) The trouble with college is that you are expected to know such a lot of things you've never learned. It's very **confusing** at times. b) That platform was a **confused** mass of travelers, porters, baggage, trucks, boys with magazines, friends, relatives. 5. a) At last I

decided that even this rather **mannish** efficient woman could do with a little help. b) He was only a boy not a man yet, but he spoke in a **manly** way. 6. a) The boy's **respectful** manner changed noticeably. b) It may be a **respectable** occupation, but it sounds rather criminal to me.

7. *Group the given words according to their derivational structure into suffixal and prefixal derivatives.*

Model:

unwifely – *un-* + *-wifely* (a prefixal derivative); *embittered* – *embitter-* + *-ed* (a suffixal derivative)

insensible, unwomanly, unimaginable, discovery, irresponsible, impression, dishearten, accountable, unfriendly, impersonal, renewable, undeveloped

8. *Combine the words (given below) the derivational affixes of which express:*

1 not / without / opposite of	2 exceeding / a great ex- tent / a large amount of / a great deal of	3 similarity / resemblance	4 (very) small / not enough	5 liking for
---	---	----------------------------------	---	--------------------

hyperactive, sneaky, oversleep, anti-war, disapprove, booklet, priceless, overwork, superclever, depopulated, whitish, nonsmoker, outgrow, apolitical, talkative, lifeless, duckling, much-worn, disorder, ageless, inattention, mini-market, babyish, ultramodern, flowerlike, extra-soft, out-live, megabucks, starlet

9. Give structural formulas of the given words. Classify the words into: a) suffixal derivatives; b) prefixal derivatives; c) compound words.

Model:

bed-room: the structural formula of the word is $n + n \rightarrow N$. It is a compound word.

speechless, irreplaceable, nothingness, age-long, sharpen, wind-driven, independence, ex-housewife

10. Group derivational bases of the given words into three structural classes:

<p>1</p> <p>bases that coincide with morphological stems of different degrees of complexity</p>	<p>2</p> <p>bases that coincide with word-forms</p>	<p>3</p> <p>bases that coincide with word groups</p>
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illiterateness, waterskier, unprotected, friendliness, impossible, green-eyed, pains-taking, absent-minded, long-legged, broaden, heart-breaking, freestyler, backbencher, one-sided, unnamed, weekender, long-running, idletalker

IV. Independent Research

Read the following extract and point out the differences between affixes and combining forms (completives). Consult Reference Material (P. 199) and give examples of combining forms.

COMPLETIVES

An affix shouldn't be confused with a *combining form* (a *completive*). A combining form is also a bound form but it can be distinguished from an affix historically by the fact that it is always borrowed from another language, namely, from Greek or Latin, in which it existed as a free form, i. e. as a separate word, or also as a combining form.

They differ from all other borrowings in that they occur in compounds and derivatives that did not exist in the original language but were formed only in modern times in English, Russian, French etc., e.g. *polyclinic*, *stereophonic*, *television*, etc.

Combining forms are mostly international. A combining form differs from an affix because it can occur as one

constituent of a word whose only other constituent is an affix, e.g. *graphic, cyclic, aerate, aerobatics*, etc.

Also an affix is characterized by its position to the stem, either before the stem (prefix) or after the stem (suffix), whereas the same combining form may occur in both positions, c.f. *phonograph, microphone*.

(Э. М. Дубенец. *Современный английский язык. Лексикология, 2004, с. 6–7*).

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10. <http://en.wikipedia.org/>

TOPIC IV WORD-FORMATION

I. Working definitions of principal concepts

Word formation – the process of forming words by combining root and affixal morphemes according to certain patterns specific for the language.

Derivation – such word-formation where the target word is formed by combining a stem and affixes.

Affixation – such word-formation where the target word is formed by combining a stem and affixes.

Productive affixes – affixes used to form new words in the period in question.

Non-productive affixes – affixes which are not able to form new words in the period in question.

Valency of affixes – the capacity of affixes to be combined with certain bases.

Valency of bases – the possibility of a particular base to take a particular affix.

Conversion – a productive way of coining a new word by changing the paradigm and distribution of the original word without transforming its morphemic shape.

Composition – such word-formation where the target word is formed by combining two or more stems.

Compound proper – the one formed by joining together bases built on the stems or on the word-forms with or without a linking element.

Compound derivative – a word which is formed by a simultaneous process of derivation and composition.

Abbreviation – the process and the result of forming a word out of the initial elements (letters, morphemes) of a word combination.

Graphical abbreviations – the result of shortening of words only in written speech while orally the corresponding full forms are used.

Acronym – an initial abbreviation that is read as if it were an ordinary English word and sounds like an ordinary English word.

Clipping (shortening) – the process and the result of curtailing off a word to one or two syllables.

Aphaeresis (aphesis) – initial clipping.

Apocope – final clipping.

Syncope – medial clipping.

Blending – a word-formation means which consists in merging parts of two words into one word.

Blend (portmanteau word) – the result of blending.

Back-derivation (back-formation) – the derivation of a new word by subtracting a real or supposed affix from existing words through misinterpretation of their structure.

Sound imitation (onomatopoeia, echoism) – the naming of an action or thing by more or less exact reproduction of a sound associated with it.

Reduplication – the formation of a new word by doubling a stem either without any phonetic changes or with a variation of the root-vowel or consonant.

Sound interchange – is the formation of a word due to an alteration in the phonemic composition of its root.

Distinctive stress – the formation of a word by means of the shift of the stress in the source word.

II. Items for discussion

a. Principal types of word-formation

1. Word-forming activity of affixes: productive and non-productive English affixes (See *Reference material*, P. 204–205).

2. Valency of affixes and bases.

3. Conversion as one of the most productive ways of modern English word-building. Main varieties of conversion: verbalization, substantivation, adjectivization, adverbilization. Give examples.

4. Typical semantic relations in conversion (denominal verbs, deverbal substantives).

5. Word-composition. Structural types of compounds: neutral, morphological, syntactic. Examples.

6. The semantic aspect of compound words. Correlations of separate meanings of the constituent parts and the actual meaning of the compound. Idiomatic and non-idiomatic compounds. Examples.

7. Criteria for distinguishing between a compound word and a word-combination.

b. Minor types of word-formation

1. Graphical abbreviations. Acronyms. Examples.

2. Lexical abbreviations: clipping. Types of clipping. Examples.

3. Blending. Restrictive and additive blends. Examples.
4. Back-formation. Examples.
5. Onomatopoeia. Semantic groups of onomatopoeic words. Examples.
6. Reduplication, sound interchange. Examples.
7. Distinctive stress. Stress interchange in verbs and nouns of Romanic origin. Examples.

III. Tasks for practical analysis

1. *Give examples of nouns with the following suffixes. State which of the suffixes are productive.*

-tion, -dom, -ness, -ism, -ship, -er, -or, -ist, -ess, -ing, -th, -age, -let

2. *Write out the italicized words from the sentences taken from «The New York Times» and classify them according to the productivity of their derivational affixes. Translate the sentences into Russian.*

1. Sure, *bankers* made big money and professors held impressive degrees. 2. It's not just because the professions have changed, but also because the standards of what makes a *prestigious* career have changed. 3. *Unquestionably*, many doctors and lawyers still find the higher

calling of their profession – helping people – as well as the prestige and money, worth the hard work. 4. Other experts *disagreed*, saying the new study was not in line with previous research or their own *experience*. 5. Already, tens of millions of public dollars have gone into *noticeable* improvements in the beach and downtown. 6. While *beautification* is rarely seen as a negative, some community activists are concerned about the high-end private development that is falling into place with the improvements. 7. And if you want to dine in *sophisticated* style, downtown affords at least one option in Lola’s on Harrison. 8. But if you listen closely, you might hear something – a faint but persistent tapping at the window that *economists*, *criminologists* and *biologists* say is the sound of change arriving anyway.

3. *Combine the prefixes in the box with the appropriate derivational base from the list. Classify the prefixes according to the lexico-grammatical character of the base they are attached to (deverbal, denominal, deadjectival).*

dis-, il-, non-, ir-, un-, im-, in-, de-, a-

legal, relevant, mature, regulate, moral, ability, payment, happy, responsible, patient, stabilize, honour, smoker, learn, formally, typical, logical, rational, possible, classify, agreement, verbal, lock, practical, dependently, mystify, resistible, sensual, literate, septic, clean

4. *Translate the sentences below. Pick out converted words.*

1. That's Gloucester Road. Plenty of time to get there if we tube (A. Christie). 2. He carried a whip with which he whipped the truck (J. Cary). 3. Whys and wherefores are very unprofitable subjects of discussion and talking about all that will do the patient no good (A. Christie). 4. Martin started to question him about the missing photograph (C.P. Snow). 5. And – well, that's the long and short of it (A. Christie). 6. I won't go in the whys and whats (M. Spark). 7. Endersleigh Street itself is a small street sandwiched between two larger streets in the neighbourhood of Oxford Circus (A. Christie). 8. His complexion is too dark for yellows (J.K. Jerome). I shan't go into whys and hows because of my memory, but I have a gang of my own, dear Georgina, what do you think of that? (M. Spark).

5. *Analyze the semantic relations between the members of a conversion pair. Translate the sentences.*

1. This was Helena's last **try** (M. Spark). 2. Jimmie Wat Erford got off with a few **cuts** and bruises (M. Spark). 3. Jimmie is singing as he **milks** the goat, I think a Dutch song (M. Spark). 4. It's hardly becoming in a gentleman approaching middle age who's **chained** to an invalid bed (W.S. Maugham). 5. My wife was **dogged** by ill health for twelve years (M. Spark). 6. Caroline put the palms of her hands out to the sun to get them **browned** (M. Spark). 7. His

face also was long and hollow, **dried** up by sun and **yel-
lowed** by fever (J. Cary). 8. These blackmailers **beetle** round
in a curious way, you know (M. Spark). 9. When is she going
to **face** facts? (P. Mortimer). 10. I thought I was just having a
run of bad luck or that I didn't play as well as he did
(W.S. Maugham).

6. *Find compounds in the following jokes and write them
out in three columns:*

A	B	C
neutral compounds	morphological compounds	syntactic compound

1. The elderly spinster sniffed when anyone suggested that it was too bad she did not have a husband.
«I have a dog that growls, and a parrot that swears, a fireplace that smokes, and a cat that stays out all night. Why should I want a husband?»

2. The millionaire, examining a prospective son-in-law, demanded: «Would you love my Gwendolyn just as much if she were poor?»
«Yes, of course, sir.»
«You've said enough. We don't want any fools in this family.»

3. A tourist was visiting Africa and lost his guide. He kept wandering deeper into the jungle and was soon surrounded by hostile tribesmen.
In a flash, he remembered a trick seen in an old movie. He got out his cigarette lighter, pulled off the top, struck it once and a big flame came up.
«We have witnessed a miracle», said the tribal chief.
«I've never seen a lighter that worked the first time.»
4. «Thanks very much for the beautiful necktie,» said Junior, kissing Grandma dutifully on the cheek.
«Oh, that's nothing to thank me for,» she murmured.
«That's what I thought, but Ma said I had to».
5. Two motorcars met in a very narrow lane in London. Neither of the drivers wanted to reverse and clear the road. The driver of the first car took out the newspaper «Times» and began reading.
In an hour the second driver asked politely: «When you finish reading, won't you give the newspaper to me?»
6. **Customer:** What does this mean? There's a fly in the bottom of my tea-cup!
Waiter: How do I know? I'm a waiter, not a fortune-teller!

7. Identify the neutral compounds in the word-combinations given below and write them in three columns:

A	B	C
simple neutral compounds	neutral derived compounds	neutral contracted compounds

an air-conditioned hall, a glass-walled room, to fight against H-bomb, a loud revolver-shot, a high-pitched voice, a heavy topcoat, a car's windshield, a snow-white handkerchief, big A. A. guns, a radio-equipped car, thousands of gold-seekers, a big hunting-knife, to fix M-Day

8. Say whether the following lexical units are word-groups or compounds. Apply the discussed criteria to motivate your answer.

snowman, light dress, traffic light, film star, hungry dog, hot dog, bluecoat (*policeman*)

9. Classify cases of shortening into 4 groups: 1) *aphesis* (initial clipping), 2) *syncope* (medial clipping), 3) *apocope* (final clipping), 4) *both initial and final clipping*.

hols < holidays; vac < vacuum cleaner; tec < detective; plane < aeroplane; Frisco < (San) Francisco; quiz < inquisitive; bus < omnibus; curio < curiosity; miss < mistress; sport < disport; circs < circumstances; chute < parachute; cert < certainly; tend < attend; mart < market; coke < coca-cola; Liz < Elizabeth; prep-school < preparatory school; gator < alligator; cuss < customer

10. *Determine the original components of the following blends. Define which type (additive or restrictive) the blends belong to (See Reference material, P. 206).*

emoticon, positron, brunch, twirl, glaze, animule, absotively, motel, spam, slanguage, bit, crocogator, oilitics, smaze, Oxbridge, flush

11. *From the sentences given below write out words built up by back-formation. Give the original words from which they are formed.*

1. They both enthused over my new look. 2. They've asked me to edit one of the volumes in their new series of Shakespeare plays. 3. The police found the people who burgled our house while we were away on holidays. 4. I intuited his real identity. 5. It is an education to valet and buttle your lordship. 6. You know the old saying – nothing propinks like propinquity. 7. They were so badly injured that

they had to be painlessly euthed. 8. Don't pettifog, it isn't worth talking about.

12. Match the Russian words with their English equivalents.

<i>Russian</i>	<i>English</i>
1. писк	1. grumble
2. бах, бац; сильный удар	2. hushaby/hush
3. хихикать	3. pop
4. мычать	4. thump-thump
5. квакать	5. cheep
6. ворчать	6. giggle
7. свист	7. moo
8. тук-тук, наносить тяжелый удар	8. croak
9. баю-бай, убаюкивать	9. whiz
10. куковать	10. bang
11. мяукать	11. babble
12. шикать	12. quacking
13. жужжать	13. neigh
14. лепет	14. mew
15. хлоп, хлопнуть	15. mumble
16. кряканье	16. fizz
17. шамкать	17. boo
18. шипение	18. cackle
19. кудахтать	19. buzz
20. ржание	20. cuckoo

13. Read the words with the accent: a) on the first syllable; b) on the second syllable. Translate both variants into Russian.

accent, annex, conduct, permit, present, compound, concrete, conflict, decrease, object, frequent, forecast, contrast

IV. Independent Research

Read the following extract and explain the principles of back-formation.

This is one of the curiosities of word-formation. It occurs when a word is wrongly imagined to be a derivative from some other (non-existent) form, and this hypothetical basic form is then invented and becomes a word in the language. An examples of back-formation in English which is often cited (though is not an absolutely certain one) is the verb *to beg*, probably derived by back-formation from the noun *beggar*. If this theory is right, the noun *beggar* is derived from Old English *begard*; in time, however, it came to be wrongly apprehended as a derivative form containing the agent suffix *-er*, and a verb *to beg* was accordingly created as the stem of this form. It will be seen that back-formation is in fact an example of analogy: the speaker knows pairs like *rob/robber* and *drink/drinker*, and when he hears the word *beggar* he makes it conform to the pattern by inventing a form *beg*. Another well-known historical example of

back-formation in English is the verb *to sidle*, from the adverb *sidling*.

Back-formation is not of much importance in the growth of the vocabulary, but there are a few examples of its operation in our times. One is the verb *automate*, «introduce automatic machinery into (an industry, a factory)», formed from the noun *automation* on the analogy of such pair as *inflate/inflation*, *meditate/meditation*; the noun *automation* is itself a new word, presumably formed from *automatic*...

Perhaps we should also count as back-formation such compound verbs as *baby-sit*, *bird-watch*, *hedge-hop* («fly very low»), and *mass-produce*; it seems probable that such verbs have not been formed direct, but are derived from verbal nouns like *bird-watching*, and *hedge-hopping*; when by constant collocation, such compound nouns have come to be felt as one word, a verb is then derived from them by back-formation.

(Charles Barber. *Linguistic Change in Present-day English*, p. 94)

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TOPIC V

SEMANTIC STRUCTURE OF ENGLISH WORDS

1. Working definitions of principal concepts

Semasiology – the branch of linguistics concerned with the meaning of words and word-equivalents.

Distribution – the position of a word in relation to other words.

Concept – a generalized idea of a class of objects summing up the most essential features of the given class.

Grammatical meaning – the component of meaning repeated (or recurrent) in identical sets of individual forms of different words.

Lexical meaning – the material meaning of a word, the meaning proper to the given linguistic unit in all its forms and distributions.

Part-of-speech meaning (lexico-grammatical meaning) – the common dominator of all the meanings of words belonging to a lexico-grammatical class of words.

Motivation – the relationship between the phonetic or morphemic composition and structural pattern of the word on the one hand, and its meaning on the other.

Phonetical motivation – a direct connection between the phonetic structure of the word and its meaning.

Morphological motivation – a direct connection between the lexical meaning of the component morphemes, the pattern of their arrangement and the meaning of the word.

Semantic motivation – a direct connection between the central and marginal meanings of the word.

Polysemy – diversity of meanings; the existence within a word of several connected meanings as the result of the development and changes of the original meaning.

Lexico-semantic variant (LSV) – a two-facet unit, the formal facet of which is the sound-form of a word, while the content facet is one of the meanings of the given word.

Semantic centre – the part of meaning which remains constant in all the lexico-semantic variants of the word.

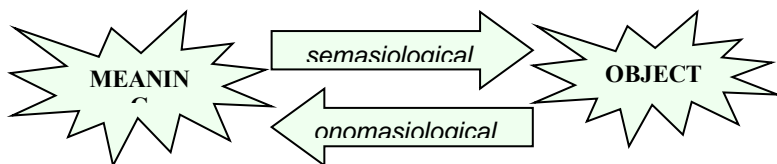
Context – minimal stretch of speech necessary and sufficient to determine which of the possible meanings of a polysemantic word is used.

Lexical context – lexical items combined with the polysemantic word under consideration.

Grammatical context – the grammatical (syntactic) structure of the context that serves to determine various individual meanings of a polysemantic word.

Extra-linguistic context (context of situation) – the actual speech situation.

Diagram 1



II. Items for discussion

a. Meaning as a linguistic notion

1. Referential approach to meaning. «Basic triangle» model: sound-form, concept, referent.

2. Criticism of the referential definitions of meaning.

3. Functional (contextual) approach to meaning.

4. Operational (information-oriented) definitions of meaning.

Meaning as information conveyed from the speaker to the listener in communication: pros and cons.

5. Correlations between meaning and the thing denoted by the word: semasiological and onomasiological approaches (Diagram 1).

b. Types of meaning

1. Grammatical and lexical components of meaning.

2. Lexical and grammatical aspects of part-of-speech meaning.

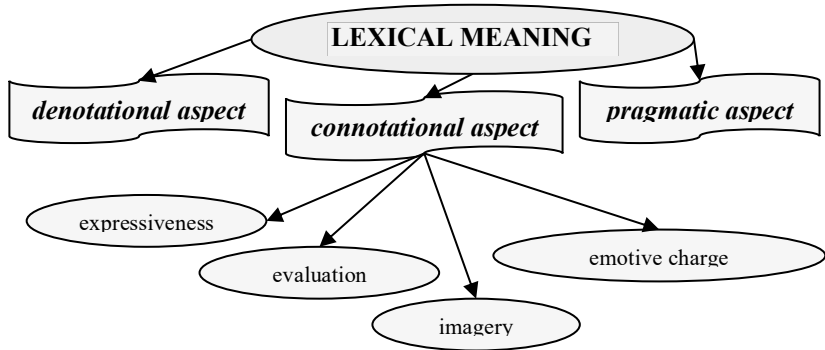
c. Aspects of lexical meaning

1. The denotational aspect.

2. The connotational aspect: the emotive charge, evaluation, intensity (expressiveness), imagery (Diagram 2).

3. The pragmatic aspect: different types of information on the situation of communication. Examples.

Diagram 2



d. Word-meaning and motivation

1. The phonetical motivation. Examples of words.
2. The morphological motivation. Examples of words.
3. The semantic motivation. Examples of words.

e. Polysemy

1. Polysemy as a linguistic phenomenon. Examples of polysemantic words.
2. Diachronic approach to polysemy.
3. Synchronic approach to polysemy.

4. Types of linguistic contexts – lexical and grammatical. Examples.

5. Extra-linguistic context (context of situation) as means of disambiguation. Examples.

III. Tasks for practical analysis

1. *Proceeding from the working definitions of the concepts of lexical and grammatical meaning explain the difference between:*

1) bird, bird's, birds, birds'; 2) drive, drove, driving, driven; 3) asks, plays, jumps, walks; 4) boys, girls, students, teachers

2. *State what images underlie the meaning of the verbs in bold. Give the meanings of these verbs.*

Model: You should be ashamed of yourself, ***crawling*** to the director like that.

*The meaning of the verb *crawl* is based on the image of «someone moving along on one's hands and knees with one's body close to the ground». *Crawl to* means «to behave very humbly towards someone in order to win favor».

1. He **burned** with desire to develop their utmost resources. 2. He's **immersed** in washing the windows right now. 3. Inflation **is eating** up our profits. 4. Inflation **has attacked** the foundation of our economy. 5. Let me **stew over** that for a while. 6. They **exploded** the latest theory. 7. He **breathed** new life into that idea. 8. She **cut** his argument to ribbons. 9. They **gravitated** to each other immediately. 10. He **won** her hand in marriage.

3. *Analyze the meaning of the following words. Group them according to their type of motivation: a) words morphologically motivated; b) words semantically motivated.*

fighter – a person who fights, esp. a professional boxer;

foot – the lower part of something; base; bottom;

wonderful – extremely fine; excellent;

horse – a piece of equipment shaped like a large box that is used in gymnastics;

brotherhood – the state of being related as a brother or brothers;

piggish – selfish;

peach – a person or thing that is especially pleasing;

duckling – a young duck;

greenish – slightly green

4. *Explain the basis for the following jokes:*

1. One day a man ran over Mrs. Reed's cat in the street. He went to Mrs. Reed and said:
«I'm terribly sorry. I've run over your cat and I'd like to replace it».
«As for me I have no objections,» said Mrs. Reed.
«But can you catch mice?»

2. An ex-serviceman staying at one of the hotels in California wrote to his friend:
«I came up here for a change and rest. The waiters in this hotel take the change and the proprietor take the rest.»

3. He had been trying to secure the attention of a waiter for ten minutes, but at last got up from his chair and, going to the cashier's desk, demanded to see the manager.
«What for?» asked the girl.
«I've got a complaint.»
«Complaint?» retorted the girl naughtily. «This is a restaurant, not a hospital.»

4. **Diner:** Have you any wild duck?
Waiter: No, sir, but we can take a tame one and irritate it for you.

5. Read the sentences paying attention to the polysemantic words in bold type. Give all the lexico-semantic variants constituting the semantic structure of the given words. Check yourself by a dictionary.

degree

1. I'm several **degrees** worse since I started to know her (E. Bowen). 2. She did not possess in the slightest **degree** the gift, so desirable in the life of affairs, of being able to keep the right hand from knowing what the left is doing (C.P. Snow). 3. During the war he attended seven schools in various places ... and proceeded to Conville and Caius College, where he took a **degree** in history (P. Stanley). 4. A fine city, they gave me an honorary **degree** in that city (C.P. Snow). 5. It was fifteen **degrees** warmer than in our unfortunate Cambridge (C.P. Snow).

stiff

1. He had had three **stiff** drinks, he sounded both hearty and angry (C.P. Snow). 2. But there I am, frozen **stiff**, with nothing to get me warm except a couple of hours' long-distance running before breakfast (A. Sillitoe). 3. His writing was high, **stiff**, broken-backed (C.P. Snow). 4. At seventy he still kept a curious brittle, **stiff** authority (C.P. Snow).

6. Copy out the following pairs of words grouping together the ones which represent the same meaning of each word. Explain the different meanings using dictionaries.

good, adj.

a good reputation, good time, a good day, a good husband, good advice, a good skier, good fun, a good job, a good idea, good example

nice, adj.

a nice blouse, a nice guy, a nice day, a nice teenager, nice work, a nice temperature

take, v.

to take the car to the garage, to take a walk, to take three hours, to take a bath, to take sb's advice, to take a seat, to take sb's word for it

7. Try your hand at being a lexicographer. Write simple definitions to illustrate as many meanings as possible for the following polysemantic words. Check your results using a dictionary.

face, heart, nose, smart, to lose

8. Read the entries for the English word «house» and the Russian «дом». Comment on the differences in the semantic structure of both words.

<u>English</u>	<u>Russian</u>
house	ДОМ
1) а) дом, жилище; здание, постройка; <i>также как второй компонент названия</i>	1) здание house жилой дом dwelling house многоквартирный дом block

различных построек, см. т.ж. lighthouse, bakehouse, slaughterhouse, etc.

б) дом, хозяйство

to keep house вести хозяйство

Syn: household

в) семья, домочадцы Syn: household

г) (House) династия, дом, род

the house of Tudor династия Тюдоров

2) а) нора, берлога; гнездо

Syn: den, burrow, nest

б) панцирь; скорлупа; раковина

Syn: shell

3) а) колледж университета; студенты и преподаватели колледжа; пансион при школе, интернат; воспитанники интерната, учащиеся, живущие в пансионе

Syn: college, boarding house

б) монастырь; монашеский орден Syn: convent

of flats; apartment block

2) домашний очаг; место жительства home

далеко от дома away from home

тосковать по дому be homesick

выгнать из дому turn out of house and home

3) семья house, home

4) хозяйство house, household

жить своим домом keep one's own household

она ведет весь дом, дом полностью на ней she runs the house

она хлопочет по дому she is busying herself with housework [domestic chores]

5) (учреждение) дом отдыха holiday / rest home

детский дом children's home

торговый дом commercial firm

дом моделей fashion house

дом культуры [house of culture], community / entertainment / recreation centre

в) the House палата парла-
мента; парламентский кво-
рум

House of Commons

г) (the House) (лондонская)
биржа

д) дом, организация, учре-
ждение, предприятие

banking house банковское
учреждение, банк

boarding house пансион

е) (the House) workhouse
работный дом

ж) театр; кинотеатр; зрите-
ли, публика; представление,
сеанс

empty house пустой зал

full / packed house аншлаг,
полный зал

Суп: theater, playhouse

з) гостиница, постоялый
двор

Суп: inn, tavern, saloon

4) а) одна двенадцатая часть
небесной сферы

б) (знак зодиака, находясь в
котором, данная планета
имеет наибольшее влияние)

дом учителя teacher's club
исправительный дом re-
formatory

сумасшедший дом mad-
house

дом престарелых old peo-
ple's home

б) (род, династия) house,
dynasty

дом Романовых [Тюдоров]
the House of Romanov [Tu-
dor]

9. Choose any polysemantic word and illustrate its meanings with your own examples. Prove that the meanings are related to one another.

IV. Independent Research

Discuss the parameters of context as suggested in the following extract taken from the book by Roy Dilley «The Problem of Context» (1999 // www.questia.com).

The Linguistic Contexts of Speaking

<...> Context also bears the burden of multiple interpretations: while it can refer to parts of an utterance surrounding a linguistic unit that may affect both its meaning and its grammatical contribution, context can also embrace the wider situation of either a speaker or of the accompanying activities and social situation. Language in this view is a form of social action to be viewed alongside other social activities.

As an aspect of the speaker's situation or as an aspect of the surrounding social situation, context in linguistics covers a broad range of social phenomena as well as actor-oriented characteristics. Duranti and Goodwin (1992) spell out a number of positions taken by linguists over the question of context of linguistic performance. They highlight four basic parameters of context:

- 1) the setting – a social and spatial framework within which encounters are situated;
- 2) the behavioural environment – the use of bodies or behaviour for framing talk;
- 3) language as context – the way talk itself invokes context and provides context for other talk;
- 4) the extra-situational context or background knowledge and frames of relevance (Goodwin and Durrant 1992: 68).

V. Recommended Literature

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7. www.askOxford.com
8. www.wikipedia.com

TOPIC VI SEMANTIC CHANGE

1. Working definitions of principal concepts

Semantic change – the development and change of the semantic structure of a linguistic unit in the course of time.

Development of meaning – the process of semantic extension when the new and old meanings of a word coexist in its semantic structure.

Change of meaning – the process of semantic extension resulting in complete replacement of the old meaning of a word by the new one.

Broadening of meaning (extension / generalization) – the type of semantic change when a word which formerly represented a notion of a narrow scope has come to render a notion of a broader scope. Range of meanings of a word increases so that the word can be used in more contexts that were appropriate before the change.

Narrowing of meaning (restriction / specialization) – the type of semantic change when a word which formerly represented a notion of a broader scope has come to render a notion of a narrower scope. Range of meaning is decreased so that a word can be used appropriately only in fewer contexts than before the change.

Metaphor – the type of transference based the association of similarity.

Metonymy – the type of transference based on the association of contiguity.

Deterioration of meaning (degradation, pejoration) – the meaning of a word gains negative connotations which it didn't use to have.

Amelioration of meaning (elevation) – the meaning of a word loses negative connotations (or neutral ones) and acquires positive connotations.

Hyperbole – shift in meaning due to exaggeration by overstatement.

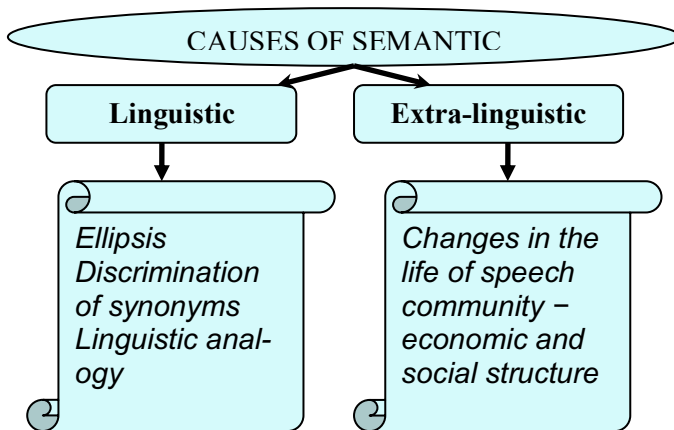
Litotes – exaggeration by understatement.

II. Items for discussion

a. Causes of semantic change

1. Extra-linguistic causes of semantic change. Examples.
2. Linguistic causes of semantic change: ellipsis, discrimination of synonyms, linguistic analogy (Diagram 1), etc.
3. «Development of meaning» and «change of meaning»: the difference between the terms.

Diagram 1



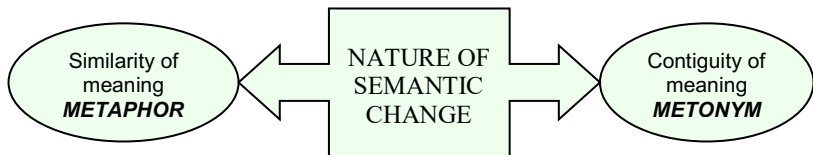
b. Nature of semantic change

1. Two types of associations involved in semantic changes (Diagram 2). Classification of semantic changes suggested by Herman Paul.

2. Linguistic metaphor. Types of associations underlying a linguistic metaphor. Examples.

3. Linguistic metonymy. Types of metonymy. Examples.

Diagram 2



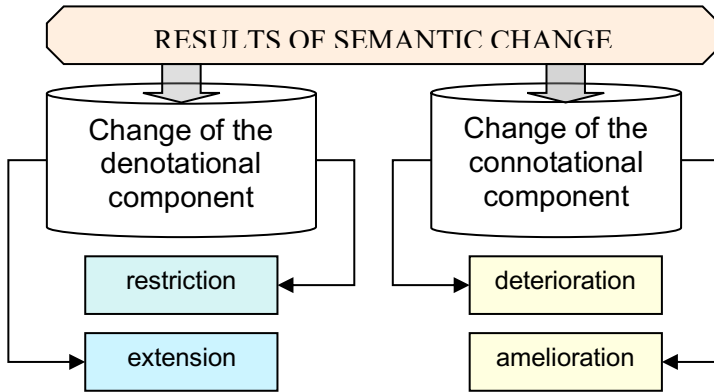
c. Results of semantic change

1. Changes of the denotational meaning of the word: restriction and extension of meaning (Diagram 3). Examples.

2. Changed of the connotational meaning of the word: amelioration and deterioration of meaning (Diagram 3). Examples.

3. Hyperbole and litotes as secondary ways of semantic change. Examples.

Diagram 3



III. Tasks for practical analysis

1. *Translate the following word histories and speak on the linguistic phenomenon described. In what way have the meanings of the words «democrat» and «guy» changed in the course of time?*

***democrat** – At the time of the American Revolution (1775–83), the term «democrat» had all the negative connotations of the modern usage of the word «demagogue». A century, the term had shifted in meaning enough that it was viewed favorably as the name of a national political party.

***guy** – Guido (Guy) Fawkes was the alleged leader of a plot to blow up the English Houses of Parliament on 5 Novem-

ber 1605. The burning on 5 November of an effigy of Fawkes, known as a «guy», led to the use of the word «guy» as a term of general reference for a man, as in «some guy called for you». In the 20th century, under the influence of American popular culture, «guy» gradually replaced «fellow», «bloke», «chap» and other such words throughout the English-speaking world, and is also referred to both genders (i.e., «Come on you guys!» could refer to a group of men and women). (www.enjoywords.com)

2. *Pick out metaphors from the following word-combinations and use them in the sentences of your own.*

- a) delicious food – food for thought;
- b) to devour soup – to devour books;
- c) branch of mathematics – branch of a tree;
- d) to charge the atmosphere – to charge a gun;
- e) to drive sb out of one's mind – to drive to the country;
- f) barren soil – barren mind;
- g) to produce new ideas – to produce from wood

3. *Define the kind of association involved in the semantic change.*

Model:

glass (a transparent solid substance used for making windows, bottles, etc.) – a glass (a container used for drinking, made of

glass). The association involved in the semantic change is metonymy (based on the contiguity of meaning).

1) **nose** (the organ of smell) – **nose** (the forward part of a vehicle, aircraft); 2) **Champagne** (northern French province) – **champagne** (a white sparkling wine produced in France); 3) **root** (of plant) – **root** (of a word); 4) **Colt** (Samuel Colt (1814–62), American inventor) – **colt** (a type of revolver, pistol); 5) **key** (to a door) – **key** (to success); 6) **town** (a densely populated urban area) – **the town** (the inhabitants of a town); 7) **boycott** (an instance or the use of boycotting – to refuse to have dealings with a person, organization, etc.) – **Boycott** (Captain C.C. Boycott (1832–97), Irish land agent, who was a victim of such practices for refusing to reduce rents); 8) **tongue** (movable organ) – **tongue** (of flame); 9) **mouth** (the opening through which food is taken) – **mouth** (of a cave, river); 10) **iron** (silvery-white ferromagnetic metallic element) – **iron** (an appliance for pressing fabrics using dry heat or steam, esp. a small electrically heated device with a handle and a weighted flat bottom).

4. *State the mechanism of metonymy in the sentences given below.*

1. He likes to read Byron in the original. 2. Her sister is fond of old china. 3. The pit loudly applauded. 4. Acrylic has taken over the art world. 5. The Independent hasn't arrived at the press conference yet. 6. I am not a vendor of brains any more. 7. The sax has the flu today, ask John to play instead. 8. Napoleon lost at Waterloo. 9. The White House isn't saying anything. 10. The senate thinks abortion is immoral. 11. The buses are on strike. 12. He's got a Picasso at home.

5. The word *junk* was originally a sailors' word meaning «old rope», now it means «rubbish, useless stuff» – this is an example of *extension of meaning*. The word *meat* originally meant «food», now it means one special type of food – this is an example of *restriction of meaning*.

Consult dictionaries and establish what kind of semantic change (extension, restriction) was involved in the development of the following words.

1. bird (original meaning «*chick; the young of a bird*»); 2. weed (originally «*any plant*»); 3. crop (originally «*young shoot of plant*»); 4. swelter (originally «*die*»); 5. sweat (originally «*exude any body fluid*»); 6. plant (originally «*shrub, sapling*»); 7. free (originally «*noble, free*»); 8. rough (originally «*of cloth or hairy surfaces*»); 9. tree (originally «*chopped wood*»); 10. deer (originally «*any animal*»).

6. Analyze the meaning of the italicized words. Identify the result of the changes of the connotational aspect of lexical meaning in the given words.

Model:

villain: *a feudal serf, peasant cultivator in subjection to a lord* → a person guilty or capable of a crime or wickedness.

*The result of the change of the connotational aspect of meaning is that the word *villain* acquired a derogatory emotive charge, **deterioration**.

1. **stead**: *any horse* → a horse, esp. one that is spirited or swift; 2. **silly**: *happy, fortunate* → lacking in good sense, absurd; 3. **crafty**: *skilled* → skilled in deception, shrewd, cunning; 4. **pretty**: *tricky, sly, wily* → pleasing or appealing in a delicate or graceful way; 5. **hussy**: *housewife* → a shameless or promiscuous woman; 6. **knight**: *boy* → a gentleman invested by a king or other lord with the military and social standing of this rank; 7. **luxury**: *lust, licentiousness* → indulgence in and enjoyment of rich, comfortable, and sumptuous living; 8. **churl**: *peasant, layman* → a surly ill-bred person; 9. **boor**: *farmer* → an ill-mannered, clumsy, or insensitive person; 10. **boy**: *rascal* → a male child, lad, youth

7. Identify the semantic change underlying the following word histories and retell them:

1. **beefeater** This term has been around since 1610. It originally meant a well-fed servant. The more famous use in reference to the Yeoman of the Guard of the English royal household and later to the Warders of the Tower of London dates to 1671. *Beefeater* is quite literal in origin, being a reference to the diets of well-off and spoiled servants.

2. **buck** *Buck*, the slang term for a dollar, almost certainly is a clipped form of *buckskin*; buckskins being used as units of commerce on the American frontier. On the frontiers, and especially among the Indians, the value of property was estimated in bucks, instead of dollars or pounds – a buck was valued at one dollar.

A muskrat skin was equal to a quarter of a dollar; a racoon skin, a third of a dollar; a doe skin, half a dollar, and a buck skin, «the almighty dollar.»

3. **denim / jeans** These two words for the same type of fabric derive from place names, but from the names of two entirely different places.

The word *denim* comes from the French

phrase *serge de Nîmes*, or *serge from Nîmes*, a town in southern France. Gradually the latter part of the phrase became clipped into the modern *denim*.

Similarly, *jeans* also comes from a place name, this time from Italy, Genoa in particular. It comes from the French phrase *jene fustian*, meaning a type of twilled, cotton cloth from Genoa. This name for Genoa comes from the Old French *Jannes*. The sense meaning the cloth appears somewhat later.

4. **martini**

Martini is a toponym, named after its place of invention, Martinez, California (a small city northeast of San Francisco). It was originally known as the *Martinez cocktail*, a 1:2 mix of gin and sweet vermouth with maraschino cherry juice and bitters. The name had shifted to *martini* by 1887. By 1903, the dry *martini* that we are familiar with today had come into existence.

The first US trademark for *Martini & Rossi* was filed in 1882. The brand name undoubtedly influenced the shift from *Martinez* to the modern *martini*.

5. **paparazzi** *Paparazzi*, plural of *Paparazzo*, comes from the name of a character in Fellini's 1960 film *La Dolce Vita*. In the movie, *Paparazzo* was a photographer who would go to great lengths to take pictures of American movie stars.
Paparazzo is an actual Italian surname. Fellini said he came across the name in an opera libretto and it «suggests...a buzzing insect, hovering, darting, stinging.»
6. **red tape** *Red tape* is excessive bureaucracy or rigid adherence to bureaucratic rules and regulations. But why *tape*? And why is it *red*?
It is tradition, dating back to the 18th century, to bind government documents together using a red ribbon or tape. There is no particular reason for choosing the color red; it's just an arbitrary choice.
The association between *red tape* and bureaucracy was firmly established by the 19th century.
7. **sandwich** The dish, consisting of two slices of bread filled with meat or some other savoury, is named after John Montagu, the fourth Earl of Sandwich (1718–92).

Montagu was a great gambler and spent many long hours at the gaming tables. During this lengthy sessions he was fond of eating bread-meat concoction because he could continue gambling while he did so. His name became associated with the dish in the 1760s.

Montagu was not the inventor of the sandwich. People have been sticking meat between slices of bread for millennia. But his social status was such that he created a culinary fashion trend in the mid-18th century and the name stuck. The earl gets his title from the town of Sandwich in Kent.

(Source: *Oxford English Dictionary*, 2nd Edition)

8. *Explain the basis for the following jokes. Trace the logical associations between the different meanings of the same word.*

1. «Do you know why we call our language the mother tongue?»
«Because Father never gets a chance to use it.»
2. **Physician:** «Your body is the baggage you must carry through life. The more excess baggage, the shorter the trip.»

3. «It says here in the paper,» observed the elderly gentleman, «that a man is run over in New York every half hour.»
«Poor fellow,» murmured the old lady.

4. The officer-aristocrat stumbled into the low-down saloon quite by accident.
The waiter brought him a menu and asked, «What is your wish?»
«Uh – I left my glasses home,» replied the aristocrat.
«We furnish glasses,» the waiter informed him. «But you can drink it out of the bottle if you want to.»

5. «My husband is like a toothpaste tube.»
«How's that?»
«You've got to give him a squeeze before you can get anything out of him.»

IV. Independent Research

Try your hand at the following scientific research. Write a short essay on the development of the meanings of three of the following words:

America, blackguard, blurb, cocktail, cop, G.I., gonzo, gun, hijack, Indian summer, ivory tower, lord, quiz, soccer, tip, yankee

**You can use the information provided for by the website:
<http://www.wordorigins.org>*

V. Recommended Literature

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10. Теория метафоры: сборник / пер., под ред. Н.Д. Арутюновой, М.А. Журиной. – М.: Прогресс, 1990. – 511 с.
11. www.enjoywords.com
12. www.ruf.rice.edu
13. www.wordorigins.org

TOPIC VII SYNONYMY

1. Working definitions of principal concepts

Semantic proximity – two (or more) different words may enter the semantic relations of proximity if they share certain semantic features.

Semantic equivalence – the existence of units different in form but having identical meaning, i.e. one and the same content side.

Synonyms – two or more words belonging to the same part of speech and characterized by semantic and functional similarity, interchangeable at least in some contexts.

Law of synonymic attraction – subjects prominent in the interests of a community tend to attract a large number of synonyms.

Ideographic synonyms – words that differ in additional implications which constitute the semantic components of the denotational meaning.

Stylistic synonyms – words that are similar in their denotative meanings but different in their stylistic characteristics, i.e. emotional, expressive and evaluative overtones.

Absolute synonyms – words coinciding in all their shades of meaning and stylistic characteristics.

Contextual synonyms – words that are similar in meaning only under some specific distributional conditions.

Euphemism – a word or a phrase used to replace a harsh, obscene, indelicate or unpleasant word or expression by a conventionally more accepted one.

Dysphemism – the usage of an intentionally harsh word or expression instead of a polite one; rough opposite of euphemism.

Synonymic dominant – the most general word of the synonymic set potentially containing the specific features rendered by all the other members of the set.

II. Items for discussion

a. Semantic proximity and semantic equivalence

1. Semantic proximity of words. Examples of words sharing certain semantic features.
2. Semantic equivalence. Examples. Semantic equivalence and the economy principle in the language system.

b. Definition and criteria of synonyms

1. Traditional definition of synonyms. Points of criticism (the specificity of polysemantic words, similarity of the denotational component of meaning, identity of meaning as a criterion of synonymy).
2. Semantic criterion and its advantages. The method of analyzing synonyms with the help of dictionary definitions.
3. Interchangeability as a criterion of synonymy.
4. Patterns of synonymic sets in Modern English: the native and the borrowed words and their stylistic reference.
5. The law of synonymic attraction.

c. Sources of synonymy. Types of synonyms

1. The main sources of synonymy: borrowings, national, regional and local variants of the language, word-forming processes.

2. The classification of synonyms suggested by V.V. Vinogradov: ideographic, stylistic and absolute synonyms.

3. Euphemisms as a special group among stylistic synonyms. Examples (Consult *Reference Material*, P. 220).

4. The classification of synonyms according to connotations (G. B. Antrushina et al.).

5. Contextual or context-dependent synonyms. Examples.

6. The dominant synonym and its characteristic features. Examples.

III. Tasks for practical analysis

1. *Translate the following sentences, make up synonymic groups. Explain the meaning of each member of a group.*

1. a) «I've got that queer feeling,» he said, «that I used to have as a child, and I haven't had for years» (D. Du Maurier). b) Niall watched her eyes. She was not angry, he saw that at once, and he was relieved. Nor was she smiling. She looked tired, rather strange (D. Du Maurier). c) They

say that the consuls all grow a little odd (W.S. Maugham). d) It seemed to Mor a little quaint that she should refer to the boys as children (I. Murdoch).

2. a) Chattering Frenchman with voluble wives, and English tourists, and all the sallow individuals of no known nationality who travel for ever upon Continental trains, biting upon cigars (D. Du Maurier). b) Mr Kellada was chatty. He talked of New York and of San Francisco (W.S. Maugham). c) He was hearty, jovial, loquacious and argumentative (W.S. Maugham). d) She is a talkative woman and certainly a gossip (W.S. Maugham).

3. a) And she began to shake with silent laughter because it was so funny (D. Du Maurier). b) She flung the window wide, and a stream of cold air blew down across the room. She shivered, and moved towards the fireplace (D. Du Maurier). c) Her mouth was quivering and she was on the verge of panic (M. Dickens). d) «Dear me, dear me!» said Nan. «What a cry baby! You're always wailing. Now then put your vest on quick and tell me what's the matter.» Felicity was trembling with cold. She got her vest on and began to fumble with her dress (I. Murdoch). e) «You had so many photographs about the room in your unregenerate days,» I said vaguely. «It makes me shudder to think of them. I've made them into a huge brown-paper parcel and hidden them in the attic» (W. S. Maugham).

2. *Give synonyms to the words in bold type.*

1. He **returned** to his lodging, where Jane was waiting for him. 2. It was **astonishing** how **amusing** life could be if you took your chance. 3. It was better than the **boring** conferences of her husband's political life. 4. With a sigh she **tossed** the book back onto the table. 5. The expression on her face was definitely **gloomy**. 6. He's been **occupied** with his relatives all day. 7. You are not **angry** with me, are you? 8. I want to be quite **frank** with you. 9. He experienced a **deep** and **intense joy**. 10. He seemed to be **satisfied** with his progress.

**You can use the information provided for by the websites:
<http://thesaurus.reference.com/>; <http://www.synonyms.net/>;
<http://www.synonym.com/>*

3. With the help of dictionaries explain the meaning of the following words arranged into groups. Applying the semantic criterion prove that they are synonyms.

bystander – spectator – looker-on; cry – weep – shed tears – sob – snivel – wail – whimper; distinguished – illustrious – famous – noted – eminent – celebrated

4. Pick out synonyms and analyze the denotational and connotational components of their meanings.

1. He went into his bedroom and looked round it. I was neat and tidy (A. Christie). 2. Her affairs were no business of mine (W. S. Maugham). 3. She was not inconveniently handsome, but she was certainly a comely, in another class of life you might almost have said a handsome woman (W. S. Maugham). 4. You've changed a man's nature, you've altered a component, a physical component, of course, of his being ... (A. Christie). 5. I could feel the damp against my neck, and wet sleeves against my wrists (C. P. Snow). 6. The chauffeur had mounted the steps and pressed the bell. He looked inquiringly at the woman as she ascended the steps (A. Christie).

5. *Look up in a dictionary the meanings of the given synonyms. Classify them into stylistic, ideographic, absolute.*

information – data; semasiology – semantics; to meet – to encounter; heaven – sky; faculty – talent; father – daddy; to foretell – to predict; to begin – to commence; spirants – fricatives

6. *In the following word combinations substitute the italicized word with a synonym.*

1. *brisk* pace, *celebrated* painter, *changeable* weather, *improper* story, *inconstant* lover, *juicy* fruit, *succinct* answer;
2. *decide* the question, *describe* the beauty of the scene,

mislead the teacher, *muster* all the men; 3. too *delicate* for the job, *lively* for his years

**You can use the information provided for by the websites:
<http://thesaurus.reference.com/>; <http://www.synonyms.net/>;
<http://www.synonym.com/>*

7. Find the synonymic dominant in the following groups of synonyms.

dim – dusky – obscure; honorable – upright – honest – scrupulous – honorable; totter – reel – stagger; protect – defend – shield – guard – safeguard; link – join – connect – combine – unite – relate

8. The following pairs of synonyms are as a rule used in combination with different words, i.e. in different contexts. Consulting dictionaries give examples to show their usage.

frequent – haunt; gleam – glitter; high – lofty; life – vitality; suitable – fitting; vivacious – lively

9. Using the synonyms given below make up word combinations after the model.

Model: fragrance – *the fragrance of flowers*

aroma, fume, odour, perfume, reek, scent, smell, stench, stink, tang

10. *From the words in brackets choose the correct one to go with each of the synonyms given below.*

1. acute, keen, sharp (knife, mind, sight); 2. abysmal, deep, profound (ignorance, river, sleep); 3. unconditional, unqualified (success, surrender); 4. diminutive, miniature, petite, petty, small, tiny (camera, house, speck, spite, suffix, woman); 5. brisk, nimble, quick, swift (mind, revenge, train, walk)

11. *Following are pairs of words which in certain contexts may be synonymous, in others not. Find examples for both cases.*

anxiety – care; broad – wide; celebrate – praise; compare – contrast; curious – inquisitive; delicate – weak; hungry – greedy

IV. Independent Research

Read the following extract and discuss the peculiarities of slang and phraseological synonyms.

<...> On the other hand, there are slang synonyms. They are expressive, mostly ironical words serving to

create fresh names for some things that are frequently used. For the most part they sound vulgar, cynical and harsh, aimed at creating ridicule, e.g. *money* may be called *beans, brass, dibs, dough*; the slang synonyms for the word *head* are *attic, brain-pan, hat peg, nut, upper storey*; the slang synonyms for the word *mad* are: *daft, potty, balmy, loony, bonkers, touched, nutty* etc.

It has been stated that not once after a slang word has been used in speech for a certain period of time, people get accustomed to it and it ceases to produce a shocking effect. The most vital words are then accepted into the literary vocabulary, e.g. *bet, chap, guy, sham, humbug, hitch-hiker* and many others.

There are also phraseological synonyms, these words are identical in their meanings and styles but different in their combinability with other words in the sentence, e.g. *to be late for a lecture* but *to miss the train*; *to visit museums* but *to attend lectures*; *teachers question their pupils, judges interrogate witnesses* etc.

(Э. М. Дубенец. *Современный английский язык. Лексикология, 2004, с. 132–133*)

V. Recommended Literature

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TOPIC VIII

ANTONYMY

I. Working definitions of principal concepts

Antonymy – semantic opposition, contrast.

Antonyms – two or more words mostly belonging to the same part of speech, identical in style and nearly identical in distribution, associated and used together so that their denotative meanings render opposite notions.

Contradictory antonyms – words so opposed to each other that they are mutually exclusive and admit no possibility between them. The denial of one member of the contradictory opposition implies the assertion of the other.

Contrary antonyms – words so opposed to each other that the language admits possibilities between and beyond them. The denial of one member of the contrary opposition does not necessarily imply the assertion of the other.

Conversives (relational antonyms, converses) – words denoting the same referent as viewed from different angles, i.e. pairs of words in which one describes a relationship between two objects and the other describes the same relationship when the two objects are reversed.

Derivational antonyms – opposite words of the same root formed with the help of a negative affix.

Root antonyms – opposite words of different roots.

Contextual antonyms – words that acquire opposite meanings only in certain contexts.

II. Items for discussion

a. Definition and criteria of antonyms

1. Traditional definition of antonyms as words characterized by semantic polarity or opposite meaning: points of criticism.

2. Antonymy and polysemy.

3. Semantic characteristic of antonyms (common and differential components, valency, etc.).

4. Contextual treatment of antonymy suggested by V.N. Komissarov (frequent co-occurrence, possibility of substitution, interchangeability, stylistic colouring).

5. «Marked» and «unmarked» members of antonymic oppositions. Examples.

6. Antonymy among the categories of parts of speech (adjectives, verbs, nouns, adverbs). Examples.

7. Antonymic connotations as a special case of «reflected associations» (according to G.B. Antrushina et al.). Examples.

8. Antonyms as the language's important expressive means (stylistic device of contrast). Examples.

Diagram 1



b. Classifications of antonyms

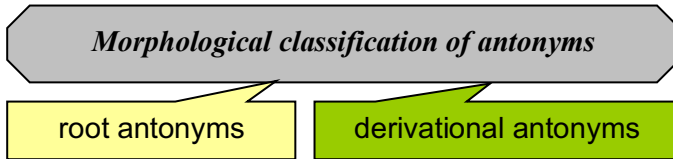
1. Semantic classification of antonyms: contradictories, contraries and incompatibles (Diagram 1). Examples.

2. John Lyons' classification of antonyms: complementarity and antonymy proper. Examples.

3. Morphological classification: root and derivational antonyms (Diagram 2). Examples.

4. Semantic peculiarities of root and derivational antonyms. Examples.

5. Conversives or relational opposites (F.R. Palmer). Examples.



III. Tasks for practical analysis

1. *Translate the following sentences and pick out antonyms.*

1. «Is he fair or dark?» – «Neither.» «Is he tall or short?» – «Average, I should say.» «Are you trying to irritate me?» «No, he is just ordinary. There's nothing in him to attract your attention. He's neither plain nor good-looking» (W.S. Maugham). 2. I'm telling you the truth. Why should I tell you a lie (W.S. Maugham). 3. To her, men were good or bad (C.P. Snow). 4. Her soul which was black as night, is now pure and white like the new-fallen snow (W.S. Maugham). 5. Fact is, I can't quite believe it's all true till I see it in black and white (W.S. Maugham). 6. Quick to feel, slow to learn. That's me (W. Golding). 7. My mind wandered. It was no use feeling tired now, I told myself with eleven hours to go, but my whole system insisted that it was time to finish work now, not to start (M. Dickens). 8. He was a tall stooping man of about fifty, with a thin lined face and a thick grey moustache

(R. Gordon). 9. Young man who objects to hard work and who would like an easy life would be glad to undertake a job that would suit him (A. Christie). 10. Following the fashion of the day her hair naturally dark, was dyed very fair (W.S. Maugham).

2. *Find antonyms for the words given below. You can use the information provided for by the websites:*

<http://thesaurus.reference.com/>; <http://www.synonym.com/>

famous, *adj.*, empty, *adj.*, wide, *adj.*, clever, *adj.*, young, *adj.*, to love, *v.*, to reject, *v.*, strong, *adj.*, to laugh, *v.*, despair, *n.*, evil, *n.*, up, *adv.*, profound, *adj.*, careful, *adj.*, criticism, *n.*, regular, *adj.*, artistic, *adj.*, appear, *v.*, far, *adv.*, logical, *adj.*, love, *n.*, known, *adj.*, truth, *n.*, weak, *adj.*

3. *Classify antonymous pairs into contradictories, contraries and incompatibles. To prove the division give intermediate members of the antonymous set where it is necessary.*

man – woman, day – night, asleep – awake, correct – incorrect, red – brown, open – closed, deep – shallow, good – bad, hot – cold, dull – interesting, poetry – prose, sane – mad, huge – tiny, Monday – Sunday

4. *Give antonyms to the following words and arrange them in three columns:*

Model:

<u>derivational antonyms</u>	<u>root antonyms</u>	<u>mixed antonyms</u>
careful – careless	slow – fast	correct – incorrect, wrong

active, post-meridian, ugly, appearance, assist (v.), courage, attentive, frequent, expensive, legal, temporary, polite, post-war, progressive, underestimate, painful, thesis, continue, descend, wet, enemy, faithful

5. Give derivational antonyms to the following words, translate them:

arrange, artless, competent, employed, just, justice, use (v.), use (n.), forethought, fortunate, fortune, grateful, gratitude, irrational, like (v.), movable, moved, related, relative, sufficient

6. Change the following sentences so that they express the contrary meaning by using antonyms.

1. Wives that **love** their husbands will always want to spend more time with them. And men will **always** want to hang out with the guys
2. The Internet can possibly have a **positive** affect on people's social lives.
3. With the **right**

mindset, you can learn a lot about our culture, and how people view themselves – their wants, needs, and motivations. 4. There are many residents that are **disabled**. The tool gives them another way to connect and communicate. 5. For the first time in history, technology **enables** people to become whoever they want to become. 6. I am sure a **similar** conversation can result in the old and true adage «Everything in moderation». 7. There is **worthwhile** activity in different areas, provided one can afford the tools and time, and most importantly has the inclination. 8. The internet and virtual worlds are a mirror. If you find **inappropriate** behavior, it is because you are looking for it. 9. She took the stage to **accept** her award for outstanding actress in a leading role. 10. A blog (a portmanteau of *web log*) is a website where entries are displayed in **chronological** order.

7. Fill in the blanks with adjectives antonymous to those given in brackets.

1. (*unpleasant*): a ... and soberly cheerful boy.
2. (*skinny*): a pale ... face. 3. (*long*): a broad ... nose.
4. (*healthy*): a freckled ... face. 5. (*weak*): a ... , easy young figure.
6. (*damp*): a ... cotton dress. 7. (*hard*): ... wet soil.
8. (*light*): ... thoughts about her brother. 9. (*distinct*): ... hope.
10. (*happy*): a ... old creature. 11. (*washed*): her ... white boots.
12. (*dingy*): a ... dining-room. 13. (*quiet*): along the ... road.
14. (*rough*): a short period of ... weather.

15. (*thin*): burst of ... misty rain. 16. (*poor*): a ... opinion of this man. 17. (*deep*): a ... contralto voice. 18. (*cunning*): a ... smile. 19. (*dim*): very ... but shadowed light. 20. (*shabby*): a ... house in front of them.

8. *Pick out antonyms in the following proverbs. Using dictionaries explain their meanings.*

1. A fool may ask more questions in a hour than a wise man can answer in seven years. 2. After a storm comes a calm. 3. A good beginning makes a good ending. 4. Drunkenness reveals what soberness conceal. 5. A joke never gains an enemy, but often loses a friend. 6. Faults are thick when love is thin. 7. Keep your mouth shut and your ears open. 8. One law for the rich, and another for the poor. 9. That which was bitter to endure may be sweet to remember. 10. Better a witty fool than a foolish wit.

9. *Find antonyms in the following sentences and state which of them have a transferred meaning.*

1. Having lived with her for seven years he knew the ups and downs of her life. 2. She was always cool when other people were hot. 3. Up and down the nightgown went the iron. 4. You are giving him too much responsibility. You are trying to put an old head on young shoulders. 5. When I tried to open my mouth my jaw got stuck – I

couldn't close it. 6. The fact remains that she is poor and he is rich. 7. Quick to feel, slow to learn. That's me. 8. Following the fashion her naturally dark hair was dyed very fair.

10. *Find antonyms in the following jokes, discuss the stylistic effect.*

1. «I understand that the Swifts married on a fifty-fifty basis.»
«Yeah, she was half sober and he was half drunk.»

2. **Parson:** I am sorry to hear that your matrimonial troubles have begun so early; but you must remember that you took your bride for better or for worse.
Parishioner: Yes, parson, but she's worse than I took her for.

3. «Harold is awfully obstinate.»
«In what way?»
«It's the hardest thing in the world to make him admit I'm right when he knows I'm wrong.»

4. «Your wife is telling it all around that you cancelled your life insurance.»
«Yes, I got tired of her telling her friends that I was worth more dead than alive.»

5. **Elderly passenger** (who objects to tobacco): If you were my husband, I'd give you poison!
Murphy: Well, mum, if you were my wife, I'd take it!
6. «Have you ever laughed until you cried?»
«Yee, just this morning I did.»
«How?»
«Father stepped on a tack. I laughed, he saw me, and then I cried.»
7. **Nelly**: Is the man your sister is going to marry rich?
Dick: I don't think so.
Nelly: What makes you think so?
Dick: Well, every time mother talks about the wedding father says «poor man!»
8. **Professor**: A fool can ask more questions than a wise man can answer.
Student: No wonder so many of us flunk in our exams!

IV. Independent Research

Read the following extract. Speak on the linguistic phenomenon of converseness. Give your own examples of reciprocal antonyms.

Reciprocal antonymy

The distinction between gradable and non-gradable antonyms is the most fundamental made by semanticists, but other word pairs exist which would be intuitively recognised as antonyms without easily fitting either category. For example, some form of opposition exists between *landlord* and *tenant*, yet they are neither non-gradable antonyms (not being a *landlord* does not inherently make one a *tenant*) nor gradable antonyms (one cannot be more or less of a *landlord/tenant* than somebody else). Rather, they could be referred to as *reciprocal antonyms*. This is because the statement «*X is the landlord of Y*» entails and is entailed by «*Y is the tenant of X*».

The majority of semanticists label this phenomenon «converseness», although Palmer and Leech both prefer to speak of «relational opposition» < ... > «*Jack precedes Jill*» entails that «*Jill follows Jack*», and «*Jack follows Jill*» entails that «*Jill precedes Jack*». Other examples of reciprocal antonymy include *above/below*, *give/receive*, *borrow/lend* and *buy/sell*.

A fertile area for reciprocal antonymy is the field of kinship relations. If *X is the grandparent of Y*, then *Y must be the grandchild of X*. By the same token, *parent* is the reciprocal antonym of *child*, even though *adult* has already been cited as the non-gradable antonym of *child*.

Another example of kinship antonymy is *husband/wife*. This is a reciprocal opposition because «*X is the husband of Y*» entails and is entailed by «*Y is the wife of X*». Along the same lines, «*X is married to Y*» entails and is entailed by «*Y is married to X*». However, *married to/married to* is a different kind of reciprocal antonymy from *husband/wife*, if only because the antonymy comprises lexical repetition. Most analysts refer to this opposition as «symmetrical». Other examples of symmetrical antonymy include *beside*, *near to* and *meet*.

< ... > Peripheral cases of reciprocal antonymy include *doctor/patient*. If *X is the doctor of Y*, then *Y must be the patient of X*. However, the antonymy arising between *doctor* and *patient* is somehow different to that arising between, say, *over* and *under*, even accounting for the fact that one relationship is social and the other positional.

(Steven Jones. *Antonymy: A Corpus Based Perspective*, 2002, p. 16–18)

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TOPIC IX HOMONYMY

1. Working definitions of principal concepts

Homonymy – the coincidence in the same sound form and orthographic complex of two or more different linguistic units.

Full homonyms – words representing the same part of speech and having the same paradigm.

Partial homonyms – words identical in one form of their paradigms.

Homofoms – a type of homonyms which coincide in their spelling and pronunciation but have different grammatical meaning.

Convergent sound development (phonetic changes) – the process when two or more words of different origin accidentally coincide in sound.

Divergent meaning development (split polysemy, disintegration) – the process when different meanings of the same word move so far from each other that they come to be regarded as two or more separate words.

Homonyms proper – words identical in pronunciation and spelling but different in meaning and distribution.

Homophones – words of the same sound but of different spelling and meaning.

Homographs – words different in sound and meaning but identical in spelling.

Simple lexico-grammatical partial homonyms – words belonging to the same part of speech, having one identical form in their paradigms which is never the same.

Complex lexico-grammatical partial homonyms – words of different parts of speech which have one identical form in their paradigms.

Partial lexical homonyms – words of the same part of speech which are identical only in their corresponding forms.

Paronyms – words kindred both in sound and meaning and therefore liable to be mixed but in fact different in meaning and usage.

II. Items for discussion

a. Homonymy treated diachronically and synchronically

1. The term «homonym». Monosyllabic structure of commonly used English words and the phenomenon of homonymy.

2. Homonymy of words and homonymy of word-forms: full and partial homonyms.

3. Two main sources of homonyms: convergent sound development and divergent meaning development.

4. Other sources of homonyms: borrowing, word-building (conversion, shortening, sound-imitation).

5. The demarcation line between homonymy and polysemy: etymological and semantic criteria.

6. Homonyms as a source of popular humour. Examples of pun based on homonymy.

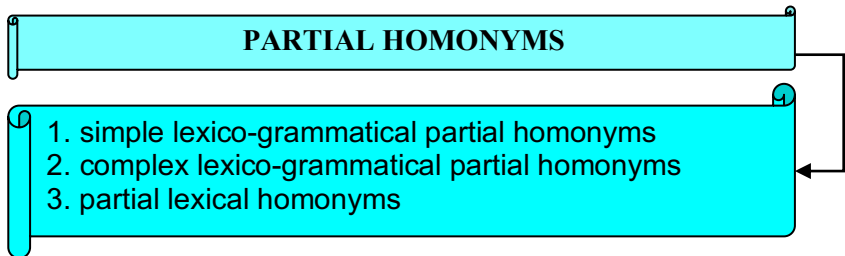
b. Classifications of homonyms

1. The most widely accepted classification of homonyms (homonyms proper, homophones, homographs). Examples.

2. Classification of homonyms suggested by Professor A.I. Smirnitsky (Diagram 1). Examples.

3. Paronyms as false homonyms (Consult *Reference Material*, P. 224). Examples.

Diagram 1



III. Tasks for practical analysis

1. Give words homophonous with the following. Define them.

bow, fare, flour, hair, knead, lyre, muse, pain, pear,
plain, rite, soul, weak

2. *Spell out the transcribed words. Give their homophones.*

1. Honey is [swi:t], but the [bi:] stings. 2. [tu:] heads are better than one. 3. Don't [sel] the [bæʒ] skin before [ju:] have [ko:t] [him]. 4. After [rein] comes fine weather. 5. [nou] living man all things [kæn]. 6. Men should be what they [si:m]. 7. Simple Simon met a man going to the [fæə]. 8. If the cap [fits] [wɛə (r)] it. 9. In the morning you are all three speechless, owing to having [ko:t] colds in the [nait]. 10. At times he [roud] full speed.

3. *The following words are homographs. How are they pronounced? State their meaning.*

bow, bow; desert, desert; lead, lead; minute, minute;
row, row; tear, tear

4. *Translate the following sentences, point out homonyms. Define them.*

1. a. She had room for about a dozen pupils like this (E. Bowen);
b. In his eyes the pupils were large (C. P. Snow).
2. a. Well, it's not the first time a man has loved the human race so much he's left his own family to starve (W. S. Maugham);

- b.* He found he was breathing as if he had just run a race (K. Amis).
3. *a.* We each knew that the other was troubled when alone (C. P. Snow); *b.* ... an inch of park gate was kept open for them alone and a keeper waited by it ... (E. Bowen).
4. *a.* There, in the past years as a student I had made other intimate friends (C. P. Snow);
b. Cars hummed past without a break (E. Bowen);
c. As each day passed in chambers, I looked forward to the evening ... (C. P. Snow).
5. *a.* We have just left a coffee stall (C. P. Snow);
b. At one end of the table opinion moved a good way to the left (C. P. Snow).
6. *a.* They were camping on a sand bank (E. Waugh);
b. He had met his wife in India, where he had held a senior post in a foreign bank (K. Amis).
7. *a.* Her eyes had the wild stare seen only in animals which turn at bay, and nervously exhausted women (J. Cary);
b. She was a dark bay, with long tail and mane (E. Waugh).
8. *a.* Go right ahead. But leave my fair share or else all is over between us (W. S. Maugham);
b. The tips of Anna's long fair hair brushed on the page (E. Bowen).

9.
 - a. Sitting by him, I found it impossible to feel any true sense of the past at all (C. P. Snow);
 - b. Just then a couple of undergraduates passed by us on the path (C. P. Snow).
10.
 - a. If that was the only untruth, the accused would not now be in the dock (H. Cecil);
 - b. We had only talked to one another a few times, when we happened to be eating dinners at the Inn on the same night ... (C. P. Snow).

5. Give homonyms to the words in bold type.

caught **sight** of him, the **whole** thing, in the strong **sun**, **our** colleagues, a **new** butterfly **bow**, **fine** feast, apple **core**, soft **fur**, **tear** up a paper, a **fair** trail, in the **morning**, mountain **springs**, a human **soul**, in the **air**

6. Classify the given words into: 1) homonyms proper; 2) homophones; 3) homographs. Give meanings of these words.

desert (v.) – desert (n.); corn (n.) – corn (n.); ear (n.) – ear (n.); tear (n.) – tear (v.); lie (v.) – lie (v.); base (n.) – base (v.); sum (n.) – some (pron.); wind (n.) – wind (v.); piece (n.) – peace (n.); light (n.) – light (adj.).

7. Pick out homonyms and arrange them according to the classification system suggested by A. I. Smirnitsky.

1. a) He thought there might be a scene; b) She hasn't seen her farther in such a state. 2. a) I have seen the drafts of the petition; b) When he came, two men were playing draughts. 3. a) He sounded for opinion in the same ambiguous tone; b) Those words sounded strange. 4. a) Remember this is the last shot you've got; b) ... He felt pretty flat in London and always shot home again. 5. a) Can you spare me half an hour today? b) In his spare time she didn't concentrate on students. 6. a) He knew more about life than they; b) They were rather like new acquaintances. 7. a) The dogs bayed loudly; b) She bade them all farewell. 8. a) All of them bowed low; b) Before them stood an Indian with a bow and arrow. 9. a) He rose too; b) When she left, the odour of rose lingered about the room. 10. a) She was delighted to read his name in the morning papers; b) He read in her eyes that she knew what he meant.

8. *Set off homonyms and polysemantic words.*

yield to a temptation, **yield** good results; a **game** of billiards, shoot **game**; **resist** the enemy, **resist** a disease; **worn** clothes, a **worn** cliché; rain and **hail**, to **hail** smb.; the **spring** of a watch, in **spring** and in summer; on **page** two, a **page**, a boy employed to run errands; **tie** a knot, be **tied** up with a client; a **post** office, a lamp **post**; the **key** to a room, the **key** to a problem

9. *Fill in the blanks choosing the right paronym (Consult Reference Material, P. 224).*

1. **campaign, company** 1. The election ... in England lasts about a month. 2. It was Hitler's last 3. Misery loves 4. Two are ..., three are none. 5. Don't talk about your disease in
2. **canal, channel** 1. The Panama ... was opened in 1914. 2. She looks as if she had just swum the English
3. **cause, course** 1. Let things take their 2. They are devoted to their common 3. You should decide on the ... of action. 4. In the ... of time she will realize it. 5. There is no ... for worry.
4. **cease, seize** 1. The music ... but nobody moved. 2. Wonders never 3. Why didn't you ... the chance? 4. He ... the boy by the sleeve. 5. The noise
5. **conscience, conscious, conscientious** 1. He must have a guilty 2. The synonym for «faint» is «lose ...». 3. He is a ... student. 4. I'll do it with a clear

6. **dairy, diary** 1. Holland exports ... produce. 2. When working at the book he made use of his 3. Have you ever kept a ...? 4. Milk is sold at ... shops.
7. **human, humane** 1. It was a ... act. 2. Don't judge him so severely. Everybody is3. It's contrary to ... nature. 4. It can be taught to make ... sounds. 5. He is certainly a man of ... character.
8. **quite, quiet** 1. Keep 2. She would rather have a ... evening at home. 3. I ... forgot about it. 4. All is

10. *Read and explain the following jokes. Say what phenomenon they are based on.*

1. A Scotchman was going on an excursion to New York. He handed the agent a ten-dollar bill as the agent called «Change at Jersey City».
«No jokes now – I want my change right away?» said the frightened Scotchman.
2. **She:** Now that we're engaged, dear, you'll give me a ring, won't you?

He: Yes, dear, certainly. What's your telephone number?

3. «What's the difference between soldiers and girls?»
«The soldier faces powder. Girls powder faces.»

IV. Independent Research

Read about homophones and oronyms and enjoy the poem that follows. Rewrite it in a different way.

Generally the word *homophone* is used to describe one of a pair or group of words that have the same sound (like *allowed* and *aloud*), whilst *oronyms* are normally strings of words (phrases) such as *iced ink* and *I stink*. Psycholinguist **Steven Pinker** defines oronyms in his bestselling popular linguistics book *The Language Instinct: [In speech] it is impossible to tell where one word ends and the next begins. The seamlessness of speech is... apparent in «oronyms», strings of sound that can be carved into words in two different ways:*

Any [grey day / grade A] would be bad news for one professor I know.

I have [known oceans / no notions] that you yourself couldn't imagine.

If you listen you can hear the [night rain / night train].

I'm taking [a nice / an ice] cold shower.

Reading in the library is sometimes [allowed / aloud].

[*White shoes / Why choose*] the trademark of Pat Boone?
You'd be surprised to see a [*mint spy / mince pie*] in your bank.

An Ode to the Spelling Chequer

Prays the Lord for the spelling chequer
That came with our pea sea!
Mecca mistake and it puts you rite
Its so easy to ewes, you sea.

I never used to no, was it e before eye?
(Four sometimes its eye before e.)
But now I've discovered the quay to success
It's as simple as won, too, free!

Sew watt if you lose a letter or two,
The whirled won't come two an end!
Can't you sea? It's as plane as the knows on yore
face
S. Chequer's my very best friend

I've always had trubble with letters that double
"Is it one or to S's?" I'd wine
But now, as I've tolled you this chequer is grate
And its hi thyme you got won, like mine.

Janet E. Byford

(<http://www.fun-with-words.com/>)

V. Recommended Literature

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10. <http://en.wikipedia.org/>

TOPIC X PHRASEOLOGY

1. Working definitions of principal concepts

Word-group – the largest two-facet lexical unit comprising more than one word.

Lexical valency (collocability) – the aptness of a word to appear in various combinations.

Grammatical valency – the aptness of a word to appear in specific grammatical (or rather syntactic) structures.

Syntactic structure (formula) of a word-group – the order and arrangement of member-words in word-groups as parts of speech.

Syntactic pattern – the structure of the word-group in which a given word is used as its head.

Endocentric word-groups – word-groups that have one central member functionally equivalent to the whole word-group,

i.e. the distribution of the whole word-group and the distribution of its central member are identical.

Exocentric word-groups – word-groups that have no central component and the distribution of the whole word-group is different from either of its members.

Lexically motivated word-group – word-group the lexical meaning of which is deducible from the meanings of its components.

Lexically non-motivated word-group – word-group the lexical meaning of which is not deducible from the meanings of its components.

Phraseological unit (set-expression, set-phrase, fixed word-group, collocation,) – a reproduced and non-motivated or partially motivated unit built up according to the model of free word-groups and semantically and syntactically brought into correlation with words.

Idioms – phraseological units with completely transferred meaning, i.e. the meaning of the whole unit does not correspond to the current meanings of the components.

Inner form of a phraseological unit – the meaning of its prototype on the basis of which phraseological meaning is formed.

Phraseological transference – a complete or partial change of meaning of an initial (source) word-combination as a result of which the word-combination acquires a new meaning and turns into a phraseological unit.

Phraseological fusion – a completely non-motivated word-group the meaning of which has no connection with the meaning of its constituents.

Phraseological unity – a partially motivated word-group the meaning of which can usually be perceived through the metaphoric meaning of the whole unit.

Phraseological combination (collocation) – a motivated word-group in which one element is used in its direct meaning, others are used metaphorically.

II. Items for discussion

a. Word-groups: structure, meaning and motivation

1. Lexical valency or collocability. The restrictions of lexical valency. Examples.

2. Grammatical valency. The grammatical valency of correlated words in English and Russian. Examples.

3. Syntactic structure and syntactic pattern of word-groups. Predicative and non-predicative word-groups. Examples.

4. Endocentric and exocentric word-groups. Examples.

5. The lexical and the structural meaning of a word-group.

6. Lexically motivated word-groups. Examples.

7. Lexically non-motivated word-groups. Examples.

b. Free word-groups versus phraseological units versus words

1. Phraseological units and free word-groups: structural similarity and distinctions (divisibility, structural invariability). Examples.

2. The semantic criterion: similarity and differences between free word-groups, phraseological units and words. Examples.

3. The syntactic criterion for distinguishing between phraseological units, free word-groups and words. Examples.

4. The characteristic features of phraseological units. Illustrate with a concrete example.

c. Semantic structure and types of transference of phraseological units

1. Denotational, evaluational and motivational macro-components in the semantic structure of phraseological units.

2. Emotive, stylistic, grammatical and gender macro-components of meaning of phraseological units.

3. The term «phraseological transference». Types of transference: simile, metaphor, metonymy, synecdoche. Examples.

d. Classification of phraseological units

1. Classification of phraseological units according to the degree of idiomaticity suggested by Academician V.V. Vinogradov

(phraseological fusions, phraseological unities, phraseological collocations). Examples.

2. Classification of phraseological units according to their origin. The main sources of native phraseological units (terminological and professional lexics, British literature, traditions and customs, superstitions and legends, historical facts and events, personalities). Examples.

3. The main sources of borrowed phraseological units (the Holy Script, ancient legends and myths, facts and events of the world history, variants of the English language, other languages). Examples.

4. Classification of phraseological units according to the number and semantic significance of constituent parts suggested by Professor A.I. Smirnitsky. Examples.

5. Classification of phraseological units according to the function in communication suggested by Professor A.V. Koonin. Examples.

III. Tasks for practical analysis

1. *State meanings of the given polysemantic adjectives on the basis of their lexical valency, i.e. with the help of nouns they are combined with.*

Model: *wide:* 1) road, gate, river, gap, avenue, foot; 2) interests, experience, support, variety, selection, choice

* According to its lexical valency the adjective *wide* has the following meanings: 1) «*measuring a large amount from side to side or edge to edge*»; 2) «*covering or including a large range of things*»

harsh: 1) living conditions, reality, winter, morning; 2) voice, sound, colour; 3) criticism, regime

light: 1) grey, orange, green curtains; 2) breeze, tap at the door, kiss; 3) music, reading, manner

firm: 1) cushions, apple, sofa; 2) decision, belief;

serious: 1) situation, problem, question; 2) relationship; 3) business, affair

2. Discuss the grammatical valency of the italicized words. State the difference in the grammatical valency of the corresponding words in Russian and English. Translate the sentences into Russian.

Model: He shook his head in *disbelief*.

* Russian: *с недоверием* – English: *in disbelief*; [Он с недоверием покачал головой].

1. They were *heading* for shore when the storm began. 2. Tracey is *bored* with her job. 3. It didn't *occur* to me to look under the bed. 4. It is *typical* of her to arrive late. 5. Simon is *married* to a very creative woman. 6. Lots of people travel in *taxi* when they are in a hurry. 7. My sister

takes after my father in every way. 8. They *objected* to the terms of the deal. 9. The teacher was *pleased* with the exam results. 10. Having a barbecue is a great way to *socialize* with our new neighbours.

3. *Point out endocentric and exocentric word-combinations. Classify endocentric word-groups into nominal, adjectival or verbal.*

all of a sudden, to take the medicine, in a flash, to become deaf, an affectionate wife, open to suggestions, in a moment, to call the doctor, Christmas gifts, the leaking package, one by one, another detective

4. *Read the following sentences. Say which of the italicized units are phraseologisms and which are free word-combinations.*

1. He called me a liar, but later on when he learnt the truth he had to *eat humble pie*. 2. I like to *eat pies* covered with crusts. 3. It seems a *lame excuse* to me. 4. In case you are asked, you have a *ready-made excuse*. 5. Eventually he realized he was in the wrong and had to *eat his words*. 6. Don't laugh when *eating toasts*, you can choke. 7. *Keep the butter* in the fridge. 8. *Keep an eye* on the child. 9. Life is not *all beer and skittles*. 10. Two *beers, skittles* and a good partner – that's all I want now.

5. Replace the italicized words by the corresponding phraseological units from the box below:

jump to conclusions, on the box, pull smb's leg, cut up rough, talk through one's hat, smell a rat, cut the Gordian knot, be out of the woods, an awful flap on, cock-and-bull story, do fetching and carrying, have smb on, bark up the wrong tree, be at everybody's beck and call, on the go

1. So Michael wants to sell his shares cheaply, doesn't he? I *suspect some trickery*. 2. Here's a telegram for you. Now don't *judge hastily*! It may be good news after all. 3. I think you *don't mean what you say*. 4. He's told us that *foolish improbable story* as if it were true. 5. Can't you see he's just *teasing you*? 6. Don't believe what he said about them. He was *talking foolishly*. 7. What's *on television*? 8. Her problems are *not yet over*. 9. He's *looking in the wrong place* for the answer to a problem. 10. A «Top Secret» file is missing. There is *a state of excited anxiety*. 11. I'm tired of *doing anything someone asks*. 12. My child is very restless; she is always *very busy*. 13. It's a good thing you've got Sarah to *do small jobs* for you. 14. He always *becomes violently angry*, when he's had too much to drink. 15. His brilliant idea *settles a difficulty by direct action* – we'd been searching for a solution for weeks.

6. Using the classification suggested by V. V. Vinogradov arrange the following expressions into 1) phraseological fusions, 2) phraseological unities and 3) phraseological combinations. Explain their meaning.

to be good at smth, to sit on the fence, to look a gift horse in the mouth, to stick to one's word, to set one's cap at smb, to spill the beans, a home bird, to wash one's hands off, at first sight, in fashion, to blow one's top, to lose one's head, to come a cropper, to take smth for granted, to hang up one's boots, like a lamb, to talk business

7. Fill in the blanks with a name of an animal, or a bird given below:

horse, lamb, rabbits, deer, lark, hawk, dove, lark, sheep, mule, bear, monkey

1. to snag like a 2. to watch somebody like a
3. to work like a 4. to follow like a 5. to breed like
6. fleet as a 7. tricky as a 8. gruff as a
9. harmless as a 10. cheerful as a 11. obstinate as a
12. mild as a

8. Substitute phraseological units incorporating the names of colours for the following explanations. Use the information provided for by the website <http://www.usingenglish.com/>.

1. Someone who doesn't fit into a group or family because their behaviour or character is not good enough
2. Feeling unwell, mainly associated with depression or unhappiness
3. Someone who is expected to be a great success
4. Someone with a talent for gardening
5. The human brain
6. Someone is in very good health
7. Something happening very rarely
8. To see things in a more positive light than they really are
9. To lie in order not to hurt someone's feelings
10. The popular and sensational newspapers

9. *Match each of the following colloquial names for certain types of people with the correct description below.*

- | | | |
|-----------------------|--------------------|------------------|
| 1. a pain in the neck | 5. a rolling stone | 9. a battleaxe |
| 2. a daredevil | 6. a crank | 10. a tomboy |
| 3. a slow coach | 7. a daydreamer | 11. a sponger |
| 4. a busybody | 8. a lone wolf | 12. a golden boy |

- a. He's always got his head in the clouds, always fantasizing. ...
- b. She's very inquisitive about my private life. ...
- c. He loves taking dangerous risks. ...

- d. He can't settle down. He goes from job to job, place to place. ...
- e. He's always borrowing money and living off the people. ...
- f. She's very aggressive and bossy. She likes to dominate. ...
- g. Everyone thinks he'll get rapid promotion. He's destined to succeed. ...
- h. He's always slow and behind the others in his work or studies. ...
- i. She's got extremely odd, eccentric, unconventional ideas and theories. ...
- j. He's a real nuisance. I can't stand him. ...
- k. He likes to do things on his own. ...
- l. She is a girl who likes to play rough, boys' games. ...

10. Use «*The New Dictionary of Cultural Literacy*» or the information provided for by the website [http://www. bartleby.com/](http://www.bartleby.com/) and trace the origin of the following idioms.

an apple of discord, Gordian knot, to open a Pandora's box, between Scylla and Charybdis, Achilles heel, forbidden fruit, the ugly duckling, wolf in sheep's clothing

11. Group the following italicized phraseological units, using Professor Koonin's classification system: a) nominative

phraseological units, b) nominative-communicative phraseological units, c) interjectional word-groups, d) communicative phraseological units.

1. The world would do nothing for her if she should come to want – *charity begins at home*. 2. In a sense it could be said *the ice was broken* between us. 3. She is so quick to criticize other people. I think she should learn *to set her own house in order* first. 4. *A pretty business!* His employees gained nothing! 5. Mary and Jane had been friends since childhood but they had the most bitter and long lasting argument about unimportant incident. The whole thing was a mere *storm in a tea cup*. 6. The bedroom door was closed and he began to move towards it. Then he stopped. *Let sleeping dogs lie*. 7. «Oh, *my God!* We just wanted to give younger players a chance in the team.» 8. *A dark horse* is a person whose qualities are unknown. 9. Friends may let you down, but your family will always stand by you. *Blood is thicker than water*. 10. He was sacked because he had *dropped a few bricks* in front of the top brass.

IV. Independent Research

Alliteration is the repeated use of the same letter or sound, usually the first letter of successive words. It is often used in poetic language («born on the swollen, swaying, swishing seas»),

publicity («**Buy Brown's Best British Biscuits**») and newspaper headlines («**Fighting Football Fans Face Fines**»). It is also found in the following common colloquial expressions. Put each one in its correct place in the sentences below.

- | | | |
|--------------------|--------------------|----------------------|
| – <i>shipshape</i> | – <i>rat race</i> | – <i>wishy-washy</i> |
| – <i>mishmash</i> | – <i>chit chat</i> | – <i>brickbats</i> |

- a. Tired of the ceaseless pressure of the competitive business world, he decided to leave the ... and take over a small newsagent's shop in the country.
- b. A politician must be strong enough to withstand the ... which are constantly directed at him by the media.
- c. He's a serious, rather cold man. He likes to get to the point straightaway in conversation and not waste time in idle ...
- d. I like to see everything neat and tidy, everything in its place. I like to keep everything ...
- e. Michael Wilson's latest play is a confusing mixture. It is neither a comedy, a serious work nor a musical, but a ... of all three.

- f. A company's annual report must be clearly written and contain only the necessary facts. A report which is vague and ... is useless and makes a bad impression.

V. Recommended Literature

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10. <http://www.usingenglish.com/>
11. <http://www.bartleby.com/>

TOPIC XI

REGIONAL VARIETIES OF THE ENGLISH LANGUAGE

I. Working definitions of principal concepts

Standard English – the official language of Great Britain taught at schools and universities, used by the press, the radio and television and spoken by educated people.

Local dialect – a variety of the English language peculiar to some districts and having no literary form.

Variety – a regional variety possessing a literary norm.

British English – a collective term for the forms of English spoken on the British Isles.

Scottish English – the variant of the English language spoken in Scotland.

Irish English – the variant of the English language used in Ireland.

Estuary English – the variety of the English language common in the South-East of England, especially along the river Thames and its estuary.

Yorkshire dialect – the dialect spoken by the majority of people in the English county of York.

American English – the variety of the English language spoken in the USA.

Canadian English – the variety of the English language used in Canada.

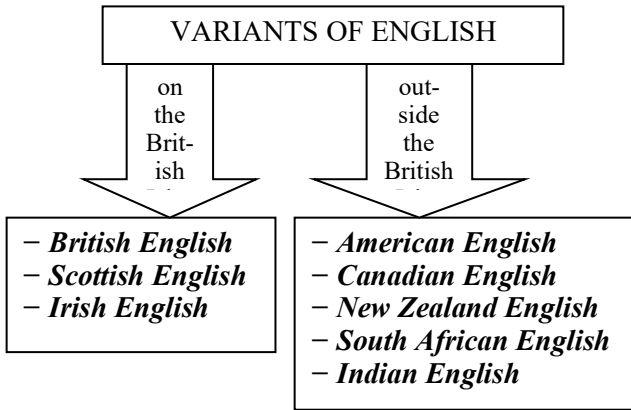
Australian English – the variety of the English language used in Australia.

New Zealand English – the variety of the English language spoken in New Zealand.

South African English – the variety of the English language used in South Africa and surrounding countries, notably Namibia and Zimbabwe.

Indian English – the variety of the English language spoken widely in India.

Diagram 1



II. Items for discussion

a. Variants of English in the United Kingdom (Diagram 1)

1. The uniqueness of Scottish English. Lexical peculiarities of Scottish English. Examples.

2. Irish English (Hiberno-English, Anglo-Irish): distinctive features of the vocabulary. Examples.

3. Grammatical, phonetical and spelling peculiarities of Irish English («does be / do be» construction, the plural form of «you», etc.). Examples.

b. Local dialects in Great Britain

1. The best known Southern dialect – Cockney. Rhyming slang as a specific feature of the dialect. Examples.

2. Estuary English and its main features.

3. The Yorkshire dialect as a linguistic border of Northern and North-Midland varieties of English.

c. Variants of English outside the British Isles

1. American English: historical Americanisms, proper Americanisms, specifically American borrowings, American shortenings. Examples.

2. Canadian English: the spelling, the spoken language. Canadianisms as specifically Canadian words. Examples.

3. The distinctive features of Australian English. Uniquely Australian words formed by adding diminutives. Examples.

4. New Zealand and British spelling. Local words in New Zealand English Examples.

5. South African English: pronunciation, words derived from Afrikaans (African languages).

6. Linguistic peculiarities of Indian English.

III. Tasks for practical analysis

1. *Read and analyze the poem by R. Burns. Say what Standard English words correspond to the italicized Scottish English words (See Reference Material, P. 226).*

*I hae a wife o' my ain –
I'll partake wi' naebody;*

I'll *tak* cuckold *frae* *nane*,
I'll *gie* cuckold to *naebody*.
I hae a penny to spend,
There – thanks to *naebody*
I hae *naething* to lend –
I'll borrow *frae naebody*.

I am *naebody's* lord –
I'll be slave to *naebody*;
I hae a *guid braid sword*,
I'll *tak dunts frae naebody*.
I'll be merry and free,
I'll be sad for *naebody*;
If *naebody* care for me,
I'll care for *naebody*.

2. *Loaf of bread* is a typical Cockney rhyming slang phrase. The meaning is *head*. If a Cockney described someone as «*rarely using his loaf of bread*» then that would imply that the person doesn't often use their head – a lack of common sense perhaps. To complicate matters further, the rhyming word in the phrase is frequently omitted. Thus it is more likely that the Cockney would be heard to say: «*He rarely uses his loaf*». This encrypts the language further, making it rather more difficult to understand for people not familiar with Cockney rhyming slang.

In the sentences given below the italicized Cockney rhyming slang phrases replace the words. Identify them (See Reference Material, P. 157).

Would you <i>Adam and Eve</i> it?	Use your <i>crust</i> , lad.
See you later <i>alligator</i> .	She's a bit <i>daffy</i> .
Get up those <i>apples</i> to bed!	Think about it, use your <i>loaf</i> .
Pass the <i>army</i> , will you?	What beautiful <i>minces</i> .
She has such long <i>bacons</i> .	Could you lend me an <i>Oxford</i> ?
I'm going to have my <i>barnet</i> cut.	Pooh! It <i>pens</i> a bit in here.
Hand over the <i>bees</i> .	I don't know what she's <i>rabbiting</i> about.
Ooh! What knobbly <i>biscuits</i> !	<i>Scarpa</i> ! The police are coming!
We don't have to have a <i>bull</i> about it.	The <i>trouble's</i> been shopping again.
I had a <i>butchers</i> at it through the window.	I'm ironing my <i>Uncle</i> . Where's my <i>weasel</i> ?

3. Translate the following words giving both British and American variants.

бензин, перекресток, шоссе, автомобильная стоянка, пешеходный переход, автомобиль на прокат, лобовое стекло автомобиля, такси, железная дорога,

тротуар, подземный переход, закуска, картофель в мундире, печенье, рыбные палочки, жареный (во фритюре) картофель (картофель-фри), овсяная каша, картофельные чипсы, междугородный телефонный код, рюкзак, очередь, кинокартина, директор школы, расписание (занятий), телефонная будка, почтовый индекс

4. Match the American English terms (in the right column) with their British counterparts (in the left column):

- | | |
|-----------------|---------------|
| _____ molasses | a. grade |
| _____ return | b. candy |
| _____ garden | c. schedule |
| _____ place | d. corn |
| _____ ill | e. fall |
| _____ flat | f. sidewalk |
| _____ holiday | g. mean |
| _____ sweets | h. treacle |
| _____ maize | i. round trip |
| _____ pavement | j. sick |
| _____ timetable | k. location |
| _____ autumn | l. movie |
| _____ nasty | m. yard |
| _____ film | n. drugstore |
| _____ class | o. vacation |
| _____ chemist's | p. apartment |

5. *Translate the following into British English:*

1. Pass me the cookies.
2. We've run out of gas.
3. One way or round trip?
4. We left the faucet on.
5. We're leaving for Ireland in the fall.
6. I hate waiting in line.
7. Are you planning your vacation?
8. Can you see a woman with a baby carriage?
9. The mall was overcrowded.
10. We've had enough. It was tasty. Bring us the check, please.

6. *Read the following poem by Richard Armour, translate it, paying attention to the words typical of British and American English.*

Oh, to be in England
If only 'arf a mo',
Where, when they speak of wireless,
They mean a radio,
Where private schools are public
And public schools are snobby
And insurance is assurance
And a cop is called a bobby,
Where a traffic hub's a circus

And up is down the street
And a sweater is a jumper
And a candy is a sweet,
Where a cracker is a biscuit
And a trifle is dessert
And bloody is a cuss word
And an ad is an advert,
Where gasoline is petrol
And a stone is fourteen pound
And motorcars have bonnets
And you take the Underground,
Where, holding up your trousers,
It's braces that you use
And a truck is a lorry
And boots are really shoes
Where a druggist is a chemist
And the movies are the flicks
And you queue up on the pavement
For a stall at three and six...
There is no language barrier
The tourist needs to dread
As long as he knows English
From A to Z (no, zed).

7. Group the series of words into three categories: a) words used in American English; b) words used in British English; c) words used in Australian English.

American English | ***British English*** | ***Australian English***

1. lollies – candy – sweet; 2. form – grade – year; 3. the cinema – the movies – the pictures; 4. letterbox – postbox – mailbox; 5. sneakers – trainers – runners; 6. sidewalk – footpath – pavement; 7. subway / metro – railway station – underground.

8. Explain the meaning of the underlined Australian colloquialisms:

1. She wants to be a journo when she leaves uni.
2. We got to be terribly bitten by mozzies at yesterday's barbie.
3. What are you doing this arvo?
4. We decided to have a party as the oldies had gone away for the weekend.
5. Your new strides are a perfect fit.
6. Give me a chewie, please.
7. They had to work hard to make their tucker.
8. Have you ever been to this boozer?

9. Your room was in a mess? The dead marines lay scattered about.

10. Don't forget to get the turps.

9. Read the following passage. Discuss the influence over American English exerted by Native American languages.

Before Europeans arrived in North America there were over 300 Native American languages. Some have now died out, and of the 250 or so remaining many are spoken only by a few older people. Other languages, like Cherokee, are more widely spoken. Most Native Americans speak English, some as their first language and others as second.

Native American languages have added many words to English, though the meaning of a word has often been changed. *Teepees* are a kind of tent, *wampum* belts were made of beads and since the belts had great value Europeans used *wampums* to mean «money». *Moccasins*, a kind of shoe, are today worn by people all over the world. Many Native American words describe the things they name. For example, the Asakiwaki tribe's name means «people of the yellow earth», and the Cherokees' name for themselves, Ani-Yun'wiya, means «the leading people». Indian names for Whites included «people greedily grasping for land».

Many American place names have their roots in Native American languages. Ohio, for instance, is a Native American name, and the names of many of its towns and cities, such as Chillicothe and Sandusky, and the lakes Scioto and Olentangy, are of Native American origin.

(Source: *Oxford Guide to British and American Culture*, 2003, p. 371)

10. *Identify the etymology of the following words:*

Ohio, ranch, squash, mosquito, toboggan, Mississippi, sombrero, prairie, wigwam

11. *Define the meaning of the following terms.*

GAE (General American English), RP (Received Pronunciation), Queen's / King's English, BBC English, Native Americans

IV. Independent Research

Read the article taken from «The Oxford Guide to British and American Culture» and answer the following questions:

- a) What is accent? What characteristics does it include?
- b) What are the terms «variety» and «dialect» associated with?

c) What can be said about the attitude of people to those speaking in dialect in Britain?

d) What information do accents provide about people in the USA?

Accent refers to the way a language is spoken. Most foreign speakers of English have accents which are influenced by their first language. Native speakers may have an accent associated with the region they come from. Accent includes both **pronunciation** (the way sounds and words are spoken) and **intonation** (the sound patterns of sentences). Each regional accent has its own mixture of sounds and intonation. The way in which individuals speak is also influenced by other factors, such as social background, age and level of education, and whether they have moved away from their home area.

The terms **variety** and **dialect** overlap. A variety may be a form of English associated with a group of people, e.g. *Black English*, with a particular region, e.g. *British English* and *American English*, or with an activity or function, e.g. *legal English*. A **dialect** is a variety that is usually associated with a geographical region. Dialects have a distinctive vocabulary and grammar, and when people speak in dialect they use an associated local accent.

The word *variety* usually arouses fewer emotions than *dialect*. This is because dialects are often considered inferior to standard forms of English. In Britain, people may assume that somebody speaking in dialect has a lower-class back-

ground or has had little education. In the US, a dialect suggests where a person comes from but not their social status.

In Britain attitudes towards accents and dialects are linked with regional and social prejudices, e.g. between the north and south. Standard English and RP originated in the south, in and around London, the capital and main cultural centre of the country. Anything northern can be seen as unsophisticated and inferior by some southerners and they may, however unfairly, consider people speaking with a northern accent to be less well educated. The *broader* (stronger) the accent, the greater the prejudice against the person using it, especially if the accent is so *thick* (strong) that others have difficulty understanding it. Urban accents such as Cockney, Scouse, Glaswegian and the Brummie accent are least favoured.

In the US accents provide much less information about people. It can be hard to identify where a person comes from by their accent, harder still to learn about their social position. The South is not as rich as the North, and African Americans are more likely to be poor than white people, but that says little about an individual with a particular accent. But at a local level, New Yorkers use accent as the basis for making judgements about their fellow citizens, and Bostonian accent, the American equivalent of marked RP, helps identify the old, rich families of New England.

Attitudes to accents vary in different parts of the US. In big cities people barely notice accents, but in small towns and country areas people may be much more sensitive. The accent which is most widely criticized is the *southern drawl*. Many southerners feel embarrassed about their accent and try to modify it.

V. Recommended Literature

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 12. <http://en.wikipedia.org/>

TOPIC XII

LEXICOGRAPHY

1. Working definitions of principal concepts

Lexicography – the science of compiling dictionaries.

Dictionary – a book that lists the words of a language in a certain order (usually alphabetical) and gives their meanings, or that gives the equivalent words in a different language.

Encyclopedic dictionaries – scientific reference books dealing with every branch of knowledge, or with one particular branch (usually in alphabetical order) that give information about the extra-linguistic world.

Linguistic dictionaries – word-books the subject-matter of which is lexical units and their linguistic properties such as pronunciation, meaning, origin, peculiarities of use, and other linguistic information.

General dictionaries – represent the vocabulary as a whole with a degree of completeness depending upon the scope and the bulk of the book in question.

Restricted dictionaries – cover only a certain specific part of the vocabulary.

Explanatory dictionaries – present a wide range of data, especially with regard to the semantic aspect of the vocabulary items entered.

Specialized dictionaries – deal with lexical units only in relation to some of their characteristics.

Subentry – part of the entry including definitions and usage labels.

Run-on word – a word added at the end of a dictionary entry whose meaning can be easily inferred from the definition of the headword.

Learner’s dictionaries – dictionaries specifically compiled to meet the demands of the learners for whom English is not their mother tongue.

Corpus – a collection of language data brought together for linguistic analysis.

Corpus-based linguistics deals with compiling various electronic corpora for conducting investigations in different linguistic fields (phonology, grammar, stylistics, discourse, etc.).

Computational linguistics – the branch of linguistics in which the techniques of computer science are applied to the analysis and synthesis of language and speech.

Computational lexicography deals with the design, compilation, use and evaluation of electronic dictionaries.

II. Items for discussion

a. Lexicography. Classification and types of dictionaries.

1. The term «Lexicography».Types of dictionaries according to the choice of items included and the sort of information about them.

2. Types of dictionaries according to the scope of their word-list. Examples.

3. Types of dictionaries according to the information they provide. Examples.

4. Types of dictionaries according to the language of explanations: monolingual and bilingual.

5. Diachronic and synchronic dictionaries. Examples.

b. Main lexicographical problems

1. The selection of lexical units for inclusion.

2. The arrangement of the selected lexical units: the alphabetical order and the cluster-type mode of presentation of entries.

3. The setting of the entry.

4. The selection and arrangement of word-meanings (historical, empirical and logical order).

5. The definition of meanings.

6. The illustrative material.

c. General characteristics of *Learner's dictionaries*

1. The scope of the word-list in elementary/pre-intermediate, intermediate, and upper-intermediate / advanced learner's dictionaries. The role of frequency criterion.

2. The nature of information provided by learner's dictionaries.

3. The role of pictorial material in learner's dictionaries. The main principles of arrangement of meanings.

d. Corpus-based lexicography

1. New corpus-based generation of dictionaries. *The British National Corpus*: the written and the spoken parts (Scheme 1).

2. The use of corpora in dictionary-making practices: advantages and opportunities. Examples of commonly used language databases.

Table 1

<i>Conventional word-books</i>	<i>Electronic dictionaries</i>
1. Understanding the structure of paper-based dictionary	1. Understanding the presentation in windows on a computer screen
2. Knowing how to use the <i>Guide</i> to the book dictionary	2. Knowing how to use the <i>Help</i> facility
3. Understanding of typographical conventions and the use of symbols and punctuation	3. Knowing how to use hyperlinks
4. Deciding what to look up	4. Deciding on the type of search: headword, filtered or full text search; and understanding how advanced searches work
5. Knowing how to interpret the international phonetic alphabet (IPA) and pronunciation of words	5. Knowing how to use the <i>Audio</i> facility

6. Distinguishing relevant from irrelevant information	6. Knowing how to confine searches to the information required
7. Scanning dictionary entries	7. Restricting search to particular sections, e.g. to idioms and phrasal verbs
8. Know how to carry out cross-references	8. Knowing how to use the hypertext links
9. Referring to additional information in front matter or appendices	9. Referring to additional information in various sections presented on the screen
10. Recording the dictionary information	10. Recording the dictionary information in electronic form using the link to <i>Microsoft Word</i> and the <i>Copy-function</i>

e. Computational lexicography

1. The main differences between electronic dictionaries and conventional word-books.

2. The minimal skills required for the use of conventional and electronic dictionaries. *Use the information arranged in Table 1 (Source: *Зыкова И.В. Практический курс английской лексикологии*, 2006).

3. On-line dictionaries. Examples. The main features of the *Oxford English Dictionary Online*.

4. CD-ROM dictionaries. Examples. The *Longman Dictionary of Contemporary English on CD-ROM*: the main distinctive features. The differences between the electronic and the paper dictionary.

III. Tasks for practical analysis

1. *Identify whether the given dictionaries are a) linguistic or b) encyclopedic.*

The Oxford Guide to British and American Culture; The New Webster's Dictionary of the English Language; The Oxford Advanced Learner's Dictionary; The New Dictionary of Cultural Literacy; NTC's Dictionary of American Slang; The Collins Dictionary of Allusions; NTC's American Idioms Dictionary; The Claremont Dictionary of Quotations; The BBI Combinatory Dictionary of English; The Dictionary of USA; The Penguin Dictionary of English Grammar; The Oxford Companion to English Literature

2. *State which type the given linguistic dictionaries refer to:*

1. *general – restricted*
2. *explanatory – specialized*
3. *monolingual – bilingual*
4. *diachronic – synchronic*

1. The Longman Dictionary of Contemporary English; 2. The Concise Oxford Dictionary of English Etymol-

ogy; 3. The English-Russian Dictionary of Advertising Terms; 4. The ABC of Dirty English; 5. The Longman Pronunciation Dictionary; 6. The New Oxford Dictionary of English; 7. The English-Russian Synonymic Dictionary; 8. The New Oxford Thesaurus of English; 9. The Longman Business English Dictionary; 10. The Modern English-Russian Dictionary

3. *Study the following entries from the **Oxford Advanced Learner's Dictionary**. Speak on the mode of their arrangement using the following plan:*

1. *information on pronunciation and grammar*
2. *number of definitions*
3. *examples, usu separated by the symbol °*
4. *number of meanings and order of arrangement (separated by numbers or letters)*
5. *idioms / phrasal verbs containing the headword, marked by symbols **IDM, PHR V***
6. *derivatives of a headword, listed after the symbol ►*
7. *graphical presentation of compounds, listed after the symbol ■*
8. *cross-references (SMALL CAPITAL LETTERS, **Compare, See also, =, ⇨**)*

1. **clone** /kləʊn/ *n* **1** (*biology*) any of a group of plants or animals produced artificially from the cells (CELL 4) of a single ancestor and therefore exactly the same as it. **2** a person or thing that seems to be an exact copy of sb/sth else: *She's almost a clone of her mother, isn't she?* **3** (*computing*) a computer designed to copy the functions of another, usu more expensive model: *an IBM clone*
- **clone** *v* to produce a plant or an animal as a clone: [Vn] *genetic cloning*

2. **descend** /di'send/ *v* **1** (*fml*) **(a)** to come or go down: [V] *The lift began to descend.* ◦ *Put the eight points in **descending order** of importance.* [Vn] *Slowly she descended the stairs.* **(b)** (of a hill, etc) to lead downwards; to slope: [V] *At this point the path descends steeply.* Compare ASCEND. **2** (*fml*) (of night or darkness) to fall: [V] *Night descends quickly in the tropics.*

PHR V be descended from sb to have sb as an ancestor: *She is descended from royalty, on her mother's side of the family.* **descend on/upon sb/sth** to visit sb/sth in large numbers unexpectedly or at a time that is not convenient: *My sister's family is descending on us this weekend.* ◦ *In summer tourists descend on the place in their thousands.* **descend to sth** (no passive) to do or say sth that is mean and not worthy of one: *He wouldn't descend to that sort of trick.*

► **descendant** /-ənt/ *n* a person or an animal that has another as an ancestor: She claims to be a direct descendant of Napoleon. Compare ANCESTOR 1.

3. **ozone** /ˈəʊzəʊn/ *n* [U] (a) (*chemistry*) a colourless gas with a strong smell: *ozone depletion* (ie in the ozone layer). (b) (*Brit infml*) air that smells fresh and pure at the seaside: *Just breathe in that ozone!*

■ **ozone-friendly** *adj* not containing substances that will damage the ozone layer: *ozone-friendly aerosols/fridges*. ⇨ note at USER-FRIENDLY.

ozone hole *n* an area in the ozone layer where the amount of ozone has been greatly reduced, so that harmful rays from the sun can pass through it: *an ozone hole over the Arctic*.

ozone layer *n* [sing] a layer of ozone high above the earth's surface that helps to protect the earth from the sun's harmful rays.

4. *State in which way the setting of the entry for the word **bright** differs in the Oxford Advanced Learner's Dictionary and in the Longman Dictionary of Contemporary English. What data do the entries present in these dictionaries?*

*The Oxford Advanced
Learner's Dictionary*

bright /braɪt/ *adj* (-er, -est) **1** full of light; shining strongly: *bright sunshine* ◦ *bright eyes* ◦ *Tomorrow's weather will be cloudy with bright periods.* ◦ *The sitting-room is brighter in the afternoons.* **2** (of a colour) strong; vivid; not pale (2): *a bright blue dress* ◦ *The leaves on the trees are bright green in spring.* **3** clever; intelligent: *a bright idea/suggestion* ◦ *He is the brightest (child) in the class.* **4** cheerful and lively: *She gave me a bright smile* ◦ *I'm not very bright early in the morning.* **5** likely to be successful; hopeful: *a child with a bright future* ◦ *Prospects for the coming year look bright.* **IDM** **(be/get up) bright and early** very early in the morning:

*The Longman Dictionary of
Contemporary English*

bright /braɪt/ *adj*
1 ► **LIGHT** ◀ shining strongly or with plenty of light: *bright sunlight/bright lights/a new, bright, fully air-conditioned office*
2 ► **INTELLIGENT** ◀ intelligent and likely to be successful: *Rosa's a bright child – she should do well at school.* / **(have) a bright idea** *We've no money and the last bus has gone. Any bright ideas?*
3 ► **COLOURS** ◀ bright colours are strong and easy to see: *bright red/ Wash bright colours separately.*
4 ► **CHEERFUL** ◀ cheerful or full of life: *a bright smile/ [+with] Her eyes were bright with excitement.*
5 as bright as a button clever and full of life
6 not too/very bright a) if

You're (up) bright and early today! **(as) bright as a button** very clever; quick to understand: *That little girl's as bright as a button.* **the bright lights** the excitement of city life: *He grew up in the country, but then found he preferred the bright lights.* **a bright spark** (*informal often ironic*) a lively and intelligent person (esp one who is young and promising): *Some bright spark left the tap running all night.* **look on the bright side** to be cheerful or hopeful about sth in spite of difficulties.

► **bright** *adv* brightly: The stars were shining bright.

brighten /^ˈbraɪn/ *v* ~ (sth) **(up)** to become or make sb/sth brighter, more cheerful or more hopeful: [V] *The sky/weather is brightening.* [V, Vp] *He brightened (up) when he heard the good*

your future is not too bright, there is no reason to think that good things will happen: The future doesn't look too bright for these youngsters on the dole. **b)** *informal* not sensible: *That wasn't very bright, was it?*

7 look on the bright side to see the good points in something that is bad in other ways: *Look on the bright side – not having a holiday will mean you save money!*

8 bright and early very early in the morning: *Max was up bright and early, keen to get started.*

9 bright spark *informal* an intelligent person, often used jokingly about someone who as done something stupid: *What bright spark forgot to turn the oven off?*

10 bright and breezy cheerful and confident

11 have a bright future/have bright prospects

news. [Vn, Vnp] *Flowers brighten (up) a room.*

brightly *adv*: *a brightly lit room* ◦ *brightly coloured curtains* ◦ *“Hi!” she called brightly.*

brightness *n* [U].

■ **bright-eyed** *adj* with bright eyes; lively: ***all bright-eyed and bushy-tailed*** (ie looking eager and confident).

to be likely to be successful in whatever you do in the job

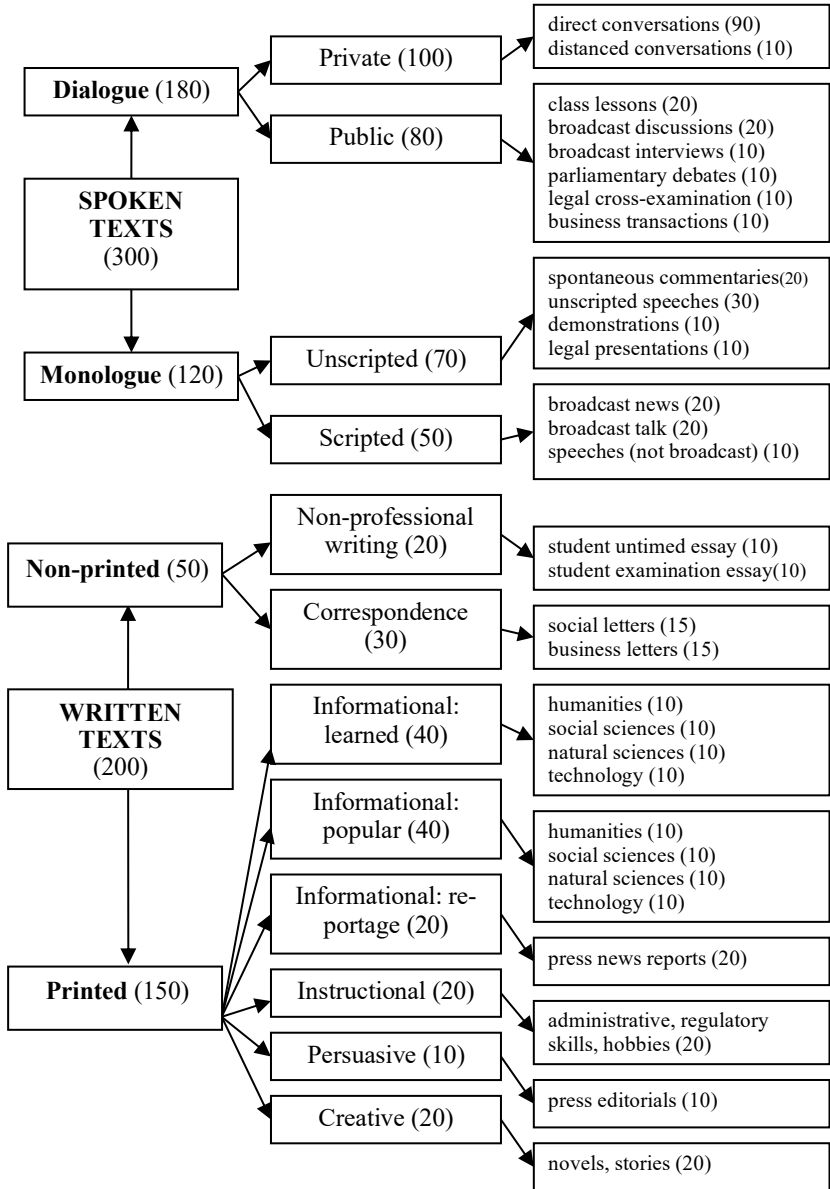
12 bright-eyed and bushy-tailed *humorous* keen to start doing something, especially if it is new or interesting

13 the bright lights the interesting exciting life that people are supposed to have in big cities: *June went off in search of the bright lights in London.*

14 bright spot an event or a period of time that is more pleasant when everything else is unpleasant: *The only bright spot of the weekend was our trip to the theatre.* – **brightly** *adv*: *The sun shone brightly.* – **brightness** *n* [U]

5. *Corpora are large and systematic enterprises: whole texts or whole sections of text are included, such as conversations, magazine articles, brochures, newspapers, lectures, sermons, broadcasts, and chapters of novels. Using the scheme given below speak on the composition of the British National Corpus.*

Scheme 1



(Source: D. Crystal. The Cambridge Encyclopedia of the English Language, 2005, P. 451)

6. Analyze the peculiarities of the setting, arrangement and definitions of meanings of the entry for the verb **flash**. State from which of the following dictionaries it was taken. Speak on the practical value of each dictionary.

- | | |
|--|---|
| 1. The New English-Russian Dictionary | 3. The Claremont English Thesaurus |
| 2. The BBI Combinatory Dictionary of English | 4. The Oxford Advanced Learner's Dictionary |

1. **flash** /flæʃ/ v **1** (a) to give or produce a brief bright light: [V] *Lightning flashed during the storm.* ◦ *A lighthouse was flashing in the distance.* ◦ (fig) *Her eyes flashed angrily.* [Vp] *lights flashing on and off.* (b) to make sth shine briefly or suddenly: [Vnpr] *flash a torch in sb's eyes / at sb* [also Vn]. **2** (a) to make a signal with a light: [Vn, Vnpr] *flash a warning (to sb) with one's headlights.* (b) to give a look, express a feeling, etc suddenly and quickly: [Vn] *Her eyes flashed anger and defiance.* [Vnn] *He flashed her a charming smile.* [also Vnpr]. **3** to move or pass very quickly: [Vp] *The train flashed by at high speed.* ◦ *Our holiday flashed past.* [Vpr] *The ball flashed past the post.* ◦ *An idea flashed into her mind.* **4** to send sth by radio, television, etc: [Vn] *flash a message on the screen* [Vnpr] *News of the tragedy was flashed across the country.* **5** to show or display

sth briefly [Vn] *flash an identification card* [Vnp] (*derog*) *He's flashing his money around* (ie to gain the admiration of others).
6 [V] (*infml*) (esp of a man) to show one's sexual organs briefly in public. **PHR V flash back** (of one's thoughts) to return to an earlier time: *My mind flashed back to our previous meeting.*

► **flasher** /'flæʃə(r)/ *n* (*infml*) **1** a person who flashes. **2** a light on a vehicle that flashes on and off and is used to indicate which way the vehicle is turning.

■ **flash card** *n* a card with a word or words and sometimes a picture on it. Flash cards are held up for pupils as a visual aid to learning.

2. **flash** *vb* blaze, glance, glare, glisten, light, shimmer, scintillate, sparkle, twinkle. **n* instant, moment, twinkling

3. **flash** *v*. 1. (usu. B; rarely A) ("to convey by light") they ~ed a signal to the crew 2. (D; tr.) ("to shine") to ~at (the driver flashed his lights at us) 3. (d; intr.) ("to come suddenly") to ~into (a brilliant idea ~ed into her mind) 4. (d; intr.) ("to pass") to ~ through (a thought ~ed through my mind) 5. (D; intr.) ("to glow") to ~ with (her eyes ~ed with anger)

4. **flash** [flæʃ] *v* **1.** 1) вспыхивать, давать вспышку; давать яркий свет 2) сверкать, блестеть; the lightning ~ed across the sky в небе сверкнула молния; the steel ~ed in the sun сталь сверкнула на солнце

2. 1) (внезапно) освещать; быстро направлять *или* бросать яркий свет (*на что-л.*); to ~ a lantern in smb's eyes ослепить кого-л. светом фонаря; to ~ light with a mirror пускать зайчиков зеркалом 2) бросить (*взгляд и т.п.*); to ~ a glance / a look/ at smb. метнуть взгляд на кого-л.; to ~ a smile at smb. одарить кого-л. улыбкой, мимолетно улыбнуться кому-л.; his eyes ~ed fire его глаза метали молнии 3. 1) промелькнуть, пронестись, промчаться; the express ~ed through the station экспресс промчался мимо станции; the squirrel ~ed up a tree белка метнулась вверх по дереву; time ~ed by время быстро пролетело 2) внезапно появиться; a small bird ~ed into view мы вдруг увидели откуда-то прилетевшую птичку; the sun ~ed from behind a cloud из-за тучи вдруг показалось солнце 4. внезапно приходить в голову; блеснуть, мелькнуть (*о мысли, догадке и т.п.*); it ~ed upon me вдруг меня осенило, я вдруг понял; the idea ~ed across / through, into/ my mind эта мысль молнией промелькнула / молнией пронеслась / у меня в голове 5. сообщать, передавать (*по телеграфу, радио и т.п.*); the news was ~ed next day all over England на следующий день сообщение передавалось по всей Англии; the news was ~ed around the world известие с быстротой молнии распространилось по всему свету 6. подавать световой сигнал, сигнализировать; why is this driver ~ing his lights at me? почему этот водитель мигает мне фарами? 7. *разг.* выставлять напоказ, хвастаться; бахвалиться; only a fool would ~ a fat wallet in such company только дурак будет демонстрировать набитый бумажник в такой компа-

нии **8.** подсвечивать **9.** вспыхнуть; вспылить (*тж.* ~ *out*, ~ *up*); she ~ed out at him она обрушилась / напала / на него; her temper ~es out even in normal circumstances ее характер дает себя знать даже в самой мирной обстановке **10.** непристойно обнажаться (*о мужчине*); **11.** *тех.* снимать заусенцы

7. Study the preface to the **Oxford Advanced Learner's Dictionary** and describe the principles of the selection of lexical units for inclusion.

8. Study the interface of the *Macmillan English Dictionary* on CD-ROM and speak on the main peculiarities of this dictionary, paying attention to

- its structure;
- search system;
- information given for each entry;
- its reference system

*You can use the information provided for by the web site <http://www.macmillandictionaries.com/>

9. Study the interface of the *Merriam-Webster Online Dictionary* and speak on its peculiarities according to the plan given in Task 8. (<http://www.merriam-webster.com/>)

IV. Independent Research

Read about the unique features of Canadian English and speak on the phenomenon:

Canadian English is not solely identified by its unusual distribution of US and UK linguistic characteristics. There are several features which seem to be unique to the variety, and which are often deliberately identified with Canadian speakers in such contexts as joke-telling, satire, and literary characterization.

<.> An important characteristic of the vocabulary is the use of many words and phrases originating in Canada itself. These are often borrowings from Native American languages, some of which have entered the variety directly, some through the medium of French. A few have become a part of World Standard English. Examples include *caribou*, *chesterfield* («sofa»), *kayak*, *kerosene*, *mukluk* («Inuit boot»), *parka*, *reeve* («mayor»), and *skookum* («strong»). Terms reflecting Canadian culture include *riding* (a political constituency), *first nations* (the indigenous peoples), *bannock* (a type of pancake), *the prime minister/premier* distinction, and many items to do with fur trading, lumbering, mining, and local fauna and flora. There are around 10 000 distinctive words and senses listed in the *Dictionary of Canadianisms*, though many of these are restricted to certain localities.

A striking discourse feature is the use of *eh?* as a tag, often replacing a tag-question, but often with a less specific intent during a narrative sentence: *He finally gets to the garage, eh, and the car's gone*. The form is usually spoken with rising intonation, and is used by the speaker with various functions, such as checking that the speaker is sympathetically attending, or anticipating a point of special interest in the narrative. A similar form may be heard in several other parts of the world, such as in Scotland, Australia, and Jamaica, though not with such frequency, and usually lacking the narrative function.

(*Source*: D. Crystal. The Cambridge Encyclopedia of the English Language, 2005, p. 342)

V. Recommended Literature

1. Арнольд И.В. Лексикология современного английского языка: учеб. для ин-тов и фак. иностр. яз. / И.В. Арнольд. – М.: Высш. шк., 1986. – На англ. яз. – С. 272–285.
2. Гинзбург Р.З. Лексикология английского языка: учебник для ин-тов и фак. иностр. яз. / Р.З. Гинзбург, С.С. Хидекель, Г.Ю. Князева, А.А. Санкин. – М.: Высш. школа, 1979. – С. 210–233.
3. Зыкова И.В. Практический курс английской лексикологии = A Practical Course in English Lexicology: учеб. пособ. для

студ. лингв. вузов и фак. ин. языков / И.В. Зыкова. – М.: Издательский центр «Академия», 2006. – С. 187–201.

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5. Дубенец Э.М. Современный английский язык. Лексикология: пособ. для студентов гуманитарных вузов / Э.М. Дубенец. – М. / СПб.: ГЛОССА / КАРО, 2004. – 192 с.
6. Минаева Л.В. Лексикология и лексикография английского языка / Л.В. Минаева. – М.: СТУПЕНИ, 2003. – на англ. яз. – 224 с.
7. Ожегов С.И. Лексикология. Лексикография. Культура речи: учеб. пособие для филол. фак. пед. ин-тов / С.И. Ожегов. – М.: Высш. шк., 1974. – 352 с.
8. Ступин Л.П. Лексикография английского языка: учеб. пособие для ин-тов иностр. яз. / Л.П. Ступин. – М.: Высш. шк., 1985. – 168 с.
9. <http://dictionary.reference.com/>
10. <http://www.macmillandictionaries.com/>
11. <http://www.merriam-webster.com/>
12. <http://en.wikipedia.org/>

PRACTICE TEST

1. According to the ... approach, the vocabulary is studied at the given stage of its development.

- a) diachronic
- b) synchronic

2. Words which are mainly associated with the printed page, used in poetry and fiction are called ...

- a) neologisms
- b) learned
- c) obsolete

3. Words that were once common but have been ousted from the language by their modern synonyms are:

- a) historisms
- b) obsolete words
- c) archaisms
- d) nonce-words
- e) neologisms

4. Elements expressing grammatical relations between words are called (>1):

- a) notional words
- b) functional words
- c) form words
- d) literary words

5. How are the following words called?

aught, clad, thee are (*write down*) _____

6. The native element of the English vocabulary consists of the following groups of words (>1):

- a) Common Germanic
- b) Parisian French
- c) Celtic
- d) Indo-European
- e) English proper
- f) Latin

7. Define the type of borrowing:

- a) *fellow-traveler* (Rus. *нонумчук*) _____
- b) *кемпинг* (*camping*) _____

8. The following words are partially assimilated. State the aspect:

- a) *sombrero* _____
- b) *camouflage* _____
- c) *valet* _____

9. Semantically morphemes fall into:

- a) root and affixational
- b) derivational and functional

10. The morphemes in bold are a) free; b) bound; c) semi-bound:

- a) **careful** _____
- b) **ladylike** _____
- c) **dishonest** _____

11. Write whether the morphemes in bold are a) functional or b) derivational:

- a) **cloudy** _____

b) *She is **cooking*** _____

c) *nests* _____

12. Define the following as a) root words; b) derivatives; c) compound words; d) compound derivatives:

a) *week* _____

b) *hair-cutting* _____

c) *whitewash* _____

13. The words *a star – to star; down – to down; to cut – a cut* are homonymous, having the same morphological structure and belonging to different parts of speech. The derivational process is (*write down*) _____

14. Write whether the following compounds are a) neutral; b) morphological; c) syntactic:

a) *bluebell* _____

b) *person-to-person* _____

c) *salesman* _____

15. Identify the mechanisms of clipping in the following words as a) apheresis, b) apocopy, c) syncope:

a) *mag* from *magazine* _____

b) *drome* from *aerodrome* _____

c) *specs* from *spectacles* _____

16. Read the sentence and state the word-building process in the word in bold:

*She was **liaising** with them all (< liaison, n.) _____*

17. Match the word with the word-formation means: a) affixation, b) conversion, c) compounding, d) blending, e) backformation

a) *At last he came into the **open** _____*

b) *The **smoking-room** was large and with modern furniture _____*

c) *I'd like **to baby-sit** at the weekend _____*

18. The basis for the following joke is: a) polysemy, b) homonymy, c) synonymy

*There are cynics who claim that movies would be better if they **shot** fewer films and more actors. _____*

19. When a new meaning and the one on the basis of which it is formed coexist in the semantic structure of the word most scholars speak of:

a) change of meaning

b) development of meaning

20. Establish what kind of semantic change in the denotational component of meaning was involved in the development of the following word:

junk (originally a sailors' word meaning «old rope») _____

21. Write whether the words in bold are the cases of a) metaphor; b) metonymy

a) *I quite forgot to consider at all that great **rock of disaster** in the working class world – sickness _____*

b) *She was fond of old **china** _____*

c) *Her **heart sank** as she was told about the problem _____*

22. Metaphor is principally a way of conceiving of one thing in terms of another and its primary function is understanding. This idea is the basis of the theory suggested by:

- a) I.V. Arnold
- b) G. Lakoff
- c) H. Paul
- d) V.V. Vinogradov

23. State the semantic process by which the words in bold acquired their meaning.

*An Earl of Spencer made a short overcoat fashionable for some time. Hence we have a word **spencer** _____*

24. Identify the following synonyms as a) ideographic; b) stylistic; c) absolute

- a) *semasiology – semantics* _____
- b) *father – daddy* _____

25. State the semantic relations between the given words: *sheep – ram, ewe, lamb. Write one word* _____

26. Define whether the following antonyms are a) contrary; b) contradictory:

- a) *man – woman* _____
- b) *a dull book – an interesting book* _____

27. *Scent – sent, buy – by, hair – hare* are:

- a) homonyms proper
- b) homographs
- c) homophones

28. Circle the correct (>1):

- a) within phraseological units substitution of lexical components is possible
- b) phraseological units are constructed by joining words into a phrase

c) within phraseological units substitution of lexical components is impossible

d) phraseological units are reproduced in speech as ready-made units

29. Regional varieties of a language characterized by their own literary norms are called:

a) variants of a language

b) dialects

c) Cockney

d) Estuary English

30. The speakers of British English would prefer (>1):

a) *on the weekend*

b) *at the weekend*

c) *stay home*

d) *stay at home*

e) *fill in a form*

f) *fill out a form*

ANSWER KEYS

1. b
2. b
3. c
4. b, c
5. archaisms
6. a, d, e
7. a) – translation loan; b) – transliteration
8. a) not assimilated completely semantically; b) not assimilated completely phonetically; c) not completely assimilated graphically
9. a
10. a) a; b) c; c) b
11. a) b; b) a; c) a
12. a) a; b) d; c) c
13. conversion
14. a) a; b) c; c) b
15. a) b; b) a; c) c
16. back formation
17. a) b; b) c; c) c, e
18. a
19. b
20. broadening
21. a) a; b) b; c) a
22. b
23. linguistic metonymy

24. a) c; b) b

25. hyponyms

26. a) b; b) a

27. c

28. c, d

29. a

30. b, d, e

REFERENCE MATERIAL

LATIN AFFIXES

<i>type of affix (S – suffix, P – prefix)</i>	<i>form of affix</i>	<i>examples</i>
Nouns		
S	-ion	communion, legion, opinion, session, union
S	-tion	relation, revolution, starvation, temptation, unification
Verbs		
S	-ate [eit]	appreciate, create, congratulate
S	-ute [ju:t]	attribute, contribute, constitute, distribute
S	-ct	act, conduct, collect, connect
S	-d (e)	applaud, divide, exclude, include
P	dis-	disable, distract, disown, disagree
Adjectives		
S	-able	detestable, curable
S	-ate [it]	accurate, desperate, graduate
S	-ant	arrogant, constant, important

S	-ent	absent, convenient, decent, evident
S	-or	major, minor, junior, senior
S	-al	cordial, final, fraternal, maternal
S	-ar	lunar, solar, familiar
P	extra-	extraterritorial, extracurricular
P	ultra-	ultra-high, ultra-intelligent

GREEK AFFIXES

<i>type of affix</i>	<i>form of affix</i>	<i>examples</i>
S	-ist	artist, realist, leftist
S	-ism	materialism, darwinism
S	-ite	Israelite, vulcanite
P	anti-	anti-pollution, anti-democratic
P	sym- /syn-	symmetrical, synthesis

FRENCH AFFIXES

<i>type of affix</i>	<i>form of affix</i>	<i>examples</i>
Nouns		
S	-ance	arrogance, endurance, hindrance
S	-ence	consequence, intelligence, patience
S	-ment	appointment, development, experiment

S	-age	courage, marriage, passage, vil- lage
S	-ess	tigress, lioness, actress, adven- turess
S	-ard	wizard, drunkard
S	-ee	employee, addressee, absentee
Verbs		
P	en- /em-	enable, endear, enact, enfold, enslave
Adjectives		
S	-ous	curious, dangerous, joyous, seri- ous

NATIVE ENGLISH AFFIXES

<i>Noun- forming suf- fixes</i>	-er	worker, teacher, singer
	-ness	friendliness, calmness
	-ing	parenting, understanding
	-dom	slavedom, stardom, movie- dom
	-hood	brotherhood, neighbourhood
	-ship	readership, friendship, lead- ership
	-th	health, length, width
	-let	booklet, islet

<i>Adjective-forming suffixes</i>	-ful	skilful, beautiful
	-less	painless, harmless
	-y	cozy, tidy, tidy
	-ish	stylish, smallish, goodish
	-ly	ugly, likely, lovely
	-en	wooden, golden
	-some	tiresome, handsome, wholesome
	-like	ladylike, cowlike
<i>Verb-forming suffixes</i>	-en	redden, sadden, widen
<i>Adverb-forming suffixes</i>	-ly	quickly, rarely, swiftly
	-wise	fashionwise, jetwise, clockwise
<i>Prefixes</i>	be-	befriend, befool
	mis-	mislead, mismanage
	un-	unselfish, unacademic
	over-	overdo, overact, overdrive

ENGLISH AND RUSSIAN WORDS SIMILAR IN FORM BUT DIFFERENT IN MEANING

accurate	<i>точный, меткий, правильный</i> (аккуратный, опрятный – neat, tidy)
artist	<i>художник, человек искусства</i> (артист, актер – actor)

audience	1) <i>зрители, слушатели</i> ; 2) <i>аудиенция</i> (реже)
auditorium	<i>зал, аудитория (помещение)</i> (слушатели, зрители – audience)
cabinet	1) <i>кабинет министров</i> ; 2) <i>горка; шкаф с выдвигаемыми ящиками</i> (кабинет, комната для работы – office, private room, study)
camera	<i>фотоаппарат, кинокамера</i> (тюремная камера – cell)
champion	1) <i>чемпион</i> ; 2) <i>поборник, защитник</i>
colon	<i>двоеточие</i> (колонна – column)
concert	<i>концерт (выступление)</i> (концерт как форма музыкального произведения) – concerto
conductor	1) <i>кондуктор</i> ; 2) <i>проводник, вожатый, руководитель</i> ; 3) <i>дирижер</i>
complexion	<i>цвет лица</i> (комплексия – physique, build)
compositor	<i>наборщик в типографии</i> (композитор – composer)
critique	1) <i>критическая статья, рецензия</i> ; 2) <i>критика</i> (реже)
data	<i>данные, факты, сведения</i> (дата – date)
decade	<i>десять лет, десятилетие</i> (декада – ten days)
decoration(s)	1) <i>украшение</i> ; 2) <i>ордена, знаки отличия</i> (декорации – scenery, settings)
director	1) <i>руководитель</i> ; 2) <i>художественный руководитель, режиссер</i>
Dutch	<i>голландский</i> (датский – Danish)
fable	<i>басня</i> (фабула – plot)

fabric	<i>материя, материал, ткань (фабрика – factory)</i>
faculty	1) <i>факультет</i> ; 2) <i>способность, дар</i>
family	<i>семья (фамилия – surname, family name, second name)</i>
film	1) <i>фильм</i> ; 2) <i>пленка, тонкий слой</i> ; 3) <i>фото-пленка, кинопленка</i>
focus	<i>точка схождения лучей, фокус (фокус, трюк – trick, stunt)</i>
gas	1) <i>газ</i> ; 2) <i>бензин</i>
gymnasium	1) <i>спортзал</i> ; 2) <i>гимназия</i>
industrious	<i>деятельный, энергичный (промышленный – industrial)</i>
intelligence	1) <i>ум, рассудок, интеллект</i> ; 2) <i>разведка (интеллигенция – the intellectuals, the intelligentsia)</i>
intelligent	<i>умный, смышленный (интеллигентный – cultured, civilized, well-mannered, well-bred)</i>
magazine	1) <i>журнал</i> ; 2) <i>склад боеприпасов (магазин – shop)</i>
mark	1) <i>метка</i> ; 2) <i>знак, признак (марка, тип, модель – make; марка почтовая – stamp)</i>
medicine	1) <i>медицина</i> ; 2) <i>лекарство</i>
music	1) <i>музыка</i> ; 2) <i>ноты</i>
novel	<i>роман (художественное произведение) (новелла – short story, story)</i>
pilot	1) <i>пилот, летчик</i> ; 2) <i>лоцман</i> ; 3) <i>проводник, провожатый</i>
politics	<i>политика, политическая деятельность, политическая жизнь (политика, тактика, ли-</i>

	ния, поведение – policy)
prospect(s)	1) вид, перспектива; 2) планы на будущее (проспект – thoroughfare, avenue, street)
physic	медицина
physique	телосложение, комплекция (физика – physics)
physician	врач (физик – physicist)
repetition	повторение (репетиция – rehearsal)
scandal	1) скандал; 2) сплетни, злословие
scene	1) сцена, явление (в спектакле); 2) сцена, скандал (сцена, подмости – stage)
scenery	1) пейзаж; 2) декорации (сценарий – screen play, script)
sportsman	1) спортсмен; 2) честный человек
student	1) студент; 2) занимающийся изучением чего-либо
technique	техника, метод, способ (наука и техника – science and engineering, science and technology)

ETYMOLOGICAL DOUBLETS

<i>word</i>	<i>etym.</i>	<i>translation</i>	<i>doublet</i>	<i>etym.</i>	<i>translation</i>
abbreviate	Л.	сокращать (слова)	abridge	Ф.	сокращать (рассказ)

artist	L.	артист, художник	artiste	F.	певец, балерина, артистка
balsam	Gk., L.	бальзам	balm	F.	бальзам, болеутоля- ющее
canal	L.	канал	channel	F.	канал, пролив, русло
captain	L.	капитан	chief- tain	F.	вождь (клана, племени)
cart	L.	телега, повозка	chart	F.	карта (<i>мор.</i>), схема, таблица
cavalry	L.	кавалерия	chivalry	F.	рыцарство
corps	L.	корпус	corpse	F.	труп
dike	E.	плотина, канава, ров	ditch	E.	канава, ров
fragile	L.	хрупкий, ломкий	frail	F.	хрупкий, болезнен- ный
gaol	L.	тюрьма	jail	F.	тюрьма
hospital	L.	госпиталь, больница	hotel, hostel	F.	гостиница, общежитие
legal	L.	легаль-	loyal	F.	верный,

		ный			лояльный
liquor	L.	жидкость	liqueur	F.	ликер
major	L.	майор	mayor	F.	мэр
nay	Sc.	нет	no	E.	нет
of	E.	предлог	off	E.	наречие, послелог
pauper	L.	нищий	poor	F.	бедный
rout	L.	разгром, поражение; пирушка	route	F.	маршрут, курс, путь
salon	L.	салон	saloon	F.	салон, бар, кабачок
screech	Sc.	пронзи- тельно кричать	shriek	E.	вопить, кричать
screw	Sc.	винт, шуруп	shrew	E.	сварливая женщина
senior	L.	старший	sir	F.	сэр
shade	E.	тень, полумрак	shadow	E.	тень
skirt	Sc.	юбка	shirt	E.	рубашка
suit	L.	прошение, тяжба, процесс	suite	F.	свита; набор, комплект
wage	E.	зарплата	gage	F.	залог
ward	E.	опека; палата	guard	F.	охрана, стража

		(больничная), камера (тюремная)			
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ENGLISH DERIVATIONAL PREFIXES

<i>Prefix</i>	<i>Meaning</i>	<i>Example</i>
a-/an-	lacking in, lack of	asexual, anemic
a-	verb > predicative adjective with progressive aspect	afloat, atremble
anti-	against	anti-war, antivirus, anti-human
arch-	supreme, highest, worst	arch-rival
auto-	self	autobiography, automatic
be-	equipped with, covered with, beset with (pejorative or facetious)	bedeviled, becalm, bedazzle, bewitch
co-	joint, with, accompanying	co-worker, coordinator, cooperation
counter-	against, in opposition to	counteract,

		counterpart
de-	reverse action, get rid of	de-emphasise
dis-	not, opposite of	disloyal, disagree
dis-	reverse action, get rid of	disconnect, disinformation,
en-/em-	to make into, to put into, to get into	enmesh, empower
ex-	former	ex-husband, ex- boss, ex-colleague,
fore-	before	forerunner,
hyper-	extra specially, over, high	hypermarket, hyperthermia
in-/il-/im-/ ir-	not, opposite of	inexact, irregular,
inter-	between, among	interstate, interact
mal-	bad(ly)	malnourish
mini-	small	minimarket, mini- room
mis-	wrong, astray	misinformation, misguide,
neo-	new, revived	Neolithic
non-	not	nonexistent,
out-	better, faster, longer, beyond	outreach, outcome
over-	too much	overreact, overact
pan-	all, world-wide	pan-African

post-	after	post-election, post-graduation
pre-	before	pre-election, pre- enter,
pro-	for, on the side of	pro-life,
proto-	first, original	prototype
pseudo-	false, imitation	pseudonym
re-	again, back	rerun
semi-	half	semicircle
step-	family relation by remarriage	stepbrother
sub-	under, lower than, less than, beneath, lesser in rank	sub-zero
super-	over, above, more than, above, better	super-heated, superpower, supernatural,
sur-	over and above	surreal, surrender,
trans-	across, from one place to another	transatlantic
twi-	two	twilight, twi-colored
ultra-	beyond, extremely	ultraviolet, ultramagnetic,
un-	not, opposite of	unnecessary, unequal,
un-	reverse action, deprive	untie,

	of, release from	
under-	below, beneath, lower in grade/dignity, lesser, insufficient	underachieve, underground, underpass,
vice-	deputy	vice-president, vice-principal

ENGLISH DERIVATIONAL SUFFIXES

<i>Suffix</i>	<i>Meaning</i>	<i>Example</i>
-able	that may be, capable of being	excitable, loveable
-acity	quality of, character	tenacity
-age	a thing belonging to or pertaining to; or locality, state, rank, cost	baggage, foliage, peerage, voyage
-ance	denoting state or action	distance, riddance
-ar	pertaining to	familiar, polar
-ate	persons charged with some duty	candidate, curate
-dom	power or jurisdiction, state	kingdom, wisdom
-ee	one who is acted upon, a recipient	employee
-en	made of	woolen
-en	diminutive	chicken, kitten

-en	plural	oxen
-er	one who is concerned with an action	baker, grocer
-er	action or process	dinner, remainder
-ess	feminine suffix	countess
-fold	denoting multiplication	threefold
-ful	full of, characterized by	grateful
-hood	state, condition, nature	childhood, likelihood
-ing	result or product of the action	building, sewing
-ion	action, progress, state, condition	suspicion, fusion
-ish	somewhat, like, pertaining to	childish
-ism/ -asm	implies state, system, doctrines	barbarism, enthusiasm
-ize/ -ise	to make, to act	economize
-less	free from, without	artless
-let	diminutive	leaflet, bracelet
-like	resembling, characteristic of	businesslike
-ling	diminutive	duckling, underling
-ment	means or instrument of action, or state resulting from action	fragment, management
-ness	state of being	tenderness

-ship	state of, condition or character of	friendship
-ward	direction	homeward
-wise	manner	likewise
-y	full of	dirty, filthy
-y	diminutive	baby, daddy
-y	noun suffix, abstract	family, history

COMBINING FORMS IN ENGLISH COMPOUND WORDS

Combining forms (completives) are often used in modern English to form neo-classical compound words, either as one of the stems, or both of them.

<i>Nº</i>	<i>examples</i>	<i>origin of a completive / translation</i>
1.	both components are completives	

aerogram	<i>Gk.</i> aer – air
aeronaut	
astronaut	<i>Gk.</i> astro – star
biblioklept	<i>Gk.</i> biblio – book, kleptos – thief
claustrophobia	<i>L.</i> claustrum – closed space, phobia – fear
claustrophilia	<i>L.</i> philia – love
cosmopolis	<i>Gk.</i> kosmos – universe

hypnopedia	<i>Gk.</i> hypnos – sleep
megapolis	<i>Gk.</i> megas – great
megaversity	
multiversity	<i>L.</i> multi (multus) – many
neophilia	<i>Gk.</i> neos – new
videophone	<i>L.</i> video – I see

2. **the first component is a complete,
the second component is a free stem**

aerospace	космическое пространство
aerocapture	торможение космического корабля
audiotape	лента звукозаписи
astrospace	межзвездное пространство
autocue	телесуфлер
autohypnosis	самовнушение
biocomputer	биокомпьютер
to biodegrade	ухудшать окружающую среду
cardioversion	электростимулятор сердца
hydrospace	подводное пространство
macrocontract	крупный контракт
megabyte	мегабайт
magacity	город-гигант
megajet	гигантский реактивный самолет
magatanker	супертанкер
megadebter	крупный должник (о стране)
multimedia	мультимедиа

multipack	набор продуктов, готовый заказ
neurosurgeon	нейрохирург

3. **the second component is a completive repeated
in several words (functions as a semi-affix)**

discomania	<i>Gk.</i> mania – madness
Beatlesmania	увлечение группой «Битлз»
legalomania	неукоснительное исполнение законов
cosmonaut	<i>Gk.</i> nautos – sailor
chimponaut	обезьяна на борту космического корабля
hydronaut	исследователь подводного мира
pianophile	любитель фортепианной музыки
acrophobe	человек, боящийся высоты
agoraphobia	боязнь открытых пространств
AIDSophobia	страх перед СПИДом
homophobia	враждебность к гомосексуалистам
technophobia	страх перед техническими нововведениями

HYBRID WORDS IN ENGLISH

Automobile – a wheeled passenger vehicle, from Greek *ἄυτο*~ (auto) «self~» and Latin *mobilis* «moveable».

Bigamy – from the Latin *bis* meaning «twice» and the Greek *γάμος* (gamos).

Dysfunction – from the Greek (dus) meaning «bad» and the Latin *functio*.

Electrocution – a portmanteau of *electricity*, from the Greek *ἤλεκτρον* (ēlektron), «amber», and *execution*, from the Latin *exsequere*, «follow out».

Hexadecimal – from the Greek (hex) meaning «six» and the Latin *decimus* meaning «tenth».

Homosexual – from the Greek *ὁμός* (homos) meaning «same» and the Latin *sexus* meaning «gender».

Hyperactive – from the Greek *ὑπέρ* (hyper) meaning «over» and the Latin *activus*.

Hypercorrection – from the Greek (hyper) meaning «over» and the Latin *correctio*.

Hyperextension – from the Greek (hyper) meaning «over» and the Latin *extensio* meaning «stretching out».

Hypervisor – from the Greek (hyper) meaning «over» and the Latin *visor* meaning «seer»; the non-hybrid word is *supervisor*.

Liposuction – from the Greek (lipos) meaning «fat» and the Latin *suctio* meaning «sucking».

Macroinstruction – from the Greek *μακρος* (makros) meaning «long» and the Latin *instructio*.

Mega-annum – from the Greek μέγας (megas), «large», and the Latin *annum*, «year».

Monoculture – from the Greek μόνος (monos) and the Latin *cultura*.

Monolingual – from the Greek μόνος (monos) meaning «one» and the Latin *lingua* meaning «tongue»; the non-hybrid word is *unilingual*.

Neonate – from the Greek νέος (neos), «new», and the Latin *natus*, «birth».

Neuroscience – from the Greek *neuron*, meaning «sinew», and the Latin *sciens*, meaning «having knowledge».

Neurotransmitter – from the Greek *neuron*, meaning «sinew», and the Latin, *trans* meaning «across» and *mittere* meaning «to send».

Pandeism – from the Greek πάν (pan) meaning «all» and Latin *deus* meaning «God».

Polyamory – from the Greek πολύς (polys) meaning «many» and the Latin *amor* meaning «love».

Sociology – from the Latin *socius*, «comrade», and the Greek λόγος (logos) meaning «word», «reason», «discourse».

Television – from the Greek τῆλε (tēle) meaning «far» and the Latin *videre* meaning «to see».

(Retrieved from «<http://en.wikipedia.org/>»)

PRODUCTIVE AFFIXES IN MODERN ENGLISH

<i>Prefixes</i>	de-	deactivate
	re-	reread
	pre-	prearrange
	dis-	disqualify
	non-	non-believer
	un-	unfunny
	anti-	antiager
<i>Noun-forming suffixes</i>	-er	fresher
	-dom	gangdom, snobdom, filmdom, fandom, whitecollardom, officialdom
	-ing	writing
	-ness	sweetness
	-ation	probation
	-ee	evacuee, enlistee, educatee, testee
	-ism	adventurism
	-ist	gradualist
	-ance / -ancy	redundancy
	-ry	gimmickry
	-or	reactor
	-ics	cybernetics, oceanics, robotics
-ster	jeepster, popster, jokester, doomster	
	-able	breathable, flyable, foreseeable, marketable

<i>Adjective-forming suffixes</i>	-ic	electronic, filmic
	-ish	snobbish, smallish, youngish, waspish
	-ed	carpeted, tiled
	-less	cashless, symptomless, cordless
	-y	chancy, kissy
<i>Adverb-forming suffixes</i>	-ly	greyly, hopefully, regretfully, theatrically, wetly
<i>Verb-forming suffixes</i>	-ize / -ise	catastrophize, computerize, customize, robotize
	-ate	oxidate
	-ify	diversify, nullify, adultify, yuppify

NON-PRODUCTIVE AFFIXES IN MODERN ENGLISH

<i>Noun-forming suffixes</i>	-th	breadth
	-hood	adulthood, cripplehood, nationhood, statehood
	-ship	listenership, readership, ridership
<i>Adjective-forming suffixes</i>	-ful	peaceful, wonderful
	-ly	sickly
	-some	gruesome
	-en	golden
	-ous	prestigious
<i>Verb-forming suffixes</i>	-en	strengthen, tighten

BLENDS

1.	adultescent	adult + adolescent	a middle-aged person who continues to participate in and enjoy youth culture
2.	advertorial	advertisement + editorial	an advertisement written in the form of an objective editorial, presented in a printed publication, and usually designed to look like a legitimate and independent news article
3.	affluenza	affluence + influenza	a feeling of dissatisfaction, anxiety, etc, caused by the dogged and ongoing pursuit of more
4.	anacronym	anachronism + acronym	an acronym the original meaning of which is not known to most speakers
5.	anecdata	anecdotal + data	<i>(colloquial)</i> anecdotal evidence
6.	anticipointment	anticipation + disappointment	the state of mind resulting from excitedly anticipating a strongly promoted product, event,

			film, etc, and then being disappointed when it fails to meet the expectations generated by this promotion
7.	artivism	art + activism	the practice of promoting a political agenda through acts considered to be art, such as the defacing of advertisements
8.	automagic	automatic + magic	a process carried out automatically in such a clever way that the result appears to be magic
9.	beefalo	beef + buffalo	a cross between a domestic cow and an American buffalo or bison
10.	beeramid	beer + pyramid	a pyramid made from emptied cans of beer or other beverage
11.	bi-curious	bisexual + curious	Curious about having homosexual relationships; curious about having heterosexual relationships

12.	blamestorm	blame + brainstorm	a session where a group discusses why something failed or was not achieved and decides who or what is at fault
13.	blaxploitation	black + exploitation	a genre of exploitation films of the 1970s that starred black actors
14.	bleen	blue + green	Coined by Nelson Goodman to illustrate concepts in the philosophy of science. Of an object, blue when first observed before a specified time or green when first observed after that time
15.	bolivion	Bolivia + oblivion	an indeterminate, forgotten or unknown state
16.	Bollywood	Bombay + Hollywood	the Indian film industry located in Mumbai (<i>which was formerly known as Bombay</i>)
17.	boxercise	boxing +	a form of aerobic exer-

		exercise	cise based on boxing
18.	brunch	breakfast + lunch	a meal eaten later in the day than breakfast and earlier than lunch
19.	cama	camel + llama	a hybrid animal produced by breeding a camel and a llama
20.	camcorder	camera + recorder	a portable electronic device for recording images and audio on to a storage device, hence functioning as a camera and a recorder in a single unit
21.	candygram	candy + telegram	(<i>slang</i>) a box of candy, delivered along with a thankyou note or other prepared message
22.	Chunnel (<i>uncountable</i>)	Channel + Tunnel	the man-made tunnel under the English Channel joining England and France
23.	co-opetition	cooperation + competition	a relationship between two companies involving competition

			in some segments and cooperation in others
24.	Cocacolonization (<i>uncountable</i>)	Coca-Cola + colonization	(<i>often pejorative</i>) globalization or cultural colonization likened to Americanization consisting of the importing of western or American goods or cultural values to the detriment of local goods or values
25.	cockapoo	cocker (spaniel) + poodle	a cross between an American cocker spaniel and a miniature poodle
26.	confuzzle	confuse + puzzle	the state of confusion
27.	congratulations	congratulations + condolences	(<i>jocular</i>) used to express congratulations and condolences simultaneously
28.	cyborg	cybernetic + organism	term coined by Austrian neuroscientist Manfred Clynes; (<i>science fiction</i>) a

			person who is part machine, a robot who is part organic
29.	dazz (<i>uncountable</i>)	disco + jazz	a genre of music with qualities of both disco music and jazz
30.	Demoncrat	demon + democrat	(<i>US, slang, pejorative</i>) a member of the Democratic Party
31.	docudrama	documentary + drama	a type of drama that combines elements of documentary and drama, to some extent showing real events and to some extent using actors performing recreations of documented events
32.	docus soap	documentary + soap (for soap opera)	a genre of reality television in the style of a documentary in which an apparent plot is constructed by intention or editing in order to make programmes in this genre resemble soap operas
33.	downhearted	down + heart + ed	sad

34.	dramedy	drama + comedy	a genre of film or television that lies somewhere between drama and comedy
35.	ecotage (<i>uncountable</i>)	ecological + sabotage	the commission of usually illegal acts of sabotage motivated by environmentalism
36.	emoticon	emotion + icon	a graphical representation of a particular emotion of the writer
37.	escalator	escalade + elevator	a mechanical device consisting of a continuous loop of stairs for automatically conveying people from one floor to another
38.	faction	fact + fiction	a form of literature, film etc., that treats real people or events as if they were fiction; a mix of fact and fiction
39.	fantabulous	fantastic + fabulous	(<i>slang, intentionally incorrect</i>) fantastic, fabulous, excellent
40.	feminazi	feminist + Nazi	(<i>US, pejorative, derogatory</i>) A radical or militant feminist, per-

			ceived to be intolerant of opposing views. Specifically, a feminist who opposes any restriction to abortion
41.	frankenfood (<i>uncountable</i>)	Frankenstein + food	Dr Frankenstein is the creator of the monster constructed from parts from several bodies; (<i>derogatory</i>) genetically modified food
42.	frankenword	Frankenstein + word	a word formed by combining two (or more) other words; a portmanteau
43.	gasohol	gasoline + alcohol	gasoline mixed with ethyl alcohol
44.	ginormous	gigantic + enormous	(<i>jocular</i>) very large
45.	Governator	governor + Terminator	ironic nickname for Arnold Schwarzenegger as governor of California
46.	greenmail	greenback + blackmail	a corporate acquisition strategy for generating large amounts of mon-

			ey from the attempted hostile takeover of large, often inefficient companies
47.	guesstimate	guess + estimate	<i>(informal)</i> an estimate that is hardly any better than a guess, often because it is based on insufficient or unreliable data
48.	hacktivism <i>(uncountable)</i>	hack + activism	<i>(Internet)</i> the practice of promoting a political agenda by hacking, especially by defacing or disabling websites
49.	happenstance	happening + circumstance	a chance or random event or circumstance
50.	Hongcouver	Hong Kong + Vancouver	<i>(informal, somewhat derogatory)</i> a nickname for Vancouver referring to the large-scale Chinese Canadian immigration to that city in the 1980s and 1990s, particularly from Hong Kong
51.	humanzee	human +	a hypothetical hybrid

		chimpanzee	of a male human and a female chimpanzee
52.	infotainment (<i>uncountable</i>)	information + entertainment	a form of programming that provides both information and entertainment; also known as soft news, the information in infotainment programming consists of mostly celebrity news and human drama
53.	jazzercise	jazz + exercise	a form of aerobic exercise based on jazz dance
54.	Jenglish (<i>uncountable</i>)	Japanese + English	Japanese-influenced English, especially when nonstandard or ungrammatical
55.	kidult	kid + adult	(<i>informal</i>) a middle-aged person who participates of youth culture and activities traditionally intended for children
56.	labradoodle	Labrador + poodle	a dog that is a cross between a Labrador

			and a poodle
57.	liger	lion + tiger	a cross between a male lion and a tigress
58.	manny	male + nanny	(<i>informal</i>) a male nanny (for children)
59.	Microsoft	microcomputer + software	the computer company that has primarily developed software for its Windows operating system, and which iconicizes co-founder and product strategist Bill Gates
60.	misunderestimate	misunderstand + underestimate	to underestimate by failing to understand
61.	mockney	mock + Cockney	an inauthentic imitation of Cockney accent and vocabulary
62.	motel	motor + hotel	lodging establishment as might facilitate easy access to one's automobile during an overnight stay, particularly located near a major highway
63.	Muppet	marionette +	a type of puppet po-

		puppet	pularised by <i>Sesame Street</i> and <i>The Muppet Show</i> , typically operated with one hand of the puppeteer inside the head and a rod to move one arm of the puppet
64.	narcoterrorism (uncountable)	narcotic + terrorism	use of terrorist tactics as an element of the traffic in illegal narcotics
65.	netiquette (uncountable)	Net + etiquette	conduct while online that is appropriate and courteous to other Internet users
66.	Oxbridge	Oxford + Cambridge	the University of Oxford and the University of Cambridge collectively
67.	pictionary	picture + dictionary	a picture-based guessing game
68.	Pokémon	pocket + monster	a video game franchise published by Nintendo for several of their systems; collectively, the fictional creatures of

			the universe of games produced by this franchise
69.	positively	positively + absolutely	(<i>baby-talk or humorous</i>) positively and absolutely
70.	scientifiction (<i>uncountable</i>)	scientific + fiction	science fiction
71.	sexpert	sex + expert	an expert in sexology
72.	smaze (<i>uncountable</i>)	smoke + haze	smoky haze in the air
73.	smexy	smart + sexy	(<i>colloquial, slang</i>) extremely sexy
74.	smog (<i>uncountable</i>)	smoke + fog	a noxious mixture of particulates and gases that is the result of urban air pollution
75.	spam	spiced + ham	tinned meat
76.	spork	spoon + fork	an eating utensil shaped like a spoon
77.	subvertising (<i>uncountable</i>)	subvert + advertising	the practice of making parodies of corporate and political advertisements in order to make an ironic statement
78.	televangelist	television +	a religious minister

		evangelist	who devotes a large portion of his or her ministry to television broadcasts to a regular viewing audience
79.	tomacco	tomato + tobacco	a hybrid of the tomato and tobacco plants
80.	transceiver	transmitter + receiver	a combined radio transmitter and receiver
81.	Wikipedia	wiki + encyclopedia	an open-content online encyclopedia, developed over the World Wide Web, sponsored by the Wikimedia Foundation, Inc., and started in English on January 15, 2001
82.	zeedonk	zebra + donkey	a cross between a zebra and a donkey
83.	zeehorse	zebra + horse	a zorse
84.	zetland	zebra + Shetland	the offspring of a zebra and a Shetland pony
85.	zorse	zebra + horse	the offspring of a male zebra and a female horse

SOME COMMON EUPHEMISMS

restroom for *toilet* room (the word *toilet* was itself originally a euphemism)

acting like rabbits, making love to, getting it on, cheeky time, doing it, or sleeping with for *having sex with*

sanitary landfill for *garbage dump* (and a temporary *garbage dump* is a *transfer station*), also often called a *Civic Amenity* in the UK

third-party unauthorized use for *cracking*

ill-advised for *very poor* or *bad*

pre-owned vehicles for *used cars*

A student being *held back* a grade level for having *failed* the grade level

correctional facility for *prison*

the big C for *cancer* (in addition, some people whisper the word when they say it in public, and doctors euphemistically use technical terminology when discussing cancer in front of patients; euphemisms for cancer are used even more so in the Netherlands, because the Dutch word for cancer can be used as a curse word)

bathroom tissue, t. p., or bath tissue for *toilet paper*

custodian or *caretaker* for *janitor* (Also originally a euphemism – in Latin, it means *doorman*)

sanitation worker (or, sarcastically, *sanitation officer*), or *garbologist*, for «bin man» or *garbage man*
force, police action, or conflict for *war*
mature for *old* or *elderly*

(Source: <http://en.wikipedia.org/>)

<i>Euphemism</i>	<i>Word which is replaced</i>
answer the call of nature	to go to the bathroom
birds and bees	<i>(informal)</i> sex education, especially describing the sexual activity of animals rather than that of people
bottom	the buttocks or anus
business girl	a prostitute
dickens	devil
disabled person	a person with a disability
do a number one	to urinate, to piss
eating for two	pregnant
to fall asleep	to die
family jewels	testicles
five finger discount	the act of shoplifting, petty theft
full of it	speaking nonsense, lying, exaggerating, or

	boasting
Judas Priest	a less vulgar term in place of the idiom «Jesus Christ!» commonly used in anger or surprise
h-word	hell
horse hockey	false or deceitful statements, lies, exaggerations, nonsense
little boy's room	the toilets for men
little girl's room	the toilets for women
little green man	a martian
to make love	to engage in sexual intercourse
to make water	to urinate
to meet one's maker	to die
monthly	the menstrual period
Oh Gosh!	Oh God!
oldest profession	prostitution
person of size	a person who is significantly overweight
to powder one's nose	to use the toilet
powder room	a women's restroom
son of a gun	son of a bitch
sugar honey ice tea!	shit!
the sweet	boxing

science	
terminological inexactitude	a lie or falsehood
the other place	hell
tired and emotional	drunk
toilet humor	a vulgar phrase intended to be amusing
transgender	a transsexual person
undercarriage	the male genitalia
wardrobe malfunction	an accidental instance of indecent exposure caused by a fault in someone's clothing or by an error made while changing this costume
wet job	a covert assassination performed by government operatives
whiskey tango foxtrot	an expression of shock
yes to death	to agree with someone, often sarcastically

(Source: <http://en.wiktionary.org/wiki/>)

SOME COMMON DYSPHEMISMS

junk (without real value, as in *junk food* or *junk mail*)

shit (anything not worthy of discussion or description)

idiot box (*television*)

bullshit (for *lies* or *nonsense*)

worm food (for *dead*)

PARONYMS

<p>bear [bɛə] 1. <i>носить</i>; 2. <i>терпеть</i></p> <p>beer [biə] <i>пиво</i></p>	<p>human [ˈhju:mən] <i>свойственный человеку</i></p> <p>humane [hju: `mein] <i>гуманный</i></p>
<p>bare [bɛə] <i>обнаженный</i></p> <p>beer [biə] <i>пиво</i></p>	<p>lay [leɪ] <i>класть</i></p> <p>lie [laɪ] <i>лежать</i></p>
<p>canal [kə `næl] <i>искусственный канал</i></p> <p>channel <i>пролив, естественный канал</i></p>	<p>law <i>закон</i></p> <p>low <i>низкий</i></p>
<p>career <i>карьера</i></p> <p>carrier <i>тот, кто несет</i></p>	<p>lawyer <i>адвокат</i></p> <p>lower 1. <i>снижать</i>; 2. <i>более низкий</i></p>
<p>cause 1. <i>дело</i>; 2. <i>причина</i></p> <p>course <i>курс</i></p>	<p>major <i>майор</i></p> <p>mayor <i>мэр</i></p>
<p>collar <i>воротник</i></p> <p>colour <i>цвет</i></p>	<p>modal [ˈmoudl] <i>модальный (глагол)</i></p> <p>model [ˈmodl] <i>модель, образец</i></p>
<p>company <i>компания</i></p> <p>campaign <i>кампания</i></p>	<p>pair [pɛə] <i>пара</i></p> <p>pier [piə] <i>пирс</i></p>
<p>conscience <i>совесть</i></p> <p>conscious <i>сознающий</i></p>	<p>pear [pɛə] <i>груша</i></p> <p>pier [piə] <i>пирс</i></p>

consciousness <i>сознание</i> conscientious <i>добросовестный</i>	personal <i>личный</i> personnel <i>личный состав</i>
contents <i>содержание</i> context <i>контекст</i> contest <i>соревнование</i>	petrol [^ˈ petrəl] <i>бензин</i> patrole [pə ^ˈ trou] <i>патруль</i>
courage <i>смелость</i> carriage <i>вагон</i>	pour <i>лить</i> poor <i>бедный</i>
cops [kɔ:] <i>военный корпус</i> copse [kɔ:ps] <i>труп</i>	price <i>цена</i> prize <i>приз, награда</i>
cost 1. <i>цена, стоимость;</i> 2. <i>стоить</i> coast <i>берег</i>	quay [ki:] <i>набережная</i> queue [kju:] <i>очередь</i>
crash <i>падать с грохотом</i> crush <i>давить, сминать, сокрушать</i>	quiet [^ˈ kwaɪət] <i>тихий, спокойный</i> quite [kwaɪt] <i>вполне</i>
dairy [^ˈ dɛəri] <i>молочный</i> diary [^ˈ daiəri] <i>дневник</i>	seize [si:z] <i>захватывать</i> cease [si:s] <i>прекращать</i>
draught <i>сквозняк, тяга</i> draughts <i>шашки</i> drought [draʊt] <i>засуха</i>	sergeant <i>сержант</i> surgeon <i>хирург</i>
hare [hɛə] <i>заяц</i> heir [ɛə] <i>наследник</i>	suit [sju:t] <i>костюм</i> suite [swi:t] <i>номер-люкс</i>
hair [hɛə] <i>волосы</i> hear [hiə] <i>слышать</i>	very [^ˈ veri] <i>очень</i> vary [^ˈ vɛəri] <i>меняться, ва-</i>

SOME SCOTTISH ENGLISH WORDS

A	a' – all; ablow – below; aboot – about; aboon / abune – above, up; ae – a; aff – off; afore – before; aften – often; ah – I; ahint – behind; ain – own; aince – once; alake – alas; alane – alone; ance – once; ane – one; anker – anchor; aumos – alms; awa – away; aye – yes
B	ba – ball; bairn – child; baith – both; ballup – belt; beir – bear; beld – bold; beuk – book; birkie – a clever, forward conceited fellow; blaw – blow; blink – smile; blude, bluid – blood; bonnie – good; braid – broad; brak – break; brow – fine, handsome; brent – bright, clear
C	ca'd – called; cadger – carrier; callet – girl-friend; canty – good, happy; cauld – cold; chiel – young fellow; claith – cloth; clamb – climb; cod – pillow; coggie – dish; coost – cast; core – party
D	daffin – merriment, foolishness; dee – dare; deir – dear; dinna – don't; dois – does; drie – endure; dule – dole; dunt – beating
E	ee(n) – eye(s); een – evening; eer – ever; enfauld – enfold
F	fa (faen, fail) – fall; fadir – father; faem – foam; feit – feet; fou – full; frae – from; frie – free

G	gab – mouth; gae (gang, gar) – go; gane – gain; gat – got; gie – give; gif (gin) – if, against; goud (gowd) – gold; gude (guid) – good; gurlly – rough
H	ha – hall; hae – have; hame – home; hauke – hawk; hauld – hold; hizzie – a young girl
I	ilk (ilka) – each, every; ither – other; I cannae – I cannot
J	jo – fellow
K	kaim – comb; ken – know
L	laith – loath; lang – long; late – let; leive – leave; leuk – look; lift – sky; ly – lie
M	mair – more; mak – make; mane – moan; maun – must; micht – might; mirk – dark; mither – mother; monie – money; mony – many; moo – moon; mou – mow
N	na – not; nae – no; nane – none; neer (nevir) – never; neist – next
O	onie – only; owre – over
P	pow – the head, the skull
R	ratton – rat; reid – red; roun – round
S	sae – so; sall – shall; sark – shirt; shoon – shoes; sic – such; siller – silver; skeel – skill; snaw – snow; spear – ask; stane – stone; syne – since, ago, then
T	tak – take; tane – one; taul – tell; teuk – took; thame – them; theek – thick; thrae – through; towir – tower; trow – believe; twa – two
V	vera – very

W	wa – wall; wae – woe; warld – world; wat (weet) – wet; weel – well; wha – what; wi – with; whare – where; wrang – wrong; wul – will
Y	yestreen – yesterday; yird – yard

COCKNEY RHYMING SLANG PHRASES AND THEIR MEANINGS

Cockney rhyming slang has uncertain roots. It is said that it was once spoken by the thieves of London. It would certainly have been a very effective code, being incomprehensible to the authorities or any eavesdroppers who were not familiar with the slang. There is little evidence, however, to suggest that it was particularly widespread.

The problem in researching its origins is that it was largely a spoken language with very few written records. What is more, if it was a secret code used by traders, entertainers, and thieves, then the secret has been well kept. We will never be certain how widespread its usage once may have been.

The Cockneys were – and for the most part still are – working class Londoners. The word comes from *cockeneyes* (14th century) which means *eggs that are misshapen, as if laid by a cock*. The word went through a series of usages over the centuries, and it came to be used to refer to city folk, ignorant of «real life».

<i>Cockney phrase</i>	<i>Meaning</i>
Adam and Eve	believe
airs and graces	braces, suspenders
alligator	later

apple pie	sky
apple pips	lips
apples and pears	stairs
April showers	flowers
arf	half
army and navy	gravy
baked potatah	see you later
bacon and eggs	legs
barnet fair	hair
bees and honey	money
biscuits and cheese	knees
brown bread	dead
bull and cow	row
butcher's hook	look
cain and abel	table
Captain Cook	book
cat and mouse	house
crust of bread	head
daffadown dilly	silly
Daisy roots	boots
ding dong	song
dog and bone	telephone

Duke of Fife	knife
Duke of York	fork
elephant's trunk	drunk
German band	hand
jam jar	car
loaf of bread	head
London fog	dog
Mickey Mouse	house
mince pies	eyes
Ned Kelly	telly
oak and ash	cash
Oxford scholar	dollar
pen and ink	stink
rabbit and pork	talk
saucepan lid	kid
Scarpa flow	go
skin and blister	sister
Tommy Tucker	supper
trouble and strife	wife
Uncle Bert	shirt
weasel and stoat	coat

RECOMMENDED ELECTRONIC RESOURCES

1. <http://www.abbreviations.com/>

Abbreviations.com is the world's largest and most comprehensive directory and search engine for acronyms, abbreviations and initialisms on the Internet.

On a daily basis people are exposed to and baffled by new, ever-growing shorthand terms where occasionally a single term has several meanings and it is the context that determines how to interpret the utterances. In addition, one might need to have a list of acronyms or abbreviations that relates to a specific subject.

Abbreviations.com holds hundreds of thousands of entries organized by a large variety of categories from computing and the Web to governmental, medicine and business and it is expanding daily.

2. <http://www.bartleby.com/>

General dictionaries

1. *Columbia Encyclopedia*, 6th ed. 2001. The most up-to-date encyclopedia available contains over 50,000 articles, 40,000 bibliographic citations and 80,000 cross-references.
2. *The Encyclopedia of World History*, 6th ed. 2001. Renowned historian Peter N. Stearns's comprehensive chro-

nology of more than 20,000 entries that span the millennia from prehistoric times to the year 2000.

3. ***The New Dictionary of Cultural Literacy***, 3rd ed. 2002. The 6,900 entries in this major new reference work form the touchstone of what it means to be not only just a literate American but an active citizen in our multicultural democracy.
4. ***The Columbia Gazetteer of North America***. 2000. With 50,000 entries, this most comprehensive encyclopedia of geographical places and features will prove invaluable to anyone for whom places hold fascination and who require accurate data about them.
5. ***The World Factbook***. 2003. The U.S. government's complete geographical handbook, featuring full-color maps and flags of all nations.

American Heritage® Collection

6. ***American Heritage® Dictionary of the English Language***, 4th ed. 2000. Over 90,000 entries feature 10,000 new words and senses, 70,000 audio word pronunciations, 900 full-page color illustrations, language notes and word-root appendixes.

Roget's Thesauri

7. ***Roget's II: The New Thesaurus***, 3rd ed. 1995. Containing 35,000 synonyms in an easy-to-use format, this thesaurus features succinct word definitions.

8. ***Roget's International Thesaurus of English Words and Phrases***. 1922 Mawson's modernization of Roget's classic structure with over 85,000 hyperlinked cross-references and 2,900 quotations.

Quotations

9. ***Bartlett, John***. 1919. ***Familiar Quotations***, 10th ed. Including over 11,000 quotations, the first new edition of John Bartlett's corpus to be published after his death in 1905 keeps most of his original work intact.
10. ***The Columbia World of Quotations***. 1996. The 65,000 essential quotations by 5,000 authors that constitute this authoritative collection represent the research of 154 experts and are divided into 6,500 subjects.
11. ***Simpson's Contemporary Quotations***. 1988. The most notable quotations since 1950 contains over 9,000 quotations from 4,000 sources and is organized into 25 categories and 60 sections.
12. ***Respectfully Quoted: A Dictionary of Quotations***. 1989. The 2,100 entries in this eminently researched collection form the constellation of collected wisdom in American political debate.

English Usage: Language, Style & Composition

13. ***American Heritage® Book of English Usage***. 1996 With a detailed look at grammar, style, diction, word formation, gender, social groups and scientific forms, this valuable ref-

erence work is ideal for students, writers, academicians and anybody concerned about proper writing style.

14. ***The Columbia Guide to Standard American English***. 1993. This most extensive handbook of the language ever published features over 6,500 descriptive and prescriptive entries with 4,300 hyperlinked cross-references.
 15. **Fowler, H. W.** 1908. ***The King's English***, 2nd ed. This reference work has remained a standard resource—serving generations of students and writers with commonsense rules of style and grammar.
 16. **Mencken, H.L.** 1921. ***The American Language: An Inquiry into the Development of English in the United States***, 2nd ed. This classic defines the distinguishing characteristics of the language of the United States.
 17. **Quiller-Couch, Sir Arthur.** 1916. ***On the Art of Writing***. This collection of lectures captures the artistic and vital nature of language.
 18. **Quiller-Couch, Sir Arthur.** 1920. ***On the Art of Reading***. Rich with insight on the activity of effectual and intelligent reading.
 19. **Sapir, Edward.** 1921. ***Language: An Introduction to the Study of Speech***. The classic text on the relation of language and culture.
 20. **Strunk, William, Jr.** 1918. ***The Elements of Style***. Believing that one must first know the rules to break them, this classic reference book is a must-have for any student or writer.
3. <http://dictionary.reference.com/>

Dictionary.com is a multi-source dictionary search service produced by *Lexico Publishing Group, LLC*, a leading provider of language reference products and services on the Internet.

To use the dictionary, simply type a word in the blue search box that appears at the top of every page and then click the 'Search' button. This will perform a search for the word in the several dictionaries hosted on the site. If you don't know how to spell the word, just guess. You will get a list of suggestions if you are wrong.

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13. ***Wall Street Words: An A to Z Guide to Investment Terms for Today's Investor*** by David L. Scott. Copyright © 2003 by Houghton Mifflin Company. Published by Houghton Mifflin Company.

14. *Merriam-Webster's Dictionary of Law*, © 1996 Merriam-Webster, Inc.
15. *Merriam-Webster's Medical Dictionary*, © 2002 Merriam-Webster, Inc.
16. *Webster's Revised Unabridged Dictionary*, © 1996, 1998 MICRA, Inc.
17. *The Free On-line Dictionary of Computing*, © 1993-2007 Denis Howe
18. *Jargon File* 4.2.0
19. *Acronym Finder*, © 1988-2007 Mountain Data Systems
20. *U.S. Gazetteer*, U.S. Census Bureau
21. *On-line Medical Dictionary*, © 1997-98 Academic Medical Publishing & CancerWEB

4. <http://www.fun-with-words.com/>

The site is dedicated to amusing quirks, peculiarities, and oddities of the English language: wordplay. Playing with words and language is both entertaining and educational. Here you can have plenty of fun with words with over 500 pages of word puzzles, games, amazing lists, and fun facts.

The site is divided into topical sections. Use the menu on the left to access them.

5. <http://www.synonym.com/>

Synonym.com is the web's best resource for English synonyms, antonyms, and definitions. Type in a word and the synonym finder will come up with a list of synonyms. Check out the

most popular online synonym searches to find the right word for any occasion. Use the antonym tool to find find antonyms and check out the definitions feature to read the definition.

6. <http://www.synonyms.net/>

Synonyms.net is the web's most comprehensive synonyms resource. To use *Synonyms.net*, simply type a word in the search box and click the '*Search*' button. A list of synonyms for the different word senses will be returned followed with images.

7. <http://www.usingenglish.com/>

UsingEnglish.com is a general English Language site, specializing in ESL (English as a Second Language) with a wide range of resources for learners and teachers of English, and has been running since the beginning of 2002. Different varieties of English are used; there are contributors from the United States, Canada, Pakistan and non-native speakers, but much of the site uses British English as it was set up in the UK.

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