



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Магнитогорский государственный технический университет им. Г.И. Носова»



УТВЕРЖДАЮ
Директор ИГО
Т.Е. Абрамзон

03.03.2020 г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ (МОДУЛЯ)

ЛЕКСИКОЛОГИЯ (АНГЛИЙСКИЙ ЯЗЫК)

Направление подготовки (специальность)
44.03.05 Педагогическое образование (с двумя профилями подготовки)

Направленность (профиль/специализация) программы
Английский язык и немецкий язык

Уровень высшего образования - бакалавриат

Форма обучения
очная

– Институт/ факультет	Институт гуманитарного образования
Кафедра	Лингвистики и перевода
Курс	4
Семестр	7, 8

Магнитогорск
2019 год

Рабочая программа составлена на основе ФГОС ВО по направлению подготовки 44.03.05 Педагогическое образование (с двумя профилями подготовки) (уровень бакалавриата) (приказ Минобрнауки России от 22.02.2018 г. № 125)

Рабочая программа рассмотрена и одобрена на заседании кафедры Лингвистики и перевода

19.02.2020, протокол № 6

Зав. кафедрой  Т.В. Акашева

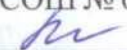
Рабочая программа одобрена методической комиссией ИГО
03.03.2020 г. протокол № 6

Председатель  Т.Е. Абрамзон

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Рабочая программа пересмотрена, обсуждена и одобрена для реализации в 2020 - 2021 учебном году на заседании кафедры Лингвистики и перевода

Протокол от 3.09 2020 г. № 1
Зав. кафедрой Акашева Т.В. Акашева

Рабочая программа пересмотрена, обсуждена и одобрена для реализации в 2021 - 2022 учебном году на заседании кафедры Лингвистики и перевода

Протокол от _____ 20__ г. № ____
Зав. кафедрой _____ Т.В. Акашева

Рабочая программа пересмотрена, обсуждена и одобрена для реализации в 2022 - 2023 учебном году на заседании кафедры Лингвистики и перевода

Протокол от _____ 20__ г. № ____
Зав. кафедрой _____ Т.В. Акашева

Рабочая программа пересмотрена, обсуждена и одобрена для реализации в 2023 - 2024 учебном году на заседании кафедры Лингвистики и перевода

Протокол от _____ 20__ г. № ____
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Протокол от _____ 20__ г. № ____
Зав. кафедрой _____ Т.В. Акашева

1 Цели освоения дисциплины (модуля)

Целями освоения дисциплины «Лексикология» являются: владение основами лингвистической теории и перспективных направлений развития современной лингвистики; демонстрация специальных научных знаний в лингвистических дисциплинах и способностью организовывать исследовательскую деятельность обучающихся; умение получать требуемую информацию из различных типов источников, включая Интернет и зарубежную литературу, умение организовывать проектную деятельность, а также предметные олимпиады, конференции, викторины для обучающихся.

2 Место дисциплины (модуля) в структуре образовательной программы

Дисциплина Лексикология (английский язык) входит в часть учебного плана формируемую участниками образовательных отношений образовательной программы.

Для изучения дисциплины необходимы знания (умения, владения), сформированные в результате изучения дисциплин/ практик:

История языка и введение в спецфилологию (английский язык)

Современный иностранный язык (английский язык)

Знания (умения, владения), полученные при изучении данной дисциплины будут необходимы для изучения дисциплин/практик:

Стилистика (английский язык)

Общее языкознание

3 Компетенции обучающегося, формируемые в результате освоения дисциплины (модуля) и планируемые результаты обучения

В результате освоения дисциплины (модуля) «Лексикология (английский язык)» обучающийся должен обладать следующими компетенциями:

Код индикатора	Индикатор достижения компетенции
ПК-3	Владеет основами лингвистической теории и перспективных направлений развития современной лингвистики
ПК-3.1	Демонстрирует специальные научные знания в лингвистических дисциплинах и способность организовывать исследовательскую деятельность обучающихся.
ПК-3.2	Получает требуемую информацию из различных типов источников, включая Интернет и зарубежную литературу, осуществляет поиск информации для решения поставленной задачи
ПК-3.3	Организует проектную деятельность, а также предметные олимпиады, конференции, викторины для обучающихся.

4. Структура, объём и содержание дисциплины (модуля)

Общая трудоемкость дисциплины составляет 5 зачетных единиц 180 акад. часов, в том числе:

- контактная работа – 81,7 акад. часов;
- аудиторная – 78 акад. часов;
- внеаудиторная – 3,7 акад. часов
- самостоятельная работа – 62,6 акад. часов;
- подготовка к экзамену – 35,7 акад. часа

Форма аттестации - зачет, экзамен

Раздел/ тема дисциплины	Семестр	Аудиторная контактная работа (в акад. часах)			Самостоятельная работа студента	Вид самостоятельной работы	Форма текущего контроля успеваемости и промежуточной аттестации	Код компетенции
		Лек.	лаб. зан.	практ. зан.				
1. The English word as a structure								
1.1 The Object of Lexicology. The English Lexicography.	7	2		2	2	Подготовка к практическому занятию. Чтение рекомендованной литературы.	Устный опрос. Выполнение упражнений.	ПК-3.1, ПК-3.2, ПК-3.3
1.2 Etymological and Cultural Characteristics of English Word-Stock.		4		4/2И	4	Подготовка к практическому занятию. Чтение рекомендованной литературы. Выполнение упражнений по теме.	Устный опрос. Выполнение упражнений.	ПК-3.1, ПК-3.2, ПК-3.3
1.3 Morphological Structure of English Words. Word-formation in Modern English (Affixation, Compounding, Conversion, Abbreviation, Blending, Minor types of word-formation).		10		26/8И	17,1	Подготовка к практическому занятию. Чтение рекомендованной литературы. Выполнение упражнений.	Устный опрос. Выполнение упражнений.	ПК-3.1, ПК-3.2, ПК-3.3
Итого по разделу		16		32/10И	23,1			
Итого за семестр		16		32/10И	23,1		зачёт	
2. The English Vocabulary as a System								
2.1 Register and Time Axis Differentiation of the Vocabulary	8	2		2	10	Подготовка к практическому занятию. Чтение рекомендованной литературы. Выполнение упражнений.	Устный опрос. Выполнение упражнений.	ПК-3.1, ПК-3.2, ПК-3.3

2.2 Semantics. Types of meanings. Semantic change.	2	4	9,5	Подготовка к практическому занятию. Чтение рекомендованной литературы. Выполнение упражнений.	Устный опрос. Выполнение упражнений.	ПК-3.1, ПК-3.2, ПК-3.3
2.3 Lexical System. Semantic Grouping (Synonyms, Antonyms, Homonyms, Paronyms, Lexical Variants).	2	6	8	Подготовка к практическому занятию. Чтение рекомендованной литературы. Выполнение упражнений.	Устный опрос. Выполнение упражнений.	ПК-3.1, ПК-3.2, ПК-3.3
2.4 Phraseology. FreephrasesvsSetexpressions. Classifications of phraseological units.	4	8	12	Подготовка к практическому занятию. Чтение рекомендованной литературы. Выполнение упражнений.	Устный опрос. Выполнение упражнений.	ПК-3.1, ПК-3.2, ПК-3.3
Итого по разделу	10	20	39,5			
Итого за семестр	10	20	39,5		экзамен	
Итого по дисциплине	26	52/10И	62,6		зачет, экзамен	

5 Образовательные технологии

При изучении дисциплины «Лексикология» используются следующие образовательные, интерактивные и информационные технологии: традиционные образовательные технологии (информационная лекция, практическое занятие), технологии проблемного обучения (проблемная лекция), интерактивные технологии (семинар-дискуссия), информационно-коммуникативные образовательные технологии (лекция-визуализация, практическое занятие в форме презентации).

6 Учебно-методическое обеспечение самостоятельной работы обучающихся

Представлено в приложении 1.

7 Оценочные средства для проведения промежуточной аттестации

Представлены в приложении 2.

8 Учебно-методическое и информационное обеспечение дисциплины (модуля)

а) Основная литература:

1. Козько, Н. А. Введение в английскую филологию. История английского языка : учебное пособие / Н. А. Козько, Е. В. Тулина ; МГТУ. - Магнитогорск : МГТУ, 2018. - 1 электрон. опт. диск (CD-ROM). - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3132.pdf&show=dcatalogues/1/1526960/3132.pdf&view=true> (дата обращения: 04.10.2019). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

б) Дополнительная литература:

1. Анохина, С. А. Лексикология : практикум / С. А. Анохина ; МГТУ. - Магнитогорск : МГТУ, 2019. - 1 электрон. опт. диск (CD-ROM). - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3838.pdf&show=dcatalogues/1/1529994/3838.pdf&view=true> (дата обращения: 22.10.2019). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

2. Морозова, Н.Н. Лексикология английского языка. Practice Makes Perfect : учебное пособие / Н.Н. Морозова. — Москва : Прометей, 2013. — 102 с. — ISBN 978-5-7042-2484-6. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/63323>

3. Лаврова, Н.А. Контаминация в современном английском языке : монография / Н.А. Лаврова. — Москва : Прометей, 2012. — 208 с. — ISBN 978-5-7042-2278-1. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/3888>

в) Методические указания:

1. Самостоятельная работа студентов вуза : практикум / составители: Т. Г. Неретина, Н. Р. Уразаева, Е. М. Разумова, Т. Ф. Орехова ; Магнитогорский гос. техниче-ский ун-т им. Г. И. Носова. - Магнитогорск : МГТУ им. Г. И. Носова, 2019. - 1 CD-ROM. - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3816.pdf&show=dcatalogues/1/1530261/3816.pdf&view=true> (дата обращения: 18.10.2019). - макрообъект. - Текст : элек-тронный. - Сведения доступны также на CD-ROM.

г) Программное обеспечение и Интернет-ресурсы:

Программное обеспечение

Наименование ПО	№ договора	Срок действия лицензии
MS Office 2007 Professional	№ 135 от 17.09.2007	бессрочно
7Zip	свободно	бессрочно
FAR Manager	свободно распространяемое ПО	бессрочно
MS Windows 7 Professional(для классов)	Д-1227-18 от 08.10.2018	11.10.2021

Профессиональные базы данных и информационные справочные системы

Название курса	Ссылка
Национальная информационно-аналитическая система –	https://elibrary.ru/project_risc.asp https://dlib.eastview.com/
Поисковая система Академия Google (Google Scholar)	https://scholar.google.ru/
Информационная система - Единое окно доступа к информационным ресурсам	http://window.edu.ru/
Российская Государственная библиотека. Каталоги	https://www.rsl.ru/ru/4readers/catalogues/
Электронные ресурсы библиотеки МГТУ им. Г.И. Носова	http://magtu.ru:8085/marcweb2/Default.asp
Университетская информационная система РОССИЯ	https://uisrussia.msu.ru
Международная наукометрическая реферативная и полнотекстовая база данных	http://webofscience.com
Международная реферативная и полнотекстовая справочная база данных	http://scopus.com
Международная база полнотекстовых журналов Springer Journals	http://link.springer.com/
Национальная информационно-аналитическая система –	https://elibrary.ru/project_risc.asp

9 Материально-техническое обеспечение дисциплины (модуля)

Материально-техническое обеспечение дисциплины включает:

Мультимедийные средства хранения, передачи и представления информации.

2. Учебные аудитории для проведения практических занятий, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации. оснащение: Мультимедийные средства хранения, передачи и представления информации. Комплекс тестовых заданий для проведения промежуточных и рубежных контролей.

3. Помещения для самостоятельной работы обучающихся. Оснащение: Персональные компьютеры с пакетом MS Office, выходом в Интернет и с доступом в электронную информационно-образовательную среду университета.

4. Помещение для хранения и профилактического обслуживания учебного оборудования. Оснащение: Шкафы для хранения учебно-методической документации, учебного оборудования и учебно-наглядных пособий.

ПРИЛОЖЕНИЕ 1

Учебно-методическое обеспечение самостоятельной работы обучающихся

Для успешного усвоения знаний по предмету «Лексикология (английский язык)» необходимо:

- 1) ознакомление с материалами лекций, знание и понимание всех определений;
- 2) активная работа на практических занятиях, включающая подготовку теоретического вопроса и выполнение практических заданий.

1. Раздел: The English word as a structure

1.1. Тема: The Object of Lexicology. The English Lexicography.

Ознакомьтесь с материалами лекции, особое внимание обратите на следующие вопросы:

Lexicology as a brunch of linguistics. General and Special Lexicology. Linguistics Universals. The interrelation of lexicology with other branches of linguistics (phonetics, grammar, sociolinguistics)

Практическое (семинарской) занятие: The Object of Lexicology. The English Lexicography.

Подготовьте один из следующих вопросов:

Topics for discussions:

1. Lexicology as a brunch of linguistics. General and Special Lexicology. Linguistics Universals.
2. The interrelation of lexicology with other branches of linguistics (phonetics, grammar, sociolinguistics)
3. Different types of English dictionaries.
4. The contents and structure of an entry in explanatory dictionaries
5. The relation between lexicography and lexicology.
6. The problems the dictionary-maker faces in presenting word-meanings.
7. The presentation of etymology in dictionaries.

1.2. Тема: Etymological and Cultural Characteristics of English Word-Stock.

Ознакомьтесь с материалами лекции, особое внимание обратите на следующие вопросы:

Etymology. Borrowed and Native words. Classification of borrowed words. Reasons for borrowing. Types of borrowings. Mechanism of borrowing. Assimilation of borrowed words. Etymological doublets. International words. False friends.

Практическое (семинарской) занятие: Etymological and Cultural Characteristics of English Word-Stock.

Подготовьте один из следующих вопросов:

Topics for Discussion:

1. The role of borrowed and native elements in the English word-stock.
2. Native vocabulary.
3. Loan words. Kinds of borrowing. Mechanism of borrowing.
4. Causes and ways of borrowing in English as a reflection of historical links between the peoples.
5. Etymological doublets.
6. Assimilation of loan words.
7. International words. False friends.

1.3. Тема: Morphological Structure of English Words. Word-formation in Modern English (Affixation, Compounding, Conversion, Abbreviation, Blending, Minor types of word-formation).

Ознакомьтесь с материалами лекции (Affixation), особое внимание обратите на следующие вопросы:

The definition of "word", the definition of "morpheme", bound and free morphemes, morpheme meanings, root, stem, prefix, suffix, infix, affixation, derivational and functional affixes, semi affixes, immediate constituent analysis (ICA).

Практическое (семинарской) занятие: Morphological Structure of English Words. Affixation

Подготовьте один из следующих вопросов:

Topics for Discussion:

1. Different definitions of morphemes. Types of morphemes (free, bound, derivational, functional).
2. The concept of UC's and IC's analysis.
3. Stems (bases), roots, word families.
4. Prefixation. Classification of prefixes.
5. Suffixation. Classification of suffixes.
6. Combining forms. Hybrids.

Ознакомьтесь с материалами лекции (compounding), особое внимание обратите на следующие вопросы:

Compounding (composition) and compounds. Mechanism of compounding. Types of compounds. Criteria of compounds. Classification of compounds. Bahuvrihi.

Практическое (семинарской) занятие: Compounding

Подготовьте один из следующих вопросов:

Topics for discussion:

1. Compounding. Criteria of compound words as opposed to free word- groups.

2. Types of compounds (classification of compounds).
3. Semantic and syntactic relations between the components of a compound.
4. Means of compounding.
5. Types of bases (stems).

Ознакомьтесь с материалами лекции (Conversion), особое внимание обратите на следующие вопросы:

Conversion. Conversion vs historical loss of endings. Source and target word. Types of conversion: complete and partial, reconversion, substantiation and conversion. Conversion and polysemy.

Практическое (семинарской) занятие: Conversion

Подготовьте один из следующих вопросов:

Topics for discussion:

1. Conversion. Definition. Synchronic and diachronic approach.
2. Semantic relationships in conversion.
3. Substantivation. Complete and partial conversion.
4. Lexico-grammatical and semantic relations between a source word and a target word in conversion (Semantic derivation).

Ознакомьтесь с материалами лекции (Clipping, minor types of word-formation)), особое внимание обратите на следующие вопросы:

Clipping, causes (linguistic and extra linguistic) for clipping. Types of words resulting from curtailment. Stylistic differences between the prototype word and a target word. Types of clippings. Mechanism of clippings. Specific types of clippings.

Backformation. Reasons and grounds for backformation. Blending. Types of blends. Mechanism of blending. Sound interchange. Types of sound interchange. Causes of sound interchange. Distinctive stress. Sound imitation (onomatopoeic words).

Практическое (семинарской) занятие: Clipping. Minor types of word formation

Подготовьте один из следующих вопросов:

Topics for Discussion:

1. Abbreviation. Causes of abbreviation.
2. Classification of abbreviations.
3. Backformation.
4. Blending.
5. Sound imitation.
6. Distinctive stress.

2. Раздел: The English Vocabulary as a System

2.1. Тема: Register and Time Axis Differentiation of the Vocabulary

Ознакомьтесь с материалами лекции, особое внимание обратите на следующие вопросы:

Obsolete words (types of archaisms). Neologisms. Mechanism of enriching vocabulary. Terms. Register (functional style). Slang, jargon, slang, taboo and vulgar words.

Практическое (семинарской) занятие:

Подготовьте один из следующих вопросов:

Topics for Discussion:

1. Differentiation of the vocabulary according to the time-axis.
2. Replenishment of Modern English vocabulary (productive types of neologisms).
3. Functional styles and neutral vocabulary.
4. Registers: learned, official, poetic.

5. Registers: colloquial, slang, jargons (slanguage).

Ознакомьтесь с материалами лекции (Regional variants of the English language) особое внимание обратите на следующие вопросы:

American English, Canadian English, Australian English, New-Zealand English, World-Englishes.

Практическое (семинарской) занятие:

Подготовьте один из следующих вопросов:

Topics for Discussion:

1. Standard English variants and dialects.
2. American English. Lexical differences of territorial variants.
3. Black English (origin, grammar, vocabulary).
4. Canadian, Australian, Indian Variants. Lexical interchange between variants.

2.2. Тема: Semantics. Types of meanings. Semantic change.

Ознакомьтесь с материалами лекции, особое внимание обратите на следующие вопросы:

Word. Semantic Triangle. Motivation. Значение. Types of meaning. Connotation. Semantic Change (specialization, generalization, metaphor, metonymy, hyperbola, litotes, irony, euphemism, pejoration, amelioration). Polysemy. Types of Polysemy.

Практическое (семинарской) занятие: Semantics. Polysemy.

Подготовьте один из следующих вопросов:

Topics for Discussion:

1. Word definition. Semantic triangle.
2. Types of meaning.
3. Word-Meaning and motivation.
4. Semantic change: causes.
5. Semantic change: types.
6. Polysemy. Semantic structure of polysemantic words. Ways of differentiating meanings of a polysemantic word (different types of context).
7. Componential analysis.

2.3. Тема: Lexical System. Semantic Grouping (Synonyms, Antonyms, Homonyms, Paronyms, Lexical Variants).

Ознакомьтесь с материалами лекции, особое внимание обратите на следующие вопросы:

Homonyms. Types of Homonyms. Synonyms. Types of synonyms. Synonymic rows. The problem of synonymic interchange. Antonyms. Types of English antonyms. Paronyms. Lexical variants. Hyponyms and hyperonyms. Semantic fields.

Практическое (семинарской) занятие: Lexical System. Semantic Grouping

Подготовьте один из следующих вопросов:

Topics for discussion:

1. Homonyms. Origin. Types. Homonymy and polysemy.
2. Synonyms. Definition. Sources.
3. Interchangeability and substitution.
4. Paronyms and lexical variants.
5. Hyponymy. Semantic field.
6. Antonyms.

2.4. Тема: Phraseology. Free phrases vs Set expressions. Classifications of phraseological units.

Ознакомьтесь с материалами лекции, особое внимание обратите на следующие вопросы: Free phrases vs set expressions. Collocations and idioms. Features of free phrases. Features of idioms. Idiomatic paradigm. Structural types of idioms.

Практическое (семинарской) занятие: Phraseology. Free phrases vs Set expressions. Classifications of phraseological units.

Подготовьте один из следующих вопросов:

Topics for discussion:

1. Definition. Set expressions versus changeable (free) phrases. Criteria of set expressions.
2. Set expressions and idioms proper.
3. Features enhancing unity and stability of set expressions.
4. Some debatable points: proverbs, sayings, familiar quotations, phrasal verbs.

ПРИЛОЖЕНИЕ 2

Оценочные средства для проведения промежуточной аттестации

Промежуточная аттестация имеет целью определить степень достижения запланированных результатов обучения по дисциплине «Лексикология (английский язык)» за 5 и 6 семестры в форме зачета.

а) Планируемые результаты обучения и оценочные средства для проведения промежуточной аттестации:

Код индикатора	Индикатор достижения компетенции	Оценочные средства
ПК-3: Владеет основами лингвистической теории и перспективных направлений развития современной лингвистики.		
ПК-3.1	Демонстрирует специальные научные знания в лингвистических дисциплинах и способность организовывать исследовательскую деятельность обучающихся.	<p>Теоретические вопросы:</p> <ol style="list-style-type: none"> 1) How can you define the subject and field of lexicology? 2) What are the branches of lexicology? 3) What are the main word-building means in English? 4) What types of semantic change are there in English? 5) What are the three main registers in English? 6) What are the semantic relations in the language system? <p>Практические задания:</p> <ol style="list-style-type: none"> 1) Study the etymology of the following words: They, thing, tree, write 2) Look up the following words in etymological dictionaries and decide if they are: <ol style="list-style-type: none"> A. variants B. etymological doublets C. unrelated words Coy - artfully or affectedly shy or reserved; coquettish.

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p>Quiet - making little or no noise or sound.</p> <p>3) Identify the word-building means in the following boldface words as</p> <p>A. affixation B. compounding C. conversion D. blending E. abbreviation F. backformation</p> <p>1. You are more likely to be the rippee than the ripper. 2. This man is on a par with those who want to Bolshevice a free country. 3. She plugged one end of the utility cord into the base of the transceiver. 4. Sculpt - v.t., v.i., to carve, model, or make by using the techniques of sculpture. 5. And I have some heavy-duty knowledge. 6. Laser - a device that produces a nearly parallel, nearly monochromatic, and coherent beam of light by exciting atoms and causing them to radiate their energy in phase, (lightwave amplification by stimulated emission of radiation) 7. Newspeak - a propagandistic style of language marked by ambiguity, misstatement, and contradiction. 8. Try to behave like an adult.</p> <p>4) Identify the type of semantic change in the following words as</p> <p>A. elevation B. pejoration C. generalization D. specialization E. metaphor F. metonymy</p> <p>1. ... the clerk called, "All rise for the Court!" (Clark. All ... p. 286) 2. Her boss, Ed Ryan, the Bergen County prosecutor, was Carpenter's most emphatic supporter. "He's a straight shooter. I'd trust any of my family with him, and you know that for me that's saying a lot. Too many of those birds are yo-yos." (Clark. All ... p. 31) Yo-yo – a toy consisting of a double wooden disk, deeply grooved, which can be made to rise and fall on a string attached to its center and running in the groove; Yo-yo (slang) – a vacillation person; one who has no firm convictions. 3. LADY – a woman of high social position or economic class. [bef. 900; ME ladi (e), earlier lavedi, OE hlæfdige (Northumbrian hlafdia, Mercian hlafdie),</p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p>"mistress of a household, wife of a lord," apparently literally "one who kneads bread," from hlaf "bread" (see loaf (n.)) + -dige "maid," which is related to dæge "maker of dough"</p> <p>4. DEAMON – inferior deity, ghost, spirit, devil; in Greek – a divine thing.</p> <p>5. Noelle was quicksilver, a nymph, a dozen beautiful servants catering to Larry’s every wish ... (Sheldon. The Other Side ... p. 349)</p> <p>5) Identify the following pairs of words as</p> <p>A. homophones B. homographs C. homonyms proper D. different meanings of a polysemantic word</p> <p>1. It’s no picnic trying to do my fair share by being fair and square to all those near and dear to me.</p> <p>2. All animals are strictly dry: they sinless live and swiftly die.</p> <p style="padding-left: 40px;">Is the wood dry enough to burn?</p> <p>3. Please go through the entrance of this little poem. I guarantee it will entrance you.</p> <p>4. The route was very long. – The root was very long.</p> <p>Комплексные проблемные задания:</p> <p>1) Carry out the lexicological analysis of the text.</p> <p>2) Translate the text (from Russian into English, from English into Russian) paying attention to its lexical peculiarities.</p> <p style="padding-left: 40px;">The Errors of Santa Claus by Stephen Leacock</p> <p>It was Christmas Eve. The Browns, who lived in the adjoining house, had been dining with the Joneses. Brown and Jones were sitting over wine and walnuts at the table. The others had gone upstairs. «What are you giving to your boy for Christmas?» asked Brown. «A train,» said Jones, «new kind of thing — automatic.» «Let’s have a look at it,» said Brown. Jones fetched a parcel from the sideboard and began unwrapping it. «Ingenious thing, isn’t it?» he said. «Goes on its own rails. Queer how kids love to play with trains, isn’t it?» «Yes,» assented Brown. «How are the rails fixed?» «Wait, I’ll show you,» said Jones. «Just help me to shove these dinner things aside and roll back the cloth. There! See! You lay the rails like that and fasten them at</p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p>the ends, so —»</p> <p>«Oh, yes, I catch on, makes a grade, doesn't it? just the thing to amuse a child, isn't it? I got Willy a toy aeroplane.»</p> <p>«I know, they're great. I got Edwin one on his birthday. But I thought I'd get him a train this time. I told him Santa Claus was going to bring him something altogether new this time. Edwin, of course, believes in Santa Claus absolutely. Say, look at this locomotive, would you? It has a spring coiled up inside the fire box.»</p> <p>«Wind her up,» said Brown with great interest. «Let her go.»</p> <p>«All right,» said Jones. «Just pile up two or three plates something to lean the end of the rails on. There, notice way it buzzes before it starts. Isn't that a great thing for kid, eh?»</p> <p>«Yes,» said Brown. «And say, see this little string to pull the whistle! By Gad, it toots, eh? just like real?»</p> <p>«Now then, Brown,» Jones went on, «you hitch on those cars and I'll start her. I'll be engineer, eh!»</p> <p>Half an hour later Brown and Jones were still playing trains on the dining-room table.</p> <p>But their wives upstairs in the drawing-room hardly noticed their absence. They were too much interested.</p> <p>«Oh, I think it's perfectly sweet,» said Mrs. Brown. «Just the loveliest doll I've seen in years. I must get one like it for Ulvina. Won't Clarisse be perfectly enchanted?»</p> <p>«Yes,» answered Mrs. Jones, «and then she'll have all the fun of arranging the dresses. Children love that so much. Look, there are three little dresses with the doll, aren't they cute? All cut out and ready to stitch together.»</p> <p>«Oh, how perfectly lovely!» exclaimed Mrs. Brown. «I think the mauve one would suit the doll best, don't you, with such golden hair? Only don't you think it would make it much nicer to turn back the collar, so, and to put a little band — so?»</p> <p>«What a good idea!» said Mrs. Jones. «Do let's try it. Just wait, I'll get a needle in a minute. I'll tell Clarisse that Santa Claus sewed it himself. The child believes in Santa Claus absolutely.»</p> <p>And half an hour later Mrs. Jones and Mrs. Brown were so busy stitching dolls' clothes that they could not hear the roaring of the little train up and down the dining table, and had no idea what the four children were doing.</p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p>Nor did the children miss their mothers.</p> <p>«Dandy, aren't they?» Edwin Jones was saying to little Willie Brown, as they sat in Edwin's bedroom. «A hundred in a box, with cork tips, and see, an amber mouthpiece that fits into a little case at the side. Good present for Dad, eh?»</p> <p>«Fine!» said Willie appreciatively. «I'm giving Father cigars.»</p> <p>«I know, I thought of cigars too. Men always like cigars and cigarettes. You can't go wrong on them. Say, would you like to try one or two of these cigarettes? We can take them from the bottom. You'll like them, they're Russian — away ahead of Egyptian.»</p> <p>«Thanks,» answered Willie. «I'd like one immensely. I only started smoking last spring — on my twelfth birthday. I think a feller's a fool to begin smoking cigarettes too soon, don't you? It stunts him. I waited till I was twelve.»</p> <p>«Me too,» said Edwin, as they lighted their cigarettes. «In fact, I wouldn't buy them now if it weren't for Dad. I simply had to give him something from Santa Claus. He believes in Santa Claus absolutely, you know.»</p> <p>And, while this was going on, Clarisse was showing little Ulvina the absolutely lovely little bridge set that she got for her mother.</p> <p>«Aren't these markers perfectly charming?» said Ulvina. «And don't you love this little Dutch design — or is it Flemish, darling?»</p> <p>«Dutch,» said Clarisse. «Isn't it quaint? And aren't these the dearest little things, for putting the money in when you play. I needn't have got them with it — they'd have sold the rest separately — but I think it's too utterly slow playing without money, don't you?»</p> <p>«Oh, abominable,» shuddered Ulvina. «But your mamma never plays for money, does she?»</p> <p>«Mamma! Oh, gracious, no. Mamma's far too slow for that. But I shall tell her that Santa Claus insisted on putting in the little money boxes.»</p> <p>«I suppose she believes in Santa Claus, just as my mamma does.»</p> <p>«Oh, absolutely,» said Clarisse, and added, «What if we play a little game! With a double dummy, the French way, or Norwegian Skat, if you like. That only needs two.»</p> <p>«All right,» agreed Ulvina, and in a few minutes they were deep in a game of cards with a little pile of pocket money beside them.</p> <p>About half an hour later, all the members of the two</p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p>families were again in the drawing-room. But of course nobody said anything about the presents. In any case they were all too busy looking at the beautiful big Bible, with maps in it, that the Joneses had brought to give to Grandfather. They all agreed that, with the help of it, Grandfather could hunt up any place in Palestine in a moment, day or night.</p>
<p>ПК-3.2:</p>	<p>Получает требуемую информацию из различных типов источников, включая Интернет и зарубежную литературу, осуществляет поиск информации для решения поставленной задачи</p>	<p>Теоретические вопросы:</p> <ol style="list-style-type: none"> 1) What are the main sources of lexicological information? 2) How can we use the BCN to define the derivatives in the text? 3) What etymological dictionaries can we use in the etymological analyses? <p>Практические задания:</p> <ol style="list-style-type: none"> 1) Identify the register of the text; 2) Using the etymological dictionary find 10 borrowed words. 3) Find in the text words which are results of affixation, compounding, conversion. <p>Beyond Pandore by Robert J. Martin</p> <p>The doctor's pen paused over the chart on his desk, «This is your third set of teeth, I believe?» His patient nodded, «That's right, Doctor. But they were pretty slow coming in this time.» The doctor looked up quizzically, «Is that the only reason you think you might need a booster shot?» «Oh, no ... of course not!» The man leaned forward and placed one hand, palm up, on the desk. «Last year I had an accident ... stupid ... lost a thumb.» He shrugged apologetically, «It took almost six months to grow back.» Thoughtfully, the doctor leaned back in his chair, «Hm-m-m ... I see.» As the man before him made an involuntary movement toward his pocket, the doctor smiled, «Go on, smoke if you want to.» Picking up the chart, he murmured, «Six months ... much too long. Strange we didn't catch that at the time.» He read silently for a few moments, then began to fill out a form clipped to the folder. «Well, I think you probably are due for another booster about now. There'll have to be the usual tests. Not that there's much doubt ... we like to be certain.» The middle-aged man seemed relieved. Then, on second thought, he hesitated uneasily, «Why? Is there</p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p>any danger?»</p> <p>Amusement flickered across the doctor’s face, turned smoothly into a reassuring half-smile. «Oh, no. There’s absolutely no danger involved. None at all. We have tissue-regeneration pretty well under control now. Still, I’m sure you understand that accurate records and data are very necessary to further research and progress.»</p> <p>Reassured, the patient thawed and became confidential, «I see. Well, I suppose it’s kinda silly, but I don’t much like shots. It’s not that they hurt ... it’s just that I guess I’m old-fashioned. I still feel kinda ‘creepy’ about the whole business.» Slightly embarrassed, he paused and asked defensively, «Is that unusual?»</p> <p>The doctor smiled openly now, «Not at all, not at all. Things have moved pretty fast in the past few years. I suppose it takes people’s emotional reactions a while to catch up with developments that, logically, we accept as matter of fact.»</p> <p>He pushed his chair back from the desk, «Maybe it’s not too hard to understand. Take ‘fire’ for example: Man lived in fear of fire for a good many hundred-thousand years—and rightly so, because he hadn’t learned to control it. The principle’s the same; First you learn to protect yourself from a thing; then control it; and, eventually, we learn to ‘harness’ it for a useful purpose.» He gestured toward the man’s cigarette, «Even so, man still instinctively fears fire—even while he uses it. In the case of tissue-regeneration, where the change took place so rapidly, in just a generation or so, that instinctive fear is even more understandable—although quite as unjustified, I assure you.»</p> <p>The doctor stood up, indicating that the session was ending. While his patient scrambled to his feet, hastily putting out his cigarette, the physician came around the desk. He put his hand on the man’s shoulder, «Relax, take it easy—nothing to worry about. This is a wonderful age we live in. Barring a really major accident, there’s no reason why you shouldn’t live at least another seventy-five years. After all, that’s a very remarkable viral-complex we have doing your ‘repair’ work.»</p> <p>As they walked to the door, the man shook his head, «Guess you’re right, Doc. It’s certainly done a good job so far, and I guess you specialists know what you’re doing, even if folks don’t understand it.»</p> <p>At the door he paused and half turned to the doctor, «But say ... something I meant to ask you. This ‘stuff’</p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p>... er, this vaccine ... where did it come from? Seems to me I heard somewhere that, way back before you fellows got it 'tamed' it was something else—dangerous. There was another name for it. Do you know what I mean?»</p> <p>The doctor's hand tightened on the doorknob. «Yes, I know,» he said grimly, «but not many laymen remember. Just keep in mind what I told you. With any of these things, the pattern is protection, then control, then useful application.» He turned to face his patient, «Back in the days before we put it to work for us—rebuilding tissue, almost ending aging and disease—the active basis for our vaccine caused a whole group of diseases, in itself.»</p> <p>Returning the man's searching gaze, the doctor opened the door, «We've come a long way since then. You see,» he said quietly, «in those days they called it 'cancer'.»</p> <p>Комплексные проблемные задания: Write a text on a given topic using dictionaries and Internet sources. ('A letter to a friend', 'A business letter', 'A sports report', 'A scientific article') using one of the functional styles.</p>
ПК-3.3:	Организует проектную деятельность, а также предметные олимпиады, конференции, викторины для обучающихся.	<p>Теоретические вопросы:</p> <ol style="list-style-type: none"> 1) What are lexical and grammatical archaisms? 2) What words are called neologisms? 3) What are the main characteristics of terms? 4) What is a functional register? 5) What are the main types of the semantic change? 6) What are the main sources of synonyms? 7) How can English antonyms be classified? 8) What are lexical variants? 9) How can phraseological units be classified? <p>Практические задания: Make up tests using the given models. Modals: <i>1). Identify the following words as</i> <i>A. native of Indo-European word stock</i> <i>B. native of Germanic word stock</i> <i>C. native English</i> <i>D. borrowed</i> <i>1. YOGA, Hindu system of philosophic meditation, from Hindi yoga, from Sanskrit yoga-s, literally "union, yoking"</i> <i>2. WATCH, OE wæccan f. Gmc. *wakaean (OHG</i></p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p><i>wahhen</i> 3. CHILD, OE <i>cild</i>, cogn. W. Goth. <i>Kilthei womb</i> 4. COW, OE <i>cū</i>, OS <i>kō</i>, OHG <i>kuo</i>, ON <i>kýr</i>, Gmc. *<i>cōz</i>, cogn. w. Lat. <i>bos</i>, Gk. <i>Bous</i></p> <p>2) Identify the way the following words can be analyzed into IC STRONGMINDEDNESS A. [strong + (mind + -ed)] + -ness B. strong + [(mind + -ed) + -ness] C. [(stong + mind) + -ed] + -ness UNAVOIDABLE A. (un- + avoid) + -able B. un- + (avoid + -able)</p> <p>3). Identify the following as A. a root word B. a derived word C. a compound word D. a compound-derived word a) ... the grandmotherly-looking woman ... (Clark. Weep ...) б) ... he was clear-minded enough to carry it through. (Updike)</p> <p>4) Identify the type of abbreviation in the following words as A. aphaesis (initial) B. syncope (medial) C. apocope (final) D. aphaesis + apocope 1) wig, to eavesdrop; to listen to (person to person) surreptitiously (fr. earwig) 2) drawing-room, a formal reception room (fr. withdrawing room) 3) curio, a curious object of art (fr. curiosity)</p> <p>5. Identify the dominant in the following synonymic groups a). A. Adversary B. Foe C. Enemy D. Opponent E. Rival F. Competitor b). A. Glance B. Look C. Stare D. Glare E. Gape</p> <p>5) Identify the following words as A. special terms B. colloquial C. slang D. official We have a lovely salad bar for the veggies among you. (APCAC)</p> <p>Комплексные проблемные задания:</p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p>1) Find in the given text:</p> <p>a) Compounds b) Borrowed words; c) Synonyms to the words “extraordinary, self-possessed, total”. d) Define the register of the text</p> <p>2) Pick up the units from the text which can be used to speak on the following topics:</p> <p>a) illnesses; b) appearance; c) Leisure activities.</p> <p>3) Make a test on English lexicology for intermediate students using the given text:</p> <p><i>«My aunt will be down presently, Mr. Nuttel,» said a very self-possessed young lady of fifteen; «in the meantime you must try and put up with me.»</i></p> <p><i>Framton Nuttelen devoured to say the correct something, which should duly flatter the niece of the moment without unduly discounting the aunt that was to come. Privately he doubted more than ever whether these formal visits on a succession of total strangers would do much towards helping the nerve cure which he was supposed to be undergoing.</i></p> <p><i>«I know how it will be,» his sister had said when he was preparing to migrate to this rural retreat; «you will bury yourself down there and not speak to a living soul, and your nerves will be worse than ever from moping. I shall just give you letters of introduction to all the people I know there. Some of them, as far as I can remember, were quite nice.»</i></p> <p><i>Framton wondered whether Mrs. Sappleton, the lady to whom he was presenting one of the letters of introduction, came into the nice division.</i></p> <p><i>«Do you know many of the people round here?» asked the niece, when she judged that they had had sufficient silent communion.</i></p> <p><i>«Hardly a soul,» said Framton. «My sister was staying here, at the rectory, you know, some four years ago, and she gave me letters of introduction to some of the people here.»</i></p> <p><i>He made the last statement in a tone of distinct regret.</i></p> <p><i>«Then you know practically nothing about my aunt?» pursued the self-possessed young lady.</i></p> <p><i>«Only her name and address,» admitted the caller. He was wondering whether Mrs. Sappleton was in the married or widowed state. An undefinable something about the room seemed to suggest masculine habitation.</i></p> <p><i>«Her great tragedy happened just three years ago,»</i></p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p><i>said the child; «that would be since your sister’s time.» «Her tragedy?» asked Framton; somehow in this restful country spot tragedies seemed out of place.</i></p> <p><i>«You may wonder why we keep that window wide open on an October afternoon,» said the niece, indicating a large French window that opened on to a lawn.</i></p> <p><i>«It is quite warm for the time of the year,» said Framton; «but has that window got anything to do with the tragedy?»</i></p> <p><i>«Out through that window, three years ago to a day, her husband and her two young brothers went off for their day’s shooting. They never came back. In crossing the moor to their favourite snipe-shooting ground they were all three engulfed in a treacherous piece of bog. It had been that dreadful wet summer, you know, and places that were safe in other years gave way suddenly without warning. Their bodies were never recovered. That was the dreadful part of it.» Here the child’s voice lost</i></p> <p><i>its self-possessed note and became falteringly human</i></p> <p><i>«Poor aunt always thinks that they will come back some day, they and the little brown spaniel that was lost with them, and walk in at that window just as they used to do. That is why the window is kept open every evening till it is quite dusk. Poor dear aunt, she has often told me how they went out, her husband with his white waterproof coat over his arm, and Ronnie, her youngest brother, singing ‘Bertie, why do you bound?’ as he always did to tease</i></p> <p><i>her, because she said it got on her nerves. Do you know, sometimes on still, quiet evenings like this, I almost get a creepy feeling that they will all walk in through that window — »</i></p> <p><i>She broke off with a little shudder. It was a relief to Framton when the aunt bustled into the room with a whirl of apologies for being late in making her appearance.</i></p> <p><i>«I hope Vera has been amusing you?» she said.</i></p> <p><i>«She has been very interesting,» said Framton.</i></p> <p><i>«I hope you don’t mind the open window,» said Mrs. Sappleton briskly; «my husband and brothers will be home directly from shooting, and they always come in this way. They’ve been out for snipe in the marshes to-day, so they’ll make a fine mess over my poor carpets. So like you men-folk, isn’t it?»</i></p> <p><i>She rattled on cheerfully about the shooting and the scarcity of birds, and the prospects for duck in the winter. To Framton it was all purely horrible. He made</i></p>

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		<p><i>a desperate but only partially successful effort to turn the talk on to a less ghastly topic; he was conscious that his hostess was giving him only a fragment of her attention, and her eyes were constantly straying past him to the open window and the lawn beyond. It was certainly an unfortunate coincidence that he should have paid his visit on this tragic anniversary.</i></p> <p><i>«The doctors agree in ordering me complete rest, an absence of mental excitement, and avoidance of anything in the nature of violent physical exercise,» announced Framton, who laboured under the tolerably wide-spread delusion that total strangers and chance acquaintances are hungry for the least detail of one's ailments and infirmities, their cause and cure. «On the matter of</i></p> <p><i>diet they are not so much in agreement,» he continued.</i></p> <p><i>«No?» said Mrs. Sappleton, in a voice which only replaced a yawn at the last moment. Then she suddenly brightened into alert attention — but not to what Framton was saying.</i></p> <p><i>«Here they are at last!» she cried. «Just in time for tea, and don't they look as if they were muddy up to the eyes!»</i></p> <p><i>Framton shivered slightly and turned towards the niece with a look intended to convey sympathetic comprehension. The child was staring out through the open window with dazed horror in her eyes. In a chill shock of nameless fear Framton swung round in his seat and looked in the same direction.</i></p> <p><i>In the deepening twilight three figures were walking across the lawn towards the window; they all carried guns under their arms, and one of them was additionally burdened with a white coat hung over his shoulders. A tired brown spaniel kept close at their heels. Noiselessly they neared the house, and then a hoarse young voice chanted out of the dusk: «I said, Bertie, why do you bound?»</i></p> <p><i>Framton grabbed wildly at his stick and hat; the hall-door, the gravel-drive, and the front gate were dimly-noted stages in his headlong retreat. A cyclist coming along the road had to run into the hedge to avoid an imminent collision.</i></p> <p><i>«Here we are, my dear,» said the bearer of the white mackintosh, coming in through the window; «fairly muddy, but most of it's dry. Who was that who bolted out as we came up?»</i></p> <p><i>«A most extraordinary man, a Mr. Nuttel,» said Mrs. Sappleton; «could only talk about his illnesses, and</i></p>

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		<p><i>dashed off without a word of good-bye or apology when you arrived. One would think he had seen a ghost.»</i></p> <p><i>«I expect it was the spaniel,» said the niece calmly; «he told me he had a horror of dogs. He was once hunted into a cemetery somewhere on the banks of the Ganges by a pack of pariah dogs, and had to spend the night in a newly dug grave with the creatures snarling and grinning and foaming just above him. Enough to make anyone lose their nerve.»</i></p> <p><i>Romance at short notice was her specialty.</i></p>

б) Порядок проведения промежуточной аттестации, показатели и критерии оценивания:

Показатели и критерии оценивания на зачете:

На оценку «зачтено» – студент должен показать высокий уровень знаний на уровне воспроизведения, объяснения информации, интеллектуальные навыки решения проблем и задач, нахождения ответов к проблемам, оценки и вынесения критических суждений, студент должен обоснованно ответить на вопрос, дать определение понятию, решить тест или выполнить задание;

На оценку «не зачтено» – студент не может показать знания на уровне воспроизведения и объяснения информации, не может показать интеллектуальные навыки решения простых задач, студент не отвечает на вопрос, не дает определение понятию, не решает тест или не выполняет задание.

Показатели и критерии оценивания экзамена:

– на оценку «отлично» (5 баллов) – обучающийся демонстрирует высокий уровень сформированности компетенций, всестороннее, систематическое и глубокое знание учебного материала, свободно выполняет практические задания, свободно оперирует знаниями, умениями, применяет их в ситуациях повышенной сложности.

– на оценку «хорошо» (4 балла) – обучающийся демонстрирует средний уровень сформированности компетенций: основные знания, умения освоены, но допускаются незначительные ошибки, неточности, затруднения при аналитических операциях, переносе знаний и умений на новые, нестандартные ситуации.

– на оценку «удовлетворительно» (3 балла) – обучающийся демонстрирует пороговый уровень сформированности компетенций: в ходе контрольных мероприятий допускаются ошибки, проявляется отсутствие отдельных знаний, умений, навыков, обучающийся испытывает значительные затруднения при оперировании знаниями и умениями при их переносе на новые ситуации.

– на оценку «неудовлетворительно» (2 балла) – обучающийся демонстрирует знания не более 20% теоретического материала, допускает существенные ошибки, не может показать интеллектуальные навыки решения простых задач.

– на оценку «неудовлетворительно» (1 балл) – обучающийся не может показать знания на уровне воспроизведения и объяснения информации, не может показать интеллектуальные навыки решения простых задач.

