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**ОСНОВЫ ТЕОРИИ
ПЕРВОГО ИНОСТРАННОГО ЯЗЫКА
ЛЕКСИКОЛОГИЯ**

Методические указания

*для обучающихся
направления подготовки 45.03.02. Лингвистика,
направленность (профиль) «Перевод и межкультурная коммуникация»*

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О75 **Основы теории первого иностранного языка. Лексикология:** методические указания для обучающихся направления подготовки 45.03.02. Лингвистика, направленность (профиль) «Перевод и межкультурная коммуникация» / сост. Е. В. Вохрышева. – Самара: СФ ГАОУ ВО МГПУ, 2020. – 32 с.

Методические указания представляют собой учебные материалы по лексикологии английского языка, раскрывающие темы характеристик слова как лексической единицы, классификации слов по сферам функционирования, этимологии слов, словообразования, семантических аспектов использования слов на синтагматическом и парадигматическом уровнях.

Предназначены для обучающихся филологических факультетов, изучающих лексикологию английского языка, а также всех, кто стремится повысить теоретические и эмпирические компетенции в области специального языкознания.

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Введение

Программой курса «Основы теории первого иностранного языка. Лексикология» предусмотрены лекции, практические занятия, контрольные работы и тестовые задания. Особое место в овладении данным курсом отводится самостоятельной работе, которая заключается в выполнении домашних заданий по выявлению и анализу различных лексикологических феноменов, а также тщательном изучении материалов лекций, рекомендованных учебников и других законспектированных работ. Трудности связаны прежде всего со сложностью как теоретического материала, предлагающегося для изучения и обсуждения, так и фонетического и семантического оформления высказывания в условиях иноязычной репрезентации.

Методические указания предназначены в помощь самостоятельной работе студентов очного и заочного отделений. Они включают перечень практических занятий с контрольными вопросами и практическими заданиями, тесты и контрольные работы, литературу, необходимую для изучения определенных тем.

Подготовка к практическим занятиям предполагает изучение учебной литературы: учебных пособий, монографий и статей – для получения основных знаний, а также пополнения теоретического багажа. Выполнение практических заданий, тестов и контрольных работ способствует приобретению навыков морфологического, лексикологического, семантического анализа лексических единиц английского языка, усвоению его специфики на лексико-семантическом уровне.

В результате работы с методическими указаниями студенты:

- получают информацию о значении слова, принципах номинации, структуре английского вокабуляра, взаимоотношениях между микросистемами языка, такими как синонимия, антонимия, омонимия, паронимия; вопросах, связанных с фразеологией, структурой слова, словообразовательными приемами;
- будут ориентироваться в традиционных и новых исследованиях по лексикологии английского языка;
- увеличат объем знаний об исконных и заимствованных лексемах;
- приобретут навыки этимологического, семасиологического и словообразовательного анализа английских лексических единиц;
- будут уметь высказываться по лексикологической тематике и обсуждать сложные теоретические и практические вопросы в данной лингвистической сфере на английском языке.

Курс заканчивается экзаменом. Для того чтобы хорошо подготовиться к практическому занятию или экзамену, нужно тщательно изучить литературу по каждому вопросу, составить план или конспект ответа и выучить основную информацию на английском языке. Практические задания выполняются с опорой на материал, представленный в лекциях и учебной литературе и выученный студентом в качестве теоретического обоснования анализируемых явлений.

Контрольная работа студентами выполняется во время самостоятельной работы. После проверки контрольной работы происходит собеседование студента с преподавателем по обсуждению ошибок и достоинств и недостатков работы.

Выполнение проектной работы предполагает коллективную (в группе не менее двух человек) и индивидуальную работу студентов по избранной теме лексикологического исследования. Она может включать только теоретический материал и/или результаты собственного практического анализа материала и репрезентируется на практическом занятии или экзамене в устной и письменной форме (на английском языке). Выбор темы ничем не ограничен. Приветствуется выбор проблемы, связанной с темой курсового проектирования или будущей выпускной квалификационной работы. Во введении к проектной работе необходимо оговорить вклад, который сделал каждый из участников исследования.

В проектной работе могут присутствовать схемы, модели, рисунки. Обязателен список источников, который использовался в процессе подготовки работы (печатные и электронные научные издания), а также список фактического материала, если представлено собственное

исследование каких-либо лексических феноменов (художественные издания, газеты, журналы и т. п., если из них брался фактический материал). Необходимо также правильное библиографическое описание использованной литературы.

Проектная работа представляется в оконченной и аккуратной форме, преподавателем проводится конкурс представленных к защите проектных работ и выявляются лучшие из них.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 1

Consider your answers to the following.

1. How can you define the subject and field of Lexicology?
2. What are the branches of Lexicology?
3. In what way can one analyse a word a) socially, b) linguistically?
4. What are the structural aspects of the word?
5. What is the external structure of the word *irresistible*? What is the internal structure of this word?
6. What is understood by formal unity of a word? Why is it not quite correct to say that a word is indivisible?
7. Explain why the word *blackboard* can be considered a unity and why the combination of words *a black board* doesn't possess such a unity.
8. What is understood by the semantic unity of a word? Which of the following possesses semantic unity – *a bluebell* (Р. колокольчик) or *a blue bell* (Р. синий бубенчик).
9. Give a brief account of the main characteristics of a word.
10. What are the main problems of lexicology?
11. What are the main differences between studying words syntagmatically and paradigmatically?
12. Discuss the notion of Standard English.

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ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 2

Consider your answers to the following.

1. How can we define the diversity of the English language? Discuss different types of diversity.
2. What are the main differences between British and American English?
3. What is the functional style?
4. In what way do we explain the term register? What are the main characteristics of registers in English?
4. What determines the choice of stylistically marked words?
5. In what situations are informal words used?
6. What are the main kinds of informal words? Give a brief description of each group.
7. Where are formal words used?
8. 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?
9. What are the principal characteristics of archaic words?

10. What are the controversial problems connected with professional terminology?
11. Do you think that students of English should learn terms? If so, for which branch or branches of knowledge?
12. What is understood by the basic vocabulary?

Practical Tasks

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

1. *in re*¹ Miss Ernestina Freeman

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

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

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

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

3. R o m e o ... So shows a snowy dove trooping with crows,
As *yonder* lady o'er her fellows shows. The *measure*² done, I'll watch her place of stand,
And, touching hers, make blessed my rude hand. Did my heart love till now?
Forswear it, sight!

For I ne'er saw true beauty till this night.

¹ Usually in modern correspondence you will find the form *re* [ri:] without the in.

² *measure* (here) – dance.

2. Read the following jokes and prove that italicized words are terms.

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

“Well, Sir,” said the lawyer, “do you know the *plaintiff* and *defendant*?”

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

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

“*Abaft the binnacle*”, said the sailor.

“Abaft the binnacle?” said the lawyer. “What do you mean by that?”

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

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

3. Look through and learn the differences between the English and American words.

British and American English

 apartment flat	 cab taxi	 can tin	 candy sweet	 chips crisps	 closet wardrobe
 cookie biscuit	 corn maize	 diaper nappy	 drapes curtains	 overalls dungarees	 elevator lift
 eraser rubber	 fall autumn	 faucet tap	 flashlight torch	 fries chips	 garbage rubbish
 gasoline petrol	 highway motorway	 hood bonnet	 jello jelly	 license plate number plate	 line queue
 mail post	 movie film	 pajamas pyjamas	 pants trousers	 Scotch tape Sellotape	 sidewalk pavement
 sneakers trainers	 soccer football	 stove cooker	 subway underground	 tire tyre	 truck lorry
 trunk boot	 vacation holiday	 vest waistcoat	 windshield wiper windscreen wiper	 yard garden	 zipper zip

4. Differentiate the words into 2 groups: Britishisms and Americanisms.

Passage, tram, hall, surgery, subway, ballpoint, shopping bag, suspenders, vest, faculty, janitor, zebra crossing, pavement, bed sitter, to rent a car, ladder.

5. Give American equivalents to British counterparts.

Pillar box
Crossroads
The cinema
Flat
Lift
Tap
Parcel
Rubber
Sweets
Sweet
Fringe
Chap, fellow
Bumpers
Boot

6. Look at the following examples of American English and rewrite them in British English.

Did you take your vacation yet? _____
Do you have a pen? _____
He could have gotten killed. _____
He visited with his friends. _____
I saw him Friday _____
I stayed home last night. _____
It's a quarter after six. _____
He looked at me real strange. _____
The bank works from Monday thru Friday. _____
Hi, is this Harold? _____
Pardon me, do you have...? _____

Literature:

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ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 3

Consider your answers to the following.

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 bi-lingual 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 recognize 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?

Practical tasks

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

If it is a borrowing, state its degree of assimilation (a. fully assimilated words; b. partially assimilated words; c. unassimilated words. Explain the reasons for your choice in each case).

Daughter, woman, room, land, cow, moon, sea, red, spring, three, I, lady, always, goose, bear, fox, lord, tree, nose, birch, grey, old, glad, daisy, heart, hand, night, to eat, to see, to make, pen, hors d'oeuvre, ballet, beet, butter, skin, take, cup, police, distance, monk, garage, phenomenon.

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

1.

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

“Hi, Billy.”

“Hi,” said the brat.

“Is your *sister* expecting me?”

“Yeah.”

“How do you know that?”

“She's gone out.”

2.

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

“Pardon me, madam,” he said, “but I can't *hear*.” “You are not supposed to – this is a private conversation,” she hit back.

Literature:

1. Антрушина Г. Б. Лексикология английского языка = English Lexicology: учебник и практикум для академического бакалавриата. – М.: URSS, 2017. – С. 12–71.
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Test 1

1. Choose the correct variant.

1. *Lexicology is a branch of linguistics which deals with analysis of*
a. words b. meanings c. signs
2. *Do you agree with the statement: “Functionally the word is the potential minimum of the sentence capable of being directly correlated with a “thing-meant” as a reverberation of a given segment of reality”*
a. yes b. no
3. *How can we call “to go out” according to the British linguistic tradition?*
a. a word b. a lexical item c. a complex word-equivalent
4. *How should we name “to go out” according to the Russian linguistic tradition?*
a. a word b. a lexical item c. a complex word-equivalent
5. *Morphological structure of the word is its*
a. external structure b. internal structure
6. *Analysis of the word in its relationships with other words is its*
a. syntagmatic analysis b. paradigmatic analysis c. contrastive analysis

2. What communities are included into English-using communities?

3. What is Standard English Dialect?

4. Mark the necessary words.

1. *What words are to your mind Americanisms?*
a. fall b. lift c. elevator d. building
e. candy f. baggage g. shop h. apartment
2. *What words belong to informal style?*
a. colloquialisms b. slang words c. cant words
d. obsolete words e. argo words f. officialese
g. dialect words h. jargonisms i. learned words
3. *What words belong to the native stock?*
a. Indo-European b. Latin c. Common Germanic d. Celtic

5. Look at the sentence and name the marked words as belonging to some functional style.

1. They could gi’**thee summat** worth watching them.
2. ...And each separate dying ember **wrought** its ghost upon the floor.
3. You are **authorized to acquire** the work in question through conventional trade channels.

6. Read the definition. To what phenomena does it refer?

- a. a bookish word b. a term c. a jargonism

“A word or a word group which is especially employed by a particular branch of science, technology, trade or arts to convey a concept peculiar to this particular activity”.

7. What type of classification of borrowings is it when we differentiate between phonetic borrowings, translation loans, semantic borrowings, morphemic borrowings?

- a. according to the language the borrowing has come from
b. according to the borrowed aspect
c. according to the degree of assimilation

8. How can we call the word “bouquet”?

- a. assimilated b. partly assimilated c. barbarism

9. Is the word “coup d’etat” a barbarism?

- a. yes b. no

10. What are the main ways and the minor ways of word building in the English language? Characterize them briefly.

11. Characterize the lines of difference of a word “a tallboy” and a word combination “a tall boy”.

12. Analyze the words “immobility” and “SS-man” from the point of view of its origin, its degree of assimilation, according to the aspect, which is borrowed, its word-building structure.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 4

Consider your answers to the following.

1. What are the main ways of word building in English?
2. What do we mean by derivation?
3. What is the difference between the frequency and productivity of affixes?
4. Give examples of your own that affixes have meanings.
5. What languages served as sources of borrowed affixes?
6. What do we understand under semi-affixes?
7. Prove that the words *a finger* and *to finger* are different words and not one word *finger* used as a noun and a verb.
8. What categories of parts of speech are mostly affected by conversion?
9. What is understood by composition?
10. What groups and subgroups are the compounds divided into structurally?
11. What are the interrelations between the meaning of the compound and the meanings of its constituents?
12. How can we differentiate between a compound and a word-combination?
13. What are the main processes in shortening?
14. What minor processes in word building do you know? Give your examples.

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Practical tasks

1. Write down the words into 2 columns: a) those formed with productive affixes; b) those formed with non-productive affixes. Explain the etymology of any borrowed affix.

- | | |
|-----------------|-----------------|
| 1. refreshment | 9. uncertain |
| 2. bountifully | 10. admirable |
| 3. satisfaction | 11. overcrowded |
| 4. delicious | 12. abnormal |
| 5. startling | 13. undertaker |
| 6. tiny | 14. brotherhood |
| 7. distant | 15. solitary |
| 8. porter | 16. expensive |

2. Deduce the meanings of the following derivatives from the meanings of their constituents. What are the meanings of the affixes in the words under examination?

Reddish, to overwrite, irregular, illegal, to retype, old-womanish, unladylike, to disorganize, to renew, to overdress, snobbish, sandy, underfed, breakable, handful.

3. What is the type of word building by which italicized words in the following extracts are made?

1. If they'd anything to say to each other, they could *hob-nob* over *beef-tea* in a perfectly casual and natural manner.

2. You'll find pleasure in *rooming* with Julia.

3. All about him black metal pots were boiling and *bubbling* on huge stoves, and kettles were *hissing*, and pans were *sizzling*, and strange iron machines were *clanking* and *spluttering*.

4. I took the *lib* of barging in.

5. No sooner had he departed, than we were surrounded by cats, six of them, all *miaowing* *piteously* at once.

6. Any *pro* will tell you that the worst thing possible is to *overrehearse*.

7. We have some plain, blunt things to say and we expect the same kind of answers, not a lot of *double-talk*.

8. On a giant poster above the entrance, a *gigantic* girl in a *nightgown* was pointing a pistol like a cannon at a thirty-foot-tall man in a dinner jacket.

4. Fill in the proper word. Translate, pay attention to the suffix.

1. true/truthful

This play is based on a _____ story.

I believe her: I think, she is a _____ person.

2. childish/childlike

You can't have everything you want: don't be so _____.

She has a _____ quality, a sort of innocence, which I like.

3. young/youthful

Our teacher is full of _____ enthusiasm for her subject.

Enjoy yourself while you are still _____

4. uneatable/inedible

This meat is so tough that I find it _____.

Some of the _____ varieties of fungus are poisonous.

5. unreadable/illegible

The inscription was _____, but I recognized it as Latin.

War and Peace may be a good novel, but I find it _____.

6. historic/historical

“Ladies and gentlemen, this is a _____ monument.

The library contains a copy of *Magna Carta* and other _____ documents.

5. Read the text about affixes and fill in the table.

Affixes

What is a prefix? Find three examples of prefixes from the text on non-standard English. What is a suffix? Find seven examples of suffixes in the text. What parts of speech do they indicate? Study the table. What are the prefixes used in the words in the table? What meaning do they add to the root of the word? Write your own examples.

Prescriptivism is the view that one variety of language has an inherently higher value than others, and that this ought to be imposed on the whole of the speech community. It is an authoritarian view propounded especially in relation to grammar. The favoured variety is usually a version of the standard written language, especially as encountered in literature, or in the formal spoken language, which most closely reflects literary style and is presented in dictionaries, grammars and other official manuals. Those who speak and write in this variety are said to be using language “correctly”; those who do not are said to be using it “incorrectly”. The alternative to prescriptive approach is the descriptive approach associated mainly with modern linguistics. As the name suggests, its main aim is to describe and explain the patterns of usage which are found in all varieties of the language, whether they are socially prestigious or not. The approach recognizes the fact that language is always changing and that there will accordingly always be variations in usage. Linguists do not deny the importance of the standard language, but they do not condemn as “ugly”, “incorrect” or “illogical” other dialects which do not share the same rules.

(From Cambridge Encyclopedia of the English Language)

<i>Word</i>	<i>Prefix</i>	<i>Meaning</i>	<i>Examples (from your branch)</i>
<i>Post-graduate</i>			
<i>An ex-husband</i>			
<i>A submarine</i>			
<i>Pseudo-scientific</i>			
<i>A bicycle</i>			
<i>A tricycle</i>			
<i>A unicycle</i>			
<i>Monotonous</i>			
<i>To mistranslate</i>			
<i>To underplay</i>			
<i>To overread</i>			
<i>Pro-government</i>			
<i>Anti-war</i>			

<i>Word</i>	<i>Prefix</i>	<i>Meaning</i>	<i>Examples (from your branch)</i>
<i>To rewrite Multi-media To disqualify Incorrect Uncomfortable</i>			

Test 1 on Word-building

Bound morphemes and semi-affixes.

1. Establish the number and types of morphemes making up the word:

friendliness, merciless, effective, long-legged, gentleman, good-looking, ex-husband, unbutton, handrail, pocket, time-consuming, unwrapped, snowflake

2. Find a word with an inflection:

worker, darkness, books, rewrite.

3. Find a word with a derivational affix:

night, heartless, Ivanov's, papers.

4. Find a word with two free morphemes:

unbearable, childhood, merry-go-round, first-nighter.

5. Find a word with two bound affixational morphemes:

kindness, snow-white, uneatable, book-keeper.

6. Find a word with a pseudo-morpheme:

rewrite, remain, speaker, lady-killer.

7. Find a word with a semi-affix:

red-hot, long-haired, self-possessed, undisputable.

8. In which word a root-morpheme has transformed into an affixational morpheme?

actress, friendship, question, childish.

Test 2 on Word-building

1. Write down in two columns productive and non-productive affixes in Modern English.

Noun-forming suffixes	-er, -ing, -ness, -ism (<i>materialism</i>), -ist (<i>impressionist</i>), -ance, -th, -hood
Adjective-forming suffixes	-ly, -some, -en, -ous, -y, -ish, -ed (<i>learned</i>), -able, -less
Verb-forming suffixes	-ize/-ise (<i>realise</i>), -en, -ate

2. State the way of the word building in marked words.

1. He had always **aped** the gentleman in his clothes and manners.
2. His eyes **reddened** with weeping.
3. This enterprise is a **cert** if you have a bit of capital.
4. Randy managed to weave through a maze of **one-way-streets**, **no-left-turns**, and **no-stopping-zones**.
5. This **shilly-shallying** with the question is absurd.
6. Her manners were **unladylike**.
7. Only a small spark was left to **glitter** in the cold, fog and darkness of the night.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 5

Consider your answers to the following.

1. Discuss the ontology of lexical meaning.
2. Specify the difference between the static and dynamic meaning.
3. Discuss meaning in the functional frame-of reference.
4. What causes the development of new meanings? Give examples.
5. What is the basis of development or change of meaning? Explain what we mean under the transference of meaning.
6. What types of transference can you name?
7. What is meant by widening and narrowing of meaning?
8. Give examples of the so-called “degradation” and “elevation” of meaning.

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Practical tasks

1. Read the texts, make up the summary of the texts, retell these summaries.

Jesús Martínez del Castillo. Semantics and Lexicology The role of meaning in language

Meaning is something particularly problematic. Meaning defines language: it is in direct connection with the very existence of language. At the same time meaning manifests itself in language. Language is nothing but the creation of meanings. In this sense meaning is universal and necessary. But meaning is not abstract but real. Meaning manifests itself in the words and expressions of a language. It manifests itself as diverse, that is, as multiple meanings. In this sense meaning is something belonging to particular languages, something historical. In the first sense, meaning is the internal function of language. It is nothing but contents of conscience, something created when language is created, that is, when language is spoken.

In the second sense, meaning is something objective, belonging to a particular language and thus something common offered to speakers in a particular community. In this sense, meaning is virtual.

Meaning constitutes the primary function of language, that is, to mean. Language is determined and thus defined by its meaningful function, its internal determination, the function of creating meanings. In this sense, language is autonomous since it has an internal determination.

Since language is real, something lived by speakers, meaning appears in contexts and situations, that is, meaning is sense as well.

The primary function of language must not be confused with the instrumentality of language, that is, with the use made of language. Language is instrumental, that is, it is used for specific purposes the most important of which is communication. The instrumentality of language cannot be overestimated. Language cannot be defined in the use made of it. Language is to be defined by its primary function, its internal determination. The use of language constitutes the external determination of it. Language cannot be defined with its external determinations but its internal determina-

tion. Under the consideration of its internal determination language is autonomous, as we have already said. Under the consideration of its external determinations language is not autonomous but instrumental.

Considered in this way language is not properly expression with meaning. In language expression exists, but it does because language is primarily meaning and not the other way round. In this sense, according to Coseriu, you'd rather say language is meaning with expression.

Language is not use but the creation of meanings. Language as *ἐνέργεια* is both creation of meanings and fixing those meanings and objectification of knowledge in itself (linguistic signs). Now then, 'to know' means conceiving something as identical with itself and different from all other things. But that thing conceived as identical with itself and different from all other things is nothing but contents of conscience, that is, meanings. And in this you have what meaning is in connection with: meaning is nothing but the internal function of language, something in connection with knowledge. Language is nothing but cognitive activity (Coseriu).

In this way language is the union of intuition and expression. It is the creation of meanings and signs to express those meanings. In this sense it is necessary to ask whether language is absolute or if language is only a language. Language has two dimensions. Language, first, it is the formulation or execution of an intuition. It is the relation of an absolute subject and his creation. And language is, second, the execution of the relation established between two speaking subjects. The first dimension is the relation subject-object, the execution of an intuition on the part of the speaker in words of a language. The second is the relation subject-subject: the creative subject of language presupposes other subjects with whom he has something in common. The first dimension of language is creation, the second dimension, otherness.

Language always manifests as a language, a historical language, a particular language having developed in history thus being given historically. Language thus is the apprehension of being, that is, apprehension not of things but the apprehension of that aspect making the thing perceived to be a thing, that is, the delimitation of species. Coseriu says: Language does not certainly create entities, natural "things" or to a certain extent objective to which it attributes a particular way of being [...] [nor] the way of being attributed to "things": on the contrary it acknowledges and delimits modalities of being in "things"; because of this it is the delimitation of species or, [...] "classes" of entities (classes that, of course, from the point of view of their objectivity, can also be classes with only one member and even empty classes)" (Coseriu).

Something is made to be a particular thing because of language. This apprehension is not made by an absolute subject, but a historical subject, who insofar as it is historical it is at the same time social. Language as a language relates to the relation of human subjects to other human subjects, who by means of language, are attributed humanity, that is, the capacity of asking for Being and interpreting it, the capacity of asking for things and interpreting them. This apprehension of being historically manifests itself as contents of conscience, that is, as meanings.

Jesús Martínez del Castillo. Semantics and Lexicology Meaning and speech (or discourse)

Speakers always speak of something (designation), using the elements of a language (historical means, that is, meanings), and say something with the help of designation and (historical) meanings, thus creating *sense*. Speakers create sense whenever they speak. In this sense speakers bear in mind who they direct their speech to ("you", the listener) and what are the circumstances affecting their speech (the situation and context). Bearing this in mind, speakers select the elements more suitable to their needs of expression. The result is series of speech acts that in so far as they are performed can be studied and analysed as texts.

In a text, that is, in the individual use of language the language can be used at two levels:

- a) the level of denotation, or
- b) the level of connotation.

An expression is at the *denotative level* when it means the usual meaning given by the language.

For example, *green* means colour and in this sense you can say

1 *grass is green; the green grass. It appears green*

But sometimes a particular word may get certain clues and shades of meaning not belonging to the meaning of the word but to the use of it under certain circumstances. In this case we speak of *connotation* (or *connotative level*) in meaning, the meaning not belonging to the language but to certain uses associated with the meaning of the word or created in a particular group of people.

You can see the difference between denotation and connotation in the following examples,

2 *A green tree; green leaves; get him eat freshly potatoes and greens; the green fruits were as hard as rocks*

in contrast with

3 *I'm waiting the green light from you; the minister gave the green light to the project.*

The examples in the first group denote, that is, they convey the traditional meaning, the usual meaning of a language. The examples in the second group, however, represent senses that once were individual or metaphorical. Now they are inserted into the tradition of the language as extensions of meaning of the original meaning (denotation). In the case of these examples it is easy to see the connection of the meaning *green* and the use of 'green'.

The meaning in 2 constitutes a metaphor formed on the base of traffic lights. In this way you can say that the meaning of the word *green* is simply *green*, that is, it has not changed. Although metaphoric it is merely an extension of meaning of *green*, based on one of the uses it has today.

However, other uses of *green* can be explained but not at first sight.

Examples 4 *the church green, the village green,*

5 *Hogan went slightly green.*

The meaning in first example is another extension of meaning formed on the base of a change in the category used thus forming a metonymy. The change consists in the shift in the way of giving meaning. In the denotative case *green* conveys meaning with the application of an open dimension of signification, that is, as an adjective. In the new sense and due to the frequent use of the adjective in *green grass* the adjective was made to convey its meaning *green* in the way expressed by nouns. The meaning in example 4, however, cannot be deduced unless you have heard the expression earlier. *Hogan went green because he was green with rage*, that is, because of the emotional state that Hogan was in (he was visibly upset and the colour of his complexion changed – only temporarily, it is supposed). Here you have an extension of meaning giving a new sense based on a metaphorical use inserted into the tradition.

But sometimes there is no transparent explanation in certain uses introduced into the tradition of the language. In these expressions unless speakers know the expression they will not understand the meaning of it.

The examples 6 *Alex has green fingers* (*British English*). *Jim has a green thumb* (*American English*).

Here again the meaning of the expressions can be explained and the connection with the meaning of *green* can be established. These expressions are no longer independent from the elements they are constituted with. The elements in them cannot be separated and used separately. These expressions belong to repeated speech. *They mean to be good at gardening.*

In most cases a word may exist in the language meaning something independent, with no connection with the original reality the word was formed on.

The analysis of meaning or the analysis of any aspect of the historical language is the analysis of the present state of a tradition.

2. Consider the adjective fair as combined with the nouns: hair, skin, weather, sky, judgement, tackle. What will be their antonyms in each case? Can we say if the antonym is the same we have a case of polysemy and that difference of antonym implies homonymy?

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

1. The wing of a bird – the wing of a building, the heart of a man – the heart of the matter, the tooth of a boy – the tooth of a comb, the coat of a girl – the coat of a dog.

2. Green grass – green years, black shoes – black despair, Ford (*a proper name*) – a Ford (*a car*), Kashmir (*a town*) – cashmere

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

1.

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

“That’s a comet”

“A what?”

“A comet. You know what a comet is?”

“No.”

“Don’t you know how they call a star with a tail?”

“Sure – Mickey Mouse”.

2.

What has eyes yet never sees? (Potato)

3.

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

Voice: Sorry but we don’t have boxes for two.

He: But aren’t you the box office in the theatre?

Voice: No, we are the undertakers.

5. In the examples given below identify the cases of widening and narrowing of meaning, elevation and degradation of meaning.

1. While the others waited the elderly executive filled his pipe and lit it.

2. He was informed that the president had not arrived in the bank.

3. The two girls took hold of one another, one acting the gentleman, the other lady.

4. King Arthur invented Conferences because he was secretly a Weak King and liked to know what his memorable thousand and one knights wanted to do next.

5. Where are you going, Tom? – Fishing at the old mill – But what about school? – Don’t be silly. There aren’t any fish there.

Test on semantics

1. Choose the correct variant.

1. What is the name of the area of lexicology specializing in the semantic studies of the word?

a. It is called semantics.

b. It is called phraseology.

c. It is called grammar.

d. It is called semasiology.

e. It is called sociolinguistics.

2. What is the leading semantic component in the semantic structure of the word?

a. The leading component is termed connotative component.

b. The leading component is called componential analysis.

c. The leading component in the word is termed transformational component.

d. The leading component is termed denotative component.

e. The leading component is called simple component.

3. Metaphor, metonymy, synecdoche are
 - a. types of grammar change.
 - b. types of literary change.
 - c. types of semantic change.
 - d. types of general change.
 - e. types of morphological change.

4. How do we call the process of development of a new meaning?
 - a. We term it “similarity”.
 - b. We term it “transference”.
 - c. We term it “semantic process”.
 - d. We term it “association”.
 - e. We term it “slang”.

2. Single out a denotative and connotative components in the synonymic pairs:

- a. To smile – to grin
- b. celebrated – notorious
- c. alone – lonely
- d. to shiver – to shudder
- e. to be surprised – to be astonished
- f. to stare – to glare
- g. anger – indignation

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 6

Темы проектных работ

1. Представления отечественных и зарубежных лингвистов о лексикологии и слове как основной единице языка.
2. Английский сленг.
3. Заимствования в английский язык.
4. Неологизмы в английском языке.
5. Функционирование синонимов и антонимов в английском языке.
6. Виды и результаты переноса значения.
7. Метафора как философский, когнитивный и лингвистический феномен.
8. Специфика английской метонимии.
9. Проблемы классификации и функционирования фразеологических единиц.
10. «Гендерная асимметрия» в английской лексической системе.
11. Анализ английского или американского монолингвального, билингвального или мультилингвального словаря.

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 7

Consider your answers to the following.

1. Which words do we call homonyms?
2. Why can't homonyms be regarded as expressive means of the language?
3. What is the traditional classification of homonyms? Illustrate your answer with examples.
4. What are the distinctive features of the classification of homonyms suggested by Professor A. I. Smirnitsky?

5. What cases are included into enantiosemia?
6. Say why synonyms are considered to have dual characteristics.
7. How are synonyms traditionally defined?
8. How are synonyms analysed and classified?
9. What connotations differentiate the verb *to peep* and *to peer*; the adjectives *pretty*, *handsome*, *beautiful*?
10. Which synonym is considered dominant in a synonymic group?
11. Define paronymy. Give examples of paronyms.
12. Which words are called euphemisms? What are their types? What functions do they perform in speech?
13. Which words do we usually classify as antonyms? Which parts of speech do they usually belong to?

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Practical tasks

1. What kind of prosody is used to turn the following utterance into enantiosemia?

She was struck – it showed in her face – by his expression. “It is a good case. I doubt whether a better”, she said with her eyes on him, has ever been known”.

2. How is the word exquisite pronounced in the following passage?

It gave her straightaway the measure of success she could have as a dove: that was recorded in the long look of deep criticism, a look without a word, that Mrs Lowder poured forth. “Oh you exquisite thing!”

3. The sentences below contain synonyms. Write them down and explain the difference in the meanings.

1. A) While Kitty chattered gaily with her neighbours she watched Walter. B) Ashenden knew that R. had not sent for him to talk about weather and crops. C) As he spoke he rose from the bed. D) He is said to be honest. E) If you wish to converse with me define your terms.

2. A) The next witness was Dr Burnett, a thin middle-aged man. B) The woman held a red kimono around her slender figure. C) The girl was slim and dark. D) Studying him, Miss Page saw a spare young man with high cheekbones and blue eyes.

3. A) I began to meditate about the writer’s life. B) You’d better reflect a little. C) The more he thought about it the less he liked the idea. D) I’m sure that a little walk will keep you from breeding.

4. Give as many synonyms as you can to the following words.

Celebrated, to reply, to die, lonely, to shout, to want, lovely, small, to inquire, to examine, to sob.

5. Single out a denotative and connotative components in the synonymic pairs:

- a. to smile – to grin
- b. celebrated – notorious
- c. alone – lonely
- d. to shiver – to shudder
- e. to be surprised – to be astonished
- f. to stare – to glare
- g. anger – indignation

6. Find the euphemisms in the following jokes. Name the words for which they stand as euphemistic substitutes.

1.

Policeman (*to intoxicated man who is trying to fit his key to a lamp-post*): I'm afraid there is nobody there home tonight.

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

2.

"Johnny, where do you think the God is this morning?" asked the Sunday school teacher.

"In our bathroom", was the reply.

"Why on earth do you think so?"

"Because just before I left I heard my pa say, "My Lord! How long are you going to be there?"

3.

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

7. Find antonyms in the following jokes and comment the stylistic effect they produce in the text.

1.

Policeman: Stop!

Visitor: What's the matter?

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

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

P: You are driving on the wrong side.

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

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

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

P: My dear sir! You must keep to the left. The right side is the left.

2.

Flying instructors say that flying trainees are divided into optimists and pessimists when reporting the amount of fuel during flights. Optimists say that their fuel tank is half full, while pessimists say that it's half empty.

8. Write a synonym for each word.

1. omnipotent _____	2. eschew _____
3. alchemy _____	4. emulate _____
5. affront _____	6. gratify _____
7. efface _____	8. systematize _____
9. paucity _____	10. overwrought _____
11. reparation _____	12. shrivel _____
13. rehabilitate _____	14. haphazard _____
15. utilitarian _____	16. cursory _____
17. amends _____	18. dishearten _____
19. cavalier _____	20. thinner _____

9. Circle the two synonyms in each set of words.

1. rancid	diplomatic	insular	noxious
2. flinch	wrap	incantation	invocation
3. decoy	intimidate	legislate	admonish
4. inscribe	destiny	serendipity	receiver
5. deficit	primary	resuscitate	abet
6. debase	alloy	consequence	package
7. old	consent	fair	emporium
8. boil	gilt	heterodox	pretext
9. improper	plausible	imaginable	appendage
10. clown	intern	incumbent	inhuman
11. fat	commercial	industrial	luxuriant
12. hurt	bankruptcy	joint	corner
13. unguarded	pilot	absolute	forthright
14. arbitrate	oriental	negotiate	necessarily
15. fixed	familiarize	duty	tame

16. parliamentary	colon	civic	ruffian
17. impound	wrong	navigator	cordon
18. adjunct	approbation	resignation	euphoria
19. helpful	freight	instrumental	cool
20. sample	reinforcement	logistics	injunction
21. sequester	segregate	elementary	consequently
22. seeming	bridle	following	specious
23. plentiful	dispassionate	impassive	western
24. unforgiving	grass	cereal	worn
25. gathering	impending	foment	charisma

10. Circle the correct word that best completes each sentence.

- The plaster cast will help the broken bone (**heal, heel**).
- The (**cede, seed**) is the specialized part of a plant that contains reproductive organs.
- Dr. Demento built his castle on a dreary deserted (**aisle, I'll, idol, isle**) located far away from the mainland.
- Dasha's piano (**lessen, lesson**) is at 3:30 every week.
- Would you (**grate, great**) the cheese for the pizza?
- After Nell's surgery, she looked (**pail, pale**) and tired for several weeks.
- Mrs. Gevatte's voice was (**hoarse, horse**) by the time she finished reading all the test items.
- If there is a monopoly, there is only one (**cellar, seller**) for the commodity.
- (**You're, Your**) desk has been moved to the corner of the room.
- There was graffiti on three sides of the building, but the back was (**bare, bear**).
- He gathered some (**wood, would**) for a fire, but it was too damp to light.
- His (**manner, manor**) of speaking was very soothing.
- An excellent example of camouflage, the Arctic (**hair, hare**) disappears against the white snow.
- I felt a sharp (**pain, pane**) in my foot and realized I had stepped on a nail.
- Her moods changed from (**one, won**) minute to the next.
- It seemed like I had to (**wait, weight**) forever at the doctor's office.
- It's (**fair, fare**) to say Oliver Stone has a strong interest in conspiracies.
- I can (**idle, idol**) away many pleasant hours in the Museum of Natural History.
- The blinding snowstorm made the (**ascent, assent**) of K-2 impossible.
- Joseph's (**ant, aunt**) lives in Alaska.

Test 3

1. Read the following extracts and explain the semantic processes by which the italicized words acquired their meanings.

1. "*Bureau*", a desk, was borrowed from French in the 17-th century. In Modern English it means not only the desk but also an office itself and authority exercised by the office. Hence the bureaucracy is likely to become increasingly familiar. The desk was called so because covered with a bureau, a thick coarse cloth of a brown russet.

2. An Earl of Spencer made a short overcoat fashionable for some time. An Earl of Sandwich invented a form of light refreshment, which enabled him to take a meal without leaving a card table. Hence we have such words as **spencer** and *sandwich* in English.

3. The main meaning of the word **branch** is “limb or subdivision of a tree or a bush”. On the basis of this meaning it developed several more. One of them is “a special field of science or art”.

2. Define the type of transference, which has taken place in the following examples.

1. the bridge across-the-river – the bridge of a nose
2. Renoir (the name of the painter) – the Renoirs (the pictures by Renoir)
3. black shoes – black despair
4. the tongue of a person – the tongue of the bell
5. nickel (metal) – a nickel (a coin)

3. Identify cases of widening and narrowing of meaning.

1. Deer: any beast – a certain kind of a beast
2. Meat: any food – a certain food product
3. Bird: a young of a bird – any bird

4. Give homophones to the following words and explain their meanings.

1. Heir
2. Sea
3. Knight
4. Steel
5. Write

5. Find the dominant synonym in the following synonymic groups.

1. to glimmer – to glisten – to blaze – to shine – to sparkle – to flash – to gleam
2. to astound – to surprise – to astonish – to amaze – to puzzle
3. scent – perfume – smell – aroma – odour

ПРАКТИЧЕСКОЕ ЗАНЯТИЕ 8

Consider the following questions.

1. What can we call a phraseological unit?
2. What other terms do the scholars use to describe the same word-groups?
3. Give different examples of phraseological units classifications (Vinogradov, Koonin, Smirnitsky, Arnold, Minaeva etc).
4. What are the two major criteria to distinguish between a phraseological unit and a free word-group?
5. What are 5 categories, which are analysed by N. B. Gvishiani in her study of multi-word units?
6. What is the difference between terms “a phraseological unit” and “an idiom” (in Koonin’s interpretation, by Gvishiani)?
7. How would you explain the term “grammatical invariability” of the phraseological units?
8. What is a deformation of the idiom?
9. How do proverbs differ from phraseological units?
10. Can proverbs be regarded as a subdivision of phraseological units?

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Practical tasks

1. Comment on the use of the idioms proper in the following texts.

a.

– I suppose you may say all is well that ends well.

– Very apt, sir.

I mused again.

– All the same your methods are a bit rough, Jeeves.

– One cannot make an omelette without breaking eggs, sir.

– Omelette! Do you think you could get me one?

– Certainly, sir.

b.

“For all I know she may be coming on the next train”.

“No, she’s not. He headed her off”

“You had it straight from the horses’s mouth?”

“Direct from her personal lips.”

I drew a deep breath. This certainly put a brighter aspect on the cloud wreck.

c.

“Is that really so? You are pulling my leg!”

“I am not pulling your leg, nothing can induce me to pull your beastly leg”.

2. Classify the following phraseological units according to the way they are formed, according to their motivation, according to their structure and to their part-of-speech meaning.

1. When pigs fly (never)
2. to leap into marriage
3. to jump out of one’s skin
4. as smart as pain
5. The sky is the limit. (without a limit)
6. cash and carry (a self-service shop)
7. last but not least
8. on the nose

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

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

4. Substitute phraseological units with the noun "heart" for the italicised words. What is the difference between the two sentences?

1. He is not a man who *shows his feelings openly*. 2. She may seem cold but she *has true, kind feelings*. 3. I learned that piece of poetry *by memory*. 4. When I think about my examination tomorrow I *feel in despair*. 5. When I heard that strange cry in the darkness I *was terribly afraid*. 6. It was the job I *liked very much*. 7. I didn't win the prize but I'm *not discouraged*.

5. Substitute phraseological units incorporating the names of colours for the italicised words.

1. I'm *feeling* rather *miserable* today. 2. He spends all his time on *bureaucratic routine*. 3. A thing like that happens very *rarely*. 4. You can *talk till you are tired of it* but I shan't believe you. 5. The news was a great shock to me. It came quite *unexpectedly*. 6. I won't believe it unless I see it *in writing*. 7. You can never believe what he says, he will *swear anything* if it suits his purpose.

Test 4

1. Phraseological units are subdivided into fusions, unities and collocations. Whose classification is it?

- a. Koonin b. Vinogradov c. Smirnitsky d. Arnold

2. What kind of phraseological unit is the following expression?

a. Cash and carry

1. fusion 2. unity 3. collocation

b. to play the first fiddle

1. fusion 2. unity 3. collocation

c. at sixes and sevens

1. fusion 2. unity 3. collocation

3. Who classified phraseological units on one-top, two-top and more-top units?

- a. Koonin b. Vinogradov c. Smirnitsky d. Arnold

4. What kind of phraseological unit is the following expression?

a. a millstone round one's neck

1. a one-top prepositional-nominal unit 2. a two-top verb-nominal unit
3. a two-top phraseological repetition unit 4. a two-top attributive-nominal unit

b. to nose out

1. a one top prepositional-nominal unit 2. a two-top verb-nominal unit
3. a one-top unit of the type to give up 4. a two-top attributive-nominal unit

c. to be surprised at

1. a one top prepositional-nominal unit 2. a one-top unit of the type to be tired
3. a one-top unit of the type to give up 4. a two-top attributive-nominal unit

d. on the stroke of

1. a one top prepositional-nominal unit 2. a two-top verb-nominal unit
3. a one-top unit of the type to give up 4. a two-top attributive-nominal unit

e. to burn one's boats

1. a one top prepositional-nominal unit 2. a two-top verb-nominal unit
3. a one-top unit of the type to give up 4. a two-top attributive-nominal unit

f. part and parcel

1. a one-top prepositional-nominal unit 2. a two-top verb-nominal unit
3. a two-top phraseological repetition unit 4. a two-top attributive-nominal unit

5. Phraseological units can be classified as parts of speech. Whose classification is this?

- a. Koonin b. Vinogradov c. Smirnitsky d. Arnold

6. Choose the part of speech, which the following phraseologisms correspond to.

a. skeleton in the cupboard

1. noun 2. verb 3. adjective 4. adverb

b. by hook or by crook

1. noun 2. preposition 3. adjective 4. adverb

c. in the course of

1. interjection 2. noun 3. adjective 4. preposition

d. as mad as a hatter

1. interjection 2. adverb 3. adjective 4. verb

e. to be on the beam

1. noun 2. verb 3. adjective 4. adverb

ПРАКТИЧЕСКОЕ ЗАДАНИЕ 9

Final testing

1. Choose the correct variant.

1. *Semasiology is a branch of linguistics which deals with analysis of*

- a. words b. meanings c. signs

2. *Do you agree with the statement: "Functionally the word is the potential minimum of the sentence capable of being directly correlated with a "thing-meant" as a reverberation of a given segment of reality"*

- a. yes b. no

3. *How can we call "to make up" according to the British linguistic tradition?*

- a. a word b. a lexical item c. a complex word-equivalent

4. *How should we name "to make up" according to the Russian linguistic tradition?*

- a. a word b. a lexical item c. a complex word-equivalent

5. *Semantic structure of the word is its*

- a. external structure b. internal structure

6. *Analysis of the word in its relationships with other words is its*

- a. syntagmatic analysis b. paradigmatic analysis c. contrastive analysis

2. What communities are included into English-using communities?

3. What is Standard English Dialect?

4. Mark the necessary words.

1. *What words are to your mind Britishisms?*

- a. fall b. lift c. elevator d. building
e. candy f. baggage g. shop h. apartment

2. What words belong to formal style?

- a. colloquialisms b. slang words c. cant words g. learned words
d. obsolete words e. argo words f. officialese h. poetic words

5. Look at the sentence and name the marked words as belonging to some functional style.

1. They could gi'the**es summat** worth watching them.
2. ...And each separate dying ember **wrought** its ghost upon the floor.
3. You are **authorized to acquire** the work in question through conventional trade channels.

6. Read the definition. To what phenomena does it refer?

"A word or a word group which is especially employed by a particular branch of science, technology, trade or arts to convey a concept peculiar to this particular activity".

- a. a bookish word b. a term c. a jargonism

7. How can we call the word "*bouquet*"?

- a. assimilated b. partly assimilated c. barbarism

8. How can we call the word "*castle*"?

- a. assimilated b. partly assimilated c. barbarism

9. Is the word "*coup d'etat*" a babarism?

- a. yes b. no

10. What are the main ways and the minor ways of word building in the English language? Characterize them briefly.

11. Characterize the lines of difference of a word "*a blackboard*" and a word combination "*a black board*".

12. Analyze the words "*irrelevancy*" and "*headquarters*" from the point of view of its origin, its degree of assimilation, according to the aspect, which is borrowed, its word-building structure.

13. Write down the words into 2 columns: a) those formed with productive affixes; b) those formed with non-productive affixes. Explain the etymology of any borrowed affix.

- | | |
|----------------|-------------------|
| 1. refreshment | 6. uncertain |
| 3. rapidly | 7. possible |
| 4. admiration | 8. underpopulated |
| 5. delicious | 9. illegal |

14. Explain what semantic changes have the words *to arrive* and *a girl undertaken*?

15. Define the type of transference, which has taken place in the following examples.

- d. the bridge across-the-river – the bridge of a nose
- e. Renoir (the name of the painter) – the Renoirs (the pictures by Renoir)
- f. black shoes – black despair
- g. the tongue of a person – the tongue of the bell
- h. nickel (metal) – a nickel (a coin)

16. Give homophones to the following words and explain their meanings.

1. Heir 2. Sea 3. Knight 4. Steel 5. Write

17. Find the dominant synonym in the following synonymic groups.

1. to glimmer – to glisten – to blaze – to shine – to sparkle – to flash – to gleam
2. to astound – to surprise – to astonish – to amaze – to puzzle
3. scent – perfume – smell – aroma – odour

18. Substitute phraseological units with the noun “heart” for the italicised words. What is the difference between the two sentences?

1. He is not a man who *shows his feelings openly*.
2. She may seem cold but she *has true, kind feelings*.
3. I learned that piece of poetry *by memory*.
4. When I think about my examination tomorrow I *feel in despair*.
5. When I heard that strange cry in the darkness I *was terribly afraid*.
6. It was the job I *liked very much*.
7. I didn't win the prize but I'm *not discouraged*.

19. Substitute phraseological units incorporating the names of colours for the italicised words.

1. I'm *feeling* rather *miserable* today.
2. He spends all his time on *bureaucratic routine*.
3. A thing like that happens very *rarely*.
4. You can *talk till you are tired of it* but I shan't believe you.
5. The news was a great shock to me. It came quite *unexpectedly*.
6. I won't believe it unless I see it *in writing*.
7. You can never believe what he says, he will *swear anything* if it suits his purpose.

20. Choose the part of speech, which the following phraseologisms correspond to.

a. skeleton in the cupboard

1. noun 2. verb 3. adjective 4. adverb

b. by hook or by crook

1. noun 2. preposition 3. adjective 4. adverb

c. in the course of

1. interjection 2. noun 3. adjective 4. preposition

d. as mad as a hatter

1. interjection 2. adverb 3. adjective 4. verb

e. to be on the beam

1. noun 2. verb 3. adjective 4. adverb

ВОПРОСЫ К ЭКЗАМЕНУ

1. Lexicology as a science. Word as an object of lexicological studies.
2. General characteristics of the word as a lexicological term and aspects of semantic studies.
3. Formal layers of words.
4. Informal words.
5. Native words.
6. Borrowings from different languages.
7. Classifications of borrowings.
8. Degrees of assimilations of borrowings and their functioning.
9. Archaisms and Neologisms.
10. Word building. Affixation.
11. Word building. Conversion.
12. Word building. Composition.
13. Word building. Contraction (Shortening).
14. Word building. Minor ways of word building.

15. Semasiology. Types of meaning.
16. Polysemy and types of meaning transgression.
17. Word motivation, loss of motivation, false (folk) etymology of words.
18. Paradigmatic relations of words (homonymy, enantiosemia, paronymy).
19. Paradigmatic relations of words (synonymy, euphemisation, antonymy).
20. Classification and functioning of phraseological units.
21. Principles of word classification and art of compiling dictionaries.
22. Main problems of Lexicography.

ОБРАЗЕЦ ЭКЗАМЕНАЦИОННОГО БИЛЕТА

Билет № 4

1. Informal words.
2. Word building. Contraction (Shortening).
3. Comment lexical phenomena.

“Your Christian name has an *irresistible fascination*. The simplicity of your nature makes you *exquisitely incomprehensible* to me...”

(From “The Importance of Being Earnest” by O. Wilde)

Билет № 7

1. Word building. Minor ways of word building.
2. Main problems of Lexicography.
3. Comment on lexical phenomena.

“*And what of Charles?* I pity any detective who would have *to dog* him through those twenty months”.

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

ПЕРЕЧЕНЬ КЛЮЧЕВЫХ СЛОВ

- | | |
|-------------------------|-------------------------------------|
| 1. Abbreviation | 19. Etymological doublets |
| 2. Antonyms | 20. Etymology |
| 3. Antonymy | 21. Fusion |
| 4. Affix | 22. Homonyms |
| 5. Affixation | 23. Lexical unit |
| 6. Back-formation | 24. Lexicography |
| 7. Borrowing | 25. Loss of etymological motivation |
| 8. Borrowed word | 26. Morphology |
| 9. Collocation | 27. Motivation |
| 10. Composition | 28. Native stock |
| 11. Compounds | 29. Native words |
| 12. Connotative meaning | 30. Paronymy |
| 13. Context | 31. Phraseological unit |
| 14. Conversion | 32. Polysemy |
| 15. Denotative meaning | 33. Reduplication |
| 16. Denotation | 34. Synonyms |
| 17. Derivative | 35. Unit |
| 18. Enantiosemia | 36. Unity |

Учебное издание

**ОСНОВЫ ТЕОРИИ
ПЕРВОГО ИНОСТРАННОГО ЯЗЫКА
ЛЕКСИКОЛОГИЯ**

Методические указания

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