# English Vocabulary
# and a Guide
# to Its Learning

**A Course of Lectures
for Public Administration Students**

## The List of Major Topics of the Course:

1. Methods of foreign teaching/learning: historical overview. Lexical approach to foreign language teaching/learning.
2. General characteristics of the Modern English vocabulary.
3. Building a better vocabulary: principles and strategies.

**Literature:**

- Л.М. Лещёва

- English Vocabulary and a Guide to Its Learning.

- Мн.: Акад.упр. при Президенте Рб. – 2009.– 99 с.

## LECTURE 1.

### GENERAL INFORMATION ABOUT FOREIGN LANGUAGE TEACHING/LEARNING

1. **Language Acquisition/Language Learning**

2. **Foreign Language Teaching/Learning Theories: Historical Overview.**

3. **The Concept of Foreign Language Teaching/Learning at the Academy of Public Administartion under the Aegis of the President of the Republic of Belarus.**

4. **The Aims of the Course Lectures "A Guide to Learning English Vocabulary".**

acquisition of a mother/native language/tongue (**LI)**
the Imitation Hypothesis
the Innateness Hypothesis
the Critical Age Hypothesis

bilingual

Learning (acquiring) a second language (**LII)** -- in natural environment
Learning a foreign language (**FL**) -- in artificial environment

## Strong Points of Adult Language Learners:

1. They have some knowledge of a language structure.
2. They have acquired skills in learning a language.
3. They are more creative in the process of learning,
etc.

## Weak Points of Adult Language Learners:

1. **They already know a language, and it causes interference**
2. **They learn a language in artificial circumstances**
3. **They have different aims and interests in foreign language**
4. **They have different personalities that affect their learning**
5. **They need organized classes,**
6. **etc.**

*So, adults learn a FL consciously*, they *do not acquire* the language.

They should learn language elements (e.g., vocabulary) as they learn other types of information, as they learn, for example, people (i.e., the form, meaning, origin, relations, functions of the elements are important)

# *Principles of teaching an adult a foreign language*

*The process of teaching a foreign language for an adult should be addressed in a different way than that for a young child.*

*Their teaching should:*
- *be meaningful and*
- *should take into account their future needs.*

*Why, When, How, Where, Who, and What Principles*

## A Historical Overview of Major Methods of FLL:

- the Grammar /Translation Method (for reading and appreciating the ancient wisdom; for training memory)
- the Series Method (Francois Gouin, 1880)
- the Direct Method (uptill 20-ies of the 20$^{th}$ century)
- the Army Method (during WWII)
- the Audio-Lingual Method (Structural Method) (late 50-ies – 70 –ies)
- the Suggestopedia Method (70-80-ies)
- the Communicative Method (functions: *greetings, farewells, introductions, complains, requests,* etc.)

- Lexical Approach (teaching *lexis*,or *lexicon*, or *vocabulary* as the major component of the language)

**There is no universal method of teaching/learning a foreign language that fits all people and all needs!!!**

## The concept of teaching foreign languages at the Academy:

a) *learning the language itself (learning language elements and patterns, and learning foreign language skills in speaking and listening, reading and writing);*

b) *learning through the language (learning history and culture of the English-speaking countries, learning new professional information about public administration, law, economics, and information technologies;*

c) *learning about the language (doing some linguistics – grammar, phonetics, and lexicology –science of vocabulary study).*

## The aims of the course:

1.     to expose the students to intensive listening to a lecture in English and to give them a chance to learn to take notes in English;

2.     to give the students some basic linguistic information on the structure of the human language vocabulary in general and on the English lexicon in particular (*ways of naming; origin of English words; ways of word-formation in English; meaning of English words; semantic relation of English words; idioms in English,* etc.);

3.     to teach them some useful vocabulary learning skills and make them better and more sophisticated English language learners.

# <u>Summary</u>

- **Adults learn foreign languages in a different way than children do** (**1.** they learn a foreign language on the basis of their mother tongue, **2.** they need a complete understanding of a language phenomenon before they memorize it; etc.).

- **There is no universal method of teaching/learning a foreign language that fits all people and all needs.**

- **Vocabulary is the most complex component of the language and we retain the ability to learn words with little teaching through all our life.**

## LECTURE 2. EMERGENCE OF THE LEXICON

1. **Categorization and Naming.**
2. **Universal Ways of Naming.**
3. **Motivation and Demotivation of Names.**

**All living beings *categorize,*** i.e., classify information into ***categories*** with ***prototypes*** as their core.

**Human beings** in addition ***name***, or ***lexicalize*** categories.

We lexicalize only important categories to survive, to communicate, to make a further research.

The most important lexicalized (named) categories have several names (synonyms).

They also may have a more detailed lexical subdivision into lexicalized subcategories (e.g., camels for Arabs or snow for Eskimos).

# Factors contributing to cross-language vocabulary differences:

**NB!**

**1. Language communities choose <u>different concepts</u> for naming**

**examples**

- (cf.: a *knuckle, a caboose, rewarding, challenging and demanding* in English and the lack of their lexical equivalents in Russian, and vice versa: *сходить в баню, попариться веником, собрать сыроежек, малосольные огурцы*)

# Factors contributing to cross-language vocabulary differences:

**NB!**

- **2. The boundaries of categories and their prototypes are *subjective* and *arbitrary***

**Examples:**

- **arbitrariness of categorization,** i.e. division of semantic space by different language communities into a different number of categories (cf.: *пальцы vs. fingers, thumbs* and *toes*) and their **prototypes** (cf.: *house vs. дом*);

# 2. UNIVERSAL WAYS OF NAMING

■ meerkat [Origin: early 18th cent.: from South African Dutch, from Dutch, 'long-tailed monkey', apparently from meer 'sea' + kat 'cat', but perhaps originally an alteration of an oriental word; compare with Hindi markaṭ 'apeʻ]

■ suricate [Origin: late 18th cent.: via French from a local African word ]

- суриката

## 2. UNIVERSAL WAYS OF NAMING

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### Four major universal ways of naming:

1. borrowing a name from another language
2. secondary use of the existing name (meaning-derivation, or semantic derivation)
3. a new name creation (word-derivation, or morphological derivation)
4. lexicalization of a free word-combination

■ **3. Differences in the
way of naming**

■ foot – подножие;
humming-bird – колибри;
computer – компьютер;

■ adaptation –
приспособление,
адаптация;

■ afford – быть в
состоянии позволить
себе

# 3. Motivation and Demotivation of Names

## Motivation:

The form and meaning of one name may give incentive to creation of another name:

*roam – roaming;*

*cat – bearcat -- панда;*

*fat cat (богач, денежный мешок)*

*catfish – 1) сом 2) зубатка 3) каракатица; головоногий моллюск*

*chicken 1) a young domestic foul*

   *2) the flesh of such a bird used for food*

   *3) any of various similar birds, such as a prairie chicken*
*'луговой тетерев'*

   *4) slang a cowardly person*

   *5) slang a young inexperienced person*

The relation of a name in meaning and / or form to another more simple name is called **motivation,** and the name thus related to another more simple name is called **motivated name**

- *prairie dog – луговая собачка*



- Motivation of a name helps to 'visualize' and better understand its meaning, and finally to remember the name better.
- *tensometer - тензометр*;

## Three types of motivation:

1. **phonetic motivation** (*tit, owl*, *a cuckoo, buzz, clatter, crash, click, giggle, hum, titter, boom, sputter, gargle, chirp, clap, bang, gulp, whine, growl, mutter, mumble,* etc.);

2. **morphological motivation** (*a teacher — a person who teaches, a sunflower — a plant with a flower looking like the sun*, etc.);

3. **semantic motivation** (*fox* — a cunning person {like a *fox*}; *chicken* — meat of a chicken, etc.).

# Demotivation:

**blackboard, cupboard;**

**cranberry; breakfast; pocket; hamlet**

**book** [Old English bōc ; related to Old Norse bōk , Old High German buoh book , Gothic bōka letter ; see BEECH (the bark of which was used as a writing surface)];

**paper** [from L papyrus]

**afford** [origin: late Old English *geforthian*, from ge- (prefix implying completeness) + forthian "to further", from forth . The original sense was "promote, perform, accomplish", later "manage, be in a position to do"]

# Motivation and Demotivation of Names

**Folk motivation:**

*copper* 'policeman' from cop 'arrest, catch' [fr,L capere] not from copper 'медь';
*the Canary Islands* means in L Insularia Canaria 'the island of dogs';
*gooseberry* [L. Grossularia]

- **4. Motivation**

- (*public administrator* vs. ***специалист в области государственного управления****;*
- *public administration*
  vs. ***государственное управление***
- *thunder storm* vs. ***гроза****;*
- *Ferris wheel* vs. ***колесо обозрения****;*
- *lightning-rod vs.*
  ***громоотвод***)

## Summary:

**1. There are four universal ways of naming in all human languages:**

- *borrowing,*
- *creation of a new name,*
- *secondary use of the existing name, and*
- *naming by word-combination..*

**2. When a new name is created it is *motivated,* and the name tends to keep this motivation as long as possible.**

**3. The number and character of words in different languages is different due to differences in:**

- **categorization (*the choice of categories for naming, their prototypes ans semantic boundaries*) and**
- **peculiarities of naming processes (*the choice of the main motivating feature and the way of naming*).**

**Lecture 3**

## NAMING BY BORROWING

1.  **Etymological survey of the English vocabulary.**
2.  **Native words in English**.
        a) **Anglo-Saxon words (Indo-European words; Common**
           **Germanic words; Continental borrowings).**
        b) **Early insular borrowings from Celtic and Latin.**
3.    **Later borrowings in English.**
        a) **The main waves of borrowing.**
        b) **Loans and native words relation.**
        c) **Assimilation of borrowings.**

only **30% of English words are native**

**70%** of the Modern English vocabulary are **loans,** or **borrowed words** from 80 languages

So, the English vocabulary has **a mixed character**.

# Map Gallia Tribes Towns
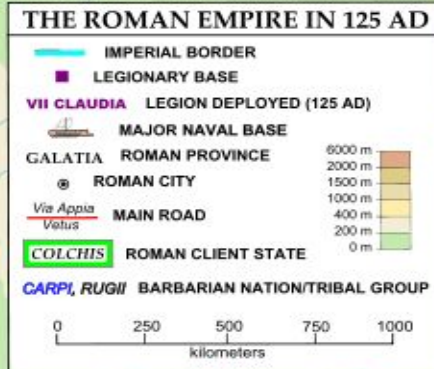
# Celtic Peoples

# Celtic dagger found in Britain.

■ Nude Celt warrior

The *Dying Gaul*, a Roman marble copy of a Hellenistic, a Roman marble copy of a Hellenistic work of the late 3rd century BC Capitoline Museums, Rome

In 55BC - I came - I saw - I went away.
in 54BC - I came - I stayed a few days
- I went back across the channel.

## THE ROMAN EMPIRE IN 125 AD

**Legend:**
- IMPERIAL BORDER
- ■ LEGIONARY BASE
- VII CLAUDIA — LEGION DEPLOYED (125 AD)
- MAJOR NAVAL BASE
- GALATIA — ROMAN PROVINCE
- ◉ ROMAN CITY
- *Via Appia Vetus* — MAIN ROAD
- COLCHIS — ROMAN CLIENT STATE
- *CARPI, RUGII* — BARBARIAN NATION/TRIBAL GROUP

Elevation scale: 6000 m, 2000 m, 1500 m, 1000 m, 400 m, 200 m, 0 m

Scale: 0 — 250 — 500 — 750 — 1000 kilometers

**PROBABLE BARBARIAN LINGUISTIC GROUPS:**
- GERMANIC
- BALTO-SLAVIC
- DACIAN
- IRANIC
- FINNO-UGRIC
- CELTIC
- HAMITO-SEMITIC

- Au GOLD DEPOSITS
- Ag SILVER DEPOSITS

1. ALPES GRAIAE
2. ALPES COTTIAE
3. ALPES MARITIMAE
4. GERMANIA INFERIOR

**Seas and regions:**
Oceanus Germanicus, Mare Suebicum, OCEANUS, Mare Hibericum, MARE INTERNUM, Mare Tyrrhenum, Mare Hadriaticum, Mare Ionium, Mare Aegaeum, Pontus Euxinus, Mare Libycum, Syrtis Major, Maeotis Palus

**Peoples / tribes:**
HIBERNI, CALEDONII, SITONES?, SUIONES, FENNI?, TEUTONES, ANGLII, HERULI, SAXONES, FRISII, CHAUCI, CHAMAVI, CHERUSCI, LANGOBARDI, RUGII, GEPIDAE, GOTHONES, VENEDI, AESTII, VENEDI, SUEBI, HERMUNDURI, MARCOMANNI, QUADI, BURI, LUGII (VANDILII), NAHARVALI, BURGUNDIONES, CHATTI, TENCTERI, COTINI, BASTARNAE, SCYTHAE, SARMATAE, ANTES?, AORSI, SIRACI, ALANI, MAEOTAE, IAZYGES, DACI, CARPI, ROXOLANI, PEUCINI, GARAMANTES, MUSULAMII, GAETULI, MAURI, ARABES NABATAEI

**Provinces:**
BRITANNIA, BELGICA, GERMANIA INFERIOR, GERMANIA SUPERIOR, LUGDUNENSIS, AQUITANIA, NARBONENSIS, LUSITANIA, TARRACONENSIS, BAETICA, MAURETANIA TINGITANA, MAURETANIA CAESARIENSIS, AFRICA PROCONSULARIS, CYRENAICA, RAETIA, NORICUM, PANNONIA SUPERIOR, PANNONIA INFERIOR, DALMATIA, ITALIA, CORSICA ET SARDINIA, SICILIA, MOESIA SUPERIOR, MOESIA INFERIOR, DACIA, THRACIA, MACEDONIA, EPIRUS, ACHAIA, BITHYNIA ET PONTUS, ASIA, GALATIA, CAPPADOCIA, LYCIA ET PAMPHILIA, CILICIA, CYPRUS, SYRIA, IUDAEA, ARABIA PETRAEA, AEGYPTUS, CRETA ET, ARMENIA, COLCHIS, REGNUM BOSPORI, REGNUM PARTHICUM

**Legions (deployed):**
VI VICTRIX, XX VALERIA, II AUGUSTA, IX HISPANA, XXX ULPIA, I MINERVIA, XXII PRIMIGENIA, VIII AUGUSTA, XIV GEMINA, X GEMINA, II ADIUTRIX, I ADIUTRIX, XIII GEMINA, V MACEDONICA, IV FLAVIA FELIX, VII CLAUDIA, XI CLAUDIA, I ITALICA, VII GEMINA, III AUGUSTA, XV APOLLINARIS, XII FULMINATA, XVI FLAVIA FIRMA, IV SCYTHICA, III GALLICA, VI FERRATA, III CYRENAICA, X FRETENSIS, II TRAIANA, XXII DEIOTARIANA

**Cities:**
EBORACUM, DEVA, ISCA SILURUM, ISCA DUMNONIORUM, LONDINIUM, GESORIACUM, NOVIOMAGUS, CASTRA VETERA, MOGONTIACUM, BONNA, ARGENTORATE, PORTUS NAMNETUS, LUTETIA, DUROCORTORUM, AUGUSTODUNUM, LUGDUNUM, BURDIGALA, TOLOSA, NEMAUSUS, NARBO, MASSILIA, BRIGANTIUM, CASTRA LEGIONIS, CAESARAUGUSTA, TARRACO, TOLETUM, AUGUSTA EMERITA, CORDUBA, GADES, NOVA CARTHAGO, VALENTIA, TINGIS, LIXUS, VOLUBILIS, CAESAREA, SALDAE, CIRTA, LAMBAESIS, THEVESTIS, THAPSUS, TACAPE, CARTHAGO, LEPTIS MAGNA, CYRENE, GORTYNA, SYRACUSAE, RHEGIUM, PANORMUS, CARALIS, ALERIA, ROMA, NEAPOLIS, PLACENTIA, GENUA, PISAE, RAVENNA, ARIMINUM, AQUILEIA, VINDOBONA, CARNUNTUM, BRIGETIO, AQUINCUM, VINDELICORUM AUGUSTA, VIRUNUM, SALONA, SIRMIUM, SINGIDUNUM, VIMINACIUM, NAISSUS, NAPOCA, APULUM, DUROSTORUM, TROESMIS, TOMIS, NOVAE, BYZANTIUM, DYRRACHIUM, PERINTHUS, NICOMEDIA, THESSALONICA, PERGAMUM, ATHENAE, CORINTHUS, PATRAE, EPHESUS, ATTALIA, ANCYRA, TARSUS, ANTIOCHIA, SAMOSATA, ZEUGMA, MELITENE, SATALA, TRAPEZUS, SINOPE, CHERSONNESOS, TANAIS, PHASIS, PALMYRA, DAMASCUS, RAPHANA, GERASA, BOSTRA, JERUSALEM, GERASA, PETRA, ALEXANDRIA, MEMPHIS, HERACLEOPOLIS, PAPHUS

Au GOLD DEPOSITS, Ag SILVER DEPOSITS (marked at various locations)

# Roman Roads in Britain

Hadrians Wall

# Boudica

- (d. AD 60 or 61)

# The end of the Roman rule

- An appeal for help by the British communities against the barbarians attacks was rejected by the Emperor Honorius in **410.**

- The pagan Saxons were invited by VortigernThe pagan Saxons were invited by Vortigern to assist in fighting the Picts and Irish

# Vortigern

# The English language
# arrived in Britain
# on the point of a Germanic sword.

Saxon Expansion
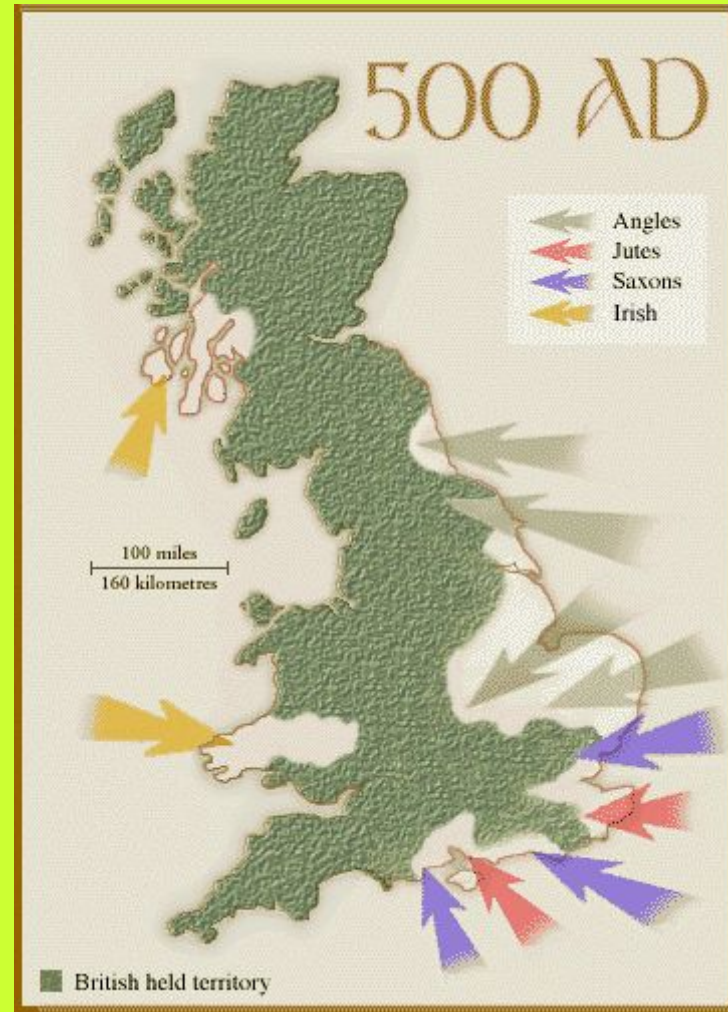
## Saxon Expansion

# King Arthur
led the defence of Britain against <u>Saxon</u> invaders in the early 6th century.

# Saxon Expansion
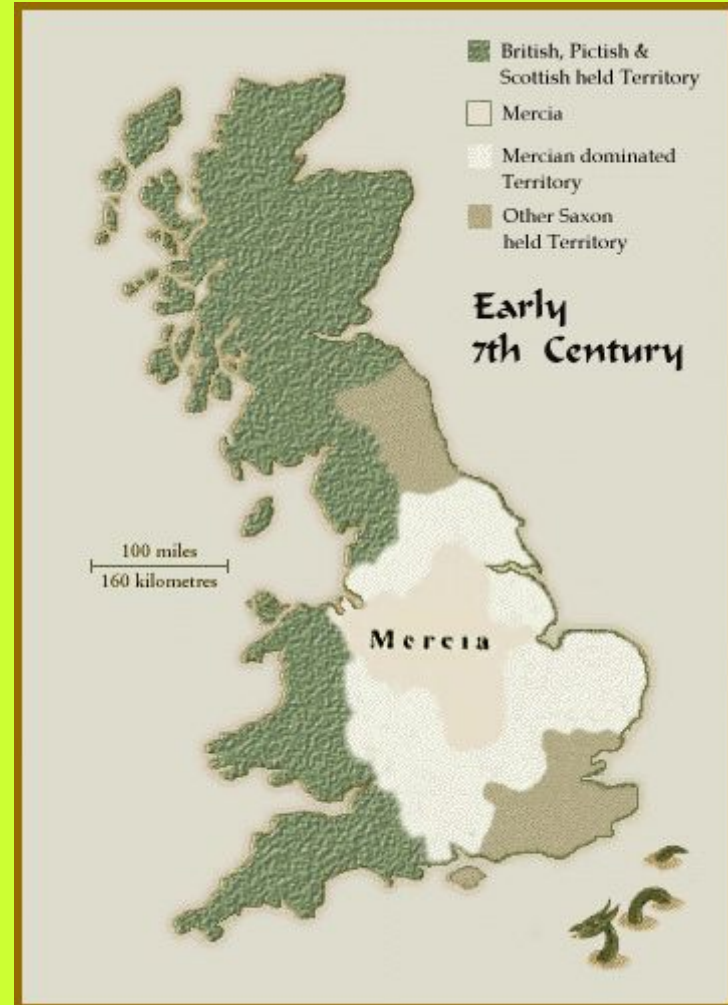
**OhthereOhthere sædeOhthere sæde hisOhthere sæde his hlaforde,Ohthere sæde his hlaforde, ÆlfredeOhthere sæde his hlaforde, Ælfrede cyninge,Ohthere sæde his hlaforde, Ælfrede cyninge, þætOhthere sæde his hlaforde, Ælfrede cyninge, þæt heOhthere sæde his hlaforde, Ælfrede cyninge, þæt he ealraOhthere sæde his hlaforde, Ælfrede cyninge, þæt he ealra NorðmonnaOhthere sæde his hlaforde, Ælfrede cyninge, þæt he**

<u>**Native words in English**</u> **(Englisck by 7<sup>th</sup> century)**

I.      **Anglo-Saxon words:**

- **Common Indo-European roots (*father, mother, brother, son, daughter, birch, cat, cold, one, two, three,* etc.).**

- **Common Germanic roots (*arm, bear, boat, finger, hand, head, say, see, white, winter,* etc.)**

- ***Cannot be traced to any sources* and were characteristic only of the Anglo-Saxon language (e.g. *dog*)**

- **Continental Latin borrowings (*cup, cheese, butter, mill, line, ounce, pipe, pound, wine,* etc.);**

**II. Early insular borrowings:**

- **Celtic borrowings** (*bog, glen, whiskey, bug, kick, creak, basket, dagger, lad*, etc.); names of *rivers* (*the Avon, the Esk, the Usk, the Thames, the Severn*, etc.), *mountains and hills* (*Ben Nevis* (from *pen* 'a hill'), the first elements in many *city names* (*Win*chester*, Ciren*chester*, Clou*chester*, Salis*bury*, Lich*field*, Ik*ley*, etc.) or the second elements in *many villages* (*-cumb* meaning 'deep valley' still survives in *Dun**combe** or Winch**combe**);

- **Latin borrowings** (*port, street, mile, mountain*, the element ***chester*** or ***caster***, retained in many names of towns [from L *castra* 'camp'], etc.).

## The main waves of later borrowings in English

- **The conversion of the English to Christianity**
- **The Danish invasion**
- **The Norman Conquest**
- **The Renaissance period**
- **The more recent borrowings**

## The conversion of the English to Christianity
(6$^{th}$-7$^{th}$ centuries)

**Latin** and **Greek** words appeared in English (as *altar, bishop, church, priest, disciple, psalm, mass, temple, nun*, *monk, creed, devil, school,* etc.).

Some pagan Anglo-Saxon words remained (*God, godspell, hlaford, synn, etc.)*

**The Danish invasion
(8th-11th centuries)**
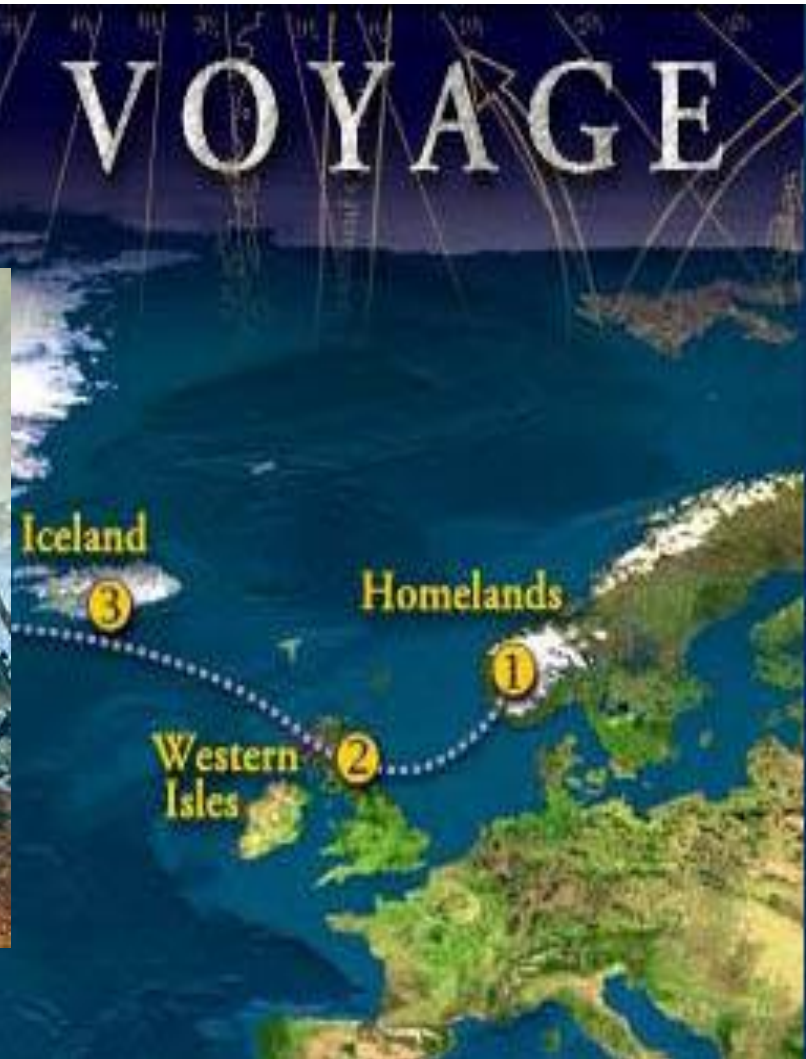
# Danelaw

# DOMINIONS OF CNUT
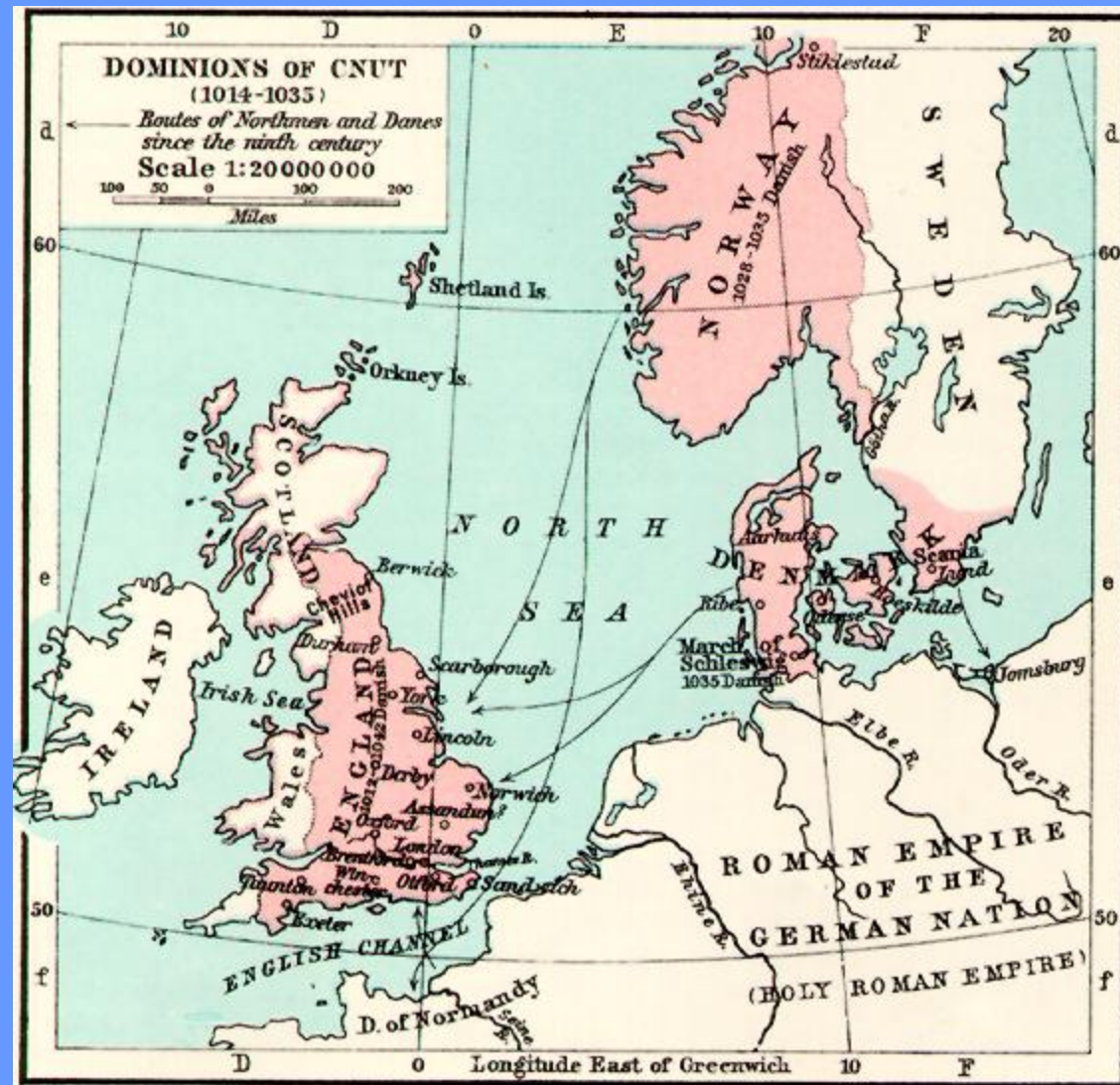
## Old Norse Words

*both, call, die, egg, fellow, flat, fog, gap, get, give, happy, happen, husband, ill, knife, law, leg, loan, low, odd, reindeer, sale, take, they, their, them, tidings, ugly, want, weak, window, wrong,* etc.

Some of them are still easy to recognize as they begin with **sk-**: *ski, skin, sky, skill, skirt, scrub,* etc.

At least **1,400** localities in England have Scandinavian names (names with elements *-beck* 'brook', *-by* 'village', *toft* 'a site for a dwelling': *Askby,*

*Selby,Westby, Brimtoft, Nortoft*, etc.).

# King Edward the Confessor, died on on 5 January 1066.

Westminster Abbey

**William I (the Conqueror)**

**Hastings 1066**

**Possessions of
William I**
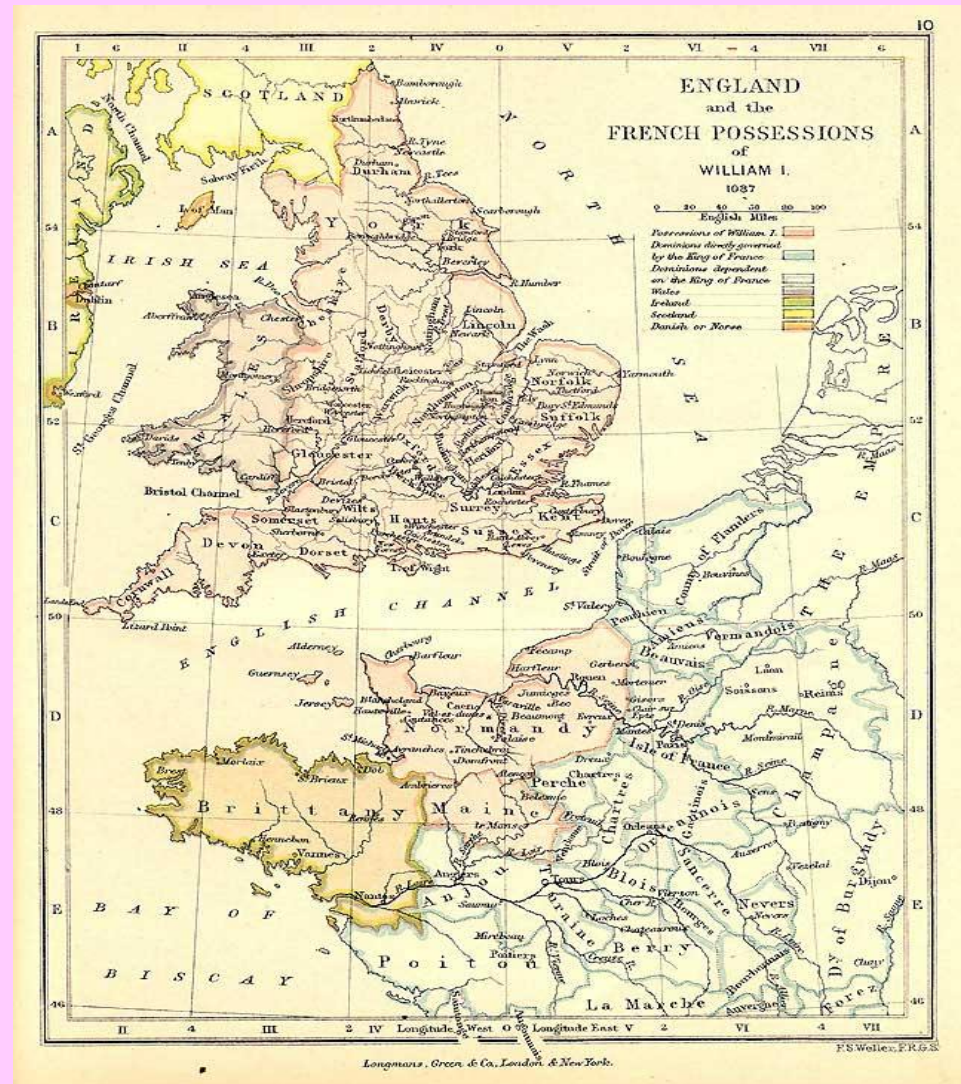
## French borrowings

*government, social and military order:* **parliament, government, baron, noble, servant, messenger, royal, state, court, battle, army, soldier, navy, enemy, arrest, spy, peace, judge, justice, verdict, prison market, demand, false,** *etc.*

*cooking terms* : **sauce, boil, fry, roast, toast, pastry, soup, jelly**, **beef,** etc.

*arts, fashion* : **art, painting, poet, chamber, labour, mansion, diamond, salon, mirror, scent, jewel, robe, coat, collar, curtain,** etc.

*inner parts of the body:* **vein, nerve, stomach, artery, tendon**                  .

 But *the outward parts of the body* (with an exception of **face**), and *most of the better known inner organs* were untouched by the Norman French (**arm, hand, finger, nose, eye, skin, heart, brain, lung, kidney, liver, bone)**

# The borrowings of the Renaissance period
## (1500-1650)

## Latin, Greek, Italian:

*allegro, anachronism, capacity, catastrophe, celebrate, chronology, confidence, contract, criterion, dogma, epic, expend, fertile, granite, hierarchy, laconic, museum, native, opera, piano, portico, soprano, sarcasm, system*, etc.).

| NATIVE LEXICAL UNITS | BORROWED LEXICAL UNITS |
|---|---|
| 1. Anglo-Saxon words:<br>a) Indo-Europ. element<br>b) Common-Germanic element<br>c) continental borrowings | 1. from Latin and Greek<br>a) 7th c. A.D. due to Christianity;<br>b) during Renaissance (15-17th c.) |
| 2. Celtic borrowings (5-6th c. A.D.) | 2. from Old Norse due to the Danish Invasion (8 –11th c.) |
| 3. Latin borrowings via Celtic (due to the Roman Invasion 55-56 B.C. – the 5th century) | 3. from French<br>a) due to the Norman conquest (11-13th c.)<br>b) during Renaissance (15-17th c.) |
| 4. English proper element not traced to any other language (not earlier than 5th c. A.D) | 4. from other modern languages due to cultural and economic contacts |
| 5. Words created in English later on the basis of native elements | 5. Words created in English later on the basis of borrowed elements |

About **85%** of the Anglo-Saxon words **are no longer in use.**

About **50,000** Anglo-Saxon words **still remain** in English today.

**Anglo-Saxon words are:**
- communicatively important and very frequently used,
- mostly monosyllabic in character,
- highly polysemantic.

**They:**
- have a great word-building potential,
- enter a great number of set-expressions, proverbs and sayings.

We shall fight on the beaches;
we shall fight on the landing grounds;
we shall fight in the fields and in the streets;
we shall fight in the hills;
we shall never surrender!

(*Winston Churchill*)

***il+legal, a/im+moral*) [L]
but
*un+friendly, mis+understand* [OE]

yet
*un+reliable* [OE+OFr]
*un+interesting* {OE+[L+OE]}

**500 etymological doublets**

*canal* [L] — *channel* [Fr],
*liquor* [L] — *liqueur* [Fr],
*major* [L] — *mayor* [Fr]
*senior* [L] – *sir* [Fr]
*discrete* [L] – *discreet* [Fr]

*disk* [L] – *dish* [L]
*circle* [L fr Gk] – *cycle* [L fr Gk]

*hostel, hospital, hospice*

*shirt* [OE] — *skirt* [Sc]
*shift* [OE] – *skip* [Sc]

## 'a translator's false friends'

*sympathy* is not *симпатия*

*romance* is not *романс*

*solid* is not *солидный*

*angina* is not *ангина*

*Caucasian* is not only *кавказский*

*invalid* is not a full equivalent to *инвалид*

*public* is not only *публичный*

*policy* is not only *политика*

*conductor* is not only **кондуктор**

*cream* is not only **крем**

An important task in the management of any enterprise, private or public, is the recruiting, selecting, promoting, and terminating of personnel and employee training.

Under Jackson and his successors, frequent rotation on office was encouraged; no particular prior training or experience was necessary for most jobs. Merit systems were designed for the most part to keep out the grossly incompetent, not to attract the highly qualified.

Tenure insulates the civil service from direct political interference in the day-to-day working of government.

Limitless are the public servants who are indolent and insolent, and governors whose innate servility prevents their actual governing.

**Lecture 4**

## Lexical-semantic naming in English

### *Plan:*

1. The use of semantic naming in English.

2. The results of lexical-semantic naming. Polysemy.

3. Regularities in polysemy.

4. Semantic structures of correlated words in different languages.

**Lexical-semantic naming** is a secondary use of the word for naming a related category.

Lexical-semantic naming is based on close association of two or more concepts, and one of them gives its name to the other:

*He is a **fox**;*

*I like **chicken.***

The associations based on **similarity** (сходство) are called **metaphoric:**

*face* of a person and *face* of a clock;

*neck* of a body and *neck* of a bottle

*He is a* **shark;**

*This vehicle is a* **caterpillar**;

*The* **mouth** *of a river;*

The associations based on **contiguity** (смежность) create a **metonymic:**

*he ate three* **plates**;

*the* **bench** *for 'judiciary';*

*the* **crown** *for 'the monarch'*

**The sources** for lexical-semantic naming,

or for metaphor and metonymy are the most well-known:

*Objects*:  **body parts**
>         **animals,**
>         **plants,**
>         **instruments,**
>             **clothes**

*Qualities:* **colour,**
>         **shape,**
>             **size,**
>         **temperature**

*Actions, Events or States:*
>         **movement,**
>         **existence,**
>         **possession**

# Lexical-semantic naming in English is used to give:

*in nouns:*

**figurative (usually derogatory) names** mainly to a person (***tail*** 'one (as a detective) who follows or keeps watch on someone'; ***monkey*** '(fig.) a person resembling a monkey; a ludicrous figure; DUPE'; etc.). or thing;

**direct names to the following concepts** that are similar to the mentioned above categories in the form or functions, e.g.:

Objects:

- **parts of some structure** (***hand*** 'an indicator on a dial'; ***head*** 'the striking part of a weapon', ***leg*** 'a pole or a bar serving as a support'; ***foot*** 'a piece of a sawing machine that presses the cloth');
- **geographical places and objects** of the Universe (***mouth*** 'the place where a stream enters a larger body of water'),

Abstract concepts:

- **different abstract concepts** (***lid*** 'RESTRAIN, CURB'; ***net*** 'an entrapping situation'; ***bone*** 'ESSENCE'; etc.);
- **results of actions and events** 'sleep; marital relationship'; ***chair*** 'employment, a position of employment'; etc.),

**The result of lexical-semantic naming is polysemy:**
***warm** water* and ***warm** reception*

The average number of meanings of the English words is **25**.

Verbs are most polysemantic words in English: e.g.:   *go*

1. to move on a course: PROCEED — compare STOP,
2. to move out of or away from a place (*they **went** from school to a party*),
3. t become lost, consumed, or spent (*the time **was gone***)
4. to take place: HAPPEN (*What**'s going on**?*)
5. to pass from person to person (*the story **goes**..*),
6. to be compatible (*it **goes** with beef*),
7. to extend (*his land **goes** to the river*),etc.

**A model of polysemy** for English words denoting *an animal:*

- some other animal (*cat* — '**1.** domesticated animal, **2.** a species of animals including a tiger, a panther, a lion, a domesticated cat'),

- a person's characteristics (*she is a cat* 'a malicious woman'),

- a thing that looks like the animal, e.g., sign in the Zodiac (*Dog* 'either of the constellations Canis Major or Canis Minor'),

- an instrument or appliance (*cat* 'a strong tackle used to hoist an anchor to the cathead of a ship'),

- animal's flesh (*to eat chicken, goose, rabbit*), or objects made of parts of their bodies (to wear *fox* 'fur-coat made of fox').

# Semantic structures of correlated words are different in different languages:

**foot**    1)  лодыжка, ступня                    **ступня** 1) foot

2) фут (единица измерения длины)

3) подножие горы

4) лапка (у машины)

5) нижняя часть лепестка …

# SO:    Correlated names may have:

a) *different semantic boundaries (**blue** – **голубой, синий**);*

b) *a different way of naming (*'the lower part of the mountain'– is **foot** in English (semantic derivation) and **подножие** in Russian (morphological  derivation);

c) *a different motivating feature (**ушко** иголки — **eye** of a needle;                **сумка**  кенгуру — a kangaroo **poach;** **шумы** в сердце — heart **murmurs**);*

d) *different semantic structures (polysemy) (cf.: **foot** and **ступня**).*

# THE WORDS:

**Environment, government, public, policy (-ies), bureaucracy (-ies), collaborate, legal, resist, security, execute, promote, abuse, value, case, comparative, scholar, manage, rule, etc.**

ARE MORE POLYSEMANTIC AND HAVE DIFFERENT SEMANTIC STRUCTURES COMPARED WITH CORRELATED RUSSIAN WORDS .

IN TEXTS ON PUBLIC ADMINISTRATION THEY ARE OFTEN USED IN THEIR SECONDARY MEANINGS THAT CORRELATED RUSSIAN WORDS DO NOT HAVE:

 *government*
   1) управление
   2) система управления
   3) государство
   4) правительство

# Homonymy

*bay I* 'a deep howl or growl' [from Old French *abaiier* 'to bark', of imitative origin];

*bay II* 'sweet bay a small evergreen Mediterranean laurel, Laurus nobilis, with glossy aromatic leaves, used for flavouring in cooking' [from Old French *baie* 'laurel berry', from Latin *bāca* 'berry'];

*bay III* '1) a) a moderate reddish-brown colour 2) an animal of this colour, esp. a horse'

# Classification of homonyms

- **perfect homonyms:** *bank I* 'shore' [Sc.] and *bank II* 'financial institution' [It];

- **homophones:** *tail* and *tale; buoy* and *boy;*

- **homographs (***live* [liv] and *live* [laiv], *lead* [li:d] and *lead* [led], *minute* ['minit] and *minute* [mai'nju:t].

# Classification of homonyms

- **lexical homonyms:** *seal* (n) 'a sea animal'; *seal* (n) 'design on a piece of paper, stamp');

- **grammatical homonyms:** *seals* – pl. of 'sea animal' and *seal's* – sing. Possessive Case of 'sea animal');

- **lexical-grammatical homonyms:** *seal* (n) – 'a sea animal', and *seal* (v) – 'to close tightly'; *court* (n) and *caught* (v); *sea* (n) and *see* (v), etc.).

# Tongue twisters

- *Of all the saws I ever saw, I never saw a saw saw like that saw saws.*

- *A canner exceedingly canny*
  *One morning remarked to his granny:*
  *"A canner can can*
  *Any thing that he can*
  *But a canner can't can a can, can he?"*

### Lecture 5
### NAMING  BY  MORPHOLOGICAL MEANS (WORD-FORMATION)

**1. Morphological survey of the English vocabulary.**
    **2. Affixation**
        **a) prefixation**
        **b) suffixation**
    **3. Conversion**
    **4. Compounding (word-composition)**
    **5. Minor ways of word-formation.**

About 70% of all words in English are derived

## Major ways of derivation (word-formation) in English:

- **Affixation** [fr. L *a-+ fix* – fr. Pp of *figere* 'to attach' = **'to attach to'**]
    a) prefixation
    b) suffixation
- **Conversion**
- **Compounding (composition)**

## **Prefixation**

**prefixes** (from L *pre-* 'before' + *fix* = **to attach before**)

from **50 to 80** prefixes in Modern English

Prefixation in English is mostly characteristic of **verbs:**

 *re*write, *rein*force, *over*cook, *under*cook, *pre*cook, *be*head, *un*cover, *dis*agree, *de*centralize, *mis*calculate,    *co*exist, *fore*see, etc.

## Classification of prefixes:

1. **native** (only a quarter of all prefixes) *(under-, over-, out-, for-, fore-, un- I* **borrowed (***re-, ab-, il-, pre-, post-, dis-, non-, anti/ante-, by-, poly-, inter-, co-, trans-, hyper-, hypo-, super-, etc.);*

2. **noun-forming** *(***ex-***president),* **adjective-forming** *(***inter***national),* **verb-forming** *(***re***read),* **universal** *(***co-***pilot,* **co-***operate,* **co-***educational);*

3. **derivational,** or **word-building** *(***in***credible)* /**non-derivational,** or **stem-building** *(***per***sist,* **in***sist)*

4. *changeable/ unchangeable*

## The group of unchanged prefixes:

*be-* (*be*head)
*mis-* (*mis*understand)
*over-* (*over*flow)
*un-* (*un*intelligible)
*out-* (*out*come)

*de-* (*de*centralize)
*ex-* (*ex-*president)
*non-* (*non-*interference)
*post-* (*post*script)
*super-* (*super*structure)
*trans-* (*trans*action)
*poly-* (*poly*lingual)

## The group of changeable prefixes:

*ir-/il-/im-* 'non' (*il*legal*, im*pure*, ir*regular);

*ad-/ac-/af-/ag-/al-/ap-/as-/at-*          'to,          toward'          (*ad*minister*, ac*custom*, ap*pear*, *ag*glutinate);

*co-/com-, cor-* **'with' (com**passion*, co*equal*, cor*respondence);

*dis-/dif-* **'**reverse' (*dis*arm*, dif*ference);

*sub-/sup-* 'under' (*sub*ordinate*, sup*press);

*syn-/sym* 'with' (*syn*chronical*, sym*metrical), etc.

A special group of prefixes are **alike in spelling and/or pronunciation but have different meanings:**

<u>*ante*</u>- 'before' (***ante****date*)    *and*

<u>*anti*</u>- 'against' (***anti****freeze*);

<u>*for-*</u> 'away, off' (***for****go,* **for***sake*) *and*

<u>*fore*</u>- 'ahead, before'(***fore****see*)

<u>*en-*</u> 'to cover or surround with' (***en****circle,* **en***danger*),

<u>*in*</u>- 'in, toward' (***in****ject,* **in***come) and*

<u>*in-*</u> 'not, without' (***il****legal,* **im***modest*);

<u>*in-/il-/im-/ir-/em-/en-*</u> 'into' (used in **verbs** ***in****ject,* **il***lustrate,* **im***port,* **ir***rigate,* **en***courage,* **em***brace*) *and*

<u>*in/ig-, il-, im-, ir-*</u> 'not' (used in **adjectives** ***in****visible,* **ig***noble*);

*inter-* 'between' (*inter*national)

*intra-*'inside' (*intra*venous, *intra*mural)

*intro-* 'in, into' (*intro*vert, *intro*duce);

*hyper-* 'over' (*hyper*active) — *hypo-* 'under, less than' (*hypo*active);

*per-* 'through' (*per*suade) — *pre*- 'before' (*pre*school) — *pro*-
'forward, in place of' (*pro*noun).

**pref + v/adj/n:** *dis*agree (v)**,** *dis*loyal (adj)**,** *dis*advantage (n)

## Semantic classification of prefixes :

- **negation, reversal, contrary (***un*employment***,*** un*dress***,*** in*correct***,** in*equality***,*** dis*loyal***,*** dis*connect***,*** a*moral***,*** non-*scientific***,*** anti*freeze***,*** de*centralize***);**

- **sequence and order in time (***pre*-war***,*** post*-war***,*** fore*see***,*** ex-*president***,*** co-*exist***);**

- **different space location (***inter-*continental***,*** trans-*Atlantic***,*** su*bway***,*** super*structure***);**

- **repetition (***re*assert***,*** re*write***,*** ana*baptize *'***to baptize again'***);**

- **quantity and intensity (***uni*sex***,*** bi*lingual***,*** poly*technical***,*** multi*lateral***);**

- **pejoration (***ab*normal***,*** mis*calculate***,*** mal*treat***,*** pseudo-*morpheme***);**

- **amelioration (***super-*reliable***,*** super*market***,*** ultra*modern***).**

**under-:** *underling*
**over-:** *overestimate, overwhelm*
**out-:** *outstretch*
**for-:** *foresee*
**fore-:** *foreman*
**un-:** *unaware, unable, unpredictable, unassembled, unemployed*

**ab-:**_abuse, abusive,_
**dis-:** _discharge, dismiss, discretionary_
**de-:** _decentralization_
**e-:** _evaluate_
**en-:** _encourage_
**ex-:** _exclude, expire,_
**in/l/m/r-:** _incompetence, inaudible, incoherent, immortal, impossible, inadequate_
**inter-:** _interchangeable, inter-organizational,_
**macro-:** _macro-administration_
**micro-:** _micro-administration_
**multi-:** _multi-level_
**non-:** _non-rational, non-professional, non-decision,_
**co-:** _colleague, cooperation,_
**pre-:**_pre-war_
**post-:** _post-war,_
**re-:** _reconsider, reassign, review_
**non-:** _non-rational_
**trans-:** _transactional, transformational,_
**sub-:** _subordinate_
**super-:** _supervision, supervisor,_

**suffix** [from L. *Sub-*'under' + *fix* 'to attach']

**from 130 to 64** suffixes in English

Suffixation in English is mostly characteristic of
**nouns** and **adjectives.**

## Classification of suffixes

1. **derivational, or word-building** *(glorify)* **/non-derivational, or stem-building** *incredible)*

2. **native** *(-er, -ful, -less, -like, -y, -ling, -ness, -ish, -en, -some, -ed )* **/borrowed** *(-able/-ible, -ist, -ism, -ant/-ent, -ee, -ette, -ine, -ise, -ive, -ancy/-ency, etc.);*

3. **noun**-forming DENOTING **agent, feminine agent, endearment, abstract quality, result** *(worker, baroness, horsy, darkness);*
   **adjective-**forming DENOTING **similarity, ability, deprivation, possession, relatedness** *(bluish, eatable, legless, wonderful, Japanese);*
   **verb**-forming DENOTING **the act of initiating** *(originate),* **the act towards the quality** *(equalize, formalize);*
   **adverb**-forming *(domestically).*

**-ant:** *participant,*
**-age:** *patronage,*
**-acy:** *bureaucracy, autocracy,*
**-ance/-ence;** *experience, co circumstance, convergence, dependence, competence, performance,*
**-ary/ory:** *functionary, advisory*
**-ee:** *employee, appointee,*
**-ence:** *competence*
**-er/or:** *officer, leader, manager, administrator, translator, emperor, indicator, supervisor,*
~~**-ism:** *favoritism, centralism,*~~
**-ity:** *authority, activity, accountability, creativity, seniority, accountability, responsibility, individuality, personality, mobility, productivity,     possibility, predictability, rationality*
**-ling:** *underling*
**-ment:** *enforcement, government, parliament, department, preferment, arrangement, assignment, involvement , judgment, employment,  appointment, recruitment, requirement, achievement,  statement, arrangement, involvement, Implement*
**-ness:** *appropriateness, homelessness, weakness, appropriateness*
**-ship:** *leadership, relationship,*
**-tion/-ion:** *administration, qualification, organization, institution, implementation, regulation, promotion, examination,     application,       expectation, situation, certification, information, classification,  institution, selection, salvation , definition,, information, education, privatization, protection, decision, option,*
**-ure:** *legislature, procedure,*
**-y:** *anarchy, bureaucracy, autonomy, facility,*


**-able:** *considerable, acceptable,*
**-al:** *personal, institutional, national, professional, promotional, imperial, governmental, visual, hierarchical, doctoral,     fundamental,        conceptual, institutional, casual, formal, official, experimental, rational, continental*
**-ate:** *desperate,*
**-en**
 **-ful:** *plentiful,*
**-ic:** *bureaucratic, autocratic, strategic,*
**-ive:** *active, administrative, authoritative, comparative, legislative, objective, representative, perspective*
 **-ish**
 **-less:** *homeless,*
 **-like**
**-ous:** *religious, dangerous,  indigenous, simultaneous,*
 **-y**
**-some**

**-ise/-ize:** *authorize, modernize, organize, regularize, computerize, formalize, recognize, privatize,*
**-fy:** *qualify, simplify,*

## <u>Conversion</u>

**is phonetic identity of words belonging to different parts of speech**
***round*** *adj, n, v, adv*;
***top*** adj, n, v
***back*** *n, adj, adv, v*;
***idle, secure, select*** *adj, v*;
***public, complex*** , ***perspective*** adj, n
***up*** *prep, v*

***water , eye , jump*** *(v, n)*

## N - V

1) **action characteristic of the object** (*to monkey,  to father, to fool*);
2) **action with the object** (*to whip, to water, to knife*);
3) **acquisition of the object** (*to fish, to milk, to mud*);
4) **deprivation of the object** *(to dust, to skin*).

**Nouns** as the source for converted verbs typically denote:

**Instruments** (*iron - to iron*), or **parts of body** that are viewed as instruments (*eye - to eye*) and
**Substances** (*water* - *to water*).

## V – N

1) **instance of the action** (*a jump, a smile, a talk, a chat, a try*);
2) **agent of the action** (*a help*; *a hand*; *a cheat; a bore; a scold*);
3) **place of the action** (*a race, a run*);
4) **object or result of the action** (*a peel, help*).

**Verbs** used as the source for nouns derived by conversion typically denote:
- **movement** (*to jump - a jump*) and
- **speech activity** (*to talk - a talk* )

## Stress-interchange

It takes place in some disyllabic **nouns** and **verbs** of Romance origin:

*´compact — com´pact, ´transport — trans´port, ´import — im´port, ´object — ob´ject, ´insult — in´sult, ´record — re´cord, ´project — pro´ject, ´protest — ´protest, ´progress — pro´gress, prod´uce – ´produce*

as well as in **adjectives** and **verbs:**

*´frequent – fre´quent, ´abstract – abs´tract,´moderate – mode´rate*

but      *re´cruit – re´cruit*

*V as N:* *search, reward, blame, need, lack, abuse, neglect, lead, rule, treat, recruit, affect, merit, act, guide, control, cost*

*N as V:* *to benefit, to result, to effect, to profit, to site, to judge, to sponsor, to face, to influence , to credit , to report,*

## Word compounding (word composition)

**is combining two bases:**

without a linking element:

*house-dog, day-time, a baby-sitter; early-riser*; *oil-rich, power-driven;*

or with it:

*Anglo-Saxon, sociolinguistics, handicraft, sportsman*.

**Most common patterns:**

**n+n→N** (*ice-cream*) and
**adj+n→N** (*software, a blackboard, a red-breast*);
(**n+adj→Adj**): (*value-free, airtight, life-long* )

**The second base is semantically more important, cf.:**

*ring finger* and *finger-ring*
*piano-player* and *player piano*
*armchair* and *chair-arm*

**Graphically** a compound is one word or spelled with a hyphen:
*Sunday, desktop, handbook, penman, schoolmaster* or
*grass-green, dog-biscuit, dog-collar;*
but it may be spelled separately, too: *bus stop, post office.*

**Phonetically** they are different due to a specific stress-pattern: *a ´hot-house, a ´key-hole, a ´doorway, ´ice-cream, ´common-wealth;* or
*a ´washing-ma,chine; a ´dancing-,girl,*
but may have tow level stresses: *grass-green, icy-cold.*

**Semantically they are:**
*partially motivated* as in *handcuffs, a flower-bed, laughing-gas* or
*completely demotivated* as in *grass-widow, wet-blanket, fiddle-sticks*
but may also be, like free word-groups be
*fully motivated, too* as in *girl-friend* or *icy-cold*

# Translate:

- телефон-автомат

- концлагерь

- руководство

- смехотворный

- благотворительность

- студент-второкурсник

- паровоз

# Explain the difference in your translation:

- телефон-автомат – 1) (аппарат) public telephone 2) (будка) telephone box, (public) call box ; (public) telephone booth [-ð]

- концлагерь – concentration camp

- руководство –leadership; a guide; a handbook

- смехотворный – ridiculous

- благотворительность – charity

- студент-второкурсник – second-year student; sophomore [from Greek "*sophos*", meaning "wise", and "*moros*" meaning "foolish"]

- паровоз – steam engine/locomotive

# Translate:

- *role-type,*
- *policy-making,*
- *street-level,*
- *guideline,*
- *background,*
- *framework,*
- *desktop administrator*

# Explain the difficulties in translation:

| | |
|---|---|
| *role-type* | тип выполняемой роли в организации |
| *policy-making* | разработка / выработка стратегического / политического курса |
| *street-level* | передовая линия непосредственной работы с клиентами |
| *guideline* | 1) директива, руководящее указание 2) общий курс, направление, генеральная линия |
| *background* | задний план, фон |
| *framework* | ) остов, корпус, каркас framework of the old arm-chair — каркас старого кресла Syn: frame 1., skeleton 2) структура, строение framework of society — |

# Minor types of English word-formation

## 1. Shortening

Graphic shortening: Mrs, Str.

## a) Clipping

*initial*: **bus** (short for 'omniBUS', **phone** (short for 'telePHONE');

*final*: **pop** (short for 'POPular), **exam** (short for 'EXAMination');

*both initial and final*: **flue** (short for 'inFLUEnza', **fridge** (short for 'reFRIDGErator); middle: **maths** (short for *MATH*ematic*S*)

## b) Acronymy

Abbreviation (Initislism): *SMSA, SMT*

**SMS** for '*s*hort *m*essages *s*ervice', **DVD** for **'***d*igital *v*ideo *d*isk', CD-ROM '*C*ompact *D*isk *R*ead *O*nly *M*emory'**, *hi-fi*** (short for '*HI*gh *FI*delity'), **UNO** for '*U*nited *N*ations Organization, **VIP** for '*V*ery *I*mportant *P*erson', **jeep** for '*G*eneral *P*urpose vehicle', **laser** for '*L*ight *A*mplification by *S*timulated *E*mission of *R*adiation', **V-day** for '*V*ictory day', **Pakistan** (1933) (*P*unjab, *A*fghan Border States, *K*ashmir, *S*ind and the end of the name of Baluchis*TAN*);

**SMART** (*S*elf-*M*onitoring, *A*nalysis and *R*eporting *T*echnology), **MAESTRO**, **WASP**, the *P*rofessional and *A*dministrative *C*areer *E*xamination (**PACE**) , The *N*ational *A*ssociation of *S*chools of *P*ublic *A*dministration (**NASPA)**;

**oink** (*O*ne *I*ncome *N*o *K*ids), **dinky** (*D*ual *I*ncome *N*o *K*ids).

## 2. Blending

***blog*** for 'we*b log*' (registration), ***brunch*** for '*BR*eakfast and I*UNCH*', ***smog*** for 'Smoke + f*OG*', ***electrocute*** for 'to exeCUTE by ELECTRicity', ***laundromat*** for '*LAUNDR*y autOMAT', ***e-government***

## 3. Back-formation

*to edit* from *an editor,*

*to beg* from *a beggar,*

*homesick* from *homesickness*

*to stage-manage* from *stage-manager*,

*to house-keep* from *house-keeper*

## 4. The extension of proper names
*champagne, kleenex, coffee, nicotine, magnolia, sandwich, hooligan*

## 5. Analogical word-formation
*hamburger — cheeseburger — fishburger*;
*England — Disneyland — acqualand*;
*Watergate — Irangate — zippergate — sexgate*

## 6. Adjectivization
 **-ed:** *merit-oriented, skilled, united, organized, elected*

## 7. Nominalization
*the recruiting, the terminating*

## 8. Word manufacturing
   *Gas, Kodak*

# <u>Lecture 6</u>

## <u>NAMING  BY  WORD  GROUPS</u>

1. **Naming Word Groups as Taxonomies**
2. **Naming Word Groups as clichés and set- expressions**
3. **Multi-word Latin and French set expressions**
4. **Naming Word Groups as Idioms**
5. **Word Groups as Free Collocations**

### *Cross-language differences in free collocations:*

- **Due to differences of semantic boundaries of the categories named by correlated words:** *(Cf.: R.: украшать стол, салат, торт, etc, and*

  *E.: decorate, dress, garnish:*

  *decorate* 'to make more attractive by <u>adding ornament, colour, etc</u>' *a room, one's Christmas tree,* even *a cake*

  *dress* '<u>to put finish on</u>' *a table, the hair, the wound, trees and bushes*

  *garnish salads* and other <u>food</u> in order to improve its appearance and <u>taste</u>

- **Due to differences in their semantic structures:**

  *green* 'young' *years;*

  *heavy* 'intensive' *rain ; heavy* 'abnormal' *drinker; heavy* 'serious' *responsibilities.*

# Word Groups in Taxonomies

*administration*

*public administration*

*comparative public administration*

*bank*

*World Bank*

*scandal*

*Watergate scandal*

*East*

*Middle East*

**Institute of Managerial Personnel, Chair of Foreign Languages**

# Word Groups as Clichés and Set-expressions

**Clichés**

*kind to people, wrong number, commit a suicide*

*ladies and gentlemen, Good morning!*

**Set-expressions**

*on the one hand, hand in hand, by the way, so far so good, How do you do?*

# Word Groups as Idioms

to break the ice

to breath one's last

Hobson's choice

In cold blood

An old bird is not to be  caught with chaff.

A cheerful wife is the joy of life.

A hungry man is an angry man.

He is the richest that has fewest wants.

If a man deceived me once, shame on him; if twice, shame on me.

# Multi-word Latin and French set expressions

*alter ego* 'second self'; *id est* (**i.e**.)' that is'; *vice versa* 'with the order changed';
   *Bon appetit!* 'enjoy your meal'.

They are mostly abbreviations and their reading may follow different patterns:

- as full Latin expression. Thus, **_etc._** **_et cetera_** ('and the others', 'and other things', 'and the rest');

- as letters of the English alphabet: *a.m.* – [*anter meridiem*] 'before midday'; *p.m.* [*post meridiem*] 'after midday'] or **_A.D._** [*anno Domini*] 'in the year of the Lord'.

- as English expressions: **_e.g._** is usually read as 'for example', 'for instance' [*exempli gratia*] ;
   **_et al._** is read as 'and others' [*et alia*] ;
   **_R.I.P._** is read as 'rest in peace' [*requiescat in pace*] – a short prayer for a dead person.

**Phraseological units**

1) nominative (*to breath one's last* 'to die');

2) communicative (*A cheerful wife is the joy of life; A hungry man is an angry man; He is the richest that has fewest wants; Never say die!* and *If a man deceived me once, shame on him; if twice, shame on me*);

3) nominative-communicative (*to break the ice – the ice is broken*);

4) interjectional (*Well, I'll never! By George! It's a pretty kettle of fish!*).

**Англо-русский фразеологический словарь** (*English-Russian Phraseological Dictionary*) is by Prof. **A.V. Kunin.**

*Oxford Dictionary of Current Idiomatic English* (1975, 1983) by **A.P. Cowie, R. Mackin** and **I.R. McCaig**.

**Russian-English Dictionary of Idioms** by **Sophia Lubensky** (Random House in 1995)

# Word Groups as Free Collocations

Lexical aspect of syntactic phrases: limited combinability, or *valence*

**Lexical valence** – combinability of words in word-groups limited by language restrictions and common sense:

*to* HAVE *tea*; *to* DRINK *tea* is American English

*an urgent, delicate, disputable* **question;** *there's no/ some* **question** *as to his honesty; the point in* **question;** *out of the* **question;** *to raise, to ask a* **question;**

but  **\*\****wet* **question** is impossible,

and  *\*actual question* is not used

# Free Collocations

- украшать салат/… …
- отличное настроение/… …
- любимая девушка/… …

- poor student/… …
- advanced student/… …
- full-time student/… …

# Summary: General characteristics of the English vocabulary

- **Native** words make up about 30% of the vocabulary but communicatively they are most important. Most of them are **monomorphic** and **monosyllable**.
  - Most of the **borrowed** words are of **Romance origin**, many of them are assimilated.
    - Borrowings contribute to abundance of synonyms, homonyms, 'interpreter's false friends', and etymological doublets in English.

- Most English words are **polysemantic.**

- The **major ways** of morphological derivation in English are **affixation, conversion,** and **composition.**
  - Most affixes in English are borrowed, and they mostly combine with borrowed bases. The number of active derivational affixes is not great.
    - Conversion is mostly characteristic of nouns that derive new verbs and verbs that derive new nouns.
    - Most English compounds do not have linking elements and may be spelled differently. Phonetically they are distinguished by a certain stress-pattern, the second element is semantically dominant.

- There are many words derived by **minor ways** of word-formation.

- There are many **variants** in the English vocabulary.

## II. Major differences between the correlated names in English and Russian:

1. Their phonetic and graphic forms are different.

2. Their ways of creation may be different (*dictionary-словарь, садовый инвентарь – horticultural sundry*).

3. Their semantic boundaries and prototypes are usually different (*blue-голубой, house-дом*).

4. One name in one language may have a number of correlative words in the other (*mushroom: боровик, подосиновик, лисичка, моховик …*).

5. A word in one language may not have a correlative name in the other (*zaftig, caboose, мочка*).

6. Their semantic structures are usually different (*go – идти).*

7. Only one of them may have homonyms *(Georgian – грузинский; относящийся к штату Джорджия (США); относящийся к одному из 4 королей Великобритании (1714-1840):* the Georgian poets*; относящийся к периоду короля Георгу V (1910-1936)*

8. Their combination with other names in speech   is usually different (*to decorate a cake* but not *\*~ a table, \* ~ salad;* cf.: *украшать стол, салат*).

# Some lexical factors that complicate comprehension, remembering, and retrieving words in Public Administration texts:

**The English words are:**

**1) mainly French borrowings:** *coup-d'etat; jeopardize, employee, prior, servility, routine,*

**2) Latin borrowings** with low frequency of usage: *indolent, insolent, insulate;*

**3) misleading** due to their formal similarity with Russian words: *public, legal, recruit, terminate;*

**4) not registered in dictionaries**: *policy entrepreneurs;*

**5) have no lexical equivalent in Russian:** *merit systems, tenure (постоянная должность, бессрочный контракт.Заключается университетом с профессором), public administration roles, challenge;*

**6) polysemantic** and not clearly identified from the text: *public (общественный, публичный, государственный), government (правительство, управление), desk (рабочий стол, отдел);*

**7) combined in text with different words:** *the day-to-day working, effective and efficient, the grossly incompetent, to guide policy intentions into policy actions*

# What's in a name?

- *часы* (*час* in Russian means 'time')

- *clock* [Middle Dutch fr L 'bell'] refers to a timepiece, usually free-standing, hanging, or built into a tower,

- *watch* converted from verb *to watch* if the timepiece is portable and worn strapped to the wrist.

# What's in a name?

Russ. *опенок* from *пень*  English: *?*


*опенок осенний -- honey agaric*

   *(agaric 'пластинчатый гриб')*


*опенок летний -- a prickly cup*


*чертополох -- thistle*

# shake your hands!

# Пожмите руку друг другу!

# A name and the lexicon

## a bicycle

unicycle, monocycle, tricycle, quadrocycle, motorcycle, to cycle, to bicycle, to tricycle, to monocycle, to motorcycle, cycling, cyclic, cyclical, cyclist, bicyclist, motorcyclist, etc.

## велосипед

одноколесный or трехколесный велосипед

велосипедист (ка), велосипедный

велоспорт, велотрек, велорикша, велопробег

## ехать на велосипеде/ машине
## ride a bicycle / drive a car

*ride* meant 'to sit and travel on the back of animal, usually while controlling its motion'

*he rides* a BICYCLE/ TRICYCLE/ MOTORCYCLE/ HORSE.

*drive* meant 'to herd (i.e., 'to compel, to punch') draught animal in a particular direction'

*he drives* a CAR/ TRACTOR/ BUS/ TRACK

**Driver** – or **bus operator**?

# 'the front of the head from the forehead to the lower jaw';

**face**

*'the upper marked surface of a clock or watch'*
  **циферблат**

'the expression of the countenance; look';
  **гримаса**

'the main side of a building.'
  **фасад**

.....
*'the main side of an object, etc'*
  **лицевая часть, лицо**

**лицо**

'главная сторона предмета'
  *face*

'личность, особа'
  *person*
  **Должностное лицо. Главное лицо. Официальное лицо. Сопровождающие лица. Историческое лицо. И вот здесь в дело вмешалось новое действующее лицо**

'грамматическая категория'
  *person*

# A name and the lexicon (conclusion)

*Different in character, names weave finally a unique lexical canvas of the language, determine its highly specific and individual lexical system and structure.*

**Learning a word is learning its place in the vocabulary system**

## Lecture 7.

# Building a Better Vocabulary

### *Plan*

1. The individual vocabulary.
2. Major strategies in learning English vocabulary.
3. A case study.
4. Dictionaries of the English languages.

# I. The individual vocabulary

By *18 months* children can use about **50 words.**

An average *four-year* old child knows over **5,000** words;

*at six,* he reaches a vocabulary of **14,000** words;

*at eight,* of **26,000** words;

*at ten*, of **34,000.**

*A college-educated individual* is supposed to know more than one-fifth of the total number of words in a language, i.e. about **200,000 words.**

Still another estimation places the average *adult* vocabulary at between **35,000 and 70,000 words**.

## Active/passive vocabulary:

Even the child having **a normal use vocabulary of 1,000 words** would "**know**" **10,000.**

Some people use only **500-1,000** words in everyday conversations.

People judge us, our ideas and our intellectual abilities by the words we use.

If there is a million of words in English, an educated adult should use in speech about **10,000** words.

W. Shakespeare used about **25,000** words.

## Knowing a word to use it in speech means:

1. *the word form –* *pronunciation and the written form, its possible variants;*

2. *the lexical meaning of the word:*

   ■ *the list of the word referents (semantic boundaries and the category prototype);*

   ■ *its etymological meaning and motivating feature;*

   ■ *its variation and word semantic structure;*

3. *different types of its relations in the lexical system.*

## Different types of the word relations:

1. **Letter relations** *(apple, apricot)*
2. **Phonetic relations** *(fanatic – phonetic; bank – bank)*
3. **Morphological relations** *(friend – friendly – unfriendly)*
4. **Semantic relations** *with other words:*

   *hierarchical relations* *(bulldog – dog – animal)*

   *with the words of the same lexical-semantic group*
   (**administrator's role-types:** *political executive, desktop administrator, professional, street-level bureaucrat, entrepreneurs);*

   *synonyms (probation – trial – test; indolent – lazy, slothful; jeopardy – peril, risk, endangerment; insolent - proud, haughty, arrogant);*

   *antonyms (indolent – active, busy, fully engaged; love – hate);*

   *part-whole relations (dog – tail)*

   *metaphorical relations (neck of a bottle; time is money; argument is war; public administrators are translators and tailors of government or mere cogs in the machinery of government/in the giant wheel)*

   *metonymical relations (apple – tree)*

   *associative relations (bureaucracy – red-tape, corruption; cf.:*

## Il. Major strategies in learning English vocabulary

### *Vocabulary Learning Techniques*

Speaking

Listening to language <u>tapes</u>

Watching special movies on <u>DVD,</u>

<u>CD-ROM</u> programs

Reading <u>Bilingual Texts</u>

Reading regular texts with <u>no dictionary</u>

Reading regular texts with a <u>dictionary</u>

| | | |
|---|---|---|
| Интернет-сайт | **www.englishclub.net** | обучающие тесты |
| Интернет-сайт | **wwwwww.www.englishwww.english-www.english-towww.english-to-www.english-to-gowww.english-to-go.www.english-to-go.com** | информ. сайт для самост.работы |
| Интернет-сайт | **www.globalenvision.org** | Информ. сайт для самост. работы |
| Интернет-сайт | **wwwwww.www.lrswww.lrs.www.lrs.edwww.lrs.ed.www.lrs.ed.uiucwww.lrs.ed.uiuc.www.lrs.ed.uiuc.eduwww.lrs.ed.uiuc.edu/www.lrs.ed.uiuc.edu/Impactwww.lrs.ed.uiuc.edu/Impact** | Информ. сайт для самост. работы |

| Вид | Наименование программного продукта | назначение |
|---|---|---|
| Компьютерная программа | «Reward InterN@tive». Macmillan Publishers Limited. | электронный учебник |
| Компьютерная программа | «English Platinum». ТОО «Мультимедиа Технологии». | обучающая программа |
| Компьютерная программа | ."Профессор Хиггинс. Английский без акцента!". НПЦ «Istrasoft». | обучающая программа |
| Компьютерная программа | EBC (English Business Contracts). ТОО «Медиахаус». | обучающая программа |

# Mnemonics:

### *sundry*

**Categorizing** (*sundry: the rest, everything, all);*

**Delimiting** (learn as many attributes as possible by which this word differs from words of the same category);

**Clue Processing** (e.g., provide your lessons with personal background images that may help to remember the word); **Loci Method** (e.g., imagine walking through the rooms of a well known house and learn the words);

**Story Building** (bind the vocabulary of a lesson by inventing a story);

**Code-Word System** (think of a mother tongue word that is acoustically similar to the English word and imagine the connection between them).

## How to pursue a mnemonics learning strategy:

1. Get familiar with the vocabulary list. Take your time to examine the vocabulary items, try <u>categorizing</u>1. Get familiar with the vocabulary list. Take your time to examine the vocabulary items, try categorizing and <u>delimiting</u> them.

2. Consolidate your vocabulary by <u>forming stories</u> .

3. Exercise your ability to generate translations. Test yourself and use the <u>Code-Word System</u> to remember hard words.

# How to pursue a more effective learning strategy:

**Learning a foreign word means learning its different:**

1.  *forms –* *pronunciation and the written form, their possible variants;*
2.  *lexical meaning of the word***:**
    ■    *semantic boundaries and the category prototype;*
    ■    *its Its motivating feature;*
    ■    *semantic structure;*
3.  *sense relations;*
4.  *translation* *of the word into native tongue.*

# sundry

**1. *Motivation: to sunder –* **to divide and keep aside

**2. *Lexical meaning of the word*:**

  **n:** an indeterminate number  of small articles

  **adj:** miscelleneous, various, motley

**3. *Senses relations:***

   ***Syn.:  several ; various;***

  *books, pens, and **sundry other** articles; recommended for reading by **all and sundry.***

**4. *Translation:***

  n    1) неопределённое число ( людей, вещей ) - *all and sundry*

      *pl*.**sundries** – метизы, принадлежности

      ***sundries accounts*** "прочие статьи**"**

  adj -- различный, разный *75 tons of sundry wood*.

**fruit**

# fruit = фрукт

## 'сочный съедобный плод какого-нибудь дерева' (Ожегов)?

## 'a false translator's friend' ?

## English-Russian Dictionary by Prof. Muller:

**fruit   n**    *1.* плод; *to bear* ~ плодоносить

*2. собир.* фрукты;

*to grow* ~ разводить плодовые деревья,

*small* ~ ягоды

*3. (преим. pl.)* плоды, результаты;

*4. attrib.* фруктовый

**плод –** *1.* часть растения, развивающаяся из завязи цветка и содержащая семена;

*2.* зародыш детеныша;

*3. перен.,* порождение, результат чего-н.: ***плод размышлений.***

**Oxford Advanced Learner's Dictionary of Current English**
**by A.S.Hornby**

**fruit** – n **1.** [U] that part of a plant or tree that contains the seeds and is used as food, e.g. apples, bananas; [C] kind of ~ : *People are eating more ~ than they used to. F ~ is expensive nowadays*. *Is a tomato a fruit?*

**2.** [C] (bot) that part of any plant in which the seed is formed.

**3.** *the ~s of the earth*, those plant or vegetable products that may be used for food, including grain, etc.

*~-cake* n rich cake containing dried currants, peel, etc.

## Webster's Collegiate dictionary

**fruit – 1 a :** a product of plant growth (as grain, vegetables, or cotton) *(the ~s of the field)*

**b (1) :** the usu. edible reproductive body of a seed plant; esp : one having a sweet pulp associated with the seed *(the ~ of the tree)*

**(2) :** a succulent plant used chiefly in a dessert or sweet course

**c :** a dish, quantity, or diet of fruits *(please, pass the ~)*

***d :*** a product of fertilization in a plant with its modified envelopes or appendages : *specif.* the ripened ovary of a seed plant and its contents

***e :*** the flavor or aroma of fresh fruit in mature wine

**WordNet :**

<u>hyponyms</u> for **fruit:**

apples, plums, pears, citrus fruit, pineapple, and melon, water-melon;

different berries;

different seeds (like sunflower seed) and nuts;

coffee bean;

dried fruit like raisins, figs, prunes;

some nonedible fruit like acorn;

some edible fruit may be eaten as vegetables but when fully ripe they are used as a dessert.

# Semantic structure
## (Webster's Collegiate Dictionary):

**fruit – 2.** *fig.* result, product *(the fruits of his labour)* (cf.: **плод**)

**3.** *fig. derog.* **'homosexual'.**

[L fructus, pp fr. frui – 'to enjoy']

The Russian correlated word **фрукты** does not have such  meanings, though **фрукт** is used derogatively of a person *(ну и фрукт!).*

## Morphological family :

*fruit-machine (GB colloq.) coin-operated gambling machine*

*fruit-sugar – glucose*

*fruit-grower*

*fruit-piece – натюрморт с фруктами*

*fruit-fly*

*fruit-bat*

*fruit-cake*

*fruitful – producing fruit or good results*

　　*fruitfully*

　　*fruitfullness*

*fruitless – without fruit or good results*

　　*fruitlessly*

　　*fruitlessness*

*fruity – 1) resmbling fruit in taste or smell*

　　　*2) full of rough humour*

　　　*3) (colloq) rich (a fruity voice)*

*fruiter – fruit-bearing tree; fruit-carrying ship*

*fruiterer – one who sells fruit*

*frutarian – one who lives almost only on fruit*

*to fruit – to produce fruit*

# Collocations

*fresh fruit*

*fresh picked fruit*

*home-grown fruit*

*organic fruit*

*tropical fruit*

*we need fruit*

*run out of fruit*

*to bear fruit*

*small fruit*

# A hyperonym for it?

## Pragmatic value?
## Frequency?

Learning vocabulary is learning each individual word.

Learning a word is learning a wealth of specific information.

Learning this specific information about a word requires a certain *guide* to understand and remember its meaning, usage, and form.

# The best way of learning a word
# in a foreign language
# is using
# GOOD dictionaries!

## III. Dictionaries of English

| Year | Author /Editor | Dictionary | Size /Type |
|------|----------------|------------|------------|
| 1440 | | *Promptorium Parvulorum, sivre Clericorum ("Storehouse [of words] for children or clerics")* | **English-Latin** |
| 1476 | **Caxton** | **Printing in England** | |
| 1480 | **Caxton** | *A French-English Glossary (no title)* | **French-English** |
| 1499 | **Caxton** | *Promptorium* | **"hard words"** |
| 1500 | | *Hortus Vocabularum ("Garden of Words")* | **Latin-English** |
| 1533 | **John Withals** | *A Shorte Dictionarie for Yong Begynners* | **English-Latin** |
| 1538 | **Sir Thomas Elyot** | *Dictionary (Bibliotheca Eliotae)* | **Latin-English** |
| 1565 | **Thomas Cooper** | *Thesaurus Linguae Romanae et Britannicae ("Thesaurus of the Roman Tongue and the British")* | **French-English** |

**Samuel Johnson** (1709 (1709 –1784), often referred to simply as

**Dr Johnson**,

A portrait of Johnson from 1775 by Joshua Reynolds showing Johnson's intense concentration and the weakness of his eyes.

**Noah Webster** ([1758](#) (1758 – [1843](#))

His name became synonymous with "dictionary," especially the modern [Merriam-Webster](#)His name became synonymous with "dictionary," especially the modern Merriam-Webster dictionary which was first published in [1828](#) as *[An American Dictionary of the English Language](#)*.
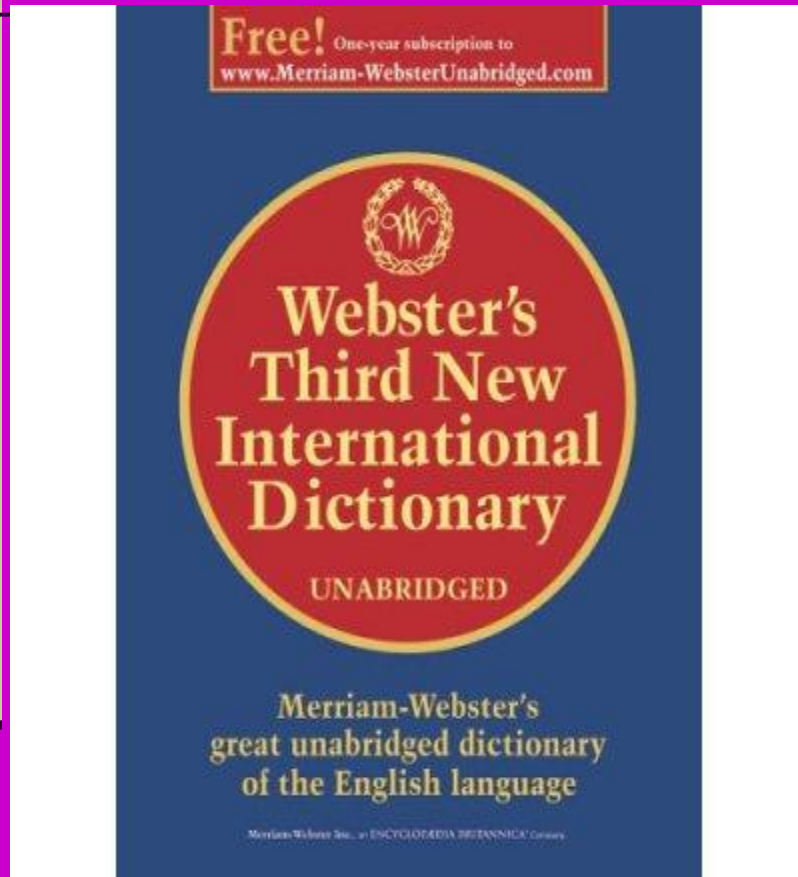
*Webster's Third New International Dictionary*450,000 entries

Merriam-
Webster   **Merriam-Webster**
**Unabridged**
® THE UNABRIDGED DICTIONARY

✔ **Browsing the web?**
**Bring the dictionary!**
Download the Merriam-Webster
Unabridged **Toolbar** today

7 entries found.

affection[1,noun]
lose
of[1,preposition]
passion[1,noun]
rapt[1,adjective]
sweet[1,adjective]
tender[1,adjective]

To select an entry, click on it.
Click 'Go' if one entry is listed.

Go

Double-click any word in the
entry to see its definition.

Main Entry: ¹**af·fec·tion**   Pronunciation Guide
Pronunciation: əˈfekshən *also* aˈ-
Function: *noun*
Inflected Form(s): **-s**
Etymology: Middle English *affeccioun*, from Old French &
Middle French *affection*, from Latin *affection-*, *affectio*, from
*affectus* (past participle of *afficere* to exert an influence, bestow,
apply oneself) + *-ion-*, *-io* -ion -- more at **AFFECT**
**1** : any moderate feeling or emotion <that serene and blessed
mood in which the *affections* gently lead us on -- William
Wordsworth>
**2** : kind feeling : tender attachment : **LOVE, GOOD WILL** <the
young man warmly reciprocated her *affection* -- Elinor Wylie>
<music played with *affection* and understanding -- Irving
Kolodin> <you had some *affection* for him -- George Meredith>
-- sometimes used in plural <he had been endowed with
powerful family *affections* that were progressively frustrated --
Allen Tate> <the dearest object of their *affections* --
H.T.Buckle> <a powerful rival for the *affections* of the working
class -- J.G.Colton>
**3** *obsolete* **a** : a strong emotion or passion (as anger, fear, or
hatred) **b** : **PARTIALITY, PREJUDICE** <'tis the curse of service,
preferment goes by letter and *affection*, and not by old gradation,
where each second stood heir to the first -- **Shakespeare**>
**4** *psychology* **a** : the feeling aspect of consciousness (as in
pleasure, displeasure) -- distinguished from *conation*; compare
**COGNITION b** : ¹**AFFECT** 2
**5 a** : bent of mind : feeling or natural impulse swaying the mind
: **PROPENSITY, DISPOSITION, INCLINATION** <my lawyer is
bound by all his *affections* to encourage me in litigation --
G.B.Shaw> **b** *archaic* : **AFFECTATION** 3, 4 <they might
discover themselves mock'd in these monstrous *affections* -- Ben
Jonson>
**synonym** see **ATTACHMENT, FEELING**

Citation format for this entry:
"affection." *Webster's Third New International Dictionary, Unabridged.*
Merriam-Webster, 2002. http://unabridged.merriam-webster.com (1

***Oxford English Dictionary*1888-1928, 1933,**1934, etc., 20 volumes +
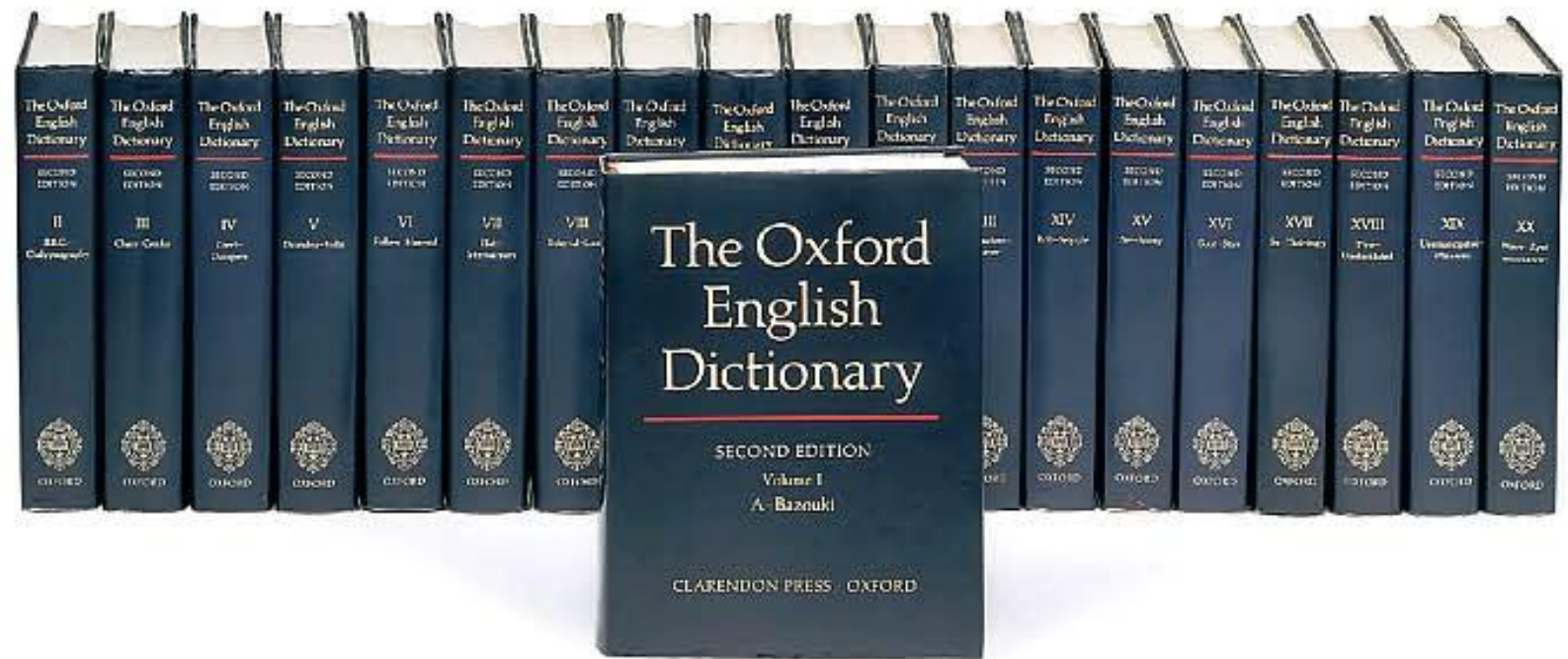
301,100 main entries

*The aim of this Dictionary is to present in alphabetical series the words that have formed the English vocabulary from the time of the earliest records* [ca. A.D. 740] *down to the present day, with all the relevant facts concerning their* **form, sense-history, pronunciation, and etymology.**

*It embraces not only the standard language of literature and conversation, whether current at the moment, or obsolete, or archaic, but also the main technical vocabulary, and a large measure of dialectal usage and slang.*

# Features OF DICTIONARY ENTRIES

**headword** (e.g. **messenger**)
see § 4.1, p. xii

**part of speech** (e.g. ►A noun.)
indicated by arrow and bold letter
see § 4.3, p. xiii

**sense** (e.g. 2, 3)
indicated by bold numerals
see § 4.10, p. xvii

**date** (e.g. M17)
indicates a sense's first recorded use
see § 4.8, p. xvi

**phrases** (e.g. express messenger, King's messenger)
introduced by Phrases:
see § 4.14, p. xix

**combinations** (e.g. messenger-at-arms, messenger cable)
introduced by Comb.:
see § 4.14, p. xx

**derivative** (e.g. ■ messengership)
introduced by square bullet ■
see § 4.16, p. xx

**phrase** (e.g. in mimicry of)
indicated by bold
see § 4.14, p. xix

**cross-reference** (e.g. MÜLLERIAN)
indicated by small capitals
see § 5, p. xxi

**pronunciation** (/ˈmɛsɪndʒə/)
see § 4.2, p. xii

**etymology** (e.g. [Old & mod. French …etc.])
indicated by bold square brackets
see § 4.9, p. xvii

**subsense** (e.g. ►b)
indicated by small arrow and bold letter
see § 4.10, p. xvii

**illustrative quotation block**
indicated by a tinted box
see § 4.13, p. xix

**date** (e.g. L17)
indicates a word's first recorded use
see § 4.8, p. xvi

**illustrative quotation**
see § 4.13, p. xix

**cross-reference** (e.g. MERTENSIAN)
indicated by italic small capitals
see § 5, p. xxi
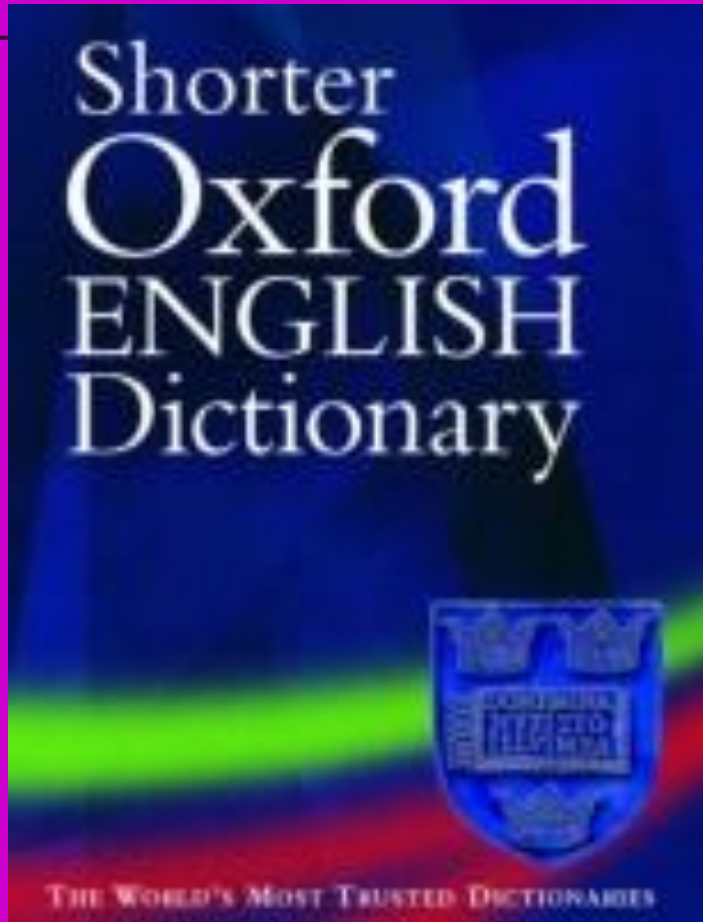
The **Shorter Oxford English Dictionary**, (SOED), is a scaled-down version of the "Oxford English Dictionary". It comprises two volumes rather than the twenty needed for the second edition of the "OED".

The book aims to include all English words which had substantial currency after 1700. As a historical dictionary, it includes obsolete words if they are used by major authors and earlier meanings where they explain the development of a word. Headwords are traced back to their earliest usage.

The latest (fifth) edition contains more than half a million definitions, with 83,500 illustrative quotations from 7,000 authors.
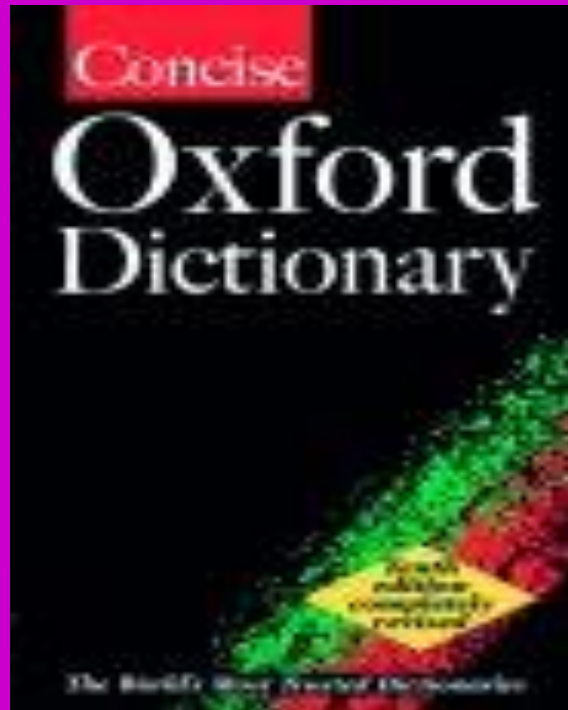
The *Concise Oxford Dictionary* saves space by not giving pronunciation guidance for standard English vocabulary (such as "cheese"). Instead it gives extra information on phrases. There is no major encyclopaedic element.

There is an appendix giving information on countries of the world, as well as others on weights and measures, different alphabets, abbreviations and an extensive guide to good English.
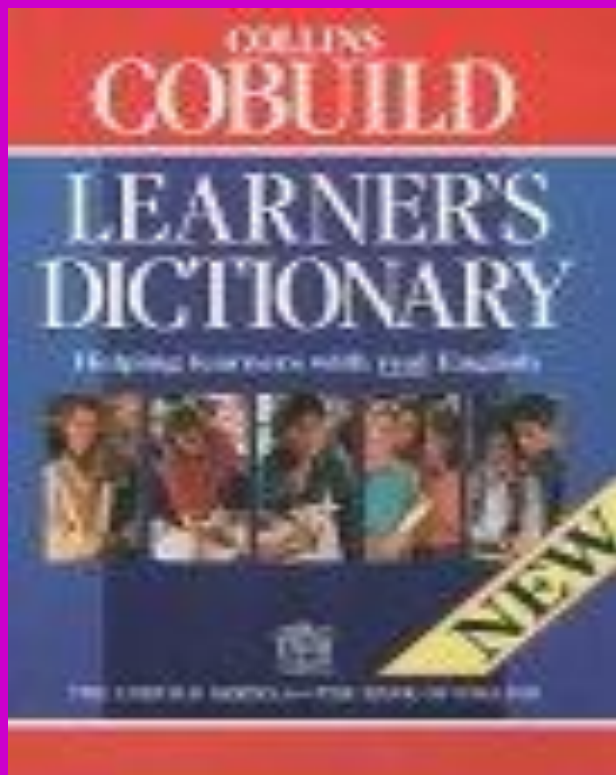
[Collins Cobuild Learner's Dictionary](#)

This dictionary serves as a reference book for all students from intermediate level upwards. It offers extensive coverage of **phrasal verbs and idioms**, **information on world frequency**, and **a detailed treatment of modern English.**

**Some other explanatory dictionaries of the English language:**

- *A.S. Hornby. Oxford Advanced Learner's Dictionary of Current English (50,000)*
- *Longman Dictionary of Contemporary English (55,000 entries).*
- *Webster's Ninth New Collegiate Dictionary (160,000).*
- *The Random House Dictionary of the English.*
- *Language  American Heritage Dictionary.*
- *The New Century Dictionary.*

- Electronic versions of the well-known dictionaries
- New electronic dictionaries, like ***ABBYY*** or ***WordNet;*** or encyclopedias: ***wikipedia.org*** or ***britanica.org***

# What dictionary to buy?

Look up for same rare word in all available dictionaries.

Take the one that gives you:

- *the longest but understandable definition;*
- *pronunciation easy to read;*
- *examples of usage;*
- *clearly organized meanings with illustrative examples;*
- *synonyms, antonyms;*
- *idiomatic expressions;*
- *etymology.*

Do not buy a travel dictionary with short entries and few pages. You can always buy such a dictionary later, when you travel to the country.

# Learning vocabulary is *learning:*

- each individual word (sound/ graphic/ grammar/ form; translation; exact meaning; usage);
- a vocabulary structure and system;
- a wealth of cultural information.

Learning vocabulary requires a certain ***guide*** to understand it and remember.

# **Learn** the English vocabulary by **exploring** it and have **fun**!

**learn v** [OE, OHG 'to learn'; L *lira* ' furrow, track]

1. to get knowledge or understanding of or skill in by study, instruction, or experience

**explore  v** [L from outcry of hunters on sighting game]

1. to seek for or after (*obsolete*);
2. to search into; to examine minutely

**fun – n** light-hearted pleasure, amusement [ME *fonne* 'fool']

# *Thank you for your attendance and attention!*

**attend** [*L.ad+tendere 'to stretch to'* ]

v.t.

1. *obs.* to take notice of

2. to go and stay with as a companion (or a nurse, or servant), to visit professionally as a physician;

3. to be present with, accompany;

4. **to be present at;**

v.i.

1. to apply oneself (*I will attend to your work*)

2. **to apply the mind**

**attendance** – the act of attending (*being present at*)

**attention -** the act or state of attending (*through applying the mind to an object or thought*)

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