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# Anglická lexikologie

## Distanční studijní text

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**SLEZSKÁ  
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FAKULTA V OPAVĚ



- Obor:** 0231 – Osvojování si jazyka, 0232 Literatura a lingvistika
- Klíčová slova:** Lexikologie, lexikografie, slovo tvorba, variety současné angličtiny, významové vazby.
- Anotace:** Cílem tohoto předmětu je představit studentům základní principy anglické lexikologie, které jsou relevantní pro výuku angličtiny jako cizího jazyka. Výklad v hodinách se bude soustředit na funkční, sociální a regionální rozvrstvení anglického lexika. Kurz představí slovo z hlediska všech lexikologických disciplín (etymologie, onomasiologie, sémasiologie, frazeologie a lexikografie). Pozornost bude dále věnována významovým vztahům ve slovní zásobě (sémantika) a problematice organizace lexika (sémantická pole, synonymie, antonymie, atd.). V seminářích si studenti procvičí teoretické poznatky z přednášek a na základě handoutů, cvičení a práce s textem budou rozvíjet základní techniky lexikální analýzy textu.

Tento studijní text je rozdělen do čtyř hlavních kapitol z nich každá obsahuje teoretické poznatky z oblasti anglické lexikologie a uvádí různou škálu cvičení a odkazů na další literaturu, která se lexikologií zabývá. Součástí studijní opory je také e-learningový kurz na LMS Moodle, který nabízí čtyři tutoriály, další cvičení na prohloubení znalostí a kontrolní úkol se zpětnou vazbou studentům.

**Autor: Mgr. Marie Machničová**

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## ÚVODEM

Tato studijní opora se skládá z distančního textu a LMS kurzu a je nedílnou součástí kurzu Anglická lexikologie. Je určena studentům, kteří si chtějí upevnit a rozšířit znalosti základních principů anglické lexikologie. Obsahuje dostatečný teoretický základ k tomu, aby byl student schopen pochopit systém a rozvrstvení anglického lexika současné angličtiny. Tento studijní text je hlavně praktickým průvodcem, poskytuje studentům dostatečné množství cvičení a odkazů na literaturu, tutoriály a online cvičení, týkající se slovtvorby a významových vztahů. Celý kurz Anglická lexikologie vyžaduje předchozí znalost anglického jazyka na úrovni B2 Evropského referenčního rámce pro jazyky.

Student může tuto studijní oporu využít jako hlavní studijní text, který se úzce spjat s LMS kurzem na e-learningové platformě Moodle. Tam student najde prezentace, odkazy na prověřená online cvičení, pracovní listy či audio nahrávky a poslechová cvičení.

Každá kapitola využívá velkého množství distančních prvků, jako např. rychlý náhled, cíle, klíčová slova a dále pak je rozdělena do několika podkapitol v závislosti na látce a učivu, které je v dané kapitole obsaženo. Pro procvičování probrané látky jsou využívány samostatné úkoly, řešené úlohy, odkazy na online cvičení v LMS kurzu, atd. Každá kapitola má krátké shrnutí, které uvádí ty nejdůležitější body k zapamatování.

Autorka této studijní opory vycházela ze dvou základních publikací, pro definice, poučky, klasifikace, tabulky a obrázky využila skriptum *A Guide to English Lexicon* autora Pavla Koláře, které se řadí mezi základní literaturu tohoto předmětu a dále pak knihu Pavla Kvetka *English Lexicology in Theory and Practice*.

## RYCHLÝ NÁHLED STUDIJNÍ OPORY

Cílem tohoto předmětu je představit studentům základní principy anglické lexikologie, které jsou relevantní pro výuku angličtiny jako cizího jazyka. Výklad v hodinách se bude soustředit na funkční, sociální a regionální rozvrstvení anglického lexika. Kurz představí slovo z hlediska všech lexikologických disciplín (etymologie, onomasiologie, sémasiologie, frazeologie a lexikografie). Pozornost bude dále věnována významovým vztahům ve slovní zásobě (sémantika) a problematice organizace lexika (sémantická pole, synonymie, antonymie, atd.). V seminářích si studenti procvičí teoretické poznatky z přednášek a na základě handoutů, cvičení a práce s textem budou rozvíjet základní techniky lexikální analýzy textu.

### Sylabus předmětu:

1. Lexikologie a lexikografie, základní sémantické a lexikologické kategorie
2. Slovníky a jejich klasifikace, slovníkové heslo. Základní, profesionální, specializované, atd. slovníky
3. Vývoj anglické slovní zásoby
4. Slovo tvorba obecně
5. Skládání – odvozování, zdvojování, konverze, zpětné tvoření, neologismy
6. Odvozování pomocí prefixů – tvoření nových pojmenování
7. Odvozování pomocí sufixů - substantivní, adjektivní a slovesné přípony
8. Konverze – přechod v slovesa, adjektiva a substantiva
9. Akronyma, zkratky, „clipping“, „blends“
10. Komplexní – víceslovné jednotky – kolokace, přísloví, idiomy, frázová slovesa, frazeologické jednotky, průpovídky
11. Významové vztahy – synonyma, antonyma, polysémie, homonymie, hyperonyma a hyponyma, paronyma – „false friends“, přenos významu – metafora, metonymie, synekdocha
12. Variety současné angličtiny ve slovní zásobě
13. Slang, žargon, argot, tabuizovaná slova a nadávky, archaismy

### Povinná literatura:

Kolář, P. (2006). *A Guide to English Lexicon*. Opava: Slezská Univerzita v Opavě.

### Doporučená literatura:

Kretschmar, W. A. (2018). *The Emergence and Development of English Language*. Cambridge: CUP.

Minkova, D. and Stockwell, R. (2009). *English Words: History and Structure*. 2nd Ed. Cambridge: CUP.

Jackson, H. and Zé Amvela, E. (2007). *Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology*. 2nd ed. New York: Continuum.

Kvetko, P. (2007). *Essentials of Modern English Lexicology*. Bratislava: Retaas.

Peprník, J. (2001). *English Lexicology*. Olomouc: Univerzita Palackého.

Internet sources:

<http://www.ruf.rice.edu/~kemmer/Words04/index.html>



# 1 LEXICOLOGY, SEMANTICS, ENGLISH DICTIONARIES, LEXICAL UNIT

## QUICK OVERVIEW



This unit brings an introduction of the world of English lexicology, the importance of English vocabulary for learners of English and also practical tasks connected to using English dictionaries when studying English as a second language.

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## AIMS



In this unit, students will learn read about lexicology, distinguish the differences between several lexicological branches, compare denotative and connotative meaning of words and complete a componential analysis. In the LMS Moodle task in Tutorial 1, students will list at least two words found in two different dictionaries, analyse them according to all the features of a dictionary entry and discuss the above mentioned with other students.

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## KEYWORDS



Lexicology, lexicography, semantics, semantic field, lexeme, sememes, dictionary

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### 1.1 Lexicology and vocabulary

The main task of any language is to serve people and allow them to communicate in all ways. We distinguish verbal and non-verbal communication, body language, gestures, etc. but when we say lexicon, lexical unit, lexical field or semantics we have to look at the subject a bit closer. **Lexicology** is the overall study of the properties of a language, usage and origin of words and the relations and behaviour of words in the vocabulary of a language. It usually includes the study of naming extralingual reality, study of proper names, study of meaning, history of words, word-formation and the study of multi-word expressions. Lexicology deals with both formal and semantic aspects of words. The **lexicon – the vocabulary of a language** means all the lexical items – words and multi-word expressions – that are used in a particular language. Lexicology deals with naming, formation, development, usage, lexical phrases and meaning (Kvetko, 2009, 13). The Cam-

bridge dictionary summarises the definition by stating that lexicology *is the study of words and their meaning and use.*



## DEFINITION

Kolář (2006) classifies lexicology as any other linguistic field into several branches:

- General lexicology (dealing with general problems of the field irrespective of a particular language)
- Special lexicology (dealing with the lexical aspects of a language)
- Historical lexicology (dealing with the evolution of vocabulary)
- Synchronic lexicology (dealing with the structure of vocabulary)
- Contrastive
- Confrontational, etc.

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Each above mentioned lexicological category analyses different problems and might also study these problems from different perspectives or a certain point of view. See some of the phenomena which are accounted for in the area of lexical semantics below:

- A word can have more than one meaning, e.g. *head* – *part of the body, a leader*
- Different words can have similar or sometimes even the same meaning, e.g. *fat-thick*
- Some pairs of words have opposite meaning, e.g. *pretty-ugly*
- The meaning of some words is found in the meanings of others, e.g. *plant* (*tree – birch*), *plant* (*flower, rose*)
- A group of words may have one meaning, e.g. *make up one's mind* (*decide*), *give up*
- The meaning of words can be analyzed into components: *mare* (*animal, horse, female*), *father* (*human being, male, adult*) (Kvetko, 2009, 14).

The size of the lexicon differs according to many aspects such as education and professional position. We also talk about active and passive lexicon as we use a number of words actively but we also have the knowledge of other words but we do not use them on an everyday basis, this is called passive lexicon.

## 1.2 Lexemes and sememes

Kolář (2006) structures definitions and terms connected to lexicology into a chapter on basic lexicological notions: **lexeme** is the bearer of meaning, the basic unit of vocabulary – **a lexical item**. It covers more than just a single word but all the things we imagine when someone says that word – we call this a semantic representation. E.g. the word *nut*

might be food, used in engineering or describing someone acting foolishly, silly or enthusiastically, it might also mean *head*. **Sememes** is the meaning of the lexeme (a set of semantic elements), it can consist of various elements such as emotional, denotative, referential, cognitive, aesthetic, etc. **Denotative meaning** is in other words the referential or cognitive meaning (e.g. *dog = canine quadruped*), on the other hand if you imagine *a dog as a helper, friend, loyal* we call this **connotative meaning** because it connotes the emotional aspect and the personal dimension of the lexical meaning.

### QUESTION



What does the word *bus* connote to you?

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If a lexeme connotes a lot of meaning, we call this a **loaded language** and two typical examples of loaded language are politics: capitalism, nationalism, fascism, democracy, etc. and connotations of colours: red – confident, green – fresh, white – innocent, etc.

### INDIVIDUAL ASSIGNMENT



Fill in as many connotations of colours as possible:

*White, yellow, pink, brown, green, orange, violet, grey, black, red.*

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**Semantic field:** (from Greek: “significant”) is the study of meaning in language at the level of words, phrases, sentences and text. It is the area of meaning in which lexemes interrelate and define each other in specific ways. There are two kinds of meaning, one is the meaning of words as described in a dictionary, basic and essential components of meaning and literal use of words – we call this a **conceptual meaning**. And associations or connotations attached to words and the meaning which differs from one person to another is called **associative meaning**. See the examples below:

*Examples:*

**NEEDLE** (n.)

conceptual meaning: "*thin, sharp, steel instrument*"

associative meaning: *pain, illness, blood, drugs, thread, knitting, hard to find (especially in a haystack)*

**LOW-CALORIE** (adj.)

conceptual meaning: "*producing a small amount of heat or energy*"

associative meaning: *healthy*

**Componential analysis:** it is a very useful method by which we can analyse the meaning of words by single components – series of semes. Each seme is allocated a dichotomic value (present/non-present). Some words, namely those organized in semantic fields, have certain features in common (Kolář, 2006, 10).



**COMPREHENSION CHECK**

Analyze the following words as in the example: *son, daughter, cow, bull, calf*

*Example: mother = human, adult, female*

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**Semantic roles:** words fulfil various semantic roles within the situation described by a sentence. E.g. the verb *kicked* in the sentence *The boy kicked a ball* describes an action, whereas the nouns *boy* and *ball* describe the roles of entities (people and things) involved in the action. Semantic roles are different from grammatical roles (such as subject, predicate, object, etc.) See the semantic roles below:

**AGENT** = entity that performs the action; often human but not necessarily

**PATIENT (THEME)** = entity that is involved in or affected by the action; the entity that is being described; often non-human but not necessarily

**INSTRUMENT** = entity that is used by the agent to perform an action

**EXPERIENCER** = person who has a feeling, perception or state

**LOCATION** = where an entity is in the description of an event

**SOURCE** = where the entity moves from

**GOAL** = where the entity moves to

### ADDITIONAL SOURCES



Have a look at unit 1 *Vocabulary – general problems and terminology* and unit 2 – *Words and extra-linguistic reality in English Lexicology in Theory and Practice* by Pavol Kvetko (2009).

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## 1.3 Lexicography and English dictionaries

*Activity 1:* Have a look at unit 2 *Lexicography and English dictionaries* in *A Guide to English Lexicon* by Pavel Kolář and prepare the answers to the questions below. As a second step, students should visit the library, British Council centre or search online to complete this activity. Read about the types of dictionaries and try to search the examples of such dictionaries in the library or online.

- General dictionaries
- Specialized Dictionaries – language
- Specialized Dictionaries – Learner’s dictionaries
- Thesauruses
- Dictionaries for research
- Professional dictionaries
- Czech Dictionaries of English



## QUESTIONS

1. Who were the first English and American lexicographers?
  2. What were the origins of the Oxford English Dictionary and the role of J. Murray?
  3. What is the name of the most extensive dictionary in the USA?
  4. Which dictionaries would you recommend to students of English?
  5. Render the names of British and American publishers of dictionaries and give examples of the latest dictionaries for students of English.
- 

See the example of a **dictionary entry** with explanation: A typical entry in Macmillan Dictionary consists of:

a **headword** [1], which is shown in either black or red at the top of the entry;

information about the word's meaning or meanings, called **definition(s)** [2];






information about the word's grammatical behaviour: **word class** [3] and any other relevant grammatical information.



At the top of the entry there is an icon for the headword's spoken **pronunciation** [4] as well as the phonetic transcription of the word's pronunciation (using the International Phonetic Alphabet or **IPA symbols** [5]).

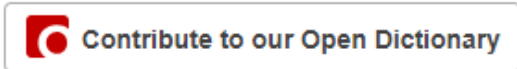
The word's **inflections** can be seen by clicking on the 'Word Forms' box [6]. When a headword is shown in red, next to it you will find information about how **frequent** the word is, in the form of red stars [7].



If a word has more than one meaning, these are shown in separate **numbered senses** [8].


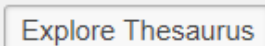
**1 determine** - definition and synonyms ★★ **7**

**3** VERB  Pronunciation /dɪ'tɜː(r)mɪn/  **6**



**1** [TRANSITIVE] [OFTEN PASSIVE] to control what something will be **2**  
*Our prices are determined by the market.*  
**genetically/culturally/biologically determined:** *She claims that most human behaviour is socially determined.*  
 Synonyms and related words  
**8** **To limit or control something or someone:**  
*draw a line in the sand, limit, control...*  


**2** [INTRANSITIVE/TRANSITIVE] to officially decide something  
**determine whether/why/who:** *It is for the court to determine whether she is guilty.*  
 Synonyms and related words  
**To make a decision:** *decide, determine, arrive at...*  


Picture 1:

source: <https://www.macmillandictionary.com/learn/dictionary-entry.html>

## INDIVIDUAL ASSIGNMENT



Have a look at Tutorial 1 on Moodle, look up one word in two different dictionaries and compare the following aspects by answering the question below:

*What information can you find in the two dictionaries about pronunciation, grammar, meaning, word collocations and usage, phrasal verbs and idioms, and etymology?*



**SUMMARY**

Students have been introduced to the theoretical and practical importance of English lexicology and lexicography.

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## 2 ORIGIN OF ENGLISH WORDSTOCK

### QUICK OVERVIEW



This unit mainly defines and classifies the etymology of English wordstock, it distinguishes differences between the origins of English words, outlines the historical development of English from the point of view of non-native speakers and students fulfil a variety of tasks connected to searching for the origin of English words.

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### AIMS



Students are going to learn about the origin of English wordstock, read about the historical influence on the current English vocabulary, and distinguish between different languages which had major impact on the present day English. They will analyze given words and prepare a presentation about their findings in etymology dictionary.

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### KEYWORDS



Native words, loanwords, borrowing, English wordstock, English place names, first names and surnames, etymology, onomasiology

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### 2.1 Native words and loanwords

Based on their origin, we can divide English words into native words e.g. *house*, *king* and loanwords (borrowings: *robot*, *abbey*) and hybrids (*beautiful*, *countless*). Words that belong to the original vocabulary also form what we call **central core** (about 15000 daily used words, usually monosyllabic, preferred in everyday language – they are more emotional, warmer and more humane). They are mostly of Indo-European stock, e.g. *mother*, *father*, *daughter*, *brother*, *sun*, *moon*, *eye*, *wolf*, etc. and Common Germanic (Anglo-Saxon) stock, e.g. *summer*, *winter*, *house*, *storm*, *hope*, *life*, *learn*, *hear*, *sea*, *shirt*, *rain*, *make*, *ice*, *bake*, *keep*, *burn*, *shoe*, etc (Kvetko, 2009. 96).

We can trace back the origin – the etymology – of the current English word stock back to the inhabitants of the British Isles: the Celts, Angles, Saxon, Romans, Scandinavians, Normans and others. We can follow the traces of the former inhabitants in the place

names, first names and surnames – see the division of the main influencers on the current English in the chronological order further on in this unit (Kolář, 2006, 19).

**Loanwords** are words taken over or we can say borrowed from another language and more or less modified in phonemic shape, spelling, grammar and meaning according to the rules (standard) of the English language, e.g. *restaurant, bungalow, palace*. The majority of English words have their origin in Latin, Greek and French, words are usually longer, more formal and specialized words. Loans are more precise and restricted: *extend/grant a cordial reception*. Some of the phonemes show us that the word is probably a loan, e.g. *vacuum, virus, regime, garage, jewel, philology, khaki, beau*, and some endings of the words, e.g. *memorandum, nucleus – nuclei, index, appendix – appendices, cactus – cacti, phenomenon – phenomena*. Sometimes only new meaning is borrowed – we call it **semantic loans**, e.g. *reaction, foot, pioneer* or the foreign expression/word is translated only partly, we call this **translation loans or calques** (Kvetko, 2009, 97). See the examples below:

*Example 1: gospel* – Old English *gódspel* from Greek “good news”

*Example 2: loanword* – from German *Lehnwort*

*Example 3: white night* – from French *nuit blanche*

The words used in different languages as well as in English are called **international words**, e.g. *vide, republic, telephone, sport*, etc.

**Assimilation of loanwords:** partial or total adaptation of a loanword to the phonetic and grammatical standard of the receiving language. Modern English has numerous foreign words in different stages of assimilation. It is sometimes difficult to tell a loan from a native word: *wine, cup, street* from Latin, the degree of assimilation depends on the length of time the word has been used: *hotel, honour, chief, chef, ballet*. We divide the words according to the degree of assimilation into:

- Fully assimilated words: *wine, bishop, wall, husband, gate, window, table, chair, finish, face, cork*
- Partially assimilated:
  - a) loanwords not assimilated semantically because they denote objects and notions peculiar to the country from which they come: *sheikh, sombrero, maharaja*
  - b) loans not assimilated grammatically: *bacillus – bacilli, nucleus - nuclei, formula – formulae, formulas*.
  - c) loans not completely assimilated phonetically or orthographically: *machine, bourgeois, ballet, garage, café, cliché, ciao*
- Unassimilated words: *protégé, chauffeur, faux pas, haute couture, haute cuisine*.

## 2.2 Origin of English word stock

The sources of the words which were borrowed into current English usually depends on the historical factor and circumstances, e.g. Roman invasion, the introduction of Christianity, Danish and Norman invasion, colonization, etc. and also the need to name new things which were used by people, talked about by people but without original native term for example inventions, foreign institutions. The whole process of borrowing depends on the fact whether the languages are cognate and the most important factor is the contact of the speakers of different languages (Kvetko, 2009, 98).

### INDIVIDUAL ASSIGNMENT



*Activity 1:* Have a look at unit 3 in *Guide to English lexicon* on *Origin of English wordstock* and complete the list below. Give at least five loanwords from each mentioned language. You can either find the answers in the book or go online, search any etymology online dictionary to help you.

Latin loans: examples: *school, wine, cup, altar...*

Greek loans: examples: *academy, theatre, dogma, ...*

Scandinavian loans: examples: *bag, scare, scowl, Thursday,...*

French loans: examples: *authority, advocate, apparel,...*

**Borrowings from other languages:** try to find at least ten loanwords from at least ten languages and create a list of your own loanwords actively used in present day English.

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Kolář (2009, 23) further points out very interesting facts about etymology of English words and we will have a look at how words were borrowed from one language via another language and ended up being used by English speakers. By the year 1400, there were about 10 000 new lexemes borrowed from French, several thousand from Latin and the surviving Old English lexicon was in the minority.

When it comes to the process of borrowing or loanwords in English, we can say that a particular loanwords can be used either by all the speakers of English or – because it is specialized – it is used only in certain registers. Sometimes, there is one loanword but it is only used by one typical register, e.g. medical English uses predominantly Latin and Greek loans – *dental, renal, auricular*, etc. or the veterinary register typically uses words such as *bovine, equine, ovine*, etc (Kolář, 2009, 23). He further talks about **lexical twins and lexical triplets**. See the examples below:

*Example 1:* Old English *clothes* – French *attire*

Example 2: Old English *rise* – French *mount* – Latin *ascend*



### POINTS TO REMEMBER

## Words of the Indo-European origin

- **Family relations:** *father, mother, brother, son, daughter*
- **Parts of the human body:** *foot, nose, lip, heart, tooth*
- **Animals and plants:** *cow, swine, goose, tree, birch, corn*
- **The most important objects and phenomena of nature:** *sun, moon, star, wind, water, wood, hill, stone*
- **Adjectives:** *hard, quick, slow, red, white, new*
- **Numerals from 1 to 100:** *one, two, twenty, eighty*
- **Pronouns** – personal, except *they* (Sc.): *I, you, he*; demonstrative : *that*; interrogative: *who*
- **Some of the most frequent verbs:** *bear, do, be, sit, stand*

## Words of common Germanic origin

- **Nouns denoting parts of the human body:** *head, arm, finger*
- **Periods of time:** *summer, winter, time, week*
- **Natural phenomena:** *storm, rain, flood, ice, ground, sea, earth*
- **Artefacts and materials:** *bridge, house, shop, room, coal, iron, lead, cloth*
- **Animals, plants and birds:** *sheep, horse, fox, crow, oak, grass*
- **Adjectives denoting colours, size and other properties:** *broad, dead, deaf, deep, grey, blue*
- **Verbs:** *see, hear, speak, tell, say, make, give*

## International words

- Words denoting science and technological advances: *sputnik, television, antenna, bionics, gene, cybernetics*
  - Political terms: *politics, democracy, communism, revolution*
  - Fruits and foodstuffs imported from exotic countries: *coffee, chocolate, grapefruit*
  - Names of sciences: *philosophy, mathematics, physics, chemistry*
  - Terms of art: *music, theatre, drama, tragedy*
  - The sports terms: *football, baseball, cricket, golf.*
- 

### INDIVIDUAL ASSIGNMENT



*Activity 2:* Read what Kolář says about English toponyms and personal names on p. 26 of *Guide to English Lexicon*, answer the questions below and prepare a short talk about etymology of English place names and personal names.

Q: what are English toponyms derived from in terms of meaning?

Q: what are English surnames derived from in terms of meaning?

Q: what are English first names derived from in terms of meaning?

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### 2.3 Exercises

*Task 1:* Give example of at least four words of Latin, French, Scandinavian and Spanish origin.

*Task 2:* Complete the sentences below with an appropriate word from the choice: *chic, rendezvous, coup, encore, per capita, graffiti, canapés, tête-à-tête,*

1. Waitresses were carrying dishes of ..... and sausages on sticks.

2. The wall was covered with..... again.
3. Peter pulled off a great.....in getting the president to agree to an interview.
4. ....income rose sharply last year.
5. She dines.....with the president.
6. She always look very.....
7. The violinist got an enthusiastic.....

*Task 3:* Check a larger dictionary or any online etymology dictionary for the etymologies of the following words and use them in sentences: *algebra, tycoon, siesta, kindergarten, khaki, sofa, stanza, diameter, caravan, motto, taboo, alcohol, macaroni, sahib, punch, mandarin, boss, caribou, and moccasin.*

*Task 4:* See Tutorial 2 on Moodle and complete the tasks there.

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### ADDITIONAL SOURCES

For further reading, see unit 3 in *Guide to English Lexicon* by Pavel Kolář and unit 7 *Use of words* and unit 8 *Origin of English words* in *English Lexicology* by Pavol Kvetko.

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### EXTRAS

For comprehension check and for further reading, answer the questions below:

- What do the following word components have in common: Derry-, -derry, -dare, Ac-, Aik-, Oak-, Oke-, -ock?
  - What is the meaning of the Anglo-Saxon *borough, burgh, bury*?
  - Which parts of social life were influenced most by Normans?
- 



### SUMMARY

This unit brought a theoretical and practical approach to the origins of English word-stock. Students have developed their skills when looking up the etymology of words.

### 3 WORD FORMATION

**QUICK OVERVIEW**



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**AIMS**



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**KEYWORDS**



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**SUMMARY**



## 4 SENSE RELATIONS



### **QUICK OVERVIEW**

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### **AIMS**

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### **KEYWORDS**

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### **SUMMARY**

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## 5 REVISION

**DEFINITIONS**



**COMPREHENSION CHECK**



**ASSIGNMENT**



**POINTS TO REMEMBER**



**ADDITIONAL SOURCES**



**TAKE A BREAK**



**ANSWERS**



**QUESTIONS**



**CASE STUDY**



**EXTRAS**





**STUDY GUIDE**



**SAMPLE ASSIGNMENT**



**INDIVIDUAL ASSIGNMENT**



**TUTORIAL**



**FOR REFLECTION**



**SUMMARY**

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Stručné shrnutí či rekapitulace celého studijního textu, včetně doporučení studentům ke studiu, literatuře ... Závěrečné slovo autora.

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	Klíčová slova		Nezapomeňte na odpočinek
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	Tutoriály		Definice
	K zapamatování		Případová studie
	Řešená úloha		Věta
	Kontrolní otázka		Korespondenční úkol
	Odpovědi		Otázky
	Samostatný úkol		Další zdroje
	Pro zájemce		Úkol k zamyšlení

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