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ИНКЛЮЗИВНОГО ВЫСШЕГО ОБРАЗОВАНИЯ
«МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ ГУМАНИТАРНО-ЭКОНОМИЧЕСКИЙ УНИВЕРСИТЕТ»

КАФЕДРА РОМАНО-ГЕРМАНСКИХ ЯЗЫКОВ

«Утверждаю»

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«___» _____ 2020 г.

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
ПО ДИСЦИПЛИНЕ

ЛЕКСИКОЛОГИЯ
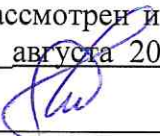наименование дисциплины

45.05.01 Перевод и переводоведение
шифр и наименование специальности

Лингвистическое обеспечение межгосударственных отношений
наименование специализации

Москва 2020

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Фонд оценочных средств рассмотрен и одобрен на заседании кафедры романо-германских языков, протокол № _1_ от «28» __августа_ 2020 г.

Заведующий кафедрой _____

Содержание

1. Паспорт фонда оценочных средств

по дисциплине Лексикология

Таблица 1.

№ п/п	Контролируемые разделы (темы), дисциплины	Коды компетенций	Оценочные средства - наименование	
			текущий контроль	промежуточная аттестация
1.	Тема 1. Лексикология как лингвистическая дисциплина	ОК-7, ОПК - 1 ПК-15,16, 18	Индивидуальный опрос.	
2.	Тема 2. Общие вопросы теории слова и методы лексического анализа	ОК-7, ОПК - 1 ПК-15,16, 18	Индивидуальный опрос.	
3.	Тема 3. Структура слова. Слово, морфема и словосочетание	ОК-7, ОПК - 1 ПК-15,16, 18	Индивидуальный опрос.	Инивидуальное собеседование
4.	Тема 4. Словообразование	ОК-7, ОПК - 1 ПК-15,16, 18	Индивидуальный опрос.	
5.	Тема 5. Семасиология	ОК-7, ОПК - 1 ПК-15,16, 18	Индивидуальный опрос.	
6.	Тема 6. Полисемия	ОК-7, ОПК - 1 ПК-15,16, 18	Индивидуальный опрос.	Инивидуальное собеседование
7.	Тема 7. Омонимы в английском языке	ОК-7, ОПК - 1 ПК-15,16, 18	Индивидуальный опрос.	
8.	Тема 8. Синонимы и антонимы в современном английском языке	ОК-7, ОПК - 1 ПК-15,16, 18	Индивидуальный опрос.	
9.	Тема 9. Свободные словосочетания и фразеология современного английского языка	ОК-7, ОПК - 1 ПК-15,16, 18	Индивидуальный опрос.	
10.	Тема 10. Словарный состав английского языка	ОК-7, ОПК - 1 ПК-15,16, 18	Индивидуальный опрос. Тестирование	
				Экзамен

Таблица 2. Перечень компетенций:

Код компетенции	Наименование результата обучения
ОК-7	Способностью к самоорганизации и самообразованию
ОПК-1	Способностью работать с различными источниками информации, информационными ресурсами и технологиями, осуществлять поиск, хранение, обработку и анализ информации из разных источников и баз данных, представлять ее в требуемом формате с использованием информационных, компьютерных и сетевых технологий, владеть стандартными методами компьютерного набора текста и его редактирования на русском и иностранном языке
ПК-15	Способностью к обобщению, критическому осмыслению, систематизации информации, анализу логики рассуждений и высказываний
ПК-16	Способностью оценивать качество и содержание информации, выделять наиболее существенные факты и концепции, давать им собственную оценку и интерпретацию
ПК-18	Способностью применять методы научных исследований в профессиональной деятельности, анализировать материалы исследований в области лингвистики, межкультурной коммуникации и переводоведения с соблюдением библиографической культуры для решения профессиональных задач

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2. Перечень оценочных средств

Таблица 3.

№	Наименование оценочного средства	Характеристика оценочного средства	Представление оценочного средства в ФОС
5	Тест	Средство, позволяющее оценить уровень знаний обучающегося путем выбора им одного из нескольких вариантов ответов на поставленный вопрос. Возможно использование тестовых вопросов, предусматривающих ввод обучающимся короткого и однозначного ответа на поставленный вопрос.	Тестовые задания
6	Индивидуальный опрос	Средство, позволяющее оценить уровень знаний обучающегося путем ответа обучаемого на вопросы по теме.	Вопросы для индивидуального опроса

3. Описание показателей и критериев оценивания результатов обучения на различных этапах формирования компетенций

Таблица 4.

Код компетенции	Уровень освоения компетенции	Показатели достижения компетенции	Критерии оценивания результатов обучения
		Знает	
OK-7, ОПК – 1, ПК-15,16, 18	Недостаточный уровень. Оценка «незачтено», «неудовлетворительно»	Не знает способы поиска, обработки и анализа информации, методы исследований в области лингвистики.	Не знает способы поиска, обработки и анализа информации по лексикологии английского языка, методы исследований в области лингвистики, не способен на научной основе организовать свою самостоятельную профессиональную деятельность в области лексикологии
	Базовый уровень Оценка «зачтено», «удовлетворительно»	Знает некоторые способы поиска, обработки и анализа информации, часть методов исследований в области лингвистики.	Знает способы поиска, обработки и анализа информации по лексикологии английского языка, но с ошибками применяет их для решения профессиональных задач, знает методы исследований в области лингвистики, но лишь частично способен на научной основе организовать свою самостоятельную профессиональную деятельность в области лексикологии
	Средний уровень Оценка «зачтено», «хорошо»	Знает основные способы поиска, обработки и анализа информации, основные методы исследований в области лингвистики.	Знает способы поиска, обработки и анализа информации по лексикологии английского языка, но иногда допускает ошибки при решении профессиональных задач, знает методы исследований в области лингвистики, в основном способен на научной основе организовать свою самостоятельную профессиональную деятельность в области лексикологии
	Высокий уровень. Оценка «зачтено», «отлично»	Знает способы поиска, обработки и анализа информации, методы исследований в области лингвистики.	В совершенстве знает способы поиска, обработки и анализа информации по лексикологии английского языка, не допускает ошибки при решении профессиональных задач, знает методы исследований в области лингвистики, способен на научной основе организовать свою самостоятельную профессиональную деятельность в области лексикологии
		Умеет	
	Базовый уровень	Применять некоторые способы поиска, обработки и анализа информации,	Умеет при решении задач лексикологии английского языка с ошибками применять некоторые элементы системы поиска, обработки и анализа информации по лексикологии, некоторые методы исследований в области

		некоторые методы исследований в области лингвистики.	лингвистики.
	Средний уровень	Применять основные способы поиска, обработки и анализа информации, основные методы исследований в области лингвистики.	В основном умеет при решении задач лексикологии английского языка с ошибками применять элементы системы поиска, обработки и анализа информации по лексикологии, методы исследований в области лингвистики.
	Высокий уровень	Применять все способы поиска, обработки и анализа информации, методы исследований в области лингвистики.	В совершенстве умеет при решении задач лексикологии английского языка применять все элементы системы поиска, обработки и анализа информации по лексикологии, методы исследований в области лингвистики.
	Владеет		
	Базовый уровень	Владеет некоторыми приемами критического осмысления, систематизации информации, анализа логики рассуждений и высказываний	Владеет в некоторой степени элементами лексического анализа текста, способен объяснить этимологию лексических единиц, семасиологию. Владеет приемами критического осмысления, систематизации информации по лексикологии, анализа логики рассуждений и высказываний, владеет терминами и основными постулатами науки лексикология. Допускает ошибки при лексическом анализе текста, не исправленные самостоятельно.
	Средний уровень	Владеет основными приемами критического осмысления, систематизации информации, анализа логики рассуждений и высказываний	Владеет основными элементами лексического анализа текста, способен объяснить этимологию лексических единиц, семасиологию. Владеет приемами критического осмысления, систематизации информации по лексикологии, анализа логики рассуждений и высказываний, терминами и основными постулатами науки лексикология. Допускает ошибки при лексическом анализе текста, но исправляет их самостоятельно.
	Высокий уровень	Владеет всей системой приемов критического осмысления, систематизации информации, анализа логики рассуждений и высказываний	Владеет всей системой лексического анализа текста, способен объяснить этимологию лексических единиц, семасиологию. Владеет приемами критического осмысления, систематизации информации по лексикологии, анализа логики рассуждений и высказываний, терминами и основными постулатами науки лексикология. Не допускает ошибок при лексическом анализе текста.

4. Методические материалы, определяющие процедуры

оценивания результатов обучения

Критерии оценки ответа на вопросы
индивидуального опроса

	Минимальный ответ	Изложенный, раскрытый ответ	Законченный, полный ответ	Образцовый, примерный ответ
Раскрытие проблемы	Проблема не раскрыта. Отсутствуют выводы.	Проблема раскрыта не полностью. Выводы не сделаны и/или выводы не обоснованы.	Проблема раскрыта. Проведен анализ проблемы без привлечения дополнительной литературы. Не все выводы сделаны и/или обоснованы	Проблема раскрыта полностью. Проведен анализ проблемы с привлечением дополнительной литературы. Выводы обоснованы.
Представление	Предоставляемая информация логически не связана. Не использованы профессиональные термины.	Представляемая информация не систематизирована, последовательна и/или не последовательна. Использовано 1-2 профессиональных термина.	Представляемая информация не систематизирована, последовательна и логически связана. Использовано более 2 профессиональных терминов.	Представляемая информация не систематизирована, последовательна и логически связана. Использовано более 5 профессиональных терминов.
Оформление	Допущены 3-4 ошибки в представляемой информации	Допущены 3-4 ошибки в представляемой информации	Допущено не более 2 ошибок в представляемой информации	Отсутствуют ошибки в представляемой информации
Ответы	Нет ответов на вопросы	Только ответы на элементарные вопросы	Ответы на вопросы полные и/или частично полные	Ответы на вопросы полные с приведением примеров и/или пояснений
Оценка	50-60 баллов	61-75 баллов	76-90 баллов	91-100 баллов

Критерии оценки (в баллах):

«отлично» выставляется студенту, если он ответил на вопросы на 91-100 %

«хорошо»   выставляется студенту, если он ответил на вопросы на 76-90 %

«удовлетворительно» выставляется студенту, если он ответил на вопросы на 61-75 %

«неудовлетворительно» выставляется студенту, если он ответил на вопросы на 50-60 % и меньше

5. Материалы для проведения текущего контроля и промежуточной аттестации

Вопросы для индивидуального опроса.

Тема 1.

1. Лексикология общая и частная.

2. Лексикология современного английского языка и лексикология историческая.

3. История развития лексикологии.

4. Ведущие исследователи лексикологии.

5. Связь лексикологии с фонетикой, грамматикой, стилистикой и историей языка.

6. Слово, как базовая лексическая единица языка.

7. Общие вопросы теории слова.

Тема 2.

1. Общие вопросы теории слова и методы лексического анализа.

2. Понятие системы в лексике.

2. Синхронное и диахронное изучение лексико-семантической системы языка.

3. Сравнительно-исторический метод изучения лексической системы языка.

4. Современные методы структурного изучения лексических значений.

5. Понятие о дистрибутивном и трансформационном анализе.

6. Применение статистических методов к изучению лексики.

Тема 3.

1. Структура слова.

2. Слово, морфема и словосочетание.

3. Деление слова на непосредственные составляющие.

4. Историческая изменчивость структуры слова: морфологическое опрощение и переразложение.

5. Различное понимание термина "словообразование".

6. Структура английских слов и ее особенности.

7. Слова корневые, производные, сложные и сложнопроизводные.

Тема 4.

1. Словообразование.

2. Принципы и методы словообразовательного анализа.

3. Основные составляющие деривационной структуры слова.

4. Понятие производной основы, типология деривационных основ в современном английском языке.

5. Основные единицы системы словообразования: производное слова. деривационная модель.

6. Комплексные единицы системы словообразования: словообразовательное гнездо.

7. Словообразовательный ряд. словообразовательная категория.

8. Продуктивность и частотность словообразовательных моделей и словообразовательных средств как отражение их функционального аспекта.

9. Принципы классификации сложных слов.

10. Различные типы сложных слов в современном английском языке.

Тема 5.

1. Семасиология

2. Природа значения слова.

3. Слово и его значение.

4. Лексическое и грамматическое значение слова.

5. Типы лексических значений слов и возможность их классификации.

6. Лексическое, грамматическое, лексико-грамматическое, лингвостилистическое и прагматическое в значении слова.

7. Семантический треугольник.

8. Семантический континуум и его вербализация.

Тема 6.

1. Синонимы и антонимы в современном английском языке.

2. Семантическая неоднозначность и ее типы.

3. Смысловая структура слова в современном английском языке.

4. Смысловая структура соотносительных слов в английском и русском языках.

5. Смысловая структура многозначного английского слова и ее взаимосвязь с лексико-семантической системой английского языка.

6. Развитие и изменение смысловой структуры слова как один из факторов качественного и количественного обогащения словаря.

8. Общественно-исторические и лингвистические факторы, приводящие к изменению смысловой структуры слова.

9. Основные семантические процессы развития и изменения значения.

Тема 7.

1. Омонимы в английском языке.

2. Место омонимии в системе лексикона английского языка.

3. Типы омонимов: полные (собственно омонимы), омофоны и омографы.

4. Смысловая структура многозначного английского слова и ее взаимосвязь с лексико-семантической системой английского языка.

5. Развитие и изменение смысловой структуры слова как один из факторов качественного и количественного обогащения словаря.

6. Общие вопросы теории слова и методы лексического анализа.

7. Источники омонимии в английском языке. Различные способы классификации омонимов.

Тема 8.

1. Синонимы и антонимы в современном английском языке.

2. Источники синонимии в английском языке.

3. Идеографические и стилистические синонимы.

4. Понятие синонимической доминанты (опорного слова) ряда.

5. Типы слов, соотносящихся как антонимы.

6. Взаимосвязь синонимов и антонимов.

Тема 9.

1. Свободные словосочетания и фразеология современного английского языка.

2. Свободные (переменные) и устойчивые словосочетания.

3. Устойчивые словосочетания - эквиваленты слов и устойчивые словосочетания - предложения (пословицы, поговорки).

4. Теория валентности и основные типы словосочетаний в современном английском языке.

5. Фразеологическая устойчивость.

6. Коммуникативно-прагматические свойства фразеологических единиц.

7. Национально-культурная специфика семантики фразеологических единиц в английском и русском языках.

8. Различные способы классификации фразеологических единиц.

Тема 10.

1. Словарный состав английского языка.

2. Словарный состав английского языка как система.

3. Система словарного состава английского языка.

4. Понятие о Standard English.

5. Семантические классы лексических единиц и семантические группировки словарных единиц.

6. Семантические поля, лексико-грамматические классы слов.

7. Лексикосемантические группы слов, тематические группы слов.

8. Гиперо-гипонимические ряды и группы слов.

9. Понятие об этимологии.

10. Этимологические основы английского словаря.

11. Слова индоевропейского происхождения.

12. Виды заимствований.

13. Лексикография - одна из областей прикладной лексикологии.

14. Основные типы английских словарей (толковые, синонимические. фразеологические.

этимологические, идеографические. отраслевые, словари новых слов, учебные словари).

Текущий контроль. Тест.

1. Find the dominant of the synonymic set:

a) walk
b) stride
c) step
d) pace

2. Which of the words is built in accordance with the pattern: in+V+-able+-ly:
a) invention
b) inconsiderably
c) irritative
d) interlink

3. Which of the words has a prefix denoting repetition?
a) reread
b) reception
c) improve
d) collect

4.Which of the prefixes denotes time relation?
a) pre-
b) un
c) in-
d) dis-

5. Which of the suffixes is used for the formation of nouns?
a) -ness
b) -ish
c) -less
d) -ize

6.Which of the suffixes is an adjective –suffix?
a) -ment
b) -al
c) -ry
d) -ty

7. Find a compound noun whose components are joined together with a linking vowel:
a) railway
b) handiwork
c) necklace
d) blackberry

8. Find a compound noun whose components are joined together with a linking consonant:
a) trustworthy
b) landlady
c) sportscar
d) waterproof

9. Find the word the spelling of which in the USA differs from that in Britain:
a) foreign
b) borrow
c)sorry
d) cigaret

10. Find a word-group the structure of formula of which is V+N+V:
a) to be afraid of something
b) to let smb do smth
c) many books
d) a little boy

11. Find a word-group the structure of formula of which is V+prep+N
a) to read a book
b) to beat about the bush
c) to speak well
d) red tape

12. Find a suffixated noun formed from a verbal stem:
a) comical
b) early
c) approval
d) darken

13. Find a suffixated noun formed from a adjective stem:
a) beautiful
b) goodness
c) golden
d) ugly

14. Find the word which is colloquial in style:
a) how do you do
b) hi

15. Find an international word:
a) football
b) certain
c) first
d) shade

Тест

Origin of English Words
Ex. 1
Translate the following into Russian. State from what languages the following expressions and shortenings are borrowed.
coup d'état, kindergarten, tête-à-tête, Blitzkrieg, enfant terrible, persona grata, beau monde, leit-motiv, bon mot, prima donna, ottava rima, Hun, nazi, etc., e. g., a. m., p. m.
Ex. 2
Group the following words according to their origin.
caftan, operetta, machine, vanilla, waltz, skipper, algebra, telephone, dollar, wigwam, mazurka, pagoda, kangaroo, taboo, gorilla, tobacco, chauffeur, beauty, umbrella, squaw, nun, sputnik, cosmodrome.
Ex. 3
Compare the meaning of the following Russian and English words. Use them in sentences of your own.
характер - character, реализовать - reralize, агитатор - agitator, кондуктор - conductor, магазин - magazine, спекулировать - speculate, инцидент - incident, объект - object, принципиальный – principal

Ex. 4

Explain the etymology of the following words. Write them out in three columns: a) fully assimilated words; b) partially assimilated words; c) unassimilated words. Explain the reasons for your choice in each case.

ballet, beet, butter, skin, take, cup, police, monk, garage, phenomenon, wine, large, lesson, criterion, nice, coup d'état, river, loose, skirt.

Ex. 5

Give 5 own examples of words which could be translator's false friends.

Темы курсовых работ

1. Лексические особенности английского языка в США

2. Лексические особенности английского языка Австралии

3. Канадский, австралийский и индийский варианты английского языка

4. Шотландский и ирландский варианты английского языка

5. Продуктивные способы словообразования в современном английском языке.

6. Слова и их значения

7. Типы лексических значений

8. Роль контекста в реализации и функционировании значений слов

9. Методы анализа значений слова

10. Семантическая структура слова и методы ее анализа

11. Полисемия и омонимия

12. Синонимия

13. Слова, обозначающие отношения противоположности (антонимия и др.)

14. Структура производных слов и методы ее анализа

15. Аффиксальное словообразование

16. Конверсия, ее сущность и семантические модели

17. Фразеологические единицы и их классификация

18. Типы словарей и их структура
19. Слово как одна из основных языковых единиц.
20. Проблема определения слова.
21. Слово, его существенные и отличительные черты.
22. Стилистические типы слов.
23. Типы современных английских неологизмов.
24. Типы контекста.
25. Семантическая структура многозначного слова.

26. Омонимия как предел полисемии.

27. Типы омонимов.

28. Линия разграничения между морфемами, фонемами и словами.

29. Конверсия в лексикологии.

30. Типы соединений лексем.

31. Виды укорочения слов.

32. Лексемы, созданные способом звукоподражания.

33. Тип словообразования Blending.

34. Тип словообразования Back-formation.

Вопросы к экзамену:

1. Теоретическое и практическое значение лексикологии.
2. Основные единицы языка.
3. Понятие лексической системы.
4. Теория оппозиций.
5. Слово как основная единица языка.
6. Определение и характеристики слова.
7. Классификация слов.
13. Редкие способы словообразования.
14. Укорачивание слова.
15. Способ создания нового слова Blending.
16. Преобразование слов. Конвертация в разных частях речи.
15. Типы значения слова. Грамматическое значение.
16. Структура лексического значения.
17. Денотационные и коннотационные компоненты
18. Лексического значения, их стилистическая привязка.
19. Лексическое значение и понятие.
17. Многозначность. Семантическая структура многозначных слов.
18. Семантические изменения.
19. Лингвистические и экстралингвистические причины семантических изменений.
20. Характер семантических изменений слов.
21. Типы семантических изменений слов.
22. Различные виды семантического перевода.
23. Метафора. Метонимия.
24. Сдвиги смысла посредством гиперболы, литоту, иронию и эвфемизмы.
25. Фразеологические единицы и идиомы.
26. Классификация омонимов.
27. Источники омонимии.
28. Полисемия и омонимия.
29. Синонимы.
30. Источники синонимии.
31. Типы синонимов.
32. Лексические варианты и паронимы.
33. Антонимы и собеседники.
34. Неологизмы.
35. Английский словарь как система.
36. Английский словарь как адаптивная система.
37. Типы несемантической группировки.
38. Морфологическая группировка.

39. Лексико-грамматические группы.
40. Тематические и идеографические группы.
41. Теории семантических полей.
42. Основной (базовый) словарь.
43. Оппозиция эмоционально окрашенного и эмоционально нейтрального словарного запаса.
44. Терминологические системы.
45. Официальный состав слов.
46. Разговорные слова и выражения.
47. Сленг.
48. Происхождение английских слов.
49. Индоевропейский и германский словарный запас.
50. История заимствованных слов в английском языке.
51. Ранние заимствования в английском языке.
52. Кельтские заимствования.
53. Латинские заимствования.
54. Норманно-французские заимствования.
55. Заимствования из испанского и итальянского языка.
56. Кальки: лексические и семантические.
57. Русские заимствования в английском языке.
58. Классификация заимствований по степени усвоения.
59. Этимологические дублеты.
60 Интернациональная лексика.
61. Региональные разновидности английского языка.
62. Стандартный английский.
63. Диалекты английского языка.
64. История британской лексикографии.
65. История американской лексикографии.
66. Типы словарей.

Образец заданий экзаменационного билета

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ

РОССИЙСКОЙ ФЕДЕРАЦИИ

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ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ИНКЛЮЗИВНОГО ВЫСШЕГО ОБРАЗОВАНИЯ

**МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ
ГУМАНИТАРНО-ЭКОНОМИЧЕСКИЙ УНИВЕРСИТЕТ**

_____

Утверждено на заседании кафедры романо-германских языков
Протокол № от   201   г.

Зав. кафедры   Казиахмедова. С.Х

Специализация: Перевод и переводоведение.
Дисциплина: «Перевод научного текста (первый иностранный язык)»

3 курс, 6 семестр

1. Ответьте на теоретический вопрос. (Приложение 1)

2. Выполните лексический анализ текста. (Приложение 2)

Тексты практического задания для лексического анализа:

Text 1. Выполните лексический анализ текста.

http://webkonspect.com/?room=profile&id=16030&labelid=273161

There's always a bunch of stereotypes about every single country and its residents. Some of these stereotypes are very much true. Others less so! We decided to ask the resident Brits about some of the most popular stereotypes about British people, and separate the fact from the fiction! 1. BRITAIN IS A CLASS SOCIETY – FACT. People in modern Britain are very conscious of class differences. They regard it as difficult to become friends with somebody from a different class. The clearest indication of a person's class is often his/her accent. Different classes talk about different topics using different styles and accents of English, they enjoy different pastimes and sports, they have different values about what things in life are most important, and different ideas of the correct way to behave. Traditionally there is a stereotyped view of the upper, middle and working classes. 2. THE POSH BRITISH LIFE – FICTION When many foreigners picture a British person, they see posh accents, large manor homes, top hats and tails, nanny for children. "Why golly gosh, this is absolute utter incongruous pish posh my dear boy!" That's only for the very wealthy aristocrats who live in West London and were raised by nannies. 3. BRITS ARE DRUNCARDS – FACT The drinking culture in the U.K is huge and most social occasions are centered around alcoholic beverages. Working class Britons have a popular pastime in the pubs. The English don`t drink warm beer. It is not perfectly clear where this stereotype originated from, but even if it once held true, it is very far from the truth nowadays. If you walk into a pub today and order a beer specifically instructing the waiter to bring you a cold one, you would receive the same uncomprehending look that you would get anywhere else in the world! 4. BRITS LOVE TALKING ABOUT THE WEATHER – FACT. Brits love small talk and their favorite topic has to be the weather outside. Weather is possibly the most spoken of topic in the country. If you ever find yourself in an awkward situation or have absolutely nothing to say, fear no more as you can get at least 10 minutes worth of quality conversation out of the current weather patterns. 5. BRITS HAVE SARCASTIC HUMOR – FACT. Irony and heavy sarcasm are the bedrock of British humor. Being able to tell when your British friends are being sarcastic from when they're trying to have a serious conversation takes some serious skill and even after years of living in the U.K, it's likely that you'll still often get it wrong. At least there are a lot of hilarious and sometimes awkward conversations to be had in the meantime though…6. BRITISH TRADITIONS – FICTION In their private life, the British as individuals are less inclined to follow tradition. There are very few ancient customs that are followed by the majority of families on special occasions. 7. CONSERVATISM – FACT The example is the system of measurement. The British government has been trying for years to promote the metric system and to get the British people use it. But it's had a limited success.

Text 2. Выполните лексический анализ текста.

https://www.theguardian.com/us-news/2019/jul/13/jeffrey-epstein......-media

When Julie K Brown of the Miami Herald approached a former police chief of Palm Beach, Florida, in 2017, hoping to get him to open up about his investigation of the child sex crimes for which the wealthy financier Jeffrey Epstein had been fleetingly jailed a decade earlier, she was surprised by how unresponsive he was. Michael Reiter told Brown he had been down this road many times and was sick of it. Reiter said he had talked to many reporters and told them precisely where to find damning evidence against Epstein. But nothing ever came of it. "He was convinced that a lot of media had squashed the story and he was fed up," she said. Reiter warned Brown what would happen were she to continue digging: "Somebody's going to call your publisher and the next thing you know you are going to be assigned to the obituaries department." But Brown exposed a vast operation in which 80 potential victims were identified, some as young as 13 and 14 at the time of the alleged abuse. She persuaded eight to tell their stories. Brown also exposed a government cover-up in which Epstein got away with an exceptionally light sentence that saw him serve only 13 months in jail. She discovered that a "non-prosecution agreement" had been negotiated secretly in 2008 by the then top federal prosecutor in Miami, Alexander Acosta, that gave Epstein and his co-conspirators immunity from federal prosecution. In 2017, Acosta was appointed by Donald Trump as labor secretary, a post that ironically is responsible for combating sex trafficking. The media's handling – or mishandling – of the Epstein affair is a story of extremes. It is a heartwarming success story, of how one intrepid reporter pierced the veil of secrecy and found the truth. Brown's coverage has had consequences: Epstein was arrested in July 2019 and indicted on new sex trafficking charges by New York prosecutors who praised her work. In the fallout, Acosta was forced to resign. But there is also a less cheerful narrative. Why did the police chief's appeals to the media fall on deaf ears? Why would so many years pass before the shocking extent of Epstein's crimes and Acosta's sweetheart deal were revealed by a local newspaper with severely limited resources? In fact, the two extremes of the story are directly linked: Brown told WNYC one of the reasons she began looking into Epstein was that she was puzzled about the public silence surrounding him. "There really was nobody pursuing this at all," she said. "That was one of the things that intrigued me about this case. Why isn't anyone standing up and screaming?" That silence stretches all the way back to 2003, when Vicky Ward wrote a profile of Epstein for Vanity Fair. During her reporting, she was introduced to a mother and her two daughters from Phoenix, Arizona who alleged Epstein assaulted the girls, one of whom was 16 at the time. Ward told the Guardian she spent a lot of time with the family discussing whether they should go public. "They were frightened," she said. "The mother told me that every night when she walked the dog she looked over her shoulder." Eventually, the women agreed to go on the record, Ward said, and when Epstein was told about their accounts he went "berserk". Epstein had already threatened to get a witch doctor to put a curse on Ward's unborn children – she was pregnant with twins at the time – and now he campaigned to stop Vanity Fair publishing the allegations, even turning up unannounced at the office of the then editor, Graydon Carter. Publication was delayed, then Ward was told the paragraphs on the abuse of the women had been deleted.

Text 3. Выполните лексический анализ текста.

https://spartacus-educational.com/GERhess.htm

Rudolf Hess, the son of a wealthy German merchant, was born in Alexandria, Egypt on 26th April, 1894. He knew English because he lived in the English colony - Egypt. In 1906, Hess was sent to Germany to be educated at Godesberg. He later joined his father's business in Hamburg. Hess joined the German Army in August, 1914, and served in the 1st Bavarian Infantry Regiment during the First World War. He was twice wounded and reached the rank of lieutenant. In 1918 he became an officer pilot in the German Army Air Service. After the war Hess settled in Munich where he entered the university to study history and economics. During this period he was greatly influenced by the teachings of Karl Haushofer, who argued that the state is a biological organism which grows or contracts, and that in the struggle for space the strong countries take land from the weak. This inspired Hess to write a prize-winning essay: How Must the Man be Constructed who will lead Germany back to her Old Heights? It included the following passage: "When necessity commands, he does not shrink from bloodshed... In order to reach his

goal, he is prepared to trample on his closest friends." Hess was one of the first people to join the National Socialist German Workers Party (NSDAP) and soon became an intimate friend of Adolf Hitler. In November, 1923, Hess took part in the failed Beer Hall Putsch. Hess escaped to Austria, but he was eventually arrested and sentenced to 18 months in prison. While in Landsberg prison he helped Hitler write Mein Kampf (My Struggle). Hess gradually worked his way up the Nazi hierarchy and in December 1932 Adolf Hitler appointed him head of the Central Political Committee and deputy leader of the party and minister without portfolio. Joseph Goebbels described Hess as "the most decent, quiet, friendly, clever, reserved... he is a kind fellow." Rochus Misch, Hitler's bodyguard, claims that in May 1941 he was at Berchtesgaden with Hitler and Hess. According to Misch: "He (Hitler) was talking to Hess, when somebody brought in a dispatch. The Führer read it and exclaimed: 'I cannot go there and go down on my knees!' Hess replied: 'I can, my Führer.' At the time a German diplomat was meeting the Swedish emissary, Count Bernadotte, in Portugal. The British were very active in Lisbon, so I think there might have been some peace offer from London." On 10th September 1940, Karl Haushofer sent a letter to his son Albrecht. The letter discussed secret peace talks going on with Britain. Karl talked about "middlemen" such as the Duke of Hamilton. Karl Haushofer was arrested and interrogated by the Allies in October 1945. In 1941 Albrecht was sent to Switzerland to meet Samuel Hoare, the British ambassador to Spain. This peace proposal included a willingness to "relinquish Norway, Denmark and France". Karl goes onto say: "A larger meeting was to be held in Madrid. When my son returned, he was immediately called to Augsburg by Hess. A few days later Hess flew to England." On 10th May, 1941, Hess flew a Me 110 to the Duke of Hamilton castle 40 km south of Glasgow. After the hard landing he lost consciousness and was captured by David McLean, of the Home Guard. Shortly afterwards Sergeant Daniel McBride and Emyr Morris, reached the scene and took control of the prisoner. Hess's first words to them were: "Are you friends of the Duke of Hamilton? I have an important message for him." McBride wrote an article in Hongkong Telegraph (6th March, 1947) claiming that high-ranking Government officials were aware of Hess coming."

Text 4. Выполните лексический анализ текста.

https://spartacus-educational.com/spartacus-blogURL31.html

In January 2005, John Simkin wrote an article entitled Operation Mockingbird - the highly secret CIA media operation that dated back to 1948 when Frank Wisner was appointed director of the Office of Special Projects. Soon afterwards it was renamed the Office of Policy Coordination (OPC). This became the espionage and counter-intelligence branch of the CIA. Wisner was told to create an organization that concentrated on "propaganda, economic warfare; preventive direct action, including sabotage, anti-sabotage, demolition and evacuation measures; subversion against hostile states, including assistance to underground resistance groups, and support of indigenous anti-Communist elements in threatened countries of the free world." Later that year Wisner established Mockingbird, a program to influence the domestic American media. Wisner recruited Philip Graham, the publisher of the Washington Post, to run the project within the industry. Graham himself recruited others who had worked for military intelligence during the war. This included James Truitt, Russell Wiggins, Phil Geyelin, John Hayes and Alan Barth. Others like Stewart Alsop, Joseph Alsop and James Reston, were recruited from within the Georgetown Set. According to Deborah Davis, the author of Katharine the Great (1979): "By the early 1950s, Wisner 'owned' respected members of the New York Times, Newsweek, CBS and other communications vehicles." One of the most important journalists under the control of Operation Mockingbird was Joseph Alsop, whose articles appeared in over 300 different newspapers. Other journalists willing to promote the views of the CIA included Stewart Alsop (New York Herald Tribune), Ben Bradlee (Newsweek), James Reston (New York Times), C. D. Jackson (Time Magazine), Walter Pincus (Washington Post), Walter Winchell (New York Daily Mirror), Drew Pearson, Walter Lippmann, William Allen White, Edgar Ansel Mowrer (Chicago Daily News), Hal Hendrix (Miami News), Whitelaw Reid (New York Herald Tribune), Jerry O'Leary (Washington Star), William C. Baggs (Miami News), Herb Gold (Miami News) and Charles L. Bartlett (Chattanooga Times). According to Nina Burleigh, the author of A Very Private

Woman, (1998) these journalists sometimes wrote articles that were commissioned by Frank Wisner. The CIA also provided them with classified information to help them with their work. Evidence for Operation Mockingbird first came from many different sources. Thomas Braden, head of the of the CIA's International Organizations Division (IOD), played an important role in Operation Mockingbird. In June, 1975, Braden gave an interview to the Granada Television program, World in Action: The Rise and Fall of the CIA. "If the director of CIA wanted to extend a present, say, to someone in Europe - a Labour leader - suppose he just thought, This man can use fifty thousand dollars, he's working well and doing a good job - he could hand it to him and never have to account to anybody... There was simply no limit to the money it could spend and no limit to the people it could hire and no limit to the activities it could decide were necessary to conduct the war - the secret war.... It was a multinational. Maybe it was one of the first. Journalists were a target, labor unions a particular target - that was one of the activities in which the communists spent the most money." In another interview Braden confessed that the activities of the CIA had to be kept secret from Congress.

Text 5. Выполните лексический анализ текста.

https://smapse.com/eton-college-england/

Eton College is a well-known independent boarding school for boys in Berkshire, United Kingdom, sometimes called the most famous school in the world. In 2013, Conservative MP Jesse Norman said that so many Old Etonians were in government positions because of Eton's "ethos" of public service that "other schools don't imbue the same commitment". Later on Twitter, Norman said his comments were "defending one institution, not attacking others". Norman describes his educational background as following "an educational argument between my mother, who despised any form of privilege, and my father, who took the view that he had set up his own business, so he was entitled to spend money on his kids' education". In 2019, one year school fee for Eton was £42501. Extras can vary greatly but are usually between £500-£1,000 per half for lessons totalling 45 minutes per week. Figures obtained by The Daily Telegraph had revealed that in 2010 thirty-seven applicants from Eton were accepted by Oxford, while most state schools had difficulty obtaining entry even for pupils with the country's most impressive exam results. Former pupils of Eton College are known as Old Etonians. Eton has produced twenty British Prime Ministers, including Sir Robert Walpole, William Pitt the Elder, the first Duke of Wellington, William Ewart Gladstone, the third Marquess of Salisbury, the fifth Earl of Rosebery, Arthur James Balfour, Anthony Eden, Harold Macmillan, Alec Douglas-Home, David Cameron and current Prime Minister Boris Johnson. A rising number of pupils come to Eton from overseas, including members of royal families from Europe, Africa and Asia, some of whom have been sending their sons to Eton for generations. One of them, King Prajadhipok or Rama VII (1893–1941) of Siam, donated a garden to Eton. The former Prime Minister of Thailand, Abhisit Vejjajiva, who governed from 2008 to 2011, was also educated at Eton. King Leopold III of Belgium was sent to Eton during the First World War. Besides Prince William and Prince Harry, members of the extended British royal family who have attended Eton include Prince Richard, Duke of Gloucester and many others. A prince of Nepal, was also a former student, as was current Archbishop of Canterbury Justin Welby. Old Etonians who have been writers include Henry Fielding, Thomas Gray, Horace Walpole, Aldous Huxley, Percy Bysshe Shelley, Robert Bridges, Eric Blair (aka George Orwell), Anthony Powell, Cyril Connolly and Ian Fleming. The mediaevalist and ghost story writer M. R. James was provost of Eton from 1918 until his death in 1936. Actor Dominic West has been unenthusiastic about the career benefits of being an Old Etonian, saying it "is a stigma that is slightly above 'paedophile' in the media in a gallery of infamy", but asked whether he would consider sending his own children there, said "Yes, I would. It's an extraordinary place. ... It has the facilities and the excellence of teaching and it will find what you're good at and nurture it". The actor Tom Hiddleston says there are widespread misconceptions about Eton, and that "People think it's just full of braying toffs. ... It isn't true... It's actually one of the most broadminded places I've ever been. The reason it's a good school is that it encourages people to find the thing they love and to go for it. They champion the talent of the individual and that's what's special about it". Thirty-seven Old Etonians have

been awarded the Victoria Cross—the largest number to alumni of any school. In 1995 the National Lottery granted £3 million towards a new sports complex, estimated to cost £4.6m, to add to Eton's existing facilities of two swimming pools, thirty cricket pitches, twenty-four football and hockey pitches, tennis courts, a gymnasium, and so on. The school was to pay £200,000 and contribute 4.5 hectares of land, in return for exclusive use of the facilities during the daytime only, and there would be community use at other times. The Sports Council defended the deal, on the grounds that the whole community would benefit, while the Eton College bursar stated that the Windsor, Slough, and Eton Athletic Club was deprived and local people who were not pupils at the College did not have a world-class running track and facilities for training.

Text 6. Выполните лексический анализ текста.

https://www.businessinsider.com/area-51-american-conspiracy-theories-aliens-history 2017-7

In the early 1950s, US planes were conducting low-flying recon missions over the USSR. But there were constant worries of them being spotted and shot down. So in 1954, President Eisenhower authorized the development of a top secret, high-altitude recon aircraft dubbed Project Aquatone. The program required a remote location that wasn't easily accessible to civilians or spies. Area 51 fit the bill perfectly. It was in the Nevada desert near a salt flat called Groom Lake. No one knows exactly why it's called Area 51, but one theory suggests it came from its proximity to the Nevada Nuclear Test Sites, which was divided into number-designated areas by the Atomic Energy Commission. The location was already familiar territory for the military, as it had served as a World War II aerial gunnery range. In the summer of 1955, sightings of "unidentified flying objects" were reported around Area 51. The Air Force had begun its testing of the U-2 aircraft. The U-2 can fly higher than 60,000 feet. At the time, normal airliners were flying in the 10,000 to 20,000 feet range. While military aircraft topped out around 40,000 feet. So if a pilot spotted the tiny speck that was the U-2 high above it, they would have no idea what it was. And they would usually let air traffic control know someone was out there. Which is what led to the increase of UFO sightings in the area. While Air Force officials knew the UFO sightings were U-2 tests, they couldn't really tell the public. So they explained the aircraft sightings by saying they were "natural phenomena" and "high-altitude weather research." The testing of the U-2 ended in the late 1950s; but, Area 51 has continued to serve as the testing ground for many aircraft, including the F-117A, A-12, and TACIT BLUE. No one knows for sure what Area 51 is up to in 2019. The government never even publicly acknowledged the existence of the base until 2013, with the release of declassified CIA reports. But if you're ever at the Las Vegas airport, keep an eye out for some small, unmarked, passenger planes in a fenced-off area. They're how Area 51 employees get to work from their homes in Vegas. The CIA publicly acknowledged the existence of the base for the first time on 25 June 2013, following a Freedom of Information Act (FOIA) request filed in 2005, and they declassified documents detailing the history and purpose of Area 51, which is located in the southern portion of Nevada, 134 km north-northwest of Las Vegas. The surrounding area is a popular tourist destination, including the small town of Rachel, on the "Extraterrestrial Highway". The name Area 51 was used in a CIA document from 1955. In January 1956 the pilots for U-2 were recruited by the CIA. In May 1956 they began U-2 training at Watertown Strip, Nevada. Their training was complete by August 1956 and the unit, the Second Weather Observational Squadron (Provisional) or Detachment 10-10, was deployed to Incirlik Air Base, Turkey. Gary Powers was discharged from the Air Force in 1956 with the rank of captain. He then joined the CIA's U-2 program at the civilian grade of GS-12. By 1960, Gary Powers was already a veteran of many covert aerial reconnaissance missions over the USSR. U-2 pilots flew espionage missions at altitudes of 70,000 feet (21 km), supposedly above the reach of Soviet air defenses. The U-2 was equipped with a state-of-the-art camera designed to take high-resolution photos from the stratosphere over the hostile country - the Soviet Union. U-2 missions systematically photographed military installations and other important sites. On May 1, 1960, Powers's U-2A departed from a military airbase in Peshawar, Pakistan, with support from the U.S. Air Station at Badaber (Peshawar). As Powers flew near Kosulino in the Ural

Region, three S-75 Dvinas were launched at his U-2, with the first one hitting the aircraft. "What was left of the plane began spinning, only upside down, the nose pointing upward toward the sky, the tail down toward the ground."

Text 7. Выполните лексический анализ текста.

https://www.leonardodavinci.net/

Leonardo was born on April 15, "at the third hour of the night" in the Tuscan hill town of Vinci, in the lower valley of the Arno River in the territory of Florence. He was the illegitimate son of Messer Piero Fruosino di Antonio da Vinci, a Florentine notary, and Caterina, a peasant who may have been a slave from the Middle East. Leonardo had no surname in the modern sense, "da Vinci" simply meaning "of Vinci": his full birth name was "Leonardo di ser Piero da Vinci", meaning "Leonardo, son of (Mes)ser Piero from Vinci." Little is known about Leonardo's life. In 1466, Leonardo worked for the one of the most successful artists of his day, Andrea di Cione, known as Verrocchio. Verrocchio's workshop was at the centre of the intellectual currents of Florence. Other famous painters who worked or associated with the workshop include Ghirlandaio, Perugino, Botticelli, and Lorenzo di Credi. Leonardo would have been exposed to a vast range of technical skills and had the opportunity to learn drafting, chemistry, metallurgy, metal working, plaster casting, leather working, mechanics and carpentry as well as the artistic skills of drawing, painting, sculpting and modeling. Much of the painted production of Verrocchio's workshop was done by his employees. According to Vasari, Leonardo collaborated with Verrocchio on his Baptism of Christ. Much of the figure of Jesus bearing witness to the hand of Leonardo. Leonardo himself may have been the model for two works by Verrocchio, including the bronze statue of David in the Bargello and the Archangel Michael in Tobias and the Angel. By 1472, Leonardo qualified as a master in the Guild of St Luke, the guild of artists and doctors of medicine, and he set his own workshop. Leonardo's earliest known dated work is a drawing in pen and ink of the Arno valley, drawn on 5 August 1473. Court records of 1476 show that Leonardo and three other men were charged with being LGBT, but acquitted. From that date until 1478 there is no record of his work or even of his whereabouts, although it is assumed that Leonardo had his own workshop in Florence between 1476 and 1481. He was commissioned to paint an altarpiece in 1478 for the Chapel of St Bernard and The Adoration of the Magi in 1481 for the Monks of San Donato a Scopeto. In 1482 Leonardo helped secure peace between Lorenzo de' Medici and Ludovico il Moro, Duke of Milan. Leonardo wrote a letter to Ludovico, describing his engineering and painting skill. He created a silver lyre in the shape of a horse's head, with which he was sent to Milan. Leonardo continued work in Milan between 1482 and 1499. He was commissioned to paint the Virgin of the Rocks for the Confraternity of the Immaculate Conception, and The Last Supper for the monastery of Santa Maria delle Grazie. While living in Milan between 1493 and 1495 Leonardo listed a woman called Caterina among his dependents in his taxation documents. When she died in 1495, her list of funeral expenditure suggests that she was his mother. His work for Ludovico included floats and pageants for special occasions, designs for a dome for Milan Cathedral and a model for a huge equestrian monument to Francesco Sforza, Ludovico's predecessor. Leonardo modelled a huge horse in clay, which became known as the "Gran Cavallo", and surpassed in size the two large equestrian statues of the Renaissance. Seventy tons of bronze were set aside for casting it. The monument remained unfinished for several years, which was not unusual for Leonardo. In 1492 the model was completed, and Leonardo was making detailed plans for its casting. Michelangelo rudely implied that Leonardo was unable to cast it. In November 1494 Ludovico gave the bronze to be used for cannons to defend the city from invasion by Charles VIII. Text 8 Выполните лексический анализ текста.

Text 8. Выполните лексический анализ текста.

https://thehill.com/opinion/white-house/423944-why-doesnt-president-trump-have-a-pet

President Trump has an interesting pet peeve — dogs. He kicked off 2019 by insulting four-star Army Gen. Stanley McChrystal. The commander-in-chief — who intermittently boasts about having "incredible respect" for the U.S. military — took a shot at the retired special operations commander on Tuesday, deriding him as a partisan "dog" with a "dumb mouth.""'General' McChrystal got fired like a dog by Obama," Trump tweeted as the rest of the nation welcomed the New Year. "Last assignment a total bust. Known for big, dumb mouth. Hillary lover!" Trump called out pup ownership in the White House as "phony" in a bizarre rant during his pro-border wall rally in El Paso, Texas September 16, 2019. "You do love your dogs, don't you?," he asked the MAGA-hat wearing crowd. "I wouldn't mind having one honestly, but I don't have any time." Trump then painted a picture of himself strolling on the grounds of 1600 Pennsylvania Ave. with man's best friend. "How would I look walking a dog on the White House lawn?," he asks, before grimacing and shaking his head no. "I don't know — it doesn't — I don't feel good," he managed to get out. "Feels a little phony to me.""A lot of people say, 'Oh, you should get a dog,'" Trump added. "'Why?' 'It's good politically.' I said, 'Look that's not the relationship I have with my people.'"Someone in the crowd then yelled out President Obama's name. "Yeah, Obama had a dog, you're right," Trump said as the audience laughed hysterically. The Obama family famously owned a pair of Portuguese water dogs, Bo and Sunny. They were preceded by a pack of pups belonging to President George W. Bush. And President Clinton was owner to Socks the cat and Buddy, a Labrador retriever. In fact, Trump is reportedly the first President in more than a century not to own a dog. He did share his home with one, apparently against his will, when he was with first wife, Ivana. But she called him out in her 2017 memoir, "Raising Trump," for hating dogs. "Donald was not a dog fan," Ivana wrote in the book. She added he initially told her that her poodle, Chappy, couldn't move in with them in New York. But she told him, "It's me and Chappy or no one!," and he gave in. Trump has also used the word "dog" as a slur, calling his former White House aide, Omarosa Manigault Newman, "that dog"in August 2019 after she released conversations she claims to have secretly recorded while she was with the Trump administration. President Trump lashed out at Omarosa Manigault Newman in a vicious Twitter attack Tuesday morning, calling her a "crazed, crying lowlife" and a "dog." While the President didn't specifically name his former White House aide, the tweet appears to be in response to Newman's recent release of conversations she claims to have secretly recorded during her time with the Trump administration. "When you give a crazed, crying lowlife a break and give her a job at the White House, I guess it just didn't work out. Good work by General Kelly for quickly firing that dog!" the President tweeted as CBS News shared a tape from an October 2016 meeting. The public feud between the President and his former reality star protege has been escalating amid Newman's press tour for her tell-all book, "Unhinged," which details her brief stint at the Trump White House. In her memoir, she accuses Trump of going through a mental decline as well as having racist tendencies, alleging that he was recorded using the "N-word" while he filmed his reality show "The Apprentice." It's far from the first time Trump has called someone a "dog" — he's used the dig against former political rival Sen. Ted Cruz, commentator Glenn Beck, and Erick Erickson after he departed the Red State Blog.

Text 9. Выполните лексический анализ текста.

https://impeachdonaldtrumpnow.org/case-for-impeachment/why-impeachment/

August 2, 2019 1,465,265 people have signed their names to the campaign "To Impeach Trump Now". The campaign is led by Free Speech For People, a national non-partisan non-profit organization that works to renew our democracy and our Constitution for the people, not big money and corporate interests, and by RootsAction, an online initiative dedicated to galvanizing people who are committed to economic fairness, equal rights, civil liberties, environmental protection, and defunding endless wars. While the formal impeachment process must be conducted by Congress, local and state governments can play an important role: they can pass resolutions calling on the U.S. House of Representatives to begin the impeachment process. These resolutions can help build public support for impeachment, and make Representatives understand that their constituents favor starting the impeachment process.

Representatives and their staff follow the local political mood, and resolutions in support of impeachment in their home districts and states may help influence them. The key point is that you are not asking your local or state government to itself begin an impeachment investigation. Rather, you are asking your local or state government to pass a resolution calling on the U.S. House of Representatives to open an impeachment investigation. We recommend using our model resolution. We also suggest you download our Guide for Local and State Resolutions in Support of Impeachment. In almost a year, sixteen cities and towns have gone on record to pass our proposed model resolution calling for Congress to launch an impeachment investigation of President Trump. A month after Trump's inauguration, on February 21, 2017, the the City of Richmond, California unanimously passed a resolution calling on the United States House of Representatives to start an impeachment investigation of the President. Nearby, in Alameda, California, a group of citizen activists introduced and passed our resolution to their City Council on Tuesday, March 7, 2017. On that same day, our resolution was introduced and passed in Charlotte, Vermont, at their Town Hall Meeting Day. Here is a list of the communities that have passed our resolution: Richmond, CA 2/21/2017, Alameda, CA 3/7/2017, Charlotte, VT 3/7/2017, Berkeley, CA 3/28/2017, Cambridge, MA 4/4/2017, Leverett MA 4/30/2017, Los Angeles, 5/5/2017, Pelham 5/6/2017, Amherst, MA 5/11/2017, Brookline, 5/27/2017, Oakland, CA 6/27/2017, Santa Cruz, CA 6/27/2017, West Hollywood 6/29/2017, Newton, MA 7/10/2017, Essex County, NJ 9/18/2017, San Francisco, 10/31/2017, Weston, MA, 11/28/2017. The US people representatives are urging Congress to pass a resolution calling for the House Committee on the Judiciary to investigate whether sufficient grounds exist for the impeachment of Donald John Trump, President of the United States. Why Impeachment? Mr. Trump's corruption and abuse of power violate the United States Constitution, undermine the rule of law, and endanger the republic. From the moment he took office, President Trump's refusal to divest from his business interests has placed him in direct violation of the US Constitution's Foreign Emoluments Clause and Domestic Emoluments Clause. Since then, his corruption and abuse of power have only increased. The President must be held accountable under the law, through the impeachment process, for these serious violations and for this unprecedented level of corruption of the Oval Office. Free Speech For People and Roots Action call upon Congress to open an investigation to determine whether there are sufficient grounds to impeach President Trump, including:1) obstruction of justice; 2) violations of the Foreign Emoluments Clause and Domestic Emoluments Clause of the United States Constitution; 3) conspiring with others to: (a) commit crimes against the United States involving the solicitation and intended receipt by the Donald J. Trump campaign of things of value from a foreign government and other foreign nationals; and (b) conceal those violations; 4) advocating illegal violence, giving aid and comfort to white supremacists and neo-Nazis, and undermining constitutional protections of equal protection under the law; 5) abusing the pardon power; 6) recklessly threatening nuclear war against foreign nations.

Text 10. Выполните лексический анализ текста.

https://www.foxnews.com/media/chelsea-clinton-trump-life-scam

Chelsea Clinton had a scathing rebuke for President Trump on Wednesday after he tweeted an attack on House Democrats' impeachment inquiry. "He's the greatest scam in American political history," she said while appearing on "The View" with her mother, former Secretary of State Hillary Clinton. She added that she thought Trump's "whole life" had been a scam. There were 138 comments: 1) Coming from someone who never earned a dollar fair and square in her entire life - every position she has been given has been the result of her name not her qualifications... 2) Talk about a scam she just needs to look at her mom and dad 3) Your Mother is a White House furniture thief..and your Dad..well we all know.. 4) OMG - does she not realize who her parents are? Ignorance at it's finest! 5) Well, coming from a family that has scammed America since it left office I suppose she thinks she has some kind of inside knowledge. A lot of it first hand. 6) who is she to talk ? 7) A calf following the cow. 8) Kettle meet Pot! 9) The "migrants" have tv, beds, toiletries , soap, phones, and food and medical care. A lot of our homeless vets don't! Horesfacedmoron knows not of what she speaks. Go fix your mom another vodka.

10) And your whole life has been a sham! 11) This coming from the daughter of two of the most notorious scam artists in politics. Ok kettle. 12) Six words Chelsea has never heard directed towards her "you sure are pretty and smart". The apple certainly didn't fall far from the tree. 13) Nobody cares what Damien has to say... 14) Hillary uses dog whistles to talk to Chelsea... 15) Uhh....if she's looking for a scam, all she needs do is look closer. Like mommy and daddy closer. Can you say Uranium deal??? 16) Or the Clinton Foundation... 17) She's the LAST person that should throw that stone. 18) … says someone that has never earned an honest buck in her life! 19) Like her parents marriage has been a scam. 20) If anyone would know about a scam, it's a Clinton. 21) Proof why some fetus need to go bye bye. 22) So tell me, what do you get when you cross a crooked attorney and a corrupt politician? Why Chelsea Clinton of course... She has absolutely no room to talk. 23) She is a one to talk. Her whole life was only because the Clintons needed a kid to persue the White House. She is nothing with out them. 24) She looks like a puppet and acts like one too. 25) Chelsea getting a $600,000 a year "journalism" job with never a minute of experience is not a scam. HAHAHA. 26) True that. 27) This little entitled brat of corrupt parents should take note, it's her life that's a complete scam. Her parents are degenerate grifters. All people with functioning brains know this is truth. That's why she had to go on the view. 28) Chelsea Clinton has all of the charm, warmth, and likeability of her mother. 29) and looks. WOOF! 30) that all adds up to nothing. 31) LOL! Nice! 32) The "View" the only other biggest joke out there besides the Clinton family. Who takes any of those whiny self-entitled witchy women seriously!? 33) i didnt know the clintons had a pet horse. 34) I'm looking forward to the day Hillaryious Clinton Jr. here starts to wear...………Polyester Pantsuits... :-). 62) The Clinton's are the greatest Joke in American history. All three of them. Bill marries a cow that he nailed enough to keep her in the stable, while he runs around plowing any heifer he can. It wouldn't surprise me if he didn't at least make a run at Chelsea too. I mean her face looks like it hit every branch as if fell from the ugly tree, but he managed to get it up for Hillary, so that wouldn't even slow him up a little. Bill spends 8 years selling us out to anyone who'd pay him, all the while plowing those heifers, then Hillary picks up where he left off with selling us out. 79) Your parents have a REAL 40-year history of endless scandals, scams, shams, flimflams, leaks, lies, affairs in office, perjury, impeachment, disbarment & cheating. And it's sadly amusing your parents are now using you like they use everybody else around them to go out & defend them because their own books & tours have been rejected by the American People. See you in 2020.

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