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МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное образовательное учреждение высшего
образования
«ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ»
(ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ)

Кафедра иностранных языков

УТВЕРЖДЕН

на заседании кафедры иностранных языков

Протокол от « 04 » апреля 2024 г., № 10

Зав. кафедрой



Сарычева Л.В.

**ФОНД
ОЦЕНОЧНЫХ СРЕДСТВ**

по дисциплине (модулю)

Практическая фонетика английского языка

Направление подготовки: 44.03.05 Педагогическое образование (с двумя профилями
подготовки)

Профиль: Русский язык и иностранный (английский) язык

Мытищи
2024

- 1.Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы.....**
- 2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания.....**
- 3. Контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы.....**
- 4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций.....**
.....

1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

Код и наименование компетенции	Этапы формирования
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах).	1. Работа на учебных занятиях 2. Самостоятельная работа
ПК-1. Способен осваивать и использовать теоретические знания и практические умения и навыки в предметной области при решении профессиональных задач	1. Работа на учебных занятиях 2. Самостоятельная работа

5.2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

Оцениваемые компетенции	Уровень сформированности	Этапы формирования	Описание показателей	Критерии оценивания	Шкала оценивания
УК-4	пороговый	1. Работа на учебных занятиях 2. Самостоятельная работа студентов	<i>Знать:</i> основные фонетические явления и закономерности функционирования английского языка в его стилистических разновидностях; нормы речевого этикета носителей изучаемого языка. <i>Уметь:</i> применять полученные знания на практике	Сообщение Проект (защита презентации) Тестирование	Шкала оценивания сообщения Шкала оценивания проекта (защита презентации) Шкала оценивания тестирования

	продвинутый		<p><i>Знать:</i></p> <p>особенности построения публичной речи на английском языке.</p> <p><i>Уметь:</i></p> <p>применять полученные знания в устной речи на изучаемом языке; самостоятельно построить высказывание в жанре публичной речи. <i>Владеть:</i></p> <p>навыком публичного выступления и ведения дискуссии на английском языке</p>	<p>Сообщение</p> <p>Проект (защита презентации)</p> <p>Тестирование</p>	<p>Шкала оценивания сообщения</p> <p>Шкала оценивания проекта (защита презентации)</p> <p>Шкала оценивания тестирования</p>
ПК-1	пороговый	<p>1.Работа на учебных занятиях</p> <p>2.Самостоятельная работа студентов</p>	<p><i>Знать</i></p> <p>Основные фонетические особенности устной речи в английском языке, а также основные свойства национального менталитета</p> <p><i>Уметь:</i></p> <p>применять теоретические положения и концепции в преподавании английского языка</p>	<p>Сообщение</p> <p>Проект (защита презентации)</p> <p>Тестирование</p>	<p>Шкала оценивания сообщения</p> <p>Шкала оценивания проекта (защита презентации)</p> <p>Шкала оценивания тестиров</p>

					ания
	продвинутый	1. Работа на учебных занятиях 2. Самостоятельная работа студентов 3. Подготовка презентации	<p><i>Знать</i></p> <p>Основные фонетические особенности устной речи в английском языке, а также основные свойства национального менталитета, нашедшие отражение в различных функциональных стилях</p> <p><i>Уметь:</i></p> <p>Вести коммуникацию с носителем языка с учетом национальных особенностей, проявляемых в речи собеседника;</p> <p><i>Владеть:</i></p> <p>методами фоностилистического анализа</p>	Сообщение Проект (защита презентации) Тестирование	Шкала оценивания сообщения Шкала оценивания проекта (защита презентации) Шкала оценивания тестирования

Описание шкал оценивания

Шкала оценивания сообщения

No п/п	Оцениваемые параметры	Критерии оценки	Оценка в баллах
1.	Качество сообщения:	-производит яркое впечатление, сопровождается иллюстративным материалом, четко выстроено; -рассказывается, но не объясняется суть работы; -зачитывается.	2 1 0

2.	Использование демонстрационного материала:	<p>-автор представил демонстрационный материал и прекрасно в нем ориентировался;</p> <p>-использовался в сообщении, хорошо оформлен, но есть неточности;</p> <p>-представленный демонстрационный материал не использовался или был оформлен плохо, неграмотно.</p>	<p>2</p> <p>1</p> <p>0</p>
3.	Владение научным и специальным аппаратом:	<p>- показано владение специальным аппаратом;</p> <p>- использованы общенаучные и специальные термины;</p> <p>- не показано владение базовым аппаратом.</p>	<p>2</p> <p>1</p> <p>0</p>
4.	Четкость выводов:	<p>- полностью характеризуют работу;</p> <p>- нечетки;</p> <p>- имеются, но не доказаны.</p>	<p>2</p> <p>1</p> <p>0</p>
5.	Владение иностранным языком:	<p>- владеет навыком создания собственного речевого высказывания в сфере научной коммуникации с использованием оптимального набора слов и словосочетаний, грамматически и стилистически корректного;</p> <p>- имеет представление об ограниченном наборе лексических и грамматических средств для построения высказывания;</p> <p>- не учитывает стилистические нормы профессионального текста, не учитывает законов цитирования и соблюдения авторских прав;</p> <p>- не знает в достаточной мере лексического и грамматического материала для самостоятельного построения высказывания на английском языке.</p>	<p>2</p> <p>1</p> <p>0</p>

Итого:

максимальное количество баллов: 10.

Шкала оценивания проекта (защита презентации)

№ п/п	Оцениваемые параметры	Критерии оценки	Оценка в баллах
1.	Практическая значимость	<p>- проект имеет высокую практическую значимость;</p> <p>- проект имеет некоторую практическую</p>	<p>3</p> <p>2</p>

		<p>значимость, но не отличается оригинальностью;</p> <p>- проект имеет небольшую практическую значимость, г.о. для самих участников;</p> <p>- проект не имеет практической значимости.</p>	<p>1</p> <p>0</p>
2.	Степень научности	<p>- владение терминологическим аппаратом дисциплины; грамотная работа с научной, учебной и справочной литературой;</p> <p>- недостаточное владение терминологическим аппаратом; 1-2 фактические ошибки; узкая теоретическая база исследования;</p> <p>- слабое владение терминологическим аппаратом; 3-4 фактических ошибки; ограниченное число источников информации (2-3);</p> <p>- отсутствует знание и понимание терминов дисциплины; допускается более 4 фактических ошибок; всё исследование строится на одном источнике.</p>	<p>3</p> <p>2</p> <p>1</p> <p>0</p>
3.	Профессионализм при выполнении действий и операций	<p>- проектная работа выполнена на очень высоком уровне, близком к профессиональным требованиям;</p> <p>- работа выполнена на достаточно высоком профессиональном уровне;</p> <p>- уровень недостаточно высок;</p> <p>- работа выполнена на низком уровне.</p>	<p>3</p> <p>2</p> <p>1</p> <p>0</p>
4.	Эффективность деятельности участников проекта (работа в группе)	<p>- студент продуктивно и эффективно работает в команде;</p> <p>- студент достаточно полно, но без инициативы и творческих находок выполнил возложенное на него задание;</p> <p>- студент выполнил большую часть возложенной на него работы;</p> <p>- студент практически не работал в группе, не выполнил возложенные на него задачи, лишь только некоторые поручения.</p>	<p>3</p> <p>2</p> <p>1</p> <p>0</p>

5.	Публичное представление результатов проектной деятельности	<ul style="list-style-type: none"> - студент свободно представляет результаты своей деятельности, свободно отвечает на вопросы; - студент отвечает на вопросы, связанные с проектом, но недостаточно полно; - студент может ответить лишь на некоторые вопросы по проекту; - ответы на вопросы по проекту обнаруживают непонимание предмета и отсутствие ориентации в материале. 	3 2 1 0
6.	Языковое оформление проекта	<ul style="list-style-type: none"> - текст составлен грамотно, выразительно, логично, интересно для предполагаемого адресата; отсутствуют стилиевые и грамматические ошибки; структура, содержание, формат текста соответствуют теме проекта; - допускаются отдельные ошибки, логические и стилистические погрешности. Текст недостаточно логически выстроен, или обнаруживает недостаточное владение студента риторическими навыками; - работа написана в соответствующем стиле, однако допускаются значительные грамматические ошибки; риторические навыки продемонстрированы слабо; - работа написана несоответствующим стилем, недостаточно полно изложен материал, допущены различные речевые, стилистические и логические ошибки; - допущены грубые орфографические, пунктуационные, стилистические и логические ошибки; неясность и примитивность изложения делают текст трудным для восприятия. 	5 4 3 2 1

Итого:

максимальное количество баллов: 20.

Шкала оценивания тестирования

Семестр	41-60 % верных ответов	61-80 % верных ответов	81-100% верных ответов
1	10-15 баллов	16-20 баллов	21-25 баллов
2	10-15 баллов	16-20 баллов	21-25 баллов
3	10-15 баллов	16-20 баллов	21-25 баллов
4	10-15 баллов	16-20 баллов	21-25 баллов

Итого:

максимальное количество баллов: 20.

Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

Текущий контроль

УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах);

Знать: основные фонетические явления и закономерности функционирования английского языка в его стилистических разновидностях; нормы речевого этикета носителей изучаемого языка.

Уметь: применять полученные знания на практике

Знать

Основные фонетические особенности устной речи в английском языке, а также основные свойства национального менталитета

Уметь:

применять теоретические положения и концепции в преподавании английского языка

ПК-1.Способен осваивать и использовать теоретические знания и практические умения и навыки в предметной области при решении профессиональных задач

Задания, необходимые для оценивания сформированности УК-4 и ПК-

Тестирование

1 семестр. Пороговый уровень

1) The tongue is a organ of speech:

- a) active
- b) passive
- c) fixed

2) Which of the following doesn't move in the articulation of speech sounds?

- a) The vocal cords
- b) The lips
- c) The hard palate

3) The parts of the tongue are...

- a) The tip, the front, the back and the uvula
- b) The tip, the blade, the front and the back
- c) The tip, the rims, the front and the back

4) Nasal sounds are produced in the

- a) nasal cavity
- b) mouth cavity
- c) larynx

5) Noise consonants are sounds which consist of

- a) voice and noise
- b) only noise
- c) only voice

6) The sounds /au/, /ou:/ are...

- a) diphthongs
- b) monophthongs
- c) diphthongoids

7) The sound /t/ is ...

- a) a constrictive sonorant

- b) an occlusive noise consonant
- c) an occlusive sonorant

8) The English sounds / s, z/ are...

- a) dental
- b) alveolar
- c) interdental

9) The English sounds/s, f, z/ are...

- a) stops
- b) fricatives
- c) sonorants

10) The English noise sounds /b,d,g/ are...

- a) lenis
- b) fortis
- c) weak

11) The English sounds /p, b/ are...

- a) bilabial
- b) labio-dental
- c) forelingual

12) The English sounds /s,z / are...

- a) occlusive
- b) constrictive
- c) occlusive-constrictive

13) The English sound /h/ is...

- a) labial
- b) lingual
- c) glottal

14) Assimilation is the influence of

- a) a consonant on a vowel
- b) sound on a sound
- c) a consonant on a consonant

15) What phonetic phenomenon can be found in the words 'table', 'black'?

- a) Nasal plosion
- b) Lateral plosion
- c) Loss of plosion

16) The sonorants /m, n, l, w, j, r/ are partially devoiced when ...

- a) They are preceded by voiceless consonants
- b) They are followed by voiceless consonants
- c) In the final position

17) Absence of aspiration is found in the following words:

- a) spy, sky, state, sport
- b) sit, letter, soft
- c) course, pot, tie

18) The light "l" can be found in the words

- a) lid, last, lot
- b) bill, sell, milk

19) In which of the following phrases there is 'linking /r/'?

- a) here and there
- b) idea of
- c) here you are

20) The last stressed syllable in the intonation group is:

- a) the head
- b) the nucleus
- c) the tail

21) The prominent word in the sentence "Thank you" is:

- a) thank
- b) you
- c) both words are equally prominent

22) The High Fall is usually used in

- a) unemotional speech
- b) emotionally coloured speech
- c) in both

23) Low Rise in statements sounds...

- a) final, categoric, considered
- b) serious, responsible, intense, often suggesting irritability

c) non-categoric, encouraging further conversation

24) The term "intonation" implies variations of

a) pitch, force of utterance, tempo, timbre

b) pitch, pauses, timbre

c) pitch, force of utterance, pauses

25) General questions are normally pronounced with

a) the Low Fall

b) the Low Rise

c) the High Rise

1 семестр. Продвинутый уровень

I. Transcribe the words:

1. size

2. miles,

3. pretty

4. gaiety

5. senior

6. junior

7. deeds

Define the degree of aspiration in the given words:

8. peel

9. cloud

10. skirt

11. pocket 12. table

13. toothless 14. stool 15. poorly 16. spot

17. speak

III. Transcribe the following word combinations:

18. the orange

19.an orange

20.the table

21.the arm

22.a book

IV. Transcribe the following sentences. Mark the stresses and tunes:

23. Let's have a cup of coffee. – A cup of coffee?

24.What's the day today? - What day? It's Sunday.

25.I have a three books.

2 семестр. Пороговый уровень

1Pronounce the following sounds.

[Q, q, e, r, f, j, T, G, D. R, p, s, a, A, x]

2.Read the words paying attention to the position lengthof the vowel:

a) par, car, jar, spar, bar, far, star, char, tar, / lard, snarl, hard, bard, charm, barge,

carve, large, charge, starve, arm, card, harm, barn, army, barb, farm, darn, / arc, park, shark, harp, dart, march, dark, arch, smart, cart, sharp, larch, carp, lark, art, part, spark, scarf, arty, start, stark, bark, farce, chart. б) her, per, / fern, err, verb, herd, stern, herb, serge, term, serve, hers, kerb, merge, nerve, verge / berth, verse, pert, jerk, perch, perk, serf в) sir, stir / bird, churn, third, dirge, girdle, firm, girl, / birch, irk, skirt

3.Say the words with the Low Rise:

lend, pelt, vell, bed, mend, fell, pebble, den, felt, men, lent, mess, belle, left, fed, belt

4. Train the pronunciation of [i:]

sea, three, tea, he, she, me, we, agree / please, leave, wheel, seem, queen, easy, eager

5.Transcribe the words:

please, leave, wheel, seem, queen, easy, eager

Define the phonetic phenomena in these sentences:

1. Pete, come to the blackboard, please.
2. Write down the following sentence.
3. “The rain in Spain stays mainly on the plain”.
4. -He is quite right, isn't he?
5. -Can we observe aspiration in the word “Spain”?
6. -No, we can't.
7. -What a brilliant student!

Mark the tune:

1-Ted where are you going?

2. -I want to see the new bookstore.

3.-The new bookstore? Are you interested in books?

4 -Certainly, I am. You thought I was an ignoramus, didn't you?

5 -Is there a quite suitable medicine to cure you or to calm you down?

6 -Why?

7-You are so moody today. Cheer up, Sick Ted.

Read the given special questions with the appropriate attitudes (serious, intense, responsible). Mark the stresses and tunes:

14. When did you come home?
15.What do you do?

16. What did you do in the evening?

17.How did you spend the time yesterday?

18.Who is going to do the shopping?

19. Who's there?

2 семестр. Продвинутый уровень

I. Mind the pronunciation of [h] in the monosyllables. Transcribe and read the sentences below:

1. If he comes, tell him I'm out. 2. If his will he left his son most of his books. 3. Give her her books and her papers. 4. I hope he'll give her a hand. 5. His success went to his head.

II. Define the words containing lateral plosion. Mark the stresses and tunes in the given sentences:

6- I'm terribly sorry for losing my temper last night.

- I wish you'd learn to control yourself. You completely ruined my evening.

7. - I'm having a little party at my place. Would you like to come? - Thank you. I'd love to. That'll be very nice.

8. - The English climate is very changeable, isn't it?

- Definitely. You never know whether it'll rain or clear up.

9. - Would you like a dessert?

- Yes, please. I'd like chocolate mousse and a glass of orange juice. I hope it'll be absolutely delicious!

10. - Excuse me, how do I get to the Park Lane, please?
- Left at the traffic lights. You can't miss it.

III. Define the words containing nasal plosion. Mark the stresses and tunes in the given sentences:

11.- Oh dear, I've spilt milk on the tablecloth. I'm very sorry.

- It doesn't matter. The cloth needs washing anyway. 12. - It was most kind of you.

- Don't mention it. I was glad I was able to help. 13.- Couldn't you take the day off?

- Let me see ... Well, it might be possible.

14.- I'm afraid I shan't be able to phone you in Great Britain.

- Drop me a line, then.

15. - There's a variety show at nine sharp.

- We mustn't miss it. We'd manage it if you helped me with cooking.

IV. Define the words containing loss of plosion. Mark the stresses and tunes in the given sentences:

16.- These bananas look good.

- Mmm ... I love ripe bananas.

17.- I'm so sorry but I forgot to water the plants yesterday.

- You should do it today.

18.- What would you like to start with?

- Grapefruit cocktail for me, please. 19.- I know Jack plays football on Sundays.

- Does he ever play football on week-days?

20.- Tom, have you got some change? - No, I've only got pound coins.

V. Mark the stresses and tunes in the given dialogue:

21.- We want to go on a hike on Sunday. Will you join us?

22.- Certainly. Shall we go to the country? The place is delightful.

23.- Yes. Shall we take Alice with us?

24. - Of course. Can you meet her at the station?

25.-Yes.

3 семестр. Пороговый уровень

I. Read the text. Pay special attention to the intonation of sentences with «There + to be». Mark the stresses and tunes:

6. Let's have a look at this picture of the classroom. 7. On the left there are two large windows. 8. On the windows there are some nice flowers. 9. Under the window there's a radiator. 10. There is a blackboard in front of the desks. 11. There is some chalk and a duster at the blackboard. 12. There are ten desks in your classroom. 13. On the desks there are tape-recorders. 14. There is a bookcase with many books on the right. 15. To the left of the bookcase there is a large map.

II. Complete the following questions using the words in brackets. Mark the stresses and tunes:

Model: Do you study at college? (University)

•Do you 'study at the Institute I or at the University?

16.Do you do your homework at home? (at the University).

17. Are you a student of day department? (evening department).

18.Have you got three lectures today? (three seminars).

19.Have you read about the system of education in Great Britain? (New Zealand).

20. Can you speak English? (German).

21.Do you have many mistakes in your test? (few mistakes).

22.Is there much work to do? (little).

23.Do you like to travel by air? (by plane)

24.Does he prefer football? (hockey)

25.Does it take him an hour to get to the University? (half an hour)

3 семестр. Продвинутый уровень

I.Read the text. Pick out sentences with the adverbials. Explain their intonation. Mark the stresses and tunes:

1.We have a house in a London suburb. 2.I bought it about fifteen years ago when I got married. 3.It consists of two floors. 4.On the ground floor we have the dining-room, the sitting-room, the kitchen and the hall. 5.In the hall you can see a stand for hats, coats and umbrellas. 6.A staircase leads from the hall to the landing on the first floor. 7.On the top floor we have four bedrooms and a bathroom. 8.On the top of the roof there are two chimneys. 9.In front of the house we have a small garden. 10.At the back of the house you can see a much larger garden with a lawn and some fruit-trees.

II. Read the dialogues. Mind the intonation of imperatives. Mark the stresses and tunes:

11.- Let's go to the theatre.

12.- Fine. Phone Ann and invite her too. Tell her to meet us at 6.

13.- Right. Shall I do it now?

14.- Don't be silly. Do it when you can.

15.- Will you tell me the way to Trafalgar Square?

16.- Certainly. Go down Regent Street to Piccadilly Circus. Turn to the left then.

17. - Thank you. Is there a bus?

18. - There's sure to be. Ask the policeman over there.

III. *Read the following sentences. Observe the intonation of enumeration. Mark the stresses and tunes:*

19. Britain was the originator of many sports such as football, rugby, golf, cricket, hockey and lawn tennis. 20. Ushinsky made trips to Germany, Switzerland, France, Italy and Belgium to observe school organization there. He traveled, lectured, held conferences and interviews. 21. Russia has large reserves of oil, natural gas, coal, iron ore, copper, lead and other minerals. 22. Our University trains teachers in many subjects: physics, mathematics, history, the Russian language and literature, geography, biology, drawing, music and so on. 23. The curriculum of our faculty consists of different subjects: psychology, history of education, pedagogic, foreign languages, history of Russia and physical training. 24. In ancient Greece and Rome children learned writing, reading, arithmetic, music and poetry. 25. The ladies usually talk about the weather, the latest fashions and their friends. The men discuss politics, business, the latest news and football.

4 семестр. Пороговый уровень

I. Read the following sentences. Mark the stresses and tunes:

1. Normally, we go for a walk in the evening.

2. Personally, I've always wanted to be a teacher.

3. However, he is always ten minutes late.

4. By the way, may I open the window?

5. For instance, when driving, they keep to the left-hand side of the road in England.

6. A walking holiday depends upon the weather, of course.

7. A cowardly thing to do, I call it.

8. Tastes differ, you know.

9. Just the same, so far.

10. We shall go to the sea, I expect.

11. Where do you go? - I think we prefer the Crimea.

12. What about indoor games? - Well, there's chess, billiards, cards, table tennis. By the way, do you play tennis? 13. And how are things with you? - Not too good, I'm afraid. 14. You're thirty-five, aren't you? - As a matter of fact I'm nearly forty.

II. Read the sentences. Observe the sequence of tones. Mark the stresses and tunes:

15. If you go to the country, you'll enjoy yourself thoroughly. 16. If you are busy today, you may come tomorrow. 17. If you have to do some shopping, go to the central Department Store. 18. If you take my advice, you will not regret it. 19. If you hire a taxi, it will take you only 10 minutes to get there. 20. When you come home, ring me up. 21. When you finish your books, you'll have to make reports on them. 22. When he arrived in Moscow, the weather was surprisingly wonderful. 23. When you come back home, you should go to the greengrocer's and to the butcher's. 24. When he learned the news, he got angry. 25. When you enter the theatre, you go to the cloakroom.

4 семестр. Продвинутый уровень

I. Make up sentences using the following parenthetical words and phrases at the beginning, in the middle and at the end of them. Use them in conversational situations:

I. Well, ... 2. ..., of course. 3. ..., anyhow. 4. ..., I think, ... 5. I guess, ... 6. ...,

in fact, ... 7. I presume, ... 8. I believe, ... 9. ..., I'm afraid, ... 10. By the way, ...

II. ..., generally. 12. I suppose... .

II. Complete the following sentences. Observe the sequence of tones. Mark the stresses and tunes:

13. If you are going to stay in England for some time,... . 14. If you can stay longer, 15. If you walk, 16. If you are staying in London, 17. If you are at the cinema,

III. This exercise is meant to develop student's ability to hear and reproduce the kind of intonation used in a lecture on a scientific subject. Listen to the following carefully. Pay attention to the way intonation helps the lecturer to establish a clear and logical progression of ideas as well as to direct the listeners' attention to the subject matter. Copy out the text. Mark the stresses and tunes.

Language 18. Language - human speech - is an inexhaustible abundance of manifold treasures. 19. Language is inseparable from man and follows him in all his works. 20. Language is the instrument with which man forms thought and feeling, mood, aspiration, will, and act, the instrument by whose means he influences and is influenced, the ultimate and deepest foundation of human society. 21. But it is also the ultimate, indispensable sustainer of the human individual, his refuge in hours of loneliness when the mind wrestles with existence and the conflict is resolved in the monologue of the poet and the thinker. 22. Before the first awakening of our consciousness language was echoing about us, ready to close around our first tender seed of thought and to accompany us inseparably through life, from the simple activities of everyday living to our most sublime and intimate moments - those moments from which we borrow warmth and strength for our daily life through that hold of memory that language itself gives us. But language is no external accompaniment. 23. It lies deep in the mind of man, a wealth of memories inherited by the individual and the tribe, a vigilant conscience that reminds and warns. 24. And speech is the distinctive mark of the personality, for good and ill, the distinctive mark of home and of nation, mankind's patent of nobility. 25. So inextricably has language grown inside personality, home, mankind, and life itself that we may sometimes be tempted to ask whether language is a mere reflection of, or simply is not all those things - the very seed leaf of their growth.

Рекомендуемые темы сообщений

1. The classification of English consonant phonemes.
2. The classification of English vowel phonemes.
3. Assimilation.
4. Intonation. Parts of an intonation group.

5. Reduction.
6. Accidental rise.
7. Intonation. Sequence of Tones.
8. Intonation. Complex Sentences.
9. Patterns with Low Fall and their use.
10. Patterns with Low Rise and their use.

Рекомендуемые темы проектов (защита презентации)

1. Functional styles of English speech and their phonetic characteristics (general ideas).
2. Publicist style
3. Official style
4. Literary style
5. Colloquial style.
6. Formal speeches and presentations.

Промежуточная аттестация

УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном (ых) языке (ах);

Знать: основные фонетические явления и закономерности функционирования английского языка в его стилистических разновидностях; нормы речевого этикета носителей изучаемого языка.

Уметь: применять полученные знания на практике

Знать

Основные фонетические особенности устной речи в английском языке, а также основные свойства национального менталитета

Уметь:

применять теоретические положения и концепции в преподавании английского языка

ПК-1.Способен осваивать и использовать теоретические знания и практические умения и навыки в предметной области при решении профессиональных задач

Образцы заданий на экзамене 2 семестр

1. Определение заданного понятия с приведением примеров (2-3 примера) (устно).
2. Изложение основного содержания однократно прослушанного текста (устно).
3. Интонирование заданного текста (одно предложение в графической форме) (письменно).
4. Чтение текста вслух.

Примерные вопросы к экзамену 2 семестр

1. Phonetics as a linguistic discipline. The organs of speech and their work.
2. Phonemes and allophones: difference and relationships. Give your examples.
3. The classification of English consonant phonemes. Give your examples.
4. Noise consonants (Stops). Give your examples.
5. Constrictive fricative consonants (fricatives). Give your examples.
6. Occlusive-constrictive consonants (affricates). Give your examples.
7. Sonorous consonants (sonorants). Give your examples.
8. The classification of English vowel phonemes. Give your examples.
9. Aspiration. Palatalization. Give your examples.
10. Assimilation. Types of assimilation. Wrong assimilation. Give your examples.
11. Nasal plosion. Lateral plosion. Loss of plosion Give your examples.

12. Alveolar Consonants Before [θ, ð]. Combinations of Consonants with [w]. Give your examples.
13. Intonation. Parts of an intonation group. Give your examples.
14. Intonation of general, special, alternative and disjunctive questions. Give your examples
15. Consonant Clusters with [r]. Consonant Sounds that Link Words. Positional Length of Vowels. Give your examples.
16. Reduction. Strong and weak forms. Give your examples.
17. Accidental rise. Intonation of general, special, alternative and disjunctive questions. Give your examples.
18. Intonation of Adverbials. Intonation of 'There + to be'. Logical Stress. Intonation of Imperatives. Give your examples.
19. Intonation of Enumeration. Intonation of direct Address. Intonation of Parentheses. Sequence of Tones. Complex Sentences. Intonation of the Author's Words. Give your examples.
20. Patterns with Low Fall and their use. Give your examples.
21. Patterns with Low Rise and their use. Give your examples.

Образцы заданий на экзамене 4 семестр

1. 1) Analyze the text from the point of view of the phonetic phenomena and intonation.
2. 2) Recite the text (poem).
3. 3) Characterize the sounds..

Примерные вопросы к экзамену 4 семестр

1. The classification of consonants
2. The classification of vowels.
3. Loss of plosion. Nasal plosion. Lateral plosion. Fricative plosion.

4. Alveolar consonants before interdental consonants. Combinations of consonants with [w] .

5. Linking [r].

6. Consonant clusters with [r].

7. Absence of assimilation in some consonant clusters.

8. Elision in consonant clusters.

9. Vowels in stressed and unstressed syllables in English.

10. The intonation of non-final parts of utterances (Low-Rise, the Falling nuclear tone).

11. The intonation of non-final parts of utterances. (the Falling nuclear tone, Fall-Rise).

12. Intonation of parentheses. (Initial parentheses).

13. Intonation of parentheses. (Final parentheses, parentheses in the middle of an utterance).

14. Intonation of initial reporting phrases.

15. Intonation of final reporting phrases. Intonation of reporting phrases in reported speech.

16. Intonation of direct address. (Initial, final and medial direct address).

17. Intonation of conversational formulas.

18. Intonation of straightforward statements.

19. Intonation of implicative statements. Intonation of friendly statements.

20. Intonation of general and complex general questions.

21. Intonation of special questions.

22. Intonation of alternative questions.

23. Intonation of disjunctive questions.

24. Intonation of Imperatives.

25. Peculiarities of English utterance -stress.

26. Peculiarities of English Rhythm.
27. Static and kinetic tones.
28. Rising tones.
29. Falling tones.
30. Falling-Rising tones.
31. Rising-Falling tones.
32. Classification of basic intonation patterns. The Rising Tone-Pattern.
33. The Falling Tone-Pattern. The Falling-Rising Tone-Pattern. The Rising-Falling Tone-Pattern.

4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

Основными формами текущего контроля являются: сообщения, проект (защита презентации) и тестирование.

Изучение дисциплины «Практическая фонетика английского языка» предполагает следующие этапы усвоения материала:

- прослушивание объяснений преподавателя с их последующим изучением и осмыслением;

- подготовка к практическим занятиям, состоящая из изучения учебной литературы и поиска ответов на вопросы и самостоятельное изучение определенных вопросов с подготовкой сообщения и последующим обсуждением на занятии.

Сообщение – небольшое публичное выступление на какую-либо тему.

Тестирование – метод исследования, предусматривающего выполнение испытуемым специальных заданий.

Проект - учебно-познавательная, творческая или игровая деятельность учащихся-партнеров, имеющая общую цель, согласованные методы, способы деятельности, направленная на достижение общего результата по решению какой-либо проблемы, значимой для участников проекта. Средство оценивания

сформированности профессиональных и общепрофессиональных компетенций.

Распределение баллов по видам работ:

- сообщение— 10 б.
- тестирование – 20 б.
- проект – 20 б.

Требования к сообщению

Подготовка сообщения способствует закреплению и систематизации знаний обучающихся, совершенствует познавательный интерес по теме; развивает навык самостоятельного, углублённого изучения материала по теме, навыки работы с интернет-источником и учебной литературой, умение выделять главное; воспитывать самостоятельность, ответственность, интерес к изучаемому материалу.

Преподаватель во время учебных занятий формулирует цель задания, в распечатанном или электронном виде выдаёт обучающимся темы сообщений и рекомендуемые источники информации, даёт методические рекомендации по составлению сообщения, определяет сроки выполнения и объём работы, требования к результатам и критерии оценки.

Сообщение представляет собой сжатую информацию, которая носит характер уточнения или обобщения, несёт новизну, отражает современный взгляд на определённую тему. Сообщение отличается от докладов и рефератов не только объёмом информации, но и её характером – сообщения дополняют изучаемый вопрос фактическими или статистическими материалами. Оформляется задание письменно, может включать элементы наглядности (иллюстрации, презентацию). Регламент времени на озвучивание сообщения – 5 минут. Затраты времени на подготовку сообщения определяются преподавателем, они зависят от трудности сбора информации, сложности материала, индивидуальных особенностей обучающегося.

Последовательность подготовки сообщения:

1. Подберите и изучите литературу по теме.
2. Составьте план или изобразите структуру сообщения в графическом виде.
3. Выделите основные понятия.

4. Введите в текст дополнительные данные, характеризующие объект изучения.

5. Оформите текст письменно.

6. Подготовьте устное выступление с сообщением на учебном занятии.

Само выступление должно состоять из трех частей – вступления (10-15% общего времени), основной части (60-70%) и заключения (20-25%).

Требования к тестированию

Целью проведения итогового теста является объективная оценка качества знаний обучающихся, приобретённых ими в ходе освоения дисциплины.

Тест представляет собой тест множественного выбора и включает в себя задания различного уровня сложности. Он предполагает контроль знаний фонетической системы английского языка. Тест охватывает все изученные темы.

Требования к проекту (защита презентации)

1. Презентация должна содержать не более 10 слайдов.
2. При оформлении слайдов следует учитывать основные эргономические требования (цвет фона, цвет и размер шрифта, др.).
3. Информация представляется на слайдах в сжатом виде: ключевые слова, термины, даты, иллюстрации, схемы и т.д.
4. Текст слайдов не должен дублировать текст выступления, это средство обеспечения наглядности

Максимальное количество баллов, которое может набрать бакалавр в течение семестра за текущий контроль, равняется 70 баллам.

Максимальная сумма баллов, которые бакалавр может получить на экзамене, равняется 30 баллам.

Требования к экзамену

Формой промежуточной аттестации является экзамен , который проходит в форме устного собеседования по вопросам.

Экзамен проводится по результатам выполнения всех видов учебной работы, предусмотренных рабочей программой дисциплины, при этом учитываются результаты текущего контроля успеваемости в течение семестра

Экзамен проводится по билетам. Вопросы охватывают все содержание программы учебной дисциплины. Экзамен состоит из двух или трех вопросов. За семестр студент может набрать максимально 100 баллов

Шкала оценивания экзамена

Б алл	Критерии оценивания
0-10	Обучающийся обнаруживает незнание большей части соответствующего вопроса, допускает ошибки в формулировке определений, искажающие их смысл, беспорядочно и неуверенно излагает материал, произношение учащегося не соответствует произносительной норме английского языка.
10	Обучающийся обнаруживает знание и понимание основных положений данного вопроса, но излагает материал неполно и допускает неточности в определении понятий, не умеет достаточно глубоко и доказательно обосновывать свои суждения и привести свои примеры, излагает материал непоследовательно, допускает языковые ошибки в изложении материала, имеет понятие о норме стандартного произношения, но делает ошибки в произношении.

0	2	Обучающийся даёт ответ, удовлетворяющий тем же требованиям, что и для оценки «отлично», но допускает 1-2 ошибки, которые сам же исправляет, и 1-2 недочёта в последовательности и языковом оформлении излагаемого, демонстрирует хорошие произносительные навыки согласно норме стандартного произношения, но допускает 1-2 ошибки, отклонения от стандартного произношения, которые сам же исправляет
0	3	Обучающийся обладает знаниями теории, полно излагает изученный материал, даёт правильное определение понятий, обнаруживает понимание материала, может обосновывать свои суждения, применить знания на практике, привести необходимые примеры не только по учебнику, но и самостоятельно подобранные, излагает материал последовательно и правильно с точки зрения норм современного английского языка, демонстрирует отличные произносительные навыки согласно норме стандартного произношения.

Итоговая шкала оценивания результатов освоения дисциплины

Итоговая оценка по дисциплине выставляется по приведенной ниже шкале. При выставлении итоговой оценки преподавателем учитывается работа обучающегося в течение освоения дисциплины, а также оценка по промежуточной аттестации

Баллы, полученные по текущему контролю и промежуточной аттестации	Оценка в традиционной системе
81-100	отлично
61-80	хорошо

41-60	удовлетворительно
0-40	не удовлетворительно

Тексты для анализа на экзамене

1. The centre of the museum was redeveloped in 2001 to become the Great Court, surrounding the original Reading Room.

The British Museum is a museum dedicated to human history, art, and culture, located in the Bloomsbury area of London. Its permanent collection, numbering some 8 million works, is among the largest and most comprehensive in existence and originates from all continents, illustrating and documenting the story of human culture from its beginnings to the present.

The British Museum was established in 1753, largely based on the collections of the physician and scientist Sir Hans Sloane. The museum first opened to the public on 15 January 1759, in Montagu House in Bloomsbury, on the site of the current museum building. Its expansion over the following two and a half centuries was largely a result of an expanding British colonial footprint and has resulted in the creation of several branch institutions, the first being the British Museum (Natural History) in South Kensington in 1881. Some objects in the collection, most notably the Elgin Marbles from the Parthenon, are the objects of controversy and of calls for restitution to their countries of origin.

2.Until 1997, when the British Library (previously centred on the Round Reading Room) moved to a new site, the British Museum housed both a national museum of antiquities and a national library in the same building. The museum is a non-departmental public body sponsored by the Department for Culture, Media and Sport, and as with all other national museums in the United Kingdom it charges no admission fee, except for loan exhibitions. Neil MacGregor became director of the museum in August 2002, succeeding Robert G. W. Anderson. In April 2015, MacGregor announced that he would step-down as Director on 15 December. On 29 September 2015, the Board of Trustees confirmed Hartwig Fischer, who will assume his post in Spring 2016, as his successor.

3.The National Gallery is an art museum in Trafalgar Square in the City of Westminster, in Central London. Founded in 1824, it houses a collection of over 2,300 paintings dating from the mid-13th century to 1900.[a] The Gallery is an exempt charity, and a non-departmental public body of the Department for Culture, Media and Sport. Its collection belongs to the public of the United

Kingdom and entry to the main collection is free of charge. It is among the most visited art museums in the world, after the Musée du Louvre, the British Museum, and the Metropolitan Museum of Art.

4. Unlike comparable museums in continental Europe, the National Gallery was not formed by nationalising an existing royal or princely art collection. It came into being when the British government bought 38 paintings from the heirs of John Julius Angerstein, an insurance broker and patron of the arts, in 1824. After that initial purchase the Gallery was shaped mainly by its early directors, notably Sir Charles Lock Eastlake, and by private donations, which comprise two-thirds of the collection. The resulting collection is small in size, compared with many European national galleries, but encyclopaedic in scope; most major developments in Western painting "from Giotto to Cézanne" are represented with important works. It used to be claimed that this was one of the few national galleries that had all its works on permanent exhibition, but this is no longer the case.

5. The present building, the third to house the National Gallery, was designed by William Wilkins from 1832 to 1838. Only the façade onto Trafalgar Square remains essentially unchanged from this time, as the building has been expanded piecemeal throughout its history. Wilkins's building was often criticised for the perceived weaknesses of its design and for its lack of space; the latter problem led to the establishment of the Tate Gallery for British art in 1897. The Sainsbury Wing, an extension to the west by Robert Venturi and Denise Scott Brown, is a notable example of Postmodernist architecture in Britain. The current Director of the National Gallery is Gabriele Finaldi

6. The London Eye is a giant Ferris wheel on the South Bank of the River Thames in London. Also known as the Millennium Wheel, it has also been called by its owners the British Airways London Eye, then the Merlin Entertainments London Eye, then the EDF Energy London Eye. Since mid-January 2015, it has been known as the Coca-Cola London Eye, following an agreement signed in September 2014.

The structure is 443 feet (135 m) tall and the wheel has a diameter of 394 feet (120 m). When erected in 1999 it was the world's tallest Ferris wheel. Its height was surpassed by the 520 feet (158 m) tall Star of Nanchang in 2006, the 541 feet (165 m) tall Singapore Flyer in 2008, and the 550 feet (168 m) High Roller (Las Vegas) in 2014. Supported by an A-frame on one side only, unlike the taller Nanchang and Singapore wheels, the Eye is described by its operators as "the world's tallest cantilevered observation wheel".

It is Europe's tallest Ferris wheel, and offered the highest public viewing point in London until it was superseded by the 804 feet (245 m)

observation deck on the 72nd floor of The Shard, which opened to the public on 1 February 2013. It is the most popular paid tourist attraction in the United Kingdom with over 3.75 million visitors annually, and has made many appearances in popular culture.

7.The London Eye adjoins the western end of Jubilee Gardens (previously the site of the former Dome of Discovery), on the South Bank of the River Thames between Westminster Bridge and Hungerford Bridge, in the London Borough of Lambeth.

A predecessor to the London Eye, the Great Wheel, was built for the Empire of India Exhibition at Earls Court and opened to the public on 17 July 1895. Modelled on the original Chicago Ferris Wheel, it was 94 metres (308 ft) tall and 82.3 metres (270 ft) in diameter. It stayed in service until 1906, by which time its 40 cars (each with a capacity of 40 persons) had carried over 2.5 million passengers. The Great Wheel was demolished in 1907 following its last use at the Imperial Austrian Exhibitio

8.The Tower of London, officially Her Majesty's Royal Palace and Fortress of the Tower of London, is a historic castle located on the north bank of the River Thames in central London. It lies within the London Borough of Tower Hamlets, separated from the eastern edge of the square mile of the City of London by the open space known as Tower Hill. It was founded towards the end of 1066 as part of the Norman Conquest of England. The White Tower, which gives the entire castle its name, was built by William the Conqueror in 1078, and was a resented symbol of oppression, inflicted upon London by the new ruling elite. The castle was used as a prison from 1100 (Ranulf Flambard) until 1952 (Kray twins),[2] although that was not its primary purpose. A grand palace early in its history, it served as a royal residence. As a whole, the Tower is a complex of several buildings set within two concentric rings of defensive walls and a moat. There were several phases of expansion, mainly under Kings Richard the Lionheart, Henry III, and Edward I in the 12th and 13th centuries. The general layout established by the late 13th century remains despite later activity on the site.

9.The Tower of London has played a prominent role in English history. It was besieged several times and controlling it has been important to controlling the country. The Tower has served variously as an armoury, a treasury, a menagerie, the home of the Royal Mint, a public records office, and the home of the Crown Jewels of England. From the early 14th century until the reign of Charles II, a procession would be led from the Tower to Westminster Abbey on the coronation of a monarch. In the absence of the monarch, the Constable

of the Tower is in charge of the castle. This was a powerful and trusted position in the medieval period. In the late 15th century the castle was the prison of the Princes in the Tower. Under the Tudors, the Tower became used less as a royal residence, and despite attempts to refortify and repair the castle its defences lagged behind developments to deal with artillery.

10. The peak period of the castle's use as a prison was the 16th and 17th centuries, when many figures who had fallen into disgrace, such as Elizabeth I before she became queen, were held within its walls. This use has led to the phrase "sent to the Tower". Despite its enduring reputation as a place of torture and death, popularised by 16th-century religious propagandists and 19th-century writers, only seven people were executed within the Tower before the World Wars of the 20th century. Executions were more commonly held on the notorious Tower Hill to the north of the castle, with 112 occurring there over a 400-year period. In the latter half of the 19th century, institutions such as the Royal Mint moved out of the castle to other locations, leaving many buildings empty. Anthony Salvin and John Taylor took the opportunity to restore the Tower to what was felt to be its medieval appearance, clearing out many of the vacant post-medieval structures.

11. By 1835 Marie had settled down in Baker Street, London, and opened a museum. This part of the exhibition included victims of the French Revolution and newly created figures of murderers and other criminals. The name is often credited to a contributor to *Punch* in 1845, but Marie appears to have originated it herself, using it in advertising as early as 1843.

Other famous people were added to the exhibition, including Lord Nelson, and Sir Walter Scott. Some of the sculptures done by Marie Tussaud herself still exist. The gallery originally contained some 400 different figures, but fire damage in 1925, coupled with German bombs in 1941, has rendered most of these older models defunct. The casts themselves have survived (allowing the historical waxworks to be remade), and these can be seen in the museum's history exhibit. The oldest figure on display is that of Madame du Barry. Other faces from the time of Tussaud include Robespierre and George III. In 1842, she made a self portrait which is now on display at the entrance of her museum. She died in her sleep on 15 April 1850.

12. By 1883 the restricted space and rising cost of the Baker Street site prompted her grandson (Joseph Randall) to commission the building at its current location on Marylebone Road. The new exhibition galleries were opened on 14 July 1884 and were a great success.^[9] However, the building costs, falling so soon after buying out his cousin Louisa's half share in the business in 1881, meant the business was under-funded. A limited company

was formed in 1888 to attract fresh capital but had to be dissolved after disagreements between the family shareholders, and in February 1889 Tussaud's was sold to a group of businessmen led by Edwin Josiah Poyser.[10] Edward White, an artist dismissed by the new owners to save money, allegedly sent a parcel bomb to John Theodore Tussaud in June 1889 in revenge. The first sculpture of a young Winston Churchill was made in 1908, with a total of ten made since.

13.The Shakespeare Theatre Company is a regional theatre company located in Washington, D.C. The theatre company focuses primarily on plays from the Shakespeare canon, but its seasons include works by other classic playwrights such as Euripides, Ibsen, Wilde, Shaw, Schiller, Coward and Tennessee Williams. The company manages and performs in the Harman Center for the Arts, consisting of the Lansburgh Theatre and Sidney Harman Hall. In cooperation with George Washington University, they run the Academy for Classical Acting. The company is a member of the League of Resident Theatres. The Folger Shakespeare Library on Capitol Hill includes a replica of an Elizabethan theatre, originally used for lectures and tours. In 1970 this space was transformed into a functioning playhouse, and soon Folger Theatre Group (later The Folger Theatre) was organized to perform in the space.

14.After years of discussion, Amherst College, administering body of the Folger Shakespeare Library, in 1986 withdrew financial support for the company. To save the company, concerned citizens led by R. Robert Linowes reincorporated it as the non-profit Shakespeare Theatre at the Folger, later hiring Michael Kahn as artistic director. The company continued to perform at the Folger for the next six years.

Changing its name to The Shakespeare Theatre, the troupe moved in 1992 to the Lansburgh Theatre, a newly built space in the original Lansburgh's Department Store building in the Penn Quarter. At the start of the 2005-6 season, it adopted the current name, Shakespeare Theatre Company. The company constructed another theatre, Sidney Harman Hall, which opened in 2007 in the lower part of an office building in the quarter, and the two theatres were joined to become the Harman Center for the Arts.

15.Agatha Christie is known all over the world as the Queen of Crime. She wrote 78 crime novels, 19 plays and 6 romantic novels under the name of Mary Westmacott. Her books have been translated into 103 foreign languages. She is the third best-selling author in the world (after Shakespeare and the Bible). Many of her novels and short stories have been filmed. The Mousetrap, her most famous play, is now the longest-running play in history.

Agatha Christie was born at Torquay, Devonshire. She was educated at home and took singing lessons in Paris. She began writing at the end of the First World War. Her, first novel, *The Mysterious Affair at Styles*, was published in 1920. That was the first appearance of Hercule Poirot, who became one of the most popular private detectives since Sherlock Holmes. This little Belgian with the egg-shaped head and the passion for order amazes everyone by his powerful intellect and is brilliant solutions to the most complicated crimes.

16. Agatha Christie became generally recognised in 1926, after the publishing of her novel *The Murder of Roger Ackroyd*. It's still considered her masterpiece. When Agatha Christie got tired of Hercule Poirot she invented Miss Marple, a deceptively mild old lady with her own method of investigation. Her last Poirot book, *Curtain*, appeared shortly before her death, and her last Miss Marple story, *Sleeping Murder*, and her autobiography were published after her death. Agatha Christie's success with millions of readers lies in her ability to combine clever plots with excellent character drawing, and a keen sense of humour with great powers of observation. Her plots always mislead the reader and keep him in suspense. He cannot guess who the criminal is. Fortunately, evil is always conquered in her novels.

17. Many years ago a young doctor began to write stories about a man who was a detective. Readers liked his stories because they were very interesting and the doctor decided to become a writer. The doctor was Conan Doyle and he wrote about Sherlock Holmes. Conan Doyle wrote his first story about Sherlock Holmes in 1887. In this story the detective meets his friend Dr. Watson. Holmes and Watson lived at 221 B Baker Street in London. Many discussions take place about where 221 B was. There is no house there now. But a large company has its office near the place. This company answers twenty or so letters which still come every week to Sherlock Holmes, 221 B Baker Street. Most come from the United States and many people ask if Mr. Holmes can help them with some problem.

18. The company answers saying that, "Mr. Sherlock Holmes is no longer working as a detective". There is a pub in London called Sherlock Holmes. One of the rooms in the pub is Sherlock Holmes' room. It has many things the room in Conan Doyle's stories had - Holmes' hat, some letters written to Sherlock Holmes, chairs and tables like those described in the stories. Besides, there are some pictures of Holmes and Conan Doyle, of actors who played Holmes and Watson in films, on television and radio. In 1961 lovers of Sherlock Holmes formed the Sherlock Holmes Society. They meet three or four times a year to talk about Sherlock Holmes. The members of the Society

know the stories about Sherlock Holmes very well, and they discuss these stories at their meetings.

19.Diana Spencer was born on the first of July 1961 in Sandringham in England. She had two older sisters and a younger brother. In childhood she liked games, swimming, running and dancing. She wanted to become a dancer. Besides she loved children very much and at the age of sixteen she worked in schools for very young children. Diana became princess, when Prince Charles, the Queen's son, asked her to be his wife and they got married. They seemed to be a happy couple at first. They had two sons. They travelled a lot they worked a lot, they visited many countries together. But Diana was not quite happy because they did different things and Charles didn't understand her.

20.Why was Diana the most famous, the most beautiful, the most photographed woman in the world? Why did she win the hearts of millions and millions of people in many countries? Why did so many people come to London to remember her when she died? Why did the car accident which took her life, become such a total shock to crowds of people? Why did people feel the need to be in London at the funeral? Why did the tears and love at the funeral move the world? The answer is so simple. Matthew Wall, a student at St. Michael's College in Burlington said: She was such a lovely lady. She did so much for those people less fortunate than herself. She was a kind woman. Hundreds of people talked about Diana's kindnesses. She liked ordinary people, though she was rich and had many rich friends. Wherever she was, she was always ready to lend a hand.

21.Margaret Hilda Thatcher, Baroness Thatcher, LG, OM, PC, FRS (née Roberts; 13 October 1925 – 8 April 2013) was a British stateswoman and politician who was the Prime Minister of the United Kingdom from 1979 to 1990 and the Leader of the Conservative Party from 1975 to 1990. She was the longest-serving British Prime Minister of the 20th century and is currently the only woman to have held the office. A Soviet journalist dubbed her the "Iron Lady", a nickname that became associated with her uncompromising politics and leadership style. As Prime Minister, she implemented policies that have come to be known as Thatcherism. Originally a research chemist before becoming a barrister, Thatcher was elected Member of Parliament (MP) for Finchley in 1959. Edward Heath appointed her Secretary of State for Education and Science in his 1970 government.

22.On moving into 10 Downing Street, Thatcher introduced a series of political and economic initiatives intended to reverse high unemployment and Britain's struggles in the wake of the Winter of Discontent and an ongoing

recession. Her political philosophy and economic policies emphasised deregulation (particularly of the financial sector), flexible labour markets, the privatisation of state-owned companies, and reducing the power and influence of trade unions. Thatcher's popularity during her first years in office waned amid recession and high unemployment, until the 1982 Falklands War and the recovering economy brought a resurgence of support, resulting in her re-election in 1983.

23. Thatcher was re-elected for a third term in 1987. During this period her support for a Community Charge (referred to as the "poll tax") was widely unpopular, and her views on the European Community were not shared by others in her Cabinet. She resigned as Prime Minister and party leader in November 1990, after Michael Heseltine launched a challenge to her leadership. After retiring from the Commons in 1992, she was given a life peerage as Baroness Thatcher, of Kesteven in the county of Lincolnshire, which entitled her to sit in the House of Lords. After a series of small strokes in 2002, she was advised to withdraw from public speaking. Despite this, she managed to deliver a eulogy to Ronald Reagan at his funeral in 2004.

24. Oxford was founded in the 9th century when Alfred the Great created a network of fortified towns called burhs across his kingdom. One of them was at Oxford. Oxford is first mentioned in 911 in the Anglo-Saxon Chronicle. According to legend, Oxford University was founded in 872 when Alfred the Great happened to meet some monks there and had a scholarly debate that lasted several days. In reality, it grew up in the 12th century when famous teachers began to lecture there and groups of students came to live and study in the town. But Oxford was a fortress as well as a town. In the event of war with the Danes all the men from the area were to gather inside the burgh. However this strategy was not entirely successful. In 1009 the Danes burned Oxford. However Oxford was soon rebuilt. In 1013 the Danish king claimed the throne of England. He invaded England and went to Oxford. In 1018 a conference was held in Oxford to decide who would be the king of England.

25. By the time of the Norman Conquest, there were said to be about 1,000 houses in Oxford, which meant it probably had a population of around 5,000. By the standards of the time, it was a large and important town (even London only had about 18,000 inhabitants). Oxford was the 6th largest town in England. Oxford probably reached its zenith at that time. About 1072 the Normans built a castle at Oxford. In the 12th and 13th centuries Oxford was a manufacturing town. It was noted for cloth and leather. But in the 14th and 15th centuries manufacturing declined. Oxford came to depend on the students. It became a town of brewers, butchers, bakers, tailors, shoemakers,

coopers, carpenters and blacksmiths. In the later Middle Ages Oxford declined in importance.