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МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

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«ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ»

(ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ)

Лингвистический факультет

Кафедра теории языка, англистики и прикладной лингвистики

УТВЕРЖДЕН

на заседании кафедры

Протокол от «26» февраля 2024 г., №8

Зав. кафедрой _____ [Холстинина
Т.В.]

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

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

Код и наименование компетенции	Этапы формирования
СПК-3 Способен использовать понятийный аппарат теоретической и прикладной лингвистики, переводоведения, теории межкультурной коммуникации для решения профессиональных задач	Работа на учебных занятиях (лекции, практические занятия); Разделы 1-5. Самостоятельная работа (домашние задания и т.д.) Темы 1-5 Участие в научно-исследовательской работе.
СПК-2 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях о закономерностях функционирования языков мира	Работа на учебных занятиях (лекции, практические занятия); Разделы 6-10. Самостоятельная работа (домашние задания и т.д.) Темы 6-10 Участие в научно-исследовательской работе.

2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

Оцениваемые компетенции	Уровень сформированности	Этапы формирования	Описание показателей	Критерии оценивания	Шкала оценивания
СПК-3	Пороговый	Работа на учебных занятиях (лекции, практические занятия); Разделы 1-5. Самостоятельная работа (домашние задания и т.д.) Темы 1-5.	Знать: основные понятия теоретической и прикладной лингвистики, переводоведения, теории межкультурной коммуникации Уметь: применять полученные знания для решения профессиональных задач	Текущий контроль: Посещение занятий (лекции и семинары), выполнение заданий для самостоятельного изучения, прохождение теста, выступление с докладом, презентацией Промежуточная аттестация: зачет, экзамен	Шкала оценивания доклада Шкала оценивания практического задания Шкала оценивания тестирования Шкала оценивания индивидуального/ группового проекта

	Продвинутый	Работа на учебных занятиях (лекции, практические занятия) Разделы 1-5. Самостоятельная работа (домашние задания и т.д.) Темы 1-5 Участие в научно-исследовательской работе.	Знать: основные понятия теоретической и прикладной лингвистики, переводоведения, теории межкультурной коммуникации Уметь: применять полученные знания для решения профессиональных задач Владеть: системным подходом при решении поставленных задач в избранной профессиональной сфере.	Текущий контроль: Посещение занятий (лекции и семинары), выполнение заданий для самостоятельного изучения, прохождение теста, выступление с докладом, презентацией Промежуточная аттестация: зачет, экзамен	Шкала оценивания доклада Шкала оценивания практического задания Шкала оценивания тестирования Шкала оценивания индивидуального/группового проекта
СПК-2	Пороговый	Работа на учебных занятиях (лекции, практические занятия) Разделы 6-10. Самостоятельная работа (домашние задания и т.д.) Темы 6-10.	Знать: Основные фонетические, лексические, грамматические, словообразовательные явления в языках мира; системы синтаксического и морфологического анализа, автоматического синтеза и распознавания речи, обработки лексикографической информации Уметь: Применять полученные знания о структуре и системе языков мира в самостоятельных исследованиях	Текущий контроль: Посещение занятий (лекции и семинары), выполнение заданий для самостоятельного изучения, прохождение теста, выступление с докладом, презентацией Промежуточная аттестация: зачет, экзамен	Шкала оценивания доклада Шкала оценивания практического задания Шкала оценивания тестирования Шкала оценивания индивидуального/группового проекта

	Продвинуты	Работа на учебных занятиях (лекции, практические занятия) Разделы 6-10. Самостоятельная работа (домашние задания и т.д.) Темы 6-10. Участие в научно-исследовательской работе.	Знать: Основные фонетические, лексические, грамматические, словообразовательные явления в языках мира; системы синтаксического и морфологического анализа, автоматического синтеза и распознавания речи, обработки лексикографической информации Уметь: Применять полученные знания о структуре и системе языков мира в самостоятельных исследованиях Владеть: Комплексным подходом к решению лингвистических задач на разных уровнях строения языка с учетом специфики его функционирования; навыками работы с программными средствами и информационными ресурсами филологической направленности, методикой работы с лингвистическими базами данных	Текущий контроль: Посещение занятий (лекции и семинары), выполнение заданий для самостоятельного изучения, прохождение теста, выступление с докладом, презентацией Промежуточная аттестация: зачет, экзамен	Шкала оценивания доклада Шкала оценивания практического задания Шкала оценивания тестирования Шкала оценивания индивидуального/группового проекта
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Описание шкал оценивания

Шкала оценивания, докладов, сообщений и презентаций

Дескрипторы	неудовлетворительно	удовлетворительно	хорошо	отлично
Актуальность проведенного исследования	0 обоснование актуальности темы отсутствует	1 обоснование актуальности темы дано расплывчато и не аргументировано	2 обоснование актуальности темы дано недостаточно аргументировано	3 обоснование актуальности темы дано четко и аргументировано
Соответствие содержания работы заявленной теме исследования	0 содержание не соответствует заявленной теме	2 Тема работы сформулирована, но раскрыта не полностью, содержание не полностью соответствует заявленной теме	3 Тема работы сформулирована, в целом раскрыта, содержание в целом соответствует заявленной теме	3 Тема работы четко сформулирована, полностью раскрыта, содержание полностью соответствует заявленной теме
Степень самостоятельности	1 Какая-либо часть работы является плагиатом, скомпилирована из фрагментов работ других авторов и носит несамостоятельный характер	2 Работа выполнена в большей степени самостоятельно, однако собственные обобщения, заключения и выводы присутствуют в недостаточном объеме	3 Работа выполнена в большей степени самостоятельно, присутствуют собственные обобщения, заключения и выводы	3 Работа выполнена самостоятельно, присутствуют собственные обобщения, заключения и выводы
Глубина проработки материала	1 Тема проработана поверхностно	2 Тема проработана на недостаточном уровне	3 Тема проработана достаточно глубоко	3 Тема проработана основательно и глубоко
Правильность и полнота разработки поставленных вопросов	0 Поставленные вопросы не проработаны	2 Поставленные вопросы проработаны не всегда в правильном ключе	3 Поставленные вопросы проработаны в целом правильно и полно	3 Все поставленные вопросы проработаны правильно и полно

Логичность и последовательность изложения	1 Материал изложен непоследовательно и нелогично	1 Материал изложен со значительными нарушениями последовательности и логичности	2 При изложении изученного материала отмечаются отдельные нарушения логического обобщения	3 Материал изложен последовательно и логично
Результативность выполненного практического исследования	0 Практическое исследование отсутствует	1 Результаты практического исследования недостаточно результативны	2 Результаты практического исследования результативны, но недостаточно убедительны	3 Результаты практического исследования результативны и убедительны
Значимость выводов для последующей практической деятельности	0 Выводы отсутствуют	1 Представленные выводы не убедительны для последующей практической деятельности	2 Представленные выводы применимы для последующей практической деятельности	3 Представленные выводы значимы для последующей практической деятельности
Качество использованных методических источников	1 источники и литература не были использованы	1 литература и источники по теме работы использованы в недостаточном объеме, их анализ слабый или вовсе отсутствует	2 Использованы основная литература и источники по теме работы, однако работа имеет недостатки в проведенном исследовании, прежде всего в изучении источников.	3 Использовано оптимальное количество литературы и источников по теме работы, их изучение проведено на высоком уровне. Использованы источники в оригинале, литература на иностранных языках
Уровень грамотности	0 Ниже среднего	1 Средний	2 Выше среднего	3 Высокий
Соответствие оформления предписанным стандартам	1 Оформление работы совершенно не соответствует	2 В оформлении работы наблюдаются значительные несоответствия	3 Оформление работы в целом соответствует требованиям, наблюдаются	3 Оформление работы полностью соответствует требованиям

	требованиям Для презентаций: Не использованы технологии PowerPoint, допущено больше 4 ошибок в представляемой информации	стандарту Для презентаций: Частично использованы технологии PowerPoint, допущено 3-4 ошибки в представляемой информации	некоторые недочеты Для презентаций: Использованы технологии PowerPoint, допущено не более 2-х ошибок в представляемой информации	Для презентаций: Широко использованы технологии PowerPoint, отсутствуют ошибки в представляемой информации
Соблюдение сроков выполнения работы	1 Работа выполнена с нарушениями графика	2 Работа выполнена с нарушениями графика	3 Работа выполнена в срок	3 Работа выполнена в срок
Итоговая оценка (максимальная)	6-0	18	31	36

Оценка «удовлетворительно» 18-7 баллов

Оценка «неудовлетворительно» 6-0 баллов

Оценка «зачет» выставляется только при ответе на «удовлетворительно» и выше.

3. Контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

Текущий контроль

СПК-3 Способен использовать понятийный аппарат теоретической и прикладной лингвистики, переводоведения, теории межкультурной коммуникации для решения профессиональных задач

Знать: основные понятия теоретической и прикладной лингвистики, переводоведения, теории межкультурной коммуникации

Задания, необходимые для оценивания сформированности СПК-1 на пороговом и продвинутом уровне:

Перечень заданий для самостоятельного изучения

1. What is word-formation? How is word-formation classified?
2. How do you distinguish between a morpheme and a word?
3. Morphemes: types of morphemes. Structural types of words in English.
4. Using dictionaries find out the allomorphs in the word clusters of the lexemes admire, estimate, demonstrate.
5. Divide the following words into parts putting a slant line (/) at the point of division. Explain how the parts produce the total meaning.

impolite	subordinate	antipode
bibliophile	transmission	pseudonym
intervene	verify	essence
environment	excess	nominee

Ключи правильных ответов:

1. What is word-formation? How is word-formation classified?

Word-formation – is the process of forming words by combining root and affixal morphemes according to certain patterns specific for the language (affixation, composition), or without any outward means of word formation (conversion, semantic derivation).

There are 2 major groups of word formation, in which this process can be divided:

1) Words formed as grammatical syntagms, combinations of full linguistic signs (types: compounding, prefixation, suffixation, conversion, and back derivation)

2) Words, which are not grammatical syntagma, which are not made up of full linguistic signs.

Types of word-formation: compounding (joining together 2 or more stems), prefixation (formation of words with the help of prefixes), suffixation (formation of words by adding derivational affixes to different types of bases), conversion or zero derivation (formation of a new word by transferring the basis to another paradigm of inflection).

2. How do you distinguish between a morpheme and a word?

A morpheme refers to the smallest meaningful element of a word. A morpheme cannot be further broken into parts. There are free morphemes and bound morphemes. Free morphemes refer to those that can stand as a single word. Nouns, adjectives can be considered as free morphemes. While bound morphemes cannot stand alone. They are usually attached to other forms. Prefixes and suffixes are examples for bound morphemes.

A word can be defined as a meaningful element of a language. Unlike a morpheme, it can always stand alone. A word can consist of a single morpheme or a number of morphemes.

The main differences:

- A morpheme is the smallest meaningful part of a word.
- A word is a separate meaningful unit, which can be used to form sentences.
- The main difference is that while a word can stand alone, a morpheme may or may not be able to stand alone.

3. Morphemes: types of morphemes. Structural types of words in English.

A morpheme is the smallest, indivisible meaningful language unit within the structure of a word.

According to their meaning and the role they play in constructing words, morphemes are:

- Root morphemes (roots) – the semantic centre of the word, it has a concrete lexical meaning, is a common part of a word-building cluster. The root morpheme possesses all types of meaning: lexical, differential and distributional meaning, except the part of speech meaning.
- Affixational morphemes (affixes)

Affixes include:

Prefixes, which proceed the root;

Suffixes, which follow the root;

Infixes, placed within the root.

According to their function and meaning, affixes are subdivided into:

- Grammatical affixes (suffixes);
- Derivational affixes (suffixes & prefixes).

Structurally morphemes fall into free and bound morphemes. Free are root morphemes, which coincide with separate words. Bound are all derivational affixes & inflections & root morphemes which do not coincide with separate words.

There is a group of so-called semi-free or semi-bound morphemes (semi-affixes) which may function both as root morphemes and as derivational elements.

4. Using dictionaries find out the allomorphs in the word clusters of the lexemes admire, estimate, demonstrate.

In linguistics, an allomorph is a variant phonetic form of a morpheme, or a unit of meaning that varies in sound and spelling without changing the meaning. The term allomorph describes the realization of phonological variations for a specific morpheme.

Allomorphs for the words:

Admire – admires (3rd person singular present tense), admiring (present participle), admired (past tense, past participle)

Estimate – estimates (3rd person singular present tense), estimating (present participle), estimated (past tense, past participle)

Demonstrate – demonstrates (3rd person singular present tense), demonstrating (present participle), demonstrated (past tense, past participle).

5. Divide the following words into parts putting a slant line (/) at the point of division.

Explain how the parts produce the total meaning.

Im/polite (in- "not, opposite of" + politus "polished")

Biblio/phile (biblio- "book" + -phile "lover")

Inter/vene (equivalent from Latin to *inter-* inter- + *venīre* to come)

Environ/ment (environ "to surround, encircle, encompass"+ -ment (suffix of Latin origin))

Sub/ordinate (sub- "under, beneath; behind+ ordinare "arrange, set in order")

Trans/mission (Latin trans (prep.) "across, over, beyond" + mission "a sending abroad")

Verif/y (Latin verificare "make true" + -y flexion)

Ex/cess (from stem of excedere "to depart, go beyond," from ex "out" + cedere "to go, yield")

Anti/pode (from anti "opposite" (see anti-) + pous "foot")

Pseudo/nym (from pseudēs "false" (pseudo-) + onyma, Aeolic dialectal variant of onoma "name")

Essen/ce (from essent-, present participle stem of esse "to be" + ce flexion)

Nomin/ee (nominate "person named or designated" + -ee (word-forming element of French origin))

Прохождение теста

1. Choose the appropriate explanation of the meaning.

1) Lexicology	a) Studies the meaning of words. b) Studies vocabulary of language. c) Studies vocabulary changes diachronically.
2) Etymology	a) Deals with meanings of words. b) Coexistence of different meanings in one word. c) Studies changes in the meaning of words.
3) Word-structure	a) Differentiates between simple and compound (derived) words. b) Studies general rules of constructing words from the existing ones.
4) Phraseology	c) Makes dictionaries. a) Studies individual word stock. b) Deals with idioms and studies different combinations of words.
5) Word	c) Explains rules of usage of some particular words. a) National word stock. b) The result of borrowing. c) Basic unit of language.

2. Identify the origins of the following groups of words:

1) Tomato, potato, cocoa, cargo

a) Russian	c) Latin
b) native	d) Spanish

2) Cherry, street, pea, kitchen, relation

a) Italian	c) Latin
b) native	d) French

3) Bald, cradle, down, druid

a) Celtic	c) Greek
b) German	d) Italian

4) Blitzkrieg, kindergarten

a) native	c) Scandinavian
b) Indian	d) German

5) Steppe, sputnik, balalaika

a) Russian	c) French
b) Italian	d) Spanish

3. Describe relations of the following antonyms:

1) Before-after

2) Early-late

3) Arrive –depart

4) Successful – unsuccessful

5) Painful – painless

6) Above- below

a) Contradictory relations

b) Contrary relations

- c) Conversive, asymmetrical
- d) Opposite
- e) Derivational
- f) Opposition of direction
- g) Relations of time

4. Analyze the structure of the following words:

1) weather-beaten

a) simple	c) compound-derived
b) derived	d) compound simple

2) long-legged

a) compound derived	c) compound morphological
b) simple	d) derived

3) cupful

a) simple	c) compound syntactical
b) derived	d) compound derived

4) denationalize

a) compound simple	c) compound morphological
b) simple	d) derived

5) lorry-driver

a) derived	c) simple
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b) compound simple	d) compound syntactical
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5. Define the type of word-building process:

1) A mike

a) semi-affixation	c) conversion
b) shortening	d) sound-imitation

2) To baby-sit

a) reversion	c) semi-affixation
b) sound imitation	d) shortening

3) To buzz

a) composition	c) reduplication
b) conversion	d) sound-imitation

4) Anglo-American

a) reversion	c) word-composition
b) reduplication	d) abbreviation

5) Merry-go-round

a) word composition	c) semi-affixation
b) conversion	d) derivation

6. In the following table find the archaic equivalents of the following neutral words.

	A	B	C	D
1. youth	male	Cove	chap	boy
2. remain	bide	Stay	put up with	endure
3. girl	bride	Lassie	female	damsel
4. prison	behind the bar	Goal	gaole	jail
5. walking	traveling	Errant	gad	stray
6. faith	troth	Belief	confidence	trust

7. In the same table find the colloquial equivalents of the following neutral words.

8. Explain the semantic correlation within the following pairs of words:

1) Winter – to winter 2) Weekend – to weekend 3) To sleep – a sleep 4) To jump - a jump 5) To walk – a walk 6) To stop – a stop	
--	--

- a) Instrumental meaning
- b) Characteristic of a human being
- c) Addition (noun denotes an object)
- d) Relations of place
- e) Relations of time
- f) Process or state

g) Result of some action

h) Place of the action

9. State the part of speech of the following words:

1. Embed 2. clannishness 3. allusion 4. jet-wise 5. inwardly 6. unsystematic 7. twofold 8. counter-culture	
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10. Define the type of homonyms in the following pairs:

1. match - match
2. lay (Inf.) – lay (Past Ind.)
3. row – row
4. page – page
5. night – knight
6. rose (n) – rose (v)

- a) full homonyms
- b) homographs
- c) homophones
- d) lexical – grammatical partial homonyms
- e) partial lexical homonyms

Ключи правильных ответов:

Номер задания В тесте	Правильный ответ
1. 1 2 3 4 5	B C A B C
2. 1 2 3 4	D C A D

5	A
3. 1 2 3 4 5 6	G G F E E c
4. 1 2 3 4 5	D A B D B
5. 1 2 3 4 5	B A D C A
6. 1 2 3 4 5 6	B A D C B A
7. 1 2 3 4 5 6	C C B C D A
8 1 2 3 4 5 6	E E F G D D
9 1 2 3 4 5 6 7 8	V N N A D A D N
10 1 2 3 4 5 6	E D B A C D

Перечень тем для докладов и презентаций:

1. English synonyms. Their meaning and usage.
2. The Etymology of English words.
3. The ways the English words are made.
4. Words of the same form- homonyms.
5. Word groups with transferred meaning (phraseological units).

Уметь: применять полученные знания для решения профессиональных задач

Задания, необходимые для оценивания сформированности СПК-3 на продвинутом и продвинутом уровне:

Перечень заданий для самостоятельного изучения

1. Affixation. Classifications of affixes.
2. Look up in a dictionary the meaning of the following suffixes, give examples:
 - (a) noun-forming suffixes: -er, -ness, -hood, -ence, -ism, -dom, -ment, -ity;
 - (b) adjective-forming suffixes: -less, -like, -ish, -ed, -ful, -able;
 - (c) verb-forming suffixes: -en, -ize, -ify.
3. List most common Latin affixes and define their probable meanings. Suffix or Prefix

Meaning

Examples

_____	_____	_____
_____	_____	_____
_____	_____	_____

4. What prefixes would be used with the following words to make them negative?

_____organized _____able _____perfect _____accessible

_____professional _____social _____normal _____sincere
_____important _____loyal _____regular _____patient

5. What is conversion? Semantic groups of converted lexical units.

Ключи правильных ответов:

1. Affixation. Classifications of affixes

Affixation is a productive way of word-formation. It is creating new words by adding an affix or several affixes to some root morpheme. Affixation is divided into suffixation and prefixation.

Classifications of affixes

The analysis of such words can be done on two levels:

1)morphemic (we analyze morphemes which build words);

2)derivational (words are analyzed from the point of view of their structure – complex or not).

Simple words contain only the primary stem (man, girl, take, go). Derived or compound words also contain derivational affixes.

Prefixes mostly modify the lexical meaning of the word:

Suffixes do change the meaning of the word, but also they can change the lexico-grammatical class of the word (the part of speech).

It must be said that there are two types of prefixes:

those that can be used as independent words (free morphemes) (like in the words to undercook – to go under);

those that can't function independently (bound morphemes) (mis- - to misunderstand).

As a rule prefixes do not change the part of speech, but there are several of them which do so. That's why they are called convertive (changing the form/ the part of speech).

Prefixes can be classified according to their origin. Here they can be divided into native and borrowed.

Prefixes can also be classified into productive (which take part in deriving new words in this particular period of language development) and non-productive. Prefixes can belong to different styles.

According to their meaning English prefixes are grouped the following way (the major groups):

those of negative meaning (dis- - disloyal);

those denoting words with the opposite meaning or with the meaning of repetition of some action (un- - undress);

those denoting space, time and other relations (pre- - prewar).

The main classification of suffixes is based on the parts of speech. There can be:

noun suffixes (-dom – freedom);

adjectival (adjective forming) suffixes (-ful – wonderful);

verb-forming suffixes (-en – to shorten);

adverb suffixes (-ly).

From the point of view of meaning noun suffixes indicate a doer of an action; the relation of possession, belonging to some group; collectivity and other similar notions; diminutiveness; feminine gender.

As for other peculiarities of English suffixes, there are those that change the part of speech and those that don't do it (grey - greyish).

The semantic type of the word can be changed with the help of some suffixes. For example, some words denoting objects become abstract (leader – leadership).

2. Look up in a dictionary the meaning of the following suffixes, give examples:

(a) noun-forming suffixes: -er, -ness, -hood, -ence, -ism, -dom, -ment, -ity

Founder, craziness, childhood, existence, hedonism, kingdom, employment, community.

(b) adjective-forming suffixes: -less, -like, -ish, -ed, -ful, -able

Pointless, childlike, girlish, coloured, meaningful, disable.

(c) verb-forming suffixes: -en, -ize, -ify

Weaken, criticize, identify.

3. List most common Latin affixes and define their probable meanings. Suffix or Prefix

Prefix: co-/together/ coauthor, coedit

de-/ away, off/ debone, defrost

non-/not/ nonviolence, nonstop

Suffix: -able, -ible/capable or worthy of\likable, flexible

-ation/forms nouns from verbs/creation, civilization

-ment/forms nouns from verbs/entertainment, amazement

4. What prefixes would be used with the following words to make them negative?

Unorganized **un**able **im**perfect **in**accessible

unprofessional **anti**social **ab**normal **in**sincere

unimportant **dis**loyal **ir**regular **im**patient

5. What is conversion? Semantic groups of converted lexical units.

The process of coining of a new word in a different part of speech and with a different distribution characteristic but without adding any derivative element, so that the basic form of the original and the basic form of the derived lexeme are homonymous, is variously called conversion, zero derivation, root formation or functional change.

The productive models of conversion in English are the following:

1) formation of verbs from nouns (Noun → Verb), e.g. cash, n – cash, v; work, n – work, v; butter – to butter; ship – to ship, a dog – to dog, a monkey – to monkey. The noun is the name of an animal and the verb denotes behaviour typical of this animal. Nose – to nose, hammer – to hammer, i.e. the noun is the name of a tool and the verb is the name of an action, which is performed by this tool.

2) formation of nouns from verbs (Verb → Noun), e.g. fall, v – fall, n; must, v – must, n; to survey – a survey; to call – a call;

- 3) formation of nouns from adjectives (Adjective → Noun), e.g. criminal, adj – criminal, n; intellectual, adj – intellectual, n; poor – the poor; final – a final);
- 4) formation of verbs from adjectives (Adjective → Verb), e.g. slow, adj – slow, v; brown, adj – brown, v; dirty – to dirty.

Прохождение теста

1. Choose the appropriate explanation of the meaning.

1) Word – composition	a) Joining two or more stems to form a new word. b) Written text devoted to a certain topic. c) Verbal organization of a text.
2) Metaphor	a) Figurative meaning of a word. b) Transfer of the meaning on the basis of comparison. c) Secondary meaning of a word.
3) Polysemy	a) Plurality of meanings. b) Words that consist of several stems. c) Lexical and grammatical meanings of a word.
4) IC-analysis	a) Analysis of immediate constituents of a word or a sentence. b) Analysis of intellectual component of a word. c) Analysis of independent components of a word.
5) Homonyms	a) Words that have different sound forms but the same meaning. b) The process of converting one part of speech into another. c) Words different in meaning but identical in sound or spelling.

2. Identify the origins of the following groups of words:

1) Iceberg, rucksack, zinc

a) native	c) Scandinavian
b) Indian	d) German

2) Tigress, patience, dangerous

a) Greek	c) French
b) Italian	d) Spanish

3) Cow, red, glad, know, fir, boat

a) native	c) Latin
b) French	d) Scandinavian

4) Physics, chemistry, analysis

a) Greek	c) Scandinavian
b) native	d) German

5) Jungle, karma, sugar, yoga

a) Greek	c) Scandinavian
b) Indian	d) German

3. Describe relations of the following antonyms:

Hot-warm-cool-cold

Beautiful – ugly

Host – guest

Rise – fall

Please – displease

Buy – sell

- a) Contradictory relations
- b) Contrary relations
- c) Conversive, asymmetrical
- d) Opposite
- e) Derivational
- f) Opposition of direction
- d) Relations of time

4. Analyze the structure of the following words:

1) job-hopper

a) compound affixed	c) compound morphological
b) simple	d) derived

2) V-day

a) derived	c) simple
b) compound contracted	d) compound syntactical

3) workaholic

a) affixed (splinter)	c) simple
b) compound simple	d) derived

4) maxi-taxi

a) derived	c) affixed (splinter)
b) simple	d) compound derived

5) statesman

a) derived	c) compound morphological
b) simple	d) compound derived

5. Define the type of word-building process:

1) Belittle

a) word composition	c) semi-affixation
b) conversion	d) affixation

2) To lie-in

a) affixation	c) sound-imitation
b) conversion	d) word-composition (analogy)

3) Fifty-fifty

a) reduplication	c) semi-affixation
b) derivation	d) word composition

4) Criss-cross

a) shortening	c) derivation
b) reversion	d) reduplication with sound interchange

5) Ladylike

a) semi-affixation	c) sound-imitation
b) shortening	d) reversion

6. In the following table find the archaic equivalents of the following neutral words.

	A	B	C	D
1. walking	traveling	Errant	gad	Stray
2. faith	troth	Belief	confidence	Trust
3. youth	male	Cove	chap	Boy
4. remain	Bide	Stay	put up with	Endure
5. girl	Bride	Lassie	female	Damsel

6. prison	behind the bar	Goal	gaole	Jail
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7. In the same table find the colloquial equivalents of the following neutral words.

8. Explain the semantic correlation within the following pairs of words:

1. Finger – to finger 2. Crowd - to crowd 3. Wolf – to wolf 4. Dust – to dust 5. Paper – to paper 6. Park – to park	
--	--

- a) Instrumental meaning
- b) Characteristic of a human being
- c) Addition (noun denotes an object)
- d) Relations of place
- e) Relations of time
- f) Process or state
- g) Result of some action
- e) Place of the action

9. State the part of speech of the following words:

1. Pleasure 2. overreach 3. afterthought 4. completelik 5. bioculture 6. astorishness 7. de-restrict 8. workaholic	
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10. Define the type of homonyms in the following pairs:

- 1. found – found (P.P. from find)
- 2. lay (Inf.) – lay (Past Ind.)
- 3. bow – bow
- 4. page – page
- 5. maid – made
- 6. spring – spring

- a) full homonyms
- b) homographs
- c) homophones
- d) lexical – grammatical partial homonyms
- e) partial lexical homonyms

Ключи правильных ответов:

Номер задания В тесте	Правильный ответ
1. 1 2 3 4 5	A B A A c
2. 1 2 3 4 5	D C A a b
3. 1 2 3 4 5 6	A B C D E c
4. 1 2 3 4 5	D B a C C
5. 1 2 3 4 5	D D A C A
6. 1 2 3 4 5 6	D C B A B A
7. 1 2 3 4 5 6	B C D A C C

8	
1	A
2	B
3	B
4	C
5	E
6	F
9	
1	N
2	V
3	D
4	N
5	N
6	N
7	V
8	N
10	
1	E
2	D
3	B
4	A
5	C
6	D

Перечень тем для докладов и презентаций

1. American English.
2. Australian English.
3. Canadian English.
4. The historical development of English compounds.
5. English vocabulary as a system.
6. Regional varieties of the English vocabulary.
7. Types of dictionaries.
8. The category of types of English word-formation.

Владеть: системным подходом при решении поставленных задач в избранной профессиональной сфере.

Задания, необходимые для оценивания сформированности СПК-3 на пороговом и продвинутом уровне:

Перечень заданий для самостоятельного изучения:

1. **Composition. Give examples of different types of composition.**

2. **Ways of forming compounds.**

3. **Classifications of compound words.**

4. **What is back-formation?**

5. **What is abbreviation, clipping, blending?**

6. **Use nouns based on two-word verbs:**

1) The machinery might break down. There was a _____ in the machinery.

2) The people cry out against high taxes. There was a loud _____ .

3) Sales will drop off. There will be a _____ in sales.

4) They often get together. They had a _____ with their friends.

5) Don't mix up the price tags. A _____ could be serious.

6) The driver needed to speed up. The _____ was sudden.

7) Good friends stand by one another. You are my old _____

8) The plane will soon take off. The _____ was smooth.

9) John will write up his lessons. His _____ is two pages long.

7. **Group the given words according to their derivational structure into suffixal and prefixal derivatives.**

Model: unwifely — un- + -wifely (a prefixal derivative);

embittered — embitter- + -ed (a suffixal derivative)

Insensible, discouragement, unwomanly, impassioned, befriended, asystemic, unimaginable, discovery, irresponsible, impression, dishearten, indefensible, disguisement,

accountable, unfriendly, outrageous, impersonal, renewable, underdeveloped, endangerment.

8. Combine the words the derivational affixes of which express:

a) 'not'/ 'without' or 'opposite of; b) 'exceeding/a great extent' or 'a large amount of/ a great deal of; c) 'similarity/resemblance'; d) '(very) small' or 'not enough'; e) 'liking for'.

Nameless, hyperactive, sneaky, oversleep, microsurgery, frolicsome, nnti-war, disapprove, booklet, priceless, cuboid, overwork, superclever, depopulated, whitish, bibliophile, nonsmoker, outgrow, paraprofessional, apolitical, spherule, talkative, lifeless, fiendish, duckling, mistrust, Francophilia, feathery, unhappiness, much-worn, superrich, underdevelopment, childless, mini-market, multicolored, kitchenette, disorder, ladylike, quarrelsome, hypercreative, amoral, microfilm, babyish, ageless, ultramodern, inattention, flowerlike, humanoid, creative, undercooked, multitalented, sub-Victorian, miniskirt, anticlimax, extra-soft, hypothermia, outlive, paramilitary, greyish, countless, clockwise, lambkin, duty-free, megabucks, starlet.

9. Give structural formulas of the following words. Classify the words into: 1) suffixal derivatives; 2) prefixal derivatives; 3) conversions; 4) compound words.

Model: blackness, table-cloth

E.g. The structural formula of the word blackness is a + -sf -> N. The given word is a suffixal derivative.

The structural formula of the word table-cloth is n + n -> N. Table-cloth is a compound word.

To paper, speechless, pen-holder, irreplaceable, nothingness, to winter, age-long, fearsomely, sharpen, wind-driven, independence, ex-housewife.

10. Give structural patterns of the following words. State to what parts of speech and lexical subsets affixes refer the given derivatives.

Model: threesome

E.g. The structural pattern of the word threesome is num + -some -> N. The DP signals a set of nouns with the lexical meaning of 'a group consisting of a certain number of people'.

Yearly, engineer, diseased, completion, incurable, to ape, fair-haired, customary, overtime, miscalculation.

Ключи правильных ответов:

1.Composition. Give examples of different types of composition.

Word-composition is a productive type of word-building, in which new words are produced by combining two or more stems.

Types of composition:

- Neutral (two stems are joined together without any connecting elements: scarecrow, goldfish)

Subtypes of neutral compounds:

- simple neutral compounds - consist of simple affixes stems: sunflower, bedroom, blackbird
- derivational, or derived compounds - have affixes in their structure: long-legged, broad-minded, globe-trotter
- contracted compounds - have a shortened stem in their structure: H-bag (handbag), TV-set (television set), A-bomb (atomic bomb), V-day (victory day).
- Morphological (components are joined by a linking element ('o', 'i', 's')): videophone, microchip; tragicomic, handicraft; craftsman)
- Syntactic (formed by the whole fragments of speech: man-of-war, forget-me-not, mother-in-law).

2. Ways of forming compounds.

Compound words in English can be formed not only by means of composition but also by means of :

- a) reduplication, e.g. too-too, and also by means of reduplication combined with sound interchange , e.g. rope-ripe,
- b) conversion from word-groups, e.g. to micky-mouse, can-do, makeup etc,
- c) back formation from compound nouns or word-groups, e.g. to bloodtransfuse, to fingerprint etc ,
- d) analogy, e.g. lie-in (on the analogy with sit-in) and also phone-in, brawn-drain (on the analogy with brain-drain) etc.

According to the parts of speech compounds are subdivided into:

- a) nouns, such as : baby-moon, globe-trotter,
- b) adjectives, such as : free-for-all, power-happy,
- c) verbs, such as : to honey-moon, to baby-sit, to henpeck,
- d) adverbs, such as: downdeep, headfirst,
- e) prepositions, such as: into, within,
- f) numerals, such as : fifty-five.

3. Classifications of compound words.

The classification according to the type of composition permits us to establish the following groups:

- 1) The predominant type is a mere juxtaposition without connecting elements: heartache n, heart-beat n, heart-break n, heart-breaking a, heart-broken a, heart-felt a.

2) Composition with a vowel or a consonant as a linking element. The examples are very few: electromotive a, speedometer n, Afro-Asian a, handicraft n, statesman n.

3) Compounds with linking elements represented by preposition or conjunction stems: down-and-out n, matter-of-fact a, son-in-law n, pepper-and-salt a, wall-to-wall a, up-to-date a, on the up-and-up adv (continually improving), up-and-coming, as in the following example: A'o doubt he'd had the pick of some up-and-coming jazzmen in Paris (Wain). There are also a few other lexicalized phrases like devil-may-care a, forget-me-not n, pick-me-up n, stick-in-the-mud n, what's-her name n.

The classification of compounds according to the structure of immediate constituents distinguishes:

1) compounds consisting of simple stems: film-star;

2) compounds where at least one of the constituents is a derived stem: chain-smoker;

3) compounds where at least one of the constituents is a clipped stem: maths-mistress (in British English) and math-mistress (in American English). The subgroup will contain abbreviations like H-bag (handbag) or Xmas (Christmas), whodunit n (for mystery novels) considered substandard;

4) compounds where at least one of the constituents is a compound stem; wastepaper-basket.

4. What is back-formation?

Back-formation (also called reversion) is a term borrowed from diachronic linguistics. It denotes the derivation of new words by subtracting a real or supposed affix from existing words through misinterpretation of their structure. The process of back-formation has only diachronic relevance. Back-formation may be also based on the analogy of inflectional forms. The most productive type of back-formation in present-day English is derivation of verbs from compounds that have either -er or -ing as their last element.

5. What is abbreviation, clipping, blending?

Abbreviation is the process and the result of forming a word out of the initial elements of a word combination

1) Acronym - an initial abbreviation that is read as if it were an ordinary English word and sounds like an ordinary English word, e.g. U.N.O. [f'ju:neu] from the United Nations Organisation;

2) Initial abbreviation, e.g. B.B.C. from the British Broadcasting Corporation:

3) Word combinations with one element initially abbreviated, e.g. T-shirt;

4) Latin abbreviation, e.g. etc;

Clipping shortening is a comparatively new way of word-building, which has a high degree of productivity clipping (the process and the result of curtailing off a word to one or two syllables)

1. Aphaeresis - initial clipping

a word may lose its beginning (as in phone made from telephone, fence from defence):

2. Apocope - final clipping

a word may lose its ending (as in hols from holidays, vac from vacation, props from properties, ad from advertisement)

3. Syncope - medial clipping, e.g. fantasy —fancy

4. Clipping of a combined type - a word may lose both the beginning and ending (as in flu from influenza, fridge from refrigerator);

Blending - a word-formation means which consists in merging parts of words into one word.

The process of formation is also called telescoping, because the words seem to slide into one another like sections of a telescope. Blends may be defined as formations that combine two words and include the letters or sounds they have in common as a connecting element.

6. Use nouns based on two-word verbs:

- 1) The machinery might break down. There was a breakdown in the machinery.
- 2) The people cry out against high taxes. There was a loud outcry.
- 3) Sales will drop off. There will be a drop-off in sales.
- 4) They often get together. They had a get-together with their friends.
- 5) Don't mix up the price tags. A mix-up could be serious.
- 6) The driver needed to speed up. The speedup was sudden.
- 7) Good friends stand by one another. You are my old standby.
- 8) The plane will soon take off. The takeoff was smooth.
- 9) John will write up his lessons. His write-up is two pages long.

7. Group the given words according to their derivational structure into suffixal and prefixal derivatives.

Model: unwifely — un- + -wifely (a prefixal derivative);

embittered — embitter- + -ed (a suffixal derivative)

Insensible – in- + sensible (a prefixal derivative);

Discouragement – dis- + courage + -ment (a pref-suff derivative)

Unwomanly – un- + womanly (a prefixal derivative)

Impassioned – im- + passion + -ed (a pref-suff derivative)

Befriended – be- + friend + -ed (a pref-suff derivative)

Asystemic – a- + systemic (prefixal derivative)

Unimaginable – un- + imagine + -able (a pref-suff derivative)

Discovery – dis- + cover + -y (a pref-suff derivative)

Irresponsible – ir- + response + -ible (a pref-suff derivative)

Impression – impress + -ion (a suffixal derivative)

Dishearten – dis- + heart + -en (a pref-suff derivative)

Indefensible – in- + defense + -ible (a pref-suff derivative)

Disguisement – Disguise + -ment (a suffixal derivative)

Accountable – account + -able (a suffixal derivative)

Unfriendly – un- + friend + -ly (a pref-suff derivative)

Outrageous – outrage + -ous (a suffixal derivative)

Impersonal – im- + personal (a prefixal derivative)

Renewable – renew + -able (a suffixal derivative)

Underdeveloped – under- + develop + -ed (a pref-suff derivative)

Endangerment – en- + danger + -ment (a pref-suff derivative)

8. Combine the words the derivational affixes of which express:

a) 'not'/'without' or 'opposite of'; b) 'exceeding/a great extent' or 'a large amount of/ a great deal of'; c) 'similarity/resemblance'; d) '(very) small' or 'not enough'; e) 'liking for'.

Nameless (a), hyperactive (b), sneaky (a), oversleep (b), microsurgery (d), frolicsome (b-?), anti-war (a), disapprove (a), booklet (d), priceless (a), cuboid (c), overwork (b), superclever (b), depopulated (a), whitish (c), bibliophile (e), nonsmoker (a), outgrow (b), paraprofessional (d), apolitical (a), spherule (c), talkative (b), lifeless (a), fiendish (c), duckling (c), mistrust (d), Francophilia (e), feathery (c), unhappiness (a), much-worn (b), superrich (b), underdevelopment (d), childless (a), mini-market (d), multicolored (b), kitchenette (d), disorder (a), ladylike (c), quarrelsome (d), hypercreative (b), amoral (a), microfilm (d), babyish (c), ageless (a), ultramodern (b), inattention (a), flowerlike (c), humanoid (c), creative (b), undercooked (a), multitalented (b), sub-Victorian (d), miniskirt (d), anticlimax (a), extra-soft (b), hypothermia (b), outlive (b), paramilitary (d), greyish (c), countless (a), clockwise (c), lambkin (c), duty-free (a), megabucks (b), starlet (d)

9. Give structural formulas of the following words. Classify the words into: 1) suffixal derivatives; 2) prefixal derivatives; 3) conversions; 4) compound words.

* The structural formula of the word to paper is a transfer to the another part of sheech. The given word is a conversion.

* The structural formula of the word speechless is n + -sf -> adjective. The given word is a suffixal derivative.

* The structural formula of the word pen-holder is n + n -> N. Pen-holder is a compound word.

* The structural formula of the word irreplaceable is n + -sf + -pr -> adj. The given word is a suffixal and preffixal derivative.

* The structural formula of the word nothingness is n + -sf -> n. The given word is a suffixal derivative.

* The structural formula of the word to winter is a transfer to the another part of sheech. The given word is a conversion.

* The structural formula of the word age-long is $n + adj = adj$. The given word is a conversion.

* The structural formula of the word fearsomely is $adj + -sf \rightarrow$ adverb. The given word is a suffixal derivative.

* The structural formula of the word sharpen is $adj + -sf \rightarrow$ verb. The given word is a suffixal derivative.

* The structural formula of the word wind-driven is $n + adj \rightarrow$ adj. Wind-driven is a compound word.

* The structural formula of the word independence is $v + -sf + -pr \rightarrow$ noun. The given word is a suffixal and prefixal derivative.

* The structural formula of the word ex-housewife is $n + -pre \rightarrow$ noun. The given word is a prefixal derivative.

10. Give structural patterns of the following words. State to what parts of speech and lexical subsets affixes refer the given derivatives.

Yearly -. Such adjectives coincide in form with adverbs having the same suffix "LY"

Engineer -er-person who does this job

Diseased _ed -participle

Completion-tion-activity

Incurable -in In— чаще всего употребляется:

Перед сочетанием букв ас,с

Able adj- to have ability to do it

To ape -infinitive is ancestor of a human(monkey) make a face like our partner has

Fair-haired- favourite person with bright hair .fair is honest and prefix like fairy tale

Customary-ary-adj usually as the meaning ordinary

Overtime -over - a lot of ,too many

Miscalculation-mis-lack of, ation-noun

Прохождение теста

1. Choose the appropriate explanation of the meaning.

1)Borrowing	a) One of the ways of enriching vocabulary. b) Translation of elements of borrowed words. c) Development of a new meaning of a word.
2) Connotation	a) Two different words that can be traced back to the same origin. b) Additional emotionally charged meaning of a word.
3) Derivation	c) Development and change of meaning.
4) Assimilation	a) Process of word-building based on abbreviation. b) Process of word-building based on affixation, conversion. c) Process of word-building based on putting two stems together.
5) Syntagmatic relations	a) Words which have almost the same meaning. b) Two words that sound alike. c) The process of lexical, grammatical adaptation of borrowed words. a) Analysis of semantic structure of a word with neighboring words. b) Groups of words that construct sentences. c) Certain context that makes the meaning of a word clear.

2. Identify the origins of the following groups of words:

Courage, tigress, patience, village, enslave

a) native	c) Latin
b) French	d) Scandinavian

Eye, husband, skirt, ill, they

a) Greek	c) Scandinavian
b) native	d) German

Biplane, formula, engine

a) Russian	c) Latin
b) native	d) Spanish

Banner, soldier, appetite, maneuver

a) Italian	c) Latin
b) native	d) French

Bank, incognito, fiasco

a) Celtic	c) Greek
b) German	d) Italian

3. Describe relations of the following antonyms:

1. Rise – fall
2. Please – displease
3. Buy – sell
4. Husband-wife
5. Black, white, grey
6. Successful – unsuccessful

- a) Contradictory relations
- b) Contrary relations
- c) Conversive, asymmetrical
- d) Opposite
- e) Derivational
- f) Opposition of direction
- d) Relations of time

4. Analyze the structure of the following words:

1) teaspoonful

a) compound derived	c) simple
b) compound simple	d) derived

2) matter-of-factness

a) derived	c) compound syntactical
b) simple	d) compound derived

3) seldom

a) simple	c) compound-derived
b) derived	d) compound simple

4) longer

a) compound derived	c) compound morphological
b) simple	d) derived

5) wait-and-see

a) simple	c) compound syntactical
b) derived	d) compound derived

5. Define the type of word-building process:

1) To murmur

a) affixation	c) sound-imitation
b) conversion	d) word-composition

2) Dillydally

a) reduplication	c) semi-affixation
b) derivation	d) word composition

3) Unreasonable

a) shortening	c) derivation
b) reversion	d) conversion

4) Ladylike

a) semi-affixation	c) sound-imitation
b) shortening	d) reversion

5) Computerize

a) reversion	c) word-composition
b) affixation	d) abbreviation

6. In the following table find the archaic equivalents of the following neutral words.

	A	B	C	D
1. girl	bride	Lassie	female	Damsel
2. prison	behind the bar	Goal	gaole	Jail
3. walking	traveling	Errant	gad	Stray
4. faith	troth	Belief	confidence	Trust

5. youth	male	Cove	chap	Boy
6. remain	bide	Stay	put up with	Endure

7. In the same table find the colloquial equivalents of the following neutral words.

8. Explain the semantic correlation within the following pairs of words:

1. Wolf – to wolf 2. Fish – to fish 3. paper – to paper 4. Corner – to corner 5. To sleep – a sleep 6. To jump - a jump	
--	--

- a) Instrumental meaning
- b) Characteristic of a human being
- c) Addition (noun denotes an object)
- d) Relations of place
- e) Relations of time
- f) Process or state
- g) Result of some action
- e) Place of the action

9. State the part of speech of the following words:

Transgressor gangsterdom slimster docu-pulp brinkmanship accompany thoroughly ecomenu	
--	--

10. Define the type of homonyms in the following pairs:

tear - tear
ball – ball
hang - hang
right - write
can – can (modal verb)
bean (n) – been (v)

- a) full homonyms
- b) homographs
- c) homophones
- d) lexical – grammatical partial homonyms
- e) partial lexical homonyms

Ключи правильных ответов:

Номер задания В тесте	Правильный ответ
1. 1 2 3 4 5	A B B C a
2. 1 2 3 4 5	B C C D d
3. 1 2 3 4 5 6	D E C C A e
4. 1 2 3 4 5	A C A B C
5. 1 2 3 4 5	C A C A B
6. 1 2 3 4 5 6	D F D F D C
7. 1 2 3 4 5	D A C C B

6	C
8	
1	B
2	C
3	C
4	H
5	E
6	G
9	
1	N
2	N
3	N
4	N
5	N
6	V
7	D
8	N
10	
1	C
2	A
3	E
4	C
5	E
6	D

Перечень тем для докладов и презентаций:

1. English suffixation and prefixation.
2. Growth and structure of the English language.
3. Basic types of word meaning.
4. Different approaches to phraseology, their criteria and criticism (classifications).
5. Synchronic and diachronic approaches to phraseology.
6. Word-structure in modern English.
7. Derivation and composition.
8. English antonyms. Their meaning and usage.
9. Conversion in modern English.

СПК-2 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях о закономерностях функционирования языков мира

Знать: основные фонетические, лексические, грамматические, словообразовательные явления в языках мира; системы синтаксического и морфологического анализа, автоматического синтеза и распознавания речи, обработки лексикографической информации

Задания, необходимые для оценивания сформированности СПК-2 на пороговом и продвинутом уровне:

Перечень заданий для самостоятельного изучения:

1. In accordance with the part that is cut off to form a new word classify cases of shortening into four groups: 1) initial shortenings (aphesis); 2) medial shortenings (syncope); 3) final shortenings (apocope); 4) both initial and final shortenings.

Model: net < internet

E.g. The initial part of the original word is cut off. Consequently, the new word refers to the first group.

hols < holidays; vac < vacuum cleaner; tec < detective; plane < aeroplane; Frisco < (San) Francisco; quiz < inquisitive; bus < omnibus; curio < curiosity; miss < mistress; sport < disport; soccer < Association Football; ya« < fanatic; circs < circumstances; chute < parachute; Aline < Adeline; cert < certainty; tend < attend; mart < market; coke < coca-cola; Liz < Elizabeth; prep-school < preparatory-school; gator < alligator; cuss < customer.

2. Define which words have been combined to form the following computer terms. Give their meanings.

Netiquette, emoticon, netizen, technophobe.

3. Group the words formed by sound-interchange into: 1) those formed by vowel-interchange or ablaut (& suffixation); 2) those formed by consonant-interchange; 3) those formed by combining both means, i.e. vowel- and consonant-interchange.

Model: relief (n) — relieve (v): consonant-interchange

Long (adj) — length (n), speak (v) — speech (n), wreath (v) — wreath (n), bake (v) — batch (n), strike (v) — stroke (n), house (n) — house (v), breathe (v) — breath (n), believe (v) — belief (n), full (adj) — fill (v), lose (v) — loss (n), prove (v) — proof (n), knot (n) — knit (v), glaze (v) — glass (n), shelve (v) — shelf (n), wake (v) — watch (n), loathe (v) — loath (n), use (v) — use (n), sing (v) — song (n), clothe (v) — cloth (n), bite (v) — bit (n), halve (v) — half (n), abide (v) — abode (n), serve (v) — serf (n), deep (adj) — depth (n), bathe (v) — bath (n), ride (v) — road (n).

4. Match the Russian words with their English equivalents.

Russian	English
1. писк	1. grumble
2. бах, бац; сильный удар	2. hushaby/hush
3. хихикать	3. pop
4. мычать	4. thump-thump
5. квакать	5. cheep
6. ворчать	6. giggle
7. свист	7. moo
8. тук-тук, наносит тяжелый	8. croak

удар

9. баю-бай, убаюкивать	9. whiz
10. куковать	10. bang
11. мяукать	11. babble
12. шикать	12. quacking
13. жужжать	13. neigh
14. лепет	14. mew
15. хлоп, хлопнуть	15. mumble
16. криканье	16. fizz
17. шамкать	17. boo
18. шипение	18. cackle
19. кудахтанье	19. buzz
20. ржание	20. Cuckoo

5. 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 ability'; 2) 'position or occupation'; 3) 'relationship or connection between people'.

Workmanship, comradeship, musicianship, chairmanship, friendship, professorship, showmanship, lectureship, kinship, sportsmanship, acquaintanceship, studentship, salesmanship, doctorship, partnership.

Ключи правильных ответов:

1. In accordance with the part that is cut off to form a new word classify cases of shortening into four groups: 1) initial shortenings (aphesis); 2) medial shortenings (syncope); 3) final shortenings (apocope); 4) both initial and final shortenings.

hols < holidays (3); vac < vacuum cleaner (3); tec < detective (2) ; plane < aeroplane (1); Frisco < (San) Francisco (2) ; quiz < inquisitive (4); bus < omnibus (1) ; curio < curiosity (3) ; miss < mistress (3) ; sport < disport (1); soccer < Association Football (4) ; ya« < fanatic; circs < circumstances (2); chute < parachute (1) ; Aline < Adeline (2); cert < certainty (3); tend < attend (1); mart < market (2); coke < coca-cola (1); Liz < Elizabeth (2); prep-school (3) < preparatory-school; gator < alligator (1); cuss < customer (3).

2. Define which words have been combined to form the following computer terms. Give their meanings.

Netiquette – net (network) + etiquette (rules of behavior in the Network)

Emoticon – short for "emotion icon", also known simply as an emote, is a pictorial representation of a facial expression using characters.

Netizen – internet + citizen (a variant on citizen. A person who interacts with others on the internet)

Technophobe – technology + phobia (a person who is irrationally afraid of technology).

3. Group the words formed by sound-interchange into: 1) those formed by vowel-interchange or ablaut (& suffixation); 2) those formed by consonant-interchange; 3) those formed by combining both means, i.e. vowel- and consonant-interchange.

1) vowel-interchange (or ablaut): Long (adj) — length (n), wreathe (v) — wreath (n), strike (v) — stroke (n), house (n) — house (v), breathe (v) — breath (n), full (adj) — fill (v), knot (n) — knit (v), loathe (v) — loath (n), use (v) — use (n), sing (v) — song (n), clothe (v) — cloth (n), deep (adj) — depth (n), bite (v) — bit (n), abide (v) — abode (n), ride (v) — road (n).

2) consonant-interchange: speak (v) — speech (n), believe (v) — belief (n), prove (v) — proof (n), shelve (v) — shelf (n), halve (v) — half (n), serve (v) — serf (n).

3) vowel- and consonant-interchange: bake (v) — batch (n), lose (v) — loss (n), glaze (v) — glass (n), wake (v) — watch (n), bathe (v) — bath (n).

4. Match the Russian words with their English equivalents.

1 писк - 5 cheep

- 2 бах,бац - 10 bang
- 3 хихикать - 6 giggle
- 4 мычать - 7 moo
- 5 квакать - 8 croak
- 6 ворчать - 1 grumble
- 7 свист - 9 whiz
- 8 тук - 4 thump-thump
- 9 баю-бай - 2 hushaby/hush
- 10 куковать - 20 cuckoo
- 11 мяукать - 14 mew
- 12 шикать - 17 boo
- 13 жужжать - 19 buzz
- 14 лепет - 11 babble
- 15 хлоп - 3 pop
- 16 кряканье - 12 quacking
- 17 шамкать - 15 mumble
- 18 шипение - 16 fizz
- 19 кудахтанье - 18 cackle
- 20 ржание - 13 neigh

5. 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 ability'; 2) 'position or occupation'; 3) 'relationship or connection between people'.

- 1. Workmanship, musicianship, showmanship, lectureship, salesmanship
- 2. chairmanship professorship, studentship, doctorship
- 3. comradeship, friendship, kinship, acquaintanceship, partnership

Прохождение теста

1. Lexicology is the branch of linguistics dealing with
 - a) grammatical employment of linguistic units
 - b) various lexical means and stylistic devices
 - c) different properties of words and the vocabulary of a language
 - d) system of sounds
2. Lexicology has close ties with
 - a) phonetics and grammar
 - b) phonetics, grammar, history of a language, stylistics and sociolinguistics
 - c) literature, history and sociology
 - d) grammar and stylistics
3. The synchronic approach to the study of language material is concerned with...
 - a) the use of various words and phrases in particular communicative situations
 - b) the evolution of the vocabulary items
 - c) the vocabulary of a language as it exists at a given period of time
 - d) the evolution of sounds
4. The diachronic approach to the study of language material deals with
 - a) the changes and the development of vocabulary in the course of time
 - b) the structural and semantic entity of language units within the language system
 - c) the influence of extra-linguistic factors over the development of a language system as a whole
 - d) the changes and the development of grammar forms
5. The words happiness denoting 'the state of being happy' and bliss meaning 'a feeling of very deep happiness and extreme pleasure' differ in the following component(s) of the connotational aspect of their lexical meaning
 - a) emotive charge and imagery
 - b) expressiveness
 - c) emotive charge, evaluation and expressiveness

d) evaluation and expressiveness

6. The meaning of the verb to drag in the sentence 'Don't try to drag me into your plans' is based on the image of

a) someone pulling something along with difficulty, often because it is too heavy

b) someone moving something in a particular direction by pulling it gently

c) someone carrying something from one place to another

d) someone moving with difficulty

7. The association involved in the semantic change of the word shark in the sentence 'People who need a place to live can often find themselves at the mercy of local property sharks' is based on

a) metaphor

b) metonymy

c) hyperbole

d) litotes

8. The result of semantic change in the word sport that meant 'pastime, entertainment' and now denotes 'an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment' is

a) the deterioration of meaning

b) the specialization of meaning

c) the amelioration of meaning

d) the generalization of meaning

9. Which meaning of the polysemantic adjective barbaric is its primary meaning ...

a) very cruel and violent

b) primitive; unsophisticated

c) uncivilized and uncultured

d) foreign

10. The words heir - air refer to

a) homographs

- b) homonyms proper
- c) homophones
- d) hyponyms

11. In the sentence 'My auntie (uncle/cousin) has bought (purchased/ hired) a red (green/black) automobile (car/Ford)' the possible substitutions of the words that compose it are indicative of the ... relations between words.

- a) syntagmatic
- b) paradigmatic
- c) phraseological
- d) idiomatic

12. The synonyms teenager ('someone who is between 13 and 19 years old') and youth ('a young man between about 15 and 25 years old used especially about groups of young men who behave badly or do something illegal') refer to

- a) stylistic synonyms
- b) ideographic synonyms
- c) ideographic-stylistic synonyms
- d) absolute synonyms

13. The antonyms happy - sad refer to... .

- a) contraries
- b) contradictories
- c) incompatibles
- d) antonyms

14. The word antipathy consists of

- a) the root, free morpheme + the root, bound morpheme
- b) the affixational, bound morpheme + the combining form which is a bound root
- c) the affixational, bound morpheme + the root, free morpheme
- d) the root + the inflexion

15. The word uncomfortability refers to

- a) polymorphic , monoradical , prefixo-radical-suffixal words
 - b) monomorphic , prefixo-radical-suffixal words
 - c) polymorphic, polyradical words
 - d) prefixo-radical-suffixal words
16. The segmentation of the word exhale ('breathe out in a deliberate manner') into morphemes is
- a) conditional
 - b) complete
 - c) defective
 - d) unconditional
17. The structural class to which the derivational base of the adjective feel-good refers is the class consisting of bases
- a) that coincide with word-forms
 - b) that coincide with morphological stems
 - c) that coincide with word-groups
 - d) that coincide with stems
18. The structural pattern of the word heavy-hearted is
- a) a + (n + -ed)
 - b) (a + n) + -ed
 - c) (a + n) + -sf
 - d) (a + n) + inflexion
19. The result of the historical change of the morphological structure of the noun husband that consisted of hus- 'house' + -bondi 'occupier and tiller of the soil' is that
- a) a compound word became a simple one
 - b) a derived word became a simple one
 - c) a compound word became a derived one
 - d) a derived word became a compound one
20. The word globesity is a(n)

- a) shortening
- b) blend
- c) acronym
- d) derivative

21. The suffix -ity found in the words cruelty, oddity, purity, stupidity is a... .

- a) denominal suffix
- b) deverbal suffix
- c) noun-forming suffix
- d) verb-forming suffix

22. The prefix fore- in the word foreknowledge means... .

- a) 'before'
- b) 'placed at the front'
- c) 'inside, within'
- d) 'outside'

23. The semantic relation between the denominal verb bank meaning 'put or keep money in a bank' and the noun bank from which it was derived is that of

- a) location
- b) place of the action
- c) action characteristic of the object
- d) direction

24. The noun look-see meaning 'a brief look or inspection' is a

- a) compound proper
- b) reduplicative compound
- c) derivational compound
- d) derivational proper

25. The word red-brick is a(n)

- a) nominal compound
- b) adjectival-nominal compound

- c) verbal-nominal compound
- d) adverb-nominal compound

26. The word three is

- a) of the Indo-European origin
- b) the English word proper
- c) of the Common Germanic origin
- d) of Germanic origin

27. The origin and source of borrowing of the word carat 'a unit of weight for precious stones and peark; a measure of the purity of gold' (< French < Italian carato < Arabic kirat < Greek keration) are

- a) French and Greek
- b) Greek and French
- c) Arabic and Greek
- d) Greek and French

28. The word piroshki was borrowed from

- a) the French language
- b) the Japanese language
- c) the Russian language
- d) the German language

29. The word souffle [su:flei] is a(n)

- a) unassimilated borrowing/ a barbarism
- b) partially assimilated borrowing
- c) completely assimilated borrowing
- d) non-assimilated borrowing

30. The verbs drag - draw (OE dragan) are... .

- a) etymological doublets
- b) international words
- c) semantic borrowings

d) idioms

Ключи правильных ответов

1. c
2. b
3. c
4. a
5. b
6. a
7. a
8. b
9. d
10. c
11. b
12. c
13. a
14. b
15. a
16. c
17. c
18. b
19. a
20. b
21. c
22. a
23. a
24. c
25. b
26. a
27. b
28. c
29. b
30. a

Перечень тем для докладов и презентаций:

1. English suffixation and prefixation.
2. Growth and structure of the English language.
3. Basic types of word meaning.
4. Different approaches to phraseology, their criteria and criticism (classifications).
5. Synchronic and diachronic approaches to phraseology.
6. Word-structure in modern English.

7. Derivation and composition.
8. English antonyms. Their meaning and usage.
9. Conversion in modern English.
10. The subject matter of lexicology. Its aims and methods. The main language units studied in the course of lexicology.

Уметь: применять полученные знания о структуре и системе языков мира в самостоятельных исследованиях

Задания, необходимые для оценивания сформированности СПК-2 на пороговом и продвинутом уровне:

Перечень заданий для самостоятельного изучения:

1. 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 collectivity or collection of; 3) suffixes denoting diminutiveness.

Membership, assistant, lecturette, trainee, sisterhood, actress, piglet, painter, machinery, aunty, yuppiedom, historian, duckling, finery, scientist, babykins, readership, supervisor, nightie, aristocracy.

2. Translate the given combinations of words into English. Pay special attention to the formation of different in meaning adjectives by means of adding different suffixes to one and the same derivational base.

Model: favour, любимый автор — благоприятная погода

E.g. The English for *любимый автор* is a *favourite author*.

The English for *благоприятная погода* is *favourable weather*.

1) exhaust: изнурительная работа — исчерпывающий ответ;

2) history: историческая победа — исторический фильм;

- 3) honour. почетный гражданин — почетная обязанность;
- 4) respect: почтительное молчание — почтенный человек;
- 5) skill: квалифицированный рабочий — опытный, искусный хирург;
- 6) culture: культурная жизнь — культурный человек;
- 7) touch: трогательные слова — обидчивый человек;
- 8) delight: восхищенные зрители — восхитительные каникулы;
- 9) economy: экономический кризис — экономные расходы;
- 10) contempt, презренный предатель — презрительная улыбка.

3. Combine the prefixes in the box with the appropriate derivational base from the list. Classify the prefixes according to the lexico-grammatical character of the base they are attached to and according to the part of speech they form.

Model: dis-

E.g. The prefix dis- can be combined with the bases: -advantage, -favour, -order. It is added to the nominal bases to form new nouns. Thus, this prefix can be qualified as a denominal and noun-forming prefix.

dis-, il-, non-, ir-, un-, im-, in-, de-, a-

Legal, relevant, mature, regulate, moral, ability, payment, happy, responsible, patient, stabilize, honour, smoker, learn, formally, typical, logical, rational, possible, classify, agreement, verbal, lock, practical, dependently, mystify, resistible, sensual, literate, obedience, academic, tie, adequately, septic, clean.

4. 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'; 4) 'addition'; 5) 'outer, covering'; 6) 'a person engaged in a certain activity or an agent of an action'.

Model: overlord (n), overpaint (n), overeager (adj)

E.g. As the noun *overlord* means 'a ruler, especially a feudal lord', it refers to group 6.

The word *overpaint* has the meaning 'paint added as a covering layer' and may be referred to group 5.

The adjective *overeager* means 'excessively eager' and so it refers to group 1.

Overlay (v, n), over-king (n), over-forty (n), overdevelop (v), overhang (v), overprint (v), overcoat (n), overambitious (adj), overseventeen (n), overhead (adv), overreacher (n), overtime (adv), overstretch (n), overman (n), overprotective (adj), overseer (n), overcast (v), overfly (v), overdose (n), overtwenty (n), overlap (v), overnighter (n), overleaf (adv), overdue (v), overboot (n), overcareful (adj), overside (adv), overlooker (n), overall (n), overdress (v), overground (adj), overlander (n).

5. Form adjectives from the italicized words given in brackets by means of attaching appropriate suffixes to them.

1. She smiled a slightly (ironic...) smile.
2. He felt very (protect...) towards her and loved her dearly.
3. The newspapers printed a shocking and (shame...) story.
4. She slept on a (collapse...) bed with rough, (prickle...) sheets.
5. He filled the frequent silences with (comic...) anecdotes.
6. There were two letters from Michael, warm, (humor...), and full of information.
7. Mr and Mrs Bixby lived in a (small...) apartment.

8. His voice was cold and (dead...).
9. I have extra French lessons with a (retire...) schoolmaster.
10. Judy was very (compliment...) about my work.
11. There is the danger of an (accident...) explosion that could be caused by a gas leak.
12. I understood that it was (permit...) to ask a question.
13. She thought how (fool...) he'd been and was not angry any more.
14. It's time you chose between the two (alternate...) lifestyles.

Ключи правильных ответов:

1. 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 collectivity or collection of; 3) suffixes denoting diminutiveness.

1. Assistant, trainee, actress, painter, historian, scientist, supervisor, lecturette
2. Membership, sisterhood, machinery, yuppiedom, finery, babykins, readership, aristocracy
3. Piglet, aunty, duckling, nighty

2. Translate the given combinations of words into English. Pay special attention to the formation of different in meaning adjectives by means of adding different suffixes to one and the same derivational base.

- 1 exhausting work - exhaustive answer
- 2 historical victory — historical film
- 3 honorary citizen — an honorable duty
- 4 respectful silence — a respectable person
- 5 a skilled worker- skilled surgeon
- 6 cultural life — a cultured person
- 7 touching words — a touchy person
- 8 admiring viewers — a delightful vacation
- 9 economic crisis — economical expenses
- 10 contemptible traitor — contemptuous smile

3. Combine the prefixes in the box with the appropriate derivational base from the list. Classify the prefixes according to the lexico-grammatical character of the base they are attached to and according to the part of speech they form.

Dis – honour, agreement, obedience

Il – legal, logical, literate

Non – smoker, verbal

Ir – relevant, regulate, responsible, rational, resistible

Un – payment, happy, learn, lock, sensual, academic, tie, clean

Im – mature, moral, patient, possible, practical

In – ability, formally, dependently, adequately

De – stabilize, classify, mystify

A – typical, septic

4. 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'; 4) 'addition'; 5) 'outer, covering'; 6) 'a person engaged in a certain activity or an agent of an action'.

1. "excess"-overdevelop (v), overambitious (adj), overreacher (n), overman (n), overprotective (adj), overdose (n), overdue (v), overboot (n), overcareful (adj),
2. "time(age)" -over-forty (n), overseventeen (n), overtime (adv), overtwenty (n),
3. "position or place" - over-king (n), overseer (n), overlooker (n)
4. "addition" - overprint (v), overhead (adv), overstretch (n),
5. "outer, covering" - overlay (v, n), overhang (v), overcoat (n), overcast (v), overlap (v), overleaf (adv), overside (adv), overall (n), overdress (v), overground (adj)
6. "agent of an action" - over-king (n), v, overfly (v), overnighter (n), overlander (n).

5. Form adjectives from the italicized words given in brackets by means of attaching appropriate suffixes to them.

1. She smiled a slightly (ironical) smile.
2. He felt very (protected) towards her and loved her dearly.
3. The newspapers printed a shocking and (shameful) story.
4. She slept on a (collapsed) bed with rough, (prickly) sheets.
5. He filled the frequent silences with (comical) anecdotes.
6. There were two letters from Michael, warm, (humorous), and full of information.
7. Mr and Mrs Bixby lived in a (small) apartment.
8. His voice was cold and (deadly).
9. I have extra French lessons with a (retired) schoolmaster.
10. Judy was very (complimentary) about my work.
11. There is the danger of an (accidental) explosion that could be caused by a gas leak.
12. I understood that it was (permitted) to ask a question.

13. She thought how (foolish) he'd been and was not angry any more.
14. It's time you chose between the two (alternative) lifestyles.

Прохождение теста

1. The structural class to which the derivational base of the adjective feel-good refers is the class consisting of bases
 - a) that coincide with word-forms
 - b) that coincide with morphological stems
 - c) that coincide with word-groups
 - d) that coincide with stems
2. The word three is
 - a) of the Indo-European origin
 - b) the English word proper
 - c) of the Common Germanic origin
 - d) of Germanic origin
3. The structural pattern of the word heavy-hearted is
 - a) a + (n + -ed)
 - b) (a + n) + -ed
 - c) (a + n) + -sf
 - d) (a + n) + inflexion
4. Analyze the structure of the following word:
teaspoonful
 - a) compound derived
 - b) compound simple
 - c) simple
 - d) derived
5. The correct reading of the SOS is:
 - e) / 'es 'ou'es/
 - f) /'sos /

g) /'soul /

h) save our souls

6. Identify the origins of the following groups of words:

Iceberg, rucksack, zinc

a) native

b) Indian

c) Scandinavian

d) German

7. The result of the historical change of the morphological structure of the noun husband that consisted of hus- 'house' + -bondi 'occupier and tiller of the soil' is that

a) a compound word became a simple one

b) a derived word became a simple one

c) a compound word became a derived one

d) a derived word became a compound one

8. The word red-brick is a(n)

a) nominal compound

b) adjectival-nominal compound

c) verbal-nominal compound

d) adverb-nominal compound

9. The suffix -ity found in the words cruelty, oddity, purity, stupidity is a... .

a) denominal suffix

b) deverbal suffix

c) noun-forming suffix

d) verb-forming suffix

10. The word globesity is a(n)

a) shortening

b) blend

c) acronym

d) derivative

11. The correct reading of the BBC is:

e) British broadcasting corporation

f) / 'bi:'bi:'si: /

g) alphabetically

h) as a separate word

12. The word-combination jealous of smb's success is

a) endocentric, adjectival

b) exocentric

c) endocentric, nominal

d) endocentric, adverbial

13. The word-combination a bitter pill meaning 'something very unpleasant that one must accept' is

a) completely motivated

b) completely non-motivated

c) partially motivated

d) fully motivated

14. The origin and source of borrowing of the word carat 'a unit of weight for precious stones and pearls; a measure of the purity of gold' (< French < Italian carato < Arabic kirat < Greek keration) are

a) French and Greek

b) Greek and French

c) Arabic and Greek

d) Greek and French

15. If a learner's dictionary includes only key words of English, presents the semantic structure of words in a simplified form (i.e. only the most frequently used meanings are presented), and gives simple and clear definitions, such a dictionary is most likely to refer to

- a) advanced learner's dictionaries
- b) pre-intermediate learner's dictionaries
- c) upper-intermediate learner's dictionaries
- d) intermediate learner's dictionaries

16. The syntactic pattern of the word-combination surprised at the news is

- a) A + preposition + N
- b) V + preposition at + N
- c) surprised + preposition + N
- d) A + preposition + verb

17. Analyze the structure of the following word:

seldom

- a) simple
- b) derived
- c) compound-derived
- d) compound simple

18. The word piroshki was borrowed from

- a) the French language
- b) the Japanese language
- c) the Russian language
- d) the German language

19. The English-Russian Dictionary of synonyms is... .

- a) general, specialized, bilingual, diachronic
- b) restricted, explanatory, monolingual, synchronic
- c) restricted, explanatory, bilingual, synchronic
- d) general, specialized, bilingual, synchronic

20. The word souffle [su:flei] is a(n)

- a) unassimilated borrowing/ a barbarism
- b) partially assimilated borrowing

- c) completely assimilated borrowing
- d) non-assimilated borrowing

21. The Oxford Companion to Twentieth-Century Poetry is a(n)... .

- a) linguistic dictionary
- b) encyclopedic dictionary
- c) bilingual dictionary
- d) phonetic dictionary

22. The phraseological unit to get smb's back up means

- a) to be popular with smb.
- b) to annoy smb.
- c) to sympathize with smb.
- d) to irritate

23. The verbs drag - draw (OE dragan) are... .

- a) etymological doublets
- b) international words
- c) semantic borrowings
- d) idioms

24. According to its lexical valency, i.e. the aptness to combine with the words to give, to leave, to send, to deliver, to take, to pass on; urgent, clear, coded, garbled; support, congratulation, sympathy, the noun message has the meaning

- a) 'information about something that has happened recently'
- b) 'a piece of written or spoken information that you send to someone, especially when you cannot speak to them directly'
- c) 'the most important idea in a book, film or play'
- d) 'new information'

25. The correct reading of the NATO is:

- e) /'en'ei'ti:'ou /
- f) North Atlantic Treaty Organization

g) /'neitou /

h) as a separate word

26. The segmentation of the word exhale ('breathe out in a deliberate manner') into morphemes is

a) conditional

b) complete

c) defective

d) unconditional

27. The noun look-see meaning 'a brief look or inspection' is a

a) compound proper

b) reduplicative compound

c) derivational compound

d) derivational proper

28. Analyze the structure of the following word:

matter-of-factness

a) derived

b) simple

c) compound-derived

d) compound derived

29. The semantic relation between the denominal verb bank meaning 'put or keep money in a bank' and the noun bank from which it was derived is that of

a) location

b) place of the action

c) action characteristic of the object

d) direction

30. The synchronic approach to the study of language material is concerned with...

a) the use of various words and phrases in particular communicative situations

b) the evolution of the vocabulary items

- c) the vocabulary of a language as it exists at a given period of time
- d) the evolution of sounds

Ключи правильных ответов

- 1.c
- 2.a
- 3.b
- 4.a
- 5.a
- 6.d
- 7.a
- 8.b
- 9.c
- 10.b
- 11.b
- 12.a
- 13.c
- 14.b
- 15.b
- 16.c
- 17.a
- 18.c
- 19.c
- 20.b
- 21.b
- 22.b
- 23.a
- 24.b
- 25.c
- 26.c
- 27.c
- 28.c
- 29.a
- 30.c

Перечень тем для докладов и презентаций:

1. Productive types of word-formation.
2. Basic problems of dictionary compiling.
3. Variants and dialects of the English language.
4. Development of English vocabulary.
5. Ways and means of enriching the vocabulary.
6. Various ways of forming words.

7. Different lexical units.

Владеть: комплексным подходом к решению лингвистических задач на разных уровнях строения языка с учетом специфики его функционирования; навыками работы с программными средствами и информационными ресурсами филологической направленности, методикой работы с лингвистическими базами данных

Задания, необходимые для оценивания сформированности СПК-2 на пороговом и продвинутом уровне:

Перечень заданий для самостоятельного изучения:

1. Define the part of speech of the italicized words. State what parts of speech they are derived from and what word-formation means is applied here. Translate the sentences into Russian.

Model: Still water of the lake mirrors the trees.

E.g. The word *mirror* is a verb which is derived from the noun *mirror* by means of conversion. Неподвижная гладь озера отражает деревья.

1. That fellow really *whatevers* me.
2. She made a two-part *documentary* about the war in Kosovo.
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. He *busied* himself with plans for the future.
8. There is a great deal of difference between *before* and *after*.

9. I asked him *to modern* 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. The army's actions *dirtied* its reputation.

2. In the given conversion pairs state the semantic relations between the denominal verb and the noun it is derived from.

Model: coat — to coat 'to cover something with a coat'

E.g. The semantic relation between the words making up the conversion pair coat — to coat is 'the addition of the object'

- 1) bone — to bone 'to remove the bones from (meat or fish) before cooking it';
- 2) eye — to eye 'to watch carefully (with eyes)';
- 3) crowd — to crowd 'to come together in large numbers';
- 4) garage — to garage 'to put or keep (a motor vehicle) in a garage';
- 5) nut — to nut 'to gather nuts';
- 6) fool — to fool 'to act in a joking, frivolous, or teasing way';
- 7) stone — to stone 'to throw stones at' & 'to remove the stone from (a fruit)';
- 8) leather — to leather 'to cover with leather';

9) skin — to skin 'to remove the skin from (an animal or a fruit or vegetable)';

10) wolf — to wolf 'to devour (food) greedily';

3. Choose one of the compound words from the box to fill in the gaps in the sentences given below. Give lexical meanings of these compound words.

to keyboard, a shareholder, a breakdown, awestruck, to blackball, a plantswoman, an argy-bargy, lowbrow, pea-souper, a bodyguard, a go-getter, a scatterbrain

1. Today's ... forced drivers to slow down that caused an enormous traffic congestion. 2. All the data then has to be 3. You are getting on my nerves. I won't discuss this matter with such a... as you are. 4. She moved to London after the ... of her marriage. 5. Fred has been working as a ... for the last few years. 6. He has to leave the club as all its members ... him. 7. Her aunt is a ... of a big prosperous company. 8. I can't stand many ... programmes showed on TV every day. 9. She has a reputation as a real ... 10. We sat in ... silence hearing the truth at last. 11. We didn't know how to plant these bushes and asked a ... to consult us. 12. We became unintentional witnesses of a bit ... between actors and their director.

4. Classify the given compound words according to the means of composition into three groups: 1) compounds composed without connecting elements; 2) compounds composed with the help of vowels or consonants as linking elements; 3) compounds composed with the help of prepositions or conjunctions as linking elements.

Model: Oxford-educated, electro-magnetic, up-and-up

E.g. Oxford-educated is a compound composed without connecting elements (group 1).

Electro-magnetic is a compound composed with the help of the linking vowel o (group 2).

Up-and-up is a compound composed with the help of the conjunction and as a linking element (group 3).

Make-and-break, saleswoman, up-to-date, heart-beat, down-and-out, electromotive, pale-blue, tragicomic, matter-of-fact, day-time, handiwork, up-and-coming, wind-driven, mother-in-law, oil-rich, craftsmanship, spokesman, sit-at-home, play-acting, good-for-nothing, Anglo-Saxon, blacklist, bridesmaid, one-to-one, water-mark, step-by-step, politico-military, sunflower, Anglo-Catholic, door-handle, out-of-town.

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

Model: *artistic*

E.g. The antonym of the word *artistic* is *inartistic*. These words belong to the group of antonyms of the same root (group a).

Happy (adj), careful (adj), dwarf (adj), obedience (n), criticism (n), above (adv), regular (adj), asleep (adj), back (adv), polite (adj), triumph (n), hope (n), artistic (adj), appear (v), prewar (adj), far (adv), logical (adj), love (n), known (adj).

Ключи правильных ответов:

1. Define the part of speech of the italicized words. State what parts of speech they are derived from and what word-formation means is applied here. Translate the sentences into Russian.

1. That fellow really whatevers me.

Мне действительно всё равно на этого парня (либо в значении: раздражает) – conversion

2. She made a two-part documentary about the war in Kosovo.

Она сняла двухсерийный документальный фильм о войне в Косово – word composition или compounding – из словосочетания вышло одно слово)

3. Local politicians were found to pocket the money of fund-raisers.

Обнаружили, что местные политики положили деньги с пожертвований себе в карман (Idiomatic compound - partially motivated, можно догадаться о значении слова)

4. This video is a must for everyone.

Это видео обязательно к просмотру для всех (conversion с опущением, есть устойчивое “must have”, из него остается первое, но смысл прежний)

5. The story was in all the dailies.

История была во всех ежедневных газетах (compound – из словосочетания “daily paper”)

6. Will you holiday in Switzerland?

Будете ли вы отдыхать в Швейцарии? (conversion – из сущ в глагол)

7. He busied himself with plans for the future.

Он занялся планами на будущее (conversion – из сущ в глагол)

8. There is a great deal of difference between before and after.

Существует большая разница между "до" и "после" (conversion, предлоги стали полноценными членами предложения)

9. I asked him to modern this information tomorrow.

Я попросил его актуализировать\обновить эту информацию завтра – conversion

10. It was a good buy.

Это была хорошая покупка – conversion (из глагола в сущ)

11. I don't like a chemistry practical.

Мне не нравится химия на практике – conversion (из прилаг в сущ)

12. His skin was weathered almost black by his long outdoor life.

Его кожа была обветрилась почти до черного оттенка от долгой жизни на открытом воздухе – conversion (из сущ в причастие)

13. The path is steep and dangerous in the wet.

Во влажную погоду тропа крутая и опасная – либо conversion, либо sense compound (под одним словом поднимается словосочетание)

14. I won't join your plan. There are too many ifs and buts in it.

Я не присоединюсь к твоему плану. В нём слишком много "если" и "но" - conversion, союзы стали полноценными членами предложения

15. The army's actions dirtied its reputation.

Действия армии запятнали её репутацию – conversion (из сущ в глагол)

2. In the given conversion pairs state the semantic relations between the denominal verb and the noun it is derived from.

Model: coat — to coat 'to cover something with a coat'

E.g. The semantic relation between the words making up the conversion pair coat — to coat is 'the addition of the object'.

1) bone — to bone

The semantic relation between the words making up the conversion pair bone – to bone 'to remove the bones from (meat or fish) before cooking it';

2) eye — to eye

The semantic relation between the words making up the conversion pair eye — to eye 'to watch carefully (with eyes)';

3) crowd — to crowd

The semantic relation between the words making up the conversion pair crowd – to crowd 'to come together in large numbers';

4) garage — to garage

The semantic relation between the words making up the conversion pair garage – to garage 'to put or keep (a motor vehicle) in a garage';

5) nut — to nut

The semantic relation between the words making up the conversion pair nut – to nut 'to gather nuts';

6) fool — to fool

The semantic relation between the words making up the conversion pair fool – to fool 'to act in a joking, frivolous, or teasing way';

7) stone — to stone

The semantic relation between the words making up the conversion pair stone – to stone 'to throw stones at' & 'to remove the stone from (a fruit)';

8) leather — to leather

The semantic relation between the words making up the conversion pair leather – to leather 'to cover with leather';

9) skin — to skin

The semantic relation between the words making up the conversion pair skin – to skin 'to remove the skin from (an animal or a fruit or vegetable)';

10) wolf — to wolf

The semantic relation between the words making up the conversion pair wolf – to wolf 'to devour (food) greedily';

3. Choose one of the compound words from the box to fill in the gaps in the sentences given below. Give lexical meanings of these compound words.

to keyboard, a shareholder, a breakdown, awestruck, to blackball, a plantswoman, an argy-bargy, lowbrow, pea-souper, a bodyguard, a go-getter, a scatterbrain

1. Today's **pea-souper** forced drivers to slow down that caused an enormous traffic congestion. 2. All the data then has to be **keyboarded** 3. You are getting on my nerves. I won't discuss this matter with such a **scatterbrain** as you are. 4. She moved to London after the **breakdown** of her marriage. 5. Fred has been working as a **bodyguard** for the last few years. 6. He has to leave the club as all its members **blackballed** him. 7. Her aunt is a **shareholder** of a big prosperous company. 8. I can't stand many **lowbrow** programmes showed on TV every day. 9. She has a reputation as a real **go-getter** 10. We sat in the **awestruck** silence hearing the truth at last. 11. We didn't know how to plant these bushes and asked a **plantswoman** to consult us. 12. We became unintentional witnesses of a bit **argy-bargy** between actors and their director.

4. Classify the given compound words according to the means of composition into three groups: 1) compounds composed without connecting elements; 2) compounds composed with the help of vowels or consonants as linking elements; 3) compounds composed with the help of prepositions or conjunctions as linking elements.

1) compounds composed without connecting elements: saleswoman, heart-beat, pale-blue, day-time, wind-driven, oil-rich, craftsmanship, play-acting, blacklist, water-mark, sunflower, door-handle

2) compounds composed with the help of vowels or consonants as linking elements: electromotive, tragicomic, handiwork, spokesman, Anglo-Saxon, bridesmaid, politico-military, Anglo-Catholic

3) compounds composed with the help of prepositions or conjunctions as linking elements: Make-and-break, up-to-date, down-and-out, matter-of-fact, up-and-coming, mother-in-law, sit-at-home, good-for-nothing, one-to-one, step-by-step, out-of-town

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

Model: artistic

Antonyms of the same root: happy (unhappy), obedience (disobedience), regular (irregular), polite (impolite), artistic (inartistic), appear (disappear), prewar (postwar), logical (illogical), known (unknown)

Antonyms of different roots: careful (careless), dwarf (giant), criticism (approbation), above (below), asleep (awake), back (front), triumph (defeat), hope (despair), far (nearby), love (affection)

Прохождение теста:

1. The structural pattern of the word heavy-hearted is

- a) a + (n + -ed)
- b) (a + n) + -ed
- c) (a + n) + -sf
- d) (a + n) + inflexion

2. The Irish English verb to cog used in the sentence 'I wouldn't let just anybody cog my exercise' denotes

- a) to do
- b) to translate
- c) to cheat, especially by copying
- d) to deceive

3. The segmentation of the word exhale ('breathe out in a deliberate manner') into morphemes is
- a) conditional
 - b) complete
 - c) defective
 - d) unconditional
4. The Scottish English noun leid used in the sentence 'Linguistics is the study of leid and how people use it' means... .
- a) speech
 - b) language
 - c) syntax
 - d) conversation
5. The structural class to which the derivational base of the adjective feel-good refers is the class consisting of bases
- a) that coincide with word-forms
 - b) that coincide with morphological stems
 - c) that coincide with word-groups
 - d) that coincide with stems
6. The analysis of lexical meanings of the gender opposed terms governor 'a man with territorial and administrative power' - governess 'a woman employee with limited authority over children' points to the existence of the ... in the language.
- a) masculine implications
 - b) inadequate naming techniques
 - c) gender semantic asymmetry
 - d) inadequate implications
7. The source of the borrowed phraseological unit the curse of Cain meaning 'the lot or fate of smb. who has to live a vagabond life, who wanders or is forced to move from place to place in a profitless way' is

- a) facts and events of the world history
- b) the Bible
- c) classical languages
- d) classical literature

8. The phraseological unit to get one's claws into smb. meaning 'to find a way of influencing or controlling someone' is a

- a) phraseological fusion
- b) phraseological collocation
- c) phraseological unity
- d) phraseologisms

9. The result of the historical change of the morphological structure of the noun husband that consisted of hus- 'house' + -bondi 'occupier and tiller of the soil' is that

- a) a compound word became a simple one
- b) a derived word became a simple one
- c) a compound word became a derived one
- d) a derived word became a compound one

10. The phraseological transference in the idiom to be all ears meaning 'to be very eager to hear what someone is going to say' is based on

- a) synecdoche
- b) simile
- c) metaphor
- d) metonymy

11. The word globesity is a(n)

- a) shortening
- b) blend
- c) acronym
- d) derivative

12. The phraseological unit to get smb's back up means

- a) to be popular with smb.
- b) to annoy smb.
- c) to sympathize with smb.
- d) to irritate

13. The Oxford Companion to Twentieth-Century Poetry is a(n)... .

- a) linguistic dictionary
- b) encyclopedic dictionary
- c) bilingual dictionary
- d) phonetic dictionary

14. The suffix -ity found in the words cruelty, oddity, purity, stupidity is a... .

- a) denominal suffix
- b) deverbal suffix
- c) noun-forming suffix
- d) verb-forming suffix

15. The word-combination a bitter pill meaning 'something very unpleasant that one must accept' is

- a) completely motivated
- b) completely non-motivated
- c) partially motivated
- d) fully motivated

16. The prefix fore- in the word foreknowledge means... .

- a) 'before'
- b) 'placed at the front'
- c) 'inside, within'
- d) 'outside'

17. The English-Russian Dictionary of synonyms is... .

- a) general, specialized, bilingual, diachronic

- b) restricted, explanatory, monolingual, synchronic
- c) restricted, explanatory, bilingual, synchronic
- d) general, specialized, bilingual, synchronic

18. The semantic relation between the denominal verb bank meaning 'put or keep money in a bank' and the noun bank from which it was derived is that of

- a) location
- b) place of the action
- c) action characteristic of the object
- d) direction

19. If a learner's dictionary includes only key words of English, presents the semantic structure of words in a simplified form (i.e. only the most frequently used meanings are presented), and gives simple and clear definitions, such a dictionary is most likely to refer to

- a) advanced learner's dictionaries
- b) pre-intermediate learner's dictionaries
- c) upper-intermediate learner's dictionaries
- d) intermediate learner's dictionaries

20. The correct reading of the BBC is:

- i) British broadcasting corporation
- j) / 'bi:'bi:'si: /
- k) alphabetically
- l) as a separate word

21. The noun look-see meaning 'a brief look or inspection' is a

- a) compound proper
- b) reduplicative compound
- c) derivational compound
- d) derivational proper

22. The correct reading of the SOS is:

i) / 'es 'ou'es/

j) /'sos /

k) /'sous /

l) save our souls

23. The word red-brick is a(n)

a) nominal compound

b) adjectival-nominal compound

c) verbal-nominal compound

d) adverb-nominal compound

24. The correct reading of the NATO is:

i) /'en'ei'ti:'ou /

j) North Atlantic Treaty Organization

k) /'neitou /

l) as a separate word

25. Analyze the structure of the following word:

teaspoonful

a) compound derived

b) compound simple

c) simple

d) derived

26. The word smoko meaning 'a work break' is used in... .

a) Australian English

b) Canadian English

c) Indian English

d) New Zealand English

27. The lexical and grammatico-syntactical peculiarities of the text 'The waiting is over.

Your time has come. NIB. Nurses In Blue' are typical of... .

a) Advertising English

- b) News Media English
- c) Legal English
- d) Colloquial English

28. The American English word [a woman's] purse corresponds in British English to the word

- a) suitcase
- b) folder
- c) handbag
- d) case

29. Identify the origins of the following groups of words:

Jungle, karma, sugar, yoga

- a) Greek
- b) Indian
- c) Scandinavian
- d) German

30. The Lancashire dialectal word judy used in the sentence 'There are 12 boys and 15 judies in my son's class' means... .

- a) woman
- b) girl
- c) pupil
- d) old woman

Ключи правильных ответов

- 1.b
- 2.c
- 3.c
- 4.b
- 5.c
- 6.c
- 7.b
- 8.c

9.a
10.a
11.b
12.b
13.b
14.c
15.c
16.a
17.c
18.a
19.b
20.b
21.c
22.a
23.b
24.c
25.a
26.a
27.a
28.c
29.b
30.b

Перечень тем для докладов и презентаций:

1. Non-productive way of word - formation.
2. The problem of “stone wall” combinations.
3. Neologisms: semantic groups and ways of forming neologisms.
4. Semantic changes of English words.
5. English across cultures. The origin and development of the English language.

Промежуточная аттестация

СПК-1 Способен использовать понятийный аппарат теоретической и прикладной лингвистики, переводоведения, теории межкультурной коммуникации для решения профессиональных задач

Знать: основные понятия теоретической и прикладной лингвистики, переводоведения, теории межкультурной коммуникации

Уметь: применять полученные знания для решения профессиональных задач

Владеть: системным подходом при решении поставленных задач в избранной профессиональной сфере.

СПК-2 Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях о закономерностях функционирования языков мира

Знать: основные фонетические, лексические, грамматические, словообразовательные явления в языках мира; системы синтаксического и морфологического анализа, автоматического синтеза и распознавания речи, обработки лексикографической информации

Уметь: применять полученные знания о структуре и системе языков мира в самостоятельных исследованиях

Владеть: комплексным подходом к решению лингвистических задач на разных уровнях строения языка с учетом специфики его функционирования; навыками работы с программными средствами и информационными ресурсами филологической направленности, методикой работы с лингвистическими базами данных

Перечень вопросов для зачета

1. Основной словарный фонд языка.
2. Скращение (контаминация) слов.
3. Расщепленная полисемия.
4. Структурная классификация ФЕ.
5. Доминанта синонимического ряда.
6. Эвфемизмы, их типы.
7. Регрессивная деривация.

8. Методы семасиологического анализа.
9. Пословицы и поговорки в английском языке.
10. Аббревиация в английском языке.
11. Интернациональная лексика.
12. Слова-кальки.
13. Терминология.
14. Этимологические дуплеты.
15. Методы исследования.
16. Скандинавские заимствования.
17. Понятие синхронии и диахронии в лексикологии.
18. Значение словосочетаний.
19. Семантическая классификация фразеологических единиц.
20. Характеристика и особенности Американского варианта английского языка.
21. Средства создания образности.
22. Типы значения слова.
23. Место лексикологии в системе других лингвистических дисциплин.
24. Структурная классификация фразеологических единиц.
25. Типы словарей.

Перечень вопросов для экзамена

1. Основной словарный фонд языка.
2. Скращение (контаминация) слов.
3. Расщепленная полисемия.
4. Структурная классификация ФЕ.
5. Доминанта синонимического ряда.
6. Эвфемизмы, их типы.
7. Регрессивная деривация.
8. Методы семасиологического анализа.

9. Пословицы и поговорки в английском языке.
10. Аббревиация в английском языке.
11. Интернациональная лексика.
12. Слова-кальки.
13. Терминология.
14. Этимологические дуплеты.
15. Методы исследования.
16. Скандинавские заимствования.
17. Понятие синхронии и диахронии в лексикологии.
18. Значение словосочетаний.
19. Семантическая классификация фразеологических единиц.
20. Характеристика и особенности Американского варианта английского языка.
21. Средства создания образности.
22. Типы значения слова.
23. Место лексикологии в системе других лингвистических дисциплин.
24. Структурная классификация фразеологических единиц.
25. Типы словарей.
26. Значение продуктивных аффиксов.
27. Типы, пути и источники заимствований.
28. Синонимы, классификация синонимов.
29. Разделы и отрасли лексикологии.
30. Структурный анализ слова.
31. Синтагматические и парадигматические отношения.
32. Классификация сложных слов.
33. Ассимиляция заимствованных слов.
34. Компоненты лексического значения.
35. Понятие мотивации, типы мотивации.
36. Гипо-гиперемические отношения в системе языка.

37. Структурно-семантическая классификация фразеологических единиц.
38. Французские заимствования.
39. Этимологические отличительные особенности английских слов.
40. Антонимы.
41. Понятие омонимии, классификация, источники омонимии.
42. Понятие сленга и нормы языка.
43. Типы синтаксических отношений.
44. Проблема определения слова.
45. Способы установления синтаксических отношений в словосочетании.
46. Отличительные характеристики исконных английских слов.
47. Деривационный анализ слова.
48. Интернациональные слова и ложные друзья переводчика.
49. Анализ непосредственных составляющих.
50. Конверсия в английском языке.

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

Описание шкал оценивания
Шкала оценивания ответа на зачете и экзамене

Уровень овладения	высокий	оптимальный	удовлетворительный	неудовлетворительный
Дескрипторы				
Полнота ответа на теоретический вопрос	10 Ответ полный, с привлечением знаний из разных разделов курса	10 Ответ полный	8 Ответ неполный	7 Ответ, не соответствующий теоретическому вопросу

Знание терминологии, умение давать определения понятиям	8 Четкие определения, умение объяснить их и дополнить	7 Определения даются без собственных объяснений и дополнений	6 Определения даются с некоторыми неточностями	4 отсутствует
Знание персоналий, сопряженных с теоретическим вопросом	6 5 и более примеров	5 3-4 примера	4 1-2 примера	3 отсутствует
Умение проиллюстрировать явление практическими примерами	8 5 и более примеров	7 3-4 примера	6 1-2 примера	3 отсутствие
Ответы на вопросы экзаменатора	8 Ответы на вопросы полные с приведением примеров и/или пояснений	6 Ответы на вопросы полные или частично полные	4 Только ответы на элементарные вопросы	3 Нет ответов на вопросы
Итоговый балл	40	35	28	20
(максимальный)	отлично	хорошо	удовлетворительно	неудовлетворительно

При оценке знаний на зачете/экзамене учитываются:

1. Понимание и степень усвоения теории курса.
2. Уровень знания фактического материала в объёме программы.
3. Правильность формулировки основных понятий и закономерностей.
4. Логика, структура и грамотность изложения вопроса.
5. Использование примеров.
6. Умение связать теорию с практическим применением.

7. Умение сделать обобщение, выводы.
8. Умение ответить на дополнительные вопросы.
9. Глубокое и прочное усвоение знаний программного материала

Сводная шкала оценивания

(максимально 100 баллов, указано общее максимальное количество баллов для каждой оценки)

Вид работы	Пятибалльная шкала	Шкала оценивания
1. Посещение занятий (лекции и семинары)	«отлично»	10 баллов , если студент посетил 90% от всех занятий
	«хорошо»	8 баллов , если студент посетил как минимум 70% от всех занятий
	«удовлетворительно»	6 баллов , если студент посетил как минимум 50% от всех занятий
	«неудовлетворительно»	4 балла , если из всех занятий студент посетил как минимум 30% занятий 0 баллов , если занятия не посещались
2. Выполнение заданий для самостоятельного изучения	«отлично»	14 баллов , если из всех заданий студент выполнил как минимум 90%
	«хорошо»	12 баллов , если из всех заданий студент выполнил 89% - 65%
	«удовлетворительно»	10 баллов , если из всех заданий студент выполнил 64% - 40%
	«неудовлетворительно»	4 балла , если из всех заданий студент выполнил 39% - 0% 0 баллов , если задания не выполнялись
4. Прохождение теста	«отлично»	20 баллов , если за тест студент получил 20-17 баллов
	«хорошо»	16 баллов , если за тест студент получил 16-13 баллов (от 80% общего задания)
	«удовлетворительно»	12 баллов , если за тест студент получил 12-5 баллов из всех заданий студент выполнил

		минимум 60%
	«неудовлетворительно»	4 балла , если за тест студент получил 4-0 баллов, выполнил менее 60% 0 баллов , если тест не выполнялся
5. Выступление с докладом, презентацией	«отлично»	36 баллов , если представленный доклад свидетельствует о проведенном самостоятельном исследовании с привлечением различных источников информации; логично, связно и полно раскрывается тема; заключение содержит логично вытекающие из содержания выводы; правильно (уместно и достаточно) используются разнообразные средства речи (36-30 баллов по шкале)
	«хорошо»	29 баллов , если представленный доклад свидетельствует о проведенном самостоятельном исследовании с привлечением двух-трех источников информации; логично, связно и полно раскрывается тема; заключение содержит логично вытекающие из содержания выводы; правильно (уместно и достаточно) используются разнообразные средства речи (29-23 балла по шкале)
	«удовлетворительно»	22 балла , если представленный доклад свидетельствует о проведенном исследовании с привлечением одного источника информации; тема раскрыта не полностью; логичный вывод не сделан (22-15 баллов по шкале)
	«неудовлетворительно»	14 баллов , если нет докладов 14-0 баллов по шкале
6. Ответ на зачете или экзамене	«отлично»	20 баллов , если студент получил 20-17 баллов по шкале
	«хорошо»	16 баллов , если студент получил 16-13 баллов по шкале
	«удовлетворительно»	12 баллов , если студент получил 12-5 баллов по шкале
	«неудовлетворительно»	4 балла , если студент получил 4-0 баллов по шкале

Зачет выставляется при 62 балла и выше.