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**Практический подход к подготовке учащихся к выполнению заданий Раздела 3 Единого Государственного Экзамена по английскому языку.**

***Аннотация***

*В статье представлен подход к работе над изучением словообразования на уроках английского языка в рамках подготовки к ЕГЭ. Предлагаются задания для отработки навыка образования существительных при помощи суффиксов и приведена схема построения урока по теме «Суффиксы существительных в английском языке».*

***Ключевые слова:*** *словообразование, существительные, суффиксы, Единый Государственный экзамен, лексические трансформаци, теоретическая часть, практические задания, этапы урока.*

 Задания 26-31представлют собой лексические трансформации. В связном тексте учащимся преобразовать шесть слов таким образом, чтобы они грамматически и лексически соответствовали содержанию текста. Несмотря на кажущуюся простоту, задания на словообразование вызывают немало проблем по ряду причин, одной из которых является незнание основных принципов словообразования в английском языке. Данный материал может оказаться полезным при повторении темы суффиксы в словообразовании существительных.

 На первом этапе урока учащиеся самостоятельно изучают теоретический материал, изложенный конспективно по материалам сайта

<https://dictionary.cambridge.org/grammar/british-grammar/word-formation_2> и выбирают информацию по теме суффиксы в словообразовании существительных.

 На втором этапе предполагается работа в парах по заполнению таблиц на словообразование. Учащиеся руководствуются полученной теоретической информацией.

 Третий этап заключается в самопроверке и выявлении основных проблемных зон. Также учащимся предлагается самостоятельно найти примеры существительных с каждым из представленных суффиксов.

 На заключительном этапе учащиеся выполняют ряд заданий 26-31 с последующим анализом своих результатов.

 В качестве дополнительного творческого задания предлагается составить свои задания по типу заданий 26-31.

1. **Теоретическая часть**

<https://dictionary.cambridge.org/grammar/british-grammar/word-formation_2>

**WORD FORMATION *Theoretical Part***

There are four main kinds of word formation: prefixes, suffixes, conversion and compounds.

**Prefixes**

We add prefixes before the base or stem of a word.

| examples | prefixes |
| --- | --- |
| ***mono****rail*, ***mono****lingual* | *mono*- means ‘one’ |
| ***multi****purpose*, ***multi****cultural* | *multi*- means ‘many’ |
| ***post-****war*, ***post****graduate* | *post*- means ‘after’ |
| ***un****usual*, ***un****democratic* | *un*- means ‘not’ or ‘opposite to’ |

**Suffixes**

We add suffixes after the base or stem of a word. The main purpose of a suffix is to show what class of word it is (e.g. noun or adjective).

| examples | suffixes |
| --- | --- |
| *terror****ism***, *sex****ism*** | *-ism* and *-dom* are used to form nouns |
| *employ****er***, *act****or*** | *-er* and *-or* are used to form nouns to describe people who do things |
| *wid****en****, simpli****fy*** | *-en* and *-ify* are used to form verbs |
| *reason****able****, unprofit****able*** | *-able* is used to form adjectives |
| *unhappi****ly****, natural****ly*** | *-ly* is a common suffix used to form adverbs |

**Conversion**

Conversion involves the change of a word from one word class to another. For example, the verbs *to email* and *to microwave* are formed from the nouns *email* and *microwave*:

*Can you****text****her?* (verb from noun *text*, meaning *to send a text-message*)

*They are always****jetting****somewhere.* (verb from noun *jet*)

*If you’re not careful, some****downloads****can damage your computer.* (noun from verb *download*)

*OK, so the meeting’s on Tuesday. That’s a****definite****.* (noun from adjective)

*It’s a very big****if****and I’m not at all sure we can afford it.* (noun from conjunction, meaning ‘it’s not at all certain’)

*All companies have their****ups****and****downs****.* (nouns from prepositions)

We also use conversion when we change a proper noun into a common noun:

*Has anybody seen my****Dickens****?* (copy of a book by Dickens)

**Compounding**

When we use compounding, we link together two or more bases to create a new word. Normally, the first item identifies a key feature of the second word. For example, the two bases *back* and *ache* can combine to form the compound noun *backache*, and the two bases *post* and *card* combine to form the compound noun *postcard*.

Compounds are found in all word classes. The most common types of compounds are: Nouns: *car park, rock band*

Adjectives: *heartbreaking, sugar-free, airsick*

Verbs: *oven-bake, baby-sit, chain-smoke*

Adverbs: *good-naturedly, nevertheless*

It is sometimes difficult to know where to put hyphens in words that are compound ed. It is also difficult to know whether to separate words (e.g. *post box*) or to join the words (e.g. *postbox*). In such cases, it is best to check in a good learner’s dictionary.

**Abbreviation**

Abbreviation involves shortening a word. We do this in three main ways: clipping, acronyms and blends.

We use clipping when we shorten or ‘clip’ one or more syllables from a word. We also commonly clip proper names for people:

*ad: advertisement, advert*

*lab: laboratory*

*Matt: Matthew*

Acronyms are a type of abbreviation formed when the initial letters of two or more words are combined in a way that produces consonant and vowel sequences found in words. Acronyms are normally pronounced as words:

*RAM*: **r**andom **a**ccess **m**emory (*RAM* is a term used to describe a computer’s memory.)

Initials are similar to acronyms but are pronounced as sets of letters, not as words:

*WHO*: ***W****orld* ***H****ealth* ***O****rganisation*, pronounced *W–H–O*

*CD*: ***c****ompact* ***d****isc*, pronounced *C–D*

We form blends when we combine parts of existing words to form a new word:

*blog*: blend of *we****b*** and ***log***

*motel*: blend of ***mo****tor* and *ho****tel***

*smog*: blend of ***sm****oke* and *f****og***

**Back-formation**

We form words with back-formation when we remove part of a word, usually something which we think is a suffix (or occasionally a prefix). We do this commonly when we form verbs from nouns.

For example: *to liaise* (back-formed from the noun *liaison*); *to intuit* (back-formed from the noun *intuition*), *to enthuse* (back-formed from the noun *enthusiasm*):

*Can you****liaise****with Tim and agree a time for the meeting, please?*

*She’s always****enthusing****about her new teacher.*

**Loan words and new words**

Loan words

Loan words are words that are borrowed from other languages. Some recent loan words for food taken from other languages include: *sushi, tapas, chapatti, pizza*. When we use loan words, we do not normally change them, though we do sometimes inflect them if they are singular countable nouns (*pizzas, chapattis*). We also sometimes pronounce them more like English words, instead of using their original pronunciation.

New words

Some prefixes are commonly used to create new words. In modern English the prefix *e-* is used to create new words that are connected with the Internet and the use of the Internet:

*e-bank, e-cards, e-commerce, e-learning*

Almost any noun may potentially combine with any other noun to form new noun compounds (e.g. *computer virus*, *carbon footprint*, *quality time*).

**Most common noun suffices:**

* **-eer**
Meaning: engaged in something, associated with something
Examples: auctioneer, volunteer, engineer, profiteer
* **-er**
Meaning: someone who performs an action
Examples: helper, teacher, preacher, dancer
* **-ion**
Meaning: the action or process of
Examples: celebration, opinion, decision, revision
* **-ity**
Meaning: the state or condition of
Examples: probability, equality, abnormality, civility
* **-ment**
Meaning: the action or result of
Examples: movement, retirement, abandonment, establishment
* **-ness**
Meaning: a state or quality
Examples: fondness, awareness, kindness, darkness
* **-or**
Meaning: a person who is something
Examples: distributor, investigator, translator, conductor
* **-sion**
Meaning: state or being
Examples: depression, confusion, tension, compulsion
* **-ship**
Meaning: position held
Examples: worship, ownership, courtship, internship
* **-th**
Meaning: state or quality
Examples: strength, labyrinth, depth, warmth
1. **Практическая часть**

**Word Formation. Nouns.**

1. ***Make nouns from the following words. Use the appropriate suffices. Complete the table.***

**member define help assist appreciate visit impress distant win hostile censor differ law possible revise perform begin relate persist stable explain prefer collide act companion active sail innocent supervise honest leader invade allow research intelligent edit**

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| **-er** | **-or** | **-sion**  | **-tion** | **-ship** | **-ance** | **-ence** | **-ty/-ity** |
|  |  |  | ***definition*** | ***membership*** |  |  |  |
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1. ***Make nouns from the following words. Use the appropriate suffices. Complete the table.***

***poor kind achieve interfere science protect endure revive disagree equal absent weak journal enter populate refuse capable move happy environmental appear survive difficult deplete govern biology ignore white coexist require pollute chemical major significant arrive vary depend aware mitigate approve advertise proposal important extinct starve responsible destroy compete possible conserve cooperate create***

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| **-al** | **-ist** | **-ness**  | **-tion** | **-ance** | **-ence** | **-ment** | **-ty/-ity** |
|  |  | ***kindness*** |  |  |  |  | ***poverty*** |
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1. ***Check your answers, then add at least one noun for each suffix and write it in the appropriate column.***

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| **-er** | **-or** | **-sion**  | **-tion** | **-ship** | **-ance** | **-ence** | **-ty/-ity** |
| **helper** | **visitor** | **impression**  | **definition** | **membership** | **assistance** | **difference** | **hostility** |
| **lawyer**  | **sailor** | **revision** | **appreciation** | **censorship** | **distance** | **preference** | **possibility** |
| **beginner** | **editor** | **collision**  | **relation** | **companionship** | **performance** | **persistence** | **stability** |
| **researcher** |  | **supervision** | **explanation** | **leadership** | **allowance** | **innocence** | **activity** |
|  |  | **invasion** | **action** |  |  | **intelligence** | **honesty** |
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1. ***Check your answers, then add at least one noun for each suffix and write it in the appropriate column.***

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| **-al** | **-ist** | **-ness**  | **-tion** | **-ance** | **-ence** | **-ment** | **-ty/-ity** |
| **revival** | **scientist** | ***kindness*** | **protection** | **endurance** | **interference** | **achievement**  | ***poverty*** |
| **refusal** | **journalist**  | **weakness** | **population** | **entrance** | **absence** | **disagreement** | **equality** |
| **survival**  | **environmentalist**  | **happiness** | **depletion** | **appearance** | **coexistence** | **movement** | **capability** |
| **chemical** | **biologist** | **whiteness** | **pollution** | **ignorance** | **dependence**  | **government** | **difficulty** |
| **arrival** |  | **awareness** | **mitigation** | **significance**  |  | **requirement** | **majority** |
| **approval** |  |  | **proposition** | **importance** |  | **advertisement** | **variety** |
|  |  |  | **extinction** |  |  |  | **responsibility** |
|  |  |  | **starvation**  |  |  |  | **possibility** |
|  |  |  | **destruction** |  |  |  |  |
|  |  |  | **competition** |  |  |  |  |
|  |  |  | **conservation** |  |  |  |  |
|  |  |  | **cooperation** |  |  |  |  |
|  |  |  | **creation** |  |  |  |  |
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1. **Выполните задания 26-31 и найдите примеры словообразования существительных**

***сборник тестов: 1207- ЕГЭ-2018. Английский язык. 30 вариантов\_Музланова\_2017 -400с.pdf***

|  |
| --- |
| Прочитайте приведённый ниже текст. Образуйте от слов, напечатанных заглавными буквами в конце строк, обозначенных номерами **26—31**, однокоренные слова так, чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропус􏰀 ки полученными словами. Каждый пропуск соответствует отдельному заданию из группы **26—31**.  |

**A Challenge for Europe**

**26**  Recently there has been a small \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the number of people **REDUCE**

 out of work in Europe.

**27.** However, \_\_\_\_\_\_\_\_ is still the number one social problem facing the **EMPLOY**

 15 member states of the European Union.

**28**. Moreover, \_\_\_\_\_\_\_\_\_\_\_\_\_ of opportunity between men and women is **EQUAL**

 still an issue that politicians in many countries have not come to grips with.

**29.** In professions such as law and engineering women are still \_\_\_\_\_\_\_\_\_ by **NOTICE**

 their absence.

**30.** \_\_\_\_\_\_\_\_\_\_ still discriminate against women in a number of ways even if **EMPLOY**

their qualifications are the same as those of men.

**31.** It would be a pity if the \_\_\_\_\_\_\_\_\_\_\_ of the EU on an economic level were **ACHIEVE**

 marred by failure in the vital area of social policy.

**Edinburgh**

 Edinburgh is one of the most written about cities on earth. Built on ancient

**26**. volcanoes and first established because of its secure and \_\_\_\_\_\_\_\_\_\_\_ position, **DEFENCE**

 the capital of Scotland has become a crossroads.

**27.** \_\_\_\_\_\_\_\_\_\_\_\_\_ everyone who comes to Scotland today spends some time in this city. **PRACTICAL**

 Edinburgh is the second most popular tourist destination in Great Britain and it’s

 **28**. not hard to see why. Its midsummer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ festival is one of the biggest in **NATION**

 **29.** the world. Edinburgh is a delight to explore on foot: most of its \_\_\_\_\_\_\_\_\_\_\_ are **ATTRACT**

 contained within a compact central area.

 **30**. With streets steeped in history and a thriving \_\_\_\_\_ scene, Edinburgh offers the **CULTURE**

 perfect balance between traditional and contemporary things.

**31**. The area around the city has many \_\_\_\_\_\_\_\_\_\_\_ towns and scenic villages, which are. **HISTORY**

 also great for exploring.

1. **Составьте задания в формате ЕГЭ вопросы 26- 31, используя предложенные тексты или свои материалы**
	1. **Заполните третью колонку таблицы возможными вариантами слов, из преобразованием которых можно получить выделенные слова в тексте**

|  |  |  |
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| **26** **27** **28** **29** **30** **31** | In western cultures, people look each other in the eye during a ***conversation*** to show interest and trust, but in many ***Asian*** countries, it is rude to look people in the eye, especially a ***superior*** such as a teacher. One of the most basic and ***powerful*** signals is when a person crossed his or her arms across the chest. This can ***indicate*** that a person is putting up an unconscious barrier between ***themselves*** and others. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

1. **Преобразуйте данный текст в задания 26-31 ЕГЭ**

Earthquakes happen all the time in all parts of the world, but we do not notice most of them because they are small. However, big earthquakes are really dangerous. They can make buildings fall down set off landslides and do other deadly things. The highest death tall caused by and earthquake was in China in 1556, when at least 830,000 people died.

 **Key:**

**5.**

**A Challenge for Europe**

|  |  |
| --- | --- |
| **26** | reduction |
| **27** | unemployment |
| **28** | equality |
| **29** | noticeable |
| **30** | employers |
| **31** | achievements  |

**Edinburgh**

|  |  |
| --- | --- |
| **26** | defensible |
| **27** | practically |
| **28** | international |
| **29** | attractions |
| **30** | cultural |
| **31** | historic, historical |

1. **(*Possible answers*)**

|  |  |
| --- | --- |
| **26** | converse |
| **27** | Asia |
| **28** | super |
| **29** | power |
| **30** | indicative |
| **31** | they |

**7. (*Possible answers)***

Earthquakes happen all the time in all parts of the world, but we do not **notice** most of **them** because they are small. However, big earthquakes are really **dangerous**. They can make **buildings** fall down set off landslides and do other **deadly** things. The highest death tall caused by and earthquake was in China in 1556, when at least 830,000 **people** died.

 Earthquakes happen all the time in all parts of

**26** the world, but we do not **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ NOTICEABLE**

**27** most of \_\_\_\_\_\_\_\_\_\_**\_\_** because they are small. **THEY**

**28** However, big earthquakes are really \_\_\_\_\_\_\_\_\_ **DANGER**

**29** They can make \_\_\_\_\_\_\_\_\_\_\_\_ fall down **BUILDER**

**30**  set off landslides and do other **\_\_\_\_\_\_\_\_\_\_\_**things. **DIE**

 The highest death tall caused by and earthquake was

**31**  in China in 1556, when at least 830,000 **\_\_\_\_\_\_\_\_**died. **PERSON**

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