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Институт иностранных языков
Кафедра иностранных языков гуманитарных факультетов

УТВЕРЖДАЮ
Директор Института иностранных языков



Н.Н.Касаткина
«11» мая 2022 г.

Рабочая программа дисциплины
«Лексикология английского языка»

Направление подготовки
45.03.01 Филология

Направленность (профиль)
«Зарубежная филология (английский язык и литература)»

Форма обучения
очная

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| Программа одобрена на заседании кафедры от «13» апреля 2022 года, протокол № 8 | Программа одобрена НМК Института иностранных языков протокол № 8 от « 20 » апреля 2022года |
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Ярославль

1. Цели освоения дисциплины

Целями освоения дисциплины «**Лексикология английского языка**» являются:

- формирование у студентов научного представления о словарном составе английского языка на современном этапе его развития и в историческом ракурсе, в социальном и прагматическом аспекте;
- всестороннее изучение конкретных языковых фактов и выявление общей характеристики словарного состава английского языка;
- формирование у студентов лингвистического мышления и критического подхода к изучаемому материалу, умения пользоваться соответствующим понятийным аппаратом, аналитически осмысливать и обобщать теоретические положения и применять их на практике.

2. Место дисциплины в структуре ОП бакалавриата

Дисциплина «Лексикология английского языка» относится к обязательной части образовательной программы.

Курс «Лексикология английского языка» носит комплексный характер. Основной объект лексикологии – слово – рассматривается в единстве всех своих характеристик: фонетических, грамматических, семантических, стилистических. Следовательно, освоение курса лексикологии предполагает знания и умения, приобретенные студентами ранее при изучении практического курса английского языка, а также таких теоретических дисциплин, как «Введение в языкознание», «Введение в спецфилологию», «Введение в теорию коммуникации», «Теоретическая фонетика», «Теоретическая грамматика». В свою очередь курс лексикологии позволяет подготовить студентов к дальнейшему овладению теорией языка и научно-исследовательской работе, способствует развитию профессиональной компетенции будущего бакалавра.

3. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения ОП бакалавриата

Процесс изучения дисциплины направлен на формирование следующих элементов компетенций в соответствии с ФГОС ВО, ОП ВО и приобретения следующих знаний, умений, навыков и (или) опыта деятельности:

| Формируемая компетенция (код и формулировка) | Индикатор достижения компетенции (код и формулировка) | Перечень планируемых результатов обучения |
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| Общепрофессиональные компетенции | | |
| ОПК-2 - Способен использовать в профессиональной деятельности, в том числе педагогической, основные положения и концепции в области общего языкознания, теории и истории основного изучаемого языка (языков), теории коммуникации | ОПК-2.1 - Знает основные положения и концепции в области общего языкознания, теории и истории основного изучаемого языка (языков), теории коммуникации, лингвистической терминологии | Знать: основные понятия, термины, положения, принципы и подходы лексикологии (способы номинации в языке, специфику словообразования, значение и смысловую структуру слова, полисемию слова, омонимию и ее источники, специфику сочетаемости лексических единиц, понятие свободных и устойчивых словосочетаний, фразеологических единиц) Уметь: структурировать и обобщать теоретический материал, применять знания основных положений и концепций лексикологии английского языка Владеть: навыками выступлений с сообщениями и докладами, устного письменного и виртуального представления |

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| | | материалов собственного анализа |
| | ОПК-2.2 - Анализирует типовой языковой материал, типы коммуникации, применяя знания основных положений и концепций в области общего языкознания, теории и истории основного изучаемого языка (языков), теории коммуникации, лингвистической терминологии | Знать: основные принципы и подходы лексикологического анализа Уметь: использовать знания лингвистической терминологии и базовых концепций в области лексикологии английского языка для интерпретации языковых явлений Владеть: навыками лексикологического анализа |
| ОПК-4 - Способен осуществлять на базовом уровне сбор и анализ языковых и литературных фактов, филологический анализ и интерпретацию текста | И-ОПК-4_1 - Владеет методикой сбора и анализа языковых и литературных фактов. | Знать: основные подходы к анализу лексики английского языка; роль и функции морфем в структуре слова, роль и функции сем в значении слова Уметь: производить морфологический анализ слова; вычленять семы в структуре значения слова Владеть: навыками сбора и анализа англоязычной лексики |
| | И-ОПК-4_2 - Осуществляет филологический анализ и интерпретацию текста. | Знать: основные принципы лексического анализа текста Уметь: использовать знания лингвистической терминологии и базовых концепций в области лексикологии английского языка для интерпретации текста Владеть: навыками лексического анализа текста |

4. Объем, структура и содержание дисциплины

Общая трудоемкость дисциплины составляет 5 зачетных единиц, 180 акад. часов.

| № п/п | Темы (разделы) дисциплины, их содержание | Семестр | Виды учебных занятий, включая самостоятельную работу студентов, и их трудоемкость (в академических часах) | | | | | Формы текущего контроля успеваемости Форма промежуточной аттестации (по семестрам) | |
|----------|--|---------|---|--------------|--------------|--------------|-----------------------------|--|--------------|
| | | | Контактная работа | | | | | | |
| | | | лекции | практические | лабораторные | консультации | аттестационные испытания | самостоятельная работа | |
| 1 | Лексикология как раздел лингвистики. Предмет и задачи лексикологии. Слово как основная единица языка. Связь лексикологии с другими лингвистическими дисциплинами (фонетика, грамматика, стилистика). | 5 | 4 | 2 | | 1 | | 4 | устный опрос |

| | | | | | | | | |
|--------------------|--|---|----|----|--|----|-----|---|
| 2 | Общая характеристика словарного состава современного английского языка. Объем словаря и его особенности. Этимологическая характеристика словарного состава английского языка. Исконная и заимствованная лексика. Ассимиляция заимствований. | 5 | 4 | 2 | | | 8 | практическое задание, устный опрос |
| 3 | Морфологическая структура английских слов. Морфема, типы морфем. Основные типы морфологических структур слов в английском языке. | 5 | 4 | 4 | | 1 | 6 | практическое задание |
| 4 | Словообразование в современном английском языке. Аффиксация, конверсия и словосложение как продуктивные способы словообразования в современном английском языке. Сокращение и другие словообразовательные способы. | 5 | 4 | 4 | | 1 | 8 | практическое задание, устный опрос |
| 5 | Лексическая семантика. Семантическая структура английского слова. Полисемия Изменение и развитие семантической структуры английского слова: расширение и сужение значения «возвышение» и «снижение» значения. Метафорический и метонимический переносы. | 5 | 4 | 4 | | 1 | 6 | практическое задание, устный опрос тест 1 |
| Всего за 5 семестр | | | 20 | 16 | | 4 | 32 | |
| 6 | Парадигматические отношения в лексико-семантической системе современного английского языка. Омонимия в английском языке. Определение и типы омонимов. Источники омонимии. Современные классификации омонимов. Проблемы омонимии и полисемии в английском языке. | 6 | 4 | 2 | | | 6 | практическое задание, устный опрос |
| 7 | Синонимические и антонимические отношения в лексической системе современного английского языка. Проблема определения синонимов. Критерии синонимичности. Классификация синонимов. Эвфемизмы. Антонимы в современном английском языке: определение, классификации. Отношения конверсности и несовместимости. Гипонимические отношения в лексике | 6 | 4 | 2 | | 1 | 6 | практическое задание, устный опрос |
| 8 | Синтагматические отношения в лексике современного английского языка. Лексическая и грамматическая валентность и сочетаемость слов. Основные типы словосочетаний. Фразеология современного английского языка. Понятие фразеологической единицы. Принципы классификации ФЕ. Классификация ФЕ В.В. Виноградова, А.И. Смирницкого, Н.Н. Амосовой, А.В. Кунина, Л. Смита. Пословицы и поговорки | 6 | 8 | 8 | | 2 | 12 | практическое задание, устный опрос |
| 9 | Особенности словарного состава английского языка за пределами Англии. Язык – вариант – диалект. Английский язык в США. Особенности словарного состава английского языка в Австралии, Новой Зеландии, Канаде. | 6 | 2 | 2 | | | 4 | практическое задание, устный опрос |
| 10 | Лексикография английского словаря. Типы словарей. | 6 | 2 | 2 | | 1 | 4 | устный опрос, практическое задание, презентации, тест 2 |
| 11 | | | | | | 2 | 0,5 | 33,5 |
| Всего за 6 семестр | | | 20 | 16 | | 6 | 0,5 | 65,5 |
| Всего | | | 40 | 32 | | 10 | 0,5 | 97,5 180 |

Содержание разделов

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| 1 | Лексикология как раздел лингвистики. Предмет и задачи лексикологии. Слово как основная единица языка. Связь лексикологии с другими лингвистическими дисциплинами (фонетика, грамматика, стилистика) |
| 2 | Общая характеристика словарного состава современного английского языка. Объем словаря и его особенности. Этимологическая характеристика словарного состава английского языка. Исконная и заимствованная лексика. Ассимиляция заимствований. |
| 3 | Морфологическая структура английских слов. Морфема, типы морфем. Основные типы морфологических структур слов в английском языке. |
| 4 | Словообразование в современном английском языке. Аффиксация, конверсия и словосложение как продуктивные способы словообразования в современном английском языке. Сокращение и другие словообразовательные способы. |
| 5 | Лексическая семантика. Семантическая структура английского слова. Полисемия. Изменение и развитие семантической структуры английского слова: расширение и сужение значения «возвышение» и «снижение» значения. Метафорический и метонимический переносы. |
| 6 | Парадигматические отношения в лексико-семантической системе современного английского языка. Омонимия в английском языке. Определение и типы омонимов. Источники омонимии. Современные классификации омонимов. Проблемы омонимии и полисемии в английском языке. |
| 7 | Синонимические и антонимические отношения в лексической системе современного английского языка. Проблема определения синонимов. Критерии синонимичности. Классификация синонимов. Эвфемизмы. Антонимы в современном английском языке: определение, классификации. Отношения конверсности и несовместимости. Гипонимические отношения в лексике |
| 8 | Синтагматические отношения в лексике современного английского языка. Лексическая и грамматическая валентность и сочетаемость слов. Основные типы словосочетаний. Фразеология современного английского языка. Понятие фразеологической единицы. Принципы классификации ФЕ. Классификация ФЕ В.В. Виноградова, А.И. Смирницкого, Н.Н. Амосовой, А.В. Кунина, Л. Смита. Пословицы и поговорки |
| 9 | Особенности словарного состава английского языка за пределами Англии. Язык – вариант – диалект. Английский язык в США. Особенности словарного состава английского языка в Австралии, Новой Зеландии, Канаде. |
| 10 | Лексикография английского словаря. Типы словарей. |

5. Образовательные технологии, используемые при осуществлении образовательного процесса по дисциплине

Вводная лекция-беседа – дает первое целостное представление о дисциплине и ориентирует студента в системе изучения данной дисциплины. Студенты знакомятся с назначением и задачами курса, его ролью и местом в системе учебных дисциплин, дается краткий обзор курса, анализ рекомендуемой учебно-методической литературы. На лекции также объясняются организационные особенности работы в рамках курса.

Практическое занятие – занятие, посвященное освоению конкретных умений и навыков и закреплению полученных при объяснении знаний.

Консультации – вид учебных занятий, являющийся одной из форм контроля самостоятельной работы студентов. На консультациях по просьбе студентов рассматриваются наиболее сложные моменты при освоении материала дисциплины, преподаватель отвечает на вопросы студентов, которые возникают у них в процессе самостоятельной работы.

В процессе обучения используются следующие технологии электронного обучения и дистанционные образовательные технологии:

6. Перечень лицензионного и (или) свободно распространяемого программного обеспечения, используемого при осуществлении образовательного процесса по дисциплине

В процессе осуществления образовательного процесса по дисциплине используются:

для формирования материалов для текущего контроля успеваемости и проведения промежуточной аттестации, для формирования методических материалов по дисциплине:

- программы Microsoft Office;
- Adobe Acrobat Reader.

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7. Перечень современных профессиональных баз данных и информационных справочных систем, используемых при осуществлении образовательного процесса по дисциплине

1. Электронные каталоги НБ ЯрГУ (http://www.lib.uniyar.ac.ru/opac/bk_cat_find.php)
2. Личный кабинет (http://lib.uniyar.ac.ru/opac/bk_login.php)
3. Электронная библиотека учебных материалов ЯрГУ (http://www.lib.uniyar.ac.ru/opac/bk_cat_find.php)
4. Электронно-библиотечная система «Юрайт» ([www. https://urait.ru/](http://www.urait.ru/))
5. Научная электронная библиотека «eLIBRARY.ru» - <http://elibrary.ru> (свободный доступ)
6. Реферативная база данных Web of Science - webofscience.com (доступ в сети университета и после регистрации из любой точки доступа к Интернету)

8. Перечень основной и дополнительной учебной литературы, ресурсов информационно-телекоммуникационной сети «Интернет», рекомендуемых для освоения дисциплины

а) основная литература

1. Антрушина, Г. Б. Лексикология английского языка. English Lexicology : учебник и практикум для вузов / Г. Б. Антрушина, О. В. Афанасьева, Н. Н. Морозова. — 8-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2022. — 196 с. — (Высшее образование). — ISBN 978-5-534-07119-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488911>
2. Гвишиани, Н. Б. Современный английский язык: лексикология : учебник для бакалавров / Н. Б. Гвишиани. — 3-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2021. — 273 с. — (Бакалавр. Академический курс). — ISBN 978-5-9916-2497-8. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/486310>

б) дополнительная литература

1. Лексикология: практикум по английскому языку: методические указания для студентов /сост.: Е.Ю. Колтышева, Е.В. Матвеева; Ярсл. гос. ун-т им. П.Г. Демидова. – Ярославль: ЯрГУ, 2014. – 76 с. (20 экз.) <http://www.lib.uniyar.ac.ru/edocs/iuni/20142104.pdf>
2. Минаева, Л. В. Лексикология и лексикография английского языка. English Lexicology and Lexicography : учебное пособие для вузов / Л. В. Минаева. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2022. — 202 с. — (Высшее образование). — ISBN 978-5-534-07766-7. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/492550>
3. Лексикология английского языка. Практикум : учебное пособие для вузов / О. В. Афанасьева [и др.] ; под общей редакцией О. В. Афанасьевой, О. В. Востриковой. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2022. — 233 с. — (Высшее

образование). — ISBN 978-5-534-10053-2. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/494977>

9. Материально-техническая база, необходимая для осуществления образовательного процесса по дисциплине

Материально-техническая база, необходимая для осуществления образовательного процесса по дисциплине включает в свой состав специальные помещения:

- учебные аудитории для проведения практических занятий (семинаров);
- учебные аудитории для проведения групповых и индивидуальных консультаций;
- учебные аудитории для проведения текущего контроля и промежуточной аттестации;
- помещения для самостоятельной работы;
- помещения для хранения и профилактического обслуживания технических средств обучения.

Специальные помещения укомплектованы средствами обучения, служащими для представления учебной информации большой аудитории.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа к электронной информационно-образовательной среде ЯрГУ.

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**Приложение №1 к рабочей программе дисциплины
«Лексикология английского языка»**

**Фонд оценочных средств
для проведения текущей и промежуточной аттестации студентов
по дисциплине «Лексикология английского языка»**

**1. Контрольные задания и иные материалы,
используемые в процессе текущего контроля успеваемости**

Задания для самостоятельной работы / текущего контроля

(Данные задания могут выполняться студентом самостоятельно, в таком случае преподавателем в обязательном порядке не проверяются. Также данные задания могут использоваться преподавателем для текущего контроля сформированности ОПК-2 индикаторы И-ОПК-2_1 и И-ОПК-2_2; ОПК-4, индикаторы И-ОПК-4_1 и И-ОПК-4_2)

Текущий контроль осуществляется в течение семестра в виде:

- устного опроса изучаемых тем
- практических заданий
- тестов

Опрос теоретического материала (устный опрос):

1. Фронтальный опрос перед лекцией с целью повторения материала предыдущей лекции.
2. Выявление неусвоенных моментов лекции (терминологии, основных теоретических положений) с помощью наводящих вопросов после лекции.

Практические задания:

выполняются по учебнику *Антрушина Г.Б., Афанасьева О.В., Морозова Н.Н. English Lexicology* в соответствии с планом практических занятий.

Тема 1 «Лексикология как раздел лингвистики. Предмет и задачи лексикологии. Слово как основная единица языка. Связь лексикологии с другими лингвистическими дисциплинами (фонетика, грамматика, стилистика)»

Вопросы для устного опроса:

Lexicology as a Branch of Linguistics. The Field and Different Branches of Lexicology

1. What is Lexicology?
2. What is the origin of the term Lexicology?
3. What does Lexicology study?
4. Why is it difficult to give the definition of the word?
5. What are the characteristic features of the word?
6. What does the term “vocabulary” denote?
7. What does General Lexicology study?
8. What does Special Lexicology study?
9. What is English Lexicology?
10. What are two principal approaches in Linguistics to the study of any language material and phenomena?
11. What is the origin of the terms «diachronic» and «synchronic»?
12. What does Historical Lexicology, or Etymology, study?
13. What does Descriptive Lexicology study?

14. What is the aim of Comparative Lexicology?
15. What does Contrastive Lexicology study?
16. What problems does Modern English Lexicology deal with?
17. What is the practical importance of Lexicology?
18. What does Lexicography deal with?
19. What branches of Linguistics does Lexicology have close ties with?
20. What is the connection between Lexicology and a) Phonetics; b) Grammar; c) Stylistics; d) History of the Language?

Тема 2 «Общая характеристика словарного состава современного английского языка. Объем словаря и его особенности. Этимологическая характеристика словарного состава английского языка. Исконная и заимствованная лексика. Ассимиляция заимствований»

Вопросы для устного опроса:

The Etymological Background of the English Vocabulary

1. How can you account for the fact that English vocabulary contains such an immense number of words of foreign origin?
2. What is the earliest group of English borrowings? Date it.
3. What Celtic borrowings are there in English? Date them.
4. Which words were introduced into English vocabulary during the period of Christianization?
5. What are the characteristic features of Scandinavian borrowings?
6. When and under what circumstances did England become a bi-lingual country? What imprint features were left in English vocabulary by this period?
7. What are the characteristic features of words borrowed into English during the Renaissance?
8. What suffixes and prefixes can help you to recognise words of Latin and French origin?
9. What is meant by the native element of English vocabulary?
10. Which conditions stimulate the borrowing process?
11. Why are words borrowed?
12. What stages of assimilation do borrowings go through?
13. In what spheres of communication do international words frequently occur?
14. What do we understand by etymological doublets?
15. What are the characteristic features of translation-loans?
16. How are the etymological and stylistic characteristics of words interrelated?
17. What determines the choice of stylistically marked words in each particular situation?
18. In what situations are informal words used?
19. What are the main kinds of informal words? Give a brief description of each group.
20. Where are formal words used?
21. 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?
22. What are the principal characteristics of archaic words?
23. What are the controversial problems connected with professional terminology?
24. Do you think that students of English should learn terms? If so, for which branch or branches of knowledge?
25. What is understood by the basic vocabulary?

General Survey of the English Vocabulary

1. How many words are there in the English language?
2. What is the volume of the individual vocabulary of an educated person?

3. How many words does an average member of the speech community use in his/her everyday speech?
4. What does the choice of words in speech depend on?
5. What factors make it impossible to state the exact number of words and set expressions in the English language?
6. What causes the changes in the English vocabulary?
7. What is meant by extra-linguistic causes of vocabulary changes?
8. What do linguistic causes of the vocabulary changes include?
9. What are the main changes which occur in the English vocabulary?
10. What is the basic word stock of the language?
11. What are the main features of the words of the basic word stock of the English language?
12. What is the correlation between the vocabulary of the English language and its basic word stock?
13. What is a borrowing?
14. How many borrowings are there in the English vocabulary and in the basic word-stock?
15. What is polysemy? Why do polysemantic words prevail in the English vocabulary?
16. What words are called homonyms? Why are there so many homonyms in English?
17. What is the most debatable problem of polysemy and homonymy?
18. Why is the systematic character of the English vocabulary not so easily seen as the systematic character of English Grammar and sound system?
19. How can words be grouped according to different criteria – semantic, structural, functional?
20. What semantic paradigmatic relations are characteristic of English words?
21. Why is it difficult to state the exact number of vocabulary units?
22. What are the extra-linguistic and linguistic causes of increasing English vocabulary?
23. What main changes occur in a language?
24. What is the basic word-stock? What features are characteristic of the basic word-stock? Why is the basic word-stock so important in learning a language?
25. Why do words become obsolete? When are obsolete words used? What are archaisms and historical words?
26. What is characteristic of neologisms?
27. What is the main difference between stylistically neutral and stylistically coloured words? What does this division depend on?
28. What is a functional style?
29. Into what groups is the English vocabulary divided from the stylistic point of view?
30. Which words belong to the formal vocabulary?
31. What is characteristic of learned words? Are they used only in books?
32. What are terms? What features should terms possess?
33. Which words belong to the informal vocabulary? What subgroups do informal words fall into?
34. What varieties of colloquial words are singled out?
35. What is slang? What varieties of slang can be found in English?
36. What is the difference between argot words and special slang words?

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Практическое задание:

General Survey of the English Vocabulary

1. From the words given below pick out the archaic words and comment on their usage and meaning:

do, does, dost, you, thee, even, evening, ye, thou, horse, mort, death, though, albeit, also, eke, spring, vernal, maiden, girl, haply, perhaps, ere, before, said, quoth, told.

2. Give modern English equivalents of the following archaic words; classify them into lexical and grammatical archaisms; translate them into Russian:

spouse, bade, dire, didst, morn, swain, courser, ire, charger, aught, quoth, kine, thy, thine, troth, hath, albeit.

3. Match the neologism to their definition.

Manny n., tart noir n., macroiogy n., technoplegic n., sheeple n., teledensity n., severely gifted adj., thumbbo n., thresholder n., schmooseoisie n., touron n., sandwich generation n., toxic bachelor n., sad grad n., trailing spouse n., off-the-clock adj., togetherring pp., office spouse n., transliteracy n., office-park dad n.,

- 1) prolonged discourse, with little or nothing to say.
- 2) A married, suburban father who works in a white-collar job.
- 3) A co-worker with whom one has a very close but nonromantic relationship.
- 4) A young person on the threshold of adulthood, especially one who is anxious or depressed about leaving home or taking on adult responsibilities.
- 5) Relating to a child with exceptional intelligence.
- 6) A male nanny.
- 7) A person who feels paralyzed mentally when faced with technology.
- 8) The class of people who make their living by talking.
- 9) An unmarried man who is selfish, insensitive, and afraid of commitment.
- 10) A particularly clueless or annoying tourist.
- 11) People who must care for both their young children and their older parents.
- 12) People who are meek, easily persuaded, and tend to follow the crowd.

- 13) An error made while using a thumb to type, particularly on a mobile device keypad.
- 14) Mystery or crime novels in which the main character is a woman who is tough, independent and sexy.
- 15) A recent university graduate who is deeply in debt and has few or no good job prospects.
- 16) Describes a work-related task that is performed outside of normal office hours for no pay.
- 17) The ability to read and write using multimedia, including traditional print media, electronic devices, and other online tools.
- 18) Vacationing with one's extended family or friends.
- 19) In a relationship, the person who gives up their job in order to follow the other person to a new location where that person has found employment.
- 20) The number of telephones per 100 people in a region.

4. Point out informal (slang or colloquial) or formal words from the following extracts. Write them out into three columns and give your reasons:

A. So there it was then: an enormous, happy, extended family. True, this happy family included an invisible two-year-old, a barmy twelve-year-old and his suicidal mother; but sod's law dictated that this was just the sort of family you were bound to end up with when you didn't like families in the first place. (N. Hornby "About a Boy").

B. There was a shower right between every two rooms in our wing, and about eighty-five times a day old Ackley barged it on me. He was probably the only guy in the whole dorm, besides me, that wasn't down at the game.

He was a senior <...>, but nobody ever called him anything except 'Ackley'.

(J.D. Salinger "The Catcher in the Rye").

C. "Dear Ms. Kaase,

Thank you very much for your order, which will be processed immediately. We estimate that delivery will take place in the middle of June. We will notify you of the exact date in writing.

Yours sincerely,

Mr. Green"

D. "Dear Mr. Norton,

Thank you very much for your enquiry. We are of course very familiar with your range of vehicles and are pleased to inform you that we have a new line of batteries that fit your specifications exactly.

The most suitable of our products for your requirements is the Energy Plus. This product combines economy, high power output and quick charging time and is now in stock.

If you would like further information, please telephone or telex me..."

5. In the following verse, find the words belonging to the poetic diction:

*She walks in beauty, like the night
Of cloudless climes and starry skies;
And all that's best of dark and bright
Meet in her aspect and her eyes:
Thus mellow'd to that tender light
Which heaven to gaudy day denies.
One shade the more, one ray the less,
Had half impair'd the nameless grace
Which waves in every raven tress,
Or softly lightens o'er her face;
Where thoughts serenely sweet express
How pure, how dear their dwelling-place.
And on that cheek, and o'er that brow,
So soft, so calm, yet eloquent,
The smiles that win, the tints that glow,*

*But tell of days in goodness spent,
A mind at peace with all below,
A heart whose love is innocent! (G.Byron)*

6. From the following extracts, pick out archaisms, give their modern English equivalents:

*And thou art dead, as young and fair
As aught of mortal birth;
And form so soft, and charms so rare,
Too soon return'd to Earth!
Though Earth receiv'd them in her bed,
And o'er the spot the crowd may tread
In carelessness or mirth,
There is an eye which could not brook
A moment on that grave to look (G. Byron).*

7. Pick out 20–25 literary learned words from the book on your home-reading.

8. Look at the new words below and discuss what they might mean.

(to) protire hand-me-up cyberlacking/cyberloafing (to) greenwash barista
clicks and mortar business (to) hot desk virtual Friday sonic branding
technology immigrant e-zine stress puppy the new economy al
desko snail mail biphonal stealth tax (to) go belly up

Match the words to their definitions.

1. a company which operates in traditional ways as well as by using the Internet (also called an e-tailer, as opposed to bricks and mortar business)
2. to go bankrupt or out of business.
3. the use of special sounds to identify and advertise products.
4. a misleading technique or strategy of making environment seem environmentally friendly.
5. using two phones (normally a landline and a mobile) at the same time.
6. someone who enjoys being in hectic situations but complains about them as well.
7. letters and packages which are sent through the post (as opposed to e-mail)
8. the economy that has developed as a result of internet business activity.
9. using the computer at work to surf the Net instead of doing your job.
10. items that are no longer at the cutting edge of technology and are passed from children to parents.
11. eating lunch at your desk rather than going out (compare to dashboard dining =eating in a car)
12. to leave your job to pursue another type of work or a hobby you are more interested in.
13. someone trained in the art of making coffee.
14. a magazine published only on the Internet.
15. older people who have to learn their way around new technology (as opposed to technology native).
16. the situation of using whatever desk is free at the moment in an office (often used by workers who do not spend all their time in the office).
17. the day before a long weekend which is not Friday but is the last day of a working week.
18. an increase in taxes in a way people don't notice or a new payment which is not labelled as tax.

9. Replace the slang words which are underlined in the sentences below with more formal equivalents. If the meaning is not given opposite, then it should be possible to guess what it is. Notice that some of the words have a slang meaning which is different from their everyday meaning.

1. The newsreader on TV last night seemed to be pissed as he was reading the news.
2. He's quite a nice bloke really.
3. I've got a terrible belly ache – I think I'd better make an appointment with the quack.
4. Her dad was furious when he learnt he had to wear a penguin suit to the wedding.
5. Can you lend me some dosh till tomorrow?
6. I know there'll be plenty of nosh but do we need to take some booze to the party?
7. Have you got wheels or shall we call a taxi?
8. I'm dying for a cuppa. I haven't had one since breakfast.
9. Can I use your loo, please?
10. I was absolutely gobsmacked when she told me she was leaving.

10. Match the statements **1 – 6** with the responses to them **a – g**.

| | |
|-------------------------------------|-------------------------------------|
| 1 How was the party? | a. Let's take him home. |
| 2 What does that guy over there do? | b. Sure. I'll keep my eyes skinned. |
| 3 He's getting legless. | c. He's in the nick. |
| 4 Keep a lookout for the pigs. | d. It's in the drawer, over there. |
| 5 Where's the dough? | e. He's a cop. |
| 6 What'll we do tomorrow? | f. Let's go for a run in the motor. |
| | g. Wicked! |

The Etymological Background of the English Vocabulary

1. Write the following words out in three columns: 1) fully assimilated words; 2) partially assimilated words; 3) unassimilated words. Explain their etymology.

Pen, ballet, beet, hors d'oeuvre, butter, skin, take up, police, distance, monk, garage, phenomenon, wine, large, justice, lesson, criterion, nice, coup d'etat, sequence, gay, port, river, loose, autumn, low, uncle, law, convenient, lunar, experiment, skirt, bishop, regime, eau-de-Cologne.

2. State the origin of the following etymological doublets. Translate them into Russian and compare their meanings.

Captain – chieftan, canal – channel, cart – chart, shirt – skirt, shreek – screech, shrew – screw, corpse – corps, travel – travail, shadow – shade, off – of, dike – ditch.

3. The following are loan translations (calques). What do they actually mean in English? How and when are they used?

the moment of truth (Sp. el momenta de la verdad); with a grain of salt (L cum grano salis); famous case (Fr. cause celebre); master people (Gr herrenvolk). underground movement (Fr.L. mouvement souterrain); that goes without saying (Fr. cela va sans dire), rainforest (Gr Regenwald), blue blood (Sp. sangre azul), commonplace (L locus communis), wisdom tooth (L. dēns sapientiae), scapegoat (Hebrew ez ozel), pineapple (Dutch pijnappel), flea market (Fr. marché aux puces), free verse (Fr. vers libre), loanword (Gr. Lehnwort).

4. Read the following text. Find the international words. State to what sphere of human activity they belong.

British dramatists

In the past 20 years there has been a considerable increase in the number of new playwrights in Britain and this has been encouraged by the growth of new theatre companies. In 1956 the English Stage Company began productions with the object of bringing new writers into the theatre and providing training facilities for young actors, directors, and designers; a large number of new dramatists emerged as a result of the company productions Television has been an important factor in the emergence of other dramatists who write primarily for it; both the BBC and IBA transmit a large number of single plays each year as well as drama series and serials.

5. Consider the answers to the following questions: a) Are there any words from Russian which are used in English? b) Which language do you think the words below originate from: Arabic, German, Spanish, Italian or Hindi?

Zero; shampoo; balcony; umbrella; assassin; hamburger; guitar; jungle; mosquito; kindergarten.

c) Can you think of any English words which are used in Russian?

d) Why do you think words are 'borrowed' from other languages?

Тема 3 «Морфологическая структура английских слов. Морфема, типы морфем. Основные типы морфологических структур слов в английском языке»

Практическое задание:

1. Segment the words into morphemes and identify their types according to their semantic and structural classifications:

rewrite v, retain v, cried v, planted adj, gooseberry n, heating n, documentary adj, gentleman n, autograph n, colours n (flag).

2. Determine the number of morphemes in each word and name them:

boxes, children, sheep, theory, arrogance, marvelously, indifferent, newcomers, good-humoredly, notwithstanding, cupboard, half-length, disinterestedness.

3. Which unit does not belong to the set from the morphological point of view? Underline it.

-ringlet, leaflet, booklet, hamlet;

-cranberry, elderberry, waxberry;

-locket, pocket, hogget, lionet;

-telegraph, telephone, telethon, telegram.

4. Are the following units separate words or lexico-morphological variants? Write them out in two columns: 1) separate words; 2) lexico-morphological variants.

Comic – comical, economic – economical, romantic – romantical, historic – historical, physic – physical, heroic – heroical.

5. Analyse the following words morphologically and classify them according to what part of speech they belong to:

post-election, appoint, historic, mainland, classical, letterbox, outcome, displease, step, incapable, supersubtle, illegible, incurable, adjustment, ladyhood, elastic, perceptible, inaccessible, partial, ownership, idealist, hero, long-term, corporate.

6. Do these words mean a thing, a person, or both?

1. *a cooker*

2. *a typewriter*

3. *a ticket-holder*

4. *a record player*

5. *a cleaner*

6. *a smoker*

7. *a drinker*

7. Which word is the odd one out in each group and why?

1. *brotherhood neighbourhood manhood priesthood*

2. *hair-restorer plant-holder step-ladder oven-cleaner*

3. *appointment involvement compliment arrangement*

4. *tearful spiteful dreadful handful*
5. *worship kinship friendship partnership*

Тема 4 «Словообразование в современном английском языке. Аффиксация, конверсия и словосложение как продуктивные способы словообразования в современном английском языке. Сокращение и другие словообразовательные способы»

Вопросы для устного опроса:

Word-building and word-formation

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 (*cabbage, village, marriage, etc.*), a productive one?
5. Give examples of your own to show that affixes have meanings.
6. What languages served as the main sources of borrowed affixes. Illustrate your answers by examples.
7. What features of Modern English have produced the high productivity of conversion?
8. Which categories of parts of speech are especially affected by conversion?
9. What is understood by composition? What do we call words made by this type of word-building?
10. Into what groups and subgroups can compounds be subdivided structurally? Illustrate your answer with examples.
11. Which types of composition are productive in Modern English? How can this be demonstrated?
12. What are the interrelationships between the meaning of a compound word and the meaning of its constituent parts? Point out the principal cases and give examples.
13. What are the criteria for distinguishing between a compound and a word-combination?
14. What are the italicized elements in the words given below? What makes them different from affixes? from stems?
statesman, waterproof, cat-like, trustworthy
15. What are the two processes of making shortenings? Explain the productivity of this way of word-building and stylistic characteristics of shortened words. Give examples.
16. What minor processes of word-building do you know? Describe them and illustrate your answer with examples.

Практическое задание:

Word-building and word-formation

1. Study the following passage. What is understood by the term "productivity"?
Word-formation appears to occupy a rather special place in grammatical description. In many cases the application of apparently productive rules leads to the generation of compounds and derivatives that are, for one reason or another, felt to be unacceptable or at least very old by native speakers, and the grammarian must decide what status he is to give to such rules and their output in his grammar. The decision is by no means easy, and can lie anywhere between the setting up of maximally general rules of a generative type, with little concern for the fact that much of their output may in some sense be questionable, and the simple listing and classifying, in terms of syntactic function and internal structure, of attested forms... Processes of word-formation often seem to belong to a somewhat vague intermediary area between grammar and lexicon, and while this needs not prevent us from giving formal statements of these processes, it may often be

necessary to state restrictions on their output in primarily semantic terms if we want to hold on to the criterion of native speaker acceptance as an essential measure of the adequacy of our description. Thus in the area of English nominal compounds it would seem that actually occurring compounds are not as a rule created like new sentences in order to refer to momentary conditions. Leaving aside the possible difficulties of stating such semantic considerations in a reasonably rigorous way in any given case, the problem is to determine, for the various word-formative processes in which they appear to play a part how they can most reasonably be accommodated within an over-all framework, of grammatical and semantic description.
(Karl E. Zimmer, *Affixal Negation in English and other languages*).

2. Which unit is the odd one out in each of the following sets? Underline it.

- Noun-forming suffixes: -or, -ive, -hood, -ism;
- Adjective-forming suffixes: -able, -less, -ous, -ty;
- Verb-forming suffixes: -ize, -ify, -ful, -ise;
- Suffixes denoting the agent of the action: -er, -or, -ist, -ment;
- Suffixes denoting nationality: -tion, -ese, -ian, -ish;
- Suffixes denoting diminutiveness: -ie, -kin, -ock, -ster;
- Suffixes denoting feminine gender: -ess, -age, -ine, -ette;
- Suffixes having derogatory meaning: -ard, -ster, -ist, -ton;
- Suffixes of native origin: -ful, -less, -able, -dom, -ish, -ship;
- Suffixes of Romanic origin: -ment, -en, -eer, -age, -ance;
- Suffixes of Greek origin: -ist, -ism, -ite, -nik;
- Prefixes of negative meaning: in-, non-, ex-, un-;
- Prefixes denoting repetition or reversal action: re-, pre-, dis-, de-;
- Prefixes denoting space: sub-, inter-, trans-, mis-;
- Prefixes denoting time and order: im-, fore-, pre-, post-.

3. Match the prefixes in the left column to the adjectives in the right column to make new words. Decide what each word means.

| | | | | | |
|------|------|--------|--------------|----------|-------------|
| Dis- | in- | sub- | plausible | violent | relevant |
| Im- | mis- | under- | coherent | moral | auspicious |
| Il- | non- | over- | enthusiastic | modest | loaded |
| Ir- | un- | | agreeable | literate | mature |
| | | | logical | biased | experienced |
| | | | perfect | legible | honest |
| | | | conscious | judged | understood |

- a) Which words combine with in-, im-, ir- and il-? Which consonants usually follow im-, ir- and il-? What is in- usually followed by?
- b) Which words combine with un-, dis- and mis-? What is the difference in meaning between these prefixes?
- c) Which words combine with under-, over- and sub-? How does the prefix change the meaning of a new word?

4. Consider the answers to the following questions:

- a) What is the opposite of these adjectives?
Available, avoidable, bearable, excusable.
- b) What is the opposite of these adjective?
Adequate, accurate, compatible, edible.
- c) What is the opposite of these adjectives?
Tactless, harmless, thoughtless, tasteless.
- d) What nouns can you form from these verbs?
Modify, identify, continue, abbreviate.

e) What verbs can you form from these adjectives? And what nouns can you form from those verbs?

Modern, familiar, political, characteristic.

5. Complete sentences with the correct form of the word in brackets.

1. *Some of Matthew's behaviour was; I hope he apologized. (excuse)*
2. *They still have to make slight to the building. (modify)*
3. *I am only to the chairperson. (answer)*
4. *Nobody knew what happened to Steve – his disappearance was (explain)*
5. *I caught my arm in the door; the pain was absolutely (bear)*
6. *It was such a thing to say; I was very upset. (tact)*
7. *This word has a meaning. (figure)*
8. *I need to myself with all the new equipment. (familiar)*
9. *It was very of her not to tell us that the party had been cancelled. (consider)*
10. *The plan was originally to assist poor families. (concept)*
11. *We develop all kinds of illnesses, and manage to convince ourselves that they are real. (imagine)*
12. *We expect to get the we ask for, and are quite annoyed if we don't. (treat)*
13. *When asked to talk about themselves some people become very (defend)*
14. *I think this dispute can be settled (peaceful).*
15. *I was on a diet, but when I saw the chocolate cake, I gave in to I could not resist it. (tempt)*
16. *If I were prime-minister I would shut down industries. (profit)*
17. *The number of cases of influenza has increased in the last month. (considerable)*
18. *Some people think they are more than doctors who treat them. (know)*
19. *I thought the journey would be exciting, but in the end, it was (event).*
20. *Her methods are She does not work like the rest of us. (convention)*
21. *I think he is grossly for the job he does. (pay)*
22. *People sometimes behave Where money is concerned. (rational)*
23. *To my mind, the book is vastly Why has it sold so well? (rate)*

6. Complete the table. Use the dictionary to help you.

| Verb(s) | Noun(s) | Adjective(s) |
|--------------------|--------------------|---|
| Mean | 1) | 2)..... /opp 3)..... |
| 4)..... | 5), 6) | Simple, 7), 8)..... |
| 9)..... | Answer | 10) |
| Determine | 11) | 12)..... |
| ---- | 13)..... | Appropriate / opp. 14) |
| Consider | 15) | Considerable, 16)...../opp. 17)..... |
| Explain | 18)..... | 19)....., 20)...../opp. 21)..... |
| 22)....., 23)..... | Concept | 24) |
| 25)..... | 26)....., 27)..... | Clear /opp. 28)..... |
| | | |
| | | |

7. Establish the methods of word-formation by which the following words are made:

sheepish adj, salt v, son-in-law n, phone v, UNESCO, call up v, prof n, edit v, sharp-witted adj, make-up n, burgle v, springclean v, typewrite v, beg v, note v.

8. Comment on the way the underlined words are formed.

1. After dinner, the woman cleared the table. 2. Finally, to quiet him, she said uneekly, she hadn't really meant it. 3. The differences are now being narrowed. 4. Her face, heated with his own exertions, chilled suddenly. 5. Warmed by the hot tea, he warmed to the argument. 6. She came dressed up to the nines. 7. A win in this match is a must. 8. Turn your ought into shalls.

9. Explain the formation of the following blends.

flush, glaze, good-bye, electrocute, pomato, twirl, dollarature, cablegram, galumph, frutopia drink.

10. Specify the types and subtypes of these shortenings:

ad, AIDS, Ameringlish, e.g., maths, MP, dramedy, flue, varsity, radar

11. Abbreviate the following nouns to the first syllable.

Mitten, doctor, grandmother, cabriolet, public, house, gymnasium, proprietor, fraternity, labouratory, margarine, sister, mathematics, trigonometry, veterinary, gladiolus.

12. Supply the corresponding full names for the given abbreviations of American state (e.g. Colo - Colorado).

Ala., Cal., Fla., Ga., Ill., Ind., Kan., Ken., Md., N.D., NJ, NY, Oreg., S.C., Tex.

13. Match the word with the conversion model after which it was formed:

- | | |
|------------------------|------------|
| 1. oil v, | a) N V |
| 2. brown v, | b) V N |
| 3. natural, n | c) N adj |
| 4. cut, n | d) adj N |
| 5. ologies and isms, n | e) adj V |
| 6. raven, adj | f) affix N |
| 7. e-mail, v | |
| 8. street, adj | |

14. Is this a compound word? Give YES or NO answers.

*-neighbourhood
-eggplant
-handkerchief
-blackguard
-horsemanship*

15. Analyse the structure of the following compounds and classify them into coordinative and subordinative, syntactic and asyntactic.

bookbinder, doorbell, key-note, knife-and-fork, hot-tempered, dry-clean, care-free, policy-maker, mad-brained, five-fold, two-faced, body-guard, do-it-yourself, boogie-woogie. officer-director, driver-collector, building-site.

16. Give verbs corresponding to the nouns that have been underlined. Compare the place of the stress in the noun and the verb.

1. He looked up; all among the trees he saw moving objects, red like poppies, or white like May-blossoms. 2. I am not sure that I can define my fears: but we all have a certain anxiety at present about our friends. 3. Accent is the elevation of the voice which distinguishes one part of a word from another. 4. Her conduct was deferential.

17. Classify the compound words in the following sentences into compounds proper and derivational compounds.

1) *She is not a mind-reader.* 2) *He was wearing a brand-new coat and hat.* 3) *She never said she was homesick.* 4) *He took the hours-old dish away.* 5) *She was a frank-mannered, talkative young lady.* 6) *The five years of her husband's newspaper-ownership had familiarised her almost unconsciously with many of the mechanical aspects of a newspaper printing-shop.* 7) *The parlour, brick-floored, with bare table and shiny chairs and sofa stuffed with horsehair seemed never to have been used.* 8) *He was heart-sore over the sudden collapse of a promising career.* 9) *His heavy-lidded eyes and the disorder of his scanty hair made him look sleepy.*

18. Establish the way of formation of each neologism and translate them.

The needy, CIO, to disclude, craftsmanship, reskilling, to google, re-run election, antivirus, the unemployed, decompress, to office, snail-mail, pre-sale, relaunch, to tarzan, to calendirize, phonesia, planful.

19. Translate the sentences. Establish the way of formation of neologisms in *italics*.

1. *What kind of person is it who enjoys the aesthetics of a bell shaped curve, the rhetoric of educationese, or the poetry of the primer?*
2. *Volunteers work in nurseries and playrooms in children's hospitals, in the golden age clubs and in veteran hospitals.*
3. *Few doubts that CNN is fulfilling the dream of a "global village" where citizens gather around an electronic hearth.*
4. *Executives have to keep workers satisfied in order to reduce job hopping.*
5. *European head-hunters typically stalk their prey by telephone. They seldom write and never show up at a candidate's current place of employment.*
6. *Americans are traditionally self-conscious about excessive displays of patriotism, and will deride such excess as "Fourth of July" speeches.*

20. The -er/-or, -ee and -ist suffixes. Use the suffixes to give the names of the following.

Example: A person who plays jazz on the piano. a jazz pianist

1. *The thing that wipes rain off your car windscreen.*
2. *A person who plays classical violin.*
3. *A person who takes professional photographs. (N.B. pronunciation)*
4. *A person who acts in amateur theatre.*
5. *The person to whom a cheque is made out.*
6. *A machine for washing dishes.*
7. *A person who donates their kidneys upon their death.*
8. *The person to whom a letter is addressed.*

Тема 5 «Лексическая семантика. Семантическая структура английского слова.

Полисемия. Изменение и развитие семантической структуры английского слова:

расширение и сужение значения «возвышение» и «снижение» значения.

Метафорический и метонимический переносы»

Вопросы для устного опроса:

Semantic Analysis and Word Meaning

1. What types of semantic analysis are used to study the meaning of the word?
2. What is the lexico-semantic analysis? Where can it be used?
3. What is a seme?
4. What assumption does the componential analysis proceed from?
5. What is a semantic marker?
6. What is a semantic distinguisher?

7. What is the aim of the contextual analysis of word meaning?
8. What does the term «context» mean in the contextual analysis of word meaning?
9. What types of context are relevant for the realization of the word meaning?
10. What determines the word meaning a) in the lexical context? b) in the syntactical context? c) in the mixed context?

Semasiology. Word Meaning and Motivation

1. What is Semasiology?
2. What does Semasiology study?
3. What are the main approaches to the study of word-meaning?
4. What is the essence of the referential (or denotational) approach to the study of word meaning?
5. Who introduced and developed the model of the basic triangle?
6. What do the points of the basic triangle stand for?
7. What relations are there between the word-meaning and 1) the sound form, 2) the notion/concept and 3) the referent of the word?
8. How is word meaning defined within the referential approach?
9. How is word meaning defined within the functional, or contextual approach?
10. What is «the distribution of the word»?
11. How is the term «context» defined?
12. What is the difference between the semasiological and onomasiological approaches to the study of word meaning?
13. What does the term “concept” mean within the cognitive approach to the study of linguistic phenomena?
14. What factors influence the formation of the concept?
15. What types of meaning does the word possesses?
16. What is the grammatical meaning of the word?
17. What is the lexical meaning of the word?
18. What is meant by the lexico-grammatical and the part of speech meaning?
19. What are the main components/aspects of lexical meaning?
20. What is the denotational aspect of lexical meaning?
21. What does the significative meaning express?
22. What does the denotational meaning proper show?
23. What is the connotational aspect of lexical meaning?
24. What are the main components/constituents of the connotational meaning? What do they show?
25. What kind of information does the pragmatic aspect of lexical meaning contain?
26. What are the main constituents of the pragmatic aspect of meaning? What kind of information do they render?
27. What is motivation?
28. What is the phonetical motivation?
29. What words are phonetically motivated?
30. What is the essence of the theory of sound symbolism?
31. What is the morphological motivation?
32. What words are morphologically motivated?
33. What does the semantic motivation mean?

Polysemy in English

1. What is polysemy?
2. What are the causes of polysemy in English?
3. What kinds of words are mostly monosemantic?
4. What is a lexico-semantic variant?

5. What forms the semantic structure of a polysemantic word?
6. What types of lexico-semantic variants can be found within the semantic structure of a polysemantic word?
7. What two main types of relations are there between the meanings of a polysemantic word?

The Development and Change of the Semantic Structure of the Word

1. What are the possible ways of the development of meaning?
2. What are the causes of the development and change of the semantic structure of the word?
3. What are the extra-linguistic causes of semantic changes connected with?
4. What do linguistic causes of the semantic change include?
5. What is the mechanism of the process of differentiation of synonyms?
6. How is the fixed context factor connected with differentiation of synonyms?
7. What is ellipsis?
8. What are the main results of the changes in the denotational meaning of the word?
9. What is specialization/narrowing of meaning?
10. What is generalization/widening of meaning?
11. What are the main results of the changes in the connotational meaning of the word?
12. What is elevation/amelioration of meaning?
13. What is degradation/degeneration/pejoration of meaning?
14. What is linguistic metaphor?
15. What is linguistic metonymy?
16. What other types of semantic changes can occur in the semantic structure of the word?
17. What is a hyperbole?
18. What is understatement or litotes?
19. What is irony?

Практическое задание:

Semasiology. Word Meaning and Motivation

1. Using a dictionary determine the direct meaning of the underlined words, which are used here in their figurative metaphorical meanings.

1. Art is a vehicle of propaganda. 2. Raise the bonnet of the car. 3. Don't fumble for excuses. 4. He's always ready to shove the responsibility on others. 5. I'm sure he didn't steal the thing. It had been planted. 6. This event is a milestone in the history of the country. 7. It will soil his reputation. 8. I'll swelter in this coat on such a hot day. 9. There is a snag in your argument. 10. A smile creased his face. 11. I stumbled through the text somehow. 12. You have a fertile imagination.

2. Identify the types of similarity (metaphor) in each case. Match the right variant (a,b,c) with the 1st column.

1. the drop of water – diamond drops
2. the heart of a man – the heart of a city
3. black shoes – black despair
4. the neck of a man – the neck of a bottle
5. the key to a door – the key to a mystery

- a) shape
- b) function
- c) age
- d) colour
- e) position

3. Determine the meanings of the words "house", "white", "die" in the following contexts. Say what concept is realised in these lexical meanings. Discuss the problem "concept-meaning".

a. A house in the country, A full house. Every word was heard in all parts of the house. White House. An ancient trading house in the city. A noisy cheerful house. To keep house. To bring down the house. To leave one's father's house. On the house.

- b. *White* clouds. *White* hair. A *white* elephant. The *white* race. *White* magic. *White* meat. As *white* as snow. *White* wine. It's *white* of you. *White* lie.
- c. *Die* of hunger. *Die* a violent death. *Die* in one's bed. The day is *dying*. *Die* to the world. I'm *dying* to know. His secret *died* with him. *Die* in harness. *Die* game. Never say *die*.

4. The common term for a word's objective reference is denotation. The common term for a word's emotional and stylistic content is connotation. Determine the denotative and connotative meanings in the following pairs of words.

Muzzle vs *face*, *fat* vs *plump*, *obstinate* vs *mulish*, *infant* vs *kid*, *beg* vs *implore*, *friend* vs *crony*, *fragrance* vs *reek*, *love* vs *adore*, *talent* vs *genius*, *famous* vs *notorious*, *gobble* vs *eat*.

5. Below are listed the original meanings of some simple words in Old English. As you see these meanings are different from those the words have now. Consult dictionaries and say what kind of semantic change was involved in the development of these words.

Bird, N- OE *brid* - nestling, fledgling; *camp*, N. - OE *camp* = battle, struggle, contest; *deal*, V. - OE *daelan* = share, distribute, take part; *deer*, N. - OE *deor* = animal, beast; *dwel*, V. - OE *dwellan* - lead astray, deceive, make a mistake; *fair*, A. - OE *fzer* = beautiful, pretty, sweet; *fear*, N. - OE *faer* - sudden attack, danger; *fowl*, N. - OE *fuzol* = bird; *lord*, N. - OE *leaford* - master; *silly*, A. - OE *saliz* = happy, blessed, holy.

6. What process of the change of word meaning is found in the following signs? The explanations in the right column will help you understand the signs.

| | |
|--------------------------------------|---|
| HELPING HAND | charity gift shop |
| LITTLE WOMEN | women's clothes shop (small sizes) |
| FOOD FOR THOUGHT | vegetarian restaurant |
| HAIRAIZERS | hairdresser's shop (compare the two expressions hair-raising "terrifying" and put one's hair up which means "arrange it so that it is rolled up on one's head") |
| A PRICE TO SUIT EVERYONE'S POCKET | anyone can afford it |
| FREE TRAIL WITHOUT OBLIGATION | We'll show how it works - there's no charge (compare <i>blaze a trail</i> which means "mark trees to show a path through a forest"; (figurative) "do smth for the first time and show others how to do it") |

7. Determine the main and derived meanings of the underlined words. Translate the sentences. Say whether lexical or grammatical context is predominant in determining the meaning of a word.

A. 1. Do not suspend the lamp from the ceiling, fix it to the wall. 2. The molecules of the substance remain suspended in the solution. 3. The law was suspended. 5. He was suspended from all international games for three years. 6. The Lords have the power to suspend non-financial legislation for two years.

B. 1. It's like having a loose cobra around the house. 2. You can get it loose or in packets. 3 To say so would be loose grammar. 4. Have the loose tooth out. 5. That would be rather a loose translation. 6. Fix the loose end to the wall. 7. Your shoe lace got loose. 8. There was some loose change in his pocket but nothing else. 9. He has loose manners.

C. 1. He gets up early. 2. The speaker called for an early settlement of the issue. 3. Do it at the earliest opportunity. 4. He wants an early answer. 5. Only a joint conference will bring about an early solution of the problem. 6. Early training tells. 7. The early bird catches the first worm.

D. 1. The steak is tough. 2. Don't worry, it won't get me down. I'm tough. 3. This is a tough problem. 4. He is for a tough policy. 5. Prof. Holborn is a tough examiner.

8. What linguistic phenomena are the following jokes based on?

1. *Diner: Do you serve fish here? Waiter: We serve anyone, sit down.*
2. *-It's tough to pay forty cents a pound for meat. -But it's tougher when you pay only twenty.*
3. *-Allow me to present my wife to you. -Many thanks, but I have one.*
4. *Hotel keeper: Here are a few views of our hotel for you to take with you, sir.
Guest: Thanks, but I have my own views of your hotel.*

9. What unites the following words? Match the right variant (a,b,c) with the 1st column.

- | | |
|--|---|
| 1. <i>deprived, arrived, decayed, described</i> | a) <i>lexical meaning</i> |
| 2. <i>fast, quick, rapid, swift</i> | b) <i>grammatical meaning</i> |
| 3. <i>forget-me-nots, radii, Russians, oxen</i> | c) <i>lexical meaning and grammatical meaning</i> |
| 4. <i>to buy, to sell, price, money, expensive</i> | |

10. Identify the result of semantic change and determine what component of the word meaning has changed:

-the noun **hound** used to denote «a dog of any breed», but now it means «a dog used in the chase»:

-The adjective **sly** originally meant «skilful»;

-A word **camp** originally was used as a military term and meant «the place where troops are lodged in tents». Now it denotes «temporary quarters» (of travelers, etc.);

-**Enthusiasm** originally meant «fanaticism»

11. Find the generic term (hyperonym) in each of the following sets:

-seagull, bird, parrot, pigeon, peacock, eagle;

-blackmail, drug-trafficking, forgery, pickpocketing, crime, mugging;

-bag, barrel, basket, container, box, bowl;

-TV program, documentary, soap opera, weather forecast, game show, commercial;

-parsley, rosemary, herb, thyme, sage, tarragon

Test 1

| | |
|--|---|
| I. Give the definitions of the following lexicological terms. Each correct answer is worth 2 points (20 points). | 1. Etymology 2. The basic word stock 3. The source of borrowing 4. Assimilation 5. Translation loans 6. Etymological doublets 7. Affixation 8. Conversion 9. Composition 10. Telescoping |
| II. Identify the origin of the following native words as: | a) Indo-European (I-E) b) Common Germanic (C.G.) c) English Proper (E.P.) |
| Each correct answer is worth 1 point (20 points). | 1. mother 2. girl 3. finger 4. to be 5. to see 6. to speak 7. to sit 8. bear |

| | 9. tree 10. grass 11. daisy 12. sun 13. land 14. winter 15. word 16. new 17. old 18. red 19. green 20. good | | | | | | | | | | | | | | | | | | | | | | |
|---|---|----------|----------|---------|----------------|------------|-----------|-------------|-----------|--------|-------------|----------|-----------|-----------|------------|---------|------------|----------|--------------|----------|-------------|------------|------------|
| III. Identify the period of the following Latin borrowings: a) L. I b) L. II c) L. III Each correct answer is worth 1 point (10 points). | 1. butter 2. cheese 3. priest 4. moderate 5. wine 6. datum 7. angel 8. minor 9. cup 10. candle | | | | | | | | | | | | | | | | | | | | | | |
| IV. Match the given native nouns in Column A and the corresponding adjectives of Latin origin in Column B. Each correct answer is worth 1 point (10 points). | <table border="0"> <thead> <tr> <th>A</th><th>B</th></tr> </thead> <tbody> <tr> <td>1. book</td><td>a) terrestrial</td></tr> <tr> <td>2. brother</td><td>b) canine</td></tr> <tr> <td>3. daughter</td><td>c) manual</td></tr> <tr> <td>4. dog</td><td>d) domestic</td></tr> <tr> <td>5. earth</td><td>e) filial</td></tr> <tr> <td>6. friend</td><td>f) cordial</td></tr> <tr> <td>7. hand</td><td>g) lingual</td></tr> <tr> <td>8. house</td><td>h) fraternal</td></tr> <tr> <td>9. heart</td><td>i) amicable</td></tr> <tr> <td>10. tongue</td><td>j) literal</td></tr> </tbody> </table> | A | B | 1. book | a) terrestrial | 2. brother | b) canine | 3. daughter | c) manual | 4. dog | d) domestic | 5. earth | e) filial | 6. friend | f) cordial | 7. hand | g) lingual | 8. house | h) fraternal | 9. heart | i) amicable | 10. tongue | j) literal |
| A | B | | | | | | | | | | | | | | | | | | | | | | |
| 1. book | a) terrestrial | | | | | | | | | | | | | | | | | | | | | | |
| 2. brother | b) canine | | | | | | | | | | | | | | | | | | | | | | |
| 3. daughter | c) manual | | | | | | | | | | | | | | | | | | | | | | |
| 4. dog | d) domestic | | | | | | | | | | | | | | | | | | | | | | |
| 5. earth | e) filial | | | | | | | | | | | | | | | | | | | | | | |
| 6. friend | f) cordial | | | | | | | | | | | | | | | | | | | | | | |
| 7. hand | g) lingual | | | | | | | | | | | | | | | | | | | | | | |
| 8. house | h) fraternal | | | | | | | | | | | | | | | | | | | | | | |
| 9. heart | i) amicable | | | | | | | | | | | | | | | | | | | | | | |
| 10. tongue | j) literal | | | | | | | | | | | | | | | | | | | | | | |
| V. State the period of borrowing of the following French borrowings as a) Norman (NFr) or b) Parisian (PFr) | | | | | | | | | | | | | | | | | | | | | | | |
| Each correct answer is worth 1 point (10 points). | 1. government 2. police 3. army 4. bourgeois 5. lesson 6. pen 7. unique 8. power 9. technique 10. uncle | | | | | | | | | | | | | | | | | | | | | | |
| VI. State the source of borrowing of the following loan words as Latin (L), French (Fr), Scandinavian (Sc), Celtic (C), Italian (It), Greek (Gr), German (G), | 1. glen 2. low 3. autumn 4. magister 5. violin 6. kindergarten | | | | | | | | | | | | | | | | | | | | | | |

| | |
|--|--|
| Russian (R), Spanish (Sp). Each correct answer is worth 1 point (10 points). | 7. cycle 8. skin 9. czar 10. potato |
| VII. Identify the source of borrowing of the following etymological doublets and triplets as Latin (L), Norman French (NFr), Parisian French (PFr), Scandinavian (Sc). Mark native member-words as English (E). Each correct answer is worth 2 points (20 points). | 1. to abbreviate – to abridge 2. bench – bank 3. canal – channel 4. to capture – to catch – to chase 5. cavalry – chivalry 6. gaol – jail 7. shabby – scabby 8. senior – sir 9. shirt – skirt 10. major – mayor |
| VIII. Define the number of morphemes in the underlined words. Each correct answer is worth 1 point (15 points). | A crisis is the sum of (1) intuition and blind spots, a blend of facts noted and facts (2) ignored. Yet (3) underlying the (4) uniqueness of each crisis is a (5) disturbing (6) sameness. A (7) characteristic of all crises is their (8) predictability, in (9) retrospect. They seem to have a certain inevitability, they seem (10) predestined. This is not true of all crises, but it is true of (11) sufficiently many to make the most (12) hardened (13) historian (14) cynical and (15) misanthropic. (<i>M. Chrichton</i>) |
| IX. Identify the final derivational step leading to the formation of the underlined words. Each correct answer is worth 1 point (10 points + 15 points = 25 points). | a) All this (1) technology made the (2) Scavenger almost (3) impossibly sensitive. It could (4) map the outlines of a city in (5) blackout, and could follow the (6) movements of individual trucks and cars at eight thousand feet. It could detect a (7) submarine to a (8) depth of two hundred feet. «We'll want a (9) flyby over that town,» he said. «And a complete scan. All canisters to come directly. Alert the (10) labs.» (<i>M. Chrichton</i>) b) (11) to book (12) pre-war (13) old-fashioned (14) sun-lit (15) swelldom (16) greenback (17) prof (18) NATO (19) motel (20) walkie-talkie (21) to baby-sit (22) to hiss (23) a walk-up (24) BBC (25) eatable |
| X. Identify the structural type of the given words. Each correct answer is worth 1 point (10 points). | 1. to water 2. to misunderstand 3. fair-haired 4. homeless 5. brunch 6. biz (business) |

| | |
|--|--|
| | 7. VIP 8. to dilly-dally 9. to sizzle 10. ex-wife |
|--|--|

Тема 6 «Парадигматические отношения в лексико-семантической системе современного английского языка. Омонимия в английском языке. Определение и типы омонимов. Источники омонимии. Современные классификации омонимов. Проблемы омонимии и полисемии в английском языке»

Вопросы для устного опроса:

Polysemy in English

1. What is polysemy?
2. What are the causes of polysemy in English?
3. What kinds of words are mostly monosemantic?
4. What is a lexico-semantic variant?
5. What forms the semantic structure of a polysemantic word?
6. What types of lexico-semantic variants can be found within the semantic structure of a polysemantic word?
7. What two main types of relations are there between the meanings of a polysemantic word?

Homonyms and Paronyms

1. What are homonyms?
2. What is the traditional classification of homonyms? Give your own examples to illustrate your answer.
3. What is the difference between full and partial homonyms?
4. What are lexical, grammatical and lexico-grammatical homonyms?
5. What are the main sources of homonymy?
6. What is the essential difference between homonymy and polysemy? What are the means of differentiation between them?
7. What are paronyms? Why should they be studied?

Практическое задание

Homonyms and Paronyms

1. Translate the following sentences. Find homonyms and define their types.
1. Excuse my going first, I'll lead the way. 2. Lead is heavier than iron. 3. He tears up all letters. 4. Her eyes filled with tears. 5. In England the heir to the throne is referred to as the Prince of Wales. 6. Let's go out and have some fresh air. 7. It is not customary to shake hands in England. If the hostess or the host offers a hand, take it; a bow is sufficient for the rest. 8. The girl had a bow of red ribbon in her hair. 9. Mr. Newlywed: Did you see the button on my coat, darling ? Mrs. Newlywed: No, love. I couldn't find the button, so I just sewed up the button hole, 10. Do not sow panic. 11. He took a suite at the hotel. 12. No sweet without sweat. 13. What will you have for dessert? 14. The sailors did not desert the ship. 15. He is a soldier to the core. 16. The enemy corps was routed. 17. The word 'quay' is a synonym for Embankment'. 18. The guests are supposed to leave the key with the receptionist. 19. When England goes metric, flour will be sold by the kilogram. 20. The rose is the national flower of England. 21. In England monarchs reign but do not rule. 22. The rain in Spain stays mainly in the plain.
2. Read the following jokes and say what linguistic phenomenon they are based on.

- 1) *A Scotchman was going on an excursion to New York. He handed the agent a ten-dollar bill as the agent called "Change at Jersey City". "No jokes now - I want my change right away," said the frightened Scotchman.*
- 2) *She: Now that we're engaged, dear, you'll give me a ring, won't you ? He: Yes, dear, certainly. What's your telephone number ?*
- 3) *"When rain falls, does it ever get up again?" "Yes, in dew time!"*
- 4) *"What's the difference between soldiers and girls?" "The soldier faces powder. Girls powder faces".*

3. Establish the types of these homonyms:

1. *friends – friend's – friends' a) lexical*
2. *ball, n (мяч) – ball, n (бал) b) grammatical*
3. *nit, n (гнида) – knit, v (вязать) c) lexico-grammatical*
4. *right, adj (справедливый) – right, adj (правый)*
5. *said, v (Past Indefinite) – said, v (Past Participle)*
6. *shy, adj (пузливый) – shy, v (бросать мяч/камень)*

4. Give perfect homonyms to the following words:

ear, date, can, sample, rare, mole, hide, sound, rally, mere, grasp, box, bark, litter, bowler, mean, pile, yard.

5. Find homophones to the following words, translate them into Russian or explain their meanings in English:

heir, dye, cent, tale, sea, week, peace, mail, pain, meat, steel, sum, coarse, sight, hare.

6. Find homographs to the following words and transcribe both:

to tear, row, lead, sewer, close.

7. Fill in the blanks with a suitable paronym. Campaign, company.

- 1) *The election, ... in England lasts about a month.*
- 2) *It was Napoleon's last....*
- 3) *When ... stays too long, treat them like members of the family and they'll soon leave.*
- 4) *Misery loves... .*
- 5) *Come along for... .*
- 6) *Two are..., three are none.*
- 7) *The film ... merged.*
- 8) *Don't talk about your diseases in*

8. How would you pronounce each of the underlined words in the sentences below? Choose a word with a similar sound from the brackets.

1. *The girl I live with knows a good pub with live music. (dive/give)*
2. *The main house houses a collection of rare stamps. (mouse/rouse)*
3. *They bathed the children after they had bathed in the sea. (lathe/path)*
4. *You sow the seeds while I feed the sow. (cow/glow)*
5. *The violinist in the bow tie took a bow. (allow/flow)*
6. *He's the lead singer in the group "Lead piping". (head/deed)*
7. *What a row from the last house in the row. (plough/though)*
8. *Does he still suffer from his war wound? (found/mooned)*
9. *I wound the rope around the tree to strengthen it against the gale. (round/tuned)*
10. *It's quite hard to wind in the sails in this wind. (find/tinned)*

9. Write the word in phonetic script in the correct spelling for the context.

Example: I really must do some more exercise or I'll never lose [weɪt] weight.

1. Watching sport on TV is such a [weɪst] of time.
2. There is a hole in the [səʊl] of my shoe.
3. He broke a [peɪn] of glass in the kitchen window.
4. The eldest son of the monarch is the [eə] of the throne.
5. You are not [ə'laʊd] to talk during the test.
6. Let's [præktɪs] our swimming together this evening?
7. He's going [θru:] a rather difficult [feɪz] that the moment.
8. Don't throw away that orange [pi:l]. I need in for a recipe.

Тема 7 «Синонимические и антонимические отношения в лексической системе современного английского языка. Проблема определения синонимов. Критерии синонимичности. Классификация синонимов. Эвфемизмы. Антонимы в современном английском языке: определение, классификации. Отношения конверсности и несовместимости. Гипонимические отношения в лексике»

Вопросы для устного опроса:

Synonyms and Antonyms

1. What words are called synonyms?
2. Describe the items of identity and those of difference in synonymous groups.
3. Say why synonyms are one of the language's most important expressive means. Illustrate your answer with examples.
4. What is meant by dual characteristics of synonyms?
5. How are synonyms traditionally defined? On what criterion is this definition based? Which aspects of this definition are open to criticism?
6. How are synonyms defined in terms of componential analysis (semantic criterion)? On what criterion is this definition based?
7. Why is the definition of synonyms based on the criterion of interchangeability open to question? Illustrate your answer with examples.
8. What are ideographic synonyms? What subgroups are possible to distinguish in the group of ideographic synonyms?
9. What are stylistic synonyms? In what way do they develop?
10. What are absolute synonyms? Why are they rare in the language?
11. What is a euphemism? What notions usually cause the use of euphemisms? What function do they perform in speech?
12. What is a synonymic dominant? What are its characteristic features?
13. Give an example of contextual synonyms.
14. What are the sources of synonymy?
15. Which words are usually classified as antonyms?
16. What is the difference between contrary and contradictory notions?
17. What are absolute and derivational antonyms? Give your own examples.
18. What is the difference between gradable and complementary antonyms?
19. Which words are called converse antonyms? Give your own examples of conversives.
20. To which parts of speech do most antonyms belong? How do you account for this?
21. What is meant by antonymic connotation? Give your own examples of antonyms which possess "reflected associations".
22. Explain why antonyms can be regarded as an important expressive means. Illustrate your answer with your own examples.

Практическое задание:

Synonyms and antonyms

1. Study the list of the synonyms given below and classify them into the following groups:

- a) synonyms which display an obvious difference in denotational component of meaning (ideographical);
- b) synonyms which differ in connotational component of meaning (stylistic).

Lazy, Idle, Indolent:

The words mean "not active", "not in use or operation", "doing nothing".

Lazy - can be used without implying reproach or condemnation, e.g. lazy afternoon, the boy is too lazy to learn, I'm looking for a helper who is not incurably lazy.

Idle - suggests temporary inactivity or doing nothing through necessity, and hence carries no implication of faultfinding; e.g. The machines are idle during the noon hour. Because supplies did not arrive that day, the work crew was idle for seven hours.

Indolent - is applied to someone who not only avoids effort but likes to indulge in relaxation. E.g. John was a contented, indolent fisherman. Selling from door to door is no occupation for an indolent person.

Home, House

These words identify any kind of shelter that serves as the residence of a person, family or household. *House* lacks the associated meanings attributed to *home*, a term that suggests comfort, peace, love and family ties. It may be said that what a builder erects is a *house* which, when lived in, becomes a *home*. Such a statement may be considered sentimental, echoing the lines of Edgar A. Guest ("It takes a heap v'livin' in a house t' make it home).

Sentiment or not, one usually speaks of "buying home" and "selling a house". But firemen put out a fire in a *house*, not a *home*, and reference is always made to a *house and let*; not a *home and let*. Conversely, one usually refers to a *home* for the aged, not a *house* for the aged. Since *home* and *house* are so subtly different in use, why not sometimes resort to *Residence* and *Dwelling* and save confusion? (Harry Show. Dictionary of Problem Words and Expressions, 1975).

2. Define the stylistic colouring of the underlined words, substitute them with a neutral synonym from the list given below.

1. Their discourse was interrupted. 2. He was dressed like a toff. 3. She passed away. 4. The old man kicked the bucket. 5. Where is Daddy? 6. Come on, let's put on steam. 7. Meet my better half. 8. He must have gone off his rodder. 9. Come down to brass tacks. 10. Jack took his departure. 11. Well, let's drift. 12. Somebody has nailed my bag. 13. This is a case for a vet. 14. He is a joiner.
A doctor, to steal, to go, to leave, to go on, please, to put out, come to the point, to go out of one's mind, a wife, a father, to die, to talk, a gentleman, good company.

3. Using a dictionary state the main semantic differences between the members of the following synonymic groups. Say, whether these differences lie within the denotational or connotational components of meaning.

Gather, collect, assemble, congregate; discuss, argue, debate, dispute; help, aid, assist; employ, hire; mend, repair, patch, rebuild; occupation, calling, vocation, business; position, place, situation, post.

4. In the following collocations substitute the italicised word with a synonym.

1. *Brisk* pace, *celebrated* painter, *changeable* weather, *improper* story, *inconstant* lover, *juicy* fruit, *succinct* answer. 2. *Convene* the delegates, *decide* the question, *describe* the beauty of the scene,

mislead the teacher, *muster* all the men, *hasten* them along. 3. Too *delicate* for the job; *lively* for his years.

5. Classify the following pairs of antonyms given below:

slow - fast, post-war - pre-war, happiness - unhappiness, above - below, asleep - awake, appear - disappear, late - early, ugly - beautiful, distraction - attraction, spend - save

6. Find antonyms for the words and identify their types:

beautiful, to live, a teacher, West, long, to unlace, to sell, truth

7. Give derivational antonyms to the following:

to underestimate, powerful, uniform, forethought, godly, to wrap, benevolent, to overcharge, bilateral, to postdate, needless, employee, profitable, convergence

8. Identify the types of synonyms in pairs:

to ask – to interrogate, an inflection – an ending, to hate – to detest, a battle – a fight, to postpone – to put off, word-building – word-formation

9. Establish the type of semantic relations between the following words:

- | | |
|------------------------------|----------------------------|
| 1. <i>deer - dear</i> | a) <i>homonyms</i> |
| 2. <i>deer – animal</i> | b) <i>synonyms</i> |
| 3. <i>deer-elk</i> | c) <i>antonyms</i> |
| 4. <i>dear – expensive</i> | d) <i>hyponym-hypernym</i> |
| 5. <i>dear – cheap</i> | e) <i>co-hyponyms</i> |
| 6. <i>potato – vegetable</i> | |
| 7. <i>sickness-illness</i> | |
| 8. <i>red-green</i> | |

10. Here are some corporate euphemisms and light-hearted explanations. Match them.

Euphemisms:

1. We made significant personnel changes.
2. We are reducing costs throughout the company.
3. Overseas sales results were less than ideal.
4. The competition was very strong this year.
5. We failed to make profit we expected.

Explanations:

- a. We lost market share.
- b. We made a loss.
- c. We sacked a lot of staff
- d. We are making cuts everywhere
- e. Exports did badly.

Тема 8 «Синтагматические отношения в лексике современного английского языка.

Лексическая и грамматическая валентность и сочетаемость слов. Основные типы словосочетаний. Фразеология современного английского языка. Понятие фразеологической единицы. Принципы классификации ФЕ. Классификация ФЕ В.В. Виноградова, А.И. Смирницкого, Н.Н. Амосовой, А.В. Кунина, Л. Смита. Пословицы и поговорки»

Вопросы для устного опроса:

Word-Groups and Phraseological Units

1. What is a phrase?
2. What does the degree of semantic and structural cohesion of word - phrases depend on?
3. What is understood by lexical and grammatical valency of a word? Is lexical valency the same in different languages?
4. What are endocentric and exocentric phrases?
5. What is the head word? Into what groups are phrases classified according to their head words?

6. What are coordinative and subordinative phrases? Which make the majority in a language?
7. What are the differences between free and bound phrases? On what principles does the subdivision dwell?
8. What are set phrases proper? What groups do they fall into?
9. What element is predominant in verbal set phrases? What verbs usually occur in them?
10. What are approaches to the term "idiom"?
11. What is the semantic structure of phraseological units composed of?
12. What groups of phraseological units does V.V. Vinogradov distinguish? What are the drawbacks of his classification?
13. What is the structural classification of phraseological units?
14. What is the syntactical classification?
15. What is the essence of A.V. Kunin's classification?
16. What is a proverb? What is a familiar quotation?
17. What factors bring back the isolation of a free phrase and its change into a phraseological unit?

Практическое задание:

Collocations

1. Match the word in the left column with the word in the right column to form a collocation.

| | |
|----------------|----------------------|
| Implausible | Reception |
| Incoherent | Smell |
| Unenthusiastic | Conclusion |
| Disagreeable | Speech |
| Illogical | Protest |
| Non-violent | Comment |
| Irreverent | Behaviour |
| Immoral | Person |
| Immodest | Child |
| Illiterate | Opinion |
| Unbiased | Sign |
| Misunderstood | Piece of information |
| Irrelevant | Philosophy |
| Inauspicious | Excuse |

2. Complete the sentences with a suitable word.

1. Last night we had some torrential
2. We a glimpse of the president as the procession passed by.
3. When we got to the hospital, he was in a critical
4. Please don't slam the
5. It's perfectly to feel nervous before an exam.
6. He her a hug, and left without looking back.
7. The snow didn't on the ground because it was too wet and warm.
8. The entrance is in constant, so please don't park in front of it.
9. Everyone strongly that the rules should be changed.
10. The disease rapidly among children.
11. The restaurant was ridiculously; but it was a very special occasion.
12. My brother promised that he would come; I'm sure he will.

3. Complete the table with five types of collocation in Exercise 2 and the examples of each type.

| | |
|----------------|----------------------|
| Adjective+noun | e.g. torrential rain |
|----------------|----------------------|

| | |
|--------------------|-------------------------------------|
| | 1)..... 2)..... |
| 3).....+noun | e.g. 4) 5)..... 6)..... |
| 7).....+8)..... | e.g. 9)..... 10)..... |
| 11).....+12)..... | e.g. 13)..... 14)..... |
| 15)+16)..... | e.g. 17)..... 18)..... |

4. Underline the correct option(s) in bold to complete the text. Both options may be correct.

*I've always been interested in history, and quite recently I decided to **sign up for/enlist in** a fairly **intense/intensive** course in archaeology at my local college. It's quite demanding – there's **continuous/constant** assessment and you have **to submit/hand in** three essays during the course – but at least there's no **final/finishing** exam, which is **a large/huge** relief for me. You are **awarded/presented** a certificate at the end, but in my case, the **complete/whole** point of the course isn't a piece of paper, but simply acquiring knowledge in a subject that interests me. Anyway, the course starts next week, and I'm **terribly/ tremendously** excited about it.*

5. Replace the words in *italics* with a more precise word from the list below.

Deploy entirely widespread fully utter break wildly classic settle remarkably

1. I've heard there's been *a lot of* damage to housing because of the storm.
2. The government is planning *to use* more troops in the area.
3. I had a guess, but it was *very* inaccurate.
4. She's *a very good* example of someone who says one thing and does another.
5. I'm sure the doctor is *very* aware of Matilda's problems.
6. The government hopes it will be able *to end* the deadlock in the talks this week.
7. I'm not *very* sure that we'll get an answer today.
8. Most of the students thought the exam was *very* easy.
9. Everyone is hoping we can *end* the dispute soon.
10. They were both talking *a lot of* rubbish.

Phraseological Units

1. Divide the following phrases into three groups: 1) free word-combinations, 2) phraseological units, 3) set non-phraseological units. Give all necessary explanations:

- to run fast
- to run after two hares
- a black blouse
- black coffee
- to strike upon the table
- to strike home
- Merry Christmas
- Merry laugh

2. The meaning of many idioms is not obvious, but you can sometimes use the context to guess the general sense. Can you guess the meaning of the idioms in **bold**.

1. Service is shocking in this store, and shoppers **are voting with their feet**.
2. My baby just won't go to sleep – I'm **at my wits' end** at night time.
3. All the criticism Pete got was **like water off a duck's back**.

4. *Anyone can make a pizza – **there's nothing to it**.*
5. *I **can't make head nor tail of** these descriptions. Can you?*
6. *She was sacked **on the spot**. Can you believe it? Incredible!*
7. *Don't talk to him about the situation at work: it's a bit of **a sore point** at the moment.*
8. *The children's behaviour has become **a bone of contention** between us.*
9. *It's **touch and go** whether he'll be fit enough to play on Saturday.*
10. *You know what they say: **blood is thicker than water**.*
11. *I'm going to the shops to pick up a few **bits and pieces**.*

3. Put the phrases in **bold** from exercise 2 into the correct column below.

| Type of idiom | Examples |
|---|----------|
| Verb-based idioms, e.g. <i>hit the roof</i> = become very angry (informal) | |
| Noun phrases, e.g. <i>a piece of cake</i> = smth that is very easy to do (informal) | |
| Prepositional phrases, e.g. <i>under the weather</i> = not feeling well (informal) | |
| Fixed phrases with two words, joined by <i>and</i> , e.g. <i>dos and don'ts</i> = rules that you should follow in a particular situation (informal) | |
| Exclamations/spoken phrases, e.g. <i>Hang on!</i> = wait (inf.); <i>very much so</i> – used to emphasise agreement | |
| Sayings, e.g. <i>Strike while the iron is hot</i> = make use of the opportunity immediately. | |
| Similes with <i>as/like</i> : <i>as blind as a bat</i> = with bad eyesight; <i>sleep as a log</i> = sleep very well (informal) | |

4. Read the extract from a chat page, then underline nine idioms. Explain what they mean. Define the type of each idiom.

- Laars:** Just heard that MP Alison Marks is on the verge of resigning.
- Boris22:** You're kidding! Well, something was obviously going on behind the scenes.
- Adele-UK:** Boris: Remember that she's got a young family. Maybe the stresses and strains of the job were just too much – all that time away from the family takes its toll.
- Janie55:** Adele: You can say that again! Women have to bear the brunt of family responsibilities, and being an MP is a tough job. It's really hard for them to strike a happy medium. Well, I for one will be sorry to see her go.

5. Rewrite the sentences using words in capitals. The meaning of the sentence must stay the same.

1. *We're not sure if he'll come.* TOUCH
2. *We disagree strongly about money.* BONE
3. *She's not feeling too well.* WEATHER
4. *Sam's got terrible eyesight.* BLIND
5. *The illness has effected her badly.* TOLL
6. *Do it now; don't wait.* IRON
7. *I find these instructions impossible to follow.* HEAD
8. *It's very easy.* NOTHING
9. *The economy has almost collapsed.* VERGE
10. *The exam was incredibly easy.* CAKE

6. Continue the phrase to make it simile:

as red as ..., as white as ..., as stubborn as ..., as sly as, as pretty as, as free as, as blind as, as cool as ..., as busy as ..., to eat like , as slippery asas hungry as, as old as, as poor as

7. Complete the sentences below with the correct form of the given idioms. Explain the meaning of each idiom.

Up to a point; turn a blind eye (to smth); by all means; out of the question; you'll be lucky; get a move on; no wonder; it's not the end of the world; throw in the towel; so far, so good.

1. A: How's the course going?

B: _____.

2. I think Alex's mother _____ some of his bad behaviour.

3. A: Could I take a day off work tomorrow?

B: No, I'm afraid that's _____.

4. Emily, _____ or we'll be late.

5. A: I'm hoping to get tickets for the 100 metres final at the Olympics.

B: _____!

6. A: Do you agree with me about the need for more practice?

B: Hmm, _____.

7. A: Could I borrow your grammar notes?

B: Yes, _____.

8. Matt's been working all day, so _____ he's tired.

9. A: I didn't get that job after all.

B: Well, _____.

10. I may not win, but I have no intention of _____ yet.

8. Check the meaning of these idioms in the dictionary. Are any of them informal?

A nasty piece of work; to say the least; bide your time; a matter of days/weeks/months; to have it in for someone.

Read the text below and underline the idioms given above. Then try to find six more idioms.

"I used to lecture at Wallchester College, and my boss was, to say the least, quite a nasty piece of work. He was friendly enough at the interview, and on the first couple of days at work everything seemed alright. But I soon realized that he was just biding his time, and sure enough it was only a matter of weeks before I was called into his office. He then produced a great long list of things I'd done wrong and ended up saying, "Come on, Ben, get your act together." Well, I'm not very good at taking criticism at the best of times, so I was pretty angry. But I decided that, for the time being at least, I would just keep my head down and try to make a go of things. Eventually though, the constant carping and criticism really got on my nerves. It was obvious he really had it in for me – even more than the other teachers in my department – and one day when he was being particularly unpleasant, I just flew off the handle and then handed in my notice."

9. Complete the sentences with one word to make an idiom. Change the sentences so that they are true for you.

1. The thing that _____ on my nerves most is people being late.

2. I fly off the _____ easily.

3. I'm not very patient at the best of _____.

4. I'd like to move overseas, but that's out of the _____ at the moment.

5. I find learning English idioms a bit challenging, to say the _____.

6. My next-door neighbour is a nasty _____ of work.

7. I'm off on holiday in a _____ of weeks, now.

8. I've never had a teacher who had it _____ for me; they've all been supportive.

9. My current dictionary is OK for my level, for the time _____.

10. If I saw someone stealing in a supermarket, I might turn a _____ eye to it.

10. Replace the phrases in *italics* with a suitable expression in **bold**.

Call it quits have several irons in the fire hit it off it beats me it makes no odds like it or lump it play it by ear rub it in It's back to the drawing board what makes somebody tick

1. I know you were right but there's no need to *keep on about it*.
2. Neither of us is going to win this game so let's *agree to stop now*.
3. Jim *has got several plans* so if he doesn't get into university it won't be the end of the world; he'll find something else to do.
4. I've been in the same group as Jasmine for a year and I still don't know *what makes her think the way she does*.
5. I don't know what excuse I'll give if the teacher asks for homework. I'll have to *do what seems best at the time*.
6. I've told my father that I'm going to study journalism at university. So he'll just have to *accept the situation*.
7. I'm going to fail this exam anyway so *it makes no difference* whether I come out with you or not.
8. I thought I wouldn't get on with the new teacher but on the first meeting we seemed to *like each other* quite well.
9. I *can't understand* how Pete can sit next to Linda all day when all she does is moan.
10. The teacher says our experiment is useless – so *we must go back and start again*.

11. Complete the sentences with a word to complete the expressions and idioms in bold.

Blot disguise drop gift pack stone tip tower

1. When Tom broke his leg it was **a blessing in** because he ended up marrying his nurse.
2. The factory is so ugly; it's **a** **on a landscape**.
3. I gave some money to the Save the Children Fund but it's just **a** **in the ocean**. They need billions of pounds.
4. Our John could sell anything to anyone. He really has **the** **of the gab**.
5. Jill has been **a** **of strength** to me through all the hard times.
6. Nothing Paula said was true. It was all a **of lies**!
7. I used to live **a** **'s throw from** the open countryside but they're building a new estate behind my house now.
8. The news about the food scare is only **the** **of the iceberg**. I think there will be worse to come.

Тема 9 «Особенности словарного состава английского языка за пределами Англии.

Язык – вариант – диалект. Английский язык в США. Особенности словарного состава английского языка в Австралии, Новой Зеландии, Канаде»

Вопросы для устного опроса:

Dialects and Variants of the English Language

1. What is Standard English?
2. What is the difference between a variant and a dialect?
3. What dialects and variants exist in Great Britain? What is Cockney?
4. What are the relationships between the dialects of the English language and Standard English?
5. What is the status of American English? Give your reasons.

6. What are the phonetic peculiarities of American English?
7. What is the structure of the American vocabulary?
8. What are the grammatical differences between BE and AE?
9. What local dialects exist in the USA?
10. What is characteristic of Canadian, Australian and Indian English?

Практическое задание:

Dialects and Variants of the English Language

1. Fill in the gap with a suitable equivalent from British English or American English:

Queue ...

Shop ...

... truck

Cinema ...

... cookie

Underground ...

... schedule

Car ...

... first floor

Chemist's ...

... sidewalk

Tap ...

... elementary school

2. Find the American English equivalents for these British English words:

holiday n, lift n, flat n, sweets n, autumn, petrol n, tin n, post n, taxi n, garden n, term n, luggage n, lorry n, curtain n

3. Translate the following words into English giving two variants – British and American:

каникулы, бензин, вата, осень, детская коляска, плац, метро, консервная банка, справочное бюро, пакет, кувшин, студент второго / третьего / четвертого курса, чемодан, бумажник, печенье, жилет, две недели, катушка ниток, каша, почтальон, тачка, ерунда, шашки, радио, салфетка, очередь, пляж, антракт (в театре).

4. Point out words which have different meaning in BrE and AmE and those which have the same meaning in BrE and AmE but which have acquired an additional specific meaning in AmE:

apartment, tardy, guess, calculate, homely, mad, sick, faucet, billion, solicitor, calico, corn, dessert, quite, galoshes, plunder, commute, pie, lunch, cane.

5. If you saw words spelt in the following way would you expect the writer in each case to be British or American? Why?

1 labor 2 centre 3 hospitalized 4 movie theater 5 favour 6 thru

6. Translate the following into British English.

1. I had a blow-out.

2. Pass me the cookies.

3. It's in the closet.

4. Open the drapes.

5. We've run out of gas.

6. It's in the trunk.

7. One-way or round trip?

8. He left the faucet on.

9. We're leaving in the fall.

10. I hate waiting in line.

7. Can you avoid some of the most common confusions arising between British and American speakers? Try the following quiz.
1. Where would you take (a) an American visitor (b) a British visitor who said they wanted to wash up – the kitchen or the bathroom?
 2. Would (a) an American (b) a Brit be expected to get something hot or something cold if they asked for some potato chips?
 3. Which would surprise you more – an American or a British man telling you that he wanted to change his pants?
 4. You have just come into an unknown office block. If (a) an American (b) a Brit says that the office you need is on the second floor, how many flights of stairs do you need to climb?
 5. If (a) an American (b) a Brit asks for a bill, is he or she more likely to be on a bank or a café?
8. What do you think these examples of Australian colloquialisms mean? They are formed by abbreviating an English word which you probably know.
1. Where did you go when you were in Oz?
 2. She wants to be a journo when she leaves uni.
 3. We got terribly bitten by mozzies at yesterday's Barbie.
 4. He's planning to do a bit of farming bizzo while he's in The States.
 5. What are you doing this arvo?
 6. We decided to have a party as the oldies had gone away for the weekend.
9. Below you have some statements made by a Scot. Answer the questions about them.
1. Mary had a bonny wee lassie last night.
What happened to Mary yesterday?
 2. They stay next to the kirk.
What noise is likely to wake them on Sunday mornongs?
 3. It's a bit dreich today.
Is it good weather for a picnic?
 4. He's got a new job as a janitor at the school.
What kind of duties will he have?
 5. Would you like a wee dram?
If you say "yes" what will you get?
 6. "Are you coming, Jim?" "Aye".
Is Jim coming or isn't he?
 7. They have a wonderful view of the loch from their window.
What can they see from the window?
10. Answer the following questions relating to Black English.
- 1) Would you be pleased to be called square?
 - 2) What does hair that is in dreadlocks look like?
 - 3) When might you feel dead beat?
 - 4) If musicians have a jam session, what do they do?
11. The words **1 – 8** are more common in Indian English than British English. The words **a – h** are the equivalent words more frequently used in British English. Match the Indian word with its British English equivalent.

| | |
|---|---------------------------|
| 1) <u>Abscond</u> | a) Catch (e.g. by police) |
| 2) <u>Nab</u> | b) Man who annoys girls |
| 3) <u>Bag</u> (i.e. a seat in the election) | c) Plimsolls, sneakers |
| 4) <u>Eve-teaser</u> | d) Underwear |
| 5) <u>The common man</u> | e) <u>Flee</u> |
| 6) <u>Fleetfoots</u> | f) People awaiting trial |

| | |
|-----------------------|------------------------------|
| 7) <i>Undertrials</i> | g) <i>The general public</i> |
| 8) <i>Wearunders</i> | h) <i>Capture/obtain</i> |

Тема 10 «Лексикография английского словаря. Типы словарей»

Вопросы для устного опроса

Lexicography

1. What is the difference between encyclopaedic and linguistic dictionaries?
2. What is the difference between general and specialized linguistic dictionaries?
3. Which dictionaries belong to general unilingual dictionaries and general bilingual dictionaries? What famous general dictionaries do you know?
4. Which dictionaries belong to the group of specialized dictionaries?
5. What are glossaries?
6. What is the practical use and theoretical value of ideographic dictionaries?
7. Describe Roget's Thesaurus of English Words and Phrases.
8. Express some idea with the help of Roget's Thesaurus.
9. What types of electronic dictionaries can be singled out?

Практическое задание:

1. Judging only by the names of the dictionaries elicit as much information about them as possible and define their types:

-Muller V.K. *English-Russian Dictionary*;
 -The *Encyclopaedia Britannica*;
 -Longman *Dictionary of Contemporary English*;
 -Maxwell C. *The Pergamon Oxford Dictionary of Perfect Spelling*;
 -Roget's *Thesaurus of English Words and Phrases*;
 -Dubrovin M.A. *Book of English and Russian Proverbs and sayings illustrated*.

2. Read the group of words below. Write each group in alphabetical order:

-feel, deck, pen, open, chap, speech, vote, butter, abbey, keep;
 -breast, fog, chair, brain, broker, table, umbrella, notebook, blossom, bar, meet, class, brute;
 -season, letter, computer, lace, loss, pen, porter, book, little, plane, tree, luxury, post, form;
 -strap, dictionary, soap, sir, top, struggle, size, page, last, work, stretch, strong, sleep, strict, snake, clock, strike.

3. Think of a word which can be inserted between two words without breaking alphabetical order.

a) apple – cucumber, cat – mouse, red – pink, fast – quick, kiss – love, chair – table, jump – run, speak – tell, shirt – trousers, bonnet – hat;
 b) cake – charm, fight – frost, go – guy, hot – hunt, mark – memory, plate – push, ray – remark, sit – short, tee – track, walk – white;
 c) kick – kiss, still – stop, hear – herb, tenor – terrific, fresh – friend, bless – blow, lily – little, modern – moon, ready – rein, teach – text;
 d) card – carpet, plan – plastic, mild – million, pile – pilot, free – fresh, roof – root, spade – spark, thick – third, welfare – Welsh, opponent – oppress.

4. What are the guide words in your dictionary between which you can find the following words?

Desire, leak, seal, character, inform, peach, resume, spectrum, tile, uniform, apple, mouse, pink, love, jump, bonnet, push, little, modern, teach, carpet, million, roof

5. Look up the words in bold type in the following sentences in your dictionary. How many headwords are there with that spelling? Do they belong to the same part of speech?

1. **Dry** your hands on this towel.
2. I saw a **break** in the fence.
3. I have twenty tests to **mark** today.
4. Mary heard the happy **sounds** of children at play.
5. The dog was watching my every **move**.
6. What is for **sweet**?
7. I'll **place** you under arrest.
8. My son has **sound** teeth.
9. Don't **touch** my things!
10. He's paid **double** for the same job.

Темы презентаций: типы словарей и их подробная характеристика.

Test 2

| | |
|---|--|
| I. Identify the underlined word combinations in the sentences below as | a) literal; b) figurative. |
| Each correct answer is worth 1 point (12 points). | <ol style="list-style-type: none"> 1. After art class, John had a green thumb. 2. She has a green thumb, the flowers in her garden are the best in the village. 3. It can be relaxing to watch water under the bridge. 4. – Hello, Mike! Nice to see you again! Much water has flown under the bridge since our college days! 5. The milk spoiled overnight because I left it in the bag. 6. After the interview Wendy knew he had the job in the bag. 7. As the secretary of the organization, you should take note of everything. 8. That new secretary is someone to take note of. 9. From her bench she could see a little frog in a big pond sitting on a water-lily leaf. 10. A large university can make you feel like a little frog in a big pond. 11. This boy is a pain in the neck; he has broken something again. 12. Jenny went to the doctor because she had a pain in the neck. |
| II. Identify the type of the given set phrases according to V.V.Vinogradov classification as: | <ol style="list-style-type: none"> a) phraseological fusions b) phraseological unities c) phraseological combinations |
| Each correct answer is worth 1 point (7 points). | <ol style="list-style-type: none"> 1. to bark up at the wrong tree 2. to take something for granted 3. to stick to one's word 4. to catch at a straw 5. to look a gift horse in the mouth 6. make a mistake 7. to have a bite |
| III. Identify the type of the given set phrases according to A.V.Koonin's classification as: | <ol style="list-style-type: none"> a) nominative b) nominative-communicative c) interjectional d) communicative |

| | |
|--|--|
| Each correct answer is worth 1 point (9 points). | 1. ships that pass in the night 2. red as a cherry 3. to cross the Rubicon 4. to break the ice 5. a bull in a china shop 6. Hold your horses! 7. Can a leopard change his spots? 8. Out of sight out of mind. 9. That's a pretty kettle of fish! |
| IV. Supply the missing part of the following similes. Each correct answer is worth 1 point (8 points). | 1. as green as a ... 2. as white as a ... 3. as changeable as ... 4. as warm as ... 5. ... as a bee 6. ... as a cricket 7. ... as an eel 8. ... as a peacock |
| V. Match the following archaic words and forms in Column A with their modern counterparts in Column B. Each correct answer is worth 1 point (10 points). | A B 1. thee a) rhymes 2. hath b) you 3. dost c) here 4. didst d) has 5. yon e) before 6. albeit f) do 7. rhymeth g) did 8. hither h) your 9. haply i) perhaps 10. ere j) although |
| VI. Match the following neologisms in Column A with their definitions in Column B. Each correct answer is worth 1 point (10 points). | A B 1. eco-friendly a) a plastic surgery operation to remove fat from the stomach 2. couch potato b) a female of limited intelligence but high sex appeal 3. teleworking c) holding radically green political beliefs 4. junk fax d) prejudice against someone because of their age 5. tummy tuck e) skiing downhill standing sideways on a large single ski 6. snowsurfing f) not harming the environment 7. karaoke g) working from home communicating by computer and fax 8. ageism h) unsolicited material, such as adverts, sent by fax 9. bimbo i) a lazy person who prefers watching TV to being active 10. dark-green j) singing pop songs solo to recorded music in bars (Japanese) |
| VII. Choose the stylistic labels for the underlined words. Label them as: | a) bookish b) neutral c) colloquial d) slang e) term |
| VIII. Fill in the gap with a suitable equivalent from British English or American English. Each correct | British English American English 1. lorry ... 2. railway ... 3. ... sidewalk |

| | |
|--|---|
| answer is worth 1 point (10 points). | 4. underground, tube ... 5. sweets ... 6. banknote ... 7. bill ... |
| XI. Translate the following into British English. Each correct answer is worth 1 point (5 points). | 1. Pass me the cookies. 2. We've run out of gas. 3. One-way or round trip? 4. We're leaving in the fall. 5. I hate waiting in line. |
| XII. Avoid the most common confusion arising between British and American speakers. Try the following quiz. Each correct answer is worth 2 points (10 points). | 1. Where would you take a) an American visitor b) a British visitor who said they wanted to wash up – the kitchen or the bathroom? 2. Would a) an American b) a Brit be expected to get something hot or something cold if they asked for some potato chips? 3. Which would surprise you more – an American or a British man telling you that he wanted to go and change his pants? 4. You have just come into an unknown office block. If a) an American b) a Brit says that the office you need is on the second floor, how many flights of stairs do you need to climb (one or two)? 5. If a) an American b) a Brit asks for a bill, is he or she more likely to be in a bank or a café? |
| XIII. Give Standard English words instead of the underlined Cockney rhyming slang phrases. Each correct answer is worth 1 point (10 points). | 1. Let's have a butcher's hook at your homework. 2. Just look at those Gawd forbids playing football! 3. It's on the Cain and Abel next to the phone. 4. We haven't got any yellow silk left in the house. 5. She'll get him to the lean and lurch by hook or by crook. 6. Have you seen my tit for tat? 7. Sit down and have a cup of Rosy Lea. 8. My trouble and strife makes nice soup. 9. I noticed him walking up the apples and pears. |

Учебный план предоставляет студенту возможность выбора дисциплины, по которой он будет писать научно-исследовательский проект. На 3м курсе научно-исследовательский проект является этапом научно-исследовательской работы студента. Научно-исследовательский проект представляет собой начальную форму научного исследования и является относительно небольшим по объему и освещает какой-либо один аспект в пределах большой темы. Это своего рода итог годовой учебно-теоретической деятельности студента, который имеет возможность углубленно рассмотреть заинтересовавшую его тему и приобрести навыки научного исследования. В случае выбора студентом для написания научно-исследовательского проекта дисциплины «Лексикология», ему могут быть предложены следующие темы.

Примерные темы научно-исследовательских проектов:

1. Проблемы создания словарей новых типов.
2. Проблемы выделения полуаффиксов.
3. Проблема идентификации комплетивов (combining forms).
4. Спорные вопросы префиксации. Классификации приставок.
5. Аффиксальные неологизмы в современном английском языке.
6. Конверсионные модели в английском языке.
7. Конверсия с точки зрения синхронии и диахронии.
8. Семантические отношения между словами в конверсионной паре.
9. Сокращение в английском языке.
10. Аббревиатуры в современном английском языке.

11. Телескопизмы в современном английском языке.
12. Неологизмы, образованные путем сокращения в современном английском языке.
13. Словосложение в английском языке.
14. Критерии разграничения сложных слов и словосочетаний.
15. Неологизмы, образованные путем словосложения в современном английском языке.
16. Удвоение и его разновидности.
17. Постпозитивация в английском языке.
18. Реверсия (обратное словообразование) в современном английском языке.
19. Малопродуктивные и непродуктивные способы английского словообразования.
20. Новая лексика в английском языке.
21. Проблема полисемии и омонимии в английском языке.
22. Семантическая структура многозначного слова.
23. Национально-культурная специфика английских фразеологизмов.
24. Тематические и идеографические группы, семантические поля.
25. Интернациональные и псевдоинтернациональные слова.
26. Синонимия в английском языке. Проблемы определения и классификации синонимов.
27. Эвфемизмы.
28. Антонимия в английском языке.
29. Энантиосемия в английском языке.
30. Пути пополнения словарного состава английского языка.
31. Лексические особенности американского варианта английского языка.
32. Политически корректная лексика в современном английском языке.

Задачей самостоятельной работы студентов является развитие умений работать с научной литературой и навыков самостоятельного ведения наблюдений за языковыми явлениями и умения делать теоретические выводы на конкретном языковом материале.

Задания для самостоятельной работы

1. Segment the words into morphemes and identify their types according to their semantic and structural classifications:
rewrite v, retain v, cried v, planted adj, gooseberry n, heating n, documentary adj, gentleman n, autograph n, colours n (flag).
2. Determine the number of morphemes in each word and name them:
boxes, children, sheep, theory, arrogance, marvelously, indifferent, newcomers, good-humoredly, notwithstanding, cupboard, half-length, disinterestedness.
3. Find the generic term (hyperonym) in each of the following sets:
 - seagull, bird, parrot, pigeon, peacock, eagle;*
 - blackmail, drug-trafficking, forgery, pickpocketing, crime, mugging;*
 - bag, barrel, basket, container, box, bowl;*
 - TV program, documentary, soap opera, weather forecast, game show, commercial;*
 - parsley, rosemary, herb, thyme, sage, tarragon*
4. Which unit does not belong to the set from the morphological point of view?
Underline it.
 - ringlet, leaflet, booklet, hamlet;*
 - cranberry, elderberry, waxberry;*
 - locket, pocket, hogget, lionet;*
 - telegraph, telephone, telethon, telegram.*

5. Which unit is the odd one out in each of the following sets? Underline it.

-Noun-forming suffixes: -or, -ive, -hood, -ism;

-Adjective-forming suffixes: -able, -less, -ous, -ty;

-Verb-forming suffixes: -ize, -ify, -ful, -ise;

-Suffixes denoting the agent of the action: -er, -or, -ist, -ment;

-Suffixes denoting nationality: -tion, -ese, -ian, -ish;

-Suffixes denoting diminutiveness: -ie, -kin, -ock, -ster;

-Suffixes denoting feminine gender: -ess, -age, -ine, -ette;

-Suffixes having derogatory meaning: -ard, -ster, -ist, -ton;

-Suffixes of native origin: -ful, -less, -able, -dom, -ish, -ship;

-Suffixes of Romanic origin: -ment, -en, -eer, -age, -ance;

-Suffixes of Greek origin: -ist, -ism, -ite, -nik;

-Prefixes of negative meaning: in-, non-, ex-, un-;

-Prefixes denoting repetition or reversal action: re-, pre-, dis-, de-;

-Prefixes denoting space: sub-, inter-, trans-, mis-;

-Prefixes denoting time and order: im-, fore-, pre-, post-.

6. Establish the type of semantic relations between the following words:

1. deer - dear a) homonyms

2. deer – animal b) synonyms

3. deer-elk c) antonyms

4. dear – expensive d) hyponym-hypernym

5. dear – cheap e) co-hyponyms

6. potato – vegetable

7. sickness-illness

8. red-green

7. Look up the words *often*, *necessary* in an English pronouncing dictionary, transcribe them and comment on the phonetic variants of these words.

8. Look up the verb *to learn* in a dictionary and discuss it in terms of grammatical variation. What other case of the same kind do you know? Give some examples.

9. Are the following units separate words or lexico-morphological variants?

Write them out in two columns: 1) separate words; 2) lexico-morphological variants.

Comic – comical, economic – economical, romantic – romantical,

historic – historical, physic – physical, heroic – heroical.

10. Write the following words out in three columns: 1) fully assimilated words; 2) partially assimilated words; 3) unassimilated words. Explain their etymology.

Pen, ballet, beet, hors d'oeuvre, butter, skin, take cup, police, distance, monk, garage, phenomenon, wine, large, justice, lesson, criterion, nice, coup d'etat, sequence, gay, port, river, loose, autumn, low, uncle, law, convenient, lunar, experiment, skirt, bishop, regime, eau-de-Cologne.

11. State the origin of the following etymological doublets. Translate them into Russian and compare their meanings.

Captain – chieftan, canal – channel, cart – chart, shirt – skirt, shreek – screech, shrew – screw, corpse – corps, travel – travail, shadow – shade, off – of, dike – ditch.

12. Establish the methods of word-formation by which the following words are made:

sheepish adj, salt v, son-in-law n, phone v, UNESCO, call up v, prof n, edit v, sharp-witted adj, make-up n

13. Specify the types and subtypes of these shortenings:

ad, AIDS, Ameringlish, e.g., maths, MP, dramedy, flue, varsity, radar

14. Carry out the componential analyses of these words into semantic markers and distinguishers:

ox – cow – calf, spinster – wife – widow – bride – mother

15. Identify the result of semantic change and determine what component of the word meaning has changed:

*-the noun **hound** used to denote «a dog of any breed», but now it means «a dog used in the chase»:*

*-The adjective **sly** originally meant «skilful»;*

*-A word **camp** originally was used as a military term and meant «the place where troops are lodged in tents». Now it denotes «temporary quarters» (of travelers, etc.);*

*-**Enthusiasm** originally meant «fanaticism»*

16. Match the word with the conversion model after which it was formed:

1. oil v, a) N V

2. brown v, b) V N

3. natural, n c) N adj

4. cut, n d) adj N

5. ologies and isms, n e) adj V

6. raven, adj f) affix N

7. e-mail, v

8. street, adj

17. Is this a compound word? Give YES or NO answers.

-neighbourhood

-eggplant

-handkerchief

-blackguard

-horsemanship

18. What unites the following words? Match the right variant (a,b,c) with the 1st column.

1. deprived, arrived, decayed, described a) lexical meaning

2. fast, quick, rapid, swift b) grammatical meaning

3. forget-me-nots, radii, Russians, oxen c) lexical meaning and grammatical meaning

4. to buy, to sell, price, money, expensive

19. Identify the types of similarity (metaphor) in each case. Match the right variant (a,b,c) with the 1st column.

1. the drop of water – diamond drops a) shape

2. the heart of a man – the heart of a city b) function

3. black shoes – black despair c) age

4. the neck of a man – the neck of a bottle d) color

5. the key to a door – the key to a mystery e) position

20. Find antonyms for the words and identify their types:

beautiful, to live, a teacher, West, long, to unlace, to sell, truth

21. Give derivational antonyms to the following:

to underestimate, powerful, uniform, forethought, godly, to wrap, benevolent, to overcharge, bilateral, to postdate, needless, employee, profitable, convergence

22. Identify the types of synonyms in pairs:

to ask – to interrogate, an inflection – an ending, to hate – to detest, a battle – a fight, to postpone – to put off, word-building – word-formation

23. Divide the following phrases into three groups: 1) free word-combinations, 2) phraseological units, 3) set non-phraseological units. Give all necessary explanations:

-to run fast

-to run after two hares

-a black blouse

-black coffee

-to strike upon the table

-to strike home

-Merry Christmas

-Merry laugh

24. Establish the types of these homonyms:

1. *friends – friend's – friends' a) lexical*

2. *ball, n (мяч) – ball, n (бал) b) grammatical*

3. *nit, n (гнида) – knit, v (вязать) c) lexico-grammatical*

4. *right, adj (справедливый) – right, adj (правый)*

5. *said, v (Past Indefinite) – said, v (Past Participle)*

6. *shy, adj (пугливый) – shy, v (бросать мяч/камень)*

25. Continue the phrase to make it simile:

as red as ..., as white as ..., as stubborn as ...,

as busy as ..., to eat like, as slippery as ...

26. Judging only by the names of the dictionaries elicit as much information about them as possible and define their types:

-Muller V.K. English-Russian Dictionary;

-The Encyclopaedia Britannica;

-Longman Dictionary of Contemporary English;

-Maxwell C. The Pergamon Oxford Dictionary of Perfect Spelling;

-Roget's Thesaurus of English Words and Phrases;

-Dubrovin M.A. Book of English and Russian Proverbs and sayings illustrated.

27. Find the American English equivalents for these British English words:

holiday n, lift n, flat n, sweets n, autumn, petrol n, tin n, post n, taxi n, garden n, term n, luggage n, lorry n, curtain n

28. Fill in the gap with a suitable equivalent from British English or American English:

British English American English

Queue ...

Shop ...

... truck

Cinema ...

... cookie

Underground ...

... *schedule*
Car ...
... *first floor*
Chemist's ...
... *sidewalk*
Tap ...
... *elementary school*

29. Read the group of words below. Write each group in alphabetical order:

-*feel, deck, pen, open, chap, speech, vote, butter, abbey, keep;*
-*breast, fog, chair, brain, broker, table, umbrella, notebook, blossom, bar, meet,*
class, brute;
-*season, letter, computer, lace, loss, pen, porter, book, little, plane, tree, luxury,*
post, form;
-*strap, dictionary, soap, sir, top, struggle, size, page, last, work, stretch, strong,*
sleep, strict, snake, clock, strike.

30. What are the guide words in your dictionary between which you can find the following words?

Desire, leak, seal, character, inform, peach, resume, spectrum, tile, uniform, apple, mouse, pink,
love, jump, bonnet, push, little, modern, teach, carpet, million, roof

Критерии оценки форм текущего контроля успеваемости

Критерии оценки устного опроса

Отлично: Ответы на поставленные вопросы излагаются логично, последовательно и не требуют дополнительных пояснений. Полно раскрываются причинно-следственные связи между явлениями и событиями. Делаются обоснованные выводы. Соблюдаются нормы литературной речи.

Хорошо: Ответы на поставленные вопросы излагаются систематизировано и последовательно. Материал излагается уверенно. Раскрыты причинно-следственные связи между явлениями и событиями. Демонстрируется умение анализировать материал, однако не все выводы носят аргументированный и доказательный характер. Соблюдаются нормы литературной речи.

Удовлетворительно: Допускаются нарушения в последовательности изложения. Неполно раскрываются причинно-следственные связи между явлениями и событиями. Демонстрируются поверхностные знания вопроса, с трудом решаются конкретные задачи. Имеются затруднения с выводами. Допускаются нарушения норм литературной речи.

Неудовлетворительно: Материал излагается непоследовательно, сбивчиво, не представляет определенной системы знаний по дисциплине. Не раскрываются причинно-следственные связи между явлениями и событиями. Не проводится анализ. Выводы отсутствуют. Ответы на дополнительные вопросы отсутствуют. Имеются заметные нарушения норм литературной речи.

Критерии оценки практического задания

Отлично: Практическое задание выполнено верно и в полном объеме, проведен правильный анализ, сделаны аргументированные выводы. Проявлен творческий подход и демонстрация рациональных способов решения конкретных задач. Дает ответы на дополнительные вопросы.

Хорошо: Практическое задание выполнено верно и в полном объеме с пояснением всех действий. Произведен частичный анализ и (или) сделаны неверные выводы. Допущены недочеты при ответе на дополнительные вопросы.

Удовлетворительно: Практическое задание выполнено не в полном объеме. Произведен частичный, недостаточно аргументированный анализ, сделаны недостаточно полные выводы. Допущены существенные ошибки, исправляемые с непосредственной помощью преподавателя.

Неудовлетворительно: Практическое задание выполнено, но абсолютно неверно.

Критерии оценки теста

| оценка | % правильно выполненных заданий |
|---------------------|---------------------------------|
| отлично | 91-100 % |
| хорошо | 70-90 % |
| удовлетворительно | 51-69 % |
| неудовлетворительно | Менее 51 % |

Критерии оценки презентации

| Критерий | Оценка | | |
|-------------------------|--|--|---|
| | 5 | 4 | 3 |
| Содержание презентации. | В презентации отражены все ключевые позиции работы, четко прослеживается структура, логичная последовательность изложения материала. | В презентации отражены все ключевые позиции работы, имеются небольшие неточности, не мешающие восприятию информации. | Нарушена логическая последовательность изложения материала, нечеткая структура. |
| Оформление Презентации. | Оформление презентации лаконичное, текст удобно считывается. | В оформлении презентации есть нарушения (избыток текста, не очень удобная для чтения подача материала) | Оформление презентации мешает восприятию ее содержания. |
| Выступление | Речь отчетливая, понятная; разнообразный словарный запас; владение простыми и сложными грамматическими структурами. Допускаются 2-3 лексико-грамматические ошибки, не затрудняющие понимание | Речь понятная; достаточный словарный запас; владение простыми грамматическими структурами. Допускается не более 4-5 лексико-грамматических ошибок, не затрудняющих понимание | Речь не всегда понятная; скудный словарный запас; встречаются грамматические ошибки. Допускается не более 7 лексико-грамматических ошибок |

2 Список вопросов и (или) заданий для проведения промежуточной аттестации

На экзамене проверяется сформированность компетенции ОПК-2 - Способен использовать в профессиональной деятельности, в том числе педагогической, основные положения и концепции в области общего языкознания, теории и истории основного изучаемого языка (языков), теории коммуникации (И-ОПК-2_1 - Знает основные положения и концепции в области общего языкознания, теории и истории основного изучаемого языка (языков), теории коммуникации, лингвистической терминологии; И-ОПК-2_2 - Анализирует типовой языковой материал, типы коммуникации, применяя знания основных положений и концепций в области общего языкознания, теории и истории основного изучаемого языка (языков), теории коммуникации, лингвистической терминологии); ОПК-4 способен осуществлять на базовом уровне сбор и анализ языковых и литературных фактов, филологический анализ и интерпретацию текста (И-ОПК-4_1 – владеет методикой сбора и анализа языковых и литературных фактов; И-ОПК-4_2 – осуществляет филологический анализ и интерпретацию текста).

Экзамен выставляется по текущей успеваемости в случае выполнения следующих условий:

Критерии оценки успеваемости

| № | Форма контроля | Количество % |
|----|--|--------------|
| 1. | Посещение занятий | 0 – 10 |
| 2. | Выступление по плану семинара | 0 – 50 |
| 3. | Тестирование, письменные контрольные работы | 0 – 20 |
| 4. | Дополнение к выступлению | 0 – 10 |
| 5. | Бонус (индивидуальная презентация, участие в конференции, допол. исследовательское задание и т.д.) | 0 – 10 |

- максимальное число % в течение семестра – 100

- минимальное число % за семестр – 35

Положительные результаты текущего контроля успеваемости (100 %) могут служить основанием для выставления оценки «отлично».

В случае неудовлетворительных результатов студент сдает экзамен.

Вопросы к экзамену:

1. Lexicology as a branch of Linguistics. The theoretical and practical value of Lexicology.
2. The connection of Lexicology with other branches of Linguistics.
3. The systematic character of the English vocabulary.
4. The motivation of a word.
5. The characteristic features of the English vocabulary.
6. The etymological background of the English vocabulary. Native words in English.
7. Characteristics of borrowings. Main groups of loan words in English.
8. Assimilation of borrowings in English.
9. Etymological doublets and international words in English.
10. Translation loans and semantic borrowing in English. Folk etymology.
11. The morphological structure of English words. Types of morphemes.
12. The morphological analysis of English words.
13. Affixation in English.
14. Conversion in English.
15. Composition in English.
16. Shortening in English.
17. Minor types of word-building in English.
18. Main approaches to the study of word meaning in Modern Semasiology.
19. The semantic structure of the word. Types of lexical meaning.
20. Polysemy in English
21. The semantic change of a word and its causes.
22. The main semantic processes of the development and change of word meaning: specialization, generalization, elevation and degradation of meaning.
23. Linguistic metaphor and metonymy as the main semantic processes of the development of word meaning
24. Semantic analysis: lexico-semantic, componential, contextual.
25. Homonyms in English. The problem of polysemy and homonymy.
26. Antonyms in English.
27. Synonyms in English.
28. Euphemisms.
29. Specific features of free (variable) word-combinations and phraseological units in English.
30. The problem of classifying phraseological units.
31. Features enhancing unity and stability of set expressions.
32. Standard English, variants and dialects.
33. Peculiarities of English in the USA.
34. Syntagmatic relations of words in English. Valency and collocability of English words.
35. Lexicography – a branch of lexicology dealing with dictionaries.

Критерии экзаменационных оценок

Отлично: студент демонстрирует полное и качественное знание изученного материала (85-100%), предполагающее использование не только основной, но и дополнительной литературы по дисциплине, свободно и уверенно владеет тематической терминологией, дает верные и полные определения сущности рассматриваемых лексикологических явлений, качественно и своевременно выполняет все предлагаемые практические задания, излагает материал уверенно и логично.

Хорошо: студент демонстрирует достаточно полное знание изученного материала (70-85%), предполагающее использование основной и дополнительной литературы по дисциплине, владеет тематической терминологией по лексикологии, дает верные определения сущности рассматриваемых лексикологических явлений, выполняет все предлагаемые практические задания, но допускает незначительные ошибки с последующей самокоррекцией при дополнительных вопросах экзаменатора.

Удовлетворительно: студент демонстрирует неполное знание изученного материала (50-70%), неуверенно обращается с тематической терминологией, дает неполные определения сущности рассматриваемых лексикологических явлений, своевременно выполняет все предлагаемые практические задания, но допускает ошибки, которые может исправить только при помощи и комментариях экзаменатора, излагает материал неуверенно и не всегда логично.

Неудовлетворительно: студент демонстрирует незнание изученного материала (менее 50%), неуверенно обращается с тематической терминологией, дает неполные и неверные определения сущности рассматриваемых лексикологических явлений, выполняет практические задания с серьезными ошибками, не может ответить на дополнительные вопросы экзаменатора в рамках тематики экзаменационного билета.

Приложение №2 к рабочей программе дисциплины «Лексикология английского языка»

Методические указания для студентов по освоению дисциплины

В процессе изучения иностранного языка в вузе, студент должен:

- осуществлять серьезную, систематическую и упорную работу по овладению языком, ожидая успеха лишь при регулярных занятиях;
- помнить, что самостоятельная работа – неотъемлемая часть освоения дисциплины, без которой аудиторная работа под руководством преподавателя будет менее эффективна. Регулярное использование ресурсов Интернета и периодических изданий позволит повысить собственную языковую культуру.
- постоянно пополнять собственный словарный запас по специальности, заниматься составлением специализированного словника;
- читать художественную и специализированную литературу на иностранном языке, изыскивать возможности к общению с носителями языка (семинары и встречи в Домах дружбы, переписка, участие в Интернет-форумах);
- развивать в себе стремление к спонтанному, пусть и не безошибочному говорению, добываясь ясного и четкого выражения мысли;
- проявлять уважение к своим преподавателям и поддерживать с ними деловой контакт, выполняя их советы и рекомендации.
- уметь работать в команде в рамках выполнения коммуникативных, проектных и пр. заданий.

Учебно-методическое обеспечение самостоятельной работы студентов по дисциплине

В качестве учебно-методического обеспечения СРС рекомендуется использовать литературу, указанную в разделе 8 настоящей программы.

Для самостоятельного подбора литературы в библиотеке ЯрГУ рекомендуется

1. Личный кабинет (http://lib.uniyar.ac.ru/opac/bk_login.php) дает возможность получения on-line доступа к списку выданной в автоматизированном режиме литературы, просмотра и копирования электронных версий изданий сотрудников университета (учеб. и метод. пособия, тексты лекций и т.д.) Для работы в «Личном кабинете» необходимо зайти на сайт Научной библиотеки ЯрГУ с любой точки, имеющей доступ в Internet, в пункт меню «Электронный каталог»; пройти процедуру авторизации, выбрав вкладку «Авторизация», и заполнить представленные поля информации.

2. Электронная библиотека учебных материалов ЯрГУ (http://www.lib.uniyar.ac.ru/opac/bk_cat_find.php) содержит более 2500 полных текстов учебных и учебно-методических материалов по основным изучаемым дисциплинам, изданных в университете. Доступ в сети университета, либо по логину/паролю.

3. Электронная картотека «Книгообеспеченность» (http://www.lib.uniyar.ac.ru/opac/bk_bookreq_find.php) раскрывает учебный фонд научной библиотеки ЯрГУ, предоставляет оперативную информацию о состоянии книгообеспеченности дисциплин основной и дополнительной литературой. Электронная картотека «Книгообеспеченность» доступна в сети университета и через Личный кабинет.