

Yakovleva K. Second-person pronouns in the depositions of 1560-1760 according to sex, age and rank parameters.

The article studies evolutionary trends in the use of the second-person pronouns in the depositions of 1560-1760. English language corpuses used as data source together with sociolinguistic and pragmatic factors were studied in order to identify the features of second-person pronouns usage. Determinants conditioning the functioning of the second-person pronouns were analyzed. The scope of typical and divergent trends in the choice of singular second-person pronouns in accordance with the sex, age and rank of the speaker and the addressee was outlined. The perspectives of future investigation were defined.

Keywords: second-person pronouns, Early Modern English, sex parameter, age parameter, rank parameter.

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ENGLISH COMPOSITE VERBS IN DICTIONARIES

Morphological classification of the composite verbs in the English language helps to determine how and under what terminology they are found in the dictionaries. Some peculiarities and certain features of composite verbs were identified by the help of their stress determination in oral, written, formal, informal, polite forms of speech, as well as the study of their British, American and Australian variants in some dictionaries. Considering the fact that these verbs are more common in oral speech than in written, the following idea might be put forward, as for their more effective learning by the foreigners, they have to be included to the textbooks.

Keywords: The English language, English dictionaries, composite verbs, stress, oral speech.

Verbs in English are classified differently: semantically, morphologically, and syntactically and so on. As for the semantic point of view, English verbs are divided into simple verbs, derivative verbs, compound and composite verbs. Simple verbs consist of only one stem. For example: to take, to bring, to like, and so forth. Derivative verbs are formed with prefixes and suffixes. For example: to disappear, to undo, to recognize, to identify, etc. Compound verbs are the relation of two or more stems, but with one semantic meaning. Examples include broadcasting, to whitewash, etc.

Composite verbs are very common in English and today, day by day, they are being created and enlarging the English vocabulary. Composite verbs consist of a base verb and another small word. A base verb is usually a simple verb, while the smaller words are usually prepositions or adverbs. For example: to bring up, to run away, to sit down, to look for, to come up to, etc. From the above mentioned samples it can be seen that composite verbs may either retain the original root of their simple base verb or can lose that meaning.

Notice how we quite easily understand the meaning of the composite verbs *sit down* and *run away* just from their base verbs. However, in the composite verbs *to bring up*, *to look for*, *to come up to* a non-native speaker can't easily understand the meaning of these composites simply from their base verbs. In order to understand them he or she must look up the composite in a dictionary. This is because the prepositions and adverbs following base verbs have a great influence on the composite's meaning. Sometimes, the preposition or adverb parts of the composite can even change the meaning such that the verb becomes figurative in meaning (metaphorical), or becomes a slang term – e.g. *to knock off* (to kill someone) or simply informal – *to swear by* (have a high opinion of something). And, at times, some of these composite verbs are used as idioms: *to be off* (be out of operation); *to run for* (run suddenly and fast in order to get out of danger and so on).

Thus, a particular difficulty experienced by English language learners is the correct handling of expressions consisting of composite verbs – those in combination with preposition or adverbial particles. Such verbs are typical and occur frequently in all forms of English communication, but most especially in everyday spoken English.

These kinds of English verbs are variously named composite verbs, compound verbs, phrasal verbs, prepositional phrasal verbs, verb-adverb combinations, verb-particle constructions, multi-word verbs, words with spaces, two-part word verbs, three-part word verbs (depending on the particles) and others.

For non-native speakers of English these verbs offer great difficulty in learning and using them in spoken form. Because most of these verbs are mainly used in colloquial speech, the non-native speakers may not have come across all of them in the textbooks they read. As a result, one should communicate orally with the English native speakers in order to master these verbs.

An additional challenge for learners is – knowing how to correctly use these kinds of combinations in a sentence; specially the problem of word order. In order to indicate proper word order some dictionaries use the pronouns “somebody” and “something” (as the direct object) either between verb and prepositions (or adverbs) or after them (it depends on the verb). For example, *to buy someone off* (to pay money in order to protect one’s interest), *to put something in* (to spend or devote time/energy/care, etc.); or otherwise: *to play with something* (consider for a time, not very seriously (an idea, notion, plan, scheme, etc.), *to work on someone* (try on influence someone by constant persuasion).

However, the learners’ choice of replacement words for these pronouns in the dictionaries can sometimes change the meaning of composite verbs in English. The meaning may be different according whether the object is a person or a thing. For example,

To put someone out – disturb/upset/inconvenience someone

To put something out – circulate (publish) something

If there is no difference in meaning for a person or a thing, dictionaries use a forward slash mark (/). For example,

To see through someone/something – to recognize the true nature of something deceptive;

To see someone through – help someone through a difficult time;

To see something through – persevere with something to the end

But sometimes the object can stand before or after the particle without a change of meaning. For example,

She is *cleaning* the room *out* now.

She is *cleaning out* the room now.

However, when the object is a pronoun (me, you, him, her, it, us, and them) it can only stand before the particle, as in: He decided to *pack it in*.

In addition it is grammatically acceptable to include an adverb between the verb and the particle. For example, I’ll *look carefully after* the children.

It is also acceptable to use the particle before a relative pronoun. For example, these are the people *after* whom she *takes care*.

In some dictionaries the stresses of the composite verbs are also presented. Stress marks (') have been included for all the verbs in order to make learning the correct usage easier. Within the sentence, sentence stress prevails. This means that the stress patterns given may sometimes be changed minimally by sentence intonation patterns. For instance, In Macmillan English dictionary (for advanced learners) these verbs are given phonologically, based on whether the stress is used on prepositions and adverbs or not. For example, to *'bring back* (make somebody remember something) [2, p. 178].

The base word (main verb) and the particle (a preposition or an adverb) are stressed in composite verbs, because the particle can change the meaning of a base verb semantically. For example, *to go to* – here *to* (the second one) is a preposition, as it can't change the meaning of the verb, it is unstressed. But in the composite verb *to go on* (to continue, to last) – here *on* is a preposition and it somehow changes the meaning of the base verb. So in the second sample the preposition is normally stressed and final position bears 'nuclear tone', whereas the preposition or the adverb of a composite verb is normally unstressed and has the 'tail' of the nuclear tone on the lexical verb. For example, the composite verb *to 'block 'into* stop someone from moving their car out of a place.

'When I 'came 'back to the 'car, park Imy 'car was 'blocked `in. (2, p. 145).

Lexical verb: The 'plan to 'build a 'new 'nursery 'school was 'blocked by 'local `residents.

In dictionaries within the category of "phrasal verbs", "prepositional phrasal verbs" are also presented. They consist of a base verb + adverb + preposition. For example, *to check up on* – to find out information about someone, especially secretly [2, p. 244].

To scratch around for – to try to find something by looking everywhere, even in places that you would prefer not to look in (2, p. 1333).

Sometimes, nominalized forms – nouns formed from verbs – are noted or are given in the examples. For example,

1) *a 'whip-round*: Who suggested *a whip-round* for the boss's birthday? [1, p. 153].

2) *a 'show-off*: Thomas is a terrible *show-off* on the golf course [1, p. 143].

In these samples the compound noun *a 'whip-round* (informal) means 'collect money given voluntarily from colleagues' and the compound noun *a 'show-off* means 'to display one's capabilities to others.

As seen from the samples, the compound nouns formed from composite verbs are used with one main stress. For example, *a 'shake-up, a 'hold-up, a 'buy-out, a 'breakdown etc.*

Some composite verbs have more than two meanings; such kinds are called polysemantic composite verbs. For instance:

To 'hang 'on – 1. Hold something tightly
2. Wait
3. Depend on something
4. Continue doing something
5. When you realize something [2, p. 683].

To 'knock 'off – 1. Reduce a price/amount
2. Stop working
3. Make something carelessly
4. Steal something
5. Murder somebody [2, p. 832]

Most often, the authors of the composite verb dictionaries include in the description of the composite verbs whether they are formal or informal. For example, *to 'inveigh 'against* – very formal (inveigh against somebody/something) – to criticize someone or something very strongly [2, p. 797]; *to 'horn 'in* – informal – to try to become involved in something that other people don't want you to be involved in (2, p. 730); *to en'gage 'in* – formal – to take part in a particular activity, especially one that involves competing with other people or talking to them [2, p. 488].

Occasionally, the British, American, Australian and other formal, informal, impolite, and spoken variants are also presented. For example,

To 'grass 'up – British informal – to tell someone in authority, especially the police, about something bad that someone else has done [2, p. 657];

To 'frig a 'round or to 'frig a 'bout – British spoken – to spend time doing things that are not important [2, p. 601].

To' dip 'out – Australian informal – to decide not to take part in something [2, p. 412].

There are many of dictionaries classifying phrasal verbs, but none which organize and describe composite verbs in English. In order to help or assist non-native learners of English, firstly, effective composite verb dictionaries should be developed, which can then be used to apply these verb combinations in commonly used English language learning textbooks. Without addressing the challenge of composite verbs, learners are unable to develop native fluency in English.

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Гумбатова А. А. Англійські складні дієслова у словниках.

Морфологічна класифікація складних дієслів англійської мови допомагає визначити як, яким чином і під якими найменуваннями вони зафіксовані у словниках. При визначенні наголосу у складних дієсловах в усній, письмовій, офіційній, неформальній, ввічливій формах мовлення, а також при дослідженні їх британських, американських і австралійських варіантів у деяких словниках були виявлені певні особливості. Враховуючи, що ці дієслова, як правило, більш поширені в усному мовленні, висувається думка про те, що для більш ефективного їх засвоєння іноземцями необхідно включити цю тему у підручники.

Ключові слова: англійська мова, словники англійської мови, складні дієслова, наголос, усне мовлення.

Гумбатова А. А. Английские составные глаголы в словарях.

Морфологическая классификация составных глаголов английского языка помогает определить как, каким образом и под какими наименованиями они встречаются в словарях. При определении ударения в составных глаголах в устной, письменной, официальной, неформальной, вежливой формах речи, а также при исследовании их британских, американских и австралийских вариантов в некоторых словарях были выявлены определенные особенности. Учитывая, что эти глаголы, как правило, более распространены в устной речи, выдвигается мнение, что для более эффективного изучения их иностранцами необходимо включить эту тему в учебники.

Ключевые слова: английский язык, словари английского языка, составные глаголы, ударение, устная речь.