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МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ
ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ

«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

Пятигорский институт (филиал) СКФУ

**Методические указания
по выполнению практических работ
по дисциплине
«ЛЕКСИКОЛОГИЯ»**

для студентов специальности 45.05.01 Перевод и переводоведение,
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экономических отношений»

Пятигорск, 2024

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ВВЕДЕНИЕ

Данными методическими указаниями студенты могут пользоваться при подготовке к практическим занятиям. Практические занятия – это планируемая учебная, учебно-исследовательская, а также научно-исследовательская работа студентов, которая выполняется в аудиторное время под руководством преподавателя. В составе методических указаний к практическим занятиям предусмотрены рекомендации по подготовке к практическому занятию. При выполнении работы студенты могут использовать не только методические указания по решению задач, но и другие материалы учебно-методического комплекса.

Четкое планирование времени является важным условием успешного овладения профессиональными знаниями и навыками. Рекомендуется выполнять все задания к практическим занятиям, а также задания, вынесенные на самостоятельную работу, и творческие задания непосредственно после соответствующей темы лекционного курса, что способствует лучшему усвоению материала, позволяет своевременно выявить и устранить «пробелы» в знаниях студентов, систематизировать ранее пройденный материал, на его основе приступить к овладению новых знаний и навыков.

Практические занятия предусматривают устное обсуждение вопросов по пройденной теме, выполнение письменных работ, проверку творческих заданий. Рекомендуется готовить все вопросы, вынесенные для самоподготовки во избежание «пробелов», «отрывистости» в знаниях. Для подготовки к практическим занятиям эффективным оказывается метод конспектирования, позволяющий в систематизированном виде выделить основные положения по конкретному вопросу. На занятиях принимаются полные, развернутые устные ответы на поставленный вопрос, а также дополнения к нему.

Целью данного курса является формирование у студентов базовых знаний, теоретически обобщающих и систематизирующих сведения о словарном составе современного языка.

Задачи курса заключаются в том, чтобы на основе всестороннего и углубленного изучения конкретных языковых фактов дать общую характеристику словарного состава языка, выявить его специфические особенности, структурно-семантические модели входящих в него слов и словосочетаний, продуктивные и непродуктивные способы словообразования в современном языке, показать системный характер лексики.

СОДЕРЖАНИЕ ПРАКТИЧЕСКИХ ЗАНЯТИЙ

Практическое занятие № 1. Semasiology as a part of lexicology/ Семасиология как часть лексикологии

Цель: сформировать у студентов базовые знания в области данной дисциплины; сообщить студентам определенный объем информации; привить им навык анализа конкретного языкового материала; развить у студентов творческое лингвистическое мышление и критический подход к изучаемому материалу; сформировать умение пользоваться соответствующим понятийным аппаратом; аналитически осмысливать и обобщать теоретические положения; применять полученные знания на практике.

Актуальность: необходимость овладения студентами ОПК–1, ПК–5.

Теоретическая часть

The term ‘semasiology’ was introduced into linguistic studies in 1825 when the classical scholar C. Reisig in his university lecture on Latin philology set up a new division of grammar (semasiology, etymology and syntax). He regarded semasiology as historical discipline that should establish the principles of governing the development of meaning.

In modern linguistics **semasiology** – is a branch of Lexicology that is devoted to the study of meaning. There is no universally accepted definition of meaning.

There are three main approaches to defining meaning:

- referential approach;
- functional (contextual) approach;
- operational approach.

The essential characteristic of the *referential approach* is that it distinguishes between the three components closely connected with meaning:

- 1) the **sound-form** of the linguistic sign;
- 2) the **concept** underlying this sound-form;
- 3) the **referent** – the part of aspect of reality to which the linguistic sign refers.

The *functional approach* maintains that the meaning of a linguistic unit can be studied only through its relation to other linguistic units. It is based on the analysis of various contexts. For instance, the meanings of the words *arrive* and *arrival* are different because these words occupy different positions in relation to other words: *arrive at*, *arrive in*. *Arrival* may be followed by a preposition *arrival of my friend* and preceded by an adjective *early*, *late*, *sudden*, etc.

The *operational approach* is centered on defining meaning through its role in the process of communication or the information conveyed from the speaker to the listener. This definition is applicable both to words and sentences.

Практическая часть

1. Analyze the distribution of the word *approval* and different contexts in which this word is used.

a) Distribute the sentences according to the following meanings of the word *approval*:

- 1) a positive feeling that you have towards someone or something that you think is good or suitable;
- 2) official agreement or permission, given by someone in authority.
 1. Children are constantly looking for signs of approval from their parents.
 2. We sent the design to the planning department for approval.
 3. Mr Bush often quotes her ideas on the family with approval.
 4. Most of his girlfriends failed to meet with his father’s approval.
 5. By July, the Prime Minister’s approval rating had risen to over 60 percent.
 6. The board has finally given its approval to the loan.
 7. The approval of my decision meant very much for me.

b) Apply the functional approach to meaning.

Model: The word *approval* is preceded by: a possessive pronoun...

The word *approval* is followed by: a preposition...

2. Analyze the distribution of the word *nature* and different contexts in which this word is used.

a) Distribute the following sentences according to the following meanings of the word *nature*:

- 1) the physical world including all living things as well as the land and the seas;
 - 2) a basic quality or feature of something or somebody;
 - 3) a particular type or class of thing.
1. His behaviour was inappropriate for a meeting of this nature.
 2. He has an opportunity to enjoy the beauty of nature in Alaska
 3. The pony has a very gentle nature.
 4. Apes are curious by nature.
 5. The consultation will be more in the nature of a public meeting than a formal enquiry.
 6. He's always loved pitting his skills against the forces of nature.
 7. It's the nature of plastic to melt under high temperatures.
 8. They must understand the nature of our opposition to nuclear testing.

b) Apply the functional approach to meaning.

Model: The word *nature* is preceded by: the indefinite article...

The word *nature* is followed by: a preposition...

3. Group the following words into three columns in accordance with the sameness of their 1) grammatical meaning; 2) lexical meaning; 3) part-of-speech meaning.

Friend, boy's, friend's, ship's, friends', most beautiful, gone, men, writes, goes, near, for, nearer, thought, write, boys, friends, written, go, ships', people, during, men's, boy, nearest, at, thinks, went, beautiful, think, man, boys', wrote, people's, man's, more beautiful;

a) Wonderful, closer, make, tree, sing, play, more wonderful, child, playing, girl, girls, close, sang, child's, made, most wonderful, trees, played, girls', children, children's, closest, making, girl's, singing.

4. Look up the word *cool* in the dictionary and answer these questions.

- a) How many meanings does the word *cool* have? _____
 - b) In which word classes is the word *cool* used? _____
 - c) How many meanings are explained for the adjective *cool*? _____
 - d) Is the noun *cool* used in the plural? _____
 - e) In which meaning of which entry for *cool* do you find the following examples: _____
1. We opened the windows to *cool* the room. _____
 2. The presidential candidate got a *cool* reception. _____
 3. She was the embodiment of *cool*. _____
 4. We had such a *cool* time at your party. _____
 5. *Cool* it and tell me what's wrong. _____

5. Give possible interpretations of the sentences paying special attention to the italicized words. State the difference between meaning of the italicized words and sense which these words lend to the whole utterance or the situation.

Model: I won't go further, I am afraid of the dog ahead. – Don't worry. To all appearances, it won't bite, it *is* just **barking**. to bark

meaning	sense
to make the short sharp (loud) sound that dogs and some other animals make	such behavior of the dog implies that the dog itself is frightened by the appearance of the people

- 1) The *discreet* door was shut with a bang.
- 2) She failed to buy an expensive little box and she felt a strange *pang*.
- 3) I turned to my friend but he had gone to the house and was *leaning against* it with his face to the wall.

6. Using the onomasiological approach to meaning analyze the following words: *huge, little, often, possess, savage, force*. Dictionaries of synonyms will help you.

Model: *comic* (adj)

- Comic
- 1) funny
 - 2) humorous
 - 3) ridiculous
 - 4) absurd
 - 5) silly
 - 6) amusing

7. Match the words in bold with their definitions.

- | | |
|--|--|
| 1. A line of fir trees screened the house from the road. | a) a kind of exercise to strengthen stomach muscles. |
| 2. He keeps an interruptions log from time to time. | b) to hide someone or smth by being in front of him. |
| 3. We need to isolate the cost of absenteeism to see how big the problem is. | c) the best or the most effective thing you can do to gain advantage over someone. |
| 4. We live in cities that are choked with traffic. | d) to contain or provide a place for something. |
| 5. Her trump card is that she's the only one who speaks Japanese. | e) a written record of events with dates and times. |
| 6. The library has a valuable bank of old documents. | f) to separate something such as an idea or a problem from others so that you can consider it by itself. |
| 7. All the outdoor scenes were shot on location in Wales. | g) people that you know who are of the same age or as you in the same position, etc. |
| 8. The club is housed in a magnificent 16th century building. | h) to take photos or make a film or video. |
| 9. He did 50 sit-ups and then went for a run at lunch-time. | i) to fill a place so that it is difficult to move. |
| 10. The opinion of his peers is more important to him than his parents' ideas | j) a large collection especially of information. |

8. Analyze the following features regarded as the basic characteristics of the given object forming the denotatum:



a large tree that can live for a very long time and produces hard fruits called acorns.

Analyze the given expressions and answer the question: what characteristics of the oak not reflected in the denotatum are proper to the concept about this object?

Great / mighty oaks from little acorns grow; a heart of oak; oaks may fall when reeds stand the storm.

9. Find out the right meaning of the word.

1. carer

- a) a person who always worries about everything;
- b) a machine that carries things at a factory from one working place to another;
- c) a person who looks after a sick or old person at home;
- d) a person who likes cars.

2. company doctor

- a) a doctor who treats employees of a certain company or firm, usually on a contract basis;
- b) a consultant called in to analyze the management and financial affairs of an ailing company and restore it to success;
- c) a partnership of two or more doctors;
- d) a person who has received the highest university degree in the field of management of small companies.

3. high-five

- a) reproduction of recorded sound that is of high quality and very close to the original sound;
- b) a gesture of exultation, congratulation or greeting in which two people join hands above their heads, palms together;
- c) a style of life that involves spending a lot of money on entertainment, good food, expensive clothes etc.;
- d) of high quality.

4. moneyman

- a) a man professionally concerned with financial dealings; a financier;
- b) a rich man;
- c) a person who lends money;
- d) a famous person whose portrait is printed on the bank notes.

5. stun gun

- a) a very attractive or impressive thing or person;
 - b) a signal to begin a race;
 - c) a weapon that discharges high-voltage electricity;
 - d) a person who does unusual act in order to attract attention.
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Практическое занятие № 2. Aspects of lexical meaning/ Аспекты лексического значения

Цель работы: сформировать у студентов базовые знания в области данной дисциплины; сообщить студентам определенный объем информации; привить им навык анализа конкретного языкового материала; развить у студентов творческое лингвистическое мышление и критический подход к изучаемому материалу; сформировать умение пользоваться соответствующим понятийным аппаратом; аналитически осмысливать и обобщать теоретические положения; применять полученные знания на практике.

Актуальность: необходимость овладения студентами ОПК–1, ПК–5.

Теоретическая часть

In the general framework of lexical meaning several aspects can be singled out. They are: the denotational aspect, the connotational aspect and the pragmatic aspect.

The denotational aspect of lexical meaning is the part of lexical meaning which establishes correlation between the name and the object, phenomenon, process or characteristic feature of concrete reality (or thought as such), which is denoted by the given word. The term 'denotational' is derived from the English word *to denote* which means 'be a sign of' or 'stand as a name or symbol for'.

The connotational aspect of lexical meaning is the part of meaning which reflects the attitude of the speaker towards what he speaks about. Connotation conveys additional information in the process of communication.

The pragmatic aspect is the part of lexical meaning that conveys information on the situation of communication. Like the connotational aspect, the pragmatic aspect falls into four closely linked together subsections.

Практическая часть

1. Identify the denotational aspect of the lexical meaning of the words in each group

- 1.indignation, fury, ire, rage, irritation;
- 2.beautiful, lovely, handsome, pretty, bonny;
- 3.kip, nap, doze, slumber, snooze;
- 4.happy, delighted, pleased, cheerful, joyful;
- 5.like, admire, take pleasure in, be pleased with, fancy.

2. Point out the denotational aspect in all the lexical meanings of the words *warm* and *face*

***Warm* (adj)**

1. fairly hot in a way that is comfortable and pleasant;
2. warm clothes and buildings keep heat in and prevent you from feeling cold;
3. a warm place;
4. kind and friendly in a way that makes other people feel comfortable.

***Face* (n)**

- 1.the front part of your head, where your eyes, nose, and mouth are;
- 2.the expression on someone's face, that shows how they are feeling;
- 3.a side of a mountain or building that is high and very steep;
- 4.one side of a coin;
- 5.the way that something looks or appears to people;
- 6.the front of a clock, where the numbers are.

3. Find out the difference in the denotational aspects of the words: *appreciate*, *value*, *cherish*, *assess*, *evaluate* (analyze the first meaning of each word only).

4. Identify the denotational and connotational aspects in the lexical meanings of the word *cool* (adj)

1. rather cold, often in a pleasant way;
2. cool clothes prevent you from feeling too hot;
3. calm and not nervous, upset, embarrassed;
4. behaving in a way that is not as friendly as you expect;
5. (informal) very attractive, fashionable, relaxed, in a way that people admire;
6. cool colour is one, such as blue or green, that makes you think of cool things;
7. used with an amount of money for emphasizing how large it is.

5. State the denotational and connotational aspects of the following words:

1. friend, acquaintance, intimate, confidant, crony, buddy;
2. walk, trot, pace, run, gallop, lope, amble;
3. stubborn, obstinate, mulish, refractory, pigheaded.

6. Identify the denotational and connotational aspects of lexical meaning of the given words. Analyze the similarity and difference between the components of the connotational aspect of lexical meaning in the given pair of words.

Model: *celebrated* – *notorious*

Words	Denotational and connotational aspects	Components of the connotational aspect of the lexical meaning which specify the difference between the words
<i>celebrated</i>	Widely known, admired and talked about by many people because of good qualities	Evaluation (positive)
<i>notorious</i>	Widely known because of something bad, for example, for being criminal, violent, or immoral	Evaluation (negative)

1) to murmur – to mutter; 2) sophisticated – hardened; 3) adventure – ordeal; 4) perfect – flawless; 5) to glance – to glare; 6) to deal with – to grapple with; 7) adulation – respect; 8) ugly – repulsive.

7. State what image underlies the meaning of the italicized verbs. Give the meaning of these verbs.

Model: I heard what she said, but it didn't *sink into* my mind until much later.

Answer: The meaning of the verb *sink* is based on the image of 'something going down below the surface or to the bottom of a liquid or soft substance'. *Sink into* means 'to be understood and accepted by (one's mind)'.

- 1) Even though divorce is legal, it is still *frowned upon*.
- 2) I *take back* my unkind remarks; I see that they were not justified.
- 3) You should be ashamed of yourself, *crawling to* the director like that.
- 4) The crowd *fired* questions *at* the speaker for over an hour.
- 5) Ideas were *flying about* in the meeting.
- 6) The children *seized on* the idea of camping in the mountain, and began making plans.
- 7) I was following the man when he *dived into* a small restaurant and I lost track of him.
- 8) You might *catch him in* about 12 o'clock.
- 9) I should imagine that the President was glad to *lay down* his office.
- 10) Why are you trying to *pin the blame on* me?

8. State the difference in the pragmatic aspect of lexical meaning in the following pairs of words. Pay attention to the register of communication. State the possible participants of the communicative situation and their roles on which tenors of discourse are based.

9. Model: to interrupt – to butt in: Don't *interrupt* when your mother is speaking. There is an awful man in the front row, who *butts in* whenever you pause.

Words	Register of communication	Participants of the communicative situation	Roles, which tenors of discourse are based on
<i>Interrupt</i>	Neutral	Parent – child	Family roles
<i>butt in</i>	Informal	People who know each other well enough	Social roles

1) **Dough – money:**

1. He only married her for her *dough*.
2. How much *money* will you pay me for this work, sir?

2) **Certainly – unquestionably:**

1. I'm sorry if upset you, dear. I *certainly* didn't mean to.
2. Japan has *unquestionably* one of the most successful economies in the world.

3) **Picture – photography:**

1. Karen showed me *a picture* of her new boyfriend – he's very good-looking.
2. Visitors are not allowed to take *photographs* inside the museum.

4) **Skirt – girl:**

1. So, Bill, off to chase some *skirt*?
2. I didn't know you were friends with the *girl* I had seen you with last night.

5) **Quality – thing:**

1. There are certain *qualities* in Orwell's prose that I greatly admire.
2. One of the *things* I like about Mary is the way she always keeps smiling, even when

there are problems.

10. Look at the words below. Can you tell the difference between them?

advertisements commercials posters flyers

Which one fits in the sentence below?

Someone was handing out ... advertising local sales.

11. Choose the correct meaning of the words in bold in the sentences below:

1. Who could have imagined big supermarket chains majoring their promotion campaigns on **E-free** food as they do now?

- a) sold free of charge through the Internet, especially for advertising of new products;
- b) tax-free for special kinds of food produced in Europe;
- c) without additives, especially artificial preservatives, colourings, etc.

2. The movie concerned a slightly **hyper** 13-year-old orphan who so badly wants a family that he stops people in the street and asks them to be his mum and dad.

- a) tall;
- b) wearing unusual clothes or hairstyle;
- c) excessively active and excitable.

3. All morning the Stock exchange has been in **free fall**.

- a) a sudden severe decline which shows no sign of stopping;
- b) a state of being without limitations;
- c) vacation during autumn season.

4. He is always **lavished** with his praise.

- a) given, produced in great quantity;
- b) full of lava;
- c) very generous or wasteful in giving or using.

5. They'll have to pay for my **removal**.

- a) the process of removing something or someone;

- b) the process of taking furniture from one property to another, especially if you move to another house or office;
 c) the process of moving again after a pause.

11. These words are used to talk about people's characters and attitudes. Look them up in the Dictionary and put 'A' against those that show *approval* and 'D' against those that show *disapproval*.

apathetic _	philistine _
brash _	pompous _
cool-headed _	simple-minded _
dynamic _	strong-minded _
easy-going _	sulky _
modest _	tactful _
narcissistic _	thoughtful _
obsequious _	

12. Group the words given below into two columns according to *formal* and *informal* labels.

Barf, indicative, immerse, moon (v), martial, infer, monster (adj), plonk, localize, overly, dumbo, forename, fug, incautious

Практическое занятие № 3. Motivation and semantic change/ Мотивация и семантическое изменение

Цель работы: сформировать у студентов базовые знания в области данной дисциплины; сообщить студентам определенный объем информации; привить им навык анализа конкретного языкового материала; развить у студентов творческое лингвистическое мышление и критический подход к изучаемому материалу; сформировать умение пользоваться соответствующим понятийным аппаратом; аналитически осмысливать и обобщать теоретические положения; применять полученные знания на практике.

Актуальность: необходимость овладения студентами ОПК–1, ПК–5.

Теоретическая часть

The process of motivation depends upon the inner form of a word. The **inner form** is pivotal point in the lexical meaning which helps to get an insight into the features chosen as the basis for nomination.

Motivation is used to denote the relationship between the phonetic or morphemic composition and structural pattern of the word on the one hand, and its meaning on the other. There are three main types of motivation:

– **phonetical motivation** implies a direct connection between the phonetic structure of the word and its meaning, for example, *cuckoo* denotes a bird whose call is like its name. Thus, there is a certain similarity between the sound–form of the word and the sound the bird produces;

– **morphological motivation** implies a direct connection between the lexical meaning of the component morphemes, the pattern of their arrangement and the meaning of the word. Thus, the main criterion in morphological motivation is the relationship between morphemes, for example, the derived word *to rethink* is motivated through its morphological structure which suggests the idea of ‘thinking again’;

– **semantic motivation** implies a direct connection between the central and marginal meanings of the word, for example, the compound noun *eyewash* has two meanings: 1) a lotion for the eyes (примочка для глаз); 2) something said or done to deceive a person so that he thinks what he sees is good though in fact it is not (очковтирательство). The first meaning is based on the literal meanings of the components, i.e. the meanings of the morphemes *eye*– and *wash*. It is a morphological motivation. The second meaning of *eyewash* is metaphoric or

figurative. In this case the motivation is semantic, which is based on the coexistence of direct and figurative meanings within the semantic structure of the word.

Words have changed their meanings in the course of their development. This change is called **semantic change**.

Практическая часть

1. Identify the type of motivation in the following words. Group the words according to their type of motivation: 1) phonetical; 2) morphological; 3) semantic.

A. 1) *Buzz* – a low, continuous humming or murmuring sound, made by or similar to that made by an insect; 2) *driver* – someone who drives a vehicle, especially as his job; 3) *click* – a short sharp sound as of a switch being operated or of two hard objects coming smartly into contact; 4) *careless* – not taking enough care; 5) *leg* – the part of a piece of furniture such as a table or chair that supports it and raises it off the floor; 6) *bang* – a sharp knock or blow; 7) *horse* – a piece of equipment shaped like a large box that is used in gymnastics; 8) *singlehood* – the state of being single rather than married; 9) *sizzle* – a hissing sound, as of food frying or cooking;

B. 1) *Wall* – emotions or behavior that prevent people from feeling close to each other; 2) *hand-made* – made by hand, not machine; 3) *piggish* – selfish; 4) *blue-eyed* – having blue eyes; 5) *boom* – a loud, deep, resonant sound; 6) *sound bite* – a short comment by a politician or another famous person that is taken from a longer conversation or speech and broadcast alone because it is especially interesting or effective; 7) *leaflet* – a small, often folded piece of printed paper, often advertising something, usually given free to people; 8) *quack* – the characteristic harsh sound made by a duck; 9) *streamlet* – a small stream (a natural flow of water).

2. State what kind of association is represented in the following set of words:

- 1) Hand – the hour hand;
- 2) Foot – the foot of a mountain;
- 3) Face – the face of the clock;
- 4) Leg – a chair leg;
- 5) Tongue – tongues of fire;
- 6) Eye – eye of a needle.

3. Pick out the metaphors from the following combinations.

- 1) a green bush; a green apple; green with envy;
- 2) seeds of evil; seeds of plant;
- 3) a fruitful tree; fruitful work;
- 4) a fruitless effort; a fruitless tree;
- 5) the root of a word; the root of a tree;
- 6) a blooming rose; blooming health;
- 7) fading or faded beauty; a fading or faded flower.

4. Explain the logical associations in the following groups of meaning for the same words.

A. 1) the hand of a child – the hand of a clock; 2) the bridge across-the-river – the bridge of the nose; 3) the tongue of a person – the tongue of a comb; 4) the coat of a girl – the coat of a dog; 5) the neck of a woman – the neck of a bottle; 6) the mouth of a child – the mouth of a river.

B. 1) green grass – green years; 2) nickel (metal) – nickel (a coin in the US and Canada worth five cents); 3) glass – a glass; 4) bronze (metal) – a bronze (a statue of a person or animal, made of bronze); 5) Kashmir (town in North India) – cashmere (very soft wool that comes from a type of goat).

5. Define the kind of association involved in the semantic change.

Model: *glass* (transparent solid substance used of making windows, bottles, etc. – *a glass* (a container used for drinking, made of glass) – metonymy or the contiguity of meaning.

A. 1) a *foot* of a person – *a foot* of a hill; 2) *jean* (heavy twilled cotton cloth, esp. denim) – *jeans* (trousers made of denim); 3) *Matisse* (proper name) – *a Matisse* (a painting); 4)

the *wing* of a bird – the *wing* of a building; 5) the *key* to a door – the *key* to a mystery. 6) *copper* (metal) – *copper* (coin); 7) the *heart* of a man – the *heart* of a city; 8) *crown* (a circular ornamental headdress worn by a monarch) – *crown* (monarchy); 9) a *whip* (a lash used to urge horses on) – a *whip* (an official in the British Parliament to see that members are present at debates; 10) *China* (a country) – *china* (dished made of porcelain).

B. 1) *eye* (one of the two body parts in your face) – *eye* (a hole in the end of a needle); 2) *jersey* (knitted cloth) – *jersey* (knitted shirt or sweater); 3) *silver* (metal) – *silver* (collection of silver things); 4) *branch* (part of a tree that grows out of its trunk) – *branch* (a part of a particular area of study or knowledge); 5. *tongue* (an organ in mouth) – *tongue* (language); 6) *head* (top part of body) – *head* (the leader or most important person in a group); 7. *hot tea* (very high in temperature) – *hot love* (involving strong emotions); 8. *skirt* (a piece of clothes) – *skirt* (a girl or young woman); 9. *nose* (the part of your face above your mouth) – *nose* (the front part of an aircraft or boat); 10) *Parliament* (assembly) – *Parliament* (building).

6. Identify the nature of semantic changes in the italicized words.

1. I put the letter well into the *mouth* of the box and let it go and fell turning over and over like an autumn leaf.

2. Those who had been the *head* of the line paused momentarily on entry and looked around curiously.

3. A cheerful-looking girl in blue *jeans* came up to the stairs whistling.

4. That year he hit the jackpot with his first novel and decided to buy a *Ford*.

5. Oh, Steven, I read a *Dickens* the other day. It was awfully funny.

6. They sat on the rug before the fireplace, savouring its warmth, watching the rising *tongues* of flame.

7. He inspired universal confidence and had an *iron* nerve.

8. A very small boy in a green *jersey* with light red hair cut square across his forehead was peering at Steven between the electric fire and the side of the fireplace.

9. As I walked nonchalantly past Hugo's house on the other side they were already carrying out the *Renoirs*.

10. He has been collecting *porcelain* all his life.

7. Analyze the meanings of the italicized words. Identify the result of changes of the denotational aspect of lexical meaning in the given words.

Model: *loan*: 'a gift from a superior; a thing borrowed' – 'a sum of money which is borrowed, often from a bank, and has to be paid back, usually together with an additional amount of money that have to pay as a charge for borrowings'.

The result of the change of the denotational aspect of lexical meaning of the word *loan* is that the word became more specialized in meaning (restriction of meaning, specialization).

A. 1) *bird*: 'a young bird' – 'a creature with wings and feathers which can usually fly in the air'; 2) *girl*: 'a small child of either sex' – 'a small child of female sex'; 3) *camp*: 'a place where troops are lodged in tents' – 'a place where people live in tents or hunts'; 4) *arrive*: 'reach the shore after a voyage' – 'reach a place at the end of a journey or a stage in a journey'; 5) *deer*: 'any quadruped (четвероногое животное)' – 'a hoofed grazing or browsing animal, with branched bony antlers that are shed annually and typically borne only by the male'; 6) *rug*: 'rough woolen stuff' – 'a small carpet'.

B. 1) *barn*: 'a place for keeping barley' – 'a large farm building used for storing grain, hay, or straw or for housing livestock'; 2) *glide*: 'to move gently and smoothly' – 'fly with no engine'; 3) *room*: 'space' – 'a part or division of a building enclosed by walls, floor, and ceiling'; 4) *fly*: 'move with wings' – 'to move through the air or in the outer space'; 5) *artist*: 'a master of the liberal arts (гуманитарные науки)' – 'a person who produces paintings or drawings as a profession or hobby'; 6) *champion*: 'a fighting man' – 'a person who has defeated or surpassed all rivals in a competition, especially a sporting contest'.

8. Analyze the meanings of the italicized words. Identify the result of changes of the connotational aspect of lexical meaning in the given words.

Model: *villain*: 'a feudal serf, peasant cultivator in subjection to a lord' – 'a person guilty or capable of a crime or wickedness'. – The result of the change of the connotational aspect of lexical meaning of the word *villain* is that the word acquired a derogatory emotive charge (deterioration of meaning).

A. 1) *fond*: 'foolish, infatuated (лишенный рассудка)' – 'loving, affectionate'; 2) *knight*: 'manservant' – 'noble courageous man'; 3) *cunning*: 'possessing erudition or skill' – 'clever in deceiving'; 4) *gang*: 'a group of people going together' – 'an organized group of criminals'; 5) *marshal*: 'manservant attending horses' – 'an officer or highest rank in the armed forces'.

B. 1) *coarse*: 'ordinary, common' – 'rude or vulgar'; 2) *minister*: 'a servant' – 'a head of a government'; 3) *enthusiasm*: 'a prophetic or poetic frenzy (безумие, бешенство)' – 'intense and eager enjoyment, interest, or approval'; 4) *violent*: 'having a marked or powerful effect' – 'using or involving physical force intended to hunt, damage, or kill someone or something'; 5) *gossip*: 'a godparent, a person related to one in God' – 'the one who talks scandal; tells slanderous stories about other people'.

9. Read the following extracts and identify the nature and the results of semantic change in the denotational aspect of meaning.

A) Sometimes, the process of transference may result in a considerable change in the range of meaning. For instance, the verb *to arrive* (French borrowing) began its life in England in the narrow meaning «to come to shore, to land». In Modern English it has greatly widened its combinability and developed the general meaning «to come» (*to arrive in a village, town, city, country, at a hotel, hostel, college, theatre, place, etc.*). The meaning developed through transference based on contiguity (the concept of coming somewhere is the same for both meanings), but the range of the second meaning is much broader.

B) Another example is *pipe*. Its earliest recorded meaning was 'a musical wind instrument'. Nowadays it can denote any hollow oblong cylindrical body (e.g. *water pipes*). This meaning developed through transference based on the similarity of shape (pipe as a musical instrument is also a hollow oblong cylindrical object) which finally led to a considerable broadening of the range of meaning.

C) The word 'bird' changed its meaning from 'the young of a bird' to its modern meaning through transference based on contiguity (the association is obvious). The second meaning is broader and more general.

D) **A)** In Middle English the word 'girl' had the meaning of 'a child of either sex'. Then the word underwent the process of transference based on contiguity and developed the meaning of 'a small child of the female sex', so that the range of meaning was somewhat narrowed.

B) In its further semantic development the word 'girl' gradually broadened its range of meaning. At first it came to denote not only a female child but, also a young unmarried woman, later, any young woman, and in modern colloquial English it is practically synonymous to the noun *woman* (e.g. *The old girl must be at least 70*), so that its range of meaning is quite broad.

E) **A)** The history of the noun *lady* somewhat resembles that of *girl*. In OE the word *hlifdiZe* denoted the mistress of the house, i.e. any married woman. Later, a new meaning developed which was much narrower in range: 'the wife or daughter of a baronet' (aristocratic title).

B) In Modern English the word *lady* can be applied to any woman, so that its range of meaning is even broader than that of OE *hlifdiZe*. In modern English the difference between *girl* and *lady* in the meaning of woman is that the first is used in colloquial style and sounds familiar whereas the second is more formal and polite.

Here are some more examples of narrowing of meaning:

- a) *Deer*: any beast \Rightarrow a certain kind of beast;
- b) *Meat*: any food \Rightarrow a certain food product;
- c) *Boy*: any young person of the male sex \Rightarrow servant of the male sex.

It should be pointed out that in all these words the second meaning developed through transference based on contiguity, and that when we speak of them as examples of narrowing of meaning we simply imply that the range of the second meaning is narrower than that of the original meaning.

10. Read the following extracts and identify the nature and the results of semantic change in the connotational aspect of meaning.

A) Let us try and see what really stands before the examples of change of meaning which are traditionally given to illustrate deterioration or amelioration of meaning.

a) *Knave*: boy \Rightarrow swindler, scoundrel;

b) *Villain*: farm-servant, serf \Rightarrow base, vile person;

c) *Silly*: happy \Rightarrow foolish.

These examples show that the second meaning, in contrast with the one from which it developed, denotes a person of bad repute or character. Semantically speaking, the second meaning developed a negative evaluative connotation which was absent in the first one.

B) In the following cases the situation is reserved: the first meaning has a negative evaluative connotation, and the second meaning has not. It is difficult to see what is actually 'elevated' here. Certainly, not the meaning of the word:

a) *Nice*: foolish \Rightarrow fine, good;

b) *Tory*: brigand, highwayman \Rightarrow member of the Tories.

b) There are also some traditional examples in which even this readjustment cannot be traced.

a) *Lord*: master of the house, head of the family \Rightarrow baronet (aristocratic title);

b) *Lady*: mistress of the house, married woman \Rightarrow wife or daughter of baronet.

In these words the second meaning developed due to the process of transference based on contiguity. *Lord* and *lady* are also examples of narrowing meaning if we compare the range of the original and of the resultant meanings.

Практическое занятие № 4. Polysemy/ Полисемия

Цель работы: сформировать у студентов базовые знания в области данной дисциплины; сообщить студентам определенный объем информации; привить им навык анализа конкретного языкового материала; развить у студентов творческое лингвистическое мышление и критический подход к изучаемому материалу; сформировать умение пользоваться соответствующим понятийным аппаратом; аналитически осмысливать и обобщать теоретические положения; применять полученные знания на практике.

Актуальность: необходимость овладения студентами ОПК-1, ПК-5.

Теоретическая часть

Polysemy – is the ability of a word to possess several meanings or lexico-semantic variants (LSV), for instance, *bright* means 'shining' and 'intelligent'. It is a phenomenon, which has an exceptional importance for the description of a language system and for the solution of practical tasks connected with an adequate understanding of the meaning of a word and its use.

A word having only one meaning is called **monosemantic**, for example, *hydrogen*, *molecule*. Such words are few in number.

A word having several meanings is called **polysemantic**. Such words are the bulk of the English vocabulary.

Практическая часть

1. Read the sentences in which the polysemantic word *simple* is used. Give all the lexico-semantic variants constituting the semantic structure of this word. Check yourself by a dictionary.

1) The book tries to give *simple* explanations of some very complex scientific ideas. 2) Sally likes clothes that are *simple* but elegant. 3) The *simple* fact is that he wants a divorce. 4) Archaeologists found several *simple* tools at the site. A knife is a *simple* tool. 5) Her

grandparents were *simple* people who never had much money. I'm just a *simple* farmer. 6) You may be joking but she's *simple* enough to believe you. 7). I'm afraid old Jack is a bit *simple*.

2. Give the lexico-semantic variants constituting the semantic structure of the word *school* in the following sentences. Check yourself by a dictionary.

1) The kids will be at *school* until 3.00 today. 2) I didn't like *school* very much. 3) The *School* of Management in Cornwall is considered the best one in the country. 4) Harvard, which I graduated from 5 years ago, is a very good *school*. 5) What you think about this probably depends on which *school* of economics you belong to. 6) In the distance we could see a *school* of whales.

3. Define all lexico-semantic variants of the verb *to think* in the following sentences. Look up in a dictionary.

1) I don't *think* there's a bank in the village. 2) Nobody seriously *thought* of him as a candidate for the job. 3) Let's stop and *think* before we do anything else. 4) He could never *think* of the woman's name. 5) It was kind of you to *think* of our daughter. 6) I expect we were all *thinking* the same thing. 7) I never *thought* that I'd end up working here.

4. State which of these words possesses wider polysemy: *man, fellow, change (n), federation, order*.

5. Compare the semantic structure of the following words: a) *slender* and *skinny*; b) *to stop* and *to cease*.

6. Analyze the meanings of the given polysemantic words taken from the *Dictionary of English Etymology*. These meanings are considered primary and central in Middle English. What are their basic (or central) meanings from the point of view of the present-day language? What can you say about the historical development of their semantic structure?

Model: pension – 'fixed or regular payment, spec. out of the revenues of a benefice' (XIV c.).

In modern English the central meaning of the word is 'a regular payment made by the state to someone who can no longer earn money by working'. Thus, in the present-day language the primary meaning of the word *pension* remains central.

1) *likely* – 'probable' (XIII c.); 2) *revolution* – 'movement of a celestial body in an orbit' (XIVc.); 3) *to perish* – 'come to a violent or untimely end, cease to exist' (XIIIc.); 4) *challenge* – 'accusation' (XIII c); 5) *single* – 'unaccompanied, unmarried; individual; not double (XIV c.); 6) *to betray* – 'to give up treacherously' (XIII c).

7. Look up in the dictionary for the verb *fire* and answer these questions:

1. How many meanings are explained? _____
2. Write the number of the meaning that: _____
 - a) refers to making smb. leave the job; _____
 - b) refers to baking clay; _____
 - c) explains *fire* used when it starts to work. _____

8. Look at the entry in an English dictionary for the word *way*. All the examples below contain this word. Which (number of the) meaning does each example illustrate?

1. It's not right, whichever *way* you think about it. _____
2. They live out Cambridge *way*. _____
3. There are so many delicious *ways* you can prepare chicken. _____
4. Could you show me the *way* to the temple? _____
5. Frank was in a bad *way* for weeks after the accident. _____

9. Explain the meaning of each italicized word in given collocations:

1) *Smart* (adj).

Smart clothes, smart answer, smart house, smart garden, smart repartee, smart officer, smart blow, smart punishment.

2) **Stubborn** (adj)

A stubborn child, a stubborn look, a stubborn horse, stubborn resistance, a stubborn fighting, a stubborn cough, a stubborn depression.

3) **Sound** (adj)

Sound lungs, a sound scholar, a sound tennis-player, sound views, sound advice, sound criticism, a sound ship, a sound whipping.

4) **Root** (n)

Edible roots, the root of the tooth, the root of the matter, the root of all evil, square root, cube root.

5) **Perform** (v)

To perform one's duty, to perform an operation, to perform a dance, to perform a play.

6) **Kick** (v)

To kick the ball, to kick the dog, to kick off one's slippers, to kick somebody downstairs.

10. Identify lexico-semantic variants of the word *engaged* in the following contexts:

- 1.They've been engaged for 6 months;
- 2.I cannot get through – her line's engaged;
- 3.To be otherwise engaged;
- 4.His father engaged a private tutor to improve his maths.

11. Sort out the following sentences with the verb *to see* according to the meanings:

- 1.visual apprehension;
- 2.to visit somebody;
- 3.mental comprehension
- 4.meeting somebody.

1) Don't you see my meaning? 2) Mr. Thomas is seeing a client at 2:30. 3) If you shut your eyes, you cannot see. 4) Can I see you on business? 5) Why not see your lawyer. 6) I can see that you are not very happy with the situation. 7) Let me see your pictures. 8) I wish you could see you again some time. 9) I had not seen him for a long time. 10) He just won't see the reason. 11) It is dark and I can hardly see to do my work. 12) Ian laughed politely even though he couldn't see the joke. 13) I have to see my teacher about my grades. 14) We'll see each other at my house tonight. 15) You ought to see a doctor about those symptoms.

12. Complete the examples below with the words from the box, choosing one word which fits in the gaps in all three examples. Then check your answers by looking up the headword in the dictionary.

post	deal	blow	mean	mind
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1.A strong wind was _____ across the moors. Visitors can watch the men _____ glass in the workshop. The victim was apparently killed by a _____ to the head with a heavy object.

2.The word _____ something different in French. I'd feel _____ saying no. I didn't _____ to step on your toe.

3.I wonder what's going on in his _____. I don't _____ going if no one else wants to. He told me to _____ my own business.

4.His first shot hit the _____. The Prime Minister appointed her to the _____ of ambassador. New job openings are _____ every day on their website.

5.The government must now _____ with the problem of high unemployment. She spent a good _____ of time on the project. We've cut a _____ with Germany on wine imports.

13. Read the dictionary definitions and choose the word that each describes. Check your answers in the dictionary.

- 1.To walk slowly and noisily without lifting your feet.

a) *limp*

- b) *hobble*
c) *shuffle*
2. A person whose attention is fixed on only one thing can be called:
a) *simple-minded*
b) *narrow-minded*
c) *single-minded*
3. A wooden house built in a mountain area, especially in Switzerland. Its roof usually has steep sides.
a) *chalet*
b) *dacha*
c) *chateau*
4. To go somewhere very quickly because you are angry or upset.
a) *burst out*
b) *storm out*
c) *step out*
5. The last few words of a joke including the part that makes the joke funny.
a) *main line*
b) *punch line*
c) *chorus line*
6. A sweet sticky food made from boiled fruit and sugar that usually spread onto bread.
a) *jelly*
b) *jam*
c) *marmalade*
7. A person who is slightly angry because someone else has something you would like or can do something you would like to do.
a) *upset*
b) *bad-tempered*
c) *jealous*
8. Someone who spends a lot of time sitting at home watching television.
a) *watchman*
b) *house-sitter*
c) *couch potato*
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Практическое занятие № 5. Номонимы/ Омонимия

Цель работы: сформировать у студентов базовые знания в области данной дисциплины; сообщить студентам определенный объем информации; привить им навык анализа конкретного языкового материала; развить у студентов творческое лингвистическое мышление и критический подход к изучаемому материалу; сформировать умение пользоваться соответствующим понятийным аппаратом; аналитически осмысливать и обобщать теоретические положения; применять полученные знания на практике.

Актуальность: необходимость овладения студентами ОПК–1, ПК–5.

Теоретическая часть

Номонимы is recognized as a language universal. It creates lexical ambiguity in that a single form has two or more meanings.

Homonyms are the words of one and the same language which are identical phonetically or graphically in all or several grammar forms (and in all or several phonetic and graphic variants) but which have essential difference in lexical or grammatical meanings.

Modern English is exceptionally rich in homonymous words and word-forms. It is sometimes suggested that abundance of homonyms in Modern English is to be accounted for by the monosyllabic structure of the commonly used English words.

Let us consider the following sentences:

A penny is one *cent*.
The soap has a nice *scent*.
She *sent* me a letter.

Do not *steal*.
The bridge is made of *steel*.

Homonymy is the result of various processes which take place in a language.

Практическая часть

1. Give homonyms to the following words. State their types according to W.Skeat's classification.

1. miss, fare, weak;
2. wear, for, night;
3. pail, right, way;
4. will, sole, plane.

2. Comment on the meanings of the word *thing* as used in the following examples. Is it a phenomenon of homonymy or polysemy?

1. I gave her a little *thing* for her birthday
2. Sir Barnet was proud of making people acquainted with people. He liked *the thing* for its own sake.
3. This is very bad, for fog is the only *thing* that can spoil my plan.
4. He was satisfied with most *things*, and, above all other *things*, with himself.
5. His financial worries were *a thing* of the past.
6. There are some interesting *things* in your report.
7. A funny *thing* happened to me today.
8. Who's that pretty young *thing* I saw you with yesterday?

3. Analyze the words *bar*, *ring* and *chair* in the following phrases in terms of differentiation between lexico-semantic variants of one and the same word (polysemy) and different words having identical expression (homonymy):

1. **Bar:** a bar of chocolate, a bar of soap, poverty is no bar to happiness, the prisoner at the bar, bars of the National Anthem, there was a bar of red across the sky, a snack bar, to serve at the bar;

2. **Ring:** the ring of the doorbell, give me a ring, to have a ring on a finger, to sit in a ring around the fire, to leave the ring, the ring of the hammer, an international drugs ring;

3. **Chair:** to sit on a hard wooden chair, to have the Chair of Philosophy at the University, all questions must be addressed to the chair, he is the former chair of the Atomic Energy Commission.

3. State whether all of the following meanings belong to the polysemantic word *voice* or homonymous word.

1). A child's *voice* is heard. 2) My father had a fine bass *voice*. 3) The *voice* of ordinary party members was rarely listened to. 4) The *voice-voicelessness* distinction sets up some English consonants in opposed pairs. 5) Her article gave *voice* to the anger felt by many local people.

4. Classify the following italicized homonyms. Use prof.A.I.Smirnitsky's classification system.

1.a) He should give the *ball* in your honour as the bride. b) The boy was playing with a *ball*;

2.a) He wished he could explain about his *left* ear. b) He *left* the sentence unfinished.

3.a) I wish you could stop *lying*. b) The yellow mouse was still dead, *lying* as it had fallen in the clear liquid.

4.a) This time, he turned on the *light*. b) He wore \$300 suits with *light* ties and he was a man you would instinctively trust anywhere.

5.a) The *page* in a uniform helped guests in a hotel with their luggage. b) Open your books at *page* 24.

6.a) The sun *rose* at 5.36 yesterday. b) I'll send you roses, one *rose* for each year of your life.

7.a) The pain was almost more than he could *bear*. B) Catch the *bear* before you sell his skin.

8.a) To *can* means to put up in airtight tins or jars for preservation. b) A man *can* die but once.

5. Give homonyms to the following definitions and define their types according to prof. A.I. Smirnitsky's classification.

1. a series of people or things arranged in a straight line; a short journey in a boat;
2. an opinion that someone gives you about the best thing to do in a particular situation; to give your opinion to someone about the best thing to do in a particular situation;
3. a particular smell, especially a pleasant one; a small unit of money used in many countries, for example the US, Canada, and Australia;
4. to create words, numbers, texts, etc. using a pen; correctly, or accurately;
5. the money that you pay for a journey; reasonable and morally right;
6. all the actors in a film, play, etc.; a group of people who have the same social or professional status.

6. Classify the given words into: 1) homonyms proper; 2) homophones; 3) homographs. Give meanings of these words.

1) Made (adj) – maid (n); 2) row (n) – row (n); 3) week (n) – weak (adj); 4) seal (n) – seal (n); 5) tear (v) – tear (n); 6) bread (n) – bred (adj); 7) band (n) – band (n); 8) sum (n) – some (pron); 9) fall (n) – fall (v); 10) wind (n) – wind (v); 11) base (n) – base (v); 12) desert (v) – desert (n); 13) hare (n) – hair (n); 14) sewer (n) – sewer (n); 15) corn (n) – corn (n).

7. Find the homophones to the following words spell them and explain their meaning in English.

Heir, dye, cent, tale, sea, week, peace, sun, meat, steel, knight, sum, coarse, write, sight, hare.

8. Find the homographs to the following words and explain their meanings.

1. to bow – to bend the head or body;
2. wind – air in motion;
3. to tear – to pull apart by force;
4. to desert – to go away from a person or place;
5. row – a number of persons or things in a line.

9. Find the homonyms in the following extracts. Classify them into homonyms proper, homographs and homophones.

1. 'Mine is a long and sad tale!' said the Mouse, turning to Alice, and sighing. 'It is a long tail, certainly,' said Alice, looking down with wonder at the Mouse's tail; 'but why do you call it sad?'

2.a) My seat was in the middle of a row. b) 'I say, you haven't had a row with Corky, have you?'

3.a) Our Institute football team got a challenge to a match from the University team and we accepted it. b) Somebody struck a match so that we could see each other.

4.a) It was nearly December but the California sun made a summer morning of the season. b) On the way home Crane no longer drove like a nervous old maid.

5.a) What gives you the right to talk to me in that high-handed way? b) 'That's right,' she said.

6. Do you always forget to wind up your watch? b) Emily had an old Ford without a top and it rattled so much and the wind made so much noise.

7.a) In Brittany there was once a knight called Eliduc. b) She looked up through the window at the night.

8.a) He had a funny round face. b) – How does your house face? – It faces the South.

9.a) He was a lean, wiry Yankee who knew which side his experimental bread was buttered on. b) He had a wife of excellent and influential family, as finely bred as she was faithful to him.

10. a) He was growing progressively deafer in the left ear. b) I saw that I was looking down into another cove similar to the one I had left.

11. a) Iron and lead are base metals. b) Where does the road lead?

11. On what linguistic phenomenon is the joke in the following extracts based? What causes the misunderstanding?

1.– I got sick last night eating eggs.

– Too bad.

– No, only one.

2. Husband and wife were enjoying a quiet evening by their fireside, he deep in a book and she in a crossword puzzle. Suddenly she questioned him:

– Darling, what is a female sheep?

– Ewe [ju:], he replied. His further explanation hardly soothed her.

3. – I spent last summer in a very pretty city in Switzerland.

– Berne?

– No, I almost froze.

4. Officer (to a driver in parked car): – Don't you see that sign 'Fine for parking?'

Driver: – Yes, officer, I see and agree with it.

5.– Are your father and mother in? – asked the visitor of the small boy who opened the door.

– They was in, – said the child, – but they is out.

– They was in. They is out. Where's your grammar?

– She's gone upstairs, – said the boy – for a nap.

12. Fill in the blanks choosing the right word.

1) Out of...out of mind (*cite, site, sight*). 2) Do not look a gift....in the mouth (*horse, hoarse*). 3) It never rains, but it....(*pours, paws*). 4) No...without sweat (*sweet, suite*). 5) Do not run with the....and hunt with the hounds (*hair, hare*). 6) All is....in love and war (*fare, fair*). 7) Fame is chiefly a matter of....at the right moment (*die, dye*). 8) When two people ride the...., one must ride behind (*hoarse, horse*).

Практическое занятие № 6. Semantic classification of words/ Семантическая классификация слов

Цель работы: сформировать у студентов базовые знания в области данной дисциплины; сообщить студентам определенный объем информации; привить им навык анализа конкретного языкового материала; развить у студентов творческое лингвистическое мышление и критический подход к изучаемому материалу; сформировать умение пользоваться соответствующим понятийным аппаратом; аналитически осмысливать и обобщать теоретические положения; применять полученные знания на практике.

Актуальность: необходимость овладения студентами ОПК–1, ПК–5.

Теоретическая часть

There are two basic principles of grouping words together according to the properties of their content side.

1. To classify words proceeding from the basic types of semantic relations.

2. To group words together starting off with associations connecting the given words with other vocabulary units.

According to these principles of classifying linguistic units the following semantic classes (or categories) can be singled out: 1) synonyms; 2) antonyms; 3) lexical and terminological sets; 4) lexico–semantic groups; 5) semantic fields.

Synonymy is the kind of semantic relations that implies the coincidence in the essential meanings of linguistic elements, which usually preserve their differences in connotations and stylistic characteristics. Synonymy does not present a perfect type of a linguistic category. In human languages equivalence of meaning is hardly ever observed because no two words are absolutely identical in their meanings, connotations, ways of usage, register features, or frequency of occurrence.

Synonyms are usually defined as words belonging to one part of speech, close in meaning and interchangeable at least in some contexts. Synonyms are characterized by either the semantic relations of equivalence or by semantic relations of proximity. As a degree of semantic proximity can be different, different types of synonyms can be singled out. Full (total) synonyms, i.e. words characterized by semantic equivalence, are extremely rare.

The degree of semantic proximity is best of all estimated in terms of the aspect of meaning, i.e. the denotational, the connotational, and the pragmatic aspect.

Практическая часть

1. Look at the following words and see if you can think of synonyms for them.

- | | |
|---------------|------------------|
| 1. stewardess | 6. field glasses |
| 2. booking | 7. imperil |
| 3. befuddled | 4. jail |
| 4. broil | 9. sitting room |
| 5. craven | 10. yeah |

2. Find the dominant synonym in the following groups of synonyms

- 1) to glitter – to glisten – to blaze – to shine – to sparkle – to flash – to gleam;
- 2) to glare – to gaze – to peep – to look – to stare – to glance;
- 3) to astound – to surprise – to amaze – to puzzle – to astonish;
- 4) strange – quaint – odd – queer;
- 5) to saunter – to stroll – to wander – to walk – to roam;
- 6) scent – perfume – smell – odour – aroma;
- 7) to brood – to reflect – to meditate – to think;
- 8) to fabricate – to manufacture – to produce – to create – to make;
- 9) furious – enraged – angry;
- 10) to sob – to weep – to cry.

3. The following sentences and jokes contain members of groups of synonyms.

Provide as many synonyms as you can for each, explaining the difference between them; single out their dominant synonyms giving reasons for your choice.

1) ‘Why is it, Bob,’ asked George of a very stout friend, ‘that you fat *fellows* are always good-natured?’ ‘We have to be,’ answered Bob. ‘You see, we can’t either *fight* or run.’

2) A teacher was giving a lesson on the weather idiosyncrasies of March. ‘What is it,’ she asked, ‘that comes in like a lion and goes out like a lamb?’ And *little* Julia, in the back row, *replied*: ‘Father.’

3) ‘Just why do you *want* a married man to work for you, rather, than a bachelor?’ asked the curious chap. ‘Well,’ sighed the boss, ‘the married men don’t get so upset if I *yell* at them.’

4) Comic Dictionary: ADULT – a person who has stopped growing at both ends and started growing in the middle. BORE – one who insists upon *talking* about himself when you want to talk about yourself. PHILOSOPHER – one who instead of *crying* over split milk consoles himself with the thought that it was over four-fifths water.

4. Find the dominant synonyms for the following italicized words and state if they can be used as substitutes.

1) Never for a moment did he interrupt or *glance* at his watch.

2) The girl looked *astonished* at my ignorance.

3) Sometimes perhaps a tramp will *wander* there, seeking shelter from a sudden shower of rain.

- 4) The stony vineyards *shimmer* in the sun.
- 5) The restaurant was filled now with people who *chatted* and laughed.
- 6) I've got a sister and an *ancient* grandmother.
- 7) Chicken-pox may be a mild children's *disease*.
- 8) A bowl of roses in the sitting-room had a depth of colour and *scent* they had not possessed in the open.
- 9) It could be a dream world. So *pretty*, yet so sad.

5. Explain the meanings of the following synonyms. Identify the difference in the connotational aspect of the meaning.

Model: *to satisfy* – *to delight*. *To satisfy* – to meet the expectations, need, or desires of someone; *to delight* – to please greatly. – **Emotive charge and expressiveness (intensity)** are different.

Alone – lonely; to love – to worship; confidence – assurance; to create – to manufacture; to blush – to redden; to tremble – to shudder.

6. Identify the difference in the pragmatic aspect of meaning of the given synonyms. Consult a dictionary

Model: *to cry* – *to weep*. The verb *to weep* is **formal**, whereas the verb *to cry* is **neutral**.

Refreshment – bite; to see – to behold; soldier – warrior; car – automobile; to begin – to commence; face – puss; to leave – to abandon; hearty – cordial; hand – fin.

7. Classify the following synonyms into: a) stylistic; b) ideographic; c) ideographic-stylistic.

Model: *mum* – *mother*

The words have the same denotational meaning 'a female parent', but they differ in the pragmatic aspect of meaning as the word *mum* is informal. Thus, this pair of synonyms belong to the group of stylistic synonyms.

To walk – to promenade; heaven – sky; intelligent – smart; information – data; to ask – to interrogate; to meet – to encounter; to foretell – to predict; affair – business.

8. Find the euphemistic substitutes for the following words: 1) die; 2) drunk; 3) mad person; 4) liar; 5) devil; 6) lavatory; 7) god; 8) eat; 9) pregnant; 10) stupid:

To refresh oneself; not exactly brilliant; Good Lord! the black one; public conveniences; in an interesting condition; to depart this life; insane; under the influence; to break bread; who does not always strictly tell the truth; a mental case; power room; expecting; The Prince of Darkness; unbalanced; to join the majority; Gracious me! To pass away; in the family way; (public) comfort station; mentally unstable; the evil one; to be taken; intoxicated; restroom; to close one's eyes; By Heavens!

9. Look at the following words and see if you can think of antonyms for them. Then look them up in the dictionary.

- | | |
|--------------|------------------|
| 1. beautiful | 6. heavy |
| 2. cheap | 7. introvert |
| 3. credit | 8. nadir |
| 4. except | 9. profit |
| 5. hatred | 10. professional |

10. Find antonyms for the words given below.

Good (adj); deep (adj); narrow (adj); clever (adj); young (adj); to love (v); to reject (v); to give (v); strong (adj); to laugh (v); joy (n); evil (n); up (adv); slowly (adv); sad (adj); to die (v); to open (v); clean (adj); darkness (n); big (adj).

11. Give antonyms to the following words. Group them into a) antonyms of the same root and b) antonyms of different roots

Model: *logical*. The antonym of the adjective *logical* is *illogical*. These words belong to the group of antonyms of the same root (a).

Dwarf (adj); happy (adj); careful (adj); criticism (n); obedience (n); above (adv); regular (adj); asleep (adj); back (adv); polite (adj); triumph (n); hope (n); artistic (adj); appear (v); prewar (adj); far (adv); love (n); known (adj).

12. Divide the following antonymous pairs into a) contradictories; b) contraries; c) incompatibles.

Model: *old – young*. These antonyms refer to the group of contraries as they are polar members of a gradual opposition which has the following intermediate members: *middle-aged*.

Man – woman; poetry – prose; evil – good; inch – foot; beautiful – ugly; Saturday – Thursday; teacher – pupil; to adore – to loathe; one – thousand; tremendous – tiny; iron – copper; to accept – to reject; round – square; creditor – debtor; immaculate – filthy; boy – man; day – night; clever – stupid; red – brown; inside – outside; open – shut; December – May.

13. Arrange the following units into two lexical and two terminological sets. Give them corresponding names.

Multi-storey block of flats, hardware, mainframe, detached house, wire-haired fox terrier, climbing rope, bull terrier, disk; horse (vaulting horse), monitor, terraced house, Scottish terrier, trampoline, interface, Bedlington terrier, floor, high-rise block of flats, landing mat, Pekiness, asymmetric bars, software, weekend house, springboard, server, cottage, beam, semi-detached house.

14. Classify the following words and word-combinations into 1) lexico-semantic groups and 2) semantic fields under the headings *education* and *feeling*.

To bear malice, book, displeased, to teach, intelligent, indifference, classmate, affection, to coach, frustrated, in a temper, to repeat a year, pedagogical, college, hatred, student, passion, calm, exercise, satisfaction, to write, reader, course, to supervise, to infuriate, to develop habits, unrest, shock, methodological, to hurt, to smatter of (in), knowledge, to adore, tuition, happy, angry, disciplined, methodological.

Практическое занятие № 7. Morphemic structure of words/ Морфемная структура слов

Цель работы: сформировать у студентов базовые знания в области данной дисциплины; сообщить студентам определенный объем информации; привить им навык анализа конкретного языкового материала; развить у студентов творческое лингвистическое мышление и критический подход к изучаемому материалу; сформировать умение пользоваться соответствующим понятийным аппаратом; аналитически осмысливать и обобщать теоретические положения; применять полученные знания на практике.

Актуальность: необходимость овладения студентами ОПК-1, ПК-5.

Теоретическая часть

Word-structure is internal organization of words. The **morpheme** is the smallest indivisible two-facet language unit. Morphemes occur in speech only as constituent parts of words but not independently.

Morphemes may have different phonetic shapes. In the word-cluster *please, pleasing, pleasure, pleasant* the root-morpheme is represented by phonemic shapes: [pli:z] in *please* and *pleasing*, [plez] in *pleasure* and [plez] in *pleasant*.

In such cases the phonemic shapes of the word stand in complementary distribution or in alternation with each other. All the representations of the given morpheme that manifest alternation are called **allomorphs** of that morpheme or **morpheme variants**. Thus, [pli:z], [plez] and [plez] are allomorphs of one and the same morpheme.

Morphemes may be classified from the semantic and structural points of view.

Практическая часть

1. Segment the following words into morphemes. Define the semantic types of morphemes constituting the given words.

Model: *playful*

The word *playful* can be segmented into two morphemes: *play-* + *-ful*. Semantically *play-* is a root-morpheme; *-ful* is an affix.

Boyhood, widen, demobilize, theory, discolour, half-breed, photographic, fisherman, overcome.

2. Segment the following words into morphemes. Define the structural types of morphemes constituting the given words.

Model: *endless*

The word *endless* can be segmented into two morphemes: *end-* + *-less*. Structurally *end-* is a free morpheme; *-less* is a bound morpheme

Beautiful, understand, postman, telegraph, deepen, mislead, half-time, disaffected, demobilize, whiteness.

3. Read the following passage and tell the difference between inflectional and affixational morphemes and their peculiarities.

THE DERIVATIONAL FIELD OF A SINGLE WORD

(from J. Tournier, 1985)

Inflections are quite distinct group, always occurring at the very end of a word (*graces*, *disgraced*), and following the derivational suffixes if there are any. If there were several instances of *gracelessness* to be talked about, we could say (admittedly, not with any great elegance) *gracelessnesses*.

Tournier's detailed study also includes extremely full listings of the derivational affixes in English. There are a surprisingly large number of them: excluding variant forms, he gives 386 prefixes and 322 suffixes. The latter total includes dozens of forms which are rare in everyday conversations (except among specialists), such as *-acea*, *-ectomy*, *-gynous*, *-mancy*, and *-ploid*.

Affixes of this kind come and go: *-nik*, for example, is a development in English which became highly productive in the late 1950s, following the launch of Sputnik 1, and such subsequent operations as the launch of a dog into space (*pupnik*, *woofnik*, *muttnik*, etc.). This usage seems to have died out in the early 1960s. A related suffix, with citation since the 1940s, and seen in *beatnik* and similar uses (*beachnik*, *filmmik*, *jazznik*, etc.), was productive into the early 1970s, but seems to have since died out (after L. Bauer, 1983.).

Inflectional suffixes, by contrast, do not come and go. There have been no changes in the system since the early Modern English period. (from the Cambridge Encyclopedia of the English Language by D. Crystal)

4. Identify the lexical meaning of morphemes in the following words:

Model: *monthly*

The lexical meaning of the root-morpheme *month-* is 'a period of 30–31 days'. The lexical meaning of the affixational morpheme *-ly* is 'frequency'.

Darkness, briefly, unbalance, homeless, changeable, discomfort, betrayal, pre-war, friendship, eyelet, kitchenette, thoughtful.

5. State the morphemes the differential meaning of which helps to distinguish between words in the given list.

Model: *bookcase*, *bookshelf*, *bookstall*, *bookshop*

The morphemes *-case*, *-shelf*, *-stall* and *-shop* possess the differential meaning as each of them may serve to distinguish the word it forms from the other words in the given list.

- 1) baseline, basement, base-plate, base-weight;
- 2) single-minded, narrow-minded, simple-minded, broad-minded;
- 3) blueberry, gooseberry, strawberry, cranberry;
- 4) pen-friend, pen-holder, pen-case, pen-stocker

6. Classify the following words according to the part-of-speech meaning of their affixational morphemes.

Model: *darkless*

The affix *-less* indicates that the derived word is an adjective

Curious, handsome, revolution, breakage, eatable, neighbourhood, obligatory, weaken, sympathy, befriend, extremely, inflectional, usage, productive, arrival, actress, editor, eastward, identify, ridiculous, suitability, analyze.

7. Analyze the following words according to their morphemic types. Identify the subtypes of polymorphic words.

Model: *book-keeper*

The word *book-keeper* is polymorphic, polyradical, contains two roots and one affixational morpheme.

Ladybird, real, cat, moonlight, fighter, childhood, doorbell, office, bloody, breathless, carefree, central, disobey, coach, goodness, gamekeeper, unanswerable, ex-wife, laughter-filled, black, historian.

8. Classify the words in accordance with the type of word-segmentability they refer to: 1) complete segmentability; 2) conditional segmentability; 3) defective segmentability.

Remain, fraction, shorten, nameless, pretend, assist, lifeless, mirror, friendliness, proceed, retain, carefulness, receive, stressful, strawberry, hostage, overweight, dismiss, pocket, spacious, detail, manic, effectiveness, discuss.

9. Give other examples of the words of conditional segmentability.

Model: *retain*

The word *retain* can be conditionally segmented into two morphemes *re-* and *-tain* which occur in number of other words, for example, *re-cieve*, *re-lax*, *con-tain*, *de-tain*.

Receive, pretend, persist, attain, proceed.

10. In the case of defective segmentability state the denotational meaning of affixational morphemes.

Model: *fraction*

The denotational meaning of the affix *-tion* is 'the result of the action'

Tablet, athlete, raspberry, manic, hostage, pioneer, budget.

11. Analyze the following words using the morphemic analysis.

Model: *dishonestly*

The morphemic analysis of the word is based on the application of the affixational principle and includes the following stages: 1) *dishonest-* (IC) + *-ly* (*commonly*, *slowly*) (IC/UC); 2) *dis-* (*disable*, *discrete*) (IC/UC) + *-honest* (IC/UC). The word consist of 3 UCs.

Unforgettable, injustice, disobedience, spotlessness, beautifulness, independence, unladylike, disarmament.

Практическое занятие № 8. Derivation/ Деривация

Цель работы: сформировать у студентов базовые знания в области данной дисциплины; сообщить студентам определенный объем информации; привить им навык анализа конкретного языкового материала; развить у студентов творческое лингвистическое мышление и критический подход к изучаемому материалу; сформировать умение пользоваться соответствующим понятийным аппаратом; аналитически осмысливать и обобщать теоретические положения; применять полученные знания на практике.

Актуальность: необходимость овладения студентами ОПК-1, ПК-5.

Теоретическая часть

Word-derivation in morphology is a word-formation process by which a new word is built from a stem – usually through the addition of an affix – that changes the word class and / or basic meaning of the word.

The nature, type and arrangement of the ICs of the word are known as its **derivational structure**. Though the derivational structure of the word is closely connected with its morphemic or morphological structure and often coincides with it, it differs from it in principle. For instance, the words *unmistakable* and *discouraging* morphemically refer to one and the same

type as they both are segmented into three UCs – one prefixational, one root and one suffixational morpheme. But these words belong to different derivational types. In *unmistakable* the prefixational morpheme is added to the sequence of the root and the prefixational morphemes. Thus, the meaning of the word is derived from the relations between *un-* and *mistakable* – ‘not mistakable’.

In the word *discouraging* the suffixational morpheme is added to the combination of the prefixational and the root morphemes and the meaning of the word is understood from the relations *discourage* and *-ing* – ‘something that discourages’.

Hence, the word *unmistakable* refers to a prefixational derivative and the word *discouraging* – to a suffixational one.

Практическая часть

1. Identify the following words in accordance with their derivational structure: a) suffixal derivatives; b) prefixal derivatives.

Model: *impassioned* – *impassion* + *-ed* (a suffixal derivative); *asystemic* – *a-* + *-systemic* (a prefixational derivative).

Accountable, befriended, discovery, dishearten, disguise, endangerment, insensible, irresponsible, impression, indefensible, impersonal, outrageous, renewable, unwomanly, unimagineable, unfriendly, undeveloped.

2. Sort out the derivational bases of the given words into three groups: 1) bases that coincide with morphological stems; 2) bases that coincide with word-forms; 3) bases that coincide with word-groups.

Model: *pains-taking*

The derivational base of the word *pains-taking* coincides with the verbal word-form – *taking* – the present participle (group 2).

Brown-eyed, lover, short-legged, friendliness, unemployment, widen, unprotected, single-minded, familiarity, detail, womanish, brightness, pen-friend, assess, ice-skater, unwritten, first-rateness, surprising, grass-covered, pocket, three-sided, impossible, acceptability, freestyler, laughingly, long-running, conceive, heart-breaking, thin-skinned, understandingly.

3. State in the given list of words derivational bases that coincide with morphological stems of different degree of complexity: a) simple stems; b) derived stems; c) compound stems.

Model: *letter-writer*

The derivational base of the word *letter-writer* coincides with compound morphological stem *letter-writer* which consists of one simple and one derived stem (group c).

Weekender, illiterateness, deepen, pencil-box, brainless, livelihood, theatre-goer, aircraftman, dance, lotion, nature-lover, redness, contain, rock-mover, office, thoughtfulness, dream, snowy, speech-maker, flower-pot, fly, flier, iron.

4. Group the words the derivational affixes of which express: 1) ‘full of / characterized by’; 2) ‘liking for’; 3) ‘similarity / resemblance’.

Talkative, careful, flowerlike, thoughtful, creative, cuboid, feathery, quarrelsome, cheerful, ladylike, babyish, bibliophile, joyful, humanoid, clockwise, wonderful, paramilitary, frolicsome, fiendish, hateful, sorrowful.

5. Combine the words the derivational affixes of which express: 1) ‘small’ or ‘not enough’; 2) ‘exceeding / a great extent’ or ‘a large amount of / a great deal of’; 3) ‘not’ / ‘without’ or ‘opposite of’.

Microsurgery, homeless, oversleep, ringlet, anti-war, priceless, duckling, reddish, disapprove, non-smoker, outgrow, superrich, underdevelopment, ageless, multicoloured, depopulated, apolitical, hypercreative, overwork, mini-market, microfilm, ultramodern, lifeless, disorder, kitchenette, mistrust, superclever, miniskirt, greenish, starlet, extra-soft, childless, countless, outlive.

6. Classify the given words into: 1) suffixal derivatives; 2) prefixal derivatives; 3) conversions; 4) compound words.

Aircraft-carrier, broaden, to winter, independent, ex-vice-president, to empty, to water, incredible, age-long, respectable, voiceless, improbable, to dry, hairdryer.

7. Give structural formulas of the following words.

Model: *yellowness*

The structural formula of the word *yellowness* is **a + -sf → N**. This word is suffixational derivative.

Morality, longish, rebuild, cinema-goer, to age, doubtless, to dress, incorrect, a cut, dance-lover, eastward, blonde-haired, to monkey, ex-wife, irresponsible, to light.

8. Give structural patterns of the words in the list. Identify to what parts of speech and lexical subsets affixes refer the given derivatives.

Model: *diseased*

The structural pattern of the word *diseased* is **(a + n) + -ed → A**. The DP signals a set of adjectives with the lexical meaning 'affected by'.

Builder, monthly, foursome, black-haired, overwork, completion, uncorrectable, misapplication, customary, frightened.

9. Give structural-semantic patterns of the following words. Specify semantic peculiarities of derivational bases and individual meanings of affixes of the words in each set.

Model: *slowly, rapidly, quickly, gradually* The structural-semantic pattern of the given words is **a + -ly → D**. In this DP the adjectival bases are confined to adjectives denoting speed or movement. The suffix *-ly* combined with these bases possesses the meaning 'the manner, way of doing'.

1. baker, builder, repairer, waiter, writer;
2. cheerful, joyful, delightful, sorrowful, thoughtful;
3. classmate, flatmate, schoolmate, clubmate;
4. girly, birdy, horsy, doggy, foxy;
5. glassful, armful, mouthful, handful, lungful;
6. demist, defrost, deice, dewater, degas;
7. foolery, savagery, roguery, snobbery;
8. accountancy, advocacy, presidency, consultancy;
9. ex-wifw, ex-president, ex-minister, ex-secretary;
10. whitish, longish, greyish, smallish, shortish.

10. In the following examples the italicized words are formed from the same root by means of different affixes. Translate these derivatives into Russian and explain the difference in meaning.

a. Sallie is the most *amusing* person in the world – and Julie Pendleton the least so.

Ann was wary, but *amused*.

b. I have been having a *delightful* and entertaining conversation with my old chum, Lord Wisbeach.

Thank you for your invitation. I'd be *delighted* to come.

c. Sally thinks everything is funny – even flunking – and Julia is bored at everything. She never makes the slightest effort to be *pleasant*.

Why are you going to America? – To make my fortune, I hope. – How *pleased* your father will be if you do.

d. The trouble with college is that you are expected to know such a lot of things you've never learned. It's very *confusing* at times.

That platform was *confused* mass of travellers, porters, baggage, trucks, boys with magazines, friends, relatives.

e. At last I decided that even this rather *mannish* efficient woman could do with a little help.

He was only a boy not a man yet, but he spoke in a *manly* way.
f. The boy's *respectful* manners changed noticeably.
It may be a *respectable* occupation, but it sound rather criminal to me.

Практическое занятие № 9. Types of forming words. Affixation/ Типы образования слов. Аффиксация

Цель работы: сформировать у студентов базовые знания в области данной дисциплины; сообщить студентам определенный объем информации; привить им навык анализа конкретного языкового материала; развить у студентов творческое лингвистическое мышление и критический подход к изучаемому материалу; сформировать умение пользоваться соответствующим понятийным аппаратом; аналитически осмысливать и обобщать теоретические положения; применять полученные знания на практике.

Актуальность: необходимость овладения студентами ОПК–1, ПК–5.

Теоретическая часть

Word-formation is the system of derivative types of words and the process of creating new words from the material available in the language after certain structural and semantic formulas and patterns. For instance, the noun *driver* is formed after the pattern *v+–er*, i.e. a verbal stem + the noun-forming suffix *–er*. The meaning of the derived noun *driver* is related to the meaning of the stem *drive*– ‘to direct the course of a vehicle’ and the suffix *–er* meaning ‘an active agent’: a *driver* is ‘one who drives’ (*a carriage, motorcar, railway engine, etc.*).

Практическая часть

1. State the type and the way of forming words.

Model 1: *impression*

The type of forming the word *impression* is **derivation**. The way of forming it is **affixation**.

Model 2: *cupboard*

The type of forming the word *cupboard* is **composition**.

Pale-green, to undergo, a jump, prosperous, to night, a peace-maker, breakage, mother-in-law, international, to empty, a bridesmaid, management, narrow-minded, knowledge, a driveway, a baby-sitter, the poor, unknown, play-acting, a fall, whiteness, week-long, to dress, marriage, business, sportsman, to nurse.

2. Identify the type of forming words.

a. Coke < coca-cola; hols < holidays; crocodile; slang; VIP; long – length; mumble; UNO; compound (adj) – compound (v); breathe (v) – breath (n) tend < attend; Oxbridge; netizen; circus < circumstances; protest (n) – protest (v); enthuse; televise; UFO; sing – song; transceiver.

b. Cablegram; mark < market; FIFA; bathe (v) < bath (n); bang; cuckoo; perfect (adj) – perfect (v); shelf (v) – shelf (n); thump-thump; intuit; permit (n) – permit (v); neigh; NASA; cert < certainly; deep (adj) – depth (n); quacking; abstract (n) – abstract (v); fizz; flextime.

3. Classify cases of shortening into the following groups: 1) initial shortenings; 2) medial shortening; 3) final shortening; 4) initial and final shortenings.

Vac < vacuum cleaner, tec < detective, gator < alligator, chute < parachute, Frisco < San-Francisco, soccer < Association Football, miss < mistress, bus < omnibus, quiz < inquisitive, curio < curiosity, fan < fanatic.

4. Sort out the given acronyms according to their pronunciation: 1) those that are read as ordinary English words; 2) those with the alphabetic reading.

MP – Member of Parliament, FIFA – Federal International Football Association, the FO – the Foreign Office, ESOL – English for Speakers of Other Languages, the FCO – the Foreign and Commonwealth Office, EAP – English for Academic Purposes, DEFRA – the Department for Environment, Food and Rural Affairs, the FDI – the Food and Drug Administration, TEFL – teaching of English as a Foreign Language, FAQ – frequently asked questions, ESP – English for

Specific Purposes, NASA – National Aeronautics and Space Administration, ESL – English as a Second Language.

5. Classify the words of sound imitation into three groups: 1) words denoting sounds produced by human being or expressing their feelings; 2) words denoting sounds produced by animals, birds, insects, etc.; 3) words imitation the sound of water, a forceful motion, movement, etc.

Fizz, giggle, moo, whiz, bang, mew, pop, buzz, cuckoo, cheep, grumble, cackle, croak, quacking, babble, mumble.

6. In the given sentences identify the words formed by means of back-formation.

1. The existing systems begin to obsolesce. 2. Nick was very peeved by his refusal to cooperate. 3. They both enthused over my new look. 4. She didn't like that he frivoled in such a serious situation. 5. I intuited his real identity. 6. They televised a live debate between the party leaders. 7. There is no one worth butling for. 8. Mountain peaks are classified according to their shape. 9. They didn't want him to orate at the meeting. 10. It was pure greed that made me finish all those chocolates.

7. Define and write down the derivational base of the given nouns into the first column. Classify the derivational suffixes according to the lexico-grammatical character of the base they are added to.

Model: *arrival*

The derivational base of the noun *arrival* is *arrive(e)* –. The suffix *–al* is added to the verbal base and thus it may be qualified as a deverbal suffix.

Derivational base	-suffix	Derived nouns
Arrive (e)–	–al	arrival
	–(an)ce	justice
	–ion	creation
	–dom	kingdom
	–(en)ce	Independence
	–ful	handful
	–hood	boyhood
	–ing	singing
	–cy	proficiency
	–ness	darkness
	–ity	creativity
	–ment	arrangement
	–ism	criticism
	–ship	partnership
	–hood	childhood

8. Distribute the given words formed by means of the polysemantic suffix *–ship* according to three meanings of this suffix into three corresponding groups: 1) 'skills or abilities'; 2) 'position or occupation'; 3) 'relationship or connection between people'.

Friendship, showmanship, workmanship, kinship, doctorship, partnership, comradeship, musicianship, chairmanship, professorship, lectureship, sportsmanship, acquaintanceship, studentship, salesmanship.

9. Classify suffixes forming the given nouns according to their generalizing meaning into three groups: 1) suffixes denoting people of different professions or of different kinds of activity; 2) suffixes denoting appurtenance; 3) suffixes denoting collectivity or collection of; 4) suffixes denoting diminutiveness.

Bureaucracy, assistant, Portuguese, trainee, sisterhood, actress, piglet, painter, machinery, aunty, cloudlet, Dutch, accountancy, womanhood, wolfing, membership, yuppiedom, Hungarian,

historian, lecturette, duckling, finery, scientist, babykins, Scottish, readership, supervisor, nightie, aristocracy.

10. Sort out the words according to the lexico-grammatical character of the base prefixes are added to: 1) deverbal; 2) denominal; 3) deadjectival; 4) deadverbial.

Amoral, informally, non-smoker, impatient, illogical, unlearn, uneasy, irrational, dishonour, destabilize, atypical, non-verbal, unlock, disability, independently, decamp, immature, unbutton, illegal.

11. Combine the prefixes *dis-*, *il-*, *non-*, *ir-*, *un-*, *im-*, *in-*, *de*, *a-* with the appropriate derivational base from the list.

Relevant, regulate, payment, happy, responsible, typical, possible, classify, agreement, practical, mystify, resistible, sensual, literate, obedience, academic, tie, adequately, septic, clean.

12. Analyze different meanings of the prefix *over-* forming the given words. Classify these words according to the generalizing meaning of the prefix *over-* under the following headings: 1) 'addition'; 2) 'outer, covering'; 3) 'a person engaged in a certain activity or an agent of an action'.

Overlay (v, n), over-king (n), overprint (v), overcoat (n), overreacher (n), overtime (adv), overstitch (n), overman (n), overseer (n), overcast (v), overlap (v), overnighter (n), overdub (v), overboot (n), overlooker (n), overall (n), overlander (n).

13. Analyze different meanings of the prefix *over-* forming the given words. Classify these words according to the generalizing meaning of the prefix *over-* under the following headings: 1) 'excess'; 2) 'time (age)'; 3) 'position or place'.

Over-thirty, overdevelop (v), overhang (v), overambitious (adj), overseventeen (n), overhead (adv), overprotective (adj), overfly (v), overdose (n), overttwenty (n), overleaf (adv), overcareful (adj), overside (adv), overdress (v), overground (adj).

14. The italicized words in the following jokes are formed by derivation. Sort them out according to: 1) those formed with the help of productive affixes; 2) those formed with the help of non-productive affixes.

1. 'I'd like you to come right over,' a man phoned an *undertaker*, 'and *supervise* the burial of my poor, *departed* wife.'

'Your wife!' gasped the undertaker. 'Didn't I bury her two years ago?'

'You don't understand,' said the man. 'You see I married again.'

'Oh,' said the undertaker. '*Congratulations*.'

2. Willie was invited to a party, where *refreshments* were *bountifully* served.

'Won't you have something more, Willie?' the hostess said.

'No, thank you,' replied Willie with an *expression* of great *satisfaction*. 'I'm full.'

'Well, then,' smiled the hostess, 'put some *delicious* fruit and cake in your pocket to eat on the way home.'

'No, thank you,' came the rather *startling* response of Willie, 'they are full too.'

15. Form appropriate words from the words in brackets by means of attaching suitable suffixes to them. Analyze the valency of the affixes in terms of the bases they are attached to.

1. It's time you choose between the two lifestyles (alternate).

2. Her.....on staying in the best hotel was very.....and..... (insist, tire, annoy).

3. The newspapers printed a shocking and.....story (shame).

4. Deaths caused by reckless driving are.....(avoid).

5. He felt very.....towards her and loved her dearly (protect).

6. There is the danger of an.....explosion that could be caused by a gas leak (accident).

7. His voice was cold and.....(dead).

8. She is suing the company for unfair..... (dismiss).

9. Mr and Mrs Grag lived in aapartment (small).

10. He explained that he would like to become a.....in industry (manage).

Практическое занятие № 10. Conversion. Composition/ Конверсия. Композиция

Цель работы: сформировать у студентов базовые знания в области данной дисциплины; сообщить студентам определенный объем информации; привить им навык анализа конкретного языкового материала; развить у студентов творческое лингвистическое мышление и критический подход к изучаемому материалу; сформировать умение пользоваться соответствующим понятийным аппаратом; аналитически осмысливать и обобщать теоретические положения; применять полученные знания на практике.

Актуальность: необходимость овладения студентами ОПК–1, ПК–5.

Теоретическая часть

Conversion is one of the principal ways of forming words in Modern English. **Conversion** consists in making a new word from some existing word by changing the category of a part of speech. The morphemic shape of the original word remains unchanged: *love* — *to love*, *paper* — *to paper*, *brief* — *to brief*, *work* — *to work*, etc.

The new word acquires a meaning, which differs from that of the original one though it can be easily associated with it. The converted word acquires also a new paradigm and a new syntactic function (or functions), which are peculiar to its new category as a part of speech, for example, *plant* — *to plant*

Практическая часть

1. State which of the two words in the pairs is made by conversion.

1) Star (n) — to star (v), picture (n) — to picture (v), colour (n) — to colour (v), blush (n) — to blush (v), key (n) — to key (v), fool (n) — to fool (v), breakfast (n) — to breakfast (v), house (n) — to house (v), monkey (n) — to monkey (v), fork (n) — to fork (v), slice (n) — to slice (v).

2) Age (n) — to age (v), touch (n) — to touch (v), make (n) — to make (v), finger (n) — to finger (v), empty (adj) — to empty (v), poor (adj) — the poor (n), pale (adj) — to pale (v), dry (adj) — to dry (v), nurse (n) — to nurse (v), dress (n) — to dress (v), floor (n) — to floor (v).

2. Find cases of conversion in the following sentences. State the variety of conversion.

1. The clerk was eyeing him expectantly. 2. Just a few yards from the front door of the bar there was an elderly woman comfortably seated on a chair, holding a hose linked to a tap and watering the pavement. 3. — What are you doing here? — I'm tidying your room. 4. Do you remember to milk the cows and give pigs their dinner? 5. Ten minutes later I was speeding along in the direction of Cape Town. 6. Restaurants in all large cities have their ups and downs. 7. Under the cover of that protective din he was able to toy with a steaming dish which his waiter had brought. 8. My seat was in the middle of a row. I could not leave without inconveniencing a great many people, so I remained. 9. An aggressive man battled his way to Stout's side. 10. 'A man could be very happy in a house like this if he didn't have to poison his days with work,' said Jimmy.

3. In the following sentences identify the part of speech of the italicized words they are derived from. Try to translate the sentences into Russian.

Model: The army's actions *dirtied* its reputation.

The word *dirty* is a verb, which is derived from the adjective *dirty*.

1. Still water of the lake *mirrors* the trees. 2. Susan made a two-part *documentary* about the war in Georgia. 3. Local politicians were found to *pocket* the money of fund-raisers. 4. This video is a *must* for everyone. 5. The story was in all the *dailies*. 6. Will you *holiday* in Switzerland? 7. Mr Ford *busied* himself with plans for the future. 8. There is a great deal of difference between *before* and *after*. 9. I asked him to *modem* this information tomorrow. 10. It was a good *buy*. 11) I don't like a chemistry *practical*. 12. His skin was *weathered* almost black by his long outdoor life. 13. The path is steep and dangerous in the *wet*. 14. I won't join your plan. There are too many *ifs* and *buts* in it. 15. That fellow really *whatevers* me.

4. State the semantic relations between the denominal verb and the noun it is derived from.

Model: *fool – to fool* ‘to act in a joking, frivolous, or teasing way’

The semantic relation between the words making up conversion pair *fool – to fool* is ‘action characteristic of the object’.

1) *stone – to stone* ‘to throw stones at’ and ‘to remove the stone from (a piece of fruit); 2) *eye – to eye* ‘to watch carefully (with eyes)’; 3) *breakfast – to breakfast* ‘to have breakfast’; 4) *land – to land* ‘to put ashore’; ‘to come down through the air and alight on the ground’; 5) *wolf – to wolf* ‘to devour greedily’; 6) *mushroom – to mushroom* ‘to gather mushrooms’; 7) *coat – to coat* ‘to cover something with a coat’; 8) *garage – to garage* ‘to put / keep a vehicle in a garage’; 9) *leather – to leather* ‘to cover with leather’; 10) *grill – to grill* ‘to cook food using a grill’.

5. State the semantic relations between the deverbal substantive and the verb it is derived from.

Model: *to cheat – cheat* ‘a person who behaves dishonestly in order to gain an advantage.’

The semantic relation between the words making up the conversion pair *to cheat – cheat* is ‘agent of the action’.

A. 1) *to scold – scold* ‘a woman who nags or grumbles constantly’; 2) *to tear – tear* ‘a hole or split in something caused by it having been pulled apart forcefully’; 3) *to knock – knock* ‘a sudden short sound caused by a blow, especially on a door to attract attention or gain entry’; 4) *to go – go* ‘an attempt or trial at something’; 5) *to stand – stand* ‘a place where or object on which someone or something stands, sits, or rests, in particular’.

B. 1) *to flirt – flirt* ‘a person who habitually flirts’; 2) *to like – like(s)* ‘the thing(s) one likes or prefers’; 3) *to wait – wait* ‘a period of waiting’; 4) *to lift – lift* ‘a rise in price or amount’; 5) *to leak – leak* ‘a hole in a container or covering through which contents, especially liquid or gas, may accidentally pass’;

6. Explain the semantic relations within the following pairs of words.

Model: *skin (n) – to skin (v)*

The semantic relation between *skin (n) – to skin (v)* is deprivation of the object ‘strip off the skin from’.

Hammer (n) – to hammer (v), monkey (n) – to monkey (v), nose (n) – to nose (v), cage (n) – to cage (v), to cut (v) – cut (n), lunch (n) – to lunch (v), winter (n) – to winter (v), to run (v) – run (n), dirt (n) – to dirt (v), cook (n) – to cook (v).

7. Each of these words *change, round, yellow* belongs to more than one word class. Write the correct word in the sentences below and give the word class:

1. The painter uses a lot of _____ in his works.
2. Michael’s teeth _____ over time.
3. I knew you were quiet, but I didn’t know you were _____.
4. As the afternoon wore on the weather _____ for the worse.
5. Older people sometimes find it hard to accept _____.
6. I want you all to give her a big _____ of applause.
7. Which hairstyles would look good with a _____ face like mine?
8. You have to _____ your lips to blow into the flute.
9. Tie the belt _____ your waist.

8. One of the italicized words in the following examples was made from the other by conversion. What semantic relations exist between them?

1.a) ‘You’ve got a funny *nose*,’ he added. b) He began *to nose* about. He pulled out drawer after drawer, pottering round like an old bloodhound.

2.a) I’d seen so many cases of fellows who had become perfect slaves of their *valets*. b) I supposed that while he had been *valeting* old Worplesdon Florence must have trodden on his toes in some way.

3.a) It so happened that the night before I had been present at a rather cheery little *supper*. b) So the next night I took him along *to supper* with me.

- 4.a) Buck seized Thorton's *hand* in his teeth. b) The desk clerk *handed* me the key.
 5.a) A small hairy object sprang from a basket and stood yapping in the middle of the *room*. b) There are advantages, you see, about *rooming* with Julia.
 6.a) 'I'm engaged for *lunch*, but I've plenty of time.' B) There was a time when he and I had been lads about town together, *lunching* and dining together practically every day.
 7. Use small *nails* and *nail* the picture on the wall.
 8.a) Lizzie is a good *cook*. b) She *cooks* the meals in Mr Priestley house.
 9.a) The *wolf* was suspicious and afraid. b) Fortunately, however, the second course consisted of a chicken fricassee of such outstanding excellence that the old boy, after *wolfing* a plateful, handed up his dinner-pail for a second installment and became almost genial.
 10. Use the big *hammer* for those nails and *hammer* them in well.

9. Identify the difference in meaning of the given compounds possessing different distributional patterns.

Model: *board-school* – *school-board*;

The compound word *board-school* denotes 'an elementary school under the management of a School Board', whereas the compound word *school-board* means 'a local board or authority responsible for the provision and maintenance of school'. Different distributional patterns signal the difference in meaning.

House-dog – dog-house; finger-ring – ring-finger; pot-flower – flower-pot; pot-pie – pie-pot; boathouse – houseboat; play-boy – boy-play; boy-toy – toy-boy.

10. Sort out the following compound words in accordance with their derivational patterns into three groups: 1) compounds of the n+a→N pattern; 2) compounds of the a+a→A pattern; 3) compounds of the n+ving→N pattern. Define the generalized meaning of these patterns.

Model: *garden-party*, *summer-house*, *raincoat*, *sea-front*, *suitcase*, *day-train*, *textbook*, *season-ticket*, *bath-robe*.

In the derivational pattern n+n→N expresses the generalized meaning: 1) of temporal relations (*summer-house*, *day-train*, *season-ticket*); 2) of locative relations (*garden-party*, *sea-front*); 3) of purpose or function (*raincoat*, *suitcase*, *textbook*, *bath-robe*).

Lazybones, low-class, white-hot, south-east, dark-purple, low-class, peace-loving, dog-fighting, greenhouse, sweetmeat, breath-taking, light-green, darkroom, picture-going, blue-black, summer-flowering, awe-inspiring, red-hot, tea-teaching.

11. Fill in the gap with one of the compound words in the list below and give their lexical meanings: *an argy-bargy*, *awestruck*, *a bodyguard*, *lowbrow*, *a go-getter*, *to keyboard*, *pea-souper*, *a plantswoman*, *a scatterbrain*, *a shareholder*, *a breakdown*, *to blackball*

1. Nick has to leave the club as all its members....him. 2. We didn't know how to plant these bushes and asked ato consult us. 3. All the data then has to be... . 4. Helen Brown has the reputation of a real... . 5. He is getting on my nervous. I won't discuss this matter with such a...as he is. 6. Susan's sister is a... of a big prosperous company. 7. Today's... forced drivers to slow down that caused an enormous traffic congestion. 8. Henry has been working as a... for the last few years. 9. They were sitting in... silence hearing the truth at last. 10. Sue moved to Madrid after the... of her marriage. 11. They became unintentional witnesses of a bit... between actors and their directors. 12. My father can't stand many... programmes showed on TV every day.

12. Distribute the given compound words regarding the relations between the ICs into 1) coordinative compounds: a) reduplicative, b) phonetically variated rhythmic twin forms, c) additive compounds; 2) subordinate compounds.

Model: *riff-raff*

The compound *riff-raff* meaning 'disreputable or undesirable people' is a coordinative compound formed by joining the phonetically variated rhythmic forms (group b).

Willy-willy, tip-top, duty-free, road-building, chi-chi, ping-pong, knowledge-hungry (eyes), fighter-bomber, wrist-watch, blah-blah, hand-made, secretary-stenographer, ticky-

tacky, dark-brown, snow-white, war-weary (people), week-long, home-sick, hob-nob, boy-friend.

13. Classify the given compound words according to the part of speech they represent into five groups: 1) compound nouns; 2) compound verbs; 3) compound adjectives; 4) compound pronouns; 5) compound adverbs.

To type-write, anybody, heartfree, upright, sleeping-car, to honeymoon, sweet-smelling, sunbeam, to care-take, reddish-brown, dog-tired, downhill, broadways, elsewhere, indoors, to fortune-hunt, maidservant, sick-making, housekeeping, to sightsee, everything, knee-deep, outside, to whitewash.

In the group of *compound verbs*, make a division into: a) verbs formed by means of conversion; b) verbs formed by means of back-derivation.

14. Sort out the given compounds according to the means of composition into the following groups: 1) composed without connecting elements; 2) composed with the help of vowels or consonants as linking elements; 3) composed with the help of prepositions or conjunctions as linking elements.

Model: *up-and-coming*

Up-and-coming is a compound composed with the help of the conjunction as a linking element.

Sit-at-home, play-acting, one-to-one, water-mark, door-handle, salesman, wind-driven, pale-blue, heart-beat, down-and-out, up-to-date, electromotive, tragicomic, matter-of-fact, day-time, handiwork, oil-rich, spokesman, play-acting, step-by-step, mother-in-law, sunflower.

15. Distribute the following compound words regarding the type of their bases into: 1) compounds proper; 2) derivational compounds. Sort out the derivational compounds into those formed: a) by means of suffixation; b) by means of conversion.

Model: *a castaway* is a derivational compound, which is formed by means of conversion.

Thoroughgoing, a show-off, a peace-maker, to blackball, low-born, a buyout, sky-blue, a side-track, ill-mannered, bluish-black, stone-deaf, a teenager, heavy-hearted, a businessman, one-eyed, a mill-owner, home-made.

Практическое занятие № 11. Etymology of the English words/ Этимология английских слов

Цель работы: сформировать у студентов базовые знания в области данной дисциплины; сообщить студентам определенный объем информации; привить им навык анализа конкретного языкового материала; развить у студентов творческое лингвистическое мышление и критический подход к изучаемому материалу; сформировать умение пользоваться соответствующим понятийным аппаратом; аналитически осмысливать и обобщать теоретические положения; применять полученные знания на практике.

Актуальность: необходимость овладения студентами ОПК-1, ПК-5.

Теоретическая часть

Etymology – the study of the historical relation between a word and the earlier form or forms from which it has, or has hypothetically, developed.

The term **native** is conventionally used to denote words of Anglo-Saxon origin brought to the British Isles from the continent in the 5th century by the Germanic tribes – the Angles, the Saxons and the Jutes.

The term **borrowing** is used to denote the process of adopting words from other languages and also the result of this process, the language material itself

Практическая часть

1. Single out the following words of native origin according to 1) words of Indo-European origin; 2) words of Common Germanic origin; 3) English words proper.

Woman, sister, glove, lady, slow, green, know, sand, long, grass, flood, boy, seven, high, eat, sheriff, widow, answer, life, lip, call, small, bird, corn, silver, ten, day, lord, ship, we, sun, girl.

2. In the sentences given below find the examples of Scandinavian borrowings. How can the Scandinavian borrowings be identified?

1. He went on to say that he was sorry to hear that I had been ill. 2. She was wearing a long blue skirt and a white blouse. 3. Two eyes – eyes like winter windows, glared at him with ruthless impersonality. 4. The sun was high, the sky unclouded, the air warm with a dry fresh breeze. 5. It's not such a bad thing to be unsure sometimes. It takes us away from the right thinking. 6. It is growing weaker and weaker every morning.

3. Give derivatives of the following words of native origin.

Model: *heat*: to heat, heater, heated, heatedly, heating, heatproof, heat–lightning.

Grass, to feed, lord, hat, red, quick, to feel, heavy, to look.

4. State the language from which the given words were borrowed: Celtic, Latin, French, Scandinavian, Greek, Russian, Spanish, Italian, German. In case of difficulty consult an Etymological Dictionary.

Samovar, cup, to cast, anemia, Avon, kindergarten, banana, law, government, violin, fellow, London, Promenade, umbrella, criterion, armada, cosmonaut, anger, motto, power, candle, mosquito, waltz, plant, nickel, wall, lieutenant, kvass, interior, restaurant, tundra, gondola, anamnesis.

Identify the period of borrowing of the French, Greek, Russian and German words.

5. Match the translation borrowings on the left with the original phrases / words on the right.

- | | |
|------------------------|----------------------------|
| 1. collective farm | a) infra dignitatem |
| 2. the moment of truth | b) Wunderkind |
| 3. word –combination | c) попутчик |
| 4. first dancer | d) el momento de la verdad |
| 5. fellow–traveller | e) circulus vitiosus |
| 6. wonder child | f) колхоз |
| 7. vicious circle | g) словосочетание |
| 8. famous case | h) cause célèbre |
| 9. below one's dignity | i) prima–balerina |

6. State international words from the given sentences.

1. Do you play tennis?
2. He gave a false address to the police.
3. I've seen many good films lately.
4. Do you take sugar in your coffee?
5. Arrange the words in alphabetical order.
6. Charlotte Bronte wrote under the pseudonym of Currer Bell.
7. He worked in radio for nearly 30 years.
8. We've visited the open–air theatre in London's Regent Park.
9. I'm worried about my son's lack of progress in German.
10. The government has promised to introduce reforms of the tax system.

7. Read the following jokes. Identify examples of international words.

1. Genius is one percent inspiration and ninety–nine percent perspiration. 2. A psychologist is a man who watches everybody rise when a beautiful girl enters the room. 3. An expert is a man who knows a great deal about very little; and who goes on knowing more and more about less and less until finally he knows practically everything about nothing; whereas a reviewer is a man who knows very little about a great deal and keeps on knowing less and less about more and more until finally he knows practically nothing about everything.

8. State the difference in the meanings of the English and Russian words. Order, paragraph, delicate, intelligent, revision, artist, sympathetic, capital, ambitious, romance, command.

9. Write out the words and expressions according to the degree of assimilation of borrowings: 1) completely assimilated borrowings; 2) partially assimilated borrowings; 3) unassimilated borrowings.

Wall, à la mode, datum, perestroika, gate, tête-à-tête, want, chalet, sheikh, nucleus, matter, kettle, chauffeur, formula, finish, corps, commedia dell'arte, money, souvenir, bacillus, stratum, nota bene, spaghetti, parenthesis, pardona, incognito, thesis, sabotage, ad libitum, stimulus, street, boulevard, criterion, déjà vu, Übermensch, macaroni, shapka.

State the origin of the words and expressions above.

10. Give the plural form of the nouns borrowed from Latin and Greek.

Hypothesis, criterion, stimulus, thesis, stratum, bacillus, formula, parenthesis, nucleus, datum.

11. Find etymological doublets in the following sentences. State their origin.

1. He always stays in the best hotel. He spent a month in hospital.

2. For birth rates in the 90s, see the chart on page 42. She sent me a lovely card.

3. The Editor reserves the right to abridge readers' letters. This book is an abbreviated version of the earlier work.

4. This is advice for those who wish to save great sorrow and travail. I have a job which involves quite a lot of travel.

5. Ann stayed close enough to catch the child if he fell. The band have often been chased down the street by enthusiastic fans.

6. I didn't know that his grandfather was a chieftain. She was captain of the Olympic swimming team.

12. Match the Native English words with French borrowing and Latin borrowings to form etymological triplets.

Native English words *French borrowings* *Latin borrowings*

- | | | |
|-------------|-------------|------------------|
| 1. fear | 1. age | 1. probity |
| 2. holy | 2. flame | 2. ascend |
| 3. goodness | 3. sacred | 3. conflagration |
| 4. rise | 4. mount | 4. consecrated |
| 5. kingly | 5. question | 5. interrogate |
| 6. fire | 6. royal | 6. era |
| 7. ask | 7. terror | 7. regal |
| 8. time | 8. virtue | 8. trepidation |

13. Match the English nouns with their corresponding adjectives of Latin origin.

English nouns

Latin adjectives

- | | |
|-----------|------------|
| 1. sun | 1. canine |
| 2. tooth | 2. filial |
| 3. death | 3. marine |
| 4. son | 4. optical |
| 5. eye | 5. dental |
| 6. dog | 6. mortal |
| 7. star | 7. astral |
| 8. sea | 8. solar |
| 9. nose | 9. visual |
| 10. town | 10. nasal |
| 11. sight | 11. urban |

14. Find the synonym in the right column to each word in the left column.

- | | |
|-------------|------------|
| 1. filial | a. homely |
| 2. paternal | b. womanly |

- | | |
|----------------|---------------|
| 3. infantile | c. brotherly |
| 4. annual | d. daughterly |
| 5. maternal | e. friendly |
| 6. terrestrial | f. earthly |
| 7. nocturnal | g. early |
| 8. fraternal | h. childish |
| 9. domestic | j. elder |
| 10. feminine | k. motherly |
| 11. senior | l. nightly |
| 12. mortal | m. fatherly |
| 13. benevolent | n. deathly |

Практическое занятие № 12 Main variants of the English language/ Основные варианты английского языка

Цель работы: сформировать у студентов базовые знания в области данной дисциплины; сообщить студентам определенный объем информации; привить им навык анализа конкретного языкового материала; развить у студентов творческое лингвистическое мышление и критический подход к изучаемому материалу; сформировать умение пользоваться соответствующим понятийным аппаратом; аналитически осмысливать и обобщать теоретические положения; применять полученные знания на практике.

Актуальность: необходимость овладения студентами ОПК–1, ПК–5.

Теоретическая часть

Every language allows different kinds of variations: geographical or territorial, perhaps the most obvious, stylistic, the difference between the written and the spoken form of the standard national language and others. For historical and economic reasons the English language has spread over vast territories. It is the national language of England proper, the USA, Australia, New Zealand and some provinces of Canada. It is the official language in Wales, Scotland, in Gibraltar and on the island of Malta.

In modern linguistics the distinction is made between Standard English and territorial variants of the English language.

Standard English may be defined as that form of English which is current and literary, substantially uniform and recognized as acceptable wherever English is spoken or understood. It has a prescribed norm, or standard use, that receives the highest respect within society. This respect is based on grammatical usage and on pronunciation. Standard English is the variety most widely accepted and understood either within an English-speaking country or throughout the entire English-speaking world.

Variants of English are regional variants possessing a literary norm. There are distinguished variants existing on the territory of the United Kingdom (British English, Scottish English and Irish English), and variants existing outside the British Isles (American English, Canadian English, New Zealand English, South African English and Indian English).

British English is often referred to the written Standard English and the pronunciation known as Received Pronunciation (RP).

Практическая часть

1. Match the italicized Scottish words from the sentences with the corresponding Standard English words in the list: *stone, conversation, window, knot, packet, journey, hole, knowledge, dignity, coffee.*

1. Why did you throw an *artan* at the dog? It could bite you.
2. I've heard you visited several European countries last summer. Did you like your *turus*?
3. Sally faced the news of the catastrophe with *onoir*.
4. Can you tie a *snaim* in the end of my thread?
5. Don't open the *uinneag*. You can catch a cold.

6. Do you take sugar in your *uilm*?
7. A *pasgan* of brochures arrived in the post.
8. The teacher's comments are designed to help improve your *fios* and understanding.
9. Later in the evening, the *caig* turned to politics.
10. Workers dug a 20-foot *toll* in the ground.

2. Match the italicized Irish words from the sentences with the corresponding Standard English words in the list: *choice, thorn, noise, basket, distress (hardship), rag, while, friend, steam, wall.*

1. Wait till you see the *gal* off the kettle and then pour boiling water on the tea.
2. I'll have to stop for a minute – I must have *dealg* in my foot.
3. There is always some *cruatan* or other in that family – what is it with them?
4. There was a *trup* outside the door.
5. I haven't see him for a *tamall*.
6. He drove straight through the *falla* with the new car last night.
7. Where did you find that old *balcais*?
8. Get me a *scib* of turf for the fire.
9. Maria is a close *cara* of mine.
10. These people have the *togha* of whether to buy a house or rent one.

3. Find the words that are characteristic of American English. Identify the group which they belong to: a) historical Americanisms; b) proper Americanisms; c) specifically American borrowings.

1. They haven't heard from him since last fall.
2. Do you take the elevator or use the stairs?
3. James has made his own pirogue and now wants to show it to his friends.
4. If I am late, I'll call you from a telephone booth.
5. I guess I'll never be able to explain what has happened between us.
6. I am very tired. I'd like to sleep in the hammock in the garden.
7. He stayed at home caring for his sick wife.
8. He left the faucets running and the bath overflowed.
9. Have you ever seen a tomahawk used by North American Indians in war and hunting?
10. We went to the museum by subway.

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

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

5. Read and study the meanings of the given words. Identify the words which are used in 1) Canadian English; 2) Australian English; 3) New Zealand English; 4) South African English; 5) Indian English. There are five words in each group. In case of difficulty consult a dictionary.

1. *wors* – sausage; 2. *firie* – a firefighter; 3. *reeve* – the president of a village or town council; 4. *fundi* – an expert in a particular area; 5. *schoolie* – a school pupil; 6. *draegerman* – a member of a crew trained for underground rescue work; 7. *bahadur* – a brave man; an honorable title, originally given to officers; 8. *waka* – a traditional Maori canoe; 9. *backveld* – remote country districts, especially when considered to be unsophisticated or conservative; 10. *drongo* – a stupid or incompetent person; 11. *yatra* – a procession or pilgrimage, especially one with a

religious purpose; 12. *bobsy-die* – a great deal of fuss and trouble; 13. *voorskot* – advance payment; 14. *bobskate* – an adjustable skate for a child, consisting of two sections of double runners; 15. *arooha* – love, affection; 16. *achcha* – okay, all right; 17. *bodgie* – a youth, especially of the 1950s, analogous to the British Teddy boy; 18. *izzat* – honour, reputation, or prestige; 19. *parkade* – a multi-storey car park; 20. *ambo* – ambulance officer; 21. *indaba* – a conference between members of native peoples; 22. *haka* – a Maori ceremonial war dance involving chanting, an imitation of which is performed by rugby teams before a match; 23. *riding* – a political constituency/an electoral district; 24. *karanga* – a Maori ritual chant of welcome; 25. *chaprasi* – a person carrying out junior office duties, especially one who carries messages.

6. Study the meanings of the given words and define words and word-combinations that have no equivalents in 1) American English (Briticisms); 2) British English (Americanisms). In case of difficulty consult a dictionary.

1. *barrio* – the Spanish-speaking quarter of a town or city; 2. *county council* – the elected governing body of an administrative county; 3. *parish council* – the administrative body in a civil parish; 4. *congressman* – a male member of the Congress; 5. *privy purse* – an allowance from the public revenue for the monarch's private expenses; 6. *holiday season* – the period of time from Thanksgiving until New Year, including such religious and secular festivals as Christmas, Hanukkah, and Kwanzaa; 7. *Secret Service* – a branch of the Treasury Department dealing with counterfeiting and providing protection for the President; 8. *the woolsack* – the position of Lord Chancellor; 9. *Ivy League* – a group of long-established universities having high academic and social prestige; 10. *junior college* – a college offering courses for two years beyond high school, either as a complete training or in preparation for completion at a senior college; 11. *grammar school* – a state secondary school to which pupils are admitted on the basis of ability (Since 1965 most have been absorbed into the comprehensive school system); 12. *foreign secretary* – the government minister who heads the Foreign and Commonwealth Office; 13. *electoral college* – a body of people who formally cast votes for the election of the president and Vice-President; 14. *school inspector* – an official who reports on teaching standards in schools on behalf of Ofsted (Office for Standards in Education); 15. *green card* – a permit allowing a foreign national to live and work permanently in the given country; 16. *pub* – a building where alcohol may be bought and drunk during fixed hours.

7. Translate the following words and word-combinations giving both the British and American variant.

Word/word-combination	British English	American English
лифт		
первый этаж		
железная дорога		
переезд		
автомобиль		
бой (сражение)		
газетный киоскёр		
очередь		
продавец		
государственная школа		

8. Single out the given words according to 1) the words that are used in American English; 2) the words that are used in British English.

1. *apartment building* – a large building containing many apartments; 2. *dust-bin* – a container for household refuse, especially one kept outside; 3. *tuxedo* – a man dinner jacket; 4. *bill* (for meal payment) – a list of things eaten showing the total amount that must be paid; 5. *pram* – a four-wheeled carriage for a baby, pushed by a person on foot; 6. *zip-code* – a postal

code consisting of five or nine digits; 7. *chemist* – a person who is authorized to dispense medicine drugs; 8. *vacation* – an extended period of recreation, especially one spent away from home or in traveling; 9. *period* – a punctuation mark (.); 10. *tram* – a passenger vehicle powered by electricity conveyed by overhead cable, and running on rails laid in a public road; 11. *gasoline* – a liquid obtained especially from petroleum, used mainly for producing power in the engines of cars, aircraft, etc.; 12. *trolley* (for shopping) – a low two-wheeled or four-wheeled cart or vehicle, especially one pushed by hand; 13. *flashlight* – a small electric light carried in the hand to give light; 14. *car park* – an area or building where cars or other vehicles may be left temporarily.

9. Give analogous opposition to the given words in the other variant of English.

British English	American English	British English	American English
1.	tuxedo	8. bill	
2.	zip-code	9. dust-bin	
3.	vacation	10. trolley	
4.	period	11. pram	
5.	apartment building	12. chemist	
6.	flashlight	13. car park	
7.	gasoline	14. tram	

10. Read the following passage. Draw up a list of terms denoting the university teaching staff in Great Britain and in the USA. What are the corresponding Russian terms?

Q: But speaking of universities, we're also got a different set of labels for the teaching staff, haven't we?

M: Yes, in the United State, for example, our full time *faculty*, which we call *staff* incidentally – is arranged in a series of steps which goes from *instructor* through ranks of *assistant professor*, *associate professor* to that of *professor*. But I wish you'd straighten me out on the English system. *Don* for example, is a completely mysterious word and I'm never sure of the difference, say, between a *lecturer* and a *reader*.

Q: Well, readers say that lecturers should lecture and readers should read! But seriously, I think there's more similarity here than one would imagine. Let me say, first of all, that this word *don* is a very informal word and that it is common really only in Oxford and Cambridge. But corresponding to your instructor we've got the rank of *assistant lecturer*, usually a beginner's post. The assistant lecturer who is successful is promoted, like your instructor and he becomes a lecturer and this lecturer grade is the main teaching grade throughout the university world. Above lecturer a man may be promoted to *senior lecturer* or *reader*, and both of these – there's little difference between them – correspond closely to your associate professor. And then finally he may get a chair, as we say – that is a professorship, or, as you would say, a full professorship. It's pretty much a difference of labels rather than of organization, it seems to me. (From a Common Language by A.H. Marckwardt and R. Quirk)

11. Study the semantic structure of the following words and state what lexico-semantic variants (LSV) of these words are specific to British English or American English. Give analogous oppositions to these LSVs in the other variant of English or Standard English.

1. *tin* – 1. a soft light silver metal, often used for covering iron or steel. 2. a closed light container for a food or drink product that you open with a tin opener. 2a. a metal container with a lid, used for storing things. 2b. a metal container used for cooking food in an oven.

2. *coach* – 1. a long comfortable vehicle for carrying a large number of passengers, especially on long journeys. 1a. one of the sections of a train. 1b. an old-fashioned vehicle that is pulled by horses. 2. someone who trains a sports player or team. 2a. someone who teaches a

special skill, especially one connected with performing such as singing or acting. **3.** a less expensive type of seat on a plane or train.

3.cupboard – **1.** a tall piece of furniture, usually attached to a wall and used for storing things, with shelves inside and one or two doors at the front. **2.** a very small room with no window used for storing things.

4.flat – **1.** a set of rooms for living in, usually on one floor of a large building. **2.** a flat surface or part of something. **3.** a musical note that is one semitone lower than a particular note. **3a.** a written symbol for showing that you must play or sing a note a semitone lower. **4.** (pl) a low flat area of land, usually wet land near a large area of water.

5.caravan – **1.** a vehicle that people can live and travel in on holiday. **1a.** a vehicle that Romanies live in, sometimes pulled by a horse. **2.** group of people and vehicles traveling together, especially in a desert.

6.interval – **1.** a period of time between two events. **2.** a short break between the parts of something such as a play or concert. **3.** a space or distance between two things. **4.** (technical) a difference in pitch between two musical notes.

12. Translate the following words giving both the British and American variant.

Каникулы, бензин, осень, консервная банка, трамвай, магазин, лифт, багаж, грузовик, конфета, кукуруза, аптека, квартира, кроссовки, метро.

Практическое занятие № 13. Fundamentals of English lexicography/ Основы английской лексикографии

Цель работы: сформировать у студентов базовые знания в области данной дисциплины; сообщить студентам определенный объем информации; привить им навык анализа конкретного языкового материала; развить у студентов творческое лингвистическое мышление и критический подход к изучаемому материалу; сформировать умение пользоваться соответствующим понятийным аппаратом; аналитически осмысливать и обобщать теоретические положения; применять полученные знания на практике.

Актуальность: необходимость овладения студентами ОПК–1, ПК–5.

Теоретическая часть

Lexicography is a branch of Applied Linguistics dealing with the theory and practice of compiling dictionaries. It has a common object of study with lexicology as both describe the vocabulary (its forms, meaning, usage, origin) of a language. Lexicography is divided into two parts: theory (Dictionary Research) and practice (Dictionary–Making). Dictionary Research involves history, typology, criticism and use of dictionaries. Dictionary–making includes the aspects of fieldwork, description and presentation.

Lexicographical theory makes use of the achievements of linguistic fundamentals; each individual entry is made up in accordance with current knowledge in various fields of language study.

The term **dictionary** is used to denote a book that lists the words of a language in a certain order (usually alphabetically) and gives their meaning, or equivalent words in a different language. Dictionaries may be classified under different heads.

Практическая часть

1. Arrange in alphabetical order:

A) names of the following capitals;

Moscow		Cairo	
Rome		Berlin	
London		Madrid	
Prague		Tokyo	
Washington		Canberra	
Athens		Paris	

B) names of the following American states;

Hawaii		Nebraska	
Idaho		New York	
South Carolina		Wisconsin	
Kansas		Vermont	
Illinois		Texas	
Colorado		Iowa	
Arizona		Alabama	
Washington		Wyoming	
New Mexico		Montana	
Utah		Ohio	

2. Study this list of words and their phonetic transcriptions. Mark the British pronunciation by £ symbol and the American pronunciation by \$ symbol.

1. missile ['mIsaIl]	—	['mIs(q)l]	—
2. thorough ['Tq:rqu]	—	['TArq]	—
3. tomato [tq'mRtqu]	—	[tq'meItqu]	—
4. duty ['du:tI]	—	['dju:tI]	—
5. afternoon ['Rftq'nu:n]	—	['xftq'nu:n]	—
6. basil ['bxzI]	—	['beIzI]	—
7. laboratory ['lxbrq"tO:rI]	—	[lq'bPrqt(q)rI]	—
8. lieutenant [lef'tenqnt]	—	[lu:'tqnqnt]	—

3. Some English words have the same spelling but two different pronunciations. Read the following pairs of sentences aloud. Then write a phonetic transcription for each of the words in *italics*. Use the dictionary to check.

- 1.a) The children stood in a *row* against the wall.
- b) We had a blazing *row* a couple of days ago.
- 2.a) He smiled, then gave a *bow*.
- b) She had a yellow ribbon in her hair, tied in a *bow*.
- 3.a) I forgot to *wind* my watch.
- b) A cold *wind* blew and the rain fell in torrents.
- 4.a) What type of soap do you *use*?
- b) This is not the best *use* of your talents.
- 5.a) They *lead* the world in oil production.
- b) The tax proposals went down like a *lead* balloon at the party conference.

4. In the sentences below there are some rhymed pairs. Find the word missing in the second sentence of each pair. Check your dictionary for pronunciation and spelling.

1. Crime can pay, even if you are *caught*. The hotel has a tennis _____.
2. Add two tablespoons of *flour*. I think daffodils are a beautiful _____.
3. We shouted ourselves *hoarse* at the football match. Never look a gift _____ in the mouth.
4. I need a *pair* of earrings to go with this outfit. There were lots of apple trees and _____ trees in their garden.
5. I *guessed* from the look on her face that he had died. I felt I was a _____ in this country.

6. Which of the following words are used a) only in plural; b) only in singular?

Goods, economics, pyjamas, mumps, trousers, surroundings, thanks, news, scissors, furniture

7. Complete the sentences with the correct prepositions. Check your answers in the dictionary.

1. He succeeded _____ passing his exams, to my great surprise.
2. We used to argue _____ who should drive.
3. He objected _____ people smoking in his house.
4. Billy was very generous _____ people who had less than he did.

5. He was suddenly seized by an overwhelming passion ____ her.
6. Alexander Fleming is famous ____ discovering penicillin.
7. He is recognized ____ the new champion.
8. I would like to introduce you ____ my friend.
9. This hotel is very popular ____ tourists.
10. He showered her ____ flowers and jewellery.

8. Fill in the gaps with correct forms of the verbs *do, make, have, take*.

1. She is probably upstairs _____ a bath.
2. Don't worry, Tim. Just _____ your best.
3. Why do we have to _____ so many tests?
4. Where did you _____ your training?
5. I had to _____ a big effort not to laugh.
6. You can't stop people from _____ fun.
7. Before I _____ the operation I could hardly walk.
8. A scandal would _____ his reputation a lot of harm.
9. It was the first journey he'd _____ all on his own.
10. We need to _____ a lot more research.

9. Write the correct label above the groups of words. Check in the dictionary.

literary, humorous, impolite, spoken

1. muggings, crackpot, better half, starkers
2. bard, dwell, fealty, fearsome, immemorial, sage
3. hubby, ain't, let's see
4. arse, crap, bloody

10. Group the words given below into two columns according to *formal* and *informal* labels.

Barf, indicative, immerse, moon (v), martial, infer, monster (adj), plonk, localize, overly, dumbo, forename, fug, incautious

Практическое занятие № 14. Modern trends in English lexicography/

Современные тенденции в английской лексикографии

Цель работы: сформировать у студентов базовые знания в области данной дисциплины; сообщить студентам определенный объем информации; привить им навык анализа конкретного языкового материала; развить у студентов творческое лингвистическое мышление и критический подход к изучаемому материалу; сформировать умение пользоваться соответствующим понятийным аппаратом; аналитически осмысливать и обобщать теоретические положения; применять полученные знания на практике.

Актуальность: необходимость овладения студентами ОПК-1, ПК-5.

Теоретическая часть

The field of modern lexicography presents a great number and variety of dictionaries of all types. Within English lexicography there are monolingual and bilingual general dictionaries, etymological and present-day English dictionaries, those which deal with jargon, dialects and slang. Modern lexicography distinguishes between historical and pragmatically oriented or learner's dictionaries. Pragmatically oriented dictionaries are those which side by side with meanings of words recorded in works of literature register functionally prominent meanings, thus giving the readers a clear idea of how the word is actually used in speech.

Modern trends in English Lexicography are connected with the appearance and rapid development of such branches of linguistics as Corpus Linguistics and Computational Linguistics.

Практическая часть

Choose one of the listed dictionaries and analyze it according to the following criteria:

1. Dictionary Typology which is based on the following categories:

⇒ **range** distinguishes btw dictionaries according to

- *the number of entries (size):*
- big
- medium–range
- shorter
- pocket
- *the number of languages:*
- monolingual (one language)
- bilingual (two languages)
- bilingualized (both monolingual and bilingual)
- multilingual (more than two languages)
- *amount of exclusively linguistic info:*
- linguistic
- encyclopedic

⇒ **perspective** differentiates btw dictionaries

- historical (evolution of the language)
- synchronic

⇒ **presentation of information:**

- prescriptive
- descriptive

⇒ **type of information:**

- general
- specialized
- terminological

⇒ **user**

- *age* (e.g. dictionary for children)
- *native speakers*
- *learners* (e.g. learner's dictionary)
- *level of language competence:*
- beginner's
- intermediate
- advanced

⇒ **user's reference needs:**

- dictionary for decoding (*comprehension*)
- dictionary for encoding (*production*)
- dictionary for decoding/encoding (*translation*).

2. Classification of Specialized Linguistic Dictionaries is focused on an aspect of lexical description: pronunciation, spelling, etymology, etc.;

⇒ **Dictionaries dealing with the word form**

- Spelling dictionaries;
- Pronouncing dictionaries;
- Dictionaries of confusables (paronyms).

⇒ **Dictionaries dealing with the word meaning**

- Etymological dictionaries;
- Dictionaries of new words;
- Dictionaries of homonyms;
- Dictionaries of synonyms and antonyms;
- Thesauruses.

⇒ **Dictionaries dealing with the word usage**

- Dictionaries of modern usage;
- The dictionary of errors;

– Combinatory dictionaries.

⇒ **Phraseological dictionaries**

– Dictionaries of phrasal verbs;

– Dictionaries of idioms.

⇒ **Dictionaries of cultural literacy**

– Encyclopedic area studies dictionaries;

– Dictionaries of proverbs;

– Dictionaries of quotations.

3. Microstructure provides necessary information about the headword and includes some or all of the following parameters:

1. spelling
2. pronunciation
3. word class
4. LSVs / meanings
5. definition of the meaning.
6. illustrative examples
7. usage
8. idiomatic block
9. subentries or Run-ons
10. etymology

СПИСОК РЕКОМЕНДУЕМОЙ ЛИТЕРАТУРЫ

Перечень основной литературы:

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МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ
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Методические указания по организации и проведению самостоятельной
работы по дисциплине
«ЛЕКСИКОЛОГИЯ»
для студентов специальности 45.05.01 Перевод и переводоведение,
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ВВЕДЕНИЕ

Под самостоятельной работой студентов понимается планируемая учебная, учебно–исследовательская, а также научно–исследовательская работа студентов, которая выполняется во внеаудиторное время по инициативе студента или по заданию и при методическом руководстве преподавателя, но без его непосредственного участия. Основной целью самостоятельной работы является изучение тем, не рассмотренных в рамках аудиторных занятий, а также подготовка к практическим занятиям, промежуточному и текущему контролю. К самостоятельной работе студентов относятся следующие виды работ:

- изучение теоретического материала, анализ литературы, источников Интернета для более глубокого изучения темы;
- подготовка к практическим занятиям (выполнение индивидуальных домашних заданий, выполнение письменных заданий (упражнений) к практическим занятиям);
- подготовка сообщения – подготовка к текущим и / или промежуточным формам контроля (в форме тестирования, собеседования и пр.).

Задачи самостоятельной работы:

- овладеть методикой исследования при решении разрабатываемых в учебно–научной деятельности проблем и вопросов;
- сформировать и закрепить умение правильно, логически верно, аргументированно и ясно строить устную и письменную речь;
- повысить уровень подготовленности студентов к самостоятельной работе в соответствии с выбранной специальностью в условиях современного состояния науки и культуры.

Отдельной составляющей в итоговой оценке по предмету «Лексикология» оценка самостоятельной работы не является. Вместе с тем оценка самостоятельной работы всё же имеет непосредственное отношение к итоговой оценке по дисциплине. Во–первых, оценка самостоятельной работы включается в оценку такой формы промежуточного контроля, как оценка текущей работы на практических занятиях. Во–вторых, так как самостоятельная работа по предмету поощряется, преподаватель может использовать (и, как правило, использует) оценку самостоятельной работы в качестве поощрительной составляющей на промежуточном контроле. В спорных ситуациях оценка самостоятельной работы может разрешить ситуацию в пользу студента. Независимо от вида самостоятельной работы, критериями оценки самостоятельной работы могут считаться:

- а) умение проводить анализ; выделять главное (в том числе, умение ранжировать проблемы);
- б) самостоятельность в поиске и изучении литературы, т.е. способность обобщать материал не только из лекций, но и из разных прочитанных и изученных источников;
- в) умение использовать собственные примеры и наблюдения;
- г) заинтересованность в предмете;
- д) умение показать место данного вопроса в общей структуре курса, его связь с другими вопросами культуры речи.

1. ОБЩАЯ ХАРАКТЕРИСТИКА САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТА ПРИ ИЗУЧЕНИИ ДИСЦИПЛИНЫ

В соответствии с рабочей программой дисциплины «Лексикология» основными видами самостоятельной работы студента являются самостоятельное изучение литературы, подготовка к практическим занятиям (ПЗ), реферирование литературы, подготовка сообщения, подготовка к тестированию.

Самостоятельное изучение литературы предполагает всестороннюю работу с источниками. Основная цель данного вида работы – углубить знания в области изучаемого курса, исходя из цели *задача самостоятельного изучения литературы* –

изучение основных и дополнительных источников рекомендованной в программе литературы.

Целью подготовки к практическим занятиям является совершенствование знаний посредством выполнения домашнего задания и отработка пройденного материала, в связи с чем *задачами подготовки к ПЗ* являются:

- самостоятельная работа над основными и дополнительными источниками литературы для углубления и расширения знаний по изучаемому материалу;
- выполнение упражнений и заданий (устно и письменно) для закрепления умений и выработки навыков.

Реферирование литературы предполагает ведение краткого конспекта изученного материала, в том числе основных и дополнительных источников литературы. Следует обязательно указывать источник (в соответствии с ГОСТ «Оформление библиографических списков»), по которому сделан конспект. Таким образом, *цель реферирования литературы* фиксация основополагающих тезисов по темам дисциплины. *Задачи реферирования литературы*: отбор наиболее важного материала и его краткая запись.

Подготовка сообщения – обязательный компонент самостоятельной работы студента. *Цель подготовки сообщения* – демонстрация умения анализировать различные источники информации по проблеме, излагать материал в рамках изучаемого курса. *Задачи подготовки сообщения*:

- отбор источников по проблеме сообщения;
- анализ материала, составление плана;
- изложение материала.

Подготовка к тестированию важный компонент самостоятельной работы, цель – обобщение и систематизация знаний по дисциплине. *Задачи подготовки к тестированию*: проанализировать изученный материал, углубить знания по темам дисциплины.

Оценка самостоятельной работы имеет непосредственное отношение к итоговым результатам по дисциплине. Во–первых, оценка самостоятельной работы включается в оценку такой формы промежуточного контроля, как оценка текущей работы на практических занятиях. Во–вторых, так как самостоятельная работа по предмету поощряется, баллы, накопленные по самостоятельной работе, используются в качестве бонусной составляющей. В спорных ситуациях оценка самостоятельной работы может разрешить ситуацию в пользу студента.

2. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ИЗУЧЕНИЮ ТЕОРЕТИЧЕСКОГО МАТЕРИАЛА

Самостоятельное изучение теоретического материала предусмотрено на всём протяжении курса. Такая работа сопровождает лекционные и семинарские занятия, промежуточный и итоговый контроль, и в то же время является отдельным видом самостоятельной работы студента.

Умение студентов быстро и правильно подобрать литературу, необходимую для выполнения учебных заданий и научной работы, является залогом успешного обучения. Самостоятельный подбор литературы осуществляется при подготовке к практическим занятиям, при написании конспекты, сообщений.

Существует несколько способов составления списка необходимой литературы.

Во–первых, в учебной программе дисциплины, в методических указаниях к практическим занятиям приводится список основной и дополнительной литературы, которую рекомендуется изучить по соответствующей теме или разделу учебной дисциплины. При подготовке сообщений целесообразно изучать общий список литературы и делать выборку подходящей к теме литературы.

Во–вторых, в большинстве учебников, монографий и статей делаются ссылки, сноски на другие литературные источники, приводится список литературы по

раскрываемой в книге проблеме. Целесообразно изучать научную литературу, на которую ссылаются исследователи в своих научных публикациях, поскольку изучение именно таких источников формирует представление о состоянии и развитии того или иного вопроса.

В-третьих, поиску необходимой литературы существенно помогут различного рода библиографические указатели и пособия. В библиографическом отделе библиотеки можно воспользоваться такими указателями или прибегнуть к помощи специалистов–библиографов.

Итоговым продуктом изучения теоретического материала являются устные ответы и конспект. Конспектом студент может воспользоваться при собеседовании с преподавателем. Критерии оценивания собеседования приведены в ФОС данной дисциплины.

3. МЕТОДИЧЕСКИЕ УКАЗАНИЯ К САМОСТОЯТЕЛЬНОЙ РАБОТЕ

На первом этапе необходимо ознакомиться с рабочей программой дисциплины, в которой рассмотрено содержание тем практических занятий, темы самостоятельной работы. В рамках самостоятельной работы студенты сами могут предлагать собственные темы и формы выполнения заданий. Сдача задания производится преподавателю, ведущему семинарские занятия, в установленные им сроки.

По каждому виду самостоятельной работы предусмотрены определённые формы отчетности.

3.1. Методические рекомендации по изучению литературы

При работе с литературными источниками важно уметь правильно читать, понимать и запоминать прочитанное. Для понимания сложного текста важно не только быть внимательным при чтении, иметь знания и уметь их применять, но и владеть определенными мыслительными приемами. Один из них состоит в крайне важности воспринимать не отдельные слова, а предложения и даже целые группы предложений, т. е. абзацы.

При работе с литературой используются выписки (обязательное условие выписок – точное указание источника и места, откуда это выписано). Целесообразно выписки делать на карточках, что облегчает их хранение и использование. При заполнении карточек следует учитывать, что два самостоятельных вопроса заносить на одну карточку нельзя, т.к. это затруднит их классификацию и хранение. Карточка должна содержать обозначение ее содержания, номер или шифр, указывающий ее место в карточке, дату заполнения, библиографические данные. Записи на карточке следует располагать на одной стороне, они должны быть четкими и достаточно полными. При выписывании цитат крайне важно сохранять абсолютную точность при передаче мыслей автора, ставить их в кавычки. Пропуски в цитате допускаются (отмечаются многоточием), но они не должны изменять смысла высказывания. Цитата обязательно должна быть снабжена указанием источника.

В процессе работы над изучаемым материалом составляется план в целях более четкого выявления структуры текста, записи системы, в которой излагает материал данный автор, подготовки к выступлению, а также для написания какой-либо работы, записи своих мыслей с новой систематизацией материала. В плане могут встречаться отдельные цифры и другие фактические сведения, которые хотя и не являются собственно планом, но помогают в будущем его использовании (к примеру, при выступлении).

Средство и технология оценивания изученной литературы – собеседование (устные ответы).

3.2. Методические указания по подготовке к практическим занятиям

Подготовка к практическим занятиям предполагает различные формы самостоятельной работы в зависимости от пройденного на практическом занятии материала.

Средством и технологией оценки подготовки к практическим занятиям является собеседование и зачетное задание, критерии оценивания данных процедур приведены в ФОС дисциплины.

3.3. Реферирование литературы

При изучении теоретического материала требуется реферировать литературу, т.е. вести конспект.

Конспект – это краткая письменная запись содержания статьи, книги, лекции, предназначенные для последующего восстановления информации с различной степенью полноты.

Конспект – это систематическая, логически связанная запись, объединяющая план, выписки, тезисы или, по крайней мере, два из этих типов записи. Исходя из определения, выписки с отдельными пунктами плана, если в целом они не отражают логики произведения, если между отдельными частями записи нет смысловой связи, – это не конспект. В конспект включаются не только основные положения, но и доводы, их обосновывающие, конкретные факты и примеры, но без их подробного описания.

Конспектирование может осуществляться тремя способами:

- цитирование (полное или частичное) основных положений текста;
- передача основных мыслей текста «своими словами»;
- смешанный вариант.

Все варианты предполагают использование сокращений.

При написании конспекта рекомендуется следующая последовательность:

1. Проанализировать содержание каждого фрагмента текста, выделяя относительно самостоятельные по смыслу;
2. Выделить из каждой части основную информацию, убрав избыточную;
3. Записать всю важную для последующего восстановления информацию своими словами или цитируя, используя сокращения.

Разделяют четыре вида конспектов:

- текстуальный,
- плановый,
- свободный,
- тематический.

Текстуальный состоит из отдельных авторских цитат. Необходимо только умение выделять фразы, несущие основную смысловую нагрузку. Это прекрасный источник дословных высказываний автора и приводимых им фактов. Текстуальный конспект используется длительное время.

Плановый – это конспект отдельных фрагментов материала, соответствующих названиям пунктов предварительно разработанного плана. Он учит последовательно и четко излагать свои мысли, работать над книгой, обобщая содержание ее в формулировках плана. Такой конспект краток, прост и ясен по своей форме. Это делает его незаменимым пособием при быстрой подготовке доклада, выступления.

Свободный конспект – индивидуальное изложение текста, т.е. отражает авторские мысли через ваше собственное видение. Требуется детальная проработка текста.

Свободный конспект представляет собой сочетание выписок, цитат, иногда тезисов, часть его текста может быть снабжена планом. Это наиболее полноценный вид конспекта.

Тематический конспект – изложение информации по одной теме из нескольких источников.

Составление тематического конспекта учит работать над темой, всесторонне обдумывая ее, анализируя различные точки зрения на один и тот же вопрос. Таким образом, этот конспект облегчает работу над темой при условии использования нескольких источников.

Оформление конспекта

1. Название конспектируемого произведения (или его части) и его выходных данных, т.е. библиографическое описание документа.

2. План текста.

3. Изложение наиболее существенных положений изучаемого материала (тезисы) последовательно и кратко своими словами или в виде цитат, включая конкретные факты и примеры.

4. Составляя конспект, можно отдельные слова и целые предложения писать сокращенно, выписывать только ключевые слова, применять условные обозначения.

5. Чтобы форма конспекта как можно более наглядно отражала его содержание, располагайте абзацы «ступеньками» подобно пунктам и подпунктам плана, применяйте разнообразные способы подчеркивания, используйте карандаши и ручки разного цвета.

6. Используйте реферативный способ изложения (например: «Автор считает...», «раскрывает...»).

7. Собственные комментарии полагайте на полях.

Средство и технология оценивания реферирования литературы – собеседование (устные ответы).

3.4. Подготовка сообщения

Сообщение – это устное публичное выступление, его регламент – не более 10 минут.

Искусство устного выступления состоит в знании предмета речи, в умении преподнести свои мысли и убеждения правильно и упорядоченно, красноречиво и увлекательно.

Устное выступление должно удовлетворять трем основным критериям:

- правильности, т.е. соответствия языковым нормам;
- смысловой адекватности, т.е. соответствия содержания выступления реальности;
- эффективности, т.е. соответствия достигнутых результатов поставленной цели.

Работа по подготовке сообщения делится на два этапа: докоммуникативный этап (подготовка выступления) и коммуникативный этап (взаимодействие с аудиторией).

Работа по подготовке устного выступления начинается с формулировки темы. Первое слово темы должно обозначать наименование полученного в ходе выполнения проекта научного результата (например, «Технология изготовления...», «Модель развития...», «Система управления...», «Методика выявления...» и пр.). Тема выступления должна быть лаконичной.

Выступление должно состоять из трех частей – вступления (10–15% общего времени), основной части (60–70%) и заключения (20–25%). Вступление включает в себя представление автора, название доклада, расшифровку подзаголовка с целью точного определения содержания выступления, четкое определение стержневой идеи. Стержневая идея проекта понимается как основной тезис, ключевое положение. Стержневая идея дает возможность задать определенную тональность выступлению. Сформулировать основной тезис означает ответить на вопрос, зачем говорить (цель) и о чем говорить (средства достижения цели).

Требования к основному тезису выступления:

- фраза должна утверждать главную мысль и соответствовать цели выступления;
- суждение должно быть кратким, ясным, легко удерживаться в кратковременной памяти;
- мысль должна пониматься однозначно, не заключать в себе противоречия.

В речи может быть несколько стержневых идей, но не более трех.

К аргументации в пользу стержневой идеи проекта можно привлекать фото-, видеофрагменты, аудиозаписи, фактологический материал. Цифровые данные для облегчения восприятия лучше демонстрировать посредством таблиц и графиков, а не злоупотреблять их зачитыванием. Лучше всего, когда в устном выступлении количество

цифрового материала ограничено, на него лучше ссылаться, а не приводить полностью, так как обилие цифр скорее утомляет слушателей, нежели вызывает интерес.

План развития основной части должен быть ясным. Должно быть отобрано оптимальное количество фактов и необходимых примеров.

В заключении необходимо сформулировать выводы, которые следуют из основной идеи (идей) выступления. Правильно построенное заключение способствует хорошему впечатлению от выступления в целом. В заключении имеет смысл повторить стержневую идею и, кроме того, вновь (в кратком виде) вернуться к тем моментам основной части, которые вызвали интерес слушателей.

При подготовке к выступлению необходимо выбрать способ выступления: устное изложение с опорой на конспект (опорой могут также служить заранее подготовленные слайды) или чтение подготовленного текста.

После выступления нужно быть готовым к ответам на возникшие у аудитории вопросы.

Требования к оформлению заданий

Задания по самостоятельной работе должны быть оформлены в соответствии с требованиями ГОСТ 7.32–91 (ИСО 5966–82). Страницы текста должны соответствовать формату А4 (210 × 297 мм).

Текст заданий должен быть выполнен на одной стороне листа с применением компьютерных устройств. При использовании персонального компьютера рекомендуется использовать среду Windows, редактор Word. Параметры документа следующие: интервал – 1,5, кегль (размер) – 14, шрифт – Times New Roman. Функция переноса слов обязательна. Текст следует печатать, соблюдая следующие размеры полей: левое – 30 мм, правое – 10 мм, верхнее – 20 мм, нижнее – 20 мм.

Нумерация страниц начинается со страницы, содержащей оглавление работы, и производится арабскими цифрами в правом верхнем углу листа. Титульный лист включается в общую нумерацию, но не нумеруется. В приложениях страницы не нумеруются. Иллюстрации, схемы, графики, таблицы, расположенные на отдельных страницах, включаются в общую нумерацию страниц.

Текст основной части работы может подразделяться на разделы и подразделы. Каждый раздел следует начинать с новой станицы. Разделы и подразделы должны иметь наименование – заголовки, в которых кратко отражается основное содержание текста. Заголовки разделов пишутся симметрично тексту прописными (заглавными) буквами и выделяются жирным шрифтом. Заголовки подразделов пишутся с абзаца строчными буквами, кроме первой – прописной и также выделяются жирным шрифтом. Сокращенное написание слов в заголовках не допускается. Переносы слов в заголовках не допускаются. Точку в конце заголовка не ставят. Если заголовок состоит из двух и более предложений, их разделяют точкой. Подчеркивание заголовков не допускается. Расстояние между заголовками раздела (подраздела) и последующим текстом должно быть равно одинарному межстрочному интервалу (10 мм), а расстояние между заголовком подраздела и последней строкой предыдущего текста – 2-м одинарным межстрочным интервалам (15 мм).

В тексте не должно быть рисунков и таблиц без ссылок на них. Рисунки и таблицы располагаются в тексте сразу после ссылок на них. Рисунки должны иметь поясняющую надпись – название рисунка, которая помещается под ним. Рисунки обозначаются словом «Рис». Точка в конце названия не ставится. Рисунки следует нумеровать последовательно арабскими цифрами в сквозном порядке в пределах всей работы.

Цифровой материал целесообразно оформлять в виде таблицы. Каждая таблица должна иметь заголовок, который должен быть кратким и отражать содержимое таблицы.

Над названием справа пишется слово «Таблица» с порядковым номером арабскими цифрами в сквозном порядке в пределах всей работы. Тематический заголовок пишут строчными буквами, кроме первой прописной. В конце заголовка точку не ставят.

Таблицу следует размещать так, чтобы ее можно было читать без поворота работы или же с поворотом по часовой стрелке. Таблицу с большим количеством строк допускается переносить на другую страницу. При переносе таблицы, на следующей странице повторяют ее шапку и над ней помещают надпись: «Продолжение табл.» с указанием номера. Если шапка таблицы громоздкая, то вместо нее с перенесенной части в отдельной строке помещают номер граф.

Приложение оформляется как продолжение основной части задания, располагается в порядке появления ссылок в тексте. Каждое приложение должно начинаться с новой страницы и иметь содержательный заголовок, напечатанный жирным шрифтом. В правом верхнем углу под заголовком прописными буквами печатается слово «Приложение». Нумерация разделов, пунктов, таблиц в каждом приложении своя.

Средство и технология оценивания сообщения – собеседование, критерии оценивания сообщения приведены в ФОС данной дисциплины.

Темы сообщений:

1. Structural–semantic Classification of Derivational Patterns.
2. Types of Forming Words. Main and Minor Types of Forming Words.
3. Affixation (Suffixation, Prefixation). Classification of Prefixes. Productive and Non–Productive Affixes.
4. Etymology. Native and Borrowed Words.
5. Etymological Doublets and Triplets. The Etymological Structure of English Vocabulary.
6. Assimilation of Borrowings.
7. Standard English and Variants of English. Variants of English in the United Kingdom.
8. Variants of English outside the British Isles.
9. Peculiarities of British English and American English.
10. Lexicography in Theory and Practice.
11. Dictionary Typology.
12. Main Problems in Lexicography.
13. Microstructure, Macrostructure and Megastructure of Dictionaries.

3.5. Подготовка к тестированию

Тестирование является формой текущего контроля знаний студентов. Тестирование стимулирует систематическую работу студентов в течение нескольких семестров, что повышает познавательно–творческую направленность самообразования. При подготовке к тестированию необходимо наряду с основной учебной литературой использовать справочную, дополнительную литературу.

Выполнение тестовых заданий требует применения базовых теоретических знаний.

При подготовке к тестированию познакомьтесь с различными типами тестовых заданий и способами их выполнения и оформления.

В тесты включены задания следующих типов:

«Да – нет»

– при таких заданиях достаточно выбрать положительный или отрицательный ответ на поставленный вопрос.

«Один из множества»

– в качестве ответа следует выбрать только один пункт.

«Множество из множества»

– задания такого типа предполагают, что в качестве ответа можно выбрать более двух пунктов.

«Правильная последовательность»

– при ответе на тестовые задания такого типа необходимо расставить верную последовательность.

«Выбор соответствия»

Задания подобного типа предполагают, что в одной из колонок следует расставить буквы, соответствующие цифрам из другого столбика, например:

Для каждой синологической школы укажите имена основоположников или ведущих представителей.

- | | | |
|----|---------------------|--------------|
| 1) | немецко–голландская | A) Ар. Уэйли |
| 2) | французская | B) Э. Шаванн |
| 3) | английская | C) Д. Бодде |
| 4) | американская | D) В. Грубе |

Правильная запись ответа:

- 1 – D
- 2 – B
- 3 – A
- 4 – C

Рекомендации для успешного прохождения тестирования:

1. Внимательно прочитайте вопрос, поставленный в задании.
2. Убедитесь, что вопрос понят правильно.
3. Выберите правильный ответ, основываясь на своих знаниях.
4. Если это открытый вопрос теста, проверьте свою грамотность, точность формулировки.
5. Если затрудняетесь ответить, пропустите вопрос, не теряя времени, перейдите к следующему. Если останется время, вернётесь к трудным вопросам.
6. Если точно не знаете ответ, размышляйте, используя метод исключения, метод сравнений, знания по смежным дисциплинам.

На выполнение 1 задания теста отводится 1 – 2 минуты.

Критерии оценивания итогов тестирования приведены в ФОС данной дисциплины.

3.6. Подготовка к экзамену

Промежуточная аттестация осуществляется в **форме** сдачи **экзаменов** и зачетов, защиты курсовых работ и проектов, отчетов по практике, отчетов о выполнении научно–исследовательских работ (НИР). Целью промежуточной аттестации является оценка полученных теоретических знаний, приобретенных навыков самостоятельной работы, умения синтезировать полученные знания и применять их к решению практических задач, формирования требуемых компетенций.

Промежуточная аттестация организуется после выполнения обучающимися всех планируемых в семестре видов работ. Промежуточная аттестация осуществляется в рамках зачетно–экзаменационной сессии в соответствии с календарным учебным графиком.

Промежуточная аттестация по дисциплине «Лексикология» осуществляется в **форме экзамена**. Основное в подготовке к экзамену – повторение всего учебного материала в рамках изученного курса. При условии планомерной работы в течение семестра студенты, как правило, успешно справляются с данным испытанием. При подготовке к сдаче экзамена рекомендуется весь объем работы равномерно распределить по дням, отведенным на подготовку к экзамену, контролировать каждый день выполнения работы.

Вопросы к экзамену:

1. Parts and Areas of Lexicology. Two Approaches to Language Study.
2. Lexical Units. Varieties of Words.
3. Semasiology. Approaches to Defining Meaning: Referential, Functional (Contextual) and Operational Approaches to Defining Meaning.
4. Types of Meaning: grammatical, lexical and part–of–speech meaning.

5. Two Approaches to the Content Facet of Linguistic Units: semasiological and onomasiological approaches.
 6. Aspects of lexical meaning: Denotational and Connotational Aspects.
 7. Aspects of lexical meaning: Pragmatic Aspect.
 8. Word Meaning and Motivation. Types of Motivation: phonetical, morphological semantic motivation.
 9. Semantic Change. Causes and Nature of Semantic Change.
 10. Changes of the Denotational and Connotational Meaning of the word.
 11. Polysemy (monosemantic and polysemantic words, meanings and usage, the semantic centre of the word).
 12. Diachronic and Synchronic Approaches to Polysemy.
 13. Polysemy and Context. Types of Context.
 14. Homonymy and Homonyms. Sources of Homonymy.
 15. Classifications of Homonyms: Graphic and Sound Form Classification, the type of meaning by Prof. A.I. Smirnistky).
 16. Synonymy and Synonyms. Classification of Synonyms: Stylistic, Ideographic and Ideographic–stylistic synonymy. Synonymic dominant. Euphemisms.
 17. Antonymy and Antonyms. Classification of Antonyms: Structural and Semantic (Contradictories, Contraries, Incompatibles) antonyms.
 18. Terminological and Lexico–Semantic Groups of Words. Semantic Fields.
 19. Word–Structure and Morphemes. Classification of Morphemes: Semantic and Structural Classifications of Morphemes.
 20. Types of Meaning in Morphemes: Lexical, Differential, Distributional and Part–of–Speech Meaning.
 21. Morphemic Types of Words.
 22. Types of Word–Segmentability: Complete, Conditional and Defective Segmentability.
 23. Procedure of Morphemic Analysis.
 24. Derivational Structure and Relations.
 25. Derivational Bases. Structural Classification of Derivational Bases.
 26. Derivational Affixes. Semantic Characteristics of Derivational Affixes. Semi–affixes.
 27. Derivational Patterns. Structural–semantic Classification of Derivational Patterns.
 28. Word–formation. Types of Forming Words.
 29. Suffixation. Classification of Suffixes.
 30. Prefixation. Classification of Prefixes.
 31. Productive and Non–Productive Affixes.
 32. Valency of Affixes and Bases.
 33. Conversion. Varieties of Conversion. Typical Semantic Relations in Conversion.
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2. Овчинникова, Н. Д. Лексикология английского языка: учебник / Н. Д. Овчинникова, Е. В. Сачкова. – Москва: Российский университет транспорта (МИИТ), 2021. – 123 с. – Текст: электронный // Цифровой образовательный ресурс IPR SMART: [сайт]. – URL: <https://www.iprbookshop.ru/122105.html>.

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