

Министерство науки и высшего образования Российской Федерации  
Федеральное государственное бюджетное образовательное учреждение высшего  
образования «Ростовский государственный экономический университет (РИНХ)»

УТВЕРЖДАЮ  
Директор Таганрогского института  
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\_\_\_\_\_ Петрушенко С.А.  
« \_\_\_\_ » \_\_\_\_\_ 20\_\_ г.

**Рабочая программа дисциплины  
Теоретическая фонетика английского языка**

направление 44.03.05 Педагогическое образование (с двумя профилями подготовки)  
направленность (профиль) 44.03.05.19 Иностранный язык (английский) и  
Иностранный  
язык (французский)

Для набора 2024 года

Квалификация  
Бакалавр

**КАФЕДРА            английского языка**

**Распределение часов дисциплины по семестрам**

Семестр (<Курс>.<Семестр на курсе>)	3 (2.1)		Итого	
	16 2/6			
Неделя	уп	рп	уп	рп
Лекции	16	16	16	16
Практические	16	16	16	16
Итого ауд.	32	32	32	32
Контактная работа	32	32	32	32
Сам. работа	40	40	40	40
Итого	72	72	72	72

**ОСНОВАНИЕ**

Учебный план утвержден учёным советом вуза от 29.08.2024 протокол № 1.

Программу составил(и): канд. филол. наук, Доц., Демонова Юлия Михайловна

Зав. кафедрой: Демонова Ю.М.

## 1. ЦЕЛИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

1.1	последовательное и всестороннее овладение специальными научными знаниями в области теоретической фонетики английского языка, особенностями английского произношения, а также применение данных знаний на практике с использованием возможностей цифровой образовательной среды
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## 2. ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ

<b>ОПК-8.1:</b> Владеет основами специальных научных знаний в сфере профессиональной деятельности
<b>ОПК-8.2:</b> Осуществляет педагогическую деятельность на основе использования специальных научных знаний и практических умений в профессиональной деятельности
<b>ОПК-8.3:</b> Владеть алгоритмами и технологиями осуществления профессиональной педагогической деятельности на основе специальных научных знаний; приемами педагогической рефлексии; навыками развития у обучающихся познавательной активности, самостоятельности, инициативы, творческих способностей, формирования гражданской позиции, способности к труду и жизни в условиях современного мира, формирования у обучающихся культуры здорового и безопасного образа жизни
<b>ПКО-1.1:</b> Владеет средствами ИКТ для использования цифровых сервисов и разработки электронных образовательных ресурсов
<b>ПКО-1.2:</b> Осуществляет планирование, организацию, контроль и корректировку образовательного процесса с использованием цифровой образовательной среды образовательной организации и открытого информационно-образовательного пространства
<b>ПКО-1.3:</b> Использует ресурсы международных и национальных платформ открытого образования в профессиональной деятельности учителя основного общего и среднего общего образования

### В результате освоения дисциплины обучающийся должен:

<b>Знать:</b>
особенности фонетического и просодического строя современного английского языка как системы разноуровневых функциональных единиц в их коммуникативных и территориальных разновидностях, особенности организации открытого информационно-образовательного пространства
<b>Уметь:</b>
применять системы разноуровневых функциональных единиц в различных коммуникативных целях с учетом возможностей цифровой образовательной среды
<b>Владеть:</b>
навыками использования системы основных фонетических, явлений и закономерностей функционирования английского языка в его функциональных разновидностях, коммуникативными навыками в устной и письменной формах на английском языке с применением возможностей цифровой образовательной среды

## 3. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

Код занятия	Наименование разделов и тем /вид занятия/	Семестр / Курс	Часов	Компетенции	Литература
	<b>Раздел 1. Sound&amp;Prosodic Structure of English</b>				
1.1	Phonetics as a science. Its genesis and development. Branches of phonetics. Segmental and suprasegmental phonetics. Articulatory, acoustic, auditory phonetics. Theory of phoneme. Baudouin de Courtenay (two periods). L. V. Shcherba; D. Jones. Notion of allophones. Meaningful oppositions. Complementary distribution. Classification of allophones. /Лек/	3	2	ПКО-1.3 ОПК-8.1 ОПК-8.3	Л1.1 Л1.2Л2.1 Л2.4
1.2	Aims of phonetics. Phonetics and other sciences. THE GROUNDWORK OF PHONOLOGY by Nickolai Trubetskoy. A phonematic structure of the English language, three types of factors. The system of English phonemes, the syllabic structure of English words, the accentual structure of words, the intonational structure of English sentences. /Пр/	3	2	ПКО-1.2 ПКО-1.3	Л1.1Л2.1 Л2.2
1.3	Language as a part of society and a part of ourselves. Sociophonetic studies. Psycholinguistic studies. Teaching a foreign language phonetics /Ср/	3	2	ОПК-8.1 ОПК-8.2 ОПК-8.3	Л1.1Л2.2

1.4	Articulatory aspect of sounds. Transcription systems, International Phonetic Alphabet, broad transcription and narrow transcription. Articulatory and physiological aspect of speech sounds. Four kinds of mechanisms. Active and passive organs /Лек/	3	2	ПКО-1.2 ОПК-8.1	Л1.1 Л2.2Л2.1
1.5	Notion of a phoneme. Definition, essence, segmental nature. phonologic opposition, minimal pairs, restricted phoneme. Three aspects of a phoneme. /Пп/	3	2	ОПК-8.1 ОПК-8.3	Л1.1Л2.2
1.6	Speech mechanisms. The power mechanism, the vibrator mechanism, the resonator mechanism, and the obstructer mechanism. A presentation using Microsoft Office software /Ср/	3	2	ПКО-1.1 ПКО-1.2 ОПК-8.1	Л1.1Л2.2
1.7	Consonant classification. General principles of consonant classification. Detailed consonant classification from the point of view of the work of soft palate, vocal cords, and kind of obstruction. Detailed classification of consonants according to active organ of speech and place of obstruction; mechanisms of sound modification. /Лек/	3	2	ПКО-1.3 ОПК-8.1	Л1.1Л2.1 Л2.2
1.8	General principles of vowel classification compared with consonants. Detailed classification of vowels. A diphthong theory. Kinds of diphthong. Modern tendencies in a diphthong theory /Пп/	3	2	ПКО-1.3 ОПК-8.3	Л1.1Л2.1 Л2.2
1.9	Comparative analysis of articulatory features of consonants and vowels. Modern tendencies in consonant and vowel production. /Ср/	3	2	ПКО-1.2 ПКО-1.3	Л1.1
1.10	Articulatory transitions of sound in connected speech. Three stages of sound production. General principles of vowel and consonant modifications. Co-articulated consonant. Labialisation. Palatalization. Velarization. Lenition. Epenthesis. /Лек/	3	2	ОПК-8.1 ОПК-8.3	Л1.1Л2.1 Л2.2
1.11	Assimilation. Assimilation and coarticulation. Classification of assimilation according to direction, degree of completeness, degree of stability. Vowel reduction. Factors of vowel modification. Schwa. Kinds of schwa. /Пп/	3	2	ОПК-8.1 ОПК-8.3	Л1.1Л2.1 Л2.2
1.12	Elision. Other terms for Elision. Kinds of Elision. Relation to the Functional Style. Rules of Elision. Relaxed pronunciation. A presentation using Microsoft Office software /Ср/	3	2	ПКО-1.1 ПКО-1.2 ПКО-1.3	Л1.1Л2.1 Л2.2
1.13	Orthoepic Standard of the English Language. Notion of standard. Notion of RP. RP abroad and in England. Stylistic and social independence of a standard. Kinds of RP /Лек/	3	2	ОПК-8.1 ОПК-8.3	Л1.1Л2.1 Л2.2
1.14	Sociolinguistic variation of pronunciation. Notion of a dialect. Dialects and accents. A notion of a national language. Major Dialectal Areas. Geographical and social stratification of a dialect. Diglossia and bilingualism /Пп/	3	2	ОПК-8.1 ОПК-8.3	Л1.1Л2.1 Л2.2
1.15	General characteristics of • West Country (South West England) • East Anglian • West Midlands (Black Country, Birmingham) • East Midlands • Liverpool and Wirral (Scouse) • Manchester (Mancunian) and other east Lancashire accents • Yorkshire (Varies significantly in each region.) • Newcastle (Geordie) and other northeast England accents A presentation using Microsoft Office software /Ср/	3	2	ПКО-1.1 ПКО-1.3 ОПК-8.1	Л1.1Л2.1 Л2.2
1.16	Modern tendencies in RP. Sociolinguistic criterion . Ideal criterion. EFL teaching criterion. Changes from the early twentieth century. Changes in the mid twentieth century. Changes in the late twentieth century /Лек/	3	2	ПКО-1.2 ОПК-8.1	Л1.1Л2.1 Л2.2

1.17	Changes in RP: Transfer of the CLOTH set, change in the quality of the GOAT vowel, opening of /æ/, decline and disappearance of /ʊə/, drift from weak /l/ to /ə/, yod coalescence, T glottalling, L vocalization. /Пp/	3	2	ОПК-8.1 ОПК-8.2	Л1.1Л2.1 Л2.2
1.18	Deviations from RP. Northern versions of the dialect . Southern varieties. h-dropping, glottal stop for intervocalic /t/, distinction between /w/ and /wh/, horse-hoarse merger. A presentation using Microsoft Office software /Cp/	3	4	ПКО-1.1 ОПК-8.1	Л1.1Л2.1 Л2.2
1.19	Major English Dialects Origin, social and geographical stratification of Cockney. Vocal and consonantal system of Cockney. Origin, social and geographical stratification of Tyke. Vocal and consonantal system of Tyke. Origin, social and geographical stratification of Scouse. Vocal and consonantal system of Scouse. /Лек/	3	2	ПКО-1.3 ОПК-8.1	Л1.1Л2.1 Л2.2
1.20	Origin, social and geographical stratification of Mancunian. Vocal and consonantal system of Mancunian. Origin, social and geographical stratification of Georgie. Vocal and consonantal system of Georgie. Origin, social and geographical stratification of Nothern dialects. Vocal and consonantal system of Nothern dialects. /Пp/	3	2	ПКО-1.3 ОПК-8.1	Л1.1Л2.1 Л2.3
1.21	Origin, social and geographical stratification of Scottish English. Vocal and consonantal system of Scottish English. Origin, social and geographical stratification of Welsh English. Vocal and consonantal system of Welsh English. Origin, social and geographical stratification of Irish English. Vocal and consonantal system of Irish English /Cp/	3	4	ПКО-1.3 ОПК-8.1 ОПК-8.3	Л1.1Л2.1 Л2.2
1.22	American English. Origin and genesis. History of developement. Kinds of American English. Major American dialects /Лек/	3	2	ОПК-8.1 ОПК-8.3	Л1.1Л2.1 Л2.2
1.23	The system of American consonants. The retroflex pronunciation of [r]. The pronunciation of [t]. T-glottalization. The pronunciation of [l]. American vocalic system. Principles of division of vowels into long and short. Classification of vowels according to the stability of articulation. .GA front vowels. r-colored, mid-central [ɜr], trap-bath split, back lingual open sound [a:] or [o:], yod-dropping. The qualities of GA diphthongs. /Пp/	3	2	ПКО-1.3 ОПК-8.1	Л1.1Л2.2 Л2.3 Л2.4
1.24	Accentuation and prosodic peculiarities of General American. French stress. Words ending in -ate and -atory, affixes -ary -ery -ory -bury, -berry, -mony, the placename component -bury, words ending in unstressed -ile. A presentation using Microsoft Office software /Cp/	3	4	ПКО-1.3 ОПК-8.1	Л1.1Л2.1 Л2.2
1.25	Suprasegmental phonetics. Definition and development. Prosody and intonation. Functions of intonation. Structural components of prosody. Tone, tempo, rhythm, pausation. Phonetic suprasegmental structure. Acoustic attributes of prosody. Functions of intonation. /Cp/	3	4	ОПК-8.1 ОПК-8.3	Л1.1Л2.1 Л2.2 Л2.3
1.26	Theories of syllable formation and syllable division. Peak of prominence. Arc of loudness by L. V. Shcherba. Notion of a syllable. Functions of a syllable. Rules of syllable division in English /Cp/	3	4	ПКО-1.3 ОПК-8.1	Л1.1Л2.1 Л2.2
1.27	The semantic function of the nucleus, prehead and head. The main attitudes conveyed by the main intonation contours. General account of O'Connor's, Kingdon's, and Palmer's intonation systems. A presentation using Microsoft Office software /Cp/	3	4	ПКО-1.1 ОПК-8.1 ОПК-8.3	Л1.1Л2.1 Л2.2
1.28	Phonostylistics. Problems of Phonostylistics. Phonostylistics as a branch of phonetics. Definition of a functional style. Extralinguistic situation and its components. Style forming and style modifying factors. Peculiarities of informational and publicistic styles. Peculiarities of declamatory and conversational styles /Cp/	3	6	ПКО-1.3 ОПК-8.1	Л1.1Л2.1 Л2.2

1.29	Зачет с оценкой /ЗачётСОц/	3	0	ПКО-1.1 ПКО-1.2 ПКО-1.3 ОПК-8.1 ОПК-8.2 ОПК-8.3	Л1.1 Л1.2Л2.1 Л2.2 Л2.3 Л2.4
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#### 4. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

Структура и содержание фонда оценочных средств для проведения текущей и промежуточной аттестации представлены в Приложении 1 к рабочей программе дисциплины.

#### 5. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

##### 5.1. Основная литература

	Авторы, составители	Заглавие	Издательство, год	Колич-во
Л1.1	Евстифеева М. В.	Теоретическая фонетика английского языка: лекции, семинары, упражнения: учебное пособие	Москва: ФЛИНТА, 2017	<a href="http://biblioclub.ru/index.php?page=book&amp;id=93443">http://biblioclub.ru/index.php?page=book&amp;id=93443</a> неограниченный доступ для зарегистрированных пользователей
Л1.2	Куликова И. С., Салмина Д. В.	Лингвистическая терминология в профессиональном аспекте: учебное пособие для вузов	Санкт-Петербург: Лань, 2020	<a href="https://e.lanbook.com/book/147342">https://e.lanbook.com/book/147342</a> неограниченный доступ для зарегистрированных пользователей

##### 5.2. Дополнительная литература

	Авторы, составители	Заглавие	Издательство, год	Колич-во
Л2.1	Дубовский Ю. А., Докута Б. Б., Переяшкина Л. Н.	Основы английской фонетики: учебное пособие	Москва: ФЛИНТА, 2018	<a href="http://biblioclub.ru/index.php?page=book&amp;id=57942">http://biblioclub.ru/index.php?page=book&amp;id=57942</a> неограниченный доступ для зарегистрированных пользователей
Л2.2	Рубанова О. А.	Основы теоретической фонетики современного английского языка: учебное пособие для студентов 3 курса: учебное пособие	Ростов-на-Дону Таганрог: Южный федеральный университет, 2017	<a href="http://biblioclub.ru/index.php?page=book&amp;id=500009">http://biblioclub.ru/index.php?page=book&amp;id=500009</a> неограниченный доступ для зарегистрированных пользователей
Л2.3		Вестник Московского университета. Серия 9. Филология: журнал	Москва: Московский Государственный Университет, 2020	<a href="http://biblioclub.ru/index.php?page=book&amp;id=600603">http://biblioclub.ru/index.php?page=book&amp;id=600603</a> неограниченный доступ для зарегистрированных пользователей
Л2.4	Чехович Ю. В., Беленькая О. С., Ивахненко А. А.	Методические рекомендации по эффективному внедрению и использованию системы «Антиплагиат.ВУЗ»	Санкт-Петербург: Лань, 2020	<a href="https://e.lanbook.com/book/154156">https://e.lanbook.com/book/154156</a> неограниченный доступ для зарегистрированных пользователей

##### 5.3 Профессиональные базы данных и информационные справочные системы

##### 5.4. Перечень программного обеспечения

Microsoft Office

### 5.5. Учебно-методические материалы для студентов с ограниченными возможностями здоровья

При необходимости по заявлению обучающегося с ограниченными возможностями здоровья учебно-методические материалы предоставляются в формах, адаптированных к ограничениям здоровья и восприятия информации. Для лиц с нарушениями зрения: в форме аудиофайла; в печатной форме увеличенным шрифтом. Для лиц с нарушениями слуха: в форме электронного документа; в печатной форме. Для лиц с нарушениями опорно-двигательного аппарата: в форме электронного документа; в печатной форме.

### 6. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

Помещения для проведения всех видов работ, предусмотренных учебным планом, укомплектованы необходимой специализированной учебной мебелью и техническими средствами обучения. Для проведения лекционных и практических занятий используется демонстрационное оборудование.

### 7. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ (МОДУЛЯ)

Методические указания по освоению дисциплины представлены в Приложении 2 к рабочей программе дисциплины.

## Приложение 1

### ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

#### 1 Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

##### 1.1 Показатели и критерии оценивания компетенций:

ЗУН, составляющие компетенцию	Показатели оценивания	Критерии оценивания	Средства оценивания Р – реферат С – собеседование З – вопросы к зачету ПОЗ – практико-ориентированные задания Т – тест П – презентации
<b>ПКО-1: Способен осуществлять профессиональную деятельность с использованием возможностей цифровой образовательной среды образовательной организации и открытого информационно-образовательного пространства</b>			
<i>Знания:</i> современные методы и технологии обучения и диагностики, использования ЦОС	Изучает, ищет и собирает необходимую информацию лингвостилистической направленности по основным понятиям, относящимся к стране изучаемого языка на базе знаний современных методов, технологий обучения и диагностик, использование Интернет-ресурсов	Полное, развернутое, грамотное и логическое изложение вопроса; правильность выполнения тестового задания	Р – темы 64-67 С – вопросы 38-44 З – вопросы 32-38
<i>Умения:</i> применять современные методы и технологии обучения и диагностики для обеспечения коммуникативного	Решает практико-ориентированные задания - анализирует фонетические реалии на изучаемом иностранном языке, ссылки на Интернет-источники	Полнота и правильность решения, наличие выводов	ПОЗ – 1-11 С – вопросы 38-44 З – вопросы 32-58

<p>контакта; осуществлять общение с учетом социокультурных особенностей, использовать открытое информационное пространство для поиска нужной информации</p>			
<p><i>Навыки:</i> использования современных методов и технологий обучения и диагностики; Имеет опыт в использовании средств ИКТ для использования цифровых сервисов и разработки электронных образовательных ресурсов. Использует ресурсы международных и национальных платформ открытого образования в профессиональной деятельности учителя основного общего и среднего общего образования.</p>	<p>Владеет современными методами и технологиями обучения и диагностики, которые содержат основную информацию лингвистического и социокультурного характера</p>	<p>Наличие проведенного анализа показателей и грамотная интерпретация полученных результатов; обоснованность обращения к современным методам и технологиям обучения и диагностикам</p>	<p>Р – темы 64-68 П – темы 14-18 З – вопросы 32-58 ПОЗ – 1-11</p>
<p><b>ОПК-8: Способен осуществлять педагогическую деятельность на основе специальных научных знаний</b></p>			
<p><i>Знания:</i> знать особенности фонетической, системы английского языка в синхронии и диахронии</p>	<p>Использует теоретические основы лингвистических наук, основные понятия и термины; понимает особенности исторического развития и современное состояние изучаемого языка; раскрывает основные проблемы, изучаемые лингвистическими науками.</p>	<p>Полное, развернутое, грамотное и логическое изложение вопроса; правильность выполнения тестового задания</p>	<p>С – вопросы 1-37 Т – 1-10 З – вопросы 1-31 Р – темы 1-61</p>
<p><i>Умения:</i> уметь на основе прочитанного делать свой аргументированный вывод относительно</p>	<p>Демонстрирует понимание лингвистических дисциплин и связей между ними; анализировать языковые явления; понимает и использует</p>	<p>Полнота и правильность решения, наличие выводы</p>	<p>ПОЗ – 1-11 П – темы 1-13 З – вопросы 1-31 С – вопросы 1-37</p>



того или иного фонетического явления	методы критического анализа информации; работает с информацией в глобальных компьютерных сетях (поиск, анализ и отбор необходимой информации).		
<i>Навыки:</i> уметь применять методики сравнительно-исторического анализ фактов и явлений языка; использования методики фонетического анализа фактов и явлений языка	Владеет основами специальных научных знаний в сфере профессиональной деятельности. Проводит фонетический анализ текстов различной функционально-стилевой отнесенности; участвует в групповых дискуссиях на изучаемом иностранном языке по проблематике курса; владеет: навыком публичных выступлений перед аудиторией, являющихся неотъемлемой частью подготовки преподавателя; речевыми тактиками, коммуникативными нормами, речевым этикетом в общении; навыками поиска, отбора и использования научной информации по изучаемым проблемам.	Наличие проведенного анализа показателей и грамотная интерпретация полученных результатов; обоснованность обращения к нормативным источникам	П – темы 1-13 С – вопросы 1-37 З – вопросы 1-31, 39-58

## 1.2 Шкалы оценивания:

Текущий контроль успеваемости и промежуточная аттестация осуществляется в рамках накопительной балльно-рейтинговой системы в 100-балльной шкале:

### **Критерии оценивания:**

84-100 баллов (оценка «отлично») выставляется студенту, если изложенный материал фактически верен, демонстрируется наличие глубоких исчерпывающих знаний в области изучаемого вопроса, грамотное, свободное и логически стройное изложение материала, широкое использование дополнительной литературы;

67-83 балла (оценка «хорошо») выставляется студенту, если отмечается наличие твердых и достаточно полных знаний в рамках темы; четкое изложение материала; допускаются отдельные логические и стилистические погрешности;

50-66 баллов (оценка «удовлетворительно») выставляется студенту, если отмечается изложение материала с отдельными ошибками;

0-49 баллов (оценка «неудовлетворительно») выставляется студенту, если ответ логически не закончен, содержит грубые ошибки, студент не понимает сущности излагаемого материала, не уверен в ответах на дополнительные вопросы.

## 2 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

### Контрольные вопросы для проведения текущего контроля (собеседование).

1. What are the branches of phonetics? What is the difference between segmental and suprasegmental phonetics? What is the difference among articulatory, acoustic, auditory phonetics?
2. What are the peculiarities of the theory of phoneme by Baudouin de Courtenay? L. V. Shcherba? D. Jones?
3. What are the definition, essence and segmental nature of a phoneme? What is phonologic opposition, minimal pairs, restricted phoneme? What are the three aspects of a phoneme?
4. What are allophones? What is meaningful oppositions? What is complementary distribution?
5. What is International Phonetic Alphabet? What is broad transcription and narrow transcription?
6. What is a phonematic structure of the English language?
7. What are the articulatory and physiological aspects of speech sounds? What are four kinds of mechanisms?
8. What are the general principles of consonant classification?
9. What is detailed consonant classification from the point of view of the work of soft palate, vocal cords, and kind of obstruction?
10. What is detailed classification of consonants according to active organ of speech and place of obstruction; mechanisms of sound modification?
11. What are the general principles of vowel classification compared with consonants?
12. What is detailed classification of vowels?
13. What kinds of diphthongs do you know? What modern tendencies in a diphthong theory do you know?
14. What are the articulatory transitions of sound in connected speech? What are the three stages of sound production?
15. What are the general principles of vowel and consonant modifications?
16. What is Assimilation, Reduction. Elision? Pronounce the word ASSOCIATE and state the kind of assimilation there.
17. What is schwa? What kinds of schwa do you know? Pronounce the word BEAUTIFUL and state the kinds of schwa there.
18. What is relaxed pronunciation? Pronounce the phrase I GOT IT! WHAT ARE YOU GOING TO DO? with relaxed pronunciation
19. What is RP? What stylistic and social independence of a standard do you know?
20. What is a dialect? What is a national language? What is diglossia and bilingualism?
21. What is Estuary English? Read the text using phonetic peculiarities of Estuary English
22. What are modern tendencies in RP? Read the text using phonetic peculiarities of RP
23. What are deviations from RP?
24. What are vocal and consonantal systems of Cockney?

25. What are the general characteristics of English dialects (Northern and Midland accents)?
26. What are the origin, genesis and kinds of American English?
27. What is the system of American consonants and vowels? Read the text using phonetic peculiarities of American English
28. What are the theories of syllable formation and syllable division?
29. What is the notion of a syllable? What are the functions of a syllable and rules of syllable division in English?
30. What are the nature and functions of stress? What are expiratory stress and dynamic stress?
31. What is the definition and development of suprasegmental phonetics? What are the functions of intonation?
32. What are the structural components of prosody?
33. What are the semantic functions of the nucleus, prehead and head? Read the text expressing different emotions by changing the kind if Head, Prehead and Nucleus
34. What are the main attitudes conveyed by the main intonation contours? Read the text expressing different emotions by changing main intonation contours
35. What is the general account of O'Connor's, Kingdon's, and Palmer's intonation systems?
36. What are the peculiarities of informational and publicist styles? Read the text using the peculiarities of informational and publicist styles
37. What are the peculiarities of declamatory and conversational styles? Read the text using the peculiarities of declamatory and conversational styles

**Критерии оценивания:**

При текущем контроле (собеседовании на практических занятиях) за ответ на вопрос студент может получить максимально 2 балла (34 балла в совокупности)

2 балла выставляется студенту, если изложенный материал фактически верен, демонстрируется наличие глубоких исчерпывающих знаний в области изучаемого вопроса, грамотное, свободное и логически стройное изложение материала

1 балла выставляется студенту, если отмечается наличие достаточно полных знаний в рамках темы; допускаются отдельные логические и стилистические погрешности с отдельными ошибками

**Темы мультимедийных презентаций:**

1. The system of the English phonemes.
2. Classifications of English speech sounds
3. Alternations and modifications of speech sounds in English
4. The syllabic structure in English
5. Received pronunciation in British English. Changes in the Standard
6. Regional and stylistic varieties of English pronunciation
7. Scouse
8. Mancunian
9. Georgie
10. Cockney
11. Tyke
12. Scottish English
13. Irish English
14. Prosodic features of English and their distinctive functions
15. Tendencies in English word stress

**Критерии оценивания:**

- 10-8 баллов - содержание работы полностью соответствует теме; глубоко и аргументировано раскрывается тема; логическое и последовательное изложение мыслей; написано правильным

литературным языком и стилистически соответствует содержанию; заключение содержит выводы, логично вытекающие из содержания основной части;

- 7-5 баллов - достаточно полно и убедительно раскрывается тема с незначительными отклонениями от нее; в основной части логично, связно, но недостаточно полно доказывается выдвинутый тезис; имеются незначительные нарушения последовательности в изложении мыслей; заключение содержит выводы, логично вытекающие из содержания основной части;
- 4-1 баллов - в основном раскрывается тема; дан верный, но односторонний или недостаточно полный ответ на тему; обнаруживается недостаточное умение делать выводы и обобщения; выводы не полностью соответствуют содержанию основной части;
- 0 баллов - тема полностью нераскрыта; характеризуется случайным расположением материала, отсутствием связи между частями; выводы не вытекают из основной части; многочисленные заимствования текста из других источников.

### Практико-ориентированные задания

1. Characterize the underlined phonemes. Name their meaningful oppositions.

- 1) keep up appearances;
- 2) Bob is a big bug;
- 3) Put two and two together;
- 4) The kid's good as gold;
- 5) Don't be as cold as cucumber.

2. Define the kind of underlined allophone and name the sound modification.

- 1) ninth button;
- 2) put the tray;
- 3) knocked down;
- 4) bright star;
- 5) dog collar;
- 6) cruel big man;
- 7) could wait;
- 8) this cat;
- 9) could write;
- 10) cold climate.

3. Assimilation.

1) Characterize the kind of sound modification from the point of view of different basis.

- a) eighth, write this point, up this tree, I would read, that tray;
- b) triumph, ten forks;
- c) sweep, twilight, worked, that's right, five pence;
- d) handsome, handmade;
- e) lamp post, put that chain, bookcase, this pint;

2) Name the phenomenon and transcribe the following in the narrow transcription.

- a) get it right;
- b) put three;
- c) couldn't think;
- d) take care;
- e) glad to see;

4. Reduction.

1) Name all the possible reduced forms of the following words. Correlate the degree of reduction and the functional style of speech. Define the degree of reduction.

- a) You are telling pretty tall stories;
- b) Don't be a busybody, baby;
- c) I had the time of my life at the party;
- d) Here's your cook-book;
- e) If you agree to carry the calf, they'll make you to carry the cow.

2) Read the text paying attention to the reduced forms.

Throw the lumber over, man! Let your boat of life be light, packed with only what you need – a homely home and simple pleasures, one or two friends worth the name, someone to love and someone to love you, a cat, a dog, and a pipe or two, enough to eat and enough to wear, and a little more than enough to drink; for thirst is a dangerous thing.

You will find the boat easier to pull then, and it will not be so liable to upset, and it will not matter so much if it does upset; good, plain merchandise will stand water. You will have time to think as well as to work. Time to drink in life's sunshine – time to listen to the Aeolian music that the wind of God draws from the human heart-strings around us – time to...

I beg your pardon, really. I quite forgot.

5. Elision.

1) Pronounce the following sentences with all possible elision and account for the style of speech used.

- a) I will be pleased if you tell them the truth;
- b) Give me that piece, please;
- c) Do you want to let me say it?

6. Account for the peculiarities of American English in the following sentences. Read them in American English. Read them in Canadian English.

- 1) I try to do a good job at work;
- 2) Do you know the way to Hollywood from here?
- 3) I don't want to do that either;
- 4) I'll support another candidate this year, what about you?
- 5) I went to the market to pick up some brass ticks;
- 6) On the way to the airport, I had to stop to get gas;
- 7) Have you heard the hot news about that missile?
- 8) The new territory was examined.

7. Listen to the text read in American English. Account for the peculiarities of the American English.

The American writer Edgar Allan Poe is probably better known outside the States today than any other American writer.

There was something about his poems and especially his short stories which interested people all over the world. Perhaps it was the certain knowledge that we all have that we must die joins us together. Perhaps that is what we feel we have in common with Edgar Poe. For his short stories at least the ones people read today are filled with death, with fear, with more than fear, with terror. They deal with murders without reason, with murders for revenge; they deal with beautiful women who softly and slowly pass from life into death so quietly that no one knows just when they died or even whether they died at all.

Poe's stories deal with the strange and wonderful, with unreal happenings which seem real. Indeed they seem so real that it appears Poe could not have written them at all if he had not himself had the experiences he'd described. And so as the years went by people began to picture in their minds a man named Poe who was like the men in Poe's stories, a man who did not have complete control over his mind, a man who was mad perhaps, or half mad, a man who was in some strange manner being destroyed.

8. There exists a point of view that Cockney was invented by the London criminals as a codifying language. Say whether you agree with this opinion and prove your choice. In your argumentation don't forget about the descriptive and rhyming peculiarity of Cockney vocabulary.

a. Account for the peculiarities of Cockney in the following phrases. Read them in Cockney.

- 1) The rain in Spain stays mainly in the plain;
- 2) I want to have a cup of tea, please;
- 3) I know how to make coffee;
- 4) In Hampshire it is going to be fine;
- 5) My father is getting better.

b. Consider the following fragment from the famous play "Pygmalion" by B. Shaw. The main character's, Lisa Doolittle's language, is a picturesque example of the spoken Cockney. Try to act out the given below part of the play and pronounce Lisa's words in Cockney.

Pickering (P): Won't you sit down?

Lisa (L): Don't mind if I do.

Higgins (H): What's your name?

(L): Lisa Doolittle.

...

(H): Come back to business. How much do you propose to pay me for the lessons.

(L): Oh, I know what's right. A lady friend of mine gets French lessons for eighteen pence an hour from a real French gentleman. Well, you wouldn't have the face to ask me the same for teaching me my own language as you would for French; so I won't give more than a shilling. Take it or leave it.

9. Identify a syllable boundary in the following words. Mind phonetic and morphological approach to the problem of syllable division.

Sitter, runner, cutter, father, pity, civil, clinic, little, mustn't, city.

10. Study the following oppositions. State the function of a plus-junction. Detect the realization of the syllable division functions

I scream – ice-cream; it slips – its lips; that stuff – that's tough; a name – an aim.

11. Answer the questions.

1) How is the effect of syllable prominence achieved in English?

2) What is the difference between a stressed and accentuated syllable according to O'Connor?

3) Account for the articulatory and acoustic peculiarities of word stress in English.

12. Comment on the distribution of stress in the following words.

Toothpaste, campfire, milk bottle, book keeper, broad-minded, clean-shaven, good-natured, short-sighted, well-balanced, to bring back, to go by, to pass away, to see about.

13. Examine the following accentuation oppositions. Account for the nature and function of word stress here.

Import (n) – import (v);

Contract (n) – contract (v);

Accent (n) – accent (v);

Insult (n) – insult (v);

Increase (n) – increase (v);

Convict (n) – convict (v);

Perfect (n) – perfect (v);

Abstract (adj.) – abstract (v);

Concrete (adj.) – concrete (v).

14. Study the following texts, define the functional style of speech, and account for the peculiarities of oral representation of each piece. Read the texts applying this information into practice.

1) The time has almost come, ladies and gentlemen, when the Government must ask you – the electors of Great Britain – to renew its mandate. It is as member of the Government that I stand before you this evening, and the task I have set myself is to review the many things which the Government has achieved since the last General Election, and to outline the path which we hope to follow in the future, when as I am confident will be the case, you return us to office with an even greater parliamentary majority.

No one will deny what we have been able to do in the past five years is especially striking in view of the crisis which we inherited from the previous Government with wages and prices spiraling upwards, with a record trade deficit of hundreds of millions of pounds; and with the pound sterling afflicted by the evaporation of international confidence, the country was then on the brink of financial disaster and economic collapse.

But within a short time of coming back into power the present Government had taken steps to stabilize the position. No doubt you will remember some of those steps. Many of them were painful at the time. But they were necessary if international confidence was to be restored, and we did not flinch from taking them.

*Advanced English Course. Lnd., 1971*

15. *Miss Prism*: I was told you expected me in the vestry, dear Canon. I have been waiting for you there for an hour and three quarters (*Catching sight of Lady Bracknell who has fixed her with a stony glare. Miss Prism grows pail and quails. She looks anxiously around as if desirous to escape.*)

*Lady Bracknell*: (*In a severe judicial voice*): Prism! (*Miss Prism bows her head in shame*). Come here. Prism! (*Miss Prism approaches in a humble manner*). Prism! Where is that baby? (*General consternation. The*

*cannon starts back in horror. Algernon and Jack pretend to be anxious to shield Cecily and Gwendolen from hearing the details of a terrible public scandal.)* Twenty-eight years ago, Prism, you left Lord Bracknell's house, Number 104, Upper Grosvenor Street, in charge of a perambulator that contained a baby of the mail sex. You never returned. A few weeks later, through the elaborate investigations of the Metropolitan police, the perambulator was discovered at midnight standing by itself in a remote corner of Bayswater. It contained the manuscript of a three-volume novel of more than unusually revolting sentimentality. (*Miss Prism starts in involuntary indignation*). But the baby was not there! (*Everyone looks at Miss Prism.*) Prism! Where is that baby? (*A pause.*)

*Miss Prism:* Lady Bracknell, I admit with shame that I do not know. I only wish I did.

The plain facts of the case are these. On the morning of the day you mention, a day that is for ever branded on my memory, I prepared as usual to take the baby out in its perambulator. I had also with me a somewhat old, but capacious hand-bag in which I had intended to place the manuscript of a work of fiction that I had written during my few unoccupied hours. In a moment of mental abstraction, for which I never can forgive myself, I deposited the manuscript in the bassinette, and placed the baby in the hand-bag.

*Jack: (Who has been listening attentively):* But where did you deposit the hand-bag?

*Miss Prism:* Do not ask me, Mr. Worthing.

*Jack:* Miss Prism, this is a matter of no small importance to me. I insist on knowing where you deposited the hand-bag that contained the infant.

*Miss Prism:* I left it in the cloak room of one of the larger railway-stations in London.

*Jack:* What railway-station?

*Miss Prism (Quite crushed):* Victoria. The Brighton line. (*Sinks into a chair.*)

*Jack:* I must retire to my room for a moment. Gwendolen, wait here for me.

*Gwendolen:* If you are not too long, I will here for all my life

*From "The Importance of being Ernest" by Oscar Wilde.*

16. The river – with the sunlight flashing from its dancing wavelets, gilding gold the gray-green beech-trunks, glinting through the dark, cool wood paths, chasing shadows o'er the shallows, flinging diamonds from the mill-wheels, throwing kisses to the lilies, wantoning with the weir's white waters, silvering moss-grown walls and bridges, brightening every tiny townlet, making sweet each lane and meadow, lying tangled in the rushes, peeping, laughing, from each inlet, gleaming gay on many a far sail, making soft the air with glory – is a golden fairy stream.

*From "Tree Men in a Boat" by Jerome K. Jerome.*

4) So many of the productions currently to be seen on the London stage are concerned with the more violent aspects of life that it is surprising to meet a play about ordinary people caught up in ordinary events. Thomas Sackville's "The Visitor", at the Metropolitan Playhouse, is just such a play – at least on the surface. It seems to stand well outside the mainstream of recent British drama, and many debts it may owe to the "Angry Young Man" or "Kitchen-Sink" traditions are far from obvious. Neither does it dabble in the absurd, and only in one brief but telling scene does it become even mildly experimental. In fact, the surface is not so bland that attention is constantly focused on the care with which the play has been put together, and the clarity with which its argument develops: it seems natural to discuss it in terms of the notion of "the well-wrought play".

The story is about an unremarkable family evening in middle-class suburbia. The Husband – the characters are not given names and, significantly, never use names to address each other – comes home from his office and tells the Wife that he has invited a friend to dinner. The Friend – the Visitor of the title – turns up in due course and they talk about their respective lives and interests. During the conversation, in which is entertaining and witty without being so sparkling as to draw too much attention to itself, the characters are carefully fleshed out and provided with a set of credible – if unremarkable – motives. Through innumerable delicate touches in the writing they emerge: pleasant, humorous, ordinary, and ineffectual. And if they are never made vibrantly alive in terms of the real world, one feels that this is deliberate: that the author is content to give them a theatrical existence of their own, and leave it at that.

*Advanced English Course, Lnd, 1971.*

17. A: Hi! How are you? How was your school practice? I hear there was some...er...disagreeable association when you were delivering a lesson. But it had a happy end I suppose.

B: Gossip travels fast. But I really will remember this lesson. I had planned it very carefully, but as the time to start approached, I began to feel terribly nervous. As I came to the door I heard voices coming from the

classroom and when I entered, the pupils didn't even think of being quiet. On the contrary, my appearance made them even happier. I introduced myself in what I hoped was a confident voice and when I turned to write my name on the board I saw I was in trouble. It was a modern white board and the previous teacher's notes hadn't been cleaned off. I saw no duster but some button. The pupils were looking at me eagerly. And how happy they were when I pressed on that button and a jet of water which was meant to clean the board went straight into my eye instead!

#### **Критерии оценивания:**

При текущем контроле (собеседовании на практических занятиях) за ответ на вопрос студент может получить максимально 2 балла (34 балла в совокупности)

2 балла выставляется студенту, если задание выполнено без ошибок, демонстрируется наличие практического навыка в области изучаемого вопроса, грамотное и свободное изложение материала

1 балла выставляется студенту, если отмечается наличие недостаточно устойчивого навыка в рамках темы; допускаются отдельные логические и стилистические погрешности с отдельными ошибками.

#### **Темы рефератов**

##### **Phonetics as a Branch of Linguistics.**

1. Становление и развитие фонетики как научной дисциплины.
2. Основные разделы фонетики.
3. Современные методы фонетических исследований.
4. Роль фонетических средств в межкультурной коммуникации.
5. Современные подходы к обучению произношению.
6. Фонетическая компетенция как составляющая коммуникативной компетенции учащихся.

##### **The functional aspect of speech sounds.**

7. Концепции фонемы в трудах отечественных и зарубежных ученых.
8. Классические фонологические теории.
9. Динамические модели в фонологии.
10. Методы фонологического анализа.
11. Система согласных английского языка.
12. Сравнение системы согласных в английском и русском языках.
13. Система гласных английского языка.
14. Сравнение системы согласных в английском и русском языках.
15. Транскрипция, ее виды. Сравнительный анализ различных систем транскрипции.
16. Фонетические процессы в связной речи.

##### **Word stress.**

17. Словесное ударение и его природа: артикуляция, акустика, восприятие.
18. Типы словесного ударения. Особенности словесного ударения в английском языке.
19. Степени словесного ударения в современном английском языке.
20. Место словесного ударения. Факторы, влияющие на расположение ударения.
21. Основные тенденции, регулирующие расположение ударения.
22. Функции словесного ударения в английском и русском языках.
23. Сравнение ударения в английском и русском языках.

##### **Intonation and Prosody.**

24. Интонация и просодия. Сравнительный анализ различных подходов к определению интонации и просодии.
25. Компоненты интонации в функциональном аспекте.
26. Мелодика как основной компонент интонации.
27. Тембр как компонент просодии.
28. Функциональный аспект интонации.
29. Роль интонации в реализации смысловой структуры высказывания.
30. Взаимодействие интонации и лексико-синтаксических средств в устном речевом дискурсе.
31. Эмоционально-модальная функция интонации.
32. Прагматическая функция интонации.
33. Риторическая функция интонации.
34. Социальная функция интонации.
35. Роль интонации в реализации смысловой структуры высказывания.



36. Интонация дискурса.
37. Интонация и контекст.
38. Английский речевой ритм.
39. Функциональный аспект ритма.
40. Ритмическая организация поэзии.
41. Ритмическая организация прозы.
42. Ритм в спонтанной речи.

### **Phonostylistics. Phonetic styles.**

43. Проблемы современной фоностилистики.
44. Экстралингвистические факторы и произношение.
45. Особенности просодической реализации различных стилей речи.
46. Фонетическая культура речи в различных ситуациях общения.

### **Social and Territorial Varieties of English Pronunciation.**

47. Английский язык в современном мире и проблемы произношения.
48. Географические варианты английского произношения.
49. Проблема произносительной нормы. Современная произносительная норма в Великобритании (США).
50. Современные подходы к обучению произношению: English as a Foreign Language, English as a Lingua Franca.
51. Современные тенденции в английском произношении.
52. Социальный статус в произношении.
53. Гендерный фактор в произношении.
54. Произношение как маркер профессиональной принадлежности говорящего.

### **Особенности просодической реализации различных видов устного речевого дискурса.**

55. Просодия публичной речи (академической, политической, юридической и др.).
56. Интонация как средство формирования выразительности художественного текста (на материале современной британской прозы).
57. Индивидуальный стиль оратора и его просодическая составляющая.
58. Роль просодии в реализации коммуникативных стратегий в диалоге-интервью (диалоге-дискуссии), полилоге.
59. Фонетические средства как часть социо-культурного портрета говорящего.
60. Культура речи в педагогическом общении и ее фонетическая составляющая.
61. Фонетические особенности рекламы.
62. Просодические характеристики медиа-дискурса.
63. Проблемы восприятия звучащей речи.

### **Особенности обучения произносительной стороне английского языка**

64. Принципы отбора материала для обучения фонетики в школе
65. Методическая типология фонетического материала
66. Этапы формирования произносительных навыков
67. Способы работы над произношением

### **Критерии оценивания:**

- 12-9 баллов - содержание работы полностью соответствует теме; глубоко и аргументировано раскрывается тема; логическое и последовательное изложение мыслей; написано правильным литературным языком и стилистически соответствует содержанию; заключение содержит выводы, логично вытекающие из содержания основной части;
- 8-5 баллов - достаточно полно и убедительно раскрывается тема с незначительными отклонениями от нее; в основной части логично, связно, но недостаточно полно доказывается выдвинутый тезис; имеются незначительные нарушения последовательности в изложении мыслей; заключение содержит выводы, логично вытекающие из содержания основной части;
- 4-1 баллов - в основном раскрывается тема; дан верный, но односторонний или недостаточно полный

ответ на тему; обнаруживается недостаточное умение делать выводы и обобщения; выводы не полностью соответствуют содержанию основной части;

- 0 баллов - тема полностью нераскрыта; характеризуется случайным расположением материала, отсутствием связи между частями; выводы не вытекают из основной части; многочисленные заимствования текста из других источников.

## TEST 1

Match the beginnings of the phrases with their continuations or fill in the gaps:

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 Two small bands of elastic tissue that lie opposite each other across the air passage are called

- a) LARYNX
- b) VOCAL TRACT
- c) VOCAL CORDS
- d) GLOTTIS

7 All the positions and movements of the speech organs necessary to produce a speech sound are called

- a) ARTICULATIONS
- b) VOCAL TRACT
- c) VOCAL CORDS
- d) GLOTTIS

8 Four principal questions for English vowels are

- a) 1 Place 2 Closure 3 Larynx 4 Nose
- b) 1 Height 2 Place 3 Lips 4 Tongue Root
- c) 1 Length 2 Height 3 Place 4 Lips
- d) 1 Length 2 Height 3 Place 4 Stability of articulation

9 Four principal questions for English consonants

- a) 1 Place 2 Closure 3 Larynx 4 Nose

- b) 1 Height 2 Place 3 Lips 4 Tongue Root
- c) 1 Length 2 Height 3 Place 4 Lips
- d) 1 Length 2 Height 3 Place 4 Stability of articulation

10 An abstract linguistic unit which is realized in speech in the material form of its variants is called

- a) a phoneme
- b) an allophone
- c) a syllable
- d) an utterance

## TEST 2

1 The opposition /p/ versus /f/ like in PAIR-FAIR is called

- a) a PHONOLOGICAL OPPOSITION.
- b) a ZERO OPPOSITION
- c) a minimal pair
- d) a minimal set

2 The opposition /p/ versus /-/ like in PAIR-AIR is called

- a) a PHONOLOGICAL OPPOSITION.
- b) a ZERO OPPOSITION
- c) a minimal pair
- d) a minimal set

3 The pair of words which differ in only one speech sound is called

- a) a PHONOLOGICAL OPPOSITION.
- b) a ZERO OPPOSITION
- c) a minimal pair
- d) a minimal set

4 IDIOLECTAL variations

- a) are caused by historical tendencies in certain localities
- b) are caused by the phonetic positions and phonetic environment
- c) embrace the individual peculiarities of articulating sounds caused by the shape of the speaker's speech organs and by his articulatory habits
- d) are caused by the speaker's educational background

5 DIAPHONIC variations

- a) are caused by historical tendencies in certain localities
- b) are caused by the phonetic positions and phonetic environment
- c) embrace the individual peculiarities of articulating sounds caused by the shape of the speaker's speech organs and by his articulatory habits
- d) are caused by the speaker's educational background

6 ALLOPHONIC variations

- a) are caused by historical tendencies in certain localities
- b) are caused by the phonetic positions and phonetic environment
- c) embrace the individual peculiarities of articulating sounds caused by the shape of the speaker's speech organs and by his articulatory habits
- d) are caused by the speaker's educational background

7 The FORMAL (DISTRIBUTIONAL) method

- a) attaches great significance to meaning
- b) is based on the rule that allophones of different phonemes can freely occur in one and the same position
- c) deals with identification of the phonologically relevant features of every phoneme.
- d) deals with the description of the interrelations among the phonemes of a language

8 The SEMANTIC method

- a) attaches great significance to meaning
- b) is based on the rule that allophones of different phonemes can freely occur in one and the same position
- c) deals with identification of the phonologically relevant features of every phoneme.
- d) deals with the description of the interrelations among the phonemes of a language

9 The 2nd problem in phonological analysis

- a) attaches great significance to meaning
- b) is based on the rule that allophones of different phonemes can freely occur in one and the same position
- c) deals with identification of the phonologically relevant features of every phoneme.
- d) deals with the description of the interrelations among the phonemes of a language

10 The 3rd problem in phonological analysis

- a) attaches great significance to meaning
- b) is based on the rule that allophones of different phonemes can freely occur in one and the same position
- c) deals with identification of the phonologically relevant features of every phoneme.
- d) deals with the description of the interrelations among the phonemes of a language

### TEST 3

1 The allophone of /t/ in TEA is

- a) nasally exploded, alveolar
- b) laterally exploded, alveolar
- c) unexploded, alveolar (glottal stop)
- d) plosive, aspirated, alveolar

2 The allophone of /t/ in LITTLE is

- a) nasally exploded, alveolar
- b) laterally exploded, alveolar
- c) unexploded, alveolar (glottal stop)
- d) plosive, aspirated, alveolar

3 The allophone of /t/ in KITTEN is

- a) nasally exploded, alveolar
- b) laterally exploded, alveolar
- c) unexploded, alveolar (glottal stop)
- d) unexploded, dental

4 The allophone of /t/ in OUTCOME is

- a) nasally exploded, alveolar
- b) laterally exploded, alveolar
- c) unexploded, alveolar (glottal stop)
- d) unexploded, dental

5 The allophone of /t/ in EIGHTH is

- a) nasally exploded, alveolar
- b) laterally exploded, alveolar
- c) unexploded, alveolar (glottal stop)
- d) unexploded, dental

The phonological analysis gives us a total of (26) ... consonantal phonemes in English, of which (27) ... are of restricted occurrence.

6

- a) 22
- b) 24
- c) 44
- d) 20

7

- a) 4
- b) 5
- c) 6
- d) 7

8 All English diphthongs are

- a) monophonemic
- b) biphonemic
- c) central diphthongs
- d) closing diphthongs

9 Diphthongs which end with a glide towards the schwa vowel are

- a) monophonemic
- b) biphonemic
- c) central diphthongs
- d) closing diphthongs

10 Diphthongs which end with a glide towards a higher position in the mouth are

- a) monophonemic
- b) biphonemic
- c) central diphthongs
- d) closing diphthongs

#### **TEST 4**

1 Phonologically relevant features

- a) distinguish one allophone from all the other allophones of the phoneme
- b) distinguish one phoneme from all the other phonemes of the language.
- c) distinguish allophones from phonemes
- d) distinguish phonemes from letters of the alphabet

2 Phonologically irrelevant features

- a) distinguish one allophone from all the other allophones of the phoneme
- b) distinguish this phoneme from all the other phonemes of the language.
- c) distinguish allophones from phonemes
- d) distinguish phonemes from letters of the alphabet

3 When adjacent sounds become more like each other in connected speech it's...

- a) elision
- b) reduction
- c) assimilation
- d) linking

4 When sounds are left out in connected speech it's...

- a) elision
- b) reduction
- c) assimilation
- d) linking

5 When an unrelated sound is inserted between the words to ease the transition from one sound to another in connected speech it's...

- a) elision
- b) reduction
- c) assimilation
- d) linking

6 The examples of progressive assimilation are:

- a) TEN BALOONS /tem/,

- b) BRIDGE SCORE /ʃkɔ/
- c) TODAY /t'dei/
- d) WON'T SHE /wəʊntʃi/, D'YOU /dʒu:/

7 The examples of regressive assimilation are:

- a) TEN BALOONS /tem/,
- b) BRIDGE SCORE /ʃkɔ/
- c) TODAY /t'dei/
- d) WON'T SHE /wəʊntʃi/, D'YOU /dʒu:/

8 The examples of mutual assimilation are:

- a) a) TEN BALOONS /tem/,
- b) BRIDGE SCORE /ʃkɔ/
- c) TODAY /t'dei/
- d) WON'T SHE /wəʊntʃi/, D'YOU /dʒu:/

9 The example of intrusive /r/ is...

- a) forget it
- b) for yesterday' dinner
- c) for an hour or so
- d) an idea of it

10 The example of linking /r/ is...

- a) forget it
- b) for yesterday' dinner
- c) for an hour or so
- d) an idea of it

## TEST 5

1 The three linking sounds are

- a) /t, d, h/
- b) /r, j, w/
- c) /ə, m, r/
- d) /p, t, k/

2 The three sounds which are likely to be elided are

- a) /t, d, h/
- b) /r, j, w/
- c) /ə, m, r/
- d) /p, t, k/

3 Weak vowels are lost after

- a) /t, d, h/
- b) /r, j, w/
- c) /ə, m, r/
- d) /p, t, k/

4 Which variant is likely to be pronounced in rapid speech?

- a) LOOKED BACK /lʊk bæk/
- b) LOOKED BACK /lʊkt bæk/
- c) LOOKED BACK /lʊkid bæk/
- d) LOOKED BACK /lʊkd bæk/

5 In DYNAMIC stress

- a) prominence is achieved through the changes in the quantity of vowels
- b) special prominence in a stressed syllable is achieved mainly through the change of pitch
- c) the stressed vowel is made prominent due to its clear and distinct character
- d) special prominence is achieved through the increased loudness

6 In MUSICAL, or TONIC stress

- a) prominence is achieved through the changes in the quantity of vowels
- b) special prominence in a stressed syllable is achieved mainly through the change of pitch
- c) the stressed vowel is made prominent due to its clear and distinct character
- d) special prominence is achieved through the increased loudness

7 In QUANTITATIVE stress

- a) prominence is achieved through the changes in the quantity of vowels
- b) special prominence in a stressed syllable is achieved mainly through the change of pitch
- c) the stressed vowel is made prominent due to its clear and distinct character
- d) special prominence is achieved through the increased loudness

8 In QUALITATIVE stress

- a) prominence is achieved through the changes in the quantity of vowels
- b) special prominence in a stressed syllable is achieved mainly through the change of pitch
- c) the stressed vowel is made prominent due to its clear and distinct character
- d) special prominence is achieved through the increased loudness

9 The stress on the first (root) syllable, as in words FATHER, MOTHER, HUSBAND is the feature of

- a) RESTRICTED recessive accent
- b) UNRESTRICTED recessive accent
- c) GENINELY RHYTHMICAL stress
- d) HYSTORICALLY RHYTHMICAL stress

10 The stress on the second (root) syllable of native English words with a prefix which has lost its meaning: AMONG, BECOME, FORGET is the feature of

- a) RESTRICTED recessive accent
- b) UNRESTRICTED recessive accent
- c) GENINELY RHYTHMICAL stress
- d) HYSTORICALLY RHYTHMICAL stress

## TEST 6

1 The stress in such words as RADICAL, FAMILY, CINEMA is

- a) RESTRICTED recessive accent
- b) UNRESTRICTED recessive accent
- c) GENINELY RHYTHMICAL stress
- d) HYSTORICALLY RHYTHMICAL stress

2 The stress in such words as PRO,NUNCI'ATION, E,XAMI'NATION is

- a) RESTRICTED recessive accent
- b) UNRESTRICTED recessive accent
- c) GENINELY RHYTHMICAL stress
- d) HYSTORICALLY RHYTHMICAL stress

3 The stress mark in the word exami'nation indicates

- a) primary stress
- b) secondary stress
- c) tertiary stress
- d) weak stress

4 In the word Flap “fl” is...

- a) onset
- b) rhyme
- c) nucleus
- d) coda

5 The obligatory part of the syllable is

- a) onset
- b) rhyme
- c) nucleus
- d) coda

6 Phonotactics is

- a) rules of combining syllables into words
- b) rules of combining phonemes into syllables
- c) rules of combining phonemes into words
- d) rules of combining words into utterances

7 There are ... syllable patterns in English

- a) 21
- b) 15
- c) 23
- d) 16

8 The most frequent syllable pattern in English is

- a) V
- b) VC
- c) CVC
- d) CCVC

9 In the words ANTS the syllable is

- a) open
- b) closed
- c) covered
- d) uncovered

10 ... states that there are as many syllables in a word as there are chest pulses.

- a) The expiratory theory
- b) The relative sonority theory
- c) The muscular tension theory
- d) The loudness theory

## TEST 7

1 The main communicative unit which is characterized by semantic entity in which prosodic features are actualized is

- a) the rhythmic group
- b) the intonation group
- c) the utterance
- d) the syllable

2 The variations in the pitch of the voice which take place with voiced sounds is

- a) the utterance stress
- b) the pitch range
- c) the pitch level
- d) the pitch component of intonation

3 ... is produced by a sharp change of pitch direction, or by variations in duration, or both.

- a) A silent pause
- b) A pause of perception
- c) A voiced pause
- d) A filled pause

4 A supraphrasal unity is

- a) an unexpanded simple utterance



- b) a short text
- c) a set of utterances
- d) a combined tune

5 A combined tune is

- a) an intonation-group corresponding to a grammatical sentence
- b) an utterance composed of more than one intonation-group
- c) an unexpanded simple utterance
- d) a set of utterances

6 ... is the standard pronunciation adopted by native speakers as the right and proper way of speaking.

- a) A local dialect
- b) The orthoepic norm
- c) The notation system
- d) A social dialect

7 Less than ... % speak RP in its pure form now.

- a) 10
- b) 2
- c) 13
- d) 40

8 RP is associated with the ... of England

- a) north-west
- b) south-west
- c) south-east
- d) north-east

9 Which three main types are distinguished within RP itself:

- a) standard, local, regional
- b) conservative, general, advanced
- c) standard, conservative, regional
- d) conservative, general, local

10 When RP consonants /ð/ and /θ/ are realized in Cockney accent as /v/ and /f/, making the consonantal system 2 consonants fewer it's called

- a) systemic differences
- b) distributional differences
- c) realizational differences
- d) lexical differences

## TEST 8

1 When in RP /r/ is restricted to occurring in pre-vocalic position, but in some other accents occurs preconsonantly and prepausally, it's called

- a) systemic differences
- b) distributional differences
- c) realizational differences
- d) lexical differences

2 When /ei/ is realized as a long /e:/, e.g. PLAY /ple:/, it's called

- a) systemic differences
- b) distributional differences
- c) realizational differences
- d) lexical differences

3 When the system of the phonemes is the same, but the incidence of phonemes in words is different, it's called

- a) systemic differences
- b) distributional differences
- c) realizational differences
- d) lexical differences

4 ... is perceived as a compromise between popular London usage and Received Pronunciation.

- a) Geordie
- b) Scouse
- c) Cornish
- d) Estuary

5 ... is the name given to any language created, usually spontaneously, out of a mixture of other languages as a means of communication between speakers of different tongues.

- a) Pidgin
- b) Creole
- c) Cornish
- d) Estuary

6 ... is a well-defined and stable language learned by the children of a community as a native language that had been originated from a combination of two or more languages.

- a) Pidgin
- b) Creole
- c) Cornish
- d) Estuary

7 In RP the diphthong /oʊ/ has changed its quality and became ... , its starting point now is a mid-central unrounded vowel, instead of back and rounded.

- a) /æ/
- b) /o/
- c) /əʊ/
- d) /aʊ/

8 Accents which reflect the highest degree of local distinctiveness, the lowest social class, the maximal degree of difference from RP are called ...

- a) local dialects
- b) social dialects
- c) RP
- d) broad accents

9 Characteristic feature of ... is frequent prominence given to prepositions and auxiliary verbs normally unstressed in RP.

- a) Estuary English
- b) the Northern accent
- c) the Scottish accent
- d) General American

10 In ... /ɑ:/ is fronted compared with RP /ɑ:/ and it approximates to /æ/ in words which do not contain "r" in spelling (e.g. "glass", "after"),

- a) Estuary English
- b) the Northern accent
- c) the Scottish accent
- d) General American

## TEST 9

1 /ɜ:/ is not used in ..., instead of RP /ɜ:/ they use the sequences /ɪr/, /er/ or /ʌr/

- a) Estuary English

- b) the Northern accent
- c) the Scottish accent
- d) General American

2 /r/ in ... is retroflexive, i.e. the tip of the tongue is curled back

- a) Estuary English
- b) the Northern accent
- c) the Scottish accent
- d) General American

3 /t/ is voiced between a vowel and a sonorant or between two vowels in...

- a) Estuary English
- b) the Northern accent
- c) the Scottish accent
- d) General American

4 /u/ is used instead of /au/ (e.g. "down" /dun/) in ...

- a) Estuary English
- b) the Northern accent
- c) the Scottish accent
- d) General American

5 /əʊ/ is pronounced as a monophthongal /ɔ:/ (e.g. "go", "home") in ...

- a) Estuary English
- b) the Northern accent
- c) the Scottish accent
- d) General American

6 /e/ or are pronounced instead of /ei/ (e.g. "may", "say", "take") in ...

- a) Estuary English
- b) the Northern accent
- c) the Scottish accent
- d) General American

7 /r/ is an alveolar flap not only between and before vowels, as in "hurry" and "brown", but also after vowels, as in "word" in ...

- a) Estuary English
- b) the Northern accent
- c) the Scottish accent
- d) General American

8 A voiceless labiovelar fricative /m/ is used in ... to distinguish between "which" and "witch", e.g. /hwɪtʃ/ for which

- a) Estuary English
- b) the Northern accent
- c) the Scottish accent
- d) General American

9 /ʃ/ is voiced in words like "excursion" [ɛʃn], "version" [vɜːn] in ...

- a) Estuary English
- b) the Northern accent
- c) the Scottish accent
- d) General American

10 In ... there appears a backlingual fricative /x/, which resembles the corresponding Russian sound

- a) Estuary English
- b) the Northern accent

- c) the Scottish accent
- d) General American

## TEST 10

1 L-vocalization, so that MILK is [miwk] or [miok] is in ...

- a) Estuary English
- b) the Northern accent
- c) the Scottish accent
- d) General American

2 ... is a visual system of notation of the sound structure of speech.

- a) The orthoepic norm
- b) The prosodic notation system
- c) The transcription
- d) The alphabet

3 ... is a notation system of prosodic phenomena.

- a) The orthoepic norm
- b) The prosodic notation system
- c) The transcription
- d) The alphabet

4 Different ways of pronunciation caused by extralinguistic factors and characterized by definite phonetic features are called ...

- a) dialects
- b) phonetic styles
- c) accents
- d) supraphrasal unities

5 The main circumstances of reality that cause phonetic modifications are called...

- a) phonetic styles
- b) speech characteristics
- c) phonetic style-forming means
- d) extralinguistic factors

6 Phonetic features that enable the native speaker to distinguish between different styles of pronunciation are called...

- a) phonetic styles
- b) speech characteristics
- c) phonetic style-forming means
- d) extralinguistic factors

7 The practice of alternate use of two languages is called...

- a) interference
- b) bilingualism
- c) assimilation
- d) prosodic interference

8 The result of interaction and mutual influence of the language systems being in contact is called...

- a) interference
- b) bilingualism
- c) assimilation
- d) prosodic interference.

9 Deviations from the prosodic norm of a language which result from the influence of the other language are called...

- a) interference

- b) bilingualism
- c) assimilation
- d) prosodic interference

10 Interference takes place in ... levels of language.

- a) phonetic, grammatical and lexical
- b) grammatical and lexical
- c) phonetic and lexical
- d) phonetic and grammatical

### **Критерии оценивания**

За выполнение теста (случайный выбор из предложенных) студент получает 10 баллов (одно правильно выполненное задание =1 балл)

### **Перечень вопросов к зачету с оценкой**

#### **Theoretical questions**

1. Phonetics as a science. Its genesis and development. Branches of phonetics. Segmental and suprasegmental phonetics. Articulatory, acoustic, auditory phonetics. Aims of phonetics. Phonetics and other sciences.
2. Theory of phoneme. Baudouin de Courtenay (two periods). L. V. Shcherba; D. Jones.
3. Notion of a phoneme. Definition, essence, segmental nature. phonologic opposition, minimal pairs, restricted phoneme. Three aspects of a phoneme.
4. Notion of allophones. Meaningful oppositions. Complementary distribution. Classification of allophones.
5. Transcription systems, International Phonetic Alphabet, broad transcription and narrow transcription.
6. A phonematic structure of the English language, three types of factors.
7. Articulatory and physiological aspect of speech sounds. Four kinds of mechanisms. Active and passive organs.
8. Detailed consonant classification from the point of view of the work of soft palate, vocal cords, and kind of obstruction.
9. Detailed classification of consonants according to active organ of speech and place of obstruction; mechanisms of sound modification.
10. General principles of vowel classification compared with consonants.
11. Detailed classification of vowels.
12. A diphthong theory. Kinds of diphthong. Modern tendencies in a diphthong theory.
13. Articulatory transitions of sound in connected speech. Three stages of sound production.
14. General principles of vowel and consonant modifications
15. Assimilation.
16. Reduction.
17. Schwa. Kinds of schwa.
18. Relaxed pronunciation.
19. Elision.
20. Notion of standard. Notion of RP. RP abroad and in England. Stylistic and social independence of a standard. Kinds of RP.
21. Notion of a dialect. Dialects and accents. A notion of a national language. Major Dialectal Areas. Geographical and social stratification of a dialect. Diglossia and bilingualism.
22. Estuary English
23. Modern tendencies in RP (1-2 periods)
24. Modern tendencies in RP (2-3 periods)
25. Deviations from RP.
26. Origin, social and geographical stratification of Cockney. Vocal and consonantal system of Cockney.
27. General characteristics of English dialects (Northern and Midland accents)
28. American English. Origin and genesis. Kinds of American English.
29. The system of American consonants.
30. American vocalic system.
31. Accentuation and prosodic peculiarities of General American.
32. Notion of a syllable. Functions of a syllable. Rules of syllable division in English.
33. Nature of stress. Functions of stress. Expiratory stress. Dynamic stress.
34. Suprasegmental phonetics. Definition and development. Prosody and intonation. Functions of intonation.
35. Structural components of prosody. Phonetic suprasegmental structure.

36. The semantic function of the nucleus, prehead and head.
37. The main attitudes conveyed by the main intonation contours.
38. Phonostylistics. Peculiarities of informational and publicistic styles.
39. Phonostylistics. Peculiarities of declamatory and conversational styles
40. Interactive methods of teaching Pronunciation

### Practically-oriented questions

41. Pronounce the phrase **Alaska if I can picture up** and state the kind of assimilation there.
42. Read the text paying attention to the reduced forms.
43. Pronounce the phrase **I am looking forward to our meeting** and state the kinds of schwa there.
44. Read the words **ninth button** with proper kind of modification.
45. Pronounce the following sentences with all possible elision and account for the style of speech used.
46. Pronounce the phrase **I GOT IT! WHAT ARE YOU GOING TO DO?** with relaxed pronunciation
47. Read the text using j-coalescence, t-glottaling and l-vocalisation of Estuary English
48. Read the text using phonetic peculiarities of RP
49. Read the text using intervocal t-glottaling, th-fronting opening of final schwa of Cockney
50. Pronounce main vocal American English peculiarities in the text
51. Pronounce main consonant American English peculiarities in the text
52. Read the text using phonetic peculiarities of American English
53. Divide the words **ASSOCIATION, CAN'T, LITTLE** into syllables
54. What are the nature and functions of stress? What are expiratory stress and dynamic stress?
55. Read the text expressing different emotions by changing the kind if Head, Prehead and Nucleus
56. Read the text expressing different emotions by changing main intonation contours
57. Read the text using the peculiarities of and publicist style
58. Read the text using the peculiarities of informational a style
59. Read the text using the peculiarities of declamatory style
60. Read the text using the peculiarities of conversational style

### Критерии оценивания:

84-100 баллов (оценка «отлично») выставляется студенту, если изложенный материал фактически верен, демонстрируется наличие глубоких исчерпывающих знаний в области изучаемого вопроса, грамотное, свободное и логически стройное изложение материала, широкое использование дополнительной литературы;

67-83 балла (оценка «хорошо») выставляется студенту, если отмечается наличие твердых и достаточно полных знаний в рамках темы; четкое изложение материала; допускаются отдельные логические и стилистические погрешности;

50-66 баллов (оценка «удовлетворительно») выставляется студенту, если отмечается изложение материала с отдельными ошибками;

0-49 баллов (оценка «неудовлетворительно») выставляется студенту, если ответ логически не закончен, содержит грубые ошибки, студент не понимает сущности излагаемого материала, не уверен в ответах на дополнительные вопросы.

### **3 Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций**

Процедуры оценивания включают в себя текущий контроль и промежуточную аттестацию.

**Текущий контроль** успеваемости проводится с использованием оценочных средств, представленных в п. 2 данного приложения. Результаты текущего контроля доводятся до сведения студентов до промежуточной аттестации.

**Промежуточная аттестация** проводится в форме зачета с оценкой.

Промежуточная аттестация в виде зачета с оценкой для обучающихся очной формы обучения проводится, как правило, на последнем занятии в устном виде по расписанию до начала экзаменационной сессии, если иное не предусмотрено учебным планом. Количество вопросов в задании – 3: 2 теоретических вопроса, один – практико-ориентированный. Объявление результатов производится в день зачета. Результаты аттестации заносятся в зачетную ведомость и зачетную книжку студента. Студенты, не прошедшие промежуточную аттестацию по графику, должны ликвидировать задолженность в установленном порядке.

