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Ярославский государственный университет им. П. Г. Демидова
Кафедра иностранных языков гуманитарных факультетов

Лексикология

Практикум
по английскому языку

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Составители:
Ю. Е. Колтышева, Е. В. Матвеева

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Данное издание содержит практический материал для изучения курса лексикологии английского языка. Его цель – познакомить студентов, обучающихся по направлению «032700 Филология: профиль подготовки «Зарубежная филология (английский язык и литература)», с основными особенностями лексического строя английского языка, выявить его специфические особенности, показать неоднородность словарного состава, связь лексики с внеязыковой реальностью и сознанием говорящих, а также обеспечить сознательный подход к практическому овладению лексикой и предотвратить некоторые типичные ошибки словоупотребления. Задания и упражнения, содержащиеся в пособии, способствуют развитию у студентов умения анализировать языковой материал, навыка языковой догадки, умения работать с различными лексикографическими источниками.

Материал подобран по разделам в соответствии с программой курса. В пособие также включены тестовые вопросы с целью обеспечения контроля усвоения студентами теоретического материала, план лексикологического анализа и русско-английский тематический словарь базовых терминов (глоссарий).

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I. Контрольные вопросы к практическим занятиям

Lexicology as a Branch of Linguistics.

The Field and Different Branches of Lexicology

1. What is Lexicology?
2. What is the origin of the term Lexicology?
3. What does Lexicology study?
4. Why is it difficult to give the definition of the word?
5. What are the characteristic features of the word?
6. What does the term “vocabulary” denote?
7. What does General Lexicology study?
8. What does Special Lexicology study?
9. What is English Lexicology?
10. What are two principal approaches in Linguistics to the study of any language material and phenomena?
11. What is the origin of the terms «diachronic» and «synchronic»?
12. What does Historical Lexicology, or Etymology, study?
13. What does Descriptive Lexicology study?
14. What is the aim of Comparative Lexicology?
15. What does Contrastive Lexicology study?
16. What problems does Modern English Lexicology deal with?
17. What is the practical importance of Lexicology?
18. What does Lexicography deal with?
19. What branches of Linguistics does Lexicology have close ties with?
20. What is the connection between Lexicology and a) Phonetics; b) Grammar; c) Stylistics; d) History of the Language?

The Connection of Lexicology with Other Branches of Linguistics

1. How many words are there in the English language?
2. What is the volume of the individual vocabulary of an educated person?
3. How many words does an average member of the speech community use in his/her everyday speech?

4. What does the choice of words in speech depend on?
5. What factors make it impossible to state the exact number of words and set expressions in the English language?
6. What causes the changes in the English vocabulary?
7. What is meant by extra-linguistic causes of vocabulary changes?
8. What do linguistic causes of the vocabulary changes include?
9. What are the main changes which occur in the English vocabulary?
10. What is the basic word stock of the language?
11. What are the main features of the words of the basic word stock of the English language?
12. What is the correlation between the vocabulary of the English language and its basic word stock?
13. What is a borrowing?
14. How many borrowings are there in the English vocabulary and in the basic word-stock?
15. What is polysemy? Why do polysemantic words prevail in the English vocabulary?
16. What words are called homonyms? Why are there so many homonyms in English?
17. What is the most debatable problem of polysemy and homonymy?
18. Why is the systematic character of the English vocabulary not so easily seen as the systematic character of English Grammar and sound system?
19. How can words be grouped according to different criteria – semantic, structural, functional?
20. What semantic paradigmatic relations are characteristic of English words?

General Survey of the English Vocabulary

1. Why is it difficult to state the exact number of vocabulary units?
2. What are the extra-linguistic and linguistic causes of increasing English vocabulary?
3. What main changes occur in a language?

4. What is the basic word-stock? What features are characteristic of the basic word-stock? Why is the basic word-stock so important in learning a language?

5. Why do words become obsolete? When are obsolete words used? What are archaisms and historical words?

6. What is characteristic of neologisms?

7. What is the main difference between stylistically neutral and stylistically coloured words? What does this division depend on?

8. What is a functional style?

9. Into what groups is the English vocabulary divided from the stylistic point of view?

10. Which words belong to the formal vocabulary?

11. What is characteristic of learned words? Are they used only in books?

12. What are terms? What features should terms possess?

13. Which words belong to the informal vocabulary? What sub-groups do informal words fall into?

14. What varieties of colloquial words are singled out?

15. What is slang? What varieties of slang can be found in English?

16. What is the difference between argot words and special slang words?

The Etymological Background of the English Vocabulary

1. How can you account for the fact that English vocabulary contains such an immense number of words of foreign origin?

2. What is the earliest group of English borrowings? Date it.

3. What Celtic borrowings are there in English? Date them.

4. Which words were introduced into English vocabulary during the period of Christianization?

5. What are the characteristic features of Scandinavian borrowings?

6. When and under what circumstances did England become a bilingual country? What imprint features were left in English vocabulary by this period?

7. What are the characteristic features of words borrowed into English during the Renaissance?

8. What suffixes and prefixes can help you to recognise words of Latin and French origin?
9. What is meant by the native element of English vocabulary?
10. Which conditions stimulate the borrowing process?
11. Why are words borrowed?
12. What stages of assimilation do borrowings go through?
13. In what spheres of communication do international words frequently occur?
14. What do we understand by etymological doublets?
15. What are the characteristic features of translation-loans?
16. How are the etymological and stylistic characteristics of words interrelated?
17. What determines the choice of stylistically marked words in each particular situation?
18. In what situations are informal words used?
19. What are the main kinds of informal words? Give a brief description of each group.
20. Where are formal words used?
21. Are learned words used only in books? Which type of learned words, do you think, is especially suitable for verbal communication? Which is least suitable and even undesirable?
22. What are the principal characteristics of archaic words?
23. What are the controversial problems connected with professional terminology?
24. Do you think that students of English should learn terms? If so, for which branch or branches of knowledge?
25. What is understood by the basic vocabulary?

Semasiology. Word Meaning and Motivation

1. What is Semasiology?
2. What does Semasiology study?
3. What are the main approaches to the study of word-meaning?
4. What is the essence of the referential (or denotational) approach to the study of word meaning?
5. Who introduced and developed the model of the basic triangle?
6. What do the points of the basic triangle stand for?

7. What relations are there between the word-meaning and 1) the sound form, 2) the notion/concept and 3) the referent of the word?
8. How is word meaning defined within the referential approach?
9. How is word meaning defined within the functional, or contextual approach?
10. What is «the distribution of the word»?
11. How is the term «context» defined?
12. What is the difference between the semasiological and onomasiological approaches to the study of word meaning?
13. What does the term “concept” mean within the cognitive approach to the study of linguistic phenomena?
14. What factors influence the formation of the concept?
15. What types of meaning does the word possess?
16. What is the grammatical meaning of the word?
17. What is the lexical meaning of the word?
18. What is meant by the lexico-grammatical and the part of speech meaning?
19. What are the main components/aspects of lexical meaning?
20. What is the denotational aspect of lexical meaning?
21. What does the significative meaning express?
22. What does the denotational meaning proper show?
23. What is the connotational aspect of lexical meaning?
24. What are the main components/constituents of the connotational meaning? What do they show?
25. What kind of information does the pragmatic aspect of lexical meaning contain?
26. What are the main constituents of the pragmatic aspect of meaning? What kind of information do they render?
27. What is motivation?
28. What is the phonetical motivation?
29. What words are phonetically motivated?
30. What is the essence of the theory of sound symbolism?
31. What is the morphological motivation?
32. What words are morphologically motivated?
33. What does the semantic motivation mean?

Polysemy in English

1. What is polysemy?
2. What are the causes of polysemy in English?
3. What kinds of words are mostly monosemantic?
4. What is a lexico-semantic variant?
5. What forms the semantic structure of a polysemantic word?
6. What types of lexico-semantic variants can be found within the semantic structure of a polysemantic word?
7. What two main types of relations are there between the meanings of a polysemantic word?

Semantic Analysis of Word Meaning

1. What types of semantic analysis are used to study the meaning of the word?
2. What is the lexico-semantic analysis? Where can it be used?
3. What is a seme?
4. What assumption does the componential analysis proceed from?
5. What is a semantic marker?
6. What is a semantic distinguisher?
7. What is the aim of the contextual analysis of word meaning?
8. What does the term «context» mean in the contextual analysis of word meaning?
9. What types of context are relevant for the realization of the word meaning?
10. What determines the word meaning a) in the lexical context? b) in the syntactical context? c) in the mixed context?

The Development and Change of the Semantic Structure of the Word

1. What are the possible ways of the development of meaning?
2. What are the causes of the development and change of the semantic structure of the word?
3. What are the extra-linguistic causes of semantic changes connected with?
4. What do linguistic causes of the semantic change include?
5. What is the mechanism of the process of differentiation of synonyms?

6. How is the fixed context factor connected with differentiation of synonyms?

7. What is ellipsis?

8. What are the main results of the changes in the denotational meaning of the word?

9. What is specialization/narrowing of meaning?

10. What is generalization/widening of meaning?

11. What are the main results of the changes in the connotational meaning of the word?

12. What is elevation/amelioration of meaning?

13. What is degradation/degeneration/pejoration of meaning?

14. What is linguistic metaphor?

15. What is linguistic metonymy?

16. What other types of semantic changes can occur in the semantic structure of the word?

17. What is a hyperbole?

18. What is understatement or litotes?

19. What is irony?

Homonyms and Paronyms

1. What are homonyms?

2. What is the traditional classification of homonyms? Give your own examples to illustrate your answer.

3. What is the difference between full and partial homonyms?

4. What are lexical, grammatical and lexico-grammatical homonyms?

5. What are the main sources of homonymy?

6. What is the essential difference between homonymy and polysemy? What are the means of differentiation between them?

7. What are paronyms? Why should they be studied?

Synonyms and Antonyms

1. What words are called synonyms?

2. Describe the items of identity and those of difference in synonymous groups.

3. Say why synonyms are one of the language's most important expressive means. Illustrate your answer with examples.

4. What is meant by dual characteristics of synonyms?
5. How are synonyms traditionally defined? On what criterion is this definition based? Which aspects of this definition are open to criticism?
6. How are synonyms defined in terms of componential analysis (semantic criterion)? On what criterion is this definition based?
7. Why is the definition of synonyms based on the criterion of interchangeability open to question? Illustrate your answer with examples.
8. What are ideographic synonyms? What subgroups are possible to distinguish in the group of ideographic synonyms?
9. What are stylistic synonyms? In what way do they develop?
10. What are absolute synonyms? Why are they rare in the language?
11. What is a euphemism? What notions usually cause the use of euphemisms? What function do they perform in speech?
12. What is a synonymic dominant? What are its characteristic features?
13. Give an example of contextual synonyms.
14. What are the sources of synonymy?
15. Which words are usually classified as antonyms?
16. What is the difference between contrary and contradictory notions?
17. What are absolute and derivational antonyms? Give your own examples.
18. What is the difference between gradable and complementary antonyms?
19. Which words are called converse antonyms? Give your own examples of conversives.
20. To which parts of speech do most antonyms belong? How do you account for this?
21. What is meant by antonymic connotation? Give your own examples of antonyms which possess “reflected associations”.
22. Explain why antonyms can be regarded as an important expressive means. Illustrate your answer with your own examples.

Word-Groups and Phraseological Units

1. What is a phrase?
2. What does the degree of semantic and structural cohesion of word – phrases depend on?
3. What is understood by lexical and grammatical valency of a word? Is lexical valency the same in different languages?
4. What are endocentric and exocentric phrases?
5. What is the head word? Into what groups are phrases classified according to their head words?
6. What are coordinative and subordinative phrases? Which make the majority in a language?
7. What are the differences between free and bound phrases? On what principles does the subdivision dwell?
8. What are set phrases proper? What groups do they fall into?
9. What element is predominant in verbal set phrases? What verbs usually occur in them?
10. What are approaches to the term “idiom”?
11. What is the semantic structure of phraseological units composed of?
12. What groups of phraseological units does V.V. Vinogradov distinguish? What are the drawbacks of his classification?
13. What is the structural classification of phraseological units?
14. What is the syntactical classification?
15. What is the essence of A.V. Kunin’s classification?
16. What is a proverb? What is a familiar quotation?
17. What factors bring back the isolation of a free phrase and its change into a phraseological unit?

Dialects and Variants of the English Language

1. What is Standard English?
2. What is the difference between a variant and a dialect?
3. What dialects and variants exist in Great Britain? What is Cockney?
4. What are the relationships between the dialects of the English language and Standard English?
5. What is the status of American English? Give your reasons.

6. What are the phonetic peculiarities of American English?
7. What is the structure of the American vocabulary?
8. What are the grammatical differences between BE and AE?
9. What local dialects exist in the USA?
10. What is characteristic of Canadian, Australian and Indian English?

Lexicography

1. What is the difference between encyclopaedic and linguistic dictionaries?
2. What is the difference between general and specialized linguistic dictionaries?
3. Which dictionaries belong to general unilingual dictionaries and general bilingual dictionaries? What famous general dictionaries do you know?
4. Which dictionaries belong to the group of specialized dictionaries?
5. What are glossaries?
6. What is the practical use and theoretical value of ideographic dictionaries?
7. Describe Roget's Thesaurus of English Words and Phrases.
8. Express some idea with the help of Roget's Thesaurus.
9. What types of electronic dictionaries can be singled out?

II. Упражнения

1. General Survey of the English Vocabulary.

1. From the words given below pick out the archaic words and comment on their usage and meaning:

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

2. Give modern English equivalents of the following archaic words; classify them into lexical and grammatical archaisms; translate them into Russian:

spouse, bade, dire, didst, morn, swain, courser, ire, charger, aught, quoth, kine, thy, thine, troth, hath, albeit.

3. Match the neologism to their definition.

Manny n., tart noir n., macroiogy n., technoplegic n., sheeple n., teledensity n., severely gifted adj., thumbo n., thresholder n., schmooseoisie n., tounon n., sandwich generation n., toxic bachelor n., sad grad n., trailing spouse n., off-the-clock adj., togethering pp., office spouse n., transliteracy n., office-park dad n.,

- 1) prolonged discourse, with little or nothing to say.
- 2) A married, suburban father who works in a white-collar job.
- 3) A co-worker with whom one has a very close but nonromantic relationship.
- 4) A young person on the threshold of adulthood, especially one who is anxious or depressed about leaving home or taking on adult responsibilities.
- 5) Relating to a child with exceptional intelligence.
- 6) A male nanny.
- 7) A person who feels paralyzed mentally when faced with technology.
- 8) The class of people who make their living by talking.
- 9) An unmarried man who is selfish, insensitive, and afraid of commitment.

- 10) A particularly clueless or annoying tourist.
- 11) People who must care for both their young children and their older parents.
- 12) People who are meek, easily persuaded, and tend to follow the crowd.
- 13) An error made while using a thumb to type, particularly on a mobile device keypad.
- 14) Mystery or crime novels in which the main character is a woman who is tough, independent and sexy.
- 15) A recent university graduate who is deeply in debt and has few or no good job prospects.
- 16) Describes a work-related task that is performed outside of normal office hours for no pay.
- 17) The ability to read and write using multimedia, including traditional print media, electronic devices, and other online tools.
- 18) Vacationing with one's extended family or friends.
- 19) In a relationship, the person who gives up their job in order to follow the other person to a new location where that person has found employment.
- 20) The number of telephones per 100 people in a region.

4. Point out informal (slang or colloquial) or formal words from the following extracts. Write them out into three columns and give your reasons:

A. So there it was then: an enormous, happy, extended family. True, this happy family included an invisible two-year-old, a barmy twelve-year-old and his suicidal mother; but sod's law dictated that this was just the sort of family you were bound to end up with when you didn't like families in the first place.

(N. Hornby "About a Boy").

B. There was a shower right between every two rooms in our wing, and about eighty-five times a day old Ackley barged it on me. He was probably the only guy in the whole dorm, besides me, that wasn't down at the game.

He was a senior <...>, but nobody ever called him anything except 'Ackley'.

(J.D. Salinger "The Catcher in the Rye").

C. "Dear Ms. Kaase,

Thank you very much for your order, which will be processed immediately. We estimate that delivery will take place in the middle of June. We will notify you of the exact date in writing.

Yours sincerely,
Mr. Green"

D. "Dear Mr. Norton,

Thank you very much for your enquiry. We are of course very familiar with your range of vehicles and are pleased to inform you that we have a new line of batteries that fit your specifications exactly.

The most suitable of our products for your requirements is the Energy Plus. This product combines economy, high power output and quick charging time and is now in stock.

If you would like further information, please telephone or telex me..."

5. In the following verse, find the words belonging to the poetic diction:

*She walks in beauty, like the night
Of cloudless climes and starry skies;
And all that's best of dark and bright
Meet in her aspect and her eyes:
Thus mellow'd to that tender light
Which heaven to gaudy day denies.
One shade the more, one ray the less,
Had half impair'd the nameless grace
Which waves in every raven tress,
Or softly lightens o'er her face;
Where thoughts serenely sweet express
How pure, how dear their dwelling-place.
And on that cheek, and o'er that brow,
So soft, so calm, yet eloquent,
The smiles that win, the tints that glow,
But tell of days in goodness spent,
A mind at peace with all below,
A heart whose love is innocent!* (G.Byron)

6. From the following extracts, pick out archaisms, give their modern English equivalents:

*And thou art dead, as young and fair
As aught of mortal birth;
And form so soft, and charms so rare,
Too soon return'd to Earth!
Though Earth receiv'd them in her bed,
And o'er the spot the crowd may tread
In carelessness or mirth,
There is an eye which could not brook
A moment on that grave to look* (G. Byron).

7. Pick out 20–25 literary learned words from the book on your home-reading.

8. Look at the new words below and discuss what they might mean.

(to) protire	hand-me-up	cyberlacking/cyberloafing	(to)
greenwash	barista	clicks and mortar business	(to)
hot desk	virtual Friday	sonic branding	technology
immigrant	e-zine	stress puppy	the new
economy	al desko	snail mail	biphonal
(to) go belly up			stealth tax

Match the words to their definitions.

1. a company which operates in traditional ways as well as by using the Internet (also called an e-tailer, as opposed to bricks and mortar business)

2. to go bankrupt or out of business.

3. the use of special sounds to identify and advertise products.

4. a misleading technique or strategy of making environment seem environmentally friendly.

5. using two phones (normally a landline and a mobile) at the same time.

6. someone who enjoys being in hectic situations but complains about them as well.

7. letters and packages which are sent through the post (as opposed to e-mail)

8. the economy that has developed as a result of internet business activity.

9. using the computer at work to surf the Net instead of doing your job.

10. items that are no longer at the cutting edge of technology and are passed from children to parents.

11. eating lunch at your desk rather than going out (compare to dashboard dining = eating in a car)

12. to leave your job to pursue another type of work or a hobby you are more interested in.

13. someone trained in the art of making coffee.

14. a magazine published only on the Internet.

15. older people who have to learn their way around new technology (as opposed to technology native).

16. the situation of using whatever desk is free at the moment in an office (often used by workers who do not spend all their time in the office).

17. the day before a long weekend which is not Friday but is the last day of a working week.

18. an increase in taxes in a way people don't notice or a new payment which is not labelled as tax.

9. Replace the slang words which are underlined in the sentences below with more formal equivalents. If the meaning is not given opposite, then it should be possible to guess what it is. Notice that some of the words have a slang meaning which is different from their everyday meaning.

1. The newsreader on TV last night seemed to be pissed as he was reading the news.

2. He's quite a nice bloke really.

3. I've got a terrible belly ache – I think I'd better make an appointment with the quack.

4. Her dad was furious when he learnt he had to wear a penguin suit to the wedding.

5. Can you lend me some dosh till tomorrow?
6. I know there'll be plenty of nosh but do we need to take some booze to the party?
7. Have you got wheels or shall we call a taxi?
8. I'm dying for a cuppa. I haven't had one since breakfast.
9. Can I use your loo, please?
10. I was absolutely gobsmacked when she told me she was leaving.

10. Match the statements **1 – 6** with the responses to them **a – g**.

- 1 How was the party?
- 2 What does that guy over there do?
- 3 He's getting legless.
- 4 Keep a lookout for the pigs.
- 5 Where's the dough?
- 6 What'll we do tomorrow?

- a. Let's take him home.
- b. Sure. I'll keep my eyes skinned.
- c. He's in the nick.
- d. It's in the drawer, over there.
- e. He's a cop.
- f. Let's go for a run in the motor.
- g. Wicked!

2. The Etymological Background of the English Vocabulary

1. Write the following words out in three columns: 1) fully assimilated words; 2) partially assimilated words; 3) unassimilated words. Explain their etymology.

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

2. State the origin of the following etymological doublets. Translate them into Russian and compare their meanings.

Captain – chieftan, canal – channel, cart – chart, shirt – skirt, shreek – screech, shrew – screw, corpse – corps, travel – travail, shadow – shade, off – of, dike – ditch.

3. The following are loan translations (calques). What do they actually mean in English? How and when are they used?

the moment of truth (Sp. el momenta de la verdad); with a grain of salt (L cum grano salis); famous case (Fr. cause celebre); master people (Gr herrenvolk). underground movement (Fr.L. mouvement souterrain); that goes without saying (Fr. cela va sans dire),rainforest (Gr Regenwald), blue blood (Sp.sangre azul), commonplace (L locus commūnis), wisdom tooth (L. dēns sapientiae), scapegoat (Hebrew ez ozel), pineapple (Dutch pijnappel), flea market (Fr. marché aux puces), free verse (Fr. vers libre),loanword (Gr. Lehnwort).

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

British dramatists

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

5. Consider the answers to the following questions:

a) Are there any words from Russian which are used in English?

b) Which language do you think the words below originate from: Arabic, German, Spanish, Italian or Hindi?

Zero; shampoo; balcony; umbrella; assassin; hamburger; guitar; jungle; mosquito; kindergarten.

- c) Can you think of any English words which are used in Russian?
d) Why do you think words are 'borrowed' from other languages?

3. The structure of English words

1. Segment the words into morphemes and identify their types according to their semantic and structural classifications:

rewrite v, retain v, cried v, planted adj, gooseberry n, heating n, documentary adj, gentleman n, autograph n, colours n (flag).

2. Determine the number of morphemes in each word and name them:

boxes, children, sheep, theory, arrogance, marvelously, indifferent, newcomers, good-humoredly, notwithstanding, cupboard, half-length, disinterestedness.

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

*-ringlet, leaflet, booklet, hamlet;
-cranberry, elderberry, waxberry;
-locket, pocket, hogget, lionet;
-telegraph, telephone, telethon, telegram.*

4. Are the following units separate words or lexico-morphological variants? Write them out in two columns: 1) separate words; 2) lexico-morphological variants.

Comic – comical, economic – economical, romantic – romantical, historic – historical, physic – physical, heroic – heroical.

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

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

6. Do these words mean a thing, a person, or both?

1. *a cooker*
2. *a typewriter*
3. *a ticket-holder*
4. *a record player*
5. *a cleaner*
6. *a smoker*
7. *a drinker*

7. Which word is the odd one out in each group and why?

1. *brotherhood* *neighbourhood* *manhood* *priesthood*
2. *hair-restorer* *plant-holder* *step-ladder* *oven-cleaner*
3. *appointment* *involvement* *compliment* *arrangement*
4. *tearful* *spiteful* *dreadful* *handful*
5. *worship* *kinship* *friendship* *partnership*

4. Word-building and word-formation

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

Word-formation appears to occupy a rather special place in grammatical description. In many cases the application of apparently productive rules leads to the generation of compounds and derivatives that are, for one reason or another, felt to be unacceptable or at least very odd by native speakers, and the grammarian must decide what status he is to give to such rules and their output in his grammar. The decision is by no means easy, and can lie anywhere between the setting up of maximally general rules of a generative type, with little concern for the fact that much of their output may in some sense be questionable, and the simple listing and classifying, in terms of syntactic function and internal structure, of attested forms... Processes of word-formation often seem to belong to a somewhat vague intermediary area between grammar and lexicon, and while this needs not prevent us from giving formal statements of these processes, it may often be necessary to state restrictions on their output in primarily semantic terms

if we want to hold on to the criterion of native speaker acceptance as an essential measure of the adequacy of our description. Thus in the area of English nominal compounds it would seem that actually occurring compounds are not as a rule created like new sentences in order to refer to momentary conditions. Leaving aside the possible difficulties of stating such semantic considerations in a reasonably rigorous way in any given case, the problem is to determine, for the various word-formative processes in which they appear to play a part how they can most reasonably be accommodated within an over-all framework, of grammatical and semantic description.

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

2. Which unit is the odd one out in each of the following sets? Underline it.

- Noun-forming suffixes: -or, -ive, -hood, -ism;
- Adjective-forming suffixes: -able, -less, -ous, -ty;
- Verb-forming suffixes: -ize, -ify, -ful, -ise;
- Suffixes denoting the agent of the action: -er, -or, -ist, -ment;
- Suffixes denoting nationality: -tion, -ese, -ian, -ish;
- Suffixes denoting diminutiveness: -ie, -kin, -ock, -ster;
- Suffixes denoting feminine gender: -ess, -age, -ine, -ette;
- Suffixes having derogatory meaning: -ard, -ster, -ist, -ton;
- Suffixes of native origin: -ful, -less, -able, -dom, -ish, -ship;
- Suffixes of Romanic origin: -ment, -en, -eer, -age, -ance;
- Suffixes of Greek origin: -ist, -ism, -ite, -nik;
- Prefixes of negative meaning: in-, non-, ex-, un-;
- Prefixes denoting repetition or reversal action: re-, pre-, dis-, de-;
- Prefixes denoting space: sub-, inter-, trans-, mis-;
- Prefixes denoting time and order: im-, fore-, pre-, post-.

3. Match the prefixes in the left column to the adjectives in the right column to make new words. Decide what each word means.

Dis-	in-	sub-	plausible	violent	relevant
Im-	mis-	under-	coherent	moral	auspicious
Il-	non-	over-	enthusiastic	modest	loaded
Ir-	un-		agreeable	literate	mature

logical	biased	experienced
perfect	legible	honest
conscious	judged	understood

a) Which words combine with in-,im-,ir-and il-? Which consonants usually follow im-,ir-and il-? What is in- usually followed by?

b) Which words combine with un-, dis- and mis-? What is the difference in meaning between these prefixes?

c) Which words combine with under-, over- and sub-? How does the prefix change the meaning of a new word?

4. Consider the answers to the following questions:

a) What is the opposite of these adjectives?

Available, avoidable, bearable, excusable.

b) What is the opposite of these adjective?

Adequate, accurate, compatible, edible.

c) What is the opposite of these adjectives?

Tactless, harmless, thoughtless, tasteless.

d) What nouns can you form from these verbs?

Modify, identify, continue, abbreviate.

e) What verbs can you form from these adjectives? And what nouns can you form from those verbs?

Modern, familiar, political, characteristic.

5. Complete sentences with the correct form of the word in brackets.

1. Some of Matthew's behaviour was; I hope he apologized. (excuse)

2. They still have to make slight to the building. (modify)

3. I am only to the chairperson. (answer)

4. Nobody knew what happened to Steve – his disappearance was (explain)

5. I caught my arm in the door; the pain was absolutely (bear)

6. It was such a thing to say; I was very upset. (tact)

7. This word has a meaning. (figure)

8. I need to myself with all the new equipment. (familiar)

9. It was very of her not to tell us that the party had been cancelled. (consider)

10. The plan was originallyto assist poor families. (concept)

11. We develop all kinds ofillnesses, and manage to convince ourselves that they are real.(imagine)

12. We expect to get the we ask for , and are quite annoyed if we don't. (treat)

13. When asked to talk about themselves some people become very (defend)

14. I think this dispute can be settled (peaceful).

15. I was on a diet, but when I saw the chocolate cake, I gave in to I could not resist it. (tempt)

16. If I were prime-minister I would shut down industries.(profit)

17. The number of cases of influenza has increased in the last month. (considerable)

18. Some people think they are more than doctors who treat them. (know)

19. I thought the journey would be exciting, but in the end, it was (event).

20. Her methods are She does not work like the rest of us. (convention)

21. I think he is grossly for the job the he does. (pay)

22. People sometimes behave Where money is concerned. (rational)

23. To my mind, the book is vastly ... Why has it sold so well? (rate)

6. Complete the table. Use the dictionary to help you.

Verb(s)	Noun(s)	Adjective(s)
Mean	1)	2)..... /opp 3).....
4).....	5), 6)	Simple, 7), 8).....
9).....	Answer	10)
Determine	11)	12).....
----	13).....	Appropriate / opp. 14)
Consider	15).....	Considerable, 16)...../opp. 17).....
Explain	18).....	19)....., 20)...../opp. 21).....
22)....., 23).....	Concept	24)
25).....	26)....., 27).....	Clear /opp. 28).....

7. Establish the methods of word-formation by which the following words are made:

sheepish adj, salt v, son-in-law n, phone v, UNESCO, call up v, prof n, edit v, sharp-witted adj, make-up n, burgle v, springclean v, typewrite v, beg v, note v.

8. Comment on the way the underlined words are formed.

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

9. Explain the formation of the following blends.

flush, glaze, good-bye, electrocute, pomato, twirl, dollarature, cablegram, galumph, frutopia drink.

10. Specify the types and subtypes of these shortenings:

ad, AIDS, Ameringlish, e.g., maths, MP, dramedy, flue, varsity, radar

11. Abbreviate the following nouns to the first syllable.

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

12. Supply the corresponding full names for the given abbreviations of American state (e.g. Colo - Colorado) .

Ala., Cal., Fla., Ga., Ill., Ind., Kan., Ken., Md., N.D., NJ, NY, Oreg., S.C., Tex.

13. Match the word with the conversion model after which it was formed:

1. *oil v,*

a) *N V*

2. *brown v,*

b) *V N*

3. *natural, n*

c) *N adj*

4. *cut*, *n*

d) *adj N*

5. *ologies and isms*, *n*

e) *adj V*

6. *raven*, *adj*

f) *affix N*

7. *e-mail*, *v*

8. *street*, *adj*

14. Is this a compound word? Give YES or NO answers.

-neighbourhood

-eggplant

-handkerchief

-blackguard

-horsemanship

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

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

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

1. *He looked up; all among the trees he saw moving objects, red like poppies, or white like May-blossoms.* 2. *I am not sure that I can define my fears: but we all have a certain anxiety at present about our friends.* 3. *Accent is the elevation of the voice which distinguishes one part of a word from another.* 4. *Her conduct was deferential.*

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

1) *She is not a mind-reader.* 2) *He was wearing a brand-new coat and hat.* 3) *She never said she was homesick.* 4) *He took the hours-old dish away.* 5) *She was a frank-mannered, talkative young lady.* 6) *The five years of her husband's newspaper-ownership had familiarised her almost unconsciously with many of the mechanical aspects of a news-*

paper printing-shop. 7) The parlour, brick-floored, with bare table and shiny chairs and sofa stuffed with horsehair seemed never to have been used. 8) He was heart-sore over the sudden collapse of a promising career. 9) His heavy-lidded eyes and the disorder of his scanty hair made him look sleepy.

18. Establish the way of formation of each neologism and translate them.

The needy, CIO, to disclude, craftsmanship, reskilling, to google, re-run election, antivirus, the unemployed, decompress, to office, snail-mail, pre-sale, relaunch, to tarzan, to calendirize, phonesia, playful.

19. Translate the sentences. Establish the way of formation of neologisms in *italics*.

1. *What kind of person is it who enjoys the aesthetics of a bell shaped curve, the rhetoric of educationese, or the poetry of the primer?*
2. *Volunteers work in nurseries and playrooms in children's hospitals, in the golden age clubs and in veteran hospitals.*
3. *Few doubts that CNN is fulfilling the dream of a "global village" where citizens gather around an electronic hearth.*
4. *Executives have to keep workers satisfied in order to reduce job hopping.*
5. *European head-hunters typically stalk their prey by telephone. They seldom write and never show up at a candidate's current place of employment.*
6. *Americans are traditionally self-conscious about excessive displays of patriotism, and will deride such excess as "Fourth of July" speeches.*

20. The -er/-or, -ee and -ist suffixes. Use the suffixes to give the names of the following.

Example: A person who plays jazz on the piano. a jazz pianist

1. *The thing that wipes rain off your car windscreen.*
2. *A person who plays classical violin.*
3. *A person who takes professional photographs. (N.B. pronunciation)*

4. *A person who acts in amateur theatre.*
5. *The person to whom a cheque is made out.*
6. *A machine for washing dishes.*
7. *A person who donates their kidneys upon their death.*
8. *The person to whom a letter is addressed.*

5. Semasiology. Word Meaning and Motivation

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

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

2. Identify the types of similarity (metaphor) in each case. Match the right variant (a,b,c) with the 1st column.

- | | |
|---|-------------|
| 1. the drop of water – diamond drops | a) shape |
| 2. the heart of a man – the heart of a city | b) function |
| 3. black shoes – black despair | c) age |
| 4. the neck of a man – the neck of a bottle | d) colour |
| 5. the key to a door – the key to a mystery | e) position |

3. Determine the meanings of the words “house”, “white”, “die” in the following contexts. Say what concept is realised in these lexical meanings. Discuss the problem “concept-meaning”.

- a. 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.

- b. *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.
- c. *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*.

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

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

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

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

6. What process of the change of word meaning is found in the following signs? The explanations in the right column will help you understand the signs.

HELPING HAND	charity gift shop
LITTLE WOMEN	women's clothes shop (small sizes)
FOOD FOR THOUGHT	vegetarian restaurant
HAIRAIZERS	hairdresser's shop (compare the two expressions <i>hair-raising</i> «terrifying» and <i>put one's hair up</i> which means

	«arrange it so that it is rolled up on one's head»)
A PRICE TO SUIT EVERYONE'S POCKET	anyone can afford it
FREE TRAIL WITHOUT OBLIGATION	We'll show how it works - there's no charge (compare <i>blaze a trail</i> which means «mark trees to show a path through a forest»; (figurative) «do smth for the first time and show others how to do it»)

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

A. 1. Do not suspend the lamp from the ceiling, fix it to the wall. 2. The molecules of the substance remain suspended in the solution. 3. The law was suspended. 4. He was suspended from all international games for three years. 5. The Lords nave the power to suspend non-financial legislation for two years.

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

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

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

8. What linguistic phenomena are the following jokes based on?

1. Diner: *Do you serve fish here?* Waiter: *We serve anyone, sit down.*

2. – *It's tough to pay forty cents a pound for meat. – But it's tougher when you pay only twenty.*

3. – *Allow me to present my wife to you. – Many thanks, but I have one.*

4. Hotel keeper: *Here are a few views of our hotel for you to take with you, sir.*

Guest: *Thanks, but I have my own views of your hotel.*

9. What unites the following words? Match the right variant (a,b,c) with the 1st column.

1. *deprived, arrived, decayed, described* a) *lexical meaning*

2. *fast, quick, rapid, swift* b) *grammatical meaning*

3. *forget-me-nots, radii, Russians, oxen* c) *lexical meaning*

4. *to buy, to sell, price, money, expensive* and *grammatical meaning*

10. Identify the result of semantic change and determine what component of the word meaning has changed:

-the noun **hound** used to denote «a dog of any breed», but now it means «a dog used in the chase»:

-The adjective **sly** originally meant «skilful»;

-A word **camp** originally was used as a military term and meant «the place where troops are lodged in tents». Now it denotes «temporary quarters» (of travelers, etc.);

-**Enthusiasm** originally meant «fanaticism»

11. Find the generic term (hyperonym) in each of the following sets:

- *seagull, bird, parrot, pigeon, peacock, eagle;*

- *blackmail, drug-trafficking, forgery, pickpocketing, crime, mugging;*

- *bag, barrel, basket, container, box, bowl;*

- *TV program, documentary, soap opera, weather forecast, game show, commercial;*

- *parsley, rosemary, herb, thyme, sage, tarragon*

6. Homonyms and Paronyms

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

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

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

- 1) *A Scotchman was going on an excursion to New York. He handed the agent a ten-dollar bill as the agent called "Change at Jersey City". "No jokes now - I want my change right away," said the frightened Scotchman.*
- 2) *She: Now that we're engaged, dear, you'll give me a ring, won't you? He: Yes, dear, certainly. What's your telephone number?*
- 3) *"When rain falls, does it ever get up again?" "Yes, in dew time!"*
- 4) *"What's the difference between soldiers and girls?" "The soldier faces powder. Girls powder faces".*

3. Establish the types of these homonyms:

1. *friends – friend's – friends' a) lexical*
2. *ball, n (мяч) – ball, n (бал) b) grammatical*

3. *nit, n (гнида) – knit, v (вязать) c) lexico-grammatical*

4. *right, adj (справедливый) – right, adj (правый)*

5. *said, v (Past Indefinite) – said, v (Past Participle)*

6. *shy, adj (пугливый) – shy, v (бросать мяч/камень)*

4. Give perfect homonyms to the following words:

ear, date, can, sample, rare, mole, hide, sound, rally, mere, grasp, box, bark, litter, bowler, mean, pile, yard.

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

heir, dye, cent, tale, sea, week, peace, mail, pain, meat, steel, sum, coarse, sight, hare.

6. Find homographs to the following words and transcribe both:
to tear, row, lead, sewer, close.

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

1) *The election, ... in England lasts about a month.*

2) *It was Napoleon's last....*

3) *When ... stays too long, treat them like members of the family and they'll soon leave.*

4) *Misery loves... .*

5) *Come along for... .*

6) *Two are..., three are none.*

7) *The film ... merged.*

8) *Don't talk about your diseases in*

8. How would you pronounce each of the underlined words in the sentences below? Choose a word with a similar sound from the brackets.

1. *The girl I live with knows a good pub with live music. (dive /give)*

2. *The main house houses a collection of rare stamps. (mouse /rouse)*

3. *They bathed the children after they had bathed in the sea. (lathe/path)*

4. You sow the seeds while I feed the sow. (cow/glow)
5. The violinist in the bow tie took a bow. (allow/flow)
6. He's the lead singer in the group "Lead piping". (head/deed)
7. What a row from the last house in the row. (plough/though)
8. Does he still suffer from his war wound? (found/mooned)
9. I wound the rope around the tree to strengthen it against the gale. (round/tuned)
10. It's quite hard to wind in the sails in this wind. (find/tinned)

9. Write the word in phonetic script in the correct spelling for the context.

Example: I really must do some more exercise or I'll never lose [wert] weight.

1. Watching sport on TV is such a [weist] of time.
2. There is a hole in the [səʊl] of my shoe.
3. He broke a [peɪn] of glass in the kitchen window.
4. The eldest son of the monarch is the [eə] of the throne.
5. You are not [ə'ləʊd] to talk during the test.
6. Let's ['præktɪs] our swimming together this evening?
7. He's going [θu:] a rather difficult [feɪz] that the moment.
8. Don't throw away that orange [pi:l]. I need in for a recipe.

7. Synonyms and antonyms

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

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

Lazy, Idle, Indolent:

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

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

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

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

Home. House

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

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

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

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

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

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

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

4. In the following collocations substitute the italicised word with a synonym.

1. *Brisk* pace, *celebrated* painter, *changeable* weather, *improper* story, *inconstant* lover, *juicy* fruit, *succinct* answer. 2. *Convene* the delegates, *decide* the question, *describe* the beauty of the scene, *mislead* the teacher, *muster* all the men, *hasten* them along. 3. Too *delicate* for the job; *lively* for his years.

5. Classify the following pairs of antonyms given below:

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

6. Find antonyms for the words and identify their types:

beautiful, to live, a teacher, West, long, to unlace, to sell, truth

7. Give derivational antonyms to the following:

to underestimate, powerful, uniform, forethought, godly, to wrap, benevolent, to overcharge, bilateral, to postdate, needless, employee, profitable, convergence

8. Identify the types of synonyms in pairs:

to ask – to interrogate, an inflection – an ending, to hate – to detest, a battle – a fight, to postpone – to put off, word-building – word-formation

9. Establish the type of semantic relations between the following words:

1. *deer – dear*

a) *homonyms*

2. *deer – animal*

b) *synonyms*

3. *deer-elk*
4. *dear – expensive*
5. *dear – cheap*
6. *potato – vegetable*
7. *sickness-illness*
8. *red-green*

- c) *antonyms*
- d) *hyponym-hypernym*
- e) *co-hyponyms*

10. Here are some corporate euphemisms and light-hearted explanations. Match them.

Euphemisms:

Explanations:

- | | |
|--|----------------------------------|
| 1. We made significant personnel changes. | a. We lost market share. |
| 2. We are reducing costs throughout the company. | b. We made a loss. |
| 3. Overseas sales results were less than ideal. | c. We sacked a lot of staff |
| 4. The competition was very strong this year. | d. We are making cuts everywhere |
| 5. We failed to make profit we expected. | e. Exports did badly. |

8. Collocations

1. Match the word in the left column with the word in the right column to form a collocation.

Implausible	Reception
Incoherent	Smell
Unenthusiastic	Conclusion
Disagreeable	Speech
Illogical	Protest
Non-violent	Comment
Irreverent	Behaviour
Immoral	Person
Immodest	Child
Illiterate	Opinion
Unbiased	Sign
Misunderstood	Piece of information
Irrelevant	Philosophy
Inauspicious	Excuse

2. Complete the sentences with a suitable word.

1. *Last night we had some torrential*

2. *We a glimpse of the president as the procession passed by.*

3. *When we got to the hospital, he was in a critical*

4. *Please don't slam the*

5. *It's perfectly to feel nervous before an exam.*

6. *He her a hug, and left without looking back.*

7. *The snow didn't on the ground because it was too wet and warm.*

8. *The entrance is in constant ..., so please don't park in front of it.*

9. *Everyone strongly that the rules should be changed.*

10. *The disease rapidly amongst children.*

11. *The restaurant was ridiculously; but it was a very special occasion.*

12. *My brother promised that he would come; I'm sure he will.*

3. Complete the table with five types of collocation in Exercise 2 and the examples of each type.

Adjective+noun	e.g. torrential rain 1)..... 2).....
3).....+noun	e.g. 4) 5)..... 6).....
7).....+8).....	e.g. 9)..... 10).....
11).....+12).....	e.g. 13)..... 14).....
15)+16).....	e.g. 17)..... 18).....

4. Underline the correct option(s) in bold to complete the text. Both options may be correct.

*I've always been interested in history, and quite recently I decided to **sign up for/enlist in** a fairly **intense/intensive** course in archaeology at my local college. It's quite demanding – there's **continuous/constant** assessment and you have to **submit/hand in** three essays during the course – but at least there's no **final/finishing** exam, which is a **large/huge** relief for me. You are **awarded/presented** a certificate*

*at the end, but in my case, the **complete/whole** point of the course isn't a piece of paper, but simply acquiring knowledge in a subject that interests me. Anyway, the course starts next week, and I'm **terribly/tremendously** excited about it.*

5. Replace the words in *italics* with a more precise word from the list below.

Deploy entirely widespread fully utter break wildly classic settle remarkably

1. I've heard there's been *a lot of* damage to housing because of the storm.
2. The government is planning *to use* more troops in the area.
3. I had a guess, but it was *very* inaccurate.
4. She's *a very good* example of someone who says one thing and does another.
5. I'm sure the doctor is *very* aware of Matilda's problems.
6. The government hopes it will be able *to end* the deadlock in the talks this week.
7. I'm not *very* sure that we'll get an answer today.
8. Most of the students thought the exam was *very* easy.
9. Everyone is hoping we can *end* the dispute soon.
10. They were both talking *a lot of* rubbish.

9. Phraseological Units

1. Divide the following phrases into three groups: 1) free word-combinations, 2) phraseological units, 3) set non-phraseological units. Give all necessary explanations:

- to run fast*
- to run after two hares*
- a black blouse*
- black coffee*
- to strike upon the table*
- to strike home*
- Merry Christmas*
- Merry laugh*

2. The meaning of many idioms is not obvious, but you can sometimes use the context to guess the general sense. Can you guess the meaning of the idioms in **bold**.

1. *Service is shocking in this store, and shoppers **are voting with their feet**.*

2. *My baby just won't go to sleep – I'm **at my wits' end** at night time.*

3. *All the criticism Pete got was **like water off a duck's back**.*

4. *Anyone can make a pizza – **there's nothing to it**.*

5. *I **can't make head nor tail of** these descriptions. Can you?*

6. *She was sacked **on the spot**. Can you believe it? Incredible!*

7. *Don't talk to him about the situation at work: it's a bit of **a sore point** at the moment.*

8. *The children's behaviour has become **a bone of contention** between us.*

9. *It's **touch and go** whether he'll be fit enough to play on Saturday.*

10. *You know what they say: **blood is thicker than water**.*

11. *I'm going to the shops to pick up a few **bits and pieces**.*

3. Put the phrases in **bold** from exercise 2 into the correct column below.

Type of idiom	Examples
Verb-based idioms, e.g. <i>hit the roof</i> = become very angry (informal)	
Noun phrases, e.g. <i>a piece of cake</i> = smth that is very easy to do (informal)	
Prepositional phrases, e.g. <i>under the weather</i> = not feeling well (informal)	
Fixed phrases with two words, joined by <i>and</i> , e.g. <i>dos and don'ts</i> = rules that you should follow in a particular situation (informal)	
Exclamations/spoken phrases, e.g. <i>Hang on!</i> = wait (inf.); <i>very much so</i> – used to emphasise agreement	
Sayings, e.g. <i>Strike while the iron is hot</i> = make use of the opportunity immediately.	
Similes with <i>as/like</i> : <i>as blind as a bat</i> = with bad eyesight; <i>sleep as a log</i> = sleep very well (informal)	

4. Read the extract from a chat page, then underline nine idioms. Explain what they mean. Define the type of each idiom.

- Laars:** Just heard that MP Alison Marks is on the verge of resigning.
- Boris22:** You're kidding! Well, something was obviously going on behind the scenes.
- Adele-UK:** Boris: Remember that she's got a young family. Maybe the stresses and strains of the job were just too much – all that time away from the family takes its toll.
- Janie55:** Adele: You can say that again! Women have to bear the brunt of family responsibilities, and being an MP is a tough job. It's really hard for them to strike a happy medium. Well, I for one will be sorry to see her go.

5. Rewrite the sentences using words in capitals. The meaning of the sentence must stay the same.

1. *We're not sure if he'll come.* TOUCH
2. *We disagree strongly about money.* BONE
3. *She's not feeling too well.* WEATHER
4. *Sam's got terrible eyesight.* BLIND
5. *The illness has effected her badly.* TOLL
6. *Do it now; don't wait.* IRON
7. *I find these instructions impossible to follow.* HEAD
8. *It's very easy.* NOTHING
9. *The economy has almost collapsed.* VERGE
10. *The exam was incredibly easy.* CAKE

6. Continue the phrase to make it simile:

as red as ... , as white as ... , as stubborn as ... , as sly as ... ,
as pretty as ... , as free as ... ,
as blind as ... , as cool as ... , as busy as ... , to eat like,
as slippery as ... as hungry as ... ,
as old as ... , as poor as ...

7. Complete the sentences below with the correct form of the given idioms. Explain the meaning of each idiom.

Up to a point; turn a blind eye (to smth); by all means; out of the question; you'll be lucky; get a move on; no wonder; it's not the end of the world; throw in the towel; so far, so good.

1. A: *How's the course going?*

B: _____.

2. *I think Alex's mother _____ some of his bad behaviour.*

3. A: *Could I take a day off work tomorrow?*

B: *No, I'm afraid that's _____.*

4. *Emily, _____ or we'll be late.*

5. A: *I'm hoping to get tickets for the 100 metres final at the Olympics.*

B: _____!

6. A: *Do you agree with me about the need for more practice?*

B: *Hmm, _____.*

7. A: *Could I borrow your grammar notes?*

B: *Yes, _____.*

8. *Matt's been working all day, so _____ he's tired.*

9. A: *I didn't get that job after all.*

B: *Well, _____.*

10. *I may not win, but I have no intention of _____ yet.*

8. Check the meaning of these idioms in the dictionary. Are any of them informal?

A nasty piece of work; to say the least; bide your time; a matter of days/weeks/months; to have it in for someone.

Read the text below and underline the idioms given above. Then try to find six more idioms.

"I used to lecture at Wallchester College, and my boss was, to say the least, quite a nasty piece of work. He was friendly enough at the interview, and on the first couple of days at work everything seemed alright. But I soon realized that he was just biding his time, and sure enough it was only a matter of weeks before I was called into his office. He then produced a great long list of things I'd done wrong and ended up saying, "Come on, Ben, get your act together."

Well, I'm not very good at taking criticism at the best of times, so I was pretty angry. But I decided that, for the time being at least, I would just keep my head down and try to make a go of things.

Eventually though, the constant carping and criticism really got on my nerves. It was obvious he really had it in for me – even more than the other teachers in my department – and one day when he was being particularly unpleasant, I just flew off the handle and then handed in my notice.”

9. Complete the sentences with one word to make an idiom. Change the sentences so that they are true for you.

1. *The thing that _____ on my nerves most is people being late.*

2. *I fly off the _____ easily.*

3. *I'm not very patient at the best of _____.*

4. *I'd like to move overseas, but that's out of the _____ at the moment.*

5. *I find learning English idioms a bit challenging, to say the _____.*

6. *My next-door neighbour is a nasty _____ of work.*

7. *I'm off on holiday in a _____ of weeks, now.*

8. *I've never had a teacher who had it _____ for me; they've all been supportive.*

9. *My current dictionary is OK for my level, for the time _____.*

10. *If I saw someone stealing in a supermarket, I might turn a _____ eye to it.*

10. Replace the phrases in *italics* with a suitable expression in **bold**.
**Call it quits have several irons in the fire hit it off it beats me
it makes no odds like it or lump it play it by ear rub it in
It's back to the drawing board what makes somebody tick**

1. *I know you were right but there's no need to keep on about it.*

2. *Neither of us is going to win this game so let's agree to stop now.*

3. *Jim has got several plans* so if he doesn't get into university it won't be the end of the world; he'll find something else to do.

4. *I've been in the same group as Jasmine for a year and I still don't know what makes her think the way she does.*

5. I don't know what excuse I'll give if the teacher asks for homework. I'll have to *do what seems best at the time*.

6. I've told my father that I'm going to study journalism at university. So he'll just have to *accept the situation*.

7. I'm going to fail this exam anyway so *it makes no difference* whether I come out with you or not.

8. I thought I wouldn't get on with the new teacher but on the first meeting we seemed to *like each other* quite well.

9. I *can't understand* how Pete can sit next to Linda all day when all she does is moan.

10. The teacher says our experiment is useless – so *we must go back and start again*.

11. Complete the sentences with a word to complete the expressions and idioms in bold.

Blot disguise drop gift pack stone tip tower

1. When Tom broke his leg it was **a blessing in** because he ended up marrying his nurse.
2. The factory is so ugly; it's **a** **on a landscape**.
3. I gave some money to the Save the Children Fund but it's just **a** **in the ocean**. They need billions of pounds.
4. Our John could sell anything to anyone. He really has **the** **of the gab**.
5. Jill has been **a** **of strength** to me through all the hard times.
6. Nothing Paula said was true. It was all a of lies!
7. I used to live **a** 's **throw from** the open countryside but they're building a new estate behind my house now.
8. The news about the food scare is only **the** **of the iceberg**. I think there will be worse to come.

10. Dialects and Variants of the English Language

1. Fill in the gap with a suitable equivalent from British English or American English:

Queue ...

Shop ...

... truck

Cinema ...

... cookie

Underground ...

... schedule

Car ...

... first floor

Chemist's ...

... sidewalk

Tap ...

... elementary school

2. Find the American English equivalents for these British English words:

holiday n, lift n, flat n, sweets n, autumn, petrol n, tin n, post n, taxi n, garden n, term n, luggage n, lorry n, curtain n

3. Translate the following words into English giving two variants – British and American:

каникулы, бензин, вата, осень, детская коляска, плащ, метро, консервная банка, справочное бюро, пакет, кувшин, студент второго / третьего / четвертого курса, чемодан, бумажник, печенье, жилет, две недели, катушка ниток, каша, почта-льон, тачка, ерунда, шапки, радио, салфетка, очередь, пляж, антракт (в театре).

4. Point out words which have different meaning in BrE and AmE and those which have the same meaning in BrE and AmE but which have acquired an additional specific meaning in AmE:

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

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

1 labor 2 centre 3 hospitalized 4 movie theater 5 favour 6 thru

6. Translate the following into British English.

- 1. I had a blow-out.*
- 2. Pass me the cookies.*
- 3. It's in the closet.*
- 4. Open the drapes.*
- 5. We've run out of gas.*
- 6. It's in the trunk.*
- 7. One-way or round trip?*
- 8. He left the faucet on.*
- 9. We're leaving in the fall.*
- 10. I hate waiting in line.*

7. Can you avoid some of the most common confusions arising between British and American speakers? Try the following quiz.

1. Where would you take (a) an American visitor (b) a British visitor who said they wanted to wash up – the kitchen or the bathroom?

2. Would (a) an American (b) a Brit be expected to get something hot or something cold if they asked for some potato chips?

3. Which would surprise you more – an American or a British man telling you that he wanted to change his pants?

4. You have just come into an unknown office block. If (a) an American (b) a Brit says that the office you need is on the second floor, how many flights of stairs do you need to climb?

5. If (a) an American (b) a Brit asks for a bill, is he or she more likely to be on a bank or a café?

8. What do you think these examples of Australian colloquialisms mean? They are formed by abbreviating an English word which you probably know.

- 1. Where did you go when you were in Oz?*
- 2. She wants to be a journo when she leaves uni.*
- 3. We got terribly bitten by mozzies at yesterday's Barbie.*

4. He's planning to do a bit of farming bizzo while he's in The States.

5. What are you doing this arvo?

6. We decided to have a party as the oldies had gone away for the weekend.

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

1. Mary had a bonny wee lassie last night.

What happened to Mary yesterday?

2. They stay next to the kirk.

What noise is likely to wake them on Sunday mornongs?

3. It's a bit dreich today.

Is it good weather for a picnic?

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

What kind of duties will he have?

5. Would you like a wee dram?

If you say "yes" what will you get?

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

Is Jim coming or isn't he?

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

What can they see from the window?

10. Answer the following questions relating to Black English.

1) Would you be pleased to be called square?

2) What does hair that is in dreadlocks look like?

3) When might you feel dead beat?

4) If musicians have a jam session, what do they do?

11. The words **1 – 8** are more common in Indian English than British English. The words **a – h** are the equivalent words more frequently used in British English. Match the Indian word with its British English equivalent.

1) Abscond

2) Nab

3) Bag (i.e. a seat in the election)

- 4) *Eve-teaser*
- 5) *The common man*
- 6) *Fleetfoots*
- 7) *Undertrials*
- 8) *Wearunders*

- a) *Catch (e.g. by police)*
- b) *Man who annoys girls*
- c) *Plimsolls, sneakers*
- d) *Underwear*
- e) *Flee*
- f) *People awaiting trial*
- g) *The general public*
- h) *Capture/obtain*

11. Lexicography

1. Judging only by the names of the dictionaries elicit as much information about them as possible and define their types:

- *Muller V.K. English-Russian Dictionary;*
- *The Encyclopaedia Britannica;*
- *Longman Dictionary of Contemporary English;*
- *Maxwell C. The Pergamon Oxford Dictionary of Perfect Spelling;*
- *Roget's Thesaurus of English Words and Phrases;*
- *Dubrovin M.A. Book of English and Russian Proverbs and sayings illustrated.*

2. Read the group of words below. Write each group in alphabetical order:

- *feel, deck, pen, open, chap, speech, vote, butter, abbey, keep;*
- *breast, fog, chair, brain, broker, table, umbrella, notebook, blossom, bar, meet, class, brute;*
- *season, letter, computer, lace, loss, pen, porter, book, little, plane, tree, luxury, post, form;*
- *strap, dictionary, soap, sir, top, struggle, size, page, last, work, stretch, strong, sleep, strict, snake, clock, strike.*

3. Think of a word which can be inserted between two words without breaking alphabetical order.

a) *apple – cucumber, cat – mouse, red – pink, fast – quick, kiss – love, chair – table, jump – run, speak – tell, shirt – trousers, bonnet – hat;*

b) *cake – charm, fight – frost, go – guy, hot – hunt, mark – memory, plate – push, ray – remark, sit – short, tee – track, walk – white;*

c) *kick – kiss, still – stop, hear – herb, tenor – terrific, fresh – friend, bless – blow, lily – little, modern – moon, ready – rein, teach – text;*

d) *card – carpet, plan – plastic, mild – million, pile – pilot, free – fresh, roof – root, spade – spark, thick – third, welfare – Welsh, opponent – oppress.*

4. What are the guide words in your dictionary between which you can find the following words?

Desire, leak, seal, character, inform, peach, resume, spectrum, tile, uniform, apple, mouse, pink, love, jump, bonnet, push, little, modern, teach, carpet, million, roof

5. Look up the words in bold type in the following sentences in your dictionary. How many headwords are there with that spelling? Do they belong to the same part of speech?

1. **Dry** your hands on this towel.

2. I saw a **break** in the fence.

3. I have twenty tests to **mark** today.

4. Mary heard the happy **sounds** of children at play.

5. The dog was watching my every **move**.

6. What is for **sweet**?

7. I'll **place** you under arrest.

8. My son has **sound** teeth.

9. Don't **touch** my things!

10. He's paid **double** for the same job.

III. План лексического анализа

A. Word

I. General characteristics of the word (onomasiological aspect): motivated / non-motivated, derived / converted / shortened, etc.

II. Semantic characteristics of the word (semasiological aspect):

- a) monosemantic / polysemantic;
- b) componential analysis of its lexico-semantic variants;
- c) the scheme of its semantic structure;
- d) types of lexical meanings of its lexico-semantic variants.

III. Paradigmatic relations of the word: synonymous and antonymous relations, its belonging to a thematic group / conceptual field, etc.

IV. Syntagmatic relations of the word: valency of each lexico-semantic variant.

V. Pragmatic characteristics of the word:

- a) active / passive vocabulary;
- b) formal / informal vocabulary;
- c) stylistically neutral / coloured.

VI. Genetic aspect of the word: native / borrowed.

B. Text

I. Etymology

1. Give examples of native words of the common Indo-European word-stock (cognates in Latin, Greek, German, Russian) and the common Germanic word-stock (cognates in Gothic, German, etc.), characterize their peculiarities.

2. Give examples of borrowings, etymological hybrids and doublets. Characterize them according to their origin (source) and degree of assimilation. Find international words.

3. Try to find archaisms, historisms or neologisms. Characterize them according to the way of formation.

II. Morphological structure of words

1. Analyze several words on three levels:

a) on the morphemic level – number of morphemes, their types, free and bound morphemes, root words, derived and compound words;

b) on the derivational level – types of stems, simplified stems, roots equal to stems;

c) on the Immediate Constituents level, revealing the morphological motivation of words.

III. Word building

1. Give examples of words formed through affixation, characterize prefixes and suffixes according to their origin, meaning, type (convertive or non-convertive), productivity, frequency, stylistic reference, emotive charge, valency, part-of-speech meaning.

2. Give examples of compound words, characterize them according to the type of composition, idiomaticity, the way of joining components.

3. Find examples of words formed through conversion, characterize conversion pairs according to the main points of difference and similarity between the members of a pair; semantic relationship between them; direction of derivation.

4. Characterize examples of other ways of word-building; shortening, blending, back-formation, onomatopoeia, distinctive stress and sound interchange.

IV. Semasiology

1. Find several (5-6) lexical units with different types and degrees of motivation.

2. Point out instances of semantic change (widening, narrowing, degradation, amelioration of meaning). Characterize different cases of semantic transfer (metaphor, metonymy, etc.).

3. Point out polysemantic words, characterize their lexico-semantic variants. Supply some words in the text with homonyms, speak on their source, type, degree.

4. Define the type and source of synonyms to some words in the text.

5. Find homonyms to several words from the text, define their source and types.

IV. Глоссарий лингвистических терминов

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 *morphḗ* ‘форма’) – один из разнообразия морфов, репрезентирующих одну и ту же морфему.

Антонимы/Antonyms (от греч. *anti-* ‘против’ и *ονυμα* ‘имя’) – слова одной части речи, имеющие противоположные значения.

Ассимиляция заимствования (полная и частичная)/Assimilation (от лат. *assimilatio* ‘уподобление’) – приспособливание 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/Valence (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.

Барваризм/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.

Заимствование/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/Idiomaticity – 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 функцио-

нирующие 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.* **заимствованное слово.**

Источник заимствования/Source of borrowing – язык, из которого заимствована данная лексическая единица.

Категориальные семантические признаки/Categorical 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 словоизменятельных элементов.

Корневое словообразование/Root formation – один из терминов, используемый наравне с термином *безаффиксное словообразование* для обозначения процесса конверсии. Словообразовательный процесс, в результате 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. не грамматический) 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. *morphē* ‘форма’) – минимальная значимая единица текста, текстовый представитель морфемы.

Морфема/Morpheme (от греч. *morphē* ‘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, поддерживает-ся 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 *близозорькъ*, 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 (окказиональные 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*, *труси́ть* – *тру́сить* 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/Homoforms – 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 словоизменительных морфем (окончаний); непрелюдная 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 объе-

диненных 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 межкультурного 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, соотношенные 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.

Пределные составляющие/Ultimate constituents – мельчайшие, далее неделимые единицы, выделяющиеся на данном уровне анализа.

Префикс/Prefix (от лат. *prae*fixus ‘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 соотнесено 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 отноше-

ний 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. Основным типом словарей являются **одноязычные толковые словари**, показывающие значение, употребление, грамматические и фонетические особенности слов. От толковых по разным

признакам отличаются иные типы словарей: *по содержанию* – **энциклопедические словари**, объясняющие не слова, но сами предметы и понятия, ими обозначаемые; *по отбору лексики* – **тезаурусы**, охватывающие всю лексику языка, и **частные словари**, отражающие некоторые тематические и стилевые ее пласты (словари терминологические, диалектные, просторечия, арго, языка писателей и др.), либо особые разновидности слов (словари неологизмов, архаизмов, редких слов, сокращений, иностранных слов, собственных имен); *по способу описания слова* – **специальные**, раскрывающие отдельные аспекты слов и отношений между ними (словари этимологические, словообразовательные, словосочетаний, грамматические, орфографические, орфоэпические, синонимические, антонимические, омонимические, паронимические, частотные, рифм и др.); *по единице лексикографического описания* (меньше слова – словари корней, морфем, больше слова – словари словосочетаний, фразеологические, словари цитат); *по расположению материала* – идеографические, аналогические (слова располагаются не по алфавиту, но по смысловым ассоциациям), обратные (слова располагаются по алфавиту конечных букв слова); *по эпохе функционирования слов* – исторические; *по назначению (адресату)* – словари ошибок, трудностей, учебные и др.; *по числу языков* (для переводных словарей) – двуязычные и многоязычные. Переводные словари также делятся на активные (родной язык в левой части) и пассивные (родной язык в правой части).

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/Inflexion – образование для каждого слова (кроме слов неизменяемых частей речи) его парадигмы, т. е. всех его словоформ и всех его аналитических форм.

Словоизменятельный аффикс/Inflexional affix – аффикс, служащий для образования новых форм слова; окончание.

Словообразование/Word formation – 1) образование слов, называемых производными и сложными, обычно на базе одно-корневых 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 меньше 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/Subcategorical 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 (родовые, 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’) – словоизменятельный 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. *phrásis*, род. п. *phrásēōs* ‘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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Составители:

Колтышева Елена Юрьевна
Матвеева Елена Владимировна

Верстка Е. Б. Половковой

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