

Linguistics and Literary Studies: second-round sample tasks

1. *N. Fairclough identifies the following stage in discourse analysis:*

- 1) Analysis of formal text properties
- 2) Identification of grammatical cohesive devices
- 3) Determination of techniques of text translation

Foundation level

Answer: 1

Points: 2

2. *Which language function is realized in the phrase "Could you open the window?"*

- 1) Communicative
- 2) Cognitive
- 3) Regulatory
- 4) Expressive
- 5) Phatic
- 6) Meta-linguistic
- 7) Esthetic
- 8) Ethnic
- 9) Magic

Foundation level

Answer: 3

Points: 2

3. *Match the phrase "My neighbors are making repairs and I can't sleep at all!" with the genre:*

- 1) Congratulations
- 2) Gratitude
- 3) Complaint
- 4) Apology
- 5) Advice

Foundation level

Answer: 3

Points: 2

4. *Match the texts and the discourse. For example: 1A 2B 3C*

- 1) Excipients: cocoa powder – 22.5 mg, citric acid monohydrate – 5 mg, potato starch – 64.2 mg, talc – 4.9 mg, calcium stearate – 2.8 mg, Polysorbate 80 – 0.6 mg.
- 2) Upon investigation of case files and evaluation of the presented evidence, the court has established that... .
- 3) Dear voters! Regardless of our political views and beliefs, we share the feeling of devotion to and love for our Motherland. Voting is the opportunity to determine our future and the future of our children!
- A) Scientific discourse.
B) Court discourse.
C) Political discourse.
D) Advertising discourse.
E) Medical discourse.

Intermediate level

Answer: 1E 2B 3C

Points: 3

5. Which ethnic stereotypes are present in the following joke?

Two Russians, who emigrated to Germany a couple of years ago, are talking. One tells the other: "Did you get used to living in Germany?" The other man replies: "Of course. First, I've switched from coffee to tea. Second, like all Germans, I've started to drink beer. And third, I'm fine now with everything being so clean."

- 1) In Germany, people prefer coffee to tea.
2) In Germany, people prefer tea to coffee.
3) All Germans drink beer.
4) Germans love it when it's tidy.
5) Russians don't love pristine cleanliness.

Intermediate level

Answer: 2, 3, 4, 5

Points: 4

6. Choose a statement that best suits this communicative speech quality:

EXPRESSIVENESS

1. requires the ability to think correctly and convey thoughts properly and thereby provoke the expected reaction from the audience (readers);
2. diversity of units of all language levels – those treasures of the language forming the speech;
3. created not only through the fullest knowledge of all means of language and speech, but also through justified deviations from these norms, which are positively assessed by the addressee;

4. demonstrates the level of speech richness avoiding all errors in terms of the use of words in full accordance with their meaning.

Foundation level

Answer: 3

Points: 2

7. *The term “illocutionary suicide” (according to Z. Vendler) corresponds to the statement:*

- 1) I don't want to say anything;
- 2) don't judge too harshly, I am doing this for the first time;
- 3) I slander myself.

Foundation level

Answer: 3

Points: 2

8. *Match speech genres and types of speech acts (according to Searle). For example: 1A 2B 3C*

1 gratitude	A directives
2 memo	B commissives
3 invitation	C expressives
4 oath	D declarations
	E representatives

Intermediate level

Answer: 1C 2E 3A 4D

Points: 4

9. *Who introduced the term “culture shock”?*

- 1) Geert Hofstede
- 2) Harry Triandis
- 3) Kalervo Oberg

Foundation level

Answer: 3

Points: 2

10. *Match the concept with its definition. For example: 1A 2B 3C*

Sociocultural competence	A. Ability to be well aware of different types of cultures and related norms of communication in a foreign language, which is developed through the
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	inclusion of materials on different cultures into the content of studies
Intercultural competence	B. Ability to function effectively across cultures in a native language, which is developed through the inclusion of methods aimed at the development of other cultures and cultural universals regardless of the language of communication into the content of studies

Intermediate level

Answer: 1A 2B

Points: 4

11. Read the sentences and choose a style-appropriate translation of words and phrases in italics

“You are a wonderful *creation*. You know more than you think you know, just as you know less than you want to know.” (Oscar Wilde, The Picture of Dorian Gray)

1. человек
2. творение

Foundation level

Answer: 1

Points: 2

12. Read the collocations and choose the appropriate option in this context (direct or figurative meaning). For example: 1A 2B 3C

1. <i>whispering</i> granny	A. Direct meaning
2. <i>whispering</i> leaves	B. Figurative meaning

Intermediate level

Answer: 1A 2B

Points: 4

13. Match the stylistic device with the example of its use. For example: 1A 2B 3C

1. His voice was a dagger of corroded brass. (S.L.)	A hyperbole
2. I was scared to death when he entered the room. (S.)	B metaphor
3. You could have knocked me down with a feather when he said all those things to me. I felt just like Balaam when his ass broke into light conversation. (S.M.)	C oxymoron
4. He caught a ride home to the crowded loneliness of the barracks. (J.)	D simile

Intermediate level

Answer: 1B 2A 3D 4C

Points: 4

14. *Read the texts and match the corresponding functional styles. For example: 1A 2B 3C*

1

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2

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

3

He first of all now in the morning ... refused to hold office. I cannot, grit, put at risk, if ... well, once again this happens.

4

In the next day or two, as they went on, borne steadily southwards, this feeling of insecurity grew on all the Company. For a whole day they took to their paddles and hastened forward. The banks slid by. Soon the River broadened and grew more shallow; long stony beaches lay upon the east, and there were gravel-shoals in the water, so that careful steering was needed.

A Official documents style

B Journalistic style

C Spoken style

D Belles-lettres style

E Scientific style

Intermediate level

Answer: 1A 2C 3B 4D

Points: 4

15.

Choose the correct answer based on G. Hofstede's theory of cultural dimensions:

The society driven by competition, achievement and success is

- 1) individualistic
- 2) feminine
- 3) masculine

Foundation level

Answer: 3

Points: 2

16. *The basic rhythmic unit that forms part of a line of verse is*

- 1) metre
- 2) foot
- 3) rhyme
- 4) caesura

Foundation level

Answer: 2

Points: 2

17. *A poem of fourteen lines that follows a very strict rhyme scheme and structure is*

- 1) ballad;
- 2) sonnet;
- 3) rondeau
- 4) ode

Foundation level

Answer: 2

Points: 2

18. *A general narrative defined by heroic or legendary adventures presented as a poem or a prose is*

- 1) novel;
- 2) epic;
- 3) poem

Foundation level

Answer: 2

Points: 2

19. *Match the metres and the examples. For example: 1A 2B 3C*

Example	Metre
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<p>1) Just for a handful of silver he left us, Just for a riband to stick in his coat— Found the one gift of which fortune bereft us, Lost all the others she lets us devote</p> <p>2) She walks in beauty, like the night Of cloudless climes and starry skies; And all that's best of dark and bright Meet in her aspect and her eyes</p> <p>3) How dear to my heart are the scenes of my childhood When fond recollections presents them to view The orchard, the meadow, the deep tangled wildwood, And ev'ry loved spot which my infancy knew</p> <p>4) Double, double toil and trouble; Fire burn and caldron bubble. Cool it with a baboon's blood, Then the charm is firm and good</p> <p>5)The Assyrian came down like a wolf on the fold And his cohorts were gleaming in purple and gold And the sheen of their spears was like stars on the sea When the blue wave rolls nightly on deep Galilee.</p>	<p>A) Trochee B) Iamb C) Dactyl D) Amphibrach E) Anapaest</p>
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Intermediate level

Answer: 1C 2B 3D 4A 5E

Points: 4

20. **Name the character who says these words.***To be, or not to be: that is the question:**Whether 'tis nobler in the mind to suffer**The slings and arrows of outrageous fortune,**Or to take arms against a sea of troubles,**And by opposing end them?*

1) Napoleon

2) Voland

3) Prince Hamlet

4) Count Ugolino

5) Achilles

Foundation level

Answer: 3

Points: 2

21. **What text does this description belong to?**

Then first he formed the immense and solid shield;

Rich various artifice emblazed the field;

Its utmost verge a threefold circle bound;

A silver chain suspends the massy round;

Five ample plates the broad expanse compose,

And godlike labours on the surface rose.

There shone the image of the master-mind:

There earth, there heaven, there ocean he designed;

The unwearied sun, the moon completely round;

The starry lights that heaven's high convex crowned;

The Pleiads, Hyads, with the northern team;

And great Orion's more refulgent beam;

To which, around the axle of the sky,

The Bear, revolving, points his golden eye,

Still shines exalted on the ethereal plain,

Nor bathes his blazing forehead in the main.

1) The Master and Margarita

2) War and Peace

3) The Iliad

4) The Divine Comedy

5) The Tragedy of Hamlet, Prince of Denmark

Foundation level

Answer: 3

Points: 2

22. «Say at last--who art thou?»

'That Power I serve

Which wills forever evil

Yet does forever good.»'

Which literary text uses this Goethe quote in an epigraph?

ONE CLICK TO OPEN ALL DOORS

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- 1) The Master and Margarita
- 2) War and Peace
- 3) The Iliad
- 4) The Divine Comedy
- 5) The Tragedy of Hamlet, Prince of Denmark

Foundation level

Answer: 1

Points: 2

23. Match the texts and the heroines. For example: 1A 2B 3C

Name	Text
1) Ophelia	A The Master and Margarita
2) Helen	B) War and Peace
3) Natasha	C) The Iliad
4) Beatrice	D) The Divine Comedy
5) Margarita	E) The Tragedy of Hamlet, Prince of Denmark

Intermediate level

Answer: 1E 2C 3B 4D 5A

Points: 5

24. Match the texts and the genres. For example: 1A 2B 3C

Genre	The text
1) tragedy	A The Master and Margarita
2) poem	B) War and Peace
3) novel	C) The Iliad
4) epic	D) The Divine Comedy
5) epic novel	E) The Tragedy of Hamlet, Prince of Denmark

Intermediate level

Answer: 1E 2D 3A 4C 5B

Points: 5

25. Write an essay of between 100 and 300 words on one of the topics below:

- A. Learning a Language Develops Your Mind
- B. Does Globalization Affect your Mother Tongue?
- C. "Manuscripts don't burn" (M.A. Bulgakov)

Answer: A. Learning one or two foreign languages has become part of a pattern of modern education. But no matter whether we start learning a foreign language at school or decide to take it up later in life we are not fully aware of the venture we embark on. Language textbooks supply us with a ready-made set of answers to the question "Why are you learning the language?" It is usually something like "I need it to travel", "I need it for my job", or "to get a place at university". However, as soon as you get started you find many other things that keep you going.

First of all, you discover that you have to know more of the language than the portion that enables you just to listen to the lectures and take notes or perform the tasks listed in your job description. And that implies a little more than boosting your language skills. The need to "function properly" within a different culture makes you find out about its inner workings and it destroys your stereotypical attitudes towards the foreign culture and – ironically – your own culture as well. The mere fact that things might go not the way you are accustomed to sets you thinking, comparing and making conclusions.

The following step is understanding that a foreign language is still a foreign language. You might speak it for a long time to your colleagues, family and friends, you might even teach it - and still it will offer you an opportunity of a small discovery every day, which definitely enhances your life if you are not afraid of making a stupid mistake, of course.

Next, with more than a nodding acquaintance with a foreign language you may decide to make your language skills a profession – become a tour guide, an interpreter, a language teacher or advisor. Thus, learning a foreign language may change your life trajectory.

Finally, in your ripe middle age, learning a foreign language can save you from a lot of age-related health issues. A number of studies suggest that this challenging activity promotes mental alertness and safeguards your memory from deterioration.

All in all, learning a foreign language is a lifelong journey involving hard work but rewarding with continuous adventure. It does not only offer health benefits and promote professional development but introduces you to a different culture a large part of which you would never discover, but for the language. Doesn't it mean that learning a foreign language you emerge a different person?

Advanced level

Essay assessment criteria

Assessment criteria	Score
Criterion 1. Relevance of the topic	
The student correctly and consistently develops the essay topic in one form or another: they speculate on the proposed topic by choosing a convincing way of its development (for example, they answer a question posed in the topic, or speculate	6—4

on the proposed problem, or make a statement based on these related to the topic, etc.), the communicative intent of the essay is expressed clearly.	
The student speculates on the proposed topic not deeply enough or speculates on a topic close to the proposed one, the communicative intent of the essay is traceable.	3—1
The essay does not correspond to the topic, and/or the communicative intent of the essay is not traceable.	0
Criterion 2. Argumentation	
When developing a topic, the student consistently argues their position in one form or another: they put forward a thesis (theses) and an argument (arguments), or use selection of arguments based on values, or build argumentation as logical speculation, or use rhetorical argumentation techniques, etc. The argumentation proposed by the student is consistent, convincing and sufficient for a full development of the topic.	6—4
The student argues their position inconsistently, partially, or the arguments do not sufficiently correspond to the topic, or the arguments are contradictory, and/or it is difficult to distinguish individual arguments in the essay.	3—1
The student does not argue their position, limiting themselves to general speculations	0
Criterion 3. The use of factual material	
When developing a topic, the student consistently uses factual material relevant to this topic (in the form of references to scientific and publicistic literature, or fiction, facts of public life, historical facts, philosophical material, works of art, etc.). The factual material used by the student is convincing and sufficient for a full development of the topic.	6—4
The factual material is scarcely used, it develops the topic not deep enough or from one side only, and/or there are 1-3 factual errors in the used factual material.	3—1
There is no factual material involved and/or there are 4 or more factual errors in the essay	0
Criterion 4. Originality	
The development of the topic is original, non-trivial; the student avoids clichés, they offer unexpected moves in logic, argumentation, the choice of factual material, compositional solutions, rhetorical moves, etc. The originality of the topic development correlates successfully with the logic of the topic formulation.	4—3
The essay contains separate logical, factual, argumentative, compositional, etc. solutions that allow talking about the signs of originality in the topic development.	2—1
The topic has no original development, there are only known and expected clichés.	0
Criterion 5. Composition and logic of speculation	
The essay has a clear compositional integrity, logical presentation of thoughts and proportional parts; there are no violations of sequence and unreasonable repetitions within the semantic parts.	6—4

The compositional intent is traceable in the essay, but there are violations of the compositional connection between the semantic parts, and/or the thought is repeated and not developed, and/or there are 1-3 logical errors.	3—1
Serious logical violations interfere with understanding of the intended meaning, there are 4 or more logical errors, and/or there is no thesis-proof part, and/or the argumentation is not convincing	0
Criterion 6. Compliance of the used language (lexical and grammatical) means with the norms of modern Russian and English	
For violation of lexical norms: 4-6 mistakes – 2 points are deducted 7-10 mistakes – 4 points are deducted more than 10 mistakes – 6 points are deducted	minus 6-2
For violation of morphological norms: 4-6 mistakes – 2 points are deducted 7-10 mistakes – 4 points are deducted more than 10 mistakes – 6 points are deducted	minus 6-2
For violation of syntactic norms: 4-6 mistakes – 1 point is deducted 7-10 mistakes – 3 points are deducted more than 10 mistakes – 5 points are deducted	minus 5-1
For every 3 spelling and/or punctuation errors, 1 point is deducted	minus 1
Additional score	
The use of means of artistic expression, the depth of topic development, other unaccounted positive characteristics of the essay, as well as the overall impression	2—0
MAXIMUM SCORE	30