**Methodical recommendations for the seminars History of EL**

**Part I.** .

**Seminar 1**

**Theme: Free word combination and phraseological word combinations.**

1.What is the definition of free word combination?

2. How do you explain does phraseological word combinations?

Practical task:Explain the meaning of the following combinations of words:

a) as free wordcombinations and

b) as phraseological units.  
Be on firm ground, best man, the bird has flown, black ball, blow one's own  
trumpet (horn), break the ice, burn one's fingers, first night, keep one's head above  
water, meet smb. half-way, show smb. the door, run straight, touch bottom, throw  
dust in one's eyes, throw fat in the fire.  
**Seminar 2**

**Theme: The problem of definition of phraseological word combination.**

1) What are the different approaches of linguists in the definitionof phraseological word combinations?

2) What are its types?

Practical task:

Match the numbers on the left with the letters on the right.

1.dark a. certainty2.dead b. drugs3.dirty c. horse4.easy d. line5.hard e. one

6.high f. option7.last g. spirits8.number h. times9.package i. tour10.party j. supply

11.short k. word12.soft l. work

**Seminar 3**

**Theme:The essential features of phraseological units: lack of semantic motivation (idiomaticity)** and lexical and grammatical stability. The concept of reproducibility

1) What are the essential features of phraseological units?

2) Define the concept of reproducibility

Practical task: Listed below are some words with a very narrow range of combinability.  
(1) Find words they go with to produce free word combinations in the second list (2).  
(1)Aquiline a, be thwarted in V, catholic a, shrug v, tacky a, tick v, wistful a, wolf v.  
(2)shoulders, profile, plans, paint, tastes, eyes, nose, food, aims, sympathies, mood,  
varnish, expression, watch, manner, ambitions, meter, interests.

Literature:

**Seminar 4**

**Theme:Different approaches to the classification of phraseological units**

1) How do you determine

- thesemanticapproach

- functional (according to their grammatical structure)approach

- contextualapproach

2) Explain them in examples

Practical task: Complete the following sentences with appropriate verbs which are frequently  
collocated with the given nouns. State the type of these word-groups.  
1. ........................................................................Although our company wants toexpand rapidly, we must....................................in mind that we have limited cash todo so.  
2. It is important to ... into account all options before... a decision.  
**Seminar 5**

**Stylistic aspect of phraseology. Polysemy and synonymy of Phraseological units.**

1.How do you define stylistic aspect of phraseology?

2. What are the links of polysemy and synonymy with phraseological units ?

Practical task: State which of the phraseological units are a) fusions b) unities c) collocations  
(combinations ).  
Bark up the wrong tree, air one's views, turn a blind eye to smth., to hit below  
the bolt, to lower one's colours, to make a mistake, once in a blue moon, to make  
haste, sharp words, to stick to one's guns, to know the way the wind is blowing, small  
talk, take the bull by the horns, pull smb's leg, cat's paw, lady's man, by heart, green  
**Seminar 6**

**Phraseological stability**

1. What do we understand under the phraseological stability?

2. How can we classify types of phraseological units on the basis of phraseological stability?

Practical task: Match the combinations on the left with explanations on the right:  
1)put through a) at the centre of public attention  
2)put in a good word for b) immediately or at the place of action  
3)on the spot c) connect by telephone  
4)bring up d) tolerate, endure  
5)have your back against the wall e) explain or communicate clearly  
6)in the spotlight f) consider carefully, assess  
7)put up with g) recommend someone  
8)put across h) raise, mention a matter  
9)weigh up i) say something irrelevant  
10)get away from the point j) be in a difficult situation

**Seminar 7**

**Functional and semantic classification of phraseological units**

1. Define the functional classification of phraseological units.

2. Characterize the semantic classification of phraseological units

Practical task: Read an extract from Professor Adam Makkai's introduction to a Dictionary of  
American Idioms on the problem of roots of the English language prominentidiomaticity. Comment on it.

"Why is English, and especially American English, so heavily idiomatic? The  
most probable reason is that as we develop new concepts, we need new expressions  
for them, but instead of creating a brand new word from the sounds of the language,  
we use some already existent words and put them together in a new sense. This,  
however, appears to be true of all known languages. There are, in fact, no known  
languagesthat do not have some idioms.In learning idioms, though, a person may make an incorrect guess. Consider theidiom *Oh well, the die is cast!* What would you guess it means - in case you don'tknow it? Perhaps you may guess that the speaker you heard is acquiescing in  
something because of the *Oh well* part. The expression means 'I made an irreversible  
decision and must live with it'. You can now try to reconstruct how this idiom came  
into being: the image of the die that was cast in gambling cannot be thrown again; that  
would be illegal; whether you have a one, a three, or a six, you must face the  
consequences of your throw, that is win or lose, as the case may be, (Some people  
may know that the phrase was used by Caesar when he crossed the Rubicon, an eventthat led to war.)

**Seminar 8**

**Formal and functional classification phraseological units**

How do you give formalclassification phraseological units?

What is functional classification phraseological units? Explain its definition

Practical task: In the list below find set expressions, corresponding to the following  
definitions.  
1. Express one's opinion openly, often with the suggestion of doing so to theannoyance of other people. 2*.* Direct one's attack, criticism or efforts to the wrongquarter. 3. Bear the 3 main stress or burden (of a task, contest, etc.). 4. Talk aroundthe point instead of coming direct to the subject. 5. Fail to carry out one's promise. 6.Change ownership (generally used of a business). 7. Constantlyfollow smb.importunately, thrust one's presence upon smb. 8. Fail to gain any information,achieve any result from inquiries, investigation, etc. 9. Be docile; give no trouble; dowhatever smb. wishes. 10. Pay all the expenses incurred.responsibility or concern.  
The list:

Jump the queue; bark up the wrong tree; foot the bill; let off steam; see eye to  
eye; air one's views; lend a hand; haul down one's flag; beat about the bush; take to  
one's heels; eat out of smb's hand; mark time; hit the nail on the head; keep ode's  
head; change hands; turn a blind eye to smth.; put two and two together; bear the  
brunt; know the ropes; have a good mind to do smth ; break one's word; draw a blank;  
go the whole hog; dog smb's footsteps; wash one's hands of smth.  
**Seminar 9 -10**

**Proverbs, sayings. Familiar quotations and cliches**

What are the explanations of proverbs, sayings,familiar quotations and cliches?

Are there differences and resemblances between them?

What are the main types of proverbs?

What are the typesfamiliar quotations and cliches?

Practical task: In the following sentences, there is an idiom in bold. Decide on the key word,  
then look in your dictionary to see if you are right. Suggest a non-idiomatic variant.  
1.Don't believe what he said about Trish. He was talking through his hat. He doesn'tevennow her.  
2.Come here! I've got a bone to pick with you! Why did you tell Anne about kenand me splitting up? I told you not to tell anyone.3. I don't think correct spelling is terribly important, but my teacher has a bee in hisbonnet about it. If I ever make a spelling mistake, he makes us write it out twentytimes.4.Ford Motors have a new saloon car in the pipeline, and it will be revealed for thefirst time at next year's Motor Show.5.You have to be careful with sales people.They have the gift of the gab. Suddenlyyou can find you've bought something that you really didn't want.6.The company has put forward many reasons why it can't offer a substantial pay rise.The reason, in a nutshell, is that the company is very nearly bankrupt.7.- I met a man called Anthony Trollope.- Mmm. The name rings a bell, but I can't put a face to it.8. – Comeon, John! Who is right, me or Peter?- Don't ask me to decide. I'm sitting on the fence.  
**Seminar 11**

**History of British Lexicography**

What are the principal stages of history of British Lexicography?

What are the main founders of British dictionaries?

Practical task: Choose one word out of the following list: *head, hand, arm, body, thing, to go,*  
*to take, to be* and analyse its dictionary entry and its semantic structure as presented in  
the following dictionaries:

1. The Concise Oxford English Dictionary;

3.The Shorter Oxford English Dictionary on Historical Principles

**Seminar 12**

**Нistory of American Lexicography**

What are the principal stages of history of American Lexicography?

What are the main founders of American dictionaries?

Practical task: Answer the questions, analyzing American dictionaries :

1 How are the dictionary entries (for the word under analysis) built in thesedictionaries? What information is contained in the dictionary entry?  
2.How many meanings constitute the semantic structure of the word? How are theyexplained?  
3.What meaning comes first in different dictionaries? Explain the difference, if any.  
4.What shapes of meanings are registered by the dictionary (main/derived,primary/secondary, direct/figurative, general/special).

**Seminar 13**

**The main problems in lexicography**

What the mainproblemsinlexicography?

How are they solved, in what ways ?

Practical task:According to the above suggested pattern (see the table) analyse the dictionaries:

The Concise Oxford Dictionary, Webster's New World Dictionary.

Literature:

**Seminar 14**

**Types of dictionaries.**

1. What are the main types of dictionaries?

2. What are their principal functions in the translation of words, in the work of translators?

Practical task: Choose one word out of the following list: *head, hand, arm, body, thing, to go,*  
*to take, to be* and analyse its dictionary entry and its semantic structure as presented in  
the following dictionaries:

1. V.Muller's Anglo-Russian Dictionary;

2. The Concise Oxford English Dictionary;

3. The Shorter Oxford English Dictionary on Historical Principles

4. The Advanced Learner's Dictionary of Current English by L.S.Hornby

**Seminar 15**

**Electronic dictionaries : Offline, Online dictionaries**

What is the important place of electronicdictionaries?

How do you explain the structure of Offlinedictionary

How do you describe the principal work of Online dictionaries?

Practical task:Give comparative characteristics of Electronicdictionaries :Offline, Online dictionaries

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Интернет-ресурсы:

<http://main.isuct.ru/files/dept/ino/lexicolog123.pdf>

http://www.homeenglish.ru/Texteliseeva.htm