# Міністерство освіти і науки України

**UKRAJNA OKTATÁSI ÉS TUDOMÁNYOS MINISZTÉRIUMA**

**Закарпатський угорський інститут імені Ференца Ракоці ІІ**

**II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola**

Кафедра філології. Англійська мова і література

Filológia Tanszék. Angol nyelv és irodalom

## РОБОЧА ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

**TANTÁRGYI PROGRAM**

**Лексикологія англійської мови**

(назва навчальної дисципліни/ a tantárgy neve)

підготовки бакалаврів з напряму /szak 014 Середня освіта (мова і література англійська)

галузі знань/képzési ág 01 Освіта/Педагогіка

Розробники програми/A program kidolgozói \_\_ Леврінц Маріанна Іванівна \_, д-р .пед.наук, доцент, професор кафедри філології

Схвалено на засіданні кафедри філології

Протокол №\_\_1\_ від \_\_29 серпня 2022 р.

Jóváhagyva a Filológia Tanszék ülésén

2022. augusztus 29-én, jegyzőkönyv száma 1.

**Завідувач кафедри/Tanszékvezető  Берегсасі А.Ф./Beregszászi Anikó**

(підпис/aláirás) (прізвище та ініціали/név)

1. **Опис навчальної дисципліни / A tantárgy leírása**

|  |  |  |  |
| --- | --- | --- | --- |
| Найменування показників / A jellemzők megnevezése | Галузь знань, напрям підготовки, рівень освіти / Képzési ág, szak, képzési szint | Характеристика навчальної дисципліни / A tantárgy jellemzői | |
| **денна форма навчання / nappali tagozat** | **заочна форма навчання / levelező tagozat** |
| Кількість кредитів / Kreditszám – 5 | Галузь знань  \_01 Освіта/Педагогіка\_\_  (шифр і назва) | Обов’язкова / Kötelező  Bибіркова / Választható | |
| Модулів / Modulok – 2  Змістових модулів /  Tartalmi modulok – 2 | Напрям підготовки /спеціальність:  \_014 Середня освіта. Мова і література (англійська)\_\_ | **Курс / Évfolyam:** | |
| 4 | |
| **Семестр / Félév** | |
| Загальна кількість годин / Összóraszám –150 |  | |
| **Лекції / Előadások** | |
| Тижневих годин для денної форми навчання / Heti óraszám nappali tagozaton:  аудиторних / kontakt – 3  самостійної роботи / önálló munka – 4 | Рівень освіти / Képzési szint  \_\_\_\_ бакалавр \_\_\_\_\_ | 20\_\_ год. | \_8\_ год. |
| **Практичні, семінарські / Gyakorlati, szemináriumi** | |
| \_30\_ год./óra | \_-\_ год./óra |
| **Лабораторні / Laboratóriumi** | |
| \_\_ год./óra | \_\_ год./óra |
| **Самостійна робота / Önálló munka** | |
| \_100\_ год./óra | \_142\_ год./óra |
| Вид контролю / Ellenőrzés formája:  \_\_\_\_\_\_\_\_ іспит \_\_\_\_\_\_\_\_\_ | |

**2. Мета та завдання навчальної дисципліни / A tantárgy célja és feladata**

Lexicology of the English language is part of the theoretical course of English that is aimed at the systematic presentation of the main facts about the vocabulary of the English language.

The object of the study of lexicology is the vocabulary system of the English language in terms of its semantics, morphology, etymology, structure and lexicography.

In addition to the study of the origins of modern English vocabulary and its development throughout history, reflection upon what a word is will be encouraged through the careful examination of word structures, word sounds and word meanings. The discipline also aims to raise students’ awareness of the word formation processes in English by means of derivation, conversion, compounding and others. In addition to exploring the different kinds of semantic relations that may exist between words - both in English vocabulary as a whole and in use in sentences (e.g. collocational relations), - the students will realize how the context of words or the aim with which they are used can have an effect on their meaning. Finally, they will be provided with different methods of looking into vocabulary - including the use of computer corpora - and become familiar with the way words are dealt with in dictionaries, which will prove useful for a prospective career in any English-speaking professional context. Summarizing, this subject teaches the students the basics of English vocabulary. Knowing how the words of a language are formed and behave will help them become accurate users of it, guess the meaning of unknown words, master the standards of word usage and avoid mistakes.

**Course content:**

The course in modern lexicology is devoted to study of the following themes: general aspects of modern lexicology; aims and tasks of lexicology of the English language; word and its morphemic structure; word meaning, change of the meaning of the word, types of meaning; semantic classification of words; word-building, types and kinds of word-building as one of the sources of enriching the vocabulary of the language; borrowings, types and kinds of borrowings; etymology of English vocabulary; phraseology and phraseological units; issues of modern English lexicography.

**Objectives:**

* to pinpoint the relationship between lexicology and other branches of linguistics;
* to evaluate the place and importance of Lexicology of the English Language in the context of other philological disciplines;
* to explain the causes that brought to the changes of the semantic structure of the vocabulary;
* to identify the main phases of evolution of the English vocabulary;
* to describe the system of formation of the English words;
* to establish the semantic ties between the words used in different periods of the English language;
* to apply the lexicological knowledge in lexicography, terminological standardization, acquisition of information etc.;
* to plan and devise research in the domain of lexicology.

**The tasks:**

**methodological**:

* to study the vocabulary of the English language in synchrony and diachrony;
* to teach students the vocabulary and phraseology of the English language as a set of words, word-building elements, phraseological models that make up an integral system;
* to research the vocabulary from the point of view of its structure and semantics;

**cognitive:**

* the students study the cultural aspect of the vocabulary;
* the students realize the essence of linguistic phenomena;
* the students learn to work with scientific literature, to process language material, etc.

**practical:**

* to develop and improve the practical skills of using the vocabulary and phraseology of the English language;
* to teach students to make the lexical analysis of the text (to reveal and determine English word-building models as well as to make the semantic analysis of the vocabulary).

***By the end of the year students will know:***

* the subject matter and the main notions of lexicology
* etymology of English words
* English word-building
* semantics and pragmatics
* phraseological units and their classification

***be able:***

* to determine the language register the word or phrase belongs to
* to know the etymology of lexical units
* to analyse the structure of the word
* to give synonyms, antonyms, homonyms of the word and to explain the difference between them
* to differentiate the variant of the English language a lexical unit belongs to

**Результати навчання (компетентності)**

**Інтегральна компетентність**

Здатність розв’язувати складні спеціалізовані задачі та практичні проблеми у галузі іншомовної освіти, що передбачає застосування теорій та методів психолого-педагогічної, лінгвістичної наук і характеризується комплексністю та невизначеністю умов організації освітнього процесу в основній (базовій) середній школі.

**Загальні компетентності (ЗК)**

ЗК2. Здатність спілкуватися основною іноземною мовою (англійська) як усно, так і письмово та другою іноземною мовою (німецька).

ЗК4. Здатність свідомо визначати цілі власного професійного й особистісного розвитку, організовувати власну діяльність, працювати автономно та в команді.

ЗК 5. Здатність вчитися і оволодівати сучасними знаннями

ЗК6. Здатність застосовувати набуті знання та вміння в практичних ситуаціях.

ЗК7. Здатність до пошуку, опрацювання та аналізу інформації з різних джерел, самостійного навчання, уміння працювати із традиційними і сучасними носіями інформації.

ЗК8. Здатність виявляти, ставити та вирішувати проблеми з відповідною аргументацією, генерувати нові ідеї.

ЗК9. Здатність критично оцінювати й аналізувати власну освітню та професійну діяльність.

ЗК10. Здатність використовувати інформаційно-комунікаційні технології в освітній і професійній діяльності

**Фахові компетентності**

**ФК3.** Здатність використовувати на практиці професійні знання й практичні навички в галузі лінгвістики, літературознавства, педагогіки, вікової та педагогічної психології, методики навчання іноземних мов.

**ФК6.** Здатність інтегровано застосовувати знання іноземної мови (фонетичні, лексичні, граматичні, стилістичні) у широкому спектрі комунікативних ситуацій приватного, громадського, наукового і професійного життя.

**Програмні результати**

**ПРН1.** Знати ґенезу й сучасні філологічні, дидактичні засади навчання іноземної мови та зарубіжної літератури.

**ПРН2**. Знати основні функції й закони розвитку мови як суспільного явища, різнорівневу (системну) організацію англійської мови та її норм, особливості використання мовних одиниць у певному контексті.

**ПРН13.** Виявляти готовність і здатність учитися впродовж життя і самовдосконалення з високим рівнем автономності; демонструвати здатність до рефлексії, навички оцінювання непередбачуваних проблем у професійній діяльності й обдуманого вибору шляхів їх вирішення.

**ПРН14.** Бути здатним систематично підвищувати свою професійну кваліфікацію, прагнути до постійного професійного зростання та розвитку особистісних якостей; брати участь в діяльності професійних об’єднань педагогів, здійснювати зв'язок із батьками.

**3. Програма та структура навчальної дисципліни**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Назви змістових модулів і тем | Кількість годин | | | | | | | |
| денна форма | | | | заочна форма | | | |
| разом | у тому числі | | | разом | у тому числі | | |
| лекції | семін. | сам. | лекції | семін. | сам. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| **Module 1. The Word as the Basic Object of Lexicology. English Vocabulary as a System.** | | | | | | | | |
| **Змістовий модуль 1**. | | | | | | | | |
| **Тopic 1.** Lexicology as a Branch of Linguistics.  **Тopic 2.** Semantic Structure of English Words: Change of Meaning.  **Тopic 3.** English Vocabulary as a System. |  |  |  |  |  |  |  |  |
| Всього за Модуль 1 | 75 | 10 | 15 | 50 | 75 | 4 | - | 70 |
| **Module 2. Phraseology. Word-building. Etymology.** | | | | | | | | |
|  |  |  |  |  |  |  |  |  |
| **Тopic 4.** English Phraseology.  **Тopic 5.** Word-Building.  **Тopic 6.** Etymological Peculiarities of  the English Word-Stock.  **Topic 7**. Lexicography. |  |  |  |  |  |  |  |  |
| Всього за Модуль 2 | 75 | 10 | 15 | 50 | 75 | 4 | - | 72 |

|  |  |
| --- | --- |
| **3. Теми лекційних занять** | |
| Назва теми | Кількість  годин (ден./заоч.) |
| **Theme 1.** | **2** |
| **Lexicology as a branch of linguistics.** |  |
| ***Key notions:*** Lexicology, General Lexicology, Special Lexicology, |  |
| Synchronic and Diachronic Lexicology, Contrastive and Comparative Lexicology, Word, Semantics, Semantic structure, Meaning |  |
| Main notions of lexicology. Links with other branches of Linguistics. |  |
| 1. Definition of Lexicology. The subject, the tasks, the aims of Lexicology. |  |
| 2. Kinds of Lexicology: |  |
| General Lexicology and Special Lexicology; |  |
| Synchronic and Diachronic Lexicology; |  |
| Contrastive and Comparative Lexicology. |  |
| 3. Links with other branches of Linguistics: |  |
| Phonetics; Stylistics; History of the language; Sociolinguistics; Morphology; |  |
| Syntax; Philosophy, Psychology, History, Anthropology. |  |
| 4. The problem of the definition of the word as a linguistic phenomenon. |  |
| 5. External and Internal structure of a word. |  |
| 6. The problem of formal unity and semantic unity of a word. |  |
| 7. Syntagmatic and paradigmatic levels of the study of semantic structure of a word. |  |
| 8. The problem of meaning. |  |
|  |  |
| **Theme 2.**  **Semantic structure of a word.** | 2 |
| ***Key notions:*** semantics, denotational and connotational components |  |
| of meaning, polysemy, grammatical meaning, lexico-grammatical meaning, direct |  |
| meaning, figurative meaning, primary meaning, secondary meaning, context |  |
| 1. Semantic structure of a polysemantic word. Polysemy. |  |
| 1. Componential analysis of a word. |  |
| 1. Types of semantic components. |  |
| 1. Meaning and context. |  |
|  |  |
| **Theme 3.**  **Development of New Meanings.** | 2 |
| ***Key notions:*** broadening, narrowing, amelioration, pejoration, metaphor, metonymy. |  |
| 1. Causes of development of new meanings. |  |
| 1. The process of development and change of meaning. |  |
| 1. Transference based on resemblance (similarity). |  |
| 1. Transference based on contiguity (metonymy). |  |
| 1. Broadening (or Generalisation) of Meaning. |  |
| 1. Narrowing (or Specialisation) of Meaning |  |
|  |  |
| **Theme 4.** |  |
| **English vocabulary as a system. Synonyms, euphemisms, antonyms.** | **4** |
|  |  |
| ***Key notions:*** synonyms, synonymic dominant, ideographic synonyms, |  |
| stylistic synonyms, contextual synonyms, duality, antonyms, euphemisms, taboo |  |
| 1. Synonyms.Criteria of Synonymy. |  |
| 2. Classification of synonyms.Types of connotations. |  |
| 3. The dominant synonymy. |  |
| 4. Antonyms. |  |
| 5. Euphemisms. |  |
| **Theme 5.** |  |
| **Homonyms. Words of the same form.** | **2** |
| ***Key notions:*** homonyms proper, homophones, homographs, split polysemy,full lexical homonyms, partial homonyms, |  |
| complex lexico-grammatical partial homonyms, partial lexical homonyms |  |
| 1. Types of homonyms. |  |
| 1. Sources of homonyms. |  |
| 1. Classification of homonyms. |  |
| 1. Differentiation of polysemantic words and full lexical homonyms. |  |
| **Theme 6.** |  |
| **The etymological peculiarities of the English vocabulary.** | 2 |
| ***Key notions:*** |  |
| etymology, word origin, source of borrowing, origin of borrowing, |  |
| assimilation, translation loan, semantic loan, folk etymology, hybrids. |  |
| 1. Brief historical survey. |  |
| 2. The etymological peculiarities of the English vocabulary. Borrowed words. |  |
| * The Anglo-Saxon element in the English vocabulary. |  |
| * The Celtic element. |  |
| * The classical element (Greek and Latin). |  |
| * The Scandinavian element. |  |
| * The Norman-French element. |  |
| * International words. |  |
| * Archaisms. |  |
| * Translation loans. |  |
| * Semantic borrowings. |  |
| * Etymological doublets. |  |
| **Theme 7** | **2** |
| **Phraseological units and free word-combinations in the English language.** |  |
| **Classifications of phraseological units.** |  |
| ***Key notions:*** free word group, phraseological unit, idiom, set-expression, |  |
| collocation, phrase, idiomaticity, transferred meaning, stability, proverbs, |  |
| lexical valency (collocability), grammatical valency, |  |
| 1. Phraseology. Word-groups with transferred meaning. |  |
| 2. Phraseological units VS Free word groups. |  |
| 4. Criteria for identifying phraseological units. |  |
| 5. Proverbs. |  |
| 6. Classifications of phraseological units. |  |
| **Theme 8** |  |
| **Morphological structure of a word.** | **2** |
| ***Key notions:*** morpheme, root, affix, inflection, derivational morpheme, |  |
| stem, allomorph, free morpheme, bound morpheme, monomorphic word, |  |
| polymorphic word, derived word, compound word, IC / UC analysis |  |
| 1. The morphological structure of a word. |  |
| 2. Definition of morpheme. |  |
| 3. Types of morphemes. |  |
| 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). |  |
|  |  |
| **Theme 9** | **2** |
| **Word -Building.** |  |
| ***Key notions:*** word-formation, productive affix, non-productive affix, |  |
| productive way, affixation, conversion, word-composition, |  |
| shortening, abbreviation, acronym, clipping, onomatopoeia. |  |
| 1. Productive and non-productive ways of word-formation. |  |
| 2. Affixation. |  |
| 3. Conversion. |  |
| 4. Word-composition. |  |
| 5.Minor ways of word building: |  |
| * semi-affixes |  |
| * shortening and its types. |  |
| * back-formation; |  |
| * onomatopoeia; |  |
| * reduplication. |  |

**4. Теми семінарських занять**

|  |  |  |
| --- | --- | --- |
| Назва теми кількість годин |  | |
| **Seminar 1. Lexicology as a Branch of Linguistics.** | 2 | |
| 1. Lexicology as a branch of linguistics. Its interrelations with   other branches of linguistics. |  | |
| 1. The problem of the definition of the word as a linguistic 2. phenomenon. |  | |
| 2.1. External and Internal structure of a word. |  | |
| 2.2. The problem of formal unity and semantic unity of a word. |  | |
| 2.3. Syntagmatic and paradigmatic levels of the study of semantic  structure of a word. |  | |
| 1. Semantic structure of the word. |  | |
|  |  | |
| Seminar 2. Semantic structure of a polysemantic word. Polysemy. | 2 | |
| 1. Polysemy. |  | |
| 2. Semantic structure of a polysemantic word. |  | |
| 3. Componential analysis of a word. Types of semantic  componenets. |  | |
|  |  | |
| Seminar 3. Development of New Meanings | 4 | |
| 1.Development of New Meanings.Causes of development of  new meanings. | |  |
| 2. The process of development and change of meaning. | |  |
| 3. Transference based on resemblance (similarity). | |  |
| 4. Transference based on contiguity. | |  |
|  | |  |
| Seminar 4. English vocabulary as a system. Synonyms. | | 2 |
| 1. Synonyms. | |  |
| 2. Types of synonyms. | |  |
| 3. Sources of synonyms. | |  |
|  | |  |
| Seminar 5. English vocabulary as a system. Homonyms. | | 2 |
| 1. Homonyms. Sources of homonyms. | |  |
| 2. Types of homonyms. | |  |
| 3. Differentiation of polysemantic words and full lexical homonyms. | |  |
|  | |  |
| Seminar 6. Euphemisms. Antonyms. | | 2 |
| 1. Euphemisms. | |  |
| 2. Antonyms. | |  |
| 3. Morphological and semantic classification of antonyms. | |  |
|  | |  |
| Seminar 7. Phraseology: Word-Groups with Transferred Meanings | | 4 |
| 1. Phraseology: Word-Groups with Transferred Meanings | |  |
| 2. Phraseological units vs free word-groups | |  |
| 3. Complete or partially transferred meaning. | |  |
| 4. Proverbs. | |  |
| 5. Phraseology: Principles of Classification | |  |
|  | |  |
| Seminar 8. Word- Building (how English words are made) | | 4 |
| 1. Word- Building | |  |
| 2. Affixation - Native affixes. | |  |
| 3. Productive and Nonproductive Affixes. | |  |
| 4. Semantics of affixes. | |  |
| 5. Conversion. | |  |
| 6. Composition. | |  |
|  | |  |
| Seminar 9. Minor ways of word-building | | 4 |
| 1. Semi-Affixes. | |  |
| 2. Shortening (Contraction). | |  |
| 3. Sound-Imitation (Onomatopoeia). |  | |
| 4. Reduplication. |  | |
| 5. Back-formation (Reversion) . |  | |
|  |  | |
| Seminar 10. The Etymology of English Words | 2 | |
| 1. Brief historical survey. |  | |
| 2. Words of native origin. |  | |
| 3. The foreign component in the English vocabulary. |  | |

**5. Самостійна робота**

Three components constitute independent work on the course material, such as

1. Reading extensively on the given course topics; preparing oral presentations on the topics of seminars, as well as doing practical assignments;

2. Working independently on the selected areas of the course;

3. Essay writing on the suggested topics.

|  |  |  |  |
| --- | --- | --- | --- |
| № | Назва теми | Кількість  Годин | |
|  | **Module 1.** |  |  |
|  | French and Italian borrowed elements. |  |  |
|  | Scandinavian loan-words. |  |  |
|  | Words of Indo-European origin. |  |  |
|  | Derivational and morphemic levels of analysis. |  |  |
|  | Non-productive ways of word formation. |  |  |
|  | **Module 2.** |  |  |
|  | Synonyms in phraseology. |  |  |
|  | Familiar quotations. |  |  |
|  | Proverbs and sayings. |  |  |
|  | Australian, Canadian, Indian and New Zealand variants of the English language. |  |  |
|  | Creole languages and pidgin. |  |  |
|  | History of English lexicography. |  |  |
|  | History of American lexicography. |  |  |
|  | Разом |  |  |

1. **Індивідуальні завдання**

* Critical reading of relevant academic literature.
* Essay writing on one of the suggested topics:

1.Category of semantic field in the system of English language.

2.Structural and semantic peculiarities of the idioms with gender structural component.

3.Main lexical and grammatical divergences of the British and American variants.

4.Role of Romanic borrowings in the English language.

5.Role of Germanic borrowings in the English language.

6.Role of Slavonic borrowings in the English language.

7.Word-forming patterns of neologisms in modern English.

8.Homonymy of affixes in Modern English.

9.Synonymy of affixes in Modern English.

10. Structural and semantic characteristics of English neologisms.

11. Peculiarities of the use of Australian English.

12. Borrowed phrasepological units in Modern English.

13. Peculiarities of the use of Canadian English.

14. Synonymy of phraseological units in English.

15. Antonymy of phraseological units in English.

16. Phraseological units with the component "Proper name" in Modern English.

17. Linguistic nature of the slang in the English language.

18. Word-composition as a productive means of word-combination in English.

19. Types of dictionaries.

20. Dictionaries of a new type: Electronic dictionaries and encyclopedias.

21. Onomatopoetic and sound-symbolic words.

22. Semi-affixes in modern English.

23. Combining forms in modern English.

24. «Stone wall» problem.

25. Compound neologisms.

26. Folk etymology.

27. English Euphemisms.

28. English disphemisms.

29. Biblic borrowings in Modern English.

30. Phraseological units borrowed from literary works.

31. Phraseological units borrowed from folklore and mythology.

32. Stylistic synonyms in Modern English.

33. Phraseological synonyms in Modern English.

34. Shortening as a way of replenishing the vocabulary of Modern English.

**7. Методи навчання**

Methods of teaching include: lectures, seminars, individual work with academic literature. They presuppose analysis, abstracting, classification, systematization and generalization of the obtained information.

**8. Методи контролю**

* 1 module test covering all themes of the course: English Vocabulary as a System; The Word as the Basic Object of Lexicology.
* A final oral examination counting 50%.

**9. Розподіл балів, які отримують студенти**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Поточне тестування та самостійна робота | | | | | | | | | Екзамен | Сума |
| Змістовий модуль 1 | | | Змістовий модуль  2 | | | | | Підсумковий тест | 50 | 100 |
| Т1 | Т2 | Т3 | Т4 | Т5 | Т6 | Т7 | Т8 | 10 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |

Т1, Т2 ... Т12 – теми змістових модулів.

**Шкала оцінювання: національна та ECTS**

|  |  |  |  |
| --- | --- | --- | --- |
| Сума балів за всі види навчальної діяльності | ОцінкаECTS | Оцінка за національною шкалою | |
| для екзамену, курсового проекту (роботи), практики | для заліку |
| 90 – 100 | **А** | відмінно | зараховано |
| 82-89 | **В** | добре |
| 74-81 | **С** |
| 64-73 | **D** | задовільно |
| 60-63 | **Е** |
| 35-59 | **FX** | незадовільно з можливістю повторного складання | не зараховано з можливістю повторного складання |
| 0-34 | **F** | незадовільно з обов’язковим повторним вивченням дисципліни | не зараховано з обов’язковим повторним вивченням дисципліни |

**10. Методичне забезпечення**

1. Lectures

2. Curriculum

3. Coursebook

4. Tests

5. Module tests

**11. Рекомендована література**

**Базова**

1. Гороть, Є.І. (2007). *Лексикологія сучасної англійської мови: Курс лекцій*. Луцьк: РВВ «Вежа» Волин. держ.ун-ту ім. Лесі Українки. 144 с.
2. Гороть Є.І., Бєлова, С. В. (2008). *Notes on Modern English Lexicology*. Луцьк: РВВ «Вежа» Волин. держ.ун-ту ім. Лесі Українки. 372 с.
3. Лук'янова, Г. В. (2017). *Лексикологія англійської мови : конспект лекцій з курсу "Лексикологія англійської мови" для студ. вищ. навч. закл*. Харків : ХНПУ.
4. Ніколенко, А. Г. (2007). *Лексикологія англійської мови – теорія і практика*. Вінниця: Нова Книга. 528 с.
5. Bussmann, H. (2006). *Routledge Dictionary of Language and Linguistics*. L., N.Y. : Routledge. 1335 p.
6. Chorba (Levrints), M., Huszti, I., Ivancso, V. (2007). *The Theory of English*. Ungvar: PoliPrint. 216 с.
7. Crystal, D. (2007). *Words, Words, Words*. Oxford : Oxford University Press. 224 р.
8. Frei, M. (2016). Introduction to Language. Cambridge: Cambridge University Press.
9. Jackson, H. (2005). *Words and their meaning*. NY: Longman. 279 p.
10. Kuiper, K., & Allan, W.S. (2010). *An Introduction to English Language: Word, Sound and Sentence*. Basingstoke: Palgrave Macmillan.365 p.
11. Kvetko, P. (2015). *English lexicology in theory and practice*. Trnava.
12. Potiatynyk, U. (2014). *All about Words. An Introduction to Modern English Lexicology*: навчально- методичний посібник. Львів: ПАІС.

**Допоміжна**

1. Карабан, В. І., Борисова, О. В., Колодій, Б. М., Кузьмина, К. А. (2003). *Попередження інтерференції мови оригіналу в перекладі (вибрані граматичні та лексичні проблеми перекладу з української мови на англійську)*: [навчальний посібник для вузів]. Вінниця : Нова книга, 2003. 208 с.
2. Квеселевич, Д. І., Сасіна, В. П. (2001). *Практикум з лексикології сучасної англійської мови*:[навч. посібник]. Вінниця : Нова книга. 117 с.
3. Кульгавова, Л. В. (2008). *Лексикология английского языка*: [учебно- практические материалы] [2-е изд.]. М.: АСТ: Восток-Запад. 511 с.
4. Кунин, А. В. (2012). *Фразеология современного английского языка*. М. : Книга по требованию. 289 с.
5. Левицкий, В. В. (2006). *Семасіология*. Вінниця: Нова книга. 512 с.
6. Ємець, О. В., Святчик, К. В. (2002). Modern English and Ukrainian Lexicology: [manual to practical lessons for students of the speciality “Translation”]. Хмельницький : ТУП. 45 с.
7. Bussmann, H. (2006). *Routledge Dictionary of Language and Linguistics*. N.Y.: Routledge. 1335 p.
8. Crystal, D. (2003). *The Cambridge Encyclopaedia of the English Language* (2nd edition). Cambridge: Cambridge University Press. 506 р.
9. Crystal, D. (2007). *Words, Words, Words*. Oxford : Oxford University Press. 224 р.
10. Davis, S., Gillon, B. S. (eds). (2004). *Semantics: A Reader*. Oxford: Oxford University Press. 936 p.
11. Jackson, H. (2002). *Lexicography: An Introduction*. N. Y. : Routledge. 141 p.
12. Schneider, E. W. (2007). *Postcolonial English. Varieties around the World.* Cambridge: Cambridge University Press. 385 p.
13. Stubbs, M. (2001). Words and Phrases: Corpus Studies of Lexical Semantics. Oxford: Blackwell Publishing. 288 p.

**14. Інформаційні ресурси**

Library

Internet

1. Bickerton D. Language evolution: A brief guide for linguists. (2005). URL: <http://www.derekbickerton.com/blog/SCIENCE/_Archives/2005/7/1/989799.html>
2. Hoffmeyer J. Life and reference.2001. URL: <http://www.c3.lang.gov/~rocha/pattee/hoffmeyer>.
3. Lexicology: What are words? (course of lectures from Northeastern Illinois University).URL:https//yandex.ru/video/pad/search?filmld=QJTDfxA1UXI&text=videlectures%20in%
4. Semantics (10 lectures). URL: <https://www.youtube.com/watch?v=MlRNrSajB-0>
5. Lexicology. Introduction (Ken Konopka). URL: <https://www.youtube.com/watch?v=LppcFSF3Iq0>
6. Lexicology. Language families. (Ken Konopka).URL: <https://www.youtube.com/watch?v=PGdGFnYhrYc>
7. Lexicology. Meaning and hierarchical structure. (Ken Konopka). URL: <https://www.youtube.com/watch?v=_yqlZr3O6Dg>
8. Lexicology. Unit 10 Morphology. (Ken Konopka).URL:
9. <https://www.youtube.com/watch?v=TTjvYwdwFew>
10. What are words? (Ken Konopka). URL: <https://www.youtube.com/watch?v=XP4TOiW9Hmk>
11. Word formation processes. (Martin Hilpert). URL: <https://www.youtube.com/watch?v=ID9Dq-9vjDA>
12. Words and morphemes. (Martin Hilpert). URL:<https://www.youtube.com/watch?v=sMbI_Kyzg_s>

**15. Запитання до іспиту**

1. Lexicology as a branch of linguistics. Its aims and tasks.
2. Links with other branches of linguistics.
3. The word as a linguistic phenomenon. External and Internal structure of a word. The problem of formal unity and semantic unity of a word.
4. Semantic structure of a word.
5. Types of semantic components (denotarive, connotative).
6. Polysemy. Semantic structure of polysemantic words.
7. Development of new meanings. Causes of development of new meanings.
8. The process of development and change of meaning: transference based on resemblance (similarity).
9. The process of development and change of meaning: transference based on contiguity.
10. Broadening and narrowing of meaning. “Degeneration” (degradation) and “elevation” of meaning.
11. Synonyms. Criteria of synonymy.
12. Classification of synonyms.
13. Antonyms. Definition.
14. Euphemisms.
15. Homonymy. Sources of homonyms.
16. Classification of homonyms.
17. Etymological peculiarities of the vocabulary of Modern English: general remarks, the native wordstock VS the foreign element. Assimilation of borrowings.
18. Phraseology as a constituent part of lexicology. Phraseological units. Characteristic features.
19. Free word combinations vs. phraseological word combinations.
20. Problem of definition of phraseological units.
21. Different approaches to the classification of phraseological units: semantic, functional, and contextual.
22. Proverbs and sayings.
23. Word- Building. Structural analysis of words.
24. Affixation - Native affixes. Productive and Nonproductive Affixes.
25. Prefixation. Classification of prefixes.
26. Suffixation. Classification of suffixes.
27. Conversion as a way of forming new words. Types of semantic relations in conversion.
28. Composition as a way of forming new words. Shortening (Contraction). Sound-Imitation (Onomatopoeia). Reduplication. Back-formation (Reversion)
29. Dictionary and its main types. Glossary, concordance, thesaurus, monolingual, bilingual and polyglot dictionaries.
30. Problems of lexicography.

*Додаток 1*

**Методичні вказівки до семінарських робіт з дисципліни**

**Exercises for Seminars and Independent Work**

**Theme 1: Lexicology as a branch of Linguistics. The problem of the definition of the word as a linguistic phenomenon.**

1. Lexicology as a branch of Linguistics.
2. The problem of the definition of the word as a linguistic phenomenon.
3. External and Internal structure of a word.
4. The problem of formal unity and semantic unity of a word.
5. Syntagmatic and paradigmatic levels of the study of semantic structure of a word.

**I. Consider your answers to the following:**

1. What is lexicology? What does the term “lexicology” stand for? What are the main problems of lexicology?

2. Speak about the problem of the definition of the word as a linguistic phenomenon.

3. What are the structural aspects of a word?

4.What is the external structure of the word irresistible? What is the internal structure of this word?

5.Speak about the formal unity of a word. Why is it not quite correct to say that a word is indivisible?

6.Explain why the word blackboard can be considered a unity and why the combination

of words a black board does not possess such a unity.

7.What is understood by the semantic unity of a word? Which of the following possesses semantic unity – a bluebell or a blue bell.

8. Give a brief account of the main characteristics of a word.

9. What are the main differences between studying words syntagmatically and paradigmatically?

10. What is understood by “semantics”?

**II. Examine the following definitions of ‘lexicology’. What do they agree on as the scope of lexicology? And where do they disagree?**

1. An area of language study concerned with the nature, meaning, history and use of words and word elements and often also with the critical description of lexicography. (McArthur, ed. 1992)

2. The study of the overall structure and history of the vocabulary of a language.

(Collins English Dictionary 1998)

3. A branch of linguistics concerned with the meaning and use of words. (Longman Dictionary of the English Language 1991)

4. The study of the form, meaning, and behaviour of words. (New Oxford Dictionary of English 1998)

**III. Define the meanings of the words in the following sentences. Say how many meanings of the same word are associated one with another.**

1. I walked into Hyde Park, **fell** flat upon the grass and almost immediately **fell** asleep.

2.a) ‘Hello”, I said, and thrust my hand through the **bars**, whereon the dog became silent and licked me.

b)At the end of the long bar, leaning against the long counter was a slim, pale individual wearing a red bow-tie.

3.a) I began to search the flat, looking in boxes to see if I could find a **key**.

b)I tumbled with a sort of splash upon the **keys** of a ghostly piano.

c)Now the orchestra is playing yellow cocktail music and the opera of voices pitches a **key** higher.

d)The authority of his voice set the **key** for the newspaper report next morning.

4.a) Her **mouth** opened crookedly and she shot a few words at one like pebbles.

b)Would you like me to come to the **mouth** of the river with you?

5.a)I sat down fer a few minutes with my head in my **hands**, until I heard the phone taken up inside.

b)The minute **hand** of the electric clock jumped on to figure twelve.

6.a)My **head** felt as if it were on a string and someone were trying to pull it off.

b)He possessed more power than many **heads** of the state.

**IV. Explain the different meanings and different usages, giving reasons for your answers.**

**smart, adj.**

smart clothes, a smart answer, a smart house, a smart garden, a smart officer, a smart blow, a smart punishment

**stubborn, adj.**

a stubborn child, a stubborn look, a stubborn horse, a stubborn resistance, a stubborn fighting, a stubborn cough, stubborn depression

**sound, adj**

sound lungs, a sound scholar, a sound tennis-player, sound views, sound advice, sound criticism, a sound whipping

**root, n.**

edible roots, the root of the tooth, the root of the matter, the root of all evil

**perform, v.**

to perform one’s duty to perform an operation, to perform a dance, to perform a play

**kick, v.**

to kick the ball, to kick the dog, to kick off one’s slippers, to kick smb downstairs

**Theme 2. Semantic structure of a polysemantic word. Polysemy.**

1. Semantic structure of a word.
2. Polysemy.
3. Componential analysis of a word. Types of semantic componenets.

**I. Consider your answers to the following:**

1.What are the two levels of analysis in investigating the semantic structure of a word?

2.What types of semantic components can be distinguished within the meaning of a word?

3.What is one of the most promising methods for investigating the semantic

structure of a word? What is understood by collocability (combinability)?

**III. The verb “to take” is highly polysemantic. On which meanings of the verb are the following jokes based? Give your own examples to illustrate the other meanings of the word.**

1.”Where have you been for the last four years?”

“At college taking medicine.”

“And did you finally get well?”

2.” so you confess that this unfortunate freshman was carried to this frog pond and

drenched. Now what part did you take in this disgraceful affair?”

“ The right leg, sir.

**IV. Explain the basis for the following jokes.**

1.”I wonder if I can see your mother, little boy, is she engaged?”

“Engaged! She is married.”

2.”You’ll have to change twice before you get to York.”

“ Goodness me! And I have only brought the clothes I’m wearing.”

3. Professor: You missed my class yesterday, didn’t you?

Student: Not in the least, sir, not in the least.

**V. Choose any polysemantic word that is well-known to you and illustrate its**

**meanings with examples of your own.**

**VI. Analyse the collocability of the italicized words and state its relationship with the meaning.**

1.Lady (at party): Where is that pretty maid who was passing our cocktails a while ago?

Hostess: Oh, you are **looking for** a drink?

Lady: no, I’m **looking for** my husband.

2. Peggy: I want to help you Dad. I shall get the dress-maker to teach me to **cut out**

gowns.

Dad: I don’t want you to go that far, peg, but you might **cut out** cigarettes, and taxi bills.

VII. Write simple definitions to illustrate as many meanings as possible for the following

polysemantic words.

Face, heart, nose, smart, to lose

VIII. Identify the denotative and connotative elements of the meanings in the folowing pairs of words.

a)To conceal – to disguise, to choose – to select, to draw – to paint, money – cash,

photograph – picture, odd – queer.

**Theme 3. Development of New Meanings**

1. Development of New Meanings.Causes of development of new meanings.
2. The process of development and change of meaning.
3. Transference based on resemblance (similarity);
4. Transference based on contiguity.

**I. Consider your answers to the following**

1. What causes the development of new meanings? Give examples.

2. What is the basis of development or change of meaning? Explain what we mean by the term transference.

3. What types of transference can you name?

4. What is meant by widening and the narrowing of meaning?

5. Give examples of the so-called “degradation” and “elevation” of meaning.

**II. Explain the semantic processes by which the italicized words acquired their meanings**

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

2.Formally **barn** meant “ a storehouse for barley”; today it has widened to mean “any kind of storehouse” for animals or equipment as well as any kind of grain.

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

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

a) The wing of a bird – the wing of a building; the eye of a man – the eye of a needle; the hand of a child – the hand of a clock; the heart of a man – the heart of the matter; the bridge across the-river – the bridge of the nose; the tongue of a person – the tongue of a bell; the tooth of a boy – the tooth of a comb; the coat of a girl – the coat of a dog.

b) Green grass — green years; black shoes — black despair; nickel *(metal)* — a nickel *(coin);* glass — a glass; copper *(metal)* — a copper *(coin);* Ford *(proper name)* — a Ford *(car);* Damascus *(town in Syria)* — damask; Kashmir *(town in North* *India)* — cashmere.

**IV. Analyze the process of development of new meanings in the italicized words in the examples given below.**

1. I put the letter well into the *mouth* of the box and let it go and it fell turning over and over like an autumn leaf. 2. Those that had been the *head* of the line paused momentarily on entry and looked around curiously. 3. A cheerful-looking girl in blue *jeans* came up to the stairs whistling. 4. Seated behind a desk, he wore a light patterned suit, switch from his usual *tweeds.* 5. Oh, Steven, I read a *Dickens* the other day. It was awfully funny. 6. They sat on the rug before the fireplace, savoring its

warmth, watching the rising *tongues* of flame. 7. He inspired universal confidence and had an *iron* nerve. 8. A very small boy in a green *jersey* with light red hair cut square across his forehead was peering at Steven between the electric fire and the side of the fireplace. 9. While the others were settling down, Lucy saw Pearson take another bite from his *sandwich.* 10. As I walked nonchalantly past Hugo's house on the other side they were already carrying out *the Renoirs.*

**V. In the examples given below identify the cases of widening and narrowing of meaning.**

1. While the others waited the elderly executive filled his pipe and lit it. 2. Finn was watching the birds. 3. The two girls took hold of one another, one acting gentleman, the other lady; three or four more pairs of girls immediately joined them and began a waltz. 4. He was informed that the president had not arrived at the bank, but was on his way. 5. Smokey had followed a dictum all his life: If you want a woman to stick beside you, pick an ugly one. Ugly ones stay to slice the meat and stir the gravy.

**VI. Comment on the history of the words. Do they have evaluative connotations in their meanings?**

1.The directors now assembling were admirals and field **marshals** of commerce.

2.For a businessman to be invited to serve on a top-flight **bank** board is roughly

equivalent to being **knighted** by the British Queen.

3.I had a nice newsy **gossip** with Mrs. Needham before you turned up last night.

4.The little half-starved guy looked more a victim than a **villain**.

5.Meanwhile I nodded my head and directed a happy smile in the direction of the two **ladies**.

6.I shook hand with Tom; It seemed **silly** not to.

**Theme 4. Synonyms. Criteria of Synonymy**

1. Synonyms. Criteria of synonymy.
2. Classification of synonyms.
3. The dominant synonymy.

**I.Consider your answers to the following:**

1.Say why synonyms are one of the language’s most important expressive means. Illustrate your answer with examples.

2.The meanings of two apparent synonyms may be in a way opposed to each other. Why are such words still regarded as synonyms? Give examples.

3.How are synonyms traditionally defined? On what criterion is this definition based? Which aspects of this definition are open to criticism?

4. How can synonyms be defined in terms of componential analysis? On what criterion is this definition based?

5. Why is the definition of synonyms based on the criterion of interchangeability open to question? Illustrate your answer with examples.

6.Which aspects of the classification of synonyms are open to question?

7. What is the modern approach to classifying synonyms? Illustrate this classification with examples.

8.Synonyms are sometimes described as words with “dual” characteristics. What is meant by this?

**II. The sentences given below contain synonyms. Write them out in groups and explain the difference where the words are familiar.**

1.a)While Kitty chatted gaily with her neighbours she watched Walter.

b)She knew that he hadn’t been sent to talk about weather.

c)As he spoke he rose from the bed.

d)He is said to be honest.

e)He’ll tell you all about himself.

f)If you want to converse with me define your terms.

2.a)She felt on a sudden a cold chill pass through her limbs and she shivered.

b)Her lips trembled so that she could hardly frame the words.

c)I was shaking like a leaf when I came here.

d)He shuddered with disgust.

3.a) He gave his wrist-watch a glance.

b)Tommy gave her a look out of the corner of his eye.

c)But her abstract gaze scarcely noticed the blue sea.

d)Let me have just one peep at the letter.

4. a)Bessie gets up and walks towards the window.

b)He did nothing from morning till night but wander at random.

c)I saw a man strolling along.

d)The men sauntered over to the next room.

5.a)I began to meditate upon writer’s life.

b)You had better reflect a little

c)The more he thought of it the less he liked the idea.

d)I’m sure that a little walk will keep you from breeding

6.a)The witness was a thin, middle-aged man.

b)She had a slender figure.

c)The girl was slim and dark.

7.a) She was a fat woman, who gasped when she talked.

b)She came like a ship at full sail, an impossible creature, tall and stout.

c)She was twenty-seven perhaps, plump, and in a coarse fashion pretty.

d)He was person of perhaps forty, red-faced, cheerful, thick.

8.a)She was a strange, unstable woman.

b)It was a life that perhaps formed queer characters.

c)I thought it was odd that he should allow her to dance.

**III. Give as many synonyms for the italicized words in the following jokes as you can.**

1.”I hear there’s a new **baby** over at your house, William”, said the teacher. “I don’t think he’s new,” **replied** William. ”The way he cries shows he’s had lots of experience”.

2. A little boy who had been used to receiving his old brother’s old toys and clothes remarked: “Ma, will I have to marry his widow when he **dies**?”

3. A **celebrated** lawyer once said that the three most troublesome clients he ever had were a young lady who **wanted** to be married, a married woman who wanted a divorce, and an old **maid** who didn’t know what she wanted.

4.boss: You are twenty minutes late again. don’t you know what time we **start** to work here? New Employee: No, sir, they are always at it when I **get** here.

5.”Oh, Mummy, I hurt my toe!’ **cried** small Janey, who was playing in the garden.

“Which toe, dear?” I **inquired**, as I examined her foot. “My youngest one,” **sobbed** Janey.

**IV.Carry out definitional and transformational analysis on the following synonyms. Define the types of connotations found in them.**

1.Old, elderly, aged, ancient

2.To create, to manufacture, to produce

3.To break, to shatter, to smash

4.To cry, to sob, to weep

5.Battle, combat, fight

**V.Prove that synonyms possess a dual nature.**

1.to shake – to tremble- to shiver – to shudder.

2. smell – scent – odour – aroma.

3.to walk – to stroll – to saunter – to wander

4.to want – to wish – to desire.

5.weak – feeble – frail – fragile.

6.large – big – great.

7.to jump – to leap – to spring – to skip – to hop.

8. pain – ache – pang – twinge.

9.to discuss – to argue – to debate – to dispute

10.dim – dusky – obscure.

**VI.Single out the denotative and connotative components of meanings of the synonyms in the examples given below.**

1.a)At the little lady’s command they all three **smiled.**

b)George, on hearing the story, **grinned**.

2.a)Forsyte – the best palate in London. The palate that in a sense had made his

fortune – the fortunes of the **celebrated** tea men...

b)Though not nineteen, she was **notorious**.

3.a)Noticing that they were no longer **alone**, he turned and again began examinig the

lustre.

b)June had gone. James had said he would be **lonely**.

4.a)The child was **shivering** with cold.

b)The man **shuddered** with disgust.

5.a)I’m **surprised** at you.

b)He was **astonished** at the woman’s determination.

6.a)It’s impolite to **stare** at people like that.

b)The little boys stood **glaring** at each other ready to start a fight.

c)The lovers stood **gazing** into each other’s eyes.

7.a)They produce great amounts of wine but this is not all they **produce** in that part.

b)The story was **fabricated** from beginning to end.

8.a)He had grown white with **anger**.

b)”It’s a damned shame,” forgetting himself in a sudden rush of **indignation**.

9.a) He was an **aged** man, but not yet **old.**

b).He was an **elderly** man at the time of his marriage.

**VII.Use the semantic criterion.**

1.To shout – to yell – to roar.

2. angry – furious – enraged.

3.alone – solitary – lonely.

4.to shudder – to shiver – to tremble.

5.fear – terror – horror.

6.to cry – to weep – to sob.

7.to walk – to trot – to stroll.

8. to stare – to glare – to gaze.

9. to desire – to wish – to want.

10.to like – to admire – to worship.

**VIII. Say why the following synonyms are not interchangeable**.

1.a) The little boys stood **glaring** at each other ready to start a fight.

b) the Greek myth runs that Narcissus **gazed** at his own reflection in the water until fell in love with it and died.

2.a)She was a **pretty** girl of twenty-five, with fair hair and blue eyes.

b)She was a tall, blonde woman, slender, and **beautiful**.

3.a)I had been brooding over it ever since till I was afraid I should go mad.

b)She’d evidently had time to reflect because when I came again she asked me calmly what it was exactly that I proposed.

4.a)She began to **sob** hysterically.

b)Mary is quietly **weeping** to Constance with the utmost bewilderment.

5.a)You only **want** a car so that you can be independent of me.

b)She **longed** with all her heart for him to take her in his arms.

6.a)People turned in the streets and **stared** at her with open mouths.

b)He **peeped** through the heavy crep curtains that covered them.

7a)He was **puzzled** at the letter.

b)I was **astonished** at seeing him so changed.

8.a)Many of them had their sleeves rolled up, revealing **bare** arms.

b)He saw **naked** children playing on the heaps of rubbish.

9.a)There was a **scent** of honey from the lime-trees in flowers.

b)The room was permeated with the familiar **smells** of dust and yesterday’s cooking.

**IX.Write out the synonyms in groups and classify them according to types of connotations**:

1.He **shuddered** at the thought of a meeting that lay before him.

2.He exchanged **glances** with a man-eating tiger.

3.He merely **blushed** and said he jolly well going to go, because the girl was in Cannes.

4.Gosh, how I used to **admire** you at the dear old school. You were my hero.

5.What I really **want** is a meal.

6.You get there splendid chaps who were **worshipped** by their schoolmates.

7.He resents their cold **stare**.

8.Her voice was **trembling** with excitement.

9.The girl was **shivering** with cold.

10.I must confess I’m a little **surprised**.

11. “A truck driver!” **shouted** someone from the audience.

12.You have settled it! cried the **astonished** parent.

13.The mothers applauded and the children **yelled**.

14.His face **reddened**.

15The audince **roared** with laughter.

16. “I **adore** you, Mary, he said.

17.I was perfectly **amazed** that one man, all by himself, could have been able to beat

down them.

18.She **liked** going there.

19.His eyes **sparkled** with happiness.

20.Her eyes **glittered** with malice.

**X.Write out synonymic groups and classify them into : A. synonyms differentiated by evaluative connotations; B. synonyms differentiated by connotation of manner.**

1.Jack is a notorious domesticity for John!

2.His eyes sparkled with amusement.

3.I was staggering unevenly towards the peacock.

4.He wanted to peep in but he couldn’t.

5.Presently I saw a man strolling along.

6.The will was fabricated.

**Theme 5. The Dominant Synonymy. Euphemism. Antonyms**

**I.Consider your answers to the following.**

1.Which word in a synonymic group is considered to be the dominant synonym? What are its characteristic features?

2.Can the dominant synonym be substituted for certain other members of a group of synonyms? Is the criterion of interchangeability applicable in this case?

3.Which words are called euphemisms? What are their two main types? What function do they perform in speech? What is the effect of overusing euphemisms in speech?

4.Show that euphemisms may be regarded as a subtype of synonyms. Which type of connotation is characteristic to them?

5.Which words do we usually classify as antonyms?

6.To which part of speech do most antonyms belong? How do you account for this?

7.Explain what is meant by “reflected associations”.

8.Explain why antonyms can be regarded as an important group of the language’s expressive means.

**II.Find the dominant synonym in the following groups of synonyms.**

1.to glimmer – to glisten – to blaze – to shine – to sparkle – to flash – to gleam.

2.to glare – to gaze – to stare – to peep – to peer – to glance.

3.to astound – to surprise – to amaze – to puzzle – to astonish.

4.strange – quaint – odd – queer.

5.to saunter – to stroll – to wander – to walk – to roam.

6.scent – perfume – smell – odour – aroma.

7.to brood – to reflect – to meditate – to think.

8.to fabricate – to manufacture – to produce – to create – to make.

9.furious – enraged – angry.

10.to sob – to weep – to cry.

**III.Provide as many synonyms as you can explainig the difference between them; single out their dominant synonyms.**

fellows, fight, to reply, little, to want, to yell, man, old, assistance, to say, to answer,

baby, to be delighted, to start, to glare, to make, to long, to talk, to die, to cry

**IV.Find the dominant synonyms for the following italicized words and prove thatthey can be used as substitutes. Are they interchangeable? what is lost if we make the substitution?**

1.Never for a moment did he interrupt or **glance** at his watch.

2.The girl looked **astonished** at my ignorance.

3.Sometimes perhaps a tramp will **wander** there.

4.I was filled with an intense **desire** to please.

5.The restaurant was filled with people who **chatted** and laughed.

6.I’ve got a sister and an **ancient** grandmother.

7. A bowl of roses had a depth of colour and **scent**.

8.He saw newcomers, literally **staggering** from the bus.

9.That was really **odd**.

10. It could be a dream world. So **pretty**, yet so sad.

**V.Find the euphemistic substitutes for the following words: *die, drunk, prison, mad, liar, devil, lavatory, eat, pregnant, stupid*.** Write them out into two columns:

A.euphemistic substitutes for social taboos. B. euphemistic substitutes for superstitous taboos.

**VI.Find antonyms for the words given below.**

Good, adj.; deep, adj.; narrow, adj.; clever, adj.; young, adj.; to love, to reject, to give,

strong, adj.; to laugh, joy, n.; evil, n.; slowly, adv.; black, adj.; sad, adj.; to die, to open,

clean, adj.; darkness, n.; big, adj.

**Theme 6. Homonyms: Words of the Same Form**

**I. Consider your answers to the following.**

1.Which words do we call homonyms?

2. Why can’t homonyms be regarded as expressive means of the language?

3.What is the traditional classification of homonyms? Illustrate your answer with

examples.

4.What are the distinctive features of other classification of homonyms?

5.What are the main sources of homonyms? Illustrate your answer with examples.

6.In what respect does split polysemy stand apart from other sources of homonyms?

7. What is the essential difference between homonymy and polisemy? What do they

have in common? Illustrate your answer with examples.

**II. Find the homonyms in the following extracts. Classify them into homonyms proper, homographs and homophones**.

1.“Mine is along and a sad tale!” said the Mouse, turning to Alice, and sighing. “It is a long tail, certainly”, said Alice, looking down with wonder at the Mouse’s tail; “but why do you call it sad?”

2.a)My seat was in the middle of the row.

b)”I say, you haven’t had a row with John, have you?”

3.a)Our Institue football team got a challenge to a match from the University team and we accepted it.

b)Somebody struck a match so we could see each other.

4.a) It was nearly December but the California sun made a summer morning of the season.

b)On the way home Crane drove like a nervous old maid.

5.a)She loved to dance and had every right to expect the boy she was seeing almost

every night in the week to take her dancing at least once on the weekend.

b)”That’s right”, she said.

6.a)Do you always forget to wind up your watch?

b) Crane had an old Ford which rattled so much and the wind made so much noise.

7.a) In Brittany there was once a knight called Eliduc.

b)she looked up through the window at the night.

8.a)He had a funny round face.

b)My house faces the south.

9.a)She didn’ t shake his hand because she didn’t shake cowards’ hands, see, and

somebody else was elected captain.

b)Mel’s plane had been shot down into the sea.

10.a)He knew which way his experimental bread was buttered on.

b)His wife was as finely bred as she was faithful to him.

11. a)He was growing deaf in the left ear.

b)I understod that he had left the territory.

12.a)Iron and lead are base metals.

b)Where does the road lead.

**III. On what linguistic phenomena is the joke in the following extract based? What causes the misunderstanding.**

1.”Are your father and mother in?” asked the visitor of the small boy who opened the door.

“They was in”, said the child, “but they is out”.

“They was in”, they is out”. where’s your grammar?”

“She’s gone upstairs,” said the boy, “for a nap”.

2.Husband and wife were enjoying a quiet evening by their fireside, he deep in his book

and she in a crossword puzzle. Suddenly she questioned him:

“Darling, what is a female sheep?”

Ewe, he replied. His further explanation hardly soothed her.

3.”I spent last summer in a very pretty city in Switzerland.”

“Berne?”

“No, I almost froze.”

4.Officer (to driver in parked car): Don’t you see that sign “Fine for parking”?

Driver: Yes, officer, I see and agree with it.

**IV.Find the homonyms proper for the following words and give definitions:**

1.band – a company of musicians.

2.seal – a warm-blooded, fish-eating sea animal.

3.ear – the grain-bearing spike of a cereal plant.

4.corn – a hard, horny thickening of the skin, esp. on foot.

5.fall – the act of falling, dropping or coming down.

6.to hail – to greet, salute, shout an expression of welcome.

7.draw – something that attracts attention.

b.Find the homophones to the following words and give definitions

Heir, dye, tale, sea, week, peace, sun, meat, steel, knight, sum, coarse, write, sight, hare.

c.Find the homographs to the following words and give definitions

1.to bow – to bend the head or body

2.wind – air in motion

3.to tear – to pull apart by force

4.to desert – to go away from a person or place.

5.row – a number of persons or things in a line.

**V. Classify the following italicized homonyms. Use modern classification system.**

1.a) He should give the ball in your honour as the bride.

b)the boy was playing with a ball

2.a)He wished he could explain about his left ear.

b)He left the sentence unfinished.

3.a)I wish you could stop lying.

b)The yellow mouse was still dead, lying as it had fallen in the crystal clear liquid.

4.a)This time, he turned on the light.

b)He wore suits with light ties and he was a man you should instinctively trust anywhere.

5.a)When he is at the door of her room, he sends the page ahead.

b)Open your books at page 20.

6.a) His voice rose for the first time.

b)I’ll send you roses, one rose for each year of your life.

7.a)The pain was more than he could bear.

b)Catch the bear before you sell the skin

8.a) To can means to put up in airtight tins or jars for preservation.

b)A man can die but once.

**VI. Explain how the following italicized words became homonyms**

1.a)The king of Brittany was very fond of the knight.

b)”I haven’t slept a wink all night, my eyes just wouldn’t shut.”

2.a)The tiger did not spring, and so I’m still alive.

b)It was there, on a hot night in spring.

3.a)She left her fan at home.

b)John is a football fan.

4.a)See if it pleases him.

b)Eliduc rode to the sea.

5.a)The teacher told the students to write an essay about the last football match.

b)Give me a match, please.

6.a)You are not right!

b)I will write letters to you.

7.a)The verb to knead means to mix and make into mass, with the hands or by

machinery, especially, mix flour into dough for making bread.

b)No need to give up hope so soon.

8.a)Ads in America are ubiquitous.

b)Add a few more onions.

9a)Your work is so interesting!

b)He works too much.

**Theme 7. The Etymology of English Words**

**I. Consider your answers to the following.**

1.How can you account for the fact that English vocabulary contains such an immense number of words of foreign origin?

2.What is the earliest group of English borrowings?

3.What Celtic borrowings are there in English?

4.Which words were introduced into English vocabulary during the period of Christianization?

5.What are the characteristic features of Scandinavian borrowing?

6.When and under what circumstances did England become a bi-lingual country? What

imprint features were left in English vocabulary by this period?

7.What are the characteristic features of words borrowed into English during the Renaissance?

8.What suffixes and prefixes can help you to recognize words of Latin and French origin?

9.What is meant by the native element of English vocabulary?

**II.Subdivide all the following words of native origin into: a)Indo-European b)Germanic c)English Proper.**

Daughter, woman, room, land, cow, moon, sea, red, spring, three, I lady, always, goose,

bear, fox, lord, tree, nose, birch, grey, old, glad, daisy, heart, hand, night, to eat, to see,

to make.

III.Explain the etymology of the italicized words.

1.He dropped around to the **girl’s house** and as he ran up the steps he was confronted

by her **little brother**.

“Hi, Billy.”

“Hi,” said the brat.

“Is your **sister** expecting me?”

“Yeah.”

“How do you know that?”

‘she’s gone out”.

2.**A man** was at the theatre. He was sitting behind two **women** whose continuous

chatter became more he could bear. Leaning forward, he tapped one of them on the shoulder.

“Pardon me, madam. But I can’t **hear**.”

“You are not supposed to – this is a private conversation”.

**IV.Find examples of Latin borrowings**

1.The garden here consisted of a long smooth lawn with two rows of cherry trees

planted in the grass.

2.They set to pork-pies, cold potatoes, hard-boiled eggs, cold bacon, ham, crabs,

cheese, butter, cherry-tarts, bread, sausages.

3.A cold wind knifing through downtown streets penetrated the thin coat she had on.

4.On the morning of burial – taking no chances – an archbishop, a bishop and a

monsignor concelebrated a Mass of the Resurrection. A full choir intoned responses to

prayers with reassuring volumes.

5.I made way to the kitchen door which gave on to the fire-escape.

6.”Could you interrupt your speech and pour more wine?”

7.All her life worked to schedule; like a nun, she would have been lost without her watch

**V.How can the Scandinavian borrowings be identified?**

1.She was wearing a long blue skirt and a white blouse.

2.Two eyes like winter windows, glared at him.

3.The sun was high, the sky unclouded.

4.You are looking for a husband, not a servant, ma’am.

**VI.Explain the etymology of the following words.**

Sputnik, kindergarten, opera, potato, tomato, czar, violin, coffee, cocoa, colonel, alarm,

cargo, banana, balalaika.

**Theme 8. Phraseology: Word-Groups with Transferred Meanings**

1. Phraseology: Word-Groups with Transferred Meanings.
2. How to Distinguish Phraseological Units from Free Word-Groups. Proverbs.

**I. Consider your answers to the following.**

1.Why is it very important to use idioms with care?

2.How can you show that the “freedom” of the of free word-groups is relative and arbitrary?

3.What are the two major criteria for distinguishing between phraseological units and free word-groups?

4.How could you explain the term “grammatical invariability” of phraseological units?

5.How do proverbs differ from phraseological units?

**II. What is the source of the following idioms?**

The Trojan horse, Archilles heel, a labour of Hercules, an apple of discord, forbidden

fruit, the serpent in the tree, an ugly duckling, to hide one’s head in the sand.

**III.Substitute phraseological units with the noun “heart” for the italicized words. What is**

**the difference between the two sentences?**

1.He is not a man who shows his feelings openly.

2.She may seem cold but she has true, kind feelings.

3.I learned that piece of poetry by memory.

4.When I think about my exam tomorrow I become desperate.

**IV.Show that you understand the meaning of the following phraseological units by using each of them in a sentence.**

1.Between the devil and the deep sea

2.to have one’s heart in one’s boots

3. to have one’s heart in the right place

4. to wear one’s heart on one’s sleeve

5.in the blues

6.once in a blue moon

7.to swear black is white

8.out of the blue

9.to talk till all is blue

10.to talk oneself blue in the face.

**V.Substitute phraseological units incorporating the names of colours for the italicized words.**

1.**I’ feeling** rather **miserable** today. 2.A thing like that happens **very rarely**. 3.You can **talk till you are tired** of it but I shan’t believe you. 4.The news was a great shock to me. It came quite **unexpetdly**. 5.You can never believe what he says, he will swear anything if it suits his purpose.

**VI.Explain how misunderstanding arises in each case.**

1.”Now, my little boys and girls,” said the teacher.”I want you to be very still – so that you can here a pin drop.” For a minute all was still, and then a little boy shrieked out: “Let her drop”.

2.”You must be pretty strong,” said Willie, aged six to the young widow who had come to call on his mother.

“Strong? What makes you think so?”

“Daddy said you can wrap any man in town around your little finger.”

3.Tom: What would you do if you were in my shoes?

Tim: Polish them.

4.Little girl: Oh, Mr.Sprawler, do put on your skates and show me the funny figures you can make.

Mr.Sprawler:I’m only a beginner. I can’t make any figures.

Little girl: But Mother said you were skating yesterday and cut a ridiculous figure.

**VII.Explain whether the semantic changes in the following phraseological units are**

**complete or partial. Paraphrase them.**

To wear one’s heart on one’s sleeve; a wolf in a sheep’s clothing; to fly into a temper; to stick to one’s word; bosom friend, small talk; to cast pearls before swine; to beat about the bush; to add fuel to the fire; to fall ill; to fall in love; to sail under false colours, to be at sea.

**VIII.Say what structural variations are possible in the following phraseological**

**units.**

To catch at a straw; a big bug; the last drop; to build a castle in the air; to weather the storm; to get the upper hand; to run for one’s life; to do wonders; to run a risk; just the other way about

**IX.Read the following proverbs and explain their meanings.**

A bargain is a bargain. A cat in gloves catches no mice. Those who live in glass houses shouldn’t throw stones. A good beginning is half the battle. A new broom sweeps clean. An hour in the morning is worth two in the evening. It never rains but it pours. Don’t look a gift horse in the mouth. Make hay while the sun shines.

**Theme 9. Phraseology: Principles of Classification**

**I. Consider your answers to the following.**

1.What is the basis of the traditional and the oldest principle for classifying phraseological units?

2.What other criteria can be used for the classification of phraseological units?

3.Do you share the opinion that in idioms the original associations are partly or wholly

lost? Are we entirely free from the picture built up by the current meanings of the

individual words in idioms? Illustrate your answer with different examples.

4.What are the merits and disadvantages of the thematic principle of classification for

phraseological units?

5.Explain the semantic principle of classification for phraseological units.

6.What is the basis of the structural principle of classification for phraseological units?

**II.Classify the following idioms phraseological units according to Vinogradov’s classification system**.

**To keep your head** is to remain calm, but **to lose it** is to panic and do something foolish. If **something is above or over your head**, it is too difficult for you to understand. An **egg-head** is intellectual, and someone who has **his head screwd** on, is very sensible.

If you **split hairs**, you are very pedantic, but if you **don’t turn a hair** you are very calm.

To **pay through the nose** is to pay a very high price for something, but if you **turn up your nose at something** you despise it. If **you are all ears**, you listen very carefully,and if you **keep your ear to the ground**, you listen and watch out for signs of futureevents. **To see eye to eye with someone** is to agree with them, and if you **don’t bat an eyelid,** you show no surprise or excitement. If you are **down on the mouth**, you’rerather depressed. A **stiff upper lip** is the traditionally British quality of not showing anyemotions in times of trouble.

**To have your tongue in your cheek** is to say one thing and mean something else.

**To have a sweet tooth** is to have a taste for sweet food, and **to do something by the skin of your teeth** is just manage to do it.

**To stick your neck out** is to do something risky or dangerous, and **to keep someone at arm’s length** is to avoid getting too friendly with them. **To be highhanded** is to behave in a superior fashion, but **to lend someone a hand** is to helpthem. If you **have a finger in every pie**, you are involved in many different projects, andif **you have green fingers** , you are very good at gardening. **To be all fingers and thumbs** is to be very clumsy, and **to be under someone’s thumb** is to be under theirinfluence. If **you pull someone’s leg**, you tease them, and if **you haven’t a leg to stand on**, you have no reason or justification for what you do. **To put your foot down** is to insist on something and **to fall on your feet** is to be very fortunate. **To find your feet** is to become used to a new situation, but **to get cold feet** is to become frightenedor nervous about something. If you **put your foot in it**, you say or do something toupset or annoy someone else, and **if you tread on someone’s toes** you do the samewithout meaning it.

**III. Decide on what principles the idioms are selected.**

If you feel under the weather, you don’t feel very well, and if you make heavy weather of something, you make it more difficult than it needs to be. Someone with a sunny disposition is always cheerful and happy, but a person with his head in the clouds does not pay much attention to what is going on around him. To have a place in the sun is to enjoy a favourable position, and to go everywhere under the sun is to travel all over the world. Someone who is under a cloud is in disgrace or under suspicion, and a person who is snowed under with work is overwhelmed with it. When you break the ice, you get to know someone better, but if you cut no ice with someone, you have no effect on them. To keep smth. on ice or in cold storage is to reserve it for the future, and to

skate on thin ice is to be in a dangerous or risky situation. If smth. is in the wind, it is being secretly planned, and if you have the wind up, you became frightened. To throw caution to the winds is to abandon it and act recklessly, but to see how the wind blows is to find out how people are thinking before you act. If you take the wind out of someone’s sails, you gain the advantage over him by saying or doing smth. first. To save smth. for a rainy day is to put some money aside for when it is needed. To do smth. come rain or shine is to do it whatever the circumstances. Finally, everyone

knows that it never rains but it pours, that problems and difficulties always come together. But every cloud has a silver lining – every misfortune has a good side.

IV.**Complete the following sentences, using the phraseological units in the list below**.

1.If I pay my rent, I won’t have any money to buy food. I’m between -----------.

2.It’s no use grumbling about your problems – we’re all ---------------------.

3.He’s sold his house and his business to go to Africa, so re’s really ---------------.

4.She prefers not to rely on anyone else, she likes to -----------------------------.

5.They didn’t know whether to get married or not, but they finally -------------------.

6.You can’t expect everything to go right all the time, you must learn to ----------------.

to take the rough with the smooth; between the devil and the deep sea; to take the

plunge; in the same boat; to paddle one’s own canoe; to burn one’s boats.

V. **Complete the following sentences, using the words from the list below.**

1. She was so embarrassed that she went as red as a ---------------------------.

2.I can carry the suitcase easily, it’s as light as a -------------------------------------.

3.The room is as warm as ------------------------------------------------.

4 My sister does so many things that she’s always as busy as a ---------------------------.

5.He’s as proud as a -------------------- of his new car.

6.It’s as cold as ---------------------- in the room.

7.Once he’s made his mind, he’ll never change it, he’s as stubborn as a -----------------.

8.she was so frightened that her face went as white as a -------------------.

9.The postman always calls at 8 o’clock, he’s as regular as -------------------.

10.He’s as thin as a -----------------------------------.

ice, beetroot, mule, feather, sheet, toast, clockwork, bee, rail, peacock.

**Theme 10. Word- Building (how English words are made)**

1. Affixation - Native affixes; Productive and Nonproductive Affixes.
2. Conversion.

**I. Consider your answers to the following.**

1.What are the main ways of enriching the English vocabulary?

2.What are the principal productive ways of word-building in English?

3.What do we mean by derivation?

4.What is the difference between frequency and productivity of affixes?

5.Give examples of your own to show that affixes have meanings.

6.Prove that the words a finger and to finger (“to touch or handle with fingers”) are two

words and not the one word finger used either as a noun or as a verb.

7.What features of modern English have produced the high productivity of conversion?

8.Which categories of parts of speech are especially affected by conversion?

9.Prove that the pair of words love, n. and love, v. do not present a case of conversion.

**II. The italicized words in the following extracts are formed by derivation. Write them out**

**in two columns: A.Those formed with the help of productive affixes. B.Those formed**

**with the help of non-productive affixes.**

1.Willie was invited to a party, where **refreshments** were **bountifully** served.

“Won’t you have something more, Willie?” the **hostess** said.

“No, thank you,” replied Willie, with an **expression** of great **satisfaction**. “I’m full.”

“Well, then,” smiled the hostess, “put some **delicious** fruit and cakes in your pocket to

eat on your way home.

“No, thank you,” came the rather **startling** response of Willie, “they are full too.”

2.The scene was a **tiny** wayside railway platform and the sun was going down behind

the **distant** hills. It was a **glorious** sight. An **intending passenger** was chatting with

one of the porters.

“Fine sight, the sun tipping the hills with gold,” said the poetic passenger.

“Yes,” reported the porter; “and to think that I was often as **lucky** as them ‘ills.

3.”You have an **admirable** cook, yet you are always growling about her to your friends.”

“Do you suppose I want her lured away?”

4.Patient:Do you extract teeth **painlessly**?

Dentist:Not always – the other day I nearly **dislocated** my wrist.

5.Dear Daddy-Long Legs.

Please forget about the **dreadful** letter I sent you last week – I was feeling **terribly lonely** and **miserable** and sore-throaty the night I wrote. The head nurse is very bossy.She is tall and thinnish with a dark face and the funniest smile. Please forgive me forbeing impertinent and ungrateful.

**III.Explain the etymology and productivity of the affixes given below.**

ness, ous, ly, y, do, ish, tion, ed, en, ess, or, er, hood, less, ate, ing, al, ful, un, re, im (in), dis, over-, ab-.

**IV.Deduce the meanings of the following derivations from the meanings of their constituents. What are the meanings of the affixes in the words under examination?**

Reddish,adj.; overwrite,v.; irregular, adj.; illegal, adj.; retype, v.; old-womanish, adj.; disrespectable, adj.; inexpensive, adj.; unladylike, adj.; disorganize, v.; renew, v.; eatable, adj.; overdress,v.; disinfection, n.; snobbish, adj.; tallish, adj.; sandy, adj.; breakable, adj.

**V.Find cases of conversion in the following sentences.**

1.The clerk was eyeing him expectantly. 2.Under the cover of that protective din he was able to toy with a steaming dish which his waiter had brought. 3.an aggressive man battled his way to Stout’s side. 4.Just a few yards from the front door of the bar there was an elderly woman comfortably seated on a chair, holding a hose linked to a tap and watering the pavement. 5.What are you doing here? I’m tidying your room. 6.My seat was in the middle of a row. I could not leave without inconveniencing a great many people, so I remained. 7.How on earth do you remember to milk the cows and give pigs their dinner? 8.Ten minutes later I was speeding along in the direction of Cape Town. 9.Restaurants in all large cities have their ups and downs.

**VI.One of the italicized words in the following examples was made from the other by**

**conversion. What semantic correlations exist between them?**

1.a)”You’ve got a funny **nose**,” he added. b)He began to **nose** about. He pulled out a drawer after drawer, pottering round like an old bloodhound. 2.a)I’d seen so many cases of fellows who had become perfect slaves of their **valets**. b)I supposed that while he had been **valeting** old Florence must have trodden on his toes in some way. 3.a)It so happened that the night before I had been present at a rather cheery little **supper**. b)So the next night I took him him along to **supper** with me. 4.a)Buck seized his **hand** in his teeth. b)The desk clerk **handed** me the key. 5.a)A small hairy object sprang from a basket and stood yapping in the middle of the **room**. b)There are advantages, you see, about **rooming** with Julia. 6.a)I’m engaged for **lunch**, but I’ve plenty of time. b)There

was a time when he and I had been lads about town together, **lunching** and dining together practically every day. 7.a)Mr.Biffen rang up on the **telephone** while you were in your bath. b)I found Muriel singer ther, sitting by herself at a table near the door. Corky, I took it, was out **telephoning**. 8.Use small **nails** and **nail** the pictire on the wall. 9.a)I could just see that he was waving a letter or something equally foul in my **face**. b)When the bell stopped, Crane turned around and **faced** the students seated in rows before him. 10.a)Lizzie is a good cook. b)She cooks the meals in his house. 11.a)The **wolf** was suspicious and afraid. b)The boy **wolfed** a plateful. 12.Use the bigger **hammer** for those nails and **hamme**r them in well. 13.a)Show me your little **finger**. b) The coach **fingered** the papers on his desk. 14.a)These men wanted **dogs**. b)This woman **dogs** me.

**VII.Explain the semantic correlation between the following pairs of words.**

Shelter – to shelter, park – to park, groom – to groom, elbow – to elbow, breakfast – to

breakfast, pin – to pin, trap – to trap, fish – to fish, head – to head, nurse – to nurse.

**VIII.Deduce the meanings and use them in constructing sentences of your own.**

star – to star, picture – to picture, colour – to colour, blush – to blush, key- to key, fool –

to fool, breakfast – to breakfast, house – to house, monkey – to monkey, fork – to fork,

slice – to slice, age – to age, touch – to touch, make – to make, finger – to finger, empty

adj. – to empty, poor adj. – the poor, n. pale, adj. – to pale, dry, adj. – to dry, nurse – to

nurse, dress – to dress, floor – to floor.

**Theme 11. Composition**

**1.Consider your answers to the following.**

1.What is understood by composition? What do we call words made by this type of word-building?

2.Into what groups and subgroups can compounds be subdivided structurally? Illustrate

your answer with examples.

3.Which types of composition are productive in Modern English? How can this be demonstrated?

4.What are the interrelationships between the meaning of a compound word and the meanings of its constituent parts? Point out the principal cases and give examples.

**II. Find compounds in the following sentences and extracts and write them out in three columns: A. Neutral compounds. B. Morphological compounds. C. Syntactic compounds.**

1. During a tour of the shops in the West End Pat and Jack came to an expensivelooking barber’s. “Razors!” exclaimed Pat. “You want one, don’t you? There’s a beauty there for twenty-five shillings, and there’s another for thirty. Which would you sooner have?” “A beard,” said Jack, walking off.

2. The children were in the midst of a free-for-all (a fight without rules).

3. That night, as they cold-suppered together, Barmy cleared his throat and looked across at Pango with a sad sweet smile. “You never can plan and scheme and weigh your every action, because you never can tell when doing such-and-such won’t make so-and-so happen – while, on the other hand, if you do so-and-so happen – while, on the other hand, if you do so-and-so it may just as easily lead to such-and-such.

4.On the side of your travelling-bag is your name.

5.”I’ve had nothing to eat for three days”, he said. “would you spare an old man a bite of dinner?”

“I should say not, you good-for-nothing loafer,” said the landlady and slammed the door in his face.

6.”Where are you living Grumpy”?

“In the Park. The fresh-air treatment is all the thing nowadays”.

7.Arriving home one evening a man found the house locked up. He climbed upon the shed roof and with much difficulty entered through a second-story window. On the dining-room table he found a note from his absent-minded wife: “I have gone out. You’ ll find the key under the door mat.

8.One balmy, blue-and-white morning the old woman stood in her long, tidy garden and looked up at her small neat cottage. Its tip-tilted roof was new and its its well-fitting doors had been painted blue. Its newly-hung curtains were gay … bird-early nextmmorning she went into dew-drenched garden.

**III.Identify the neutral compounds in the word combinations given below and write them**

**out in 3 columns: A.Simple neutral compounds. B.Neutral derived compounds. C.neutral**

**contracted compounds.**

An air-conditioned hall; a glass-walled room; to fight against H-bomb; a loud revolvershot;

a high-pitched voice; a heavy topcoat; a car’s windshield; a snow-white handkerchief; a radio-equipped car; thousands of gold-seekers; a big hunting-knife; to howl long and wolf-like.

**IV.Arrange the compounds given below into two groups: a. Idiomatic. B.Non-idiomatic.**

**Say whether the semantic change within idiomatic compounds is partial or total.**

Light-hearted, butterfly, homebody, cabman, medium-sized, blackberry, bluebell, goodfor-

nothing, wolf-dog, highway, dragon-fly, looking-glass, greengrocer, bluestocking, gooseberry, necklace, earthquake, lazy-bones.

**V. Identify the compounds in the word-groups below. Say as much as you can about**

**their structure and semantics.**

A heavy snowfall, an automobile salesman, corn-coloured chiffon, vehicle searchlights, Afro American, to disembark a stowaway, stoop-shouldered man, a somewhat matter-of- fact manner, a fur-lined boot, to pick forget-me-nots and lilies-of-the-valley, a small T-shirt.

**Theme 12. Minor Ways of Word-Building**

1. Shortening (Contraction).
2. Sound-Imitation (Onomatopoeia).
3. Reduplication.
4. Back-formation (Reversion)

**I. Consider your answers to the following.**

1.What are the criteria for distinguishing between a compound and a word-combination?

2.What are the italicized elements in the words given below? what makes them different from affixes? from stems? Statesman, waterproof, cat-like, trustworthy.

3.What are the two processes of making shortenings? Explain the productivity of this way of word-building and stylistic characteristic of shortened words. Give examples.

4.What minor processes of word-building do you know? Illustrate your answer with examples.

**II.Say whether the following lexical units are word-groups or compounds.**

Railway platform, snowman, light dress, traffic light, railway station, landing field, film star, white man, hungry dog, medical man, landing plane, top hat, distant star, small house, green light, evening dressblack skirt, medical student, hot dog, blue dress, Ushaped trap, black shirt.

**III.Find shortenings and specify the method of their formation**

1.Doc, I got bad eyes.

2.I feel O.k.

3.Two planes collided in the mid-air.

**IV. What is the type of word-building by which the italicized words in the following**

**extracts were made?**

1.If they’d anything to tell each other, they could **hob-nob** (to be on familiar terms) over

**beef-tea** in a **perfectly** casual and natural manner.

2.Six cats were **meowing piteously**.

3.he was anxious to **broadcast** the fact.

4Itook the lib of barging in.

5.Pots were boiling and **bubbling** on huge stoves, and kettles were **hissing**, and pans were **sizzling,** and strange iron machines were **clanking** and **spluttering**.

6.I’d work for him, steal for him, *slave* for him, even **beg f**or him.

*Додаток 2*

**Методичні вказівки до контрольних робіт з дисципліни**

Поточний контроль

Тестові завдання укладено відповідно до навчального плану та Програми, співвідносяться з цілями та змістом навчальної програми з лексикології і передбачають вивчення основних теоретичних і практичних положень курсу.

Метою підсумкового контролю є визначення рівня володіння студентами цією дисципліною, та перевірка сформованості лексичних та морфологічних знань, умінь та навичок

**Модуль 1. Semantics. Semantic Groups of Words**

**Контрольна робота №1**

**Варіант І**

I. Give synonyms to the words in bold type

1. "I want to be quite **frank** with you" (W. S. Maugham).

2. The Avon SwimClub appeared to be a very **luxurious** complex (R. Ludlum).

3. **Grinning**, satisfied with himself, he stood away from the car (Sh. Jackson).

4. Isabel sat quite **still** at her dressing table (K. Morris).

5. In a **swift**, reflex action, Amandaris swung the wheel sharply to the left (S. Sheldon).

II. Classify the words in bold type into homographs, homophones and absolute homonyms.

1. a) **Minute by minute**, the silence seemed to grow more pregnant with Possibilities (A. Christie). b) Poirot was busy mopping a grey suit with a **minute** sponge (Id.).

2. a) The terrace tiles were already warm under her **bare** feet (J. Mortimer). b) The **bear** was huge. Reared up on its hind legs, it loomed over her... (B. Lowry).

3. a) "I didn't **lead** the man there" (J. Lindsay). b) Jack stirred slightly. His head was heavy - heavy as **lead** (A. Christie).

4. a) "Monsieur Poirot?" said Lord Estair interrogatively. My friend **bowed** (A. Christie). b) The arrow had been fired from an unusually weak **bow** - one of about fifteen pounds pull (A. Forges).

III. a) Find the homophones to the following words. b) Give the Ukrainian/Hungarian equivalents to these homophones.

Meat, oar, pair, paw, piece, pole, rain, right, sail, sea, sell, sole, son, sow, suite.

IV.a) State the source of the following idioms. b) Give their Ukrainian /Hungarian equivalents.

Achilles' heel, to cross the Rubicon, to cut the Gordian knot, Damocle's sword, forbidden fruit, Judas' kiss, a labour of Hercules, the lion's share, the massacre of the innocents.

V.Translate the following English proverbs into Ukrainian/Hungarian.

1. As you sow, you shall mow.

2. Don't teach your grandmother to suck eggs.

3. East or West, home is best.

**Контрольна робота №1**

**Варіант ІІ**

I. Give synonyms to the words in bold type

1. It was an ordinary bus **trip** with crying babies and hot sun (J. Kerouac).

2. There was **complete** silence... You could have heard a feather falling (R. Stout).

3. "I used to work in the theater." "An actress!" This idea **stirred** Caroline (I. McEwan).

4. " When she laughed it came out **loose** and young (T. Morrison).

5. Walden's face glistened with **sweat** (R. Chandler).

II.Classify the words in bold type into homographs, homophones and absolute homonyms.

1. a) The cupped receiver made a biasing sea-sound. Like the sound of distant surf you heard when you held a sea **shell** over your ear (Ch. Barnard, S. Stander). b) He dropped the gun. Barney picked it up, jacked a **shell** into the chamber, and handed the gun back (E. Queen).

2. a) He was of medium height, his face was rather long and **pale**, his eyes looked tired (D.H. Lawrence). b) She... went down the stairs and drew from the sink on the ground floor a **pail** of water (E. L. Doctorow).

3. a) She lined up their shoes in the cupboard in a tidy **row** (I. McEwan). b) "Scandals all round us. What a **row** everyone makes" (A. Christie).

4. a) She wished she could run a million miles away. Away from her husband who had cried and wailed constantly for a **week** (G. Parker). b) "You can go in now, Mr. Edge," she said, "but don't stay too long. He's still very **weak**" (H. Robbins).

III. a) Find the homophones to the following words. b) Give the Ukrainian/Hungarian equivalents to these homophones.

Air, birth, coarse, cite, dessert, fare, fir, flower, hare, heal, key, knight, whole.

IV.a) State the source of the following idioms. b) Give their Ukrainian/Hungarian equivalents.

Procrustes' bed, the serpent in the tree, Sisyphean labour, Solomon judgement, , thirty pieces of silver, the Trojan horse, to turn the other cheek, an ugly duckling, a wolf in a sheep's clothing.

V.Translate the following English proverbs into Ukrainian/Hungarian.

1. A bird in the hand is worth two in the bush.

2. A fault confessed is half redressed.

3. First catch your hare, then cook him;

**Контрольна робота №2**

Модуль 2. Etymological Survey of English Word-Stock. Word-Building in Modern English.

**Варіант І**

І. Classify the stems of the words given below into simple, derived, compound; free, bound, semi-bound.

Babylike, bluebell, blue-eyed, book, busload, cameraman, colour-blindness, crossing, document, dusty, enrich, fashionmonger, foolishness, foresee, furnitureless, gladden, grannulate, headachy, homeless, hyperslow.

ІІ. State the origin of the prefixes and suffixes in the following words

Actor, afternoon, antithesis, apologize, auntie, badly, brighten, bicycle businesslike, clockwise, contradict, co-operate, counterattack, cruelty, darkness dismiss, doggy, domestic, dramatist, duckling, emergency,трикотажний (machine, knit), цілеспрямований (goal, direct).

ІІІ. Translate the following words and phrases into English using the stems in brackets.

Доброзичливий (well, mean), загорілий (sun, burn), закоренілий (deep, root), заспівувач xopy (choir, lead), любитель музики (music, love), малосольний (fresh, salt), напівзруйнований (halfruin), непосильний (back, break), обморожений (frost, bite), спортсмен-парашутист (sky, dive), товстошкірий (thick, skin).

IV. Give Ukrainian/Hungarian equivalents for the compounds given below. Set off endocentric and exocentric compounds.

Raincoat, bookshelf, buttercup, lady-killer, wrist-watch, sweet-tooth, textbook, oilcloth, break-down, killjoy

V. Arrange the following words in four columns according to the type of clipping.

ad, bus, cab, chute, combi, deli, disco, divi, dub, exam, fan, fancy, fence, flu, fridge, lab, mike, Bess, Kate.

**Контрольна робота №2**

**Варіант ІІ**

І. Classify the stems of the words given below into simple, derived, compound; free, bound, semi-bound.

Irresponsibility, kind-heartedness, look, old-maidish, playwright, purify, reddish, resist, rewrite, shock-proof, shoemaker, small, snow-whiteness, sunflower, take, truckload, trustworthy, unbutton, unfriendliness, unpleasantness.

ІІ. State the origin of the prefixes and suffixes in the following words:

Feeling, freedom, friendship, government, graduate, grayish guidance, heroism, homeward(s), hopeful, illogical, international, inability irregular, magnify, miner, motherhood, obedience organization, overall, poetess.

Translate the following words and phrases into English using the stems in brackets:

Aвтоматичний (self, act), багатосторонній (many, side), безвільний (weak, will), безжурний (light, heart), бухгалтер (book, keep), вантажник (freight, handle, веселощі (merry, make), вибійник(coat, out), власник землі(land, own), воротар (goal, keep), врівноважений (even, mind), гучномовець (loud, speak), далекозорий (long, sight)

III. Give Ukrainian/Hungarian equivalents for the compounds given below. Set off endocentric and exocentric compounds.

Dining-room, blood-pressure, plum-pudding, , jelly-fish, forget-me-not, hole-in-the-wall, season-ticket, know-all.

IV. Arrange the following words in four columns according to the type of clipping.

Phone, plane, pop, prefab, props, retro, specs, tech, teeny, frank, vac, vamp, veggies, Becky, Bella, Tony.

**Підсумковий контроль**

Тестові завдання укладено відповідно до навчального плану та робочої програми означеної дисципліни, співвідносяться з окресленими цілями, змістом і передбачають вивчення основних теоретичних і практичних положень курсу.

Вид тестових завдань – завдання на вибір однієї правильної відповіді. Усі тести закритого типу. Кожне тестове завдання містить 4 варіанти відповідей, з яких одна – правильна.

**Варіант І**

1. Lexicology is the part of linguistics dealing with \_\_\_\_\_\_\_\_\_\_

b) studying of sounds as articulator and acoustic units which serve communicative purposes;

c) the vocabulary of the language and properties of the words as the main units of language;

d) studying of grammatical structure of Modern English;

e) studying history of the language.

2. Words of identical origin that occur in several languages as a result of simultaneous or successive borrowings from ultimate source are called \_\_\_\_\_\_\_\_\_

a) ethymological doublets;

b) hybrids;

c) international words;

d) loan words.

3. Terminal suffixes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a) are used for making terms;

b) can be followed by other suffixes;

c) take only the final position;

d) can take any position.

4. Etymological isolation when the word loses its ties with other word or words with which it was formerly connected and associated ceases to be understood as belonging to its original word-family is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a) demotivation;

b) simplification;

c) derivation;

d) back-formation.

5. The process of using words themselves as raw material for making new words is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a) word-building;

b) derivation;

c) compounding ;

d) word-forming.

6. Hybrids are:

a) words that are made of elements derived from two or more different languages;

b) two or more words of the same language which were derived by different routes from the same basic word;

c) words that occur in several languages as a result of simultaneous borrowings from ultimate usage;

d) words which occur only in ancient languages.

7. Compounds with two constituent elements, the determination and the determinant are called \_\_\_\_\_

a) exocentric;

b) endocentric;

c) bahuvrihi;

d) juxtepositional.

8. To what group of shortened words belong the following words: Alex, ad; lab, exam

a) syncope;

b) aphaeresis;

c) apocope;

d) ) syncope and aphaeresis combined.

9. Suffix – fy / ify in the words : terrify,intensify, ratify, specify belongs to:

a) noun-forming suffix;

b) verb-forming suffix;

c) adjective- forming suffix;

d) numeral-forming suffix.

10. Naming of an action or thing by more o less exact reproduction of a sound associated with it is called:

a) back-formation;

b) clipping;

c) abbreviation;

d) sound-imitation.

11. Extension is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a) the process when words rise from humble beginnings to position of greater importance;

b) the process when for one reason or another a word falls into disrepute;

c) commonly combined with a higher degree of abstraction than implied in the earlier meaning of the word;

d) the process when a word of wide meaning acquires a narrower sense.

12. Formations which combine two words and include the letters or sounds they have in common as connecting element is called

a) blends;

b) clipping;

c) abbreviation;

d) conversion.

13. Type of word-formation, when a new word is produced by means of omitting a certain part of a longer word is called :

a) sound-imitation;

b) conversation;

c) blending;

d) shortening.

14. The following words : to plant, to milk, to summer, to empty are made by means of:

a) blending;

b) clipping;

c) conversion;

d) abbreviation.

15. Choose the word which is the antonym of the word: to refuse

a) to forbid;

b) to agree;

c) to disagree;

d) to deny.

16. To what group of synonyms belong the following : blank, empty, vacant

a) relative;

b) absolute;

c) contextual;

d) stylistic.

17. The following pairs of words : ball (n) – ball (n); can (v) – саn(n) belong to:

а) homophones ;

b) perfect homonyms ;

с)homographs;

d)paronyms.

18. Choose the correct arrangement of the ideographic synonyms according to the degree of intensity:`

a) beg, ask, implore;

b) implore, beg, ask;

c) ask, beg, implore;

d) ask, implore, beg.

19. Following pairs of words: sweet - suit; whether – weather; reign –rain belong to :

a) homonyms proper ;

b) homographs;

c) homophones;

d) paronyms.

20. Choose the key word to complete the idiom: he used the business profits to \_\_\_\_\_\_\_\_\_nest a) feather;

b) enrich;

c) build;

d) decorate.

21. Contextual synonyms:

a) denote different shades of meaning or different degrees of a given quality;

b) differ in their evaluative and emotional-expressive overtones;

c) are similar in meaning only under some specific distributional conditions;

d) have one and the same meaning and are interchangeable in any context.

22. Morpheme – ceive in the words conceive, deceive, , perceive, receive is:

a) free morpheme;

b) bound base (stem);

c) positional variant of morpheme;

d) allomorph.

23. English morphemes can be divided into:

a) terminal and non-terminal;

b) bound bases and stems;

c) free and bound morphemes;

d) allomorphs and non allomorphs.

24. Words formed by a simultaneous process of composition and derivation are called:

a) derivational compounds;

b) compounds;

c) derived words;

d) bahuvrihi goup.

25. Derivational suffixes are morphemes \_\_\_\_\_\_\_\_\_\_

a) serving as stems for derivation but never appear as free forms;

b) serving to make new words;

c) of wide occurrence conveying grammatical meaning;

d) appearing as free forms.

26. . Initial clipping of a word is called

a) syncope;

b) apocope;

c) aphaeresis;

d) syncope and aphaeresis combined.

27. Choose the word which is the synonym of the given word: brief

a)long;

b) short;

c) quiet;

d) little.

28. The following words: specs, maths, ma’am are formed by means of:

a) syncope;

b) apocope;

c) aphaeresis;

d) apocope an aphaeresis combined.

29. The phrase: A pretty cattle of fish belongs to:

a) standardized phrases;

b) phraseological unities

c) phraseological fusions or iron-cast idioms

d) set expressions

30. The process when for one reason or another a word falls into disrepute is called

a) elevation;

b) degradation;

c) narrowing;

d) extention.

**Варіант ІІ**

1. It is supposed that the Scandinavian element in Modern English amounts to \_\_\_\_\_

a) 1000 phrases;

b) 650 root words;

c) 300 set expressions;

d) 500 words.

2. Positional variants of a morpheme occurring in a specific environment and characterized by complementary distribution are called \_\_\_\_\_\_\_\_\_\_\_\_\_

a) bound bases;

b) free morphemes;

c) bound morphemes;

d) allomorphs.

3. The process of forming new words in different parts of speech but without adding any derivative element, so that the basic form of the original and the basic form of the derived words are homonymous is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a) conversion or zero derivation;

b) shortening or clipping;

c) blending;

d) abbreviation.

4. The predominant type of English compounds are :

a) compounds by means of linking element “o”;

b ) compounds by means of linking element “s”;

c) juxtapositional compounds;

d) compounds by means of preposition as a linking element .

5. The term onomatopoeia is a synonym to:

a) sound-imitation or echoism;

b) conversion or zero-derivation;

c) blending or telescoping;

d) shortening or clipping.

6. The phrase to smell a rat is translated

a) смердіти пацюком;

b) бути у безвиході ;

c) відчути щось недобре, підозрювати;

d) відчувати запах пацюка.

7. Morpheme – ceive in the words conceive, deceive, , perceive, receive is:

a) free morpheme;

b) bound base (stem);

c) positional variant of morpheme;

d) allomorph.

8. The suffixes : able, ish, ful, less are:

a) adjective- forming;

b) noun-forming;

c) verb-forming;

d) numeral-forming.

9. Following pairs of words: no – know; once –one’s belong to:

a) perfect homonyms ;

b) homographs;

c) homophones;

d) paronyms.

10. The following pairs of words contents - context ; lawyer - lower belong to:

a) homonyms;

b) paronyms;

c) synonyms;

d) homographs.

11.The phrase top dog is translated:

a) висока собака;

b) першокласна собака;

c) собака, що перемогла у бою;

d) краща собака.

12.Choose the key word to complete the idiom: Friend may let you down, but your family will always stand by you. Blood is thicker than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a) tea;

b) wine;

c) coffee;

d) water.

13. Morphemes serving to make new words are called:

a) inflectional suffixes;

b) derivational suffixes;

c) allomorphs;

d) free morphemes.

14. State to what group of compounds belong the following words: bigwig, blackmouth, greenhorn

a) exocentric compound;

b) endocentric compound;

c) bahuvrihi group;

d) ablaut combination.

15. Paronyms are:

a)Two or more words of the same language belonging to same part of speech, identical in style, associated and often used together so that their denotative meanings render contradictory or contrary notions;

b)Words that are kindred in origin, sound and meaning and therefore liable to be mixed but in fact different in meaning and usage and therefore only mistakenly interchanged;

c)Two or more words of the same language, belonging to the same part of speech and possessing one or more identical or nearly identical denotational meanings, interchangeable, at least in some context ;

d)Words of the same sound but different spelling and meaning.

16. State in what respect the following synonyms differ: begin, commence, start

a)do not differ;

b)in shades of meaning;

c)in context;

d)in style.

17. Absolute antonyms are also called

a) total antonyms;

b) root antonyms;

c) derivational antonyms;

d) perfect antonyms.

18. To what group of synonyms belong the following: father, dad, parent

a) contextual;

b) stylistic;

c) relative;

d) absolute.

19. The following pairs of words : soul – sole, court – caught, sun –son belong to:

a) synomyms.

b) perfect homonyms ;

c) homographs;

d) homophones

20. What is the structural type of the following words : bald-headed, ill-mannered, three-coloured, long-legged:

a) derived;

b) compounds;

c) derivational compounds;

d) simple.

21. Morpheme clued in the words conclude, occlude, include, preclude is:

a) free morpheme;

b) bound morpheme;

c) positional variant of morpheme;

d) allomorph.

22. Type of word-formation, when new words are produced in the same part of speech is called :

a) shortening;

b) conversation;

c) blending;

d) sound-imitation.

23.The following fords : brunch, smog, slanguage, radiotrition are made by means of:

a) clipping;

b) blending;

c) abbreviation;

d) conversion.

24. The following words: fan, cap, exam, lab, doc are formed by means of:

a) apocope;

b) syncope;

c) aphaeresis;

d) apocope an aphaeresis combined.

25. The process when a word of wide meaning acquires a narrower sense , in which it is applicable only to some of the objects which it previously denoted is called

a) extension;

b) narrowing;

c) degradation;

d)elevation.

26. Stock-phrases which differ so much from the natural meanings to be gathered from the component words that their meaning can never be derived as a whole from the conjoined meanings of its elements are called

a) standardized phrases;

b) phraseological unities;

c) ) phraseological fusions or iron-cast idioms;

d) set expressions.

27. Two or more words of the same language belonging to same part of speech, identical in style, associated and often used together so that their denotative meanings render contradictory or contrary notions are called:

a) antonyms;

b) synonyms;

c) homonyms;

d) paronyms.

28 . Choose the word which is the antonym of the word given:industrious

a) floppy;

b) lazy;

c) hard-working;

d) joyful.

29. The following pairs of words : minute (n) – minute (adj); baw (v) – baw(n) belong to:

a) homophones ;

b) perfect homonyms ;

c)homographs;

d) synonyms.

30. Lexicography is:

a) a science about lexical units in the language;

b) a science of compiling dictionaries;

c) a science about word-building;

d) a science of correct writing words;