МИНИСТЕРСТВО НАУКИ, ВЫСШЕГО ОБРАЗОВАНИЯ И ИННОВАЦИЙ КР
МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ
КЫРГЫЗСКО-РОССИЙСКИЙ СЛАВЯНСКИЙ УНИВЕРСИТЕТ
ВЫСШАЯ ШКОЛА КОММУНИКАЦИЙ И МЕДИА

Фонд
оценочных средств
по дисциплине
«Лексикология»

Уровень высшего образования

СПЕЦИАЛИТЕТ

Специальность 45.05.01 – РФ, 530003 – КР «Перевод и перевдоведение»

Направленность «Специальный перевод» (английский язык)

Квалификация

Специалист

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Паспорт фонда оценочных средств

Фонд оценочных средств предназначен для контроля знаний обучающихся по специальности «Перевод и переводоведение», направленность «Специальный перевод» (английский язык) по дисциплине «Лексикология».

ФОС включает в себя контрольные материалы для проведения текущего контроля успеваемости и промежуточной аттестации.

1. Перечень компетенций, с указанием этапов их формирования в процессе освоения образовательной программы

3. КОМПЕТЕНЦИИ ОБУЧАЮЩЕГОСЯ, ФОРМИРУЕМЫЕ В РЕЗУЛЬТАТЕ ОСВОЕНИЯ ДИСЦИПЛИНЫ	
ОПК-1: Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях;	
Знать:	
Уровень 1	основы фонетики, лексики, грамматики, стилистики, истории рабочих языков и применяет их при осуществлении профессиональной деятельности.
Уметь:	
Уровень 1	применять фонетические, лексические, грамматические, стилистические законы на практике;
Уровень 2	свободно оперировать лингвистическим понятийным аппаратом при анализе текстов перевода.
Владеть:	
Уровень 1	навыками практического использования системы лингвистических знаний для решения задач профессиональной деятельности.

Результаты освоения дисциплины

В результате освоения дисциплины обучающийся должен:

3.1	**Знать:**
3.1.1	смысл закономерностей, регулирующих лексические изменения в языке;
3.1.2	лексические, грамматические, фонетические и словообразовательные нормы изучаемого языка;
3.1.3	анализ лексических явлений в тесной взаимосвязи теории и практики слова;
3.1.4	различия основных понятий, явлений, принципы формирования и функционирования лексических, морфологических и синтаксических систем английского языка;
3.1.5	смысл закономерностей, регулирующих фонологические, лексические, грамматические изменения в языке.
3.2	**Уметь:**
3.2.1	использовать на практике теоретическую и прикладную лексикологию;
3.2.2	соотнести понятийный аппарат дисциплины лексикология с реальными фактами и явлениями профессиональной
3.2.3	анализировать существующие характеристики изучаемых лексических явлений;
3.2.4	использовать имеющиеся знания о лексических, грамматических, фонетических и словообразовательных нормах
3.3	**Владеть:**
3.3.1	методикой лексического анализа языковых явлений; навыками анализа структуры слова;
3.3.2	системой представлений о связи лексикологии с другими лингвистическими и нелингвистическими дисциплинами;
3.3.3	умением творчески использовать теоретические положения для решения практических профессиональных
3.3.4	навыками практического применения лексических средств языка для передачи знаний с целью достижения определенных коммуникативных задач;
3.3.5	основами речевой профессиональной культуры на иностранном языке.

2. ТЕХНОЛОГИЧЕСКАЯ КАРТА ДИСЦИПЛИНЫ “ЛЕКСИКОЛОГИЯ”
Курс 2, семестр 3, Количество ЗЕ - 4, Отчетность - экзамен

Название модулей дисциплины согласно РПД	Контроль	Форма контроля	зачетный минимум	зачетный максимум	график контроля
Модуль 1					
Модуль 1. Лексикология как наука. Слово как основная единица лексической системы	Текущий контроль	Лексческие упражнения, активность, посещаемость.	5	8	3
	Рубежный контроль	Коллоквиум	5	10	
Модуль 2					
Модуль 2. Семасиология	Текущий контроль	Лексическй анализ текстов, активность, посещаемость.	5	8	10
	Рубежный контроль	Презентация	5	9	
Модуль 3					
Модуль 3. Структура английского слова. Словообразование	Текущий контроль	Устный опрос, презентации, активность, посещаемость	5	8	13
	Рубежный контроль	Тест	5	10	
Модуль 4					
Модуль 4. Фразеология Словарный состав английского языка. Лексикография	Текущий контроль	Лексческие упражнения, активность, посещаемость.	5	8	17
	Рубежный контроль	Реферат	5	9	
ВСЕГО за семестр			40	60	
Промежуточный контроль (Зачет)			20	30	
Семестровый рейтинг по дисциплине			40	60	

Примечание:
1. За каждое пропущенное и не отработанное лекционное и практическое занятие снимается 0,5 баллов.
2. За активное участие на семинарском занятие добавляется 0,5 баллов.

3. Типовые контрольные задания или иные материалы, необходимые для оценки планируемых результатов обучения по дисциплине, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

ДЕМОНСТРАЦИОННЫЕ ВАРИАНТЫ ЗАДАНИЙ
(промежуточный контроль – «УМЕТЬ и ВЛАДЕТЬ»)

I. Semaseology

a) Polysemy

Give the meaning of the words italicized; translate the sentences into Russian.

1. (a) The girls dressed to go after lunch ...(Hemingway) (b) Mrs. Firkin who was dressing the very small remnant of hair which remained on Miss Crawley's pate, said... (Thackeray)

2. (a) "O Miss Manette, ...think now and then that there is a man who would give his life, to keep a life you love beside you!" (Dickens)I give my daughter to him, and will make Her portion equal his. (Shakespeare) (c) "I have to get back," I said. — "You give my love to all those dear boys ..." (Hemingway) (d) My nerves began to give. (NED)

3. (a) Jos acted for his father, giving away the bride, while Captain Dobbin stepped up as a groomsman to his friend George. (Thackeray) (b) He gave away most of his income. (NED)

4. (a) Twenty hostages will be shot within a week if the murderer or murderers are not delivered to the authorities, or give themselves up. (Heym) (b) He gave up science for art after grave consultation with his father ...(Wells) (c) "Shall I be given up to him?" I faltered ... "Oh! I can't think what I shall do..., if I have to go back to Mr. Murdstone!" (Dickens)

5. (a) Sir Edward Digby had mingled much with the world; he had seen many scenes of different kinds; he had visited various countries... (James)(b) The cheerful voices of the reapers, and the merry laugh of the children were mingled with the cry of the sailors. (Lever)

6. (a) "You seem to know this quarter well; that is to say, better than I do?" observed Defarge. (Dickens) (b) Iobserved that they were both wrapped in cloaks, and appeared to conceal themselves. (Dickens) (b) I observed but two points in planning my departure — speed, secrecy. (Ch. Bronte) (d) It is very curious to observe the differences of emotional response that you find in different people. (Maugham)

7. (a) "How is everything?" — "Splendid.We are all splendid." (Hemingway) (b) You have a splendid rank. I don't want you to have any more rank. It might go to your head. (Hemingway)

8. (a) His rooms were full of dry goods boxes, into which his servant was crowding all manner of old clothes and stuff. (M. Twain) (b) The old doctor... tore a leaf out of his pocket-book to order mesome stuff for the cough. (Lever) (c) He did not believe a word of this stuff. His deep irrational love for England made him saythesethings. (Wells)

9. (a)Then Pablo stuffed three hobbles he had in his hand intoa saddle-bag ... and then they were all mounting. (Hemingway) (b) Anthony looked away over an acre or two of parched August grass to the low white palace, like a dead sea-bird, stuffed, with spread wings.(Q. Greene)

10. (a) This solemn proceeding always took place in the afternoonof the day succeeding his return. (Dickens) (b) But, father... I have no interest in the work. I - I feel I'm not fitted to succeed you here. (Cronin) (c) Glyn - if I chucked everything - should I ever succeedas an artist? (Cronin)

11. (a) Good night, Ali. Go to bed. I shan't want you again. (G Greene) (b) ... his voice was full of real tears He was tired out and wanted to sleep. (G. Greene) (c) The grace and harmony of beautyare quite wanting in those features. (Ch. Bronte)

12. (a) The hunger and want written on their faces stayed with him for a long time. (P. S. Foner) (b) In all my writings I hope I have taken every available opportunity of showing the want of sanitary improvements in the neglected dwellings of the poor. (Dickens)

b) Synonyms

Point out the synonyms; comment on the difference in the shades of meaning, or in colouring; translate the sentences into Russian.

1. (a) "Tell me do you like my dress?" She postured slightly from the hips displaying her new gown, of a somewhat startling green Shehad a fondness for dress ...(Cronin) (b) Their clothes, largelymade from the skins of animals, are warm. (J London) (c) ... he did not recognize her under the totally changed attire in which he now beheld her (T. Hardy) (d) Tomlinson was attired in the full costume of a dignified clergyman. (Bulwer) (e) ... itrained very hard and I was we when I came in ... changed my clothing and drank some brandy but the brandy did not taste good. (Hemingway) (f) Under the trees the water was all in shadow ... We had no towels or any costume and in my prudence I wondered how we were going to dry ourselves. (Maugham)

2. (a) Keller had been living with Wegler and observing him for over six months. (Maltz) (b) He was watching the sentry again with his glasses. (Hemingway) (c) And Dr. Macphail watched the ran. It was beginning to get on his nerves ... It did not pour it flowed. (Maugham) (d) Digging at the edge of the damp ground Ifilled two empty tobacco-tins with worms and sifted dirt onto them. The goats watched me dig. (Hemingway)

Classify the units in the following poem into lexical sets and, further, synonymic series.

The Cataract of Lodore
(fragments)
by Robert Southey
Here it comes sparkling,
And there it lies darkling.
Here smoking and frothing,
Its tumult and wrath in,
It hastens along, conflicting strong;
Now striking and raging,
As if a war waging,
Its caverns and rooks among.
Rising and leaping,
Sinking and creeping,
Swelling and flinging
Showering and springing,
Eddying and whisking,
Spouting and frisking,
Turning and twisting,
Around and around;
With endless rebound;
Smiting and fighting,
A sight to delight in,
Confounding, astounding,
Dizzying and deafening the ear with its sound.
Receding and speeding,
And shocking and rocking.
And darting and parting,
And threading and spreading.
And whizzing and hissing,
And dripping and skipping,
And brightening and whitening.
And quivering and shivering.
And glittering and flittering,
And foaming and roaming,
And working and jerking,
And heaving and cleaving,
And thundering and floundering,
And falling and crawling and sprawling,
And driving and riving and striving.
And sprinkling and twinkling and wrinkling,
And sounding and bounding and rounding,
And bubbling and troubling and doubling,
Dividing and gliding and sliding,
And grumbling and rumbling and tumbling,
And clattering and battering and shattering,
And gleaming and streaming and steaming and beaming
And rushing and flushing and brushing and gushing.
And flapping and rapping and clapping and slapping,

And curling and whirling and purling and twirling,
Retreating and meeting, and beating, and sheeting,
Delaying and straying and playing and spraying,
Advancing and prancing and glancing and dancing,
Recoiling, turmoiling, and toiling, and boiling,
And thumping and plumping and bumping
and jumping,
And dashing and flashing and splashing and clashing;
And so never ending and always descending,
Sound and motions for ever and ever are blending;
All at once, and all o'er, with a mighty uproar, —
And in this way the water comes down at Lodore.

II. Phraseology

Replace the words and the combinations of words italicized by the appropriate phraseological expressions or verbs with postpositions.

1. The young artist *succeeded,* in painting portraits. 2. Alexander Popov was unable to perfect his invention *because of the lack of money.* 3. The conductor *won the approval of the public.* 4. Manilov *was subject to* idle dreaming. 5. The friends of the scientist thought *he had abandoned his project as hopeless,* but he went on experimenting. 6. The boy *left off* reading in bed for it affected his sight. 7. The partisans captured the enemy sniper and *handed him over* to the commander. 8. The refugee *betrayed himself* by treading on a dry branch which cracked under his foot. 9. Everybody tried to persuade Martin Eden to *drop* writing, but he *would not yield.*

1) Define the meaning and give the Russian equivalents of the expressions italicized.

1.He was eminently *good-tempered* to all, especially the younger boys, and nothing of a tyrant or bully. *(N. Q. Ray)* 2. How did I know that Hannah was not a lazy, *ill-tempered* girl...? (*Jerome K. Jerome)* 3. He scratched his mosquito bites. He felt very *short-tempered.*CMaugham) 4.*Takecare,*Basil. Yougotoofar. (0.*Wilde)*

2) Paraphrase the expression italicized; translate the sentence into Russian trying to render the play on words.

Evie, what's the matter with you? You mustn't *lose your temper* because you're losing a game. That'schildish. (*Maugham)*

III. Word-building

1. Analyse the morphological structure of the nouns italicized and define the meaning of the words which went to form these nouns. Translate the sentences into Russian.

I. "I'll tell him!" Dondolo shouted hastily. "I catch him with the goods — selling all these *foodstuffs* to this French fellow — there, the whole bag full! Flour, and bacon, eggs, sugar, canned stuff ..."*(Heym)* 2. ... the forest floor was soft, and he felt the *give* of the brown, dropped pine needles under his elbows. *(Hemingway)* 3. "I have found a situation for your daughter, ma'am," said Ralph ... "The situation that I have made interest to procure, ma'am, is with — with a milliner and *dressmaker,* in short."*(Dickens)*

2. Analyse the morphological structure of the words *unobservant, unsuccessful, observantly.*

3. Analyse the morphological structure of the adjective italicized, state the function of the suffix; form adjectives with the same suffix from the verbs *read, eat, drink, punish, pardon.*

In his recovered energy he was sometimes a little fitful and sudden ... but this had never been frequently *observable,* and had grown more and more rare. *(Dickens)*

Explain the morphological structure of the words italicized.

1. He walked with a new jauntiness; there was a *carelessness* in his demeanour, a gaiety about nothing in particular...*(Maugham) 2.* She was loyal and *affectionate* to her husband...*(N. G. Ray) 3.* Sydney has so few *amusements. (Maugham)* 4. ... Joey *carefully* fixed his fishing-rod on an oarlock and turned around. *(Carter)* 5. Mackintosh had slept badly and he looked with *distaste* at... the eggs and bacon which were set before him.*(Maugham)*

IV. Etymology

Read the following passage and give other examples to illustrate the point.

...Most changes take place because society changes — either in its attitude to life or in its formal institutions. 'Parliament' does not mean for us what it meant in the Middle Ages, because the institution which is the referent of the word has changed radically. Hamlet, talking about actors, refers to the 'humorous man' — not the comedian, but the emotional actor: the old theory of humours (the primary fluids of the body which, according to the proportions of their mixture, determined a man's temperament) has long gone, but left this word behind to take on a different meaning. It is not long since atom meant what it meant to the Greeks — what could not further be divided. The word can no longer mean that, but we retain it. Inertia, conservatism will ensure that a word remains in the vocabulary, but change of meaning will be enforced by the non-conservative elements in man himself.

(Anthony Burgess. *Words)*

V. Miscellaneous

I. Fill in the blanks choosing from the words: affection, affectionate, amused, amusing, to care, to fade, to select, to stay.

1.The party was admirably ____ . *(Dickens)* 2. Then, as the light began to ____ and they looked for a shelter for the night, Stephen caught sight of a large outlying barn... *(Cronin)* 3. ____where you are. He wants you. *(Maugham)* 4. He wanted to be ____ to this sister, who was good, and who, in her way, he knew, loved him. *(J. London)* 5. "You walked all the way!" — "Ran," said Glyn, wiping off sweat. "It was devilish ____. I had all the coppers on their toes, wondering if I'd robbed a bank." *(Cronin)* 6. I don't ____ what shame comes on you. You deserve it all. *(O. Wilde)* 7. Bateman did not know whether to say *yes* or *no,* and what made it more awkward was that both Jackson and Edward seemed to be ____. *(Maugham)* 8. ... his fondness for Claire had never been more than a kind of brotherly _____. *(Cronin)*

II. Answer the questions:

1. Why do children like the tricks of kittens, cubs and puppies? 2. What do you call a meal agreeable to the taste? 3. Why is a gradual weakening of the sound in radio or television called fading? What is the Russian term for it?

III. Give the English for the words надлежащий; появляться, выходить (особенно неожиданно); считать, полагать; обнаженный; беда, огорчение; врожденный; обладатель, владелец; спускаться, сходить; приличия; подходящий; insert each of these words in its proper place.

1."I ____ you treated Baxter rottenly," he said. (*Lawrence)* 2. Through the ____ branches of the plane trees he could just see the procession. (*Galsworthy)* 3. The young native had already __ to the water ... (*Cooper)* 4. ... jail-house life, like any other, demanded its ____ *(Maltz) 5.* It is but right he should have ____ attendance while he's ill. *(O. Eliot)* 6. ... the girl almost forgot her own troubles for the moment in

her compassion for her mother's ____.*(M. Twain)* 7. We ____ on the open mountain side. *(J. Lindsay) 8.* What is the ____ word? Give it me. (*Jerome K. Jerome)* 9. Though he came from a prairie village, Jim had fastidiousness, a ____ elegance. (*Sinclair Lewis)* 10. I saw that in their attentions to me, they thought they were winning the heir of Elton, the future ____ of fifteen thousand per cent. *(Lever)*

IV. Insert *distressed* or *distressing* where appropriate.

1. He was ___ to find that nearly every time he showed a young lady a polite attention he was straightway reported to be engaged to her. *(M. Twain)* 2. I had only seen the poor creature for a few hours when she was taken ill; really this has been needlessly ___, it spoils one's homecoming. *(Forster)*

ДЕМОНСТРАЦИОННЫЕ ВАРИАНТЫ ЛЕКСИЧЕСКИХ УПРАЖНЕНИЙ

ВАРИАНТ №1

1.PREFIXES OF ATTITUDE

EXERCISE 1

Which of the following words do not take prefix A-? Add correct attitude or negative prefixes to the odd words.

connect	dependent	ice	measure
moral	political	sensual	septic
sexual	social	symmetry	tie
typical			

EXERCISE 2

Prefix ANTI- can be used with different meanings. Divide the following words formed with ANTI- into two groups:

1) when it means *opposed to a particular system or practice or to a particular group of people or their policies, culture, or power,*

2) when it means *intended to prevent something from happening or to destroy something harmful.*

anti-abortion	anti-apartheid	antibacterial	anti-British
anti-burglar	anti-cancer	anticommunist	antidemocratic
antifascist	anti-freeze	antifungal	anti-government
anti-infection	anti-marriage	anti-racist	antireligious
anti-rust	anti-seasickness	anti-submarine	anti-tank anti-war

EXERCISE 3

Which of the following words do not take prefix ANTI-? Add correct attitude or negative prefixes to the odd words.

abortion	aggression	agree	balance
behaviour	burglar	cancer	capitalist
freeze	fungal	government	happiness
infection	intelligent	nuclear	pollution
practice	trust	usual	

EXERCISE 4

Which of the following words do not take prefix COUNTER-? Add correct attitude or negative prefixes to the odd words.

accusation	argument	attack	balance
belief	comfort	espionage	force
move	plot	reform	stability
symmetry	tidiness	willingness	

EXERCISE 5

Divide the following words into two groups:

1) the ones taking ANTI-,

2) the ones taking COUNTER-.

-abortion	accusation	act	-aggression
-American	-apartheid	argument	attack
balance	bacterial	blow	-burglar
-cancer	claim	communist	espionage
example	-freeze	-government	-infection
measure	-missile	move	nuclear
plot	-pollution	proposal	reaction
-reform	religious	revolution	-seasickness
-submarine	-war		

2. PREFIXES of TIME and ORDER

EXERCISE 6

PRE- can be used with different meanings. Divide the following words formed with PRE- into two groups:

1) when it means before, e.g. pre-Christian,

2) when it means already, e.g. prepaid.

re-arranged	pre-birth	pre-booked	pre-Christmas
pre-cooked	pre-cut	pre-dawn	pre-delivery
predestination	pre-digested	pre-election	pre-examination
prefabricated	pre-heated	prehuman	pre-independence
pre-industrial	premarital	pre-packed	pre-payment
pre-planned	pre-prepared	pre-recorded	pre-Reformation
pre-retirement	pre-revolution	pre-Roman	pre-school
pre-selection	preset	pre-sixteenth century	prewar
pre-1950			

EXERCISE 7

Which of the following verbs take FORE- and which PRE-?

cast	-date	decease	determine	judge
see	shadow	tell	view	warn

EXERCISE 8

FORE- can be used with different meanings. Divide the following words formed with FORE- into two groups:

1) when it means before, e.g. foretell,

2) when it means the front, e.g. forearm.

forearm	forecast	foredoomed	forefathers
forefoot	forehead	foreknowledge	foreleg
forelimb	forepart	foresee	foreshadow
foreshore	foresight	foreskin	forewarn

EXERCISE 9

Not only PRE- and FORE- but also ANTE- have before as part of their meaning. Divide the following words into three groups: those taking PRE-, ANTE-, or FORE-. Are there any which can take more than one of the prefixes?

-birth	cast-	chamber	-Christian
date	decease	doomed	-examination
fathers	knowledge	marital	natal
room	-school	see	tell
-war	warn	-1900	

EXERCISE 10

Prefix RE- added to a verb indicates that an action is done or happens a second time. In which of the following words RE- may have a different meaning? What is the meaning of the odd word?

reappear	rebuild	reconsider	reconstruct
recover	recreate	redefine	rediscover
redistribute	re-examine	release	remarry
remove	rename	reopen	reprint
re-read	research	reserve	resolve

restart	restrain	reunite	rewrite

3. NUMBER PREFIXES

EXERCISE 11

BI- can be used with different meanings. Divide the following words formed with BI- into two groups:
1) when it means two, e.g. bicycle,
2) when it means twice, e.g. biweekly.

biannual	bicarbonate	bicentenary	bigamy
bilateral	bilingual	bimonthly	binary
binoculars	bisect		

What are the two possible meanings of the following sentence:
"The film festival takes place biyearly"?

EXERCISE 12

Words with both DEMI- and SEMI- have half as part of their meaning. Divide the following into two groups:
1) those which take DEMI-,
2) those which take SEMI-.

-annual	circle	-detached	-god
-monde	-tone	-world	

EXERCISE 13

SEMI- can be used with different meanings. Divide the following words formed with SEMI- into two groups:
1) when it means half, e.g. semicircular,
2) when it means partly, e.g. semi-official.

semi-annual	semi-automatic	semicircle semi-detached
semi-retired	semi-skilled	semi-tone

EXERCISE 14

Words with both MULTI- and POLY- have many as part of their meaning. Choose which of the given prefixes can be used with the given word or stem:

MULTI / POLY coloured	MULTI/POLY cultural
MULTI / POLY-dimensional	MULTI/ POLY-flavoured
MULTI / POLYglot	MULTI / POLYgram
MULTI / POLYgraph	MULTI / POLYlateral
MULTI / POLYlingual	MULTI / POLYnational
MULTI / POLYphony	MULTI / POLYracial
MULTI / POLYstorey	MULTI / POLYsyllabic
MULTI / POLYtalented	MULTI / POLYtechnic MULTI / POLYtheism

EXERCISE 15

Which of the following can take:
1) POLY- (meaning many),
2) MONO- (meaning one, single),
3) either prefix?

MONO/POLYculture	MONO/POLYgamy	MONO/POLYglot
MONO/POLYgon	MONO/POLYgraph	MONO/POLYgram
MONO/POLYphonic	MONO/POLYplane	MONO/POLYsyllabic
MONO/POLYtechnic	MONO/POLYtheism	MONO/POLYtone
MONO/POLYxide		

EXERCISE 16

Both UNI- and MONO- have one, single as part of their meaning. Divide the following into two groups:
1) those which take UNI-,
2) those which take MONO-.

form	lateral	sex	chrome
culture	syllabic	theism	tone

EXERCISE 17
Give the defined words. If you find this task too difficult, match the definitions with the right words given under the exercise. Note that sometimes there are more words than definitions!

A. Note: words with OMNI- have all as part of their meaning.
OMNI — having complete power to do anything that is desired
OMNI — having unlimited knowledge
OMNI — present everywhere at the same time
OMNI — able to eat all kinds of food
A.

omniscient	omnipotent
omnivorous	omnipresent

B. Note: words with UNI- have one or single as part of their meaning.
UNI — being the only existing one of its type
UNI — the same, not varying in any way
UNI — believing that God is one person and rejecting the dogma of the Trinity
UNI — to bring together
UNI — a horse-like creature with a single horn
UNI — involving only one group or country
UNI — intended for use by both men and women
B.

unicorn	uniform
unify	unilateral
unique	unisex
Unitarian	

C. Note: words with TRI- have three as part of their meaning.
TRI... - a painting consisting of three parts
TRI... - of which three copies are made
TRI... - lasting for, happening or done every three hundred years
TRI... - a group of three
TRI... - three children born at one birth
TRI... - a series of three books
TRI... - a geometrical figure with three straight sides

C.

triangle	tricentennial
triennial	trilogy
trio	triplet
triplex	triplicate
triptych	triumvirate

EXERCISE 18
Match the number prefixes with their explanations.

Bilateral, Bicentennial = eight
CENTigrade, CENTimetre = five
DECAgon, DECAlitre = four
KILOcalorie, KILOwatt = a hundred
MEGAbyte, MEGAhertz = many
OCTAgon, OCTAve = a million
PENTAgon, PENTAmeter = single
POLYtheism, POLYsyllabism = ten
QUADrangle, QUADrilateral= a thousand
TRIangle, TRIlogy = three
UNIlateral, UNIsex = two, twice

4. GENERAL SUFFIX EXERCISES

EXERCISE 19
Fill in the table as shown in the example. e. g.

SUBJECT	PERSON	ADJECTIVE
art	artist	artistic

SUBJECT	PERSON	ADJECTIVE
analysis	...	...
...	...	biological
...	economist	
electricity	...	...
geography	...	...
...	...	grammatical
history	...	
...	...	linguistic
...	...	logical
machine	...	...
...	...	physical
science	...	...

EXERCISE 20
Complete the given stems with the suffix the meaning of which is given next to it.

SUFFIX MEANING	EXAMPLES
... vehicle	air... space... ... lover of Anglo...
biblio... ... surgical removal	append... tonsil... ... device for measuring baro...
chrono... ... fear of	claustro... xeno... ... people country... kins... ... speaking,
discussion	deca... mono... ... rule dem... techn... ... killing
	fungi... regi... ... inflammation hepat... appendic...
... resemble	human... fung... ... study of method... the... ... device for
transmitting sound	micro... ear... ... angle octa... deca... ... rule, government
	olig... an... ... record, writing photo... auto. ... affected by
	poverty-... terror-... illness tubercul... scler...

-ARCHY	-CIDE	-CRAFT	-ECTOMY	-FOLK
-GON	-GRAPH	-ITIS	-LOGUE	-METER
-OCRACY	-OID	-OLOGY	-OSIS	-PHILE
-PHOBIA	-PHONE	-STRICKEN		

EXERCISE 21
-FUL can be used with different meanings.
Divide the following words formed with -FUL into two groups:
1) nouns, referring to amounts and measurement, e.g. teaspoonful,
2) adjectives describing characteristics and qualities, e.g. beautiful.

armful	cheerful	cupful	deceitful	delightful
dutiful	glassful	graceful	handful	hopeful painful
houseful	joyful	merciful	mouthful	spoonful
peaceful	plateful	pocketful	powerful	
tablespoonful	thankful	useful	youthful	

5. GENERAL PREFIX AND SUFFIX EXERCISES

EXERCISE 22
Fill in the following table as shown in the examples. In case more than one form exists, explain the difference in meaning — if any — between the forms. e. g.

ROOT	+ ADJECTCVE(S)	- ADJECTIVES	MEANING
help	1. helpful	1. helpless 2. unhelpful	in need of help not giving help
humour	1. humorous	1. humourless	

	+ positive meaning		- negative meaning	
ROOT	+ ADJECTIVE(S)	MEANING	- ADJECTIVE(S)	MEANING
art	1. 2.	1. 2.		
colour	1. 2.	1. 2.	1. 2.	1. 2.
doubt			1. 2.	1. 2.
faith			1. 2.	1. 2.
fault				
fruit	1. 2.		1. 2.	1. 2.
grace	1.		1. 2.	1. 2.
heart				
law			1. 2.	1. 2.
sense	1. 2. 3.	1. 2. 3.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
sleep			1.	
spot	1. 2.	1. 2.		
taste	1. 2.	1. 2.	1.	
value				

EXERCISE 23
Fill in the blanks with words formed from the given stems.

1. He said "Hallo" in a most way. FRIEND
2. To be a good novelist you really have to be very IMAGINE
3. I enjoyed the book very much because it was so READ
4. Travelling in an aeroplane for the first time was a experience. MEMORY
5. Pete's parents decided that his scorpion was an pet. SUIT
6. Be careful! The floor has just been washed and is very SLIP
7. His ..... knowledge is very poor— he thinks Paris is in Italy. GEOGRAPHY
8. He was turned down for the job because he wasn't QUALIFY
9. The film was well made but not very AMUSE
10. Many ..... people sleep on the streets of the capita! HOME
11. Her hair is....., not bright red. RED
12. In some places the weather changes so quickly that it's very PREDICT
13. I was ..... by my friends to take this exam. COURAGE
14. Alexis is really a very.....kind of person. ART
15. This is the restaurant where most of the town's rich and people dine. INFLUENCE

EXERCISE 24
Fill in the blanks with words formed from the given stems.
1. My little son is always getting into trouble at school. He's not very ... . OBEY
2. Unfortunately, your illness is ... . CURE
3. Steve was bitten by a ... snake. POISON
4. He is completely ... . Not only is he lazy but he is dishonest too. EMPLOY
5. Don't leave any money lying around. He's ... . TRUST
6. There will be no pay rise in the ... future. SEE
7. Please don't tell lies. It is very ... . HONESTY
8. I asked for directions but people were rather... . HELP
9. My dog never does what it is told, it's very ... . OBEY
10. Of course it's a violet! It's colour and shape are ... . MISTAKE
11. The editor said my poems were so bad they were ... . PRINT
12. You won't be paid much as a/an ... worker. SKILL
13. The car in front braked ... and I ran into it. EXPECT
14. "This is not a good essay" said the lecturer, "I find your arguments ... ." CONVINCE
15. The factory was ... so the management tried to cut costs by making some work redundant. COMPETE

EXERCISE 25
Fill in the blanks with words formed from the given stems.
1. Pushing into a queue is considered extremely ... . POLITE
2. This is good quality leather, but actually very ... . EXPENSE
3. Don't depend on hum, he's a very ... person RELY
4. Those shoes are not waterproof. They are ... for the fall. SUIT
5. Her parents ... her to apply for the job. COURAGE
6. Unfortunately Jim's bid for the 100 metre record was ... . SUCCEED
7. Even if you're good at a game, you shouldn't be ... . CONFIDE
8. Water came through our roof but luckily my books were ... . DAMAGE
9. 8:15 a.m. on Saturday is a rather ... time for an appointment. CONVENIENT
10. The world of computers is extremely ... . COMPETE
11. We feel that the laws against begging should not be ... . FORCE
12. Don't be so ..., we've only been waiting a few minutes. PATIENT
13. Most people who work feel that they are ... . PAY
14. People who suffer from ... should buy a pet. LONELY
15. Barb is a good employee, and is very ... . CONSCIENCE

EXERCISE 26
Fill in the blanks with words formed from the given stems.
1. My sister never stops talking! She's a very ... person. TALK
2. Please don't be so ..., I can't do all the work by myself. REASON
3. The judge described Smith as a "... criminal" who was a danger to members of the public. HARD
4. There are always mistakes because the firm is so ... . EFFICIENCY
5. Nobody wears clothes like that any more — they are terribly ... .FASHION
6. I'll always remember that journey — it was an ... experience. F0RGET
7. The new professor gave a most ... lecture to the students. IMPRESS
8. When the miners were finally rescued they were ... . EXHAUST
9. Everyone was very ... by the good news. HEART
10. His boss told him off because he had behaved ... . RESPONSE
11. Arnold is very tall and ... . MUSCLE
12. Please make the cheque ... to M. Brown. PAY
13. I couldn't help it, the accident was ... . AVOID
14. This small car is ... for long journeys. SUIT
15. The villages in the mountains are quite ... during winter. ACCESS

6 COMPOUNDS

COMPOUND NOUNS

Note: compound nouns are usually written either as two separate words or as one word; hens are very rarely used.
There are no precise rules as to the spelling of compound nouns, but the following should be remembered:
1) when two short nouns are joined together, they form one word without a hyphen, e.g. a schoolboy,
2) when we form compound nouns with the use of self- (self-education) or verb + particle (make-up) we usually use a hyphen;

3) when a compound is accepted as a single word, it can be written either as one word, two separate words or with the hyphen. The tendency, especially after a period of time when the word has been used, is to avoid hyphens where possible.

EXERCISE 27

Combine the words in capital letters with each word of the list below it, putting it either before or after according to the meaning. Explain the compound word you have formed in this way: e.g. POT tea — teapot = a pot for tea

BED	BOOK	DAY	HEAD	HOUSE
bath	address	birth	big	coffee
camp	case	break	dress	boat
oyster	cheque	dream	figure	hold
river	coffee-table	flag	magnetic	keeper
twin	cookery	time	office	lower
water	guest	pay		
	publishing			
wetting	phone			wife
	reference			
	stall			
	talking			
	token			

LAND	MASTER	TABLE	TIME	WORK
father	bedroom	dressing	bomb	day
grazing	head	high	lag	social
mark	list	linen	limit	team
lord	key	manners	machine	permit
promised	school	tennis	table	shop
slide	piece	wine	prime	stone
	plan		question	
	old		zone	

EXERCISE 28

Make as many compound nouns with HIGH, LOW and MIDDLE as you can, using the words below. If you are uncertain what each of the compounds means, check in the dictionary.

HIGH-	MIDDLE-		LOW-	
age	church	class	court	finger
heels	jump	light	name	noon
rise	school	season	speed	street
tide	treason	way	weight	

EXERCISE 29

What do the following compound nouns mean?

A.

short circuit	shortcoming	shortfall
short list	shortbread	shorthand

B.

double	bass doubles	double bed
double-decker	double-glazing	

EXERCISE 30

Which of the following words can be used with both FIRST and SECOND to make compound nouns? And which form compound nouns only with FIRST or SECOND? Form all the compounds and explain their meaning.

best	born	childhood	class
coming	cousin	floor	lady
language	light	name	nature
prize	sight	thoughts	wind

EXERCISE 31
Expressions like walking shoes may mean either:
shoes for walking, and then we have a compound noun.
In this case we stress the first word only, and sometimes use a hyphen.
shoes which are walking, and then we have a noun and an adjective. In this case we stress both words and never use a hyphen.
Decide which of the following are compound nouns.
1. 100 degrees Centigrade is the boiling point
2. Fetch some boiling water for our tea.
3. Could I borrow a frying pan.
4. Yesterday I bought a new pair of running shoes.
5. I often fish in that running stream.
6. My English professor is a walking dictionary.
7. After the volcanic eruption everything was covered with boiling lava.
8. I need some writing paper, please.
9. I spent the whole day writing a paper for my history class.
10. Put it away, it is not drinking water.

EXERCISE 32
Combine the verbs with prepositions to form compound nouns. The meaning of the needed compound noun is given in brackets.

break... *(failure)*	break-... *(escape)*
break... *(important discovery)*	break-... *(finish)*
check-... *(cash-desk)*	crack-... *(action against)*
cut... *(reduction)*	draw... *(negative aspect)*
drop... *(person who rejects society)*	fall... *(radioactive dust)*
feed... (comment)	lay-... *(parking at the side of a road)*
print... *(printed information)*	set-... *(start)*
shake-... *(change)*	*take... (purchase by another firm)*
turn... *(change; money earned and spent)*	walk-... *(strike)*
...-pass *(secondary road)*	... put *(information that is put in)*
...break *(start)*	...come *(conclusion)*
...let *(place to sell)*	...look *(forecast)*
...out (production)	

EXERCISE 33
What's the difference in meaning between the following pairs?

break-out versus outbreak	lay-out versus outlay
let-out versus outlet	look-out versus outlook
hang-over versus overhang	take-over versus overtake set-up versus upset

COMPOUND ADJECTIVES

EXERCISE 34
Fill in the blanks with the right words to form compound adjectives. If you find the exercise too difficult, look for the right words in the list below.

absent-... professor	air-... apartment	audio-. aids
bitter-... taste	blood-... monster	brand-... car
breast-... infant	breath... view	bullet-... jacket
clean-... man	cold-... criminal	duty-. shop
fact-... mission	far-... conclusion	first-... ticket
freeze-... coffee	front-... news	

BLOODED	CLASS	DRIED	CONDITIONED
FED	FETCHED	FINDING	FREE
GOING	MINDED	NEW	PAGE
PROOF	SHAVEN	TAKING	THIRSTY
SWEET	VISUAL		

EXERCISE 35
Join words from the list with the colours to form compound colour adjectives.

blood	blue	bottle	brick	coal
electric	ice	iron	jet	lime

midnight	nut	ocean	off	pea
pearl	royal	sea	sky	snow

Colours:

...-BLACK ...-BLUE ...-BROWN ...-GREEN
...-GREY ...-RED ...-WHITE

EXERCISE 36

Some compound adjectives are borrowed from foreign languages. Explain the meaning of the following compounds. Check their pronunciation.

a la mode	*a priori*	*ad hoc*	*ad lib*	*au fait*
avant-garde	*bona fide*	*cordon bleu*	*de facto*	*de jure*
de luxe	*de rigueur*	*de trop*	*ex gratia*	*infra dig*
laissez-faire	*per capita*	*prima facie*	*sub judice*	

EXERCISE 37

Match the compound adjectives from list A with the right nouns from list B.

A.

a la mode	*a priori*	*ad hoc*	*ad lib*
au fait	*avant-garde*	*bona fide*	*cordon bleu*
de jure	*de luxe*	*ex gratia*	*infra dig*
laissez-faire	*per capita*	*prima facie*	*sub judice*

B.

... art	... court case	... chores	... clothes
... comments	... cuisine	... evidence	... hotel
... income	... intentions	... marriage	... meeting
... payment	... player	... policy	... reasoning ... with the situation

EXERCISE 38

In each of the following sentences there is a blank with a word just before it. Fill each blank with a word that combines with the one given in a way that fits the sentence. If you find the exercise too difficult, look for the right words in the list below.

1. He paid a lot of money for his FIRST-... ticket.
2. She hasn't much money to spend because she can find only a PART-... job.
3. She looks rather severe but she is really a very KIND-... woman.
4. My mother always gives her guests HOME-... cakes for tea.
5. What I'd really like for breakfast is a nice NEW-... egg.
6. We say that the SO-... "leader" of the group is just a petty tyrant.
7. I have never had any painting lessons. I am entirely SELF-....
8. Peter always wears very WELL-... shoes.
9. Our teacher isn't strict at all. She is very EASY-....
10. To be honest, I enjoy eating in HIGH-... restaurants.
11. Please enclose a SELF-... envelope.
12. Everyone began the holiday in a LIGHT-... mood.
13. This particular kind of LONG-... sheep can run quite fast.
14. I think you would be ILL-... to sell the house at the present time.
15. I much prefer having a drink in an OLD-... country club.

ADDRESSED	CALLED	CLASS
GOING	HEARTED	HEARTED
LAID	LEGGED	MADE/BAKED
POLISHED	PRICED	TAUGHT
TIME	ADVISED	FASHIONED

COMPOUND VERBS

Note: you cannot always guess the meaning of a compound verb if you are not already familiar with it. Always check the meaning of the new compounds in the dictionary.

EXERCISE 39

Join words from list A and list B to form compound verbs (transitive).

A.

blow	court	cross	cross	cross
double	double	dry	field	force
hand	ill	nick	proof	rubber
sand	ship	spin	spoon	tape

white

B.

check	clean	cross	cuff	dry
dry	examine	feed	feed	glaze
martial	name	paper	read	record
reference	stamp	test	treat	wash wreck

7 CLIPPING

Note: clipping means cutting off the beginning or the end of a word, or both, leaving a part to stand for the whole. The resultant form is called a clipped word. The jargon of the students is filled with clipped words: LAB, DORM, PROF, EXAM GYM, MATH, etc.
As these examples suggest, the clipping of the end of a word is the most common, and it is mostly nouns that undergo this process.
However, be careful in using them in exams, theses, etc., as some examiner-will not accept them, and you will lose a mark for their use. As a safe generalisation, use them only in spoken English.

EXERCISE 40
Give the original words from which these clipped words were formed.
e. g. ad — advertisement
e. g. ad — advertisement

bike —	bus —	co-ed —	coke —	decaf —
doc —	exam —	flu—	fridge —	gas —
gent —	grannie —	lab —	maths —	mike —
movie —	phone —	photo —	plane —	pop—
vet —	zoo —			

EXERCISE 41
Give clipped forms of the following words. e.g. cabriolet — cab

brassiere	communist	dormitory
fanatic	graduate (student)	grandmother
memorandum	Metropolitan Opera	pantaloons
perambulator	permanent (hair wave)	periwig
poliomyelitis	preparatory (school)	professor
promenade dance	public house	San Francisco
sergeant	taximeter cab	violoncello

EXERCISE 42
First names are, in spoken language, more often used in their clipped than in their original forms. Give clipped forms of the following names. In some cases more than one form is possible.
e.g. Elizabeth — Betty

Albert	Alfred	Anthony
Benjamin	Charles, Charlotte	Arnold
Elizabeth	Frederick	Edmund, Edward, Edwin
Philip	Richard	Nicholas
Thomas	William	Samuel

EXERCISE 43
Match the clipped forms in list A with the full names in list B.

A.

Aggie	Andy	Archie	Bella	Bert
Con	Debby	Dora	Gene	Lottie
Lu	Mabel	Mae, May	Net	Nora
Prue	Ray	Tilda	Tina	Tish
Trixy	Vee			

B.

Agnes	Andrew	Archibald	Amabel
Antoinette	Arabella	Beatrice	Charlotte
Christina, Albertina	Constance	Deborah	Eleonora
Eugene	Herbert	Letitia	Luisa
Mary	Mathilda	Prudence	Raymond
Theodora	Veronica		

EXERCISE 44
Clipped words are formed not only from individual words but also from grammatical units, such as modifier + noun. Paratrooper, for example, is a clipped form of parachutist trooper. Give the original of these clipped words.

Aframerican	Amerindian	Australasia
comintern	Eurasia	maitre d'
medicare	newsboy	paratrooper

8 BLENDING

Note: blending is the fusion of two words into one, usually the first part of one word with the last part of another, as in BRUNCH, from BREAKFASTand LUNCH.
The resultant blend shares both original meanings. The two classes, blends and clipped words are not sharply separated, and some words may be put into either class.

EXERCISE 45
Give the originals of these blends. e.g. BRUNCH = BReakfast + lUNCH

autobus	Benelux	breathalyser
cablegram	Eurovision	heliport
Interpol	motel	newscast
paratroops	telecast	smog

EXERCISE 46
Give the blends that result from fusing these words. If you find the exercise too difficult, match the blends given underneath with the right words.
e. g. BLOT = BLemish + spOT

binary digit		blare or blow + spurt		dumb + confound
motor + pedal(cycle)		transfer + resistor		splash + spatter
BIT	BLURT	DUMBFOUND	MOPED	TRANSISTOR SPLATTER

9 ACRONYMS

Note: acronymy is the process whereby a word is formed from the initials or beginning segments of a succession of words.
In some cases the initials are pronounced, as in MP [em'pi:] (military police, or Member of Parliament). In others, the initials and/or beginning segments are pronounced as the spelled word would be. For example, NATO (North Atlantic Treaty Organisation) is pronounced as ['neitou].

EXERCISE 47
Acronyms which are pronounced as sequences of letters are called alphabetisms. Pronounce these acronyms and give their originals.

AA	A-bomb	AC	A level	a.s.a.p.	b & b
BA	BC	CIA	c/o	C.O.D.	DC
DC	DIY	DJ	D. Litt.	DNA	EEC/EU
FAO	FBI	GB	GMT	GP	HM HRH

EXERCISE 48
Acronyms which are pronounced as sequences of letters are called alphabetisms. Pronounce these acronyms and give their originals.

ID	IMF	IOU	IQ	IRA	LA
LP	LSD	MA	MC	MD	MIT
MP	mph	MSc	OED	ono	PO Box
POW	PTO	s.a.e.	SF	TB	TV
UK	UN	US	VSO	wc	YMCA

EXERCISE 49
Some acronyms are of Latin or French origin, but they are, very common in English. Pronounce the following acronyms, give their originals and their English meanings.

AD	am	CD	D.G.	e.g.	etc.
i.e.	NB	p.a.	RIP	RSVP	

EXERCISE 50
Acronyms pronounced as a word are very often used without knowing what the letters stand for. Pronounce the following acronyms and give their originals. e.g. NATO - ['neitou] --North Atlantic Treaty Organisation

Basic English	GATT	laser	radar
OPEC	SALT	UFO	UNESCO
UNICEF	UNO	WASP	

ВАРИАНТ №2

1. The words medicine, physician, gymnasium, intelligence are called:
   a) culturally oriented words
   b) false friends
   c) international
2. Group the following words into **a. fully assimilated b. partially assimilated, c. non-assimilated:** phenomenon, finish, garage, genius, want, street, sherbet, toreador, police, taiga, , ballet, crisis, à la carte, beige, skate:
   a) _____
   b) _____
   c) _____
3. The semantic relation between the members of the converted pair to leg < a leg is
   a) location
   b) place of the action
   c) action characteristic of the object
4. Classify the given words into: a) homonyms proper; b) homophones; c) homographs:
tear (v.) - tear (n.) _
corn (n.) - corn (n.) _
Rome (n.) - roam (v.)_
5. State the way of the formation of the following words: long –length, build – built, speak - speech
   a) backformation
   b) affixation
   c) sound interchange
   d) sound imitation
6. Write whether the following compounds are a) neutral; b) morphological; c) syntactic:
   a) handicraft ___
   b) motorcar_____
   c) merry-go-round ___
7. The words **happiness** denoting 'the state of being happy' and **bliss** meaning 'a feeling of very deep happiness and extreme pleasure' are
   a) stylistic synonyms
   b) ideographic synonyms
   c) absolute synonyms
8. Identify the type of semantic relations between the members of a conversion pair:
   a) to head <- a head _____

   b) grill -> to grill _____

9. Identify the mechanisms of clipping in the following words as a) aphaeresis, b) apocope, c) syncope:
a) **Frisco** from San Francisco__
b) **maths** from mathematics __
c) **tend** from attend__
10. Read the sentence and state the word-building process in the word in bold:
Intuiting a situation - not quite to her liking (< intuition, n.) _____
11. State which type the given linguistic dictionaries refer to: general − restricted, explanatory − specialized, monolingual − bilingual, diachronic − synchronic.

1) the Concise Oxford Dictionary of English Etymology;
2) the Penguin Dictionary of English Idioms;
3) the New Oxford Dictionary of English;
4) the Modern English-Russian Dictionary;
5) the Longman Dictionary of Phrasal Verbs;

6) the English-Russian Dictionary of Linguistics and Semiotics;
7) the English Pronouncing Dictionary;
8) the Longman Business English Dictionary;
9) the New Oxford Thesaurus of English;
10) a Dictionary of Neologisms;
11) the BBI Combinatory Dictionary of English.

12. Distribute the words from the given series into three groups: a) words used in American English; b) words used in British English; c) words used in Australian English.

1)lollies – candy – sweets; 2) form – grade – year; 3) subway / metro – railway station – underground; 4) the cinema – the movies – the pictures; 5) letterbox – postbox – mailbox; 6) sneakers – trainers – runners; 7) sidewalk – footpath – pavement

13. Classify antonymous pairs into contradictories, contraries and incompatibles. To prove the division give intermediate members of the antonymous set where it is necessary, or give other members of the group which are excluded in the given antonymous pair.

Poetry – prose, inch – foot, man – woman, old – young, beautiful – ugly, Monday – Sunday, teacher – pupil, to adore – to loathe, one – thousand, tremendous – tiny, iron – copper, to accept – to reject, round – square, creditor – debtor, boy – man, day – night, clever – stupid, red – brown, inside – outside, open – shut, November – March, evil – good

14. Classify the italicized phraseological units into: 1) phraseological fusions; 2) phraseological unities; 3) phraseological collocations.

1. You can't keep a secret – you see no reason why you shouldn't spill the beans. 2. «It's hard on Robert, of course,» Ned went on; he was trying to ignore the red herring and get on with the story. 3. Well, let's admit there were mistakes on both sides; we'll bury the past and try to make a fresh start. 4. He produced a huge silver case containing what looked at first sight like small cheap cigars. 5. But other than dining out, which I like, I'm a home bird. I'm not one for a big social whirl. 6. The boy is quite impossible. From now on I wash my hands of him. 7. «Can I go with you to this party.» «We shall only be talking business. You wouldn't be interested.» 8. The grey color is in fashion in this season.

ВАРИАНТ №3

1. What methods of lexicological research can be employed to study the meanings of the following lexical units? (write down)

Strong (wind, coffee, building)_____

Rest_– rest**s** - rest**ed**_____

2. Analyze the lexical valency of the polysemantic words **to run** and **to charge**. Translate the sentences into Russian.

To run

1. The horse runs. 2. The film runs for two hours. 3. The water runs. 4. The tap runs. 5. His nose runs. 6. The motor runs. 7. The wine ran over the floor. 8. The whole argument runs on this point. 9. She ran the water into the bath-tub. 10. He ran his business well. 11. The ice-cream is beginning to run.

To charge

1. He charged the man 10 cents for the pencil. 2. He charged the battery. 3. He charged them to do their duty. 4. He charged these goods to the man's account. 5. The soldiers charged the enemy. 6. I don't want to charge my memory with trifles. 7. The judge charged him with the crime.

. *Substitute phraseological units with the noun "heart "for the underlined words.*

1. He is not a man who shows his feelings openly. 2. She may seem cold but she has true kind feelings. 3.1 learned this piece of poetry by-heart. 4. When I think about my examination tomorrow I feel in despair. 5. When I heard that strange cry in the darkness I was terribly afraid. 6. It was the job I liked very much. 7.1 didn't win the prize but I am not discouraged.

4. *Identify the features enhancing unity and stability of the following expressions.*

as busy as a bee; not to have a dog's chance; where there's a will there's a way; to be in a brown study; fools will be fools; for better or worse; forewarned, fore armed; to fret or fume; from post to pillar; from the cradle to the grave; as hungry as a hunter; fur and feather; to gild refined gold; the gift of the gab; to grind one's grist; by line and level; by fair means or foul; to button up one's mouth; a friend in need is a friend indeed; betwixt and between;

5. Read the given passage. Speak on the linguistic phenomenon described in it. Find examples of your own.
COWBOY

This is an interesting example of how a lexeme can have its meaning deteriorate in several directions at once. Cowboy originally developed quite positive connotations, with its romantic associations of the Wild West. To these have now been added a number of distinctly negative overtones in certain regional varieties.

- In British English, it can mean an incompetent or irresponsible workman or business: cowboy plumbers, cowboy double-glazing firm.
- In Northern Ireland, it can mean a member of a sectarian gang.
- In American English, it can mean an automobile driver who does not follow the rules of the road or a factory worker who does more than the piece-work norms set by his union or fellow-workers (from the Cambridge Encyclopedia of the English Language by David Crystal)

6. Analyze the meanings of the words in bold. Identify the result of changes of the denotational aspect of lexical meaning in the given words.

A) **camp**: «a place where troops are lodged in tents» − «a place where people live in tents or hunts»; 2) **girl**: «a small child of either sex» − «a small child of the female sex»; 3) **bird**: «a young bird» − «a creature with wings and feathers which can usually fly in the air»; 4) **arrive**: «reach the shore after a voyage» − «reach a place at the end of a journey or a stage in a journey»; 5) **rug**: «rough woolen stuff» − «a small carpet»; 6) **glide**: «to move gently and smoothly» − «fly with no engine»; 7) **room**: «space» − «a part or division of a building enclosed by walls, floor, and ceiling»; 8) **champion**: «a fighting man» − «a person who has defeated or surpassed all rivals in a competition, especially a sporting contest»

7.Give the meanings of the following synonyms. State the difference in the connotational aspect of their meaning.

Confidence − assurance, to satisfy − to delight, alone − lonely, to create − to manufacture, to blush − to redden, to tremble − to shudder

8.Determine the original components of the following blends. Define which type (additive or restrictive) the blends belong to.
To guesstimate, seadrome, brunch, absotively, motel, spam, flush, slanguage, twirl, transceiver, paratroops, crocogator, oilitics, dipward, windoor, newtopia, glumpy, cablegram, smaze, flextime, Oxbridge

9.Copy out the following pairs of words grouping together the ones which represent the same meaning of each word. Explain the different meanings and the different usages, giving reasons for your answer. Use dictionaries.

Smart, adj.
smart clothes, a smart answer, a smart house, a smart garden, a smart repartee, a smart officer, a smart blow, a smart punishment
kick, v.
to kick the ball, to kick the dog, to kick off one's slippers, to kick sb downstairs

10.Explain the basis for the following jokes. Use dictionaries.

a) «Doctor, what should a woman take when she is run down?»
«The license number, madam, the license number.»

b) «Where have you been for the last four years?»
«At college taking medicine.»
«And did you finally get well?»

ДЕМОНСТРАЦИОННЫЕ ВАРИАНТЫ ТЕСТОВ

ВАРИАНТ № 1

1. What does Lexicology, a brunch of linguistics study?
A. It is the study of sentences.
B. It is the study of words.
C. It is the study of definitions.
D. It is the study of aspects.

E. It is the study of sounds.

2. What is the name of the area of lexicology specializing in the semantic studies of the word?

A. It is called semantics.
B. It is called phraseology.
C. It is called grammar.
D. It is called semasiology.
E. It is called sociolinguistics.

3. What do we mean by external structure of the word?

A. We mean its lexical meaning.
B. We mean its lexico-grammatical structure.
C. We mean its morphological structure.
D. We mean its semantic structure.
E. We mean its linguistic structure.

4. On what level is the word studied in its relationships with other words the vocabulary system?

A. It is studied on the simple level.
B. It is studied on the historical level.
C. It is studied on the modern level.
D. It is studied on the syntagmatic level.
E. It is studied on the paradigmatic level.

5. What is the smallest meaningful unit of speech?

A. The smallest meaningful unit of speech is a stem.
B. The smallest meaningful unit of speech is a word.
C. The smallest meaningful unit of speech is a sound.
D. The smallest meaningful unit of speech is a morpheme.
E. The smallest meaningful unit of speech is a root.

6. Which words do we call homonyms?

A. Homonyms are words which are identical in writing.
B. Homonyms are the words which are identical in pronunciation.
C. Homonyms are the words which are identical in speaking.
D. Homonyms are the words which are identical in sound and spelling.
E. Homonyms are the words which are identical in their meaning.

7. What is the leading semantic component in the semantic structure of the word?

A. The leading component is termed connotative component.
B. The leading component is called componential analysis.
C. The leading component in the word is termed transformational component.
D. The leading component is termed denotative component.
E. The leading component is called simple component.

8. What is the main way of enriching and enlarging the English vocabulary?

A. The main way of enriching the English vocabulary is word-building.
B. The main way of enriching the English vocabulary is affixation.
C. The main way of enriching the English vocabulary is conversion.
D. The main way of enriching the English vocabulary is composition.
E. The main way of enriching enlarging the English vocabulary is contraction.

9. What do we mean by derivation?

A. It is a structural type of Modern English words.
B. It is a process of developing English words.
C. It is one of the most productive ways of word-building.
D. It is a way of forming a new meaning.
E. It is a process of producing a new sounds.

10. Which categories of parts of speech are especially affected by conversion?

A. The three categories affected by conversion are verbs, nouns and adverbs.
B. The category of parts of speech affected by conversion is nouns.
C. The category of parts of speech affected by conversion is verbs.
D. The two categories of speech affected by conversion are nouns and verbs.
E. All categories of parts of speech are affected by conversion.

11. Metaphor, metonymy, hyperbole are ... .

A. types of grammar change.

B. types of literary change.
C. types of semantic change.
D. types of general change.
E. types of morphological change.

12 By borrowing (or loan-word) we mean a word which came ...
A. into the vocabulary of one language from another language.
B. into the vocabulary of many languages from one language.
C. into the stock of words of different languages from any foreign language.
D. into the vocabulary of one language from 2 or 3 other languages.
E. into the vocabulary without any changes.

13 . The conversion, derivation and composition are ... .
A. the productive ways of word-building.
B. the productive ways of producing new words.
C. the productive ways of forming new meanings.
D. the productive ways of developing the language.
E. the productive ways of forming the vocabulary.

14. All morphemes are subdivided into two large classes: .... and ....
A. stems and roots.
B. roots and suffixes.
C. suffixes and affixes.
D. roots and affixes.
E. prefixes and affixes.

15. The process of affixation consists in coining a new word by ... .
A. deriving words from different languages to some root morpheme.
B. adding a suffix to some root.
C. adding a stem to some root.
D. adding an affix to some root.
E. adding some endings to some root.

16.....consists in making a new word from some existing word by changing the category of a part of speech.
A. Derivation.
B. Composition.
C. Affixation.
D. Conversion.
E. Formation.

17. This type of word-building consists in producing a new word by combining two or more stems.
A. It is conversion.
B. It is composition.
C. It is affixation.
D. It is derivation.
E. It is shortening.

18. What three aspects of composition are there in the English language?
A. They are grammar, neutral and syntactic.
B. They are syntactic, morphological and linguistic.
C. They are simple, neutral and morphological.
D. They are compound, simple and neutral.
E. They are neutral, morphological and syntactic.

19. What are the four types which represent the main structural types of Modern English words?
A. root words, derivatives, compounds and international words.
B. root words, derived words, loan words and shortenings.
C. root words, derived words, compounds and shortenings.
D. compounds, shortenings, homonyms and root words.
E. shortenings, loan words, synonyms and root words.

20. What is the common word for such terms as "set expressions, fixed word- groups, set phrases"?
A. Collocation.
B. Unit.
C. Phraseological unit.
D. Set word-group.

E. Phrase group.

21. What is the basis of the traditional and oldest principle for classifying phraseological unit?

A. It is based on their associations.
B. It is based on their linguistic characteristics.
C. It is based on the semantic principle.
D. It is based on their structural characteristics.
E. It is based on their original content.

22. There are words which are avoided because they ....

A. are considered too simple.
B. are considered delicate.
C. are considered rude and impolite.
D. are considered ridiculous.
E. are considered funny and foolish.

23. How do we call the process of development of a new meaning?

A. We term it "similarity".
B. We term it "transference".
C. We term it "semantic process".
D. We term it "association".
E. We term it "slang".

24. Contracted words are produced in two different ways: the first is to make a new word from a syllable of the original word. What is the second?

A. to make a new word from the root of the original word.
B. to make a new word from the last letters of a word-group.
C. to make a new word from the stem of the word.
D. to make a new word from the initial letters of a word group.
E. to make a new word from the affixes of the original words.

25. What do we understand by etymological doublets?

A. Doublets are the words with the same source but different in phonemic shape.
B. These are words which have the same meaning but differ in phonemic shape
C. These are words which originated from the same source, but differ in phonemic shape and in meaning.
D. Such words which are the same in phonemic shape but differ in meaning.
E. Doublets are words which have the same phonemic shape and meaning.

26. There are three types of synonyms: ideographic, stylistic and absolute. What is a stylistic type?

A. It differs in shades of meaning.
B. It differs in stylistic characteristics.
C. It coincides in all their shades of meaning.
D. It has the same concept but differs in meaning.
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27. Can we define the language spoken in the USA as an American language?

A. We define it as an American language.
B. We define it as one of the dialects of the English language.
C. We define it as an independent language.
D. We define it as a different kind of the English language.
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28. To which parts of speech do most antonyms belong?

A. They mostly belong to verbs.
B. They mostly belong to nouns.
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D. They mostly belong to adj ectives.
E. They mostly belong to verbs and nouns.

29. What is the general tendency with the English vocabulary at the modern stage of its history?

A. To increase the total number of its meanings.
B. To involve the appearance of its new meanings.
C. To develop the semantic structure of a word.
D. To narrow the total number of its meanings.
E. To add new words to the English vocabulary.

30. What are syntagmatic relationships based on?
A. They are based on the basis of its vocabulary.
B. They are based on the linear character of speech.
C. They are based on the basis of its grammar structure.
D. They are based on the basis of its morphological structure.
E. They are based on the basis of its typical meaning.

ВАРИАНТ №2

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E. We define it as a regional variety of the English language.

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D. They are based on the basis of its morphological structure.
E. They are based on the basis of its typical meaning.

ВАРИАНТ №3

Задание №1		
How many words were borrowed from German?		
Выберите один из 4 вариантов ответа:		
1)		800
2)		180
3)		8000
4)		80

Задание №2		
Give the plural form of "curriculum"		
Выберите один из 4 вариантов ответа:		
1)		curriculums
2)		curricula
3)		curriculumes
4)		curriculs

Задание №3		
The term "vocabulary" denotes...		
Выберите один из 4 вариантов ответа:		
1)		a ready-made units
2)		the main lexical unit of a word
3)		a group of words which exist in the language
4)		many words in the language

Задание №4		
Synchronic approach deals with...		
Выберите один из 4 вариантов ответа:		
1)		vocabulary from ancient time
2)		vocabulary at a given stage of language development
3)		vocabulary in linguistic science
4)		the change in development of vocabulary in the course of time

Задание №5		
Every word has...		
Выберите один из 4 вариантов ответа:		
1)		sound form and concept
2)		concept and meaning
3)		sound form and meaning
4)		meaning and pronunciation

Задание №6		
Give the plural form of "stimulus"		
Выберите один из 4 вариантов ответа:		
1)		stimuluses
2)		stimuli
3)		stimulis
4)		stimulus

Задание №7		
Give the plural form of "genus"		
Выберите один из 4 вариантов ответа:		
1)		genuses
2)		genera
3)		generas
4)		genuss

Задание №8		
The theoretical value of lexicology consists of...		
Выберите один из 4 вариантов ответа:		
1)		words, sound system and grammar
2)		terms, grammar and sound system
3)		vocabulary, grammar and sound system
4)		grammar, terminology and vocabulary

Задание №9		
"Pants" are example of...		
Выберите один из 4 вариантов ответа:		
1)		AE
2)		Latin
3)		BE
4)		Greek

Задание №10		
Stock of words is...		
Выберите один из 4 вариантов ответа:		
1)		total sum of words
2)		total sum of sounds
3)		total sum of meanings
4)		words

Задание №11		
Native stock of words comprises...		
Выберите один из 4 вариантов ответа:		
1)		30%

2)		14%
3)		40%
4)		13%

Задание №12		
What is the general tendency of the English vocabulary at the Modern stage of its history?		
Выберите один из 4 вариантов ответа:		
1)		to narrow the total number of its meaning
2)		to develop the semantic structure of a word
3)		to increase the total number of its meanings
4)		to involve the appearance of its new meaning

Задание №13		
Semasiology is a branch of lexicology that is devoted to...		
Выберите один из 4 вариантов ответа:		
1)		the study of terminology
2)		the study of meaning
3)		the study of lexicology
4)		the study of vocabulary

Задание №14		
Give the plural form of "bacillus"		
Выберите один из 4 вариантов ответа:		
1)		bacilleses
2)		bacilluses
3)		bacillis
4)		bacilli

Задание №15		
Types of meaning are...		
Выберите один из 4 вариантов ответа:		
1)		grammatical and lexical
2)		morphological and syntactical
3)		functional and structural
4)		syntactical and lexical

Задание №16		
"Wolfram" is a ...borrowing		
Выберите один из 4 вариантов ответа:		
1)		French
2)		Russian
3)		Spanish
4)		German

Задание №17		
Metonymy is based on...		
Выберите один из 4 вариантов ответа:		
1)		meaning
2)		exaggeration
3)		comparison
4)		contiquity

Задание №18		
Homonyms are words...		
Выберите один из 4 вариантов ответа:		
1)		different in meaning and spelling, identical in sound
2)		different in meaning, identical in sound and spelling
3)		different in meaning, spelling and sound
4)		different in sound, identical in meaning and spelling

Задание №19		
Synonyms are words...		
Выберите один из 4 вариантов ответа:		
1)		similar in their inner aspect, identical in outer aspect
2)		different in their meaning, identical in outer aspect
3)		different in their outer aspect, identical in inner aspect
4)		similar in outer aspect, different in inner aspect

Задание №20		
Comissarov classified antonyms into...		
Выберите один из 4 вариантов ответа:		
1)		absolute and derivational
2)		absolute and non-root
3)		absolute and root
4)		derivational and non-derivational

Задание №21		
The bilingual dictionary of synonyms is called...		
Выберите один из 4 вариантов ответа:		
1)		English euphemisms
2)		English synonyms
3)		English antonyms
4)		German synonyms

Задание №22		
Euphemisms are words that people...		
Выберите один из 4 вариантов ответа:		
1)		are afraid of
2)		use
3)		avoid
4)		exclude

Задание №23		
Semantic classification of phraseological units:		
Выберите один из 4 вариантов ответа:		
1)		fusions, unities, connotations
2)		fusions, unities, collocations
3)		fusions, units, combinations
4)		fusions, unities, combinations

Задание №24		
Now the word "journey" means...		
Выберите один из 4 вариантов ответа:		
1)		a trip of any duration

2)		two-days trip
3)		one-day trip
4)		a trip of any direction

Задание №25		
Give the plural form of "drama"		
Выберите один из 4 вариантов ответа:		
1)		dramases
2)		dramas
3)		dramss
4)		dramass

Задание №26		
Stylistics synonyms can also appear by means of...		
Выберите один из 4 вариантов ответа:		
1)		shortening
2)		clipping
3)		blending
4)		abbreviation

Задание №27		
Derived words consist of...		
Выберите один из 4 вариантов ответа:		
1)		one root morpheme and two inflexions
2)		one root morpheme and an inflexion
3)		one root morpheme, one or several affixes and an inflexion
4)		two or more root morphemes, affixes and inflexions

Задание №28		
Negative prefixes of antonyms are...		
Выберите один из 4 вариантов ответа:		
1)		un, dis, non
2)		dis, ful, ness
3)		non, less, ness
4)		super, hyper

Задание №29		
The most famous American English dictionary was compiled by...		
Выберите один из 4 вариантов ответа:		
1)		Goar Webster
2)		Noah Webster
3)		Sam Webster
4)		John Webster

Задание №30		
This is a tough problem. "Tough" means...		
Выберите один из 4 вариантов ответа:		
1)		нерешаемый
2)		строгий
3)		серьезный
4)		жесткий

Задание №31		
What is the common word for such terms as "set expressions, fixes word-groups and set-phrases"?		
Выберите один из 4 вариантов ответа:		
1)		unit
2)		collocations
3)		set word-group
4)		phraseological unit

Задание №32		
Choose the examples of perfect homonyms...		
Выберите один из 4 вариантов ответа:		
1)		school and school
2)		right and to write
3)		comb and to comb
4)		right and rite

Задание №33		
Composition is the way of word-building when...		
Выберите один из 4 вариантов ответа:		
1)		a word is formed by joining more than two stems
2)		a word-group is formed by joining more than two stems
3)		a word is formed by joining two or more stems
4)		a word-group is formed by joining two or more stems

Задание №34		
Structural classification of phraseological units was suggested by...		
Выберите один из 4 вариантов ответа:		
1)		Arnold
2)		Smirnitsky
3)		Koonin
4)		Vinogradov

Задание №35		
Sources of homonyms...		
Выберите один из 4 вариантов ответа:		
1)		phonetic changes, borrowings, shortening
2)		borrowings, adaptation
3)		phonetic changes, borrowings, adaptation
4)		borrowings, shortening, clipping

Задание №36		
Examples of simple words are...		
Выберите один из 4 вариантов ответа:		
1)		post-impressionists, behaviorist
2)		asked, unemployed
3)		seldom, chairs
4)		wait-to-see,longer

Задание №37		
The theory and practice of compiling dictionaries is called...		
Выберите один из 4 вариантов ответа:		
1)		phraseology

2)		lexicography
3)		lexicology
4)		semasiology

Задание №38

In Old English the word "tide" denoted...

Выберите один из 4 вариантов ответа:

1)		time, season and hour
2)		time, sea and weather
3)		time, sea and hour
4)		time, hour and weather

Задание №39

"Tango" is a ... borrowing

Выберите один из 4 вариантов ответа:

1)		Spanish
2)		French
3)		German
4)		Russian

Задание №40

Nationality-forming suffixes are...

Выберите один из 4 вариантов ответа:

1)		ese, ism, ian
2)		dom, don, doc
3)		ian, ese, ish
4)		dom, ese, ish

Задание №41

Romanic prefixes are...

Выберите один из 4 вариантов ответа:

1)		in, de, ex, un
2)		in, de, ex, re
3)		in, over, un, ex
4)		in, over, de, ex

Задание №42

By loan-word we mean a word which came into...

Выберите один из 3 вариантов ответа:

1)		the vocabulary of one language from another language
2)		the vocabulary of many languages from one language
3)		the vocabulary of one language from two or three other languages

Задание №43

Prefixes of negative meaning are...

Выберите один из 4 вариантов ответа:

1)		in, over, un
2)		non, re, un
3)		in, non, un
4)		on, non, in

Задание №44

Greek prefixes are...		
Выберите один из 4 вариантов ответа:		
1)		sym, hyper
2)		hyper, post
3)		non, post
4)		sym, inter

Задание №45		
Semantic classification of phraseological units was suggested by...		
Выберите один из 4 вариантов ответа:		
1)		Arnold
2)		Koonin
3)		Vinogradov
4)		Smirnitsky

Задание №46		
Who classified homonyms according to their spelling and sound form?		
Выберите один из 4 вариантов ответа:		
1)		Walter Skeat
2)		Smirnitsky
3)		Arnold
4)		Comissarov

Задание №47		
Choose the word where the end of the word is clipped:		
Выберите один из 4 вариантов ответа:		
1)		exposition
2)		abbreviation
3)		discotheque
4)		african

Задание №48		
Give the plural form of "cactus"		
Выберите один из 4 вариантов ответа:		
1)		cactis
2)		cactuss
3)		cacti
4)		cactuses

Задание №49		
Loan words are...		
Выберите один из 4 вариантов ответа:		
1)		words given to another language
2)		words taken over from another language
3)		words given to foreign language
4)		words gone to foreign language

Задание №50		
Diachronic approach deals with...		
Выберите один из 4 вариантов ответа:		
1)		the evolution of the vocabulary units
2)		the process of denoting things

3)		the changes and the development of vocabulary in the course of time
4)		vocabulary in linguistic science

Задание №51

The first unilingual dictionary appeared in...

Выберите один из 4 вариантов ответа:

1)		1600
2)		1614
3)		1604
4)		1640

Задание №52

Suffixes of Greek and Roman origin...

Выберите один из 4 вариантов ответа:

1)		ist, ism
2)		pre, ism
3)		pre, anti
4)		ist, post

Задание №53

Examples of graphical abbreviations are...

Выберите один из 4 вариантов ответа:

1)		UNO, NATO
2)		e.g., a.m., p.m.
3)		disco, micro
4)		i.e., UNO

Задание №54

Example of sound imitation by human beings is...

Выберите один из 4 вариантов ответа:

1)		bark
2)		moo
3)		buzz
4)		whistle

Задание №55

What is the name of the area of lexicology specializing in the semantic studies of the word?

Выберите один из 4 вариантов ответа:

1)		grammar
2)		semantics
3)		semasiology
4)		phraselogy

Задание №56

A famous explanatory dictionary was compiles in...

Выберите один из 4 вариантов ответа:

1)		1557
2)		1717
3)		1757
4)		1775

Задание №57

Blends are...		
Выберите один из 4 вариантов ответа:		
1)		words formed from word-groups and two antonyms
2)		words formed from a word-group or two synonyms
3)		words formed from a word-group and two paronyms
4)		words formed from a word-group and two synonyms

Задание №58		
Choose the word where the beginning and the end of the word are clipped:		
Выберите один из 4 вариантов ответа:		
1)		university
2)		helicopter
3)		combination
4)		avanguard

Задание №59		
In BE we use...		
Выберите один из 3 вариантов ответа:		
1)		to chat to somebody
2)		to chat on somebody
3)		to chat together somebody

Задание №60		
Noun-forming suffixes are...		
Выберите один из 4 вариантов ответа:		
1)		dom, ian, ism
2)		er, dom, ist
3)		er, ous, ism
4)		er, ese, dom

Задание №61		
Word-building is the creation of...		
Выберите один из 4 вариантов ответа:		
1)		new words from rude words
2)		new words from elements already existing in the language
3)		new words from indelicate words
4)		new words

Задание №62		
Example of sound imitation by human beings is...		
Выберите один из 4 вариантов ответа:		
1)		buzz
2)		moo
3)		giggle
4)		bark

Задание №63		
"A crew member" is an example of relation between...		
Выберите один из 4 вариантов ответа:		
1)		a part and the whole
2)		the object and an action
3)		agent and an action

4)		a part and the object

Задание №64		
Phraseological units are the same as...		
Выберите один из 4 вариантов ответа:		
1)		idioms and ready-made units
2)		units and words
3)		word-made units
4)		words and units

Задание №65		
Syntactical classification of phraseological units was suggested by...		
Выберите один из 4 вариантов ответа:		
1)		Koonin
2)		Arnold
3)		Smirnitsky
4)		Vinogradov

Задание №66		
"Apparatchic, nomenclatura" are ... borrowings		
Выберите один из 4 вариантов ответа:		
1)		English
2)		Italian
3)		Russian
4)		German

Задание №67		
Example of sound imitation by human beings is...		
Выберите один из 4 вариантов ответа:		
1)		whisper
2)		sizzle
3)		moo
4)		kuu

Задание №68		
Using "fusions" we...		
Выберите один из 4 вариантов ответа:		
1)		know how to use
2)		can guess the meaning partly
3)		can guess the meaning
4)		cannot guess the meaning

Задание №69		
"Vodka, rouble" are ... borrowings		
Выберите один из 4 вариантов ответа:		
1)		French
2)		Chinese
3)		Russian
4)		English

Задание №70
What does lexicology study?

Выберите один из 4 вариантов ответа:		
1)		definitions
2)		aspects
3)		sentences
4)		words

Задание №71		
Lexicology can study...		
Выберите один из 4 вариантов ответа:		
1)		lexical unit of a word
2)		the development of the vocabulary
3)		semantic changes
4)		the origin of the vocabulary

Задание №72		
"UNESCO" is an example of...abbreviation		
Выберите один из 4 вариантов ответа:		
1)		lexical
2)		simple
3)		initial
4)		graphical

Задание №73		
What is the smallest meaningful unit of speech?		
Выберите один из 4 вариантов ответа:		
1)		a morpheme
2)		a sound
3)		a stem
4)		a word

Задание №74		
What is the main way of enriching vocabulary?		
Выберите один из 4 вариантов ответа:		
1)		composition
2)		affixation
3)		word-building
4)		conversion

Задание №75		
How do we call the process of development of a new meaning?		
Выберите один из 4 вариантов ответа:		
1)		semantic process
2)		transference
3)		similarity
4)		association

Задание №76		
What is the main way of enlarging vocabulary?		
Выберите один из 4 вариантов ответа:		
1)		composition
2)		word-building
3)		affixation

4)		suffixation

Задание №77

Which categories of parts of speech are especially affected by conversion?

Выберите один из 4 вариантов ответа:

1)		nouns
2)		verbs
3)		verbs, nouns and adverbs
4)		nouns and verbs

Задание №78

By borrowing we mean a word which came into...

Выберите один из 4 вариантов ответа:

1)		the vocabulary of one language from two or three other languages
2)		the stock of words of different languages from any foreign language
3)		the vocabulary of one language from another language
4)		the vocabulary of many languages from one language

Задание №79

There are words which are avoided because they are considered...

Выберите один из 4 вариантов ответа:

1)		too simple
2)		rude and impolite
3)		ridiculous
4)		delicate

Задание №80

Paronyms are words that are...

Выберите один из 4 вариантов ответа:

1)		alike in meaning
2)		alike in sound form
3)		alike in written form
4)		alike in usage

Задание №81

All morphemes are subdivided into two large classes:

Выберите один из 4 вариантов ответа:

1)		suffixes and affixes
2)		stems and roots
3)		roots and affixes
4)		roots and suffixes

Задание №82

Give the plural form of "datum"

Выберите один из 4 вариантов ответа:

1)		datas
2)		datums
3)		datumes
4)		data

Задание №83

To which parts of speech do most antonyms belong?

Выберите один из 4 вариантов ответа:		
1)		adverbs
2)		nouns
3)		verbs
4)		adjectives

Задание №84		
"Cobalt" is a ... word		
Выберите один из 4 вариантов ответа:		
1)		German
2)		English
3)		American
4)		Greek

Задание №85		
In AE we use...		
Выберите один из 4 вариантов ответа:		
1)		home
2)		on home
3)		at home
4)		in home

Задание №86		
Consists of making a new word from some existing word by changing the category of a part of speech		
Выберите один из 4 вариантов ответа:		
1)		Conversion
2)		Derivation
3)		Composition
4)		Affixation

Задание №87		
This type of word-building consists of producing a new words by combining two or more stems		
Выберите один из 4 вариантов ответа:		
1)		affixation
2)		conversion
3)		derivation
4)		composition

Задание №88		
The four types which represent the main structural types of the Modern English words?		
Выберите один из 4 вариантов ответа:		
1)		root words, derives words, compounds and shortenings
2)		root words, derived words, loan words and shortenings
3)		compounds, shortenings, homonyms and root-words
4)		root words, derivatives, compounds and international words

Задание №89		
What do we understand by etymological doublets?		
Выберите один из 4 вариантов ответа:		
1)		words with the same source but different in phonetical shape
2)		words which are the same in phonemic shape but differ in meaning
3)		words which have the same meaning but differ in phonemic shape

4)		words which originated from the same source, but differ in phonemic shape

Задание №90

We define the language spoken in the USA as the American language as...

Выберите один из 4 вариантов ответа:

1)		one of the dialects of the English language
2)		a regional variety of the language
3)		an independent language
4)		an American language

Задание №91

Classification of phraseological units was suggested by...

Выберите один из 4 вариантов ответа:

1)		Vinogradov
2)		Koonin
3)		Arnold
4)		Smirnitsky

Задание №92

"UNO" is an example of...abbreviation

Выберите один из 4 вариантов ответа:

1)		grammatical
2)		graphical
3)		initial
4)		lexical

Задание №93

Three aspects of composition in the language

Выберите один из 4 вариантов ответа:

1)		syntactic, morphological and linguistic
2)		simple, neutral and morphological
3)		neutral, morphological and syntactic
4)		grammar, neutral and syntactic

Задание №94

Give the plural form of "phenomenon"

Выберите один из 4 вариантов ответа:

1)		phenomenons
2)		phenomenas
3)		phenomena
4)		phenomenones

Задание №95

Native or Germanic prefixes are...

Выберите один из 4 вариантов ответа:

1)		un, over, under
2)		ex, un, over
3)		un, in, de
4)		ex, re, un

Задание №96

The process of affixation consists of coining a new word by...

Выберите один из 4 вариантов ответа:		
1)		deriving words from different languages to some root morpheme
2)		adding a stem to some root
3)		adding an affix to some root
4)		adding a suffix to some root

Задание №97		
Back formation is a word building when...		
Выберите один из 3 вариантов ответа:		
1)		a word is formed by dropping the beginning of the morpheme
2)		a word is formed by clipping the final morpheme
3)		a word is formed by dropping the final morpheme

Задание №98		
The term "lexicology" is...		
Выберите один из 4 вариантов ответа:		
1)		of Greek origin
2)		of Latin origin
3)		of Chinese origin
4)		of British origin

Задание №99		
Metaphor, metonymy, hyperbole are types of...		
Выберите один из 4 вариантов ответа:		
1)		literary change
2)		semantic change
3)		grammar change
4)		general change

Задание №100		
Give the plural form of "genius"		
Выберите один из 4 вариантов ответа:		
1)		geniuses
2)		genieses
3)		genii
4)		geniis

Задание №101		
The word "etymology" means...		
Выберите один из 4 вариантов ответа:		
1)		unit
2)		vocabulaty
3)		history of words
4)		origin

Задание №102		
The conversion, derivation and composition are...		
Выберите один из 4 вариантов ответа:		
1)		the productive ways of word-building
2)		the productive ways of forming new meanings
3)		the productive ways of developing the language
4)		the productive ways of producing new words

Задание №103		
A famous explanatory dictionary was compiles by...		
Выберите один из 4 вариантов ответа:		
1)		Samuel Johnson
2)		Paul Johnson
3)		Sam Johnson
4)		Peter Johnson

Задание №104		
Which words do we call homonyms?		
Выберите один из 4 вариантов ответа:		
1)		identical in writing
2)		identical in speaking
3)		identical in pronunciation
4)		identical in sound and spelling

Задание №105		
What is defined as a unit of communication?		
Выберите один из 4 вариантов ответа:		
1)		word
2)		sounds
3)		meaning of the word
4)		words

Задание №106		
Two main variants of the English language:		
Выберите один из 4 вариантов ответа:		
1)		American English and England English
2)		American English and Welsh
3)		British English and England English
4)		British English and American English

Задание №107		
Main types of dictionaries are:		
Выберите один из 4 вариантов ответа:		
1)		general and specialized
2)		general and difficult
3)		simple and specialized
4)		simple and difficult

Задание №108		
What do we mean by external structure of the word?		
Выберите один из 4 вариантов ответа:		
1)		its lexical meaning
2)		its semantic structure
3)		its linguistic structure
4)		its morphological structure

Задание №109
What do we mean by derivation?
Выберите один из 4 вариантов ответа:

1)		a process of development English words
2)		one of the most productive ways of word-building
3)		a structural type of Modern English words
4)		a process of producing a new sounds

Задание №110

The author who compiles unilingual dictionary was...

Выберите один из 4 вариантов ответа:

1)		John Cawdry
2)		Philip Cawdry
3)		Robert Cawdry
4)		Samuel Cawdry

Задание №111

In AE we use...

Выберите один из 4 вариантов ответа:

1)		to chat on somebody
2)		to chat with somebody
3)		to chat within somebody
4)		to chat somebody

Задание №112

Give the plural form of "fungus"

Выберите один из 4 вариантов ответа:

1)		fungies
2)		fungieses
3)		fungi
4)		fungus

Задание №113

Metaphor is based on similarity of...

Выберите один из 4 вариантов ответа:

1)		shape, behavior, color and position
2)		shape, function, color and position
3)		shape, behavior, form and position
4)		function, place, shape and position

Задание №114

One of the best etymological dictionaries was compiled by...

Выберите один из 4 вариантов ответа:

1)		Arnold
2)		Skeat
3)		Webster
4)		Noah

Задание №115

The bilingual dictionary of synonyms was compiled by...

Выберите один из 4 вариантов ответа:

1)		Koonin
2)		Smith
3)		Arnold
4)		Apresyan

Задание №116		
In BE we use...		
Выберите один из 4 вариантов ответа:		
1)		on home
2)		in home
3)		under home
4)		at home

Задание №117		
"Habanera" means...		
Выберите один из 4 вариантов ответа:		
1)		сольное пение и сольный танец
2)		сольный танец
3)		сольная песня
4)		танец

Задание №118		
Example of sound imitation by human beings is...		
Выберите один из 4 вариантов ответа:		
1)		bark
2)		buzz
3)		twitter
4)		mumble

Задание №119		
"Trousers" are example of...		
Выберите один из 4 вариантов ответа:		
1)		AE
2)		BE
3)		American
4)		German

Задание №120		
Pronouncing dictionaries record only...		
Выберите один из 4 вариантов ответа:		
1)		pronunciation
2)		grammar
3)		lexis
4)		word

ВАРИАНТ №4

	ТЕСТОВОЕ ЗАДАНИЕ
1.	Lexicology is a part of Linguistics which studies ... 1. morphologyandsyntax, 2. words and word-groups, 3. functions and structure of stylistic devices.
2.	The study of one of the three main aspects of language – vocabulary – forms …
3.	The correspondence between the branches of Linguistics and their units 1. Syntax A. facts of social life 2. Stylistics B. morpheme

	3. Phonetics C. sentence 4. Sociolinguistics D. phraseological unit 5. Lexicology E. word F. phoneme G. stylistic device
4.	The main unit of the lexical system resulting from the association of a group of sounds with a meaning is …
5.	The word, the phrase and the sentence are united by ... cognitive function, systematic function, nominative function.
6.	By *etymology* of words is understood their …
7.	30 % of the total number of words in the English vocabulary comprise … words
8.	The correspondence of native and borrowed words 1.words of native origin A. army, horse, kid, street, son, can, empire 2. borrowings B. soldier, church, sport, bank, opera, skirt C. hand,go,shall,mother,moon,in,and
9.	A component of the word through which a concept is communicated, in this way denoting real objects, qualities, actions is called ... 1. sound-form, 2. referent, 3. meaning.
10.	Two components of the lexical meaning are …
11.	The approach which studies the functions of a word in speech and is concerned with how meaning works is …
12.	The sequence of the degree of motivation on the example of morphologically motivated words 1. matter 2. endless 3. cranberry
13.	The correspondence between the ways of semantic changes classification 1. primary gradual way A. specialization, generalization 2. primary momentary way B. elevation, degradation 3. secondary gradual way C. degradation, metonymy 4. secondary momentary way D. metaphor, metonymy E. hyperbole, elevation F. hyperbole, litote
14.	To compare Russian and English lexical systems one should consider ... 1. phraseology 2. lexicography 3. word-building
15.	The sequence of some notions arranged in a group displays antonyms which will be the most distant members of the group 1. good-looking 2. ugly 3. pretty 4. plain 5. beautiful
16.	The correspondence between synonymic meanings and their notions 1. pity A. a strong feeling of pity for someone who is suffering, and a desire to help them 2. sympathy B. a feeling that you have when you feel very sorry for someone, often when you are unable to help them 3. compassion C. the feeling you have when you are sorry for someone who is in an unpleasant situation and you understand how they feel
17.	Among synonyms one can point out a special group of words ...

	1. euphemisms, 2. borrowings, 3. abbreviations.
18.	Words that are alike in sound form, but different in meaning and usage, e.g. *ingenious, ingenuous,* are called …
19.	The correspondence between homonyms and their classes 1. perfect homonyms — A. dear – deer, night – knight 2. homographs — B. spring – spring, for – four 3. homophones — C. tear – tear, bow-bow D. bank – bank, school – school E. wind – wind, piece – peace
20.	Homonyms can not appear in the language as the result of ... 1. shortening of different words, 2. word-composition, 3. phonetic changes.
21.	Polysemy is a phenomenon of …
22.	The smallest meaningful unit of the language which has a sound form and meaning is …
23.	The correspondence of the types of morpheme from the structural and semantic point of view… 1. structurally — A. root-morphemes, inflections 2. semantically — B. free, bound, semi-free morphemes C. root-morphemes, affixational morphemes
24.	The sequence of segmenting the word *unselfishness* into the constituent morphemes according to the morphemic analysis 1. IC – *selfish* / UC - *ness* ultimate constituent (UC) *un-* / immediate constituent (IC) - *selfishness* 2. UC – *self* / UC - *ish*
25.	The correspondence between the structural types of words and their examples 1. simple — A. seldom, shirt, chairs 2. derived — B. job-hoppers, middle-of-the-roaders 3. compound — C. unemployed, derestricted, girlish 4. compound-derived — D notebook, blackberry, displease.
26.	Changes in the phonetic, semantic structure and in the stress pattern of polymorphic words may bring about changes in ... 1. the morphemic and derivational structure, 2. the morphemic structure, 3. the derivational structure.
27.	The creation of new words from elements already existing in the language is called …
28.	As the foundation for building newwords serve ... 1. simple words, 2. derived words, 3. compound words.
29.	The correspondence between the main ways of word-building and their examples 1. affixation — A. best-seller, snow-white, sky-blue 2. composition — B. fan, exam, fax, mike 3. conversion — C. taxist, Japanese, informal 4. abbreviation — D. math, hypertension, disconnect E. English, to pale, e.g., trank F. to elbow, to paper, to crowd
30.	Composition is the way of word-building when a word is formed by ... 1. shortening words, 2. adding an affix to the stem of a definite part of speech, 3. joining two or more stems to form one word.
31.	One of the most productive ways of word-building throughout the history of English is …

32.	The sequence of changes occurring in conversion 1. the change of the syntactic function 2. the semantic change 3. the change of the paradigm
33.	The correspondence between types of abbreviations and their examples 1. graphical A. fan, smog., copter 2. initial B. a.m., i.e., e.g., No 3. lexical C. disco, chute, fax, expo D. UNO, NATO, UNESCO
34.	If the first component of such units is an adjective converted from a noun, these combinations are …
35.	The correspondence between secondary ways of word-building and their examples 1. stress interchange A. smog, brunch, motel 2. sound interchange B. to whisper, to splash, to moo 3. sound imitation C. to enthuse, to compute, to emote 4. blends D. accent - to ac`cent, to con`flict- `conflict, to ex`port -`export 5. back formation E. bath - to bathe, life - to live, breath - to breathe
36.	Abstract nouns in the English word-building are regularly formed by adding the suffixes ... 1. *- ness, - dom,* 2. *- er, - or,* 3. *- ment, - ance.*
37.	Two basic linguistic factors which unite words into word-groups and account for their combinability are ... 1. lexical and syntactical combination, 2. lexical and grammatical valency, 3. grammatical and morphological composition.
38.	The correspondence of set phrases and free word-groups 1. set phrases A. to shine brightly, rough diamond, grey matter 2. free word-groups B. red rose, linguistic phenomenon, black house C. to take the bull by the horns, now or never
39.	Word-groups that cannot be made in the process of speech existing in the language as ready-made units are …
40.	The correspondence between the examples of phraseological units and the ways they are formed 1. launching pad (отправной пункт) A. formed by means of expressiveness 2. That cock won't fight (Это непройдет) B. using some unreal image 3. My Aunt (К черту) C. transferring the meaning of terminological word-groups 4. to have butterflies in the stomach (испытывать волнение) D. using a sentence in a differentsphereoflife
41.	Classification of phraseological units according to the sequence of the degree of their meaning's motivation 1. unities (to play the first fiddle, old salt) 2. fusions (on Shank's mare, at sixes and sevens) 3. collocations (in a big way, cash and carry)
42.	Structural classification of phraseological units was suggested by ... 1. V.V. Vinogradov, 2. A.I. Smirnitsky,

	3. I. V. Arnold.
43.	The correspondence between phraseological units (p.u.) and their examples 1. adverb p.u. A. loose as a goose, dull as lead 2. noun p.u. B. to make headlines, to nose out 3. interjection p.u. C. like a dream, in the soup 4. verb p.u. D. bullet train, redbrick university 5. adjective p.u. E. in the course of, on the stroke of F. "Catch me!", 'well, I never!"
44.	Words are resolved into morphemes and set expressions are resolved into ... 1. phonemes, 2. morphemes, 3. words.
45.	More than two thirds of the English vocabulary constitute …
46.	The largest group of borrowings in the English language are ... 1. Spanish borrowings, 2. Russian borrowings, 3. French borrowings, 4. Italian borrowings.
47.	The sequence of borrowings according to the degree of assimilation (completely assimilated, partly assimilated, non-assimilated) 1. tete-a-tete, dolce vita, addio 2. sport, gate, to correct 3. chaos, data, voice, psychology
48.	The correspondence between the examples of neologisms and the ways of their forming 1. semantic neologism A. neurocomputer (analogue of a human brain) 2. transnominationB.umbrella ("авиационное; политическое прикрытие") 3. proper neologism C. inner town (ghetto, slum)
49.	Words no longer used in everyday speech, which have been ousted by their synonyms, are called ... 1. etymological doublets, 2. homonyms, 3. archaisms.
50.	Words that are made up of elements derived from two or more different languages are called …
51.	The sequence of borrowing different grammatical forms of the same word, the comparative and superlative degrees of which are etymological doublets 1. supreme ("outstanding, prominent" from Latin "supremus") 2. super (Latin) 3. superior (Latin,"high in some quality or rank")
52.	Varieties of the language peculiar to some districts and having no normalized literary form are called ... 1. dialects, 2. variants, 3. separate languages.
53.	One of the best known dialects of British English which peculiar feature is rhyming slangis . . .
54.	The correspondence between British variant of the following units of vocabulary and the American one 1. passage A. the movies 2. cross-roads B. apartment 3. the cinema C. hall 4. flat D. intersection
55.	Where a person stands on the social scale identifies his …dialect.
56.	Lexicographyis ... 1. the theory of compiling dictionaries, 2. the theory and practice of compiling dictionaries, 3. the practice of studying and compiling dictionaries,

	4. the practice and theory of studying and compiling dictionaries.
57.	The first unilingual dictionary explaining difficult words was compiled for …
58.	The sequence of dictionaries' division into classes 1. explanatory and translation 2. general and specialized 3. linguistic and encyclopedic
59.	The correspondence of explanatory and translation dictionaries" 1. explanatory — A. give words and their equivalents in the other language 2. translation — B. give synonyms, antonyms, neologisms, pronunciation C. give spelling, transcription, meanings, examples
60.	Phraseological dictionaries describe ... 1. word-frequency, etymology, 2. idioms, colloquial phrases, proverbs, 3. pronunciation.

ПРИМЕР ПРЕЗЕНТАЦИИ

Properties of Language.

Human communication, namely, human language, has six unique traits which establish the huge contrast between our system of communication and the systems of communication among animals and other creatures. Although all living beings communicate in their unique way, what sets the human system aside is precisely those six unique properties. All of them are necessary to the process of language communication and understanding.

I. Productivity. Our language serves a purpose. Its purpose is to produce communication and emit messages that will be used for further tasks. Although most living beings produce their own communication for their own common needs, human language is unique in that it comes in both written and oral form and both serve the same goal.

II. Creativity confers our language the ability to ply the already established norms of grammar, morphology and syntax into new words, complete with new semantic goals. For example, whenever a rock star or someone famous coins a new word, such word is accepted and even used globally.

III. Displacement is used in human communication to describe or refer to things that are not visually present. Yet, the fact that their names are mentioned adds to the validity of human productivity. Babies are often taught displacement when they are asked questions such as "Where is grandma?" even when grandma is not in the room. Using this property shows that words are still valid with or without visual support.

IV. Arbitrariness is perhaps the most interesting because we often take it for granted. It entails the fact that written words and spoken words do not necessarily have to correlate in terms of sound and symbol. We can write a word and pronounce it completely differently

Alnwick [ənnək] (town)

V. Duality refers to the fact that words can be broken apart into chunks. Those chunks may or may not have a meaning, however, they are extremely useful to form new words. A wonderful example of such important word chunks are suffixes and prefixes. Although the lexemes, themselves, do not seem to have meaning, when they are attached to a word they affect the meaning of that word, altogether. Hence, not every part of a word has to make sense on its own. That is the duality of it.

VI. Discreetness sort of reaffirms duality as it establishes the fact that words are a combination of sounds and symbols, and the symbols are letters and syllables. Again, the syllables may have no meaning on their own, but they are indeed identifiable as imperative in the process of word formation. Even though they do not seem important, they are recognized as being so.

Therefore, these properties make our human language as eclectic, colorful, flexible and malleable as one can imagine. They are also what make our communication so unique.

ПРИМЕР ЛЕКСИЧЕСКОГО АНАЛИЗА ТЕКСТА

Example (Отрывок из книги Ч.Диккенса «Жизнь и приключения Николаса Никелби».

"...They rattled on through the noisy, bustling, crowded streets of London, now displaying long double rows of brightly-burning lamps, dotted here and there with the chemists' glaring lights, and illuminated besides with the brilliant flood that streamed from the windows of the shops, where sparkling jewellery, silks and velvets of the richest colours, the most inviting delicacies, and most sumptuous articles of luxurious ornament, succeeded each other in rich and glittering profusion. Streams of people apparently without end poured on and on, jostling each other in the crowd and hurrying forward, scarcely seeming to notice the riches that surrounded them on every side; while vehicles of all shapes and makes, mingled up together in one moving mass like running water, lent their ceaseless roar to swell thenoise and tumult."

This passage is a description of London at night. The general impression of it as depicted in the passage is that of a busy city displaying its riches. The atmosphere of wealth and luxury is created thanks to the through selection of the vocabulary used by the author. He user such nouns as profusion (abundance), the riches (wealth), jewellery (rings, necklaces, bracelets etc. that are work as personal arnaments), silk, velvet (expensive materials) etc.; ajectives: sumptuous (veryexpensive and looking very expensive), luxurious (expensive and beautiful, rich (containing a lot of smth). To enhance the image of a rich city the author uses a lot of synonyms meaning "bright" that contribute to the description of London: glaring (dazzling), sparkling (vibrant), glittering (brilliant) etc.

All these words are associated with wealth and luxury. And above all there is a dynamic force of constant motion and ceaseless noise that dominates in passage. The following set of synonyms describing different ways of movement are used: to move (change position), to run (go faster than a walk), to stream (glow in large amounts), to pour on (come or go somewhere continuously in large numbers), to hurry (move or do smth quickly because there is not much time), bustle (move in a busy, noisy or excited way), to rattle (move with noise).

If asked to give two words to characterize London, most probably those words would be: "movement" and "noise". Thus noise is presented in passage by the following words and collocations to rattle (to make a noise like things hitting each other), noisy (turbulent), tumult (uproar), ceaseless roar (boundless loud deep horse sound), to swell the noise (increase in volume, force or intensity).

To conclusion it should be underlined that the main function of these carefully selected linguistic units is to intensify the main idea of the passage above, i.e. London is a busy world centre of wealth and luxury.

СЛОВАРЬ ТЕРМИНОВ И ПЕРСОНАЛИЙ (ГЛОССАРИЙ)

Abbreviation of words consists in clipping a part of a word.

Absolute antonyms have different roots and derivational antonyms have the same roots but different affixes.

Absolute synonymsare words which have exactly the same meaning and belong to the same style.

Affixationis generally defined as the formation of words by adding derivational affixes to different types of bases.

Antonyms are words belonging to the same part of speech, identical in style, expressing contrary or contradictory notions.

Archaisms are words which are no longer used in everyday speech, which have been ousted by their synonyms.

Back formation is the way of word-building when a word is formed by dropping the final morpheme to form a new word.
Barbarisms (non-assimilated borrowings) are borrowings which are used by Englishmen rather seldom and are non-assimilated.
Bilingual dictionaries are dictionaries in which the explanation is given in another language.
Blends are words formed from a word-group or two synonyms.
Borrowed words are different from native ones by their phonetic structure, by their morphological structure and also by their grammatical forms.
Borrowing is used in linguistics to denote the process of adopting words from other languages and also the result of this process, the language material itself.
Bound morphemeoccurs only as a constituent part of a word. Affixes are, naturally, bound morphemes, for they always make part of a word.
Change of meaningis used to describe a change in the number (as a rulean increase) and arrangement of word-meanings without a single meaning disappearing from its semantic structure.
Complete segmentability is characteristic of a great many words the morphemic structure of which is transparent enough, as their individual morphemes clearly stand out within the word lending themselves easily to isolation.
Composition is the way of wordbuilding when a word is formed by joining two or more stems to form one word.
Compound words consist of two or more root morphemes and an inflexion.
Compound-derived words consist of two or more root morphemes, one or more affixes and an inflexion.
Compounding (word-composition) is one of the productive types of word-formation in Modern English.
Conditional morphemic segmentability characterises words whose segmentation into the constituent morphemes is doubtful for semantic reasons.
Connotational component is the emotive charge and the stylistic value of the word.
Correlated words are the words of different languages which are similar or identical in **Conversion** is a characteristic feature of the English word-building system. It is also called affixless derivation or zero-suffixation. It refers to the numerous cases of phonetic identity of word-forms, primarily the so-called initial forms, of two words belonging to different parts of speech.
Defective morphemic segmentability is the property of words whose component morphemes seldom or never recur in other words.
Degradationis a transfer of the meaning when it becomes worse in the course of time. It is usually connected with nouns denoting common people.
Denotational component is that component of the lexical meaning which makes communication possible.
Derived words consist of one root morpheme, one or several affixes and an inlexion.
Descriptive Lexicology that deals with the vocabulary and vocabulary units of a particular language at a certain time.
Dialect isa variety of a language which prevails in a district, with local peculiarities of vocabulary, pronunciation and phrase.
Differential meaningis the semantic component that serves to distinguish one word from all others containing identical morphemes. In words consisting of two or more morphemes, one of the constituent morphemes always has differential meaning.
Elevationis a transfer of the meaning when it becomes better in the course of time.
Emotive chargeis one of the objective semantic features proper to words as linguistic units and forms part of the connotational component of meaning.
Encyclopedic dictionaries describe different objects, phenomena, people and give some data about them.
Etymological doubletsare two different words borrowed twice from the same language. They have different spellings and meanings but historically they come back to one and the same word.
Euphemisms are words used to substitute some unpleasant or offensive words.
Etymological dictionaries trace present-day words to the oldest forms of these words and forms of these words in other languages.
Free morphemeis defined as one that coincides with the stem or a word-form. A great many root-morphemes are free morphemes.
Full homonymy is generally observed in words belonging to the same part of speech.
Generalization is a process contrary to specializaton; in such cases the meaning of a word becomes more general in the course of time.

Grammatical homonyms are those that differ in grammatical meaning only.
Grammatical valency is the aptness of a word to appear in specific grammatical (or rather syntactic) structures.
Graphical abbreviations are the result of shortening of words and word-groups only in written speech while orally the corresponding full forms are used.
Homonyms are words different in meaning but identical in sound or spelling, or both in sound and spelling.
Homophones are words identical in sound-form but different both in spelling and in meaning.
Homographsare words identical in spelling, but different both in their sound-form and meaning.
Hyperbole is a transfer of the meaning when the speaker uses exaggeration.
Inner aspect is the meaning of the word.
Idiomsare distinguished from phrasemes by the idiomaticity of the whole word-group (e.g. red tape — 'bureaucratic methods') and the impossibility of attaching meaning to the members of the group taken in isolation.
Lexical homonyms differ in lexical meaning.
Lexical meaning of a word is the realization of a notion by means of a definite language system.
Lexical valency is the aptness of a word to appear in various collocations.
Lexicology is the part of linguistics which deals with the vocabulary and characteristic features of words and word-groups.
Lexico-grammatical homonyms differ in both lexical and grammatical meanings.
Lexicography is the theory and practice of compiling dictionaries.
Linguistic dictionaries describe vocabulary units, their semantic structure, their origin, their usage.
Linguo-Stylistics is concerned with the study of the nature, functions and structure of stylistic devices, on the one hand, and with the investigation of each style of language, on the other, i.e. with its aim, its structure, its characteristic features and the effect it produces as well as its interrelation with the other styles of language.
Litote is a transfer of the meaning when the speaker expresses affirmative with the negative or vica versa.
Metaphoris a transfer of the meaning on the basis of comparison.
Metonymyis a transfer of the meaning on the basis of contiguity.
Morpheme is the smallest meaningful language unit.
Morphemic borrowings are borrowings of affixes which occur in the language when many words with identical affixes are borrowed from one language into another, so that the morphemic structure of borrowed words becomes familiar to the people speaking the borrowing language.
Motivationis also used to denote the relationship between the central and the coexisting meaning or meanings of a word which are understood as a metaphorical extension of the central meaning.
Neologisms are new words that appear in speech of an individual person who wants to express his idea in some original way.
Notion denotes the reflection in the mind of real objects and phenomena in their relations.
Outer aspect is the sound form of the word.
Paradigmatic relations define the word-meaning through its interrelation with other members within one of the subgroups of vocabulary units.
Partial homonymy is usually to be found in word-forms of different parts of speech.
Perfect homonyms are words identical both in spelling and in sound-form but different in meaning.
Phonetic borrowings are most characteristic in all languages; they are called loan words proper.
Phonological neologisms are formed by combining unique combinations of sounds, they are called artificial.
Phrasemes aretwo-member word-groups in which one of the members has specialised meaning dependent on the second component as.
Phraseological collocationsare motivated word-groups but they are made up of words possessing specific lexical valency which accounts for a certain degree of stability in such word-groups.
Phraseological dictionaries describe idioms and colloquial phrases, proverbs
Phraseological fusions are completely non-motivated word-groups.
Phraseological synonyms are words identical in their meanings and styles but different in their combining with other words in the sentence.
Phraseological units are word-groups that cannot be made in the process of speech, they exist in the language as ready-made units. They are compiled in special dictionaries.
Phraseological unitiesare partially non-motivated word-groups as their meaning can usually be perceived through the metaphoric meaning of the whole phraseological unit.
Polysemantic word is a word which has more than one meaning.

Polysemy means «plurality of meanings» it exists only in the language, not in speech.
Prefixation is the formation of words by means of adding a prefix to the stem.
Root-morphemeis the lexical nucleus of a ward, it has an individual lexical meaning shared by no other morpheme of the language.
Semasiology is the branch of lexicology thatis devoted to the study of meaning.
Semantic borrowings are such units when a new meaning of the unit existing in the language is borrowed.
Semi-bound (semi-free) morphemeis a morphemethat can function in a morphemic sequence both as an affix and as a free morpheme.
Simple words consist of one root morpheme and an inflexion.
Sound imitation is the way of word-building when a word is formed by imitating different sounds.
Sound interchange is the way of word-building when some sounds are changed to form a new word.
Specialization is a gradual process when a word passes from a general sphere to some special sphere of communication.
Special Lexicology the synchronic approach is concerned with the vocabulary of a language as it exists at a given time, for instance, at the present time. It is special
Specialized dictionaries include dictionaries of synonyms, antonyms, collocations, word-frequency, neologisms.
Splinters are the result of clipping the end or the beginning of a word and producing a number of new words on the analogy with the primary word-group
Stem is the part of the word which remains unchanged throughout the paradigm of the word.
Suffixation is used to form one part of speech from another, the secondary function is to change the lexical meaning of the same part of speech.
Synonymyis often understood as semantic equivalence.
Synonyms are words different in their outer aspects, but identical or similar in their inner aspects.
Syntagmatic relations define the meaning the word possesses when it is used in combination with other words in the flow of speech.
Translation dictionaries give words and their equivalents in the other language.
Translation loans are word-for-word (or morpheme-for-morpheme) translations of some foreign words or expressions after the patterns characteristic of the given language.
Unilingual dictionaries are dictionaries in which the explanation is given in the same language.
Variants of wordssome scholars distinguish as lexical varieties.
Vocabulary is used to denote the system of words and word-groups that the language possesses.
Word denotes the main lexical unit of a language resulting from the association of a group of sounds with a meaning.
Word-building is one of the main ways of enriching vocabulary.
Word-formation (word-building) is that branch of Lexicology which studies the derivative structure of existing words and the patterns on which a language, ‘in this case the English language, builds new words. It is self-evident
Word-group denotes a group of words which exists in the language as a ready-made unit, has the unity of meaning, the unity of syntactical function.
Words of native origin consist for the most part of very ancient elements—Indo-European, Germanic and West Germanic cognates.

4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций описание показателей и критериев оценивания компетенций, описание шкал оценивания

Оценивание посещаемости аудиторных занятий

Показатель	Критерий
Посещение аудиторных занятий, предусмотренных расписанием (доля суммарной продолжительности посещенных занятий от общего количества часов контактной работы по дисциплине согласно учебному плану)	более 80 процентов – 10 баллов от 60 до 79 процентов – 8 баллов от 40 до 59 процентов – 6 баллов от 20 до 39 процентов – 4 балла менее 20 процентов – 2 балла

Максимальный возможный балл: 10

ШКАЛА ОЦЕНИВАНИЯ РЕФЕРАТА С ПРЕЗЕНТАЦИЕЙ (рубежный контроль)

ФОРМА (10%)

1. Деление текста на введение, основную часть и заключение 0-5%
2. Логичный и понятный переход от одной части к другой, а также внутри частей 0-5%

СОДЕРЖАНИЕ (50%)

1. Соответствие теме 0-10 %
2. Наличие основной темы (тезиса) в вводной части и обращенность вводной части к читателю 0-10 %
3. Развитие темы (тезиса) в основной части (раскрытие основных положений через систему аргументов, подкрепленных фактами, примерами и т.д.) 0-15%
4. Наличие выводов, соответствующих теме и содержанию основной части 0-15%

ПРЕЗЕНТАЦИЯ (25%)

1. Титульный лист с заголовком 0-2%
2. Дизайн слайдов и использование дополнительных эффектов (смена слайдов, звук, графики) 0-5%
3. Текст презентации написан коротко, хорошо и сформированные идеи ясно изложены и структурированы 0-10%
4. Слайды представлены в логической последовательности 0-5%
5. Слайды распечатаны в формате заметок 0-3%

ДОКЛАД (15%)

1. Правильность и точность речи во время защиты 0-5%
2. Широта кругозора (ответы на вопросы) 0-5%
3. Выполнение регламента 0-5%

ШКАЛА ОЦЕНИВАНИЯ ЛЕКСИЧЕСКОГО АНАЛИЗА ТЕКСТОВ

(рубежный контроль)

Оценка	Наименование критерия	Содержание критерия
85-100%	Соответствие теме	100 % соответствие теме
	Раскрытие темы	Тема раскрыта на 90%-100%/
	Умение анализировать и обобщать	Есть анализ с выводами
	Грамматика	Грамматически правильная речь
	Стилистика	Стилистически правильная речь
70-84%	Соответствие теме	Есть незначительные расхождения с темой
	Раскрытие темы	Тема раскрыта на 70%-80%
	Умение анализировать и обобщать	Анализ не полный, выводы не все
	Грамматика	2-3 грамматических ошибки
	Стилистика	2-3 стилистических ошибки
41-69%	Соответствие теме	Тема не соответствует на 60%
	Раскрытие темы	Тема раскрыта на 60%
	Умение анализировать и обобщать	Анализа нет, выводов нет
	Грамматика	5 грамматических ошибок
	Стилистика	5 стилистических ошибок
0-40%	Соответствие теме	Полное несоответствие теме
	Раскрытие темы	Тема не раскрыта

	Умение анализировать и обобщать	Нет анализа, нет выводов
	Грамматика	Более 6 грамматических ошибок
	Стилистика	Более 6 стилистических ошибок

ШКАЛА ОЦЕНИВАНИЯ УСТНОГО ОПРОСА
(текущий контроль)

Отметка (в %)	Наименование критерия	Содержание критерия
85-100%	Фонетическое оформление и беглость речи	Отсутствие фонетических ошибок, соблюдается правильный интонационный рисунок. Речь беглая
	Словарный запас	Способность самостоятельно преодолевать лексические трудности при выражении своих мыслей
	Грамматическое оформление речи	Правильное использование грамматических форм и конструкций.
	Стилистическое оформление речи	Правильное использование лексических форм и соблюдение стиля речи
	Соответствие теме и выполнение коммуникативного задания	Тема раскрыта. Коммуникативная задача выполнена с учетом цели высказывания и адресата
70-84%	Фонетическое оформление и беглость речи	Допускается 1 грубая или 2 негрубых фонетических ошибки, соблюдается правильный интонационный рисунок. Речь достаточно беглая
	Словарный запас	Способностьсамостоятельно преодолевать лексические трудности при выражении своих мыслей. Допускается 1 грубая или 2 негрубых лексических ошибки
	Грамматическое оформление речи	Правильное использование грамматических форм и конструкций. Допускается 1 грубая ошибка
	Стилистическое оформление речи	Правильное использование лексических форм и соблюдение стиля речи. Допускается 2 ошибки
	Соответствие теме и выполнение коммуникативного задания	Тема раскрыта на 80%. Коммуникативная задача выполнена на 80% с учетом цели высказывания и адресата
60-69%	Фонетическое оформление и беглость речи	Присутствуют 4-5 фонетических и интонационных ошибок. Речь плохо воспринимается на слух. Речь с паузами, не беглая
	Словарный запас	Студент имеет ограниченный словарный запас, использует упрощенную лексику. Допускается 3-4 ошибки
	Грамматическое оформление речи	Допускается 3-4 грамматических ошибки. Верные грамматические формы и конструкции используются только в заученном тексте
	Стилистическое оформление речи	Допускается 3-4 ошибки в использовании лексических форм и соблюдении стиля речи
	Соответствие теме и выполнение коммуникативного задания	Тема раскрыта на 50%. Коммуникативная задача выполнена на 50% с учетом цели высказывания и адресата
менее 60%	Фонетическое оформление и беглость речи	Речь неправильная, с более чем 5 фонетических и интонационных ошибок. Произношение студента подвержено сильному влиянию родного языка. Речь почти не воспринимается на слух
	Словарный запас	Крайне ограниченный словарный запас. Более 5 ошибок в употреблении лексики, затрудняющие понимание текста.

	Грамматическое оформление речи	Более 5 грамматических ошибок. Трудность при выборе правильных глагольных форм и употреблении нужных времен
	Стилистическое оформление речи	Более 5 ошибок. Стиль не соблюдается
	Соответствие теме и выполнение коммуникативного задания	Тема не раскрыта или раскрыта менее, чем на 50%. Коммуникативная задача не выполнена

ШКАЛА ОЦЕНИВАНИЯ ПРЕЗЕНТАЦИИ (рубежный контроль)

	Нет ответа -0 %	**Минимальный ответ - 31-60 %**	**Изложенный, раскрытый ответ - 60-74 %**	**Законченный полный ответ - 75-84 %**	**Образцовый, примерный, достойный подражания ответ - 85-100 %**	**Отметка (в %)**
Раскрытие проблемы	-	Проблема не раскрыта. Отсутствуют выводы	Проблема раскрыта не полностью. Выводы не сделаны или выводы не обоснованы	Проблема раскрыта. Проведен анализ проблемы без привлечения дополнительной литературы. Не все выводы сделаны или обоснованы.	Проблема раскрыта полностью. Проведен анализ проблемы с привлечением дополнительной литературы. Выводы сделаны.	
Представление	-	Представляемая информация логически не связана. Не использованы профессиональные термины.	Представляемая информация не систематизирована и не последовательна. Использован 1-2 профессиональных термина	Представляемая информация систематизирована и последовательна. Использовано более 2-х профессиональных терминов.	Представляемая информация систематизирована,последовательна и логически связана. Использовано более 5 профессиональных терминов.	
Оформление	-	Не использованы информационные технологии (PowerPoint). Больше 4 ошибок в представляемой	Использованы информационные технологии (PowerPoint) частично. 3-4 ошибки в представляемой информации	Использованы информационные технологии (PowerPoint). Не более 2-х ошибок в представляемой информации	Широко использованы информационные технологии (PowerPoint). Отсутствуют ошибки в представленной информации	
Ответы на вопросы	-	Нет ответов на вопросы	Только ответы на элементарные вопросы	Ответы на вопросы полные или частично полные.	Ответы на вопросы полные с приведением примеров и пояснений	
Итоговая оценка(в %)						**Среднее арифм.**

ШКАЛА ОЦЕНИВАНИЯ ТЕСТА (текущий контроль) (рубежный контроль)

1. В одном тестовом задании 25 закрытых вопросов (100%).
2. К заданиям даются готовые ответы на выбор, один правильный и остальные неправильные.
3. Обучающемуся необходимо помнить: в каждом задании с выбором одного правильного ответа правильный ответ должен быть.
4. За каждый правильно ответ – 1 балл (4%)
5. Общая оценка определяется как сумма набранных баллов.
6. Отметка (в %).

ШКАЛА ОЦЕНИВАНИЯ КОЛЛОКВИУМА
(рубежный контроль)

«85-100%»
- глубокое и прочное усвоение материала темы или раздела;
- полные, последовательные, грамотные и логически излагаемые ответы;
- демонстрация обучающимся знаний в объеме пройденной программы и дополнительно рекомендованной литературы;
- воспроизведение учебного материала с требуемой степенью точности.

«75-84%»
- наличие несущественных ошибок, уверенно исправляемых обучающимся после дополнительных и наводящих вопросов;
- демонстрация обучающимся знаний в объеме пройденной программы;
- четкое изложение учебного материала.

«60-74%»
- наличие несущественных ошибок в ответе, не исправляемых обучающимся;
- демонстрация обучающимся не достаточно полных знаний по пройденной программе;
- не структурированное, не стройное изложение учебного материала при ответе.

«менее 60%»
- не знание материала темы или раздела;
- при ответе возникают серьезные ошибки.

ШКАЛА ОЦЕНИВАНИЯ ЛЕКСИЧЕСКИХ УПРАЖНЕНИЙ
(текущий контроль)

Оцениваются в процентах от выполненных лексических упражнений согласно инструкциям по их выполнению.

85-100 % – выполнены правильно все лексические упражнения с заданиями;
75-84 % – выполнены правильно 75-84% лексических упражнений с заданиями;
60-74 % – выполнены правильно 60-74% лексических упражнений с заданиями;
59-0 %– выполнено менее 59% лексических упражнений с заданиями.

ШКАЛА ОЦЕНИВАНИЯ ФРОНТАЛЬНОГО ОПРОСА
(промежуточный контроль – «ЗНАТЬ»)

При оценке устных ответов на проверку уровня обученности **ЗНАТЬ** по дисциплине «Лексикология» учитываются следующие критерии:

1. Знание основных процессов изучаемой предметной области, глубина и полнота раскрытия вопроса.
2. Владение терминологическим аппаратом лексикологии и использование его при ответе.
3. Умение объяснить сущность языковых явлений, лексико-семантических процессов и словообразовательных моделей, делать выводы и обобщения, давать аргументированные ответы.
4. Владение академической монологической речью, логичность и последовательность ответа, умение отвечать на поставленные вопросы, выражать свое мнение по обсуждаемой проблеме.

Отметкой 16–20 баллов оценивается ответ, который показывает прочные знания о понятийном аппарате дисциплины «Лексикология», отличные знания о связи лексикологии с другими лингвистическими и смежными дисциплинами; об основных лексикологических закономерностях функционирования словарного состава языка; глубоко раскрывает соотношение формы и значения слова (семасиологический аспект), взаимосвязь различных уровней языка; демонстрирует понимание механизмов, регулирующих словообразование, изменения значения и пополнение вокабуляра; свободно ориентируется в лексической системе английского языка для выбора оптимального варианта решения лингвистической и переводческой проблемы.

Отметкой 10–15 баллов оценивается ответ, который показывает прочные знания о понятийном аппарате дисциплины «Лексикология», но недостаточно глубокие знания о связи лексикологии с другими лингвистическими дисциплинами; о принципах структурно-семантической организации словарного состава; поверхностно раскрывает соотношение формы и значения слова, соотношение различных уровней языка; демонстрирует слабый уровень понимания закономерностей, регулирующих лексико-семантические процессы в языке; с затруднениями ориентируется в лексической системе английского языка при выборе оптимального варианта решения лингвистической проблемы.

Отметкой 5–9 баллов оценивается ответ, который показывает поверхностные (средние) знания о понятийном аппарате дисциплины «Лексикология», недостаточные знания о связи лексикологии с другими дисциплинами; фрагментарные знания о лексико-семантической системе языка; испытывает значительные трудности в разграничении формы и значения слова, соотношения языковых уровней; не понимает сущности закономерностей словообразования и семантических изменений; слабо ориентируется в лексической системе английского языка, делает ошибки при попытке представления лингвистической проблемы.

Отметкой 1–4 балла оценивается ответ, который показывает крайне слабые (минимальные) знания о понятийном аппарате дисциплины «Лексикология», не содержит ответа о связи лексикологии с другими лингвистическими дисциплинами; демонстрирует незнание основных закономерностей функционирования и развития словарного состава; не различает семантическую структуру слова и его формы; не понимает смысла лексико-семантических процессов в языке; не владеет лексической системой английского языка для решения элементарных лингвистических задач.

ШКАЛА ОЦЕНИВАНИЯ ПРАКТИЧЕСКИХ ЗАДАНИЙ
(промежуточный контроль – «УМЕТЬ и ВЛАДЕТЬ»)

При оценке ответов на проверку уровня обученности **УМЕТЬ и ВЛАДЕТЬ** по дисциплине «Лексикология» учитываются следующие критерии:

Отметкой 8–10 баллов оценивается ответ, при котором студент самостоятельно формулирует суть лексикологической/переводческой проблемы собственными словами; аргументированно оценивает альтернативные варианты ее решения; профессионально выражает и обосновывает свою позицию по вопросам семасиологии, словообразования, фразеологии и лексикографии, а также по связи лексикологии с другими лингвистическими и нелингвистическими дисциплинами; глубоко выявляет языковые проблемы и предлагает адекватную модель устной и письменной коммуникации; свободно соотносит теоретический материал с реальными фактами и явлениями в профессиональной (переводческой) деятельности; демонстрирует умение делать грамотный отбор лексических средств и контекстуальных эквивалентов для построения конкретной ситуации общения или решения переводческой задачи.

Демонстрирует полное понимание проблемы. Все требования, предъявляемые к практическому заданию, выполнены в полном объеме.

Отметкой 4–7 баллов оценивается ответ, при котором студент формулирует суть лексикологической проблемы собственными словами, но не оценивает или затрудняется оценить альтернативные пути ее решения; недостаточно глубоко выражает и обосновывает свою позицию по лексикологическим вопросам и связи дисциплины с другими науками; достаточно хорошо выявляет языковые трудности и предлагает модель коммуникации, однако не всегда точно соотносит теоретические положения лексикологии с практической переводческой деятельностью; допускает незначительные ошибки при отборе лексических средств.

Демонстрирует частичное или базовое понимание проблемы. Основные требования, предъявляемые к заданию, выполнены.

Отметкой 1–3 балла оценивается ответ, при котором студент не может сформулировать суть проблемы собственными словами и не оценивает альтернативные решения; слабо выражает и аргументирует свою позицию по лексикологическим вопросам; испытывает серьезные затруднения при выявлении языковых проблем и соотнесении теории с практикой профессиональной коммуникации; делает существенные ошибки при анализе лексических единиц и отборе языковых средств.

Демонстрирует поверхностное понимание проблемы. Требования к заданию выполнены лишь частично.

Отметкой 0 баллов оценивается ответ, при котором студент демонстрирует полное непонимание проблемы, либо ответ отсутствует и не было предпринято попыток решить практическую задачу.

5. Методические указания студентам по освоению дисциплины «Лексикология»

Программа учебной дисциплины «Лексикология» предусматривает широкое освещение проблематики, дискуссионных вопросов в цикле лекций.

Изучение дисциплины предполагает лекцию, за которой следует семинар. Для изучения теоретического курса рекомендуется регулярное присутствие студентов на

лекциях и ведение конспектов, а также самостоятельное изучение научной литературы в библиотеке. Нужно учитывать, что в связи с необходимостью перевода классической литературы, увеличиваются затраты времени на проработку материала, может потребоваться консультация преподавателя при проблемах перевода. Для подготовки к семинарским занятиям необходимо руководствоваться планом семинарских занятий, учебно- методическим пособием, подготовленным кафедрой, рекомендуемой литературой. Работа на семинаре проводится в виде докладов по темам, дискуссий, письменного изложения вопроса со своими выводами. Рекомендуется конспектирование научной и учебной литературы и ее перевод при необходимости.

Методические указания для обучающихся по освоению дисциплины представляют собой комплекс рекомендаций:

Формирование и совершенствование лексических навыков включает:

1) составление собственного словаря в отдельной тетради;

2) составление списка незнакомых слов и словосочетаний по учебным и индивидуальным текстам, по определённым темам;

3) анализ отдельных тем для лучшего понимания их значения;

4) выполнение лексических заданий и упражнений, предусмотренных содержанием рабочей программы;

При работе над темами рекомендуется:

- выписывать языковые единицы в их исходной (словарной форме): необходимо также указать форму множественного числа, глаголы – в инфинитиве с пометкой трех основных форм;

- заучивать лексику с помощью двустороннего с использованием разных способов оформления лексики (списка слов, тетради-словаря, картотеки);

- для закрепления лексики целесообразно использовать примеры употребления слов и словосочетаний в предложениях, а также словообразовательные и семантические связи

заучиваемых слов (однокоренные слова, синонимы, антонимы).

- для формирования активного и пассивного словаря необходимо освоение наиболее продуктивных словообразовательных моделей английского языка.

МОДУЛЬНЫЙ КОНТРОЛЬ ПО ДИСЦИПЛИНЕ ВКЛЮЧАЕТ:

1. Текущий контроль: усвоение учебного материала на аудиторных занятиях (лекциях, практических, лабораторных работах, в том числе учитывается посещение и активность) и выполнение обязательных заданий для самостоятельной работы.

2. Рубежный контроль: проверка полноты знаний и умений по материалу модуля в целом. Выполнение модульных контрольных заданий проводится в письменном виде и является обязательной компонентой модульного контроля.

3. Промежуточный контроль - завершенная задокументированная часть учебной дисциплины совокупность тесно связанных между собой зачетных модулей.

ОСНОВНЫЕ ТРЕБОВАНИЯ К ТЕКУЩЕМУ КОНТРОЛЮ.

Для понимания материала и качественного его усвоения рекомендуется такая последовательность действий:

1. После прослушивания лекции и окончания учебных занятий, при подготовке к занятиям следующего дня, нужно сначала просмотреть и обдумать текст лекции, прослушанной сегодня.

2. При подготовке к следующей лекции, нужно просмотреть текст предыдущего материала, подумать о том, какая может быть тема следующей лекции.

3. В течение недели выбрать время для работы с рекомендуемой литературой.

4. Для подготовки к семинарским занятиям и выполнению самостоятельной работы необходимо сначала прочитать основные понятия и подходы по теме задания. Рекомендуется использовать методические указания по курсу, конспекты лекций. При выполнении задания нужно сначала понять, что требуется в нем, какой теоретический материал нужно использовать, наметить план выполнения, а затем приступить к заданию и сделать качественный вывод.

6. При подготовке к промежуточному и рубежному контролям нужно изучить теорию: определения всех понятий и подходы к оцениванию до состояния понимания материала и самостоятельно выполнить несколько типовых заданий.

7. Отработки пропущенных занятий.

Контроль над усвоением студентами материала учебной программы дисциплины осуществляется систематически преподавателем кафедры и отражается в журнале преподавателя и в баллах. Студент, получивший неудовлетворительную оценку по текущему материалу, обязан подготовить данный раздел и ответить по нему преподавателю на индивидуальном собеседовании.

Пропущенная без уважительных причин лекция должна быть отработана методом устного опроса лектором или подготовки реферата по материалам пропущенной лекции в течение месяца со дня пропуска. Возможны и другие методы отработки пропущенных лекций (опрос на практических, тестовый контроль и т.д.).

Отработка семинарских занятий.

- Каждое занятие, пропущенное студентом без уважительной причины, отрабатывается в обязательном порядке. Отработки проводятся по расписанию кафедры, согласованному с деканатом.

- Пропущенные занятия должны быть отработаны в течение 10 дней со дня пропуска. Пропущенные студентом без уважительной причины семинарские занятия отрабатываются не более одного занятия в день. Пропущенные занятия по уважительной причине (по болезни, пропуски с разрешения деканата) отрабатываются по тематическому материалу без учета часов.

- Студент, не отработавший пропуск в установленные сроки, допускается к очередным занятиям только при наличии разрешения декана или его заместителя в письменной форме. Не разрешается устранение от очередного семинарского занятия студентов, слабо подготовленных к данным занятиям.

- Для студентов, пропустивших семинарские занятия из-за длительной болезни, отработка должна проводиться после разрешения деканата по индивидуальному графику, согласованному с кафедрой.

- В исключительных случаях (участие в межвузовских конференциях, соревнованиях, олимпиадах, дежурство и др.) декан и его заместитель по согласованию с кафедрой могут освобождать студентов от отработок некоторых пропущенных занятий.

ОСНОВНЫЕ ТРЕБОВАНИЯ К ПРОМЕЖУТОЧНОМУ КОНТРОЛЮ

При явке на экзамены студенты обязаны иметь при себе зачётные книжки, которые они предъявляют экзаменатору в начале экзамена.

Преподавателю предоставляется право поставить оценку без опроса по билету тем студентам, которые набрали более 60 баллов за текущий и рубежный контроли.

На промежуточном контроле студент должен верно ответить на теоретические вопросы билета и решить ситуационное задание.

Студенты могут использовать технические средства, справочно-нормативную литературу, наглядные пособия, учебные программы.

Оценка промежуточного контроля:

- min 20 баллов - Вопросы для проверки уровня обученности ЗНАТЬ (в случае, если при ответах на заданные вопросы студент правильно формулирует основные понятия)

- 20-25 баллов – Задания для проверки уровня обученности УМЕТЬ и ВЛАДЕТЬ (в случае, если студент правильно формулирует сущность заданной в билете проблемы и дает рекомендации по ее решению)

- 25-30 баллов - Задания для проверки уровня обученности УМЕТЬ и ВЛАДЕТЬ (в случае полного выполнения контрольного задания)

ПРЕЗЕНТАЦИЯ

Презентация - это вид самостоятельной работы студентов по созданию наглядных информационных пособий, выполненных с помощью мультимедийной компьютерной программы PowerPoint. Этот вид работы требует координации навыков студента по сбору, систематизации, переработке информации, оформления еѐ в виде подборки материалов, кратко отражающих основные вопросы изучаемой темы, в электронном виде. То есть создание материалов- презентаций расширяет методы и средства обработки и представления учебной информации, формирует у студентов навыки работы на компьютере.

Материалы-презентации готовятся студентом в виде слайдов с использованием программы Microsoft Power Point.

Требование к студентам по подготовке презентации и ее защите на занятиях в виде доклада.

1. Тема презентации выбирается студентом из предложенного списка ФОС и должна быть согласованна с преподавателем и соответствовать теме занятия.

2. Этапы подготовки презентации

Составление плана презентации (постановка задачи; цели данной работы)

Продумывание каждого слайда (на первых порах это можно делать вручную на бумаге), при этом важно ответить на вопросы:

- как идея этого слайда раскрывает основную идею всей презентации?
- что будет на слайде?
- что будет говориться?
- как будет сделан переход к следующему слайду?

3. Изготовление презентации с помощью MSPowerPoint:

- Имеет смысл быть аккуратным. Неряшливо сделанные слайды (разнобой в шрифтах и отступах, опечатки, типографические ошибки в формулах) вызывают подозрение, что и к содержательным вопросам студент - докладчикподошѐл спустя рукава.

- Титульная страница необходима, чтобы представить аудитории Вас и тему Вашего доклада.

- Количество слайдов не более 30.

- Оптимальное число строк на слайде — от 6 до 11.

- Распространённая ошибка — читать слайд дословно. Лучше всего, если на слайде будет написана подробная информация (определения, формулы), а словами будет рассказываться их содержательный смысл. Информация на слайде может быть более формальной и строго изложенной, чем в речи.

- Оптимальная скорость переключения — один слайд за 1–2 минуты.

- Приветствуется в презентации использовать больше рисунков, картинок, формул, графиков, таблиц. Можно использовать эффекты анимации.

- При объяснении таблиц необходимо говорить, чему соответствуют строки, а чему — столбцы.

- Вводите только те обозначения и понятия, без которых понимание основных идей доклада невозможно.

- В коротком выступлении нельзя повторять одну и ту же мысль, пусть даже другими словами — время дорого.

- Любая фраза должна говориться зачем-то. Тогда выступление будет цельным и оставит хорошее впечатление.

- Последний слайд с выводами в коротких презентациях проговаривать не надо.

- Если на слайде много формул, рекомендуется набирать его полностью в MS Word (иначе формулы приходится размещать и выравнивать на слайде вручную). Для этого удобно сделать заготовку — пустой слайд с одним большим Word-объектом

«Вставка / Объект / Документ Microsoft Word», подобрать один раз его размеры и размножить на нужное число слайдов. Основной шрифт в тексте и формулах рекомендуется изменить на Arial или ему подобный; шрифт Times плохо смотрится издалека. Обязательно установите в MathType основной размер шрифта равным основному размеру шрифта в тексте. Никогда не выравнивайте размер формулы вручную, вытягивая ее за уголок.

4. Студент обязан подготовить и выступить с докладом в строго отведенное время преподавателем, и в срок.

5. Инструкция докладчикам.

- сообщать новую информацию;

- использовать технические средства;

- знать и хорошо ориентироваться в теме всей презентации;

- уметь дискутировать и быстро отвечать на вопросы;

- четко выполнять установленный регламент: докладчик - 10 мин.; дискуссия - 5 мин.;

Необходимо помнить, что выступление состоит из трех частей: вступление, основная часть и заключение.

Вступление помогает обеспечить успех выступления по любой тематике. Вступление должно содержать:

- название презентации;

- сообщение основной идеи;

- современную оценку предмета изложения;

- краткое перечисление рассматриваемых вопросов;

- живую интересную форму изложения;

Основная часть, в которой выступающий должен глубоко раскрыть суть затронутой темы, обычно строится по принципу отчета. Задача основной части - представить достаточно данных для того, чтобы слушатели и заинтересовались темой и захотели ознакомиться с материалами. При этом логическая структура теоретического блока не должны даваться без наглядных пособий, аудио - визуальных и визуальных материалов. Заключение - это ясное четкое обобщение и краткие выводы, которых всегда ждут слушатели.

(Пример презентации по курсу "Лексикология" в ПРИЛОЖЕНИИ 7)

КОЛЛОКВИУМ (устный)

При проведении коллоквиума по темам дисциплины предлагаются вопросы для опроса из списка ФОС.

Задачи коллоквиума:

Коллоквиум ставит следующие задачи:

• Проверка и контроль полученных знаний по изучаемой теме или разделу;

• Расширение проблематики в рамках дополнительных вопросов по теме или разделу;

• Углубление знаний при помощи использования дополнительных материалов при подготовке к занятию;

Студенты должны продемонстрировать умения работы с различными видами источников. Студент может себя считать готовым к сдаче коллоквиума по избранной работе, когда у него есть им лично составленный и обработанный конспект сдаваемой

работы, он знает структуру работы в целом, содержание работы в целом или отдельных ее разделов; умеет раскрыть рассматриваемые проблемы и высказать свое отношение к прочитанному и свои сомнения, а также знает, как убедить преподавателя в правоте своих суждений.

Этапы проведения коллоквиума:

1. Самостоятельная подготовка студентов к вопросам (домашнее задание).

2. Начало занятия:

•Студентов разбиваются на микрогруппы по 5-7 человек и рассаживаются соответствующим образом, чтобы им было удобно работать совместно;

•Представитель микрогруппы вытягивает вопрос по заданной теме или разделу для совместного обсуждения в своей микрогруппе.

3. Этап ответов на поставленные вопросы:

•Студентам дается на обдумывание и обсуждение поставленного вопроса 10 минут, после этого один из студентов микрогруппы дает ответ;

•Студенты из других микрогрупп задают вопросы отвечающему, комментируют и дополняет предложенный ответ;

•Преподаватель регулирует обсуждения, задавая наводящие вопросы, корректируя неправильные или неполные ответы;

•Преподаватель делает пометку возле номера микрогруппы «верно / неверно», полный / неполный», «аргументированный / неаргументированный», и задает следующий вопрос.

Итог.

•На заключительном этапе суммируются результаты по каждой микрогруппе;

•Дается характеристика работы каждой микрогруппы, ответы каждого ответившего студента;

•Выделяются наиболее грамотные и корректные ответы студентов и выставляет оценки.

Если студент, сдающий коллоквиум в группе студентов, не отвечает на поставленный вопрос, то преподаватель может его адресовать другим студентам, сдающим коллоквиум по данной работе. В этом случае вся группа студентов будет активно и вдумчиво работать в процессе собеседования. Каждый студент будет внимательно следить за ответами своих коллег, стремиться их дополнить, т.е. активно участвовать в обсуждении данного первоисточника.

НАПИСАНИЕ РЕФЕРАТА И ПУБЛИЧНАЯ ЗАЩИТА С ПРЕЗЕНТАЦИЙ

Рекомендации по написанию реферата.

1. Тема реферата выбирается в соответствии с Вашими интересами и должна соответствовать приведенному примерному перечню. Важно, чтобы в реферате: во-первых, были освещены как естественнонаучные, так и социальные стороны проблемы; а во-вторых, представлены как общетеоретические положения, так и конкретные примеры. Особенно приветствуется использование собственных примеров из окружающей Вас жизни.

2. Реферат должен основываться на проработке нескольких дополнительных к основной литературе источников. Как правило, это специальные монографии или статьи. Рекомендуется использовать также в качестве дополнительной литературы научно-популярные журналы, а также газеты, специализирующиеся на тематике.

3. План реферата должен быть авторским. В нем проявляется подход автора, его мнение, анализ проблемы.

4. Все приводимые в реферате факты и заимствованные соображения должны сопровождаться ссылками на источник информации.

5. Недопустимо просто скомпоновать реферат из кусков заимствованного текста. Все цитаты должны быть представлены в кавычках с указанием в скобках источника и

страницы (Лупачев, 1995, с.39). Отсутствие кавычек и ссылок означает плагиат и, в соответствии с установившейся научной этикой, считается грубым нарушением авторских прав.

6. Реферат оформляется в виде текста на листах стандартного формата (А- 4) шрифтом Times New Roman, 14. Начинается с титульного листа, в котором указывается название вуза, учебной дисциплины, тема реферата, фамилия и инициалы студента, номер академической группы или название кафедры, год и географическое место местонахождения вуза. Затем следует оглавление с указанием страниц разделов. Сам текст реферата желательно подразделить на разделы: главы, подглавы и озаглавить их. Приветствуется использование в реферате количественных данных и иллюстраций (графики, таблицы, диаграммы, рисунки).

7. Завершают реферат разделы "Заключение" и "Список использованной литературы". В заключении представлены основные выводы, ясно сформулированные в тезисной форме и, обычно, пронумерованные.

8. Список литературы должен быть составлен в полном соответствие с действующим стандартом (правилами), включая особую расстановку знаков препинания. Для этого достаточно использовать в качестве примера любую книгу, изданную крупными научными издательствами: "Наука", "Прогресс", и др. Или приведенный выше список литературы. В общем случае наиболее часто используемый в нашей стране порядок библиографических ссылок следующий:

Автор И.О. Название книги. Место издания: Издательство, Год издания. Общее число страниц в книге.

Автор И.О. Название статьи // Название журнала. Год издания. Том__. № __. Страницы от __ до ___.

Автор И.О. Название статьи / Название сборника. Место издания: Издательство, Год издания. Страницы от __ до ___.

Примерное содержание работы:

Наименование: Объем: 13-15 стр.

- Введение (цели, задачи) 1-2 стр.
- Основная часть 10-12 стр.
- Заключение 1-2 стр.
- Список использованной литературы 1стр.

9. Защита реферата обязательно проходит публично с показом слайдов мультимедийной презентации. Инструкция докладчикам.

- сообщать новую информацию;
- использовать технические средства;
- знать и хорошо ориентироваться в теме всего доклада;
- уметь дискутировать и быстро отвечать на вопросы;
- четко выполнять установленный регламент: докладчик - 7 мин.; дискуссия - 5 мин.; Необходимо помнить, что выступление состоит из трех частей: вступление, основная часть и заключение.

Вступление помогает обеспечить успех выступления по любой тематике. Вступление должно содержать:

- название презентации;
- сообщение основной идеи;
- современную оценку предмета изложения;
- краткое перечисление рассматриваемых вопросов;
- живую интересную форму изложения;

Основная часть, в которой выступающий должен глубоко раскрыть суть затронутой темы, обычно строится по принципу отчета. Задача основной части - представить достаточно данных для того, чтобы слушатели и заинтересовались темой и захотели ознакомиться с материалами. При этом логическая структура теоретического

блока не должны даваться без наглядных пособий, аудио - визуальных и визуальных материалов. Заключение - это ясное четкое обобщение и краткие выводы, которых всегда ждут слушатели.

10. Этапы подготовки презентации

Составление плана презентации (постановка задачи; цели данной работы)

Продумывание каждого слайда (на первых порах это можно делать вручную на бумаге), при этом важно ответить на вопросы:

- как идея этого слайда раскрывает основную идею всей презентации?
- что будет на слайде? - что будет говориться?
- как будет сделан переход к следующему слайду?

Изготовление презентации с помощью MS PowerPoint:

- Имеет смысл быть аккуратным. Неряшливо сделанные слайды (разнобой в шрифтах и отступах, опечатки, типографические ошибки в формулах) вызывают подозрение, что и к содержательным вопросам студент - докладчик подошёл спустя рукава.
- Титульная страница необходима, чтобы представить аудитории Вас и тему Вашего доклада.
- Количество слайдов не более 30.
- Оптимальное число строк на слайде — от 6 до 11.
- Распространённая ошибка — читать слайд дословно. Лучше всего, если на слайде будет написана подробная информация (определения, формулы), а словами будет рассказываться их содержательный смысл. Информация на слайде может быть более формальной и строго изложенной, чем в речи.
- Оптимальная скорость переключения — один слайд за 1–2 минуты.
- Приветствуется в презентации использовать больше рисунков, картинок, формул, графиков, таблиц. Можно использовать эффекты анимации.
- При объяснении таблиц необходимо говорить, чему соответствуют строки, а чему — столбцы.
- Вводите только те обозначения и понятия, без которых понимание основных идей доклада невозможно.
- В коротком выступлении нельзя повторять одну и ту же мысль, пусть даже другими словами — время дорого. - Любая фраза должна говориться зачем-то. Тогда выступление будет цельным и оставит хорошее впечатление.
- Последний слайд с выводами в коротких презентациях проговаривать не надо.
- Если на слайде много формул, рекомендуется набирать его полностью в MS Word (иначе формулы приходится размещать и выравнивать на слайде вручную). Для этого удобно сделать заготовку — пустой слайд с одним большим Word-объектом «Вставка / Объект / Документ Microsoft Word», подобрать один раз его размеры и размножить на нужное число слайдов. Основной шрифт в тексте и формулах рекомендуется изменить на Arial или ему подобный; шрифт Times плохо смотрится издалека. Обязательно установите в MathType основной размер шрифта равным основному размеру шрифта в тексте. Никогда не выравнивайте размер формулы вручную, вытягивая ее за уголок.