

Приложение 1  
к рабочей программе  
дисциплины

Министерство науки и высшего образования Российской Федерации  
Федеральное государственное бюджетное образовательное  
учреждение высшего образования  
«Государственный институт русского языка им. А.С. Пушкина»  
Филологический факультет  
Кафедра социально-гуманитарных дисциплин

## **ФОНД ОЦЕНОЧНЫХ МАТЕРИАЛОВ ПО ДИСЦИПЛИНЕ**

### **Язык и стиль современных англоязычных СМИ**

Направление подготовки: 45.03.02 Лингвистика

Направленность (профиль): Перевод и переводоведение

Квалификация выпускника: бакалавр

Форма обучения очная

Москва, 2023

Цель фонда оценочных средств - контроль и оценка образовательных достижений обучающихся, освоивших программу учебной дисциплины «Язык и стиль современных англоязычных СМИ».

Цель текущей аттестации – обеспечение своевременной обратной связи, для коррекции обучения, активизации самостоятельной работы обучающихся.

Цель промежуточной аттестации – оценивание промежуточных и окончательных результатов обучения по дисциплине, обеспечивающих достижение планируемых результатов освоения образовательной программы.

Формы промежуточной аттестации: 7 семестр, зачет.

## 1. Варианты тестов и контрольных работ:

### 1.1. Тесты:

#### 1.1.1. Аттестационный контрольный тест

#### Вариант 1.

1. Match definitions on the left with the words on the right:

broadsheet	a newspaper published every day
readership	articles in a newspaper featuring art
editor	an additional part of a newspaper/magazine
circulation	a newspaper reporter/photographer following famous people
art review	the number of a newspaper's copies generally sold
daily	a newspaper with many pictures and a limited amount of serious news
gossip column	a newspaper for intelligent readership covering important news and affairs
paparazzo	the particular number or type of people who read a newspaper or a magazine
tabloid	a newspaper article dealing with gossip and scandal
supplement	the person who is in charge of a newspaper and is responsible for its organisation

2. Give synonyms for the following words:

yellow press	objective
to show	to print
to cover smth	a magazine
fair	to pay attention to smth
free	a reporter
to publish	gutter press
a magazine	a programme
a journalist	to feature smth
a broadcast	independent
to focus on smth	to broadcast

3. The following words often appear in newspaper headlines. Match them to their meanings.

to quit	the important factor
to bid	to try to buy/ take over smth
to cut	to support
to back	to reduce
to hit	to affect smth badly
talks	to resign
key	formal discussions

4. Choose the right variant:

A ... is a programme on which members of the audience are asked questions, in case of correct answers they receive prizes.

a) interview      b) quiz show      c) live footage

A...is a short film providing entertainment.

a) feature film      b) soap opera      c) documentary

A... is a TV play continuing from day to day, presenting emotional and melodramatic situations.

a) cereal      b) soap opera      c) current affairs programme

A... is a film featuring adventures of the first white American settlers.

a) thriller      b)documentary      c) western

5. Get a copy of a broadsheet and a tabloid (in English) and complete this table.

Paper 1  
(no. of  
pages)

Paper 2 (no. of  
pages)

home news  
 foreign/international news  
 feature articles  
 business news  
 sports news

For the same two papers complete this table.

	Paper 1 (yes/no)	Paper 2 (yes/no)
weather forecast		
cartoons		
photos		
advertisements		
crossword		
radio and TV programmes		
reviews		

How many pages are left? What are they about?

**Вариант 2**

1. Give antonyms for the following words:

biased (reporting)	a Sunday paper
local/ regional	gutter press/ yellow press
a broadsheet reporter	foreign/ international news
a tabloid	the back page
quality press	objective
a daily/ daily paper	national
the front page	a paparazzo
home news	a broadsheet
live (interview)	a children's programme
an adult film	recorded

2. Which of these words collocate with news? Complete the sentences with some of the words in the table:

room	agency	worthy	stand	flash	print	hound/
hawk	conference	desk				

1. The newsroom is the place where journalists write their reports.
2. You can buy a paper at a news... or at a news... in the street.
3. If it is a good story, it is news... .
4. A good reporter is sometimes called a news... .
5. Politicians often inform journalists about their actions at news...s.
6. If a news is very important, it can be announced in a news... .
7. The type of letters of a newspaper is called the news... .
8. A news... is an organisation buys and sells news reports from all over the world.

3. Match the newspaper headlines to the sections.

Poland hit by more bad weather	UK news
Mobile phone company makes bid for rival	world news
Russian satellites launched	politics
Poor results force England's cricket captain to quit	business
Cancer screening benefits praised	education
A magical performance	sports
TV standards falling	science/technology
UK backs peace plan	entertainment
South-East Asian leaders meet for new talks	health
Education spending key to next election	reviews

4. Choose the right variant:

A...is a programme on which a presenter and his guests are discussing some affairs.

- a) panel discussion      b) interview      c) sitcom

A... is an entertaining show combining music, dancing and humour.

- a) talk show      b) variety show      c) commercial

A... is a comedy with funny heroes who fall into absurd situations.

- a) sitcom      b) cartoon      c) special report

5. Get a copy of a broadsheet and a tabloid (in English) and complete this table.

	Paper 1 (no. of pages)	Paper 2 (no. of pages)
home news		
foreign/international news		
feature articles		
business news		
sports news		

For the same two papers complete this table.

	Paper 1 (yes/no)	Paper 2 (yes/no)
weather forecast		
cartoons		
photos		
advertisements		
crossword		
radio and TV programmes		
reviews		

How many pages are left? What are they about?

## 1.1.2. Итоговый контрольный тест

### Вариант 1.

#### 1. Insert prepositions:

2. Broadsheets devote much space ... politics and other 'serious' news.
3. Tabloids concentrate ... 'human interest' stories.
4. Most local papers do not appear ... Sundays.
5. In Britain morning papers are delivered ... the front door ... a teenager who gets up ...half past five every day.
6. Editors must be responsible ... what their newspaper prints.
7. Modern television offers the viewers several programmes ...different channels.
8. We like to watch television programmes dealing ... animals and birds and all kinds of living things.
9. Researchers have been especially concerned ... children.
10. Today's children are so addicted ... TV that nothing else interests them.
11. Viewers often complain...the poor level of some TV programmes.

#### 2. Read the following text.

##### Television in Modern Life

How do people usually answer questions like "What are you going to do tonight?" or "What are you doing at the weekend?" In other words how do people spend their free time? Some twenty or thirty years ago the usual answers used to be:

"We're going to the theatre (or to the cinema)" or "We're going to a party" or "We're having some friends round". Now you very often hear "We're going to stay at home and watch the telly'." A colour TV set has become an ordinary thing in the household today.

Modern television offers the viewers several programmes on different channels. In addition to regular newscasts you can see plays and films, operas and ballets, and watch all kinds of contests, quizzes, and sporting events. You can also get a lot of useful information on the educational channel. A good serial(perhaps, a detective story or a screen version of a classical novel) can keep the whole family in front of the telly for days, and we spend hours and hours watching our favourite football or hockey team in an important international event. Television most definitely plays a very important part in people's lives. But is this a good thing or a bad one? Haven't we become lazier because of television? Don't we go out less often than we used to? Don't we read less?

We tend to view more and listen less, as time goes on. Take, for example, meetings between famous people in various walks of life. We like seeing the people taking part in these discussions. Merely hear their voices is not quite the same thing. We also like to watch television programmes dealing with animals and birds and all kinds of living things in their natural surroundings, as well as to watch sporting events in actual progress. Above all we love seeing dramatic

entertainments of all kinds: the plays of many leading dramatists: dramatized versions of the works of famous novelists: lovely one-act plays, comic turns and amusing episodes of all sorts.

We can hear symphony concerts, operas and oratorios and popular melodies all transmitted with lifelike clarity. We have an opportunity of hearing well-informed talks on archeology history, geography, science and technology. We hear critics talking about new books, films, plays, works of art. We hear living poets reading their own poems.

### **3. Indicate the following statements as true (T) or false (F).**

1. Most people nowadays spend their free time by going to the cinema.
2. A black and white TV set has become an ordinary thing in the household.
3. Generally there are some educational programmes on TV.
4. Sports events (football matches, etc.) are seldom broadcast.
5. Sometimes it is enough to listen to the voices of famous people.
6. TV channels provide talks on different academic subjects.
7. Art lovers can always find a TV programme to their taste.
8. If viewers want to watch animals or birds, there are only reports from the zoo.
9. Music on TV is as natural as in concert halls.
10. We listen less and view more.

### **3. Writing**

*Write a news report about a recent disaster in the world.*

- Start by giving the summary of the event (Where? When? What?...)
- Describe the event in detail
- Finish your news report by writing about the action that will be taken.

### **4. Speaking**

**Express your opinion on the following points of view.**

Remember to use active vocabulary.

1. Some people say that television kills conversation. Does it?
2. TV makes people argue and discuss things, think and talk more.
3. TV is like a drug: people get addicted to certain television series and simply can't switch it off.
4. TV programmes should be various.
5. Television is a passive enjoyment.
6. TV may be the cause of many disputes and conflicts in the family. Why?
7. TV is a wonderful educational invention.

8. TV forms people's character, ideology and outlook.
9. TV is bad for our health.
10. TV makes people of different nations closer.

## **Вариант 2**

### **1. Correct mistakes:**

1. A life report is much more exiting than a recorded one.
2. What's in the air tonight? – A cooking programme.
3. We watch TV set every evening.
4. A good serial can keep the whole family behind the telly for days.
5. You can give much useful information on the educational channel.
6. Today's standards is objective, biased reporting.
7. TV makes children teach the alphabet, reading and numbers.
8. There are many excellent educational programs, especially by children
9. Are all newspaper journalists responsible for what they broadcast?
10. Freedom the press in the USA is protected by the Bill of Rights.

### **2. Read the following text.**

#### **Children and Television**

There have been more than 2,300 studies and reports on the effects of television on American society. Most of them show that these effects are mainly negative. Researchers have been especially concerned about children. In the past decade researchers have had children participate in numerous studies. They had children watch television intensively for three weeks. The results showed a drop in the children's creativity.

Teachers can't get children to pay attention for any length of time because today's children want everything to be as fast and entertaining as TV. Dr Benjamin Spock, an expert in child raising, once complained that he couldn't get his grandchildren to leave the TV set when he wanted to take them to the zoo. Some of today's children are so addicted to TV that nothing else interests them. Parents have to make them turn off the TV and go out to play or read a book. They can't get them to do these traditional childhood activities without having an argument over the TV.

Although most of these studies have shown the negative effects of television, some sociologists argue that television has become a part of our lives. They do not think that parents should make their children limit the amount of TV that they watch to one or two hours a day. They believe that parents should let their children decide for themselves what and how much they want to watch.

Although most studies show the negative effects of television, there are also some important positive influences. There are many excellent educational programs, especially for children. Some schools have children watch certain programs in

the classroom. They often get them to watch worthwhile programs at home by encouraging them to discuss what they have seen the next day in class. "Sesame Street" is a program that is watched by millions of children around the world. It uses bright colors, fast timing, and humour in order to get children to pay attention. It makes children enjoy learning about the alphabet, reading, and numbers.

Television also exposes children to different people and places. A little girl who had never seen a ballet before watched a famous ballerina on TV. This program made her decide to become a ballerina herself. TV also increases young people's understanding of other people's views of life. Many people feel that "Roots", a program on the history of black people in the United States, is an example of this.

Answer the following questions to the text.

1. Does television have a negative or positive influence on children?
2. Are parents concerned about their children's growing addiction to TV?
3. How does watching television affect a child's schooling?
4. What happens to children's attention span if they watch too much TV?
5. How does television stimulate children's curiosity?
6. Can educational TV programmes help children learn things?
7. What methods are used in educational programmes for children to make them pay attention?
8. Does TV breed tolerance in young people?
9. Is it easy to distract a child from a TV set?
10. Does television encourage children to dream?

#### **4. Writing**

*Write a news report about a recent disaster in the world.*

- Start by giving the summary of the event (Where? When? What?...)
- Describe the event in detail
- Finish your news report by writing about the action that will be taken.

**5. Speak about your favourite newspaper/magazine. Remember to use active vocabulary. Answer the following questions:**

1. How often do you buy the newspaper?
2. Is it a daily or a weekly paper?
3. Is it a broadsheet or a tabloid?
4. What is its circulation?

5.What range of news does the newspaper introduce to the readers (home news/ foreign news)

6.What types of articles can be found in the newspaper?

7.Why do you like it?

## 1.2. Контрольные работы:

### Вариант 1

Задание 1. Прочитайте англоязычный текст «The end of Roe will be a death sentence for many Black women» из газеты «Los Angeles Times» и передайте его содержание кратко письменно.

Задание 2. Дайте определения на английском языке понятиям, выделенным в тексте.

BY LINDA GOLER BLOUNT

JUNE 24, 2022 10:02 AM PT

I am shocked but not surprised. And I am angry.

For all women in the United States, the Supreme Court's decision **to overturn** Roe vs. Wade will reverse half a century of progress in women's healthcare.

For Black women, this decision represents something even more **sinister**. For us, losing access to legal abortion could spell the difference between life and death.

That may sound like a melodramatic statement, but it's not. If the past is any guide, ending the right to abortion will spark a public health crisis for Black women defined by more maternal deaths, higher rates of poverty and greater **inequality** overall.

That cannot be the promise of America.

Let's look at the facts. Black women already face significant health and economic **disparities**. Today the maternal mortality rate is three times as high for Black women as for white women. Black women are more likely to experience maternal health complications, like preeclampsia, than white women. And more than 1 in 5 Black women lives in poverty, compared to around 1 in 10 white women.

And while just 13% of American women are Black, 38% of those receiving abortions are Black.

Moreover, Black Americans are more likely to live in Southern states, where the most restrictive abortion laws will now come into force. In Mississippi, which already bans most abortions after 15 weeks, 74% of women seeking abortions are Black. Meanwhile, in Alabama, which would make it a **felony** for doctors to perform abortions at any stage of pregnancy, Black women account for 62% of those who receive abortions.

And it is poorly resourced Black women who will most likely face financial barriers to abortion. While more **affluent** women may have the resources to travel out of state to obtain a safe, legal abortion, that's less likely to be an option for poorer Black women. Indeed, before Roe, the death rate from illegal abortion was 12 times greater for women of color than for white women. That is the world to which we are returning.

The negative impacts of this poverty cycle extend well beyond the woman herself. Research shows that when women who are already mothers are denied an abortion, [their existing children are less likely to achieve developmental milestones](#) and more likely to live below the poverty line and experience hunger.

Black children are already more likely to experience poverty, lag academically and face mental health challenges associated with household stress compared to white children. The impact on Black mothers from restricted access to abortion will only widen these gaps.

The facts are terrifyingly clear. The Supreme Court's decision to overturn Roe means Black women and their families will suffer the most. As a recent study from Duke University found, a total nationwide abortion ban would [increase pregnancy-related deaths](#) for women overall by an estimated 21% — and pregnancy-related deaths among Black women by 33%.

The Supreme Court's decision will spark a new — and entirely **preventable** — public health crisis for Black women in the United States.

We can't afford to go back. We all need to keep fighting for the right to a safe, legal abortion.

Linda Goler Blount is president and chief executive of the Black Women's Health Imperative.

## Вариант 2

Задание 1. Посмотрите новость «Buffalo residents mourn those killed in mass shooting», May 16, 2022

Ссылка: [https://www.washingtonpost.com/video/video/national/buffalo-residents-mourn-those-killed-in-mass-shooting/2022/05/15/c9ea472e-1c47-4c3e-b4c9-ba00aa3daa39\\_video.html](https://www.washingtonpost.com/video/video/national/buffalo-residents-mourn-those-killed-in-mass-shooting/2022/05/15/c9ea472e-1c47-4c3e-b4c9-ba00aa3daa39_video.html)?

Задание 2. Выполните реферирование текста.

## 2. Вопросы и задания для подготовки к зачету:

### 2.1. Вопросы:

#### Теоретико-ориентированные вопросы:

1. Публицистический стиль: функции и языковые особенности.
2. Структура и параметры публицистической речи. Основные подстили
3. Профессиональный язык журналиста и его составляющие.
4. Язык СМИ в аспекте устной и письменной речи
5. Соотношение речевой нормы и языковой практики журналиста.
6. Речевая этика журналиста. Принцип языковой толерантности и его соблюдение в СМИ
7. Язык журналиста и индивидуальный стиль.
8. Языковая игра как способ речевого воздействия в СМИ
9. Языковые средства выразительности и их использование в СМИ.
10. Интертекстуальность как обязательная категория медиатекста. Функции цитат в Медиатексте
11. Типология печатных жанров: информационные, аналитические и художественно-публицистические.
12. Язык печати. Композиционные структурные, языковые особенности газетных текстов

13. Заголовок в современных газетных и журнальных текстах. Типы заголовков.
14. Современные требования к заголовочным формам. Речевые приемы в заголовках
15. Особенности языка радио и телевидения. Слово в российском телеэфире.
16. Разговорный пласт телевизионной речи в нормативном аспекте.
17. Журналистское интервью и его виды. Использование различных видов диалога на телевидении.
18. Интернет-издания. Особенности языка интернет-издания.
19. СМИ и речевой этикет нации. Средства массовой коммуникации как зеркало поп-культуры.
20. Язык СМИ и его роль в становлении информационной картины общества и мира.

**Практико-ориентированные вопросы:**

21. Раскрыть роль и значение культуры речи в СМИ.
22. Охарактеризовать язык СМИ и его важную роль в распространении русского языка и в повышении грамотности населения.
23. Объяснить ваше понимание выражения: "Язык средств массовой информации важный фактор формирования национальной речемышлительной культуры".
24. Охарактеризовать русский язык в телевизионном эфире и радиоэфире.
25. Охарактеризовать речевую культуру журналиста как основу профессиональной компетенции.
26. Охарактеризовать процесс совершенствования речевой культуры работников СМИ.
27. Обосновать главные характеристики публицистической и художественной полноценности профессионального уровня телевизионных и радиопередач.
28. Выявить средства речевой выразительности в средствах массовой информации.
29. Охарактеризовать функции и особенности языка телерадиоэфира.
30. Обосновать точность выбора языковых средств телевизионной речи.
31. Охарактеризовать неожиданные, эпатазирующие, яркие языковые средства на российском телевидении.
32. Охарактеризовать нормы и отклонения речевой культуры на ТВ.
33. Определить тенденцию снижения культурно-речевого уровня использования языка в СМИ.
34. Выявить особенности нарушения языковых норм в текстах средств массовой информации.
35. Охарактеризовать языковую специфику передач на телевидении.
36. Охарактеризовать язык телевидения как средство трансляции или трансформации речевой культуры.
37. Пояснить соотношение языка и стиля средств массовой информации и пропаганды.
38. Охарактеризовать соотношение разговорной речи и литературного языка на телевидении.
39. Выявить элементы разговорной речи в текстах телевидения.
40. Раскрыть основные механизмы и причины проникновения в телевизионные тексты элементов разговорной речи.

## 2.2. Задания к зачету

Вариант 1. **Проанализируйте англоязычную статью из онлайн-версии газеты The Guardian.** Проведите лексико-фразеологический анализ аутентичной газетной статьи.

Comment on general content and give your opinion:

*The article is taken from the newspaper...*

*The article was published on ...*

*The article is headlined ... / The headline of the article is ...*

*The opinion given in the article can be attributed to*

*The article is an interview with ...*

*The article is a collection of stories told by ...*

*The article is devoted to / focuses on the problem of ...*

*It is an article advertising ... so it presents the product /etc (which is the subject of the article) as the best possible choice, having no alternative.*

So as it seems to me / in my opinion, the author considers / assumes / thinks / believes / etc that ...

Comment on its peculiarities:

- *the type of articles (editorial, feature, newsreport, etc.);*
- *the slant of article (liberal, conservative, motive, etc.);*
- *the structure (constituent parts);*
- *the title (vocabulary, grammar, wordplay, cultural references, punctuation);*
- *language (colloquial/bookish/stylistically marked words; words with strong emotive / evaluative connotations / more neutral ones; semantic fields; linguistic devices (repetitions, play on words, etc.); syntactic organization (types of sentences; active/passive structures, etc.); cultural references, allusions);*
- *devices that are used to engage the reader's attention;*
- *news values reflected in the article;*

*What effect do you think the article will have on its reader?*

Вариант 2. **Find articles in two different English language newspapers (on their websites) to illustrate how the different papers approach the same story.**

What is the main issue under discussion in the articles? Comment on:

- *the types of articles (editorial, feature, newsreport, etc.);*
- *the slant of each article (liberal, conservative, motive, etc.);*
- *the structure (constituent parts);*
- *the titles of the articles (vocabulary, grammar, wordplay, cultural references, punctuation);*

- language of the articles (colloquial/bookish/stylistically marked words; words with strong emotive / evaluative connotations / more neutral ones; semantic fields; linguistic devices (repetitions, play on words, etc.); syntactic organization (types of sentences; active/passive structures, etc.); cultural references, allusions);
- devices that are used to engage the reader's attention;
- news values reflected in the articles;

What effect do you think each article will have on its reader?

Give a short characteristics of a newspaper one of the articles appeared in (quality/tabloid; subject matter; the proportion of text to photographs and headlines; the kind of headlines and photographs used (with some examples); the degree of linguistic complexity of the articles (with some examples); place of articles in terms of their news values).

