

Министерство науки и высшего образования Российской Федерации
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
ТОМСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ (НИ ТГУ)

Филологический факультет

УТВЕРЖДЕНО:
Декан
И. В. Тубалова

Оценочные материалы по дисциплине

Стилистика

по направлению подготовки

45.03.01 Филология

Направленность (профиль) подготовки:
**Профessionально-деловая коммуникация на иностранных языках (английский и
немецкий языки)**

Форма обучения
Очная

Квалификация
Бакалавр

Год приема
2025

СОГЛАСОВАНО:
Руководитель ОП
Д.А. Олицкая

Председатель УМК
Ю.А. Тихомирова

Томск – 2025

1. Компетенции и индикаторы их достижения, проверяемые данными оценочными материалами

Целью освоения дисциплины является формирование следующих компетенций:

ОПК-2 Способен использовать в профессиональной деятельности, в том числе педагогической, основные положения и концепции в области общего языкоznания, теории и истории основного изучаемого языка (языков), теории коммуникации.

ОПК-4 Способен осуществлять на базовом уровне сбор и анализ языковых и литературных фактов, филологический анализ и интерпретацию текста.

Результатами освоения дисциплины являются следующие индикаторы достижения компетенций:

ИОПК-2.1 Демонстрирует знание основных положений и концепций в области общего языкоznания, теории и истории основного изучаемого языка (языков), теории коммуникации

ИОПК-2.2 Владеет основной лингвистической терминологией и соотносит знания в области общего языкоznания, теории и истории основного изучаемого языка (языков), теории коммуникации с конкретными языковыми фактами

ИОПК-2.3 Использует в научно-исследовательской и/или прикладной деятельности, в том числе педагогической, знания в области общего языкоznания, теории и истории основного изучаемого языка (языков), теории коммуникации

ИОПК-4.2 Осуществляет филологический анализ текста разной степени сложности

2. Оценочные материалы текущего контроля и критерии оценивания

Текущий контроль по дисциплине проводится путем контроля посещаемости, проведения контрольных работ, тестов по лекционному материалу, выполнения домашних заданий и фиксируется в форме контрольной точки не менее одного раза в семестр.

Тесты по практическому материалу курса проводятся по завершении каждого раздела дисциплины. Тестируется владение стилистическим понятийным аппаратом и категориями данной дисциплины (ИОПК- 2.1; ИОПК - 2.2); умение студентов выделять фонетические, лексические и синтаксические выразительные средства английского языка, анализировать их взаимоотношения и функции в тексте (ИОПК-4.2); умение применять средства выразительности и стилистические приемы для создания текстов разных функциональных стилей и жанров (ИОПК-2.3); овладение методами исследования стилистических приемов, выразительных средств (ИОПК-2.3; ИОПК-4.2);

Элементы текущего контроля:

- участие в коллоквиуме (ИОПК 2.1, ИОПК - 2.2, ИОПК – 2.3.);
- решение кейсов (ИОПК 2.3, ИОПК – 4.2);
- проверочные работы/тесты (ИОПК – 2.2; ИОПК – 4.2).

Участие в коллоквиуме (ИОПК 2.1, ИОПК - 2.2)

Коллоквиум – средство контроля усвоения учебного материала темы, раздела или разделов дисциплины, организованное как учебное занятие в виде собеседования с обучающимися и/или анализа практических заданий, выполненных дома. Коллоквиум может проводится в устной и письменной форме и включать вопросы как теоретического, так и прикладного характера.

Примерная тематика вопросов для коллоквиума по теме «Introduction into style and stylistics»

1. What does linguostylistics deal with?
2. What are the two main branches of stylistic study and what is the subject-matter of each of them?
3. What are the subbranches of stylistics of resources?
4. What are the main trends in style study? What is the main concern of practical stylistics? Of decoding stylistics? Of comparative stylistics? Of literary stylistics?
5. How do you understand the definition of style as choice? As opposition and interaction of denotation and connotation? As deviation?
6. What are the interdisciplinary links of stylistics and other linguistic subjects such as phonetics, lexicology, semasiology, morphology, syntax? How does stylistics differ from them in its subject-matter and fields of study?
7. What is the relationship between the denotative and connotative meanings of a word? Can a word connote without denoting and vice versa?
8. What are the main components of connotative meaning and how are they represented in a word if at all?
9. What is understood by inherent connotation? Adherent connotation? Give examples.
10. How does stylistic colouring and stylistic neutrality relate to inherent and adherent stylistic connotation?
11. What is understood by stylistic opposition? Which member of stylistic opposition is called a marked member? An unmarked member?
12. In what meaning is the term function used in linguistics?
13. Why is stylistic function defined as a secondary function of language units?
14. What does accumulation as a property of stylistic function consist in?
15. What is meant by non-explicitness of stylistic function?
16. How is context understood in linguistics? What are its constituents and types?
17. How can you explain the terms “hypersemantisation” and “desemantisation”?
18. What kind of context is vertical context? What is its role?
19. What is the literary norm of a language?
20. What is understood by *stylistic norm*?

Примерная тематика вопросов для коллоквиума по теме «The concept of foregrounding»

1. How is the term *foregrounding* defined?
2. What is *convergence of stylistic devices*?
3. What is *coupling*?
4. What is understood by *defeated expectancy* as a stylistic phenomenon?
5. Analyze the following passage from Ernest Hemingway and explain how foregrounding works:

A passage from Ernest Hemingway's novella *The Old Man and the Sea* (1952).

He knelt down and found the tuna under the stern with the gaff and drew it toward him keeping it clear of the coiled lines. Holding the line with his left shoulder again, and bracing on his left hand and arm, he took the tuna off the gaff hook and put the gaff back in place. He put one knee on the fish and cut strips of dark red meat longitudinally from the back of the head to the tail. They were wedge-shaped strips and he cut them from next to the back bone down to the edge of the belly. When he had cut six strips he spread them out on the wood of the bow, wiped his knife on his trousers, and lifted the carcass of the bonito by the tail and dropped it overboard. 'I don't think I can eat an entire one,' he said and drew his knife across one of the strips. He could feel the steady hard pull of the line and his left hand was cramped. It drew up tight on the heavy cord and he looked at it in disgust. 'What kind of a hand is that,' he said. 'Cramp then if you want. Make yourself into a claw. It will do you no good.'

Come on, he thought and looked down into the dark water at the slant of the line. Eat it now and it will strengthen the hand. It is not the hand's fault and you have been many hours with the fish. But you can stay with him for ever. Eat the bonito now.

He picked up a piece and put it in his mouth and chewed it slowly. It was not unpleasant. Chew it well, he thought, and get all the juices. It would not be bad to eat with a little lime or with lemon or with salt. ‘How do you feel, hand?’ he asked the cramped hand that was almost as still as rigor mortis. ‘I’ll eat some more for you.’

6. Analyze the poem by e e cummings and find examples of foreground principles realize on different levels.

love is more thicker than forget
more thinner than recall
more seldom than a wave is wet
more frequent than to fail

it is most mad and moonly
and less it shall unbe
than all the sea which only
is deeper than the sea

love is less always than to win
less never than alive
less bigger than the least begin
less littler than forgive

it is most sane and sunly
and more it cannot die
than all the sky which only
is higher than the sky

(cummings 1954 [1939]: 381)

Критерии оценивания участия студентов в коллоквиуме:

Оценка «**отлично**» выставляется студенту, если демонстрируются: глубокое и прочное усвоение программного материала; полные, последовательные, грамотные и логически излагаемые ответы, свободное владение материалом, правильно обоснованные принятые решения.

Оценка «**хорошо**» выставляется студенту, если демонстрируются: знание программного материала; грамотное изложение, без существенных неточностей в ответе на вопрос, правильное применение теоретических знаний; владение необходимыми навыками при выполнении практических задач.

Оценка «**удовлетворительно**» выставляется студенту, если демонстрируются: усвоение основного материала, при ответе допускаются неточности, при ответе даются недостаточно правильные формулировки, нарушается последовательность в изложении программного материала, имеются затруднения в выполнении практических заданий.

Оценка «**неудовлетворительно**» выставляется студенту, если демонстрируются: незнание программного материала, при ответе возникают ошибки, затруднения при выполнении практических работ.

Типовые ситуационные задачи (кейсы) (ИОПК 2.3, ИОПК – 4.2)

Assignment 1. Legal Documents. Design a charter of an organization or a club. Discuss the draft project in the group (Step-by-Step Guide below might be helpful), then distribute the sections and work on the language. Try to balance the specificity of the legal writing with the requirements of plain language (do not overuse legalese). Keep in mind the specificity of this functional style.

Length: two-three pages A4 (Times New Roman 12, interval 1,5). Useful websites and resources

<https://www.wikihow.com/Write-a-Club-Charter>

Step by Step Guide

https://minds.wisconsin.edu/bitstream/handle/1793/44769/Documents/PDF_FILES/A%20Guide%20to%20Writing%20your%20Team's%20Charter.pdf

Assignment 2. Official Letters. On your behalf, write a letter of request to the University of Pennsylvania (USA), to the Department of Slavic Languages and Literatures. Imagine that you have already completed your bachelor's degree and would like to enroll in a master's program in comparative literature and literary theory in the Faculty of Slavic Languages and. Do not forget to tell about yourself, your thesis/project, and the qualifications you received (you can think of one). Keep in mind the specificity of this functional style.

Contact details: Contact person - Mitchell Orenstein, professor, dean of the faculty. Send a copy to Julia Verkholtsev, professor, dean of undergraduate studies (Undergraduate Chair).

Assignment 3. Choose any topic and write two letters in two different styles: letter 1 (to a friend) – in an informal style, letter 2 (to insurance company) – in a formal style. Use italics to mark the features typical for two different styles.

Assignment 4. Choose any functional style and design a set of samples to demonstrate the specificity of the functional style using contemporary original English-language sources.

Критерии оценивания кейсов

Оценка «отлично» выставляется, если студент перевел продемонстрировал знание соответствующего теоретического материала и умение эффективно применять его на практике.

Оценка «хорошо» выставляется, если студент продемонстрировал знание соответствующего теоретического материала и умение эффективно применять его на практике, но при этом допустил минимальные погрешности, которые не влияют на результат работы.

Оценка «удовлетворительно» выставляется, если студент обладает частичным знанием теоретического материала, испытывает затруднения при самостоятельном выполнении задания, полученный результат нуждается в существенной доработке.

Оценка «не удовлетворительно» выставляется в случае, если студент не продемонстрировал умение применять теоретические знания на практике и не справился с заданием.

Проверочные работы/тесты (ИОПК – 2.2; ИОПК – 4.2)

Тесты по практическому материалу курса проводятся по завершении каждого раздела дисциплины. Тестируется владение стилистическим понятийным аппаратом и категориями данной дисциплины (ИОПК-2.2); умение студентов выделять фонетические, лексические и синтаксические выразительные средства английского языка, анализировать их взаимоотношения и функции в тексте (ИОПК-4.2); овладение методами исследования стилистических приемов, выразительных средств (ИОПК-4.2)

Проверочные работы и тесты выполняются в среде электронного обучения iDO (Moodle.tsu.ru) и имеют ограничение по времени в зависимости от объема проверяемого материала.

Образцы заданий для проверочных работ / тестов

Choose the correct answer:

- 1) Periphrasis is based upon
 - a) transfer by similarity b) transfer by contiguity c) transfer by contrast
- 2) Epithet belongs to
 - a) the metonymical group b) the metaphorical group c) the ironical group
- 3) In the sentence “The pennies were saved by bulldozing the grocer” we come across
 - a) metonymy b) metaphor c) irony
- 4) In the sentence “Jim stopped inside the door, as immovable as a setter at the scent of quail” the simile is used
 - a) to impart expressiveness to the utterance b) to produce a humorous effect c) to enable the reader to visualize the scene completely
- 5) Indicate the sentence which constitutes a simile:
 - a) She writes novels as Agatha Christie b) She is as talkative as a parrot c) She sings like Madonna
- 6) Archaisms may be used in a literary text
 - a) to show that the speaker is attached to usage of unusual words b) to create the historical atmosphere c) to produce humorous effect
- 7) Terms belong to
 - a) super-neutral vocabulary b) neutral vocabulary c) sub-neutral vocabulary

Vocabulary analysis. Can you distinguish neutral, formal and informal among the following words? Distribute them into the table cells respectively: currency, insane, hubby, emotional, geezer, to talk, to chat, to kick off, to dine, nuts, to leave, to chow down, to converse, to eat, money, to shoot off, dough, to commence, to start, to withdraw, senior citizen, spouse, mentally ill, husband, veracious, mushy, open, old man, sincere, sentimental

	Formal	Neutral	Informal
1.	<i>currency</i>	<i>money</i>	<i>dough</i>
2.			
3.			
4.			
5.			
6.			
7.			
9.			

10.			
-----	--	--	--

Comment on the following cases of alliteration and their stylistic function:

1. Silken sad uncertain rustling of each purple curtain. (E.A.Poe)
2. The furrow followed free. (S.T.Coleridge)
3. The Italian trio tut-tutted their tongues at me. (T.Capote)

Text analysis. Functional style. Identify the following text as representing particular functional styles. Comment on style-forming features which helped you in the process of identification.

Thank you all. Chief Justice Rehnquist, President Carter, President Bush, President Clinton, distinguished guests and my fellow citizens. The peaceful transfer of authority is rare in history, yet common in our country. With a simple oath, we affirm old traditions and make new beginnings. As I begin, I thank President Clinton for his service to our nation. And I thank Vice President Gore for a contest conducted with spirit and ended with grace.

I am honored and humbled to stand here, where so many of America's leaders have come before me, and so many will follow.

We have a place, all of us, in a long story, a story we continue, but whose end we will not see. It is the story of a new world that became a friend and liberator of the old. The story of a slave-holding society that became a servant of freedom. The story of a power that went into the world to protect but not possess, to defend but not to conquer. It is the American story, a story of flawed and fallible people, united across the generations by grand and enduring ideals.

The grandest of these ideals is an unfolding American promise: that everyone belongs, that everyone deserves a chance, that no insignificant person was ever born. Americans are called to enact this promise in our lives and in our laws. And though our nation has sometimes halted, and sometimes delayed, we must follow no other course. (President Bush)

3. Оценочные материалы итогового контроля (промежуточной аттестации) и критерии оценивания

Промежуточная аттестация осуществляется в **6 семестре** в виде экзамена. Итоговая оценка формируется как взвешенная средняя арифметическая из двух оценок: за текущую работу (журнал оценок в курсе Moodle) и за семестровый экзамен.

Экзамен состоит из устного ответа на один теоретический вопрос по материалу курса (ИОПК-2.1), теста (ИОПК-2.2) и практического задания на комплексный анализ текста (ИОПК 2.3; ИОПК 4.2).

Примерный перечень вопросов к экзамену

- 1) Stylistics as a science (subject-field, field of inquiry, its branches, place among other branches of linguistics).
- 2) The problem of functional styles and their classification (existing classifications).
- 3) Stylistic classification of the English vocabulary. Layers of the vocabulary, their stylistic functions.
- 4) Types of the word meaning. Stylistically-colored words.
- 5) Lexical stylistic devices. Groups and classifications.
- 6) Syntactical stylistic devices.
- 7) Decomposition of set-phrases.

Критерии оценивания ответа на теоретический вопрос:

Оценка «отлично» - студент демонстрирует системность и глубину знаний; точно и полно использует научную терминологию, грамотно, логически правильно излагает ответы на вопросы; дает исчерпывающие ответы на дополнительные вопросы преподавателя по темам, предусмотренным учебной программой.

Оценка «хорошо» - студент демонстрирует достаточную полноту знаний в объеме учебной программы, при наличии лишь несущественных неточностей в изложении содержания основных и дополнительных ответов; владеет необходимой для ответа терминологией, но не всегда делает обоснованные выводы; незначительные ошибки исправляет при наводящих вопросах преподавателя.

Оценка «удовлетворительно» - студент демонстрирует поверхностные знания по заданным вопросам; усвоил только часть научной терминологии; не умеет анализировать материал; в большинстве случаев неточные ответы, допускает существенные ошибки в раскрытии понятия.

Оценка «неудовлетворительно» - студент демонстрирует отсутствие знаний; не ответил или отказался отвечать на вопросы билета.

Образец экзаменационного теста

1. The special literary vocabulary of the English language does NOT include
a) archaisms b) poetic words c) foreign words d) professionalisms
2. Determine the type of stylistically colored words in the following sentences: a) slang b) dialectal c) foreignism d) archaic e) term f) vulgarism g) highly literary
- You right, old buddy.
- “Poor son of a bitch”, he said. “I feel for him, and I’m sorry I was bastardly.”
- I had it from Sully Magoon, viva voce. The words are indeed his.
- His father came back to say it was doubtful whether they could make the loan. Eight per cent, then being secured for money was a small rate of interest, considering its needs.
- A vast concourse was assembled to witness.
3. Periphrasis is based upon:
a) transfer by similarity b) transfer by contiguity c) transfer by contrast
4. The sentence “The magi were wise men – wonderfully wise men” contains
a) an epithet b) an antithesis c) a gradation
5. The sentence “Jim stopped inside the door, as immovable as a setter at the scent of quail” contains:
a) a zoometaphor b) parallel constructions c) a simile d) zeugma
6. The sentence “He is Napoleon of crime ” contains
a) zeugma b) metaphor c) irony d) antonomasia
7. The sentence “the fear of death, of God, of the universe, comes over him” contains
a) metaphor b) gradation c) anticlimax d) anaphora
8. The sentence “Several promising young artists of sixty stroll over, listen and stroll away taking their great thoughts with them” contains
a) oxymoron b) irony c) anadiplosis d) metonymy
9. The sentence “Mr Smith was sitting on the same side as the glass eye” contains
a) metonymy b) irony c) zeugma d) antonomasia
10. The sentence “My garden is a little jewel – 14 carrots” contains
a) pun b) irony c) zeugma d) antonomasia
11. The sentence “A bittersweet feeling came over her” contains

a) pun b) irony c) oxymoron d) antonomasia

12. The sentence “He could sell ice to an Eskimo” contains

a) pun b) irony c) hyperbole d) antonomasia

13. The sentence “Who will pass the Mary Poppin’s test?” contains

a) allusion b) cliche c) proverb d) antonomasia

14. The sentence “You don’t know what is a nice – a beautiful, nice – gift I’ve got to you” contains

a. repetition b) detachment c) anadiplosis d) gap sentence link

15. The sentence “And the coach, and the coachman, and the horses, rattled, and jangled, and whipped, and cursed, and swore, and tumbled on together, till they came to Golden Square” contains

a) polysyndeton b) anaphora c) anadiplosis d) asyndeton

16. The sentence “He sat still and silent, until his future landlord accepted his proposals and brought writing materials to complete the business. He sat, still and silent” contains

a) parallelism b) epiphora c) framing d) anadiplosis

17. The sentence “Failure meant poverty, poverty meant squalor, squalor led, in the final stages, to the smells and stagnation” contains

a) anadiplosis b) gradation c) chain repetition d) gap sentence link

18. The sentence “I’m in love with the rippingest girl in England” contains

a) hyperbole b) oxymoron c) pun d) transposition

19. The sentence “Clang went the pail, thump went Midden, the milkman, flop and splash went the milk” contains

a) onomatopoeia b) oxymoron c) metaphor d) antonomasia

20. The sentence “Secret and self-contained and solitary as oyster” contains

a) alliteration b) oxymoron c) onomatopoeia d) personification

21. The four basic newspaper features are:

a) brief news items and communiqués;
b) advertisements and announcements;
c) the essay;
d) the headline;
e) the editorial.

Критерии оценивания результатов тестирования

Каждому заданию присваивается определенное количество баллов. Максимальное количество баллов, которые студент может получить за тест, соответствует 100 %.

Оценка «отлично» – 80-100% правильных ответов

Оценка «хорошо» – 70-79% правильных ответов

Оценка «удовлетворительно» – 60-69% правильных ответов

Оценка «неудовлетворительно» – менее 60% правильных ответов

Образец текста для комплексного стилистического анализа

THE GREAT GATSBY

F. Scott Fitzgerald

(The passage deals with the description of the major character of the novel and American society after World War I.)

He did extraordinarily well in the war. He was a captain before he went to the front, and following the Argonne bat ties he got his majority and the command of the divisional machine-guns. After the Armistice he tried frantically to get home, but some complication or misunderstanding sent him to Oxford instead. He was worried now - there was a quality of nervous despair in Daisy's letters. She didn't see why he couldn't come. She was feeling the pressure of the world outside, and she wanted to see him and feel his presence beside her and be reassured that she was doing the right thing after all.

For Daisy was young and her artificial world was redolent of orchids and pleasant, cheerful snobbery and orchestras which set the rhythm of the year, summing up the sadness and suggestiveness of life in new tunes. All night the saxophones wailed the hopeless comment of the "Beale Street Blues" while a hundred pairs of golden and silver slippers shuffled the shining dust. At the gray tea hour there were always rooms that throbbed incessantly with this low, sweet fever, while fresh faces drifted here and there like rose petals blown by the sad horns around the floor.

Through this twilight universe Daisy began to move again with the season; suddenly she was again keeping half a dozen dates a day with half a dozen men, and drowsing asleep at dawn with the beads and chiffon of an evening dress tangled among dying orchids on the floor beside her bed. And all the time something within her was crying for a decision. She wanted her life shaped now, immediately - and the decision must be made by some force - of love, of money, of unquestionable practicality - that was close at hand.

That force took shape in the middle of spring with the arrival of Tom Buchanan. There was a wholesome bulkiness about his person and his position, and Daisy was flattered. Doubtless there was a certain struggle and a certain relief. The letter reached Gatsby while he was still at Oxford.

1. Speak on the subject-matter of the passage. What SDs are used in the first paragraph to show the mood of the characters after World War I?
2. Analyse the stylistic peculiarities (syntactical and phonetic) in the sentence "She was feeling the pressure of the world outside, and she wanted to see him and feel his presence beside her and be reassured that she was doing the right thing after all."
3. What EMs and SDs stress the contradictory character of bourgeois society? (Pick out epithets, contextual antonyms, oxymoronic combinations, etc.)
4. Analyse the SDs of zeugma in the sentence "There was a wholesome bulkiness about his person and his position", and say how it reveals the author's attitude to Tom Buchanan.
5. Analyse the last two paragraphs of the passage. Comment on the implication suggested by a kind of antithesis "Doubtless there was a certain struggle and a certain relief, and the unpredictability of the clinching sentence".
6. Summing up the analysis discuss the SDs used to describe Daisy's "artificial world".

Критерии оценивания комплексного анализа текста

Оценка «отлично» – студент уверенно и самостоятельно применяет навыки анализа и интерпретации языкового текста на практике, демонстрируя исследовательские способности, свободно владеет терминологическим аппаратом стилистики, эффективно применяет существующие методы и приемы анализа и интерпретации языкового материала.

Оценка «хорошо» – студент умеет применять на практике навыки анализа и интерпретации языкового текста, не испытывает затруднений в формулировании и использовании существующих методов и приемов анализа и интерпретации языкового текста.

Оценка «удовлетворительно» – студент недостаточно уверенно применяет навыки анализа и интерпретации языкового текста, испытывает трудности в формулировании и использовании существующих методов и приемов анализа языковых текстов.

Оценка «неудовлетворительно» – студент не знает базовые понятия стилистики, не владеет навыками анализа и интерпретации языкового текста, не использует приемы анализа и интерпретации языковых текстов.

4. Оценочные материалы для проверки остаточных знаний (сформированности компетенций)

Тест (ИОПК-2.1)

Task 1. Fill in the gap with the proper term:

_____ (or rarely echoism) is the use or creation of a word that phonetically imitates, resembles, or suggests the sound that it describes.

Key: Onomatopoeia

Task 2. Choose the correct variant:

Graphon is a polyfunctional SD. One of its functions is _____

- a) to add to the rhythm of the utterance
- b) to lend the flavour of formality
- c) to individualize the character's speech
- d) to create the tension of expectation

Key: c

Task 3. Match the functional style and its communicative aim:

1. Brief news items	a) to influence the public opinion, to convince readers and listeners of something and make them accept the point of view
2. Journalistic essay	b) to give objective information
3. Charter	c) to prove a hypothesis and to describe laws and new phenomena
4. Scientific article	d) to state the conditions binding two parties in an undertaking

Ключ: 1b, 2a, 3d, 4c

Task 4. Choose one answer to the question:

The special literary vocabulary of the English language does NOT include

- a) archaisms
- b) poetic words
- c) foreign words
- d) professionalisms

Ключ: d

Task 5. Choose one correct answer

A figure of speech that uses "like" or "as" to compare two dissimilar things is called:

- a) onomatopoeia
- b) simile
- c) alliteration
- d) personification
- e) metaphor

Ключ: b

Тест (ИОПК-2.2)

Task 6. Choose one correct answer

The sentence “A bittersweet feeling came over her” contains

- a) pun b) irony c) oxymoron d) antonomasia

Key: c

Task 7. Choose one correct answer

The sentence “He could sell ice to an Eskimo” contains

- a) pun b) irony c) hyperbole d) antonomasia

Key: c

Task 8. Choose one correct answer

The sentence “Who will pass the Mary Poppin’s test?” contains

- a) allusion b) cliche c) proverb d) antonomasia

Key: a

Task 9. Choose one correct answer:

The sentence “You don’t know what is a nice – a beautiful, nice – gift I’ve got to you” contains

- a) repetition b) detachment c) anadiplosis d) gap sentence link

Key: b

Task 10. Choose one correct answer:

The sentence “And the coach, and the coachman, and the horses, rattled, and jangled, and whipped, and cursed, and swore, and tumbled on together, till they came to Golden Square” contains

- a) polysyndeton b) anaphora c) anadiplosis d) asyndeton

Key: b)

Тест (ИОПК 2.3)

Task 11. In the novels *The Wind in the Willows* by K. Graham, *Watership Down* by R. Adams, *The Tale of Peter Rabbit* by B. Potter nonhuman entity, here – animals, consciously behaving like humans. What do we call this literary device?

Key: anthropomorphism

Задачи (ИОПК 2.3)

Task 12. Read the following extract from a letter to an insurance company. Determine at least 3 cases of wrong register use and propose your substitutions.

On 12 December, contrary to my usual practice, which is to park my car in the car park where I work, I left it in the street next to the car park. On that particular day I wished to make a quick start to my journey home. At 5 p.m. I left my office and walked to the car. I couldn’t believe it – someone had smashed into it, while parked. There was some damage, fairly not bad, to the front of the car, but it would still go.

Key: Sample variants: in the car park where I work – my company car park, to make a quick start – without delay; I couldn't believe it – to my surprise; someone had smashed into it – it had been involved in a collision; fairly not bad - fairly minor; it would still go – it could still be driven.

Задачи (ИОПК-4.2)

Task 13. Read the fragment from *The Wind in the Willows* by K. Graham. Find what is foregrounded here, what stylistic devices are used and their effect.

The Mole had been working very hard all the morning, spring-cleaning his little home. First with brooms, then with dusters; then on ladders and steps and chairs, with a brush and a pail of whitewash; till he had dust in his throat and eyes, and splashes of whitewash all over his black fur, and an aching back and weary arms.

Key: repetition of conjunctions “and” and “with” (anaphora) to create monotonous tempo and the effect of weariness.

Task 14. Analyze the following fragment from the stylistic position. Determine the central image and devices used to support it.

From that day on, thundering trains loomed in his dreams - hurtling, sleek, black monsters whose stack pipes belched gobs of serpentine smoke, whose seething fireboxes coughed out clouds of pink sparks, whose pushing pistons sprayed jets of hissing steam - panting trains that roared yammeringly over farflung, gleaming rails only to come to limp and convulsive halts - long, fearful trains that were hauled brutally forward by red-eyed locomotives that you loved watching as they (and you trembling) crashed past (and you longing to run but finding your feet strangely glued to the ground). (Wr.)

Key: The central image is “trains – monsters”. It is a nucleus of the complex metaphor supported by verbal metaphors and metaphorical epithets (loom, hurtle, belch, seethe, cough out, serpentine, pant, roar, yammer, limp, red-eyed)

Task 15. The following excerpt from a monograph contains lexical items that belong to different stylistic sub-groups of the English vocabulary. Classify the italicized words and expressions into three groups: (a) common literary words and expressions; (b) linguistic terms and expressions; (c) psychological terms and expressions.

The concept of the sentence

There are two preliminary remarks one can make: the first, not an entirely frivolous one, is that in attempting to discuss in this section ‘the concept of the *sentence*’, one is in fact unavoidably talking about the material that is actually being used in the section to describe the nature and *construction of sentences* – one is using an extensive collection of sentences, *samples* of actual sentences, in a continuous stream of *discourse*, to attempt to arrive at a view of the nature of ‘the sentence’. This is a striking example of the *self-reflexive property* of language, to which *reference has been made* on several occasions earlier.

(Allott R. “The Natural Origin of Language: The Structural Inter-Relation of Language, Visual Perception and Action”)

Key:

- a) sample, reference has been made
- (b) sentence, discourse, theoretical sentence, construction of sentences
- (c) self-reflexive property

Task 16. Read the following article from “USA Today” (December 11, 2006). Pick out at least 5 words and word combinations that are typical of newspaper style. Suggest Russian equivalents.

Annan Blasts U.S. in Farewell

In a farewell speech on U.S. soil today, retiring United Nations Secretary-General Kofi Annan plans to deliver a tough critique of President Bush’s policies. He will accuse the administration on trying to secure the United States from terrorism by dominating other nations through force, committing what he termed human rights violations and shunning global coalitions. Annan’s remarks, provided to USA TODAY by his office, list guiding principles for international relations, among them “respect for human rights and the rule of law”. These ideas can be advanced only “if America remains true to its principles, including in the struggle against terrorism. Annan acknowledges terrorism and other global threats but cautions against nations acting alone. “Against such threats as these, no nation can make itself secure by seeking supremacy over all others,” the speech says. “Annan’s legacy will be one of missed opportunity and failed leadership,” said Coleman, who urged Annan to resign last year. “The U.N. is still in desperate need of greater transparency, accountability and management reform.”

Key: in a farewell speech – в прощальной речи; to deliver a tough critique of – выступить с жесткой критикой; guiding principles for international relations – руководящие принципы международных отношений; respect for human rights and the rule of law – уважение прав человека и верховенства закона; remains true to its principles – останется верной своим принципам; acknowledges terrorism and other global threats but cautions against nations acting alone – Аннан признает терроризм и другие глобальные угрозы, но предостерегает страны от действий в одиночку; missed opportunity and failed leadership – упущеные возможности и неудачное руководство; in desperate need of greater transparency – отчаянно нуждается в большей прозрачности.

Информация о разработчиках

Гореницева Валентина Николаевна, канд. филол. наук, доцент каф. романо-германской и классической филологии филологического факультета ТГУ