МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
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«ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ»
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Кафедра индоевропейских и восточных языков

УТВЕРЖДЕН
на заседании кафедры
Протокол от «28» апреля 2023 г., №10

Зав. кафедрой   Харитонова Е.Ю.

ФОНД
ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине Стилистика первого иностранного языка
(английский)

Направление подготовки 44.03.01 Педагогическое образование

Профиль подготовки Иностранный язык (английский) (китайский или испанский языки)

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Содержание

1.Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

Код и наименование компетенции	Этапы формирования
УК-1. Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач	1.Работа на учебных занятиях 2.Самостоятельная работа
ПК-10. Способен использовать систему лингвистических знаний, включающую в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей	1.Работа на учебных занятиях 2.Самостоятельная работа
ПК-11. Способен свободно выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации	1.Работа на учебных занятиях 2.Самостоятельная работа

2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

Оцениваемые компетенции	Уровень сформированности	Этап формирования	Описание показателей	Критерии оценивания	Шкала оценивания
УК-1.	Пороговый	1. Работа на лекционных и практических занятиях 2. Самостоятельная работа.	**Знать:** -стандартные методики поиска информации **Уметь:** -анализировать и обрабатывать материал	конспект, тест	Шкала оценивания теста, шкала оценивания конспекта
	Продвинутый	1. Работа на лекционных и практических занятиях 2. Самостоятельная работа.	**Знать:** -стандартные методики поиска информации **Уметь:** -анализировать и обрабатывать материал исследования **Владеть:**	конспект, тест, доклад	Шкала оценивания теста, шкала оценивания конспекта, шкала оценива

			-стандартными методиками поиска, анализа и обработки материала исследования		ния доклада
	Пороговый	1.Работа на лекционных и практических занятиях 2.Самостоятельная работа	**Знать:** основные понятия и термины стилистики; **Уметь:** анализировать языковые явления, применять методы исследования стилистических приёмов и выразительных средств;	конспект, тест	Шкала оценивания теста, шкала оценивания конспекта
ПК-10.	Продвинутый	. 1.Работа на лекционных и практических занятиях 2.Самостоятельная работа	**Знать:** основные понятия и термины стилистики; **Уметь:** анализировать языковые явления, применять методы исследования стилистических приёмов и выразительных средств; **Владеть:** методами стилистического анализа, используемыми в современных исследованиях	конспект, тест, доклад	Шкала оценивания теста, шкала оценивания конспекта, шкала оценивания доклада
ПК-11.	Пороговый	1.Работа на лекционных и практических занятиях 2.Самостоятельная работа	**Знать** особенности композиционного членения текста **Уметь** анализировать тексты разной функционально-	конспект, тест	Шкала оценивания теста, шкала оценивания ния

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			стилевой и жанровой принадлежности		конспекта
	Продви нутый	1.Работа на лекционных и практических занятиях 2.Самостоятельна я работа	**Знать** особенности композиционного членения текста **Уметь** анализировать тексты разной функционально-стилевой и жанровой принадлежности **Владеть** навыками научного подхода к работе над текстом и адекватного изложения его результатов на английском языке, как в устной, так и письменной форме.	конспект, тест, доклад	Шкала оценива ния теста, шкала оценива ния конспект а, шкала оценива ния доклада

Шкала оценивания тестового задания

Критерии оценивания	Баллы
Выполнено правильно как минимум 80% заданий	20 баллов
Выполнено правильно как минимум 60% заданий	18 баллов
Выполнено правильно как минимум 40% заданий	13 баллов
Выполнено правильно менее 40% заданий	8 баллов

Шкала оценивания доклада

Критерии оценивания	Баллы
Представленный доклад свидетельствует о проведенном самостоятельном исследовании с привлечением различных источников информации; во время выступления продемонстрированы коммуникативные и рефлексивные умения.	30 баллов
Представленный доклад свидетельствует о проведенном исследовании с привлечением различных источников информации, однако исследование выполнено не самостоятельно, допущены ошибки в изложении материала	25 баллов
Представленный доклад свидетельствует о проведенном исследовании, однако слабо отражает знакомство с предметом/не соответствует теме исследования, исследование выполнено не самостоятельно, допущены ошибки в изложении материала	20 баллов
Представленный доклад не отражает знакомство с предметом/не соответствует теме исследования, исследование выполнено не	15 баллов

самостоятельно, допущены ошибки в изложении материала

Шкала оценивания конспекта

Критерии оценивания	Баллы
Представленный конспект отражает тему структурно и систематизировано, при этом в полной мере раскрывает как основные, так и дополнительные аспекты темы, а также внутренние связи и закономерности; раскрыты необходимые понятия, упомянуты термины, имена персоналий, связанных с темой	20 баллов
Представленный конспект отражает тему достаточно структурно, однако некоторые аспекты темы / внутренние связи / закономерности / необходимые понятия / термины / имена персоналий, связанных с темой не представлены	17 баллов
Представленный конспект отражает тему недостаточно структурно и систематизировано, отсутствуют важные аспекты темы / внутренние связи / закономерности / необходимые понятия / термины / имена персоналий, связанных с темой	12 баллов
Представленный конспект не отражает тему в систематизированном виде, отсутствуют структурное представление необходимых аспектов темы / внутренних связей / закономерностей / понятий / терминов / имен персоналий, связанных с темой	7 баллов

3. Контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

УК-1. Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач

Знать: стандартные методики поиска информации

Задания, необходимые для оценивания сформированности УК-1 на пороговом и продвинутом уровне.

Перечень тестов

TEST 1

1. These groups of vocabulary contain a number of subgroups:
a) literary and neutral
b) literary and colloquial
c) colloquial and neutral

2. This layer is unrestricted in use and can be employed in all styles:
a) neutral
b) literary
c) colloquial

3. Standard English vocabulary includes:

a) common literary, neutral and common colloquial
b) special literary, common literary and neutral
c) neutral, common colloquial and special colloquial

4. The aim of jargonisms is:
   a) to make the speech more vivid and expressive
   b) to indicate peculiarities of different groups of people
   c) to preserve secrecy within a social group

5. Professionalisms are easily decoded by:
   a) ordinary people
   b) people linked by common occupation and common social interests
   c) teenagers

6. The function of terms is:
   a) to create the atmosphere of poetry
   b) to indicate the technical peculiarities
   c) to maintain the exactness of expression

7. Poetic words and expressions are called upon:
 a) to sustain the special elevated atmosphere of poetry
 b) to characterize personages through their speech
 c) to indicate technical peculiarities

8. Barbarisms are:
a) the words which were used in old English
b) the words which are below the standard of usage in present day English
c) the words of foreign origin which have not entirely been assimilated into the English language.

9. Nonce-word is a type of:
a) neologism
b) term
c) dialectal word

10. Special colloquial vocabulary falls into:
    a) four groups
    b) five groups
    c) six groups

TEST 2
 1. What is an effective way of supplying information about the speaker's origin, social and educational background, physical or emotional condition, etc?
A) Assonance
B) Alliteration
C) Onomatopoeia
D) Graphon

E) Metonymy

2. What does graphon indicate?

A) Standard pronunciation

B) irregularities or carelessness of pronunciation

C) the use of words whose sounds imitate those of the signified object or action

D) the repetition of consonants, usually-in the beginning of words

E) the repetition of similar vowels, usually in stressed syllables

3. The words "sellybrated" (celebrated), "bennyviolent" (benevolent), "illygitmit" (illegitimate), "jewinile" (juvenile) are examples of:

A) Assonance

B) Alliteration

C) Onomatopoeia

D) Graphon

E) Metonymy

4. The following "gimme" (give me), "lemme" (let me), "gonna" (going to), "gotta" (got to) are examples of:

A) Assonance

B) Alliteration

C) Onomatopoeia

D) Graphon

E) Metonymy

5. To purely *graphical means,* not involving the violations, we should refer:

A) Italics

B) Capitalization

C) Hyphenation

D) Multiplication

E) All the above-mentioned means

6. The following phrase "А1Ш1 aboarrrrrd" is an example of:

A) Italics

B) Capitalization

C) Hyphenation

D) Multiplication

E) Metaphor

7. The following phrase: "Help. Help. HELP." is an example of:

A) Italics

B) Capitalization

C) Hyphenation

D) Multiplication

E) Metaphor

8. The following phrase: "grinning like a chim-pan-zee" is an example of:

A) Italics

B) Capitalization

C) Hyphenation

D) Multiplication

E) Alliteration

9. The following phrase: "Streaked by a quarter moon, the Mediterranean shushed gently into the beach" is an example of:
A) Assonance
B) Alliteration
C) Onomatopoeia
D) Irony
E) Hyperbole
10. The following phrase: "He swallowed the hint with a gulp and a gasp and a grin" is an example of:
A) Assonance
B) Alliteration
C) Onomatopoeia
D) Metaphor
E)   Metonymy

Задания по составлению конспекта лекции по следующим темам:

1. Связь и отличие стилистики от смежных лингвистических дисциплин.
2. Разновидности стилистики.
3. Общая стилистика и частные стилистики.
4. Функциональная стилистика.
5. Практическая стилистика.
6. Статическая стилистика.
7. Стилистика кодирования и декодирования.

Уметь: анализировать и обрабатывать материал Задания, необходимые для оценивания сформированности УК-1 на пороговом и продвинутом уровне

Перечень тестов
TEST 3
1. Archaisms are:
A) words denoting objects, processes, phenomena of science, humanities, technique
B) words denoting such concepts and phenomena that have gone out of use in modern times
C) words, used by most speakers in very informal communication, highly emotive and expressive
D) words, used by limited groups of people, united socially
E) barbarisms and foreign words
2. *Vulgarisms* are:
A) coarse words with a strong emotive meaning, mostly derogatory, normally avoided in polite conversation
B) words denoting objects, processes, phenomena of science, humanities, technique
C) words denoting such concepts and phenomena that have gone out of use in modern times
D) words, used by most speakers in very informal communication, highly emotive and expressive
E)   words, used by limited groups of people
3. *Dialectal words* are:
A) normative and devoid of any stylistic meaning in regional dialects, but used outside of them, carry a strong flavour of the locality where they belong
B) words denoting such concepts and phenomena that have gone out of use in modern times

C) words, used by most speakers in very informal communication, highly emotive and expressive

D) words, used by limited groups of people

E) barbarisms and foreign words

4. In the USA the following dialectal varieties are distinguished:

A) New England, Southern and Midwestern (Central, Midland)

B) Northern and Southern

C) Eastern and Western

D) Northern, Southern and Eastern

E) Northern, Southern and Western

5. In Great Britain four major dialects are distinguished:

A) Lowland Scotch. Northern, Midland (Central) and Southern

B) Northern, Southern, Eastern and Western

C) New England, Southern, Northern and Midwestern

D) Highland. Northern, Southern and Western

E)   New England, Southern, Eastern and Midwestern

6. Poetic and Highly literary words belong to_____layer

A) Neutral

B) Colloquial

C) Literary

D) Both Colloquial and Literary

E) Both Neutral and Colloquial

7. The actual situation of the communication has evolved two varieties of language:

A) Monological and dialogical varieties of language

B) The language of gestures and body

C) The spoken and written varieties

D) Syntactical and lexical varieties of language

E) Phonetic and morphological varieties

8. Poetic words are...

A) antiquated or obsolete words replaced by new ones

B) words denoting such concepts and phenomena that have gone out of use in modern times

C) archaic words with the fixed sphere of usage in poetry and elevated prose and with the function of imbuing the work of art with a lofty poetic colouring

D) archaic forms of otherwise non-archaic words

E) barbarisms and foreign words

9. Syntactical stylistic devices are...

A)   SD based on the binary opposition of lexical meanings regardless of the syntactical organization of the utterance

B) SD based on the binary opposition of syntactical meanings regardless of their semantics

C) SD based on the binary opposition of lexical meanings accompanied by fixed syntactical organization of employed lexical units

D) SD based on the opposition of meanings of graphical elements of the language

E) SD based on the opposition of meanings of phonological elements of the language

10. Lexical stylistic devices are...

A)   SD based on the binary opposition of lexical meanings regardless of the syntactical organization of the utterance

B) SD based on the binary opposition of syntactical meanings regardless of their semantics

C) SD based on the binary opposition of lexical meanings accompanied by fixed syntactical organization of employed lexical units

D) SD based on the opposition of meanings of graphical elements of the language

A) SD based on the opposition of meanings of phonological elements of the language

TEST 4

1. Phonetical stylistic means are ...

A)   SD based on the binary opposition of lexical meanings regardless of the syntactical organization of the utterance

B) SD based on the binary opposition of syntactical meanings regardless of their semantics

C) SD based on the binary opposition of lexical meanings accompanied by fixed syntactical organization of employed lexical units

D) SD based on the opposition of meanings of graphical elements of the language

E) SD based on the opposition of meanings of phonological elements of the language

2. The irony is ...

A) The stylistic device based on simultaneous realization of two logical meanings - dictionary and contextual, but the two meanings stand in opposition to each other.

B) A combination of two words in which the meaning of the two clash, being opposite in sense.

C) The stylistic device based on the interplay between the logical and nominal meanings of a word.

D) Is a word phrase used to replace an unpleasant word or expression by a conventionally more acceptable one.

E) The stylistic device based on the interaction of two well-known meanings of a word or phrase.

3. Alliteration is:

A)   A phonetic stylistic device which aims at impacting melodic effect to the utterance. The essence of this device lies in the repetition of similar sounds, in particular consonants sounds.

B)   A combination of speech-sounds which aims at imitating sounds produced in nature (wind, sea, thunder, etc.), by things (machines or tools, etc.), by people (sighing, laughter, etc.), and by animals.

C)   A repetition of identical or similar terminal sound combination of words.

D)   A phonetic stylistic device based on the combination of the ideal metrical scheme and the variations of it, variations which are governed by the standard.

E)   The stylistic device based on the interplay between the logical and nominal meanings of a word.

4. Define the type of transference in "foot of a bed"

A)   metaphor

B)   synonymy

C)   antonymy

D)   metonymy

E)   homonymy

5. Expressive means of a language are:

A)   The conscious and intentional intensification of some typical, structural and semantic property of a language unit promoted to a generalized status and thus becoming a generative model

B) Those phonetic, morphological, word-building, lexical, phraseological and syntactical forms existing in a language as-a-system for the purpose of logical and emotional intensification of the utterances.

C) The systems of interrelated language means that serves a definite aim in communication

D) a unique combination of language units (expressive means and stylistic devices) peculiar to a given writer, which makes that writer's works or even utterances easily recognizable

E) Linguo-stylistics, a branch of general linguistics

6. Lexico-syntactical stylistic devices are:

A) SD based on the binary opposition of lexical meanings regardless of the syntactical organization of the utterance

B) SD based on the binary opposition of syntactical meanings regardless of their semantics

C) SD based on the binary opposition of lexical meanings accompanied by fixed syntactical organization of employed lexical units

D) SD based on the opposition of meanings of graphical elements of the language

E) SD based on the opposition of meanings of phonological elements of the language

7. Find simile in the sentences:

A) She was a teacher

B) I like darkness so much

C) I like chocolate

D) She was like a beautiful exotic flower

E) I like little stones very much

8. Find metonymy in the sentences:

A) I translate an article

B) I read a lot of books

C) I like ice-cream

D) I book a set in the theatre

E) I never read Balzac.

9. Stylistic device of language is:

A) The conscious and intentional intensification of some typical, structural and semantic property of a language unit (neutral or expressive) promoted to a generalized status and thus becoming a generative model.

B) Those phonetic, morphological, word-building, lexical, phraseological and syntactical forms existing in a language as-a-system for the purpose of logical and emotional intensification of the utterances.

C) The systems of interrelated language means that serves a definite aim in communication

D) Is a unique combination of language units (expressive means and stylistic devices) peculiar to a given writer, which makes that writer's works or even utterances easily recognizable

E) Linguo-stylistics, a branch of general linguistics

10. Graphical stylistic means are:

A) SD based on the binary opposition of lexical meanings regardless of the syntactical organization of the utterance

B) SD based on the binary opposition of syntactical meanings regardless of their semantics

C) SD based on the binary opposition of lexical meanings accompanied by fixed syntactical organization of employed lexical units

D) SD based on the opposition of meanings of graphical elements of the language

E) SD based on the opposition of meanings of phonological elements of the language

Задания по составлению конспекта лекции по следующим темам:
1. Общенародный и литературный английский язык.
2. Устные и письменные разновидности английского языка
3. Официальные и неофициальные регистры,
4. Диалекты и социолекты.

Владеть: стандартными методиками поиска, анализа и обработки материала исследования
Задания, необходимые для оценивания сформированности УК-1 на продвинутом уровне

Перечень тестов

TEST 5
Identify lexical stylistic devices and choose the right variant.

1. It was a representative gathering.
a) metaphor
b) metonymy
c) pun
2. The swiftest traveller is he that goes on foot.
a) paradox
b) oxymoron
c) euphemism
3. It is better to be looked over than to be overlooked.
a) zeugma
b) irony
c) pun
4. The hospital was crowded with the surgically interesting products of
the fighting in Africa.
a) metaphor
b) periphrasis
c) paradox
5. She has broken his heart and, in despair, he has broken his guitar.
a) oxymoron
b) metaphor
c) euphemism
6. Some books are to be tasted, others swallowed, and some few to be
chewed and digested.
a) metonymy
b) zeugma
c) metaphor
7. The little woman, for she was of pocket size, crossed her hands solemnly.
a) irony
b) understatement
c) epithet

8. You have a lot of work to do, so I'll lend you a hand.
a) hyperbole
b) metonymy
c) periphrasis
9. In private I should call him a liar. In the press you should use the
words "Reckless disregard for truth".
a) euphemism
b) understatement

c) paradox

10. There are three doctors in an illness like yours. I don't mean only myself, my partner and the radiologist who does your X-rays, the three I am referring to are Dr. Rest, Dr. Diet, Dr. Fresh air.
a) periphrasis
b) allusion
c) antonomasia

TEST 6

Fill in the missing words.

1. … is a figure of speech in which the name of an object or concept is replaced with a word closely related to or suggested by the original.

2. Lexical stylistic devices that are based on the interaction of primary and derivative meanings are…

3. Decomposition of set phrases is … .

4. Reference to some literary, historical, mythological, biblical, etc. character or event commonly known is named … .

5. When a paradox is compressed into two words we deal with ….

Give definitions to the following terms.

6. Antonomasia is … .

7. Zeugma is … .

8. Epithet is … .

9. Irony is … .

10. Synecdoche is … .

Задания по составлению конспекта лекции по следующим темам:
1. Классификация словарного языка проф. И.Р. Гальперина.
2. Литературный пласт лексики: нейтральная лексика, литературно-книжная лексика общего характера, разговорная лексика общего характера.

Перечень тем для докладов:

1. Особенности употребления неологизмов в публицистике (на материале газеты).
2. Функционирование и роль фразеологизмов в современной публицистике (на материале газеты).
3. Особенности использования различных видов тропов в публичной речи.
4. Стилистическое использование различных видов тропов в художественной речи. (Автор и произведение – по выбору студента).
5. Стилистическое использование различных видов тропов в публицистике.
6. Стилистическое использование различных типов простого предложения в публицистике.
7. Стилистическое использование однородных членов предложения в рассказах.
8. Возможности полисемии в создании художественного текста (на примере отдельных произведений).
9. Возможности полисемии в создании публицистического текста.
10. Стилистическое использование многозначности слова.

ПК-10. Способен использовать систему лингвистических знаний, включающую в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей

Знать: основные понятия и термины стилистики;
Задания, необходимые для оценивания сформированности ПК-10 на пороговом и продвинутом уровне

TEST 7

1. The aim of jargon is:
   a) to depict the natural speech of a character
   b) to preserve secrecy within a social group
   c) to characterize person of a certain locality

2. Professionalisms are the words used in:
   a) poems
   b) a definite trade or by people by common interests both at work or at home
   c) the belles- lettres style

3. "Don't look so *miz"* is:
   a) a common colloquial word
   b) a term
   c) a dialectal word

4. The following notion denotes objects, processes, phenomena of science, humanities, technique:
   a) poetical words   c) terms
   b) barbarisms   d) archaic words

5. The notion which doesn't refer to the process of aging of words:
   a) archaic words   c) obsolescent words
   b) nonce-words   d) obsolete words

6. Nonce-words are coined:
   a) to suit one particular occasion created by writers
   b) to create a realistic background to historical novels
   c) to reflect an objective reality, not familiar to the English-speaking community

7. «She had said "Au revoir!" Not good-bye!» (G. Galsworthy).
The underlined word refers to:
   a) terms   c) poetical words
   b) barbarisms   d) archaic words

8. _____ are usually italicized in the text.
   a) Barbarisms   c) Poetic words
   b) Foreignisms   d) Archaic words

9. The group of words considered as not having a special stylistic colouring:
 a) neutral words:
 b) literary words
 c) colloquial words

10. The group of words used by most speakers in very informal communication, highly emotive, expressive which lose their originality rather fast and are replaced by newer formations:
 a) jargonisms
 b) vulgarisms
 c) slang

TEST 8
1. What is onomatopoeia?
A) the repetition of consonants, usually-in the beginning of words
B) the use of words whose sounds imitate those of the signified object or action
C) the stylistic device based on simultaneous realization of two logical meanings - dictionary and contextual, but the two meanings stand in opposition to each other.
D) a combination of two words in which the meaning of the two clash, being opposite in sense.
E) the repetition of similar vowels, usually in stressed syllables
2. What is alliteration?
A) the repetition of consonants, usually-in the beginning of words
B) the use of words whose sounds imitate those of the signified object or action
C) the repetition of similar vowels, usually in stressed syllables
D) The stylistic device based on simultaneous realization of two logical meanings - dictionary and contextual, but the two meanings stand in opposition to each other.
E) A combination of two words in which the meaning of the two clash, being opposite in sense.
3. What is assonance?
A) the repetition of consonants, usually-in the beginning of words
B) the use of words whose sounds imitate those of the signified object or action
C) the repetition of similar vowels, usually in stressed syllables
D) The stylistic device based on simultaneous realization of two logical meanings - dictionary and contextual, but the two meanings stand in opposition to each other.
E) A combination of two words in which the meaning of the two clash, being opposite in sense
4. Such words as "hiss", "bowwow", "murmur", "bump", "grumble", "sizzle" and many more are examples of:
A) Assonance
B) Alliteration
C) Onomatopoeia
D) Metaphor
E) Metonymy
5. What two phonetic stylistic devices may produce the effect of *euphony or cacophony?*
A) Assonance and Alliteration
B) Capitalization and Multiplication
C) Onomatopoeia and Assonance
D) Metaphor and Metonymy
E) Irony and Epithet

6. What is *euphony?*

A) a sense of ease and comfort in pronouncing or hearing

B) *a* sense of strain and discomfort in pronouncing or hearing

C) the repetition of similar vowels, usually in stressed syllables

D) The stylistic device based on simultaneous realization of two logical meanings - dictionary and contextual, but the two meanings stand in opposition to each other.

E) A combination of two words in which the meaning of the two clash, being opposite in sense

7. What is *cacophony?*

A) a sense of ease and comfort in pronouncing or hearing

B) *a* sense of strain and discomfort in pronouncing or hearing

C) the repetition of similar vowels, usually in stressed syllables

D) The stylistic device based on simultaneous realization of two logical meanings - dictionary and contextual, but the two meanings stand in opposition to each other.

E) A combination of two words in which the meaning of the two clash, being opposite in sense

8. As an example of_____the famous lines of E.A. Poe may serve:

...silken sad uncertain

rustling of each purple curtain...

A) Metaphor

B) Metonymy

C) Irony

D) Euphony

E) Cacophony

9. An example of_____is provided by the unspeakable combination of sounds found

in R. Browning: Nor soul helps flesh now more than flesh helps soul.

A) Assonance

B) Alliteration

C) Onomatopoeia

D) Euphony

E) Cacophony

10. The given definition: "intentional violation of the graphical shape of a word (or word combination) used to reflect its authentic pronunciation" is true for:

A) Assonance

B) Alliteration

C) Onomatopoeia

D) Graphon

E) Metonymy

Задания по составлению конспекта лекции по следующим темам:
1. Термины науки и техники.
2. Архаизмы, историзмы.
3. Поэтизмы.
4. Варваризмы, иностранные слова.

Уметь: анализировать языковые явления, применять методы исследования стилистических приёмов и выразительных средств;

Задания, необходимые для оценивания сформированности ПК-10 на пороговом и продвинутом уровне

TEST 9
1. The word-stock of any given language can be roughly divided into the following groups:
A) Literary, neutral and colloquial vocabulary
B) Literary and colloquial vocabulary
C) Only literary
D) Only colloquial
E) Neutral and colloquial
2. What do Literary words serve to satisfy?
A) communicative demands of official, scientific, poetic messages
B) non-official everyday communicative demands
C) communicative demands of official messages
D) communicative demands of poetic messages
E)   communicative demands of scientific messages
3. What do colloquial words serve to satisfy?
A) communicative demands of official, scientific, poetic messages
B) non-official everyday communicative demands
C) communicative demands of official messages
D) communicative demands of poetic messages
E)   communicative demands of scientific messages
4. The biggest division of vocabulary is made up of:
A) Literary words
B) Colloquial words
C) Neutral words
D) Historical words
E) Poetic words
5. Where can we find literary words?
A) in authorial speech, descriptions, considerations
B) in the types of discourse, simulating (copying) everyday oral communication
C) in the dialogue (or interior monologue) of a prose work.
D) In streets
E)   At home
6. The main source of synonymy and polysemy are considered to be
A)   Colloquial words
B)   Neutral words
C)   Literary words
D)   Neutral and common literary words
E)   Neutral and common colloquial words.
7. What two major subgroups constitute special literary words?
A) Terms and archaisms
B)   Slang and jargonisms
C) Professionalisms and jargons
D) Argo and slang
E)   Dialectisms and foreignisms

8. Terms are:
A) antiquated or obsolete words replaced by new ones
B) words denoting such concepts and phenomena that have gone out of use in modern times
C) archaic words with the fixed sphere of usage in poetry and elevated prose and with the function of imbuing the work of art with a lofty poetic colouring
D) archaic forms of otherwise non-archaic words
E) words denoting objects, processes, phenomena of science, humanities, technique
9. Archaisms are:
A) words denoting objects, processes, phenomena of science, humanities, technique
B) words denoting such concepts and phenomena that have gone out of use in modern times
C) words, used by most speakers in very informal communication, highly emotive and expressive
D) words, used by limited groups of people
E) barbarisms and foreign words
10. Historical words are...
A) antiquated or obsolete words replaced by new ones
B) words denoting such concepts and phenomena that have gone out of use in modern times
C) archaic words with the fixed sphere of usage in poetry and elevated prose and with the function of imbuing the work of art with a lofty poetic colouring
D) archaic forms of otherwise non-archaic words
E) barbarisms and foreign words

TEST 10
1. "These are expletives and swear words which are of an abusive character, obscene word like "damn", "bloody" etc". *The given definition is appropriate for*
A) Jargon words
B) Colloquial coinages
C) Borrowed words
D) Vulgar words
E) Barbarisms
2. Obsolete words are the words which:
A) have already gone completely out of use but are still recognized by the English-speaking community: e.g. methinks^it seems to me); nay(=no).
B) are no longer recognizable in modern English, words that were in use in Old English and which have either dropped out of the language entirely or have changed their in their appearance so much that they have become unrecognizable, e.g. troth(=faith), a losel(=a worthless, lazy fellow)
C) are in the beginning of the aging process when the word becomes rarely used, i.e. they are in the stage of gradually passing out of general use, e.g. pronouns thy, thee, thine, thouh.
D) are used exactly in Modern English Literature and which are created by the English Contemporary Poets, thus belonging to concrete style of the concrete author, e.g. hateships, weatherology.
E) are generally defined as "a new word or a new meaning for an established word".
3. "it is a recognized term for a group of words that exists in almost every language and whose aim is to preserve secrecy within one or another social group. These are generally old words with entirely new meanings imposed on them". *The given definition is appropriate for:*
A) Jargonisms
B) Barbarisms
C) Vulgarism

D) Terminology

E) Professionalisms

4. Morphological or partial archaisms are...

A) antiquated or obsolete words replaced by new ones

B) words denoting such concepts and phenomena that have gone out of use in modern times

C) archaic words with the fixed sphere of usage in poetry and elevated prose and with the function of imbuing the work of art with a lofty poetic colouring

D) archaic forms of otherwise non-archaic words

E) barbarisms and foreign words

5. Obsolescent words are the words which:

A) have already gone completely out of use but are still recognized by the English-speaking community: e.g. *methinks{—\X* seems to me); *nay{~no).*

B) are no longer recognizable in modern English, words that were in use in Old English and which have either dropped out of the language entirely or have changed their in their appearance so much that they have become unrecognizable, e.g. *troth(=faith), a losel(—a worthless, lazy fellow)*

C) are in the beginning of the aging process when the word becomes rarely used, i.e. they are in the stage of gradually passing out of general use, e.g. pronouns *thy, thee, thine, thouh*

D) are used exactly in Modern English Literature and which are created by the English Contemporary Poets, thus belonging to concrete style of the concrete author, e.g. *hateships, weatherology.*

E) are generally defined as "a new word or a new meaning for an established word".

6. Archaism proper are...

A) antiquated or obsolete words replaced by new ones

B) words denoting such concepts and phenomena that have gone out of use in modern times

C) archaic words with the fixed sphere of usage in poetry and elevated prose and with the function of imbuing the work of art with a lofty poetic colouring

D) archaic forms of otherwise non-archaic words

E) barbarisms and foreign words

7. "These are the words of foreign origin which have not been entirely been assimilated into the English language. They bear the appearance of a borrowing and are left as something alien to the native tongue".
The given definition is appropriate for

A) Jargonisms

B) Vulgarisms

C) Barbarisms and foreignism

D) Archaic, obsolescent and obsolete words

E) Dialectal words.

8. Slang is:

A) words denoting objects, processes, phenomena of science, humanities, technique

B) words denoting such concepts and phenomena that have gone out of use in modern times

C) words, used by most speakers in very informal communication, highly emotive and expressive

D) words, used by limited groups of people

E) barbarisms and foreign words

9. Jargonisms are:

A) words denoting objects, processes, phenomena of science, humanities, technique

B) words denoting such concepts and phenomena that have gone out of use in modern times

C) words, used by most speakers in very informal communication, highly emotive and expressive

D) words, used by limited groups of people

E) barbarisms and foreign words

10. Professionalisms are:

A) words denoting objects, processes, phenomena of science, humanities, technique

B) words denoting such concepts and phenomena that have gone out of use in modern times

C) words, used by most speakers in very informal communication, highly emotive and expressive

D) words, used by limited groups of people, united professionally

E) barbarisms and foreign words

Задания по составлению конспекта лекции по следующим темам:

1. Профессионализмы.
2. Диалектизмы.
3. Просторечие, жаргонизмы, вульгаризмы.
4. Случайные образования (окказиональные слова).

Владеть: методами стилистического анализа, используемыми в современных исследованиях

Перечень тестов

TEST 11

Identify lexical stylistic devices and choose the right variant.

1. Summer was silent as well. In much of what had been the United States, no birds sang, no dogs barked, no frogs croaked, no fish leaped contains … .

a) parallel constructions

b) polysyndeton

c) litotes

2. The heaviest rain, and snow, and hail, and sleet, could boast of the advantage over him in only one respect contains … .

a) polysyndeton

b) ellipses

c) aposiopesis

3. The jail might have been the infirmary, the infirmary might have been the jail contains … .

a) aposiopesis

b) chiasmus

c) antithesis

4. She looked not at all unlike a girl appropriate to a big college weekend contains … .

a) litotes

b) climax

c) asyndeton

5. I think if we wanted to do an adoption, this is an ideal opportunity, but noting says we have to do it now. Or later contains … .

a) ellipsis

b) gap-sentence link

c) detachment

6. Mrs. Nork had a large home and a small husband contains … .

a) gap-sentence link
b) chiasmus
c) antithesis
7. Is it shark? said Brody. The possibility that he at last was going to confront the fish — the beast, the monster, the nightmare- made Brody's heart pound contains … .
a) suspense
b) litotes
c) inversion
8. Obviously, this is a streptococcal infection. Obviously contains … .
a) epihora
b) framing
c) anaphora
9. Little by little, bit by bit, and day by day, and year by year the baron got the worst of some disputed question contains … .
a) climax
b) detachment
c) epithora
10. If you continue your intemperate way of living, in six months' time… contains … .
a) gap-sentence link
b) detachment
c) aposiopesis

TEST 12
Fill in the missing words.
1. The syntactical device used to establish a positive feature through negative constructions is termed…
2. The use of identical words at the beginning of two or more contiguous sentences or verse lines is known as … .
3. Among the devices based on certain principles of colloquial speech production we distinguish … .
4. The aim of chiasmus is … .
5. … belongs to the group of stylistic devices based on the repetition of syntactical pattern, but it has a cross order of words and phrases.
Give definitions to the following terms.
6. Aposiopesis is … .
7. Anadiplosis is … .
8. Question-in-the- narrative is … .
9. Climax is … .
10. Asyndeton is … .

Задания по составлению конспекта лекции по следующим темам:
1. Денотативные и коннотативные компоненты значения.
2. Эмоциональная, оценочная, экспрессивная и стилистическая составляющие коннотации. Их совмещение.

3. Узуальное и окказиональное значение слова.
4. Понятие наглядности и образности. Слово и образ.
5. Взаимодействие прямых и переносных значений слов как фактор стиля. Тропы.

Перечень тем для докладов:
1. Стилистическое использование полисемичных и омонимичных фразеологизмов.
2. Стилистические ресурсы полисемии. Ошибки, связанные с неверным употреблением многозначных слов.
3. Полисемия как основа каламбура.
4. Употребление пословиц и поговорок в пространстве газетного текста.
5. Употребление фразеологизмов в пространстве газетного текста.
6. Эффект обманутого ожидания как фактор стиля.
7. Когнитивная метафора и её функционирование в медиатекстах/ публицистике.
8. Словесная игра и её стилистический потенциал.
9. Виды и стилистические функции повтора.
10. Рифмованный сленг в британском и австралийском вариантах английского языка.

ПК-11. Способен свободно выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации
Знать особенности композиционного членения текста

Задания, необходимые для оценивания сформированности ПК-11 на пороговом и на продвинутом уровне
Перечень тестов
TEST 13
1.The group of words which carry a strong flavour of the locality they belong to:
a) dialectal words
b) terms
c) archaisms

2. Archaisms which denote phenomena no more in use:
 a) obsolete words
 b) historical words
 c) archaic words proper

3. Archaic words proper are:
a) words used in poetry in the 17-19 cc.
b) words denoting historical phenomena which are no more in use
c) words in the course of language history ousted by newer synonymic words or forms

4. Words of foreign origin which haven`t been entirely assimilated into the English language:
a) literary coinages
b) barbarisms
c) poetic words

5. Words expressing strong emotions, mainly annoyance, anger, vexation and the like:
a) vulgarisms

b) colloquial coinages

c) jargonisms

6. Group of words is mainly used in the sentence: "*At noon the hooter and everything died. First, the pulley driving the punch and shears and emery wheels stopped its lick and slap. Simultaneously the compressor providing the blast for a dozen smith-fires went dead.*"

a) slang

b) vulgarisms

c) terms

7. «Cool cat» means:

a) good cat

b) cool boy

c) good idea

8. The following notion doesn't refer to the special colloquial vocabulary:

a) slang   c) dialectal words

b) professionalisms   d) barbarisms

9. Words serve to preserve secrecy within one or another social group:

a) slang   c) jargonisms

b) dialectal words   d) terms

10. The professionalism «block-buster» means:

a) a film full of explosions   c) a bomb especially designed to destroy
                                                         big buildings

b) a thriller

TEST 14

1. The following phrase ""There comes a period in every man's life, but she is just a semicolon in his."" is an example of:

A) Assonance

B) Pun

C) Onomatopoeia

D) Metaphor

E) Metonymy

2. The following phrase "He took his hat and his leave" is an example of:

A) Assonance

B) Zeugma

C) Onomatopoeia

D) Metaphor

E) Metonymy

3. The following phrase "She went home, in a flood of tears and a sedan chair" is an example of:

A) Assonance

B) Zeugma

C) Onomatopoeia

D) Metaphor

E) Metonymy

4. Combination of polysemantic verbs with nouns of most varying semantic groups,which are not connected semantically, is called:

A) Assonance

B) Zeugma

C) Onomatopoeia

D) Metaphor

E) Metonymy

5. When the number of homogeneous members, semantically disconnected, but attached to the same verb, increases, we deal with...

A) Semantically false chains

B) Zeugma

C) Pun

D) Metaphor

E) Metonymy

6. The following case "A Governess wanted. Must possess knowledge of Romanian, Russian, Italian, Spanish, German, Music and Mining Engineering." from S. Leacock may serve an example of:

A) Semantically false chains

B) Zeugma

C) Pun

D) Metaphor

E) Metonymy

7. Zeugma restores the literal original meaning of the word, which also occurs in ...

A) Semantically false chains

B) Violation of phraseological units

C) Pun

D) Metaphor

E) Metonymy

8. The following phrase "Little Jon was born with a silver spoon in his mouth which was rather curly and large" is an example of:

A) Semantically false chains

B) Violation of phraseological units

C) Pun

D) Metaphor

E) Metonymy

9. Which stylistic device rests on the extension of syntactical valency and results in joining two semantically disconnected clauses into one sentence?

A) Semantically false chains

B) Violation of phraseological units

C) Pun

D) Nonsense of non-sequence

E) Metonymy

10. The following phrase "Emperor Nero played the fiddle, so they burnt Rome." is an example of:

A) Semantically false chains

B) Violation of phraseological units

C) Pun
D) Nonsense of non-sequence
E) Metonymy

Задания по составлению конспекта лекции по следующим темам:
1. Исполнительские и авторские фонетические стилистические средства.
2. Звуковой символизм (эвфония), ономатопея, аллитерация, ассонанс, рифма, ритм.
3. Графические стилистические средства.
4. Графическая образность. Графон – искаженная орфография.

Уметь анализировать тексты разной функционально-стилевой и жанровой принадлежности

Задания, необходимые для оценивания сформированности ПК-11 на пороговом и на продвинутом уровне

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Перечень тестов

</div>

TEST 15

1. The following phrase: "Then, with an enormous, shattering rumble, sludge-puff, sludge-puff, the train came into the station." is an example of:
A) Assonance
B) Alliteration
C) Onomatopoeia
D) Metaphor
E) Metonymy

2. State the type of the following graphical expressive means:
Piglet, sitting in the running Kanga's pocket, substituting the kidnapped Roo, thinks:
this shall take
"If   is I never   to
flying   really it." (M.)
A) Italics
B) Capitalization
C) Hyphenation
D) Multiplication
E) Spacing of lines

3. How can we also call a stylistic device (SD)?
A) a trope
B) a functional style
C) expressive means
D) transference
E) jargonism

4. Substitution of the existing names approved by long usage and fixed in dictionaries by new, occasional, individual ones is ...
A) a trope
B) a functional style
C) expressive means
D) transference
E) stylistic device

5. What is a *metaphor?*
A) transference of names based on the associated likeness between two objects
B) likeness between inanimate and animate objects
C) a sense of ease and comfort in pronouncing or hearing
D) *a* sense of strain and discomfort in pronouncing or hearing
E) the repetition of similar vowels, usually in stressed syllables
6. What is *a personification?*
A) likeness between inanimate and animate objects
B) transference of names based on the associated likeness between two objects
C) a sense of ease and comfort in pronouncing or hearing
D) *a* sense of strain and discomfort in pronouncing or hearing
E) the repetition of similar vowels, usually in stressed syllables
7. In "the face of London", or "the pain of the ocean" we deal with ...
A) Assonance
B) Alliteration
C) Onomatopoeia
D) Personification
E) Metonymy
8. Such words as the "pancake", or "ball", or "volcano" for the "sun"; "silver dust", "sequins" for "stars"; "vault", "blanket", "veil" for the "sky" are the examples of:
A) Assonance
B) Alliteration
C) Onomatopoeia
D) Metaphor
E) Metonymy
9. Metaphor can be expressed by:
A) all notional parts of speech
B) only verbs
C) only adjectives
D) only nouns
E) only asdverbs
10. A group of metaphors, each supplying another feature of the described phenomenon, creates ...
A) Assonance
B) Alliteration
C) Onomatopoeia
D) A sustained (prolonged) metaphor
E) Metonymy

TEST 16
1. What lexical SD is based on contiguity (nearness) of objects or phenomena?
A) Assonance
B) Alliteration
C) Onomatopoeia
D) Metaphor
E) Metonymy
2. Which lexical SD is based on the relations between a part and the whole?

A) Assonance
B) Synecdoche
C) Onomatopoeia
D) Metaphor
E) Metonymy

3. The conversational cliche "Will you have another cup?" is a case of...

A) Assonance
B) Alliteration
C) Onomatopoeia
D) Metaphor
E) Metonymy

4. In the following abstract "She wanted to have a lot of children, and she was glad that things were that way, that the Church approved. Then the little girl died. Nancy broke with Rome the day her baby died. It was a secret break, but no Catholic breaks with Rome casually." We can find the examples of:

A) Assonance
B) Alliteration
C) Onomatopoeia
D) Metaphor
E) Metonymy

5. The following phrase ""Some remarkable pictures in this room, gentlemen. A Holbein, two Van Dycks and if I am not mistaken, a Velasquez. I am interested in pictures."" is an example of:

A) Assonance
B) Alliteration
C) Onomatopoeia
D) Metaphor
E) Metonymy

6. The following phrase "You have nobody to blame but yourself. The saddest words of tongue or pen." is an example of:

A) Assonance
B) Alliteration
C) Onomatopoeia
D) Metaphor
E) Metonymy

7. The following phrase "He made his way through the perfume and conversation" is an example of:

A) Assonance
B) Alliteration
C) Onomatopoeia
D) Metaphor
E) Metonymy

8. The following phrase "His mind was alert and people asked him to dinner not for old times' sake, but because he was worth his salt." is an example of:

A) Assonance
B) Alliteration
C) Onomatopoeia
D) Metaphor
E) Metonymy

9. Which lexical SD is also referred as paronomasia?
A) Pun
B) Zeugma
C) Metaphor
D) Metonymy
E) violation of phraseological units
10. What is pun?
A) transference of names based on the associated likeness between two objects
B) a sense of ease and comfort in pronouncing or hearing
C) *a* sense of strain and discomfort in pronouncing or hearing
D) the repetition of similar vowels, usually in stressed syllables
E) the simultaneous realization of two meanings

Задания по составлению конспекта лекции по следующим темам:

1. Метафора. Традиционные и оригинальные метафоры. Простые и сложные метафоры.
2. Метонимия и ее разновидности. Традиционная и контекстуальная метонимия.
3. Ирония.
4. Антономазия и ее разновидности.
5. Эпитет. Традиционные и оригинальные эпитеты. Классификация эпитетов.
6. Полуотмеченные структуры. Оксюморон. Типы оксюморона.
7. Перифраза. Логические и образные перифразы. Эвфемистическая перифраза.
8. Сравнение. Традиционные и индивидуальные сравнения. Отличие сравнения от метафоры.
9. Гипербола.
10. Каламбур, игра слов, зевгма.

Владеть навыками научного подхода к работе над текстом и адекватного изложения его результатов на английском языке, как в устной, так и письменной форме.

Задания, необходимые для оценивания сформированности ПК-11 на продвинутом уровне

Перечень тестов
TEST 17
Choose the right variant.
1. Stylistics is ... .
a) a level discipline which treats the corresponding linguistic level
b) not a level discipline which treats the corresponding linguistic level
c) partially a level discipline which treats the corresponding linguistic
level
2. Expressive means are ... .
a) abstract in nature
b) fixed in dictionaries and grammars
c) abstract in nature but fixed in dictionaries
3. Imagery can be created by … .

a) syntactical stylistic devices

b) lexical stylistic devices

c) both lexical and syntactical stylistic devices

4. Galperin's classification of functional styles embraces

a) 6 groups

b) 7 groups

c) 5 groups

5. Most lexical stylistic devices are based on … .

a) interaction of connotative and denotative meanings

b) interaction of the two different types of the lexical meaning of
a word

c) interaction of tenor and vehicle

6. The main function of the language is

a) aesthetic

b) volitional

c) communicative-intellectual

7. The object of stylistics is

a) one-sided

b) precise

c) many-sided

8. Expressive means and stylistic devices are

a) polyfunctional

b) monofunctional

c) not functional at all

9. At the lexical level stylistics studies

a) a set of morphological, syntactical, transpositional representations

b) tropes

c) graphical shapes of texts

10. One of the brunches of stylistics is termed

a) decoding

b) contextual

c) decoiling

TEST 18

Fill in the missing words.

1. Since stylistics is interested in all the aspects of language, it should be
subdivided into the branches as in linguistics in general, namely: … .

2. The term "standard English vocabulary" comprises … .

3. Literary stylistics studies … .

4. Subject matter of stylistics involves the study of … … by which main
and additional … of … are realized thus securing the effect of the
process of communication.

5. Choice of expressive means and stylistic devices depend on … .

Give definitions to the following terms.

6. Contextual meaning is … .

7. Stylistics is … .

8. Expressive means are … .
9. A stylistic device is … .
10. The norm is … .

Задания по составлению конспекта лекции по следующим темам:
1. Необычное размещение элементов предложения. Инверсия и ее виды. Обособление и его виды.
2. Виды синтаксических повторов. Параллельные конструкции. Частичный или повторный параллелизм. Хиазм.
3. Транспозиция синтаксических структур. Риторический вопрос.
4. Синтаксические способы компрессии. Эллипс.

Перечень тем для докладов:
1. Лексика разговорного регистра в песнях современных популярных групп.
2. Сленг молодёжной среды (в сравнении Британии и России).
3. Краткое содержание произведения (на обложке книги) как тип текста.
4. Образность в произведениях для детей.
5. Своеобразие стиля произведений У. Теккерея (можно других авторов)
6. Прагматика метафоры в англоязычной газетной рецензии.
7. Содержательно-композиционные аспекты выпускного школьного эссе на английском языке.
8. Виды и функции словесной игры (на материале произведений художественной литературы/ рекламных текстов/ печатных средств массовой информации).
9. Речевые средства выражения оценки в средствах массовой информации.
10. Речь персонажей в романе и его киноверсии (на материале романа и кинотекста) (например, Rebecca, David Copperfield, Dead Poets Society или др.).
11. Семантика и прагматика прозвищ в языковой культуре Великобритании.
12. Семантика и прагматика прозвищ в языковой культуре США.
13. Виды и функции стилистически окрашенной лексики в англоязычных медиатекстах.
14. Средства выразительности в современных англоязычных публицистических текстах.
15. Язык интерпретационного анализа англоязычного рассказа.

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Промежуточная аттестация

</div>

УК-1. Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач

Знать: стандартные методики поиска информации
Уметь: анализировать и обрабатывать материал исследования
Владеть: стандартными методиками поиска, анализа и обработки материала исследования

ПК-10. Способен использовать систему лингвистических знаний, включающую в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей

Знать: основные понятия и термины стилистики;
Уметь: анализировать языковые явления, применять методы исследования стилистических приёмов и выразительных средств;

Владеть: методами стилистического анализа, используемыми в современных исследованиях

ПК-11. Способен свободно выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации

Знать особенности композиционного членения текста

Уметь анализировать тексты разной функционально-стилевой и жанровой принадлежности

Владеть навыками научного подхода к работе над текстом и адекватного изложения его результатов на английском языке, как в устной, так и письменной форме.

Вопросы к зачету с оценкой

1. Definitions of style. The subject of stylistics.
2. Varieties of the English language. The peculiarities of the spoken variety of the language (morphological, lexical and syntactical peculiarities).
3. The peculiarities of the written variety of the English language (lexical and syntactical).
4. Stylistic stratification of the English vocabulary. The main stylistic layers and groups of the English vocabulary.
5. Standard English vocabulary (neutral words, common literary and common colloquial words).
6. Neutral words and their characteristics.
7. Common literary words. Their basic features and functioning.
8. Special literary vocabulary. Its varieties.
9. Terms. Their functioning and stylistic usage.
10. Archaic and historical words.
11. Poetic and highly literary words. Their stylistic usage.
12. Barbarisms and foreign words. Their stylistic usage.
13. Literary coinages and nonce-words. Means of their creation. Their stylistic functions.
14. Special colloquial vocabulary, its types and common characteristics.
15. Slang. Its varieties and functions.
16. Jargonisms. Their types and stylistic usage.
17. Professionalisms.
18. Vulgar words and phrases.
19. Dialectal words.
20. Types of lexical meanings of words.
21. Foregrounding. Convergence and defeated expectancy as means of foregrounding.
22. Metaphor. Its types and stylistic functions. Personification.
23. Metonymy. Its types and stylistic functions. Synechdoche.
24. Irony. Its types and stylistic functions.
25. Antonomasia. Its stylistic functions.
26. Epithet. Its varieties and stylistic functions.
27. Oxymoron. Its structural types and stylistic functions.
28. Simile. Its semantic structure. Varieties of simile and their s stylistic functions.
29. Hyperbole. Its stylistic functions.
30. Periphrasis. Its varieties and stylistic functions.
31. Euphemisms. Their stylistic usage.
32. Pun. Its varieties and stylistic functions.
33. Zeugma. Its varieties and stylistic functions.
34. Decomposition of set phrases. Its stylistic effects.

35. Proverbs and sayings. Their stylistic usage.
36. Inversion. Its types and stylistic functions.
37. Detachment as a compositional stylistic device.
38. Repetition. Its types and stylistic functions.
39. Suspence as a compositional stylistic device. Climax.
40. Parallel constructions. Their types and stylistic functions.
41. Chiasmus. Its types and stylistic functions.
42. Polysyndeton as a stylistic device of linkage. Asyndeton
43. Ellipsis. Completeness and incompleteness of a sentence.
44. Apokoinu constructions.
45. Break-in-the-narration
46. Rhetorical questions. Its usage and stylistic functions.
47. Litotes
48. Alliteration and assonance.
49. Onomatopoeia. Its stylistic functions.
50. Rhythm. Its types and stylistic functions.
51. Rhyme. Types of rhyme

4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

В рамках освоения дисциплины предусмотрены следующие формы текущего контроля: доклад, тестирование, конспект.

Общее количество баллов по дисциплине – 100 баллов.

Максимальное количество баллов, которое может набрать обучающийся в течение семестра за различные виды работ – 70 баллов.

Формой промежуточной аттестации является зачет с оценкой. Зачет с оценкой проходит в форме устного собеседования по вопросам с выполнением практического задания. Максимальное число баллов, которые выставляются обучающемуся по итогам зачета с оценкой 30 баллов.

Требования к зачету с оценкой

При оценке знаний на **зачете с оценкой** учитываются:
1. Понимание и степень усвоения теории курса.
2. Уровень знания фактического материала в объёме программы.
3. Правильность формулировки основных понятий и закономерностей.
4. Логика, структура и грамотность изложения вопроса.
5. Использование примеров из монографической литературы (статьи, хрестоматии, художественные произведения).
6. Умение связать теорию с практическим применением.
7. Умение сделать обобщение, выводы.
8. Умение ответить на дополнительные вопросы.
9. Глубокое и прочное усвоение знаний программного материала (умение выделять главное, существенное).
10 . Знание авторов-исследователей по данной проблеме.
11. Общая эрудиция студента в области стилистики английского языка.

Шкала оценивания зачета с оценкой

Критерии оценивания	Баллы
Выставляется студенту, если • ответ полный, с привлечением знаний из разных разделов курса • даны четкие определения, продемонстрировано умение объяснить их и дополнить • продемонстрировано знание персоналий, сопряженных с теоретическим вопросом (5 и более) • продемонстрировано умение проиллюстрировать явление практическими примерами (5 и более) • даны полные ответы на дополнительные вопросы с приведением примеров и/или пояснений	30-21
Выставляется студенту, если • ответ полный • определения даются без собственных объяснений и дополнений • продемонстрировано знание персоналий, сопряженных с теоретическим вопросом (3-4) • продемонстрировано умение проиллюстрировать явление практическими примерами (3-4) • даны частично полные ответы на дополнительные вопросы	20-16
Выставляется студенту, если • ответ неполный • определения даются с некоторыми неточностями • продемонстрировано знание персоналий, сопряженных с теоретическим вопросом (1-2) • продемонстрировано умение проиллюстрировать явление практическими примерами (1-2) • даны ответы только на элементарные дополнительные вопросы	15-11
Выставляется студенту, если • ответ не соответствует теоретическому вопросу • знание терминологии (практически) отсутствует • знание персоналий, сопряженных с теоретическим вопросом, (практически) отсутствует • отсутствует умение проиллюстрировать явление практическими примерами, либо приведенные примеры некорректны • ответы на дополнительные вопросы отсутствуют или некорректны	10-0

Итоговая шкала оценивания дисциплины

Итоговая оценка складывается из оценки за выполнения всех предусмотренных в программе дисциплины форм отчетности в рамках текущего контроля, а также оценки на промежуточной аттестации.

Баллы, полученные в течение освоения дисциплины	Оценка
81-100	Отлично
61-80	Хорошо
41-60	Удовлетворительно
0-40	Неудовлетворительно

TEST 1
1.b **2.**a **3.**a **4.**c **5.**b **6.**b **7.**a **8.**c **9.**a **10.**c
TEST 2
1.D2.B3.D4.B5.E6.D7.B8.C9.C10.B
TEST 3
1.D2.A3.A4.A5.A6.C7.C8.C9.B10A
TEST 4
1.E2.A3.A4.D5.B6.C7.D8.E9.A10. D
TEST 5
1.B2.A3.C4.B5.B6.C7.B8.B9.A10A
TEST 6

1.Metonymy	5.oxymoron	9.Irony is a figure of speech, based on interplay of two meanings, the meaning that is born in context is the opposite to the dictionary meaning of the word. It's often used for the purpose of derision, mockery or jest
2.zeugma, pun	6.Antonomasia is a figure of speech in which the proper name of a distinguished historical, literary or mythological hero is applied to a person having the same characteristics	10.Synecdoche is a figure of speech based on transfer by contiguity in which a part is used for a whole, an individual for a class, a material for a thing or the reverse of any of these; a variety of metonymy
3.the violation of set phrases	7.Zeugma is the blending together of two or more semantically incompatible word groups, having an identical lexical item, into a single construction in which this item is used only once. The effect is strongly humorous or ironical	
4.allusion	8.Epithet is an attributive word, phrase or sentence used to characterize an object and pointing out to the reader some of the properties or features of the object with the aim of giving individual perception and evaluation of these properties or features	

TEST 7

1. b 2.b 3.a 4.c 5.b 6.a 7.b 8.b 9.a 10.c
TEST 8
1.B2.A3.C4.C5.A6.A7.B8.D9.E10.D
TEST 9
1.A2.A3.B4.C5.A6.B7.A8.E9.B10.B
TEST 10
1.D2.A3.A4.D5.C6.A7.C8.C9.C10D
TEST 11
1.A2.A3.B4.A5.C6.C7.A8.B9.A10.C
TEST 12

1.Litotes	5.Chiasmus	9.Climax is such an arrangement of sentences in which each preceding component is considered less important
2.anaphora	6.Aposiopesis is the device of suddenly breaking off in the middle of a sentence as if unwilling to continue	10.Asyndeton is the omission of a conjunction between the parts of a sentence
3.ellipses, apotheosis, question-in-the narrative, represented speech	7.Anadiplosis is a variant of repetition when a word that ends one clause is used at the beginning of the next one	
4.to highlight the second part of the utterance and break the monotony	8.Question-in-the- narrative is a question that is asked and answered by the same person, usually the author	

TEST 13
1.a 2.b 3.c 4.b 5.a 6.c 7.b 8.d 9.c 10.c
TEST 14
1.B2.B3.B4.B5.A6.A7.B8.B9.D10.D
TEST 15
1.C2.E3.A4.D5.A6.A7.D8.D9.A10.D
TEST 16
1.E2.B3.E4.E5.E6.E7.E8.E9.A10.E
TEST 17
1.B 2.B3.B4.C5.B6.C7.C8.A9.B10.A
TEST 18

| 1.lexical stylistics, phonostylistics, morphological stylistics, syntactical stylistics | 5.on the situation of communication, relations between the participants, their social status, the attitude towards the subjectmatter of communication | 9.A stylistic device is a conscious and intentional intensification of some typical structural or semantic property of a language unit promoted to a generalized status and thus becoming a |

		generative model
2.common colloquial, neutral and common literary words	6.Contextual meaning is meaning imposed on words by the context	10.The norm is believed to be connected with a recognized or received standard of language regarded as a pattern to be followed
3.expressive means and stylistic devices peculiar to a definite work of art	7.Stylistics is that branch of linguistics which studies the principles of choice and usage of different language means in rendering thought and emotion under different conditions of communication	
4.Language units, functions, language	8.Expressive means are those phonetic, morphological, word-building, lexical and syntactical forms which exist in language as a system for the purposes of logical and/or emotional intensification of the utterance	