

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
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Methodological guidelines
for practical work
on the subject
“ENGLISH LEXICOLOGY”
(for the students specializing in 035 – Philology)

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Preface

This book has an aim to assist the 3rd-year students of foreign and pedagogical departments in their study of the fundamentals of Modern English Lexicology. The book is based on the course of lectures in English Lexicology and fully meets the requirements of the programme in the subject. It includes the test material about Lexicology as a brunch of linguistics, about the English word and its structure, about the complex nature of the word's meaning, about homonyms, synonyms and antonyms, phraseological units and their classifications, lexicography, variants and dialects of English and some other aspects of English lexicology.

Students are also given the list of questions for revision and self-assessment which will help them to prepare for the exam in the course of English lexicology.

This book will help students to be word-conscious, to be able to guess the meaning of words they come across from the meanings of morphemes, to be able to recognize the origin of this or that lexical unit.

ASSIGNMENTS FOR SEMINARS

SEMINAR 1

Etymological survey of the English word-stock.

Topics for discussion.

1. Definition of terms native, borrowing, translation loan, semantic loan.
2. Words of native origin and their characteristics.
3. Foreign elements in Modern English. Scandinavian borrowings, classical elements-Latin and Greek, French borrowings, Russian-English lexical correlations.
4. Assimilation of borrowings. Types and degrees of assimilation.
5. Etymological doublets, hybrids.
6. International words.

Exercise 1.

Rearrange the following words according to their origin.

1. Cattle, cow, horse, ox, pig, sheep, cat, goat.
2. Meat, beef, calf, mutton, veal.
3. Baker, butcher, fisherman, painter, shoemaker, tailor, weaver.
4. Baron, count, lady, lord, duke, madam, sir, monsieur.

Exercise 2.

Explain the origin of the following words: *father, brother, mother, dog, cat, sheep, wolf, house, life, earth, man, apple, live, go, give, begin, strong, long, wide, to, for, from, and, with, I, he, two, well, much, little*.

Exercise 3.

State the origin and explain the meaning of the words below. If in doubt, consult a good etymological dictionary and find out when the above words came into English. Enlarge the list of barbarisms and translation loans.

Fiesta, bon voyage, ibid, tulip, get, law, tomato, umbrella, operetta, enfant terrible, alma mater, Madeira, sky, chef, macho, haute couture, prêt-à-porter, déjà vu, curriculum vitae, school, judo, sumo, banjo, undertake, goulash, sheriff,

silhouette, orchid, Mont Blanc, kangaroo, fowl, chap, caftan, beau monde, thermometer, ego, confetti, virtue.

Exercise 4.

Give adjectives of Latin origin corresponding to the following nouns.

Model: sea – marine

- a) lip, mouth, eye, tongue, tooth, head, mind, heart, hand;
- b) woman, man, friend, father, mother;
- c) life, heaven, youth, book, earth, time, house, town, sight, name, sun, night.

Exercise 5.

Comment on the vocabulary of the extract below. Find native English words in it.

In winter when the fields are white.

I sing this song for your delight.

In spring when woods are getting green.

I'll try and tell you what I mean.

In summer when the days are long.

Perhaps you'll understand the song.

In autumn when the leaves are brown.

Take pen and ink and write it down (L. Carroll).

Exercise 6.

State the origin of the following doublets. Comment on the different formation of the doublets and on the difference in meaning, if any:

shade – shadow;

senior – sir;

goal – jail;

screw – shrew;

canal – channel;

castle – chateau

pauper – poor;

mint – money.

Exercise 7.

Analyse the following words from the point of view of the type and degree of assimilation. State which words are: a) completely assimilated; b) partially assimilated; c) non-assimilated: *prima-donna, ox, caftan, city, school, etc., mazurka, table, street, they, century, sky, wall, stimulus, reduce, cup, present*.

Exercise 8.

Comment on the different formation of the doublets and on the difference in meaning, if any: balm-balsam, suit-suite, senior-sir, legal-loyal, skirt-shirt, emerald-smaragdus, major-mayor, pauper-poor, of-off, history-story, catch-chase.

Exercise 9.

Read the following text. Find the international words. State to what sphere of human activity they belong.

British dramatists.

In the past 20 years there has been a considerable increase in the number of new playwrights in Britain and this has been encouraged by the growth of new theatre companies. In 1956 the English Stage Company began productions with the object of bringing new writers into the theatre and providing training facilities for young actors, directors, and designers; a large number of new dramatists emerged as a result of the company productions. Television has been an important factor in the emergence of other dramatists who write primarily for it; both the BBC and IBA transmit a large number of single plays each year as well as drama series and serials.

SEMINAR 2

Word-formation in Modern English.

Topics for discussion:

1. The morphological structure of a word. The morpheme. The principles of morphemic analysis. Types of morphemes. Structural types of words: simple, derived, compound words.
2. Productivity. Productive and non-productive ways of word-formation.

3. Affixation. General characteristics of suffixes and prefixes. Classification of prefixes according to: a) their correlation with independent words; b) meaning; c) origin. Classification of suffixes according to: a) the part of speech formed; b) the criterion of sense; c) stylistic reference; d) origin.

4. Productive and non-productive affixes, dead and living affixes.

5. Word-composition. Classification of compound words: a) from the functional point of view; b) from the point of view of the way the components of the compound are linked together; c) from the point of view of different ways of composition.

Coordinative and subordinative compound words and their types.

Exercise 1.

Comment on the essence of the morphemic analysis of the word. Cut each of the following words into its immediate constituents. What are word-building models of the words?

Uneatable, greenish, famous, lucky, luckily, majority, half-finished, steadiness, unmistakable, supernatural, ex-seamen, blue-eyed.

Exercise 2.

Classify the stems of the words into a) simple, derived, compound b) free, bound, semi-bound. In some cases the choice will not be clear-cut. Explain the grounds for your decision.

Enrich, foolishness, foresee, unpleasantness, trustworthy, snowwhiteness, take, old-maidish, chairman, look, shoemaker, shockproof, hyperslow, businesslike, half-baked, babylike, cowboy, prejudge, wellknown, playboy, biped, praiseworthy, fashionmonger, waterproof, small, playwright, irresponsibility, purify, afterthought, hopelessly, manhood

Exercise 3.

Translate into Ukrainian.

Irrefutable evidence, perishable goods, disposable paper sheets, an inflatable boat, irreproachable behaviour, expandable tables.

Exercise 4.

Comment on the polysemantic affixes given below:

out-, over-, -proof, -free, -minded, -under.

Exercise 5.

Analyse the following words morphologically and classify them according to what part of speech they belong to:

Post-election, appoint, historic, mainland, classical, letterbox, outcome, displeasure, step, incapable, supersubtle, illegible, incurable, adjustment, ladyhood, elastic, perceptible, inaccessible, partial, ownership, idealist, hero, long-term, corporate.

Exercise 6.

Analyse the structure of the following compounds and classify them into coordinative and subordinative, syntactic and asyntactic:

Bookbinder, doorbell, key-note, knife-and-fork, hot-tempered, dry-clean, care-free, policy-maker, mad-brained, five-fold, two-faced, body-guard, do-it-yourself, boogie-woogie, officer-director, driver-collector, building-site.

Exercise 7.

Classify the compound words in the following sentences into compounds proper and derivational compounds:

1. She is not a mind-reader.
2. He was wearing a brand-new hat.
3. She never said she was homesick.
4. He took the hours-old dish away.
5. She was a frank-mannered, talkative young lady.
6. The five years of her husband's newspaper-ownership had familiarised her almost unconsciously with many of the mechanical aspects of a newspaper printing-shop.
7. The parlour, brick-floored, with bare table and shiny chairs and sofa stuffed with horsehair seemed never to have been used.
8. He was heart-sore over the sudden collapse of a promising career.

9. His heavy-lidded eyes and the disorder of his scanty hair made him look sleepy.

Exercise 8.

Study the following passage. What is understood by the term “productivity”?

Word-formation appears to occupy a rather special place in grammatical description. In many cases the application of apparently productive rules leads to the generation of compounds and derivatives that are, for one reason or another, felt to be unacceptable or at least very odd by native speakers, and the grammarian must decide what status he is to give to such rules and their output in his grammar. The decision is by no means easy, and can lie anywhere between the setting up of maximally general rules of a generative type, with little concern for the fact that much of their output may in some sense be questionable, and the simple listing and classifying, in terms of syntactic function and internal structure, of attested forms... Processes of word-formation often seem to belong to a somewhat vague intermediary area between grammar and lexicon, and while this needs not prevent us from giving formal statements of these processes, it may often be necessary to state restrictions on their output in primarily semantic terms if we want to hold on to the criterion of native speaker acceptance as an essential measure of the adequacy of our description. Thus in the area of English nominal compounds it would seem that actually occurring compounds are not as a rule created like new sentences in order to refer to momentary conditions. Leaving aside the possible difficulties of stating such semantic considerations in a reasonably rigorous way in any given case, the problem is to determine, for the various word-formative processes in which they appear to play a part how they can most reasonably be accommodated within an over-all framework, of grammatical and semantic description.

(Karl E. Zimmer, Affixal Negation in English and other languages).

SEMINAR 3.

Word-formation in Modern English (continued).

Topics for discussion.

1. Conversion, its definition. The word-building means in conversion. Different view-points on conversion. Typical semantic relations within a converted pair (verbs converted from nouns, nouns converted from verbs).

2. Shortening. Lexical abbreviations. Acronyms. Clipping. Types of clipping.

3. Non-productive means of word formation. Blending. Back-formation. Onomatopoeia. Sentence - condensation. Sound and stress interchange.

Exercise 1.

Study the following passage and be ready to discuss denominal verbs in Modern English.

The meanings of ordinary denominal verbs seem to be clear, bear at least an approximate relationship to their "parent" nouns, from which they were historically derived. The verb *bottle* bears some relation, at last diachronically, to its parent noun *bottle*. To illustrate the major relationships, we will present classification of more than 1300 denominal verbs collected from newspaper, magazines, novels, television. To make our task manageable, we have included only those verbs that fit these four guidelines:

a. Each verb had to be formed from its parent noun without affixation (though with possible final voicing, as in *shelve*). This is by far the commonest method of forming denominal verbs in English.

b. The parent noun of each verb had to denote a palpable object or property of such an object, as in *sack*, *knee*, and *author* - but not *climax*, *function*, or *question*.

c. Each verb had to have a non-metaphorical concrete use as far as possible. This again was to help keep our theory of interpretation within limits, although in some cases we couldn't avoid examining certain extended meanings.

d. Each verb had to be usable as a genuine finite verb. This excluded expressions like three – towered and six – legged, which occur only as denominal adjectives (E. Clark and H. Clark. When nouns surface as verbs).

Exercise 2.

Comment on the cases of conversion. State to what part of speech these words belong.

1. Dim the headlights of your car. 2. Try to bridle your temper. 3. The road branches off here. 4. The room was bugged and everything I said was taped. 5. He prefers grilled meat. 6. The haul was good. 7. Don't grate your teeth. 8. He opened a wooden chest that must housed a hundred bases for his own statues (J.Archer). 9. The teller handed me a long piece of paper unworthy of its amount (J.Archer). 10. Their relationship is strictly business.

Exercise 3.

Analyse the following compound words:

Mother-in-law, heart-broken, sea-coast, lady-bird, craftsman, skyscraper, barefooted, slow-coach, cinema-goer, Jack-of-alltrades, H-bomb, off-the-record, coin-in-the-slot, heart-to-hear.

Exercise 4.

Comment on the formation of the words given below: *to burgle*, *to springclean*, *to typewrite*, *to beg*, *to note*.

Exercise 5.

Explain the formation of the following blends: *flush*, *glaze*, *good-bye*, *electrocute*, *pomato*, *twirl*, *dollarature*, *cablegam*, *galumph*, *frutopia drink*.

Exercise 6.

Give verbs corresponding to the nouns that have been underlined. Compare the place of the stress in the noun and the verb.

1. He looked up all among the trees he saw moving objects, red like poppies, or white like May-blossoms. 2. I am not sure that I can define my fears: but we all have a certain anxiety at present about our friends. 3. Accent is the

elevation of the voice which distinguishes one part of a word from another. 4. Her conduct was deferential.

Exercise 7.

Abbreviate the following nouns to the first syllable.

Mitten, doctor, grandmother, cabriolet, public, house, gymnasium, proprietor, fraternity, laboratory, margarine, sister, mathematics, trigonometry, veterinary, gladiolus.

Exercise 8.

Comment on the polysemy and homonymy of the affixes given in bold. Make up sentences of your own.

Model: Actions speak louder than words. – Short-tempered people are hard to deal with.

Believing – covering;

forgiving – writing;

quickly – lovely;

womanish – Spanish;

bluish – Finnish;

worker – longer;

golden – taken;

soften – silken.

Exercise 9.

Comment on the way the underlined words are formed.

1. After dinner, the woman cleared the table. 2. Finally, to quiet him, she said that she hadn't really meant it. 3. The differences are now being narrowed 4. Her face, heated with his own exertions, chilled suddenly. 5. Warmed by the hot tea, he warmed to the argument. 6. She came dressed up to the nines. 7. A win in this match is a must. 8. Turn your ought into shells.

Exercise 10.

Supply the corresponding full names for the given abbreviations of American state (e.g. Colo - Colourado) and so: Ala., Cal., Fla., Ga., Ill., Ind., Kan., Ken., Md., N.D., NJ, NY, Oreg., S.C., Tex.

Exercise 11.

Define the type of abbreviation and shortenings:

GI, UNICEF, pp, cc, movie, circs, apt, blvd, disco, van, AA, PC, VAT, UFO, ID, sci-fi, NB, ad, all mod cons, incog.

Exercise 12.

Determine the meaning of electronic text messages below and describe in detail the technique used to create each item:

FAQ, ASAP, FYI, BTW, RSVP, R, C, U, 4, 2.

SEMINAR 4.

Semasiology Topics for discussion.

1. Semasiology as the branch of linguistics. Referential and functional approaches to meaning. Definition of meaning.
2. Meaning and concept (notion).
3. Types of word meaning: lexical, grammatical meanings. Denotational and connotational components of lexical meaning. Implicational meaning.
4. Polysemy. The semantic structure of a polysemantic word.
5. Context. Types of context.
6. Change of meaning. Extension, narrowing, elevation, degradation of meaning of a word, metaphor, metonymy.

Exercise I.

As you know sometimes two or more words have the same or almost the same denotation (dictionary definition), but have very different connotations. As you read each list, try to focus on different shades of meaning of a single object or person.

house ... home ... living accommodation;
childlike ... childish ... juvenile;
child ... kid ... youngster;
boss ... superior ... manager ... supervisor;
quiz ... test ... exam ... examination ... midterm;
dismissed ... fired;
senior citizen ... old person ... old age;
animal control officer ... dog catcher;
table attendant ... server ... waiter (waitress);
financial aid ... unemployment compensation ... welfare ... benefit;
chauffeur r... driver;
chef ... cook;
roommate ... cohabitant;
perspire ... sweat ... nervous wetness;
takes drugs ... experiments with recreational chemicals.

Exercise 2.

Identify negative connotations. The words in each of these pairs have similar denotations; they could refer to the same thing. In each pair circle the word that has a negative connotation, that brings less favourable associations to your mind.

1. Slim ... skinny.
2. Cheap ... inexpensive.
3. Single girl ... unmarried woman ... spinster.
4. Has an open marriage ... commits adultery ... live-in lover.
5. Boyfriend ... steady guy ... male companion.
6. Girl ... woman ... lady ... chick ... broad ... female human.

Exercise 3.

Look at the following short dialogues and try to think of a word or phrase to complete the gap, using the meanings of GET.

- a) **to travel/go`** get on a train/bus, get a taxi;

b) **to arrive**` get here/there, get home;
c) **to buy**` get something cheap;
d) **to become**` get better/worse, get hot/cold/light, get married/divorced, get angry/annoyed/confused, get bigger/older/stronger;

e) **to receive/obtain**` get help/advice/a message, get a job/a degree, get a cold;

f) **other phrases** get rid of, get on okay/well/fine with sb/sth.

a A: Oh dear, it's raining – we'll get wet if we walk to the cinema!

B: Shall we get a ... then? Don't worry, I'll pay!

b A: Go inside – you'll get ... !

B: I'm okay, I've got a thick sweater on.

c A: How's Dan's back?

B: I think it's getting ... unfortunately.

d A: Did you have a good journey home?

B: Not too bad – we got ... at about 8.30.

e A: Can't we get ... some of these old records?

B: Oh – I like them all!

f A: Do you get ... your mother-in-law?

B: Yeah, she's really nice actually.

g A: Did you get ... from Liz?

B: Yes, I've just called her back.

Exercise 4.

Using a dictionary determine the direct meaning of the underlined words, which are used here in their figurative metaphorical meanings.

1. Art is a vehicle of propaganda. 2. Raise the bonnet of the car. 3. Don't fumble for excuses. 4. He's always ready to shove the responsibility on others. 5. I'm sure he didn't steal the thing. It had been planted 6. This event is a milestone in the history of the country. 7. It will soil his reputation. 8. I'll swelter in this coat on such a hot day. 9. There is a snag in your argument 10. A smile creased his face. 11. I stumbled through the text somehow. 12. You have a fertile imagination.

Exercise 5.

Determine the meanings of the words "house", "white", "die" in the following contexts. Say what concept is realized in these lexical meanings. Discuss the problem "concept-meaning".

1. A house in the country. A full house. Every word was heard in all parts of the house. White House. An ancient trading house in the city. A noisy cheerful house. To keep house. To bring down the house. To leave one's father's house. On the house. 2. White clouds. White hair. A white elephant. The white race. White magic. White meat. As white as snow. White wine. It's white of you. White lie. 3. Die of hunger. Die a violent death. Die in one's bed. The day is dying. Die to the world. I'm dying to know. His secret died with him. Die in harness. Die game. Never say die.

Exercise 6.

The common term for a word's objective reference is denotation. The common term for a word's emotional and stylistic content is connotation. Determine the denotative and connotative meanings in the following pairs of words.

Muzzle vs face, fat vs plump, obstinate vs mulish, infant vs kid, beg vs implore, friend vs crony, fragrance vs reek, love vs adore, talent vs genius, famous vs notorious, gobble vs eat.

Exercise 7.

Below are listed the original meanings of some simple words in Old English. As you see these meanings are different from those the words have now. Consult dictionaries and say what kind of semantic change was involved in the development of these words.

Bird, N- OE *brid* – nestling, fledgling; camp, N. – OE *camp* = battle, struggle, contest; deal, V. - OE *daelan* = share, distribute, take part; deer, N. –OE *deor* = animal, beast; dwell, V. – OE *dwellan* – lead astray, deceive, make a mistake; fair, A. – OE *fzer* = beautiful, pretty, sweet; fear, N. – OE *faer* -sudden attack, danger; fowl, N. – OE *fuzol* = bird; lord, N. – OE *leaford* -master; silly, A. – OE *saliz* = happy, blessed, holy.

Exercise 8.

Determine the main and derived meanings of the underlined words. Translate the sentences. Say whether lexical or grammatical context is predominant in determining the meaning of a word.

A. 1. Do not suspend the lamp from the ceiling, fix it to the wall. 2. The molecules of the substance remain suspended in the solution. 3. The law was suspended. 5. He was suspended from all international games for three years. 6. The Lords have the power to suspend non-financial legislation for two years.

B. 1. It's like having a loose cobra around the house. 2. You can get it loose or in packets. 3 To say so would be loose grammar. 4. Have the loose tooth out. 5. That would be rather a loose translation. 6. Fix the loose end to the wall. 7. Your shoe lace got loose. 8. There was some loose change in his pocket but nothing else. 9. He has loose manners.

C. 1. He gets up early. 2. The speaker called for an early settlement of the issue. 3. Do it at the earliest opportunity. 4. He wants an early answer. 5. Only a joint conference will bring about an early solution of the problem. 6. Early training tells. 7. The early bird catches the first worm.

D. 1. The steak is tough. 2. Don't worry, it won't get me down. I'm tough. 3. This is a tough problem. 4. He is for a tough policy. 5. Prof. Holborn is a tough examiner.

Exercise 9.

What linguistic phenomena are the following jokes based on?

1. Diner: Do you serve fish here? Waiter: We serve anyone, sit down.
2. -It's tough to pay forty cents a pound for meat. -But it's tougher when you pay only twenty.
3. -Allow me to present my wife to you. -Many thanks, but I have one.
4. Hotel keeper: Here are a few views of our hotel for you to take with you, sir.
Guest: Thanks, but I have my own views of your hotel.

SEMINAR 5

English Vocabulary as a System. Topics for discussion.

1. Definition of the term “synonyms”. A synonymic group and its dominant member.
2. Problem of classification of synonyms:
 - a) different principles of classification: according to difference in denotational component of meaning or in connotational component (ideographic or stylistic synonyms);
 - b) according to the criterion of interchangeability in linguistic context (relative, total and contextual synonyms).
3. Characteristic pattern of English synonyms.
3. The sources of synonymy.
4. Homonyms. Classification. Origin of homonyms.

Exercise 1.

Give synonyms of:

- a. Germanic origin: *vital, to reply, to inquire, radiant, vacation, to cease, beverage, to educate.*

b. Romanic origin: *happiness, wood, holy, freedom, corner, end, enough, hearten, wish, child, help, wedding, begin, hide.*

c. Scandinavian origin: *heaven, throw, sick, present, to elevate, to receive.*

Exercise 2.

Comment on the stylistic usage of the following synonyms. Point out formal, poetic, colloquial, dialectal, or archaic synonyms.

- 1) girl – maid – lass (ie) – damsel;
- 2) meal – refreshment – repast – snack – bite;
- 3) leave – retire – withdraw – quit – set off;
- 4) child infant – babe – kid – lad;
- 5) end – terminate – finish – cease – be through – be over;
- 6) continue – proceed – go on – get on;
- 7) begin – commence – start – get started – initiate;
- 8) good-bye – farewell – bye – so long;
- 9) pretty – bonny – appealing – good-looking.

Exercise 3.

Study the list of the synonyms given below and classify them into the following groups:

a. Synonyms which display an obvious difference in denotational component of meaning (ideographical); b) synonyms which differ in connotational component of meaning (stylistic).

b. Lazy, Idle, Indolent:

The words mean "not active", "not in use or operation", "doing nothing".

Lazy – can be used without implying reproach or condemnation, e.g. lazy afternoon, the boy is too lazy to learn, I'm looking for a helper who is not incurably lazy.

Idle – suggests temporary inactivity or doing nothing through necessity, and hence carries no implication of faultfinding; e.g. The machines are idle during the noon hour Because supplies did not arrive that day, the work crew was idle for seven hours.

Indolent – is applied to someone who not only avoids effort but likes to indulge in relaxation. E.g. John was a contented, indolent fisherman. Selling from door to door is no occupation for an indolent person.

Home. House

These words identify any kind of shelter that serves as the residence of a person, family or household. *House* lacks the associated meanings attributed to *home*, a term that suggests comfort, peace, love and family ties. It may be said that what a builder erects is a *house* which, when lived in, becomes a *home*. Such a statement may be considered sentimental, echoing the lines of Edgar A. Guest ("It takes a heap v'livin' in a house t' make it home).

Sentiment or not, one usually speaks of "buying home" and "selling a house". But firemen put out a fire in a *house*, not a *home*, and reference is always made to a *house and let*; not a *home and let*. Conversely, one usually refers to a *home* for the aged, not a *house* for the aged. Since *home* and *house* are so subtly different in use, why not sometimes resort to *Residence* and *Dwelling* and save confusion ? (Harry Show. Dictionary of Problem Words and Expressions, 1975).

Exercise 4.

Define the stylistic colouring of the underlined words, substitute them with a neutral synonym from the list given below.

1. Their discourse was interrupted. 2. He was dressed like a toff. 3. She passed away. 4. The old man kicked the bucket. 5. Where is Daddy ? 6. Come on, let's put on steam. 7. Meet my better half. 8. He must have gone off his rodder. 9. Come down to brass tacks. 10. Jack took his departure. 11. Well, let's drift. 12. Somebody has nailed my bag. 13. This is a case for a vet 14. He is a joiner.

A doctor, to steal, to go, to leave, to go on, please, to put out, come to the point, to go out of one's mind, a wife, a father, to die, to talk, a gentleman, good company.

Exercise 5.

Using a dictionary state the main semantic differences between the members of the following synonymic groups. Say, whether these differences lie within the denotational or connotational components of meaning.

Gather, collect, assemble, congregate; discuss, argue, debate, dispute; help, aid, assist; employ, hire; mend, repair, patch, rebuild; occupation, calling, vocation, business; position, place, situation, post.

Exercise 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. *Convene* the delegates, *decide* the question, *describe* the beauty of the scene, *mislead* the teacher, *muster* all the men, *hasten* them along. 3. Too *delicate* for the job; *lively* for his years.

Exercise 7.

Fill in the blanks with a suitable paronym. Campaign, company.

1. The election, ... in England lasts about a month. 2. It was Napoleon's last.... 3. When ... stays too long, treat them like members of the family and they'll soon leave. 4. Misery loves... . 5. Come along for... . 6. Two are..., three are none. 7. The film ... merged. 8. Don't talk about your diseases in

Exercise 8.

Translate the following sentences. Find homonyms and define their types.

1. Excuse my going first, I'll lead the way. 2. Lead is heavier than iron. 3. He tears up all letters. 4. Her eyes filled with tears. 5. In England the heir to the throne is referred to as the Prince of Wales. 6. Let's go out and have some fresh air. 7. It is not customary to shake hands in England. If the hostess or the host offers a hand, take it; a bow is sufficient for the rest. 8. The girl had a bow of red ribbon in her hair. 9. Mr. Newlywed: Did you see the button on my coat, darling? Mrs. Newlywed: No, love. I couldn't find the button, so I just sewed up the button hole. 10. Do not sow panic. 11. He took a suite at the hotel. 12. No sweet without sweat.

13. What will you have for dessert? 14. The sailors did not desert the ship. 15. He is a soldier to the core. 16. The enemy corps was routed. 17. The word 'quay' is a synonym for Embankment'. 18. The guests are supposed to leave the key with the receptionist. 19. When England goes metric, flour will be sold by the kilogram. 20. The rose is the national flower of England. 21. In England monarchs reign but do not rule. 22. The rain in Spain stays mainly in the plain.

Exercise 9.

Read the following jokes and say what linguistic phenomenon they are based on.

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.

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?

"When rain falls, does it ever get up again?" "Yes, in dew time!"

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

SEMINAR 6.

The vocabulary of a language as a System (continued).

Topics for discussion.

1. The English vocabulary as an adaptive system. Neologisms.
2. Traditional lexicological grouping. Lexico-grammatical groups. Word-families.
3. The concept of polarity of meaning. Antonyms. Morphological classification of antonyms: absolute or root antonyms and derivational antonyms. Semantic classification of antonyms: antonyms proper, complementaries, conversives.
4. The theory of the semantic field. Common semantic denominator.
5. Thematic or ideographic groups. Common contextual associations.

6. Hyponymy, paradigmatic relation of inclusion. Hyponyms, hyperonyms, equonyms.

Exercise 1.

Read the following passage. What is understood by semantic fields?

Part of the power and flexibility of a language lies in the ability of the speakers to multiply their vocabulary in any given field in the interests of greater precision and clarity. It follows that the more words that are closely associated in meaning the more specific each one's meaning may be in the particular field (irrespective of its uses in other fields). As an organisation becomes more complex and its members more numerous, new ranks and grades appropriately named may be devised, restricting the holders to an exact. Occupations whose operations involve much colour discrimination (paint manufacture, textile manufacture, etc.) develop an extensive technical vocabulary, partly from existing colour words, partly by adding new and specialised meanings to words having reference to coloured things (e.g. magnolia, cream), partly by adapting other words and phrases to give them a definite place in the technical field of colour terms (summer blue, mistletoe green, etc.). Such technical vocabulary may sometimes employ numbers of words unknown to non-technical speakers of the language and devise meanings for other quite different from those they bear outside these specialised contexts.

The supreme example of this infinite flexibility is in the use of numerical terms with reference to measurable features of the world. Between any two adjacent number terms another may be added for greater precision; between eleven and twelve may be put eleven and a half, and between eleven and eleven and a half may be put eleven and a quarter, and so on indefinitely.

(R.H. Robins. General Linguistics. An Introductory survey.- p. 48-49.)

Exercise 2.

Comment on the way of formation of the following neologisms:

Accessorise, aeroneurosis, astrogation, built-in, de-orbit, gadgeteer, laseronic, robotics, sanforise, urbanologism, vitaminise.

Exercise 3.

Arrange the following units into three semantic fields - feelings, parts of the body, education.

Academy, affection, arm, back, belly, body, bood, brow, calf, calmness, cheek, chest, classes, classmate, coaching, college, contempt, 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, head, headmaster, heel, homework, ignorance, impatience, indifference, indignation, instruction, jealousy, joint, kindness, knee, knowledge, knuckle, learning, lecturer, leg, limb, love, malice, master, neck, nose, passion, pedagogy, primer, rapture, relief, restlessness, satisfaction, scholar, science, temple, tenderness, textbook, tight, thrill, thumb, toe, torso, tutor, undergraduate, university, unrest, waist, wrath.

Exercise 4.

Classify the following pairs of antonyms given below:

Slow – fast, post-war – pre-war, happiness – unhappiness, above – below, asleep – awake, appear – disappear, late – early, ugly – beautiful, distraction – attraction, spend – save,

Exercise 5.

Put the following words into thematic groups according to their contextual associations: Air, challenger, transaction, championship, classification, profit, dig, flower, globalisation, garden, green, marketing, grow, juice, competitive, jump, language, match, preconditions, meaning, outrun, restructuring, overrun, participate, diversifier, principles, race sports, bargaining, system, water, weed, ward, relaunch.

Exercise 6.

State the type of homonyms used in the following sentences.

1. She rose too. The path wound down the hill between the rows of tall trees. 2. The rabbits scudded away with their white tails in the air. She was like the

girl in the fairy-tale. I only dance with men in tails. 3. The pale moon gave him a view of the solitary tower. In another moment he was flying down the street with his pail. 4. Wait till I've finished this bit. The weight began to lift from his brain. 5. To their great joy they found a tolerably good fire in the grate. 6. They took up a lot of small fry. It's a shame to fry an egg as fresh as that one. 7. I always lose my way in the big cities. Paul has such strange ways. 8. The little boy was still out. Still waters have deep bottoms.

Exercise 7.

Give words homophonous with the following: *flour, hair, rite, soul, weak, bean, break, sore, sum, colonel, cent, him.*

SEMINAR 7.

Free Word-Groups. Topics for discussion.

1. The problem of definition of free word-groups. Various approaches to the definition of the term "word-group". Difference between a word-group and a set phrase.

2. Structure of free word-groups: syntactic connection as the criterion of classification (subordinative, coordinative, predicative), classification of subordinative free word-groups according to their head-words (nominal, adjectival, verbal etc.).

3. Meaning of free word-groups: lexical meaning, structural meaning, Interrelation of structural and lexical meanings in word-groups. Motivation in word-groups.

4. Lexical and grammatical valency.

Exercise 1.

Think of the possible collocability of the words listed below. Provide your classification of the word-groups according to their head words. E.G. Initiative *n*: *peace initiative* (nominal), *to act/de smth. on one's initiative, to take the initiative, to show/ display the initiative, to brake initiative* (verbal) etc.

Exercise 2.

Match the numbers on the left with the letters on the right.

- | | |
|------------|---------------|
| 1. dark | a. certainty; |
| 2. dead | b. drugs; |
| 3. dirty | c. horse; |
| 4. easy | d. line; |
| 5. hard | e. one; |
| 6. high | f. option; |
| 7. last | g. spirits; |
| 8. number | h. times; |
| 9. package | i. tour; |
| 10. party | j. supply; |
| 11. short | k. word; |
| 12. soft | l. work. |

Exercise 3.

Read the text and insert the words missed.

1. Why do you always give me the ... to do – why don't you give it to someone else for a change?
2. She is a very stubborn person and always insists on having the ...
3. The MP was criticised by the Prime Minister for not towing the ...
4. Good jobs are in ... these days so you'll just have to take what you can get.
5. How do you feel about the use of...

Exercise 4.

Read the text and be prepared to discuss it.

In his book "Language" Leonard Bloomfield presents the following classification, illustrated by means of examples taken from English.

- A. Endocentric constructions: 1) coordinative (or serial) and 2) subordinative (or attributive).
- B. Exocentric constructions.

Bloomfield's classification is made by means of criterion of distribution, i.e. syntactic use, in about the following way.

A group is called coordinative, if it has the same distribution as two or more of its members: boys and girls; bread and butter; coffee, tea and milk.

A group is called subordinative, if it has the same distribution as one of its members: fresh milk, very fresh. In "fresh milk" the member "milk" is called the "head" and "fresh"- the "adjunct". Coordinative and subordinative groups are called "endocentric". A group is called exocentric, if it has a distribution different from either of the members, e.g. John ran; with John; if John ran away, (greater) than -John(...).

(A. William de Groot. Classification of Word-Groups).

Answer the following questions:

1. What is the criterion of Bloomfield's classification of word-groups?
2. What is the difference between coordinative and subordinative groups in Bloomfield's classification?
3. What are the distinguishing features of endocentric and exocentric word-groups.

Exercise 5.

Listed below are some words with a very narrow range of combinability.

1. Find words they go with to produce free word combinations in the second list (2).
2. Aquiline *adj.*, be thwarted in *V*, catholic *adj.*, shrug *v*, tacky *adj.*, tick *v*, wistful *adj.*, wolf *v*.
3. Shoulders, profile, plans, paint, tastes, eyes, nose, food, aims, sympathies, mood, varnish, expression, watch, manner, ambitions, meter, interests.

Exercise 6.

Complete the following sentences with appropriate verbs which are frequently collocated with the given nouns. State the type of these word-groups.

1. Although our company wants to expand rapidly, we must in mind that we have limited cash to do so.

2. It is important to into account all options before... a decision.

3. The Financial Director has the conclusion that we must reduce costs by 10 %.

4. Finally, the Chairman his opinion about the matter. After we had listened to him, we were able toto an agreement.

5. Patricia an interesting suggestion at the meeting.

6. If we don't come up with new products, we the risk of falling behind our competitors.

7. Our chairman is too old for the job. Some of the directors have pressure on him to resign.

8. The writer has some recommendations in his report.

9. What conclusion have you from the facts given in his letter?

10. I have a great deal of thought to our financial problems.

11. After five hours' negotiation, we finally..... agreement.

12. I don't want to, action until I've heard everyone's opinion.

SEMINAR 8.

Phraseology. Topics for Discussion.

1. Free word combination and phraseological word combination. The problem of definition of phraseological word combination. The essential features of phraseological units: lack of semantic motivation (idiomaticity) and lexical and grammatical stability. The concept of reproducibility.

2. Different approaches to the classification of phraseological units: semantic, functional (according to their grammatical structure), contextual.

3. Academician V.V. Vinogradov's classification of phraseological units.

4. Stylistic aspect of phraseology. Polysemy and Synonymy of Phraseological Units.

Exercise 1.

Explain the meaning of the following combinations of words: a) as free word combinations and b) as phraseological units.

Be on firm ground, best man, the bird has flown, black ball, blow one's own trumpet (horn), break the ice, burn one's fingers, first night, keep one's head above water, meet smb. half-way, show smb. the door, run straight, touch bottom, throw dust in one's eyes, throw fat in the fire.

Exercise 2.

State which of the phraseological units are a) fusions b) unities c) collocations (combinations).

Bark up the wrong tree, air one's views, turn a blind eye to smth., to hit below the belt, to lower one's colours, to make a mistake, once in a blue moon, to make haste, sharp words, to stick to one's guns, to know the way the wind is blowing, small talk, take the bull by the horns, pull smb's leg, cat's paw, lady's man, by heart, green room.

Exercise 3.

Match the combinations on the left with explanations on the right:

- | | |
|------------------------------------|---|
| 1) put through | a) at the centre of public attention; |
| 2) put in a good word for | b) immediately or at the place of action; |
| 3) on the spot | c) connect by telephone; |
| 4) bring up | d) tolerate, endure; |
| 5) have your back against the wall | e) explain or communicate clearly; |
| 6) in the spotlight | f) consider carefully, assess; |

- | | |
|-----------------------------|---------------------------------|
| 7) put up with | g) recommend someone; |
| 8) put across | h) raise, mention a matter; |
| 9) weigh up | i) say something irrelevant; |
| 10) get away from the point | j) be in a difficult situation. |

Exercise 4.

Read an extract from Professor Adam Makkai's introduction to a Dictionary of American Idioms on the problem of roots of the English language prominent idiomaticity. Comment on it.

Why is English, and especially American English, so heavily idiomatic? The most probable reason is that as we develop new concepts, we need new expressions for them, but instead of creating a brand new word from the sounds of the language, we use some already existent words and put them together in a new sense. This, however, appears to be true of all known languages. There are, in fact, no known languages that do not have some idioms.

In learning idioms, though, a person may make an incorrect guess. Consider the idiom *Oh well, the die is cast!* What would you guess it means – in case you don't know it? Perhaps you may guess that the speaker you heard is acquiescing in something because of the *Oh well* part. The expression means 'I made an irreversible decision and must live with it'. You can now try to reconstruct how this idiom came into being: the image of the die that was cast in gambling cannot be thrown again; that would be illegal; whether you have a one, a three, or a six, you must face the consequences of your throw, that is win or lose, as the case may be. (Some people may know that the phrase was used by Caesar when he crossed the Rubicon, an event that led to war.)

Exercise 5.

In the list below find set expressions, corresponding to the following definitions.

1. Express one's opinion openly, often with the suggestion of doing so to the annoyance of other people.
2. Direct one's attack, criticism or efforts to the wrong quarter.
3. Bear the 3 main stress or burden (of a task, contest, etc.).
4. Talk

around the point instead of coming direct to the subject. 5. Fail to carry out one's promise. 6. Change ownership (generally used of a business). 7. Constantly follow smb. importunately, thrust one's presence upon smb. 8. Fail to gain any information, or achieve any result from inquiries, investigation, etc. 9. Be docile; give no trouble; do whatever smb. wishes. 10. Pay all the expenses incurred. 11. Do smth. completely; not stop at half-measures. 12. Give in, surrender. 13. Be almost decided to do smth. 14. State the real facts about a situation, guess accurately. 15. Push oneself in front of a queue in order to get on to a vehicle, or to get served with goods before one's turn. 16. Remain mentally calm, and keep control of oneself in an emergency or a difficult situation. 17. Know, from experience, the best way or method of doing something. 18. Help, assist. 19. Indulge in strong or violent language to relieve one's feelings. 20. Pass the time by continuing some kind of work or activity without getting any farther in it. 21. Draw an inference from given facts. 22. Be in agreement, hold similar views. 23. Run away hurriedly. 24. Ignore smth, pretend not to see it. 25. Disclaim further responsibility or concern.

The list: Jump the queue; bark up the wrong tree; foot the bill; let off steam; see eye to eye; air one's views; lend a hand; haul down one's flag; beat about the bush; take to one's heels; eat out of smb's hand; mark time; hit the nail on the head; keep one's head; change hands; turn a blind eye to smth.; put two and two together; bear the brunt; know the ropes; have a good mind to do smth ; break one's word; draw a blank; go the whole hog; dog smb's footsteps; wash one's hands of smth.

Exercise 6.

Complete the following binary idioms so that the whole unit should alliterate.

1. Bag and 2. Deaf and 3. House and 4. Kith and 5. Safe and 6. Spick and 7. Stocks and 8. Neck or Now or 9. No sweat no 10. Neither rhyme nor 11. Through thick and 12. With might and

Exercise 7.

Complete the following phrases so that they make English proverbs and idioms: 1. A bird in the hand. 2. The last straw. 3. An old bird. 4. The early bird. 5. Half the battle. 6. A new broom. 7. The cap fits. 8. Spilt milk. 9. A stitch in time.

Exercise 8.

Fill in the gaps, choosing the appropriate form of the idiom to make the following sentences complete: to hit the nail on the head, to keep one's fingers crossed, all fingers and thumbs, to keep one's chin up, to pull one's leg, head and shoulders above somebody, a sight for sore eyes, to bite one's head off.

1. Don't get offended, Jimmy! That was just a joke. I was _____, that's all!
2. Your suspicions have been confirmed. You've _____!
3. This student is very intelligent. His speech was _____ in his group.
4. Don't be so disappointed, Tom! _____, everything will get better soon.
5. Oh, I haven't seen you for ages, You are _____!
6. Don't ask Margaret to do this. She is _____.
7. Don't be so angry with me! I only ask you a question! There is no need _____!
8. I hope you'll pass the exam, I will _____ for you!

Exercise 9.

Give a paraphrase of each idiom that clearly brings out its meaning and discuss the type of lexical items of this kind.

- a) *stick-in-the-mud*;
- b) *to change horses in midstream*;
- c) *to play to the gallery*;
- d) *at each other's throat*;
- e) *a tall order*;
- f) *wear and tear*.

SEMINAR 9.

Phraseology (continued).

Topics for discussion.

1. N.N. Amosova's concept of contextual analysis. Definition of fixed context.
2. S.V. Koonin's concept of phraseological units. Functional and semantic classification of phraseological units.
3. Formal and functional classification.
4. Phraseological stability.
5. Proverbs, sayings, familiar quotations and cliches.

Exercise 1.

Find phraseological units in the sentences given below. Translate phraseological units. Compare them with the relevant word-groups. Comment upon difference between free word-group and phraseological unit. Answer the questions following.

1. I've let the cat out of the bag already, Mr. Corthall, and I might as well tell the whole thing now.
2. Suddenly Sugar screwed up his face in pain and grabbing one foot in his hands hopped around like a cat on hot bricks. "Can't we get a tram, Jack? My feet is giving me hell in these nov (new) shoes."
3. No doubt a life devoted to pleasure must sometimes show the reverse side of the medal.
4. The day's news has knocked the bottom out of my life.
5. Cowperwood had decided that he didn't care to sail under any false colours so far as Addison was concerned.
6. Falstaff... I was beaten myself into all the colours of the rainbow.
7. About three weeks after the elephant's disappearance I was about to say one morning, that I should have to strike my colours and retire, when the great detective arrested the thought by proposing one more superb and masterly move.
8. We lived among bankers and city big wigs.

Questions:

1. What do we mean by the term 'fixed context'? Do phraseological units given above belong to 'phrasemes' or 'idioms'?

2. To which group do these phraseological units belong if we follow V.V. Vinogradov's classification?

Exercise 2.

In the following sentences, there is an idiom in bold. Decide on the key word, then look in your dictionary to see if you are right. Suggest a non-idiomatic variant.

1. Don't believe what he said about Trish. He was **talking through his hat**. He doesn't even know her.

2. Come here! **I've got a bone to pick with you!** Why did you tell Anne about Ken and me splitting up? I told you not to tell anyone.

3. I don't think correct spelling is terribly important, but my teacher has **a bee in his bonnet** about it. If I ever make a spelling mistake, he makes us write it out twenty times.

4. Ford Motors have a new saloon car **in the pipeline**, and it will be revealed for the first time at next year's Motor Show.

5. You have to be careful with sales people. They have the **gift of the gab**. Suddenly you can find you've bought something that you really didn't want.

6. The company has put forward many reasons why it can't offer a substantial pay rise. The reason, **in a nutshell**, is that the company is very nearly bankrupt.

7. – I met a man called Anthony Trollope.

– Mmm. The name **rings a bell**, but I can't put a face to it.

8. – Come on, John! Who is right, me or Peter?

– Don't ask me to decide. **I'm sitting on the fence**.

Exercise 3.

Determine which of the underlined word-combinations are phraseological units.

1. Where do you think you lost your purse? 2. When losing the game one shouldn't lose one's temper. 3. Have a look at the reverse side of the coat. 4. The reverse side of the medal is that we'll have to do it ourselves. 5. Keep the butter in the refrigerator. 6. Keep an eye on the child. 7. He threw some cold water upon her. Wake up. 8. I didn't expect that he would throw cold water upon our project. 9. The tourists left the beaten track and saw a lot of interesting places, 10. The author leaves the beaten track and offers a new treatment of the subject. 11. I don't want to have a bushman's holiday. 12. Let's stretch a point for him. 13. The weak go to the wall. 14. She looks as if butter wouldn't melt in her mouth.

Exercise 4.

The following expressions can help you to describe people. Think literally and figuratively of people who:

- have head for heights;
- have got light fingers;
- are feeling under the weather;
- spend money like water;
- have got ants in their pants have good ear for music;
- are in the red;
- have recently been given the brush off by somebody;
- easily fly off the handle.

Exercise 5.

Study the following expressions. What classification would you apply to them?

Dutch feast;

Dutch courage;

Dutch wife;

Dutch bargain;

French window;

French disease.

SEMINAR 10.

Fundamentals of English Lexicography. Topics for Discussion.

1 History of Lexicography: a) the history of British Lexicography; b) the history of American Lexicography.

2. The main problems in lexicography.

3. Types of dictionaries.

Exercise 1.

1. Analyse V. Muller's Anglo-Russian Dictionary, state what type it belongs to; comment on the principles of selection of words, structure of dictionary entry, what information about a word can be deduced from the dictionary entry.

2. Analyse I.R.Galperin's Big Anglo-Russian Dictionary, state what type it belongs to; comment on the principles of selection of words, structure of dictionary entry; what information about a word can be deduced from the dictionary entry.

3. According to the above suggested pattern (see the table) analyse the dictionaries: The Concise Oxford Dictionary, Webster's New World Dictionary.

Exercise 2.

Choose one word out of the following list: *head, hand, arm, body, thing, to go, to take, to be* and analyse its dictionary entry and its semantic structure as presented in the following dictionaries:

1. V. Muller's Anglo-Russian Dictionary.

2. The Concise Oxford English Dictionary.

3. The Shorter Oxford English Dictionary on Historical Principles.

4. The Advanced Learner's Dictionary of Current English by L. S. Hornby.

Answer the following questions:

1 How are the dictionary entries (for the word under analysis) built in these dictionaries? What information is contained in the dictionary entry?

2. How many meanings constitute the semantic structure of the word? How are they explained?

3. What meaning comes first in different dictionaries? Explain the difference, if any.

4. What shapes of meanings are registered by the dictionary (main/derived, primary/secondary, direct/figurative, general/special).

THE SUGGESTED SCHEME OF LEXICOLOGICAL ANALYSIS

I. Etymology of the words, Identify native and foreign words in the text (of Greek, Latin, French, Italian, Spanish, Russian etc, origin). Determine the type of assimilation (phonetic, grammatical, lexical), the degree of assimilation (complete, partial, lack of assimilation).

II. Word-formation. Find productive and non-productive ways of word-formation in the text. Find derived and compound words in the text Determine the type of word-derivation (affixation or conversion). State morphemic structure of the derived words, types of morphemes Determine the type of compound words (compound proper, derivational compounds, words of secondary derivation). Find other cases of word formation in the text.

III. Free-word groups. Pick out from the text some free word-groups, determine their type according to the syntactic connection between the components. Classify the selected free word-groups according to the part of speech the head-word belongs to. Define the context (grammatical, lexical) for the headword in the selected word-groups.

IV. Phraseological Units. Find the phraseological units in the text. Making use of semantic, contextual and functional classifications of phraseological units define their types.

V. Semantics. Define the meanings of words in free word-groups which you selected for the analysis. Using the dictionary state whether the words are used in their main or derived meanings. Determine the context (lexical or grammatical) which helps to actualise the meaning of polysemantic word.

Topics for essays.

1. A Word as the Unit of Language and as the Unit of Speech.
2. Concept and Meaning.
3. Synchronic and Diachronic Approaches to the Study of Language.
4. Word of Native Origin and their Characteristics.
5. Foreign Elements in Modern English.
6. Etymological Doublets. Hybrids.
7. Assimilation of Borrowings.
8. Morphological Structure of a Word.
9. Structural Types of Words.
10. Productive Ways of Word-Formation.
11. .Non-productive ways of Word-formation.
12. New Tendencies in Present-Day English Word-Formation.
13. Referential and Functional Approaches to the study of Word meaning.
14. Types of Word Meaning.
15. Main tendencies of the Change of meaning.
16. Polysemy. Synchronic and Diachronic Approaches to Polysemy.
17. The Semantic Structure of a Polysemantic Word.
18. Context. Linguistic and Non-linguistic Contexts.
19. Free Word-groups and Phraseological Units.
20. Classification of Free Word-groups.
21. Classification of Phraseological Units.
22. Homonyms.
23. Synonyms. Paronyms.
24. Antonyms. Hyponymy.
25. Semantic grouping of the English Vocabulary.
26. .Vocabulary as an adaptive System.
27. Lexico-semantic Groups. Semantic Fields.
28. Some of the Main Problems of Lexicography.
29. Main Types of English Dictionaries.

- 30. Historical Development of British and American Lexicography.
- 31. Variants and Dialects of the English language.
- 32. Regional and Social Varieties of English.
- 33. The Theoretical and Practical Value of English Lexicology and its connection with other Branches of Linguistics.

TESTS.

LEXICOLOGY AS A BRANCH OF LINGUISTICS.

TEST 1.

1. The term "lexicology" comes from
 - a) a French word;
 - b) a Latin word;
 - c) a Greek word.
2. Define the superordinate term among the following hyponyms: stalk, skin, flesh, seed, core:
 - a) an orange;
 - b) an apple;
 - c) a hazelnut.
3. Point out the generic term (hyperonym) in the following group of words: rubbers, shoes, footwear, over-shoes, slippers, boots, felt-boots:
 - a) shoes;
 - b) boots;
 - c) footwear.
4. Lexicology as a branch of General Linguistics is connected with:
 - a. Phonetics and Grammar;
 - b. Stylistics and History of the language.
 - c. Phonetics, Grammar, Stylistics, History of the language.
5. What systemic relationships are based on the linear character of speech?
 - a) syntagmatic;
 - b) derivational;
 - c) paradigmatic.
6. Special lexicology studies
 - a) the description of the characteristic peculiarities in the vocabulary of a given tongue;
 - b) the vocabulary of a given language at a given stage of its development;

c) the history of the vocabulary of the language showing its change and development in the course of time.

7. Choose a set of words where syntagmatic relationships are observed

- a) bag, briefcase, handbag, purse, rucksack, suitcase;
- b) teacher, coach, lecturer, instructor, tutor, pedagogue;
- c) green leaves, green years, green fruit, green teacher.

8. Choose a set of words where paradigmatic relationships are observed

- a) hand, handy, handwriting, handwritten, handful, handball;
- b) heavy sky, heavy bag, heavy rain, heavy heart, heavy supper;
- c) white light, white crow, white night, white lie, white man.

9. Identify a paradigmatic group: dog, doggish, doglike, doggy, dogged, dog-biscuit

- a) a thematic group;
- b) a word family;
- c) a semantic field.

10. Identify a paradigmatic group: two, between, double, pair, couple, brace, dialogue, bicycle, twins

- a) a thematic group;
- b) a word family;
- c) a semantic field.

ETYMOLOGY OF ENGLISH WORDS.

TEST 2.

1. What language are the following words borrowed from: waltz, fatherland, leitmotif, rucksack, zinc, cobalt, nickel?

- a) Spanish;
- b) German;
- c) Latin.

2. What language are the following words borrowed from: apricot, banana, bravado, canoe, embargo, sombrero, potato, tobacco?

- a) French;
 - b) Spanish and Portuguese;
 - c) Italian.
3. The words to take, to call, to get, to give, to cast, to want, to die are:
- a) Native words;
 - b) Scandinavian borrowings;
 - c) French borrowings.
4. Which of the words are the native ones?
- a) camel, crocodile, hyena, gorilla, lynx, monkey;
 - b) pigeon, turkey, kangaroo, giraffe, squirrel, zebra;
 - c) hen, cow, goat, crow, bird, bear, fox, hare, lark.
5. Words which occur in several languages as a result of borrowing from the same ultimate source are called:
- a) archaic words
 - b) international words
 - c) slang words.
6. Which group of words belongs to the native stock?
- a) nut, acorn, fir, walnut, hazel-nut, ash, oak
 - b) apricot, orange, banana, pomegranate, melon, cherry, lemon
 - c) plum, palm, acacia, pine, baobab, mallow, pear.
7. State the origin of the following etymological doublets: cavalry - chivalry, major - mayor
- a) English and Scandinavian
 - b) they were borrowed from the same language
 - c) Latin and French.
8. Borrowed words that are not assimilated in the adopting language are called
- a) barbarisms;
 - b) historisms;
 - c) jargonisms.

9. What language are the following words borrowed from: chauffeur, coup d'etat, chic, douche, blindage, prestige, debut?

- a) Latin;
- b) Spanish;
- c) French.

10. By a semantic loan is meant

a) the development in an English word of a new meaning under the influence of a correlated unit in some other language ;

b) a word or a phrase formed from the material available in the given language but after a foreign pattern by means of literal, morpheme-for-morpheme translation of every component;

c) two or more words of the same language which came by different routes from one and the same basic original word.

WORD-FORMATION IN MODERN ENGLISH.

TEST 3.

1. What is the subject matter of word-formation?

- a) a morpheme;
- b) the morphemic structure of a word and the ways of word building;
- c) derivational affixes and models.

2. The morphemes -ness, -less, -dis are singled out as:

- a) bound;
- b) semi-bound;
- c) free.

3. Structurally morphemes are divided into:

- a) productive and unproductive;
- b) free, bound, semi-bound;
- c) roots and affixes.

4. What morphs are characterized by the following definition, "They are identical in meaning and have different phonetic shapes in different contexts"?

- a) suppletive morphs;
 - b) root morphs;
 - c) allomorphs.
5. Find the words with allomorphs:
- a) clever - cleverer - the cleverest;
 - b) heart, hearten, heartily, heartless;
 - c) please, pleasure, pleasant.
6. What morphemes are singled out semantically?
- a) roots and affixes;
 - b) free, bound, semi-bound;
 - c) roots, affixes, inflexions.
7. The suffix –ie in auntie is named:
- a) augmentive;
 - b) diminutive;
 - c) productive.
8. What is the origin of the affixes –ism, –ics, –ist, poly–, dis–:
- a) Latin;
 - b) Greek;
 - c) Scandinavian.
9. Define the meaning of the suffix –ish in babyish, childish, girlish, womanish:
- a) belonging to some nationality or locality;
 - b) like, having the quality of;
 - c) approaching the quality of.
10. What group do the following stems belong: fashionmonger, shockproof, trustworthy, cameraman, playboy:
- a) free;
 - b) bound;
 - c) semi-bound.

WORD-FORMATION IN MODERN ENGLISH

TEST 4

1. What is the difference between compound words and nominal word combinations?

- a) they can be of different parts of speech;
- b) they have different meanings;
- c) each element of the word phrase is stressed and written separately.

2. Conversion as the morphological way of forming new words was put forward by:

- a) A. Smirnitsky;
- b) Ch. Fries;
- c) O. Akhmanova.

3. Compounding is the type of word-formation where:

- a) new words are formed without adding any word-building elements;
- b) words consist of at least two stems which occur in the language as free forms;
- c) new words are formed by adding affixes to different stems.

4. Find the proper type of conversion of the words given below: round – a round, criminal – a criminal, to say – a say, to try – a try:

- a) verbalization;
- b) adjectivization;
- c) substantivation.

5. The term “conversion” was first introduced by:

- a) S.Ullmann;
- b) J. Lyons;
- c) H. Sweet.

6. Define the type of word-formation of the following words: smog, brunch, fruice, flush, swellegant:

- a) back-formation;
- b) blending;

c) shortening.

7. Define the type of word-formation of the following words; ping-pong, flim-flam, tittle-tattle, pooh-pooh, walkie-talkie:

a) blending;

b) sound imitation;

c) reduplication.

8. What are word-building models of the words to burgle, to edit, to skate, to wellwish, to enthuse:

a) conversion;

b) backformation;

c) affixation.

9. How are the underlined words made: a lovely face, a friendly visit:

a) suffixation;

b) compounding;

c) conversion.

SEMASIOLOGY

TEST 5

1. What is “meaning” in terms of referential approach?

a) the sum total of what the word contributes to different contexts in which the word may appear;

b) a certain reflection in our mind of objects or relations that exist in reality;

c) a certain reflection in our mind of objects or relations that are connected with their sound-form.

2. What structure is singled out within interconnected lexical meanings of the polysemantic word?

a) a semantic nucleus;

b) a concept;

c) a lexico-semantic variant.

3. The denotative component of the lexical meaning is:
- a) the lexical nucleus of a word which is connected with the referent and notion the given word denotes;
 - b) the material meaning of a word which is directly connected with the object or concept the given word expresses;
 - c) the component of a word-meaning which is recurrent in the identical sets of grammatical forms of different words.
4. A branch of lexicology which studies the problem of lexical meaning is called:
- a) etymology;
 - b) semasiology;
 - c) toponymy.
5. What term is defined as “the object in the outside world to which the sound form refers”?
- a) a concept;
 - b) a sign;
 - c) a referent.
6. What is understood by “emotional charge”?
- a) the attitude of the speaker to what is being spoken about;
 - b) the social sphere in which the discourse takes place;
 - c) shades of meaning or different degrees of a given quality.
7. Classify the words according to the type of motivation: tongues (of flame), key (to a mystery), green (with envy), head (of a procession):
- a) phonetic;
 - b) morphological;
 - c) semantic.
8. Define the meaning of face in the sentence: He was being matter-off-act in the face of the excitement:
- a) facade, front;
 - b) look, expression;

c) surface of something;

9. A word is a unity of the sound-form and:

a) notion;

b) meaning;

c) referent.

10. The connotative component is what is suggested by or associated with:

a) a particular word meaning;

b) a particular concept;

c) a particular referent.

DEVELOPMENT AND CHANGE OF THE SEMANTIC

STRUCTURE OF A WORD

TEST 6

1. What process of semantic changes is defined as “a process as the result of which for one reason or another a word becomes disrepute and less respectable”?

a) degradation of meaning;

b) narrowing of meaning;

c) transference of meaning.

2. What linguistic phenomenon is the basis of the formation of metaphor?

a) homonymy;

b) polysemy;

c) synonymy.

3. Pick out the historisms from the groups below:

a) anarch, baron, musketeer, vassal, carbonari;

b) mom, eve, thy, thou, aye, nay, moon, oft;

c) toreador, rajah, shah.

4. Define the process of semantic changes in the following words: deer, comrade, wife, meat:

a) narrowing of meaning;

b) degradation of meaning;

- c) transference of meaning.
5. Which line accounts for the metaphor?
- a) Utterly amazed, I was speechless;
 - b) The kettle is boiling;
 - c) Kyiv is the heart of our country.
6. Define the process of semantic changes in the following words: paper, manuscript, pipe, vandal, utopian:
- a) extension of meaning;
 - b) elevation of meaning;
 - c) transference of meaning.
7. Which line accounts for the metonymy?
- a) I have never read Balzac in the original;
 - b) He had an egg-like head and frog-like jaws;
 - c) My heart is beating with excitement.
8. Pick out the metaphors from the following word combinations:
- a) green leaves, a green bush, a green apple;
 - b) black propaganda, black envy, black ingratitude;
 - c) the neck of a girl, the root of a tree, seeds of a plant.
9. What is the main difference between archaisms and historisms?
- a) archaisms have synonyms in a contemporary language.
 - b) historisms have synonyms in a contemporary language.
 - c) archaisms and historisms have different stylistic functions in the text.
10. Which of the groups of words listed below corresponds to passive vocabulary?
- a) neologisms, historisms, archaisms.
 - b) archaisms, dialect words, borrowings.
 - c) professionalisms, barbarisms, loan words.

ENGLISH VOCABULARY AS A SYSTEM. HOMONYMS.

SYNONYMS. ANTONYMS.

TEST 7

1. What is the process of forming the homonyms cab (cabriolet) – cab (cabbage):

- a) split of polysemy;
- b) shortening;
- c) borrowing.

2. Which line accounts for the homographs?

- a) pole - poll, scent - sent, plain – plane;
- b) bass - bass, desert - desert, buffet – buffet;
- c) cot - cot, game - game, match – match.

3. What is the process of forming the synonyms to ask – to question:

- a) conversion;
- b) shift of meaning;
- c) borrowing.

4. What term can be defined as “words that are identical in their sound form but have no common semes or association”:

- a) polysemantic words;
- b) lexical homonyms;
- c) paronyms.

5. Synonyms belonging to the same stylistic layer, having the same connotation which are characterized by a distinction in the differentiating semes of the denotational component of their lexical meaning are named:

- a) absolute;
- b) ideographic;
- c) stylistic.

6. Which of the definitions corresponds to the notion “synonyms”?

- a) words that are identical in sound-form but different in meaning;

b) words that partially coincide in their sound-form but are different in meaning;

c) words belonging to the same past of speech, that are different in sound-form but identical or similar in meaning.

7. Point out the synonymic dominant in the following group of synonyms: scarlet, crimson, cherry, purple, red, carmine, cardinal, bloodshot:

a) red;

b) cherry;

c) bloodshot.

8. Which line accounts for the lexical homonyms?

a) nail - nail, bank - bank, yard – yard;

b) some - sum, so - saw, flu – flew;

c) asked - asked, put - put, brother's – brothers.

9. What is “a synonymic dominant”?

a) structurally it is an unproductive word;

b) etymologically it is a genuine word;

c) a general term, neutral in style and with a great combining power.

10. Fill in the blank with a synonym: Oh, one's mode of life might be ... and scrupulous.

a) high;

b) tall;

c) lofty.

PHRASEOLOGY.

TEST 8.

1. What is the subject matter of phraseology?

a) free word combinations;

b) words with the figurative meaning;

c) words characterized by the integral meaning as a whole, with the meaning of each component weakened or entirely lost.

2. What types of phraseological units did acad. V. Vynogradov single out?
- a) nominative and communicative.
 - b) phraseological fusions, phraseological unities, phraseological combinations.
 - c) phrasemes and idioms.
3. The difference between phraseological units and free word combinations lies in:
- a) syntactical peculiarities (impossibility of transformations);
 - b) semantic peculiarities (they are partially or fully non-motivated);
 - c) both syntactical and semantic peculiarities;
4. What relationships have the terms “phraseological unit”, “set phrase”, “idiom” between themselves?
- a) synonymous;
 - b) antonymous;
 - c) homonymous.
5. The difference between phraseological units and free word combinations lies in:
- a) syntactical peculiarities (impossibility of transformations);
 - b) semantic peculiarities (they are partially or fully non-motivated);
 - c) both syntactical and semantic peculiarities.
6. Which of the linguists proposed the classification based on the combination of functional, semantic and structural criteria?
- a) A. Kunin;
 - b) A. Smirnitsky;
 - c) N. Amosova.
7. Point out the phraseological units that are considered to be synonymous:
- a) through thick and thin, by hook or by crook, for love or money;
 - b) to take the bull by the horns, in all respects, at one jump;
 - c) by little and little, on the spot, to begin at the wrong end.
8. I like Mary; she is a girl ..., kind and very pretty.
- a) over my own head;

b) after my own heart;

c) in my own blood.

9. According to J. Seidl and W. McMordie “to tell someone where to get off” belongs to the type with:

a) form irregular, meaning clear;

b) form regular, meaning unclear;

c) form irregular, meaning unclear.

10. M. McCarthy and F. O’Dell consider “a kick in the teeth” to be:

a) a prepositional phrase;

b) a compound;

c) a binomial.

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