

**Ministry of Higher and Secondary Special  
Education of the Republic of Uzbekistan**

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**English Lexicology in Module Assignments  
Practical Manual on English Lexicology**

5120100 – Philology and teaching languages

Nukus 2020

УДК: 811.111:81'1

ББК: 81.2 (англ)

T-49

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This practical manual is devoted to students studying at Foreign Languages Faculty and to learners who are interested in English word peculiarities. Training appliances are based on the Module principles in order to get easily over on the materials. It may be used at the practical and seminar classes of bachelor students of English Department.

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## *Preface*

The present manual is intended for students of the English language departments of universities taking the course of English Lexicology and fully meets the requirements of the program in the subject. It may also be of interest to all readers whose command of English.

The manual “English Lexicology in Module Assignments” consists of 14 parts and 9 Modules. Each Module includes 5 types of tasks, which enables students adequately recognize the lexical peculiarities of English. According to the Modules students can gain a proper skill how to work on the complex nature of English words.

The tasks are suitable for working both in seminars and practical classes and for students’ self-study. They vary in length and difficulty.

The manual is also supplied with other materials which help to develop student’s creative and mental abilities (skills) in analyzing lexicological materials. The samples of text and word analysis, glossary of terms in Lexicology are at the end of the book, the list of literature for additional reading and self - studying are recommended.

*Authors*

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# Module 1. Lexicology as a Science

## Task 1. Questions

1. What is Subject Matter of Lexicology?
2. What types of Lexicology do you know?
3. What is the difference between General and Special Lexicology?
4. What is the difference between Descriptive and Historical Lexicology?
5. What is the difference between Comparative and Non - comparative Lexicology?
6. What can you say about the connection of Lexicology with other aspects of the language?
7. How is Lexicology connected with Grammar (Phonetics, Stylistics, History of the Language)?
8. What are the main relationships between the words?
9. What is the difference between the paradigmatic and syntagmatic relationships in words?
10. What do you know about Diachronic and Synchronic Approaches to the study of the vocabulary of the language?
11. What are the methods of Linguistic Analysis used in Modern Lexicology?
12. What are the main subdivisions of Lexicology?

## Task 2. Module Assignments

*Assignment 1. Give a brief account of the main characteristics of Word.*

*Assignment 2. Describe the main problems of Lexicology.*

*Assignment 3. 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.*

## Task 3. Quiz

*Find the appropriate words:*

English	French
1. freedom	(       )
2. (       )	cordial
3. help	(       )
4. (       )	aroma
5. gather	(       )
6. (       )	conceal
7. gift	(       )
8. (       )	courage
9. harm	(       )
10. (       )	demand

#### **Task 4. Exercises**

*Exercise 1. Below are listed some types of Lexicology. Tell the type of each of them:*

English Lexicology, English - Russian Lexicology, Lexicology of the Language, Uzbek Lexicology, Historical Lexicology

*Exercise 2. What subdivision of Lexicology do we call if we:*

deal with the meaning of the word;

study all possible ways of the formation of new words in English;

study the origin of words;

are busy with the set - expressions, phraseological units;

study compiling dictionaries.

#### **Task 5. Tests**

1. What is Subject Matter of Lexicology?

A) words and vocabulary system of a language

B) grammatical structure of the word

C) kinds of semantic relations and groupings

D) words, set phrases and other language units

2. What types of Lexicology do you know?

A) Comparative, Common, Modern, Special, General

B) Historical, Modern, General, Special, Comparative

C) Common, Special, Descriptive, Modern

D) Historical, Descriptive, General, Special, Comparative

3. What does Special Lexicology study?

A) the peculiarities of words common to all the language

B) the words of a definite language

C) the words at a Synchronic Aspect

D) the development of the vocabulary

4. With what aspects of the language are Lexicology linked?

A) History of the Language, Phonetics, Grammar, Stylistics

B) Word Formation, Semasiology, Grammar, Lexics

C) Semasiology, Grammar, Phonetics, Stylistics

D) History of the Language, Lexics, Grammar, Phonetics

5. What are the main relationships between the words?

A) the semantic and syntagmatic relationship

B) the semantic and paradigmatic relationship

C) the synonymic and antonymic relationship

D) the syntagmatic and paradigmatic relationship

6. What are the main subdivisions of Lexicology?

A) Semasiology, Phraseology, Word Formation, Word Cluster, Conversion

B) Word Stock, Assimilation of Words, Word Formation, Etymology, Lexicography

C) Etymology, Phraseology, Polysemy, Word Formation, Lexicography

D) Lexicography, Phraseology, Etymology, Word Formation, Semasiology

7. Lexicology is also concerned with...

- A) the properties of speech.
  - B) the grammar of a language.
  - C) the different properties of the vocabulary of a language.
  - D) the morphemic peculiarities.
8. General Lexicology studies ...
- A) the words of the native language.
  - B) the words of a definite language.
  - C) the general properties and the specific features of words of any particular language.
  - D) the Synchronic Aspect of words.
9. Special Lexicology deals with the ...
- A) words of a definite language.
  - B) general properties of words common to all the languages.
  - C) development of the vocabulary.
  - D) words at Synchronic Aspect.
10. Descriptive Lexicology studies ...
- A) the development of the vocabulary.
  - B) the words of a definite language.
  - C) the general properties of words.
  - D) the words at Synchronic Aspect.
11. Diachronic Lexicology deals with ...
- A) the vocabulary of different languages.
  - B) the vocabulary of a definite language.
  - C) the development of the vocabulary and changes it has undergone.
  - D) Synchronic Aspect of words.
12. Comparative Lexicology deals with the properties of the ...
- A) words of one language.
  - B) Vocabulary of two or more languages.



C) Diachronic Aspect of words.

D) Synchronic Aspect of words.

13. Lexicology has the following branches for investigation:

A) Etymology, Phonology, Grammar, Word Formation

B) Semasiology, Phonetics, Grammar, Morphology

C) Phonology, Phonetics, Morphology, Phraseology

D) Semasiology, Word Formation, Etymology, Phraseology, Lexicography

14. What are the main subdivisions of Lexicology?

A) Word Stock, Assimilation of Words, Word Formation, Etymology, Lexicography

B) Lexicography, Phraseology, Etymology, Word Formation, Semasiology

C) Etymology, Phraseology, Polysemy, Word Formation, Lexicography

D) Phraseology, Word Formation, Word Cluster, Conversion, Semasiology

15. How many types of Lexicology are there?

A) five

B) four

C) three

D) six

16. Lexicology is the branch of linguistics dealing with:

A) different properties of words and the vocabulary of a language.

B) various lexical means and stylistic devices.

C) various lexical means and stylistic devices.

D) supersegmental structures of words.

## **Module 2. Word Structure in Modern English (Morphemic and Derivational Structure)**

### **Task 1. Questions**

1. What does Word consist of?
2. What is Morpheme?
3. What is Word made up?
4. What is the difference between Morpheme and Phoneme?
5. What is the difference between Morpheme and Word?
6. What types of Morphemes do you know?
7. What is Morphemic Analysis?
8. How can we analyze the morphemic structure of words with the help of IC Method?
9. What is Stem?
10. What types of Stems do you know?
11. What are Synchronic and Diachronic Approaches to the analysis of Stem?
12. Can all the words which have in their structure Affix have derived stems?
13. What is the unit of Derivational Level?

### **Task 2. Module Assignments**

*Assignment 1. Put Simple, Derived and Compound Stems in one line:*

girlship, snowball, fellow, agreement, lorry, post - office, door - handle, autumn

*Assignment 2. Find Stems in the following words:*

asked, playing, boy's, dogs, workers, brackish, unemployment, difficulties

### **Task 3. Quiz**

1. Analyze the structure of the following Compounds: for example: school - building  $N+V+ing \rightarrow N$

1. three - cornered  $\rightarrow$

2. mad - doctor  $\rightarrow$

3. to backbite  $\rightarrow$

2. Find a word-group structure of modeling:  $V+N+V$

1. to read books

3. to send letters to somebody

2. to speak on the problem

4. to let somebody go

3. Find a word with Derivational Affix:

1. night, 2. heatless, 3. Ivanov, 4. 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 Monomorphemic (Derived) Word:

mighty, reader, daughter, ashtray

7. Find Polymorphemic (Derived) Word:

unquestionable, lamp - shade, snowball, forget - me - not

8. Which of the words has Derived Stem?

darkness, teacher, unbound, uncomfortable

9. Find a word with Compound Stem?

greenhouse, unemployment, insignificant, handful

#### **Task 4. Exercises**

*Exercise 1. Divide the words into Morphemes with the help of IC Analysis:*

chalky, cheerless, fearful, helpless, glassful, outspcak, innumerable, nonbeliever, discharge, collectivism, preference, spaceman, approver, Armenian, examination, typist.

*Exercise 2. Put Simple, Derived and Compound Stems in columns:*

girlish, clever, agreement, snowball, fellow, sailor, accept, unemployment, door - handle, advantage, person, post - office, drug - store, lorry, autumn.

*Exercise 3. Find Stems in the following words:*

workers, poned, teachers, blackest, reading, bigger, student's, singer's, ask, asked, playing, joined, boy's, girls', offices, pupil's, redder, dogs.

### **Task 5. Tests**

1. What is Morpheme?
  - A) the smallest meaningful unit
  - B) the smallest divisible two - faced language unit
  - C) the smallest indivisible, two - faced language unit
  - D) Morpheme is the smallest language unit
2. What is Word made up?
  - A) Word is made up by syllables
  - B) Word is made up by phonemes
  - C) Word is made up by morphemes
  - D) Word is made up by lexemes
3. How do we analyze composite nature of words?
  - A) with the help of IC Analysis method
  - B) with the help of Segmentation
  - C) with the help of Distributional Analysis
  - D) with the help of Morphemic Analysis
4. What is Stem?
  - A) a morpheme which identical with word form
  - B) a morpheme which is not identical with the word form
  - C) the basic unit at the derivational level
  - D) a part of the word which remains unchanged throughout its paradigm
5. What structural types of Stems do you know?
  - A) Bound, Derived, Compound

B) Free, Bound, Simple

C) Simple, Derived, Compound

D) Derived, Bound, Compound

6. Free Morpheme is Morpheme which is...

A) similar with the form

B) different from the word form

C) used separately

D) identical with the word form

7. Bound Morpheme is Morpheme which...

A) is different from the word form.

B) is identical with the word form.

C) is similar with the word form.

D) doesn't coincide with the word form.

8. What types of Morpheme do you know?

A) Free and Bound

B) Simple, Derived

C) Compound and Derived

D) Complex, Compound

9. What types of Stem do you know?

A) Morphemic and Simple

B) Simple, Derived and Compound

C) Derived and Compound

D) Complex and Simple

10. What is Word Cluster?

A) a group of words which are semantically and phonetically correlated with identical root

B) a group of Phonemes in the words

C) Morphemes

D) a group of Sounds, Word Combinations with the same meanings

11. In what word is Simple Stem?

- A) fish
- B) match - box
- C) sailor
- D) attraction

12. In what word is Derived Stem?

- A) agreement
- B) teach
- C) bookcase
- D) boy

13. Where is Word Cluster?

- A) cat - catty - kitty
- B) hand - handle - handsome
- C) mother - motherly - maternal - motherland
- D) heart - to hearten - heartless - heartlessness

14. What is Stem?

- A) Morpheme which is identical with word form.
- B) The basic unit at the derivational level.
- C) A part of the word which remains unchanged throughout its paradigm.
- D) Morpheme which is not identical with Word Form.

15. Find a word group structure of modeling: V+N+V

- A) to send letters to somebody
- B) to read books
- C) to let somebody go
- D) to speak on the problem

16. Find a word with two Free Morphemes:

- A) first - nighter

- B) unbearable
- C) childhood
- D) merry - go - round

17. Find a word with two Bound Affixation Morphemes:

- A) uneatable
- B) book - keeper
- C) kindness
- D) snow - white

18. Find Monomorphemic Word:

- A) daughter
- B) mighty
- C) reader
- D) ashtray

19. Which of the words is divided into Immediate Constituents?

- A) in - significant
- B) in - attent - ive
- C) un - expect - ed
- D) joy - ful - ly

20. Find a word with Inflection:

- A) books
- B) worker
- C) darkness
- D) rewrite

21. Find a word with Derivational Affix:

- A) night
- B) heartless
- C) Ivanov's
- D) papers

22. Which of the words has Derived Stem?

A) uncomfortable

B) darkness

C) teacher

D) unbound



## **Module 3. Word Formation (Study of Word Derivation)**

### **Task 1. Questions**

1. What is Derivational Structure?
2. What are Derivational Affixes?
3. What functions do Derivational Affixes have?
4. What is Word Formation?
5. What are the basic ways of forming words in Word Derivation?
6. What is meant by Word Combination?
7. What is Shortening? What groups of Shortening can be singled out?
8. What does “Blend” mean?
9. What type of Word Formation is called Acronym?
10. What is Sound Interchange?
11. What is meant by Sound Imitation?
12. What do we call Back Formation?
13. What is Affixation?
14. What is the role of Suffixes in Formation of new words?
15. What are the principles of the classification of Suffixes?
16. What is Prefixation?
17. What principles of the classification of Prefixes can be singled out?
18. What Affixes are called Native?
19. What are the sources of Borrowed Affixes?

### **Task 2. Module Assignments**

*Assignment 1. Find the Synonyms of the following Affixes:*

dis-, -er, -ize, -y

*Assignment 2. Find the Homonyms of the following Affixes:*

-ly, -en, -ful, un-, -er

*Assignment 3. Find Productive and Non - Productive in the following group:*

un-, dis-, -er, -or, -ism, mis-, -ant, -ous, -al, -dom, -hood, -ive, -fill, -y, -able, -ian, anti-, fore-

*Assignment 4. Define the Part of the Speech of the Stem to which Suffixes and Prefixes are added:*

unanswerable question, interesting book, useful book, attractive girl, exhausting journey, doubtful problem

*Assignment 5. Define what Part of the Speech they form:*

-fill, -en, -ize, -age, -ive, -er, -ian, -able, -ness, -ation, -less, -ward, -ic, -hood, en-, be-, de-, sub-, post-

*Assignment 6. Point out the type of Word Formation in the following words:*

reader, specialist, dog - bite, ashtray, looking - glass, chalk - to chalk, to break - a brake, beg - beggar, smoke + fog > smog, blood - bleed

*Assignment 7. Convert Verbs from Nouns and Nouns from Verbs with translation:*

finger, fish, hand, hammer, father, paper, head, drive, find, move, show, work, jump, run

*Assignment 8. Define Proper and Derivational Compounds:*

one - eyed, snow - storm, payday, backbone, school - boyishness, oval - faced, paper - wrapped

*Assignment 9. Find Clippings and Abbreviations:*

bus, V - day, doc, Lat, U.N.O., Web, NATO, vac, exam, USA

*Assignment 10. Point out Noun Forming Suffixes:*

1. -er, -or, -dom,
- 2.
- 3.
- 4.
- 5.

*Assignment 11. Point out Motivated, Partially Motivated and Unmotivated Compoundings:*

- |                  |                   |
|------------------|-------------------|
| 1. bus - driver  | 6. tea - grown    |
| 2. pig - wash    | 7. bed - sitter   |
| 3. clock - work  | 8. mail - man     |
| 4. type - writer | 9. fiddle - stick |
| 5. team - up     |                   |

motivated	partially motivated	non - motivated
1. -	1. -	1. -
2. -	2. -	2. -
3. -	3. -	3. -

*Assignment 12. Define what Part of Speech they are derived from as Conversion:*

a) Her heart hungered for action.

hungered

b) The woman cleared the table.

cleared

*Assignment 13. Point out all the Negative Affixes:*

- |        |           |
|--------|-----------|
| 1. un- | 6. -      |
| 2. -   | 7. -      |
| 3. -   | 8. -      |
| 4. -   | 9. -      |
| 5. -   | 10. - suf |

*Assignment 14. Point out Verb Forming Suffixes:*

1. - 2. - 3. - 4. - , etc.

*Assignment 15. Point out Adjective Forming Suffixes:*

1. - 2. - 3. - 4. - 5. - 6. - 7. - 8. - 9. - , etc.

*Assignment 16. Form V→N Derivatives and define ways of Word Formations:*

to decay, to ruin, to develop, to intensify, to establish

### Task 3. Quiz

1. Find the words which are motivated morphologically (derivatively):

father, aunt, singer, niece, nice, tasty, sour, eatable

2. Give verbs with the following Suffixes:

-ize; -en; -fy; -ish; -ate

3. Make up Blending Words:

1. smoke+fog →

2. slang+language →

3. glare+gaze →

4. Point out Noun Forming Suffixes:

1. -er, -or,                      6. -

2. -dom                              7. -

3. -                                      8. -

4. -                                      9. -

5. -                                      10. -

5. Find Synonyms in A and B groups:

A)

couple

trust

absurd

clumsy

lonely

B)

awkward

pair

solitary

belief

preposterous

Answers:

6. Translate the following Synonyms:

meeting, assembly, gathering, company, convention, conference, sitting, congress

7. Translate the following Synonyms:

большой, крупный, огромный, громадный, непомерный, необъятный, великий, грандиозный, колоссальный, гигантский

8. Find Word formed with the help of Productive Prefix:

1. amphitheater, 2. withdraw, 3. unknown, 4. forecast

9. Which of the following Prefixes denote time relations?

pre-; un-; in-; dis-

10. Which of the following Suffixes is Verb - Suffix?

-an, -en, -ing, -tion

11. Find the case of "Noun - Verb" Conversion:

a cut - to cut

a break - to break

a jump - to jump

a pen - to pen

12. Find Compound Adjective:

sick - leave, backbite, armchair, sky - blue

13. Find an initial lexical abbreviation:

tram, BBC, fancy, e.g.

#### **Task 4. Exercises**

*Exercise 1. Find Productive and Non - Productive Affixes in the following group:*

un-, dis-, -er, -or, -ism-, mis-, -ant, -ous, -al, -dom, -hood, -ive, -ful, -y, -able, -ian, anti-, fore-.

*Exercise 2. Define the meanings of the Affixes in the following words:*

discount, inhabitant, correspondent, librarian, afternoon, prehistory, postposition, decode, rewrite, misfortune, unfunny, stony, cloudy, bushy, boiler, packer, driver, foolish, womanish, babyish.

*Exercise 3. Put in columns the following Affixes according to what Part of Speech they form:*

-er, -dom, -ian, -able, -en, -fy, -ful, -ness, -ous, -ation, -or, -less, -ize, -ly, -ward, -ation, -ic, -hood, -ant, -age, en-, be-, de-, sub-, post-, -ment.

*Exercise 4. Define the degree of Derivation of the following words:*

1. city, citify, cityism, cityful, cityish, citywards, cityite, citiness, cited, citiward, cityless.

2. family, familial, subfamily, superfamily, non - family, familist, familism, non - familial.

*Exercise 5. Choose from the following list the members of Word Cluster and Word Family. Explain the reason for it.*

cat, catty, kitten, kittenhood, cattish, brother, brotherly, brotherhood, fraternal, mother, maternal, motherhood, think, thinkable, thinking, thought, thoughtful.

### **Task 5. Tests**

1. What is Subject Matter of Word Formation?

A) The formation of words with the help of Derivational Affixes.

B) The creation of new words from the elements existing in the language.

C) Group of words which have semantically and phonetically correlated Identical Root Morphemes.

D) The formation of words without Affixes.

2. What ways of Word Formation do you know?

A) Back Formation, Blending, Shortening

B) Affixation, Shortening, Word Composition

C) Sound Interchange, Blending, Conversion

D) Conversion, Affixation, Word Composition

3. What are the productive ways of Word Formation?

A) Affixation, Composition, Shortening

B) Back Formation, Blending, Word Composition

C) Conversion, Sound Interchange, Affixation

D) Abbreviation, Clippings, Affixation

4. What is the Affixation?

A) the formation of words without Affixes

B) the formation of word with the help of Derivational Affixes

C) the formation of words with the help of Zero Morpheme

D) the formation of words by joining two Stems

5. Define Native Affixes in English:

A) -ship, -ation, -ish, un-, fore-, -re, anti-, dis-

B) -ness, -able, -ment, -ish, -,mis, -dom, -full

C) -ship, -less, fore-, -ful, -dom, -ish, be-, mis-, -ness

D) -dom, -ful,-less, -ship, - ment, dis-, -ism, -ist, re-

6. Define the following Synonymic Affixes denoting “doer of the action”.

A) -er, -or, -ent, -y, in-, -less, ant, -ian, -man

B) in-, non-, dis-, -ist, -ent, un-, -ly-, -y, -eer, -ian

C) -man, -ee, mis-, anti-, im-, non-, de-, -less

D) -ee, -man, -ian, -eer, -ess, -ent, -er, -or, -ant

7. Define Noun Forming Affixes:

A) -hood, -ation, -ness, -ence, -ment, -ship, -ward, -wise, -en, -fy, -ance, -dom

B) -er, -dom, -able, -al, -ian, -ive, -ist, -ate, -ese, -hood, -ship, -ous

C) -er, -dom, -ness, -ation, -ity, -ance, -ist, -hood, -ship, -ment, age

D) -age, -ance, -ity, -ation, -ness, -ed, -dom, -er, -ess, -ful, -ive

8. Define Verb Forming Suffixes:

A) -ate, -en, -ify, -ize

B) -ful, -en, -ise,-ly

C) -age, -ive-ate, -ify

D) -ment, -able, -less, -ward

9. What is I.Smirnitsky's point of view to Conversion?

A) the formation of a new word by a change of paradigm

B) the formation of words without Affixes

C) a shift from one Part of Speech to another

D) the formation of new words with the help of Zero Morpheme

10. What is understood by Compound Words from the point of Word Formation?

A) Compound Words consist of two components

- B) Compound Word has a single semantic structure
- C) Compound Words are made up by joining two or more Stems
- D) Compound Words may be classified into Coordinative and Subordinate

11. What is the meaning of Compound Word?

- A) from the two or more Root Morphemes
- B) from the order and arrange of Stems
- C) from the changes in the order of components
- D) from the combined lexical meaning of its components

12. What kinds of relationships are in Compound Words?

- A) Coordinative
- B) Subordinate
- C) Subordinate or Coordinative
- D) Semantically Independent

13. What do you understand by the term “Shortening”?

- A) Shortening are words substituting a part for a whole
- B) Shortening is Derivational Word Formation
- C) Shortening is not a derivational process
- D) Shortening is Lexical Abbreviations and Clippings

14. What is understood by the term “Blending”?

- A) an alternation in the phonetic composition of Root
- B) Shortening of the first letters of word group
- C) subtracting Real or Supposed Affix from existing words
- D) a connection of parts of two words to form one word

15. What do you understand by the term “Sound Interchange”?

- A) Shortening of the first letters of group word
- B) connection of parts of two words to form one word
- C) an alternation in the phonetic composition of Root
- D) subtracting Real or Supposed Affix from existing words



16. What way are the following words formed by: hand - to hand, pale - to pale, face - to face

- A) Composition
- B) Affixation
- C) Conversion
- D) Shortening

17. Say what Part of Speech is formulated with the help of Affixes in the following words: reddish, regular.

- A) Noun
- B) Verb
- C) Adverb
- D) Adjective

18. Say what way of Word Formation in the following words: fridge - refrigerator; phone - telephone.

- A) Blending
- B) Shortening
- C) Clipping
- D) Affixation

19. The type of Word Building when words are made by dueling Stem without any phone clangs as in “bye - bye” or with a variation of the vowel or consonant as in “Ping - Pong”, “chit”.

- A) Shortening
- B) Reduplication
- C) Back Formation
- D) Onomatopoeia

20. The type of Word Formation made imitating different binds of sounds that may be produced by animals, birds, insects, human beings and inanimate objects is called ...

- A) Onomatopoeia
- B) Affixation

C) Conversion

D) Shortening

21. What pair of words is formed by the type Back Formation?

A) beggar - to beg

B) face - to face

C) organize - organization

D) phone - telephone

22. What type are the following words formed by: burglar - to burgle; cobbler - to cobble; baby - sitter - to baby - sit

A) Back Formation

B) Conversion

C) Affixation

D) Shortening

23. The following pair of words is formed by such type of Word Formation as...food - feed; speak - speech

A) Conversion

B) Clippings

C) Blending

D) Sound Interchange

24. By Affixation we understand the formation of ...

A) phrases with Affixes.

B) groups of words with the help of Prefixes.

C) words with help of Morphemes.

D) words with the help of Derivational Affixes.

25. In what word is there Negative Affix?

A) handless

B) kindness

C) friendship

D) childhood

26. Complete the following sentence with correct form of the word: This kind of information won't help anyone it's absolutely...

A) useless.

B) useful.

C) usage.

D) usefulness.

27. Since he was so well - trained, winning the race was ... easy.

A) comparatively

B) comparely

C) comparingly

D) comparing

28) Choose from the following Word Family:

A) cat, catty, kitten, kitten hood

B) lead, leader, leading

C) heart, hearten, heartiness

D) think, thinkable, thinking

29) Put the correct Verb in the gap: The luggage is heavy I'm afraid I can't ... it.

A) lift

B) take

C) pick up

D) raise

30. Find the case of "Noun - Verb" Derivation:

A) a pen - to pen

B) a cut - to cut

C) jump - to jump

D) a break - to break

31. Find an initial lexical abbreviation:

A) BBC

B) tram

C) prof.

D) e.g.

32. Find Word termed with the help of Non - Productive Prefix:

A) enlarge

B) international

C) dislike

D) rewrite

33. Find Word with Productive Romanic Prefix:

A) prearrange

B) unable

C) afternoon

D) undertake

34. Which of the words is built with Prefix Denoting Negation?

A) illegal

B) counter - attack

C) existing

D) demobilize

35. Which of the following Suffixes is Verb - Suffix?

A) - en

B) - an

C) - ing

D) - tion

36. Find Noun built with the help of Suffix denoting collectivity:

A) peasantry

B) greatness

C) socialism

D) teaching

37. Find Noun built with the help of Suffix denoting the process of an action:

- A) development
- B) singer
- C) darkness
- D) freedom

38. Which of the following Nouns is built with the help of Productive Suffix?

- A) freedom
- B) optimist
- C) passage
- D) victory

39. Find a case of “Verb - Noun” Conversion:

- A) to fall - fall
- B) to pause - pause
- C) to water - water
- D) to capture - capture

40. Find Compound Noun:

- A) theatre - goer
- B) rain - driven
- C) Afro - Asian
- D) black - hearted

41. Find Compound Word whose components are joined together with a linking consonant:

- A) statesman
- B) handicraft
- C) sun - flower
- D) blue - eyed

42. Find an example of Blend:

- A) motel

B) fence

C) boat

D) zoo

43. Which of the following Words is built with Prefix denoting repetition?

A) reappear

B) enrich

C) befriend

D) return

44. Which of the following Suffixes is used for Formation of Nouns?

A) - ness

B) - ish

C) - less

D) - ize

45. Which of the following Suffixes is Adjective - Suffix?

A) - ous

B) - er

C) - ness

D) - fy

46. Find Noun built with the help of Suffix denoting diminutiveness:

A) booklet

B) cutter

C) decorator

D) hostess

47. Find Noun built with the help of Suffix denoting the agent of Verbal Action:

A) instructor

B) socialist

C) auntie

D) villager

48. Find Noun built with the help of Suffix denoting state:

- A) happiness
- B) realism
- C) trustee
- D) translation

49. Find a case of “Noun - Verb” Conversion:

- A) nurse - to nurse
- B) move - to move
- C) show - to show
- D) look - to look

50. Find the case of “Adjective - Verb” Conversion:

- A) silver - to silver
- B) camp - to camp
- C) round - to round
- D) spoon - to spoon

51. Find Compound Adjective:

- A) sick - leave
- B) arm - chair
- C) backbite
- D) sky - blue

52. Find Compound Word whose components are joined together with linking vowel:

- A) photointelligence
- B) gaslight
- C) fountain - pen
- D) gasometer

53. The words heir - air refer to:

- A) Homographs

- B) Homophones
- C) Antonyms
- D) Proper Homonyms

54. Find Adjective built with the help of Productive Suffix:

- A) fashionable
- B) mighty
- C) European
- D) joyous

55. Find Adjective built with the help of Non - Productive Suffix:

- A) poetical
- B) sunny
- C) careless
- D) collective

56. Which of the following Verbs is built with the help of Productive Suffix?

- A) unite
- B) illustrate
- C) organize
- D) specify

57. Find Suffixed Adjective formed from Noun Stem:

- A) beautiful
- B) brownish
- C) terrible
- D) thankful

58. Find Completely Motivated Compound:

- A) greenhouse
- B) handcuff
- C) dog - rose
- D) bottle - opener



59. Find Partially Motivated Compound:

- A) flower - bed
- B) sky - blue
- C) dog - eared
- D) table - cloth

60. Find Derivational Adjective - Nominal Compound:

- A) red - nosed
- B) cooking - stove
- C) doorway
- D) brick - layer

61. Find Verbal - Nominal Compound:

- A) long - tailed
- B) cross - question
- C) writing - table
- D) peace - fighter

62. Find Verb - Adverb Compound:

- A) a bookcase
- B) a fox - hunter
- C) a draw - back
- D) a mad - man

63. Find Nominal Compound:

- A) bottle - neck
- B) color - blind
- C) broadcast
- D) dog - faced

## **Module 4. Semasiology (Study of Meaning of Words)**

### **Task 1. Questions**

1. What is the significance of Semasiology?
2. What types of Meaning can be singled out?
3. What linguistic causes of semantic change can be singled out?
4. What is Polysemy?
5. What does the term “Semantic Center of Word” denote?
6. What are Homonyms?
7. What types of Homonyms do you know?
8. What are Synonyms?
9. What semantic relations are Synonyms characterized by?
10. According to what principles are Synonyms classified?
11. What is meant by Synonymic Dominant?
12. What do we call Antonyms?
13. What structural types of Antonyms do you know?
14. What semantic types of Antonyms do you know?
15. What is the difference between Contradictories and Contraries?

### **Task 2. Module Assignments**

*Assignment 1. Define whether the words given in bold type are Metaphors or Metonyms:*

The **Kettle** is boiling. I like **Byron**. She is a **cat**. Arguing sharpens one's intellect.

*Assignment 2. Define Semantic Motivation of the following words:*

fax, monkey, snake, parrot, donkey, mother

*Assignment 3. Define Differential, Distributional and Functional Meanings of the following words:*

notebook, copybook, grammar book, teacher, boyishness, childhood, readable, beautiful, notional

*Assignment 4. Define Major and Minor Meanings of the following words:*

object - предмет, вещь, цель, намерение, объект, дополнение;

person - лицо, лицо (грам.), внешность, человек;

sense - чувство, ощущение, здравый смысл, разум, значение;

sentence - предложение, приговор, решение;

shop - магазин, мастерская, цех

*Assignment 5. Define Proper Homophones, Homographs, Homonyms:*

air, heir (наследник), site (площадка), sight (зрение), son, sun, plane, plane (выравнивать), plump (бухнуть), plump (полнеть), bow [bəʊ], bow [baʊ], wind [wind], wind [waɪnd] (изгиб)

*Assignment 6. Define Synonyms and put them into 3 lines:*

fancy, admit, flat, fantasy, enter, smooth, imagination, introduce, plain

- |    |    |    |
|----|----|----|
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |

### **Task 3. Quiz**

*1. Find the word with Grammatical Meaning of Singularity (Noun):*

1. He works well.
2. His work is done well.
3. His works are known everywhere.
4. They work at a big planet.

*2. Find an example of Personal Metaphor:*

1. The kettle is boiling.

2. He is not an Ibraym Yusupov, but his poems are good.
3. I don't like her sharp tongue.
4. The wind was singing in the trees.

3. *Find an example of Metonymy:*

1. He had only a few coppers in his pocket.
2. We got to the mouth of the river.
3. He was a lion in the fight.
4. The valley was silent.

4. *Find Monosemantic Word:*

1. table, 2. hydrogen, 3. head, 4. country

5. *Find an example of Homophones:*

- |                |                |
|----------------|----------------|
| 1. lead - lead | 3. long - long |
| 2. can - can   | 4. meat - meet |

6. *Find an example of Derivational Antonyms:*

- |                     |                          |
|---------------------|--------------------------|
| 1. love - hatred    | 3. possible - impossible |
| 2. beautiful - ugly | 4. long - short          |

7. *Find a set of words not belonging to the same thematic group:*

- |                             |                           |
|-----------------------------|---------------------------|
| 1. tree - grow - green      | 3. apple - read - snow    |
| 2. journey - train - ticket | 4. sun - shine - brightly |

8. *Pick out Metaphors:*

fruitful tree

a green man

fruitful work

blooming rose

a green bush

blooming health

9. *Find the word which is motivated phonetically:*

think, splash, wonder, song

10. Find Noun built (formed) with the help of Suffix denoting diminutiveness:

duckling, marriage, breath, colonnade

11. Find Noun formed with help of Suffix denoting female gender:

teacher, violinist, Japanese, farmerette

#### Task 4. Exercises

*Exercise 1. Read the sentences in which Polysemantic Simple Word is used. Give all the lexico - semantic variants constituting the semantic structure of this word. Check yourself by a dictionary.*

1. The book tries to give *simple* explanations of some very complex scientific ideas. 2. Sally likes clothes that are *simple* but elegant. 3. The *simple* fact is that he wants a divorce. 4. Archaeologists found several *simple* tools at the site. A knife is a *simple* tool. 5. Her grandparents were *simple* people who never had much money. I'm just a *simple* farmer. 6. You may be joking but she's *simple* enough to believe you. 7. I'm afraid old Jack is a bit *simple*.

*Exercise 2. Classify the given words into: 1) Proper Homonyms; 2) Homophones; 3) Homographs. Give meanings of these words.*

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

*Exercise 3. Fill in the blanks choosing the right word.*

1. Out of... out of mind (*cite, site, sight*). 2. Do not look a gift... in the mouth (*horse, hoarse*). 3. It never rains, but it... (*pours, paws*). 4. No ... without sweat (*sweet, suite*). 5. Do not run with the ... and hunt with the hounds (*hair, hare*). 6. All is ... in love and war (*fare, fair*). 7. Fame is chiefly a matter of... at the right moment (*die, dye*). 8. When two people ride the ..., one must ride behind (*hoarse, horse*).

*Exercise 4. Find the synonymic dominant in the following groups of Synonyms.*

to sob - to weep - to cry; to brood - to reflect - to mediate - to think; to glare - to peep - to look - to stare - to glance; strange - quaint - odd - queer; terror - fear - horror; angry - furious - enraged; to flash - to gleam - to sparkle - to blaze - to shine

*Exercise 5. Give Antonyms to the following words. Group them into Antonyms of the same Root (a) and Antonyms of different Roots (b).*

*Sample: artistic*

The Antonym of the word *artistic* is *inartistic*. These words belong to the group of Antonyms of the same Root (group a).

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

*Exercise 6. State the difference in Meaning of the given Compounds possessing different distributional patterns. Find examples of your own.*

*Sample: finger-ring – ring-finger*

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

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

*Exercise 7. Fill in the blanks in the sentences with the correct form of the italicized words. Pay special attention to the restrictions of their collocability. Give Meanings of the italicized words.*

*to mend, to repair*

1. These socks need to be ... 2. It is difficult to find anyone who knows how ... a clock. 3. The convicts were employed in ... the highway. 4. He had been ... a tiny hole in the lining of his leather coat. 5. Please have this typewriter ... 6. The gate needs to be ... so it closes properly. 7. I know how ... my car myself but I can't do without necessary tools. 8. Let me ... your shirt. 9. In those days, all the farming equipment was made and ... in the village. 10. I got into conversation with the man who came ... the roof.

### **Task 5. Tests**

1. What does Semasiology study?

A) Meaning of Word

B) Origin of Words

C) the set expressions, phraseological units

D) the ways of Formation of new words

2. What does Semasiology study?

A) studies only semantic groupings

B) studies the lexical components in Phraseological Units

C) studies the origins of Borrowed Words

D) studies types of Meaning, the changes of Meaning, the semantic structure of words

3. How is defined the definition of the term "Meaning of Word" by L.Bloomfield?

A) Meaning is the situation in which the word is uttered.

B) Meaning is the realization of the notion by means of a definite language system.

C) Meaning is the relation between the object or notion named and the name itself.

D) Meaning is the relation between the object, notion and its name.

4. What is understood by the Referential Approach to Meaning?

A) Meaning of Word as a relation between the object (Referent), notion (Concept) and its name (Word).

B) One and the same referent may be different by different words.

C) Sound Form of Word is not identical with its Meaning.

D) Meaning of Words is different in different languages.

5. What is understood by the Functional Approach to Meaning?

A) Meaning can be studied through context.

B) Meaning can be studied without context.

C) Meaning as the relation of one word to another.

D) Meaning can be studied through the collectability of words.

6. What is Grammatical Meaning of Words?

A) Meaning belonging to the lexico - grammatical classes

B) the material Meaning of Word

C) Meaning which has a stylistic shade

D) Formal Meaning of Word

7. What is Lexical Meaning of Words?

- A) the material Meaning of Word
- B) Meaning which gives the concept of Word
- C) Meaning belonging to the lexico - grammatical classes
- D) Formal Meaning of Word

8. What is Connotational Meaning?

- A) Meaning which may be seen in Derivational Morphemes.
- B) Semantic Component that serves to distinguish Word from others.
- C) Meaning which has a stylistic shade.
- D) Meaning which is found in all words having more than one Morpheme.

9. Define the types of Word Meaning:

- A) Grammatical, Lexical, Differential, Functional, Distributional
- B) Morphological, Semantic, Differential, Grammatical, Phonetical
- C) Semantical, Functional, Denotational, Connotational, Morphological
- D) Differential, Grammatical, Connotational, Distributional, Phonetical

10. What types of Motivation do you know?

- A) Grammatical, Semantic, Lexical
- B) Grammatical, Lexical, Morphological
- C) Semantic, Lexical, Phonetical
- D) Phonetical, Morphological, Semantic

11. What is the Motivation of Word?

- A) a direct connection between the structural pattern of the word and its Meaning
- B) an indirect connection between the structural pattern of the and its Meaning
- C) a relation between the structural pattern of Word and its Meaning
- D) an approval and disapproval relation to the thing or phenomena

12. What causes of semantic changes do you know?

- A) changes in the life of the people
- B) linguistic and extra linguistic
- C) the coming into existence of new nations and objects



D) changes in economic and social life

13. What is Metaphor?

A) a shift of Meanings caused by the likeness

B) the similarities of objects

C) similarity of form

D) similarity of function

14. In what word there is Derived Stem?

A) agreement

B) teach

C) bookcase

D) boy

15. What is Metonymy?

A) a change of Meaning by Shortening of Word Group

B) a part which is used instead of the whole

C) a change of Meanings caused by the similarities

D) a change of Meaning caused by a close connection between two or more objects

16. What is understood by the term "Polysemy"?

A) The existence within one word of several connected Meanings.

B) The result of the development and changes of its Original Meaning.

C) The words which have more than two Meanings.

D) The words which have only one Meaning.

17. What is Context?

A) the minimal stretch of speech determining each individual Meaning of Word

B) the narrowing of Meaning

C) the widening of Meaning

D) a result of Changing of Meaning

18. What is the difference between Polysemantic and Monosemantic Words?

A) Major and Minor Meanings of Words

- B) Words which have more than two Meanings and Words have only one meaning
- C) dependentness or independentness of Meanings on the context
- D) the coexistence of various Meanings of the word

19. What is understood by the term “Synonym”?

- A) Words which belong to the same Part of Speech and have contrary Meanings.
- B) Two or more words identical in sound and spelling but different in Meaning.
- C) Words which are different in morphemic composition but identical in Meaning.
- D) Words which are used instead of unpleasant words.

20. What is understood by the term of “Antonyms”?

- A) Words belonging to the same part of speech but identical or similar in meaning.
- B) Words belonging to the same Part of Speech different in morphemic composition.
- C) Words belonging to the different Part of Speech but interchangeable at least in some contexts.
- D) Words belonging to the same Part of Speech and have contrary meanings.

21. What are the semantic fields?

- A) Words which joined together by one common semantic component.
- B) Words which are formed according to the productive structural patterns.
- C) Words which are borrowed from another language something new.
- D) Semantically related words.

22. What word from the following Synonyms belongs to the formal (literary) layer of the vocabulary?

- A) commence
- B) begin
- C) start
- D) get started

23. What words from the following belong to the colloquial words?

- A) Obsolete Words
- B) Archaisms

C) Slang

D) Professionalisms

24. What word from the following Synonyms belongs to the neutral layer of the vocabulary?

A) infant

B) kid

C) young

D) child

25. What word from the following Synonyms belongs to the literary layer of the vocabulary?

A) terminate

B) end

C) finish

D) be over

26. The type of transference based on the association of two objects (phenomena) due to their outward similarity is called ...

A) Metaphor

B) Simile

C) Metonymy

D) Ellipsis

27. By Polysemy we understand when ...

A) several words have the same Meaning.

B) two words have the same structure and Meaning.

C) words have more than two Meanings.

D) words have contradictory Meanings.

28. By Homonyms we understand ...

A) two words identical in Meaning.

B) two words identical in sound and Meaning.

C) two or more words identical in spelling and Meaning.

D) two or more words identical in sound and spelling but different in Meaning.

29. By Homophones we understand the words ...

A) with the same spelling and Meaning.

B) of the same sound form but of different spelling and Meaning.

C) of the same form but of different spelling.

D) with the same Phonemes.

30. By Homographs we understand words which are ...

A) different in sound and in meaning but identical in spelling.

B) different in spelling and Meaning.

C) different in meaning but identical in spelling.

D) similar in sound.

31. Find Homophones in the pairs of words:

A) wind - to wind

B) match - match

C) piece - peace

D) spring - spring

32. What is Context?

A) a result of changing of Meaning

B) the narrowing of Meaning

C) the widening of Meaning .

D) the minimal stretch of speech determining each individual meaning of the word

33. Find an example of Homophones:

A) long - long

B) meat - meet

C) can - can

D) lead - lead

34. Find an example of Personal Metaphor:

A) The wind was singing in the trees.

- B) The kettle is boiling.
- C) He is not an Ibraym Yusupov, but his poems are good.
- D) I don't like her sharp tongue.

35. Find Monosemantic Word:

- A) head
- B) table
- C) hydrogen
- D) country

36. Find a set of words not belonging to the same semantic or thematic group:

- A) apple - read - snow
- B) journey - train - ticket
- C) tree - grow - green
- D) sun - shine - brightly

37. Find an example of Metonymy:

- A) The valley was silent.
- B) He had only a few coppers in his pocket.
- C) We got to the mouth of the river.
- D) He was a lion in the fight.

38. Find Prefix which denotes time relation:

- A) - pre
- B) - un
- c) - in
- D) - dis

39. Find the word which is motivated phonetically:

- A) splash
- B) think
- C) wonder
- D) sing

40. Find Completely Motivated Compound:

- A) bottle - opener
- B) greenhouse
- C) handcuff
- D) dog - rose

41. Find the word in which the emotive charge is heavier:

- A) tremendous
- B) large
- C) big
- D) vast

42. Find the word which is colloquial in style:

- A) ancestor
- B) parent
- C) father
- D) dad

43. Find the word which is bookish in style:

- A) harmony
- B) darkness
- C) foolish
- D) glad

44. Find the word which is motivated morphologically:

- A) nice
- B) tasty
- C) sour
- D) eatable

45. Find the word which is partially motivated morphologically:

- A) cherry
- B) cranberry

C) apple

D) plum

46. Find the word which is motivated phonetically:

A) terrible

B) strange

C) cry

D) cuckoo

47. Find an example of full lexico - grammatically homonyms:

A) club

B) pail

C) to lie

D) since

48. Find an example of ideographic Synonyms:

A) to seem - to appear

B) to begin - to commence

C) to see - to behold

D) to die - to pass away

49. Find an example of Absolute (Total) Synonyms:

A) Word Building - Word Formation

B) eye - doctor - oculist

C) large - vast

D) to get - to receive

50. Find an example of Root Antonyms:

A) important - unimportant

B) kind - cruel

C) appear - disappear

D) known - unknown

## **Module 5. Phraseology (Study of Transferred Meanings of Words)**

### **Task 1. Questions**

1. What is Phraseological Unit?
2. What are the most peculiarities of Phraseological Units?
3. What is Academician V.V.Vinogradov's classification of Phraseological Units based on?
4. How does Professor N.N.Amosova classify Phraseological Units?
5. What is the stability of Phraseological Units?
6. What is the ideomaticity of Phraseological Units?
7. Why does Professor A.I.Smirnitsky say that Phraseological Units are the word equivalents?
8. Why do we include proverbs, sayings and quotations in Phraseological Units?
9. What is the history of Phraseological Units?
10. What kind of discussions of the so - called word groups as "give up" was among the linguistics?
11. What is the synonymy of Phraseological Units?
12. What is the polysemy of Phraseological Units?

### **Task 2. Module Assignments**

*Assignment 1. Fill up the blanks with the name of an animal or a bird (simile, epithet):*

1. to die like a ...
2. to watch smb. like a ...
3. to work like a ...



4. to follow like a ...

*Assignment 2. Translate using Native Phraseological Units:*

1. It was as plain as day.
2. I didn't sleep last night.
3. It was still raining hard.

*Assignment 3. Translate using Native Phraseological Units:*

1. Tonight you'll tell me everything in detail.
2. She seems fresh, like a flower.
3. I sacrificed everything for something that never came.

### **Task 3. Quiz**

*1. Find an example of Phraseological Fusions (фразеологиялық сөйлескен):*

- |                        |                 |
|------------------------|-----------------|
| 1. to show one's teeth | 3. cold winter  |
| 2. sunny smile         | 4. heavy father |

*2. Find an example of Phraseological Collocations (фразеологиялық дизбек):*

- |                     |                           |
|---------------------|---------------------------|
| 1. to go the cinema | 3. to get the sack        |
| 2. to declare war   | 4. to beat about the bush |

*3. Find an example of Phraseological Unites (фразеологиялық бирлік):*

- |                            |                        |
|----------------------------|------------------------|
| 1. to undergo an operation | 3. to make smb answer  |
| 2. to make a report        | 4. to show one's teeth |

*4. Find Adverbial Phraseological Unite:*

- |                |                  |
|----------------|------------------|
| 1. ill at ease | 3. by heart      |
| 2. red tape    | 4. to keep house |

*5. Translate the following idioms into your native tongue (language):*

1. There were so many ins and outs to this financial life.
2. The matter with her is that I played the fool with her, that's all.

*6. Translate the following Idioms into your mother tongue (language):*

1. to play back in kind

2. strike while the iron is hot

7. *Translate the sentences, using Idioms or Phraseological Units of your own native language.*

1. I didn't sleep last night.      2. It wasn't still raining hard.

8. *Translate using Phraseological Units of your own native language.*

1. Tonight you will tell me everything.

2. It was as plain as day.

9. *Translate into English using Phraseological Synonyms:*

1. қапа болыў, жабығыў, еңсеси түсий (БЫТЬ В ПЛОХОМ НАСТРОЕНИИ)

#### **Task 4. Exercises**

*Exercise 1. State which of the italicized units are Phraseologisms and which are Free Word Combinations. Give proof of your answer.*

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

*Exercise 2. Replace the italicized words by the corresponding Phraseological Units on the following words:*

the stronger sex, to get smb's drift, as cool as a cucumber, blood and thunder, in two ticks, as green as grass, by leaps and bounds, to get out of hand, the apple of discord, all at sea, to join hands, to hold one's horses, hot under the collar, the upper crust, out of a blue sky

1. She was *naive* when she was sixteen but other girls in the typing pool taught her the ways of the world. 2. The girls had got on well together until *the rivalry* in the person of a handsome young apprentice appeared in their midst. 3. I *understand* you now, I think. If you mean by "integrity" what I would call "consistency" then we've been arguing at cross - purposes. 4. We must *unite* with our friends in Europe. 5. She dropped upon me *unexpectedly* and began asking questions which I had to answer. 6. I thought there would have been protestations and tears when I told her I wanted to move out of the flat, but no, she stayed *calm*. 7. When his son

was in Paris, the boy *ill - behaved* and caused many difficulties. 8. He got very *angry* when I suggested that he might be mistaken. 9. After listening a few minutes to their conversation, I was *bewildered*. Botany is not my subject. 10. There were at least six murders in that *violent* story. 11. Joan belongs to *the aristocracy*; you can tell by the way she walks and talks. 12. Publishers are well aware that rumors of possible prosecution of a book are likely to send the scales up *rapidly*. 13. All the people involved in the Commonwealth Architects' competition were told *to wait* - because time would be needed to organize an exhibition in which the entries could be put on show. 14. You should not exaggerate her attraction for *men*. 15. I don't like to hear people sneering at positions and titles they'd have accepted *immediately* if they'd got the offer.

*Exercise 3. Choose the correct Phraseological Unit from the following words to fill in the gaps in the sentences below.*

dark horse, to work like a dog, sour grapes, to lord it over, Achilles heel, to put one's cards on the table, red tape, to see somebody in the flesh, fat cats, around the clock

1. Workers are losing their jobs while the ... who run the company are getting richer. 2. Stuart's getting married? He's a ... - I never even knew he had a girlfriend. 3. He was a gifted businessman, but greed was his ... 4. If I criticize her book, people will think it's just... 5. There's so much ... involved in getting a visa. 6. Doctors and nurses worked ... to help the people injured in the train crash. 7. She thought it was time ... and tells him that she had no intention of marrying him. 8. He likes ... the more junior staff in the office. 9. I knew his face so well from the photographs that it felt a bit strange when I finally ... 10. He ... all day to finish the wall papering.

### **Task 5. Tests**

1. What words are stylistically colored in the following Synonyms?

- A) to die
- B) to pass away
- C) to join the majority
- D) to kick the bucket

2. Find an example of Phraseological Fusions:

- A) to kick the bucket
- B) cold winter
- C) sunny smile

D) heavy father

3. Find an example of Phraseological Collocations:

A) to get the sack

B) to go to the cinema

C) to declare war

D) to beat about the bush

4. Find an example of Phraseological Units:

A) to show one's teeth

B) to undergo an operation

C) to make a report

D) to make smb. answer

5. Find an adverbial Phraseological Unit:

A) by heart

B) ill at ease

C) to keep house

D) red tape

6. Find the right collocability of the word "to book" or "to buy":

A) to book seats

B) to buy in advance

C) to buy seats

D) to book cheaply

7. The Phraseological Unit "to get one's claws into smb." which meaning is "to find a way of influencing or controlling someone" is a:

A) Phraseological Fusion

B) Phraseological Collocation

C) Phraseological Unity

D) Phraseological Expression

8. Find an example of Phraseological Units:

- A) to look through one's fingers
- B) to undergo an operation
- C) to make a report
- D) to make somebody answer

9. Find Phraseological Unit:

- A) to cut short
- B) for the sake of
- C) Jack of many trades
- D) golden opportunity

10. Find an example of Phraseological Fusions:

- A) to do one's duty
- B) to cast down one's eyes
- C) to kick the bucket
- D) to do harm

11. Find Non - Motivated (Idiomatic) Compound:

- A) engine - driver
- B) bluestocking
- C) narrow - minded
- D) sunrise

## **Module 6. Etymology (Study of Origin of Words)**

### **Task 1. Questions**

1. What sets of English words can be singled out according to their origin?
2. What word is called “Native”?
3. What does the term “Borrowed Word/Borrowing” mean?
4. What semantic groups are belonging to the Indo - European Stock divided into?
5. What words does Common Germanic Stock include?
6. What semantic groups does the Common Germanic Stock contain?
7. What are the ways of Borrowing?
8. What languages did the English language borrow words from?
9. What words are called International?
10. What degrees of Assimilation can be singled out?
11. What words are called “Archaism”?
12. What words are called “Historisms”?
13. What is the difference between Archaisms and Historisms?
14. What words are called “Neologisms”?
15. What semantic groups of Neologisms are known?

### **Task 2. Module Assignments**

*Assignment 1. Define Native and Borrowed Words:*

come, enemy, see, mill, hand, chauffeur, ear, garage, bleed, pleasure, make, they, love, adore, live, street, kiss, take

*Assignment 2. Explain the origin of the following words:*

father, brother, mother, dog, cat, sheep, wolf, house, home, life, earth, man, apple, bread, live, go, give, begin, come, quick, strong, long, wide, to, for, from, with, and, if, soon, he, I, you, we, two, three, four, well, much, little

*Assignment 3. State through what languages the words of Latin and Greek origin given in bold type came into English.*

Of late years an **abundant** shower of **curates** has fallen upon the north of England, they lie very thick on the hills; every **parish** has one or more of them; they are young enough to be very **active**, and ought to be doing a great deal of good. But not of late years are we about to speak; we are going back to the beginning of this **century**; late years - **present** years are dusty, sun - burnt, hot, arid; we will evade the **noon**, forget it in siesta, pass the mid - day in slumber, and dream of dawn.

*Assignment 4. Pick out the French Borrowings from the extract given below.*

Vanity Fair! Vanity Fair! Here was a man, who could not spell, and did not care to read - who had the habits and the cunning of a boor: whose aim in life was pettifogging: who never had a taste, or emotion, or enjoyment, but what was sordid and foul: and yet he had rank, and honours and power, somehow; and was a dignitary of the land, and a pillar of the state. He was high sheriff and rode in a golden coach. Great ministers and statesmen courted him; and in Vanity Fair he had a higher place than the most brilliant genius or spotless virtue. (W.M.Thackeray)

*Assignment 5. Classify the following words according: a) to their origin; b) according to their meaning:*

ox, cow, beef, calf, veal, sheep, mutton, pig, bacon, deer, venison, chase, hunt, begin, commence, baker, tailor, weaver, butcher, shoemaker, painter, fisherman, mason, shepherd, lord, bacon, lady, count

### Task 3. Quiz

#### 1. Find Dialectal Word:

- |              |           |
|--------------|-----------|
| 1. kirk      | 1. lake   |
| 2. cathedral | 2. loch   |
| 3. church    | 3. river  |
| 4. abbey     | 4. spring |

#### 2. Find Latin Loan Words (Borrowed):

a cup, a wife, a window, a glass

3. *Find a word with Borrowed Suffix:*

greenish, active, stony, hopeless

4. *Find Greek Loan Word:*

fruit, scheme, capital, table

5. *Find Scandinavian Loan Word:*

to read, to write, to speak, to take

6. *Find French Loan Word:*

arm, archer, arrow, foe

7. *Find German Loan Word:*

dinner, people, rucksack, river

8. *Give Adjectives of Latin origin corresponding to the following Nouns:*

*Sample: lip – labial*

mouth, eye, tongue, horse, ox, house, town, mind, spring, tree

9. *Find out corresponding Native or Borrowed words to the given examples:*

*Sample: nasal – nose*

man, home, temporal, lingual, dental, heart, friend, house, name, oral

10. *State the origin (Latino – French, Scandinavian - English) of the following Doublets:*

*Sample: balsam – balm*

cart, corps, legal, salon, skirt, shade, captain, senior, canal, major

#### **Task 4. Exercises**

*Exercise 1. Group the following Loans into: 1) Completely Assimilated Borrowings, 2) Partially Assimilated Borrowings, 3) Unassimilated Borrowings or Barbarisms:*

cheese, street, wall, wine, formulae, husband, fellow, gate, root, addio, ciao, wing, call, take, die, want, coup d'Etat, happy, ill, low, old, wrong, bourgeois, prestige, memoir, table, face, chair, figure, finish, matter, ad libitum, animal, article, incognito, macaroni, soprano, tobacco, kapellmeister, ballet, buffet, corps, bouquet, brioche, Auto - da - fe, nucleus, chauffeur, nota bene, shaman, souvenir, spaghetti, à la carte, boulevard, torero, ad hoc, à la mode, tête-à-tête, déjà vu



*Exercise 2. Write out International Words from the given sentences:*

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

*Exercise 3. Give the plural form of Nouns borrowed from Latin and Greek:*

sanatorium, terminus, datum, nucleus, formula, bacillus, stratum, parenthesis, thesis, stimulus, criterion, hypothesis

*Exercise 4. Choose the special terms from the sentences:*

1. The rectangle is similar to the square in that its opposite sides are parallel and its angles are all right angles, but the sides of the rectangle are not necessarily all equal. 2. Consumption is a disease which is due to the development within the tissues of the tubercule bacillus. 3. The welded bridges now in course of construction or proposed in the near future are discussed with special reference to the reason for the adoption of welded structures. 4. The air around us is always under a pressure, which we call atmospheric pressure or barometric pressure. 5. When the fractured ends of the bone do not protrude through the flesh and skin, it is termed a simple fracture; when the fracture has resulted in a shattering of the bone, so that it is made up of several broken pieces, it is said to be comminuted; when the fracture ends protrude through the skin, it is termed a compound fracture.

*Exercise 5. Group the following words according to their language origin:*

caftan, lilac, canoe, operetta, machine, vanilla, waltz, skipper, guerilla, verst, algebra, caravan, jungle, law, mule, chocolate, telephone, dollar, khaki, artel, wigwam, mazurka, pagoda, cannibal, kangaroo, taboo, chimpanzee, maize, gorilla, tobacco, verandah, beryl, chauffeur, beauty, umbrella, squaw, devil, school, nun, anchor

## **Task 5. Tests**

1. Etymological Doublets are words ...

A) originating from the same etymological source, but differing in phonemic shape and meaning

B) originating from the same root

C) originating from different word forms

D) coming from the same stem

2. Find Dialectical Word:

A) spring

B) lake

C) river

D) loch

3. Find Latin Loan Words:

A) a cup

B) a glass

C) a window

D) a wife

4. What words from the following belong to Colloquial Words?

A) Slang

B) Archaisms

C) Obsolete Words

D) Professionalisms

5. Find an example of Free Word Group:

A) to read books

B) to cry for the moon

C) to fall in love

D) to fly into a rage

6. Find an example of Phraseological Collocation:

A) to declare war

B) to beat about the bush

C) to go to the cinema

D) to get the snack

7. Find an example of Phraseological Collocation :

A) to make a bargain

B) once in a blue moon

C) a blue flower

D) to read newspapers

8. Find Non - Literary Word (Slang):

A) missis

B) wife

C) sister

D) mother

9. Find Non - Literary Word or Expression (Vulgarism):

A) to be quiet

B) to be silent

C) to shut up

D) to stop talking

10. Find a word with Productive Romanic Prefixes:

A) prearrange

B) afternoon

C) unable

D) undertake

11. Find Latin Loan Word

A) a room

B) a pound

C) a pencil

D) a cry

## Module 7. English Lexicography (Study of Compiling Dictionaries)

### Task 1. Questions

1. What variant of the English language outside the British Isles can be singled out?
2. In what way does the American variant of English differ from British English?
3. What are the spelling differences between American English and British English words?
4. What are the main lexical differences between British English and American English?
5. What can you say about derivational and morphological peculiarities of British and American English?
6. What is Lexicography?
7. What is the term “dictionary” used to denote?
8. What are the main principles of classification of dictionaries? What types of dictionaries can be singled out according to these principles?
9. What do you know about Encyclopedic and Linguistic Dictionaries?
10. What information do Explanatory and Specialized Dictionaries provide?

### Task 2. Module Assignments

*Assignment 1. Define the structure of the entry of Concise Oxford Dictionary on the example of the word “arrive”:*

*Sample: arrive*

Concise Oxford Dictionary

*v. i. come to destination (lit. and fig.) or end of journey (at Bath, in Paris, **upon** scene, **at** conclusion; (as Gallicism) establish one’s repute or position; (of things) be brought; (of time) come; (of events) come about, [f. OF «ariver» f. L. «arribare» f. L. A Dripare come to shore (ripa)]*

*Assignment 2. Explain to what type of dictionaries the following dictionaries belong:*

*Sample: V.K.Müller. The English - Russian Dictionary: it belongs to the type of Bilingual (Parallel, Translation) Dictionary.*

1. R.Soule. A Dictionary of English Synonyms and Synonymous Expressions
2. Webster's Dictionary of Synonyms
3. The Oxford Dictionary of English Proverbs
4. W.Skeat. Etymological Dictionary of the English Language
5. P.M.Roget. Thesaurus of English Words and Phrases
6. V.K.Müller. The English - Russian Dictionary
7. A.S.Hornby, E.V.Gatenly and H.Wakefield. The Advanced Learner's Dictionary of Current English
8. H.Weiser. The Learner's English - Russian Dictionary
9. The New English Dictionary on Historical Principles (NED)
10. The Concise Oxford Dictionary of the Current English (COD)
11. A.Reum. Dictionary of English Style
12. E.L.Thorndike, I.Lorge. The Teacher's Book of 30.000 Words
13. I.V.Koonin. An Anglo - Russian Phraseological Dictionary

*Assignment 3. Describe shortly the relation (difference) between Lexicography and Lexicology.*

*Assignment 4. 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?*

**Dry** your hands on this towel.

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

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

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

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

What is for **sweet**?

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

My son has **sound** teeth.

Don't **touch** my things!

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

### Task 3. Quiz

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

apple - cucumber, cat - mouse, red - pink, fast - quick, kiss - love, chair - table, jump - run, speak - tell, shirt - trousers, bonnet - hat

2. Make up Compounds by joining appropriate stems. Use your dictionary:

Sample: bus - stop

|        |        |
|--------|--------|
| bus    | keeper |
| door   | phone  |
| car    | stop   |
| ear    | drain  |
| house  | name   |
| bell   | drop   |
| brain  | pull   |
| brand  | party  |
| floppy | store  |
| side   | hold   |
| book   | disk   |
| free   | walk   |

3. Find antonyms to the following words using Dictionary of English Antonyms:

asleep, truth, exclude, weak, add, esteem, high, despair, handsome, mount, different, profound, reject, scarce, correct

4. Find the word which does not coincide with others. Use your dictionary and explain why:

1. cat, dog, fish, horse

2. football, chess, tennis, cricket
3. ship, boat, train, submarine
4. skating, swimming, singing, rowing
5. provide, donate, borrow, supply
6. fry, bake, chop, roast
5. *Describe the type of the Dictionary:*

- a) Oxford English Dictionary
- b) The Dictionary compiled by prof. I.V.Koonin

#### **Task 4. Exercises**

*Exercise 1. Translate the following text into Karakalpak paying attention to Contextual Meaning of the words in bold type. Use the Bilingual Translation Dictionary.*

The law is one of the most traditional **areas** of national life and the **legal** profession has jealously **protected** its **position** against outside attack. Its main **virtue** is its independence from the system of government and as such, a safeguard of **civil liberties**. Its main vice lies in its resistance to reform, and the maintenance of its own **privileges** which may be contrary to **public** interest.

*Exercise 2. What words below denote things which can be bought in a shop? Consult Monolingual Dictionary.*

|                 |               |
|-----------------|---------------|
| shoehorn        | shoemaker     |
| dress rehearsal | shoe - lace   |
| ball - gown     | shirt - front |
| shoe - tree     | dress shirt   |
| night - gown    | shoeshine     |
| dress - circle  | shirtwaist    |

*Exercise 3. Analyze V.Müller's Anglo - Russian Dictionary, state what type it belongs to; comment on the principles of selection of words, structure of dictionary entry; what information about a word can be deduced from the dictionary entry.*

*Exercise 4. Translate the following idioms into Karakalpak. Consult the I.V.Koonin's Phraseological Dictionary.*

1) Don't believe what he said about Trish. He was **talking through his hat**. He doesn't even know her.

2) Come here! **I've got a bone to pick with you**. Why did you tell Anne about Ken and me splitting up? I told you not tell anyone.

3) I don't think correct spelling is terribly important, but my teacher **has a bee in his bonnet** about it. If I ever make a spelling mistake, he makes us write it out twenty times.

4) You have to be careful with sales people. They have **the gift of the gab**. Suddenly you can find you've bought something that you really didn't want.

5) - Come on, John! Who is right, me or Peter?

- Don't ask me to decide. **I'm sitting on the fence**.

*Exercise 5. Correct English translation from Karakalpak. Consult Bilingual Dictionary.*

1) Бул мағлыўмат исенимли деректен.

This information comes from a reliable **well**.

2) Ол колледжге қабылланбады.

He wasn't **accepted** to college.

3) Ақырында ол усыны қәледі.

He asked for it **in the end**.

4) Ийт өзиниң ийесин жоғалтты.

The dog lost its **host**.

5) Жердин тартылыў нызамын ким ашты?

Who **opened** the law of gravitation?

6) Тарийх сабағыңа кешикпе.

Don't be late for your **story** class.

7) Бул ўақыя көп уақыт бұрын болған еди.

**The story** happened long ago.

### **Task 5. Tests**

1. When and by whom was the first English Dictionary published?



- A) in 1928 by Wyld
- B) in 1655 by Webster
- C) in 1888 by Hornby
- D) in 1755 by Johnson

2. What dictionary is the major in the English language?

- A) Chamber's 20<sup>th</sup> century Dictionary
- B) Oxford English Dictionary
- C) The New Random House Dictionary
- D) New Comprehensive Standard Dictionary

3. What does Translation (or Parallel) Dictionary contain?

- A) It contains the vocabulary items in one language and their equivalents in another language.
- B) It contains the information of one or two particular peculiarities of words.
- C) The information of extra - linguistic world.
- D) The spelling usage, grammatical in formation, origin of words.

4. Lexicography is a science of...

- A) compiling dictionaries
- B) analyzing words
- C) making up sentences
- D) compiling idioms

5. Modern English Lexicography appeared in the ...

- A) XIX th century.
- B) XVIII th century.
- C) XVII th century.
- D) XV th century.

6. The first dictionary of the English language was published in ...

- A) 1755.
- B) 1780.

C) 1775.

D) 1765.

7. The first dictionary of the English language was published by ...

A) I.R.Galperin.

B) N.Webster.

C) A.Smirnitsky.

D) Samuel Johnson.

8. Encyclopedic Dictionary gives the information on ...

A) the vocabulary of languages.

B) the important events, famous people, animals and all branches of knowledge, facts and concepts.

C) the origin of words.

D) the translation of words from one languages.

9. What types of dictionaries describe different objects, phenomena, people a give some information about them:

A) Encyclopedic Dictionaries

B) Explanatory Dictionaries

C) Phraseological Dictionaries

D) Translation Dictionaries

10. The most famous American English Dictionary was compiled by:

A) R.Soule

B) A.S.Hornby

C) D.Trench

D) N.Webster

## **Module 8. Language Divergence of the English Language (Study of Variants of English)**

### **Task 1. Questions**

1. In what countries is the English language spoken?
2. As a result of what event has the English language become the state language of different countries in Asia and in Africa?
3. What are the different opinions to the English language in the USA?
4. What are the phonetic differences between English in Great Britain and in the USA?
5. What are the grammatical differences of English in Great Britain and in the USA?
6. What are the lexical differences of English in Great Britain and in the USA?
7. What are the differences of English words in their usage in two countries?
8. What are the semantic differences of English words in Great Britain and in the USA?
9. When is the American continent found?
10. What are the main causes of lexical distinctions of the two variants of English?

### **Task 2. Module Assignments**

*Assignment 1. Give the British equivalents for the following Americanisms:*

American English

British English

apartment

store

baggage

streetcar

full

truck

elevator

candy

corn

*Assignment 2. Look through the following list of words and state what spelling norms are accepted in the USA:*

- |                 |                  |                 |
|-----------------|------------------|-----------------|
| 1. favour -     | 4. defence -     | 7. centre –     |
| 2. honour -     | 5. practice -    | 8. metre –      |
| 3. colour -     | 6. offence -     | 9. fivre –      |
| 10. marvelous - | 13. to enfold -  | 16. cheque –    |
| 11. woolen -    | 14. to encrust - | 17. catalogue – |
| 12. jewelry -   | 15. to empanel - | 18. programme – |

*Assignment 3. Write out in line the following words:*

a) American English                      b) British English                      c) Australian English

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

*Assignment 4. Learn the following words by heart:*

American English

bulletin board

fish dealer

grocery

can opener

administration

British English

notice board

fish monger

grocer's shop

tin opener

government

|              |          |
|--------------|----------|
| stock        | share    |
| baggage      | luggage  |
| intermission | interval |
| newsie       | newsboy  |
| game         | match    |
| editorial    | leader   |
| check        | bill     |
| mail         | post     |

*Assignment 5. Explain the meaning of the following Compounds:*

1. cold snap, landslide, snow - shoes, share - cropper
2. cat - bird, lightning - bug, egg - plant, sweet potato, blue grass, bull - frog
3. speakeasy, hot - dog, outfit, scrubwoman, joy - ride, try - out, has - been

### **Task 3. Quiz**

*1. How are these words translated into British and American English?*

осень, гүз –

пляж, жағыс –

правительство, хукимет –

*2. Give the English spelling of the following words:*

catalog, thru, humor, bark, quartet, apologize, center, centering, luster, pretense, inflexion, jewelry, quarreled, woolen, harbor, pijamas, gipsy, program

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

|                                | British | American |
|--------------------------------|---------|----------|
| 1. оқыўшылардың жазғы демалысы | holiday | vacation |
| 2. бензин жанылғысы            |         |          |
| 3. консерва банкасы            |         |          |
| 4. мағлыўмат бериўши бюро      |         |          |
| 5. екінши курс студенти        |         |          |

6. салфетка

7. пляж

8. тәшки

9. гүзе

10. пакет

4. Write the following words according to the American norms of spelling:

honour, centre, labour, defence, abridgement, enfold, gramm, marvellous

5. Write the following words according to the British norms of spelling:

judgment, practise, instill, color, flavor, check, program, woolen, humor, theater

6. Give the American pronunciation of the following words:

ask, dance, path, made, day, task, worker, mother, car, basket, chance, glass

#### Task 4. Exercises

*Exercise 1. Substitute the American words given in bold type by the words which are used in Great Britain.*

1. The bootblack looked up, noticed a **tuxedo** (смокинг) and said “Waiting tables”. 2. In the **hallway** (коридор) in the rear of the House chambers en route to the Governor's office he talked to some of the persons standing there. 3. In the morning Eddi dropped a letter for her in the **mail box** (почтовый ящик). 4. But Chicago, I'm afraid, can't provide half as much **sidewalk** (тротуар) entertainment as Paris. 5. So out they went and took a **street car** (трамвай) from Washington parks.

*Exercise 2. Distribute the given words into two groups: a) words that are used in American English; b) words that are used in British English. Pay special attention to their meanings.*

**Model:** *bill (for meal payment) - 'a list of things eaten showing the total amount that must be paid'*

The word bill is used in British English.

1) *tuxedo* - “a man's dinner jacket”; 2) *pram* - “a four - wheeled carriage for a baby, pushed by a person on foot”; 3) *zip code* - “a postal code consisting of five or nine digits”; 4) *chemist* - “a person who is authorized to dispense medicine drugs”; 5) *vacation* - “an extended period of recreation, especially one spent away from home or in traveling”; 6) *period* - “a punctuation mark (.) used at the end of a

sentence or an abbreviation”; 7) *tram* - “a passenger vehicle powered by electricity conveyed by overhead cables, and running on rails laid in a public road”; 8) *apartment building* - “a large building containing many apartments”; 9) *dust - bin* - “a container for household refuse, especially one kept outside”; 10) *motorway* - “a dual - carriageway road designed for fast traffic, with relatively few places for joining or leaving”; 11) *gasoline* - “a liquid obtained especially from petroleum, used mainly for producing power in the engines of cars, aircraft, etc.”; 12) *trolley* (for shopping) - “a low two - wheeled or four - wheeled cart or vehicle, especially one pushed by hand”; 13) *flashlight* - “a small electric light carried in the hand to give light”; 15) *car park* - “an area or building where cars or other vehicles may be left temporarily”.

*Exercise 3. Pick out Anglo - American Synonyms and Synonymous Expressions from the following passage from “Tom Sawyer Abroad”, by Mark Twain:*

When you are exhausted, you say you are ‘knocked up’. We don’t. When you say you will do a thing ‘directly’, you mean ‘immediately’; in the American language - generally speaking - the word signifies ‘after a while’. When you say ‘clever’, you mean ‘capable’; with us the word used to mean ‘accommodating’, but I don’t know what it means now. Your word ‘stout’ means ‘fleshy’; our word ‘stout’ usually means ‘strong’. Your words ‘gentleman’ and ‘lady’ have a very restricted meaning; with us they include the barmaid, butcher, burglar, harlot and horse - thief. You say, ‘I haven’t got any stockings on’, ‘I haven’t got any memory’, ‘I haven’t got any money in my purse’; we usually say, ‘I haven’t any stockings on’, ‘I haven’t any memory’, ‘I haven’t any money in my purse’. You say ‘out of window’; we always put in a ‘the’. If one asks, ‘How old is that man?’ the Briton answers, ‘He will be about forty,’ in the American language we should say, ‘He is about forty’.

*Exercise 4. State the source and meaning of the following words of Indian origin:*

1. squash, toboggan, hammock
2. Connecticut, Ohio, Tennessee, Mississippi, Mohawk, Idaho, Massachusetts, Oklahoma, Wyoming
3. Illinois, Arkansas

### **Task 5. Tests**

1. What are two variants of English?
  - A) American Indian
  - B) Australian British
  - C) Canadian British
  - D) American British

2. Find an example of full Briticisms:

A) fortnight

B) country

C) ship

D) window

3. Find an example of full Americanisms:

A) supermarket

B) village

C) apple - tree

D) ring

4. Which of the dialects became the national language of Britain?

A) Lowland

B) Midland

C) Western

D) Northern

5. State which of the words has the English spelling:

A) catalog

B) defense

C) wagon

D) program

6. State the lexical unit which is used by British university students:

A) freshman

B) credit

C) subsidiary subject

D) to get honours degree

7. The reform in the English spelling for American English was introduced by:

A) N. Webster

B) H.N. Mencken



C) P.Wain

D) D.Jone

8. Which term is used in the American Education?

A) grade school

B) elementary school

C) secondary school

D) to graduate from a University

9. State which of the following words is used in England:

A) torch

B) flashlight

C) can

D) French fries

10. State which of the following words is used in America:

A) passage

B) mail - box

C) pavement

D) the cinema

11. Find the American form of Participle II:

A) written

B) spoken

C) proven

D) taken

12. Find examples of full Americanisms:

A) village

B) supermarket

C) apple - tree

D) ring

13. Find examples of full British English:

- A) fortnight
- B) country
- C) ship
- D) window

14. Find the word which is Obsolete in Britain but Modern in the USA:

- A) building (house)
- B) to pronounce (to speak)
- C) to ask (to question)
- D) fall (one of the season)

15. Which of the words is more frequently used in the USA than in Britain?

- A) underground
- B) subway
- C) tube
- D) metro

## **Module 9. Methods of Lexicological Research (Ways of Scientific Analysis of Words)**

### **Questions**

1. What do we reveal in Contrastive Analysis of words of different languages?
2. By when was the term “Componential Analysis” first used?
3. What is Scheme or Component of Meaning of Word?
4. What are the markers and distinguishers?
5. What is the hidden component of the meaning of the word? How can it be revealed?
6. What is the method of Immediate Constituents (IC) Analysis?
7. What is Distributional Analysis?
8. How does the different distribution of words change their meaning?
9. What is Transformational Analysis?
10. What is Cognitive Analysis of words?
11. What is Conceptual Analysis of words?
12. What is Method of Statistical Analysis of Words?

### **Tests**

1. What are the methods of Linguistic Analysis in Modern Lexicology?
  - A) Distributional, IC Analysis, Statistical, Morphematical
  - B) Distributional, Transformational, Statistical, IC Analysis, Comparative
  - C) Transformational, Distributional, Componential, Statistical, IC Analysis
  - D) Morphematical, Componential, Comparative, IC Analysis, Stylistical
2. “Sememas” are...
  - A) the smallest Language Units.
  - B) the smallest Lexical Units.
  - C) the smallest Units of Meaning.

- D) the smallest Phraseological Units.
3. The term “Componential Analysis” was first used by...
- A) L.Bloomfield, S.Ullman.
  - B) W.Goodenough, F.Lounsbury.
  - C) A.Koonin, R.Ginzburg.
  - D) H.Marchand, M.Mathews.
4. In the lexical item “woman” several Sememas may be singled out, such as human, not an animal female, adult.
- A) The idea is concerned to the Contrastive Analysis.
  - B) The idea is concerned to the Distributional Analysis.
  - C) The idea is concerned to the Cognitive Analysis.
  - D) The idea is concerned to the Componential Analysis.
5. Which of Components (Sememas) of Meaning of the word “girl” are right?
- A) girl - human, female, young
  - B) girl - young, person, female
  - C) girl - man, female, young
  - D) girl - human, female, adult
6. Who is the author of the investigation (book) “Componential Analysis of Meaning”. The Hague, 1975?
- A) Ch.Hockett
  - B) I.V.Arnold
  - C) O.Jespersen
  - D) E.Nida
7. Componential Analysis is ...
- A) the way of studying semantics of words.
  - B) the way of studying the structure of words.
  - C) the way of studying the semantic components of words.
  - D) the way of studying the categorical description of words.
8. Cognitive Analysis is ...

A) the way of studying mental processes of experiences of a person and their results - knowledge.

B) the system of opinions and knowledge on the world.

C) systemic description of the definition of the basic categorical types.

D) internal system of presentation of linguistic knowledge.

9. Method of Semantic Differential is ...

A) a series of concepts with respect to set of antonymic adjective scale.

B) distinguish semantic differences of words.

C) Connotational Aspect which was singled out by the semantic differentiation.

D) to classify the vocabulary as a whole.

10. Distributional Analysis is ...

A) analysis of the occurrence of lexical unit relative to another Lexical Units of the same level.

B) to study the place of language units in the sentence structure.

C) to study different lexical meanings in different distributional patterns.

D) to study extra - linguistic or linguistic components of meaning.

11. What is the "Distribution"?

A) abilities of arrangement of Words to Words, Morpheme to Morphemes

B) the component of meaning that is distributionally identified

C) correlated words in the whole semantic structure

D) place of words in relation to other words on the level of semantic classes and subclasses

12. How do we understand "Distributional Formula"?

A) model of combinations of words

B) symbolic representation of distributional combination of words

C) patterns of word combination in the structure

D) combination of a symbolic representation of the class of words with it may be combined

13. Permutation in sense of Transformational Analysis is ...

A) the substitution of a component of the distributional structure by a number of a certain strictly defined set of Lexical Units.

B) the repatterning on condition that the basic subordinative relationships between Words and Word Stems of the Lexical Units are not changed.

C) the application of the procedure of addition to the classification of Adjectives into two groups - Adjectives denoting Inherent and Non - Inherent qualities.

D) a procedure which shows whether one of the words semantically subordinate to the other.

14. Replacement as a kind of Distributional Analysis is ...

a) a procedure which shows whether one of the words semantically subordinated to the other.

b) the application of the procedure of addition to the classification of Adjectives into two groups - Adjectives denoting Inherent and Non - Inherent qualities.

c) the substitution of a component of the distributional structure by a member of a certain strictly defined set of Lexical Units.

d) the repatterning on condition that the basic subordinative relationships between Words and Word Stems of the Lexical Units are not changed.

15. Addition as one of the ways of Transformational Analysis is ...

a) the application of the procedure of addition to the classification of Adjectives into two groups - Adjectives denoting Inherent and Non - Inherent qualities.

b) a procedure which shows whether one of the words semantically subordinated to the other.

c) the repatterning on condition that the basic subordinative relationships between Words and Word Stems of the Lexical Units are not changed.

d) the substitution of a component of the distributional structure by a member of a certain strictly defined set of Lexical Units.

16. Deletion as a way of Distributional Analysis is ...

a) the repatterning on condition that the basic subordinative relationships between Words and Word Stems of the Lexical Units are not changed.

b) the substitution of a component of the distributional structure by a member of a certain strictly defined set of Lexical Units.

c) the application of the procedure of addition to the classification of Adjectives into two groups - Adjectives denoting Inherent and Non - Inherent qualities.

d) a procedure which shows whether one of the words semantically subordinated to the other.

17. Immediate Constituents (IC) Analysis is ...

A) the segmentation of the set of Lexical Units into two independent constituents which is based on a binary principle.

B) revealing the features of sameness and differences in lexical meaning and the semantic structure of correlated word in both related and non - related languages.

C) the analysis of various linguistic phenomena which helps to solve problems of selection of teaching vocabulary and also communication engineering and information theory.

D) repatterning (representing, reorganization) of various distributional structures in order to discover difference or sameness of meaning of practically identical distributional patterns.

18. Transformational Analysis is ...

A) revealing the features of sameness and differences in lexical meaning and the semantic structure of correlated word in both related and non - related languages.

B) repatterning (representing, reorganization) of various distributional structures in order to discover difference or sameness of meaning of practically identical distributional patterns.

C) the segmentation of the set of Lexical Units into two independent constituents which is based on a binary principle.

D) the analysis of various linguistic phenomena which helps to solve problems of a) selection of teaching vocabulary, b) communication engineering and information theory.

19. Contrastive Analysis is ...

A) the analysis of various linguistic phenomena which helps to solve problems of a) selection of teaching vocabulary, b) communication engineering and information theory.

B) segmentation of the set of Lexical Units into two independent constituents which is based on a binary principle.

C) revealing the features of sameness and differences in lexical meaning and semantic structure of correlated word in both related and non - related languages.

D) the repatterning on condition that the basic subordinative relationships between words and word - stems of Lexical Units are not changed.

20. Statistical Analysis is ...

A) the substitution of a component of the distributional structure by a member of a certain strictly defined set of Lexical Units.

B) the way of studying the semantic components of words.

C) to study the quantitative ratio of the vocabulary of a language for the both of practical and theoretical purposes.

D) the analysis of various linguistic phenomena which helps to solve problems of a) selection of teaching vocabulary, b) communication engineering and information theory.

21. With what method can the word “denationalize” be analyzed here?

A) Componential

B) Immediate Constituents

C) Contrastive

D) Transformational



# 10. Scheme of Text Analysis on Modules

## 1. Word Structure

1. Pick out several words with a different morphological structure for a detailed analysis:

- 1) on the morphemic level;
- 2) on the derivational level.
2. a. Point out all the words formed by means of Prefixation.
  - b. State what Parts of Speech they belong to.
  - c. Characterize the prefixes according to their origin, meaning, and productivity.
3. a. Point out all the words formed by means of Suffixation.
  - b. State what Parts of Speech they belong to.
  - c. Characterize Suffixes according to their origin, meaning, and productivity.

## 2. Word Formation

1. a. Point out all Compound Words.
  - b. State what Parts of Speech they belong to.
  - c. Characterize them according to the way their components are joined together and according to the relationship between them.
  - d. State whether they are Proper Compounds or Derivational Compounds.
  - e. Define the degree of their motivation.
2. a. Point out all the words formed by means of Conversion and characterize them according to their meaning and function.
  - b. Supply the missing members of Conversion pairs.
3. Pick out several words formed by means of Shortening and other ways of Word Formation.

## 3. Semasiology

1. Pick out several instances of semantic change and analyze them in detail.

2. Pick out 10 polysemantic words and give a detailed analysis of their semantic structure.
3. a. Pick out 10 words you find linguistically interesting and supply them with homonyms.  
b. Characterize the resulting homonymic pairs (or groups) according to the type of Homonymy.  
c. Prove that the words in question are Homonyms and not Polysemantic Words.
4. a. Pick out several words you find linguistically interesting and supply them with Synonyms.  
b. Define the source of Synonymy.  
c. Characterize the resulting synonymic groups.
5. a. Pick out several words you find linguistically interesting and supply them with Antonyms.  
b. Characterize the resulting antonymic pairs.
6. Prove that one and the same Polysemantic Word may enter different synonymic groups, by giving examples from the text.
7. Prove that one and the same Polysemantic Word may enter different antonymic pairs, by giving examples from the text.

#### **4. Phraseology**

1. Pick out several Free Word Groups and characterize them according to their structure and to the lexical and grammatical valency of their constituent parts; prove that Word Groups under discussion are Free Word Groups.
2. Pick out several phraseological units and characterize them according to their meaning and structure.
3. Pick out 10 words which may enter phraseological units of different types; supply the missing components and analyze the resulting units according to their meaning and structure.

#### **5. Etymology**

1. a. Pick out 10 native words of Common Indo - European Word Stock.  
b. Give their cognates in the languages you know.

- c. Classify them according to semantic spheres they belong to.
2.
  - a. Pick out 10 native words of Common Germanic Word Stock.
  - b. Give their German cognates.
  - c. Classify them according to semantic spheres they belong to.
3. Enumerate the main peculiarities of native words and give illustrations from the text.
4.
  - a. Pick out 15 borrowings taken over from Latin, Greek, Old Norse (Scandinavian), Celtic, Italian and other languages.
  - b. Define their source and/or origin and the type of borrowing.
5. Give several examples of Completely Assimilated and Partially Assimilated Borrowings and define the type of assimilation in each particular case.
6. Pick out several hybrids and analyze them etymologically.
7.
  - a. Pick out several words which have Etymological Doublets.
  - b. State their Origin and Meaning.
8.
  - a. Pick out 10 International Words.
  - b. Define their Origin.
  - c. Classify them according to semantic spheres they belong to.

## 11. Samples of Word Analysis

Each lexical unit is expected to be analyzed on the following five levels:

- 1) derivational level
- 2) morphemic level
- 3) etymological level
- 4) semantic level
- 5) stylistic level

The aims of analysis on each of the five levels are different.

1. The *derivational* level of analysis is aimed at establishing the derivational history of the word in question, i.e. at establishing through what word building means it is built and what its structural is or word - building pattern. The method of analysis into Immediate (IC) and Ultimate Constituents (UC) is very effective on this level. For example,

- **threateningly** is an adverb which falls into the following IC's:

- 1) threatening + *-ly* on the pattern **A** + **-ly**;
- 2) threaten + *-ing* on the pattern **V** + **-ing**;
- 3) threat + *-en* on the pattern **N** + **-en**.

The adverb **threateningly** is a derivative built through affixation.

2. The *morphemic* level is aimed at establishing the number and type of the morphemes making up the word. Here it is necessary to make use of the data gathered on the derivational level as a result of establishing the UC's. For example,

- in the adverb **threateningly** they are (arranged in the order of the stages of the IC's analysis of the word) *-ly*, *-ing*, *-en*, *threat*. Thus, the adverb *threateningly* is a polymorphemic word consisting of four morphemes of which one is a root morpheme and three derivational morphemes;

- **to head** is a monomorphemic word consisting of one root morpheme, it is a root word;

- **teaspoon** is a polymorphemic word consisting of two root morphemes. It is a compound.

3. The *etymological* level is aimed at establishing the etymology (origin) of the word under analysis, i.e. at finding out whether it is a native English word, a borrowing or a hybrid. For example,

- **challenge** is a Romance borrowing (French, to be exact);

- **threateningly** is a native English word;
- **nourishing** is a hybrid composed of morphemes of different origin:  
*nourish* is a Romance (Fr.) borrowing, but *-ing* is a native English suffix.

4. The *semantic* level is aimed at establishing the word's semantic structure or the type of meaning in which the word under analysis is used in a given context. For example,

- **sense** is a polysemantic word (enumerate its meanings);
- **contemptuous** is a monosemantic word;
- **ear** – “He’s got a musical ear”. The word *ear* is a polysemantic word. In this sentence it is used in one of its secondary, figurative, abstract, wide meanings which is a result of a shift (semantic change) metonymic in nature because the name of the organ of hearing is used as the name of its power or faculty.

5. The *stylistic* level is aimed at establishing the stylistic colouring of the word. For example,

- **nourishment** is a word of literary style;
- **threat** is a word of neutral style.

### Sample Analysis

**To busy** is a verb which means *occupy, keep busy*.

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

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

Etymological level. Etymologically it is a native word.

Semantic level. Semantically - monosemantic.

Stylistic level. Stylistically – neutral.

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

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

4) by adding the suffix *-ly* to the adjective stem *inconceivable*.

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

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

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

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

## 12. Glossary of Linguistic Terms in Lexicology

**Abbreviation** (syn. **clipping, shortening**) – a shortened form of a word or phrase, e.g., *prof* – *professor*, *pike* – *turnpike*, etc.

**Abbreviation, graphical** – a sign representing a word or word-group of high frequency of occurrence, e.g., *Mr* – *Mister*, *Mrs* – *Mistress*, *i.e.* (Latin “*id est*”) – that is, *cf* (Latin “*cofferre*”) – compare.

**Abbreviation, lexical** (syn. **acronym**) – a word formed from the first (or first few) letters of several words which constitute a compound word or word-group, e.g., *U.N.E.S.C.O.* – *United Nations Educational Scientific and Cultural Organization*, *B.B.C.* – *the British Broadcasting Corporation*, *S.O.S.* – *Save Our Souls*, *B.A.* – *Bachelor of Arts*, etc.

**Ablaut** (syn. **vowel gradation** or **interchange**) – a change from one to another vowel, characteristic of Indo-European languages, e.g., to bear – *burden*, to abide – *abode*, to bite – *bit*, to ride – *rode*, to strike – *stroke*, etc.

**Absolute (total, complete) synonyms** – synonyms so identical in their meaning that one can always be substituted for by the other in any given context, e.g., *fricative* – *spirant*, *almost* – *nearly*, *mirror* – *looking-glass*, *flection* – *inflection*, *noun* – *substantive*, etc.

**Acronym** (see **lexical abbreviation**) – a word formed from the initial letters of a fixed phrase or title, e.g., *TV* – *television*, *VIP* – *very important person*, *hi-fi* – *high fidelity*, etc.

**Adjectivalization** – the use of nouns and participles as adjectives, e.g., a *stone* wall, *home* affairs, *swimming-pool*, etc.

**Adverbialization** – the use of adjectives as adverbs, e.g., he spoke *loud* (loudly), it tastes *good*, etc.

**Affix** (affixational morpheme) – a derivational morpheme which is always bound to a stem or to a combination containing a stem, e.g., *unmistakable*, *unpardonable*, *irregularity*. Affixes are subdivided into prefixes, suffixes and infixes according to their position (see **prefix, suffix, infix**), e.g., *un-*, *dis-*, *re-*, *-ful*, *-less*, *-able*, etc.

**Affixation** – is the formation of new words by adding derivative affixes to derivational bases or stems, e.g., *kind* + *ness*, *grate* + *ful*, *un* + *happy*, *im* + *moral*, etc.

**Allomorphs** – positional variants of a morpheme characterized by complementary distribution (they are used in mutually exclusive environment and stand in alternation with each other), e.g., allomorphs of the prefix *in-* are: *il-* (*illegal*), *ir-* (*irregular*), *im-* (*impossible*), etc.

**Amelioration** or **elevation** (a semantic shift of meaning) – the improvement of the connotational component of meaning, i.e. a lexeme develops a positive meaning, e.g., *nice* originally meant *foolish*, *knight* originally meant *boy*, *fame* originally meant *report*, *common talk*, *rumour*, minister originally meant *servant*, etc.

**Americanism** – a word or a set expression peculiar to the English language as spoken in the USA, e.g., *cookie* – biscuit (Br.E.), *fall* – autumn (Br.E.), *truck* – lorry (Br.E.), *movies* – pictures (Br.E.), *sidewalk* – pavement (Br.E.), etc.

**Antonyms** – words of the same parts of speech different in sound-form, opposite in their denotational meaning or meanings and interchangeable in some contexts, e.g., *short* – *long*, *to begin* – *to end*, *regular* – *irregular*, *day* – *night*, *thick* – *thin*, *early* – *late*, etc.

**Aphaeresis**, **aphesis** – initial clipping, i.e. the formation of a word by the omission of the initial part of the word, e.g., *phone* from *telephone*, *mend* from *amend*, *story* from *history*, etc.

**Apocope** – final clipping, i.e. the omission of the final part of the word, e.g., *exam* from *examination*, *gym* from *gymnasium* or *gymnastics*, *lab* from *laboratory*, *ref* from *referee*, etc.

**Archaisms** – words which have come out of active usage, and have been ousted by their synonyms. They are used as stylistic devices to express solemnity. Many lexical archaisms belong to the poetic style: *woe* (*sorrow*), *betwixt* (*between*), *to chide* (*to scold*), *save* (*except*) etc.

Sometimes the root of the word remains and the affix is changed, then the old affix is considered to be a morphemic archaism, e.g. *beautious* (-ous was substituted by -ful); *darksome* (*some* was dropped); *oft* (-en was added) etc.

**Assimilation** (of a loan word) – a partial or total conformation to the phonetical, graphical and morphological standards of the English language and its semantic system.

**Asyntactical compounds** – compounds whose components are placed in the order that contradicts the rules of English syntax, e.g., *snow-white* (N + A) (in syntax: white snow – A + N), *pale-green* – A + A, etc. (see **syntactic compounds**).

**Back-formation** – derivation of a new word by subtracting a real or supposed affix from an existing word, e.g., to sculpt – *sculptor*, to beg – *beggar*, to burgle – *burglar*, etc.

**Barbarisms** – unassimilated borrowings or loan words, used by English people in conversation or in writing, printed in italics, or in inverted commas, e.g., such French phrases as *mon cher* – my dear, *tête-a-tête* – face to face, or Italian words, *addio*, *ciao* – good bye.



**Blending** or **telescoping** – formation of a word by merging parts of words (not morphemes) into one new word; the result is a blend, fusion, e.g., *smog* (smoke + fog), *transceiver* (transmitter + receiver), *motel* (motor + hotel), *brunch* (breakfast + lunch), etc.

**Borrowings** (also **loan words**) – words taken over from another language and (partially or totally) modified in phonetic shape, spelling, paradigm or meaning according to the standards of the English language, e.g., *rickshaw* (Chinese), *sherbet* (Arabian), *ballet*, *café*, *machine*, *cartoon*, *police* (French), etc.

**Bound form** (**stem** or **morpheme**) – a form (morpheme) which must always be combined with another morpheme (i.e. always bound to some other morpheme) and cannot stand in isolation, e.g., *nat* - in *native*, *nature*, *nation*; all affixes are bound forms.

**Briticism** – a lexical unit peculiar to the British variant of the English language, e.g., *petrol* is a Briticism for gasoline; opposite Americanism.

**Cliché** – a term or phrase which has become hackneyed and stale, e.g., *to usher in a new age (era)*, *astronomical figures*, *the arms of Morpheus*, *swan song*, *the irony of fate*, etc.

**Clipping** – formation of a word by cutting off one or several syllables of a word, e.g., *doc* (from *doctor*), *phone* (from *telephone*), etc. (see **abbreviation**, **apocope**, **aphaeresis**, **syncope**).

**Cockney** – the regional dialect of London marked by some deviations in pronunciation and few in vocabulary and syntax, e.g., *fin* stands for thing, *farver* for farther, *garn* for go on, *toff* for a person of the upper class.

**Coding** (in lexicology) – replacing words or morphemes by conventional word-class symbols, e.g., *to see him go* (V + N/pron + V), *blue-eyed* ((A + N) + -ed), etc.

**Cognates** (cognate words) words descended from a common ancestor, e.g., *brother* (English), *брат* (Ukrainian), *frater* (Latin), *Bruder* (German).

**Collocability** – see **lexical valency**.

**Collocation** – habitual lexico-phraseological association of a word in a language with other particular words in a sentence, e.g., *to pay attention to*, *to meet the demands*, *cold war*, etc.

**Colloquial** (of words, phrases, style) – belonging to, suitable for, or related to ordinary; not formal or literary conversation, e.g., *there you are*, *you see*, *here's to us*, *to have a drink*, etc.

**Combinability** (**occurrence-range**, **collocability**, **valency**) – the ability of linguistic elements to combine in speech.

**Complementary distribution** – is said to take place when two linguistic variants cannot appear in the same environment (i.e. they appear in mutually exclusive environment and stand in alternation with each other, e.g., variants of the prefix *in-* (*im-*, *il-*, *ir-*) are characterized by complementary distribution as in *imperfect*, *illegal*, *irregular*.

**Compound-derivative** or **derivational compound** – a word formed simultaneously by composition and derivation, e.g., *blue-eyed*, *old-timer*, *teenager*, *kind-hearted*, etc.

**Compound words or compounds** – words consisting of at least two stems or root morphemes which occur in the language as free forms, e.g., *tradesman*, *Anglo-Saxon*, *sister-in-law*, *honeymoon*, *passer-by*, etc.

**Concept** (syn. **notion**) – an idea or thought, especially a generalized idea of a class of objects, the reflection in the mind of real objects and phenomena in their essential features and relations.

**Connotation** – complementary meaning or complementary semantic and (or) stylistic shade which is added to the word's main meaning and which serves to express all sorts of emotional, expressive, evaluative overtones.

**Connotational** (meaning) – the emotive charge and the stylistic value of the word.

**Content** – the main substance or meaning, e.g., the content of a poem is distinguished from its form.

**Context** – the minimum stretch of discourse necessary and sufficient to determine which of the possible meanings of a polysemantic word is used.

**Contrastive distribution** – characterizes different morphemes, i.e. if they occur in the same environment they signal different meanings (see **complementary distribution**), e.g., the suffixes *-able* and *-ed* are different morphemes, because adjectives in *-able* mean capable of being, e.g., *measurable*, whereas *-ed* has a resultant force, e.g. *measured*.

**Conversion** (**root formation**, **functional change**, **zero-derivation**) – the formation of a new word solely by changing its paradigm or the method of forming a new word by changing an existing one into another part of speech without any derivational affixes (or other external changes), so that the resulting word is homonymous with the original one, e.g. *water* (*n*) – *to water* (*v*); *dry* (*adj*) – *to dry* (*v*); *must* (*v*) – *a must* (*n*), *go* (*v*) – *a go* (*n*).

**Convertive prefix** – a prefix which transfers words to a different part of speech, e.g. *pre* + *war* (*n*) = *prewar* (*adj*); *de* + *plane* = *deplane* (*v*); *de* + *part* (*n*) = *depart* (*v*).

**Contextual synonyms** – words (synonyms) similar in meaning only under some specific distributional conditions (in some contexts), e.g. *bear*, *suffer* and *stand*

when used in the negative construction *can't bear*, *can't suffer*, *can't stand* become synonyms.

**Coordinative** (or **copulative**) **compounds** – compounds whose components are structurally and semantically independent and constitute two structural and semantic centres, e.g., *actor-manager*, *fifty-fifty*, *secretary-stenographer*, etc.

**Degradation of meaning** (also **pejoration** or **deterioration**) – the appearance of a derogatory and scornful emotive charge in the meaning of the word, i.e. a lexeme develops a negative meaning, e.g. *knave* (OE – *boy*), *silly* (OE – *happy*), *boor* (OE – *farmer*).

**Demotivation** – loss of motivation, when the word loses its ties with another word or words with which it was formerly connected and associated, ceases to be understood as belonging to its original word-family, e.g. *lady*, *breakfast*, *boatswain*, *to kidnap*, etc.

**Denominal verb** – a verb formed by conversion from a noun or an adjective, e.g., *stone* – *to stone*, *rat* – *to rat*, *empty* – *to empty*, *nest* – *to nest*, *corner* – *to corner*, etc.

**Denotation** (see **referent**) – the direct, explicit meaning or reference of a word or term.

**Denotational** (or **denotative**) **meaning** – the component of the lexical meaning which makes communication possible, i.e. the component of meaning signifying or identifying the notion or the object and reflecting some essential features of the notion named; see **referential meaning**.

**Derivation** – the process of forming new words by affixes, sound and stress interchange, e.g. *work* – *worker*, *kind* – *unkind*, *food* – *feed*, *blood* – *bleed*, *life* – *live*, *present* – *present*, *import* – *import*. Some scholars include conversion into derivation, too.

**Derivational affix** - an affix which serves to form new words, e.g. *-less* in *helpless* or *dis-* in *dislike*, etc. Derivational level of analysis is aimed at establishing the derivational history of the word in question, i.e. at establishing through what word-building means it is built and what is its structural or word-building pattern. The method of analysis into immediate and ultimate constituents (IC's and UC's) is very effective on this level, e.g. *threateningly* (*adv*) falls into the following IC's:

1) *threatening* + *-ly* on the pattern *A* + *-ly*,

2) *threaten* + *-ing* on the pattern *V* + *-ing*,

3) *threat* + *-en* on the pattern *N* + *-en*

Thus, the adverb *threateningly* is a derivative built through affixation in three steps.

**Derivational suffix** – a suffix serving to form new words, e.g. *read-able*, *help-less*, *use-ful* etc., see **suffix**.

**Derivative** (syn. **derived word**) – a word formed through derivation, e.g. *manhood*, *rewrite*, *unlike*, etc.

**Derived stem** – a stem (usually a polymorphemic one) built by means of derivation; a stem comprising one root-morpheme and one or more derivational affixes, e.g. *courageously*, *singer*, *tigress*, etc.

**Descriptive approach** – see **synchronic approach**.

**Deterioration** – see **degradation of meaning**.

**Deverbal noun** – a noun formed from a verb by conversion, e.g. to buy – *a buy*, must – *a must*, to cut – *a cut*, etc.

**Diachronic or historic approach** (in lexicology) – the study of the vocabulary in its historical development, see **synchronic approach**.

**Dialect** (local) – a variety of the English language peculiar to some district and having no normalized literary form, e.g. *Cockney*, *Northern*, *Midland*, *Eastern* dialects of England, etc., see **variant**.

**Dictionary** – a book of words in a language usually listed alphabetically with definitions, translations, pronunciations, etymologies and other linguistic information. Kinds of dictionaries: *bilingual*, *encyclopaedic*, *etymological*, *explanatory*, *general*, *ideographic*, *linguistic*, *multilingual*, *phraseological*, *pronouncing*, *special*, *unilingual* etc.

**Differential meaning** (of a morpheme) – the semantic component that serves to distinguish one word from the others containing identical morphemes, e.g. *cranberry*, *blueberry*, *blackberry*.

**Distribution** – possible variants (the total, sum) of the immediate lexical, grammatical and phonetic environment of a linguistic unit (i.e. the position of a linguistic sign in relation to other linguistic signs). For a morpheme it is the preceding and following morpheme(s), for a word it is the preceding and the following word(s), for a phoneme it is the preceding and the following phoneme(s); see the **complementary** and **contrastive distribution**.

**Distributional meaning** (of a morpheme) – the meaning of the order and arrangement of morphemes making up the word, cf. *ring-finger* and *finger ring*.

**Distributional pattern** – a phrase (word) all elements of which including the head-word are coded, e.g. *to hear smb sing* (*V + N/pron + V*), *copybook* (*N + N*), *red-haired* (*A + N + suffix*).

**Distributional formula** – a structure (phrase, word) whose components except the head one are coded, e.g. *to hear somebody sing* (*hear + N/pron + V*). In

distributional formulas of words affixes are usually coded: e.g. *blue-eyed* ((A + N) + -ed).

**Ellipsis** – the omission of a word or words considered essential for grammatical completeness but easily understood in the context, e.g. *daily* (*paper*), (*cut-price*) *sale*, *private* (*soldier*), etc.

**Emotive charge** – a part of the connotational component of meaning evoking or directly expressing emotion, e.g., cf. *girl* and *girlie*.

**Etymological doublet** – either of two words of the same language which were derived by different routes from the same basic word, e.g. *chase* – *catch*, *disc* – *dish*, *shirt* – *skirt*, *scar* – *share*, *one* – *an*, *raid* – *road*, etc.

**Etymology** – a branch of lexicology dealing with the origin and history of words, especially with the history of form.

**Etymological level of analysis** is aimed at establishing the etymology (origin) of the word under analysis, i.e. at finding out whether it is a native English word, or a borrowing or a hybrid, e.g. *ballet* is a French borrowing, *threateningly* is a native English word, *nourishing* is a hybrid composed of morphemes of different origin: *nourish* is a French borrowing, but *-ing* is a native English suffix.

**Euphemism** – a word or phrase used to replace an unpleasant word or expression by a conventionally more acceptable one, e.g. *to be no more*, *to pass away* for *to die*; *to tell stories*, *to distort the facts* for *to lie*; *remains* for *corpse*; *paying guest* for *lodger*.

**Extension** (also **generalization** or **widening**) **of meaning** – changes of meaning resulting in the application of a word to a wider variety of referents. It includes the change both from concrete to abstract and from specific to general, e.g. *journal* originally meant *daily*; *a thing* originally meant *meeting*, *decision*; *salary* originally meant *salt money*; *pioneer* originally meant *soldier*.

**Form words**, also called **functional words**, **empty words** or **auxiliaries** are lexical units used only in combination with notional words or in reference to them, e.g. auxiliary verbs – *do*, *be*, *have*, prepositions – *in*, *at*, *for*, conjunctions – *while*, *since*, etc.

**Free forms** – forms which may stand alone without changing their meaning, i.e. forms homonymous with words, e.g. the root-morpheme *teach-* in *teacher*.

**Free morphemes** coincide with word-forms of independently functioning words, e.g. *first-nighter*.

**Functional** (or **grammatical**) **affixes** – affixes serving to build different (grammatical) forms of one and the same word, e.g. - (*e*)*s* in *boys*, *classes*, -*ed* in *worked*, etc.

**Functional approach to meaning** – an approach showing that the meaning of a linguistic unit (word) may be studied only through its relation to other linguistic units (words) and not through its relation to either concept or referent, i.e. it views the meaning as the function of distribution, see **referential approach to meaning**.

**Functional meaning** (of a morpheme) – the part-of-speech meaning of the morpheme, e.g. the part-of-speech meaning of the suffixes *-ize* in verbs and *-ice* – in nouns as in the words *realize* and *justice*, etc.

**Generalization** – see **extension** or **widening of meaning**, e.g. *ready* from OE *rade* that meant *prepared for a ride*, *animal* from Latin *anima* *soul*.

**Glossary** – a list of special or difficult terms with explanations or translations, often included in the alphabetical order at the end of a book.

**Grammatical homonyms** – homonyms that differ in grammatical meaning only (i.e. homonymous word-forms of one and the same word), e.g. *cut* (infinitive) – *cut* (past participle); *boys* – *boy's*.

**Grammatical meaning** – the component of meaning recurrent in identical sets of grammatical forms of different words as, e.g., the meaning of the plural number in the word-forms of nouns: *books*, *tables*, etc., grammatical meaning expresses in speech the relationship between words.

**Grammatical valency** – the aptness of a word to appear in specific grammatical (or rather syntactic) structures.

**Historism** – a word which denotes a thing that is outdated nowadays or the causes of the word's disappearance are extra-linguistic. Historisms are very numerous as names for social relations, institutions, objects of material culture of the past, e.g. transport means: *brougham*, *berlin*, *fly*, *gig*, *phaeton* etc.; vehicles as *prairie schooner* (a canvas-covered wagon used by pioneers crossing the North American prairies) etc.; weapons: *breastplate*, *crossbow*, *arrow*, etc.

**Homographs** – words identical in spelling but different both in their sound-form and meaning, e.g. *bow* [əʊ] – *bow* [aʊ] , *row* [əʊ] – *row* [aʊ], etc.

**Homonyms** – words identical in sound or spelling (or in both) but different in meaning (in semantic structure), e.g. *sound* (*adj*) – *sound* (*n*).

**Homonyms proper** (syn. **absolute**, **perfect**) – words identical in sound-form and spelling but different in meaning, e.g. *temple* – висок, *temple* – храм; *seal* – печать, *seal* – тюлень, etc.

**Homonyms, etymological** (syn. **historical homonyms**) – homonyms that are etymologically different words, e.g. *sea* – море, *to see* – видеть, *bear* – медведь, *to bear* – рожать, etc.

**Homonyms, full** – words that are homonymous in all their forms, e.g. *seal* – тюлень, *seal* – печать; *mole* – крот, *mole* – родинка.

**Homonyms, grammatical** – words that have homonymous forms of the same word, e.g. *he asked* – *he was asked*; *boys'* – *boys*, etc.

**Homonyms, lexical** – words that differ in lexical meaning, e.g. *knight* (рыцарь) – *night* (ночь), *ball* (мяч) – *ball* (бал), etc.

**Homonyms, lexico-grammatical** – words that differ both in lexical and grammatical meaning, e.g. *swallow* – ласточка, *to swallow* – глотать, *well* – источник, *well* – хорошо, etc.

**Homonyms, partial** – words that are homonymous in some of their forms, e.g. *brothers* (pl) – *brother's* (possessive case), etc.

**Homophones** – words identical in sound-form but different both in spelling and in meaning, e.g. *to know* – *no*, *not* – *knot*, *to meet* – *meat*, etc.

**Hybrid** – a word made up of elements derived from two or more different languages, e.g. *fruitless* (Fr. + native), *readable* (native + Fr.), *unmistakable* (native + native + Fr.), *schoolgirl* (Gk. + native), etc.

**Hyperbole** – an exaggerated statement not meant to be understood literally but expressing an emotional attitude of the speaker to what he is speaking about, e.g. *Lovely! Awful! Splendid! For ages, floods of tears, a world of good, awfully well*, etc.

**Hyponymy** – type of paradigmatic relationship when a specific term is included in a generic one, e.g. *pup* is the hyponym of *dog*, and *dog* is the hyponym of *animal*, etc.

**Ideographic (relative) synonyms** – synonyms denoting different shades of meaning or different degrees of intensity (quality), e.g. *large*, *huge*, *tremendous*; *pretty*, *beautiful*, *fine*; *leave*, *depart*, *quit*, *retire*; *understand*, *realize*, etc.

**Idiom** – an accepted phrase, word-group, or expression the meaning of which cannot be deduced from the meanings of its components and the way they are put together, e.g. *to talk through one's hat*, *to smell a rat*, *a white elephant*, *red tape*, etc.

**Idiomatic** (syn. **non-motivated**) – lacking motivation from the point of view of one's mother tongue.

**Immediate Constituents analysis** – cutting of a word into IC's. It is based on a binary principle.

**Immediate Constituents (IC's)** – the two immediate (maximum) meaningful parts forming a larger linguistic unity, e.g. the IC's of *teacher* are *teach* and *-er*, *red haired* – *red* and *hair* and *-ed*, etc.

**Infix** – an affix placed within the stem (base), e.g. *stand* and *stood*. Infixes are not productive in English.

**International words** – words borrowed from one language into several others simultaneously or at short intervals one after another, e.g. *biology*, *student*, etc.

**Juxtaposition** – the way of forming compounds by placing the stems side by side without any linking elements. It is very productive in English, e.g. *airline*, *postman*, *blue-bell*, *waterfall*, *house-keeper*, etc.

**Juxtapositional compound** – a compound whose components are joined together without any linking elements, i.e. by placing one component after another in a definite order, e.g. *door-handle*, *snow-white*, etc.

**Lexical meaning** – the component of meaning proper to the word as a linguistic unit, i.e. recurrent in all the forms of this word and in all the possible distributions of these forms.

**Lexical transformation** – a paraphrase of a phrase (sentence) in which some word is replaced by its semantic equivalent or definition, e.g. *(he is) an English teacher* – *(he is) a person who teaches English*; *(the sky was) cloudy* – *(the sky was) covered with clouds*, etc., see **transformation**.

**Lexical valency** (or **valence**, **collocability**) – the aptness of a word to appear in various combinations with other words.

**Lexicography** – a branch of applied lexicology concerned with the theory and practice of compiling dictionaries.

**Lexicology** – a branch of linguistics dealing with the vocabulary of a language and the properties of words, word-equivalents and word-collocations.

**Litotes or understatement** – a word or word-group which expresses the affirmative by the negation of its contrary, e.g. *not bad for good*, *not small for great*, *no coward for brave*, etc.

**Meaning** – an essential aspect of any linguistic sign (word) reflecting objective reality in our consciousness. The relation between the object or notion named and the name itself. Kinds of meaning: *abstract*, *archaic*, *basic*, *central*, *concrete*, *connotational or connotative*, *denotational or denotative*, *derived*, *differential (in morphemes)*, *direct*, *distributional (in morphemes)*, *etymological*, *extended*, *figurative*, *functional (in morphemes)*, *grammatical*, *lexical*, *lexico-grammatical*, *literal*, *main*, *major*, *marginal*, *metaphoric*, *metonymic*, *minor*, *obsolete*, *original*, *secondary*, *transferred*.

**Metaphor** – transfer of meaning based on the association of similarity, e.g.

1) similarity of shape: *head of a cabbage*, *nose of a plane*;

2) similarity in function or use: *hand of a clock*, *wing of a plane*;



- 3) similarity in temperature: *hot scent, cold reason, warm heart*;
- 4) likeness in colour: *orange for colour and for fruit*;
- 5) analogy between duration of time and space: *long distance vs long speech*;
- 6) transition of proper names into common ones: *an Adonis, a Cicero, a Don Juan*;
- 7) likeness in position: *foot of a man vs foot of a hill*;
- 8) zoosemy (names of animals are used to denote human beings and their qualities): *a bookworm (person devoted to books), an ass (a stupid person), a tiger (a cruel person), etc.*

**Metonymy** – transfer of meaning based on contiguity, i.e. by naming a closely related object or idea, e.g.

- 1) giving the part for the whole (synecdoche): *house may denote the Members of the Parliament; The White House, The Pentagon can mean its staff and policy*;
- 2) the sign for the thing signified: *'gray hair' – old age*;
- 3) the container for the thing contained: *the kettle is boiling (water)*;
- 5) geographical names turning into common nouns (to name the goods exported or originating there): *china, champagne, burgundy, cheddar*;
- 6) the material substitutes the thing made of: *glass, iron, copper, nickel*;
- 7) symbol for thing symbolized: “the crown” for monarchy.

**Morpheme** – the smallest linguistic unit possessing meaning (or the minimum meaningful unit of language), e.g. *un-luck-i-ly* has four morphemes, see **root morphemes** and **affixes**.

**Morphemic analysis** – splitting the word into its constituent morphemes and determining their number and types.

**Morphemic level of analysis** is aimed at establishing the number and type of the morphemes making up the word, e.g. the adverb *threateningly* is a polymorphemic word consisting of four morphemes of which one is a root morpheme and three derivational morphemes.

**Morphological composition** - the way of forming compounds by joining together two stems with the help of special linking elements: *-o-, -i-, -s-*, e.g. *handicraft, gasometer, sportsman*, etc.

**Morphological compound** – a compound whose components are joined together with a linking element, e.g. *speedometer, handiwork, spokesman*, etc.

**Morphological motivation** (of a word or phraseological unit) – a direct connection between the structural (morphological) pattern of the word (or phraseological unit) and its meaning, e.g. *fatherless, greatly, thankful*, etc.

**Motivated (non-idiomatic, transparent) words** are characterized by a direct connection between their morphemic or phonemic composition and their meaning, e.g. *motorway, friendship, boom, cuckoo*, etc.

**Motivated word - groups** are word - groups whose combined lexical meaning can be deduced from the meaning of their component - members, e.g. *to declare war, head of an army, to make a bargain, to cut short, to play chess*, etc.

**Motivation** - the relationship between the morphemic or phonemic composition of the word and its meaning, e.g. *schoolchild, moo, tick*, etc.

**Narrowing of meaning** (also **restriction** or **specialization**) - the restriction of the semantic capacity of a word in the course of its historical development, e.g. *meat* originally meant *food*, *dear* originally meant *beast*, *hound* originally meant *dog*, etc.

**Neologism** – a new word or word equivalent formed according to the productive structural patterns or borrowed from another language; a new meaning of an established word, e.g. *dictaphone, travelogue, monoplane, multi-user, pocketphone, sunblock*, etc.

**Nonce-word** - a word coined and used for a single occasion, e.g. *Bunburyist* (O.Wilde), *dimple - making* (Th.Hardy), *library - grinding* (S.Lewis), *family - physicianery* (J.K.Jerome).

**Obsolete words** – words that drop from the language completely or remain in the language as elements performing purely historical descriptive functions. Names of obsolete occupations are often preserved as family names, e.g. *Chandler* - candle maker, *Latimer* (i.e. Latiner) - interpreter, *Webster* - weaver (with - ster the old feminine ending).

**Occasionalism** - a word or a word - combination created in each case anew, e.g. living metaphors whose predictability is not apparent, e.g. the *ex - umbrella* man, a *horse - faced* woman, a *gazelle - eyed* youth, *cobra - headed* anger, etc.

**Onomatopoeia** (syn. **sound imitation, sound symbolism**) - the formation of a word by imitating the natural sound associated with the object or action involved, e.g. *buzz, cuckoo, tinkle, cock - a - doodle - do*, etc.

**Origin** - the historic source of any linguistic unit or item.

**Paradigm** - the system of grammatical forms characteristic of a word, e.g. *to write, wrote, written, writing, writes; girl, girl's, girls, girls'*, etc.

**Paradigmatic relationships** are based on the interdependence of words within the vocabulary.

**Paronyms** are words kindred in sound form and meaning and therefore liable to be mixed but in fact different in meaning and usage and therefore only mistakenly interchanged, e.g. *to affect* - *to effect*, *allusion* - *illusion*, *ingenious* - *ingenuous*, etc.

**Phrase** (syn. **collocation**, **word-combination**, **word-group**) - a lexical unit comprising more than one word, e.g. *to go to school*, *a red apple*, etc. Kinds of phrases: adjectival, e.g. *rich in gold*, etc.; free, e.g. *green leaves* - *yellow leaves* - *dry leaves*, etc.; nominal, e.g. *a blue sky*, *Jack of all trades*, etc.; verbal, e.g. *to go to school*, *to cry over spilt milk*, etc.; motivated, e.g. *fine weather*, *to play the piano*, etc.; non - motivated, e.g. *red tape*, *by hook or by crook*, etc.

**Phraseological collocations (combinations)** - motivated phraseological units made up of words possessing specific lexical valency which accounts for a certain degree of stability and strictly limited variability of member - words, e.g. *to bear a grudge* or *to bear a malice*, *to win the race*, *to gain access*, etc.

**Phraseological fusions (idioms)** - completely non - motivated invariable phraseological units whose meaning has no connection with the meaning of the components (i.e. it cannot be deduced from the knowledge of components), e.g. *to pay through the nose* (to pay a high price); *red tape* (bureaucratic methods), etc.

**Phraseological units** (syn. **set expressions**, **fixed combinations**, **units of fixed context**, **idioms**) - partially motivated or non - motivated word - groups that cannot be freely made up in speech but are reproduced as ready - made units.

**Phraseological unities** - partially non - motivated phraseological units whose meaning can usually be perceived through the metaphoric meaning of the whole unit, e.g. *to know the way the wind blows*, *to show one's teeth*, *to make a mountain out of a mole - hill*, etc.

**Phraseology** - a branch of linguistics studying set - phrases - phraseological units of all kinds.

**Pidgin** - a simplified form of speech developed as a medium of trade or through other contacts between groups of people who speak different languages.

**Polymorphic** - having two or more morphemes, e.g. *inseparable*, *boyishness*, *impossibility*, etc.

**Polysemantic words** - having more than one meaning, e.g. *board*, *power*, *case*, etc.

**Polysemy** - plurality of meanings, i.e. co - existence of the various meanings of the same word and the arrangement of these meanings in the semantic structure of the word, e.g. *maid* 1) a girl, 2) a woman servant.

**Prefix** - a derivational affix (morpheme) placed before the stem, e.g. *un-* (*unkind*), *mis-* (*misuse*), etc. Kinds of prefixes: borrowed, e.g. *re-*, *ex-*, *sub-*, *ultra-*, *non-*, etc.; native, e.g. *un-*, *under-*, *after-*, etc.; non-productive (unproductive), e.g. *in-* (*il-*, *im-*, *ir-*), etc.; productive, e.g. *un-*, *de-*, *non-*, etc.

**Prefixation** - the formation of words with the help of prefixes. It is productive in Modern English, especially so in verbs and adjective word-formation.

**Productive affixes** - affixes which participate in the formation of new words, in neologisms in particular, i.e. which are often used to form new words; opposite non-productive (unproductive).

**Productivity** - the ability of a given affix to form new words.

**Proverb** - a sentence expressing popular wisdom, a truth or a moral lesson in a concise and imaginative way, e.g. *a friend in need is a friend indeed*, *while there is life there is hope*, *make hay while the sun shines*, etc.

**Reduplication** - a method of forming compounds by the repetition of the same root, e.g. *to pooh - pooh*, *goody - goody*, etc.

**Reduplicative compound** - a compound formed with the help of reduplication, e.g. *tick-tick*, *hush-hush*, etc.

**Referent (denotatum)** - the part (aspect) of reality to which the linguistic sign refers (objects, actions, qualities), etc.

**Referential approach to meaning** - the school of thought which seeks to formulate the essence of meaning by establishing the interdependence between the word (sound-form), the concept (reference) underlying this form and the actual referent.

**Referential meaning (denotational) meaning** - denoting, or referring to something, either by naming it *John*, *boy*, *red*, *arrive*, *with*, *if* or by pointing it out *be this so*.

**Root (morpheme)** - the primary elements of the word conveying the fundamental lexical meaning (e.g. the lexical nucleus of the word) common to a set of semantically related words constituting one word family, e.g. *speak*, *speaker*, *speech*, *spoken*.

**Semantic** - relating to meaning, dealing with meaning in language.

**Semantic changes** - changes of meaning, see **amelioration**, **degradation**, **extension**, **narrowing of meaning**.

**Semantic field** - a grouping of words based on the connection of the notions underlying their meanings, e.g. *face*, *head*, *hand*, *arm*, *foot*, etc.

**Semantic fields** - ideographic groups of words and expressions grouped together according to the fields of human interest and activity which they represent, e.g. *the semantic field of time*.

**Semantic level of analysis** - aimed at establishing the word's semantic structure or the type of meaning in which the word under analysis is used in a given context, e.g. *sense* is a polysemantic word, *contemptuous* is a monosemantic word.

**Semantic motivation** - based on the co - existence of direct and figurative meanings. When a word is used in a transferred meaning, metaphorical or otherwise, the result will be semantically motivated: it will be transparent thanks to the connection between the two senses, e.g. *head of an army, the root of an evil, the branches of science*, etc.

**Semasiology** - the branch of lexicology that is devoted to the study of meaning.

**Seme(me)** - the meaning of a morpheme.

**Semi - affixes (semi-suffixes)** - elements which stand midway between root - morphemes and affixes, i.e. root - morphemes functioning as derivational affixes, e.g. - *man* (in *seaman, airman, workman, chairman*, etc.), - *like* (*childlike, gentlemanlike, businesslike*, etc.); - *proof* (*fire - proof, water - proof*), etc.

**Semiotics (semiology)** - the science dealing with various systems of signs (including all sorts of codes, military and traffic signals, languages in general, etc.).

**Simile** - a comparison, but an indirect one, using words, such as *seem, like, or as to* link two objects of the comparison, e.g. *My love is like a melody. I wandered lonely as a cloud*, etc.

**Slang** - a vocabulary layer below the level of standard educated speech.

**Sound interchange** - a diachronically relevant unproductive way of word - formation due to an alteration in the phonetic composition of the root, i.e. consonant interchange and vowel interchange (umlaut, or vowel mutation, and ablaut, or vowel gradation), e.g. *to speak - speech, to prove - proof, blood - to bleed, food - to feed*, etc.

**Sound symbolism** - associating a certain type or class of meaning with a certain sound or cluster of sounds, e.g. there seems to be in English an association between the initial consonant cluster (*sn*) and the nose, e.g. *snarl, sneer, sneeze, sniff, snore, snort, snuffle*.

**Standard English** - the official language of Great Britain used by the press, the radio and the television and spoken by educated people. It may be defined as that form of English which is current and literary, substantially uniform and recognized as acceptable wherever English is spoken or understood.

**Stem** - 1) the part of the word that remains unchanged throughout its paradigm (secondary stem), e.g. *worker*, *lucky* - the secondary stems are: *worker* - (cf. workers, worker's) and *lucky* - (cf. luckier, luckiest); 2) the part of the word that remains when the immediate derivational affix is stripped off, i.e. the part on which the word is built (primary or derivational stem), e.g. the primary stems of *worker*, *lucky* are *work* and *luck*. Kinds of stems: simple, e.g. *place*, *green*, derived, e.g. *useful*, *uselessness*, bound, e.g. *arrogance*, *arrogant*, compound, e.g. *trade - union*, etc.

**Style of language** - a system of expressive means of language peculiar to a specific sphere of communication, e.g. *the newspaper style*, *the belles - lettres style*, etc.

**Stylistic level of analysis** is aimed at establishing the stylistic colouring of the word, e.g. *nourishment* is a word of literary style, *threat* is a word of neutral style, *baccy* (curtailment of *tobacco*) is a word of colloquial style.

**Stylistics** - a branch of general linguistics dealing with the study of language styles and stylistic devices.

**Stylistic synonyms** - words that are similar in their denotational meaning(s) but different in their connotational meaning(s), e.g. *motherly* - *maternal*, *to put off* - *to postpone*, cf. absolute (total, complete) synonyms.

**Subordinative** (often called **determinative**) **compound** - a compound whose components are not equal in importance. The relation between them is based on the domination of one component over the other. The second component in these compounds is the structural and semantic centre (head) which imparts the part-of-speech meaning to the whole word, e.g. *banknote*, *teaspoon*, *duty-free*, *grandson*, etc.

**Substantivation** - turning into nouns, e.g. *female* (n) from *female* (adj), *relative* (n) from *relative* (adj), *criminal* (n) from *criminal* (adj), etc.

**Substitution** - the method of testing similarity (or difference) by placing into identical environment (within identical or similar contexts), e.g. *I know this book.* - *I know it.*

**Suffix** - a derivational morpheme (an affix) placed after the stem, e.g. - *ness* (*goodness*), - *less* (*friendless*), - *er* (*worker*), etc.

**Suffixal derivative** - a word formed with the help of a suffix.

**Suffixation** - the formation of words with the help of suffixes. It is very productive in Modern English, especially so in noun and adjective word - formation, e.g. *actor*, *thirsty*, etc.

**Synchronic approach** (in lexicology) – the approach concerned with the vocabulary of a language as it exists at a given time, for instance at the present time, the previous stages of development considered irrelevant.

**Syncope** - medial clipping, i.e. the formation of the word by the omission of the middle part of the word, e.g. *fancy* from *fantasy*, *specs* from *spectacles*, etc.

**Synecdoche** – a type of metonymy consisting in the substitution of the name of a whole by the name of some of its parts or vice versa, e.g. *a hand* - *a worker*, *employee*, etc.

**Synonymic dominant** – the most general word in a given group of synonyms, e.g. *red*, *purple*, *crimson*; *doctor*, *physician*, *surgeon*; *to leave*, *abandon*, *depart*.

**Synonymic set** – a group of synonyms, e.g. *big*, *large*, *great*, *huge*, *tremendous*.

**Synonyms** – words of the same part of speech different in their sound-form but similar in their denotational meaning and interchangeable at least in some contexts, e.g. *to look*, *to seem*, *to appear*; *high* – *tall*, etc., see **absolute or total, complete, ideographic, stylistic synonyms**.

**Syntactic compounds** – compounds whose components are placed in the order that conforms to the rules of Modern English syntax, e.g. *a know-nothing*, *a blackboard*, *daytime*, etc. (cf. *to know nothing*, *a black colour*, *spring time*).

**Term** – a word or word-group used to name a notion characteristic of some special field of knowledge, industry or culture, e.g. linguistic term: *suffix*, *borrowing*, *polysemy*, scientific term: *radius*, *bacillus*; technical term: *ohm*, *quantum*, etc.

**Thematic group** – a group of words belonging to different parts of speech and joined together by common contextual associations, e.g. *sea*, *beach*, *sand*, *wave*, *to swim*, *to bathe*, etc., they form a thematic group because they denote sea-objects.

**Transform** - the result of transformation, see next.

**Transformation (al) analysis** in lexicology – the method in which the semantic similarity or difference of words (phrases) is revealed by the possibility of transforming them according to a prescribed model and following certain rules into a different form, e.g. *daily* – occurring every day, *weekly* – occurring every week, *monthly* – occurring every month, see **lexical transformation**.

**Translation loans (loan-translations)** – words and expressions formed from the material available in English by way of literal word-for-word or morpheme-for-morpheme translation of a foreign word or expression (i.e. formed according to patterns taken from another language), e.g. *masterpiece* (cf. German *Meisterwerk*); *it goes without saying* (cf. French *cela va sans dire*), etc.

**Umlaut** (syn. **vowel mutation**) – a partial assimilation to a succeeding sound, one of the causes of sound interchange, e.g. *food* – *feed*, *blood* – *bleed*, see **sound interchange**.

**Ultimate constituents (UC's)** – all the morphemes of a word (i.e. constituents incapable of further division into any smaller elements possessing sound form and meaning). The term is usually used in morphemic and IC's analysis of word-structure.

**Valency (valence)** – the combining power or typical co-occurrence of a linguistic element, i.e. the types of other elements of the same level with which it can occur; see **lexical valency**. Kinds of valency: lexical valency – the aptness of a word to occur with other words, grammatical valency - the aptness of a word to appear in specific syntactic structures.

**Valency of affixes** – the types of stems with which they occur.

**Variants (of some language)** – regional varieties of a language possessing literary form, e.g. *Scottish English*, *British English*, *American English*, see **dialect**.

**Vocabulary** – the system formed by the sum total of all the words and word equivalents of a language.

**Word** – a fundamental autonomous unit of language consisting of a series of phonemes and conveying a certain concept, idea or meaning, which has gained general acceptance in a social group of people speaking the same language and historically connected (one of general definitions); another definition – a basic autonomous unit of language resulting from the association of a given meaning with a given group of sounds which is susceptible of a given grammatical employment and able to form a sentence by itself. Kinds of words: *archaic*, *borrowed*, *cognate*, *compound*, *derived*, *form*, *homonymous*, *international*, *monomorphic*, *monosemantic*, *motivated*, *native*, *non-motivated (unmotivated)*, *notional*, *obsolete*, *onomatopoeic*, *polymorphic*, *polysemantic*, *root*, *synonymous*.

**Word-composition (also composition or compounding)** – the way of forming new words by putting two or more stems together to build a new word. Composition is very productive in Modern English. It is mainly characteristic of noun and adjective formation, e.g. *headache*, *typewriter*, *killjoy*, *somebody*, *mother-in-law*, *wastepaper basket*, *Anglo-Saxon*; *pitch-dark*, *home-made*, etc

**Zoosemy** – nicknaming from animals, i.e. when names of animals are used metaphorically to denote human qualities, e.g. *a tiger stands for a cruel person*, *a fox stands for a crafty person*, *a chicken stands for a lively child*, *an ass or a goose stands for a stupid person*, *a bear stands for a clumsy person*, etc.



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## **14. The List of Recommended Literature for further reading and self - study**

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