

**Uchwała numer 8**  
**Senatu Uczelni Lingwistyczno-Technicznej w Przasnyszu**  
**z dnia 27 kwietnia 2023 roku**

**w sprawie przyjęcia listy pytań na egzamin dyplomowy na kierunku Filologia I stopnia**

Na podstawie ustawy Prawo o szkolnictwie wyższym i nauce z dnia 20 lipca 2018 r. Dz.U. 2018 poz. 1668 oraz Statutu Uczelni Lingwistyczno-Technicznej w Przasnyszu Senat uchwała, co następuje:

**§ 1**

Senat Uczelni Lingwistyczno-Technicznej w Przasnyszu przyjmuje listę pytań na egzamin dyplomowy na kierunku Filologia I stopnia przedstawioną przez Komisję ds. Programów Kształcenia, która stanowi załącznik nr 1 do niniejszej uchwały.

**§ 2**

Uchwała wchodzi w życie z dniem podjęcia.

**REKTOR**  
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## **Pytania – egzaminy dyplomowe – studia I stopnia**

### **Linguistics – Examination Questions**

#### **pula pytań ogólnych**

1. Provide examples of language research developed within cultural linguistics (ethnolinguistics).
2. Justify the claim that contrastive linguistics is practice-oriented by providing examples of its application in education or translation.
3. Discuss aspects of meaning investigated within pragmatics.
4. Present examples of applications of the findings made within applied linguistics.
5. Choose a language process and describe it in terms of phonological rules.
6. Compare the subject predicative and the object predicative in terms of their structural and semantic properties.
7. Explain indexicality in the context of discourse analysis.
8. Explain the ways in which cohesion and coherence of text are achieved.
9. Define and compare derivational morphemes and inflectional morphemes.
10. Explain the concept of *face* as used in politeness theory.
11. Define and compare the terms *pidgin*, *creole* and *dialect*.
12. Describe the mechanism of speech production.
13. Define and provide examples of speech acts.
14. Demonstrate how the substitution test and movement test can be used to identify phrases.
15. Describe lexical relations (synonymy, antonymy, hyponymy, prototypes, polysemy, metonymy, metaphor, collocation) and give examples.
16. Describe the processes of nasal and lateral plosion.
17. Discuss potential problems arising from lexical contrast in the context of language teaching or translation.
18. Characterise cultural linguistics (ethnolinguistics).
19. Discuss the approach to figurative language in cognitive linguistics.
20. Discuss the differences between human language and animal communication.

21. Characterize grammatical relations (subject, object, complement, adverbial).
22. Discuss the main stages of language acquisition.
23. Enumerate and describe word formation processes.
24. Describe the cardinal vowel system of English.
25. Discuss the difference between articulatory phonetics, acoustic phonetics and auditory phonetics.
26. Enumerate parts of speech in English, give examples and explain their function.
27. Compare and discuss the structural and semantic properties of the direct object and indirect object.
28. Enumerate speech organs and explain their role in the production of the speech sounds of English.
29. Discuss the differences between structural, categorial and functional contrast between languages.
30. Enumerate, describe and give examples of types of phrases of English.
31. Discuss the basic clause patterns of English.
32. Explain how language corpora differ from unorganized bodies of text.
33. Enumerate the types of finite dependent clauses of English and present their characteristics.
34. Explain the difference between positive politeness and negative politeness as used in politeness theory.
35. Explain the difference between semantics and linguistic pragmatics.
36. Explain the difference between synchronic and diachronic language analysis.
37. Present characteristics of Conversation Analysis (CA).
38. Explain the innateness hypothesis in the context of language acquisition.
39. Explain the notion of presupposition as used in discourse analysis.
40. Explain the relationships of equivalence and congruence as used in contrastive linguistics.
41. Discuss the differences between defining and non-defining relative clauses.
42. Explain the theory of mind and its role in communication.
43. Identify the word-formation processes involved in the creation of the words *Teflon*, *boss*, *fingerprint*, *brunch*, *typo*, *donate*, *misinterpret*.
44. Explain the notion of semantic roles (Agent, Patient, Instrument, Experiencer, Location, Source, Goal).
45. Present briefly the main stages in the development of writing systems.
46. Define the valency of the verb and explain its role in determining clause patterns.

47. Explain how text types can be investigated with the use of corpora.
48. Explain language properties of *recursion*, *openness*, *productivity*, *discreteness*, *arbitrariness*, *displacement* and *prevarication*.
49. Present characteristics of Discourse Analysis (DA).
50. Explain the difference between stop consonants and fricative consonants.
51. Present characteristics of historical (diachronic) linguistics.
52. Define the morpheme and explain its functions with the use of examples.
53. Present psycholinguistics as an interdisciplinary discipline.
54. Define the phoneme and allophone and discuss the classification of English phonemes.
55. Explain the difference between conceptual and associative meaning.
56. Present the basic tenets of cognitive linguistics.
57. Provide an example of a study developed within sociolinguistics.
58. Explain the difference between corpus-based research and corpus-driven research.
59. Present the basic tenets of generative linguistics.
60. Explain the difference between linguistic competence and performance.
61. Use examples to demonstrate how lexical meaning can be described in terms of semantic features.
62. Use examples to explain differences between *structural*, *ontological* and *orientational* metaphors as defined in cognitive linguistics.
63. Use examples to present and discuss the maxims of conversation.
64. Using an example, demonstrate how speech sounds of English can be described in terms of the phonation type, place and manner of articulation.
65. Define briefly the following levels of linguistic organisation: phonology, morphology, syntax and text.
66. Present the tenets of corpus linguistics.
67. Define contrastive linguistics (contrastive analysis) and describe its aims.
68. Using an example, explain how phrase structure rules determine the construction of phrases.
69. Using examples, explain the difference between *free* and *bound* morphemes.
70. With reference to voicing, explain the pronunciation rules for word endings in English. Use examples.
71. With the use of an example, explain the articulation of diphthongs.
72. Compare and discuss the four basic types of independent clauses.
73. Define and describe genre and register.

74. Use examples to present differences between British and American varieties of English in spelling, pronunciation, vocabulary, and syntax.
75. Provide examples of research developed within stylistics.

### **Pytania – egzaminy dyplomowe – studia I stopnia**

#### **Methodology - Examination questions**

##### **pula pytań ogólnych**

1. Interpret the following statement: "Learning is more important than teaching."
2. Imagine you are at a teacher-parent meeting. One of the parents questions the efficiency of student-centred teaching. Explain the main principles of this approach and argue for your position.
3. Why do you think it's important for a teacher to do needs analysis at the beginning of a course? List some specific ways of carrying out needs analysis.
4. "A group is made up of individuals."
  - a/ Explain this statement
  - b/ Explain in what specific ways students can differ
  - c/ List some implications for teaching
5. What are learning styles and strategies? Give a definition and some examples for each one.
6. What is the difference between intrinsic and extrinsic motivation?
7. Give a definition of acquisition and learning. Why are these concepts important for language teachers?
8. What skills and abilities enable the teacher to be a good motivator in class?
9. Describe some teaching situations where it would be appropriate for the teacher to act as a) an explainer b) an enabler.
10. Describe five teacher roles and explain why a teacher might take up these roles.
11. List the five most important characteristics of the Communicative Approach.
12. Define the term "communicative competence" and explain its significance within the Communicative Approach.
13. Give a definition of "accuracy" and "fluency". What is their significance within a communicative framework?

14. There is no one to one correspondence between form and function. Explain what it means and give an example.
15. Write 5 questions you would want to ask yourself before you choose a coursebook for a particular group of students.
16. Interpret the following statement: "Coursebooks are good servants but poor masters." (Cunningsworth).
17. Describe three activities in order to demonstrate different ways in which you could use visuals in the classroom.
18. List some questions you would ask yourself before planning a lesson.
19. List a number of possibilities for a teacher to ensure that the students understand his/her instructions (e.g. when setting up an activity).
20. Describe five classroom situations which you feel would justify the use of the mother tongue.
21. What advice would you give to a beginner teacher on the use of the mother tongue?
22. Give some examples to show how class management and discipline problems may be related.
23. List some problems which may emerge during pairwork and groupwork. Give ideas for pre-empting/dealing with each one.
24. List some ideas for ensuring that students speak the target language during groupwork.
25. Apart from written and oral tests what other sources of information are there for the teacher about the students' progress, especially in giving them end term grades? Describe at least two.
26. What is the purpose of *proficiency tests*? Name two other test types and describe their purposes.
27. What are authentic materials? What justifies their inclusion in the teaching programme even at early levels? What are some of the disadvantages?
28. What is the difference between extensive and intensive listening?
29. "Reading is a passive skills" Argue for and against this statement.
30. Describe some positive effects of using games in the classroom.
31. What are some possible benefits of using role-play in the classroom? List at least three.
32. Give a definition of communication strategies and give two examples.
33. A student makes the same mistake several times during a free speaking groupwork activity. What would you do and why?

34. List the advantages and disadvantages of asking students to translate words between L1 and L2.
35. What are possible limitations of teaching new words out of context?
36. You are going to start teaching an intermediate level class next week. List some of the aims you would set yourself for the first two weeks.
37. '*It is important to plan well-balanced lessons.*' Explain what this means and give specific examples of what needs to be balanced.

### **Pytania – egzaminy dyplomowe – studia I stopnia**

#### **Pytania literaturoznawcze – pula pytań ogólnych**

1. Oral mode of transmitting information in Anglo-Saxon culture. Discuss.
2. How did the development of Christianity on the British Isles enhance the development of literature?
3. Discuss briefly the cultural orbits in Anglo-Saxon Period and in the Middle Ages.
4. What were the stages in the development of medieval drama?
5. Discuss the motif of chivalry in medieval literature.
6. What are the major features of medieval allegory? Present the major representatives of this mode of writing.
7. What is the role of Geoffrey Chaucer in British literature?
8. Discuss the tradition of romance in Britain. What does The Gawain and the Greene Knight contribute to the tradition?
9. In what way did the world borders expand in the Renaissance?
10. Describe the development of the sonnet in the British Renaissance literature. Who were the major authors, what were their accomplishments?
11. What are the major characteristics of Shakespearean sonnet?
12. Discuss the major characteristics of Shakespearean comedy.
13. Discuss the major features of Shakespearean tragedy.
14. How would you define Shakespearean tragic hero.
15. In what ways was Elizabethan theatre different from the medieval one?
16. Realism as a defining characteristic of the early novel in Britain: discuss.
17. Discuss conventions of British gothic fiction.
18. *Robinson Crusoe* by Daniel Defoe: subjectivity and the novel. Discuss.

19. *Pamela or Virtue Rewarded* by S. Richardson: psychological insight and the moral design. Discuss.
20. Present the major characteristics of the plot in *Tom Jones* by Henry Fielding.
21. What are the major characteristics of Romantic Imagination?
22. William Blake's concept of innocence and experience. Discuss any two contrasting poems from that point of view.
23. How did Romantic poets approach the concept of human being and nature?
24. What features of romantic approach to nature and to human being do you find in 'I wandered lonely as a cloud' by W. Wordsworth?
25. In what ways does *The Rhyme of the Ancient Mariner* reflect the archetypal pattern of crime punishment and redemption?
26. Define the concept of the Byronic hero.
27. Discuss the conventions of British gothic novel.
28. Jane Austen and the novel of manners: discuss.
29. Sir Walter Scott and history. Discuss Scott's contribution to the development of historical novel in Britain.
30. *Walden* by Henry David Thoreau – an example of a philosophical treatise on labour, leisure, self-reliance and individualism? Discuss.
31. Discuss the elements of naturalism in chosen works of American fiction.
32. Discuss the issue of slavery in *The Adventures of Huckleberry Finn*.
33. Discuss *Moby Dick* as a symbolic novel.
34. *The Great Gatsby* and the American dream. Discuss.
35. *The 7 Habits of Highly Effective People* by Stephen R. Covey – an example of American self-help literature? Discuss.