Минобрнауки России

Федеральное государственное бюджетное образовательное учреждение

высшего образования

**«Оренбургский государственный университет»**

Кафедра иностранных языков (БГТИ)

**Фонд**

**оценочных средств**

по дисциплине *«Лексикология»*

Уровень высшего образования

БАКАЛАВРИАТ

Направление подготовки

*44.03.01 Педагогическое образование*

(код и наименование направления подготовки)

*Иностранный язык (английский)*

(наименование направленности (профиля) образовательной программы)

Тип образовательной программы

*Программа академического бакалавриата*

Квалификация

*Бакалавр*

Форма обучения

*Заочная*

Год набора 2015

Фонд оценочных средств предназначен для контроля знаний обучающихся по направлению подготовки *44.03.01 Педагогическое образование* по дисциплине «Древние языки и культуры»

Фонд оценочных средств обсужден на заседании кафедры педагогического образования

протокол № \_\_\_\_\_\_\_\_от "\_\_\_" \_\_\_\_\_\_\_\_\_\_ 20\_\_г.

 Н .В.Хомякова

Первый заместитель директора по УР

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *подпись расшифровка подписи*

*Исполнители: Доцент кафедры иностранных языков ,к. п. н Е. Н Чернышова*

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *должность подпись расшифровка подписи*

**Раздел 1. Перечень компетенций, с указанием этапов их формирования в процессе освоения дисциплины**

| Формируемые компетенции | Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенций | Виды оценочных средств/шифр раздела в данном документе |
| --- | --- | --- |
| **ПК\*-4:**способен демонстрировать знания основных положений и концепций в области теории и истории основного изучаемого языка | **Знать: Знать:** тенденции развития языков в современном обществе; особенности исторического развития и современное состояние изучаемого языка**Уметь:** демонстрировать понимание общей структуры дисциплины и связей между дисциплинам; использовать оптимально эффективные методы исследования конкретного языкового материала; наблюдать и анализировать звучащую и письменную речь; выделять общее и культурно-специфическое в моделях развития стран и цивилизаций, различных исторических этапов своей страны и стран изучаемого языка, социальных слоев общества; диагностировать интерферирующие влияния и их корректировать. **Владеть**: способами использования общих понятий лингвистики для осмысления конкретных форм и конструкций языка; навыками и приемами лингвистического анализа; терминологическим аппаратом для описания интерференционных процессов в языке. | **Блок A –** задания репродуктивного уровня |
| **Уметь:** демонстрировать понимание общей структуры дисциплины и связей между дисциплинам; использовать оптимально эффективные методы исследования конкретного языкового материала; наблюдать и анализировать звучащую и письменную речь; выделять общее и культурно-специфическое в моделях развития стран и цивилизаций, различных исторических этапов своей страны и стран изучаемого языка, социальных слоев общества; диагностировать интерферирующие влияния и их корректировать. | **Блок B –** задания реконструктивного уровня |
| **Владеть:** способами использования общих понятий лингвистики для осмысления конкретных форм и конструкций языка; навыками и приемами лингвистического анализа; терминологическим аппаратом для описания интерференционных процессов в языке. | **Блок C –** задания практико-ориентированного и/или исследовательского уровня |
| **ПК-12:**способностью руководить учебно-исследовательской деятельностью обучающихся | **Знать:** основы и требования организации познавательной и исследовательской деятельности детей дошкольного возраста; особенности творческой и познавательной деятельности детей дошкольного возраста.. | **Блок A –** задания репродуктивного уровня |
| **Уметь:** использовать образовательные и методические возможности в организации творческой и познавательной деятельности детей дошкольного возраста; соотносить программы и практические задания исследовательского характера с возрастными психологическими особенностями воспитанников | **Блок B –** задания реконструктивного уровня |
| **Владеть :**практическими навыками выстраивания исследовательской и познавательной деятельности детей дошкольного возраста; знаниями о возрастных, психологических особенностях субъектов образовательной деятельности участников образовательного процесса. | **Блок C –** задания практико-ориентированного и/или исследовательского уровня |

**Раздел 2. Типовые контрольные задания и иные материалы, необходимые для оценки планируемых результатов обучения по дисциплине (оценочные средства). Описание показателей и критериев оценивания компетенций, описание шкал оценивания**

**Блок А**

**А0**

1. Lexicology is the part of linguistics that studies

А.the grammatical system of a language

B. the vocabulary of a language

С. the phonemic shape of words

D. the history of a language

E. the relations between the language and social life

2. Semasiology is the branch of lexicology that deals with

A. the phonemic shape of words

B. the grammatical function of words

C a positional mobility of words within a sentence

D. differentiation of vocabulary according to the sphere of communication

E. the study of word meaning

3. Phraseology studies

A. graphical abbreviations

B. synonyms and antonyms

C. free word-combinations and phraseological units

D. lexical homonyms

E. phrasal verbs

4. Etymology investigates

A. Different types of compounds

B. The origin and history of a word and its true meaning

C. Peculiarities of the English vocabulary

D. Different kinds of dictionaries

E. General problems of the theory of the word

5. Lexicography deals with

A. the word-making process in English

B. classification of loan words

C. variants of the English language

D. the theory and practice of compiling dictionaries

E. the etymological background of the English word stock

6. The evolution of vocabulary forms is the object of

A. descriptive lexicology

B. special lexicology

C. historical lexicology

D. general lexicology

E. specialized lexicology

7. Dictionaries of abbreviations, antonyms, proverbs are

A. Glossaries

B. special dictionaries

C. general dictionaries

D. rhyming and thesaurus type of dictionaries

E. etymological dictionaries

8. Glossaries are

A. word-books containing vocabulary items in one language and their equivalents in another language

B. thing-books that give information about extra-linguistic factors

C. dictionaries explaining origin of words

D. dictionaries giving information about all branches of knowledge

E. unilingual books that give definitions of terms

9. Dictionaries of American English are

A. general dictionaries

B. special dictionaries

C. etymological dictionaries

D. dictionaries of synonyms

E. explanatory dictionaries

10. The main problems in lexicography are connected with

A. selection of words and of head words

B. problems mentioned in A and E

C. problems mentioned in A, C, E

D. semantic and functional classification of words

E. principles of definitions

11. A morpheme is

A. the basic unit of a language

B. a cliché

C. the smallest indivisible two-facet language unit

D. a collocation

E. an abbreviation

12. Semantically morphemes are classified as

A. free morphemes

B. root and affixational morphemes

C. semi-free morphemes

D. bound morphemes

E. semi-bound morphemes

13. Structurally morphemes fall into

A. prefixational morphemes

B. stem morphemes

C. suffixational morphemes

D. root morphemes

E. free, semi-free, bound, semi-bound morphemes

14. The root of the word is

A. the basic unit of a language

B. a derivational affix

C. the basic part of a word to which affixes are added

D. a grammatical paradigm

E. a derived stem

15. A paradigm is

A. the system of the lexical meanings of a word

B. the system of the grammatical forms of a word

C. the system of the morphological changes of a word

D. the system of the semantic changes of a word

E. the system of the lexico-grammatical changes of a word.

16. Derivational affixes serve

A. to form different words

B. to convey grammatical meaning

C. to form only neologisms

D. to connect parts of blendings

E. to build different forms of one and the same word

17. Word-formation is the process of creating

A. lexical homonyms

B. different kinds of dictionaries

C. new words

D. root-morphemes

E. affixational morphemes

18. Conversion is a word-building process in which words are built

A. by combining parts of two words

B. by adding word-building affixes to stems

C. by joining two or more stems together

D. by means of changing the paradigm of words

E. by changing the affix

19. Affixation, word-composition and conversion are

A. minor types of word-building

B. principal and productive ways of forming new words

C. non-productive ways of word-formation

D. morphosyntactically conditioned combinability of words

E. less known types

20. Affixation is the formation of words:

A. by adding derivational affixes to stems

B. by joining two or more stems

C. by combining parts of two words

D. by reducing a word to one of its parts

E. by shortening a written word or phrase

21 What is the meaning of the underlined parts of words:

monolingual, monosyllable, monologue

A. Many

B. One

C. All

D. Every

E. Each

22. Which of the following words contain diminutive suffixes

A. booklet, hanky

B. heroine, actress

C. poetic, picturesque

D. cloudy, girlish

E. funny, sunny

23. The system of the grammatical forms of a word is

A. a root

B. allomorph

C. a stem

D. a paradigm

E. a syntax

24. Which of the following words have derived stems

A. story-teller, match-box, bookshop

B. beautiful, girlish, activate

C. distance, experiment, sequence, police

D. ask, sit, look

E. chortle, goody-goody, UNO

25. What is the meaning of -scribe in the words transcribe, subscribe, describe, inscribe ,subscribe, describe,inscribe

A. Delete

B. Say

C. Read

D. Write

E. Go

26. Suffix –er is

A. non-productive and active

B. most productive and active

C. active

D. non-productive

E. productive and non-active

27. A prefix is

A. a derivational morpheme preceding the root

B. a derivational morpheme following the stem

C. a common element of words within a word-family

D. an affix placed within the word

E. a combining form

28. A suffix is

A. a derivational morpheme preceding the root

B. a common element of words within a word-family

C. a derivational morpheme following the stem

D. an affix placed within the word

E. a combining form

29. Derivational affixes serve

A. to form different words

B. to build different forms of one and the same word

C. to convey grammatical meaning

D. to form only neologisms

E. to connect parts of blendings

30. Word-formation is the process of creating

A. lexical homonyms

B. new words

C. different kinds of dictionaries

D. root-morphemes

E. affixational morphemes

31. Conversion is a word-building process in which words are built

A. by combining parts of two words

B. by adding word-building affixes to stems

C. by joining two or more stems together

D. by means of changing the paradigm of words

E. by changing the affix

32. Affixation, word-composition and conversion are

A. minor types of word-building

B. non-productive ways of word-formation

C. morphosyntactically conditioned combinability of words

D. principal and productive ways of forming new words

E. less known types

33. Affixation is the formation of words

A. by joining two or more stems

B. by adding derivational affixes to stems

C. by combining parts of two words

D. by reducing a word to one of its parts

E. by shortening a written word or phrase

34. Word composition is a word-building process in which words are built

A. by adding derivational affixes to stems

B. by means of changing the paradigm

C. by combining affixes of two words

D. by clipping the beginning or the end of the word

E.by joining two or more stems

35. Which of these prefixes have the opposite meaning

A. anti-, counter-, non-

B. be-, co-, extra-

C. ultra-, sub-, pre-

D. re-, co-, pre-

E. de-, un-, over

36. Which of the following pairs of words has the verb derived from the noun

A. a monkey — to monkey

B. a peel- to peel

C. a help — to help

D. a tramp — to tramp

E. a jump — to jump

37. Which of these nouns are derived from verbs

A. a pain, a tramp, a button

B. a break, a catch, a jump

C. a pen , a weekend, a drink

D. a cook, a button, a monkey

E. a fall, a windglass, an act

38. The word TV is a case of

A. Blending

B. back-formation

C. Abbreviation

D. Clipping

E. sound interchange

39. The type of word-building used in the words ping-pong, riff-raff, chit-chat is

A. Conversion

B. Compounding

C. Blending

D. Shortening

E. Back-formation

40. Derivational affixes serve

A. to form different words

B. to convey grammatical meaning

C. to form only neologisms

D. to connect parts of blendings

E. to build different forms of one and the same word

41. 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.

42. 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.

43. 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.

44. 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.

45. 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.

46. 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.

47. 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.

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

A. The main way of enriching the English vocabulary is wordbuilding.

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.

49. 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.

50. 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.

51. 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.

52. 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.

53. 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.

54. 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.

55. 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.

56. ..... 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.

57. 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.

58. 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.

59. 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.

60. 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.

61. Дайте правильный перевод фразеологизма «find fault with smb»:

A. Придираться к кому либо

B. Помириться с кем-либо

C. Оправдать кого-либо

D. Найти ошибку у кого-либо

62. Lexicology is a branch of linguistics which deals with…

a) the various means of expressing grammatical relations between words and with the patterns after which words are combined into word-groups and sentences

b) the outer sound form of the word

c) exical units and the vocabulary of a language

d) the study of the nature, functions and structure of stylistic devices and with the investigation of each style of language

63. What is Special Lexicology?

a) It is the lexicology of any language

b) It is the lexicology of a particular language

64. Synchronic lexicology deals with …

a) the change and development of vocabulary in the course of time

b) vocabulary at a given stage of language development, usually at the

present time

65. The word has …

a) phonological and semantic aspects

b) phonological and syntactic aspects

c) phonological, semantic, syntactic aspects

66. By external structure of the word we mean …

a) its meaning

b) its morphological structure

67. Which branch of lexicology deals with the meaning of words and other

linguistic units?

а) Onomasiology

b) Semasiology

c) Lexical Morphology

68. Which of the two main approaches to lexical meaning studies the

connection between words and things or concepts they denote?

a) the referential approach

b) the functional approach

69. The content plane of the word includes …

a) lexical meaning

b) lexical and grammatical meaning

70. Lexical meaning is …

a) general, standard

b) individual, unique

71. Two or more words identical in sound-form but different in meaning,

distribution and (in many cases) origin are …

a) antonyms

b) homonyms

c) paronyms

72. By their graphic and sound-form there may be …

a) full and partial homonyms

b) grammatical, lexical and lexico-grammatical homonyms

c) perfect homonyms, homophones and homographs

73. Homophones are …

a) identical in spelling but different in sound-form

b) identical in sound-form but different in spelling

74. When two or more homonyms can originate from different meanings of the same word when, for some reason, the semantic structure of the word breaks into several parts, this type of formation of homonyms is called …

a) borrowing

b) split of polysemy

c) word-building

75. Different meanings of a polysemantic word develop into…

a) homonymous words

b) in the case of divergent meaning development

c) in the case of convergent sound development

76. Word-formation …

a) deals with segmentation of words into morphemes

b) is an autonomous language mechanism which is used to make new words

77. The morphemes which may occur alone and coincide with word-forms

or immutable words are …

a) bound morphemes

b) free morphemes

78. Affixation consists in …

a) putting two stems together

b) adding an affix to a stem

79. A non-affixal type of word-building is …

a) compounding

b) conversion

80. Derivational stem (base) and derivational affix into which the derived

word is segmented are …

a) immediate meaningful constituents

b) ultimate constituents

81. The meaning of a compound is derived from …

a) the structural meaning of its pattern

b) the lexical meanings of its immediate constituents and from the structural

meaning of its pattern

c) the lexical meanings of its immediate constituents

82. One or both immediate constituents have a transferred meaning in …

a) completely motivated compounds

b) non-motivated compounds

c) partially motivated compounds

83. Compounds may be coordinative and subordinative according to…

a) the order of their immediate constituents

b) the nature of their immediate constituents

c) the relations between their immediate constituents

84. Compound red-hot is …

a) syntactic

b) asyntactic

85. Derivational compounds are built on …

a) the stems or word-forms of independent words

b) free word-groups

86. When the head member of the compound names the referent whereas the

subordinate member characterizes it the compound is …

a) endocentric

b) exocentric

87. Conversion is …

a) formation of verbs or nouns from other parts of speech

b) formation of verbs

c) formation of nouns

88. The largest two-facet lexical unit observed on the syntagmatic level of

analysis is …

a) the word

b) the word-combination

89. Meaning of word-combinations is analysed into…

a) lexical component

b) lexical and grammatical (structural) components

90. Which meaning of the word-combination is conveyed by the pattern of

arrangement of the component words?

a) structural

b) lexical

91. When the meaning of the word-combination is deducible from the meaning, order and arrangement of its components the word-combination is …

a) non-motivated

b) motivated

92. The branch of linguistics which studies the ways of bringing words together in the flow of speech is called …

a) phraseology

b) lexical morphology

93. Which of the phraseological units are completely non-motivated and usually stable?

a) phraseological unities

b) phraseological fusions

c) phraseological collocations

94. The main criteria of the semantic approach to phraseology are …

a) function

b) stability and idiomaticity

c) non-variability of context and partial variability of context

95. Phraseological units are classified into noun, verb, adverb equivalents by the criterion of …

a) non-variability of context

b) partial variability of context

c) function

d) idiomaticity

96. Idioms proper lie outside the province of phraseology because …

a) they function as word-equivalents, being semantically, grammatically and

syntactically inseparable

b) they are metaphorically motivated and never function in speech as word-

equivalents, being semantically and grammatically separable

97. Phraseological units are classified into phrasemes and idioms according to …

a) the semantic approach to phraseology

b) the functional approach to phraseology

c) the contextual approach to phraseology

98. According to Prof. A.V. Kunin’s approach to phraseology, the components of set expressions are used in their literal meanings in …

a) phraseological units

b) phraseomatic units

c) border-line units

99. Proverbs, sayings and quotations are …

a) phraseological units

b) idioms proper

100. A variety of a language which prevails in a district, with local peculiarities of vocabulary, pronunciation and phrase is …

a) a dialect

b) an accent

101. British, American, Australian and Canadian English are …

a) local dialects

b) regional variants of standard language

102. The science of dictionary-compiling is …

a) lexicology

b) lexicography

103. Linguistic dictionaries deal with …

a) lexical units

b) concepts

104. Historical events, geographical names, names for diseases, plants, animals, institutions are included in …

a) encyclopaedic dictionaries

b) linguistic dictionaries

105. Linguistic dictionaries may be explanatory or specialized by … the nature of their word-list

a) the kind of information they provide

b) the language in which the information is presented

106. Dictionaries of terms are intermediate between encyclopaedic and linguistic ones because …

a) their logical and lexicographic definitions are similar

b) their logical and lexicographic definitions are different

107. Dictionaries may be general and restricted by …

a) the nature of their word-list

b) the language in which the information is presented

108. The dictionary presenting a wide range of data is …

a) specialized

b) explanatory

109. The dictionary giving the information in the same language is …

a) bilingual

b) monolingual

110. The dictionaries containing units in one language and their equivalents in

another are …

a) translation dictionaries

b) explanatory dictionaries

111. Combinability of the word depends on …

a) its lexical meaning

b) its lexical and grammatical meaning

112. The content plane of words includes

a) denotative meaning

b) denotative and connotative meaning

113. Connotative meaning is …

a) the emotive charge and the stylistic value of the word

b) the word’s reference to the object

114. The linguistic causes of semantic change are due to …

a) the constant influence of factors outside the language system

b) the constant interdependence of words in language and speech

115. The main types of semantic transfer are …

a) overstatement and understatement

b) irony and enantiosis

c) metaphor and metonymy

d) euphemism

116. Metaphor is based on …

a) contiguity of referents

b) similarity of referents in shape, in function, in position, in behaviour, etc.

117. Найдите фразеологическое сочетание из предложенных выражений:

A. draw line

B. draw lines

C. draw a line

D. draw the line

118. Суффикс er- выполняет:
А. категориальную и разрядную функции

В. коннотативную функцию

С. только разрядную функцию

D. только категориальную функцию

119. Выберите правильный перевод фразеологизма «Aunt Sally»:
A. предмет нападок и оскорблений

B. вредина

C. глупышка

D. сама доброта и наивность

120. Найдите фразеологическое сращение их следующих единиц:
A. to set one’s cap at smb

B. at sixes and sevens

C. to have a bite

D. to come off a poor second

121. Заполните пропуски недостающей частью фразеологизма: “Don't worry about him. He knows which way \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”.
A. the wind blows

B. the wheel of fortune goes

C. the river flows

D. he should go

122. Слова get, take, leg и др. относятся к

A. галлицизмам

B. грецизмам

C. скандинавизмам

D. латинизмам

123. В составе лексики английского языка имеется много

A. сращений

B. гибридов

C. сдвигов

D. стяжений

124. Архаизмы beauteous, darksome, bepaint считаются

A. орфографическими

B. словообразовательными

C. грамматическими

D. лексическими

125. Слова sport, street, travel являются

A. полностью ассимилированными заимствованиями

B. неассимилированными заимствованиями

C. частично ассимилированными заимствованиями

D. кальками

126. Разница между устойчивым словосочетанием motor car и его сокращенным вариантом car оказывается

A. фонетической

B. грамматической

C. орфографической

D. стилистической

127. Слово shipwreck отличается от словосочетания the wreck of the ship тем, что оно

A. раздельноаправленно

B. цельнонаправленно

C. раздельнооформленно

D. цельнооформленно

128. Метонимический перенос «часть» - «целое» (the foot, the hands) называется

A. аллюзией

B. гиперболой

C. литотой

D. синекдохой

129. Приобретение существительным gift значения «подарок» под влиянием скандинавского языка называется

A. сужением значения

B. улучшением значения

C. семантическим заимствованием

D. расширением значения

130. Метонимическим переносом типа «материал» - «изделие из этого материала» будет

A. cooper

B. colt

C. iron

D. makintosh

131. Сохранили флексии языка-источника слова

A. criteria, data, analysis

B. felony, attorney, victory

C. law, gate, wing

D. port, wall, wine

132. Слова book, city, river относятся к

A. стилистически нейтральной лексике

B. литературно-книжному стилю

C. научному стилю

D. разговорному стилю

133. Сокращения paratroops, lab относятся к

A. фамильярно-разговорной речи

B. официально-деловой стилю

C. литературно-разговорной речи

D. профессиональной речи

134. Собственно английскими считаются слова

A. one, two, three

B. arm, mouth, nose

C. skirt, shirt, blouse

D. boy, girl, lady

135. Случаи улучшения значения представлены словами

A. tide, sunrise

B. girl, blackguard

C. iron, glass

D. knight, minister

136. ервым по времени языком, пришедшим в соприкосновение с английским, был

A. французский язык

B. русский язык

C. скандинавский язык

D. латинский язык

137. Слова revolution, constitution, democracy называются

A. общеупотребительными

B. исконно английскими

C. калькированными

D. интернациональными

138. Кальки (pale-face, pipe of peace) относятся к заимствованиям

A. тайным

B. явным

C. редким

D. скрытым

139. Парадигматические отношения между словами chair, table, arm-chair, sofa, bed представляют собой

A. конверсивные парадигматические отношения

B. гипонимические парадигматические отношения

C. синонимические парадигматические отношения

D. полисемические парадигматические отношения

140.
Специфической особенностью английской лексики является то, что среди книжных слов, заимствованных из латинского и греческого языков, особенно много

A. наречий

B. глаголов

C. прилагательных

D. существительных

141. Слова hadedah, msara, fynbo, kokeiboom, hamel, shimmel были образованы в

A. в южноафриканском варианте английского языка

B. в индийском варианте английского языка

C. в канадском варианте английского языка

D. в австралийском варианте английского языка

142. В словах sandwich, glass, winchester наблюдается

A. метонимический перенос

B. перенос по сходству

C. перенос по общности

D. метафорический перенос

143. В англо-индийской лексике встречаются образования типа brandy pawnee, представляющие собой

A. образования из материала самого английского языка

B. заимствования из различных европейских языков

C. гибридные образования

D. заимствования из различных индийских языков

144. Метафорическим переносом по сходству расположения частей будет

A. the foot of a mountain

B. the tongue of a bell

C. a bookworm

D. a wire-puller

145. В словах knave, villain можно обнаружить

A. сужение значения

B. ухудшение значения

C. улучшение значения

D. перенос значения

146. Одной из характерных черт литературно-разговорной речи английского языка является широкое использование

A. образных слов и выражений

B. научных терминов

C. неологизмов

D. поэтизмов

147. Слова battle ax, cross-bow, halberd, musket, sword называются

A. историзмами

B. архаизмами

C. неологизмами

D. поэтизмами

148. При изучении лексического материала английского языка имеются два основных подхода

A. синхронный и диахронический

B. синхронный и описательный

C. исторический и диахронический

D. синхронный и несинхронный

149. В словах the City, the Tube, the Channel, the Rock наблюдается

A. смещение значения

B. расширение значения

C. улучшение значения

D. сужение значение

150. Лексические единицы homonym, glottis, specific gravity, footlights называются

A. архаизмами

B. терминами

C. дублетами

D. поэтизмами

**А1.Вопросы для опроса**

**Тема:1 Productive word-building processes**

1. What are the main ways of enriching the English vocabulary?

2. What are the principal productive ways of word-building in English?

3. What do we mean by derivation?

4. What is the difference between frequency and productivity of affixes? Why can‘t one consider the noun forming suffix –age, that is commonly met in many words, a productive one?

5. Give examples of your own to show that affixes have meaning?

6. What languages served as the main sources of borrowed affixes. Illustrate your answer with examples.

7. Prove that the words a finger and to finger are two words and not the one word finger used either as a noun or as a verb.

8. What features of Modern English have produced the high productivity of conversion?

9. Which categories of part of speech are especially affected by conversion?

10. Prove that the pair of words love (n) and love (v) do not present a case of conversion.

11. What is understood by composition? What do we call words made by this type of word-building?

12. Into what groups and subgroups can compounds be subdivided structurally? Illustrate your answer with

examples.

13. Which types of composition are productive in Modern English? How can this be demonstrated?

14. What are the interrelationships between the meaning of a compound word and the meanings of its

constituent parts? Point out the principal cases and give examples/

15. What are the criteria for distinguishing between a compound and a word combination?

16. What are the italicized elements in the words given below? What makes them different from affixes? From

stems?

**Тема:2 Minor ways of word-building**

1. What are the two processes of making shortenings?

2. What are other possible names for shortening?

3. Explain the productivity of this way of word-building and stylistic characteristics of shortened words. Give examples.

4. In what groups can we divide shortened words?

5. Which part of a word can usually be shortened?

6. What do we call the results of such shortenings according to the part clipped?

7. What minor processes of word-building do you know? Why are they called minor?

8. Describe all minor processes and illustrate your answer with examples.

**Тема:3 Polysemy. Homonymy.**

1. Explain the term ―polysemy‖.

2. Define polysemy as a linguistic phenomenon. Illustrate your answer with your own examples.

3. What are the two levels of analysis in investigating the semantic structure of a word?

4. What types of semantic components can be distinguished within the meaning of a word?

5. What is one of the most promising method for investigating the semantic structure of a word?

6. What is understood by collocability (combinability)?

7. How can one distinguish between the different meanings of a word and the different variations of

combinability? Which words do we call homonyms?

8. Why can‘t homonyms be regarded as expressive means of the language?

9. What is the traditional classification of homonyms? Illustrate your answer with examples.

10. What are the distinctive features of the classification of homonyms suggested by Professor A. I. Smirnitsky?

11. What are the main sources of homonyms? Illustrate your answer with examples.

12. In what respect does split polysemy stand apart from other sources of homonyms?

13. What is the essential difference between homonymy and polysemy? What do they have in common? Illustrate

your answer with examples.

**Тема:4 Synonymy. Antonymy**

1. Say why synonyms are one of the language‘s most important expressive means. Illustrate your answer with examples.

2. Synonyms are sometimes described as words with ―dual‖ characteristics. What is meant by this?

3. The meaning of two apparent synonyms may be in a way opposed to each other. Why are such words still regarded as synonyms? Give examples.

4. How are synonyms traditionally defined? On what criterion is this definition based? Which aspects of this definition are open to criticism?

5. How can synonyms be defined in the terms of componential analysis? On what criterion is this definition based?

6. What types of synonyms were defined in Academician V. V. Vinogradov‘s classification system? Which aspects of this classification are open to criticism?

7. What is the modern approach to classify synonyms? Illustrate your answer with examples.

8. Which word in a synonymic group is considered to be the dominant synonym? What are its characteristic features?

9. Can the dominant synonym be substituted for certain other members of a group of synonyms? Is the criterion of interchangeability applicable in this case?

10. Which words are called euphemisms? What are their two main types? What function do they perform in speech?

What is the effect of overusing euphemisms in speech?

11. Which words do we usually classify as antonyms? Give your own examples of such words.

12. To what part of speech do most antonyms belong? How do you account on this?

13. Explain why antonyms can be regarded as an important group of the language‘s expressive means. Illustrate your answer with examples.

**Тема:5 English Phraseology**

1. What do we mean when we say that an idiom has a ―double‖ meaning?

2. Why is it very important to use idioms with care? Should foreign-language student use them? Give reasons for

your answer.

3. The term ―phraseological unit‖ is used by most Russian scholars. What other terms are used to describe the

same word-groups?

4. How can you show that the ―freedom‖ of free word-groups is relative and arbitrary?

5. What are the two main criteria for distinguishing between phraseological units and free word-groups?

6. How would you explain the term ―grammatical invariability‖ of phraseological units?

7. How do proverbs differ from phraseological units?

8. Can proverbs be regarded as a subdivision of phraseological units? Give reasons for your answer.

9. What is the basis of the traditional and oldest principle for classifying phraseological units?

10. What other criteria can be used for the classification of phraseological units?

11. Do you share the opinion that in idioms the original associations are partly or wholly lost? Are we entirely free

from the picture built up by the current meaning of the individual words in idioms? Illustrate your answer with different examples.

12. What are the merits and disadvantages of the thematic principle of classification for phraseological units?

13. Explain the semantic principle of classification for phraseological units.

14. What is the basis of the structural principle of classification for phraseological units?

15. Analyse Professor A. I. Smirnitsky‘s classification system for phraseological units. What is it based on? Do you see any controversial points in the classification system?

16. Discuss the merits of Professor A. V. Koonin‘s system for the classification of phraseological units. What is it based on? Do you find any points in the classification system which are open to question?

 **Блок B**

 Тема:1. Предмет лексикологии. Этимология словарного состава современного английского языка. Территориальная и социальная дифференциация лексики.

Задания:

1.1 Explain the meanings of the terms prefix, suffix, infix. Give their definitions. Then try to fill in the sentences. Recast the sentences using the prefix "dis-" with the words in bold type. Make all other necessary changes.

1. He is hard to please. He is never **satisfied** with anything.

2. I couldn't make much of the story. The facts he gave were not properly **connected.**

3. They did not seem to be **pleased** with the turn of events.

4. They are reported to have failed to **agree** on the matter.

5. We have never heard anybody say that he is not an **honest** person.

6. I did not **like** the man the moment I saw him.

7. After the disagreement they had he didn't **appear** for a long time.

8. The child is just hopeless, he never seems to **obey** his parents.

9. She can't stand it when her house is not in **order**.

1.2 Paraphrase the following sentences using a noun with the suffix "-ion (-ation, -tion, -sion)” instead of a verb. *Make other necessary changes.*

1. I don't see how these two events are **connected.**

2. What did they finally **decide** to do about the arrangement?

 3. We were greatly **impressed**by everything we saw at the exhibition.

4. I am not much good at **introducing** people.

5. How did you manage to **solve** the problem?

6. What would you **suggest** in connection with the coming holiday?

7. How long did they **discuss** the question?

8. I knew that he saw me but he didn't show that he **recognized** me.

9. Can you **describe** his stamp collection in detail?

10. He was fully **determined** to win the game.

11. The secretary **attended** to the details of the business part of the arrangement.

1.3.Give words of the same root in Russian. Compare the meaning.

idea, moment, problem, cross-word, prize, final, secret, cabin, plan, protest, interview, reporter, photographer, detail, dozen, shock, section, patient.

1.4.In the following sentences compare the meanings of the words in bold type. Translate the sentences into Russian. Give your own examples.

1. a) I sat down and **puzzled over** the problem. b) Though I've been watching the man closely enough, I seem to have failed to **puzzle him out.** He remains as much of a puzzle to me as ever.

2. a) She had certain­ly **thought over** the offer carefully before refusing it. b) He hadn't **thought out** the matter properly, no wonder his speech made such a poor impression.

3. a) The children were always **fighting over** something. b) Each stuck to his point of view, both were determined to **fight it out** to the end.

4. a) It was two years now that he had been **working over** the problem. b) Quick decisions were against his principles. Things had to be **worked out** properly first.

1.5 Give the meaning of the words in bold type; say which phrase is used literally and which has a figurative meaning.

1. a) She **took up** her pen and continued writing. b) He was seriously thinking of **taking up** medicine as a career. c) I don't wish to **take up** too much of your time.

2. a) It was long past nine when he **got down** to breakfast. b) Finally they **got down** to the details of the agreement.

3. a) The key was lost and the door had to be **broken down**. b) The car broke down and was taken to the garage for repairs, c) When she heard the news she **broke down** and started crying.

 Тема:2. Origin of English Words

2.1 Translate the following into Russian. State from what languages the following expressions and shortenings are borrowed.

Coup d’état, kindergarten, tête-à-tête, Blitzkrieg, enfant terrible, persona grata, beaumonde, leitmotiv, bon mot, prima donna, ottava rima, Hun, nazi, etc., e. g., a. m., p. m.

 2.2 Group the following words according to their origin.

Caftan, operetta, machine, vanilla, waltz, skipper, algebra, telephone, dollar, wigwam, mazurka, pagoda, kangaroo, taboo, gorilla, tobacco, chauffeur, beauty, umbrella, squaw, nun, sputnik, cosmodrome.

2.3 Compare the meaning of the following Russian and English words. Use them in sentences of your own.

Характер – character, реализовать - reralize, агитатор - agitator, кондуктор -conductor, магазин - magazine, спекулировать - speculate, инцидент - incident, объект - object, принципиальный – principal

2.4 Explain the etymology of the following words. Write them out in three columns: a) fully assimilated words; b) partially assimilated words; c) unassimilated words. Explain the reasons for your choice in each case.

ballet, beet, butter, skin, take, cup, police, monk, garage, phenomenon, wine, large, lesson, criterion, nice, coup d’état, river, loose, skirt.

2.5 Give 5 own examples of words which could be translator’s false friends.

2.6 1. Make up a scheme of the characteristic features of English vocabulary.

 2. Make up a scheme of the changes in English vocabulary.

 3. Make up a scheme of the ways of forming neologisms.

 4. Make up a scheme of the stages of a word turning into an archaism.

 5. Make up a scheme of the lexico-semantic system of a word (paradigmatic and syntagmatic relations of a word).

 6. Analyse the lexico-semantic system of a word HARD (as opposed to EASY).

 7. Make up a scheme of the types of lexical subsystems.

 8. Learn the terms on the topic from the list of terms.

 Тема: 3. Affixation

3.1 Pick out words with noun-building suffixes. Explain the meaning of the words.

1. He did not know how the officialdom would end the scandal.

2. Gemma’s friendship,her charm, her simple comradeship were the brightest things in his life.

3. Gabriel’s wife served out spoonfuls of the pudding and passed the plates down the table.

4. It was a dull, respectable, uninspired townlet, but scarcely a hole.

5. The grey changelessness of things got hold of me.

6. The cat is a splendid mouser.

7. When he returned to the palace the marketing began.

8. “Please,” auntie says, “will you try a piece of our Mayday cake?”

9. The pavement of the road took two months.

10. Shall I tell the receptionist that Mrs. Baird is a regular case and open an account for her?

3.2 .Read the following sentences. Translate the words in bold type into Russian.

1. In a **thoughtless** moment he put his hand in his pocket.

2. She seemed **resistless**.

3. He continued in his **honeyed voice**.

4. The coffee was so **sweetish**, it made her shudder.

5.He passed a **curtained** corridor.

6. The boy was still standing there, peering **trainward**.

7. These professions are only in **seasonal** demand.

8. Can’t you see she is **edgy** afterbeing up all night?

9. “No sense in getting **panicky**,” she assured herself.

10. She was more **spiteful** than all the rest put together.

11. His words were **playful** but his look became grave.

3.4. State the origin and explain the meaning of the suffixes in: childhood, hardship, freedom, toward, brotherly, granny, hatred, hireling, village, drunkard, limitation.

 Тема: 4.Composition

4.1 Read the following sentences. Explain the meaning of the adjectives in bold type in English.

1. He was wearing a brand-new overcoat and hat.

2. His hair was a bit reddish before he went piebald.

3. It was a snowy pitch-black night.

4. The colour deepened in her rain wet cheeks.

5. She never said she was homesick.

6. He ignored the red light as if he were colour-blind.

7. Don’t be so blood-thirsty, father!

8. He acted with pride, which one could not expect from such a lackey-minded person.

9. She is a tall woman with black hair and eyes and an ivory-white face.

10. The woman stared at her papers with sleep filmed eyes.

11. He held his hands for a moment against his deep-lined cheeks.

5.2. Comment on the meanings of the following compound nouns. Translate them into Russian.

thumb-nail, nerve-knot, danger-point, daylight, cream-puff, corner-room, breast-pocket,side-door, egg-plant, jelly-fish, box-car, air-brake, inkstain, love-quarrel, girl-page,restaurant-car, money-box, hand-shake, stop-light, sun-light

5.3 Arrange the following compounds into three groups according to their motivation: fullyor partially-motivated and unmotivated: light-hearted, butterfly, cabman, blackberry,wolf-dog, dragon-fly, looking-glass, bluestocking, necklace, earthquake.

5.4 Form as many compounds as possible with grass-, hand-, tree-, -looking.

 Тема: 5. Shortening

5.1 Write out in full the following shortened words:

A.T., UNO, ad, comfy, U-boat, cycle, para troops, prep, props, sub, B-girl, B.M.O.C.

5.2 Translate the following shortenings and comment on the type of them, give their full form:

H-bomb, mike, tec, comfy, UNESCO, Bella, cause, para troops, props.

 Тема:6 Word-building

6.1 Read the following sentences. Define the means by which the words in bold type are built. Translate the words into Russian.

1. She steeled herself to endure the bumping over the rough road. 2. She looked after the nurse with a doglike expression and slowly began to put on her dressing-gown. 3.Feelings continually voiced cease to be feelings and feelings never voiced deepen with their dumbness. 4. Life had rooted these ideas firmly in their minds. 5. He glanced at the clock and edged nearer to the door. 6. He was going to have tea with his aunties. 6. She had no intention of being sidetracked from the subject. 7. Then her mind pictured the layout. 8. “Frightfully bad roads! The bus was ditched in that narrow turning.” 9. He took the hours-old dish away. 10. He was heart-sore over the sudden collapse of a promising career. 11. I need not say that such a breach of confidence is unthinkable. 12. Then she catfooted to the opening, pausing for another second to listen. 13. It was a long hall papered and carpeted in dark green. 14. I’m always called “Mother” at home, because I’ve mothered him ever since my dear mother died.

 Тема:7 Semaseology

7.1 State the semes of the following words: baby, monkey.

7.2 Give the denotational and connotational meaning of the following words:

granny, to pass away, to feather-bed, to soft-soap, to cosmeticize.

 Тема: 8. Phraseology

8.1 Pick out all the phraseological units from the following sentences and classify them.

Translate all the passages into Russian.

1. … “I’d like to have a day or two in which to think it over… .” “Why, certainly,

certainly, Mr. Cowperwood,” replied Stener genially. “That’s all right. Take you time.” 2.Jos, a clumsy and timid horseman, did not look to advantage in the saddle. “Look at him, Amelia dear… . Such a bull in a china shop I never saw.” 3. In the end he parted friends with both Tighe and Rivers. “That’s a smart young fellow,” observed Tighe, ruefully.“He’ll make his mark,” rejoined Rivers. 4. There was no reason why Anna should not make a splendid match. Joe and Ed might also marry since they were not destined to set the world on fire in commerce. 5. And he concluded … that no man could tell what he would do if he were in the shoes of another man. 6. A simple cold, caught in the room with double windows … and James was in deep waters. 7. “Jo,” he said. “I should like to hear what sort of water you’re in. I suppose you’re in debt?” 8. He was not vastly interested in Clare. She had always been to him one of those women who took the bitьbetween their teeth and were bound to fetch up now and again with broken knees. 9.the sooner you are gone bag and baggage, the better for all parties. 10. This lady knew all the Forsytes, and having been at June’s “at home,” was not at a loss to see with whom she had to deal. 11. The sea run high and the boat may be dashed to pieces on the rocks. 12. I guess I’ll pop outside and have a word with Miss Bunting. 13. The matter with her is that I played the fool with her, that’s all. 14. If you cry I will give Miss Wilson a piece of my mind for worrying you. 15. I know that we cut a very poor figure beside you.

8.2 Complete the following phrases so that they make English proverbs and phraseological units. Explain the meaning of the given part.

1. A bird in the hand. 2. The last straw. 3. To eat one’s cake and have it. 4. Old bird. 5. The early bird. 6. Half the battle. 7. A silver lining. 8. Fine feathers. 9. A new broom. 10. A bee in one’s bonnet. 11. Spilt milk. 12. A mare’s nest.

8.3 Give as many phraseological units as possible, using any of the following words: to beat, to catch, to mind, bone, love, mouth, dead, ready

 Тема 9: Polysemy

9.1 Give all the meanings you know of the following words, illustrating them with examples:

to take, to feel, to let, power, drift, institute, to dress.

Задания для самостоятельной работы

1. Make up a scheme of the types of relations between meanings of a polysemantic

word.

2. Make up a scheme of the types of lexical meanings of a polysemantic word.

3. Make up a scheme of the types of polysemy.

4. Learn the terms on the topic from the list of terms.

Тема 10: Homonyms

10.1 Spell the following homophones. Translate them into Russian and use them in sentences of your own.

[´siəriəl], [´fa:ðə], [lein], [meiz], [diə], [pleit], [prei], [Θroun], [bi:t], [´beri], [seil], [sent], [pi:s]

10.2 Transcribe the following homographs. State their different meaning.

lead, compact, row, invalid, polish, desert, wind, bow, tear, close

10.3 Choose the right word:

1)Our team will (loose, lose) unless it learns to pass the ball.

2)After dinner we all (set, sat) round the table.

3)Ann will clean all the carpets (accept, except) this one.

4)Liz (quite, quiet, quit) likes her job and spends a lot of time at work.

5)Nick is not sure (weather, whether) Jeff is going with us.

6)Kim (through, threw) the javelin a record distance.

10.4 Speak about the type of homonyms and explain the difference:

1) proceed – precede

2) affect – effect

3) access – excess

4) principal – principle

5) stationary – stationery

6) dessert – desert n – desert v

7) cite – site – sight

8) persecute – procecute

9) peace - piece

10.5 Translate paying attention to homonyms:

1) After an incident in Croydon involving a prison van and a concrete mixer, police are looking for eighteen hardened criminals.

2) Eth: A professional burglar! Mr. Glum, you told me Ron’s Uncle Charlie was a biologist.

3) Mr. Glum: All I said was, he studies cell structures.

10.6 Explain what stylistic device is used in these proverbs and sayings, what it is based upon.

1) A clean fast is better than a dirty breakfast.

2) Who feasts till he is sick, must fast till he is well.

3) Feast today and fast tomorrow.

4) – Is life worth living? - It depends upon the liver.

5) – What do you do with the fruit? -We eat what we can, and what we can’t eat we can.

6) Her nose was sharp, but not so sharp as her voice or the suspiciousness, with which she faced me.

7) Nowadays all of us are so hard up, that only pleasant things to pay are compliments, it’s the only thing we pay.

8) O’Henry about a café: It’s atmosphere was thick, it’s napery and soup were thin.

 Задания для самостоятельной работы :

1. Make up a scheme of the types of homonyms.

2. Make up a scheme of the sources of homonyms.

3. Make up a scheme of the criteria for discriminating between homonymy and polysemy.

4. Learn the terms on the topic from the list of terms.

 Тема 11: Synonyms and Antonyms

11.1 Translate the following words into English and give as many synonyms to them as you can.

просить, возможно, глупый, веселый, несчастье, начинать, выбирать, путешествие

11.2 In what respects do the following synonyms differ?

1.policeman, bobby, cop

2.master, owner, head, proprietor, possessor

3.worker, labourer, toiler, hand

4.fabricate, construct, frame, invent, forge, manufacture, feign

5.mansion, house, habitation, residence, abode

11.3 Change the following sentences so that they express the contrary meaning by using antonyms. State whether they are absolute or derivational antonyms.

1. All the seats were occupied. 2. The room was lighted by the strong rays of the sun. 3. He added three hundred to the sum. 4. I came in while you were asleep. 5. A lamp is a necessary thing in this room. 6. The door was closed and locked. 7. In the second year of their residence the company seemed especially to increase. 8. The little boy was outside the car. 9. He drew two crooked lines. 10. Light curtains hung in the diningroom windows; therefore it was light.

11.4 Are the following words synonyms? Prove your point of view.

pillow, cushion

sink, basin

desktop, laptop

stove, vent,

linen, underwear

mustache, whiskers

reck, shelf

clock, watch

rocket, missile

mirror, looking glass

jetty, port

fireplace, mantelpiece

watch, clock

sail, float, swim

hurt, ache

cut, slice, chop

clean, peel

adj. eatable, edible

private, personal

11. 5 Remember 5 titles of different types of pieces of fiction (stories, novels, plays), based on antonymy.

 Задания для самостоятельной работы :

1. Give the example of contrary and contradictory notions. Illustrate by the scale.

2. Make up a scheme of the classification of antonyms according to the logical, morphological and semantic approaches.

3. Give examples of conversives and explain them.

4. Learn the terms on the topic from the list of terms.

Тема 12: American English

12.1 Translate the following words into English, giving two variants – British and American:

каникулы, бензин, вата, детская коляска, плащ, консервная банка, студент 2 курса, почтальон, шашки, очередь, бумажник, справочное бюро

12.2 Point out words: 1) the meaning of which in American English is entirely different from that in British English, 2) the general meaning of which is the same in both American and British English, but which have acquired an additional specific meaning in American English. apartment, tardy, guess, homely, mad, sick, billion, corn, dessert, commute, lunch, cane

12.3 Translate the following, using the prepositions current in America and then in England.

стоять на углу, ездить на поезде, сходить с поезда, жить на улице Н., без четверти девять, четверть десятого, заполнить бланк

12.4 Give the English spelling of the following words:

thru, humor, apologize, center, pretense, inflexion, jewelry, quarreled, woolen, harbor, pijamas, gipsy, program.

**Блок С**

 1. Questions for discussion:

1. Where are formal words used?

2. Are learned words used only in books? Which type of learned words, do you think, is especially suitable for verbal communication? Which is least suitable and even undesirable?

3. What are the principal characteristics of archaic words?

4. What are the controversial problems connected with professional terminology?

5. Do you think that students of English should learn terms? If so, for which branch or branches of knowledge?

6. What is understood by the basic vocabulary?

7. Which classes of stylistically marked words, in your opinion, should be included in the students' functional and

 2. Примерная тематика рефератов (докладов)

1. Продуктивность аффиксального слово образованияв современном английском языке.

2. Роль словосложения в словообразовании в современном английском языке.

3. Роль и семантика отрицательных префиксов в английском языке.

4. Сокращение как один из продуктивных способов словообразования в современном английском языке.

5. Звукоподражание в современном английском языке.

6. Синонимические ряды (на примере …) в современном английском языке.

7. Роль и место французских, скандинавских, латинских, итальянских заимствований в современном английском языке.

8. Лексикографическое описание слов в двуязычных словарях (на примере …).

9. Роль и место фразеологизмов в произведениях английских/американских писателей (на примере …).

10. Особенности американского варианта английского языка в прессе.

3. Примерная тематика курсовой работы

1. Продуктивность аффиксального словообразования в современном английском языке.

2. Роль словосложения в словообразовании в современном английском языке.

3. Роль и семантика отрицательных префиксов в английском языке.

4. Сокращение как один из продуктивных способов словообразования в современном английском языке.

5. Звукоподражание в современном английском языке.

6. Синонимические ряды (на примере …) в современном английском языке.

7. Роль и место французских, скандинавских, латинских, итальянских заимствований в современном английском языке.

 8. Лексикографическое описание слов в двуязычных словарях (на примере …).

9. Роль и место фразеологизмов в произведениях английских/американских писателей (на примере …).

10. Особенности американского варианта английского языка в прессе.

 4. Примерный перечень тем для презентаций:

1 Политическая корректность

2 Критерии идентификации источника заимствования

3 Влияние заимствований на развитие английского языка

4 Типы словарей английского языка в местных библиотеках

5 Корпусная лингвистика

6 Британский /Американский национальный корпус

7 Географические особенности английского языка. Варианты и диалекты английского

языка.

8 Неологизмы в медийном дискурсе

9 Окказионализмы в современном английском языке ( в авторском дискурсе)

10Двойная актуализация фразеологических единиц

 5. Texts for analysis

 Text 1

 When she opened the door and saw him standing there she was more pleased than ever before, and he, too, as he followed her into the studio, seemed very very happy to have come.

 "Not busy?"

 "No. Just going to have tea."

 "And you are not expecting anybody?"

 "Nobody at all."

 "Ah! That's good."

 He laid aside his coat and hat gently, lingeringly, as though he had time and to spare for everything, or as though he were taking leave of them for ever, and came over to the fire and held out his hands to the quick, leaping flame.

 Just for a moment both of them stood silent in that leaping light. Still, as it were, they tasted on their smiling lips the sweet shock of their greeting. Their secret selves whispered:

 "Why should we speak? Isn't this enough?"

 "More than enough. I never realized until this moment . . . "

 "How good it is just to be with you. . . . "

 "Like this. . . . "

 "It's more than enough."

 But suddenly he turned and looked at her and she moved quickly away.

 "Have a cigarette? I'll put the kettle on. Are you longing for tea?"

 "No. Not longing."

 "Well, I am."

 "Oh, you." He thumped the Armenian cushion and flung on to the sommier. "You're a perfect little Chinee."

 "Yes, I am," she laughed. "I long for tea as strong men long for wine."

 She lighted the lamp under its broad orange shade, pulled the curtains, and drew up the tea table. Two birds sang in the kettle; the fire fluttered. He sat up clasping his knees. It was delightful–this business of having tea–and she always had delicious things to eat–little sharp sandwiches, short sweet almond fingers, and a dark, rich cake tasting of rum–but it was an interruption. He wanted it over, the table pushed away, their two chairs drawn up to the light, and the moment came when he took out his pipe, filled it, and said, pressing the tobacco tight into the bowl: "I have been thinking over what you said last time and it seems to me. . . . "

 ("Psychology" by Katherine Mansfield)

 Text 2

 Yes, that was what he waited for and so did she. Yes, while she shook the teapot hot and dry over the spirit flame she saw those other two, him, leaning back, taking his ease among the cushions, and her, curled up en escargot in the blue shell arm-chair. The picture was so clear and so minute it might have been painted on the blue teapot lid. And yet she couldn't hurry. She could almost have cried: "Give me time." She must have time in which to grow calm. She wanted time in which to free herself from all these familiar things with which she lived so vividly. For all these gay things round her were part of her–her offspring–and they knew it and made the largest, most vehement claims. But now they must go. They must be swept away, shooed away–like children, sent up the shadowy stairs, packed into bed, and commanded to go to sleep–at once–without a murmur!

 For the special thrilling quality of their friendship was in their complete surrender. Like two open cities in the midst of some vast plain their two minds lay open to each other. And it wasn't as if he rode into hers like a conqueror, armed to the eyebrows and seeing nothing but a gay silken flutter–nor did she enter his like a queen walking soft on petals. No, they were eager, serious travellers, absorbed in understanding what was to be seen and discovering what was hidden–making the most of this extraordinary absolute chance which made it possible for him to be utterly truthful to her and for her to be utterly sincere with him.

 And the best of it was they were both of them old enough to enjoy their adventure to the full without any stupid emotional complication. Passion would have ruined everything; they quite saw that. Besides, all that sort of thing was over and done with for both of them–he was thirty-one, she was thirty–they had had their experiences, and very rich and varied they had been, but now was the time for harvest–harvest. Weren't his novels to be very big novels indeed? And her plays. Who else had her exquisite sense of real English Comedy? . . .

 ("Psychology" by Katherine Mansfield)

 Text 3

 Carefully she cut the cake into thick little wads and he reached across for a piece.

 "Do you realize how good it is," she implored. "Eat it imaginatively. Roll your eyes if you can and taste it on the breath. It's not a sandwich from the hatter's bag–it's the kind of cake that might have been mentioned in the Book of Genesis. . . . And God said: 'Let there be cake. And there was cake. And God saw that it was good.'"

 "You needn't entreat me," said he. "Really you needn't. It's a queer thing but I always do notice what I eat here and never anywhere else. I suppose it comes of living alone so long and always reading while I feed . . . my habit of looking upon food as just food . . . something that's there, at certain times . . . to be devoured . . . to be . . . not there." He laughed. "That shocks you. Doesn't it?"

 "To the bone," said she.

 "But–look here–" He pushed away his cup and began to speak very fast. "I simply haven't got any external life at all. I don't know the names of things a bit–trees and so on–and I never notice places or furniture or what people look like. One room is just like another to me–a place to sit and read or talk in–except," and here he paused, smiled in a strange naive way, and said, "except this studio." He looked round him and then at her; he laughed in his astonishment and pleasure. He was like a man who wakes up in a train to find that he has arrived, already, at the journey's end.

 "Here's another queer thing. If I shut my eyes I can see this place down to every detail–every detail. . . . Now I come to think of it–I've never realized this consciously before. Often when I am away from here I revisit it in spirit– wander about among your red chairs, stare at the bowl of fruit on the black table–and just touch, very lightly, that marvel of a sleeping boy's head."

 ("Psychology" by Katherine Mansfield)

 Text 4

 He looked at it as he spoke. It stood on the corner of the mantelpiece; the head to one side down-drooping, the lips parted, as though in his sleep the little boy listened to some sweet sound. . . .

 "I love that little boy," he murmured. And then they both were silent.

 A new silence came between them. Nothing in the least like the satisfactory pause that had followed their greetings– the "Well, here we are together again, and there's no reason why we shouldn't go on from just where we left off last time." That silence could be contained in the circle of warm, delightful fire and lamplight. How many times hadn't they flung something into it just for the fun of watching the ripples break on the easy shores. But into this unfamiliar pool the head of the little boy sleeping his timeless sleep dropped–and the ripples flowed away, away–boundlessly far–into deep glittering darkness.

 And then both of them broke it. She said: "I must make up the fire," and he said: "I have been trying a new . . . " Both of them escaped. She made up the fire and put the table back, the blue chair was wheeled forward, she curled up and he lay back among the cushions. Quickly! Quickly! They must stop it from happening again.

 "Well, I read the book you left last time."

 "Oh, what do you think of it?"

 They were off and all was as usual. But was it? Weren't they just a little too quick, too prompt with their replies, too ready to take each other up? Was this really anything more than a wonderfully good imitation of other occasions? His heart beat; her cheek burned and the stupid thing was she could not discover where exactly they were or what exactly was happening. She hadn't time to glance back. And just as she had got so far it happened again. They faltered, wavered, broke down, were silent. Again they were conscious of the boundless, questioning dark. Again, there they were–two hunters, bending over their fire, but hearing suddenly from the jungle beyond a shake of wind and a loud, questioning cry . . . .

 ("Psychology" by Katherine Mansfield)

 Text 5

 She lifted her head. "It's raining," she murmured. And her voice was like his when he had said: "I love that little boy."

 Well. Why didn't they just give way to it–yield–and see what will happen then? But no. Vague and troubled though they were, they knew enough to realize their precious friendship was in danger. She was the one who would be destroyed–not they–and they'd be no party to that.

 He got up, knocked out his pipe, ran his hand through his hair, and said: "I have been wondering very much lately whether the novel of the future will be a psychological novel or not. How sure are you that psychology qua psychology has got anything to do with literature at all?"

 "Do you mean you feel there's quite a chance that the mysterious non-existent creatures–the young writers of to-day–are trying simply to jump the psycho-analyst's claim?"

 "Yes, I do. And I think it's because this generation is just wise enough to know that it is sick and to realize that its only chance of recovery is by going into its symptoms–making an exhaustive study of them–tracking them down–trying to get at the root of the trouble."

 "But oh," she wailed. "What a dreadfully dismal outlook."

 "Not at all," said he. "Look here . . . " On the talk went. And now it seemed they really had succeeded. She turned in her chair to look at him while she answered. Her smile said: "We have won." And he smiled back, confident: "Absolutely."

 But the smile undid them. It lasted too long; it became a grin. They saw themselves as two little grinning puppets jigging away in nothingness.

 "What have we been talking about?" thought he. He was so utterly bored he almost groaned.

 "What a spectacle we have made of ourselves," thought she. And she saw him laboriously–oh, laboriously–laying out the grounds and herself running after, puffing here a tree and there a flowery shrub and here a handful of glittering fish in a pool. They were silent this time from sheer dismay.

 ("Psychology" by Katherine Mansfield)

Text 6

 The clock struck six merry little pings and the fire made a soft flutter. What fools they were–heavy, stodgy, elderly–with positively upholstered minds.

 And now the silence put a spell upon them like solemn music. It was anguish–anguish for her to bear it and he would die–he'd die if it were broken. . . . And yet he longed to break it. Not by speech. At any rate not by their ordinary maddening chatter. There was another way for them to speak to each other, and in the new way he wanted to murmur: "Do you feel this too? Do you understand it at all?" . . .

 Instead, to his horror, he heard himself say: "I must be off; I'm meeting Brand at six."

 What devil made him say that instead of the other? She jumped–simply jumped out of her chair, and he heard her crying: "You must rush, then. He's so punctual. Why didn't you say so before?"

 "You've hurt me; you've hurt me! We've failed!" said her secret self while she handed him his hat and stick, smiling gaily. She wouldn't give him a moment for another word, but ran along the passage and opened the big outer door.

 Could they leave each other like this? How could they? He stood on the step and she just inside holding the door. It was not raining now.

 "You've hurt me–hurt me," said her heart. "Why don't you go? No, don't go. Stay. No–go!" And she looked out upon the night.

 She saw the beautiful fall of the steps, the dark garden ringed with glittering ivy, on the other side of the road the huge bare willows and above them the sky big and bright with stars. But of course he would see nothing of all this. He was superior to it all. He–with his wonderful "spiritual" vision!

 She was right. He did see nothing at all. Misery! He'd missed it. It was too late to do anything now. Was it too late? Yes, it was. A cold snatch of hateful wind blew into the garden. Curse life! He heard her cry "au revoir" and the door slammed.

 ("Psychology" by Katherine Mansfield)

 Text 7

 On the doorstep there stood an elderly virgin, a pathetic creature who simply idolized her (heaven knows why) and had this habit of turning up and ringing the bell and then saying, when she opened the door: "My dear, send me away!" She never did. As a rule she asked her in and let her admire everything and accepted the bunch of slightly soiled looking flowers–more than graciously. But to-day . . .

 "Oh, I am so sorry," she cried. "But I've got someone with me. We are working on some wood-cuts. I'm hopelessly busy all evening."

 "It doesn't matter. It doesn't matter at all, darling," said the good friend. "I was just passing and I thought I'd leave you some violets." She fumbled down among the ribs of a large old umbrella. "I put them down ch a good place to keep flowers out of the wind. Here they are," she said, shaking out a little dead bunch.

 For a moment she did not take the violets. But while she stood just inside, holding the door, a strange thing happened. Again she saw the beautiful fall of the steps, the dark garden ringed with glittering ivy, the willows, the big bright sky. Again she felt the silence that was like a question. But this time she did not hesitate. She moved forward. Very softly and gently, as though fearful of making a ripple in that boundless pool of quiet she put her arms round her friend.

 "My dear," murmured her happy friend, quite overcome by this gratitude. "They are really nothing. Just the simplest little thrippenny bunch."

 But as she spoke she was enfolded–more tenderly, more beautifully embraced, held by such a sweet pressure and for so long that the poor dear's mind positively reeled and she just had the strength to quaver: "Then you really don't mind me too much?"

 "Good night, my friend," whispered the other. "Come again soon."

 "Oh, I will. I will."

 This time she walked back to the studio slowly, and standing in the middle of the room with half-shut eyes she felt so light, so rested, as if she had woken up out of a childish sleep. Even the act of breathing was a joy. . . .

 ("Psychology" by Katherine Mansfield)

Text 8

 But pray don't imagine that those brackets are a confession of my humility before the mystery of the human soul. Not at all; I don't believe in the human soul. I never have. I believe that people are like portmanteaux–packed with certain things, started going, thrown about, tossed away, dumped down, lost and found, half emptied suddenly, or squeezed fatter than ever, until finally the Ultimate Porter swings them on to the Ultimate Train and away they rattle. . . .

 Not but what these portmanteaux can be very fascinating. Oh, but very! I see myself standing in front of them, don't you know, like a Customs official.

 "Have you anything to declare? Any wines, spirits, cigars, perfumes, silks?"

 And the moment of hesitation as to whether I am going to be fooled just before I chalk that squiggle, and then the other moment of hesitation just after, as to whether I have been, are perhaps the most thrilling instants in life. Yes, they are, to me.

 But before I started that long and rather far-fetched and not frightfully original digression, what I meant to say quite simply was that there are no portmanteaux to be examined here because the clientele of this cafй, ladies and gentlemen, does not sit down. No, it stands at the counter, and it consists of a handful of workmen who come up from the river, all powdered over with white flour, lime or something, and a few soldiers, bringing with them thin, dark girls with silver rings in their ears and market baskets on their arms.

 Madame is thin and dark, too, with white cheeks and white hands. In certain lights she looks quite transparent, shining out of her black shawl with an extraordinary effect. When she is not serving she sits on a stool with her face turned, always, to the window. Her dark-ringed eyes search among and follow after the people passing, but not as if she was looking for somebody. Perhaps, fifteen years ago, she was; but now the pose has become a habit. You can tell from her air of fatigue and hopelessness that she must have given them up for the last ten years, at least...

 ("Je Ne Parle Pas Francais." by Katherine Mansfield)

Text 9

 And then there is the waiter. Not pathetic–decidedly not comic. Never making one of those perfectly insignificant remarks which amaze you so coming from a waiter (as though the poor wretch were a sort of coffee-pot and a wine bottle and not expected to hold so much as a drop of anything else). He is grey, flat-footed, and withered, with long, brittle nails that set your nerves on edge while he scrapes up your two sous. When he is not smearing over the table or flicking at a dead fly or two, he stands with one hand on the back of a chair, in his far too long apron, and over his other arm the three-cornered dip of dirty napkin, waiting to be photographed in connexion with some wretched murder. "Interior of Cafй where Body was Found." You've seen him hundreds of times.

 Do you believe that every place has its hour of the day when it really does come alive? That's not exactly what I mean. It's more like this. There does seem to be a moment when you realize that, quite by accident, you happen to have come on to the stage at exactly the moment you were expected. Everything is arranged for you–waiting for you. Ah, master of the situation ! You fill with important breath. And at the same time you smile, secretly, slyly, because Life seems to be opposed to granting you these entrances, seems indeed to be engaged in snatching them from you and making them impossible, keeping you in the wings until it is too late, in fact. . . . Just for once you've beaten the old hag.

 I enjoyed one of these moments the first time I ever came in here. That's why I keep coming back, I suppose. Revisiting the scene of my triumph, or the scene of the crime where I had the old bitch by the throat for once and did what I pleased with her.

 ("Je Ne Parle Pas Francais." by Katherine Mansfield)

Text 10

 Query: Why am I so bitter against Life? And why do I see her as a rag-picker on the American cinema, shuffling along wrapped in a filthy shawl with her old claws crooked over a stick?

 Answer: The direct result of the American cinema acting upon a weak mind.

 Anyhow, the "short winter afternoon was drawing to a close," as they say, and I was drifting along, either going home or not going home, when I found myself in here, walking over to this seat in the corner.

 I hung up my English overcoat and grey felt hat on that same peg behind me, and after I had allowed the waiter time for at least twenty photographers to snap their fill of him, I ordered a coffee.

 He poured me out a glass of the familiar, purplish stuff with a green wandering light playing over it, and shuffled off, and I sat pressing my hands against the glass because it was bitterly cold outside.

 Suddenly I realized that quite apart from myself, I was smiling. Slowly I raised my head and saw myself in the mirror opposite. Yes, there I sat, leaning on the table, smiling my deep, sly smile, the glass of coffee with its vague plume of steam before me and beside it the ring of white saucer with two pieces of sugar.

 I opened my eyes very wide. There I had been for all eternity, as it were, and now at last I was coming to life. . . .

 It was very quiet in the cafй. Outside, one could just see through the dusk that it had begun to snow. One could just see the shapes of horses and carts and people, soft and white, moving through the feathery air. The waiter disappeared and reappeared with an armful of straw. He strewed it over the floor from the door to the counter and round about the stove with humble, almost adoring gestures. One would not have been surprised if the door had opened and the Virgin Mary had come in, riding upon an ass, her meek hands folded over her big belly. . . .

 ("Je Ne Parle Pas Francais." by Katherine Mansfield)

Text 11

 That's rather nice, don't you think, that bit about the Virgin? It comes from the pen so gently; it has such a "dying fall." I thought so at the time and decided to make a note of it. One never knows when a little tag like that may come in useful to round off a paragraph. So, taking care to move as little as possible because the "spell" was still unbroken (you know that?), I reached over to the next table for a writing pad.

 No paper or envelopes, of course. Only a morsel of pink blotting-paper, incredibly soft and limp and almost moist, like the tongue of a little dead kitten, which I've never felt.

 I sat–but always underneath, in this state of expectation, rolling the little dead kitten's tongue round my finger and rolling the soft phrase round my mind while my eyes took in the girls' names and dirty jokes and drawings of bottles and cups that would not sit in the saucers, scattered over the writing pad.

 They are always the same, you know. The girls always have the same names, the cups never sit in the saucers; all the hearts are stuck and tied up with ribbons.

 But then, quite suddenly, at the bottom of the page, written in green ink, I fell on to that stupid, stale little phrase: Je ne parle pas francais.

 There ! it had come–the moment–the geste! and although I was so ready, it caught me, it tumbled me over; I was simply overwhelmed. And the physical feeling was so curious, so particular. It was as if all of me, except my head and arms, all of me that was under the table, had simply dissolved, melted, turned into water. Just my head remained and two sticks of arms pressing on to the table. But, ah! the agony of that moment! How can I describe it? I didn't think of anything. I didn't even cry out to myself. Just for one moment I was not. I was Agony, Agony, Agony.

 ("Je Ne Parle Pas Francais." by Katherine Mansfield)

 Text 12

 Then it passed, and the very second after I was thinking: "Good God! Am I capable of feeling as strongly as that? But I was absolutely unconscious! I hadn't a phrase to meet it with! I was overcome! I was swept off my feet! I didn't even try, in the dimmest way, to put it down!"

 And up I puffed and puffed, blowing off finally with: "After all I must be first-rate. No second-rate mind could have experienced such an intensity of feeling so . . . purely."

 The waiter has touched a spill at the red stove and lighted a bubble of gas under a spreading shade. It is no use looking out of the window, Madame; it is quite dark now. Your white hands hover over your dark shawl. They are like two birds that have come home to roost. They are restless, restless. . . . You tuck them, finally, under your warm little armpits.

 Now the waiter has taken a long pole and dashed the curtains together. "All gone," as children say.

 And besides, I've no patience with people who can't let go of things, who will follow after and cry out. When a thing's gone, it's gone. It's over and done with. Let it go then ! Ignore it, and comfort yourself, if you do want comforting, with the thought that you never do recover the same thing that you lose. It's always a new thing. The moment it leaves you it's changed. Why, that's even true of a hat you chase after; and I don't mean superficially –I mean profoundly speaking . . . I have made it a rule of my life never to regret and never to look back. Regret is an appalling waste of energy, and no one who intends to be a writer can afford to indulge in it. You can't get it into shape; you can't build on it; it's only good for wallowing in. Looking back, of course, is equally fatal to Art. It's keeping yourself poor. Art can't and won't stand poverty.

 ("Je Ne Parle Pas Francais." by Katherine Mansfield)

Text 13

 Je ne parle pas francais. Je ne parle pas francais. All the while I wrote that last page my other self has been chasing up and down out in the dark there. It left me just when I began to analyse my grand moment, dashed off distracted, like a lost dog who thinks at last, at last, he hears the familiar step again.

 "Mouse! Mouse! Where are you? Are you near? Is that you leaning from the high window and stretching out your arms for the wings of the shutters? Are you this soft bundle moving towards me through the feathery snow? Are you this little girl pressing through the swing-doors of the restaurant? Is that your dark shadow bending forward in the cab? Where are you? Where are you? Which way must I turn? Which way shall I run? And every moment I stand here hesitating you are farther away again. Mouse! Mouse!"

 Now the poor dog has come back into the cafй, his tail between his legs, quite exhausted.

 "It was a . . . false . . . alarm. She's nowhere . . . to . . . be seen."

 "Lie down then! Lie down! Lie down!"

 My name is Raoul Duquette. I am twenty-six years old and a Parisian, a true Parisian. About my family–it really doesn't matter. I have no family; I don't want any. I never think about my childhood. I've forgotten it. In fact, there's only one memory that stands out at all. That is rather interesting because it seems to me now so very significant as regards myself from the literary point of view. It is this.

 When I was about ten our laundress was an African woman, very big, very dark, with a check handkerchief over her frizzy hair. When she came to our house she always took particular notice of me, and after the clothes had been taken out of the basket she would lift me up into it and give me a rock while I held tight to the handles and screamed for joy and fright. I was tiny for my age, and pale, with a lovely little half-open mouth–I feel sure of that.

 ("Je Ne Parle Pas Francais." by Katherine Mansfield)

Text 14

 One day when I was standing at the door, watching her go, she turned round and beckoned to me, nodding and smiling in a strange secret way. I never thought of not following. She took me into a little outhouse at the end of the passage, caught me up in her arms and began kissing me. Ah, those kisses! Especially those kisses inside my ears that nearly deafened me.

 When she set me down she took from her pocket a little round fried cake covered with sugar, and I reeled along the passage back to our door.

 As this performance was repeated once a week it is no wonder that I remember it so vividly. Besides, from that very first afternoon, my childhood was, to put it prettily, "kissed away." I became very languid, very caressing, and greedy beyond measure. And so quickened, so sharpened, I seemed to understand everybody and be able to do what I liked with everybody.

 I suppose I was in a state of more or less physical excitement, and that was what appealed to them. For all Parisians are more than half–oh, well, enough of that. And enough of my childhood, too. Bury it under a laundry basket instead of a shower of roses and passons oultre.

 I date myself from the moment that I became the tenant of a small bachelor flat on the fifth floor of a tall, not too shabby house, in a street that might or might not be discreet. Very useful, that. . . . There I emerged, came out into the light, and put out my two horns with a study and a bedroom and a kitchen on my back. And real furniture planted in the rooms. In the bedroom a wardrobe with a long glass, a big bed covered with a yellow puffed-up quilt, a bed table with a marbled top, and a toilet set sprinkled with tiny apples. In my study–English writing table with drawers, writing chair with leather cushions, books, arm-chair, side table with paper-knife and lamp on it, and some nude studies on the walls. I didn't use the kitchen except to throw old papers into.

 ("Je Ne Parle Pas Francais." by Katherine Mansfield)

 Text 15

 All the same I had no more money than I have now. It's extraordinary how one can live without money. . . . I have quantities of good clothes, silk underwear, two evening suits, four pairs of patent leather boots with light uppers, all sorts of little things, like gloves and powder boxes and a manicure set, perfumes, very good soap, and nothing is paid for. If I find myself in need of right-down cash–well, there's always an African laundress and an outhouse, and I am very frank and bon enfant about plenty of sugar on the little fried cake afterwards. . . .

 And here I should like to put something on record. Not from any strutting conceit, but rather with a mild sense of wonder. I've never yet made the first advances to any woman. It isn't as though I've known only one class of woman–not by any means. But from little prostitutes and kept women and elderly widows and shop girls and wives of respectable men, and even advanced modern literary ladies at the most select dinners and soirйes (I've been there), I've met invariably with not only the same readiness, but with the same positive invitation. It surprised me at first. I used to look across the table and think "Is that very distinguished young lady, discussing le Kipling with the gentleman with the brown beard, really pressing my foot?" And I was never really certain until I had pressed hers.

 Curious, isn't it? I don't look at all like a maiden's dream. . . .

 I am little and light with an olive skin, black eyes with long lashes, black silky hair cut short, tiny square teeth that show when I smile. My hands are supple and small. A woman in a bread shop once said to me: "You have the hands for making fine little pastries." I confess, without my clothes I am rather charming. Plump, almost like a girl, with smooth shoulders, and I wear a thin gold bracelet above my left elbow.

 ("Je Ne Parle Pas Francais." by Katherine Mansfield)

**БЛОК D**

Экзаменационные вопросы по курсу «Лексикология»

1. Лексикология как область языкознания: предмет, задачи, связь с другими науками. Методы лексикологического анализа.

2. Слово как базовая единица языка. Понятие «семантического треугольника»

и «семантической трапеции». Фонетическая, морфологическая и семантическая мотивированность слова.

3. Морфологическая структура английского слова. Типы морфем. Семантическая и структурная классификации морфем. Морфологическая классификация лексики. Методы анализа морфологической структуры слова.

4. Словообразование и его типы в современном английском языке (общая характеристика). Понятие словообразовательного гнезда.

5. Аффиксация как способ словообразования. Характеристика и классификации аффиксов. Полуаффиксы.

6. Словосложение как способ словообразования. Характеристика и классификации сложных слов. Проблема выделения критериев диагностики

сложных слов.

7. Конверсия как способ словообразования. Продуктивные и непродуктивные

конверсионные модели.

8. Сокращение как способ словообразования. Классификация сокращений. Отношения между сокращением и его прототипом.

9. Непродуктивные способы словообразования (реверсия, звукоподражание, чередование звука, сдвиг ударения, редупликация).

10. Лексическое значение слова и его компоненты. Соотношение лексического значения слова и понятия. Компонентный анализ как метод изучения лексического значения слова.

11. Полисемия. Многозначное слово и его семантическая структура. Типы отношений между значениями многозначного слова. Проблема разграничения многозначных и омонимичных форм.

12. Семантические изменения значения слова и их типы. Лингвистические и

экстралингвистические причины семантических изменений значения слова.

13. Фразеология как раздел лексикологии. Устойчивые словосочетания и фразеологические единицы: определение, характеристика, классификации.

14. Фразеология как раздел лексикологии. Коммуникативные фразеологические единицы: пословицы, поговорки, эпиграммы, клише. Проблема диагностики коммуникативных ФЕ.

15. Омонимия и ее истоки. Определение, природа и классификация омонимов. Омонимы и паронимы. Малопропизмы.

16. Синонимия и ее истоки. Определение и классификации синонимов. Понятие синонимического ряда и синонимической доминанты. Гиперогипонимические отношения в лексическом составе языка.

17. Антонимия. Антонимы: определение, общая характеристика, семантическая и структурная классификации.

18. Лексический состав языка как адаптивная система. Изменение словарного

состава языка. Понятие неологизмов и устаревших слов. New English. PC English.

19. Этимологическая классификация лексики. Характеристика исконной и заимствованной лексики. Типы ассимиляции заимствований. Интернационализмы.

20. Лексический состав языка как система взаимозависимых лексических подсистем. Принципы семантической классификации лексики (общая характеристика). Несемантические группировки слов.

21. Системность лексического состава языка. Морфологические и лексикограмматические группировки слов. Тематические и идеографические

группировки слов. Понятие семантического поля.

22. Системность лексического состава языка. Группировки эмоционально окрашенных и эмоционально нейтральных слов.

23. Функционально – стилистическая классификация лексики. Понятия функционального стиля и регистра. Группировки стилистически маркированной и стилистически нейтральной лексики.

24. Региональные варианты английского языка. Лексические особенности американского варианта английского языка.

25. Региональные диалекты английского языка. Лексические особенности шотландского, ирландского диалекта. Диалект Кокни.

 Лексикология английского языка

Билет № 1

1. General etymological characteristics of English vocabulary. Native word-stock of English.

2. Types of lexical meaning. Denotation and connotation.

3. Final research work.

Билет № 2

1. Amelioration and pejoration of meaning.

2. Antonyms in English.

3. Final research work.

Билет № 3

1. Archaisms in English.

2. Back formation.

3. Final research work.

Билет № 4

1. Classification of phraseological units.

2. Componential structure of meaning.

3. Final research work.

Билет № 5

1. Composition.

2. Contextual analysis. Types of context.

3. Final research work.

Билет № 6

1. Conversion.

2. Derivation (Affixation).

3. Final research work.

Билет № 7

1. Discrimination between homonymy and polysemy.

2. English outside Great Britain.

3. Final research work.

Билет № 8

1. The history of British Lexicography

2. General etymological characteristics of English vocabulary. Native word-stock of English.

3. Final research work.

Билет № 9

1. General problems of English phraseology. Criteria of phraseology. Sources of

phraseology.

2. Hyperbole, litotes, irony, euphemism.

3. Final research work.

Билет № 10

1. General problems of word-theory. Aspects of the word; the problem of the definition of the word.

2. Homonyms in English. Types of homonyms.

3. Final research work.

Билет № 11

1. General problems of meaning; meaning as the object of study of linguistics; definition; types of linguistic meaning.

2. International words. Hybrids. Etymological doublets.

3. Final research work.

Билет № 12

1. Metaphor and Metonymy.

2. The history of American Lexicography

3. Final research work.

Билет № 13

1. Morphemes in English; types of morphemes; free and bound forms; allomorphs;

semi-affixes; dubious cases of morphemic segmentability.

2. Neologisms in English.

3. Final research work.

Билет № 14

1. Morphemic types of words. Method of morphemic analysis.

2. Polysemy and semantic structure of the word. Polysemy and context.

3. Final research work.

Билет № 15

1. Semantic change: its types and causes. Results of semantic change.

2. Shortening.

3. Final research work.

Билет № 16

1. Sources and ways of borrowing in English.

2. Specialization and generalization of meaning.

3. Final research work.

Билет № 17

1. Synonyms in English.

2. The notion of system in vocabulary. Types of system relations. Types of lexical

subsystems.

3. Final research work.

Составитель: доц. Махмутова А.Н. Зав. каф. англ. яз. проф. Багаутдинова Г.А

Билет № 18

1. The object of lexicology. Its practical and theoretical value, its connection with other branches of linguistics.

2. The problem of the motivation of the word.

3. Final research work.

Билет № 19

1. The word-building system of English. Types of word-building; their productivity.

2. Types of borrowing. Assimilation of borrowings in English.

3. Final research work.

Билет № 20

1. Types of lexical meaning. Denotation and connotation.

2. Variation of the word and the problem of the sameness of the word.

3. Final research work.

 Примерные вопросы для зачёта:

**I. Dynamics of English vocabulary**

1. What is the volume of present-day English vocabulary as compared with its earlier periods?

2. What are the functional and the recognition vocabulary of an educated speaker?

3. What ways of enlarging and enriching vocabulary are there in English?

4. What are neologisms? What ways of forming neologisms are productive in present-day English? What spheres of communication are rich in neologisms?

5. What are archaisms? What is the difference between historisms and archaisms in

the proper sense of the word?

**II. Etymological characteristics of English vocabulary**

1. What is the rate of borrowed words in English?

2. What words are defined as native? What is there origin?

3. What are the sources of borrowing in English? What languages made the greatest contribution to English vocabulary?

4. Characterize the periods of borrowing from Latin.

5. Characterize French borrowings.

6. What are the peculiarities of the impact of Scandinavian dialects on English vocabulary?

7. What types of borrowing are there?

8. What is assimilation of borrowings? What types of assimilation are there? What are partially assimilated words? Which kind of borrowings is more easily assimilated?

9. What are hybrids?

10. What are etymological doublets? How do they come about?

11. What are international words? What are their sources? What are pseudointernational words?

**III. Word-building in English**

1. What is word-formation? What is word-creation?

2. What is the word-building base in the case of word-formation?

3. What is the productivity of a word-building type?

4. What types of word-formation and word-creation are there? Which are productive?

5. What is affixation?

6. How can affixes be classified according to their productivity? Which are productive in present-day English?

7. What is the origin of English derivational affixes?

8. How can affixes be classified from the functional and semantic viewpoints?

9. How can valency of the word-building elements be characterized?

10. What is composition? In what parts of speech is it productive today?

11. What are the ways of forming compounds?

12. What structural types of stems can be compounded?

13. What patterns of compound words are there in English today (part of speech approach)?

14. What are syntactic / asyntactic compounds? What are coordinative / subordinative compounds?

15. What are endocentric and exocentric compounds?

16. What are idiomatic and non-idiomatic compounds?

17. What is conversion? What is the word-building means in the case of conversion? What is the productivity of this word-building type?

18. What are the structural characteristics of converted words?

19. Words of what parts of speech can be converted into verbs? Into nouns?

20. Can adjectives be formed in this way?

21. What typical semantic relations can exist between the original and the converted word?

22. What is the historical background of this word-building type?

23. What types of shortening are there? What is the productivity of shortening?

24. What is clipping?

25. What types of clipping are there according to the position of the clipped part?

26. What are the semantic and stylistic characteristics if clippings?

27. What is acronymy? What are the structural, semantic, stylistic characteristics of acronyms?

28. What is blending? Is it productive?

29. What semantic and structural types of blends are there?

30. What is back-formation? What are the causes of this word-building type? Is it productive?

31. What are the most frequent suffixes to be subtracted?

32. Set off back-formation from suffixation and shortening.

**IV. The meaning of the word**

1. What does the referential approach to the definition of meaning consist in? What are its faults and merits?

2. What are the faults and merits of the functional approach to the definition of meaning?

3. What definition of meaning is current in today’s linguistics in Russia?

4. What is grammatical meaning?

5. What is lexical meaning? What are its characteristics? Is it the same as notion?

6. What are part of speech and grammatical meanings?

7. What are the types of lexical meaning? What is the denotative meaning of the word?

8. What types of connotation are there?

9. What is a seme? What other terms are there for the notion?

10. How can the componential structure of meaning be analyzed?

11. What are markers? What are distinguishers?

**V. Semantic change**

1. What are the causes of semantic change?

2. What are the results of semantic change?

3. What types of semantic change are there?

4. What is metaphor based on?

5. What is metonymy based on?

6. What types of similarity between different objects can underlie metaphoric transfer?

7. What types of contiguity underlie metonymic transfer?

8. What is the difference between linguistic and stylistic metaphor/metonymy?

9. What is antonomasia? What is synecdoche?

10. What processes underlie specialization and generalization of meaning, psychological associations or changes in the notions reflected in the meaning of a word?

11. Why is generalization of meaning typical of colloquial speech? What is delexicalization of meaning?

12. What semantic changes take place in the case of amelioration and pejoration of the meaning of the word? What are the causes of these types of semantic change?

13. What is hyperbole? What is litotes? What kind of speech are they characteristic of?

14. What is irony as a type of semantic change?

15. What are the causes of euphemistic use of words?

16. Characterize political correctness as a specific type of euphemism.

**VI. Polysemy**

1. What is polysemy? What are its causes?

2. What is the interrelation between polysemy and frequency of a word? What is

average number of meanings in the most frequent English words?

3. What is the means of disambiguating a polysemantic word? What is contextual meaning?

4. What is the semantic structure of polysemantic words? What is a lexico-semantic variant of a polysemantic word?

5. What two main types of relations exist between meanings of a polysemantic word?

6. What main types of semantic structures of polysemantic words are there?

7. How are meanings of polysemantic words classified from the diachronic point of view?

8. What types of meanings are there from the stylistic point of view?

9. What is the synchronic classification of meanings of a polysemantic word?

**VII. Homonyms in English**

1. What are homonyms?

2. What bases for classifying homonyms are there?

3. What types of homonyms are there from the point of view of their form?

4. How are homonyms classified from the point of view of their paradigms?

5. What types of homonyms are there from the semantic point of view?

6. What are the sources of homonyms in English?

7. What are paronyms?

**VIII. Synonyms in English**

1. What are the criteria of synonymity?

2. What is the semantic criterion? What types of semantic similarity and difference are possible? What degree of semantic similarity is necessary?

3. What is the functional criterion? What degree of functional similarity is necessary?

4. What types of synonyms are there?

5. What is the sunonymic dominant?

6. What are the sources of synonymy in English?

**IX. Antonyms in English. Conversives**

1. How are antonyms defined?

2. What types of opposition between notions can antonyms be based on?

3. What are antonyms proper? What type of opposition underlies them?

4. What are complementary terms? What type of opposition are they based on?

5. What are the semantic and functional differences between antonyms proper and complementary terms?

6. How are antonyms classified from the morphological point of view?

7. What are the semantic types of antonyms?

8. What types of antonymic context are there?

9. What are conversives?

**X. English phraseology**

1. What is the place of phraseological units in language with regard to words and free word-groups?

2. What are the criteria of phraseology?

3. What is stability of a phraseological unit?

4. What is idiomaticity of a phraseological unit?

5. Do proverbs belong to phraseology?

6. Are phrasal verbs a part of the phraseological system?

7. What classifications have been used in the study of phraseology?

8. What types of phraseological units are there from the functional point of view?

9. What classification dud V.V.Vinogradov suggest? What are its faults and merits?

10. What are the principals of A.V. Koonin’s approach of the study phraseology?

11. What are the sources of phraseology in English?

**XI. Lexical peculiarities of local varieties of English**

1. Where is English spoken nowadays? What is meant by the phrase «English as a global language»?

2. What is the historical background of the formation of the lexical system of American English?

3. What are «pure Americanisms»?

4. What relations exist between the lexical units of AE and BE?

5. What are the peculiarities of American English word-building system?

6. What is status of American (Canadian, Australian) English?

7. What are the relations between the different varieties of English nowadays?

**XII. English lexicography**

1. What is the history of English lexicography?

2. What types of dictionaries are there?

3. What types of linguistic dictionaries are there according to:

a) the target reader;

b) the choice of lexical units to be included in the word list;

c) the type of information suggested in the entry;

d) the language used in the right-hand part of the entry?

4. What are the main problems of lexicography?

 **Раздел 3. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и опыта деятельности, характеризующих этапы формирования компетенций**

Основными этапами формирования компетенций по дисциплине при изучении студентами дисциплины являются последовательное изучение содержательно связанных между собой разделов. В целом по дисциплине оценка «отлично» ставится в следующих случаях:

- студент демонстрирует глубокие знания по излагаемой проблеме, делает выводы по теоретическому изложению материала, умело иллюстрирует примерами, без ошибок справляется с практическим заданием, показывает умение вести дискуссию по данной проблеме, выполняется коммуникативная задача, логичность и связанность высказывания;

- «хорошо» - студент освещает основные аспекты данной проблемы, делает выводы, хорошо справляется с практическим заданием, реагирует на вопросы преподавателя, провоцирующие дискуссию, решает коммуникативную задачу высказывания, допускает 1-2 лексико-грамматические ошибки;

- «удовлетворительно» - студент недостаточно полно освещает теоретические вопросы, делает некоторые ошибки при выполнении практического задания, не может продемонстрировать умения вести дискуссию, нарушается логичность и связанность высказывания. Допускает 4-5 лексико-грамматических и фонетических ошибок в устном сообщении, искажающие смысл высказывания.

- «неудовлетворительно» ставится, если студент недостаточно полно освещает теоретические вопросы, не может справиться с практическим заданием, не может дать правильный ответ на дополнительный вопрос, отсутствие логичности и связанность высказывания. Допускает грубые лексико-грамматические и фонетические ошибки в устном сообщении, искажающие смысл высказывания.

При оценивании результатов обучения: знания, умения, навыки и опыта деятельности (владения) в процессе формирования заявленных компетенций используются различные формы оценочных средств текущего, рубежного и итогового контроля (промежуточной аттестации).

**Рекомендации к компонентному составу оценочных материалов**

|  |  |  |
| --- | --- | --- |
| Формы контроля | Виды контроля  | Состав оценочных материалов |
| Для обучающегося | Для экзаменатора |
| Промежуточная аттестация – итоговый контроль по дисциплине | Зачет | Вопросы к зачету | Критерии оценивания представлены в методических указаниях по освоению дисциплины |
| Текущий контроль - контроль самостоятельной работы студентов | Тестирование | Бланк с тестовыми заданиями (в случае бланковой формы тестирования) и инструкция по заполнению.Доступ к тесту в системе компьютерного тестирования и инструкции по работе в системе. | Банк тестовых заданийИнструкция по обработке результатов |
| Устное собеседование(учебно-речевая ситуация) | Вопросы для собеседования и перечень дискуссионных тем представлены в методических указаниях к практическим занятиям (семинарским) | Критерии оценивания представлены в методических указаниях по освоению дисциплины |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Оценочные средства | Критерий для оценки «5» | Критерий для оценки «4» | Критерий для оценки «3» | Критерий для оценки «2» |
| Задания блока А.0 | Процент правильных ответов составляет 85% и более | Процент правильных ответов составляет от 66% до 84%  | Процент правильных ответов составляет от 50% до 65% | Процент правильных ответов составляет менее 50% |
| Задания блока А.1 | продемонстрировано глубокое знание по теме практического занятия, полно излагает материал, продемонстрировано отличное владение терминологией, проявлено умение убеждать с использованием логичных доводов, приводит необходимые примеры не только из учебной литературы, но и самостоятельно составленные | формулирует полный правильный ответ на вопросы практического занятия с соблюдением логики изложения материала, но допускает при ответеотдельные неточности, не имеющие принципиального характера, недостаточно четко и полно отвечает на уточняющие и дополнительные вопросы | продемонстрировал неполные знания, допускает ошибки и неточности при ответе на вопросы практического занятия, продемонстрировал неумение логически выстроить материал ответа и формулировать свою позицию по проблемным вопросам  | не способен сформулировать ответ по вопросам практического занятия (семинара); дает неверные, содержащие фактические ошибки ответы на вопросы практического занятия (семинара); не способен ответить на дополнительные и уточняющие вопросы.Неудовлетворительная оценка выставляется в случае отказа отвечать навопросы практического занятия |
| Задания блока Б | демонстрирует полный и правильный ответ, изложенный в определенной логической последовательности; если студент свободно оперирует лингвистическими законами; анализирует языковые и правовые явления, используя различные источники информации; делает творчески обоснованные выводы. Допускается одна-две несущественные ошибки | демонстрирует полный и правильный ответ, изложенный в определенной логической последовательности; если студент умеет оперировать лингвистическими законами; анализирует языковые и правовые явления; делает обоснованные выводы. Допускаются одна-две ошибки | демонстрирует частично правильный и неполный ответ; нарушена логика ответа; если студент знает лингвистические законы, но оперирует ими слабо | ответы односложные «да», «нет»; аргументация отсутствует либо ошибочны ее основные положения; большинство важных фактов отсутствует, выводы не делаются. |
| Задания блока С | Задания выполнены полностью, в представленном решении обоснованно получен правильный ответ | задания выполнены полностью, но нет достаточного обоснования или при верном решении допущена ошибка, не влияющая на правильную последовательность рассуждений, и, возможно, приведшая к неверному ответу | задания выполнены частично, нет достаточного обоснования или при выполнении допущены ошибки, влияющие на правильную последовательность рассуждений, и, приведшие к неверному ответу | задания не выполнены или выполнены неверно. |
| Задания блока D  | отвечает полно, излагает изученный материал, даёт правильные определения языковых понятий; обнаруживает понимание материала, способен обосновать свои суждения, применить знания на практике, привести необходимые примеры не только по учебнику, но и самостоятельно составленные; излагает материал последовательно и правильно с точки зрения норм литературного языка. | даёт ответ, удовлетворяющий тем же требованиям, что и для отметки «5», но допускает 1-2 ошибки, которые сам же и исправляет, и 1-2 недочёта при речевом оформлении ответа. | обучающийся обнаруживает знание и понимание основных положений вопроса, но излагает материал неполно и допускает неточности в определении языковых понятий или формулировке правил; не умеет обосновать свои суждения и привести собственные примеры; излагает материал непоследовательно и допускает ошибки в речевом оформлении ответа. | ставится, если студент обнаруживает незнание большей части материала вопроса, допускает ошибки в формулировке определений и правил беспорядочно и неуверенно излагает материал. |