

Министерство науки и высшего образования Российской Федерации  
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ  
ТОМСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ (НИ ТГУ)

Факультет иностранных языков

УТВЕРЖДЕНО:

Декан  
О.В. Нагель

Оценочные материалы по дисциплине

**Лексикология первого иностранного языка**

по направлению подготовки

**45.05.01 Перевод и переводоведение**

Направленность (профиль) подготовки/ специализация:  
**Лингвистическое обеспечение межгосударственных отношений**

Форма обучения

**Очная**

Квалификация

**Лингвист-переводчик**

Год приема

**2025**

СОГЛАСОВАНО:

Руководитель ОП  
И.Г. Темникова

Председатель УМК

О.А. Обдалова

Томск – 2026

## **1. Компетенции и индикаторы их достижения, проверяемые данными оценочными материалами**

Целью освоения дисциплины является формирование следующих компетенций:

ОПК-1 Способен применять знания иностранных языков и знания о закономерностях функционирования языков перевода, а также использовать систему лингвистических знаний при осуществлении профессиональной деятельности.

ОПК-4 Способен работать с электронными словарями, различными источниками информации, осуществлять поиск, хранение, обработку и анализ информации, представлять ее в требуемом формате с использованием информационных, компьютерных и сетевых технологий.

Результатами освоения дисциплины являются следующие индикаторы достижения компетенций:

ИОПК-1.1 Проводит лингвистический анализ иноязычного дискурса на основе системных знаний об иностранном языке.

ИОПК-4.1 Использует электронные словари (терминологические, толковые, тезаурусы, и т.д.) и лингвистические базы данных для решения профессиональных задач.

ИОПК-4.2 Применяет современные средства обработки, анализа и хранения информации в профессиональной деятельности.

## **2. Оценочные материалы текущего контроля и критерии оценивания**

Текущий контроль по дисциплине проводится путем контроля посещаемости, проведения контрольных работ, тестов по лекционному материалу, проведения семинарских занятий по изучаемым темам, выполнения домашних заданий, и фиксируется в форме контрольной точки не менее одного раза в семестр.

Элементы текущего контроля:

- лексические упражнения;
- контрольные задания;
- тесты.

При подготовке к практическим занятиям студенты не только изучают дополнительную учебную и научную литературу, но и выполняют ряд лексических упражнений. При выполнении лексических упражнений предполагается работа по изучению семантической структуры слов, их ситуативного и контекстного употребления, работы студентов со словарями. Упражнения на подстановку лексических единиц в контекстный отрезок тщательным образом отобраны из современных словарей тезаурусного типа, а также статей энциклопедического характера, предназначенных для стилистического и переводческого анализа текста. Следует подчеркнуть, что упражнения и контрольные задания носят творческий характер и рассчитаны на значительную долю мыслительной самостоятельности студента.

Примеры лексических упражнений по текущему контролю (ИОПК 1.1; ИОПК 4.1.; ИОПК 4.2):

### **1. Read the words, analyze their morphological structure, define the meaning of the prefixes and translate the words.**

Antisocial, antibiotic, auto-pilot, autobiography, bilateral, bilingual, ex-wife, ex-smoker, ex-boss, extract, excommunicate, microwave, microscopic, misinform, mistranslate, monotonous, monogamous, multi-national, multi-media, overtired, overeat, post-impressionist, postgraduate, preconceived, pre-judge, pro-government, pro-revolutionary, pseudo-scientific, pseudo-intellectual, replace, rewind, semicircular, semi-detached, subway, subdivision, underworked, undercooked.

**2. State the origin and productivity of the suffixes and prefixes in the following words. Indicate the part of speech of the word and translate it**

Childhood, friendship, disqualified, hardship, freedom, teacher, aunty, hireling, student, irrelevant, agreement, lifeless, talking, courageous, criticize, pro-American, careful, incorrect, handsome, convincing, sensitive, responsible, tolerant, grateful, refusal, purify, supervisor, pencil-sharpener, payee, forgetfulness, journalism, goodness, washable, immature, communication, bashful, forcefully, intelligent, diligence, adherent, cohesive, persistence, significant, inference, hypothesize, ruthless, dimly, extension, mechanist, horticultural, veracity, fellowship, author, understandable, dangerous.

**3. In each of the following sets of words, one word does not belong. Identify the features which unite the group and allow to discard the “out” member. Which are semantic markers and which are distinguishers?**

Cat, fur coat, bear, table  
Clock, bathtub, gas meter, bathroom scale  
Doctor, mayor, president, governor  
Sing, accuse, blame, criticize  
Happiness, talent, table, understanding  
Corporation, thought, university, congress

**4. Translate the polysemantic words. Provide examples and point out the central and the secondary meanings in each case**

Bar, class, court, degree, face, house, line, office, paper, part, party, point, record, service, spirit, term, free, solid, stiff, ask, do, get, go, take, bottom, course, difference, form, guard, hand, heart, key, mouth, officer, post, relief, room, side, stage, trouble, work, fast, firm, low, single, smart, warm, come, feel, play, propose, see, set, sit, body, box, break, head, power, bad, bright, clear, flat, high, sharp, short, stand, turn.

Примеры контрольных заданий по текущему контролю (ИОПК 1.1; ИОПК 4.1.; ИОПК 4.2):

**1. Say which of the following may be considered homographs, homophones, homonyms or polysemy:**

*sea break*

**2. List the word-forms (grammatical variants) of the following lexemes:**

*child run*

**3. How many different lexemes, word-forms and orthographical words are there in the following sentence?**

*At the second drum roll they have to roll out the flag and have it up the mast in fifteen seconds.*

**4. Which of the following would you regard as multi-word lexemes?**

*take care of look into browse among*

**5. Which six words from the following list do you think originate from Anglo-Saxon? Remember that words derived from Anglo-Saxon tend to be short and to be associated with the daily goings-on of ordinary life.**

*let letter lettuce lever lewd liar libel library lick lid life ligament*

**6. Group the following words according to their origin**

*Caftan, lilac, canoe, operetta, machine, vanilla, waltz, skipper, guerilla, verst*

**7. Analyze the following neologisms from the point of view of neology theory and also from the point of view of their morphemic structure and the way they were formed:**

*to clip-clip AIDS coup sound barrier to Vice-Preside boutique to re-familiarize tourmobile  
sevenish to de-dramatize*

**8. From the words given below, pick out the archaic words and comment on their usage and meaning**

*Do, dost, does, you, thee, ye, thou, horse, though, albeit, also, eke, spring, vernal, said, quoth, told, maiden, girl, haply, perhaps, ere, before.*

**9. Find synonymic pairs and speak of the features enhancing their stability in the language.**

1. They arrived at our house bag and baggage at one o'clock in the morning.

2. Despite the fact that the ship had passed through a virtual hurricane, all the passengers arrived at port safe and sound.

3. And so once part and parcel of this particular household, Roberta found after a time, that it was narrow and restricted-and not wholly unlike the various narrow and restricted homes at Biltz.

4. So they stood, each with a foot placed at an angle as a brace, and both shoving with might and main, and glowering at each other with hate.

5. The next instant he was out, and "going on" like an Indian: yelling, laughing, chasing boys, jumping over the fence at the risk of life and limb ... doing all the heroic things he could conceive of.

6. Many a beck and many a bow welcomed these noble guests to as good entertainment as persons of such rank could set before such visitors.

7. He awoke every morning from rosy scenes of dream to an atmosphere that was vibrant with the jar and jangle of tormented life.

8. The least sound of it was a stimulus to his love, and he thrilled and throbbed with every word she uttered.

9. We grabbed the glasses and hunted everywhere for London, but couldn't find hair or hide of it, nor any other settlement.

10. The place went to rack and ruin, and he hated the rough, lonely life. This keeps you downhearted and dismal all the time.

11. Norton was sensitive and excitable, though he never lost his head, while Kreis and Hamilton were like a pair of cold-blooded savages, seeking out tender places to prod and poke.

12. All these floated along with the immense tide of population, whom mere curiosity had drawn together; and where the mechanic, in his leather apron, followed the dink and dainty dame, his city mistress .

13. You say you never heard of a Mrs. Rochester at the house up yonder, Wood; but I dare say you have many a time inclined your ear to gossip about the mysterious lunatic kept there under watch and ward.

14. He soon made ducks and drakes of what I gave him.

15. "And how is dear June?" ... "Bad," he said; "London don't agree with her-too many people about, too much clatter and chatter by half".

### **10. Find Russian equivalents for the following similes**

as tricky as a monkey, as bald as a coot/an egg, as bitter as gall/wormwood, as black as thunder as blind as a bat, as brown as a berry, as busy as a bee, as cheap as dirt, as clear as crystal, as clear as a day, as cool as a cucumber, as crazy as a loon, as different as chalk and cheese, like as two peas (in a pod), as drunk as a lord, as dry as dust, as dull as ditch water, as easy/simple as ABC, as fresh as a daisy, as fresh as a rose, as gay as a lark, as gentle as a lamb, as good as a feast, as good as a play, as happy as a king/Larry, as jolly as a sandboy, as hard as flint/stone, as hard as iron, as hard as nails, as keen as mustard, as big/large as a cabbage, as mad as a hatter, as merry as a cricket, as nervous as a cat/kitten, as nutty as a fruitcake, as obstinate/stubborn as a mule, as old as the hills, as pleased as a dog with two tails, as pretty as a picture, as plump as a partridge, as poor as a church mouse, as quiet/still as a mouse, as quiet/silent as the grave/tomb.

### **SEMINAR 1. Etymology of English Vocabulary**

#### Exercise 1.

***Subdivide the following native words into two groups according to their native element (words of common Indo-European word-stock and words of common Germanic word stock).***

Apple, always, ask, above, any, be, blood, boat, bread, foot, keep, child, know, kind, can, drink, eat, ear, do, queen, eight, old, even, father, full, fish, young, go, girl, glad, green, he, heart, lady, hundred, house, I, let, like, lip, love, man, milk, mother, night, red, woman, widow.

#### Exercise 2.

***Explain the etymology of the following words. Write them out in three columns according to the degree of assimilation.***

Pen, ballet, ad hoc, monk, pupil, mulatto, table, mutton, war, cycle, esthete, taiga, bourgeoisie, mosquito, chocolate, rucksack, husband, kindergarten, pioneer, coup d'état, police, phenomenon, data, cup, cordial, admire, skirt, sari, street, vis-à-vis, psychology, egg, pneumonia, sauerkraut, sky, chauffeur, architect, cherry, archaic, chronology, pneumatics, communiqué, café, portafogli, stiletto, eau-de-Cologne, garage, wine, samovar, tête-à-tête, Luftwaffe, paper, schnitzel.

#### Exercise 3.

***Give etymological doublets to the following words.***

Major, story, senior, catch, shade, fence, skirt, cavalry, hospital, canal, corps, jail.

#### Exercise 4.

***Comment on the type of the following borrowings; subdivide them into four groups according to the borrowed aspect.***

Blue blood, pioneer, student, swan-song, sputnik, goddess, beautiful, engineer, the fifth column, bank, uncomfortable, masterpiece, Sunday, Autobahn, unmistakable, superman.

Exercise 5.

***Comment on the etymology of the following international words.***

Moment, robot, glasnost, meeting, antenna, antibiotics, snob, democrat, villa, football, bandit, domino, time-out.

Exercise 6.

***State the origin of the following words.***

Prison, skipper, junta, just, yacht, ranch, tailor, embargo, take, lieutenant, guess, leg, joy, waltz, tomato, corridor, skin, Mafia, concert, pencil, money.

### **SEMINAR 3. Wordbuilding system of English**

#### **Exercise 1**

**Comment on the usage of the converted words**

To newspaper the shelves, to flea the dog, to jacuzzi, to Christmas in Hawaii, to zombie out, to carpool the people, to trash the neighborhood, to suction the ear, to conference, to RV across America, to scissor the material, to stonewall, to champagne the reception.

#### **Exercise 2**

**Give the full variant of the clipped words**

Doc, lab, ma, math, prefab, plane, drome, tec, flu, grad, prep, pub, pi, trig, demob, lino, ad, mike, bike, phiz, digs, hanky, nighty, unkie, comfy, mizzy, vac, pram, hol, exam, telly, pop.

#### **Exercise 3**

**Analyze the structure of the following words**

Undertaker, looking-glass, will-to-live, up-to-date, lady-bird, mother-in-law, officer-in-charge, handi-work, penny-a-liner, heart-broken, stay-at-home, fountain-pen, craftsman.

#### **Exercise 4**

**Build up sentences, using the following converted verbs**

To bar, to star, to comb, to post, to face, to dog, to dress.

#### **Exercise 5**

**Decode the abbreviations and give their Russian variants**

AAS, BMD, CCPR, COMECON, CEA, DIA, EAEC, EFTA, EMF, FY, IBRD, ITO, INTERPOL, MOD, NATO, UNGA, VHF, WHO, WMO.

#### **Exercise 6**

**Provide the semantic and structural characteristics of the compound words. Give their meanings**

Son-in-law, stick-in-the-mud, a can-opener, a greenhouse, a bank safe, a personal computer, a kitchen sink, a meeting point, a sheep dog, self-denial, writing-paper, a heavyweight, a gas boiler, morning coffee, a bus stop, a chairperson, a typewriter, a biscuit tin, a two-hour walk, IBM computer, a Ford car, Oxford Street, meltdown, make-up, a door knob, day-tripper, backbiting, side-splitting, butterfingers, voice-activated, get-together, camera-shy, latecomer, mind-boggling, fashion-conscious, bare-footed, fuel-lifter, ever-lasting, do-gooder, fond-ofs, woe-begone, hide-and-seek, chatterbox.

Тест по Лексикологии английского языка проводится после одного семестра изучения дисциплины перед зачетом. По результатам теста студенты, ответившие правильно на 60% вопросов допускаются к сдаче устного зачета.

Тест по «Лексикологии первого иностранного языка» (ИОПК 1.1):

1. Lexicology has close ties with
  - a) literature
  - b) phonetics
  - c) phonetics, grammar, stylistics

2. The synchronic approach to the study of the language is concerned with
  - a) various words and phrases
  - b) evolution of vocabulary items
  - c) the vocabulary of the language as it exists at a given period of time
3. The diachronic approach to the study of language deals with
  - a) changes and development of vocabulary
  - b) language system changes
  - c) extra-linguistic factors that influence the development of the language
4. Words consist of ....
  - a) roots
  - b) morphemes
  - c) word bases
5. A more generally known term for bound non-roots is a(an)...
  - a) suffix
  - b) affix
  - c) allomorph
6. A word whose phonological form is formed from the first half of the phonological form of one word and the second half of another word
  - a) blend
  - b) shortening
  - c) acronym
7. Coining is .....
  - a) making up a new word
  - b) word combination
  - c) blending
8. The word formation process whereby a lexeme having one syntactic category acquires a further syntactic category and thus creates a new lexeme.
  - a) derivation
  - b) conversion
  - c) composition
9. The sets of things, actions, properties etc. that a word's sense gives refer to.
  - a) derivation
  - b) denotation
  - c) distribution
10. The suffix *-ity* found in the words *cruelty*, *purity*, *stupidity* is a ...
  - a) denominal suffix
  - b) noun-forming suffix
  - c) deverbal suffix
11. Compound words fall into...
  - a) root bases
  - b) compounds according to the type of bases
  - c) word formations
12. Compounds are formed with the help of ...
  - a) linking elements
  - b) prepositions
  - c) articles
13. The word *globesity* is a(an) ...
  - a) shortening
  - b) blend
  - c) acronym
14. .... is a science dealing with the origin and history of words.
  - a) morphology
  - b) contextology
  - c) etymology
15. A word is an abstract entity, distinct from the inflected forms which it may assume in different syntactic contexts.
  - a) lexeme
  - b) morpheme
  - c) phoneme
16. The words that a speaker uses in speaking or in writing.
  - a) active vocabulary
  - b) individual vocabulary
  - c) core vocabulary
17. A neologism is a new word, new in form and ....

- a) meaning b) phonetic shape c) grammatical form
18. An archaism is a word ...
    - a) that dropped out of the language b) changed its meaning c) borrowed from another language
  19. .... words are formed as a result of simultaneous borrowing.
    - a) barbarisms b) international words c) etymological doublets
  20. The word *mouse potato* is ...
    - a) endocentric b) centric c) exocentric
  21. How many stages the process of nomination falls into?
    - a) two b) three c) five
  22. Sound imitative words or onomatopoeic words are those which seem to sound like their ....
    - a) meaning b) morphemes c) symbols of words
  23. When a language has a relatively high number of words for a single domain, e.g. the Sami words for *reindeer*, *forms of snow*, *freezing* and *thawing*, that is known as.....
    - a) lexical suppletion b) lexical distribution c) lexical elaboration.
  24. ....is the meaning proper to the given linguistic unit in all its forms and distributions.
    - a) the lexical meaning b) the grammatical meaning c) the part-of-speech meaning
  25. The ..... aspect of meaning implies the bulk of information which is conveyed in the process of communication.
    - a) notional b) nominative c) denotational
  26. Associative features of the notion form the ..... of the word.
    - a) implicational b) extensional c) intensional
  27. A ..... is a two-facet unit, the formal facet of which is the sound-form of a word, while the content facet is one of the meanings of the given word, i. e. the designation of a certain class of objects.
    - a) polysemantic variant b) lexico-semantic variant c) lexico-grammatical variant
  28. .... as a type of relationship between the meanings of a polysemantic word takes place in those cases when one of the meanings is more complicated and broader than the other.
    - a) exclusion b) inclusion c) seclusion
  29. Metaphor is a change of meaning based on the transfer of the name from one object onto another on the basis of .....
    - a) contiguity b) meaning juxtaposition c) similarity
  30. Ideographic-stylistic synonymy is characterized by the lowest degree of semantic.....
    - a) variability b) changeability c) proximity
  31. ....is the most general term potentially containing the specific features rendered by all the other members of the synonymic group
    - a) synonymic dominant b) primary synonym c) positional synonym



32. Antonyms make up a class of words grouped together on the basis of the semantic relations of .....  
 a) supposition    b) opposition    c) composition
33. Hyponym is a kind of .....synonym which can be included under a generic superordinate synonym.  
 a) symmetrical    b) incompatible    c) asymmetrical
34. ....are antonyms which are characterized by the relations of exclusion.  
 a) contraries    b) contradictories    c) incompatibles
35. Homonyms proper belong to the group of homonyms which are the same in pronunciation and spelling, but different in .....  
 a) meaning    b) distribution    c) contextual use
36. ....are words which because of similarity of sound or partial identity of morphemic structure can be erroneously or punningly used in speech.  
 a) hyponyms    b) paronyms    c) synonyms

**Key answers:** 1) c; 2) c; 3) a; 4) b; 5) b; 6) a; 7) a; 8) b; 9) c; 10) b; 11) b; 12) a; 13) b; 14) c; 15) a; 16) a; 17) a; 18) a; 19) b; 20) c; 21) b; 22) a; 23) c; 24) a; 25) c; 26) a; 27) b; 28) b; 29) c; 30) c; 31) a; 32) b; 33) c; 34) c; 35) a; 36) b.

### **3. Оценочные материалы итогового контроля (промежуточной аттестации) и критерии оценивания**

**Зачёт** по «Лексикологии первого иностранного языка» является формой промежуточного контроля в конце пятого семестра обучения. **Зачет в пятом семестре** проводится в устной форме по теоретическим вопросам, проверяющей ИОПК 1.1; ИОПК 4.1.; ИОПК 4.2. Цель зачёта – проверка хода выполнения обучающимися учебного плана, процесса и результатов усвоения ими учебного материала, приобретения навыков самостоятельной работы, умения синтезировать полученные знания и применять их к решению практических задач. Допуск к зачёту: студенты допускаются к зачёту по дисциплине при условии успешного выполнения 90 % тестовых, контрольных и практических заданий, предусмотренных программой дисциплины за один семестр изучения дисциплины.

Результаты **сдачи зачёта** оцениваются отметкой «зачтено» и «не зачтено».

Критерии оценки:

- оценка «зачтено» выставляется студенту, если он ответил на вопросы во время устного собеседования в полном объёме или частично (50% и более);
- оценка «не зачтено» выставляется студенту, если он не ответил на вопросы во время устного собеседования или ответил частично (менее 50 %).

Вопросы к зачету по «Лексикологии первого иностранного языка»:

1. What is a word?
2. Define the term etymology.
3. What is the difference between vocabulary and dictionary?
4. Active and passive vocabulary: which part is bigger?
5. Give structural and semantic features of compound words.
6. What types of morphemes do you know?
7. What is the subject matter of lexicology?
8. Give some characteristics of the most productive affixes in English.

9. Describe the stages of becoming a word archaic.
10. Characterize the English word-stock from the etymological point of view.
11. What is an allomorph?
12. What is polysemy? Give examples of polysemantic words.
13. Describe native and borrowed words of English.
14. General characteristics of English vocabulary.
15. Give examples and dwell on the most trendy neologisms.
16. What is derivational morphology?
17. What is semasiology?
18. Describe lexical and grammatical words.
19. What types of meaning does a word have?
20. What are the types of morphemic analysis?
21. Etymology of English words. Borrowings in the Early Period (Celtic, Latin, Norse).
22. Define the term 'composition'. Give examples of different types of composition.
23. Shortenings (abbreviations, acronyms, clippings, blends).
24. Define the term 'syntagmatics', 'syntagmatic relations'.
25. Derivational and inflectional morphology. Affixes (prefixes and suffixes). Suffixes associated with nouns, adjectives, verbs and adverbs. Inflectional suffixes. Semi-affixes.
26. Define the terms 'blending', 'clipping'.
27. Types of lexical meanings of a polysemantic word (diachronic, synchronic, stylistic characteristics). Types of polysemy (chain-like type, radial type, mixed type).
28. Define the terms 'native word', 'loan word', 'borrowing'.
29. Neologisms and archaisms.
30. Definition of lexicology. Links with other branches of linguistics. Approaches to language studies. Branches of lexicology. Dynamics of English Vocabulary.
31. Minor types of semantic change: hyperbole, litotes, irony, euphemism.
32. Semantic components. Componential analysis and its types.
33. Definition of the Meaning of the Word. Types of Meaning. Lexical meaning and Notion.
34. Native Stock (Indo-European, Germanic and English proper). Characteristics of the borrowed and native words.
35. Word composition. Morphological and syntactic compounds. Semantic aspect of compound words.
36. The problem of the definition of word. Different approaches to the definition of word.
37. Define the terms 'motivation', 'onomatopoeia'.
38. Nature of semantic change. Metaphorical extension of meaning. Metonymical extension of meaning. Linguistic and literary metaphor. Linguistic and literary metonymy.
39. General characteristics of English vocabulary.
40. Borrowings in English. Assimilation of borrowings. Types of assimilation.
41. Denotative meaning. Connotative meaning (emotional, evaluative, expressive, stylistic).
42. Define the term 'conversion'.
43. Language and its nominative function. Referential and functional approaches to the study of word meaning. Semantic triangle.
44. Define the term 'abbreviation'.
45. Define the terms 'amelioration', 'pejoration'.
46. Borrowings in the Middle English Period (French, Latin).
47. Generalization and specialization of meaning. Amelioration and pejoration of meaning. Linguistic and extralinguistic causes of semantic change.
48. Semasiology as a branch of linguistics. Aspects and types of meaning: lexical meaning and grammatical meaning.
49. Types of word-building. Affixation. Productive and Non-Productive affixes. Semantics of affixes.
50. Minor types of word-building (sound imitation, reduplication, blending, back formation).

51. Conversion. Productive conversion models. Classification of semantic associations in case of conversion.
52. Define the terms 'generalization of meaning', 'specialization of meaning'.
53. Types of lexical meanings of a polysemantic word (diachronic, synchronic, stylistic characteristics). Types of polysemy (chain-like type, radial type, mixed type).
54. Define the term 'lexeme'.
55. Define the terms 'paradigm', 'paradigmatic relations'.

**Экзамен в шестом семестре** является заключительным этапом изучения всей дисциплины и имеет целью проверку знаний студентов по изученной теории, выявление умений и навыков применения полученных знаний при решении практических задач, а также навыков самостоятельной работы с учебной и научной литературой.

Допуск к экзамену: обучающиеся допускаются к экзамену при условии сдачи зачёта (в конце пятого семестра), предусмотренного учебным планом на данный семестр, а также выполнения (с положительным результатом) всех тестовых, контрольных и практических работ, предусмотренных учебной программой данной дисциплины, в течение шестого семестра обучения.

Экзамен проводится в устной форме по билетам, подписанным составителем билетов и утверждённым в установленном порядке деканом факультета. Время на подготовку ответов по вопросам – 40 минут. Экзаменатору предоставляется право задавать студентам дополнительные вопросы. Использование технических средств обучающимися во время проведения экзамена и зачёта не допускается. Экзамен включает в себя 2-3 теоретических вопроса по курсу и одно практическое задание (анализ слова, фразеологизма, фрагмента текста), аналогичное выполняемому на семинарских занятиях в течение учебного года, проверяющие ИОПК 1.1; ИОПК 4.1.; ИОПК 4.2.

Знания, умения, навыки студентов определяются на экзамене: оценками «отлично», «хорошо», «удовлетворительно», «неудовлетворительно» и на зачёте: «зачтено», «не зачтено». Оценки «неудовлетворительно» и «не зачтено» в зачётную книжку студентов не проставляются.

Основой для определения **оценки на экзамене** служит уровень усвоения студентами материала, предусмотренного рабочей программой дисциплины. При выставлении оценки за устный ответ обучающегося следует руководствоваться рекомендательными критериями:

- 1) полнота и правильность ответа;
- 2) степень осознанности, понимания изучаемого материала;
- 3) знание терминологии и её правильное использование;
- 4) умение применять теоретические знания для решения практических заданий (анализ слова, словосочетания, фразеологической единицы, выявление значения слова в тексте, иллюстрация теоретического положения и др.).

Оценка «отлично» выставляется:

если студент глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, чётко и логически стройно его излагает, свободно ориентируется в излагаемом материале, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и анализом практического материала, причём не затрудняется с ответом при видоизменении заданий, использует в ответе материал учебной литературы, правильно обосновывает принятое решение, владеет разносторонними навыками и приемами выполнения практических задач.

Оценка «хорошо» выставляется:

если студент твёрдо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, но допускает немногочисленные ошибки при анализе языкового материала, владеет необходимыми навыками и приёмами

выполнения задач, способен самостоятельно исправить свои ошибки после наводящих вопросов.

Оценка «удовлетворительно» выставляется:

если студент имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает затруднения при выполнении анализа языкового материала, допускает при этом ошибки и не может их самостоятельно исправить.

Оценка «неудовлетворительно» выставляется:

если студент не знает значительной части программного материала, допускает существенные ошибки, неуверенно, с большими затруднениями выполняет практическое задание.

Экзаменационный билет состоит из четырех частей.

Первая часть экзамена представляет собой 2 теоретических вопроса, проверяющих ИОПК 1.1.

Вторая часть содержит один вопрос на знание терминологии, изучаемой в рамках дисциплины, проверяющий ИОПК 4.2., ИОПК 1.1. Студентам предлагается дать определение нескольким терминам. Ответ на вопрос второй части дается в развернутой форме.

Третья часть содержит практическое задание, проверяющее ИОПК 1.1; ИОПК 4.1.; ИОПК 4.2.

### **Примеры экзаменационных билетов по Лексикологии английского языка.**

#### **Экзаменационный билет №1**

1. Types of motivation (phonetic, morphological, semantic). Sound symbolism.
2. Definition of functional style. Formal style (learned words, archaic and obsolete words, and professional terminology).
3. Define the terms 'free morpheme', 'bound morpheme', 'semi-bound (semi-free) morpheme'. Give examples.
4. Do practical task 1.

#### **Экзаменационный билет №2**

1. Phraseology. Classifications of phraseological units.
2. Etymology of English words. Borrowings in the Early Period (Celtic, Latin, Norse).
3. Define the term 'composition'. Give examples of different types of composition.
4. Do practical task 2.

#### **Экзаменационный билет №3**

1. Lexico-semantic grouping of words. Semantic fields. Synonymy. Antonymy. Paronymy. Hyponymy.
2. Shortenings (abbreviations, acronyms, clippings, blends).
3. Define the term 'syntagmatics', 'syntagmatic relations'. Give examples.
4. Do practical task 3.

#### **Экзаменационный билет №4**

1. Variants of English. Dialects. Other Englishes.
2. Derivational and inflectional morphology. Affixes (prefixes and suffixes). Suffixes associated with nouns, adjectives, verbs and adverbs. Inflectional suffixes. Semi-affixes.
3. Define the terms 'blending', 'clipping'. Give examples.
4. Do practical task 4.

Примеры практических заданий по Лексикологии английского языка:

**Practical task 1. Analyze the following sentences. Define the meaning of the italicized words with prefixes. Translate the sentences into Russian.**

**a- or ab- (away, away from, from, or not)**

1. The men *averted* their eyes upon seeing the catfight.
2. The pupil's behavior was *abnormal*.
3. The gangsters *abducted* his wife.
4. Mary was *absent* from the meeting yesterday.
5. The doctors tested a new medicine for the virus of *atypical* pneumonia.

**a- or an- (without)**

1. It is amorphous.
2. It is anhydrous.
3. He is amoral.
4. It is aseptic.

**ad- (to, toward)**

1. George admitted John to the room.
2. He has found it easy to adapt in the new surroundings.
3. These labels do not *adhere* well.

**ante- (before)**

1. This room is called the anteroom.
2. It antedates the palace at Ninevah.
3. This is from the *antebellum* period.

**anti- or ant- (opposite to, counteracting)**

1. They have not found a suitable antidote.
2. They say this family is antisocial.
3. The plane was shot down by an antiaircraft weapon.
4. This is the *antithesis* of that.

**Practical task 2. Give the meaning of the following prefixes and provide examples of words with these prefixes**

Anti, auto, bi, ex, ex, micro, mis, mono, multi, over, post, pro, pseudo, re, semi, sub, under.

**Give the meaning of the following roots and provide examples of words with these roots**  
Spect, vert, port, duc/duct, press, pose, pone.

**State the part of speech the suffixes serve to form and give examples of words with these suffixes**

Ment, ity, hood, ship, ive, al, ous, ful, less, ify.

Вопросы к экзамену по «Лексикологии первого иностранного языка»:

1. Lexicology and its links with other branches of Linguistics. Approaches to language studies. Branches of Lexicology. Dynamics of English Vocabulary.
2. Syntagmatic and paradigmatic levels of sense relationships (general description).
3. Morphemic structure of words (morphemic types of words, word-building types). Ways of analyzing morphemic structure. Unique morphemes and Pseudo-morphemes.
4. Derivational and inflectional morphology. Affixes (prefixes and suffixes). Suffixes associated with nouns, adjectives, verbs and adverbs. Inflectional suffixes. Semi-affixes.
5. Etymology of English words. Borrowings in the Early Period (Celtic, Latin).
6. General characteristics of English vocabulary.
7. Neologisms and archaisms in English.

8. Types of motivation (phonetic, morphological, semantic). Sound symbolism.
9. Native Stock (Indo-European, Germanic and English proper). Characteristics of the borrowed and native words.
10. Borrowings in English. Assimilation of borrowings. Types of assimilation.
11. Major types of word-building (affixation, compounding, conversion).
12. Minor types of word-building (sound imitation, reduplication, blending, back formation).
13. Shortenings (abbreviations, acronyms, clippings, blends).
14. The problem of the definition of word. Different approaches to the definition of word.
15. Definition of the Meaning of the Word. Types of Meaning. Lexical meaning and Notion. Approaches to the study of word meaning.
16. Semasiology and Onomasiology. Aspects and types of meaning: lexical meaning and grammatical meaning. Semantic triangle. Meaning-concept correlation.
17. Denotative meaning. Connotative meaning (emotional, evaluative, expressive, stylistic).
18. Types of lexical meanings of a polysemantic word (diachronic, synchronic, stylistic characteristics). Types of polysemy (chain-like type, radial type, mixed type).
19. The semantic structure of the polysemantic word as a hierarchy of its lexico-semantic variants (LSV).
20. Lexico-semantic grouping of words. Synonymy. Antonymy. Paronymy. Hyponymy.
21. Homonymy. Sources of homonyms. Classification of homonyms.
22. Stratification of English vocabulary. Formal style (learned words, archaic and obsolete words, and professional terminology).
23. Stratification of English vocabulary. Informal style (colloquial words, slang words, dialect words).
24. Nature of semantic change. Metaphorical extension of meaning. Metonymical extension of meaning. Linguistic and literary metaphor. Linguistic and literary metonymy.
25. Generalization and specialization of meaning. Amelioration and pejoration of meaning. Linguistic and extralinguistic causes of semantic change. Euphemisms and political correctness.
26. Minor types of semantic change: hyperbole, litotes, irony, euphemism.
27. Phraseology. Classifications of phraseological units.
28. Lexical peculiarities of Australian, Canadian, New Zealand, Caribbean English. Choose one variety of English and describe it.
29. Regional and social variations of English. International English. Variants of English. Dialects.
30. Lexicography. Classifications of dictionaries. Modern dictionaries.
31. Typical dictionary structure, typical word entry structure. Describe any English Language Dictionary according to the following scheme: its history, type of dictionary, target group, dictionary structure, and word entry structure.
32. Corpus databases. Corpus Linguistics.
33. Define the terms 'free morpheme', 'bound morpheme', 'semi-bound (semi-free) morpheme'. Give examples.
34. Define the term 'composition'. Give examples of different types of composition.
35. Define the terms 'blending', 'clipping'. Give examples.
36. Define the terms 'native word', 'loan word', 'borrowing'. Give examples.
37. Define the term 'composition'. Give examples of different types of composition.
38. Define the terms 'polysemy', 'homonymy'. Give examples.
39. Define the term 'dominant synonym'. Give examples.

40. Define the terms 'synonymic set', 'lexeme'. Give examples.
41. Define the terms 'motivation', 'onomatopoeia'. Give examples.
42. Define the terms 'simile', 'binomial'. Give examples.
43. Define the term 'conversion'. Give examples.
44. Define the term 'abbreviation'. Give examples of different types of abbreviation.
45. Define the terms 'amelioration', 'pejoration'. Give examples.
46. Define the terms 'etymological doublet', 'translation loan', 'transliteration'. Give examples.
47. Define the terms 'vocabulary', 'glossary', 'concordance', 'thesaurus'. Give examples.
48. Define the term 'phraseological unit'. Give examples of different types of phraseological units.
49. Define the terms 'neologism', 'archaism', 'historism', 'nonce word'. Give examples.
50. Define the terms 'encyclopedia', 'linguistic dictionary'. Give examples.
51. Define the terms 'generalization of meaning', 'specialization of meaning'. Give examples.
52. Define the term 'lexeme'. Give examples of different types of lexemes.
53. Define the terms 'paradigm', 'paradigmatic relations'. Give examples.
54. Define the terms 'lexical and grammatical valency'. Give examples.

#### **Оценочные материалы для проверки остаточных знаний (сформированности компетенций)**

Оценочные материалы для проверки остаточных знаний могут быть использованы для формирования программы ГИА (программы государственного экзамена), а также экспертом Росособнадзора при проведении проверки диагностической работы по оценке уровня сформированности компетенций обучающихся (при контрольно-надзорной проверке). Вопросы данного раздела показывают вклад дисциплины в образовательный результат образовательной программы. Объем заданий в данном разделе зависит как от количества формируемых индикаторов достижения компетенций, так и от объема дисциплины по учебному плану.

Примерный тест для проверки остаточных знаний:

#### **Section A: Multiple Choice Questions (MCQ) (Questions 1-15)** (Select ONE correct answer from options A-D.)

1. What type of borrowing does the term 'spaghetti' represent?  
A) Loanword  
B) Calque  
C) Hybridism  
D) Semantic loan
2. Which process involves adding affixes to base words?  
A) Affixation  
B) Conversion  
C) Blending  
D) Clipping
3. Identify the backformation in this list:  
A) Edit → Editor  
B) Burglary → Burgle  
C) Holiday → Holidays  
D) Televisе → Television
4. What is the term used when two or more synonyms have slightly different meanings?

- A) Polysemy
  - B) Synonymy
  - C) Hyponymy
  - D) Homophony
5. What linguistic phenomenon occurs when new technology introduces new terms into language?
- A) Euphemism
  - B) Neologism
  - C) Metaphorization
  - D) Archaism
6. In which region would you expect to find lexical differences like 'pop vs soda'?
- A) Dialectal variation
  - B) Register differentiation
  - C) Social stratification
  - D) Historical layering
7. What do we call a word that has opposite meanings simultaneously?
- A) Antiphrasis
  - B) Autoantonym
  - C) Paradox
  - D) Ambiguity
8. How many morphemes are there in the word 'unhappiness'?
- A) One
  - B) Two
  - C) Three
  - D) Four
9. Identify the phraseological unit among these examples:
- A) Blue collar worker
  - B) Under the weather
  - C) Tall order
  - D) All of the above
10. What term describes the tendency for certain words to co-occur frequently together?
- A) Collocation
  - B) Idiom
  - C) Phraseology
  - D) Compound
11. Which of the following represents a euphemistic expression?
- A) Passed away
  - B) Expired
  - C) Deceased
  - D) Dead
12. Choose the pair of homographs below:
- A) Row (line) / row (argument)
  - B) Write / right
  - C) Bathe / bath
  - D) Time / times
13. What type of meaning does the word 'bachelor' carry when it refers to someone who is unmarried?
- A) Denotation
  - B) Connotation
  - C) Extension
  - D) Intension
14. Define the study of the historical development of words:



- A) Semantics
- B) Morphology
- C) Syntax
- D) Etymology

15. An informal usage of standard English characteristic of particular groups or regions is called:

- A) Vernacular
- B) Jargon
- C) Argot
- D) Pidgin

#### Answer Key

For Section A:

- 1. A
- 2. A
- 3. B
- 4. B
- 5. B
- 6. A
- 7. B
- 8. C
- 9. D
- 10. A
- 11. A
- 12. A
- 13. A
- 14. D
- 15. A

#### Section B: Short Answer Questions (Questions 16-25)

(Provide brief responses as indicated.)

- 1. Explain briefly what polysemy means.
- 2. Provide an example of a clipping in modern English.
- 3. Describe the difference between free and bound morphemes.
- 4. Name three common types of compounds found in English.
- 5. List two examples of metonymy.
- 6. Give an example of regional slang in American English.
- 7. Distinguish between formal and informal register using any two sentences.
- 8. Differentiate between synonymy and hyponymy.
- 9. State the meaning of 'lexical gap'.
- 10. Discuss how neologisms emerge in languages over time.

#### **Информация о разработчиках**

Фамилия Имя Отчество, ученая степень, ученое звание, место работы, должность

Маругина Надежда Ивановна – кандидат филологических наук, доцент кафедры английской филологии НИ ТГУ.