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**ENGLISH LEXICOLOGY**  
**at the SEMINARS**

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Навчально-методичний посібник являє собою розробки семінарських занять з лексикології для студентів-філологів спеціальності “Мова та література (англійська)”, що мають сприяти якісному і самостійному оволодінню студентами програмою цієї навчальної дисципліни. Посібник охоплює питання для обговорення на практичних заняттях, лінгвістичні терміни, глосарій, різноманітні види вправ та завдань, а також рекомендовану літературу для самостійного опрацювання.

Друкується за ухвалою вченої ради факультету іноземних мов  
Прикарпатського національного університету імені Василя Стефаника

## **PREFACE**

The materials in this book developed out of a course in English Lexicology that I have taught at the university in Ivano-Frankivsk over the last ten years. It is intended not only to assist students who begin in the study of Lexicology through observing, analyzing and interpreting language phenomena but also to arouse curiosity about English words and about language in general, especially among those who are specialized in linguistics.

The book contains extended outlines used at eight seminars, all of them dedicated to the problems lectured: Lexicology as a branch Linguistics; Etymology of English Words; Morphological structure of a word. Affixation; Word-formation in modern English: Conversion, Compounding, Shortening and other word-formation processes; Semasiology, Development and change of the semantic structure of a word; Homonyms. Synonyms. Antonyms; Phraseology. Each section follows a regular pattern:

A. Items for discussion.

B. Key terms.

C. Glossary with definitions of essential linguistic terms to help the student better understand the points discussed.

D. Suggested questions and activities covering various problems to revise the topic accomplished by a multiple choice test. It also contains a wide range of exercises and plenty of examples they are meant to practise for undertaking analysis of English words. They all are suitable for the use both in class and for self-study.

E. Reading matters. You may choose some good references from the list of suggested literature at the end of each section and find it useful being further engaged in the theory of English Lexicology.

Yakiv Bystrov  
Ivano-Frankivsk  
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## SEMINAR 1

### PRELIMINARY REMARKS.

### LEXICOLOGY AS A BRANCH OF LINGUISTICS

#### A. ISSUES FOR DISCUSSION

1. The object of Lexicology. Basic terms and notions.
2. Links of Lexicology with other branches of Linguistics: phonetics, grammar, stylistics, history of the language.
3. The structure of English Vocabulary.
4. Specific features of the present-day English word-stock.

**B. KEY TERMS:** *language units, words, phraseological units (idioms), phrasal verbs, morphemes, synchronic method of study, diachronic method of study, typical context, collocation, collocability (combinability), language relationships (paradigmatic and syntagmatic), word-families, synonymic sets, synonyms, homonyms, antonyms, lexical (semantic) fields, thematic groups, hyponymy, stylistic layers.*

#### C. GLOSSARY

**LEXICOLOGY** is the part of linguistics that deals with the properties of words and the vocabulary of a language.

**GENERAL LEXICOLOGY** treats of general laws, characteristics of the word irrespective of the specific features of any particular language.

**SPECIAL LEXICOLOGY** devotes its attention to the description of the characteristic peculiarities in the vocabulary of a given tongue.

**HISTORICAL LEXICOLOGY** deals with the history of the vocabulary of the language showing its change and development in the course of time.

**DESCRIPTIVE LEXICOLOGY** deals with the vocabulary of a given language at a given stage of its development.

**COLLOCATION** is a relationship observable between the items when they are arranged in texts, spoken or written.

**SYNTAGMATIC RELATIONSHIPS** is a type of textual relationships between words that are observed within a chain (a concrete utterance).

*PARADIGMATIC RELATIONSHIPS* are relations between different words that are based on the interdependence of words within the vocabulary, i.e. on the systematic nature of a language.

#### **D. SUGGESTED QUESTIONS AND ASSIGNMENTS**

1. Define the notion of Lexicology. What language does the term “lexicology” come from?
2. What are the objects of studies by English Lexicology?
3. How would you define the difference between General Lexicology and Special Lexicology?
4. What methods of scientific research do Historical Lexicology and Descriptive Lexicology employ?
5. Speak on the links between Lexicology and Phonetics, Lexicology and Grammar, Lexicology and Stylistics, Lexicology and History of the language.
6. What kind of system does English vocabulary present?
7. How are syntagmatic linguistic relationships different from paradigmatic ones?
8. What are the specific features of the present-day English word-stock?

#### **EXERCISES**

1. Examine the following definitions of “lexicology”. What do they agree on as the scope of lexicology? And where 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, T. (ed.) (1992) The Oxford Companion to the English Language*)
  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*)
2. Give what you think are the typical collocations for the words in the following structures.  
false (adj.) + N  
fundamental (adj.) + N

spend (v) + object N

behave (v) + adj.

boost (v) + N

adj. + trauma

3. Fill in the grid. Indicate normal collocations with a tick (✓), doubtful or unusual ones with a question mark (?), and unacceptable ones with a cross (×).

	a laugh	a smoke	an experience	a trip
take				
make				
have				
do				

4. How do everyday words denoting size collocate with single nouns?

	problem	amount	shame	man
large				
great				
big				
major				

✓ = collocates

? = questionable

× = does not

5. Give the opposites of *light* and *rough* in English.

*light bag* /

*light wind* /

*light colours* /

*rough sea* /

*rough texture* /

*rough area* /

*rough person* /

*rough diamond* /

*rough calculation* /

6. Construct the hyponymy tree with the superordinate term. Can you identify any lexical gaps or where you need to use the same term on more than one level? What are the most general words that you have included? What are the most specific?

*container      tomato      hammer      bench      day      vehicle*

7. For each of the following sets of words, say what the principle is that groups them into a set. Is the principle one of a common meaning, related forms of a lexeme, or something else (please specify)?

1 *saunter, plod, pace, stroll, trudge*

2 *speak, speaks, spoke, speaking, spoken*

3 *teacher, coach, governess, guru, instructor, lecturer, pedagogue, schoolmaster, schoolmistress, trainer, tutor, supervisor*

4 *telephone, dial, number, answer, ring, engaged*

5 *rich, wealthy, well-off, loaded, well-heeled, a warm man*

## TEST

1. The term "lexicology" comes from

- a) a French word
- b) a Latin word
- c) a Greek word

2. Define the superordinate term among the following hyponyms: *stalk, skin, flesh, seed, core*

- a) an orange
- b) an apple
- c) a hazelnut

3. Point out the generic term (hyperonym) in the following group of words: *rubbers, shoes, footwear, over-shoes, slippers, boots, felt-boots*

- a) shoes
- b) boots
- c) footwear

4. Lexicology as a branch of General Linguistics is connected with

- a) Phonetics and Grammar
- b) Stylistics and History of the language
- c) Phonetics, Grammar, Stylistics, History of the language

5. What systemic relationships are based on the linear character of speech?

- a) syntagmatic

- b) derivational
- c) paradigmatic
- 6. Special lexicology studies
  - a) the description of the characteristic peculiarities in the vocabulary of a given tongue
  - b) the vocabulary of a given language at a given stage of its development
  - c) the history of the vocabulary of the language showing its change and development in the course of time
- 7. Choose a set of words where syntagmatic relationships are observed
  - a) bag, briefcase, handbag, purse, rucksack, suitcase
  - b) teacher, coach, lecturer, instructor, tutor, pedagogue
  - c) green leaves, green years, green fruit, green teacher
- 8. Choose a set of words where paradigmatic relationships are observed
  - a) hand, handy, handwriting, handwritten, handful, handball
  - b) heavy sky, heavy bag, heavy rain, heavy heart, heavy supper
  - c) white light, white crow, white night, white lie, white man
- 9. Identify a paradigmatic group: *dog, doggish, doglike, doggy, dogged, dog-biscuit*
  - a) a thematic group
  - b) a word family
  - c) a semantic field
- 10. Identify a paradigmatic group: *two, between, double, pair, couple, brace, dialogue, bicycle, twins*
  - a) a thematic group
  - b) a word family
  - c) a semantic field

## **E. READING MATTERS**

1. Арнольд И.В. Лексикология современного английского языка. – М.: Высш. школа, 1986. – С. 9-29.
2. Лексикология английского языка / Р.З.Гинзбург, С.С.Хидекель, Г.Ю.Князева, А.А.Санкин. – М.: Высш. школа, 1979. – С. 9-29.
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## SEMINAR 2

### ETYMOLOGY OF ENGLISH WORDS

#### A. ITEMS FOR DISCUSSION

1. Genuine English words.
2. Causes and ways of borrowing.
3. Borrowings from Latin, Greek Scandinavian, German, French, Italian and other languages.
4. Assimilation of loan words.
5. Degree of assimilation.
6. Translation and semantic loans.
7. Etymological doublets.
8. International words. "False friends" of an interpreter.
9. The influence of borrowings on the phonetic, morphological and lexical systems of English.

**B. KEY TERMS:** *lingua franca, etymology, genuine (native) words, borrowings (loan words), assimilation, types of assimilation, completely assimilated borrowings, partly assimilated borrowings, non-assimilated borrowings (barbarisms), translation loans, semantic loans, etymological doublets, international words, false friends of the interpreter (pseudo-international words, false cognates).*

#### C. GLOSSARY

**ETYMOLOGY** is a branch of Lexicology that studies the origin and history of words.

**ASSIMILATION** is used to denote a particular or total conformation to the phonetic, graphical and morphological standards of the receiving language and its semantic structure.

**TRANSLATION LOANS** are words or word combinations which are formed from the material of a given language but after the foreign pattern by means of literally morpheme-for-morpheme (word-for-word) translation.

**SEMANTIC LOAN** is used to denote the development in a loan word of a new meaning under the influence of a related word in another tongue.

**ETYMOLOGICAL DOUBLET**s are two or more words which were derived by different ways from one and the same basic original word.

*INTERNATIONAL WORDS* are words of identical origin, which occur in several languages as a result of simultaneous or successive borrowing from the same ultimate source.

#### **D. SUGGESTED QUESTIONS AND ASSIGNMENTS**

1. Why does the English language have a great number of words of foreign origin?
2. What is etymology?
3. What words are considered to be native?
4. Speak on the groups of genuine words.
5. Comment on the specific features of native words.
6. What ways did the borrowings come into the language?
7. Point out the causes of borrowing.
8. Comment on the types of assimilation: phonetic, grammatical, and lexical.
9. What factors does the degree of assimilation depend on?
10. Explain how different types borrowing can be classified according to the degree of assimilation.
11. How do you differentiate between translation and semantic loans?
12. Define etymological doublets and their main sources.
13. What is the difference between international words and “false friends” of an interpreter?

#### **EXERCISES**

1. State the origin and explain the meaning of the words below. If in doubt, consult a good etymological dictionary and find out when the above words came into English. Enlarge the list of barbarisms and translation loans.

*fiesta, bon voyage, ibid, tulip, get, law, tomato, umbrella, operetta, enfant terrible, alma mater, Madeira, sky, chef, macho, haute couture, prêt-à-porter, déjà vu, curriculum vitae, school, judo, sumo, banjo, undertake, goulash, sheriff, silhouette, orchid, Mont Blanc, kangaroo, fowl, chap, caftan, beau monde, thermometer, ego, confetti, virtue, etc*

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

Model: *sea – marine*

a) *lip, mouth, eye, tongue, tooth, head, mind, heart, hand;*

*b) woman, man, friend, father, mother;*

*c) life, heaven, youth, book, earth, time, house, town, sight, name, sun, night.*

3. Comment on the vocabulary of the extract below. Find native English words in it.

*In winter when the fields are white,  
I sing this song for your delight.*

*In spring when woods are getting green  
I'll try and tell you what I mean.*

*In summer when the days are long,  
Perhaps you'll understand the song.*

*In autumn when the leaves are brown,  
Take pen and ink and write it down. (L. Carroll)*

4. State the origin of the following doublets. Comment on the different formation of the doublets and on the difference in meaning, if any.

*shade – shadow*

*senior – sir*

*gaol – jail*

*screw – shrew*

*canal – channel*

*castle – chateau*

*pauper – poor*

*mint – money*

5. You know how many words in the modern English vocabulary are borrowed from other languages. List five words that have been borrowed into English at some time or other from each of the following languages:

*French, Italian, Spanish, Latin, Greek*

6. Translate the following international words into Ukrainian. Are these words “false friends” of an interpreter?

*complexion, sympathy, artist, magazine, phone, liberal, conductor, faculty, high school, public school, fraction*

## TEST

1. What language are the following words borrowed from: *waltz, fatherland, leitmotif, rucksack, zinc, cobalt, nickel*?
  - a) Spanish
  - b) German
  - c) Latin
2. What language are the following words borrowed from: *apricot, banana, bravado, canoe, embargo, sombrero, potato, tobacco*?
  - a) French
  - b) Spanish and Portuguese
  - c) Italian
3. The words *to take, to call, to get, to give, to cast, to want, to die* are
  - a) Native words
  - b) Scandinavian borrowings
  - c) French borrowings
4. Which of the words are the native ones?
  - a) camel, crocodile, hyena, gorilla, lynx, monkey
  - b) pigeon, turkey, kangaroo, giraffe, squirrel, zebra
  - c) hen, cow, goat, crow, bird, bear, fox, hare, lark
5. Words which occur in several languages as a result of borrowing from the same ultimate source are called
  - a) archaic words
  - b) international words
  - c) slang words
6. Which group of words belongs to the native stock?
  - a) nut, acorn, fir, walnut, hazel-nut, ash, oak
  - b) apricot, orange, banana, pomegranate, melon, cherry, lemon
  - c) plum, palm, acacia, pine, baobab, mallow, pear
7. State the origin of the following etymological doublets: *cavalry - chivalry, major - mayor*
  - a) English and Scandinavian
  - b) they were borrowed from the same language
  - c) Latin and French
8. Borrowed words that are not assimilated in the adopting language are called
  - a) barbarisms
  - b) historisms
  - c) jargonisms
9. What language are the following words borrowed from: *chauffeur, coup d'etat, chic, douche, blindage, prestige, debut*?

- a) Latin
  - b) Spanish
  - c) French
10. By a semantic loan is meant
- a) the development in an English word of a new meaning under the influence of a correlated unit in some other language
  - b) a word or a phrase formed from the material available in the given language but after a foreign pattern by means of literal, morpheme-for-morpheme translation of every component
  - c) two or more words of the same language which came by different routes from one and the same basic original word

## **E. READING MATTERS**

1. Арнольд И.В. Лексикология современного английского языка. – М.: Высш. школа, 1986. С. 252 – 262.
2. Лексикология английского языка / Р.З.Гинзбург, С.С.Хидекель, Г.Ю.Князева, А.А.Санкин. – М.: Высш. школа, 1979.
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## SEMINAR 3

### MORPHOLOGICAL STRUCTURE OF A WORD. WORD-FORMATION IN MODERN ENGLISH

#### A. ITEMS FOR DISCUSSION

1. Morphological structure of a word in Modern English:
  - a) a word and a morpheme;
  - b) types of morphemes;
  - c) structural types of words;
  - d) morphemic and derivational analysis of word structure.
2. Affixation as a productive way of word-formation.

**B. KEY TERMS:** *morpheme, allomorphs, simple (or root) words, derived words, compound words, immediate constituents (IC) analysis, derivational analysis, word-formation, affixation, prefixes, suffixes, productive affixes, non-productive affixes.*

#### C. GLOSSARY

**MORPHEME** is the smallest meaningful part of a word and an indivisible two-facet language unit.

**ALLOMORPHS** (morphemic variants) are different phonemic shapes of the morpheme.

**WORD-FORMATION** is the process of coining new words from the material available in the given language after certain semantic and structural pattern.

**AFFIXATION** is the formation of new words by adding affixes to different stems.

#### D. SUGGESTED QUESTIONS AND ASSIGNMENTS

1. Give the definition of the morpheme.
2. How can the morphemes be classified? What criteria are used for classifying morphemes?
3. What approaches can be employed to the study of word structure?
4. Classify words, taking into account their morphological structure.
5. Give the definition of affixation.
6. What are the sources of affixes?

7. Comment on etymological hybrids.
8. Differentiate between the cases of polysemy, homonymy and synonymy among English prefixes and suffixes.
9. What affixes are called productive and non-productive? Do you find this classification arbitrary?

## EXERCISES

1. Comment on the essence of the morphemic analysis of the word. Cut each of the following words into its immediate constituents. What are word-building models of the words?

*Uneatable, greenish, famous, lucky, luckily, majority, half-finished, steadiness, unmistakable, supernatural, ex-seamen, blue-eyed.*

2. Classify the stems of the words into
  - a) simple, derived, compound
  - b) free, bound, semi-bound.

In some cases the choice will not be clear-cut. Explain the grounds for your decision.

*enrich, foolishness, foresee, unpleasantness, trustworthy, snow-whiteness, take, old-maidish, chairman, look, shoemaker, shockproof, hyperslow, businesslike, half-baked, babylike, cowboy, prejudge, well-known, playboy, biped, praiseworthy, fashionmonger, waterproof, small, playwright, irresponsibility, purify, afterthought, hopelessly, manhood*

3. Translate into Ukrainian.

*Irrefutable evidence, perishable goods, disposable paper sheets, an inflatable boat, irreproachable behaviour, expandable tables.*

4. Comment on the polysemantic affixes given below.

*out-, over-, -proof, -free, -minded, -under.*

5. Comment on the polysemy and homonymy of the affixes given in bold. Make up sentences of your own.

*Model: Actions speak **louder** than words. – Short-temper**ed** people are hard to deal with.*

*believ**ing** – cover**ing***

*forgiv**ing** – writ**ing***

*quick**ly** – lov**ely***

*woman**ish** – Span**ish***

*blu**ish** – Finn**ish***

*work**er** – long**er***

*gold**en** – tak**en***

*soft**en** – sil**ken***

## TEST

1. What is the subject matter of word-formation?

- a) a morpheme
- b) the morphemic structure of a word and the ways of word building
- c) derivational affixes and models

2. The morphemes *-ness*, *-less*, *-dis* are singled out as

- a) bound
- b) semi-bound
- c) free

3. Structurally morphemes are divided into

- a) productive and unproductive
- b) free, bound, semi-bound
- c) roots and affixes

4. What morphs are characterized by the following definition, "They are identical in meaning and have different phonetic shapes in different contexts"?

- a) suppletive morphs
- b) root morphs
- c) allomorphs

5. Find the words with allomorphs

- a) clever - cleverer - the cleverest
- b) heart, hearten, heartily, heartless
- c) please, pleasure, pleasant

6. What morphemes are singled out semantically?

- a) roots and affixes
- b) free, bound, semi-bound



c) roots, affixes, inflexions

7. The suffix *-ie* in *auntie* is named

a) augmentive

b) diminutive

c) productive

8. What is the origin of the affixes *-ism*, *-ics*, *-ist*, *poly-*, *dis-*

a) Latin

b) Greek

c) Scandinavian

9. Define the meaning of the suffix *-ish* in *babyish*, *childish*, *girlish*, *womanish*

a) belonging to some nationality or locality

b) like, having the quality of

c) approaching the quality of

10. What group do the following stems belong: *fashionmonger*, *shock-proof*, *trustworthy*, *cameraman*, *playboy*

a) free

b) bound

c) semi-bound

## **E. READING MATTERS**

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## SEMINAR 4

### WORD-FORMATION IN MODERN ENGLISH (CONTINUATION)

#### A. ITEMS FOR DISCUSSION

1. Productive ways of word-formation:
  - a) Conversion,
  - b) Word-composition,
  - c) Shortening
2. Non-productive ways of word-formation.

**B. KEY TERMS:** *converted words, compound words, free word-groups, aphaeresis, syncope, apocope, acronym, non-productive (secondary) ways of word-formation: blending (blends), change of stress (stress interchange), back-formation (disaffixation), reduplication, sound interchange, sound imitation.*

#### C. GLOSSARY

**CONVERSION** is the process of forming new words without adding any wordbuilding elements so that the basic form of the original and newly coined words are homonymous.

**WORD-COMPOSITION** is the way of wordbuilding when a word is formed by joining two or more stems to form one word.

**SHORTENING** is the way of forming new words by clipping the existing lexical units to create shorter words convenient for the use in speech.

**BLENDING** denotes coining a new word by joining two clipped stems.

**CHANGE OF STRESS** is used to form verbs from nouns or other parts of speech by shifting the stress.

**BACK-FORMATION** is the formation of a new word by subtracting a real derivative or supposed suffix through misinterpretation of its structure.

**REDUPLICATION** denotes the derivation of new words by repeating the stems.

**SOUND INTERCHANGE** is used to differentiate words of different parts of speech due to an alternation in the phonemic composition of the root.

*SOUND IMITATION* is the formation of new words which are made by imitating natural sounds produced by animals, birds, insects, human beings and inanimate objects.

#### **D. SUGGESTED QUESTIONS AND ASSIGNMENTS**

1. Give the definition of conversion. Why is it considered to be a productive means of word formation?
2. Who introduced the term “conversion” into linguistics?
3. Analyse the view-points in linguistics as to the nature of conversion.
4. What types of conversion are there in Modern English Lexicology?
5. Give the definition of word composition.
6. What factors does the structural unity of a compound word depend upon?
7. State the difference between compounds and nominal word combinations?
8. How can compound words be classified? What criteria of the classification are used?
9. Define shortening as a means of forming new words.
10. What are the types of word-shortening?
11. What abbreviations are called acronyms?
12. Characterise non-productive means of word formation.

#### **EXERCISES**

1. Comment on the cases of conversion. State to what part of speech these words belong.

*1. Dim the headlights of your car. 2. Try to bridle your temper. 3. The road branches off here. 4. The room was bugged and everything I said was taped. 5. He prefers grilled meat. 6. The haul was good. 7. Don't grate your teeth. 8. He opened a wooden chest that must house a hundred bases for his own statues (J.Archer). 9. The teller handed me a long piece of paper unworthy of its amount (J.Archer). 10. Their relationship is strictly business.*

2. Analyse the following compound words:

*mother-in-law, heart-broken, sea-coast, lady-bird, craftsman, skyscraper, barefooted, slow-coach, cinema-goer, Jack-of-all-trades, H-bomb, off-the-record, coin-in-the-slot, heart-to-hear*

3. Form as many compounds and derivatives as possible with the following stems.

*mother, man, sun, book, hand, act, do, bird*

4. Define the type of abbreviation and shortenings:

*GI, UNICEF, pp, cc, movie, circs, apt, blvd, disco, van, AA, PC, VAT, UFO, ID, sci-fi, NB, ad, all mod cons, incog*

5. Determine the meaning of electronic text messages below and describe in detail the technique used to create each item:

*FAQ, ASAP, FYI, BTW, RSVP,, C, U, 4, 2*

6. Comment on the formation of the lexical items:

*advertistics, to accent, chunnel, clink, ping-pong, brunch, to typewrite, Humpty-Dumpty, crash, to finger print, to beg, docu-drama, medicare, slanguage, heliport, to well-wish, increase, bit*

## TEST

1. What is the difference between compound words and nominal word combinations?

- a) they can be of different parts of speech
- b) they have different meanings
- c) each element of the word phrase is stressed and written separately

2. Conversion as the morphological way of forming new words was put forward by

- a) A. Smirnitsky
- b) Ch. Fries
- c) O. Akhmanova

3. Compounding is the type of word-formation where

- a) new words are formed without adding any word-building elements
- b) words consist of at least two stems which occur in the language as free forms
- c) new words are formed by adding affixes to different stems

4. Find the proper type of conversion of the words given below: *round - a round, criminal - a criminal, to say - a say, to try - a try*

- a) verbalization
- b) adjectivization
- c) substantivation

5. The term "conversion" was first introduced by
  - a) S.Ullmann
  - b) J. Lyons
  - c) H. Sweet
6. Define the type of word-formation of the following words: *smog, brunch, fruice, flush, swellegant*
  - a) back-formation
  - b) blending
  - c) shortening
7. Find the proper type of conversion of the words given below:  
*round - a round, criminal - a criminal, to say - a say, to try - a try*
  - a) verbalization
  - b) adjectivization
  - c) substantivation
8. Define the type of word-formation of the following words; *ping-pong, flim-flam, tittle-tattle, pooh-pooh, walkie-talkie*
  - a) blending
  - b) sound imitation
  - c) reduplication
9. What are word-building models of the words *to burgle, to edit, to skate, to wellwish, to enthuse*
  - a) conversion
  - b) backformation
  - c) affixation
10. How are the underlined words made: a lovely face, a friendly visit
  - a) suffixation
  - b) compounding
  - c) conversion

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## SEMINAR 5

### SEMASIOLOGY

#### A. POINTS FOR DISCUSSION

1. Definition of a word.
2. The definition of meaning. Different approaches to the study of meaning.
3. Types of word meaning.
4. Lexical meaning of a word and its components.
5. Meaning and context.
6. Meaning and motivation.
7. Polysemy. The notion of the semantic structure of the word.

**B. KEY TERMS:** *word meaning, referential approach, functional approach, linguistic concept, lexical meaning of a word (a word-sense), direct meaning, indirect (figurative) meaning, denotative component (denotation), connotative component (connotation), emotional charge, stylistic reference, dialectal reference, lexical context, motivation of words (phonetical, morphological, semantic), semantic structure of a word, lexico-semantic variants.*

#### C. GLOSSARY

**SEMASIOLOGY** is a branch of lexicology that deals with the problem of meaning.

**MEANING** (in terms of referential approach) is defined as a certain reflection in human mind of objects or relations that exist in reality.

**MEANING** (in terms of functional approach) is defined as the sum total of what the word contributes to different contexts in which it may occur.

**LEXICAL MEANING** is the meaning which is connected with the concept and the referent a given word denotes.

**DENOTATIVE COMPONENT** is the lexical nucleus of a word which is connected with the referent a given word denotes.

**CONNOTATIVE COMPONENT** is what is suggested by or associated with a particular word-sense.

*CONTEXT* is a minimum stretch of speech which is necessary and sufficient to determine in which of the possible meanings the word is used.

*POLYSEMY* is the existence within one word of several connected meanings.

*LEXICO-SEMANTIC VARIANTS* are separate meanings of a polysemantic word.

#### **D. SUGGESTED QUESTIONS AND ASSIGNMENTS**

1. Why is it difficult to give a definition of a word?
2. What is understood by "meaning" in terms of the referential approach?
3. What is understood by "meaning" in terms of the functional approach?
4. What are the connections between meaning and concept?
5. What are the relations between meaning and referent?
6. What are the components of lexical meaning?
7. Comment on the role of lexical context.
8. What are the types of motivation of words?
9. What are the peculiar features of polysemantic words?
10. How are the meanings within a polysemantic word related to one another?

#### **EXERCISES**

1. As you know sometimes two or more words have the same or almost the same denotation (dictionary definition), but have very different connotations. As you read each list, try to focus on different shades of meaning of a single object or person.

*house ... home ... living accommodation*

*childlike ... childish ... juvenile*

*child ... kid ... youngster*

*boss ... superior ... manager ... supervisor*

*quiz ... test ... exam ... examination ... midterm*

*dismissed ... fired*

*senior citizen ... old person ... old age*

*animal control officer ... dog catcher*

*table attendant ... server ... waiter (waitress)*

*financial aid ... unemployment compensation ... welfare ... benefit*

*chauffeur r... driver*

*chef ... cook*

*roommate ... cohabitant*

*perspire ... sweat ... nervous wetness*

*takes drugs ... experiments with recreational chemicals*

2. Identify negative connotations. The words in each of these pairs have similar denotations; they could refer to the same thing. In each pair circle the word that has a negative connotation, that brings less favourable associations to your mind.

1. *slim ... skinny*

2. *cheap ... inexpensive*

3. *single girl ... unmarried woman ... spinster*

4. *has an open marriage ... commits adultery ... live-in lover*

5. *boyfriend ... steady guy ... male companion*

6. *girl ... woman ... lady ... chick ... broad ... female human*

3. Read each list of words below. Each word has a different connotation, but has the same general denotation. Decide what the general denotation is for each group. Write your answer on the line provided. Then, number the words in each group from most positive connotation to most negative connotation: 1 being the most positive, 5 being the most negative.

*Model: 3. thin*

4. *bony*

1. *slim*

5. *anorexic*

2. *slender*

thin (general denotation)

\_\_\_ *uprising*

\_\_\_ *riot*

\_\_\_ *demonstration*

\_\_\_ *unlawful gathering*

\_\_\_ *protest*

\_\_\_ *disturbance*

\_\_\_\_\_ (general denotation)

\_\_\_ *guerilla*



\_\_\_\_ *freedom fighter*  
 \_\_\_\_ *mercenary*  
 \_\_\_\_ *soldier*  
 \_\_\_\_ *terrorist*  
 \_\_\_\_\_ (general denotation)

4. Look at the following short dialogues and try to think of a word or phrase to complete the gap, using the meanings of *GET*.

*a `to travel/go` get on a train/bus, get a taxi*

*b* **`to arrive`** get here/there, get home

*c* **`to buy`** get something cheap

*d`to become` get better/worse, get hot/cold/light, get married/divorced,  
get angry/annoyed/confused, get bigger/older/stronger*

*e`to receive/obtain` get help/advice/a message, get a job/a degree,  
get a cold*

**other phrases** get rid of, get on okay/well/fine with sb/sth

a A: Oh dear, it's raining – we'll get wet if we walk to the cinema!

B: Shall we get a ... then? Don't worry, I'll pay!

b A: Go inside – you’ll get ... !

B: I'm okay, I've got a thick sweater on.

c A: How's Dan's back?

B: I think it's getting ... unfortunately.

d A: Did you have a good journey home?

B: Not too bad – we got ... at about 8.30.

e A: Can't we get ... some of these old records?

B: Oh – I like them all!

f A: Do you get ... your mother-in-law?

B: Yeah, she's really nice actually.

g A: Did you get ... from Liz?

B: Yes, I've just called her back.

5. What does the word *bull* mean in each of the following sentences?

1. *Beware of the bull!*
2. *I think the elephant is a bull.*
3. *Stop acting like a bull in a china shop!*
4. *There was a bull market on the stock exchange today.*
5. *Well done! You've hit the bull's eye.*
6. *Don't give me all that bull.*
7. *I'm afraid that you'll just have to take the bull by the horns.*

6. Write definitions to illustrate as many meanings as possible for the following polysemantic words. Prove that the meanings are related to one another. Then compare your list with that in your dictionary.

*dull      do      order      power      operation*

7. Make up the list of diminutive nouns

*e.g. bird – birdie*

8. Discuss the meaning of the words in bold type in terms of the problem 'concept – meaning'.

1. a *She put her hat on the **table**.*  
b *They were at **table** when we called.*  
c *His jokes amused the whole **table**.*  
d *Her father keeps a good **table**.*
2. a *She wore a **green** dress.*  
b ***Green** wood does not burn well.*  
c *I'm afraid he is still **green** at his job.*  
d *He lived to a **green** old age.*

9. Where would you draw the semantic boundary between *tree* and *shrub*; *mountain* and *hill*; *blue* and *green*; *woman* and *girl*?

Which approach to meaning provides us with the best representation of the meaning of the words above?

10. What semantic features characterize the objects of the following words:

*kill      murder      assassinate      massacre*

<i>house</i>	<i>habitation</i>	<i>mansion</i>	<i>residence</i>
<i>master</i>	<i>owner</i>	<i>proprietor</i>	<i>chief</i>
<i>ability</i>	<i>capacity</i>	<i>admit</i>	<i>confess</i>

## TEST

1. What is “meaning” in terms of referential approach?
  - a) the sum total of what the word contributes to different contexts in which the word may appear
  - b) a certain reflection in our mind of objects or relations that exist in reality
  - c) a certain reflection in our mind of objects or relations that are connected with their sound-form
2. What structure is singled out within interconnected lexical meanings of the polysemantic word?
  - a) a semantic nucleus
  - b) a concept
  - c) a lexico-semantic variant
3. The denotative component of the lexical meaning is
  - a) the lexical nucleus of a word which is connected with the referent and notion the given word denotes
  - b) the material meaning of a word which is directly connected with the object or concept the given word expresses
  - c) the component of a word-meaning which is recurrent in the identical sets of grammatical forms of different words
4. A branch of lexicology which studies the problem of lexical meaning is called
  - a) etymology
  - b) semasiology
  - c) toponymy
5. What term is defined as "the object in the outside world to which the sound form refers"?
  - a) a concept
  - b) a sign
  - c) a referent
6. What is understood by "emotional charge"?
  - a) the attitude of the speaker to what is being spoken about
  - b) the social sphere in which the discourse takes place
  - c) shades of meaning or different degrees of a given quality
7. Classify the words according to the type of motivation: *tongues* (of flame), *key* (to a mystery), *green* (with envy), *head* (of a procession)

- a) phonetic
  - b) morphological
  - c) semantic
8. Define the meaning of *face* in the sentence: He was being matter-of-fact in the face of the excitement.
- a) facade, front
  - b) look, expression
  - c) surface of something
9. A word is a unity of the sound-form and
- a) notion
  - b) meaning
  - c) referent
10. The connotative component is what is suggested by or associated with
- a) a particular word meaning
  - b) a particular concept
  - c) a particular referent

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## SEMINAR 6

### DEVELOPMENT AND CHANGE OF THE SEMANTIC STRUCTURE OF A WORD

#### A. ITEMS FOR DISCUSSION

1. Types of semantic changes.
2. Extralinguistic and linguistic causes of semantic changes.
3. English words in the process of time. Archaisms and historisms.
4. Growth and change of the English vocabulary. Semantic groups of neologisms.

**B. KEY TERMS:** *extension of meaning, narrowing of meaning, elevation of meaning, degradation of meaning, transference of meaning, metaphor, metonymy, simile, hyperbole, litotes, ellipsis, synonymic differentiation, fixed context, archaisms, historisms, neologisms.*

#### C. GLOSSARY

*EXTENSION OF MEANING* is the widening of the word range.

*NARROWING OF MEANING* is when a word of wide usage is restricted in its application and comes to be used only in a special meaning.

*ELEVATION OF MEANING* is the process that leads to the heightening of meaning.

*DEGRADATION OF MEANING* is the process opposite to elevation as a result of which for one reason or another a word becomes disrepute or less respectable.

*TRANSFERENCE OF MEANING* is the transformation from literal meaning of a word to the figurative one.

*METAPHOR* is a semantic process of associating two referents one of which in some way resembles the other.

*METONYMY* is a semantic process of associating two referents which are in some way or another connected in reality or when the name of a part is applied to the whole.

*HYPERBOLE* is a stylistic device used as an exaggerated statement to make speech more vivid and expressive.

*LITOTES* is described as expressing the affirmative by negating the contrary.

## D. SUGGESTED QUESTIONS AND ASSIGNMENTS

1. What factors influence the changes in the semantic structure of a word?
2. What criterion are the types of semantic changes based on?
3. What is extension of meaning? Give examples.
4. What is narrowing of meaning? Give examples.
5. What is elevation of meaning? Give examples.
6. What is degradation of meaning? Give examples.
7. What is transference of meaning?
8. What is the difference between:
  - metaphor and metonymy
  - metaphor and simile
  - metonymy and synecdoche
  - hyperbole and litotes
9. What do you mean by extralinguistic causes of semantic changes?
10. What types of linguistic causes of semantic changes do you know?
11. What is the difference between archaisms and historisms?
12. What semantic groups are neologisms classified into?

## EXERCISES

1. Trace the process of semantic changes in the following words:  
*meat, thing, knave, minister, a green man, boston, deer, salt, villain, knight, faded beauty, mackintosh*
2. Provide two fresh examples of semantic widening and two ones of semantic narrowing.
3. Complete the following similes:  
*as steady as ...*  
*as deaf as ...*  
*as silent as ...*  
*as white as ...*  
*as thick as ...*  
*as cool as ...*  
*as true as ...*  
*as sharp as ...*  
*as fit as ...*

4. Choose the names of animals or insects in the following similes:

as wise as ...

as tall as ...

as busy as ...

as strong as ...

as obstinate as ...

as silly as ...

as clumsy as ...

as cunning as ...

as hoarse as ...

as weak as ...

as tall as ...

as plump as ...

5. Classify the following types of the transference of meaning.

*1. In the heart of the mountings, at the bottom of page.*

*2. Head of a cabbage, hand of a clock.*

*3. Wing of a plane, eye of a potato.*

*4. Hot scent, warm heart.*

*5. A bookworm, a tiger, a lion.*

6. Determine the type of association of contiguity the following cases of metonymy are based upon:

*champagne, madeira, sandwich, manchester, cheddar, mauser,  
china, tongue*

7. Discuss the following cases of metonymy of the words given in bold.

*1. I have never read **Balzac** in the original. 2. The **house** was full.  
3. The **pit** loudly applauded. 4. My sister is fond of old **china**. 5. He  
ate three **plates**. 6. The **coffee-pot** is boiling. 7. He succeeded to  
the **crown**. 8. I have a few **coppers** in my purse.*

8. Analyse the following neologisms from the point of view of their morphemic structure and the way they are formed.

*boutique, JV, slackademic, cheeseburger, self-exile, SA, out-doorsy, memo, laundered money, femme-fatalish, coin-in-the-slot, we shall overcome, non-formals, workaholic, INSET, Euromarket, the Establishment / the Overclass, to Vice-Preside, glitterati*

## TEST

1. What process of semantic changes is defined as "a process as the result of which for one reason or another a word becomes disrepute and less respectable"?

- a) degradation of meaning
- b) narrowing of meaning
- c) transference of meaning

2. What linguistic phenomenon is the basis of the formation of metaphor?

- a) homonymy
- b) polysemy
- c) synonymy

3. Pick out the historisms from the groups below

- a) anarch, baron, musketeer, vassal, carbonari
- b) mom, eve, thy, thou, aye, nay, moon, oft
- c) toreador, rajah, shah

4. Define the process of semantic changes in the following words: *deer, comrade, wife, meat*

- a) narrowing of meaning
- b) degradation of meaning
- c) transference of meaning

5. Which line accounts for the metaphor?

- a) Utterly amazed, I was speechless
- b) The kettle is boiling
- c) Kyiv is the heart of our country

6. Define the process of semantic changes in the following words: *paper, manuscript, pipe, vandal, utopian*

- a) extension of meaning
- b) elevation of meaning
- c) transference of meaning

7. Which line accounts for the metonymy?

- a) I have never read Balzac in the original



- b) He had an egg-like head and frog-like jaws
- c) My heart is beating with excitement
- 8. Pick out the metaphors from the following word combinations
  - a) green leaves, a green bush, a green apple
  - b) black propaganda, black envy, black ingratitude
  - c) the neck of a girl, the root of a tree, seeds of a plant
- 9. What is the main difference between archaisms and historisms?
  - a) archaisms have synonyms in a contemporary language
  - b) historisms have synonyms in a contemporary language
  - c) archaisms and historisms have different stylistic functions in the text
- 10. Which of the groups of words listed below corresponds to passive vocabulary?
  - a) neologisms, historisms, archaisms
  - b) archaisms, dialect words, borrowings
  - c) professionalisms, barbarisms, loan words

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## SEMINAR 7

### ENGLISH VOCABULARY AS A SYSTEM. HOMONYMS. SYNONYMS. ANTONYMS

#### A. ITEMS FOR DISCUSSION

1. The definition. Types of homonyms, their classification.
2. Sources of homonyms in English.
3. The differentiation between polysemy and homonymy.
4. The problem of the definition of synonyms.
5. The notion of a synonymic dominant.
6. Classification of synonyms.
7. Sources of synonyms.
8. Euphemism as a special type of a synonym. The role of synonyms in the language.
9. Specific features of antonyms in English.

**B. KEY TERMS:** *perfect homonyms, homophones, homographs, full homonyms, partial homonyms, lexical homonyms, lexical-grammatical homonyms, grammatical homonyms, etymological homonyms, historical homonyms, distributional approach, transformational analysis, shades of meaning, valency (combinability), emotional charge, stylistic reference, synonymic dominant, absolute synonyms, ideographic (relative synonyms, stylistic synonyms, euphemisms, absolute antonyms, phraseological antonyms, complex antonyms.*

#### C. GLOSSARY

**HOMONYMS** can be described as words that are identical in sound form but different in meaning and in many cases their distribution and origin.

**SYNONYMS** are two or more words of the same language, belonging to the same part of speech, having a similar denotative component of the lexical meaning, interchangeable at least in some contexts, but different in sound-form, shades of meaning, emotional charge, valency and stylistic reference.

**ANTONYMS** are two or more words of the same language belonging to the same part of speech, identical in style and nearly identical in

distribution, and characterized by semantic polarity of their denotative meaning.

#### **D. SUGGESTED QUESTIONS AND ASSIGNMENTS**

1. How can the English vocabulary be classified?
2. Give the definition of homonyms. What is their role in the language?
3. How can homonyms be classified? What principles are the classifications based on?
4. What are the sources of homonyms?
5. What is the difference between polysemy and homonymy? What are the criteria of delimitation of polysemous and homonymous words?
6. Give the definition of synonyms. Speak on their functioning in the English language.
7. What main principle is used to arrange synonyms into sets? Comment on the characteristic features of a synonymic dominant, illustrating your with examples.
8. What is the essence of the method of componential analysis?
9. What components entail the abundance and variety of synonyms?
10. How can synonyms be classified?
11. What are the sources of synonymy?
12. Say what ways euphemisms come into the language. What is political correctness? Is political correctness desirable?
13. Give the definition of antonyms and their classification.

#### **EXERCISES**

1. State the type of homonyms used in the following sentences.  
*1. She rose too. The path wound down the hill between the rows of tall trees. 2. The rabbits scudded away with their white tails in the air. She was like the girl in the fairy-tale. I only dance with men in tails. 3. The pale moon gave him a view of the solitary tower. In another moment he was flying down the street with his pail. 4. Wait till I've finished this bit. The weight began to lift from his brain. 5. To their great joy they found a tolerably good fire in the grate. 6. They took up a lot of small fry. It's a shame to fry an egg as fresh as that one. 7. I always lose my way in the big cities. Paul has such strange ways. 8. The little boy was still out. Still waters have deep bottoms.*

2. Give words homophonous with the following.  
*flour, hair, rite, soul, weak, bean, break, sore, sum, colonel, cent, him*
  
3. Spell out the following homophones and explain their meanings.  
 [dɪə], [pɛə], [bɛə], [kə:nl], [poul], [sent], [nju:], [meɪn], [berɪ],  
 [pleɪn], [sou], [θroun], [hi:l], [mɪst], [weɪt], [flu:]
  
4. Transcribe the following homophones. How are they pronounced and what do they mean?  
*lead, buffet, invalid, polish, bass, desert, row, minute*
  
5. Give synonyms of
  - a) Germanic origin: *vital, to reply, to inquire, radiant, vacation, to cease, beverage, to educate*
  - b) Romanic origin: *happiness, wood, holy, freedom, corner, end, enough, hearten, wish, child, help, wedding, begin, hide*
  - c) Scandinavian origin: *heaven, throw, sick, present, to elevate, to receive*
  
6. Comment on the stylistic usage of the following synonyms. Point out formal, poetic, colloquial, dialectal, or archaic synonyms.
  - 1 *girl – maid – lass (ie) – damsel*
  - 2 *meal – refreshment – repast – snack – bite*
  - 3 *leave – retire – withdraw – quit – set off*
  - 4 *child infant – babe – kid – lad*
  - 5 *end – terminate – finish – cease – be through – be over*
  - 6 *continue – proceed – go on – get on*
  - 7 *begin – commence – start – get started – initiate*
  - 8 *good-bye – farewell – bye – so long*
  - 9 *pretty – bonny – appealing – good-looking*
  
7. What distinguishes each of the following pairs of synonyms – dialect, formality, or connotation?  
*chat – gossip*  
*give – donate*  
*hate – loathe*  
*insect – creepy-crawlie*

*slippery – slippy*  
*radio-set – walkie-talkie*  
*help – assist*  
*throw – hurl*  
*astonished – flabbergasted*

8. For each of the following words say whether it has an antonym and give it if it does.

*emigrate, justice, new, proud, lock, fortune, simple, speak, straight, triangular, use, sufficient, birth, epilogue, introvert, explicit*

### TEST

1. What is the process of forming the homonyms *cab (cabriolet) - cab (cabbage)*
  - a) split of polysemy
  - b) shortening
  - c) borrowing
2. Which line accounts for the homographs?
  - a) pole - poll, scent - sent, plain - plane
  - b) bass - bass, desert - desert, buffet - buffet
  - c) cot - cot, game - game, match - match
3. What is the process of forming the synonyms *to ask – to question*
  - a) conversion
  - b) shift of meaning
  - c) borrowing
4. What term can be defined as "words that are identical in their sound form but have no common semes or association"
  - a) polysemantic words
  - b) lexical homonyms
  - c) paronyms
5. Synonyms belonging to the same stylistic layer, having the same connotation which are characterized by a distinction in the differentiating semes of the denotational component of their lexical meaning are named
  - a) absolute
  - b) ideographic
  - c) stylistic
6. Which of the definitions corresponds to the notion "synonyms"?
  - a) words that are identical in sound-form but different in meaning

b) words that partially coincide in their sound-form but are different in meaning

c) words belonging to the same past of speech, that are different in sound-form but identical or similar in meaning

7. Point out the synonymic dominant in the following group of synonyms: *scarlet, crimson, cherry, purple, red, carmine, cardinal, bloodshot*

a) red

b) cherry

c) bloodshot

8. Which line accounts for the lexical homonyms?

a) nail - nail, bank - bank, yard - yard

b) some - sum, so - saw, flu - flew

c) asked - asked, put - put, brother's - brothers

9. What is "a synonymic dominant"?

a) structurally it is an unproductive word

b) etymologically it is a genuine word

c) a general term, neutral in style and with a great combining power

10. Fill in the blank with a synonym: *Oh, one's mode of life might be ... and scrupulous.*

a) high

b) tall

c) lofty

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## SEMINAR 8

### PHRASEOLOGY

#### A. ITEMS FOR DISCUSSION

1. Free word combinations and phraseological units.
2. Classifications of phraseological units.
3. Diachronic analysis of phraseological units.
4. Proverbs and sayings.

**B. KEY TERMS:** *free word groups, phraseological units (set phrases, idioms), phraseological fusions, phraseological unities, phraseological or traditional combinations, phrasemes.*

#### C. GLOSSARY

**PHRASEOLOGICAL UNITS** are phrases characterized by semantic or grammatical inseparability, the meaning of which is not the sum of meanings of their constituents.

**PHRASEOLOGICAL FUSIONS** are completely non-motivated lexical units, their components fully lost their semantic and structural independence.

**PHRASEOLOGICAL UNITIES** are partially motivated units often based on metaphor or metonymy.

**PHRASEOLOGICAL COMBINATIONS** are motivated phrases in which one component is used in its direct sense and the other is used metaphorically.

**PHASEMES** are two-member (binary) units in which one component has a special sense depending on the second component.

**IDIOM** is semantically and grammatically inseparable unit in which all the component are used in a specialised sense.

**PROVERBS** are concise sentences expressing some truth or moral lesson as established by experience of wisdom and familiar to all.

**SAYINGS** are phrases which are devoid of generalised instructive or didactic meaning, they are often syntactically incomplete.

#### D. SUGGESTED QUESTIONS AND ASSIGNMENTS

1. What is the subject matter of phraseology?

2. What is the difference between free word groups and idioms?
3. What do you know about intermediate cases or semi-free phrases?
4. What classifications of phraseological units do you know? What principles are they based on?
5. Comment on the reasons accounting for the loss of motivation of the idioms? What are the sources of phraseological units?
6. What is the difference between proverbs and sayings?

## EXERCISES

1. Complete the following binary idioms so that the whole unit should alliterate.

1. *Bag and ...* . 2. *Deaf and ...* . 3. *House and ...* . 4. *Kith and ...* .  
 5. *Safe and ...* . 6. *Spick and ...* . 7. *Stocks and ...* . 8. *Neck or ...* .  
*Now or ...* . 9. *No sweat no ...* . 10. *Neither rhyme nor ...* . 11.  
*Through thick and ...* . 12. *With might and ...* .

2. Complete the following phrases so that they make English proverbs and idioms.

1. *A bird in the hand.* 2. *The last straw.* 3. *An old bird.* 4. *The early bird.* 5. *Half the battle.* 6. *A new broom.* 7. *The cap fits.* 8. *Spilt milk.* 9. *A stitch in time.*

3. Fill in the gaps, choosing the appropriate form of the idiom to make the following sentences complete: *to hit the nail on the head*, *to keep one's fingers crossed*, *all fingers and thumbs*, *to keep one's chin up*, *to pull one's leg*, *head and shoulders above somebody*, *a sight for sore eyes*, *to bite one's head off*.

1. *Don't get offended, Jimmy! That was just a joke. I was \_\_\_\_\_, that's all!*
2. *Your suspicions have been confirmed. You've \_\_\_\_\_ !*
3. *This student is very intelligent. His speech was \_\_\_\_\_ in his group.*
4. *Don't be so disappointed, Tom! \_\_\_\_\_, everything will get better soon.*
5. *Oh, I haven't seen you for ages, You are \_\_\_\_\_ !*
6. *Don't ask Margaret to do this. She is \_\_\_\_\_ .*



7. *Don't be so angry with me! I only ask you a question! There is no need \_\_\_\_\_!*

8. *I hope you'll pass the exam, I will \_\_\_\_\_ for you!*

4. Give a paraphrase of each idiom that clearly brings out its meaning and discuss the type of lexical items of this kind.

- a *stick-in-the-mud*
- b *to change horses in midstream*
- c *to play to the gallery*
- d *at each other's throat*
- e *a tall order*
- f *wear and tear*

## TEST

1. What is the subject matter of phraseology?

- a) free word combinations
- b) words with the figurative meaning
- c) words characterized by the integral meaning as a whole, with the meaning of each component weakened or entirely lost

2. What types of phraseological units did acad. V.Vynogradov single out?

- a) nominative and communicative
- b) phraseological fusions, phraseological unities, phraseological combinations
- c) phrasemes and idioms

3. The difference between phraseological units and free word combinations lies in

- a) syntactical peculiarities (impossibility of transformations)
- b) semantic peculiarities (they are partially or fully non-motivated)
- c) both syntactical and semantic peculiarities

4. What relationships have the terms "phraseological unit", "set phrase", "idiom" between themselves?

- a) synonymous
- b) antonymous
- c) homonymous

5. The difference between phraseological units and free word combinations lies in

- a) syntactical peculiarities (impossibility of transformations)
- b) semantic peculiarities (they are partially or fully non-motivated)

- c) both syntactical and semantic peculiarities
6. Which of the linguists proposed the classification based on the combination of functional, semantic and structural criteria?
- A. Kunin
  - A. Smirnitsky
  - N. Amosova
7. Point out the phraseological units that are considered to be synonymous
- through thick and thin, by hook or by crook, for love or money
  - to take the bull by the horns, in all respects, at one jump
  - by little and little, on the spot, to begin at the wrong end
8. I like Mary; she is a girl ... , kind and very pretty.
- over my own head
  - after my own heart
  - in my own blood
9. According to J.Seidl and W.McMordie “*to tell someone where to get off*” belongs to the type with
- form irregular, meaning clear
  - form regular, meaning unclear
  - form irregular, meaning unclear
10. M. McCarthy and F. O’Dell consider “*a kick in the teeth*” to be
- a prepositional phrase
  - a compound
  - a binomial

## E. READING MATTERS

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