**Семинарское занятие №1.**

05.

8. Пьянзина И.Н. Основы лексикологии английс **theme: Lexicology. Word structure. Analysis of the word structure.**

1. Aims and principles of Lexicology. Links with other branches of linguistics.

2. Morphological structure of the word. Aims and principles of morphemic analysis.

3. Multilevel structure of the word. Classification of morphemes.

4. Linguistic functions of the word. Analysis of the word from different points as the object of Lexicology.

5. Word-formation. Affixation. Classification of affixation.

Обязательная литература:

1. Antrushina G.B. “English Lexicology” M.2007.

2. Arnold L.V. “The English Word” M.2008.

3. Ginsburg R.S. “A Course in Modern English Lexicology” M.2008.

4. Minajewa L. “Word in Speech and Writing” M.2008.

Дополнительная литература:

5. Гриценко Е.С., Лисенкова Н.Н., Пьянзина И.Н. Учебно-методические материалы по теории английского языка. Н.Новгород, 2006.

6. Малоземова СИ. Лексикология современного английского языка. Нижневартовск, 2003.

7. Михалев А.Б. Общее языкознание. Москва, 20кого языка. Нижний Новгород, 2006.

9. Ретунская М.С. Основы английской лексикологии. Нижний Новгород, 2003.

10. Стерпин И.А. Структура лексического значения. Воронеж, 2009.

11. Ступин Л.П. Лексикография английского языка. М., 2006.

12.Ухтомский А.В. Английские фразеологизмы в устной речи. Москва, 2005.

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22. Rayevskaya N. English Lexicology. Kiev, 2003.

**ЗАДАНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ**

**1. Consider your answers to the following:**

1. What is Lexicology?

2. What are the aims and the subject-matter of this branch of linguistic science?

3. What is the difference between General Lexicology and Special Lexicology?

4. What are two principal approaches in linguistic science to the study of language material?

5. What does Desсriptive Lexicology deal with? What does Historical Lexicology deal with?

6. What are changes in the vocabulary of a language due to?

7. What are the lexical units?

8. What does the word as well as any linguistic sign possess?

9. What is called a paradigm? What are two approaches to the paradigm?

**2.** Explain why the word blackboard can be considered a unity and why the combination of words a black board does not posses such a unity.

**3.** What is understood by the semantic unity of a word? Which of the following possesses semantic unity - a bluebell (колокольчик) or a blue bell (синий бубенчик)?

**4.** Give a brief account of the main characteristics of a word.

**Семинарское занятие №2.**

**Theme: Semasiology. Word-meaning.**

1. Semasiology. Word-meaning (Referential and Functional Approaches to Meaning).

2. Types of Meaning. (Grammatical, lexical, part-of-speech, denotational and connotational).

3. Meaning in morphemes (Differential and distributional)

4. Word-meaning and motivation. Types of motivation.

Обязательная литература:

1. Антрушина Г.Б. Лексикология английского языка: учеб. пособие для студентов. М.: Дрофа, 2008.

2. Antrushina G.B. “English Lexicology” M.2007.

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**ЗАДАНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ**

**1. Consider your answers to the following:**

1. What branch of lexicology is known as Semasiology?

2. What does the referential approach seek to formulate?

3. Is the connection between the particular sound-cluster and the meaning of the word conventional and arbitrary?

4. Is the meaning of the word closely connected with the underlying concept? Are they identical?

5. What is the difference between meaning and concept?

6. What does the functional approach maintain?

7. What are the types of the word-meaning?

8. How can some elements of grammatical meaning be identified?

9. What is the lexical meaning of the word?

10. What is the difference between the lexical and the grammatical components of meaning?

11. What do all members of a major word-class share?

12. What is the denotational meaning?

13. What is connotational component? What is the emotive charge? 14. What groups can words stylistically be roughly subdivided into?

**2.** **Define the types of word-formation and meaning in the following words:**

Sandy, stony, darkness, life-boat, mummu, sonny, irresistible, black-eyed

**3. Define the types of motivation of the following words:**

Changeable, reproduce, teacher, repeat, swing, splash, cock-a-doodle-do, pook, mother country, the foot of the mountains

**4. Define the meanings of the words in the following sentences. Say how the meanings of the same word are associated one with another?** (see Антрушина Г.Б. Лексикология английского языка: учеб. пособие для студентов. М.: Дрофа, 2008. С. 142-143).

**5. Identify the denotative and connotative elements of the meanings in the following pairs of words:**

to conceal-to disguise, to choose-to select, to draw-to paint, money-cash, photograph-picture, odd-queer.

**Семинарское занятие №3.**

**Theme: Change of meaning. Word-formation.**

1. Change of meaning: causes, nature and result.

2. Monosemy and Polysemy. Polysemy and structure.Polysemy and context. Types of context.

3. Major types of word-formation. Word-composition. Classification of compound words.

4. Conversion. Productivity of conversion. Substantivation.

Обязательная литература:

1. Антрушина Г.Б. Лексикология английского языка: учеб. пособие для студентов. М.: Дрофа, 2008.

2. Antrushina G.B. “English Lexicology” M.2007.

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8. Михалев А.Б. Общее языкознание. Москва, 2005.

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**ЗАДАНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ**

**1. Consider your answers to the following:**

1. What are the principle productive ways of English word-building? What do we mean be derivation?

2. What is the difference between frequency and productivity of affixes? Why can't one consider the noun-forming suffix-age, that is commonly met in many words (cabbage, village, marriage etc.), a productive one? Give examples of your own to show that affixes have meanings?

3. What language served as the main sources of borrowed affixes? Illustrate your answer by examples.

4. Prove that words a finger and to finger ("to touch or handle with the fingers") are two words and not the one word finger used either as a noun or as a verb.

5. Which categories of parts of speech are especially affected by conversion?

**2. The verb “to take” is highly polysemantic in ME.On which meanings of the verb are the following jokes based? Give your examples to illustrate the other meanings of the word.** (see Антрушина Г.Б. Лексикология английского языка: учеб. пособие для студентов. М.: Дрофа, 2008. С. 144).

**3. Explain the basis for the following jokes. Use the dictionary when in doubt.** (see Антрушина Г.Б. Лексикология английского языка: учеб. пособие для студентов. М.: Дрофа, 2008. С. 145).

**4. Choose any polysemantic word that is well-known to you and illustrate its meanings with examples of your own. Prove that the meanings are related to one another.**

**Семинарское занятие №4.**

**Theme: English vocabulary as a system.**

1. Paradigmatic and syntagmatic relations in lexics.

2. Types of paradigmatic relations.

3. English vocabulary as a system. Groupings of English vocabulary.

4. Semantic field as the method of investigation in lexical system.

5. Minor types of word-formation (shortening, blending, back-formation, reduplication, sound-interchange, stress-interchange, sound-imitation).

Обязательная литература:

1. Антрушина Г.Б. Лексикология английского языка: учеб. пособие для студентов. М.: Дрофа, 2008.

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8. Михалев А.Б. Общее языкознание. Москва, 2005.

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**ЗАДАНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ**

**1. Consider your answers to the following:**

1. What is understood by composition? What do we call words made by this type of word-building?

2. Into what groups and subgroups can compounds be subdivided structurally? Illustrate your answer with examples.

3. Which types of composition are productive in Modern English? How can this be demonstrated?

4. What are the interrelationships between the meaning of a compound word and the meanings of its constituent parts? Point out the principle cases and give examples.

5. What are the criteria for distinguishing between a compound and a word- combination?

6. What are the italicized elements in the words given below? What makes them different from affixes? From items? (Statesman, waterproof, cat-like, trustworthy).

7. What are the two processes of making shortenings? Explain the productivity of this way of the word-building and stylistic characteristics of shortened words. Give examples.

8. What minor processes of word-building do you know? Describe them and illustrate your answer with examples.

**2. Define the morphological structure of the compounds:**

Letter-box, salesmen, good-looking, forget-me-not, handicraft, snow-white, Anglo-Saxon, speedometer, man-of-war, long-legged, good-looking

**3. Pick out the metaphors from the following word-combinations:**

Green bush, green man, green apple, green with envy, the root of a word, a fading flower, blooming health

**Семинарское занятие №5.**

**Theme: Vocabulary stock and society.**

1. Vocabulary stock and society. Formal and informal vocabulary, their main differences.

2. Social difference of the words. Terms and their problems. Professional terminology.

3. Jargonisms and slang words. Types of slang and their peculiarities.

4. Literary and bookish words. Dialect words. Colloquial words and their types.

5. Lexical differences of territorial variants.

Обязательная литература:

1. Антрушина Г.Б. Лексикология английского языка: учеб. пособие для студентов. М.: Дрофа, 2008.

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**ЗАДАНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ**

**1. Consider your answers to the following:**

1. What determines the choice of stylistically marked words in each particular situation?

2. In what situations are informal words used?

3. What are the main kinds of informal words? Give a brief description of each group.

4. What is the difference between colloquialisms and slang? What are their common features? Illustrate your answer with examples.

5. What are the main features of dialect words?

6. Why should slang and dialect words not be included in the students' functional vocabulary?

7. Where are formal words used?

8. Are learned words used only in books? Which type of learned words, do you think, is especially suitable for verbal communication? Which is least suitable and even undesirable?

**2. The italicized words and word-groups in the following extracts are informal. Write them out in two columns and explain in each case why you consider the word slang/colloquial. Look up any words you do not know in your dictionary** (see Антрушина Г.Б. Лексикология английского языка: учеб. пособие для студентов. М.: Дрофа, 2008. С. 22-23).

**3. Read the following extract. Write out the informal words and word-groups which occur in the passage and explain why you think the author uses so many of them** (see Антрушина Г.Б. Лексикология английского языка: учеб. пособие для студентов. М.: Дрофа, 2008. С. 23-25).

**4. Read the following jokes. Write out the informal words and word-groups and say whether they are colloquial, slang or dialect** (see Антрушина Г.Б. Лексикология английского языка: учеб. пособие для студентов. М.: Дрофа, 2008. С. 25-26).

**Семинарское занятие №6.**

**Theme: Etymology of English words. Classification of words according to the form and meaning.**

Etymology of English words. Characteristic features of English words .

Borrowings and their reasons, criteria.

Assimilation of borrowings. Degrees of assimilation.

Synonymy and semantic equivalence. Classification of synonyms.

Homonymy. Classification of homonyms.

Antonymy. Classification of Antonyms.

Обязательная литература:

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**ЗАДАНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ**

**1. Consider your answers to the following:**

l. Say why synonyms are one of the language's most important expressive means. Illustrate your answer with examples.

2. Synonyms are sometimes described as words with "dual" characteristics. What is meant by this?

3. How are synonyms traditionally defined? On what criterion is this definition based? Which aspects of this definition are open to criticism?

4. Which words do we usually classify as antonyms? Give your own examples of such words?

5. Antonyms characterized by common occurrence may be said to possess certain "reflected associations". Explain what is meant by this phrase.

**2. In columns “B” find synonyms to the words in columns “A”**

**A**

Unlikely, dissimilar, absurd, corner, pail, capacity, clumsy, couple, dread, checks, air, fortitude, general, grandeur, lonely, trust, amaiable, tangled

**B**

Matted, solitary, courage, ability, bucket, improbable, awkward, unlike, belief, lovely, pair, fear, squares, preposterous, manner, magnificent, angle, universal

**3. Give antonyms to the following words. Arrange them in three columns: derivational, absolute and mixed antonyms. (model: derivational – careful-careless; absolute- slow-fast; mixed – correct-incorrect, wrong)**

Alert, discord, amity, alive, active, ugly, artless, appearance, assist, arrange, courage, attentive, descend, safety, consistent, aware, benefactor, timidity, convenient, competent, continue, conductor, preceding, correct, sufficient, frequent, distinct, faulty, expensive, afterthought, hostile, faithful, wet, enemy, employed, legal, lower, kind, final, improper, temporary, order, polite, uniformity, slow, sane, exhale, rational, post-war, distrust, progressive, ignoble, normal, underestimate, painful, revolutionary, thesis.

**Семинарское занятие №7.**

**Theme: Phraseology. Classification of phraseology.**

Word-combinations and phraseology. Aims and principles of phraseological units. Ways of formation.

Phraseology: principles of classification.

Comparative characteristics of phraseological units in different languages (English, Kazakh, Russian).

Communicative and pragmatic aspects of phraseological units. Proverbs and sayings.

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1. Антрушина Г.Б. Лексикология английского языка: учеб. пособие для студентов. М.: Дрофа, 2008.

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5. Minajewa L. “Word in Speech and Writing” M.2008.

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**ЗАДАНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ**

**1. Consider your answers to the following:**

1. What do we mean when we say that an idiom has a "double" meaning?

2. Why is it very important to use idioms with care? Should foreign- language students use them? Give reasons for your answer.

3. The term "phraseological unit" is used by most Russian schools. What other terms ore used to describe the some word-groups?

4. What are the two major criteria for distinguishing between phraseologocal units and free word-groups?

5. What is the basis of the traditional and oldest principle for classifying phraseological units?

6. What other criteria can be used for the classification of phraseological units?

**2. Define the meaning of the following phrases and find out their equivalence in your mother tongue:** a bee in ones bonnet, a mare’s nest, to take the bull by the horns, to weаr ones heart on ones sleeve, to wash ones dirty linen in public, to kill the goose that laid the golden egg, white lie, as dead as a door nail, to nip in the bud, in the soup, a pretty kettle of fish

**3. Pick out phraseological units from the following sentences and comment on them:**

a) There are five hundred men here to back you up through thick and thin.

b) “Heanen alive! You do not mean to say you have shown the white feather? ”

c) He showed his teeth at her, but she was not afraid of him.

d) He noted: “By hook or by crook we ought to accede to Englands request”.

**Семинарское занятие №8.**

**Theme: Lexicography. Types of dictionaries. Contrastive Lexicology and Phraseology.**

1. Lexicography. The main types of English dictionaries.

2. Basic problems of dictionary compiling.

3. The importance of comparative research of the language.

4. Comparison of semantic and thematic classification of phraseological units in different languages.

Обязательная литература:

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22. Pei M. The Study of Language. Ldn., 2006.

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24. Rayevskaya N. English Lexicology. Kiev, 2003.

**ЗАДАНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ**

**1a. Consider your answers to the following:**

1. What is lexicography?

2. What are the important characteristic features English-English, English-Russian, English-Kazakh dictionaries?

3. How often do you use dictionaries?

4. What is the theoretical and practical value of dictionaries?

5. What is the difference between encyclopaedic and linguistic dictionaries?

6. What is the difference between general and special dictionaries?

7. What problems does a compiler face in compiling dictionaries?

8. What are the functions of unilingual and bilingual dictionaries?

9. What is the role of dictionaries in language learning?

10. What is a dictionary?

11. What is the learners’ dictionary?

12. What are the advantages and disadvantages of electronic and printed dictionaries?

13. What is translation or polyglot dictionary?

14. What methods of linguistic analysis can be found in dictionaries?

15. What modern dictionaries do you know?

**1b. Consider your answers to the following:**

1. What are the aims, principles of contrastive analysis?

2. What are the important characteristic structural and semantic features English, Russian, Kazakh lexical units?

3. What are the reasons of appearing of contrastive methods?

4. What is the theoretical and practical value of comparative-contrastive methods?

5. What is the difference between the terms comparative and contrastive?

6. Why some lexical items cannot be translated from one language into another?

7. What are the drawbacks of word-for-word translations?

8. What are the modern directions in linguistics?

9. Why do we compare and contrast the notions?

10. What are the results of comparative analysis?

11. What stimulates the difference between the structure and semantics of the languages?

12. What is the role of comparative methods on increasing and improving one’s vocabulary?

13. What things can be compared in different languages?

14. What is the role of translation?

15. What is the role of comparative and contrastive methods on three aspects of language, its vocabulary, its grammar and sound system?

**2. Read the following jokes. Explain the etymology of the italicized words** (see Антрушина Г.Б. Лексикология английского языка: учеб. пособие для студентов. М.: Дрофа, 2008. С. 57).

**3. In the following sentences find examples of Latin borrowings. Identify the period of borrowings** (see Антрушина Г.Б. Лексикология английского языка: учеб. пособие для студентов. М.: Дрофа, 2008. С. 58).