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Words, Worlds and Beyond: English Lexicology in Action

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Практикум спрямований на ознайомлення студентів із основними питаннями лексикології англійської мови як складової частини загального мовознавства, розгляд головних напрямків і методів дослідження лексики, вивчення лексичних явищ у їх морфологічному складі, за значенням, сталими властивостями, лексико-стилістичними ознаками, походженням, діалектними розбіжностями.

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КИЇВСЬКИЙ УНІВЕРСИТЕТ
ІМЕНІ БОРИСА ГРІНЧЕНКА

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**CLASS 1. LEXICOLOGY AS A BRANCH OF LINGUISTICS.
MAIN NOTIONS OF LEXICOLOGY. LINKS WITH OTHER
BRANCHES OF LINGUISTICS. ETYMOLOGICAL
PECULIARITIES OF THE ENGLISH VOCABULARY**

TOPICS FOR DISCUSSION

1. Definition of Lexicology. The subject, the tasks, the aims of Lexicology. Kinds of Lexicology. Links with other branches of Linguistics.
2. Etymological peculiarities of the English vocabulary. Borrowed words.
3. The Anglo-Saxon element in the English vocabulary.
4. The Celtic element in the English vocabulary.
5. The classical element (Greek and Latin) in the English vocabulary.
6. The Scandinavian element in the English vocabulary.
7. The Norman-French element in the English vocabulary.
8. Ukrainian and Russian borrowings in the English vocabulary.
9. International words in the English vocabulary.
10. Archaisms.
11. Neologisms.
12. Translation loans.
13. Semantic borrowings.
14. Etymological doublets.
15. Etymological triplets.
16. Etymological hybrids.
17. Folk etymology.



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KEY TERMS:

► *Etymology* ► *Native words* ► *Borrowed (loan) words*
 ► *Donor language* ► *Recipient language* ► *Source of borrowing* ► *Origin of borrowing* ► *Assimilation (nativization)*
 ► *Loan translation (calque)*

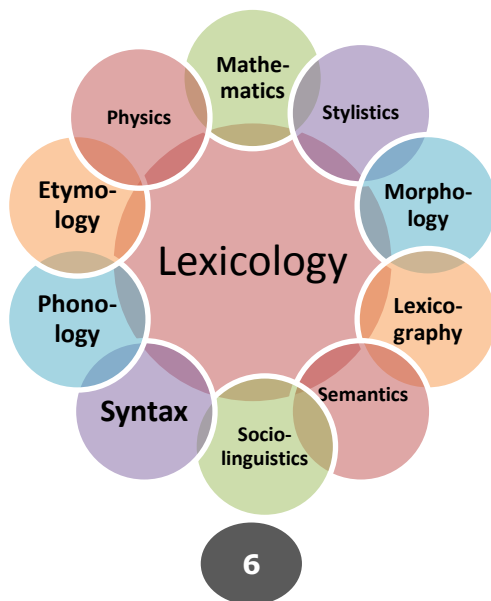
ACTIVITIES

Activity 1. Match the definition of the notion 'word' with its author.

Definition	Author
"Words are not mere sounds but names of matter."	I.P. Pavlov (1849-1936), a Russian physiologist and Nobel Prize winner
"A word is the minimum sentence."	A. Meillet (1866-1936), a French linguist
"A word is one of the smallest completely satisfying bits of isolated 'meaning', into which the sentence resolves itself. It cannot be cut into without a disturbance of meaning,	L. Bloomfield (1887-1949), an American linguist

one or two other or both of the several parts remaining as a helpless waif on our hands. A word is indivisible."	
"A word is a universal signal that can substitute any other signal from the environment in evoking a response in a human organism"	S. Ullmann (1914-1976), a Hungarian linguist
"A word is a minimum free form"	E. Sapir (1884-1939), an American linguist
"A word is defined by the association of a particular meaning with a particular group of sounds capable of a particular grammatical employment."	Th. Hobbes (1588-1679), an English philosopher
If analysed from the semantic point of view, a sentence "will fall into a certain number of meaningful segments which are ultimately composed of meaningful units. These meaningful units are called words."	H. Sweet (1845-1912), an English linguist

Activity 2. Connect the circles below, showing what branches of linguistics and other areas of knowledge Lexicology is connected with. Add more examples. Explain each connection. Speak on the types of Lexicology.



Activity 3. Give definitions of the following neologisms in the English language. Use the website <https://wordspy.com>.

Neologism	Definition
drunken trees	
wardrobe malfunction	
go commando	
procrastibaking	
steampunk	
credit cookie	
drink the Kool-Aid	
dramality	
skinship	
hathos	

Activity 4. Analyze the words of folk etymology in the English language. Explain the notion "folk etymology". Use the website <https://alphadictionary.com>.

aphrodisia, amuck, artichoke, avocado, bridegroom, Canary Islands, catsup, catty-cornered, checkmate, cockroach, cocktail, hamburger, outrage, penthouse, phony (US)/ phoney (UK), pilgrim, pumpkin

Activity 5. Give definitions of the following calques (translation loans) and semantic borrowings in the English language and explain them.

running dog	
brainwashing	
lose face	
marriage of convenience	
realisieren (Germ.)	
rhinestone	
free verse	
cookie	
beer garden	
souris (Fr.)	
thought experiment	
scapegoat	
wisdom tooth	

blue-blood	
plough	
Gospel	
hotdish	
Milky Way	
antibody	
pioneer	
dwell	

Activity 6. Define the origin of the words below (Celtic loans, Scandinavian loans, Norman French loans, French loans in Middle English, Renaissance French loans, early Latin loans, late Latin loans after 1000, Latin loans in Middle English).

Word	Origin	Word	Origin
moustache		grammar	
art		skirt	
Henderson		whisky	
plant		government	
history		Thames	
wine (OE win)		legal	
take		flower	

Activity 7. Define sources of borrowings of the following words (Spanish, Portuguese, Arabic, Russian, Malay, Spanish, Portuguese, Turkish, Persian, Italian, Irish, Dutch).

Word	Origin	Word	Origin
cork		laugh	
marmalade		volcano	
algebra		coffee	
sable		landscape	
ketchup		saffron	
shekel		turban	
tobacco		harem	
yoghurt		cocoa	

Activity 8. Fill in the table below, analyzing the following words. Add more examples.

boulevard, phenomenon, hryvna,
toreador, crisis, ballet, cartoon, police,
cliché, ciao, persona grata, buffet,
bourgeois, sombrero, bouquet, foyer,
restaurant, affiche, eureka, naïve

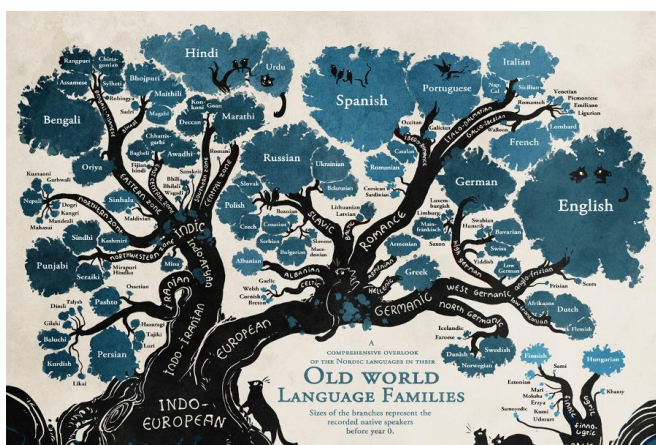
Completely assimilated borrowings (denizens)			
Partially (partly) assimilated borrowings			
not assimilated semantically	not assimilated grammatically	not assimilated phonetically	not assimilated graphically
Unassimilated borrowed words and phrases (barbarisms)			

Activity 9. Define the etymology of the following words in the English language. Use *A Short Etymological Dictionary of the English Language* (E. Partridge) or *Comprehensive Etymological Dictionary of the English Language* (E. A. Klein). Define the cognates of the words and the etymons which the words can be traced back to as in the example.

Word	Origin, Cognates	Etymon
to blacken	<ME <i>blak</i> , <OE <i>blaec</i> , ~ OHG <i>blah</i> , ON <i>blakkr</i> ; L. <i>flagrāre</i>	IE <i>*bhleg-</i> 'to burn with black smoke' or 'to burn black with smoke'
bleach		
dare		
daughter		
home		
limousine		
line		
placebo		
plane		
slave		
timid		
warm		

Activity 10. Discuss the linguistic notion that the following words can be ascribed to. Provide more examples.

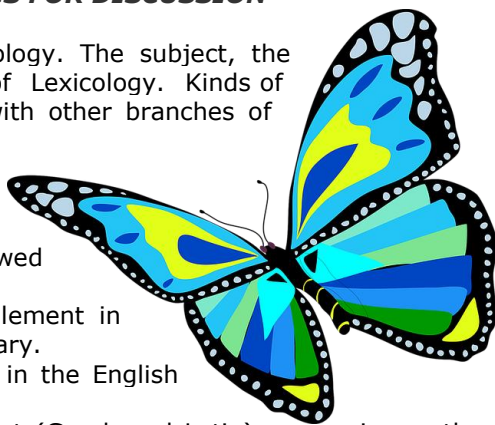
Algebra, aluminium/aluminum, anaesthetic, Arithmetic, bar, beef, beer, Biology, café, Chemistry, chocolate, cocktail, cognac, Geology, Physics, pyjamas/pajamas, President, Prince, Princess, Psychology



CLASS 2. LEXICOLOGY AS A BRANCH OF LINGUISTICS. ETYMOLOGICAL PECULIARITIES OF THE ENGLISH VOCABULARY

TOPICS FOR DISCUSSION

1. Definition of Lexicology. The subject, the tasks, the aims of Lexicology. Kinds of Lexicology. Links with other branches of Linguistics.
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READING:

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- *Loan translation (calque)*

HACK MY
STUDY



How To Block Distracting Websites

**Useful tips to remember:
Etymological Structure of the English Vocabulary¹**

The native element	The borrowed element
I. Indo-European element	I. Celtic (5th — 6th c. A. D.)
II. Common Germanic	II. Latin: 1st group: 1st c. B. C. 2nd group: 7th c. A. D. 3rd group: the Renaissance period
III. English Proper element (English Words Proper) (no earlier than 5th c. A. D.)	III. Scandinavian (8th — 11th c. A. D.) IV. French 1. Norman borrowings: 11th — 13th c. A. D. 2. Parisian borrowings (Renaissance) V. Greek (Renaissance) VI. Italian (Renaissance and later) VII. Spanish (Renaissance and later) VIII. German IX. Indian X. Russian and some other languages

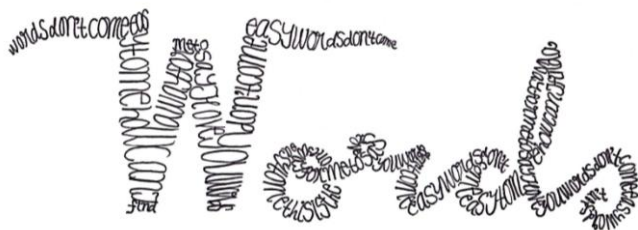
ACTIVITIES

Activity 1. Read the following article, indicate whether English still borrows words from other languages and define the ways through which the influence of a foreign language may be exerted.

Refer to *A Comprehensive Etymological Dictionary of the English Language* by E. Klein and point out the origin of the words in bold (if possible, specify the Proto-Germanic root, the Proto-Indo-European etymon and the cognates of the given word).

¹ Антрушина, Г. Б., Афанасьева, О. В., Морозова, Н. Н. (1999). Лексикология английского языка: учеб. пособие для студентов. Москва: Дрофа (с. 52).

Does English still borrow words from other languages?²



English language has "borrowed" words for centuries. But is it now lending more than it's taking, asks Philip Durkin, deputy chief editor of the Oxford English Dictionary.

English speakers may not be famous for being au fait with foreign languages, but all of us use words taken from other languages every day.

In that last sentence **au fait** is an obvious example, but **famous, foreign, languages, use, and taken** are also borrowed words. Knowledge of what is being borrowed, and from where, provides an invaluable insight into the international relations of the English language.

Today English borrows words from other languages with a truly global reach. Some examples that the Oxford English Dictionary suggests entered English during the past 30 years include **tarka dal**, a creamy Indian lentil dish (1984, from Hindi), **quinzhee**, a type of snow shelter (1984, from Slave or another language of the Pacific Coast of North America), **popiah**, a type of Singaporean or Malaysian spring roll (1986, from Malay), **izakaya**, a type of Japanese bar serving food (1987), **affogato**, an Italian dessert made of ice cream and coffee (1992).

One obvious thing that these words have in common is that not all English speakers will know them. Probably *affogato* and *tarka dal* are likeliest to be familiar to British readers, but they do not yet belong to the vocabulary that you would expect just about every British person to know, and experiences will differ greatly in different parts of the world.

² Does English still borrow words from other languages? (3 February 2014). Retrieved from <https://www.bbc.com/news/magazine-26014925>



Some words slowly build up in frequency. For instance, the word **sushi** is first recorded in English in the 1890s, but the earliest examples in print all feel the need to explain what sushi is, and it is only in recent decades

that it has become ubiquitous, as sushi has spread along the high street and into supermarket chiller cabinets in most corners of the English-speaking world. But, commonplace though sushi may be today, it hasn't made its way into the inner core of English in the same way as words like **peace**, **war**, **just**, or **very** (from French) or **leg**, **sky**, **take**, or **they** (from Scandinavian languages). This isn't just because they were borrowed longer ago. It owes a great deal to the different influences that foreign languages have had on the word-stock of English over the centuries.

It's very hard to be precise about the boundaries of the vocabulary of any language, especially a global one like modern English. Every speaker of a language has a slightly different vocabulary. English speakers living in New Zealand are likely to be familiar with a wider range of words of Maori origin, like **Pakeha**, a New Zealander of European descent, **aroa** (sympathy, understanding), **kia ora** – a greeting or farewell. English speakers in Scotland may know more words of Scottish Gaelic origin, like **cranachan**, a type of dessert, **pibroch**, bagpipe music, **Sassenach**, Englishman. Dictionaries, even very big ones like the OED, monitor those words that have some traction in English across the world. This sort of monitoring reveals some surprising trends. Although English is now borrowing from other languages with a worldwide range, the number of new borrowed words finding their way into the shared international vocabulary is on a long downward trend.

One big reason for this is the success of English as an international language of science, scholarship, business, and many other fields. If we think about words coming into English from foreign languages in the 18th and 19th Centuries, we may think first of the impact of colonialism and expanding trade. Words like **jungle** (1776), **bangle** (1787), **yoga** (1818), **khaki** (1863) came into English from languages of South Asia. But in many other cases new words slipped into English as a result of

scientific coinages in other European languages. For example, **oxygen** reflects the French name oxygène that the scientists Lavoisier and Guyton de Morveau gave to the recently discovered element in the 1780s. The word is formed from elements that ultimately come from Greek, but it was coined in French and then borrowed into English.

A similar story applies to **paraffin**, formed in German in 1830 (from Latin elements), and then borrowed into English in 1835. Other borrowings like **semester** (1826) or **seminar** (1889) reflect German innovations in higher education. Such borrowings are still sometimes found today, but have become much less common, as English has become the lingua franca of the world of learning (and of so many other fields). Today, the balance is tipping much more towards English as a donor of new words (e.g. **internet, computer, cell phone, meeting, business**) rather than a borrower. By contrast, new borrowings into English today tend to cluster much more closely in a few subject areas, especially names of food and drink.

If we look back further, it was in the Middle Ages that the everyday vocabulary of English was affected most deeply by borrowing from other languages. In the wake of the Norman Conquest, French and Latin put English in the shade for centuries as the language of learning. The church, law, and officialdom. Even everyday business records were typically written in Latin or French down to the late 1300s. This has left an indelible mark on the English language today. Words like **age, air, cause, city, idea, join, material, poor, suffer, tax** have become part of the fabric of modern English. Not far short of half of the 1,000 most frequently occurring words in modern written English have come into the language from French or Latin, mostly in the period from 1066 to 1500.

Fewer in number, but even more striking in their impact on the language of everyday life, are those words that came into English from Scandinavian languages. When communities of Scandinavian settlers in late Anglo-Saxon England began to switch to using English, they brought with them some words that have become part of the most basic layer of the vocabulary of English, such as **give, take, hit, leg, skin, sky**, and even the pronoun **they**. This was greatly helped by the close similarities between the early Scandinavian languages and medieval English.

Close contact does not inevitably lead to borrowing. For example, although English has been rubbing shoulders with Welsh and other Celtic languages in the British Isles for many

centuries, relatively few words have come into everyday English from this source. There are some examples, like **trousers**, **gull**, **clan**, or (maybe) **baby**, but they are tiny in number compared with the vast numbers borrowed from French and Latin, and they have had less impact on the everyday language than words from Scandinavian sources.

Ultimately, patterns of borrowed words reflect complex patterns of cultural contacts across the centuries. Names of foods, plants, animals, and other features of the natural world are borrowed as part of the basic traffic between peoples in different parts of the world. Borrowings affecting other areas of the vocabulary typically follow the pathways of power and prestige between languages. English today may, for once, be more of a lender than a borrower. If we try to look decades or centuries into the future, who knows?

Activity 2. Define the origin of the following words (identify the Proto-Germanic root, the Proto-Indo-European etymon and the cognates of the given words). Decide what layer (Indo-European, Common Germanic or English words proper) the words belong to?

- 1) *father, mother, son, daughter, brother, sister;*
- 2) *sun, moon, star, wind, water, wood, hill, tree;*
- 3) *head, arm, finger, hand, bone;*
- 4) *bull, cat, crow, goose, wolf;*
- 5) *summer, winter, spring, time, week;*
- 6) *storm, rain, flood, ice, ground, sea, earth, land;*
- 7) *bridge, house, bench, boat, ship, shop, room, coal, iron, lead, cloth, fur;*
- 8) *hat, shirt, shoe;*
- 9) *boy, girl, lady, lord, daisy, always;*
- 10) *hard, quick, slow, red, white;*
- 11) *all, each, self, such, here, there, near;*
- 12) *to go, to tell, to speak, to say, to answer, to see, to hear, to drink, to sing, to make, to learn, to have, to rise, to bake.*

Thad "Övdalsk"

Makes linguists change
proto-germanic
reconstructions

Preserves the old quantity system.

No medieval literary
heritage or orthography to
fall back on.

Extremely diverse dialect
continuum.

Evolved from a largely
undocumented obscure
north-germanic branch.

East or west norse cannot
properly label it.

One of the few continental
scandinavian dialects to keep the
morphology almost intact.

Syllable onset retroflex flap.



Incomprehensible for
outsiders.

Carved and kept using
runes into the modern era.

Ancient nasal vowels.
/w/ unchanged since PIE.

Does not care about purism.

Unique vowel shifts.

Makes international
headlines.

Nearing extinction, only
spoken by a few.

Every village has its own
dialect.

Unique reflexes straight
from Pgmc itself.

Activity 3. Analyse the following words from the point of view of the type and degree of assimilation. State which words are: a) completely assimilated; b) partially assimilated (or non-assimilated semantically, grammatically, phonetically, graphically); c) non-assimilated:

coup d'état, vis-à-vis, they, mill, street, communiqué,
belles-lettres, naïveté, their, papyrus, pastorale, beau, city,
school, pagoda, them, chalk, mile, pneumatics, chaussée,
noblesse, ennui, éclat

Activity 4. Identify the origin/source of a borrowing and comment on the changes that the words underwent during the process of the adaptation of borrowed material to the norms of the English language:

café, spitz, honour, vacuum, virtuoso, saunter, umbrella,
Bolshevik, botanical, timbre, move

Activity 5.

a) Comment on the formation of the etymological doublets (identify the language or periods they were derived from) and on the difference in meaning, if any:

shirt – skirt, shabby – scabby, naked – nude, word – verb, senior – sir, canal – channel; captain – chieftain, card – chart, camp – campus, history – story, example – sample, acute – cute, adventure – venture;

b) Comment on the formation of the etymological triplets:

hospital – hostel – hotel, to capture – to catch – to chase, appreciate – appraise – apprise, astound – astonish – stun, kennel – channel – canal.

Activity 6. Identify the origin/source of the borrowings taking into consideration certain sounds or clusters of letters in the words:

Word	Origin/source of borrowing
w altz	
psy ch ology	
soufflé	
v olcano	
v ase	
v accine	
j ungle	
g esture	
g iant	
z eal	
z ero	
z inc	
e chelon	
ar ch aic	
ch ase	

Activity 7. Match loan translations (calques) and their explanations. What language were they derived from? How and when are they used?

Calque	Explanation of the calque
dog days	An outdoor market selling inexpensive antiques, curios etc.
son-in-law egg	1. A misunderstanding of the etymology of a word; a false etymology that incorrectly explains the origin of a word. 2. (<i>linguistics</i>) A reanalysis of a word that is inconsistent with its etymology or history.
flea market	(<i>idiomatic</i>) In contemporary China, a child with no siblings who is regarded as overly protected and spoiled (seen as belonging to a generation which is a product of China's "one-child" policy).
eye for eye	1. A person who supervises others; a supervisor. 2. A person with great powers; a superman.
folk etymology	A boiled egg that has been shelled and then deep-fried.
earworm	This term is a direct translation of a Chinese phrase which literally means "to wash the brain" but referred to a method for systematically changing attitudes or altering beliefs. In the 1950s, the noun <i>brainwashing</i> entered English, quickly followed by the verb. This influence perhaps occurred as a result of the American involvement in the Korean War.
little emperor	1. (<i>archaic</i>) The days following the heliacal rising of Sirius, now in early August (Gregorian) at dates varying by latitude. 2. The unpleasantly hot days of late summer. 3. Any similar period of inactivity, laziness, or stagnation.
brainwashing	"A catchy tune" entered English in the 1980s directly from the unrelated German word <i>Ohrwurm</i> . The similar sound of the German term lent itself to this already-existing English word. <i>Earworm</i> has caught on in English and the phenomenon it describes has been studied by a range of psychologists and neurologists, including Oliver Sacks; the word even inspired a mash-up artist named DJ Earworm.

overman	<p>1. (<i>idiomatic</i>) To enjoy the present and not worry about the future; to live for the moment.</p> <p>2. (<i>idiomatic</i>) To make the most of today by achieving fulfillment in a philosophical or spiritual sense.</p> <p>3. (<i>idiomatic</i>) To attack the day's efforts with vigor and purpose.</p>
seize the day	A calque of Hebrew עין תחת עין (<i>ayin tahat ayin</i>), in reference to Exodus 21:23-25: "And if any mischief follow, then thou shalt give life for life, Eye for eye, tooth for tooth, hand for hand, foot for foot, Burning for burning, wound for wound, stripe for stripe" (King James Version).

Activity 8. Explain the meaning of the following neologisms:

google, tweet cred, 404, crowdsourcing, ego surfer, stitch 'n' bitch, BFF, chilax, staycation, mitthead, moon-basing

Activity 9. Find archaic words in Viola's monologue in *Twelfth Night*³ by W. Shakespeare and comment on them (find the corresponding modern words):

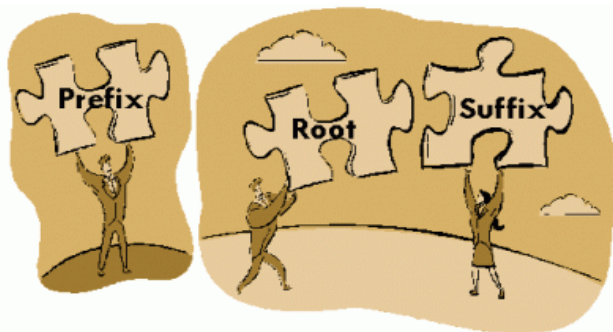
"There is a fair behaviour in thee, Captain, and though that nature with a beauteous wall doth oft close in pollution, yet of thee I will believe thou hast a mind that suits with this thy fair and outward character. I prithee — and I'll pay thee bounteously — conceal me what I am, and be my aid. For such disguise as haply shall become the form of my intent..." (Act I, Sc. 2) 32.

³ Shakespeare, W. *Twelfth Night*. Retrieved from: http://www.literaturepage.com/read/shakespeare_12_thnight-4.html

Activity 10. Define the origin of the following translation loans:

masterpiece, wonder child, first dancer, collective farm,
five-year plan, lightning-war, fellow-traveller, self-criticism,
Socialist democracy

CLASS 3. MORPHOLOGICAL STRUCTURE OF A WORD



TOPICS FOR DISCUSSION

1. Morphological structure of a word
2. Definition of the morpheme.
3. Types of morphemes.
4. Semantic and structural classification of morphemes.
5. Classification of words according to the number and types of morphemes.
6. Structural types of English words
7. Morphemic analysis (IC / UC analysis).

READING

1. Ganetska, L. V. (2004). *Lexi-Maker: Modern English Lexicology in Tables, Figures and Exercises*. Kyiv: Lenvit (pp. 36-51).
2. Арнольд, И. В. (1986). *Лексикология современного английского языка* (3-е изд.). Москва: Высшая школа (с. 77-107).
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4. Мостовий, М. І. (1993). *Лексикологія англійської мови*. Харків: Основа (с. 10-29).



KEY TERMS:

- ▶ Morpheme ▶ Root ▶ Stem ▶ Affix ▶ Allomorph
- ▶ Free morpheme ▶ Bound morpheme
- ▶ Semi-bound morpheme ▶ Inflection
- ▶ Functional affix ▶ Derivational affix
- ▶ Living affix ▶ Dead affix
- ▶ Productive affix ▶ Non-productive affix
- ▶ Monomorphic word ▶ Polymorphic word
- ▶ Derived word ▶ Compound word ▶ IC/UC analysis

ACTIVITIES

Activity 1. Analyse the following words into morphemes and use the words to complete the table.

Gatecrasher, disagreement, fingertips, knives, fault-finding, afloat, hardship, widespread, post-modernism, trust, subscription, broad-minded, interchangeable, calmed, ablaze, sharp-tongued, wilderness, cross-cultural, time-consuming, working, tongue-tied, prices, occupant, lively, income, sports, railway, obligation, datum, insufferable, subscription, graphic, joyriding, oxen, encircle, aid, forces, spacious, cat.

<u>Simple words</u>	<u>Derived words</u>	<u>Compounds proper</u>	<u>Derivational compounds</u>
			

Activity 2. Complete the table.

Affix	Native/ borrowed	Productive (P)/ non- productive (NP)	Meaning/ function	Examples
com-/ con-/ co-	borrowed	NP	with, together	to compile
retro-		P		..... ..... .....
op-		NP		opponent
amphi-		NP		..... ..... .....
-th		NP	nouns from adjectives	...............
-er		P		doer
-ness		P	nouns denoting state, quality, degree	...............
-ee		P		payee
-tion		P	nouns from verbs	...............
-ic/-ics		NP	noun: art, science	music
-en		P	verb: make like	darken

-ise/ -ize		P	verb: make, conform to	...............
-ous		NP	adjective: characterized by, full of	glorious
-ful		P		..... ..... .....
-less		P		..... ..... .....

Activity 3. Consult a dictionary and identify the dead affixes in the words that follow.

*attribute appeal succeed alleviate
 answer assimilate abbreviate efficient*

Activity 4. Consult a dictionary and explain the meanings of the morphemes of classical origin in bold. Provide at least two more words containing each of the highlighted morphemes in the table.

Word	Meaning of the morpheme	Further examples
de hydr ation		
herbi cide		
homo nym		
demo crat		
gener ation		
graph eme		
ag grav ate		
kilo byte		
kin(a) esthetic		
e labor ation		
morph ology		
im mortal		
circum stances		
symp athy		
soph ist		
verbal		

Activity 5. Explain the meaning of each of the prefixes in bold. Put the labels in bold into the appropriate boxes (1–8). Provide one more word with each of the prefixes in the table.

<i>number</i> orientation	<i>location/distance</i> disparaging	<i>negation</i> size/degree	<i>reversal</i> time/order
1 amoral disobey non-smoker unwise	2 defrost disconnect undo	3 maltreat mishear pseudo- intellectual	4 anticlockwise autobiography counteract prosocialist
5 megaloan miniskirt outrun overworked subconscious superman ultrasound underestimate vice-president	6 extraterrestrial international foreleg pan-American telescope transatlantic	7 ex-husband forewarn Neo-Gothic post-modern pre-marital Proto-Indo- European renew	8 bilingual demigod digraph monophthong multipurpose semicircle polytechnic tricycle unisex

Activity 6. Explain the meaning of each of the suffixes in bold. Provide further examples of words containing these suffixes.

- 1) pictures**que**, Byrones**que**
- 2) lion**ess**, heiress
- 3) kitchen**ette**, statu**ette**, disk**ette**
- 4) neolog**ism**, American**ism**
- 5) gray**ish**, twenty**ish**



- 6) pig**let**, book**let**
- 7) cat**ling**, duck**ling**
- 8) doggy, dolly
- 9) two**fold**, three**fold**
- 10) home**ward**, down**ward**

Activity 7. Analyse the morphological structure of the words below. Then find allomorphs of the same morphemes and use them to complete the table as in the example.

Illegal, inability, pleasure, improbable, strengthen(v), irresistible, revision, broadly, breadth, shelf, pleasant, stronghold, indestructible, depth, enact(v), please, finite, empower(v), unprintable, lengthen(v), infinity, exclamation, irrelevant, deepen(v), pseudonym, exclaim(v), shelve(v), prolong(v), destroyer, revise(v), finish, onomatopoeia.

in- (inability), il- (illegal)...

onym-

pleas-

-able

strong-

-stroy-

-claim-

-vis-

en-

deep-

long-

finit-

shelv-

broad-

Activity 8. Analyse the following words into immediate constituents.

disappearance, hopefully, unthinkable, improvement, interactive, insufferable, renewal, impersonal, biodegradable

Activity 9. IC analysis is one of the tools which enable a researcher to account for the morphological ambiguity of derived words. For example, the adjective *unlockable* can be taken to mean 'one that cannot be locked' (un-lockable) or 'one that can be unlocked' (unlock-able). How can IC analysis account for the difference in the meanings of the words below?



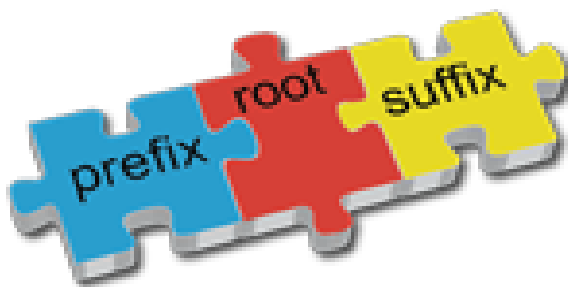
*undoable unzipable uninstallable unwrapable
unpackable untieable unfoldable unloadable*

Activity 10. Analyse the following words into morphemes, following the suggested pattern.

peanuts misty-eyed brethren uncontrollable sugar-free
lengthy restrictive sports-minded whirlwind manly
optional deforestation divergent
upper incredibly copies latest blissfully

Morphological analysis

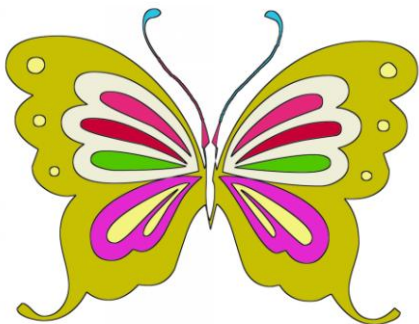
- 1) Single out the morphemes and define the stem.
- 2) Define the type of the word according the number and types of morphemes.
- 3) Analyse each morpheme to determine whether it is
 - free/bound/semi-bound
 - functional/derivational
 - living/dead
- 4) If the word is a compound, define its type.



CLASS 4. MORPHOLOGICAL CLASSIFICATION OF ENGLISH WORDS

TOPICS FOR DISCUSSION

1. Morphological structure of a word.
2. Definition of the morpheme.
3. Types of morphemes.
4. Root morphemes. Root and stem.
5. Affixes: prefixes and suffixes.
6. Classification of words according to the number and types of morphemes.
7. Structural types of English words:
 - simple or root words;
 - derived words;
 - compound words;
 - compound-derived words.
8. Morphemic analysis (IC / UC analysis).



READING:

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4. Мостовий, М. І. (1993). *Лексикологія англійської мови*. Харків: Основа (с. 10-29).
5. Affixation in English. Retrieved from <https://www.linguisticsnetwork.com/affixation-in-english/>

KEY TERMS:

▶ Morpheme ▶ Root ▶ Stem ▶ Affix
 ▶ Allomorph
 ▶ Free morpheme
 ▶ Bound morpheme
 ▶ Semi-bound morpheme
 ▶ Inflection
 ▶ Functional affix
 ▶ Derivational affix

▶ Living affix
 ▶ Dead affix
 ▶ Productive affix
 ▶ Non-productive affix
 ▶ Monomorphemic word
 ▶ Polymorphemic word
 ▶ Derived word
 ▶ Compound word
 ▶ IC/UC analysis

ACTIVITIES

Activity 1. Define the type and meaning of affixes (derivational: prefix, suffix, infix, circumfix; inflectional) in the following words:

derail; walked; transatlantic; reading; subway; eaten; co-author; incapable; horses; brightest; joyous; Mary's; enlighten; unfrickingbelievable; development; education; outage; fruitless; writer; likes; brighter; floatable; bilingual; undo; mistreat; ex-president; extend; anti-social; reread; proclaim

Activity 2. Add prefixes of negation to the words in the box below and fill in the table:

Un	
Il	
Dis	
In	
Im	
Ir	
Mis	
available, legal, kind, necessary, reliable, connect, appear, efficient, advantage, dependent, responsible, print, personal, polite, understand, logical, aware, patient, regular, behave, happy, convenient, comfortable, decisive, trust, agree, legible, allow, mortal, mature, tidy, approve, lead, believable, perfect, friendly, honest, mobile, use, relevant, affect, active, obedient, organized	

Activity 3. Analyze the following words into morphemes. For the pattern of the analysis, see Class 3.

hand-held, speakerphone, ageist, embarrassing,
underpants, billfold, tuxedo, fortnight, bob, telly,
chucker-out, oatmeal, dramatist, theatrical,
extraordinary, composer, cha-cha-cha

Activity 4. Read the article below and fill in the gaps. Use the words in the box. Form words with the help of affixation.



SCIENTISTS PLAY 'SHRIMP FILMS' TO CUTTLEFISH IN 3D VISION STUDY⁴

There are some questions in science that can only be answered by strapping a pair of 3D glasses to an _____(1) cuttlefish and setting it loose in an _____(2) movie theatre.	SUSPECT WATER
That, at least, was the thinking of a team of _____(3) who set themselves the task of working out how the marine molluscs know how far away prey is before launching their explosive, tentacled attacks.	RESEARCH
The puzzle has occupied an _____(4) select group of scientists because of the cuttlefish's unusual ability to scope out a 360-	ADMIT

⁴ The article was retrieved from:
<https://www.theguardian.com/science/2020/jan/08/scientists-play-shrimp-films-to-cuttlefish-in-3d-vision-study>

degree field of vision by moving its eyes _____(5).	DEPEND
Dr Trevor Wardill, who led the work at the University of Minnesota, said that given the complexities of cuttlefish vision, it was considered _____(6) that the animals judged distance in the same way as humans. That process, known as stereopsis, computes distance by comparing how each eye sees objects in slightly different positions.	LIKE
Wardill and his colleague, Rachael Feord at Cambridge University, realised they could test whether cuttlefish use stereopsis by getting them to wear 3D glasses and playing them some _____(7) 3D shrimp movies. "A lot of people said it wasn't going to work," Wardill said. "They said they'd rip the glasses off. They said there'd be ink in the tank."	JUICE
But Wardill and his _____(8) found a way. In experiments at the Marine Biological Laboratory in Woods Hole, Massachusetts, the researchers found that _____(9) treatment, distractions, and a copious supply of shrimp were rewarded with cooperation. "You've got to get in the mind of the cuttlefish and make them happy," Wardill explained.	WORK
Not that every step went _____(10). Attempts to glue the glasses directly on to the molluscs left some at jaunty angles and risked skin damage when the cuttlefish reached up with their arms – of which they have eight – to pull them off. That was solved with a _____(11) velcro strip that the glasses then attached to.	CARE
The glasses posed another hurdle, however. "The first ones that wrapped around caught too much water, so if the cuttlefish swam backwards, the glasses would fly off," Wardill said.	SMOOTH
But with tenacity, the scientists _____(12) the problems. The cuttlefish – whose names included Supersandy, Long Arms, Inky and Sylvester Stallone – were ready to be trained and tested.	GLUE
	COME

<p>In training sessions, the cuttlefish familiarised themselves with their new home: a tank with an underwater movie screen on which the scientists played moving images of shrimp, the molluscs' favourite snack. Once the animals were used to the tank and stopped playing with their glasses, the _____(13) set a high-speed video camera recording and the experiments began.</p>	RESEARCH
<p>The scientists arranged the equipment so that the cuttlefish saw shrimp moving along in slightly different positions with each eye. The same technique gives 3D movies their depth of field: the brain combines the images into one and uses triangulation to work out how close objects are.</p>	VARY
<p>When the researchers _____(14) the spacing between the shrimp images – making them seem nearer or further away to a human wearing 3D glasses – the cuttlefish adjusted their striking distance before lunging at the virtual prey.</p> <p>"If you have the images a long way apart, the cuttlefish think the shrimp is really close and they back up and try to shoot their tentacles right in front of them. But if you flip the images around and make the shrimp look like it's behind the screen, they'll swim right into it," said Wardill. The study, published in Science Advances, concludes that cuttlefish use stereopsis after all, though further tests showed the animals must use different neural circuitry to do so.</p>	
<p>"As _____(15), we're looking to understand the principles underlying brains," said Feord. "The process of stereopsis has cropped up multiple times throughout evolution, but each time the neural circuitry and its capabilities are a little different."</p> <p>Prof Jenny Read, a professor of vision science at Newcastle University, who last year discovered evidence for stereopsis in praying mantises, said the work proved there are different ways of achieving stereopsis: "Creatures like cuttlefish or mantises may seem outlandish, but understanding them will help us come up with varieties of</p>	SCIENCE

machine vision which are most appropriate for different situations, say for a flying drone versus a robot vacuum cleaner versus a security camera. They are amazing examples of evolved engineering, and we have so much to learn from them.”

Activity 5. Fill in the table below. Guess the meaning of the prefix. Give several examples for each prefix.

MEANING	PREFIX	EXAMPLES
afterwards	after-	aftertaste, afterthought
	anti-	
	auto-	
	bi-	
	co-	
reduce	de-	
	dis-	
to a lower level	down-	
	ex-	
before	fore-	
in front	fore-	
	il-; im-; in-; ir-	
between	inter-	
badly or wrongly	mal-	malfunction; malnourished
	mega-	
	micro-	
	mini-	
	mis-	
	mono-	
	multi-	
	non-	
more/ more than	out-	outgrow
outside	out-	
too much or too long	over-	
above/ on top	over-	
across	over-	overseas

	post-	
	pre-	
in favour of	pro-	
	pseudo-	
again	re-	
in another way	re-	replace
half	semi-	
partly	semi-	
below	sub-	
less or less important	sub-	
	super-	
across	trans-	
showing change	trans-	translation
three	tri-	
not	un-	
opposite action	un-	
not enough	under-	
underneath	under-	
too little/ too small	under-	
	up-	

Activity 6. Form adjectives / adverbs using the following list of suffixes:

SUFFIX		ADJECTIVE/ ADVERB	SUFFIX		ADJECTIVE/ ADVERB
-al/ -ally	-	magical/ magically	-ial/ -ially	-	industrial/ industrially
-ate/ -ately	-		-ing/ -ingly	-	
-ic/ -ically	-		-ical/ -ically	-	
-ful/ -fully	-		-iful/ -ifully	-	
-ised			-th/ -ieth	-	
-ive/ -	-		-itive/		

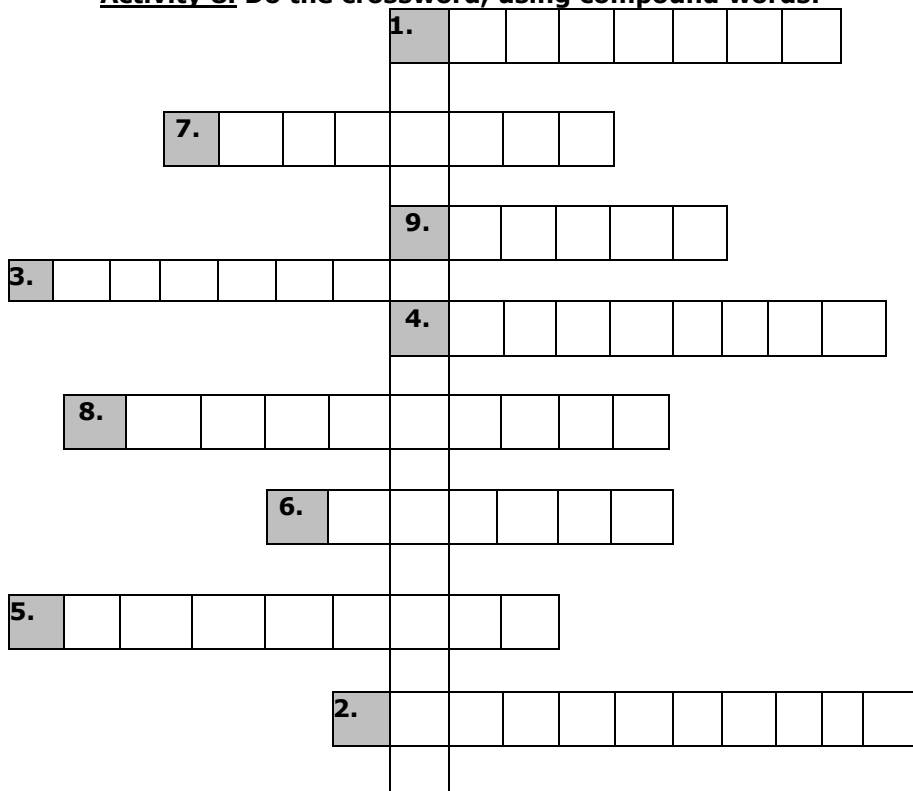
ively		-itively	
-less/ -lessly		-ular/ -ularly	
-ous/ -ously		-ious/ -iously	

Activity 7. Fill in the table. Define the suffixes in the formed words.

NOUN	VERB	ADJECTIVE	ADVERB
ambition	-	ambitious	ambitiously
	attract		
beauty			
		broad	
care			
			chattily
child			
	communicate		
	compete		
			considerately
		creative	
critic, criticism			
		dangerous	
	decide		
		deep	
	differ		
disaster			
		elegant	
	enjoy		
fame			
fashion			
glamour			
grace			
		happy	
	help		
height			
	hope		
	imagine		
importance			
		impressive	
	interest		

introduction			
	lengthen		
logic			
mood			
mystery			
nation			
nature			
	obsess		
		perfect	
	please		
		polite	
		popular	
		poor	
	practise		
		proud	
	produce		
rarity			
		real	
	rely		
	satisfy		
sense			
		silent	
spectacle, spectator			
			suspiciously
	sympathise		
	think		
		threatened, threatening	
	tolerate		
			widely

Activity 8. Do the crossword, using compound words:



Down:

1. believing family is very important;

Across:

1. working the usual hours in a job;
2. the state or situation of having no gravity;
3. an escape;
4. to sleep longer than you wanted to;
5. not popular or valid any more;
6. a summary of events;
7. coming towards you;
8. who never does anything illegal;
9. a small, portable computer.

Activity 9. Add prefixes to the words in the table. Add more examples with these prefixes. Match the prefixes with their meanings (a-j):

1.	_____ population	a) again
2.	_____ standard	b) badly
3.	_____ forestation	c) below
4.	_____ hill	d) too much
5.	_____ nourished	e) many
6.	_____ build	f) opposite of an action
7.	_____ stable	g) not enough
8.	_____ -active	h) downwards
9.	_____ national	i) opposite of an adjective
10.	_____ management	j) partly/ half

Activity 10. Fill in the gaps with the opposites of the words in brackets:

1. Keanu can't make decisions easily; he is _____. (**DECISIVE**).
2. The banker was _____ to answer any of our questions. (**ABLE**)
3. You cannot depend on your classmate to help you with your homework; he is totally _____. (**RESPONSIBLE**)
4. Don't believe what your says; Keyla is _____. (**HONEST**) with her groom.
5. Ray's last statement did not make any sense. I thought it was completely _____. (**LOGICAL**)
6. That decision that he made concerning his business was _____. (**LEGAL**)
7. Although he is in his thirties, he still behaves like a little child. Everyone agrees that he is still _____. (**MATURE**)

8. I don't like the hotel we are staying at. It's quite _____.(**COMFORTABLE**)

9. While children are small, they are rather _____. (**PATIENT**)

10. The book of this author are _____. (**INTERESTING**)
I don't like reading these books, because they are too simple.



CLASS 5. WORD FORMATION

TOPICS FOR DISCUSSION

1. Productive ways of word formation:
 - a) affixation;
 - b) word-composition;
 - c) conversion.
2. Semi-productive ways of word formation:
 - a) shortening and its types (acronyms);
 - c) clipping and its types;
 - d) abbreviation and its types;
 - e) back-formation;
 - f) blending;
 - g) reduplication.
3. Non-productive ways of word formation:
 - a) change of stress;
 - b) sound interchange (gradation, deflection);
 - c) sound imitation (onomatopoeia);
 - f) eponymy.



READING:

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KEY TERMS:

- **Affixation** ► **Derivation** ► **Conversion** ► **Shortening**
 ► **Abbreviation** ► **Acronym** ► **Clipping** ► **Blending**
 ► **Back formation** ► **Onomatopoeia**
 ► **Sentence condensation** ► **Eponym**



ACTIVITIES

Activity 1. Perform the IC analysis of the words below. Explain the meaning of their suffixes and their shades of meaning, matching the words with the explanations.

southerner, beautiful, youngish, touchy, fishy, womanly, womanish, flowery, flowered, flowering, bookish

1. full of, characterised by;
2. designating persons from the object of their occupation or labour or from their place of origin or abode;
3. used in a complimentary manner about girls;
4. the result of an action or process;
5. insufficiency of quality;
6. characterised by or inclined to the substance or action of the root to which the affix is attached;
7. used to indicate an effeminate man and certainly implies criticism;
8. possessing the quality of.

Activity 2. Comment on the way of formation of the following words. Use them in the sentences of your own:

to book, to comb, to even, to parrot, to afar, to table,
to buttonhole, a break, a make, a move, a return,
the ups and downs, a gain, a natural, the how and the why,
to hand, to back, to face, to eye, to mouth, to nose, to dog,
to wolf, to monkey, to can, to coal, to pale, to yellow, to cool,
the ins and outs, the like of me and the like of you

Activity 3. Give examples of converted words according to regular semantic associations. E. g.: the noun is the name of a tool or implement, the verb denotes an action performed by the tool – *to hammer, to nail, to pin*.

The name of an animal – an action or aspect of behaviour considered typical of this animal	
The name of a part of the human body – an action performed by it	
The name of a profession or occupation – an activity typical of it	
The name of a place – the process of occupying the place or of putting smth./smb. in it	
The name of a container – the act of putting smth. within the container	
The name of a meal – the process of taking it	

Activity 4. Arrange the following words according to the type of clipping. Give the full forms of the words.

ad, exam, fridge, flu, lab, maths, specs, plane, rep, gator, gas, gym, memo, photo, pub, coon, phone, burger, copter, demo, amp, disco, disc, groom, non-veg, varsity, karchief, lunch, news, rehab, hitch, zoo, Fred, Dora, fancy, pants			
Initial clipping (apheresis)	Medial clipping (syncope)	Final clipping (apocope)	Mixed clipping

Activity 5. Comment on the formation of the following blends (or *portmanteaux* words, as L. Carroll in *Through the Looking Glass, and What Alice Found There* (1871) called them). Which element of the blend controls the meaning of the whole word? Justify your opinion.

Blend	Explanation
Motel	
Smog	
Heliport	
Brunch	
Yarvard	
Infomercials	
Oxbridge	
Advertorial	
Chunnel	
Affluenza	
Slanguage	
Guesstimate	
Medicare	
Docufantasy	
Eurovision	

Activity 6. Can the meaning of a compound word be regarded as the sum of its constituents' meanings? To answer this question, divide the following compounds into three groups:

Classroom, horse-marine, bluebottle, bedroom, working-man, mother-of-pearl, evening-gown, blackboard, blackbird, straphanger, ladybird, football, lady-killer, pickpocket, butter-fingers, good-for-nothing, man-of-war, tallboy, lazybones, chatterbox, bluestocking, dining-room, sleeping-car, reading-room, dancing-hall, wall-flower

Meaning is deducible from the constituent parts	One of the components (or both) has changed its meaning	Meaning is not deducible from the constituent parts

Activity 7. Determine the source words of the following verbs. Comment on the way of the words formation:

To beg, to burgle, to cobble, to butle, to baby(-)sit,
to force-land, to blood-transfuse, to peddle, to edit,
to sleep-walk, to housekeep

Activity 8. Decipher to the following abbreviations:

A. D., p. m., e. g., cf., i. e., P. S., q. v., op. cit., vs., CEO,
Ph. D., CWYL, WC, CUL, ROFL, BA, BS, blvd., tsp or t, misc.,
CU2NITE

Activity 9. Find the sources of the following eponyms. Give more examples of English eponyms:

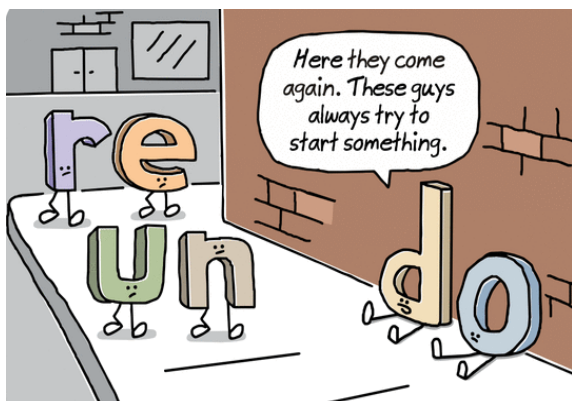
Procrustean, hermetic, cereal, cupidity,
fortune, grace, Gargantuan, begonia,
chesterfield, sandwich, champagne, cheddar

Activity 10. Explain the meaning of the following coinages. Find more examples of English neologisms:

Aginda, circumtreeviation, literate, fagony, hicgap



CLASS 6. WORD FORMATION



TOPICS FOR DISCUSSION

1. Productive and non-productive ways of word-formation.
2. Affixation.
3. Conversion.
4. Word-composition / compounding.
5. Shortening and its types. Abbreviation. Acronymy.
6. Clipping.
7. Blending.
8. Back-formation.
9. Onomatopoeia.
10. Sound and stress interchange.
11. Eponymy.

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1. Арнольд, И. В. (1986). *Лексикология современного английского языка* (3-е изд.). Москва: Высшая школа (с. 77-164).
2. Мостовий, М. І. (1993). *Лексикологія англійської мови*. Харків: Основа (с. 10-66).
3. Jackson, H., & Ze Amvela, E. (2007). *Words, meaning, and vocabulary. An introduction to modern English lexicology*. London: Continuum (pp. 80-104).

KEY TERMS:

- ▶ Word-formation
- ▶ Productive / non-productive ways of word-formation
- ▶ Affixation
- ▶ Derivation
- ▶ Conversion
- ▶ Compounding
- ▶ Eponymy

- ▶ Shortening
- ▶ Abbreviation
- ▶ Acronym
- ▶ Clipping (apocope, aphaeresis, syncope, mixed forms)
- ▶ Blending
- ▶ Back-formation
- ▶ Onomatopoeia
- ▶ Sentence condensation
- ▶ Sound and stress interchange

ACTIVITIES

Activity 1. Explain the differences in the meanings of the derivatives given below. Name the type of word-formation at play.

definite / definitive enfold / unfold expectation / expectancy momentary / momentous unproductive / counterproductive outstanding / upstanding classic / classical impatient / inpatient / outpatient restate / overstate / understate	judicial / judicious durable / enduring dominate / domineer renew / anew suggestive / suggestible worded / wordy negligible / negligent beneficiary / benefactor overactive / hyperactive
--	---

Activity 2. How do the affixes in bold influence the stress patterns of the words from which they are derived? Provide one more word featuring each of the suffixes.

precious ness addressee glorify characteristic kitchen ette personal information sequential Chinese meaning less mountaine er comfortable possibility mountainous instinctive		
<i>suffixes which do not change the stress pattern of the root word</i>	<i>suffixes which shift the stress onto the immediately preceding syllable</i>	<i>suffixes which have the main stress themselves</i>

Activity 3. Determine the meaning of the prefix *in-* in the following words.

inactive	inbound	incline	invisible
inflammation	inadequate	incoming	individual
indelible	inborn	indestructible	inherit

Activity 4. Match the stems in both columns to form compounds and define their types.

good-	wheel
night-	time
thrill-	meaning
steering-	hour
brick-	walled
medicine-	abiding
rush-	seeker
rust-	humoured
law-	cabinet
well-	coloured

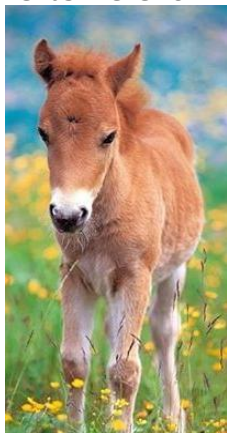
Activity 5. Spell out the differing components in the structure of meaning of the following pairs of words.

✓ fanatic – fan	✓ gelatin – gel
✓ influenza – flu	✓ mistress – miss
✓ pantaloons – pants	✓ limousine – limo
✓ perambulator – pram	✓ cabriolet – cab
✓ chapman – chap	✓ representative – rep
✓ comfortable – comfy	✓ to confess – to fess (up)
✓ caravan – van	✓ omnibus – bus

Activity 6. Name the bases involved in the formation of the following blends.

camcorder	to mansplain	Labradoodle
walkumentary	cyborg	Goldador
frenemy	mocktail	Puggle
emoticon	turducken	Chug (breed)
pixel	cronut	Gerberian Shepsky
telegenic	cruffin	Schnoodle
workaholic	yarden	Toyger (breed)
to electrocute	cama	therapet
janxiety	zonkey	liger

Activity 7. Match the animals with the sounds they make (multiple matching is possible) and define the way the verbs were formed.



birds	twitter
owls	coo
doves	neigh
roosters	yap
cats	howl
wolves	trumpet
horses	hoot
puppies	snarl
dogs	grunt
lions	bleat
sheep	squeak
elephants	purr
pigs	buzz
mice	hiss
snakes	crow
flies	roar



Activity 8. Fill in the gaps in the sentences below with the words in the box describing sounds in the correct form.

***rustle hum thud knock puff sizzle slap toot slurp babble
swish chug blare rap hush bang crash***

1. Carol ... along to the song on the radio.
2. The children ... excitedly among themselves.
3. The tissue paper ... in the silence as she unwrapped the gift.
4. The horse ... its tail.
5. She landed on the floor with a



6. The whole tray of dishes fell to the floor with a
7. She ... the table with her pen and called for silence.
8. Small children are often frightened of fireworks that make a
9. 'Mattie?' called Jerry, ... on the door.
10. A horn ... outside signalling the arrival of my taxi.
11. The boat ... down the river.





12. One of the two older men ... his soup.

13. She ... him across the face and stormed out of the room.

14. David ... me. 'Sh-h-h. You're not allowed to speak in here.'

15. The music was ... and the partygoers were dancing.

16. Bacon was ... in the frying pan.

17. Steam ... out of the chimney.

Activity 9. Do the words belonging to different parts of speech exemplify conversion, or do they feature stress interchange?

access (n, v)	delegate (n, v)	manoeuvre (n, v)
alternative (n, adj)	desert (n, v)	mature (v, adj)
articulate (adj, v)	discount (n, v)	network (n, v)
attribute (n, v)	dispute (n, v)	process (n, v)
broadcast (n, v)	estimate (n, v)	produce (n, v)
compact (adj, v)	extract (n, v)	reform (n, v)
compound (n, adj, v)	gallop (n, v)	resident (n, adj)
compromise (n, v)	grimace (n, v)	revolt (n, v)
conduct (n, v)	highlight (n, v)	segment (n, v)
convert (n, v)	intimate (adj, v)	substitute (n, v)
decay (n, v)	mainstream (n, adj)	transit (n, v)

Activity 10. Derive words belonging to the part of speech indicated by means of sound interchange.

road – verb <u>to ride</u>	to abide – noun
tooth – verb	to knit – noun
full – verb	to strike – noun
blood – verb	glass – verb
to speak – noun	half – verb
to sing – noun	loss – adjective
tale – verb	shelf – verb

Activity 11. Who / what were the following objects named after? What phenomenon do the words below illustrate?

atlas	escalator	hoover
bobby	Fahrenheit	salmonella
boycott	fauna	saxophone
Braille	Ferris wheel	sideburns
camellia	flora	teddy bear
Cyrillic	fuchsia	wellington

Activity 12. Define the way the words in bold in the sentences below* were formed.

1. And what a test, she thought, practising a gesture of **come-hither** quality.
2. 'Don't **mother-hen** me, Simon,' she said.
3. He was playing the **servant-and-master** game, his words and **actions** implying a **disinterest** which he didn't feel.
4. He crossed the **landing** and entered his laboratory where he turned on a **high-intensity** lamp that cast a circle of light upon a toxicology report.
5. St James **sugared** his tea **heavily** and swallowed several **mouthfuls**.
6. Recently restored, it was a tall building **faced** with **unblemished** Portland stone, **iron-fenced** in the front...
7. Nothing but juices and vitamins, that. A few **veggies** thrown in. A little **pick-me-up**.
8. No **plain-clothes** policeman loitered beneath the **street-lamp**.
9. It was **certainly** not a **welcome-to-our-family** salutation.
10. I did have to make her swear she'd take no **snaps** of you. ... She must have a thousand in her **collection** already. A **veritable** history of **Simon-on-the-stairs**, **Simon-in-the-garden**, **Simon-in-the-lab**.
11. ... a **statement** that Sidney **pooh-poohed** with a **wave** of her hand.
12. Nearby with camera poised, Deborah examined the **disused mill-wheel** that stood **motionless** beneath a **growth** of ivy and lilies.
13. 'What is it?' he was asking her now. 'A darts tournament at the Anchor and Rose?' 'No. Something better. A **sure-to-be-dreadful performance** of *Much Ado About Nothing*, put on by the village **players** in the grounds of the **primary** school.

14. The entire conversation was the sort of **parry** and **thrust** that they had engaged in **innumerable** times over the years, filled with **double-edged** words and hidden **meanings**.
15. Cambrey **barked** a **laugh**, refusing to **react** to the manner in which St James had used his own words about his son to arrive at a **more-than-logical** and **less-than-savoury** motive for **murder**.
16. This time it was a **just-between-us-boys** sort of **look**, one that claimed camaraderie and **understanding**.
17. **Less-than-perfect** life versus no life at all.
18. Perhaps things didn't work out between the partners. Or there may have been a **double-cross** somewhere down the line.
19. Deborah chatted about babies as if in the hope that doing so would keep Nancy **anchored** in the **here and now**.

*George, E. (2007). *A Suitable Vengeance*. New York: Bantam.



CLASS 7. SEMASIOLOGY. TYPES OF WORD MEANING TOPICS FOR DISCUSSION

*"You shall know a word
by the company it keeps"*

1. Definition of meaning of a word.
2. Types of meaning.
3. Lexical meaning and semantic structure of English words.
4. Referential and functional approaches to meaning.
5. Denotation and connotation.
6. Polysemy. Synchronic and diachronic approaches to polysemy.
7. Diachronic and synchronic change of word meaning. Context. Grammatical and lexical context.



KEY TERMS:

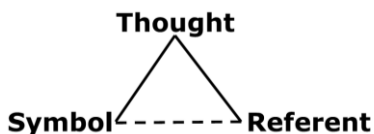
- *Semasiology* ► Denotation and connotation ► Polysemy
- Grammatical meaning ► Lexico-grammatical meaning
- Direct meaning ► Figurative meaning ► Primary meaning
- Secondary meaning ► Extension ► Narrowing
- Amelioration ► Pejoration ► Metaphor ► Metonymy

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2. Арнольд, И. В. (1986). *Лексикология современного английского языка* (3-е изд.). Москва: Высшая школа (pp. 27-73).
3. Гинзбург, Р. С., Хидекель, С. С., Князева, Г. Ю., & Санкин, А. А. (1979). *Лексикология английского языка*. Москва: Высшая школа (С. 13-50).
4. Archaic Words That Used to Be Common in English. Retrieved from: <https://www.lexico.com/en/explore/archaic-words>

ACTIVITIES

Activity 1. Take any 3 words and explain how the words are connected with their referents, using the semantic triangle (triangle of signification, Frege semiotic triangle, Ogden and Richards basic triangle or simply basic triangle). Refer to (Arnold, 1986: 31–33).



Activity 2. Read the passage from John Grisham's novel *The Street Lawyer* and analyse it taking into account its lexical structure, i.e. syntagmatic and paradigmatic relations. For more details on how to do the analysis, see Crystal, 1995: 160. Comment on denotational and connotational components of meaning of underlined words. Comment on grammatical and lexical context:

John Grisham

*"The Street Lawyer"*⁵

THE MAN with the **rubber boots** stepped into the elevator behind me, but I didn't see him at first. I smelled him though--the **pungent odor** of smoke and cheap wine and life on the street without soap. We were alone as we moved upward, and when I finally glanced over I saw the boots, black and dirty and much too large. A **frayed** and **tattered** trench coat fell to his knees. Under it, layers of foul clothing bunched around his **midsection**, so that he appeared **stocky**, almost fat. But it wasn't from being well fed; in the wintertime in D.C., the **street people** wear everything they own, or so it seems.

He was black and aging – his beard and hair were half-gray and hadn't been washed or cut in years. He looked straight ahead through thick sunglasses, thoroughly ignoring me, and making me wonder for a second why, exactly, I was inspecting him.

⁵ Grisham, J. *The Street Lawyer*. Retrieved from: <http://www.novels9.com/book/the-street-lawyer/the-street-lawyer.html>

Activity 3. Read the passage from Dan Brown's novel *Origin*⁶ and comment on types of meaning of the words in bold (e. g., lexical, grammatical, lexico-grammatical meaning; functional (part-of-speech), differential, distributional; the denotative [significative or demonstrative] and connotative components of meaning) (See *Arnold*, 1986: 40, 47; *Ginzburg*, 1979: 23–25).

"AS THE ANCIENT **cogwheel train** **clawed its way up the dizzying incline**, Edmond Kirsch surveyed the jagged mountaintop above him. In the distance, **built into the face of a sheer cliff**, the massive stone monastery seemed **to hang in space**, as if magically fused to the vertical precipice.

This **timeless sanctuary** in Catalonia, Spain, had endured the **relentless pull of gravity** for more than four centuries, never slipping from its original purpose: to insulate its occupants from the modern world.

Ironically, they will now be the first to learn the truth, Kirsch thought, wondering how they would react. Historically, the most dangerous men on earth were men of God ... especially when their gods became threatened. And I am **about to hurl a flaming spear into hornets' nest**".

Dan Brown: *Origin*

⁶ Brown, D. *Origin*. www.bookscool.com. Retrieved from: <http://www.bookscool.com/en/Origin-769592/1>

Activity 4. Analyze the polysemantic words in the box, taking into account the diachronic and synchronic approaches to polysemy. Use etymological dictionaries of the English language to dwell upon the words. Refer to *Ginzburg*, p. 34-35.

ear, get, hand

Activity 5. Provide the polysemantic structures (paradigms) of the words in the box (the examples of the structures were given by Prof. Antrushina and compare them with the polysemantic structures of their Ukrainian counterparts. Analyze each semantic component in the semantic structure of the given words and provide its denotative/referential and connotative components. Refer to *Antrushina*, pp. 133-137.

face, fire, stone, table, bar, dull

Activity 6. Define the meaning of the polysemantic words in the following sentences from stylistic, synchronic and diachronic viewpoint:

- **stylistic:** *stylistically neutral / stylistically marked meanings;*
- **diachronic:** *archaic (obsolete) meanings / present meanings;*
- **synchronic:** *direct / figurative; concrete / abstract, primary / secondary, narrow / broad, general / particular meanings.*

1. He was struck with a **smart** crack on the head.
2. This **smart** washing machine will dispense an optimal amount of water for the load.
3. She mixes with the **smart set**.
4. A teacher should always have a **smart** appearance.
5. I've got a **rough** idea of where I want to go.
6. The skin on her hands was hard and **rough**.
7. Brooklyn is considered to be the **roughest** neighbourhood in New York.

8. It was too **rough** to sail that night.
9. We'll get someone in to do the **rough** work.
10. It's only a **loose** translation of the poem.
11. The film is based very **loosely** on the novel.
12. Remove all **loose** material from the wall before painting.

Activity 7. Comment on the types of semantic change (metaphor, metonymy, zoosemy, synecdoche; Prof. Arnold distinguishes also hyperbole, litotes, irony, euphemism). Find out what type of linguistic change the examples given below correspond to. Give your own examples to each type of linguistic change.

to earn one's bread	
to be a walking encyclopaedia	
the kettle is boiling	
china	
to have a heart of gold	
the teeth of a saw	
to catch an idea	
sandwich	
to wolf	
the foot of the mountain	
volt	
to provoke the police	
diamond drops	
the bridge of the nose	
the heart of the matter	
green years	
damask	
a fox	

Activity 8. Define the meaning of the following archaic words, used in Shakespeare's works, that were widely used in the English language, and now you can sometimes find them in literary works:

anon	
accouchement	
afeard/afeared	
affright	

behold	
betwix	
betimes	
bourne	
cap-a-pie	
cozen	
fardel	
haply	
hugger mugger	
orison	
shrive	
sirrah	
vouchsafe	
welkin	
withal	

Activity 9. Comment on the polysemantic words in the following contexts:

1. When I went out of the house, there was a heavy rain outside.
2. Firstly, you have to take the train to Paris, and then you have to take the metro to get to the final destination of your journey.
3. It was really easy to dig with a spoon because the soil was loose.
4. My son is always listening to heavy metal songs. I can't stand it, in actuality.
5. You know that I won't buy anything from you, if you plug these books! I know that they are good by myself.
6. I want to rub elbows with that football team. They are so handsome.
7. Those cars on the road boxed me in, thus I couldn't come on time.
8. What are you talking about? That's all Irish bull!

Activity 10. Define the type of the change of meaning (widening, narrowing, amelioration, pejoration, metaphor, metonymy, synecdoche) in the following words:

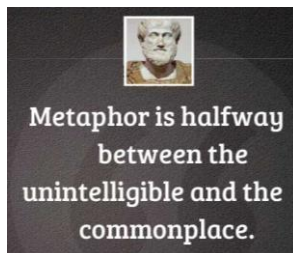
1. horn 'animal horn' → 'musical instrument'
2. corn 'grain' → 'wheat' (UK), → 'maize' (US)
3. hoover 'Hoover vacuum cleaner' → 'any type of vacuum cleaner'
4. broadcast 'to cast seeds out' → 'transmission of audio and video signals'
5. skyline 'any horizon' → 'a horizon decorated by skyscrapers'
6. knight 'boy' → 'nobleman'
7. astound 'strike with thunder' → 'surprise strongly'
8. knave 'boy' → 'servant'

CLASS 8.

TYPES OF MEANING. CHANGE OF MEANING. POLYSEMY

DISCUSSION TOPICS

1. Definition of meaning of the word.
2. Types of meaning.
3. Lexical meaning and semantic structure of English words.
4. Referential and functional approaches to meaning.
5. Denotation and connotation.
6. Diachronic and synchronic change of word meaning.
7. Polysemy. Synchronic and diachronic approaches to polysemy.
8. Context. Grammatical and lexical context.



READING

4. Арнольд, И. В. (1986). *Лексикология современного английского языка* (3-е изд.). Москва: Высшая школа (с. 37-76).
5. Мостовий, М. І. (1993). *Лексикологія англійської мови*. Харків: Основа (с. 66-114).
6. Jackson, H., & Ze Amvela, E. (2007). *Words, meaning, and vocabulary. An introduction to modern English lexicology*. London: Continuum (pp. 56-79).

KEY TERMS:

- | | |
|------------------------------|---------------------|
| ▶ Lexical meaning | ▶ Secondary meaning |
| ▶ Grammatical meaning | ▶ Extension |
| ▶ Lexico-grammatical meaning | ▶ Narrowing |
| ▶ Denotation | ▶ Amelioration |
| ▶ Connotation | ▶ Pejoration |
| ▶ Direct meaning | ▶ Metaphor |
| ▶ Figurative meaning | ▶ Metonymy |
| ▶ Primary meaning | ▶ Polysemy |
| | ▶ Context |

ACTIVITIES

Activity 1. What is the denotative meaning of the following words? Do they have any connotations?

1. The usual **mob** of teenagers was standing on the corner.
2. The plant **churns out** more than half a million cheap watches a month.
3. Several **hapless** hikers got caught in the snowstorm.
4. He lived among the **infidel**.
5. I wish she'd stop **bragging** about how rich her parents are.
6. His serious face told me that he was not speaking in **jest**.
7. Hey, **lazybones**, how long are you planning on staying in bed?
8. Nothing **beats** homemade cake.
9. We **thrashed** the visiting team 6-0.
10. They travelled extensively, but he had to **pander** to her every whim.
11. He was one of those **touchy-feely** guys who's always calling home to speak to the kids.
12. Sonia is always **cadging** lifts home and she never offers any money for petrol.



Activity 2. Compare the meanings of the words in bold in each group of sentences. Which of the meanings is primary and which is/are secondary?

- | | |
|---|---|
| 1 | This year's exam was much harder than last year's.
Diamonds are the hardest known mineral.
TV news programs seem to be more interested in gossip than in hard news . |
| 2 | You're always on hold for about 10 minutes before you get to talk to anyone.
She released her tight hold on the dog. |
| 3 | We dropped anchor a few yards offshore.
Dad was the anchor of the family. |
| 4 | You can grow most vegetables from seed .
Something Lucy said began to sow seeds of doubt in his mind. |

5	He fumbled with the lock which clicked and then he pushed up the lid. Asked for an explanation, Mike had fumbled for words.
6	He was scarcely out of school before he had patented a rock-boring machine for coal mines . If used properly, the diary was a mine of information. The US forces were clearing the surrounding area of mines .
7	She fingered the beautiful cloth. Who fingered him for the burglaries?
8	Alan fell asleep as soon as he put his head on the pillow. I can't do those figures in my head .
9	The corn was cut and tied in sheaves . He had a sheaf of papers under his arm.
10	The soda was warm and had gone flat . We swam out to a flat rock to sunbathe. Have you checked that the batteries haven't gone flat ? I thought her performance a little flat .
11	He lay on the ground and stared up at the sky. Don't forget to connect the ground wire. There are reasonable grounds to believe that a crime has been committed.

Activity 3. Determine the type of meaning change (extension, narrowing, amelioration, or pejoration) involved.



paper • gossip • adder • nice •
to manage • pipe • fowl • journal •
idiot • silly • to manufacture •
costume • undertaker • deer •
villain • fame • meat • farmer •
bread • wife • ready • to land •
accident • peasant • minister

Activity 4. Are the words in bold used in their direct or figurative meaning? If a word is employed figuratively, provide a sentence using it in its direct meaning and vice versa.

1. There were a few minor **hiccups** in the space shuttle launch.
2. I was still **high** from the applause.

3. The coffee was scalding **hot**.
4. He struggled to get a **hold** of his emotions.
5. Burt **plunged** into the river fully clothed to save the boy.
6. The telescope is **inclined** at an angle of 43 degrees.
7. He was **itching** to hear the results.
8. The washing instructions are on the **label**.



Activity 5. Match the metaphors with the types of association which can be traced in them.

NOTE: In Cognitive Linguistics, the term *conceptual metaphor* means understanding one concept (e.g. EMOTIONS) in terms of another (e.g. HEAT), and phrases like those in bold in the sentences below are called *metaphoric linguistic expressions*. Further information on the topic can be found in Kövecses, Z. (2010). *Metaphor: A Practical Introduction*. Oxford: Oxford University Press.

- | | |
|----------------------------|---------------------------------------|
| ✓ STRONG EMOTIONS ARE HEAT | ✓ INFORMATION IS FOOD |
| ✓ CONTROL IS UP | ✓ THINKING/CONSIDERING IS CALCULATING |
| ✓ KNOWLEDGE IS LIGHT | |

1. He will have a **fiery** temper, a bad disciplinary record and a passionate spirit.
2. The previous government **fell** after only 6 months in office.
3. Gangsters have been **fodder** for movies virtually since movies began.
4. Gary is still **steaming** about what happened to his son.
5. She gave a clear and **lucid** account of her plans for the company's future.
6. I found his story a bit hard to **swallow**.
7. The show is meant to both **enlighten** and entertain.
8. I've got some really **juicy** gossip for you.
9. Can you **account for** your movements on that night?
10. Mussolini **rose** to power in Italy in 1922.
11. You can **count on** him to get the work done on time.



12. A love of poetry was **kindled** in him by his mother.
13. Ken hadn't **calculated on** Williams refusing his offer.
14. If she valued his love, she'd **bow to** his wishes.
15. The director gave what **amounted to** an apology on behalf of her company.
16. There was **heated** argument at the meeting, with strongly differing views advanced.
17. I just happened to have friends in **high** places, who could arrange things like meetings with the mayor.
18. It **dawned** on me that no one seemed to be idle.
19. She found the violence in the film hard to **stomach**.
20. I've just been promoted, but keep it **dark** – I don't want everyone to know just yet.
21. Not that it stopped her from **gobbling up** every cultural **titbit** dropped before her.
22. There were a few things in his story that didn't **add up**.

Activity 6. Name the animals the metaphoric expressions in bold allude to.



1. The babysitter said she could hear someone **prowl**ing around in the garden.
2. The company is **saddled** with debt.
3. The sergeant **barked** orders at us.
4. He kept laughing, **cackling**, making wild, insane remarks.
5. She **bridled** at the suggestion that she had been dishonest.
6. Don't **flap** – there's plenty of time to cook before they arrive.
7. Rachel's arrival on the scene had **unleashed** passions in him that he could scarcely control.
8. She **bristled** at the suggestion that she had in any way neglected the child.
9. You can't spend all your time at home **brooding** about the way he treated you.
10. The couple found themselves **hounded** by photographers as they left the church.
11. There are an awful lot of opportunities around if you can only **sniff** them **out**.
12. She **pecked** at her food in silence.

13. Mr. Lorrimer's voice, frail and querulous, was **bleating** at the other end.
14. It was a room full of young, educated men **baying** for money on the bond market.
15. They're trying to **flush** him **out** of hiding.
16. I realized I could no longer **pussyfoot** around. I had to say what I really thought.
17. Her harsh words **stung** him into action.
18. I was tempted to **snap** back angrily at him.
19. The escaped prisoners were eventually **trapped** in an underground garage and recaptured.
20. She kept her emotions tightly **reined in**.
21. Within a day of landing, the ship became a **hive** of activity.

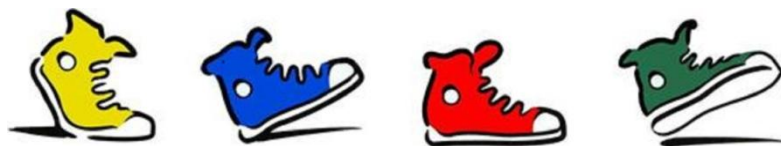


Activity 7. Read the sentences* paying attention to the words in bold. Classify the kinds of contiguity underlying the metonymic transfer into the following categories.

➤ WHOLE FOR PART	➤ PLACE FOR INSTITUTION
➤ PART FOR WHOLE	➤ PHYSICAL REACTION
➤ CONTAINER FOR CONTENT	➤ FOR EMOTION
➤ DESTINATION FOR MOTION	➤ INSTRUMENT FOR PERSON
➤ BODY PART FOR A PERSON	➤ INSTRUMENT FOR ACTION
➤ TIME FOR AN OBJECT	➤ INSTRUMENT FOR ITS SOUND

1. We had baked beans on toast for **tea**.
2. How many extra **hands** will we need to help with the harvest?
3. There are a few new **faces** in class this year.
4. Some of our best **brains** are leaving the country to work in the US.

5. **America** is a powerful country.
6. This decision caused a few **raised eyebrows**.
7. Barry had always **frowned on** those who had affairs.
8. Maggie locked the door and **pocketed** the keys.
9. All of this information can be discovered by checking with those who work at the circulation desk and those who **shelve** books.
10. The Voice shut itself off with a click, and then reopened conversation by announcing the arrival at Platform 9 of **the 4:35 from Birmingham and Wolverhampton**.
11. **The Vatican** released a statement condemning the recent terrorist attacks.

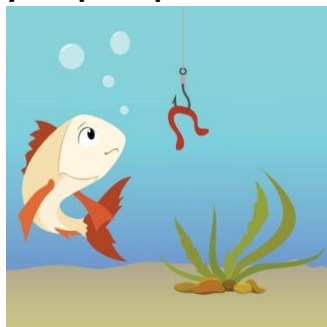


12. He heard someone's **footsteps** in the hall.
13. We **barred** the door to stop anyone getting into the room.
14. She **spooned** extra sugar into her mug.
15. He **forked** some bacon into his mouth.
16. Walsh **headed** the ball into an empty goal.
17. Gary sat **fingering** his beard, saying nothing.
18. The man behind the desk **eyed** us suspiciously.
19. Before the applause died down, **the saxophone** was twirling through the familiar, sultry melody of "Take Five." After one complete turn through the number, he began to improvise.
20. Don't worry about that snitch. We've sent a couple of hired **guns** around to his house, so he won't be a problem for us much longer.
21. The menu includes a wide selection of vegetarian **dishes**.

*George, E. (1992). *For the sake of Elena*. New York: Bantam.

Activity 8. Is the transfer of meaning in the words in bold based on the metaphoric or metonymic principle?

1. He took a huge **gulp** of brandy.
2. She began to **harbour** doubts over the wisdom of their journey.
3. She was born in Italy, but she's made Charleston her **home**.
4. The images are used as a **hook** to get children interested in science.
5. It is unlikely that such countries will **embrace** capitalist ideas.
6. She has an insatiable **hunger** for knowledge.
7. The course offers the opportunity for total **immersion** in the language and culture.
8. We should trust our **intuitions**.
9. I'll have to go back to the house – I think I've left the **iron** on.
10. We're approaching the issue from many different **angles**.
11. The **newspapers** are always **knocking** the England team.
12. We then got down to the real **meat** of the debate.



Activity 9. Do the examples below illustrate polysemy or homonymy?

- | | |
|---|---|
| 1 | Briefly, the hunter and his quarry glared at each other.
There was a truck parked in front of the quarry . |
| 2 | The waves lapped gently against the rocks.
She nursed the crying child on her lap . |
| 3 | She spoke of her late husband with passion.
The school was built in the late 1970s. |
| 4 | To the lay observer, these technical terms are incomprehensible.
She lays a lace cloth over the table. |
| 5 | I love the colours of the autumn leaves .
She carefully turned the leaves of the precious volume. |
| 6 | Most trees shed their leaves in the autumn.
We keep the ladder in the tool shed . |
| 7 | New regulations will allow residents to travel between member states without let or hindrance.
We've taken the studios on a short-term let . |

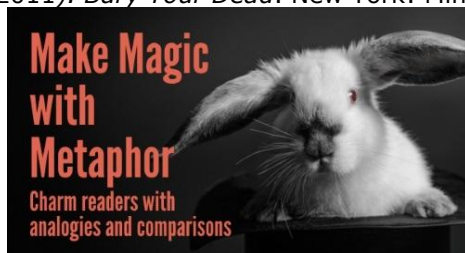
8	Don't lie in the sun for too long. He was unable to lie convincingly.
9	He quoted a few lines from Shakespeare. This is the latest in a long line of political scandals.
10	There was a loaded silence. She came into the room carrying a loaded tray.
11	The orchestra struck up a military march . Demonstrators nearly came to blows with the police during the march .
12	You can make cookies if you promise not to make a mess in the kitchen. There's a mess of fish down there, so get your lines in the water. We had lunch in the officers' mess .
13	Elizabeth ducked her chin to take a swallow of coffee. There were two swallows nesting above our front door.
14	We dug a pit a yard deep in the soil. Peaches, plums, and olives all contain pits .

Activity 10. Comment on the meaning change processes that the words in bold in the sentences* below have undergone.

1. As they ate Gamache told Émile about his day, his mentor **peppering** him with succinct questions.
2. The Chief remembered wandering the labyrinthine corridors. It was a **warren** of hallways, staircases, back rooms.
3. They were all over this case. Because, like Gamache, Langlois knew a frenzy was just beginning. **Whipped** by the **tabloids**, and eventually picked up by the legitimate press.
4. The man, Beauvoir noticed, didn't ask Olivier's name, just what he sold. Is that how shopkeepers saw people? He's the **pine table**? She's the **chandelier**? Why not? That's how he saw suspects. She's the **knifing**. He's the shot **gun**.
5. A whisper would have been, at this point, a welcome shout. He seemed, instead, to be simply **mouth**ing his words.
6. Jean-Guy Beauvoir changed direction and arriving at the old clapboard home, he knocked. The door was opened a **crack**.

7. He leaned forward and stared into the **cold**, blue eyes across from him. **Winter** eyes in a **glacier** face.
8. Any normal person would have quit. Any decent agent would have resigned. Like the witch trials **of old**. If she **sank** she was innocent, if she survived she was a witch.
9. He **bristled** at her use of words. At that particular phrase.
10. But what story had Augustin Renaud **stumbled on**? And where were the two books?
11. Here was a man engrossed in what he was doing, not pleased with the interruption. ... Gamache could almost see the armor going on, the plates snapping down the archeologist's back, the spikes and prickles and chains clicking into place. And then, after the armour, the weapon. Anger.
12. The city might have been built on faith and fur, on skin and bones, but it was **fuelled** by symbols. And memory.
13. "What do you mean by that?" Croix's voice was low and his look **filthy**.
14. Events are exaggerated, **heroes** fabricated, goals are rewritten to appear more noble than they actually were. All to manipulate public opinion, to manufacture a common purpose or enemy. And the **cornerstone** of a really great movement? A powerful symbol. Take away or **tarnish** that and everything starts to **crumble**, everything's questioned.
15. He'd been wrong in the Hermit case, had been **blinded** by the treasure, had seen just the **façade** of the case and had failed to see what was hiding beneath it.
16. But what happened to people who never spoke, never raised their voices? Kept everything **inside**? Gamache knew what happened. Everything they **swallowed**, every word, thought, feeling **rattled around inside**, **hollowing** the person **out**. And into that **chasm** they **stuffed** their words, their rage.

*Penny, L. (2011). *Bury Your Dead*. New York: Minotaur Books.



CLASS 9. ENGLISH VOCABULARY AS A SYSTEM

TOPICS FOR DISCUSSION

1. Synonyms.

Types of synonyms (ideographic, stylistic, and contextual or context-dependent).

Sources of synonyms.

2. Homonyms. Types of homonyms (homonyms proper or perfect homonyms, homophones, homographs, and homoforms).

3. Homonymy of words and homonymy of word-forms. Full homonymy and partial homonymy. Sources of homonyms.

4. Antonyms. Types of antonyms (gradable, ungradable or contradictory, and converse). Sources of antonyms.

5. Euphemisms and dysphemisms.



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7. Oxford Learner's Thesaurus. A Dictionary of synonyms. (2012). Oxford: Oxford University Press.
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- ▶ **Synonyms** ▶ *Synonymic dominant*
- ▶ **Ideographic** *synonyms* ▶ **Stylistic** *synonyms*
- ▶ **Contextual synonyms**
- ▶ **Total synonyms** ▶ **Relative synonyms**
- ▶ **Homonyms** ▶ **Homographs** ▶ **Homophones** ▶ **Homoforms**
- ▶ **Antonyms** ▶ **Gradable antonyms**
- ▶ **Nongradable antonyms** (*complementary terms*)
- ▶ **Converse terms**
- ▶ **Root antonyms** ▶ **Derivational antonyms**

Activity 1. Which of the following are NOT possible? Circle one odd one out in each case, using *Oxford Learner's Thesaurus*. A *Dictionary of Synonyms* to help you:

assistant *aide* *helper*
right-hand man

<i>traders</i>	<i>sellers</i>	<i>vendors</i>
	<i>shopkeepers</i>	

businessmen businesswomen entrepreneurs
tycoons

colleagues *allies* *co-workers*
workmates

Activity 2. Using *Oxford Learner's Thesaurus. A Dictionary of Synonyms*, give synonyms of the following words with examples of their usage. Explain different shades of their meaning.

greedy grateful great
guilty good

Activity 3. Insert the synonyms of the word *confused* into the most suitable position. Translate all the words and explain different shades of their meaning.

I. These words describe the feeling when you cannot understand sth or do not know what is happening:

confused puzzled at a loss bewildered dazed
bemused perplexed muddled disoriented
disorientated

1. People are confused about all the different labels on food these days.
2. I'm _____ – say all that again.
3. She felt shocked and totally _____.
4. Her bizarre performance left the audience looking _____.
5. This is the result of _____ thinking.
6. His comments left me _____ for words.
7. She had a _____ expression on her face.
8. The patient appeared _____.
9. We are all _____ as to how this happened.
10. Survivors waited for the rescue boats, _____ and frightened.
11. She was totally _____ by the whole affair.

II. These words describe thought, speech or writing that does not have a clear structure:

confused discursive disjointed rambling
incoherent woolly jumbled

1. The children gave a _____ account of the events of the previous day.
2. The letter was long and _____.

3. The Government have been _____ about the exact meaning of their proposals.
4. She tried to rearrange her _____ thoughts.
5. Poetry is closer to music than to the more extended and _____ literary forms.
6. The theory was outdated and _____.
7. _____ words and phrases jumped out at her.

Activity 4. Fill in the table below, giving the missing native/French/Latin counterparts (synonyms):

Native	French	Latin
strength		energy
		splendid
end		conclude
ask	question	interrogate
	universe	-
	purchase	-
swine	pork	-
brotherly	-	
hard	-	
	-	fortunate

Activity 5. Find homonyms in the following sentences. Classify them into homonyms proper (perfect homonyms), homophones, homographs, or homoforms:

1. She threw all my letters away.
2. I fell down through a red sky.
3. A woman on the Isle of Man lives in a big mansion.
4. She walked down the aisle alone.
5. Stormy weather and dark skies make me feel sad.
6. I don't know whether to laugh or cry.
7. If someone in authority seals an area, they stop people entering or passing through it, for example by placing barriers in the way.
8. A seal is a large animal with a rounded body and flat legs called flippers. Seals eat fish and live in and near the sea, usually in cold parts of the world.
9. A seal is a special mark or design, for example on a document, representing someone or something. It may be used to show that something is genuine or officially approved.
10. I wear my heart on my sleeve.

11. I go where you go.
12. The night is the part of each day when the sun has set and it is dark outside, especially the time when people are sleeping.
13. In medieval times, a knight was a man of noble birth, who served his king or lord in battle.
14. A ball is a round object that is used in games such as tennis, baseball, soccer, basketball, and cricket.
15. My boyfriend and I are going to the ball organized by Borys Grinchenko Kyiv University.
16. I should lead you to his house through this forest.
17. I see sheets or strips of lead covering a roof.
18. If I see a tear on her cheek, I will be very disappointed.
19. You can tear one of your muscles or ligaments by moving not correctly.
20. The playwright on my right thinks it right that some conventional rite should symbolise the right of every man to write as he pleases.
21. We found it difficult to explain our decision.
22. People can found different materials to make glass.

Activity 6. Explain the linguistic implication of the following jokes:

-
1. A tailor guarantees to give each of his customers a perfect fit.
-
2. C: Waiter!
W: Yes, sir.
C: What's this?
W: It's bean soup, sir.
C: Never mind what it has been. I want to know what it is now.
-
3. Q: Why did the teacher wear sunglasses?
A: Her students were too bright.
(www.firstschoolyears.com)
-
4. C: Waiter, will the pancakes be long?
W: No, sir, round.
(www.firstschoolyears.com)
-

Activity 7. Find synonyms in the following sentences. Comment on their types: ideographic, stylistic, and contextual or context-dependent:

1. I'll go to the shop and buy some bread. I'll go to the shop and get some bread.

2. I love my boyfriend. I adore my shoes.
3. A crowd is a large group of people who have gathered together, for example to watch or listen to something interesting, or to protest about something. A mob is a large, disorganized, and often violent crowd of people.
4. He wants to see them beg for mercy. He was forced to plead for his child's life. She implored him to stay.
5. Her pulchritude is unspeakable. Beauty is the state or quality of being beautiful.
6. The knight renounced his title. He wanted to give up everything, but for his beloved woman.
7. A eulogy is a speech or piece of writing, with which you sing your praise to someone or something. When you praise someone, you express your respect and honour to that person.
8. I was gobsmacked by your appearance. Being astonished by something means being greatly surprised or impressed by something.

Activity 8. Find a synonymic dominant in the following sets of synonyms. Explain different shades of meaning of these words. Make up twelve sentences with these words:

- 1) defraud, rip sb off, swindle, fleece, bilk, screw, short-change;
- 2) poor, disadvantaged, needy, impoverished, deprived, penniless, destitute, hard up;
- 3) read, flick through sth, look through sth, leaf through sth, dip into sth, scan, skim, plough through sth;
- 4) strength, resilience, endurance, stamina, resistance.

Activity 9. Find antonyms in the following sentences. Comment on their types: gradable, ungradable or contradictory, and converse; root or radical, and affixal:

1. Your little brother is asleep. Don't shout.
2. She was still only half awake when I brought her a cup of coffee.
3. She was even more beautiful than I had remembered.
4. Nick's dog is as ugly as sin.
5. As a punishment, she was precluded from attending any school activities.
6. Women are forbidden from going out without a veil.

7. Please decide whether the following statements are true or false.
8. Her family was so poor they couldn't afford to buy her new clothes.
9. She was both beautiful and fabulously rich.
10. My wife is a very beautiful woman.
11. Have you met my husband Roy?
12. Buying something is not the same as selling something.
13. It's very warm today.
14. It was so cold this morning I had to scrape the ice off my windshield.
15. This question is very important. You have to solve it immediately.
16. This situation is unimportant.

Activity 10.

- (a) Find corresponding euphemistic words or expressions to the following taboo words:**

*a stupid person, to die, an old person, spying,
a trash collector, imbecile*

- (b) Find corresponding dysphemisms:**

*an accountant, a mechanic, a surgeon,
a doctor, wine*



CLASS 10. SYNONYMS, HOMONYMS, ANTONYMS



TOPICS FOR DISCUSSION

1. Synonyms and their types.
2. Sources of synonyms.
3. Homonyms and their types.
4. Differentiation of polysemantic words and full lexical homonyms.
5. Antonyms and their types.
6. Morphological and semantic classification of antonyms.

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KEY TERMS:

- | | |
|------------------------|---|
| ▶ Synonyms | ▶ Antonyms |
| ▶ Synonymic dominant | ▶ Gradable antonyms |
| ▶ Ideographic synonyms | ▶ Nongradable antonyms (complementary terms) |
| ▶ Stylistic synonyms | ▶ Converse terms |
| ▶ Contextual synonyms | ▶ Root antonyms |
| ▶ Total synonyms | ▶ Derivational antonyms |
| ▶ Relative synonyms | ▶ Homonyms, homographs, homophones, homoforms |

ACTIVITIES

Activity 1. Complete the table below, explaining the differences in the meanings of the synonyms in it.

Synonymic dominant	Synonyms
	exultant, jubilant, blissful, rapturous
	to yap, to babble, to rabbit, to prattle, to maunder
	to nick, to pinch, to misappropriate, to snitch
	indisposition, malaise, ailment, malady
	trendy, funky, with-it, up-to-the-minute
	to crave, to hanker, to thirst after/for, to yearn, to covet
	bloke, character, chap, fellow, guy
	sustenance, diet, fare, eats, nibbles
	to labour, to toil, to slave, to beaver away
	quirky, weird, eccentric, bizarre, uncanny

Activity 2. Define the type of the synonyms in the box. Explicate the differing shades of meaning.



- delicious / delectable
- trick / stratagem
- to cause / to engender/ to beget
- conversation / natter / chinwag
- tendency / propensity
- treacherous / perfidious
- violence / aggro
- bad / reprehensible
- to arrest / to nick
- hooligan / yob / tough

- late / tardy
- upper-class / plummy
- prestige / cachet
- possessions / clobber
- to beg / to beseech
- dressed / clad
- husband / hubby
- rude / discourteous
- friendly / chummy
- to run away / to scarper



Activity 3. Match the synonyms in the columns. What sociolinguistic phenomenon do they illustrate?

1	to steal	A	agent/confidential source
2	to die	B	unwise
3	toilet	C	to take industrial action
4	old age pensioner	D	contribution
5	poor people	E	to have a negative outcome
6	to go on a strike	F	conflict
7	to be broke	G	public convenience
8	to fail	H	categorical inaccuracy
9	stupid	I	to pass away/on
10	to kill (a sick animal)	J	capital punishment
11	spy	K	to be on a budget
12	pregnant	L	correctional facility
13	death penalty	M	to help yourself to something
14	to kill	N	sanitation engineer
15	lie	O	less privileged members of the community
16	war	P	to put down
17	bribe	Q	to take care of
18	car theft	R	senior citizen
19	garbage man	S	expectant
20	prison	T	unauthorized use of a motor vehicle

Activity 4. Rank the following words according to the degree of the quality they express. Specify the type of semantic relations between the words in each group.

besotted, indifferent, fond, cold, friendly
irritated, cross, calm, annoyed, irate/livid, angry
apprehensive, fearful, petrified, bothered, nonchalant, troubled, terrified
chilly, scalding, tepid, freezing, hot, cold, piping
lukewarm, apathetic, avid, enthusiastic
alike, uniform, unique, resembling, similar, distinctive

Activity 5. Classify the pairs of antonyms below according to their meaning.

✓ guardian / dependant	✓ quiet / raucous
✓ to lend / to borrow	✓ to adore / to abhor
✓ to forbid / to allow	✓ to push / to yield
✓ legal / illegal	✓ stuffy / airy
✓ to push / to pull	✓ clear / hazy
✓ to support / to rely on	✓ to pass / to fail
✓ to lead / to follow	✓ bustling / deserted
✓ to hit / to miss	✓ to inflict / to suffer
✓ together / separately	✓ pokey / spacious

Activity 6. Complete the table with the appropriate converse terms. Suggest two more examples of converse terms.

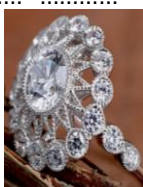
offspring	employer
husband	payee
to receive	inferior
over	to win (a competition)
behind	fiancée
left	to defend
buy	cause
to listen	plaintiff
to belong to	to chase
.....

Activity 7. Provide derivational antonyms for the words below.

to believe	fortune
believable	overpaid
conceivable	repairable
explicable	to sensitise
changeable	classified (documents)
flexible	valuable
replaceable	worthy
mobile	loyal
meaningful	selfish
overstate	to do up (a button)

Activity 8. Think of possible ways in which the transcribed words below can be spelt. What phenomenon do they illustrate?

/'weðə/
 /hɜ:d/
 /teɪl/
 /'mɑ:fəl/
 /sʌn/
 /weɪl/
 /θru:/
 /'flaʊə/
 /sti:l/



/kru:z/
 /daɪ/
 /fɜ:/
 /rɔ:/
 /'kærət/
 /weɪst/
 /peə/

Activity 9. Transcribe the words in bold. What term can be applied to describe them?

- 1 **A** We sat in the front **row**.
B He has just had a blazing **row** with his wife.
- 2 **A** A lot of people were moved to **tears** by his story.
B The paper is old and **tears** easily.
- 3 **A** He gave a final **bow** just as the curtains came down.
B He was armed with a **bow** and arrow.
- 4 **A** The doctor said it was only a flesh **wound**.
B The path **wound** down to the beach.
- 5 **A** She didn't want reporters getting **wind** of their plans.
B He had forgotten to **wind** his watch.
- 6 **A** She struggled to **articulate** her thoughts.
B He is handsome, confident and **articulate**, like many of the students at this college.
- 7 **A** Years of intensive farming have turned the area into a barren **desert**.
B Don't worry – I won't **desert** you.
- 8 **A** John has to work on **alternate** Sundays.
B Periods of depression **alternate** with excited behaviour.
- 9 **A** Vitamin A can also be obtained from dairy **produce**.
B Plants **produce** oxygen.

Activity 10. Define the type of relations between the pairs of words in bold. Then use them to complete the sentences.

1	School ... members are elected by their fellow students. The prosecuting ... told the jury that there was no further evidence to consider.	counsel council
2	Oil is the country's ... source of income. As a matter of ... one should never yield to terrorism.	principal principle
3	Her ability to ... about the future made many people think she was a witch. His ... was now coming true, perhaps even sooner than he would have dreamed.	prophecy propesy
4	A simple string of pearls will ... any outfit. John blushed at the unexpected	complement compliment
5	The stars appear ... because they are so far away. I got these folders at the ... store.	stationary stationery
6	Wind and ice were blamed for the ... involving up to 12 vehicles. The police were corrupt and were operating in ... with the drug dealers.	collision collusion
7	It's a pity that so many people are ... in science at school. A lawyer should provide ... advice.	disinterested uninterested
8	He invented a simple ... for chopping onions. We must ... a means of transport that does not pollute the atmosphere.	device devise
9	He used to ... a foreign accent. The news had the ... of making everyone feel better.	effect affect
10	The shop doesn't stock much ... produce – only fresh milk, actually. I've kept a ... for ten years now.	dairy diary
11	We must never ... sight of the fact that man must work in harmony with nature. My shoelaces are	loose lose

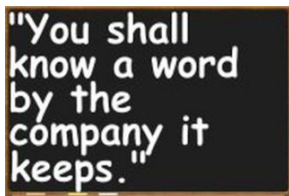
12	There is ... demand for the product. If you are ... with our service, please write to the manager.	<i>dissatisfied</i> <i>unsatisfied</i>
13	I do not intend this list to be I had to drive nine hours without a break – it was	<i>exhausting</i> <i>exhaustive</i>
14	I'd like to buy a car that is more ... on petrol. We have enjoyed a period of steady ... growth.	<i>economic</i> <i>economical</i>



**CLASS 11. ENGLISH VOCABULARY AS A SYSTEM.
THE THEORY OF SEMANTIC FIELD.
RELATIONS OF HYPONYMY**

TOPICS FOR DISCUSSION

1. Paradigmatic versus syntagmatic relations.
2. Types of paradigmatic semantic relations.
3. Hyponymy.
4. Meronymy.
5. The theory of semantic field.



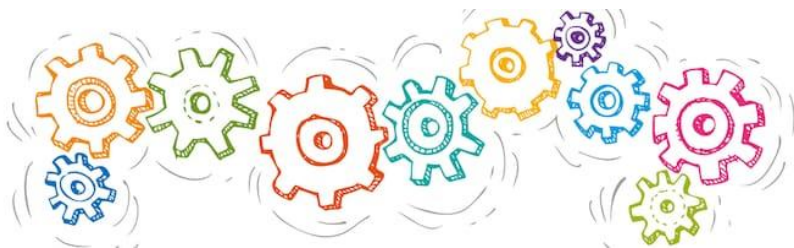
READING

1. Crystal, D. (1995). *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press (pp. 156-169).
2. Jackson, H., & Ze Amvela, E. (2007). *Words, meaning, and vocabulary. An introduction to modern English lexicology*. London: Continuum (pp. 14-19, 117-130).
3. Арнольд, И. В. (1986). *Лексикология современного английского языка* (3-е изд.). Москва: Высшая школа (с. 216-239).

KEY TERMS:

- ▶ Paradigmatic relations
- ▶ Semantic field
- ▶ Common denominator of meaning

- ▶ Hyponymy
- ▶ Hyponym
- ▶ Hyperonym
- ▶ Equonym
- ▶ Meronymy



ACTIVITIES

Activity 1. Complete the table below.

<i>The type of semantic relations</i>	<i>The relations are based on ...</i>	<i>Examples</i>
...	similarity	... ..
...	polarity	... ..
...	inclusion	... ..
...	part – whole	... ..

Activity 2. Read the information about the syntagmatic and paradigmatic dimensions of lexical structure in *The Cambridge Encyclopedia of the English Language* by D. Crystal (p. 160).

1. Make up a sentence and draw a figure similar to the one given by the author.
2. Think of words which can substitute each word in your sentence.
3. What types of paradigmatic relations exist between the original words in your sentence and their substitutes (synonymy, antonymy, hyponymy, meronymy...)?

Activity 3. Fill in four hyponyms for each hyperonym.

	<i>Hyperonym</i>	<i>Hyponyms</i>
1.	Mammal	<i>Dog, whale, ...</i>
2.	Marsupial	
3.	Rodent	
4.	Carnivore	
5.	Herbivore	
6.	Vegetable	
7.	Stationery	
8.	Extreme sport	
9.	Sporting venue	
10.	Media	
11.	Part of speech	
12.	Morpheme	

Activity 4. Provide the missing hyperonyms.

Hyperonym	Hyponyms
1. <i>Crime</i>	manslaughter, arson, treason, shoplifting
2.	pill, tablet, drops, ointment, lozenge
3.	cup, saucer, plate, bowl, dish
4.	shovel, spade, axe, shears, hammer
5.	crocodile, snake, turtle, lizard
6.	velvet, corduroy, cambric, denim, silk
7.	boots, flats, heels, wedges, stilettos
8.	belt, scarf, purse, bangles, beads
9.	eye liner, eye shadows, lip gloss, lipstick, nail polish, polish remover, blusher
10.	racket, shuttlecock, arrow, bow, oar, puck
11.	sitcom, documentary, cartoon, soap opera
12.	paparazzo, vet, security guard, designer

Activity 5. Match the hyperonyms with the hyponyms denoting the male, female, and young of each animal.

Hyperonym	Hyponyms
1. Swan	A buck, doe, leveret
2. Pig	B ram, ewe, lamb
3. Hare	C stallion, mare, foal
4. Sheep	D hog, sow, piglet
5. Horse	E dog, vixen, cub
6. Fox	F cob, pen, cygnet

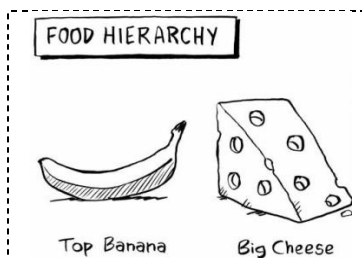
Activity 6. In the left column, write the name of the animal which is described by the words in the right column (more than one variant is possible). What type of semantic relations does the table illustrate?

1. butterfly	antenna, wing
2.	beak, claw, talon, feather
3.	bill, down, webbed feet
4.	trunk, hide, tusk
5.	hoof, coat, muzzle, mane
6.	fur, claw, paw
7.	scales, gills, fin
8.	skin, fang, forked tongue, rattle
9.	tusk, flipper, teeth, whiskers
10.	antler, leg, hoof, coat

Activity 7. Supply the missing words denoting wholes and parts.

	Wholonym	Partonyms
1.		lapels, pocket, lining
2.	computer	
3.		pip, core, peel
4.	house	
5.		driving seat, seatbelt, speedometer, steering wheel, windscreen
6.	human body	
7.	blouse	
8.	newspaper	
9.		laces, sole, heel, instep
10.	tree	
11.		crossbar, pedal, drive chain, tire, spoke, seat, break
12.	wristwatch	

Activity 8. Read the passage on hierarchy in *The Cambridge Encyclopedia of the English Language* by D. Crystal (p. 168). Explain the difference between hyponymy and hierarchy. Suggest four examples of hierarchies.



Activity 9. Group the words below into the following semantic fields: **COMMUNICATION, SOUND, SLEEP**. Specify the relations between the words in each of the fields.

To mumble, sleepy, noise, nightmare, to murmur, drowsy, low, a lie-in, to tick, to howl, earplug, alert, to oversleep, to assert, slumber, to boast, to hiss, mattress, loud, to declare, context, high-pitched, to bleep, dream, faint, to doze off, couch, interlocutor, to patter, to hibernate, jargon, sleep mask, to nod off, to shriek, nap, dialect, to hum, to thud, duvet, vague, ambiguous, speaker, to exaggerate, to understate, deafening, to clatter, gist, snooze, to creak, sleepless, to tuck somebody in, soft, to rustle, to drift off, meaning, awake.

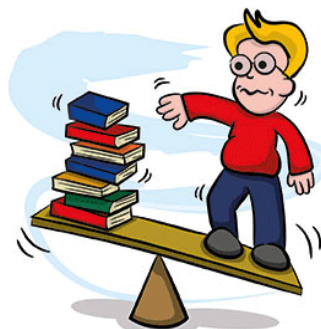


Activity 10. Suggest as many words as you can which belong to the semantic field of **MONEY**. How can they be organized within the field? What semantic relations are relevant?

Activity 11. Polysemantic words can belong to more than one semantic field simultaneously. What semantic fields do the following words relate to?

- tennis **court/court** case
- sleeping **pills/pills** on a sweater
- leaves and **branches**/the local **branch** manager
- cookery **books**/the company's **books**
- to **raise** your hand/to **raise** a child
- to **head** towards the city centre/to **head** the ball
- at the last **minute**/to take the **minutes**
- to put your **feet** up/only a few **feet** away
- to **treat** somebody fairly/to **treat** a disease
- the **spirits** haunting the area/beer and **spirits**

Balance the books



Make sure all money is accounted for.

- to kiss one's **cheek**/to have the **cheek** to do something
- a silver **ring**/a drugs **ring**

Activity 12. Specify the type of semantic relations between the words in bold in the following proverbs.

1. A chain is only as **strong** as its **weakest** link.
2. A problem **shared** is a problem **halved**.
3. An **ounce** of prevention is worth a **pound** of cure.
4. **Bad** money drives out **good**.
5. It's better to **give** than to **receive**.
6. The **boy** is **father** to the **man**.
7. Don't cut off your **nose** to spite your **face**.
8. Don't put **new** wine into **old** bottles.

9. Don't try to **run** before you can **walk**.
10. Don't try to **walk** before you can **crawl**.
11. Easy **come**, easy **go**.
12. **Finders** keepers, **losers** weepers.
13. He who **lives** by the sword shall **die** by the sword.
14. In for a **penny**, in for a **pound**.
15. It never **rains** but it **pours**.
16. **Less** is **more**.
17. One might as well be hanged for a **sheep** as a **lamb**.
18. **Great oaks** from **little acorns** grow.
19. **Cold** hands, **warm** heart.



CLASS 12. FREE WORD GROUPS AND PHRASEOLOGICAL UNITS IN THE ENGLISH LANGUAGE

1. Free (variable) word groups vs phraseological units (set-phrases, word equivalents).

2. Definition of free word groups. Classifications of free word groups. Basic features of free word groups. Syntactic structure of free word groups.

3. Lexical valency (collocability) of words.

4. Grammatical valency of words (colligation).

5. Meaning of free word groups (lexical and structural or grammatical).

6. Motivation in word groups (lexically and structurally motivated word groups).



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1. Антрушина, Г. Б., Афанасьева, О. В., Морозова, Н. Н. (1999) Лексикология английского языка: учеб. пособие для студентов. Москва: Дрофа (с. 225-242).

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KEY TERMS:

- Free word group ► Endocentric FWG ► Exocentric FWG
- Distribution ► Predicative FWG ► Non-predicative FWG
- Coordinative FWG ► Subordinative FWG ► Collocation
- Colligation

**Useful tips to remember:
Classifications of Free Word Groups**

Free Word Groups (according to the syntactic pattern)					
Predicative <i>(similar to that of a sentence)</i>	Non-predicative <i>(according to the type of syntactic relation between the components)</i>				
	Subordinative				Coordinative (members are functionally and semantically equal) a woman and a child, day and night
	red flower, a man of wisdom (flower, man – head words)				
	Free Word Groups are classified according to their head words into				
	Nominal groups	Adjectival	Verbal	Pronominal	Statal
	red flower	rude to people	behave well	all of us	fast asleep

ACTIVITIES

Activity 1. Read the text below and find in it free word groups. Classify them according to the criteria of syntactic connection and head words (see the table above).



The history of art ... according to Steve Martin

Two little-known American artists from the early 20th century are being championed by the comedian and film star in a new BBC

radio series. Steve Martin, the comedian and film star, is using the force of his colourful personality this autumn to champion a vivid but little-known art movement founded by two young American artists who met in Paris in the early years of the 20th century.

Martin, 74, a fan of modern art, has joined forces with BBC radio to promote a neglected creative movement known as synchromism. Stanton MacDonald-Wright and Morgan Russell were students who had travelled separately to the French capital to learn from European avant-garde theories. They soon began to believe that colour was just as important as music to people, and that a painting should simply celebrate this, without straining to represent real life.

"In Paris they started working in this completely abstract way of painting," Martin said. "They called it synchromism, which means 'with colour'. They were really interested in colour wheels. They could create depth with only colour. They saw that some came forward and some receded, depending on what they were next to."

As part of a new collaboration with MoMA, New York's Museum of Modern Art, BBC Radio 3 will broadcast next month Martin's appreciation of two synchromist works from the gallery's collection that he feared had been forgotten. One, made by MacDonald-Wright in 1917, is called *Synchromy*, while the other, smaller work, *Color Form Synchromy (Eidos)*, was painted by Russell five years later. "They are essentially minor things compared with most of the art that hangs at MoMA," said Martin.

The programme is to go out as part of a season on Radio 3, *The Way I See It*, which will bring listeners fresh approaches to the visual art housed at MoMA from 30 well-known people.

Paintings reveal themselves over time. It is great to be able to live with a painting, and go back and back Russell



and MacDonald-Wright first studied together at the Sorbonne, and their work was heavily influenced by the daring use of colour seen in the works of Matisse and Cézanne. The two Americans became a big influence on other US modernists, including Albert Krehbiel and Thomas Hart Benton, and the cubists Patrick Henry Bruce and Andrew Dasburg. When MacDonald-Wright returned to America a year after painting *Synchromy*, he set up the first major exhibition of modern art in Los Angeles. Yet the pair's claim to have invented their own school of painting was challenged later by other well-known European abstract artists, such as Robert and Sonia Delaunay, who argued that the Americans had copied their own ideas about the use of colour and shape, referred to as orphism.

For Martin, though, the work of the synchromists has been undervalued as a result and it is time for a reappraisal. "I believe that paintings reveal themselves over time. It is great to be able to live with a painting, or visit a painting in a museum and go back and back. And the good ones really do keep on giving. It's amazing. A picture is stationary; it's immobile and yet it changes for you." He said from staring at the MacDonald-Wright he was now convinced it was intended as a landscape painting. "I now see almost a narrative story. I always thought this picture was one thing and then sat here for an hour and looked at it and it changed." Russell's painting he describes as "voluminous and floating".

It is not necessary to understand the technical principles of synchromism, he argues, because the works still communicate.

"I don't generally care about theories. The result of working from a theory could be fantastic, but you don't really need to know the theory to look at it."

The Radio 3 series will also feature artworks chosen by the scientist and author Steven Pinker and the standup comedian Margaret Cho, along with musicians, writers and philosophers.^{7,8,9}

⁷ Steve Martin with *Synchromy* by Stanton MacDonald-Wright, painted in 1917 and now held at MoMA. Photograph: BBC (first picture)

⁸ *Cosmic Synchromy* by Morgan Russell

<https://www.google.com/search?q=Morgan+Russell&tbm=isch&source=univ&sa=X&ved=2ahUKewis7amX1eLkAhVFx4sKHWMSDqUQIR56BAGKEBI&biw=1536&bih=754#imgsrc=3dfS5zqfrGaYyM:>

⁹ *The history of art ... according to Steve Martin*
<https://www.theguardian.com/culture/2019/sep/21/comic-steve-martin-champions-forgotten-art-movement>

Activity 2. Collocate the words in the box below with appropriate ones, taking into account their lexical valency, e.g.:

Question: a vital, pressing, urgent, disputable, delicate question; to raise a question, a question of great importance, a question of the agenda, of the day etc.

Use Cambridge Advanced Learner's Dictionary or Oxford Advanced Learner's Dictionary.

catch, take, put, make, come, do, use, chance, list, opportunity

Activity 3. Match the words into free word groups taking into account their lexical collocability:

1. lick	drug
2. play	a meeting
3. come up with	the question
4. potent	locks
5. adhere to	happy
6. run up	a contract
7. economy	the stock market
8. alight	a bite
9. lead	location
10. grab	accent
11. pop	a suggestion
12. inclement	of paint
13. deliriously	circumstance
14. grab at	from a bus, train
15. adjourn	class
16. auburn	weather
17. mitigating	your principles
18. broad	a meeting
19. picturesque	a bill
20. draw up	a chance

Activity 4. Complete each sentence using a collocation in the appropriate form. Comment on the syntactic structure of free word groups and on the grammatical valency of the underlined words, e.g.:

The adjective *heavy* can be followed by a *noun* (e.g.: *heavy buyer*), or by a *preposition* (e.g.: if you say that something is *heavy on another thing*, you mean that it uses a lot of that thing or too much of that thing) or by the *infinitive* of a verb (e.g. *heavy to lift*):

***gift for languages, keep smb's spirits up, keep in mind,
put the past behind smb., give a fascinating insight,
vain hope, have full confidence in smb,
loose association of artists,
writers and composers entering the field,
burst into song, have one's back to the wall***

1. As soon as the singer came on stage she _____.
2. It's time you _____.
3. He waited in the _____ that the Minister would meet him.
4. She has a _____, which brought her to the UN.
5. Anyone who is considering _____ of translation work should _____ a few things _____ about the downside.
6. James _____ when he decided to leave Ohio and move to New York.
7. My parents _____ me, when they let me do what I wanted in my life.
8. You must try and _____.
9. The book _____ into her character.
10. She wanted to enter a _____.

Activity 5. Go to British National Corpus (BNC) <https://www.english-corpora.org/bnc/>. Type in the words below. Note the number of times the words appear in the same collocations. Write down the collocations which you will find in the list of BNC:

***pending, heart, blatantly, gauge, delinquent,
rehab, posterity***

Activity 6. Comment on the lexical and structural components of meaning in the following free word groups as well as their lexical and structural motivation: (Ginzburg, p. 69)

dog-house, house-dog; school grammar, grammar school; all the day long, all the sun long; a factory hand, a hand bag; heavy rain, heavy smoker

7. Read the text below.

***The Cockroach* – an extract from Ian McEwan's Brexit-inspired novella¹⁰**



That morning, Jim Sams, clever but by no means profound, woke from uneasy dreams to find himself transformed into a gigantic creature. For a good while he remained on his back (not his favourite posture) and regarded his distant feet, his paucity of limbs, with consternation. A mere four, of course, and quite unmovable. His own little brown legs, for which he was already feeling some nostalgia, would have been waving merrily in the air, however hopelessly. He lay still, determined not to panic. An organ, a slab of slippery meat, lay squat and wet in his mouth – revolting, especially when it moved of its own accord to explore the vast cavern of his mouth and, he noted with muted alarm, slide across an immensity of teeth. He stared along the length of his body. His colouring, from shoulders to ankles, was a pale blue, with darker blue piping around his neck and wrists, and white buttons in a vertical line right down his unsegmented thorax. The light breeze that blew intermittently across it, bearing a not unattractive odour of decomposing food and grain alcohol, he accepted as his breath. His vision was unhelpfully narrowed – oh for a compound eye – and everything he saw was oppressively colourful. He was beginning to understand that by a grotesque reversal his

¹⁰ <https://www.theguardian.com/books/2019/sep/22/the-cockroach-an-extract-from-ian-mcewans-brexit-inspired-novella>

vulnerable flesh now lay outside his skeleton, which was therefore wholly invisible to him. What a comfort it would have been to catch a glimpse of that homely nacreous brown.

Match the words from each box to form collocations from the text above. Find more collocations in the text and comment on them:

uneasy; decomposing; catch; light; blow
across; an immensity; bear; lay; feel;

squat; dreams; food; an odour; a glimpse;
intermittently; of teeth; nostalgia; breeze.

Activity 8. Find collocations from the news headlines in the boxes below:

UN Yemen envoy welcomes
Houthi offer to halt attacks
on Saudi Arabia

Corbyn heads for clash with
Labour members by seeking
delay to Brexit decision

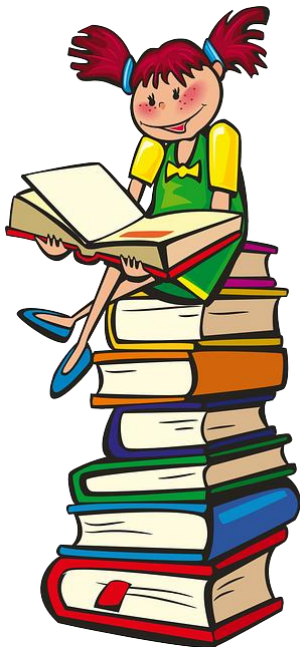
Supreme court poised to rule
against Boris Johnson, say legal
experts

Travellers still boarding as
clock ticks down on talks

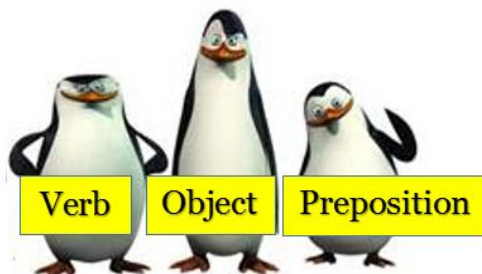
Activity 9. Explain the meaning of the free word groups in the box and make up sentences with them:

bring traffic to a halt, call a halt to the strike, bring a meeting to a close, put a stop to bad behavior in the class, terminate a contract, abandon the policy, close off the street, lull in the conversation, lull in the fighting, break into a run, the rain set in for the day, instigated measures, enter into the discussion

Activity 10. Go to <https://www.bbc.com/> and search for the word 'discovery'. Click on the items you have found, read them and make notes of any collocations relating to 'discovery'.



CLASS 13. TYPES OF FREE WORD GROUPS



DISCUSSION TOPICS

1. Word groups in the English language.
2. Definition of free word groups.
3. Classifications of free word groups.
4. Distribution of free word groups.
5. Collocation and colligation.

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3. Jackson, H., & Ze Amvela, E. (2007). *Words, meaning, and vocabulary. An introduction to modern English lexicology*. London: Continuum (pp. 131-135).

KEY TERMS:

- | | |
|-------------------------|-----------------------|
| ▶ Free word group (FWG) | ▶ Predicative FWG |
| ▶ Endocentric FWG | ▶ Non-predicative FWG |
| ▶ Exocentric FWG | ▶ Coordinative FWG |
| ▶ Distribution | ▶ Subordinative FWG |
| | ▶ Collocation |
| | ▶ Colligation |

ACTIVITIES

Activity 1. Divide the word groups in the sentences below* into endocentric and exocentric.

1. That is the only way to get a kettle to boil up the river. If it sees that you are waiting for it and are anxious, it will never even sing. You have to go away and begin your meal, as if you were not going to have any tea at all. You must not even look round at it. Then you will soon hear it sputtering away, mad to be made into tea.
2. I sat for awhile, frozen with horror; and then, in the listlessness of despair, I again turned over the pages.
3. One sees a good many funny incidents up the river in connection with towing. One of the most common is the sight of a couple of towers, walking briskly along, deep in an animated discussion, while the man in the boat, a hundred yards behind them, is vainly shrieking to them to stop, and making frantic signs of distress with a scull.
4. I never could withstand an appeal for help, so I went and undid them; not before it was time, either, for Harris was nearly black in the face.
5. People who had once tasted his scrambled eggs, so we gathered from his conversation, never cared for any other food afterwards, but pined away and died when they could not get them.
6. We convinced the man, with some difficulty, that we were NOT "the world-renowned contortionists from the Himalaya Mountains," and he took our money and let us pass.
7. Our fine bronzed countenances and picturesque clothes were followed round the place with admiring gaze. We were the cynosure of every eye.
8. And Montmorency, standing on his hind legs, before the window, peering out into the night, gave a short bark of decided concurrence with the toast.



*Jerome K. Jerome (2004). *Three Men in a Boat*. London: Penguin.

Activity 2. Identify the head word in each of the word groups and classify the word groups accordingly (nominal, adjectival, pronominal, verbal, adverbial, and statival).

1. Gamache climbed the next flight to his room, opened the door and felt drawn toward the brass bed piled high with a pure white duvet and white down pillows. All he wanted to do was to sink into it, close his eyes, and fall fast and deeply asleep.
2. He'd asked the one question she was even afraid to ask herself.
3. Ben turned his face away, ashamed of the tears that came up again.
4. Their home was slightly larger than Jane's and while hers was made of fieldstone, theirs was red brick, in the style known as Loyalist.
5. The Bistro grew momentarily silent, then slowly the murmur of conversation started up again.
6. Gamache was listening closely, genuinely interested, though not sure whether it was all pertinent to the investigation.
7. Almost invariably people expected that if you were a good person you shouldn't meet a bad end, that only the deserving are killed.
8. Ben simply looked around as though the peaceful setting was reason enough. Into Beauvoir's outstretched hand he deposited the keys.
9. Yolande examined the card, trying to remember whether it was the same one from her childhood.
10. "Did you like it?" Beauvoir asked. "Not at first, but the longer I looked the more I liked it. Something sort of shimmered into place. It went from looking like a cave drawing to something deeply moving."
11. He looked at the dates, some from the year before, most from this year. Nothing spectacular. Nothing abnormal.
12. A few headlights could be seen now that the sun had set. Rush hour. And a few villagers were out doing errands or walking dogs. In the silence Gamache could hear unintelligible snippets of conversations from other strollers.

*Penny, L. (2015). *Still Life*. New York: St. Martin's Paperbacks.

Activity 3. Determine the types of word groups in the passage* below, saying whether they are predicative or non-predicative (coordinative or subordinative).



Margaret, the eldest of the four, was sixteen, and very pretty, being plump and fair, with large eyes, plenty of soft brown hair, a sweet mouth, and white hands, of which she was rather vain.

Fifteen-year-old Jo was very tall, thin, and brown, and reminded one of a colt, for she never seemed to know what to do with her long limbs, which were very much in her way. She had a decided mouth, a comical nose, and sharp, gray eyes, which appeared to see everything, and were by turns fierce, funny, or thoughtful. Her long, thick hair was her one beauty, but it was usually bundled into a net, to be out of her way. Round shoulders had Jo, big hands and feet, a flyaway look to her clothes, and the uncomfortable appearance of a girl who was rapidly shooting up into a woman and didn't like it. Elizabeth, or Beth, as everyone called her, was a rosy, smooth-haired, bright-eyed girl of thirteen, with a shy manner, a timid voice, and a peaceful expression which was seldom disturbed. Her father called her 'Little Miss Tranquility', and the name suited her excellently, for she seemed to live in a happy world of her own, only venturing out to meet the few whom she trusted and loved. Amy, though the youngest, was a most important person, in her own opinion at least. A regular snow maiden, with blue eyes, and yellow hair curling on her shoulders, pale and slender, and always carrying herself like a young lady mindful of her manners. What the characters of the four sisters were we will leave to be found out.

*Alcott, L. M. (2014). *Little Women*. London: Puffin Books.

Activity 4. Identify the headword in the word groups in bold, define the types of the word groups, and translate them into Ukrainian.

1. The founder and chief technology officer of **autonomous vehicle software company Oxbotica**, Paul Newman, likened the development of deep learning as the step change for AI between a **hand drill** and a **power drill**.



2. The roof still has to be built by **construction workers**.
3. South West Water said **the local waste treatment works** in the area were working.
4. Mr Sanders is promising to target US income inequality with **a multi-trillion dollar policy blueprint** on everything from healthcare to taxation and education.
5. It uses the same motors that power the electric windows in cars, while the computer chips are similar to those used in **the consumer electronics business**.
6. Pest Pulse traps use **pressure sensor technology** to identify a catch and alert the company straight away over the internet.
7. It is also crucial that **wind energy companies** comply with **key wildlife laws** like the Endangered Species Act and Migratory Bird Treaty Act.
8. But as the threat posed by **the climate crisis** deepens, there has been renewed interest in developing **electric passenger aircraft** as a way of reducing emissions and **airline operating costs**.
9. And each time the 25-year-old receptionist from Cambridge, Massachusetts, takes an Uber 2% of the cost of the journey is automatically sent to **climate change charities**.
10. It's easy to increase your intake of vitamin D this



way — throw some mushrooms into your **breakfast omelets** or **lunchtime salads**.

11. "I've never felt anything like that before. I am ... very lucky that I was able to come to work today," said Fugett, a **convenience store employee**.

12. **Nighttime tornadoes** are not unusual in the Southeast, where **tornado season** extends into the **winter months**, when daylight is shorter.

13. Renewables — including hydroelectric, wind, biomass, solar and geothermal — currently account for about 20% of **US energy production**.

14. The Green New Deal, which has so far been a **campaign catchphrase** about solving climate change and inequality in one fell swoop, just got real.

15. The **14-page resolution** envisions a shift to **100% renewable and zero-emission energy sources**, and calls for the creation of millions of **new high-wage jobs** to help wipe out poverty.

16. Some of the projects were hand-picked under **the city's urban renewal campaign** "Reinventing Paris," which first launched in 2014 under Anne Hidalgo, the city's socially progressive, eco-minded mayor, and her deputy mayor Jean-Louis Missika, who oversees **the city's urban planning and economic development strategies**.

<https://www.bbc.com/>

<https://edition.cnn.com/>



Activity 5. What is special about the meanings of polysemantic words in free word groups? Fill in the gaps with the appropriate antonyms in bold and use the free word groups in the table to illustrate your point.

1	to stick to one's principles – to ... one's principles to stick to the wall – to ... the wall	come off abandon
2	fat chance – ... chance ... book – fat book	good slim

3	fine print – ... print fine weather – ... weather	large foul
4	poor quality – ... quality poor hearing – ... hearing	acute high
5	fresh bread – ... bread fresh butter – ... butter	stale rancid
6	raise your voice – ... your voice raise sb's hopes – ... sb's hopes	shatter lower
7	sound advice – ... advice sound sleeper – ... sleeper	light poor
8	fair skin – ... skin fair price – ... price	dark exorbitant
9	wild animal – ... animal wild guess – ... guess	educated tame
10	serious illness – ... illness serious photographer – ... photographer	minor amateur

Activity 6. Lexical collocation refers to mutual expectancy of words in context. Provide the collocates of the words below based on the prompts, then identify the types of word groups.

- 1) to score + *noun*
- 2) *noun* + expectancy
- 3) to drum up + *noun*
- 4) *adjective* + exertion
- 5) a chance of a + *noun*
- 6) time + *verb*
- 7) adrenaline + *noun*
- 8) bushy + *noun*
- 9) sb's eyes + *verb*
- 10) *adverb* + asleep
- 11) conducive to + *noun*
- 12) to flutter + *noun*
- 13) *adjective* + pain
- 14) preventive + *noun*
- 15) herbal + *noun*
- 16) to shrug + *noun*
- 17) similar in + *noun*
- 18) extreme + *noun*
- 19) ablaze with + *noun*
- 20) the cradle of + *noun*



Activity 7. Match the words from each column to form collocations.

	school pack herd swarm coat storm wealth gamut glimmer flurry bunch grain blade leg dollop clove pinch wedge	of activity of a journey of protest of wolves of grapes of garlic of cheese of emotions of sand of paint of grass of bees of cream of information of salt of hope of whales of elephants	
			
			

Activity 8. Group the verbs below into the given categories. What term is applied in lexicology to name the criterion underlying this classification? (Some verbs can be used more than once.)

<i>admit, advise, argue, believe, complain, confess, consider, convince, declare, demand, expect, find, inform, mention, notice, plead, point out, promise, promise, reassure, remind, reply, report, suggest</i>			
verb + <i>that</i> -clause	verb + object + <i>to</i> -infinitive	verb + object + <i>that</i> -clause	verb + prepositional object + <i>that</i> -clause

Activity 9. Think of one word which can be used to complete each set of three sentences (the form of the word should be the same in all three cases).
How can the individual meanings of the words you have used be described through their grammatical valency?
Specify the grammatical patterns involved.

- | | |
|-----|--|
| 1. | They ... very highly of the new director.
I don't ... a word of French.
She asked me to ... to her students about my work in marketing. |
| 2. | Daniel's very ... on tennis.
The government is ... for peace talks to start again.
Dogs have a very ... sense of smell. |
| 3. | The medicine had a slightly bitter
He asked about my ... in music.
She acknowledged her remark had been in bad |
| 4. | You look exhausted! Why don't you take a ...?
If you're tired, we'll stop and ... for a while.
... your head on my shoulder. |
| 5. | I ... that letter typed today.
The gallery closed down for ... of funding.
I ... some chocolate. |
| 6. | It's important to ... children for their good behavior.
She deserves ... for all the charity work she does.
They are merely arrogant words in ... of himself. |
| 7. | Our transportation system is designed to ... the needs of the city's commuters.
The police do not have an ... to rising crime.
The great thing about having your own business is that you don't have to ... to anyone. |
| 8. | She was ... herself why nobody seemed to like her.
Drinking alcohol before driving is really ... for trouble.
Expecting the children to do an hour's homework after school is ... a lot of them. |
| 9. | We arrived late and missed the ... of the film.
The car wouldn't ... this morning.
Ted woke up with a ... and felt for the light switch. |
| 10. | I've just started reading a ... by Graham Greene.
To get tickets, you have to ... in advance.
He stopped to buy a ... of matches. |

Activity 10. Comment on the influence of the grammatical context on the meaning of the adjective in bold in each sentence.

1. He warned that the **present** situation could get much worse.
2. Copies were given to all the members **present**.



3. The drug came under strong attack from **concerned** professional observers.
4. Some of the farmers **concerned** suffer particularly from the low prices.
5. Adopting a child can be a

long **involved** process.

6. Most of the people **involved** have by now either died or moved away.

7. It's time you started acting like a **responsible** adult.

8. We are determined to bring the people **responsible** to justice.

9. The movie was supposed to be scary, but it had the **opposite** effect on him.

10. Who owns that house **opposite**?

11. Try to eat **proper** meals instead of fast-food takeaways.

12. The friendly chat which comes before the interview **proper** is intended to relax the candidate.

13. The patient seems to be suffering no **ill** effects from the treatments.



14. She became **ill** after eating oysters.

15. The lights were arranged to give a **particular** effect.

16. He's very **particular** about the kitchen – everything has to be perfectly clean and in its place.

17. I promised to be in a **certain** place by lunchtime.

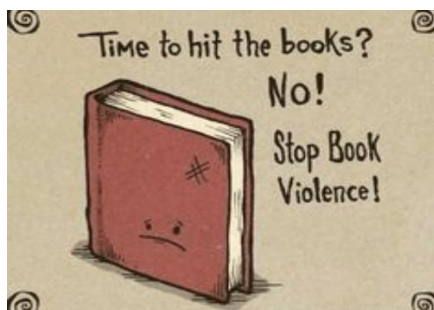
18. She won't let you borrow the car – I'm **certain** of that.



CLASS 14. PHRASEOLOGICAL UNITS IN THE ENGLISH LANGUAGE. DEFINITION PROBLEMS

TOPICS FOR DISCUSSION

1. Definition of the phraseological unit.
2. Criteria for identifying phraseological units.
3. Semantic relations in phraseology.
4. Proverbs and sayings.
5. Familiar quotations.



READING

1. Арнольд, И. В. (1986). *Лексикология современного английского языка* (3-е изд.). Москва: Высшая школа (с. 165-181).
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3. Granger, S., & Paquo, M. (2008). Disentangling the phraseological web. In S. Granger, & F. Meunier (Eds.), *Phraseology. An interdisciplinary perspective* (pp. 27-50). Amsterdam: John Benjamins.
4. Moon, R. (1998). *Fixed expressions and idioms in English. A Corpus-based approach*. Oxford: Clarendon Press (pp. 1-25, 185-201).

KEY TERMS:

- Phraseological unit
- Reproducibility
- Idiomaticity
- Stability

- Proverb
- Familiar quotation
- Alliteration
- Simile

- Metaphor
- Metonymy
- Hyperbole
- Euphemism

ACTIVITIES

Activity 1. Some strings of words are clearly idiomatic even without context (e.g. *to live on a shoestring*, or *to wear one's heart on one's sleeve*), whereas others are ambiguous, allowing for a literal and idiomatic reading. What are the possible interpretations of the phrases below? Supply the context to resolve the ambiguity between the homonymous free word groups and idioms.

Example:

*They sent two giant ships called icebreakers that **broke the ice** and freed the whales.*

*Sam's arrival **broke the ice**, and people began to talk and laugh.*

to be dead
and buried

to rock
the boat

to make one's
hackles rise

a slippery
slope

the grass
roots

a rotten
apple

a piece
of cake



Activity 2. For each of the idioms, find a synonymous expression in the other column.

1	not to cut the mustard	A	to play something by ear
2	it takes two to tango	B	to be a piece of cake
3	to do something off the cuff	C	to see red
4	for donkey's years	D	to have one's back against the wall
5	to be on tenterhooks	E	it's six of one and half a dozen of the other
6	to hit the roof	F	till the cows come home
7	to be streets ahead	G	to be falling to pieces
8	to be in a tight corner	H	to be at the end of one's tether
9	to be on its last legs	I	to be below par
10	to be plain sailing	J	to be head and shoulders above

Activity 3. Match the phraseological antonyms.


1	don't get mad, get even	A	to cut corners
2	to keep a straight face	B	in broad daylight
3	to get something off your	C	to talk the hind legs off a

	chest		donkey
4	to take sides	D	to turn a blind eye
5	to blow the whistle	E	to go for a song
6	behind closed doors	F	forgive and forget
7	to cost an arm and a leg	G	to laugh one's head off
8	to do something by the book	H	to wear the trousers (in the family)
9	to hold one's tongue	I	to sit on the fence
10	to be under someone's thumb	J	to keep something under your hat

Activity 4. What formal feature is shared by all the idioms in each column? Add more idioms displaying the same feature to each column.

...
<ul style="list-style-type: none"> • safe and sound • spick and span • from rags to riches • the gift of the gab • the slippery slope • ... • ... • ... 	<ul style="list-style-type: none"> • wear and tear • to win fair and square • to be the bee's knees • doom and gloom • ... • ... • ... 	<ul style="list-style-type: none"> • to see eye to eye • to grin from ear to ear • let bygones be bygones • from time to time • door to door • ... • ...

Activity 5. Analyse the semantic relations (synonymy, etc.) between the words in the following idioms.

<ul style="list-style-type: none"> ➤ peace and quiet ➤ prim and proper ➤ nuts and bolts ➤ null and void ➤ day in, day out ➤ to scrimp and save ➤ to work one's fingers to the bone ➤ to have ups and downs ➤ to cost an arm and a leg ➤ to hit the nail on the head 	 <p style="text-align: center;">"I told you this gingerbread house wouldn't work out.. you're eating us out of house and home!"</p>
---	---

➤ to toss and turn (all night)	➤ to eat someone out of house and home
➤ pushing and shoving	➤ something is on the tip of one's tongue

Activity 6. Check the meaning of the terms in bold. Then use the idioms to complete the table.

- to see the light • the tip of the iceberg • as clear as a bell
- something is like a red rag to a bull • to hate someone's guts
- to be back on one's feet • not to lay a finger on someone
- to play with fire • to be all smiles • to be over the moon
 - a storm in a teacup • nothing but skin and bone
 - to keep an eye on smth. • to sit on the fence
- to grab a bite to eat • to be like putty in one's hands
 - to put your heads together • teething troubles
- to rock the boat • a shiver runs down one's spine
 - to sweat blood • like water off a duck's back
- to cost the earth • to skate on thin ice • to weigh a ton
- to let someone off the hook • to race against the clock
 - never in a million years • to put one's feet up
 - to get off the ground • to grin from ear to ear

METAPHOR	SIMILE	METONYMY	HYPERBOLE



Activity 7. While using metaphoric idiomatic expressions, one relies on familiar concepts of things which can be perceived with the senses (light, sound, movement, food, plants, animals, etc.) to talk about more complex phenomena, such as emotions, cognition, relationships and so on.

What everyday concepts do the following idioms draw on? What do they actually describe? Add two more idioms to each category.

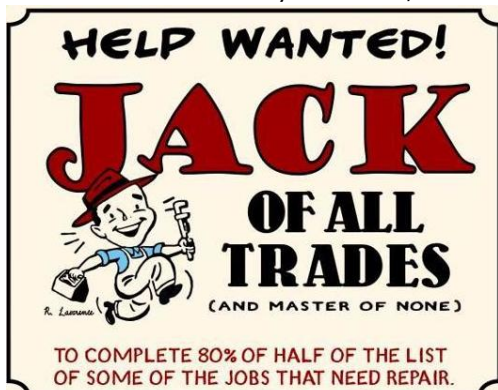
► a piece of cake ► to be in someone's shoes ► to be on the rocks ► to feel one's ears burning ► to strain on the leash ► to tighten one's belt ► an uphill struggle ► to make one's blood boil ► to give someone a free rein ► to pull one's socks up ► to eat one's words ► to wear the trousers in the family ► to get hot under the collar ► to raise one's hackles ► to put down roots ► to get one's teeth into something ► in the heat of the moment ► to bite off more than one can chew ► out of the woods ► to take one's hat off to someone ► to take something with a pinch of salt ► to flow the nest ► in broad daylight ► not one's cup of tea ► to put out feelers ► to bark up the wrong tree ► to go out in a blaze of glory ► a ray of sunshine ► the fur will fly ► not exactly a bed of roses ► to be in the dark about something ► to have a field day		
NATURE <i>To be on the rocks (describes a relationship or business)</i>	ANIMALS	LIGHT
TEMPERATURE	FOOD	CLOTHES

Activity 8. Fill in the proper names from the list. Note that some proper names are decapitalised in fixed expressions.

Harry	Thomas	Peter	Adam	Jack Robinson
Tom	jack	Joneses	Paul	alec

1. Why should she lend me money? She doesn't know me from
2. When the Wright brothers invented the first aeroplane which actually flew, there were many a doubting who said that air-travel would never be commercially successful.
3. Many people were holding down three jobs just to keep up with the

4. Sometimes he was moving money from one account to another, robbing to pay
5. I didn't want every, Dick and knowing



about my private life.

6. He became some kind of -of-all-trades within the team.

7. You'll end up no more than a smart and you're well down that road already.

8. One man insulted another and suddenly, before

you could say, they were involved in a violent fight.

Activity 9. Complete the idioms with the numerals from one to ten (cardinal, ordinal, or substantivised numerals can be used).

1. **Nine** times out of we can solve the problem over the phone.
2. He was down *on all* playing with the puppy.
3. When we danced together, I discovered he *had**left* feet.
4. Adam was *on cloud* after the birth of his son.
5.'s company, is a crowd!
6. Everyone warned me about the-year *itch*, but I've been completely content with my wife every second that we've been together.
7. "Why in the world did she think you were pregnant?" "I was sick a couple of times, and I guess she just *put* *and* *together and made*"
8. The grammar guide *falls between* *stools* – it's too difficult for a beginner but not detailed enough for an advanced student.
9. People *from the* *corners of the world* have come to Ontario to make it their home.

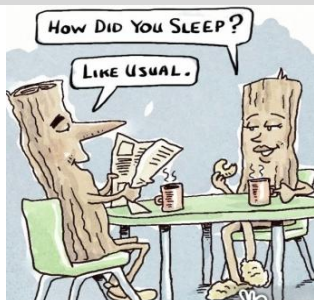


10. When the visitors arrived, we were still at and
11. If a child doesn't get the basics in primary school, they are way *behind the ball*.
12. There's no point worrying about it – we'll both be *feet under* by then.
13. The police are now *back at square* in their investigation.
14. Since they got married, they've been *in* *heaven*.

Activity 10. Match the words in both columns to complete the trite similes.

A

- | | |
|-----------------|------------------------|
| 1) as old | a) as life |
| 2) as brown | b) as toast |
| 3) as large | c) as old boots |
| 4) as right | d) as chalk and cheese |
| 5) as safe | e) as the hills |
| 6) as tough | f) as houses |
| 7) as regular | g) as clockwork |
| 8) as warm | h) as rain |
| 9) as different | i) as a berry |



B

- | | |
|-----------------------|------------------------------------|
| 1) to smoke | a) like hot cakes |
| 2) to fit | b) like a log |
| 3) to spread | c) like a chimney |
| 4) to sell | d) like a shot |
| 5) to spend money | e) like the back of one's own hand |
| 6) to get on | f) like water |
| 7) to sleep | g) like a bad penny |
| 8) to turn up | h) like wildfire |
| 9) to be off | i) like a glove |
| 10) to know something | j) like a house on fire |

Activity 11. Read the passage below. Identify and explain the phrases coined by W. Shakespeare. Find further examples of Shakespearean expressions that gained ground in English and suggest contexts in which they can be used.

On quoting Shakespeare

*If you cannot understand my argument, and declare 'It's Greek to me', you are quoting Shakespeare; if your lost property has vanished into thin air, you are quoting Shakespeare; if you have ever refused to budge an inch, if you have been tongue-tied or a tower of strength, if you have insisted on fair play, slept not one wink, or had too much of a good thing – why, the more fool you, for it is a foregone conclusion that you are quoting Shakespeare; if you think it is high time and that that is the long and short of it, if you believe that the game is up, if you lie low till the crack of doom because you suspect foul play, then – if the truth were known, you are quoting Shakespeare; even if you bid me good riddance and send me packing, if you wish I was dead as a door-nail, if you think I am a laughing stock, then – Tut tut! For goodness' sake! – it is all one to me, for you are quoting Shakespeare.**

* Kenny, N., Roderick, M., & Nuttall, C. (2013). *Expert Proficiency Coursebook*. London: Longman.

Activity 12. Match the phrases to complete the proverbs, explain their meanings, and answer the following questions.

- What semantic and formal features are typical of English proverbs?
- Which of those characteristics are demonstrated by the proverbs below?

1	One good turn	A	keeps the doctor away.
2	Least said,	B	is a penny earned.
3	An apple a day	C	is a friend indeed.
4	Many hands	D	without the thorn.
5	A friend in need	E	twice shy.
6	Two wrongs	F	is to know nothing.

7	Once bitten,	G	soonest mended.
8	A penny saved	H	saves nine.
9	A stitch in time	I	deserves another.
10	Birds of a feather	J	as handsome does.
11	To know everything	K	don't make a right.
12	Handsome is	L	make light work.
13	There is no rose	M	flock together.

Activity 13. Choose one quotation from *The Oxford Dictionary of Quotations*, and write a short passage using it as a punch line.



CLASS 15. CLASSIFICATIONS OF PHRASEOLOGICAL UNITS

TOPICS FOR DISCUSSION

1. Phraseological units. Definition. Classifications of phraseological units.
2. Criteria for identifying phraseological units (reproducibility, stability, and idiomaticity, structural invariability, grammatical inseparability).
3. Semantic relations in phraseology.
4. Proverbs and sayings.
5. Familiar quotations.



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KEY TERMS:

- ▶ Phraseological unit ▶ Reproducibility
- ▶ Idiomaticity ▶ Stability ▶ Proverb ▶ Saying
- ▶ Familiar quotation

**Useful tips to remember:
Classification of Phraseological Units
by Acad. V. V. Vinogradov¹¹**

Phraseological Units		
Phraseological Fusions	Phraseological Unities	Phraseological Collocations
are completely non-motivated word-groups. The meaning of the components has no connections whatsoever, at least synchronically, with the meaning of the whole group.	are partially non-motivated as their meaning can usually be perceived through the metaphoric meaning of the whole phraseological unit. Phraseological unities are as a rule	are motivated but they are made up of words possessing specific lexical valency which accounts for a certain degree of stability in such word-groups. In phraseological

¹¹ Гинзбург, Р. С., Хидекель, С. С., Князева, Г. Ю., Санкин, А. А. (1979). Лексикология английского языка : учеб. для ин-тов и фак. иностр. яз. /2-е изд., испр. и доп. Москва: Высш. Школа (с. 75-76).

<p>Idiomat�city is, as a rule, combined with complete stability of the lexical components and the grammatical structure of the fusion.</p>	<p>marked by a comparatively high degree of stability of the lexical components.</p>	<p>collocations variability of member-words is strictly limited. These habitual collocations tend to become kind of clichés where the meaning of member-words is to some extent dominated by the meaning of the whole group. Due to this, phraseological collocations are felt as possessing a certain degree of semantic inseparability.</p>
<p>heavy father 'serious or solemn part in a theatrical play'</p>	<p>to show one's teeth 'take a threatening tone' or 'show an intention to injure', to wash one's dirty linen in public 'discuss or make public one's quarrels'</p>	<p>bear a grudge may be changed into bear malice, but not into bear a fancy or liking. We can say take a liking (fancy) but not take hatred (disgust).</p>

**Classification of Phraseological Units by
Prof. Amosova¹²:**

Phraseological Units	
Phrasemes	Idioms
are, as a rule, two-member word-groups in which one of the members has specialized meaning dependent on the second component	are distinguished from phrasemes by the idiomaticity of the whole word-group and the impossibility of attaching meaning to the members of the group taken in isolation. Idioms are semantically and grammatically inseparable units. They may comprise unusual combinations of words which when understood in their literal meaning are normally unallocable
early/small hours 'the hours between midnight and the time that the sun rises'	red tape 'bureaucratic methods', mare's nest 'a hoax, a discovery which proves false or worthless'

¹² Гинзбург, Р. С., Хидекель, С. С., Князева, Г. Ю., Санкин, А. А. (1979). Лексикология английского языка : учеб. для ин-тов и фак. иностр. яз. /2-е изд., испр. и доп. Москва: Высш. Школа (с. 83).

Classification of Phraseological Units by Prof. Koonin:

Phraseological Units						
Nominative phraseological units (denote objects, phenomena, actions, states, qualities)				Nomina- tive- commu- nicative units (contain a verb)	Inter- jectional phra- seological units (express the speaker's emotions and attitude to things)	Commu- nicative phra- seological units (represented by proverbs and sayings)
substantive	adjectival	adverbial	prepositional			
a snake in the grass, a bitter pill to swallow	long in the tooth	out of a blue sky, as quick as a flash	with an eye to, at the head of	to dance on a volcano, to set the Thames on fire	a pretty kettle of fish!	an hour in the morning is worth two in the evening

ACTIVITIES

Activity 1. Find idioms in the sentences below and classify them according to the patterns (types), given below (the classification is taken from McCarthy, O'Dell, 2010: 6). Add at least three more idioms to each type:

Type A. Verb + Object/Complement (and/ or adverbial)	Type B. Prepositional Phrase	Type C. Compound
Type D. Simile (as + adjective + as; like + Noun)	Type E. Binominal (word + and + word) or Trinominal (word + word + and + word)	Type F. Whole clause or sentence

- The merger has been on the cards for some time now.
- People are not really very glad when they are told to get their cards.
- If you have an idea, don't tip your hand to anyone, gather all your thoughts and strengths, and make a move.
- We just managed to make the deadline.
- He never really made it as an actor.
- It's my first trip abroad so I'm going to make the most of it.
- I'll stand by you, but if you can't take the heat, get out of the kitchen.
- These tasks in Lexicology are as easy as pie.
- She doesn't know how to make the most of herself.

10. My friend Susy was born and brought up in Ireland, but she is as American as apple pie.
11. Your brand-new house's cladding is as black as Newgate's knocker.
12. My old school friend appeared out of the blue. I hadn't seen him for ages.
13. What are the pros and the cons of being an interpreter?
14. They come from a rather well-to-do family.
15. We have started our new life in this newly built two-storeyed house in South-East London, I don't want you to have a change of heart about our accommodation.
16. It would be wrong to see the World Bank Group as the be-all and end-all of the financial world.
17. If his newspaper doesn't arrive by breakfast time, he's like a bear with a sore head.

Activity 2. Clarify the origin of the idioms in the box, using *Dictionary of Idioms and Their Origins*, e.g.:

To cut no ice with someone (to make no impression upon someone, to be powerless to influence someone): This expression originated in America towards the end of the nineteenth century and came into British usage in the 1920s. It refers to ice skating. One can only move about with ease on ice skates if the blades are keen and cut into the ice. Blunt blades make no impression on the ice, just as a plan or a project, for instance, makes no metaphorical impression on someone – the skater makes no progress and neither does the plan.

Jeremy soon found out that Professor Tibbitts cut very little academic ice at the Sorbonne, but was too cautious to betray his surprise. RICHARD ALDINGTON, *Soft Answers*, 'Stepping Heavenward', 1932. Usage: colloquial.

to curry favour, to put the dampers on something, a dark horse, to drive a coach and horses through something, a lame duck, hocus pocus



Activity 3. Explain the usage of the so-called national rivalries and make up sentences with them. Justify what historical events contributed to forming these idioms:

to go Dutch		Pardon my French	
Dutch auction		to take French leave	
Dutch barn		It's all Greek to me	
Dutch courage		share Dutch	
Dutch door		a Dutch treat	
double Dutch		to talk to someone like a Dutch uncle	
or I'm a Dutchman		a Dutch nightingale	
Dutch bargain		a Dutch concert	
Dutch feast		Chinese whispers	
A Mexican Standoff		Indian Summer (UK)	
Talk for England		When in Rome (do as Romans do)	

Activity 4. Match the parts of the Aussie (Australian) idioms and explain their meaning:

1. Beyond	a) bottling
2. On the wallaby	b) a lizard drinking
3. Cut down the	c) politics
4. Blood is worth	d) with a gold tooth
5. Tough as	e) tall poppies
6. Flash as a rat	f) the cat jumps
7. She'll be	g) the black stump
8. Flat out like	h) woodpecker lips
9. Dog-whistle	i) apples
10. See which way	j) track



Activity 5. Try to guess the meaning of business idioms below, using the examples of their usage:

Idiom	Meaning	Example
Word of mouth		Many local stores rely on word of mouth to get new customers.
By the book		We told our auditors that we do everything by the book.
Touch base		I will touch base with you later today.
Stand one's ground		They tried to cut my travel budget, but I stood my ground.
See eye to eye		My boss doesn't see eye to eye with me about our marketing campaign.
Uphill battle		Gaining market share in this country will be an uphill battle due to tough competition.
Red tape		The new law is going to create a lot of red tape.
The elephant in the room		We should have discussed our pending litigation, but no one wanted to talk about the elephant in the room.
No strings attached		They will let you try the product for free with no strings attached.
Put all one's eggs in one basket		It's not smart to invest in American tech stocks only and put all one's eggs in one basket.
Up in the air		Our international expansion plan is still up in the air.

Game plan		What is our game plan for dealing with our new competitor?
In a nutshell		In a nutshell, we will run out of cash in three months' time.
Talk someone into something		I was reluctant to redesign our website, but my employees talked me into it.

Activity 6. Find as many idioms as possible with the following words. Explain their meanings and provide examples for each idiom:

back, mind, loose, stand, go

Activity 7. In the box below, you can see a list of expressions from the Nepali, Portuguese, Chinese, Korean, Vietnamese, Arabic, German, Thai, Spanish languages, which correspond to common idioms in the English language, which have potentially universal concepts behind them¹³. Find English idioms that are equivalent to the given expressions.

Concept	Language	Expression	English idiom
That's easy	Nepali	It's a snap of the finger	
	Portuguese	It's like papaya and sugar	
	Chinese	A piece of dish; Small plate of vegetables	
	Korean	Eating a lukewarm soup; Eating a cold soup	
	Vietnamese	As easy as eating porridge	
	Arabic	Piece of cake	
	German	It's a child's play	

¹³ Examples for this exercise were taken from Senior Thesis "A Study of Idioms in Relation to Language Universals" by Kathryn Ayers (2015).

	Thai	Easy as eating a banana	
An action requires more than one person	Nepali Chinese Korean Vietnamese Arabic Thai German	You cannot clap with a single hand I can't clap with one hand; Three people become one tiger; Only two chopsticks can help you to eat Two palms make sound One tree can make nothing, three trees, joined together can make a mountain It needs the boys Water depends on boat and tiger depend on forest There are always two to a fight	
Tell a secret	Nepali Chinese Korean Spanish	To let the water leak Say the truth; Show me the cards Your back is exposed One that puts the finger	
Agree to do more than one can accomplish	Nepali Chinese Korean Vietnamese	Roaring thunder does not rain Eat off from your bowl, and stales at the pot Ripping one's legs apart; Has a wide collar on a shirt Greed leads to misery	

	Arabic German Thai Spanish	To eat more than the limits Your eyes are bigger than your stomach Cutting vetiver grass to roof the forest, push a rice pounder up the hill He who embraces too much, has a weak group	
Don't make plans based on what has not yet happened	Nepali Portuguese Chinese Korean Arabic German	You don't know when you will have a son, but you start to buy stuffs for him Don't put the chariot before the horse Think too much before you do it Don't drink kimchi soup first Don't put the wagon before the horse Don't worry about unlaied eggs	

Activity 8. Give the definitions of phraseological units below. Classify them according to the classifications by Acad. V. V. Vinogradov, Prof. Koonin, Prof. Amosova. You may find additional classifications in the reference books:

the king's picture, bosom friend, to turn over a new leaf, to kiss the hare's foot, to dance on a tight rope, to get in touch with, to take to drinking, to have all one's eggs in one basket, to carry the day, French leave, green hand

high and mighty, to run for one's (dear) life, to get (win) the upper hand, to talk through one's hat, to ride the high horse, a big bug/pot, to come a cropper, to look a gift horse in the mouth

a snake in the grass, long in the tooth, out of a blue sky, as quick as a flash, with an eye to, to dance on a volcano, to set the Thames on fire, know which side one's bread is buttered, to make (someone) turn (over) in his grave, A pretty kettle of fish!, Good God! God damn it!, green eye, mare's nest, to pin one's heart on one's sleeve, neck and crop

Activity 9. Match a familiar quotation with its author:

<i>"It is difficult to make a man miserable while he feels worthy of himself and claims kindred to the great God who made him".</i>	George Bernard Shaw
<i>"The aim of art is to represent not the outward appearance of things, but their inward significance".</i>	Charles Dickens
<i>"Progress is impossible without change, and those who cannot change their minds cannot change anything".</i>	Leo Tolstoy
<i>"Discretion of speech is more than eloquence; and to speak agreeably to him with whom we deal is more than to speak in good words or in good order".</i>	Stephen King

"Everyone thinks of changing the world, but no one thinks of changing himself".	George Orwell
"The important thing is this: to be ready at any moment to sacrifice what you are for what you could become".	Abraham Lincoln
"Talent is cheaper than table salt. What separates the talented individual from the successful one is a lot of hard work".	Francis Bacon
"But if thought corrupts language, language can also corrupt thought".	Aristotle

Activity 10. Guess the English proverbs, finding the answers to the quiz:

Find out the English proverbs.



- 1) 💪 = 💰
- 2) 🅂 🍵 🍶 🍴 🍷 📢 📢
- 3) 🖋️ >>>>> 🗡️
- 4) H 1 s 🍵 the 🤞 🚔 y
- 5) 🐝 a 🇮🇹 an 📍 🇮🇹
- 6) ⚡ = ❌ 💍
- 7) ⌚ & 🌊 📁 s 4 ❌ 👤
- 8) 📖 📰 📰 = 🗑️ 📰
- 9) 📢 🐶 ❌ 😬
- 10) 🍎 a 🌤️ 🩺 📍 📍
- 11) 👤 👤 👤 👤 👤 👤 👤 = 💪



CLASS 16. REGIONAL VARIANTS AND DIALECTS OF THE ENGLISH LANGUAGE

DISCUSSION TOPICS



1. Characteristics of World English.
2. Language, dialect and accent.
3. British English.
4. Main characteristic features of American English.
5. Pidgin and creole languages
6. Slang, its place in the vocabulary of the English language, characteristic features.

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3. Carter, R. & McCarthy, M. (2006). *Cambridge Grammar of English. A Comprehensive Guide. Spoken and Written English Grammar and Usage*. Cambridge: Cambridge University Press (pp. 870-871; 880-889).
4. Crystal, D. (1995). *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press (pp. 298-363).

KEY TERMS:

- ▶ Standard English
- ▶ Dialect
- ▶ Vernacular
- ▶ Variant

- ▶ American English
- ▶ Americanism
- ▶ Pidgin
- ▶ Creole
- ▶ Local (territorial) dialect
- ▶ Social (class) dialect

ACTIVITIES

Activity 1. Complete the table below illustrating the differences between British and American English. In some cases, one of the variants is acceptable for both British and American English, whereas the other is characteristic of British or American only.

British English	American English
anaesthesia	
	ax
	catalog
centre	
cheque	
	color
	defense
draughty	
	encyclopedia
enquire	
globalisation	
gramme	
	humor
inflexion	
	jewelry
licence	
	maneuver
marvellous	
	pajamas
sceptical	
	skillful
	tidbit
tyre	

Activity 2. Transcribe the following words according to the British and American pronunciation standards.

address • advertisement • anti-discrimination • ask • asthma •
 ate • ballet • bird • cigarette • debris • erase • hostile • last •
 leisure • lever • lieutenant • magazine • missile • mother •
 nephew • news • princess • progress • schedule • secretary •
 territory • tissue • tomato • tune • vase • wrath

Activity 3. Supply the missing words denoting the same object in British or American English respectively.

British English	American English
mobile phone	
	faucet
cooker	
	garbage can
aubergine	
	hood (of a car)
boot (of a car)	
	baggage
aeroplane	
	car (on a train)
stone (fruit)	
	call-in (program)
windscreen	
	baby carriage
jumper	
	diaper
puncture	
	maize
mince	
	lift
swing door	
	French doors
nil	
	zip code
trainers	
	sidewalk
marrow	
	Jell-O
nail varnish	
	bill (money)

Activity 4. What are the usage differences of the following words in British and American English?

**bathroom • chips • class • college • couple • doctor •
federal • gas • hire • holiday • mean • program • quite •
school • sick • smart • state • student • theatre • time •
vest**

Activity 5. Explain the meanings of the idioms in the table. Suggest contexts in which they can be used.

BrE idiom	AmE idiom	Meaning
to have kittens	to have a cow	
to talk nineteen / ten to the dozen	to talk a blue streak	
not to say boo to a goose	not to say boo / to be afraid to say boo	
blue-eyed boy	fair-haired boy	
to fight like cat and dog	to fight like cats and dogs	
daylight robbery	highway robbery	
sleeping partner	silent partner	
backhanded compliment	left-handed compliment	
to look/feel like death warmed up	to look/feel like death warmed over	
like the cat that got the cream	like the cat that ate the canary	
the boot is on the other foot	the shoe is on the other foot	
hard cash	cold cash	
to put your foot in it	to put your foot in your mouth	
to give somebody a new lease of life	to give somebody a new lease on life	
to take the biscuit	to take the cake	
fresh from something	fresh out of something	
pastures new	new pastures	
the icing on the cake	the frosting on the cake	

Activity 6. Are these sentences more likely to be used by a British or an American speaker?

1. I've got to be on time or Sarah will **go up the wall**.
2. People who drive like that really **get up my nose**.
3. Just tell them you're a friend of mine and, **Bob's your uncle**, you'll get the job.
4. To receive even the smallest amount of financial aid from a college, it's a real **paper chase**.
5. His new car **goes like a bomb**.
6. "So, who do you like best, Jenny or Kim?" "Sorry, I **take the Fifth** on that."
7. Far too many are surviving just **above the breadline**.
8. She got to our house at two, **on the button**.
9. Cup final tickets are **like gold dust**.
10. With prices so high, the major oil companies are **coining it** as never before.
11. Despite weeks of media speculation, the president refused to **tip his hand** about his plans for re-election.
12. "You enjoyed yourself last night, didn't you?" "**Not half!**"
13. They were going **like gangbusters**, and then all of a sudden everything went wrong.
14. Everyone suspected they were **on the fiddle**.
15. The kids ran off **every which way**.



Activity 7. Point out the grammatical features typical of the British or American variety of English.

1. It's a quarter of two.
2. It's twenty to four.
3. I'll meet you at a quarter past ten.
4. I'll see you over the weekend.
5. Did you eat yet?
6. Did Sam just leave? Sam left already.
7. Three quarters of the workforce is against the strike.
8. The football team are rather weak this year.
9. I shall be in the office till six thirty.
10. They have gotten divorced.
11. They were real nice to us.
12. It's much the best way to do it.
13. The restaurant caters for all tastes.
14. He works Monday through Friday.
15. The team played good.



Activity 8. What are the past and past participle forms of the following verbs in British and American English?

to bust, to dive, to get, to kneel,
to lean, to leap, to misspell, to plead,
to prove, to smell, to spell, to spill,
to spit, to spring

Activity 9. Fill in the missing numbers.

- (Br) ...stone = 6.4 kg
- (Br) 1 stone = ...pounds
- 1 ton = (Br) ...tonne = (Am) ...tonnes
- 1 pint = (Br) 0.6 litres = (Am) ...litres
- 1 gallon = (Br) ...litres = (Am) ...litres



Activity 10. Statistical analysis shows that some adjectives are used more frequently as short responses in one variety of English than in the other. Consult the table* opposite and decide whether the exchanges took place between British or American speakers. Point out any additional cues that guided your choice.

US	Adjective	UK
	<i>lovely</i>	✓
✓	<i>sure</i>	
	<i>fine</i>	✓
	<i>brilliant</i>	✓
✓	<i>cool</i>	
	<i>marvellous</i>	✓
✓	<i>wonderful</i>	

*McCarthy, M., O'Dell, F. (2002). *English Vocabulary in Use*. Cambridge: Cambridge University Press.

1. 'How was your holiday?' 'Marvellous!'
2. 'The cat has made a mess all over the carpet!' 'Lovely!'
3. 'I just got a new sailboat!' 'Cool!'
4. 'I've got my driving license.' 'Brilliant! Congratulations!'
5. 'Let's have a can of orange soda and some cookies.'
'Wonderful!'
6. 'Ask mum for some pocket money before you go.' 'Fine.'
7. 'Can I have one more cookie?' 'Sure.'

Activity 11. Do the sentences below follow the British or American standard?

1. It all cost twenty eight hundred dollars.
2. He was paid four hundred twenty five dollars for the job.
3. Last month, children accounted for 1 412 of the 5 299 people living in homeless shelters in the city.
4. Sales rose by nought point six seven per cent over the Christmas period.
5. The meeting was scheduled for November 15, 2020 (11/15/2020).
6. Her birthday is on 18th May 2015 (18/05/2010).
7. Work starts at 9 am.
8. Julius Caesar invaded Britain in 55 B.C.E.
9. I don't think we need any comments from Mr Sarcasm here.
10. She's still waiting for Mr. Right to come along.
11. Zero point six percent of the population voted against the reform.
12. Trains depart from Rugby at half-hourly intervals until 4.00 pm.
13. I got on a plane at 18:15.
14. She weighs seven stone six.
15. She was a very slim kid, weighing no more than 20 pounds.
16. Answer question #4.
17. In 1905 Russell was living at No. 4 Ralston Street.

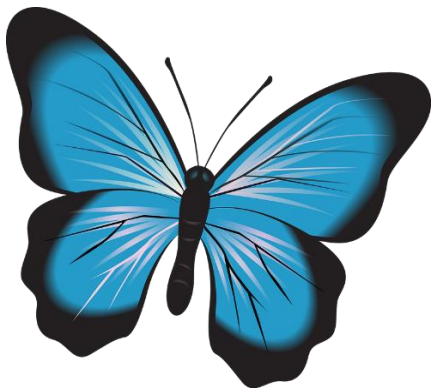


CLASS 17. REGIONAL VARIANTS AND DIALECTS OF THE ENGLISH LANGUAGE. SLANG AND ITS PLACE IN THE VOCABULARY OF THE ENGLISH LANGUAGE

**"THE SUN NEVER SETS
ON THE BRITISH EMPIRE"**

TOPICS FOR DISCUSSION

1. Characteristics of World English.
2. Language, dialect and accent.
3. British English.
4. Main characteristic features of American English.
5. Main characteristic features of Canadian English, Australian English, New Zealand English, South African English.
6. Pidgin and creole languages.
7. Slang, its place in the vocabulary of the English language, characteristic features.



KEY TERMS:

► *Regional variant* ► *Dialect* ► *Standard English*
► *Pidgin and creole languages* ► *Slang*

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Useful tips to remember:

The Englishes of the other countries of the inner circle: Australian English, New Zealand English, Canadian English, South African English, Caribbean English, and, within Britain, Irish, Scots, and Welsh English. Among the countries of the outer circle are: India, Pakistan, Bangladesh, and Sri Lanka, often collectively called South Asian English, a group in the former British colonies in West Africa, and a group in the former British colonies in East Africa. Other emerging varieties have been noted in the Caribbean and in parts of south-east Asia, such as Singapore (Crystal, 2003: 142).

Standard is a variety of a language which, due to historical circumstance, for example by being the language of the capital or that used in literature and/or religion, has become the lead variety in a country. As a result of this, the standard may be expanded due to the increase in function which it experiences. Countries often have a term for their standard. In England there are various terms such as The Queen's English, Oxford English, BBC English, Received Pronunciation. Only the last of these finds favour with linguists (Hickey 2014: 299).

Standard variety is adopted in an "official" way, used in education, government and the media (Berardo, 2011: 14).

Standard English is a reference to a supranational form of written English which is normally used in printing, in various documents of an official nature and which is taught to foreigners.

Spoken standard English is not a single form of the language but is represented by the supraregional varieties in different anglophone countries and regions (Hickey 2012b [1.3]). The notion of standard

English has been viewed critically by a number of linguists who see in it a disguised form of prescriptivism and discrimination (Milroy & Milroy 1999 [1]). Furthermore, standard English has been viewed as an anglocentric development which led inevitably to RP. Other scenarios have been presented in Watts & Trudgill (eds, 2001 [1]). The issues surrounding a definition of standard English are a central theme in Bex & Watts (eds, 1999 [1.3]). The historical background to the rise of standard English in England and the attendant increase in prescriptivism is treated in Cheshire & Stein (eds, 1997 [1.3]), Crowley (1989 [1.3], 1991 [1]), Wright (ed., 2000 [1.3]) and Mugglestone (2007 [1995] [1]); Lippi-Green (2011 [1997] [5.1]) examines similar developments in the American context (Hickey 2014: 299).

Dialect/vernacular varieties of language – dialects belong to the language of which they are part. The difference between two dialects can be social and not only geographical, having to do with speaker's origins. Regional dialects reveal where the speaker comes from, while a social dialect can reveal the speaker's status/socio-economic background. In most cases, the use of dialect is thought to be less prestigious than the standard variety (Berardo, 2011: 15).

Accent (1) A reference to pronunciation, that is the collection of phonetic features which allow speakers to be identified regionally and/or socially. Frequently it indicates that someone does not speak the standard form of a language, cf. He speaks with a strong accent. (2) The stress placed on a syllable of a word or the type of stress used by a language (volume, length and/or pitch). In the International Phonetic Alphabet primary accent is shown with a superscript vertical stroke placed before the stressed syllable as in polite [pə^ˈlaɪt]. A subscript stroke indicates secondary stress, e.g. a 'black_ˈbird (compound word) versus a 'black 'bird (syntactic group) (Hickey, 2014:12).

Register indicates what subject is being talked about and is often connected with the use of special vocabulary. It is conditioned by the variation in language by use rather than the user, depending on the context of use, the purpose, the subject matter, the content of the message as well as the relationship between the speakers. Vocabulary differences including special vocabulary or special meanings are important in distinguishing different registers (Berardo, 2011: 17).

Speech style refers to the type of language used, depending on the social situation (Berardo, 2011: 16).

Pidgin pidgin A type of language which arises from the need to communicate between two groups. Historically, and it would seem in all cases, one of the groups is in a more dominant social position than the other. The language of the former provides the base on which the latter then creates the pidgin. During the colonial period pidgins arose in contact situations, typically trade, between Europeans – soldiers, sailors, tradesmen – and native populations. The latter were more or less forced to develop some form of communication with the former. This consisted of a much-restricted form of the colonial language as it initially served the sole purpose of communicating with the colonists. The lexicon of a pidgin is usually taken from the lexifier language (the

European one in question) and its grammar may derive from native input (such as the languages of West Africa during the slave trade with the Caribbean and America) and from vernacular varieties of English. The further development of a pidgin is a creole, the first language of a later generation, although this stage does not have to be reached if there is no necessity or pressure to develop a native language. If a creole does arise, its speakers may develop their own grammatical structures apparently using an innate blueprint which many linguists assume speakers have from birth. The process of pidginization is very common in any non-prescriptive situation in which a common means of communication is called for. Such a variety can die out quickly once the situation which gave rise to it no longer obtains. If the situation does continue to exist, then the pidgin is likely to survive. The steps from restricted to extended pidgin and further to creole are only taken in very few instances. Hence the grammatical restructuring typical of creoles is normally only carried out by a small number of input pidgins. See Holm (2000 [9]), Romaine (1988 [9]). A pidgin which has been adopted as a general means of communication by a larger community (Holm 1988: 5 [9]) but which has not become a creole, a first language (Hickey 2014: 239).

Creole A term used to describe a pidgin after it has become the mother tongue of a certain population. This development usually implies that the pidgin has become more complex grammatically and has increased its vocabulary in order to deal with the entire set of situations in which a native language is used. The increased complexity of creoles is attained through the restructuring of material provided by the pidgin as there is normally no other source of input at the time of creolization. The term 'creole' comes from French 'créole, criole', in its turn from Spanish 'criollo', itself from Portuguese 'crioulo' which goes back to an Iberian stem meaning 'to nurse, breed, bring up'. The present meaning is 'native to a locality or country'. Originally, it was used (seventeenth century) to refer to Africans born in Brazil, later a slave born in the colonies. The term then came to refer to the customs and language of those in the colonies and later to any language derived from a pidgin based on a European language, typically English, French, Portuguese, Spanish or Dutch. Now the term refers to any language of this type, irrespective of what the input language has been.⁸⁴ creole continuum In the scholarly literature there are many definitions of creoles; the following are three main types. (1) External definition By this is meant that factors outside a language determine whether it can be labelled a creole or not. External definitions are favoured by some scholars, such as John Holm, who, when examining the varieties of English in the Caribbean, stated: 'no particular set of syntactic features alone will identify a language as a creole without reference to its sociolinguistic history' (Holm 1994: 372 [5.3]). (2) Acquisitional definition This sees a creole as the language of a generation which developed it from a considerably reduced and imperfectly acquired form of a (colonial) lexifier language. This definition stresses the break with the native language(s) of previous generations. (3) Structural definition According

to this definition a creole is a language which has undergone considerable restructuring with respect to the lexifier language and probably with regard to the substrate native language(s) as well, if it/they provided input (Baker and Huber 2002 [9]). Restructuring involves a movement towards analytical type and a simplification of morphology (independent morphemes are used for bound morphemes in the grammar of the lexifier language; the latter may be present but afunctional). Restructured languages generally show SVO word order and pre-specification in dyads, that is adjective+noun and genitive+noun. In verb phrases markers for tense and aspect generally precede the verb in question. In fact basilectal varieties of creole English have no verbal inflections. See creole verb, forms and functions (Hickey 2014:83).

ACTIVITIES

Activity 1. Read Chapter 7 “World English” in *The Cambridge Encyclopedia of the English Language* by David Crystal and answer the following questions:

1. When did the first significant step in the progress of English towards its status as a world language take place?
2. What was the number of mother-tongue English speakers at that time (for “that time” look at the answer to Question 1)?
3. What was the number of mother-tongue English speakers at the beginning of the reign of Elizabeth II (1952)?
4. What factors contributed to the growth of English speakers and spread of the English language since 1952?
5. When did the first expedition from England to the New World take place? Who commissioned the expedition?
6. Where did the first group of explorers land? What happened next?
7. Where was the first permanent English settlement founded? What was its name?
8. When did the first group of Puritans come to the New World?
9. What did the “Pilgrim Fathers” have in common?
10. What are “Tidewater” accents?
11. What can you say about the accent of the Plymouth colonists?
12. What can you say about the phrase “I guess”, which is now considered an Americanism in British English?
13. What can you say about the 17th-century immigration to the USA?
14. Can you speak about the 18th-century immigration to the USA?

15. Who are seen as "frontier people"? What was the accent of the "frontier people"?
16. What were the results of the first census?
17. Speak on the linguistic diversity in the USA.
18. Who are "late Loyalists" in Canada?
19. Explain the notion of "black English".
20. What can you say about the Southern Hemisphere (Australia, New Zealand, South Africa, South Asia) in terms of the spread of the English language?

Activity 2. Fill in the missing information in the sentences, disclosing some of the issues on the spread of English in the Caribbean, Australia and New Zealand. Use the book *English as a Global Language* by David Crystal (p. 39-43).

1. From the early century, ships from Europe travelled to the West African coast, where they exchanged cheap goods for black slaves.
2. The first twenty African slaves arrived in on a Dutch ship in 1619. By the time of the American Revolution (.....) their numbers had grown to half a million, and there were over million by the time slavery was abolished, at the end of the US Civil War (.....).
3. The policy of the slave-traders was to bring people of different language backgrounds together in the ships, to make it difficult for groups to plot rebellion. The result was the growth of several forms of communication, and in particular a pidgin between the and the sailors, many of whom spoke English.
4. Once arrived in the, this pidgin English continued to act as a means of communication between the black population and the new landowners, and among the blacks themselves. Then, when their children were born, the gradually began to be used as a mother tongue, producing the first black speech in the region.
5. forms of French, Spanish and Portuguese were also developing in and around the Caribbean, and some of these interacted with both the creole and the standard varieties of
6. was visited by James Cook in 1770, and within twenty years Britain had established its first penal colony at

7. Many of the convicts came from and Ireland (especially following the 1798 Irish rebellion), and features of the accent of London and the brogue of English can be traced in the speech patterns heard in Australia today.

8. In New Zealand (whose name is Aotearoa), the story of English started later and moved more slowly. Captain charted the islands in 1769–70, and European whalers and traders began to settle there in the 1790s, expanding the developments already taking place in Australia.

9. There has been a growing sense of national identity, and in particular an emphasis on the differences between and This has drawn attention to differences in the of the two countries, and motivated the use of distinctive New Zealand vocabulary.

10. There has been a fresh concern to take account of the rights and needs of the people, who now form over 10 per cent of the population. This has resulted in an increased use of words in New Zealand English.

Activity 3. Fill in the table, providing the Standard English equivalent of the examples from New Englishes in Standard English. Refer to Crystal, 2003 (153–156).

Some potentially distinctive grammatical features of New Englishes:

Examples from New Englishes	Grammatical notion	Standard English
He can play golf, or not?	Tag questions	
He left, isn't?	Tag questions	
Where he'll do it!	Sentence functions	
Where young!	Sentence functions	
What they are talking about?	SV order	
Sushila is extremely a lazy girl		

I cooked rice too, I cooked roti too	End-placed conjunctions	
morning-part	Postpositions	
now-now	Reduplication	

Activity 4. Dwell upon some distinctive collocations and idioms noted in Pakistan, Nigeria and Ghana. Refer to Crystal, 2003: 162.

New English in Pakistan, Nigeria and Ghana	Standard English
wash mouth	
next tomorrow	
baby lawyer	
hear French	
declare a surplus	
take in	
I'm not financial	
hear the smell	

Activity 5. Explain what the following Māori words in New Zealand English mean. Refer to Warren, 2012:

kia ora, haka, whare, whakapapa, whānau, hui, tangata whenua, Aotearoa

Activity 6. Speak on the origin of the following words and word combinations from New Zealand English. Refer to Warren, 2012:



Coo-ee,
within coo-ee,
muffler, muster,
stove, station,
tall poppy,
tall ponga,
sausage sizzle,
hardware,
aerial
topdressing,
chooks, chippies

Activity 7. "BOGAN – FROM OBSCURITY TO AUSTRALIA'S MOST PRODUCTIVE WORD?"

I. Read the article about this Aussie slang word and dwell upon the following words widely-spread in Australia:

- | | |
|----------------|-------------------|
| ○ bogan | ○ boganism |
| ○ Bogan shower | ○ boganesque |
| ○ Bogan flea | ○ boganest |
| ○ bogan chick | ○ bogandom |
| ○ boganhood | ○ boganaire |
| ○ boganology | ○ cashed-up bogan |

II. Explain the following slang words, adjacent to the Aussie *bogan*, that are spread in other countries:



- hoser (Canada)
- skanger (Ireland)
- spide (Northern Ireland)
- ned (Scotland)
- ah beng (Singapore/Malaysia)
- zef (South Africa)
- chav (UK)
- pikey (UK)
- pleb (UK)
- scally (UK and Ireland)
- redneck, hoopia or white trash (United States, Canada and New Zealand)
- yarpie (South Africa)
- skeet (Newfoundland)
- (Newfoundland, Canada)

Activity 8. Let's deal with Cockney – London's most famous secret language!

I. Find the corresponding Standard English word for Cockney rhyming slang for the parts of the body:

"On yer **Loaf of Bread** you've got your **Barnet Fair** (or maybe a **Syrup of Figs**). On yer **Boat Race** you have yer **Mince Pies**, **King Lear** and **I Suppose**. In yer **North and South** you've got yer **Hampstead Heath**. Yer **Loaf** sits on yer **Gregory Peck**, which sits on yer **Noddy Holders**. If you're a woman you might have **Bristol Cities** (or **Thrupenny Bits**) on yer **Bristol and West**.

We've all got a pair of **Chalk Farms** poking out with a pair of **German Bands** at the end. In yer **Derby Kelly** lives yer **Newington Butts**. Don't eat too much in case yer **Fish and Chips** start expanding.

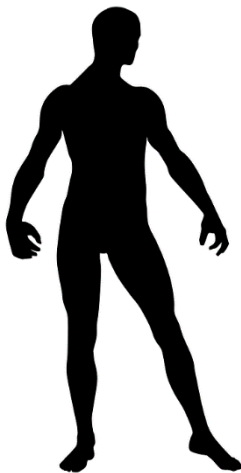
In the **Screaming Lord Sutch** area, the menfolk have a **Hampton Wick**, which is what he uses to have a **Jimmy Riddle** or a **Gypsy's Kiss**, under which his **Orchestra Stalls** (or **Cobblers' Awls** or **Niagara Falls** or **Albert Halls**) live. The ladies are blessed with a **Morris Minor** (or a **Struggle and Grunt**) instead. Male or female,

we've all got a **Bottle and Glass** (also known as an **Aris**) at the back with which we can have a **Tom Tit**.

Yer **Plates of Meat** are at the end of yer **Scotch Eggs**, and yer **Bromley by Bows** at the end yer **Scotches**. And that just about sums up the Cockney parts of the Body!"

(The text is retrieved from:

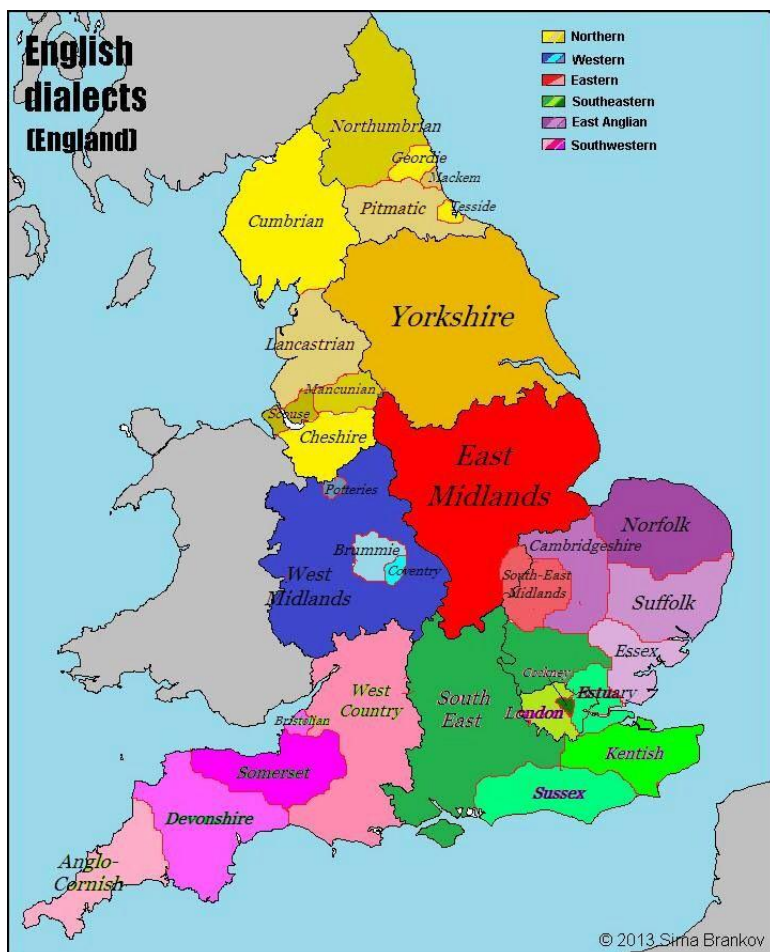
<http://www.cockneyrhymingslang.co.uk/subjects/body>)



II. Provide full Cockney rhyming slang phrases for the sentences and explain them:

1. She would not stop Rabbitting!
2. Up the Apples and Pears to Bedfordshire.

3. Nice new Kettle you're wearing mate.
4. Can you Adam and Eve it?
5. Give us a Butcher's at your paper mate.
6. Look at your barnet! Council cut it for yer?
7. I've bin sat 'ere all on me Jack Jones.
8. Me Trouble and Strife's at home with the Bin Lids.
9. We've got to talk a La Mode round by the dustbins.
10. Let's go for a few pints then a Ruby.



Activity 9. Dwell upon English dialects (What are they? Where are they spoken? What are their main features?). Explain the meaning of the italicized words and correlate them with a certain English dialect. Use *The English Dialect Dictionary* (Wright, 1898) (the examples are taken from *The English Dialect Dictionary*).

1. He presented her his hand and *allemanded* her along in a manner that should not have been seen in any street out of a king's court.
2. They'll bicker and *allegate* about every hand's turn.
3. 'Let yorsel *alowse* (*aloose*),' was the exhortation of a pitman to a friend who was batting stiffly at a cricket match.
4. Did you get your money? Aye, we dud *amackaly*. There wasn't time, but we gat it duin, amackily (M.P.).
5. Their streets are like wors braveand *blashy*!
6. In fairly common use. Oor hus Stan's varry *brim*.
7. Ask the honest man ... to sit still and take a *chack* of supper.
8. Uncle Zilas liev'd in a *cob cot*, arl lath an' mud the walls was.
9. Fowk wondered ha sa soft a chap Had *caansild* (*counsel*) Sarah Slur.
10. A pretty *courant* I've 'ad for nuthin'.

Activity 10. Provide the corresponding Canadian equivalent to the American/ British lexis, taking into account spelling and lexical features of the languages:

Canadian English	American English	British English
	traveled	travelled
	marvelous	marvellous
	curb	kerb
	tire	tyre
	aluminum	aluminium
	freeway/highway	motorway
	hood	bonnet
	bus station	coach station
	fire house	fire station
	college	university
	first floor	ground floor
	ladies' room	gents/ ladies
	vacation	holiday

Activity 11. Provide the explanations for some unique Canadian vocabulary:

Food and drink:

- regular
- homo milk
- double-double
- Timmies
- peameal Bacon
- KD/ Kraft Dinner
- Caesar

People:

- Canuck
- Newf/Newfie
- Mainlander
- Caper/Cape Bretoner
- Bluenoser
- First Nations

Other:

- loonie
- Toonie
- eh



**CLASS 18. BASICS OF ENGLISH LEXICOGRAPHY.
HISTORY OF BRITISH AND AMERICAN LEXICOGRAPHY.
TYPES OF DICTIONARIES**

TOPICS FOR DISCUSSION

1. History of Lexicography:
 - a) the history of British Lexicography;
 - b) the history of American Lexicography.
2. Main problems in Lexicography:
 - a) selection of lexical units for inclusion;
 - b) arrangement of entries;
 - c) selection and arrangement of meanings;
 - d) definition of meanings;
 - e) illustrative examples;
 - f) choice of adequate equivalents;
 - g) setting of the entry.
3. Types of dictionaries:
 - 3.1. Monolingual/
bilingual;
 - 3.2. Encyclopaedic ("thing
books"); the most well-
known encyclopaedias in
the UK and the USA;
 - 3.3. Linguistic ("word
books"):
 - a) general :
 - explanatory;
 - translation;
 - b) specialized :
 - etymological;
 - dictionary of synonyms;
 - dictionary of antonyms;
 - dictionary of slang;
 - phraseological;
 - dictionary of collocations;
 - dictionary of word-frequency;
 - dictionary of usage;
 - pronouncing;
 - c) learner's dictionaries.



READING

1. Арнольд, И. В. (1986). *Лексикология современного английского языка* (3-е изд.). Москва: Высшая школа (с. 272-285).
2. Гинзбург, Р. С., Хидекель, С. С., Князева, Г. Ю., & Санкин, А. А. (1979). *Лексикология английского языка*. Москва: Высшая школа (с. 210-261).
3. Мостовий, М. І. (1993). *Лексикологія англійської мови*. Харків: Основа (с. 197-207).
4. Atkins, S. (2008). Theoretical Lexicography and its Relation to Dictionary-making. In Th. Fontenelle (Ed.), *Practical Lexicography. A Reader* (pp. 31-50). Oxford: Oxford University Press.
5. Polishchuk, A. (2002) Seminars in English Lexicology. Kirovohrad: RVC KSPU named after V. Vynnychenko (pp. 92-97).

KEY TERMS:

- *Lexicography* ► *Dictionary* ► *Unilingual Dictionary*
- *Bilingual Dictionary* ► *Multilingual Dictionary*
- *Diachronic Dictionary* ► *Synchronic Dictionary*
- *General Dictionary* ► *Special Dictionary*
- *Thesaurus* ► *Glossary* ► *Concordance* ► *Lexicon*
- *Linguistic Dictionary* ► *Non-linguistic Dictionary*
- *Samuel Johnson* ► *Noah Webster*



ACTIVITIES PART I

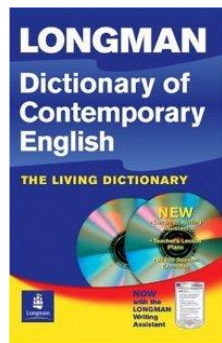
Activity 1. Read the following chapter and answer the questions.

Atkins, S. (2008). Theoretical Lexicography and its Relation to Dictionary-making. In Th. Fontenelle (Ed.), *Practical Lexicography. A Reader* (pp. 31-50). Oxford: Oxford University Press.

- *What are the stages of compiling a dictionary?*
- *What decisions have to be made during the pre-lexicography stage?*
- *What is the microstructure and macrostructure of a dictionary?*

Activity 2. Analyse the guidelines for using *The Longman Dictionary of Contemporary English* (LDCE) given in its introduction and answer the following questions.

1. How can the user find out whether a word has the same pronunciation in British and American English?
2. What technique do the authors of the dictionary employ to help the user find the necessary meaning of a polysemantic word quickly?
3. Where are examples taken from?
4. How can the user find out which words are frequently used in writing?
5. What can you infer from the following code: [T not in progressive]?
6. What kind of words is likely to contain the following code in their definition: [not before noun]?
7. What is a [sentence adverb]?
8. What does the code [no comparative] mean? What entries are likely to include this code?
9. How is the information about the register of a word encoded in the LDCE?
10. How are learners' typical mistakes signaled in the LDCE?
11. How are homonymous words which belong to different parts of speech treated in the LDCE (e.g. *mine* as a pronoun, noun, verb)?
12. What information do the *WORD FOCUS* boxes contain?



Activity 3. Match the abbreviations and symbols from the LDCE with their meaning.

1	sb	A	transitive (verb)
2	sth	B	uncountable
3	AusE	C	the word is one of the 1000 most common words in written English
4	phr v	D	the object can come before or after the particle (in definitions of phrasal verbs)
5	prep	E	something
6	pron	F	antonym
7	adj	G	countable
8	adv	H	phrasal verb
9	C	I	synonym
10	U	J	pronoun
11	I	K	Australian English
12	T	L	adjective
13	S1	M	American pronunciation
14	W1	N	preposition
15	\$	O	adverb
16	=	P	intransitive (verb)
17	≠	Q	somebody
18	↔	R	the word is one of the 1000 most common words in spoken English

Activity 4. Check out the links in the table and answer the questions.

Cambridge Dictionary:

<https://dictionary.cambridge.org/dictionary/english/>

Cambridge English-German/French/Spanish/Polish...:

<https://dictionary.cambridge.org/dictionary/english-polish/>

<https://dictionary.cambridge.org/dictionary/english-german/>

English Oxford Living Dictionary:

<https://en.oxforddictionaries.com/english>

English Oxford Living Thesaurus:

<https://en.oxforddictionaries.com/thesaurus/>

Collins Dictionary:

<https://www.collinsdictionary.com/dictionary/english/>

Collins Thesaurus:

<https://www.collinsdictionary.com/dictionary/english-thesaurus>

Merriam-Webster Visual Dictionary Online:

<http://www.visualdictionaryonline.com/food-kitchen/kitchen/kitchen-utensils/set-utensils.php>

- ✓ What kind of dictionaries are they?
- ✓ What is the lemma structure in each of them?
- ✓ Write out/print out one complete entry from each of the dictionaries above and analyse all the information about the usage of the words you have chosen.
- ✓ What are the winning features of each of the dictionaries for a language student?

Activity 5. Consult *Cambridge International Dictionary of Idioms*. (1998). Cambridge: Cambridge University Press. **Analyse the structure of entries in it. Write out three idioms (of your choice) with explanations and notes about their usage.**

Activity 6. Consult Flavell, L. & Flavell R. (1992). *Dictionary of Idioms and their Origins*. London: Kyle Cathie Limited. **What is the entry structure in it? What problems can be solved with this dictionary while doing a course in linguistics? Choose three idioms whose origin you find curious and make notes about how these expressions came into being.**

Activity 7. Consult Speake, J. (Ed.). (2008). *The Oxford Dictionary of Proverbs* (5th ed.). Oxford: Oxford University Press. **What kind of information does it provide? In what contexts can it be useful? Choose three quotations relating to *patience and impatience* (e.g. *make haste slowly*) and write them out.**

Activity 8. Which of the dictionaries listed in Activities 4–7 are the most suitable reference sources for a student to consult while doing the following exercises? Justify your choice.

A. Match the following words denoting colours and patterns with the pictures.

paisley • turquoise • floral • lime-green • off-white • jet-black •
 ivory • polka-dotted • sky-blue • solid • plum • striped •
 reddish-orange • shocking pink • geometric • bluish-green •
 beige • dark brown • light blue • peach • pale green
 • checked • navy • checkered

B. Complete the sentences below with the words in the box. What common concept do they all represent?

chewed swallow appetite devours
digest teeth eat salt

1. Choose an essay topic that you can really get your ... into.
2. She ... over how to deal with a difficult colleague like Peter.
3. Sam said it would never sell, but when he sees these sales figures he'll have to ... his words.
4. People seem to have an insatiable ... for news of any kind.
5. I try to take everything with a grain of
6. Do they really think we are stupid enough to ... that story?
7. By the end of the day, I had a lot of new information to
8. Kandel ... novels and magazines.

C. Match pairs of synonyms in the box. In what contexts would you expect to find each word in a pair? Why?

to chuck • secret • cold • to descend • to swipe • clothes •
weird • bug • upper class • to cough up • to throw • infection
• to knock • nippy • to steal • strange • hush-hush • togs •
to criticise • to pay • to go down • posh

D. The highlighted common idioms and expressions in the following sentences come from sport. Match the sentence halves, and explain what the idiom in each sentence means. What sport does each idiom come from?

1. He made sure that everything was completely **above board** so...
2. I never expected him to win because he had had so many problems, but...
3. He guessed completely right and...
4. I can't do anything else to help you, you must make the next move –
5. He's got such a short temper and...
6. He got the information so quickly that when the time came to close the deal he...
7. He took unfair advantage and started before anyone else so in fact...
8. They **moved the goalposts**...

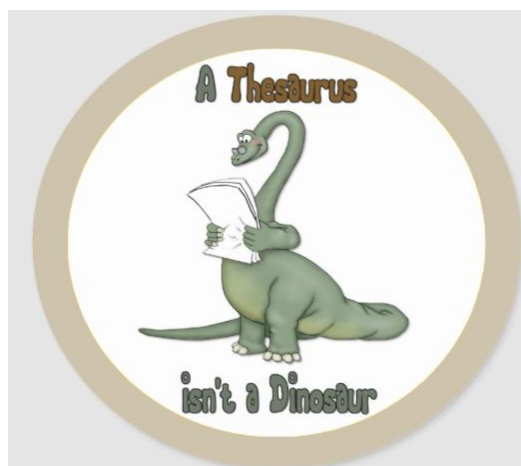
- a) **scored a bullseye** with his accusation.
- b) there was nothing illegal or wrong about the deal.
- c) really **goes off the deep end** if anyone argues with him.
- d) was **in pole position**.
- e) he came first **against all the odds**.
- f) he **jumped the gun**.
- g) by changing the rules of the competition without warning.
- h) and **so the ball is in your court** now.

*Kenny, N., Newbrook, J., & Acklam, R. (2008). *CAE Cold Plus Coursebook*. London: Pearson Longman.

E. Match the words in both columns to form collocations. Then use them in examples of your own.

- | | |
|-----------------|-----------------|
| 1) to crack | a) pranks on sb |
| 2) to pull | b) sb's leg |
| 3) to burst out | c) humour |
| 4) to affect | d) jokes |
| 5) gallows | e) flat |
| 6) to fall | f) laughing |
| 7) to play | g) an accent |

F. Read the following review written by a student. Improve its style by substituting the repeating adjectives good, bad, interesting with their synonyms.



PART II

Activity 1. Give the explanation, translation, synonyms, antonyms (if possible), examples in sentences, taken from the dictionaries, to the following words: *surveillance, do, endorse*.

Use the following source (use the dictionary and thesaurus) to do the task: <https://www.merriam-webster.com>

Activity 2. Write out new words with their explanations that appeared in the *Merriam-Webster's Dictionary* in April, 2019 (go to <https://www.merriam-webster.com/words-at-play/new-words-in-the-dictionary>)

Activity 3. Make up a glossary of river terms (go to <https://www.merriam-webster.com/words-at-play/a-glossary-of-river-words-terminology/thalweg>). Use additional sources.

Activity 4. Go to http://global.longmandictionaries.com/longman/academic_word_list. To have an access to the Academic Word List, worked out by Averil Coxhead (Victoria University, Wellington, New Zealand), firstly you have to register there. She analyzed 3.5 million words from written sources and identified 570 word families most frequently used in English-language academic texts. She called this list the Academic Word List (AWL).

Write out 10 words from the list unknown to you and find English-English explanations of the words in the Dictionary's entries.

Activity 5.

Use the source: <https://dictionary.cambridge.org/>. Write out definitions of the words and idioms related to the words: work, word, life, love, measure.

Activity 6. State what are the origins of the following phrases. Use the source: <https://en.oxforddictionaries.com/explore/word-origins>.

"dressed to the nines", "hair of the dog", "sleep tight", "the bee's knees", "brass monkey", "flea market", "pros and cons", "UFO", "berserk"?

Activity 7. Look through the Dissertation "American Dictionaries" by Stewart Archer Steger. Speak on the themes: "English Lexicography to the 19th century"; "The Century Dictionary"; "A Standard Dictionary".

Activity 8. Write out 10 words which you like from *A Concise Anglo-Saxon Dictionary* and identify their cognates.

