

ГОСУДАРСТВЕННОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ  
«Приднестровский государственный университет им. Т.Г. Шевченко»  
Рыбницкий филиал

*Кафедра германских языков и методики их преподавания*

УТВЕРЖДАЮ

Зав. кафедры-разработчика

\_\_\_\_\_ / \_\_\_\_\_

*подпись*

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**Фонд оценочных средств**

по дисциплине «Стилистика (англ.яз.)»

Направление подготовки:

**44.03.01 Педагогическое образование**

**44.03.05 Педагогическое образование с двумя профилями подготовки**

Профили подготовки:

**«Иностранный язык» (английский) и «Иностранный язык» (немецкий)**

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Квалификация

Бакалавр

Форма обучения

Очная

ГОД НАБОРА 2021

Разработал:

ст. преподаватель

*Васильева*

Басюк Ирина Владимировна

Рыбница, 2024

**Паспорт фонда оценочных средств по учебной дисциплине  
«Стилистика (англ.яз.)»**

1. В результате изучения дисциплины «Стилистика» у обучающихся должны быть сформированы следующие компетенции:

Категория (группа) компетенций	Код и наименование	Код и наименование индикатора достижения универсальной компетенции
Системное и критическое мышление	УК-1. Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач	ИД УК-1.1 Знает: методы критического анализа и оценки современных научных достижений; основные принципы критического анализа.  ИД УК-1.2 Умеет: получать новые знания на основе анализа, синтеза и других методов; собирать данные по сложным научным проблемам, относящимся к профессиональной области; осуществлять поиск информации и решений на основе экспериментальных действий.  ИД УК-1.3 Владеет: исследованием проблем профессиональной деятельности с применением анализа, синтеза и других методов интеллектуальной деятельности; выявлением научных проблем и использованием адекватных методов для их решения; демонстрацией оценочных суждений в решении проблемных профессиональных ситуаций.
Контроль и оценка формирования результатов образования	ОПК-5. Способен осуществлять контроль и оценку формирования результатов образования обучающихся, выявлять и корректировать трудности в обучении	ИД-1 опк-5. Знать научные представления о результатах образования, путях их достижения и способах оценки; нормативно-правовые, этические, психологические и педагогические закономерности, принципы и методические особенности осуществления контроля и оценки сформированности образовательных результатов обучающихся, выявления и психолого-педагогической коррекции трудностей в обучении в мониторинговом режиме;  ИД-2 опк-5. Уметь определять и реализовывать формы, методы и средства осуществления контроля и оценки сформированности образовательных результатов обучающихся, выявления и психолого-педагогической коррекции групповых и индивидуальных трудностей в обучении в мониторинговом режиме;  ИД-3 опк-5. Владеть приемами и алгоритмами реализации контроля и оценки сформированности образовательных результатов обучающихся, выявления и психолого-педагогической коррекции групповых и индивидуальных трудностей в обучении в мониторинговом режиме; приемами объективной оценки знаний обучающихся на основе тестирования и других методов контроля в соответствии с реальными учебными возможностями детей.
	ПКО-6 Способен организовать научно-исследовательскую, проектную, учебно-профессиональную и иную деятельность обучающихся по программам бакалавриата и (или) ДПП под руководством специалиста более высокой квалификации	ИД-1 ПКО-6 Использует основные методы, способы и средства получения, хранения и переработки информации  ИД-2 ПКО-6 Владеет навыками понимания и системного анализа базовых научно-теоретических представлений для решения профессиональных задач

**2. Программа оценивания контролируемой компетенции:**

№	Контролируемые модули, разделы (темы) дисциплины	Код контролируемой компетенции (или ее части)	Наименование оценочного средства
<b>Текущая аттестация</b>			
1	Stylistics as a branch of Linguistics	УК-1, ОПК-5, ПКО-6	задания для самоподготовки, тест
2	Stylistic classification of the English vocabulary	УК-1, ОПК-5, ПКО-6	задания для самоподготовки, тест

3	Phonetic expressive means and stylistic devices	УК-1, ОПК-5, ПКО-6	задания для самоподготовки, тест
4	Lexical expressive means and stylistic devices	УК-1, ОПК-5, ПКО-6	задания для самоподготовки, тест
5	Stylistic syntax	УК-1, ОПК-5, ПКО-6	задания для самоподготовки, контрольная работа
6	The functional styles of the English language	УК-1, ОПК-5, ПКО-6	задания для самоподготовки, тест
<b>Промежуточная аттестация</b>			
General revision Test		УК-1, ОПК-5, ПКО-6	Итоговый тест
<b>Итоговая аттестация</b>			
Зачёт с оценкой (1 – 6)		УК-1, ОПК-5, ПКО-6	Вопросы к зачёту

Процедура проведения оценочных мероприятий имеет следующий вид:

**А. Текущий контроль:**

В конце каждого лекционного занятия проводится устный опрос или письменный (в т.ч. онлайн) тест по пройденной теме; на практических занятиях студентам выдаются задания для аудиторного и внеаудиторного (самостоятельного) выполнения по соответствующей теме.

Студентам, пропускающим занятия, выдаются дополнительные задания – упражнения, тексты с заданиями. Подведение итогов контроля проводится по графику проведения текущего контроля. Оценка дескрипторов компетенций производится путем проверки содержания и качества оформления отчета и индивидуальной или групповой защиты каждого практического задания студентами в соответствии с графиком проведения занятий. Результаты оценки успеваемости заносятся в журнал и доводятся до сведения студентов. Студентам, не выполнившим учебный план по дисциплине в полном объеме, выдается дополнительные задания на зачетном занятии в промежуточную аттестацию.

**Б. Промежуточная аттестация** в форме итогового теста предназначена для объективного подтверждения и оценивания достигнутых результатов обучения после завершения изучения дисциплины.

Итоговая аттестация по дисциплине проводится в форме зачёта с оценкой в VII семестре по графику учебного процесса. Итоговая оценка определяется как сумма оценок, полученных в текущей аттестации и по результатам ответа на зачете. Проверка ответов и объявление результатов производится в день зачета. Результаты аттестации заносятся в зачетную ведомость и зачетную книжку студента (при сдаче зачета). Студенты, не прошедшие промежуточную аттестацию по графику сессии, должны ликвидировать задолженность в установленном порядке.

**2.1. Шкала оценивания успеваемости.**

Для оценки дескрипторов компетенций используется балльная шкала оценок. Для определения фактических оценок каждого показателя выставляются следующие баллы:

- результат, содержащий полный правильный ответ, полностью соответствующий требованиям критерия, – максимальное количество баллов (85-100);
- результат, содержащий неполный правильный ответ (степень полноты ответа – более 60%) или ответ, содержащий незначительные неточности, т.е. ответ, имеющий незначительные отступления от требований критерия, – 75% от максимального количества баллов (70-84);
- результат, содержащий неполный правильный ответ (степень полноты ответа – от 30 до 60%) или ответ, содержащий значительные неточности, т.е. ответ, имеющий значительные отступления от требований критерия – 40 % от максимального количества баллов (60-69);
- результат, содержащий неполный правильный ответ (степень полноты ответа – менее 30%), неправильный ответ (ответ не по существу задания) или отсутствие ответа, т.е. ответ, не соответствующий полностью требованиям критерия, – 0 % от максимального количества баллов (0).

Студентам, пропустившим занятия, не выполнившим дополнительные задания и не отчитавшимся по темам занятий, общий балл по текущему контролю снижается на 10% за каждое пропущенное занятие без уважительной причины. Студентам, проявившим активность во время занятий, общий балл по текущему контролю может быть увеличен на 20%.

**Задания для проведения текущего контроля  
по дисциплине «Стилистика»  
для студентов IV курса  
направления «Педагогическое образование» с двумя профилями подготовки  
«Иностранный язык (англ.)» и «Иностранный язык» (нем.),  
VII семестр**

**Current Knowledge Test on the topic "Stylistics as a Branch of Linguistics."**

1. Give the definition of Stylistics as a science.
2. Define the two tasks of Stylistics:
  - a) to study certain types of texts, which due to the choice and arrangement of language means are distinguished by the pragmatic aspect of communication.
  - b) to study the basic stages of development and change of a language, principal reasons and methods of formation of those specific features that is characteristic for its modern state.
  - c) to study consistent patterns of structure, functioning and development of vocabulary.
  - d) to study special language media, which by their ontological features secure the desirable effect of the utterance.
3. Fill in the blanks:
  - a) The \_\_\_\_ of a language are those phonetic, morphological, word-building, phraseological and syntactical forms, which exist in language-as-a-system for the purpose of logical and/or emotional intensification of the utterances.
  - b) The \_\_\_\_ are conscious and intentional intensification of some typical structural and/or semantic property of a language unit taking place in language-in-action.
  - c) Stylistics deals with logical, emotive, nominal and \_\_\_\_ meanings of words.
4. Determine whether the following statement is true or false:
  - 1) Expressive means have a greater degree of predictability than stylistic devices.
  - 2) An expressive mean may be only slightly or not at all predictable.
  - 3) Stylistic devices are the phenomena of speech while expressive means are the facts of language.
  - 4) Stylistic devices belong to language-in-action while expressive means belong to language-as-a-system.
5. Enumerate the five functional styles of English.

**Current Knowledge Test on the topic "Stylistic Classification of the English Vocabulary ."**

**I. Define the group of vocabulary represented by the following definitions:**

1. Term-like words used by members of a certain trade or profession in order to rationalize professional communication and make it economical.
2. Non-standard words used by people of a certain asocial group (criminals, prostitutes, drug addicts and the like) to keep their intercourse secret.
3. Words of universal use, devoid of any stylistic connotation, understood and accepted by all English-speaking community.
4. Non-standard words of vivid and emotional character used by certain social groups of people in order to make the speech more expressive.

*Variants:*

A. Slang B. Terms. C. Professionalisms D. Neutral vocabulary E. Jargon

**II. Find in the line of terms neologisms and write them down. Define the sphere of their use:**

Vector, hegemony, analysis, browser, network, discourse, e-mail, spam.

**III. Match common colloquial words with their neutral synonyms:**

1. don't; 2. disco; 3. girlie; 4. ad; 5. granny;	A. grandmother; B. want to; C. do not; D. dollars; E.
6. go on; 7. bucks; 8. wanna	discotheque; F. continue; G. advertisement; H. girl

**IV. Insert the necessary name of the vocabulary-group:**

1. ... – are old words which denote historical events, institutions, customs, material objects, professions, etc. that are no longer in use.



2. ... – are mostly French and Latin borrowings which have been partially assimilated into the native vocabulary, have already become facts of the English language and are fixed in dictionaries.
3. ... – are expletives, swear and obscene words which are considered too offensive for polite usage.
4. ... – are the words belonging to particular branches of science, technique and art.

### Current Knowledge Test on the topic “Phonetic Expressive Means and Stylistic Devices.”

#### I. Answer the following questions:

1. What is the subject of study of Stylistic Phonetics?
2. What phonetic expressive means can be distinguished?
3. Speak of the general aesthetic effect produced by onomatopoeia.
4. What is the difference between alliteration and assonance?
5. Can you find any common features between assonance and rhyme?
6. Comment upon different classifications of rhyme.
7. Is there any difference between rhythm in prose and poetry?

#### II. Practical tasks:

##### 1. Translate the following words; choose the associations each group of words raises.

1) – sh : crush, bosh, squash, hush, mush, flush, blush;

2) – sh : crash, splash, rash, smash, trash, clash, dash;

3) fl – : flame, flutter, flare, flicker, flash, flirt, flag.

(A. sudden glimmer of light, fire or smth. B. quickness and deforming of strength. C. something negative and unpleasant).

##### 2. Translate the following words; define the Stylistic Device they present: hiss, rustle, whistle, whisper, tinkle, jingle.

##### 3. Define the Stylistic Device used in the following lines. What emotional atmosphere is created here?

“Deep into the darkness peering, long I stood there wondering, fearing,  
Doubting, dreaming dreams no mortals ever dared to dream before”. (E. A. Poe).

##### 4. Give the examples of different models of rhyme from English verses.

##### 5. Illustrate the phenomenon of rhythm in emotive prose. Comment on its function.

##### 6. Define the phonetic expressive means and stylistic devices used to depict the life of five little otters and other animals in the following extracts from “Tarka the Otter” by Henry Williamson:

... The Railway bridge loomed low and back against the glimmer of sky and water. Splash, splatter, the bass were moving about the pool.

... A summer sandpiper flew over the bridge, crying in the darkness, for it had been alarmed while feeding under the mud slopes of the empty pill. It was answered by a curlew on the gravel bank above the herons.

Immediately below the bridge the brook poured its little fresh stream into the pool; raising up little ridges of sand, sweeping them away again with sudden little noises. Splash, splatter, the bass were feeding in the weed on the stone piling below the bridge. Patter, patter, five dark shapes moving on the soft wet sand of the pill's mouth – the pattering ceased, and the brook slurred its sand-sounds as they slid into the pool....

The vigorous splashing of the bass was lessening. ... one had risen to seize a shrimp in its large mouth – splash, flicker, splatter, bubble. A dark shape crawled out of the water with the bass. Three lesser shapes followed, yikking on the stone piling. The otter turned back into the pool.

Krark! Kak! Ark! Kak! Kack! Kack! Kack! Kack! Kak! Kak! Gark!

With heads upheld and watching the herons talked among themselves. ...

### Current Knowledge Test on the topic “Lexical Expressive Means and Stylistic Devices.”

#### I. Determine the lexical stylistic device. Choose the proper notion from the variants given in brackets:

1. ... – transfer of name from one object onto another based on the situational identity of the two, there being no actual connection between them.
  2. ... – transfer of name from one object to another object that is in some way connected with the first.
  3. ... – a combination of two words in which the meaning of the two clash, being opposite in sense.
  4. ... – transfer of name from one notion to another based on the simultaneous realization of two logical meanings – dictionary and contextual, standing in opposition to each other.
- ( A. oxymoron, B. metonymy, C. metaphor, D. irony )

## II. Define the lexical stylistic device used in the given utterances:

1. I was followed by a pair of heavy boots.
2. It is the ugliness of beauty.
3. My heart is like a singing bird.
4. Betty lost her little money and afterwards her temper.
5. Such was the background of the wonderful, cruel, enchanting, bewildering, fatal, great city.
6. *Officer*: What steps would you take if an enemy tank were coming toward you?  
*Soldier*: Long ones.
7. He spoke in a voice that could have loosened a rusty nut off the propeller of the liner.
8. She was obstinate as a mule, always had been, from a child.
9. The clock has struck, time was bleeding away.
10. Money burns a hole in my pocket.
11. Dirty pig of an untrue friend.
12. I get my living by the sweat of my brow.
13. He caught a ride home to the crowded loneliness of the barracks.
14. She arrived in a taxi and a flaming rage.

## Current Knowledge Test on the topic "Syntactical Expressive Means and Stylistic Devices."

*Check yourself. Without consulting the material fill in the gaps to get a full definition of a syntactic stylistic device:*

1. ... – is a peculiar use of negative constructions: the negation plus noun or adjective serves to establish a positive feature in a person or thing.
2. ... – the omission of auxiliary verbs, articles, prepositions and conjunctions, both in careless colloquial speech and in fiction.
3. ... – is either affirmative or negative statement expressed in the form of an interrogative sentence, which needs no answer.
4. ... – is a variant of one-member structures: it has neither subject nor predicate, its basic component being a noun or a noun-like element (gerund, numeral).
5. ... – is a peculiar type of connection of sentences which requires a certain mental effort to grasp the interrelation between the parts of the utterance.
6. ... – is intentional abstention from continuing the utterance to the end, which appears when the speaker is unwilling to proceed and breaks off his narration abruptly, that is why the device is also called *break-in-the-narrative*.
7. ... – is excessive use / repetition of conjunctions (mostly 'and'), connecting parts of a sentence, clauses, simple and composite sentences, and even more prolonged segments of text.
8. ... – is a fusion of two sentences into one, a certain word of which performs two syntactical functions simultaneously: that of the object or predicative in the first sentence and the subject in the second one.
9. ... – is an arrangement of sentences or of the homogeneous parts of a sentence which secures a gradual increase in significance, importance or emotional tension in the utterance. The device is also called '*gradation*'.
10. ... – is intentional splitting of sentences into smaller parts separated by full stops.
11. ... – is recurrence of the same element (word or phrase) within a sentence or a unit of sentences.
12. ... – is a 'reversed' parallel construction, the word-order of one of the sentences being inverted as compared with that of the other.

13. ... – is the repetition of the same idea by using synonymous words and phrases which by adding a slightly different nuance of meaning intensify the meaning of the utterance.
14. ... – is the use of more words in a sentence than are necessary to express the meaning.
15. ... – is identical or similar syntactical structure in two or more sentences or parts of a sentence in close succession.
16. ... – is the repetition of the same statement, of the same word or phrase, or of the same idea in other words; usually as a fault of style.
17. ... – is placing a sentence component in such a syntactic position that it seems formally independent of the word it refers to.
18. ... – is repetition of the noun-subject in the form of the corresponding personal pronoun in order to emphasize the 'theme'.
19. ... – is the repetition of the pronominal subject and an auxiliary or modal verb, representing the predicate of the main sentence, in an appended statement.
20. ... – is transforming of a simple sentence into a complex one in order to emphasize a part of the utterance.
21. ... – is such a change of word-order which gives logical stress or emphasis to the language units placed in an unusual syntactic position.
22. ... – words, phrases or sentences expressing modality of what is predicated or implying additional information.
23. ... – is a compositional device which consists in arranging the utterances in such a way that the less important, descriptive, subordinate parts are placed at the beginning, the main idea being withheld till the end of the sentence, thus holding up the reader's attention and interest.
24. ... – is a deliberate omission of conjunctions between clauses or sentences.
25. ... – is absence of one or both principal parts of the sentence (the subject, the predicate).

### General Revision Test

#### Stylistics as a Branch of Linguistics

1. The \_\_\_\_ of a language are those phonetic, morphological, word-building, phraseological and syntactical forms, which exist in language-as-a-system for the purpose of logical and/or emotional intensification of the utterances.

2. Stylistics deals with logical, emotive, nominal and \_\_\_\_ meanings of words.

#### Stylistic classification of the English vocabulary

3. The neutral layer of the English vocabulary is marked by \_\_\_\_ character.

1. bookish
2. lively-spoken
3. universal

4. The words *assistance, condemn, dispute, auxiliary, opponent, volition, susceptibility, assiduity, alacrity* belong to:

1. common literary vocabulary
2. neutral vocabulary
3. common colloquial vocabulary
4. special colloquial vocabulary

5. The interjections *oops, gee!, eh?, well* and contracted forms of verbs *can't, I'm, don't, haven't* belong to:

1. special colloquial vocabulary
2. neutral vocabulary
3. common colloquial vocabulary
4. common literary vocabulary

6. \_\_\_\_ – are the words which denote historical events, institutions, customs, material objects, professions, etc. that are no longer in use.

7. \_\_\_\_\_ – is a group of words in the non-literary vocabulary whose aim is to preserve secrecy within one or another social or professional group.

8. Define the stylistic layer of the following groups of words:

1. water, at, go, very, how	
2. chap, daddy, Nick, Gee	
3. sawbones, grub, oof, corking	
4. corroborate, protoplasm, introvert, phonemic	
5. inscrutable, assiduity, individual, association	

#### Phonetic expressive means and stylistic devices

9. Define the phonetic expressive means in the following utterance: *To the music of mild-minded melancholy...*

10. \_\_\_\_\_ in prose is built on regularly repeated syntactical patterns, such as enumeration, repetition, parallel constructions, etc.

1. rhyme
2. rhythm
3. assonance

#### Lexical Expressive Means and Stylistic devices

11. \_\_\_\_\_ – is the transfer of name from one object onto another based on the situational identity of the two, there being no actual connection between them.

1. metaphor
2. metonymy
3. antonomasia

12. \_\_\_\_\_ – is transfer of name from one notion to another based on the simultaneous realization of two logical meanings – dictionary and contextual, standing in opposition to each other.

1. oxymoron
2. irony
3. antithesis
4. antonomasia

13. Define the lexical stylistic device in the following utterance: *You held your breath and the door for me.*

14. Oxymoron and epithet are based on the interaction of \_\_\_\_\_ meanings.

1. primary and derivative logical
2. primary dictionary and contextual
3. logical and nominal
4. logical and emotive

15. Define the lexical stylistic device in the following utterance: *Mary had resemblance to a captive bird.*

16. \_\_\_\_\_ – IS A VARIETY OF PERIPHRAISIS USED TO REPLACE AN UNPLEASANT WORD OR EXPRESSION BY A CONVENTIONALLY MORE ACCEPTABLE ONE AIMED AT PRODUCING A DELIBERATELY MILD EFFECT.

17. Define the lexical stylistic device in the following utterance: *He was so tall that I was not sure he had a face.*

18. \_\_\_\_\_ – is a simple and concrete saying popularly known and repeated, which expresses a truth, based on common sense or the practical experience of humanity.

1. CLICHÉ
2. QUOTATION
3. PROVERB

#### 4. EPIGRAM

19. \_\_\_\_\_ – IS A BRIEF, WITTY STATEMENT COINED BY INDIVIDUALS WHOSE NAMES WE KNOW, SUCH AS WRITERS, PHILOSOPHERS, ETC.

1. cliché
2. epigram
3. saying

20. \_\_\_\_\_ – IS A STYLISTIC DEVICE BASED ON REFRESHING THE MEANING OF THE FUSION BY CHANGING ONE OF ITS COMPONENTS OR ADDING SOME NEW ELEMENTS.

1. decomposition of set-phrase
2. saying
3. quotation
4. proverb

#### Stylistic Syntax

21. Define the syntactical stylistic device in the following utterances: *London. Fog everywhere. November weather.*

22. \_\_\_\_\_ – IS INTENTIONAL ABSTENTION FROM CONTINUING THE UTTERANCE TO THE END WHEN THE SPEAKER IS UNWILLING TO PROCEED AND BREAKS OFF HIS NARRATION ABRUPTLY.

1. apokoinu
2. asyndeton
3. aposiopesis
4. ellipsis

23. Repetition of the same word or phrase at the end of each consecutive syntactical structure is called \_\_\_\_\_.

24. Define the syntactical stylistic device in the following utterance: *Miss Tillie Webster, she slept forty days and nights without waking up.*

25. \_\_\_\_\_ – IS PLACING A SENTENCE COMPONENT IN SUCH A SYNTACTIC POSITION THAT IT SEEMS FORMALLY INDEPENDENT OF THE WORD IT REFERS TO.

1. stylistic inversion
2. detachment
3. parenthesis

26. Define the syntactical stylistic device in the following utterance: *The jail might have been the infirmary, the infirmary might have been the jail.*

1. chiasmus
2. climax
3. suspense

27. Asyndeton belongs to the group of syntactical stylistic devices based on:

1. the abundance of the components of speech
2. the peculiar syntactical arrangement of speech components
3. the peculiar forms of linkage between sentences
4. the revaluation of syntactical meaning

28. \_\_\_\_\_ – IS EITHER AFFIRMATIVE OR NEGATIVE STATEMENT EXPRESSED IN THE FORM OF AN INTERROGATIVE SENTENCE AIMED AT EXPRESSIVENESS, ATTRACTING THE ATTENTION OF THE AUDIENCE, MAKING THE IMPLICATION MORE SIGNIFICANT.

29. Define the implication of the following utterance: *Shall I ever forget those lessons!!!*

1. I shall forget those lessons
2. I shall never forget those lessons
3. I have forgotten those lessons

30. Define the syntactical stylistic device in the following utterance: *It's not a bad thing. (in the meaning: It's a good thing).*

### The Functional Styles of the English language

31. \_\_\_\_\_ – is a substyle of Belles-lettres style the main characteristics of which are rhythm and rhyme.

32. The language of emotive prose is characterized by the following features:

1. the use of genuine imagery
2. the use of vocabulary which reflects the author's personal evaluation of things
3. the individual selection of syntactical structures
4. the use of words only in its direct logical meaning
5. the introduction of colloquial language

33. The language of drama consists of the three main elements: the \_\_\_\_\_, the playwright's remarks and stage directions.

34. The main function of \_\_\_\_\_ as a substyle of Publicistic style is to influence the audience, to convince the listener and make him accept the speaker's point of view.

35. The \_\_\_\_\_ – is a substyle of Publicistic style which has the form of a short literary composition on philosophical, social, aesthetic or literary subjects.

36. The principal function of brief news items is:

1. to influence public opinion
2. to create new concepts
3. to inform the reader
4. to formulate the newspaper's official opinion about the recent event

37. The title given to a news item or an article in a newspaper is called the \_\_\_\_\_.

38. Define the substyle of the Newspaper style of the following passage: **BIRTHS: CULHANE.** – On November 1<sup>st</sup>, at St. Bartholomew's Hospital, to BARBARA and JOHN CULHANE – a son.

1. editorial
2. announcement
3. brief news item

39. Scientific Prose style is characterized by the following features:

1. logical sequence of utterances
2. the use of terms
3. the use of genuine imagery
4. impersonal grammatical patterns
5. the use of quotations, references and foot-notes

40. The style of Official Documents is characterized by the use of words \_\_\_\_\_.

1. in their logical dictionary meaning
2. in more than one dictionary meaning
3. with emotive meaning

### Критерии оценки:

- оценка «отлично» выставляется студенту, если выполнено 85-100%.
- оценка «хорошо» если выполнено 75-80%.
- оценка «удовлетворительно» если выполнено 60-75%.
- оценка «неудовлетворительно» меньше 60%.



**Вопросы к зачету  
по дисциплине «Стилистика»  
для студентов IV курса  
направления «Педагогическое образование» с двумя профилями подготовки  
«Иностранный язык» (английский) и «Иностранный язык» (немецкий),  
VII семестр**

1. Stylistics as a branch of Linguistics. The tasks and the fields of investigation in Stylistics.
2. Expressive means. Different kinds of expressive means.
3. Stylistic devices. The interrelation between the EM and SD.
4. Functional styles as the second field of investigation in Stylistics. The main FS-s, their substyles.
5. The problem of meaning in general Linguistics. Meaning from the stylistic point of view.
6. General stylistic classification of the English Vocabulary. Migration of words within the layers.
7. Neutral, common literary and common colloquial vocabulary.
8. Special literary vocabulary: terms, poetic words, archaisms, barbarisms and foreignisms, nonce-words.
9. Special colloquial vocabulary: jargonisms, slang, professionalisms, dialectal words, vulgar words, colloquial coinages.
10. Phonetic expressive means: alliteration, assonance, onomatopoeia, rhyme, rhythm.
11. Lexical SD based on the interplay between primary dictionary and contextually imposed meanings (metaphor, metonymy, irony, allusion).
12. Lexical SD based on the interaction of primary and derivative logical meanings (zeugma, pun).
13. Lexical SD based on the interaction of logical and emotive meanings (epithet, oxymoron).
14. Lexical SD based on the interaction of logical and nominal meaning (antonomasia).
15. Lexical SD based on the intensification of a certain feature of the thing or phenomenon (simile, periphrasis, euphemism, hyperbole).
16. Peculiar use of set-expressions (cliché, proverbs and sayings, epigrams, quotations, decomposition of set-phrases).
17. Stylistic Syntax. The problem of classification of syntactical EM and SD.
18. Syntactical EM and SD based on the omission of required components of speech.
19. Syntactical EM and SD based on the abundance of the components of speech.
20. Syntactical EM and SD based on the peculiar syntactical arrangement of speech components.
21. Syntactical EM and SD based on the peculiar forms of linkage between sentences.
22. Syntactical EM and SD based on the revaluation of syntactical meaning.
23. The problem of characterizing Functional Styles.
24. Belles-lettres style. Common and peculiar features of the substyles: language of poetry, prose, drama.
25. Publicistic style. Common and peculiar features of the substyles: language of oratory, essays, journalistic articles.
26. Newspaper style. Common and peculiar features of the substyles: brief-news items, editorial, head lines, advertisements and announcements.
27. Scientific prose style.
28. The style of the Official Documents.

**Примерный перечень тем курсовых работ, предусмотренных программой:**

1. Стилистические синонимы в соматической лексике английского и русского языков.
2. Синтаксические стилистические средства и их функции в прозе...
3. Специальная лексика английского языка в текстах различных функциональных стилей.
4. Стилистически сниженная лексика в прозе современных английских и американских авторов.
5. Стилистическая инверсия в прозе...
6. Английские пословицы в культурологическом аспекте.
7. Типы и направления метафорического переноса в современном английском языке.
8. Типологические характеристики поэтической лексики в английском и русском языках.
9. Эллиптические конструкции в прозе ....
10. Жанровая вариативность синтаксической структуры текста.
11. Повтор как стилистический приём в прозе ...