

## I. INTRODUCTION

### BRANCHES OF LINGUISTICS:

LEXICOGRAPHY is the branch of linguistics that deals with dictionaries. It observes, collects, selects, and describes units from the stock of words and word combinations in a given language (collecting CORPUSES, for example *Bank of England*).  
METALEXICOGRAPHY deals with the DEVELOPMENT AND DESCRIPTION OF THEORIES AND METHODS, which are the basis for PRACTICAL LEXICOGRAPHY.

LEXICOLOGY studies VOCABULARY AND ITS STRUCTURE.

SEMANTICS deals with THE MEANING AND THE RELATIONSHIPS BETWEEN DIFFERENT MEANINGS of words.

WORD-FORMATION deals with the FORMATION AND STRUCTURE OF WORDS.

MORPHOLOGY deals with MORPHEMES.

DICTIONARY is a text, which conveys INFORMATION ABOUT WORDS ARRANGED IN THE ALPHABETICAL ORDER.

HEADWORDS (gesla, iztočnice) are ENTRY WORDS.

DICTIONARY ENTRY (geselski članek) is a short CHAPTER in the dictionary, which contains INFORMATION ABOUT THE HEADWORD.

RUN-ON ENTRY (podgeslo) is CONNECTION TO ANOTHER HEADWORD.

The form of a dictionary is determined by the actual needs of the user's language activity (speaking, reading, writing, listening, translating).

L1 = first language (mother tongue)

L2 = second language (foreign language)

SL = source language (izhodiščni jezik) - the language we are translating from

TL = target language (ciljni jezik) - the language we are translating into

DECODING is a linguistic activity which involves the understanding of a text in a foreign language; translation from L2 into L1; a PASSIVE ACTIVITY.

Information found in a dictionary for decoding: encyclopaedic/rare words, culture specific words, proper names, slang, idioms, abbreviations, connotative meaning (additional meaning).

ENCODING is translating from L1 into L2; it involves the active use of a foreign language; an ACTIVE ACTIVITY.

Information found in a dictionary for encoding: common words, collocations, structural words, grammatical information, register, spelling, pronunciation, synonyms, grammatical inflections, synonyms, language variety labels, register.

RECEPTION / PRODUCTION (dictionaries should meet the needs of all 4 skills):

1. RECEPTION IN L2  
- understanding a text written in a foreign language without translation
2. RECEPTION IN L2 + PRODUCTION IN L1  
- understanding a text in a foreign language + active production, translation
3. PRODUCTION IN L2  
- writing a text in a foreign language without a model in the mother tongue
4. RECEPTION IN L1 + PRODUCTION IN L2  
- understanding a text in the mother tongue and its translation into a foreign language

	<u>SL</u>	<u>TL</u>	<u>purpose</u>
active	NATIVE (L1)	FOREIGN (L2)	encoding, production
passive	FOREIGN (L2)	NATIVE (L1)	decoding, understanding

### 1.1. DICTIONARY TYPOLOGY

#### 1. ACCORDING TO LANGUAGE TREATMENT

- a) MONOLINGUAL dictionaries describe a language by means of the same language, the meaning of a word is explained by means of the definitions.
- b) BILINGUAL dictionaries offer translational equivalents. MULTILINGUAL dictionaries - more than two languages.

#### 2. ACCORDING TO SOURCE AND TARGET LANGUAGE

- a) ACTIVE dictionaries - native language of the user to a foreign language (L1 to L2); source language is the mother tongue
- b) PASSIVE dictionaries - foreign language to the native language of the user (L2 to L1); source language is a foreign language

#### 3. ACCORDING TO SPECIALIZATION

- a) GENERAL dictionaries - concentrate on general vocabulary, contain some technical words
- b) TECHNICAL dictionaries - deal with technical terms, do not contain general vocabulary

4. ACCORDING TO USAGE

- a) Dictionaries for GENERAL USE - can be compared to monolingual dictionaries for native speakers
- b) Dictionaries for LANGUAGE LEARNING - include more information of usage, grammar, style, also more pragmatic information

5. ACCORDING TO USERS

- a) Dictionaries FOR ADULTS
- b) Dictionaries FOR CHILDREN - include illustrations, basic vocabulary

1.2. INFORMATION CATEGORIES:

- 1. FORMAL: spelling, pronunciation, division, inflection, injunction (plural, irregularities)
- 2. COMBINATIONAL or SYNTAGMATIC: parts of speech, idioms, collocations, phrasal verbs
- 3. SEMANTIC: definition, translational equivalents
- 4. ENCYCLOPEDIA [can be verbal (explained by means of words) or visual (with pictures, graphs)] and PRAGMATIC [register labels (Br, *slang*), subject field labels (*chem.*)]
- 5. HISTORICAL PERSPECTIVE: etymological explanation, the origin of words, phrases

1.3. DICTIONARY STRUCTURE:

- 1. MACROSTRUCTURE: a list of entry words
- 2. MICROSTRUCTURE: the treatment of the dictionary entry
- 3. FRONT MATTER: introduction part of a dictionary (what dictionary includes)
- 4. BACK MATTER: appendix

1.4. GRAMMATICAL INFORMATION IN DICTIONARIES CAN BE INCLUDED IN A/AN:

- 1. DIRECT fashion: explanatory notes, abbreviations, coded nouns, abbreviated phrases, usage notes
- 2. INDIRECT fashion: definitions, other part of the entry, examples of use

## II. DELEXICAL VERBS (HEAVY-DUTY VERBS)

DELEXICAL VERBS are common verbs, which are used with nouns as their object. The nouns contribute to PERFORMING AN ACTION and ARE NOT AFFECTED BY IT. VERBS are DELEXICALIZED; they have very LITTLE MEANING OF THEIR OWN when used in this way since the meaning is aided by the noun. Delexical verbs are few in number. They are some of the very commonest words and they contribute to fluency in English.

Delexical verbs: *GIVE, HAVE, MAKE, TAKE, DO, HOLD, KEEP, SET.*

S P DO  
*She had a shower.*

*had* = delexical verb; *had a shower* = delexical structure

### 2.1. THE DELEXICAL STRUCTURE vs. FULL LEXICAL VERBS

Some full lexical verbs have similar meaning to the meaning of the delexical structure:

*I looked around the room.* (verb) - the action of looking

*Have a look around the room.* (noun) - name an event, something which is complete

1. The verb, which corresponds to the delexical structure, is often INTRANSITIVE:

*She made a signal.* vs. *She signalled for a taxi.*

*A couple were having a drink at the table by the window.* vs. *A few students were dinking at the bar.*

2. Some verbs can also be TRANSITIVE:

*I had a glimpse of the speedometer.* vs. *I glimpsed a bright flash of gold on the left.*

*Comis took a photograph of her.* vs. *They photographed the pigeons in Trafalgar Square.*

### 2.2. THE DELEXICAL STRUCTURES IN ENGLISH

#### 1. DELEXICAL VERB + NOUN:

a) IN THE SINGULAR (indefinite article, brief event)

- singular countable nouns which indicate a brief event

- nouns which are commonly used as verbs

*She gave a cry when I came in.*

*She gave a remark about the weather.*

Difference in meaning between a delexical structure (impression that the event is brief) and a verb:

*She gave a scream.* (only a quick scream) vs. *She screamed.* (no time restriction)

b) IN THE PLURAL (repetition of events)

*She took little ladylike sips of the cold drink.*

*He took photographs of Vita in the summer house.*

c) WITH UNCOUNTABLE NOUNS

*We have made progress in both science and art.*

*Cal took charge of this side of their education.*

#### 2. DELEXICAL VERB + ADJECTIVE + NOUN (adjectives give further details about the event):

*He gave a quick furtive glance round the room.* (more common)

*He glanced quickly and furtively round the room.* (less common)

There is no difference in meaning; the verbal structure is more clumsy and unnatural, therefore delexical structure is preferred.

#### 3. DELEXICAL VERB + NOUNS NOT USED AS VERBS:

a) sometimes there is such a verb but DIFFERENT IN FORM:

*Work experience allows students to make more effective career decisions.*

*The Prime Minister decided she had heard enough.*

b) sometimes NO CORRESPONDING VERB with a similar meaning;

*He had been out all day taking pictures of the fighting. (to picture)*

*That is a very foolish attitude to take.*

*She made a number of relevant points.*

#### 4. MORE THAN ONE DELEXICAL VERB + ONE NOUN (little difference in meaning):

*give / make a call*

*give / take a chance*

*give / make trouble / take the trouble*

5. Some DELEXICAL STRUCTURES are INVARIABLE (make use of, give way, take part in sth.); others are GRAMMATICALLY VARIABLE (make a statement / make several statements; give an example / give a few examples; have a drink / have a few drinks).

### 2.3. TRANSLATING THE DELEXICAL STRUCTURES INTO SLOVENE

1. English delexical structure - a specific Slovene verb derived from noun or adjective

*to have lunch - kositi*

*to give a lecture - predavati*

*to make an arrest - aretirati*

*to take a look - pogledati*

*to make angry - razjeziti*

*to make sth worse - poslabšati*

2. English delexical structure - combination of a verb (which does not respond semantically to the English delexical verb) and a noun

*to take temperature - izmeriti temperaturo*

*to take notice of sth - nekoga opaziti*

*to make oneself clear - jasno se izraziti*

- 3.1. Idioms - the structure completely different

*to give sb a rough ride - namučiti nekoga*

*to make light of - podcenjevati*

*you have an advantage of me - veste nekaj, česar jaz ne*

- 3.2. The delexical structure often used in English to denote the non-progressive aspect - in Slovene a single verb can indicate either the progressive or the non-progressive aspect (depending on the context)

*to look - (po)gledati*

*to have / take a look - pogledati*

*to sigh - (za)vzdihnniti, vzdihovati*

*to give a sigh - (za)vzdihnniti*

- the delexical verb 'take' is most problematic - more context needed to determine the aspect of the verb:

*He recently took a vacation in Italy.*

*She took a train to see the countryside. - Na deželo se je odpeljala/peljala z vlakom.*

4. The difference between the mechanical ('neutral', dictionary-like) translational equivalents and the translation of a sentence in context

*to make a contribution = prispevati*

> *He has made an important contribution to the company's success. Njegov prispevek k uspehu družbe je bil velik.*

*to make history = priti v zgodovino*

> *This discovery made history. To odkritje je bilo zgodovinskega pomena.*

### III. COLLOCATIONS

A COLLOCATION is a LOOSELY FIXED COMBINATION. It is a relatively fixed phrase in the paradigmatic sense.

- i) FREE COMBINATIONS of words
- ii) COLLOCATIONS: *to have / take a bath* (loosely fixed; allowing some variable elements)
- iii) IDIOMS: *to kick the bucket* (unchanged, frozen word combination)

<u>GRAMMATICAL COLLOCATIONS</u>	<u>LEXICAL COLLOCATIONS</u>
dominant word + dependent word	two equal words

#### 3.1. GRAMMATICAL COLLOCATIONS

The DOMINANT WORD (the word that carries the meaning): NOUN, VERB, ADJECTIVE.

The DEPENDENT WORD (the word that assists the meaning): PREPOSITION, GRAMMATICAL STRUCTURE (to-infinitive, gerund, wh-clause, that-clause, etc.).

1. NOUN + PREPOSITION:  
*congratulations on - čestitke za*
2. NOUN + TO-INFINITIVE:  
*They made an effort to do it. - Prizadevali so si, da bi to naredili.*
3. NOUN + THAT-CLAUSE:  
*We reached an agreement that she would represent us in court. - Strinjali smo se, da nas bo zastopla na sodišču.*
4. PREPOSITION + NOUN:  
*by accident - po nesreči*
5. ADJECTIVE + PREPOSITION:  
*angry at - jezen na*
6. PREDICATIVE ADJECTIVE + TO-INFINITIVE:  
*She is ready to go. - Pripravljena je za odhod.*
7. ADJECTIVE + THAT-CLAUSE:  
*She was afraid that she would fail the examination. - Strah jo je bilo, da ne bo naredila izpita.*
8. NINETEEN ENGLISH VERB PATTERNS:  
E.g.: verbs that allow the DATIVE MOVEMENT TRANSFORMATION (movement of the object):  
*He sent the book to his brother. He sent his brother the book.*  
*He sent the book to him. He sent him the book.*

#### 3.2. LEXICAL COLLOCATIONS

Consist of TWO WORDS OF EQUAL RANK: NOUNS, ADJECTIVES, VERBS, or ADVERBS.

1. VERB (usually transitive) + NOUN / PRONOUN / PREPOSITIONAL PHRASE:  
*to come to an agreement - doseči sporazum, strinjati se*
2. VERB meaning essentially eradication and/or nullification + NOUN:  
*lift a blockade - odpraviti blokado*
3. ADJECTIVE + NOUN:  
*strong tea - močan čaj*
4. NOUN + VERB:  
*bombs explode / go off - bombe eksplodirajo*
5. COLLOCATIONS - the unit that is associated with a NOUN:
  - a) the LARGER UNIT to which a single member belongs:  
*a colony / swarm of bees - roj čebel*
  - b) the specific, concrete, SMALL UNIT of something larger more general:  
*a bit / piece of advice - nasvet*
6. ADVERB + ADJECTIVE:  
*sound asleep - trdno speči*
7. VERB + ADVERB:  
*argue heatedly - burno razpravljati*

#### IV. CONCORD

CONCORD (AGREEMENT) is the RELATIONSHIP BETWEEN TWO GRAMMATICAL UNITS - one of them displays a PARTICULAR FEATURE (e.g. plurality) that ACCORDS WITH a displayed feature of THE OTHER.

SUBJECT - VERB CONCORD (in English the concord of 3<sup>rd</sup> person number between SUBJECT and PREDICATOR)

- a SINGULAR SUBJECT requires a SINGULAR VERB: *My daughter watches TV after supper.*
- a PLURAL SUBJECT requires a PLURAL VERB: *My daughters watch TV after supper.*

1. NOUN PHRASE → HEAD:

*The CHANGE in male attitudes IS most obvious in industry.  
The CHANGES in male attitudes ARE most obvious in industry.*

2. FINITE and NON-FINITE CLAUSES → SINGULAR:

*How you get there doesn't concern me.  
Smoking cigarettes is dangerous to your health.  
To treat them as hostages is criminal.*

3. PREPOSITIONAL PHRASES and ADVERBS FUNCTIONING AS SUBJECTS → SINGULAR:

*In the evenings is best for me.  
Slowly does it.*

4. NOMINAL RELATIVE CLAUSES → number depends on the INTERPRETATION of the NUMBER OF THE WH-ELEMENTS (DETERMINERS 'WHAT' and 'WHATEVER'):

*What were supposed to be new proposals WERE in fact modifications of earlier ones.  
What was once a palace IS now a pile of rubble.*

5. A tendency in INFORMAL SPEECH for IS/WAS to follow THERE in EXISTENTIAL SENTENCES:

*There's hundreds of people on the waiting list.*

6. INTERROGATIVE 'WHO' and 'WHAT' AS SUBJECTS:

a) Singular predicator even when the speaker has reason to believe that more than one person/entity is involved:

*Who is making all that noise?*

b) Plural predicator if other words in the sentence indicate that a plural subject is expected in the answer:

*Who have not received their passes?*

7. PLURAL PHRASES (including coordinate phrases) → SINGULAR (if used as NAMES, TITLES, QUOTATIONS, etc.):

*'Crime and Punishment' is perhaps the best constructed of Dostoyevsky's works but 'The Brothers Karamazov' is surely his masterpiece.*

8. TITLES OF SOME WORKS (also collections of stories) → EITHER SINGULAR OR PLURAL:

*'The Canterbury Tales' exist/exists in many manuscripts.*

#### PRINCIPLES OF GRAMMATICAL CONCORD, NOTIONAL CONCORD, AND THE RULE OF PROXIMITY

Areas where the concord causes problems:

- the subject contains a collective noun headword
- the subject contains coordination
- the subject contains an indefinite expression

##### 4.1. GRAMMATICAL CONCORD

Predicator matches its subject in number.

##### 4.2. NOTIONAL CONCORD

Agreement of the predicator with the subject according to the notion of number rather than with the actual presence of the grammatical marker for that notion (e.g. COLLECTIVE NOUNS in English):

*The government have broken all their promises.*

Singular used with subjects that are plural noun phrases of QUANTITY or MEASURE (=a single unit):

*Sixty people means a huge party. (=That number of people means a huge party.)*

##### 4.3. PROXIMITY (=ATTRACTION)

Agreement of the predicator with a closely preceding noun phrase in preference to agreement with the head of the noun phrase functioning as a subject:

*No one except his own supporters agree with him.* (The proximity principle here is reinforced by notional concord - only his own supporters agree with him.)

Conflict between grammatical concord and attraction through proximity increases with the distance between the headword of the noun phrase of the subject and the predicator (lengthy postmodifiers; an adverbial intervening between the subject and the predicator).

#### 4.4. COORDINATION

##### 4.4.1. COORDINATED SUBJECT:

1. A subject consists of two or more noun phrases (or clauses) coordinated by AND:  
A distinction between coordination and coordinative apposition. Coordination - cases that correspond to fuller coordinate forms: plural predicator used even if each conjoin is singular.  
*Tom and Alice are now ready.* (two noun phrases)  
*What I say and what I do are my own affair.* (two clauses)
2. Plural predicator required in asyndetic (no conjunction) coordination (without a coordinator):  
*His camera, his radio, his money were confiscated by the custom's officials.*
3. Conjoins expressing a mutual relationship, even though they can only indirectly be treated as reductions of clauses in this way, also take a plural verb:  
*Your problem and mine are similar.*  
(*Your problem is similar to mine and mine problem is similar to yours.*)  
*What I say or do are two different things.*  
(*What I say is one thing and what I do is another thing.*)
4. A singular noun phrase followed by *etc* and similar abbreviatory expressions (*and so on, and so forth*) take a plural verb:  
*The size ext are less important for our purposes.*
5. Preposed *each* or *every* (a distributive effect) take a singular predicator:  
*Every adult and every child was holding a flag.*  
*Each senator and congressman was allocated two seats.*  
*Each of them has signed a petition. They have each signed the petition.*

##### 4.4.2. COORDINATION WITHIN A SINGULAR SUBJECT:

- 1.1. Singular non-count noun head premodified by phrases coordinated by and functioning as a subject - it may imply two (or more) separate sentences - take a plural predicator:  
*American and Dutch beer are (both) much lighter than British beer.* (*American beer is much lighter than British beer and Dutch beer is much lighter than British beer.*)
- 1.2. Singular predicator is often used in this context, and is required when the phrases are postmodifying:  
*Beer from America and Holland is much lighter than British beer.*
2. Nominal relative clauses as subjects - coordination reduction allows some variation in number interpretation:  
*What I say and do are my own affair.* (*What I say is my own affair and what I do is my own affair.*)  
*What I say and do is my own affair.* (*That which I say and do is my own affair.*)
3. A generic noun phrase with a singular count head - takes plural predicator when the head and the premodification contains coordination by AND:  
*The short-term and (the) long-term lone are handled very differently by the bank.*  
*A first-language and (a) second-language learner share some strategies in their acquisition of the language.*

##### 4.4.3. COORDINATIVE APPPOSITION

Less common COORDINATIVE APPPOSITION - no reduction implied - each of the coordinated units has the same reference → singular predicator required if each noun phrase is singular:

*This temple of ugliness and memorial to Victorian bad taste was erected in the main street of the city.* (=opening NP refer to one entity (a statue))

*His aged servant and the subsequent editor of his collected papers was/were with him at his deathbed.* (=singular predicator if an apposition (the same person), plural predicator if a numeration (two different people))

##### 4.4.4. QUASI-COORDINATION

Subject noun phrase may be linked by quasi-coordinators, i.e. prepositions (*along with, rather than, and as well as*) that are semantically similar to coordinators → grammatical concord requires a singular predicator if the first noun phrase is singular:

*The captain, as well as the other players, was tired.*

*One speaker after another was complaining about the lack of adequate sanitation.*

##### 4.4.5. COORDINATION WITH OR AND NOR

- a) The rules are different for subject phrases of clauses coordinated with *either* and *or*:
  1. *Either the mayor or her deputy is/are bound to come.* (the rule of PROXIMITY)
  2. *What I say or what I think is/are no business of yours.*

3. *Either the strikers or the bosses \*has/have misunderstood the claim.*
  4. *Either your breaks or your eyesight is?are at fault.*
  5. *Either your eyesight or your breaks are?is at fault.*
- b) The rules are different for subject phrases of clauses coordinated with *neither* and *nor*:
1. *Neither he nor his wife have arrived.* (informal)
  2. *Neither he nor his wife has arrived.* (formal, applying the rule of PROXIMITY)

V. GRAMMATICAL DIFFERENCES BETWEEN BRITISH AND AMERICAN ENGLISH1. the usage of THE PRESENT PERFECT and THE PAST SIMPLE TENSE

Action in the past has an effect in the present. / With the use of words already, just and yet.

BrE: *Jenny feels ill. She has eaten too much. / I haven't read the book yet.*

AmE: *Jenny feels ill. She ate too much. / I didn't read the book yet.*

2. the PAST TENSE FORMS of some verbs

BrE: *burn - burnt - burnt*

AmE: *burn - burned - burned*

3. the use of the past participle GOT and GOTTEN

When denoting possession, in AmE have got is used. / In other cases AmE prefers have gotten.

BrE: *She has (got) two brothers. (possession) / You have got taller.*

AmE: *She has got two brothers. (possession) / You have gotten taller. (became)*

4. the use of PREPOSITIONS

→AT vs. ON in time relations:

BrE/AmE: *At/On Christmas we receive presents.*

→AT vs. IN regarding (school) facilities:

BrE/AmE: *He studies French at the university. / She studied Spanish in high school.*

→TO & FROM vs. THAN & FROM with the adjective DIFFERENT:

BrE/AmE: *This place is different [to][from]/[than][from] anything I've seen before.*

→TO and the verb WRITE:

BrE/AmE: *I promised to write to/- her every day.*

→ON vs. IN:

BrE/AmE: *How many were on/in the course?*

5. delexical verbs HAVE and TAKE

Have and take are used with an object noun which describes an action and with nouns referring to common activities.

BrE: *She's having a nap.*

AmE: *She's taking a nap.*

6. VERB AGREEMENT with collective nouns

AmE allows only the singular form of the verb.

BrE: *Ryan Air have a flight to London today.*

AmE: *Ryan Air has a flight to London today.*

7. the forms of AUXILIARY and MODAL VERBS

BrE: *They needn't come.*

AmE: *They don't need to come.*

8. the use of RELATIVE PRONOUNS:

BrE: *The committee, which is assembling today...*

AmE *The committee, who is assembling today...*

9. the (non-)usage of the INDEFINITE ARTICLE with nouns like Church, hospital, school...:

BrE: *We go to Church regularly.*

AmE: *We go to the Church regularly.*

10. stating a COMPARISON

BrE: *It looks as if it's going to rain.*

AmE: *It looks like it's going to rain.*

VI. LEXICAL DIFFERENCES BETWEEN BRITISH AND AMERICAN ENGLISH

- A. HETERONYMS - two (or more) lexical items used to refer to the identical thing in different geographical areas of a speech community:  
*sidewalk* (AmE) / *pavement* (BrE)
- B. TAUTONYMS - by contrast, words with the same form but different meanings in two varieties:  
*pants* (BrE: *underpants* or *knickers* / AmE: *trousers*)
- C. a particular common English lexical item has an ADDITIONAL SENSE in one variety:  
 AmE: preposition 'through' also used in a sense 'up to and including'
- D. one variety has SPECIALIZED TERMS not present in the other variety:  
 BrE: *lollipop man/woman* (a person whose job is to help schoolchildren cross the road safely)

1. SPELLING1.1. SIMPLIFICATION

BrE: *programme, aesthetics, manoeuvre* / AmE: *program, esthetics, maneuver*

1.2. THE PRINCIPLE OF DERIVATIONAL UNITY

BrE: *connexion, inflexion* / AmE: *connection, inflection*

1.3. REGULARIZATION

BrE: *colour, favourite, centre, theatre* / AmE: *color, favorite, center, theater*

1.4. DERIVATIONAL UNIFORMITY

BrE: *analyse, criticise* / AmE: *analyze, criticize*

1.5. REFLECTION OF PRONUNCIATION

BrE: *revelling, traveller* / AmE: *reveling, traveler*

1.6. INDIVIDUAL WORDS

BrE: *ensure, enclose, make-up* / AmE: *insure, inclose, make up*

2. NAMES OF PUNCTUATION MARKS

BrE: *full stop, brackets, square brackets, exclamation mark, slash*

AmE: *period, parentheses, brackets, exclamation point, virgule*

3. LEXIS3.1. DEVELOPMENTAL APPROACH

- a) words that are NEITHER UNDERSTOOD NOR USED in the other variety  
 BrE: *meld* / AmE: *hive off*
- b) words that are UNDERSTOOD BUT NOT USED in the other variety  
 BrE: *scone* / AmE: *cookie*
- c) words that are USED IN BOTH VARIETIES but still have a DISTINCTly Brit. or Am. FLAVOUR:  
 BrE: *telly* / AmE: *movie*

3.2. SEMANTIC APPROACH

- a) words that are PRESENT IN ONLY ONE VARIETY because they refer to sth unknown in the other culture  
 BrE: *moor* / AmE: *canyon*
- b) DIFFERENT WORDS OR PHRASES are used to express the same meaning  
 BrE: *first year member, petrol* / AmE: *rookie, gas*
- c) a particular word used in both varieties but with DIFFERENT MEANINGS  
*vest*
- d) a particular word in both varieties agrees in meaning but has an ADDITIONAL MEANING IN ONE VARIETY  
*good, smart*
- e) a particular word having the same meaning in both varieties but with a DIFFERENCE IN STYLE, CONNOTATION OR FREQUENCY of use  
*fortnight*
- f) a word is shared by both varieties, but one or both varieties have a FURTHER EXPRESSION for the same thing that is not shared by the other  
 CommonE: *taxi* / AmE: *cab*

3.3. RELATIVE FREQUENCIES AND CULTURAL ASSOCIATIONS3.4. FIELDS OF UNIVERSITY AND SPORTS

BrE: *lecturer, pitch* / AmE: *instructor, field*

## VII. FALSE FRIENDS

FALSE FRIENDS are words in two different languages which are graphically or phonetically very similar but have different meanings and can therefore be easily confused by foreign language learners.

### → THE CLASSIFICATION OF FALSE FRIENDS ←

#### 1. SEMANTIC FALSE FRIENDS:

Pairs of words which are identical or similar in form, but (partly or wholly) dissimilar in meaning. Pairs of words which are identical or similar in meaning, but dissimilar in form.

##### PARTIAL FALSE FRIENDS, TYPE A: L1<L2

Pairs of words in which the lexical item of L1 is narrower in meaning than its L2 counterpart.

*katoliški* - *nanašajoč se na katoličane in katolištvo*

*Catholic* -1 of the Roman Catholic Church; -2 formal (especially of likings and interests) general; including many different things; broad (Slovene 'splošni', 'nepriistranski')

##### PARTIAL FALSE FRIENDS, TYPE B: L1>L2

Pairs of words in which the L1 lexeme is broader in meaning than its L2 counterpart.

*akademija* -1 najvišja znanstvena in umetniška ustanova, poslojje te ustanove; -2 šola višje ali najvišje stopnje; -3 slavnostna prireditve s kulturnim programom

*Academy* -1 a society of people interested in the advancement of art, science or literature, to which members are usually elected as an honour; -2 a school for training in a special art or skill: a military academy, an academy of music

##### PARTIAL FALSE FRIENDS, TYPE C: L1<>L2

Pairs of words which are at the same time broader and narrower in meaning:

*olja* -1 mastna v vodi netopna tekočina, ki se pridobiva iz rastlin, živalskih maščob, nafte; -2 [um.] slikarska tehnika, pri kateri se slika z oljnatimi barvami; -3 [um.] slika v tej tehniki

*oil* -1 any several types of thick fatty liquid (from animals, plants, or under ground) used for burning, making machines run easily, cooking, etc.; -2 petroleum; -3 [in plural] paints (esp. for pictures) containing oil

##### TOTAL FALSE FRIENDS: L1≠L2

Pairs of words whose meanings are completely disparate:

*honoraren* - ki ni vezan na delovno razmerje

*honorary* -1 (of a rank, a university degree, etc.) given as an honour; not according to the usual rules; -2 holding an office or position without payment of one's services

#### 2. MORPHOLOGICAL FALSE FRIENDS

Pairs of words of non-native words of the same origin and meaning but of different morphemic structure. Also known as affixal false friends.

##### DIFFERENT PREFIXES IN L1 AND L2:

*anorganski* vs. *inorganic*; *dezinformacija* vs. *misinformation*

##### DIFFERENT SUFFIXES IN L1 AND L2:

*avtogram* vs. *autograph*; *kondezator* vs. *condenser*

##### A PREFIX IN L1 BUT NO PREFIX IN L2:

*akord* vs. *chord*; *avtobus* vs. *bus*

##### A SUFFIX IN L1 BUT NO SUFFIX IN L2:

*anulirati* vs. *annul*; *fotografija* vs. *photograph*

##### NO PREFIX IN L1 BUT A PREFIX IN L2:

*gravitirati* vs. *engrave*; *kodirati* vs. *encode*

##### NO SUFFIX IN L1 BUT A SUFFIX IN L2:

*azil* vs. *asylum*; *maligen* vs. *malignant*

#### 3. ZERO-EQUIVALENT FALSE FRIENDS

Words of non-native origin whose form leads a foreign-language learner to believe that there exist corresponding words, identical or similar in form, in the foreign language, when they in fact do not.

*abonma* vs. *season ticket*; *adresar* vs. *directory*; *degustacija* vs. *tasting*; *deprimiran* vs. *depressed*; *flomaster* vs. *felt-tip pen*; *kalij* vs. *potassium*; *stiropor* vs. *polystyrene*; *remont* vs. *overhaul*