

Учреждение образования
«Минский инновационный университет»

Факультет *коммуникаций и права*
Кафедра *гуманитарных дисциплин*

УТВЕРЖДЕНО
Решением Научно-методического совета
25 мая 2017 г. (протокол № 6)

Регистрационный № ЭУМК/11-SEL-57

SEMINARS IN ENGLISH LEXICOLOGY
ПРАКТИКУМ ПО ЛЕКСИКОЛОГИИ АНГЛИЙСКОГО ЯЗЫКА

ЭЛЕКТРОННЫЙ УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС

Специальность (направление специальности) *1-21 06 01-02 «Современные иностранные языки (перевод)»*

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СОГЛАСОВАНО
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23.05.2017 2017 г.

СОГЛАСОВАНО
Декан факультета
[подпись]
/А.А. Потоцкий/
23.05. 2017 г.

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Seminars in English Lexicology = Практикум по лексикологии английского языка. ЭУМК / Кипнис Е.П. – Минск: МИУ , 2017 - 51 с.

Электронный учебно-методический комплекс для студентов дневной формы обучения специальности «Современные иностранные языки».

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ПРЕДИСЛОВИЕ

Курс «Лексикология» охватывает круг вопросов, связанных с закономерностями возникновения, развития и современного состояния словарного состава (лексикона) английского языка.

Целью данного курса является формирование у студентов представления о лексико-семантической системе языка и о ее роли в осуществлении экспрессивной, коммуникативной и прагматической функций языка.

Данный учебно-методический комплекс предназначен для студентов специальности «Современные иностранные языки» по дисциплине «Лексикология». УМК рассчитан на аудиторную и самостоятельную работу в 7 семестре.

Учебно-методический комплекс состоит из 5 разделов. В рамках каждого раздела применяется следующая структура: вопросы для обсуждения на семинарском занятии, практические задания на закрепление изученного материала.

В структуру данного УМК включены материалы для написания управляемой самостоятельной работы студентов (УСРС).

Знание структурно-деривационных, семантических, прагматических и других особенностей изучаемого языка способствует более успешной адаптации к новой языковой среде, к новым языковым стандартам и речевым ситуациям и, как следствие, адекватному использованию языковых средств.

СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

№	Тема	Количество часов
1	Лексикология как раздел науки о языке. Лексические единицы и их характеристика.	2
2	Общая и этимологическая характеристика словарного состава английского языка.	4
3	Семантическая структура английского слова. Изменения в семантической структуре.	4
4	Семантическая структура лексикона. Лексико-семантические и формальные отношения в лексике. Проблема классификации словарного состава английского языка.	4
5	Лексико-стилистическая дифференциация и стратификация английского лексикона.	6
6	Морфологическая структура слова в английском языке. Основные способы словообразования: аффиксация, конверсия, словосложение	4
7	Второстепенные способы словообразования: Сокращения слов и словосочетаний (аббревиатура, акронимия, стяжение, обратное словообразование) чередование, сдвиг ударения, удвоение, лексикализация грамматических форм, звукоподражание	4
8	Лексическая сочетаемость. Фразеология.	4
9	Английская и американская лексикография. Методы исследования лексики.	2
	Всего часов	34

СОДЕРЖАНИЕ ИТОГОВОГО ЭКЗАМЕНА

На экзамене по дисциплине «Лексикология» проверяется знание основного понятийного аппарата дисциплины и научной терминологии на английском языке, основных подходов к классификации лексического состава языка, а также умение идентифицировать и анализировать лексикологические явления; проводить морфемный и словообразовательный анализ; идентифицировать и анализировать семантические процессы; классифицировать фразеологические единицы; проводить этимологический анализ лексических/фразеологических единиц; работать с различными типами словарей; использовать методы исследования лексики.

SEMINAR 1

THE ETYMOLOGICAL SURVEY OF THE ENGLISH LEXICON

Problems for Discussion

1. The etymological structure of English vocabulary.
2. The historical circumstances which stimulate the borrowing process.
3. Three stages of assimilation.
4. International words.
5. Etymological doublets.
6. Translation loans.
7. Interrelations between etymological and stylistic characteristics.

Questions and Tasks

I. Look up the origin of the words listed below in “The Concise Oxford Dictionary of Current English” (COD). – Oxford Univ. Press, 1982. Comment on the etymological characteristics of the words.

Atmosphere, company, door, fashion, horse, hundred, husband, kilt, parliament, pneumonia, physician, summer, street, salmon.

II. Rearrange the loan words listed below into eight groups according to their source language: Arabic, Chinese, Dutch/Flemish, German, Italian, Japanese, Russian, Spanish. Use the etymological information given in COD.

Barricade, boom, cannibal, caravan, cruise, delicatessen, frankfurter, guitar, giraffe, geisha, glasnost, hamburger, harem, icon, judo, ketchup, mosque, motto, noodle, perestroika, prima donna, quartz, sauerkraut, sketch, studio, tea, tornado, tsunami, violin, yacht.

III. Say which of the borrowings given above are partially/completely assimilated in English and which are considered barbarisms.

IV. Define the type of borrowings on the basis of the etymological information given in COD: borrowings proper, semantic borrowings, loan translations, international words, neologisms. Analyse their meanings. Give their Russian equivalents.

Babushka ‘a woman’s head scarf, folded triangularly and tied under the chin’, *bureau* ‘a subdivision of an executive department’, *cargo*, *history*, *homesickness* (G *Heimweh*), *hyper* ‘excited or nervous about something’, *karaoke*, *mafia*, *manager*, *superman* (G *Übermensch*), *tragedy*.

V. Compare the correlated words in English and in Russian. Explain why they are called ‘translator’s false friends’. Give the Russian equivalents of the English loan words, and the English equivalents of the Russian words:

- a. **Active** – given to action; working, effective, practical, diligent; radioactive.
Актив – группа наиболее деятельных лиц в каком-то коллективе; чьи-то успехи, достижения, преимущества.
- b. **Actual** – existing in fact; real, present, current.
Актуальный – важный, существенный для настоящего момента; злободневный, насущный, современный.
- c. **Accurate** – careful, precise; in exact conformity with a standard or with truth.
Аккуратный – склонный к чистоте и порядку; исполнительный, пунктуальный.
- d. **Angina** – pain in chest resulting from over-exertion when heart is diseased.
Ангина – острое инфекционное заболевание, проявляющееся в воспалении нёбных миндалин и слизистой оболочки зева.
- e. **Invalid** – not valid, esp. having no legal force.
Инвалид – человек, утративший трудоспособность вследствие ранения, увечья, болезни или старости.
- f. **Receipt** – fact or action of receiving or being received into person’s hands or possession; amount of money, etc. received.
Рецепт – письменное предписание врача в аптеку о составе лекарства с указанием способа его применения.
- g. **Solid** – of stable shape, not liquid or fluid, having some rigidity, (solid food); of solid substance throughout, not hollow, without internal cavities.
Солидный – прочный, надежный, основательный; заслуживающий доверия, с установившейся репутацией, авторитетом.

VI. Subdivide all the following words of native origin into: a) Indo-European, b) Germanic, c) English proper.

Daughter, woman, room, land, cow, moon, sea, red, spring, three, I, lady, always, goose, bear, fox, lord, tree, nose, birch, grey, old, glad, daisy, heart, hand, night, to eat, to see, to make.

VII. Read the following jokes. Explain the etymology of the italicized words. If necessary consult a dictionary.

1. He dropped around to the *girl's house* and as he ran up the steps he was confronted by her *little brother*.

"Hi, Billy."

"Hi," said the brat.

"Is your *sister* expecting me?"

"Yeah."

"How do you know that?"

"She's gone out."

2. A man was at a theatre. He was sitting behind two women whose continuous chatter became more than he could bear. Leaning forward, he tapped one of them on the *shoulder*.

"Pardon me, madam," he said, "but I can't *hear*."

"You are not supposed to — this is a private conversation," she hit back.

3. Sonny: *Father*, what do they make asphalt roads of?

Father: That makes a *thousand* question you've asked today. Do give me a *little* peace. What do you *think* would happen if I had asked my father so *many* questions?

Sonny: You might have learnt how to answer some of mine.

VIII. Identify the period of the following Latin borrowings; point out the structural and semantic peculiarities of the words from each period.

Wall, cheese, intelligent, candle, major, moderate, priest, school, street, cherry, music, phenomenon, nun, kitchen, plum, pear, pepper, datum, cup, status, wine, philosophy, method.

IX. In the sentences given below find the examples of Scandinavian borrowings. How can the Scandinavian borrowings be identified?

1. He went on to say that he was sorry to hear that I had been ill. 2. She was wearing a long blue skirt and a white blouse. 3. Two eyes — eyes like winter windows, glared at him with ruthless impersonality. 4. The sun was high, the sky unclouded, the air warm with a dry fresh breeze. 5. If Eastin were right, Wainwright reasoned, the presence of the husband could tie in with Wainwright's own theory of an outside accomplice. 6. It's not such a bad thing to be unsure sometimes. It takes us away from rigid thinking.

X. Explain the etymology of the following words.

Sputnik, kindergarten, opera, piano, potato, tomato, droshky, czar, violin, coffee, cocoa, colonel, alarm, cargo, blitzkrieg, steppe, komsomol, banana, balalaika.

XI. Explain the etymology of the following words. Write them out in three columns: a) fully assimilated words; b) partially assimilated words; c) unassimilated words. Explain the reasons for your choice in each case.

Pen, hors d'oeuvre, ballet, beet, butter, skin, take, cup, police, distance, monk, garage, phenomenon, wine, large, justice, lesson, criterion, nice, coup d'etat, sequence, gay, port, river, loose, autumn, low, uncle, law, convenient, lunar, experiment, skirt, bishop, regime, eau-de-Cologne.

XII. Classify the following borrowings according to the sphere of human activity they represent. What type of borrowings are these?

Television, progress, football, grapefruit, drama, philosophy, rugby, sputnik, tragedy, coca-cola, biology, medicine, atom, prima donna, ballet, cricket, hockey, chocolate, communism, democracy.

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

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

XIV. State the origin of the following translation-loans. Give more examples.

Five-year plan, wonder child, masterpiece, first dancer, collective farm, fellow-traveller.

Recommended Reading

Obligatory

Антрушина Г.Б., Афанасьева О.В., Морозова Н.Н. Лексикология английского языка: Учеб. пособие для студентов. – 3-е изд., стереотип. – М.: Дрофа, 2001. – С. 44–77.

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Optional

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Dictionaries

www.etymonline.com

www.oxforddictionaries.com

www.wiktionary.org

SEMINAR 2 SEMANTICS

Problems for Discussion

1. What is “meaning”?
2. Two levels of analysis.
3. Types of semantic components.
4. Meaning and context.
5. Development of new meanings.

Questions and Tasks

I. Describe the meaning of the words in terms of semantic components.

Writer, student, water, salt, cow, bull, mare, stallion.

II. Study the meanings of correlative English and Belarusian (Russian, German, French, etc.) words and state whether their spheres of denotation are identical. Find your own examples of analogous semantic relationships in correlative words.

Red – чырвоны (R красный, G rot...), *dog* – сабака (R собака, G Hund...), *make* – рабіць (R делать, G machen...)

III. Study the meanings of the following English forms and define the type of semantic ambiguity. State your reasons for qualifying them as polysemantic or homonymous words.

Charge, diamond, leaves, mark, plane, tract

IV. Define the meanings of the words in the following sentences. Say how the meanings of the same word are associated one with another.

1. I walked into Hyde Park, *fell* flat upon the grass and almost immediately *fell* asleep.

2. a) 'Hello', I said, and thrust my hand through the *bars*, whereon the dog became silent and licked me prodigiously, b) At the end of the long *bar*, leaning against the counter was a slim pale individual wearing a red bow-tie.

3. a) I began to search the flat, looking in drawers and boxes to see if I could find a *key*. b) I tumbled with a sort of splash upon the *keys* of a ghostly piano, c) Now the orchestra is playing yellow cocktail music and the opera of voices pitches a *key* higher, d) Someone with a positive manner, perhaps a detective, used the

expression 'madman' as he bent over Welson's body that afternoon, and the authority of his voice set the *key* for the newspaper report next morning.

4. a) Her *mouth* opened crookedly half an inch, and she shot a few words at one like pebbles, b) Would you like me to come to the *mouth* of the river with you?

5. a) I sat down for a few minutes with my head in my *hands*, until I heard the phone taken up inside and the butler's voice calling a taxi, b) The minute *hand* of the electric clock jumped on to figure twelve, and, simultaneously, the steeple of St. Mary's whose vicar always kept his clock by the wireless began its feeble imitation of Big Ben.

6. a) My *head* felt as if it were on a string and someone were trying to pull it off. b) G. Quartermain, board chairman and chief executive of Supernational Corporation was a bull of a man who possessed more power than many *heads* of the state and exercised it like a king.

V. Copy out the following pairs of words grouping together the ones which represent the same meaning of each word. Explain the different meanings and the different usages, giving reasons for your answer. Use dictionaries if necessary.

smart, adj.

smart clothes, a smart answer, a smart house, a smart garden, a smart repartee, a smart officer, a smart blow, a smart punishment

stubborn, adj.

a stubborn child, a stubborn look, a stubborn horse, stubborn resistance, a stubborn fighting, a stubborn cough, stubborn depression

sound, adj.

sound lungs, a sound scholar, a sound tennis-player, sound views, sound advice, sound criticism, a sound ship, a sound whipping

root, n.

edible roots, the root of the tooth, the root of the matter, the root of all evil, square root, cube root

perform, v.

to perform one's duty, to perform an operation, to perform a dance, to perform a play

kick, v.

to kick the ball, to kick the dog, to kick off one's slippers, to kick smb. downstairs

VI. The verb "to take" is highly polysemantic in Modern English. On which meanings of the verb are the following jokes based? Give your own examples to illustrate the other meanings of the word.

1. "Where have you been for the last four years?"
"At college taking medicine."
"And did you finally get well?"
2. "Doctor, what should a woman take when she is run down?"
"The license number, madame, the license number."
3. Proctor (*exceedingly angry*): So you confess that this unfortunate Freshman was carried to this frog pond and drenched. Now what part did you take in this disgraceful affair?
Sophomore (*meekly*): The right leg, sir.

VII. Explain the basis for the following jokes. Use the dictionary when in doubt.

1. Caller: I wonder if I can see your mother, little boy. Is she *engaged*?
Willie: *Engaged!* She's married.
2. Booking Clerk (*at a small village station*): You'll have to *change* twice before you get to York.
Villager (*unused to travelling*): Goodness me! And I've only brought the clothes I'm wearing.

VIII. Explain the logical associations in the following groups of meaning for the same words. Define the type of transference which has taken place.

1. The wing of a bird — the wing of a building; the eye of a man — the eye of a needle; the hand of a child — the hand of a clock; the heart of a man — the heart of the matter; the bridge across-the-river — the bridge of the nose; the tongue of a person — the tongue of a bell; the tooth of a boy — the tooth of a comb; the coat of a girl — the coat of a dog.
2. Green grass — green years; black shoes — black despair; nickel (*metal*) — a nickel (*coin*); glass — a glass; copper (*metal*) — a copper (*coin*); Ford (*proper name*) — a Ford (*car*); Damascus (*town in Syria*) — damask; Kashmir (*town in North India*) — cashmere.

IX. Analyze the process of development of new meanings in the italicized words in the examples given below.

1. I put the letter well into the *mouth* of the box and let it go and it fell turning over and over like an autumn leaf.

2. Those who had been the *head* of the line paused momentarily on entry and looked around curiously.

3. A cheerful-looking girl in blue *jeans* came up to the stairs whistling.

4. Seated behind a desk, he wore a light patterned suit, switch from his usual *tweeds*.

5. Oh, Steven, I read *a Dickens* the other day. It was awfully funny.

6. They sat on the rug before the fireplace, savouring its warmth, watching the rising *tongues* of flame.

7. He inspired universal confidence and had an *iron* nerve.

8. A very small boy in a green *jersey* with light red hair cut square across his forehead was peering at Steven between the electric fire and the side of the fireplace.

9. While the others were settling down, Lucy saw Pearson take another bite from his *sandwich*.

10. As I walked nonchalantly past Hugo's house on the other side they were already carrying out *the Renoirs*.

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

1. Father was explaining to his little son the fundamentals of astronomy.

"That's a comet."

"A what?"

"A comet. You know what a comet is?"

"No."

"Don't you know what they call a star with a tail?"

"Sure — Mickey Mouse."

2. What has eyes yet never sees? (Potato)

3. He (*in telephone booth*): I want a box for two.

Voic e (*at the other end*): Sorry, but we don't have boxes for two.

He: But aren't you the box office of the theatre?

Voic e: No, we are the undertakers.

Recommended Reading

Obligatory

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SEMINAR 3 WORD FORMATION

Problems for Discussion

1. The Morphemic Structure of the English Word.
2. Major Ways of English Word Formation:
 - a) Affixation (Derivation);
 - b) Conversion;
 - c) Word Composition;
 - d) Shortening (Contraction).
3. Minor Ways of English Word Formation:
 - a) Onomatopoeia (Sound-Imitation);
 - b) Reduplication;
 - c) Back-Formation (Reversion).

Questions and Tasks

I. The italicized words in the following jokes and extracts are formed by derivation. Write them out in two columns:

A. Those formed with the help of productive affixes.

B. Those formed with the help of non-productive affixes.

1. Willie was invited to a party, where *refreshments* were *bountifully* served. "Won't you have something more, Willie?" the *hostess* said. "No, thank you," replied Willie, with an *expression* of great *satisfaction*. "I'm full."
"Well, then," smiled the hostess, "put some *delicious* fruit and cakes in your pocket to eat on the way home."
"No, thank you," came the rather *startling* response of Willie, "they're full too."
2. The scene was a *tiny* wayside railway platform and the sun was going down behind the *distant* hills. It was a *glorious* sight. An *intending* passenger was chatting with one of the *porters*.
"Fine sight, the sun tipping the hills with gold," said the poetic passenger.
"Yes," reported the porter; "and to think that there was a time when I was often as *lucky* as them 'ills."
3. A lady who was a very *uncertain* driver stopped her car at traffic signals which were against her. As the green flashed on, her engine stalled, and when she *restarted* it the colour was again red. This flurried her so much that when green returned she again stalled her engine and the cars behind began to hoot. While she was waiting for the green the third time the constable on duty stepped across and with a smile said: "Those are the only colours, showing today, ma'am."
4. "You have an *admirable* cook, yet you are always growling about her to your friends."

- "Do you suppose I want her lured away?"
5. Patient: Do you extract teeth *painlessly*?
Dentist: Not always — the other day I nearly *dislocated* my wrist.
6. The *inspector* was paying a hurried visit to a *slightly overcrowded* school.
"Any *abnormal* children in your class?" he inquired of one harassed-looking *teacher*.
"Yes," she replied, with knitted brow, "two of them have good manners."
7. "I'd like you to come right over," a man phoned an *undertaker*, "and supervise the burial of my poor, departed wife."
"Your wife!" gasped the undertaker. "Didn't I bury her two years ago?"
"You don't understand," said the man. "You see I married again."
"Oh," said the undertaker. "*Congratulations.*"

II. Say what parts of speech can be formed with the help of the affixes.

-ness, -ous, -ly, -y, -dom, -ish, -tion, -ed, -en, -ess, -or, -er, -hood, -less, -ate, -ing, -al, -ful, un-, re-, im (in)-, dis-, over-, ab-

III. Deduce the meanings of the following derivatives from the meanings of their constituents. Explain your deduction. What are the meanings of the affixes in the words under examination?

Reddish, *adj.*; overwrite, *v.*; irregular, *adj.*; illegal, *adj.*; retype, *v.*; old-womanish, *adj.*; disrespectful, *adj.*; inexpensive, *adj.*; unladylike, *adj.*; disorganize, *v.*; renew, *v.*; eatable, *adj.*; overdress, *v.*; disinfection, *n.*; snobbish, *adj.*; handful, *n.*; tallish, *adj.*; sandy, *adj.*; breakable, *adj.*; underfed, *adj.*

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

1. a) Sallie is the most *amusing* person, in the world — and Julia Pendleton the least so. b) Ann was wary, but *amused*.

2. a) He had a charming smile, almost *womanish* in sweetness, b) I have kept up with you through Miss Pittypat but she gave me no information that you had developed *womanly* sweetness.

3. a) I have been having a *delightful* and entertaining conversation with my old chum, Lord Wisbeach. b) Thanks for your invitation. I'd be *delighted* to come.

4. a) Sally thinks everything is funny — even flunking — and Julia is bored at everything. She never makes the slightest effort to be *pleasant*. b) — Why are you going to America? — To make my fortune, I hope. — How *pleased* your father will be if you do.

5. a) Long before he reached the brownstone house... the first fine *careless* rapture of his mad outbreak had passed from Jerry Mitchell, leaving nervous

apprehension in its place, b) If your nephew has really succeeded in his experiments you should be awfully *careful*.

6. a) The trouble with college is that you are expected to know such a lot of things you've never learned. It's very *confusing* at times. b) That platform was a *confused* mass of travellers, porters, baggage, trucks, boys with magazines, friends, relatives.

7. a) At last I decided that even this rather *mannish* efficient woman could do with a little help, b) He was only a boy not a man yet, but he spoke in a *manly* way.

8. a) The boy's *respectful* manner changed noticeably, b) It may be a *respectable* occupation, but it sounds rather criminal to me.

9. a) "Who is leading in the pennant race?" said this strange butler in a *feverish* whisper, b) It was an idea peculiarly suited to her temperament, an idea that she might have suggested herself if she had thought of it ...this idea of his *fevered* imagination.

10. Dear Daddy-Long-Legs. You only wanted to hear from me once a month, didn't you? And I've been peppering you with letters every few days! But I've been so *excited* about all these new adventures that I must talk to somebody... Speaking of classics, have you ever read *Hamlet*? If you haven't, do it right off. It's perfectly *exciting*. I've been hearing about Shakespeare all my life but I had no idea he really wrote so well, I always suspected him of going largely on his reputation. (J. Webster)

V. Explain the difference between the meanings of the following words produced from the same root by means of different affixes. Translate the words into Russian.

Watery — waterish, embarrassed — embarrassing, manly — mannish, colourful — coloured, distressed — distressing, respected — respectful — respectable, exhaustive — exhausting — exhausted, bored — boring, touchy — touched — touching.

VI. One of the italicized words in the following examples was made from the other by conversion. What semantic correlations exist between them?

1. a) "You've got a funny *nose*," he added, b) He began to *nose* about. He pulled out drawer after drawer, pottering round like an old bloodhound.

2. a) I'd seen so many cases of fellows who had become perfect slaves of their *valets*, b) I supposed that while he had been *valeting* old Worplesdon Florence must have trodden on his toes in some way.

3. a) It so happened that the night before I had been present at a rather cheery little *supper*, b) So the next night I took him along to *supper* with me.

4. a) Buck seized Thornton's *hand* in his teeth, b) The desk clerk *handed* me the key.

5. a) A small hairy object sprang from a basket and stood yapping in the middle of the *room*, b) There are advantages, you see, about *rooming* with Julia.

6. a) "I'm engaged for *lunch*, but I've plenty of time." b) There was a time when he and I had been lads about town together, *lunching* and dining together practically every day.

7. a) Mr. Biffen rang up on the *telephone* while you were in your bath, b) I found Muriel singer there, sitting by herself at a table near the door. Corky, I took it, was out *telephoning*.

8. Use small *nails* and *nail* the picture on the wall.

9. a) I could just see that he was waving a letter or something equally foul in my *face*. b) When the bell stopped, Crane turned around and *faced* the students seated in rows before him.

10. a) Lizzie is a good *cook*, b) She *cooks* the meals in Mr. Priestley's house.

11. a) The *wolf* was suspicious and afraid, b) Fortunately, however, the second course consisted of a chicken fricassee of such outstanding excellence that the old boy, after *wolfing* a plateful, handed up his dinner-pail for a second instalment and became almost genial.

12. Use the big *hammer* for those nails and *hammer* them in well.

13. a) "Put a ribbon round your hair and be Alice-in-Wonderland," said Maxim. "You look like it now with your *finger* in your mouth." b) The coach *fingered* the papers on his desk and squinted through his bifocals.

14. a) The room was airy but small. There were, however, a few vacant spots, and in these had been *placed* a washstand, a chest of drawers and a midget rocker-chair, b) "Well, when I got to New York it looked a decent sort of *place* to me ..."

15. a) These men wanted *dogs*, and the dogs they wanted were heavy dogs, with strong muscles... and furry coats to protect them from the frost. b) "Jeeves," I said, "I have begun to feel absolutely haunted. This woman *dogs* me."

VII. Explain the semantic correlations within the following pairs of words.

Shelter — to shelter, park — to park, groom — to groom, elbow — to elbow, breakfast — to breakfast, pin — to pin, trap — to trap, fish — to fish, head — to head, nurse — to nurse.

VIII. Which of the two words in the following pairs is made by conversion? Deduce the meanings and use them in constructing sentences of your own.

star, n. — to star, v.

picture, n. — to picture, v.

colour, n. — to colour, v.

blush, n. — to blush, v.

key, n. — to key, v.

fool, n. — to fool, v.

age, n. — to age, v.

touch, n. — to touch, v.

make, n. — to make, v.

finger, n. — to finger, v.

empty, *adj.* — to empty, v.

poor, *adj.* — the poor, n.

breakfast, n. — to breakfast, v.	pale, <i>adj.</i> — to pale, v.
house, n. — to house, v.	dry, <i>adj.</i> — to dry, v.
monkey, n. — to monkey, v.	nurse, n. — to nurse, v.
fork, n. — to fork, v.	dress, n. — to dress, v.
slice, n. — to slice, v.	floor, n. — to floor, v.

IX. Read the following joke, explain the type of word-building in the italicized words and say everything you can about the way they were made.

A successful old lawyer tells the *following* story about the *beginning* of his *professional* life:

"I had just installed myself in my office, had put in a phone, when, through the glass of my door I saw a shadow. It was *doubtless* my first client to see me. *Picture* me, then, grabbing the nice, *shiny receiver* of my new phone and plunging into an *imaginary conversation*. It ran something like this:

'Yes, Mr. S!' I was saying as the *stranger* entered the office. 'I'll attend to that *corporation* matter for you. Mr. J. had me on the phone this morning and wanted me to settle a *damage* suit, but I had to put him off, as I was too busy with other cases. But I'll manage *to sandwich* your case in between the others somehow. Yes. Yes. All right. Goodbye.'

Being sure, then, that I had *duly* impressed my *prospective* client, rung up the receiver and turned to him. 'Excuse me, sir,' the man said, 'but I'm from the telephone company. I've come to connect your instrument.'

X. Find compounds in the following jokes and extracts and write them out in three columns: A. Neutral compounds. B. Morphological compounds. C. Syntactic compounds.

1. Pat and Jack were in London for the first time. During a tour of the shops in the West End they came to an expensive-looking barber's. "Razors!" exclaimed Pat. "You want one, don't you? There's a beauty there for twenty-five bob (*a shilling (pl. bob)*),¹ and there's another for thirty bob. Which would you sooner have?" "A beard," said Jack, walking off.

2. The children were in the midst of a free-for-all (*a fight without rules*). "Richard, who started this?" asked the father as he came into the room. "Well, it all started when David hit me back."

3. That night, as they cold-suppered together, Barmy cleared his throat and looked across at Pongo with a sad sweet smile. "I mean to say, it's no good worrying and trying to look ahead and plan and scheme and weigh your every action, because you never can tell when doing such-and-such won't make so-and-so happen — while, on the other hand, if you do so-and-so it may just as easily lead to such-and-such."

4. When Conan Doyle arrived in Boston, he was at once recognized by the cabman whose cab he engaged. When he was about to pay his fare, the cabman said:

"If you please, sir, I should prefer a ticket to your lecture."

Conan Doyle laughed. "Tell me," he said, "how you knew who I was and I'll give you tickets for your whole family."

"Thank you, sir," was the answer. "On the side of your travelling-bag is your name."

5. An old tramp sailed up to the back door of a little English tavern called The George and Dragon and beckoned to the landlady.

"I've had nothing to eat for three days," he said. "Would you spare an old man a bite of dinner?"

"I should say not, you good-for-nothing loafer," said the landlady and slammed the door in his face.

The tramp's face reappeared at the kitchen window. "I was just wonderin'," he said, "if I could 'ave a word or two with George."

6. "Where are you living, Grumpy?"

"In the Park. The fresh-air treatment is all the thing nowadays."

7. Arriving home one evening a man found the house locked up. After trying to get in at the various windows on the first floor he finally climbed upon the shed roof and with much difficulty entered through a second-story window. On the dining-room table he found a note from his absent-minded wife: "I have gone out. You'll find the key under the door mat."

8. One balmy, blue-and-white morning the old woman stood in her long, tidy garden and looked up at her small neat cottage. The thatch on its tip-tilted roof was new and its well-fitting doors had been painted blue. Its newly-hung curtains were gay... Bird-early next morning Mother Farthing went into the dew-drenched garden. With billhook and fork she soon set to work clearing a path to the apple tree.

(From *Charlie and the Great Glass Elevator* by R. Dahl)

XI. Identify the neutral compounds in the word combinations given below and write them out in 3 columns: A. Simple neutral compounds. B. Neutral derived compounds. C. Neutral contracted compounds.

An air-conditioned hall; a glass-walled room; to fight against H-bomb; a loud revolver-shot; a high-pitched voice; a heavy topcoat; a car's windshield; a snow-white handkerchief; big A. A. guns; a radio-equipped car; thousands of gold-seekers; a big hunting-knife; a lightish-coloured man; to howl long and wolflike; to go into frantic U-turns; to fix M-day.

XII. Arrange the compounds given below into two groups:

A. Idiomatic. B. Non-idiomatic. Say whether the semantic change within idiomatic compounds is partial or total. Consult the dictionary if necessary.

Light-hearted, *adj.*; butterfly, *n.*; homebody, *n.*; cabman, *n.*; medium-sized, *adj.*; blackberry, *n.*; bluebell, *n.*; good-for-nothing, *adj.*; wolf-dog, *n.*; highway, *n.*;

dragon-fly, *n.*; looking-glass, *n.*; greengrocer, *n.*; bluestocking, *n.*; gooseberry, *n.*; necklace, *n.*; earthquake, *n.*; lazy-bones, *n.*

XIII. Say whether the following lexical units are word-groups or compounds. Apply the criteria outlined in the foregoing text to motivate your answer.

Railway platform, snowman, light dress, traffic light, railway station, landing field, film star, white man, hungry dog, medical man, landing plane, top hat, distant star, small house, green light, evening dress, top student, bluecoat,¹ roughhouse,² booby trap,³ black skirt, medical student, hot dog, blue dress, U-shaped trap, black shirt⁴.

¹ *bluecoat* — policeman.

² *roughhouse* — play that has got out of hand and turned into brawling (R. *скандал, драка*).

³ *booby trap* — a trap laid for the unwary as a practical joke, often humiliating (R. *ловушка*).

⁴ *black shirt* — a fascist (black shirts were part of uniform of the Italian Fascist party).

⁵ *We'll put you up front.* — R. 1. *Мы пошлем вас на передовую.* 2. *Мы посадим вас в первый ряд* (игра слов).

XIV. Find shortenings in the jokes and extracts given below and specify the method of their formation.

1. Brown: But, Doc, I got bad eyes!

Doctor: Don't worry. We'll put you up front. You won't miss a thing.

2. "How was your guard duty yesterday, Tom?"

"O.K. I was remarkably vigilant."

"Were you?"

"Oh, yes. I was so vigilant that I heard at once the relief sergeant approaching my post though I was fast asleep."

3. "Excuse me, but I'm in a hurry! You've had that phone 20 minutes and not said a word!"

"Sir, I'm talking to my wife."

XV. Match the following terms with their definitions.

- 1) abbreviation
- 2) adjectivalization
- 3) adverbialization
- 4) back-derivation
- 5) compression

- 6) lexicalization
- 7) onomatopoeia
- 8) reduplication
- 9) sound-interchange
- 10) stress-interchange
- 11) substantivation
- 12) word-manufacturing

a) forming words sounding like the thing they represent, for example *tick-tock* for ‘the sound of a clock’ or containing sounds similar to the noise they describe, for example *hiss*;

b) forming a new word removing the end of a word that already exists;

c) forming holophrastic compound constructions by putting together a word combination or a sentence;

d) transformation of a grammatical form of a word into an individual lexeme with its own lexical meaning;

e) doubling a stem, either without any phonetic changes or with a variation of the root-vowel or consonant;

f) forming nouns from adjectives;

g) forming adjectives from nouns and participles;

h) forming adverbs from adjectives;

i) gradation of sounds occupying one and the same place in the sound-form of one and the same morpheme in various cases of its occurrence, as in *song* and *to sing*; may be regarded as a way of word formation;

j) shifting of stress, as in *an ´increase* and *to in´crease*; may be regarded as a way of word formation;

k) making a word, phrase or name shorter by leaving out letters or using only the first letter of each word;

l) invention of a complete new word.

XIV. Identify the ways of minor word formation the following words are created by.

all-in-one, to automate, to baby-sit, bark, buzz, chit-chat, cock-a-doodle-doo, colours, cuckoo, customs, EU, goody-goody, goody-two-shoes, has-been, to house-keep, jazzercise, know-it-all, laser, magalog, to meditate, merry-go-round, miaow (meow), one-size-fits-all, pants, phone, photo, pictures, ping-pong, radar, ticky-tacky, tutty-frutty, up-to-the-minute, U-station, walkie-talkie.

Recommended Reading

Obligatory

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SEMINAR 4 THE STRUCTURE OF THE ENGLISH LEXICON

Problems for Discussion

1. Homonyms
2. Synonyms
3. Antonyms
4. Euphemisms

Questions and Tasks

I. Find the homonyms in the following extracts. Classify them into homonyms proper, homographs and homophones.

1. "Mine is a long and a 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?"

2. a) My seat was in the middle of a row. b) "I say, you haven't had a row with Corky, have you?"

3. a) Our Institute football team got a challenge to a match from the University team and we accepted it. b) Somebody struck a match so that we could see each other.

4. a) It was nearly December but the California sun made a summer morning of the season, b) On the way home Crane no longer drove like a nervous old maid.

5. a) She loved to dance and had every right to expect the boy she was seeing almost every night in the week to take her dancing at least once on the weekend, b) "That's right," she said.

6. a) Do you always forget to wind up your watch? b) Crane had an old Ford without a top and it rattled so much and the wind made so much noise.

7. a) In Brittany there was once a knight called Eliduc. b) She looked up through the window at the night.

8. a) He had a funny round face, b) — How does your house face? — It faces the South.

9. a) So he didn't shake his hand because he didn't shake cowards' hands, see, and somebody else was elected captain, b) Mel's plane had been shot down into the sea.

10. a) He was a lean, wiry Yankee who knew which side his experimental bread was buttered on. b) He had a wife of excellent and influential family, as finely bred as she was faithful to him.

11. a) He was growing progressively deafer in the left ear. b) I saw that I was looking down into another cove similar to the one I had left.

12. a) Iron and lead are base metals, b) Where does the road lead?

13. Kikanius invited him and a couple of the other boys to join him for a drink, and while Hugo didn't drink, he went along for the company.

II. On what linguistic phenomenon is the joke in the following extracts based? What causes the misunderstanding?

1. "Are your father and mother in?" asked the visitor of the small boy who opened the door.

"They was in," said the child, "but they is out."

"They was in. They is out. Where's your grammar?"

"She's gone upstairs," said the boy, "for a nap."

2. "Yes, Miss Janes, it's true my husband has left his job. He thought it was better for him to enlist rather than to be called up. Anyway, he has burned his bridges behind him."

"Oh, well, I shouldn't worry about that. They'll provide him with a uniform in the Army," commented the neighbour.

3. "I got sick last night eating eggs."

"Too bad."

"No, only one."

4. Husband and wife were enjoying a quiet evening by their fireside, he deep in a book and she in a cross word puzzle. Suddenly she questioned him:

"Darling, what is a female sheep?"

"Ewe [ju:]," he replied. His further explanation hardly soothed her.

5. "I spent last summer in a very pretty city in Switzerland."

"Berne?"

"No, I almost froze."

6. Officer (*to driver in parked car*): Don't you see that sign "Fine for parking"?

Driver: Yes, officer, I see and agree with it.

III. a. Find the homonyms proper for the following words; give their Russian equivalents.

1. *band* — a company of musicians. 2. *seal* — a warm-blooded, fish-eating sea-animal, found chiefly in cold regions. 3. *ear* — the grain-bearing spike of a cereal plant, as in corn. 4. *cut* — the result of cutting. 5. *to bore* — to make a long round hole, esp. with a pointed tool that is turned round. 6. *corn* — a hard, horny thickening of the skin, esp. on the foot. 7. *fall* — the act of falling, dropping or coming down. 8. *to hail* — to greet, salute, shout an expression of welcome. 9. *ray* -*wg* any of several cartilaginous fishes, as the stingray, skate, etc. 10. *draw* — something that attracts attention.

b. Find the homophones to the following words, translate them into Russian or explain their meanings in English.

Heir, dye, cent, tale, sea, week, peace, sun, meat, steel, knight, sum, coarse, write, sight, hare.

c. Find the homographs to the following words and transcribe both.

1. *To bow* — to bend the head or body. 2. *wind* — air in motion. 3. *to tear* — to pull apart by force. 4. *to desert* — to go away from a person or place. 5. *row* — a number of persons or things in a line.

IV. a. Classify the following italicized homonyms. Use Professor A. I. Smirnitsky's classification system.

1. a) He should give the *ball* in your honour as the bride, b) The boy was playing with a *ball*.

2. a) He wished he could explain about his *left* ear. b) He *left* the sentence unfinished.

3. a) I wish you could stop *lying*. b) The yellow mouse was still dead, *lying* as it had fallen in the crystal clear liquid.

4. a) This time, he turned on the *light*, b) He wore \$ 300 suits with *light* ties and he was a man you would instinctively trust anywhere.

5. a) When he's at the door of her room, he sends the *page* ahead. b) Open your books at *page* 20.

6. a) Crockett's voice *rose* for the first time, b) I'll send you roses, one *rose* for each year of your life.

7. a) He was *bound* to keep the peace for six months, b) You should *bound* your desires by reason.

8. a) The pain was almost more than he could *bear*, b) Catch the *bear* before you sell his skin.

9. a) To *can* means to put up in airtight tins or jars for preservation, b) A man *can* die but once.

V. Give as many synonyms for the italicized words in the following jokes as you can. If you do not know any of them consult the dictionaries.

1. "I hear there's a new *baby* over at your house, William," said the teacher. "I don't think he's new," *replied* William. "The way he cries shows he's had lots of experience."

2. A little boy who had been used to receiving his old brother's old toys and clothes remarked: "Ma, will I have to marry his widow when he *dies*?"

3. Small boy (*to governess*): Miss Smith, please excuse my speaking to you with my mouth full, but my *little* sister has just fallen into the pond.

4. A *celebrated* lawyer once said that the three most troublesome clients he ever had were a young lady who *wanted* to be married, a married woman who wanted a divorce, and an *old maid* who didn't know what she wanted.

5. Boss: You are twenty minutes late again. Don't you know what time we *start* to work at this office? New Employee: No, sir, they are always at it when *I get* here.

6. He (as they drove along a *lonely* road): You look *lovelier* to me every

minute. Do you know what that's a sign of? She: Sure. You are about to run out of gas.

7. Husband (*shouting* upstairs to his wife): For last time, Mary, are you coming? Wife: Haven't I been *telling* you for the last hour that I'll be down in a minute.

8. "Oh, Mummie, I hurt my toe!" *cried small* Janey, who was playing in the garden. "Which toe, dear?" I *inquired*, as I *examined* her foot. "My youngest one," *sobbed* Janey.

VI. Carry out definitional and transformational analysis on the italicized synonyms using the explanations of meanings given below. Define the types of connotations found in them.

1. *Old* means having lived a long time, far advanced in years; *elderly* means approaching old age, between middle and old age, past middle age, but hardly old; *aged* is somewhat old, implies greater age than elderly; *ancient* is so old as to seem to belong to a past age.

2. To *create* means to make an object which was not previously in existence, to bring into existence by inspiration or the like; to *manufacture* is to make by labour, often by machinery, especially on a large scale by some industrial process; to *produce* is to work up from raw material and turn it into economically useful and marketable goods.

3. To *break* is to separate into parts or fragments; to *crack* is to break anything hard with a sudden sharp blow without separating, so that the pieces remain together; to *shatter* is to break into fragments, particles and in numerous directions; to *smash* is to destroy, to break thoroughly to pieces with a crashing sound by some sudden act of violence.

4. To *cry* is to express grief or pain by audible lamentations, to shed tears with or without sound; to *sob* is to cry desperately with convulsive catching of the breath and noisily as from heart-rending grief; to *weep* means to shed tears more or less silently which is sometimes expression of pleasurable emotion.

5. *Battle* denotes the act of struggling, a hostile encounter or engagement between opposite forces on sea or land; *combat* denotes a struggle between armed forces, or individuals, it is usually of a smaller scale than battle, less frequently used in a figurative sense; *fight* denotes a struggle for victory, either between individuals or between armies, ships or navies, it is a word of less dignity than battle, *fight* usually implies a hand-to-hand conflicts.

VII. Find the dominant synonym in the following groups of synonyms. Explain your choice.

1. to glimmer — to glisten — to blaze — to shine — to sparkle— to flash— to gleam.

2. to glare— to gaze — to peep — to look — to stare — to glance.

3. to astound — to surprise — to amaze — to puzzle — to astonish.
4. strange — quaint — odd — queer.
5. to saunter — to stroll — to wander — to walk — to roam.
6. scent — perfume — smell — odour — aroma.
7. to brood— to reflect— to meditate— to think.
8. to fabricate — to manufacture — to produce — to create — to make.
9. furious — enraged — angry.
10. to sob — to weep — to cry.

VIII. Find the euphemisms in the following sentences and jokes. Name the words for which they serve as euphemistic substitutes.

1. P o l i c e m a n (*to intoxicated man who is trying to fit his key to a lamp-post*): I'm afraid there's nobody home there tonight. M a n: Mus' be. Mus' be. Thersh a light upstairsh.

2. "Johnny, where do you think God is this morning?" asked the Sunday-school teacher. "In our bathroom," was the reply. "What on earth makes you say that?" asked the amazed teacher. "Because just before I left I heard pa say, "My Lord! How long are you going to be in there?"

3. The doctor had an inveterate punster and wit among his patients. One day he was late in making his rounds, and explained to the incorrigible humourist that he had stopped to attend a man who had fallen down a well. With a groan of agony, the wit mustered up strength enough to murmur: "Did he kick the bucket, doctor?"

4. A girl was to visit her serviceman brother at a military hospital. While stopping at the desk of the officer of the day for directions to the patient's ward she asked: "Would you kindly tell me where the powder room is?" "Miss," the corpsman on duty replied with dignity, "this is a hospital, not an arsenal."

5. F i r s t S t u d e n t: Great Scott! I've forgot- ten who wrote *Ivanhoe*. S e c o n d D i t t o: I'll tell you if you tell me who the dickens wrote *The Tale of Two Cities*.

6. So, for the love of Mike, come across to our table and help things along.

7. He was high and didn't know what he was saying.

8. "You never know with lunatics," said the young man chattily. "They don't always look balmy, you know."

9. "But what I mean was, it sounds more like a rather idiotic kind of hoax. Perhaps some convivial idiot who had had one over the eight." "Nine? Nine what?" "Nothing — just an expression. I meant a fellow who was tight."

10. "Funny old thing," said Lily Marbury indulgently. "Looks half batty to my mind."

11. "I think the fellow's half a loony. He needs some one to look after him."

IX. Find antonyms for the words given below.

good adj, *deep* adj, *narrow* adj, *clever* adj, *young* adj, *to love* v, *to reject* v, *to give* v, *strong* adj, *joy* n, *evil* n, *up* adv, *slowly* adv, *black* adj, *sad* adj, *to die* v, *to open* v, *clean* adj, *darkness* n, *big* adj.

X. Applying J.Lyons' classification of antonyms into contraries, contradictories (complimentaries), conversives and directional oppositions, comment on the subtype of antonymic relations within the following pairs of words.

buy – sell, big – small, husband – wife, front – back, single – married, east – west, young – old, come – go, true – false, left – right, teacher – pupil, up – down, dead – alive, arrive – depart, borrow – lend, wide – narrow, above – below, master – servant, beautiful – ugly.

XI. Say whether the following synonymic groups represent stylistic, ideographic or collocational synonyms.

beautiful – handsome, see – behold, look – appear – seem, rancid – rotten – addled, look – stare, happen – befall, begin – commence – initiate, brotherly – fraternal, flat – apartment, tall – high, end – finish – complete, die – perish, moist – damp.

XII. Find antonyms in the following jokes and extracts and describe the resultant stylistic effect.

P o l i c e m a n (*holding up his hand*): Stop!

Visitor: What's the matter?

P.: Why are you driving on the right side of the road?

V.: Do you want me to ride on the wrong side?

P.: You are driving on the wrong side.

V.: But you said that I was driving on the right side.

P.: That is right. You are on the right, and that's wrong.

V.: A strange country! If right is wrong, I'm right when I'm on the wrong side. So why did you stop me?

P.: My dear sir, you must keep to the left. The right side is the left.

V.: It's like a looking-glass! I'll try to remember. Well, I want to go to Bellwood. Will you kindly tell me the way?

P.: Certainly. At the end of this road, turn left.

V.: Now let me think. Turn left! In England left is right, and right is wrong. Am I right?

P.: You'll be right if you turn left. But if you turn right, you'll be wrong.

V.: Thank you. It's as clear as daylight.

(After G. C Thornley)

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Obligatory

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SEMINAR 5 VARIANTS AND DIALECTS OF THE ENGLISH LANGUAGE

Problems for Discussion

1. General characteristics of the English language in different parts of the English-speaking world.
 - a. Territorial variants vs. local/regional dialects.
 - b. Minority dialects. Indigenized varieties.
 - c. English as the basis for pidgin and creole.
2. British variant of the English language.
 - a. Standard English.
 - b. Local dialects and varieties in the British Isles. The Scottish and Irish varieties.
 - c. Local dialects in England.
 - d. Cockney.
3. American variant of the English language.
 - a. Specific features of American English in phonetics, grammar, spelling, word meaning, word formation.
 - b. Local dialects in the USA.

Questions and Tasks

I. Give equivalents in American English for the following British English words and word combinations.

Billion, bill, bank note, bookings, cinema, charity organisation, dummy (for babies), full-stop, handbag, homely (simple in a way that makes you feel comfortable), tinned food, car park, potato crisps, single ticket, stalls, sweet, toilet.

II. Write the most suitable American words in the gaps.

- a. *In our building we have a **caretaker** to see to that things are ok.
In our building we have a ... to see to that things are ok.*
- b. *On the top of the roof we have an **aerial** for our television set.
On the top of the roof we have an ... for our television set.*
- c. *In October it is **autumn**.
In October it is*
- d. ***Bank notes** are easier to carry than coins.
... are easier to carry than coins.*
- e. *I was in the Tivoli – I tried several tours in the **big dipper**.
I was in the Tivoli – I tried several tours in the*

- f. *Give me another sweet thing – one of those **biscuits**.*
Give me another sweet thing – one of those
- g. *I will have to get a new pair of **shoelaces**, as I broke them this morning.*
I will have to get a new pair of ... , as I broke them this morning.
- h. *The **trousers** were too big – so I had to wear **braces**.*
The ... were too big – so I had to wear
- i. *Between two lessons you often have a **break**.*
Between two lessons you often have a

III. Translate the following words and word-combinations into English giving two variants – British and American.

Аптека, в отпуске, грузовик, железнодорожная касса, заполнить анкету, класс (в школе), купить (выкупить), метро, миксер, овсяная каша, переезд (перекресток), подземный переход, почтальон, свитер, страна, стюардесса, тренировка, умный, фарш, центр города, ящик для мусора.

IV. Compare the spelling and the use of words and word combinations in British, American and Canadian English. Make conclusions about the peculiarities in the territorial variations of the English language:

British English	American English	Canadian English
Colour	Color	Colour
Centre	Center	Centre
Tyre	Tire	Tire
Draught	Draft	Draft
Recognise	Recognize	Recognize
Patronise	Patronize	Patronize
Encyclopaedia	Encyclopedia	Encyclopedia
Manoeuvre	Maneuver	Manoeuvre
Licence	License	License
To post a letter	To mail a letter	To mail a letter
To hire a car	To rent a car	To rent a car
Railway	Railroad	Railway
Waggon	Car	Car
Table napkin	Serviette	Serviette
Petrol	Gasoline	Gasoline
Housewife	Stay-at-home mom	Stay-at-home mom

Running shoes	Sneakers	Sneakers, runners
Burnt/burned	Burned/burnt	Burnt
Smelt/smelled	Smelled/smelt	Smelt
Spoilt/spoiled	Spoiled/spoilt	Spoilt

V. Compare the examples in British English (BrE) with their equivalents in South African English (SAfrE), Australian English (AustralE) and Kiwi/New Zealand English (NZE). Use them in your presentations on the suggested topics for discussion.

Work (BrE) – weck (SAfrE), car (BrE) – kah (SAfrE), book (BrE) – boook (SAfrE), garden (BrE) – gaddin (SAfrE), fast (BrE) – fust (SAfrE), town (BrE) – taun (SAfrE), pickup truck (BrE) – bakkie (SAfrE), guy, mate (BrE) – China (SAfrE), Ouch! (BrE) – Eina! (SAfrE), Hello/how are you? (BrE) – Howzit? (SAfrE), Really/is that so? (BrE) – Izzit? (SAfrE), yes, yeah (BrE) – ja (SAfrE), Goodbye. (BrE) – Go well, stay well. (SAfrE), traffic-light (BrE) – robot (SAfrE), training shoe (BrE) – tackie (SAfrE), She’ll be here soon. (BrE) – She’ll be here just now. (SAfrE), Things are okay. (BrE) – Ja well. (SAfrE), Things are so-so. (BrE) – No fine. (SAfrE).

Pavement (BrE) – footpath (AustralE), holiday cottage (BrE) – weekender (AustralE), girl (BrE) – sheila (AustralE), sweet (BrE) – lolly (AustralE), fool (BrE) – drongo (AustralE), Australian (BrE) – Aussie (AustralE), in need of (BrE) – broke for (AustralE), tired of (BrE) – fed with (AustralE).

New Zealand (BrE) – Enzel (NZE), Englishman (BrE) – Pom (pejorative) (NZE), TV (BrE) – telly (NZE), glasses (BrE) – gig lamps (NZE), dustbin (BrE) – kitchen tidy (NZE), salary (BrE) – screw (NZE), two dollars (BrE) – quid (NZE), trousers (BrE) – strides (NZE).

VI. Read the passage and say if Randolph Quirk was right. Predict the role of English in 2020:

In a paper written in 1970 for a conference in Luxembourg organized by the London-based Institute of Linguists, Randolph Quirk, then Professor of English at University College of London, engaged in a speculation about the future. His paper was called “English in twenty years”.

I must base my speculation about the future role of English upon assumptions outside linguistics, and my assumptions are these: that Britain will become more and more closely involved with continental Europe, economically, intellectually and politically; and that English will retain in the next 20 years the degree of prestige it has enjoyed in continental Europe in the past twenty years... On these assumptions I could confidently predict that English will retain its prominent place

in Europe... One could in fact go further and predict that English will actually increase its currency, above all for purposes of trade, but also in scientific communication and in the everyday matters of popular culture – for example, through Eurovision. And all this even in the European countries whose mother tongue is so important a language as German or French. ... Given something more like a cultural boost, we may expect present uses of English to expand so that by 1990 everyone in Europe may be using, or be exposed to, English for some part of every day.

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УПРАВЛЯЕМАЯ САМОСТОЯТЕЛЬНАЯ РАБОТА № 1

По курсу «Лексикология»
(СИЯ, IV курс, 7 семестр)

Рассчитана на 2 часа

ТЕМА: «Лексико-стилистическая дифференциация и стратификация английского лексикона»

Цель: Закрепить знания, полученные по теме «Лексико-стилистическая дифференциация и стратификация английского лексикона».

Задача: Развитие навыков анализа практического материала.

Задания:

Lecture 2. Functional Styles

Informal Style

I. The italicized words and word-groups in the following extracts are informal. Write them out in two columns and explain in each case why you consider the word slang/colloquial. Look up any words you do not know in your dictionary.

1. The Flower Girl. ... *Now you are talking!* I thought you'd *come off it* when you saw a chance of getting back *a bit of* what you *chucked* at me last night. (*Confidentially.*) You'd *had a drop in*, hadn't you?

2. Liza. *What call* would a woman with that strength in her have to die of influenza? What become of her new straw hat that should have come to me? Somebody *pinched* it; and what I say is, them as *pinched it done her in*.

Mrs. Eynsfordhill. What does *doing her in* mean?

Higgins (*hastily*). Oh, that's the new small talk. To *do a person in* means to kill them.

3. Higgins. *I've picked up* a girl.

Mrs. Higgins. Does that mean that some girl has *picked you up*?

Higgins. *Not at all*. I don't mean a love affair.

Mrs. Higgins. *What a pity!*

(From *Pygmalion* by B. Shaw)

4. My wife has been *kiddin'* me about my friends ever since we were married. She says that ... they ain't nobody in the world got a *rummier bunch* of friends than me. I'll admit that the most of them ain't, well, what you might call *hot*; they're different somehow than when I first *hung around* with them. They seem to be lost without a brass rail to rest their *dogs* on. But of course they are old friends and I can't *give them the air*.

(From *Short Stories* by R. Lardner)

II. a. Read the following extract.

A young man, Freddie by name, had invited a pretty young girl April to a riverside picnic. April could not come and sent her little sister to keep Freddie company.

It was naturally with something of a pang that Freddie tied the boat up at their destination. ... The only living thing for miles around appeared to be an elderly horse which was taking a snack on the river-bank. In other words, if only April had been there and the kid hadn't, they would have been alone together with no human eye to intrude upon their sacred solitude. They could have read Tennyson to each other till they were blue in the face, and not a squawk from a soul.

... Still, as the row had given him a nice appetite, he soon dismissed these wistful yearnings and started unpacking the luncheon-basket. And at the end of about twenty minutes he felt that it would not be amiss to chat with his little guest.

"Had enough?" he asked.

"No," said the kid. "But there isn't any more."

"You seem to tuck away your food all right."

"The girls at school used to call me Teresa the Tapeworm," said the kid with a touch of pride.

It suddenly struck Freddie as a little odd that with July only half over this child should be at large. The summer holidays, as he remembered it, always used to start round about the first of August.

"Why aren't you at school now?"

"I was bunked last month."

"Really?" said Freddie, interested. "They gave you the push, did they? What for?"

"Shooting pigs."

"Shooting pigs?"

"With a bow and arrow. One pig, that is to say. Percival. He belonged to Miss Maitland, the headmistress. Do you ever pretend to be people in books?"

"Never. And don't stray from the point at issue. I want to get to the bottom of this thing about the pig."

"I'm not straying from the point at issue. I was playing William Tell."

"The old apple-knocker, you mean?"

"The man who shot an apple off his son's head. I tried to get one of the girls to put the apple on her head, but she wouldn't, so I went down to the pigsty and put it on Percival's. And the silly goop shook it off and started to eat it just as I was shooting, which spoiled my aim and I got him on the left ear. He was rather vexed about it. So was Miss Maitland. Especially as I was supposed to be in disgrace at the time, because I had set the dormitory on fire the night before.

"Freddie blinked a bit.

"You set the dormitory on fire?"

"Yes."

"Any special reason, or just a passing whim?"

"I was playing Florence Nightingale."

"Florence Nightingale?"
"The Lady with the Lamp. I dropped the lamp."
"Tell me," said Freddie. "This Miss Maitland of yours. What colour is her hair?"
"Grey."
"I thought as much."

(From *Young Men in Spats* by P. G. Wodehouse)

b. Write out the informal words and word-groups which occur in the above passage and explain why you think the author uses so many of them.

III. Read the following jokes. Write out the informal words and word-groups and say whether they are colloquial, slang or dialect.

1. A Yankee passenger in an English train was beguiling his fellow passengers with tall stories and remarked: "We can start with a twenty-story apartment house this month, and have it finished by next."

This was too much for the burly Yorkshireman, who sat next to him. "Man, that's nowt", he said. "I've seen 'em in Yorkshire when I've been going to work just laying the foundation stone and when I've been coming home at neet they've been putting the folk out for back rent."

2. A driver and his family had gathered bluebells, primrose roots, budding twigs and so on from a country lane. Just before they piled into the car to move off Father approached a farmer who was standing nearby and asked: "Can we take this road to Sheffield?" The farmer eyed the car and its contents sourly, then: "Aye, you mun as well, you've taken nigh everything else around here."

Formal Style

I. a. The italicized words and word-groups in the following extracts belong to formal style. Describe the stylistic peculiarities of each extract in general and say whether the italicized represents learned words, terms or archaisms. Look up unfamiliar words in the dictionary.

1. "Sir,
*in re*¹ Miss Ernestina Freeman

We are *instructed* by Mr. Ernest Freeman, father of the *above-mentioned* Miss Ernestina Freeman, to *request* you to *attend* at these *chambers* at 3 o'clock this coming Friday. Your failure to attend will be regarded as an acknowledgement of our client's right to *proceed*."

(From *The French Lieutenant's Woman* by J. Fowles)

2. "I have, with *esteemed* advice ..." Mr. Aubrey bowed briefly towards the sergeant, ... "... prepared *an admission of guilt*. I should *instruct* you that Mr. Freeman's decision not to proceed immediately is most strictly *contingent* upon your client's signing, on this occasion and in our presence, and witnessed *by all present* this document."

(Ibid.)

3. Romeo ... So shows a snowy dove trooping with crows,
 As *yonder* lady o'er her fellows shows.
 The *measure* done, I'll watch her place of stand,
 And, touching hers, make blessed my rude hand.
 Did my heart love till now? *Forswear* it, sight!
 For I ne'er saw true beauty till this night.
 Tybalt. This, by his voice should be a Montague.
 Fetch me my rapier, boy. What! dares the slave
 Come *hither*, cover'd with an *antiek* face,
 To *flee* and scorn at our *solemnity*?
 Now, by the stock and honour of my *kin*,
 To strike him dead I hold it not a sin.

(From *Romeo and Juliet* by W. Shakespeare, Act 1, Sc. 5)

¹ Usually in modern correspondence you will find the form *re* [ri:] without the *in*.
² *measure* (here) — dance.

4. "... I want you to keep an eye on that *air-speed indicator*. Remember that an airplane stays in the air because of its *forward speed*. If you let the speed drop too low, it stalls — and falls out of the air. Any time *the ASI shows a reading* near 120, you tell George instantly. Is that clear?" "Yes, Captain. I understand." "Back to you, George... I want you to unlock *the autopilot* — it's clearly marked on *the control column* — and take the airplane yourself. ... George, you watch the *artificial horizon* ... *Climb and descent indicator* should stay at zero."

(From *Runway Zero-Eight* by A. Hailey, J. Castle)

5. Mr. Claud Gurney's production of *The Taming of the Shrew* shows a violent *ingenuity*. He has learnt much from Mr. Cochran; there is also a touch of Hammersmith in his *ebullient* days. *The speed, the light, the noise, the deployment* of expensively coloured figures ... amuse the senses and sometimes *divert* the mind from the unfunny brutality of the play, which *evokes* not one natural smile.

(From a theatrical review)

6. Arthur: Jack! Jack! Where's *the stage manager*?

Jack: Yes, Mr. Gosport?

Arthur: *The lighting* for this scene has gone mad.

This isn't *our plot*. There's far too much light. What's gone wrong with it?

Jack: I think the trouble is they have crept in numbers two and three too early. (*Calling up to the flies.*) Will, check your plot, please. Number two and three spots should be *down to a quarter* instead of full.... And you've got your *floats* too high, too.

(From *Harlequinade* by T. Rattigan)

II. Read the following jokes. Look up the italicized words in the dictionary (unless you know their meanings) and prove that they are professional terms. State to which sphere of human activity they belong. On what is the humour based in each of the jokes?

1. A sailor was called into the witness-box to give evidence.

"Well, sir," said the lawyer, "do you know the *plaintiff* and *defendant*!"

"I don't know the drift of them words," answered the sailor.

"What! Not know the meaning of "plaintiff" and "defendant?" continued the lawyer. "A pretty fellow you to come here as a witness! Can you tell me where on board the ship the man struck the other?"

"*Abaft the binnacle*," said the sailor.

"*Abaft the binnacle*?" said the lawyer. "What do you mean by that?"

"A pretty fellow you," responded the sailor, "to come here as a lawyer, and don't know what "abaft the binnacle" means!"

2. "Where did the car hit him?" asked the coroner.

"At the junction of *the dorsal and cervical vertebrae*," replied the medical witness.

The burly foreman rose from his seat.

"Man and boy, I've lived in these parts for fifty years," he protested ponderously, "and I have never heard of the place."

3. The doctor's new secretary, a conscientious girl, was puzzled by an entry in the doctor's notes on an emergency case: "*Shot in the lumbar region*," it read. After a moment she brightened and, in the interest of clarity, typed into the record: "Shot in the woods".

УПРАВЛЯЕМАЯ САМОСТОЯТЕЛЬНАЯ РАБОТА № 2

По курсу «Лексикология»
(СИЯ, IV курс, 7 семестр)

Рассчитана на 2 часа

ТЕМА: «Лексическая сочетаемость. Фразеология»

Цель: Закрепить знания, полученные по теме «Лексическая сочетаемость. Фразеология».

Задача: Развитие навыков анализа практического материала.

Задания:

Lecture 6. Phraseology

I. What is the source of the following idioms? If in doubt consult your reference books.

The Trojan horse, Achilles heel, a labour of Hercules, an apple of discord, forbidden fruit, the serpent in the tree, an ugly duckling, the fifth column, to hide one's head in the sand.

II. Show that you understand the meaning of the following phraseological units by using each of them in a sentence.

1. Between the devil and the deep sea; 2. to have one's heart in one's boots; 3. to have one's heart in the right place; 4. to wear one's heart on one's sleeve; 5. in the blues; 6. once in a blue moon; 7. to swear black is white; 8. out of the blue; 9. to talk till all is blue; 10. to talk oneself blue in the face.

III. Explain whether the semantic changes in the following phraseological units are complete or partial. Paraphrase them.

To wear one's heart on one's sleeve; a wolf in a sheep's clothing; to fly into a temper; to stick to one's word; bosom friend; small talk; to cast pearls before swine; to beat about the bush; to add fuel to the fire; to fall ill; to fall in love; to sail under false colours; to be at sea.

IV. Read the following jokes. Identify the phraseological units using the two major criteria: structural and semantic. What are the jokes based on?

1. He: Don't you hate people who talk behind your back?

She: Yes, especially at the movies.

2. "I'd hate to be in your shoes," said a woman yesterday, as she was quarrelling with a neighbour.

"You couldn't get in them," sarcastically remarked the neighbour.

3. Herbert: Arthur hasn't been out one night for three weeks.
 Flora: Has he turned over a new leaf?
 Herbert: No, he's turned over a new car.
4. Motorist: How far is it to the next town?
 Native: Nigh to five miles as the crow flies.
 Motorist: Well, how far is it if a damned crow has to walk and carry an empty gasoline can?
5. "So, she turned you down, eh?"
 "Yes, I made the mistake of confessing that my heart was in my mouth when I proposed."
 "What has it to do with it?"
 "Oh, she said she couldn't think of marrying a man whose heart wasn't in the right place."

V. Read the following proverbs. Give their Russian equivalents or explain their meanings.

A bargain is a bargain. A cat in gloves catches no mice. Those who live in glass houses shouldn't throw stones. A good beginning is half the battle. A new broom sweeps clean. An hour in the morning is worth two in the evening. It never rains but it pours. Don't look a gift horse in the mouth. Make hay while the sun shines.

VI. Give the English equivalents for the following Russian proverbs.

Нет худа без добра. В гостях хорошо, а дома лучше. С глаз долой, из сердца вон. Дуракам закон не писан. Он пороху не выдумает. Слезами горю не поможешь. Поспешись — людей насмешишь. Взятся за гуж, не говори, что не дюж.

VII. Complete the following sentences, using the phraseological units given in the list below. Translate them into Russian.

1. If I pay my rent, I won't have any money to buy food. I'm between ____.
 2. It's no use grumbling about your problems — we're all ____ . 3. He's sold his house and his business to go to Australia, so he's really ____ .4. She prefers not to rely on anyone else, she likes to ____ . 5. They didn't know whether to get married or not, but they finally ____ .6. You can't expect everything to go right all the time, you must learn to ____ .

to take the rough with the smooth; between the devil and the deep sea; to take the plunge; in the same boat; to paddle one's own canoe; to burn one's boats

VIII. Complete the following similes. Translate the phraseological units into Russian. If necessary, use your dictionary.

- | | |
|------------------|-----------------|
| A. | B. |
| as black as----- | ----- as a loon |
| as green as----- | -----as a lamb |

as cold as-----	-----as a mouse
as white as-----	-----as a cat
as old as-----	-----as a kitten
as changeable as----	-----as an eel
as safe as s-----	-----as an owl
as brown as-----	-----as a wolf
as clean as -----	-----as a cricket
as dull as-----	-----as a bee

IX. Complete the following sentences, using the words from the list below. Translate the phraseological units into Russian.

1. She was so embarrassed that she went as red as a _____. 2. I can carry the suitcase easily, it's as light as a _____. 3. The room is as warm as _____. 4. My sister does so many things that she's always as busy as a _____. 5. He is as proud as a _____ of his new car. 6. It's as cold as _____ in that office. 7. Once he's made up his mind, he'll never change it, he's as stubborn as a _____. 8. She was so frightened that her face went as white as a _____. 9. The postman always calls at 8 o'clock, he's as regular as _____. 10. However much he eats, he's always as thin as a _____.

ice, beetroot, mule, feather, sheet, toast, clockwork, bee, rail, peacock

X. In the examples given below identify the phraseological units and classify them on the semantic principle.

1. The operation started badly and everyone was in a temper throughout. 2. I know a man who would love meeting you. The perfect nut for you to crack your teeth on. 3. I wish I had you for Maths (my favourite subject). But alas, we cannot have our cake and eat it too. 4. He said: "Well, never mind, Nurse. Don't make such heavy weather about it." 5. Did you know that 50% of the time I've been barking up all the wrong trees. 6. However, while appreciating that the best way to deal with a bully is to bully back, I never quite had the nerve. 7. What is it — First Aid? All you need know is how to treat shock and how to stop haemorrhage, which I've drummed into you till I'm blue in the face. 8. Don't let them (pupils) lead you by the nose. 9. But I thought he was afraid I might take him at his word. 10. Ruth made no bones about the time she was accustomed to have her dinner. 11. Poor Eleanor — what a mess she made of her life, marrying that man Grey! 12. There was a list of diets up in the kitchen, but Auntie had it all at her finger-tips. 13. "Bob, give me a hand with the screen," Diana said. "Now be very careful, won't you, sweetie?" 14. My common sense tells me that I'm making a mountain out of a molehill. 15. She thought, he's obviously a very sensitive man, he can read between the lines. 16. Oh, said Arthur, someone might've bought the things cheap at an auction and put them by for a rainy day. 17. "I played like a fool," said Guy, breaking a silence. "I'm feeling a bit under the weather."

XI. Read the following jokes. Classify the italicized word-groups, using Professor Smirnitsky's classification system for phraseological units.

Out of the Fire Into the Frying Pan

A fighter pilot bailed out of his aircraft which had suddenly *caught fire*. He safely landed in an orchard on an apple tree and *climbed down* without a scratch, but a few minutes later he was taken to hospital. The gardener's fierce and vigilant dog had been waiting for him under the tree.

More Precise

Two aviation meteorologists were engaged in *shop talk*.

"No, I don't watch the TV weather commentary. I reckon you get better weather on the radio," said one of them thoughtfully.

XII. Group the following italicized phraseological units, using Professor Kunin's classification system. Translate them into Russian.

1. Margot brightened "*Now you are talking!* That would be a step up for women's lib (= liberation)." 2. Why was I more interested in the one *black sheep* than in all the *white lambs* in my care? 3. To the young, cliches seem freshly minted. *Hitch your wagon to the star!* 4. *Out of sight out of mind*. Anyway it'll do you good to have a rest from me. 5. In a sense it could be said that *the ice was broken* between us. 6. Rose Water-ford smothered a giggle, but the others preserved a stony silence. Mrs. Forrester's smile froze on her lips. Albert had *dropped a brick*. 7. "The fact is that Albert Forrester has made you all look a lot of damned fools." "All," said Clifford Boyleston. "We're *all in the same boat*." 8. *It's no good crying over spilt milk*. 9. Like many serious patriots, in her inability to know for certain *which way the cat would jump* she held her political opinions in suspense. 10. "How long do you want to go for? For always?" "Yes, for always." "Oh, *my God!*" 11. That also was a gentleman's paper, but it *had bees in its bonnet*. Bees in bonnets were respectable things, but personally Soames did not care for them.

УПРАВЛЯЕМАЯ САМОСТОЯТЕЛЬНАЯ РАБОТА № 3
По курсу «Лексикология»
(СИЯ, IV курс, 7 семестр)

Рассчитана на 2 часа

ТЕМА: «Английская и американская лексикография. Методы исследования лексики»

Цель: Рассмотреть основные вопросы по названным темам.

Задача: Развитие навыков реферирования литературы, а также навыков анализа и синтеза при чтении учебного текста.

Вид работы: реферат по данным темам на материале основных учебников. **(Реферат представить на английском языке.)**

Задания:

Осветить в реферате следующие вопросы:

Предмет и задачи лексикографии. Энциклопедические и лингвистические словари. Словари английского языка и их типы. Отбор материала в лингвистическом словаре. Построение словарной статьи в словарях разного типа. Лексикографические инновации.

Методы исследования лексикона: контрастивный, анализ непосредственно составляющих (НС), дистрибутивный, трансформационный. Компонентный, сопоставительный, контекстуальный, психолингвистический анализ лексики.

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GLOSSARY

Abbreviation – a reduced version of a word, phrase, or sentence.

Affix – a meaningful form that is attached to another form, to make a more complex word.

Ambiguity – expression of more than one meaning.

Antonym – word that is opposite in meaning to another word.

Back formation – a process of word formation where a new word is formed by removing an imagined affix from another word (*editor* – *edit*).

Barbarism – (use of) a word or action not in accordance with normal standards.

Blend – the result of two elements fusing to form a new word or construction.

Borrow – to introduce a word (or some other linguistic features) from one language or dialect into another; vocabulary borrowings are usually known as **loan words**.

Clipping – a process of word formation in which a new word is produced by shortening (*examination* – *exam*); also called **reduction**.

Cockney – characteristic of a native of London, esp. of the East End or speaking its dialect; this dialect.

Compound – a unit of vocabulary which consists of more than one lexical stem.

Conversion – a process of word formation where lexemes are made to change their word class without the addition of an affix.

Creole – When children start learning a pidgin as their first language and it becomes the mother tongue of a community, it is called a creole. Like a pidgin, a creole is a distinct language which has taken most of its vocabulary from another language, the lexifier, but has its own unique grammatical rules. Unlike a pidgin, however, a creole is not restricted in use, and is like any other language in its full range of functions. Examples are Gullah, Jamaican Creole and Hawaiian Creole English.

Denotation – the objective ('dictionary') relationship between a word and the reality to which it refers; also called **cognitive/referential meaning**.

Derivation – a major process of word formation, especially using affixes to produce new words (*act* – *action*).

Deterioration – a change of meaning in which a word acquires a negative evaluation; also called **pejoration**.

Dialect – a language variety in which use of grammar and vocabulary identifies the regional or social background of the user. (CEEL) **Regional dialect** – a variety of a language spoken in a particular area of a country. Some regional dialects have been given traditional names which mark them out as being significantly different from standard varieties spoken in the same place. Some examples are "Hillbilly English" (from the Appalachians in the USA) and "Geordie" (from Newcastle upon Tyne in the UK). **Minority dialect** – a variety used sometimes by members of a particular minority ethnic group as a marker of identity, usually alongside a standard variety.

Examples are African American Vernacular English in the USA, London Jamaican in Britain and Aboriginal English in Australia.

Doublet – one of a pair, esp. one of two words of the same derivation but different sense (*fashion* and *faction*, *cloak* and *clock*).

Etymology – study of the origins and history of the form and **folk etymology** – altering an unfamiliar word to make it more familiar (*asparagus* – *sparrow grass*); also called **popular etymology**.

Extension – in historical linguistics, widening the meaning of the word; also called **generalization**.

Generalization – in historical linguistics, widening the meaning of the word; also called **extension**.

Homographs – words with the same spelling but different meaning (e.g. *wind* ‘air’ vs. *wind* ‘turn’).

Homonyms – words with the same form but different meaning (e.g. *ear* ‘corn’ vs. *ear* ‘body part’).

Homophones – words with the same pronunciation but different meaning (*rode/rowed*).

Lexicon – total stock of meaningful units in a language – not only the words and idioms, but also the parts of words which express meaning, such as prefixes and suffixes.

Lexicology – a branch of linguistics which deals with the study of all aspects of the vocabulary of the language (how words are formed, how they have developed over time, how they are used now, how they relate in meaning to each other and how they are handled in dictionaries and other word books).

Lexicography – a branch of lexicology dealing with writing dictionaries.

Lingua franca – a medium of communication for people who speak different first languages.

Loan translation – a borrowed item in which the parts are translated separately into a new language, as in *superman* from German *Übermensch*; also called a **calque**.

Metaphor – a figurative expression in which one notion is described in terms usually associated with another (e.g. *launch an idea*).

Metonymy – a semantic change where an attribute is used for the whole (e.g. *crown* and *king*).

Morpheme – the smallest meaningful unit in a language.

Narrowing – in historical linguistics, a type of change in which a word becomes more specialized in meaning (Old English *mete* ‘food’, now a type of food); also called **restriction**.

Native – belonging to a person or thing by nature, innate, inherent, natural, born in a place, indigenous, not exotic; of the natives of a place.

Native (first) language – the language first acquired as a child (mother tongue, native language), or preferred in a multilingual situation.

Origin – derivation, beginning or rising or coming from something, person’s ancestry, source, starting point (a word of Latin origin; country of origin).

Pidgin – a new language which develops in situations where speakers of different languages need to communicate but don't share a common language. The vocabulary of a pidgin comes mainly from one particular language (called the "lexifier"). An early "pre-pidgin" is quite restricted in use and variable in structure. But the later "stable pidgin" develops its own grammatical rules which are quite different from those of the lexifier. Once a stable pidgin has emerged, it is generally learned as a second language and used for communication among people who speak different languages. Examples are Nigerian Pidgin and Bislama (spoken in Vanuatu).

Note: **pidgin** is believed to have been a Chinese pronunciation of the English word *business*. There have been many forms of **pidgin English**, often with common elements because of the wide range of contacts made by commercial shipping.

Polysemy – different meanings of the same word.

Productivity – the potential of a linguistic rule to produce many instances of the same type.

Reference – the relationship between linguistic forms and entities in the world (**referents**).

Referent – an entity in the world denoted by a linguistic form.

Restriction – in historical linguistics, a type of change in which a word becomes more specialized in meaning (Old English *mete* 'food', now a type of food); also called **narrowing**.

Root – the base form of a word, from which other forms derive.

Semantics – the study of linguistic meaning.

Source language – a language from which a word or text is taken.

Standard – a prestige variety, used as an institutionalized norm in a community; forms and varieties not conforming to this norm are said to be nonstandard or (pejoratively) substandard.

Stem – an element in a word to which affixes are attached.

Synonym – a word that has the same meaning (in a particular context) as another word (e.g. a nice *range/selection* of flowers).

Triplet – a group or set of three of one kind.

Variety – a situationally distinctive system of linguistic expression (legal, formal, etc.). **Indigenized variety** – indigenized varieties are spoken mainly as second languages in ex-colonies with multilingual populations. The differences from the standard variety may be linked to English proficiency, or may be part of a range of varieties used to express identity. For example, "Singlish" (spoken in Singapore) is a variety very different from Standard English, and there are many other varieties of English used in India.

Vernacular – the indigenous language or dialect of a community.

Word formation – the process of creating words out of sequences of morphemes.

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