

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ ИМЕНИ АКАДЕМИКА С. П. КОРОЛЕВА»
(САМАРСКИЙ УНИВЕРСИТЕТ)

ЛЕКСИКОЛОГИЯ СОВРЕМЕННОГО АНГЛИЙСКОГО ЯЗЫКА (ENGLISH LEXICOLOGY)

Рекомендовано редакционно-издательским советом федерального государственного автономного образовательного учреждения высшего образования «Самарский национальный исследовательский университет имени академика С. П. Королева» в качестве методических указаний для студентов Самарского университета, обучающихся по основной образовательной программе высшего образования по направлению подготовки 45.03.01 Филология

Составители: Т.А. Гуральник,
В.Д. Шевченко

САМАРА
Издательство Самарского университета
2018

УДК 42 (075)

ББК 81.2я7

Составители: *Т.А. Гуральник, В.Д. Шевченко*

Рецензент: д-р филол. наук, проф. С.И. Д у б и н и н

Лексикология современного английского языка (English lexicology):
метод. указания / *Т.А. Гуральник, В.Д. Шевченко*. – Самара: Изд-во Самарского университета, 2018. – 40 с.

Цель курса «Лексикология» заключается в систематизации теоретических знаний и практических навыков в области лексикологии английского языка, в формировании прочной лингвистической основы в структуре профессиональных компетенций бакалавров.

В связи с данной целевой установкой предлагаемая программа семинарских занятий включает обсуждение теоретических аспектов курса и выполнение практических заданий, предназначенных для закрепления знаний, полученных студентами в лекционном курсе «Лексикология», а также в процессе самостоятельной работы с учебными пособиями и теоретическими работами по основным проблемам формирования и развития словарного состава современного английского языка.

Основными формами контроля на семинарских занятиях являются: опрос по теоретическим аспектам курса, отчетность о выполнении практических заданий, подготовка теоретических сообщений реферативного характера.

Предназначены для студентов, обучающихся по направлениям подготовки 45.03.01 Филология.

УДК 42 (075)

ББК 81.2я7

© Самарский университет, 2018

SEMINAR № 1

English Vocabulary as a System

A. Points for discussion:

1. The object of lexicology. Theoretical and practical value of lexicology. Links of lexicology with linguistic and social sciences.

2. The word as the basic unit of lexicology. Paradigmatic and syntagmatic relations in the vocabulary.

3. Principles of vocabulary study: a) non-semantic morphological groupings; b) lexical and semantic fields; c) lexical-grammatical groupings; d) thematic and ideographic groups.

4. Territorial variation of the English language: lexical differences between British and American English.

5. Stylistic stratification of the English vocabulary. Lexical layers in English vocabulary: a) learned and official words; b) poetic words; c) colloquialisms and slang; d) neologisms, obsolete and archaic words;

Glossary: historical lexicology, descriptive lexicology, paradigmatics (paradigm), syntagmatics (syntagma), lexicon, vocabulary, word-stock, dialect, national variety, colloquialism, slang, neologism, obsolete word, archaic word, historical word

Recommended References:

Antrushina et al. English Lexicology. Chapters 1 & 2, pp.6- 21, 27-38.

Arnold I.V. The English Word. M.,1986., pp.9-12, 199-209, 216-220, 243-251.

Дубенец Э.М. Modern English Lexicology. Theory and Practice. M.: 2002, pp 4-5, 141-153.

B. Assignments

Exercise 1.a) Classify the following nouns into subgroups assuming that nouns can further be subdivided into N object, N action →N instant action or N process, N agent etc.

Abbey, alteration, ace, back, blame, bureau, circus, confession, cream, cut, day, division, dive, docker, fortune, gipsy, giggling, hurry, jump, knocker, laughter, maker, monument, person, process, run, satisfaction, shape, table, writer.

b) Divide the above nouns into 1) concrete 2) abstract;

c) countable;

d) uncountable

Exercise 2. Write collocations for the words “book”, “tree”, “girl”

e.g. the bark of a tree, girl's book

approach, bark, big, boy, branch, cry, culmination, dress, exciting, green, grow, interesting, laugh, leaves, little, long, mischief, naughty, plot, pretty, run, smart, soil, style, sulk, tall, thick, write.

Exercise 3. Organize the following words into logical groups comprising the general and the particular. Suggest a general term (hyperonym) for each group

e.g. vehicle: truck, bicycle, train

animal, asparagus, beet, building, bull, bungalo, bush, cabbage, carrot, cat, cottage, dog, fiction, flower, football, grass, horse, mansion, novel, onion, plant, polo, short story, sport, story, swimming, tennis, tree, vegetable, villa

Exercise 4. a) State the stylistic differences between the words in the following pairs. Consult the dictionary if necessary.

nightly - nocturnal, yearly - annual, cloudy - nebulous, heavenly - celestial, womanly - feminine, brotherly - fraternal, bodily - corporeal, goodly - considerable, friendly - benevolent, homely - domestic, truthful - veracious, earthly - terrestrial

b) Fill in the blanks with stylistically correct word from the list above

He gave me a _____ answer. 2. The astronomers used an extremely elaborate _____ map. 3. To enable the struggling authors to live Smith established a _____ society. 4. New ideas were introduced both into the foreign

and _____ policy. 5. She looked at him, her eyes _____ with sleep. 6. This specimen belongs to a species of _____ animals. 7. She was in _____ fear of the man. 8. The place had a _____ air and the child soon quieted down. 9. This is an _____ publication. 10 She looked very _____ in her new dress.

Exercise 5. Read the extracts below and decide which types of discourse they belong to. Underline key stylistically marked words which help you identify the discourse: terms, bookish/poetic words, officialese/literary words etc.

A

Insecurity Haunts North African Regimes

Southern Mediterranean states hope to exploit their growing internal security concerns as a means of intensifying pressure on the European Union to cement inter-regional ties during the Barcelona summit.

Among North African states there is growing insistence that the EU should respond more positively to demands for resources which would bolster the incumbent governments of the region in the face of insecurity they portray as threatening to Europe.

The EU aid package for Mediterranean states, amounting to 4 billion pounds, announced at the Cannes summit in June, is regarded by the beneficiaries as little more as a token gesture. North African states will use the Barcelona meeting to emphasize the link between political insecurity and a lack of investment. The Algerian councilor for foreign affairs says: "It's necessary to give much more money than that provided at Cannes. There cannot be stability and security without the settling of the social questions."

B

The gold paper was stamped with a pattern of ridges and spines, a miniature nautilus wrapped around dark imported chocolate. Unlike cheap candy that clawed and irritated, this confection slipped down the throat and satisfied.

The gold paper was subtly textured and, like fine damask, when angled just so to the light, it revealed secret designs – diamonds – iridescent and intermittent. Opened flat, the foil was about a three-inch square. It never failed to amaze Fei Lo how boxes and bags could be knocked down to a flat piece of hard paper with notches and missing corners. But the spines that formed this shell design could not be flattened. They were hot-stamped into the paper almost permanently giving the wrapped chocolate its crisp elegance. Fei Lo turned the foil over. A shard of chocolate fell free from the crease. He stared at it before knocking it into his mouth.

C

«O God of Earth and Altar
Bow down and hear our cry.
Our earthly rulers falter.
Our people drift and die.
The walls of gold entomb us.
The swords of scorn divide.
Take not thy thunder from us.
But take away our pride.»

Exercise 6. a) Read the two texts and say what country, the United Kingdom or the United States, the girls are from. Make a list of the differences between British and American English. Consult the wordlist of British and American vocabulary at <http://www.english-zone.com/vocab/ae-be.html>.

Trudi:

I got up at seven-thirty. I put on my bathrobe, went into the bathroom and turned on the bath-tub faucets. After my bath I ate breakfast with my parents on the deck. Our apartment's on the fifteenth floor, so the view's terrific. At eight o'clock my mom and I took the elevator to the parking lot underneath our apartment block. First we stopped for gas, then she drove me to school. The freeway was really busy – automobiles everywhere. When I got to school it was raining. Luckily I'd brought my galoshes and an umbrella, so I didn't get wet.

School was OK except that we had a math test before recess. I think I flunked it. Anyway, after school I took a bus downtown to meet my sister., Susan. She became a grade school teacher after she left college last year. We ate out at Chinese restaurant. Personally, I don't like rice, so I ordered French-fries instead. Susan disapproved. After dessert and coffee we paid the check and left. It had stopped raining, but the sidewalks were still wet. Susan gave me a ride home, then I did a history assignment for the next day, watched a movie on TV and went to bed around.

Eileen:

I got up at half past seven. I put on my dressing gown, went into the bathroom and turned on the bath taps. After my bath I had breakfast with my parents on the terrace. Our flat's on the fifteenth floor, so the view's terrific. At eight o'clock my mum and I took the lift to the car park under our block of flats. First we stopped for petrol, then she drove me to school. The motorway was really busy –cars everywhere. When I got to school it was raining. Luckily I'd brought my Wellington boots and an umbrella, so I didn't get wet.

School was OK except that we had a maths exam before break. I think I failed it. Anyway, after school I took a bus to the city centre to meet my sister, Susan. She became a primary school teacher after she left university last year. We went out for dinner to a Chinese restaurant. Personally, I don't like rice, so I ordered chips instead. Susan disapproved. After sweet and coffee we paid the bill and left. It had stopped raining, but the pavements were still wet. Susan gave me a lift home, then I did some history homework for the next day, watched a film on the TV and went to bed.

b) Study the meaning of the following words in British and American English from the “List of words having different meanings in American and British English” at <https://en.wikipedia.org/>

bureau, carnival, casualty (person), coach, custodian, dormitory, faculty, garbage, bathroom, liquor, mate, prom, reader

Exercise 7. It is well known that lexical differences between British and American English are obvious in the vocabularies of the educational systems. Fill in the table with British and American terms. Consult Wikipedia, if necessary

<i>Concept</i>	<i>British English</i>	<i>American English</i>
государственная школа	state school	public school
директор школы		
детский сад		
начальная школа		
средняя школа		
класс (степень обучения)		
старшее звено средней школы		
частная школа		
оценка		
диплом (свидетельство, аттестат) об окончании средней школы		

Clues: principal, public school, grade, primary school, general certificate of secondary education (GSCE), sixth form, infant school, senior high school, headmaster/headmistress, elementary school, private school, mark, high school diploma, comprehensive school, mark, day nursery, form, middle & junior high school

SEMINAR № 2

Etymology of the English Word-Stock

A. Points for discussion

1. The origin of English words.
2. Causes and ways of borrowings.
3. Assimilation of loan words.
4. Loan words impact upon the English vocabulary.
5. Etymological doublets in English.
6. International and pseudo-international words in the English language.

Recommended References:

Antrushina et al. Ibid., Chapters 3 & 4, pp. 44-70.

Arnold I.V. Ibid. pp.252- 255, 259-261

Дубенец Э.М. Ibid., pp. 98 – 123.

Glossary: borrowing, loan word, etymology, etymological doublets, assimilation, international word, pseudo-international word, cognate, source, origin, hybrid

B. Assignments

Exercise 1. Subdivide the following words of native origin into a) Indo-European; b) Germanic; c) English proper.

daughter, woman, land, cow, moon, red, three, lady, always, bear, lord, nose, glad, heart, hand, night, to eat, to see, to make

Exercise 2. Explain the etymology of the following words. Write them down in 3 columns as a) fully assimilated; b) partially assimilated; c) un-assimilated. State the type of assimilation (phonetical, graphical, lexical), if necessary.

pen, hors'd'oeuvre, ballet, beet, butter, skin, take, cup, police, distance, monk, garage, phenomenon, wine, large, justice, lesson, criterion, nice, coup'detat, sequence, gay, port, river, loose, autumn, low, uncle, lunar, bishop, regime, eau-de-Cologne

Exercise 3. State the period when the following words were borrowed into the English language

Wall, cheese, candle, priest, street, music, pepper, philosophy, method, sputnik

Exercise 4. Using an etymological dictionary compare the meanings of the following pairs of words and explain why they are called etymological doublets.

captain – chieftain, canal – channel, goal – jail, shadow – shade, pauper – poor, scar – share

Exercise 5. Do the etymology matching quiz at <http://www.universal-teacher.org.uk/lang/etymolquiz.htm>. Check your answers.

Exercise 6. State the etymological composition of the following words and explain why they are called hybrids

avidly, countless, courtly, faintness, goddess, hindrance, joyful, relationship, unquestionable

Exercise 7. Give at least 10 examples of international words belonging to different spheres of human activity

SEMINAR № 3

Semantic Structure of the English Word.

A. Points for discussion

1. The object of semasiology. The concept and definition of meaning.

2. Types of meaning in English: a) lexical meaning vs the notion; b) grammatical meaning and part-of-speech meaning; c) word meaning and motivation.
3. Word meaning and usage.

Recommended References:

Antrushina et al. Ibid. Chapters 7, pp.129-

Arnold I.V. Ibid, pp, 37-39, 42-47.

Дубенец Э.М. Ibid., pp.123-125.

Glossary: *semasiology, lexical meaning, part-of-speech meaning, denotation, connotation*

B. Assignments:

Exercise 1. Is there any lexical difference between day, day's, days, days'? What is the grammatical meaning of these units? Proceeding from the working definitions of the concepts of lexical meaning and grammatical meaning explain the difference between them

1) tree, tree's, trees, trees; 2) write, wrote, writing, written; 3) writes, sings, runs, goes; 3) boys, girls, students, teachers; 5) colour, colours; colours; 6) bead, beads; beads.

Exercise 2. Explain why the following words are treated as motivated or non-motivated. State the type of motivation (phonetic, grammatical, or semantic) where necessary:

splash, unanswerable, to winter, a bee (трудолюбивый человек), skin-deep, big, to read, baker's dozen.

Exercise 3. Look up the italicized words in the English-English dictionary. Identify the denotative and connotative components of the meaning in the following words. Use the words in the sentences that follow. (Choose either (a) or (b)

a) *murmur, mumble, grumble, mutter, whine, scream*

1. She _____ when she saw the snake. 2. The breakfast was spoiled; everybody was _____ the porridge was burnt. 3. The child was _____ for a toy. 4. "Do you really care for me," Eve _____. 5. "I don't know what the world is coming to", he _____. 6. The stranger _____ something but so indistinctly that I could not make anything out.

b) *walk, stroll, wander, stagger, shuffle, creep, slip, dash*

1. The old man was _____ down the corridor. 2. For a long time he _____ about the town. He _____ out of the room unnoticed. 4. He _____ towards the door, trying to make no noise. 5. He was bumped into by the women who _____ out of the shop doors with their purchases, without looking first to right or left. 6. Now I was quite content to _____ mile after mile through this silent moonlit wood. 7. He _____ towards the door clutching at his wound, and then fell to the door. 8. They _____ down the land hand in hand.

SEMINAR № 4

Polysemy and Change of Meaning

A. Points for discussion

1. The system of meanings in polysemantic words and types of polysemantic development.
2. Diachronic and synchronic approach to the study of polysemy. Historic changeability of semantic structure.
3. Extralinguistic and linguistic factors of semantic changes.
4. Results of semantic change: a) specialization and generalization; b) amelioration and deterioration of meaning.
5. Types of semantic change: a) metaphor, b) metonymy; c) other types.

Recommended References:

Antrushina et al. Ibid. Chapter 8, pp.147 – 160.

Arnold I.V. Ibid., pp.37-76.

Дубенец Э.М. Ibid., pp. 74 – 82, 125 – 127.

Glossary: polysemy, specialization, generalization, amelioration, deterioration (pejoration), metaphor, metonymy, irony, hyperbole

B. Assignments

Exercise 1. Read the entries for the English word “COURT” and the Russian “СУД” in English-English and Russian-English dictionaries. Explain the difference in the semantic structure of both words.

Exercise 2. a) Study the meaning of the verbs in the box. Choose the proper verb to fill in the space in each sentence. Sometimes more than one word is possible

shine	dazzle	flicker	flare
twinkle	glow	sparkle	flash

Literal meaning

- a. ‘ _____, _____, little star’ is a well-known nursery rhyme. It means the light of the star changes rapidly from bright to faint.
- b. If car drives don’t dip their headlights at night, they can ____ you, and you can’t see anything.
- c. This what the dying embers of a fire do. _____.
- d. Sailors who are in difficulty fire these into the air to attract attention. _____
- e. This is what lighting does. _____.
- f. This what the sun does. _____.
- g. This what diamonds do, or the sea on a bright, clear day. _____ .
- h. A candle _____ in a breeze, and casts shadows round a room.

b) Tick the boxes to show the differences between the words to do with light. The first one has been done for you.

	bright	dim	on and off	suddenly	continuously
sparkle	✓		✓		
shine					

glow					
twinkle					
flicker					
flare					
flash					

c) Fill in the blanks with the above verbs of light (or their derivatives) in metaphorical meanings. Comment on the type of metaphor

- i. The book got a _____ review in the newspaper, so I went out and bought it.
- j. He's not much good at creative thinking, but he really _____ at anything that requires manual dexterity.
- k. People say that just before death, the whole of your life _____ in front of you.
- l. He prepared a gourmet meal, totally unassisted, in the _____ of an eye.
- m. Violence has _____ up again on the island of Kroana, where the situation is bordering on civil war.
- n. As soon as I saw her come on stage, I was _____ both by her beauty and performance.
- o. When our eyes met, a _____ of recognition crossed his face, but he made no other sign that he remembered me.
- p. The party was alright, but it lacked _____. There was nothing very exciting or lively about it.

Exercise 3. Identify the type of meaning (direct or figurative) rendered in the following sets of words. Comment on the semantic change in each collocation:

- SMART: clothes, answer, house, garden, blow, punishment
- STUBBORN: child, look, horse, resistance, fighting, cough, depression;
- SOUND: lungs, scholar, tennis player, views, advice, criticism, ship, whipping
- ROOT(n) edible r., the r. of the tooth, the r. of the matter, the square r.,

cube r.

DRINK(v): milk, poison, wine, smb's health, a toast to smb

SPREAD (v): butter, propaganda, cheese, an epidemic, rumours, jam, disease, gossip, a cloth

Exercise 4. State the development of meaning in the following words. Specify logical and associative ties between the meanings of the following polysemantic words.

1. Big Ben: колокол часов на башне Вестминстера → часы на башне Вестминстера

2. cockney: лондонец из низов (особенно уроженец Ист-Энда), кокни → кокни, лондонское просторечие (преимущественно жителей Ист-Энда)

3. barbecue: рама, на которой жарится туша → туша, зажаренная на раме → праздник, во время которого таким образом жарится туша → пикник

4. Limerick: город в Ирландии → шуточное стихотворение из пяти строк, в котором рифмуются первая, вторая, пятая и третья и четвертая строки

5. Ampere: французский физик → единица силы электрического тока

6. tube: труба; трубка → телевизионная трубка → телевизор

Exercise 5. Which of the meanings are 1) generalized; 2) specified; 3) metaphoric; 4) metonymic

1. shark: 1) акула; 2) обманщик, вымогатель
2. conversion: 1) превращение; переход из одного состояния в другое; 2) конверсия (способ словообразования)
3. crusade: 1) крестовый поход (ист.) 2) поход с освободительной миссией, борьба за справедливость
4. gold: 1) золото; 2) золотая медаль (a gold)

Exercise 6. *The words listed below have experienced changes in meaning over the centuries. Look up each word in English-English historical dictionaries (e.g. www.m-w.com), and provide the information about its etymology: a) an earlier (us. obsolete) meaning of the word (or the meaning of the word as it was used in another language before entering English); b) the most common meaning of the word today. State the result in the change of meaning*

e.g. *nice* a) strange, lazy, foolish (Middle English);
 b) agreeable, considerate, precise → *amelioration*

musclesalary gorilla gregarious hazard lunch
 assassin bachelor

Exercise 7. *Explain which type of semantic transfer is observed in each pair of phrases. Indicate the type of metaphorical and metonymical meanings*

the wing of the bird	the wing of the 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
green grass	green years
black shoes	black despair
nickel (metal)	nickel (coin)
glass	a glass
copper	a copper
Ford (proper name)	a Ford (make of car)
Damascus (Syria)	Damask
Kashmir (India)	Cashmere

SEMINAR № 5

Homonymy, Synonymy, Antonymy, Paronymy

A. Points for discussion

1. Homonymy. Types of homonyms in Modern English. Classification of homonyms due to the type of meaning a) lexical homonyms; b) grammatical homonyms; c) lexical-grammatical homonyms.
2. Phonetic coincidence and semantic differentiation of homonyms: homophones, homographs and homonyms proper.
3. Diachronic and synchronic approaches to homonymy. Criteria of differentiation between polysemy and homonymy. Historical homonymy.
4. Semantic equivalence and synonymy. Types of synonyms and criteria of synonymy. Classification of synonyms.
5. Semantic contrasts and antonymy. Classification of antonyms.

Recommended References:

Antrushina et al. Ibid. Chapters 9,10, 11, pp.166- 175, 184-197, 209-219.

Arnold I.V. Ibid. pp.194-203, 203-215.

Дубенец Э.М. Ibid., 127-140.

Glossary: *homonym, homophone, homograph, split polysemy, synonym, antonym, patronym*

B. Assignments

Exercise 1 .a) Find homonyms proper of the following words:

band, seal, ear, cut, to bore, corn, fall, to hail, ray, draw

b) Write homophones of the following words:

heir, dye, cent, tale, steel, knight, sun, coarse, write, sight, hare

c) Find homographs of the following words:

to bow, wind, to tear, to desert, row, mow

Exercise 2. Classify the following italicized homonyms. Use Professor Smirnitsky's classification

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 \$ 300 suits with *light* ties and he was a man you would instinctively trust anywhere. 5.a) He was *bound* to keep the peace for six months. b) You should *bound* your desires by reason. 6.a) The pain was almost more than he could *bear*. b) Catch the *bear* before you sell his skin. 7.a) To *can* means to put up in airtight tins or jars for preservation. b) A Man *can* die but once.

Exercise 3. Choose the correct word in brackets to go with each of the synonyms given below:

1. acute, keen, sharp (knife, mind, sight), 2. Abysmal, deep, profound (ignorance, river, sleep); 3. diminutive, miniature, petite, petty, small, tiny (camera, house, speck, spite, suffix, woman); 4. brisk, nimble, quick, swift (mind, revenge, train, walk).

Exercise 4. Classify the following words and word combinations into synonymic sets and decide which word is the dominant word (the unique beginner). Identify ideographic and stylistic synonyms (Choose either a), b) or c):

a) abhorrence, adoration, affection, attachment, audacity, boldness, bravery, chivalry, compassion, courage, daring, detestation, dislike, enmity, fearlessness, fondness, , gallantry, guts, hate, hatred, heroism, idolatry, ill-will, liking, love, nerve, passion, pluck, spunk, structure, undauntlessness, valance, valour;

b) attend, drag, draw, force out, haul, lug, medicate, minister, nurse, pull, put to use, serve, strain, tend, tug;

c) angry, chic, cross, displeased, dressy, effort-wasting, elegant, fashionable, fruitless, furious, helpless, hurt, impracticable, inapplicable, in a temper,

incensed, indignant, infuriated, irate, modish, piqued, resentful, smart, stylish, tiny, unserviceable, unusable, unworkable, useless, worked up, worthless.

Exercise 5. Using the synonyms given below make up word combinations according to the pattern:

the fragrance of flowers

aroma, fume, odour, perfume, reek, scent, smell, stench, stink, tang.

Exercise 6. Give antonyms of the following words:

Bright (day, student, idea, star); **dull** (book, lecture, landscape, weather, razor), **low** (voice, armchair, pressure), **narrow** (street, mind, vowel), **shallow** (waters, person), **sharp** (knife, eyesight, image, wind, tongue).

Exercise 7. Write c, g or r in column C in order to indicate whether the pairs in Columns A and B are complementary, gradable, or relational opposites:

A	B	C
Expensive	cheap	
Parent	offspring	
Pass	fail	

Note: complementary antonyms are complementary in that not alive = dead, present = not absent; gradable adjectives indicate a certain position on a scale/continuum tiny-small-medium-large-huge-gargantuan; relational opposites display symmetry in their meaning: if X is Y's teacher, then Y is X's pupil. Pairs of words ending in -er and -ee are usually relational opposites. If Mary is Bill's employer, then Bill is Mary's employee.

Exercise 8. Fill in the blanks with an appropriate paronym

Campaign , company

1. The election _____ in England lasts about a month. When _____ stays too long, treat them like members of the family and they'll soon leave.

Canal, channel

2. The Panama _____ was opened in 1914. She looks as if she just swum the English _____.

Cause, course

3. In the _____ of time he will realize it. All the deaths were from natural _____.

Human, humane

4. He is interested in _____ studies. It's contrary to _____ nature.

Personal, personnel

5. The door was marked "Airline _____ only." May I ask you a _____ question?

Quite, quiet

6. Keep _____. I _____ forgot about it.

SEMINAR № 6

Lexical Morphology and Word Building in English

A. Points for discussion

1. Lexical morphology and word building. Principles of morphemic analysis. Derived words.
2. Classification of morphemes according to their place in the word structure. Structural classification of morphemes (free, bound, semi-bound morphemes).
3. Derivative relations. Derivational bases. Stem types. Derivational and functional affixes.
4. Productivity and semantic properties of affixes.

Recommended References:

Antrushina et al. Ibid. Chapter 5, pp. 78-86.

Arnold I.V. Ibid. pp.81-67.

Дубенец Э.М. Ibid., pp.5-21

Glossary: *derivation, base, morpheme, stem, suffix, prefix, free morpheme, bound morpheme, ultimate constituents, immediate constituents*

B. Assignments

Exercise 1. Analyze the morphological structure of the following words:

a) reduce the words to immediate constituents and point out the stem type and word building means; b) reduce the word to ultimate constituents.

e.g. a) *one liner (n)*(*остроумный ответ*) → *affixation: one line (noun stem) + er (suffix)*

b) *one (numeral stem) + line (noun stem) + er (noun suffix)*

all-nighter, open-mindedness, disappointment, unknown, handbook, well-dressed, black, morphologically, superman, good, readable, classification, theatre-goer, accordingly, high-priced

Exercise 2. Explain the difference between the meaning of the following words. Use them in sentences of your own

watery – waterish, embarrassed – embarrassing, respected – respectful – respectable, exhaustive – exhausted – exhausting, touchy – touching – touched

SEMINAR № 7

Productive Word Building Means

A. Points for discussion

1. Affixation. Structural and semantic properties of the English affixes.
2. Conversion as a productive type of English word building. Semantic relationships in conversion. Partial conversion.
4. Composition as means of word building. Structural analysis of compounds. Criteria of compounds. Semantic properties of compounds. Compound derivatives.

5. Shortening. Semantic and stylistic correlation of shortened word and its prototype. Types of shortened words: clippings, blends, acronyms, abbreviations.

Recommended References:

Antrushina et al. Ibid, pp. 66-72.

Arnold I.V. Ibid.

Дубенец Э.М. Ibid, pp.5-21.

Glossary: affixation, composition, conversion, blending, compound, exocentric compounds, endocentric compounds, shortening, abbreviation, acronym

B. Assignments

Exercise 1. Define the particular type of word formation

a mike, to babysit, to buzz, a torchlight, theatrical, old-fashioned, to book, unreasonable, merry-go-round, V-Day, BBC, to bloodtransfuse, a go, to quack, eatable, NATO, Anglo-American, to murmur, a pub, okay, NIMBY, to thunder, a.m., earthquake, to dilly-dally, fatalism, zoo.

Exercise 2. Divide the following compounds into two groups: a) idiomatic; b) non-idiomatic

cabman, necklace, earthquake, medium-sized, highway, wolf-dog, black-berry, light-hearted, looking-glass, bluebell, lazy-bones.

Exercise 3. Explain the semantic correlations in the following pairs of words

shelter – to shelter, breakfast – to breakfast, fish – to fish, nurse – to nurse, empty, to empty, poor – to poor, monkey – to monkey, ape – to ape

Exercise 4. Point out the derivational means of the underlined words.

1. It doesn't interfere with your own likes and dislikes.
2. It had been quite a wait before he heard her voice.
3. It was the usual conflict of the haves and the have-nots.

SEMINAR № 8

Phraseology

A. Points for discussion

1. Phraseology as a branch of lexicology. Similarity and difference between phraseological units and words.
2. Criteria of distinguishing set-expressions (phraseological units) from free word groups.
3. Classification of phraseological units by A.A.Vinogradov, A.I.Smirnitsky, N.N.Amosova, A.V.Koonin.
4. Synonymy and antonymy in phraseology.

Recommended References:

Antrushina et al. Ibid. Chapters 12 & 13, pp.173-199.

Arnold I.V. Ibid.

Dubenets. Ibid.

Glossary: *phraseological unit, set phrase, free word group, idiom, idiomaticity, phraseme, phraseological unity, phraseological fusion, phraseological combinations (collocations)*

B. Assignments

Exercise 1. Match the phraseological units in column A with those in column B to make up pairs of synonyms. Explain your choice.

A	B
to go to one's long rest	as plain as a pikestaff
as weak as a cat –	to shut up
a heart of gold –	to sail in the same boat;
to have a head on one's shoulders –	to join the silent majority
to hold one's nose –	as weak as a water
to row in the same boat –	a heart of stone

as clear as a day –
right

to have one's head screwed on

b) Match the phraseological units in column A with those in column B to make up pairs of antonyms:

A

as heavy as lead
as rich as Croesus
old bird
as gentle as a lamb
at close quarters
as drunk as a lord
fair play

B

spring chicken
a far cry
as hard as nails
as poor as a church mouse
as light as a feather
foul play
as sober as a judge

Exercise 2. Complete the similes by matching A and B. Determine the peculiarities of similes as phraseological units

A

as black as
as green as
as cold as
as white as
as old as
as changeable as
as safe as
as brown as
as clean as
as dull as

B

a gooseberry
a cucumber
ink
hills
a sheet
houses
weather
ditchwater
a berry
a whistle

Exercise 3. Indicate, wherever possible, the structural variations in the following phraseological units. If in doubt, consult the dictionary.

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.

Exercise 4. In the examples given below identify the phraseological units and classify them on the semantic principle (word combinations – phraseological unities – phraseological fusions)

1. The operation started badly and everyone was in a temper throughout. 2. I know a man who would love meeting you. The perfect nut for you to crack your teeth on. 3. I wish I had you for Maths (my favourite subject) But alas, we cannot have our cake and eat it too. 4. He said: "Well, never mind, Nurse. Don't make such heavy weather about it." 5. Did you know that 50 per cent of the time I've been barking up all the wrong trees" 6. However, while appreciating that the best way to deal with a bully is to bully back, I never had quite the nerve. 7. What is it – First Aid? All you need know is how to treat shock and how to stop haemorrhage, which I drummed into you till I am blue in the face. 8. Don't let them (pupils) lead you by the nose. 9. But I thought he was afraid I might take him at his word. 10. Ruth made no bones about the time she was accustomed to have dinner.

Exercise 5. In the examples given below identify the phraseological units and classify them on the structural principle

1. Ella Friedenbergr thinks she's Freud, but actually she is Peeping Tom.
2. What it symbolized was a fact of banking-corporate life: You scratch my back and I'll scratch yours.
3. There was a man I cared about, and this afternoon he told me out of a clear sky that he was poor as a church mouse.
4. Finally, he asked me out of the blue if I could drive a car.
5. But Nelson did not believe in letting the grass grow under his feet and applied for the headmastership of a Mission School that was being started in New Guinea.

6. He took his ideas from “Daily Telegraph” and the books in prep school library, and his guiding rule in life was to play safe.
7. By God! I may be old-fashioned in my ideas, but women run around too much those days to suit me. They meet all kinds of crazy fish.
8. Then I got a shock that stiffened me from head to toe.

Exercise 6. Group the following italicized phraseological units, using Professor Koonin’s classification system

1. Margot brightened “*Now you are talking!* That would be a step up for women’s lib”.
2. Why was I more interested in the one *black sheep* than in all the white lambs in my care?
3. To the young, clichés seem freshly minted. *Hitch your wagon to the star!*
4. *Out of sight out of mind.* Anyway it’ll do you good to have a rest from me.
5. In a sense it could be said that *the ice was broken* between us.
6. Rose Waterford smothered a giggle, but the others preserved a stony silence. Mrs Forrester’s smile froze on her lips. Albert had *dropped a brick*.
7. “The fact is that Albert Forrester has made you all look a lot of damned fools”. “All”, said Clifford Boyleston. “*We’re all in the same boat*”.
8. *It’s no good crying over spilt milk.*
9. Like many serious patriots, in her inability *to know* for certain *which way the cat would jump* she held her political opinions in suspense.
10. “How long do you want to go for? For always?” – “Yes, for always”. “Oh, *my God!*”
11. That also was a gentleman’s paper, but it had *bees in its bonnet*. Bees in bonnets were respectable things, but personally Soames did not care for them.

SEMINAR № 9
English Lexicography

A. Points for discussion

1. The object of lexicography. Methods of lexicographical research.

2. British and American lexicographical tradition. Linguistic and encyclopedic dictionaries.
3. General and specialized dictionaries. Methods of compiling monolingual and bilingual dictionaries.
4. Problems of lexicography: selection of lexical units, principles of arranging entries, principles of sense definitions, etc.
5. Types of Learner's dictionaries and principles of their compiling.

Recommended References:

Минаева Л.В. English Lexicology and Lexicography. М.: АСТ «Астрель», 2007, сс.115-143.

Гвишиани Н.Б. Современный английский язык. Лексикология. Гл.6.1.

Федорова И.В. Учебная лексикография. Теория и практика. М.: Академия. 2006.

Glossary: *dictionary, lexicon, glossary, thesaurus, entry word, definition, label, quotation*

B. Assignments

Exercise 1. Study the Preface to your dictionary and fill in the Dictionary Quiz.

1. Examples showing how words are used are given

a) in brackets _____

b) in italic type ____

2. Phrasal verbs are

a) printed in thick type _____

b) shown by a symbol _____

3. Information about place names is found

a) in Appendix _____

b) on special pages _____

4. Are there any study pages

a) yes ____

b) no _____

5. Where will you find additional information on the usage of words?
- in notes___
 - on colourful pages_____
6. Labels are printed
- in brackets_____
 - in italics_____
7. Idioms are
- printed in bold type_____
 - shown by a symbol _____
 - shown by a label
8. Are compounds within the entry
- printed in bold type_____
 - shown by a symbol_____
 - shown by a label____
9. Is grammatical information
- shown by a code within the entry _____
 - in grammatical notes in the extra column_____
- shown by means of examples and patterns within the entry_____
10. Is there any information on related words
- yes_____
 - no _____

Exercise 2. Compare dictionary entries of LANGUAGE and CLIMATE in a general purpose English dictionary, in an encyclopedic dictionary and in a learners' dictionary . Explain the principles of defining the lexical items in these dictionaries.

Exercise 3. Transcribe the following words and show the difference between American and British variants of their pronunciation. Consult English-English dictionaries.

British**American**

Data
 Exploratory
 Dictionary
 Lieutenant
 Territory
 Last
 Clerk
 Diphthong
 Clothes

Exercise 4. Show the difference in the pronunciation of the following words

conduct (n)	conduct (v)
progress (n)	progress (v)
contract (n)	contract (v)
produce (n)	produce (v)
increase (n)	increase (v)
decrease (n)	decrease (v)
export (n)	export (v)

Exercise 5. a) Study the following expressions in one of the Learner's dictionaries and explain the difference between:

to consist of	to consist in
to compare with	to compare to
to die of	to die for
to gasp at	to gasp for
guilty of	guilty about
to agree to	to agree with
to be concerned with	to be concerned about

a) Give examples of their usage

Exercise 6. Match a collective noun in column A with an appropriate noun in column B. Explain your choice.

A	B
a flock a swarm a herd a pack a bunch a bundle	directors cards old clothes deer sheep grapes actors thieves
a company a gang of a ring a board	soldiers bees flowers sticks cattle keys labourers wolves

Exercise 7. Read the text. Guess the meaning of the italicized phrasal verbs. Replace them with one-word synonyms or descriptive phrases. Consult general-purpose English-English dictionary

I'm tired of my boss. Every time I try to talk up a new idea, he talks down to me, or else he just talks around the issue. Of course, I can't talk back to him, and it is impossible to talk him into anything. I suppose that we could try to talk out the problem, but I think that I could talk until I was blue in the face, or all talked out, and nothing would change. He'd hear me out and then just rattle off reasons why I was wrong.

Appendix
Lexical Field “MADNESS

insane

schizophrenic of unsound mind

demented not in full possession

unhinged neurotic

non compos mentis psychotic

mental maladjusted

balmy unbalanced

gaga MAD bananas

cuckoo bonkers

batty crackers

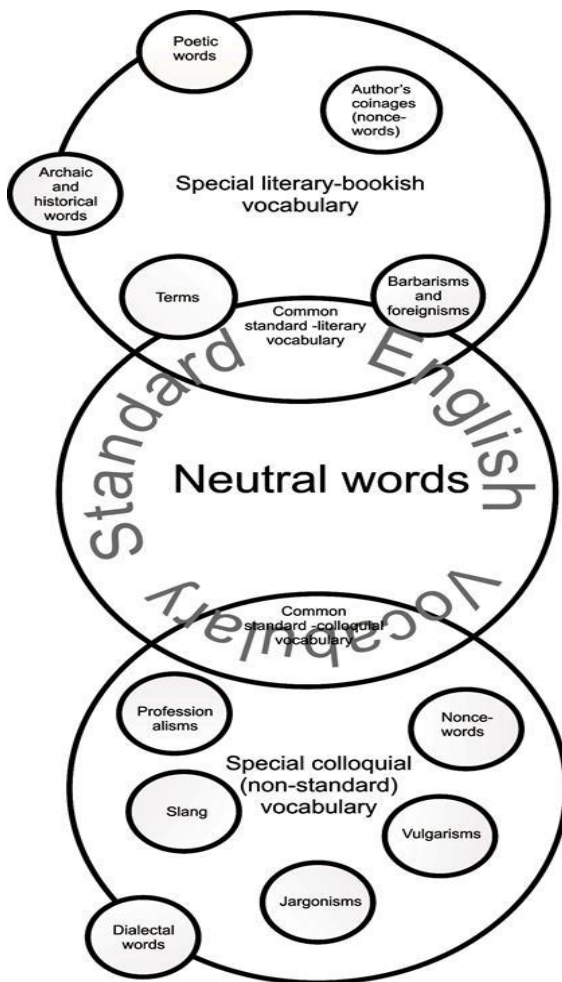
potty round the bend

loony off one’s chump

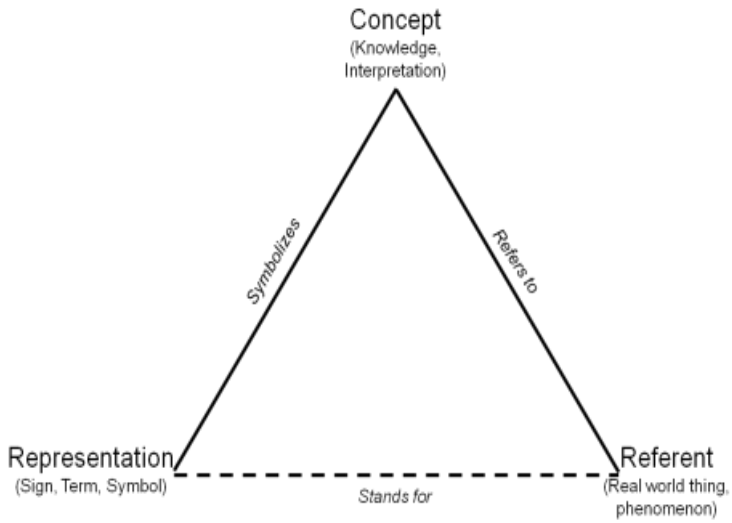
daft nuts

crazy

Stylistic Differentiation of English Vocabulary



Ogden-Richards' Triangle of Reference



Topics for Reports, Papers, Projects and Essays

1. The Origins of Lexicology.
2. Lexical Features of American English (Australian English)
3. Terminology and Terminography as Branches of Lexicology.
4. English Dialects and Sociolects.
5. The Differences between Colloquial Words and Slang Words.
6. Neologisms of the 21st century in the English Language: A Case of Macmillan Buzz Words.
7. The Conditions of Borrowing. (From Readings in Modern English Lexicology. Английская лексикология в выдержках и извлечениях. Пособие для студентов пед.ин-тов (на англ.яз). Л., «Просвещение», 1975. – 238 с.)
8. Loan Words in American English.
9. American and British Lexicologists on the Concept of Word Meaning. (From Readings in Modern English Lexicology. Английская лексикология в выдержках и извлечениях. Пособие для студентов пед.ин-тов (на англ.яз). Л., «Просвещение», 1975. – 238 с.)
10. Types of Euphemisms in English.
11. Rhythm, Rhyme, Alliteration, Contrast as Integral Parts of Phraseological Units.
12. The Problem of Phrasal Verbs.
13. Derivation of Phraseological Units.
14. Prefixal and Suffixal Word Building in Contemporary English
15. The Problem of Semi-affixes.
16. Non-productive Means of Word Building (Back Formation, Reduplication, Sound Imitation, etc.)
17. Innovations in English Lexicology: Corpus Linguistics and Computer-assisted Lexicography.
18. Componential Analysis in Semantic Studies.
19. Longman Language Activator: A Case Study.
20. Oxford (Cambridge) Advanced Learner's Dictionary : A Case Study.

References

1. Антрушина, Г.Б. Лексикология английского языка : учебник для бакалавров / Г.Б. Антрушина, О.В. Афанасьева, Н.Н. Морозова — 8-е изд., перераб. и доп. – М.: Изд-во Юрайт, 2013. — 287 с. — Серия : Бакалавр. Базовый курс.
2. Арбекова, Т.И. Лексикология английского языка (практический курс). – учеб. пособие для II-III курсов ин-тов и фак. иностр. яз. / Т.И. Арбекова – М.: Высшая школа, 1977. – 240 с.
3. Арнольд, И.В. Лексикология современного английского языка. – учеб. пособие /И.В. Арнольд – М.: Флинта; Наука. 2012. – 376 с.
4. Гвишиани, Н.Б. Современный английский язык. Лексикология: учебник для бакалавров / Н.Б.Гвишиани. – М.: Юрайт, 2013. – 273 с.
5. Дубенец Э.М. Лексикология современного английского языка: лекции и семинары. Пособие для студентов гуманитарных вузов/Э.М.Дубенец – М.: «Глосса-Пресс», 2002. – 192 с.
6. Дубенец Э.М. Лингвистические изменения в современном английском языке. Спецкурс/Э.М.Дубенец – М.: «Глосса-Пресс», 2003. – 256 с.
7. Елисеева, В.В. Лексикология английского языка. – учеб. пособие / В.В. Елисеева – СПб.: Филологический факультет СПбГУ, 2006. – 80 с.
8. Заботкина, В.И. Новая лексика современного английского языка. – учеб.пособие для ин-тов и фак. иностр. яз./ В.И. Заботкина – М.: Высш. школа, 1989. – 126 с.
9. Кобозева, И.М. Лингвистическая семантика / И.М. Кобозева. – М.: «Эдиториал УРСС», 2000. – 352 с.
10. Кронгауз, М. А. Семантика / М.А. Кронгауз. – М.: Изд-во Российского гуманитарного университета, 2001. – 399 с.

11. Кубрякова, Е.С. Типы языковых значений. Семантика производного слова / Е.С. Кубрякова. – М.: URSS, 2016. – 206 с.
12. Кунин, А.В. Курс фразеологии современного английского языка. учеб. для ин-тов и фак. иностр. яз. /А.В. Кунин. – М.: Высшая школа, 1996. – 381 с.
13. Медникова, Э.М. Практикум по лексикологии английского языка: учеб. пособие для ин-тов и фак. иностр. яз./ Э.М. Медникова. – М.: Высш. школа, 1978. – 151 с.
14. Мешков, О.Д. Словообразование современного английского языка / О.Д.Мешков. – М.: «Наука», 1976. – 248 с.
15. Мешков, О.Д. Семантические аспекты английского словосложения / О.Д. Мешков. – М., 1986. – 208 с.
16. Минаева, Л.В. Лексикология и лексикография английского языка / Л.В. Минаева. – М.: АСТ-Астрель, 2007. – 142 с.
17. Никитин, М.В. Курс лингвистической семантики / М.В. Никитин – М.: «Научный центр проблем диалога», 1996. – 756 с.
18. Смирницкий, А.И. Лексикология английского языка / А.И. Смирницкий. – М.: Высш. школа, 1998. – 260 с.
19. Ступин, Л.П. Лексикография английского языка: учеб. пособие для студентов институтов и факультетов иностр. яз. / Л.П. Ступин. – М.: Высшая школа, 1985. – 167с.
20. Телия, В.Н. Коннотативный аспект номинативных единиц / В.Н. Телия – М.: Наука - 1986. – 141 с.
21. Федорова, И.В. Учебная лексикография. Теория и практика. / И.В. Федорова – М.: «Академия», 2006. – 128 с.
22. Харитончик, З.В. Лексикология английского языка/ З.В. Харитончик. – Минск, 1992.
23. Швейцер, А.Д. Американский вариант литературного английского языка: пути формирования и современный статус/ А.Д. Швейцер. – Вопросы языкознания. – №6. – 1995. – С.3-16.

24. Швейцер, А.Д. Литературный язык в США и Англии /А.Д. Швейцер. – М.: УРСС, 2003. – 200 с.
25. Шпет, Г.Г. Внутренняя форма слова / Г.Г. Шпет. – М.: Комкнига / URSS, 2006. – 216 с.
26. Arnold, I.V. The English Word / I.V. Arnold. – М., 1986.
27. Barber, Charles. The English Language. A Historical Introduction / Charles Barber. – CUP, 1995.
28. Crystal, David. The Cambridge Encyclopedia of the English Language/ David Crystal – CUP, 1995.
29. Lipka, Leonard. English Lexicology: Lexical Structure, Word Semantics & Word-formation / Leonard Lipka. – Tübingen, 2002.
30. Partridge, Eric. Usage and Abuse. A Guide to Good Usage / Eric Partridge. – New York-London: Norton & Company, 1997.
31. Readings in Modern English Lexicology. Английская лексикология в выдержках и извлечениях: учеб. пособие для студентов педюин-тов (на англ. яз). – Л.: «Просвещение», 1975. – 238 с.
32. Soars, John and Liz. Headway. Workbook. Advanced / John and Liz Soars. – OUP, 1994.

Internet resources

33. www.onelook.com – dictionary search engine, more than 1000 online dictionaries
34. www.etymonline.com – Online Etymology Dictionary
35. www.merriam-webster.com – Merriam Webster Dictionary and Thesaurus
36. www.thefreedictionary.com – the world's most comprehensive free online dictionary, thesaurus, and encyclopedia with synonyms, definitions, idioms, abbreviations, and medical, financial, legal dictionaries.

37. <http://dictionary.cambridge.org> – Cambridge Dictionary of the English Language
38. <http://www.oxfordlearnersdictionaries.com/definition/english/> - Oxford Learner's Dictionaries
39. <http://www.macmillandictionary.com/buzzword/recent.html> - Buzzword Archive (glossary of neologisms)
40. www.urbandictionary.com – online dictionary of slang, or cultural words or phrases
41. <http://wordspy.com> – Word Spy the Word Lover's Guide to New Words
42. <http://onlinelibrary.wiley.com/doi/10.1002/9781444302851.gloss/pdf> - Glossary of Linguistic terms (Wiley Online Library)
43. <http://www01.sil.org/linguistics/GlossaryOfLinguisticTerms/> - Glossary of Linguistic terms (Summer Institute of Linguistics)
44. <http://onlinelibrary.wiley.com/subject/code/000075> - Wiley Online Library – Language and Linguistics
45. <http://www.universalteacher.org.uk/lang/etymolquiz.htm> - English Etymology Matching Exercise

Методические материалы

**ЛЕКСИКОЛОГИЯ СОВРЕМЕННОГО
АНГЛИЙСКОГО ЯЗЫКА
(ENGLISH LEXICOLOGY)**

Методические указания

Составители:

***Гуральник Татьяна Андреевна,
Шевченко Вячеслав Дмитриевич***

Редактор А.В. Ярославцева
Компьютерная вёрстка А.В. Ярославцевой

Подписано в печать 09.11.2018. Формат 60х84 1/16.
Бумага офсетная. Печ. л. 2,25.
Тираж 25 экз. Заказ . Арт. – 34(Р4М)/2018.

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«САМАРСКИЙ НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ ИМЕНИ АКАДЕМИКА С.П. КОРОЛЕВА»
(САМАРСКИЙ УНИВЕРСИТЕТ)
443086, Самара, Московское шоссе, 34.

Изд-во Самарского университета.
443086, Самара, Московское шоссе, 34.

