

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ
ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«ЛУГАНСКИЙ ГОСУДАРСТВЕННЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ»
(ФГБОУ ВО «ЛГПУ»)

Структурное подразделение Институт филологии и социальных коммуникаций

Кафедра теории и практики перевода

УТВЕРЖДАЮ

Директор института филологии и
социальных коммуникаций

Перетятая О.С.

« 18 » _____ 20 24 г.

Приложение к рабочей программе учебной дисциплины

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

для проведения текущего контроля и промежуточной аттестации
обучающихся по дисциплине

Лексикология английского языка

По специальности – 45.05.01 Перевод и переводоведение

Специализация – Лингвистическое обеспечение межгосударственных отношений

Квалификация выпускника – лингвист-переводчик

Форма обучения – очная

Курс – 4 (7 семестр)

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1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

1.1. Область применения

Фонд оценочных средств (ФОС) – неотъемлемая часть рабочей программы дисциплины «Лексикология английского языка» и предназначен для контроля и оценки образовательных достижений студентов, освоивших программу дисциплины «Лексикология английского языка».

1.2. Цели и задачи фонда оценочных средств

Цель ФОС – установить соответствие уровня подготовки обучающегося требованиям ФГОС ВО специалитет по специальности 45.05.01 Перевод и переводоведение, утвержденным приказом Министерства науки и высшего образования Российской Федерации от 12 августа 2020 года № 989 (с изменениями и дополнениями).

1.3. Перечень компетенций, формируемых в процессе освоения основной образовательной программы

Процесс освоения дисциплины направлен на формирование следующих компетенций и индикаторов их достижения:

Код по ФГОС ВО	Индикатор достижения
Общепрофессиональные	
ОПК-1 Способен применять знания иностранных языков и знания о закономерностях функционирования языков перевода, а также использовать систему лингвистических знаний при осуществлении профессиональной деятельности	ОПК-1.1. Использует знания иностранных языков при осуществлении профессиональной деятельности. ОПК-1.2. Применяет лингвистические знания при осуществлении профессиональной деятельности. ОПК-1.3. Использует знания о закономерностях функционирования языков перевода при осуществлении профессиональной деятельности.

1.4. Этапы формирования компетенций и средства оценивания уровня их сформированности

Этапы формирования компетенций	Компетенции	Контрольно-оценочные средства / способ оценивания
Тема 1. Semasiology as a Part of Lexicology.	ОПК-1	Тест / контрольная работа / выполнение упражнений/ опрос / конспект и др.
Тема 2. Aspects of Lexical Meaning.	ОПК-1	Тест / контрольная работа / реферат / доклад / презентация / опрос / конспект и др.
Тема 3. Motivation and Semantic Change.	ОПК-1	Тест / контрольная работа / реферат / доклад / презентация /

		опрос / конспект и др.
Тема 4. Polysemy.	ОПК-1	Тест / контрольная работа / выполнение упражнений/ опрос / конспект и др.
Тема 5. Homonymy.	ОПК-1	Тест / контрольная работа / выполнение упражнений/ опрос / конспект и др.
Тема 6. Intralinguistic Relations of Words. Types of Semantic Relations	ОПК-1	Тест / контрольная работа / выполнение упражнений/ опрос / конспект и др.
Тема 7. Semantic Classification.	ОПК-1	Тест / контрольная работа / выполнение упражнений/ опрос / конспект и др.
Тема 8. Morphemic Structure of Word.	ОПК-1	Тест / контрольная работа / выполнение упражнений/ опрос / конспект и др.
Тема 9. Derivation.	ОПК-1	Тест / контрольная работа / выполнение упражнений/ опрос / конспект и др.
Тема 10. Types of Forming Words.	ОПК-1	Тест / контрольная работа / выполнение упражнений/ опрос / конспект и др.
Текущая аттестация	ОПК-1	Контрольная работа
Промежуточная аттестация	ОПК-1	экзамен

1.5. Описание показателей формирования компетенций

Код компетенции	Результаты сформированности
ОПК-1	<p>Знает: закономерности функционирования языков перевода при осуществлении профессиональной деятельности; основные положения системы лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях, орфографии и пунктуации, о закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях.</p> <p>Умеет: использовать систему лингвистических знаний при осуществлении профессиональной деятельности.</p> <p>Владеет навыками: навыками применения иностранного языка на практике.</p>

1.6. Критерии оценивания компетенций на разных этапах их формирования

Вид учебной работы	Количество баллов		
	ОФО	О-ЗФО	ЗФО
Практические занятия	50	-	-
Лекции	20	-	-
Экзамен	30	-	-
Всего	100		

Накопительная система оценивания по 100-балльной шкале

Четырехбалльная система оценивания экзамена	100-балльная шкала	Буквенная шкала, соответствующая 100-балльной шкале	Система оценивания зачета
Отлично	90-100	А – отлично – теоретическое содержание курса освоено полностью, без пробелов; необходимые практические навыки работы с освоенным материалом сформированы; все предусмотренные программой обучения учебные задания выполнены, качество их выполнения оценено числом баллов, близким к максимальному	Зачтено
Хорошо	83-89	В – очень хорошо – теоретическое содержание курса освоено полностью, без пробелов; необходимые практические навыки работы с освоенным материалом в основном сформированы; все предусмотренные программой обучения учебные задания выполнены, качество выполнения большинства из них оценено числом баллов, близким к максимальному	
Хорошо	75-82	С – хорошо – теоретическое содержание курса освоено полностью; некоторые практические навыки работы с освоенным материалом сформированы недостаточно; все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками	
Удовлетворительно	63-74	Д – удовлетворительно – теоретическое содержание курса освоено частично, но пробелы не носят существенного характера; необходимые практические навыки работы с освоенным материалом в основном сформированы; большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий содержат ошибки	
Удовлетворительно	50-62	Е – посредственно – теоретическое содержание курса освоено частично; некоторые практические навыки работы не сформированы, многие предусмотренные учебной программой обучения учебные задания не выполнены либо качество выполненных некоторых из них оценено	

		числом баллов, близким к минимальному	
Неудовлетворительно	21-49	FX – неудовлетворительно – теоретическое содержание курса освоено частично; необходимые практические навыки работы с освоенным материалом не сформированы; большинство предусмотренных учебной программой обучения учебных заданий не выполнено либо качество их выполнения оценено числом баллов, близким к минимальному; при дополнительно самостоятельной работе над материалом курса возможно повышение качества выполнения учебных заданий	Не зачтено
Неудовлетворительно	0-20	F – неудовлетворительно – теоретическое содержание курса не освоено; необходимые практические навыки работы не сформированы; все выполненные учебные задания содержат грубые ошибки; дополнительная самостоятельная работа над материалом курса не приведет к какому-либо значимому повышению качества выполнения учебных заданий	

2. КОНТРОЛЬНО-ОЦЕНОЧНЫЕ СРЕДСТВА

2.1. Оценочные средства текущего контроля

Теоретические вопросы

Semasiology as a Part of Lexicology.

Approaches to Defining Meaning. Referential, Functional, Operational Approaches to Defining Meaning. Types of Meaning.

Aspects of Lexical Meaning.

Denotational Aspect. Connotational Aspect. Pragmatic Aspect. Componential Analysis.

Motivation and Semantic Change.

Word Meaning and Motivation. Types of Motivation. Semantic Change. Causes, Nature, Results of Semantic Change. Changes of the Denotational and Connotational Meaning.

Polysemy.

Diachronic and Synchronic Approach to Polysemy. Semantic Structure of a Polysemantic Word. Polysemy and Context. Types of Context (Lexical, Grammatical, Extra-linguistic Context).

Homonymy.

Sources and Classifications of Homonyms. Homonymy of Words and Homonymy of Word-Forms. Full and Partial Homonyms Classification. Classification of Homonyms by Prof. A.I. Smirnistky. Graphic and Sound Form Classification of Homonyms.

Intralinguistic Relations of Words. Types of Semantic Relations.

Syntagmatic and Paradigmatic Relations. Basic Types of Semantic Relations. Proximity. Equivalence. Inclusion. Hyponymic Structures. Opposition.

Semantic Classification.

Basic Principles of Grouping Words. Synonyms. Classification of Synonyms. Euphemisms. Antonymy. Antonyms. Classification of Antonyms. Terminological and Lexico-Semantic Groups of Words. Terminological and Lexical Sets. Lexico-Semantic Groups. Semantic Fields.

Morphemic Structure of Word.

Word-Structure and Morphemes. Classification of Morphemes. Semantic and Structural Classification of Morphemes. Types of Meaning in Morphemes (Lexical, Differential and Distributional Meaning). Part-of-Speech Meaning. Morphemic Types of Words. Types of Word-Segmentability. Complete and Conditional Segmentability.

Derivation.

Derivational Structure and Relations. Derivational Bases. Structural Classification of Derivational Bases. Derivational Affixes (Semantic Characteristics of Derivational Affixes and Semi-affixes). Derivational Patterns. Structural-semantic Classification of Derivational Patterns.

Types of Forming Words.

Types of Forming Words (Main and Minor Types of Forming Words). Affixation. Suffixation. Classification of Suffixes. Prefixation. Classification of Prefixes. Productive and Non-Productive Affixes. Valency of Affixes and Bases.

2.2. Оценочные средства для промежуточной аттестации

Вопросы для устного опроса

1. What is *semasiology*?
2. What are the three main approaches to defining meaning?
3. What is the essence of *the referential approach* to defining meaning?
4. In what relations does meaning stand to 1) the sound-form; 2) the concept; 3) the referent?
5. Is the meaning of the word identical to its sound-form, concept and referent?
6. How is the meaning defined on the *functional (contextual)* basis?
7. What does *distribution of the word* mean?
8. What does the term *context* denote?
9. What is the essence of the *operational approach* to defining meaning?
10. What may the sentence imply besides the direct meaning?
11. What aspects of lexical meaning can be singled out?
12. What is *the denotational aspect* of lexical meaning?
13. Why is *the denotational aspect* is highly significant in the process of communication?
14. What is *the connotational aspect* of lexical meaning?
15. What constituents may be distinguished in the connotational aspect of meaning?
16. What is *the emotive charge* like?
17. What kinds of *evaluation* may be singled out?
18. How is *imagery* manifested in meanings?
19. What is *the pragmatic aspect* of lexical meaning?
20. What constituents may be distinguished in *the pragmatic aspect* of meaning?

21. What does the process of motivation depend on?
22. What does *the inner form* of a word mean?
23. What is the term *motivation* used to denote?
24. What is *the phonetical motivation*?
25. What is implied by the term *morphological motivation*?
26. What does *the semantic motivation* mean?
27. How do you understand the term *semantic change of a word*?
28. What factors influence semantic changes of words?
29. What are *extra-linguistic causes* of semantic change of words?
30. What *linguistic causes* of semantic change can be singled out?
31. What does *polysemy* denote?
32. What words do we call *monosemantic*? Are there many such words in English?
33. What words are called *polysemantic*?
34. What contribution did V.V. Vinogradov make to the development to the problem of polysemy?
35. What is the difference between *meaning* and *usage*?
36. Where does polysemy exist?
37. What makes speech unambiguous?
38. What did prof. A.I. Smirnitsky claim? What term did he create?
39. How are all lexico-semantic variants of a word united?
40. What does polysemy in *diachronic* term imply?
41. What is *homonymy*? What do *homonyms* denote?
42. What are *sources* of homonymy?
43. What are *full homonyms*?
44. What is *partial homonymy*?
45. How may the type of meaning classify homonyms?
46. What *homonyms* do we call *lexical*?
47. What are *grammatical homonyms*?
48. What are special peculiarities of *lexico-grammatical homonyms*?
49. How may homonyms be classified according to their spelling and sound form?
50. What are *proper homonyms*?
51. What are the basic types of intralinguistic relations of words?
52. What do *syntagmatic relations* mean?
53. What *relations* are called *paradigmatic*?
54. How do most polysemantic words come to the fore?
55. Which meanings are called *free* or *denominative*?
56. What are the main types of semantic relations?
57. What does *semantic proximity* imply? What are the two extreme cases of semantic proximity?
58. What is *semantic equivalence*? Is semantic equivalence a stable type of semantic relations?
59. What is meant by *inclusion* as a type of semantic relations?
60. What is the other linguistic term used to denote semantic relations of inclusion?
61. What are the two basic principles of semantic classification of words?
62. What semantic classes or categories can be singled out?

63. What is *synonymy*? What are *synonyms*? What semantic relations are synonyms characterized by?
64. How may *the difference in connotation* be observed?
65. How can the difference in *the pragmatic value of words* be observed?
66. What are the *main types of synonyms*?
67. What does *stylistic synonymy* imply?
68. What does *ideographic synonymy* present?
69. How is *ideographic-stylistic synonymy* characterized by?
70. What is meant by *the synonymic dominant*?

Примеры типовых заданий к экзамену

Seminar 1. Semasiology as a part of Lexicology

1. Analyze the distribution of the word *approval* and different contexts in which this word is used.

a) Distribute the sentences according to the following meanings of the word *approval*:

- a positive feeling that you have towards someone or something that you think is good or suitable;
- official agreement or permission, given by someone in authority.

1. Children are constantly looking for signs of approval from their parents.
2. We sent the design to the planning department for approval.
3. Mr Bush often quotes her ideas on the family with approval.
4. Most of his girlfriends failed to meet with his father's approval.
5. By July, the Prime Minister's approval rating had risen to over 60 percent.
6. The board has finally given its approval to the loan.
7. The approval of my decision meant very much for me.

b) Apply the functional approach to meaning.

Model: The word *approval* is preceded by: a possessive pronoun...

The word *approval* is followed by: a preposition...

Seminar 2. Aspects of lexical meaning

1. Identify the denotational aspect of the lexical meaning of the words in each group.

- indignation, fury, ire, rage, irritation;
- beautiful, lovely, handsome, pretty, bonny;
- kip, nap, doze, slumber, snooze;
- happy, delighted, pleased, cheerful, joyful;
- like, admire, take pleasure in, be pleased with, fancy.

2. Point out the denotational aspect in all the lexical meanings of the words *warm* and *face*

Warm (adj)

1. fairly hot in a way that is comfortable and pleasant;
2. warm clothes and buildings keep heat in and prevent you from feeling cold;
3. a warm place;
4. kind and friendly in a way that makes other people feel comfortable.

Face (*n*)

1. the front part of your head, where your eyes, nose, and mouth are;
2. the expression on someone's face, that shows how they are feeling;
3. a side of a mountain or building that is high and very steep;
4. one side of a coin;
5. the way that something looks or appears to people;
6. the front of a clock, where the numbers are.

Seminar 3. Motivation and semantic change

1. Identify the type of motivation in the following words. Group the words according to their type of motivation: 1) phonetical; 2) morphological; 3) semantic.

A. 1) *Buzz* – a low, continuous humming or murmuring sound, made by or similar to that made by an insect; 2) *driver* – someone who drives a vehicle, especially as his job; 3) *click* – a short sharp sound as of a switch being operated or of two hard objects coming smartly into contact; 4) *careless* – not taking enough care; 5) *leg* – the part of a piece of furniture such as a table or chair that supports it and raises it off the floor; 6) *bang* – a sharp knock or blow; 7) *horse* – a piece of equipment shaped like a large box that is used in gymnastics; 8) *singlehood* – the state of being single rather than married; 9) *sizzle* – a hissing sound, as of food frying or cooking;

B. 1) *Wall* – emotions or behavior that prevent people from feeling close to each other; 2) *hand-made* – made by hand, not machine; 3) *piggish* – selfish; 4) *blue-eyed* – having blue eyes; 5) *boom* – a loud, deep, resonant sound; 6) *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; 7) *leaflet* – a small, often folded piece of printed paper, often advertising something, usually given free to people; 8) *quack* – the characteristic harsh sound made by a duck; 9) *streamlet* – a small stream (a natural flow of water).

Seminar 4. Polysemy

1. 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.

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*.

2. Give the lexico-semantic variants constituting the semantic structure of the word *school* in the following sentences. Check yourself by a dictionary.

1) The kids will be at *school* until 3.00 today. 2) I didn't like *school* very much. 3) The *School* of Management in Cornwall is considered the best one in the country. 4) Harvard, which I graduated from 5 years ago, is a very good *school*. 5) What you think about this probably depends on which *school* of economics you belong to. 6) In the distance we could see a *school* of whales.

Seminar 5. Homonymy

1. Give homonyms to the following words. State their types according to W. Skeat's classification.

- miss, fare, weak;
- wear, for, night;
- pail, right, way;
- will, sole, plane.

2. Comment on the meanings of the word *thing* as used in the following examples. Is it a phenomenon of homonymy or polysemy?

1. I gave her a little *thing* for her birthday
2. Sir Barnet was proud of making people acquainted with people. He liked *the thing* for its own sake.
3. This is very bad, for fog is the only *thing* that can spoil my plan.
4. He was satisfied with most *things*, and, above all other *things*, with himself.
5. His financial worries were *a thing* of the past.
6. There are some interesting *things* in your report.
7. A funny *thing* happened to me today.
8. Who's that pretty young *thing* I saw you with yesterday?

Seminar 6. Intralinguistic relations of words. Types of semantic relations

1. State the syntagmatic relations of the words. There are a number of words meaning money. Complete the sentences making a proper choice.

- I don't have any *currency/ cash/ dosh*, I'll have to pay with a card.
- We don't accept foreign *means/ cash/currency*.
- We spent half our *means/ savings* on the lawyer's fees.
- Do you have any *cash/ change* for the phone?
- I just don't have the *means/ savings* to go on living in such a big house.

2. Organize the given words in accordance with their hyponymic relations. Enumerate the general terms (hyperonyms). Draw a diagram.

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.

Seminar 7. Semantic classification of words

1. Identify the difference in the pragmatic aspect of meaning of the given synonyms. Consult a dictionary

Model: *to cry – to weep*. The verb *to weep* is **formal**, whereas the verb *to cry* is **neutral**.

Refreshment – bite; to see – to behold; soldier – warrior; car – automobile; to begin – to commence; face – puss; to leave – to abandon; hand – fin.

2. Classify the following synonyms into: a) stylistic; b) ideographic; c) 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 belong to the group of stylistic synonyms.

To walk – to promenade; heaven – sky; intelligent – smart; information – data; to ask – to interrogate; to meet – to encounter; to foretell – to predict; affair – business.

Seminar 8. Morphemic structure of words

1. Segment the following words into morphemes. Define the semantic types of morphemes constituting the given words.

Model: *playful*

The word *playful* can be segmented into two morphemes: play- + -ful. Semantically *play-* is a root-morpheme; *-ful* is an affix.

Boyhood, widen, demobilize, theory, discolour, half-breed, photographic, fisherman, overcome.

2. Segment the following words into morphemes. Define the structural types of morphemes constituting the given words.

Model: *endless*

The word *endless* can be segmented into two morphemes: end- + -less. Structurally *end-* is a free morpheme; *-less* is a bound morpheme

Beautiful, understand, postman, telegraph, deepen, mislead, half-time, disaffected, demobilize, whiteness.

Seminar 9. Derivation

1. Identify the following words in accordance with their derivational structure: a) suffixal derivatives; b) prefixal derivatives.

Model: *impassioned* - *impassion* + *-ed* (a suffixal derivative); *asystemic* – *a-* + *-systemic* (a prefixational derivative).

Accountable, befriended, discovery, dishearten, disguisement, endangerment, insensible, irresponsible, impression, indefensible, impersonal, outrageous, renewable, unwomanly, unimaginable, unfriendly, undeveloped.

Seminar 10. Types of forming words. Affixation.

1. Classify the words of sound imitation into three groups: 1) words denoting sounds produced by human being or expressing their feelings; 2) words denoting sounds produced by animals, birds, insects, etc.; 3) words imitation the sound of water, a forceful motion, movement, etc.

Fizz, giggle, moo, whiz, bang, mew, pop, buzz, cuckoo, cheep, grumble, cackle, croak, quacking, babble, mumble.

2. In the given sentences identify the words formed by means of back-formation.

1. The existing systems begin to obsolesce. 2. Nick was very peeved by his refusal to cooperate. 3. They both enthused over my new look. 4. She didn't like that he frivoleed in such a serious situation. 5. I intuited his real identity. 6. They televised a live debate between the party leaders. 7. There is no one worth butling for. 8. Mountain peaks are classified according to their shape. 9. They didn't want him to orate at the meeting. 10. It was pure greed that made me finish all those chocolates.