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Лингвистический факультет
Кафедра Индоевропейских и восточных языков

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Зав. кафедрой



Харитонов Е.Ю.

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1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы¹

¹ Указывается информация в соответствии с утвержденной РПД

Код компетенции	Наименование компетенции	Этапы формирования компетенции
УК-1	Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач	1.Работа на учебных занятиях 2.Самостоятельная работа
ПК-10	Способен использовать систему лингвистических знаний, включающую в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей	1.Работа на учебных занятиях 2.Самостоятельная работа
ПК-11	Способен свободно выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации	1.Работа на учебных занятиях 2.Самостоятельная работа

2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания²

Оцениваемые компетенции	Уровень сформированности	Этап формирования	Описание показателей	Критерии оценивания	Шкала оценивания
УК-1	Пороговый	1.Работа на учебных занятиях 2.Самостоятельная	Знать: принципы и методы поиска, анализа и синтеза информации в области теоретической фонетики и смежных лингвистических	Тест, конспект лекции	Шкала оценивания теста Шкала оценивания конспекта лекции

² Указывается информация в соответствии с утвержденной РПД

		работа	дисциплин. Уметь: применять принципы и методы поиска, анализа и синтеза информации; грамотно, логично, аргументированно формировать собственные суждения и оценки; применять принципы и методы системного подхода для решения поставленных задач.		
	Продвинутой	1. Работа на учебных занятиях 2. Самостоятельная работа	Знать: принципы и методы поиска, анализа и синтеза информации в области теоретической фонетики и смежных лингвистических дисциплин. Уметь: применять принципы и методы поиска, анализа и синтеза информации; грамотно, логично, аргументированно формировать собственные суждения и оценки; применять принципы и методы системного подхода для решения поставленных задач. Владеть: практическими навыками поиска, анализа и синтеза информации; практическими навыками выбора оптимальных способов решения задач,	Тест, конспект лекции, доклад с презентацией	Шкала оценивания теста Шкала оценивания конспекта лекции Шкала оценивания доклада с презентацией

			исходя из действующих правовых норм, имеющихся ресурсов и ограничений.		
ПК-10	Пороговый	1.Работа на учебных занятиях 2.Самостоятельная работа	Знать: теоретические основы фонетики; Уметь: устанавливать междисциплинарные связи между фонетикой и другими лингвистическими дисциплинами; анализировать фонетические явления;	Тест, конспект лекции	Шкала оценивания теста Шкала оценивания конспекта лекции
	Продвинутой	1.Работа на учебных занятиях 2.Самостоятельная работа	Знать: теоретические основы фонетики; Уметь: устанавливать междисциплинарные связи между фонетикой и другими лингвистическими дисциплинами; анализировать фонетические явления; Владеть: методами фонетического исследования, особенно фонологического анализа, с применением теоретических положений курса	Тест, конспект лекции, доклад с презентацией	Шкала оценивания теста Шкала оценивания конспекта лекции Шкала оценивания доклада с презентацией

ПК-11	Пороговый	1.Работа на учебных занятиях 2.Самостоятельная работа	Знать: общенаучные методы и конкретные методики изучения данных в теоретической фонетике Уметь: применять методики поиска и обработки информации в ходе проведения исследовательской работы в области теоретической фонетики	Тест, конспект лекции	Шкала оценивания теста Шкала оценивания конспекта лекции

	Продвинутый	1. Работа на учебных занятиях 2. Самостоятельная работа	Знать: общенаучные методы и конкретные методики изучения данных в теоретической фонетике Уметь: применять методики поиска и обработки информации в ходе проведения исследовательской работы в области теоретической фонетики Владеть: системным подходом при решении поставленных научно-исследовательских задач в области теоретической фонетики	Тест, контрольная работа, конспект лекции, доклад с презентацией	Шкала оценивания теста Шкала оценивания конспекта лекции Шкала оценивания доклада с презентацией Шкала оценивания контрольной работы
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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

УК-1 Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач

Знать: принципы и методы поиска, анализа и синтеза информации в области теоретической фонетики и смежных лингвистических дисциплин.

Задания, необходимые для оценивания сформированности УК-1 на пороговом и продвинутом уровне

Перечень тестов

The System of English Consonants

TEST 1

1. A consonant is a sound produced in the mouth with
 - A. no obstruction
 - B. an obstruction
 - C. a friction
 - D. a noise
2. In the articulation of the voiceless consonants the air-stream is
 - A. relax
 - B. weak
 - C. strong
 - D. quick

3. In the articulation of the voiced consonants the air-stream is
 - A. quick
 - B. weak
 - C. strong
 - D. relax
4. According to the type of obstruction English consonants are divided into
 - A. occlusive and constrictive
 - B. plosives and affricates
 - C. sonorants and fricatives
 - D. glottal and lingual
5. Occlusive consonants are
 - A. plosives and affricates
 - B. noise consonants and sonorants
 - C. fricatives and sonorants
 - D. labial and lingual
6. According to the manner of production of noise consonants are divided into
 - A. backlingual and forelingual
 - B. constrictive and occlusive
 - C. nasal and oral
 - D. plosives and affricates
7. In the production of affricates the speech organs form a complete obstruction which is then released so slowly that at the point of articulation there is
 - A. noise
 - B. friction
 - C. explosion
 - D. nothing
8. In the production of plosive consonants the speech organs form a complete obstruction which is then quickly released with
 - A. friction
 - B. noise
 - C. explosion
 - D. hissing
9. In the production of occlusive sonorants the speech organs form a complete obstruction in the mouth cavity, which is not released, the soft palate is lowered and the air escapes through
 - A. the mouth
 - B. the nasal cavity
 - C. the vocal cords
 - D. the larynx

10. The occlusive sonorants are
- A. [b], [n], [l]
 - B. [m], [n], nasal [n]
 - C. [f], [v]
 - D. [w], [r], [j], [l]
11. The consonants, in the production of which the air stream meets an incomplete obstruction, so the air passage is constricted, are called
- A. affricates
 - B. sonorants
 - C. occlusive
 - D. constrictive
12. The air passage is wide so that the air passing through the mouth doesn't produce friction and tone prevails over noise in the production of
- A. constrictive sonorants
 - B. occlusive sonorants
 - C. affricates
 - D. fricatives
13. The constrictive sonorants are
- A. [f], [v]
 - B. [t], [d], [k], [g]
 - C. [w], [r], [j], [l]
 - D. [m], [n], nasal [n]
14. According to the active organ of speech the English consonants are divided into
- A. constrictive and occlusive
 - B. forelingual, mediolingual, backlingual
 - C. plosives and sonorants
 - D. labial, bilabial, glottal
15. Lingual consonants may be
- A. labial, bilabial, glottal
 - B. bilabial and labio-dental
 - C. forelingual, mediolingual, backlingual
 - D. plosives and sonorants
16. Labial consonants are classified into
- A. bilabial and labio-dental
 - B. labial, bilabial, glottal
 - C. forelingual, mediolingual, backlingual
 - D. plosives and sonorants
17. Bilabial consonants are

- A. [f], [v]
- B. [p], [b], [m], [w]
- C. [r], [l], [n]
- D. [t], [d], [k], [h]

18. Labio-dental consonants are

- A. [f], [v]
- B. [r], [l], [n]
- C. [t], [d], [k], [h]
- D. [t], [d], [k], [h]

19. Forelingual consonants are articulated with the blade of the tongue, the blade with the tip or by the tip against

- A. the hard palate
- B. the soft palate
- C. the upper teeth or the alveolar ridge
- D. the lower teeth

20. According to the position of the tip English forelingual consonants may be

- A. bilabial and labio-dental
- B. labial, bilabial, glottal
- C. forelingual, mediolingual, backlingual
- D. apical and cacuminal

TEST 1. KEY: 1b, 2c, 3b, 4a, 5b, 6d, 7b, 8c, 9b, 10b, 11d, 12a, 13c, 14d, 15c, 16a, 17b, 18a, 19c, 20d

TEST 2

1. The apical consonants are articulated with the tip of the tongue against

- A. the hard palate
- B. either the upper teeth or the alveolar ridge
- C. the soft palate
- D. the lower teeth

2. The cacuminal consonants are articulated with the tip of the tongue raised against

- A. the back of the alveolar ridge
- B. the upper teeth
- C. the soft palate
- D. the lower teeth

3. The apical consonants are

- A. [p], [b], [k], [g]
 - B. [t], [d], [l], [n], [s], [z]
 - C. [r]
 - D. [j]
4. A cacuminal consonant is
- A. [r]
 - B. [j]
 - C. [h]
 - D. [n]
5. The mediolingual consonants are articulated with the front of the tongue against
- A. the soft palate
 - B. the alveolar ridge
 - C. the hard palate
 - D. the teeth
6. A mediolingual consonant is
- A. [r]
 - B. [j]
 - C. [n]
 - D. [h]
7. The backlingual consonants are articulated with the back of the tongue against
- A. the hard palate
 - B. the teeth
 - C. the alveolar ridge
 - D. the soft palate
8. The backlingual consonants are
- A. [h], [j]
 - B. [k], [g], nasal [n]
 - C. [s], [z]
 - D. [p], [t]
9. The glottal consonants are produced in
- A. the glottis
 - B. the nasal cavity
 - C. the mouth cavity
 - D. nowhere
10. A glottal consonant is
- A. [j]
 - B. [r]
 - C. [h]

- D. [f]
11. According to the point of articulation the forelingual consonants are divided into
 - A. dental, alveolar, palato-alveolar, post-alveolar
 - B. voiced and voiceless
 - C. lenis and fortis
 - D. strong and weak
 12. According to the work of the vocal cords the consonants are divided into
 - A. lenis and fortis
 - B. dental and alveolar
 - C. palatal and velar
 - D. voiced and voiceless
 13. According to the point of articulation the mediolingual consonants are called
 - A. lenis
 - B. palatal
 - C. velar
 - D. glottal
 14. The backlingual consonants are called
 - A. palatal
 - B. glottal
 - C. fortis
 - D. velar
 15. The palatal is
 - A. [k]
 - B. [g]
 - C. [j]
 - D. [n]
 16. The velars are
 - A. [k], [g], nasal [n]
 - B. [j], [w]
 - C. [l], [t], [d]
 - D. [s], [z]
 17. According to the force of articulation the consonants are divided into
 - A. palatal and velar
 - B. dental and alveolar
 - C. fortis and lenis
 - D. apical and cacuminal
 18. According to the position of the soft palate the consonants are divided into
 - A. dental and alveolar

- B. weak and strong
- C. apical and cacuminal
- D. oral and nasal

19. The nasal consonants are produced with the soft palate lowered while the air passage through the mouth is blocked. The air escapes through

- A. the nasal cavity
- B. the mouth cavity
- C. nowhere
- D. retains in the larynx

20. The nasal consonants are

- A. [m], [n], nasal [ŋ]
- B. [l], [j], [h]
- C. [p], [b], [t]
- D. [w], [r], [h]

TEST 2. KEY: 1b, 2a, 3b, 4a, 5c, 6b, 7d, 8b, 9a, 10c, 11a, 12d, 13b, 14d, 15c, 16a, 17c, 18d, 19a, 20a

The System of English Vowels. Vowels Modifications

TEST 3

1. A vowel is a sound produced in the mouth with
 - A. a friction
 - B. a noise
 - C. no obstruction
 - D. an obstruction
2. A vowel is a voiced sound produced in the mouth with
 - A. an obstruction to the air-stream
 - B. no obstruction to the air-stream
 - C. friction
 - D. noise
3. In articulation of the vowel the air-stream is
 - A. tense

- B. weak
 - C. good
 - D. bad
4. In articulation of the vowel the tongue and vocal cords are
- A. tense
 - B. weak
 - C. stable
 - D. immovable
5. The English vowel phonemes are divided into:
- A. general and special
 - B. irritative and calm
 - C. monophthongs and diphthongs
 - D. diphthongs
6. A monophthong is
- A. a pure unchanging vowel sound
 - B. a changing vowel sound
 - C. a movable sound
 - D. an immovable sound
7. A complex sound, consisting of 2 vowel elements pronounced so as to form a single syllable is called
- A. monophthong
 - B. affricate
 - C. plosive
 - D. diphthong
8. The first element of an English diphthong is called
- A. the nucleus
 - B. glide
 - C. monophthong
 - D. diphthongoid
9. The nucleus is
- A. weak
 - B. strong
 - C. stable
 - D. movable
10. The second element of the diphthong is called
- A. nucleus
 - B. glide
 - C. monophthong

- D. diphthong
11. The glide is
- A. stable
 - B. strong
 - C. weak
 - D. movable
12. A number of diphthongs in English is
- A. 8
 - B. 10
 - C. 6
 - D. 12
13. The sounds, in the pronunciation of which the organs of speech change their position but very slightly, are called
- A. sounds
 - B. monophthongs
 - C. diphthongs
 - D. diphthongoids
14. According to the position of the bulk of the tongue vowels are divided into
- A. front, front-retracted, central, back, back-advanced vowels
 - B. front, central, back, front-back vowels
 - C. front, front-retracted, central, back, front-advanced vowels
 - D. front-retracted, central, back, back-retracted vowels
15. The vowels, which are produced with the bulk of the tongue in the front part of the mouth while the front of the tongue is raised in the direction of the hard palate, are called
- A. back
 - B. front-retracted
 - C. front
 - D. back-advanced
16. The vowels, in which the central part of the tongue is raised towards the juncture between the hard and the soft palate, are called
- A. front
 - B. front-retracted
 - C. back
 - D. central
17. The vowels, which are produced with the bulk of the tongue in the front part of the tongue but somewhat retracted, are called
- A. front
 - B. front-retracted

- C. back
- D. central

TEST 3. KEY: 1c, 2b, 3b, 4a, 5c, 6a, 7d, 8a, 9b, 10b, 11c, 12a, 13d, 14a, 15c, 16d, 17b

Задания по составлению конспекта лекции по следующим темам:

1. The definition of the term Phonetics.
2. Phonetics as an independent branch of Linguistics.
3. The sphere of Phonetics today.
4. The way Phonetics is connected with other sciences.
5. The stages of a single act of communication.
6. Four mechanisms important for articulation.
7. The organs of speech and there function.

Уметь: применять принципы и методы поиска, анализа и синтеза информации; грамотно, логично, аргументированно формировать собственные суждения и оценки; применять принципы и методы системного подхода для решения поставленных задач.

Задания, необходимые для оценивания сформированности УК-1 на пороговом и продвинутом уровне.

Перечень тестов

TEST 4

1. Articulatory phonetics studies
 - a) how the different structures of the vocal tract interact to create the specific sounds
 - b) the physics of speech sounds
 - c) how sounds are identified by the brain
 - d) contrasts in sound which make differences of meaning within language
2. Acoustic phonetics studies
 - a) how the different structures of the vocal tract interact to create the specific sounds.
 - b) the physics of speech sounds
 - c) how sounds are identified by the brain
 - d) contrasts in sound which make differences of meaning within language
3. Auditory phonetics studies
 - a) how the different structures of the vocal tract interact to create the specific sounds

- b) the physics of speech sounds
 - c) how sounds are identified by the brain
 - d) contrasts in sound which make differences of meaning within language
4. Phonetics studies
- a) contrasts in sound which make differences of meaning within language
 - b) all possible speech sounds
 - c) how the different structures of the vocal tract interact to create the specific sounds
 - d) the physics of speech sounds
5. Phonology studies
- a) contrasts in sound which make differences of meaning within language
 - b) all possible speech sounds
 - c) how the different structures of the vocal tract interact to create the specific sounds
 - d) the physics of speech sounds
6. What part of a sense-group is called "scale" (or "head")?
- A – from the first stressed syllable till the last stressed syllable
 - B – all the stressed syllables of a sense-group
 - C – from the initial unstressed syllables till the last stressed syllable
 - D – the last stressed syllable with the following unstressed syllables
7. The letter "g" is pronounced as [d₃] in the word:
- A – giddy
 - B – rigid
 - C – gift
 - D – giggle
8. The initial unstressed (or partially stressed) syllables of a sense-group are called:
- A – nucleus
 - B – tail
 - C – scale
 - D – prehead
9. Which of the words is pronounced with the triphthong [a^{*}ə] ?
- A – pilot
 - B – tiny
 - C – wire
 - D – mirror
10. The vowel [i:] is in its shortest variant in the word:
- A – seat
 - B – read
 - C – tea
 - D – evening
11. The sonant [n] forms a syllable in the word:
- A – fantasy
 - B – once
 - C – send
 - D – suddenly

- TEST 4. THE KYES: 1.a; 2. b; 3. c; 4.b; 5.a; 6.a; 7.b;8.d;9.c; 10.a; 11.d; 12.c; 13.d; 14.a; 15.d

3. The branch of Phonetics concerned with the study of the phonetic system from the synchronic point of view is called
- a) general phonetics
 - b) historical phonetics
 - c) descriptive phonetics
 - d) comparative phonetics
4. Suprasegmental units include
- a) syllables
 - b) pauses
 - c) syntagms
 - d) sounds
5. The founder of the term "phoneme" was
- a) D. Jones
 - b) N.S. Trubetskoy
 - c) Ferdinand de Saussure
 - d) I.A. Baudouin de Courtenay
6. The phoneme is realized in speech in the form of
- a) allophones
 - b) diphthongs
 - c) monophthongs
 - d) diphthongoids
7. Phonology is concerned with the following aspect of the phonetic units
- a) acoustic
 - b) functional
 - c) physical
 - d) articulatory
8. Suprasegmental units include
- a) syllables
 - b) sounds
 - c) syntagms
 - d) intonation
 - e) pauses
 - f) stresses
9. Mistakes which are not connected with the changes of the meaning of words and do not prevent communication are called
- a) phonetic mistakes
 - b) orthoepic mistakes
 - c) phonological mistakes
 - d) orthographic mistakes

10. The substitution of the sound [w] for the sound [v] in the following pairs of words wet - vet; wheel - veal; west - vest; worse - verse is called

- a) distribution
- b) the phonetic mistake
- c) consonantal interchange
- d) the phonological

TEST 5 THE KEYES: 1.d; 2.b; 3.c; 4.a,c; 5.d; 6.a; 7.b; 8.b,d,e,f; 9.a; 10.d

Задания по составлению конспекта лекции по следующим темам:

- 1. Classification of Speech Sounds.
- 2. The Three Aspects of a Speech Sound.
- 3. Classification of English Consonants.
- 4. Classification of English Vowels.
- 5. Modification of Consonants
- 6. Modification of Vowels.
- 7. Assimilation, accommodation, elision
- 8. Make up Glossary of the Phonetic Terms of the Themes under study.

Владеть: практическими навыками поиска, анализа и синтеза информации; практическими навыками выбора оптимальных способов решения задач, исходя из действующих правовых норм, имеющихся ресурсов и ограничений.

Задания, необходимые для оценивания сформированности УК-1 на пороговом и продвинутом уровне.

Перечень тестов

TEST 6

1. How many vowel phonemes are there in the English language?

A – 18

C – 24

B – 20

D – 6

2. The vowel [i :] is a diphthongoid in the word:

A – meet

C – believe

B – easy

D – sheep

3. The consonant [k] is pronounced with the zero aspiration in the word:

A – coat
B – come

C – sky
D – week

4. The sonant [l] is clear in the word:

A – leave
B – law

C – look
D – milk

5. The sonant [m] forms a syllable in the word:

A – simple
B – rhythm

C – stamp
D – swimmer

6. The sonant [n] is in its shortest variant in the word:

A – spend
B – reason

C – once
D – mean

7. Voiced lenis consonants in English are never devoiced:

A – after a voiceless fortis consonant
B – before a voiceless fortis consonant
C – at the end of a word before a pause
D – before a vowel

8. What kind of plosion occurs in the word “admire”?

A – loss of plosion
B – nasal plosion

C – incomplete plosion
D – lateral plosion

9. Loss of plosion occurs in the word combination:

A – stop talking
B – that lesson

C – hot tea
D – hot milk

10. What parts of speech are always stressed?

A – link-verbs
B – possessive pronouns

C – auxiliary verbs
D – nouns

11. Which of the words contains primary and tertiary stress?

A – armchair
B – policeman

C – population
D – military

12. Which of the words has two equally strong stresses?

A – post-office

B – light-green

C – masterpiece

D – postman

13. What intonation ending is used in special questions?

A – high-wide rise

B – low rise

C – mid rise

D – low fall

14. What is the ending of a sense-group?

A – tail

B – nucleus

C – nucleus + tail

D – scale

15. When asking for repetition of the utterance we use:

A – high-wide fall

B – mid rise

C – low fall

D – high-narrow rise

16. When expressing joy, admiration or surprise we use:

A – the widening of the range

B – gradually descending broken stepping scale

C – the narrowing of the range

D – low level scale

Test 6. Keys: 1.B; 2.A; 3.C; 4.A; 5.B; 6.D; 7.D; 8.B; 9.C; 10.D; 11.A; 12.B; 13.D; 14.C; 15.D; 16.A

Test 7 Assimilation, accommodation, elision

1. The phenomenon, when two adjacent consonants within a word boundaries influence each other in such a way that the articulation of the sound becomes similar to or even identical with the articulation of the other one, is called

A. assimilation

B. accommodation

- C. elision
 - D. assimilation-accommodation
2. The phenomenon, when the alveolar variants of the phonemes [d], [t], [l], [n], [s], [z] are replaced by their subsidiary dental variants if they are adjacent to dental consonant phonemes, is called
 - A. assimilation affecting the point of articulation
 - B. assimilation affecting the manner of the production of noise
 - C. assimilation affecting the work of vocal cords
 - D. assimilation affecting the position of the soft palate
 3. In the words with the prefix con-, when it is followed by the consonants [k], [g] the forelingual alveolar [n] is replaced by backlingual nasal [ŋ] if the prefix bears either a primary or secondary stress in
 - A. assimilation affecting the manner of production of noise
 - B. assimilation affecting the work of vocal cords
 - C. assimilation affecting the position of the soft palate
 - D. assimilation affecting the active organ and the point of articulation
 4. When the constrictive noise fricative [v] occurs before the occlusive nasal sonorant [m] at the word boundary between me, let and give in rapid speech they are likely assimilated to [m] in
 - A. assimilation affecting the manner of production of noise
 - B. assimilation affecting the work of vocal cords
 - C. assimilation affecting the position of the soft palate
 - D. assimilation affecting the active organ and the point of articulation
 5. A voiceless consonant may be replaced by a voiced one under the influence of the adjacent voiced consonant and vice versa in
 - A. assimilation affecting the manner of production of noise
 - B. assimilation affecting the work of vocal cords
 - C. assimilation affecting the position of the soft palate
 - D. assimilation affecting the active organ and the point of articulation
 6. The labialized subsidiary variants of the phonemes [k], [g], [t], [d], etc. are used under the influence of the following bilabial sonorant [w] in
 - A. assimilation affecting the manner of production of noise
 - B. assimilation affecting the work of vocal cords
 - C. assimilation affecting the position of the soft palate
 - D. assimilation affecting the lip position
 7. The nasal consonants influence the oral ones in
 - A. assimilation affecting the manner of production of noise
 - B. assimilation affecting the work of vocal cords

- C. assimilation affecting the position of the soft palate
- D. assimilation affecting the lip position
- 8. The assimilation may be of three types:
 - A. regressive, progressive and reciprocal
 - B. negative, positive and medium
 - C. regressive, progressive and positive
 - D. negative, reciprocal and progressive
- 9. The assimilated consonant is influenced by the preceding one in
 - A. regressive assimilation
 - B. progressive assimilation
 - C. reciprocal assimilation
 - D. positive assimilation
- 10. The preceding consonant is influenced by the following it in
 - A. regressive assimilation
 - B. progressive assimilation
 - C. reciprocal assimilation
 - D. positive assimilation
- 11. Two adjacent consonants influence each other in
 - A. regressive assimilation
 - B. progressive assimilation
 - C. reciprocal assimilation
 - D. positive assimilation
- 12. The modification in the articulation of a consonant under the influence of an adjacent vowel is called
 - A. assimilation
 - B. accommodation
 - C. elision
 - D. impudence

TEST 7. THE KEY: 1a, 2a, 3d, 4a, 5b, 6d, 7c, 8a, 9b, 10a, 11c, 12b 2.

1. Mark stresses and read the following words:
airplane, bring forth, abstract – to abstract, second-hand, consideration
1. Arrange these words into three columns according to the type of syllable structure: (a) closed uncovered, (b) closed covered, (c) open covered:
took, pray, lifts, at, straw, boy, aunt, texts, tip, pea, struck, thrust, bet, fact, fret, ebbed, price
3. Transcribe the following sentence, dividing it into rhythm units.
The way you accent these words tells me you were not born in England.
4. Transcribe and divide these words into syllables:

kitchen, parents, passing, breakfast, housework, modern, furniture

1. Mark the intonation in the sentence, notate and explain the use of the intonation pattern:
They couldn't find the missing list; it's been missing for several days.
2. Give some examples from the English language to illustrate the qualitative and quantitative changes of vowels in the unstressed position.

Задания по составлению конспекта лекции по следующим темам:

1. Functional Aspect of Speech Sounds. (Phoneme Theory).
2. Phoneme. The way it exists in our speech.
3. Syllable Structure. Syllable Formation. Syllable Division.
4. Word Stress.
5. Sentence Stress. Logical Stress.

Перечень тем для докладов:

1. Syllable Structure. Syllable Formation. Syllable Division.
2. Word Stress and its Linguistic Function.
3. Sentence Stress and its Linguistic Function. Logical Stress
4. Manifestation of Intonation and its Linguistic Function.
5. Lexical Expressive Means and Stylistic Devices (General Survey)
6. Phonetic Expressive Means and Stylistic Devices
 - ✓ Onomatopoeia
 - ✓ Alliteration
 - ✓ Rhyme
 - ✓ Rhythm
 - ✓ Assonance
 - ✓ Reduction of sounds
 - ✓ Emphatic stress
 - ✓ Omission of sounds
 - ✓ Intonation
 - ✓ Pauses

Список рекомендованных тем для докладов-презентаций:

1. История формирования понятия фонема: идеи и взгляды
2. Основные компоненты интонации и их функции: мелодика, ударение, паузы.

3. Фонетические выразительные средства.
4. Особенности современного английского нормативного произношения.
5. Прикладная фонетика. Области применения речевых технологий.
6. Стилистическая интонация.
7. Морфологически ориентированная фонология (Московская фонологическая школа).
8. Использование музыки и песен в преподавании английского языка на различных этапах обучения фонетике
9. Использование обучающих игр при формировании фонетических навыков у детей младшего школьного возраста.
10. Изучение оптимальных форм работы над произношением учащихся высшей школы.
11. Проблема обучения видам интонаций в разных типах предложений на английском языке.
12. Особенности постановки английского произношения у взрослых и детей.
13. Диалекты современного английского языка.
14. Американский английский.
15. Фонетические выразительные средства.

ПК-10 Способен использовать систему лингвистических знаний, включающую в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей

Знать: теоретические основы фонетики

Задания, необходимые для оценивания сформированности ПК-10 на пороговом и продвинутом уровне

TEST 8

1. In the words [di:n], [dri:m], [dwel], [dred], [ridl], etc. the sound [d] represents different realizations of the phoneme /d/; all of them are
 - a) syllables
 - b) syntagms
 - c) principal allophones
 - d) subsidiary allophones
2. Longness / shortness of English vowel phonemes is considered to be
 - a) a phonetic mistake
 - b) a distinctive feature
 - c) a phonological mistake
 - d) a non-distinctive feature

3. That variant of a phoneme, which is considered free from the influence of the neighbouring sounds, is called
 - a) a syllable
 - b) a speech sound
 - c) a principal allophone
 - d) a subsidiary allophone

4. Allophones of the same phoneme in different phonetic environments are considered to be in
 - a) free variation
 - b) commutation test
 - c) contrastive distribution
 - d) complementary distribution

5. Words or morphemes which are differentiated by only one phoneme in the same position are called
 - a) minimal pairs
 - b) speech sounds
 - c) subsidiary allophones
 - d) principal allophones

6. The method of phonetic investigation, which consists in the discovery of minimal pairs is called
 - a) semantic
 - b) distributional
 - c) commutational
 - d) experimental

7. Choose the correct answer
 The phonemes [w], [j], [r] possess common property. They are all
 - a) back consonants
 - b) lingual consonants
 - c) cacuminal consonants
 - d) sonorants
 - e) diphthongoids

8. The central mid unrounded long English vowel is
 - a) [u:]
 - b) [o:]
 - c) [i:]
 - d) [e]

9. When pronouncing sonorants we hear
 - a) voice
 - b) nasal plosion
 - c) noise
 - d) combination of voice and noise

10. The sounds [p], [b], [w], [m] are known as
- a) dorsal
 - b) glottal
 - c) mediolingual
 - d) bilabial

TEST 8. THE KEY: 1.d; 2.b; 3.c; 4.d; 5.a; 6.a; 7.d; 8.c; 9.d; 10.d

Уметь: устанавливать междисциплинарные связи между фонетикой и другими лингвистическими дисциплинами; анализировать фонетические явления;

Задания, необходимые для оценивания сформированности ПК-10 на пороговом и продвинутом уровне

Перечень тестов

TEST 9

1. When the consonant is modified under the influence of the neighbouring vowel or vice versa, we deal with
 - a) assimilation
 - b) accommodation
 - c) reduction
 - d) elision
2. A slight puff of breath which is heard after the explosion of [p, t, k] in initial position is called
 - a) aspiration
 - b) labialization
 - c) loss of plosion
 - d) nasal plosion
3. A historical process of weakening, shortening and disappearance of vowel sounds in unstressed positions is called
 - a) elision
 - b) accommodation
 - c) reduction
 - d) labialization
4. Shortening of a vowel sound in an unstressed position is called
 - a) elision
 - b) aspiration
 - c) quantitative reduction
 - d) qualitative reduction
5. In the words "twice" [twais], "question" [kwestʃən], etc. we deal with
 - a) reciprocal assimilation

- b) progressive assimilation
 - c) elision
 - d) regressive assimilation
6. Dropping off of a vowel or a consonant in rapid or careless speech is called
- a) elision
 - b) reduction
 - c) dissimilation
 - d) loss of plosion
7. In English the following sounds can be elided in rapid or careless speech
- a) only vowels
 - b) only consonants
 - c) only diphthongs
 - d) both consonants and vowels
8. In general the centre of the syllable is called
- a) the arc of loudness
 - b) the peak of sonority
 - c) the syllable forming phoneme
9. Conjuncture or close juncture occurs between
- a) two words
 - b) two syllables
 - c) two sounds within one syllable
10. According to the place of articulation English consonants are classed into:
- a) noise
 - b) glottal
 - c) labial
 - d) voiced
 - e) sonorants
 - f) occlusive
 - g) lingual
11. L.V. Shcherba suggested the following types of style in pronunciation:
- a) full style
 - b) academic style
 - c) formal style
 - d) natural style
 - e) colloquial style
 - f) publicistic style
 - g) acquired style
 - h) declamatory style

TEST 9. THE KEYS: 1.b; 2.a; 3.c; 4.c; 5.a; 6.a; 7.d; 8.c; 9.c; 10.b,c,g; 11.a,b,e

Задания по составлению конспекта лекции по следующим темам:

- 1. Phonetic Expressive Means.
- 2. Stylistic Use of Intonation.

3. Dialects of the modern English Language.
4. American English. Phonetic Aspect.

Темы проектов

1. Problems of Phonostylistics.
2. The Syllabic Structure of English Words.
3. Accentual Structure of English Words.
4. Intonation. Structure and Functions. Components of Intonation.
5. Stylistic Use of Intonation.
6. Informational Style.
7. Academic(Scientific) Style.
8. Publicistic (Oratorial) Style.
9. Declamatory(Artistic) Style.
10. Conversational (Familiar) Style.
11. Functional Stylistics.
12. English-based Pronunciation Standards and American-based Pronunciation Standards.
13. The Phoneme. Three Aspects of the Phoneme. Main Trends in Phoneme Theory.
14. Notation (Phonetic Transcription).
15. Methods of Phonological Analysis.
16. English speech rhythm.
17. Characteristic features of the style of a teacher.
18. Characteristic features of the style of a guide.

Владеть: методами фонетического исследования, особенно фонологического анализа, с применением теоретических положений курса

Задания, необходимые для оценивания сформированности ПК-10 на пороговом и продвинутом уровне

Перечень тестов

TEST 10

1. The shortest segment of the speech is
 - A. syllable
 - B. phoneme
 - C. phrase
 - D. word
2. The types of syllable distinguished depending on the kind of speech sound it ends in are
 - A. 4
 - B. 2

- C. 6
 - D. 1
3. A syllable which ends in a vowel sound is called
 - A. Close syllable
 - B. Mid-open syllable
 - C. Open syllable
 - D. Mid-close syllable
 4. A syllable which ends in a consonant sound is called
 - A. close syllable
 - B. Mid-open syllable
 - C. Open syllable
 - D. Mid-close syllable
 5. In the most disyllabic words the accent falls on
 - A. the initial syllable
 - B. the last syllable
 - C. the second syllable from the end of the word
 - D. the third syllable from the end of the word
 6. In the disyllabic words with a prefix which has lost its meaning the stress falls on
 - A. first syllable
 - B. third syllable
 - C. root syllable(the second syllable)
 - D. last syllable
 7. In disyllabic verbs ending –ate, -ise, -ize, - fy the stress falls on the
 - A. first syllable
 - B. third syllable
 - C. initial syllable
 - D. last syllable
 8. In the most words of 3 or 4 syllables the accent fall on the
 - A. second syllable
 - B. last syllable
 - C. third syllable from the end of the word
 - D. second syllable from the end of the word
 9. In the polysyllabic verbs with the suffixes –ize, -fy, -ate the accent falls on the
 - A. second syllable from the end
 - B. third syllable from the end of the word
 - C. last syllable
 - D. Initial syllable
 10. Before the suffixes –logy, -logist, -graphy, - grapher, - cracy the accent falls on the

- A. second syllable from the end of the word
 - B. initial syllable
 - C. first syllable
 - D. third syllable from the end
11. In numerals from 13 to 19 the nuclear stress falls on the
- A. root syllable
 - B. second syllable
 - C. suffix –teen
 - D. prefix
12. Choose the right variant of the word with the right accent
- A. ‘palace
 - B. pa’lace
 - C. pala’ce
 - D. ‘pa’lace
13. Choose the right variant of the word with the right accent
- A. ‘begin
 - B. be’gin
 - C. ‘be’gin
 - D. ‘beg’in

TEST 10. THE KEY: 1a, 2b, 3c, 4a, 5a, 6c, 7d, 8c, 9b, 10d, 11c, 12a, 13b,

TEST 11

1. The phenomenon, when certain notional words may lose some of their sounds, is called
- A. assimilation
 - B. accommodation
 - C. elision
 - D. impudence
2. Choose the right variant of the example of the assimilation affecting the point of articulation
- A. tenth
 - B. congress
 - C. give me
 - D. quick
3. Choose the right variant of the example of the assimilation affecting the point of articulation and the active organ of speech

- A. read this
 - B. congress
 - C. let me
 - D. gooseberry
4. Choose the right variant of the example of the assimilation affecting the manner of production of noise
- A. let me
 - B. gooseberry
 - C. twenty
 - D. tenth
5. Choose the right variant of the example of the assimilation affecting the work of the vocal cords
- A. let me
 - B. gooseberry
 - C. twenty
 - D. tenth
6. Choose the right variant of the example of the assimilation affecting the lip position
- A. let me
 - B. gooseberry
 - C. twenty
 - D. tenth
7. Choose the right variant of the example of the assimilation affecting the soft palate
- A. give me
 - B. gooseberry
 - C. twenty
 - D. sandwich
8. Choose the right variant of the example of the progressive assimilation
- A. What's this?
 - B. newspaper
 - C. quick
 - D. next day [neks dei]
9. Choose the right variant of the example of the regressive assimilation
- A. What's this?
 - B. newspaper
 - C. quick
 - D. next day [neks dei]
10. Choose the right variant of the example of the regressive assimilation
- A. What's this?

- B. newspaper
- C. quick
- D. next day [neks dei]

11. Choose the example of the elision in the following words

- A. What's this?
- B. newspaper
- C. quick
- D. next day [neks dei]

12. Two adjacent consonants influence each other in

- A. regressive assimilation
- B. progressive assimilation
- C. reciprocal assimilation
- D. positive assimilation

Test 11. THE KEY: 1c, 2a, 3b, 4a, 5b, 6c, 7d, 8a, 9b, 10c, 11d, 12c

Intonation

Transcribe and intone the following sentences using the gradually descending stepping scale or the gradually descending broken stepping scale. Make pauses where necessary.

1. London is an ancient city. It grew up around the first point where the Roman invaders found the Thames narrow enough to build a bridge.
 2. London dominates British life. It is the home of the nation's commerce and finance, the main centre of its legal system and the press.
 3. Fleet Street near St. Paul's Cathedral used to be a busy street full of foreign, provincial and London newspaper offices such as "The Daily Express", "The Daily Telegraph".
 4. The Victoria and Albert Museum with a magnificent collection of fine and applied arts also includes a wide-ranging display of ceramics, metalwork, and a selection of Constable's masterpieces which are well worth seeing.
1. The Hall of Human Biology enables visitors to learn about their bodies and the way they work.
 2. England in truth looks like one great well-ordered park with its old trees, green meadows and hedges.
 3. But the Englishman loves the green of England with its hedges, tender-green in spring, covered with leaf and flower in summer, a blaze of gold and red in autumn.
 4. Almost every one in England tries to come in touch with a bit of plant life.

5. In the West End, land which is worth many thousands of pounds per acre is devoted to garden use.
6. In the small suburban villas a very considerable tax of money and labour is paid in the effort to keep in good order a little pocket handkerchief of lawn and a few shrubs.

Контрольные задания

1. Упражнения, связанные с определением различий в минимальных парах, основанных на принципах классификации фонем:

Transcribe, read and translate these pairs of words. Single out the sounds that differentiate the meaning of the words.

still-steel

sit-seat

worth-worse

pool-pull

fill-feel

sell-sale

ship-sheep

saw-so

Polish-polish

2. Упражнения на понимание структуры слога, роли сонорности и напряженности в слогообразовании:

Define the number of syllables in these words according to the sonority theory.

Alone, female, unfortunate, insufficient, machine, unimportant, yesterday, remarkable, window, tomato

3. Упражнения на овладение акцентным компонентом фонетического строя:

Put down stress marks in the words below. Consult the dictionary.

Ascertain, grotesque, cigarette, antique, saloon, employee, career, lemonade, atomic, phonological, familiarity, beneficial

Уметь: анализировать и обрабатывать материал исследования

Задания по составлению конспекта лекции по следующим темам:

1. Intonation Pattern I
2. Intonation Pattern II
3. Intonation Pattern III
4. Intonation Pattern IV

Перечень тем для докладов:

5. Intonation. Significance of Intonation.
6. Components of Intonation.
7. Stylistic Use of Intonation.

8. Intonation Styles:

- Informational (Formal) Style
- Scientific (Academic) Style
- Declamatory Style
- Publicistic Style
- Familiar (Conversational) Style

9. Intonation of Complex Sentences

10. Intonation of Compound Sentences

11. Intonation of Address

12. Sequence of Tones.

ПК-11 Способен свободно выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации

Знать: общенаучные методы и конкретные методики изучения данных в теоретической фонетике

Задания, необходимые для оценивания сформированности ПК-11 на пороговом и продвинутом уровне

Перечень тестов

Тестовые задания

TEST 12

1. Variations in the pitch of the voice in connected speech are called:
 - a) tempo
 - b) sentence stress
 - c) pauses
 - d) speech melody
2. The type of sentence stress, which brings into prominence a word or words that are important from the point of view of the meaning or the speaker's attitude is called:
 - a) logical stress
 - b) syntactic stress
 - c) emphatic stress

3. Unstressed or partly stressed syllables (or syllables) that follow the nucleus of the intonation group form:
- a) tail
 - b) head
 - c) body
 - d) pre-head
4. The most important part of the intonation group is
- a) tail
 - b) nucleus
 - c) pre-head
 - d) body
 - e) head
5. Dialects, which differ from each other in pronunciation, grammar and vocabulary, are called:
- a) accents
 - b) phonostyles
 - c) idiolects
 - d) functional dialects
6. The English variant of the English language is usually called:
- a) G. A.
 - b) E. A.
 - c) R. P.
7. Choose the correct answer
- General American is represented by:
- a) the Eastern type of speech
 - b) the Western type of speech
 - c) the Southern type of speech
8. Strong nasalization of vowels is a characteristic feature of
- a) the Southern dialect
 - b) the General American
 - c) the Educated Australian
 - d) the Received Pronunciation
9. What implies the rate of utterance and pausation?
- a) tempo
 - b) melody
 - c) intonation
 - d) speech
10. What kind of Phonetics studies the substance, the material form of phonetic phenomena in relation to meaning.
- a) practical
 - b) segmental
 - c) suprasegmental
 - d) theoretical
11. What kind of Phonetics is concerned with individual sounds?
- a) practical
 - b) suprasegmental

- c) segmental
 - d) theoretical
12. What is the chief factor under the influence of which the principal allophones of the phonemes are modified into subsidiary ones.
- a) assimilation
 - b) elision
 - c) accommodation
 - d) reduction
13. What type of assimilation does not exist?
- a) progressive
 - b) regressive
 - c) cross
 - d) reciprocal
14. Who is the author of syllable theory, which is based on the concept of sonority?
- a) O. Jespersen
 - b) L.V. Shcherba
 - c) V.A. Vassilyev
 - d) N.I. Zhinkin
15. How many types of syllables are there distinguished in English?
- a) 3
 - b) 5
 - c) 4
 - d) 6

TEST 12. KEYS: 1.d; 2.a; 3.a; 4.b; 5.d; 6.c; 7.b; 8.b; 9.a; 10.a

Задания по составлению конспекта лекции по следующим темам:

1. Table of Classification of Consonants
2. Table of Classification of Vowels
3. Table of Intonation Patterns
4. Tables of the Expressive Means and Stylistic Devices
5. Table of Phonetic Expressive Means.

Уметь: применять методики поиска и обработки информации в ходе проведения исследовательской работы в области теоретической

Задания, необходимые для оценивания сформированности ПК-11 на пороговом и продвинутом уровне

Перечень тестов

English Intonation

TEST 13

1. A unity of speech melody, sentence stress, voice quality and tempo is called
 - A. intonation
 - B. tamber
 - C. accent
 - D. phrase
2. The variation in the pitch of the voice which takes part place when voiced sounds are pronounced in connected speech
 - A. intonation
 - B. tamber
 - C. speech melody
 - D. phrase
3. The greater prominence which is given to one or more words in a sentence as compared with other words of the same sentence is called
 - A. tempo
 - B. tamber
 - C. speech melody
 - D. stress in speech
4. A special coloring of the voice in pronouncing sentences which is superimposed on speech melody and shows the speaker's emotion is called
 - A. tempo
 - B. tamber
 - C. speech melody
 - D. stress in speech
5. The speed with which sentences or their parts are pronounced is called
 - A. tempo
 - B. tamber
 - C. speech melody
 - D. stress in speech
6. The recurrence of stressed syllables at more or less equal intervals of time is called
 - A. tempo

- B. tamber
 - C. rhythm
 - D. stress in speech
7. Intonation unit of a sentence is called
- A. phrase
 - B. sentence
 - C. sense-group (intonation group)
 - D. syllable
8. The most important of the elements in an intonation is the
- A. nuclear tone
 - B. scale
 - C. tail
 - D. sense-group
9. A marked change of pitch which occurs on the final stressed syllable is called
- A. nuclear tone
 - B. scale
 - C. tail
 - D. sense-group
10. The nucleus may be followed by one or more unstressed or partially stressed syllables called
- A. nuclear tone
 - B. scale
 - C. tail
 - D. sense-group
11. A series of stressed and unstressed syllables that may be pitched variously starting with the first stressed syllable in
- A. nuclear tone
 - B. scale
 - C. tail
 - D. sense-group
12. The first stressed syllable is called
- A. nuclear tone
 - B. scale
 - C. tail
 - D. head of the scale
13. The head may be preceded by one or more unstressed syllables called
- A. pre-head
 - B. head

- C. tail
 - D. sense-group
14. The pitch and sentence stress components of intonation can be represented graphically on the
- A. nuclear tone
 - B. scale
 - C. staves
 - D. sense-group
15. Two horizontal lines which represent the upper and lower limits of the pitch range of the voice in the speech are called the
- A. pre-head
 - B. scale
 - C. tail
 - D. staves
16. On the staves the dashes, curves and dots placed on different levels indicate the
- A. tempo
 - B. rhythm
 - C. speech melody
 - D. tamber
17. A stressed syllable pronounced with level pitch is represented by the
- A. upward curve
 - B. dash
 - C. dot
 - D. downward curve
18. A stressed syllable pronounced with a fall in pitch within that syllable is called the
- A. upward curve
 - B. dash
 - C. dot
 - D. downward curve
- TEST 13. THE KEY 1a, 2c, 3d, 4b, 5a, 6c, 7c, 8a, 9a, 10c, 11b, 12d, 13a, 14c, 15d, 16c, 17b, 18d

Задания по составлению конспекта лекции по следующим темам:

1. General characteristics of intonation
2. Prosodic components of intonation. Structure of English intonation patterns
3. Methods of indicating intonation 4

4. Functions of intonation
5. Phonological aspect of intonation.
6. English rhythm
7. Components of a sense -group

Владеть: системным подходом при решении поставленных научно-исследовательских задач в области теоретической фонетики

Задания, необходимые для оценивания сформированности ПК-11 на пороговом и продвинутом уровне

Перечень тестов

TEST 14

1. A stressed syllable pronounced with a rise in pitch within that syllable is called the
 - A. upward curve
 - B. dash
 - C. dot
 - D. downward curve
2. An unstressed syllable is represented by the
 - A. upward curve
 - B. dash
 - C. dot
 - D. downward curve
3. A tone when the voice starts at a medium pitch level and falls to a low pitch level is called
 - A. Low Fall
 - B. High Fall
 - C. Low Rise
 - D. High Rise
4. A tone when the voice starts from the high pitch level or a little below it and falls to the bottom of the voice range is called
 - A. Low Fall

- B. High Fall
 - C. Low Rise
 - D. High Rise
5. A tone when the voice starts low and rises to a medium pitch level is called
- A. Low Fall
 - B. High Fall
 - C. Low Rise
 - D. High Rise
6. A tone when the voice starts at a medium pitch level or a little above it and rises to a high one is called
- A. Low Fall
 - B. High Fall
 - C. Low Rise
 - D. High Rise
7. A tone when the voice starts from a fairly low to a high pitch level and then quickly falls to a very low pitch level is called
- A. Rise Fall
 - B. Fall Rise
 - C. Low Rise
 - D. High Rise
8. A tone when the voice falls from a high or medium pitch level to the low pitch level and then slowly rises to a little below the mid pitch level is called
- A. Rise Fall
 - B. Fall Rise
 - C. Low Rise
 - D. High Rise
9. The tone, which is categorical in character and expresses finality, is
- A. Low Fall
 - B. High Fall
 - C. Low Rise
 - D. High Rise
10. The tone indicating grim, cool, detached phlegmatic attitudes is
- A. Low Fall
 - B. High Fall
 - C. Low Rise
 - D. High Rise
11. The tone indicating liveliness, polite and friendly interest, personal involvement and some mild surprise is

- A. Low Fall
 - B. High Fall
 - C. Low Rise
 - D. High Rise
12. An interrogating and echoing tone is
- A. Low Fall
 - B. High Fall
 - C. Low Rise
 - D. High Rise
13. A tone expressing non-finality is
- A. Low Fall
 - B. High Fall
 - C. Low Rise
 - D. High Rise
14. A tone which implies a guarded, perfunctory attitude is
- A. Low Fall
 - B. High Fall
 - C. Low Rise
 - D. High Rise
15. A tone expressing surprise or a shocked reaction is called
- A. Low Fall
 - B. High Fall
 - C. Low Rise
 - D. High Rise
16. A tone which is used in echoes and in questions calling for a repetition is called
- A. Low Fall
 - B. High Fall
 - C. Low Rise
 - D. High Rise
17. A tone ranging from irony to sarcasm, from being pleasantly impressed to admiration is
- A. Low Fall
 - B. Rise Fall
 - C. Low Rise
 - D. Fall Rise
18. A tone expressing politeness, apology, concern and uncertainty is
- A. Fall Rise
 - B. High Fall
 - C. Low Rise

D. High Rise

TEST 14. THE KEY: 1a, 2c, 3a, 4b, 5c, 6d, 7a, 8b, 9a, 10a, 11b, 12d, 13c, 14c, 15d, 16d, 17b, 18a

Territorial Varieties of the English Language

TEST 15

1. The official language of Great Britain is
 - A. Standard English
 - B. Standard American
 - C. Cockney
 - D. Irish English
2. Varieties of the English language peculiar to some districts and having no normalized literary form are
 - A. Standard English
 - B. Local dialects
 - C. Cockney
 - D. Variants
3. Regional varieties possessing a literary form are called
 - A. Standard English
 - B. Standard American
 - C. Local dialects
 - D. Variants
4. A number of the variants of the Great Britain is
 - A. 3
 - B. 2
 - C. 4
 - D. 1
5. A number of the variants of the USA is
 - A. 1
 - B. 4
 - C. 2
 - D. 3
6. In Great Britain the following variants are
 - A. Scottish English, English English, Welsh English, Northern Ireland English
 - B. American English, Southern and Eastern American English

- C. Northern, Midland, Eastern, Western and Southern
 - D. Cockney, Avon, Essex, Durham
7. The dialects of Great Britain are
- A. Irish English and Australian English
 - B. Standard English
 - C. Northern and Midland accents and Southern accents
 - D. Scottish English and Welsh English
8. One of the best known Southern dialect is
- A. Wiltshire English
 - B. Norfolk English
 - C. Avon D. Cockney

TEST 15 THE KEY: 1a, 2b, 3d, 4c, 5d, 6a, 7c, 8d,

Step-by-step phonetic analysis

1. Read the sentence, beating rhythm and show its end by putting down two vertical lines at the end.
2. Define the **communicative and syntactical type of the sentence**, i.e. see whether it is a statement, an imperative, an exclamation, a question (state the type of a question); and consequently define the nuclear tone of the sentence.
3. Divide the sentence into sense-groups if possible, and separate them from each other by a vertical line. (Separate parts of sense-groups by a wavy line in case there is a very short meaningful pause.)
4. Define the nucleus of the sentence or of every sense-group. Put down the necessary tone mark before the stressed syllable of the nuclear word(s).
5. See if there is a word to emphasize in the sentence (sense-groups). If there is one, put the necessary mark before its stressed syllable (↑ or ↓) to show the emphasis.
6. Define all the other stressed words in the sentence and put down stress marks (') before their stressed syllables.

7. Intone the sentence graphically at the stave / (scale)

8. Define all the phoneme clusters in the words and at word boundaries. Mark all the cases of sound modifications.

9. If you analyze a piece of prose or poetry, mark and name Phonetic Expressive Means

Контрольные задания

Провести анализ и разметку текстов. / Read and Mark the text according to the rules/ Represent the underlined sentences on the scale

1

ALL ABOUT HARRY JONES

Jim comes back from his school very late. He is telling Maggie what has delayed him. He has been discussing one of his pupils with the headmaster.

Maggie: You're very late back from school, Jim. What have you been doing?

Jim: I've been talking to the headmaster about that Jones boy. He's been late every day this week and his marks haven't improved at all. We're all very worried about him.

Maggie: What did the headmaster say?

Jim: He asked me to see the boy's parents.

Maggie: Harry Jones has been having a lot of trouble at home, you know. His father's been ill all this year and they've been finding it difficult to make ends meet.

2

Jim: I know, Maggie, but the school is in a difficult position. Harry's been doing so badly that something must be done, for his sake.

Maggie: He's been doing a newspaper round all this term to help out at home. That's why he's so late in the mornings, I expect. Mrs. Jones has been trying to find a part-time job, too. I met her at the butcher's this morning and she asked me whether I knew of anything.

Jim: Yes, I told the headmaster that the family's been going through a difficult time. He promised to talk to the Education Committee about it. Perhaps they can give Harry some sort of temporary grant.

3

Maggie: I wonder, Jim. You've been looking for a part-time canteen assistant at school, haven't you? What about trying Mrs. Jones?

Jim: Mrs. Jones?. Oh, that's a very good idea. I'll see the headmaster about it first thing in the morning.

Maggie: And what about asking Harry to do some digging for us two or three times a week? You've been working so hard at your carpentry lately, that the garden's in a shocking state.

Jim: And who has been promising to help me with it all this winter? But still, it's a good idea. We'll pay Harry half-a-crown an hour and he can dig up the whole lot.

Maggie: Fine, Come and have tea now and afterwards we'll go and see the Joneses.

4

AT THE THEATRE

- I'll never forget my first visit to the Bolshoy Theatre

. It was ages ago, but it stands out in my memory quite vividly.

My mother bought beforehand two tickets for a matinee performance of the ballet "Sleeping Beauty" by Chaikovsky. We came to the theatre long before the performance began.

A sign at the entrance of the theatre said: "House Full." Many people were standing at the theatre asking if we had an extra ticket.

We left our coats in the cloak-room and bought a program from the usher to see what the cast was. I remember we were glad to see that Lepeshinskaya was dancing the main part.

5

The ballet seemed to me a fairy-tale.

When the curtain fell the house burst into applause.

I applauded (clapped) so much that my hands ached.

During the first interval we went to the foyer and looked at the portraits on the walls of the singers and dancers of the Bolshoy Theatre.

During the second interval we went to the refreshment room.

When the last curtain fell cries of «encore» sounded all over the theatre.

The dancers got many curtain calls and were presented with large bouquets of flowers.

The performance was a great success with the public. This first visit to the Bolshoy Theatre is one of my brightest memories.

6

Christmas Eve

On Christmas Eve everything is rush and bustle. Offices and public buildings close at one o'clock, but the shops stay open late. Most big cities, especially London, are decorated with coloured lights across the streets and enormous Christmas trees. The main line stations, trains and buses are crowded with people travelling from all parts of the country. to be at home for Christmas.

In the homes there is a great air of expectation. The children are decorating the tree with tinsel, various baubles and often coloured lights as well. The house is decorated with holly and a bunch of mistletoe under which the boys kiss the girls. Christmas cards — with the words *A Merry Christmas to You*, or *Wishing You a Merry Christmas and a Prosperous New Year*, or *With the Compliments of the Season*, etc. — are arranged on mantelpieces, shelves, tables, and sometimes attached to ribbon and hung round the walls.

7

Meanwhile the housewife is probably busy in the kitchen getting things ready for the next day's dinner. The Christmas bird, nowadays usually a turkey, is being prepared and stuffed, the pudding is inspected and the cake is got out of its tin and iced.

In small towns and villages one may still see carol-singers who come and stand in front of the house and sing or play Christmas carols. They expect a Christmas box from a few pennies or coppers upwards in return for their musical efforts. The money collected is then donated to some deserving cause, for example to help destitute old people.

8

JIM AND MAGGIE DISCUSS THEIR SUMMER HOLIDAYS

Maggie thinks it is high time to make some plans for the summer holidays. She would like to go abroad but Jim is afraid they will not be able to afford it.

Maggie: I've been thinking about the summer holidays, Jim. I should like to go somewhere really interesting this year.

Jim: Aren't we going down to Eastbourne as usual?

Maggie: Jim! If you make me go there just once more, I'll walk out on you.

Jim: Have you any better ideas, then?

Maggie: I was passing Jane's travel agency this morning, so I collected some leaflets. If you're not too busy, perhaps we can have a look at them now.

Задания по составлению конспекта лекции по следующим темам:

1. types of sentences, rules of marking:

- Intonation of Complex Sentences
- Intonation of Compound Sentences
- Intonation of address
- Intonation of enumeration
- Intonation of the author's words
- Intonation of parentheses
- Intonation of Adverbials

Перечень тем для докладов:

1. Английская произносительная норма как часть иноязычной культуры
2. The Main Local Dialects of England.
 - The Cockney Dialect
 - The Northern Dialect
 - The Southern Dialect
 - The Scotch Dialect
3. American English

1. Активные органы речи, определяющие специфику звукового строя языка.
2. Классификация английских гласных фонем в сопоставлении с гласными фонемами русского языка.
3. Артикуляционные особенности английских и русских гласных звуков.
4. Отличительные особенности артикуляции гласных и согласных звуков.
5. Классификация английских согласных фонем в сопоставлении с согласными фонемами русского языка.
6. Артикуляционные особенности английских и русских согласных звуков.
7. Особенности произношения и стыки согласных в английском языке.
8. Место твердого приступа в «Принятом Произношении» современного британского варианта английского языка.
9. Степени словесного ударения в английском языке.
10. Факторы, влияющие на место словесного ударения в английском языке.
11. Категории слов с двумя сильными ударениями.
12. Функции словесного ударения в английском языке.
13. Основные правила слогаделения в английском языке.
14. Категории слов, не выделяемые фразовым ударением в английском языке.
15. Функции фразового ударения в английском языке.
16. Основные компоненты интонации.
17. Фонетические стили речи.
18. Роль интонации в формировании текста.
19. Фонетические средства выразительности
20. Ритмическая организация речи.

Промежуточная аттестация

УК-1 Способен осуществлять поиск, критический анализ и синтез информации, применять системный подход для решения поставленных задач

Знать: принципы и методы поиска, анализа и синтеза информации в области теоретической фонетики и смежных лингвистических дисциплин;

Уметь: Уметь: применять принципы и методы поиска, анализа и синтеза информации; грамотно, логично, аргументированно формировать собственные суждения и оценки; применять принципы и методы системного подхода для решения поставленных задач;

Владеть: практическими навыками поиска, анализа и синтеза информации; практическими навыками выбора оптимальных способов решения задач, исходя из действующих правовых норм, имеющихся ресурсов и ограничений.

ПК-10 Способен использовать систему лингвистических знаний, включающую в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных ;

Знать: теоретические основы фонетики;

Уметь: устанавливать междисциплинарные связи между фонетикой и другими лингвистическими дисциплинами; анализировать фонетические явления;

Владеть: методами фонетического исследования, особенно фонологического анализа, с применением теоретических положений курса

ПК-11 Способен свободно выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации

Знать: общенаучные методы и конкретные методики изучения данных в теоретической фонетике

Уметь: применять методики поиска и обработки информации в ходе проведения исследовательской работы в области теоретической фонетики

Владеть: системным подходом при решении поставленных научно-исследовательских задач в области теоретической фонетики

Вопросы к зачету

1. The Subject Matter of Phonetics. The Aim and Significance of Phonetics.
2. The Way it is Connected with Other Branches of Linguistics and other Sciences.
3. Components of the Phonetic System of English.
4. The Organs of Speech and their Functions.
6. The Classification of Speech Sounds. The Three Aspects of a Speech Sound.
7. Articulatory and Physiological Aspect of Speech Sounds:
 - a. Articulatory and Physiological Classification of English Consonants.
Differences in the Articulation Bases of the English and Russian Consonants and their Peculiarities.
 - b. Articulatory and Physiological Classification of English Vowels.
Differences in the Articulation Bases of the English and Russian Vowels and their Peculiarities.
8. Functional Aspect of Speech Sounds. (Phoneme Theory.)
9. English Consonants as Units of the Phonological System.
10. English Vowels as Units of the Phonological System.
11. Consonant Phonemes. Description of Principal Variants:

- a. Occlusive Noise Consonant Phonemes (Plosives).
 - b. Occlusive Nasal Sonorants.
 - c. Constrictive Noise Consonant Phonemes (Fricatives).
 - d. Constrictive Sonorants (Approximants).
 - e. Occlusive-Constrictive Noise Phonemes (Affricates).
 - f. Subsidiary Variants of English Consonant Phonemes.
- 12. Vowel Phonemes. Description of Principal Variants:
 - a. Monophthongs, or Simple Vowels.
 - b. Diphthongs, or Complex Vowels.
 - c. Diphthongoids.
- 13. Articulatory Transition of Vowel and Consonant Phonemes.
 - Assimilation. Accommodation. Elision.
- 14. Syllable.
 - Theories of Syllable Formation and Syllable Division.
 - Functional Characteristics of the Syllable.
- 15. Word Stress. Sentence Stress.
- 16. Strong and Weak Forms.
- 17 The Accentual Structure of English.
- 18. The Syllabic Structure of English.
- 19. Intonation.
 - The Significance of Intonation. Components of Intonation:
 - a. Melody.
 - b. Sentence Stress, or Accent.
 - c. Rhythm and Tempo.
 - d. Pausation and Timbre.
 - e. Stylistic Use of Intonation.
- 20. Intonation Patterns.
- 21. Received Pronunciation of Modern British English and the Main Changes in it.
- 22. English Dialects:
 - a. The Cockney Dialect.
 - b. The Southern Dialect.
 - c. The Northern Dialect.
 - d. The Scotch Dialects.
- 23. American English.

Практическая часть:

Give characteristics of the sounds.

Mark the text and represent it on the scale.

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

В рамках освоения дисциплины предусмотрены следующие формы текущего контроля: доклад с презентацией, конспект лекций, тестирование, контрольная работа.

Общее количество баллов по дисциплине – 100 баллов.

Максимальное количество баллов, которое может набрать обучающийся в течение семестра за различные виды работ – 80 баллов.

Формой промежуточной аттестации является зачет. Зачет проходит в форме устного собеседования по вопросам. Максимальное число баллов, которые выставляются обучающемуся по итогам зачета – 20 баллов.

Требования к ответу на зачете

1. Понимание и степень усвоения теории курса.
2. Уровень знания фактического материала в объёме программы.
3. Правильность формулировки основных понятий и закономерностей.
4. Логика, структура и грамотность изложения вопроса.
5. Использование примеров из монографической литературы (статьи, хрестоматии, художественные произведения).
6. Умение связать теорию с практическим применением.
7. Умение сделать обобщение, выводы.
8. Умение ответить на дополнительные вопросы.
9. Глубокое и прочное усвоение знаний программного материала (умение выделять главное, существенное).
10. Знание авторов-исследователей по данной проблеме.
11. Общая эрудиция студента в области лингвистистики.

Шкала оценивания зачета

Критерии оценивания	Баллы
Выставляется студенту, если • ответ полный, с привлечением знаний из разных разделов курса • даны четкие определения, продемонстрировано умение объяснить их и дополнить • продемонстрировано знание персоналий, сопряженных с теоретическим вопросом (5 и более) • продемонстрировано умение проиллюстрировать явление практическими примерами (5 и более) • даны полные ответы на дополнительные вопросы с приведением примеров и/или пояснений	20-11
Выставляется студенту, если • ответ полный • определения даются без собственных объяснений и дополнений • продемонстрировано знание персоналий, сопряженных с теоретическим вопросом (3-4) • продемонстрировано умение проиллюстрировать явление практическими примерами (3-4) • даны частично полные ответы на дополнительные вопросы	10 - 6
Выставляется студенту, если • ответ неполный	5 - 1

• определения даются с некоторыми неточностями • продемонстрировано знание персоналий, сопряженных с теоретическим вопросом (1-2) • продемонстрировано умение проиллюстрировать явление практическими примерами (1-2) • даны ответы только на элементарные дополнительные вопросы	
Выставляется студенту, если • ответ не соответствует теоретическому вопросу • знание терминологии (практически) отсутствует • знание персоналий, сопряженных с теоретическим вопросом, (практически) отсутствует • отсутствует умение проиллюстрировать явление практическими примерами, либо приведенные примеры некорректны • ответы на дополнительные вопросы отсутствуют или некорректны	0

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.

Количество баллов	Оценка по традиционной шкале
81-100	Зачтено
61-80	Зачтено
41-60	Зачтено
0-40	Не зачтено