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MODERN ENGLISH LEXICOLOGY

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Навчально-методичний посібник орієнтований на розвиток навичок аналізу конкретного мовного матеріалу та адекватної інтерпретації мовних фактів і явищ. Його мета – допомогти студентам оволодіти основами англійської лексикології, ознайомити їх з найважливішими особливостями структурно-семантичної побудови англійської мови. Запропоновані завдання, вправи та запитання спрямовані на те, щоб збільшити активний вокабуляр студентів, поглибити розуміння мовних явищ, заохотити до їх самостійного вивчення.

Для студентів факультетів іноземних мов вищих навчальних закладів. Матеріал посібника може бути корисний для всіх, хто цікавиться сучасною англійською мовою.

PREFACE

The book is compiled to meet the needs of the students taking the course of English Lexicology. Its subject matter fully corresponds to the Syllabus in the subject. The aim of the course is to teach students to be word-conscious, to be able to guess the meaning of words they come across from the meanings of morphemes as well as to be able to recognize the origin of different lexical units.

The book may be of interest to all readers who would like to gain some information about the vocabulary resources of Modern English, the complex nature of the word's meaning, English phraseology, those changes that English vocabulary underwent in its historical development and about some other aspects of English lexicology.

It is divided into six parts each focusing on a particular language material to be worked at in class or for self-study.

The first part of the book contains the seminar outlines with major lexicological topics suggested for discussion and numerous exercises on the main problems of English Lexicology. The exercises are suitable for use both in class and for students' individual work (providing foundation for further research). They vary in length and difficulty. The choice of them is left to the teacher.

The following two chapters offer sample analysis of the word-structure on the morphemic and derivational levels, schemes of lexical unit and lexicological text analysis.

Reference Material includes information about etymology presented in tables: native words classification; characteristic features of native words; the Scandinavian, Latin, Greek, French and other foreign elements in the English vocabulary; assimilation of borrowings; hybrids. This part of the book also suggests a list of affixes (prefixes and suffixes) of different origin, equivalent lexical units in American and British English as well as American and British spelling differences.

Like every branch of learning, lexicology is characterized by its key terms. In seeking guidance about the basic lexicological concepts and terms students are referred to the Glossary of Linguistic Terms in Lexicology. To check the understanding of the main lexicological topics students are offered Questions for Self-control and Sample Test.

1. SEMINAR OUTLINES AND EXERCISES

SEMINAR 1
ETYMOLOGY OF THE ENGLISH WORD-STOCK

1. The Etymology of English Words (a brief survey of certain historical facts).
2. Words of Native Origin.
3. Borrowed Words. The Etymological Structure of English Vocabulary.
4. Romanic and Germanic Borrowings.
5. Assimilation of Borrowings.
6. Influence of Borrowings.

Key words: etymology, cognates, native word, borrowing, source of borrowing, international word, assimilation, completely assimilated borrowed words, partially assimilated borrowed words, unassimilated borrowings, barbarism, etymological doublet, loans, hybrids

TASKS

1. Group the following words according to their origin.

Machine, mule, chocolate, telephone, wigwam, kangaroo, chauffeur, beauty, umbrella, school, grotto, lottery, opera, sonata, sonnet, mikado, hara-kiri, karate, soprano, opal, orange, punch, sapphire, manifest, umbrella, violin, banana, bravado, canibal, aga, bey, caftan, coffee, canoe, hammock, hurricane, sombrero, samurai, shogun, bonsai, tobacco, tank, guitar, hacienda, sputnik, auto-da-fe, port (wine), verandah, cobra, bismuth, jungle, pyjamas, cobalt, quartz, zinc, stanza, incognito, macaroni, influenza, fiasco, nickel, waltz, kindergarten, leitmotif, borsch, rucksack, poodle, homeopathy, maize, mosquito, mulatto, potato, hamburger, lager, reef, deck, hoy, commandeer, springbok, baobab, landscape, roster, coach, tokay, goulash, hussar, mazurka, polka, sugar, jute, candy, shampoo, loot, guru, curry, geisha, kimono, kamikaze, zaitech, emir, harem, khalif, sofa, sheikh, assassin, azimuth, sherbert, zero, cruise, easel, horde, uhlan, kiosk, yoghurt, shish kebab, bazaar, caravan, turban, bamboo, ketchup, sago, tea, tycoon, kung fu, glasnost, intelligentsia, madeira, perestroika, samovar, troika, piazza, portico, solo, cocoa, corral, desperado, embargo, schnaps, sauerkraut, kapellmeister, yacht, rupee, khaki.

2. Explain the origin of the following words.

White, black, wide, mother, sister, day, cow, sheep, dog, hen, goat, arm, be, do, ask, eat, see, sit, send, love, star, wind, hard, quick, slow, long, ankle, bread, hear, keep, learn, make, meet, rise, but, much, still, well, yet, he, I, month, bull, horse, we, you, it,

self, in, of, to, with, kid, root, score, skull, sky, skin, skirt, get, give, raise, scream, scrape, seem, scowl, scare, good, dark, apple, scrub, take, them, same, both, hand, eye, foot, sell, think, bear, stand, water, wood, hill, stone, bath, bear, berry, this, by, for, go, have, come, father, they, their, see, behind, clan, flannel, knife.

3. *Group the following Latin loans according to the period of borrowing.*

Comet, contradiction, superior, anterior, cook, mill, cup, pepper, pear, kettle, chest, dish, mile, pea, plum, street, beet, wall, altar, creed, cross, fault, sacrifice, linen, month, basket, lily, pearl, palm, pine, elephant, dolphin, peach, philosopher, fiddle, erratum, animal, antenna, genius, fungus, stimulus, omnibus, nucleus, radius, datum, letter, dish, window, formula, index, radix, series, dictum, minimum, posterior, prior, inferior, senior, junior, alias, arbitrator, client, custody, gratis, homicide, implement, incumbent, Mass, pauper, prosecute, summary, suppress, testify, testimony, allegory, desk, discuss, dislocate, equator, essence, explicit, formal, organ, pike, plant, genius, history, index, inferior, innumerable, intellect, item, library, magnify, major, minor, notary, prosody, recipe, scribe, simile, solar, immortal, incarnate, mediator, memento, pulpit, requiem, scripture, admit, adjacent, anatomy, collision, combine, conclude, conductor, contempt, depression, proviso, distract, exclude, expedition, gesture, imaginary, include, incredible, ass, mule, colony, rose, library, choir, decline, grammar, hymn, mechanical, legal, legitimate, memorandum, feast, disciple, school, species, alibi, item, marble, chalk, maximum, chapter, candle, conspiracy, conviction, monk.

4. *Explain the meaning of the following Latin abbreviations.*

e.g.	i.e.	a.m.	v.v.	viz.	etc.	cf.
et seq.	id(em)	ib., ibid.	p.a., per a.	pct.	op. cit.	per pro
q.l.	s.f.	qu.	sc., scil.	p.m.	a.m.	

5. *Explain the origin of the following words.*

Etymology, fungus, stimulus, nucleus, radius, Nicholas, Theodor, formula, index, series, species, alibi, item, dictum, George, maximum, minimum, superior, anterior, posterior, prior, inferior, senior, junior, physics, psychiatry, Sophie, Peter, antonym, archaism, dialect, euphemism, homophone, lexicology, metaphor, metonymy, neologism, datum, polysemy, synecdoche, synonym, analysis, comedy, democrat, dialogue, episode, gymnastics, problem, rhythm, scheme, scene, tragedy, erratum, animal, antenna, genius, Eugene, Helene, homonym, radix, hyperbole, idiom, omnibus.

6. *Using Table 5. (pp. 51-53) group the following French loans according to their meaning.*

Authority, bailiff, baron, chamberlain, chancellor, constable, coroner, council, crown, duke, empire, abbey, archer, army, battle, besiege, captain, combat, baptism, cardinal, cathedral, chant, chaplain, charity, clergy, communion, trespass, verdict, warrant, parliament, peasant, prince, realm, reign, accuse, adultery, advocate, arrest, arson, assault,

assize, attorney, bail, bar, blame, convict, crime, decree, depose, estate, evidence, executor, felon, fine, fraud, heir, indictment, jail, judge, jury, justice, legacy, perjury, plaintiff, plea, prison, punishment, sue, summons, government, liberty, majesty, manor, mayor, messenger, minister, noble, palace, revenue, royal, servant, sir, sovereign, squire, statute, tax, traitor, treasurer, treaty, tyrant, vassal, warden, confess, convent, crucifix, faith, mercy, miracle, novice, ordain, parson, penance, prayer, defend, enemy, guard, lieutenant, navy, peace, prelate, religion, sacrament, saint, trinity, vicar, virgin, virtue, retreat, sergeant, siege, soldier, spy, anatomy, gender, geometry, pigeon, plate, pork, poultry, raisin, appetite, salvation, saviour, sermon, solemn, temptation, theology, bacon, beef, biscuit, gravy, gruel, herb, jelly, lemon, lettuce, mackerel, mince, mustard, mutton, olive, sole, spice, basin, blanket, bucket, ceiling, cellar, chair, chamber, stew, sturgen, sugar, supper, tart, taste, toast, treacle, tripe, veal, vinegar, art, beauty, carol, chess, colour, conversation, dance, fool, image, lay, leisure, literature, lute, melody, music, noun, painting, paper, park, partridge, pavilion, pen, peasant, poet, preface, prose, recreation, rein, retrieve, romance, sculpture, tragedy, trot, volume, title, tournament, copy, grammar, logic, medicine, metal, noun, closet, treatise, orange, oyster, repast, roast, salad, couch, counterpane, latch, tower, curtain, cushion, lamp, chandelier, chimney, pantry, parlour, pillar, attire, boot, buckle, button, chemise, cloak, collar, diamond, dress, embroidery, emerald, ermine, sphere, fashion, frock, fur, garment, gown, jewel, lace, mitten, ornament, pearl, petticoat, robe, satin, taffeta, veil, wardrobe, confection, cream, dinner, feast, fig, fruit, grape, spaniel, stable, story, terrier, clause, porch, quilt, towel, lantern, salmon, sardine, saucer, sausage, ointment, plague, poison, pulse, stomach, study, surgeon.

7. Fill in the missing elements in the table with the lexical pairs.

English	French
Ox	
	Mutton
Calf	
	Venison
Pig, swine	
	Commence
Child	
	Liberty
Doom	
	Cordial
Help	
	Conceal
Holy	
	Charity
Meal	
	Aroma
Wedding	
	Desire

8. 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, têt-à- têt, déjà vu.

9. 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.

10. Give the cognates ('false friends') in the Ukrainian language to the given English words. State the difference in their meanings.

Argument, baton, order, to reclaim, delicate, intelligent, revision, artist, sympathetic, capital, fabric, ambitious, concourse, romance, to pretend, command.

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

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

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

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

13. Arrange the words from the columns so that they form double or triple synonymous series.

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

14. Give adjectives of Latin origin corresponding to the following nouns.

Tooth, sun, youth, death, eye, star, sea, nose, town, sight.

SEMINAR 2
SEMASIOLOGY IN THE STUDY OF MEANING

1. Meaning as a Linguistic Notion.
2. Semasiological and Onomasiological Approaches to Meaning.
   The Process of Nomination.
3. Types of Meaning.
4. Aspects of Lexical Meaning.

Key words: semasiology, sound-form, concept, referent, meaning, sense, distribution, referential or analytical definition, functional or contextual definition, operational or information-oriented definition, polysemy, onomasiological approach, semasiological approach, nominator, denotatum, grammatical meaning, lexical meaning, lexico-grammatical meaning, denotative aspect, connotative aspect, pragmatic aspect, emotive charge, evaluation, expressiveness, imagery

TASKS

1. Give possible interpretations of the sentences paying special attention to the italicized words. State the difference between <u>meaning</u> of the italicized words and <u>sense</u> which these words lend to the whole utterance or the situation.

Model: I won't go further, I am afraid of the dog ahead. Don't worry. To all appearances, it won't bite, it *is* just *barking.*

<div align="center">to bark</div>

Meaning	Sense
to make the short sharp (loud) sound that dogs and some other animals make	such behaviour of the dog implies that the dog itself is frightened by the appearance of the people

1. The *discreet* door was shut with a bang. 2. She failed to buy an expensive little box and she felt a strange *pang.* 3. I turned to my friend but he had gone to the house and was *leaning against* it with his face to the wall. 4. Rosemary brought the beggar to her luxurious apartment. She helped the girl off with her coat. But what was she to do with it now? Rosemary *left* the coat on the floor. 5. She didn't dine with them. She *insisted* on leaving. 6. He got up from his chair, but he was *moving slowly,* like an old man. He put the newspaper down very carefully, adjusting its creases with lingering fingers. They were trembling a little. 7. He felt that he had behaved badly in losing his temper while she had so admirably controlled hers. He sought for a crushing phrase, some final intimidating repartee. But before that (the phrase) came

she *closed quietly* the door in his face. 8. The girl went to her father and *pulled* his sleeve. 9. He was longing *to begin* to be generous. 10. She was a resigned little woman with shiny *red* hands and work-swollen finger knuckles.

2. Analyze the given expressions and answer the question: what characteristics of the lion and the oak not reflected in the denotatum are proper to the concepts about these objects?

1) a lion-hunter; to have a heart like a lion; to feel like a lion; to roar like a lion; to lionize someone; to beard the lion in his den; to be thrown to the lions; the lion's share; to put one's head in lion's mouth;

2) great/mighty oaks from little acorns grow; a heart of oak; oaks may fall when reeds stand the storm.

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

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

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

Model: *celebrated – notorious*

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

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

5. State what image underlies the meaning of the italicized verbs. Give the meanings of these verbs.

Model: I heard what she said, but it didn't *sink into* my mind until much later.
The meaning of the verb *sink* is based on the image of 'something going down below the surface or to the bottom of a liquid or soft substance'.
Sink into means 'to be gradually understood and accepted by (one's mind)'.

1. You should be ashamed of yourself, *crawling to* the director like that. 2. The crowd *fired* questions *at* the speaker for over an hour. 3. Even though divorce is legal, it is still *frowned upon.* 4. I *take back* my unkind remarks, I see that they were not justified. 5. Ideas were *flying about* in the meeting. 6. The children *seized on* the idea of camping in the mountains, and began making plans. 7. I was following the man when he *dived into* a small restaurant and I lost track of him. 8. You might *catch* him *in* about 11 o'clock. 9. I should imagine that the President was glad to *lay down* his office. 10. Why are you trying *to pin* the blame *on* me?

6. State the difference in the pragmatic aspect of lexical meaning in the following pairs of words. Pay special attention to the register of communication. State the possible participants of the communicative situation and their roles on which tenors of discourse are based.

Model: *to interrupt – to butt in*: Don't *interrupt* when your mother is speaking. There is an awful man in the front row who *butts in* whenever you pause.

Words	Register of communication	Participants of the communicative situation	Roles, which tenors of discourse are based
interrupt	neutral	parent – child	family roles
butt in	informal	people who know each other well enough	social roles

1. **certainly – unquestionably**: I'm sorry if upset you, dear. I *certainly* didn't mean to. Japan has *unquestionably* one of the most successful economies in the world. 2. **dough – money**: He only married her for her *dough.* How much *money* will you pay me for this work, sir? 3. **picture – photograph**: Karen showed me *a picture* of her new boyfriend – he's very good-looking. Visitors are not allowed to take *photographs* inside the museum. 4. **skirt – girl**: So, Bill, off to chase some *skirt?* I didn't know you were friends with the *girl* I had seen you with last night. 5. **quality – thing**: There are certain *qualities* in Orwell's prose that I greatly admire. One of the *things* I like about Mary is the way she always keeps smiling, even when there are problems.

SEMINAR 3
WORD-MEANING AND SEMANTIC
STRUCTURE OF WORDS

1. Word-Meaning and Motivation.
2. Causes, Nature and Results of Semantic Change of Meaning.
3. Polysemy. Diachronic and Synchronic Approaches to Polysemy.
4. Polysemy and Context. Types of Context.
5. Homonymy. Classification of Homonyms.

Key words: motivation, semantic changes, ellipsis, fixed context, metaphor, metonymy, amelioration, deterioration, extension, specialization, pejoration, hyperbole, litotes, euphemism, polysemy, meaning, usage, lexico-semantic variant, semantic center, denotational component, connotational component, polysemantic word, monosemantic word, primary meaning, secondary meaning, diachronic approach, synchronical polysemy, central or basic meaning, marginal or minor meaning, context, homonyms, homophones, homographs

TASKS

1. Analyze the meanings of the given words. State what common associations, given by the graphic/sound-clusters sp- [sp], -ash [æʃ] and gl- [gl] unite these words.

Sprinkle (to shake small amounts of a liquid over the surface of something), *spray* (to send liquid through the air in tiny drops either by the wind or some instrument), *splash* (to wet or soil by dashing masses or particles of water), *spit* (send liquid out from the mouth), *spatter* (to scatter drops of a liquid on a surface), *spilt* (to accidentally pour a liquid out of its container), *spurt* (if a liquid spurts from smth., it comes out in a sudden strong flow).

Smash (break violently into small pieces), *dash* (move or be moved violently), *crash* (strike suddenly violently and noisily), *bash* (to hit hard and violently), *gash* (a long deep cut or wound), *slash* (to move in a violent way that causes a lot of damage), *trash* (to criticize in a very strong way).

Glamour (a special quality that makes a person, place, or situation seem very exciting, attractive, or fashionable), *gleam* (a bright light reflected from something), *glisten* (to shine and look wet or oily), *glossy* (shiny in an attractive way), *glint* (to shine with quick flashes of light), *glow* (to shine with a soft light), *glimmer* (a soft weak light that is not steady).

2. Analyze the meanings of the italicized words. Group the words according to their type of motivation: a) words morphologically motivated; b) words semantically motivated.

Driver – someone who drives a vehicle, especially as his/her job; *careless* – not taking enough care; *leg* – the part of a piece of furniture such as a table or chair that supports it and raises it off the floor; *horse* – a piece of equipment shaped like a large box that is used in gymnastics; *singlehood* – the state of being single rather than married; *wall* – emotions or behaviour that prevent people from feeling close to each other; *hand-made* – made by hand, not machine; *piggish* – selfish; *blue-eyed* – having blue eyes; *sound bite* – a short comment by a politician or another famous person that is taken from a longer conversation or speech and broadcast alone because it is especially interesting or effective; *leaflet* – a small, often folded piece of printed paper, often advertising something, usually given free to people; *streamlet* – a small stream (a natural flow of water).

3. Define the kind of association involved in the semantic change.

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

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

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

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

Model: *loan:* 'a gift from a superior; a thing borrowed' – 'a sum of money which is borrowed, often from a bank, and has to be paid back, usually together with an additional amount of money that you have to pay as a charge for borrowing'

The result of the change of the denotational aspect of lexical meaning of the word *loan* is that the word became more specialized in meaning **(restriction of meaning, specialization).**

1) *camp*: 'a place where troops are lodged in tents' – 'a place where people live in tents or hunts'; 2) *girl*: 'a small child of either sex' – 'a small child of the female sex'; 3) *bird*: 'a young bird' – 'a creature with wings and feathers which can usually fly in the air'; 4) *arrive*: 'reach the shore after a voyage' – 'reach a place at the end of a journey or a stage in a journey'; 5) *deer*: 'any quadruped (четверонога тварина)' – 'a hoofed grazing or browsing animal, with branched bony antlers that are shed annually and typically borne only by the male'; 6) *rug*: 'rough woolen stuff' – 'a small carpet'; 7) *barn*: 'a place for keeping barley' – 'a large farm building used for storing grain, hay, or straw or for housing livestock'; 8) *glide*: 'to move gently and smoothly' – 'fly with no engine'; 9) *room*: 'space' – 'a part or division of a building enclosed by walls, floor, and ceiling'; 10) *fly*: 'move with wings' – 'to move through the air or in the outer space'; 11) *artist*: 'master of the liberal arts (гуманітарні науки)' – 'a person who produces paintings or drawings as a profession or hobby'; 12) *champion*: 'a fighting man' – 'a person who has defeated or surpassed all rivals in a competition, especially a sporting contest'; 13) *campaign*: 'army's operations in the field' – 'a connected set of actions intended to obtain a particular result, in military operations, in politics and business'.

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

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

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

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

6. Read the sentences in which the polysemantic word simple 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.*

7. Analyze the meanings of the given polysemantic words taken from the Concise Oxford Dictionary of English Etymology. These meanings are considered primary and central in Middle English. What are their basic (or central) meanings from the point of view of the present-day language?

Model: *pension* – 'fixed or regular payment, spec. out of the revenues of a benefice' (XIV c.)
In modern English the central meaning of the word is 'a regular payment made by the state to someone who can no longer earn money by working'. Thus, in the present-day language the primary meaning of the word *pension* remains central.

1) *likely* – 'probable' (XIII c.); 2) *revolution* – 'moving of a celestial body in an orbit' (XIV c.); 3) *to perish* – 'come to a violent or untimely end, cease to exist' (XIII c.); 4) *challenge* – 'accusation' (XIII c.); 5) *single* – 'unaccompanied, unmarried; individual; not double' (XIV c.); 6) *to betray* – 'to give up treacherously' (XIII c.).

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

Made (adj) – maid (n); row (n) – row (n); week (n) – weak (adj); seal (n) – seal (n); tear (v) – tear (n); bread (n) – bred (adj); band (n) – band (n); sum (n) – some

(pron); fall (n) – fall (v); wind (n) – wind (v); base (n) – base (v); desert (v) – desert (n); hare (n) – hair (n); sewer (n) – sewer (n); corn (n) – corn (n).

9. 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).*

SEMINAR 4
SEMANTIC RELATIONS AND CLASSIFICATIONS OF WORDS

1. Intralinguistic Relations of Words.
2. Types of Semantic Relations. Proximity. Equivalence.
3. Inclusion. Hyponimic Structures. Opposition.
4. Semantic Classification of Words. Synonymy.
5. Lexical and Terminological Sets, Lexico-Semantic Groups and Semantic Fields.
6. Antonymy. Classification of Antonyms.

Key words: intralinguistic relations, syntagmatic relations, paradigmatic relations, semantic relations, proximity, equivalence, inclusion, opposition, polar oppositions, relative oppositions, hyponymic relations, classifier, hyperonym, hyponym, synonym, stylistic synonymy, ideographic synonymy, ideographic-stylistic synonymy, synonymic dominant, lexical sets, lexico-semantic groups, semantic fields, antonym

TASKS

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

1)

wage	a fixed regular payment, typically paid on a daily or weekly basis, made by an employer to an employee, especially to a manual or unskilled worker
salary	a fixed regular payment, typically paid on a monthly basis but often expressed as an annual sum, made by an employer to an employee, especially a professional or white-collar worker

pay	the money paid to someone for regular work
fee	a payment made to a professional person (e.g. to a lawyer, writer) or to a professional or public body in exchange for advice or services
income	money received, especially on a regular basis, for work or through investments

2)

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

1) common feature:
   differentiating features:

2) common feature:
   differentiating features:

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

1) train, light lorry, bicycle, vehicle, cabriolet, car, heavy lorry, estate car, motorcycle, bus, lorry, three-door hatchback, three-way dump truck;

2) turtle, mammal, squirrel, animal, reptile, seal, tiger, lizard, leopard, fox, wolf, iguana, bear, snake, feline, panther.

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

Model: The man was <u>murdered</u>. – The man was <u>poisoned</u>.

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

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

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

Model: *love – worship*

Love – an intense feeling of deep affection *Worship* – the feeling of profound reverence and strong adoration	Emotive charge and expressiveness (intensity) are different.

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

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

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

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

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

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

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

7. 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.

8. Arrange the following units into two lexical and two terminological sets. Give them corresponding names.

Detached house, wire-haired fox terrier, climbing robe, bull terrier, disk, horse (vaulting horse), hardware, multi-storey block of flats, monitor, terraced house, Scottish terrier, mainframe, trampoline, interface, Bedlington terrier, floor, high-rise block of flats, landing mat, Pekinese, asymmetric bars, software, weekend house, springboard, server, cottage, beam, semi-detached house.

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

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

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

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

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

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

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

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

SEMINAR 5
WORD-STRUCTURE IN MODERN ENGLISH

1. Morphemes. Classification of Morphemes.
2. Types of Meaning in Morphemes.
3. Morphemic Types of Words.
4. Types of Word-Segmentability.
5. Procedure of Morphemic Analysis.

Key words: morpheme, allomorphs, root-morphemes, non-root morphemes, inflection, affix, prefix, suffix, free morphemes, bound morphemes, semi-bound (semi-free) morphemes, monomorphic words, polymorphic words, monoradical words, polyradical words, word-segmentability, the Immediate Constituents (ICs), the Ultimate Constituents (UCs).

TASKS

1. Segment the following words into morphemes. Define (a) the semantic types and (b) the structural types of morphemes constituting the given words.

Model: *aimless*
The word *aimless* can be segmented into two morphemes: *aim-* + *-less.*
semantically *aim-* is a root-morpheme; *-less* is an affix.
structurally *aim-* is a free morpheme; *-less* is a bound morpheme.

Beggarly, postman, shorten, destabilize, sympathy, fruitfulness, maltreatment, disaffected, overrule, photographic, half-eaten, theory, rent-free.

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

Model: *weekly*
The lexical meaning of the root-morpheme *week-* is 'a period of seven days'. The lexical meaning of the affixational morpheme *-ly* is 'frequency'. The word *weekly* is rendered in Ukrainian by the word *щотижня.*

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

3. Define the morphemes the differential meaning of which helps to distinguish between words in the given sets.

Model: *phraseology, ideology, mythology, neurology*
The morphemes *phrase-, ide(a)-, myth-* and *neuro-* possess the differential meaning as each of them may serve to distinguish the word it forms from the other words in the given set.

1) notebook, copybook, exercisebook, textbook; 2) crossroads, cross-legged, crosswind, cross-current; 3) city-based, hospital-based, ocean-based, foreign-based; 4) forefoot, forehead, forepart, foreground; 5) raspberries, elderberries, strawberries, cranberries.

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

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

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

5. Analyze the following words according to their morphemic types. Define the subtypes of polymorphic words. Classify polyradical words into two groups: 1) words consisting of two or more roots with no affixational morphemes; 2) words containing two roots and one or more affixational morphemes.

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

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

6. Group the words according to the type of word-segmentability they may be referred to.

Model: *exceed, tablet, lifeless*

Complete segmentability	Conditional segmentability	Defective segmentability
lifeless …	exceed …	tablet …

Hostage, nameless, fraction, perceive, pocket, discuss, feminist, contain, overload, pioneer, underestimate, proceed, athlete, pretend, amoral, mirror, unfriendly, assist, gooseberry, obsess, carefulness, manic, attract, budget.

7. Analyze the following words from the point of view of their ICs and UCs applying an affix or a root principle.

Model: *uncommonly*
The morphemic analysis of the word uncommonly is based on the application of the affix principle and includes the following stages:
    uncommon- (IC) + -ly (*strangely,* sad**ly**) (IC/UC);
    un- (***un**safe,* ***un**clean*) (IC/UC) + -common (IC/UC).
The word consists of 3 UCs.

Independence, beautifulness, unforgettable, ultra-creative, spotlessness, disrespectful, unladylike, disarmament, injustice, disobedience.

SEMINAR 6
WORD-FORMATION IN MODERN ENGLISH

1. Types and Ways of Forming Words.
2. Affixation. Classification of Suffixes.
3. Prefixation. Classification of Prefixes.
4. Productive and Non-Productive Affixes.
5. Etymology of derivational Affixes.
6. Valency of Affixes and Bases.

Key words: word-formation, word-derivation, affixation, conversion, word-composition, shortening, blending, acronymy, sound interchange, sound imitation (onomatopoeia), distinctive stress, back-formation, suffixation, deverbal suffixes/prefixes, denominal suffixes/prefixes, deadjectival suffixes/prefixes, monosemantic suffixes/prefixes, polysemantic suffixes/prefixes, prefixation, reversative prefixes, pejorative prefixes, locative prefixes, productive affixes, non-productive affixes, hybrids, valency

TASKS

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

Model: *net* < internet
The initial part of the original word is cut off. Consequently, the new word refers to the first group.

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

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

Model: *to guesstimate, seadrome*
The verb *to guesstimate* is formed by combining the words *guess* and e*stimate*. The given blend may be transformed into a phrase consisting of complete stems combined by the conjunction *and*. Thus, *to guesstimate* belongs to the additive type of blends.
The noun *seadrome* is formed by combining the words *sea* and *airdrome*. The given blend may be transformed into a phrase, the first element of which serves as modifier to the second. Thus, *seadrome* belongs to the restrictive type of blends.

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

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

Netiquette, emoticon, netizen, technophobe.

4. According to their pronunciation classify the given acronyms into two groups: 1) those that are read as ordinary English words; 2) those with the alphabetic reading.

Model: *NATFHE* [ˈnæftɪ] – National Association of Teachers in Further and Higher Education (group 1); *MP* [ˈemˈpiː] – Member of Parliament (group 2)

NATO – North Atlantic Treaty Organization, *UNO* – United Nations Organization, *WHO* – The World Health Organization, *BUPA* – British United Provident Association, *AGM* – annual general meeting, *WI* – Women's Institute, *UCAS* – Universities and Colleges Admissions Service, *IRA* – Irish Republican Army, *NASA* – National Aeronautics and Space Administration, *CID* – Criminal Investigation Department, *SALT* – Strategic Arms Limitation Talks, *UEFA* – Union of European Football Associations, *IQ* – intelligence quotient, *NAAFI* – Navy, Army, and Air Force Institutes, *MRBM* – medium-range ballistic missile, *FBI* – Federal Bureau of Investigation, *TEFL* – teaching of English as a foreign language, *UFO* – unidentified flying object, *UNRRA* – United Nations Relief and Rehabilitation Administration, *VIP* – very important person, *FIFA* – Federal International Football Association, *GI* – government (or general) issue.

5. Group the words formed by sound-interchange into: 1) those formed by vowel-interchange or ablaut (& suffixation); 2) those formed by consonant-interchange; 3) those formed by combining both means, i.e. vowel- and consonant-interchange.

Model: *relief* (n) – *relieve* (v): consonant-interchange

Long (adj) – length (n), speak (v) – speech (n), wreathe (v) – wreath (n), bake (v) – batch (n), strike (v) – stroke (n), house (n) – house (v), breathe (v) – breath (n), believe (v) – belief (n), full (adj) – fill (v), lose (v) – loss (n), prove (v) – proof (n), knot (n) – knit (v), glaze (v) – glass (n), shelve (v) – shelf (n), wake (v) – watch (n), loathe (v) – loath (n), use (v) – use (n), sing (v) – song (n), clothe (v) – cloth (n), bite (v) – bit (n), halve (v) – half (n), abide (v) – abode (n), serve (v) – serf (n), deep (adj) – depth (n), bathe (v) – bath (n), ride (v) – road (n).

6. Match the Ukrainian words with their English equivalents.

Ukrainian	English
1. писк	1. grumble
2. бах (сильний удар)	2. hushaby/hush
3. хихотіти	3. pop
4. мукати	4. thump-thump
5. квакати	5. cheep
6. буркотіти, бурчати	6. giggle
7. свист	7. moo
8. тук-тук	8. croak
9. баю-бай, заколисувати	9. whiz
10. кукати	10. bang
11. нявкати	11. babble
12. шикати	12. quacking
13. дзижчати	13. neigh
14. лепет, базікання, балаканина	14. mew
15. хлоп, ляскати	15. mumble
16. крякання	16. fizz
17. бубоніти, бурмотати, шамкати	17. boo
18. шипіти	18. cackle
19. кудкудакати	19. buzz
20. іржання	20. cuckoo

7. From the sentences given below write out the words built up by back-formation. Give the original words from which they are formed.

Model: They commentate on live Monday matches.
The word *commentate* (v) is formed by means of back-derivation. The word from which it was formed is *commentator* (n).

1. They both enthused over my new look. 2. She didn't like that he frivoled in such a serious situation. 3. It was pure greed that made me finish all those chocolates. 4. They've asked me to edit one of the volumes in their new series of Shakespeare plays. 5. The police found the people who burgled our house while we were away on holidays. 6. They televised a live debate between the party leaders. 7. There is no one today worth butling for. 8. The existing systems begin to obsolesce. 9. They didn't want him to orate at the meeting. 10. I was very peeved by his refusal to cooperate.

11. I intuited his real identity. 12. Mountain peaks are classified according to their shape.

8. What serves as a word-formation means in the given pairs of words. Stress these words.

Model: *alternate* (v) – *alternate* (adj)
The distinctive stress is a word-formation means in the given pair of words: *alternate* (v) [ˈɔːltəneɪt] – *alternate* (adj) [ɔːlˈtɜːnət].

1) compound (n, adj) – compound (v); 2) perfect (adj) – perfect (v); 3) permit (n) – permit (v); 4) progress (n) – progress (v); 5) frequent (adj) – frequent (v); 6) affix (n) – affix (v); 7) contact (n) – contact (v); 8) insult (n) – insult (v); 9) abstract (adj) – abstract (v); 10) decrease (n) – decrease (v); 11) protest (n) – protest (v); 12) produce (n) – produce (v); 13) survey (n) – survey (v); 14) conflict (n) – conflict (v); 15) subject (n, adj) – subject (v).

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

Workmanship, comradeship, musicianship, chairmanship, friendship, professorship, showmanship, lectureship, kinship, sportsmanship, acquaintanceship, studentship, salesmanship, doctorship, partnership.

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

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

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

Model: *favour:* улюблений автор – сприятлива погода
The English for улюблений автор is *a favourite author*. The English for сприятлива погода is *favourable weather*.

1) *exhaust:* виснажлива работа – вичерпна відповідь; 2) *history:* історична перемога – історичний фільм; 3) *honour:* почесний громадянин – почесний обов'язок; 4) *respect:* ввічливий тон – пристойна поведінка; 5) *skill:* кваліфікований робітник – досвідчений, умілий хирург; 6) *culture:* культурне життя – культурна людина; 7) *touch:* зворушливі слова – вразлива людина;

8) *delight:* захоплені глядачі – чудові канікули; 9) *economy:* економічна криза – економні витрати; 10) *contempt:* нікчемний зрадник – презирлива посмішка.

12. Combine the prefixes in the box with the appropriate derivational base from the list. Classify the prefixes according to the lexico-grammatical character of the base they are attached to and according to the part of speech they form.

Model: *dis-*

The prefix *dis-* can be combined with the bases: *-advantage, -favour, -order.* It is added to the nominal bases to form new nouns. Thus, this prefix can be qualified as a <u>denominal</u> and <u>noun-forming prefix</u>.

dis-, il-, non-, ir-, un-, im-, in-, de-, a-

Legal, relevant, mature, regulate, moral, ability, payment, happy, responsible, patient, stabilize, honour, smoker, learn, formally, typical, logical, rational, possible, classify, agreement, verbal, lock, practical, dependently, mystify, resistible, sensual, literate, obedience, academic, tie, adequately, septic, clean.

*13. Analyze different meanings of the prefix **over-** forming the given words. Classify these words according to the generalizing meaning of the prefix **over-** under the following headings: 1) 'excess'; 2) 'time (age)'; 3) 'position or place'; 4) 'addition'; 5) 'outer, covering'; 6) 'a person engaged in a certain activity or an agent of an action'.*

Model: *overlord* (n), *overpaint* (n), *overeager* (adj)

As the noun *overlord* means 'a ruler, especially a feudal lord', it refers to group 6. The word *overpaint* has the meaning 'paint added as a covering layer' and may be referred to group 5. The adjective *overeager* means 'excessively eager' and so it refers to group 1.

Overlay (v, n), over-king (n), over-forty (n), overdevelop (v), overhang (v), overprint (v), overcoat (n), overambitious (adj), overseventeen (n), overhead (adv), overreacher (n), overtime (adv), overstitch (n), overman (n), overprotective (adj), overseer (n), overcast (v), overfly (v), overdose (n), overtwenty (n), overlap (v), overnighter (n), overleaf (adv), overdub (v), overboot (n), overcareful (adj), overside (adv), overlooker (n), overall (n), overdress (v), overground (adj), overlander (n).

*14. The prefix **pre-** making up the italicized words has two different meanings. Write 'X' in the space provided if it means that one thing happens before another. Write 'Y' if it means that something has already been done.*

1. I hate the *pre-Christmas* panic that seems to hit my family in the middle of December.

…

2. Eventually the *pre-paid* envelopes were sent from the mail order company.

…

3. His *preconceived* ideas made it impossible for anyone to get him to listen to

their side of the argument.

…

4. There were many *pre-fourteenth* century portraits in the exhibition.

…

5. The jury unanimously reached the decision that the killing was *premeditated.*

…

6. He married late and his wife *predeceased* him.

…

7. Bake the cake in a *pre-heated* oven for twenty minutes.

…

8. Ann had invited us round early for a *pre-dinner* drink.

…

9. Some football players develop a special routine to cope with *pre-match* nerves.

…

10. We had been given tickets to a *preview* of the film.

…

15. Form adjectives from the italicized words given in brackets by means of attaching appropriate suffixes to them. Analyze the valency of the adjective-forming affixes in terms of the bases they are attached to.

Model: The time seemed to stretch out in a *(dream…)* manner
The adjective-forming suffix *-like* is attached to the nominal base *dream-* to form the adjective *dreamlike.*

1. She smiled a slightly *(ironic...)* smile. 2. He felt very *(protect...)* towards her and loved her dearly. 3. The newspapers printed a shocking and *(shame...)* story. 4. She slept on a *(collapse...)* bed with rough, *(prickle...)* sheets. 5. He filled the frequent silences with *(comic...)* anecdotes. 6. There were two letters from Michael, warm, *(humor...),* and full of information. 7. Mr and Mrs Bixby lived in a *(small,..)* apartment. 8. His voice was cold and *(dead...).* 9. I have extra French lessons with a *(retire...)* schoolmaster. 10. Judy was very *(compliment...)* about my work. 11. There is the danger of an *(accident...)* explosion that could be caused by a gas leak. 12. I understood that it was *(permit...)* to ask a question. 13. She thought how *(fool...)* he'd been and was not angry any more. 14. It's time you chose between the two *(alternate...)* lifestyles.

16. Add appropriate suffixes to the verbal bases to form words corresponding to the meaning of the given sentences. Analyze the valency of the verbal bases in terms of the suffixes they can be combined with.

Model: There was an ... story in the paper this morning. (amuse)
The verbal base *amuse-* is combined with the adjective-forming suffix *-ing* to form the adjective *amusing.*

1. He made himself ... by handing round the coffee cups. (use) 2. He felt strongly that schools did not provide the kind of ... needed for the development of good leadership qualities which should be instilled from early childhood. (encourage) 3. The photos made him look quite ... . (attract) 4. He explained that he would like to become ... in industry (manage) 5. Mr Smith told me a lot about ... of printing in the 15th century. (invent) 6. Deaths caused by reckless driving are ... . (avoid) 7. Her ... on staying in the best hotel was very ... and ... . (insist, tire, annoy) 8. She is suing the company for unfair ... . (dismiss) 9. My little daughter has an ... friend. (imagine) 10. I did not want to encounter other ... to the post. (appoint)

SEMINAR 7
CONVERSION

1. Conversion. Typical Semantic Relations in Conversion.
2. Basic Criteria of Semantic Derivation in Conversion.
3. Word-Composition. Types of Meaning of Compound Words.
4. Classification of Compound Words.

Key words: conversion, verbalization, substantivation, adjectivation, adverbalization, denominal verbs, deverbal substantives, word-composition, distributional pattern, derivational pattern, coordinative compounds, subordinative compounds, compounds proper, compound-shortened words

TASKS

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

Model: Still water of the lake *mirrors* the trees.
The word *mirror* is a verb which is derived from the noun *mirror* by means of conversion.

1. That fellow really *whatevers* me. 2. She made a two-part *documentary* about the war in Kosovo. 3. Local politicians were found to *pocket* the money of fund-raisers. 4. This video is a *must* for everyone. 5 The story was in all the *dailies.* 6. Will you *holiday* in Switzerland? 7. He *busied* himself with plans for the future. 8. There is a great deal of difference between *before* and *after.* 9. I asked him to *modem* this information tomorrow. 10. It was a good *buy.* 11.1 don't like a chemistry *practical.* 12. His skin was *weathered* almost black by his long outdoor life. 13. The path is steep and dangerous in the *wet.* 14. I won't join your plan. There are too many *ifs* and *buts* in it. 15. The army's actions *dirtied* its reputation.

2. Apply the criterion of derivational relations to define the derived member in the given conversion pairs.

Model: *float* (n, v): float*able*, float*er*, float*ation*, float*ing*
As the derived words of the first degree of derivation have affixes added to the verbal base, the noun *float* is the derived member.

Nouns derived from verbs: …

Verbs derived from nouns: …

Call (n, v), time (n, v), break (n, v), age (n, v), effect (n, v), recover (n, v), harm (n, v), mix (n, v), sleep (n, v), wash (n, v).

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

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

Boathouse – houseboat; play-boy – boy-play; pot-flower – 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.

4. Distribute the given compound words according to their derivational patterns into three groups: 1) compounds of the n + n → N pattern; 2) compounds of the a + a → A pattern; 3) compounds of the n + v$_{ing}$ → N pattern. Define the generalized meaning of these patterns.

Model: *greenhouse, sweetmeat, lazybones, low-class, darkroom*
The derivational pattern a + n → N expresses the generalized meaning: I) of purpose: *greenhouse, darkroom*; 2) of certain qualities of an object: *sweetmeat, lazybones, low-class*.

Dog-fighting, garden-party, white-hot, summer-house, south-east, peace-loving, raincoat, breath-taking, light-green, sea-front, picture-going, suitcase, blue-black, day-train, summer-flowering, dark-purple, textbook, tea-teaching, season-ticket, awe-inspiring, red-hot, bath-robe.

5. Choose one of the compound words from the box to fill in the gaps in the sentences given below. Give lexical meanings of these compound words.

to keyboard, a shareholder, a breakdown, awestruck, to blackball, a plantswoman, an argy-bargy, lowbrow, pea-souper, a bodyguard, a go-getter, a scatterbrain

1. Today's ... forced drivers to slow down that caused an enormous traffic congestion. 2. All the data then has to be ... . 3. You are getting on my nerves. I won't discuss this matter with such a... as you are. 4. She moved to London after the ... of her marriage. 5. Fred has been working as a ... for the last few years. 6. He has to

leave the club as all its members... him. 7. Her aunt is a ... of a big prosperous company. 8.I can't stand many ... programmes showed on TV every day. 9. She has a reputation as a real... . 10. We sat in ... silence hearing the truth at last. 11. We didn't know how to plant these bushes and asked a ... to consult us. 12. We became unintentional witnesses of a bit ... between actors and their director.

6. Group the given compound words according to the relations between the ICs into: 1) coordinative compounds; b) subordinative compounds. Within the coordinative type of compound words single out: a) reduplicative compounds; b) phonically variated rhythmic twin forms; c) additive compounds.

Model: *tip-top, snow-white*

The compound *tip-top* meaning 'of the very best class or quality; excellent' is a coordinative compound formed by joining the phonically variated rhythmic twin forms (group b). The compound word *snow-white* meaning 'very white' is a subordinative compound.

Wolf-dog, duty-free, blah-blah[1], secretary-stenographer, ticky-tacky[2], road-building, chi-chi[3], wrist-watch, dark-brown, ping-pong, ha-ha[4], a baby-sitter, Anglo-Saxon, riff-raff[5], knowledge-hungry (eyes), willy-willy[6], fighter-bomber, week-long, rugger-bugger[7], fact-filled (report), easy-peasy[8], boy-friend, war-weary (people), hush-hush[9], iron-poor (blood), hob-nob[10], home-sick, oak-tree, hand-made, willy-nilly[11], world-famous.

[1] *blah-blah* – 'used to refer to something which is boring or without meaningful content'

[2] *ticky-tacky* – '(especially of a building or housing development) made of inferior material cheap or in poor taste'

[3] *chi-chi* – 'attempting stylish elegance but achieving only an over-elaborate affectedness'

[4] *ha-ha* – 'a ditch with a wall on its inner side below ground level, forming a boundary to park or garden without interrupting the view'

[5] *riff-raff* – 'disreputable or undesirable people'

[6] *willy-willy* – 'a whirlwind or dust storm'

[7] *rugger-bugger* –'a boorish, aggressively masculine young man who is devoted to sport'

[8] *easy-peasy* – (inf) 'very straightforward and easy (used by or as if by children)'

[9] *hush-hush* – '(especially of an official plan or project) highly secret or confidential'

[10] *hob-nob* – 'to mix socially, especially with those of perceived higher social status'

[11] *willy-nilly* – 'whether one likes it or not'

7. Distribute the given compound words according to the part of speech they represent into five groups: 1) compound nouns; 2) compound adjectives; 3) compound pronouns; 4) compound adverbs; 5) compound verbs. Make a diachronic division of the compound verbs into: a) verbs formed by means of conversion; b) verbs formed by means of back-derivation.

Model: *heartfree, to postcard*

Heartfree is a compound adjective (group 3). *To postcard* is a compound verb (group 5) formed by means of conversion from the noun *a postcard* (subgroup a).

Nation-wide, everyone, elsewhere, sleeping-car, to honeymoon, sweet-smelling, to vacuumclean, sunbeam, anybody, to finger-print, time-server, upright, housekeeping, to care-take, something, sick-making, to nickname, maidservant, to sightsee, reddish-brown, outside, to whitewash, nobody, to type-write, dog-tired, to week-end, downhill, broadway, to fortune-hunt, everything, to hunger-strike, knee-deep, indoors, to merry-make.

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

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

Make-and-break, saleswoman, up-to-date, heart-beat, down-and-out, electromotive, pale-blue, tragicomic, matter-of-fact, day-time, handiwork, up-and-coming, wind-driven, mother-in-law, oil-rich, craftsmanship, spokesman, sit-at-home, play-acting, good-for-nothing, Anglo-Saxon, blacklist, bridesmaid, one-to-one, water-mark, step-by-step, politico-military, sunflower, Anglo-Catholic, door-handle, out-of-town.

SEMINAR 8
WORD-GROUPS AND PHRASEOLOGICAL UNITS

1. Lexical and Grammatical Valency.
2. Structure and Classification of Word-groups.
3. Types of Meaning of Word-groups.
4. Motivation in Word-groups.
5. Free Word-groups Versus Phraseological Units Versus Words.
    5.1. Structural Criterion
    5.2. Semantic Criterion
    5.3. Syntactic Criterion
6. Classification of Phraseological Units.
7. The Origin of Phraseological Units.

Key words: word-group, collocability, lexical valency, grammatical valency, cliché, syntactic structure, syntactic pattern, motivation, phraseological unit, free word-group, semantic unity, syntactic fixity, structural divisibility, morphological

stability, transference of phraseological units, phraseological fusions, phraseological unities, phraseological collocations, one-top units, two-top units, phraseologisms

TASKS

1. 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.

a) *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.

b) *mistake, error*

1. I was trying to dial my mother's number but I ended up phoning my friend by .... 2. Goods dispatched to your branch were in ... . 3. The crash was caused by human ... . 4. She made the ... of thinking they were important. 5. It's time you pointed out to him the ... of his ways. 6. Children learn from their ... . 7. Mrs Smith's huge phone bill was the result of a computer ... . 8. The accident was caused by a(n) ... of judgment on the part of the pilot. 9. He is an odd character and no ... . 10. If we don't finish the job today they won't pay us; make no ... about it. 11. I taught myself how to cook through trial and ... .

2. State meanings of the given polysemantic adjectives on the basis of their lexical valency, i.e. with the help of nouns they are combined with.

M o d e l: *smart:* 1) shirt, car, garden, officer; 2) person, child, carpenter 3) blow, rise/fall, attack; 4) restaurant, set (society)

According to its lexical valency the adjective *smart* has the following meanings: 1) neat and stylish in appearance; 2) good or quick in thinking, clever; 3) quick and forceful; 4) being or used by very fashionable people.

full: 1) bottle, glass, train, drawer, mouth; 2) truth, name, address year, height; 3) speed, marks, force, gallop;

dry: 1) shirt, soil, paint; 2) climate, month, heat, summer; 3) sherry, wine; 4) book, subject, lecture, text; 5) joke, answer, humour, thanks, manners;

broad: 1) shoulders, river, chest, staircase, smile; 2) lands, plains, fields; 3) opinions, view, taste, ideas; 4) outline of a plan (framework), sense; 5) hint, statement, purpose, distinction; 6) joke, laugh, story, humour;

ugly: 1) face, man, houses, furniture, building, picture, surroundings; 2) scene, wound, confrontation, clouds; 3) ideas, feelings, rumours, moment;

wide: 1) road, gate, river, gap, avenue, foot; 2) interests, experience, support, variety, selection, choice.

3. Analyze the lexical valency of the polysemantic words to run and to charge. Translate the sentences into Ukrainian.

<center>to run</center>

1. The horse *runs.* 2. The film *runs* for two hours. 3. The water *runs 4.* The tap *runs.* 5. His nose *runs.* 6. The motor *runs.* 7. The wine *ran* over the floor. 8. The whole argument *runs* on this point. 9. She *ran* the water into the bath-tub. 10. He *ran* his business well. 11. The ice-cream is beginning to *run.*

<center>to charge</center>

1. He *charged* the man ten cents for the pencil. 2. He *charged* the battery. 3. He *charged* them to do their duty. 4. He *charged* these goods to the man's account. 5. The soldiers *charged* the enemy. 6. I don't want to *charge* my memory with trifles. 7. The judge *charged* him with the crime.

4. 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.

5. Replace the italicized words by the corresponding phraseological units from the box.

> 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 lo *the aristocracy;* you can tell by the way she walks and talks. 12. Publishers are well aware that rumours 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.

6. Choose the correct phraseological unit from the box 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 tell 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 wallpapering.

7. True or false? Say whether the phraseological units in the following sentences are used correctly (true) or incorrectly (false).

I. He goes there often – at least *once in a blue moon.* 2. He didn't have much power; he has *only a figurehead* 3- It's not new; it's *second-rate.* 4. My grandmother has been married for fifty years and she's still a very happy *old maid.* 5. I don't understand it; it's *all Greeek to me.* 6. You would probably feel very proud if someone *gave you the sack. 7.* He was so hungry that he *ate his heart out:* 8. We ate *potatoes in their jackets* last night. 9. He loved animals and spent a lot of his free time *in the doghouse.* 10. This book *is dog-eared.* I can't possibly sell it.

8. Complete the following proverbs choosing from those marked a-p. Then try to explain what each proverb means.

1. Honesty…	a) … less speed.
2. Better late...	b) ... gathers no moss.
3. Still waters...	c) ... twice shy.
4. Actions...	d) ... lie.

5. More haste...   e) … while the sun shines.
6. A fool and his money...   f) … is the best policy.
7. All's well...   g) … was not built in a day.
8. A rolling stone...   h) … than never.
9. A stitch in time...   i) … leap.
10. Don't count your chickens...   j) … are soon parted.
11. Strike...   k) … run deep.
12. Let sleeping dogs...   l) … that ends well.
13. Look before you...   m) … while the iron is hot.
14. Once bitten...   n) … before they are
15. Make hay...   o) … saves nine.
16. Rome...   p) speak louder than words

9. Match up the definitions on the left (a-g) with the correct phraseological unit on the right (1-7).

a) to be impudent enough to   1. to have two faces
b) to become opposed to   2. to face the music
c) to grimace   3. to face someone with
d) to appear courageous   4. to set one's face against
e) to make one's appearance   5. to make a face or faces
f) to accuse someone with   6. to show one's face
g) to be hypocritical   7. to have the face to

10. Analyze the origin of the following phraseological units and explain their meaning.

Cross the Rubicon, Solomon's judgement, shed crocodile tears, the sword of Damocles, a doubting Tom, the hub of the universe, in the seventh heaven, Achilles' heel, Procrustean bed, an apple of discord, the horn of plenty, a baker's dozen, a Peeping Tom, Hobson's choice

SEMINAR 9
VARIANTS AND DIALECTS OF THE ENGLISH LANGUAGE

1. The Main Variants of the English Language.
    1.1. Variants of English in the United Kingdom
    1.2. Variants of English outside the British Isles.
2. Some Peculiarities of British English and American English.
3. Local Dialects in Great Britain.
4. Local Dialects in the USA.
5. Social Variation of the English Language. Gender Issues.

Key words: Standard English, territorial variants, local dialects, British English, Scottish English, Irish English, American English, Canadian English, New Zealand English, South African English, Indian English, historical Americanisms, proper Americanisms, specifically American borrowings, American shortenings, African-American Vernacular English, Canadianisms, rhyming slang, Southern dialects, Cockney, Estuary English, Received Pronunciation (RP), Northern and Midlands dialects, Yorkshire dialect, pidgin, political correctness

TASKS

1. Match the italicized Scottish English words from the sentences with the corresponding Standard English words given in the box.

Model: She devoted her *(anam)* to helping others.
The corresponding Standard English word to the Scottish English word *anam* is *life:* She devoted her *life* to helping others.

> knot, conversation, packet, hole, journey, life, window. stone, knowledge, dignity, coffee

1. I've heard you visited several European countries last summer. Did you like your *(turus)*? 2. Why did you throw a *(artan)* at the dog? It could bite you. 3. Ann faced the news of the catastrophe with *(onoir)*. 4. Can you tie a *(snaim)* in the end of my thread? 5. Don't open the *(uinneag)*. You can catch a cold. 6. Do you take sugar in your *(uilm)?* 7. A *(pasgan)* of brochures arrived in the post. 8. The teacher's comments are designed to help improve your *(fios)* and understanding. 9. Later in the evening, the *(caig)* turned to politics. 10. Workers dug a 30-foot *(toll)* in the ground. 11. She devoted her *(anam)* to helping others.

2. Replace the italicized Irish words with Standard English words from the box.

Model: Will you sit on the *tolg,* please, and wait for Peter coming.
The Irish word *tolg can* be replaced by the Standard English word *sofa:* Will you sit on the *sofa,* please, and wait for Peter coming.

> noise, basket, choice, thorn, distress (hardship), *sofa,* rag, while, friend, wall, steam

1. I'll have to stop for a minute – I must have a *dealg* in my foot. 2. Wait till you see the *gal* off the kettle and then wet (pour boiling water on) the tea. 3. There is always some *cruatan* or other in that family – what is it with them? 4. There was a *trup* outside the door. 5. I haven't seen him for a *tamall.* 6. He drove straight through *falla* with the new car last night. 7. Where did you find that old *balcais*? 8. Get me a *scib* of turf for the fire. 9. Helga is a close *cara* of mine. 10. These people have the *togha* of whether to buy a house or rent one. 11. Will you sit on the *tolg,* please, and wait for Peter coming.

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

Model: The truck pulled up near where two men were already standing by the edge of a deep canyon.

The word *truck* belongs to the group of proper Americanisms (b), while the word *canyon* is a specifically American borrowing (c).

1. Do you want to take the elevator or use the stairs? 2. We haven't heard from him since last fall. 3. John has made his own pirogue and now wants to show it to his friends. 4. If I am late I'll call you from a telephone booth. 5. I guess I'll never be able to explain what has happened between us. 6. I am very tired. I'd like to sleep in the hammock in the garden. 7. He stayed at home caring for his sick wife. 8. He left the faucets running and the bath overflowed. 9. Have you ever seen a tomahawk used by North American Indians in war and hunting? 10. We went to the museum by subway.

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

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

5. Here are the examples of Cockney rhyming slang. Match the words given in the left column with the phrase given in the right column.

Model: cousin (2) – baker's dozen (6)

1. believe	1. dog and bone
2. *cousin*	2. round the houses
3. phone	3. Tom and Dick
4. thief	4. Tomfoolery
5. sick	5. elephant's trunk
6. sister	6. *baker's dozen*
7. trousers	7. plates of meat
8. talk	8. skin and blister
9. feet	9. north and south
10. nose	10. ones and twos
11. drunk	11. Adam and Eve
12. mouth	12. I suppose
13. shoes	13. two-and-eight
14. jewelry	14. tea leaf
15. state	15. rabbit and pork

6. 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 he paid'

The word *bill* is used in British English.

1) *tuxedo* – 'a man's dinner jacket'; 3) *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'.

7. Give analogous oppositions in the other variant of English to the words from task 6.

Model: *bill*

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

SEMINAR 10
ENGLISH LEXICOGRAPHY

1. An Outline of British Lexicography.
2. Historical Development of American Lexicography.
3. Classification and Types of Dictionaries.
4. Some of the Main Problems in Lexicography.
5. Computational Lexicography. Electronic Dictionaries.

Key words: lexicography, dictionary, encyclopedic dictionaries, linguistic dictionaries, general dictionaries, specialized dictionaries, frequency dictionary, rhyming dictionary, a Thesaurus, etymological dictionaries, pronouncing dictionaries, synonymic dictionaries, explanatory dictionaries, translation dictionaries, monolingual

dictionaries, bilingual dictionaries, diachronic dictionaries, synchronic dictionaries, electronic dictionaries, computational lexicography, on-line dictionaries, CD-ROM dictionaries

TASKS

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

a) apple – cucumber, cat – mouse, red – pink, fast – quick, kiss – love, chair – table, jump – run, speak – tell, shirt – trousers, bonnet – hat;
b) cake – charm, fight – frost, go – guy, hot – hunt, mark – memory, plate – push, ray – remark, sit – short, tee – track, walk – white;
c) kick – kiss, still – stop, hear – herb, tenor – terrific, fresh – friend, bless – blow, lily – little, modern – moon, ready – rein, teach – text;
d) card – carpet, plan – plastic, mild – million, pile – pilot, free – fresh, roof – root, spade – spark, thick – third, welfare – Welsh, opponent – oppress.

2. Make a word chain by writing in the links the letters of the 14 words whose Ukrainian equivalents are given to you. Begin at the top and move clockwise around the circle. Each word overlaps with the next word: that is the final two letters of each word are the first two letters of the following word. (The number of letters in each word is shown in parentheses after each clue.)

відповідь (6)
стирати (гумкою) (5)
море (3)
кожний (4)
підборіддя (4)
усередині (6)
мертвий (4)
доданий (5)
виховувати (7)
сльоза (4)
арешт (6)
зупинятися (4)
опера (5)
бігти (3)

3. 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.

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

This is your **room.** The **Home** Office regulations insisted that we should be on an upper storey with barred windows. We have had to put the **bars** in specially. They will be **charged** for in the **bill.**

From: "**Decline** and **Fall**" *by D.H. Lawrence.*

5. What comes first in your dictionary? Are these words in the same entry or not?

cooly__	or cooler__
disproof__	or disprove__
frog-spawn__	or frog-march__
lawful__	or lawmaker__
harden__	or hardly__
sweetbread__	or sweetness__

6. Make up compounds by bringing together stems. Consult a monolingual dictionary.

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

7. What words below denote things which can be bought in a shop? Consult a monolingual dictionary.

shoehorn

shoemaker

dress rehearsal

shoe-lace

ball-gown

shirt-front

shoe-tree

dress shirt

night-gown

shoeshine

dress-circle

shirtwaist

8. Translate the following words into Ukrainian. What words denote things necessary to serve tea or coffee?

tea-caddy__   tea-clipper__
tea-cosy__   tea-kettle__
high tea__   coffee grinder__
coffee-cup__   tea-garden__
table-cloth__   coffee-room__
coffee-grounds__   tea-house__
table-water__   table-talk__
table-mat__   table-towel__

9. Cross out the consonants that are not pronounced. Consult your monolingual or pronouncing dictionary.

lamb	debt	gnat	comb
sign	hour	knit	might
bomb	hymn	hustle	palm
receipt	thumb	sight	sandwich

10. Look up the following words in your monolingual or pronouncing dictionary and make pairs of the words beginning with the same sound.

Week, chess, sugar, champagne, pain, wrong, photo, chorus, authentic, wince, rhythm, ketchup, cease, poetry, saddle, choke, orbit, finance, knee, numeral

11. Make rhyming pairs of words. Consult your monolingual or pronouncing dictionary.

part	touch
lease	though
cough	half
mow	piece
ruff	toff
laugh	fast
cast	start

How many of the following words have /u:/ in their pronunciation? Consult your monolingual or pronouncing dictionary.

coup__   flood__   food__

lute__   cut__   foot__

due__   chew__   nude__

In each of the lists below there is one word that should not be there. Can you find it?

Model: cat, dog, fish, horse. Answer: *fish* – because it lives in water and is not a mammal. Look up the definitions of the words in your monolingual dictionary.

1. football, chess, tennis, cricket
2. milk, juice, water, wine
3. ship, train, boat, submarine
4. skating, singing, swimming, rowing
5. fry, bake, chop, roast
6. provide, donate, borrow, supply
7. snap, nudge, pat, stroke
8. wail, weep, titter, whimper
9. bond, cent, dime, nickel
10. mauve, marvellous, magenta, tangerine

14. We can say a carton of milk and a bottle of wine. What words go together with the following nouns? Consult a monolingual or combinatory dictionary.

a__   of flowers
a__   of sweets
a__   of grapes
a__   of chocolates
a__   of bread
a__   of tights
a__   of jam
a__   of soap

15. Read the following texts. Look up the words in bold type in a monolingual dictionary and write the correct definition for each one.

The use of language **primarily** and **predominantly involves** making noises with our speech organs and receiving other people's speech noises through our ears. It is not a necessary condition of a language **existence** that it should have a written form or indeed any form other than talk. All natural languages had very long history as **solely** speech before they were ever written down or became **associated** with rules of spelling and punctuation. Many languages exist in the world today which have still never been written down. Most of the changes that **affect** languages in time and **space**

(the difference between Chaucer's English and our own, for instance, or the difference between British and American English) are to be explained in terms of language as *spoken* and *heard*. Most of the difficulties we **experience** in using language in what we have called here its more **'exotic'** ways (writing an essay, for example) arise from the fact that our **chief competence** in the use of language lies in talking it.

16. Read the following sentences. Use your general purpose dictionary, synonym dictionary or thesaurus to find a word that could replace the word in bold type. Then find a word that is opposite in meaning.

Model: The fruit shriveled in the hot sun.
        Synonym: withered.
        Antonym: flourished.

1. The **foundation** of the old hotel was damaged in the earthquake.
2. The discovery of DNA has led to many **breakthroughs** in finding cures for hereditary diseases.
3. The man who was **leading** the group through the jungle had been raised there.
4. A **former** Olympic ice-skater has accepted the position of instructor at the skating-rink.
5. The towering decorated tree in the city square was a **marvelous** sight to see.
6. The prairie grass **vanished** in a summer storm of locusts.
7. The two countries decided that a **mutual** trade agreement was the solution to the problem.
8. The beaming child had a look of total **innocence** about herself.
9. Consumers are **reluctant** to change their spending habits.
10. A musty atmosphere **permeated** the room.

17. The following text has been translated into Ukrainian by a lazy student. There are a number of mistakes in the list of Ukrainian equivalents. Find the mistakes and write the correct words. Consult a bilingual dictionary.

The law is one of the most traditional **areas** (1) of national life and the **legal** (2) profession has jealously **protected** (3) its **position** (4) against outside **attack** (5). Its main **virtue** (6) is its independence from the system of government and as such, a safeguard of **civil** (7) **liberties** (8). Its main vice lies in its resistance to reform, and the maintenance of its own **privileges** (9) which may be contrary to **public** (10) interest.

1. ареал
2. легальний
3. здійснювати протекцію
4. позиція
5. атака
6. віртуальний
7. цивільный
8. ліберальність
9. привілея
10. публічний

2. SCHEME OF LEXICAL UNIT ANALYSIS

Each lexical unit is expected to be analysed on the following five levels:
1) derivational level;
2) morphemic level;
3) etymological level;
4) semantic level;
5) stylistic level.

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

1. The *derivational* level of analysis is aimed at establishing the derivational history of the word in question, i.e. at establishing through what word building means it is built and what is its structural 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 ← 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.

3. SCHEME OF LEXICOLOGICAL TEXT ANALYSYS

Etymology

1. a. Pick out 10 native words of the 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 the 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 analyse 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.

Morphological structure and word formation

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 the suffixes according to their origin, meaning, and productivity.

4. a. Point out all the 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.

5. 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.

6. Pick out several words formed by means of shortening and other ways of word-formation.

Semasiology

1. Pick out several instances of semantic change and analyse 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.

Free word-groups and phraseological units

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 the 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.

4. REFERENCE MATERIAL

ETYMOLOGY

Table 1.

Native Words Classification

Words of Indo-European stock (having cognates in the vocabularies of different Indo-European languages)	Words of Common Germanic stock (having parallels in German, Dutch, Norwegian, Icelandic etc. *but none* in Russian or French)
1. Terms of kinship: *father, mother, son, brother, daughter*	1. Nouns: *acorn, apple, ankle, bath, bear, berry, boy, bread, bull, breast, calf, child, cow, crane, summer, winter, storm, rain, ice, ground, bridge, dog, house, shop, room, iron, lead, cloth, hat, shirt, shoe, care, evil, hope, life, need, rest*
2. Calendar: *sun, moon, day, month, year*	2. Verbs: *bake, bind, burn, buy, break, can, come, drive, draw, hear, keep, learn, make, meet, rise, see, send, shoot*
3. Names of animals and birds: *bull, horse, cow, sheep, dog, hen, goat, swine, fish, cat, crow, cock, goose. wolf, beaver*	3. Adjectives: *broad, brown, cold, cunning, dead, deaf, deep, damp*
4. Parts of the body: *arm, hand, eye, foot, heart, chin, bone*	4. Adverbs: *behind, but, much, still, well, yet*
5. Common verbs: *be, do, go, have, come, ask, eat, see, sit, send, sell, think, bear, stand, love, kiss, drink, flu, swim, help, beat*	5. Pronouns: *he, I, we, you, it, self, this*
6. Common adjectives: *hard, quick, slow, white, black, wide, long, good, dark, bare*	6. Prepositions: *by, for, in, of, to, with*
7. Most numerals	
8. Words naming the most important objects and phenomena of nature: *star, wind, water, wood, hill, stone, door, tree*	
9. Domestic life: *house, home, door, floor, stool, knit, weave*	

Table 2.

Characteristic Features of Native Words

Characteristic feature	Illustration
1. High frequency value	They constitute 80% of the 500 most frequent words
2. Wide range of lexical and grammatical valency	*Heel* of Achilles; head over *heels;* cool one's *heels;* take to one's *heels;* show a clear pair of *heels*

3. Developed polysemy	Finger: 1) part of body
	    2) part of a glove
	    3) hand of a clock

4. Monosyllabic structure	Sun, go, do, door, tree
5. Great word-building power	Watch, watcher, watchful, watchfulness, watch-out, watch-dog
6. Enter a number of set expressions	Be on the watch, watch one's step, keep watch, watchful as a hawk

Celtic borrowings (5-6th century AD)

- survived in regional dialect use: *crag* 'deep valley', *binn* 'bin', *carr* 'rock', *dunn* 'grey, dun', *rice* 'rule', *bratt* 'cloak'
- acquired international currency: *budget, career, clan, flannel, mackintosh, plaid, tunnel*
- brought by the Irish missionaries from Latin: *assen* 'ass', *ancor* 'hermit'
- place names:

    river names *Thames, Avon* 'river', *Don, Exe, Usk, Wye;*

    town names *Dover* 'water', *Eccles* 'church', *Bray* 'hill', *London* (a tribal name), *Kent* (meaning unknown);

    use of *caer* 'fortified place' (as in *Carlisle)* and *pen* 'head, top, hill' (as in Pendle)

Table 3.

The Scandinavian Element in the English Vocabulary

Criteria – initial 'sk' or 'k+e/i' in monosyllabic words.

Nouns	*Anger, bull, calf, cake, crop, egg, fellow, gate, guest, kid, knife, root, score, skull, sky, skin, skirt, thrall, window, wing*
Adjectives	*Flat, ill, low, loose, odd, rotten, scant, ugly, wrong*
Verbs	*Bask, cast, call, crave, drown, die, droop, guess, thrust, get, give, raise, scream, scrape, seem, scowl, scare, scrub, take, thrive, want*
Pronouns	*They, their, them, same, both*
Forming elements	*Are* (to be), ~s (3-rd person singular)
Place names (1,500 in Yorkshire and Lincolnshire)	Ending in ~*by* ('farm/town') – Derby, Rugby, Naseby, Grimsby; ~ *thorp* ('village') – Althorp, Astonthorpe, Linthorpe; ~ *thwaite* ('clearing') – Applethwaite, Stirthwaite; ~ *toft* ('homestead') – Lowestoft, Eastoft, Sandtoft
Law terms	Law, by-law, thrall, crave

Table 4.

The Classical Element in the English Vocabulary
(Latin and Greek)

Early Latin loans	Loan-words learnt in a purely oral manner, brought as a result of early Roman commercial penetration: geographical names ending in *~chester ('castrum'= fortified camp): Manchester, Gloucester, Lancaster;* *ass, mule, colony, cook, mill, cup, pepper, pear, kettle, chest, dish, mile, pea, plum, street, beet, wall, wine;* *~mon*ger ('mango') – *fishmonger, ironmonger, costermonger, warmonger*
Later Latin Loans	• Borrowed in the seventh century when the people of England were converted to Christianity: *altar, chapter, candle, creed, cross, feast, disciple, school, fault, mass, monk, sacrifice.* • Names of the materials brought: *marble, chalk, linen.* General: *month, basket, letter, dish, window, lily, organ, pike, plant, pearl, palm, pine, elephant, rose, library, choir, decline, dolphin, grammar, hymn, mechanical, peach, philosopher, fiddle.*
The Latin of the third period	Norman conquest in 1066 plus Renaissance brought Latin loans through French: • taken from Latin without change – *erratum, animal, antenna, genius, fungus, stimulus, omnibus, nucleus, radius, datum, formula, index, radix, series, species, alibi, item, dictum, maximum, minimum, superior, anterior, posterior, prior, inferior, senior, junior;* • administration and law – *alias, arbitrator, client, conspiracy, conviction, custody, gratis, homicide, implement, incumbent, legal, legitimate, memorandum, pauper, prosecute, proviso, summary, suppress, testify, testimony;* • science and learning – *allegory, comet, contradiction, desk, discuss, dislocate, equator, essence, explicit, formal, genius, history, index, inferior, innumerable, intellect, item, library, magnify, major, minor, notary, prosody, recipe, scribe, simile, solar;* • religion – *immortal, incarnate, mediator, memento, pulpit, requiem, scripture;* • general – *admit, adjacent, anatomy, collision, combine, conclude, conductor, contempt, depression, distract,*

	exclude, expedition, gesture, imaginary, include, incredible, individual, infancy, interest, interrupt, lucrative, lunatic, moderate, necessary, nervous, picture, popular, private, quiet, reject, solitary, spacious, subjugate, substitute, temperate, tolerance, ulcer.
The Latest Latin Loans (the fourth period)	• Abstract and scientific words (adopted through writing) of the international character. • Abbreviations: e.g. – for example i.e. – that is to say a.m. – before noon v.v. – the opposite viz. – in other words etc. – and so on cf. – compare et seq. – and the following id(em) – the same ib., ibid., ibidem – in the same place p.a., per a. – per annum pct. – per cent op. cit. – a work cited per pro – by proxy, by attorney q.l. – as much as you like s.f. – by the end qu. – as ifsc, scil. – namely
Greek	Brought through Latin: • scientific and technical terms – *histology, physics, psychiatry;* • a number of proper names – *George, Eugene, Helene, Sophie, Peter, Nicholas, Theodor;* • linguistic terms – *antonym, archaism, dialect, etymology, euphemism, homonym, homophone, hyperbole, idiom, lexicology, metaphor, metonymy, neologism, polysemy, synecdoche, synonym;* • general – *analysis, comedy, democrat, dialogue, episode, gymnastics, problem, rhythm, scheme, scene, tragedy,* • roots in compounds – *auto~, chroma~, ge~, ~logos, ~phone, tele~.*

Table 5.

The French Element in the English Vocabulary

Early French Loans (12th-15th century)	**Administration** Authority, bailiff, baron, chamberlain, chancellor, constable, coroner, council, crown, duke, empire, government, liberty, majesty, manor, mayor, messenger, minister, noble, palace, parliament, peasant, prince, realm, reign, revenue, royal, servant, sir, sovereign, squire, statute, tax, traitor, treasurer, treaty, tyrant, vassal, warden **Law** Accuse, adultery, advocate, arrest, arson, assault, assize, attorney, bail, bar, blame, convict, crime, decree, depose, estate, evidence, executor, felon, fine, fraud, heir, indictment, jail, judge, jury, justice, legacy, perjury, plaintiff, plea, prison, punishment, sue, summons, trespass, verdict, warrant **Religion** Abbey, baptism, cardinal, cathedral, chant, chaplain, charity, clergy, communion, confess, convent, crucifix, faith, mercy, miracle, novice, ordain, parson, penance, prayer, prelate, religion, sacrament, saint, salvation, saviour, sermon, solemn, temptation, theology, trinity, vicar, virgin, virtue **Military** Archer, army, battle, besiege, captain, combat, defend, enemy, guard, lieutenant, navy, peace, retreat, sergeant, siege, soldier, spy **Food and drink** Appetite, bacon, beef, biscuit, confection, cream, dinner, feast, fig, fruit, grape, gravy, gruel, herb, jelly, lemon, lettuce, mackerel, mince, mustard, mutton, olive, orange, oyster, pigeon, plate, pork, poultry, raisin, repast, roast, salad, salmon, sardine, saucer, sausage, sole, spice, stew, sturgeon, sugar, supper, tart, taste, toast, treacle, tripe, veal, vinegar **Fashion** Attire, boot, buckle, button, chemise, cloak, collar, diamond, dress, embroidery, emerald, ermine, fashion, frock, fur, garment, gown,

jewel, lace, mitten, ornament, pearl, petticoat, robe, satin, taffeta, veil, wardrobe

Leisure and the arts

Art, beauty, carol, chess, colour, conversation, dance, fool, image, lay, leisure, literature, lute, melody, music, noun, painting, paper, park, partridge, pavilion, pen, pheasant, poet, preface, prose, recreation, rein, retrieve, romance, sculpture, spaniel, stable, story, terrier, title, tournament, tragedy, trot, volume

Science and learning

Anatomy, clause, copy, gender, geometry, grammar, logic, medicine, metal, noun, ointment, plague, poison, pulse, sphere, stomach, study, surgeon, treatise

The home

Basin, blanket, bucket, ceiling, cellar, chair, chamber, chandelier, chimney, closet, couch, counterpane, curtain, cushion, lamp, lantern, latch, pantry, parlour, pillar, porch, quilt, towel, tower

General nouns

Action, adventure, affection, age, air, city, coast, comfort, country, courage, courtesy, cruelty, debt, deceit, dozen, envy, error, face, fault, flower, forest, grief, honour, hour, joy, labour, manner, marriage, mischief, mountain, noise, number, ocean, opinion, order, pair, people, person, piece, point, poverty, power, quality, rage, reason, river, scandal, season, sign, sound, spirit, substance, task, tavern, unity, vision

General adjectives

Active, amorous, blue, brown, calm, certain, clear, common, cruel, curious, eager, easy, final, foreign, gay, gentle, honest, horrible, large, mean, natural, nice, original, perfect, poor, precious, probable, real, rude, safe, scarlet, second, simple, single, solid, special, strange, sudden, sure, usual

General verbs

Advise, allow, arrange, carry, change, close, continue, cry, deceive, delay, enjoy, enter, form, grant, inform, join, marry, move, obey, pass, pay, please, prefer, prove, push, quit, receive, refuse,

	remember, reply, satisfy, save, serve, suppose, travel, trip, wait, waste **Words of French bourgeois revolution** Democrat, aristocrat, revolutionary, royalism
Later French Loans (from 16th century)	**Vocabulary of literature** Novelist, publisher, magazine, editor **Renaissance loan words** Alloy, battery, bayonet, bigot, bizarre, chocolate, colonel, comrade, detail, duel, entrance, equip, explore, grotesque, invite, moustache, muscle, naturalize, passport, pioneer, progress, probability, shock, surpass, ticket, tomato, vase, vogue, volunteer

Table 6.

Other Foreign Elements in the English Vocabulary

Italian loans	**Borrowed through French:** Alarm, battalion, bankrupt, bastion, brigade, balcony, ballot, carat, campaign, charlatan, gala, gazette, infantry, pistol, rebuff. **Borrowed directly:** Archipelago, catacomb, corridor carnival, concerto, cupola, giraffe, grotto, lottery, opera piazza, portico, solo, sonata, sonnet, soprano, stanza incognito, macaroni, influenza, fiasco, manifest, umbrella violin, volcano
Spanish loans	**Borrowed through French:** Grenade, palisade, escalade cavalier, porcelain, terrace, intrigue, revolt, apartment compartment, brave **Borrowed directly:** Apricot, banana, bravado, canibal, canoe, cocoa, corral, desperado, embargo, hammock, hurricane, maize, mosquito, mulatto, negro, potato, sombrero. tobacco, tank, guitar, hacienda
Portuguese loans	Auto-da-fe, madeira, port (wine), verandah, cobra
German loans	Bismuth, cobalt, quartz, zinc, nickel, waltz, kindergarten, leitmotif, rucksack, schnapps, sauerkraut, kapellmeister, poodle, homeopathy, teleology, hamburger, lager
Dutch loans	Reef, yacht, deck, hoy, commandeer, springbok, baobab, cruise, easel, landscape, roster

Hungarian loans	Coach, tokay, goulash, hussar
Polish loans	Mazurka, polka
Indian loans (Tamil, Hindi)	Opal, orange, punch, sapphire, sugar, jute, candy, rupee, bungalow, khaki, shampoo, loot, guru, curry, jungle, pyjamas
Japanese loans	Geisha, kimono, mikado, samurai, shogun, bonsai, hara-kiri, karate, kamikaze
Arabic loans	Emir, harem, khalif, sofa, sheikh, assassin, azimuth, sherbet, zero
Turkish loans	Aga, bey, caftan, coffee, horde, uhlan, kiosk, yoghurt, shish kebab
Persian loans	Bazaar, caravan, turban
Malay loans	Bamboo, ketchup, sago
Chinese loans	Tea, tycoon, kunq fu

Table 7.

The Famous Lexical Pairs

English	**French**
ox	beef
sheep	mutton
calf	veal
deer	venison
pig, swine	pork
begin	commence
child	infant
freedom	liberty
doom	judgement
hearty	cordial
help	aid
hide	conceal
holy	saint
love	charity
meal	repast
stench	aroma
wedding	marriage
wish	desire

Table 8.

Assimilation of borrowings

Completely assimilated loans	Partially assimilated loans	Unassimilated loans (barbarisms)
Undergone all types of assimilation: semantic, grammatical, phonetic, graphical	Not assimilated *semantically:* sombrero, toreador, rouble	Italian: addio, ciao
Early Latin borrowings: cheese, street, wall, wine	Not assimilated *grammatically:* formula – formulae, phenomenon – phenomena	French: coup/coup d'Etat
Scandinavian borrowings: husband, fellow, gate, root, wing, call, take, die, want, happy, ill, low, old, wrong	Not assimilated *phonetically*: bourgeois, prestige, memoir, incognito, macaroni, soprano, tobacco	Latin: ad libitum
French borrowings: table, face, chair, figure, finish, matter	Not assimilated *graphically*: ballet, buffet, corps, bouquet, brioche	German: kapellmeister
Latin borrowings: animal, article		Portugese: Auto-da-fe

Table 9.

Hybrids

Latin root + native suffix	piti-ful, grace-ful, beauti-ful, plenti-ful, false-hood, merci-ful, use-ful, rapid-ly
Latin root + native prefix	a-cross, after-piece, be-siege, un-deceive, under-estimate
Native root + Latin or French suffix	drink-able, starv-ation, word-age
Native root + Latin or French prefix	em-body, en-dear, en-snare, dis-band, dis-burden, per-haps, re-call

AFFIXATION

Prefixes

Prefixes of Germanic Origin Which Exist as Separate Words

Prefix	Productive (P) or non-productive (N/P)	Etymology	Form of the independent word	Examples[*]	
				I	II
after-	P	OE	after	*after*noon, *after*thought	
all-	P	OE	all	*al*ways, *al*most	*al*one, *al*so
by-	P	OE	by	*by*road, *by*way, *by*path	
fore-	N/P	OE	before	*fore*see, *fore*tell	*fore*head
forth-	N/P	OE	forth	*forth*coming	
in-	N/P	OE	in	*in*sight, *in*let	
mis-	P	OE	miss (*n*. and *v*. in the sense "failing to do smth")	*mis*believe, *mis*call	*mis*take
off-	N/P	OE	off	*off*spring	
on-	N/P	OE	on	*on*set	
out-	P	OE	out	*out*cast, *out*side	
over-	P	OE	over	*over*look, *over*all	
under-	P	OE	under	*under*take, *under*growth	*under*stand

[*] Examples in Column I include the prefixed words, while in the examples given in Column II the prefixes have fused with the stem of the word and no longer are felt as prefixes.

up-	P	OE	up	*up*stairs, *up*lift	
with-	N/P	OE	with	*with*stand, *with*draw	

Prefixes of Romanic Origin

Prefix	Productive (P) or non-productive (N/P)	Meaning or function	Examples	
			I	**II**
ab-	N/P	Signifies "from", "away", separation, or departure	*ab*normal	*ab*use, *ab*sent
ad-	N/P	Expresses addition, proximity, or intensification	*ad*mixture	*ad*mit, *ad*monish
ante-, anti-	N/P	Denotes "preceding", "in front of" or "prior to"	*ante*chamber	*anti*cipate
bis-, bi-, bin-	P	Means "twice", "two"	*bi*carbonate	*bi*cycle, biscuit, *bin*ocular
con-, co-	N/P	Means "with", "together"	*con*figuration, *co*operate, *con*frontation	*con*duct, *con*dition
de-	N/P	Means: 1) "down";		*de*scend, *de*crease
	N/P	2) "separation"		*de*part, *de*duce, *de*duct
	P	Signifies reversing or undoing of an action	*de*merit, *de*mobilize	*de*plete
dis-	P	Denotes: 1) separation or parting from; 2) reversal,	*dis*own, *dis*affection, *dis*member	*dis*tract, *dis*perse, *dis*miss,

				*dis*ease
		undoing, negation, depriving		
duo-	N/P	Means "two"	*duo*decimal	*duo*denum
ex-	P	Denotes: 1) formerly but not now"; 2) "out of" 3) "beyond"	*ex*-minister, *ex*-king, *ex*port, *ex*hale, *ex*ceed	*ex*press
extra-	P	Forms adjectives denoting "beyond", "outside of"	*extra*ordinary, *extra*-nuclear	*extra*vagant
in-	P	Means "not", "non", "un"	*in*capable, *in*active, *in*accurate, *in*ability	
il-	P	An assimilated form of *in-*	*il*literate, *il*logical	*il*licit, *il*legible, *il*legitimate
ir-	P	An assimilated form of *in-*	*ir*rational, *ir*regular, *ir*resolute	*ir*ruption
en-, em-	N/P	Signifies "in", "into"; forms verbs	*en*close, *en*large, *en*liven, *em*bark	*en*chant, *em*ploy, *em*bargo
inter-	P	Means "together", "between", 'among'	*inter*lace, *inter*national	
intro-		Signifies "to", "into", "within", "inward"		*intro*duce, *intro*version
mis-	P	Means "ill", "wrong"	*mis*adventure, *mis*chance	*mis*chief
non-	P	Means "not", "un-", "in-"	*non*-party, *non*-stop (flight)	*non*sense
op-		Means "against"		*op*press, *op*position
per-	N/P	Signifies:		

		1) "throughout" (in space or time) 2) "away", "over' 3) "completely", "thoroughly", "perfectly"		*per*ennial, *per*suade, *per*turb, *per*fect
post-	P	Means "after", "subsequent", "later"	*post*-war	*post*pone, *post*script
pre-	P	Denotes priority	*pre*arrange, *pre*-war, *pre*-revolutionary	*pre*pare, *pre*dict
re-	P	Means: "again";	*re*read, *re*write, *re*collect	
	N/P	"back"		*re*store, *re*trace, *re*turn, *re*treat
retro-	P	Means "back", "backward"	*retro*action, *retro*version	*retro*spective
sub-	P	Signifies: "under", "below", "beneath";"	*sub*marine, *sub*division, *sub*terraneous	
		"subordinate to", "inferior in rank	*sub*committee, *sub*editor	*sub*mit
super-	P	Signifies "above", "over"	*super*natural	*super*lative, *super*man
trans-	P	Means "over", 'through", "across", "beyond"	*Trans*-Atlantic, *trans*continental, *trans*plant	*trans*mit, *trans*fer
ultra-	P	Means "beyond", "excessively", "exceedingly", "uncommon"	*ultra*marine, *ultra*modern, *ultra*liberal, *ultra*violet	
vice- (vis-)	P	Means "instead of", "in place of"	*vice*-president, *vis*count	

Prefixes of Germanic Origin

Prefix	Productive (P) or non-productive (N/P)	Meaning or function	Examples	
			I	**II**
a-, an-	N/P	1. In OE "a" (meaning "of")	*a*rise	
		2. In OE "of" (orig. meaning "off")	*a*down	
		3. In OE "and-"		*an*swer
		4. In OE "on-"		*a*waken, *a*shamed
be-	N/P	OE – be. In Mod. E. forms: 1) verbs with a reinforcing sense of "about" or "over", or with a meaning of "all around", "all over;	*be*screen, *be*wrap	
		2) transitive verbs with the force of "to affect" or "by means of"	*be*dew, *be*flag	
		3) verbs with the sense of "thoroughly", "completely", "violently", "repeatedly";	*be*dazzle, *be*muddle	
		4) verbs with the sense of "away", "from";	*be*reave	
		5) transitive verbs implying action done for, to, at, by, over, against	*be*crawl, *be*groan, *be*leap	

		6) verbs (from adjectives or nouns) with the force of "to make" or "to cause to be";	*be*cripple, *be*fool	
		7) verbs with the sense of "to name"	*be*brother, *be*lady	
for-	N/P	Used with verbs to indicate prohibition, exclusion, failure, neglect	*for*say	
un-	P	1. signifies "not"	*un*willing, *un*bearable, *un*able	
		2. Shows the reversal of an action	tie – *un*tie, bind – *un*bind, do – *un*do	

Prefixes of Greek Origin

Prefix	Productive (P) or non-productive (N/P)	Meaning or function	Examples	
			I	**II**
a-	N/P	Means "not", "un-", "non-"	*a*theism	*a*pathy, *a*nonymous
amphi-	N/P	Signifies "about", "on both sides", "of both kinds"	*amphi*theatre	amphibious
anti-, ant-	P	Signifies "opposite", "against", "instead"	*anti*type, *anti*thesis	
dis-, di-	N/P	Means "twice", "double"	*dis*syllable	*di*phthong
poly-	N/P	Means "many" or "much"	*poly*syllable	*poly*glot

SUFFIXES

Noun Suffixes of Germanic Origin

Suffix	Productive (P) or non-productive (N/P)	Meaning or function	Examples	
			I	**II**
-dom	P	Forms nouns with the meaning: 1) "dignity", "office", "dominion", "realm" or "jurisdiction";	king*dom*, duke*dom*, earl*dom*	
	N/P	2) "state", "condition", or "fact of being"	free*dom*, wis*dom*, bore*dom*	
-hood	N/P	Noun-forming suffix denoting in general state, condition, quality, character	man*hood*, child*hood*, mother*hood*	
-ship	N/P	Denotes: state, condition or quality; office, dignity or profession	friend*ship* clerk*ship*, author*ship*	
-en	P	Means "to make", "to render"	quick*en*, whit*en*	
-er	P	Forms: 1) nouns from verbs denoting the agent;	rid*er*, min*er*, work*er*	
		2) nouns from nouns or adjectives of place, denoting resident of, one living in;	London*er*, island*er*, New Zealand*er*	
		3) nouns from nouns with the sense of "one who has to do with", esp. as a matter of trade, profession, etc.	cutt*er*, beat*er*	

Suffix	P or N/P	Meaning or function	Examples I	Examples II
-ier, -yer	N/P	Noun suffix equivalent to *-eer*	gondonl*ier*, cash*ier*, law*yer*	caval*ier*
-ing	N/P	Suffix denoting "belonging to", "of the kind", "descended from"		shill*ing*
-ing	P	Forms nouns from verbs. It means: 1) "act", "fact", "art of doing";	read*ing*, learn*ing*, feel*ing*, teach*ing*	
		2) "that which does" or "that which results from", "accompanies"	cover*ing*, sweep*ings*	
-ling	P	Conveys a diminutive force	duck*ling*, nest*ling*	
-ness	P	Forms nouns denoting state, condition, quality or degree	careless*ness*, forgive*ness*, dark*ness*	wit*ness*, wilder*ness*
-ster	N/P	Denotes depreciation	young*ster*, gang*ster*	spin*ster*
-th	N/P	Forms nouns of state or quality, from adjectives	bread*th*, leng*th*, wid*th*, streng*th*	bir*th*
-ie, -y	P	Forms diminutives	bird*ie*, aunt*ie*, grann*y*, aunt*y*, Jonn*y*	
-y	N/P	Noun suffix denoting result of action	augur*y*, perjur*y*	

Noun Suffixes of Romanic Origin

Suffix	Productive (P) or non-productive (N/P)	Source	Meaning or function	Examples	
				I	II
-ade	N/P	L. -ata; F. -ade	Forms nouns indicating: an action done, the	colonnade, blockade,	brig*ade*

			product of an action or process on raw material	lemonade	
-age	N/P	L. -aticum; OE -age	Suffix used to form nouns denoting: 1) act or process;	pass*age*, marri*age*	
			2) collection or sum;	post*age*, aver*age*	
			3) when added to the verbs, it expresses the action;	break*age*, leak*age*	
			4) a person	host*age*	sav*age*
-an, -ian	N/P	L. -anus, -aneus	Forms substantivised adjectives with the senses of "belonging to", "following a system or doctrine"	guard*ian*, republic*an*, librar*ian*, grammar*ian*	de*an*
-ence, -ance	N/P	L. -antiam, -entiam; F. -ance	Forms nouns of action and nouns indicating state or quality	guid*ance*, arrog*ance*, obedi*ence*	
-ancy, -ency	N/P	L. -antia	Forms nouns denoting quality or state	brilli*ancy*, vac*ancy*, emerg*ency*	
-ant, -ent	N/P	L. -antem, -entem	Suffix used to form: 1) adjectives	err*ant*, defi*ant*	
			2) nouns denoting a person or thing acting as an agent	stud*ent*	merch*ant*, serv*ant*
-ar	N/P	L. -aris, -are	Signifies "belonging to", "pertaining to", "like"	nucle*ar*, consul*ar*	

-ard, -art	N/P	L. -ardus; OE -ard, -art	Forms derivative nouns which have an intensive, often contemptuous force	drunk*ard*, bragg*ard*	cow*ard*
-er	N/P	OE -ier	Forms nouns denoting a person or thing connected with	arch*er*, practition*er*, offic*er*	butl*er*
-eer, -o(u)r	N/P	L. -or; Anglo-French -our	Denotes:		
			1) agency;	chariot*eer*, cannon*eer*	
			2) state or quality	ferv*o(u)r*, err*or*	
-ate, -at	P	L. -attim, -ate	Forms nouns denoting chemical terms	chlor*ate*, hydr*ate*, nitr*ate*	
	N/P		Denotes function or person	mand*ate*, magistr*ate*, advoc*ate*, diplom*at*	magn*ate*
-cy	N/P	L. -cia, -tia	Forms nouns indicating state, condition, office	bankrupt*cy*, diploma*cy*	cur*acy*
-ee, -ey, -y	P	L. -atus, -ata; F. -e, -ee	Denotes the object of an action, the one to whom an action is done or on whom a right is conferred	devot*ee*, absent*ee*, refug*ee*, trust*ee*	clerg*y*, jur*y*, attorn*ey*, all*y*
-ess	P	L. -issa; F. -esse	Forms feminine derivates	poet*ess*, lion*ess*, godd*ess*, adventur*ess*	
-let	P	F. 1 + et	Forms nouns with a diminutive sense	leaf*let*, brook*let*, cloud*let*, book*let*	ham*let*
-ice	N/P	L. -itius, -itia, -itium; F. -ice	Denotes act, quality, condition	serv*ice*, just*ice*	

-ine, -in	N/P	L. -inus, -ina; F. -ine	Forms nouns indicating imitations, derivative products	chlor*ine*	bullet*in*
-ion	N/P	L. -ionem; F. -ion	Forms abstract nouns		un*ion*, opin*ion*, sess*ion*, leg*ion*
-ive	N/P	L. -ivus	Signifies having a nature or quality of (a thing)	affirmat*ive*	
-ence	N/P	L. -entia	Forms abstract nouns signifying action, state, quality or degree	exist*ence*	
-ment	N/P	L. -mentum; F. -ment	Forms nouns chiefly from verbs meaning: 1) state, quality or condition;	amaze*ment*	
			2) action;	abridge*ment*	
			3) process, continuance, manner	govern*ment*, pay*ment*, judge*ment*, develop*ment*	
-mony	N/P	L. -monium; F. -monie	Suffix in nouns denoting resulting thing or abstract condition	cere*mony*	testi*mony*, patri*mony*, matri*mony*
-or	N/P	L. -or	Agent or person	act*or*, warri*or*, profess*or*	doct*or*, emper*or*
-our, -eur, -eer	N/P	L. -ator; Anglo-French	Forms nouns indicating: 1) agent or person;	engin*eer*	amat*eur*, pion*eer*

Suffix	Productive (P) or non-productive (N/P)	Source	Meaning or function	Examples I	Examples II
		-our	2) quality or state	grand*eur*, behavi*our*, haut*eur*	fav*our*
-ory	N/P	L. -orius; F. -oire	Forms nouns denoting: 1) agent or person; 2) place		dormit*ory*, signat*ory*
-ry, -ery	P	F. -rie, -erie	Forms nouns denoting a general collective sense, a state or condition	machin*ery*, slav*ery*, trick*ery*, poet*ry*	fai*ry*
-tion	P	F. -tion	Forms nouns from verbs and denotes action, state or result	revolu*tion*, resolu*tion*, organiza*tion*	dicta*tion*
-tude	N/P	L. -tudo; F.-tude	Forms nouns and is equivalent to -*ness*	longi*tude*	atti*tude*, magni*tude*, grati*tude*
-ty	N/P	L. -tas, -itas; F. -te	Forms abstract nouns of quality, state, condition	fraterni*ty*, liber*ty*, cruel*ty*, pover*ty*	
-ure	N/P	L. -ura; F. -ure	Forms nouns indicating act, process, being; result (of an act), state; rank		cul*ture*, furni*ture*, pic*ture*, fig*ure*

Noun Suffixes of Greek Origin

Suffix	Productive (P) or non-productive (N/P)	Source	Meaning or function	Examples I	Examples II
-asm	N/P	Gr. -asm	Forms abstract nouns		enthusi*asm*
-ast	N/P	Gr. -aster	Forms agent nouns denoting "one who		gymn*ast*, enthusi*ast*

			does or makes the practice of"		
-ic, -ics	N/P	Gr. -ik, -os; L.-ic, -us; F. -ique	Forms adjectives with the senses: 1) "of the nature of"		cyn*ic*, scept*ic*, cler*ic*
			2) "art or science"	phonet*ics*, mathemat*ics*, phys*ics*	log*ic*, mus*ic*
-ine	N/P	Gk. -ine; F. -ine	Forms feminine names	hero*ine*	
-ism	P	Gk. -ismos, L. -ismus	Forms nouns of action naming the process, the completed action or its result; forms the name of a system or theory or practice, etc.	social*ism*, athe*ism* Marx*ism*	
-ist	P	Gk. -istes, -ite; L. -ista	Forms nouns denoting a person who practices some method or art, or advocates a given doctrine, system, cause	dramat*ist*, commun*ist*, social*ist*	art*ist*
-oid	P	Gk. -o, -eides	Means "like", "in the form of"	anthrop*oid*	
-y	N/P	Gk. -ia	Forms abstract nouns	academ*y*	
-ia	N/P	L. -ia	Forms nouns, chiefly Modern Latin terms of pathology and botany	hydrophob*ia*, azal*ia*	

Adjective Suffixes of Germanic Origin

Suffix	Productive (P) or non-productive (N/P)	Source	Meaning or function	Examples	
				I	**II**
-fold	N/P	OE -feald	Denotes multiplication, doubling, tripling	two*fold*, three*fold*, four*fold*, mani*fold*	
-ful	P	OE -ful	Denotes "full of", "abounding in"	thank*ful*, hope*ful*, power*ful*	
-less	P	OE -leas	Denotes "without", "not having", "free from"	thank*less,* hope*less*, power*less*	
-ish	P	Germanic -isc	Means: 1) "similar to";	gray*ish*, redd*ish*, whit*ish*	
			2) adds a depreciatory colouring	child*ish*, girl*ish*	
-like	P	OE -lie	Means "like that', "having the characteristic of"	business*like*, war*like*, life*like*	
-ly	P	Germanic -lic	Means: 1) "characteristic of";	woman*ly*, man*ly*	
			2) "rather";	clean*ly*, poor*ly*, weak*ly*	
			3) "every'	week*ly*, dai*ly*, month*ly*	
-some	P	OE -sum	Means "similar to"	trouble*some*, tire*some*	hand*some*
-ward	P	OE -weard	Denotes direction or course	down*ward*, way*ward*, side*ward*	

-y	N/P	OE -ig	Means "characterized by", "full of"	mighty, crafty, angry	

Adjective Suffixes of Romanic Origin

Suffix	Productive (P) or non-productive (N/P)	Source	Meaning or function	Examples I	Examples II
-able	P	F. -able; L. -abilem	Forms adjectives from verbs	eat*able*, fashion*able*	
-al	P	L. -alis; F. -al, -el	Forms adjectives with the senses "of the kind", "pertaining to"	comic*al*, dramatic*al*, logic*al*	
-an, -ean	N/P	L. -anus; F. -ain, -en	Means "belonging or pertaining to"	Roman, Europ*ean*, Pythagor*ean*	
-ary	N/P	L. -aris; F. -aire	Forms adjectives with the senses "of the kind or nature of", "pertaining to"		necess*ary*, contr*ary*, ordin*ary*
-ese	N/P	L. -ensis; F. -eis	Means "originating in"	Japan*ese*, Chin*ese*	
-esque	N/P	It. -esco	Denotes "in the manner or style of", "like"	picture*sque*	arabe*sque*, grote*sque*
-ic	N/P	L. -icus	Means "belonging to", "of the nature of" or "pertaining to"	Celt*ic*, domest*ic*	
-ine	N/P	L. -inus; F. -ine	Forms adjectives with the senses "like", "characterized by"	infant*ine*	

-ive	N/P	L. -iv, -us; F. -if	Forms adjectives with the senses "having the nature, character or quality"	talkat*ive*	nat*ive*
-ous	N/P	L -os, -us, -a, -um	Forms adjectives with the senses "characterized by", "of the nature of", "full of"	glori*ous*, joy*ous*, virtu*ous*	obvi*ous*, seri*ous*, vici*ous*

Verb Suffixes

Suffix	Productive (P) or non-productive (N/P)	Source	Meaning or function	Examples	
				I	II
-en	P	OE -en	Means "to make", "to make like"	bright*en*, black*en*, length*en*, dark*en*	
-ate	N/P	L. -atus	Forms causative verbs	agit*ate*, gradu*ate*	aggrav*ate*
-fy	N/P	L. -ficare; F. -fier	Forms verbs with the senses 'to produce", "to make"	terri*fy*, magni*fy*, intensi*fy*	
-ize, -ise	P	Gk. -iz; L. -izare	Forms verbs denoting "to make", "to conform to"	organ*ize*, general*ize*, apolog*ize*	

Adverb Suffixes

Suffix	Productive (P) or non-productive (N/P)	Source	Meaning or function	Examples*	
				I	II
-ly	N/P	OE -lice	Forms adverbs from adjectives	bad*ly*, dead*ly*, new*ly*	
-ward(s)	N/P	OE -weard	Signifies direction	back*ward(s)*, home*ward(s)*	
-long	N/P	OE -long	Signifies manner of action	head*long*, side*long*	
-wise	N/P	OE -wise	Denotes "way", "manner", "respect"	other*wise*, clock*wise*	

EQUIVALENT LEXICAL UNITS
IN AMERICAN AND BRITISH ENGLISH

A	
AMERICAN	**BRITISH**
airplane	aeroplane
alumnus	graduate
antenna	aerial
anyplace	anywhere
apartment	flat
apartment building	block of flats
appetizer	entree, starter
area code	dialling code (phone)
attorney, lawyer	barrister, solicitor

B	
AMERICAN	**BRITISH**
baby carriage	pram
baggage	luggage
baked potato	jacket potato
bar	pub
bathrobe	dressing gown
bathroom, rest room	lavatory, loo, toilet
band-aid, adhesive tape	sticking plaster
bill	banknote, note
billboard	hoarding
blow-out	puncture
broiler	grill
bulletin board	notice board
bureau	chest of drawers
busy (of a telephone line)	engaged

C	
AMERICAN	**BRITISH**
cab	taxi
call (on the phone)	ring
can	tin
candy	sweets
candy store	sweet shop
car (of a train)	carriage
carousel	roundabout
chapstick	lip balm
check	bill
checkers	draughts
chips	crisps
clipping	cutting
closet	cupboard
closet (bedroom)	wardrobe
collect call	reverse charge call
cookie	biscuit
corn	maize
cotton candy	candy floss
counterclockwise	anticlockwise
crazy	mad
crib (for a baby)	cot
cross walk	zebra crossing, pedestrian crossing
crossing gaurd	lollipop man
cuffs	turn-ups

D	
AMERICAN	**BRITISH**
dessert	afters, pudding, sweet
detour	diversion
diaper	napkin, nappy
dish towel	tea towel

divided highway	dual carriageway
downtown	city centre
drapes	curtains
dresser	chest of drawers
druggist	chemist
drugstore	chemist's
duplex	semi-detached house

E	
AMERICAN	**BRITISH**
eggplant	aubergine
elementary school	primary school
elevator	lift
emergency room	casualty
eraser	rubber
expressway, freeway	motorway

F	
AMERICAN	**BRITISH**
faculty	staff (of a university)
fall	autumn
faucet	tap
fender	wing
fire department	fire brigade
first floor	ground floor
flashlight	torch
freeway, expressway	motorway
French fries	chips

G	
AMERICAN	**BRITISH**
garbage, trash	rubbish
garbage can, trash can	bin, dustbin (the one outside), rubbish-bin
garbage man	dustman

garter belt	suspenders
gasoline	petrol
gas station	petrol station
gear-shift	gear-lever
ground (meat)	mince

H	
AMERICAN	**BRITISH**
hand puppet	glove puppet
highway	main road, motorway
hobo	tramp
hood (on a car)	bonnet

I	
AMERICAN	**BRITISH**
intermission	interval
intersection	crossroads

J	
AMERICAN	**BRITISH**
janitor	caretaker
jello	jelly
jelly	jam

K	
AMERICAN	**BRITISH**
kerosene	paraffin

L	
AMERICAN	**BRITISH**
ladybug	ladybird
laundromat	laundrette
line	queue
living room	lounge
license plate	number plate
liquor store	off-license

M	
AMERICAN	**BRITISH**
mad	angry
mail	post
mailbox	postbox, pillar box
mail carrier, mailman	postman
math	maths
mean	nasty, vicious
motor	engine
movie	film
movie theater, the movies	cinema

N	
AMERICAN	**BRITISH**
nail polish	nail varnish
newsdealer	newsagent
non-profit-organization, not-for-profit	charity
noplace	nowhere

O	
AMERICAN	**BRITISH**
on/off ramp	slip road
one-way (ticket)	single (ticket)
oculist, optician	optometrist, ophthalmic optician
open house	open day
oven	cooker
overalls	dungarees
overpass, flyover	flyover

P	
AMERICAN	**BRITISH**
pacifier	dummy
pantihose	tights
pants	trousers

paper towel	kitchen towel, kitchen paper
parking lot	car park
patrolman	constable
pavement	road surface
peek	peep
pitcher	jug
plastic wrap, Saran wrap	clingfilm
purse	handbag
principal	headmaster
private school	public school
public school	state school

R	
AMERICAN	**BRITISH**
railroad	railway
raincoat	mackintosh
raise	rise (in salary)
realtor	estate agent
rent	hire
rest room, bathroom	lavatory, loo, toilet
round-trip (ticket)	return (ticket)

S	
AMERICAN	**BRITISH**
schedule	timetable
scotch tape	sellotape
sedan	saloon (car)
semester	term
shopping cart/basket	trolley
shorts	underpants
shoulder (of road)	verge (of road)
sidewalk	pavement
sick	ill
sneakers	gym shoe, trainers, plimsolls

soccer	football
someplace	somewhere
spigot	tap (outdoors)
spool of thread	reel of cotton
store	shop
stroller	pram, pushchair
subway	underground, tube
suspenders	braces
sweater	jersey, jumper, pullover

T	
AMERICAN	**BRITISH**
take-out	take-away
talk show	chat show
telephone booth	telephone box
traffic circle	roundabout
thumbtack	drawing pin
trash can, garbage can	bin, dustbin (the one outside), rubbish-bin
trailer	caravan
truck	lorry
trunk (on a car)	boot
tuxedo	dinner jacket

U	
AMERICAN	**BRITISH**
umbrella	brolly (informal)
undershirt	vest
underwear	pants

V	
AMERICAN	**BRITISH**
vacation	holiday
vest	waistcoat
VCR	video recorder

W	
AMERICAN	**BRITISH**
washcloth	flannel, face cloth
windshield	windscreen
wreck	crash
wrench	spanner

Y	
AMERICAN	**BRITISH**
yard	garden

Z	
AMERICAN	**BRITISH**
zee (letter)	zed
zero	nil, nought, oh
zip code	post code
zipper	zip
zucchini	courgette

AMERICAN AND BRITISH SPELLING DIFFERENCES

Spelling differences in 35 categories	

1-3: Greek (classic) & Latin spellings simplified
    1. -e-/-oe-
    2. -e-/-ae-
    3. -yze/-yse
 	
4-9: Old/Middle English simplified
    4. -f-/-ph-
    5. -ed/-t
    6. other past tense forms
    7. -f-/-gh-
    8. -i-/-y-
    9. /-st
 	
10-27: French spellings simplified
    10. -er/-re
    11. -or/-our
    12. -o-/-ou-
    13. -m/-mme
    14. -ck/-que
    15. -g/-gue
    16. -ction/-xion
    17. -ize/-ise
    18. -a-/-au-
    19. -se/-ce
	20-31: Pronunciation simplifications
	    20. -er/-or
	    21. -g-/-gg-
	    22. -ll-/-l-
	    23. -l-/-ll-
	    24. -p-/-pp-
	    25. -t-/-tt-
	    26. -g-/-ge-
	    27. in-/en-
	
	28-30: Spaces, diacritics, punctuation, miscellaneous
	
	    28. spaces
	    29. punctuation
	    30. miscellaneous

(1-3) Greek (classic) and Latin spellings simplified

1. -e-/-oe-

American	British
diarrhea	diarrhoea
enology	oenology
homeopath	homoeopath
maneuver	manoeuvre

2. -e-/-ae-

American	British
esthete	aesthete
esthetic	aesthetic
anemia	anaemia
anemic	anaemic
anesthetic, -thesia, -thetist	anaesthetic, -thesia, -thetist
archeology	archaeology
cesium	caesium
encyclopedia	encyclopaedia, encyclopedia
ether	aether, ether
gynecology	gynaecology
hemoglobin	haemoglobin
hemorrhage	haemorrhage
leukemia	leukaemia
medieval	mediaeval, medieval
orthopedics	orthopaedics
pediatrician	paediatrician
pediatrics	paediatrics
primeval	primaeval, primeval

3. -lyze/-lyse

American	British
analyze	analyse
paralyze	paralyse
psychoanalyze	psychoanalyse

(4-9) Old/Middle English simplified

4. -f-/-ph-

American	British
sulfate	sulphate
sulfide	sulphide
sulfur, sulphur	sulphur

5. -ed/-t

American	British
burned or burnt	burnt, burned
dreamed or dreamt	dreamt, dreamed
kneeled	knelt, kneeled
leaned	leant, leaned,
leaped	leaped, leapt
learned	learned, learnt
smelled	smelt, smelled
spelled	spelt, spelled
spilled	spilt, spilled
spoiled	spoilt, spoiled

6. other past tense verb forms

American	British
gotten	got
proven	proved

7. -f-/-gh- and -ow/-ough

American	British
draft, -fty	draught, -ghty (only air current, drawing of liquid)
draftsman	draughtsman, draftsman (one who makes drawings)
plow (plough), -man, -share	plough, -man, -share
snowplow	snowplough

8. -i-/-y-

American	British
drily (dryly)	dryly (drily)
gipsy (gypsy)	gypsy (gipsy)
tire	tyre (on vehicles only)

9. /-st

American	British
amid, amidst	amid, amidst

among	among, amongst
while	while, whilst

(10-27) French spellings simplified

10. -er/-re

American	British
center	centre
fiber	fibre
fiberglass	fibreglass
goiter	goitre
liter	litre
louver	louvre
luster	lustre (brilliance)
maneuver	manoeuvre
meager	meagre
meter	metre
ocher	ochre
saber	sabre
scepter	sceptre
somber	sombre
theater	theatre

11. -or/-our

American	British
arbor	arbour
behavior	behaviour
color	colour
endeavor	endeavour
favor	favour
favorite	favourite
favoritism	favouritism
flavor	flavour
glamor	glamour
harbor	harbour
honor	honour

humor	humour
labor	labour
misdemeanor	misdemeanour
neighbor	neighbour
neighborhood	neighbourhood
odor	odour
parlor	parlour
rigor	rigour
rumor	rumour
savior	saviour
savor	savour
savory	savoury
splendor	splendour
tumor	tumour
valor	valour
vapor	vapour
vigor	vigour

12. -o-/-ou-

American	British
citrus	citrous (adj)
mold	mould (rot and form)
molt	moult

13. -m/-mme

American	British
gram	gramme, (gram)
kilogram	kilogramme (kilogram)
program	programme

14. -ck/-que

American	British
check	cheque (banking only)
checker	chequer (pattern)

15. -g/-gue

American	British
analog	analogue
catalog	catalogue
dialog	dialogue
demagog, -goged, -goging	demagogue, -gogued, -goguing
epilog	epilogue
monolog	monologue
pedagog	pedagogue
prolog	prologue
synagog	synagogue
travelog	travelogue

16. -ction/-xion

American	British
connection	connection, connexion
flection (flexion)	flection, flexion
inflection	inflection, inflexion
reflection	reflection, reflexion

17. -ize/-ise

American	British
advertize	advertise
apologize	apologise
appetizer	appetiser
burglarize	burgle, burglarise
characterize	characterise
civilize	civilise
civilization	civilisation
colonize	colonise
computerize	computerise
criticize	criticise
dramatize	dramatise
economize	economise
emphasize	emphasise

hospitalize	hospitalise
memorize	memorise
mobilize	mobilise
monopolize	monopolise
naturalize	naturalise
organize	organise
popularize	popularise
realize	realise
recognize	recognise
symbolize	symbolise
sympathize	sympathise
utilize	utilise
vaporize	vaporise

18. -a-/-au-

American	British
balk	baulk (balk)
gage, gauge	gauge

19. -se/-ce

American	British
defense	defence
license	licence
offense	offence
practice, practise	practise
pretense	pretence

(20-27) Pronunciation simplifications

20.-er/-or

American	British
adapter, adaptor	adaptor, adapter
adviser, advisor	advisor, adviser

21.-g-/-gg-

American	British
fagot,	faggot (bundle of sticks)
wagon	waggon

22.-ll-/-l-

American	British
appall	appal
distill	distil
enroll	enrol
enrollment	enrolment
fulfill	fulfil
fulfillment	fulfilment
install	instal
installment, instalment	instalment
instill	instil
skillful	skilful
willful	wilful

23.-l-/-ll-

American	British
calisthenics	callisthenics
canceled, -ling	cancelled, -lling
chili	chilli
counselor	counsellor
disheveled	dishevelled
jeweler	jeweller
jewelry	jewellery
marvelous	marvellous
quarreled, -ling	quarrelled, -lling
rebeling	rebelling
signaled, -ling	signalled, -lling
traveled, -ling	travelled, -lling
traveler	traveller
woolen	woollen

24.-p-/-pp-

American	British
kidnaped	kidnapped
kidnaper,	kidnapper, -pping

worshiped	worshipped, -pping
worshiper	worshipper

25.-t-/-tt-

American	British
carburetor	carburettor
cigaret, cigarette	cigarette
omelet	omelette

26.-g-/-ge-

American	British
abridgment	abridgement
acknowledgment	acknowledgement
aging	ageing
judgment	judgement

27.in-/en-

American	British
insure	ensure
inquire	enquire
inquiry	enquiry

(28-30) Spaces, punctuation, miscellaneous

28.spaces

American	British
alright	all right
anymore	any more
cooperate	cooperate, co-operate
onto	on to

29.punctuation

American	British
B.S.	BSc
Dr.	Dr
Jr.	Jnr, Jr
M.S.	MSc

Ph.D.	PhD
Sr.	Snr, Sr

30.miscellaneous

American	British
aluminum	aluminium
artifact	artefact
ax	axe
chamomile	camomile, chamomile
cozy	cosy
crawfish	crayfish
curb	kerb (edging of road only)
disk	disc
doodad	doodah
donut	doughnut
furor	furore
gray	grey
karat	carat (gold)
ketchup, catchup, catsup	ketchup
mustache	moustache
naught	nought (digit 0)
pajamas	pyjamas
specialty	speciality
thru	through

5. GLOSSARY OF LINGUISTIC TERMS
IN LEXICOLOGY

A

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., *un*mistak*able, un*pardon*able, ir*regulari*ty*. 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**).

B

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.

C

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., *fing* 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.*

Composition – see **word-composition**.

Compounding – see **word-composition**.

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.

D

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 help*less* 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).*

Doublet – see **etymological doublet**.

E

Elevation of meaning – see **amelioration**.

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.*

F

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.

Fusion – see **blend(ing),** also **phraseological fusions**.

G

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.

H

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* [bəʊ] – *bow* [baʊ], *row* [rəʊ] – *row* [raʊ], 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 –* скроня, *temple –* храм; *seal –* печатка, *seal –* тюлень, etc.

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

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

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* (лицар) – *night* (ніч), *ball* (м'яч) - *ball* (бал), etc.

Homonyms, lexico-grammatical – words that differ both in lexical and grammatical meaning, e.g. *swallow* – ластівка, *to swallow* – ковтати, *well* – джерело, *well* – добре, 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.

I

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.

J

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.

L

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 paraphrasis 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.

Loan-words – see **borrowings**.

M

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.

N

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).

O

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.

P

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

Pejoration – see **degradation**.

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.

R

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.*

S

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.

Semantics – see **semasiology**.

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 sea*man,* air*man,* work*man,* chair*man,* etc.), *-like* (child*like,* gentleman*like, 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.).

Set expression – see **phraseological unit**.

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 imitation – see **onomatopoeia**.

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.*

Specialization of meaning - see **narrowing**.

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-letres 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. – 1 know it.*

Suffix –a derivational morpheme (an affix) placed after the stem, e.g. *-ness (goodness), -less* (friend*less), -er* (work*er*), 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).*

T

Telescoping - see **blending**.

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.

U

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.

Unmotivated – see **motivated** (phrase, word).

Unproductive – see **productive**; also see **affix**, **prefix**, **suffix**.

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.

V

Valency (valence) – the combining power or typical cooccurrence 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.

W

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

Z

Zero-derivation – see **conversion**.

Zero-morpheme – see **conversion**.

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.

6. QUESTIONS FOR SELF-CONTROL

SEMINAR 1

Questions for Discussion

1. What word is called 'native'?
2. What does the term 'a borrowed word / a borrowing' mean?
3. What is the diachronic division of native words?
4. What semantic groups are words belonging to the Indo-European stock divided into?
5. What words does the Common Germanic stock include?
6. What semantic groups does the Common Germanic stock contain?
7. What words refer to the English words proper?
8. What are native words characterized by?
9. What are the ways of borrowing?
10. What do the terms 'direct borrowings' and 'indirect borrowings' denote?
11. What is meant by the term 'source of borrowing'?
12. What is meant by the term 'origin of borrowing'?
13. What historical facts and events stipulated the great influx of borrowings from different languages?
14. What languages did the English language borrow words from?
15. What words belong to Romanic borrowings?
16. What words belong to Germanic borrowings?
17. What words belong to the first group of Latin borrowings (give a brief survey of certain historical facts)?
18. What words belong to the second group of Latin borrowings (give a brief survey of certain historical facts)?
19. What words belong to Celtic borrowings (give a brief survey of certain historical facts)?
20. What words belong to Scandinavian borrowings (give a brief survey of certain historical facts)?
21. What words belong to Norman borrowings (give a brief survey of certain historical facts)?
22. What words belong to Renaissance borrowings (give a brief survey of certain historical facts)?
23. What borrowings are called translation borrowings?
24. What is meant by 'semantic borrowing'?
25. What words are called international?

26. What does the term 'assimilation of borrowings' denote?
27. What degrees of assimilation can be singled out?
28. In what cases can borrowed words be considered completely assimilated? What are the peculiarities of completely assimilated borrowed words?
29. What borrowings are regarded as partially assimilated?
30. What is the principle of the classification of partially assimilated borrowed words?
31. What words are called unassimilated words or barbarisms?
32. What does the term 'etymological doublets' imply?
33. What levels of the language system were influenced by borrowings?
34. What did the influence of borrowings on the phonetic structure of English words and the sound system result in?
35. What did the influence of borrowings on the word-structure and the system of word-building result in?
36. In what way did borrowings influence the semantic structure of English words?
37. In what way did borrowings influence the lexical territorial divergence?

SEMINAR 2

Questions for Discussion

1. What is the significance of semasiology?
2. What are the three main trends in defining meaning?
3. What is the essence of the referential (or analytical) approach to meaning?
4. In what relation does meaning stand (1) to the sound-form, (2) to the concept and (3) to the referent?
5. How is meaning defined on the functional (or contextual) basis?
6. What is meant by 'the distribution of the word'?
7. What does the term 'context' mean?
8. What is the essence of the operational (or information-oriented) approach to defining meaning?
9. What is the difference between 'meaning' and 'sense'?
10. What is the difference between the semasiological and onomasiological approach to linguistic phenomena?
11. What are the main stages of the process of naming?
12. What factors influence the formation of the concept?
13. What types of meaning can be singled out?
14. What is meant by (1) the grammatical meaning, (2) the lexical meaning, (3) the part-of-speech meaning?
15. What aspects of lexical meaning can be singled out?
16. What is the denotational aspect of lexical meaning?

17. What is the connotational aspect of lexical meaning? What constituents may be distinguished in it?
18. What is the pragmatic aspect of lexical meaning? What constituents can be singled out in the pragmatic aspect of meaning?

SEMINAR 3

Questions for Discussion

1. What does the process of motivation depend on?
2. What is the term 'motivation' used to denote?
3. What is the phonetical motivation?
4. What is implied by the term 'morphological motivation'?
5. What does the semantic motivation mean?
6. What linguistic causes of semantic change can be singled out?
7. What are the basic types of association involved in various semantic changes? Give examples.
8. What are the results of the change of the denotational aspect of lexical meaning? Give examples.
9. What are the results of the change of the connotational aspect of lexical meaning? Give examples.
10. What is polysemy?
11. Why is it important to differentiate between 'meaning'' and 'usage'?
12. What are lexico-semantic variants?
13. What does the term semantic center of the word' denote?
14. What types of meaning in terms of the diachronic approach to polysemy can be singled out?
15. What types of meaning in terms of the synchronic approach to polysemy can be singled out?
16. What does the term 'context' denote?
17. What types of linguistic contexts do you know?
18. What is the extra-linguistic context?
19. What are homonyms? What types of homonyms do you know?

SEMINAR 4

Questions for Discussion

1. What are the basic types of intralinguistic relations of words?
2. What do syntagmatic relations mean?
3. What relations are called paradigmatic?

4. What are the main types of semantic relations?
5. What is the semantic proximity of meaning? What are the two extreme cases of semantic proximity?
6. What is semantic equivalence? Is semantic equivalence a stable type of semantic relations?
7. What is meant by inclusion as a type of semantic relations? What is the other linguistic term used to denote semantic relations of inclusion?
8. What does the term 'hyperonym' mean? What does the term 'hyponym' denote?
9. What is opposition as a type of semantic relations?
10. What types of semantic opposition can be singled out?
11. What are the two basic principles of semantic classification of words? What are the resulting word-classes?
12. What are synonyms?
13. What semantic relations are synonyms characterized by?
14. According to what principles are synonyms classified? What are the main types of synonyms?
15. What is meant by the synonymic dominant?
16. What are lexical sets? What are terminological sets?
17. What is a lexico-semantic group?
18. What is a semantic field?
19. What do we call antonyms?
20. What structural types of antonyms do you know?
21. What semantic types of antonyms do you know?
22. What is the difference between: a) contradictories and contraries; b) contradictories and incompatibles?

SEMINAR 5

Questions for Discussion

1. What do words consist of?
2. What is a morpheme?
3. What is meant by the term 'allomorphs' (or 'morpheme variants')?
4. What types of morphemes can be singled out semantically?
5. What do we call root-morphemes (or radicals)?
6. What do we call non-root morphemes?
7. What is a suffix? What is a prefix?
8. What structural types of morphemes can be singled out? Characterize each type.
9. What types of meaning do root-morphemes possess?
10. What types of meaning do affixational morphemes have?

11. In what way does the lexical meaning of root-morphemes differ from the lexical meaning of affixational morphemes?
12. What is the differential meaning of morphemes?
13. What is the distributional meaning of morphemes?
14. What is meant by the part-of-speech meaning of morphemes?
15. What words are called monomorphic?
16. What are polymorphic words? What types of polymorphic words can be singled out?
17. What subtypes do monoradical words fall into?
18. What subtypes can polyradical words be divided into?
19. What are the three types of morphemic segmentability? Characterize each type.
20. What are morphemes making up words of complete segmentability called?
21. Why are morphemes making up words of conditional segmentability called pseudo-morphemes (or quasi-morphemes)?
22. What is one of the component morphemes making up words of defective segmentability called?
23. What is the procedure of morphemic analysis based on?
24. What are the two principles applied in the analysis of words into ICs and UCs?

SEMINAR 6

Questions for Discussion

1. What is word-formation?
2. What are the principal types of word-formation?
3. What are the basic ways of forming words in word-derivation?
4. What is meant by word-composition?
5. What are the minor types of modern word-formation?
6. What is shortening? What groups of shortenings can be singled out?
7. What does blending mean? What types of blends can be distinguished?
8. What type of word-formation is called acronymy? What basic types of acronyms do you know?
9. What is sound-interchange? What groups does sound-interchange fall into?
10. What is meant by sound imitation or onomatopoeia? What groups of onomatopoeic words can be singled out according to the semantic principle?
11. What do we call back-formation?
12. What type of word-formation is known as distinctive stress?
13. What is affixation?
14. What is the role of suffixes in the 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 does the term 'productivity of derivational affixes' denote?
19. What affixes are called productive?
20. What affixes are known as non-productive?
21. In what way can the productivity of an affix change in the course of time?
22. What is the difference between the productivity of affixes and their frequency of occurrence?
23. What main classes of affixes can be distinguished from the point of view of their etymology?
24. What affixes are called native?
25. What are the sources of borrowed affixes?
26. What words are called hybrids? What are the basic types of hybrid words?
27. What is meant by the valency of affixes?
28. What is the valency of bases?
29. Why is it important to investigate or to take into account the combining possibilities of affixes and bases?

SEMINAR 7

Questions for Discussion

1. What is conversion?
2. In what way is a new word formed under conversion? What does a converted word acquire?
3. What are the main varieties of conversion?
4. What parts of speech are especially affected by conversion?
5. What verbs are called denominal? What may the converted verb denote if the noun from which it is formed refers to some object of reality?
6. What nouns are called deverbal substantives? What may the converted noun denote if the verb from which it is formed refers to an action?
7. What are the basic criteria of semantic derivation in conversion?
8. What is word-composition?
9. What components does the meaning of a compound word consist of?
10. What is meant by the structural meaning of a compound word?
11. What is the formation of the lexical meaning of compounds based on?
12. What classes of compounds can be singled out according to the relations between the ICs that constitute them?
13. What groups do compound words fall into according to the part of speech they represent?

14. How can compounds be classified according to the means of composition?
15. What classes of compound words can be singled out according to the type of bases?
16. What does correlation between the system of free phrases and compound words embrace?
17. What four major classes of compounds can be singled out on the basis of their correlation with free phrases?
18. What subgroups do adjectival-nominal compounds comprise?
19. What structural patterns of compound adjectives can be singled out? What semantic relations may compound adjectives and their corresponding free phrases have?
20. What types of compound nouns do you know?
21. What patterns and semantic relations with their corresponding free phrases do verbal-nominal compounds have?
22. What patterns and semantic relations with their corresponding free phrases do nominal compounds have?
23. What patterns and semantic relations with their corresponding free phrases do verbal-adverbial compounds have?

SEMINAR 8

Questions for Discussion

1. What is lexical valency?
2. Why does lexical valency acquire special importance in case of polysemy?
3. What restricts the range of the lexical valency of words?
4. What are words habitually collocated in speech called?
5. What is grammatical valency?
6. What does the term 'syntactic structure (formula)' imply?
7. What does the term 'syntactic pattern' mean?
8. What kinds of word-groups can be singled out according to the syntactic pattern?
9. What classes of word-groups can be singled out according to the criterion of distribution?
10. What word-groups are called endocentric?
11. What word-groups are called exocentric?
12. What types of meaning can be singled out in word-groups?
13. What is the lexical meaning of the word-group?
14. What is the structural meaning of the word-group?
15. What is meant by the lexical motivation of a word-group?
16. In what cases is a word-combination considered to be lexically non-motivated?

17. What is a phraseological unit?
18. What does the structural similarity between word-groups and phraseological units consist in? Why are they opposed to words on the structural level?
19. What is the main difference between phraseological units and word-groups according to the structural criterion? What does the term 'structural invariability' imply?
20. What is the semantic difference between word-groups and phraseological units based on?
21. What role does a cultural component play in the semantic structure of phraseological units?
22. What do phraseological units and words have in common from the point of view of their semantics?
23. What makes phraseological units similar to words on the syntactic level?
24. What makes phraseological units similar to word-groups on the syntactic level?
25. What are the characteristic features of phraseological units?
26. What is meant by phraseological transference?
27. What does the transference based on simile mean?
28. What is the metaphoric transference?
29. What does the metonymical transference imply?
30. What is the transference based on synecdoche?
31. What are the ways of forming phraseological units (according A.V. Koonin)?
32. What types of phraseological units can be distinguished according to the degree of motivation? Characterize each type.
33. What types of phraseological units can be distinguished according to the structural classification of phraseological units suggested by A.I. Smirnitsky?
34. What groups of phraseological units can be distinguished according to the syntactic classification of phraseological units suggested by I.V. Arnold?
35. What types of phraseological units can be singled out from the point of view of their origin?
36. What are the main sources of origin of native phraseological units?
37. What are the main sources of origin of borrowed phraseological units?

SEMINAR 9

Questions for Discussion

1. What does the term 'Standard English' mean?
2. What is the difference between the terms 'variants' and 'local dialects' of the English language?
3. What variant of English is considered to be Standard English?
4. What variants of English exist on the territory of the United Kingdom?

5. Why do Scottish English and Irish English have a special linguistic status and cannot be referred to as dialects?
6. What are the main distinctive features of Scottish English?
7. What are the main peculiarities of Irish English?
8. What variants of the English language outside the British Isles can be singled out?
9. What distinctive features does the vocabulary of American English have? What is meant by: a) historical Americanisms; b) proper Americanisms; c) specifically American borrowings; d) American shortenings?
10. What does Canadian English have in common with: a) American English; b) British English? What does the term 'Canadianisms' denote?
11. What varieties of the English language does Australian English have close ties with? What are the main peculiarities of Australian English?
12. What are the main distinctive features of New Zealand English?
13. Where is South African English spoken? What variants of English and other languages does South African English have close links with and why? What are the peculiarities of the vocabulary of South African English?
14. What is meant by the term 'Indian English'? What peculiarities are characteristic of this variant of the English language?
15. In what way does the American variant of English differ from British English?
16. What are the spelling differences between American English and British English words?
17. What are the main lexical differences between British English and American English?
18. What groups of local dialects in Great Britain can be singled out?
19. What are the main features of Cockney?
20. What do you know about Estuary English?
21. What are the distinctive features of the Yorkshire dialect?
22. What groups of local dialects in the United States can be identified?
23. What dialect do inhabitants of New York City and southeastern of New York State speak?
24. What do you know about the New Jersey dialect?
25. What are the main peculiarities of the Standard Midwestern dialect? What can you say about the linguistic status of this dialect?
26. In what parts of the United States do people speak the North Midland and the South Midland dialects?
27. What do you know about African-American Vernacular English?
28. What does social language variation deal with?
29. What is the most important linguistic change affecting English since 1960s?
30. What are the peculiarities of a pidgin language?

SEMINAR 10

Questions for Discussion

1. What is lexicography?
2. What is the term 'dictionary' used to denote?
3. What is the difference between encyclopaedic and linguistic dictionaries?
4. What is the difference between general and special dictionaries?
5. How can special dictionaries be subdivided?
8. What dictionaries are called (a) diachronic and (b) synchronic?
9. What are the most important problems of lexicography?
10. What questions are necessary to consider while choosing lexical units for inclusion?
11. What are the two modes of presentation of entries?
12. What is the most complicated type of entry?
13. What are the three different ways in which the word meanings can be arranged?
14. In what ways may meanings of words be defined?
15. What does computational lexicography deal with?
16. What are the most significant differences between electronic and conventional dictionaries?
17. What types of electronic dictionaries can be singled out?

7. SAMPLE TEST

1. Find a loan-word not completely assimilated with the English language phonetically:

   a) police

   b) river

   c) flower

   d) wall

2. Find a French loan-word:

   a) meat

   b) pig

   c) sausage

   d) ox

3. Find the word which is motivated morphologically:

   a) aunt

   b) singer

   c) father

   d) niece

4. Find an example of metonymy:

   a) She got to the mouth of the river

   b) He was a lion in the fight

   c) The valley was silent

   d) He had only a few coppers in his pocket

5. Find a word with two free morphemes:

   a) unbearable

   b) first-nighter

   c) merry-go-round

   d) childhood

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

   a) joy-ful-ly

   b) in-attent-ive

   c) un-expect-ed

   d) in-significant

7. Which of the words is divided into Ultimate Constituents?

   a) un-employment

   b) un-moving

   c) un-doubt-ed-ly

   d) ir-resisitible

8. Find a word with a productive Germanic prefix:

   a) misprint

   b) abnormal

   c) rewrite

   d) antitype

9. Find a word with a productive Romanic prefix:

   a) afternoon

   b) prearrange

   c) unable

   d) undertake

10. Find a word with a Greek prefix:

   a) antifascist

   b) postwar

   c) extraordinary

   d) overturn

11. Which of the suffixes is used for the formation of nouns?

    a) -ish   c) -ize

    b) -less   d) -ness

12. Find a suffixated adjective formed from a verb stem:

    a) foolish   c) collective

    b) peaceful   d) horned

13. Find a compound adjective:

    a) sick-leave   c) backbite

    b) sky-blue   d) armchair

14. Find a compound word in which the components are merely placed one after another (juxtaposition):

    a) Anglo-Saxon   c) sportsman

    b) horseman   d) handiwork

15. Find an example of a derivational compound word:

    a) lady-killer   c) looking-glass

    b) masterpiece   d) short-sighted

16. Find an example of a derivational compound adjective formed with the help of a suffix:

    a) red-hot   c) absent-minded

    b) ice-cold   d) military-looking

17. Find a nominal-verbal compound:

    a) cross-question   c) long-tailed

    b) writing-table   d) peace-fighter

18. Find an example of apocope:

    a) curtsy   c) exam

    b) flu   d) bus

19. Find a word-group the structure formula of which is V + prep + N:

    a) to depend on something   c) to put forward a question

    b) to get to know   d) to deliver a speech

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

    a) subway   c) tube

    b) underground   d) metro

21. Which meaning of the polysemantic adjective *barbaric* is its primary meaning?

    a) very cruel and violent   c) foreign
    b) primitive; unsophisticated   d) uncivilized and uncultured

22. The word *three* is …

    a) the English word proper   c) of the Common Germanic origin
    b) of the Indo-European origin   d) Scandinavian borrowing

23. The main source of the borrowed phraseological unit *to cross the Rubicon* is …

    a) facts and events of the world history   c) classical languages
    b) the Bible   d) ancient legends and myths

24. Find an example of a compound word proper:

    a) a pen-holder   c) black-haired
    b) a break-down   d) a set-back

25. Find an example of a subordinative compound:

    a) fifty-fifty   c) snowball
    b) actor-manager   d) walkie-talkie

26. Find a derivational adjective-nominal compound:

    a) cooking-stove   c) doorway
    b) brick-layer   d) red-nosed

27. Which of the prefixes denotes time relations?

    a) un-   c) pre-
    b) dis-   d) in-

28. Find an example of homographs:

    a) right (правий) – write (писати)   c) ring (перстень) – ring (телефонний дзвінок)
    b) bow (уклін) –bow (лук)   d) to found (засновувати) – found (past tense from to find)

29. Find a lexical abbreviation which is read as an ordinary word:

    a) H-bomb   c) USA
    b) T.U.C.   d) NATO

30. Find an example of a full Briticism:

    a) fortnight   c) ship
    b) country   d) window

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