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«БАРАНОВИЧСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»**

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АНГЛИЙСКОГО ЯЗЫКА**

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Учебно-методическое пособие предназначено для организации и проведения семинарских занятий по дисциплине «Лексикология английского языка». Подготовлено в соответствии с рабочей программой.

Пособие рекомендуется преподавателям и студентам высших учебных заведений, изучающих английский язык в качестве основной или дополнительной специальностей.

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## **ВВЕДЕНИЕ**

Учебно-методическое пособие разработано как методическое сопровождение семинарских занятий по дисциплине «Лексикология английского языка» и предназначено для студентов III курса, изучающих английский язык в качестве основной специальности.

Необходимость издания данного учебного средства обусловлена отсутствием учебно-методических материалов для организации семинарских занятий и управляемой самостоятельной работы по дисциплине «Лексикология английского языка».

Пособие подготовлено в соответствии с рабочей программой по дисциплине «Лексикология английского языка» и включает следующие темы, выносимые на обсуждение в рамках семинарских занятий:

English lexical units. Their characteristics. Types of naming.

Semantic structure of the word and its changes.

Phraseology in modern English.

Fundamentals of English lexicography.

Etymological survey of the English word-stock.

Homonymy.

Semantic classifications of words. Synonymy. Antonymy.

Word-formation and word-structure.

Variants and dialects of the English language.

Пособие направлено на совершенствование и систематизацию материала по всем темам дисциплины. Все разделы пособия имеют единообразную структуру: вопросы для обсуждения, список терминов по обсуждаемой теме, список литературы для изучения, вопросы для самоконтроля, аутентичные тексты по обсуждаемой проблематике с вопросами для анализа, обязательные и дополнительные практические задания.

Пособие снабжено приложениями, материал которых может быть использован в ходе выполнения практических заданий и обсуждения вопросов для самоконтроля и анализа аутентичных текстов. Приложение также содержит тесты для самоконтроля с ключами.

Учебно-методическое пособие «Практикум по лексикологии английского языка» в комплексе с другими учебными изданиями может быть использовано при проведении занятий по дисциплине «Лексикология английского языка».

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# 1 SEMANTIC STRUCTURE OF THE WORD AND ITS CHANGES

## Topics for discussion

1. Semantics / semasiology. Different approaches to word-meaning.  
Список источников: 6, с. 99—128; 7, с. 108; 9, с. 123—125; 11, с. 13—23, 29—33; 12, с. 36—56.
2. Types of word-meaning.  
Список источников: 6, с. 99—128; 7, с. 108; 9, с. 74—83, 123—125; 11, с. 13—23, 29—33; 12, с. 36—56.
3. Polysemy. Semantic structure of words. Meaning and context.  
Список источников: 6, с. 99—128; 7, с. 108; 9, с. 74—83, 123—125; 11, с. 13—23, 29—33; 12, с. 36—56.
4. Change of word-meaning: the causes, nature and results.  
Список источников: 6, с. 99—128; 7, с. 108; 9, с. 74—83, 123—125; 11, с. 13—23, 29—33; 12, с. 36—56.

*Key terms:* semantics, referent, referential meaning, significative meaning, pragmatic meaning, differential meaning, functional meaning, grammatical meaning, lexical meaning, denotational meaning, connotational meaning, polysemantic word, polysemy, a model of polysemy, lexical-semantic variants, basic meaning, peripheral meaning, primary meaning, secondary meaning, radiation, concatenation, lexical context, grammatical context, thematic context, ellipsis, differentiation of synonyms, linguistic analogy, metaphor, metonymy, synesthesia, restriction, extension, ameliorative development, pejorative development.

## Compulsory tasks and exercises

1. Provide answers to the following questions.
  1. What is word meaning?
  2. What are the main postulates of the referential approach to meaning?
  3. What are the main postulates of the functional approach to meaning?
  4. What is the difference between the lexical, grammatical and part-of-speech meaning of the word?
  5. What types of semantic components can be distinguished within the meaning of a word?
  6. What component of meaning is recurrent in the given words : *actors, boys, chairs, dreamers, girls, pens, schools, students, tables, trees, tulips*?

7. How is the grammatical meaning of a word expressed?
8. What are the causes of polysemy?
9. What role does context play in determining the meaning of words?
10. What are the causes of semantic change?

2. Comment on the following L. Bloomfield's quotation. What phenomenon is described?

"Very many linguistic forms are used for more than one typical situation. In English, we speak of the head of an army, of a procession, of household or of a river and a head of cabbage; of the mouth of a bottle, cannon, or river; of the eye of a needle and of hooks and eyes of a dress; of the teeth of a saw; of the tongue of a shoe or of a wagon; of the neck of a bottle and the neck of the woods; of the arms, legs and back of a chair; of the foot of the mountain; of the hearts of celery. A man can be a fox, an ass, or a dirty dog; a woman a peach, lemon, cat or goose; people are sharp and keen or dull, or else bright or foggy as to their wit; warm or cold in temperament; crooked or straight in conduct; a person may be up in the air, at sea, off the handle, off his base, or even beside himself, without actually moving from the spot."

3. Prove that the meanings in the following polysemantic words are related (use the dictionaries.).

Hand, head, heavy, table.

4. State the denotational and connotational components of lexical meaning in the following pairs of words.

To conceal — to disguise, to choose — to select, to draw — to paint, money — cash, photograph — picture, odd — queer.

5. Within the following words find different examples of meaning development (extension, restriction, degradation, elevation).

To starve, duke, boor, caitiff, room, spinster, deer, hound, knight, minister, clown, silly, place, meat, lady, knave, villain, queen, fowl, wife.

6. Find cases of metaphor and metonymy.

Black deeds, to devour a story, the eye of a needle, cane, the mouth of a river, Bordeaux, crown, the foot of the mountain, sandwich, the head of a pin, boycott, campaign, sable, the arm of the chair, cold voice, loud colors, the head of the pin, sweet temper, black deeds, to burn with anger, the hands of a clock, every head of cattle, to have a good head for figures.

Репозиторий Баргу

## 2 HOMONYMY

### Topics for discussion

1. Homonyms. Classifications of homonyms.

Список источников: 6, с. 128—129, 134—135; 7, с. 108; 9, с. 127—131; 11, с. 39—42; 12, с. 58.

2. Sources of homonyms.

Список источников: 6, с. 130—134; 7, с. 42—43; 12, с. 56—57.

3. Polysemy and homonymy : etymological, semantic, distribution and spelling criteria.

Список источников: 7, с. 43—45; 12, с. 58—59.

*Key terms:* homonyms, perfect homonyms, homographs, homophones, polysemantic words.

### Compulsory tasks and exercises

1. Consider your answers to the following questions.

1. Which words do we call homonyms?

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

3. What are the main sources of homonymy in English? Give examples.

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

5. What accounts for the abundance of homonymous words and word-forms in English?

6. Does homonymy exist only among words and word-forms? Can we speak about homonymy of other lexical units? Give examples.

7. What types are homonyms classified into by the type of meaning?

8. What types are homonyms classified into if their sound-form / graphic form is taken into account?

9. What homonyms have related meanings?

10. What is essential difference between homonymy and polysemy?

11. What are the criteria for differentiation between polysemy and homonymy?

12. Why is a semantic criterion not always reliable in differentiating between polysemy and homonymy?

13. Prove that the language units *board* ("a long and thin piece of timber") and *boards* ("daily meals") are two different words (homonyms) and not two different meanings of one and the same word. Give some other similar examples.

2. Classify the following homonyms into lexical, lexico-grammatical and grammatical homonyms.

Ball (*n*) — ball (*n*), bank (*n*) — bank (*n*), bear (*n*) — bear (*v*), draw (*n*) — draw (*v*), found (*v*) — found (past of “to find”), ground (*n*) — ground (past of “to grind”), kind (adj) — kind (*n*), left (adj) — left (past of “to leave”), mine (*n*) — mine (of “my”), own (adj) — own (*v*), page (*n*) — page (*n*), use (*n*) — use (*v*).

3. A. Find homonyms proper for the following words; give their Russian equivalents.

**Band** — a company of musicians.

**Seal** — a warm-blooded, fish-eating sea-animal, found chiefly in cold regions.

**Ear** — the grain-bearing spike of a cereal plant, as in corn.

**Cut** — the result of cutting.

**To bore** — to make a long round hole, esp. with a pointed tool that is turned round.

**Corn** — a hard, horny thickening of the skin, esp. on the foot.

**Fall** — the act of falling, dropping or coming down.

**To hail** — to greet, salute, shout an expression of welcome.

**Ray** — any of several cartilaginous fishes, as the stingray, skate, etc.

**Draw** — something that attracts attention.

B. Find homophones for the following words, translate them into Russian or explain their meanings in English.

Heir, dye, cent, tale, sea, flower, week, peace, sun, meat, steel, knight, idle, sum, coarse, principal, write, key, fair, plain, sight, reign, hare, weather.

C. Find homographs for the following words and transcribe both of them.

**To bow** — to bend the head or body.

**Wind** — air in motion.

**To tear** — to pull apart by force.

**To desert** — to go away from a person or place.

**Row** — a number of persons or things in a line.

4. Find homophones, transcribe them and translate into Russian.

1. Wait till I've finished this bit. The weight began to lift from his brain.

2. Old Sessy had his way in due course. Gilbert gave one of his coarse laughs.

3. Then he awoke in pain from his stiffened muscles and chilled by the mountain wind. Last week one of the panes broke in the early morning.

4. The rain was lashing at the rails. Throwing the rein of his own horse to Mr. Smith he sprang up.

5. The pale moon gave him a view of the solitary tower. In another moment he was flying down the street with his pail and a tingling rear.

6. The rabbits scudded away with their white tails in the air. She was like the girl in the fairy tale.

5. Prove that the following lexical items are homonyms.

Case (*n*) — an instance of something occurring.

Case (*n*) — any of various types of container or covering used for keeping or protecting things.

Pupil (*n*) — a person, especially a child, who is taught in school or privately.

Pupil (*n*) — the dark circular opening in the center of the eye that becomes smaller in bright light and larger in the dark.

6. Make up a complete analysis of the homonyms given in italics. Translate the sentences into Russian.

1. He couldn't *bear* to speak. First catch your *bear* and then divide the skin. Martine and Joe, down to undershirts, bare-armed, sweated, and panted for air. 2. That's why we came in here arid, that's why *we'll* go on fighting when we leave. Phyl got one *wheel* of the pram caught in something. 3. All of them *bowed* low. It is the hour when from the *boughs* the nightingale's high note is heard. Before them stood an Indian with an arrow and a *bow*. 4. She *rose* too. The white lane wound down the hill between tall *rows* of elms. When she left the room, an odour of *rose*, or some other magical fragrance, lingered about the nursery. 5. He had *led* a secluded existence in his college. *Lead* is mined in that region. They *lead* a life quite distinct from that of the neighbours.

## Additional exercises

1. Choose the correct word.

1. My (*sole, soul*) is dark — Oh! Quickly string  
The harp! (*eye, I*) yet can brook (*too, to, two*) (*here, hear*);  
And let thy gentle fingers fling  
Its melting murmurs (*o'er, oar, or*) mine ear.  
If in this (*heart, hart*) a hope (*bee, be*) (*deer, dear*),  
That sound shall charm it forth again;  
If in these eyes (*their, there*) lurk a (*tier, tear*),  
'Twill (*flow, floe*), and cease to burn my brain.
2. I bring fresh showers (*four, fore, for*) the thirsting (*flours, flowers*),  
From the (*seas, seize*) and the streams;  
I (*bare, bear*) light shade from leaves when (*laid, lade*)  
In their noonday dreams.
3. A wind came up out of the (*see, sea*)  
And said, "O mists, make room for me,"  
It (*haled, hailed*) the ships, and cried: "(*Sale, sail*) on,  
Ye mariners, the (*knight, night*) is gone."
4. Oh, why don't you (*prey, pray*)  
To the Good Lord for (*bred, bread*)?  
How can I (*pray, prey*)  
To a God that is dead!
5. In a (*week, weak*) another order followed — (*no, know*) (*won, one*)  
was (*aloud, allowed*) to walk down the (*main, mane*) (*isle, aisle*) coming to  
or from work.

2. State the meaning and origin of the perfect homonyms. Translate them into Russian.

1. Date, long, perch, mean, school, full, band, carp, mess, policy, tense, skate, pulse, launch, exact, compound, boot, bat, miss, pupil, mood.
2. Can, repair, may, pool, gin, wake, count, staple, rash, like, angle, blow, host.
3. Bark, beetle, bill, dock, hide, lay, down, fast, duck, fit, moor, march, race, rail, rock, spell.
4. Bound, pile, port, litter, sound, tick.

3. Transcribe the following homographs. State their different meanings and use them in sentences of your own.

Lead, compact, slough, row, lower, invalid, buffet, polish, bass, desert.

4. Find homophones in the following sentences. State to what parts of speech they belong.

1. The advancing tide rolled nearer than usual to the foot of the crags. In the same way his other articles were tied up with the other leading San Francisco paper.

2. About life and the book he knew more than they. Alice and Pat were rather like new acquaintances.

3. We used to have street parties and banners across the road. He rode up to the little wicket of Alice's garden.

4. The dogs stood aloof and bayed loudly. He bade them all farewell.

5. At school he'd won first prize. The only way they can beat us is by making us turn on one another.

6. The scene was worthy of an artist's pencil. There was laughter in the heart of Sam Du Plessis and it was to be seen in his eyes.

7. Ravenswood answered this observation with a cold and distant assent. They divided into two groups so as to move with more rapidity and make the ascent on the hill by dusk.

8. The funeral rites were always considered as a period of festival to the living. The Marchioness writes in this fashion.

9. Mrs. Grawley made an expedition into England, leaving behind her little son upon the Continent, under the care of the French maid.

10. You will hardly see them in any public place without a shabby companion with a dyed silk, sitting somewhere in the shade close behind them. But no Forsyte had as yet died; they took precautions against it.

11. All night long he paced the room. They were not actual diamonds. They were the very brightest paste and shone prodigiously.

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

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

2. a) My seat was in the middle of a row. b) "I say, you haven't had a row with Corky, have you?"

3. a) Our Institute football team got a challenge to a match from the University team and we accepted it. b) Somebody struck a match so that we could see each other.

4. a) It was nearly December but the California sun made a summer morning of the season. b) On the way home Crane no longer drove like a nervous old maid.

5. a) She loved to dance and had every right to expect the boy she was seeing almost every night in the week to take her dancing at least once on the weekend. b) "That's right," she said.

6. a) Do you always forget to wind up your watch? b) Crane had an old Ford without a top and it rattled so much and the wind made so much noise.

7. a) In Brittany there was once a knight called Eliduc. b) She looked up through the window at the night.

8. a) He had a funny round face. b) — How does your house face? — It faces the South.

9. a) So he didn't shake his hand because he didn't shake cowards' hands, see, and somebody else was elected captain. b) Mel's plane had been shot down into the sea.

10. a) He was a lean, wiry Yankee who knew which side his experimental bread was buttered on. b) He had a wife of excellent and influential family, as finely bred as she was faithful to him.

11. a) He was growing progressively deafer in the left ear. b) I saw that I was looking down into another cove similar to the one I had left.

12. a) Iron and lead are base metals. b) Where does the road lead?

6. On what linguistic phenomenon is the joke in the following extracts based? What causes the misunderstanding?

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

"They was in," said the child, "but they is out." "They was in. They is out. Where's your grammar?" "She's gone upstairs," said the boy, "for a nap."

2. "Yes, Miss Jones, it's true my husband has left his job. He thought it was better for him to enlist rather than to be called up. Anyway, he has burned his bridges behind him."

"Oh, well, I shouldn't worry about that. They'll provide him with a uniform in the Army," commented the neighbour.

3. "I got sick last night eating eggs."

"Too bad."

"No, only one."

4. Husband and wife were enjoying a quiet evening by their fireside, he deep in a book and she in a crossword puzzle. Suddenly she questioned him:

"Darling, what is a female sheep?"

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

5. "I spent last summer in a very pretty city in Switzerland."

"Berne?"

"No, I almost froze."

6. Officer (*to a driver in parked car*): "Don't you see that sign "Fine for parking?"

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

7. A. Classify the following italicized homonyms. Use Professor A.I. Smirnitsky's classification system.

1. a) He should give the *ball* in your honour as the bride. b) The boy was playing with a *ball*.

2. a) He wished he could explain about his *left* ear. b) He *left* the sentence unfinished.

3. a) I wish you could stop *lying*. b) The yellow mouse was still dead, *lying* as it had fallen in the crystal clear liquid.

4. a) This time, he turned on the *light*. b) He wore 300 suits with *light* ties and he was a man you would instinctively trust anywhere.

5. a) When he's at the door of her room, he sends the *page* ahead. b) Open your books at *page* 20.

6. a) Crockett's voice *rose* for the first time. b) I'll send you roses, one *rose* for each year of your life.

7. a) He was *bound* to keep the peace for six months. b) You should *bound* your desires by reason.

8. a) The pain was almost more than he could *bear*. b) Catch the *bear* before you sell his skin.

9. a) To *can* means to put up in airtight tins or jars for preservation. b) A man *can* die but once.

B. Explain what forms the basis for the following jokes. Classify the types of homonyms as in part a).

1. An observing man claims to have discovered the colour of the wind. He says he went out and found it blew.
2. Child: "Mummy, what makes the Tower of Pisa lean?"  
Fat mother: "I have no idea, dear, or I'd take some myself."
3. Father: "Didn't I tell you not to pick any flowers without leave?"  
Child: "Yes, daddy, but all these roses had leaves."
4. Diner: "Waiter, the soup is spoiled. "  
Waiter: "Who told you that? "  
Diner: "A little swallow."
5. The difference between a cat and a comma is that a cat has its claws at the end of its paws, and a comma has its pause at the end of a clause.
6. A canner exceedingly canny  
One morning remarked to his granny:  
"A canner can can anything that he can.  
But a canner can't can a can, can'e?"

8. Find perfect homonyms in the following sentences and translate them into Russian. State whether they are complete or partial, lexical or lexical-grammatical homonyms.

1. Colin managed to sligher on the bank. He was worried by the perfect storm of wildcat money which was floating about and which was constantly coming to his bank.
2. They will sack you as soon as things slacken. We're going to take a sack of coal. I shall be obliged to get my breakfast and morning-draught of sack from the old Jacobite ladies.
3. His heart thudded so fast. He who feasts till he is sick, must fast till he is well.
4. They took up a lot of small fry. It's a shame to fry an egg as fresh as that one.
5. You had to walk about fifty yards along the street in front. They were playing in the back yard.
6. The little boy was still out. Still waters have deep bottoms.
7. He went out again to the sink. He saw the sun sink beyond the horizon.
8. Mabel began to find out what a mean old rogue he is. What I mean is that he strikes me as a man who has gone to the bottom of things.
9. All agreed that to drink of the waters of the well was ominous to the descendants of that house. All is well that ends well.
10. Here they found tea laid out for them. He had always had a strong desire to found home.

9. Provide homonyms for the italicized words in the following jokes and extracts and classify them according to Professor A. I. Smirnitsky's classification system.

1. Teacher : "*Here* is a map. Who *can* show us America?" Nick goes to the map and finds America on it. Teacher: "Now, tell me, boys, who *found* America?" Boys: "Nick."

2. Father: "I promised to *buy* you a car if you *passed* your examination, and you have failed. What were you doing *last* term?"

Son: "I was learning to drive a car."

3. "What time do you get up in summer?"

"As soon as the first ray of the sun comes into my window."

"Isn't that rather early?" "No, my room *faces* west."

4. "*Here*, waiter, it seems to me that this fish is not so fresh as the fish you served us last Sunday."

"Pardon, sir, it is the very same fish."

5. Old gentleman : "Is it a *board* school you go to my dear?"

Child: "No, sir. I believe it be a brick one!"

6. Stanton: "I think telling the truth is about as healthy as skidding round a corner at sixty."

Freda: "And life's got a lot of dangerous corners — hasn't it, Charles?"

Stanton: It can have — if you don't choose your *route* well. *To lie* or not to lie — what do you think, Owen?

10. Explain how the following italicized words became homonyms.

1. a) Eliduc's overlord was the king of Brittany, who was very fond of the *knight*. b) "I haven't slept a wink all *night*, my eyes just wouldn't shut."

2. a) The tiger did not *spring*, and so I am still alive. b) It was in a saloon in Savannah, on a hot night in *spring*.

3. a) She left her *fan* at home. b) John is a football *fan*.

4. a) "My lady, ... send him a belt or a ribbon — or a ring. So see if it pleases him." b) Eliduc rode to the *sea*.

5. a) The Thames in London is now only beautiful from certain viewpoints — from Waterloo Bridge at dawn and at night from Cardinal's Wharf on the South *Bank*. b) Perhaps the most wide-spread pleasure is the spectacle of the City itself, its people, the *bank* messengers in their pink frock coats and top hats.

6. a) The young page gave her good advice: no *need* to give up hope so soon. b) The verb *to knead* means to mix and make into a mass, with the hands or by machinery, especially, mix flour and water into dough for making bread.

7. a) *Ads* in America are ubiquitous. They fill the newspapers and cover the walls, they are on menu cards and in your daily post. b) "Is that enough?" asked Fortune. "Just a few more, *add* a few more," said the man.

8. a) The teacher told her pupils to write a composition about the last football *match*. b) Give me a *match*, please.

9. a) I can *answer* that question. b) He had no *answer*.

10. a) Does he really *love* me? b) Never trust a great man's *love*.

11. a) *Board* and lodging, £ 2 a week. b) The proficiency of students is tested by the Examining *Board*.

12. a) A *rite* is a form in which a ceremony or observance is carried out. b) I would *write* letters to people. c) He put the belt on himself, and was rather careful to get it *right*.

11. Do the following italicized words represent homonyms or polysemantic words? Explain reasons for your answers.

1. 26 *letters* of the ABC; to receive *letters* regularly.

2. No *mean* scholar; to *mean* something.

3. To propose a *toast*; an underdone *toast*.

4. A *hand* of the clock; to hold a pen in one's *hand*.

5. To be six *foot* long; at the *foot* of the mountain.

6. The *capital* of a country; to have a big *capital* (money).

7. To *date* back to year 1870; to have a *date* with somebody.

8. *To be engaged* to Mr. N; *to be engaged* in conversation.

9. To make a *fire*; to sit at the *fire* (place).

10. To peel the *bark* off the branch; to *bark* loudly at the stranger.

12. Give perfect homonyms to the words printed in bold type. State their origin and meaning.

1. When I passed the windows, I now and then lifted a *blind* and looked out.

2. His frail big-browed wife was sitting on a *box* studying her finger-nails.

3. Nell's your *own* daughter.

4 "He was killed by a *fall* of stone", said Bexter, "wedged between a truck and a *prop*, last August".

5. You wouldn't know the mill if you *saw* it now.
6. Crossing at *right* angles the great thoroughfare on which they walked, was a second canyon-like way, threaded by throngs and vehicles.
7. The breeze was from the west; it came over the hills, sweet with scent of heath and *rush*.
8. There was, however, a plainness and simplicity about her costume which *bore* with it a suggestion of limited means.
9. Emery offered cigarettes *round*.
10. The Polonias have intermarried with the greatest and most *ancient* families of Rome.
11. Clenching his fists, he draws himself up, steadying himself with all his *might*.

Репозиторий Баргу

### 3 WORD-FORMATION AND WORD-STRUCTURE

#### Topics for discussion

1. Segmentation of words into morphemes. Types of word segmentability. Classifications of morphemes.

Список источников: 7, с. 108; 9, с. 5—6; 11, с. 89—94; 12, с. 60—63.

2. Structural types of words. Procedure of morphemic analysis. Degree of derivation.

Список источников: 9, с. 19—22; 11, с. 94—95; 12, с. 64—69.

3. Basic peculiarities of word-formation. Productivity of word-formation means.

Список источников: 6, с. 58—60; 9, с. 26; 11, с. 108—114.

4. Affixation. Prefixation. Classifications of prefixes.

Список источников: 6, с. 60—66; 9, с. 26, 31—34; 11, с. 114—118; 12, с. 69—73.

5. Suffixation. Productivity of suffixes. Classifications of suffixes.

Список источников: 9, с. 26—31; 11, с. 119—121, 123—125; 12, с. 73—75.

6. Conversion. Typical semantic relations. Productivity.

Список источников: 6, с. 66—72; 9, с. 37—45; 11, с. 127—130, 131—133, 138—140; 12, с. 75—80.

7. Word-composition. Features of compound-words. Classifications of compound-words.

Список источников: 6, с. 79—87; 9, с. 48—50; 11, с. 140—141, 145; 12, с. 82—89.

8. Shortening (contraction). Abbreviations. Sound-imitation. Reduplication. Back-formation (reversion). Sound and stress interchange. Blends.

Список источников: 6, с. 88—92; 9, с. 58—70; 12, с. 81, 89—94.

9. Ways and means of enriching the vocabulary: productive word-formation, various ways of word-creation, semantic extension, borrowing.

Список источников: 11, с. 184—195; 12, с. 26—36, 69—94.

10. Neologisms: semantic groups, ways of forming.

Список источников: 9, с. 153—174.

*Key terms* : morpheme, root morpheme, free morpheme, bound morpheme, semi-bound morpheme, simple word, affixed word, compound word, compound-affixed word, word-formation, affixation, conversion, neologisms, degree of derivation, prefixation, suffixation, productive affixes, word-composition, shortening (contraction), abbreviations, sound-imitation, reduplication, back-formation (reversion), sound and stress interchange, blends, semantic extension.

## Compulsory exercises

1. Consider your answers to the following questions.

1. What are the main ways of enriching English vocabulary?
2. What are the principal productive ways of English word-building?
3. What do we mean by derivation?
4. What is the difference between frequency and productivity of affixes? Why can't one consider the noun-forming suffix *-age*, that is commonly met in many words (*cabbage, village, marriage*, etc.), a productive one?
5. Give examples of your own to show that affixes have meanings.
6. Consult supplementary material and say what languages served as the main sources of borrowed affixes. Illustrate your answer with examples.
7. Prove that the words *a finger* and *to finger* ("*to touch or handle with the fingers*") are two words and not the one word *finger* used either as a noun or as a verb.
8. What features of Modern English have produced the high productivity of conversion?
9. Which categories of parts of speech are especially affected by conversion?
10. Prove that the pair of words *love, (n)* and *love, (v)* do not present a case of conversion.
11. What is understood by composition? What do we call words made by this type of word-building?
12. Into what groups and subgroups can compounds be subdivided structurally? Illustrate your answer with examples.
13. Which types of composition are productive in Modern English? How can this be demonstrated?
14. What are the interrelationships between the meaning of a compound word and the meanings of its constituent parts? Point out the principal cases and give examples.
15. What are the criteria for distinguishing between a compound and a word-combination?
16. What are the italicized elements in the words given below? What makes them different from affixes? from stems? *Statesman, waterproof, catlike, trustworthy*.
17. What are the two processes of making shortenings? Explain the productivity of this way of word-building and stylistic characteristics of shortened words. Give examples.
18. What minor processes of word-building do you know? Describe them and illustrate your answer with examples.

2. Read the following text and answer the questions.

1. What classes of words are distinguished by L. Bloomfield?
2. How do primary words differ from secondary words?
3. How are primary and secondary words subdivided?

The principle immediate constituents lead us, at the outset, to distinguish certain classes of words, according to the immediate constituents:

A. Secondary words, containing free forms:

1. Compound words, containing more than one free form: *door-knob*, *wild-animal-tamer*. The included free forms are the *members* of the compound word: in our examples, the members are the words *door*, *knob*, *tamer*, and the phrase *wild animal*.
2. Derived secondary words, containing one free form: *boyish*, *old-maidish*. The included free form is called the underlying form; in our examples the underlying forms are the word *boy* and the phrase *old maid*.

B. Primary words, not containing a free form:

1. Derived primary words, containing more than one bound form: *re-ceive*, *de-ceive*, *con-ceive*, *re-tain*, *de-tain*, *con-tain*.
2. Morpheme-words, consisting of a single (free) morpheme: *man*, *boy*, *cut*, *run*, *red*, *big*.

The principle of immediate constituents will lead us, for example, to class a form like *gentlemanly* not as a compound word, but as a derived secondary word, since the immediate constituents are the bound form *-ly* and the underlying word *gentleman*; the word *gentlemanly* is a secondary derivative (a so-called de-compound) whose underlying form happens to be a compound word. Similarly, *door-knobs* is not a compound word, but a de-compound, consisting of the bound form [-z] and the underlying word *doorknob*.

The principle of immediate constituents leads us to observe the structural order of the constituents, which may differ from their actual sequence; thus *ungentlemanly* consists of *un-* and *gentlemanly*, with the bound form added at the beginning, but *gentlemanly* consists of *gentleman* and *-ly* with the bound form added at the end.

(From "Language. Morphology" by Leonard Bloomfield)

3. Dwell on the role of word formation in the processes of verbalization. Compare the use of word formation to that of borrowing. Take into account the following statistics: of 6 000 new English items given in the supplement to Webster's Third New International Dictionary of the English Language 199 are borrowed, 1443 are formed by affixation, 1365 by compounding, 179 are shortenings, 26 are back formations, 97 are functional shifts, etc.

4. Study the following word forms and say whether they are analyzable into smaller meaningful segments. Say on what grounds their segmentability is based.

Quickness, temptation, walked, asks, smiling, morphology, learner, learners.

5. Analyze the derivational structure of the following words and say how many steps of derivation they have undergone. Find your own examples of words of 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, etc. degrees of derivation.

Indisputableness, unknowableness, irresponsiveness, unseaworthiness, theatricalization, revitalization, dehydrogenizer, librariansess, petticoatless.

6. State the productivity of the affixes given below. Say what parts of speech are formed with their help (Consult supplementary material).

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

7. Read the information presented below. Translate the words given in the table. Consult the dictionary for giving other words as examples with the prefixes given in the table.

### THE PREFIX TELLS THE NUMBER

After each number one or more prefixes are used to form words that include that number. Knowing what the prefix stands for can help you understand the meaning of the word. For example, a monorail has one track. A pentagon has five sides. September gets its name from the calendar used in Roman times when it was the seventh month (the Roman year began in March). An octopus has eight arms.

1	uni-	non-, mono-	unicycle, unicorn, monorail, monarch
2	bi-		bicycle, binary, binoculars, bifocals
3	tri-		tricycle, triangle, trilogy, trio
4	qua-	tetr-, di-	quadrangle, quadruplet, tetrahedron
5	pent-,	quint-	pentagon, pentathlon, quintuplet
6	hex-,	sext-	hexagon, sextuplet, sextet
7	hept-	sept-	heptathlon, septuplet
8	oct-		octave, octet, octopus, octagon
9	non-		nonagon, nonet

### The table termination

10	dec-		decade, decibel, decimal
100	cent-		centipede, century
1 000	kilo-		kilogram, kilometer, kilowatt
million	mega-		megabyte, megahertz
billion	giga-		gigabyte, gigawatt

8. Find cases of conversion in the following sentences.

1. The clerk was eyeing him expectantly.
2. Under the cover of that protective din he was able to toy with a steaming dish which his waiter had brought.
3. An aggressive man battled his way to Stout's side.
4. Just a few yards from the front door of the bar there was an elderly woman comfortably seated on a chair, holding a hose linked to a tap and watering the pavement.
5. — What are you doing here? — I'm tidying your room.
6. My seat was in the middle of a row. I could not leave without inconveniencing a great many people, so I remained.
7. "How on earth do you remember to milk the cows and give pigs their dinner?"
8. In a few minutes Papa stalked off, correctly booted and well muffled.
9. "Then it's practically impossible to steal any diamonds?" asked Mrs. Blair with as keen an air of disappointment as though she had been journeying there for the express purpose.
10. Ten minutes later I was speeding along in the direction of Cape Town.
11. Restaurants in all large cities have their ups and downs.
12. "A man could be very happy in a house like this if he didn't have to poison his days with work," said Jimmy.
13. I often heard that fellows after some great shock or loss have a habit, after they've been on the floor for a while wondering what hit them, of picking themselves up and piecing themselves together.

9. Explain the semantic correlations within the following pairs of words.

Shelter — to shelter, park — to park, groom — to groom, elbow — to elbow, breakfast — to breakfast, pin — to pin, trap — to trap, fish — to fish, head — to head, nurse — to nurse.

10. Translate the sentences into Russian, paying attention to the verbs with postpositions.

1. "Listen to me and don't *cut in*."
2. These political necessities sometimes *turn out to* be political mistakes.
3. He *put him down* as one of the hundred refugees.
4. "Well," he said, "they *brought me up* to do nothing."
5. "Do you expect stupid people to love you for *showing them up*?"
6. "I mustn't *keep you up*. It's — it's very good of you letting me come and talk to you."
7. "My first reaction, naturally, was to keep my private affairs to myself, but I see that it would be better *to speak out*."
8. She was left last night, as usual, *to turn out* the lights — and all that.
9. The young man, *snatching off his* hat, *passed on*.
10. I *am fed up* with his laziness and carelessness.
11. I suppose she wouldn't *put up with* your nonsense.
12. I can't *figure out* what you're *getting at*.
13. He struck his opponent a heavy blow and *knocked him down*.
14. Old Smith has just *married off his* seventh daughter.
15. *Speak up* just a trifle louder.

11. Identify the neutral compounds in the word combinations given below and write them out in 3 columns:

A	B	C
Simple neutral compounds	Neutral derived compounds	Neutral contracted compounds
_____	_____	_____
_____	_____	_____
_____	_____	_____

An air-conditioned hall, a glass-walled room, to fight against H-bomb, a loud revolver-shot, a high-pitched voice, a heavy topcoat, a car's windshield, a snow-white handkerchief, big A. A. guns, a radio-equipped car, thousands of gold-seekers, a big hunting-knife, a lightish-coloured man, to howl long and wolflike, to go into frantic U-turns, to fix M-Day.

12. Translate the words into English. Compare the structure of the English and Russian words.

1. Старик, рыбак, колокольчик (цветок), свекровь, тесть, зять, невеста, белиль.
2. Космодром, космонавт, ракетодром, ракетоноситель.

3. Железная дорога, космический корабль, незабудка, глухонемой, черноволосый, вечнозеленый, голубоглазый.

4. Самоанализ, самовнушение, самообразование, самоучитель, самостоятельный.

13. Read and translate the word-combinations. Pay attention to the stress.

1. To conduct negotiations; the conduct of the government.
2. To record a song; the record of events.
3. To frequent a place; frequent showers.
4. To insult everybody; an insult to everybody.
5. To increase one's vocabulary; to be concerned about increase in crime.
6. To subject somebody to criticism; to be a British subject.
7. To escort the ship; to provide an escort for the ship.
8. To put the rebels in prison; to rebel against a reactionary regime.
9. To present the matter in a false light; a nice present.
10. To export uranium ore; to increase oil export.

14. Translate the following reduplicative compounds. Comment on their formation.

Tit for tat, big wig, hodge-podge, helter-skelter, jingle-jangle, down-town, pot-shot, slop-shop, titbit, walkie-talkie, ragtag, topsy-turvy, roll-call, hob-nob, tol-lol, flim-flam, trim-tram, ping-pong, dingle-dangle, knock-knock, hubble-bubble, Humpty-Dumpty, gee-gee, dilly-dally, wishy-washy, flip-flop, hanky-panky, hurly-burly.

15. Classify the neologisms given below according to the word-formation types (affixation, conversion, compounding, clipping, blending, acronymy, back-formation).

Ableism, ageism, AIDS, airhead, alphabetism, arrestee, artocrat, box (*v*), baby-boomer, baby-sit (*v*), chapess, clergyperson, cowboy (*v*), eco-friendly, E-cash, E-money, E-text, euro, fattyism, gloomster, hood, hoolivan, longbeard, magalog, maxi-series, meathead, mechatronics, nilky, NIC, preschooler, snowboarding, teen (*n*), teletext, video-conferencing, VIP, yuppie, wannabe, winie, workaholicism.

16. Define the particular type of word-building process by which the following words were formed.

A mike, to babysit, to buzz, torchlight, homelike, theatrical, old-fashioned, to book, unreasonable, Anglo-American, to murmur, a pub, to dilly-dally, okay, eatable, a make, posish, to bang, merry-go-round, H-bag, B.B.C., thinnish, to blood-transfuse, a go, to quack, MP, to thunder, earthquake, fatalism, a find SALT (strategic armament limitation talks), a greenhorn (a raw, simple, inexperienced person, easily fooled), a dress coat (a black, long-tailed coat worn by men for formal evening occasions, D-region (the lowest region of the ionosphere extending from 60 to 80 km).

### Additional exercises

1. Read the following texts and answer the questions.

1. What are the typical semantic relations between the components of a compound?

2. What are the factors most conducive to the productivity of compound words?

3. What is the peculiar feature of preparticles (e.g. *over*, *under*) which function as first elements of compounds, e. g. *overrate*, *underestimate*?

4. What type of compound words is productive?

5. What does Marchand understand by derivation by a zero-morpheme? What reasons does he give for rejecting the terms "conversion" and "functional change"?

6. What is understood by the term "back-derivation"?

7. What types of back-derivation are distinguished by Marchand? How are these types connected with derivation by zero-morpheme?

8. What accounts for the limited productivity of back-derivation?

9. How does Marchand define "clipping"?

10. What kinds of clippings are distinguished by Marchand?

11. What are the main semantic, stylistic and structural peculiarities of clippings?

12. What is the difference between the clipping and the source word?

13. Under what circumstances can clipping be regarded as belonging to word-formation?

14. What is the peculiarity of blending as a means of word-formation?

15. What makes it possible to consider blending irrelevant to word-formation?

16. What structural type of words does blending result in?

## COMPOUNDING. THE CRITERION OF A COMPOUND

What is the criterion of a compound? Many scholars have claimed that a compound is determined by the underlying concept, others have advocated stress, some even seek the solution of the problem in spelling. [...] H. Koziol holds that the criterion of a compound is a psychological unity of a combination, adding that there "seems to be" a difference of intonation between a compound and a syntactic group which it is, however, difficult to describe. [...]

Stress also has been advocated as a criterion. "Wherever we hear lesser or least stress upon a word which would always show high stress in a phrase, we describe it as a compound member: *ice-cream* 'ajs-'krijm is a compound, but *ice cream* 'ajs'krijm is a phrase, although there is no denotative difference of meaning." [...] ...Bally defines the compound as a syntagma expressive of a single idea. Jespersen also introduces the criterion of concept and rejects Bloomfield's criterion of stress. [...] As for the criterion of stress, we shall see that it holds for certain types only.

That spelling is no help in solving the problem I will add for the sake of completeness only. A perusal of the book *Compounding in the English Language*, which is a painstaking investigation into the spelling variants of dictionaries and newspapers, shows the complete lack of uniformity. The fact that a compound-member cannot serve as a constituent in a syntactic construction is no criterion of a compound. Bloomfield argues that "the word *black* in the phrase *black birds* can be modified by *very* (*very black birds*), but not so the compound-member *black* in *black-birds*". This argument holds for phrases as well. We could not modify the first elements of *black market*, *Black Sea* by *very*, yet the phrases are not compounds, as they do not enter the stress type of *blackbird*. [...] This is correct, but neither can we split up the group *black market* which is a double stressed syntactic group with a specified meaning.

For a combination to be a compound there is one condition to be fulfilled: the compound must be morphologically isolated from a parallel syntactic group. [...] *Blackbird* has the morpho-phonemic stress pattern of a compound, *black market* has not, despite its phrasal meaning; the latter therefore is a syntactic group, morphologically speaking. Stress is a criterion here. The same distinction keeps apart the types *stronghold* and *long wait*, the types *sharpshooter* and *good rider*, the types *bull's-eye* and *razor's edge*, the types *writing-table* and *folding door*.

On the other hand, there are many combinations with double stress which are undoubtedly compounds. Most combinations with participles as second-

words belong here : *easy-going*, *high-born*, *man-made*. We have already pointed out their synthetic character. Being determined by first-words which syntactically could not be their modifiers, they must be considered compounds. The type *grass-green* has two heavy stresses, but again the criterion is that an adjective cannot syntactically be modified by a preceding substantive (the corresponding syntactic construction would be *green as grass*). The adjectival type *icy-cold* is isolated in that syntactically the modifier of an adjective can only be an adverb. The corresponding coordinative type *German-Russian (war)* is likewise morphologically distinct. The corresponding syntactic construction would be typified by *long, grey (beard)*, with a pause between *long* and *grey*, whereas the combination *German-Russian* is marked by the absence of such a pause.

#### DERIVATION BY A ZERO MORPHEME. THE TERM "ZERO-DERIVATION"

Derivation without a derivative morpheme occurs in English as well as in other languages. Its characteristic is that a certain stem is used for the formation of a categorically different word without a derivative element being added. In synchronic terminology, we have syntagmas whose determinatum is not expressed in the significant (form). The significate (content) is represented in the syntagma but zero marked (i. e. it has no counterpart in form): *to loan* — make a *loan*, *to look at sb* — an act, instance of *look*). As the nominal and verbal forms which occur most frequently have no endings and (a factor which seems to have played a part in the coining of the term "conversion" by Kruisinga) are those in which nouns and verbs are recorded in dictionaries, such words as *loan*, *look* may come to be considered as "converted" nouns or verbs. It has become customary to speak of the "conversion" of substantives, adjectives, and verbs. The term "conversion" has been used for various things. Kruisinga himself speaks of conversion whenever a word takes on a function which is not its basic one, as the use of an adjective as a primary (*the poor*, *the British*, *shreds of pink*, *at his best*). [...] Our standpoint is different. The foregoing examples illustrate nothing, but syntactic patterns. That *poor* (preceded by the definite article, restricted to the plural with no plural morpheme added) can function as a primary, or that *government*, as in *government job*, can be used as a preadjunct, is a purely syntactic matter. At the most we could say, with regard to *the poor*, that an inflectional morpheme is understood but zero marked. [...] We will not, therefore, use the term conversion. As a matter of fact, nothing

is converted, but certain stems are used for the derivation of lexical syntagmas, with the determinatum assuming a zero form. For similar reasons, the term "functional-change" is infelicitous. The word itself does not enter another functional category, which becomes quite evident when we consider the inflected forms.

## BACKDERIVATION

Backderivation offers linguistically interesting problems. Synchronically speaking, not all backderivations have the same status. We distinguish two groups: 1) *burgle* — *burglar* 2) *swindler* — *swindle*. While a *swindler* is "one who swindles", surely a *burglar* is not "one who burgles". In terms of synchronic analysis this means that *swindler* is no longer felt to be a pseudo-agent substantive but is considered a genuine derivative from *swindle*. With regard to the pair *burglar* / *to burgle*, however, the relationship is different. Here the deriving basis is *burglar* while *to burgle* is the derivative. The verb *burgle* is zero derived from *burglar*, analyzable as "be, act as a *burglar*". It is parallel to the verb *father* derived from the substantive *father*, the only difference being the pseudo-morpheme /ə(r)/ which is clipped from *burglar*. Originally, all backderived verbs belong to this type and most present derivatives must still be analyzed as zero-derivatives from their "suffixal" basis. The verb *televise* is naturally analyzable as "put on television". The type *swindler* — *swindle* therefore represents an advanced stage of semantic development that many correlative pairs will perhaps never attain. Pseudo-compound verbs of the type *stagemanage* from *stagemanager*, for instance, are all derivatives of the semantic type *burgle* — *burglar*. The use of such verbs is still widely restricted with regard to their acceptance by speakers as well as with regard to their use in all verb forms alike. While the derivative correlation of agent sb in -er and verb is absolute (any verb can derive an agent substantive as a grammatical form), that of composite agent substantives in -er and pseudo-composite verbs derived from them is not: we are far from being at liberty to derive such verbs, and a great number of speakers are still reluctant to use them, at least in all verb forms. Historical knowledge of the problem here greatly helps us to understand the present-day linguistic situation; and explains the limited functional yield of both the type, *stagemanage* — *stagemanager* and the type *burgle* — *burglar*. On the other hand, we cannot grant derivative status to alternations (such as *enthuse* / *enthusiasm*) unless they are represented by at least several derivationally connected pairs of words. We have

included them to show the possible patterns that may develop in speech. With regard to their linguistic value, however, we have to state that non-typical alternations are not relevant to word-formation, which is essentially a system of functional, i. e. type-forming patterns.

## CLIPPING

Clipping consists in the reduction of a word to one of its parts. It would, of course, be erroneous to think that the new word is nothing but a shorter form with no linguistic value of its own. It is true that the information received from a native speaker will probably be the one I have tentatively given: *mag* is short for *magazine*, *math* is short for *mathematics*. The difference between the short and the long word is obviously not one of logical content. The same informant, asked about the difference between *book* and *booklet*, would say that a *booklet* is a small book, thus adding the logic element of "small". What makes the difference between *mag* and *magazine*, *math* and *mathematics*, is the way the long word and the short word are used in speech. They are not interchangeable in the same type of speech. *Magazine* is the standard term for what is called *mag* on the level of slang. The substitution of *Mex* for *Mexican* implies another shift in linguistic value in that it involves a change of emotional background, based on the original slang character of the term. Moreover, the clipped part is not a morpheme in the linguistic system (nor is the clipped result, for that matter), but an arbitrary part of the word form. It can at all times be supplied by the speaker. The process of clipping, therefore, has not the grammatical status that compounding, prefixing, suffixing and zero-derivation have, and is not relevant to the linguistic system (*la langue*) itself but to speech (*la parole*).

The moment a clipping loses its connection with the longer word of which it is a shortening, it ceases to belong to word-formation, as it has then become an unrelated lexical unit. The speaker who uses the word *vamp* has no idea that historically the word has its origin in *vampire*. An American who speaks of *pants* does not think of the word as the shortened form of *pantaloons*. The study of such words has become a lexicological matter.

It is with the reservations just made that clippings are treated in this book.

There are different kinds of clipping: 1) Back clipping (*lab* for *laboratory*). 2) Fore-clipping (*plane* for *airplane*). 3) Clipping-compounds (*navicert* for *navigation certificate*; *Eurasia* for *Europe + Asia*).

## BLENDING AND WORD-MANUFACTURING

Blending can be considered relevant to word-formation only insofar as it is an intentional process of word-coining. We shall use the term here to designate the method of merging parts of words into one new word, as when *sm/oke* and *f/og* derive *smog*. Thus blending is compounding by means of curtailed words. However, the clusters *sm* and *og* were morphemes only for the individual speaker who blended them, while in terms of the linguistic system as recognized by the community, they are not signs at all. Blending, therefore, has no grammatical, but a stylistic status. The result of blending is, indeed, always a moneme, i. e. an unanalysable, simple word, not a motivated syntagma. Once the blend *smog* has been formed, it ceases to contain the two (curtailed) morphemes which the word-coiner intended to combine in it. Unless speakers have received extralingual information about the composition of the blend, such words as *brunch* (*br/eakfast + l/unch*), *smaze* (*sm/oke + h/aze*) and others are simple words, the subject matter of lexicology. [...]

(From "The categories and types of present-day English word-formation"  
by Hans Marchand)

2. Read the following text and answer the questions.

1. What does Kennedy understand by the term "conversion"?
2. What difference does Kennedy see between conversion and derivational change?
3. What is understood by complete and partial conversion?
4. What types of functional change does Kennedy distinguish?
5. What docs Kennedy understand by commonization?
6. Does Kennedy make any distinction between a word as a unity of all its forms and the dictionary form of the word (e.g. *try*, (*v*), *tries*, *tried*, *trying*, etc.; *try*, *n*, *a try*)?

## CONVERSION AND CONFUSION OF THE PARTS OF SPEECH

One of the chief results of the foregoing attempt at a systematic classification of the eight parts of speech and their various subdivisions should be a realization that all words do not lend themselves at all times to clear-cut distinctions. Words shift from one part of speech to another by the process of

conversion; at times a word becomes a sort of hybrid, functioning as two different parts of speech at the same time and fusing them together; and sometimes a word is so utilized that this fusion or confusion produces uncertainty in the mind of the speaker or writer. [...]

When Sweet used the word *conversion* in his *New English Grammar* in 1892, he was one of the first grammarians to employ the term in its more restricted grammatical sense and perhaps one of the first to revolt against a tendency to put every word into a hard-and-fast classification as a part of speech. Since that time there has been a more general recognition of the shifting character of the Modern English parts of speech and of the almost puzzling flexibility that this one characteristic of Current English gives to the language. [...]

## CONVERSION

Conversion has already been defined as "a shift from one part of speech to another." But this functional change has also been observed in a shift from one kind of noun to another, or one kind of verb to another, or one kind of adverb to another; and it seems logical to regard conversion as functional change not only between the parts of speech but also within each part of speech. It should be insisted also that conversion and derivational change are two distinct processes; derivational change by the use of prefixes and suffixes shifts words between the parts of speech, and also within each, by producing different forms, as, for example, the adjective *wide*, the noun *width*, and the verb *widen*, whereas conversion makes no change in the form of a word but only in its general functions. And, finally, it is necessary to recognize various stages of conversion; in "*The poor are with us always*" the adjective is not completely converted into a noun, but in "*He sold his goods finally*" the adjectival value of *good* has disappeared so completely that the word can take the plural ending -s like any other noun. When a word has changed its function to such an extent that it is capable of taking on new inflectional endings, then the process of conversion may be considered complete. Moreover, conversion may be regarded as complete when a word has been substantivized to the point where it can be modified by adjectives, as in *the others*, *a lunatic*, *good reading*; or verbalized to the point where it can be modified by adverbs, as in *telephone soon*, *motor often*.

A. Interchange of nouns and verbs in Current English is so common a form of conversion, as in *a run* and *to run*, *a try* and *to try*, "*to make a go of it*" and *to go*, that further discussion should be unnecessary.

B. The substantivation of adjectives has always been an important process in English and is active today. Some of the earlier substantivations have been so long established as nouns that English-speakers no longer realize that they ever were adjectives; in many instances, however, the substantival use of the adjective is only temporary, and as soon as the need is past, the word reverts to its usual adjectival function. [...]

There are two stages in the substantivation of adjectives: the more complete, when the word can be declined like any other noun; and the less complete, when declension is not yet possible. The most advanced stage has been reached by the old native or borrowed adjectives in *aliens*, *the ancients*, *belles*, *the commons*, *elders*, *goods*, *innocents*, *negro spirituals*, *nobles*, *pagans*, *privates*, *a quarterly*, *the ritual*, *sides* (early meaning as adjective "wide"), and *thoughts*. All the collective names like *American*, *Asiatic*, *Bostonian*, and *Chinese* are substantivized proper adjectives. Many older participles are today nouns, such as *a compact*, *the deceased*, *a drunk*, *dug-out*, *fact*, *fiend*, *friend*, *a grown-up*, *The Illustrated*, *her intended*, *left-overs*, *Occident*, *Orient*, and *primate*. Sometimes even the compound adjectives are so completely substantivized as to be capable of declension, as, for instance, *Black and Tans*, *hand-mades*, *two-year-olds*.

Adjectives are usually still in the indeclinable stage when they become collective nouns like *the aged*, *the dead*, *the halt and the blind*, *the infirm*, *rich and poor*, *the wealthy*, *young and old*.

C. The interchange of concrete, abstract, and collective nouns, such as *battery*, *circle*, and *shaving*, has already been commented upon. The verbal nouns in *-ing* often take the plural *-s* endings when they become concrete, as in *earnings*, *filings*, *findings*, *shavings*, *sweepings*.

D. The verbal noun in *-ing*, often known as the gerund, is sometimes confused with the verbal adjective, known as the participle. Ordinarily there is no reason for confusion when the gerund is used in nominative constructions, as in "*Seeing is believing*"; but in objective constructions, after a verb or a preposition, there is often a fusion of adjectival (participial) and nominal (gerundial) functions which causes uncertainty regarding both the proper classification of these *-ing* words and the correct syntactical uses of them. [...]

E. Commonization is merely the process of making a common noun (or a verb or a common adjective) out of a proper noun (name). Since it has added largely to the English vocabulary, it will be considered in detail later. But it is too important a phase of conversion to be entirely passed over in this present survey. At first some familiar name of history or literature is used figuratively, and a man is called a gay *Lothario*, a *Shylock* of greed, or a *Solomon* of

wisdom. If the idea needs frequent expression, the term becomes more and more common, until we find embedded in the English vocabulary such words as *a guy* (from *Guy Fawkes*), *to hector*, *a jehu*, or *maudlin* (from *Magdalen*). So place-names likewise yield common nouns, giving, for example, *buncombe*, spelled also *bunkum* (from *Buncombe County*, North Carolina), *currants* (from *Corinth*), *wienies* (from German *Wien*, English *Vienna*).

F. When the relative and interrogative pronouns *which* and *what*, the demonstratives *this*, *that*, *yon*, and *yonder* and various indefinites like *many*, *some*, and *each* are used as modifiers of nouns, the conversion may be regarded as complete and the term pronominal adjective an appropriate one. They are pronouns when they stand in place of nouns, and adjectives when they modify nouns, and it is always possible to distinguish clearly between the two functions.

G. The varying use of *who*, *which*, and *what* as relatives introducing subordinate clauses, as in "*I saw the man who brought it*", and as interrogatives introducing questions, as in "*Who brought it?*", may well be considered in a discussion of conversion, since their functional shift changes their pronominal classification.

H. The same thing may be said of those compound pronouns like *myself* and *themselves* which function as intensives when they follow in opposition, as in "*I myself will go*" or "*I will go myself*", but as reflexives when they become the objects of verbs, as in "*They have hurt themselves*". [...]

J. When the same form is used for both adjective and adverb as in the case of *better*, *high*, *low*, *right*, *well*, and *wrong*, only the function of the word determines which part of speech it is. So the adjective of "*He looks well*" is converted into an adverb of manner in "*He sings well*".

K. The auxiliary verbs *be*, *have*, *do*, and *will* can be converted into notional verbs by a simple change of construction. As long as they are used with verbal forms, as in *be going*, *have finished*, *do wish*, *will come*, they are auxiliary, or helping, verbs; but when they are used with nouns, pronouns, adjectives, or adverbs, as in *be sick*, *be away*, *have need*, *do well*, and *will a thing*, they become notional verbs.

L. Active verbs are converted into passives when they are used in such a manner as to indicate that the subject is really acted upon, as in "*How did it clean?*" and "*It dyes beautifully*."

M. When a preposition such as *about*, *by*, *down*, *in*, *on*, or *over* has an object, as in "*in the box*", its prepositional status is unquestioned; but when it has no object, as in "*come in*", it is certainly an adverb. [...]

N. The gradual conversion of adverbs of manner like *awfully*, *likewise*, *simply*, and *surely* into adverbs of degree of assertion is a fairly common

process in English. From the careful use of the word *simply* as an adverb of manner in "He spoke *simply and clearly*" it is but a step to the colloquial use of it to show degree of intensity in "He was *simply wild*". [...]

P. Several conjunctions become prepositions when they are followed by objects instead of clauses or other coordinate constructions. Some grammarians call the coordinating conjunction *but* a preposition in "I saw no one *but his father*", although others consider it still a conjunction; certainly *for* is a preposition in "tea *for seven*". Likewise the subordinating conjunctions *after, as far as, before, ere, since, and until* become prepositions in such constructions as *after dark, before night, and until noon*. It is this interchangeable character of these words, no doubt, that is responsible for the objectionable use of the prepositions *except, like, and without* as conjunctions in such sentences as "Don't take it *except (unless) I give you permission*", "He plays *like (as) I do*", and "He couldn't come *without (unless) I brought him*".

(From "Current English" by Arthur G. Kennedy)

3. The italicized words in the following jokes and extracts are formed by derivation. Write them out in two columns : A. Those formed with the help of productive affixes. B. Those formed with the help non-productive affixes.

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

"Won't you have something more, Willie?" the *hostess* said.

"No, thank you," replied Willie, with an *expression* of great *satisfaction*. "I'm full."

"Well, then," smiled the *hostess*, "put some *delicious* fruit and cakes in your pocket to eat on the way home."

"No, thank you," came the rather *startling* response of Willie, "they're full too."

2. A lady who was a very *uncertain driver* stopped her car at traffic signals which were against her. As the green flashed on, her engine stalled, and when she *restarted* it the colour was again red. This flurried her so much that when green returned she again stalled her engine and the cars behind began to hoot. While she was waiting for the green the third time the constable on duty stepped across and with a smile said : "Those are the only colours showing today, ma'am."

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

"Do you suppose I want her lured away?"

4. Patient: "Do you extract teeth *painlessly*?" Dentist: "Not always — the other day I nearly *dislocated* my wrist".

5. The *inspector* was paying a hurried visit to a *slightly overcrowded* school. "Any *abnormal* children in your class?" he inquired of one harassed-looking *teacher*. "Yes," she replied, with knitted brow, "two of them have good manners."

6. "I'd like you to come right over," a man phoned an *undertaker*, "and supervise the burial of my poor departed wife."

"Your wife!" gasped the undertaker. "Didn't I bury her two years ago?"

"You don't understand," said the man. "You see I married again."

"Oh," said the undertaker. "*Congratulations.*"

7. Dear Daddy-Long-Legs.

Please forget about that *dreadful* letter I sent you last week — I was feeling *terribly lonely* and *miserable* and *sore-throaty* the night I wrote. I didn't know it, but I was just coming down with tonsillitis and gripe ...I'm in the infirmary now, and have been for six days. The head nurse is very *bossy*. She is tall and *thin* with a dark face and the *funniest* smile. This is the first time they would let me sit up and have a pen or a pencil. Please forgive me for being *impertinent* and *ungrateful*.

Yours with love.

Judy Abbott

8. The *residence* of Mr. Peter Pett, the well-known *financier*, on Riverside Drive, New York, is one of the *leading* eyesores of that *breezy* and *expensive* boulevard... Through the rich *interior* of this *mansion* Mr. Pett, its *nominal* proprietor, was wandering like a lost spirit. There was a look of *exasperation* on his *usually patient* face. He was *afflicted* by a sense of the pathos of his *position*. It was not as if he demanded much from life. At that moment all that he wanted was a quiet spot where he might read his Sunday paper in *solitary* peace and he could not find one. *Intruders* lurked behind every door. The place was congested. This sort of thing had been growing worse and worse ever since his *marriage* two years *previously*. Marriage had *certainly complicated* life for Mr. Pett, as it does for the man who waits fifty years before trying it. There was a strong *literary* virus in Mrs. Pett's system. She not only wrote *voluminously* herself but aimed at maintaining a salon... She gave shelter beneath her terracotta roof to no fewer than six young *unrecognized* geniuses. Six *brilliant youths*, mostly *novelists* who had not yet started...

4. Find words with the adjective-forming suffix *-ly* and not less than 20 words with the homonymous adverb-forming suffix. Say what these suffixes have in common and in what way they are differentiated.

5. Deduce the meanings of the following derivatives from the meanings of their constituents. Explain your deduction. What are the meanings of the affixes in the words under examination? (Consult supplementary material).

Reddish (*adj*), overwrite (*v*), irregular (*adj*), illegal (*adj*), retype (*v*), old-womanish (*adj*), disrespectful (*adj*), inexpensive (*adj*), unladylike (*adj*), disorganise (*v*), renew (*v*), eatable (*adj*), overdress (*v*), disinfection (*n*), snobbish (*adj*), handful (*n*), tallish (*adj*), sandy (*adj*), breakable (*adj*), underfed (*adj*)

6. In the following examples the italicized words are formed from the same root by means of different affixes. Translate these derivatives into Russian and explain the difference in meaning.

1. a) Sallie is the most *amusing* person in the world — and Julia Pendleton the least so. b) Ann was wary, but *amused*.

2. a) He had a charming smile, almost *womanish* in sweetness. b) I have kept up with you through Miss Pittypat but she gave me no intimation that you had developed *womanly* sweetness.

3. — I have been having a *delightful* and entertaining conversation with my old chum, Lord Wisbeach. — Say, are you doing anything? — Nothing in particular. — Come and have a yarn. There's a place. I know just round be here. — *Delighted*.

4. a) Sallie thinks everything is funny — even flunking — and Julia is bored at everything. She never makes the slightest effort to be *pleasant*. b) — Why are you going to America? — To make my fortune, I hope. — How *pleased* your father will be if you do.

5. a) Long before he reached the brownstone house ... the first fine *careless* rapture of his mad outbreak had passed from Jerry Mitchell, leaving nervous apprehension in its place. b) If your nephew has really succeeded in his experiments you should be awfully *careful*.

6. a) The trouble with college is that you are expected to know such a lot of things you've never learned. It's very *confusing* at times. b) That platform was a *confused* mass of travellers, porters, baggage, trucks, boys with magazines, friends, relatives.

7. a) At last I decided that even this rather *mannish* efficient woman could do with a little help. b) He was only a boy not a man yet, but he spoke in a *manly* way.

8. a) The boy's *respectful* manner changed noticeably. b) It may be a *respectable* occupation, but it sounds rather criminal to me.

9. a) "Who is leading in the pennant race?" said this strange butler in a *feverish* whisper. b) It was an idea peculiarly suited to her temperament,

an idea that she might have suggested herself if she had thought of it ... this idea of his *fevered* imagination.

10. Dear Daddy-Long-Legs. You only wanted to hear from me once a month, didn't you? And I've been peppering you with letters every few days! But I've been so *excited* about all these new adventures that I must talk to somebody ... Speaking of classics, have you ever read *Hamlet*? If you haven't, do it right off. It's perfectly *exciting*. I've been hearing about Shakespeare all my life but I had no idea he really wrote so well. I always suspected him of going largely on his reputation.

7. Name the English affixes of negation, resemblance, state and quality. Find the correlative affixes in Byelorussian, Russian (use supplementary material).

8. Form nouns from the verbs and adjectives according to the models.

a) *to breathe* — *breath*.

To live, to grieve, to advise, to use, to excuse, to bathe, to believe, to prove, to practise, to relieve;

b) *strong* — *strength*.

Wide, deep, long, broad.

9. Give nouns corresponding to the verbs and adjectives. Transcribe these words and translate them into Russian.

To excuse, to use, to advise, to breathe, to clothe, to house, broad, wide, deep, long, to grieve, to live, to calve, strong, to bathe, to devise, to believe, to relieve, to shelve, to practise, worthy.

10. Which of the two words in the following pairs is made by conversion? Deduce the meanings and use them in constructing sentences of your own.

Star (*n*) — to star (*v*), age (*n*) — to age (*v*), picture (*v*) — to picture (*v*), touch (*n*) — to touch (*v*), colour (*n*) — to colour (*v*), make (*n*) — to make (*v*), blush (*n*) — to blush (*v*), finger (*v*) — to finger (*v*), key (*n*) — to key (*v*), empty (*adj*) — to empty (*v*),

fool (*n*) — to fool (*v*), poor (*adj*) — the poor (*n*), breakfast (*n*) — to breakfast (*v*), pale (*adj*) — to pale (*v*), house (*n*) — to house (*v*), dry (*adj*) — to dry (*v*), monkey (*n*) — to monkey (*v*), nurse (*n*) — to nurse (*v*), fork (*n*) — to fork (*v*), dress (*n*) — to dress (*v*), slice (*n*) — to slice (*v*), floor (*n*) — to floor (*v*).

11. Compare the sentences. Translate them into Russian.

1. We had a *break-down*. — Our car *broke down*.
2. The story was a *take-in*. — The story *took* us all *in*.
3. Spelling is his most serious *hold-back*. — Spelling *holds* him *back*.
4. The *take-off* of the plane was in time. — The plane *took off* *in* time.
5. The team has won 5 games, against 3 *setbacks*. — The bad weather will *set back* our building plans by 3 weeks.
6. The *make-up* of his character can't be changed at his age. — Too much *make-up* looks unnatural. — It's time you *made up* your quarrel.
7. She tried to hide her feelings, but the tears in her eyes were a (dead) *giveaway*. — His way of speaking English *gave* him *away*.

12. Give all the meanings you know of the following phrasal verbs. Use them in sentences of your own.

Blow up, brush up, build up, carry away, draw on, drink in, drop into, fall away, fall into, fall off, give away, go about, go by, go down, go off, go out, go through, lay up, pass off, split up, stand out, tear down, wash up.

13. One of the italicized words in the following examples was made from the other by conversion. What semantic correlations exist between them?

1. a) "You've got a funny *nose*," he added. b) He began to *nose* about. He pulled out drawer after drawer, pottering round like an old bloodhound.
2. a) I'd seen so many cases of fellows who had become perfect slaves of their *valets*. b) I supposed that while he had been *valeting* old Worplesdon Florence must have trodden on his toes in some way.
3. a) It so happened that the night before I had been present at a rather cheery little *supper*. b) So the next night I took him along to *supper* with me.
4. a) Buck seized Thorton's *hand* in his teeth. b) The desk clerk *handed* me the key.

5. a) A small hairy object sprang from a basket and stood yapping in the middle of the *room*. b) There are advantages, you see, about *rooming* with Julia.

6. a) "I'm engaged for *lunch*, but I've plenty of time." b) There was a time when he and I had been lads about town together, *lunching* and dining together practically every day.

7. a) "Mr. Bitten rang up on the *telephone* while you were in your bath". b) I found Muriel singer there, sitting by herself at a table near the door. Corky, I took it, was out *telephoning*.

8. Use small *nails* and *nail* the picture on the wall.

9. a) I could just see that he was waving a letter or something equally foul in my *face*. b) When the bell stopped, Crane turned around and *faced* the students seated in rows before him.

10. a) Lizzie is a good *cook*. b) She *cooks* the meals in Mr. Priestley's house.

11. a) The *wolf* was suspicious and afraid. b) Fortunately, however, the second course consisted of a chicken fricassee of such outstanding excellence that the old, boy, after *wolfing* a plateful, handed up his dinner-pail for a second instalment and became almost genial.

12. Use the big *hammer* for those nails and *hammer* them in well.

13. a) "Put a ribbon round your hair and be Alice-in-Wonderland," said Maxim. "You look like it now with your *finger* in your mouth." b) The coach *fingered* the papers on his desk and squinted through his bifocals.

14. a) The room was airy but small. There were however, a few vacant spots, and in these had been *placed* a washstand, a chest of drawers and a midget rocker-chair. b) "Well, when I got to New York it looked a decent sort of *place* to me ..."

15. a) These men wanted *dogs*, and the dogs they wanted were heavy dogs, with strong muscles ... and furry coats to protect them from the frost. b) "Jeeves" I said, "I have begun to feel absolutely haunted. This woman *dogs* me."

14. Read the following joke; explain the type of word-building in the italicized words.

A *successful* old *lawyer* tells the *following* story about the *beginning* of his *professional* life:

"I had just installed myself in my office, had put in a phone, when, through the glass of my door I saw a shadow. It was *doubtless* my first client to see me. *Picture* me, then, grabbing the nice, *shiny* *receiver* of my new phone and plunging into an *imaginary* *conversation*. It ran something like this:

"Yes, Mr. S! I was saying as the *stranger* entered the office. "I'll attend to that *corporation* matter for you. Mr. J. had me on the phone this morning and wanted me to settle a *damage* suit, but I had to put him off, as I was too busy with other cases. But I'll manage to *sandwich* your case in between the others somehow. Yes. Yes. All right. Goodbye."

Being sure, then, that I had *duly* impressed my *prospective* client, I hung up the receiver and turned to him.

"Excuse me, sir," the man said, "but I'm from the telephone company. I've come to connect your instrument."

15. Find compounds in the following jokes and extracts and write them out in three columns:

A	B	C
Neutral compounds	Morphological compounds	Syntactic compounds
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. Pat and Jack were in London for the first time. During a tour of the shops in the West End they came to an expensive-looking barber's. "Razors !" exclaimed Pat. "You want one, don't you? There's a beauty there for twenty-five bob, and there's another for thirty bob. Which would you sooner have ?" "A beard," said Jack, walking off.

2. The children were in the midst of a free-for-all. "Richard, who started this?" asked the father as he came into the room. "Well, it all started when David hit me back."

3. That night, as they cold-suppered together, Barmy cleared his throat and looked across at Pongo with a sad sweet smile. "I mean to say, it's no good worrying and trying to look ahead and plan and scheme and weigh your every action, because you never can tell when doing such-and-such — won't make so-and-so happen — while, on the other hand, if you do so-and-so it may just as easily lead to such-and-such."

4. When Conan Doyle arrived in Boston, he was at once recognized by the cabman whose cab he engaged. When he was about to pay his fare, the cabman said: "If you please, sir, I should prefer a ticket to your lecture."

Conan Doyle laughed. "Tell me," he said, "how you knew who I was and I'll give you tickets for your whole family."

"Thank you, sir," was the answer. "On the side of your travelling-bag is your name."

5. An old tramp sailed up the back door of a little English tavern called "The George and Dragon" and beckoned to the landlady.

"I've had nothing to eat for three days," he said. "Would you spare an old man for a bite of dinner?"

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

The tramp's face reappeared at the kitchen window.

"I was just wondering if I could have a word or two with George."

6. "Where are you living, Grumpy?"

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

7. Arriving home one evening a man found the house locked up. After trying to get in at the various windows on the first floor he finally climbed upon the shed roof and with much difficulty entered through a second-story window. On the dining-room table he found a note from his absent-minded wife: "I have gone out. You'll find the key under the door mat."

8. One balmy, blue-and-white morning the old woman stood in her long, tidy garden and looked up at her small neat cottage. The thatch on its tip-tilted roof was new and its well-fitting doors had been painted blue. Its newly-hung curtains were gay... Bird-early next morning Mother Farthing went into the dew-drenched garden. With billhook and fork she soon set to work clearing a path to the apple tree.

16. Arrange the compounds given below into two columns:

A  
Idiomatic

B  
Non-idiomatic

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Say whether the semantic change within idiomatic compounds is partial or total. Consult the dictionary if necessary.

Light-hearted (*adj*), butterfly (*n*), homebody (*n*), cabman (*n*), medium-sized (*adj*), blackberry (*n*), bluebell (*n*), good-for-nothing (*adj*), wolf-dog (*n*), highway (*n*), dragon-fly (*n*), looking-glass (*n*), greengrocer (*n*), bluestocking (*n*), gooseberry (*n*), necklace (*n*), earthquake (*n*), lazy-bones (*n*).

17. Identify the compounds in the word-groups below. Say as much as you can about their structure and meaning.

Emily, our late maid-of-all-work; a heavy snowfall; an automobile salesman; corn-coloured chiffon; vehicle searchlights; little titbit (very important news) in *The Afro-American* (the name of the newspaper); German A. A. fire (anti-aircraft fire); a born troubleshooter; to disembark a stowaway (one who hides himself on a ship to make a journey without paying); an old schoolmate; a cagelike crate; a slightly stoop-shouldered man; a somewhat matter-of-fact manner; a fur-lined boot; to pick forget-me-nots and lilies-of-the-valley; a small T-shirt; a sportscar agency.

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

Railway platform, snowman, light dress, traffic light, railway station, landing field, film star, white man, hungry dog, medical man, landing plane, top hat, distant star, small house, green light, evening dress, top student, bluecoat (policeman), black skirt, medical student, hot dog, blue dress, U-shaped trap black shirt (a fascist black shirts were part of uniform of the Italian Fascist party), roughhouse (play that has got out of hand and turned into brawling), booby trap (a trap laid for the unaware as a practical joke, often humiliating).

19. Translate the following sound-imitative words into Russian. Comment on the structure of sound-imitative synonyms.

1. Tinkle, jingle, clink; ting, chink.
2. Chatter, jabber, clatter, babble.
3. Chirp, cheep, twitter, chirrup.
4. Slap, clap, dab, smack.
5. Clash, crash, clang.

20. Comment on the formation of the words and translate them into Russian.

1. Hubbub, band, blubber, bluster, flare, gibber, grumble, thunder, twirl, whiz, hiss, prance, plump, bump, boom, mumble, sizzle, twitter.
2. Murmur, pooh-pooh, pom-pom, dum-dum.
3. Bibble-bubble, swish-swash, sputter-spatter, babble-gabble, ding-dong, flip-flap, ping-pong, fizzle-sizzle, clack-click, bleb-blob, gibble-gabble.

21. Find shortenings in the jokes and extracts given below and specify the method of their formation.

1. Brown: "But, Doc, I got bad eyes!"

Doctor: "Don't worry. We'll put you up front. (=1. Мы пошлем Вас на передовую. 2. Мы посадим Вас в первый ряд (игра слов)). You won't miss a thing."

2. "How was your guard duty yesterday, Tom?"

"O. K. I was remarkably vigilant."

"Were you?"

"Oh, yes. I was so vigilant that I heard at once the relief sergeant approaching my post though I was fast asleep."

3 "Excuse me but I'm in a hurry! You've had that phone 20 minutes and not said a word!" "Sir, I'm talking to my wife."

4. Two training planes piloted by air cadets collided in mid-air. The pilots who had safely tailed out were interrogated about the accident:

"Why didn't you take any evasive action to avoid hitting the other plane?"

"I did," the first pilot explained, "I tried to zigzag. But he was zigzagging, too, and zagged when I thought he was going to zig."

5. Any pro (professional actor) will tell you that the worst thing possible is to overrehearse.

6. Hedy cut a giant birthday cake and kissed six GIs (Government issue. WWII servicemen) whose birthday it was.

7. A few minutes later the adjutant and the O. D. (officer of the day; officer on duty) and a disagreeable master sergeant were in a jeep tearing down the highway in pursuit of the coloured convoy.

22. Explain the formation of the following blends. Translate them into Russian (use supplementary material).

Flush, glaze, good-bye, slash, smog, flurry, twirl, chortle, dumb-found, cablegram, electrochute, galumph, swellegant, zebrule, dolla-rature, fruce, animule, motel.

23. Comment on the formation of the words given below. Use them in sentences of your own.

To pettifog, to spring-clean, to burgle, to typewrite, to strap-hang, to sight-read, to mass-produce, to mote, to darkle, to beg, to sidle, to automate, to meditate, to inflate.

24. What is the type of word-building by which the italicized words in the following extracts were made?

1. If they'd anything to say to each other, they could *hob-nob* (to be on familiar terms) over *beef-tea* in a *perfectly* casual and natural manner.

2. No sooner had he departed than we were surrounded by cats, six of them, all *miaouing piteously* at once.

3. A man who has permitted himself to be made a thorough fool of is not anxious to *broadcast* the fact.

4. "He must be a very handsome fellow," said Sir Eustace. "Some young *whipper-snapper* (young, esp. undersized boy who behaves with more self-importance than is proper) in Durban."

5. In South Africa you at once begin to talk about a stoep — I do know what a stoep is — it's the thing round a house and you sit on it. In various other parts of the world you call it a veranda, a piazza, and a *ha-ha* (fence, hedge or wall hidden in a ditch or trench so as not to interrupt a landscape).

6. All about him black metal pots were boiling and *bubbling* on huge stoves and kettles were *hissing*, and pans were *sizzling*, and strange iron machines were *clanking* and *spluttering*.

7. I took the *lib* of bargaining in.

8. I'd work for him, *slave* for him, steal for him, even *beg* or borrow for him.

9. I've been meaning to go to the good old *exhibit* for a long time.

10. Twenty years of *butling* had trained him to wear a mask.

25. Give examples of recently coined words and say how they were formed (use supplementary material).

26. Analyze the following words and name their ultimate constituents. Dwell on the procedure of your analysis.

Readability, affection, telepathy, explain, confuse, horrid, bilberry, hammock, roommate, cardiac.

27. Name the source of difficulties in the morphemic analysis of the following English words. Find your own examples of analogous cases.

Raspberry, happy, English, complain, understand, kneel.

28. Comment on the morphemic types of the following English words.

Postcard, reexamination, spriteliness, unrecognizableness, seedcake, geometry, optionalize, multilayer, multidisciplinary, laryngotracheobronchitis.

## 4 SEMANTIC CLASSIFICATIONS OF WORDS. SYNONYMY. ANTONYMY

### Topics for discussion

1. Ways of classifying the lexicon. Major types of semantic relations of lexical units (syntagmatic, paradigmatic).

Список источников: 7; 11, с. 46—47; 12, с. 111—122.

2. Paradigmatic relations of compatibility: synonyms. The problem of definition of synonyms. Criteria of synonymy. Classification of synonyms. The dominant synonym. Euphemisms. Absolute synonyms.

Список источников: 6, с. 142—149, 161—166; 7; 9, с. 131—135; 11, с. 55—59; 12, с. 116—117.

3. Paradigmatic relations of compatibility: antonyms. The definition of antonyms. Classifications. Incompatibility.

Список источников: 6, с. 167—169; 7; 9, с. 135—139; 11, с. 59—61; 12, с. 117—118.

4. Paradigmatic relations of inclusion (hierarchical relations) : hyponymy, meronymy, serial relations).

Список источников: 7; 11, с. 53—55; 12, с. 113—115, 118—119.

5. Groups of words based on several types of semantic relations: conceptual (semantic or lexical) fields, lexical—semantic groups.

Список источников: 7; 11, с. 51—53, 119—121; 12, с. 112—116, 118—119.

*Key terms* : syntagmatic relations, paradigmatic relations, synonymy, synonyms, absolute synonyms, ideographic synonyms, ideographic-stylistic synonyms, dominant synonyms, euphemisms, antonyms, incompatibility, conceptual field, lexical-semantic group, hyponymy, meronymy, serial relations.

### Compulsory exercises

1. Consider your answers to the following questions.

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

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

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

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

5. What types of synonyms were defined in academician (v)V. Vinogradov's classification system? Which aspects of this classification are open to question?

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

7. What connotations differentiate the verbs *to peep* and *to peer*; the adjectives *pretty*, *handsome* and *beautiful*?

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

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

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

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

12. Which words do we usually classify as antonyms? Give your own examples of such words.

13. To which parts of speech do most antonyms belong? How do you account for this?

14. Explain why antonyms can be regarded as an important group of the language's expressive means. Illustrate your answer with your own examples.

15. What is understood by the term "semantic field"?

16. What are the underlying criteria for grouping words into:

a) semantic fields?

b) lexical-semantic groups?

2. Read the following poem and state the source of its humorous effect. What lexicological problems are raised in it? What does the author accuse linguistic sciences of?

The more I grow less young,  
The more I grow bewildered by my mother tongue.  
There are words that bring me up short, subpoena-like,  
Because they look different but then turn out to mean alike.

If anyone wants proof,  
Let me point out such booby-trap, or spoof,

It is familiar to any motorist, who a few years ago,  
found his progress impeded by a crawling  
truck which was unfortunately not rammable  
because its behind bore the ominous word *Inflammable*.

Today the same motorist finds the same truck still unrammable  
But this time because it is labelled *Flammable*.

I have convened myself on a one-man conventicle  
And ascertained that although the appearance of  
*Flammable* and *Inflammable* is indeed opposite,  
Their meaning is identical.

Last night after murmuring me Now-I-Lay-me  
I concluded by analogy that *sane* and *insane* are also probably  
synonymous, and in the world we live in  
Who is to gainsay me?

(From "Philology, etymology, you owe me an apology" by Ogden Nash)

3. Read the following text and answer the questions :

1. What are the grounds for asserting that there can be no complete synonymy?
2. What are the most typical differences between synonyms according to W. E. Collinson?
3. What is the best method for delimitation of synonyms?
4. In what way is antonymy connected with synonymy?
5. What are the synonymic patterns observed in the English language?

#### DIFFERENCES BETWEEN SYNONYMS

"Words," Dr. Johnson once remarked, "are seldom exactly synonymous." Macaulay has expressed the same idea in terms which will commend themselves to the modern linguist: "Change the structure of the sentence; substitute one synonym for another; and the whole effect is destroyed." In contemporary linguistics it has become almost axiomatic that complete synonymy does not

exist. In the words of Bloomfield, "each linguistic form has a constant and specific meaning. If the forms are phonemically different, we suppose that their meanings are also different... We suppose, in short, that there are no actual synonyms". Long before Bloomfield, Breal had spoken of a "law of distribution" in language, according to which "words which should be synonymous, and which were so in the past, have acquired different meanings and are no longer interchangeable."

While there is of course a great deal of truth in these statements, it would be wrong to deny the possibility of complete synonymy. Paradoxically enough, one encounters it where one would least expect it: in technical nomenclatures. The fact that scientific terms are precisely delimited and emotionally neutral enables us to find out quite definitely whether any two of them are completely interchangeable, and absolute synonymy is by no means infrequent. Recent studies on the formation of industrial terminologies have shown that several synonyms will sometimes arise around a new invention, until they are eventually sorted out. Such synonymy may even persist for an indefinite period. [...] In phonetics, consonants like *s* and *z* are known both as *spirants* and as *fricatives*, and the same writer may employ both terms synonymously. [...] In ordinary language, one can rarely be so positive about identity of meaning, since the matter is complicated by vagueness, ambiguity, emotive overtones and evocative effects; but even there one can occasionally find words which are for all intents and purposes interchangeable; it has been suggested, for example, that *almost* and *nearly* are such "integral" synonyms.

Nevertheless, it is perfectly true that absolute synonymy runs counter to our whole way of looking at language. When we see different words we instinctively assume that there must also be some difference in meaning, and in the vast majority of cases there is in fact a distinction even though it may be difficult to formulate. Very few words are completely synonymous in the sense of being interchangeable in any context without the slightest alteration in objective meaning, feeling-tone or evocative value. Professor W. E. Collinson has made an interesting attempt at tabulating the most typical differences between synonyms. He distinguishes between nine possibilities:

1. One term is more general than another: *refuse* — *reject*.
2. One term is more intense than another: *repudiate* — *refuse*.
3. One term is more emotive than another: *reject* — *decline*.
4. One term may imply moral approbation or censure where another is neutral: *thrifty* — *economical*.
5. One term is more professional than another: *decease* — *death*.
6. One term is more literary than another: *passing* — *death*.

7. One term is more colloquial than another: *turn down* — *refuse*.

8. One term is more local or dialectal than another: (*Scots*) *flesher* — *butcher*.

9. One of the synonyms belongs to child-talk: *daddy* — *father*.

Some of the above categories include several subdivisions. Under (6), literary terms may be divided into poetic, archaic and others; under (7), colloquial language comprises several varieties such as familiar, slangy and vulgar speech.

If one looks more closely at this series one notices that the nine categories fall into several distinct groups. Numbers (8) and (9) stand apart from the rest since dialect and child-talk are really outside, or at best on the fringes of, Standard English. Number (1) refers to objective differences between synonyms, number (2) combines objective and emotive factors, (3) and (4) are emotive, whereas (5), (6) and (7) involve evocative effects which, as we already know, are a special type of emotive meaning.

The best method for the delimitation of synonyms is the substitution test recommended by Macaulay. This, it will be remembered, is one of the fundamental procedures of modern linguistics, and in the case of synonyms it reveals at once whether, and how far, they are interchangeable. If the difference is predominantly objective, one will often find a certain overlap in meaning: the terms involved may be interchanged in some contexts but not in others. Thus, *broad* and *wide* are synonymous in some of their uses: the "broadest sense" of a word is the same thing as its "widest sense", etc. In other contexts, only one of the two terms can be used: we say "*five foot wide*", not *broad*; a "*broad accent*", not — a *wide* one, etc. If, on the other hand, the difference between synonyms is mainly emotive or stylistic, there may be no overlap at all: however close in objective meaning, they belong to totally different registers or levels of style and cannot normally be interchanged. It is difficult to imagine any context — except a deliberately comical or ironical one — where *stingy* could replace *avaricious* or where *pop off* could be substituted for *pass away*.

One can also distinguish between synonyms by finding their opposites (antonyms). Thus, the verb *decline* is more or less synonymous with *reject* when it means the opposite of *accept*, but not when it is opposed to *rise*. *Deep* will overlap with *profound* in "*deep sympathy*", where its opposite would be *superficial*, but not in "*deep water*", where its antonym is *shallow*.

Yet another way of differentiating between synonyms is to arrange them into a series where their distinctive meanings and overtones will stand out by contrast, as for instance the various adjectives denoting swiftness: *quick*, *swift*, *fast*, *nimble*, *fleet*, *rapid*, *speedy*.

There is an amusing demonstration of differences between synonyms in *You Like It*, Act V, scene 1, where Touchstone, the court jester, exercises his professional wit at the expense of an uneducated young peasant:

"Therefore, you clown, abandon — which is in the vulgar leave — the society — which in the boorish is company — of this female — which in the common is woman — which together is: abandon the society of this female; or, clown, thou perishest; or, to thy better understanding, diest; or, to wit, I kill thee, make thee away, translate thy life into death."

## SYNONYMIC PATTERNS

The synonymic resources of a language tend to form certain characteristic and fairly consistent patterns. In English, for instance, synonyms are organized according to two basic principles, one of them involving a double, the other a triple scale.

The double scale — Saxon versus Latin, as it is usually called — is too well known to require detailed comment. There are in English countless pairs of synonyms where a native term is opposed to one borrowed from French, Latin or Greek. In most cases the native word is more spontaneous, more informal and unpretentious, whereas the foreign one often has a learned, abstract or even abstruse air. There may also be emotive differences: the "Saxon" term is apt to be warmer and homelier than its foreign counterpart. Phonetically too, the latter will sometimes have an alien, unassimilated appearance; it will also tend to be longer than the native word which has been subjected to the erosive effect of sound-change. There are many exceptions to this pattern; yet it recurs so persistently that it is obviously fundamental to the structure of the language. It may be noted that the term "native" need not be taken in a narrowly etymological sense: it may include words of foreign origin which have become thoroughly anglicized in form as well as in meaning, such as for instance the adjective *popish* as opposed to the learned *papal*.

It will be sufficient to quote a few examples of this synonymic pattern. All major parts of speech are involved in the process:

a) adjectives:

*bodily* — *corporeal*;

*brotherly* — *fraternal*;

b) verbs:

*answer* — *reply*;

*buy* — *purchase*;

c) nouns:

*fiddle* — *violin*;

*friendship* — *amity*.

The ease with which examples can be multiplied shows how all-pervasive this pattern is in English. [...] It is symptomatic of our instinctive reactions that, when in danger, we call for *help*, not *aid*, and that we speak of *self-help*, not *mutual aid*.

In a few cases, these synonymic values are reversed and the native term is rarer or more literary than the foreign:

*dale* — *valley*;

*deed* — *action*.

The explanation of the anomaly will no doubt lie in the history of the two words involved. In the case of the first pair, for example, *valley* (from French *vallee*) is the everyday word, and *dale* (from Old English *dcel*, cognate with German *Tal*) has only lately been introduced into the standard language from the dialects of the hilly northern counties.

Side by side with this main pattern there exists in English a subsidiary one based on a triple scale of synonyms: native, French, and Latin or Greek:

*begin* (start) — *commence* — *initiate*;

*end* — *finish* — *conclude*.

In most of these combinations, the native synonym is the simplest and most ordinary of the three terms, the Latin or Greek one is learned, abstract, with an air of cold and impersonal precision, whereas the French one stands between the two extremes.

(From "Semantics. An introduction to the science of meaning. Synonymy."  
by Stephen Ullmann)

4. Find the dominant synonym in the following groups of synonyms. Explain your choice.

To glimmer — to glisten — to blaze — to shine — to sparkle — to flash — to gleam;  
to glare — to gaze — to peep — to look — to stare — to glance; to astound —  
to surprise — to amaze — to puzzle — to astonish; strange — quaint — odd —  
queer; to saunter — to stroll — to wander — to walk — to roam; scent —  
perfume — smell — odour — aroma; to brood — to reflect — to meditate — to think;  
to fabricate — to manufacture — to produce — to create — to make; furious —  
enraged — angry; to sob — to weep — to cry; exact — precise — accurate;  
savage — uncivilized — barbarous; hide — conceal — disguise; agree —  
approve — consent; cry — weep — scream — shriek; lazy — indolent — idle —

vain; clever — able — intelligent — keen — sharp; ignorant — illiterate — uneducated — misinformed; agile — nimble — alert — quick — brisk — active.

5. Arrange the following ideographic synonyms according to their degree of intensity. Translate them into Russian.

Ask, implore, beg. Longing, desire, wish. Wither, decay, fade. Handsome, pretty, beautiful. Irritate, annoy. Pierce, penetrate. Alarmed, frightened, terrified. Abominable, detestable, execrable. Happiness, pleasure, delight. Astonishment, consternation, surprise. Excuse, pardon, forgive. Accident, disaster, misfortune. Malicious, naughty, nasty, wicked. Genius, capability, talent.

6. Classify the following synonyms in two columns according to:

A	B
Degree (intensity) of the referent (action)	Brief or lengthy duration of the referent (action)
_____	_____
_____	_____
_____	_____

1. Gratify, please, exalt, content, satisfy, delight.
2. Cry, weep, sob.
3. Glimpse, gaze, glare, stare.
4. Tremble, shiver, shudder, shake.
5. Worship, love, like, adore, admire.
6. Talk, say, tell, speak.
7. Roar, shout, cry, bellow, yell.
8. Astound, surprise, amaze, astonish.
9. Cold, cool, chilly.
10. Want, long, yearn, desire, wish.
11. Vast, immense, large.

7. Comment on the stylistic usage of the synonyms. Point out euphemistic, archaic, poetical, and dialectal synonyms.

Girl — lass, trousers — unmentionables, pretty — bonny, possible — feasible, shut up! — hush!, toothpowder — dentifrice, learned — erudite, good-

bye — farewell, stomach — belly, gay — blithe, foolish — unwise, evening — eventide, lodger — paying guest, yes — aye, also — eke, musician — minstrel, lake — mere, country — clime, fighting man — warrior, bomb — device.

8. Analyse the reasons for using the euphemisms given below and classify them according to the following groups : superstitious taboos (*devil — deuce, dickens*); social and moral taboos (*to spit — to expectorate, pantaloons — nether garments*); the need to soften painful news (*to die — to pass away, to be no more*); using a learned word which sounds less familiar, hence less offensive (*overeating — indigestion*). Translate them into Russian.

To eat — to partake of food, to partake of refreshment, to refresh oneself.

To die — to breathe one's last, to depart this life, to pay one's debt to nature, to go to one's last home, to go the way of all flesh, to kick the bucket, to hop the twig, to join the majority.

Mad — deranged, insane.

Cemetery — memorial park, necropolis.

Sweat — perspiration.

Foolish — unwise.

God — Dear me! Oh, my! Good gracious! Golly! Gosh!

Trousers — inexpressibles, inexplicables, indescribables, unmentionables, unwhisperables, one's mustn't mention -'ems, one's sit-upons, sine qua non, drawers, pants.

Pawn-shop — loan-office.

Pregnant — in the family way, in an interesting (delicate) condition.

Toilet — water-closet, retiring room, public comfort station, ladies and gents, loo.

9. Compare the following words and sentences and say which of them sound more politically correct. Explain why.

Chairman — chairperson, spokesperson.

Cameraman — cameraoperator.

Foreman — supervisor.

Postman — mail carrier.

Authoress / ladywriter — author, writer.

Headmistress — teacher.

Airline stewardess — flight attendant.

What does he want? — What do they want?

Man / mankind is polluting the Earth. — Humankind is polluting the Earth.

No man has ever done it before. — No one has ever done it before.

This is the largest man-made lake in Europe. — This is the largest artificial lake in Europe.

A manager has a duty towards his employees. — A manager has a duty towards his or her employees.

The fall in prices is great news for housewives. — The fall in prices is great news for consumers / shoppers.

A mother should never leave her baby in the house, she might hurt herself. — Parents should never leave their children in the house; they might hurt themselves.

10. Give derivational antonyms to the words.

Just, justice, use (*adj*), use (*n*), fortunate, fortune, grateful, gratitude, like (*v*), like (*adj*), movable, moved, related, relative, complete (*v*), arrange (*v*), possible (*adj*).

11. Change the sentences so that they express the contrary meaning by using antonyms. State whether they are absolute or derivational.

1. All the seats were *occupied*. 2. He always wore striped shirts with *attached collars*. 3. The room was lighted by the *strong* rays of the sun. 4. He *added* three hundred to the sum. 5. I came in while you were *asleep*. 6. A lamp is a *necessary* thing in this room. 7. The door was closed and *locked*. 8. *Light curtains* hung on the dining-room windows, therefore it was *light*. 9. In the second year of their residence the company seemed especially to *increase*. 10. The little boy was *outside* the car. 11. Food and water were *scarce* during the long summer. 12. He drew two *crooked* lines.

12. State the hyperonym for the following words.

Asp, birch, chestnut, lime, maple, oak, willow.

13. How does the semantic field of kinship in English differ from that in Belarusian (Russian)? Find the correspondences and differences.

## Additional exercises

1. Read the following texts and answer the questions .

1. What is understood by semantic (linguistic) field?
2. What is the connection between the theory of lexical fields and the Sapir-Whorf hypothesis?
3. In what is the lexical field of kinship terms in English different from that in Swedish, Russian?

### LEXICAL FIELD

One of the most fruitful concepts evolved so far in structural semantics is that of the "lexical field", closely associated with Jost Trier and his school. So much has been written of late on this subject that it is unnecessary to go into details. It will be sufficient to recall that lexical fields are highly organized and integrated conceptual spheres whose elements mutually delimit each other and derive their significance from the system as a whole. In each field a sphere of experience, concrete or abstract, is analyzed, divided up and classified in a unique way which embodies a scale of values and a peculiar vision of the world. Examples of lexical fields are: the system of colors, the network of family relations; or, among abstract experiences, the terms for intellectual qualities, ethical and aesthetic values, religious and mystical experiences.

The numerous articles and monographs which have recently been published on these problems have all tended to emphasize the differences between these fields in various languages; they have concentrated on what is distinctive and idiosyncratic in them rather than on what they have in common. Yet, beneath all the diversity, there is likely to be an underlying unity which a systematic comparison of these fields would no doubt reveal. Thus we are told of striking differences between the number and nature of *color* distinctions: there was no single term for "brown" or "gray" in Latin; Russian has two words for "blue" — *sinij*, "dark blue" and *goluboj*, "sky-blue"; the Navaho have two terms corresponding to "black", one denoting the black of darkness, the other, the black of such objects as coal. Our "gray" and "brown", however, correspond to a single term in their language and likewise "blue" and "green". These differences are highly significant, but it would be equally interesting to know whether there are any elements common to all classifications of colors, any distinctions which have to be expressed everywhere and which could therefore rank as lexical constants.

The same point is even more closely noticeable in another closely organized field which has been extensively studied in various languages: the nomenclature of kinship terms. Take for instance the words for “brother” and “sister”. These two concepts seem so fundamental to us that we find it difficult to imagine any language that could do without them. Yet a glance at other idioms will show that they are not in any sense lexical constants. In Hungarian, there was no single term either for “brother” or for “sister” until well into the 19th century; instead, there were, and still are, two pairs of separate words for “elder” and “younger brother” and “elder” and “younger sister”. In Malay, on the other hand, there is one collective term for “sibling”, which can also mean “cousin”. In his report on structural semantics to the Oslo congress of linguists, Professor Hjelmslev summed up the difference between the three solutions in the following table:

Word	Hungarian	English	Malay
Elder brother	Batya	Brother	—
Younger brother	Ocs	—	—
Elder sister	Nene	Sister	Saudara
Younger sister	Hug	—	—

The three arrangements, though very different, have one thing in common: the general relationship of “siblings” (children of the same parent or parents) is expressible in each of them, either in itself or combined with other criteria. A comparison of the same field in a number of languages would reveal whether this relationship is a semantic universal. It would also show how many ways there are of “structuring” this part of the field and how frequent these various solutions actually are. The same method could then be applied to other sections of the field. Even languages belonging to the same family and culture will sometimes show remarkable discrepancies. Thus there is no single term for “grandfather” or “grandmother” in Swedish: a distinction is made between *farfar*, the father’s father, and *morfar*, the mother’s father, and similarly between *farmor* and *mormor*. [...] In languages with a different social and cultural background, these discrepancies will be even more marked. In Dravidian, for example, there is an intricate hierarchy of kinship terms based on four sets of distinctions: sex, generation, alliance, and age, of which the third, the only non-biological one, is the most important. [...]

It may be noted in passing that the theory of lexical fields has certain affinities with the Sapir-Whorf hypothesis. Trier and his followers would readily agree with Whorf that each language contains a "hidden metaphysics" and that "we dissect nature along lines laid down by our native languages". There are, however, two important differences between the two schools:

(1) lexical fields have so far been explored mainly in the best-known European languages, whereas Whorf deliberately turned away from "Standard Average European" and concentrated on totally different linguistic systems, notably the American Indian ones;

(2) the theory of lexical fields is focused on vocabulary, while Whorf's most impressive successes were obtained in the grammatical sphere. It would seem, then, that the two approaches, which have developed independently of each other, could usefully supplement one another, and the time may come when they can be combined into a unified theory.

*(From "Semantic universals (universals of language). Universal principles in the structure of the vocabulary." by Stephen Ullmann)*

## SEMANTIC FIELD THEORY

The theory (or theories, as the basic conception has been developed in different ways) of the linguistic field, or the field theory of meaning, is concerned to show that the lexical content of a language, its total vocabulary, or such of it as is available to a speaker at any time, is not a mere conglomeration or aggregation of independent items, and that word meanings cannot be understood or adequately described as if it were. Word meaning is best understood as the contribution a word can make to the meaning or function of the sentences in which it may appear; and this depends, not just on its reference, or any other aspect of its meaning considered simply as the property of the word in isolation from all other words in the language. In part the meaning and use of most words are governed by the presence in the language of availability to a speaker of other words whose semantic functions are related in one or more ways to the same area of situational environment or culture.

It was observed above that the use of many words presupposes the imposition of order and stability on the sequences of sensory experience, and that the employment of certain words rests on a high degree of such abstract ordering. It appears that certain features of this sort of ordering are universal,

or at least very general, and this is the basis of the translatability of the utterance of one language into those of another; but other features are peculiar to particular cultural traditions of particular areas, with the consequence that the translation of words and sentences relating to such features requires more explanation and circumlocution. In no case is the lexical content of a language equivalent to a nomenclature, the labelling with separate words of independently existing entities. Nomenclature is possible when linguistic labels are secondarily put to entities already distinguished as a class by the lexicon of a language, as in the cases of the naming of individual houses in a street, of streets in a town, or of rooms in a mansion. "The world as we know it" is in part the product both of our culture and of the lexical system of our own language.

In a language each word with a reference to the external world bears the meaning it does, functions as it does in sentences, in that it relates to a part of the world in some way differently from all other words. Every such word is, therefore, determined in its meaning by the presence of other words in the vocabulary of the language related to the same or to associated ranges of phenomena, and its meaning is liable to be further determined or altered both by the appearance of other words in a speaker's available vocabulary or by changes in the meanings of associated words.

By the nature of things as they are perceived by all men, and by the nature of certain specific aspects of different cultures, some words are more tightly bound in systems than others, and the semantic fields involved are more readily separated. Colour terms, which notoriously do not correspond from one language to another, are an obvious example of naturally delimited fields. Every language has a range of words that divide up the potentially all but unlimited range of colour differences in visible phenomena. It is probable that children learn the principal colour words fairly closely together in time (e. g. in English, *red, green, blue, yellow, white, black*; the fact that green is not a primary colour and that white and black are not colours in the sense that the others are is not relevant here). Certainly one only knows the meaning of *red* as a colour word (knows how to use it in a sentence) when one knows also the colour words bordering on it in various directions (*pink, purple, orange, brown, etc.*) and the principal words for colours comprised within the class designated by red (e. g. *vermillion, scarlet, rose*).

Colour constitutes a naturally separable field of reference; or semantic field, for which every language may be expected to provide sets of lexical terms in which the meaning of each is determined by the co-presence of the others in a speaker's vocabulary. It is well known that languages do not correspond in their most used colour vocabulary. Welsh *gwyrdd, glas, and llwyd* roughly cover

the same colour range as English *green, blue, grey, and brown*, but do not have the same approximate boundaries. The same surfaces designated *green, blue* and *grey* in English might all be called *glas* in Welsh. Likewise in Japanese the adjective *aoi* refers to much of the range of colour distinguished in English by *blue* and *green*.

Military ranks and ranks of any strictly hierarchical organization of people in relationship of seniority, command, and subordination are examples of a culturally produced field that is closely delimited and ordered. Part of the meaning of any military rank word (*major, captain, corporal, etc.*) is the product of the whole system of such terms in the relevant part of the language and of the exact place of each in relation to the others. These factors may be decisive in the translation of words referring to ranks in armed services and the like from one language to another.

In a very practical context of situation, the selection and grading of hotels, the word *good* has a very different meaning when used non-technically (in the field of *bad, indifferent, etc.*) from when it is used, as it is by some travel agents, in a strictly limited system of comparative gradings as the lowest in the field of *first class, luxurious, superior, good*.

Part of the power and flexibility of language lies in the ability of speakers to multiply their vocabulary in any given field in the interests of greater precision and clarity. It follows that the more words there are closely associated in meaning the more specific each one's meaning may be in the particular field (irrespective of its uses in other fields). As an organization becomes more complex and its members more numerous, new ranks and grades appropriately named may be devised, restricting the holders to an exact place in the hierarchy. Occupations whose operations involve much colour discrimination (paint manufacture, textile manufacture, etc.) develop an extensive technical vocabulary, partly from existing colour words, partly by adding new and specialized meanings to words having reference to coloured things (e. g. *magnolia, cream*), partly by adapting other words and phrases to give them a definite place in the technical field of colour terms (*summer blue, mistletoe green, etc.*). Such technical vocabularies may sometimes employ numbers of words unknown to non-technical speakers of the language and devise meanings for others quite different from those they bear outside these specialized contexts.

The supreme example of this infinite flexibility is in the use of numerical terms with reference to measurable features of the world. Between any two adjacent number terms another may be added for greater precision; between *eleven* and *twelve* may be put *eleven and a half*, and between *eleven* and *eleven and a half* may be put *eleven and a quarter*, and so on indefinitely. Those who speak of the

infinite divisibility of matter may be doing no more than drawing attention to this potentiality of the mathematical language of the physical sciences.

It is apparent from the investigation of collocations and semantic field associations in their relations with the full description and analysis of the meanings of words, that syntagmatic and paradigmatic relations are nearly as important in dealing with the lexicon of a language as they are at the levels of grammar and phonology. Internal relations of elements within complex wholes are of the essence of language. "Un système ou tout se tient", one all-embracing system, was the characterization of language by the French linguist Meillet. This emphasizes one of the most fundamental features of language and of the treatment of language in modern linguistics. But it might be more appropriate to think not so much of one overall system, as of many interlocking and interdependent structures and systems at all levels, the functions of every linguistic element and abstraction being dependent on its relative places therein.

*(From "General linguistics. An introductory survey" by R. H. Robins)*

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

1. a) While Kitty chatted gaily with her neighbours she watched Walter.  
b) Ashenden knew that R. had not sent for him to talk about weather and crops.  
c) As he spoke he rose from the bed. d) He is said to be honest. e) He'll tell you all about himself. f) If you wish to converse with me define your terms.

2. a) She felt on a sudden a cold chill pass through her limbs and she shivered. b) Her lips trembled so that she could hardly frame the words. c) I was shaking like a leaf when I came here. d) He shuddered with disgust.

3. a) He gave his wrist-watch a glance. b) Tommy gave her a look out of the corner of his eye. c) But her abstract gaze scarcely noticed the blue sea and the crowded shipping in the harbour. d) Let me have just one peep at the letter.

4. a) Bessie gets up and walks towards the window. b) He did nothing from morning till night but wander at random. c) I saw a man strolling along. d) The men sauntered over to the next room.

5. a) I began to meditate upon writer's life. b) You had better reflect a little. c) The more he thought of it the less he liked the idea. d) I'm sure that a little walk will keep you from brooding.

6. a) The next witness was Dr. Burnett, a thin middle-aged man. b) The woman was tall with reddish curly hair and held a scarlet kimono round her slender figure. c) The girl was slim and dark. d) Studying him, Mrs. Page saw a spare young man with high cheekbones and blue eyes.

7. a) There was a fat woman, who gasped when she talked. b) She came in like a ship at full sail, an imposing creature, tall and stout. c) She was twenty-seven perhaps, plump, and in a coarse fashion pretty. d) He was a person of perhaps forty, red-faced, cheerful, and thick.

8. a) Strange, unstable woman. It was rather embarrassing that she would cry in a public gallery. b) It was a life that perhaps formed queer characters. c) I thought it odd that they should allow her to dance quite quietly in Berlin. d) It is a veritable picture of an old country inn ... with low, quaint rooms and latticed windows.

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

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

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

3. Small Boy (*to governess*): "Miss Smith, please excuse my *speaking* to you with my mouth full, but my *little* sister has just fallen into the pond."

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

5. Boss: "You are twenty minutes late again. Don't you know what time we *start* to work at this office?"

New Employee: "No, sir, they are always at it when I *get* here."

6. He (as they drove along a *lonely* road): "You look *lovelier* to me every minute. Do you know what that's a sign of? "

She: "Sure. You are about to run out of gas."

7. Husband (*shouting upstairs to his wife*): "For last time, Mary, are you coming?"

Wife: "Haven't I been *telling* you for the last hour that I'll be down in a minute."

8. "Oh, Mummie, I hurt my toe!" *cried* small Janey, who was playing in the garden. "Which toe, dear?" I *inquired*, as I *examined* her foot. "My youngest one," *sobbed* Janey.

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

1. a) At the little lady's command they all three *smiled*. b) George, on hearing the story *grinned*.

2. a) Forsyte — the best palate in London. The palate that in a sense had made his fortune — the fortunes of the *celebrated* tea men, Forsyte and Treffry.

b) June, of course, had not seen this, but, though not yet nineteen, she was *notorious*.

3. a) Noticing that they were no longer *alone*, he turned and again began examining the lustre. b) June had gone. James had said he would be *lonely*.

4. a) The child was *shivering* with cold. b) The man *shuddered* with disgust.

5. a) I am *surprised* at you. b) He was *astonished* at the woman's determination.

6. a) It's impolite to *stare* at people like that. b) The little boys stood *glaring* at each other ready to start a fight. c) The lovers stood *gazing* into each other's eyes.

7. a) They *produce* great amounts of wine but this is not all they produce in that part. b) The story was *fabricated* from beginning to end.

8. a) On hearing from Bosinney that his limit of twelve thousand pounds would be exceeded by something like four hundred, he had grown white with *anger*. b) "It's a damned shame," Andrew burst out, forgetting himself in a sudden rush of *indignation*.

9. a) He was an *aged* man, but not yet *old*. b) He was an *elderly* man at the time of his marriage.

10. The distance between the earth and the sun may be said to be *immense*, the distance between the poles is *vast*.

5. From the sentences given below write out synonyms in groups and classify them into:

A	B	C
Synonyms differentiated by the connotation of duration	Synonyms differentiated by the connotation of degree or intensity	Synonyms differentiated by the causative connotation
_____	_____	_____
_____	_____	_____
_____	_____	_____

Explain the reasons for your decisions.

1. He *shuddered* at the thought of a meeting that lay before him. 2. The whole situation, he *tells* me, was extraordinary, like that of an African explorer who, endeavouring to ignore one of the local serpents, finds himself exchanging *glances* with a man-eating tiger. 3. He merely *blushed* and said that he was jolly well going to go, because this girl was in Cannes. 4. Gosh, how I used to *admire* you at the dear old school. You were my hero. 5. What I really *want* is a meal. 6. That is the trouble about Cannes in August — it becomes very mixed. You get there splendid chaps who were *worshipped* by their schoolmates — and you also get men like this hookie. 7. He resents their cold *stare*. 8. Her voice was *trembling* with excitement. 9. He made a short speech in French, and the mothers all applauded, and the babies all *yelled*. 10. The girl was *shivering* with cold. 11. I must confess I am a little *surprised*. 12. "A truck driver," *shouted* someone from the audience. 13. "You have settled it!" *cried the astonished* parent. 14. The audience *roared* with laughter. 15. He was *speaking* for half an hour or so. 16. His face *reddened* he could hardly keep his temper. 17. "I *adore* you, Mary", he said. 18. His eyes *glittered* with malice. 19. She would have *liked* to go there herself but couldn't. 20. His eyes were *blazing* as he heard how cruelly the children had been treated. 21. I was perfectly *amazed* that one man, all by himself, should have been able to beat down and capture such battalions of practised fighters. 22. His eyes *sparkled* with happiness.

6. Write out synonymic groups and classify them into:

A	B
Synonyms differentiated by evaluative connotations	Synonyms differentiated by connotation of manner
_____	_____
_____	_____
_____	_____

1. Besides, Jack is a *notorious* domesticity for John!
2. His eyes *sparkled* with amusement.
3. "Joey — Joey...!" I said *staggering* unevenly towards the peacock.
4. Betty would have liked to *peep* in but could not.
5. Presently I saw a man *strolling* along.
6. Her eyes *glittered* with hatred.
7. Those artisans *produce* pottery with great skill.
8. He was a *well-known* scientist.

9. It's getting late, so I must *trot* away.
10. The boy was *peering* into a dark room.
11. He *swaggered* along the corridor, evidently in high spirits.
12. The will was *fabricated*.
13. There was a picture of a *celebrated* painter on the wall.

7. Within the following synonymic groups single out words with emotive connotations.

Fear — terror — horror; look — stare — glare — gaze — glance; love — admire — adore — worship; alone — single — solitary — lonely; tremble — shiver — shudder — shake; wish — desire — yearn — long.

8. Define the types of connotations found in the following synonyms.

1. *Old* means having lived a long time far advanced in years; *elderly* means approaching old age, between middle and old age, past middle age, but hardly old; *aged* is somewhat old, implies greater age than elderly; *ancient* is so old as to seem to belong to a past age.

2. To *create* means to make an object which was not previously in existence, to bring into existence by inspiration or the like; to *manufacture* is to make by labour, often by machinery, especially on a large scale by some industrial process; to *produce* is to work up from raw material and turn it into economically useful and marketable goods.

3. To *break* is to separate into parts or fragments : to *crack* is to break anything hard with a sudden sharp blow without separating, so that the pieces remain together; to *shatter* is to break into fragments, particles and in numerous directions; to *smash* is to destroy, to break thoroughly to pieces with a crashing sound by some sudden act of violence.

4. To *cry* is to express grief or pain by audible lamentations, to shed tears with or without sound; to *sob* is to cry desperately with convulsive catching of the breath and noisily as from heart-rending grief; to *weep* means to shed tears more or less silently which is sometimes expression of pleasurable emotion.

5. *Battle* denotes the act of struggling, a hostile encounter or engagement between opposite forces on sea or land; *combat* denotes a struggle between armed forces, or individuals, it is usually of a smaller scale than battle, less frequently used in a figurative sense; *fight* denotes a struggle for victory, either

between individuals or between armies, ships or navies, it is a word of less dignity than battle; *fight* usually implies a hand-to-hand conflict.

9. Do the italicized words possess stylistic connotations? If so, what are their stylistic characteristics?

1. a) I was a very young *man* when I first came to London and I made mistakes. b) I've found him very useful. Not a bad *chap*. e) I put a very smart *lad* on the job. d) He is a very nice *fellow*.

2. a) The sister drew back the cloth and displayed four tiny, naked *infants*. b) She knew that he had desperately wanted her to bear a *child*. c) You ought to have a *kid* or two.

3. a) What I really want is a *meal*. b) I could do with a *snack*. c) Let's have a *bite*. d) They decided to order some *refreshment*.

4. a) "Now *clear out*," Althrope says; "both of you." b) He nodded, grinned again at her, then *withdrew* and went out to the main deck. c) In silence the widow *departed*. d) When he *left* the house he promised to return at nine o'clock that night. e) I'm busy. *Clear off* quickly. f) She liked to read before *retiring* for the night.

5. a) "Fool around with chalk and crayons. It'll be fun." "*Bosh!*" b) "There it is, young man," he snapped. "Such *foolishness*. *Poppy cock!*" c) He said he wouldn't stand that *nonsense* of yours.

10. Identify the stylistic connotations for the following italicized words in the jokes given below and write their synonyms with other stylistic connotations.

1. "I must say these are fine biscuits!" exclaimed the young husband. "How could you say those are fine biscuits?" *inquired* the young wife's mother, in a private interview. "I didn't say they were fine. I merely said I must say so."

2. "Willie," said his mother. "I wish you would run across the street and see how old Mrs Brown is this morning". "Yes'm," *replied* Willie and a few minutes later he returned and *reported*: "Mrs. Brown says it's none of your business how old she is."

3. "Yes, she's married to a real-estate agent and a good, honest *fellow*, too." "My gracious! Bigamy?"

4. Willie: "Won't your pa spank you for staying out so late?"

Tommy (*whose father is a lawyer*): "No, I'll get an injunction from ma *postponing* the spanking, and then I'll *appeal* to grandma and she'll have it made *permanent*".

5. A man entered the bar and called for "a Martinus". The barman *observed* as he *picked up* a glass, "You mean Martini, sir!" "No, indeed I don't," the man replied. "I was taught Latin properly and I only want one."

6. Jane: "Would you be *insulted* if that good-looking stranger offered you some champagne?"

Joan: "Yes, but I'd probably swallow the insult."

11. Prove that the rows of words given below are synonyms. Use the semantic criterion to justify your opinion.

To shout — to yell — to roar; angry — furious — enraged; alone — solitary — lonely; to shudder — to shiver — to tremble; fear — terror — horror; to cry — to weep — to sob; to walk — to trot — to stroll; to stare — to gaze — to glare; to desire — to wish — to want; to like — to admire — to worship.

12. Find the dominant synonyms for the following italicized words and prove that they can be used as substitutes. Are they interchangeable? What is lost if we make the substitution?

1. Never for a moment did he interrupt or *glance* at his watch. 2. The girl looked *astonished* at my ignorance. 3. Sometimes perhaps a tramp will *wander* there, seeking shelter from a sudden shower of rain. 4. I am very different from that self who drove to Manderley for the first time filled with an intense *desire* to please. 5. The stony vineyards *shimmer* in the sun. 6. The restaurant was filled now with people who *chatted* and laughed. 7. Eve got a sister and an *ancient* grandmother. 8. A bowl of roses in a drawing-room had a depth of colour and *scent* they had not possessed in the open. 9. He saw our newcomers, arms wound round each other, literally *staggering* from the bus. 10. Chicken-pox may be a mild children's *disease*. 11. In a funny way she wanted to reach out for that friendliness as if she needed it. Which was *odd*. 12. It could be a dream world. So *pretty*, yet so sad.

13. The following sentences and jokes contain members of groups of synonyms. Provide as many synonyms as you can for each, explaining the difference between them; single out their dominant synonyms giving reasons for your choice.

1. "Why is it, Bob," asked George of a very *stout* friend, "that you fat *fellows* are always good-natured?" "We have to be," answered Bob. "You see, we can't

either *fight* or run." 2. Teacher was giving a lesson on the weather idiosyncrasies of March. "What is it," she asked, "that comes in like a lion and goes out like a lamb?" And *little* Julia, in the back row, *replied*: "Father."

3. "Just why do you *want* a married *man* to work for you rather than a bachelor?" asked the curious chap "Well," sighed the boss, "the married men don't get so upset if I *yell* at them."

4. A kind-hearted English Vicar one day *observed* an *old* woman laboriously pushing a perambulator up a steep hill. He volunteered his *assistance* and when they reached the top of the hill *said*, in *answer* to her thanks: "Oh, it's nothing at all. I'm *delighted* to do it. But as a little reward, may I kiss the *baby*?" "Baby? Lord bless you, sir, it ain't no baby, it's the old man's beer."

5. "The cheek of that red cap! He *glared* at me as if I hadn't my pass. And what did you do?" "I *glared* back as if I had."

6. Comic Dictionary: ADULT — a person who has stopped growing at both ends and *started* growing in the middle. ADVERTISING — *makes* you think you've *longed* all your life for something you never even heard of before. BORE — one who insists upon *talking* about himself when you want to talk about yourself. FAME — chiefly a matter of *dying* at the right moment. PHILOSOPHER — one who instead of *crying* over spilt milk consoles himself with the thought that it was over four-fifths water.

14. Say why the italicized synonyms in the examples given below are not interchangeable.

1. a) The little boys stood *glaring* at each other ready to start a fight. b) The Greek myth runs that Narcissus *gazed* at his own reflection in the water until he fell in love with it and died.

2. a) She is a very *pretty* American girl of twenty-two with fair hair and blue eyes. b) She was a tall, blonde woman, slender, stately and *beautiful*.

3. a) You don't know what a shock it was, Constance. I was knocked endways. I've been *brooding* over it ever since till I was afraid I should go mad. b) She'd evidently had time to *reflect* because when I came again she asked me quite calmly what it was exactly that I proposed.

4. a) She began to *sob* hysterically. b) Mortimer looks from Marie Louise who is quietly *weeping* to Constance with the utmost bewilderment.

5. a) You only *want* a car that you can be independent of me. b) She *longed* with all her heart for him to take her in his arms so that she could lay her head on his breast.

6. a) People turned in the street and *stared* at her with open mouths. b) R. got up and strolled slowly about the room and when he passed the windows as though in idle curiosity, *peeped* through the heavy red curtains that covered them, and then returning to his chair once more comfortably put his feet up.

7. a) He was *puzzled* at the letter. b) I was *astonished* at seeing him so changed.

8. a) Many of them had their sleeves rolled up revealing *bare* arms. b) He saw *naked* children playing on the heaps of rubbish.

9. a) There was a *scent* of honey from the lime-trees in flowers. b) The room was permeated with the familiar *smells* of dust and yesterday's cooking.

10. a) Questions are never indiscreet. *Answers* sometimes are. b) He sought for a crushing phrase, some final and intimidating *repartee*.

15. Find the euphemisms in the following sentences and jokes. Name the words for which they serve as euphemistic substitutes.

1. Policeman (*to intoxicated man who is trying to fit his key to a lamp-post*): "I'm afraid there's nobody home there tonight." Man: "Mus' be. Mus' be. There is a light upstairs." 2. "Johnny, where do you think God is this morning?" asked the Sunday-school teacher. "In our bathroom," was the reply. "What on earth makes you say that?" asked the amazed teacher. "Because just before I left I heard pa say, "My Lord! How long are you going to be in there?" 3. The doctor had an inveterate punster and wit among his patients. One day he was late in making his rounds, and explained to the incorrigible humorist that he had stopped to attend a man who had fallen down a well. With a groan of agony, the wit mustered up strength enough to murmur; "Did he kick the bucket, doctor?" 4. A girl was to visit her serviceman brother at a military hospital. While stopping at the desk of the officer of the day for directions to the patient's ward she asked: "Would you kindly tell me where the powder room is?" "Miss," the corpsman on duty replied with dignity, "this is a hospital, not an arsenal." 5. First Student: "Great Scott! I've forgotten who wrote *Ivanhoe*". Second Ditto: "I'll tell you if you tell me who the dickens wrote *The Tale of Two Cities*". 6. So, for the love of Mike, come across to our table and help things along. 7. He was high and didn't know what he was saying. 8. "You never know with lunatics," said the young man chattily. "They don't always look balmy, you know." 9. "But what I mean was, it sounds more like a rather idiotic kind of hoax. Perhaps some convivial idiot who had had one over the eight." "Nine? Nine what?" "Nothing — just an

expression. I meant a fellow who was tight." 10. "Funny old thing," said Lily Marbury indulgently. "Looks half batty to my mind." 11. "I think the fellow's half a loony. He needs someone to look after him."

16. Point out antonyms indicating place, direction, time, quality, and quantity from the pairs of antonyms given below, translate them into Russian. Use these antonyms in sentences of your own.

Useful — useless, polysyllabic — monosyllabic, forethought — afterthought, upstairs — downstairs, underclothes — overclothes, inlet — outlet, prerevolutionary — post-revolutionary, uniformity — multiformity, careless — careful, uptown — downtown.

17. Find antonyms to the words given below.

Good (*adj*), deep (*adj*), narrow (*adj*), clever (*adj*), young (*adj*), to love (*v*), to reject (*v*), to give (*v*), strong (*adj*), to laugh (*v*), joy (*n*), evil (*n*), up (*adv*), slowly, (*adv*), black (*adj*), sad (*adj*), to die (*v*), to open (*v*), clean (*adj*), darkness (*n*), big (*adj*).

18. Find antonyms in the following jokes and extracts and describe the resultant stylistic effect.

1. P O L I C E M A N (*holding up his hand*): "Stop!"

V I S I T O R: "What's the matter?"

P O L I C E M A N: "Why are you driving on the right side of the road?"

V I S I T O R: "Do you want me to ride on the wrong side?"

P O L I C E M A N: "You are driving on the wrong side."

V I S I T O R: "But you said that I was driving on the right side."

P O L I C E M A N: "That is right. You are on the right, and that's wrong."

V I S I T O R: "A strange country! If right is wrong, I'm right when I'm on the wrong side. So why did you stop me?"

P O L I C E M A N: "My dear sir, you must keep to the left. The right side is the left."

V I S I T O R: "It's like a looking-glass! I'll try to remember. Well, I want to go to Bellwood. Will you kindly tell me the way?"

P O L I C E M A N: "Certainly. At the end of this road, turn left."

V I S I T O R: "Now let me think. Turn left! In England left is right, and right is wrong. Am I right?"

P O L I C E M A N: "You'll be right if you turn left. But if you turn right, you'll be wrong."

V I S I T O R: "Thank you. It's as clear as daylight."

2. Flying instructors say that pilot trainees are divided into optimists and pessimists when reporting the amount of fuel during flights. Optimists report that their fuel tank is half full while pessimists say it's half empty.

3. The canvas homes, the caravans, the transportable timber frames — each had its light. Some moving, some still.

4. His words seemed to point out that sad, even tragic things could never be gay.

5. It was warm in the sun but cool under the shady trees.

6. He is my best friend and he is my bitter enemy.

7. Every man has feminine qualities and every woman has masculine ones.

8. He hated to be exposed to strangers, to be accepted or rejected.

Репозиторий Баргу

## 5 PHRASEOLOGY IN MODERN ENGLISH

### Topics for discussion

1. Phraseological units and their characteristics.  
Список источников: 6, с. 225—229; 7; 9, с. 83; 12, с. 96—98.
2. Distinction between free word—groups and phraseological units. Criteria of phraseology.  
Список источников: 6, с. 229—236; 9, с. 83—98; 11, с. 74—82, 84—88; 12, с. 98—105.
3. Classification of phraseological units.  
Список источников: 6, с. 242—251; 7; 9, с. 87—95; 11, с. 75—76, 82—84; 12, с. 105—109.
4. Ways of formation of phraseological units.  
Список источников: 9, с. 83—87.

*Key terms*: word-group, phraseological unit, phraseological combinations, phraseological unities, phraseological fusions.

### Compulsory tasks and exercises

1. Consider your answers to the following questions:
  1. What do we mean when we say that an idiom has a “double” meaning?
  2. Why is it very important to use idioms with care? Should foreign-language students use them? Give reasons for your answer.
  3. The term “phraseological unit” is used by most Russian scholars. What other terms are used to describe the same word-groups?
  4. How can you show that the “freedom” of free word-groups is relative and arbitrary?
  5. What are the two major criteria for distinguishing between phraseological units and free word-groups?
  6. How would you explain the term “grammatical invariability” of phraseological units?
  7. How do proverbs differ from phraseological units?
  8. Can proverbs be regarded as a subdivision of phraseological units? Give reasons for your answer.
  9. What is the basis of the traditional and oldest principle for classifying phraseological units?
  10. What other criteria can be used for the classification of phraseological units?

11. Do you share the opinion that in idioms the original associations are partly or wholly lost? Are we entirely free from the picture built up by the current meanings of the individual words in idioms? Illustrate your answer with different examples.

12. What are the merits and disadvantages of the thematic principle of classification for phraseological units?

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

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

15. Analyse Professor A. I. Smirnitsky's classification system for phraseological units. What is it based on? Do you see any controversial points in the classification system?

16. Discuss the merits of Professor A. V. Koonin's system for the classification of phraseological units. What is it based on? Do you find any points in the classification system which are open to question?

2. Give Russian equivalents to the phraseological units.

1. It is the last straw that breaks the camel's back. 2. Can the leopard change his spots? 3. To have *(to put)* all one's eggs in one basket. 4. There is no use crying over spilt milk. 5. To set one's heart upon something. 6. To put two and two together. 7. When the cat's away, the mice will play. 8. To cut one's coat according to one's cloth. 9. To be in the same boat *(box)*. 10. To let the grass grow under one's feet *(to let no grass grow under one's feet)*. 11. To give somebody a piece of one's mind. 12. A stitch in time saves nine. 13. Tell it to the marines! 14. A skeleton in the cupboard. 15. Let us return to our muttons. 16. To skate *(to be)* on thin ice. 17. To spare the rod and spoil the child. 18. To build castles in the air. 19. To take the bull by the horns. 20. To let the cat out of the bag. 21. A bird in the hand is worth two in the bush. 22. Birds of a feather flock together. 23. Where there is a will, there is a way. 24. To be born with a silver spoon in one's mouth. 25. To wear one's heart on one's sleeve.

3. What is the source of the following idioms? If in doubt consult a dictionary.

Achilles' heel, the Trojan horse, a labour of Hercules, an apple of discord, forbidden fruit, Aladdin's lamp, the serpent in the tree, an ugly duckling, the fifth column, to hide one's head in the sand, cross the Rubicon, thirty pieces of silver, the sword of Damocles.

4. Shakespeare's plays provide us with many idiomatic expressions. What is the meaning of each of the following? Match up the phraseological units with their definitions.

- |   |  |
|---|--|
| a) to give the devil his due;           | 1) a good thing which the ignorant are unable to appreciate;           |
| b) to wear one's heart on one's sleeve; | 2) moral lessons from nature;  |
| c) to do yeoman service;                | 3) to display one's feeling artlessly;                                 |
| d) a foregone conclusion;               | 4) by nature or by training well fitted;                               |
| e) an itching palm;                     | 5) a predetermined outcome;  |
| f) the primrose path;                   | 6) greediness, especially for money;                                   |
| g) to the manner born;                  | 7) a pleasurable, comfortable life;                                    |
| h) sermons in stones;                   | 8) to perform a useful, usually humble function;                       |
| i) caviar to the general;               | 9) to deal fairly, to recognize for merits of someone even with major. |

5. Complete the following phraseological units so that the whole unit should alliterate (the desired meaning is given in the Russian translation in brackets.)

М о д е л : Betwixt and between (ни то, ни сё; так себе, среднее).

1. Bag and ... (*пожитки; in the combination со всеми пожитками*).
2. Chop and ... (*колебание, нерешимость*); to chop and ... (*колебаться*).
3. Deaf and ... (*глухонемой*).
4. First and ... (*прежде всего, в первую очередь*).
5. House and ... (*домашний уют*).
6. Kith and ... (*знакомые и родня*).
7. Mops and ... (*гримасы и ужимки*).
8. Out and ... (*совершенно, -ый; вполне, превосходно, -ый, законченный*).
9. Pains and ... (*муки и наказания*).
10. Rough and ... (*сделанный кое-как, сносно*).
11. Safe and ... (*здоровый и невредимый*).
12. Spick and ... (*щегольской, с иголочки*).
13. Stocks and ... (*неодушевленные предметы, бесчувственные люди*).
14. End to ... (*непрерывно*).
15. Face to ... (*лицом к лицу*).
16. Neck or ... (*либо пан, либо пропал*).
17. Now or ... (*теперь или никогда*).
18. No sweat no ... (*без труда ничего не получишь*).
19. Neither (*without*) rhyme nor (*or*) ... (*ни складу, ни ладу*).
20. Through thick and ... (*упорно, несмотря на все препятствия*).
21. To keep watch and ... (*охранять*).
22. With might and ... (*изо всей силы*).

6. Fill in the missing verb. Choose from the box, using each verb once only.

bear	change	fall	lose	set
beg	do	foot	pay	tell
break	draw	hold	play	throw
call	drive	keep	put	use
catch	drop	lay	resist	waste
chair	earn	lead	run	work

1) to \_\_\_ a hard bargain; 2) to \_\_\_ one's mind; 3) to \_\_\_ someone to death; 4) to \_\_\_ force; 5) to \_\_\_ a grudge; 6) to \_\_\_ a habit; 7) to \_\_\_ a living; 8) to \_\_\_ a visit; 9) to \_\_\_ heart; 10) to \_\_\_ a hint; 11) to \_\_\_ a lie; 12) to \_\_\_ a busy life; 13) to \_\_\_ in love; 14) to \_\_\_ one's breath; 15) to \_\_\_ a miracle; 16) to \_\_\_ someone names; 17) to \_\_\_ a meeting; 18) to \_\_\_ someone's pardon; 19) to \_\_\_ a party; 20) to \_\_\_ the bill; 21) to \_\_\_ time in prison; 22) to \_\_\_ a secret; 23) to \_\_\_ sight of someone; 24) to \_\_\_ the line at something; 25) to \_\_\_ fire to something; 26) to \_\_\_ the table; 27) to \_\_\_ temptation; 28) to \_\_\_ time; 29) to \_\_\_ truant; 30) to \_\_\_ a business.

7. Pick out all the phraseological units from the following sentences and state which of them are (1) fusions, (2) unities, (3) word combinations.

1. They were compelled by some devilish accident of birth or lack of force or resourcefulness to stew in their own juice of wretchedness.

2. ... "I'd like to have a day or two in which to think it over..."

"Why, certainly, certainly, Mr. Cowperwood," replied Stener genially. "That's all right. Take your time."

3. It was now that he began to take a keen interest in objects or art, pictures, bronzes, little carvings and figurines, for his cabinets, pedestals, tables and etageres.

4. "Fool of a lad! I swear you might have had her." "By what token, Mrs. Yorke?"

"By every token. By the light of her eyes, the red of her cheeks: red they grew when your name was mentioned, though of custom they are pale."

"My chance is quite over, I suppose?"

"It ought to be; but try: it is worth trying. I call this Sir Philip milk-and-water. And then he writes verses, they say — tags rhymes. You are above that, Bob, at all events."

"Would you advise me to propose, late as it is, Mrs. Yorke, at the eleventh hour?"

"You can but make the experiment, Robert. If she has a fancy for you — and, on my conscience, I believe she has, or had — she will forgive much. But, my lad,

you are laughing: is it at me? You had better grin at your own perverseness. I see, however, you laugh at the wrong side of your mouth: you have as sour a look at this moment as one need wish to see."

5. "You never plotted to win a husband, I'll be bound," pursued Mrs. Yorke, "and you have not the benefit of previous experience to aid you in discovering when others plot." Caroline felt this "kind" language where the benevolent speaker intended she should feel it — in her very heart. She could not even parry the shafts: she was defenceless for the present: to answer would have been to avow that the cap fitted. Mrs. Yorke, looking at her as she sat with troubled downcast eyes... and figure expressing in its bent attitude and unconscious tremor all the humiliation and chagrin she experienced, felt the sufferer was fair game.

6. Jos, a clumsy and timid horseman, did not look to advantage in the saddle. "Look at him, Amelia dear.... Such a bull in a china shop I never saw."

7. In the end he parted friends with both Tighe and Rivers. "That's a smart young fellow," observed Tighe, ruefully. "He'll make his mark," rejoined Rivers.

8. ...unconscious of that gentleman's good opinion of himself, and of the service he had secretly rendered him in recommending him as gardener to Mr. Yorke... he continued to harbour a grudge against his austerity.

8. In the examples given below identify the phraseological units and classify them on the semantic principle.

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% 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 quite had the nerve.  
7. What is it — First Aid? All you need know is how to treat shock and how to stop hemorrhage, which I've drummed into you till I'm 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 her dinner.  
11. Poor Eleanor — what a mess she made of her life, marrying that man Grey!  
12. There was a list of diets up in the kitchen, but Auntie had it all at her finger-tips.

9. Read the following jokes. Classify the italicized word-groups, using Professor A. I. Smirnitsky's classification system for phraseological units.

### OUT OF THE FIRE INTO THE FRYING PAN

A fighter pilot bailed out of his aircraft which had suddenly *caught fire*. He safely landed in an orchard on an apple tree and *climbed down* without a scratch, but a few minutes later he was taken to hospital. The gardener's fierce and vigilant dog had been waiting for him under the tree.

### MORE PRECISE

Two aviation meteorologists were engaged in *shop talk*.

"No, I don't watch the TV weather commentary. I reckon you get better weather on the radio," said one of them thoughtfully.

10. Group the following phraseological units, using Professor A. V. Koonin's classification system.

To take an initiative in sth; red herring; to drink like a lord (*a fish*); to lead sb by the nose; soft soap; Goodness gracious!, to be born with a silver spoon in one's mouth; to have (*to produce*) an effect on sth; one's better half; to wash dirty linen in public; old salt; the reverse side of the medal.

### Additional exercises

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

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

2. Complete the sentences by choosing an ending from a—l.

1. He was hard up this month because he...
  2. We decided to get a move on because we...
  3. After spending the whole day walking around the shops in London, we...
  4. She was late for work this morning because she...
  5. It was a secret, so I...
  6. Now that he's out of work he...
  7. He can't read a note of music — he...
  8. I was feeling a bit under the weather so I...
  9. As we had over two hours to wait for our train, we...
  10. I can't say I recognize her but...
  11. The room was so quiet that you...
  12. Don't expect Paul to remember anything. He's...
  13. ... promised to keep it under my hat.
  14. ... her name rings a bell.
  15. ... got a memory like a sieve.
- a) ... decided not to go to work.
  - b) ... plays everything by ear.
  - c) ... didn't want to miss the last bus.
  - d) ... could hear a pin drop.
  - e) ... had a lot of bills to pay.
  - f) ... finds it hard to make ends meet.
  - g) ... got caught in a traffic-jam.
  - h) ... decided to kill time by going into a pub for a drink.
  - i) ... were dead beat.

3. Complete the following similes. Translate the phraseological units into Russian.

- |                       |                |
|-----------------------|----------------|
| a) as black as;       | 1) a lion;     |
| b) as green a;        | 2) a lamb;     |
| c) as cold as;        | 3) a mouse;    |
| d) as white as;       | 4) a cat;      |
| e) as old as;         | 5) a kitten;   |
| f) as changeable as ; | 6) an eel;     |
| g) as safe as;        | 7) an owl;     |
| h) as brown as;       | 8) a wolf;     |
| i) as clean as ;      | 9) a cricket ; |
| j) as dull as;        | 10) as a bee.  |

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

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

5. Complete the paired phraseological units in the sentences below. Choose from the following :

blood	take	soul	fast
large	thumbs	span	sweet
shoulders	cons	thin	
sound	nail	tired	

1. She was an outstanding student whose work was head and \_\_\_ above the others in her class. 2. The lecture was just the way the students liked it – short and \_\_\_. 3. Although it has its faults, by and \_\_\_ Britain is a pretty good country to live in. 4. Don't ask James to do anything practical; he's all fingers and \_\_\_. 5. Pauline was so funny on Saturday. She really was the life and \_\_\_ of the party. 6. Oh, thank heavens you're both safe and \_\_\_! I was so worried about you. 7. They promised to stand by each other through thick and \_\_\_. 8. You can't throw him out, surely? Not your brother; not your own flesh and \_\_\_. 9. A certain amount of give and \_\_\_ is essential in any relationship. 10. His flat was so spick and \_\_\_ that it looked more like a well-kept museum than a home. 11. I'm afraid you'll have to wear a tie, sir. It's a hard and \_\_\_ rule of the club. 12. They're always fighting tooth and \_\_\_ I'm surprised they don't get divorced. 13. The managing director outlined the pros and \_\_\_ of the proposed plan. 14. I don't know about you, David, but I'm sick and \_\_\_ of hearing about his fantastic children.

6. Fill in the missing words from the sentences below. Choose from the box, using plural forms where necessary.

bird  
stag  
goat

bull  
dog  
goose

cat  
donkey  
horse

1. Turning up half an hour late for the interview really cooked his \_\_\_\_\_. 2. We were hoping to keep the wedding a secret, but my mother soon let the \_\_\_\_\_ out of the bag. 3. You're flogging a dead \_\_\_\_\_ trying to get Harry to change his mind! 4. I don't think I'd recognize her now, it's \_\_\_\_\_ years since I last saw her. 5. Harold has really gone to the \_\_\_\_\_ since his wife died. Looking at him now, it's hard to believe he was once a successful lawyer. 6. It's not that I mind giving her a lift home every Tuesday, but what gets my \_\_\_\_\_ is the fact that she's never once offered to pay for the petrol. 7. As I had to go to Swansea on business, I decided to kill two \_\_\_\_\_ with one stone and visit my old school. 8. Although he had only known her for two weeks he decided to take the \_\_\_\_\_ by the horns and ask her to marry him. 9. We are off to a \_\_\_\_\_ party tonight — David is getting married on Saturday.

7. Fill in the missing words from the list of words below, using plural forms where necessary.

arm  
brain  
chest  
back  
hair

leg  
finger  
hand  
mouth

blood  
cheek  
heart  
stomach

bone  
breast  
tooth  
foot

1. Being retired, he suddenly found himself with lots of time on his \_\_\_\_\_ but with little to do to occupy it. 2. You need to have a strong \_\_\_\_\_ to work in a slaughterhouse. 3. He got up very late this morning and then had the \_\_\_\_\_ to complain about his breakfast being cold. 4. She had a sweet \_\_\_\_\_ and couldn't resist buying chocolates and cream cakes. 5. None of the students liked Mr. Baker. In fact, everyone was glad to see the \_\_\_\_\_ of him when he left to teach in Italy. 6. I think I'll go and stretch my \_\_\_\_\_ I've been sitting down all morning and I'm feeling a bit stiff. 7. I've got an essay to write on the history of computing. Unfortunately, I don't know anything about it, so do you mind if I pick your \_\_\_\_\_? 8. The viewers were up \_\_\_\_\_ when the television station announced it was going

to change the time of the evening news broadcast from 9 o'clock to 9.30. 9. There's something wrong somewhere. I can't put my \_\_\_ on what it is exactly, but something just doesn't feel right. 10. The cruel way some owners treat pets makes my \_\_\_ boil. 11. "Hurry up, Dorothy! The taxi's waiting!" "All right! Keep your \_\_\_ on." 12. Getting a problem off your \_\_\_ is the first stage to being able to solve it. 13. She decided to make a clean \_\_\_ of everything and confess that she was the one who had stolen the money. 14. You'd better be careful what you say to Samantha. You know how sensitive she is to criticism — she takes everything to \_\_\_ 15. I think there's going to be trouble at the meeting tonight, I can feel it in my \_\_\_. 16. David and the new boss seem to have got off on the wrong \_\_\_. Poor David! There go his chances for promotion.

8. From the list given at the end of this exercise, choose phraseological units which correspond to the ones printed in bold in the sentences given below. Is there any difference between them (in meaning, in style, etc.)?

1. ...after a disturbed pause I contrived to frame a meagre, though ... true, response : "*For one thing*, I have no father or mother, brother or sister..." 2. Laying all these faults at my door you *are putting the saddle on the wrong horse*. 3. ...he would make an opportunity ... of deliberately *taking that writer down a peg or two* lower than he deserved, lest his praise might be suspected of having been the outcome of personal motives 4. "...I am not going *to run with the hare and hunt with the hounds*," he (Jolyon) thought. "I must act for her..." 5. "Never mind," returned the Captain, though he was evidently dismayed by the figures, "*all's fish that comes to your net*, I suppose?" "Certainly," said Mr. Brogley. "But sprats ain't whales, you know." 6. "You have taken it into your head that I mean to pension you off.... But I don't mean it..." "... *that, sir*," replied Mr. Wegg, cheering up bravely, "*is quite another pair of shoes*." 7. I began to cherish hopes ... that one or both parties had *changed their minds*. 8. "We have to keep friends anyhow and hear of each other." "*That goes without saying*". 9. "It may look hard now but you are going to feel better about it *in the long run*". 10. "I haven't seen you a long time," he said. "No," answered Soames between close lips, "not since — *as a matter of fact*, it's about that I've come. You're her trustee, I'm told". 11. It was a timely spur to Soames's intense and rooted distaste for *the washing of dirty linen in public*. 12. Some of the small towns ... had never seen a circus, so that Haxby did good business, and Dan Haxby put up his prices, determined *to make hay while the sun shone*. 13. "*Misfortunes never come singly*," said Phelps, smiling, though it was evident that his

adventure had somewhat shaken him. 14. The coach being already full, he was obliged to postpone his departure until the next night; but even this circumstance had its bright side as well as its dark one.... "So," said Tom comforting himself, "it's very nearly as broad as it's long". 15. "That was a narrow escape," said Alice, a good deal frightened at the sudden change, but very glad to find herself still in existence. 16. "I won't press you to go back there; at all events, just now," he said in his most caressing tone. 17. He tired easily now. No longer could he do a fast twenty rounds, *hammer and tongs*, fight, fight, fight, from gong to gong. 18. Every time he got money he got drunk; and every time he got drunk he *raised Cain* around town; and every time he *raised Cain* he got jailed. 19. Mrs. Higgins. "How does your housekeeper get on with her?" Higgins. "Mrs. Pearce? Oh, she's jolly glad to get so much taken off her hands; for before Eliza came, she used to have to find things and remind me of my appointments. But she's *got* some silly *bee in her bonnet* about Eliza".

1. To cry stinking fish. 2. To be on both sides of the fence. 3. Six of one and half a dozen of the other. 4. It is a matter of course. 5. After all. 6. To crop one's feather. 7. First of all. 8. It never rains but it pours. 9. To have something on the brain. 10. To kick up a row. 11. To take (to get, to have) the wrong sow by the ear. 12. In point of fact. 13. To strike while the iron is hot. 14. Tooth and nail. 15. At any rate. 16. To think better of. 17. All is grist that comes to his mill. 18. That's a horse of another colour. 19. Touch and go.

9. Comment on the following phraseological units as reflecting various kinds of human activities and pastimes. Explain their figurative meaning. Find synonyms among them.

A. 1. To bait a trap. 2. To be at a loss. 3. To bring to bay. 4. To keep (*to hold*) someone at bay. 5. To hit below the belt. 6. To have the ball at one's feet. 7. To keep the ball rolling (*to keep the ball up, to keep up the ball*). 8. To catch (*to take*) the ball before the bound. 9. To make the best of a bad bargain (*job*). 10. To be on one's beam-ends (*to be laid or thrown on one's beam-ends*). 11. To overshoot (*to go beyond*) the mark. 12. To bark up the wrong tree. 13. To win at a canter (*to win hands down*). 14. To break ground. 15. To sail under false colours. 16. To come off with flying colours. 17. To lower (*to strike*) one's colours. 18. To stick to one's colours. 19. To nail one's colours to the mast. 20. To stick (*to stand*) to one's guns. 21. To put out (*to throw out*) of gear. 22. To serve before the mast. 23. To bring one's eggs (*hogs, goods*) to the wrong (bad, fine, pretty) market. 24. To box the compass. 25. To chuck (*to throw*) up the sponge. 26. To come (*to*

*get*) down to bedrock. 27. To cut (*to slip*) the painter. 28. To take the wind out of one's sails. 29. To turn one's coat. 30. To open the ball. 31. To beat about the bush. 32. To have (*to hold*) the cards (*in one's hand* or *hands*).

B. 1. At bay. 2. Before the mast. 3. Between wind and water. 4. Hobson's choice. 5. Lock, stock and barrel. 6. Touch and go. 7. My (*our*) cake is dough. 8. Preliminary canter. 9. Bag and baggage. 10. A day after (*before*) the fair.

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

1. I'm *feeling* rather *miserable* today. 2. He spends all his time on *bureaucratic routine*. 3. A thing like that happens very *rarely*. 4. You can *talk till you are tired of it* but I shan't believe you. 5. The news was a great shock to me. It came quite *unexpectedly*. 6. I won't believe it unless I see it *in writing*. 7. You can never believe what he says, he will *swear anything* if it suits his purpose.

11. Give English equivalents of the proverbs and phraseological units. Explain their meaning and use them in sentences of your own.

1. Видеть (смотреть) сквозь розовые очки (видеть все в розовом свете). 2. Читать между строк. 3. Хвататься за соломинку. 4. Привычка — вторая натура. 5. Платить той же монетой. 6. Вставлять палки в колеса. 7. Играть с огнем. 8. Речь — серебро, молчание — золото. 9. Между двух огней. 10. Положить конец чему-либо. 11. Игра не стоит свеч. 12. Между молотом и наковальней. 13. Куй железо, пока горячо. 14. Не все то золото, что блестит. 15. Лучше поздно, чем никогда. 16. В гостях хорошо, но дома лучше. 17. Пан или пропал. 18. Попасть пальцем в небо. 19. Называть вещи своими именами. 20. Нет дыма без огня.

12. Read the following text. Compile a list of the phraseological units used in it. Classify them according to academician Vinogradov's classification system for phraseological units.

If you feel under the weather, you don't feel very well, and if you make heavy weather of something, you make it more difficult than it needs to be. Someone with a sunny disposition is always cheerful and happy, but a person with his head in the clouds does not pay much attention to what is going on around him. To have a place in the sun is to enjoy a favourable position, and to go everywhere under the sun is to travel all over the world. Someone who is under a cloud is in disgrace or under suspicion, and a person who is snowed under with work is overwhelmed with it.

When you break the ice, you get to know someone better, but if you cut no ice with someone, you have no effect on them. To keep something on ice or in cold storage is to reserve it for the future, and to skate on thin ice is to be in a dangerous or risky situation. If something is in the wind, it is being secretly planned, and if you have the wind up, you became frightened. To throw caution to the winds is to abandon it and act recklessly, but to see how the wind blows is to find out how people are thinking before you act. If you take the wind out of someone's sails, you gain the advantage over him or her by saying or doing something first. To save something for a rainy day is to put some money aside for when it is needed. To do something come rain or shine is to do it whatever the circumstances. Finally, everyone knows that it never rains but it pours, that problems and difficulties always come together. But every cloud has a silver lining — every misfortune has a good side.

13. Group the following italicized phraseological units, using Professor A. V. Koonin's classification system. Translate them into Russian.

1. Margot brightened: *"Now you are talking!* That would be a step up for women's lib (= liberation)". 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.

14. State what ideas the following groups of phraseological units express.

A. 1. An ass between two bundles of hay. 2. To hang (to keep) in suspense. 3. To think twice about something. 4. Not to know one's own mind. 5. To blow hot and cold.

B. 1. To beat the air. 2. To lash the waves. 3. To fish in the air. 4. To milk the ram. 5. To sow the sand. 6. To bay at the moon. 7. To preach (speak) to the winds. 8. To lock the stable-door when the steed is stolen. 9. To hold a farthing candle to the sun. 10. To cast pearls before swine. 11. To carry coals to Newcastle.

C. 1. To square the circle. 2. To make a silk purse out of a sow's ear. 3. To weave a rope of sand. 4. To extract sunbeams from cucumbers. 5. To set the Thames on fire. 6. To milk a he-goat into a sieve. 7. To catch a weasel asleep. 8. To be in two places at once. 9. To prove that black is white and white is black.

D. 1. To unite ones' efforts. 2. To stand (put) shoulder to shoulder. 3. To cling to one another. 4. To make common cause. 5. To go hand in hand with. 6. To take sides with. 7. To be (row, sail) in the same boat.

E. 1. At odds. 2. At loggerheads. 3. At issue. 4. At variance. 5. At cross purposes. 6. At sixes and sevens. 7. At high words.

F. 1. To know what's what. 2. To know a hawk from a handsaw. 3. To know what one is about. 4. To know on which side one's bread is buttered. 5. To see one's way. 6. To see where the wind lies. 7. To see which way the wind blows. 8. To look after the main chance. 9. To cut one's coat according to one's cloth. 10. To sail near the wind. 11. To hit the right nail on the head. 12. To make the most of. 13. To make hay while the sun shines.

G. 1. To begin at the wrong end. 2. To do things by halves. 3. To make two bites of a cherry. 4. To strain at a gnat and swallow a camel. 5. To put the cart before the horse. 6. To have many eggs in one's basket. 7. To aim at a pigeon and kill a crow. 8. To take (get) the wrong sow by the ear. 9. To put the saddle on the wrong horse.

H. 1. In no time. 2. In less than no time. 3. At a stroke. 4. Like a shot. 5. In the twinkling of an eye. 6. Before you can say Jack Robinson. 7. At one jump. 8. On the spot. 9. On the spur of the moment. 10. No sooner said than done.

I. 1. By degrees. 2. Step by step. 3. Bit by bit. 4. Little by little. 5. Inch by inch. 6. Drop by drop. 7. By inches. 8. By slow degrees. 9. By little and little.

15. Give as many phraseological units as possible, using any of the following words:

- a) to beat, to catch, to draw, to keep, to mind, to run, to set, to take.
- b) bone, bottom, eye, face, finger, life, love, mind, mouth.
- c) broad, dark, dead, left, ready, safe.

## 6 FUNDAMENTALS OF ENGLISH LEXICOGRAPHY

### Topics for discussion

1. Historical development of British and American lexicography.  
Список источников: 9, с. 179—181; 12, с. 136—144.
2. Classifications of dictionaries. Encyclopedic and linguistic dictionaries.  
Список источников: 7; 9, с. 181—184; 11, с. 210—216; 12, с. 147—153.
3. Main problems of dictionary-compiling.  
Список источников: 7; 9, с. 87—95; 11, с. 216—226; 12, с. 144—147.
4. Learner's dictionaries: their characteristics and problems of their compilation.  
Список источников: 11, с. 226—233.

*Key terms*: lexicography, dictionary, linguistic dictionary, encyclopedic dictionary, general dictionary, restricted dictionary, explanatory dictionary, specialized dictionary.

### Compulsory tasks and exercises

1. Consider your answers to the following questions.
  1. How do you estimate the role of lexicography among linguistic disciplines?
  2. What are the relations between lexicography and lexicology?
  3. How do different linguists understand the subject matter of lexicography?
  4. What are the main problems of lexicography?
  5. What lexicological problems have a direct influence on the work of a lexicographer?
  6. What is the role of lexicography in language teaching and language learning?
  7. What are the main types of dictionaries?
  8. What information do encyclopedic dictionaries include?
  9. What is the difference between linguistic and encyclopedic dictionaries?
  10. By what criteria can linguistic dictionaries be classified?
  11. What specialized dictionaries do you know?
  12. What are the characteristic features of learner's dictionaries?
  13. How is one to know what plan has been followed by the dictionary compilers in selecting the words, arranging the meanings, etc.?
  14. What is the role of the preface?

15. How is the semantic structure of the lexicon reflected in dictionaries?
16. Is thematic ordering an alternative to alphabetical ordering in word books?
17. What advances, if any, have been made in modern dictionaries, especially the learner's dictionaries?
18. Why do students need guidance in the use of dictionaries?

2. Read the following text and answer the questions.

1. How do different lexicographers solve the problem of arranging the meanings of words?
2. How is one to know what plan has been followed in arranging the meanings by the dictionary he consults?
3. What does the author consider the most fruitful way to approach the meanings? How does he prove his point?
4. What information does the entry *anecdote* in the College Edition of *Webster's New World Dictionary* contain?
5. What new features are to be found in the entry *anecdote* from *Webster's New International Dictionary, Second Edition*?
6. What is of interest in the treatment of the same word by the Century Dictionary?
7. What are the peculiarities of the *Oxford English Dictionary* entry?

[...] One of the most important things a lexicographer has to do is to record the meanings of words. He has the task of arranging these meanings in the order he thinks will be of most help to those who use his work.

Different editors solve this problem of arrangement in different ways. In the prefatory part of your dictionary you will find some indication of the plan that has been followed in arranging the meanings. In the Merriam-Webster dictionaries the meanings are arranged, as far as possible, in the order in which they arose. In those dictionaries, the first meanings given are the earliest a word is known to have had, and the more modern meanings come later.

The arrangement of meanings is difficult, no matter what plan is used. Students not instructed about this aspect of dictionaries sometimes suppose that the first meaning given for a word is the most common one, but that is not always the case. The only safe course is to examine the forematter of your dictionary to see what plan has been followed.

Many of those who consult a dictionary search through the meanings, often in haste, hoping to find the one in which they are interested or one that will satisfy their immediate need. Such a method is not to be recommended. Such flutterings about leave only a meager residue of information and interest in the mind of the searcher. The most fruitful way to approach the meanings is by way of etymologies. Many times the etymology will illuminate not only a particular meaning but all the meanings a word has, and will show the way to related words and their meanings. [...]

*Clinic* is from a Greek word meaning *a bed*, and the meanings of the word and those of its derivatives and combinations stem from this significance. [...]

Sometimes the original meaning of a word is markedly different from some of its later ones. *Scene* started out in classical Greek meaning *a tent* and later *a booth before which actors played and into which they retired to change their costumes*. As the art of acting became more elaborate, the scene of a Greek theater became the permanent structure forming the background of the stage (cf. our expression "*to look behind the scene*"). The extension of the meaning of the word has continued until it now means anything that lies open to view. The idea of a tent is not felt at all. [...]

Let us now look carefully at some dictionary entries in an effort to secure from them all the information they contain. We shall begin by looking closely at the entry *anecdote* in the College Edition of *Webster's New World Dictionary*.

an ec dote (an'ik-dot'), (n) [Fr.; ML. *anecdota*; Gr. *anekdota*, neut. pl. of *anecdotos*, unpublished; *an-*, not + *ekdotos* < *ekdidonai*; *ek-*, out + *didonai*, to give]. 1. *pl.* originally, little-known, entertaining facts of history or biography; hence, 2. a short, entertaining account of some happening, usually personal or biographical. — *SYN.*, see *story*.

This dictionary makes etymology one of its strong features and so serves exceptionally well for our purpose. The following things about this entry are of interest:

1. The entry word, printed in boldface to give it more prominence, is divided by periods into its three syllables. This form of division not only helps out with the pronunciation of a word, but it also gives assistance to one who has to divide a word at the end of a line of writing or printing. In such cases, words should be divided with respect to their syllables.

2. Then, within curves, the word is rewritten, this time in symbols that show pronunciation. A heavy accent mark ' immediately follows the syllable which receives most stress, and a lighter mark indicates the syllable getting minor stress. A syllable, here *ik*, which gets no stress is followed by a hyphen.

Following the indication of pronunciation comes the abbreviation of the part of speech to which the word belongs.

3. It is well-accepted dictionary procedure to place etymologies in square brackets just after the indication of the part of speech of the word involved. [...]

To show in a simpler way what it means, let us write the etymology in a much more expanded form, making no use of the abbreviations with which it is generously provided [...]. It may make this expanded version of the etymology easier to follow if we begin at the very end of it and proceed back to its beginning [...].

In Greek there was a verb, *didonai*, meaning *to give*. A common prefix, *ek-*, was often used before this verb and it then became *ekdidonai*, *to give out*. From this expanded form of the verb, Greek formed an adjective, *ekdotos*, *given out*. In Greek it was customary to prefix *an-* to adjectives beginning with a vowel and thus reverse or negate their meanings. So the Greeks formed *anekdotos*, *not given out*.

Greek adjectives had masculine, feminine, and neuter forms. The neuter plural of *anekdotos* was *anekdota*, unpublished things, that is, *things not given out*. Latin, during the medieval period, borrowed *anekdota* in the form *anecdota*. This Latin term passed into French, where it was spelled *anecdote*. From French the word, unchanged in form, passed into English.

[...] Anyone who considers this etymology thoughtfully may well be puzzled over the fact that *anecdote* began its career with such an odd meaning. A fuller account of the word is needed before this puzzle can be cleared up.

4. [...] The meanings are given in the order of their ages, the oldest meaning being given first. Observe how the original meaning led on to sense 2, the one which nowadays the word usually has.

5. At the very end of the entry there is a reference to *story*, for a presentation of the synonyms of *anecdote*. Dictionaries perform a useful service by distinguishing between such terms as *anecdote*, *narrative*, *tale*, *story*.

Of course, the larger a dictionary is, the more information one can obtain from it. Here is the entry *anecdote* as it appears in the current large unabridged *Webster's New International Dictionary, Second Edition*.

an'ec-dote (an'ek-dot; an'ik-), (n) [Fr., fr. Gr. *anekdotos*, *not published*, fr. *an-*not + *ekdotos*, *given out*, fr. *ekdidonai*, *to give out*, *to publish*, fr. *ek-*out + *didonai*, *to give*. See DATE point of time] 1. *pl.* Literally, unpublished items; narratives of secret or private details of history; — often in book titles. *Now rare*.

2. A narrative, usually brief, of a separable incident or event of curious interest, told without malice and usually with intent to amuse or please, often biographical and characteristic of some notable person, esp. of his likable foibles.

Some modern *anecdotes* aver, he nodded in his elbow chair. *Prior*.

Syn. — See STORY.

an'ec-dote, (v) *i.* To tell anecdotes. — (v) *t.* To use as a subject for anecdotes. *Both rare*.

[...] Notice that the etymology here ends with a reference to the entry DATE, meaning a point of time. An inspection of the etymology given of that entry reveals that *anecdote* belongs to a group of words that are related because they all trace their ancestry, in whole or in part, back to the same IE root that is seen in the Greek verb *didonai*, meaning *to give*. Here is the list of words Webster cites as being related in the manner indicated: *anecdote, condone, dado, damn, dative, datum, die, n., donate, dose, dower, edit, pardon, render, sacerdotal*. [...]

One of the unique and highly valuable features of the unabridged Merriam-Webster is that it often groups words basically related because they, or parts of them, go back to a common ancestor word. No other English dictionary gives so much of this kind of information. Some of the commonest words in the language have a surprisingly large number of relatives. [...]

The next dictionary in which we shall examine the word *anecdote* is the *Century* in which the entry is as follows:

*anecdote* (an'ek-dot), (*n*) [*<* F. *anecdote*, first in pl. *anecdotes*, M. L. *anecdota*, Gr., pl., things unpublished applied by Procopius to his memoirs of Justinian, which consisted chiefly of gossip about the private life of the court; prop. neut. pl., *unpublished, not given out.*) 1. *pl.* Secret history; facts relating to secret or private affairs, as of governments or of individuals: often used (commonly in the form *anecdota*) as the title of works treating of such matters. 2. A short narrative of a particular or detached incident or occurrence of an interesting nature; a biographical incident; a single passage of private life. = *Syn.*

*Anectote, Story.* An *anecdote* is the relation of an interesting or amusing incident, generally of a private nature, and is always reported as true. A *story* may be true or fictitious, and generally has reference to a series of incidents so arranged and related as to be entertaining.

In this treatment of the word there are some things not observed before:

1. As is often done in dictionaries, the sign < is used freely in the sense of "from". One instance of its use is seen in the etymology above.

2. According to the etymology given here, the form which *anecdote* had in French was the plural, a form to be expected from the words being derived from a plural in Latin and in Greek. With this information, it is easier to understand why it was in its plural form that the word made its first appearance in English. [...]

4. The remainder of the *Century* entry is easily understood with the possible exception of the abbreviation "priv." for *privative*, a word used in grammar in connection with those prefixes which change the sense of a word from a positive to a negative one, as do *un-*, *il-*, *in-*, *ir-*, in English. (Compare such words as *lawful, unlawful; legal, illegal; tolerant, intolerant; regular, irregular*. [...]) Greek made use of a prefix of this kind, *a-*, which might also appear as *an-*. In Greek grammar this prefix is referred to as "alpha privative".

It may appear to the beginner that by this time we have certainly found out all there is to know about *anecdote*, but we have not. Here is how the entry looks in the *Oxford English Dictionary*.

**Anecdote** (æ-nekdoʊt). [a. Fr. *anecdote*, or ad. its source, med. L. *anecdota* (see sense 1), a. Gr., *things unpublished*: applied by Procopius to his "Unpublished Memoirs" of the Emperor Justinian, which consisted chiefly of tales of the private life of the court; whence the application of the name to short stories or particulars.]

1. *pl.* Secret, private, or hitherto unpublished narratives or details of history. (At first, and now again occas. used in L form *anecdota*.)

1676 MARVELL *Mr. Smirke* Wks. 1875 IV. 71 A man ... might make a pleasant story of the *anecdota* of that meeting. [...] 1727 SWIFT *Gulliver* III. viii. 230 Those who pretend to write anecdotes, or secret history. 1727-51 CHAMBERS *C vol., Anecdotes, Anecdota*, a term used by some authors, for the titles of Secret Histories; that is, of such as relate the secret affairs and transactions of princes; speaking with too much freedom, or too much sincerity, of the manner and conduct of persons in authority, to allow of their being made public. [...]

2. The narrative of a detached incident, or of a single event, told as being in itself interesting or striking. (*At first*, An item of gossip.)

1761 YORKE in Ellis *Orig. Lett.* 11.483 IV, 429 Monsieur Coccoel will tell you all the anecdotes of London better than I can. [...] 1789 BOSWELL *Lett.* (1857) 311 It [life of Johnson] will certainly be ... full of literary and characteristical anecdotes (which word, by the way, Johnson always condemned, as used in the same sense that the French, and we from them, use it, as signifying particulars). [...] 1832 Ht. MARTINEAU *Demerara* i. 12 He told some anecdotes of Alfred's childhood. *Mod.* An after-dinner anecdote.

b. *collect.*

1828 DISRAELI *Viv. Grey* III.ii.95 A companion who knew everything, everyone, full of wit and anecdote.

3. *Comb., as anecdote-book, -loving; anecdote-monger* a retailer of anecdotes. [...]

1. With the information already given, it is easy to understand the etymology of this entry. It should be observed that according to it, *anecdote* may not have come into English from French, but directly from medieval Latin. That this source is likely is suggested by the spelling the word has in the earliest example found of its use in English. Had it come from French *anecdotes*, it is not easy to see why Marvel in 1676 spelled it *anecdota*. Of course, it may have come into English both from French and from Latin.

2. The most noteworthy feature of this entry, and of the dictionary from which it comes, is that the definitions are followed by examples of the use of the word in the senses given. These examples all follow the same pattern. First comes the date, then the author's name in small capitals, then the title of the work cited, usually, abbreviated, followed by the number of the page. The use of illustrative quotations is a marked feature of historical dictionaries. They are given generously in the *OED*, there being about 1 827 306 of them in that great work.

It would be a mistake, however, to conclude that the earliest example given in the *OED* for a word in a particular sense is really the first time the word occurs in print. The *OED* is a remarkable dictionary, but it would be much more so if those who collected material for it had been able to find the very first printed uses of all the words with which the dictionary deals. It is extremely useful to have such dates as are given, but they should not be misinterpreted.

3. Under 3 in the above entry there are given combinations into which *anecdote* has entered. The first two of these, *anecdote-book* and *anecdote-loving*, are illustrated by only one example each. Neither of the expressions appears to have been much used. The same may be said of *anecdote-monger*, which is treated slightly differently because two examples of its use were available. [...]

(From "Meanings and Etymologies" by Milford M. Mathews)

3. Pay attention to some widely used abbreviations.

*ACD* American College Dictionary

*AHD* American Heritage Dictionary

*ALD (OALD)* Oxford Advanced Learner's Dictionary of Current English

*CED* Collins English Dictionary

*Chambers* Chambers 20th Century Dictionary

*COD* Concise Oxford Dictionary

*GID* Reader's Digest Great Illustrated Dictionary

*LASDE* Longman Active Study Dictionary of English

*LDAE* Longman Dictionary of American English

*LDEL* Longman Dictionary of the English Language

*LDOCE* Longman Dictionary of Contemporary English

*LNUD* Longman New Universal Dictionary

*OAD* Oxford American Dictionary

*OED* Oxford English Dictionary; New English Dictionary

*OPD* Oxford Paperback Dictionary

*POD* Pocket Oxford Dictionary

*SOD* The Shorter Oxford Dictionary on Historical Principles

*W<sub>3</sub>* Webster's Third New International Dictionary

*W<sub>8</sub>* Webster's Eighth New Collegiate Dictionary

*W<sub>9</sub>* Webster's Ninth New Collegiate Dictionary

*WNWD* Webster's New World Dictionary

4. State the type of the following dictionaries.

1. Англо-русский словарь : около 30 000 слов / редкол. : В. Д. Аракин [и др.]. — М. : Госуд. изд-во иностр. и нац. словарей, 1952. — 964 с.

2. Маккей, А. Словарь американских идиом : 8 000 единиц / А. Маккей. — СПб. : Изд-во Лань, 1997. — 464 с.

3. Мюллер, В.К. Англо-русский словарь / В. К. Мюллер, С. Боянус. — М. : ЛОКИД-ПРЕСС ; Минск : Современное слово, 2005. — 687 с.

4. Хокинс, Дж. М. The Oxford Dictionary of the English Language = Оксфордский толковый словарь английского языка : 40 000 слов / Дж. М. Хокинс. — М. : АСТ : Астрель, 2002. — 828 с.

5. Dictionary of Idioms. — Glasgow : Omnia Books LTD, 2001.

5. Characterize the dictionaries (from ex. 3) according to the model.

- 1) the type of the dictionary;
- 2) the size of the dictionary;
- 3) the structure of the dictionary;
- 4) the nature of the word list;
- 5) the arrangement of the entries;
- 6) the arrangement of derivatives;
- 7) the arrangement of compounds;
- 8) the arrangement of phrasal verbs;
- 9) the arrangement of idioms;
- 10) the arrangement of the meanings of the word;
- 11) the information supplied about the word:
  - pronunciation (International Phonetic Alphabet (IPA) or phonetic respelling);
  - part of speech notation,
  - etymology;
  - "subject field" labels (*astronomy, botany, chemistry, etc.*);
  - style labels (*formal, informal, etc.*);
  - usage labels and pragmatics (*taboo, rude, derogatory, etc.*);
  - temporal labels (*archaic, obsolete, etc.*);
  - territorial variants (*American, British, etc.*);
- 12) the language in which the information about the words is given;
- 13) the prospective user.

6. Compare the dictionary entries of English-English (*Longman Dictionary of Contemporary English, Collins English Dictionary, Oxford English Dictionary, etc.*) and English-Russian dictionaries (*Мюллер, В.К. Англо-русский словарь, etc.*). Say whether you see the difference between the dictionaries and what it consists in.

## Additional exercises

1. Characterize the given dictionaries according to the model (Compulsory tasks and exercises, ex. 3, 4).

Список источников :

2. Compare the dictionary entries in synchronic and diachronic dictionaries.

3. Make sure you understand the meaning of the following terms which are used in English dictionaries. Find the equivalents in Russian.

Appreciative, approving, archaic, Bible (biblical), colloquial, out-dated, derogatory, dialectal, emotive, emphatic, euphemistic, figurative, formal, historical, humorous, informal, ironical, jocular, literary, obsolete, old use, pejorative, poetic, pompous, rare, rhetorical, slang, taboo, technical, vulgar.

## 7 VARIANTS AND DIALECTS OF THE ENGLISH LANGUAGE

### Topics for discussion

1. Historical and economic reasons for spreading of English over vast territories. Terms “variant” and “dialect”. General characteristics of the English language in different parts of the English-speaking world.

Список источников: 11, с. 200—206; 12, с. 123—135.

2. Local varieties of English on the British Isles and in the USA.

Список источников: 6, с. 200—213; 7; 9, с. 141—142; 11, с. 206—209; 12, с. 123—135.

3. British and American English.

Список источников: : 6, с. 200—213; 9, с. 143—150; 12, с. 123—135.

*Key terms* : variant, dialect.

### Compulsory exercises

1. Consider your answers to the following questions.

1. In what different ways might the language spoken in the USA be viewed linguistically?

2. What are the peculiarities of the vocabulary of English spoken in the USA?

3. Can we say that the vocabulary of the language spoken in the USA supports the hypothesis that there is an “American language”? Give a detailed answer.

4. What are the grammatical peculiarities of the American variety of English?

5. Describe some of the phonetic divergences in both varieties of English.

6. What other regional varieties of English do you know?

2. Give the British equivalents for the following Americanisms.

Apartment, store, baggage, street car, truck, elevator, candy, corn, stand/wait in line, fall, drapes, semester, freeway, collect call, attorney, check, gasoline.

3. Complete the table using British English or American English word.

	vacation	biscuits	
trousers			garbage

*The table termination*

	apartment		highway
trainers		fortnight	
	high school		subway

4. Explain the differences in the meanings of the following words in American and British English.

Corn, apartment, homely, guess.

5. Identify the etymology of the following words (consult the supplementary material).

Ohio, ranch, squash, mosquito, banjo, toboggan, pickaninny, Mississippi, sombrero, prairie, wigwam.

6. Translate the following words giving both the British and American variants.

Каникулы, бензин, осень, консервная банка, трамвай, тротуар, штора, ящик для мусора, лифт, конфета, грузовик, товарный поезд, багаж, метро, подтяжки, брюки, кран, почтовый ящик, бумажник, визитная карточка.

7. The text includes some words used in American English. Find them and give the British English words.

It was getting near lunchtime and I needed some gas, so I left the freeway and drove towards the nearest town. There was a gas station just outside the town and I decided to stop and have a look round. I put the car in a parking lot and took a cab to the centre. It was midday and very hot, so I stopped at a little cafe with tables on the sidewalk. I started talking to a truck driver, who gave me a history of the town, and afterwards he took me on a guided tour. It made a very nice break.

8. Give synonyms for the following American shortenings. Describe the words from the stylistic point of view.

Gym, mo, circs, auto, perm, cert, (n) g., b. f., g. m., dorm.

9. The American words in the sentences below are printed in italics. Replace each American word or phrase with a British word or phrase from the following list.

fail	caretaker
flat	pavement
trousers	chemist
playing truant	post
bill	postman
holidays	saloon car
nappies	ordinary uniformed policeman
railway timetable	rise
tap	

1. His mother thought he was at school but in fact he was *playing hookey*. He'll probably *flunk* his exams. 2. The kitchen *faucet* in my *apartment* isn't working. I'll tell the *janitor*. He'll get it fixed. 3. Blue-collar workers are asking for a *pay-hike* and longer paid *vacations*. 4. The dog attacked the *mailman* and tore his *pants*. 5. Do you have a *railroad schedule*? I want an early train for Chicago tomorrow. 6. A *patrolman* reported a light-blue sedan parked right across the *sidewalk* on 3<sup>rd</sup> Street. 7. She has a little baby so she has to make regular visits to the *drugstore* to buy *diapers*. 8. When the waiter handed me the *check* after the meal, I found that I had no money! 9. How much does it cost *to mail* a letter to Australia?

10. The American words in the sentences below are printed in italics. Replace each American word or phrase with a British word or phrase from the following list.

petrol	petrol station
jam	secondary school
underground	autumn
specialise	lift
queue	ground floor
garden	university
cinema	sweets
maths	shops
rubbish	windscreen
note	

1. We had to *stand in line* at the *movie-theatre* last night. 2. Our back *yard* looks lovely in the *fall*. The leaves on the trees turn brown and red. 3. He wants

to *major* in *math* at *college* when he leaves *high school*. 4. When you stop for *gas* at a *gas station*, they sometimes clean your *windshield*. 5. We had to buy a lot at the *stores*, then we took the *subway* home. 6. The *elevator's* broken down again, but it doesn't matter. We live on the *first floor*. 7. She likes *candy* and bread and butter with *jelly* on it. They're bad for her teeth. 8. The only money I have is a twenty dollar *bill*. 1. In this district they only collect the *garbage* once a week.

### Additional exercises

1. State which of the words are used in America, which in England.

Mail-car, mail-van, mailman, postman, mail-box, pillar-box, special delivery, express post, domestic mail, inland post, foreign mail, overseas mail, telegraph blank, telegraph form.

2. Read the following extract and give more examples illustrating the same group of Americanisms. What do we call this group ?

M: — Well, now, *homely* is a very good word to illustrate Anglo-American misunderstanding. At any rate, many funny stories depend on it, like the one about the British lecturer visiting the United States; he faces his American audience and very innocently tells them how nice it is to see so many *homely* faces out in the audience.

*Homely* in Britain means, of course, something rather pleasant, but in American English not very good looking. This older sense is preserved in some British dialects.

(From "A Common Language" by A. H. Marckwardt and R. Quirk)  
(In this book two prominent scholars, an American and an Englishman, discuss the differences between the American and British varieties of English).

3. Read the following extract. What are the three possible ways of creating names for new species of plants and animals and new features of the landscape ? Give more examples of the same. What do we call this group of Americanisms ?

Q: I think that this time we ought to give some attention to those parts of the language where the differences in the vocabulary are much more noticeable.

M: Yes, we should. First, there are what we might call the “realia”— the real things — the actual things we refer to in the two varieties of the language, for example, the flora and fauna — that is to say the plants and animals of England and of the United States are by no means the same, nor is the landscape, the topography.

Q: All this must have created a big problem for those early settlers, mustn't it?

M: It surely did. From the very moment they set foot on American soil, they had to supply names for these new species of plants and animals, the new features of landscape that they encountered. At times they made up new words such as *mockingbird*, *rattlesnake*, *egg-plant*. And then occasionally they used perfectly familiar terms but to refer to different things. In the United States, for example, the *robin* is a rather large bird, a type of thrush.

Q: Yes, whereas — with us it is a tiny little red-breasted bird.

M: And a warbler, isn't it?

Q: Yes.

M: It sings. *Corn* is what you call *maize*. We never use it for grain in general, or for wheat in particular.

Q: Or oats. Well, wouldn't foreign borrowings also be important in a situation like this?

M: Oh, they were indeed. A good many words, for example, were adopted from the American Indian languages — *hickory*, a kind of tree; *squash*, a vegetable; *moccasin*, a kind of footwear. We got *caribou* and *prairie* from the early French settlers. The Spanish gave us *canyon* and *bronco*.

(From “A Common Language” by A. H. Marckwardt and R. Quirk)

4. Read the following passage. Draw up a list of terms denoting the university teaching staff in Great Britain and in the USA. What are the corresponding Russian terms?

Q: But speaking of universities, we've also got a different set of labels for the teaching staff, haven't we?

M: Yes, in the United States, for example, our full time *faculty*, which we call *staff* incidentally — is arranged in a series of steps which goes from *instructor* through ranks of *assistant professor*, *associate professor* to that of *professor*. But I wish you'd straighten me out on the English system. *Don* for example, is a completely mysterious word and I'm never sure of the difference, say, between a *lecturer* and a *reader*.

Q: Well, readers say that lecturers should lecture and readers should read! But seriously, I think there's more similarity here than one would imagine. Let me say, first of all, that this word *don* is a very informal word and that it is common really only in Oxford and Cambridge. But corresponding to your instructor we've got the rank of *assistant lecturer*, usually a beginner's post. The assistant lecturer who is successful is promoted, like your instructor and he becomes a *lecturer* and this lecturer grade is the main teaching grade throughout the university world. Above lecturer a man may be promoted to *senior lecturer* or *reader*, and both of these — there's little difference between them — correspond closely to your *associate professor*. And then finally he may get a chair, as we say — that is a professorship, or, as you would say, a full professorship. It's pretty much a difference of labels rather than of organization, it seems to me.

(From "A Common Language" by A. H. Marckwardt and R. Quirk)

5. Comment on the formation of the following words.

Rattlesnake, foxberry, auto, Americanism, colonist, addressee, ad, copperhead, pipe of peace, fire-water.

6. In the following sentences find the examples of words which are characteristic of American English. State whether they belong to the group of : a) historical Americanisms; b) proper Americanisms; c) American shortenings; d) American borrowings. Take note of their spelling peculiarities.

1. As the elevator carried Brett downward, Hank Kreisel closed and locked the apartment door from inside. 2. A raw fall wind swirled leaves and dust in small tornadoes and sent pedestrians scurrying for indoor warmth. 3. Over amid the bungalows a repair crew was coping with a leaky water main. 4. We have also built, ourselves, experimental trucks and cars which are electric powered. 5. In a plant bad news travelled like burning gasoline. 6. May Lou wasn't in; she had probably gone to a movie. 7. The bank was about equal in size to a neighbourhood drugstore, brightly lighted and pleasantly designed. 8. Nolan Wainwright walked towards the apartment building, a three-storey structure probably forty years old and showing signs of disrepair. He guessed it contained two dozen or so apartments. Inside a vestibule Nolan Wainwright could see an

array of mail boxes and call buttons. 9. He's a barber and one of our bird dogs (a person who helps to sell cars). We had twenty or so regular bird dogs, Smokey revealed, including service station operators, a druggist, a beauty-parlour operator, and an undertaker. 10. Barbara put a hand to her hair — chestnut brown and luxuriant, like her Polish Mother's; it also grew annoyingly fast so she had to spend more time than she liked in beauty salons. 11. He hadn't had an engineering degree to start, having been a high school dropout before World War II. 12. Auto companies regularly invited design school students in, treating them like VIP's, while the students saw for themselves the kind of aura they might work in later.

7. Read the following joke and find examples of words which are characteristic of American English.

The Bishop of London, speaking at a meeting recently, said that when he was in America he had learned to say to his chauffeur, "Step on the gas, George", but so far he had not summoned sufficient courage to say to the Archbishop of Canterbury, "O. K. Chief."

8. Read the following extract. Explain the difference in the meanings of the italicized words in American and British English.

In America just as in England, you see the same shops with the same boards and windows in every town and village.

Shopping, however, is an art of its own and you have to learn slowly where to buy various things. If you are hungry, you go to the chemist's. A *chemist's* shop is called a drugstore in the United States. In the larger *drugstores* you may be able to get drugs, too, but their main business consists in selling stationery, *candy*, toys, braces, belts, fountain pens, furniture and imitation jewellery. You must be extremely careful concerning the names of certain articles. If you ask for *suspenders* in a man's shop, you receive a pair of *braces*, if you ask for a pair of *pants*, you receive a pair of *trousers* and should you ask for a pair of braces, you receive a queer look.

I should like to mention that although a *lift* is called an *elevator* in the United States, when hitch-hiking you do not ask for an elevator, you ask for a lift. There's some confusion about the word *flat*. A flat in America is called an *apartment*; what they call a flat is a puncture in your tyre (or as they spell it, tire). Consequently the

notice: "Flats Fixed" does not indicate an estate agent where they are going to fix you up with a flat, but a garage where they are equipped to mend a puncture.

(From "How to Scrape Skies" by G. Mikes)

9. Read the following passage. Do you share Professor Quirk's opinion about neutralizing the differences between the two forms of English? If so, give your own examples to prove it.

M: ...and finally I notice that although we used to think that *baggage* was somehow an American term and *luggage* an English term, we have now come to adopt *luggage* much more, especially in connection with air travel.

Q: Well, I think it is equally true that we in Britain have more and more to adopt the word *baggage*. I have certainly noticed that on shipping lines, perhaps chiefly those that are connected with the American trade. But this blending of our usage in connection with the *luggage* and *baggage* would seem to me to be rather typical of this trend that we've got in the twentieth century towards neutralizing the differences between our two forms of English.

(From "A Common Language" by A. H. Marckwardt and R. Quirk)

10. Look through the following list of words and state what spelling norms are accepted in the USA and Great Britain so far as the given words are concerned.

Favour — favour, honour — honor, colour — color, practice — practise, offence — offense, defence — defense, centre — center, metre — meter, fibre — fiber, marvellous — marvelous, woollen — woolen, jewellery — jewelry, to enfold — to infold, to encrust — to incrust, to empanel — to impanel, cheque — check, catalogue — catalog, programme — program, judgement — judgment, abridgement — abridgment, acknowledgement — acknowledgment.

11. Write the following words according to the British norms of spelling.

Judgment, practise, instill, color, flavor, check, program, woolen, humor, theatre.

12. Write the following words according to the American norms of spelling.

Honour, labour, centre, metre, defence, offence, catalogue, abridgement, gramme, enfold, marvellous.

13. Read the following passage. Give some more examples illustrating the differences in grammar between the two varieties of English.

Q: I thought Americans always said *gotten* when they used the verb *get* as a full verb. But you did say *I've got your point*, didn't you?

M: Yes, I did. You know, it's a common English belief — almost a superstition — about American usage, but it does turn out on examination, as many other things do, that we are closer together than appears on the surface. Actually, we, Americans, use *gotten* only when our meaning is "to acquire" or "to obtain". *We've gotten a new car since you were here last.* Now, when we use *get* to mean "possess" or "to be obliged to" we have exactly the same forms as you do. *I've got a pen in my pocket. I've got to write a letter.*

(From "A Common Language" by A. H. Marckwardt and R. Quirk)

14. Read the following extract. What is a citizen of the USA called? Analyse the suggested variants of names from the point of view of word-building.

It is embarrassing that the citizens of the United States do not have a satisfactory name. In the Declaration of Independence the British colonists called their country the United States of America, thus creating a difficulty. What should the inhabitant of a country with such a long name be called?

For more than 150 years those living in the country have searched in vain for a suitable name for themselves. In 1803, a prominent American physician, Dr. Samuel Mitchill, suggested that the entire country should be called *Fredonia* or *Fredon*. He had taken the English word *freedom* and the Latin *colonia* and from them coined *Fredonia* or *Fredon*. Dr. Mitchill thought that with this word as the name for the country as a whole, the derivative *Fredish* would follow naturally, corresponding to British, etc. In the same way, he thought, *Frede*, would be a good name for the inhabitant of Fredonia. But his fellow-citizens laughed at the doctor's names.

Such citizen names as *United Statesian*, shortened to *Unisian* and *United Statian* were proposed but quickly forgotten. No better success has greeted *Usona* (United States of North America) as a name for the country and *Usonian* — for a citizen.

Usage overwhelmingly favours *American*, as a name for an inhabitant of the USA, though all Americans realize it covers far too much territory.

(From "American Words" by M. Math)

## 8 ETYMOLOGICAL SURVEY OF THE ENGLISH WORD-STOCK

### Topics for discussion

1. Words of native origin.

Список источников: 6, с. 34—43; 7; 9, с. 98—99; 11, с. 160—164; 12, с. 26—28.

2. Borrowings. Causes, criteria, assimilation of borrowings.

Список источников: 6, с. 48—51; 9, с. 99—101; 11, с. 164—171; 12, с. 27—31, 32—33.

3. Classifications of borrowings: 1) according to the language from which they were borrowed (Romanic, Latin, French, Italian, Spanish, Germanic, Scandinavian, German, Dutch, Russian borrowings); 2) according to the borrowed aspect (phonetic borrowings, semantic borrowings, translation loans, morphemic borrowings, hybrids).

Список источников: 9, с. 101—117.

4. Interrelation between native and borrowed elements. Influence of borrowings. International words. Etymological doublets.

Список источников: 6, с. 51—55; 9, с. 117—121; 11, с. 171—175; 12, с. 31—35.

*Key terms* : words of native origin, borrowing, source of borrowing, origin of a word, international word, etymology, etymological doublets (triplets), folk etymology, loan translation.

### Compulsory tasks and exercises

1. Provide answers to the following questions.

1. What is the etymological composition of the English lexicon?
2. How can you account for the fact that the English vocabulary contains such an immense number of words of foreign origin?
3. What is meant by the native element of the English vocabulary?
4. What are the main characteristics of the words of native origin?
5. What is the difference between the terms "source of borrowing" and "origin of the word"?
6. What do you understand by "folk etymology"?
7. What are the causes and ways of borrowing?
8. What are the specific features of borrowings?
9. What types of assimilation of borrowings are distinguished?

10. What are the main factors determining the degree of assimilation?
11. What is the influence of borrowings on the English vocabulary?
12. What can you say about the role of native and borrowed words in the English language?
13. In what spheres of communication do international words frequently occur?
14. What do we understand by etymological doublets?
15. What are the characteristic features of translation-loans?
16. How are etymological and stylistic characteristics of words interrelated?

2. Read the following text and answer the questions.

1. How does the author understand the process of borrowing?
2. What difference does he see between dialect borrowing and language borrowing?
3. What does a single act of borrowing affect?
4. What is the accepted understanding of the expression "single borrowing «in historical linguistics"?
5. What conditions must in the author's opinion be met for a borrowing to occur?
6. What motives for borrowing does the author distinguish?
7. What does the author mean by the prestige motive? Under what conditions is it operative?
8. What is understood by the need-filling motive?
9. What kinds of loans does the author discern?
10. What is understood by the term "loanword"?
11. What kinds of phylogenetic change come about as a result of a single borrowing and as a result of a whole wave of loanwords from some single source?
12. In what way do loanshifts arise?
13. How are loan-translations created?
14. What kinds of phylogenetic change do loanshifts involve?
15. What kind of borrowing does the author name loanblends?
16. What is meant by pronunciation-borrowing?
17. What does the author say about grammatical borrowing?
18. What modification is the shape of an incoming word subject to during the period of importation?
19. What does the author mean by the "development of a fashion of adaptation"?
20. How does the author characterize the general impact of borrowing on the English language?

21. What is the term “foreign vocabulary” applied to in the text? What is the relation between the terms “loanwords” and “foreign words” in the author’s understanding?

22. How does analogy operate in conjunction with borrowing?

## THE CONDITIONS FOR BORROWING

Whenever two idiolects come into contact, one or both may be modified. In face-to-face communication, either speaker may imitate some feature of the other’s speech; when the contact is indirect, as in reading, the influence can of course pass only in one direction. The feature which is imitated is called the *model*; the idiolect (or language) in which the model occurs, or the speaker of that idiolect, is called the *donor*; the idiolect (or language) which acquires something new in the process is the *borrowing idiolect* (or language). The process itself is called “borrowing”, but this term requires some caution, thus, that which is “borrowed” does not have to be paid back; the donor makes no sacrifice and does not have to be asked for permission. Indeed, nothing changes hands: the donor goes on speaking as before, and only the borrower’s speech is altered.

From our definition, we see that the conditions for borrowing are present constantly, as a natural accompaniment of every use of language except genuine soliloquy. In the contact of idiolects A and B, the chances that borrowing will actually occur depend on several factors, one of which is the degree of similarity of A and B. If the two idiolects are very similar, borrowing is unlikely, since neither speaker is apt to use any form unknown to the other. If A and B are so divergent that the speakers cannot understand each other, borrowing is equally unlikely. Between the two extremes we find the situations in which borrowing is more probable. In practice, these situations can be classed roughly into two types. In one type, the two idiolects share a common core; under these conditions we speak of *dialect borrowing*. In the other, there is no common core but rather some degree of bilingualism or semibilingualism; in this case we speak of *language borrowing*.

## INDIVIDUAL AND MASS EFFECT

A single act of borrowing affects, in the first instance, only the borrowing idiolect. [...] If I take a fancy to the French word *ivrogne*, and start to use it in my English, my idiolect is modified. The future of the language is not affected

unless others imitate me, so that the newly imported word passes into more or less general usage and is transmitted to subsequent generations. This would be more probable if a number of speakers of English who knew some French were, at more or less the same time, to start using the French word in their English. Such mass importation from another dialect or language is very common, and in historical linguistics is the kind of borrowing that interests us most.

Consequently, it is customary to speak loosely of a "single" borrowing even in cases where thousands of individual acts of borrowing from one idiolect to another must have been involved. Thus we say that the Latin word *vinum* has been borrowed into English just twice (not thousands of times); once into pre-English, giving OE [win], NE *wine*; later, via Norman French, giving ME [ˈvi:nə], NE *vine*. Even if the factor mentioned in the preceding paragraph were not operative, this sort of mass-statistical approach would be forced upon us by the limitations of our documentary evidence.

## CONDITIONS FOR BORROWING

The mere contact of idiolects A and B does not guarantee that one will borrow from the other. For a borrowing to occur, say from B to A, two conditions must be met:

1. The speaker of A must understand, or think he understands, the particular utterance in idiolect B which contains the model.
2. The speaker of A must have some motive, overt or covert, for the borrowing.

The first condition need not detain us long. Our reference must be to apparent rather than genuine understanding, because in many known instances there is really some measure of misunderstanding. [...]

The second is more difficult. We cannot profit from idle speculation about the psychology of borrowers, but must confine ourselves to such overt evidence as is at hand. This may lead us to miss some motives of importance, but we can be much surer of those which we do discern. These are two in number: *prestige* and *need-filling*.

1. The Prestige Motive. People emulate those whom they admire, in speech-pattern as well as in other respects. [...] Upper- and middle-class Englishmen, in the days after the Norman Conquest, learned French and used French expressions in their English because French was the language of the new rulers of the country. [...]

Sometimes the motive is somewhat different : the imitator does not necessarily admire those whom he imitates, but wishes to be identified with them and thus be treated as they are. The results are not distinguishable, and we can leave to psychologists the sorting out of fine shades of difference. [...]

The prestige motive is constantly operative in dialect borrowing; it becomes important in language borrowing only under special conditions. When speakers of two different languages live intermingled in a single region, usually one of the languages is that spoken by those in power : this is the *upper* or *dominant* language, and the other is the *lower*. Such a state of affairs has most often been brought about by invasion and conquest, more rarely by peaceful migration. The prestige factor leads to extensive borrowing *from the dominant language into the lower*. Borrowing in the other direction is much more limited and largely ascribable to the other principal motive.

2. The Need-Filling Motive. The most obvious other motive for borrowing is to fill a gap in the borrowing idiolect. [...]

...new experiences, new objects and practices, bring new words into a language. [...] *Tea, coffee, tobacco, sugar, cocoa, chocolate, tomato* have spread all over the world in recent times, along with the objects to which the words refer. *Typhoons* and *monsoons* have not spread, but direct or indirect experience with them has. [...]

Immigrants to the United States in the last seventy-five years have drawn heavily on English for new words, partly on the prestige basis and partly for need-filling purposes : the two motives must often be mingled, and we cannot always say which was more important in a given instance. In exchange, however, American English has acquired only a sparse scattering of need-filling loans from the various languages of the immigrants: *delicatessen, hamburger* [...] from immigrant German, *chile con carne, tortilla* from Mexican Spanish, *spaghetti* from Italian — to stick to the sphere of humble foodstuffs. [...]

If a local dialect gains ascendancy for political and economic reasons, then one expects extensive borrowing *from* that dialect for prestige reasons, but forms borrowed *into* the ascendant dialect have to be explained — and usually, if the records are not too scanty, explanation on the need-filling basis is possible.

## KINDS OF LOANS

The examples of borrowing given above involve in most cases the development of an *idiom* — be it word or phrase — in one language or dialect on the basis of one already current in another. There are several different ways

in which this can come about, and there are also known or suspected cases of borrowing of other than lexical items. In this section we shall sort these out, and also specify the kinds of phylogenetic change that can be brought about, directly or indirectly, by the different kinds of borrowing.

Whenever the need-filling motive plays a part, the borrower is being confronted with some new object or practice for which he needs words. Under these conditions [...] three rather distinct things may happen, giving rise respectively to *loanwords*, *loanshifts*, and *loanblends*.

1. Loanwords. The borrower may adopt the donor's word along with the object or practice; the new form in the borrower's speech is then a *loanword*.

The acquisition of a loanword constitutes in itself a lexical change, and probably we should say that it constitutes or entails a semantic change. A shape change is sometimes involved. [...] English acquisition of *wiener* ['wi:nər] involved no such change, since the language already had a morpheme represented by the shape [wijn] and several morphemes represented by suffixed /-ə/. Our acquisition of *allegro* [ə'legrəʊ], on the other hand, entailed a shape change of the type just described.

Other kinds of phylogenetic change are not directly implied by a single new importation, but they may come about as the result of a whole wave of loanwords from some single source, along the following lines:

Grammatical change. ME acquired a large number of Norman-French adjectives containing the derivational suffix which is now *-able* /*-ible*: *agreeable*, *excusable*, *variable*, and others. At first, each of these whole words must have functioned in English as a single morpheme. But English has also borrowed some of the verbs which in French underlay the adjectives, and in due time there came to be a large enough number of pairs of borrowed words for the recurrent termination to take on the function of a derivational affix in English. This is shown by the subsequent use of the suffix with native English stems: *bearable*, *eatable*, *drinkable* (the stems tracing back to OE /*beran*/, /*etan*/, /*drinkan*/). [...]

...It is to be noted that the derivational affix was not borrowed as such: it occurred as an integral part of various whole words, and only the latter were actually borrowed. Apparently we can generalize on this point: *loanwords are almost always free forms* (words or phrases); bound forms are borrowed as such only with extreme rarity. [...]

Alternation Change. Our learned vocabulary, borrowed directly or indirectly from Latin and Greek, includes a good number of words like *datum*: *data*, *phenomenon*: *phenomena*, *matrix*: *matrices*. What has happened here is that we have borrowed both the singular and the plural forms of the word. [...] Since

English already had the inflectional category of number, these importations do not imply any grammatical change, only additional patterns of alternation. In such cases there is usually competition between the imported and native patterns. Most of us tend to use *data* as a singular "mass-noun", like *milk*, saying *this data is* rather than *these data are*. Doublet plurals in competition are even commoner: *matrixes* ['meɪtrɪksəz] and *matrices* ['meɪtrə'sɪz], *automata* and *automatons*, *gladioluses* and *gladioli*. One cannot safely predict which alternative in such a case will in the end win out; currently, in English, the imported plural has a more learned connotation than the native one. [...]

Phonemic and Phonetic Change. The first few members of a community to use a word from another language, or from a highly divergent dialect of their own, may imitate the pronunciation of the model accurately. Any isolated borrowing which spreads into general usage, however, is unlikely to retain its foreign pronunciation if that in any way goes against the pronunciation habits of the borrowers. [...] Some of us pronounce initial [ts] in *tsetse fly*, *tsar*; most, however, begin the words with [z]. Even French words like *rouge*, *garage*, *mirage*, probably end more commonly in English with [j] than with [z].

However, it would seem that a great flood of loanwords from some single source, involving many bilinguals as the channel for the borrowings and with a major prestige factor, can have some striking consequences in articulatory habits. The stock example, once again, is the influence of Norman French on English: it was through this influence that English acquired initial [v z j], and, consequently, the phonemic contrast between [v] and [f], [z] and [s]. [...]

2. Loanshifts. When confronted with a new object or practice for which words are needed, the borrower may somehow adapt material already in his own language. ...a new idiom arises, and since it arises under the impact of another linguistic system, it is a *loanshift*.

The spread of Christianity into England in the 7th century carried many Latin words into OE as cultural loanwords: *abbot*, *altar*, *pope*, *cap*, *sock*, *cook*, to cite but a few. [...] But for some of the fundamental notions of the religion, old Germanic words were used: *God*, *heaven*, *hell* were merely stripped of their heathen connotations and invested with the meanings described by the missionaries. The influence on the borrowing language is minimal in cases of this kind: the only change directly entailed is semantic. [...]

If the model in the donor language is a composite form, then the borrower may build a parallel composite form out of native raw material; the result is a *loan-translation*. English *marriage of convenience* and *that goes without saying* are loan-translations from French; [...] *loanword* is a loan-translation from German *Lehnwort*. [...]

Loanshifts involve lexical and semantic change, and in some cases may lead to minor grammatical change. The latter is effected if the literal following of a foreign model in the creation of a new idiom gives rise to some type of construction previously alien to the borrowing language. The English pattern of two nouns in succession, the second attributive to the first, as in *operation Coronet*, seems to have come in from French in this way. [...]

3. Loanblends. A loanblend is a new idiom developed in the borrowing situation, in which both the loanword and the loanshift mechanisms are involved: the borrower imports part of the model and replaces part of it by something already in his own language. [...]

An interesting case is the common substandard English *chaise lounge*, where the first word of the French model *chaise longue* 'long upholstered chair of a certain kind' is imported, but the second part is mistranslated so as to seem to make sense.

Records of earlier borrowings often do not permit us to determine whether a hybrid word is the result of loan-blending at the time of borrowing or a later coinage of native and well-assimilated foreign elements. In most of the above examples we have reason to believe that loanblending was involved. In the case of English *talkative* and *bearable* we have documentary evidence to show that they were later hybrid formations. But in many other instances we cannot be sure.

#### 4. Pronunciation Borrowing.

If a speaker imitates someone else's pronunciation of a word which is already familiar to the borrower, we may speak of *pronunciation borrowing*. Usually the donor and borrowing idiolects are mutually intelligible and the motive is prestige. [...]

ME [giv] "give", from Scandinavian, supplanted the inherited form [jiv].

5. Grammatical Borrowing. We have seen that grammatical change can be brought about indirectly by borrowing — via sets of related loanwords. There is some doubt that grammatical change can result from borrowing *from another language* in any other way, but the issue is not settled.

## ADAPTATION AND IMPACT

Once a borrowed word has been thoroughly "naturalized", its subsequent history is like that of any form already in the language. French *state*, *navy*, *danger* came into ME with stressed [a<sup>v</sup>], also found at the time in such inherited words as [na<sup>v</sup>mə] "name", [sa<sup>v</sup>kə] "shake", [ba<sup>v</sup>də] "bathe"; we now have [e] in all these words. [...]

...during the period of importation, the shape of an incoming word is subject to more haphazard variation. Different borrowers will imitate a foreign word in slightly different ways. Monolinguals to whom the word is passed on will alter its shape even more. This modification of the shape of the incoming word is called *adaptation*: usually it leads to a shape more in keeping with the inherited pronunciation habits of the borrowers.

The buffeting-about of the incoming word often results, in the end, in a single surviving and fixed shape, but sometimes two or more shapes become more or less equally naturalized and survive, side by side, in competition. Thus *garage* has three current pronunciations: [gə'raz], [gə'raj], and ['gærij], the last primarily British. In the future, one of these may spread at the expense of the other two until finally only one survives.

If a language or dialect takes only scattered loans from a single donor, one is not apt to find any great consistency in the adaptation. The few English words from Chinese, such as *chop suey*, *chow mein*, *typhoon*, entered English at various periods and from different Chinese dialects, and show no regularity of correspondence with the shapes of the Chinese models.

On the other hand, if many loanwords come from a single source over a relatively short period, there may develop a *fashion* of adaptation, which then makes for greater consistency in the treatment of further loans from the same source. The Normans, later the North French, had such a fashion for the importation of learned loans from book or clerical Latin. English borrowed many of the words which had come into French from Latin in this way, and in time developed its own fashion of adaptation for words taken directly from Latin. *Procrastination* came into English directly from Latin; it does not occur in older French, yet has just the shape it would have had if it had been borrowed via French. Indeed, we are now able to make up new English words from Latin (or Latinized Greek) raw materials, even when Latin or Greek did not have the word, and the shapes taken by the coinages depend ultimately on the fashions of adaptation just mentioned: *eventual*, *immoral*, *fragmentary*, *telegraph*, *telephone*.

## THE IMPACT OF BORROWING ON A LANGUAGE

In theory, one language might influence another so drastically that subsequent scholarship would be unable to determine which of the two had played the role of borrower and which that of source. English, despite its tremendously heavy load of French loans, is really a very poor candidate for this

theoretical possibility : the grammatical cores of ME and NE trace back uninterruptedly to that of OE. [...]

To the historian, the English words *chair* and *table* are loanwords as of a certain date, while, as of that date, *stone*, *bench*, and *pope* are not. Viewed descriptively, of course, all five of these words are today simply ordinary English. In some instances, however, the vocabulary of a language can be divided, even on a purely descriptive basis, roughly into two portions, the elements in one portion showing certain features of morpho-phonemic or grammatical behavior not shown by those in the other; and one of the portions may in fact be composed largely of relatively recent loanwords. Sometimes it does not even require the critical eye of the specialist to make this analysis. [...] they follow divergent patterns of stress and, to some extent, of consonantism and vocalism, which mark them off from the ordinary vocabulary. Whenever some portion of the vocabulary has such clear marking, then even, in synchronic discussion, it can properly be called the *foreign vocabulary* of the language. [...]

## ANALOGY AND BORROWING

Now [...] it will be worthwhile to mention briefly certain ways in which analogy operates in conjunction with borrowing.

The most obvious instance is in loan-translations. The operation of analogy in this case cuts across from one language (or dialect) to another, about as follows:

French	English
<i>mariage</i>	<i>marriage</i>
<i>de</i>	<i>of</i>
<i>convenance</i>	<i>convenience</i>
<i>mariage de convenance</i>	X.

The bilingual, solving the proportion, finds that X is *marriage of convenience*.

Analogy comes into play, secondly, when a regular fashion for the reshaping of words borrowed from some single donor has become established (§ 49.1):

Latin	English
<i>actionem</i>	<i>action</i>
<i>afflictionem</i>	<i>affliction</i>
<i>separationem</i>	<i>separation</i>
<i>procrastinationem</i>	X.

The first three forms are the accusatives of Latin nouns, [...] which obviously parallel the already existent English words on the right. [...] All of the cross-language patterns participate in determining what X shall be : *procrastination*.

When a suffix or other bound form common to a number of borrowings from a single source is cut off and becomes productive, we again have the operation of analogy, but in this case the words have already been assimilated, and the analogy involved does not cut across from one language to another. [...]

(From "A Course in modern linguistics" by Charles F. Hockett)

3. Trace the etymology of the following words.

Daisy, girl, goodbye, school, silly, window, sputnik, kindergarten, opera, piano, potato, tomato, czar, violin, coffee, cocoa, colonel, alarm, cargo, blitzkrieg, steppe, komsomol, banana, balalaika.

4. State the languages from which the following words were borrowed (the source of borrowing).

Addendum, architect, area, canoe, cheese, intelligent, kindergarten, majesty, nation, paper, place, rouble, saga, soprano, steppe, tomato, umbrella, waltz.

5. Match the etymological doublets (use supplementary material).

Balsam	pauper	mayor	shadow
canal	salon	liqueur	skirt
liquor	shade	balm	saloon
major	shirt	channel	poor

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

Daughter, woman, room, land, cow, moon, sea, red, spring, three, lady, always, goose, bear, fox, lord, tree, nose, birch, grey, old, glad, daisy, heart, hand, night, to eat, to see, to make.

7. State the etymology of the following words. Write them out in three columns : a) fully assimilated; b) partially assimilated; c) unassimilated. Explain the reasons for your choice in each case.

Pen, ballet, beet, butter, skin, take, cup, police, distance, garage, phenomenon, large, justice, lesson, criterion, nine, coup d'état, sequence, gay, port, river, loose, autumn, low, uncle, law, convenient, lunar, experiment, skirt, bishop, regime, eau-de-Cologne.

8. Translate the following into Russian. State from what languages the following expressions and shortenings are borrowed.

Coup d'état, kindergarten, tete-a-tete, blitzkrieg, enfant terrible, persona grata, beau monde, leit-motiv, primadonna, Hun, nazi, sputnik, ballet, football, etc., e. g., a. m., p. m.

9. Compare the meaning of the following Russian and English words. Consult the dictionary and give other meanings of these words.

Характер — character, реализовывать — realize, идея — idea, кондуктор — conductor, акт — act, спекулировать — speculate, агент — agent, иллюминировать — illuminate, агитатор — agitator, иммунитет — immunity, магазин — magazine, инцидент — incident, имитировать — imitate, объект — object, принципиальный — principal.

### Additional exercises

1. What are main ideas of the following texts ? Give a short summary (5 sentences) of the texts.

#### THE SCANDINAVIANS

It is true that the Scandinavians were, for a short time at least, the rulers of England, and we have found in the juridical loan-words linguistic corroboration of this fact; but the great majority of the settlers did not belong to the ruling class. Their social standing must have been, on the whole, slightly superior to the average of the English, but the difference cannot have been great, for the bulk of Scandinavian words are of a purely democratic character. This is clearly

brought out by a comparison with the French words introduced in the following centuries, for here language confirms what history tells us, that the French represent the rich, the ruling, the refined, the aristocratic element in the English nation. How different is the impression made by the Scandinavian loan-words. They are homely expressions for things and actions of everyday importance; their character is utterly democratic. The difference is also shown by so many of the French words — having never penetrated into the speech of the people, so that they have been known and used only by the “upper ten”, while the Scandinavian ones are used by high and low alike; their shortness too agrees with the monosyllabic character of the native stock of words, consequently they are far less felt as foreign elements than many French words; in fact, in many statistical calculations of the proportion of native to imported words in English, Scandinavian words have been more or less inadvertently included in the native elements. Just as it is impossible to speak or write in English about higher intellectual or emotional subjects or about fashionable mundane matters without drawing largely upon the French (and Latin) elements, in the same manner Scandinavian words will crop up together with the Anglo-Saxon ones in any conversation on the thousand nothings of daily life or on the five or six things of paramount importance to high and low alike. An Englishman cannot *thrive* or be *ill* or *die* without Scandinavian words; they are to the language what *bread* and *eggs* are to the daily fare.

## THE FRENCH

Many of the French words, such as *cry*, *claim*, *state*, *poor*, *change*, and, one might say, nearly all the words taken over before 1350 and not a few of those of later importation become part and parcel of the English language, so they appear to us all just as English as the pre-Conquest stock of native words. But a great many others have never become such as are not at all understood by the common people and to the latter class may sometimes belong words which literary people would think familiar to everybody.

From what precedes we are now in a position to understand some at least of the differences that have developed in course of time between two synonyms when both have survived, one of them native, the other French. The former is always nearer the nation's heart than the latter, it has the strongest associations with everything primitive, fundamental, popular, while the French word is often more formal, more polite, more refined and has a less strong hold on the

emotional side of life. A *cottage* is finer than a *hut*, and fine people often live in a cottage, at any rate in summer.

The difference between *help* and *aid* is thus indicated in the Funk-Wagnalis Dictionary: "*Help* expresses greater dependence and deeper need than *aid*. In extremity we say "God *help* me!" rather than "God *aid* me!" In time of danger we cry "*help! help!*" rather than "*aid! aid!*" To *aid* is to second another's own exertions. We can speak of *helping* the helpless, but not of *aiding* them. *Help* includes *aid*, but *aid* may fall short of the meaning of *help*. All this amounts to the same thing as saying that *help* is the natural expression, belonging to the indispensable stock of words, and therefore possessing more copious and profounder associations than the more literary and accordingly colder word *aid*; cf. also *assist*. *Folk* has to a great extent been superseded by *people*, chiefly on account of the political and social employment of the word; Shakespeare rarely uses *folk* (four times) and *folks* (ten times), and the word is evidently a low-class word with him; it is rare in the Authorized Version, and Milton never uses it: but in recent usage *folk* has been gaining ground, partly, perhaps, from antiquarian and dialectal causes. *Hearty* and *cordial* made their appearance in the language at the same time (the oldest quotations 1380 and 1386, NED.), but their force is not the same, for "a hearty welcome" is warmer than "a cordial welcome", and *hearty* has many applications that *cordial* has not (heartfelt, sincere; vigorous: a hearty slap on the back; abundant: a hearty meal), etc."

(From "Growth and structure of the English language" by Otto Jespersen)

## TROPES

In the development of language it is well established that the things first to receive names were the definite, tangible things coming most close in everyday experience.

The less tangible elements in life were named by means of figurative shifts of earlier names. Thus the concrete names of space relations, which were appreciable by sight and touch, were made to serve in expressing the relations of time, matters outside the direct range of fine senses.

Thus *long* and *short* applied to time, are words originally expressing spatial dimension. The adjective *brief*, now associated with time, comes from the Latin *brevis* originally applied to space ... Most of the names for divisions of time may be traced back to words expressing physical facts: *minute* (Lat. *minutus*,

"small"); *second* (Med. Lat. *secunda minuta*, "second minute", i. e. further subdivision); ... *month* (moon); *year* (underlying meaning "spring")...

The verb *last*, "to endure", in earlier English applied to spatial continuance. *Endure* goes back to a physical meaning "to become hard". *Fast* in the sense of "rapid", is derived from an earlier meaning "firmly fixed". *Rapid*, in turn, goes back to an earlier physical meaning "snatching"; it is related in origin to such words as *rapacious* and *rapine*. *Quick*, a native English word, had an original meaning "living", a meaning surviving in such combinations as *quicksilver*, *quick line*, *cut to the quick*, *the quick and the dead*.

In like manner moral conceptions have had to appropriate names from the physical world. Even the fundamental words, *right* and *wrong*, originally meant physically "straight" and "crooked", respectively (cf. *right angle*, *right away*, etc., and O. E. *wringan*, "to twist"), and it will be noted that in modern colloquial language the shift in meaning has been repeated in the case of the words, *straight* and *crooked*. The fundamental meaning of *good* is supposed to be "fitting" or "suitable"; that of *evil* is supposed to be "excessive". The word *bad*, which somewhat mysteriously makes its first appearance in the Middle English period, it is supposed, applied originally to a form of physical abnormality... *True*, as it is pointed out elsewhere, in its remote origin, probably applied to the oak tree.

The way in which a simple set of words may be made to express a complex variety of meanings is illustrated further by the use made of names of such elemental conceptions as the parts of the body, the names of which are shifted to express a remarkably varied set of meanings in the inanimate world or in the world of thought. The name *head* appears in *bridgehead*, *head of a pin*, *head of an institution*, *head of a class*, *fountain head*, *head of a coin*, *head of cattle*, *headland*. The Latin *caput* "head", and its French derivative, *chief*, appear in a series of meanings equally varied, in such words as *captain*, *capital* (city), *capital* (property), *chief* (noun and adjective) and *chef* (of kitchen).

(From "English words and their background" by George McKnight)

2. Read the following text and answer the questions.

1. What are the three types of motivation found in words?
2. Why is etymological motivation relative?
3. What is meant by the mutability of motivation?

## ETYMOLOGY AND THE MOTIVATION OF WORDS

As already noted, the etymology of words is closely bound up with their "motivation": the question whether there is an intrinsic connection between sound and sense or whether our words are purely conventional symbols, mere "tokens current and accepted for concepts, as moneys are for values". The whole problem, which has exercised many philosophers, writers and linguists, has been fully re-examined during the last quarter of a century, and valuable new insights have been gained into the workings of motivation and the principles of word-structure. There are four main points in particular which have been considerably clarified by recent research:

1. We now know that the real issue is not whether words in general are conventional or motivated, opaque or transparent, since both types are present, in varying proportions, in any linguistic system. We also know that motivation itself is a highly complex phenomenon which may work in three different ways:

(a) Onomatopoeic words like *crash*, *rumble*, *swish*, *whizz*, *zoom* are *phonetically motivated*: there is direct correspondence between the sounds and the sense. The uses of this principle in poetry are innumerable, nor are they by any means confined to the imitation of noises. Sounds may also evoke light and colour, as well as states of mind and moral qualities.

(b) A great many words are motivated by their *morphological structure*. A compound like *ash-tray* or *motorway*, a derivative like *intake* or *fellowship*, will be readily intelligible to all who know their components. Even such unorthodox formations as *beautility*, *automation* or *meritocracy* were perfectly comprehensible when we met them for the first time, though some others, such as *beatnik* or *brinkmanship*, whilst transparent in themselves (*beatnik* is obviously based on *sputnik*, *brinkmanship* on *showmanship*, *penmanship*, etc.), can be fully understood only in the light of the special circumstances which called them into existence.

(c) There is also a third type of motivation. If we use a word in a transferred meaning, metaphorical or otherwise, the result will be *semantically motivated*: it will be transparent thanks to the connection between the two senses. Thus, when we speak of the *root* of an evil, the *branches* of a science, an offensive nipped in the *bud*, the *flower* of a country's manhood, the *fruits* of peace, or a *family-tree*, the use of these botanical terms is not arbitrary, but motivated by some kind of similarity or analogy between their concrete meanings and the abstract phenomena to which they are applied.

Processes (b) and (c), morphological and semantic motivation, could be bracketed under the more general heading of "etymological motivation" since they concern words derived from existing elements whereas phonetic motivation involves the creation of completely new forms. This also means that etymological motivation is always "relative": the result is transparent but the elements themselves are opaque unless they happen to be phonetically motivated. To look again at some of the examples just cited, *ash-tray* is analyzable but *ash* and *tray* are not; *fellowship* is motivated but *fellow* and the suffix *-ship* are conventional; "the *root* of an evil" is a self-explanatory metaphor whereas *root* in the literal sense is opaque. Onomatopoeia alone can provide ultimate motivation in language.

A second principle elaborated by semantics is that of the *variability* of motivation. The proportion of transparent and opaque terms in a given language, and the relative frequency of the various types of motivation, depends on a multiplicity of factors; it varies characteristically from one idiom to another and may even differ between successive periods of the same language. [...]

Another important principle is that of the *mutability* of motivation. A word which was once motivated may seem conventional today; conversely, a term which was originally opaque, or had lost its transparency, may become motivated, or remotivated, at a later stage. Nothing could be less expressive than English *touch* or French *toucher*; yet they go back to Vulgar Latin *toccare*, from the onomatopoeic *toe* "knock, tap". The morphological structure of a word may become similarly obscured. In English *maintain* and French *maintenir*, the meaning of the two Latin components, *manus* "hand" and *tenere* "to hold", has become totally eclipsed... [...]

Yet another fundamental principle is that of the *subjectivity* of these processes. For a creative writer interested in word-origins and sensitive to linguistic nuances, a term may retain its pristine transparency, or may even acquire unsuspected powers of evocation and suggestion, where the ordinary reader perceives no trace of motivation. It is in the field of onomatopoeia in particular that writers give free rein to their imagination. [...]

Proper names are particularly apt to be caught up in such sound and sense associations. Some of these may have a private background, as in the case of the German poet Morgenstern who once declared that all sea-gulls look as if their name was *Emma*. [...]

(From "Language and style. Problems of meaning. Semantics and Etymology." by Stephen Ullmann)

3. Provide adjectives of Latin origin to the following nouns (consult supplementary material).

Body, brother, cat, dog, earth, father, foe, wolf, heart, house, mind, mouth, name, town, woman.

4. What is the difference between the words in the following pairs? Analyze the examples and prove that etymological and stylistic characteristics of words are closely interrelated.

Motherly — maternal, fatherly — paternal, childish — infantile, daughterly — filial, womanly — feminine, brotherly — fraternal, to begin — to commence, to wish — to desire, to love — to adore, to build — to construct, to go on — to proceed, to take part — to participate.

5. Study the map of Great Britain and write out the names of the cities and towns ending in.

- a) caster (chester) < Lat. "military camp";
- b) wick, thorpe < Sc. "place".

6. Describe the etymology of the following words. Comment upon their stylistic characteristics.

To rise — to amount — to ascend; to ask — to question — to interrogate; fire — flame — conflagration; fear — terror, trepidation; holy — sacred — consecrated; time — age — era; goodness — virtue — probity.

7. Think of 10-15 examples of Russian borrowings in English and English borrowings in Russian.

8. State the origin of the following etymological doublets. Compare their meanings and explain why they are called etymological doublets.

- 1. captain — chieftain  
canal — channel  
cart — chart.
- 2. shirt — skirt  
shriek — screech  
shrew — screw.

3. gaol — jail  
corpse — corps  
travel — travail.
4. shadow — shade  
off — of  
dike — ditch.

9. State the origin of the following translation-loans. Give your examples.

Five-year plan; wonder child; masterpiece; first dancer; collective farm; fellow-traveler.

10. Classify the following international words according to the sphere of human activity they represent. What is the source of borrowing?

Television, progress, football, drama, philosophy, rugby, sputnik, tragedy, coca-cola, biology, medicine, atom, ballet, cricket, hockey, chocolate, communism, democracy.

## 9 ENGLISH LEXICAL UNITS. THEIR CHARACTERISTICS. TYPES OF NAMING

### Topics for discussion

1. The morpheme as the smallest meaningful language unit. Classifications of morphemes.

Список источников: 6, с. 5—8; 7; 9, с. 5, 19; 11, с. 9—10; 12, с. 9—10, 14—25.

2. The word as the basic unit of the language system. Characteristics of words. Structural types of words. Word — groups. The notion of a lexeme.

Список источников: 6, с. 5—8; 7; 9, с. 5, 19; 11, с. 9—10; 12, с. 9—10, 14—25.

3. Types of naming.

Список источников: 6, с. 5—8; 7; 9, с. 5, 19; 11, с. 9—10; 12, с. 9—10, 14—25.

*Key terms:* word, a lexical unit, a two-facet unit, phoneme, morpheme, allomorphs (morpheme variants), free lexical morphemes, free grammatical morphemes, bound lexical morphemes, bound grammatical morphemes, orthographic definition of a word, morphological definition of a word, conceptual definition of a word, external structure of the word, internal structure of the word, semantics, simple words, affixed words, compound words, compound-affixed words, a lexeme, lexical naming, propositional naming, discursive naming, morphological word derivation (word-formation), lexical-semantic derivation, lexical-syntactic derivation, primary naming, secondary naming.

### Compulsory tasks and exercises

1. Provide answers to the following questions .

1. What is the minimal meaningful unit of a language?

2. What accounts for numerous definitions of the term “word”? Compare various definitions and state on what properties (phonological, morphological, syntactic, etc.) of the word they are based.

3. What are the main problems connected with the concept of the word in English?

4. Why is the word considered to be the basic lexical unit?

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

6. How do you define the term “lexeme”?

7. How large is the English lexicon?

8. How large is the lexicon of a native speaker? Does it vary within different age groups / professional groups?

9. How large is your lexicon?

2. Read the extract and answer the questions. Be ready to sum it up.

1. How large is the English vocabulary?

2. How many lexical items are registered in *The Oxford English Dictionary* / *Webster's Third New International Dictionary*?

### HOW LARGE IS THE ENGLISH LEXICON?

The two biggest dictionaries suggest around half a million lexemes — a total approached by the unabridged Webster's Third New International (which claimed over 450 000 entries in 1961) and by the integrated edition of the Oxford English Dictionary (which claimed over 500 000 entries in 1992). The true figure is undoubtedly a great deal higher.

A comparison of these two dictionaries — or of any other group of dictionaries of comparable size — shows a remarkable lack of identity between headword lists. Dictionaries are usually caused by differing editorial emphases. The Oxford has far more historical references and British dialect terms than does the Webster, which in turn has far more local American terms. On the other hand, neither work would claim to be comprehensive in its coverage of the vocabulary of the new Englishes in such parts of the world as India, Singapore, and Nigeria, where thousands of new lexemes are coming into the language. And because the tradition in lexicography is to use the written language as the test for inclusion, much local spoken nonstandard vocabulary will be omitted. There must be thousands of slang expressions currently in common use which have never been recorded, such as all the lexemes which express the concept of "being drunk" — *canned, blotto, squiffy, jugged, paralytic, smashed*, etc.

Even if we restrict the issue of the standard vocabulary, there are many terms which could be included as part of the lexicon, but which are not usually found in a dictionary. There are some half a million abbreviated forms in English, many of which have a clear lexical status (BA, FBI, NATO, etc); and fauna and flora also provide a vast lexical resource. For example, there are apparently some million insects already described, with several million more awaiting description. This means that there must be at least a million designations enabling English-speaking entomologists to talk about their subject. Should all of these be allowed into the word-count as well?

It is difficult to see how even a conservative estimate of the English vocabulary could go much below a million lexemes. More radical accounts,

allowing in all of scientific nomenclature, could easily double this figure. Only a small fraction of these totals, of course, is learned by any one of us.

*(From "The Cambridge Encyclopedia of the English language"  
by D. Crystal).*

3. Do the following test choosing the correct answer(s) .

1. The term "Lexicology" comes from...

- a) Latin
- b) French;
- c) Greek
- d) Scandinavian

2. The system formed by the sum total of all the words of a language is...

- a) vocabulary
- b) lexical units;
- c) set-expressions
- d) word groups

3. Modern English Lexicology is...

- a) General
- b) Special
- c) Diachronic
- d) Synchronic

4. A meaningful lexical unit that can't function separately is a...

- a) word
- b) morpheme
- c) word combination
- d) set-phrase

5. The basic lexical units are...

- a) words
- b) morphemes
- c) word combinations
- d) set expressions

6. The system showing the word in all its forms is called...
- derivation
  - sentence
  - paradigm
  - semantic structure
7. An association of a given meaning with a given phonemic pattern is...
- etymology
  - motivation
  - nomination
  - word
8. Lexicology of a particular language is...
- General
  - Restricted
  - Historical
  - Special
9. The word-combination "*Christmas party*" reflects such characteristic of English vocabulary as...
- specific valence
  - high degree of polysemy
  - homonymy
  - morphemic simplicity
10. The functions of the word are...
- semantic
  - communicative
  - syntagmatic
  - nominative
11. Define the type of motivation of the following words:
- |                             |                  |
|-----------------------------|------------------|
| a) phonetic motivation      | 1) eat           |
| b) morphological motivation | 2) singer        |
| c) semantic motivation      | 3) splash        |
| d) non-motivated            | 4) mother tongue |
12. The quality of a thing is the object of ... nomination.
- lexical

- b) propositional
- c) discursive
- d) specific

4. Define the type of morphemes. Point out allomorphs in the analyzed words.

The Ukraine, colourful, fixed, smaller, with me, grain, watered, dismissal, coin, prehistoric, police, working, magical, running, put.

5. Define structural types of words.

Accompany, unsystematic, son, computerise, beautify, reconstruction, inwardly, expressionless, three-cornered, seldom, wait-and-see, boarding-school, super-headteacher, friendship, decode, green.

6. Group the following words into motivated / non-motivated and define the type of motivation.

Buzz, cock-a-doodle-do, chirp, cry, ding-dong, discuss, hiss, grunt, mew, speak, talk, twitter, write, beaver, blackboard, driver, hammer, gardener, ladder, lecturer, sunrise, workaholic.

7. Compare the type of motivation in the correlative lexical items.

English	Belarusian	Russian
bluebell	званочак	колокольчик
holiday	свята	праздник
marriage	вяселле	свадьба
match	запалка	спичка
new moon	маладзік	новолуние
rainbow	вяселка	радуга
ring	пярсцэнак	кольцо
snowdrop	пралеска	подснежник
thistle	чартапалох	чертополох

## Additional exercises

1. Define the type of motivation realised in the lexical units.

Bedroom, crash, payment, cuckoo, chicken, singer, nobleman, backbencher, boom, tulip, fox, announcement, department, store, the eye of a needle, fox (a sly person), on the other hand, Milky Way.

2. Analyze the following lexical units according to their structure. Speak about bound morphemes and free morphemes.

Reservation, derestrict, airline, lengthen, light-minded, counterculture, specialise, pleasure, workaholic, bottle-opener.

Репозиторий БарГУ

AFFIXES

1 Prefixes

1.1 Prefixes of Germanic Origin Which Still Exist as Separate Words

Prefix	Form of the independent word	Etymology	Examples (Examples in Column I include the prefixed words, while in the examples given in Column II the prefixes have fused with the stem of the word and no longer are felt as prefixes)	
			I	II
<i>after-</i>	after	OE	<i>afternoon, afterthought after-crop</i>	
<i>all-</i>	all	OE	<i>always, almost</i>	<i>alone, also</i>
<i>by-</i>	by	OE	<i>byroad, byway, bypath, byword</i>	
<i>fore-</i>	before	OE	<i>forearm, forebode, forefather, foresee, foretell, forecast, forerun</i>	<i>forehead</i>
<i>forth-</i>	forth	OE	<i>forthcoming, forthright</i>	
<i>in-</i>	in	OE	<i>insight, inmate, inlet</i>	
<i>mis-</i>	miss (n. and (v) in the sense of "failing to do smth.")	OE	<i>miscarry, misbelieve, misbehave, misdeed, miscall</i>	<i>mistake</i>
<i>off-</i>	off	OE	<i>offal, offspring, offshoot</i>	
<i>on-</i>	on	OE	<i>onset, onslaught</i>	
<i>out-</i>	out	OE	<i>outlet, outcast, outside (forms verbs with the meaning of "exceeding", "excelling", "surpassing"): outact, outdare, outsleep, outwalk</i>	
<i>over-</i>	over	OE	<i>overtake, overturn, overlook, overflow, overcoat, overall</i>	
<i>under-</i>	under	OE	<i>undergrowth, underbred, underlet, undertake, undemourish, underfed</i>	<i>understand</i>
<i>up-</i>	up	OE	<i>upshot, upstairs, uplift</i>	
<i>with-</i>	with	OE	<i>withstand, withdraw</i>	

## 1.2 Prefixes of Romanic Origin

Prefix	Meaning or function	Examples	
		I	II
<i>ab-</i>	Signifies "from", "away", separation, or departure	<i>Abnormal</i>	<i>abuse, absent, abstain</i>
<i>ad-</i>	Expresses adherence or addition, proximity, or merely intensification	<i>admixture, admix</i>	
<i>ante-, anti-</i>	Denotes "preceding", "in front of" or "prior to"	<i>antechamber</i>	<i>anticipate</i>
<i>bis-, bi-, bin-</i>	Means "twice", "two"	<i>bicarbonate, bicentenary</i>	<i>bicycle, biscuit, binocular</i>
<i>circum-, circu-</i>	Adverbially signifies "around", "about", "on all sides"		<i>Circumfuse, circumrotation, circumstance, circuit</i>
<i>con-, co-</i>	1. Means "with", "together"	<i>confraternity, confrontation, configuration, cooperate, cotidal, cosignatory</i>	<i>condition, conduct</i>
	2. Corresponds to the Russian <i>со-</i> (соотносительный)	<i>correlative</i>	
<i>contra-, counter-</i>	Means "against", "contrary", "in opposition"	<i>contradistinction, contradistinguish, counterrevolutionary, counterattack</i>	<i>contradict, countermand</i>
<i>de-</i> The prefix <i>de-</i> has sometimes a meaning opposite to the meaning of <i>a(d)-</i> , e. g. <i>descend - ascend</i> , or of <i>in-, en-</i> , e. g. <i>decrease - increase, decamp - encamp, etc.</i>	Means: 1) "down"		<i>descend, degrade, decrease, depose</i>
	2) separation		<i>depart, decamp, deduce, deduc</i>
	Signifies reversing or undoing of an action.	<i>demerit, deodorize, demobilize</i>	<i>deplete</i>
<i>dis-</i>	Denotes: 1) separation or parting from; 2) reversal, undoing, negation or depriving	<i>dismember, disown, disunion, disaffection</i>	<i>distract, disperse, dismiss, disease</i>

Table continuation

Prefix	Meaning or function	Examples	
		I	II
<i>duo-</i>	Means "two"	<i>duodecimal</i>	<i>duodenum</i>
<i>ex-</i>	Denotes: 1) "formerly but not now"; 2) "out of"; 3) "beyond"	<i>ex-minister, ex-king, ex-president; export, exhale; exceed</i>	<i>express</i>
<i>extra-</i>	Forms adjectives denoting "beyond", "outside of", "outside the scope of"	<i>extraordinary, extraspecial (edition), extracerebral, extra-nuclear, extra-parental</i>	<i>extravagant</i>
<i>in-</i>	Means "not", "non-", "un-"	<i>infirm, incapable, inactive, inaccurate, inability</i>	
<i>il-</i>	An assimilated form of in- ("not") and of in- ("in")	<i>illiterate, illogical, illumine</i>	<i>illicit, illegible, illegitimate</i>
<i>ir-</i>	An assimilated form of in-	<i>irrational, irregular, irresponsive, irrespectful, irresolute</i>	<i>irrigate, irruption</i>
<i>en- (em is used before b, p, or m)</i>	Signifies "in", "into"; forms verbs; sometimes the prefix adds a mere intensive force	<i>enclose, enact, encircle, enlarge, enliven, embark</i>	<i>enchant, employ, embargo</i>
<i>inter-</i>	Means "together", "between", "among"	<i>interlace, interglow, interjacent, international</i>	
<i>intro-</i>	Signifies "to", "into", "within", "inward"		<i>introduce, introspection, introversion</i>
<i>mis-</i>	Means "amiss", "wrong", "ill", "wrongly"	<i>misadventure, mischance</i>	<i>mischief, miscreant</i>
<i>non-</i>	Means "not", "un-", "in-"	<i>nondescript, non-party, non-stop (flight)</i>	<i>nonsense</i>
<i>op-</i>	Means "against"		<i>oppress, opposition</i>
<i>per-</i>	Signifies: 1) "throughout" (in space or time); 2) "away", or "over"; 3) "completely", "thoroughly", "perfectly"		<i>perspicuous, perennial, persuade, perturb, perfect</i>

*The table termination*

Prefix	Meaning or function	Examples	
		I	II
<i>post-</i>	Means "after", "subsequent", "later"	<i>postdate, postwar</i>	<i>postpone, postscript</i>
<i>pre-</i>	Denotes priority	<i>prearrange, preallotment, prewar, pre-revolutionary</i>	<i>prepare, predict</i>
<i>re-</i>	Means: 1) "again";	<i>reread, rewrite, renew, recollect, reform, recreate</i>	
	2) "back"		<i>restore, retrace, return, retreat</i>
<i>retro-</i>	Means "back", "backward"	<i>retroversion, retroaction, retrogradation</i>	<i>retrospective</i>
<i>sub-</i>	Signifies: 1) "under", "below", "beneath";	<i>subcellar, subterranean, submarine, subcutaneous, subdivision</i>	
	2) "next lower than", "subordinate to", "inferior in rank"	<i>subjudge, subcommittee, subdeputy, subdivision, subdean, subeditor</i>	<i>submit</i>
<i>super-</i>	Signifies "above", "over"	<i>supernatural, superdread</i>	<i>superlative, superman</i>
<i>trans-</i>	Means "over", "through", "across", "beyond"	<i>Trans-Atlantic, transcontinental, transplant</i>	<i>transmit, transfer</i>
<i>ultra-</i>	Means "beyond", "excessively", "exceedingly", "beyond what", "uncommon"	<i>ultramarine, ultramodern, ultraradical, ultraliberal, ultraviolet</i>	
<i>vice-</i> ( <i>vis-</i> )	Means "instead of", "in place of" (cf. the Russian <i>вместо</i> -)	<i>vice-president, viscount, vice-governor</i>	

### 1.3 Prefixes of Germanic Origin

Prefix	Meaning or function	Examples	
		I	II
<i>a-, an-</i>	1. In OE "a" (meaning "of")	<i>arise</i>	
	2. In OE "of" (orig. meaning "off")	<i>adown</i>	
	3. In OE "and-"		<i>answer</i>
	4. In OE "ge-"		<i>aware, afford</i>
	5. In OE "on-"		<i>awaken, ashamed</i>
<i>be-</i>	OE — be. In Mod. E. forms: 1) verbs with a reinforcing sense of "about" or "over", or with a meaning of "all around", "all over";	<i>beclassp, bedash, bescreen, bewrap</i>	
	2) transitive verbs with the force of "to affect" or "by means of";	<i>bedew, beflag, begem</i>	
	3) verbs with the sense of "thoroughly", "completely", "violently", "repeatedly";	<i>bedazzle, bemuddle, besmear</i>	
	4) verbs with the sense of "away", "from";	<i>bereave</i>	
	5) transitive verbs implying action done for, to, at, by, over, against;	<i>becrawl, begroan, beleap</i>	
	6) verbs (from adjectives or nouns) with the force of "to make" or "to cause to be";	<i>becripple, befool</i>	
	7) verbs with the sense of "to name"	<i>bebrother, belady</i>	
<i>for-</i>	Used with verbs to indicate prohibition, exclusion, failure, neglect	<i>forsay</i>	
	May also be used with intensive force denoting "completely", "overwhelmingly"	<i>forbriuse, forride</i>	
<i>un-</i>	1. Signifies "not"	<i>unwilling, unbearable, unable</i>	
	2. Shows the reversal of an action	<i>tie — untie, bind — unbind, do — undo</i>	

### 1.4 Prefixes of Greek Origin

Prefix	Meaning or function	Examples	
		I	II
<i>a-</i>	Means "not", "un-", "non-"	<i>Atheist, atheism</i>	<i>apathy, anonymous</i>
<i>amphi-</i>	Signifies "about", "on both sides", "of both kinds"	<i>amphitheatre</i>	<i>amphibious</i>

*The table termination*

Prefix	Meaning or function	Examples	
		I	II
<i>anti-, ant-</i>	Signifies "opposite", "against", "instead"	<i>antitype, antithesis, anti-aircraft, Antarctic</i>	
<i>dis-, di-</i>	Means "twice", "double"	<i>dissyllable</i>	<i>diphthong</i>
<i>poly-</i>	Means "many" or "much"	<i>polysyllable, polytheist</i>	<i>polyglot</i>

## 2 Suffixes

### 2.1 Noun Suffixes of Germanic Origin

In Table 1 those suffixes are included which were used in OE both as independent words and suffixes.

Table 1

Suffix	Source	Function	Examples	
			I	II
<i>-dom</i>	OE — dom- "judgement";	Forms nouns with the meaning: 1) "dignity", "office", "dominion", "realm" or "jurisdiction";	<i>kingdom, dukedom, earldom, martyrdom, squiredom, Christendom</i>	
		2) "state", "condition", or "fact of being"	<i>freedom, wisdom, boredom</i>	
<i>-hood</i>	OE — had — "slate", "degree"	Noun-forming suffix denoting in general state, condition, quality, character	<i>manhood, boyhood, childhood, motherhood</i>	
<i>-ship</i>	OE — scipe "shape"	Denotes: 1) state, condition or quality; 2) office, dignity or profession	<i>friendship, clerkship, authorship</i>	

In Table 2 those suffixes are included which have always been used as suffixes.

Table 2

Suffix	Meaning or function	Examples	
		I	II
-en	Means "to make", "to render"	<i>quicken,</i> <i>whiten</i>	
-er	Forms: 1) nouns from verbs denoting the agent;	<i>rider, miner,</i> <i>worker,</i> <i>teacher</i>	
	2) nouns from nouns or adjectives of place, denoting resident of, one living in:	<i>Londoner,</i> <i>islander, New</i> <i>Zealander</i>	
	3) nouns from nouns, with the sense of "one who has to do with", esp. as a matter of trade, profession, etc.	<i>tinner, cutter,</i> <i>heater,</i> <i>embosser</i>	
-ier, -yer	Noun suffix equivalent to -eer.	<i>gondolier,</i> <i>cashier,</i> <i>grenadier,</i> <i>lawyer</i>	<i>cavalier</i>
-ing	Suffix denoting "belonging to", "of the kind", "descended from".		<i>atheling,</i> <i>shilling</i>
-ing	Forms nouns from verbs. It means: 1) "act", "fact", "art of doing";	<i>reading,</i> <i>learning,</i> <i>feeling,</i> <i>teaching,</i> <i>hearing,</i> <i>boating</i>	
	2) "that which does" or "that which results from", "accompanies"	<i>covering,</i> <i>sweepings,</i> <i>mooring</i>	
-ling	Conveys a diminutive or a depreciatory force.	<i>firstling,</i> <i>duckling,</i> <i>seedling,</i> <i>nestling,</i> <i>hireling,</i> <i>underling,</i> <i>princeling</i>	
-ness	Forms nouns denoting state, condition, quality or degree.	<i>goodness,</i> <i>carelessness,</i> <i>forgiveness,</i> <i>darkness</i>	<i>witness,</i> <i>wilderness</i>

### The table termination

Suffix	Meaning or function	Examples	
		I	II
-ster	Originally denoted the female agent. In Mod. E. the suffix is joined to nouns and, more rarely, to adjectives, the notion of agency tending to be lost, and the suffix often having a depreciatory meaning	songster, roadster, gangster, oldster, youngster, dabster, rhymester	spinster
-th	Forms nouns of state or quality from adjectives	breadth, length, width, strength	birth
-ie, -y	Forms diminutives	birdie, auntie, laddie, lassie, granny, Billy, aunty, Johnny	
-y	Noun suffix denoting result of action	augury, perjury	

### 2.2 Noun Suffixes of Romanic Origin

Suffix	Source	Function	Examples	
			I	II
-ade	L. -ata; F. -ade	Forms nouns indicating: an action done, or the product of an action or process on raw material	colonnade, blockade, lemonade	brigade
-age	L. -aticum; OE -age	Suffix used to form nouns denoting: 1) act or process;	passage, marriage, pilotage	
		2) collection, aggregate, or sum total of things in, or arising from;	Postage, average, shrinkage, mileage	
		3) when added to the verbs, it expresses the action;	breakage, leakage	
		4) a person	hostage	savage
-an, -ian	L. -anus, -aneus	Forms primarily adjectives which, however, are often used substantively, with the senses of "belonging to", "following a system or doctrine"	guardian, republican, librarian, grammarian	dean

Table continuation

Suffix	Source	Function	Examples	
			I	II
	Fr. -ain, en	Inhabitant of a place	<i>Oxonian, Leningradian</i>	
-ence, -ance	L. -antiam, -entiam; F. -ance	Forms nouns of action as in OE, and nouns indicating state or quality as in L.	<i>guidance, hindrance, arrogance, obedience</i>	
-ancy, -ency	L. -antia	Forms nouns denoting quality or state	<i>brilliance, vacancy, emergency, constituency</i>	
-ant, -ent	L. -antem, -entem;	Suffix used to form: 1) adjectives:	<i>errant, defiant</i>	
	F. -ant	2) nouns denoting a person or thing acting as an agent	<i>student, claimant</i>	<i>merchant, pedant, servant</i>
-ar	L. -aris, -are	Signifies "belonging to", "pertaining to", "like", "of the nature of"	<i>nuclear, consular</i>	
-ard, -art	Low. L. -ardus; OE -ard, -art	Forms derivative nouns which have an intensive, often contemptuous force	<i>drunkard, braggart</i>	<i>coward</i>
-er	OE -ier	Forms nouns denoting a person or thing connected with	<i>archer, practitioner, officer, carpenter, grocer</i>	<i>butler</i>
-eer, -o(u)r	L. -or; Anglo-French -our	Denotes agency	<i>charioteer, cannoneer</i>	
		Denotes state or quality	<i>ferro(u)r, error</i>	
-ate, -at	L. -attim, -ate	Forms nouns denoting chemical terms	<i>chlorate, hydrate, nitrate</i>	
		Denotes function or person	<i>mandate, legate, consulate, magistrate, advocate, diplomat</i>	<i>Magnate, curate</i>
-cy	L. -cia, -tia	Forms nouns indicating state, condition, office	<i>idiocy, bankruptcy, diplomacy</i>	<i>curacy</i>

Table continuation

Suffix	Source	Function	Examples	
			I	II
-ee, -ey, -y	L. -atus, -ata; F. -e, -ee	Denotes the object of an action, the one to whom an action is done or on whom a right is conferred	<i>devotee, absentee, refugee, grandee, trustee, assignee, grantee</i>	<i>clergy, jury, bailee, attorney, ally</i>
-ess	L. -issa; F. -esse	Forms feminine derivatives	<i>poetess, lioness, countess, goddess, adventuress, murderess</i>	
-let	F. l+et	Forms nouns with a diminutive sense	<i>leaflet, brooklet, cloudlet, booklet</i>	<i>hamlet</i>
-ice	L. -itius, -itia, -itium; F. -ice	Denotes act, quality, condition.	<i>service, justice</i>	
-ine, -in	L. -inus, -ina; F. -ine	Forms nouns indicating imitations, derivative products	<i>arsine, chlorine</i>	<i>bulletin</i>
-ion	L. -ionem; F. -ion	Forms abstract nouns.		<i>union, opinion session, legion</i>
-ive	L. -ivus	Signifies: 1) having a nature or quality of (a thing);	<i>affirmative</i>	
		2) given or tending to.	<i>conclusive</i>	
-ence	L. -entia	Forms abstract nouns signifying action, state, quality or degree	<i>existence</i>	
-ment	L. -mentum; F. -ment	Forms nouns chiefly from verbs and means: 1) state, quality or condition;	<i>amazement</i>	
		2) action;	<i>abridgement</i>	
		3) process, continuance, manner.	<i>government, concealment, payment, judgement, development</i>	

*The table termination*

Suffix	Source	Function	Examples	
			I	II
<i>-mony</i>	L. -monium; F. -monie	Suffix in nouns denoting resulting thing or abstract condition	<i>ceremony</i>	<i>estimony, patrimony, matrimony</i>
<i>-or</i>	L. -or	Agent or person	<i>actor, warrior, professor</i>	<i>doctor, emperor</i>
<i>-our, -eur, -eer</i>	L. -ator; Anglo- French -our	Forms nouns indicating: 1) agent or person:	<i>engineer</i>	<i>amateur, pioneer</i>
		2) quality or state	<i>grandeur, behaviour, hauteur</i>	<i>favour</i>
<i>-ory</i>	L. -orius; F. -oire	Forms nouns denoting: 1) agent or person; 2) place		<i>signatory, dormitory</i>
<i>-ry, -ery</i>	F. -rie, -erie	Forms nouns denoting a general collective sense, a state or condition	<i>machinery, slavery, trickery, husbandry, poetry</i>	<i>fairly</i>
<i>-tion</i>	F. -tion	Forms nouns from verbs and denotes action, state, and concrete instance or result	<i>revolution, resolution, organization</i>	<i>dictation</i>
<i>-tude</i>	L. -tudo; F. -tude	Forms nouns and is equivalent to -ness	<i>longitude, promptitude</i>	<i>attitude, fortitude, magnitude, gratitude</i>
<i>-ty</i>	L. -tas, -itas; F. -te	Forms abstract nouns of quality, state, condition	<i>fraternity, liberty, cruelty, poverty, frailty</i>	
<i>-ure</i>	L. -ura; F. - ure	Forms nouns indicating act, process, being; or result (of an act), state; rank		<i>culture, furniture, picture, seizure, (public) figure</i>

## 2.3 Noun Suffixes of Greek Origin

Suffix	Source	Function	Examples	
			I	II
-asm	Gk. -asm	Forms abstract nouns.		<i>enthusiasm</i>
-ast	Gk. -aster	Forms agent nouns denoting "one who does or makes the practice of", "one who adheres to"		<i>enthusiast, gymnast</i>
-ic, -ics	Gk. -ik, -os; L. -ic, -us; F. -ique	Forms adjectives with the senses "after the manner of", "of the nature of", "pertaining to";		<i>cynic, sceptic, cleric</i>
		"art or science"	<i>phonetics, mathematics, physics</i>	<i>logic, music</i>
-ine	Gk. -ine; F. -ine	Forms feminine names	<i>heroine</i>	
-ism	Gk. -ismos, L. -ismus	Forms nouns of action naming the process, the completed action, or its result; forms the name of a system or theory or practice, etc.	<i>communism, socialism, atheism, Marxism, Leninism</i>	
-ist	Gk. -istes, -ite; L. -ista	Forms nouns denoting a person who practices some method or art or who adheres to, or advocates a given doctrine, system, cause	<i>communist, socialist, dramatist</i>	<i>artist</i>
-ite	L. -ita	Forms adjectives and nouns with the "a native or citizen of"	<i>Muscovite</i>	
		"one of a party", "sympathizer", "follower"	<i>Leninite</i>	
-oid	Gk. -o, -eides	Means "like", "in the form of"	<i>metalloid, anthropoid</i>	
-y	Gk. -ia	Forms abstract nouns	<i>academy</i>	
-ia	L. -ia	Forms nouns, chiefly Modern Latin terms of pathology and botany	<i>dyspepsia, hydrophobic</i>	

## 2.4 Adjective Suffixes of Germanic Origin

Suffix	Source	Function	Examples	
			I	II
-fold	OE -feald	Used with numerals to form adjectives and adverbs, denoting multiplication or increase in a geometrical ratio, the doubling, tripling, etc.	<i>twofold, threefold, fourfold, manifold</i>	

*The table termination*

Suffix	Source	Function	Examples	
			I	II
-ful	OE -ful	Denotes "full of", "abounding in".	<i>thankful, hopeful, powerful, dreadful</i>	
-less	OE -leas	Denotes (with nouns) "without", "destitute of", "not having", "free from"	<i>thankless, hopeless, powerless, senseless, worthless</i>	
-ish	Germanic -isc	Means: 1) similar to;	<i>greyish, reddish, whitish, foolish</i>	
		2) adds a depreciatory colouring	<i>childish, womanish, girlish</i>	
-like	OE -lie	Means "like that" (or "those of"); "having the characteristic of"	<i>businesslike, warlike, tigerlike (ferocity), lifelike</i>	
-ly	Germanic -lie	Means: 1) "like in appearance, manner or nature", "characteristic of";	<i>womanly, manly</i>	
		2) "rather";	<i>cleanly, sickly, poorly, weakly</i>	
		3) "every"	<i>weekly, daily, monthly</i>	
-some	OE -sum	Means "similar to" or "almost the same as"	<i>troublesome, irksome, tiresome</i>	<i>handsome</i>
-ward	OE. -weard	Denotes direction or course	<i>downward, wayward, sideward</i>	
-y	OE -ig	Means "characterized by", "having", "full of"	<i>mighty, crafty, angry</i>	

## 2.5 Adjective Suffixes of Romanic Origin

Suffix	Source	Function	Examples	
			I	II
-able	F. -able; L. -abilem	Forms adjectives from verbs	<i>eatable,</i> <i>fashionable,</i> <i>manageable,</i> <i>saleable</i>	
-al	L. -alis; F. -al, -el	Forms adjectives having the senses "of the kind of", "pertaining to"	<i>comical,</i> <i>dramatical,</i> <i>poetical</i> <i>logical</i>	
-an, -ean	L. -anus; F. -ain, -en	Means "belonging or pertaining to"	<i>Roman,</i> <i>European,</i> <i>Pythagorean</i>	
-amy	L. -aris; F. -aire	Forms adjectives with the senses "pertaining to", "of the kind or nature of"		<i>necessary</i> <i>contrary,</i> <i>ordinary</i>
-ese	L. -ensis; F. -eis	Signifies "of", "pertaining to", or "originating in" (a certain place or country)	<i>Japanese,</i> <i>Chinese</i>	
-esque	It. -esco	Denotes "in the manner or style of", "like"	<i>picturesque</i>	<i>arabesque</i> <i>grotesque</i>
-ic	L. -icus	Signifies "of", "pertaining to", "of the nature of", "belonging to"	<i>Celtic,</i> <i>domestic</i>	
-ine	L. -inus; F. -ine	Forms adjectives with the senses "of", "like", "pertaining to", "characterized by"	<i>infantine</i>	
-ive	L. -iv, -us; F. -if	Forms adjectives with the senses "having a tendency to", "having the nature, character or quality of", or "given to some action", etc.	<i>talkative</i>	<i>native</i>
-ous	L. -os, -us, a, -um	Forms adjectives denoting "characterized by", "of the nature of", "abounding in", "full of"	<i>glorious,</i> <i>perilous,</i> <i>joyous,</i> <i>piteous,</i> <i>virtuous</i>	<i>obvious,</i> <i>serious,</i> <i>vicious</i>

## 2.6 Verb Suffixes

Suffix	Source	Function	Examples	
			I	II
-en	OE -en	Has the sense of "to make", "to make into" or "to make like"	<i>brighten,</i> <i>blacken,</i> <i>lengthen,</i> <i>darken</i>	

### The table termination

Suffix	Source	Function	Examples	
			I	II
-ate	L. -atus	Forms causative verbs	<i>agitate, graduate, vaccinate</i>	<i>aggravate</i>
-fy	L. -ficare; F. -fier	Forms verbs with the senses "to make", "to produce", "to bring to a certain state", "to make a specified thing", etc.	<i>terrify, magnify, intensify</i>	
-ize, -ise	Gk. -iz; L. -izare	Forms verbs denoting "to make", "to conform to", "to charge", etc.	<i>organize, generalize, apologize</i>	

### 2.7. Adverb Suffixes

Suffix	Source	Function	Examples	
			I	II
-ly	OE -lice	Forms adverbs from adjectives	<i>badly, deadly, newly</i>	
-ward(s)	OE -weard	Signifies direction	<i>backward(s), forward(s), homeward(s)</i>	
-long	OE -long	Signifies manner of action	<i>headlong, sidelong</i>	
-wise	OE -wise	Denotes "way", "manner", "respect"	<i>otherwise, crosswise, clockwise</i>	

Примечания. F. — French — французский язык.

G. — German — немецкий язык.

Gk. — Greek — греческий язык.

L. — Latin — латинский язык.

Mod. E. — Modern English — современный английский язык.

OE — Old English — староанглийский язык.

Sp. — Spanish — испанский язык.

## WORDS FROM BRITISH AND AMERICAN CULTURE

## A

**Achilles heel** (*n*) [sing.] a weak point or fault in sb's character, which can be attacked by other people. ORIGIN Named after the Greek hero Achilles. When he was a small child, his mother held him below the surface of the river Styx to protect him against any injury. She held him by his heel, which therefore was not touched by the water. Achilles died after being wounded by an arrow in the heel.

**Action Man™** (*n*) 1 a toy in the form of a soldier 2 an active and aggressive man : *The illness damaged his Action Man image.*

**the Addams Family** (*n*) [sing.] a family of strange characters who live in a large dark house, created in 1935 by the cartoonist Charles Addams for the *New Yorker* magazine.

**Adonis** (*n*) an extremely attractive young man. ORIGIN From the name of the beautiful young man in ancient Greek myths, who was loved by both Aphrodite and Persephone. He was killed by a wild boar but Zeus ordered that he should spend the winter months in the underworld with Persephone and the summer months with Aphrodite.

**Alcatraz** (*n*) a small US island near San Francisco where there is a former prison : *The clinic felt like Alcatraz. There was no escape.*

**Alcoholics Anonymous** (*n*) [U] (*abbr.* AA) an international organization, begun in Chicago in 1935, for people who are trying to stop drinking alcohol. They have meetings to help each other.

**Ali Baba** (*n*) a character in an old Arabian story who discovers that saying the magic words "Open Sesame!" will open the door of the cave where thieves have hidden gold and jewellery.

**Alice in Wonderland** (*n*) [U] used to describe a situation that is very strange, in which things happen that do not make any sense and are the opposite of what you would expect : *The country's economic system is pure Alice in Wonderland.* ► **Alice-in-Wonderland** (*adj*) [only before noun] : *I felt I was in an Alice-in-Wonderland world.* ORIGIN From the title of a children's story by Lewis Carroll.

**the Amish** (*n*) [pl.] the members of a strict religious group in North America. The Amish live a simple farming life and reject some forms of modern technology. ► **Amish** (*adj*).

**Amnesty International** (*n*) an international human rights organization that works to help people who have been put in prison for their beliefs or race and not because they have committed a crime. It also works to prevent torture and punishment by death.

**Angeleno** (also **Angelino**) (*n*) (*informal*) a person who lives in Los Angeles.

**Apache** a member of a Native American people, many of whom live in the US states of New Mexico and Arizona.

**Arthurian** (*adj*) connected with the stories about Arthur, a king of ancient Britain, his Knights of the Round Table and court at Camelot : *Arthurian legends.*

**ASH** *abbr.* Action on Smoking and Health (an organization in the UK that tries to make people stop smoking by showing how dangerous it is).

**Assemblies of God** (*n*) [pl.] the largest Pentecostal Church in the US (= one that emphasizes the gifts of the Holy Spirit, such as the power to heal people who are ill / sick).

## B

**Babbitt** (*n*) (*NAmE*) a person who is satisfied with a narrow set of values and thinks mainly about possessions and making money. ORIGIN From the name of the main character in the novel *Babbitt* by Sinclair Lewis.

**baker's dozen** (*n*) [*sing.*] (*old-fashioned*) a group of thirteen (= one more than a dozen, which is twelve). ORIGIN This phrase comes from bakers' old custom of adding one extra loaf to an order of a dozen.

**Barnardo's** (*n*) a British charity that helps children with social, physical and mental problems. ORIGIN From Dr Thomas Barnardo, who opened a home for poor children without parents in London in 1870.

**Beauty and the Beast** (*n*) 1 a traditional story about a young girl who saves a large ugly creature from a magic spell by her love. He becomes a handsome prince and they get married. 2 (*informal, humorous*) two people of whom one is much more attractive than the other.

**the Big Bad Wolf** (*n*) [*sing.*] (*informal*) a dangerous and frightening enemy. ORIGIN From the wolf in several children's stories and the song *Who's Afraid of the Big Bad Wolf?*

**Big Man on Campus** (*n*) (*abbr. BMOC*) (*NAmE, informal*) a successful popular male student at a college or university.

**Big Muddy** (*n*) (*US, informal*) 1 the Mississippi River 2 a name for Vietnam used especially by US soldiers who fought there.

**Boot Hill** (*n*) [*U*] (*US, informal, humorous*) (in the Wild West) a place where people are buried.

**the British Lions** (*n*) [*pl.*] a rugby team of the best players from England, Ireland, Scotland and Wales that plays abroad.

**British overseas territory** (*n*) (*BrE*) an island or group of islands in which the British government is responsible for defence and relations with other countries.

**Brown vs. Board of Education** (*n*) a law case in 1954 which led to a decision of the US Supreme Court that made separate education for black and white children illegal.

**Brummie** (*n*) (*BrE, informal*) a person from the city of Birmingham in England ► **Brummie** (*adj*): a *Brummie accent*.

**Buck House** (*n*) (*BrE, often ironic*) an informal name for Buckingham Palace : *We stayed at Tom's place. It isn't exactly Buck House, but it's comfortable enough.*

**Buckingham Palace** (*n*) 1 the official home of the British royal family in London. 2 the British royal family or the people who advise them : *Buckingham Palace refused to comment.*

**Burns Night** (*n*) [*U, C*] the evening of 25 January when Scottish people celebrate the birthday of the Scottish poet, Robert Burns, with traditional Scottish music, whisky and dishes such as haggis.

**bussing** (also *NAmE* *busing*) (*n*) [*U*] (in the US) a system of transporting young people by bus to another area so that students of different races can be educated together.

## C

**Canute** (*n*) used to describe a person who tries to stop sth from happening but will never succeed : *His efforts to stem the tide of violent crime have been as effective as Canute's.* ORIGIN From the story of a Danish king of England who was said to have stood in front of the sea and shown people that he was not able to order the water that was moving in towards the land to turn back. The story is often changed to suggest that Canute really thought that he could turn back the sea.

**Cassandra** a person who predicts that sth bad will happen, especially a person who is not believed. ORIGIN From the name of a princess in ancient Greek stories to whom Apollo gave the ability to predict the future. After she tricked him, he stopped people from believing her.

**the Celtic fringe** (*n*) [sing.] (BrE) the people in Ireland and western parts of Britain whose ancestors were Celts, often used to refer to Ireland, Scotland and Wales.

**the Channel Islands** (*n*) [pl.] a group of islands near the north-western coast of France that belong to Britain but have their own parliaments and laws.

**Cherokee** (*n*) a member of a Native American people, many of whom now live in the US states of Oklahoma and North Carolina.

**Chinatown** (*n*) [U, C] the area of a city where many Chinese people live and there are Chinese shops / stores and restaurants.

**Cinderella** (*n*) [usually sing.] a person or thing that has been ignored and deserves to receive more attention : *For years radio has been the Cinderella of the media world.* ORIGIN From the European fairy tale about a beautiful girl, Cinderella, who was treated in a cruel way by her two ugly sisters. She had to do all the work and received no reward or thanks until she met and married Prince Charming.

**the civil rights movement** (*n*) [sing.] the campaign in the 1950s and 1960s to change the laws so that African Americans have the same rights as others.

**coal** (*n*) carry, take, etc. **coals to Newcastle** (BrE) to take goods to a place where there are already plenty of them; to supply sth where it is not needed. ORIGIN Newcastle-upon-Tyne, in the north of England, was once an important coal-mining centre.

**Columbus Day** (*n*) [U, C] a national holiday in the US on the second Monday in October when people celebrate the discovery of America by Christopher Columbus.

**the Cotton Belt** (*n*) the states in the southern US where cotton was the main crop.

**Coventry, send sb to Coventry** (BrE) to refuse to speak to sb, as a way of punishing them for sth that they have done,

**cupboard** (*n*), **the cupboard is bare** (BrE) used to say that there is no money for sth : *They are seeking more funds but the cupboard is bare.* ORIGIN This expression refers to a children's nursery rhyme about Old Mother Hubbard, who had nothing in her cupboard to feed her dog.

**Cupid** (*n*) 1 the Roman god of love who is shown as a beautiful baby boy with wings, carrying a bow and arrow 2 **cupid** [C] a picture or statue of a baby boy who looks like Cupid. **play Cupid** to try to start a romantic relationship between two people.

**Cymru** (*n*) the name for Wales in the Welsh language.

## D

**Damascus** (*n*), **the road to Damascus** an experience that results in a great change in a person's attitudes or beliefs : *Spending a night in jail was his road to Damascus.* ORIGIN From the story in the Bible in which St Paul hears the voice of God on the road to Damascus and becomes a Christian.

**Darwinism** (*n*) [U] (*biology*) the theory that living things evolve by natural selection, developed by Charles Darwin in the 19th century ► **Darwinian** (*adj*) : *Darwinian ideas.*

**Davy Jones's locker** (*n*) [sing.] [informal] the bottom of the sea, where people who drown at sea are said to go. ORIGIN Davy Jones, a name used by sailors in the 18th century for the evil spirit of the sea.

**dean's list** (*n*) (in the US) a list that is published every year of the best students in a college or university.

despond (*n*) [U] > the Slough of Despond.

dinkie (also dinky) (*n*) (*informal, humorous*) one of a couple who have a lot of money because both partners work and they have no children. ORIGIN Formed from the first letters of "double income, no kids".

Dockers™ (*n*) [pl.] a US make of trousers / pants made of cotton.

Don Juan (*n*) (*informal*) a man who has sex with a lot of women. ORIGIN From the name of a character from Spanish legend who was skilled at persuading women to have sex with him.

Downing Street (*n*) [sing.] (not used with *the*) a way of referring to the British prime minister and government, taken from the name of the street where the prime minister lives : *Downing Street issued a statement late last night.*

double-header (*n*) (in baseball) two games that are played on the same day, traditionally on a Sunday, and usually by the same two teams.

Dracula (*n*) a character in many horror films who is a vampire. Vampires appear at night and suck the blood of their victims. ORIGIN From the novel *Dracula* by Bram Stoker.

the DUP *abbr.* the Democratic Unionist Party (a political party in Northern Ireland that wants it to remain a part of the United Kingdom).

## E

eminent domain (*n*) [U] (*NAmE, law*) the right to force sb to sell land or a building if it is needed by the government.

Essex girl (*n*) (*BrE, humorous, disapproving*) a name used especially in jokes to refer to a type of young woman who is not intelligent, dresses badly and talks in a loud and ugly way.

Etonian (*n*) a person who is or was a student at the English private school Eton College.

the European Parliament (*n*) [sing.] the group of people who are elected in the countries of the European Union to make and change its laws.

the executive branch (*n*) [sing.] the part of the government that is controlled by the President.

## F

F-1 Visa (*n*) a document that allows sb from another country to enter the US as a student.

Faustian (*adj*) (*formal*) (bargain / pact / agreement) an agreement in which sb agrees to do sth bad or dishonest, in return for money, success or power. ORIGIN From Faust, who, according to the German legend, sold his soul to the Devil in return for many years of power and pleasure.

the Federal Reserve System (also the Federal Reserve) (*n*) (*abbr.* the FRS) (also *informal* the Fed) [sing.] the organization that controls the supply of money in the US.

the First Amendment (*n*) the statement in the US Constitution that protects freedom of speech and religion and the right to meet in peaceful groups

the Forth Bridge (*n*), like painting the Forth Bridge (*BrE*) used to describe a job that never seems to end because by the time you get to the end you have to start at the beginning again ORIGIN From the name of a very large bridge over the river Forth in Scotland.

Fort Knox (*n*), be like/ as safe as Fort Knox (of a building) to be strongly built, often with many locks, strong doors, guards, etc., so that it is difficult for people to enter and the things kept there are safe. *This home of yours is like Fort Knox.* ORIGIN From the name of the military base in Kentucky where most of the US's store of gold is kept.

the Fourteenth Amendment (*n*) [sing.] a change made to the US Constitution in 1866 that gave all Americans equal rights and allowed former slaves to become citizens.

freedom of information (*n*) [U] the right to see any information that a government has about people and organizations.

FRS *abbr.* 1. Federal reserve system 2 (*BrE*) Fellow of the Royal Society (a title given to important British scientists).

## G

Gallup poll™ (*n*) a way of finding out public opinion by asking a typical group of people questions. ORIGIN From G. H. Gallup, who invented it.

Genghis Khan (*n*) [usually sing.] a person who is very cruel or has very right-wing political opinions : *Her politics are somewhere to the right of Genghis Khan.* ORIGIN From the name of the first ruler of the Mongol empire, who was born in the 12th century.

God's country (*n*) (*NAme*) a beautiful and peaceful area that people love. Americans often use the expression to mean the US, especially the western states.

good old boy (*n*) (*NAme, informal*) a man who is considered typical of white men in the southern states of the US.

Gotham (*n*) (*informal*) New York City.

Grand Central Station (*n*) (*US*) used to describe a place that is very busy or crowded : *My hospital room was like Grand Central Station with everybody coming and going.* ORIGIN From the name of a very busy train station in New York City.

the Great White Way (*n*) (*informal*) a name for Broadway in New York City that refers to the many bright lights of its theatres.

the green welly brigade (*n*) (*BrE, humorous, disapproving*) rich people who live in or like to visit the countryside. ORIGIN From the green Wellington boots that they often wear.

the Grim Reaper (*n*) an imaginary figure who represents death. It looks like a skeleton, wears a long cloak and carries a scythe.

Groundhog Day (*n*) 1 (in N America) February 2 when it is said that the groundhog comes out of its hole at the end of winter. If the sun shines and the groundhog sees its shadow, it is said that there will be another six weeks of winter. 2 an event that is repeated without changing : *The Government lost the vote then and it can expect a Groundhog Day next time.* ORIGIN From the film / movie *Groundhog Day* about a man who lives the same day many times.

## H

heritage centre (*n*) (*BrE*) a place where there are exhibitions that people visit to learn about life in the past.

Hell's Angel (*n*) a member of a group of people, usually men, who ride powerful motorcycles, wear leather clothes and used to be known for their wild and violent behaviour.

HMO *abbr.* health maintenance organization (in the US, an organization whose members pay regularly in order to receive medical treatment from its own doctors and hospitals when they need it) -- compare PPO.

the Home Counties (*n*) [pl] the counties around London.

Homeland Security (*n*) [U] the activities and organizations whose aim is to prevent terrorist attacks in the US : *the Department of Homeland Security*.

honor society (*n*) (in the US) an organization for students with the best grades at school or college.

Hooray noun (*BrE, informal, disapproving*) a young upper-class man who enjoys himself in a loud and silly way.

hootenanny (*n*) an informal social event at which people play folk music, sing and sometimes dance.

Houdini (*n*) a person or animal that is very good at escaping. ORIGIN From Harry Houdini, a famous performer in the US who escaped from ropes, chains, boxes, etc.

hound dog (*n*) (*NAmE*) (especially in the southern US) a dog used in hunting.

## I

I-9 form (*n*) (*US*) an official document that an employer must have which shows that an employee has the right to work in the US.

Inauguration Day (*n*) (in the US) 20 January, officially the first day of a new President's period of office.

I-spy (*n*) [U] a children's game in which one player gives the first letter of a thing that they can see and the others have to guess what it is.

the Ivy League (*n*) [sing.] a group of eight traditional universities in the eastern US with high academic standards and a high social status -- compare OXBIDGE ► Ivy League, (*adj*) : *Ivy League colleges*.

Jack Robinson (*n*), before you can say Jack Robinson (*old-fashioned*) very quickly; very soon.

Jekyll and Hyde (*n*) [sing.] a person who is sometimes very pleasant (*Jekyll*) and sometimes very unpleasant (*Hyde*) or who leads two very separate lives ORIGIN From the story by Robert Louis Stevenson, *Dr Jekyll and Mr Hyde*, in which Dr Jekyll takes a drug which separates the good and bad sides of his personality into two characters. All the negative aspects go into the character of Mr Hyde.

Joe Sixpack (*n*) (*US, informal*) a man who is considered typical of a person who does manual work : *Joe Sixpack doesn't care about that*.

Joe Bloggs (*n*) [sing.] (*informal*) a way of referring to a typical ordinary person

John O'Groats (*n*) a village in Scotland that is further north than any other place in Britain.

## K

the KISS principle (*n*) (*especially US*) the idea that products and advertising should be as simple as possible. ORIGIN Formed from the first letters of the expression "Keep it simple, stupid".

## L

**Land's End** (*n*) a place in Cornwall that is further west than any other place in England.

**Londoner** (*n*) a person from London in England.

**Luddite** (*n*) (*BrE, disapproving*) a person who is opposed to new technology or working methods. ORIGIN Named after Ned Lud, one of the workers who destroyed machinery in factories in the early 19th century, because they believed it would take away their jobs.

## M

**Mancunian** (*n*) a person from Manchester in NW England ► **Mancunian**, (*adj*).

**Man Friday** (*n*) a male assistant who does many different kinds of work --compare girl Friday. ORIGIN From a character in Daniel Defoe's novel *Robinson Crusoe* who is rescued by Crusoe and works for him.

**Mary Celeste** (*Marie Celeste*) (*n*) [sing.] used to talk about a place where all the people who should be there have disappeared in a mysterious way : *Where is everyone ? It's like the Mary Celeste here today*. ORIGIN From the name of the US ship *Mary Celeste*, which in 1872 was found at sea with nobody on board.

**Mata Hari** (*n*) an attractive female spy. ORIGIN From the name of a Dutch dancer who worked as a spy for the German government during the First World War.

**meat and two veg** (*n*) [U] (*BrE, informal*) a dish of meat with potatoes and another vegetable, considered as typical traditional British food.

**Methuselah** (*n*) used to describe a very old person : *I'm feeling older than Methuselah*. ORIGIN From Methuselah, a man in the Bible who is supposed to have lived for 969 years.

**MI 6** (*n*) [U] the British government organization that deals with national security from outside Britain. Its official name is the Secret Intelligence Service.

**Mills and Boon**<sup>TM</sup> (*n*) a company that publishes popular romantic novels : *He was tall, dark and handsome, like a Mills and Boon hero*.

**Miranda** (*adj*) (*in the US*) relating to the fact that the police must tell sb who has been arrested about their rights, including the right not to answer questions, and warn them that anything they say may be used as evidence against them : *The police read him his Miranda rights*. ORIGIN From the decision of the Supreme Court on the case of *Miranda vs. the State of Arizona* in 1966.

**Mlud** (*n*) (*BrE*) used when speaking to the judge in court : *My client pleads guilty, Mlud*.

**Monday morning quarterback** (*n*) (*NAmE, informal, disapproving*) a person who criticizes or comments on an event after it has happened. ORIGIN The quarterback directs the play in an American football match and matches are usually played at the weekend.

**Mr. Clean** (*n*) (*US, informal*) a man, especially a politician, who is considered to be very honest and good : *The deal destroyed his image as Mr. Clean*.

**Mr Fixit** (*n*) (*BrE, informal*) a person who organizes things and solves problems.

## N

**the National Motto** (*n*) [sing.] the official US motto "In God we trust".

**New England** (*n*) an area in the north-eastern US that includes the states of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island and Connecticut.

New Labour (*n*) (in Britain) the modern Labour Party led by Tony Blair which moved away from the political left in the 1990s in order to appeal to more people.

the North Sea (*n*) the part of the Atlantic Ocean that is next to the east coast of Britain.

No 10 = number ten.

Number Ten (*n*) number 10 Downing Street, London, the official home of the British prime minister, often used to refer to the government : *Number Ten had nothing to say on the matter.*

## O

the Old Bill (*n*) [sing.] (*BrE, informal*) the police.

the Oval Office (*n*) [sing.] 1 the office of the US President in the White House 2 a way of referring to the US President and the part of the government that is controlled by the President : *Congress is waiting to see how the Oval Office will react.*

## P

page-three girl (*n*) (*BrE*) a naked or partly naked young woman whose picture is printed in a newspaper. ORIGIN From page three of *the Sun* newspaper, where one of these pictures was printed every day.

pandowdy (*n*) [C, U] (*US*) a sweet dish of apples and spices covered with a mixture of butter, milk and eggs and baked.

parliamentary privilege (*n*) [U] the special right of Members of Parliament to speak freely in Parliament, especially about another person, without risking legal action : *He made the allegation under the protection of parliamentary privilege.*

PC Plod (*n*) (*BrE, informal, humorous*) a junior police officer.

the Peace Corps (*n*) [sing.] a US organization that sends young Americans to work in other countries without pay in order to create international friendship.

Peoria (*n*) a small city in the US state of Illinois. The opinions of the people who live there are considered to be typical of opinions in the whole of the US : *Ask yourself what the folks in Peoria will think of it.*

the permissive society (*n*) [sing.] (often *disapproving*) the changes towards greater freedom in attitudes and behaviour that happened in many countries in the 1960s and 1970s, especially the greater freedom in sexual matters.

Peter Pan (*n*) a person who looks unusually young for their age, or who behaves in a way that would be more appropriate for sb younger. ORIGIN From a story by J. M. Barrie about a boy with magic powers who never grew up.

Pinocchio (*n*) a character in a children's story who changes from a wooden figure into a boy. Whenever he tells a lie, his nose grows longer : *Cartoons showed the Minister as a long-nosed Pinocchio.*

the Pledge of Allegiance (*n*) [sing.] a formal promise to be loyal to the US, which Americans make standing in front of the flag with their right hand on their heart.

## Q

the Queen's Speech (*n*) [sing.] in the UK, a statement read by the Queen at the start of a new Parliament, which contains details of the government's plans.

## R

**Rambo** (*n*) (*informal*) a very strong and aggressive man. ORIGIN From the name of the main character in David Morrell's novel *First Blood*, which was made popular in three films / movies in the 1980s.

**Rhodes scholar** (*n*) a student from the US, Germany or the Commonwealth who is given a scholarship to study in Britain at Oxford University from a fund that was started by Cecil Rhodes in 1902.

**the Rock of Gibraltar** (*n*) [*sing.*] a high cliff in southern Spain, at the south-western edge of the Mediterranean Sea, near the town and port of Gibraltar. When people say that sth is like the Rock of Gibraltar, they mean it is very safe or solid : *When I invested my money with the company I was told it was as safe as the Rock of Gibraltar.*

**Route 128** (*n*) (in the US) an area in Massachusetts where there are many companies connected with the computer and electronics industries. ORIGIN From the name of an important road in the area.

**the Royal Academy** (also the Royal Academy of Arts) (*n*) [*sing.*] a British organization whose members are famous artists. Its building in London contains an art school and space for exhibitions.

## S

**Sadie Hawkins Day** (*n*) (in the US) a day when there is a custom that women can invite men to a social event instead of waiting to be invited, especially to a Sadie Hawkins Day dance.

**the Samaritans** (*n*) [*pl.*] a British charity that offers help to people who are very depressed and in danger of killing themselves, by providing a phone number that they can ring in order to talk to sb.

**Savile Row** (*n*) a street in London, England with many shops / stores that sell expensive clothes for men that are often specially made for each person : *He was wearing a Savile Row suit.*

**Scouse** (*n*) (*BrE, informal*) 1 (also Scouser) [*C*] a person from Liverpool in NW England 2 [*U*] a way of speaking, used by people from Liverpool ► **Scouse** (*adj*) : *a Scouse accent*

**the separation of powers** (*n*) [*sing.*] the principle of the US Constitution that the political power of the government is divided between the President, Congress and the Supreme Court.

**Silicon Valley** (*n*) [*U*] the area in California where there are many companies connected with the computer and electronics industries, sometimes used to refer to any area where there are a lot of computer companies.

**Sleeping Beauty** (*n*) used to refer to sb who has been asleep for a long time : *OK, Sleeping Beauty, time to get up.* ORIGIN From the European fairy tale about a beautiful girl who sleeps for a hundred years and is woken up when a prince kisses her.

**Sloane** (*n*) (*BrE, informal, often disapproving*) a young person, especially a woman, from a rich upper-class background, especially one who lives in a fashionable area of London.

**the Slough of Despond** (*n*) [*sing.*] a mental state in which a person feels no hope and is very afraid : *He was sinking into the Slough of Despond.* ORIGIN From the name of a place that Christian, the main character, must travel through in John Bunyan's *The Pilgrim's Progress*.

**Smokey the Bear** 1 the symbol used by the US Forest Service on signs and advertising about preventing forest fires. 2 (also *Smokey; Bear Smokey*) (*informal*) (in the US) a member of the police force that is responsible for the highway.

**the Snow Belt** (*n*) [*sing.*] (*informal*) the northern and north-eastern states of the US where the winters are very cold.

**Social Security number** (*n*) (*abbr.* *SSN*) (in the US) an official identity number that everyone is given when they are born.

**Southern belle** (*n*) (*NAmE, old-fashioned*) a young attractive woman from the southern US.

**the Square Mile** (*n*) [*sing.*] (*BrE, informal*) a name used for the City of London, where there are many banks and financial businesses.

**Stepford wife** (*n*) a woman who does not behave or think in an independent way, always following the accepted rules of society and obeying her husband without thinking : *She's gradually turning into a Stepford wife.* ORIGIN From the title of the book and film / movie *The Stepford Wives*, in which a group of women who behave in this way are in fact robots.

**St George's cross** (*n*) a red cross (+) on a white background, especially as a symbol of England and on the English flag.

## T

**Taffy** (*n*) (also *Taff*) (*BrE, informal, often offensive*) a person from Wales.

**Tarzan** (*n*) a man with a very strong body. ORIGIN From the novel *Tarzan of the Apes* by Edgar Rice Burroughs about a man who lived with wild animals.

**Teflon™** (*adj*) (especially of a politician) still having a good reputation after making a mistake or doing sth that is not legal : *The Teflon Prime Minister has survived another crisis.*

**Thatcherite** (*adj*) connected with or supporting the policies of the former British Prime Minister, Margaret Thatcher (= thought of as being right-wing) ► **Thatcherite**, (*n*)

**Timbuktu** (also *Timbuctoo*) (*n*) a place that is very far away. ORIGIN From the name of a town in northern Mali.

**Tin Pan Alley** (*n*) (*old-fashioned, informal*) people who write and publish popular songs. ORIGIN From the name of the part of New York where many such people worked in the past.

**Trekkie** (*n*) a person who is very interested in the US television series *Star Trek* and in space travel.

**Tweedledum and Tweedledee** (*n*) [*pl.*] two people or things that are not different from each other. ORIGIN From two characters in *Through the Looking Glass* by Lewis Carroll who look the same and say the same things.

## V

**Voluntary Service Overseas** (*abbr.* *VSO*) a British charity that sends skilled people such as doctors and teachers to work in other countries as volunteers.

## W

**Wall Street** (*n*) [U] the US financial centre and stock exchange in New York City (used to refer to the business that is done there) : *Share prices fell on Wall Street today; Wall Street responded quickly to the news.*

**Walter Mitty** (*n*) a person who imagines that their life is full of excitement and adventures when it is in fact just ordinary. ORIGIN From the name of the main character in James Thurber's story *The Secret Life of Walter Mitty*.

the **Welsh Assembly** (also the National Assembly for Wales) (*n*) [sing.] the group of people who are elected as a government for Wales with limited independence from the British Parliament that includes the power to make certain laws.

**Westminster** (*n*) [U] the British parliament and government : *The rumours were still circulating at Westminster.* ORIGIN From the name of the part of London with the Houses of Parliament, Downing Street and many government offices.

**white flight** (*n*) [U] (US) a situation where white people who can afford it go to live outside the cities because they are worried about crime in city centres.

the **Windy City** (*n*) [sing.] a name for the US city of Chicago.

## Y

**Yank** (also **Yankee**) (*n*) (*BrE, informal, often disapproving*) a slightly offensive word for a person from the US; an American.

**yellow journalism** (*n*) [U] newspaper reports that are exaggerated and written to shock readers. ORIGIN From a comic strip *The Yellow Kid* that was printed in yellow ink to attract readers' attention.

## NEW WORDS

## A

**action figure** (*n*) a DOLL representing a soldier or a character from a film/movie, TV show, etc.  
**advertorial** (*n*) an advertisement that is designed to look like an article in the newspaper or magazine in which it appears

**affinity group** (*n*) (*especially NAMÉ*) a group of people who share the same interest or purpose.

**airport fiction** (*n*) [U] novels that are popular and easy to read, often bought by people at airports

**air quotes** (*n*) [pl.] imaginary quotation marks made in the air with your fingers when you are speaking, to show that you are using a word or phrase in an unusual way

**A-list** (*adj*) [usually before noun] used to describe the group of people who are considered to be the most famous, successful or important : *He only invited A-list celebrities to his parties.*— compare B-LIST

**alpha 'male** (*n*) [usually sing.] the man or male animal in a particular group who has the most power

**animatronics** (*n*) [U] the process of making and operating ROBOTS that look like real people or animals, used in films/movies and other types of entertainment > animatronic, (*adj*)

**apart-hotel** (*n*) a type of hotel that has apartments where you can cook your own meals as well as ordinary hotel rooms

**Atkins Diet™** (*n*) a diet in which you eat foods that contain a high level of protein (meat, eggs, cheese, etc.) and avoid foods that contain a high level of carbohydrates (bread, rice, fruit, etc.)

**attention deficit disorder** (also attention deficit hyperactivity disorder) (*n*) [U] (*abbr.* ADD, ADHD) a medical condition, especially in children, that makes it difficult for them to pay attention to what they are doing, to stay still for long and to learn things

## B

B2B *abb.* Business-to-business

**back-burner** (*v*) (*informal, especially NAMÉ*) to leave an idea or a plan for a time, to be done or considered later

**banner ad** (*n*) an advertisement across the top or bottom or down the side of a page on the Internet

**base jumping** (also BASE jumping) (*n*) [U] the sport of jumping with a parachute from a high place such as a building or a bridge > *base jumper*, (*n*)

**bean counter** (*n*) (*informal, disapproving*) a person who works with money, for example as an accountant and who wants to keep strict control of how much money a company spends

**best practice** (*n*) [U, C] a way of doing sth that is seen as a very good example of how it should be done and can be copied by other companies or organizations

**B-list** (*adj*) [usually before noun] used to describe the group of people who are considered to be fairly famous, successful or important, but not as much as the A-list people : *a TV chat show full of B-list celebrities*

**body board** (*n*) a short light type of surfboard that you ride lying on your front ► **body-boarding** (*n*) [U]

**bollywood** (*n*) [U] (*informal*) used to refer to the Hindi film / movie industry, which mainly takes place in the Indian city of Mumbai (formerly called Bombay)

**BOTOX™** (n) [U] a substance that makes muscles relax. It is sometimes injected into the skin around sb's eyes to remove lines and make the skin look younger. ► **Botox**, (v)[VN] [usually passive] : *Do you think she's been Botoxed?*

**bounce** (n), **on the bounce** (BrE, informal) one after the other, without anything else coming between : *We've won six matches on the bounce*

**boy band** (n) a group of young men who sing pop music and dance

**bull bars** (n) [pl.] (BrE) a set of strong metal bars fixed to the front of a large vehicle to protect it from damage

**business-to-business** (adj) [usually before noun] (abbr. B2B) done between one business and another rather than between a business and its ordinary customers

**busted** (adj) [not before noun] (NAme, informal) caught in the act of doing sth wrong and likely to be punished : *You are so busted!*

## C

**caller ID** (n) [U] a system that uses a device on your telephone to identify and display the telephone number of the person who is calling you

**cargo pants** (also **cargoes**) (BrE also **combats**, **combat trousers**) (n) [pl.] loose trousers that have pockets in various places, for example on the side of the leg above the knee

**CGI** abbr. computer-generated imagery : *"Dinosaur" combines CGI animation with live-action location shots*

**chad** (n) the small piece that is removed when a hole is made in a piece of card, etc.

**chip and PIN** (also **chip and pin**) (both BrE) (n) [U] a system of paying for sth with a credit card or debit card in which the card has information stored on it in the form of a microchip and you prove your identity by typing a number (your PIN) rather than by signing your name : *Chip and PIN is designed to combat credit card fraud*

**clip art** (n) [U] (computing) pictures and symbols that are stored in computer programs or on websites for computer users to copy and add to their own documents

**co-dependency** (n) [U] (psychology) a situation in which two people have a close relationship in which they rely too much on each other emotionally, especially when one person is caring for the other one ► **codependent**, adj, (n)

**computerate** noun = computer-literate : *Applicants need to be computerate.*

**conflicted** (adj) (especially NAme) confused about what to do or choose because you have strong but opposing feelings

**copy**, **copy sb in** (on sth) to send sb a .copy of a letter, email message, etc. that you are sending to sb else : *Can you copy me in on your report?*

**crack-head** (n) (slang) a person who uses the illegal drug crack

**cross-promotion** (n) [C, U] (business) a set of advertisements or other activities that are designed to help a company sell two different products, or to help two companies sell their products or services together.

**cross-selling** (n) [U] (business) the activity of selling a different extra product to a customer who is already buying a product from a company

**cross-trainer** (n) 1 a piece of exercise equipment that you use standing up, with parts that you push up and down with your feet and parts that you hold onto and push with your arms 2 a type of sports shoe that can be worn for more than one kind of sport

**crusty** (n) (also **crustie**) (pl. -ies) (BrE, informal) a person who usually has no permanent home, has a dirty or untidy appearance, and rejects the way that most people live in Western society

customer base (n) [usually sing.] (business) all the people who buy or use a particular product or service : *We need to appeal to a wider customer base*

## D

dead zone (n) 1 a place or a period of time in which nothing happens : *The town is a cultural dead zone.* 2 an area which separates two places, groups of people, etc. : *The UN is trying to maintain a dead zone between the warring groups.* 3 a place where a mobile phone/cellphone does not work because no signal can be received 4 (biology) an area of water in which animals cannot live because there is not enough oxygen

decrypt (v) (especially computing) to change information that is in code into ordinary language so that it can be understood by anyone. opp. encrypt > decryption > opp. encryption

deep vein thrombosis (n) [U, C] (abbr. DVT) (medical) a serious condition caused by a blood clot (= a thick mass of blood) forming in a vein : *Passengers on long-haul flights are being warned about the risks of deep vein thrombosis*

def (adj) (a slang) excellent : *a def band*

director's cut (n) a version of a film / movie, usually released some time after the original is first shown, that is exactly how the director wanted it to be

done (adj), done deal an agreement or a plan that has been finally completed or agreed : *The merger is by no means a done deal yet*

dot-com (also dot com) (n) a company that sells goods and services on the Internet, especially one whose address ends ".com" : *The weaker dot-coms have collapsed; a dot-com millionaire*

double-click (v) [on smth] (computing) to choose a particular function or item on a computer screen, etc. by pressing one of the buttons on a mouse twice quickly

download (n) data which is downloaded from another computer system > downloadable, (adj)

drum and bass (n) [U] a type of popular dance music developed in Britain in early 1990s, which has a fast drum beat and a strong slower bass beat

## E

economy class syndrome (n) [U] the fact of a person suffering from deep vein thrombosis after they have travelled on a plane. This condition is thought to be more common among people who travel in the cheapest seats because they do not have space to move their legs much

ecotourism (n) [U] organized holidays / vacations that are designed so that the tourists damage the environment as little as possible, especially when some of the money they pay is used to protect the local environment and animals ► ecotourist, (n)

El Nino (n) [U] a set of changes in the weather system near the coast of northern Peru and Ecuador that happens every few years, causing the surface of the Pacific Ocean there to become warmer and having severe effects on the weather in many parts of the world — compare La Nina

emoticon (n) (computing) a short set of keyboard symbols that represents the expression on sb's face, used in email, etc. to show the feelings of the person sending the message. For example :- ) represents a smiling face (when you look at it sideways)

empty nester (n) [usually pl.] a parent whose children have grown up and left home

entry-level (adj) [usually before noun] 1 (of a product) basic and suitable for new users who may later move on to a more advanced product : *an entry-level computer* 2 (of a job) at the lowest level in a company

expansion card (also add-in) (n) (computing) a circuit board that can be put into a computer to give it more memory or make it able to do more things  
extreme fighting noun [U] = ultimate fighting  
eye candy (n) [U] (informal) a person or thing that is attractive but not intelligent or useful

## F

face (n), in sb's face (informal) annoying sb by criticizing them or telling them what to do all the time  
factoid (n) 1 something that is widely accepted as a fact, although it is probably not true.  
2 a small piece of interesting information, especially about sth that is not very important : *Here's a pop factoid for you*  
factory shop (BrE) (also factory store, factory outlet) (n) a shop / store in which goods are sold directly by the company that produces them at a cheaper price than normal  
fair-trade (adj) involving trade which supports producers in developing countries by paying fair prices and making sure that workers have good working conditions and fair pay  
farmers market (n) a place where farmers sell food directly to the public  
fashion-forward (adj) more modern than the current fashion : *We tend to be traditional rather than fashion-forward in our designs*  
fashionista (n) (used especially in newspapers) a fashion designer, or a person who is always dressed in a fashionable way  
fashion statement (n) something that you wear or own that is new or unusual and is meant to draw attention to you : *This shirt is great for anyone who wants to make a fashion statement*  
fence-mending (n) [U] an attempt to improve relations between two people or groups and to try to find a solution to a disagreement between them  
float verb, float sb's boat (informal) to be what sb likes : *You can listen to whatever kind of music floats your boat*  
functional food (n) [C, U] food that has had substances that are good for your health specially added to it

## G

game (n), game on (informal) used after sth has happened that makes it clear that a contest is not yet decided and anyone could still win : *We were losing 2-0 with ten minutes to go, and then we scored. It was game on!*  
gamer (n) (informal) 1 a person who likes playing computer games 2 (NAmE) (in sports) a player who is enthusiastic and works hard  
girl power (n) [U] the idea that women should take control of their careers and lives  
give verb, give it up (for sb) (informal) to show your approval of sb by clapping your hands : *Give it up for Eddie Izzard!*  
golden goal (n) (in some football (soccer) competitions) the first goal scored during extra time, which ends the game and gives victory to the team that scores the goal  
go-to (adj) [only before noun] (NAmE) used to refer to the person or place that sb goes to for help, advice or information : *He's the president's go-to guy on Asian politics*  
GPS abbr. global positioning system (= a system by which signals are sent from satellites to a special device, used to show the position of a person or thing on the surface of the earth very accurately)

graphics card (*n*) (*computing*) a circuit board that allows a computer to show images on its screen  
green audit (*n*) an official examination of the effect of a company's business on the environment  
grounded (*adj*) having a sensible and realistic attitude to life : *Away from Hollywood, he relies on his family and friends to keep him grounded*

## H

hands-free (*adj*) (of a telephone, etc.) able to be used without needing to be held in the hand  
hi-jab (*n*) 1 [C] a head covering worn in public by some Muslim women 2 [U] the religious system which controls the wearing of such clothing  
hissy fit (*n*) [C, usually sing.] (*informal*) a state of being bad-tempered and unreasonable, syn. tantrum : *She threw a hissy fit because her dressing room wasn't painted blue*

## I

ICT (*n*) [U] (*BrE*) the study of the use of computers, the Internet, video, and other technology as a subject at school (the abbreviation for "information and communications technology")  
Industrial-strength (*adj*) (often *humorous*) very strong or powerful : *industrial-strength coffee*  
Inter faith (*adj*) [only before noun] between or connected with people of different religions : *an interfaith memorial service*

## J

joined-up (*adj*) [usually before noun] (*BrE*) 1 joined-up writing is writing in which the letters in a word are joined to each other — compare printing 2 intelligent and involving good communication between different parts so that they can work together effectively : *We need more joined-up thinking in our approach to the environment*

## K

kidult (*n*) (*informal*) an adult who likes doing or buying things that are usually thought more suitable for children

## L

ladette (*n*) (*BrE, informal*) a young woman who enjoys drinking alcohol, sport or other activities usually considered to be typical of young men  
lairy (*BrE, informal*) behaving in a way that seems too loud and confident  
La Nina [U] the cooling of the water in the central and eastern Pacific Ocean that happens every few years and that affects the weather in many parts of the world—compare El Nino  
large *verb*, large it, large it up (*BrE, slang*) to enjoy yourself, especially by dancing and drinking alcohol  
lippy (*adj*), (*n*): (*adj*) (*BrE, informal*) showing a lack of respect in the way that you speak to sb syn. cheeky, (*n*) [U] (*BrE, informal*) = lipstick

**lite** (*adj*) (*informal*) 1 (*especially NAmE*) (of food or drink) containing fewer calories than other types of food, and therefore less likely to make you fat (a way of spelling 'light') : (*lite cream*) 2 (used after a noun) (*disapproving*) used to say that a thing is similar to sth else but lacks many of its serious or important qualities : *I would describe this movie as "Hitchcock lite"*

**lock-down** (*n*) [C, U] (*NAmE*) a situation in which restrictions are placed on sb's movements or actions : *Prisoners have been placed on lockdown to prevent further violence at the jail*

**loyalty card** (*n*) (*BrE*) a card given to customers by a shop / store to encourage them to shop there regularly. Each time they buy sth they collect points which will allow them to have an amount of money taken off goods they buy in the future

**luge** (*n*) 1 [C] a type of sledge (= a vehicle for sliding over ice) for racing, used by one person lying on their back with their feet pointing forwards. 2 the luge [sing.] the event or sport of racing down a track of ice on a luge

## M

**make-over** (*n*) [C, U] the process of improving the appearance of a person or a place, or of changing the impression that sth gives

**mallrat** (*n*) [*NAmE, informal*] a young person who spends a lot of time in shopping malls, often in a large group of friends

**meet-and-greet** (*adj*) [only before noun] (of an event) arranged so that sb, especially a famous person, can meet and talk to people

**menu bar** (*n*) (*computing*) a horizontal bar at the top of a computer screen that contains pull-down menus such as "File", "Edit" and "Help"

**message board** (*n*) a place on a website where a user can write or read messages : *I posted a question on the message board*

**me-too** (*adj*) [only before noun] (*BrE, informal*) done or produced because of sth successful that sb else has done : *The magazine 'Hello!' gave rise to a number of me-too publications*

**message** (*v*)sb (sth) to send a text message to sb : *Fiona just messaged me. Brian messaged me the news.* ► **messaging**, (*n*) [U] : a *multimedia messaging service*; *picture messaging*

**metrosexual** (*n*) (*informal*) a heterosexual man who lives in a city and is interested in things like fashion and shopping ► **metrosexual** (*adj*)

**minging** (*adj*) [*BrE, informal*] very bad, unpleasant or ugly

**mission** (*informal*) to go on a long and difficult journey, especially one that involves going to many different places : *We had to mission round all the bars until we found him*

**Monty** (**the full monty**) the full amount that people expect or want : *They'll do the full monty* (= take off all their clothes) *if you pay them enough*

**Morph** (*v*)1 to change smoothly from one image to another using computer animation; to make an image change in this way 2 to change, or make sb / sth change into sth different

**Multitask** (*v*)1 (of a computer) to operate several programs at the same time 2 to do several things at the same time : *Women seem to be able to multitask better than men*

**Muso** (*n*) (*BrE, informal*) a person who plays, or is very interested in, music and knows a lot about it

## N

**name verb, name and shame** (*BrE*) to publish the names of people or organizations who have done sth wrong or illegal

**need-to-know** (*adj*), on a need-to-know basis with people being told only the things they need to know when they need to know them, and no more than that : *Information will be released strictly on a need-to-know basis*

**netiquette** (*n*) [U] (*informal, humorous*) the rules of correct or polite behaviour among people using the Internet

**newbie** (*n*) (*informal*) a person who is new and has little experience in doing sth, especially in using computers; syn. novice

**no brainer** (*n*) (*NAmE, informal*) a decision or a problem that you do not need to think about much because it is obvious what you should do

**no-frills** (*adj*) [only before noun] (especially of a service or product) including only the basic features, without anything that is unnecessary, especially things added to make sth more attractive or comfortable : *a no-frills airline*

**nutraceutical** (*n*)= functional food

## O

**off shoring** (*n*) [U] the practice of a company in one country arranging for people in another country to do work for it : *the offshoring of call-centre jobs to India* ► **off-shore** *verb*

**oxygen bar** (*n*) a place where you can pay to breathe pure oxygen in order to improve your health and help you relax

## P

**paradigm shift** (*n*) a great and important change in the way sth is done or thought about.

**pay-as-you-go** (*adj*) connected with a system of paying for a service just before you use it rather than paying for it later : *pay-as-you-go phones*

**pay channel** (*n*) a television channel that you must pay for separately in order to watch it.

**pay-per-view** (*n*) [U] a system of television broadcasting in which you pay an extra sum of money to watch a particular programme, such as a film/movie or a sports event

**peer-to-peer** (*adj*) [only before noun] (*computing*) of a computer system in which each computer can act as a server for the others, allowing data to be shared without the need for a central server—compare — client-server

**perfect storm** (*n*) [sing.] an occasion when several bad things happen at the same time, creating a situation that could not be worse

**personal trainer** (*n*) a person who is paid by sb to help them exercise, especially by deciding what types of exercise are best for them

**phat** (*adj*) (*slang, especially NAmE*) very good

**phishing** (*n*) [U] the activity of tricking people by getting them to give their identity, bank account numbers, etc. over the Internet or by email, and then using these to steal money from them

**pixelate** (*v*) 1 to divide an image into pixels. 2 to show an image on television as a small number of large pixels, especially in order to hide sb's identity

**plateau** (*v*)[V] — (out) to stay at a steady level after a period of growth or progress : *Unemployment has at last plateaued out*

**Plug and Play** (*n*) [U] (*computing*) a system which makes it possible for a piece of equipment, such as a printer, to be connected to a computer and to work immediately, without the user needing to do anything ► **plug-and-play** (*adj*) : *plug-and-play peripherals*

pop psychology (n) [U] the use by ordinary people of simple or fashionable ideas from psychology in order to understand or explain people's feelings and emotional problems  
postal (adj) [only before noun], go postal (*informal, especially NAmE*) to become very angry : *He went postal when he found out*  
power nap (n) a short sleep that sb has during the day in order to get back their energy > power-nap (v) [V]  
ppv abbr. pay-per-view  
product placement (n) [U, C] the use of particular products in films / movies or television programmes in order to advertise them  
Prozac™ (n) a drug used to treat the illness of depression : *She's been on Prozac for two years*

## Q

quad bike (BrE) (NAmE, four-wheeler) (n) a motorcycle with four large wheels, used for riding over rough ground, often for fun

## R

ratchet verb, ratchet (sth) up to increase, or make sth increase, repeatedly and by small amounts : *Overuse of credit cards has ratcheted up consumer debt to unacceptable levels*  
rat pack (n) (BrE, disapproving) journalists and photographers who follow famous people around in a way which makes their lives unpleasant  
reality check (n) [usually sing.] (*informal*) an occasion when you are reminded of how things are in the real world, rather than how you would like things to be  
red line (n) an issue or a demand that one person or group refuses to change their opinion about during a disagreement or negotiations : *The issue of sovereignty is a red line that cannot be crossed*  
response time (n) the length of time that a person or system takes to react to sth : *The average response time to emergency calls was 9 minutes*  
retail park (n) (BrE) an area containing a group of large shops / stores, located outside a town.  
retail therapy (n) [U] (usually *humorous*) the act of going shopping and buying things in order to make yourself feel more cheerful : *I was ready for a little retail therapy*  
reverse engineering (n) [U] the copying of another company's product after examining it carefully to find out how it is made  
rightsizing (v) (*business*) to change the size of a company in order to reduce costs, especially by reducing the number of employees  
ringtone (n) the sound a telephone makes when sb is calling you. Ringtones are often short tunes, and the word is especially used to refer to the different sounds mobile phones / cellphones make when they ring  
rocket science (n) [U], it's not rocket science (*informal*) used to emphasize that sth is easy to do or understand; syn. brain surgery : *Go on, you can do it. It's not exactly rocket science, is it ?*

## S

SAD abbr. Seasonal Affective Disorder

salami slicing (n) [U] (*informal*) the act of removing sth gradually by small amounts at a time

salary man (*n*) (especially in Japan) a white-collar worker (= one who works in an office)  
 same-sex (*adj*) [only before noun] 1 of the same sex : *The child's same-sex parent acts as a role model.* 2 involving people of the same sex : *a same-sex relationship*  
 seasonal affective disorder (*n*) [U] (*abbr.* SAD) a medical condition in which a person feels sad and tired during late autumn / fall and winter when there is not much light from the sun  
 sell-through (*n*) [U, C] (*business*) the number of items of a particular product that a shop / store manages to sell to customers compared to the number it bought to sell : *The average sell-through rate for these magazines is 35-38%*  
 shedload (*BrE, informal*) a large amount of sth, especially money : *The project cost a shedload of money. This should save you shedloads*  
 shock jock (*n*) (*informal, especially NAmE*) a disc jockey on a radio show who deliberately expresses opinions or uses language that many people find offensive.  
 sick building syndrome (*n*) [U] a condition that affects people who work in large offices, making them feel tired and causing headaches, sore eyes and breathing problems, thought to be caused by, for example, the lack of fresh air or by chemicals in the air  
 silver surfer (*n*) (*informal*) an old person who spends a lot of time using the Internet  
 Sim (*n*) (*informal*) a computer or video game that simulates (= artificially creates the feeling of experiencing) an activity such as flying an aircraft or playing a sport  
 SIM card (*n*) a plastic card inside a mobile phone / cellphone that stores personal information about the person using the phone (SIM is the abbreviation of "subscriber identification module")  
 skanky (*adj*) (*informal, especially NAmE*) very unpleasant  
 skunk-works (*informal*) a small laboratory or department of a large company used for doing new scientific research or developing new products  
 slap-head (*n*) (*BrE, informal*) an unkind way of referring to a man with little or no hair on his head.  
 snarf (*v*) (*informal, especially NAmE*) to eat or drink sth very quickly or in a way that people think is greedy: *The kids snarfed up all the cookies*  
 soccer mom (*n*) (*NAmE, informal*) a mother who spends a lot of time taking her children to activities such as sports and music lessons, used as a way of referring to a typical mother from the middle classes  
 the species barrier (*n*) [sing.] the natural system which is thought to prevent diseases spreading from one type of animal or plant to another  
 squeegee merchant (*n*) (*BrE, informal*) a person who cleans the front windows of cars that have stopped in traffic and then asks the driver to pay them money, even if the driver did not want them to do it  
 stealth tax (*n*) (*BrE, disapproving*) a new tax that is collected in way that is not very obvious, so people are less aware that they are paying it  
 sunset industry (*n*) an old industry that has started to become less successful

## T

team player (*n*) a person who is good at working as a member of a team, usually in their job  
 taser™ (*n*) a gun that fires darts that give a person a small electric shock and makes them unable to move for a short time  
 techie (also techy) (*n*) (*informal*) a person who is expert in or enthusiastic about technology, especially computers  
 technobabble (*n*) [U] (*informal, disapproving*) words or expressions connected with computers and technology that are difficult for ordinary people to understand

**teleport** (*v*)(*usually in science fiction*) to move sb / sth immediately from one place to another a distance away, using special equipment; to be moved in this way : *The search party was teleported down to the planet's surface.* ► **teleportation** (*n*) [U]

**third way** (*n*) [sing.] a course of action or political policy that is between two extreme positions

**trial balloon** (*n*) something that you say or do to find out what people think about a course of action before you take it

**trip hop** (*n*) [U] a type of popular dance music, which is a mixture of hip hop and reggae, has a slow beat, and is intended to create a relaxed atmosphere

**trophy wife** (*n*) (*informal, disapproving*) a young attractive woman who is married to an older man and thought of as a trophy (= sth that shows that you are successful and impresses other people)

**tween** (also *tween ager*) (*n*) a child between the ages of about 10 and 12; syn: *pre-teen*

## U

**ultimate fighting** (also *extreme fighting*) (*n*) [U] a sport that combines different styles of fighting such as boxing, wrestling and martial arts and in which there are not many rules

**upload** *verb, (n), (v)*(*computing*) to move data to a larger computer system from a smaller one; opp. *download.* (*n*) (*computing*) data that has been moved to a larger computer system from a smaller one; opp. *download*

**up time** (*n*) [U] the time during which a machine, especially a computer, is working; opp. *downtime*

## W

**wake-up call** (*n*) 1 a telephone call that you arrange to be made to you at a particular time, for example in a hotel, in order to wake you up : *I asked for a wake-up call at 6.30 a.m.* 2 an event that makes people realize that there is a problem that they need to do sth about : *These riots should be a wake-up call for the government*

**webliography** (*n*) a list of websites or electronic works about a particular subject that have been used by a person writing an article, etc. : *a Poe webliograph; a selected webliography on new Irish poetry*

**weblog** (*n*) a website that belongs to a particular person and where they write about things that interest them and list other websites that they think are interesting -- see also *blog.*

**win-win** (*adj*) [only before noun] (of a situation) in which there is a good result for each person or group involved : *This is a win-win situation all around*

**wrap-arounds** (*n*) [pl.] a pair of sunglasses that fit closely and curve round the sides of the head

## Z

**zorbing** (*n*) [U] a sport in which sb is put inside a large transparent plastic ball which is then rolled along the ground or down hills

ADJECTIVES FORMED FROM STEMS DIFFERENT FROM THOSE OF THE  
CORRESPONDING NOUNS

Mn E noun	Corresponding adjective of Latin origin	Mn E noun	Corresponding adjective of Latin origin
Blood	Sanguinary	Man	Human
Body	Corporeal	Milk	Lactic
Book	Literary	Mind	Mental
Brother	Fraternal	Moon	Lunar
Cat	Feline	Mother	Maternal
Child	Puerile	Mouth	Oral
Cloud	Nebular	Name	Nominal
Daughter	Filial	Night	Nocturnal
Day	Diurnal	Nose	Nasal
Dog	Canine	Ox	Bovine
Ear	Auricular	Room	Spacious
Earth	Terrestrial	Sea	Marine
Egg	Oval	Sheep	Ovine
Eye	Ocular	Sight	Visible
Father	Paternal	Skin	Cutaneous
Fire	Igneous	Son	Filial
Foe	Hostile	Spring	Vernal
Fox	Vulpine	Stream	Fluvial
Friend	Amicable	Star	Stellar
Hand	Manual	Sun	Solar
Head	Capital	Time	Temporal
Heart	Cordial	Tongue	Lingual
Heaven	Celestial	Tooth	Dental
Home	Domestic	Town	Urban
Horse	Equine	Tree	Arboreal
House	Domestic	Truth	Veracious
Husband	Marital	War	Bellicose
Island	Insular	Water	Aqueous
Kidney	Renal	Wife	Conjugal

*The table termination*

Mn E noun	Corresponding adjective of Latin origin	Mn E noun	Corresponding adjective of Latin origin
Knight	Equestrian	Worm	Vermicular
Life	Vital	Woman	Feminine
Light	Lucid	Youth	Juvenile
Lip	Labial	—	—

Репозиторий Баргу

## ETYMOLOGICAL DOUBLETS

Word	Etymology	Translation	Doublet	Etymology	Translation
Abbreviate	<i>L.</i>	Сокращать (слова)	Abridge	<i>F.</i>	Сокращать (рассказ)
Artist	<i>L.</i>	Артист, художник	Artiste	<i>F.</i>	Певец, балерина, артистка
Balsam	<i>Gk., L.</i>	Бальзам	Balm	<i>F.</i>	Бальзам, болеутоляющее средство
Canal	<i>L.</i>	Канал	Channel	<i>F.</i>	Канал, пролив, русло
Captain	<i>L.</i>	Капитан	Chieftain	<i>F.</i>	Вождь (клана, племени)
Cart	<i>L.</i>	Телега, повозка	Chart	<i>F.</i>	Карта (морск.), схема, таблица
Cavalry	<i>L.</i>	Кавалерия	Chivalry	<i>F.</i>	Рыцарство
Corps	<i>L.</i>	Корпус	Corpse	<i>F.</i>	Труп
Dike	<i>E.</i>	Плотина, канава, ров	Ditch	<i>E.</i>	Канава, ров
Emerald	<i>F.</i>	Изумруд	Smaragdus	<i>Gk., L.</i>	Изумруд
Fragile	<i>L.</i>	Хрупкий, ломкий	Frail	<i>F.</i>	Хрупкий, болезненный
Gaol	<i>L.</i>	Тюрьма	Jail	<i>F.</i>	Тюрьма
Hospital	<i>L.</i>	Госпиталь, больница	Hotel, hostel	<i>F.</i>	Гостиница, общежитие
Legal	<i>L.</i>	Легальный	Loyal	<i>F.</i>	Верный, лояльный
Liquor	<i>L.</i>	Жидкость	Liqueur	<i>F.</i>	Ликёр
Major	<i>L.</i>	Майор	Mayor	<i>F.</i>	Мэр
Nay	<i>Sc.</i>	Нет	No	<i>E.</i>	Нет
Of	<i>E.</i>	Предлог	Off	<i>E.</i>	Наречие, послелог
Pauper	<i>L.</i>	Нищий	Poor	<i>F.</i>	Бедный
Rout	<i>L.</i>	Разгром, поражение; пирушка	Route	<i>F.</i>	Маршрут, курс, путь
Salon	<i>L.</i>	Салон	Saloon	<i>F.</i>	Салон, бар, кабачок
Screech	<i>Sc.</i>	Пронзительно кричать	Shriek	<i>E.</i>	Вопить, кричать

*The table termination*

Word	Etymology	Translation	Doublet	Etymology	Translation
Screw	Sc.	Винт, шуруп	Shrew	E.	Сварливая женщина
Senior	L.	Старший	Sir	F.	Сэр
Shade	E.	Тень, полумрак	Shadow	E.	Тень
Skirt	Sc.	Юбка	Shirt	E.	Рубашка
Suit	L.	Прощение, тяжба, процесс и др.	Suite	F.	Свита; набор, комплект
Wage	E.	Зарплата	Gage	F.	Залог
Whit	E.	Нисколько, совсем нет	Wight	E.	(шутл.) человек, существо

## BLENDS

## A

adtevac = adsorption + temperature + vacuum

admass (*n*) (advertisement + massmedia) общество, находящееся под сильным воздействием рекламы

angledozer = angle + bulldozer

animule = animal + mule

## B

blaxploitation (*n*) (blacks + exploitation) эксплуатация чернокожих

boatel (*n*) (boat + hotel) гостиница на берегу реки

breathalyzer (*n*) (breath + analyzer) прибор для проверки дыхания водителя на содержание алкогольных паров

brunch = breakfast + lunch

## C

cablegram = cable + telegram

carnapping (*n*) (car + kidnapping) похищение автомобилей

cashmat (*n*) (cash + automat) автомат для выдачи наличных денег по предъявлению специального жетона

chortle = chuckle + snort

colourcaster (*n*) (colour + broadcaster) спортивный комментатор, сообщающий о событиях в живой, красочной форме

colourthon (*n*) (colour + marathon) изобилие красок

contrail (*n*) (condensation + trail) паровой след за самолетом

## D

dawk (*n*) (dove + hawk) политический деятель, пытающийся соединить реакционные взгляды с либеральными

dynetic (*adj*) (dynamic + magnetic) обладающий сильными магнитными свойствами

dumbfound = dumb + confound

## E

eurailpass (*n*) (European + rail + pass) проездной билет, действительный для всех железных дорог Европы

educreation (*n*) (education + creation) педагогическая теория сочетания обучения с воспитанием

electrocute = electricity + execute

## D

dollarature = dollar + literature

## F

flush = flash + blush

fritalux (*n*) (France + Italy + Benelux) пять западноевропейских стран

fringlish (*n*) (French + English) английский язык с французским произношением и примесью французской лексики, аналогично Japglish, Spanglish

fruiice = fruit + juice

## G

galumph = gallop + triumph

glaze = glare + gaze

good-bye = good-night, good-day + goodbye (god be with ye)

## H

haylage (*n*) (hay + silage) сенаж (сено + силос)

helilift (*n*) (helicopter + lift) подвозка на вертолетах

heli-spot (*n*) (helicopter + spot) временная площадка для посадки вертолетов

## I

icescape (*n*) (ice + landscape) полярный пейзаж

identikit (*n*) (identity + kit) наборный портрет преступника, составленный полицией на основании показаний свидетелей

iluiry = flash + hurry

infanticipate *v* (infant + anticipate) ожидать ребенка

## L

lunarnaut (*n*) (lunar + astronaut) космонавт, исследующий Луну

## M

meritocracy (*n*) (merit + aristocracy) правящая элита

moscamp (*n*) (motorcar + camp) лагерь для автотуристов

motorcade (*n*) (motorcar + cavalcade) колонна автомобилей

## O

oceanaut (*n*) (ocean + astronaut) акванавт, работающий над исследованием океана

## P

paraglider (*n*) (parachute + glider) управляемый парашют (парашют + планер)

petnapping (*n*) (pet + kidnapping) кража домашних собак и кошек

petrodollars (*n*) (petroleum + dollar) нефtedоллары

potato = potato + tomato.

## R

reaganomics (*n*) (Reagan + economics) экономическая программа президента Рейгана, сравните Nixonomics, Fordomics

## S

skurfing (*n*) (skating + surfing) сухолуптный серфинг

slash = slay, sling + dash, gash

slumlord (*n*) (slums + landlord) владелец трущоб, наживающийся на бедных жильцах

slurb (*n*) (slums + suburb) пригород, застроенный дешевыми походными домами (трущобами)

smaze (*n*) (smog + haze) смог с дымком

smog = smoke + fog

spansule (*n*) (span + capsule) капсула с лекарством, рассчитанная на постепенное поступление его в организм

stagflation (*n*) (stagnation + inflation) экономический застой с увеличением безработицы и усилением инфляции

stratocruiser (*n*) (stratosphere + cruiser) самолет для полетов на больших высотах

streetscape (*n*) (street + scape) вид улицы

swacket (*n*) (sweater + jacket) свитер, застегивающийся на пуговицы

swellegant = swell + elegant

## T

tigon (*n*) (tiger + lion) помесь тигра и льва

trasparesscent *adj* (transparent + essence + scent) невидимый и надушенный

travelcade (*n*) (travel + cavalcade) колонна туристских автомобилей

tudorbethan *adj* (Tudor + Elizabethan) относящийся к стилю архитектуры и мебели 1500 1700 годов в Англии

twirl = twist + whirl

## V

vertiport (*n*) (vertical + airport) аэродром для самолетов с вертикальным подъемом и посадкой  
vodkatini (*n*) (vodka + martini) мартини, разбавленное водкой

## W

workfare (*n*) (work + welfare) помощь нуждающимся в виде предоставления оплачиваемой работы или профессионального обучения

## Z

zebrule = zebra + mule

## Y

youthquake (*n*) (youth + earthquake) студенческие волнения 1960—1970 гг.

## EUPHEMISMS

## A

above your ceiling — promoted to a level beyond your abilities  
 absorption — a military conquest  
 academically subnormal — of very low ability or intelligence  
 academic dismissal — expulsion from college  
 accident — 1) involuntary urination or defecation; 2) an unplanned pregnancy  
 action — 1) vice or illegal activity, or its proceeds; 2) the brutal harassment of supposed  
 opponents; 3) a chance of casual copulation  
 adventure — 1) a war; 2) a sexual relationship with other than your regular partner  
 affair — a sexual relationship with someone other than your regular partner  
 affair of honour (obsolete) — a duel  
 alcohol — an intoxicant  
 all-rounder — a person of both heterosexual and homosexual tastes  
 ammunition — lavatory paper  
 angel of the night — a prostitute  
 answer the call — 1) to die; 2) to urinate  
 armed struggle (the) — terrorism  
 at half-mast — with the trouser zip undone  
 at liberty — involuntarily unemployed  
 at rest — dead  
 at your last — about to die  
 aunt — 1) a lavatory; 2) an elderly male homosexual

## B

baby-snatcher — a person with a much younger regular sexual partner  
 backdoor — to pass information improperly  
 backhander — a bribe  
 backward — 1) very stupid; 2) poor or uncivilized  
 bad fire (the) — hell  
 bad man — the devil  
 bag (the) — dismissal from employment or courtship (a synonym of sack)  
 bags — trousers  
 banana republic — a poor and possibly corrupt country  
 bananas — mentally disturbed  
 basement (American) — a lavatory  
 bathroom (American) — a lavatory  
 be excused — to go to the lavatory  
 benefit — state aid paid to the needy  
 better country (a) — life after death  
 beverage — an intoxicant

beyond help — dead  
big — pregnant  
big-boned — fat  
big C (the) (American) — cancer  
big D (the) — death  
big house (American) — a prison  
big jobs — defecation  
birthday suit (your) — nakedness  
black lad — the devil  
black velvet — a dark-skinned prostitute  
blast — an intoxicant  
blazes — hell  
blue hair — an old woman  
blue room — a lavatory on an aircraft  
BO (body odour) — the smell of stale sweat  
bodily functions — urination and defecation  
bouncers — the breasts of an adult woman  
box — a coffin  
boy scouts (American) — state police  
break your neck — to have an urgent desire to urinate  
breathe your last — to die  
broken home — a family with young children whose parents have parted  
brown envelope — a bribe  
brown sugar — heroin  
bucket — to kill by drowning (a way of disposing of an excess of kittens)  
bug — to conceal an apparatus for eavesdropping  
bun — a prostitute  
bun in the oven (a) — pregnancy

## C

cage — a prison  
call (the) — death  
call girl — a prostitute  
can (American) — 1) a lavatory; 2) a prison  
canary — 1) a sexually available female; 2) an informer to the police  
candy — illegal narcotics  
canned — drunk  
cannon — a pickpocket  
carpet — to reprimand  
carry — 1) to be pregnant (with); 2) to have an illegal narcotic on you  
cat — a prostitute  
catch — a rich marriageable adult  
catch a cold (British) — 1) to contract gonorrhoea; 2) to have a trouser zip undone  
cattle — a category of despised persons

cease to be — to die  
celebrate — to drink intoxicants to excess  
certain age (a) — old  
chair (the) — judicial death by electrocution  
change (the) — the menopause  
chapel of ease — a lavatory  
Charlie — a substitution word for a taboo subject (e.g. a prostitute, the male or female genitalia, menstruation, e.g. *Charlie's come, a stupid person, cocaine, etc.*)  
Charlie uncle — a stupid man  
charms — the sexual attractiveness of a female  
chase the dragon — to smoke a narcotic  
chere amie — a sexual mistress  
cherry — a woman's virginity  
chew a gun — to kill yourself  
chi-chi — of mixed white and Indian ancestry  
chick — a prostitute  
chicken — 1) a youth attractive to homosexuals; 2) coward  
child of sin (obsolete) — an illegitimate child  
child of Venus — a prostitute  
Chinese — is used in phrases to indicate dishonesty, williness, duplicity, or muddle, some of which follow  
Chinese copy — a production model stolen from another's design  
Chinese paper — a security of doubtful value  
Chinese tobacco — opium  
clean — free from unpleasantness, danger, or illegality  
clean house — to remove incriminating evidence  
cloakroom — a lavatory  
close an account — to kill  
close stool — a portable lavatory  
closet — a lavatory  
close the bedroom door — to refuse to copulate with your spouse.  
close your eyes — to die  
cock the leg — to urinate  
cock the little finger — to be addicted to alcohol  
cold — 1) dead; 2) not easily susceptible to sexual excitement  
collaborator — a traitor  
Colombian gold — high-quality marijuana  
coloured — dyed  
come home feet first — to be killed  
come to your resting place — to die  
concrete shoes (in) — murdered and hidden  
condition — 1) an illness; 2) a pregnancy  
confirmed bachelor — a homosexual  
conflict — a war  
confrontation — a war  
confused — drunk

cook — to kill  
cool — dead  
cop — a policeman  
copper — a policeman  
copulate — to tuck  
costume wedding — the marriage of a pregnant bride  
couch potato — a person who habitually spends leisure time watching television  
count (the) — death  
country sports — killing wild animals for pleasure  
cradle-snatcher — an older person marrying one much younger  
credibility gap — the extent to which you are thought to be lying  
criminal operation — an illegal abortion  
cross-bar hotel (American) — a prison  
cuckoo — mentally unbalanced  
cut numbers — to make employees redundant

## D

D — anything taboo beginning with the letter D, usually *damn*, *damned*, *damnable*, and the like which used to be less socially acceptable in polite speech than they are today

dark man — the devil

daughter of the game — a prostitute

DCM — a notice of dismissal from employment, the initial letters of "*Don't Come Monday*" (mainly American use : among British railway employees it denoted for one day only)

dead meat — a human corpse

depart this life — to die

deprived — poor

derailed — mad

diet of worms — a corpse

disadvantaged — poor

dispute — a strike

do away with — to kill

down below — the genitalia

downstairs — the genitalia

drop your flag — to surrender

drown your sorrows — to drink intoxicants to excess

Dutch — appears in many offensive and often euphemistic expressions dating from the 17th century antagonism between England and the Low Countries

Dutch bargain — an unfair or unprofitable deal

Dutch concert — a cacophony

Dutch courage — bravery induced by intoxicants, implying a Dutchman is a coward when he is sober

Dutch feast — an occasion where the host becomes drunk while his guests are still sober

Dutchman — a stupid person

Dutch widow — a prostitute

## E

ear — a microphone used in secret surveillance  
earth closet — a non-flush lavatory  
easy way out (the) — suicide  
eat a gun — to commit suicide with a firearm  
eat for two — to be pregnant  
eat porridge (British) — to be in prison  
eccentric — severely ill mentally  
economically disadvantaged — poor  
economically inactive — unemployed  
economical with the truth — lying  
elbow-bending — drinking intoxicants  
electric methods — torture  
elevated — drunk  
eliminate — to kill  
embroidery — exaggeration or lying  
emergency — a war  
emotional — drunk  
empty out — to urinate  
end — to kill  
end of desire — a sexual conquest  
enjoy Her Majesty's hospitality — to be in prison  
enter the next world — to die  
equipment — the male genitalia  
erase — to kill  
eternal life — death  
eternity (in) — dead  
everlasting life — death  
exchange this life for a better — to die  
excluded (the) — poor people  
expectant — pregnant  
extinguish — to kill  
eye-opener — an intoxicant or stimulant taken on waking

## F

face your maker — to be mortally ill  
facility — a lavatory  
fade away — to die  
fairy — a homosexual, usually denoting a male taking the female role, but also used collectively  
fallen (the) — those killed in war  
fallout — radioactive matter introduced into the atmosphere by human agency  
family planning — contraception

father of lies — the devil  
feather your nest — to provide for yourself at the expense of others  
feed the fishes — to be seasick  
feed your nose — to inhale illicit narcotics through the nose  
feel a collar — to arrest  
feel no pain — to be drunk  
fifth column — traitors within your ranks  
filthy — relating to any taboo act  
financially constrained — poor  
finish — to kill  
fish — a prostitute's customer  
fish story — a lie or exaggeration  
flexible — unprincipled  
fly-by-night — drunk  
fly one wing low — to be drunk  
food for worms — dead  
footless — drunk  
forehead challenged — balding  
forward at the knees — elderly  
four-letter man — an unpleasant person, the letters are S, H, I and T  
four-letter word — an obscenity  
freedom fighters — terrorists  
free love — unrestricted copulation outside marriage  
French leave — unauthorized absence  
freshen a drink — to serve more alcohol  
fruitcake — a mentally abnormal or eccentric person  
fruit salad — a mixture of illegal narcotics  
fry — to kill or be killed  
full in the belly — pregnant  
funny — 1) unwell; 2) (of a male) homosexual; 3) mad  
funny money — cash which cannot be spent openly

## G

G — anything taboo beginning with the letter G (a mild expletive, usually spelt *gee*, a shortened form of *jeez*, from *Jesus*; in America, the leader of a *gang* of convicts, or a *gallon* of whisky; a *G-man* is a federal agent, working for the US *government*, a *G-nose* sniffs narcotics)  
gain — to steal  
garden of remembrance — the curtilage of a crematorium  
gargle — an alcoholic drink  
gathered to God — dead  
gay — enjoying or doing something which is the subject of a taboo. Now standard English for homosexual  
gentleman — a lavatory exclusively for male use  
geography — the location of a lavatory

get it — to be killed  
ghost — 1) a fictitious employee; 2) a writer whose work is published under another's name  
girl — 1) a prostitute; 2) any female less than 50 years old  
girls (room) — a lavatory for exclusively female use  
give (someone) the air — to dismiss from employment  
give your life — to be killed in action  
glass — an intoxicant  
go into the streets — to become a prostitute  
gold-digger — a woman who consorts with a man because he is rich  
golden years (the) — old age  
gone — 1) pregnant; 2) drunk or under the influence of narcotics  
gooseberry — the devil  
grape (the) — wine  
grass — marijuana  
great certainty (the) — death  
great majority — the dead  
Greek way (the) — pederasty  
guest — 1) a prisoner; 2) a customer

## H

H — anything taboo beginning with the letter *H* (usually *hell* in the expression “*What the H?*”),  
in addict use, *heroin*

habit — an addiction to narcotics  
haircut — a severe financial loss  
hairpiece — a wig  
half-deck — a mentally disturbed person  
half-seas over — drunk  
hand — an employee  
handicap — a mental or physical defect  
handshake — a supplementary payment on leaving a job  
happy event — the birth of a child  
happy release — the death of a terminally ill patient  
hard of hearing — deaf  
hard room — a prison cell  
hard up — poor  
Harry — the devil  
head(s) — a lavatory on a ship  
head case — an idiot  
headhunter — a recruiting agent  
help yourself — to steal  
hereafter (the) — death  
high — drunk or under the influence of narcotics  
higher state (of existence) (a) — death  
high forehead (a) — baldness

historic — old  
hit the bottle — to drink intoxicants to excess  
holiday — a term in prison  
holyweek — the period of menstruation  
home economics — cooking and house-keeping  
homo — a homosexual  
hook — to steal  
hooker — a prostitute  
horny — 1) the devil; 2) excited sexually  
horse — heroin  
hospice — an institution for the incurable or dying  
hospital — an institution for the insane  
hostess — a prostitute  
hot pants — an indication of sexual arousal (in Britain, where men wear trousers, only used about a female, but in America it may apply to both sexes)  
hot place (the) — hell  
hot seat — an electric chair used for execution  
house — a brothel  
house of correction — a prison  
human intelligence — the use of spies  
human resources — personnel  
hygiene facilities — a lavatory

I hear what you say — I do not agree with you (a convenient form of words because it avoids the need to enter into discussion or argument)

impaired hearing — deafness  
improving knife (the) — cosmetic surgery  
incident — a war  
indescribables, inexpressibles (obsolete) — trousers  
in for it — pregnant (a common use, especially of pregnancy outside marriage)  
in heaven — dead  
inner city — slum  
inquisition — torture  
intact — still a virgin  
intelligence — spying  
in the arms of Morpheus — asleep  
in the churchyard — dead and buried  
in the departure lounge — about to be dismissed from employment  
in the family way — pregnant  
in the glue — in personal difficulty, unable to move freely  
in the skin — naked  
in the soil — dead  
in the trade — earning a living by prostitution

in trouble — 1) pregnant; 2) detected by the police in criminal activity  
intruder — an armed invader

## J

John — a lavatory  
John Barleycorn — whisky  
Johnnie's out of jail (American) — your trouser zip is undone  
Johnny — a contraceptive sheath  
jolly — drunk (an old variant of *merry*)  
joy — heroin  
jug — 1) a prison; 2) an intoxicant  
jugs — the female breasts  
juice (the) — 1) intoxicants; 2) semen

## K

knobs — the female breasts  
knockers — the female breasts

## L

labour — childbirth  
ladies — a lavatory exclusively for female use  
ladies' man — a man who delights in the company of women  
lady-in-waiting — a pregnant woman  
land of forgetfulness (the) — death  
land of Nod (the) — sleep  
language — swear words  
last call (the) — death  
late — 1) dead; 2) failing to menstruate when expected with fears of unplanned pregnancy  
laughing academy — an institution for the insane  
lay down your life — to be killed in wartime  
leave the room — to go to the lavatory  
left-handed wife — a woman living with a man to whom she is not married  
legal resident — a spy accredited as a diplomat (as different from the *illegal resident* who  
spies in the host country under cover)  
liberate — 1) to conquer; 2) to steal  
lift a leg — 1) to urinate; 2) (of a male) to copulate  
lift your little finger — to drink intoxicants  
light in the head — of low intelligence  
limited — idle, stupid, or incompetent  
live by trade — to be a prostitute

live in (mortal) sin (of a couple) — to live together without being married  
loaded — drunk  
locked — drunk  
long home (your) — death  
loo — a lavatory  
look in a cup — to foretell the future  
Lord of the Flies — the devil  
Lord sends for you (the) — you are dead  
lose the vital signs — to die  
lose your (good) character — to be discovered in any impropriety  
lose your lunch — to vomit  
love affair — a short-term sexual relationship  
love child — an illegitimate child  
love nest — a place in which a mistress is housed  
low girls — prostitutes

#### M

madam — the female keeper of a brothel  
magic word (the) — please  
make a decent (an honest) woman of — to marry a woman you have impregnated  
make a hole in the water — to kill yourself by drowning  
meet your Maker — to die  
men ('s room) — a lavatory for male use only  
mercy death — the murder of a patient thought to be terminally ill  
modern conveniences (British) — a lavatory and bathroom indoors  
moon people — lunatics

#### N

narrow bed — a grave  
needlepusher — a person addicted to illegal narcotics  
negative cash — debt  
negative growth — a decline  
negatively privileged — poor  
Neapolitan bone—ache — syphilis  
nervous breakdown — a severe mental illness  
neutralize — to kill  
Nick — the devil  
night (the) — death  
nightcap — a drink of intoxicant  
nightclub hostess — a prostitute  
night girl — a prostitute  
night stool — a portable lavatory  
no comment — I admit nothing

no longer with us — dead  
no more — dead  
not at home, not in — at home but unwilling to see or speak to a caller  
notice — dismissal from employment  
not long for this world — about to die

## O

OD yourself — to commit suicide (taking an OD, or overdose, of drugs, legally or illegally acquired)  
off the payroll — dismissed from employment  
off the rails — being detected in reprehensible conduct  
oil — to bribe  
oldest profession (the) — prostitution  
old maid — an unmarried woman who is unlikely to marry  
one foot in the grave — near death  
one for the road — an extra drink of intoxicant before leaving company  
one-way ride — an abduction where the victim is murdered  
on the needle — addicted to illegal narcotics taken by self-injection  
on the shelf— (of a female) unmarried and unlikely to marry  
on the take — accepting bribes  
orientation — homosexuality  
outhouse — a lavatory  
over-privileged — rich

## P

pavement people — homeless beggars  
pay lip service — insincerely to say you agree with or support  
people cuts — the dismissal of employees  
periodic rest — a term in prison  
persona non grata — someone caught spying  
pill (the) — a contraceptive taken orally by females  
pine overcoat — a coffin  
place — a lavatory  
place of ill fame — a brothel  
politically correct — conforming in behaviour or language to dogmatic opinions  
powder — a narcotic taken illegally  
powder room — a lavatory for the exclusive use of females  
powder your nose — to go to the lavatory  
precautions — contraception  
present — a bribe  
preventive — a contraceptive sheath, also *protector*  
Prince of Darkness — the devil

private parts — the human genitalia, also *privities* and *privy parts*  
privileged — rich

## Q

queen — a male homosexual  
queer — 1) drunk; 2) homosexual  
quickie — a drink of intoxicant  
quit — to die

## R

raincoat — a private investigator  
red lamp — a brothel  
redundant — dismissed from employment  
refresher — a drink of intoxicant  
remains — a corpse  
removal — 1) a murder; 2) dismissal from employment  
rest home — an institution for the aged or mentally ill  
restorative — a drink of intoxicant  
retiring-room — a lavatory  
reviver — a drink of intoxicant  
room and board with Uncle Sam (American) — imprisonment

## S

sack (the) — dismissal from employment  
saddle-soap — flattery (its quality is to make the seat more comfortable by softening it)  
sanitary man — a cleaner of lavatories  
seat — buttocks  
senior citizen — an old person  
sensitive payment — a bribe  
separate — to cease living together as man and wife  
separation — death  
six feet of earth — death  
slow — stupid (of children) (*slow upstairs* is used only of adults)  
smallest room (the) — a lavatory  
so-and-so — a mild insult  
social disease — a venereal disease  
soft soap — flattery  
something for the weekend — a contraceptive sheath  
souvenir — an illegitimate child  
spend more time with your family — to be dismissed from employment

stand before your Maker — to die  
standstill — an attempt by government to restrict pay increases  
stool-pigeon — a police informer  
stupid — drunk  
sweeten — to bribe  
swell — to be pregnant

## T

tail-pulling — the publication of a book at the author's expense  
take a drink — to be alcoholic  
take for a ride — to murder  
take home — to die of natural causes  
take leave of life — to die  
take needle — to inject narcotics illegally  
take refuge in a better world — to die  
take too much — to be drunk  
taste for the bottle — an addiction to alcohol  
thick — stupid (a shortened form of *thick in the head*)  
touch signature — a fingerprint  
tumour (a) — cancer  
turn up your toes — to die  
turn your face to the wall — to die

## U

unbalanced — of unsound mind  
underachiever — an idle or stupid child  
underprivileged — poor or illiterate  
under the counter — illegal  
under the influence — drunk  
under the table — very drunk  
under the weather — unwell  
undiscovered country (the) — death  
united — dead  
unknown to men — a virgin  
unmentionables — 1) (obsolete) trousers or undergarments, also *unexpressibles*, *unspeakables*, *unwhisperables*, *indescribables* and *inexpressibles*; 2) haemorrhoids  
unplugged — mentally ill  
unscrewed — mad  
unsighted — blind  
unwell — drunk  
unwired — mentally unbalanced  
use a wheelchair — to be physically incapable of walking  
used — second-hand

## V

verbally deficient — unable to read  
vertically challenged — of short stature  
visually challenged — ugly  
visually impaired — blind or with very poor eyesight  
vital statistics — the measurement of a woman's chest, waist and buttocks

## W

WC — water closet — a lavatory with a flush mechanism  
wallflower — a young woman who is failing to attract a male companion  
way of all flesh (the) — death  
weaker half (the) — females  
weed (the) — a taboo substance which is smoked  
wet job — a murder  
wetness — sweat  
wet nurse — a woman paid to suckle another's baby  
what you may call it — any taboo object  
whistleblower — a person who reveals damaging confidential information  
white elephant — an unwanted possession  
wipe off, wipe out — to kill  
wired to the moon — mentally abnormal  
with child — pregnant  
with learning difficulties — unable to keep up with your peers in class  
with us no more — dead  
woman of the town — a prostitute  
wooden box — a coffin  
working girl — a prostitute  
work the streets — to be a prostitute  
wrinkly — an old person  
write off — to kill or destroy

## Y

you-know-what — any taboo subject within the context

## ARCHAISMS

Obsolete Word	Mod. E. Equivalent	Translation	Obsolete Word	Mod. E. Equivalent	Translation
albeit	although	хотя	hallowed	holy	святой
anon	at once	сразу, сразу же	haply	perhaps	может быть, возможно
athwart	across	через, по	hath	has	имеет
aught	anything	что-либо	height	called	назывался, был назван
bade	bid	просил	hither	here	здесь, сюда
bear'st	bear	несешь	ire	anger	злоба, злость
begat	begot	рождать, производить	kine	cows	коровы
billow	wave	волна	main	sea, ocean	море, океан
brine	sea, ocean	море, океан	methinks	it seems to me	мне кажется
courser	horse	лошадь	morn	morning	утро
clad	clothed	одетый	natheless	nevertheless	тем не менее
clomb	climbed	карабкался, влезал	oft	often	часто
crew	crowed	кричал, кукарекал	perishes	perish	погибнешь
			quoth	said	сказал
didst	did	делал	rhymeth	rhymes	рифмует (ся)
diest	die	умираешь	sate	sat	сидел
dire	dreadful	ужасный, страшный	shalt	shall	будет
			sooth	truth	правда
dost	do	делаешь	spouse	wife	жена, супруга
doth	does	делает	steed	horse	лошадь
drave	drove	ехал	stove	staved	снабдил
eke	also	также	swain	peasan	крестьянин
ere	before	перед, до, раньше	thee	you	тебя
			thine	your	твой
erst	formerly	прежде	thou	you	ты
even	evening	вечер	thrall	slave, slavery	раб, рабство
			throve	thrived	процветал

*The table termination*

thy	your	Твой	whilom	formerly	прежде
thyslf	yourself	ты сам	whit	thing	вещь
troth	truth	правда	wight	man	человек
vend	sell	продавать	wrought	worked	работал
vernal	spring	весенний	yore	in ancient times	в былые (древние) времена
wert	were	(ты) был			

Репозиторий БарГУ

## FULL AMERICANISMS

## B

backwoods 1) лесная глушь; 2) любая малозаселенная и отдаленная местность  
 bluejay (= *moose bird*) канадская голубая сойка  
 bobcat американская рысь  
 boiled dinner блюдо из овощей

## C

can консервная банка  
 casket гроб  
 chickadee американская черноголовая синица  
 cold snap кратковременное похолодание

## D

downtown деловая часть города  
 drive-in кинотеатр, магазин или закусочная, обслуживающая автомобилистов  
 drugstore аптекарский магазин с закусочной

## E

easy-street богатство  
 electoral college коллегия выборщиков

## F

fat cat тот, кто снабжает деньгами политиков  
 five-and-ten cent store магазин стандартных цен  
 floater избиратель, голосующий за плату несколько раз в разных местах

## G

gangland преступный мир  
 garbage-can мусорная корзина (ящик)  
 gimnick уловка

## H

hallway коридор

J

Jack-rabbit большой североамериканский заяц

L

landslide 1) оползень, обвал; 2) решающая победа (на выборах)

M

mailbox почтовый ящик  
mushroom (v) быстро расти

P

poker-faced с непроницаемым лицом  
prairie chicken луговой тетерев  
profiteering погоня за прибылями, доходами

R

rodeo соревнования ковбоев  
root (v) болеть за команду  
roomette небольшое купе

S

selectman чиновник местного самоуправления  
stopover остановка в пути  
street-car трамвай  
superette небольшой магазин  
swamp-sparrow американский вид воробья

T

teaberry американское вечнозеленое растение с белыми цветами и ароматными красными ягодами  
third house закулисные законодатели  
trail тропа, проложенная через девственный лес  
trouble-shooter человек, к услугам которого прибегают в критических ситуациях  
tuxedo смокинг

V

vacation отпуск  
vacationist, vacationer отпускник  
vacationland курорт

W

workout тренировка

Репозиторий Баргу

## NATIVE AMERICAN WORDS

## A

Arkansas название штата (индейское заимствование : *Kansas* «дымящаяся вода», ср. *F. arc* «пук», «изгиб»)

## B

banjo банджо (искаженное слово от *bandore, L. pandura, pandurium* — музыкальный инструмент с тремя струнами)

blizzard буран, сильная метель (ср. *G. Blitz* «молния» или *blitzartig* «подобно молнии»)

## C

cañon каньон (ср. *Sp. cañon* «труба»)

carry-all тележка (ср. *F. cariole*)

Connecticut название штата (индейское заимствование : *Quone-ktakut* «длинная река»)

coyote степной волк, койот (индейское заимствование из языка племен Центральной Америки через испанский язык)

## D

dumb 1) немой; 2) глупый (ср. *G. dumb* «глупый»)

## F

fresh свежий, дерзкий (ср. *G. frech* «дерзкий»)

## H

hammock гамак (индейское заимствование из языка племени арауакан)

hickory гикори, американский орешник (индейское заимствование : *paescociccora* «толченые орехи»)

hooch (*sl.*) сокр. *hoochinoo* крепкий спиртной напиток (индейское заимствование)

## I

Idaho название штата (индейское заимствование, означающее «жемчужина гор»)

Illinois название штата (индейское заимствование с французским суффиксом *-ois*, означающее «племя», «род»)

Indian file гуськом (способ передвижения индейцев через леса)

## J

jazz джаз (из креольского *jazz* «ускорять»; вероятно, африканского происхождения)

## K

kinnikinnich дерево, кору которого индейцы используют для курения, смешивая ее с сухими листьями (индейское заимствование из языка племени алгонквиэн)

## L

loafer 1) бездельник; 2) летун, бродяга (ср. *G. laufen* «бегать»)

## M

Massachusetts название штата (индейское заимствование, означающее «горная местность»)

Mississippi река (индейское заимствование из языка племени алгонквиэн : *missi* «великая», *sipi* «вода»)

Mohawk название резервации в штате Массачусетс (индейское заимствование из языка племени ирокезов)

mosquito комар, мошка, москит (через *Sp. mosca* «муха»; *L. musca*)

muskrat мускусная крыса, ондатра; от *musquash* (индейское заимствование из языка племени алгонквиэн)

## O

Ohio название штата (индейское заимствование, означающее «красивая река»)

Oklahoma название штата (индейское заимствование, обозначает «родина Красного Человека»)

## R

rasoon (soon) енот (индейское заимствование из языка племени алгонквиэн)

ranch ранчо, скотоводческая ферма (ср. *Sp. rancho* «столовая с общим питанием»)

## S

saskatoon кустарник с белыми цветами и пурпурными сладкими плодами; от *misaskwatomin* (индейское заимствование из языка племени кри)

skunk скунс, хорек (индейское заимствование из языка племени алгонквиэн)

squash кабачки (индейское заимствование из языка племени алгонквиэн; ср. *askoot-asquash* «зеленая пицца»)

stampede паническое бегство скота (ср. *Sp. estampido* «потрескивание»)

## T

tamarack-tree американская лиственница (индейское заимствование из языка племени алгонквиэн)

Tennessee название штата (индейское заимствование, означающее «река с большим изгибом»)

toboggan длинные плоские сани, салазки (индейское заимствование из языка племени алгонквиэн)

## W

woodchuck вид американского сурка (индейское заимствование из языка племени алгонквиэн — *wejack* «рыбак»; народная этимология, ср. *wood u chuck*)

Wyoming название штата (индейское заимствование, означающее «Великие Равнины»)

## AMERICAN COUNTERPARTS OF ENGLISH WORDS

British	American	Meaning
Autumn	Fall	Осень
Barrow	Pushcart	Тачка
Billfold	Note-case	Бумажник
Biscuit	Cookie	Печенье
Boof-lace	Shoe-string	Шнурок для ботинок
Cotton-wool	Absorbent cotton	Вата
Draughts	Checkers	Шашки
Express post	Special delivery	Срочное почтовое отправление
Tap	Faucet	Кран
Galoshes	Rubbers, overshoes	Галоши
Gramophone	Phonograph	Граммофон
Geyser	Water-heater	Водоподогреватель
Government	Administration	Правительство
Inland post	Domestic mail	Почта внутри страны
Inquiry office	Information bureau	Справочное бюро
Interval	Intermission	Антракт (в театре)
Jug	Pitcher	Кувшин
Kiosk	News-stand	Киоск
Parcel	Package	Пакет
Petrol	Gasoline	Бензин
Porridge	Oatmeal	Каша
Queue	Line	Очередь
Reel (of cotton)	Spool (of thread)	Катушка ниток
Seaside	Beach	Пляж (берег моря)
Season ticket	Commutation ticket	Сезонный билет
Serviette	Napkin	Салфетка
Sledge	Sleigh	Сани
Stalls	Orchestra	Партер
Telegraph form	Telegraph blank	Телеграфный бланк
Thrush	Cat-bird	Дрозд

*The table termination*

British	American	Meaning
Tin	Can	Консервная банка
Tram	Trolley-car	Трамвай
Waistcoat	Vest	Жилет
Waterproof, mackintosh	Raincoat	Плащ
Wireless	Radio set	Радиоприемник

Репозиторий Баргу

## EXERCISES FOR SELF-CONTROL

## Etymological Survey of the English Word-stock

1. Find an example of unassimilated borrowings (aliens) :
  - a) fellow
  - b) cafe
  - c) forest
  - d) meeting
  
2. Find an example of completely assimilated borrowings (denizens) :
  - a) hotel
  - b) restaurant
  - c) husband
  - d) machine
  
3. Find a loan-word not completely assimilated with the English language phonetically :
  - a) police
  - b) river
  - c) flower
  - d) wall
  
4. Find a loan-word not completely assimilated with the English language grammatically :
  - a) figure
  - b) army
  - c) datum
  - d) cage
  
5. Find a Celtic loan-word (=borrowing) :
  - a) dream
  - b) grass
  - c) cradle
  - d) road
  
6. Find a Latin loan-word :
  - a) cup
  - b) a wife
  - c) a window
  - d) a glass
  
7. Find a Greek loan-word :
  - a) fruit
  - b) scheme
  - c) capital
  - d) table

8. Find a Scandinavian loan-word :

- a) to read
- b) to write
- c) to speak
- d) to take

9. Find a French loan-word :

- a) ox
- b) meat
- c) pig
- d) sausage

10. Find a German loan-word :

- a) rain
- b) prize
- c) game
- d) nickel

11. Find an Italian loan-word :

- a) article
- b) balcony
- c) question
- d) fish

12. Find a Spanish loan-word :

- a) institute
- b) telephone
- c) moment
- d) cigar

13. Find a Russian loan-word :

- a) sister
- b) Kremlin
- c) minute
- d) club

14. Find an Arabian loan-word :

- a) mathematics
- b) algebra
- c) botany
- d) physics

15 Find a Turkish loan-word :

- a) cafe
- b) coffee
- c) chess
- d) tomato

16. Find a Chinese loan-word :
- a) lemon
  - b) glass
  - c) tea
  - d) spoon
17. Find a Japanese loan-word :
- a) judge
  - b) geisha
  - c) chairman
  - d) student
18. Find an Australian loan-word :
- a) chocolate;
  - b) maize
  - c) boomerang
  - d) wigwam
19. Find a word borrowed from the language of American Indians :
- a) maid
  - b) girl
  - c) madam
  - d) squaw
20. Find a word borrowed from India :
- a) oak
  - b) sandal
  - c) timber
  - d) pine
21. Find a word with a borrowed suffix :
- a) greenish
  - b) active
  - c) stony
  - d) hopeless

**The Study of Meaning. The Stylistic Differentiation  
of the English Vocabulary**

22. Find the word with the grammatical meaning of singularity (noun) :
- a) He works well
  - b) His work is done well
  - c) His works are known everywhere
  - d) They work at a big plant

23. Find the word with the grammatical meaning of plurality (noun):
- a) All his answers were correct
  - b) He answers well
  - c) If you are not sure, don't answer this question
  - d) Your answer is wrong
24. Find the word in which the emotive charge is heavier :
- a) large
  - b) big
  - c) tremendous
  - d) vast
25. Find the word which is colloquial in style :
- a) parent
  - b) father
  - c) dad
  - d) ancestor
26. Find the word which is bookish in style :
- a) darkness
  - b) harmony
  - c) foolish
  - d) glad
27. Find a non-literary word (slang) :
- a) wife
  - b) sister
  - c) missus
  - d) mother
28. Find a non-literary word (professionalism) :
- a) a shop
  - b) a lab
  - c) a store
  - d) a barn
29. Find a non-literary word or expression (vulgarism) :
- a) bad;
  - b) negative
  - c) awful
  - d) bloody
30. Find the word which is motivated morphologically :
- a) father
  - b) singer
  - c) aunt
  - d) niece

31. Find the word which is completely motivated morphologically :
- a) long
  - b) endless
  - c) big
  - d) large
32. Find the word which is partially motivated morphologically :
- a) cherry
  - b) apple
  - c) plum
  - d) cranberry
33. Find the word which is motivated phonetically :
- a) hiss
  - b) book
  - c) table
  - d) chair
34. Find an example of a dead metaphor :
- a) cold reason
  - b) cruel heat
  - c) the flower of his life
  - d) the hand of the watch
35. Find an example of a personal metaphor :
- a) She is like a snake in the grass
  - b) He bought a head of cabbage
  - c) The moon is riding in the sky
  - d) The moon is like a silver coin
36. Find an example of zoosemy (nicknaming from animals) :
- a) Don't you be a dog in the manger
  - b) She is always as busy as a bee
  - c) He is as strong as an elephant
  - d) Rise like lions after slumber
37. Find an example of metonymy :
- a) He had only a few coppers in his pocket
  - b) We got to the mouth of the river
  - c) He was a lion in the fight
  - d) The valley was silent
38. Find the case of synecdoche (a type of metonymy consisting in the substitution of the name of the whole by the name of some of its parts or vice versa) :
- a) Everything smiled at him
  - b) All hands aboard !

- c) The childhood of the earth  
d) The leg of the table was broken
39. What result of the change of meaning can be found in the examples below : 1) extension (generalization) of meaning; 2) narrowing (specialization) of meaning; 3) pejorative development (degradation of meaning); 4) ameliorative development (elevation of meaning) :
- a) She has always been a good wife to him  
b) Have you looked through the journals which were got yesterday ?  
c) We must write to the minister about it  
d) I don't like her. Her manners are vulgar  
e) The office was in the busiest part of London, in the City  
f) The hunter walked along the path, the hound running after him  
g) Our target is building civil society  
h) "Do you hear the villain", — groaned the tall young man
40. Find a monosemantic word :
- a) table  
b) hydrogen  
c) head  
d) country
41. Find the case where diachronically we have not polysemantic words but homonyms :
- a) table (стол) — table (таблица)  
b) pipe (труба) — pipe (курильная трубка)  
c) tube (труба) — tube (метро)  
d) ear (колос) — ear (ухо)
42. Which is the most frequent meaning of the polysemantic word "hand" ?
- a) factory or dockyard worker  
b) the pointer of a watch  
c) side or direction  
d) part of the human arm beyond the wrist
43. In which of the word-groups the lexical context is of primary importance to determine the meaning of a polysemantic word ?
- a) heavy storm;  
b) to make a good teacher  
c) to make everybody laugh  
d) to get to the place
44. In which of the word-groups the grammatical context is of primary importance to determine the meaning of a polysemantic word ?
- a) heavy artillery  
b) to make somebody work  
c) handsome reward  
d) to take the tram

45. Find an example of full lexical homonyms :
- a) lead (вести) — lead (свинец)
  - b) ball (мяч) — ball (бал)
  - c) rose (роза) — rose (past tense from to rise)
  - d) flat (плоский) — flat (квартира)
46. Find an example of partial lexical homonyms :
- a) match (матч) — match (спичка)
  - b) seal (тюлень) — seal (печать)
  - c) to lie (лежать) — to lie (лгать)
  - d) coarse (грубый) — course (курс)
47. Find an example of full lexico-grammatical homonyms :
- a) club (n) — to club (v)
  - b) pail (n) — pale (adj)
  - c) since (prep) — since (conj)
  - d) to lie (лежать) — to lie (лгать)
48. Find an example of partial lexico-grammatical homonyms :
- a) for (prep) — for (conj)
  - b) sun (n) — son (n)
  - c) bow (лук) — bow (поклон)
  - d) seal (тюлень) — to seal (запечатать)
49. Find an example of partial grammatical homonyms :
- a) brothers (pl.) — brother's (poss. case)
  - b) fast (adj) — fast (adv)
  - c) hammer (n) — hammer (v)
  - d) bear (n) — bear (v)
50. Find an example of homographs :
- a) bow (поклон) — bow (лук)
  - b) right (правый) — write (писать)
  - c) ring (кольцо) — ring (телефонный вызов)
  - d) to found (основывать) — found (past tense from to find).
51. Find an example of homophones :
- a) lead (свинец) — lead (вести)
  - b) can (мочь) — can (консервировать)
  - c) long (длинный) — long (ждать)
  - d) meat (мясо) — meet (встречать)
52. Find an example of perfect homonyms :
- a) nose (нос) — knows (3 person sing, of to know);
  - b) pair (пара) — pear (груша)
  - c) case (дело, случай) — case (коробка)
  - d) row (ряд) — row (шум, гвалт)

53. Find the homonyms which appeared due to the process of divergent meaning development (split polysemy) :
- a) see (видеть) — sea (море)
  - b) flower (цветок) — flour (мука)
  - c) ball (мяч) — ball (бал);
  - d) tear (слеза) — tear (разрывать)
54. Find the homonyms which appeared due to the process of convergent sound development :
- a) love (n) — love (v)
  - b) finger (n) — finger (v)
  - c) paper (n) — paper (v)
  - d) lead (n) (свинец) — lead (v) (вести)
55. Find an example of ideographic synonyms :
- a) to seem — to appear
  - b) to begin — to commence
  - c) to see — to behold
  - d) to die — to pass away
56. Find an example of absolute (total) synonyms :
- a) eye-doctor — oculist
  - b) large — vast
  - c) to get — to receive
  - d) word-building — word-formation
57. Find an example of ideographic-stylistic synonyms :
- a) to see — to view
  - b) to see — to behold
  - c) to see — to observe
  - d) to see — to watch
58. Find the dominant of the synonymic set :
- a) celebrated
  - b) famous
  - c) distinguished
  - d) eminent
59. Find an example of root antonyms :
- a) kind-cruel
  - b) important — unimportant
  - c) appear — disappear
  - d) known — unknown
60. Find an example of derivational antonyms :
- a) love — hatred
  - b) beautiful — ugly

- c) possible — impossible
- d) long-short

61. Find a set of words not belonging to the same thematic group :

- a) tree — grow — green
- b) journey — train — ticket
- c) sun — shine — brightly
- d) apple — read — snow

### Word-structure

62. Find a word with an inflection :

- a) worker
- b) darkness
- c) books
- d) rewrite

63. Find a word with a derivational affix :

- a) night
- b) heartless
- c) Ivanov's
- d) papers

64. Find a word with two free morphemes :

- a) unbearable
- b) childhood
- c) merry-go-round
- d) first-nighter

65. Find a word with a bound root-morpheme :

- a) suspicion
- b) backward
- c) brotherly
- d) houses

66. Find a word with two bound affixational morphemes :

- a) kindness
- b) snow-white
- c) uneatable
- d) book-keeper

67. Find a monomorphemic word :

- a) mighty
- b) reader
- c) daughter
- d) ashtray

68. Find a polymorphic (derived) word :
- a) unquestionable
  - b) lamp-shade
  - c) snowball
  - d) forget-me-not
69. Find a polymorphic (compound) word :
- a) uncomfortable
  - b) impossible
  - c) action
  - d) lady-killer.
70. Which of the words is divided into Immediate Constituents ?
- a) in-significant
  - b) in-attent-ive
  - c) un-expect-ed
  - d) joy-ful-ly
71. Which of the words is divided into Ultimate Constituents ?
- a) un-moving
  - b) un-doubt-ed-ly
  - c) un-employment
  - d) ir-resistible
72. Find a word with a pseudo-morpheme :
- a) re-write
  - b) re-main
  - c) speak-er
  - d) lady-kill-er
73. Find a word with a semi-affix :
- a) red-hot
  - b) long-haired
  - c) self-possessed
  - d) undisputable
74. In which of the suffixed words a root-morpheme has transformed into an affixational morpheme ?
- a) actress
  - b) friendship
  - c) question
  - d) childish
75. Which of the words has a derived stem ?
- a) darkness
  - b) teacher

- c) unbound
  - d) uncomfortable
76. Find a word with a compound stem :
- a) greenhouse
  - b) unemployment
  - c) insignificant
  - d) handful
77. Which of the words is built in accordance with the formula : a + suff ?
- a) irresistible
  - b) invariably
  - c) impossible
  - d) good-for-nothing
78. Which of the words is built in accordance with the pattern : in-+V+ -able + -ly ?
- a) impossible
  - b) irresistible
  - c) invariably
  - d) good-for-nothing

### Word-formation

79. Find a word formed with the help of a productive prefix :
- a) amphitheatre
  - b) withdraw
  - c) unknown
  - d) forecast
80. Find a word formed with the help of a non-productive prefix :
- a) enlarge
  - b) international
  - c) dislike
  - d) rewrite
81. Find a word with a productive Germanic prefix :
- a) foresee
  - b) misprint
  - c) abnormal
  - d) cooperation
82. Find a word with a productive Romanic prefix :
- a) afternoon
  - b) unable
  - c) prearrange
  - d) undertake

83. Find a word with a Greek prefix :
- a) postwar
  - b) antifascist
  - c) extraordinary
  - d) overturn
84. Which of the words is built with a prefix denoting negation ?
- a) unbutton
  - b) counter-attack
  - c) illegal
  - d) demobilize
85. Which of the words has a prefix denoting repetition ?
- a) enrich
  - b) befriend
  - c) return
  - d) reappear
86. Which of the prefixes denotes time relations ?
- a) pre-
  - b) un-
  - c) in-
  - d) dis-
87. Find a noun built with the help of a lexicalized grammatical suffix :
- a) darkness
  - b) translation
  - c) teaching
  - d) actress
88. Which of the suffixes is used for the formation of nouns ?
- a) -ness
  - b) -ish
  - c) -less
  - d) -ize
89. Which of the suffixes is a verb-suffix ?
- a) -an
  - b) -en
  - c) -ing
  - d) -tion
90. Which of the suffixes is an adjective-suffix ?
- a) -er
  - b) -ous
  - c) -ness
  - d) -fy

91. Find a noun built with the help of a suffix denoting a female being :
- a) teacher
  - b) cyclist
  - c) Japanese
  - d) farmerette
92. Find a noun built with the help of a suffix denoting diminutiveness :
- a) cutter
  - b) booklet
  - c) decorator
  - d) hostess
93. Find a noun built with the help of a suffix denoting collectivity :
- a) peasantry
  - b) greatness
  - c) socialism
  - d) teaching
94. Find a noun built with the help of a suffix denoting the agent of a verbal action :
- a) pianist
  - b) auntie
  - c) instructor
  - d) villager
95. Find a noun built with the help of a suffix denoting the process of an action :
- a) singer
  - b) development
  - c) darkness
  - d) freedom
96. Find a noun built with the help of a suffix denoting state :
- a) realism
  - b) trustee
  - c) happiness
  - d) translation
97. Which of the nouns is built with the help of a productive suffix ?
- a) victory
  - b) violinist
  - c) passage
  - d) freedom
98. Which of the nouns is built with the help of a non-productive suffix ?
- a) assistance
  - b) tenderness
  - c) darvinism
  - d) resolution.

99. Which of the adjectives is built with the help of a suffix denoting the absence of the quality ?
- childish
  - eatable
  - hopeless
  - talkative
100. Find an adjective built with the help of a suffix denoting the presence of the quality in a small degree :
- powerful
  - worthless
  - bookish
  - reddish
101. Find an adjective built with the help of a productive suffix :
- mighty
  - fashionable
  - European
  - joyous
102. Find an adjective built with the help of a non-productive suffix :
- poetical
  - sunny
  - collective
  - careless
103. Which of the verbs is built with the help of a productive suffix ?
- organize
  - illustrate
  - unite
  - specify
104. Which of the nouns is built with the help of a Germanic suffix ?
- guidance
  - lioness
  - frequency
  - cleverness
105. Which of the nouns is built with the help of a Romanic suffix ?
- friendship
  - achievement
  - length
  - opportunist
106. Which of the nouns is built with the help of a Greek suffix ?
- government
  - condition

- c) student  
d) classicism
107. Find a hybrid word (a word made up of elements derived from two or more different languages) among the adjectives :
- a) eatable
  - b) changeable
  - c) stony
  - d) gracious
108. Find a hybrid word among the nouns :
- a) singer
  - b) government
  - c) painter
  - d) organization
109. Find a suffixed noun formed from a noun stem :
- a) cutter
  - b) dependence
  - c) kindness
  - d) duckling
110. Find a suffixed noun formed from a verbal stem :
- a) sonny
  - b) removal
  - c) oaklet
  - d) brightness
111. Find a suffixed noun formed from an adjective stem :
- a) blackness
  - b) indication
  - c) motherhood
  - d) inventor
112. Find a suffixed adjective formed from a verb stem :
- a) foolish
  - b) collective
  - c) peaceful
  - d) horned
113. Find a suffixed adjective formed from a noun stem :
- a) beautiful
  - b) terrible
  - c) brownish
  - d) thankful

114. Find a suffixed adjective formed from an adjective stem :
- a) dirty
  - b) bearded
  - c) movable
  - d) greenish
115. Find the case of noun — verb conversion :
- a) a cut — to cut
  - b) a break — to break
  - c) a jump — to jump
  - d) a pen — to pen
116. Find the case of verb — noun conversion :
- a) to book — book
  - b) to even — even
  - c) to step — step
  - d) to dust — dust
117. Find the case of adjective — verb conversion :
- a) silver — to silver
  - b) round — to round
  - c) spoon — to spoon
  - d) camp — to camp
118. Find a denominal verb denoting an action produced with the object (instrumental relations) :
- a) a crowd — to crowd
  - b) a pump — to pump
  - c) a dog — to dog
  - d) a pocket — to pocket
119. Find a denominal verb denoting some action characteristic of the subject :
- a) hammer — to hammer
  - b) doctor — to doctor
  - c) bag — to bag
  - d) dress — to dress
120. Find a denominal verb denoting deprivation of the object :
- a) ape — to ape
  - b) scalp — to scalp
  - c) finger — to finger
  - d) head — to head
121. Find a denominal verb denoting placing into the object (relations of place) :
- a) head — to head
  - b) bottle — to bottle
  - c) elbow — to elbow
  - d) saw — to saw.

122. Find a denominal verb denoting addition of the object :
- a) monkey — to monkey
  - b) line — to line
  - c) back — to back
  - d) fish — to fish
123. Find a deverbal substance denoting the agent of the action :
- a) to cut — cut
  - b) to tramp — tramp
  - c) to cry — cry
  - d) to rush — rush
124. Find a deverbal substance denoting the result of the action :
- a) to smile — smile
  - b) to help — help
  - c) to find — find
  - d) to walk — walk
125. Find a deverbal substance denoting an instance of the action :
- a) to leak — leak
  - b) to peel — peel
  - c) to dress — dress
  - d) to glance — glance
126. Find the case where diachronically the words are formed not with the help of conversion :
- a) walk — to walk
  - b) love — to love
  - c) book — to book
  - d) star — to star
127. Find a compound noun :
- a) theatre-goer
  - b) rain-driven
  - c) Afro-Asian
  - d) black-hearted
128. Find a compound adjective :
- a) sick-leave
  - b) backbite
  - c) armchair
  - d) sky-blue
129. Find a compound word in which the components are merely placed one after another (juxtaposition) :
- a) Anglo-Saxon
  - b) horseman
  - c) sportsman
  - d) handiwork

130. Find a compound word whose components are joined together with a linking vowel :
- a) photointelligence
  - b) gaslight
  - c) gasometer
  - d) fountain-pen
131. Find a compound word whose components are joined together with a linking consonant :
- a) handicraft
  - b) blue-eyed
  - c) sunflower
  - d) statesman
132. Find an example of a compound word proper :
- a) a break-down
  - b) a pen-holder
  - c) black-haired
  - d) a set-back
133. Find an example of a derivational compound word :
- a) lady-killer
  - b) looking-glass
  - c) short-sighted
  - d) masterpiece
134. Find an example of a derivational compound adjective formed with the help of a suffix :
- a) red-hot
  - b) ice-cold
  - c) military-looking
  - d) absent-minded
135. Find an example of a derivational compound noun formed with the help of conversion :
- a) a shoe-maker
  - b) a pick-pocket
  - c) a stand-still
  - d) a dragon-fly
136. Find a coordinative compound (compounds whose components are structurally and semantically independent and constitute two structural and semantic centres) :
- a) secretary-stenographer
  - b) night-school
  - c) sunburnt
  - d) colour-blind
137. Find a coordinative compound formed by joining phonically varied rhythmic forms :
- a) long-living
  - b) man-servant

- c) willy-nilly  
d) blueprint.
138. Find a coordinative (reduplicative) compound :  
a) pooh-pooh  
b) sundew  
c) lady-bird  
d) railway
139. Find an example of a subordinative compound (a compound whose components are not equal in importance) :  
a) fifty-fifty  
b) actor-manager  
c) walkie-talkie  
d) snowball
140. Find a syntactic compound word (compounds whose components are placed in the order that conforms to the rules of Modern English syntax) :  
a) thick-headed  
b) nobleman  
c) green-eyed  
d) writing-table
141. Find an asyntactic compound word (compounds whose components are placed in the order that contradicts to the rules of Modern English syntax) :  
a) dark-blue  
b) heartache  
c) sweet-heart  
d) bluebell
142. Find a compound with a unity stress :  
a) sun-flower  
b) door-nail  
c) ill-nature  
d) snow-white
143. Find a compound with a double stress (primary and secondary) :  
a) dog-kennel  
b) heartache  
c) bluebell  
d) workhouse
144. Find a compound with two level stresses :  
a) torch-light  
b) newspaper  
c) fellow-man  
d) bookcase

145. Find a completely motivated compound :
- a) bottle-opener
  - b) handcuff
  - c) greenhouse
  - d) dog-rose
146. Find a partially motivated compound :
- a) sky-blue
  - b) dog-eared
  - c) flower-bed
  - d) table-cloth
147. Find a non-motivated (idiomatic) compound :
- a) sunrise
  - b) narrow-minded
  - c) engine-driver
  - d) bluestocking
148. Find a compound in which the components reflect the semantic relations of purpose :
- a) neck-tie
  - b) wrist-watch
  - c) bookshelf
  - d) snowball
149. Find a compound in which the components reflect the adverbial semantic relations :
- a) steamboat
  - b) night-club
  - c) dining-room
  - d) man-servant
150. Find a derivational adjective-nominal compound :
- a) cooking-stove
  - b) red-nosed
  - c) doorway
  - d) brick-layer
151. Find a nominal-verbal compound :
- a) peace-fighter
  - b) cross-question
  - c) long-tailed
  - d) writing-table
152. Find a verb-adverb compound :
- a) a bookcase
  - b) a fox-hunter
  - c) a draw-back
  - d) a madman

153. Find a nominal compound :
- a) colour-blind
  - b) broadcast
  - c) dog-faced
  - d) bottle-neck
154. Find an example of graphical abbreviation :
- a) Mr Brown's office
  - b) V-Day celebration
  - c) MP's speech
  - d) UNESCO
155. Find a lexical abbreviation :
- a) tram
  - b) YCL
  - c) fancy
  - d) e.g.
156. Find a lexical abbreviation which is read as a succession of the alphabetical readings of the constituent letters :
- a) BBC
  - b) Mrs
  - c) radar
  - d) WAAF
157. Find a lexical abbreviation which is read as an ordinary word :
- a) H-bomb
  - b) NATO
  - c) USSR
  - d) TUC
158. Find an example of apocope (the omission of the final part of the word) :
- a) curtsy
  - b) exam
  - c) flu
  - d) bus
159. Find an example of aphaeresis (the omission of the initial part of the word)
- a) tec
  - b) taxi
  - c) plane
  - d) SOS
160. Find an example of syncope (the omission of the middle part of the word) :
- a) specs
  - b) prof
  - c) story
  - d) cycle

161. Find the word that has been clipped both at the beginning and at the end :
- a) phone
  - b) photo
  - c) fridge
  - d) smog
162. Find an example of a blend :
- a) fence
  - b) zoo
  - c) U-boat
  - d) motel
163. Find an example of back-formation :
- a) to read — reader
  - b) to edit — editor
  - c) to instruct — instructor
  - d) to shake — shaker

### Word-groups and Phraseological Units

164. Find an example of a free word-group :
- a) to read books
  - b) to cry for the moon
  - c) to fall in love
  - d) to fly into a rage
165. Find an example of a phraseological fusion :
- a) to show one's teeth
  - b) sunny smile
  - c) cold winter
  - d) heavy father
166. Find an example of a phraseological collocation :
- a) to go to the cinema
  - b) to declare war
  - c) to get the sack
  - d) to beat about the bush
167. Find an example of a phraseological unity :
- a) to know where the shoe pinches
  - b) to join the army
  - c) to speak well
  - d) to know everything
168. Find an adverbial phraseological unit :
- a) ill at ease

- b) red tape
- c) by heart
- d) to keep house

169. Find a verb phraseological unit :

- a) for the sake of
- b) Jack of all trades
- c) golden opportunity
- d) to cut short

170. Find a phraseme :

- a) red tape
- b) small hours
- c) heavy father
- d) to get the sack

171. Find an idiom :

- a) a mare's nest
- b) heavy rain
- c) cold reason
- d) to fall ill

### Variants and Dialects of the English Language

172. Find an example of a full Britishism :

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

173. Find an example of a full Americanism :

- a) drug-store
- b) friendship
- c) childhood
- d) cinema

174. Find the word the spelling of which in the USA differs from that in Britain :

- a) standard
- b) labour
- c) national
- d) language

175. Find the American form of Participle II :

- a) written
- b) spoken

- c) proven
  - d) taken
176. Find the word which is obsolete in Britain but modern in the USA :
- a) building (= house)
  - b) to pronounce (= to speak)
  - c) to ask (= to question)
  - d) fall (one of the seasons)
177. Find a dialectal word :
- a) village
  - b) city
  - c) town
  - d) burgh
178. Find the word formed with the help of a dialectal suffix :
- a) doggy
  - b) dogeen
  - c) Charley
  - d) antie
179. Which of the dialects became the national language of Britain ?
- a) Lowland
  - b) Northern
  - c) Western
  - d) Midland
180. Which of the words is more frequently used in the USA than in Britain ?
- a) underground
  - b) subway
  - c) tube
  - d) metro

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## KEYS TO THE EXERCISES

Question number	The answer	Question number	The answer	Question number	The answer
Etymological Survey of the English Word-stock					
1	b	8	d	15	b
2	c	9	d	16	a
3	a	10	d	17	b
4	c	11	b	18	d
5	c	12	d	19	d
6	a	13	b	20	b
7	b	14	b	21	b
The Study of Meaning. The Stylistic Differentiation of the English Vocabulary					
22	b	36	a	49	a
23	a	37	a	50	a
24	c	38	b	51	d
25	c	39	a2, b1, c4, d3, e2, f2, g1, h3	52	c
26	b	40	b	53	b
27	c	41	d	54	a
28	b	42	d	55	a
29	d	43	a	56	d
30	b	44	b	57	c
31	b	45	b	58	b
32	d	46	c	59	a
33	a	47	c	60	c
34	d	48	d	61	d
35	c				
Word-structure					
62	c	68	a	74	b
63	b	69	d	75	d
64	d	71	b	76	a
65	a	72	b	77	b
66	c	73	c	78	c
67	c	74	b		

Table continuation

Question number	The answer	Question number	The answer	Question number	The answer
Word-formation					
79	c	108	c	136	a
80	a	109	d	137	c
81	b	110	b	138	a
82	c	111	a	139	d
83	b	112	b	140	b
84	c	113	a	141	a
85	d	114	c	142	b
86	a	115	d	143	a
87	c	116	c	144	c
88	a	117	b	145	a
89	b	118	b	146	c
90	b	119	b	147	d
91	d	120	b	148	c
92	b	121	b	149	b
93	a	122	d	150	b
94	c	123	b	151	a
95	b	124	c	152	c
96	c	125	d	153	d
97	b	126	b	154	a
98	a	127	a	155	b
99	c	128	d	156	a
100	d	129	b	157	b
101	b	130	c	158	b
102	c	131	d	159	c
103	a	132	b	160	a
104	d	133	c	161	c
105	b	134	d	162	d
106	d	135	c	163	b
107	a				

*The table termination*

Question number	The answer	Question number	The answer	Question number	The answer
Word—groups and Phraseological Units					
164	a	167	a	170	b
165	d	168	c	171	a
166	b	169	d		
Variants and Dialects of the English Language					
172	a	175	c	178	b
173	a	176	d	179	d
174	b	177	d	180	b

РЕПОЗИТОРИЙ БАРГУ

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