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**ПРОГРАММА ГОСУДАРСТВЕННОГО ЭКЗАМЕНА
ПО ОСНОВНОМУ ИНОСТРАННОМУ ЯЗЫКУ
СПЕЦИАЛЬНОСТИ
“АНГЛИЙСКИЙ ЯЗЫК И ЛИТЕРАТУРА”**

Самара
2000

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
САМАРСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

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Васильева Э.П. и др., составление, 2000

Требования к госэкзаменам и структура билета

Студенты-выпускники должны продемонстрировать свободное владение современным английским языком в его устной и письменной форме на базе лексического запаса в объеме программных требований (около 6500 единиц).

Практическое владение английским языком проверяется на государственном экзамене по следующим видам заданий:

I. Теоретические вопросы, включаемые в госэкзаменационный билет, отражают фундаментальные проблемы таких лингвистических дисциплин как “Теоретическая фонетика”, “Лексикология”, “Теоретическая грамматика”, “Стилистика”, “История английского языка” (“Предложение и его категории”, “Теория фонемы”, “Словообразование в английском языке”, “Американский вариант английского языка”, “Принципы английской орфографии”, “Система функциональных стилей и их дифференциальные признаки” и др.). Вопросы такого рода позволяют проверить лингвистическую эрудицию и умение выпускников ориентироваться в дискуссионных проблемах.

II. Интерпретация текста. Объем материала 2 - 2,5 стр. В процессе лингвистического анализа отрывка текста художественной литературы студент должен продемонстрировать умение соотнести особенности индивидуально-авторского стиля с основными закономерностями данного функционального стиля, выявить связь формы и содержания художественного текста; определить замысел автора; какими лингво-стилистическими средствами раскрывается тема и идея художественного произведения.

В это же задание включается письменный перевод фрагмента художественного текста на русский язык, цель которого проверить навыки и умения художественного перевода, использование необходимых переводческих трансформаций, обусловленных типологическими расхождениями исходного и переводящего языков.

III. В соответствии с содержанием государственного экзамена третий пункт предполагает создание монологических высказываний, иллюстрирующих цитату, предложение или пословицу (объем 700-880 слов). Сложность этого вида задания определяется отсутствием какой-либо текстовой опоры (русской или английской), а также необходимостью соблюдения правил структурно-смысловой организации текста и особенностей его устной презентации (например, “All the World’s a Stage”. W. Shakespeare).

Настоящие экзаменационные требования разработаны на основе типовой “Программы теоретических и практических курсов по специальности “Английский язык”. Москва, Изд-во МГУ, 1998.

I. Содержание теоретических вопросов

Theory of English Grammar

Parts of Speech

Parts of Speech in Prescientific English grammars: influence of Latin grammars and contribution of early English grammars. Three principles introduced by Classical Scientific Grammar: grammatical meaning, form, function. H. Sweet's system of parts of speech. Word-classes and groups of function words in American Descriptive Grammar; methods used for their classification. Ch. Fries's system of word-classes.

Parts of speech as developed by Russian scholars of English: interrelations between grammatical and lexical meanings of notional parts of speech; the principle of form and ways of its manifestation; the principle of function and its interrelation with the notion of valency. The Field approach applied to the classification of parts of speech.

Trends in Modern English Word-Changing

The Noun: the category of number, types of nouns as to the ways of expressing their number; stages of assimilation of loan-words in their number characteristics.

The category of case: number of nominal cases in Modern English; the idea of prepositional cases and its critical survey; nouns admitting of the Genitive case and the growth of their number in Modern English.

The Adjective: rules regulating the choice of the synthetic or analytical forms of degrees of comparison, spreading of analytical forms at the expense of synthetic ones.

The Pronoun: classes of pronouns, possessing the categories of number, case, gender and ways of their expressing; prospects of the form "whom" in Modern English.

The Verb: Tense and Aspect

Tense: interrelations between the notions "time" and "tense"; the "moment of speech" and its interrelation with "the time of action"; the notion of "the temporal centre", ways of its expressing in the sentence; primary and secondary tenses; the sequence of tenses in the Complex sentence.

Aspect: manner of the action and ways of its manifestation in the English verb: the Perfect, Continuous, Perfect Continuous Aspects and their characteristics; the Group of Indefinite forms as possessing zero-aspect meaning. Influence

of the terminative -non-terminative character of a verb on the choice of its aspect-form.

Verb: Mood and Voice

Mood: the number of moods in Modern English. Homonymy of the Indicative and Subjunctive mood forms, ways of their delimitation. Ways of deriving the synthetic and analytical forms of the Subjunctive mood; free and bound usage of the Subjunctive mood forms. The Imperative mood and its grammatical meaning, the status of the pronoun “you” in imperative sentences; ways of addressing a command to the first or third persons. Interrelations between the Mood and Modality of the Sentence.

Voice: grammatical meaning of the category; the passive voice as the marked member of the opposition “The Active Voice - The Passive Voice”. Interrelations between the objectivity of a verb and types of passive constructions in English. Functions of passive constructions in English. The Reflexive voice - arguments “pro and counter”; its status in the system of voices.

The Simple Sentence

Approaches to the sentence definition: logical, psychological, structural, phonetic, formal and mixed definitions; essential features of the sentence to be reflected in its definitions.

Grammatical categories of the simple sentence. The category of predicativity and the ways of its interpretation. Interrelation between predicativity and predication. Predicativity of two-member and one-member sentences; peculiarity of one-member nominal sentences.

Modality of the sentence. Interrelations between Mood and Modality. The Objective and Subjective kinds of Modality and ways of their expressing; the role of modal verbs in expressing Modality of the sentence. The linguistic field of Modality.

Theories Explaining Historical Reconstruction of the Grammatical Type of the English Language

Theories based on the phonetic approach; “The Theory of Progress” by O. Jespersen; The Theory of Substratum; The Functional Theory.

Sources

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10. Lions J. Introduction to Theoretical Linguistics. Moscow, 1971.
11. Leech G., Svartvik J. A Communicative Grammar of English. Moscow, 1983.

History of the English Language

The Rise of the National English Language

The OE dialects and their role in the feudal society. The Middle English dialects. Interrelations between English, French and Latin during the period. Development of the capitalist relations and gradual consolidation of the country; the need for the unified national language; social and economic reasons for the rise of the London dialect; its linguistic characteristics. Development of the National English Language on the basis of the London dialect during the Middle and Early Modern English periods. The rise of linguistic disciplines (orthography, lexicography, grammar).

Traditions of English Orthography

The OE principle of spelling. Introduction of New letters and digraphs by the Norman Scribes. Essential principles regulating orthography: the phonetic, morphological and etymological ways of spelling and those leading in Modern English. Ways of indicating length and shortness of vowels in Modern English.

Vocalization of /r/ and its phonemic interpretation

The influence of /r/ upon the quality of the preceding vowel in the 15th century, development /er/ > /ar/. The results of vocalization of /r/ in its combination with: a) the preceding short vowels; b) the preceding long vowels. Interrelations between the vocalization of /r/ and the Great Vowel Shift. New vowel phonemes developed as a result of the vocalization of /r/.

The Great Vowel Shift and its Phonemic Interpretation

Qualitative changes of long vowels after the Shift; its phonemic results. Chronological frames of the Shift and objective grounds for its dating. Directions of the Shift. Possible causes of the Shift.

History of Strong Verbs

The OE system of strong verbs: types of vowel gradation used by the verbs; criteria for their distribution into classes; principal forms of strong verbs in OE.

Changes of strong verbs in the Middle and Early Modern English periods: reduction of endings; regularizing changes within each class: vowel interchanges and the reduction in the number of essential stems, merging of the 4-th and 5-th class verbs; transition of strong verbs into weak ones.

History of the Substantive

Classification of OE nouns according to their stem-suffixes and the corresponding types of declension; ambiguity of case inflections in OE.

Disintegration of the substantive declension in the Middle English period: obliteration of the distinctions between the forms within the paradigms and the differences between the declensions. Possible causes of the simplification of noun morphology.

History of Word Order

General characteristics of word order in OE; order of the principal and secondary parts of the sentence; direct, indirect and synthetic word order in OE. Changes in word order during the Middle English period, development of the fixed order within the group SPO; further changes of word order in the Early Modern English period.

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9. Fisiak J. A Short Grammar of Middle English. Warszawa, 1970.
10. Mustanoja T.A. A Middle English Syntax. Helsinki, 1960.

Stylistics

The Problems of Style and Stylistics

The problems of style and stylistics in modern linguistics and the place of stylistics among other linguistic subjects. Expressive means and stylistic devices, their interrelations and functions. Oral and written types of speech and their linguistic peculiarities. The problem of standard and non-standard stylistic markers in the language.

Stylistic Classification of the English Vocabulary (General Considerations)

The notions of neutral, common literary and common colloquial vocabulary. special literary and special colloquial vocabulary (terms, poetic and highly literary words, archaisms, barbarisms and foreign words, literary coinages, neologisms, slang and jargonisms, professionalisms, dialectisms, vulgarisms, colloquial coinages).

The Problem of Functional Styles In Modern English

The problem of functional styles in modern English and their differential characteristics. The belles-lettres style (the language of poetry, emotive prose and drama). Publicistic and newspaper styles. The style of official documents. The style of scientific prose.

Phonetic Expressive Means and Stylistic Devices

Onomatopoeia, alliteration, rhyme and rhythm.

Different Types of Meaning

(Dictionary and Contextual, Primary and Derivative, Logical and Emotive or Denotative and Connotative and Their Interaction).

Definitions and linguistic characteristics of lexical expressive means and stylistic devices (metaphor, metonymy, irony, zeugma, pun, interjections and exclamatory words, the epithet, oxymoron, simile, periphrasis, euphemisms, antonomasia). Intensification of a certain feature of a thing or a phenomenon (hyperbole). Peculiar use of set expressions (the cliché, proverbs and sayings, epigrams, quotations, allusions, decomposition of set phrases).

Compositional Patterns of Syntactical Arrangement and Linguistic Problems of Text

Supra-phrasal units, the paragraph, stylistic inversion, detached constructions, different types of parallel constructions, reversed parallel constructions, repetition and SD based on repetition, suspense, gradation or climax, antithesis. Specific ways of combining parts of the utterance (asyndeton and polysyndeton, the gap-sentence link, ellipsis, break-in-the-narrative, represented speech and its types, stylistic use of structural meaning (rhetorical questions and litotes).

Sources

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3. Язык и стиль научной литературы. Академия наук СССР. М., 1977.
4. Galperin I.R. Stylistics. M., 1977.

Lexicology

Systematic Relations within English Vocabulary

Problems of classification of lexical units according to their morphological, lexico-grammatical, ideographic principles. Methods of the semantic field study, suggested by J. Trier, G. Weisgerber, the Sapir-Whorf hypothesis. Thematic and ideographic groups. Problems of interaction of society and language and its methodological significance for differentiation of socially marked lexical units in English.

Affixation and Compounding in Modern English

Affixation

The role of affixation as means of word-building in English. Principles of classification of word-building elements (prefixes and suffixes): etymological, semantic, stylistic approaches. Productivity and semantic properties of affixes. Problems of differentiation of derivational and functional affixes. Combinatorial properties of word-building affixes in English. Problems of hybrid words development in English. Peculiarities of affixational word-building in Modern English.

Compounding

The role of composition as means of word-building in English. Principles of structural analysis of compounds. Structural semantic types of compounds (endocentric and exocentric compounds). Distinctive criteria of English compounds. Classification of compounds according to: 1) the type of compounds; 2) lexico-grammatical meaning; 3) the type of lexico-grammatical correlation of components. Compound derivatives in English. Modern trends in English compounding.

Modes of Meaning Change in English

(Specialization, Generation, Metaphor, Metonymy)

The problem of sociolinguistic and linguistic factors of meaning development. Extralinguistic and linguistic causes of meaning change. Types of seman-

tic change; specialization, generalization, metaphor, metonymy. Problems of semantic status of the derived and transfer meaning. Change of connotational properties of the derived meaning (amelioration, pejoration of meaning). Comparative analysis of metaphor and metonymy, characteristics of systematic qualities of associations underlying metaphor and metonymy, common and divergent traits in semantic mechanisms of metaphor and metonymy.

Paradigmatic Relations in the System of English Vocabulary **(Homonymy, Synonymy, Antonymy)**

The problem of word identity and its methodological importance for delimitation of polysemy and homonymy. Lexical and grammatical homonymy. Problems of classification of homonyms. Classification of homonyms according to formal criteria and type of meaning. Sources of homonymy in English. Problems of diachronic and synchronic analysis of homonyms in English.

Denotational equivalence of meaning as the principal criterion of synonymic quality of words. Problems of differentiation of ideographic and stylistic synonyms. Sources of synonyms in English. Problems of euphimization as one of the most important sources of synonymy in English.

Peculiarities of the antonymic paradigm. Types of antonyms: antonyms proper, complementaries, conversives, absolute and derived antonyms.

Principles of Classification of Phraseological Units in English

Problems of interrelation of lexical meaning and structural stability in set expressions. Classification of phraseological units according to the degree of idiomaticity (V.V. Vinogradov's classification). Classification of phraseological units on the basis of their integrity distinctions (A. I. Smirnitsky's classification). Differentiation of set expressions according to their contextual properties (N.N. Amosova's classification). Semantic and functional properties of phraseological units (A.V. Kunin's classification).

Ways of Replenishment of English Vocabulary **(Neologisms, Abbreviation, Borrowed Words)**

Problems of development of new words in English. Thematic characteristics of neologisms in English and their structural types.

The role of abbreviation as word building process in modern English. Types of semantic correlation of abbreviated vocabulary units with their prototypes. Blend varieties in English. Acronyms and graphical abbreviations in English.

Problems of the comparative role of borrowed words in English. Ways of penetration of borrowed words into English. Types and degree of assimilation of

borrowed words. Systematic changes in the vocabulary, provoked by borrowing of lexical units.

Characteristic Traits of American English

The problem of interaction of dialects and the standard English language in Great Britain and the USA. Principal characteristics of a national variety (variant) of a polynational language and its difference from a dialect. Zones of American English (regional standard, types of AE). Phonetic, grammar, lexical peculiarities of General American English. Problems of lexical and semantic analysis of American English units in their reference to standard British English units.

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PHONETICS

British English Pronunciation. National Varieties of English. Complex Pattern of Regional and Social Accents in Great Britain

National varieties of Standard English: convergent and divergent trends. Complex pattern of regional and social accents in Great Britain. Trudgill's diagram of regional and social variation. Definition of the pronunciation standard. The problem of Received Pronunciation (RP): its status and definition. Standard English and RP. Main types of RP (conservative, general and advanced). New trends in RP: qualitative and combinative changes.

Main Trends in Phoneme Theory

Schools of phonology: mentalistic, physical, abstract and functional. Phoneme, allophone and phone. Theories of distinctive features (the distinctive features of Jakobson, Fant and Halle). Methods of phonological identification, the distributional method and the semantic method. Problems of phonology. Evolution of phonology in the last decade.

The Prosodic System of the English Language

The Prosodic system of the English Language. Prosodic, paralinguistic and extra-linguistic features. Prosody and intonation as basic notions of the supersegmental level. Components of prosody: pitch, sentence stress, tempo (rate, pauses, rhythm) and timbre. Traditional and present-day definition of rhythm.

Functions of prosody: syntactic, attitudinal, communicative, etc. Phonetic parameters and styles. Main phonostyles: informational, scientific, etc.

Sources

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II. TEXT INTERPRETATION

Students of the English Department of the philological faculty have been doing a course of Foreign Literature for 5 years. This course covers the span of several centuries beginning with Antique Literature up to Modern Literature (modernism and postmodernism). They are well versed in a wide range of texts from prose, drama and poetry. Learners of English can appreciate the language through the study of its highest form of expression - literature, which is a way to get to know the nation's culture and its people.

Thus, text interpretation is based on the students' knowledge of literature acquired at the University and some linguistic disciplines, mainly stylistics, which provide them with the necessary notions and terms for discussing and interpreting literary texts .

The texts (2 - 2.5 pages long) are carefully selected to meet the requirements of being thought-provoking, challenging, good for discussion and stylistically varied. Texts for interpretation given at the State Exams are samples of classical English and American Literature, on the one hand (D.H.Lawrence, M.Spark, S.Maugham, Sh.Anderson, F.S.Fitzgerald, J.Salinger and others), and on the other hand, illustrations of modern literature of the English-speaking world (S.Townsend, K.Ashwood, D.Tart, G.Grisham and others).

Text interpretation is aimed at revealing students' abilities to grasp the author's message (the main idea of the text) and show how it is expressed on different verbal layers.

The students are supposed to show the interplay of different principles of poetic structure cohesion which are at work in the text under analysis. While focusing on the contrasted elements, recurrent words and phrases or certain poetic details, the students should be able to see and discuss the links between the contents of the text (its main idea) and the form which helps to reveal this idea. The form as the interrelation of phonetic, lexical and syntactic stylistic devices and expressive means becomes meaningful in portraying the characters and depicting the author's point of view.

The students must be able to identify and define different types of narration used in the text, speak about their linguistic peculiarities and functional charac-

teristics. They must be aware of the fact how the story is presented, from whose point of view (is it presented through the character's thought, eyes and ears, a first person, "I" presentation; or is it presented in the third person, so that you get to know everything about everyone) and how it affects the style.

While interpreting the text it is necessary to think about the title of the story (novel or play), which may be quite simple or puzzling and ambiguous, with several meanings.

The setting of the story is also relevant for its proper interpretation, especially its social setting.

Text interpretation also reveals the plot structure of the story, its essential components (Exposition, the story, climax and denouement).

While interpreting the text the students should be able to give character sketches based on the text focusing on the way and method of portrayal and speech characteristics.

Students should be able to speak about the aesthetic impact of the text and the overall impression made by the text.

Sources

1. Gill M. Mastering English Literature. Macmillan, 1995
2. Bower B., Parninter S. Making Headway. Literature. Advanced. Oxford University Press, 1992
3. Gower R., Pearson M. Reading Literature. Longman, 1993
4. Knight M. Keep in Touch. Modern Literary Texts for Discussion and Language Practice. Prentice Hall, 1988.
5. Кухаренко В.А. Практикум по интерпретации текста. М., 1987
6. Кухаренко В.А. Интерпретация текста. М., 1986

III. TEXT CREATION (EXPANDING ON THE STATEMENT)

The course primarily meets the needs and abilities of the 5th year students in text creation whereas reinforcement of language skills is integrated throughout. The shift of emphasis to textual organisation presupposes students' knowledge of basic principles of composition and communication. Students are taught to contemplate on any given subject developing their ability to think and describe, to order their ideas and draw on their experience, imagination and general knowledge.

There is explicit attention to the discourse conventions and grammatical features typical of academic writing in general and of specific fields of study

(literary as well as expository prose). Students are assigned different types of essays: narrative, descriptive, reflective, argumentative.

The immediate task facing students is to present speeches in the classroom. Students are instructed to formulate purpose statement, to organise ideas and construct outlines, to assess evidence and reasoning, to use language effectively.

This course aims at developing sociocultural and paralinguistic (facial and gestural) knowledge as well as sensitivity to the level of language use in certain situations.

Sample essay subjects

1. What makes a good language teacher?
2. Does the generation gap really exist or is it just a myth?
3. Are parents the best teachers?

Sample classroom speech subjects

1. "All things are in a flux" (Heraclitus)
2. "Man shall not live by bread alone" (The Bible)
3. "A thing of beauty is a joy for ever" (J.Keats)

Sources

1. Alexander L. G. Essay and Letter Writing. Longman, 1994.
2. Dean Curry. Mind Speaks to Mind. Selected American Essay, Washington, 1987.
3. Leo Jones. Progress to Proficiency. Cambridge University Press, 1993.
4. Lucas S.E. The Art of Public Speaking. N.Y., San Francisco, 1989.

Further reading

1. Days S., McMahan E. The Writer's Resource. Reading for Composition. 2-end ed. New York, 1988.
2. Hughes R.E., Duhamel P. A. Rhetoric. Principles and Usage. Prentice Hall, 1962.
3. Romage, John D. Writing Arguments: A Rhetoric with Readings. Boston, London, 1998.

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