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ЛЕКСИКОЛОГИЯ  
УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС ПО ДИСЦИПЛИНЕ  
для специальности 031202 «Перевод и переводоведение»  
и специальности 031001 «Филология»

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Учебно-методический комплекс по дисциплине «Лексикология» для студентов специальностей 031202 «Перевод и переводоведение» и 031001 «Филология» - Благовещенск: Амурский гос. ун-т, 2007.

Учебно-методический комплекс содержит рабочую программу по курсу лексикологии, план-конспект лекций, тематику семинарских занятий, задания для самостоятельной работы, контрольные материалы.

Амурский государственный университет, 2007

## ПРОГРАММА ДИСЦИПЛИНЫ, СООТВЕТСТВУЮЩАЯ ТРЕБОВАНИЯМ ГОСУДАРСТВЕННОГО ОБРАЗОВАТЕЛЬНОГО СТАНДАРТА

Курс «Лексикология английского языка» занимает центральное место в ряду дисциплин, входящих в обучение студентов специальности 031202 «Перевод и переводоведение» и 031001 «Филология». Дисциплина «Лексикология» включена в раздел ОПД.Ф.02.3 Государственного Образовательного Стандарта по специальности 031202 «Перевод и переводоведение» и в раздел ОПД.Ф.04 Государственного Образовательного Стандарта по специальности 031001 «Филология».

Общая теория слова служит основой для изучения морфологических единиц языка, а также обеспечивает преемственность и переход в научном исследовании к явлениям других языковых уровней.

Центральной проблемой лексикологии является слово как основная единица языка. В качестве предмета изучения рассматриваются следующие аспекты словарного состава: типы лексических единиц, их структура, морфологические, семантические особенности, функционирование слов в речи, неоднородность словарного состава языка и пути его развития, лексика и внеязыковая реальность.

Цель преподавания данной учебной дисциплины состоит в том, чтобы дать студентам систематизированные сведения о слове как основной единице языка и о словарном составе английского языка.

Основными задачами курса являются следующие:

- ознакомление студентов с общими закономерностями строения, функционирования и развития лексики английского языка в широком контексте проблематики, разрабатываемой отечественными и зарубежными языковедами;

- формирование у студентов представления о системности лексики и о роли лексических категорий (синонимии, антонимии, полисемии) в построении речи;
- изучение специфических свойств различных разрядов лексики, направленное на углубленный анализ функций и проявлений слова в тексте;
- рассмотрение стилистической и диалектной дифференциации словарного состава на основе понятия литературной нормы.

Для успешного усвоения курса «Лексикология английского языка» студентам необходимо использовать знания, полученные при изучении других дисциплин:

*Введение в языкознание* - слово как «знак»; значение как лингвистическая категория; полисемия, синонимия, омонимия, антонимия.

*История английского языка* – этимологическая характеристика словарного состава английского языка.

*Стилистика* – функционально-стилистическая дифференциация лексики.

*Теоретическая фонетика* – роль просодики и фонотактики в определении границ слова.

В результате изучения курса обучаемые должны овладеть следующими **знаниями**:

- типы лексических единиц, их структура, морфологические особенности;
- общая характеристика словарного состава английского языка; стилистическое расслоение лексики по сферам ее применения;
- словообразовательная система современного английского языка;
- семантическая структура английского слова;
- словосочетания устойчивые и связанные.

**умениями:**

- применять полученные теоретические знания при анализе практического материала;
- уметь работать с научной литературой;
- на основе полученных знаний самостоятельно ставить исследовательские задачи и уметь вести самостоятельное языковедческое исследование.

**навыками:**

- реальное воплощение словарного состава английского языка в различных функциональных стилях и видах речи, развитие прагматических навыков словоупотребления.

Специфика курса определяется тем, что он предназначен для студентов, изучающих английский язык как иностранный. Для студентов важно не просто понять общие принципы организации лексики, но и развить навыки анализа языкового материала, приобрести умение правильно выбирать и употреблять слова в прагматических ситуациях. Теоретические аспекты лексикологии помогут студентам разобраться в многообразии единиц, формирующих словарный состав языка, и оценить значимость каждого элемента в речевом функционировании.

**Структура** курса «Лексикология английского языка» предусматривает 216 часов: 36 лекционных часов, 36 – семинарских, 144 – для самостоятельной работы студентов. Лекции и семинарские занятия направлены на то, чтобы не только дать студентам определенный объем информации, но и развить у них творческое научное мышление и критический подход к теоретическим положениям, научить их извлекать из научной литературы необходимую информацию, самостоятельно делать обобщения и выводы из собственных наблюдений над фактическим материалом. Некоторые вопросы готовятся студентами самостоятельно, на основе рекомендованной литературы.

Дисциплина изучается в 3, 4 семестрах студентами специальности 031202 – «Перевод и переводоведение» и в 4, 5 семестрах студентами

специальности 031001 – «Филология». В конце 3 семестра (для 031202) и 4 семестра (для 031001) проводится зачет, а по окончании всего курса – экзамен. Экзаменационный билет включает 2 задания: теоретический вопрос и практический (анализ лексикологических явлений в тексте).

Лекции и семинарские занятия проводятся на английском языке.

## **РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ**

### **1. Введение**

Лексикология как лингвистическая дисциплина. Предмет и разделы лексикологии. Общая и частная лексикология, прикладная и сопоставительная. Структурный, семантический и функциональный аспекты в изучении слова как единицы языка. Методы лексикологического исследования. Связь лексикологии с другими разделами языкознания.

### **II. Этимологическая характеристика словарного состава современного английского языка. Заимствования.**

Этимологические основы английского языка. Слова индо-европейского происхождения и слова общегерманского происхождения как историческая основа словарного состава английского языка. Основные признаки исконно английских слов.

Роль заимствований в формировании и развитии словарного состава английского языка. Хронологическая последовательность заимствований из латинского языка, скандинавских языков, диалектов французского языка и др. Пути проникновения иноязычных слов в английский язык. Ассимиляция заимствований: типы ассимиляции, темпы ассимиляции, факторы, обуславливающие степень ассимиляции. Этимологические дублеты. Интернациональные слова в словарном составе английского языка.

### **III. Морфологическая структура английского слова.**

Морфологическая структура слова в современном английском языке. Слова и морфемы. Свободные и связанные морфемы. Алломорфы. Слова простые, производные, сложные, сложно-производные, сокращения. Типы морфем: корневые, словообразующие, формообразующие. Понятие морфологической членимости слова: слова членимые, неполночленимые, нечленимые. Словообразовательная структура слова. Типы основ: основы мотивированные и немотивированные. Явление дэтимологизации. Морфологическое опрощение. Принципы анализа морфологической структуры слова (морфемный и словообразовательный уровни).

### **IV. Словообразование.**

Словообразовательная система современного английского языка. Словообразовательные аффиксы (суффиксы и префиксы), их функции и значения.

Ступени производности. Проблема продуктивности словообразовательных средств. Принципы и методы словообразовательного анализа.

Новое понимание словообразования как источника динамических процессов в конструировании слов. Прагматика креативного словообразования. Определяющая роль контекста в речевой ситуации.

Неологизм и окказиональное слово. Основные функции нового производного слова: понятийно-формирующая в регистре научного сообщения, текстообразующая, создающая тематические связи между сегментами текста, и стилистическая в регистре художественной литературы.

Различные способы образования слов.

1. Аффиксация (суффиксация и префиксация). Аффиксы, полуаффиксы. Принципы классификации аффиксов. Многозначность, полисемия и синонимия аффиксов.

2. Конверсия, или безаффиксальное словообразование как один из наиболее продуктивных способов образования новых слов в английском языке. Различные точки зрения относительно сущности конверсии. Место конверсии как способа словообразования в различных частях речи. Типы семантических отношений между словами, соотносящимися по конверсии.
3. Словосложение. Основные особенности и критерии выделения сложного слова. Принципы классификации сложного слова: по типу словосложения, по структуре непосредственно составляющих, по семантике, по частям речи. Проблема разграничения сложного слова и словосочетания. Образования типа *give up, make out*. Проблема *'stone wall'*.
4. Сокращение слов и словосочетаний. Различные типы сокращенных слов (усечения, аббревиатуры, акронимы, слова-слитки) и их функциональное использование.
5. Другие словообразовательные и словоразличительные средства: чередование, сдвиг ударения, звукоподражание, обратное словообразование, редупликация. Приобретение средствами словоизменения функции словопроизводства (так называемая лексикализация грамматических форм).

## **V. Семасиология. Семантическая структура английского слова.**

Значение как лингвистическая категория. Лексическое и грамматическое значение. Основные типы лексического значения – номинативное, номинативно-производное, свободное, фразеологически связанное. Значение денотативное (когнитивное) и коннотативное (прагматическое), узуальное и окказиональное, прямое и переносное (метафорическое и метонимическое). Значение и употребление слова. Типы коннотаций: экспрессивная, эмоциональная, оценочная, стилистическая. Переосмысление значения слова. Виды переноса – метафора, метонимия,



синекдоха и др. Расширение и сужение значения. Метафоры конвенциональные, неконвенциональные (ситуативные, авторские), лингвопоэтические.

Проблема «тождества слова». Закон знака и своеобразие его проявления в естественном языке. Нарушение взаимодозначного соответствия формы и содержания, подвижный характер семантики слова. Инвариант и его варианты, тождество и различие.

Полисемия слова как вариативность содержания. Понятие лексико-семантического варианта слова. Роль стилистических особенностей регистра в развитии специальных значений многозначного слова, жаргонизмов, профессионализмов и сленгизмов.

Омонимия как предел семантического варьирования слова и результат распада полисемии. Омофоны и омографы. Омонимия частичная и полная.

Проблема разграничения полисемии и омонимии. Семантический, словообразовательный, функционально-синтаксический и лексико-фразеологический критерии анализа.

Антонимия и ее логическая основа. Антонимические и видовые понятия и их языковое выражение. Морфологическая структура антонимов. Антонимы разнокорневые и однокорневые.

Синонимия как явление варьирования плана выражения. Генетическая неоднородность английской лексики как источник синонимии. Синонимический ряд. Синонимы идеографические, этимологические, стилистические, контекстуальные. Синонимическая конденсация.

Гипонимия. Паронимическая аттракция. Каламбур, основанный на относительном тождестве слов.

## **VI. Сочетаемость лексических единиц. Фразеология.**

Словосочетание как предмет фразеологии и «малого синтаксиса». Идиоматическая и неидиоматическая фразеология. Словосочетания свободные и связанные. Понятие воспроизводимости словосочетания.

Основные фразеологические категории современного английского языка: коннотативность, клишированность (воспроизводимость), идиоматичность, социолингвистическая обусловленность.

Устойчивые словосочетания. Фразеологическая единица как сложный раздельнооформленный эквивалент слова. «Собственно идиомы» – пословицы, поговорки, клише, крылатые слова. Экспрессивность, образность и другие специфические черты идиом.

«Фразовые» и «предложные» глаголы. Преобладание фразовых глаголов в определенных регистрах речи.

## **VII. Функциональная стратификация лексики английского языка.**

Функционально-стилистическая дифференциация английской лексики. Понятие речевого регистра и ситуации общения. Различия устной и письменной речи на лексическом уровне. Общий объем словаря и объем индивидуального словаря. Стилистическое расслоение лексики по сферам ее применения. Нейтральная лексика и ее особенности. Понятие о Standard English. Книжная лексика: общелитературная лексика и функционально-литературная лексика. Термины. Поэтическая лексика. Архаизмы.

Разговорная лексика: литературно-разговорная лексика, фамильярно-разговорная лексика (диалектизмы, профессионализмы, жаргонизмы). Слэнг, его роль и функции в различных регистрах языка.

## **VIII. Особенности словарного состава английского языка за пределами Англии.**

Исторические и экономические причины распространения английского языка за пределами Англии. Язык – диалект – вариант. Особенности английского языка в США. Количественные и качественные различия в словарном составе американского варианта. Заимствования в американском варианте английского языка. Различия в значении и употреблении ряда английских слов в Великобритании и Америки. Специфика фразеологии в

американском варианте английского языка. Особенности словарного состава английского языка в Австралии, Новой Зеландии, Канаде. Английский язык – язык международного общения. Гибридные и креольские языки.

### **IX. Лексикография английского языка.**

Цели и задачи составления словарей. Энциклопедические и лингвистические словари. Подбор и организация материала в лингвистическом словаре. Построение словарной статьи. Типы словарей: толковые, этимологические, фразеологические, синонимические, частотные, учебные и др. Электронные словари.

Наименование разделов и тем	Кол-во часов лекц.	Кол-во часов практич.	Кол-во часов СРС
1. Введение. Лексикология как лингвистическая дисциплина.	2	2	8
II. Этимологическая характеристика словарного состава английского языка.	4	4	16
III. Морфологическая структура английского слова	4	4	16
IV. Словообразование	6	6	24
V. Семантическая структура английского слова.	12	10	44
VI. Фразеология.	4	4	16
VII. Функциональная стратификация лексики английского языка.	2	2	8
VIII. Особенности словарного состава английского языка за пределами Англии.	2	2	8
IX. Лексикография английского языка.		2	4
Всего:	36	36	144

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## **ПЛАН-КОНСПЕКТ ЛЕКЦИЙ**

### **1. The object of lexicology (2 ч.).**

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

Distinction between the terms ‘vocabulary’, ‘lexis’, ‘lexicon’ on the one hand, and ‘dictionary’, on the other. [12: 1.1].

Types of lexicology: general lexicology, special lexicology, contrastive lexicology, comparative lexicology, historical lexicology, descriptive lexicology. [11: ch.I, 1.1].

Branches of lexicology: etymology, word-formation, semantics, phraseology, lexicography. [3: ch.I, 1.2].

### **2. The Word as the Basic Linguistic Unit (2 ч.).**

Difficulties of the definition of the word. Various approaches to definition based on writing traditions, formal criteria, phonetic aspect, semantic aspect, etc. [12: 3.1.1., 3.1.2], [11: 2.1].

Characteristics of the word: external and internal structure of the word; formal and semantic unity; susceptibility to grammatical employment. [ 2: p.p. 6-10], [12: 3.1.3., 3.1.4].

### **The Etymology of English Words (4 ч.).**

The place of the English language among the languages of the world. English as one of the languages of the Germanic Branch of the Indo-European family. [12: 2.1.].

How English came to England. The first inhabitants of the land – Celts (the fifth millenium BC). The first invasion of the Roman Empire (55 - 54 BC). The second Roman invasion and their conquest of the British territory. (43 – 410 AD).

Intrusion of the Germanic tribes – Angles, Saxons, Frisians and Jutes, their war with the Celts for 200 years. Formation of the Anglo-Saxon society and the English language. [12: 2.1.1.].

### **The Ways of the Development of the English Vocabulary (2 ч.).**

Linguistic and extralinguistic forces influencing the changes in the vocabulary.

Borrowings. Historical survey of borrowings into the English language. Source of borrowing and origin of borrowing. Types of borrowings / loan words: borrowings proper, translation loans (calques), semantic loans. [11: 13.1].

Tendencies of the process of borrowing in the modern period of the development of English. [12: 2.4.].

### **The English vocabulary as an Adaptive System (4 ч.).**

Adaptability of the vocabulary system to the changing requirements and conditions of human communication and cultural and other needs.

Neologisms. Reasons calling forth the invention and introduction of new words. Sources of neologisms: borrowings from other languages, word-formation (derivation, compounding, shortening, conversion, combination of several word-building processes). [11: 11.1.].

Semantic neologisms, transnomination and proper neologisms. Semantic groups of neologisms. Social stratification and neologisms. Morphological and phraseological neologisms. [6: p.p.153 – 177].

Obsolete words. Archaisms. Historisms. [6: p.p.151 – 152; 11: p.p.220 – 221].

### **Morphological Structure of English Words (2 ч.).**

Morphemes. Free and bound forms. Allomorphs. Morphological classification of words. Word-families.

Classification of affixes. Functions of roots, suffixes, prefixes, inflexions. Derivational and functional affixes. The valency of affixes and stems. Combining forms. Aims and principles of morphemic analysis. Analysis into immediate constituents. [11: 5.1. – 5.10].

### **Word Formation (6 ч.).**

*Affixation* as a way of forming affixed words. Classification of affixes. Classification of suffixes according to the part of speech they form, according to their meaning, according to their origin. Prefixation. Classification of prefixes according to their meaning, according to their origin.

Productivity and frequency of affixes. Semi-affixes. [11: 5.6. – 5.10], [3: 4.3], [6: p.p.26 – 34], [12: 4.4], [1: p.p. 25 – 40], [13: 3.1 – 3.5].

*Compounding*. The criteria of compounds. Characteristic features of compound words in the English language. Classification of compounds according to their structure. Endocentric and exocentric compounds. Classification of compound words according to the semantic relations between the components. Classification of compounds according to the motivation of their meaning. Ways of forming compound words.

‘The *Stone Wall* problem’. Bahuvrihi. [11: 6.1 – 6.9], [6: p.p. 37 – 47], [3: 4.5], [12: 4.5].

*Conversion*. Different points of view on the nature of conversion. Conversion in present-day English. Semantic relationships in conversion. Conversion in different parts of speech. Conversion and other types of word-formation. [11: 8.1], [12: 4.6.1], [6: p.p.48 – 50], [3: 4.4].

*Shortening*. Shortening of spoken words and its causes. Lexical and graphical abbreviations. Types of graphical abbreviations. Types of initialisms, peculiarities of their pronunciation. Acronyms. Lexical shortenings of words, their reference to style. Blending. [11: 7.1 – 7.3], [6: p.p.68 – 75], [12: 4.6.2., 4.6.3].

### **Lexical Meaning and Semantic Structure of English Words (6 ч.).**

*Word Meaning.* The linguistic sign. The word as a linguistic sign. Semantic triangle. Phonetic, morphological and semantic motivation of words.

Semasiology or Semantics? The lexical meaning versus notion. The structure of lexical meaning. Denotative and connotative meaning. [13: 4.1, 4.2], [1: p.p. 40 – 47], [3: 5.1, 5.2], [6: p.p. 123 – 124], [11: 2.2 – 3.3], [12: 3.2].

*The Semantic Structure of Polysemantic Words.* Polysemantic and monosemantic words. Lexico-semantic variant. Processes of the semantic development of a word: radiation and concatenation. Linguistic and extralinguistic causes of semantic change. Types of semantic change. Metaphor. Metonymy. Specialization. Generalization. Secondary ways of semantic changes: degradation, elevation. Contextual analysis. Componential analysis. [3: 5.3. – 5.6], [1: 2], [13: 4.4., 4.5], [11: 3.4 – 4.3], [12: 3.3].

#### **Word Groups (4 ч.).**

*Synonyms.* The nature of synonymy. Sources of synonyms. The definition of synonyms. The synonymic dominant. Classification of synonyms: ideographic or denotational, stylistic synonyms, absolute or total synonyms. Interchangeability and substitution. Contextual or context-dependent synonyms. Synonymic condensation (attraction). Euphemisms. Lexical variants and paronyms. Paronymic attraction. [11: 10.4 – 10.8], [3: 6.2], [13: 5.3], [12: 5.2], [1: 4, 5].

*Antonyms.* Definition. Types of antonyms: contradictory (gradable) antonyms, complementary antonyms. Conversives. Classification of antonyms based on a morphological approach: absolute and derivational antonyms.

Enantiosemy. Hyponymy. [3: 6.3, 6.4], [11: 10.9], [12: 5.3, 5.4].

#### **Phraseology (4 ч.).**

Ambiguity of the terms *phraseology*, *idiom*, *set expression*. Set expressions, semi-fixed combinations and free phrases. Similarity and difference between a set expression and a word. Ways of forming phraseological units. Features enhancing unity and stability of set expressions. Proverbs, sayings, familiar quotations and



cliches. Phraseology in speech. Phraseology in the dictionary. [11: 9.1 – 9.6], [6: p.p. 83 – 97], [ 3: 8.1 – 8.6], [1: 4].

### **English Vocabulary as a System (2 ч.).**

Functional styles and neutral vocabulary. Functional styles and registers. Dimensions of register. The interaction of meanings and functions. Learned words and official vocabulary. Poetic diction. Colloquial words and expressions. Slang. Jargon. Standard and substandard forms of English. Cultural attitudes. [11: 12.1 – 12.6], [ 12: 6], [13: 1.2 – 1.6].

### **Regional varieties of the English Vocabulary (2 ч.).**

National and regional vocabularies. “A vast number of Englishes.” Local varieties of English on the British Isles. Dialect and variant. Idiolect. British and American English. History of American English. Differences in the vocabulary units. Semantic groups in American English different from British English vocabulary units. Differences in the spelling. Differences in pronunciation. Canadian, Australian, New Zealand and Indian variants.

Creol and pidgin languages. [ 12: 6.2], [3: 10, 11], [6: p.p. 141 – 150], [11: 13], [13: 1.1].

## **ТЕМАТИКА И ВОПРОСЫ СЕМИНАРСКИХ ЗАНЯТИЙ**

### **Seminar 1**

#### **The Object of Lexicology.**

1. Lexicology as a branch of linguistics. Its aims and tasks.
2. The theoretical and practical value of English lexicology.
3. The connection of lexicology with other branches of linguistics.

#### **Literature:**

1. Антрушина Г.Б. «Лексикология английского языка» - стр. 6 –11.
2. Arnold I.V. “The English Word” - ch.1.
3. Babich G.N. “Lexicology: a Current Guide” - ch.1.

4. Гвишиани Н.Б. «Современный английский язык. Лексикология» - стр. 12 -26.

## Seminar 2

### English Lexicography.

1. Historical development of British and American lexicography.
2. Some of the main debatable problems in lexicography.
3. Types of dictionaries.
4. How modern dictionaries are made.

#### Literature:

1. Arnold I.V. “The English Word” - ch.15.
2. Minaeva L.V. “English Lexicology and lexicography” - chapters 1 – 4.
3. Гвишиани Н.Б. «Современный английский язык. Лексикология» - гл. 6.
4. Babich G.N. “Lexicology: a current guide” - ch.9.
5. Jackson H. “Words, meaning and vocabulary” - ch.8.

## Seminar 3

### Word as the basic unit language.

1. Lexical units. The word as a fundamental unit of the language. The definition of the word.
2. Characteristics of the word.

#### Literature:

1. Антрушина Г.Б. «Лексикология английского языка» - стр. 6 – 10.
2. Arnold I.V. “The English Word” - p.p. 18 – 31.
3. Гвишиани Н.Б. «Современный английский язык. Лексикология» - гл. 2.
4. Minaeva L.V. “English Lexicology and Lexicography”, - ch. 1.

## Seminars 4 - 5

### Etymological Survey of the English Word-Stock.

1. Historical development of the English vocabulary.
2. The opposition of native and borrowed words.
3. Types of borrowings.
4. Assimilation of borrowed words.
5. Etymological doublets and triplets.
6. International words.

Literature:

1. Antrushina G.B. "English Lexicology" - ch.3,4.
2. Arnold I.V. "The English Word" - ch.13.

### Seminar 6

Morphological structure of English words.

1. Word structure. Morpheme. Types of morphemes.
2. Variants of forms in morphemes (allomorphs)
3. Principles of morphemic analysis.

Literature:

1. Antrushina G.B. "English Lexicology" - ch.5.
2. Arnold I.V. "The English Word" - 5.1 – 5.4.
3. Дубенец Э.М. «Современный английский язык. Лексикология» - стр. 4 – 21.

### Seminars 7 - 8

Word-Formation: Major Types.

1. Affixation. Native and borrowed affixes. Productive and non-productive affixes.
2. Semantics of affixes.
3. Classification of affixes.
4. Conversion. Different theories of conversion. Productivity of conversion in present-day English.
5. Semantic relations between conversion pairs.

6. Composition. Structural and semantic criteria of compounds.
7. Shortening. Definition. Classification.
8. Lexical shortenings: lexical abbreviations, clipping (curtailment).
9. Graphical abbreviations. Acronyms.

Literature:

1. Antrushina G.B. "English Lexicology" - ch. 5, 6.
2. Babich G.N. "Lexicology: a current guide" - 4.3 – 4.5.
3. Arnold I.V. "The English Word" - ch. 5 – 8.

### Seminar 9

#### Minor types of Word-Formation.

1. Blending.
2. Reduplication.
3. Back formation.
4. Sound imitation. Sound interchange. Stress interchange.

Literature:

1. Antrushina G.B. "English Lexicology" - ch. 6.
2. Arnold I.V. "The English Word" - 6.6., 7.2., 7.4. – 7.7.
3. Дубенец Э.М. «Современный английский язык. Лексикология» - стр. 66 – 73.

### Seminar 10

#### Lexical Meaning.

1. Different approaches to meaning. Lexical meaning versus notion.
2. Semantic triangle.
3. Structure of lexical meaning.

Literature:

1. Antrushina G.B. "English Lexicology" - ch. 7.
2. Arnold I.V. "The English Word" - 2.2., 3.1. – 3.3.

3. Гвишиани Н.Б. «Современный английский язык. Лексикология» - стр. 109 – 124.
4. Babich G.N. “Lexicology: a Current Guide” - 5.1., 5.2.

### Seminar 11

#### Semantic Structure of English Words.

1. Polysemy. Semantic structure of polysemantic words.
2. Causes of development of new meanings.
3. Transference based on similarity, on contiguity.
4. Broadening (generalization) / narrowing (specialization) of meaning.
5. “Degeneration” (“degradation”) / “elevation” of meaning.

#### Literature:

1. Antrushina G.B. “English Lexicology” - ch. 7, 8.
2. Arnold I.V. “The English Word” - ch. 4.
3. Minaeva L.V. “English Lexicology and Lexicography” - 2.2.
4. Babich G.N. “Lexicology: a Current Guide” - 5.3. – 5.6.

### Seminars 12 – 13

#### Homonyms. Synonyms. Antonyms.

1. Homonyms. Sources of homonyms. Classification of homonyms.
2. Synonyms. Sources and criteria of synonymy.
3. Types of synonyms.
4. Euphemisms.
5. Antonyms. Types of antonyms.
6. Paronymy. Hyponymy.

#### Literature:

1. Antrushina G.B. “English Lexicology” - ch. 9 – 11.
2. Arnold I.V. “The English Word” - ch.10.
3. Babich G.N. “Lexicology: a Current Use” - ch. 6.
4. Minaeva L.V. “English Lexicology and Lexicography” - ch. 3.

5. Дубенец Э.М. «Современный английский язык. Лексикология» - стр. 127 – 140.

#### Seminar 14

##### Phraseology.

1. Definition. Phraseological units and free phrases.
2. Classifications of phraseological units:
  - semantic classification;
  - structural classification;
  - functional classification;
  - contextual classification;
  - prof. Kunin's classification.

##### Literature:

1. Antrushina G.B. "English Lexicology" - ch.12.
2. Arnold I.V. "The English Word" - ch. 9.
3. Babich G.N. "Lexicology: a Current Guide" - ch. 8.
4. Дубенец Э.М. «Современный английский язык. Лексикология» - стр. 83 – 98.

#### Seminar 15

##### Stylistic Differentiation of the Vocabulary.

1. Functional styles and registers.
2. Formal style (learned words, poetic words, archaisms and obsolete words, terminology).
3. Informal style (colloquial words, slang).
4. Basic (neutral) vocabulary.

##### Literature:

1. Antrushina G.B. "English Lexicology" - ch.1.
2. Arnold I.V. "The English Word" - ch.12.

## Seminar 16

### Regional Varieties of the English Vocabularies.

1. Standard English variants and dialects.
2. American English versus British English.
3. Canadian, Australian and Indian variants.

#### Literature:

1. Antrushina G.B. "English Lexicology" - ch.14.
2. Arnold I.V. "The English Word" - ch.14.
3. Babich G.N. "Lexicology: a Current Guide" - ch.11.
4. Дубенец Э.М. «Современный английский язык. Лексикология» - стр. 141 – 150.

## Seminar 17

### Lexical Systems.

1. The English as an adaptive system. Neologisms.
2. Thematic and ideographic groups.
3. Terminological systems.

#### Literature:

1. Arnold I.V. "The English Word" - ch.11.
2. Дубенец Э.М. «Современный английский язык. Лексикология» - стр. 151 – 179.

## Seminar 18

### Revision.

1. Test questions.
2. Lexicological analysis of the passages.

## **ЗАДАНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ**

### **The Object of Lexicology.**

1. Examine the following definitions of 'lexicology'. What do they agree on as the scope of lexicology? And where do they disagree?
  - 1) An area of language study concerned with the nature, meaning, history and use of words and word elements and often also with the critical description of lexicography (McArthur, ed. 1992);
  - 2) The study of the overall structure and history of the vocabulary of a language (Collins English Dictionary 1998);
  - 3) A branch of linguistics concerned with the meaning and use of words (Longman Dictionary of the English Language 1991);
  - 4) The study of the form, meaning, and behaviour of words (New Oxford Dictionary of English 1998).
  
2. Consider the following 'deviant' sentences. In which of them would an alternative selection of words make an improvement, and in which does the arrangement of the words (syntax) need to be adjusted?
  - 1) Visitors are aggressively requested to remove their shoes before leaving the temple.
  - 2) You put can table the the on bread you bought have.
  - 3) All mimsy were the borogroves and the mome raths outgrabe.
  - 4) Off you go, up the apples and pears and into uncle ned.

### **Lexicography as a Branch of Lexicology.**

1. Using a desk or concise size general-purpose dictionary, read carefully the entries for the following words: *face*, *narrow-minded*, *soap*, *walleye*. Note for each item:
  - a) how many entries (headwords) your dictionary has;
  - b) how your dictionary treats compound words.
  
2. Examine the following entry for **discriminate**, taken from CED (1998):



**Discriminate** *vb* (di'skrimi,neit). **1** (*intr*, usu. foll. by *in favour of* or *against*) to single out a particular person, group, etc., for special favour or, esp., disfavour, often because of a characteristic such as race, colour, sex, intelligence, etc. **2** (when *intr*, foll. by *between* or *among*) to recognize or understand the difference (between); distinguish: *to discriminate right and wrong; to discriminate between right and wrong*. **3** (*intr*) to constitute or mark a difference. **4** (*intr*) to be discerning in matters of taste. *Adj* (dI 'skrImInIt). **5** showing or marked by discrimination. [C17: from Latin *discriminare* to divide, from *discrimen* a separation, from *discernere* to DISCERN] **dis'criminator** *n*

What information does it give about: pronunciation, morphology, syntax?

3. Examine the entries for the following words in two or three dictionaries of a similar size: *height*, *nucleus*, *subjective*. How many numbered meanings does each dictionary identify, and do they identify the same range of meanings?

4. (a) Look up the words *postprandial*, *potation*, *prevenient*, *psittacism*, *repast* in a dictionary other than the COD. Does the dictionary use the same ('formal') or alternative labels for these words? In particular, is the 'taboo' label used?

(b) Do you think that etymological information should be included in a dictionary aiming to describe the contemporary language? How might its inclusion be justified?

5. (a) Would you expect the following words to be entered more than once in a dictionary (as homographs), or to be treated in a single entry (as a case of polysemy)? First make a guess, then consult a dictionary.

*Coach* (bus, give training); *cobble* (stone for paving, mend shoes); *fence* (round a field, sport using a sword); *mount* (ascend, mountain); *rook* (bird, chess piece); *stable* (firmly fixed, place for horses); *table* (piece of furniture, of figures); *whim* (fancy, machine used in mining).

(b) Find the following idioms in your dictionary. Which word are they under? Are they cross-referenced from the entries for any of the other words in the idiom?

*Fly in the ointment; fly off the handle;*

*Turn in one's grave; turn over a new leaf;*

*Spill the beans; full of beans.*

6. Discuss the following statement: “Dictionaries are like watches: the worst is better than none, and the best cannot be expected to go quite true.”(S. Johnson)
7. Read the following text and comment on its cultural content. Use the “Longman Dictionary of English Language” or the “Oxford Advanced Learner’s Dictionary” (Encyclopedic edition) to explain the words and expressions in bold type.

Across the street there is a permanent settlement of dissatisfied people and crazies, living in cardboard boxes, protesting at the **Central Agency** controlling their thoughts from outer space. (Well, wouldn’t you?) There was also a guy **panhandling** for **quarters**. Can you believe that? Right there in our nation’s capital, right where **Nancy Reagan** could see them from her bedroom window.

**Washington’s** most famous feature is the Mall, a broad grassy strip of parkland which stretches for a mile or so from the **Capitol** building at the eastern end and to the **Lincoln Memorial** at the western side of the **Potomac**. The dominant landmark is the **Washington Monument**. Slender and white, shaped like a pencil, it rises 555 feet above the park. It is one of the simplest and yet handsomest structures I know, and all the more impressive when you consider that its massive stones had to be brought from the Nile delta on wooden rollers by Sumerian slaves. I’m sorry, I’m thinking of the Great Pyramids in Giza. Anyway, it is a real feat of engineering and very pleasing to look at. I had hoped to go up it, but there was a long line of people, mostly restive school children, snaked around the base and some distance into the park, all waiting to squeeze into an elevator about the size of a telephone booth, so I headed east in the direction of **Capitol Hill**, which isn’t much of a hill at all.

8. Characterize modern English dictionaries according to their:
  - a) type;

- b b) size;
- c) structure;
- c d) the arrangement of entries;
- d e) the arrangement of derivatives;
- e f) the arrangement of compounds;
- f g) the arrangement of phrasal verbs;
- g h) the arrangement of idioms;
- h i) the arrangement of abbreviations;
- i j) the information about synonyms and antonyms;
- j k) regional labels (American, British);
- k l) style labels (formal, informal, etc.);
- l m) the information supplied about the word.

### **Word as the Central Unit of the Language.**

1. For each of the following sets of words, say what the principle is that groups them into a set. Is the principal one of a common meaning, related forms of a lexeme, or something else (please specify)?
  - 1) dawdle, saunter, meander, wander, swan, tootle
  - 2) speak, speaks, spoke, speaking, spoken
  - 3) telephone, dial, number, answer, ring, engaged
  - 4) rich, wealthy, well-off, loaded, affluent, well-heeled, oofy
  
2. Count the number of words in the following sentence. Make a separate count of: (a) orthographic words; (b) grammatical word forms; (c) lexical words (lexemes).
 

In their conceptual world, words are at once containers, tools and weapons, just as in the physical world a bag is a container, a screw-driver is a tool, and a gun is a weapon. (Adapted from McArthur 1998: 38)
  
3. What does the word '*bull*' mean in each of the following sentences?

1. Beware of the bull!
2. I think the elephant is a bull.
3. Stop acting like a bull in a china shop!
4. There was a bull market on the stock exchange today.
5. Well done! You've hit the bull's eye.
6. Don't give me all that bull.
7. I'm afraid that you'll just have to take the bull by the horns.

### **Etymological Survey of the English Vocabulary.**

1. Look up the history of the following words, preferably in the (Shorter) Oxford English Dictionary, otherwise in a dictionary with good coverage of etymology (e.g. Collins English Dictionary, New Oxford Dictionary of English). How has their meaning changed since their first entry into the language?  
Cousin, hose, knight, nice, span, spell, starve, train.
  
2. Study the etymologies in your dictionaries and list five words that have been:  
French, Italian, Spanish, Latin, Greek.
  
3. Here are some English words that still betray which language they have been borrowed from. Without looking them up, make a guess at their language of origin:  
Addendum (plural, addenda), baguette, cannelloni, con brio, criterion (plural, criteria), id est (i.e.), in loco parentis, manana, sang-froid, vis-a-vis, zucchini.
  
4. Which of the following Russianisms are better known in English?  
Arsheen, balalaika, beluga, borshch, borzoi, boyar, chernozem, cosmonaut, dacha, dessiatine, Duma, gosplan, isba, kefir, komsomol, Kremlin, KGB, kurgan, menshevik, pirozhki, politburo, ruble, samovar, shaman, smetana, steppe, (beef) stroganoff, telega, troika, zakuska.

5. What is the first meaning of the Russianism *babushka* in American English?
6. How many Russian words for the names of the Russian royal family are registered by lexicographers?
7. What fur is named in English after a Russian town?
8. Speak of the meaning and origin of the word '*waitnik*' in the following sentence:  
"Thousands of Soviet Jews who have left now have become 'waitniks' stuck in a dreary seaside resort just outside of Rome" (Christian Science Monitor).
9. Analyze the structure of the word '*gorbomania*' in the following sentence:  
"A syndrome has been spreading in the West, reaching epidemic proportions particularly in Western Europe. Dubbed Gorbomania, the syndrome manifests itself in a hypnotic fascination with Soviet leader Mikhail Gorbachev and external policies associated with him" (Des Moines Register).
10. What Russian religious sects have fled to the U.S.?
11. What species of fish have Russian names in English?
12. Separate Russianisms from words of other origin:  
Picnic, sputnik, beatnik, refusenik, nudnik.
13. Point out the Russianism in the following sentence:  
(The Oxford English Dictionary) is here again, updated and expanded, a mammoth historical progress report on a language with a vocabulary, the world's largest, that grows by an estimated 450 words a year (Time).
14. Use the model *okroshka soup* (i.e. an unassimilated loan in juxtaposition with a

generic term) to refer to the following:

Матрешка, ПТУ, папироса, аспирантура, зачет, валенки, кулич (пасхальный), перестройка, буфет, куратор, староста (студенческой группы).

15. In the left-hand column are ten French loan-words frequently used in English.

Match these words with their definitions in the right-hand column:

- |                |                     |
|----------------|---------------------|
| 1. argot       | a. file             |
| 2. dossier     | b. environment      |
| 3. milieu      | c. slang            |
| 4. connoisseur | d. competent judge  |
| 5. amateur     | e. nursery          |
| 6. creche      | f. evening party    |
| 7. soiree      | g. non-professional |

16. Put each of these foreign words into one of the sentences below:

- |              |                   |                   |
|--------------|-------------------|-------------------|
| Ad hoc       | ad infinitum      | alfresco          |
| Aplomb       | avantgarde        | blase             |
| Bona fide    | carte blanche     | coup d'etat       |
| De facto     | curriculum vitae  | detante           |
| Ex officio   | extra-curricular  | faux pas          |
| In camera    | kudos             | non compos mentis |
| Non sequitur | per capita        | per se            |
| Bravo        | persona non grata | prima facie       |
| Rapport      | quid pro quo      | status quo        |
| Tete-a-tete  | vice versa        | vis-a-vis         |

- 1) The General overthrew the President and became the \_\_\_\_\_ ruler of the country.
- 2) What is the average \_\_\_\_\_ income in your country?

- 3) It says in the invitation that wives are allowed to bring their husbands and \_\_\_\_\_ . So I shall certainly take Anne with me.
- 4) If you ask me, most of this \_\_\_\_\_ music is rubbish. Give me Beethoven or Mozart and day!
- 5) You made a terrible \_\_\_\_\_ when you asked how his wife was. Didn't you know that she'd recently run off with his best friend?
- 6) They decided to set up an \_\_\_\_\_ committee to deal with the urgent problem that had come up.
- 7) He was thrown out of the country two years ago and has been \_\_\_\_\_ since then.
- 8) Generally speaking, students are against preserving the \_\_\_\_\_ in a country. They usually want change and reform.
- 9) She gained a lot of \_\_\_\_\_ after her third successful novel.
- 10) He came to power in a violent and bloody \_\_\_\_\_ .
- 11) As President she will be a(n) \_\_\_\_\_ member of several important committees.
- 12) The car park is for \_\_\_\_\_ customers only. No one else is allowed to use it.
- 13) As there seems to be a \_\_\_\_\_ case against him, they decided to press for a trial immediately.
- 14) When Ronald Reagan and Margaret Thatcher met for the first time, there was an instant \_\_\_\_\_ between them.
- 15) Don't mention golf when Charles is around; otherwise he'll go on \_\_\_\_\_ about it.
- 16) It is hard to believe in the present \_\_\_\_\_ that the two countries were at war with one another less than two years ago.
- 17) The Prime Minister handled the hostile questioning of the journalists with great \_\_\_\_\_ .
- 18) Your argument is a \_\_\_\_\_ and totally irrelevant.

- 19) I'd like to see you tomorrow, John, the proposed new changes. I'd like to hear what you think of them.
- 20) It was a very nice house \_\_\_\_\_, but it wasn't quite the sort of place we were looking for.
- 21) The case involved discussing matters which were top secret, so it was held \_\_\_\_\_.
- 22) No one told me what to do. I was given \_\_\_\_\_ to organize things as I saw fit.
- 23) Applicants must send in a full \_\_\_\_\_ no later than Friday, March 24<sup>th</sup>.
- 24) We usually eat \_\_\_\_\_ in the summer.
- 25) He gave me a 10 per cent discount as a \_\_\_\_\_ for having helped him mend his car.
- 26) He was believed to have been \_\_\_\_\_ when he attempted to commit suicide.
- 27) Visiting Russia so often has made him very \_\_\_\_\_ about eating caviar.
- 28) Our school offers a wide range of \_\_\_\_\_ activities, including photography, karate and folk-dancing.
- 29) I had a very interesting \_\_\_\_\_ with the new manager last week. Now I think I understand what he plans to do.
- 30) You performed very well. \_\_\_\_\_!

### **Morphological Structure of an English Word.**

1. Analyse the following words into their constituent morphemes:  
Beadiness, coagulative, deactivators, forbearingly, half-deafened, left-handedness, noncombatant, readability, temporarily, weedkiller.
  
2. Give all the possible inflections for the following words:  
Bring, cow, forget, guest, high, stop, tall, tooth, weary.



3. Identify the derivational affixes used in the following words. Give a meaning/function for each one, e.g. *-ment*: has the function of deriving a noun from a verb.  
Covariance, enactable, ungracious, preconnection, depressive, incriminatory, proconsulship, officialdom, declassify, troublesome.
4. Divide the following words into morphemes. For each morpheme identify the type (free or bound, prefix or suffix, inflectional or derivational):  
restate, strongest, actively, precede.
5. State the morphological principle that each of the following forms violates:
  - (a) cupsful for cupfuls;
  - (b) loveding for loved or loving;
  - (c) photographser for photographers.
6. What kind of evidence could be used to argue that *action* and *package* each contain two morphemes:  $\{act\} + \{ion\}$  and  $\{pack\} + \{age\}$ ?
7. What kind of evidence could be used to argue that  $\{age\}$  in *package* is a derivational morpheme?

### **Word – Formation.**

1. Read the following short story. Write down the correct noun in the space provided beneath the story using the words in **bold** to help you.  
Whilst at college, I remember listening to a lecturer given by a rather pompous (1) who was discussing the values of strong (2) in politics. Firstly he presented his (3) of (4), then continued by arguing that (5) by a political leader was a positive attribute as resolute decisions could be made but that the basic (6) in society could still be maintained. He felt strongly that schools did not provide

the kind of (7) needed for the development of good leadership qualities which should be instilled from early (8). He felt also that modern society encouraged qualities such as (9) and (10) to the young. However, when an earnest young student explained that he would like to become a (12) or a (13) in industry, and asked about courses to follow, the politician said, with a curt (14), “That’s a silly question to ask me! I am a politician , not a career adviser!”.

- |                    |                    |
|--------------------|--------------------|
| 1. politics.....   | 8. child .....     |
| 2. leader .....    | 9. lazy .....      |
| 3. define .....    | 10. cynic .....    |
| 4. leader .....    | 11. guide.....     |
| 5. dominate .....  | 12. politics ..... |
| 6. free .....      | 13. manage .....   |
| 7. encourage ..... | 14. dismiss .....  |

2. **-en, -ify, -ize** combine with nouns and adjectives to form verbs. Look at the following lists of adjectives and nouns. Put the corresponding verb in the space provided.

<u>ADJECTIVE &gt; VERB</u>	<u>NOUN &gt; VERB</u>
hard	horror
modern	memory
deep	beauty
intense	sympathy
false	apology
fat	glory
sterile	length

3. The following suffixes combine with verbs to form adjectives:

**-able -ible -ed -ful -ive -ing**

Look at the verb printed in **bold** and write down the appropriate adjective in space provided.

1. Mr Quickwater has a great many ..... **admire**  
qualities.
2. There was an ..... story in the paper this morning **amuse**
3. I have extra French lessons with a ..... **retire**  
schoolmaster.
4. He made himself ..... by handling round **use**  
the coffee cups.
5. Deaths caused by reckless driving are ..... **avoid**
6. He felt very ..... towards her and loved her **protect**  
dearly.
7. The coat was ..... in shades of blue and green **pattern**
8. She slept on a ..... bed with rough, prickly sheets **collapse**
9. .... Paper tissues are more hygienic than **dispose**  
handkerchiefs.
10. The photos made him look quite ..... **attract**

4. A large number of prefixes are used to form words with negative meanings.

Some of the most common ones are listed below:

Dis-    ir-    il-    non-    im-    un-    in-

Now look at the words listed below. Write down their negative forms next to the appropriate prefix.

legal	smoker	capable	practical
athletic	security	relevant	possible
obey	officially	agreement	loyal
happy	rational	willingness	logical
mature	responsible	ability	convenient

Dis- .....

Il- .....

Im-.....

In-.....

Ir-.....

Non- .....

Un- .....

5. **anti-** can be used with two different meanings. Write “A” in the space provided if it means that one thing opposes another. Write “B” if it means that one thing prevents another from happening.

1. Following the appalling behaviour of the English football fans in Italy many people were anti-English.

.....

2. Anti-seasickness tablets should be taken two hours before starting a journey.

.....

3. After fitting the anti-theft device to her car, she hoped it would not be stolen again.

.....

4. The anti-apartheid movement in South Africa gained a lot of publicity when Nelson Mandela was released.

.....

5. Although it is more than two years since his wife died, he is still taking anti-depressants.

.....

6. Put anti-freeze in your radiator to prevent the water from freezing overnight.

.....

7. It was the first serious anti-war demonstration for fifteen years.

.....

8. Toothpastes containing fluoride and anti-bacterial properties should be able to virtually eradicate tooth-decay.

.....

9. The General took control of the army at the height of the anti-Ceausescu protests.

.....  
10. The Church is managing to survive in the face of a great deal of anti-religious propaganda.  
.....

6. **-ful** can be used with two different meanings. Write 'A' in the space provided if it refers to a quantity. Write 'B' if it describes a quality.

1. He drank a mouthful of cold black coffee.

.....

2. My legs and back are stiff but not painful.

.....

3. He is one of the most powerful men in the country.

.....

4. He ate a bowl of natural yoghurt served up with a spoonful of honey.

.....

5. She had a whole houseful of furniture.

.....

6. The park lay quiet and peaceful in the early morning.

.....

7. He had nice sad eyes with beautiful lashes.

.....

8. Roger gathered a handful of stones and began to throw them.

.....

9. Pour a bucketful of cold water on top of the ash.

.....

10. He was full of youthful curiosity and idealism.

.....

7. State in each case whether the word describes a creature of the feminine or masculine gender and give the word signifying the creature of the opposite sex:

hero -	ancestor –
widow -	sorcerer –
abbess -	sultan –
chairman -	tsar –
duke -	maharaja –
cat -	lion –
nun -	bachelor –
niece -	cow –
duck -	fiance –

8. Put the words in the following lists according to their meaning.

over-anxious	overdo	overhang
overawe	over-eighteen	overhead
overcharge	over-emphasize	over-forty
<u>excess</u>	<u>age</u>	<u>position</u>

.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

9. Put the words in the following lists according to their meaning.

Under-boiled	undergraduate	underpass
Underclothes	underline	underpriced
Under-equipped	under-manager	undersize
Underestimate	undernourished	under-tens
<u>Beneath</u>	<u>insufficient</u>	<u>number</u>
		<u>rank</u>

.....	.....	.....
.....	.....	.....
.....	.....	.....

.....  
.....

10. Some affixes have more than one meaning. What are the meanings of the underlined affixes in each case?

- a) snowbound and northbound
- b) anti-vivisection and anti-coagulant
- c) hovercraft and stagecraft
- d) cross-channel and cross-cultural
- e) well-adjusted, well-documented and well-disposed
- f) newsworthy and seaworthy
- g) semi-invalid and semi-circular
- h) editorship, companionship and statesmanship
- i) suddenly and motherly
- j) tonsillitis and footballitis
- k) monogram and milligram
- l) forearm and foreknowledge

11. What kind of words are *itsy-bitsy* and *teeny-weeny* which you find in the following refrain of the once popular song?

“It was an itsy-bitsy, teeny-weeny,  
yellow pocket down bikini.  
That’s she wore for the first time today...”

12. Give the linguistic explanation of the mistake the pupil makes:

“Yes,” the teacher explained, “quite a number of plants and flowers have the prefix “dog”. For instance, the dog-rose and the dog-violet are well-known. Can you name another? There was silence, then a happy look illuminated the face of a boy at the end of the class. “Please, Miss,” he called out, proud of his knowledge, “collieflowers.”

13. Analyze linguistically the device used by the author:

“A fishmonger is the man who mongs fish; the ironmonger and the warmonger do the same with iron and war. They just mong them” (G.Mikes. How to be an Alien).

14. What lexico-grammatical problems may be illustrated by the pair of words *spymaster* and *master spy*?

...Casey was a spymaster, not a master spy ... (Herald Tribune).

15. Many compounds, which on the surface seem very much alike, actually come from different structures. Take the following sets of compounds and for the purposes of comparison state the underlying statement for which the compound is a short cut.

a) butter plate

a) baby bottle

b) butter cake

b) baby giraffe

c) butterball

c) baby-sitter

d) buttermilk

d) baby talk

a) watchdog

a) catwalk

b) watchtower

b) cattail

c) watch duty

c) catnip

d) watchmaker

d) cat fight

16. Combine the words in capital letters with each word of the list below it, putting it either before or after according to the meaning. Explain the compound word you have formed in this way:

Example: HOUSE

Hen: henhouse – a house for hens

Wife: house wife – the woman who runs a household

DAY

TIME

HORSE



Break	bomb	towel
Birth	night	cavalry
Pay	dinner	man
School	table	shoe
Time	keeper	race

17. Match the words on the left with those on the right in order to make ten more examples of compound nouns.

bottle	fever
bubble	air
general	tongue
open	barrier
current	public
sound	opener
junk	bath
hay	meter
parking	affairs
mother	food

18. Write the words that were used to make the following blends. Outline the blended parts so that the relationship is shown.

beefalo	broasted
alcoholidays	spanGLISH
slimnastics	bank Americard
travelodge	spamwich

19. What is the meaning and type of the word “*advertorial*” used in the following item:

## ADVERTORIAL

Competitors charge that Whittle's publications are nonmagazines, nothing but bound "advertorial" – editorial copy that is designed to promote the interests of advertisers (Time).

20. What kind of formation is *klandidate* in the following?

### KU KLUX KLANDIDATE

David Duke claims to have abdicated the title of imperial wizard of the Knights of The Ku Klux Klan. Now he wants a new one: Louisiana state legislator (Time).

21. What lexicological phenomenon is used in the formation of the word *irrelephant* (from the inscription on the badge "republican is irrelephant")? What might be the meaning of the word?

22. Why do you think B. Hornadge entitled his book "The Australian Slanguage"? What kind of word is *slanguage*?

23. Match these abbreviations with their meanings.

- |           |  |
|-----------|--|
| 1. BSc    | compact disc   |
| 2. FBI    | for example  |
| 3. Fr     | Federal Bureau of Investigation                                  |
| 4. ext.   | Personal identification number (usually on a bank card)          |
| 5. CD     | United Nations Educational, Scientific and Cultural Organisation |
| 6. asap   | Bachelor of Science  |
| 7. PIN    | extension  |
| 8. e.g.   | Father (title for a priest)                                      |
| 9. Unesco | as soon as possible  |

24. “Translate” this note from the boss to a group of workers in an office, into full words:

Memo from: Mr Braneless (MD)

To: All staff

Date: 3/5/91

Ref: 04056/DC

May I remind you that all new lab equipment should be registered with Stores & Supplies, Room 354 (ext 2683). NB: new items must be notified before 1700hrs on the last day of the month of purchase, i.e. within the current budgeting month. All a/c nos must be recorded.

25. Explain 1-5 and match them with the contexts on the right:

- |                              |                         |
|------------------------------|-------------------------|
| 1. students and OAPs: \$1.50 | on an aerosol can       |
| 2. WC Gents                  | in a newspaper headline |
| 3. US forces take 5,000 POWs | on a museum entrance    |
| 4. Ozone-friendly: CFC-free  | on an airline timetable |
| 5. Dep 1500 Arr 1742         | on a door in a pub      |

26. The first part of each of the following words consists of a single letter. What do the letter-words mean?

- |               |         |            |
|---------------|---------|------------|
| A-bomb        | T-shirt | U-turn     |
| E-mail        | V-neck  | T-junction |
| V-information | X-ray   | A-line     |

27. You probably won't be able to find the underlined words in these sentences in your dictionary but use both the context and what you know about the meaning of their constituent parts (prefix, root, suffix) to make a guess at what the word probably means.

- Teleworking is becoming more and more frequent these days with improved and cheaper technology.
- New shampoos claim to have added a volumiser so that they can make your hair look even more attractive.

- c) An autonumerologist, interviewed in the newspaper today, says that there are two main types of popular plates.
- d) There has been talk of replacing the breathalyser with an eyelyser.
- e) Ecotourism is the latest trend in holiday-making.
- f) Jane is a clothesaholic. She spends all her spare cash on things that I'm sure she hardly ever wears.

28. Give linguistic explanation of the humorous effect of this sentence.

After the debacle of introducing Jennifer to her potential in-laws ("Do I call them outlaws now?" she asked), I did not look forward with any confidence to my meeting with her father (E.Segal. Love Story).

29. What lexico-grammatical transformation occurs in this sentence?

Let me say in the beginning that even if I wanted to avoid Texas I could not, for I am wived in Texas and mother-in-lawed and uncled and aunted and cousined within an inch of my life (J.Steinbeck. Travels with Charlie).

30. What was the nickname for President Clinton's economic policy and what way of word-formation was used to give this name?

31. Give linguistic explanation of the following jokes:

Worker to his friend: "I'm taking a honey-day vacation this year. You know, that is when you stay home and the whole time your wife says: "Honey, do this and Honey, do that."

Tell us this – "Does a doctor doctor a doctor according to the doctored doctor's doctrine or doctoring, or does the doctor doing the doctrine doctor the other doctor according to his own doctoring doctrine."

Telling of a member expelled from her club, a woman said: “They dismembered her.”

This is the Naval Reserve Officers Training Corps. Its members are called “Neurotics.”

Two men, who were visiting a museum, were seen standing in front of an Egyptian mummy, over which hung a placard bearing the inscription: “B.C. 1187.”

Both visitors were much mystified thereby.

“What do you make of that, Jim?”

“Well,” said Jim, “I dunno; but maybe it was the number of the motor car that killed him.”

“Mother,” said Johnny, “is it correct to say you “water a horse” when he’s thirsty?”

“Yes, quite correct.”

“Then (picking up a saucer), I’m going to milk the cat.

“That bashful boyfriend of mine is a G-man.”

“A government man?”

“Naw. All he can say is “gee!”

### **Semasiology. Lexical Meaning. Polysemy.**

1. Find out the difference in the denotational meaning of the words *appreciate*, *value*, *cherish*; *affect*, *effect*.
2. Find out the difference in the connotational meaning of the words *beautiful* and *beauteous*.

3. In “Through the Looking Glass” Lewis Carroll makes Humpty Dumpty say the following: “When I use a word it means just what I choose it to mean – neither more nor less.” Discuss the statement. What are its linguistic implications?
4. What are the linguistic factors accounting for the relative frequency of polysemy in various languages? Read the following article: А.А. Зализняк «Феномен многозначности и способы его описания». (ВЯ, 2004, № 2).
5. State which of the words possesses wider polysemy and explain why: *man*, *fellow*, *change*, *joy*, *federation*, *order*.
6. Someone once said: “Every language is a dictionary of faded metaphor.” Write a paragraph explaining why this statement is true.
7. List all the meanings that you can think of for the lexemes *lemon* (noun) and *review* (verb).
8. Explain the “pun” in:  
He gave the house a coat of paint and his wife one of suede.
9. Are the following phrases susceptible of metaphoric interpretation?  
Cloud of fragrance / invisible cloud / cloud of suspicion
10. Different languages use different metaphors. From your own study of the English language collect the names of five items which are based on a metaphor. Explain the feature that the named item has in common with what is named after. For example, Persian speakers call turtles *sang posht* which means ‘rock back’. A turtle’s back is hard and so is rock. They call walnuts *chachar mags* which means ‘four brains’. If you have ever seen a preserved

brain or a drawing of a brain you can see the resemblance in shape between a brain and one quarter of a walnut.

11. There are dozens of metaphors in English based on animals and the way they compare to people and objects. Choose a group of animals such as farm animals, zoo animals, fish, jungle animals or whatever, and jot down as many as you can think of that come from these animals. Note the semantic feature that the animal and the namesake are supposed to have in common. For example, *cranes* (both the bird and the machine) have long skinny necks, and a *dove's tail* and a *dovetail joint* both spread out.

12. Give the lexicological explanation of the blunder:

“An engineer named Monroe, found himself sitting next to a very plain girl at a rather imposing dinner. Looking desperately around the table for inspiration he came up with the opening remark, “I see they’ve seated me next to the goose.” Then realizing what he has said, he added, “I mean the one on the table” (R. Morley “A book of Bricks”).

13. Elaborate on the joke:

A teacher asked the class to use a familiar word in a new way. One boy read: “The boy returned home with a cliché on his face.” Asked to explain his phrase, he said: “The dictionary defines cliché as a “worn-out expression.”

14. Give the linguistic commentary to the following sentence:

“In most gardens”, the Tiger-lily said, “they make the beds too soft – so that the flowers are always asleep” (L. Carroll “Through the Looking Glass”).

15. Produce the linguistic commentary of the verse:

Little Willie from the mirror  
Licked the mercury right off,

Thinking in his childish error,  
It would cure the whooping cough.

At the funeral, his mother  
Smartly quipped to Mrs. Brown:  
'Twas a chilly day for Willy  
when the mercury went down!'

16. Comment on the semantic shift of the words *Polar Bear* and *Smirnoff*.

(Advertisement) To make a Polar Bear, pour Smirnoff into a glass with ice, add twice as much milk and a drop of maple syrup. Stir.

### **Synonymy, Homonymy, Antonymy.**

1. What distinguishes each of the following pairs of synonyms – dialect, formality, connotation?
  1. astonished – flabbergasted
  2. chat – gossip
  3. earwig – clippers
  4. give – donate
  5. hate – loathe
  6. ice lolly – icy pole
  7. insect – creepy-crawly
  8. much – mickle
  9. slippery – slippy
  10. throw – hurl
  
2. How do *steal* and *rob* relate to *embezzle*, *pilfer* in terms of components? Is *steal* closer to *embezzle/pilfer*, or is *rob* closer?
  
3. Look up *panther* and *leopard* in a dictionary and discuss whether they should be regarded as synonymous.



4. Are *deprive/spare*, *abnormal/unusual* sets of synonyms? Are they logically equivalent?
4. Explain the difference between the following pairs of sentences from different court situations. Use a dictionary or other reference book, if necessary.
- a) the vase that was stolen was priceless  
the vase that was stolen was worthless
  - b) the witness said the attacker was a stranger  
the witness said the attacker was a foreigner
  - c) the child was always very willing  
the child was always very wilful
  - d) his behaviour was inhuman  
his behaviour was inhumane
  - e) the defendant always seemed to behave in a very carefree way  
the defendant always seemed to behave in a very careless way
  - f) Mr. Brown spoke very shortly to me  
Mr. Brown spoke very briefly to me
  - g) he is a large man  
he is a great man
  - h) her husband was a heavy man  
her husband was a hard man  
her husband was a difficult man
  - i) the brother he had told us he lived with turned out to be imaginary  
the brother he had told us he lived with turned out to be imaginative.
6. Explain the difference in meaning between the words in the groups below.
- a) male / masculine
  - b) valueless / invaluable
  - c) sensitive / sensible

- d) lone / lonely / alone
- e) imagination / fantasy
- f) distinctive / distinct / distinguished
- g) boundary / border / frontier

8. What lexicological phenomena make this comparison of British and continental young people funny?

If a continental youth wants to declare his love to a girl, he kneels down, tells her that she is the sweetest, the most charming and ravishing person in the world... Often, to give a little more emphasis to the statement, he shoots himself on the spot. (...) In England the boy pats his adored one on the back and says softly: "I don't object to you, you know." If he is quite mad with passion, he may add: "I rather fancy you, in fact" (G.Mikes "How to Be an Alien").

8. Elaborate on the jokes:

Mrs. Webster, the wife of Professor Webster, who compiled the dictionary named after him, returned home one day to find her husband in the kitchen dallying with the maid. "Oh, Fred!" she exclaimed, "I am surprised!" "My dear," he replied unperturbed, "as the wife of an eminent lexicographer you should know that you are astonished. It is I who am surprised!"

Absent-minded professor (to Pharmacist) – "Give me some prepared monacetic-acidester of salicyllic acid."

Pharmacist – "Do you mean aspirin?"

Absent-minded professor – "That's right! I can never think of that name."

9. Here are some difficult topics which English people often use euphemisms for.

birth	prison	crime	unemployment
lying	toilets	alcohol	warfare
strikes	obesity		

Match them to the sentences and decide what the sentences really mean in straightforward English.

1. Jill's got a bit of spare tyre these days, hasn't he?
2. Their TV fell off the back of a lorry.
3. When is the happy event going to be?
4. Would you like to wash your hands?
5. Her aunt's a guest of Her Majesty for six months.
6. My cousin's an actor but he's resting at the moment.
7. The politician seemed to be rather tired and emotional during the debate.
8. Pat's being rather economical with the truth, wouldn't you agree?
9. The trade union is organising a day of action tomorrow.
10. There were three hundred casualties in yesterday's battle for control of the pass.

10. Match the euphemism on the left with what it stands for on the right.

- |                        |  |
|------------------------|--|
| an approved school     | financial trouble                                  |
| cash flow problems     | spying organisations                               |
| smalls                 | in the habit of stealing                           |
| to have a liquid lunch | to lock someone up                                 |
| to drown one's sorrows | to drink a lot of alcohol in the middle of the day |
| light-fingered         | underwear  |
| intelligence agencies  | a penal institution for minors                     |
| the oldest profession  | to get drunk                                       |
| cuddly                 | prostitution                                       |
| to put away            | fat  |

11. Some expressions, introduced for PC reasons, have become part of standard English now. Which do you think is the more PC expression in each case? Why?

1. An unmarried mother or a single mother?

2. Children with special needs or educationally subnormal children?
3. A housewife or a homemaker?
4. Third World countries or developing countries?
5. A refuse collector or a dustman?
6. A fireman or a firefighter?
7. African-American or Black American?
8. Hearing-impaired or deaf?
9. Slum or substandard housing?

12. Sometimes political correctness goes to such extremes to avoid hurting others' feelings that it verges on the ridiculous, creating expressions that are excessively convoluted. Can you match the PC expressions on the left with their translations on the right?

charm-free	bald
nontraditionally ordered	old
chronologically gifted	tall
cosmetically different	boring
hair disadvantaged	disorganised
vertically inconvenienced	stupid
mentally challenged	ugly

13. Account for the choice of words in the following extract.

Housewives on television may chat about their sex lives in terms that a decade ago would have made gynecologists blush; more often than not, these emancipated women still speak about their children's "going to the potty." Government spokesmen talk about "redeployment of American troops", they mean a withdrawal. When sociologists refer to blacks living in slums, they are likely to mumble about "nonwhites" in a "culturally deprived environment." The CIA may never have used the expression "to terminate with extreme prejudice" when it wanted a spy rubbed out. But in the context of a war in which "pacification of the

enemy infrastructure” is the military mode of reference to blasting the Viet Cong out of a village, the phrase sounded so plausible that millions readily accepted it as accurate (Time, in: Language Awareness).

14. Match the euphemisms on the right with the straight expressions on the left:

<u>Straight expressions</u>	<u>Euphemisms</u>
Calories	peace officer
Stomachache	field engineer
Policeman	broadcast journalist
Garbage collector	retirement village
Travelling repairman	gastric distress
Old person	food energy
News reporter	senior citizen
Old people’s home	sanitary engineer

15. Which of the following pairs are homonyms and which are cases of polysemy?

- Barge – noun (boat), verb (intervene);
- Court – noun (entourage), verb (woo);
- Dart – noun (missile), verb (move quickly);
- Fleet – noun (ships), adjective (fast);
- Jam – noun (preserve), verb (block);
- Pad – noun (thick material), verb (walk softly);
- Steep – adjective (of gradient), verb (immerse);
- Stem – noun (of plant), verb (stop);
- Stuff – verb (fill), noun (material);
- Watch – verb (observe), noun (timepiece)

16. For each of the following words: (a) say whether it has an antonym and give if it does; (b) say what kind of antonymy is involved (gradable, complementary, converse).

Emigrate, equine, freedom, frothy, new, proud, simple, speak, straight, triangular.

17. True or False?

1. *Fat* and *skinny* are complementary antonyms
2. *Smart* and *stupid* are gradable antonyms
3. The sense relation illustrated by *rooster*, *bull*, *stallion* and *buck* is hyponymy.

18. What kind of words are used by the author to create stylistic effect in the following passage:

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of incredulity, it was the epoch of belief, it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way – in short, the period was so far like the present period, that some of the noisiest authorities insisted on its being received for good or for evil, in the superlative degree of comparison only (Ch. Dickens “A Tale of Two Cities”).

19. What lexicological phenomenon is illustrated in the following passage?

Here the Red Queen began again. “Can you answer useful questions?” she said. “How is bread made?”

“I know that!” Alice cried eagerly. “You take some flour”.

“Where do you pick the flower?” the White Queen asked. “In a garden, or in the hedges?”

“Well, it isn’t picked at all”, Alice explained: “It’s ground – “

“How many acres of ground?” said the White Queen (L. Carroll “Through the Looking-Glass”).

20. Give lexicological explanations of the jokes:

When a reporter shoved a microphone in John's face and asked, "Do you make conscious use of onomatopoeis?" John snapped back from behind dark glasses. "Automatic pier? I don't know what you're going on about, son" (P. Brown, St. Gains "The Love You Make. An Inside Story of the Beatles").

"Mine is a long and sad tale!" said the Mouse, turning to Alice, and sighing.

"It is a long tail, certainly," said Alice, looking down with wonder at the Mouse's tail; "but why do you call it sad?" (L. Carroll "Alice in Wonderland").

"How is it," said a gentleman to Sheridan, "that your name has not O attached to it? Your family is Irish, and no doubt illustrious."

"No family has a better right O than our family," said Sheridan; "for we owe everybody."

Chemistry Professor – "What can you tell me about nitrates?"

Student – "Well-er-they're a lot cheaper than day rates."

### **Combinability. Phraseology.**

1. Without using a dictionary, try to guess the meaning of these idioms from the context.
  1. It's midnight. Time to hit the sack.
  2. This is just kid's stuff. I want something challenging!
  3. He was down and out for two years, but then he got a job and found a home for himself.
  4. Don't get angry with him. His heart's in the right place.
  5. A: Hey! I'm talking to you! B: Sorry, I was miles away.
2. Horoscopes in English language newspapers and magazines are often a good place to find idioms about moods and states, since the horoscope usually tries to tell you how you are going to feel during the coming day/week/month. Read

these horoscopes. Spot idioms to do with feelings, moods and states in these horoscopes. Underline them, then check the meaning if necessary in a dictionary.

**Capricorn** (21.12 – 19.1)

Don't get carried away by promises that won't be kept. Keep a cool head and take everything as it comes. On the work front, things are looking better.

**Taurus** (21.4 – 20.5)

Someone will say something that will make you swell with pride and you may feel on top of the world for a while, but the evening will not be so easy.

**Scorpio** (23.10 – 22.11)

You may get itchy feet today, but be patient, this is not a good time to travel. Events at work will keep you on the edge of the day. Altogether an anxious time for Scorpions.

**Leo** (21.7 – 21.8)

You'll be up in arms over something someone close to you says rather thoughtlessly today, but don't let it spoil things. You may be in two minds over an invitation, but think positively.

3. Some proverbs are similar in meaning to one another. Which proverbs on the left go with which on the right, and what do they have in common in terms of meaning?

1. A bird in the hand is worth two in the bush.

Never judge a book by its cover.

2. Don't count your chickens before they are hatched.

Familiarity breeds contempt.

3. All that glitters is not gold.

Never look a gift-horse in the mouth.

4. Absence makes the heart grow fonder.

Don't cross your bridges before you come to them.



4. Comment on the following jokes:

Splendid fellow – “There’s nothing to beat an apple. You know the old saying. “An apple a day keeps the doctor away.”

Cynic – “Oh, isn’t there? What about an onion or even peppermint? They’ll keep everybody away.”

A woman submitted a torrid love story to a confession magazine and waited impatiently for several weeks for a reply. When none was forthcoming she wired, “Please report on my story immediately as I have other irons in the fire.” An answering wire-collect read, “We have considered your story and advise you to put it with the other irons.”

“Well, Denis, I hear as how ye were the best man at Mike’s wedding.”

“Well, no, mum, not exactly that I wuzn’t in the weddin’ – I were jist there; so I wuzn’t the best man. But I wuz as any man there, an’ that’s no lie!”

“If you spend so much time at golf you won’t have anything laid aside for a rainy day.”

“Won’t I? My desk is loaded up with work that I’ve put aside for a rainy day.”

“I heard something this morning that opened my eyes.”

“So did I – an alarm clock.”

5. Using the data of various dictionaries compare the grammatical valency of the words:

worth and worthy; ensure, insure, assure; observance and observation; go and walk; stop and cease.

6. From the lexemes in brackets choose the correct one to go with each of the synonyms given below:

A) acute, keen, sharp (knife, mind, sight);

B) abysmal, deep, profound (ignorance, river, sleep);

C) unconditional, unqualified (success, surrender);

D) diminutive, miniature, petite, petty, small, tiny (camera, house, speck, spite, suffix, woman);

E) brisk, nimble, quick, swift (mind, revenge, train, walk).

### **Stylistic Varieties of English.**

1. Rhyming slang is thought to have originated as a criminal language in London's Cockney-speaking East End. What do you think are the equivalents of the following rhyming slang terms? In some cases, they have been reduced to the first part of the expression, so the second, rhyming part is put in brackets.

apples and pears

bird (lime)

butcher's (hook)

china (plate)

half-inch

jam-jar

pig's ear

porky (pie)

raspberry (tart)

Rosie Lee

tea leaf

tit for (tat)

trouble and strife

Uncle Ned

whistle (and flute)

2. Another common way of making slang words is by using short forms or loosely pronounced forms of ordinary words. Thus fab is a slang form of 'fabulous' and hubby is a slang form of 'husband'. Can you work out the meanings of the following underlined slang words?

He's my fella.

Let's have brekkie.

It was a freebie

He's a brickie.

I took a sickie.

Let's have a barbie.

3. Give a 'neutral' term for the following 'formal' words. If you cannot even guess at the meaning, look the word up in a dictionary. They are all marked as 'formal' in Collins Electronic Dictionary (1992).

Hitherto, incumbent (adjective), inveracity, laudation, lavation, lubricious, mariner, natation, yesteryear.

4. Give a 'neutral' term for the following words, which are marked as either 'colloq' or 'slang' in The Concise Oxford Dictionary Ninth Edition. You might also like to see which label a dictionary other than The Concise Oxford Dictionary uses for these items:

cold feet, floozie, footling, gamp, (play) hookey, lughole, miffed, piddle, slaphead, stroppy, twerp, unfazed, veggie, wag (verb), zilch, zit.

5. Match the slang expressions in the left-hand column with their meanings in the right-hand column.

Straight up!	Don't be silly!
Leave it out!	He's in the pub.
He's a twit!	He's in prison
What's the damage?	It's far too expensive!
He's rolling in it.	You can't fool me!
He's awesome.	He's very rich.
He's inside.	Honestly!
He's down the boozier.	He's fantastic.
Pull the other one!	How much is it?
What a rip-off!	He's a stupid person.

6. Some words have both an 'ordinary' and a colloquial meaning. For example, *kid* is a colloquial word for a *child* or *to trick*, but its basic meaning is *a young goat*.

Do you know the colloquial meanings as well as the ‘ordinary’ ones of these words?

bread	jaw
cool	thick
anorak	wet
jerk	sack
grub	flash

7. Articles in popular music magazines are often written in an extremely colloquial style – they may use the language in such a creative and unusual way that they may be quite difficult to understand in places. The example of this style which you are going to read is about a band called The Make-Up, which was about to tour Britain.

Underline the strikingly colloquial words and expressions.

#### **MAKE-UP CALL**

**Flash, distinctly flash, THE MAKE-UP are the current coolest band in America.**

They’re jamming James Brown through the punk rock mincer and coming up with sexy, sassy anthems.

They’ve cut four hard-to-grab seven-inch singles and an album. They combine idealism, rock’n’roll and the funk with natty stage threads and an interview technique that makes the prime-time Manics look like shy nowt-to-say librarians.

The Make-Up are an unpinned grenade and they are coming this way in the spring. Currently the best undiscovered band out there. If you don’t get this band, you’re brain dead. It’s that simple.

8. Here are some sentences from lectures on various disciplines. What discipline does each sentence relate to? Underline the words and expressions which helped you to identify the discipline.

- 1) I would like to begin by drawing your attention to the key factors which would eventually lead to the revolution. Firstly, there was considerable discontent with the reigning monarch who ruled as an autocrat but had lost the respect of many of his subjects...
- 2) ... was also remarkable as a poet as well as a dramatist. He may be most famous for his thirty-seven comedies, tragedies and histories but he also wrote a large number of sonnets, not to mention several other longer poems.
- 3) Chelonia is an order of reptiles – 244 species in all. They are characterised by a body which is encased in a domed shell of bones covered by large horny scales.
- 4) Torts are always dealt with in the civil countries. Individual torts include negligence, trespass and nuisance and the usual remedies and a/or an injunction.
- 5) Very occasionally complications may develop as a result of an attack of measles. The physician needs to be aware of the fact that otitis media, pneumonia or, in a very few instances, encephalitis may occur with measles. The normal course of action is to prescribe antibiotics if any such complications are suspected.

9. Why should the Eaglet in the following passage ask to speak English?

“In that case,” said the Dodo solemnly, rising to its feet, “I move that the meeting adjourn, for the immediate adoption of more energetic remedies – “

“Speak English!” said the Eaglet, “I don’t know the meaning of half of those long words, and what’s more, I don’t believe you do either!” (L. Carroll “Alice in Wonderland”).

10. “Words like *phenomenon, element, individual, categorical, effective, virtual, basic, primary, promote, constitute, exhibit, exploit, utilize, eliminate, liquidate* are used to dress up simple statements and give an air of scientific impartiality to biased judgements.” (G. Orwell “Politics and the English Language”, 1946).

What words, do you think, Orwell would prefer instead of those mentioned?  
Was Orwell's criticism justified? Is it now?

11. Comment on the jokes:

Traffic Cop – “Use your noodle, lady! Use your noodle!”

Lady – “My goodness! Where is it? I've pushed and pulled everything in the car.”

In order to discourage the use of objectionable words the father had evolved a system of fines, somewhat after this fashion:

hang it – one cent

darn it – two cents

gosh – three cents

gosh darn it – five cents

The boy who was to be reformed by this method studied the tariff with considerable interest, but it was some time before he spoke.

“Well,” he said at last, “I guess I know some words would cost a quarter.”

### **Regional Varieties of English.**

1. If you saw words spelt in the following way would you expect the writer in each case to be British or American?

Labor, centre, hospitalised, movie theater, favour, thru

2. Translate the following into British English.

1. I had a blow-out.

2. Pass me the cookies.

3. It's in the closet.

4. Open the drapes.

5. We've run out of gas.

6. It's in the trunk.

7. One-way or round trip?

8. He left the faucet on.

9. We're leaving in the fall.

10. I hate waiting in line.

3. Can you avoid some of the most common confusions arising between British and American speakers? Try the following quiz:
- 1) Where would you take (a) an American visitor (b) a British visitor who said they wanted to wash up – the kitchen or the bathroom?
  - 2) Would (a) an American (b) a Brit be expected to get something hot or something cold if they asked for some potato chips?
  - 3) Which would surprise you more – an American or a British man telling you that he wanted to go and change his pants?
  - 4) You have just come into an unknown office block. If (a) an American (b) a Brit says that the office you need is on the second floor, how many flights of stairs do you need to climb?
  - 5) If (a) an American (b) a Brit asks for a bill, is he or she more likely to be in a bank or a cafe?
4. What do you think these examples of Australian colloquialisms mean? They are all formed by abbreviating an English word which you probably know.
- 1) Where did you go when you were in Oz?
  - 2) She wants to be a journo when she leaves uni.
  - 3) We got terribly bitten by mozzies at yesterday's barbie.
  - 4) He's planning to do a bit of farming bizzo while he's in the States.
  - 5) What are you doing this arvo?
  - 6) We decided to have a party as the oldies had gone away for the weekend.
5. The words on the left are more common in Indian English than British English. The words on the right are the equivalent words more frequently used in British English. Match the Indian word with its British English equivalent:
- |                                     |                        |
|-------------------------------------|------------------------|
| 1. abscond                          | catch (e.g. by police) |
| 2. nab                              | man who annoys girls   |
| 3. bag (i.e. a seat in an election) | plimsolls, sneakers    |
| 4. Eve-teaser                       | underwear              |

5. the common man	flee
6. fleetfoots	people awaiting trial
7. undertrials	the general public
8. wearunders	capture/obtain

6. Below you have some statements made by a Scot. Answer the questions about them:

1. Mary had a bonny wee lassie last night.

What happened to Mary yesterday?

2. They stay next to the kirk.

What noise is likely to wake them on Sunday morning?

3. It's a bit dreich today.

Is it good weather for a picnic?

4. He's got a new job as janitor at the school.

What kind of duties will he have?

5. Would you like a wee dram?

If you say 'yes', what will you get?

6. 'Are you coming, Jim?' 'Aye'.

Is Jim coming or isn't he?

7. They have a wonderful view of the loch from their window.

What can they see from the window?

7. Here are a number of words which cause particular confusion as they can have different meanings in British and American English. Explain what the two different meanings are.

a billion	pants	to wash up
a professor	gas	biscuit
a purse	school	jelly
chips	the first floor	vest



8. Here are some more examples of differences between American and British vocabulary. Can you match the American word on the left with its British equivalent on the right?

realtor	braces
sidewalk	boot
station wagon	tin
suspenders	windscreen
thumbtack	spanner
traffic circle	lift
trunk (car)	aubergine
washcloth	sweets
windshield	roundabout
wrench	pavement

9. Comment on the following jokes:

Bernard Shaw said that America and England were two great nations separated by the same language.

Englishman – «I'll never forget my feelings the first time I had breakfast in America, when the waitress leaned over my shoulder, and whispered in my ear: «Are you through with the cereal?» « It was some time before I discovered that she meant: «Have you finished your porridge?»»

American – «Wal, shortly after I landed in England a waiter came up to me at luncheon and said: «How did you find your chop, sir?» I replied: «Oh, I looked behind the potato and there it was, before I understood that he was asking me how I liked it.»

Scotsman – «That's nothing to what happened to me once. I was in lodgings in a small town in the West of Ireland. Half an hour after I had finished my supper an exceedingly pretty girl came into my room and said: «Will I strip now, sir?» I fled into my bedroom and locked the door, but I found out afterwards that Irish

girls always talk about ‘stripping the table,’ when they meant ‘clearing away the dishes.»

An Alabama man was talking with a man from Maine:

«As near’s I can see,» said the Alabaman, «there ain’t much difference atweens we-uns and you-uns, ‘cept that we-uns reckon an’ you-uns guess.»

«That’s ‘bout all, neighbour,» replied the Maine man, «cept that we can guess a playguy sight better than you can reckon!»

### Lexical Systems.

1. Here are some new words. Match them with their definitions.

- |                   |  |
|-------------------|--|
| 1) collectomania  | a specially bred miniaturised form of vegetable  |
| 2) bio-house      | a hypothetical miniaturised device capable of making its way through bodily passages and doing various tasks |
| 3) bimbo          | an irresistible urge to collect things   |
| 4) mini-vegetable | an indoor version of American football   |
| 5) arenaball      | a house constructed solely from natural materials  |
| 6) microbot       | a female of limited intelligence but high sex appeal   |

2. If you meet a new word it is often possible to work out its meaning from its context. Practise by explaining what the underlined words in the following sentences must mean.

- 1) I very much prefer restaurants where there is no microwavery.
- 2) They’re building a new cineplex on the edge of the town so we should be able to choose from a variety of films on Saturday nights.
- 3) Upskiing, which uses small parachutes, is a rapidly developing sport in the USA.
- 4) World AIDS Day was inspired by the health globocrats of the World Health Organisation.
- 5) He is writing a thesis on humorology.

- 6) The boss is very much a hands-on manager who likes to be involved in all aspects of the company's work.
  - 7) Many large shops now have their own store cards.
  - 8) The post-war baby-boomers are now becoming grandparents.
3. Here is the title and the beginning of an item:
- A ROUSING NO TO MINI-PULATION
- American women send designers back to the drawing boards (Time).
- What kind of word is *mini-pulation*?
4. Analyse linguistically the mistake which appears in this graffito: *air farce*.
5. One of the issues of the AMERICAN SPEECH journal mentions “*soaperatic lore*”. What kind of word is *soaperatic* and what might be its meaning?

## МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ВЫПОЛНЕНИЮ КУРСОВЫХ РАБОТ

Курсовая работа представляет собой заключительный этап усвоения дисциплины. Ее цель: систематизация, закрепление, расширение теоретических и практических знаний по предмету, применение этих знаний при решении конкретных научных задач.

Курсовая работа должна удовлетворять следующим требованиям:

- актуальность тематики, соответствие ее современному состоянию и перспективам развития лексикологии;
- изучение и критический анализ монографической и периодической литературы по теме курсовой работы;
- изучение и характеристика истории исследуемой проблемы;
- четкая характеристика предмета, целей и методов исследования;
- описание и анализ проведенного автором исследования;
- обобщение результатов, обоснование выводов.

## ТЕМЫ КУРСОВЫХ РАБОТ

1. Структурно-семантические особенности неологизмов в современном английском языке.
2. Заимствование и его роль в обогащении словарного состава английского языка.
3. Семантика прилагательных цветообозначений в английском языке.
4. Лексические средства выражения эмоциональности в СМИ.
5. Прагматические характеристики наименований лица.
6. Константно-вариативные признаки в семантике слов-синонимов.
7. Образование лексических сокращений в области компьютерных технологий и сети интернет.
8. Синестезическая метафора в английском языке.
9. Паронимия в современном английском языке.
10. Семантика противоположности в лексике английского языка.
11. Лексические различия американского и британского вариантов английского языка.
12. Продуктивные модели словосложения в современном английском языке.
13. Окказионализмы как особый вид новообразований в английском языке.
14. Способы образований и функции эвфемизмов и дисфемизмов.
15. Динамичный характер соотношения когнитивного и прагматического компонентов в структуре лексического значения.

## ТЕСТОВЫЕ И КОНТРОЛЬНЫЕ ЗАДАНИЯ

### ОБРАЗЦЫ ВАРИАНТОВ КОНТРОЛЬНЫХ РАБОТ

**Темы: Предмет лексикологии. Слово как основная единица лексической системы. Этимологические основы лексикона. Морфологическая структура слова.**

1. How can you explain the fact that the English vocabulary contains such an immense number of words of foreign origin?
2. What are the structural characteristics of the word?
3. Give definitions of the following terms: a historism, a loan word, a neologism.
4. What is the difference between general and special dictionaries?
5. What are the main characteristics of the English vocabulary in Modern English period?
6. What suffixes and prefixes can help you to recognize words of Latin and French origin?

**Тема: Словообразование.**

1. What is the difference between the morphological structure of the words *admirer* and *cater*?
2. Perform the morphemic analysis of the following word (i.e. define the number of morphemes and define their types): *reinstitutionalization*.
3. Study the morphological structure of the neologism *Potteriana*. Translate it into Russian. On what pattern has it been built?
4. Point out the following characteristics of the derivational affixes:
 

1) productivity	4) meaning
2) part of speech added to	5) stylistic reference
3) part of speech formed	6) origin

 for the following derivatives: *armful, truthful, rightful*.
5. Define the type of word-formation:
  - Aggro (aggression)
  - Americard
  - To baby
  - Goalkeeper
  - Ringlet

**Темы: Лексическое значение. Стилистическая дифференциация лексического состава.**

1. Find the word in which the emotive charge is heavier.  
a) large                      b) big                      c) tremendous                      d) vast
2. Find the word which is colloquial in style.  
a) a parent    b) father                      c) dad                      d) ancestor
3. Find the word which is bookish in style.  
a) darkness    b) harmony                      c) foolish                      d) glad
4. Find a non-literary word (slang).  
a) wife                      b) sister                      c) missus                      d) mother
5. Find a non-literary word (professionalism).  
a) a shop                      b) a lab                      c) a store                      d) a barn
6. Find a non-literary word or expression (vulgarism).  
a) bad                      b) negative                      c) awful                      d) bloody
7. Find the word which is motivated morphologically.  
a) father                      b) singer                      c) aunt                      d) niece
8. Find the word which is completely motivated morphologically.  
a) long                      b) endless                      c) big                      d) large
9. Find the word which is partially motivated morphologically.  
a) cherry                      b) apple                      c) plum                      d) cranberry
10. Find the word which is motivated phonetically.  
a) hiss                      b) book                      c) table                      d) chair
11. Find an example of a dead metaphor.  
a) cold reason                      b) cruel heat                      c) the flower of his life  
d) the hand of the watch
12. Find an example of a personal metaphor.  
a) She is like a snake in the grass.                      c) The moon is riding in the sky.  
b) He bought a head of cabbage.                      d) The moon is like a silver coin.
13. Find an example of zoosemy.  
a) Don't you be a dog in the manger.

- b) She is always as busy as a bee.
- c) He is as strong as an elephant.
- d) “Rise like lions after slumber”.

14. Find an example of metonymy.

- a) He had only a few coppers in his pocket.
- b) We got to the mouth of the river.
- c) He was a lion in the fight.
- d) The valley was silent.

15. Find the case of synecdoche.

- a) Everything smiled at him.
- b) All hands aboard!
- c) The childhood of the earth.
- d) The leg of the table was broken.

16. What result of the change of meaning can be found in the examples below: 1) generalization of meaning; 2) narrowing of meaning; 3) degradation of meaning; 4) elevation of meaning.

- a) She has always been a good *wife* to him.
- b) Have you looked through the *journals* which we got yesterday?
- c) We must write to the *minister* about it.
- d) I don't like her. Her manners are *vulgar*.
- e) The office was in the busiest part of London, in the *City*.
- f) The hunter walked along the path, the *hound* running after him.
- g) Our *target* is building civil society.
- h) “Do you hear the *villain*?” – groaned the tall young man.

17. Find a monosemantic word.

- a) table
- b) hydrogen
- c) head
- d) country

18. Find the case where diachronically we have not polysemantic words but homonyms.

- a) table (стол) – table (таблица)
- b) pipe (трубка) – pipe (курильная трубка)
- c) tube (труба) – tube (метр)
- d) ear (колос) – ear (ухо)

19. Which is the most frequent meaning of the polysemantic word 'hand'?
- a) factory or dockyard worker
  - b) the pointer of a watch
  - c) side or direction
  - d) part of the human arm beyond the wrist
20. In which of the word-groups the lexical context is of primary importance to determine the meaning of a polysemantic word?
- a) heavy storm
  - b) to make a good teacher
  - c) to make everybody laugh
  - d) to get to the place
21. Find an example of full lexical homonyms.
- a) lead (вести) – lead (свинец)
  - b) ball (мяч) – ball (бал)
  - c) to lie (лежать) – to lie (лгать)
  - d) coarse (грубый) – course (курс)
22. Find an example of full lexico-grammatical homonyms.
- a) club (n) – to club (v)
  - b) pail (n) – pale (adj)
  - c) since (prep) – since (conj)
  - d) to lie (лежать) – to lie (лгать)
23. Find an example of partial lexico-grammatical homonyms.
- a) for (prep) – for (conj)
  - b) sun (n) – son (n)
  - c) bow (лук) – bow (поклон)
  - d) seal (тюлень) – to seal (запечатать)
24. Find an example of homographs.
- a) bow (поклон) – bow (лук)
  - b) right (правый) – write (писать)
  - c) ring (кольцо) – ring (телефонный вызов)
  - e) to found (основывать) – found (past tense from *to find*)
25. Find an example of homophones.
- a) lead (свинец) – lead (вести)
  - b) can (мочь) – can (консервировать)
  - c) long (длинный) – long (ждать)
  - d) meat - meet
26. Find an example of homonyms proper.
- a) nose – knows
  - b) pair – pear
  - c) case (случай) – case (коробка)
  - d) row (ряд) – row (шум, гвалт)
27. Find an example of ideographic synonyms.





10. Prove that the words *a finger* and *to finger* are two words and not the one word 'finger' used either as a noun or as a verb.
11. The ways of development of the English vocabulary.
12. What stages of assimilation do borrowings go through?
13. Semantics of affixes.
14. Functional and derivational affixes.
15. What do we understand by etymological doublets?
16. When and under what circumstances did England become a bi-lingual country?  
What features were left in English vocabulary by this period?
17. Idiomatic and non-idiomatic compounds.
18. Semantics of prefixes.
19. Types of borrowings (semantic loans, translation loans, loans proper).
20. Allomorphs.
21. Structural classification of compounds.

### **СОДЕРЖАНИЕ ЭКЗАМЕНА**

Экзаменационный билет по курсу «Лексикология английского языка» состоит из двух вопросов:

Вопрос 1: теоретический (из предложенного студентам списка вопросов к экзамену).

Вопрос 2: практический (дать лексикологический анализ подчеркнутых в тексте единиц).

### **ВОПРОСЫ К ЭКЗАМЕНУ**

1. The object of lexicology. Types of lexicology.
2. The connection of lexicology with the other branches of linguistics.
3. The definition of the word. Characteristics of the word as the basic unit of language.
4. Historical development of English vocabulary.
5. The etymological structure of English vocabulary.

6. The process of borrowing. Types of borrowing.
7. Assimilation of borrowed words.
8. Etymological doublets/triplets. International words.
9. Lexicography as a branch of lexicology. Types of dictionaries.
10. Morphological structure of English words. Types of morphemes. Allomorphs.
11. Affixation. Types of affixes. Native and borrowed affixes. Productive and non-productive affixes. Derivational and functional affixes.
12. Conversion.
13. Word-Composition. Structural and semantic aspects of compounds.
14. Shortening.
15. Minor types of Word-Formation (onomatopoeia, back-formation, reduplication).
16. Meaning. Semantic triangle.
17. Lexical meaning. Structure of lexical meaning.
18. Semantic structure of polysemantic words.
19. Types of semantic change. Transference based on resemblance and contiguity.
20. Types of semantic change. Broadening/narrowing of meaning. Degeneration/elevation of meaning.
21. Homonymy. Sources of homonyms. Classification of homonyms.
22. Synonymy. Criteria of synonymy.
23. Types of synonyms. The dominant synonym. Euphemisms.
24. Antonymy. Types of antonyms.
25. Word groups in English.
26. Various approaches to classification of phraseological units.
27. Functional styles. Basic vocabulary.
28. Informal style.
29. Formal style.
30. English usage in the UK and USA.

#### ТРЕБОВАНИЯ К ЛЕКСИКОЛОГИЧЕСКОМУ АНАЛИЗУ ОТРЫВКА

Comment on

- the meaning and the origin of words; the changes of meaning (if any);
- the models of word-building;
- functional and dialectal features;
- synonyms, antonyms, homonyms, etc., and explain their difference;
- international words;
- the meaning and types of phraseological units as well as their structure.

### SAMPLE ANALYSIS

**Inconceivably** is an adverb which means *in a manner that cannot be imagined*, the Russian for it is *непостижимо, невообразимо*.

Derivational level. At the first stage of the IC's analysis it falls into the following IC's: *inconceivable* + *-ly* after the analogy of many other adverbs which are built on the pattern **adj** + **-ly**, for example, *quickly, happily, purposefully*, etc. The adverb-forming suffix *-ly* of native origin, with the meaning *in the manner expressed by the stem*, productive in Mod.E., is an UC indivisible into smaller meaningful elements, while the adjective stem *inconceivable* is liable to further segmentation and falls into the following IC's (the second stage of IC's analysis): *in-* + *conceivable*, after the analogy of many other adjectives which are built on the pattern *in-* + *adj. stem*, e.g. *indifferent, indiscreet, impossible, illiterate*, etc. The prefix *in-* is an UC, of Romance origin, having a negative meaning, productive in Mod.E., with the allomorphs *il-, im-, ir-*.

The adjective stem *conceivable* is liable to further segmentation and falls into the following IC's (the third stage): *conceive+able*, after the analogy of many other adjectives which are built on the pattern **V** + **-able**, e.g. *understandable, eatable*, etc. The adjective-forming suffix *-able* builds adjectives of verb stems with the meaning *able to (do) or to be (done) what is expressed by the verb stem; fit for what is expressed by the verb stem*, e.g. *able to be conceived (understood, fit for eating, etc.)*, it is of Romance origin, productive in Mod.E. word-building. In the word under analysis it is an UC while the verb stem *conceive* is a derived stem liable to further segmentation *con* + *ceive*. Both these IC's are at the same time

UC's. *Con-* is a prefix of Romance origin which is also found in such words as *contain, contract, contentment*, etc. It is a non-productive prefix with a vague meaning. Its allomorphs are *com-* (comprehend), *col-* (collect) and *cor-* (correspond).

The stem *-ceive* is the root morpheme in the word under analysis, but it is a bound stem found only in such prefixed words of Romance origin as *deceive, receive, perceive*, etc.

This, the adverb **inconceivably** is a derivative built through affixation in several steps:

- 1) by adding the prefix *con-* to the bound stem *-ceive* (the word was practically borrowed from O.Fr. in this prefixes form);
- 2) by adding the suffix *-able* to the verb stem *conceive*;
- 3) by adding the prefix *in-* to the adjective stem *conceivable*;
- 4) by adding the suffix *-ly* to the adjective stem *inconceivable*.

Morphemic level. On the morphemic level of analysis *inconceivable* is a polymorphemic word consisting of five morphemes: one root morpheme (*-ceive*) and four derivational morphemes (two prefixes *in-* and *con-* and two suffixes *-able* and *-ly*).

Etymological level. On the etymological level the word under study is a hybrid consisting of Romance morphemes and one native English morpheme (*-ly*).

Semantic level. Semantically it is a monosemantic word, like most derivatives.

Stylistic level. Stylistically it is a word of neutral style tending to bookish, literary rather than colloquial.

**To busy** is a verb which means *occupy, keep busy*. The Russian for it is *давать работу, занимать делом*.

Derivational level. On the derivational level of analysis it is a derivative built through conversion from the adjective stem *busy* ( $V \leftarrow adj$ ).

Morphemic level. On the morphemic level of analysis it is a monomorphemic word consisting of one root morpheme.

Etymological level. Etymologically it is a native word.

Semantic level. Semantically – neutral.

**Brolly** is a noun which means *umbrella*.

Derivational level. On the derivational level of analysis the IC's are *broll* + *-y* after the analogy of such nouns as *mummy*, *sunny*, etc. built on the pattern **N** + *-y*. The suffix *-y* is a noun-forming diminutive suffix with the meaning of affection and familiarity. It is of native origin and is an UC in the analysed word. The noun stem *broll-* is a bound stem resulting from two processes:

- 1) curtailment, both initial and final of *(um)brell(a)*;
- 2) vowel interchange of *-e-* into *-o-*, hence *broll-* is an UC too.

On the whole, the noun **brolly** is the result of three processes: curtailment, vowel interchange and affixation.

Morphemic level. On the morphemic level it is a polymorphemic word consisting of two morphemes: one root morpheme *broll-* and one derivational morpheme *-y*.

Etymological level. Etymologically it is a hybrid. The full prototype of the curtailed stem *umbrella* is an Italian borrowing, while the suffix is native.

Semantic level. Semantically it is monosemantic.

Stylistic level. Stylistically it is colloquial (slangy).

**To be dressed up to the nines** means *to be dressed smartly or extravagantly*. The Russian for it is *расфрантиться, разодеться в пух и прах*. It is a word-group characterized by the lack of structural integrity which manifests itself first of all in the lack of unity of spelling. It is not a free but a phraseological word-group (unit) because

- 1) it is a non-patterned, stable word-group permitting no change or substitution of its elements;

- 2) non-motivated;
- 3) semantically and grammatically indivisible, functioning as a verb.

According to academician Vinogradov's classification it can be regarded as a fusion because it is completely non-motivated, especially its adverbial part.

According to professor Koonin's classification it is a nominating phraseological unit with a partially transferred meaning.

According to professor Arnold's classification, it is a verb equivalent.

According to professor Amosova's classification, it is a phraseme (not an idiom) because only one of the components *up to the nines* is lexically weakened and phraseologically bound to the free meaning of the other component *to be dressed* within the fixed context of the whole.

**Knave** is a noun which means *a dishonest man*. The Russian for it is *мошенник, плут*.

Derivational level. On the derivational level it is a root word.

Morphemic level. On the morphemic level it is monomorphemic.

Etymological level. On the etymological level it is native.

Semantic level. Semantically it is a result of the semantic change of the OE word, cause extralinguistic (ascribing low moral qualities to people of lower social position), nature – metaphoric, result – degradation of the original meaning *boy, servant*. Stylistically – neutral tending to literary (archaic).

**Bare – naked.** These two words are ideographic synonyms. They differ in the shades of meaning and especially in lexical valency. For example, *bare feet, bare shoulders, bare head, etc.*, but *naked body, naked man, etc.* They are used in the same style – neutral.

**Thee** is an archaic word, the objective case of the pronoun *thou* (you). In Modern English it is mainly used in poetry and prayers, i.e. in a stylistically literary (high-flown) speech.

## СОДЕРЖАНИЕ

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