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высшего профессионального образования
«Комсомольский-на-Амуре государственный технический университет»

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ЛЕКСИКОЛОГИЯ АНГЛИЙСКОГО ЯЗЫКА

Утверждено в качестве учебного пособия
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Учебное пособие в систематизированном виде содержит необходимые для изучения курса лексикологии английского языка вспомогательные материалы: планы семинаров, определения основных понятий и терминов на английском и русском языках, темы курсовых работ, экзаменационные материалы, практические задания и дополнительный языковой материал. Оно может быть использовано для аудиторной, самостоятельной и факультативной работы.

Предлагаемые задания и упражнения призваны помочь студентам глубже усвоить теоретический материал, ознакомить их с основными особенностями лексического строя английского языка, обеспечить сознательный подход к практическому овладению лексикой, предотвратить некоторые типичные ошибки в речи и способствовать развитию языковой догадки.

Пособие предназначено для студентов лингвистических специальностей, обучающихся по лингвистическим направлениям.

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ABOUT THE COURSE

Курс «Лексикология английского языка» изучается в течение одного (шестого) семестра по программе подготовки бакалавров по направлению «Лингвистика» и в течение двух семестров (пятого и шестого) по программе подготовки специалистов по направлению «Перевод и переводоведение».

Предметом курса лексикологии английского языка является словарный состав английского языка в его современном состоянии и историческом развитии, в его социальной и прагматической обусловленности.

Целью курса является формирование у студентов общекультурных и профессиональных компетенций, выражающихся в их способности к логически-правильному мышлению, обобщению, анализу, критическому осмыслению информации, систематизации, прогнозированию, постановке исследовательских задач и выбору путей их решения на основании принципов научного познания.

Исходя из данной цели, в курсе определяются следующие **задачи**:

- сформировать систему лингвистических знаний, включающей в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования английского языка, его функциональных разновидностей;
- развить навык свободно выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации;
- выработать культуру мышления, способность к анализу, обобщению информации, постановке целей и выбору путей их достижения;
- сформировать высокую мотивацию к выполнению профессиональной деятельности;
- развить навык работы с информацией в глобальных компьютерных сетях;
- сформировать навык использования понятийного аппарата теоретической и прикладной лингвистики, переводоведения, лингводидактики для решения профессиональных задач;
- показать междисциплинарные связи лексикологии и выработать понимание ее значения для будущей профессиональной деятельности;
- показать стандартные методики поиска, анализа и обработки материала исследования;
- сформировать представление о динамическом характере языковой системы и познакомить с путями пополнения словарного запаса посредством словообразования, заимствования, семантического развития слов;
- сформировать устойчивые навыки к самостоятельной учебно-и научно-исследовательской работе (написанию рефератов, курсовых и

дипломных работ);

– сформировать у студентов умение делать самостоятельные обобщения и выводы из наблюдений над конкретным языковым материалом.

Студенты лингвистических специальностей должны решать следующие профессиональные задачи в соответствии с видами профессиональной деятельности.

Производственно-практическая деятельность:

– обеспечение межкультурного общения в различных профессиональных сферах;

– выполнение функций посредника в сфере межкультурной коммуникации;

– обработка русскоязычных и иноязычных текстов в производственно-практических целях;

– экспертный лингвистический анализ звучащей речи и письменных текстов на любом из изученных языков в производственно-практических целях;

– разработка средств информационной поддержки лингвистических областей знания.

Научно-методическая деятельность:

– составление баз данных, словарей, методических рекомендаций в профессионально ориентированных областях перевода;

– разработка, внедрение и сопровождение лингвистического обеспечения электронных информационных систем и электронных языковых ресурсов различного назначения.

Научно-исследовательская деятельность:

– выявление и критический анализ конкретных лингвистических проблем, влияющих на эффективность межкультурных и межъязыковых контактов;

– проведение эмпирических исследований проблемных ситуаций и диссонансов в сфере межкультурной коммуникации;

– апробация (экспертиза) программных продуктов лингвистического профиля.

Организационно-управленческая деятельность:

– организация симпозиумов, семинаров с использованием нескольких рабочих языков;

– организация информационно-поисковой деятельности, направленной на совершенствование профессиональных умений в области методики преподавания и перевода;

– организация процессов по формализации лингвистического материала в соответствии с поставленными задачами.

Содержание экзамена

На экзамене студент должен показать сформированные общекультурные и профессиональные компетенции, выражающиеся в способности к логически-правильному мышлению, обобщению, анализу, критическому осмыслению информации, систематизации, прогнозированию, постановке исследовательских задач и выбору путей их решения на основании принципов научного познания.

Структура билета

Билет состоит из трех частей:

1. Теоретический вопрос по одной из изученных тем (примерные вопросы приведены в приложении).

2. Практическое задание с целью проверки уровня усвоения теоретического материала и умения применять его для анализа лексики (примерные лексические единицы для анализа приведены в приложении).

3. Вопрос на знание терминологии.

Экзаменационная оценка складывается из оценок, полученных студентом за ответ на каждый из трех вопросов экзаменационного билета.

Оценка «отлично» выставляется при условии полного развернутого ответа на теоретический вопрос, полного анализа практического материала, а также данных определений всем приведенным в билете терминам.

Оценка «хорошо» выставляется в случае неполного ответа, однако при этом все основные положения теоретического вопроса в ответе должны быть отражены. Кроме того, данная оценка ставится, если студент не справился с анализом 1 – 2 слов, приведенных для анализа, или привел недостаточную информацию.

Оценка «удовлетворительно» ставится, если студент недостаточно полно отразил положения теоретического вопроса, не определил ряд процессов, характерных для слов практического задания, или не дал определения терминам третьего вопроса.

Оценка «неудовлетворительно» ставится в случае, если студент не выполняет практическое задание либо не отражает основных положений теоретического вопроса.

Образец экзаменационного билета

1. Мотивированность слов.

2. Проанализируйте слова:
decolonization; wonder child; tremble, shiver, shudder; an ugly duckling; duty – free; make out; cashmere.

3. Дайте определение терминам:

diachronic study; demonstrative meaning; etymological hybrids.

THEMES

Language is the armory of the human mind, and at once contains the trophies of its past and the weapons of its future conquests.

Samuel Taylor Coleridge

Language is the soul of intellect, and reading is the essential process by which that intellect is cultivated beyond the commonplace experiences of everyday life.

Charles Scribner, Jr.

Language is a city to the building of which every human being brought a stone.

Mark Twain

The limits of my language are the limits of my mind. All I know is what I have words for.

Ludwig Wittgenstein

Theme 1

LEXICOLOGY AS A BRANCH OF LINGUISTICS

“A man with a scant vocabulary will almost certainly be a weak thinker. The richer and more copious one's vocabulary and the greater one's awareness of fine distinctions and subtle nuances of meaning, the more fertile and precise is likely to be one's thinking. Knowledge of things and knowledge of the words for them grow together. If you do not know the words, you can hardly know the thing”.

Henry Hazlitt, Thinking as a Science

“As vocabulary is reduced, so are the number of feelings you can express, the number of events you can describe, the number of the things you can identify! Not only understanding is limited, but also experience. Man grows by language. Whenever he limits language he retrogresses!”

Sheri S. Tepper

Discussion

1. Lexicology as the science of vocabulary.
2. The English vocabulary as a system.
3. Lexical units: their properties and specific features.
4. The word as a dual entity.

Terminology

Language is a semiological system serving as the main and basic means of human communication.

Speech is the activity of man using language to communicate with other men, i.e. the use of different linguistic means to convey certain content.

Vocabulary is the totality of words in a language.

Diachrony is the historical development of the system of language as the object of linguistic investigation.

Diachronic [ˌdaɪəˈkrɒnɪk] is historical.

Synchrony is a conventional isolation of a certain stage in the development of language as the object of linguistic investigation.

Synchronic [sɪŋˈkrɒnɪk] is representing one conventional historical stage in the development of language.

Sociolinguistics is a branch of linguistics studying causation between language and the life of the speaking community.

Lexicology is a part of general linguistics dealing with the vocabulary of a language. It studies and describes the vocabulary as to its origin, development and current use.

Phoneme ['fəʊni:m] is the smallest language unit having only the one facet – the sound form but has no meaning, though fulfills distinguishing function.

Morpheme ['mɔ:fi:m] is one of the fundamental language units, a **minimum sign** which is in association of a given meaning with a given form.

The word is a basic unit of language system, the largest on the morphological and the smallest on the syntactic level of linguistic analysis. It is a two-faced unit, having a sound-form and meaning as its inner facet.

Lexeme ['leksi:m] is a word in all its meanings and forms, i.e. a word as a structural element of language (invariant).

Allolox ['aləʊləks] is a word as a member of speech, i.e. a variant of a lexeme in a given speech-event.

Referent is an object of reality.

Concept is an image of a word having the most general characteristics.

Paradigm ['pærədəɪm] is the system of the grammatical forms of a word.

Paradigmatics is 1. associative relationship of words in language as distinct from linear relationship of words in speech (syntagmatics); 2. an approach to language when the elements of its system are regarded as associated units joined by oppositional relationship.

Paradigmatic relations are relations based on the interrelations of words within the vocabulary system.

Syntagmatics is linear (simultaneous) relationship of words in speech as distinct from associative relationship of words in language (paradigmatics).

Syntagmatic relations are relations based on the linear character of speech.

Practical Assignment

1. Compare all the linguistic elements and say whether they possess any features in common. Classify the following units of the English language on the basis of their common properties into lexical and non-lexical ones. Find your own examples of lexical and non-lexical units:

[t], pen-man-ship, take up the glove, feather, [a:], They talked for a while as darkness fell on the forest, Dark Continent, -ion, cloud, -ment, [au], (there are) no flies on him.

2. Comment on two-facet and productive/reproductive character of phonemes, morphemes, lexemes, sentences and their speech correlatives.

3. Compare the following English words **summer** n, **hand** v, **hot** a, **luckily** adv with their Russian, French, German, etc. equivalents and define their phonological, morphological, syntactic and other similarities and differences.

4. What is the external structure of the word **incomparable**? What is the internal structure of this word?

5. What is understood by formal unity of a word? Why is it not quite correct to say that a word is indivisible?

6. Explain why the word **blackbird** can be considered a unity and why the combination of words **a black bird** doesn't possess such a unity?

7. What is understood by the semantic unity of a word? Which of the following possesses semantic unity – **a bluebell** or **a blue bell**?

8. What are the main differences between studying words:
a) syntagmatically and paradigmatically; b) synchronically and diachronically?

Theme 2

LEXICOGRAPHY. CLASSIFICATION OF DICTIONARIES

*Every other author may aspire to praise;
the lexicographer can only hope to escape reproach, and even
this negative recompense has been yet granted to very few.*

Samuel Johnson

*Lexicographer: a writer of dictionaries, a harmless drudge,
that busies himself in tracing the original, and detailing
the signification of words.*

Samuel Johnson

Dictionary: The universe in alphabetical order.

Anatole France

*Language is not an abstract construction of the learned, or of
dictionary makers, but is something arising out of the work, needs,
ties, joys, affections, tastes, of long generations of humanity,
and has its bases broad and low, close to the ground.*

Noah Webster

Discussion

1. Lexicography as a branch of Linguistics, its aims and significance.
2. Main types of dictionaries of the English language:
 - a) linguistic and encyclopedic dictionaries;
 - b) monolingual, bilingual and multilingual dictionaries;
 - c) large, concise and pocket/gem dictionaries;
 - d) general and restricted dictionaries;
 - e) explanatory and special dictionaries;
 - f) synchronic and diachronic dictionaries;
 - g) alphabetical, ideographic and reverse dictionaries;
 - h) word-frequency dictionaries; glossaries and concordances;
 - i) combinatory dictionaries, phraseological dictionaries; dictionaries of sayings and proverbs;
 - j) electronic and on-line dictionaries;
 - k) types of dictionaries depending on the intended user;
 - l) other types.

Terminology

Lexicography is the theory and practice of compiling dictionaries.

Lexis (or **vocabulary**, **word-stock**, **lexicon**) is the total number of words that make up a language.

Dictionary is a book that gives a list of words alphabetical order, with their meanings in the same or other language.

Encyclopaedia, encyclopedia [ɪnˌsaɪkləˈpiːdiə] is a book or set of books giving information about every branch of knowledge, or about a particular subject, with articles in alphabetical order.

Reference book is a book (an encyclopedia or a dictionary) which is consulted for information, not read right through, e.g. *A Reference Grammar for Students of English*.

Vocabulary is:

– The stock of words used or known to a particular person or group of persons, e.g. *His English vocabulary is rather limited*.

– A list or collection of words and phrases, usually arranged in alphabetical order and defined, e.g. *the vocabulary of the unit*.

– The total number of words that make up a language, e.g. *the English vocabulary*.

Explanatory dictionary [ɪkˈsplænət(ə)rɪ] is a dictionary in which the entry usually presents the following data: spelling and pronunciation, grammatical characteristics, meanings, illustrative examples, derivatives, phraseology, etymology, synonyms and antonyms, e.g. *Longman Dictionary of Contemporary English*.

Translation (bilingual, parallel) dictionary is a word-book containing vocabulary items in one language and their equivalents in another one.

Monolingual (unilingual) dictionary is a dictionary in which information is given in the same language, e.g. *Webster's New Encyclopedic Dictionary*.

Polyglot (multilingual, polylingual) dictionary is a dictionary in which information is given in several languages (more than two), e.g. *ABBYY Lingvo X5*.

Glossary is:

– A list at the back of a book of difficult and unusual words and expressions (with explanations of their meanings) used in the text, e.g. *glossary to the book "Jane Eyre" by Ch. Brontë*.

– A list or dictionary of special terms found in a particular field of study or area of usage (with accompanying definitions), e.g. *Glossary of Medical Terms, Glossary of Biological Terms*.

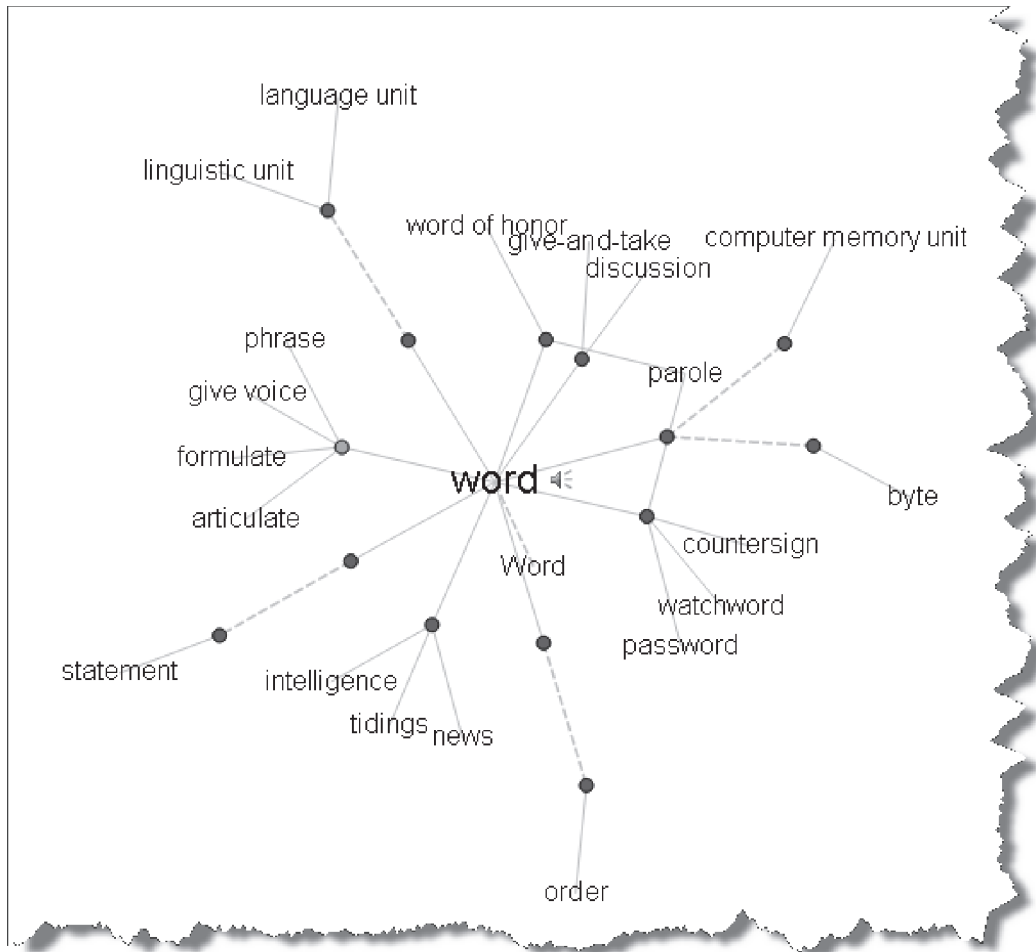
Thesaurus [θɪˈsɔːrəs] (pl **thesauruses, thesauri** [θɪˈsɔːraɪ]) is:

– A book of words (synonyms, antonyms, associated and related words) that are put in groups together according to connections between their meanings

and common topic (rather than in alphabetical order), e.g. *Roget's Thesaurus of English Words and Phrases*.

– A comprehensive dictionary containing all the words of a language, e.g. *The Oxford English Dictionary*.

Visual Thesaurus <http://www.visualthesaurus.com/>



General Dictionary is a dictionary representing the vocabulary as a whole.

Restricted Dictionary is a dictionary which records words of a certain part of the vocabulary, e.g. *Dictionary of Neologisms*, *Dictionary of Place Names*.

Special (specialized) dictionary is a dictionary providing information limited to one particular linguistic aspect, e.g. *Dictionary of Phrasal Verbs*.

Combinatory dictionary is a dictionary containing words which combine with a headword, that is this dictionary shows the collocability of words.

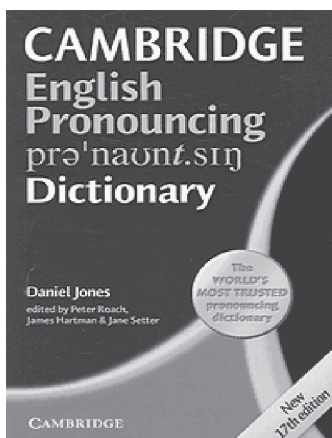
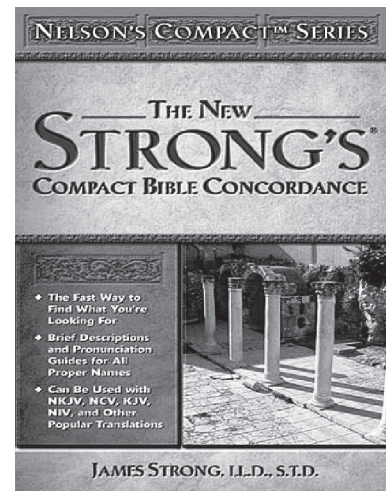
Etymological dictionary is a dictionary which traces present-day words to the oldest forms of these words and in case of borrowings points out the source of borrowing, e.g. *Etymological Dictionary On-line* www.etymonline.com

Diachronic dictionary is a dictionary which reflects the development of the vocabulary by recording the history of form and meaning for every word registered. The arrangement of words here is chronological; the etymology if the word is given and exhaustive treatment; the history of the word's forms and meanings is illustrated by quotations from the works of different periods and accompanied by dates, e.g. *The Oxford English Dictionary*.

Synchronic dictionary is a dictionary concerned with present-day form, meaning and usage of words, e.g. *The Longman Dictionary of Contemporary English*.

Concordance [kən'kɔ:d(ə)n(t)s] is a list of all the words which are used in a particular book or in the works of a particular author, together with the context in which each word occurs (usually not including highly frequent grammatical words such as articles and prepositions), e.g. *The concordance of Shakespeare, the Concordance of the Bible*.

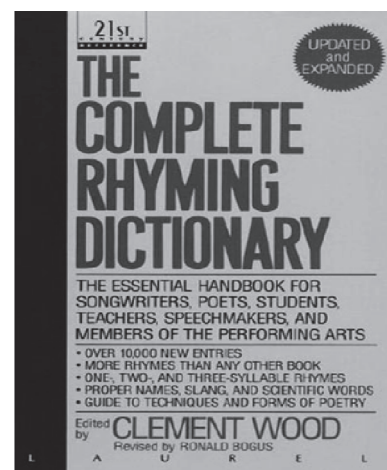
<http://www.concordancesoftware.co.uk/webconcordances/>



Pronouncing dictionary is a dictionary recording contemporary pronunciation.

Reverse (reverse-order, rhyming, back-to-front) dictionary is a list of words in which headwords are arranged in alphabetical order starting with their final letters.

<http://www.rhymer.com/>
<http://www.rhymer.com/RhymingDictionary/moon.html>



moon 72 End Rhymes

One-syllable words:

boon	coon	croon	dune	goon
hewn	june	loon	lune	moon
noon	prune	rune	soon	spoon
strewn	swoon	tune		

Two-syllable words:

attune	baboon	balloon	bassoon	bestrewn
buffoon	cartoon	cocoon	commune	doubloon
dragoon	festoon	forenoon	harpoon	immune
impugn	jeune	lagoon	lampoon	maroon

Learner's dictionary is a dictionary compiled for foreign language learners.

Usage dictionary is a dictionary concerned with usage problems, e.g. *An A-to-Z Guide to Grammar and Correct Usage*.

Pictorial [pɪk'tɔ:riəl] (**visual**) **dictionary** is an ideographic dictionary, containing graphic illustrations to all topics, e.g. *Visual Dictionary On-line* <http://visual.merriam-webster.com>

NEWSPAPER



Practical Assignment

1. *What is a dictionary from your point of view? What is it necessary for?*
2. *What types of dictionaries do you know? What are the main types of dictionaries from your point of view? Why?*
3. *Establish the typological features of 3 – 4 dictionaries of your choice. Make a table enumerating the differences between them.*
4. *Describe the **Oxford English Dictionary** according to the scheme: its history, its editors, dictionary structure, structure of the word entry.*
5. *Describe **Roget's Thesaurus of English Words and Phrases** according to the scheme: its history, its editors, dictionary structure, structure of the word entry.*
6. *Speak about the father of American Lexicography Noah Webster and his dictionaries.*
7. *Single out the peculiarities of the dictionary series initiated by A.S. Hornby.*
8. *You are a dictionary-compiler. Choose lexical units necessary from your point of view for inclusion in the dictionary: **-aholic, Brangelina, e-, -ee, Euro-** (combining form), **Euro** (adj, (informal) connected with Europe, especially the European Union), **euro** (n, the unit of money of some countries of the European Union), **flip-flop, freak, it-girl, heads and tails, nanotechnology, nonalcalinocetaceoaluminosocupreovitriolic, see-saw, tip-top, ugly duckling**. State the principles upon which you have made your choice.*

Theme 3

DICTIONARY STRUCTURE

*Dictionaries are like watches; the worst is better than none,
and the best cannot be expected to be quite true.*

Samuel L. Jackson

*“The problem with the alphabet is that it bears no relation
to anything at all, and when words are arranged alphabetically
they are uselessly separated. In the OED, for example, aardvarks are
19 volumes away from the zoo, yachts are 18 volumes from the beach,
and wine is 17 volumes from the nearest corkscrew”.*

*Mark Forsyth: A Day's Jaunt Through the Lost Words
of the English Language*



Discussion

1. Typical dictionary structure:
 - a) introductory part (foreword, guide to the dictionary, key to pronunciation, list of abbreviations and symbols);
 - b) body of the dictionary;
 - c) supplements and appendices.
2. Typical word entry.

Terminology

Article is the smallest dictionary unit, a separate object of description and its characteristics.

Word entry is the form of the word that is the first (main) listing for that word in the dictionary.

Definition (lexical) specifies the meaning of an expression by stating it in terms of other expressions whose meaning is assumed to be known (e.g., a ewe is a female sheep).

Appendix [ə'pɛndɪks] (pl *appendixes*, *appendices* [ə'pɛndɪsɪːz]) is a body of separate additional material at the end of a book, magazine, etc., esp one that is documentary or explanatory.

Index (pl *-dexes* or *-dices* [-dɪˌsɪːz]) is an alphabetical list of persons, places, subjects, etc., mentioned in the text of a printed work, usually at the back, and indicating where in the work they are referred to.

Practical Assignment

1. Compare the systems of pronunciation presentation employed in British and American dictionaries (*International Phonetic Alphabet* vs. *specific phonetic notation*). Give examples and all necessary explanations.

2. Trace the origin and development of the words **English** and **England** using an etymological dictionary and *The Oxford English Dictionary*.

3. Can you say that you know how to use a dictionary in a proper way? If you can explain what the following abbreviations, symbols and labels used in dictionaries of different types mean:

a) abbr., adj. (A, a, Adj, adj), adv. (Adv, adv), C, conj. (Conj, conj), det., n. (N, n), pl. (pl), pp, prep., pron. (Pron, pron), sb, sing. (sing), sth, symb., U, v. (V, v);

b) AustralE, BrE, CanE, EAfrE, IndE, IrishE, NAmE, NEngE, NZE, SAfrE, ScotE, SEAsianE, US, WAfrE, WelshE;

c) IDM, OPP, PHR V, SYN;

d) (dis)approving, dialect, figurative, (in)formal, humorous, ironic, literary, offensive, old-fashioned, old use, slang, taboo, technical.

4. Study the entries where the following signs are used: ~, =, ≠, ↔. Explain what they are necessary for.

5. Identify the types of dictionaries the following entries belong to and try to explain what is of interest in the treatment of the same word by dictionaries of different types:

a) **woman** /wʊmən/ n. (pl. *women* /wɪmɪn/)

1 an adult human female. **2** the female sex; any or an average woman (*how does woman differ from man?*). **3** *colloq.* a wife or female sexual partner. **4** (prec. by *the*) emotions or characteristics traditionally associated with women (*brought out the woman in him*). **5** a man with characteristics traditionally associated with women. **6** (*attrib.*) female (*woman driver; women friends*). **7** (as second element in *comb.*) a woman of a specified nationality, profession, skill, etc. (*English-woman; horsewoman*). **8** *colloq.* a female domestic help. **9** *archaic* or *hist.* a queen's etc. female attendant ranking below lady (*woman of the bedchamber*).

□ **woman of the streets** a prostitute. **women's lib** *colloq.* = *women's liberation*. **women's libber** *colloq.* a supporter of women's liberation. **women's liberation** **1** the liberation of women from inequalities and subservient status in relation to men, and from attitude causing these. **2** (also **women's liberation movement**) = **women's movement** a broad movement campaigning for women's liberation and rights. **women's rights** rights that promote a position of legal and social equality of women with men. □ **womanless** *adj.* **womanlike** *adj.* [OE *wīfmon*, -*man* (as WIFE, MAN), a formation peculiar to English, the ancient word being WIFE] (The Oxford English Reference Dictionary / ed. by J. Pearsall, B. Trumble. – 2nd ed. – Oxford: Oxford Univ. Press, 1996. – P. 1662).

b) **woman** /wʊmən/ *noun* (*pl.* women /wɪmɪn/)

1 [C] an adult female human: *men, women and children* ◇ *a 24-year-old woman* ◇ *I prefer to see a woman doctor*. **2** [U] female humans in general: (*informal*) *She's all woman!* (= has qualities that are typical of women) **3** [C] (in compounds) a woman who comes from the place mentioned or whose job or interest is connected with the thing mentioned: *an Englishwoman* ◇ *a businesswoman* ◇ *a Congresswoman* ◇ *a horsewoman* → note at GENDER **4** [C] a female worker, especially one who works with her hands: *We used to have a woman to do the cleaning*. **5** [sing.] (*old-fashioned*) a rude way of addressing a female person in an angry or important way: *Be quiet, woman!* **6** [C] (sometimes *disapproving*) a wife or sexual partner: *He's got a new woman in his life*. – see also FALLEN WOMAN, KEPT WOMAN, OTHER WOMAN **IDM be your own man/woman** to act or think independently, not following others or being ordered: *Working for herself meant that she could be her own woman*. – more at HEART, HELL, HONEST, MAN *n.*, PART *n.*, POSSESSED, SUBSTANCE, WORLD (*Hornby, A.S. Oxford Advanced Learner's Dictionary of Current English* / A.S. Hornby; ed. by S. Wehmeier (chief ed.) [et al.]. – 7th ed. – Oxford: Oxford Univ. Press, 2005. – P. 1755).

c) **woman** *noun*

Adj. **young** | **middle-aged** | **elderly, old, older** *The thief tricked his way into an elderly woman's home.* ◇ *Older women often have difficulty conceiving.* | **adult, grown** *The little girl she remembered was now a grown woman.* | **married** | **single, unattached, unmarried** | **widowed** | **divorced** | **pregnant** | **childless** | **business** (also **businesswoman**), **career, professional, working** | **non-working** | **attractive, beautiful, good-looking, handsome, pretty** | **desirable** | **well-dressed** | **plain, ugly** | **motherly** | **hysterical** | **decent, good, kind** | **evil, wicked** | **battered** *a hostel for battered women* | **the other** *Jean Menkes plays the president's wife and Fiona Handley plays the other woman* (the one the President is having an affair with).

VERB + WOMAN **depict, portray, present, show** *We want to change the way women are depicted in the media.* | **limit, reduce** *Women are limited to the more poorly paid jobs.* ◇ *Women are reduced to merely playing a passive role.*

PHRASES **the position/role of women** *There were important changes in the position of women in society.* **a woman of the world** *He saw her as the woman of the world who could offer him advice.* **women's lib/liberation** (*becoming old-fashioned*) *The freedom to wear trousers became a symbol of women's liberation.* **the women's movement, women's rights** (Oxford Collocations Dictionary for Students of English. – Oxford: Oxford Univ. Press, 2002. – P. 879).

d) **woman** [wʊmən] *n.* **1.** женщина; **my good** ~ милая; **kept** ~ содержанка; **the little** ~ (*жос., my wife*) женушка, хозяйка; **old** ~ (*lit.*) старуха; (*coll., wife*) жена, хозяйка; **the 'other'** ~ (*in sexual triangle*) любовница, разлучница; **single** ~ незамужняя женщина; ~ **of the town** уличная женщина; ~ **of the world** светская/бывалая женщина; **play the** ~ вести (*det.*) себя как баба; **a ~' place in the home** место женщины дома (*or* у очага); **women's rights** женское равноправие; **man born of** ~ (*bibl.*) смертный; рожденный женщиной. **2.** (*femininity*): **there is little of the ~ in her** в ней мало женственности; **all the ~ in her rebelled** вся ее женская суть восстала против этого. **3.** (*coll., charwoman*): **daily** ~ приходящая домработница, **4.** (*arch. female attendant*) камеристка, фрейлина. **5.** (*illicit sexual partner*) любовница. **6.** (*man with feminine characteristics*) баба; **he is an old** ~ он настоящая баба; ~ **doctor** женщина-врач; ~ **friend** подруга, приятельница. *срds.* **womenfolk** *n. pl.* женщины (*f. pl.*); (*of household*) женская половина; ~ **hater** *n.* женоненавистник; ~ **kind** *n.* женщины (*f. pl.*); женская половина; ~ **servant** *n.* служанка. (The Oxford Russian Dictionary: Russian-English/English-Russian / rev. and updated by C. Howlett. – Oxford: Oxford Univ. Press, 1997. – P. 1329).

e) **woman** wu·mən *pl.* **women** wɪ·mɪn
adult female human being; female servant. OE. *wīfman* (*n*) *m.*, later *fem.*, *f.* *wīf* woman + *man* (*n*) *MAN*; a formation peculiar to Eng. not in the oldest OE. records, the primitive words being *wīf* WIFE and *cwene* QUEAN; assim. of *-fm-* to *-mm-* is evident in late OE. *sp.* (cf. *LEMAN*) and rounding of *wim-* to *wum-*, *wom-* in XIII. *wo-manish*. XIV (ch., Gower). *wo-mankind*. XIV. *wo-manly*. XIII (Anchr.). *wo-manize* emasculate XVI; *consort* XIX. (The Oxford Dictionary of English Etymology / ed. by C.T. Onions. – Oxford: AT the Clarendon Press, 1996. – P. 1011).

f) **WOMAN**, *n.* 1562e (*West, M.* A General Service List of English Words with Semantic Frequencies and a Supplementary Word-List for the Writing of Popular Science and Technology / M. West. – Longman, 1959. – P. 571).

g) **WOMAN** (wʊmən) World Organization for Mothers of All Nations (The Oxford Dictionary of Abbreviations. – 2nd ed. – Oxford: Oxford Univ. Press, 1998. – P. 390).

h) **WOMAN** World Organization for Mothers of All Nations Всемирная организация матерей (*Волкова, Н.О.* Англо-русский словарь сокращений / Н.О. Волкова, И.А. Никанорова. – 3-е изд., стер. – М.: Рус. яз., 2000. – С. 459).

Theme 4

PROPERTIES OF THE LINGUISTIC SIGN

Если бы знаки были неподвижны и каждый из них выполнял только одну функцию, язык стал бы простым собранием этикеток. Но также невозможно представить себе язык, знаки которого были бы подвижны до такой степени, что они ничего бы не значили за пределами конкретных ситуаций. Из этого следует, что природа лингвистического знака должна быть неизменной и подвижной одновременно. Призванный приспособиться к конкретной ситуации, знак может измениться только частично; и нужно, чтобы благодаря неподвижности другой своей части знак оставался тождественным самому себе.

С. О. Карцевский

Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied.

Noam Chomsky

Discussion

1. Semiotics. Semantic, pragmatic, syntactic treatment of the sign.
2. Properties of the linguistic sign:
 - a) arbitrariness;
 - b) asymmetric duality as the main linguistic cause and condition for its dynamics, cannon ball problem;
 - c) nomination, types of nomination, semantic triangle.
3. Types of motivation:
 - a) phonetic motivation;
 - b) morphological motivation;
 - c) semantic motivation;
 - d) folk etymology.

Terminology

Semiotics [ˌsemiˈɒtiks] (**semeiotics, semiology, semeiology**) is the general term of signs studying the signs of natural and artificial languages.

Semantics is a branch of semiotics studying the relations between signs and entities.

Pragmatics is a branch of semiotics studying the relations between signs and their users.

Syntactics is a branch of semiotics studying the relations between signs.

Arbitrariness ['ɑ:bitr(ə)rɪnəs] is the fundamental property of the linguistic sign. It is the absence of a natural connection between the signifier (form) and the signified (meaning).

Asymmetric duality [dʒu'æləti] is the ability of the signifier to be associated with more than one signified, and the ability of the signified to be associated with more than one signifier, *ex. dollar – buck, fish, dough, greenery; fish – 1. an animal which lives underwater; 2. the flesh of a fish used as food; 3. a person of the stated kind (a cold fish).*

Nomination is the process of denoting ('naming') things, the linguistic part of which consists in the act of connecting a certain denotatum/designatum with a sign/designator.

Name is a linguistic unit denoting an extralinguistic entity.

Primary nomination is the process of direct naming of a referent.

Secondary nomination is the process and the result of derivational processes in the vocabulary, when an already existing name is used for the second time to denote another referent. However, the term is assumed to be incorrect because for each referent the process of nomination is always a primary and the only act of nomination.

Motivation is the relationship existing between the phonemic and morphemic composition of the word, on the one hand, and its meaning, on the other hand, *ex. подушка, медведь, blackberry, wallpaper.*

Iconicity [ˌaɪkə 'nɪsɪti] (from the word icon) implies a close connection between the signifier and the signified. Sometimes this term is used as a synonym of motivation.

Phonetic motivation is a direct connection between the sound form of the word and its meaning, *ex. cuckoo, whistle, purr.* It is observed in onomatopoeic and sound-symbolic words.

Onomatopoeia [ˌɒnəˌmætə'pi:ə] (echoism ['ekəʊˌɪzəm], sound imitation) is a lexical phenomenon, when the word is phonetically motivated, imitating natural sounds produced by the objects, *ex. neigh, buzz, murmur.*

Sound-symbolic word is a word in which a certain combination of sound is closely associated with the meaning, *ex. sleet, slush, slime, sl- is thought to be associated with mud.*

Morphologic(al) motivation is a direct connection between the morphological structure of the word and its meaning, *ex. behave – mis-behav-i-our; readable drinkable – countable – kissable.*

Semantic motivation is a phenomenon based on the coexistence of direct and figurative meaning within the same synchronous system, *ex. foot denotes the part of human body. At the same time it can metaphorically apply to the lowest part of a mountain.*

Folk etymology (wrong motivation) is a phenomenon based on the attempts to explain the meaning of the word by associating it with some well-known roots.

Practical Assignment

1. Arrange the word-groups according to the degree of their motivation, starting with the highest.

1. gay bird, beautiful bird, blackbird;
2. cold wind, cold feet, cold war, cold hands;
3. light hand, light burden, light supper, light artillery;
4. blue funk (crpax), blue skirt, blue stocking, blue fox;
5. big cheese, delicious cheese, white cheese, Swiss cheese;
6. wicked tongue, smoked tongue, coated tongue;
7. big boy, big house, big money, big talk;
8. angry tone, high tone, mental tone.

2. Find the phonetically motivated words in the following sentences. Identify the source of the sound and point out the meaning of the phonetically motivated word in each case:

1. For a moment Penelope felt a strong desire to giggle (L. Kennedy). 2. A university tramcar rumbled past (I. Levin). 3. There was a crash of falling glass (A. Christie). 4. Crickets chirping all night and crows all day – how was a person supposed to get any sleep? (J. Smith). 5. The bacon sizzled in the frying pan (Lingvo). 6. And still the computer clicked busily and its lights flashed (I. Asimov). 7. I could hear the shouts of children at play and the clip-clop of a trotting horse (A. Marshall).

3. What are the following sound clusters associated with?

1. *Gr-* at the beginning of words (groan, growl, grumble) may suggest:
 - a) something pleasant and soft;
 - b) something unpleasant and miserable.
2. *Gl-* at the beginning of words (gleam, glimmer, glossy, glow) may suggest:
 - a) an association with light and brightness;
 - b) an association with darkness.

4. Define the way of naming used and the type of motivation in the following lexical units:

whisper ‘speak without vibration of vocal chords’, *glass* ‘glass utensils ornaments, windows, green house(s); glass vessel esp. for drinking’, *happiness* ‘state of being happy’, *twitter* ‘utter light tremulous sounds’, *recording* ‘process of recording, sound, etc. for later reproduction’, *horn* ‘thing made of horn; drinking vessel, powder-flask, made of horn’, *hiccup* ‘make involuntary spasms of respiratory organs...’, *hidalgo* ‘Spanish gentleman’, *Labour Day* ‘celebrated in honour of workers, esp. 1 May or first Monday in September’, *Kremlin* ‘citadel within Russian town, esp. that of Moscow’, *the Kremlin* ‘the Russian Government’.

5. Comment on the so-called folk etymology. Analyze the structure and origin of the following words:

sand-blind, shamefaced, sparrow-grass, slow-worm, prim-rose, rosemary, walnut, crayfish, pantry, buttery, reindeer, periwig, Mayday.

It’s interesting to know...

Onomatopoeias are not the same across all languages; they conform to some extent to the broader linguistic system they are part of; hence the sound of a clock may be *tick tock* in English, *dī dā* in Mandarin, or *katchin katchin* in Japanese.

In the case of a frog croaking, the spelling may vary because different frog species around the world make different sounds: Ancient Greek *brekekekex koax koax* (only in Aristophanes' comic play *The Frogs*) for probably marsh frogs; English *ribbit* for species of frog found in North America; English verb “*croak*” for the common frog. Related to this is the use of *tibbit* for the *toad*.

(see [<http://www.absoluteastronomy.com/topics/Onomatopoeia>] and [http://www.absoluteastronomy.com/topics/Sound_symbolism])

In the movie *Winnie the Pooh: Springtime with Roo*, Tigger lists *onomatopoeia* as a possible word that Rabbit doesn't allow to be said in his house. Tigger also announces that *onomatopoeia* is in fact a real word. The irony in this being that “Pooh” got his name from the sound he made when trying to blow a bee off of his nose. (see [<http://www.examples-of-onomatopoeia.com/examples/onomatopoeia.php?b=k>])

Theme 5

MORPHOLOGICAL STRUCTURE OF ENGLISH WORDS

If the English language made any sense, lackadaisical would have something to do with a shortage of flowers.

Doug Larson

...words are coined because an acute need is felt...

Randolph Quirk

Discussion

1. Morphological structure of the English word:
 - a) the notion of morpheme;
 - b) semantic classification of morphemes (roots, prefixes, suffixes, inflections);
 - c) structural classification of morphemes (free morphemes, bound morphemes, semi-affixes).
2. Morphemic analysis, its difficulties (pseudo-morphemes, unique roots, combining forms, semi-affixes).
3. Word-formation analysis.
4. IC-analysis.

Terminology

Morpheme ['mɔ:fi:m] is one of the fundamental units of a language, a minimum sign that is an association of a given meaning with a given form (sound and graphic). For example, in the word **cloudy** the lexico-grammatical meaning of the suffix **-y** consists in the ability to express the qualitative idea peculiar to adjectives and create an adjective from a noun stem; its lexical meaning here is “full of”. The difference between a phoneme and a morpheme is that a phoneme has no meaning of its own. Unlike a word, a morpheme is not autonomous. Morphemes occur in speech only as constituent parts of words, although a word may consist of a single morpheme (if it is a root). Nor are they divisible into smaller meaningful units.

Allomorph ['æləmɔ:f] (or **morpheme variant**) is a representation of the given morpheme that manifests alteration. It means that morphemes may have different phonetic shapes. In the set **please**, **pleasure**, **pleasant**, the root is represented by different phonetic shapes, cf.: **please** [pli:z], **pleasure** [plez-], **pleasant** [plez-]. Another example is the prefix **in-** which has several positional variants: **il-** before **-l-** (illogical), **ir-** before **r** (irresponsible), **im-** before **b**, **m**, **p**

(imbalance, immaterial, impossible). The inflection **-s** forming the plural of nouns has the following variants: **-s** [s] as in **eats**, **slips**; **-s** [z] as in **beds**, **minerals**; **-es** [ɪz] as in **boxes**, **wishes**.

Root [ru:t] (or **radical**) is the lexical nucleus of a word. It remains after the removal of all functional and derivational affixes and does not admit any further analysis, e.g. needless, precook, **fire-eater**.

Prefix ['pri:fiks] is a derivational affix standing before the stem and modifying its meaning, e.g. insensitive, ex-minister, reread.

Suffix ['sʌfiks] is a derivational affix following the stem and forming a new derivative in a different part of speech (actor, washable, sharpen) or in a different word class within the same part of speech (brotherhood, piglet, youngster).

Inflection (also **inflexion**, **ending**, **grammatical suffix**, **inflectional suffix**) is a functional affix. Inflections carry only the grammatical meaning and are relevant only for the formation of word-forms, whereas derivational affixes are relevant for building various types of words. Thus suffixes perform the word-building function (play, player, playful, playfully, playfulness), while the function of inflections is form-changing (play, plays, played, playing).

Lexicalized grammatical affix is a grammatical suffix (inflection) which developed into a derivational suffix. In words like **customs** “import duties”, **colours** “a flag/flags of a ship or regiment”, **-s** does not express plurality. It has the features of a derivational suffix. Another example of a grammatical suffix which became lexicalized is **-s** in cases like **at the dentist's**, **at my aunt's**. Here it no longer indicates the possessive case, but functions as a derivational suffix denoting the place of activity (as in **at the dentist's**) or a place of habitation (as in **at my aunt's**).

Free morpheme is a morpheme which coincides with a word-form of an independently functioning word. Free morphemes can be found only among roots, e.g. **whole-** in the word **wholly**; **brave-** in the word **bravery**.

Bound morpheme is a morpheme which does not coincide with a separate word-form. Bound morphemes include: 1. all affixes, e.g. the prefix **anti-** in the word **antiterrorist**; the suffix **-ee** in the word **refugee**; 2. the inflections, e.g. **-ing** in the word **going**; 3. some root-morphemes, e.g. **docu-** in the word **document**; **horr-** in **horrible**; **busi-** in the words **business**, etc.

Semi-bound/semi-free morpheme (or **semi-affix**) is a morpheme which stands midway between a root and an affix. A semi-bound morpheme can function as an independent full-meaning word and at the same time as an affix (a prefix or a suffix). Compare: to speak ill of somebody – **ill-fed**, **ill-dressed**, **ill-bred**; to be proof against **water** – **waterproof**, **kiss-proof**, **foolproof**.

Examples of semi-prefixes: **half-** (half-eaten, half-broken); **mini-** (mini-skirt, mini-budget); **midi-** (midi-coat, midi-bus); **maxi-** (maxi-skirt, maxi-problem); **self-** (self-starter, self-help); **back-** (backmatter, backset); **by-** (by-play, by-time), etc.

Examples of semi-suffixes: **-man** (gentleman, postman); **-like** (ladylike, godlike); **-proof** (fire-proof, holeproof); **-worthy** (noteworthy, praiseworthy); **-way** (anyway), **-way(s)** (sideways); **-monger** (gossipmonger, fashionmonger); **-wright** (playwright, shipwright); **-friendly** (eater-friendly, environment-friendly); **-gap** (communicationgap, generationgap); **-happy** (bombhappy, triggerhappy); **-intensive** (profit-intensive, technology-intensive); **-land** (Ireland, Scotland, wonderland); **-oriented** (job-oriented, money-oriented); **-safe** (failsafe); **-ware** (glassware, humanware); **-wide** (personnelwide), etc.

Stem is the part of a word which remains when a derivational or a functional affix is stripped from the word. It expresses the lexical and the part-of-speech meanings. It is the part of a word that remains unchanged throughout its paradigm. For example, in the word **employer**, formed with the help of the suffix **-er**, the stem is **employ-**; the stem of the paradigm **heartly – heartier – (the) heartiest** is **heartly-**.

Word-family is a set of words that all share a common root, like heart, heartly, heartless, heartlet, hearten, dishearten, heartbreak, etc.

Word structure analysis consists in following: morphemes may be isolated if there are at least two words containing the same morpheme. Thus, on the one hand, in the word *enormous* the suffix *-ous* may be cut off as there are words having the same suffix, as *adventurous*, *dangerous*, *courageous*, *joyous*, etc. On the other hand, the stem *enorm-* can be isolated as there is the word *enormity*, which makes it possible to isolate the same stem (*enormous – enormity*).

Structural analysis (the **analysis into immediate and ultimate constituents (IC and UC)**). The word can be divided into its constituents only in correlating pairs or groups of words. The analysis proceeds in stages; at each stage the word is divided into two constituting parts, each being a member of a correlating pair or group. The analysis comes to an end when the word defies further division; then what we get are ultimate constituents. Take, for instance, the word *unachievable*. The analysis starts with dividing the word into the prefix *un-* and the stem *-achievable*. The prefix *un-* can be isolated as there is a whole list of adjectives having the same *un-* with the negative meaning: *unchangeable*, *unattainable*, *unforgettable*, *unmistakable*, *unmentionable*, *unpardonable*, *unutterable*, etc.

Un- is further indivisible. We cannot start with separating *-able*, because the prefix *un-* in this sense is never added to verb stems, and the verb *unachievable* does not exist. The next stage is to take up *-able* as there are a number of words with the same suffix: *loveable*, *eatable*, *readable*, *drinkable*, *changeable*, *obtainable*, etc.

Since *achieve* is indivisible, here we come to the end of the analysis, that is to the ultimate constituents of the word *un-achiev-able*. This method is usually applied to the analysis of derivatives.

Morphemic analysis is the analysis limited to stating the number and the types of morphemes that make up a word. For example, the word *uncheerful* may be analysed into three morphemes: the root *cheer-*, the prefix *un-* and the suffix *-ful*. The morphemic analysis establishes the morphemes that make up a word, regardless of their role in the formation of this word. In other words, the morphemic analysis only defines the morphemes (their number and types) comprising a word, but does not reveal their hierarchy.

Derivational (or word-formation analysis) studies the structural patterns and rules on which words are built. Analysing the word-formation structure of a word one tries to answer the question: *What was formed from what?* One studies the *last* word-formation act, the result of which is this or that unit. For example, in the word *Oxbridgian* the last word-formation act was suffixation (*Oxbridge* + *-ian*), but in the previous word-formation act telescoping took place (*Oxford* + *Cambridge*).

The results of the morphemic analysis and the word-formation analysis may coincide. For instance, in the words *bookish* and *childish* there are two morphemes: the root *book-* and the suffix *-ish*, the root *child-* and the suffix *-ish* respectively (the morphemic analysis), both are formed by suffixation (the word-formation analysis). However, there are a lot of other cases when the results of the analyses do not coincide. For example, from the point of view of the morphemic analysis there is no difference between the structures of *interchange*, *n* and *interview*, *v* (the word *interchange* consists of the root *change-* and the prefix *inter-*, and the word *interview* is composed of the root *view-* and the prefix *inter-*). However, from the point of view of the word-formation pattern they are fundamentally different. The first word is formed by prefixation, the second – by conversion (the model is **N** -> **V**).

Pseudo-morpheme ['sju:dəʊ'mɔ:fi:m] (or **quasimorpheme** ['kwɑ:zi-]) is a morpheme which has a differential meaning and a distributional meaning but does not possess any lexical or functional (part-of-speech) meaning. For instance, in the words *retain*, *detain*, *contain* **or** *receive*, *deceive*, *conceive*, the clusters *re-*, *de-*, *con-* (having nothing in common with the phonetically identical prefixes *re-*, *de-* in the words *rewrite*, *reorganize*, *deodorize*, *decode*) and *-tain*, *-ceive* have no lexical meaning. However, they have a differential meaning because *re-* distinguishes *retain* from *detain*, and *-tain* distinguishes *retain* from *receive*. They also have a distributional meaning as their order points to the affixal status of *re-*, *de-*, *con-* and makes one understand *-tain* and *-ceive* as roots. However, as they lack any lexical meaning of their own, they can be characterized only as *pseudo-morphemes*.

Unique root [ju:'ni:k 'ru:t] is also a pseudo-morpheme since it has no lexical meaning but it carries a differential meaning and a distributional meaning. The difference between an ordinary pseudo-morpheme and a unique root lies in the following: 1. a unique root does not occur in other words; 2. in a word, con-

taining a unique root, other morphemes display a more or less clear lexical meaning. For example, in the word *hamlet* (“a small village”), *ham-* is a unique root because it does not occur in any other words of Modern English and has no lexical meaning. Yet *ham-* carries a differential meaning and a distributional meaning as it distinguishes *hamlet* from the words *piglet* and *booklet*. It is clear that the differential meaning of *ham-* is upheld by the lexical meaning of *-let* (it is a suffix with a diminutive meaning).

In the compound words *cranberry*, *gooseberry* and *mulberry*, *cran-*, *goose-* and *mul-* also belong to unique roots. *Cranberry* is probably the most famous example of a word with a unique root, that is why unique roots are often referred to as *cranberry morphemes*.

Some other examples of words with unique roots are pocket, Friday.

Combining form (or **completive**) is a bound form which should not be confused with an affix. A combining form can be distinguished from an affix historically by the fact that it is always borrowed from another language (Greek or Latin), in which it existed as a free form or also as a combining form. Combining forms differ from other borrowings in that they occur in compounds and derivatives which did not exist in their original language but were formed only in modern times in English, Russian, etc., e.g. *polyclinic*, *stereophonic*, *television*. Combining forms are mostly international. There are structural differences between combining forms and affixes: 1. a combining form can occur as a component of a form whose only other component is an affix (graphic, aerate); 2. affixes are characterized either by preposition with respect to the root (prefixes) or by postposition (suffixes), whereas the same combining form may occur in both positions (cf. phonograph, microphone). The question arises whether they should be treated as affixes or whether they are nearer to the elements of compounds, because in the languages from which they came many of them had the status of words. Different scholars treated them differently but now it is almost universally recognized that they constitute a specific type of linguistic units – *combining forms*.

Here are some examples of combining forms:

astro- (from Greek **astron** “star”) – *astronomy*;

auto- (from Greek **autos** “self”) – *automatic*;

bio- (from Greek **bios** “life”) – *biology*;

dendro- (from Greek **dendron** “tree”) – *dendrology*;

geo- (from Greek **ge** “earth”) – *geology*;

hydro- (from Greek **hydor** “water”) – *hydrodynamic*;

-graph (from Greek **-graphos** “something written”) – *lithograph*;

-logy (from Greek **ldgos** “speech”) – *lexicology*, etc.

Practical Assignment

1. *Determine the number of morphemes in each word.*

Boxes, children, sheep, theory, half-length, cupboard, arrogance, marvelously, indifferent, newcomers, good-humouredly, notwithstanding, disinterestedness, retribalization.

2. *Analyze the morphological structure of the underlined words: identify the number of morphemes and their type according to the semantic and structural classifications of morphemes.*

Model: Suddenly she felt anxious again.

In the word anxious there are 2 morphemes: *anxi-* is a root, a bound morpheme, and *-ous* is a suffix, a bound morpheme.

1. I am not a speed reader. I am a speed understander (Isaac Asimov). 2. It is unbecoming for young men to utter maxims (Aristotle). 3. To be natural is to be obvious, and to be obvious is to be inartistic (O. Wilde). 4. A weak mind is like a microscope that magnifies trifling things, but cannot receive great ones (Earl of Chesterfield). 5. "I know, Penelope", he said ashamedly (L. Kennedy). 6. She sounded uncharacteristically anxious (I. Shaw). 7. She simply sat there, semi-smiling at me (E. Segal). 8. Many a man is bitterly disillusioned after marriage when he realizes that his wife cannot solve a quadratic equation (S. Leacock). 9. Your history is perfect, like Desiree's geography (R. Stout). 10. He had not yet taken the measure of this sire of his, who was full of unexpectedness as a girl at her first party (O. Henry).

3. *Which unit does not belong to the set from the morphological point of view?*

1. ringlet, leaflet, booklet, hamlet;
2. cranberry, elderberry, waxberry;
3. locket, pocket, hogget, lionet;
4. telegraph, telephone, telethon, telegram.

4. *Carry out the morphemic analysis and the word-formation analysis of the underlined words.*

Model: Of course, we are all aware that physical check-ups will not give us the whole story (A. Hailey).

The morphemic analysis: the word *check-ups* consists of 3 morphemes: *check-* is a root, a free morpheme, *up-* is a root, a free morpheme, *-s* is an inflection, a bound morpheme.

The word-formation analysis: the noun *check-ups* is built by the two simultaneous processes of word composition and conversion (*check up, v -> check-up, n*).

1. Warm a tablespoonful of honey over the gas fire and pour it out. 2. She said that I didn't know how to housekeep. 3. Whatever happened to me, I could not wholeheartedly regret this adventure (Ph. Carr). 4. There was no sound from the group of onlookers ... (R. Stout). 5. Clearly it was impossible to get him away without making a scene, which was unthinkable (R. Stout). 6. He interviewed the proprietress, Mrs. Perenna, in her office, a small untidy room with a large desk covered with loose papers (A. Christie). 7. He has done it up all over, and got permission from the Council to re-modernise the kitchen (M. Spark). 8. The silent fury of the stream and the awful blackness maddened me ... (R. Stout). 9. A common mistake that people make when trying to design something completely foolproof is to underestimate the ingenuity of complete fools (Douglas Adams). 10. A kleptomaniac is a person who helps himself because he can't help himself (Henry Morgan).

Theme 6

AFFIXATION

English has more than a hundred common prefixes and suffixes -able, -ness, -ment, pre-, dis-, anti-, and so on – and with these it can form and re-form words with a facility that yet again sets it apart from other tongues.

Bill Bryson

Discussion

1. Affixation, general description.
2. Classifications of prefixes and suffixes:
 - a) according to their meaning;
 - b) according to their stylistic reference;
 - c) according to their origin;
 - d) other classifications.

Terminology

Word-formation (or **word-building**) is the creation of new words from the material available in the language on certain formulas and patterns. There are the following ways of word-formation in English: *affixation, conversion, word-composition, shortening, back-formation, post-positivation, sound imitation, sound-interchange, stress-interchange*.

Root is the semantic nuclear of a word, with which no grammatical properties of the word are connected.

Stem is that part of a word, which remains unchanged throughout its paradigm.

Word forming pattern is a structural and semantic formula, displaying a sequence of elements that is regularly reproduced in speech.

Affixation (or **progressive derivation**) – prefixation and suffixation – is the formation of words by adding derivational affixes to stems.

Prefixation is the formation of words with the help of prefixes, e.g. *pretest, coexist, impossible, awake*.

Suffixation is the formation of words with the help of suffixes, e.g. *employee, speechify, childish, northwards*.

Practical Assignment

1. Translate the following words into Russian, taking into account the lexical meaning of the root and affixational morphemes.

Model: yearly.

The lexical meaning of the root-morpheme *year-* is 'a period of twelve months or 365 or 366 days, beginning on the first of January and ending on the thirty-first of December'. The lexical meaning of the affixational morpheme *-ly* is 'frequency'. The word *yearly* is rendered in Russian by the word *ежегодно*.

Eyelet, dehouse, neurosis, hostess, betrayal, antipathy, briefly, horsemanship, prewar, hazardous.

2. *Classify the following words according to the part-of-speech meaning of their affixational morphemes.*

Model: escapism. The affix *-ism* indicates that the derived word is a noun.

Suitability, hatless, accordingly, combination, befriend, sideways, Hospitalize, boyhood, congratulatory, enlarge, northwards, spacious, bureaucracy, quarrelsome, clarify, breakage, drinkable, weaken.

3. *Add the negative prefix un- or in- (ir-, il-, im-) to these items. Group these words according to the nature of stems.*

1. fortunate; 2. significant; 3. justice; 4. certain; 5. visible; 6. relevant; 7. aware; 8. assuming; 9. decent; 10. efficient; 11. mentionable; 12. mistakable; 13. conscious; 14. gratitude; 15. professional; 16. natural; 17. eatable; 18. edible; 19. doubted; 20. dubitable; 21. regular; 22. pleasant; 23. adequate; 24. mortal; 25. modest; 26. able; 27. ability; 28. willing; 29. voluntary; 30. desirable; 31. sensible; 32. sensitive; 33. thankful; 34. suspected; 35. valuable.

4. *Distribute the given words formed by means of the polysemantic suffix -ship according to three meanings of this suffix into three corresponding groups: 1. skills or ability; 2. position or occupation; 3. relationship or connection between people.*

Workmanship, comradeship, musicianship, chairmanship, friendship, professorship, showmanship, lectureship, kinship, sportsmanship, acquaintanceship.

5. *Classify suffixes forming the given nouns according to their generalizing meaning into three groups: 1. suffixes denoting people of different professions or of different kinds of activity; 2. suffixes denoting collectivity or collection of; 3. suffixes denoting diminutiveness.*

Membership, assistant, lecturette, trainee, sisterhood, actress, piglet, painter, machinery, aunty, yuppiedom, historian, duckling, finery, scientist, babykins, readership, supervisor, nightie, aristocracy.

6. Translate the given combinations of words into English. Pay special attention to the formation of different in meaning adjectives by means of adding different suffixes to one and the same derivational base.

Model: *favour*: любимый автор – благоприятная погода.

The English for любимый автор is *a favourite author*. The English for благоприятная погода is *favourable weather*.

1. *exhaust*: изнурительная работа – исчерпывающий ответ; 2. *history*: историческая победа – исторический фильм; 3. *honour*: почетный гражданин – почетная обязанность; 4. *respect*: почтительное молчание – почтенный человек; 5. *skill*: квалифицированный рабочий – опытный, искусный хирург; 6. *culture*: культурная жизнь – культурный человек; 7. *touch*: трогательные слова – обидчивый человек; 8. *delight*: восхищенные зрители – восхитительные каникулы; 9. *economy*: экономический кризис – экономные расходы; 10. *contempt*: презренный предатель – презрительная улыбка.

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

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

Insensible, discouragement, unwomanly, impassioned, befriended, asystemic, unimaginable, discovery, irresponsible, impression, dishearten, indefensible, disguise, accountable, unfriendly, outrageous, impersonal, renewable, underdeveloped, endangerment.

8. Write down the derivational formulae of the words. Use two ways of notation.

Model: $\overline{\text{Un}}\overline{\text{pretentiousness}} \text{ W} = \{[\text{Pr1} + \text{Pr2} + (\text{R} + \text{L1} + \text{L2})]\}$.

Malodorousness, trades-unionist, nuclear-physicist, desynonymize, misappreciation, unpleasantness.

9. Analyze the derivational structure of the following words and say how many steps of derivation they have undergone. Find your own examples of words of 1st, 2nd, 3rd, etc. degrees of derivation.

Indisputableness, irresponsiveness, unseaworthiness, theatricalization, revitalization, dehydrogenizer, librarianess, petticoatless.

It's interesting to know...

shelfie

n. A photo of one or more shelves, usually bookshelves, owned by the photographer.

regift

v. To give as a gift something that one received as a gift. – *n.* – **regifter** *n.*

Today's word originated with that always reliable source of neologisms, the TV show *Seinfeld*. **Regift** (and the noun **regifter**) appeared in the episode titled *The Label Maker*, which first aired on January 19, 1995. It took a while, but **regift** eventually embedded itself in the language. The proof? I found dozens of media citations that used the word without referencing its Seinfeldian origins. That's not surprising since the word fills in a language gap and succinctly describes something that the majority of us have done (see the earliest citation for a stat).

piconet

Piconet combines the prefix *pico-*, “very small; one trillionth”, with the noun *network*. And, just so you know, if you have a piconet operating at a particular frequency and one or more other piconets operating on different frequencies, they can communicate with each other, and the resulting network is called a **scatternet** [<http://www.wordspy.com/words/clickprint.asp>]

Theme 7

COMPOUNDING

English is a funny language; that explains why we park our car on the driveway and drive our car on the parkway.

Author Unknown

Discussion

1. General description of word-composition in English.
2. Diagnostic criteria for compounds (phonetic, graphic, morphological, syntactic, semantic).
3. Classifications of compound words:
 - a) according to the type of a linking element;
 - b) according to the type of relationship between the components;
 - c) according to the way of composition;
 - d) according to the structure of immediate constituents;
 - e) according to the semantic relations between the components;
 - f) other classifications.

Terminology

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

Compound derivative (derivational compound) is the result of parasynthetic word-formation, i.e. a word which is formed by a simultaneous process of derivation and composition.

Productivity is the ability of being used to form (after specific patterns) new, occasional or potential words which are readily understood by the speakers of a language.

Potential word is a derivative or a compound word which does not actually exist (i.e. has not appeared in any text), but which can be produced at any moment in accordance with the productive word-forming patterns of the language.

Coordinative (or **copulative**) **compound** is a compound in which neither of the components dominates the other, e.g. **walkie-talkie**, **bread-and-butter**, **hiss-and-tell**.

Subordinative (or **determinative**) **compound** is a compound in which the components are neither structurally nor semantically equal in importance but are based on the domination of one component over the other, e.g. **merry-go-round**, **data-spill**, **blog-book**, **copyfraud**.

Syntactic compound is a compound whose components are placed in the order that resembles the order of words in free phrases made up according to the rules of syntax of Modern English. For example, bookshelf (compare with a book shelf), know-how (compare with to know how).

Asyntactic compound is a compound that does not conform to the grammatical patterns current in present-day English. In other words, in such a compound the order of stems runs counter to the order in which the motivating words can be brought together under the rules of syntax. Examples: **typewriter**, **oil-free**.

Compound proper is a compound formed after a composition pattern, i.e. by joining together the stems of words already available in the language, with or without the help of special linking elements, e.g. **timetable**, **honeymoon**, **newlywed**.

Derivational compound (also **compound-derivative**) is a compound which is formed by two simultaneous processes - composition and derivation (red-haired <- [red-+hair-]+-ed; open-hearted, B-movie). In a derivational compound the structural integrity of two free stems is ensured by a suffix referring to the combination as a whole.

Endocentric [ˌɛndəʊ'sɛntrɪk] **compound** is a compound in which the referent is named by one of the components and given a further characteristic by the other, e.g. sunrise, colour-blind. In most cases, the left-hand component specifies more narrowly the meaning of the right-hand component, which is the semantic head of the compound, for example, dog food is a type of food, cave man is a type of man.

Exocentric [ˌɛksəʊ'sɛntrɪk] **compound** is a compound in which only the combination of both components names the referent. For instance, scarecrow denotes the agent (a person or a thing) who or which performs an action named by the combination of the stems. In this case it is a person or a thing employed in scaring birds. Other examples: cutthroat, turncoat, bigwig.

Compound-shortened word is a word in which the first component is an initial abbreviation with the alphabetic reading and the second one is a complete word, e.g. **A-bomb** (atomic bomb). In some cases the first component is a complete word and the second component is an initial abbreviation with the alphabetic pronunciation, e.g. Three-Ds (three dimensions).

Clipped compound is a word made up of the components that both come from the beginnings of words. For example, biopic bio[graphical] + pic[ture], kidvid <- kid + vid[eo]. Some linguists qualify such words as **blends**.

Pseudo-compound ['sjuːdəʊ] is not actually a compound at all, it is a case of **folk/false etymology**, for example, Mayday.

Practical Assignment

1. Analyze the following words according to their morphemic types. Define the subtypes of polymorphic words. Classify polyradical words into two groups:

1. words consisting of two or more roots with no affixational morphemes;
2. words containing two roots and one or more affixational morphemes.

Model: duck, illiterateness, back-bencher.

The word *duck* is monomorphemic. The word *illiterateness* is polymorphic, monoradical, prefixo-radical-suffixal. The word *back-bencher* is polymorphic, polyradical, contains two roots and one affixational morpheme (group 2).

House, uncover, dark-brown, disappointment, effective, black, historian, book-keeper, cry, mistrust, unanswerable, home-sick, good, ex-wife, laughter-filled, go, unfortunately, age-long, manageability, short-sightedness.

2. State the difference in meaning of the given compounds possessing different distributional patterns. Find examples of your own.

Model: *finger-ring* – *ring-finger*.

The compound word *finger-ring* denotes 'a ring which is worn on a finger', whereas the compound word *ring-finger* means 'the finger next to the little finger, especially of the left hand, on which the wedding ring is worn'. The different order and arrangement of the same ICs (i.e. different distributional patterns) signal the difference in meaning.

Boathouse – houseboat; play-boy – boy-play; pot-flower – flowerpot; life-boat – boat-life; board-school – school-board; dog-house – house-dog; pot-pie – pie-pot; boy-toy – toy-boy, plant-house – house-plant.

3. Classify the given compound words according to the means of composition into three groups: 1. words composed without connecting elements; 2. words composed with the help of vowels or consonants as linking elements; 3. words composed with the help of prepositions or conjunctions as linking elements.

Model: Oxford-educated, electro-magnetic, up-and-up.

Oxford-educated is a compound composed without connecting elements (group 1). *Electro-magnetic* is a compound composed with the help of the linking vowel *o* (group 2). *Up-and-up* is a compound composed with the help of the conjunction *and* as a linking element (group 3).

Make-and-break, saleswoman, up-to-date, heart-beat, down-and-out, electromotive, pale-blue, tragicomic, matter-of-fact, day-time, handiwork, up-and-

coming, wind-driven, mother-in-law, oil-rich, craftsmanship, spokesman, sit-at-home, play-acting, good-for-nothing, Anglo-Saxon, blacklist, bridesmaid, one-to-one, water-mark, step-by-step, politico-military, sunflower, Anglo-Catholic, door-handle, out-of-town.

4. Arrange the compounds given below into two groups: a) idiomatic; b) non-idiomatic. Say whether the semantic change within the idiomatic compounds is partial or total.

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.*

5. Give the plural of the following words.

Sister-in-law, man-of-war, man-eater, editor-in-chief, cast-away, stay-at-home, mother's mark, dress-hanger, footstep, stand-point.

6. Give structural formulas of the following words. Classify the words into: 1. suffixal derivatives; 2. prefixal derivatives; 3. conversions; 4. compound words.

Model: blackness, table-cloth.

The structural formula of the word *blackness* is a+-ness -> N. The given word is a suffixal derivative. The structural formula of the word *table-cloth* is n+n -> N. *Table-cloth* is a compound word.

To paper, speechless, pen-holder, irreplaceable, nothingness, to winter, agelong, fearsomely, sharpen, wind-driven, independence, ex-housewife.

7. Group the given compound words in accordance with the type of their bases into: 1. compounds proper; 2. derivational compounds. Give derivational patterns that will help you to distribute the derivational compounds into: a) those formed by means of suffixation; b) those formed by means of conversion.

Model: sky-blue, a show-off.

Sky-blue is a compound proper (group 1). *A show-off* is a derivational compound (group 2). Its derivational pattern is (v + adv) + conversion (subgroup b).

Heavy-hearted, low-born, a buyout, a peace-maker, a scatterbrain, pea-souper, thoroughgoing, to blackball, a businesswoman, an old-timer, a side-track, to keyboard, ill-mannered, awestruck, a baby-sitter, a low-brow, a go-getter, a looking-glass, a getaway, a typewriter, one-eyed, a mill-owner, to blue-pencil, home-made, a sportsman, a teenager, stone-deaf, a castaway, a videodisc.

Find linguistic phenomena in the quotations

1. Never grow a wishbone, daughter, where your backbone ought to be (Clementine Paddleford). 2. I love deadlines. I like the whooshing sound they make as they fly by (Douglas Adams). 3. The police moved the rubbernecks on.

It's interesting to know...

blogosphere

n. The collection of all bloggers, blog sites, blog readers, and blog text.

clickprint

n. A pattern of web surfing behavior that uniquely identifies the person doing the surfing.

We address the question of whether humans have unique signatures – of clickprints – when they browse the Web. The importance of being able to answer this can be significant given applications to electronic commerce in general and in particular online fraud detection, a major problem in electronic commerce costing the economy billions of dollars annually.

piggybacker

n. A person who uses a wireless Internet connection without permission.

bluejacking

pp. Temporarily hijacking another person's cell phone by sending it an anonymous text message using the Bluetooth wireless networking system (bluejack *v.*, bluejacker, *n.*).

Phone owners now have something else to do with their handset: **bluejacking**. This involves sending anonymous text messages to other phone users via Bluetooth short-range radio. Bluetooth works over a range of about 10 metres and phones fitted with it can be made to search for other handsets using it that will accept messages sent to them. Mobile phone buffs have been **bluejacking** for months but it now looks set to become much more widespread.

Theme 8

CONVERSION

There are known knowns, there are known unknowns. But there are also unknown unknowns – the ones we don't know we don't know.

Donald Rumsfeld, Politician

In English every word can be verbed.

Alan J. Perlis

Discussion

1. Definitions, general description of conversion in English.
2. Productive and unproductive conversion models.
3. Typical semantic relations within conversion pairs.

Terminology

Conversion (internal derivation, zero derivation, affixless derivation, root formation, functional change) is the formation of words without using specific word-building affixes. It is a kind of transposition by which the shift of a word from one part of speech to another comes about in such a way that the word-form of one part of speech (or its stem) is used without any material change as a representative of another part of speech. Examples: *salt, n -> salt, v; jump, v -> jump, n*.

In cases of conversion, the word-building means is a morphological paradigm, namely – the capacity of a paradigm and endings forming it to express the meaning of the part of speech. For example, the noun *father* has the following paradigm: *father, fathers, father's, fathers'*. When from the noun *father* the verb *to father* is formed with the help of conversion, the paradigm is changed (*I father, he fathers, fathered, fathering*). However, in conversion we have not only the change of the paradigm, but also the change of the syntactic functions. In the sentence *She adored her father*, *father* is the object; in the sentence *He fathered two children*, *father* is the predicate. That is why conversion is often called the morphological-syntactic way of word-formation.

Substantivation of adjectives. Some scholars refer substantivation of adjectives to conversion. Others disagree with them because in cases of substantivation of adjectives we often deal with ellipsis (syntactic shortening) when a word-combination with a semantically strong attribute loses its semantically weak noun (man, person, etc.), e.g. *a grown-up person* is shortened to *a grown-up*.

There are two types of substantivation: **complete** and **partial**. In cases of complete substantivation the attribute takes the paradigm of a countable noun, e.g. *a criminal, criminals, a criminal's (mistake), criminals' (mistakes)*. Such words are used in a sentence in the same functions as nouns, e.g. *If they were having a boring conversation, he listened to the commercials (F. P. Heide)*.

There are two types of partially substantivized adjectives:

1. those which have only the singular form and are used with the definite article. They have the meaning of collective nouns and denote a class, a nationality, a group of people, e.g. *the rich, the English, the wounded*. They are partially substantivized because they do not acquire a new paradigm and they keep some properties of adjectives – they can be modified by adverbs, e.g. *the very unfortunate, the extravagantly jealous*;

2. a group of abstract nouns which are grammatical terms (*the Singular, the Plural, the Present, the Past*), and also such words as *the evil, the good, the impossible*.

It's interesting to know...

Conversion is an extremely productive way of producing new words in English. There do not appear to be morphological restrictions on the forms that can undergo conversion, so that compounds, derivatives, acronyms, blends, clipped forms and simplex words are all acceptable inputs to the conversion process. Similarly, all form classes seem to be able to undergo conversion, and conversion seems to be able to produce words of almost any form class, particularly the open form classes (noun, verb, adjective, adverb) (Laurie Bauer).

Practical Assignment

1. Define the part of speech of the italicized words. State what parts of speech they are derived from and what word-formation means is applied here. Translate the sentences into Russian.

Model: Still water of the lake *mirrors* the trees.

The word *mirror* is a verb which is derived from the noun *mirror* by means of conversion. Неподвижная гладь озера отражает деревья.

1. That fellow really *whatevers* me. 2. She made a two-part *documentary* about the war in Kosovo. 3. Local politicians were found to *pocket* the money of fund-raisers. 4. This video is a *must* for everyone. 5. The story was in all the *dailies*. 6. Will you *holiday* in Switzerland? 7. He *busied* himself with plans for the future. 8. There is a great deal of difference between *before* and *after*. 9. I asked him to *modem* this information tomorrow. 10. It was a good *buy*. 11. I don't like a chemistry *practical*. 12. His skin was *weathered* almost black by his long outdoor life. 13. The path is steep and dangerous in the *wet*. 14. I won't join your plan. There are too many *ifs* and *buts* in it. 15. The army's actions *dirtied* its reputation.

2. *One of the italicised 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) 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. 3. 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. 4. 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 the town together, *lunching* and dining together practically every day. 5. a) Use small *nails* and *nail* the picture on the wall. b) Use the big *hammer* for those nails and *hammer* them in well. 6. 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 installment and became almost genial.

3. *Compare the following derivative verbs and define the difference in the way they were coined. Find analogous examples.*

Jail (the prisoner) – imprison (the thief), hospitalize (the patient) – volunteer (the information).

4. *Study the relations between words in the following pairs and say which of them is the basic one and which is derived. Name the criteria you have used.*

rake n – rake v, farm n – farm v, tail n – tail v, bicycle n – bicycle v, show n – show v, answer n – answer v, mature adj – mature v, gossip n – gossip v, wet adj – wet v, clean adj – clean v, drive n – drive v.

5. *Define the semantic relations in the following pairs of words.*

catch v – catch n, rub v – rub n, say v – say n, drive v – drive n, find v – find n, run v – run n, ride v – ride n.

6. *Analyze the structural and semantic properties of the following words and explain why the formation of verbs on their basis is not welcome:*

baker, farmer, banker, driver, hospital, Dodge, Ford, spring, fall (autumn), Fourth-of-July, Saturday.

Find linguistic phenomena in the quotations

1. There is not enough time to do all the nothing we want to do (Bill Waterson). 2. Those who attempt the absurd will accomplish the impossible (Albert Einstein). 3. In my day, we didn't have self-esteem, we had self-respect, and no more of it than we had earned (Jane Haddam). 4. The reason why worry kills more people than work is that more people worry than work (Robert Frost). 5. Better to write for yourself and have no public, than to write for the public and have no self (Cyril Connolly).

Theme 9

COMPRESSION

- *AUOK, M8?*
- *Gr8, F2T. Cm ASAP*
- *DK, mb L8r*
- *ILBL8 4 skol*
- *KC. ILW8 4U*
- *IOU*
- *CUTNTE*

Discussion

1. Compression, general description.
2. Shortening:
 - a) types and peculiarities of abbreviations;
 - b) types and peculiarities of clippings;
 - c) types and peculiarities of telescoped words.
3. Reversion.

Terminology

Shortening is the process of subtracting phonemes and/or morphemes from words and word-groups without changing their lexico-grammatical meaning. There are three basic types of shortening: **abbreviation**, **clipping**, **blending**.

Abbreviation [əˌbriːvɪ'eɪʃ(ə)n] is a process of shortening the result of which is a word made up of the initial letters or syllables of the components of a word-group or a compound word.

Alphabetic(al) abbreviation (or initial **abbreviation**, **initialism**) is a shortening which is read as a succession of the alphabetical readings of the constituent letters, e.g. **BBC** (British Broadcasting Corporation), **EU** (European Union), **MTV** (Music Television), **VCR** (video-cassette recorder).

Acronymic abbreviation (or **acronym** ['ækrənɪm]) is a shortening which is read as a succession of the sounds denoted by the constituent letters, i.e. as if it were an ordinary word, e.g. **UNICEF** (United Nations Children's / formerly International Children's Emergency / Fund), **NATO** (North Atlantic Treaty Organization), **scuba** (self contained underwater breathing apparatus).

Homoacronym is an acronym which coincides with an ordinary English word semantically connected with the thing, person or phenomenon whose name is abbreviated, e.g. **ASH** (Action on Smoking and Health), **NOW** (National Organization for Women), **WIN** (Whip Inflation Now), **ARISE** (Associates for

Research into the Science of Enjoyment), **SCUM** (self-centred urban male). Such acronyms may produce a humorous effect as in the last four examples.

Backronym or **bacronym** is a phrase specially constructed so that an acronym fits an existing word. For example, NASA named its ISS treadmill *the Combined Operational Load-Bearing External Resistance Treadmill* (COLBERT) after Stephen Colbert. The backronym was a lighthearted compromise in recognition of the comedian's ability to sway NASA's online vote for the naming of an ISS module. Backronyms may be invented with serious or humorous intent, or may be a type of false or folk etymology.

Anacronym is an acronym which is no longer perceived by speakers as a shortening: very few people remember what each letter stands for in it. For example: **radar** – radio detecting and ranging; **laser** – lightwave amplification by stimulated emission of radiation.

Graphical abbreviation is the result of shortening of a word or a word-group only in written speech (for the economy of space and effort in writing), while orally the corresponding full form is used. Examples: **bdg** – building, **govt** – government, **rep** – representative. In graphical abbreviations of Latin origin in spelling Latin words are shortened, but orally the corresponding English equivalents are pronounced in the full form: **e.g.** – for example (exempli gratia), **i.e.** – that is (id est), **g.f.** – girl friend.

Clipping is the process of cutting off one or several syllables of a word.

Apocope [ə'pɒkə(u)pɪ] (or **back-clipping**) is a final clipping, e.g. **prof** (professor), **ibid** (ibidem), **ad** (advertisement), **teen** (teenager).

Aphaeresis [ə'ferəsis] (or **apheresis** [a'ferisis], also **fore-clipping**) is an initial clipping, e.g. **varsity** (university), **Bella** (Isabella), **cello** (violoncello).

Syncope ['sɪŋkəpɪ] is a medial clipping, e.g. **maths** (mathematics), **mart** (market), **comms** (communications), **specs** (spectacles).

Fore-and-aft clipping is an initial and final clipping, e.g. **flu** (influenza), **frig/fridge** (refrigerator), **tec** (detective), **Liza** (Elizabeth).

Blending is the process of merging parts of words into one new word – a blend.

Blend (or **blending**, **telescoped word** ['teliskəupt], **portmanteau word** [pɔ:t'mæntəu], **fusion**) is a word that combines parts of two words and includes the letters or/and sounds they may have in common as a connecting element, e.g. **binary** + **digit** -> **bit**, **Oxford** + **Cambridge** -> **Oxbridge**, **Cambridge** + **Oxford** -> **Camford**.

The term *portmanteau word* was coined by Lewis Carroll in *Through the Looking-Glass* in 1872 to explain some of the words he made up in the non-sense poem *Jabberwocky*: **slithy** means “lithe and slimy”. He described such creations as words into which two meanings are packed as in a portmanteau. This term is less comprehensible to us now that the literal sense of *portmanteau* has gone out of use. It derives from the French term for a large stiff carrying

case for clothes, which is hinged in the middle so that it falls open into two halves. This process of word-formation is also called *telescoping*, because the words seem to slide into one another like sections of a telescope.

Additive blend is a blend which is transformable into a phrase consisting of the respective complete stems combined by the conjunction *and*. The components may be synonymous, belong to the same semantic field or at least be members of the same lexico-grammatical class of words. For instance, **breakfast and lunch** -> **brunch**, **Russian and English** -> **Runglish**.

Restrictive blend is a blend which is transformable into an attributive phrase where the first component serves as a modifier of the second, e.g. **sp[iced] [h]am** -> **spam**, **detecti[ve] fiction** -> **detectifiction**, **social elite** -> **socialite**.

Reversion (or **back-formation/back formation**, **regressive derivation**, **disaffixation**) is the derivation of new words by subtracting a real or supposed affix from existing words (often through misinterpretation of their structure). Examples: editor -> to edit; burglar -> to burgle; baby-sitter -> to baby-sit; enthusiasm -> to enthuse; mass-production -> to mass-produce.

It's interesting to know...

Backronyms can be constructed for educational purposes, for example to form mnemonics. An example of such a mnemonic is the *Apgar score*, used to assess the health of newborn babies. The rating system was devised by and named after Virginia Apgar, but ten years after the initial publication, the bacronym *APGAR* was coined in the US as a mnemonic learning aid: Appearance, Pulse, Grimace, Activity and Respiration.

Alcoholics Anonymous and other 12-step programs use backronyms as teaching tools, similar to slogans such as “one day at a time”, or “Let go, let God”, but often with an ironic edge. For example, a *slip* may be expanded as “Sobriety Losing Its Priority”, and *denial* as “Don't Even Notice I Am Lying”.

Backronyms are also created as jokes or as slogans, often expressing consumer loyalties or frustration. For example, the name of the restaurant chain *Arby's* is a play on “RB”, referring to “roast beef” as well as the company's founders, the Raffle brothers. An advertising campaign in the 1980s created a backronym with the slogan “America's Roast Beef, Yes Sir!”

Lexicographer Jesse Sheidlower points out in his book *The F-Word* that acronyms were rare in the English language prior to the twentieth century, and most etymologies of common words or phrases that suggest origin from an acronym are false.

Other examples include the brand name *Adidas*, named for company founder Adolf “Adi” Dassler but falsely believed to be an acronym for “All day I dream about sports”; *Wiki*, said to stand for “what I know is”, but in fact derived from the Hawaiian phrase *wiki wiki* meaning “fast”; or Yahoo!, sometimes

claimed to mean “yet another hierarchical officious oracle”, but in fact chosen because Yahoo's founders liked the word's meaning of “rude, unsophisticated, uncouth”.

The distress signal SOS (with the overbar indicating that it is a prosign, sent as a single Morse character) is often believed to be an abbreviation for “save our ship” or “save our souls”. In fact, it was chosen because it has a simple but readily-identifiable Morse code representation – three dots, three dashes, then three more dots – which becomes a prosign of three-dots/three-dash/three-dots, run together as if it were a single letter.

Practical Assignment

1. *Explain the formation of the following blends. Translate them into Russian.*

Flush, glaze, good-bye, slash, smog, flurry, twirl, chortle, dumbfound, cablegram, elecrocute, galumph, swellegant, zebrule, dollarature, animule, fruce.

2. *Determine the original components of the following blends. Define which type (additive or restrictive) the blends belong to.*

Model: to guesstimate, seadrome.

The verb *to guesstimate* is formed by combining the words *guess* and *estimate*. The given blend may be transformed into a phrase consisting of complete stems combined by the conjunction *and*. Thus, *to guesstimate* belongs to the additive type of blends.

The noun *seadrome* is formed by combining the words *sea* and *airdrome*. The given blend may be transformed into a phrase, the first element of which serves as modifier to the second. Thus, *seadrome* belongs to the restrictive type of blends.

Positron, brunch, absotively, motel, spam, flush, slanguage, twirl, bit, mingy, transceiver, paratroops, crocogator, oilitics, dipward, windoor, newtopia, glumpy, cablegram, smaze, flexitime, Oxbridge.

3. *Define which words have been combined to form the following computer terms. Give their meanings.*

Model: bossnap.

pp. Refusing to allow one's boss or other managers to leave a place of business as a protest against perceived unfair labor practices. Also: **bossnapping**. [*boss+kidnapping*] -> **bossnap**.

Netiquette, emoticon, netizen, technophobe, shmeat, banalysis, bossnapping, renoviction.

4. *From the following sentences, pick out all the blends. Trace their etymology.*

1. He left it dead, and with its head he went galumphing back (Lewis Carroll). 2. When How-d'y-do has failed to move, Good-bye reveals the passion (E. Spencer). 3. He resolved to cramp and dumb found his opponents (L. Sterne). 4. My head twirls; I did unwisely to come out (G. Meredith). 5. London is a town of rain and smog (D. W. L.). 6. At the door he was met by a very swellegant-looking girl (ibid.).

5. *In accordance with the part that is cut off to form a new word classify cases of shortening into four groups: 1. initial shortenings (aphesis); 2. medial shortenings (syncope); 3. final shortenings (apocope); 4. both initial and final shortenings.*

Model: net < internet.

The initial part of the original word is cut off. Consequently, the new word refers to the first group.

hols < holidays; *vac* < vacuum cleaner; *tec* < detective; *plane* < aeroplane; *Frisco* < (San) Francisco; *quiz* < inquisitive; *bus* < omnibus; *curio* < curiosity; *miss* < mistress; *sport* < disport; *soccer* < Association FootbaU; *fan* < fanatic; *circs* < circumstances; *chute* < parachute; *Aline* < Adeline; *cert* < certainty; *tend* < attend; *mart* < market; *coke* < coca-cola; *Liz* < Elizabeth; *prep-school* < preparato-ry-school; *gator* < alligator; *cuss* < customer.

6. *Explain what these shortened words mean. Analyse the type of shortening.*

BBC, BA, coll, Dept, FI, FA, ad, mob, mike, sub, cf., CIA, V-Day, Co., D.C., Ltd, N., No., NB, p.t.o., sec., St., Rd, UNO, UNESCO, viz., yd, gvt, str., R.S.V.P, A.D., UFO, NATO, Ibid, A.B.C., dorm, hanky, MA, PhD., X-mas, sq, B-movie, biopic, sci-fi, rom com.

7. *Analyze the following group of initial shortenings and try to explain to what extent the problem of ambiguity is typical of shortening.*

AID, CAP, CAR, CAT, DISH, GUM, HARM, HELP, KISS, LAMP, MAN, MAP, MOUSE, NORM, PAGE, SEA, SON, SPECTRE, TALISMAN, WOMAN, YARD.

8. *Explain the examples of reversion.*

To pettifog, to spring-clean, to burgle, to strap-hang, to typewrite, to sight-read, to mote, to darkle, to beg.

It's interesting to know...

anacronym

n. An acronym where few people remember what each letter stands for (anachronistic + acronym).

wombat

n. Something that is profoundly uninteresting and/or useless.

Notes:

This sense of the word comes from the acronym WOMBAT: Waste Of Money Brains And Time.

YIMBY

n. A person who favors a project that would add a dangerous or unpleasant feature to his or her neighborhood. [Acronym from the phrase *yes in my back yard.*] (YIMBYist *n.* – YIMBYism *n.*).

BANANA

acronym. Build absolutely nothing anywhere near anyone. A person who is opposed to new real estate development, particularly projects close to their neighbourhood. – *adj.*

SITCOM

acronym. Single Income, Two Children, Oppressive Mortgage. The natural evolution of upwardly-mobile couples who have children and then one spouse stops working to raise the kids.

HENRY

n. A person with a substantial income, but who is not yet wealthy. [From the phrase *High Earner, Not Rich Yet*].

BRICs

(briks) *acronym.* The countries of Brazil, Russia, India, and China viewed as a group of emerging economies with large potential markets. – *adj.*

The image underlying this acronym is the brick, meaning we're supposed to think of the nascent economies of Brazil, Russia, India, and China as being akin to building blocks that, if the rosy forecasts come true, will form the foundation of the global economy in the decades to come.

YUPPIE

It seems like the word *yuppie* (derived from the acronym of the phrase “young urban professional”) has been with us forever, but it only entered the lexicon around 1982. It fought a pitched battle with the rival terms *yumpie* (based on “young upwardly mobile professional”) and *yap* (based on “young aspiring professional”) but yuppie proved to be too strong.

It was only a couple of years after yuppie first appeared that a new verb was coined: *yuppify*. In terms of today's phrase, it means to create a yuppie slum like the one described in definition 2.

SPAMDEXING

Repeating a word dozens or even hundreds of times within a Web page. Also: **spam-dexing**. – **spamdexer** *n.*

Theme 10

MINOR WAYS OF WORD-FORMATION

Words, once they are printed, have a life of their own.
Carol Burnett

As I make my way through, I feel okayness reaching through me.
The funny thing is that okayness is not a real word.
It's not in the dictionary. But it's in me.
Markus Zusak

Discussion

1. Postpositivation.
2. Non-productive ways of word-formation:
 - a) sound imitation;
 - b) sound-interchange;
 - c) stress-interchange;
 - d) reduplication.
3. Word-formation vs. word-manufacturing.

Terminology

Postpositivation is the process of changing verb stems with the help of postpositives (ex. *to bring up, to take after, to look for, to go on*).

Sound imitation (also called onomatopoeia [ˌɒnəˌmætəˈpiːə], echoism [ˈekəɪzəm]) is the formation of words by a more or less exact reproduction of a sound associated with an object producing this sound, e.g. *babble, whisper, mew, hiss, rumble, clink*.

Sound-interchange is the 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, e.g. *food, n – feed, v; sing, v – song, n; speak, v – speech, n; life, n – live, v*.

Stress-interchange (also stress distinction) is the gradation of stress in one and the same morpheme in various cases of its occurrence. Examples: *'conduct, n – con'duct, v; 'object, n – ob'ject, v; 'present, n – pre'sent, v; 'progress, n – pro'gress, v; 'record, n – re'cord, v; 'frequent, adj – fre'quent, v*.

Nonce word (occasional word) is a lexical unit which is created by the speaker on the spur of the moment, for a given occasion only, and maybe considered as 'potentially' existing in the English vocabulary.

It's interesting to know...

English bristles with nonce words – words invented on the spur of the moment, meant to be used only once. Horace Walpole – the author of the first Gothic novel, and one of the 18th century's most dedicated letter-writers – was fond of coining new words when the mood struck him. He didn't invent the insult nincompoop, but he does get credit for the derived form nincompoophood, a word that could stand to be reintroduced. When he wanted to refer to 'greenness' and 'blueness', he made up greenth and blueth. When he wanted a word meaning 'intermediateness', he coined betweenity. And while most of these disappeared as quickly as they were invented, a few of his coinages have stuck: Walpole was fond of a fairy tale about three princes from Sri Lanka, once known as Serendip, who made a series of unexpected discoveries, so he made up a word to describe the phenomenon. More than two centuries later we still use serendipity for lucky chances.

(Jack W. Lynch, *The Lexicographer's Dilemma*. Walker, 2009)

Practical Assignment

1. Give the words denoting sounds produced by the animals enumerated below.

The cat, the sparrow, the dog, the cricket, the cow, the pig, the ox, the bee, the cock, the duck, the frog, the snake, the sheep, the goose, the crow, the horse, the hen.

2. Make a list of sound-imitative words and words containing rhymes used in the sentences given below.

1. Again the bluebottle came buzzing – bringing in all the heat and hum and scent of summer – yes, even the scent – as of ripe fruits, dried grasses, sappy shrubs and the vanilla breath of cows (Galsw.). 2. This probable off-spring of an illustrious sire was a roly-poly ball of black fur that looked more like a long-tailed bear-cub than a puppy (S.-Th.). 3. His wife was always out when she was in town and his daughter would fliberty-gibbet all over the place like most young women since the war (Galsw.). 4. He listened. A sound – the vague murmur of a woman's movements was coming through the door (id.). 5. Dreadful young creatures – squealing and squawking and showing their legs (id.). 6. “Don't smile at me”, the man hissed (P. A.). 7. I hallooed again to him, and made signs to come forward, which he easily understood, and came a little way (D. D.).

3. *Comment on the formation of the following words and translate them into Russian.*

1. hubbub, band, blubber, bluster, flare, gibber, grumble, thunder, twirl, whiz, hiss, prance, bump, plump, boom, numble, sizzle, twitter;

2. murmur, pooh-pooh, pom-pom, dum-dum;

3. bibble-babble, swish-swash, sputter-spatter, babble gabble, gibble-gable, ding-dong, flip-flop, ping-pong, fizzle sizzle, clack-click, bleb-blob.

4. *Translate the following sound-imitative words into Russian. Note the different character of the sounds from which the sound-imitative synonyms are formed. Comment on the structure of these sound-imitative synonyms.*

– tinkle, jingle, clink, ting, chink;

– chatter, jabber, clatter, babble;

– chirp, cheep, twitter, chirrup;

– slap, clap, dab, smack;

– clash, crash, clang.

5. *Translate the following into English, using sound-imitative words.*

1. шипеть, жужжать, квакать, щебетать, грохотать, стонать, визжать, мяукать, хихикать, ржать, блять, мычать, баюкать, лаять, чирикать, скрежетать, звенеть, тарыхтеть;

2. бах, трах, хлоп;

3. шорох, топот, рокот, грохот, вой, рев, визг, рычание.

6. *Translate the given expressions into Russian. Comment on their formation.*

Tit-for-tat, bigwig, hodge-podge, helter-skelter, jingle-jangle, downtown, pot-shot, slop-shop, tidbit, walkie-talkie, ragtag, topsy-turvy, roll-call, hob-nob, tol-lol, flim-flam, trim tram, ping-pong, dingle-dangle, knick-knack, hubble-bubble, Humpty-Dumpty.

7. *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-goround, 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.

It's interesting to know...

GOOGLE

Googol (n) (1940) the word supposedly coined by 9-year-old nephew of a mathematician, when asked for an enormous number.

Google (v) “to search on the Google search engine” (2000), *do a google on* was used by 1999.

Googling the one you (might) love is fairly common among the young, professional and Internet savvy.

Using **google** to scope out a new boyfriend or girlfriend – which has also been called *Google dating* and *interpersonal espionage* – took off after a lengthy article on the practice appeared in the January 15, 2001 issue of the New York Observer. However, the honor of the first print citation goes to the Telegraph-Herald, which published a story just the day before (see the earliest citation, above).

Note, too, some people claim you can only use the verb **google** to refer to a Google search. That makes sense, but how people use language often isn't sensible (how dull that would be!). *Google is* being used in a more general way. For example, one person told me that their daughter said she was “googling for her other sock”.

Googlejuice, n.

The presumed quality inherent in a Web site that enables it to appear at or near the top of search engine results, particularly those of the Google search engine.

Ungoogleable

n. A person for whom no information appears in an Internet search engine, particularly Google. – *adj.* Also: **unGoogleable**, **ungooglable**, **unGoogle-able**.

Theme 11

DYNAMICS OF THE ENGLISH VOCABULARY

*Words are the leaves of the tree of language, of which,
if some fall away, a new succession takes their place.*

John French

*Language is an anonymous, collective and unconscious art;
the result of the creativity of thousands of generations.*

Edward Sapir

*Language is the armory of the human mind, and at once contains
the trophies of its past and the weapons of its future conquests.*

Samuel Taylor Coleridge

Discussion

1. Neologisms.
2. Nonce words (occasional words).
3. Transnomination. Politically correct vocabulary.
4. Archaisms, obsolete words and historicisms.
5. Changes and fluctuations in pronunciation, spelling.

Terminology

Neologism proper [nɪ'ɒlədʒɪz(ə)m] is a new lexical unit which is introduced into a language to denote a new object of phenomenon, e.g. *e-book*, *ecotourism*, *to google*, *cohousing*.

Transnomination is the process which takes place in those cases when a new name is introduced for a thing or notion that continues to exist. In other words, a new lexical unit can develop in the language to denote an object or phenomenon, which already has some lexical unit to name it, e.g. *the word slum was first substituted by the word ghetto, then by the word-groups inner-town and substandard housing*.

Politically correct vocabulary is the vocabulary reflecting the social tendency to advocating the equality if all regardless of their age, race, gender, physical and mental condition, e.g. *short > vertically challenged, fat > horizontally challenged, pets > animal companions, policeman > policeperson, chairman > chairperson, garbage collector > sanitation engineer*.

Euphemism is the substitution of a mild, pleasant, inoffensive term for a harsh, indelicate or obscene word. For example, a mad person may be described

as *insane, mentally unstable, not (quite) right, off one's head (coll.), wrong in the upper store, cuckoo (sl.), not all there (coll.)*.

Archaism [ɑ:'keɪz(ə)m] / ['ɑ:keɪz(ə)m] is a word that was once common but now is replaced by a synonym or synonyms. An archaic word remains in the language, but they mostly belong to the poetic style, e.g. *woe (sorrow), Ye Olde Tea Shoppe or The Publick Theare, Olde Musick, troth (=faith); a losel (=a worthless, lazy fellow)*.

Historism (historicism) is a word which denotes a thing that is no longer used. Historisms are very numerous as names of social relations, institutions, objects of material culture of the past, e.g. *brougham, berlin, gig, hansom, phaeton as the names of garments*.

Obsolete word ['ɒbs(ə)li:t] is a word which is no longer in general use; fallen into disuse, e.g. *eke – also, for why? – because*.

Fossil word ['fɒs(ə)l] is an obsolete word which remains in currency because it is contained within an idiom still in use, e.g. *eke out, to and fro, let bygones be bygones, much ado about nothing*.

What is the difference between archaic and obsolete words?

The meaning of these temporal labels can be somewhat different among dictionaries and thesauri. The label **archaic** is used for words that were once common but are now rare. **Archaic** implies having the character or characteristics of a much earlier time. **Obsolete** indicates that a term is no longer in active use, except, for example, in literary quotation. **Obsolete** may apply to a word regarded as no longer acceptable or useful even though it is still in existence. In the *American Heritage Dictionary of the English Language*, (Boston: Houghton Mifflin [4th ed.], 2004) the **archaic** label is described this way: “This label is applied to words and senses that were once common but are now rare, though they may be familiar because of their occurrence in certain contexts, such as the literature of an earlier time. Specifically, this label is attached to entry words and senses for which there is only sporadic evidence in print after 1755”. The *AHD* describes the **obsolete** label thus: “The label **obsolete** is used with entry words and senses no longer in active use, except, for example, in literary quotations. Specifically, this label is attached to entry words and senses for which there is little or no printed evidence since 1755”. In *Merriam-Webster's Collegiate Dictionary, 11th Edition* (Springfield, MA: Merriam-Webster, 2003), the Explanatory Notes say, “The temporal label *obs* for **obsolete** means that there is no evidence of use since 1755. The label *obs* is a comment on the word being defined. When a thing, as distinguished from the word used to designate it, is **obsolete**, appropriate orientation is usually given in the definition. The temporal label **archaic** means that a word or sense once in common use is found today only sporadically or in special contexts”.

Practical Assignment

1. Name causes that bring about the need for a new name and find examples of new words and word combinations that have come into the English lexicon since the 70s.

2. Analyze the following lexical units and discuss the factors that have caused their appearance in the English language and the way they have been coined:

Moolah n (sl.) 'money', *movie* 'moving picture', *schnapps*, *loo*, *sound-film*, *spik* 'Spanish American, esp. Mexican', *Planck* (*Planck's constant*) 'fundamental constant proportionality between energy and frequency of quota of electromagnetic radiation', *powercrat*.

3. Analyze the following neologisms from the point of view of neology theory and also from the point of view of their morphemic structure and the way they were formed.

clip-clip	to river
AIDS	singer-songwriter
coup	beatnik
to Vice-Preside	communication gap
boutique	laundered money
to re-familiarize	cheeseburger
tourmobile	Don't change horses.
sevenish	SA
to de-dramatize	self-exile
non-formals	public-schooly
chat	brain-drainer movers and shakers
hide-away	Euroyuppie
cashless society	D-Day
memo	face-to-face/tuition/
to dish old wine in new bottles	to-ing and fro-ing multinationals

4. Translate the following sentences into Russian. State in what new meanings the words given in bold type are used and compare them with their old meanings.

1. In the absence of angels Ministers were faced with the imminent collapse of the film industry (B.). 2. The Nizam's State Army of about 20,000 whose equipment includes armour (Daily Telegraph). 3. After talking it over with the President, the Secretary bought the Air Force point of view (B.).

4. It was not unknown for a single controller in a single fight to coach his fighters into the destruction of as many as six nazi planes (B.). 5. They wrote about the abolition of floor prices for Japanese exports (Hansard). 6. Mr. B. had no difficulty in blowing them sky-high on each of these points (Daily Telegraph). 7. The repulse of the great German air attack broke down the legend of the invincibility of the Luftwaffe (B.).

5. *From the words given below, pick out the archaic words and comment on their usage and meaning.*

Do, dost, does, you, thee, ye, thou, horse, though, albeit, also, eke, spring, vernal, said, quoth, told, maiden, girl, haply, perhaps, ere, before.

6. *Find the meanings of the following historisms and archaisms. Give examples of your own.*

Steed (n), woe (n), hark (v), betwixt (prep), cove (n), damsel (n), fluey (adj), Brodkin (n), bodice (n), monteith (n), wassail (n), battering-ram (n), Bangster, belly-timber, eye-service, flesh-quake, merry-go-round.

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

1. Policeman (*to the intoxicated man who is trying to fit his key to a lamppost*): I'm afraid there's nobody home there tonight.

Man: Mus' be. Mus' be. Theresh a light upstairsh.

2. 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?"

3. First Student: Great Scott! I've forgotten who wrote Ivanhoe.

Second Student: I'll tell you if you tell me who the dickens wrote *The Tale of Two Cities*.

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

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

6. "I think the fellow's half a loony. He needs someone to look after him".

8. *Find the euphemistic substitutes for the following words: die, drunk, prison, mad, liar, devil, lavatory, god, eat, pregnant, stupid. Write them out into two columns: a) substitutes for social taboos; b) substitutes for superstitious taboos.*

Theme 12

THEORIES OF MEANING

Language is the source of misunderstanding.
Antoine de Saint-Exupery

Language exerts hidden power, like a moon on the tides.
Rita Mae Brown, Starting from Scratch

*We should have a great fewer disputes in the world if words
were taken for what they are, the signs of our ideas only,
and not for things themselves.*
John Locke

Discussion

1. Different approaches to the definition of word meaning:
 - a) referential theory;
 - b) conceptual theory;
 - c) functional theory.
2. Types and aspects of meaning:
 - a) lexical meaning and grammatical meaning;
 - b) semantic, pragmatic, syntactic / systemic / aspects of lexical meaning.
3. Componential analysis:
 - a) its history;
 - b) its types;
 - c) its merits and demerits.

Terminology

Word is the basic unit of language. It directly corresponds to the object of thought (referent) which is a generalized reverberation of a certain ‘slice’, ‘piece’ of objective reality – and by immediately referring to it names the thing meant.

Referent is the object of thought correlated with a certain linguistic expression. Also: the element of objective reality as reflected in our minds and viewed as the content regularly correlated with certain expression.

Concept is a generalized reverberation in the human consciousness of the properties of the objective reality learned in the process of the latter’s cognition. Concepts are formed linguistically, each having a name (a word) attached to it.

Meaning is the reverberation in the human consciousness of an object of extralinguistic reality (a phenomenon, a relationship, a quality, a process) which becomes a fact of language because of its constant indissoluble association with a definite linguistic expression.

Semasiology is the branch of linguistics which studies the semantics of linguistic units.

Semantics is the meaning of words, expressions or grammatical forms.

Lexical meaning is the material meaning of a word, i.e. the meaning of the main material part of the word (as distinct from its formal, or grammatical, part), which reflects the concept the given word expresses and the basic properties of the thing (phenomenon, quality, state, etc.) the word denotes.

Grammatical meaning is the meaning of the formal membership of a word expressed by the word's form, i.e. the meaning of relationship manifested not in the word itself but in the dependent element which is supplementary to its material part.

Main meaning of a word is meaning which to the greatest degree is dependent upon or conditioned by its paradigmatic links, while such meanings as display a greater degree of syntagmatic ties are secondary.

Main nominative meaning is the main, direct meaning of a word, immediately referring to objects, phenomena, actions and qualities in extralinguistic reality (referent) and reflecting their general understanding by the speaker.

Nominative-derivative meanings are other meanings in a polysemantic word which are characterised by free combinability and are connected with the main nominative meaning.

Sense (semantic component) is the smallest element of the denotative meaning.

Denotative (or denotational) meaning is the conceptual content of the word fulfilling its significative and communicative functions; our experience is conceptualized and classified in it. The denotative meaning of the word *mother* can be represented in the following way: *mother is a female parent*. Or the word *shepherd*: *shepherd is a person who takes care of sheep*.

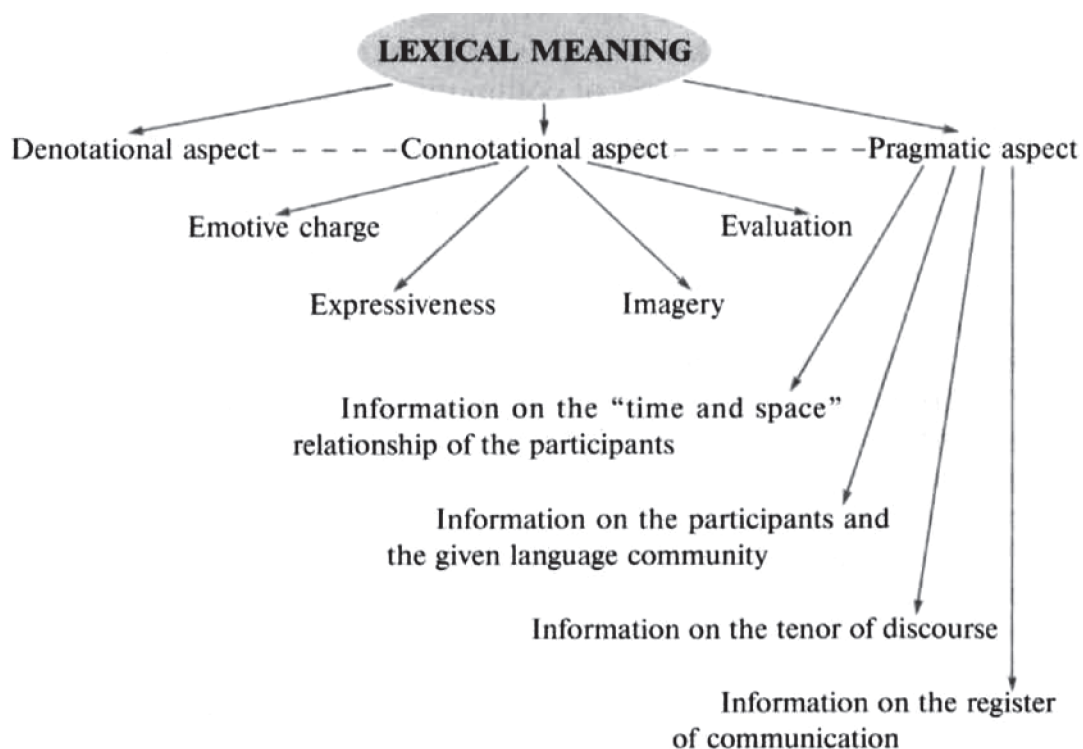
Pragmatic (or connotative, connotational) meaning conveys the speaker's attitude to the social circumstances and the appropriate functional style, one's approval or disapproval of the object spoken of, the speaker's emotions, the degree of intensity. There are four types of connotations: stylistic, emotional, evaluative, intensifying.

Stylistic connotation is concerned with the situation in which the word is uttered, the social circumstances (formal, familiar, etc.), the social relationships between the communicants (polite, rough, etc.), the type and purpose of communication (learned, poetic, official, etc.). For instance, *to die* is neutral, *to pass away* is euphemistic, and *to peg out* is slangy.

Emotional (or emotive, affective) connotation is acquired by the word as a result of its frequent use in contexts corresponding to emotional situations or because the referent conceptualized in the denotative meaning is associated with certain emotions. In the pair *bright and garish*: *bright* does not express any emotions, whereas *garish* implies negative emotions.

Evaluative connotation expresses approval or disapproval. In the set of adjectives *new – modern – newfangled*, the last word expresses disapproval when something is thought to be new but neither necessary nor better; the word *modern* is often used appreciatively.

Intensifying (also expressive, emphatic) connotation expresses the degree of intensity. For example, the words *magnificent, gorgeous, splendid, superb* are used colloquially as terms of exaggeration.



Componential analysis is the investigation method which proceeds from the assumption that word meaning can be decomposed into elementary semantic components, or semantic features/semes.

Example:

beautiful – “making a pleasant impression on the senses”, “close to an ideal”;

lovely – “making a pleasant impression on the senses”, “worthy of being loved”;

pretty – “making a pleasant impression on the senses”, “suggesting relative smallness”, “suggesting femininity or delicacy”;

charming – “making a pleasant impression on the senses”, “arousing

interest”, “causing pleasure”, “suggesting lightness and grace”, “having good manners”;

attractive – “making a pleasant impression on the senses”, “arousing interest”, “having sexual attraction”;

good-looking – “making a pleasant impression on the senses”, “having well-proportioned features”;

handsome – “making a pleasant impression on the senses”, “having well-proportioned features”, “(often) suggesting strength”, “(often) suggesting dignity”.

Seme [sɪ:m] is the smallest unit of meaning. For instance, the meaning of the word *husband* can be analysed into the following semes: “human”, “male”, “adult”, “married”.

Semantic marker is a semantic feature which the word has in common with other lexical items. Semantic markers reflect systemic relations between the word and the rest of the vocabulary.

Semantic distinguisher is a semantic feature which differentiates the word from all other words or which differentiates individual meanings of a polysemantic word. For example, the semantics of the word *bachelor* can be represented with the help of the following markers (they are enclosed in round brackets) and distinguishers (they are enclosed in square brackets):

bachelor, *n*

1. (human) (male) [one who has never been married];
2. (human) (male) [young knight serving under the standard of another knight];
3. (human) [one who has the first or lowest academic degree];
4. (animal) (male) [young fur seal without a mate in the breeding season].

Practical Assignment

1. Discuss the meaning of the words in bold type in connection with the problem ‘concept-meaning’.

1. A house in the country. A full house. Every word was heard in all parts of the house. White House. An ancient trading house in the city. A noisy cheerful house. To keep house. To bring down the house. To leave one's father's house. On the house.

2. White clouds. White hair. A white elephant. The white race. White magic. White meat. As white as snow. White wine. It's white of you. White lie.

3. Die of hunger. Die a violent death. Die in one's bed. The day is dying. Die to the world. I'm dying to know. His secret died with him. Die in harness. Die game. Never say die.

2. Group the following words into three columns in accordance with the sameness of their 1. grammatical; 2. lexical; 3. part-of-speech meaning.

Boy's, nearest, at, beautiful, think, man, drift, wrote, tremendous, ship's, the most beautiful, table, near, for, went, friend's, handsome, thinking, boy, nearer, thought, boys, lamp, go, during.

3. Identify the denotational and connotational aspects of lexical meaning of the given words. Analyze the similarity and difference between the components of the connotational aspect of lexical meaning in the given pairs of words.

Model: *celebrated* – *notorious*.

Words	Denotational and connotational aspects	Components of the connotational aspect of lexical meaning which specify the difference between the words
<i>celebrated</i>	widely known, admired and talked about by many people because of good qualities	evaluation (positive)
<i>notorious</i>	widely known because of something bad, for example, for being criminal, violent, or immoral	evaluation (negative)

To deal with – to grapple with, sophisticated – hardened, adventure – ordeal, perfect – flawless, to glance – to glare, adulation – respect, ugly – repulsive, to murmur – to mutter.

4. Identify the denotative and connotative elements of the meanings in the following pairs of words.

To conceal – to disguise, to choose – to select, to draw – to paint, money – cash, photograph – picture, odd – queer.

5. Single out the denotative and connotative components of meanings of the synonyms in the examples given below.

1. a) At the little lady's command they all three smiled; b) George, on hearing the story grinned. 2. a) Forsyte – the best palate in London. The palate that in a sense had made his fortune – the fortunes of the celebrated tea men, Forsyte and Treffry...; b) June, of course, had not seen this, but, though not yet nineteen, she was notorious. 3. a) Noticing that they were no longer alone, he

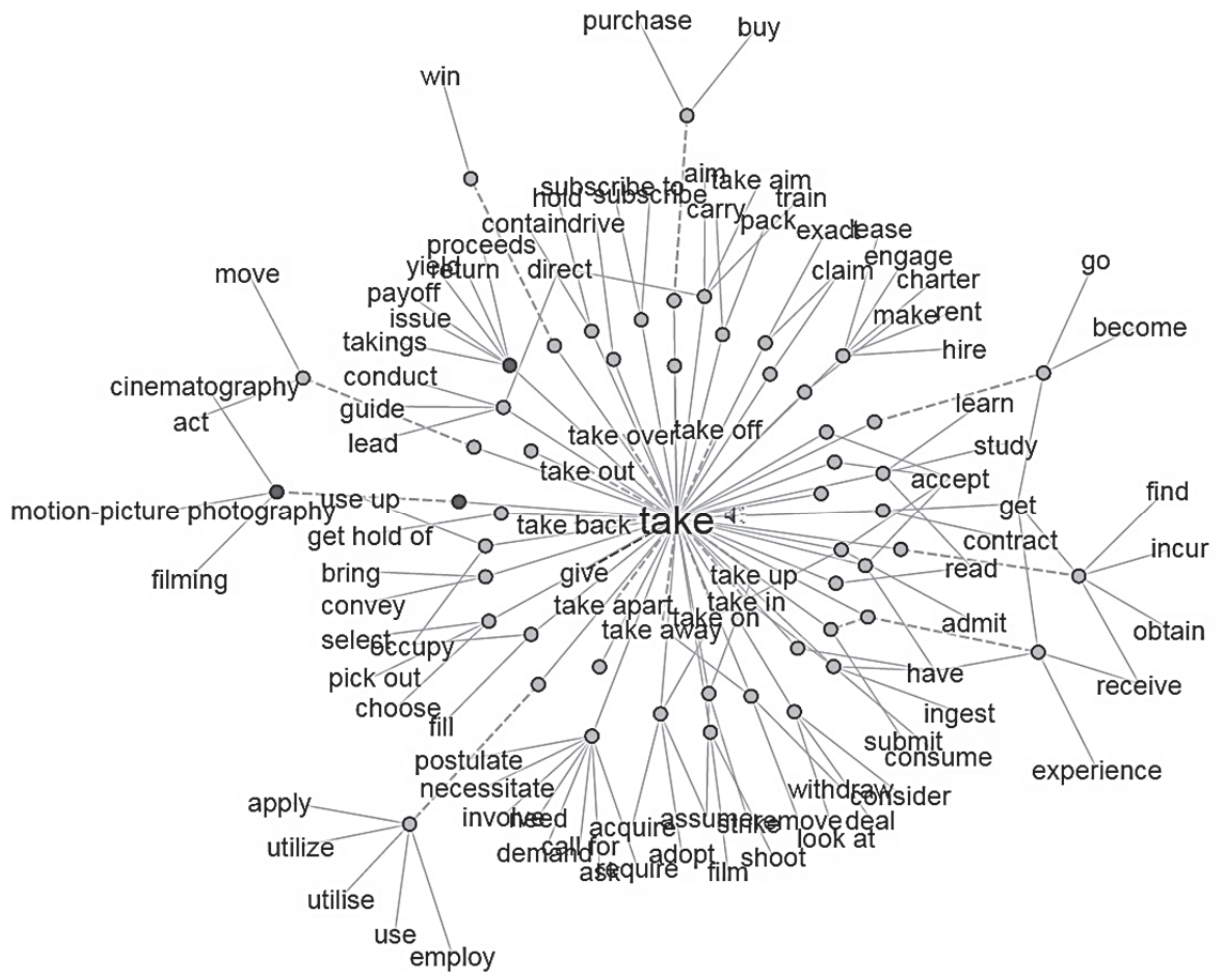
turned and again began examining the luster; b) June had gone. James had said he would be lonely. 4. a) The child was shivering with cold; b) The man shuddered with disgust. 5. a) I am surprised at you; b) He was astonished at the woman's determination. 6. a) It's impolite to stare at people like that; b) The little boys stood glaring at each other ready to start a fight; c) The lovers stood gazing into each other's eyes. 7. a) They produce great amounts of wine but this is not all they produce in that part; b) The story was fabricated from beginning to end. 8. a) On hearing from Bosinney that his limit of twelve thousand pounds would be exceeded by something like four hundred, he had grown white with anger; b) "It's a damned shame", Andrew burst out, forgetting himself in a sudden rush of indignation. 9. a) He was an aged man, but not yet old; b) He was an elderly man at the time of his marriage. 10. The distance between the Earth and the Sun may be said to be immense; the distance between the poles is vast.

6. *Discuss the following groups of words from the point of view of their meanings (denotation) and stylistic connotations.*

1. joke, jest, witticism, gag, wisecrack;
2. fat, stout, plump;
3. friend, crony, buddy, companion;
4. stubborn, mulish, obstinate;
5. abridge, shorten, epitomize;
6. lament, mourn, deplore, grieve for.

7. *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, madam, 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.



<http://www.visualthesaurus.com/app/view>

Theme 13

SEMANTIC CHANGE

*Words strain,
Crack and sometimes break, under the burden,
Under the tension, slip, slide, perish,
Decay with imprecision, will not stay in place,
Will not stay still.
T. S. Eliot*

Discussion

1. Causes of semantic change:
 - a) extralinguistic causes (historical, social, psychological);
 - b) linguistic causes (ellipsis, differentiation of synonyms, fixed context, linguistic analogy).
2. Nature of semantic change. Types of associative relationships. Metaphor and metonymy.
3. Results of semantic change:
 - a) generalization, specialization;
 - b) amelioration, pejoration.
4. Interrelation of causes, nature and results of semantic change.

Terminology

Semantic change is the process of development of a new meaning or any other change of meaning.

Ellipsis [ɪˈlɪpsɪs] is the phenomenon acting within the language system: when in a phrase made up of two (or more) words one of these is omitted, its meaning is transferred to its partner. For example, the noun *presale* used to be part of the phrases *presale view*, *presale tasting* meaning “an exhibition giving prospective bidders and others an opportunity to examine lots before an auction”. Now the kernel word of the phrases seems redundant, and the word *presale* is employed alone in this sense.

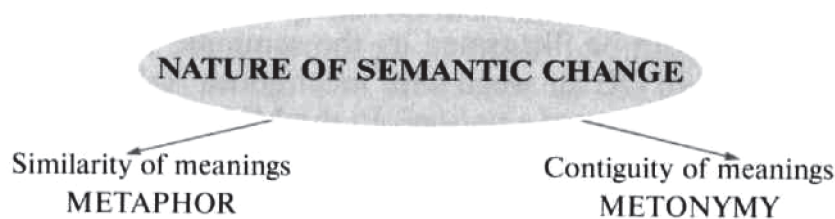
Differentiation of synonyms (or **discrimination of synonyms**) is a gradual change of the meanings of synonyms which as a result of competition develop different semantic structures. For instance, the word *land* in Old English meant both “solid part of earth’s surface” and “the territory of a nation”. When in the Middle English period the word *country* (OFr *cuntree*, *countrie*) was borrowed as its synonym, the meaning of the word *land* was somewhat altered and “the territory of a nation” came to be denoted mainly by the borrowed word *country*.

Fixed context is the consequence of synonymic differentiation: when synonyms are brought into competition, one of them comes to be restricted in use to a number of set expressions and compound words. The word **meat** originally had the broad meaning of “food”. The meaning “edible flesh” was formed when the word *food*, its absolute synonym, won in the conflict of absolute synonyms (both words are native). Today *meat* in the meaning “food” is restricted in use to a number of compounds (e.g. mincemeat “chopped apples and spices used as a pie filling”, nutmeat “the edible part of a nut”, sweetmeat “candy”) and expressions such as meat and drink.

Linguistic analogy is found out when one of the members of a synonymic set acquires a new meaning and the other members of this set change their meanings in the same way. When the verb *catch* acquired another meaning – “to understand”, the verbs synonymous with it (e.g. *grasp*, *get*, etc.) got the same meaning.

Metaphor is transference of meaning based on similarity between two dissimilar objects (e.g. *the neck of a bottle*).

Metonymy is semantic process based on contiguity, i.e. in association of two referents, which are connected in reality (e.g. *I love Tsvetaeva*).



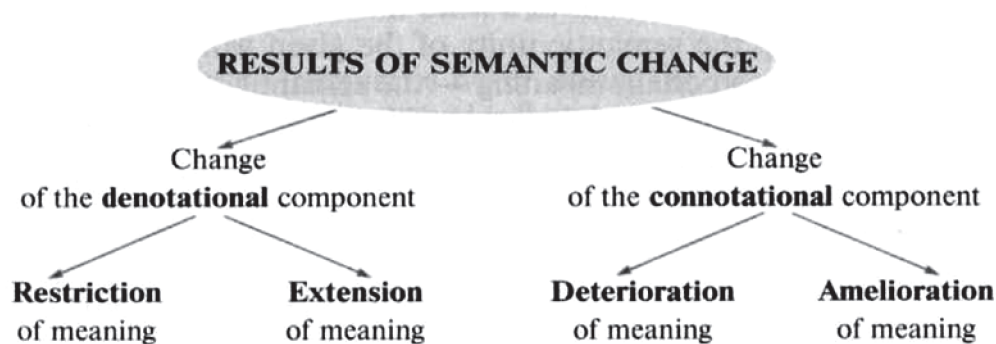
Specialisation (narrowing, restriction) of meaning is the transition from a wide, generalised meaning to a more concrete, specific one (e.g. *deer* – OE *deor* ‘wildbeast’). It involves an increase of information conveyed, since a changed word is applicable to fewer situations but tells us more about the referent. Specialization of meaning takes place in the denotative component of the lexical meaning. *Cabaret* originally meant “a booth; a shed”, later it was applied to a small drinking place. Today it signifies a certain type of nightclub.

Generalisation (broadening, extension, widening) of meaning is the transition from a concrete meaning to an abstract one (e.g. *ready* – OE *ridan* ‘to ride’). It increases the number of contexts in which a word can be used, although reducing the amount of information conveyed about the referent. Generalization of meaning takes place in the denotative component of the lexical meaning. *Fly* originally meant “to move through the air with wings”. Now it implies any kind of movement in the air or outer space and also very quick movement in any medium.

Pejoration [ˌpɪːdʒə'reɪʃn] (**degradation**, **deterioration** [dɪːtɪːrɪə'reɪʃn], **worsening) of meaning** is a downward move in evaluative attitude, the acquisition by a word of some derogatory emotive charge. It is frequently due to social

prejudice. Pejorative development takes place in the connotative component of the lexical meaning. (e.g. *a knave* – OE *knafa* 'boy').

Amelioration [ə,mɪlɪə'reɪʃn] (**melioration, elevation, bettering, regeneration**) of meaning involves an improvement in assigned value, the acquisition by a word of some positive emotive charge. Ameliorative development takes place in the connotative component of the lexical meaning. For example, the adjective *fond* originally meant “foolish”.



Generalization combined with a fading of the lexical meaning. It is sometimes difficult to differentiate the instances of generalization proper from generalization combined with a fading of the lexical meaning ousted by the grammatical or emotional meaning that take its place. These phenomena are closely connected with the peculiar characteristics of the grammatical structure typical of each individual language. One observes them, for instance, studying the semantic history of the English auxiliary and semi-auxiliary verbs, especially *have, do, shall, will, turn, go*, and that of some English prepositions and adverbs which in the course of time have come to express grammatical relations. The weakening of the lexical meaning due to the influence of emotional force is revealed in such words as *awfully, terribly, terrific, smashing*.

Practical Assignment

1. Analyze the meanings of the italicized words. Identify the result of changes of the denotational aspect of lexical meaning in the given words.

Model: *loan*: 'a gift from a superior; a thing borrowed' – 'a sum of money which is borrowed, often from a bank, and has to be paid back, usually together with an additional amount of money that you have to pay as a charge for borrowing'. The result of the change of the denotational aspect of lexical meaning of the word *loan* is that the word became more specialized in meaning (restriction of meaning, specialization).

1. *camp*: 'a place where troops are lodged in tents' – 'a place where people live in tents or huts'; 2. *girl*: 'a small child of either sex' – 'a small child of the

female sex'; 3. *bird*: 'a young bird' – 'a creature with wings and feathers which can usually fly in the air'; 4. *arrive*: 'reach the shore after a voyage' – 'reach a place at the end of a journey or a stage in a journey'; 5. *deer*: 'any quadruped (четвероногое животное)' – 'a hoofed grazing or browsing animal, with branched bony antlers that are shed annually and typically borne only by the male'; 6. *rug*: 'rough woolen stuff – 'a small carpet'; 7. *barn*: 'a place for keeping barley' – 'a large farm building used for storing grain, hay, or straw or for housing livestock'; 8. *glide*: 'to move gently and smoothly' – 'fly with no engine'; 9. *room*: 'space' – 'a part or division of a building enclosed by walls, floor, and ceiling'; 10. *fly*: 'move with wings' – 'to move through the air or in the outer space'; 11. *artist*: 'a master of the liberal arts (гуманитарные науки)' – 'a person who produces paintings or drawings as a profession or hobby'; 12. *champion*: 'a fighting man' – 'a person who has defeated or surpassed all rivals in a competition, especially a sporting contest'; 13. *campaign*: 'army's operations in the field' – 'a connected set of actions intended to obtain a particular result, in military operations, in politics and business'.

2. *Analyze the meanings of the italicized words. Identify the result of the changes of the connotational aspect of lexical meaning in the given words.*

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

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

1. *cunning*: 'possessing erudition or skill' – 'clever in deceiving'; 2. *knight*: 'manservant' – 'noble courageous man'; 3. *fond*: 'foolish, infatuated (лишившийся рассудка)' – 'loving, affectionate'; 4. *gang*: 'a group of people going together' – 'an organized group of criminals'; 5. *marshal*: 'manservant attending horses' – 'an officer of the highest rank in the armed forces'; 6. *coarse*: 'ordinary, common' – 'rude or vulgar'; 7. *minister*, 'a servant' – 'a head of a government department'; 8. *enthusiasm*: 'a prophetic or poetic frenzy (безумие, бешенство)' – 'intense and eager enjoyment, interest, or approval'; 9. *violent*: 'having a marked or powerful effect' – 'using or involving physical force intended to hurt, damage, or kill someone or something'; 10. *gossip*: 'a godparent, a person related to one in God' – 'the one who talks scandal; tells slanderous stories about other people'.

3. *Below are listed the original meanings of some English words. Establish what kind of semantic change was involved in the development of words: a) generalization; b) specialization; c) amelioration (evaluation); d) pejoration (degradation).*

Hussy – housewife; sly (Sc.) – wise, skilful; villain (Fr. vilain) – a farm-laborer; marshal – horse-boy; picture – a painting; silly – OE salig – happy, blessed, holy; constable – stall – attendant; place – Lat. platea – a wide street, a square (Gr. Piazza means a 'square'); paper – a substitute for parchment; minister – attendant, servant.

4. *In the examples given below identify the cases of widening and narrowing of meaning.*

1. While the others waited the elderly executive filled his pipe and lit it.
2. Finn was watching the birds.
3. The two girls took hold of one another, one acting gentleman, the other lady; three or four more pairs of girls immediately joined them and began a waltz.
4. He was informed that the president had not arrived at the bank, but was on his way.
5. Smokey had followed a dictum all his life: If you want a woman to stick beside you, pick an ugly one. Only ones stayed to slice the meat and stir the gravy.

5. *Read the following. Find examples of 'degradation' and 'elevation' of meaning. Comment on the history of the words.*

1. King Arthur invented Conferences because he was secretly a Weal King and liked to know what his memorable thousand and one knights wanted to do next. As they were all jealous knights he had to have the memorable Round Table made to have the Conference at, so that it was impossible to say which was the top knight.
2. I have found him out a long time since. I know him to be artful, selfish, and malicious – in short, a sentimental knave.
3. The day after he left the barracks the rascal met a respectable farmer.
4. And I thought of Ben too, with his narrow watery blue eyes, his sly idiot's smile.
5. Uncle Nick was a clever fellow – 'cleverest man in London', someone had called him – but none had ever impugned his honesty.

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

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

The kind of association involved in the semantic change in the words *glass* – *a glass* is known as metonymy or the contiguity of meaning.

1. the *foot* of a person – the *foot* of a mountain; 2. *jean* (heavy twilled cotton cloth, esp. denim) – *jeans* (trousers made of denim); 3. *Matisse* (proper name) – a *Mattisse* (a painting); 4. the *wing* of a bird – the *wing* of a building; 5. the *key* to a door – the *key* to a mystery; 6. *copper* (metal) – *copper* (coin); 7. the *heart* of a man – the *heart* of a city; 8. *crown* (a circular ornamental head-dress worn by a monarch) – *crown* (monarchy); 9. a *whip* (a lash used to urge horses on) – a *whip* (an official in the British Parliament to see that members are present at debates); 10. *China* (a country) – *china* (dishes made of porcelain (фapфop)).

7. Comment on the effect of metonymy in the examples given below. State whether they are achieved by substituting: a) the part of the whole; b) the sign for the things signified; c) the instrument for the agent; d) the container for the thing contained; e) a part of species of a whole or genus; f) a whole or genus for a part or species; g) the material for the thing made; h) the inventor for the invention; j) the name of the country for its policy.

1. The pen is stronger than the sword. 2. He manages to earn his bread. 3. He drank a cup. 4. From the cradle to the grave. 5. He that has tongue in his head may find his way where he pleases. 6. Nicotine (after Jean Nicot, who introduced tobacco into France). 7. Vaudeville (Fr. Vaude – Vire, lit. valley of Vire – a village in Normandy). 8. Arena (the Latin word for sand – a reminder that sand was used to strew the floors of the ancient amphitheatres). 9. Iron (instrument, utensil made of iron). 10. The White House.

8. State whether the underlined words (phrases) are used metaphorically or metonymically.

1. The river forked at the edge of the wood. 2. I love Turgenev. 3. He draws inspiration of your presence. 4. He passed a greater part of the day over the bottle. 5. Soon the whole village awoke. 6. For some five-six months he has been working as a farm-hand on a small farm in Arizona. 7. The hill was crowded with a peculiar diadem of trees. 8. She had a good ear for music. 9. On the morning they came to the foot of the mountain. 10. The chair will recognize the speaker.

9. Comment on the etymology and meaning of the following cases of metonymy.

Colt, Ford, sandwich, mackintosh, silhouette, boycott, hooligan, gladstone bag, dunce, quisling, electricity, magnetism, boston, cheviot, madeira, champagne, Bordeaux, Mocco, malaga.

Find linguistic phenomena

1. Advice to children crossing the street: damn the lights. Watch the cars. The lights ain't never killed nobody (Moms Mabley). 2. If one morning I walked on top of the water across the Potomac River, the headline that afternoon would read 'President Can't Swim' (Lyndon B. Johnson). 3. A good head and a good heart are always a formidable combination (Nelson Mandela). 4. When they discover the center of the universe, a lot of people will be disappointed to discover they are not it (Bernard Bailey). 5. Frankenfood is food derived from genetically modified (GM) plants and animals. 6. You have to do your own growing, no matter how tall your grandfather was (Abraham Lincoln).

Theme 14

POLYSEMY. HOMONYMY

*For I am a bear of very little brain and long words bother me.
Winnie the Pooh (A. A. Milne)*

Discussion

1. The semantic structure of the polysemantic word as a hierarchy of its lexico-semantic variants /LSV/.
2. Ways of discriminating between LSV:
 - a) syntagmatic approach;
 - b) paradigmatic approach.
3. Classifications of meanings of the polysemantic word:
 - a) synchronic paradigmatic classification (direct and indirect meanings; concrete and abstract meanings; central and peripheral meanings; narrow and extended meanings; general and special meanings, etc.);
 - b) diachronic classification (etymological meaning, archaic meaning, obsolete meaning, present-day meaning, original meaning);
 - c) stylistic classification (stylistically neutral meanings and stylistically coloured meanings / colloquial, slang, poetic, scientific, etc).
4. Types of polysemy (radial, chain, radial-chain).
5. Types of relationships between the meanings of the polysemantic word (intersection, inclusion, semantic homonymy).
6. Classification of homonyms.
7. Sources of homonymy.

Terminology

Monosemy is the existence within one word of only one meaning.

Polysemy [pə'li:sɪmɪ], ['pɒləsi(:)mɪ] or [ˌpɒli'si:mɪ] is diversity of meanings; the existence within one word of several connected meanings as the result of the development and changes of its original meaning.

Context is a) the linguistic environment of a unit of language which reveals the conditions and the characteristic features of its usage in speech; b) the semantically complete passage of written speech sufficient to establish the meaning of a given word (phrase). In lexical context the indication comes from the lexical meaning of the indicator (e.g. *a black tie, black ingratitude*). In syntactical context the indication comes from the syntactic structure (e.g. *make a toy, make somebody do something*). In mixed context the indication comes both from the lexical meaning of the key-word and the syntactic structure the word in question is used in.

Polysemantic [ˌpɒlɪsɪ'mæntɪk] (or polysemic [ˌpɒlɪ'si:mɪk], polysemous [ˌpɒlɪ'si:məs, pə'li:sɪməs]) **word** is a word having more than one meaning. For instance, the adjective *coy* is polysemantic because it has more than one meaning: 1. “pretending to be shy or modest”; 2. “reluctant to give information, answer questions, etc.; secretive”.

Monosemantic (or monosemic, monosemous [ˌmɒnə'si:məs, mə'nɒsɪməs]) word is a word having only one meaning. Examples: *hydrogen*, n (“a gas that has no colour, taste or smell and is the lightest substance known, combining with oxygen to form water”); *gambol*, v (“to jump or skip about playfully”).

Lexico-semantic variant (LSV) is one of the individual meanings of a polysemantic word. In the word *ostrich*, there are at least two lexico-semantic variants: 1. “a very large African bird with a long neck, unable to fly, but fast-running”; 2. “a person who refuses to face unpleasant realities”.

Direct meaning (also primary meaning, proper meaning) is the meaning which characterizes the referent without the help of a context, in isolation.

Indirect [ˌɪnd(a)'rɛkt] (variously called **figurative**, **transferred**, **secondary**, **derived**) meaning is the meaning formed from the direct meaning according to the models of semantic derivation. It is realized only in definite contexts. Let us take the noun *eye* as an example. Its meaning “the bodily organ with which one sees” is direct, whereas the meaning “the hole in a needle through which the thread passes” (e.g. the eye of a needle) is indirect.

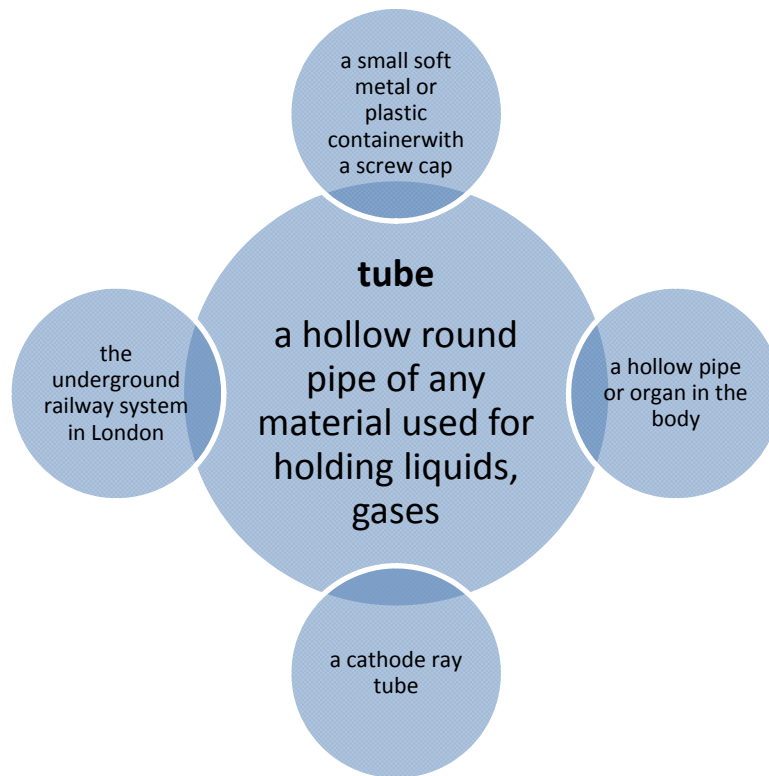
Main meaning is the meaning which possesses the highest frequency at the present stage of vocabulary development. The adjective *long-haired* has two meanings, of which the first is the main one: 1. “having long hair”; 2. derog. “concerned with intellectual or artistic matters in a pretentious or impractical way”.

Etymologic(al) meaning is the earliest known meaning. Today the noun *urchin* means “a mischievous or naughty child, especially a boy”, but its etymological meaning is “a hedgehog”!

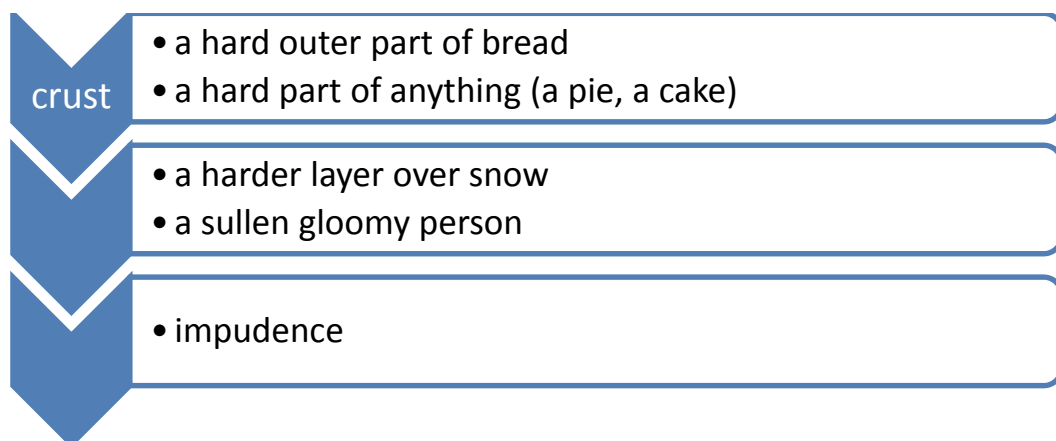
Archaic [a:'keɪk] **meaning** is the meaning superseded at present by a newer one but still remaining in certain collocations. The archaic meaning of the adjective *brave* is “fine, excellent, admirable”. Its use is limited to some phrases, among which is *a brave new world* (“a new era resulting from revolutionary changes, reforms, etc. in society”).

Obsolete meaning is the meaning which went out of use. The obsolete meaning of the verb *taste* is “to examine by touch, to feel; to test or try”.

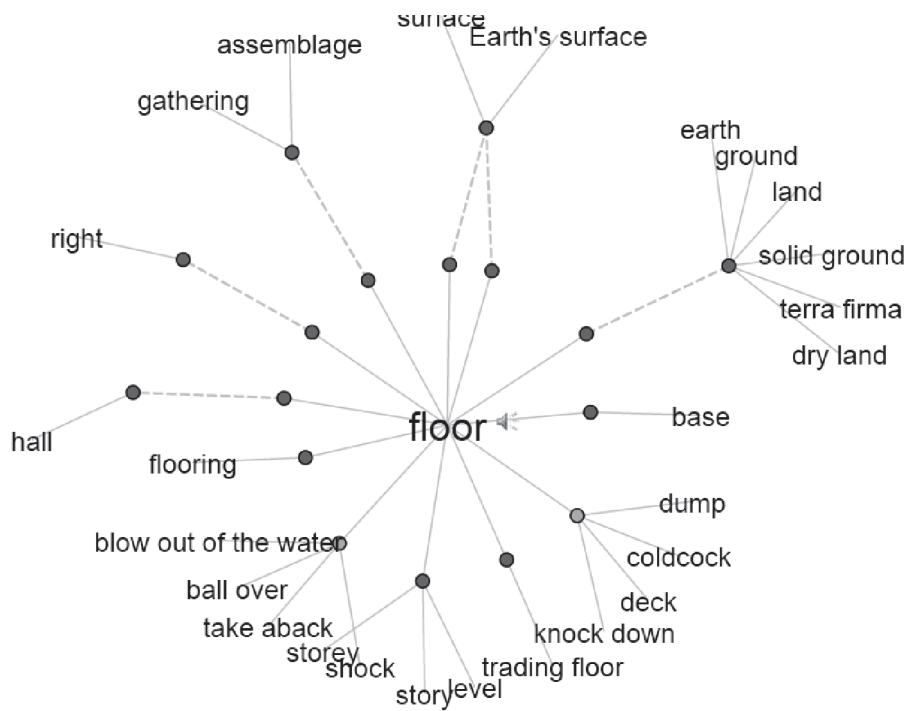
Radial polysemy (or **radiation**) is the type of polysemy in which the primary meaning of a word stands in the centre and the secondary meanings proceed out of it like rays. Each secondary meaning can be traced to the primary meaning.



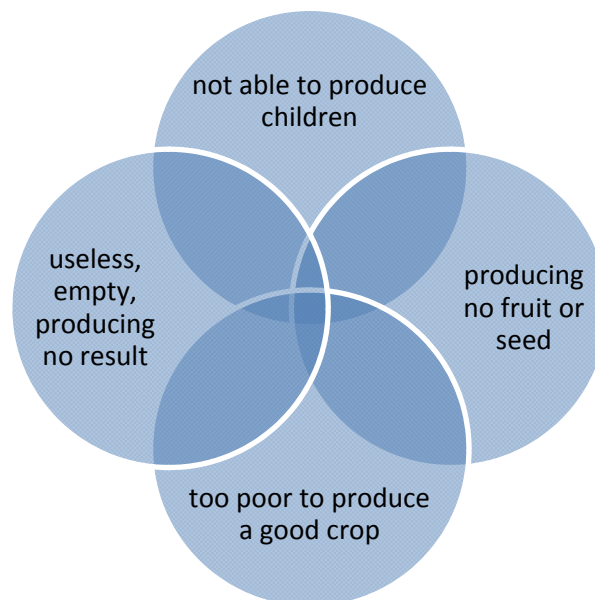
Chain polysemy (also **concatenation** [kən,kæti'neɪʃ(ə)n]) is the type of polysemy in which the secondary meanings of a word develop like a chain. In such cases it may be difficult to trace some meanings to the primary one.



Radial-chain (or **mixed**) **polysemy** is a combination of radial polysemy and chain polysemy. Here the configuration of a diagram depends on the word's semantic structure, hence there is a great variety of diagrams illustrating this type of polysemy. Let us exemplify radial-chain polysemy by the word *floor*. It has the following meanings:



Intersection as a type of relationships between the meanings of a polysemantic word may be characterized in the following way: all the meanings have a common semantic part (one semantic feature or several semantic features), and at the same time each meaning has its own specific part.

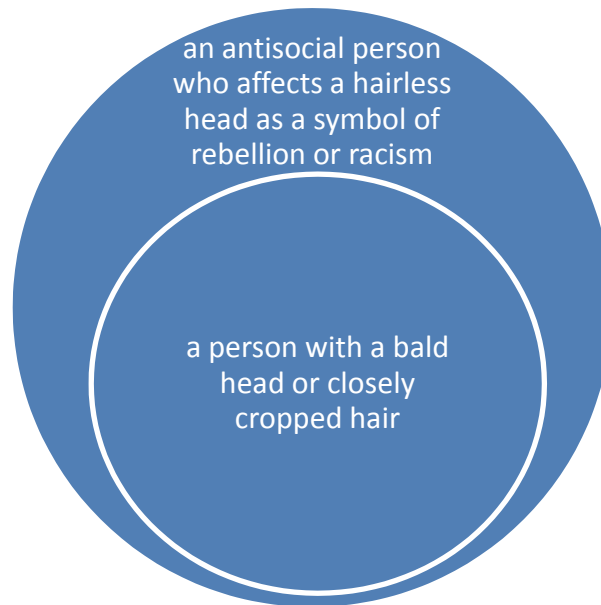


Barren

These meanings have a common semantic feature “not producing”, in which they are intersected.

Inclusion as a type of relationships between the meanings of a polysemantic word takes place in those cases when one of the meanings is more complicated and broader than the other: it includes the semantic features of that meaning and at the same time has its own semantic part.

Here the second meaning includes and presupposes the first one. Look at the diagram representing the word “*skinhead*”.



Semantic homonymy takes place when its meanings have lost a semantic connection between each other and have no common semantic features, but still remain to be the meanings of the same polysemantic word. In such cases the last secondary meanings have nothing to do with the primary one, especially if there are many other meanings between them. The example is *beef*. Its primary meaning is “the meat of farm cattle”. It is very hard to find any semantic connection between this primary meaning and one of its secondary meanings – “a complaint”, which gives grounds to some dictionaries to consider them as the meanings of two homonymous words.

Homonymy is the coincidence in the same sound form (phonetic coincidence) and orthographic complex of two (of more) different linguistic units.

Homonyms are two (or more) different linguistic units within one sound and orthographic complex, i.e. displaying diversity on the content plane and identity on the expression plane.

Homophones are words with different morphological structure which coincide in their sound expression.

Homographs are different words coinciding in their orthographic expression.

Perfect (or full) homonyms are words identical in all their forms (e.g. seal (a sea animal) and seal (a design printed on paper)).

Partial homonyms are words homonymous only in some individual word-forms, but different in others (e.g. found (past tense of ‘find’) and to found).

Lexical homonyms are words different in their lexical meaning (e.g. lie-1 (to be in a horizontal or resting position) and lie-2 (to make an untrue statement)).

Grammatical homonyms are word-forms differing in grammatical meaning (e.g. sisters (the Common Case Plural) and sister's (the Possessive case Singular)).

Lexico-grammatical homonyms are words differing both grammatically and lexically (e.g. seal (n), seal (v) (to close tightly)).

Practical Assignment

1. Comment on the meanings of the word "thing" as used in the following sentences. Translate the sentences into Russian.

1. Everything was very good; we did not spare the wine; and he exerted himself so brilliantly to make the thing pass off well, that there was no pause in our festivity (Dick.). 2. "Dora, indeed!" returned my aunt. "And you mean to say the little thing is very fascinating, I suppose?" (id.). 3. I began by being singularly cheerful and light-hearted, all sorts of half-forgotten things to talk about, came rushing into my mind, and made me hold forth in a most unwonted manner (id.). 4. Sir Barnet was proud of making people acquainted with people. He liked the thing for its own sake, and it advanced him (D.). 5. When he wanted a thing, a fresh obstacle only rendered him the more resolute (Thack.). 6. "Don't cry, Miss Dombey", said Sir Walter, in a transport of enthusiasm. "What a wonderful thing for me that I am here..." (Dick.). 7. Logical positivists never talk about "things-in-themselves" or about the "unknowable", because they regard such talk as senseless (Corn.). 8. This is very bad, for fog is the only thing that can spoil my plan (C. D.). 9. He was satisfied with most things, and, above all other things, with himself (Dick.). 10. "No", she answered. "I am not! I can't be. I am no such thing. Why should I be penitent, and all the world goes free..." (id.).

2. Translate into Russian the examples given below. Discuss the various meanings of the words given in bold type.

1. She was still in her pretty ball dress, her fair hair hanging on her neck, and the circles round her eyes dark with watching (Thack.). 2. Mr. Boffin lighted his pipe and looked with beaming eyes into the opening world before him (Dick.). 3. Accordingly, mysterious shapes were made of tables in the middle of rooms, and covered over with great winding sheets (id.).

3. Give all the meanings you know of the following verbs, illustrating them with examples. Draw diagrams:

To take, to go, to come, to begin, to feel, to do, to let, to buy.

4. Learn the meanings of the following words and draw diagrams.

Board, head, power, stock, bench, drift, to dress, operation, institute, hand.

5. 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.

3. The weather forecaster hadn't been right in three months, and his resignation caused little surprise. His alibi, however, pleased the city council. "I can't stand this town any longer", read his note. "The climate doesn't *agree* with me".

4. Professor: You *missed* my class yesterday, didn't you?

Unsubdued student: Not in the least, sir, not in the least.

6. Determine the meaning of the words in bold type, analyse contextual indication, define the type of the context.

1. He accepted the order with the benevolent *air*. 2. A few minutes later Hyman asked to go up on deck where he said there might be some more *air*. 3. Buckmaster looked hard at Bowen for a moment, this time with the unmistakable *air* of one visualizing another's response to some plan or hint. 4. He laid it aside with the *air* of a man recalling himself from far away. 5. I thought you a delightful picture at lunch, so secluded within your proud personality as you always seem to be with such a watchful *air*. 6. She arrived by *air* on Monday afternoon. 7. Though the noise persisted, an *air* of obedience reigned. 8. The carriage was hot and stuffy with cigarette smoke, though every window had been opened in the hope of catching some movement of air from the train's slow speed.

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

Made (adj) – maid (n); row (n) – row (n); week (n) – weak (adj); seal (n) – seal (n); tear (v) – tear (n); bread (n) – bred (adj); band (n) – band (n); sum (n) – some (pron); fall (n) – fall (v); wind (n) – wind (v); base (n) – base (v); desert (v) – desert (n); hare (n) – hair (n); sewer (n) – sewer (n); corn (n) – corn (n).

8. *Spell the following homophones. Translate them into Russian.*

[ail], [ə'sent], [best], [biə], [bait], [si:liŋ], ['siəriəl], [tju:z], [ko:s], [kri:k], [dein], ['fa:ðə], [ho:l], [leid], [lein], [mæntl], [meiz], [diə], ['mʌstəd], [peə], [pedl], [pleit], [prei], [kwi:n], [mist], [slei], [streit], [tə:n], [θroun], [moun], [weit], [beə], [bi:t], ['beri], [seil], [fi:t], [sent], [klaim], [kju:], [nei], [hi:l], [nju:], [mein], [ma:sk], ['mi:tə], [pi:s], [piə], ['prinsipl], [reiz], [wein].

9. *Point homonyms in these sentences, state whether they are complete, partial, lexical or lexico-grammatical homonyms.*

1. Excuse my going first, I'll lead the way. 2. Lead is heavier than iron. 3. He tears up all letters. 4. Her eyes filled with tears. 5. In England the heir to the throne is referred to as the Prince of Wales. 6. Let's go out and have some fresh air. 7. It is not customary to shake hands in England. If the hostess or the host offers a hand, take it; a bow is sufficient for the rest. 8. The girl had a bow of red ribbon in the hair. 9. *Mr. Newlywed*: Did you sew the button on my coat, darling? *Mrs. Newlywed*: No, love. I couldn't find the button, so I just sewed up the button hole. 10. Do not sow panic. 11. He took a suite at the hotel. 12. No sweet without sweat. 13. What will you have for desert? 14. The sailors didn't desert the ship. 15. He is soldier to the core. 16. The enemy corps was routed. 17. The word 'quay' is a synonym for 'embankment'. 18. The guests are supposed to leave the key with the receptionist. 19. When England goes metric, flour will be sold by the kilogram. 20. The rose is the national flower of England. 21. In England monarchs reign, but do not rule. 22. The rain in Spain stays mainly in the plain.

Theme 15

SYNONYMIC AND ANTONYMIC RELATIONS

A synonym is a word you use when you can't spell the other one.

Baltasar Gracián

*Our language is funny – a fat chance and slim chance are
the same thing.*

J. Gustav White

Discussion

1. Types of connotations. Sources of synonymy.
2. The synonymic dominant.
3. Euphemisms.
4. Antonymy. Types of antonyms.

Terminology

Semantic field is a part ('slice') of reality singled out in human experience and, theoretically, covered in language by a more or less autonomous lexical microsystem.

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

Hyponymy is a semantic relationship of inclusion. The hyponymic relationship may be viewed as the hierarchical relationship between the meaning of the general and the more individual terms.

The hyperonym is the more general term.

The hyponym is the more specific word.

Paronyms are words that are similar both in sound form and meaning and therefore liable to be mixed but in fact different in meaning and usage.

Synonymy is the coincidence in the essential meanings of linguistic elements which (at the same time) usually preserve their difference in connotations and stylistic characteristics.

Synonyms are two or more words belonging to the same part of speech and possessing one or more identical or nearly identical denotational meanings, interchangeable in some contexts. These words are distinguished by different shades of meaning, connotations and stylistic features.

Ideographic synonyms are such synonyms which differ in shades of meaning, i.e. between which a semantic difference is storable.

Stylistic synonyms are such synonyms which, without explicitly displaying semantic difference, are distinguished stylistically, i.e. in all kinds of emotional, expressive and evaluative overtones.

Euphemism is the substitution of a mild, pleasant, inoffensive term for a harsh, indelicate or obscene word.

Antonymy is semantic opposition, contrast.

Antonyms are 1. words, which have in their meaning a qualitative feature and can therefore be regarded as semantically opposite; 2. words, contrasted as correlated pairs.

Contradictories are antonyms which express notions which are mutually opposed and inconsistent, denying one another.

Contraries are polar members of a gradual opposition which may have intermediary elements.

Conversives are antonyms which denote one and the same referent as viewed from different points of view.

Derivational antonyms are antonyms formed by adding an affix (suffix/prefix).

Practical Assignment

1. *Classify the following words and word-combinations into lexico-semantic groups (1) and semantic fields (2) under the headings 'education' and 'feeling'.*

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

2. *Here are 25 nouns. They can be separated in 5 groups, each of the groups consisting of words that have some relationship. Separate the nouns given in 5 semantic groups and give a suggestion of a general heading for each group. Explain your choice. Think of other words that can go in these groups.*

Limb, tutor, affection, waist, thought, restlessness, answer, kick, joint, venture, effort, happiness, curriculum, dive, attempt, thigh, motion, belly, jealousy, knuckle, erudition, rapture, jump, frustration, ignorance.

3. *Compare the meanings of the given words. Define what semantic features are shared by all the members of the group and what semantic properties distinguish them from each other.*

1.
 - wage* a fixed regular payment, typically paid on a daily or weekly basis, made by an employer to an employee, especially to a manual or unskilled worker
 - salary* a fixed regular payment, typically paid on a monthly basis but often expressed as an annual sum, made by an employer to an employee, especially a professional or white-collar worker
 - pay* the money paid to someone for regular work
 - fee* a payment made to a professional person (e.g. to a lawyer, writer) or to a professional or public body in exchange for advice or services
 - income* money received, especially on a regular basis, for work or through investments

2.
 - reputation* the general opinion that people have about a person, organization based on what they have heard, read, seen, or experienced
 - image* the idea or opinion that people have about a person, organization, especially when this has been deliberately made or planned
 - name* the reputation a person or an organization has because of something they do or because of the quality of what they produce, usually when this is good
 - prestige* the respect and good reputation a person, organization has because they have a high position in society, are admired by people
 - stature* a reputation for being very good at something very important or influential that makes people respect you

4. *Organize the given words in accordance with their hyponymic relations. Enumerate the general terms (hyperonyms).*

1. train, light lorry, bicycle, vehicle, cabriolet, car, heavy lorry, estate car, motorcycle, bus, lorry, three-door hatchback, three-way dump truck;
2. turtle, mammal, squirrel, animal, reptile, seal, tiger, lizard, leopard, fox, wolf, iguana, bear, snake, feline, panther.

5. *Group the sentences into pairs so that in one sentence there should be a hyperonym (the more general term) and in the other – the hyponym (the more concrete term).*

Model: The man was murdered. – The man was poisoned.

1. He gave her a ring with five emeralds as a birthday present. 2. *The man was poisoned.* 3. She looked at him. 4. He heard a nightingale singing. 5. He is

an officer. 6. It's an old car. 7. She was wearing a black dress. 8. They built a boat. 9. *The man was murdered.* 10. She stared at him. 11. He is a colonel. 12. It's an old vehicle. 13. He gave her a ring with five precious stones as a birthday present. 14. They bought flowers in the shop. 15. She was wearing a dark dress. 16. She has got a child. 17. They built a yacht. 18. They bought lilacs in the shop. 19. She has got a daughter. 20. He heard a bird singing.

6. Give meanings of the following synonyms. State the difference in the connotational aspect of their meaning.

Model: love – worship.

love – an intense feeling of deep affection, *worship* – the feeling of profound reverence and strong adoration. Emotive charge, expressiveness and intensity are different.

Confidence – assurance; to satisfy – to delight; alone – lonely; to create – to manufacture; to blush – to redden; to tremble – to shudder.

7. State the difference in the pragmatic aspect of meaning of the given synonyms. Consult a dictionary.

Model: to see – to behold.

The verb *to behold* is formal, whereas the verb *to see* is neutral.

Car – automobile; refreshment – bite; soldier – warrior; to begin – to commence; face – puss; to leave – to abandon; hearty – cordial, hand – fin; to cry – to weep.

8. Look up in a dictionary meanings of the given pairs of synonyms. Classify synonyms into stylistic, ideographic and ideographic-stylistic.

Model: mum – mother.

The words have the same denotational meaning 'a female parent', but they differ in the pragmatic aspect of meaning as the word *mum* is informal. Thus, this pair of synonyms belongs to the group of stylistic synonyms.

Information – data; associate – pal; infectious – contagious; to ask – to interrogate; to meet – to encounter; to reckon – to estimate; faculty – talent; to foretell – to predict; to walk – to promenade; blemish – flaw; heaven – sky; intelligent – smart; affair – business.

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

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.

10. From the sentences given below write out the synonyms in groups and classify them into: a) synonyms differentiated by the connotation of duration; b) synonyms differentiated by the connotation of degree or intensity; c) synonyms differentiated by the causative connotation. Explain the reasons for your decisions.

1. He *shuddered* at the thought of a meeting that lay before him. 2. The whole situation, he *tells* me, was extraordinary, like that of an African explorer who, endeavouring to ignore one of the local serpents, find himself exchanging *glances* with a man-eating tiger. 3. He merely *blushed* and said that he was jolly well going to go, because this girl was in Cannes. 4. Gosh, how I used to *admire* you at the dear old school. You were my hero. 5. What I really *want* is a meal. 6. That is the trouble about Cannes in August – it becomes very mixed. You get there splendid chaps who were *worshipped* by their schoolmates 7. He resents their cold *stare*. 8. Her voice was *trembling* with excitement. 9. He made a short speech in French, and the mothers all applauded, and the babies all *yelled*. 10. The girl was *shivering* with cold. 11. I must confess I am a little *surprised*. 12. “A truck driver”, *shouted* someone from the audience. 13. “You have settled it!” *cried* the *astonished* parent. 14. The audience *roared* with laughter. He was *speaking* for half an hour or so. 15. His face *reddened*, he could hardly keep his temper. 16. “I *adore* you, Mary”, he said. 17. His eyes *glittered* with malice. 18. She would have *liked* to go herself but couldn't. 19. His eyes were *blazing* as he heard how cruelly the children had been treated. 20. I was perfectly *amazed* that one man, all by himself, should have been able to beat down and capture such battalions of practised fighters. 21. His eyes *sparkled* with happiness.

11. Write out synonymic groups and classify them into: a) synonyms differentiated by evaluative connotations; b) synonyms differentiated by connotation of manner.

1. Besides, Jack is a *notorious* domesticity for John! 2. His eyes *sparkled* with amusement. 3. “Joey – Joey...!” I said *staggering* unevenly towards the

peacock. 4. Betty would have liked to *peep* in but could not. 5. Presently I saw a man *strolling* along. 6. Her eyes *glittered* with hatred. 7. Those artisans *produce* pottery with great skill. 8. He was a *well-known* scientist. 9. It's getting late, so I must *trot* away. 10. The boy was *peering* into a dark room. 11. He *swaggered* along the corridor, evidently in high spirits. 12. The will was *fabricated*. 13. There was a picture of a *celebrated* painter on the wall.

12. Within the following synonymic groups single out words with emotive connotations.

1. fear – terror – horror; 2. look – stare – glare – gaze – glance; 3. love – admire – adore – worship; 4. alone – single – solitary – lonely; 5. tremble – shiver – shudder – shake; 6. wish – desire – yearn – long.

13. Here are ten pairs of words that are often confused. Fill the blank spaces in these sentences. Make sentences to show that you understand the difference in the meanings of paronyms.

1. *continual*: regularly, periodically repeated
continuous: without break, uninterrupted
 - a) The man in the audience ... interrupted the speakers.
 - b) It showed ... for five hours.
2. *human*: characteristic of men and women
humane: tender, kind, compassionate
 - a) The medical students are studying physiology.
 - b) The commander of the camp made sure that the prisoners were treated ...
3. *ingenious*: clever, inventive
ingenuous: candid, honest
 - a) It was such an ... device that it even shit itself off.
 - b) The waitress had an ... manner that reminded us of our 5-year-old daughter.
4. *affect*: influence or change
effect: bring out
 - a) How does the weather you?
 - b) We're trying to ... reconciliation between the two sides.
5. *tasteful*: showing or exhibiting good sense or judgement
tasty: delicious, flavourful
 - a) Her ... clothes contrasted with his gaudy ones.
 - b) This is a ... stew: what's in it?
6. *healthful*: conducive to good health *healthy*: possessing good health
 - a) This is a ... climate – clean air and plenty of sun.
 - b) They had a ... attitude about life. Her body was ... too, from good exercises and a proper diet.

7. *respectably*: in a manner worthy of respect and esteem
respectfully: with respect or honour, in ways that show high regard
- a) Because he was wearing blue jeans, they told him he was not dressed ... enough to enter the cathedral.
- b) His wife asked ... the bishop if he would change his mind.
8. *crash*: fall or strike suddenly, violently or noisily
crush: press, be pressed so that there is breaking or injury
- a) The bus ... into a tree.
- b) He ... the paper cup and threw it away.
9. *arise*: come into existence; be noticed
arouse: awaken
- a) His behaviour might ... suspicion.
- b) A new difficulty has ...
10. *conscious*: the consciousness within oneself of the choice one ought to make between right and wrong
conscientious: guided by one's sense of duty *conscience*: awake, aware *consciousness*: being conscious
- a) He is a student.
- b) I'll do it with a clear ...
- c) He didn't recover/ regain ... until two hours after the accident.
- d) They were ... of being watched.

14. Give antonyms to the following words. Group them into antonyms of the same root (a) and antonyms of different roots (b).

Model: artistic.

The antonym of the word *artistic* is *inartistic*. These words belong to the group of antonyms of the same root (group a).

Happy (adj), careful (adj), dwarf (adj), obedience (n), criticism (n), above (adv), regular (adj), asleep (adj), back (adv), polite (adj), triumph (n), hope (n), *artistic* (adj), appear (v), prewar (adj), far (adv), logical (adj), love (n), known (adj).

15. Classify antonymous pairs into contradictories, contraries and incompatibles. To prove the division give intermediate members of the antonymous set where it is necessary, or give other members of the group which are excluded in the given antonymous pair.

Model: arid – awash. These antonyms refer to the group of contraries as they are polar members of a gradual opposition which has the following intermediate members: *dry – wet*.

Poetry – prose, inch – foot, man – woman, old – young, beautiful – ugly, Monday – Sunday, teacher – pupil, to adore – to loathe, one – thousand, tremendous – tiny, iron – copper, to accept – to reject, round – square, creditor – debtor, immaculate – filthy, boy – man, day – night, clever – stupid, red – brown, arid – awash, inside – outside, open – shut, November – March, evil – good.

16. Pick out antonyms from these sentences and arrange them into three groups: 1. contradictories; 2. contraries; 3. incompatibles.

1. "Is he fair or dark?" – "Neither". – "Is he tall or short?" – "Average, I should say". – "Are you trying to irritate me?" – "No, he's just ordinary. There's nothing in him to attract your attention. He's neither plain nor good-looking".

2. It is difficult enough to fix a tent in dry weather, in wet, the task becomes Herculean.

3. If you don't go, she said wiping the wet table dry before setting the cloth, I'll tell your dad when he comes.

4. I'm telling you the truth. Why should I tell you a lie?

5. Masters came in and Masters went and gay, who was telling us that port did not agree with him, applied himself to the nuts.

6. It may be that when I'm through I shall have something to give that people will be glad to take.

7. To her, men were good or bad.

8. Her soul which was black as night, is no pure and white like the new-fallen snow.

9. Such a clock is the real master of the house; he orders the coming s and goings, the downsittings and uprisings of his votaries.

10. However much or little she knows, she has never, in my experience, displayed either for profit or for effect any detailed acquaintance with the little world that circulates round her shop.

11. Well, most of us suppose that this is the anniversary of my wedding day and my thoughts have been much occupied with the ups and downs, the fortunes and misfortunes of married life.

Interpret linguistic phenomena in the quotations

1. Anybody can become angry – that is easy; but to be angry with the right person, and to the right degree, and at the right time, and for the right purpose, and in the right way – that is not within everybody's power and is not easy (Aristotle). 2. It is easier to forgive an enemy than to forgive a friend (William Blake). 3. There are two ways to live your life. One is as though nothing is a miracle. The other is as though everything is a miracle (Albert Einstein). 4. Truth is stranger than fiction (Lord Byron). 5. The greatest happiness of life is the conviction that we are loved – loved for ourselves, or rather, loved in spite of ourselves (Victor Hugo). 6. He has all the virtues I dislike and none of the vices I admire (Sir Winston Churchill). 7. I don't know the key to success, but the key to failure is trying to please everybody (Bill Cosby). 8. A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty (Sir Winston Churchill). 9. The clever people never listen, and the stupid people never talk (Oscar Wilde). 10. I have made this (letter) longer, because I have not had the time to make it longer (Blaise Pascal).

Theme 16

ETYMOLOGICAL CHARACTERISTICS OF THE ENGLISH VOCABULARY

*Names, once they are in common use, quickly become mere sounds,
their etymology being buried, like so many of the earth's marvels,
beneath the dust of habit.*

Salman Rushdie

*The bridge between “humid” and “humor” is magic.
According to the OED they are of the Latin origin:
moist, moisture, wet, damp.*

*The correct Latin spelling is umor, umere, umidus.
The spelling with the initial h is a result of folk (false) etymology,
which once associated these words with Latin humus, “earth”.*

Roy Peter Clark

Discussion

1. Words of native origin (Indo-European, Germanic words). Their semantic and structural properties. Their derivational potential.
2. Borrowings in English. Causes of borrowing words from other languages. Types of borrowings.
3. Etymological doublets/triplets. Folk etymology.
4. The ways and degrees of assimilation of loan words in English.
5. International words. Translator's false friends.

Terminology

Borrowing is resorting to the word-stock of other languages for words to express new concepts, to further differentiate the existing concepts and to name new objects, phenomena, etc.

A **loan word, borrowed word or borrowing** is a word taken over from another language and modified in phonemic shape, spelling, paradigm or meaning according to the standards of the English language.

Origin of borrowing [ˈɔrɪdʒɪn] is the language from which the loan word was taken into English.

Source of borrowing is the language to which the word may be traced.

Assimilation of borrowings is a partial or total confirmation to the phonetical, graphical and morphological standards of the receiving language and its semantic system.

Phonetic assimilation is adaptation to the phonetic system of the recipient language (changes in sound form and stress).

Grammatical adaptation is a complete change of the former paradigm of the borrowed word (i.e. system of the grammatical forms peculiar to it as a part of speech), the acquisition of new categories and paradigms by analogy with other English words.

Semantic assimilation is adjustment to the system of meanings of the English vocabulary.

Unassimilated words are those that retain their sound-form, graphic peculiarities, grammatical and semantic characteristics of their parent language.

Hybrid ['haɪbrɪd] is a word different elements of which are of etymologically different origin.

Etymological doublets are words originating from the same etymological source, but differing in phonemic shape and meaning, or descending from the same language at different times or through different dialects.

International words are words of identical origin that occur in several languages as a result of simultaneous or successive borrowings from one source.

Loan translation (calque) is borrowing by means of literally translating words (usually one part after another) of word combinations, by modelling words after foreign patterns.

Practical Assignment

1. Look up the origin of the words listed below in “*The Concise Oxford Dictionary of Current English*” (COD). Comment on the etymological characteristics of the words:

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

2. 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.

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

4. 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*.

5. 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 небных 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.

6. Write down in the space provided a letter, which indicates the language from which the given words were borrowed. In case of difficulty consult the Concise Oxford Dictionary of English Etymology. a – Celtic; b – Latin; c – Scandinavian; d – French; e – Greek; f – Russian; g – Spanish; h – Italian; i – German.

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

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

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

8. Write out international words from the given sentences.

1. He gave a false address to the police. 2. I've seen many good films lately. 3. Do you take sugar in your coffee? 4. Do you play tennis? 5. Arrange the words in alphabetical order. 6. Charlotte Bronte wrote under the pseudonym of Currer Bell. 7. He worked in radio for nearly 40 years. 8. Many people feel that their interests are not represented by mainstream politics. 9. We've visited the open-air theatre in London's Regents Park. 10. I'm worried about my son's lack of progress in English. 11. The government has promised to introduce reforms of the tax system. 12. He went on to study medicine at Edinburgh University.

9. State the etymology of the given words. Write them out in three columns: a) completely assimilated borrowings; b) partially assimilated borrowings; c) unassimilated borrowings or barbarisms.

Torchere, wall, maharani, a la mode, datum, perestroika, gate, tet-a-tet, want, chalet, ad hoc, sheikh, parlando, nucleus, parquet, matter, bagel, a la carte, kettle, chauffeur, formula, pari-mutuel, shaman, finish, corps, alcazar, commedia dell'arte, money, souvenir, bacillus, pas de deux, ill, spahi, stratum, nota bene, spaghetti, mmage a trios, odd, memoir, parenthesis, hibakusha, padrona, incognito, thesis, coup de maitre, tzatziki, sabotage, ad libitum, stimulus, Soyuz, alameda, street, boulevard, criterion, dfrja vu, torero, yin, Ubermensch, macaroni, tzigane, sensu lato, hypothesis, bagh, pousada, Shiatsu, shapka, film noir.

10. Study changes in the semantic structure of the completely assimilated words given in exercise 9.

Model: *animal* 'a mammal, as opposed to a bird, reptile, fish, or insect' < Latin *animalis* 'having breath'.

11. Transcribe the following borrowings not completely assimilated graphically and/or phonetically. Pay special attention to their spelling and pronunciation.

Torchere, chalet, parquet, chauffeur, corps, souvenir, spaghetti, memoir, incognito, sabotage, boulevard, macaroni.

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

Model: *sanatorium* – *sanatoria*; *terminus* – *termini*.

Datum, nucleus, formula, bacillus, stratum, parenthesis, thesis, stimulus, criterion, hypothesis.

13. In the given sentences find etymological doublets. State their origin.

Model: I spent the afternoon reading under the shade of an umbrella. The trees cast long, scary shadows in the evening light. – The etymological doublets are the words *shade* and *shadow*. They are of Germanic origin; related to Dutch *schaduw* and German *Schatten* (nouns), from an Indo-European root shared by Greek *skotos* 'darkness'.

1. We tried to calm her, but she just screeched more loudly. 2. The audience shrieked with laughter. 3. He always stays in the best hotels. 4. He spent a week in hospital with food poisoning. 5. For birth rates in the 1990s, see the chart on page 247. 6. She sent me a lovely card on my birthday. 7. The Editor reserves the right to abridge readers' letters. 8. This book is an abbreviated version of the earlier work. 9. This is advice for those who wish to save great sorrow and travail. 10. I have a job which involves quite a lot of travel. 11. Anne stayed close enough to catch the child if he fell. 12. The band have often been

chased down the street by enthusiastic fans. 13. I didn't know that his grandfather was a chieftain of the clan. 14. She was captain of the Olympic swimming team.

14. State the source of borrowing of affixes and bases of the following words.

Model: *copilot* – the prefix *co-* is Latin; the base *-pilot* is French.

Endanger, citizenship, computaholic, pan-American, leatherette, vice-chair, slavery, superman, disobey, payable, foreleg, politeness, befriend, outclass, childish.

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

Model: to wish – to desire.

The word *to desire* is a French borrowing. The difference in meaning of these two verbs is the following: *to wish* – ‘to want something to happen although it is unlikely’; *to desire* – ‘to want something’. These verbs are used differently as *to desire* is a more formal word.

Native English words	French borrowings	Latin borrowings
guts		
ask	flame	lassitude
fire	sacred	felicity
house	courage	ascend
kingly	attire	conflagration
weariness	mount	consecrated
rise	mansion	interrogate
happiness	question	regal
holy	royal	
clothes		

Interpret the linguistic phenomena

1. Experience is that marvellous thing that enables you recognise a mistake when you make it again (F. P. Jones). 2. Striving for excellence motivates you; striving for perfection is demoralizing (Harriet Braiker). 3. Ego mania is the natural ingredient of talent (Martin Amis). 4. Conceit is the finest armour a man can wear (Jerome K. Jerome). 5. Nihilism is best done by professionals (Iggy Pop).

Theme 17

PHRASEOLOGY

Every human occupation has its repertoire of stock phrases, within which every man twists and turns until his death. His vocabulary, which seems so lavish, reduces itself to a hundred routine formulas at most, which he repeats over and over.

Auguste de Villiers de L'Isle-Adam

Discussion

1. Points of difference between PUs and words, PUs and free word-groups.
2. Proverbs and their place in the lexicon.
3. Phrasal verbs.
4. Different approaches to classification of PUs:
 - a) traditional (thematic) classification;
 - b) classification by Prof. Vinogradov;
 - c) classification by Prof. Koonin;
 - d) classification by Prof. Smirnitsky;
 - e) classification by Prof. I. V. Arnold.

Terminology

Phraseology is a branch of linguistics studying set expressions and word-equivalents.

Combinability is the ability of linguistic elements to combine in speech.

Lexical valency is the ability of a word to appear in various combinations.

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

Collocation is such a combination of words which conditions the realization of a certain meaning.

Productivity is capability of being brought together to form a word combination after a certain syntactic pattern.

Word combination is a non-predicative unit (or elements) of speech which is semantically, both global and articulated, or a combination of two or more notional words serving to express one global concept.

Phraseological unit is a word combination in which semantic unity prevails over structural separability.

Idiomatic is having the qualities of a phraseological unit, i.e. when the meaning of the whole is not deducible from the sum of the meanings of the parts.

Cliché ['kliʃeɪ] is a stereotyped expression mechanically reproduced into speech.

Idiom is a phraseological unit with pronounced stylistic characteristics owing to which an element of play is introduced in speech.

Phrasal verb is a simple verb with a postpositive element forming the whole meaning different from the separate meanings of the components.

Proverb is a stable sentence which expresses popular wisdom.

Phraseological combinations are phrases with a partially changed meaning, clearly motivated.

Unities have completely changed meanings but the meaning of the whole can be deduced from the meanings of constituent parts.

Fusions have completely changed meanings, completely demotivated.

Nominative are used to name people, things, actions, qualities.

Communicative are sentences of different structure introduced in speech in ready-made form.

Nominative-communicative are built on the pattern verb + direct object.

Interjectional are neither nominative nor communicative, express emotions.

Practical Assignment

1. State which of the italicized units are phraseologisms and which are free word-combinations. Give proof of your answer.

1. He asked to warm a glass of juice but they *left* it rather *cold* on the table. 2. Instrumental music, oddly enough, *left* me rather *cold*. 3. Where do you think you *lost your purse*. 4. I couldn't stand that noise any longer. I *lost my temper*. 5. Have a look *at the reverse side of the coat*. 6. *The reverse side of the medal* is that we'll have to do it ourselves. 7. *Keep the butter* in the refrigerator. 8. *Keep the eye on* the child. 9. He *threw* some *cold water* on his face to wake up. 10. I didn't expect that he would *throw cold water* upon our project. 11. The tourists *left the beaten track* and saw a lot of interesting places. 12. The author *leaves the beaten track* and offers a new treatment of the subject.

2. Analyze the structural invariability of the given phraseological units. State cases when various changes (such as componental extension, substitutions, or grammatical changes) are possible (group a) and impossible (group b).

Model: So you say, but anybody who experiments with drugs is *riding a tiger/panther*. – In the phraseological unit *to ride a tiger* the component *tiger* cannot be replaced by the word *panther* without destroying the semantic integrity and meaning of this idiom. This phraseologism belongs to group b.

1. 'I can take it or leave it'. 'So you say, but anybody who experiments with drugs is *riding a tiger/panther*'. 2. It was unbearable. Her behaviour made me *fly off the handle/handles*. 3. My father hated the idea of me joining the army. He always said it wasn't a suitable occupation for *the fair/fairer sex*. 4. When I saw the nurse's face, *my heart sank into my boots/into my brown boots*. 5. Jackson is a hot-tempered man; I wouldn't *cross swords/a sword with* him, if I were you. 6. His enemy was close behind him, and the bridge over the ravine was rotten and swaying. Caught *between the devil and the deep sea/the deep blue sea*, he hesitated. 7. We can make our own decisions without you *putting/sticking your oar in*. 8. Our builder *is taking his time/his free time*, isn't he? He's been three days on that job already. 9. Politics is meant to be boring, and boring people carry it out more competently than *flash Harries/a flash Harry*. 10. We must make it a *hard and fast/firm* rule not to allow any parent to enter a classroom without first speaking to the headmaster. 11. I could do that *with one arm/hand behind my back*. 12. But when he learns that officialdom has again *reared its head/its ugly head* and is planning the destruction of his last home, his fighting spirit returns.

3. *Identify the evaluational and emotive macrocomponents of meaning in the given phraseological units. The contexts in which phraseological units are used will be of help to you.*

Model: hats off to somebody – 'something that is said to express admiration for someone': Hats off to her – it takes a lot of courage to go travelling on your own at that age. – Evaluation is positive; spoken with approval.

1. *a cuckoo in the nest* – 'somebody who shares in or takes over privileges, tasks that belong to others': You've gained a lot from this deal, but that is not fair. You are a cuckoo in the nest.

2. *to give somebody carte blanche* – 'to allow or authorize smb. to do, or say as he likes, make his own arrangements, use his own initiative': They employed an interior decorator and gave him carte blanche to do up the place as if it were his own.

3. *to hit the roof* – 'to lose one's temper suddenly and violently': If I'm late again he'll hit the roof.

4. *to show one's mettle* – 'to prove to be good at doing something by succeeding in a difficult situation': A relative newcomer to the game, he's certainly showed his mettle in the last two games.

5. *a fine kettle of fish* – 'a difficult situation': That's a fine kettle of fish – the car won't start and I have to leave in five minutes.

6. *to keep up with the Joneses* – 'to try to own all the same things as people you know in order to seem as good as them': Her only concern in life was keeping up with the Joneses.

7. *to lead the field* – 'to be more successful than anyone else in business or in an activity': There are some areas of medical research where Russian scientists still lead the field.

8. *a fair-weather friend* – 'someone who is only your friend when you are happy and successful': I had a lot of money and I knew a lot of people, but most of them turned out to be fair-weather friends.

4. *State the type of transference on which the meaning of the given phraseological units is based.*

Model: in the flower of one's age – 'the period of a person's greatest success, popularity, activity or vigour, usually in his youth'. – Phraseological transference is based on metaphor, i.e. on the likening of one of the periods of a person's life to one of the periods of plants' life in which their flowers develop and open. Transference is also based on synecdoche: the period in which a person is young and vigorous is regarded as an integral part of his whole life.

1. *to go through fire and water* – 'to experience many difficulties or dangers in order to achieve something';

2. *to fit like a glove* – 'to fit perfectly';

3. *to bury the hatchet* – 'to come to friendly or peaceful terms with somebody else, usually in arguments, disagreements';

4. *to lick one's wounds* – 'brood, console oneself, or to try to restore oneself, after any form of defeat, injury or loss';

5. *a big wig* – 'an influential and important person';

6. *to put smb. out to pasture* – 'to force someone to retire';

7. *to lie on smb's shoulders* – 'to be responsible for, to have to answer for';

8. *(as) gentle as a lamb* – 'very calm and kind';

9. *to talk Billingsgate* – 'to use harsh, rude language, to swear (Billingsgate is a London fish market)';

10. *a dog in the manger* – 'a person who selfishly prevents others from using or enjoying something which he keeps for himself, though he can't use or enjoy it'.

5. *Classify the italicized phraseological units into: 1. phraseological fusions; 2. phraseological unities; 3. phraseological collocations. Contexts will help you to understand the meaning of phraseological units. In case of difficulty consult a dictionary.*

Model: to spill the beans.

The phraseological unit *to spill the beans* means 'to give away information, deliberately or unintentionally'. It is a phraseological fusion (group 1).

1. You can't keep a secret – you see no reason why you shouldn't *spill the beans*. 2. 'It's hard on Robert, of course', Ned went on; he was trying to ignore *the red herring* and get on with the story. 3. Well, let's admit there were mistakes on both sides; we'll *bury the past* and try to make a fresh start. 4. He produced a huge silver case containing what looked *at first sight* like small cheap cigars. 5. But other than dining out, which I like, I'm *a home bird*. I'm not one for a big social whirl. 6. The boy is quite impossible. From now on I *wash my hands of him*. 7. 'Can I go with you to this party'. 'We *shall only be talking business*. You wouldn't be interested'. 8. Billy's been such a good boy, Mrs Smith – never once got out of bed and took his medicine *like a lamb*. 9. I ran to my father, waving the magazine and shouting. 'This is my home, look'. Dad fairly *blew his top*. He told me not to be silly; that it was a building called a temple, in a country called Egypt and that I had never been there. 10. To say you *lead a busy life* is not an answer to whether you take enough exercise. 11. In the face of stiff competition from rival firms we had to *fight fire with fire* and slash our prices. 12. The grey colour *is in fashion* in this season. 13. *I've been working my fingers to the bone* to get the dress ready in time for the wedding. 14. I don't believe he is a man *to commit murder*. 15. *I'll be hanging up my boots* next year. I think I deserve a rest after running the business for thirty years.

6. *Analyze the meaning of the given phraseological units. Group them into: 1. native; 2. borrowed phraseological units. State the sources of their origin. If in doubt consult dictionaries.*

Model: the be-all and end-all of – 'the main purpose of, all that matters in the life'. The phraseological unit '*the be-all and end-all of*' is of native English origin, as it is from W. Shakespeare's *Macbeth*.

1. *to hang up one's boot* – 'retire'; 2. *to bury the hatchet* – 'to come to friendly or peaceful terms with somebody else, usually in arguments, disagreements'; 3. *a sacred cow* – 'somebody/something that is greatly respected and revered, esp. by a particular nation or group, so that attack or criticism is not tolerated'; 4. *a whipping boy* – 'a person who is blamed or punished for the faults or incompetence of others'; 5. *an ugly duckling* – 'a plain, unprepossessing child born less attractive than his brothers and sisters who later surpasses them, grows into a beautiful person'; 6. *of the same leaven/batch* – 'about persons who have very much in common, who are very similar in their way of life, behaviour, views, etc.'; 7. *the law of the jungle* – 'self-preservation, the survival of the strongest, or more unscrupulous'; 8. *an apple of discord* – '(somebody or something that is) a cause of dispute, argument or rivalry'; 9. *to hide one's head in the sand* – 'willfully to close one's eyes to danger, to refuse to face reality'; 10. *a blue stocking* – 'an intellectual or literary woman'; 11. *the hot seat* – 'the

position of a person who carries full responsibility for something, including facing criticism or being answerable for decisions or actions'; 12. *a drop in the bucket/ocean* – 'something of inconsiderable value, importance, esp. as compared with something larger in total or in kind'; 13. *pig in the middle* – 'a person, or a group in a helpless position between, or made use of by, others'; 14. *blue blood* – 'a person of noble birth'; 15. *a blue coat* – 'a student at a charity school'; 16. *to die with one's boots on* – 'to die while still at work'; 17. *to fiddle while Rome burns* – 'behave frivolously in a situation that calls for concern or corrective action'; 18. *penny wise and pound foolish* – 'careful and economical in small matters while being wasteful or extravagant in large ones'; 19. *the iron curtain* – 'the notional barrier between people, nations, countries, etc. leading to the political, economical, etc. isolation'; 20. *the Russian soul* – 'a vague, unfulfilled yearning for a better, spiritual life which would bring consolation and relief to the suffering masses'; 21. *to run the gauntlet* – 'to submit to a punishing ordeal'.

Interpret the linguistic phenomena

1. Don't laugh at youth for his affectations; he is only trying on one face after another to find a face of his own (Logan Pearsall Smith). 2. Never keep up with the Joneses. Drag them down to your level. It's cheaper (Quentin Crisp). 3. Since a politician never believes what he says, he is quite surprised to be taken at his word (Charles de Gaulle). 4. If you tell the truth you don't have to remember anything (Mark Twain). 5. The greatest test of courage on earth is to bear defeat without losing heart (Robert G. Ingersoll). 6. Men occasionally stumble over the truth, but most of them pick themselves up and hurry off as if nothing happened (Sir Winston Churchill). 7. If you can't get rid of the skeleton in your closet, you'd best teach it to dance (George Bernard Shaw).

Theme 18

VARIANTS OF THE ENGLISH LANGUAGE

England and America are two countries divided by a common language.

George Bernard Shaw

学一门语言，就是多一个观察世界的窗户。

(xué yì mén yǔyán, jiù shì duō yí ge guānchá shìjiè de chuānghu)

To learn a language is to have one more window from which to look at the world.

Americans who travel abroad for the first time are often shocked to discover that, despite all the progress that has been made in the last 30 years, many foreign people still speak foreign languages.

Dave Barry

Discussion

1. Different kinds of language variations.
2. The main variants of the English Language (from the point of phonetic, spelling, morphemic, lexemic and idiomatic peculiarities):
 - a) Received Pronunciation;
 - b) American English;
 - c) Canadian English;
 - d) Australian English;
 - e) other Englishes.

Terminology

Standard English is the form of E which is current and literary. Standard E is the variety most widely accepted and understood either within an E-speaking country or throughout the whole E-speaking world.

British English is often referred to the written Standard E and the pronunciation known as **Received Pronunciation**.

Variants of English are regional varieties possessing the literary form. There are variants existing on the territory of the UK (British E, Scottish E and Irish E), and variants existing outside the British Isles (American E, Canadian E, New Zealand E, South African E, Indian E).

American E (video Hugh Laurie ‘The British Accent vs American Accent’).

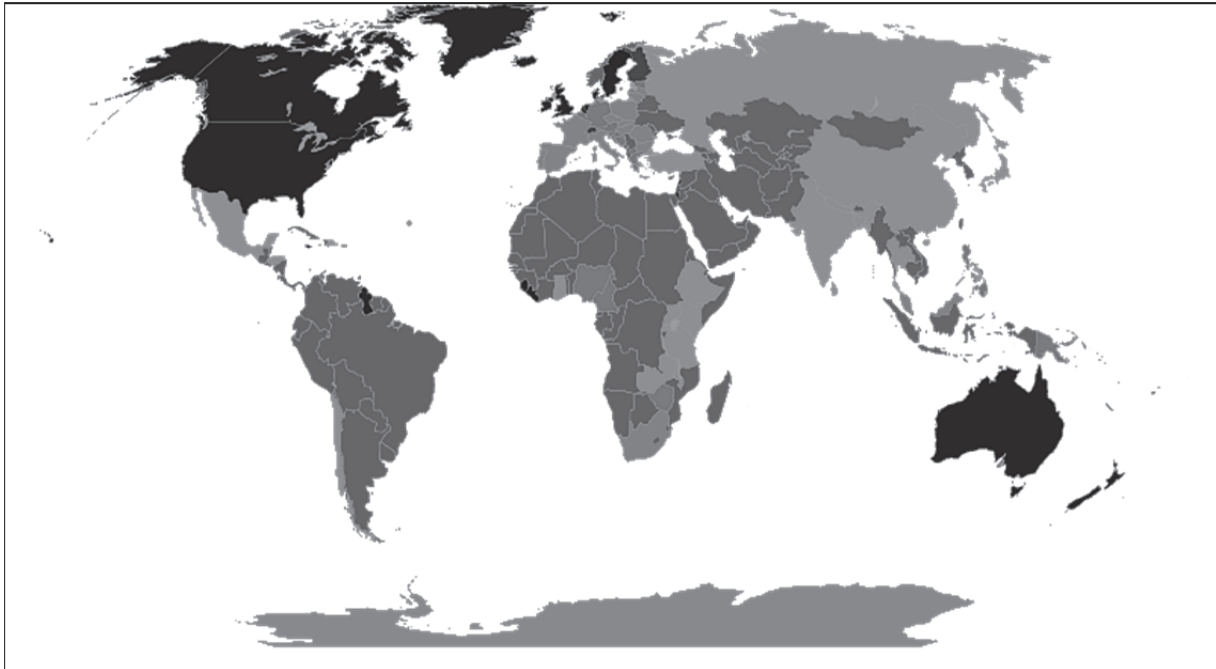
Canadian E (video ‘Talking Canadian’).

Australian E (video and script Adam Hill; ‘Australian English’).

South African E (video ‘How to speak with South African accent’).

Percentage of English speakers by country

http://en.wikipedia.org/wiki/List_of_countries_by_English-speaking_population



80 – 100 %

40 – 60 %

0 – 20 %

60 – 80 %

20 – 40 %

International language is the language which is accepted by peoples for communication.

Historical Americanisms are words that existed in the English language, were brought to America by pilgrims, and later came out of use in Britain but still existed in American English.

Proper Americanisms are words that were borrowed into English from Indian languages, they appeared on American soil.

Practical Assignment

1. In the given sentences find words which are characteristic of American English. State whether they belong to the group of: a) historical Americanisms; b) proper Americanisms; c) specifically American borrowings.

Model: The truck pulled up near where two men were already standing by the edge of a deep canyon. – The word *truck* belongs to the group of proper Americanisms (b), while the word *canyon* is a specifically American borrowing (c).

1. Do you want to take the elevator or use the stairs? 2. We haven't heard from him since last fall. 3. John has made his own pirogue and now wants to show it to his friends. 4. If I am late I'll call you from a telephone booth. 5. I guess I'll never be able to explain what has happened between us. 6. I am

very tired. I'd like to sleep in the hammock in the garden. 7. He stayed at home caring for his sick wife. 8. He left the faucets running and the bath overflowed. 9. Have you ever seen a tomahawk used by North American Indians in war and hunting? 10. We went to the museum by subway.

2. *Distribute the words from the given series into three groups: a) words used in American English; b) words used in British English; c) words used in Australian English.*

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

3. *Study the meanings of the given words. State which of these words are used in Canadian English (1), Australian English (2), New Zealand English (3), South African English (4), Indian English (5) – five words in each group. In case of difficulty consult the New Oxford Dictionary of English.*

Model: *bobsy-die* – 'a great deal of fuss and trouble'.

The word *bobsy-die* is used in New Zealand English (group 3).

1. *schootie* – 'a school pupil'; 2. *draegerman* – 'a member of a crew trained for underground rescue work'; 3. *bahadur* – 'a brave man; an honorable title, originally given to officers'; 4. *waka* – 'a traditional Maori canoe'; 5. *backfield* – 'remote country districts, especially when considered to be unsophisticated or conservative'; 6. *drongo* – 'a stupid or incompetent person'; 7. *yatra* – 'a procession or pilgrimage, especially one with a religious purpose'; 8. *bobsy-die* – 'a great deal of fuss and trouble'; 9. *uorskot* – 'advance payment'; 10. *bobskate* – 'an adjustable skate for a child, consisting of two sections of double runners'; 11. *aroha* – 'love, affection'; 12. *achcha* – 'okay, all right'; 13. *bodgie* – 'a youth, especially of the 1950s, analogous to the British Teddy boy'; 14. *izzat* – 'honour, reputation, or prestige'; 15. *parkade* – 'a multi-storey car park'; 16. *ambo* – 'ambulance officer'; 17. *indaba* – 'a conference between members of native peoples'; 18. *haka* – 'a Maori ceremonial war dance involving chanting, an imitation of which is performed by rugby teams before a match'; 19. *riding* – 'a political constituency/an electoral district'; 20. *karanga* – 'a Maori ritual chant of welcome'; 21. *chaprasi* – 'a person carrying out junior office duties, especially one who carries messages'; 22. *fundi* – 'an expert in a particular area'; 23. *firie* – 'a firefighter'; 24. *reeve* – 'the president of a village or town council'; 25. *wors* – 'sausage'.

4. Analyze the meanings of the given words. Define: a) words/word-combinations that have no equivalents in American English (Britishisms); b) words/word-combinations that have no equivalents in British English (Americanisms). In case of difficulty consult the *New Oxford Dictionary of English*.

Model: *congressman* – 'a male member of the Congress'.

The word *congressman* has no equivalents in British English (group b).

1. *parish council* – 'the administrative body in a civil parish'; 2. *congressman* – 'a male member of the Congress'; 3. *privy purse* – 'an allowance from the public revenue for the monarch's private expenses'; 4. *holiday season* – 'the period of time from Thanksgiving until New Year, including such religious and secular festivals as Christmas, Hanukkah, and Kwanzaa'; 5. *Secret Service* – 'a branch of the Treasury Department dealing with counterfeiting and providing protection for the President'; 6. *the woolsack* – 'the position of Lord Chancellor'; 7. *Ivy League* – 'a group of long-established universities having high academic and social prestige'; 8. *junior college* – 'a college offering courses for two years beyond high school, either as a complete training or in preparation for completion at a senior college'; 9. *county council* – 'the elected governing body of an administrative county'; 10. *barrio* – 'the Spanish-speaking quarter of a town or city'; 11. *grammar school* – 'a state secondary school to which pupils are admitted on the basis of ability (Since 1965 most have been absorbed into the comprehensive school system)'; 12. *foreign secretary* – 'the government minister who heads the Foreign and Commonwealth Office'; 13. *electoral college* – 'a body of people who formally cast votes for the election of the President and Vice-President'; 14. *school inspector* – 'an official who reports on teaching standards in schools on behalf of state (Office for Standards in Education)'; 15. *green card* – 'a permit allowing a foreign national to live and work permanently in the given country'; 16. *pub* – 'a building where alcohol may be bought and drunk during fixed hours'; 17. *Groundhog Day* – '2 February, when the groundhog is said to come out of his hole at the end of hibernation. If the animal sees its shadow – i.e. if the weather is sunny – it is said to portend six weeks more of winter weather'.

5. Point out words: (1) the meaning of which in American English is entirely different from that in British English, (2) the general meaning of which is the same in both American and British English, but which have acquired an additional specific meaning in American English.

Apartment, tardy, guess, calculate, homely, mad, sick, faucet, billion, solicitor, calico, corn, dessert, quite, galoshes, plunder, commute, pie, lunch, cane.

6. Read the following passage. Write out the terms denoting the university teaching staff in the UK and in the USA. What are the corresponding Russian terms? Complete the table.

With hierarchies in organizations, it is often impossible to give a precise answer to the question ‘What's the equivalent of a ‘PROFESSOR’ in BrE/ AmE?’ because there is no one-for-one correspondence between the different ranks, or only a partial correspondence. A good example is the hierarchy of university teaching, shown below.

A British *professor* is not exactly equivalent to a US *professor*, because the latter category divides into three levels: *full professor* (the most senior), *associate professor*, and *assistant professor* (the most junior). In the UK, the ranks below professor are *reader*, then *senior lecturer* (though some universities treat these grades as equivalent in salary, but different in function), then *lecturer*.

An *associate professor* is roughly equivalent to a *reader*, and *lower grades of lecturer* can be equated with an *assistant professor*. But it is not possible to identify the AmE equivalent of a *senior lecturer*, and in the days when tenured positions were serious academic options, there was even less equivalence, as a BrE lecturing post was usually tenured, whereas an AmE assistant professorial position was usually not (but rather, tenure-track).

*(from the Cambridge Encyclopedia of the English Language
by David Crystal)*

The table ‘The Teaching Staff’

British	American	Russian
Professor	Full professor	
Reader	Associate professor	
	Assistant professor	

7. Distribute the given words into two groups: a) words that are used in American English; b) words that are used in British English. Pay special attention to their meanings.

Model: *bill* (for meal payment) – ‘a list of things eaten showing the total amount that must be paid’. – The word *bill* is used in British English.

1. *tuxedo* – ‘a man's dinner jacket’; 2. *bill* (for meal payment) – ‘a list of things eaten showing the total amount that must be paid’; 3. *pram* – ‘a four-wheeled carriage for a baby, pushed by a person on foot’; 4. *zip code* – ‘a postal code consisting of five or nine digits’; 5. *chemist* – ‘a person who is authorized to dispense medicine drugs’; 6. *vacation* – ‘an extended period of recreation, especially one spent away from home or in traveling’; 7. *period* – ‘a punctuation

mark (.) used at the end of a sentence or an abbreviation'; 8. *tram* – 'a passenger vehicle powered by electricity conveyed by overhead cables, and running on rails laid in a public road'; 9. *apartment building* – 'a large building containing many apartments'; 10. *dustbin* – 'a container for household refuse, especially one kept outside'; 11. *motorway* – 'a dual-carriageway road designed for fast traffic, with relatively few places for joining or leaving'; 12. *gasoline* – 'a liquid obtained especially from petroleum, used mainly for producing power in the engines of cars, aircraft, etc.'; 13. *trolley* (for shopping) – 'a low two-wheeled or four-wheeled cart or vehicle, especially one pushed by hand'.

8. Give analogous oppositions in the other variant of English to the words from exercise 9.

Model: *bill* – The analogous opposition to the British English word *bill* is the American English word *check*.

9. Translate the following words and word-combinations giving both the British and American variant.

Model: подземный переход BrE subway – AmE underpass (tunnel).

Первый этаж, железная дорога, лифт, переезд, автомобиль, бой (сражение), газетный киоскер, очередь, продавец, государственная школа, каникулы, бензин, вата, осень, детская коляска, плащ, метро, консервная банка, справочное бюро, пакет, кувшин, студент II курса, III курса, IV курса, чемодан, бумажник, печенье, жилет, две недели, катушка (ниток), каша, почтальон, тачка, шашки, радио, салфетка, пляж, антракт (в театре).

10. Give the English spelling of the following words:

Thru, humor, bark, quartet, apologize, center, luster, pretense, inflexion, jewelry, quarreled, woolen, harbor, pijamas, gipsy, program.

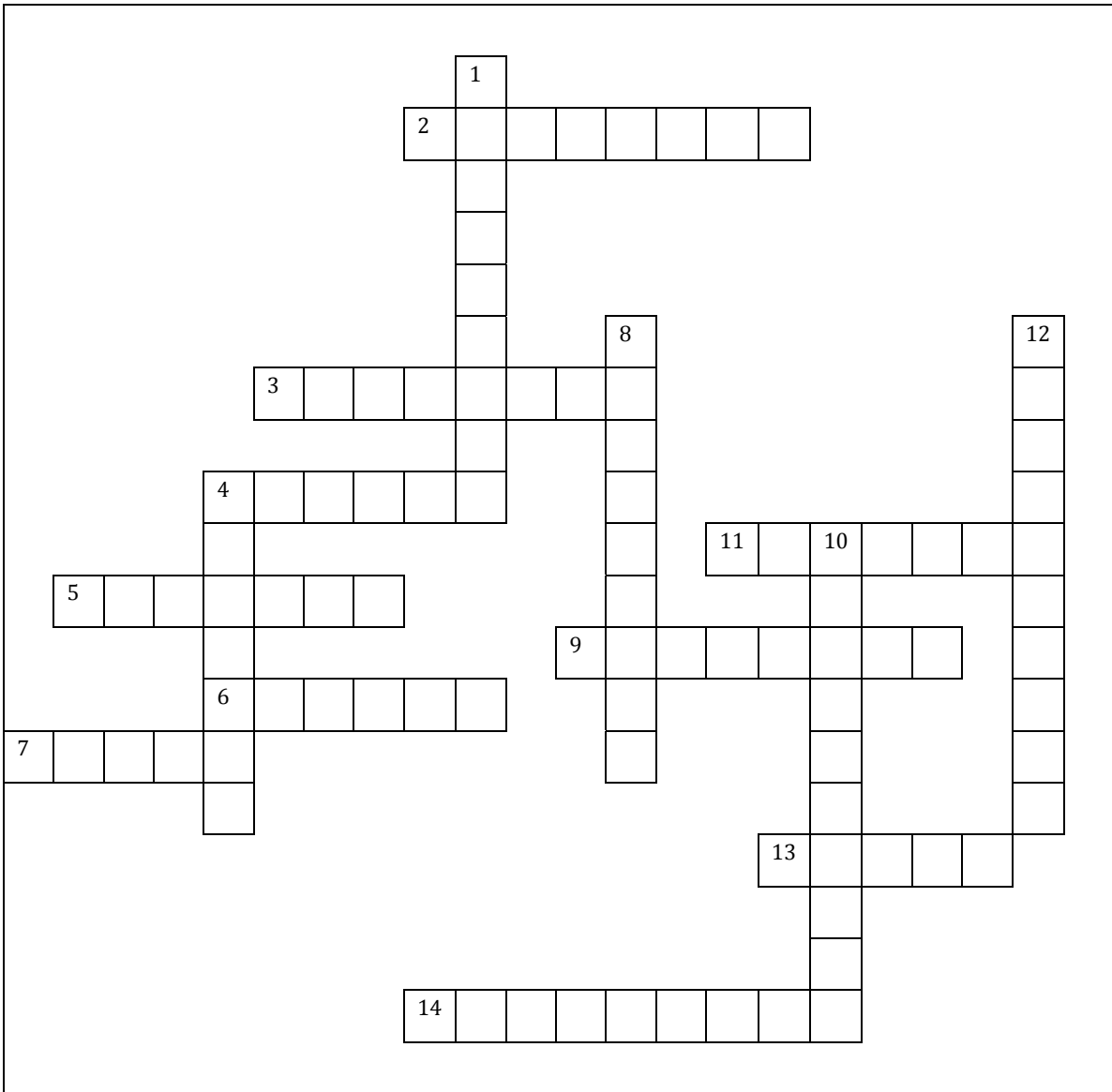
11. State the source and meaning of the following words of Indian origin:

Squash, toboggan, hammock; Connecticut, Ohio, Tennessee, Mississippi, Mohawk, Idaho, Massachusetts, Oklahoma, Wyoming; Illinois, Arkansas.

12. Comment on the etymology of the following words:

Woodoo, banjo, canoe, hoodoo, pickaninny.

13. Do the crossword.



Across:

2 a raised paved or asphalted path for pedestrians at the side of a road (BrE).

3 a long narrow sled used for the sport of coasting downhill over snow or ice. It typically is made of a lightweight board that is curved upward and backward at the front. Origin: early 19th cent.: from Canadian French tabaganne, from Micmac topaġan 'sled'.

4 a printed form on which you write an amount of money and who it is to be paid to (British spelling).

5 to cover or overlay with or as with a crust or hard coating (American spelling).

6 they use to call their people so.

7 a distinctive smell, especially an unpleasant one (British spelling).

9 a raised paved or asphalted path for pedestrians at the side of a road (AmE).

11 protection, guarding, security (American spelling).

13 a thread or filament from which a vegetable tissue, mineral substance, or textile is formed (American spelling).

14 the ability to make considered decisions or come to sensible conclusions (British spelling).

Down:

1 a complete list of items, typically one in alphabetical or other systematic order (British spelling).

4 an area or building where people can leave their cars (AmE).

8 a change in the form of a word (typically the ending) to express a grammatical function or attribute such as tense, mood, person, number, case, and gender (British spelling).

10 an electric torch (BrE).

12 causing great wonder; extraordinary (British spelling).

14. Trace the etymology of the following Australian words. Give their equivalents.

Mooloogool, Pannawonica, banksia, brush, galah, bush, bushman, bush-ranger.

15. Give equivalents on the British English.

Beaut, biggie, cobber, Sheila, dinkum, crook, drongo, pommy, weekender, footpath, frock, paddock.

16. Give equivalents for the following Canadian words.

Chesterfield, kayak, parka, kerosene, skookum, first nations, bannock.

17. Give equivalents for the following South African words. Which of them entered Standard English?

Kraal, arvey, bioscope, commando, trek, bell, apartheid, camp, gogga, butchery, homeland, dorp, putu.

Theme 19

DIALECTAL VARIATIONS OF THE ENGLISH LANGUAGE

“Radio and television speech becomes standardized, perhaps better English than we have ever used. Just as our bread, mixed and baked, packaged and sold without benefit of accident of human frailty, is uniformly good and uniformly tasteless, so will our speech become one speech”.

John Steinbeck

“Never let it be said that dialect is a reflection of intellect. On the contrary, it is a reflection of the deep traditional values of a culture that respects family, God, and a language system above everything else. I give thanks to my maker that I’m a Southern woman”.

Patricia H. Graham

Discussion

1. Local dialects in the USA.
2. Local dialects in the British Isles.

Terminology

Dialect is a way of speaking a language that is used only in particular area or by a particular group.

Sociolect is the dialect of a certain social group.

Gender is social and sociocultural sex. It can be defined as the aggregate of behavioral norms which are usually associated with men and women in a particular society.

Occupational dialect is the distinctive language associated with a particular way of earning a living: Legal English, News Media English, Advertising English.

Local Dialects are varieties of E peculiar to some districts, used as means of **oral** communication in small localities; they are set off from other varieties by some distinctive features of pronunciation, grammar and vocabulary. They have no normalized literary form.

Pidgin is a simplified language used to facilitative communication among speakers of different languages.

Creole [kriəl] is a pidgin that has become the native language of a group of speakers.

Cockney is a dialect spoken by poor uneducated people of London.

Black English (Ebonics) is a sociolect spoken in the USA mostly by African Americans but also by white uncultivated people.

Droll is a southern accent in the USA.

Practical Assignment

1. Match the italicized Scottish English words from the sentences with the corresponding Standard English words given in the box.

Model: She devoted her (*anam*) to helping others.

The corresponding Standard English word to the Scottish English word *anam* is *life*. She devoted her *life* to helping others.

Knot, conversation, packet, hole, journey, life, window, stone, knowledge, dignity, coffee.

1. I've heard you visited several European countries last summer. Did you like your (*funis*)! 2. Why did you throw a (*artan*) at the dog? It could bite you. 3. Ann faced the news of the catastrophe with (*onoir*). 4. Can you tie a (*snaim*) in the end of my thread? 5. Don't open the (*uinneag*). You can catch a cold. 6. Do you take sugar in your (*uilm*)? 7. A (*pasgan*) of brochures arrived in the post. 8. The teacher's comments are designed to help improve your (*fios*) and understanding. 9. Later in the evening, the (*caig*) turned to politics. 10. Workers dug a 30-foot (*toll*) in the ground. 11. She devoted her (*anam*) to helping others.

2. Here are the examples of Cockney rhyming slang. Match the words given in the left column with the phrases given in the right column.

Model: cousin (2) – baker's dozen (6).

1. believe	a) dog and bone
2. cousin	b) round the houses
3. phone	c) Tom and Dick
4. thief	d) Tomfoolery
5. sick	e) elephant's trunk
6. sister	f) baker's dozen
7. trousers	g) plates of meat
8. talk	h) skin and blister
9. feet	i) north and south
10. nose	j) ones and twos
11. drunk	k) Adam and Eve
12. mouth	l) I suppose
13. shoes	m) two-and-eight
14. jewelry	n) tea leaf
15. state	o) rabbit and pork

3. *Give equivalents on the Scottish dialect.*

Small, yes, hospital, child, little finger, lake, girl, take-away meal, beautiful, go, church, fine, fool.

4. *Form diminishing nouns using suffix -een from northern dialects.*

Dog, cat, hut, house, garden, granny, dear.

5. *From the following text pick out the cases of Cockney Riming Slang and find bookish equivalents.*

Fred Smith was on his own. His trouble and strife had gone to stay with her skin and blister, and had taken the saucepans with her. Fred had been celebrating the fact the night before with a few pints of pig's ear, and had come home absolutely Brahms and Liszt. He was still in Uncle Ned, but the currant bun was already coming through the curtains; so he had a butcher's at the dickory dock to see how the bird-lime was. It was 10 o'clock. He got up, found the Cape of Good Hope, and had a wash. He put on some clean almonds, because the old ones pen and inked a bit. Then he put on his round the 'ouses, and a clean Dicky Dirt and went down the apples to make himself, some Rosa Lee. He couldn't find the Rosy at first; he had to use his loaf a bit, but he found it in the end. After breakfast, he decided to get out the jam jar and go down the frog and toad to see an old china who lived round the Jonnie Horner, so he put his plates in his daisies and his pipe in his north and south, ran a comb through his Barnet, took his tit fo' and went out.

6. *Comment on the following grammatical features in the following sentences.*

1. You crazy. 2. He quick in everything. 3. Where you go? 4. The police be here in a minute. 5. I don't do nothing. 6. You done gone and bought your mother a hat. 7. Some many people done named me different names. 8. I ain't say nothing any more. 9. Mr. Green, he always done want some many strange things. 10. Word the matter.

EXAMPLES OF TASKS

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

A Yankee passenger in an English train was beguiling his fellow passengers with tall stories and remarked: "We can start with a twenty-storey 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. Identify the denotative and connotative elements of the meanings in the following sentences.

- a) It's impolite to *stare* at people like that.
- b) The little boys stood *glaring* at each other ready to start a fight.
- c) The lovers stood *gazing* into each other's eyes.

3. Analyse the process of development of new meanings in the italicized words in the examples given below.

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

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

4. State what the metonymy stands for. Analyze the logical association of the metonymy and the idea it expresses.

1. Silence on both sides. "Have you lost your **tongue**, Jack?" "Have you found yours, Ned?" (Dick.). 2. Away they went bravely on their hunt in the gray dawn of a summer morning, and soon the great dogs gave joyous **tongue** to say that they were already on the track of their quarry (S.-Th.).

5. Read the following jokes. Prove that the italicized words are professional terms. State to which sphere of human activity they belong.

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".

6. *Comment on the development of meaning in the following words:*

1. “D’ye hear the **villain**?” groans the tall young man (id.).
2. A few weeks after that the purchase was completed, and at the close of the **season**, the Minister and his family went down to Cantervilie Chase (O. W.).

7. *In the examples given below identify the cases of widening and narrowing of meaning.*

The two girls took hold of one another, one acting gentleman, the other lady; three or four more pairs of girls immediately joined them and began a waltz.

8. *Explain the logic of the transfer of meaning:*

- queen;
- hooligan;
- champagne.

9. *Comment on the so-called folk etymology. Analyze the structure and origin of the following words:*

- crayfish;
- pantry.

10. *Find the synonymous terms in the list.*

1. Amelioration.
2. Differentiation of synonyms.
3. Degradation.
4. Extension.
5. Elevation.
6. Worsening.
7. Restriction.
8. Melioration.
9. Pejoration.
10. Generalization.
11. Discrimination of synonyms.
12. Broadening.
13. Deterioration.
14. Widening.
15. Specialization.

16. Degeneration.
17. Narrowing.
18. Bettering.

11. *Establish the linguistic cause or causes of semantic development of words:*

- a) ellipsis;
- b) differentiation of synonyms;
- c) fixed context;
- d) linguistic analogy.

1. The noun **knave** suffered a striking change of meaning as a result of collision with its synonym **boy**. Now it has a negative evaluative connotation and means “a swindler, a scoundrel”.

2. **Minerals** came to be used for **mineral waters**.

3. In early English the verb **overlook** was employed in the meaning “to look with an evil eye upon, to cast a spell over” from which there developed the meaning “to deceive” first recorded in 1596. Half a century later we find the verb **oversee** – a synonym of **overlook** – used in the meaning “to deceive”.

4. The verb **propose** came to be used for propose **marriage**.

5. **Harvest** is the native Germanic word, cognate with the German Herbst “autumn”. After the Norman Conquest, the upper classes adopted a great many French words, including **autumn**. This borrowing promoted a semantic shift: **autumn** became the normal word for the season, while **harvest** was reserved for the agricultural labour the peasantry performed at that time.

6. The word-group **a train of carriages** had the meaning of “a row of carriages”, later on **of carriages** was dropped and the noun **train** changed its meaning. It is used now in the function and with the meaning of the whole word-group.

7. The noun **token** originally had the broad meaning of “a sign”. When brought into competition with the loan word **sign**, it became restricted in use to a number of set expressions as **love token**, **token of respect** and so it became specialized in meaning.

12. *Determine the type of these homonyms. Give all necessary explanations.*

1. lead – lead;
2. desert – desert;
3. friends – friend’s – friends’;
4. nit – knit;
5. fast – fast;
6. said – said.

13. Point out the synonymous words in the contexts and explain the difference between them. State the type of synonyms.

She is the kind of woman who doesn't mind if she looks plain, or odd; I don't suppose she would even care if she knew how strange she looks when her whole face is out of proportion with urgent uncertainty (N. Gordimer).

14. Match the words and the type of semantic relations between them.

- | | |
|-------------------------|-------------------------|
| 1. furcoat – coat | a) antonyms |
| 2. furcoat – ski jacket | b) synonyms |
| 3. room – house | c) hyponym – hyperonym |
| 4. living room – room | d) part-whole relations |
| 5. husband – wife | e) co-hyponyms |
| 6. leave for – arrive | |

15. Analyze the structure of the following phraseological units. Give their Russian equivalents.

1. It is the last straw that breaks the camel's back.
2. Can the leopard change his spots?
3. A white elephant.

1. There's no use crying over spilt milk.
2. Trojan horse.
3. To set the Thames on fire.

1. When the cat's away, the mice will play.
2. To eat humble pie.
3. A skeleton in the cupboard (in the closet).

16. Compare the literal and figurative meaning of the phraseological units printed in bold type.

1. ...the sooner you are gone **bag and baggage**, the better for all parties. (Dick.)

2. All **the wind was out of her sails**, she muttered something and went off.

1. I have just one word to say of the whole tribe: they are a nuisance. Not that I ever suffered much from them; I took care **to turn the tables**.

2. James came back to town in a poor way, and went about with a pathetic attempt at **making the best of a bad job** (Galsw.).

1. Rons. I've changed my mind. Evans. Ah! **Turned your coat** you mean, (id.).

2. "I will agree to this year's dividend on condition that we drop this foreign business in future, **lock, stock and barrel**".

17. Pick out the phraseological units from the following sentences and classify them using classification systems (by Vinogradov, Koonin, Smirnitsky, Arnold).

1. They were compelled by some devilish accident of birth or lack of force or resourcefulness to stew in their own juice of wretchedness (Th. Dr.).

2. "I'd like to have a day or two in which to think it over..." "Why, certainly, certainly, Mr. Cowperwood", replied Stener genially. "That's all right. Take your time" (id.).

3. Jos, a clumsy and timid horseman, did not look to advantage in the saddle. "Look at him, Amelia dear. Such a bull in a china shop I never saw" (Thack.).

18. Match the following terms with their definitions.

- | | |
|----------------------|------------------------|
| 1. abbreviation | 7. onomatopoeia |
| 2. adjectivalization | 8. reduplication |
| 3. adverbialization | 9. sound-interchange |
| 4. back-derivation | 10. stress-interchange |
| 5. compression | 11. substantivation |
| 6. lexicalization | 12. word-manufacturing |

a) forming words sounding like the thing they represent;
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;

j) shifting of stress;

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.

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

all-in-one	to automate
to baby-sit	bark
cock-a-doodle-doo	colours
cuckoo	customs
EU	goody-goody
goody-two-shoes	has-been
to house-keep	jazzercise
know-it-all	laser
magalog	phone

20. Identify the type of clipping:

ad	burbs
celeb	champ
chimp	croc
doc	specs
dorm	exam
flu	fridge
gator	gym
hippo	hols
teen	veg

21. Analyze 1. the derivational structure of the following words and write;
2. how many steps of derivation they have undergone:

1.	2.
indisputableness	
revitalization	

22. Identify the denotative and connotative elements of the meanings in the following sentences.

1. It's impolite to stare at people like that.
2. The little boys stood glaring at each other ready to start a fight.
3. The lovers stood gazing into each other's eyes.

23. Comment on the development of meaning in the following words:

A few weeks after the purchase was completed, and at the close of the season, the Minister and his family went down to Cantervilie Chase.

24. Analyze the following phraseological units according to 3 classifications (Koonin's, Vinogradov's and Arnold's). Translate:

Berlin wall.

- 1.
- 2.
- 3.

A close mouth catches no flies.

- 1.
- 2.
- 3.

To jump out of one's skin.

- 1.
- 2.
- 3.

25. Analyze the structure and origin of the following words, define the linguistic phenomenon:

shamefaced.

26. Which spelling is British and which is American?

clamor	clamouring	clamorous	
vapor	vapourish	vaporize	
defence	defense	centre	center
marvellous	marvelous	fibre	fiber
jewellery	jewelry	to enfold	to infold
cheque	check		

TESTS

Test 1

A blonde decides one day that she is sick and tired of all these blonde jokes and how all blondes are perceived as stupid, so she decides to show her husband that blondes really are smart. While her husband is off at work, she decides that she is going to paint a couple of rooms in the house. The next day, right after the time her husband leaves for work, she gets down to the task at hand. Her husband arrives home at 5:30 and smells the distinctive smell of paint. He walks into the living room and finds his wife lying on the floor in a pool of sweat. He notices that she is wearing a ski jacket and a fur coat at the same time. He goes over and asks her if she is OK. She replies yes. He asks what she is doing. She replies that she wanted to prove to him that not all blonde women are dumb and she wanted to do it by painting the house. He then asks her why she has a ski jacket over her fur coat. She replies that she was reading the directions on the paint can and they said... FOR BEST RESULTS, PUT ON TWO COATS (A. Joke).

Tasks

1. Какое лингвистическое явление лежит в основе этой шутки? Аргументируйте ответ.

2. Чем различаются синонимы *dumb* и *stupid*? Какой тип синонимов?

3. Найдите примеры конверсии в тексте (3).

4. Сколько антонимов слова *smart* использовано в тексте? Приведите пример из текста лексеме *ask*.

5. Приведите примеры омонимов в тексте (7).

6. Соотнесите пары слов (в левой колонке) и тип отношений между ними (в правой колонке).

1. furcoat – coat

a) antonyms

2. furcoat – ski jacket

b) synonyms

3. room – house

c) hyponym – hyperonym

4. living room – room

d) part-whole relations

5. husband – wife

e) co-hyponyms

6. leave for – arrive

7. Эти слова находятся в ... отношениях.

а) синтагматических; б) парадигматических; в) иерархических.

8. Выпишите слова по группам а) ложные друзья переводчиков; б) интернациональные слова:

Baton, jacket, blonde, club, fabric, sympathetic, replica, film, piano.

9. Объясните термины: а) этимологический дуплет; б) этимологический гибрид; в) ложная этимология.

Test 2

Away from time, always outside of time! Between east and west, between dawn and sunset, the church lay like a seed in silence, dark before germination, silenced after death. Containing birth and death, potential with all the noise and transition of life, the cathedral remained hushed, a great, involved seed, whereof the flower would be radiant life inconceivable, but whose beginning and whose end were the circle of silence. Spanned round with the rainbow, the jewelled gloom folded music upon silence, light upon darkness, fecundity upon death, as a seed folds leaf upon leaf and silence upon the root and the flower, hushing up the secret of all between its parts, the death out of which it fell, the life into which it has dropped, the immortality it involves, and the death it will embrace again.

Tasks

1. Разделите слова на морфемы, дайте им структурную и семантическую классификацию:

rainbow, beginning, jeweled, outside

immortality, inconceivable, containing, dropped

2. Многозначное слово *noise* в тексте используется в одном из значений. Прочитайте описание значения этого слова и определите причину семантического развития: а) историческая; б) социальная; в) психологическая.

In everyday communication the noun noise means “sound, especially a sound that is loud, unpleasant, unexpected, or undesired”. It also has other, more specialized meanings: for instance, in physics it means “a disturbance, especially a random or persistent disturbance that obscures or reduces the clarity of a signal”, in computer science – “irrelevant or meaningless data”.

3. Прочитайте определения слов: Time и tide.

Time and tide used to be synonyms. Then tide came to mean “the regular rise and fall of the sea caused by the pull of the moon and sun”, and time is used in the general sense.

а) Определите лингвистическое явление.

б) Установите причину семантического развития: эллипсис, расхождение синонимов, фиксированный контекст, лингвистическая аналогия.

4. Найдите 4 пары синонимов и определите их тип:

а) стилистические; б) идеографические; в) абсолютные.

5. Найдите 8 пар антонимов.

6. Установите тип семантических отношений между следующими словами: germination, fecundity, seed, flower, leaf, root.

а) члены синонимического ряда;

б) члены антонимического ряда;

в) члены семантического поля.

LINGUISTIC GLOSSARY

Аббревиация, или сокращение/Abbreviation, or shortening (от лат. *abbrevio* ‘сокращаю’) – процесс создания единиц вторичной номинации со статусом слова, который состоит в усечении любых линейных частей источника мотивации и который приводит в результате к появлению такого слова, которое в своей форме отражает лишь какую-то часть или части компонентов исходной мотивирующей единицы. Результат процесса аббревиации обозначается терминами *аббревиатура* или *сокращение*, которые очень часто используются как синонимы.

Адвербиализация/Adverbialization (от лат. *adverbium* ‘наречие’) – переход слова в класс наречий.

Адъективация/Adjectivalization (от лат. *adjectivum* ‘прилагательное’) – переход слова в класс прилагательных.

Активность/Activity – динамический, процессуальный аспект словообразовательной системы, ее способность к действию, пополнению языка новыми лексическими единицами, к выполнению определенных коммуникативных заданий.

Алломорф (алломорфа)/Allomorph (от греч. *állos* ‘иной’, ‘другой’ и *morphé* ‘форма’) – один из разнообразия морфов, репрезентирующих одну и ту же морфему.

Антонимы/Antonyms (от греч. *anti-* ‘против’ и *онума* ‘имя’) – слова одной части речи, имеющие противоположные значения.

Ассимиляция заимствования (полная и частичная)/Assimilation (от лат. *assimilatio* ‘уподобление’) – приспособление заимствованного слова к системе заимствующего языка.

Аффикс/Affix (от лат. *affixus* ‘прикрепленный’) – служебная морфема, минимальный строительный элемент языка, присоединяемый к корню слова в процессах морфологической деривации и служащий преобразованию корня в грамматических или словообразовательных целях; важнейшее средство выражения грамматических и словообразовательных значений; часть слова, противопоставленная корню и сосредоточивающая его грамматические и/или словообразовательные значения.

Аффиксальная база/Basis of affixation – часть слова, содержащая основу.

Аффиксация/Affixation – морфологический процесс, заключающийся в присоединении аффиксов к корням или основам.

Безаффиксное словообразование/Non-affixal word formation – словообразование, при котором аффиксы не используются в качестве словообразовательного средства (т.е. используются чередование звуков, перенос ударения и т.п.).

Валентность/Valency (от лат. *valentia* ‘сила’) – способность слова вступать в синтаксические связи с другими элементами. Различаются специфичные для каждого языка сочетательные потенции частей речи, отражающие грамматические закономерности сочетаемости слов (например, в рус. яз. существительные шире сочетаются с наречием, чем во фр. яз.), и лексическая валентность, связанная с семантикой слова.

Варваризм/Barbarism (от греч. *bárbaros* ‘чужеземный’) – заимствованное слово чужого языка, получившее более или менее регулярное употребление в заимствующем языке (обычно как проявление моды).

Вариантность (вариативность)/Variation, variety (от лат. *varians*, род. п. *variantis* ‘изменяющийся’) – 1. представление о разных способах выражения какой-либо языковой сущности как об ее модификации, разновидности или как об отклонении от некоторой нормы; 2. термин, характеризующий способ существования и функционирования единиц языка и системы языковой в целом.

Варианты/Variants – разные проявления одной и той же сущности, например, видоизменения одной и той же единицы, которая при всех изменениях остается сама собой.

Внутренняя форма слова/Inner form of the word – признак, легший в основу наименования.

Гибрид/Hybrid – слово, элементы которого заимствованы из разных языков.

Гиперогипонимия/Hyperonym, hyperonymy, hyponym, hyponymy (от греч. *hypér* ‘над’, ‘сверх’, *hypó* ‘под’, ‘внизу’ и *ónyma* ‘имя’) – одно из основных парадигматических отношений в семантическом поле – иерархическая организация его элементов, основанная на родо-видовых отношениях. При этом слова, соответствующие видовым понятиям (например, *дог*, *овчарка* и т.д.), выступают как **гипонимы** по отношению к слову, соотносящемуся с родовым понятием (*собака*), – **гиперониму** и как **согипонимы** по отношению друг к другу.

Глоссарий/Glossary – словарь малоупотребительных слов с толкованием.

Грамматический контекст/Grammatical context – возможное словесное окружение слова, рассматриваемое на уровне частей речи.

Графическое сокращение/Graphical shortening – условное сокращение часто встречающегося слова или словосочетания, употребляемое только в письменной речи и расшифровываемое при чтении; *противоп.* **лексическое сокращение/lexical shortening**.

Группа семантическая/Semantic group of words (lexico-semantic group) (LSG) – 1. подразряд слов в пределах данной части речи, объединенных общностью значения; 2. слова, объединяемые общностью значения, независимо от частеречной принадлежности.

Группа тематическая/Lexical set (thematic group) – 1. то же, что серия лексическая, например, *тематическая группа предметов домашнего обихода, тематическая группа цвета* и т.д.; 2. ряд слов, более или менее близко совпадающих по своему основному (стержневому) семантическому содержанию, т.е. по принадлежности к одному и тому же семантическому полю.

Денотат/Denotation (от лат. *denotatum* ‘обозначаемое’) – обозначаемый предмет.

Деривационные отношения/Derivative relations – отношения, возникающие между исходными и производными знаками языка (частный случай таких отношений – наиболее хорошо изученные отношения словообразовательной производности).

Деривационные шаги (ступени деривации)/Steps (degrees) of derivation – формальные операции, последовательно применяемые к исходной единице.

Деривация/Derivation (от лат. *derivatio* ‘отведение’, ‘образование’) – процесс создания одних языковых единиц (дериватов) на базе других, принимаемых за исходные, в простейшем случае – путем «расширения» корня за счет аффиксации или словосложения, в связи с чем деривация приравнивается иногда к словопроизводству или даже словообразованию. Согласно более широкой точке зрения, деривация понимается либо как обобщенный термин для обозначения словоизменения (*inflection*) и словообразования (*word formation*) вместе взятых, либо как название для процессов (реже результатов) образования в языке любых вторичных знаков, в том числе предложений, которые могут быть объяснены с помощью единиц, принятых за исходные, или выведены из них путем применения определенных правил, операций.

Диалект/Dialect (от греч. *diálektos* ‘разговор’, ‘говор’, ‘наречие’) – разновидность данного языка, употребляемая в качестве средства общения лицами, связанными тесной территориальной, социальной или профессиональной общностью.

Дивергенция/Divergence (от ср.-лат. *divergo* ‘отклоняюсь’, ‘отхожу’) – расхождение, отдаление друг от друга двух или более языковых сущностей.

Диглоссия/Diglossia (от греч. *di-* ‘дважды’ и *glōssa* ‘язык’) – одновременное существование в обществе двух языков или двух форм одного языка, применяемых в разных функциональных сферах.

Дублет, или двойное заимствование/Doublet – одно из двух или более слов, близких по значению и звучанию, связанных общностью происхождения и нередко возникающих в языке вследствие одновременного заимствования, откуда **этимологические дублеты/etymological doublets**, например, рус. *сторона – страна*, англ. *hostel – hotel – hospital* и т.п.

Заемствование/Borrowing – элемент чужого языка (слово, морфема, синтаксическая конструкция и т.п.), перенесенный из одного языка в другой в результате контактов языковых, а также сам процесс перехода элементов одного языка в другой.

Заемствованное слово/Borrowed, or loan word – слово, появившееся в данном языке в результате заимствования; *противоп.* **исконное слово.**

Звукоподражание (ономатопея)/Sound-imitation (onomatopoeia, or echoism) – 1. условное воспроизведение звуков природы и звучаний, сопровождающих некоторые процессы (дрожь, смех, свист и т.п.), а также криков животных; 2. создание слов, звуковые оболочки которых в той или иной степени напоминают называемые (обозначаемые) предметы и явления.

Идиолект/Idiolect (от греч. *idios* ‘свой’, ‘своеобразный’, ‘особый’ и (диа)лект) – совокупность формальных и стилистических особенностей, свойственных речи отдельного носителя данного языка.

Идиома/Idiom – 1. словосочетание, обнаруживающее в своем синтаксическом и семантическом строении специфические и неповторимые свойства данного языка; 2. то же, что фразеологическая единица.

Идиоматичность/Idiomacity – семантическая характеристика фразеологической единицы, заключающаяся в невыводимости значения целого языкового образования из совокупности значений входящих в него частей.

Импликация/Implication – подразумевание, невыражение.

Инициальное сокращение, или акронимия/Initial shortening, or acronymy – способ словообразования, в результате которого образуется сокращенное слово, включающее в свой состав начальные буквы/звуки (инициалы) слова или слов сокращаемого словосочетания.

Интенционал/Intension – качества или свойства, составляющие внутреннее содержание слова или термина, его сигнификацию.

Интернационализмы (интернациональные слова)/International words – слова, совпадающие по своей внешней форме (с учетом закономерных соответствий звуков и графических единиц в конкретных языках), с полно или частично совпадающим смыслом, выражающие понятия международного характера из области науки и техники, политики, культуры, искусства и функционирующие в разных, прежде всего неродственных (не менее чем в трех) языках. Слова, заимствованные большинством языков мира из языка народа, который создал или ввел в общее употребление обозначаемые ими предметы.

Исконное слово (первичное слово)/Vernacular word (native word) – наиболее старое (основное) слово данного языка как представитель первоначального лексического состава; *противоп.* **заемствованное слово.**

Источник заимствования/Source of borrowing – язык, из которого заимствована данная лексическая единица.

Категориальные семантические признаки/Categorial features – признаки, на основании общности которых осуществляется объединение лексических единиц в лексико-грамматические классы, или части речи.

Кокни/Cockney – лондонское просторечие.

Конвергенция/Convergence (от лат. *convergo* ‘приближаюсь’, ‘схожусь’) – сближение или совпадение двух или более лингвистических сущностей.

Конверсия, или нулевое словообразование/Conversion, or zero-derivation (от лат. *conversio* ‘изменение’, ‘превращение’) в словообразовании – способ словообразования без использования специальных словообразовательных аффиксов; разновидность транспозиции, при которой переход слова из одной части речи в другую происходит так, что назывная форма слова одной части речи (или его основа) используется без всякого материального изменения в качестве представителя другой части речи (ср. нем. *leben* ‘жить’ и *das Leben* ‘жизнь’, англ. *salt* ‘соль’ и *to salt* ‘солить’, *to jump* ‘прыгать’ и *a jump* ‘прыжок’ и т.п.).

Конкордансы/Concordances – словоуказатели с контекстами, являющиеся одним из результатов автоматической обработки текста в автоматизированных лексикографических системах.

Коннотация/Connotation (ср.-лат. *connotatio*, от *connoto* ‘имею дополнительное значение’) – эмоциональная, оценочная или стилистическая окраска языковой единицы узуального (закрепленного в системе языка) или окказионального характера.

Контекст/Context (от лат. *contextus* ‘соединение’, ‘связь’) – фрагмент текста, включающий избранную для анализа единицу, необходимый и достаточный для определения значения этой единицы, являющегося непротиворечивым по отношению к общему смыслу данного текста.

Контекст ситуации (обстановка речи)/Context of situation – условия, в которых осуществляется данный акт речи с точки зрения их воздействия на содержание последнего, его детерминированности особенностями данной культурной общности.

Корень/Root – носитель вещественного, лексического значения слова, центральная его часть, остающаяся неизменной в процессах морфологической деривации; выражает идею тождества слова самому себе; коррелирует с понятием лексемы; простая, или непроеизводная основа слова, остающаяся после устранения всех словообразовательных и/или словоизменительных элементов.

Корневое словообразование/Root formation – один из терминов, используемый наравне с термином *безаффиксное словообразование* для обозначения процесса конверсии. Словообразовательный процесс, в ре-

зультате которого образуются слова, являющиеся по своему морфемному составу корневыми, т.е. состоящими из одного корня.

Косвенное сложное слово/Idiomatic compound – сложное слово, значение которого не выводимо из значений составляющих его основ, также вследствие идиоматичности синтаксического построения.

Креативность/Creativity – нерегулируемое правилами речевое поведение говорящих, в основе которого лежит осознанная интенция создания какого-либо эффекта при порождении новой единицы.

Креольские языки/Creoles, or Creoles languages – языки, сформировавшиеся на основе пиджинов и ставшие родными (первыми) для определенного коллектива их носителей.

Лексикализация/Lexicalization – превращение элемента языка (морфемы, словоформы) или сочетания элементов (словосочетания) в отдельное знаменательное слово или в другую эквивалентную ему словарную единицу (например, во фразеологизм).

Лексикография/Lexicography (от греч. *lexikós* ‘относящийся к слову’ и *gráphō* ‘пишу’) – раздел языкознания, занимающийся практикой и теорией составления словарей.

Лексикология/Lexicology (от греч. *lexikós* ‘относящийся к слову’ и *lógos* ‘учение’) – раздел языкознания, изучающий словарный состав, лексику языка.

Лексико-семантический вариант/Lexico-semantic variation – иерархически организованная совокупность сем; структура, в которой выделяется интегрирующее родовое значение (архисема), дифференцирующее видовое (дифференциальная сема), а также потенциальные семы, отражающие побочные свойства предмета, реально существующие или приписываемые ему коллективом.

Лексическая единица/Lexical unit, or item – единица, основное содержание которой имеет материальный (вещественный, т.е. неграмматический) характер, а выражение находится в соответствии с правилами оформления отдельного слова, свойственными данному языку.

Лексическая парадигма/Lexical paradigm – объединение грамматически однородных слов, имеющих семантическую общность.

Лексический контекст/Lexical context – набор лексических единиц, с которыми то или иное слово вступает во взаимодействие для реализации конкретного значения.

Лексическое значение слова/Lexical meaning – содержание слова, отображающее в сознании и закрепляющее в нем представление о предмете, свойстве, процессе, явлении и т.д.

Лингва франка/Lingua franca (от итал. *lingua franca* ‘франкский язык’) – функциональный тип языка, используемый в качестве средства общения между носителями разных языков в ограниченных сферах социальных контактов.

Лингвистическая энциклопедия/Linguistic encyclopedia – научное справочное издание, содержащее систематизированный свод знаний о языке и методах его описания.

Ложные друзья переводчика/Translator's false friends – слова, совпадающие по своей внешней форме (с учетом закономерных соответствий звуков и графических единиц в конкретных языках) и практически полностью не совпадающие по своему значению.

Метафора/Metaphor (от греч. *metaphorá* ‘перенос’) – троп или механизм речи, состоящий в употреблении слова, обозначающего некоторый класс предметов, явлений и т.п., для характеристики или наименования объекта, входящего в другой класс, либо наименования другого класса объектов, аналогичного данному в каком-либо отношении.

Метонимия/Metonymy (от греч. *metōnymia* ‘переименование’) – троп или механизм речи, состоящий в регулярном или окказиональном переносе имени с одного класса объектов или единичного объекта на другой класс или отдельный предмет, ассоциируемый с данным по смежности, сопредельности, вовлеченности в одну ситуацию.

Морф, морфа/Morph (от греч. *morphé* ‘форма’) – минимальная значимая единица текста, текстовый представитель морфемы.

Морфема/Morpheme (от греч. *morphé* ‘форма’) – одна из основных единиц языка, часто определяемая как минимальный знак, т.е. такая единица, в которой за определенной фонетической формой (означающим) закреплено определенное содержание (означаемое) и которая не членится на более простые единицы того же рода.

Морфемно нечленимое слово/Monomorphic word – слово, морфемная структура которого представлена одной единственной морфемой.

Морфемно членимое слово/Polymorphic word – слово, морфемная структура которого представлена несколькими морфемами.

Морфологическая парадигма/Morphological paradigm – система форм одного слова.

Морфонологические изменения/Morphonological changes – изменения, благодаря которым осуществляется, поддерживается или усиливается дифференциация форм на морфологическом уровне.

Мотивация (мотивированность)/Motivation – семантическая обусловленность значения той или иной лексической единицы значениями ее составляющих.

Направление деривации (производности) (от имени – к глаголу или же от глагола – к имени и т.п.)/Direction of derivation – одна из составляющих деривационных отношений, возникающих между исходной и производной знаками языка в процессе словообразования (например, в процессе конверсии).

Народная этимология/Folk, or popular etymology – преобразование слов в сторону их сближения с другими словами, которые представляются (в силу сходства значений, формы или различных ассоциаций) родственными (например, *близорукий* возникло из *близозоръкъ*, ср. у стойков сближение лат. *crux* ‘крест’ с *crus* ‘нога’).

Неологизмы/Neologisms (от греч. *néos* ‘новый’ и *lógos* ‘слово’) – слова, значения слов или сочетания слов, появившиеся в определенный период в каком-либо языке или использованные один раз (оказиональные слова) в каком-либо тексте или акте речи.

Непосредственно составляющие/Immediate constituents – два элемента, из которых непосредственно образована единица более высокого порядка (и большей линейной протяженности).

Несвободное словосочетание/Non-variable (stable) context combination – словосочетание, в котором лексическая самостоятельность одного или обоих его компонентов ослаблена или утрачена, и оно все целиком по характеру значения приближается к отдельному слову.

Норма языковая/Norm – совокупность наиболее устойчивых традиционных реализаций языковой системы, отобранных и закрепленных в процессе общественной коммуникации. Норма как совокупность стабильных и унифицированных языковых средств и правил их употребления, сознательно фиксируемых и культивируемых обществом, является специфическим признаком литературного языка национального периода. В более широкой трактовке норма трактуется как неотъемлемый атрибут языка на всех этапах его развития.

Нулевой аффикс/Zero affix – отсутствие аффикса в одной форме парадигмы, противопоставляемое положительным (или выраженным) аффиксам в других формах той же парадигмы.

Образование новых слов по аналогии/Analogical word-formation – уподобление одной единицы языка другой на основе продуктивных моделей словоизменения и словообразования.

Обратная (регрессивная) деривация (дезаффиксация)/Back-formation – вычленение основы из производного слова и включение ее в парадигму соответствующей части речи, например, рус. *зонт* от *зонтик*, англ. *to chauffe* от *chauffeur* и т.п.

Омографы/Homographs (от греч. *homós* ‘одинаковый’ и *gráphō* ‘пишу’) – слова, имеющие одинаковое написание, но различное ударение (в рус. яз.: *мука́* – *му́ка*, *трусíть* – *трусítь* и т.п.) или вообще произношение (в англ. яз.: *lead* [led] ‘свинец’ и *lead* [li:d] ‘вести’, *tear* [teə] ‘рвать’ и *tear* [tiə] ‘слеза’).

Омонимия/Homonymy (от греч. *homōnymia* ‘одноименность’) в языкознании – звуковое совпадение различных языковых единиц, значения которых не связаны друг с другом.

Омонимы/Homonyms – одинаково звучащие слова, не имеющие общих элементов смысла (сем) и не связанные ассоциативно.

Омофоны/Homophones (от греч. *homós* ‘одинаковый’ и *phōnē* ‘звук’) – слова, которые произносятся одинаково, но различаются в написании, например, рус. *косный* – *костный*, *пруд* – *прут*, *луг* – *лук*, англ. *write* – *right*, *week* – *weak*.

Омоформы/Homofoms – отдельные формы разных слов, совпадающие друг с другом, например, рус. *стих* (гл.) и *стих* (сущ.), англ. *saw* ‘пила’ и *saw* (форма глагола *to see* ‘видеть’) и т.п.

Основа/Stem – ядерная часть слова, с которой связано его вещественное лексическое значение и которая остается за вычетом из него словоизменяемых морфем (окончаний); неопределяемая вторичная единица морфологического уровня, необходимая при анализе структуры слова и определении степени его морфемной сложности.

Парадигма/Paradigm (от греч. *parádeigma* ‘пример’, ‘образец’) – 1. в широком смысле – любой класс лингвистических единиц, противопоставленных друг другу и в то же время объединенных по наличию у них общего признака или вызывающих одинаковые ассоциации, чаще всего – совокупность языковых единиц, связанных парадигматическими отношениями; 2. модель и схема организации такого класса или совокупности; 3. в более узком смысле – синоним термина *морфологическая парадигма* (система форм одного слова).

Партономия, или меронимия/Partonomy, or meronymy – один из типов структуры семантического поля, в которой слова соединены отношением «часть – целое».

Переоформление (заимствованных слов)/Reinterpretation of affixes – переосмысление морфем, входящих в состав заимствованных слов, например, рус. *бутсы* от англ. *boots* (*boot* + *s* – флексия мн. ч.) и т.п.

Пиджины/Pidgin (от искаженного англ. *business* ‘дело’) – структурно-функциональный тип языков, не имеющих коллектива исконных носителей и развившихся путем существенного упрощения структуры языка-источника; используются как средство межэтнического общения в среде смешанного населения.

Полисемия/Polysemy (от греч. *polýsēmos* ‘многозначный’) (многозначность) – наличие у единицы языка более одного значения – двух или нескольких.

Полуаффикс/Semi-affix – морфема промежуточного типа, коррелирующая с самостоятельным словом в системе языка.

Понятие/Concept – 1. мысль, отражающая в обобщенной форме предметы и явления действительности посредством фиксации их свойств и отношений; последние (свойства и отношения) выступают в понятии как общие и специфические признаки, соотнесенные с классами предметов и

явлений; 2. то же, что грамматическая или семантическая категория, обычно не высшего уровня обобщения, например, понятие двойственного числа, понятие события, понятие неактуального настоящего времени и т.п.; в этом значении стал часто употребляться термин *концепт*.

Постулат значения/Meaning postulate – правило, устанавливающее связи между атомарными значениями.

Предельные составляющие/Ultimate constituents – мельчайшие, далее неделимые единицы, выделяющиеся на данном уровне анализа.

Префикс/Prefix (от лат. *praefixus* ‘прикрепленный впереди’) – аффикс, помещаемый перед корнем.

Продуктивность/Productivity – статическая характеристика словообразовательной системы, учет результатов ее действия, отражение реализации способности разных словообразовательных моделей в определенные временные периоды к словопроизводству. Пригодность для образования новых слов и форм, понятных говорящим на данном языке.

Производное слово, или дериват/Derived word, complex, or derivative – результат процесса деривации; вторичная языковая единица, которая формально и семантически зависит от исходной и при наличии общей ядерной части отстоит от исходной единицы на одну примененную формальную операцию, или деривационный шаг; *противоп.* **простое (непроизводное) слово**.

Производящая основа (исходная форма)/Derivational (underlying) base (stem) – простая (или производная) основа, являющаяся источником дальнейшего словообразования и формообразования.

Происхождение/Origin – классификационный параметр, на основе которого происходит разделение морфем на исконные и заимствованные.

Простое (непроизводное) слово/Simple (non derived) word, or simplex – исходная, производящая единица.

Прямое сложное слово/Non-idiomatic compound – неидиоматическое сложное слово, т.е. такое, значение которого складывается из значения его составных частей.

Расширение лексического значения/Extension, broadening, or generalization – увеличение семантического объема (семантической емкости) слова в процессе исторического развития или в контексте речевого употребления.

Редупликация/Reduplication – удвоение.

Референт/Referent – тот предмет мысли, с которым соотносено данное языковое выражение; отраженный в сознании элемент объективной реальности как «внутренняя сторона» слова, т.е. как то понятийное содержание, с которым, по законам семантического строения данного языка, *устойчиво* соотносится данная единица выражения.

Родной язык, национальный язык, местная форма речи (диалект), разговорная форма речи/Vernacular – некоторая «сниженная» языковая система, противопоставленная официальной, книжной и т.п. в ситуации диглоссии; *противоп.* литературному языку.

Свободное словосочетание/Free (variable) context combination – словосочетание, в котором сохраняются самостоятельные лексические значения всех входящих в него знаменательных слов; синтаксическая связь элементов подобного словосочетания является живой и продуктивной.

Сема/Seme (от греч. *sēma* ‘знак’) – минимальная, предельная единица плана содержания.

Семантика/Semantics (от греч. *sēmantikós* ‘обозначающий’) – 1. все содержание, информация, передаваемые языком или какой-либо его единицей (словом, грамматической формой слова, словосочетанием, предложением); 2. раздел языкознания, изучающий это содержание, информацию; 3. один из основных разделов семиотики.

Семантическая (лексическая) неоднозначность/Semantic (lexical) ambiguity – свойство языковой единицы иметь более одного зафиксированного в языке лексического значения, закрепленного за одной формой языкового знака.

Семантические варианты слова/Semantic variants of a word – разные значения слова, реализующиеся в данных контекстах употребления.

Семантические классы/Semantic classes, semantic classification of lexicon – объединения слов, принадлежащих к одной или разным частям речи, по признаку общности основы и словообразовательных связей.

Семантические компоненты: маркеры и различители/Semantic components: markers and distinguishers – родовые и видовые признаки, выделяемые в рамках родовидовых отношений в значении лексической единицы (в терминологии Д. Катца и Д. Фодора).

Семантические отношения (смысловые отношения)/Semantic relations – лексико-фразеологические связи (соответствия) между частями высказывания.

Семантическое заимствование (калька)/Semantic borrowing – заимствование путем буквального перевода (обычно по частям) слова или оборота речи.

Семантическое поле/Semantic (lexical) field – 1. частичка («кусочек») действительности, выделенная в человеческом опыте и теоретически имеющая в данном языке соответствие в виде более или менее автономной лексической микросистемы; 2. совокупность слов и выражений, составляющих тематический ряд, слова и выражения языка, в своей совокупности покрывающие определенную область значений.

Семантическое словообразование/Semantic derivation – возникновение новых семантических единиц вследствие изменения значения слов.

Синонимы/Synonyms (от греч. *synónymos* ‘одноименный’) – слова одной и той же части речи (а также, в более широком понимании, фразеологизмы, морфемы, синтаксические конструкции), имеющие полностью или частично совпадающие значения.

Словарная статья/Entry – независимый отрезок текста, посвященный каждому слову (или группе слов), приводимому в словаре.

Словарь/Dictionary – 1. лексика, словарный состав языка, диалекта, какой-либо социальной группы, отдельного писателя и т.п.; 2. справочная книга, которая содержит слова (или морфемы, словосочетания, идиомы и т.п.), расположенные в определенном порядке (различном в разных типах словарей), объясняет значения описываемых единиц, дает различную информацию о них или их перевод на другой язык либо сообщает сведения о предметах, обозначаемых ими.

Слово/Word – основная структурно-семантическая единица языка, служащая для именования предметов и их свойств, явлений, отношений действительности, обладающая совокупностью семантических, фонетических и грамматических признаков, специфичных для каждого языка.

Словоизменение/Inflection – образование для каждого слова (кроме слов неизменяемых частей речи) его парадигмы, т.е. всех его словоформ и всех его аналитических форм.

Словоизменятельный аффикс/Inflectional affix – аффикс, служащий для образования новых форм слова; окончание.

Словообразование/Word formation – 1. образование слов, называемых производными и сложными, обычно на базе однокорневых слов по существующим в языке образцам и моделям с помощью аффиксации, словосложения, конверсии и других формальных средств; 2. раздел языкознания, изучающий все аспекты создания, функционирования, строения и классификации производных и сложных слов.

Словообразовательная модель (тип словообразовательный)/Word formation pattern – основная классификационная единица в словообразовании; модель, фиксирующая правило построения производных слов, правило, учитывающее тип производящих основ и словообразовательных средств и формируемую в результате их взаимодействия обобщенную семантику однотипных слов.

Словообразовательный аффикс/Derivational, or word-building affix – аффикс, служащий для образования новых слов.

Словосложение/Composition, or compounding – один из способов словообразования, состоящий в морфологическом соединении двух или более корней (основ).

Словосочетание/Word combination – синтаксическая конструкция, образуемая соединением двух или более знаменательных слов на основе подчинительной грамматической связи – согласования, управления или

примыкания и служащая средством номинации, обозначая предмет, явление, процесс, качество и т.д.

Слоговое сокращение (усечение)/Clipping – способ словообразования, в результате которого образуется сокращенное слово, включающее в свой состав часть или части только одного слова, не меньшие двухфонемного слога.

Сложнопроизводные слова/Derivational, or pseudo-compounds – производные единицы, возникшие не в результате словосложения, а в ходе других деривационных процессов, но включающие в свою морфологическую структуру как минимум две основы.

Сложнослоговое сокращение, контаминация, или телескопия/Blending, or telescoping – способ словообразования, в результате которого образуется сокращенное слово, включающее в свой состав не только редуцированные части слов, по линейной протяженности не меньшие двухфонемного слога, но и полные слова.

Собственно идиома/Idiom proper – фразеологическая единица, обладающая ярко выраженными стилистическими особенностями, благодаря которым ее употребление вносит в речь элемент игры, шутки, нарочитости.

Собственно-сложное слово/Compound proper – 1. сложное слово в отличие от фразеологических единиц; 2. сложное слово в отличие от производного слова.

Социальный диалект/Social dialect – язык определенной социальной группы.

Субкатегориальные семантические признаки/Subcategorial features – признаки, на основании которых происходит формирование тесно связанных семантических множеств внутри частей речи.

Субстантивация/Substantivation – переход слова в класс существительных.

Сужение лексического значения, или специализация/Restriction, specialization, or narrowing – уменьшение семантического объема слова в процессе исторического развития или в контексте речевого употребления.

Суффикс/Suffix (от лат. *suffixus* ‘прикрепленный’) – аффикс, помещаемый за корнем, но не обязательно в непосредственной близости к нему.

Таксономия/Taxonomy (от греч. *táxis* ‘построение’, ‘порядок’, ‘расположение’ и *nómos* ‘закон’) – совокупность принципов и правил классификации лингвистических объектов (языков и языковых единиц), а также сама эта классификация.

Тезаурус/Thesaurus (от греч. *thésaurós* ‘сокровище’, ‘сокровищница’) – 1. словарь, в котором максимально полно представлены все слова того или иного языка с исчерпывающим перечнем примеров их употребления в текстах; 2. идеографический словарь, в котором показаны семантические отношения (родо-видовые, синонимические и др.) между лексическими единицами.

Территориальные варианты/Regional varieties – варианты, в виде которых единый язык бытует в различных национальных государствах, например, британский и американский варианты английского языка.

Территориальный (областной, или местный) диалект/Territorial (regional, or local) dialect – диалект, распространенный в определенной местности.

Традиционные словосочетания/Traditional collocations – свободные словосочетания, регулярно воспроизводимые в речи вследствие весьма узкой сочетаемости одного из компонентов.

Транспозиция/Transposition (от ср.-век. лат. *transpositio* ‘перестановка’) – использование одной языковой формы в функции другой формы – ее противочлена в парадигматическом ряду.

«Улучшение» лексического значения, или облагораживание/Amelioration, or elevation – семантическое изменение, в результате которого слово стало обозначать предметы (процессы, качества, людей и т.п.), считающиеся в данном обществе более ценными, более полезными, более уважаемыми и т.п.

Устойчивое выражение/Set (fixed) expression – фразеологически (и/или грамматически) закрепленное (фиксированное) сочетание слов, приобретающее в языке, в большей или меньшей степени, свойства фразеологической единицы.

«Ухудшение» лексического значения/Perjoration, or deterioration – семантическое изменение, в результате которого слово стало обозначать предметы (процессы, качества, людей и т.п.), считающиеся в данном обществе менее ценными, менее полезными, менее уважаемыми и т.п.

Флексия/Flexion (от лат. *flexio* ‘сгибание’) – словоизменительный аффикс, формант, форматив, т.е. часть словоформы, которая выражает грамматическое значение (грамматические категории) и/или реляционное значение (синтаксическое отношение данного слова к другим словам в предложении или к предложению в целом). В этом значении также употребляется термин *окончание*.

Фразема/Phraseme – единица постоянного контекста, в котором значение семантически реализуемого слова является фразеологически связанным.

Фразеологизм (фразеологическая единица)/Phraseological unit, locution, phrase, formula – общее название семантически связанных сочетаний слов и предложений, которые, в отличие от сходных с ними по форме синтаксических структур, не производятся в соответствии с общими закономерностями выбора и комбинации слов при организации высказывания, а воспроизводятся в речи в фиксированном соотношении семантической структуры и определенного лексико-грамматического состава.

Фразеологическое единство/Phraseological unity – разновидность фразеологической единицы, которая характеризуется меньшей по сравнению со сращением спаянностью составляющих ее элементов вследствие того, что ее построение соответствует действующим моделям данного языка.

Фразеологическое сочетание/Phraseological collocation – разновидность фразеологической единицы, которая, будучи построена по продуктивной модели, не обладает, в отличие от единства, полной семантической слитностью (семантической глобальностью); она отличается от свободного сочетания лишь тем, что ее опорное слово употребляется в несвободном, фразеологически связанном значении, т.е. в таком значении, которое реализуется только в сочетании с данным набором лексических единиц.

Фразеологическое сращение/Phraseological fusion, concretion – разновидность фразеологической единицы, характеризующаяся наибольшей степенью семантической неделимости, спаянности, монолитности (глобальности) вследствие непродуктивности той синтаксической модели, по которой она построена.

Фразеология/Phraseology (от греч. *phrasis*, род. п. *phrāseōs* ‘выражение’ и *lógos* ‘слово’, ‘учение’) – 1. раздел языкознания, изучающий фразеологический состав языка в его современном состоянии и историческом развитии; 2. совокупность фразеологизмов данного языка, то же, что фразеологический состав.

Фрейм/Frame – языковая модель определенного фрагмента действительности.

Функциональное изменение/Functional change – изменение фонологической системы, вызванное изменением функций составляющих ее фонем.

Цепь/Chain – один из типов структуры семантического поля, представляющий собой множество слов, соединенных каким-либо ранговым отношением.

Цикл/Cycle – один из типов структуры семантического поля, обозначающий ту или иную циклическую систему (например, дни недели, времена года и т.п.).

Экстенционал/Extensional – номинативная сторона языковой единицы; языковая единица, рассматриваемая в плане ее соотносимости с индивидуальными предметами в контексте речи.

Энциклопедия (энциклопедический словарь)/Encyclopedia – словарь, представляющий в сжатом виде состояние современного научного знания, достигнутого в тех областях, которые обозначаются собранными в нем словами.

Эпидигматические отношения/Epidigmatic ties – внутрисловные отношения, например, отношения между значениями многозначного слова, квалифицируемые как третье измерение в лексике наряду с парадигматическими и синтагматическими отношениями.

Этимология/Etymology (греч. *etymología* от *étymon* ‘истина’ и *lógos* ‘слово’, ‘учение’) – 1. раздел языкознания, изучающий происхождение слов; 2. совокупность исследовательских приемов, направленных на раскрытие происхождения слова, а также результат этого раскрытия; 3. происхождение слова.

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APPENDICES

Схемы лексикографического анализа

Each lexical unit in the practical part of the examination card is expected to be analysed on the following five levels:

1. Derivational level.
2. Morphemic level.
3. Etymological level.
4. Semantic level.
5. Stylistic level.

The aims of analysis on each of the five levels are different.

1. **The Derivational level** of analysis is aimed at establishing the derivational history of the word in question, i.e. at the establishing through what word-building means it is built and what its structural or word-building pattern is. The method of analysis into Immediate and Ultimate Constituents is very effective on this level.

e.g. *threateningly* (adv.) falls into the flw I.C.s:

1. *threatening* + *-ly* – on the pattern adj. + *-ly*;
2. *threaten* + *-ing* – on the pattern verb + *-ing*;
3. *threat* + *-en* – on the pattern noun + *-en*.

The adverb “threateningly” is a derivative built through affixation.

Background (n) falls into two I.C.s *back+ground* (n.+n.). It consists of two simple stems brought together through juxtaposition. The noun *background* is a compound built through word composition.

Rate is a simple root word. *To Rate* is formed by conversion from the noun stem level on the pattern noun to verb, etc.

2. **The Morphemic level** is aimed at establishing the number and type of the morphemes making up the word. Here it is necessary to make use of the data gathered on the derivational level as a result of establishing the Ultimate Constituents.

e.g. in the adverb *threateningly* morphemes are (enumerable in the order of the stages of the I.C.'s analysis of the word): *-ly*, *-ing*, *-en*, *threat*. Thus the adverb “threateningly” is a polymorphemic word, consisting of four morphemes one of which is root and three derivational morphemes.

3. **The Etymological level** is aimed at establishing the etymology (origin) of the word under analysis, i.e. at finding out whether it is a native English word, a borrowing or a hybrid.

e.g. *Challenge* is a Romance borrowing (Fr. to be exact).

Nourishing is a hybrid composed of morphemes of different origin. NOURISH is a Romance borrowing (Fr.), but *-ing* is a native English suffix. *Threateningly* is a native English word.

Note: to be able to establish the word's etymology students are allowed to consult an etymological dictionary looking up the etymology of each morpheme.

4. **The Semantic level** is aimed at establishing the word's semantic structure or the type of meaning in which the word under analysis is used in a given context.

e.g. *Sense* is a polysemantic word (enumerate its meanings). *Contemptuous* is a monosemantic word.

Ear is a polysemantic word. He's got a musical *ear*. In this sentence it is used in one of the secondary, figurative, abstract, wide meaning, which is a result of a shift (semantic change), inetonymic in nature the name of the organ of hearing is used as the name of its power or faculty. *Cause* – extralinguistic (need of naming a new concept). *Result* – extension of meaning.

5. **The Stylistic level** is aimed at establishing the stylistic coloring of the word.

e.g. *Nourishment* is a word of literary style.

Baccy (curtailment of “tobacco”) is a word of colloquial style.

Threat is a word of neutral style. Not all the words in the assignment are equally interesting on all the five levels of analysis, e.g. *Ear* presents no interest either on the derivational or on the morphemic levels. It is certainly of greatest interest on the semantic level. *Challenge* is of interest only on the etymological level, while *baccy* should be examined on the derivational, morphemic, etymological and stylistic levels.

Pairs of words opposed to one another can be:

1. synonyms – *confusion: mess*;
2. antonyms – *accept: refuse*;
3. etymological doublets – *scar: share*;
4. homonyms – *see (v.): sea (n.)*.

Word-groups can be either free, e.g. to try on a dress, or phraseological, e.g. to serape through an examination. In the analysis of synonyms students are expected to try whether they are purely ideographic or ideographic-stylistic synonyms and prove it. In the analysis of antonyms they should be referred to as either absolute or derivational antonyms.

In the analysis of etymological doublets both words should be traced to the common source and the particular development of each should be discussed to explain their difference in Mn English.

Word-groups can be either free, e.g. to try on a dress, or phraseological, e.g. to scrape through an examination. In a free word-group students are expected to show the patterned character of its structure permitting, a substitution of its elements within the given pattern as well as its complete motivation. Free word-groups of the “stone wall” type are to be analysed by way of contrast with compound nouns and with their attributive word-groups. In a phraseological unit it is necessary to show all its features in keeping with the definitions: stability, lack of motivation (idiomaticity), semantic and grammatical indivisibility, lack of structural integrity, as well as its place in the classifications of different scholars.

Термины, подлежащие усвоению

1. Lexicology, vocabulary, diachronic/ synchronic study, syntagmatic/ paradigmatic relations, paradigm, common words, neologisms, archaic, obsolete words, phoneme, morpheme, phrase, facet, referent, concept, motivation, sound symbolism, onomatopoeia, folk etymology/ wrong motivation.

2. Etymology, word-stock/ basic stock, language cross, borrowed/ loan words, native words, Common Germanic, General Indo-European, layer/ stratum, etymological doublets, etymological hybrids, toponyms, semantic borrowings, translation loans, borrowings proper, barbarisms, translator's false friends, international words, assimilation, degree of assimilation.

3. Semasiology, semantics, pragmatics, polysemy, metaphor, metonymy, extension/ broadening, narrowing, elevation/ amelioration, degradation/ deterioration, antonomasia, contiguity, similiarity, lexical meaning, grammatical meaning, denotative, significative, demonstrative, connotative meaning, ellipsis, semantic change.

4. Word-building, affixation, shortening, reversion, conversion, compounding, postpositivation, blending, abbreviation.

5. Homonymy, perfect homonyms, homophones, homographs, lexical, grammatical, lexico-grammatical homonyms; synonyms, total ideographic, territorial, stylistic synonyms, synonymic dominant; antonyms, antonyms proper, conversives, complementaries; euphemisms, dysphemisms, hyponyms, hyperonyms.

6. Phraseology, phraseological units/ idioms, phrasal verbs, proverbs, phraseological combinations, unities, fusions, nominative, communicative, nominative-communicative, intergectional ph.u-s.

7. International language, proper, historical americanisms, dialects, sociolect, pidgin, droll, cockney, Black English/ Ebonics.

8. Lexicography, dictionary, encyclopedic D., linguistic D., general D., restricted D., monolingual D., multilingual D., explanatory D., translation D., specialized D., phraseological D., D. of new words, of slang, of word-frequency, usage D., reverse D., pronouncing D., etymological D., ideographic D., entry, article of a D.

Примерные вопросы к экзамену

1. The world as a basic language unit, a dialectical unity of form and content.
2. Motivation of words.
3. The etymological characteristics of the vocabulary of Modern English. Native and borrowed words.
4. Borrowing in the English vocabulary. The three main sources of borrowings. Causes and ways of borrowing.
5. Assimilation of borrowed words. Translation loans. Etymological doublets and hybrids. International words.
6. Meaning as the inner facet of the word. Types of meaning. Components of lexical meaning.
7. Semantic change: causes, nature, result.
8. Polysemy. The semantic structure of a polysemantic word.
9. Ways of development of polysemy.
10. Informal vocabulary of the English language Colloquial words. Slang.
11. Shortening as a word-building process in modern English. Abbreviations and acronyms.
12. Conversion as a specifically English word-building process.
13. Word-combination (compounding) as a word-building process in modern English. Types of compound words.
14. Affixation as a word-building process in modern English. Prefixes and suffixes, their classification, productivity and etymology.
15. Minor ways of word-building: blending, back-formation, vowel and consonant interchange, stress interchange.
16. Ways of enriching the English vocabulary: productive word-building process, semantic change, borrowings.
17. Homonyms and their classifications. Sources of homonyms in English.
18. Synonyms, their classifications. Sources of synonymy in the English language.
19. Antonyms. Classes of antonyms in English. Their role as expressive means.
20. Classifications of phraseological units.
21. General characteristics of the English language.
22. Formal vocabulary of the English language. Learned words. Professional terms. Historisms.
23. Free word-combinations, words and phraseological units: points of similarity and difference.
24. The specific features of the American variant of English. Territorial variants.
25. Black English Vernacular (the Ebonics).
26. Main types of dictionaries.
27. Main structural components of a dictionary.
28. Computing lexicography.
29. Proverbs, the problem of their classification. Phrasal verbs.
30. World English, its variants and varieties.
31. Australian, Canadian and South African (Indian) English, Asian English.

Примерный список тем курсовых проектов

1. Лексико-синтаксические особенности языка англоязычных форумов.
2. Гендерные особенности использования экспрессивных языковых средств.
3. Французские заимствования в лексике английского языка.
4. Заимствования в современном языке моды (на материале английского языка).
5. Концепт «гламур» и его реализация в английском языке.
6. Невербальные средства коммуникации: лингвистический аспект (на материале английского языка).
7. Вторичная номинация как способ пополнения лексики английского языка.
8. Прагматический аспект аббревиации.
9. Словослияние как современная тенденция английского языка.
10. Специфика употребления идиоматических выражений в политическом дискурсе.
11. Фразеологизмы с компонентом цветообозначения в английском и русском языках.
12. Вербализация концепта «успех» в английском языке.
13. Лексико-семантический анализ синонимичных глаголов «движение» в английском языке.
14. Фразеологические единицы, обозначающие работу, в английском языке.
15. Английские устойчивые обороты с компонентом числительным.
16. Анализ названий английских и американских фильмов и их переводов на русский язык.
17. Полисемия и омонимия в средствах массовой информации (на материале английского языка).
18. Прагматический аспект полисемии в рекламных текстах.
19. Метафорический перенос в наименовании географических реалий.
20. Сравнительный анализ ФЕ с компонентом-фитонимом в русском и английском языках.
21. Лексико-семантические особенности английской детской поэзии.
22. «Ложная этимология» как результат наивного восприятия мира.
23. Этимология названий австралийских штатов.
24. Пословицы и поговорки в названиях американских и британских фильмов.
25. Дубликация как средство создания новых слов в английском языке.
26. Актуализация внутренней формы сложносоставных слов с компонентом-фитонимом.
27. Исследование глаголов лексико-семантического поля «эмоция» в английском языке.

Dialogue decoding (page 44)

- AUOK, M8?
- Gr8, F2T. Cm ASAP
- DK, mb L8r
- ILBL8 4 skol
- KC. ILW8 4U
- IOU
- CUTNTE

- Are you OK, mate?
- Great, free to talk. Call me as soon as possible.
- Don't know. Maybe later.
- I'll be late for school.
- Keep cool. I'll wait for you.
- I owe you.
- See you tonight.

Punctuation

apostrophe	' ' j
brackets	[] () { } < >
colon	:
comma	, ‘ ’
dash	– — — —
ellipsis	… … …
exclamation mark	!
full stop, period	.
hyphen	-
hyphen-minus	-
question mark	?
quotation marks	‘ ’ “ ” ‘ ’ “ ”
semicolon	;
slash, stroke, solidus	/ /
Word dividers	
interpunct	·
space	
General typography	
ampersand	&
asterisk	*
at sign	@
backslash	\
bullet	•
caret	^
dagger	† ‡
degree	°
ditto mark	”
inverted exclamation mark	¡
inverted question mark	¿
number sign, pound, hash,	#
octothorpe	#
numero sign	№
obelus	÷
ordinal indicator	º ºª
percent, per mil	% ‰
plus and minus	+ -
basis point	‰
pilcrow	¶
prime	' " ""
section sign	§
tilde	~
underscore, understrike	_
vertical bar, pipe, broken bar	†
asterism	**
hedera	☪
index, fist	☞
interrobang	?!
irony punctuation	◻
lozenge	◇
reference mark	※
tie	ˆ

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