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**ENGLISH COLLOCATIONS OF THE VERBS “TO BE”, “TO HAVE” AND
“TO TAKE” AND THEIR EQUIVALENTS IN GERMAN, FRENCH AND
ITALIAN LANGUAGES: LINGUISTIC–CULTURAL ASPECT**

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The aim of this research is to find out conceptual characteristics of English, German, French, Italian languages world image. The subject of this paper is English collocations with the verbs “to be”, “to have” and “to take” and their equivalents in German, French and Italian languages. The task of this paper is to compare English collocations of the verbs “to be”, “to have” and “to take” and their equivalents in German, French and Italian languages in linguistic–cultural aspect. In Russian language studies such word groups are called “synlexis”. This term was coined by G. I. Klimovskaya, the professor of Tomsk State University. The main method of the research is a comparative study of linguistic units. The conclusions made in the research are essential in the further study of European linguistic world image and can be used in textbooks on Cultural Linguistics.

The practical result of the research can be a cross-cultural collocation dictionary of some languages. Such a dictionary is important for linguists, translators and people studying foreign languages.

Keywords: collocations, synlexis, linguistic world image, German, French, Italian languages, verbal semantics of activity.

СИНЛЕКСИЧЕСКИЕ СОЧЕТАНИЯ АНГЛИЙСКИХ ГЛАГОЛОВ “TO BE”, “TO HAVE” И “TO TAKE” И ИХ ЭКВИВАЛЕНТЫ В НЕМЕЦКОМ, ФРАНЦУЗСКОМ И ИТАЛЬЯНСКОМ ЯЗЫКАХ: ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЙ АСПЕКТ

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Цель данного исследования – обнаружить концептуальные особенности картины мира, отражённой в английском, немецком, французском и итальянском языках, в частности, в синлексике этих языков. Предметом данной работы являются английские вербальные синлексы с глаголами “to be”, “to have” и “to take” и их эквиваленты в немецком, французском и итальянском языках. Задача работы – сравнить данные английские вербальные синлексы и их эквиваленты в немецком, французском, итальянском языках в лингвокультурологическом аспекте. Название «синлексы» (термин Г.И. Климовской, профессора ТГУ) получили в лингвистике устойчивые словосочетания, безобразные, экспрессивно нейтральные, выполняющие ничем не осложненную номинативную функцию. В качестве основного метода в работе используется сравнительный анализ языковых единиц. Выводы, полученные в результате исследования, являются актуальными в дальнейшем изучении европейской языковой картины мира и могут быть использованы в учебно-методических пособиях по курсам лингвокультурологии. Практическим результатом исследования синлексов может стать страноведческий словарь синлексов нескольких языков. Такой словарь является актуальным как для лингвистов – исследователей, переводчиков, так и для людей, изучающих иностранные языки.

Ключевые слова: синлексы, языковая картина мира, английский, немецкий, французский языки, глагольные сочетания, акциональность.

Introduction. The linguistic world image study is one of fundamental directions of linguistic and cultural studies [1–10]. It unites these sciences in cultural linguistics analysis of a big number of nominative units, when language is considered as a national mentality reflection. In the linguistic world image study the research of synlexes is of current interest. «Synlexis» (from ancient Greek «syn» – «together with» and «lexis» – «word») is a term coined by G. I. Klimovskaya, the professor of Tomsk State University: «By sylexes within the sylexis theory constant (in composition and order of components) word groups having no complicated nominative function, on principle not figural (or having eliminated figurality), having no units similar in meanings in the word part as such of nominative language body and different from «words as such» only by morphologic composition and grammar separability and graphical separability of elements are understood»[11, p. 44].

In her works, particularly, in the article «Case over Synlexis (on the Question about Functional Approach to Nominative Language Material)» G. I. Klimovskaya bases significance and the necessity to study such word groups as without taking into account them «not only nominative part of a language but “Her Majesty” Linguistic World Image can’t be deemed to be complete – both by numerical composition and by many structural, semantic and peculiarly cognitive characteristics»[11, p. 46].

Synlexis groups study is represented by a number of scientific works [11–17] and is currently important in linguistic and cultural researches devoted to concepts and the linguistic world image.

The works by G. I. Klimovskaya have made the **theoretical base** of our research the aim of which is to find out conceptual special characteristics of English, German, French and Italian linguistic world image reflected in such word groups of these languages. The main method of our research is **the comparative analysis** of separate synlexis groups. In Russian works devoted to such units they are mostly studied on Russian language material. The synlexis groups comparative analysis of

German (English, German) and Roman (French, Italian) languages allow finding out the world view characteristics reflected in them.

G. I. Klimovskaya distinguishes the following synlexis groups according to their components and nominative function: «**substantive-attributive** and **substantive-substantive** (as distinct from nouns), **adjectives** (as distinct from adjectives), **verbals** (as distinct from verbs), **adverbals** (as distinct from adverbs)» [11, с. 44]. (Emphasis added by the author – A. P.)

In the PhD thesis by S. V. Lobaniva the completed definition of the verbal synlexis and Russian examples are given: «Compound (as a rule, two-member), constant (by the composition and order of elements) language units of action semantics, being functional analogue of verbs as such and manifesting the whole verbal grammar paradigm and syntactic combinative formula, characterized by normative evocative style neutrality ... and having not complicated evocative nominative function are understood by verbal synlexes » [12, p. 3].

As the author notes, «the term “actional type of meaning” identified as “regarding to the reflection and the meaning of action / activity, process”» is taken from the work by E. S. Kubryakova «Verbs of action through their cognitive characteristics» [12, p. 3]. In our work we will also use this term and a noun derived from it – “actionality” which means the verbal semantics of action and activity.

In English language there are many word groups with the verbs «to have», «to be», «to take», «to make», «to do», «to get» etc., meeting the definition of the verbal synlexis. In English language such word groups are named «collocations». In this work we will use this term. In this article collocation groups of the verbs «to be», «to have», «to take» and their equivalents in German, French and Italian languages are considered. It should be noted that the «starting point» from which the comparison will be begun is English language in our work.

English collocations such as «to be hungry», «to have breakfast», «to take a break» are mainly translated in other languages by the same word groups (i. e. independent, indivisible, possessing their own nomination), but their components can

be various. It concerns the verb being in the centre of a collocation group. The analysis of verbal collocation groups allow finding out the semantic significance of certain verbal lexical items for a language and as a next step to consider these items in linguistic-cultural aspect that open **prospects** for the further national world view study.

The practical result of our research can be a cross-cultural collocation dictionary of some languages. Such a dictionary is important for linguists, translators and people studying foreign languages.

In this article we will consider the examples of three English language verbal groups and their translation in above-noted languages in terms of comparison.

Main part.

Collocations of the verb «to be» and their equivalents in German, French and Italian languages.

English	German	French	Italian
To be hungry	Hunger haben / hungrig sein, where haben – to have sein – to be	Avoir faim, where avoir – to have	Avere fame, where avere – to have
To be thirsty	Durst haben / dursten / durstig sein, where sein – to be	Avoir soif	Avere sete
To be sleepy / want to sleep/ feel sleepy	schläfrig sein / wollen schlafen, where wollen – to want	Avoir sommeil	Avere sonno
To be lucky	Glück haben	Avoir de la chance	avere fortuna in / con // essere fortunato in, where essere – to be
To be old ... years old	Alt (old) sein (Wie alt ist...)	Avoir (age, an) (Quel age avez-vous? Vous avez quell age?)	Avere ... anni

As the Table shows, English examples are translated in German, French and Italian by similar collocations but the verb changes: in German «to be» has two equivalents – «sein» and «haben»; in French and Italian – only one – «avoir» и «avere» («to have»). In these examples the difference between German and Roman languages can be seen: «descriptive» construction with the verb «to be» in English and partially in German languages corresponds to the construction with the verb «to have» in French and Italian languages. Semantics of the verb «to be» is characterized by almost zero subject activity (actionality). Semantics of the verb «to have» implies latent or potential subject activity (actionality), which is higher in comparison with the verb «to be». The tendency stability of these verbs use in translations of collocations with the same meaning allows talking about cultural and mental special characteristics reflected in these languages.

Collocations of the verb «to have» and their equivalents in other languages.

English	German	French	Italian
To have breakfast	Frühstücken	Prendre son déjeuner , where prendre – to take	Fare colazione , where fare – to make (to do), to be occupied, to create
To have lunch	Zu Mittag essen, where essen – to eat	déjeuner	pranzare, desinare, where pranzare, desinare – to have lunch
To have a cup of coffee, tea	Trinken eine Tasse Kaffee, Tee, where trinken – to drink	Prendre un café Prendre un the	prendere un caffè , where prendere – to take, to accept
To take/have a shower	duschen , eine Dusche nehmen, where nehmen –to take	prendre une douche	fare la doccia
To have a bath	ein Bad nehmen	prendre un bain	fare il bagno
To have a baby	Ein Kind bekommen / Kinder kriegen, where bekommen – to get, kriegen (col.) – to get	faire un enfant / enfanter , where faire – to make, enfanter – to bear	fare un bambino

To have fun (<u>Have fun!</u>)	sich vergnügen; sich amüsieren (Tschus, viel Spas!) where sich amüsieren – amuse oneself, recreate	s'amuser Amuse-toi bien! where amuser – to amuse	darsi alla gioia, where darsi – to devote
To have a good time (Have a good time!)	Sich gut unterhalten, where sich unterhalten – amuse oneself (Spas haben!)	Bien s'amuser (Amusez-vous bien!)	Far bene le feste!

As the Table shows, English collocations with the verb «to have» correspond to either singular independent lexical items with the same semantics or exact translation of all collocation components in German language (for example, «nehmen» corresponds to «to take» – a variant of the verb «to have» in above-mentioned collocations).

In French and Italian languages English collocations correspond to some singular lexical items as well as collocations where the verb «to have» is translated by the verbs with the meaning «to take, accept» and «to make» (examples are in bold type) and the verb «to devote» in Italian. The semantics of these lexical items is actional, implies subject activity in difference from the verb «to have». And if in German language such equivalence is seen only in some examples, in French and Italian languages these verbs are used quite often. Such equivalence allows talking about higher subject activity in the linguistic world image of Roman languages in comparison with English one.

English collocations of the verb «to take» and their equivalents in German, French and Italian languages.

English	Germna	French	Italian
To take pictures To take a photo	Aufnahmen machen Foto machen, fotografieren, where machen – to make, do	photographier	Fotografare farsi fotografare –where farsi – to make, to create for oneself
Take a bus (to board / catch / get on a bus)	in den Bus steigen, where steigen – step, get on	prendre l'autobus	prendere l' / salire in autobus
to get off a bus	aus dem Bus steigen	descendre de l'autobus	scendere dall'autobus
To take a decision	Entscheidung treffen, where treffen – find, meet, reach, make	prendre un parti	prendere una decisione
To take an exams	Examen machen	faire ses examens se présenter à un examen, where se présenter – introduce oneself, present, occur	dare / sostenere / affrontare gli esami, where dare – give; sostenere – bear, stand up to, withstand; affrontare – to confront
To take a rest	Sich erholen, ausruhen, where sich erholen, ausruhen – to relax	prendre un peu de repos But faire la sieste – to relax after lunch	Riposare – to rest, repose
To take profit	Gewinne machen	avoir du bénéfice (du profit), faire des profits	trarre profitto, where trarre – to obtain, to take out, to bring
To take care of	pflöglich behandeln where behandeln – to treat	prendre soin de..., avoir soin de...	aver / prendere cura
To take a nap	Schläfchen machen	faire un petit somme	fare un sonnellino / pisolino
To take a step	einen Schritt tun, where tun – to do, to perform, to make, to create, to act	faire un pas	fare un passo
To take place	kommen, geschehen, where kommen – come, arrive geschehen – to happen, occur	avoir lieu	avere luogo (= place)

As the Table shows, in many equivalents the verb «to take» corresponds to the meaning «to make, to do» (examples are in bold). The semantics of these verbs implies higher subject activity. In some other singular examples (se présenter à un examen, trarre profitto) – the verbs semantics is also more active than the semantics of the verb «to take».

In this case we can say that the verbs with the meaning «make, do» (machen, tun, faire, fare) are used with the same frequency in German language and Roman languages and more often than in English. Taking into account the collocation groups considered above, we can conclude that the verbs in Roman languages collocations have higher actionality that reflects higher subject activity in the world image of these languages.

The same tendency of English collocation translation by the verbal groups with the semantics of higher actionality may be observed in impersonal constructions.

French and Italian impersonal constructions with the verbs «faire» (Fr.) and «fare» (It.) – «make» correspond to impersonal constructions with the verbs «to be» and «sein» in English and German languages.

Compare: French **Il fait** tres somber – It is very dark, where «fait» – a personal form of the verb «faire» – to make / to do,

It. È giorno fatto – It is already day, Fa e – It is dark, Fa freddo – It is cold, where «fa» is a form of the 3 person Sg. of the verb «fare»;

Eng. **It is** dark (is – 3 person Sg. of «to be»);

Ger. **Es ist** dunkel – It is dark, **Es ist** hell – It is light, where ist – 3 per. Sg. of the verb «sein».

We should specially consider the expression «to take place» which is translated in French and Italian languages by collocation with the verb «to have» and so breaks the general tendency of the active semantics verbs use in this collocation group. According to The Online Etymology Dictionary the expression «to take place» with the meaning «to happen» until the end of 14th – the turn of 15th centuries had been «to have place» that was a calque of the French expression «avoir lieu» [18].

Consequently, this example is not illustrative as this collocation is secondary in relation to English language and initially must have belonged to the collocation group of the verb «to have». Apparently, the verb change has happened by the model of other collocations.

It ought to be mentioned that among collocations linguistic borrowings are possible and so languages influence on each other. It can be a subject of another research. But the tendency of certain verbs use in languages above-mentioned is quite clear and it allows talking about special characteristics of the linguistic world image and national mindset.

Conclusion. Collocations or synlexis word groups represent big volume of nominative items in all languages. The comparative analysis of some of these items has shown the consistent tendency of the certain verbal items use which allows considering collocations in terms of linguistic-cultural study: as a national world image and mentality reflection.

In this work we can see a different degree of actionality in verbal semantics when translating English collocations in German, French and Italian languages. Collocations and impersonal constructions in Italian and French languages have higher actionality in verbal semantics then English and German ones have. Since the verbal actionality implies subject activity, it is possible to talk about emphasis on person significance and activity more in Roman culture (represented by French and Italian languages) compared with English and German one.

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