

**ГОУ ВПО РОССИЙСКО-АРМЯНСКИЙ (СЛАВЯНСКИЙ)
УНИВЕРСИТЕТ**

**Составлен в соответствии с
государственными требованиями к
минимуму содержания и уровню
подготовки выпускников по
направлению «Лингвистика» и
Положением «Об УМКД РАУ».**



Институт гуманитарных наук

Кафедра: Теории языка и межкультурной коммуникации

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УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС

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Для бакалавриата: 2 курс

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1. Аннотация

Курс лексикологии современного английского языка имеет целью дать студентам необходимую сумму знаний, теоретически обобщающих и систематизирующих сведения о словарном составе и фразеологии современного английского языка.

Лексикология как часть лингвистики имеет свои собственные цели и методы научного исследования: ее основная задача - изучение и систематическое описание словарного состава определенного языка в связи с его возникновением, развитием и современным использованием. Данная отрасль лингвистики также изучает отношения, существующие между различными лексическими слоями словарного состава английского языка и специфические законы, и правила, которые управляют его развитием в настоящее время.

Программа включает в себя небольшой раздел, посвященный лексикографии - искусству составления словарей, так как лексикография является практическим применением лексикологии, и составители словарей в своей работе неизбежно сталкиваются с законами и правилами лексикологии.

Для студентов, изучающих английский язык с позиции профессиональной подготовки, курс лексикологии представляет большую практическую ценность. Они получают ценную информацию, касающуюся словарного состава английского языка и законов, управляющих образованием и употреблением английских слов или словосочетаний. Кроме того, курс имеет целью как суммирование практических знаний, полученных в процессе изучения иностранного языка, так и развитие умений и навыков анализирования лингвистических феноменов. Знания, которые студенты получают при изучении курса лексикологии, помогут им в понимании словарного состава английского языка и использовании информации в будущем преподавании языка.

Целью изучения является содействие становлению специальной профессиональной компетентности выпускника лингвистического образования, формирование у студентов научного представления о словарном составе языка в его современном состоянии и историческом развитии, в его социальной и прагматической обусловленности.

Задачи обучения:

- формирование системы знаний по лексикологии;
- развитие умений соотносить знания по лексикологии со знаниями по другим разделам учебной дисциплины;

- формирование системы знаний для самостоятельного освоения ряда проблем лексики и фразеологии;
- развитие умений лексического анализа слова и лексического анализа текста с опорой на словари различных типов;
- углубление и расширение лингвокультурологического фонда знаний студентов.

Требования к уровню содержания дисциплины:

В результате изучения дисциплины студент должен

знать:

- закономерности и тенденции развития словарного состава;
- морфологическую структуру слова, основные способы словообразования;
- основы лексикографии, виды словарей, принципы построения словарей различных типов.

иметь представление:

- о значении слова и его структуре, полисемии, омонимии;
- о системном характере вокабуляра, знать его основные подсистемы: тематические группы, семантические поля, лексико-семантические группировки и др.

уметь:

- применять знания по лексикологии при анализе лингвистических явлений;
- пользоваться словарями в теоретических и практических целях;
- использовать знания об основных особенностях лексических единиц иностранного языка для понимания природы некоторых типов ошибок в речи обучаемых.

Студентам предлагаются различные формы работы: лекционные и семинарские занятия. Применяются следующие **методы преподавания**: коммуникативный, коммуникативно-когнитивный, коммуникативно-деятельностный, личностно-ориентированный.

Данная дисциплина предназначена для студентов 2 курса направления «Лингвистика». Для успешного усвоения данного курса студенты должны владеть знаниями следующих дисциплин: введение в языкознание, практика устной и письменной речи английского языка, практическая грамматика и практическая фонетика английского языка, история английского языка.

Данная дисциплина направлена на развитие следующих компетенций:

1. Профессиональные компетенции (ПК):

- способен осуществлять педагогическую деятельность по проектированию и реализации основных общеобразовательных программ в области обучения иностранным языкам и культурам в учебных заведениях дошкольного, начального общего, основного и среднего общего образования, среднего профессионального образования, дополнительного образования (ПК 1)
- способен осуществлять лингвистический и лингвострановедческий анализ текстов различных стилей в синхроническом и диахроническом аспектах (ПК-2).

2. Универсальные компетенции (УК):

Способен использовать базовые дефектологические знания в социальной и профессиональной сферах (УК 9).

2. Содержание дисциплины

2.1. Трудоемкость дисциплины и виды учебной работы по учебному плану.

Виды учебной работы	Всего, в акад. часах	Распределение по семестрам					
		<u>1</u> сем	<u>2</u> сем	<u>3</u> сем	<u>4</u> сем.	<u>5</u> сем	<u> </u> сем.
1	3	4	5	6	7	10	11
1.Общая трудоемкость изучения дисциплины по семестрам , в т. ч.:	108				108		
1.1. Аудиторные занятия, в т. ч.:	34				34		
1.1.1.Лекции	18				18		
1.1.2.Семинары	16				16		
1.1.2.1. Обсуждение прикладных проектов							
1.1.2.2. Кейсы							
1.1.2.3. Деловые игры, тренинги							
1.1.2.4. Контрольные работы (за счет практических занятий)	2				2		
1.1.3.Семинары							
1.1.4.Лабораторные работы							
1.1.5.Другие виды аудиторных занятий							
1.2.Самостоятельная работа, в т. ч.:	76				76		
1.2.1. Подготовка к экзаменам							
1.2.2. Другие виды самостоятельной работы, в т.ч. (можно указать)							
1.2.2.1. Письменные домашние задания							
1.2.2.2. Курсовые работы							
1.2.2.3. Эссе и рефераты							
1.3. Консультации							
1.4. Другие методы и формы занятий **							
Итоговый контроль	экзамен				экзамен		

2.3.2 Объем дисциплины и виды учебной работы

Разделы и темы дисциплины	Всего (ак. часов)	Лекции (ак. часов)	Практ. Занятия (ак. часов)	Семинары (ак. часов)	Лабор. (ак. часов)	Другие виды занятий (ак. часов)
1	2		4	5	6	7
Тема 1. Lexicology as a science. Semasiology: word meaning	3	2		1		
Тема 2. Word-meaning and meaning in morphemes.	2	1		1		
Тема 3. Word-meaning and motivation.	2	1		1		
Тема 4. Change of meaning of words.	2	1		1		
Тема 5. Meaning and polysemy.	2	1		1		
Тема 6. Polysemy and homonymy.	2	1		1		
Тема 7. Synonymy. Word-groups.	2	1		1		
Тема 8. Phraseological units	2	1		1		
Тема 9. Word-structure. Word-formation	2	1		1		
Тема 10. Conversion.	2	1		1		
Тема 11. Word-composition	2	1		1		
Тема 12. The english word – stock	2	1		1		
Тема 13. Neologisms. Lexicography	2	1		1		
Тема 14. Variants of the english language	2	1		1		
Промежуточный контроль	2					2
ВСЕГО		18		16		

2. Распределение весов по формам контроля

3.

Формы контролей	Веса форм текущих контролей в результирующих оценках текущих контролей			Веса форм промежуточных контролей в оценках промежуточных контролей			Веса оценок промежуточных контролей и результирующих оценок текущих контролей в итоговых оценках промежуточных контролей			Веса итоговых оценок промежуточных контролей в результирующей оценке промежуточных контролей	Веса результирующей оценки промежуточных контролей и оценки итогового контроля в результирующей оценке итогового контроля	
	M1 ¹	M2	M3	M1	M2	M3	M1	M2	M3			
Вид учебной работы/контроля												

¹ Учебный Модуль

Контрольная работа												
Тест						1						
Устный опрос			1									
Весы результирующих оценок текущих контролей в итоговых оценках промежуточных контролей									0.5			
Весы оценок промежуточных контролей в итоговых оценках промежуточных контролей									0.5			
Вес итоговой оценки 1-го промежуточного контроля в результирующей оценке промежуточных контролей												
Вес итоговой оценки 2-го промежуточного контроля в результирующей оценке промежуточных контролей												
Вес итоговой оценки 3-го промежуточного контроля в результирующей оценке промежуточных контролей										1		
Вес результирующей оценки промежуточных контролей в результирующей оценке итогового контроля												0,5
Экзамен/зачет (оценка итогового контроля)												0,5
	$\Sigma=1$	$\Sigma=1$	$\Sigma=1$	$\Sigma=1$	$\Sigma=1$	$\Sigma=1$	$\Sigma=1$	$\Sigma=1$	$\Sigma=1$	$\Sigma=1$	$\Sigma=1$	$\Sigma=1$

4. Содержание и организация СРС

№ п/п	Задание по самостоятельной работе студентов	Форма контроля самостоятельной работы студентов	Кол-во часов
1.	Подготовка к семинарским занятиям в семестре, выступление на семинарских занятиях с сообщением или дополнением.	Внешний контроль, проверяет преподаватель; взаимоконтроль студентов	20
2.	Составление глоссария по лексикологии.	Внешний контроль, проверяет преподаватель, взаимоконтроль студентов на занятии	6
3.	Реферирование и аннотирование научной литературы в области лексикологии французского языка.	Обсуждение на семинаре	6
4.	Подготовка доклада по выбранной теме.	Внешний контроль, проверяет преподаватель, взаимоконтроль студентов на занятии	6
5.	Слайдовые презентации докладов в программе Power Point.	Выступление, обсуждение на семинаре	6
6.	Лексикологический анализ текста.	Проверка на семинаре	6
7.	Написание терминологического диктанта во внеаудиторное время в	Самопроверка, самооценивание	6

	течение курса обучения дисциплине.		
	Подготовка к зачету.	Зачет	6
8.	Подготовка к экзамену.	Экзамен	10
	ИТОГО:		72

5. Модульный тест 1

- The term ... denotes the system formed by the sum total of all words that the language possesses.
 - lexicology
 - linguistics
 - vocabulary**
- There are two principal approaches in linguistic science to the study of language material
 - semantic and synchronic
 - synchronic and diachronic**
 - diachronic and stylistics
- The ... relationship is the relations between words within the vocabulary.
 - syntagmatic
 - paradigmatic**
 - semantic
- The system showing a word in all its word-forms is called its
 - structure
 - paradigm**
 - meaning
- The branch of lexicology that is devoted to the study of meaning is known as
 - Semasiology**
 - Lexicography
 - Stylistics
- The ... relationship between words is found in the context.
 - paradigmatic
 - syntagmatic**
 - structural
- There are broadly speaking two main approaches to the study of word-meaning. They are
 - semantic and referential approaches
 - referential and functional approaches**
 - semantic and functional approaches

8. ... is the minimum stretch of speech which is necessary to bring out the meaning of a word.
- a) paradigm
 - b) sentence
 - c) **context**
9. Lexical meaning is not homogeneous. It includes
- a) **denotational and connotational components**
 - b) denotational and semantic components
 - c) semantic and structural components
10. There are two types of word-meaning:
- a) **lexical and grammatical**
 - b) lexical and semantic
 - c) lexical and stylistic
11. Stylistically words can be subdivided into
- a) **literary, neutral and colloquial layers**
 - b) stylistic, semantic and colloquial layers
 - c) literary, neutral and stylistic layers
12. The ... approach to the word-meaning maintains that the meaning of a linguistic unit may be studied only through its relation to other linguistic units.
- a) referential
 - b) **functional**
 - c) semantic
13. The smallest two-facet linguistic unit possessing both sound-form and meaning is
- a) **the morpheme**
 - b) the sentence
 - c) the word-group
14. Besides differential meaning morphemes also possess
- a) syntactic meaning
 - b) morphological meaning
 - c) **distributional meaning**
15. A direct connection between the structural pattern of the word and its meaning is called
- a) **the motivation of a word**
 - b) the stylistic function of a word
 - c) the grammatical function of a word
16. The referential approach to the word-meaning distinguishes between the three components closely connected with meaning. They are

a) **the sound-form of the linguistic sign, the concept underlying this sound-form and the actual referent**

b) the sound-form of the linguistic sign, the sound-base of the linguistic sign and the actual referent

c) the actual referent, that part of reality to which the linguistic sign refers, the concept underlying the sound form

17. The connotational component of the word-meaning includes

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

b) the emotive charge and the denotational value of the word

c) the stylistic value and the syntactic value of the word

18. Motivation of a word can be

a) **morphological, semantic and phonetic**

b) semantic, syntactic and structural

c) morphological, phonetic, structural

19. From the point of view of motivation the words *people, to work, face, eye* are

a) motivated

b) **non-motivated**

c) partially motivated

20. From the point of view of motivation the words *doll-faced, ill-fed, finger-ring, long-legged* are

a) partially motivated

b) non-motivated

c) **motivated**

21. From the point of view of motivation the words *to buzz, to mew, a cuckoo* are

a) morphologically motivated

b) semantically motivated

c) **phonetically motivated**

22. When the meaning of a word is metaphorically extended or when a word is used as a metaphorical extension of the central meaning we say the word is

a) morphologically motivated

b) **semantically motivated**

c) phonetically motivated

23. The causes of semantic changes in the word-meaning can be

a) **linguistic and extralinguistic**

b) linguistic and semilinguistic

c) sublinguistic and extralinguistic

24. Various changes in the life of speech community, changes in ideas, scientific concepts, in economic and social structure are called

a) linguistic causes

b) **extralinguistic causes**

c) intralinguistic causes

25. Words different in sound-form but similar in meaning are called

a) antonyms

b) **synonyms**

c) homonyms

26. Why does a borrowed word undergo desynonymization?

a) not to have so many synonyms in one language

b) **to avoid having absolute synonyms**

c) to have a possibility to borrow more synonymic words from other languages

27. What kind of synonyms do we get when an absolute synonym is specialized in its usage?

a) lexical

b) **stylistic**

c) semantic

28. Words used to substitute unpleasant or offensive words are called

a) abbreviations

b) **euphemisms**

c) borrowed words

29. Which word is called the synonymic dominant

a) the shortest one in the synonymic set

b) **the most neutral one in the synonymic set**

c) the one which is not often used

30. Words identical in pronunciation and spelling but different in meaning are called

a) homophones

b) **perfect homonyms**

c) homographs

31. The two main sources of homonymy are

a) amelioration and deterioration of meaning

b) restriction and extension of meaning

c) **diverging and converging meaning development**

32. V. Comissarov's classifies antonyms into two groups:

a) absolute and complementary antonyms

b) **root and derivational antonyms**

c) oppositional and absolute antonyms

33. What kind of association exists in the sentence *He is a Pushkin of our days*?

a) metonymic association

b) **metaphorical association**

c) anaphoric association

34. What kind of association exists in the word-group *eye of a needle*?

a) metonymic association

b) **metaphorical association**

c) anaphoric association

35. Changes in the denotational meaning of a word may result in the

a) restriction and amelioration of meaning

b) **restriction and extension of meaning**

c) extension and deterioration of meaning

36. According to L. Lipka's classification the antonymic set *to sell - to buy* belongs to the following type of oppositeness

a) complementary

b) antonyms

c) **converseness**

37. Words identical in sound form but different in spelling and meaning are called

a) homographs

b) perfect homonyms

c) **homophones**

38. Words which are different in sound and meaning but identical in spelling are called

a) perfect homonyms

b) homophones

c) **homographs**

39. According to V. Comissarov's classification what type of antonyms are the words *legal-illegal*?

a) root antonyms

b) **derivational antonyms**

c) complementary antonyms

40. What kind of association exists in the word-group *the foot of the hill*?

a) metonymic association

b) **metaphorical association**

c) anaphoric association

41. What kind of association exists in the sentence *She is a parrot* (She is very talkative)?

a) metonymic association

b) **metaphorical association**

c) anaphoric association

42. According to V.Comissarov's classification what type of antonyms are the words *cruel-kind*?

a) **root antonyms**

b) derivational antonyms

c) complementary antonyms

43. What kind of association exists in the sentence *She is a fox* (She is very cunning)?

a) metonymic association

b) **metaphorical association**

c) anaphoric association

44. The aptness of a word to appear in various combinations is described as its

a) syntactic valency

b) **lexical valency**

c) grammatical valency

45. According to V.Comissarov's classification what type of antonyms are the words *satisfactory - unsatisfactory*?

a) root antonyms

b) **derivational antonyms**

c) complementary antonyms

46. According to their syntactic pattern word-groups are classified into

a) **predicative and non-predicative**

b) predicative and exocentric

c) exocentric and non-predicative

47. What kind of association exists in the sentence *Will you lend me your ear*?

a) **metonymic association**

b) metaphorical association

c) anaphoric association

48. What kind of a word-group is *to see something* ?

a) **verbal-nominal**

b) adjectival-nominal

c) nominal-prepositional

49. What kind of a word-group is *kind to people*?

a) **adjectival**

b) verbal

c) nominal

50. According to L. Lipka's classification the antonymic set *to precede – to follow* belongs to the following type of oppositeness

a) complementary

b) antonyms

c) **converseness**

51. When denoting 'nonsense' the word-group *apple sauce* is

a) motivated

b) **non-motivated**

c) partially motivated

52. What kind of association exists in the word-group *the head of a pin*?

a) metonymic association

b) metaphorical association

c) anaphoric association

53. What kind of association exists in the sentence *Do you like Byron?*

a) metonymic association

b) **metaphorical association**

c) anaphoric association

54. When denoting 'a sauce made of apples' the word-group *apple sauce* is

a) **motivated**

b) non-motivated

c) partially motivated

55. According to V. Comissarov's classification what type of antonyms are the words *to live-to die*?

a) **root antonyms**

b) derivational antonyms

c) complementary antonyms

56. From the semantic point of view word-groups can be classified into

a) lexically and grammatically motivated

b) **motivated and non-motivated**

c) partially and grammatically motivated

57. What kind of association exists in the sentence *The kettle is boiling*?

a) **metonymic association**

b) metaphorical association

c) anaphoric association

58. According to V.Comissarov's classification what type of antonyms are the words *to like – to dislike*?

a) root antonyms

b) **derivational antonyms**

c) complementary antonyms

59. Non-motivated word-groups are called

a) **idioms**

b) lexical units

c) paraphrases

60. According to V.Vinogradov's classification the word-group *to kick the bucket* is a

a) **phraseological fusion**

b) phraseological unity

c) phraseological collocation

61. According to V.Vinogradov's classification the word-group *red tape* is a

a) **phraseological fusion**

b) phraseological unity

c) phraseological collocation

62. According to V.Vinogradov's classification the word-group *to show one's teeth* is a

a) phraseological fusion

b) **phraseological unity**

c) phraseological collocation

63. According to V.Vinogradov's classification the word-group *to wash one's dirty linen in public* is a

a) phraseological fusion

b) **phraseological unity**

c) phraseological collocation

64. According to V.Vinogradov's classification the word-group *to raise a question* is a

a) phraseological fusion

b) phraseological unity

c) **phraseological collocation**

65. According to V.Vinogradov's classification the word-group *to put one's foot in one's mouth* is a

a) **phraseological fusion**

b) phraseological unity

c) phraseological collocation

66. According to V. Comissarov's classification what type of antonyms are the words *to respect* – *to scorn*?

a) **root antonyms**

b) derivational antonyms

c) complementary antonyms

67. Changes in the connotational meaning of a word may result in the

a) restriction and extension of meaning

b) extension and deterioration of meaning

c) **amelioration and deterioration of meaning**

68. What kind of association exists in the sentence *He has a good hand* (He has a good handwriting)?

a) **metonymic association**

b) metaphorical association

c) anaphoric association

69. What kind of association exists in the word-group *the leg of the table*?

a) metonymic association

b) **metaphorical association**

c) anaphoric association

70. The word *junk* originally meant 'old rope', now it means 'rubbish, useless stuff'. This is an example of

a) the restriction of meaning

b) **the extension of meaning**

c) desymonimization of meaning

71. The word *meat* originally meant 'food', now it means 'one special type of food'. This is an example of

a) **the restriction of meaning**

b) the extension of meaning

c) the elimination of meaning

72. The word *season* originally meant 'spring', now it means 'any part of the year'. This is an example of

a) the restriction of meaning

b) **the extension of meaning**

c) the elimination of meaning

73. The word *to starve* originally meant 'to die', now it means 'to die of hunger'. This is an example of

a) **the restriction of meaning**

b) the extension of meaning

c) elimination of meaning

74. The word *hound* originally meant 'a dog of any breed', now it means 'a dog used in the chase'. This is an example of

a) **the restriction of meaning**

b) the extension of meaning

c) the elimination of meaning

75. The word *nice* originally meant 'foolish', now it means 'good, fine'. This is an example of

a) the restriction of meaning

b) **the amelioration of meaning**

c) the deterioration of meaning

76. The word *marshal* originally meant 'a servant', now it means 'a high military rank'. This is an example of

a) the restriction of meaning

b) **the amelioration of meaning**

c) the deterioration of meaning

77. The word *minister* originally denoted 'a servant', now it means 'a civil servant of higher rank'. This is an example of

a) the restriction of meaning

b) **the amelioration of meaning**

c) the deterioration of meaning

78. The words *air- heir* are

a) **homophones**

b) perfect homonyms

c) homographs

79. The words *spring* (a device of twisted metal that can be pushed) and *spring* (a season of the year) are

a) homophones

b) **perfect homonyms**

c) homographs

80. The words *to lead* (to show somebody the way) and *lead* (a chemical element) are

a) homophones

b) perfect homonyms

c) **homographs**

81. The words *to tear* (to pull something apart) and *tear* (a drop of water from the eye when one cries) are

a) homophones

b) perfect homonyms

c) **homographs**

82. The words *a ball* (a round object for playing) and *a ball* (a formal party for dancing) are

a) homophones

b) **perfect homonyms**

c) homographs

83. The words *to toast* (to wish happiness or success) and *to toast* (to make something brown and crisp) are

a) homophones

b) **perfect homonyms**

c) homographs

84. The words *wind* (air moving as a result of natural forces) and *to wind* (to cause a mechanism to operate) are

a) homophones

b) perfect homonyms

c) **homographs**

85. The word *acceptable* is a

a) radical-prefixal word

b) **radical-suffixal word**

c) prefixo-radical-suffixal word

86. The word *disagreeable* is a

a) radical-prefixal word

b) radical-suffixal word

c) **prefixo-radical-suffixal word**

87. The word *misinterpretation* is a

a) radical-prefixal word

b) radical-suffixal word

c) **prefixo-radical-suffixal word**

88. The word *rearrange* is a

a) **radical-prefixal word**

b) radical-suffixal word

c) prefixo-radical-suffixal word

89. Semantically morphemes fall into two classes:

a) **root-morphemes and affixational morphemes**

b) bound and semi-bound morphemes

c) root-morphemes and free morphemes

90. Affixes are classified into

a) **prefixes and suffixes**

b) prefixes and semiaffixes

c) semibound prefixes and semibound suffixes

91. Structurally morphemes fall into three types:

a) **free morphemes, bound morphemes and semi-bound morphemes**

b) free morphemes, bound morphemes, root-morphemes

c) free morphemes, root-morphemes and affixational morphemes

92. The term ... refers to the numerous cases of phonetic identity of word-forms of two words belonging to different parts of speech.

a) affixation

b) derivation

c) **conversion**

93. The suffixes -en, -fy, -ise (-ize) are

a) noun-suffixes

b) **verbal-suffixes**

c) adverb-suffixes

94. The suffixes -ly, -ward are

a) noun-suffixes

b) verbal-suffixes

c) **adverb-suffixes**

95. The suffixes -an, -ian, -ese denote

a) diminutiveness

b) collectivity

c) **appurtenance**

96. The suffixes -age, -dom, -ery (-ry) denote

a) diminutiveness

b) **collectivity**

c) the doer of the action

97. The word *to outgrow* is a

a) **radical-prefixal word**

b) radical-suffixal word

c) prefixo-radical-suffixal word

98. The word *misunderstanding* is a

a) radical-prefixal word

b) radical-suffixal word

c) **prefixo-radical-suffixal word**

99. The suffixes – er, -ant denote

a) diminutiveness

b) collectivity

c) **the doer of the action**

100. The suffixes –ie, -let, -ling denote

a) **diminutiveness**

b) collectivity

c) the doer of the action

Модульный тест 2

1. In the compound *notebook* the way the components are joined together is

a) morphological

b) syntactical

c) **neutral**

2. The compound *too-too* is formed by means of

a) conversion

b) **reduplication**

c) reduplication combined with sound interchange

3. In the compound *childlike* the way the components are joined together is

a) morphological

b) syntactical

c) **neutral**

4. The compound *rope-ripe* is formed by means of

a) conversion

b) reduplication

c) reduplication combined with sound interchange

5. The compound *higgledy-piggledy* is formed by means of

- a) conversion
- b) reduplication

c) reduplication combined with sound interchange

6. The compound *to micky-mouse* is formed by means of

- a) conversion**
- b) reduplication
- c) reduplication combined with sound interchange

7. According to the part of speech classification the compound *free-for-all* is

- a) a noun compound
- b) an adverb compound
- c) an adjective compound**

8. According to the part of speech classification the compound *headfirst* is

- a) a noun compound
- b) an adverb compound**
- c) a verb compound

9. In the compound *keyboard* the way the components are joined together is

- a) morphological
- b) syntactical
- c) neutral**

10. According to the part of speech classification the compound *eggshell* is

- a) a noun compound**
- b) an adverb compound
- c) a verb compound

11. In the compound *spokesperson* the way the components are joined together is

- a) morphological**
- b) syntactical
- c) neutral

12. In the compound *free-for-all* the way the components are joined together is

- a) morphological
- b) syntactical**
- c) neutral

13. According to its structure the compound *policeman* is a

- a) derivational compound

- b) **proper compound**
 - c) compound shortened word
14. According to its structure the compound *waterfall* is a
- a) derivational compound
 - b) **proper compound**
 - c) compound shortened word
15. According to its structure the compound *undersized* is a
- a) **derivational compound**
 - b) proper compound
 - c) compound shortened word
16. According to its structure the compound *long-legged* is a
- a) **derivational compound**
 - b) proper compound
 - c) compound shortened word
17. In the compound *redhead* the way the components are joined together is
- a) morphological
 - b) syntactical
 - c) **neutral**
18. In the compound *statesman* the way the components are joined together is
- a) **morphological**
 - b) syntactical
 - c) neutral
19. In the compound *honey-sweet* between its components there exist
- a) **comparative relations**
 - b) cause relations
 - c) time relations
20. In the compound *love-sick* between its components there exist
- a) comparative relations
 - b) **cause relations**
 - c) time relations
21. In the compound *makeup* the way the components are joined together is
- a) morphological
 - b) syntactical
 - c) **neutral**
22. In the compound *spring-fresh* between its components there exist

- a) comparative relations
 - b) cause relations
 - c) **time relations**
23. In the compound *handicraft* the way the components are joined together is
- a) ***morphological***
 - b) syntactical
 - c) neutral
24. According to the relations between the components compounds are subdivided into
- a) objective and subjective
 - b) **subordinative and coordinative compounds**
 - c) subordinative and cooperative
25. In the compound *astrospace* the way the components are joined together is
- a) ***morphological***
 - b) syntactical
 - c) neutral
26. In the compound *eggshell-thin* between its components there exist
- a) **comparative relations**
 - b) cause relations
 - c) time relations
27. The term denotes the process of adopting words from other languages and also the result of this process, the language material itself.
- a) native
 - b) **borrowing**
 - c) neologism
28. ... assimilation comprises changes in sound-form and stress.
- a) **phonetic**
 - b) lexical
 - c) grammatical
29. assimilation comprises changes in the semantic structure of a borrowed word
- a) phonetic
 - b) *lexical*
 - c) grammatical
30. is a newly coined word or phrase or a new meaning for an existing word, or a word borrowed from another language.
- a) borrowing

- b) abbreviation
 - c) **neologism**
31. are words that were once common but now are replaced by synonyms.
- a) historisms
 - b) **archaisms**
 - c) borrowings
32. All borrowed words undergo the process of
- a) adoption
 - b) **assimilation**
 - c) synonymyization
33. When the denotatum (the thing named) of the word is outdated and no longer used we deal with
- a) **historisms**
 - b) archaisms
 - c) borrowings
34. The theory and practice of compiling dictionaries is called
- a) lexicology
 - b) **lexicography**
 - c) paremiology
35. The first unilingual dictionary explaining difficult words appeared in 1604 and was compiled for schoolchildren. The author was
- a) Nathan Bailey
 - b) **Robert Cawdry**
 - c) Samuel Johnson
36. dictionaries are word-books, their subject matter is lexical units and their linguistic properties.
- a) encyclopedic
 - b) **linguistic**
 - c) bilingual
37. dictionaries are thing-books that give information about the extra-linguistic world.
- a) **encyclopedic**
 - b) linguistic
 - c) bilingual
38. aim at adequate reflection of the continuous growth of the English language.
- a) Dictionaries of Slang

- b) **New Words dictionaries**
 - c) Usage dictionaries
39. trace present-day words to the oldest forms available, establish their primary meanings etc.
- a) Dictionaries of Slang
 - b) **Etymological dictionaries**
 - c) Usage dictionaries
40. The most expert guidance on British English pronunciation is provided by the world famous English Pronouncing Dictionary by
- a) N. Webster
 - b) T. Knott
 - c) **D. Jones**
41. What kind of association exists in the word combination *head of an army*?
- a) metonymic association
 - b) **metaphorical association**
 - c) anaphoric association
42. What kind of association exists in the word combination *teeth of a comb*?
- a) metonymic association
 - b) **metaphorical association**
 - c) anaphoric association
43. What kind of association exists in the word combination *mouth of a river*?
- a) metonymic association
 - b) **metaphorical association**
 - c) anaphoric association
44. What kind of association exists in the compound *bottleneck*?
- a) metonymic association
 - b) **metaphorical association**
 - c) anaphoric association
45. What kind of association exists in the sentence *Denise drank tile bottle*?
- a) **metonymic association**
 - b) metaphorical association
 - c) anaphoric association
46. What kind of association exists in the sentence *Ted played Bach.* (= the music of Bach)
- a) **metonymic association**
 - b) metaphorical association

- c) anaphoric association
47. What kind of association exists in the sentence *All the world's a stage*?
- a) metonymic association
 - b) **metaphorical association**
 - c) anaphoric association
48. What kind of association exists in the word combination *to sting like a bee*?
- a) metonymic association
 - b) **metaphorical association**
 - c) anaphoric association
49. What kind of association exists in the word combination *to float like a butterfly*?
- a) metonymic association
 - b) **metaphorical association**
 - c) anaphoric association
50. According to V.Comissarov's classification what type of antonyms are the words *to start – to finish*?
- a) **root antonyms**
 - b) derivational antonyms
 - c) complementary antonyms
51. According to V.Comissarov's classification what type of antonyms are the words *predictable-unpredictable*?
- a) root antonyms
 - b) **derivational antonyms**
 - c) complementary antonyms
52. According to V.Comissarov's classification what type of antonyms are the words *relevant-irrelevant*?
- a) root antonyms
 - b) **derivational antonyms**
 - c) complementary antonyms
53. According to V.Comissarov's classification what type of antonyms are the words *hopeful-hopeless*?
- a) root antonyms
 - b) **derivational antonyms**
 - c) complementary antonyms
54. Some words may drop out of the language altogether. These are called
- a) borrowings

- b) neologisms
 - c) **obsolete words**
55. The aptness of a word to appear in various combinations is described as its
- a) syntactic valency
 - b) **lexical valency**
 - c) grammatical valency
56. Words used to substitute unpleasant or offensive words are called
- a) abbreviations
 - b) **euphemisms**
 - c) borrowed words
57. The referential approach to the word-meaning distinguishes between the three components closely connected with meaning. They are
- a) **the sound-form of the linguistic sign, the concept underlying this sound-form and the actual referent**
 - b) the sound-form of the linguistic sign, the sound-base of the linguistic sign and the actual referent
 - c) the actual referent, that part of reality to which the linguistic sign refers, the concept underlying the sound form
58. The ... approach to the word-meaning maintains that the meaning of a linguistic unit may be studied only through its relation to other linguistic units.
- a) referential
 - b) **functional**
 - c) semantic
59. The ... relationship is the relations between words within the vocabulary.
- a) syntagmatic
 - b) **paradigmatic**
 - c) semantic
60. The system showing a word in all its word-forms is called its
- a) structure
 - b) **paradigm**
 - c) meaning
61. The smallest two-facet linguistic unit possessing both sound-form and meaning is
- a) **the morpheme**
 - b) the sentence
 - c) the word-group

62. A direct connection between the structural pattern of the word and its meaning is called
- the motivation of a word**
 - the stylistic function of a word
 - the grammatical function of a word
63. The connotational component of the word-meaning includes
- the emotive charge and the stylistic value of the word**
 - the emotive charge and the denotational value of the word
 - the stylistic value and the syntactic value of the word
64. The words *flea-flee* are
- homophones**
 - perfect homonyms
 - homographs
65. The words *knows-nose* are
- homophones**
 - perfect homonyms
 - homographs
66. The words *desert* (to abandon) and *desert* (arid region) are
- homophones
 - perfect homonyms
 - homographs**
67. The word *unpredictable* is a
- radical-prefixal word
 - radical-suffixal word
 - prefixo-radical-suffixal word**
68. The word *examination* is a
- radical-prefixal word
 - radical-suffixal word**
 - prefixo-radical-suffixal word
69. The word *preference* is a
- radical-prefixal word
 - radical-suffixal word**
 - prefixo-radical-suffixal word
70. Structurally morphemes fall into three types:
- free morphemes, bound morphemes and semi-bound morphemes**
 - free morphemes, bound morphemes, root-morphemes

- c) free morphemes, root-morphemes and affixational morphemes
71. The term ... refers to the numerous cases of phonetic identity of word-forms of two words belonging to different parts of speech.
- a) affixation
 - b) derivation
 - c) **conversion**
72. The suffixes -an, -ian, -ese denote
- a) diminutiveness
 - b) collectivity
 - c) **appurtenance**
73. The suffixes -age, -dom, -ery (-ry) denote
- a) diminutiveness
 - b) **collectivity**
 - c) the doer of the action
74. The word *indecisive* is a
- a) radical-prefixal word
 - b) radical-suffixal word
 - c) **prefixo-radical-suffixal word**
75. The suffixes -er, -ant denote
- a) diminutiveness
 - b) collectivity
 - c) **the doer of the action**
76. The suffixes -ie, -let, -ling denote
- a) **diminutiveness**
 - b) collectivity
 - c) the doer of the action
77. According to V.Vinogradov's classification the word-group *to commit a murder* is a
- a) phraseological fusion
 - b) phraseological unity
 - c) **phraseological collocation**
78. According to V.Vinogradov's classification the word-group *bread and butter* is a
- a) phraseological fusion
 - b) phraseological unity
 - c) **phraseological collocation**

79. According to V.Vinogradov's classification the word-group *to cry a blue murder* = to complain loudly is a
- a) **phraseological fusion**
 - b) phraseological unity
 - c) phraseological collocation
80. ... is the minimum stretch of speech which is necessary to bring out the meaning of a word.
- a) paradigm
 - b) sentence
 - c) **context**
81. From the point of view of motivation the word *eggshell* is
- a) semantically partially motivated
 - b) semantically non-motivated
 - c) **semantically motivated**
82. From the point of view of motivation the words *hiss, purr, whistle* are
- a) morphologically motivated
 - b) semantically motivated
 - c) **phonetically motivated**
83. The ... relationship between words is found in the context.
- a) paradigmatic
 - b) **syntagmatic**
 - c) structural
84. Words identical in pronunciation and spelling but different in meaning are called
- a) homophones
 - b) **perfect homonyms**
 - c) homographs
85. The two main sources of homonymy are
- a) amelioration and deterioration of meaning
 - b) restriction and extension of meaning
 - c) **diverging and converging meaning development**
86. V.Comissarov's classifies antonyms into two groups:
- a) absolute and complementary antonyms
 - b) **root and derivational antonyms**
 - c) oppositional and absolute antonyms
87. Words identical in sound form but different in spelling and meaning are called
- a) homographs

- b) perfect homonyms
 - c) **homophones**
88. Words which are different in sound and meaning but identical in spelling are called
- a) perfect homonyms
 - b) homophones
 - c) **homographs**
89. When the components of a compound are semantically independent the compound is
- a) subordinative
 - b) **coordinative**
 - c) predicative
90. In ... compounds one of the components is the semantic and structural centre.
- a) **subordinative**
 - b) coordinative
 - c) predicative
91. The word *to blossom* is a
- a) **monoradical word**
 - b) polyradical word
 - c) monopyradical word
92. The word *to threaten* is a
- a) **monoradical word**
 - b) polyradical word
 - c) monopyradical word
93. The word *doorhandle* is a
- a) monoradical word
 - b) **polyradical word**
 - c) monopyradical word
94. The words *sewer* (*an underground pipe carrying away water*) and *sewer* (*one that sews*) are
- a) homophones
 - b) perfect homonyms
 - c) **homographs**
95. The word *to undergo* is a
- a) **radical-prefixal word**
 - b) radical-suffixal word
 - c) prefixo-radical-suffixal word
96. The compound *criss-cross* is formed by means of

- a) conversion
 - b) reduplication
 - c) reduplication combined with sound interchange**
97. The compound *walkie-talkie* is formed by means of
- a) conversion
 - b) reduplication
 - c) reduplication combined with sound interchange**
98. The term *native*, in terms of the English word-stock, refers to the words of
- a) French origin
 - b) Latin origin
 - c) Anglo-Saxon origin**
99. The word *original* is a
- a) radical-prefixal word
 - b) radical-suffixal word**
 - c) prefixo-radical-suffixal word
100. The word *to stratify* is a
- a) monoradical word**
 - b) polyradical word
 - c) monopyradical word

6. Рекомендуемая литература:

a) Базовые учебники

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2. Кунин А.В. Курс фразеологии современного английского языка. М., 1996.
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б) дополнительная литература:

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2. Holy, Michael. Patterns of Lexis. OUP, 1991.



3. Jackson, Howard. Words and Their Meaning. London, L & N.Y., 1988.
4. Palmer, F.R. Semantics. A New Outline. M., 1982.
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9. Ступин Л.П. Словари современного английского языка. Л., 1984.
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11. Швейцер А.Д. Литературный язык в США и в Англии. М., 1986.