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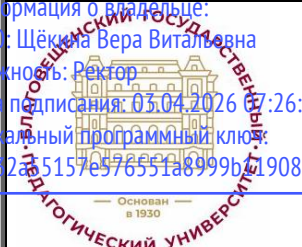
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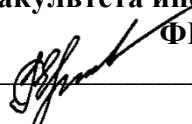
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	МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
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	ОСНОВНАЯ ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА Рабочая программа дисциплины

«УТВЕРЖДАЮ
Декан факультета иностранных языков
ФГБОУ ВО «БГПУ»
Р.Ю. Ермаков
«26» марта 2025 г.



**Рабочая программа дисциплины
ЛЕКСИКОЛОГИЯ АНГЛИЙСКОГО ЯЗЫКА
English Lexicology**

**Направление подготовки
44.04.01 ПЕДАГОГИЧЕСКОЕ ОБРАЗОВАНИЕ**

**Профиль подготовки
ИНОЯЗЫЧНОЕ ОБРАЗОВАНИЕ И МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ
(НА АНГЛИЙСКОМ ЯЗЫКЕ)**

Уровень высшего образования

МАГИСТРАТУРА

**Принята на заседании кафедры
русского языка как иностранного
протокол № 7 от «26» марта 2025 г.**

Благовещенск 2025

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1 ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

1.1 Цель дисциплины: развитие у магистрантов исследовательских умений работы с теоретическим материалом по данной дисциплине; раскрытие закономерностей функционирования лексики с акцентом на специфику лексических единиц английского языка; формирование профессиональной лингвистической компетенции в области осмысления закономерностей функционирования основных лексико-семантических категорий современного английского языка.

1.2 Место дисциплины в структуре ООП.

Дисциплина «Лексикология английского языка» относится к базовой части Б1.В.02 основной образовательной программы подготовки магистра по направлению 44.04.01 «Педагогическое образование», профиль «Иноязычное образование и межкультурная коммуникация (на английском языке)». Дисциплина изучается в условиях очной формы обучения в 4 семестре.

1.2 Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения ООП

ПК-1. Способен использовать знание системы и функционирования языковых единиц различных уровней в педагогической деятельности

ИПК-1.1. Знает закономерности системной организации языка и особенности функционирования языковых единиц различных типов.

ИПК-1.2. Умеет лингвистически корректно интерпретировать языковой материал в соответствии с условиями образовательной среды.

ИПК-1.3. Владеет современными методами и приемами лингвистического анализа для решения конкретных педагогических задач

В результате освоения дисциплины магистрант должен:

знать:

- теоретические основы лексикологии английского языка;
- единицы лексического уровня языковой системы и механизмы их взаимодействия с позиции современной науки;
- научные концепции (точки зрения) по основным темам курса
- национально – культурную специфику языковых явлений, правила и традиции страны изучаемого языка.

уметь:

- раскрывать системный характер лексики, источники ее обогащения и эволюции;
- объяснить, в чем различие/сходство концепций/ точек зрения/ классификаций языковых единиц, их достоинства и недостатки;
- использовать знания о форме, содержании, функции на материале конкретной темы;
- показать эти закономерности/особенности на своих примерах (анализ типов слов, словосочетаний);

владеть:

- навыками лексикологического анализа текстов;
- методами лексико-семантического анализа словарных единиц английского языка;
- методами словообразовательного анализа производных словарных единиц английского языка;

- способами использования лексикологических понятий для осмысления конкретных языковых явлений;
- навыками выделять общее/особенное в языковых явлениях;
- критериями классификации словарного состава английского языка с точки зрения происхождения и употребления.

1.4 Объем дисциплины и виды учебной работы:

Общая трудоемкость дисциплины составляет 3 зачетных единицы (108 ч). Программа предусматривает изучение материала на лекциях и практических занятиях. Предусмотрена самостоятельная работа магистрантов по темам и разделам. Проверка знаний осуществляется фронтально, индивидуально. Итоговым результатом изучения данного курса дисциплины является зачёт

ОБЪЕМ ДИСЦИПЛИНЫ И ВИДЫ УЧЕБНОЙ РАБОТЫ

Вид учебной работы	Всего часов	Семестр
Общая трудоемкость	108	4
Аудиторные занятия	28	
Лекции	10	
Практические занятия	18	
Самостоятельная работа	80	
Вид итогового контроля		зачёт

2 УЧЕБНО-ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ

Учебно-тематический план

№	Наименование тем (разделов)	Всего часов	Аудиторные занятия		Самостоятельная работа
			Лекции	Лабораторные занятия	
1.	Introduction to lexicology The word as the basic lexical unit. Word theory.	12	2	2	8
2.	Word semantics. Lexical meaning and its structure. Semantic structure of the word	28	2	6	20
3.	The morphological structure of the word. Word changing, word building and morphemics	28	2	6	20
4.	Phraseology of modern English	20	2	2	16
5.	English vocabulary, English Lexicography	20	2	2	16
Зачёт					
ИТОГО		108	10	18	80

2.1.Интерактивное обучение по дисциплине

№	Наименование тем(разделов)	Вид занятия	Форма интерактивного занятия	Кол-во часов
1.	The morphological structure of the word. Word changing, word building and morphemics	Лабораторное занятие	Работа в малых группах	4
2.	Phraseology of modern English	лекция	Лекция дискуссия	2
3.	English vocabulary, English Lexicography	лекция	Лекция дискуссия	2
ИТОГО				8 ч.

3 СОДЕРЖАНИЕ ТЕМ (РАЗДЕЛОВ)

Тема 1. Introduction to lexicology. The word as the basic lexical unit. Word theory.

1. Lexicology as a branch of linguistics (the definition of lexicology; parts of lexicology and objects of their study;the problems of lexicology).Objects of study in lexicology; the definition of the lexical system of the language and characterisation of its structure;the definition of the lexical unit;characterisation of the types of lexical units: the word (as the basic structural and semantic linguistic unit), the morpheme, the word equivalent;similarities and differences between the three types of lexical units. Branches of lexicology. Links with the other parts of linguistics. The theoretical and practical value of lexicology.The word as the basic semantic and structural unit of lexicology; the linguistic aspects of the word; the word as the common object for study in lexicology, grammar, phonetics and stylistics; different approaches to the word defining;the word and the morpheme; the word and the word-combination; the word and the sentence; the word and the notion: similarities and differences.The word theory. The word and the sign; the language as the sign system; the Saussure's theory; the structure of the linguistic sign; conceptions of the word sign; the essential features of the sign.

Тема 2. Word semantics. Lexical meaning and its structure. Semantic structure of the word.

Semantics as a branch of linguistics ; types of semantic relations: paradigmatic and syntagmatic relations in the vocabulary.Classification of meanings; the cognitive meaning; the pragmatic meaning; significative and denotative meaning. Lexical meaning (the definition of lexical meaning; lexical meaning vs. grammatical meaning; lexical meaning vs. notion; the lexical meaning structure; the referent; the referential theory; the semantic triangle).The semantic structure of the word (seme; types of semes; polysemy vs. monosemy; derivation of meanings; semantic change; meaning and context; the contextual meaning; componential analysis; hierarchy of notions: the superordinate, the hyponym, the co-hyponym.Word motivation ; types of word motivation.

Тема 3. The morphological structure of the word. Word changing, word building and morphemics

Morphology as a branch of linguistics .The morphological structure of the word (morpheme as the basic unit of morphology; morph as a contextual realisation of the morpheme; allomorph; morphonological variation).Types of morphemes (root morphemes; free root morphemes; native and borrowed root morphemes; affixal morphemes; prefixes; word forming prefixes; suffixes;

word changing and word forming suffixes; postfixes; interfixes; infixes; productive and non-productive affixes; native and borrowed affixes; lexical meaning of prefixes; lexical meaning of suffixes; grammatical meaning of suffixes; suffixes of the parts of speech; semi-affixes). Types of word building (the morphological types of word building; affixation; composition; types of compounds; reduplication; types of reduplication; abbreviation; types of abbreviation; shortening; acronymy; blending; conversion; back-formation).

Тема 4. Phraseology of modern English

Phraseology as a branch of lexicology (the term usage; the problems and the tasks of phraseology; links of phraseology with lexicology, syntax, word-building). The object of phraseology (the phraseological unit as a sign of second nomination; the structural and semantic peculiarities of phraseological units; syntactic and morphological structure of phraseological units; phraseological meaning; the phraseological meaning vs. lexical; the essential features of the phraseological unit). Phraseological unit and other linguistic units (phraseological unit vs. word; phraseological unit vs. free word combination; the criteria of distinguishing; the semantic criterion; the structural criterion; restriction to substitution; restriction to introducing additional components; restriction to grammatical invariability). Types of phraseological units; classification on the semantic principle; functional classification; contextological classification; lexico-grammatical classification. Lexical collocations (the structural types of lexical collocations; lexical collocation vs. phraseological unit; lexical collocation vs. free word group; phraseological unit vs. lexicalized word combination). The sources of phraseological units (etymology of phraseological units; native and borrowed phraseological units).

Тема 5. English vocabulary. English Lexicography

The lexical system of the language (vocabulary as a system). Paradigmatic relations in the vocabulary: etymology (the genetic characterisation of the English vocabulary; native vocabulary; Indo-European vocabulary, Germanic vocabulary, English proper vocabulary; borrowed vocabulary; stages of word borrowing; types of borrowings; international vocabulary; the dictionary of international words; translation-loans; assimilation of the borrowed words; absolute and partial assimilation; linguistic and extralinguistic factors for borrowing vocabulary; the sources of borrowing; borrowing as a way of the vocabulary enrichment. Paradigmatic relations: semantic similarity, similarity of form (homonymy); semantic contrast (antonymy); semantic fields; historical perspective (neologisms; archaisms; obsolescent words; historicalisms); stylistic markedness of the vocabulary. Pragmatic grouping of the vocabulary. Non-semantic groupings of the vocabulary (alphabetic arrangement of the vocabulary; reverse arrangement of the vocabulary; grouping based on the number of letters in a word; frequency arrangement of the vocabulary). Lexicography as a branch of linguistics. Three stages of the development of lexicography; the causes of appearing of dictionaries; peculiarities of the ancient dictionaries; types of the ancient dictionaries; new types of dictionaries; special dictionaries; classification of dictionaries.

4 МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ (УКАЗАНИЯ) ДЛЯ МАГИСТРАНТОВ ПО ИЗУЧЕНИЮ ДИСЦИПЛИНЫ

В результате изучения данной дисциплины магистрант должен приобрести способность к поиску, критическому анализу, обобщению и систематизации научной информации, к постановке и целей исследования и выбору оптимальных путей и методов их достижения, способность использовать в познавательной и профессиональной деятельности знание теоретических основ и практических методик решения исследовательских задач.

Дисциплина «Лексикология английского языка» относится к базовой части. К практическим занятиям магистрантам предлагаются задания, выполнение которых поможет в освоении лекционного материала. В ходе изучения дисциплины предусмотрено несколько контрольных точек. При успешном выполнении всех работ магистрант может получить итоговую оценку по результатам текущей аттестации.

Рекомендации студентам по изучению дисциплины на лекционных и практических занятиях.

Основное содержание курса студенты усваивают **на лекциях**. Они воспринимают информацию, конспектируют ее, анализируют, задают вопросы. Материал лекции закрепляется, конкретизируется, дополняется лабораторных занятиях.

Прежде чем приступить к выполнению практических заданий, магистрантам необходимо изучить теоретический материал на основе рекомендуемой литературы, ознакомиться с основными терминами и понятиями и подготовиться лабораторным занятиям, согласно предложенным планам.

При изучении курса необходимо обратить внимание на определение основных понятий темы. Точное определение понятий дает возможность раскрывать содержание темы, наполнять его структурными и логически связанными компонентами.

Рекомендации по самостоятельному изучению разделов дисциплины

Самостоятельная работа относится к числу основных и стабильных видов учебно-познавательной деятельности студентов. Главная ее цель – расширить и углубить знания, умения, полученные на лекционных и лабораторных занятиях, предотвратить их забывание, развить индивидуальные способности студентов. Этот вид учебной деятельности должен опираться на самодеятельность, сознательность, активность и инициативу магистрантов.

В качестве основных форм самостоятельной работы магистрантов по дисциплине «Лексикология английского языка» можно выделить: самостоятельное изучение тем дисциплины, обеспеченных литературой; углубленное изучение отдельных тем дисциплины с использованием дополнительной литературы и Интернет - ресурсов; создание визуальных носителей информации с использованием современных информационных ресурсов. Зачет может проводиться по вопросам или в форме тестирования.

Учебно-методическое обеспечение самостоятельной работы студентов по дисциплине «Лексикология английского языка» (очно-заочная форма обучения)

Наименование раздела (темы) дисциплины	Формы/виды самостоятельной работы	Кол-во часов, в соответствии с уч.-тематич. планом	Формы контроля СРС
1.Introduction to lexicology.The word as the basic lexical unit. Word theory.	Explain the origin of the following words; Group the loans;	8	Commenting and personal consulting
Word semantics. Lexical meaning and its structure. Semantic structure of the word.	Analyze the given expressions; Group the following words into columns; State the difference in the pragmatic aspect of lexical meaning in the following pairs of words; Identify the denotational and connotational aspects of lexical meaning of the given words.	20	Commenting and personal consulting

The morphological structure of the word. Word changing, word building and morphemics.	Segment the following words into morphemes. Define (a) the semantic types and (b) the structural types of morphemes constituting the given words; Classify the following words according to the part-of-speech meaning of their affixational morphemes; Analyze the following words according to their morphemic types; Group the given words according to their derivational structure; Comment on the morphological structure of the following words.	20	Commenting and personal consulting
Phraseology of modern English.	Analyze the lexical valency of the polysemantic words. Group the following italicized phraseological units; State which of the italicized units are phraseologisms and which are free word groups.	16	Commenting and personal consulting
English vocabulary, English Lexicography.	Replace the italicized Irish/Scottish/Australian/American English words with Standard English words; Predict the role of English in 2050.	16	Commenting and personal consulting

5 ПРАКТИКУМ ПО ДИСЦИПЛІНЕ

Laboratory work 1

1. Group the following words according to their origin

Machine, mule, chocolate, telephone, wigwam, kangaroo, chauffeur, beauty, umbrella, school, grotto, lottery, opera, sonata, sonnet, mikado, hara-kiri, karate, soprano, opal, orange, punch, sapphire, manifest, umbrella, violin, banana, bravado, canibal, aga, bey, caftan, coffee, canoe, hammock, hurricane, sombrero, samurai, shogun, bonsai, tobacco, tank, guitar, hacienda, sputnik, auto-da-fe, port (wine), verandah, cobra, bismuth, jungle, pyjamas, cobalt, quartz, zinc, stanza, incognito, macaroni, influenza, fiasco, nickel, waltz, kindergarten, leitmotif, borsch, rucksack, poodle, homeopathy, maize, mosquito, mulatto, potato, hamburger, lager, reef, deck, commandeer, springbok, baobab, landscape, roster, coach, tokay, goulash, hussar, mazurka, polka, sugar, jute, candy, shampoo, loot, guru, curry, geisha, kimono, kamikaze, zaitech, emir, harem, khalif, sofa, sheikh, assassin, azimuth, sherbert, zero, cruise, easel, horde, uhlan, kiosk, yoghurt, shish kebab, bazaar, caravan, turban, bamboo, ketchup, sago, tea, tycoon, kung fu, glasnost, intelligentsia, madeira, perestroika, samovar, troika, piazza, portico, solo, cocoa, corral, desperado, embargo, schnaps, sauerkraut, kapellmeister, yacht, rupee, khaki.

2. Explain the origin of the following words.

White, black, wide, mother, sister, day, cow, sheep, dog, hen, goat, arm, be, do, ask, eat, see, sit, send, love, star, wind, hard, quick, slow, long, ankle, bread, hear, keep

3. Explain the meaning of the following Latin abbreviations.

i.e., a.m., v.v., viz., etc., cf., et seq., id(em), ib./ ibid., p.a./ per a., pct., op. cit., per pro, q.l., s.f., qu., sc./ scil. ,p.m., e.g.

4. Group the following loans into 1) completely assimilated borrowings, 2) partially assimilated borrowings, 3) unassimilated borrowings or barbarisms.

Cheese, street, wall, wine, formulae, husband, fellow, gate, root, addio, ciao, wing, call, take, die, want, coup d'Etat, happy, ill, low, old, wrong, bourgeois, prestige, memoir, table, face, chair, figure, finish, matter, ad libitum, animal, article, incognito, macaroni, soprano, tobacco, kapellmeister, ballet, buffet, corps, bouquet, brioche, Autoda-fe, nucleus, chauffeur, nota bene, shaman, souvenir, spaghetti, a la carte, boulevard, torero, ad hoc, a la mode

5. Give the plural form of the nouns borrowed from Latin and Greek.

Sanatorium, terminus, datum, nucleus, formula, bacillus, stratum, parenthesis, thesis, stimulus, criterion, hypothesis.

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Laboratory work 2

1. Give possible interpretations of the sentences paying special attention to the italicized words. State the difference between meaning of the italicized words and sense which these words lend to the whole utterance or the situation.

Model: I won't go further, I am afraid of the dog ahead. Don't worry. To all appearances, it won't bite, it is just barking.

to bark

Meaning	Sense
to make the short sharp (loud) sound that dogs and some other animals make	such behaviour of the dog implies that the dog itself is frightened by the appearance of the people

1. *The discreet* door was shut with a bang. 2. She failed to buy an expensive little box and he felt a strange *pang*. 3. I turned to my friend but he had gone to the house and was *leaning against* it with his face to the wall. 4. Rosemary brought the beggar to her luxurious apartment. She helped the girl off with her coat. But what was she to do with it now? Rosemary *left* the coat on the floor. 5. She didn't dine with them. She *insisted* on leaving. 6. He got up from his chair, but he was *moving slowly*, like an old man. He put the newspaper down very carefully, adjusting its creases with lingering fingers. They were trembling a little. 7. He felt that he had behaved badly in losing his temper while she had so admirably controlled hers. He sought for a crushing phrase, some final intimidating repartee. But before that (the phrase) came she *closed quietly* the door in

his face. 8. The girl went to her father and *pulled* his sleeve. 9. He was longing *to begin* to be generous. 10. She was a resigned little woman with shiny *red* hands and work-swollen finger knuckles.

2. Analyze the given expressions and answer the question: what characteristics of the lion and the oak not reflected in the denotatum are proper to the concepts about these objects?

1) a lion-hunter; to have a heart like a lion; to feel like a lion; to roar like a lion; to lionize someone; to beard the lion in his den; to be thrown to the lions; the lion's share; to put one's head in lion's mouth;

2) great/mighty oaks from little acorns grow; a heart of oak; oaks may fall when reeds stand the storm.

3. Group the following words into three columns in accordance with the sameness of their 1) grammatical; 2) lexical; 3) part-of-speech meaning.

Boy's, nearest, at, beautiful, think, man, drift, wrote, tremendous, ship's, the most beautiful, table, near, for, went, friend's, handsome, thinking, boy, nearer, thought, boys, lamp, go, during.

4. Identify the denotational and connotational aspects of lexical meaning of the given words. Analyze the similarity and difference between the components of the connotational aspect of lexical meaning in the given pairs of words.

Words	Denotational & connotational aspects	Components of the connotational aspect of lexical meaning which specify the difference between the words
<i>celebrated</i>	widely known, admired and talked about by many people because of good qualities	evaluation (positive)
<i>notorious</i>	widely known because of something bad, for example, for being criminal, violent, or immoral	evaluation (negative)

To deal with – to grapple with, sophisticated – hardened, adventure – ordeal, perfect – flawless, to glance – to glare, adulation – respect, ugly – repulsive, to murmur – to mutter.

5. Copy out the following pairs of words grouping together the ones which represent the same meaning of each word. Explain the different meanings and the different usages, giving reasons for your answer. Use dictionaries if necessary.

smart, adj. smart clothes, a smart answer, a smart house, a smart garden, a smart repartee, a smart officer, a smart blow, a smart punishment

stubborn, adj. a stubborn child, a stubborn look, a stubborn horse, stubborn resistance, a stubborn fighting, a stubborn cough, stubborn depression

sound, adj. sound lungs, a sound scholar, a sound tennis-player, sound views, sound advice, sound criticism, a sound ship, a sound whipping

root, n. edible roots, the root of the tooth, the root of the matter, the root of all evil, square root, cube root

perform, v. to perform one's duty, to perform an operation, to perform a dance, to perform a play

kick, v. to kick the ball, to kick the dog, to kick off one's slippers, to kick smb. downstairs

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Laboratory work 3

1. Analyze the meanings of the given words. State what common associations, given by the graphic/sound-clusters *sp-[sp]*, *-ash [æʃ]* and *gl-[gl]* unite these words.

Sprinkle (to shake small amounts of a liquid over the surface of something), *spray* (to send liquid through the air in tiny drops either by the wind or some instrument), *splash* (to wet or soil by dashing masses or particles of water), *spit* (send liquid out from the mouth), *spatter* (to scatter drops of a liquid on a surface), *spilt* (to accidentally pour a liquid out of its container), *spurt* (if a liquid spurts from smth., it comes out in a sudden strong flow).

Smash (break violently into small pieces), *dash* (move or be moved violently), *crash* (strike suddenly violently and noisily), *bash* (to hit hard and violently), *gash* (a long deep cut or wound), *slash* (to move in a violent way that causes a lot of damage), *trash* (to criticize in a very strong way).

Glamour (a special quality that makes a person, place, or situation seem very exciting, attractive, or fashionable), *gleam* (a bright light reflected from something), *glisten* (to shine and look wet or oily), *glossy* (shiny in an attractive way), *glint* (to shine with quick flashes of light), *glow* (to shine with a soft light), *glimmer* (a soft weak light that is not steady).

2. Analyze the meanings of the italicized words. Group the words according to their type of motivation: a) words morphologically motivated; b) words semantically motivated. Give your own examples.

Driver – someone who drives a vehicle, especially as his/her job; *careless* – not taking enough care; *leg* – the part of a piece of furniture such as a table or chair that supports it and raises it off the floor; *horse* – a piece of equipment shaped like a large box that is used in gymnastics; *singlehood* – the state of being single rather than married; *wall* – emotions or behaviour that prevent people from feeling close to each other; *hand-made* – made by hand, not machine; *piggish* – selfish; *blue-eyed* – having blue eyes; *sound bite* – a short comment by a politician or another famous person that is taken from a longer conversation or speech and broadcast alone because it is especially interesting or effective; *leaflet* – a small, often folded piece of printed paper, often advertising something, usually given free to people; *streamlet* – a small stream (a natural flow of water).

3. Define the kind of association involved in the semantic change. Give your own examples

Model: *glass* (a transparent solid substance used for making windows, bottles, etc.) – *a glass* (a container used for drinking, made of glass)

The kind of association involved in the semantic change in the words *glass* – *a glass* is known as metonymy or the contiguity of meaning.

1) the *foot* of a person – the *foot* of a mountain; 2) *jean* (heavy twilled cotton cloth, esp. denim) – *jeans* (trousers made of denim); 3) *Matisse* (proper name) – *a Matisse* (a painting); 4) the *wing* of a bird – the *wing* of a building; 5) the *key* to a door – the *key* to a mystery; 6) *copper* (metal) – *copper* (coin); 7) the *heart* of a man – the *heart* of a city; 8) *crown* (a circular ornamental headdress worn by a monarch) – *crown* (monarchy); 9) a *whip* (a lash used to urge horses on) – a *whip* (an official in the British Parliament to see that members are present at debates); 10) *China* (a country) – *china* (dishes made of porcelain).

4. Analyze the meanings of the italicized words. Identify the result of changes of the denotational aspect of lexical meaning in the given words.

Model: *loan*: ‘a gift from a superior; a thing borrowed’ – ‘a sum of money which is borrowed, often from a bank, and has to be paid back, usually together with an additional amount of money that you have to pay as a charge for borrowing’ The result of the change of the denotational aspect of lexical meaning of the word *loan* is that the word became more specialized in meaning (**restriction of meaning, specialization**).

1) *camp*: „a place where troops are lodged in tents“ – „a place where people live in tents or hunts“; 2) *girl*: „a small child of either sex“ – „a small child of the female sex“; 3) *bird*: „a young bird“ – „a creature with wings and feathers which can usually fly in the air“; 4) *arrive*: „reach the shore after a voyage“ – „reach a place at the end of a journey or a stage in a journey“; 5) *deer*: „any quadruped (четвероногое животное)“ – „a hoofed grazing or browsing animal, with branched bony antlers that are shed annually and typically borne only by the male“; 6) *rug*: „rough woolen stuff“ – „a small carpet“; 7) *barn*: „a place for keeping barley“ – „a large farm building used for storing grain, hay, or straw or for housing livestock“; 8) *glide*: „to move gently and smoothly“ – „fly with no engine“; 9) *room*: „space“ – „a part or division of a building enclosed by walls, floor, and ceiling“; 10) *fly*: „move with wings“ – „to move through the air or in the outer space“; 11) *artist*: „master of the liberal arts“ – „a person who produces paintings or drawings as a profession or hobby“; 12) *champion*: „a fighting man“ – „a person who has defeated or surpassed all rivals in a competition, especially a sporting contest“; 13) *campaign*: „army’s operations in the field“ – „a connected set of actions intended to obtain a particular result, in military operations, in politics and business“.

5. Analyze the meanings of the italicized words. Identify the result of the changes of the connotational aspect of lexical meaning in the given words.

Model: *villain*: ‘a feudal serf, peasant cultivator in subjection to a lord’ – ‘a person guilty or capable of a crime or wickedness’

The result of the change of the connotational aspect of lexical meaning of the word *villain* is that the word acquired a derogatory emotive charge (**deterioration of meaning**).

1) *cunning*: „possessing erudition or skill“ – „clever in deceiving“; 2) *knight*: „manservant“ – „noble courageous man“; 3) *fond*: „foolish, infatuated“ – „loving, affectionate“; 4) *gang*: „a group of people going together“ – „an organized group of criminals“; 5) *marshal*: „manservant attending horses“ – „an officer of the highest rank in the armed forces“; 6) *coarse*: „ordinary, common“ – „rude or vulgar“; 7) *minister*: „a servant“ – „a head of a government department“; 8) *enthusiasm*: „a prophetic or poetic frenzy“ – „intense and eager enjoyment, interest, or approval“; 9) *violent*: „having a marked or powerful effect“ – „using or involving physical force intended to hurt, damage, or kill someone or something“; 10) *gossip*: „a godparent, a person related to one in God“ – „the one who talks scandal; tells slanderous stories about other people“.

6. Read the sentences in which the polysemantic word **simple** is used. Give all the lexico-semantic variants constituting the semantic structure of this word. Check yourself by a dictionary. Give your own examples

1. The book tries to give *simple* explanations of some very complex scientific ideas. 2. Sally likes clothes that are *simple* but elegant. 3. The *simple* fact is that he wants a divorce. 4. Archaeologists found several *simple* tools at the site. A knife is a *simple* tool. 5. Her grandparents were *simple* people who never had much money. I’m just a *simple* farmer. 6. You may be joking but she’s *simple* enough to believe you. 7. I’m afraid old Jack is a bit *simple*.

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Laboratory work 4

1. Organize the given words in accordance with their hyponymic relations. Enumerate the general terms (hyperonyms).

1) train, light lorry, bicycle, vehicle, cabriolet, car, heavy lorry, estate car, motorcycle, bus, lorry, three-door hatchback, three-way dump truck;

2) turtle, mammal, squirrel, animal, reptile, seal, tiger, lizard, leopard, fox, wolf, iguana, bear, snake, feline, panther.

2. Group the sentences into pairs so that in one sentence there should be a hyperonym (the more general term) and in the other – the hyponym (the more concrete term).

Model: The man was murdered. – The man was poisoned.

1. He gave her a ring with five emeralds as a birthday present. 2. The man was poisoned. 3. She looked at him. 4. He heard a nightingale singing. 5. He is an officer. 6. It's an old car. 7. She was wearing a black dress. 8. They built a boat. 9. The man was murdered. 10. She stared at him. 11. He is a colonel. 12. It's an old vehicle. 13. He gave her a ring with five precious stones as a birthday present. 14. They bought flowers in the shop. 15. She was wearing a dark dress. 16. She has got a child. 17. They built a yacht. 18. They bought lilacs in the shop. 19. She has got a daughter. 20. He heard a bird singing.

3. Give meanings of the following synonyms. State the difference in the connotational aspect of their meaning.

Model: love – worship

Love – an intense feeling of deep affection Worship – the feeling of profound reverence and strong adoration	Emotive charge and expressiveness (intensity) are different.
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Confidence – assurance; to satisfy – to delight; alone – lonely; to create – to manufacture; to blush – to redden; to tremble – to shudder.

4. State the difference in the pragmatic aspect of meaning of the given synonyms. Consult a dictionary.

Model: to see – to behold The verb to behold is formal, whereas the verb to see is neutral.

Car – automobile; refreshment – bite; soldier – warrior; to begin – to commence; face – puss; to leave – to abandon; hearty – cordial, hand – fin; to cry – to weep.

5. Look up in a dictionary meanings of the given pairs of synonyms. Classify synonyms into stylistic, ideographic and ideographic-stylistic.

Model: mum – mother

The words have the same denotational meaning 'a female parent', but they differ in the pragmatic aspect of meaning as the word *mum* is informal. Thus, this pair of synonyms belongs to the group of *stylistic* synonyms.

Information – data; associate – pal; infectious – contagious; to ask – to interrogate; to meet – to encounter; to reckon – to estimate; mum – mother, faculty – talent; to foretell – to predict; to walk – to promenade; blemish – flaw; heaven – sky; intelligent – smart; affair – business.

6. Find the synonymic dominant in the following groups of synonyms.

To sob – to weep – to cry; to brood – to reflect – to mediate – to think; to glare – to peep – to look – to stare – to glance; strange – quaint – odd – queer; terror – fear – horror; angry – furious – enraged; to flash – to gleam – to sparkle – to blaze – to shine.

7. Arrange the following units into **two lexical** and **two terminological** sets. Give them corresponding names.

Detached house, wire-haired fox terrier, climbing robe, bull terrier, disk, horse (vaulting horse), hardware, multi-storey block of flats, monitor, terraced house, Scottish terrier, mainframe, trampoline, interface, Bedlington terrier, floor, high-rise block of flats, landing mat, Pekinese, asymmetric bars, software, weekend house, springboard, server, cottage, beam, semi-detached house.

8. Classify the following words and word-combinations into *lexico-semantic groups (1)* and *semantic fields (2)* under the headings 'education' and 'feeling'.

Book, to bear malice, displeased, to teach, intelligent, indifference, classmate, to adore, affection, to coach, frustrated, pedagogical, college, hatred, day-student, in a temper, to repeat a year, passion, calm (adj), exercise, reader, satisfaction, to write, wrathful, knowledge, tuition, jealousy, course, to supervise, to infuriate, disciplined, happy, to develop habits, unrest, shock, methodological, to hurt, to smatter of (in), angry.

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

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

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

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Laboratory work 5

1. Segment the following words into morphemes. Define (a) the semantic types and (b) the structural types of morphemes constituting the given words.

Model: *aimless*

The word *aimless* can be segmented into two morphemes: *aim-* + *-less*.

semantically *aim-* is a root-morpheme; *-less* is an affix. ; structurally *aim-* is a free morpheme; *-less* is a bound morpheme.

Beggarly, postman, shorten, destabilize, sympathy, fruitfulness, maltreatment, disaffected, overrule, photographic, half-eaten, theory, rent-free.

2. Classify the following words according to the part-of-speech meaning of their affixational morphemes.

Model: *criticism* The affix *-ism* indicates that the derived word is a noun.

Suitability, hatless, accordingly, combination, befriend, sideways, hospitalize, boyhood, congratulatory, enlarge, northwards, spacious, bureaucracy, quarrelsome, clarify, breakage, drinkable, weaken.

3. Analyze the following words according to their morphemic types. Define the subtypes of polymorphic words. Classify polyradical words into two groups: 1) words consisting of two or more roots with no affixational morphemes; 2) words containing two roots and one or more affixational morphemes.

Model: *duck, illiterateness, back-bencher*

The word *duck* is monomorphemic. The word *illiterateness* is polymorphemic, monoradical, prefixo-radical-suffixal. The word *back-bencher* is polymorphemic, polyradical, contains two roots and one affixational morpheme (group 2).

House, uncover, dark-brown, disappointment, effective, black, historian, bookkeeper, cry, mistrust, unanswerable, home-sick, good, ex-wife, laughter-filled, go, unfortunately, age-long, manageability, short-sightedness.

4. Say what parts of speech can be formed with the help of the affixes. Give examples.

-ness, -ous, -ly, -y, -dom, -ish, -tion, -ed, -en, -ess, -or, -er, -hood, -less, -ate, -ing, -al, -ful, un-, re-, im (in)-, dis-, over-, ab-

5. Explain the difference between the meanings of the following words produced from the same root by means of different affixes.

Watery — waterish, embarrassed — embarrassing, manly — mannish, colourful — coloured, distressed — distressing, respected — respectful — respectable, exhaustive — exhausting — exhausted, bored — boring, touchy — touched — touching.

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

Model: *unwifely* — *un-* + *-wifely* (a prefixal derivative); *embittered* — *embitter-* + *-ed* (a suffixal derivative)

insensible, unwomanly, unimaginable, discovery, irresponsible, impression, dishearten, accountable, unfriendly, impersonal, renewable, undeveloped

7. Say how many morphemes each word contains. Define the type (free or bound) of each morpheme.

student; stupidity; unfair; excellent; sleeping; sunfish; unemployed; deform; unreliable; trial; disinfectant; bluebell; husband; island; overpowering; paper; black-hearted; ugly; sandwich; crinkly.

8. *Identify roots in the following words.*

beggarly; dragged; impossible; hopefully; thumbtack; unassuming; redness; racketeers; cloudiness; exceptionally; deactivated.

9. *Form adjectives from the following nouns:*

blood, brother, earth, fashion, heaven, home, milk, mother, night, water, woman, man, book, time, month, body, mist, hand, life, room, war.

10. *Do the following words have analogous morphemic structure?*

1. Implant, impossible, important. 2. Matter, finger, chatter, smaller, summer, neither, pointer. 3. Reads, tables, yours, means, physics. 4. Painting, earring, darling, morning. 5. Perfectly, holy, lily, only, lonely. 6. Discuss, distaff, dissolve, distance. 7. Ragged, cooked, embarrassed. 8. Industry, insist, insane, income, instance. 9. Copy, sandy, candy, casualty, Bobby. 10. Lakelet, hamlet, toothlet.

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Laboratory work 6

1. *Comment on the morphological structure of the following words.*

Occasionalism, bluish, gas-stove, semantically, workmanship, cowardly, bookworm, superman, tree, figure, lady, cupboard, trainee, cross-legged, shockproof, holiday, bad-mouth, heavy-footed, welcome, handful, egomaniac, sugar-free, blackmailer, thin, child-friendly, barefaced, undernourishment

2. *Study the meanings of the following prefixes.*

- Arch- (chief, main, highest-ranking)
- Out- (more, better etc. than)
- Mal- (badly, wrongly)
- Pseudo- (false, pretended)

Fill in the gaps in the following sentences with suitable prefixes from the list above.

a) In my opinion, this book is just _____-intellectual rubbish. b) Although he was elder than his wife, he _____lived her by ten years. c) Priests are not often ambitious men, but he has set his heart on becoming _____ bishop. d) The launch of the space rocket was delayed by a _____function in the fuel system. e) At the beginning of the nineteenth century, Britain's _____-enemy was France. f) He completely _____boxed his opponent and knocked him out in the seventh round. g) Children who grow up in time of war are more likely to be _____adjusted than other children. h) He uses _____-scientific language to persuade his readers. i) These squalid, dark, cramped _____odorous rooms are homes to whole families of people. j) She was the finest dancer in the country. She _____shone all the others.

3. *Study the meanings of the following prefixes.*

- A- (not, without)
- Hyper- (extremely, too)
- Fore- (before, in front of)
- Neo- (new, revived)

Fill in the gaps in the following sentences with suitable prefixes from the list above.

a) The museum was built in the middle of the last century in the ____-classical style popular at that time. b) Who can _____ tell what the future holds for us? c) It's no use asking him about the political system or the parties. He doesn't know or care. He's completely ___political. d) It's quite normal to complain if you think something is wrong, but I do feel that you are sometimes ___critical. e) The authorities are concerned at the activities of a small ___-Nazi movement. f) You must be very careful what you say about her poems. She's a ___sensitive person. g) She didn't know the difference between right and wrong. She had no conscience at all. She was simply ___moral. h) The police claimed that she had some _____knowledge of the murder attempt and could have prevented it. i) He was standing in the middle, in the ___ground of the picture. j) Young children can sometimes be _____active, which means that they can't keep still.

4. Explain the meaning of the prefixes in following words.

Bicentenary, pentagon, centenary, tricolor, monotonous, decathlon, sexagenarian, quintuplets, bisect, cent, biplane, bicameral, tripartite, unilateral, unicycle, quadruplets, unicorn.

5. Study the meanings of the following suffixes.

- -phobia (fear and hatred of)
- -cide (killer, killing)
- -gamy (marriage)

Fill in the gaps in the following sentences with suitable suffixes from the list above.

a) Those rose-bushes need protection. Spray them with insect____. b) He gets very tense and nervous in enclosed spaces like lifts and the underground. He suffers from claustro_____. c) The custom of having more than one wife or husband is known as poly____. d) Some people and some animals are terrified of water. This aversion is known as aqua____. e) His problems overwhelmed him, and he finally committed sui____. f) When he was arrested and charged with bi____, both his wives stood by him. g) His Anglo-____ comes from some bad experiences he had in England. h) Following the man's death, his will was charged with homi_____.

6. Explain the meaning of the following words and phrases.

Germicide, xenophobia, patricide, a monogamous society, fratricide, agoraphobia.

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4. Минаева, Л. В. Лексикология и лексикография английского языка. English Lexicology and Lexicography : учебное пособие для бакалавриата и магистратуры / Л. В. Минаева. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2018. — 225 с.

Laboratory work 7

1. Distribute the given words formed by means of the polysemantic suffix **-ship** according to three meanings of this suffix into three corresponding groups: 1) 'skills or ability'; 2) 'position or occupation'; 3) 'relationship or connection between people'.

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

2. Classify suffixes forming the given nouns according to their generalizing meaning into three groups: 1) suffixes denoting people of different professions or of different kinds of activity; 2) suffixes denoting collectivity or collection of; 3) suffixes denoting diminutiveness.

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

3. Analyze different meanings of the prefix *over-* forming the given words. Classify these words according to the generalizing meaning of the prefix *over-* under the following headings: 1) 'excess'; 2) 'time (age)'; 3) 'position or place'; 4) 'addition'; 5) 'outer, covering'; 6) 'a person engaged in a certain activity or an agent of an action'.

Model: *overlord* (n), *overpaint* (n), *overeager* (adj) As the noun *overlord* means 'a ruler, especially a feudal lord', it refers to group 6. The word *overpaint* has the meaning 'paint added as a covering layer' and may be referred to group 5. The adjective *overeager* means 'excessively eager' and so it refers to group 1.

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

4. Form adjectives from the italicized words given in brackets by means of attaching appropriate suffixes to them. Analyze the valency of the adjective-forming affixes in terms of the bases they are attached to.

Model: The time seemed to stretch out in a (*dream...*) manner The adjective-forming suffix *-like* is attached to the nominal base *dream-* to form the adjective *dreamlike*.

1. She smiled a slightly (*ironic...*) smile. 2. He felt very (*protect...*) towards her and loved her dearly. 3. The newspapers printed a shocking and (*shame...*) story. 4. She slept on a (*collapse...*) bed with rough, (*prickle...*) sheets. 5. He filled the frequent silences with (*comic...*) anecdotes. 6. There were two letters from Michael, warm, (*humor...*), and full of information. 7. Mr and Mrs Bixby lived in a (*small...*) apartment. 8. His voice was cold and (*dead...*). 9. I have extra French lessons with a (*retire...*) schoolmaster. 10. Judy was very (*compliment...*) about my work. 11. There is the danger of an (*accident...*) explosion that could be caused by a gas leak. 12. I understood that it was (*permit...*) to ask a question. 13. She thought how (*fool...*) he'd been and was not angry any more. 14. It's time you chose between the two (*alternate...*) lifestyles.

5. Classify the compounds according to the meaning of their first component, state whether it denotes time, place, purpose, cause, property, etc.:

dancing-hall, snowball, walkingstick, sick-leaver, wristwatch, operating-room, pickpocket, blood-thirsty, dog-collar, cut-throat, paper-knife, lending-library, pay-day, hair-pin, watch-tower, lady-chair, clothes-line, money-trouble, city-dweller, day-light.

6. Arrange the compounds given below into two groups: A. Idiomatic. B. Non-idiomatic. Say whether the semantic change within idiomatic compounds is partial or total. Consult the dictionary if necessary.

Light-hearted, adj.; butterfly, n.; homebody, n.; cabman, n.; medium-sized, adj.; blackberry, n.; bluebell, n.; good-for-nothing, adj.; wolf-dog, n.; highway, n.; dragon-fly, n.; looking-glass, n.; greengrocer, n.; bluestocking, n.; gooseberry, n.; necklace, n.; earthquake, n.; lazy-bones, n.

1. Antrushina, G. V. English Lexicology / G. V. Antrushina, O. V. Afanasyeva, N. N. Morozova. – Moscow, 2000. – 288 p.
2. Гвишиани, Н. Б. Современный английский язык: лексикология = Modern English Studies. Lexicology: учебное пособие для вузов: [на англ. языке]. – М.: Академия, 2007. – 218 с
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4. Минаева, Л. В. Лексикология и лексикография английского языка. English Lexicology and Lexicography : учебное пособие для бакалавриата и магистратуры / Л. В. Минаева. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2018. — 225 с.

Laboratory work 8

1. *Distribute the given compound words according to their derivational patterns into three groups: 1) compounds of the $n + n \rightarrow N$ pattern; 2) compounds of the $a + a \rightarrow A$ pattern; 3) compounds of the $n + Ving \rightarrow N$ pattern. Define the generalized meaning of these patterns.*

Model: greenhouse, sweetmeat, lazybones, low-class, darkroom The derivational pattern $a + n \rightarrow N$ expresses the generalized meaning: 1) of purpose: greenhouse, darkroom; 2) of certain qualities of an object: sweetmeat, lazybones, low-class.

Dog-fighting, garden-party, white-hot, summer-house, south-east, peaceloving, raincoat, breath-taking, light-green, sea-front, picture-going, suitcase, blueblack, day-train, summer-flowering, dark-purple, text-book, tea-teaching, seainticket, awe-inspiring, red-hot, bath-robe.

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

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

Oxford-educated is a compound composed without connecting elements (group 1). *Electromagnetic* is a compound composed with the help of the linking vowel o (group 2). *Up-and-up* is a compound composed with the help of the conjunction and as a linking element (group 3).

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

3. *Define the part of speech of the italicized words. State what parts of speech they are derived from and what word-formation means is applied here.*

Model: Still water of the lake *mirrors* the trees. The word *mirror* is a verb which is derived from the noun *mirror* by means of conversion.

1. That fellow really *whatevers* me. 2. She made a two-part *documentary* about the war in Kosovo. 3. Local politicians were found *to pocket* the money of fundraisers. 4. This video is a *must* for everyone. 5 The story was in all *the dailies*. 6. Will you *holiday* in Switzerland? 7. He *busied* himself with plans for the future. 8. There is a great deal of difference between *before and after*. 9. I asked him *to modem* this information tomorrow. 10. It was a good *buy*. 11. I don't like a chemistry *practical*. 12. His skin was *weath-ered* almost black by his long outdoor life. 13. The path is steep and dangerous in *the wet*. 14. I won't join your plan. There are too many *ifs and buts* in it. 15. The army's actions *dirtyed* its reputation.

4. *Determine the original components of the following blends.*

emoticon, positron, brunch, twirl, glaze, animule, absotively, motel, spam, slanguage, bit, crocogator, oil-itics, smaze, Oxbridge, flush, Swatch, hazchem, Chunnel, vegeburger, fantabulous, brunch, Oxbridge, camcorder, shopaholic, ginormous, motel, Interpol, guesstimate, ScotRail, Amex, Oxfam, Eurovision, fanzine, ecatastrophy, docudrama, Mercozy, webinar, fruice, pomato, slash, smog, zebrule.

5. *Define the meanings of the following words.*

A-bomb, E-mail, V-formation, T-shirt, V-neck, X-ray, U-turn, T-junction, A-line, Bday.

6. Give full names for the following abbreviations. What is the difference in the pronunciation of the abbreviations in the two groups?

- ANC, BBC, CIA, EU, FBI, G8, G20, IRA, RAF, UN, UK, WTO, IAEA, ABM, USA, MP, PM
- NAFTA, NASA, NATO, OPEC, OXFAM, UNICEF, UNESCO, START

7. Give the derivational origin of the following words

To swindle, to televise, to inflate, to burgle, to typewrite, to beg, to meditate, to baby-sit, to mass-produce, to edit, to peddle, to greed, to donate, to enthuse, to frivol, to locomote.

1. Antrushina, G. B. English Lexicology / G. B. Antrushina, O. V. Afanasyeva, N. N. Morozova. – Moscow, 2000. – 288 p.

2. Гвишиани, Н. Б. Современный английский язык: лексикология = Modern English Studies. Lexicology: учебное пособие для вузов: [на англ. языке]. – М.: Академия, 2007. – 218 с

3. Зыкова И.В. Практический курс английской лексикологии = A Practical Course in English Lexicology: Учеб. пособие для студ. лингв. вузов и фак. ин. языков. – М.: Издательский центр «Академия», 2006. – 288с.

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Laboratory work 9

1. Comment on the way of word-building in the following words.

To jingle, to vacuum-clean, to clap, to whine, to house-keep, culture-vulture, pell-mell, a booby, moneywise, snow-surfing, finger-wringer, snacketeria, irritation, ecofriendly, good-for-nothing, agribusiness, computaholic, Chunnel, Gvt, sale-sell, unself-consciously, darl, to ush, sculpt, strength, Benelux, to squeal, to diploma, spender, nitty-gritty, to benefact, prezzie, walkie-talkie, roomful, starlight, to giggle, to burgle, exhibition, fancy-dress-maker, stagflation, to enthuse, straightforwardness, steam-roller, brunch, NBA, foamy, radar, to inconvenience, FIFA, book-binding, vet, OAP, bottle-opener, sitcom, doggie, motel, quarrelsome, to jail, pre-emption.

2. State which of the italicized units are phraseologisms and which are free word groups. Give proof of your answer.

1. He asked to warm a glass of juice but they *left* it rather *cold* on the table. 2. Instrumental music, oddly enough, *left* me rather *cold*. 3. Where do you think you *lost your purse*. 4. I couldn't stand that noise any longer. I *lost my temper*. 5. Have a look *at the reverse side of the coat*. 6. *The reverse side of the medal* is that we'll have to do it ourselves. 7. *Keep the butter* in the refrigerator.

8. *Keep the eye on* the child. 9. He *threw some cold water* on his face to wake up. 10. I didn't expect that he would *throw cold water* upon our project. 11. The tourists *left the beaten track* and saw a lot of interesting places. 12. The author *leaves the beaten track* and offers a new treatment of the subject. 13. He called me a liar, but later on when he learnt the truth he had to *eat humble pie*. 14. I like to *eat pies* covered with crusts. 15. It seems a *lame excuse* to me. 16. In case you are asked, you have a *ready-made excuse*. 17. Eventually he realized he was in the wrong and had to *eat his words*. 18. Don't laugh when *eating toasts*, you can choke. 19. *Keep the butter* in the fridge. 20. *Keep an eye on* the child. 21. Life is not *all beer and skittles*. 22. Two *beers, skittles* and a good partner – that's all I want now.

3. True or false? Say whether the phraseological units in the following sentences are used correctly or incorrectly.

1. He goes there often – at least *once in a blue moon*. 2. He didn't have much power; he has *only a figurehead*. 3. It's not new; it's *second-rate*. 4. My grandmother has been married for fifty years and she's still a very happy *old maid*. 5. I don't understand it; it's *all Greeek to me*. 6. You would

probably feel very proud if someone *gave you the sack*. 7.He was so hungry that he *ate his heart out*: 8.We ate *potatoes in their jackets* last night. 9.He loved animals and spent a lot of his free time *in the doghouse*. 10.This book *is dog-eared*. I can't possibly sell it.

4. Give as many phraseological units as possible, using any of the following words or their derivatives:

to beat, to catch, to mind, bone, love, mouth, dead, ready

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6 ДИДАКТИЧЕСКИЕ МАТЕРИАЛЫ ДЛЯ КОНТРОЛЯ (САМОКОНТРОЛЯ) УСВОЕННОГО МАТЕРИАЛА

6.1 Оценочные средства, показатели и критерии оценивания компетенций

Индекс компетенции	Оценочное средство	Показатели оценивания	Критерии оценивания сформированности компетенций
УК-1	Собеседование	Низкий (неудовлетворительно)	Студент отвечает неправильно, нечетко и неубедительно, дает неверные формулировки, в ответе отсутствует какое-либо представление о вопросе
		Пороговый (удовлетворительно)	Студент отвечает неконкретно, слабо аргументировано и не убедительно, хотя и имеется какое-то представление о вопросе
		Базовый (хорошо)	Студент отвечает в целом правильно, но недостаточно полно, четко и убедительно
		Высокий (отлично)	Ставится, если продемонстрированы знание вопроса и самостоятельность мышления, ответ соответствует требованиям правильности, полноты и аргументированности.
УК-1	Тест	Низкий (неудовлетворительно)	Количество правильных ответов на вопросы теста менее 60 %
		Пороговый (удовлетворительно)	Количество правильных ответов на вопросы теста от 61-75 %
		Базовый (хорошо)	Количество правильных ответов на вопросы теста от 76-84 %
		Высокий (отлично)	Количество правильных ответов на вопросы теста от 85-100 %

УК-1	Разноуровневые задачи и задания	Низкий (неудовлетворительно)	<p>Ответ студенту не зачитывается если:</p> <ul style="list-style-type: none"> • Упражнения раздела выполнены в объеме до 50%. В ответах есть ошибки.; • Студент обнаруживает незнание большей части соответствующего материала, допускает ошибки в формулировке определений и правил, искажающие их смысл, беспорядочно излагает материал.
		Пороговый (удовлетворительно)	<p>Упражнения раздела выполнены не в полном объеме. В ответах есть ошибки. Студент обнаруживает знание и понимание основных положений задания, но:</p> <ul style="list-style-type: none"> • Излагает материал неполно и допускает неточности в определении понятий; • Не умеет достаточно глубоко и доказательно обосновать свои суждения и привести свои примеры; • Излагает материал непоследовательно и допускает ошибки в языковом оформлении излагаемого.
		Базовый (хорошо)	<p>Упражнения раздела выполнены, но в ответах есть незначительные ошибки. Ответы правильные, но:</p> <ul style="list-style-type: none"> • В ответе допущены малозначительные ошибки и недостаточно полно раскрыто содержание вопроса; • Не приведены иллюстрирующие примеры, недостаточно четко выражено обобщающее мнение студента; • Допущено 1-2 недочета в последовательности и языковом оформлении излагаемого.
		Высокий (отлично)	<p>Выполнены все упражнения раздела. Ответы полные и правильные.</p> <ul style="list-style-type: none"> • Студент полно излагает материал, дает правильное определение основных понятий; • Обнаруживает понимание материала, может обосновать свои суждения, применить знания на практике, привести необходимые примеры; • Излагает материал последовательно и правильно с точки зрения норм литературного языка.

Промежуточная аттестация студентов

Промежуточная аттестация является проверкой всех знаний, навыков и умений студентов, приобретённых в процессе изучения дисциплины. Форма промежуточной аттестации – зачёт

Для оценивания результатов освоения дисциплины применяется следующие критерии оценивания.

Зачётная оценка	Рейтинговая оценка успеваемости
Зачтено	85-100 баллов
Зачтено	75-84 балла
Зачтено	61-74 балла
Не зачтено	до 60 баллов

ASSIGNMENT FOR CREDIT:

1. Summary of information on each lecture studied.
2. Completing the tasks suggested in laboratory works.
3. 9 tests completed (80% success)

6.2 Типовые контрольные задания или иные материалы, необходимые для оценки результатов освоения дисциплины

Оценочное средство № 1 Собеседование

Questions

1. Morphology as a branch of linguistics (the object of study in morphology; the problems of morphology; the tasks of morphology).
2. The morphological structure of the word (morpheme as the basic unit of morphology; morph as a contextual realisation of the morpheme; allomorph; morphonological variation).
3. Types of morphemes (root morphemes; free root morphemes; native and borrowed root morphemes; affixal morphemes; prefixes; word forming prefixes; suffixes; word changing and word forming suffixes; postfixes; interfixes; infixes; productive and non-productive affixes; native and borrowed affixes; lexical meaning of prefixes; lexical meaning of suffixes; grammatical meaning of suffixes; suffixes of the parts of speech; semi-affixes).
4. Types of word building (the morphological types of word building; affixation; composition; types of compounds; reduplication; types of reduplication; abbreviation; types of abbreviation; abbreviation proper; shortening; acronymy; blending; conversion; back-formation; lexico-semantic type of word building; homonyms; lexico-syntactic type of word building; words formed from word combinations).
5. Morphemics and word building: the principles of derivation; classification of derivatives , derivationally motivated and formally motivated derivatives.

Оценочное средство №2 Тест

Тест 1

Word theory

1. Finish up the definition:
The word is ...
2. The word theory tackles:
 - a) the size-of-unity problem, the identity-of-unit problem, the sign nature of the word problem;
 - b) the size-of-unit problem, the positional mobility problem, the uninterruptability problem;
 - c) the problem of the word function in the language, the sign nature of the word problem, the identity-of-unit problem;

3. The principal features of sign are:
 - a) bilaterality, linearity, symbolic nature;
 - b) bilaterality, arbitrariness, linearity;
 - c) unilaterality, arbitrariness, linearity;
4. Word is:
 - a) the basic smallest meaningful element;
 - b) the basic language unit in the graphical, semantic and grammatical aspects;
 - c) the basic language unit in the phonetic, structural, semantic and syntactic aspect;
5. The correct sign scheme is:
 - a) thing - form - psychic image of the form - concept;
 - b) thing - concept - psychic image of the form - form;
 - c) concept - thing - form - psychic image of the form;

Тест2

Phraseology

1. Phraseological units are divided into (Vinogradov's classification):
 - a. phraseological fusions, phraseological unities, phraseological combinations, set expressions;
 - b. idioms and set expressions;
 - c. idioms, set expressions, proverbs, sayings, familiar quotations, clichés;
2. Define the term “proverb”;
3. Define the term “semantic unity”;
4. The idioms “to keep track” and “to lose track” bear the relations of:
 - a) antonymy;
 - b) synonymy;
 - c) variation;
5. What is the basic for Koonin’s classification:
 - a) semantic;
 - b) contextological;
 - c) functional.

Оценочное средство №3 Разноуровневые задачи и задания

Exercises

1. Find the morphs for the italicised morphemes (ex.: **allude** [ə'lu:d], **allusion** [ə'lu:zh], **allusive**[ə'lu:z]).
deceive, deceptive, deception; exclude, exclusion, exclusive; explode, explosion, explosive; connect, connection, connective; essence, essential.
2. Break up the following morphemes into free and bound:
-act-, -tion, -ist, mis-, -stand-, -divis-, over-, -ly.
3. Classify the given morphemes into native and borrowed:
-cept-, de-, ir-, co-, -ant, -like-, -person-, psych-.
4. Give native and borrowed root morphemes, prefixes and suffixes.
5. Classify the given affixes into word-building and word-changing:
re-, dis-, -some, -ed, under-, -s, -ing, -ate, -fy.
6. Break up the given affixes into productive and non-productive:
-er, -ize, -en, -ous, -ish, un-, -hood.
7. Classify the following suffixes into groups according to the part of speech they indicate:
-fy, -en, -er, -ish, -ing, -less, -ate, -ance; -ee; -oid.
8. Match the following prefixes with the given meanings:
1. after or later; too much/more than; half or small/partly; before; not enough/below; bad, badly/wrong; wrongly; 2. mis-; pre-; under-; post-; over-; demi-.
9. Match the following suffixes with the given meanings:
-ize, -ive, -ness, -ly: verbalization, adverbialization, substantivation, adjectivization.

10. Classify the italicized morphemes into roots, affixes and semi-affixes: starlike, to dislike; changeable, to disable; friendship, shipwreck; fireproof, to proofread; wonderful, full-time; gentleman, man-hour; fatherland, landlord; vitamin-poor, poorhouse.

Примерный перечень вопросов к зачету по дисциплине «Лексикология английского языка»

1. Lexicology as a Branch of Linguistics. Aims of Lexicology, its Significance. The Objects of Lexicology. Approaches in Lexicology.
2. Branches of Lexicology. Links of Lexicology with the Other Parts of Linguistics.
3. Sign Definition. Types of Signs. The Essential Features of Sign.
4. Sign Conceptions. Approaches to the Understanding of Sign. Linguistic Sign Structure.
5. Nature of Meaning. Types of Meaning. Meaning vs. Notion.
6. The Three Understandings of the Nature of Meaning.
7. Word Meaning. Seme. Sememe. Types of Word Meaning. Hyperonymy. Hyperseme. Hyponymy. Equonymy.
8. Lexical Meaning and its Structure. Types of Lexical Meaning. Lexical Meaning vs. Grammatical Meaning.
9. Monosemy vs. Polysemy. Semantic Structure of a Polysemantic Word.
10. Componential Analysis.
11. Semantics. The Universal Elements of Semantics. Two Types of Semantic Relations.
12. Semantic Triangle. The Referential Theory.
13. Word as the Basic Structural and Semantic Language Unit. Word Distinguishing and Word Identification. Word Classes.
14. Word Motivation. Types of Word Motivation. The Inner Form of Word.
15. Word Changing. Ways of Word Changing. Word Changing Affixes.
16. Morphology. Morphological Structure of Word. Morphemic Analysis. The Ultimate Constituents.
17. Derivational Analysis. The Immediate Constituents. Derivational Meaning/Pattern/Family. Onomasiology.
18. Types of Word-building. Word-building Means.
19. Segmentation vs. Derivation. Grades of Segmentations. Types of Derivatives. Terms Denoting Formal Segments.
20. Phraseology as a Branch of Linguistics. The Object of Phraseology. The Problems of Phraseology. Types of Phraseological Units.
21. Paradigmatic Relations in Vocabulary: Similarity of Form.
22. Paradigmatic Relations in Vocabulary: Semantic Similarity.
23. Paradigmatic Relations in Vocabulary: Semantic Contrast.
24. Paradigmatic Relations in Vocabulary: Inclusion. Semantic Fields.
25. Paradigmatic Relations in Vocabulary: Historical Perspective.
26. Paradigmatic Relations in Vocabulary: Etymology.
27. Paradigmatic Relations in Vocabulary: Lexico-grammatical Groupings.
28. Varieties of the English language. Stylistically Neutral and Stylistically Marked Vocabulary.
29. Variants of the English Language.
30. Lexicography. Problems of Lexicography. Word Entry. Types of Dictionaries.

Примерный перечень практических заданий на зачете по дисциплине «Лексикология английского языка»

1. Give the examples of full and reduced signs.
2. Provide the examples of the three types of motivation.
3. Provide the examples of monosemantic and polysemantic words.
4. Analyse the semantic structure of the word.
5. Use a general dictionary and define the types of the semantic links of the word meanings of the given polysemantic words.

6. Give some examples to illustrate the existing types of lexical meaning.
7. Define the semantic process.
8. Give the examples of three thematic rows to illustrate hyponyms, superordinates, and co-hyponyms.
9. Match the given prefixes with their lexical meanings. Provide the examples of the words with these prefixes.
10. Classify the given affixes into native and borrowed.
11. Classify the given morphemes into roots, affixes, semi-affixes.
12. Make the word-changing analysis of the given word forms.
13. Give the examples of one-root and one-pattern words.
14. Provide the examples of free and bound morphemes.
15. Make the morphemic analysis of the given words.
16. Classify the given affixes into productive and anomalous.
17. Give the examples of the converse terms and back-formed derivatives.
18. Form word-building families for the given words.
19. Give the examples of word-changing and word-building affixes.
20. Classify the given words according to the grade of dividedness.
21. In the given row of words point out converse terms.
22. Point out blends in the given row of derivatives.
23. Provide the examples of simplexes, derivatives with a bound element, derivatives with two free elements, derivatives with two free and a bound element.
24. Provide the examples of the words built on the following patterns.
25. Give the examples of reduplicated derivatives of different types.
26. Classify the given words into compounds and reduplicated derivatives.
27. Classify the given compounds according to the types (neutral, morphological, syntactic).
28. Give the examples of suffixes belonging to different parts of speech.
29. Define the particular word-building pattern the given words are built on.
30. Make the derivational analysis of the given words.
31. Classify the abbreviated words according to the types.
32. Classify the given words into simplexes, derivationally motivated and formally motivated. Find the elements of the formally motivated words.
33. Classify the given word forms according to the word-changing pattern: suppletive, morphological and analytical.
34. Give the examples of phraseological combinations, phraseological unities and phraseological fusions.
35. Provide the examples of nominative communicative, nominative-communicative and interjectional phraseological units.
36. Classify the given phraseological units according to the thematic principle.
37. Find in the sentences phraseological units and free word groups.
38. Define the types of system relations of the phraseological units.
39. Provide the examples of phraseological units classified on the lexico-grammatical principle.
40. Classify the given phraseological units according to the type of system relations.
41. Give two or three examples of lexical collocations, phraseological units and free word groups.
42. Provide the examples of homonyms to illustrate their types.
43. Within the following synonymic rows single out words with emotive connotation.
44. Find in the given sentences antonyms and conversives.
45. Find in the sentences homonyms and paronyms.
46. Give the examples of contrary and contradictory antonyms.
47. Classify the given words according to the type of social differentiation (formal, informal, neutral).

48. Give the examples of the British and American variations on the phonetic, grammatical, lexical and spelling levels.
49. Form some antonymic rows rendering contrary and contradictory notions.
50. Give the examples of borrowed words in the English vocabulary.

6.3 ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ПРОВЕРКИ УРОВНЯ СФОРМИРОВАННОСТИ КОМПЕТЕНЦИЙ

Тесты содержит следующие типы заданий:

Тип задания	№ задания	Вес задания (балл)	Результат оценивания (баллы, полученные за выполнение задания / характеристика правильности ответа)
задания закрытого типа с выбором одного правильного	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1 балл	1 б - полное правильное соответствие; 0 б - остальные случаи
задания открытого типа с кратким ответом	12, 13	3 балла	3 б – полное правильное соответствие; 0 б – остальные случаи.
задания открытого типа с развернутым ответом	14, 15	5 баллов	5 б – полное правильное соответствие; если допущена одна ошибка/неточность / ответ правильный, но не полный - 3 балла; если допущено более одной ошибки / ответ неправильный / ответ отсутствует – 0 баллов

Формируемая компетенция	Индикаторы сформированности компетенции
<p>ПК-1. Способен использовать знание системы и функционирования языковых единиц различных уровней в педагогической деятельности</p>	<p>ИПК-1.1. Знает закономерности системной организации языка и особенности функционирования языковых единиц различных типов.</p> <p>ИПК-1.2. Умеет лингвистически корректно интерпретировать языковой материал в соответствии с условиями образовательной среды.</p> <p>ИПК-1.3. Владеет современными методами и приемами лингвистического анализа для решения конкретных педагогических задач</p>

TEST № 1 (English version)

Closed-type tasks (1 point each)

1. What does lexicology study?
 - a) The vocabulary of a language, its origin and development
 - b) The phonetic system
 - c) The grammatical structure
 - d) Sentence syntax**Answer:** a)
2. What is a lexeme?
 - a) A word in a specific sentence
 - b) A unit of the vocabulary expressing a particular meaning
 - c) A grammatical form
 - d) A phraseological unit**Answer:** b)
3. What is the main object of etymology?
 - a) Word-formation models
 - b) Phonetic changes
 - c) Morphemic structure
 - d) The origin of words**Answer:** d)
4. What does “polysemy” mean?
 - a) The presence of several meanings in one word
 - b) Use of rare words
 - c) Borrowing process
 - d) Loss of meaning**Answer:** a)
5. What are synonyms?
 - a) Words with the same spelling
 - b) Words with opposite meanings
 - c) Words similar in meaning but different in form
 - d) Borrowed words**Answer:** c)
6. What is the antonym of “hot”?
 - a) Warm
 - b) Cold
 - c) Heat
 - d) Fire**Answer:** b)
7. What is the process of forming new words by adding prefixes or suffixes called?
 - a) Derivation (word formation)
 - b) Conversion
 - c) Composition
 - d) Clipping**Answer:** a)
8. What does “neologism” mean?
 - a) A foreign expression
 - b) An archaic word
 - c) An incorrect form
 - d) A new word or expression recently introduced into the language**Answer:** d)
9. What is a phraseological unit?
 - a) A scientific term
 - b) Any word combination
 - c) A fixed expression with figurative meaning

d) A grammatical category

Answer: c)

10. What is borrowing?

a) The adoption of a word from another language

b) Change of meaning

c) Word obsolescence

d) Simplification of structure

Answer: a)

11. What indicates a developed PC-1 competence?

a) Ability to memorise definitions

b) Ability to apply linguistic system knowledge in analysis and teaching

c) Ability to translate without analysis

d) Ability to use a dictionary

Answer: b)

Open-type tasks (short answer, 3 points each)

12. What is the phenomenon when one word has several related meanings called?

Answer: Polysemy.

13. What is a stable combination of words with a figurative meaning called?

Answer: Phraseological unit.

Open-type tasks (extended answer, 5 points each)

14. Explain the role of lexicology in developing language competence of a future language teacher.

Key:

- helps understand lexical system;
- ensures accuracy in word use;
- develops linguistic and methodological thinking.

15. Design a student task on “Synonyms and Antonyms” to form skills of semantic analysis. Describe expected results.

Key:

- compile a table of synonyms and antonyms;
- analyse semantic nuances;
- expected result: ability to use words contextually and appropriately.

7 ПЕРЕЧЕНЬ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ, ИСПОЛЬЗУЕМЫХ В ПРОЦЕССЕ ОБУЧЕНИЯ

Информационные технологии—обучение в электронной образовательной среде с целью расширения доступа к образовательным ресурсам, увеличения контактного взаимодействия с преподавателем, построения индивидуальных траекторий подготовки, объективного контроля и мониторинга знаний студентов.

В образовательном процессе по дисциплине используются следующие информационные технологии, являющиеся компонентами Электронной информационно-образовательной среды БГПУ:

- Университетская электронная система тестирования.
- Система дистанционного образования на основе оболочки Moodle, позволяющая создавать учебные курсы в электронном виде.
- Система электронного обучения (СЭО) ФГБОУ ВО «БГПУ».
- [Портал «Информационно-коммуникационные технологии в образовании»](#)
- Мультимедийное сопровождение лекций и практических занятий.

- Комплект электронных презентаций по темам.

8 ОСОБЕННОСТИ ИЗУЧЕНИЯ ДИСЦИПЛИНЫ ИНВАЛИДАМИ ИЛИЦАМИ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ ЗДОРОВЬЯ

При обучении лиц с ограниченными возможностями здоровья применяются адаптивные образовательные технологии в соответствии с условиями, изложенными в раздел «Особенности организации образовательного процесса по образовательным программам для инвалидов и лиц с ограниченными возможностями здоровья» основной образовательной программы (использование специальных учебных пособий и дидактических материалов, специальных технических средств обучения коллективного и индивидуального пользования, предоставление услуг ассистента (помощника), оказывающего обучающимся необходимую техническую помощь и т.п.) с учётом индивидуальных особенностей обучающихся.

9 СПИСОК ЛИТЕРАТУРЫ И ИНФОРМАЦИОННЫХ РЕСУРСОВ

9.1 Литература

1. Антрушина, Г. Б. Лексикология английского языка = English Lexicology : учеб. для бакалавров / Г. В. Антрушина, О. В. Афанасьева, Н. Н. Морозова ; Моск. пед. гос. ун-т. - 8-е изд., перераб. и доп. - М. : Юрайт, 2013. - 286 с. (25 экз.)
2. Гвишиани, Н. Б. Современный английский язык: лексикология = Modern English Studies. Lexicology: учебное пособие для вузов: [на англ. языке]. – М.: Академия, 2007. – 218 с. (20 экз.)
3. Гвишиани, Н. Б. Современный английский язык. Лексикология : учеб. пособие для студ. вузов / Н. Б. Гвишиани. - 3-е изд., перераб. и доп. - М. : Юрайт, 2014. - 273 с. (10 экз.)
4. Зыкова И.В. Практический курс английской лексикологии = A Practical Course in English Lexicology: Учеб.пособие для студ. лингв.вузов и фак.ин.языков. - 2-е изд., испр. –М.: Издательский центр «Академия», 2007. – 288с. (16 экз.)

5. Катермина В. В. Лексикология английского языка : практикум. - М. : Флинта : Наука, 2010. - 115с.(15 экз.)

9.2 Базы данных и информационно-справочные системы

1. Глоссарий лингвистических терминов - Режим доступа: <http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/>
2. Официальный сайт Института языкознания РАН - Режим доступа: <https://iling-ran.ru/web/en>
3. Портал издательства Macmillan - Режим доступа: <https://www.macmillandictionary.com/>

9.3 Электронно-библиотечные ресурсы

1. ЭБС «Юрайт». - Режим доступа: <https://urait.ru>
2. Полпред (обзор СМИ). - Режим доступа: <https://polpred.com/news>

10 МАТЕРИАЛЬНО-ТЕХНИЧЕСКАЯ БАЗА

Для проведения занятий лекционного и семинарского типа, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации используются аудитории, оснащённые учебной мебелью, аудиторной доской, компьютером с установленным лицензионным специализированным программным обеспечением, с выходом в электронно-библиотечную систему и электронную информационно-образовательную среду БГПУ, мультимедийными проекторами, экспозиционными экранами, учебно-наглядными пособиями (стенды, карты, таблицы, мультимедийные презентации).

Самостоятельная работа студентов организуется в аудиториях оснащенных компьютерной техникой с выходом в электронную информационно-образовательную среду вуза, в специализированных лабораториях по дисциплине, а также в залах доступа в локальную сеть БГПУ.

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Шелестюк Е.В., доктор филологических наук, профессор кафедры теоретического и прикладного языкознания Челябинского государственного университета

11 ЛИСТ ИЗМЕНЕНИЙ И ДОПОЛНЕНИЙ

Утверждение изменений и дополнений в РПД для реализации в 2024/2025 уч. г.

РПД обсуждена и одобрена для реализации в 2024/2025 уч. г. на заседании кафедры русского языка как иностранного (протокол № 7 от 21.03.2024 г.).

В рабочую программу дисциплины внесены следующие изменения и дополнения:

№ изменения:	
№ страницы с изменением:	
Исключить:	Включить:

Утверждение изменений и дополнений в РПД для реализации в 2025/2026 уч. г.

РПД обсуждена и одобрена для реализации в 2025/2026 уч. г. на заседании кафедры русского языка как иностранного (протокол № 7 от 26.03.2025 г.).

В рабочую программу дисциплины внесены следующие изменения и дополнения:

№ изменения:	
№ страницы с изменением:	
Исключить:	Включить: