

«Утверждаю»:

И.о. директора института филологии и межкультурной коммуникации



/О.Н.Гришаева/

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ**  
Б1.О.07.04 Теоретический курс английского языка

**Направление подготовки:** 44.03.05 Педагогическое образование (с двумя профилями подготовки)

**Направленность (профиль):** Иностранный язык (английский), Иностранный язык (немецкий/французский)

**Квалификация:** бакалавр

**Форма обучения:** очная

**Институт** филологии и межкультурной коммуникации

**Кафедра** восточных и европейских языков, перевода и лингводидактики

	очная форма	очно-заочная форма	заочная форма
Курс	2, 3, 4, 5		
Семестр/триместр	4, 5, 6, 7, 8, 9		

Лекции	106		
Лабораторные занятия	106		
Практические (семинарские) занятия			
в т. ч. практическая подготовка			
Форма(ы) промежуточной аттестации	Экзамен-1, 2 Зачет		
Контроль	36		
Иные формы работы			
Самостоятельная работа	186, 8		

**Всего часов:** 432

**Трудоемкость:** 12 зачетных единиц.

Разработчик(и) рабочей программы:

кандидат филологических наук, доцент

Ю.А. Трегубова

## ОРГАНИЗАЦИОННО-МЕТОДИЧЕСКИЙ РАЗДЕЛ

**Цель изучения дисциплины:** формирование знаний по общим направлениям изучения английского языка, основным разделам истории языка, теоретической фонетики, грамматики, лексикологии и стилистики английского языка, лингвистических проблемах в указанных областях, основных задачах этих подразделов языкознания и методах исследований, используемых в них; овладение базовыми принципами и методами лингвистического анализа.

### **Задачи изучения дисциплины:**

- ознакомить студентов с основными понятиями и категориями истории, лексикологии, грамматики и стилистики современного английского языка;
- ознакомить студентов с информацией по синхроническому и диахроническому развитию единиц и формированию законов языка;
- обучить студентов лингвистическому анализу на различных уровнях английского языка;
- ознакомить студентов с номенклатурой английских фонем, их классификационными характеристиками, стилистическими принципами использования произносительных стандартов и интонации, особенностями функциональных и социальных произносительных норм;
- дать целостное представление о составе английского национального вокабуляра и классах системно организованной лексики;

**Место дисциплины в структуре ОПОП:** реализуется в рамках обязательной части блока Б.1 Дисциплины (модули).

### **Планируемые результаты обучения по дисциплине:**

<b>Код компетенции</b>	<b>Индикаторы достижения компетенции</b>	<b>Планируемые результаты обучения по дисциплине</b>
<b>ПК-1</b>	<p>ПК-1.1. Знает структуру, состав и дидактические единицы предметной области (преподаваемого предмета).</p> <p>ПК-1.2. Умеет осуществлять отбор учебного содержания для его реализации в различных формах обучения в соответствии с требованиями ФГОС ОО.</p> <p>ПК-1.3. Демонстрирует умение разрабатывать различные формы учебных занятий, применять методы, приемы и технологии обучения, в том числе информационные.</p>	<p><b>Знает:</b></p> <ul style="list-style-type: none"><li>- основы теоретической грамматики (как основы научной грамматики), лексикологии (учение о слове, его границах и значении), стилистики (теорию функциональных стилей, основные подходы к исследованию текста), а также истории (основные этапы истории развития языка, основы этимологического анализа, законы развития языковых единиц) и фонетики английского языка.</li></ul> <p><b>Умеет:</b></p> <ul style="list-style-type: none"><li>- структурировать и интегрировать знания из различных областей профессиональной деятельности и обладает способностью их творческого использования и развития в ходе решения профессиональных задач,</li><li>- анализировать конкретные примеры и описывать свои действия (производить грамматический, синтаксический, морфологический, контекстуальный и этимологический анализ языковых единиц).</li></ul> <p><b>Владеет:</b></p> <ul style="list-style-type: none"><li>- системой лингвистических знаний, включающей в себя знание основных исторических, лексических,</li></ul>

		грамматических, словообразовательных явлений и закономерностей функционирования английского языка;
<b>ОПК-8</b>	<p>ОПК-8.1. Применяет методы анализа педагогической ситуации, профессиональной рефлексии на основе специальных научных знаний, в том числе в предметной области.</p> <p>ОПК-8.2. Проектирует и осуществляет учебно-воспитательный процесс с опорой на знания предметной области, психолого-педагогические знания и научно обоснованные закономерности организации образовательного процесса.</p>	<p><b>Знает:</b></p> <ul style="list-style-type: none"> <li>- основы общетеоретических и специальных дисциплин, необходимых для решения педагогических и научно-методических задач учителя иностранных языков;</li> </ul> <p><b>Умеет:</b></p> <ul style="list-style-type: none"> <li>- оставлять (совместно с психологом и другими специалистами) психолого-педагогическую характеристику (портрет) личности обучающегося;</li> <li>- взаимодействовать с другими специалистами в рамках психолого-медико-педагогического консилиума;</li> <li>- использовать методы организации взаимодействия участников образовательных отношений; поддерживать обмен профессиональными знаниями и умениями.</li> </ul> <p><b>Владеет:</b></p> <ul style="list-style-type: none"> <li>- технологиями проектирования организации совместной и индивидуальной учебной и воспитательной деятельности обучающихся;</li> <li>- способами разработки программ и планов внеурочной деятельности.</li> </ul>

## II. СОДЕРЖАНИЕ И ОБЪЕМ ДИСЦИПЛИНЫ

с указанием количества часов, выделенных на контактную работу обучающихся с преподавателем (по видам учебных занятий) и на самостоятельную работу

### Очная форма обучения

№ п/п	Наименование разделов и тем	Всего	Аудиторные занятия			Сам. раб.
			Лк	ПЗ	Лб.	
<b>4 семестр (Теоретическая фонетика английского языка)</b>						
1.	<b>Раздел 1. Фонетика как наука.</b>	<b>19</b>	<b>4</b>	<b>4</b>		<b>11</b>
2.	Тема 1. Теоретическая и прикладная, общая и частная фонетика. Связь фонетики с другими науками.	5	1	1		3
3.	Тема 2. Фонология.	5	1	1		3

	Фонетическая база изучаемого языка и ее компоненты. Акустический и артикуляционный подходы к изучению звуковой материи языка.					
4.	Тема 3. Понятие о фонеме и аллофоне. Основные понятия и термины фонологии.	4	1	1		2
5.	Тема 4. Важнейшие концепции теории фонемы. Методы фонологического анализа.	5	1	1		3
6.	<b>Раздел 2. Система английских фонем</b>	<b>17</b>	<b>3</b>	<b>3</b>		<b>11</b>
7.	Тема 1. Принципы классификации английских гласных фонем. Дифференциальные различительные признаки английских гласных. Изменение гласных в потоке речи.	8	2	1		5
8.	Тема 2. Дифференциальные признаки английских согласных. Изменение согласных в потоке речи.	9	1	2		6
9.	<b>Раздел 3. Слог и интонация в английском языке</b>	<b>15</b>	<b>2</b>	<b>2</b>		<b>11</b>
10.	Тема 1. Концепции слогообразования и слогоделения в английском языке. Виды и функции ударения.	8	1	1		6
11.	Тема 2. Интонация и просодия. Функции интонации и просодики. Интонационные стили.	7	1	1		5
12.	<b>Раздел 4. Стилистические особенности и территориальные варианты английского произношения</b>	<b>15</b>	<b>2</b>	<b>2</b>		<b>11</b>
13.	Тема 1. Стилистические особенности английской интонации и звуков в потоке речи.	8	1	1		6
14.	Тема 2. Произносительный стандарт английского языка и территориальные варианты произношения.	7	1	1		5
15.	в т.ч. практическая подготовка					
	Зачет					

16.	ИТОГО за 4 семестр	72	14	14		44
<b>5 семестр (История английского языка)</b>						
<b>1.</b>	<b>Раздел 1. Древний период истории английского языка</b>	<b>21</b>	<b>6</b>	<b>6</b>		<b>9</b>
2.	Тема 1. Фонетические и грамматические особенности англ. языка как представителя группы древних германских яз.	7	2	2		3
3.	Тема 2. Образование и развитие англ. языка в 5-11 веках	7	2	2		3
4.	Тема 3. Характерные черты фонетической, грамматической, лексической систем древнеанглийского языка	7	2	2		3
5.	<b>Раздел 2. Средневековый период истории английского языка</b>	<b>21</b>	<b>6</b>	<b>6</b>		<b>9</b>
6.	Тема 1. Развитие англ. языка в 11-14 веках. Начало развития национального языка.	7	2	2		3
7.	Тема 2. Основные фонетические процессы в период средневековья	7	2	2		3
8.	Тема 3. Изменения в грамматической и лексической системах англ. языка в период средневековья	7	2	2		3
9.	<b>Раздел 3. Новый период истории английского языка</b>	<b>20,7</b>	<b>6</b>	<b>6</b>		<b>8,7</b>
10.	Тема 1. Особенности формирования национального языка в 15-16 в., экспансия англ. языка в 16-20 веках.	6,7	2	2		2,7
11.	Тема 2. Изменения в фонетической и грамматической системах в новом периоде развития	7	2	2		3
12.	Тема 3. Развитие лексической системы языка в новом периоде	7	2	2		3
13.	Экзамен Контроль	0,3 9				
14.	Итого в 5 семестре:	72	18	18		26,7
<b>6 семестр (Лексикология английского языка)</b>						
	<b>Раздел 1. Внешняя и внутренняя структура слова</b>	<b>20</b>	<b>6</b>	<b>6</b>		<b>8</b>
1.	Тема 1. Лексикология как наука	5	1	1		3

2.	Тема 2. Слово: внешняя и внутренняя структура	9	3	3		3
3.	Тема 3. Система словообразования	6	2	2		2
	<b>Раздел II. Семантика слова</b>	<b>18</b>	<b>5</b>	<b>5</b>		<b>8</b>
4.	Тема 1. Семантика слова и её развитие	10	3	3		4
5.	Тема 2. Этимология слова	8	2	2		4
	<b>Раздел III. Английский вокабуляр</b>	<b>16</b>	<b>4</b>	<b>4</b>		<b>8</b>
6.	Тема 1. Состав английского вокабуляра	8	2	2		4
7.	Тема 2. Территориальные варианты английской лексики	8	2	2		4
	<b>Раздел IV. Английские словари</b>	<b>18</b>	<b>3</b>	<b>3</b>		<b>12</b>
8.	Тема 1. Лексикография и лексикографы. Типы словарей	18	3	3		12
9.	Зачёт					
10.	ИТОГО за 6 семестр:	72	18	18		40
<b>7 семестр (Лексикология английского языка)</b>						
	<b>Раздел V. Системные группы английской лексики</b>	<b>20</b>	<b>4</b>	<b>4</b>		<b>12</b>
1.	Тема 1. Английская фразеология.	6	1	1		4
2.	Тема 2. Английская нелитературная лексика.	8	2	2		4
3.	Тема 3. Система английских сокращённых слов.	6	1	1		4
	<b>Раздел VI. Внешние территориальные варианты английского языка</b>	<b>21</b>	<b>4</b>	<b>4</b>		<b>13</b>
4.	Тема 1. Глобализация английского языка и его варианты в мире	6	1	1		4
5.	Тема 2. Американский английский.	7	1	1		5
6.	Тема 3. Перспективы развития английского языка (теории Б.Качру, Д.Кристалла, С. Тер-Минасовой).	8	2	2		4
	<b>Раздел VII. Взаимовлияние языков.</b>	<b>21,7</b>	<b>4</b>	<b>4</b>		<b>13,7</b>
7.	Тема 1. Общая историческая база английского и русского вокабуляра.	10	2	2		6
8.	Современные англоязычные заимствования в русском языке.	11,7	2	2		7,7
9.	Экзамен Контроль	0,3 9				
10.	ИТОГО за 7 семестр:	72	12	12		38,7

<b>8 семестр (Теоретическая грамматика английского языка)</b>					
<b>15.</b>	<b>Раздел 1. Система частей речи и морфологических категорий</b>	<b>31</b>	<b>14</b>	<b>14</b>	<b>3</b>
<b>16.</b>	Тема 1. Способы классификации и основные характеристики частей речи.	11	5	5	1
17.	Тема 2. Морфологические категории именных частей речи.	11	5	5	1
18.	Тема 3. Морфологические категории глагола.	9	4	4	1
<b>19.</b>	<b>Раздел 2. Синтаксическая система английского языка</b>	<b>31,7</b>	<b>14</b>	<b>14</b>	<b>3,7</b>
<b>20.</b>	Тема 1. Способы классификации словосочетаний в английском языке. Основные особенности словосочетаний.	11	5	5	1
21.	Тема 2. Особенности простого предложения в английском языке.	11	5	5	1
22.	Тема 3. Особенности сложного предложения в английском языке.	9,7	4	4	1,7
23.	в т.ч. практическая подготовка				
24.	Экзамен Контроль	0,3 9			
25.	Итого в 8 семестре:	72	28	28	6,7
<b>9 семестр (Стилистика английского языка)</b>					
	<b>Раздел 1. Стилистика как наука</b>	<b>15</b>	<b>4</b>	<b>4</b>	<b>7</b>
1.	Тема 1. Цель и задачи стилистики; её разделы и связь с другими разделами языкознания	4	1	1	2
2.	Тема 2. Взаимодействие литературной и языковой стилистики.	6	2	2	2
3.	Тема 3. Принципы макро и микроанализа текста.	5	1	1	3
	<b>Раздел II. Функциональные стили английского языка</b>	<b>15</b>	<b>4</b>	<b>4</b>	<b>7</b>
4.	Тема 1. Литературные и нелитературные регистры; стиль художественной литературы.	7	2	2	3
5.	Тема 2. Публицистический и документальный стили.	8	2	2	4
	<b>Раздел III. Стилистические приёмы.</b>	<b>16</b>	<b>4</b>	<b>4</b>	<b>8</b>
6.	Тема 1. Понятие тропа; создание художественного	8	2	2	4

	образа.					
7.	Тема 2. Понятие фигуры речи; синтаксические приёмы и риторические обороты.	8	2	2		4
	<b>Раздел IV. Ораторский язык и язык поэзии.</b>	16, 7	<b>4</b>	<b>4</b>		<b>8, 7</b>
8.	Тема 1. Стилистика поэтической речи.	16, 7	4	4		8, 7
	в т.ч. практическая подготовка					
9.	Экзамен	0,3				
10.	Контроль	9				
11.	ИТОГО в 9 семестре:	72	16	16		30,7
12.	<b>ИТОГО</b>	432	106	106		186, 8

**Очно-заочная форма обучения (не реализуется)**

**Заочная форма обучения (не реализуется)**

### **III. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕЙ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ**

Текущая аттестация проводится в форме контрольной работы и реферата.

**Типовой вариант контрольной работы (4 семестр очная форма обучения)**

#### **1. Choose the correct answer:**

- The nuclear and the glide are the elements of a:
  - monophthong;
  - sound;
  - diphthong.
- Active organs of speech are:
  - lips, soft palate, teeth;
  - tongue, uvula, hard palate;
  - lips, tongue, vocal cords;
- Passive organs of speech are:
  - upper and lower teeth, lips, uvula;
  - tongue, lips, vocal cord;
  - upper and lower teeth, hard palate, teethridge.
- The smallest unit of speech that distinguishes one word from another in meaning is ...
  - a word;
  - a sentence;
  - a phoneme.
- English sound are classified as ...
  - consonants;
  - vowels and consonants;
  - vowels.
- A ... consists of only one vowel sound that does not change during its articulation; Such sounds are also called simple vowels, pure vowels, or stable vowels.

- a) diphthong;
- b) monophthong;
- c) diphthongoid.

7. A ... is a vowel-sound containing two elements, during the articulation of which the tongue, jaws and lips change their position.

- a) monophthong;
- b) diphthong;
- c) consonant.

8. Choose the diphthongs from the given sounds:

- a) [æ] [ə][ɪ]
- b) [aɪ] [au] [eɪ]
- c) [eɪ] [a:] [i:]

9. According to the shape of the lips English vowels are divided into:

- a) front, central, or back vowels;
- b) rounded or unrounded vowels;
- c) long or short vowels.

10. According to the work of vocal cords consonants are divided into ...

- a) short and long;
- b) open and closed;
- c) voiced and voiceless.

11. Choose the interdental consonants among the given sounds:

- a) [f] [v];
- b) [θ] [ð];
- c) [t] [d].

12. A ... is a combination of vowels or vowels and sounds.

- a) syllable;
- b) word;
- c) sentence.

13. The sounds [g] and [c] are known as:

- a) sonants;
- b) affricates;
- c) fricatives.

14. There are ... letters and ... phonemes in English:

- a) 20; 40;
- b) 26; 44;
- c) 23; 44.

15. ... is used in declarative sentences, special questions, commands (imperative sentences), exclamatory sentences.

- a) rising intonation;
- b) falling intonation;

16. Vowels are always ... (i.e., the vocal cords vibrate).

- a) voiced;

b) voiceless.

17. Depending on the duration of the sound, vowels are described as ...

- a) voiced and voiceless;
- b) open and closed;
- c) long or short.

18. ... is used in general questions, in introductory phrases (at the beginning of the sentence), in the first part of alternative questions (before "or"), in direct address, and in enumerating items in a list.

- a) falling intonation;
- b) rising intonation.

19. Choose short monophthongs from the given sounds:

- a) [ɪ][eɪ][j]
- b) [æ][ə][ɪ]
- c) [k][ə][ɪ]

20. Consonants [m][n][l] are called...

- a) fricatives;
- b) sonants;
- c) affricates.

21. Sound [e] can be characterized as ...

- a) bilabial, occlusive sonant;
- b) long, rounded;
- c) short, unrounded.

22. In speech a consonant can be modified under the influence of a neighboring consonant. This process is called...

- a) elision;
- b) adaptation;
- c) assimilation.

23. What kind of intonation is used for extra emphasis in informal situations, for example, in greetings and exclamatory sentences?

- a) high fall;
- b) high rise;
- c) fall rise.

24. What kind of intonation is used to express strong surprise or disbelief?

- a) high fall;
- b) high rise;
- c) fall rise.

25. Assimilation can be:

- a) open and closed;
- b) weak and strong;
- c) progressive and regressive.

26. Sound [h] is ...

- a) short, rounded vowel;
- b) pharyngeal consonant;
- c) interdental consonant.

27. A complex unity of melody, pitch of the voice, sentence stress, temporal characteristics (duration, tempo, pausation) and rhythm is called ...

- a) words stress;
- b) syntagma;
- c) intonation;

### 2. Transcribe the following words:

knight, white, sing, central, park, where, why, thing, there, they, nothing, bring, sad, bed, lead, who, might, night, light, certain, rat, bad, hour, heir, hair, knowledge, know, knew, would, wine, win, thin, said.

### 3. Intone the sentences:

1. 'This is a \planet, "isn't it? – \Yes, it \is. It's a \planet.
2. 'Those 'aren't \stars, "are they? – \No, they \aren't. They are \planets.
3. \No, 'not \really.
4. 'Is it a 'town or a \city?
5. 'Is 'that a 'singer or a \dancer? – \Neither. It's a mu\sician.
6. 'What is \this? 'Is 'this 'parsley? – \No, it \isn't. – 'What `is it .then? 'What's `that? – It's \celery.

## Типовой вариант контрольной работы (5 семестр очная форма обучения)

### Test №1.

1. We can distinguish \_\_\_\_ groups of Germanic dialects.  
A) 2    B) 3    C) 4
2. English belongs to the \_\_\_\_ group of languages.  
A) East Germanic    B) West Germanic    C) North Germanic
3. Ablaut was inherited by the Germanic languages from \_\_\_\_.  
A) the Latin language    B) the Old Icelandic language  
C) the common Indo-European period
4. There were \_\_\_\_ types of Ablaut.  
A) 2    B) 3    C) 4
5. Grimm's law describes \_\_\_\_\_.  
A) the system of vowels in Indo-European languages  
B) the system of consonants in Germanic languages  
C) correspondences between consonants of Indo-European and Germanic languages
6. The word structure in Germanic languages had \_\_\_\_ elements.  
A) 3    B) 2    C) 4
7. The Old English period begins in the \_\_\_\_ century.  
A) 1<sup>st</sup>    B) 5<sup>th</sup>    C) 7<sup>th</sup>
8. Before the Germanic tribes invaded the British Isles the islands were occupied by \_\_\_\_.  
A) the Goths    B) the Romans    C) the Scandinavians
9. The first alphabet used in Britain was \_\_\_\_\_.  
A) the Runic alphabet    B) the Latin alphabet    C) the Druid's alphabet
10. We can distinguish \_\_\_\_ groups of Germanic dialects.  
A) 2    B) 3    C) 4
11. English belongs to the \_\_\_\_ group of languages.  
A) East Germanic    B) West Germanic    C) North Germanic
12. Ablaut was inherited by the Germanic languages from \_\_\_\_.  
A) the Latin language    B) the Old Icelandic language  
C) the common Indo-European period
13. There were \_\_\_\_ types of Ablaut.  
A) 2    B) 3    C) 4
14. Grimm's law describes \_\_\_\_\_.

- A) the system of vowels in Indo-European languages
- B) the system of consonants in Germanic languages
- C) correspondences between consonants of Indo-European and Germanic languages

**15.** The word structure in Germanic languages had \_\_\_\_ elements.

- A) 3
- B) 2
- C) 4

**16.** The Old English period begins in the \_\_\_\_ century.

- A) 1<sup>st</sup>
- B) 5<sup>th</sup>
- C) 7<sup>th</sup>

**17.** Before the Germanic tribes invaded the British Isles the islands were occupied by \_\_\_\_.

- A) the Goths
- B) the Romans
- C) the Scandinavians

**18.** The first alphabet used in Britain was \_\_\_\_\_.

- A) the Latin alphabet
- B) the Runic alphabet
- C) the Druid's alphabet

**19.** Christianity was introduced in Britain in the \_\_\_\_ century.

- A) 5<sup>th</sup>
- B) 7<sup>th</sup>
- C) 8<sup>th</sup>

**20.** The most important in Old English was the \_\_\_\_\_ dialect.

- A) Wessex
- B) Mercian
- C) Essex

**21.** The Northmen began their raids on the British Isles in the \_\_\_\_ century.

- A) 6<sup>th</sup>
- B) 7<sup>th</sup>
- C) 8<sup>th</sup>

**22.** Palatal mutation is \_\_\_\_\_.

- A) fronting and raising of vowels
- B) making the vowels back
- C) weakening of vowels

**23.** Breaking took place \_\_\_\_\_.

- A) before [h]
- B) before [g]
- C) before [s]

**24.** The consonant phoneme \_\_\_\_ was either voiced or voiceless depending on its position in the word.

- A) /f/
- B) /d/
- C) /t/

**25.** Old English sound [k'] is \_\_\_\_\_.

- A) forelingual
- B) palatal
- C) velar

**26.** Old English sound [ð] is \_\_\_\_\_.

- A) plosive
- B) fricative
- C) labial

**27.** The change Gt sandjan > OE sendan illustrates the process of \_\_\_\_.

- A) palatal mutation
- B) breaking
- C) palatalisation

**28.** The number of cases of Old English adjectives was \_\_\_\_.

- A) 2
- B) 4
- C) 5

**29.** The number of cases of Old English nouns was \_\_\_\_\_.

- A) 2
- B) 4
- C) 6

**30.** The nouns of a-stems in OE included \_\_\_\_\_.

- A) Masculine and Feminine nouns
- B) Masculine and Neuter nouns
- C) only Masculine nouns

**31.** Adjectives in Old English had \_\_\_\_\_ declension(s).

- A) 1
- B) 2
- C) 3

**32.** The OE verb “cunnan” belonged to \_\_\_\_\_.

- A) strong verbs
- B) weak verbs
- C) preterite-present verbs

**33.** Strong verbs in OE had \_\_\_\_ principal forms.

- A) 2
- B) 3
- C) 4

**34.** Weak verbs in OE had \_\_\_\_ principal forms.

- A) 2
- B) 3
- C) 4

**35.** The Old English verb “bēon” belonged to \_\_\_\_\_.

- A) strong verbs
- B) weak verbs
- C) irregular verbs

**36.** The Old English verb “writan” belonged to \_\_\_\_\_.

- A) strong verbs
- B) weak verbs
- C) preterite-present verbs

37. The OE word “brōðor” belonged to \_\_\_\_\_.  
 A) borrowed words    B) Indo-European layer    C) Germanic layer
38. The OE word “pund” belonged to \_\_\_\_\_.  
 A) borrowed words    B) Indo-European layer    C) Germanic layer
39. The OE suffixes -ere, -estre formed \_\_\_\_\_.  
 A) adjectives    B) nouns    C) verbs

### Test №2

1. Make phonetic analysis of the Old English words: ealra (Gt alls) – all, fiscaþ (пескарь) — fish; ME words: shoures (OE scur) – shower, fowel (OE fugol) – fowl; NE words: child (OE cild), deep (OE dēop).
2. Make grammatical analysis of the Old English words: sǣde (secgan v.w.III), cyninge (cyning n.M.-a); ME words: hath (OE habban v. w.III), bathed (OE baþian v. w.II); NE words: couldst, thine (þīn pr.pers.).
3. Make etymological analysis of the Old English words: his, hē (R сей), man (Sanskrit manu); ME roote (O Scand rot), flour (O Fr flour); NE words: teach, thou, beauty.

### Типовой вариант контрольной работы по лексикологии (6 семестр очная форма обучения)

1. The internal structure of the word is studied in the branch of linguistics called
- |                |                  |
|----------------|------------------|
| 1) semasiology | 2) semantics     |
| 3) onomastics  | 4) paradigmatics |
2. The Modern approach to the problem of semantics is characterized by two levels of studies
- |                                 |                              |
|---------------------------------|------------------------------|
| 1) morphologic and syntactic    | 2) semantic and polysemantic |
| 3) syntagmatic and paradigmatic | 4) syntactic and syntagmatic |
3. Phraseology is a section of Lexicology that studies
- |  |
|--|
| 1) word-groups of stable structure                       |
| 2) word-groups of stable nature with transferred meaning |
| 3) metaphorical meanings of stable word-groups           |
| 4) transferred meanings of word-groups                   |
4. The system of word-building of English and Russian is studied correspondingly
- |                                   |  |
|-----------------------------------|--|
| 1) in the same section of grammar | 2) in different sections of grammar    |
| 3) in lexicology and in grammar   | 4) in different sections of lexicology |
5. The most voluminous dictionary of the American variant of the English language is represented by
- |                        |                        |
|------------------------|------------------------|
| 1) the Collins edition | 2) the Webster edition |
| 3) the Longman edition | 4) the COBILT edition  |
6. The four types of word-building in English classified by G.Antrushina, O.Afanasyeva and N.Morosova are
- |   |
|---|
| 1) conversion, composition, shortening, affixation      |
| 2) conversion, composition, shortening, substantivation |
| 3) derivation, contraction, composition, shortening     |
| 4) derivation, conversion, composition, shortening      |
7. What kind of grammatical category is represented by suffixes in the following words: testatrix, ballerina, suffragette?
- |           |           |           |         |
|-----------|-----------|-----------|---------|
| 1) gender | 2) number | 3) person | 4) case |
|-----------|-----------|-----------|---------|
8. What group of words is represented by the grammatical prefix a- in the words afraid, aflame, asleep?
- |               |            |          |             |
|---------------|------------|----------|-------------|
| 1) Adjectives | 2) Adverbs | 3) Verbs | 4) Statives |
|---------------|------------|----------|-------------|
9. What linguistic term does not characterize this group of words:

slanguage, seaography, chickenest, unputdownable?

1) malapropisms 2) neologisms 3) barbarisms 4) nonce-words

10. What morphological type of word-building is represented by the words lady-killer, lady-bug, school-boy, girl-friend?

1) derivational composition 2) reduplication  
3) semi-affixation 4) morphological composition

11. What type of word-building is used in such computer language words as RUOK, UNO, CU?

1) graphic abbreviation 2) letter shortening 3) clipping 4) contraction

12. The proper English element of the vocabulary

1) does not have any cognates in other languages  
2) has cognates in other languages  
3) has cognates in all Germanic languages  
4) has cognates in Indo-European languages

13. How do we identify the group of words from different languages: maman (French), mother (English), Mutter (German), Modhar (Sanskrit), мама (Russian)?

1) international words 2) cognates 3) homonyms 4) paronyms

14. The 7th century brought a lot of Latin and Greek words into English due to

1) trade relations 2) Christianization  
3) Roman invasion 4) educational process

15. Mark the point that cannot be the source of homonyms in the language

1) borrowings 2) shortenings 3) split polysemy 4) alliteration

16. What is the common meaning of the Celtic toponyms Exe, Esk, Usk, Ux?

1) a river 2) a lake 3) a hill 4) a settlement

17. Continue a list of synonyms (add 3 words to each line)

1) mad, crazy, ... 2) to die, to pass away, ...

18. Give antonyms to the following words (one to each word)

1) friendly 2) to weep 3) joy 4) heavenly 5) the good  
6) love 7) top 8) beautiful 9) hopeful 10) boring

19. Finish up the following Shakesperisms and Biblicisms

1) to be or not to be... 7) for better or...  
2) the prodigal... 8) all's well that...  
3) the time is ..... 9) much ado...  
4) the Promised... 10) there is no darkness...  
5) a Fool's... 11) all that glistens...  
6) a forbidden... 12) he jests at scars,...

20. Give American variants to these English words according their semantics

1) a lift 9) a toilet  
2) a chemist's 10) a letter-box  
3) sweets 7) trousers  
4) a railway 12) underground  
5) a dragon-fly 13) autumn  
6) white bread 14) government  
7) mad 15) a flat  
8) a tin

21. Explain the meaning of these words borrowed by Russian in English (mind the Russian variant of meaning)

1) Primaries 6) het-trick  
2) Summit 7) ranger  
3) speech-writer 8) bucks  
4) UFO-logy 9) a square  
5) narcotrafficans

22. Give English clichés to following Russian expressions

- 1) астрономические цифры                      5) лебединая песня  
 2) взломать лёд                                    6) проложить путь  
 3) ирония судьбы                                 7) нарушать закон  
 4) плечом к плечу                               8) отвечать требованиям
23. Give Cockney slang-rhyming words to following literary ones
- 1) beer    5) telephone  
 2) hat     6) nose  
 3) knife    7) money  
 4) feet    8) dole  
 5) daughter
24. Classify these words into two groups as a) archaisms and b) neologisms
- 1) tape-recorder                                 6) morn  
 2) heavy-metal                                    7) diligence  
 3) damsel     8) computer  
 4) Euro    9) yonder  
 5) genome                                         10) thee
25. Give paronyms to the following words
- 1) human    2) historic  
 3) earthen                                         4) academic                                    5) humoristic
26. Give homonyms to the following words
- 1) thrown    5) sent  
 2) vein     6) be  
 3) mail     7) rain  
 4) piece
27. Mark the sounds which these animals can give (connect numbers with letters)
- 1) a geese    a) bark  
 2) a durk     b) crow  
 3) a bull    c) bellow  
 4) a pig     d) baa  
 5) a hen     e) grunt  
 6) a horse    f) bleat  
 7) a goat    g) height  
 8) a sheep    h) mew  
 9) a cat    i) hiss  
 10) a dog     j) quack  
 11) a frog     k) croak
28. Give two more words for each of these 4 groups of etymological doublets
- 1) hotel    2) personage    3) to capture    4) to ride
29. Arrange these toponyms according to the meaning of their structural elements
- 1) Grimsby (Scandinavian)                    a) home  
 2) Nottingham (Saxon)                        b) town  
 3) Southhampton (Saxon)                      c) place of living  
 4) Hastings (Saxon)                             d) fortress on the hill by the river  
 5) Llyndun (Latin)                               e) village
30. Connect the words denoting the animals and their meat
- 1) a swine    a) mutton  
 2) a cow    b) veal  
 3) a ram    c) pork  
 4) a calf    d) beef

1. The methodology of investigating the common semantic component of the polysemic word in English.
2. The system of word-building in the English language.
3. Three layers of Latin words in the English vocabulary.
4. Lexical divergents of British and American vocabulary.
5. The main problems of modern English Lexicology.
6. The history of Lexicology as a science. The sections of Lexicology.
7. The main types of nomination in the English language. The interrelation of the sign and the meaning.
8. The functional aspect of word-building.
9. The collocability of the parts of speech: basic models.
10. Abbreviation as one of the most intensively developing types of the Modern English word-building system.

### Типовой вариант контрольной работы по лексикологии (7 семестр очная форма обучения)

1. The English language is.....  
1) a synthetic one 2) an analytical one 3) a flective one 4) an agglunative one
2. Lexicology studies  
1) the semantics of the word 2) the word-building  
3) the inner and outer structure of the word 4) the classes of literary vocabulary
3. The result of a semantic change in the word *sport* as *entertainment* is the.....  
of meaning.  
1) degradation 2) specialization 3) generalization 4) elevation
4. Vallency of affixes is the ability.....  
1) to restore old words 2) to reproduce words  
3) to generate new words 4) to reproduce new meanings
5. The suffix *-rix* is  
1) diminishing 2) grammatical 3) temporal 4) plural
6. Define the type of the word-building in these lexemes: *sportsman, gentleman, salesman*.....  
1) composition 2) compounding 3) semi-affixation 4) double affixation
7. Define the class of words: *China, Bikini, Astrakhan*  
1) euphemisms 2) toponyms 3) litotes 4) antroponyms
8. Define the part of speech: *stay-at-home, theatre-goer, hear-say*  
1) nouns 2) verbs 3) adjectives 4) adverbs
9. The words *cherry, pepper, butter, cheese* were borrowed from ....  
1) Celtic 2) French 3) German 4) Latin
10. The letter-combination *sk* proves almost exactly that the word was borrowed from.....  
1) Latin 2) Parisian dialect 3) Scandinavian 4) French
11. The words *priest, bishop, school, magister* belong to the.....  
1) first layer of Latin borrowings 2) second layer of Latin borrowings  
3) third layer of Latin borrowings 4) native vocabulary stock
12. Semantically all morphemes are classified into.....  
1) affixes and roots 2) prefixes and suffixes  
3) roots and prefixes 4) affixes and prefixes
13. Borrowed words are assimilated in English in 3 main areas:.....  
1) phonetics, grammar and semantics 2) phonetics, syntax and semantics  
3) phonetics, grammar and vocabulary 4) phonetics, semantics and spelling
14. We call the words originated from ..... 'etymological doublets'.  
1) the same etymological source 2) the same language 3) Latin 4) Greek
15. Such words as *wonder child, masterpiece, lightning war* represent a class of

- 1) synonymic pairs 2) etymological doublets 3) translation loans 4) clichés
16. We call a common semantic component.....
- 1) the semantic element of a polysemic word
  - 2) the same keeping together all the semantic structure of a polysemic word
  - 3) all the semantic elements of a polysemic word
  - 4) the first semantic element that distinguishes it from other elements
17. The denotative element of the word semantics renders.....of the word
- 1) the additional meaning
  - 2) the secondary meaning
  - 3) the conceptual meaning
  - 4) the obsolete meaning
18. The word-collocation represents the transference of meaning based on.....
- 1) substitution
  - 2) contiguity
  - 3) opposition
  - 4) resemblance
19. Functional style is a system of expressive means peculiar.....
- 1) to private communication
  - 2) to certain types of communication
  - 3) to personal communication
  - 4) to formal communication
20. 'Pigeon English' is a corrupted language of the.....
- 1) people living in India
  - 2) people living in Oceania
  - 3) people living in the Pacific region
  - 4) people living in Cheapside
21. A highly colloquial style using new words or current words in some specific meaning is represented by.....
- 1) a scientific style
  - 2) a conversational style
  - 3) Slang
  - 4) 'macaronical' speech
22. Obsolete words denote the notions and objects that.....
- 1) appeared in our life not long ago
  - 2) disappeared from our life
  - 3) have newly-coined words for their nominations
  - 4) are of foreign origin
23. The biggest core of the English word-stock is represented by .....
- 1) the Basic vocabulary
  - 2) slang words
  - 3) terminology
  - 4) colloquial words
24. Define the class of synonymic words in the example (in the same order):  
*infant – child – kid*
- 1) formal-informal-basic
  - 2) basic-formal-informal
  - 3) informal-formal-basic
  - 4) formal-basic-informal
25. We define a pair of words *earthen – earthly* as.....
- 1) synonyms
  - 2) paronyms
  - 3) homonyms
  - 4) antonyms
26. The words *mail* and *male* are
- 1) homographs
  - 2) homophones
  - 3) paronyms
  - 4) synonyms
27. According to Academician V. Vinogradov, synonyms can be of three types:
- 1) ideographic, stylistic and absolute
  - 2) absolute, terminological and stylistic
  - 3) absolute, partial and stylistic
  - 4) partial, terminological and ideographic
28. Define the origin of the following borrowings: *to interrogate, to ask, to question* (in the same order)
- 1) Latin – French – English
  - 2) English – French – Latin
  - 3) Latin – English – French
  - 4) French – Latin – English
29. Euphemisms represent a pair of.....
- 1) synonyms
  - 2) etymological doublets
  - 3) polysemic words
  - 3) homonyms
30. Antonyms can demonstrate 2 types of opposition:.....
- 1) binaric and connotational
  - 2) binaric and conventional
  - 3) binaric and conversational
  - 4) binaric and controversial
31. The internal structure of the Word is studied in the branch of linguistics called..
- 1) semasiology
  - 2) semantics
  - 3) onomastics
  - 4) paradigmatics
32. What languages were these words borrowed from: *embargo, bankrupt, iceberg, skipper* (in this order)?
- 1) Italian, Spanish, Dutch, German
  - 2) Dutch, Italian, Spanish, German
  - 3) Spanish, Italian, German, Dutch
  - 4) German, Spanish, Italian, Dutch
33. Lexicology is the branch of linguistics dealing with....
- 1) with inner and outer structure of words and the vocabulary stock

- 2) grammatical employment of various linguistic units  
 3) with the contents of the national vocabulary  
 4) various lexical means and stylistic devices of words
34. The polysemic inner structure of English words is  
 1) a language anomaly of English      2) a specific feature of English  
 3) a usual thing for any language      4) an archaic feature of English
35. Which meaning of the polysemantic adjective *barbaric* is a primary one?  
 1) foreign    2) very cruel and violent    3) uncultured    4) illiterate
36. The words *heir* and *air* refer to .....  
 1) the group of homographs      2) the group of homonyms proper  
 3) the group of paronyms      4) the group of homophones
37. New English words *sheeple* and *globesity* demonstrate such a type of word-building that is called...  
 1) acronyming    2) blending    3) clipping    4) shortening
38. The word *soufflé* belongs to the group of ...  
 1) partially assimilated borrowings    2) completely assimilated borrowings  
 3) long-assimilated loans      4) unassimilated borrowings or barbarisms
39. The word *smoko* that means 'a work-interval' is used in  
 1) Australian English    2) American English  
 3) Canadian English    4) Indian English
40. Find out the meaning of a Lancashire dialectal word *judy* used in the sentence 'There are 12 boys and 15 judies in my son's class'.  
 1) a woman    2) a pupil    3) a parent    4) a girl
41. The existence of two words – *a governor* (губернатор) and *a governess* (губернантка) which are different not only in gender but in semantics proves the existence of the ..... in the English language (not in the society)  
 1) non-motivated naming tendencies      2) inadequate naming techniques  
 3) domination of the masculine implication    4) gender semantic asymmetry
42. The word '*hobbit*' in the namesake J.R. Tolkien's novel is .....  
 1) a blend    2) a nonce-word    3) a shortening    4) a clipping

#### KEYS

1-1,2-3,3-2,4-4,5-2,6-3,7-2,8-1,9-4,10-3,11-2,12-1,13-1,14-1,15-3,16-2,17-3,18-4,19-2,20-3,21-3,22-2,23-1,24-4,25-2,26-2,27-1,28-3,29-1,30-3,31-1,32-3,33-1,34-3,35-2,36-4,37-2,38-4, 39-1,40-4,41-4,42-2.

#### Типовой вариант контрольной работы (8 семестр очная форма обучения)

##### Тест № 1.

1. Syntagmatic relations are  
 A) relations outside the strings      B) relations between units in a string
1. Words are units of  
 A) lexemic level      B) morphemic level
2. Synthetical grammatical forms are realized  
 A) by auxiliary words      B) by grammatical suffixes
3. Meaning of a part of speech is  
 A) the categorial meaning      B) the individual meanings of words
4. The formal criterion of parts-of-speech classification includes  
 A) inflexional and derivational features      B) inflexional features

6. Notional words constitute  
 A) a closed group                      B) an open group
7. As a result of substitution tests  
 A) the lists of positional words are established      B) the words are divided into notional and function words
8. Prof. M.Y.Blokh divides all English words into  
 A) 2 large groups                      B) 3 unequal parts
9. Grammatical meanings are expressed  
 A) by grammatical forms of words      B) by suffixes
10. The grammatical opposition is  
 A) a system of forms                      B) a correlation of linguistic forms
11. The binary privative opposition is formed  
 A) by several members                      B) by a contrastive pair of members
12. In the opposition “goes – is going” the marked member is  
 A) goes                                      B) is going
13. Oppositional reduction is the case when  
 A) one member can be used in the position of the other one      B) two members are not distinguished
14. One of the oppositional pairs of the nouns is  
 A) proper and inanimate nouns      B) proper and common nouns
15. The first opposition in the category of gender of the noun is  
 A) masculine vs. non-person nouns      B) person vs. non-person nouns
16. “Absolute” singular are  
 A) singularia tantum                      B) nouns in the singular
17. In the combination “Anna's living room” the semantic type of the genitive is  
 A) the genitive of agent                      B) the genitive of possessor
18. In the combination “the champion's defeat” the semantic type of the genitive is  
 A) the genitive of patient                      B) the genitive of agent
19. The general characteristic of all pronouns is  
 A) absence of grammatical categories      B) substitute-names
20. The verb “arrive” is  
 A) a limitive verb                              B) a durative verb
21. The verb “forget” is  
 A) a non-transitive verb                      B) a transitive verb
22. The category of primary time divides all tense-forms into  
 A) the temporal planes of                      B) present and future forms

the present and the past

23. The opposition “goes – has gone” constitutes

- A) the category of development                      B) the category of retrospect

24. The form “is given” expresses

- A) reception of the action by the subject    B) reception of the action by the object

25. In the sentence “Mary hasn't dressed up yet” we use the form of

- A) the active voice                                      B) the reflexive voice

26. In the sentence “God forgive us” we use

- A) Subjunctive I                                        B) Subjunctive II

27. In the sentence “May success attend you” we express

- A) suggestion    B) wish

28. In the sentence “Let him repeat the accusation” we express

- A) inducement                                        B) supposition

29. The category of person of the verb is expressed

- A) in the Present and Past                      B) in the Present and Future tenses  
tenses of the multitude of verbs              of the multitude of verbs

30. The peculiarity of the meaning of non-finite forms of the verb is that

- A) they show process as peculiar kinds    B) they do not show process  
of substances or properties

#### **Тест №2**

1. Define the language means used to mark the gender distinctions of the nouns:

The tom-cat was sleeping on the window-sill.

The tale says that the Mouse was courageous, he never let down his friends when they were in danger.

A woman-doctor was to operate on the patient.

A he-goat is more difficult to tame than a she-goat.

2. Account for the use of the articles:

A group of boys were playing volleyball.

The woman who teaches us Italian now is not a teacher.

She was no woman, she was servant.

It was better to have a sulky Arthur than no Arthur at all.

3. Point out participle I, gerund and verbal noun in the following sentences:

That was where our fishing began.

Going downstairs, looking as alert and self-possessed as any other officer of the bank, he spoke to two clients he knew, and set his face grimly toward noon.

I just wondered how a painter makes a living.

She was delighted with his having performed for her alone, with his having had her seat removed from the gallery and placed in his dressing room and with being so near to him.

4. Define the types of syntactical relations between the constituents of the following word combinations:

saw him, these pearls, insanely jealous.

5. State the structural type of the sentences:

A woman like me is ageless.

What a strange woman!

It's a fine time.

“Don't try to whip yourself up into a temper.”

“I say, what d'you suppose happens to us?”

6. Define the types of clauses in the following sentences:

He remembered her outburst of that night and interpreted it in a harsher sense than he had ever done.

She hung her arms round his neck as he crouched there, and clung to him.

He would be miserable all the day if he went without a kiss.

She was self-conscious, and quite brilliantly winsome, when the baker came, wondering if he would notice.

### **Типовой вариант контрольной работы по стилистике (9 семестр очная форма обучения)**

1. What do we define as style?
  1. the author's vocabulary
  2. the system of literature devices
  3. all the totality of the words in the text
  4. all the totality of the expressive means of the language
2. We call Linguostylistics
  1. the author's abilities to utilize the national vocabulary stock
  2. a branch of literature studies
  3. the effect of choosing and converting the linguistic means
  4. a branch of Linguistics
3. There are 2 tasks of Linguostylistics:
  1. to investigate Macro- and Microstylistics of a certain discourse
  2. to investigate the style-markers within the sentence or on the lexical level
  3. to investigate the inner structure and the semantics of the text
  4. to investigate the artistic features of a certain discourse
4. The founder of Stylistics is
  1. V.V. Vinogradov
  2. M. Riffaterre
  3. Ch. Balli
  4. I.V. Arnold
5. The principle of identification is based on the comparing of
  1. the text elements to the neutral elements
  2. the text elements to another functional stylistic pattern
  3. the text elements to their translation variants
  4. the text elements to the conversational functional type
6. The Stylistic of Decoding was developed in Russian linguistics by
  1. V.V. Vinogradov
  2. Y.M. Skrebnev
  3. A. Achmanova
  4. I.V. Arnold
7. Stylistics fall into
  1. lexical, phonetic and literature sections
  2. grammar, lexical and literature sections
  3. phonetic, grammar and lexical sections
  4. morphological, phonetic and literature sections
8. The English language was divided into written and spoken English in the
  1. 19th century;
  2. 20th century;
  3. middle-English period;
  4. 18th century;
9. The functional styles started to be distinguished in English in the
  1. 19th century;
  2. 20th century;
  3. middle-English period;
  4. 18th century
10. The stylistic functions are realized in the discourse by means of
  1. foregrounding and neutralization
  2. foregrounding and actualization
  3. actualization and neutralization
  4. accumulation and foregrounding
11. The Tropes are mainly
  1. syntagmatic means of the language
  2. paradigmatic means of the language
  3. thematic stylistic devices
  4. grammatic stylistic devices
12. The Colloquial style has got

1. 5 functional marks
  2. 3 functional marks;
  3. 4 functional marks
  4. 6 functional marks
13. The "Times" is mainly read by the people
1. who think they rule the country
  2. who don't care who runs the country
  3. who run the country
  4. whose wives help them to run the country
14. The scientific style is represented mainly by
1. professionalisms and bookish words
  2. terminology and bookish words
  3. archaic and foreign words
  4. neologisms and foreign words
15. How are these word collocations marked in the explanatory dictionaries:  
a vital issue, pillars of the society, to pave the way
1. as colloquialisms; 2. as barbarisms; 3. as clichés; 4. as slang
16. The vertical gradation of the newspaper language means the
1. changing of the language within a certain edition
  2. variety of the language in different newspapers
  3. differences of the language between daily and Sunday newspapers
  4. novelties in the language daily papers
17. The main features of the Colloquial style are
1. familiar, vulgar and slang words
  2. tropes, euphemisms and barbarisms
  3. professionalisms, vulgar and slang words
  4. compression, excess and repetitions
18. Slang represents in general a
1. metaphoric language of non-literary style
  2. rhyming language of bookish style
  3. colloquial style
  4. familiar style
19. The four components of words semantics are
1. emotive, evaluative, expressive and metaphoric
  2. expressive, stylistic, evaluative and emotive
  3. emotive, stylistic, evaluative and metaphoric
  4. emotive, expressive, evaluative and denotative
20. The main devices of phonostylistics are
1. metaphors, the intonation and pauses
  2. the intonation, pauses and metaphors
  3. alliteration, assonance and metaphors
  4. alliteration, assonance and intonation
21. A half-marked structure denotes
1. a sound-imitation
  2. the changing of the form
  3. a deviation of the norm
  4. a new intonation pattern
22. When a man is called by the name of some animal (an ass, a duck) this device is called a(an)
1. deviation; 2. transposition; 3. substitution; 4. opposition
23. In the English dictionaries of frequency of words usage the first 5 positions are occupied by the words
1. to, in, for, be, the                      3. the, I, be, he, you

2. he, you, it, they, we    4. the, be, of, and, a
24. The list of most frequently-used words in English and Russian is led by
1. non-categorimatic words
  2. syn-categorimatic words
  3. categorimatic words
  4. categorical words
25. Two disyllable meters in poetry are represented by
1. iambus and dactyl            3. trocheé and iambus
  2. trocheé and dactyl        4. dactyl and anapaest
26. Three-syllable meters in poetry are represented by
1. iambus, dactyl and amphibrach
  2. amphibrach, dactyl and anapaest
  3. dactyl, anapaest and troucheé
  4. iambus, trocheé and dactyl
27. Two opposite devices based on the conjunction usage are called
1. asyndeton and polysyndeton
  2. syndeton and asyndeton
  3. syndeton and polysyndeton
  4. asyndeton and anadiplosis
28. The Epithet could be
1. conventional, descriptive and evaluative
  2. descriptive, evaluative and denotative
  3. conventional, tautological and denotative
  4. denotative, tautological and evaluative
29. Alliteration is the repetition of
1. dental sounds;    2. vowels;    3. consonants;    4. alveolar sounds
30. Assonance is the repetition of
1. consonants;    2. affricates;    3. interdental sounds;    4. clasters
- 31-34    Distribute the following words into classes of ...
31.        Colloquial words                    chap, daddy, infant, child, father, bloke, kid,
  32.        Neutral words                         parent, youth, fellow, kiddo, oldo
  33.        Bookish words
  34.        Slang words
35.        Decipher the so called "5-Wand-H-pattern rule" in advertising
- 36-38    Explain the meanings of the words from mass-media language
36.        to hijack    37. the identikit    38. biz
39.        What figure of speech is used in the question: "Been to the theater?"
40.        Define the functional substyle of the utterance: "And now we'll be good and wash our face and hands".

Ключи.

1-4, 2- 4 , 3-1, 4-3, 5-1, 6-4, 7-1, 8-4, 9-1, 10-4, 11- 2, 12-4, 13-3, 14-2, 15-3, 16-1, 17-4, 18-2, 19-2, 20-4, 21-3, 22-2, 23-4, 24-1, 25-3, 26-3, 27-1, 28-2, 29-3, 30-3, 31- infant, parent, youth; 32- kid, daddy, chap; 33- child, father, fellow; 34- kiddo, 35-oldo, block; 35-who, what, when, where, why and how; 36-to capture the airplane by force; 37-the photo-robot, 38-business, 39-ellipsis, 40-baby-talk.

#### **Примерная тематика рефератов (9 семестр очная форма обучения)**

1. Categorimatic and sin-categorimatic words in the discourse and their functions.
2. Grammatical stylistics: functions of transpositions.
3. The methodology of stylistic analysis of a belles-lettres text.
4. General characteristics of the British press.
5. The stylistic functions of systemically organized lexis in the discourse: synonyms.
6. The stylistic functions of systemically organized lexis in the discourse: antonyms.
7. The stylistic functions of systemically organized lexis in the discourse: homonyms.

8. The stylistic functions of systemically organized lexis in the discourse: paronyms.
9. The horizontal and vertical gradation of the newspaper language.
10. English Slang, its classifications and stylistic properties.
11. The properties of the English computer communicative discourse; abbreviations and clippings.
12. The syntactic stylistic properties: Figures of speech.

Промежуточная аттестация обучающихся осуществляется в форме экзамена и зачета, с использованием следующих оценочных материалов:

**Вопросы к зачету  
(4 семестр, очная форма обучения)**

1. Phonetics as a branch of linguistics.
2. The connection of phonetics with other sciences.
3. Organs of speech.
4. General characteristics of phonemes.
5. Methods of phonological analysis.
6. English consonants.
7. Modification of English consonants.
8. English vowels.
9. Modification of English vowels.
10. Syllabic structure of English words.
11. Word stress.
12. Transcription symbols and notations.
13. Phonetic phenomena of pronunciation.
14. The role of intonation in English speech. Tempo and rhythm.
15. Phonostylistics: general outline.
16. Stylistic modification of sounds.
17. Stylistic use of intonation: Informal and academic styles.
18. Stylistic use of intonation: Publicistic style.
19. Stylistic use of intonation: Declamatory style.
20. Stylistic use of intonation: Conversational style.
21. Territorial variants of English pronunciation.

**Вопросы к экзамену  
(\_\_\_\_\_ 5 \_\_\_\_\_ семестр, очная форма обучения)**

1. Three groups of Old Germanic languages.
2. Common features of Germanic languages in phonetics: Ablaut.
3. Common features of Germanic languages in phonetics: Umlaut.
4. Common features of Germanic languages in phonetics: Grimm's Law.
5. Common features of Germanic languages in phonetics: Verner's Law.
6. Common features of Germanic languages in morphological system.
7. The runic alphabet of Germanic languages.
8. Invasion of the British Isles by the Germanic tribes.
9. The main kingdoms of England in AD 600, the main dialects.
10. Written records of Old English.
11. The Old English vowel phonemes, changes in the vowel system.
12. The Old English consonant phonemes.
13. Grammatical peculiarities of Old English nouns.

14. The system of Old English pronouns, their grammatical categories.
15. Grammatical peculiarities of Old English adjectives.
16. The non-finite forms of the verb in Old English.
17. The system of conjugation of the finite forms of the verb in Old English.
18. The main groups of verbs in Old English: strong verbs.
19. The main groups of verbs in Old English: weak verbs.
20. The main groups of verbs in Old English: irregular, preterite-present and suppletive verbs.
21. Three layers of the Old English vocabulary.
22. Internal means of enriching vocabulary in Old English.
23. Borrowing of words in Old English.
24. Outer history of the Middle English period.
25. Formation of the English national language.
26. Changes in phonetics in Middle English.
27. Changes in the alphabet and spelling in Middle English.
28. Changes in the nominal system in Middle English.
29. Changes in the verbal system in Middle English.
30. Scandinavian borrowings in Middle English.
31. French borrowings in Middle English.
32. Outer history of New English. Expansion of English.
33. Changes of vowels in New English.
34. Changes of consonants in New English.
35. Changes in the alphabet and spelling in New English.
36. Changes in the systems of nouns and adjectives in New English.
37. Changes in the verbal system in New English.
38. Means of enriching vocabulary in New English.

**Вопросы к зачету по лексикологии  
(6 семестр, очная форма обучения)**

1. Lexicology as a science, its task and objects. The interrelation of Lexicology with other sciences; theoretical and applied lexicological studies.
2. The main problems of modern English Lexicology. The history of Lexicology as a science; sections of Lexicology.
3. The main types of nomination in the English language. The interrelation of the sign and the meaning, the functions of words.
4. The main types of word-building in the English language: general outline.
5. The syntactic type of word-building; the collocability of the parts of speech.
6. The origin and the Etymology of English vocabulary.
7. The three aspects of identification of the borrowed words in the English vocabulary.
8. The interrelation of the denotative and the connotative components of meaning in the word semantics. The national and culturological components of word meaning.
9. The process of developing new meaning. Extracting a common semantic component of a polysemic word.
10. Classes of literary and non-literary words in the English vocabulary.
11. The stylistic phenomena of word meaning.
12. The history of formation of the American vocabulary.
13. The phenomenon of Slang words in the English vocabulary (including rhyming slang).
14. The systemically organized lexis of the English vocabulary.
15. The valency of words. Free and set English collocations.
16. English phraseology: the ways of its classification and translation.

17. American lexicon. The differences between British and American English.
18. The common vocabulary stock of Russian and English: a historical outlook and the present-day situation.
19. Lexicography, its history and main problems. Great British and American lexicographers.
20. The main types of the English Language dictionaries.

**Вопросы к экзамену по лексикологии**  
( \_\_\_\_\_ 7 \_\_\_\_\_ семестр, очная форма обучения)

1. English Phraseology: general characteristics of its modern contents.
2. The ways of thematic arranging of Phraseological Units.
3. The borrowed PhU in the English Vocabulary.
4. The ways of translating English PhU into Russian.
5. The main classes of abbreviations in English.
6. The new models of clipping words in English.
7. The groups of non-literary words in the English Vocabulary.
8. English Slang: its characteristics and classes.
9. The system of "Englishes" existing in the world.
10. The features of English as a global language.
11. The theory of development of the English language by S. Ter-Minasova.
12. The theory of development of the English language by B.Kachroo.
13. The theory of development of the English language by D. Cristall.
14. The American variant of the English language (general characteristics).
15. The main differences in spelling and pronunciation in American English.
16. The main differences in semantics between American and British words.
17. General American and its variants.
18. The common historical basis of the English and Russian vocabulary.
19. The ways of thematic arrangements of modern English borrowings in Russian.
20. Modern English borrowings in the Russian language: their reasons and consequences.

**Вопросы к экзамену по теоретической грамматике**  
( \_\_\_\_\_ 8 \_\_\_\_\_ семестр, очная форма обучения)

1. Morphology as a part of grammar. The main notions of morphology.
2. Classification of the parts of speech in English. The main characteristics of parts of speech.
3. The grammatical category of number of the noun.
4. The problem of the grammatical category of gender of the noun.
4. The grammatical category of case.
5. The grammatical category of the degrees of comparison.
6. The grammatical category of tense of the verb.
7. The grammatical category of aspect.
8. The grammatical category of voice.
9. The grammatical category of mood.
10. The grammatical categories of person and number.
11. The peculiarities of the verbals.
12. The main notions of syntax.
13. Classifications of phrases in English.
14. Peculiarities of subordinate phrases.
15. Peculiarities of coordinate and predicative phrases.
16. The notion of a sentence. Classifications of sentences.
17. Peculiarities of the simple sentence.
18. Parts of the simple sentence.
19. Types of composite sentences.
20. Peculiarities of the complex sentence.

21. Peculiarities of the compound sentence.

**Вопросы к экзамену по стилистике (1-й вопрос теоретический, 2-ой практический) - (9 семестр, очная форма обучения)**

1. Stylistics as a branch of linguistics; the history of its development.
2. The object and the tasks of stylistics.
3. The oratory style and its properties.
4. The stylistic functions of phraseological units and word collocations in the discourse.
5. Sections and divisions of stylistics: what they study.
6. Functional stylistics: general outline.
7. The theory of artistic images: the Tropes.
8. Stylistic functions of such devices as allusion, antonomasia, antithesis, oxymoron, aphorism and pun in a belles-lettres text.
9. The scientific style and its properties.
10. The publicist style: newspaper headlines and advertisements language.
11. Local and temporal elements of the discourse.
12. General characteristics of mass-media style.
13. The colloquial style and its sub-styles.
14. Stylistic functions of the text title.
15. The stylistic functions of proper names (antroponyms) in the text.
16. The stylistic functions of toponyms and their classes
17. Lexicological stylistics: four components of the word connotation.
18. The poetical text and main characteristics of the verse foot.
19. The documentary style and its properties.
20. General characteristics of the Block style: business and private letters.

**Типовой отрывок из художественной литературы для стилистического анализа:**

**O. Wilde THE SELFISH GIANT (an abridged extract)**

Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden. One day the Giant came back. When he arrived he saw the children playing in the garden. "What are you doing here?" he cried in a very gruff voice, and the children ran away. *Trespassers will be Prosecuted*

He was a very selfish Giant.

The poor children had now nowhere to play. They tried to play on the road, but the road was very dusty and full of hard stones, and they did not like it. They used to wander round the high walls when their lessons were over, and talk about the beautiful garden inside. "How happy we were there!" they said to each other.

The spring came, and all over the country there were little blossoms and little birds. Only in the garden of the Selfish Giant it was still winter. The birds did not care to sing in it as there were no children, and the trees forgot to blossom. Once a beautiful flower put its head out from the grass, but when it saw the notice-board it was so sorry for the children that it slipped back into the ground again, and went off to sleep. The only people who were pleased were the Snow and the Frost. "Spring has forgotten this garden," they cried, "so we will live here all the year round." The Snow covered up the grass with her great white cloak, and the Frost painted all the trees silver. Then they invited the North Wind to stay with them, and he came. He was wrapped in furs, and he roared all day about the garden, and blew the chimney-pots down's. "This is a delightful spot," he said, "we must ask the Hail on a visit." So the Hail came. Every day for three hours he rattled on the roof of the castle till he broke most of the slates, and then he ran round and round the garden as fast as he could go. He was dressed in grey, and his breath was like ice.

## IV. ПЕРЕЧЕНЬ ЛИТЕРАТУРЫ, НЕОБХОДИМОЙ ДЛЯ ОСВОЕНИЯ ДИСЦИПЛИНЫ

### 4.1. Основная литература

1. Антрушина, Г. Б. Лексикология английского языка. English Lexicology : учебник и практикум для вузов / Г. Б. Антрушина, О. В. Афанасьева, Н. Н. Морозова. — 8-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2023. — 196 с. — (Высшее образование). — ISBN 978-5-534-07119-1. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/510808> (дата обращения 10.04.2024).

2. Гуревич, В. В. Теоретическая грамматика английского языка : сравнительная типология английского и русского языков : учебное пособие : [12+] / В. В. Гуревич. — 11-е изд., стер. — Москва : ФЛИНТА, 2022. — 169 с. — Режим доступа: по подписке. — URL: <https://biblioclub.ru/index.php?page=book&id=69163> (дата обращения 10.04.2024). — ISBN 978-5-89349-422-8. — Текст : электронный.

3. Евстифеева, М. В. Теоретическая фонетика английского языка : лекции, семинары, упражнения : учебное пособие / М. В. Евстифеева. — 4-е изд., стер. — Москва : ФЛИНТА, 2022. — 168 с. — Режим доступа: по подписке. — URL: <https://biblioclub.ru/index.php?page=book&id=93443> (дата обращения 10.04.2024). — ISBN 978-5-9765-1115-6. — Текст : электронный.

4. Теренин, А. В. История английского языка : учебник и практикум для вузов / А. В. Теренин. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2024. — 212 с. — (Высшее образование). — ISBN 978-5-534-07168-9. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/540793> (дата обращения 10.04.2024).

### 4.2. Дополнительная литература

1. Арнольд, И. В. Лексикология современного английского языка : учебное пособие : [16+] / И. В. Арнольд. — 5-е изд., перераб. — Москва : ФЛИНТА, 2024. — 376 с. — Режим доступа: по подписке. — URL: <https://biblioclub.ru/index.php?page=book&id=103311> (дата обращения 10.04.2024). — Библиогр. в кн. — ISBN 978-5-9765-1041-8. — Текст : электронный.

2. Гуревич, В. В. English Stylistics = Стилистика английского языка : учебное пособие : [12+] / В. В. Гуревич. — 10-е изд., стер. — Москва : ФЛИНТА, 2024. — 72 с. — Режим доступа: по подписке. — URL: <https://biblioclub.ru/index.php?page=book&id=93714> (дата обращения 10.04.2024). — ISBN 978-5-89349-814-1. — Текст : электронный.

3. Невзорова, Г. Д. Английский язык. Грамматика : учебное пособие для вузов / Г. Д. Невзорова, Г. И. Никитушкина. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2024. — 213 с. — (Высшее образование). — ISBN 978-5-534-09359-9. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/537717> (дата обращения 10.04.2024).

## V. ПЕРЕЧЕНЬ РЕСУРСОВ ИНФОРМАЦИОННО-ТЕЛЕКОММУНИКАЦИОННОЙ СЕТИ «ИНТЕРНЕТ» НЕОБХОДИМЫХ ДЛЯ ОСВОЕНИЯ ДИСЦИПЛИНЫ

№ п/п	Ссылка на информационный ресурс	Наименование разработки в электронной форме	Доступность
1.	<a href="https://www.englishclub.com/history-of-english/">https://www.englishclub.com/history-of-english/</a>	EnglishClub: History of English	Без регистрации через любой компьютер
2.	<a href="https://www.britannica.com/topic/English-language">https://www.britannica.com/topic/English-language</a>	Encyclopaedia Britannica	Без регистрации через любой компьютер

## VI. СОВРЕМЕННЫЕ ПРОФЕССИОНАЛЬНЫЕ БАЗЫ ДАННЫХ И ИНФОРМАЦИОННЫЕ СПРАВОЧНЫЕ СИСТЕМЫ

1.	<a href="http://www.biblioclub.ru">http://www.biblioclub.ru</a>	Электронно-библиотечная система (ЭБС) Университетская библиотека онлайн	Регистрация через любой университетский компьютер. В дальнейшем индивидуальный неограниченный доступ из любой точки, в которой имеется доступ к сети Интернет
2.	<a href="http://adelanta.info/">http://adelanta.info/</a>	Информационный портал о Великобритании	Свободный доступ
3.	<a href="https://glosbe.com/ru">https://glosbe.com/ru</a>	Многоязычный онлайн словарь	Свободный доступ
4.	<a href="https://www.envoc.ru/">https://www.envoc.ru/</a>	Образовательный сайт, для изучающих английский язык	Свободный доступ
5.	<a href="https://www.native-english.ru/">https://www.native-english.ru/</a>	Native English: Изучение английского языка. Проект Study.ru.	Свободный доступ

#### **VII. ЛИЦЕНЗИОННОЕ И СВОБОДНО РАСПРОСТРАНЯЕМОЕ ПРОГРАММНОЕ ОБЕСПЕЧЕНИЕ**

- При реализации учебной дисциплины применяется следующее лицензионное и свободно распространяемое программное обеспечение:
- - Microsoft Windows;
- - Microsoft Office;
- - LibreOffice и др.

#### **VIII. ОБОРУДОВАНИЕ И ТЕХНИЧЕСКИЕ СРЕДСТВА ОБУЧЕНИЯ, НЕОБХОДИМЫЕ ДЛЯ ОСУЩЕСТВЛЕНИЯ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА ПО ДИСЦИПЛИНЕ**

Учебные занятия проводятся в аудиториях, укомплектованных специализированной мебелью, в том числе стационарными или переносными техническими средствами обучения (проектор, экран, компьютер/ноутбук).

Самостоятельная работа проводится в кабинетах, оснащенных компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду университета.