

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

Харківський національний педагогічний університет імені Г. С. Сковороди

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«ЗАТВЕРДЖУЮ»

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**ПРОГРАМА
КВАЛІФІКАЦІЙНОГО ІСПИТУ
З АНГЛІЙСЬКОЇ МОВИ І ЛІТЕРАТУРИ
ТА МЕТОДИКИ ЇЇ ВИКЛАДАННЯ**

галузь знань 01 Освіта / Педагогіка

освітня програма Англійська мова і література в закладах освіти

спеціальність 014.021 Середня освіта (Мова і література (англійська))

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Голова Ради факультету іноземної філології _____ Г. Князь



Схвалено науково- методичною комісією факультету іноземної філології

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ПОЯСНЮВАЛЬНА ЗАПИСКА

Підсумкова атестація студентів з англійської мови і літератури та методики викладання англійської мови є формою перевірки й оцінки науково-теоретичної та практичної підготовки здобувачів вищої освіти за першим (бакалаврським) рівнем вищої освіти за спеціальністю 014.021 Середня освіта (Мова і література (англійська)) галузі знань 01 Освіта / Педагогіка і проводиться у формі кваліфікаційного іспиту. Для його проведення організується екзаменаційна комісія у складі голови кваліфікаційної комісії та 3 членів комісії.

На кваліфікаційний іспит виносяться питання, найбільш важливі для виявлення рівня теоретичної і методичної компетентності майбутнього вчителя англійської мови. Мета екзамену – перевірити підготовку здобувачів вищої освіти з фахових дисциплін, а також їх здатність і готовність реалізовувати набуті знання, вміння та навички в майбутній професійній діяльності, тобто визначити рівень підготовленості до виконання професійних завдань і продовження освіти.

Завдання кваліфікаційного іспиту передбачають виявити:

- рівень володіння та оперування поняттєво-категоріальним апаратом фахових дисциплін;
- рівень знань студентів з основних наук про сучасну англійську мову;
- вміння визначати ключові проблеми фахових дисциплін, аналізувати мовні явища в діяхронічному та синхронічному аспектах, у зіставленні з рідною мовою;
- рівень сформованості професійно-методичної компетентності майбутніх учителів англійської мови, необхідний для ефективної організації і проведення навчально-виховного процесу з англійської мови в закладах середньої освіти;

- рівень володіння практичними навичками користування англійською мовою (рівень C1), що входять до складу комунікативної компетентності здобувачів вищої освіти бакалаврського рівня;

- вміння зв'язно, логічно й аргументовано викладати думки, грамотно ілюструвати та презентувати опрацьовані матеріали.

Завдання білета формуються на компетентнісних засадах та поєднують виконання практичних задач із підведеним теоретичним підґрунтям та детальною експлікацією задіяних процесів та мовних і літературних явищ, які підлягають аналізу.

Білет включає:

1. питання з теоретичних фахових дисциплін (лексикологія, теоретична граматики, історія англійської мови);
2. питання з методики викладання англійської мови;
3. лінгво-стилістичний аналіз тексту та морфолого-синтаксичний аналіз позначеного в ньому речення.

Питання з методики викладання англійської мови:

1. Methodological classification of English sounds. Criteria for grouping target language sounds. Ways of introducing new sounds. The sequence of teacher's and learners' actions.
2. Activities for practising pronunciation of sounds, words and phrases. Practising intonation patterns, word stress, phrase stress. Recognition and differentiation. Communicative practice.
3. Teaching grammar. Types of grammar (descriptive, prescriptive, pedagogical). Approaches to teaching grammar. Deductive and inductive approaches. Their advantages and drawbacks.
4. Ways of presenting and exploring grammar. Stages in the deductive and inductive approaches. Reproductive and receptive minimums and criteria for their selection.
5. Grammar practice activities. Receptive, analytical, reproductive and productive activities. Communicative orientation.

6. Ways of presenting vocabulary. Factors determining their selection. Bilingual and monolingual ways. Visual ways.
7. Activities for practising vocabulary. Receptive and reproductive activities. Communicative orientation.
8. Teaching listening. Listening as a communicative skill and its characteristics. Selection of listening materials. Stages in teaching listening and their objectives.
9. Difficulties in teaching listening (subjective learner's difficulties, objective linguistic difficulties, and objective difficulties of the environment). Ways to overcome them.
10. Activities for developing listening skills and their correlation with stages of teaching listening. Levels of listening comprehension and ways of checking them.
11. Real-life reading strategies (skimming, scanning, intensive, extensive reading). Activities for developing reading skills. Ways of checking reading comprehension.
12. Stages in teaching reading at school, their aims and procedures. Activities used at different stages.
13. Linguosociocultural competence and its components, aims and ways of developing it at school. Activities aimed at developing linguosociocultural competence.
14. Dialogue (interactive) form of communication and skills needed for it. Types of dialogues. Different approaches to teaching dialogue speech. Activities to develop speech interaction.
15. Monologues as a form of speech activity and skills needed for it. Types of monologues and approaches to teaching them. Types of speaking activities.
16. Problems in teaching speaking and the ways to tackle them. Topics that are above learners' level of language proficiency, above their level of intellectual abilities or beyond their sphere of knowledge. Psychological problems.
17. Ways of teaching beginners to write. Technical skills of writing. Difficulties in teaching graphics and spelling. Activities to teach graphics and spelling.

18. Competence in writing and its components. The role of writing in language teaching. Writing as a communicative skill and as a way of retention of the language material.
19. The aims of teaching writing at different school stages. Types and genres of writing. Product-oriented and process-oriented approaches to teaching writing.
20. Integrated development of different kinds of competences (listening, reading, speaking, writing, linguosociocultural competence, strategic competence). Sequences of activities.
21. Visual aids, their types and functions. Visual aids in presenting and practicing language. Visuals in skills development.
22. Mistakes and errors. Attitude to them in different approaches and teaching methods. Error correction principles and ways of managing errors. Factors that predetermine the selection of correction techniques.
23. Correction techniques in teaching productive skills (writing and speaking). Correction symbols. Giving and receiving feedback.
24. Classroom management. Ways of organizing students. Seating arrangements. Types of interaction. Advantages and disadvantages of different modes of learning.
25. Planning the educational process. Planning principles. Types of lessons (combined, integrated, test). Lesson plan structure.
26. Mixed-ability classes and differentiation (individualization). Types of differentiation. Samples of differentiated activities.
27. The roles of the teacher and the learner in different approaches (grammar-translation, direct, audio-lingual, communicative). Teacher talking time and student talking time.
28. Games in language learning. Types and value of games. Pronunciation games, vocabulary games, grammar games. Speaking games.
29. Assessment: aims, functions, types and forms. Requirements to assessment. Tests as a form of assessment, their advantages and disadvantages.

30. Objects of assessment in foreign language teaching. Ways of assessing learners' competence in receptive (reading, listening) and productive (writing, speaking) skills. Test and non-test forms.

Література:

1. Близнюк О.І., Жилко Н.М. Англійська мова на уроці: Посіб. для вчителя. Ніжин: НДПУ, 2000.
2. Загальноєвропейські Рекомендації з мовної освіти: вивчення, викладання, оцінювання. Київ: Ленвіт, 2003.
3. Квасова О.Г. Основи тестування іншомовних навичок і вмінь: Навч. посіб. Київ: Ленвіт, 2009.
4. Методика навчання іноземних мов і культур: теорія і практика: підручник для студентів класичних, педагогічних і лінгвістичних університетів/ Бігич О.Б., Бориско Н.Ф., Борецька Г.Е. та ін./ за загальн. ред. С.Ю. Ніколаєвої. Київ: Ленвіт, 2013.
5. Методика навчання іноземних мов у середніх навчальних закладах у структурно-логічних схемах і таблицях: Навч. посіб. /Укл. С.Ю. Ніколаєва, С.В. Гапонова та ін. Київ: Ленвіт, 2004.
6. Методика навчання іноземних мов у середніх навчальних закладах: Підручник/ Кол. авт. під кер. С.Ю. Ніколаєвої. Київ: Ленвіт, 1999.
7. Методика навчання іноземних мов у загальноосвітніх навчальних закладах: Підручник/ Кол. авт. Л.С.Панова, І.Ф.Андрійко та ін. Київ: Академія, 2010.
8. Настольная книга преподавателя иностранного языка: Справочное пособие/ Е.А. Маслыко, П.К. Бабинская и др. Минск: Вышэйшая школа, 1992.
9. Програми для загальноосвітніх навчальних закладів / Іноземні мови. Київ: Перун, 2012.
10. Програми для загальноосвітніх навчальних закладів з поглибленим вивченням іноземних мов/ Іноземні мови. Київ: Перун, 2012.

11. Роман С.В. Методика навчання англійської мови у початковій школі: Навч. посіб. Київ: Ленвіт, 2005.
12. Роман С.В. Планування та аналіз навчального процесу з іноземної мови у початковій школі. Горлівка: ГДШІМ, 2003.
13. Скляренко Н.К., Онищенко Е.И., Захарова С.Л. Обучение речевой деятельности на английском языке в школе. Киев: Высшая школа, 1988.
14. Common European Framework of Reference for Languages: Learning, Teaching, Assessing. Strasbourg, CUP, 2001.
15. Harmer J. The Practice of English Language Teaching. London, Longman, 1991.
16. Harris M., McCann P. Assessment. Oxford, Heinemann, 1994.
17. Howatt A.P. A History of English Language Teaching. Oxford, OUP, 1984.
18. Korthagen F. Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. New Jersey-London, 2001.
19. Littlewood W. Communicative Language Teaching. Cambridge, CUP, 1981.
20. Nuttal K. Teaching Reading Skills in a Foreign Language. London, Heinemann, 1996.
21. Ur P. A Course in Language Teaching. Cambridge, CUP, 1996.

Питання з лексикології англійської мови:

1. Free, semi-free and set expressions. Phraseology as a part of linguistics. Approaches to English phraseological studies. Features of phraseological units and classifications of them.
2. Etymological analysis of the English vocabulary. Native and borrowed units. Classification of borrowings as to the source of borrowings and as to the degree of assimilation.
3. The phenomena of polysemy and homonymy. Types of homonyms (homonyms proper, homophones, homographs). Sources of homonymy.

4. Lexical systems. Synonyms and antonyms in Modern English. Classification of antonyms. Classifications of synonyms. Synonymous rows and characteristics of a dominant synonym. Sources of synonymy.
5. Stylistic differentiation of the English vocabulary. Formal and informal register. Stylistically neutral, bookish and colloquial words. Slang and its characteristics.
6. Meaning and its types. Primary meaning and secondary meanings. Idiomatic meaning. Denotative meaning and kinds of connotation. Semantic changes and their classification (generalization, specialization, elevation, degradation and transference of meaning). Causes of semantic changes.
7. Derivation as a way of word building. Affixation. Classifications of affixes (prefixes, suffixes, infixes; productive, non-productive; native, borrowed). Meanings that suffixes can express. Meanings that prefixes express.
8. Compounding as a way of word building. Classifications of compound words (according to the types of stems, according to the way the stems are joined, according to the degree of idiomaticity, according to the semantic relations). Compounds proper and derivational compounds. Criteria of compounds.
9. Shortening as a way of word building. Classification of shortened words. Blending. Abbreviations and their types. Minor types of word building.
10. Morphological composition of English words. Types of morphemes. Stem and affixes. Free and bound morphemes. Classification of English words as to their structure and the way of building.
11. American English. Spheres of difference. The typology of the main differences between British and American English in the sphere of vocabulary.
12. Dialects on the territory of the British Isles, their characteristics and classification. Dialects and national variants. The factors that predetermine similarities and differences in the variants of the English language.

Література:

1. Мостовий М. І. Лексикологія англійської мови : підруч. для ін-тів і фак. інозем. мов. Харків : Основа, 1993.

2. Харитончик З. А. Лексикология английского языка. Минск : Вышэйшая школа, 1992 .
3. Arnold I. V. The English Word. Лексикология современного английского языка : учеб. для ин-тов и фак. иностр. яз./ 3-е изд., перераб. и доп. Москва : Высш. шк., 1986.
4. Ganetska L. V. Lexi-Maker: Modern English Lexicology in Tables, Figures and Exercises. Київ : Ленвіт, 2004.
5. Nikolenko A.G. English Lexicology: Theory and Practice. Вінниця: Нова школа, 2000.
6. Rayevska N. M. English Lexicology. Київ : Вища школа, 1979.

Питання з теоретичної граматики англійської мови:

1. The noun. Its features and classification. Noun as the central nominative lexemic unit of language. Categorical meaning of the noun. Formal characteristics of the noun. Syntactic functions of the noun. Grammatically relevant subclasses of the noun: common and proper, animate and inanimate, human and non-human, countable and uncountable, concrete and abstract nouns.
 The category of number. The problem of singular and plural semantics for different groups of nouns. Singular and plural invariables. Oppositional reduction of the category for different groups of nouns.
 The category of case. The problem of the category of case in English. Various approaches to the category of case in English language study. The structural types of genitive. The semantic types of the genitive.
2. The adjective. Its features and classification. The adjective as a word denoting the property of a substance. Its formal and functional characteristics. Grammatically relevant semantic subclasses of adjectives: qualitative and relative adjectives. Functional subdivision of adjectives: evaluative and specificative adjectives. The correlation of the two subdivisions.
 The category of the degrees of comparison. Synthetic and analytical forms of the degrees of comparison; the problem of their grammatical status. Absolute and

relative superiority. Direct and reverse comparison. The problem of substantivized adjectives; full and partial substantivation.

3. The article. Functions of articles.

4. The pronoun. Its features. Semantic groups of pronouns.

5. The verb. Its features and classification. The verb as a notional word denoting process. Its formal and functional properties. Grammatically relevant subclasses of the verb; notional and semi-notional verbs. The features of semi-notional verbs: link verbs, modal verbs. Classifications of notional verbs: actional and stative; terminative and non-terminative; objective and non-objective.

The problem of “subclass migration” (transition) of verbs.

6. The verb. The category of voice. Opposition of active and passive forms of the verb. Non-passivized verbs. The problem of “medial” voice types: reflexive, reciprocal, and middle voice meanings.

7. The verb. The category of aspect. The categorial meaning of aspect. Lexical and grammatical means of expressing aspective meaning. The category of aspect (continuous / non-continuous) and cases of its neutralization. Aspective representation in verbids.

8. The verb. The category of tense and related categories. The controversies of the category of tense. The general notion of time and lingual temporality; lexical and grammatical means of time expression.

9. The phrase as a polynominative lingual unit; its distinctive features. The correlation of the phrase and the word, of the phrase and the sentence. Classifications of phrases: endocentric/exocentric; subordinate/coordinate/predicative.

10. The simple sentence as a monopredicative construction. The problem of sentence completeness: complete and incomplete (elliptical) sentences. One-member and two-member sentences; their correlation with complete and elliptical sentences. Communicative types of sentences.

11. Definitions and classifications of sentence parts. The predicate. Its classification.

12. Composite sentences as polypredicative constructions. The compound sentence as a polypredicative construction built on the principle of coordination. Syndetic and asyndetic connections in compound sentences. The complex sentence as a polypredicative construction built on the principle of subordination. The classification of complex sentences on the basis of subordinate clause types.

Література:

1. Алексеева І. О. Курс теоретичної граматики сучасної англійської мови: навчальний посібник. Вінниця: Нова Книга, 2007.
2. Грамматика английского языка: Морфология. Синтаксис: учебник / Н.А. Кобрина, Е.А. Корнеева, М.И. Оссовская, К.А. Гузеева. Санкт-Петербург: Союз, 2009.
3. Жаборюк І. А. Проблеми морфології та синтаксису : посібник з теоретичної граматики сучасної англійської мови. Одеса : Освіта України, 2014.
4. Мороховская Э.Я. Fundamentals of theoretical English Grammar. Kyiv: Vyscha shkola, 1984.
5. Ніконова В. Г. Курс теоретичної граматики сучасної англійської мови (з вправами). Вінниця: Нова книга, 2005.
6. Харитонов І.К. Теоретична граMATика сучасної англійської мови Тернопіль: Навчальна книга-Богдан, 2007.
7. Blokh M.I. A Course of Theoretical English Grammar. Moscow: Vyssaja Skola, 1983.
8. Booij, G. The Grammar of Words: An Introduction to Linguistic Morphology. Oxford University Press, 2012.
9. Crystal, D. The Cambridge Encyclopedia of the English Language. Cambridge University Press, 1995.
10. Tortora, C. Understanding Sentence Structure: An Introduction to English Syntax. Wiley, 2018.

Питання з історії англійської мови:

1. The main periods in the development of English (general characteristics). Chronological limits. The historical events that determined them. The criterion of the state of endings and its importance for phonological and morphological processes.
2. The historical development of the English noun. The grammatical categories of the noun in Old English, Middle English and New English. The process of morphological simplification.
3. The verb in Old English. Strong and weak verbs. The main grammatical categories. Preterite-Present verbs. The rudiments of the categories of voice, aspect and order.
4. The development of the verb in Middle English and New English. Disappearance of conjugations and reasons for that. Development of new categories. Analytical forms development.
5. The historical background of Modern English spelling. Old English system of sounds and letters. The letters that denoted several sounds. Disappearance of runic letters and introduction of Latin alphabet. New digraphs for letters in Middle English. Latinization of spelling in New English. The Great Vowel Shift and its influence on English spelling.
6. The historical development of the English vocabulary. The etymological composition of OE vocabulary. Celtic, Latin and Scandinavian borrowings. Middle English vocabulary. French borrowings and their features. New English vocabulary. The main sources of borrowings.

Література:

1. Бабенко М.Ю. Нотатки до лекцій та практикум з історії англійської мови. Методичні рекомендації для студентів філологічних факультетів. Харків, 2010.
2. Верба Л.Г. Історія англійської мови. Вінниця: Нова книга, 2004.
3. Хаймович Б.С. Стислий курс історії англійської мови. Київ: Вища школа, 1975.

4. Barber, C., Beal, J.C., Shaw, P. A. The English Language. A History Introduction. New York: Cambridge University Press, 2009.
5. Baugh, A.C., Cable, T. A History of the English Language. New York: Routledge, 2005.
6. Crystal, D. English as a Global Language. Cambridge University Press, 1997.
7. Culpeper, J. History of English. London: Routledge, 2000.

Схема аналізу речення

Syntactic analysis of a sentence

- I. Declarative/ Interrogative/ Imperative.
- II. Simple/Composite.
- III. Simple:
 - one-member (nominal or verbal)/two-member;
 - complete/incomplete (elliptical);
 - extended/unextended;
 - principal and secondary parts.
- IV. Composite:
 - compound/ complex; mixed types
 - principal clause and subordinate clauses (their types: subject, predicative, object, attributive, adverbial (different semantic types: time, manner, concession, condition, reason etc.)
 - principal and secondary parts.
- V. Principal and secondary parts:
 - subject: definite/indefinite, simple/phrasal/complex/clausal.
 - predicate : simple/compound, nominal/verbal. Compound verbal: phasal, modal, of double orientation.
 - object: object object/ addressee object/ subject object/ prepositional or prepositionless.
 - adverbial modifier (its semantic classes).

She spoke as if I were a child that needed to be distracted.

It is a declarative composite complex sentence comprising three clauses. (Or: it is a declarative composite complex sentence consisting of the main clause *He spoke* and two subordinate clauses of different degrees of subordination.) The first subordinate clause is of the first degree of subordination (*as if I were a child*). It is an adverbial clause of comparison introduced by the conjunction *as if* and depending on the predicate of the main clause. The second subordinate clause is of the second degree of subordination (*that needed to be distracted*). It is an attributive clause introduced by the relative pronoun *that* and depending on the predicative of the previous clause, that is, the clause of the first degree of subordination.

The subject of the main clause is *She*, it is a definite, simple subject expressed by a personal pronoun. The predicate is *spoke*, it is a simple verbal predicate.

The subject of the first subordinate clause is *I*, it is a definite simple subject expressed by a personal pronoun. The predicate is *were a child*, it is a compound nominal predicate.

The subject of the second subordinate clause is *that* expressed by a relative pronoun. The predicate is *needed*, it is a simple verbal predicate. *to be distracted* is a prepositionless object object.

Схема аналізу тексту

THE PROCEDURE OF STYLISTIC ANALYSIS

I. Step 1. Identify the functional style the excerpt represents.



Official



Step 2. Denote the genre and the form (written/oral).

Step 3. Specify the topic of the text.

Step 4. Identify the function (writer's intention) to explain/ inform/ etc.

Step 5. Characterise the specific features (vocabulary, syntactic structure, usage of stylistic devices)

II. Step 1. Identify the functional style the excerpt represents.



Scientific



Step 2. Denote the genre and the form (written/oral).

Step 3. Specify the topic of the text.

Step 4. Identify the function (writer's intention) to explain/ inform/ etc.

Step 5. Characterise the specific features (vocabulary, syntactic structure, usage of stylistic devices)

III. Step 1. Identify the functional style the excerpt represents.



Media



Step 2. Specify the substyle (Newspaper Information or Publicist proper)

Step 3. Denote the form (written or oral) and the genre.

Step 4. Specify the topic of the text.

Step 5. Summarise the main idea.

Step 6. Identify the writer's intention (to explain/ delineate/ reveal/ persuade/ convince/ amuse/ motivate/ illustrate/ defend etc.)

Step 7. Characterise the specific features (vocabulary, syntactic structure, usage of stylistic devices)

IV. Step 1. Identify the functional style the excerpt represents.



Belles-lettres



Step 2. Denote the form (written or oral) and the genre.

Step 3. State the theme of the text.

Step 4. Summarise the main idea.

Step 5. Identify the writer's intention (to explain/ delineate/ reveal/ persuade/ convince/ amuse/ motivate/ illustrate/ defend etc.)

Step 6. Denote the type of narration (Author's speech or Personage's speech)

If it is the author's speech

Step 7. Specify the point of view

If it is a personage's speech

Step 7. Decide whether it is a dialogue or a monologue.

Step 8. Explain which expressive means and stylistic devices are used to develop the main idea.

Зразок стилістичного аналізу тексту

Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.

It was her sister Josephine who told her, in broken sentences, veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.

She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.

There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.

She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which someone was singing reached her faintly, and countless sparrows were twittering in the eaves.

There were patches of blue sky showing here and there through the clouds that had met and piled above the other in the west facing her window.

She sat with her head thrown back upon the cushion of the chair quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.

She was young, with a fair, calm face, whose lines indicated repression and even certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.

There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.

Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will—as powerless as her two white slender hands would have been.

When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under her breath: "Free, free, free!" The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.

She did not stop to ask if it were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial.

She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending her in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

And yet she had loved him – sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in face of this possessions of self-assertion which she suddenly recognized as the strongest impulse of her being!

"Free! Body and soul free!" she kept whispering.

Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission. "Louise, open the door! I beg; open the door – you will make yourself ill. What are you doing, Louise? For heaven's sake open the door". "Go away. I am not making myself ill". No; she was drinking in a very elixir of life through that open window.

Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.

She arose at length and opened the door to her sister's importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.

Some one was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and

umbrella. He had been far from the scene of accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richard's quick motion to screen him from the view of his wife.

But Richard was too late.

When the doctors came they said she had died of heart disease – of joy that kills.

A Sample of Stylistic Analysis:

1. The text belongs to **belles-lettres style** so it carries out the **function of aesthetic influence** on the reader since there is abundance of image-creating devices which aim to convey emotions through words.
2. This is a short story that tells us about an hour in the life of Mrs. Mallard, a sickly wife, who briefly believes her husband died from a train accident and imagines a whole new life of freedom for herself. It is about of awakening of her feelings, her enlightenment, and eagerness to accept her accidental freedom.
3. The writer's intention is likely to represent women's suffering in a male-dominated society.
4. The story is written from the 3d person point of view, the narrator is omniscient intrusive, although the thoughts, feelings and emotions of the main heroine are depicted. The details in lines 85-90 support this point of view as the narrator knows more than Mrs. Mallard herself (so it can't be the 3d person limited point of view), and a great number of details and author's comments also make the omniscient objective point of view a false assumption.
5. Numerous metaphors and personification which create striking images of Mrs. Mallard's feelings and emotions, and '*the new spring life*' (line 19) that symbolizes her revelation can be characterised as stylistic keynote of this story.

For example, her feelings starting with the '*the storm of grief*' when she knew about her husband's death go through a wide range of senses (1. *a physical exhaustion that haunted her body and seemed to reach into her soul* 2. *There was something coming to her and she was waiting for it, fearfully;* 3. *What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.*4. *a monstrous joy that held her (metaphorical oxymoron)*) and reached the climax when 5. *"Free! Body and soul free!" she kept whispering.* Once realized this freedom she 6. *was drinking in a very elixir of life through that open window* and there was a feverish triumph in her eyes, when her *brief moment of illumination*, elusive happiness was ruined by the "good" news the her husband happened to have survived the accident and appeared at home safe and sound. Mrs. Mallard couldn't bear it and died. The writer finishes her story with a bright and memorable metaphorical oxymoron '*she had died of heart disease – of joy that kills*' that make an exceptionally large-scale dramatic effect.

There are also powerful descriptions of spring as a symbol of new life which are used to emphasize the awakening of Mrs. Mallard's feelings. Here they are: 1. *the tops of trees that were all aquiver with the new spring life* 2. *The delicious breath of rain was in the air.* 3. *There were patches of blue sky showing here and there through the clouds that had met and piled above the other in the west facing her window.*

Some other stylistic devices and expressive means (successive and framing repetition, asyndeton, one-word sentences in '*Free, free, free*'... "*Free! Body and soul free!*") also contribute to the overall impact of the story.

Критерії оцінювання кваліфікаційного іспиту

При виставленні підсумкової оцінки за кваліфікаційний іспит усі складові питання вважаються рівноцінними. Кожен екзаменатор веде протокол оцінювання, робить нотатки помилок студента під час відповіді та виставляє оцінку за кожен компонент білета. Під час відповіді екзаменатори не зобов'язані вказувати на помилки студента, але можуть виправляти ті помилки, які унеможливають успішну відповідь. Після відповідей студентів державна екзаменаційна комісія зводить до середнього арифметичного індивідуальні оцінки кожного члена комісії та виводить загальний бал за відповіді на усі питання. Оцінка за іспит є колегіальним рішенням усіх членів на підставі обчислених балів. При узагальненні оцінювання відповідей на екзамені члени комісії користуються такими вимогами й критеріями:

Підсумкова кількість балів (max – 100)	Критерії оцінювання
90-100	студент продемонстрував всебічні, систематичні й глибокі знання програмового матеріалу, вільно володіє спеціальною термінологією, викладає матеріал послідовно, правильно застосовує теоретичні знання з усіх фахових дисциплін для розв'язання практичних завдань; уміє розробляти методику вирішення дослідницьких проблем, використовуючи при цьому новітні досягнення мовознавства і методики викладання.
74-89	студент демонструє систематичні знання програмового матеріалу, володіє навичками лінгвістичного аналізу, вміє теоретично обґрунтувати й застосувати набуті знання з мовознавства і методики викладання; правильно використовує

	<p>професійну термінологію, не допускає у відповіді грубих помилок; припускається 1-4 неточності у викладенні матеріалу або використанні термінології, які не призводять до помилкових висновків і рішень.</p>
60-73	<p>Студент коротко, схематично, але в основному правильно відповідає на питання; викладає матеріал неповно, не завжди послідовно; припускається не більше 5-6 помилок; відчуває певні труднощі у застосуванні теоретичного матеріалу для виконання практичних завдань; помиляється у використанні професійної термінології.</p>
35-59	<p>студент не може розкрити основний зміст теоретичних питань; викладає матеріал неповно, непослідовно; відчуває труднощі у застосуванні теоретичного матеріалу для виконання практичних завдань; помиляється у використанні професійної термінології.</p>
1-34	<p>Студент не може розкрити основний зміст теоретичних питань, не володіє навичками застосування набутих знань для виконання практичних завдань; не володіє професійною термінологією; допускає грубі помилки в остаточних висновках.</p>