МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение

высшего образования

«Чеченский государственный университет

имени Ахмата Абдулхамидовича Кадырова»

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Факультет иностранных языков

Кафедра английского языка

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ**

по дисциплине практике «Теоретическая фонетика»

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| --- | --- |
| Направление подготовки (специальности) | Перевод и переводоведение |
| Код направления подготовки  (специальности) | 45.05.01 |
| Специализация | «Специальный перевод» (перевод в сфере туризма и экскурсионного дела) |
| Квалификация выпускника | Лингвист-переводчик |
| Форма обучения | Очная |
| Код дисциплины | Б1.В.09 |

Грозный, 2021

**Абуева М. С.-С.** Фонд оценочных средств учебной дисциплины «Теоретическая фонетика» [Текст] / Сост. Абуева М. С.-С. – Грозный: ФГБОУ ВО «Чеченский государственный университет им. А.А. Кадырова», 2021г.

Фонд оценочных средств рассмотрен и одобрен на заседании кафедры английского языка, рекомендован к использованию в учебном процессе (протокол № 1 от 30.08.2021 г.) составлен в соответствии с требованиями ФГОС ВО по специальности **45.05.01 «Перевод и переводоведение»,**  (уровень специалитета, специализация «Специальный перевод» (перевод сфере туризма и экскурсионного дела), утвержденного приказом Министерства науки и высшего образования Российской Федерации от **12.08.2020 года № 989**, и с учетом утвержденным рабочим учебным планом по данному направлению подготовки.

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1. **Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы, описание показателей и критериев оценивания компетенций**

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| --- | --- | --- | --- | --- |
| Курс | Семестр | Код и содержание компетенции | Результаты обучения | Оценочные средства |
| 2 | 4 | **ОПК-3**  владением системой лингвистических знаний, включающей в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей.  **ПК-1**  владение теоретическими основами обучения иностранным языкам, закономерностями становления способности и межкультурной коммуникации.  **ПК-23**  способностью использовать понятийный аппарат философии, теоретической и прикладной лингвистики, переводоведения лингводидактики и теории межкультурной коммуникации для решения профессиональных задач. | **Знать:** фонетическую, лексическую грамматическую систему иностранного языка, законы словообразования.  **Уметь:** использовать правила построения высказывания в различных ситуациях общения.  **Владеть:** базовыми навыками выражения своих мыслей и мнения в межличностном общении на иностранном языке.  **Знать:** теоретические основы обучения иностранным языкам, закономерности становления способности и межкультурной коммуникации;  **Уметь:** собирать и анализировать языковые факты с использованием традиционных методов и современных информационных технологий; применять полученные знания в области языкознания и теории и истории основного изучаемого языка в собственной научно-исследовательской деятельности;  **Владеть:** основным изучаемым языком в его литературной форме; основными методами и приемами анализа различных типов устной коммуникации на русском и основном изучаемом иностранном языке;  **Знать:** фонетические средства реализации различных типов дискурса для достижения определенных коммуникативных задач.  **Уметь:** использовать теоретическими основами обучения иностранным языкам, закономерностями становления способности и межкультурной коммуникации;  **Владеть**: навыками саморазвития, повышения квалификации и мастерства, навыками самоконтроля для обеспечения полноценной социальной и профессиональной деятельности. | Коллоквиум,  тест |

**2. Типовые контрольные задания или иные материалы, необходимые для оценки владений, умений, знаний, характеризующих этапы формирования компетенций в процессе освоения образовательной программы с описанием шкал оценивания и методическими материалами, определяющими процедуру оценивания.**

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| --- | --- | --- | --- | --- |
| № п/п | Контролируемые разделы | Код контролируемой компетенции | Наименование  оценочного средства | |
| вид | кол-во |
|  | Phonetics as a science. Main aspects of functional phonetics | ОПК-3, ПК-1, ПК-23 | Коллоквиум,  тест | 1 |
|  | The system of English consonants | ОПК-3, ПК-1, ПК-23 | Коллоквиум | 1 |
|  | The system of English vowels | ОПК-3, ПК-1, ПК-23 | Коллоквиум,  тест | 2 |
|  | Syllabic structure of English words | ОПК-3, ПК-1, ПК-23 | Коллоквиум,  тест | 2 |
|  | Assimilation, accomodation, elision | ОПК-3, ПК-1, ПК-23 | Коллоквиум,  тест | 2 |
|  | Word stress in English | ОПК-3, ПК-1, ПК-23 | Коллоквиум,  тест | 2 |
|  | Intonation in English | ОПК-3, ПК-1, ПК-23 | Коллоквиум | 1 |
|  | Stylistic and regional varieties of English pronunciation | ОПК-3, ПК-1, ПК-23 | Коллоквиум,  тест | 2 |

**Перечень оценочных средств**

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| --- | --- | --- | --- |
| № п/п | Наименование оценочного средства | Краткая характеристика оценочного средства | Представленность оценочного средства в ФОС |
|  | Коллоквиум | Средство контроля усвоения учебного материала раздела или разделов, темы дисциплины, организованное как учебное занятие в виде собеседования преподавателя с обучающимися. | Вопросы по разделам/темам дисциплины |
| 2 | Тест | Система стандартизированных заданий, позволяющая автоматизировать процедуру измерения уровня знаний и умений обучающегося. | Комплект тестовых заданий |

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Кафедра \_\_\_\_\_\_английского языка\_\_\_

(наименование кафедры)

**Вопросы для коллоквиума**

по дисциплине Теоретическая фонетика\_

*(наименование дисциплины)*

**Раздел (тема) дисциплины:** Phonetics as a science.

**Вопросы:**

1. What is the definition of the term phonetics?

2. What scholars contributed to the development of phonetics as an independent branch of linguistics?

3. What is included in the sphere of phonetics today?

4. How is phonetics connected with other sciences?

5. What functions of the brain take part in the act of communication?

6. What are the stages of a single act of communication?

7. What four mechanisms are important for articulation?

8. What are three primary glottal states?

9. How do organs of speech work in speech production?

10. What are the branches of phonetics?

11. What methods of investigation are there in phonetics?

12. What instruments are used for research work in each branch of phonetics?

13. What is phonology? What is its sphere of investigation?

14. What approaches to phonology do western linguists single out nowadays?

15. What are the two major components in phonetics?

16. What types of segmental phonetics are distinguished in the English language?

17. What are the articulatory differences between vowels, consonants, and sonorants?

18. What are the functions of speech sounds?

**Main aspects of functional phonetics**

1. How is the phoneme defined by V.A. Vassilyev?

2. What is the definition of the term phoneme given by M.A. Sokolova?

3. What is the difference between phonemes and allophones?

4. How are allophones classified?

5. What are the objective criteria for establishing principal allophones?

6. What aspects are reflected in phoneme definition by M.A. Sokolova?

7. What features of speech sounds are called relevant and irrelevant?

8. What is the invariant of the phoneme?

9. What are the types of mistakes singled out by L. V. Shcherba?

10. What is L.A. Baudouin de Courtenay's approach to the phoneme theory?

11. What is Professor L.V. Shcherba's contribution to the development of phoneme theory?

12. What is Professor L.V. Shcherba’s materialistic definition of the phoneme?

13. What is F. de Saussure's point of view upon the phoneme?

14. What is a phoneme from the functional point of view?

15. What is a phoneme from the physical point of view?

16. What is the essence of D. Jones's atomic theory?

17. What are the methods of phonological analysis in the English language?

18. What is the main drawback of the commutation test?

19. What is the difference between minimal and subminimal pairs?

20. What are the two laws the method of distinctive oppositions is based on?

21. What types of transcription are there in the English language?

**Раздел (тема) дисциплины:** The System of English Consonants

**Вопросы:**

1. What are the major classes of sounds?
2. How many consonant phonemes are there in the English language?
3. What are the general principles of English consonant classifications?
4. What is the classification of English consonants according to the degree of noise?
5. What is the classification of English consonants according to the manner of articulation given by British scholars?
6. What is the classification of English consonants given by American linguists?
7. What is the classification of English consonants according to the degree of noise?
8. What is the classification of English consonants according to the place of articulation?
9. What is the difference between A.I. Smimitsky and A.H. Gleason's classifications of English consonants?
10. Does the distinction between "voiced" and "voiceless" consonants exist in the English language?
11. How many affricates are there in the English language?
12. What are N.S. Trubetskoy's rules to differentiate sound complexes?

**Раздел (тема) дисциплины:**The System of English Vowels

**Вопросы:**

1. What are the definitions of a vowel?
2. What is I.A. Baudouin de Courtenay's idea of physiological distinction between vowels and consonants?
3. What are the principles of vowel articulation?
4. What universal system of vowels did D. Jones introduce?
5. What is the difference between RP and GA vowel phonemes inventory?
6. What are the criteria for classificatory description?
7. What is the classification of consonants according to the stability of articulation?
8. How many monophthongs and diphthongs are there in RP?
9. What is the nature of diphthongs from the articulatory point of view?
10. What is the phonetic status of the so-called "triphthongs"?
11. What is the classification of English vowels according to horizontal and vertical movements of the tongue?
12. What is the classification of vowels according to lip position?"
13. What is checkness?

14.What is the classification of vowels according to the vowel length?

15.What vowels are tense and what vowels are lax in the English language?

16.What are the types of English vowels assimilation?

1. What are the main factors in schwa vowel formation?
2. What are the types of vowel gradation?

**Раздел (тема) дисциплины:**Syllabic structure of English words

**Вопросы:**

1. What are the definitions of a syllable given by J.Kenyon, J.D.O'Connor, O.J.Dikushina, and V.A.Vassilyev?
2. What are the reasons of singling out such a unit as "syllable"?
3. What is the approach to a syllable introduced in the expiratory theory?
4. What sounds are known as the least sonorous and the most sonorous?
5. What are the shortcomings of the sonority theory?
6. What theories were introduced by L.V.Shcherba?
7. What types of consonants may be in the English language according to L.V.Shcherba?
8. What speech sounds are syllabic?
9. What is the process of setting up syllables in a given language?
10. What is the differentiation of syllabic structures suggested by I.P.Torsuyev?
11. What are the types of syllables according to their length and according to their accentual weight?
12. What are the characteristics features which make an English syllable different from a Russian one?
13. What are the rules of phonotactics in the English language?
14. What is the classification of clusters given by M.V.Daviov?
15. What are the rules of syllable division in English?
16. What is the solution to the problem of triphthongs?
17. What principles are taken into consideration when we pronounce two parts of one word as separate words?

18.What is the difference between orthographic "syllables" and the actual pronunciation of words?

19.What are the rules of dividing a word in writing?

**Раздел (тема) дисциплины:** Assimilation, accommodation, elision

**Вопросы:**

1. What does assimilation mean?
2. What modification process is opposite to assimilation?
3. What types of assimilations are distinguished?
4. What are the types of assimilation according to the place of articulation?
5. What are the types of assimilation according to the manner of articulation?
6. What are the types of assimilation according to the voicing value?
7. What are the types of assimilation according to the lip position?
8. What are the types of assimilation according to the position of the soft palate?
9. What are the cases of elision?
10. What are the types of epenthesis?
11. What are the examples of metathesis in children and adults speech?
12. What modifications of consonants can take place in informal style?
13. What are the cases of consonant elision?
14. How are front and back vowels modified in informal speech?
15. What vowels are involved in the process of elision in informal speech?

**Раздел (тема) дисциплины:**Word stress in English

**Вопросы:**

What are the definitions of stress given by B.A.Bogoroditsky, H.Sweet, D.Jones and A.C.Gimson?

What is the number of principles word stress is based on?

What are the properties of the strongest syllable according to the principle of "dynamic stress"?

What is G.P.Torsuev's point of view on the musical factor?

Does the quantitative principle of stress manifest itself in English?

1. What is qualitative principle based on?
2. What is the leading principle in English word-stress?
3. How are languages classified according to the placement of word stress?
4. What word stresses are called constant and shifting?
5. What makes English word stress so complicated?
6. What degrees of word stress are distinguished by different scholars?
7. What is the difference between secondary and tertiary degrees of word stress?
8. Where can tertiary stress occur?
9. What is the difference between unrestricted and restricted recessive stress?
10. Why did rhythmical tendency appear in the English language?
11. What is the difference between constant and retentive stress?
12. What are the rules of stress in words with prefixes?
13. What are the rules of word stress in compound words?
14. What are the stress patterns of compound words consisting of three elements?
15. What are the exceptions to the general rule of sentence stress?

**Раздел (тема) дисциплины:**Intonation in English

**Вопросы:**

1. What are the two main approaches to the problem of intonation in Great Britain?
2. What is the grammatical approach to the study of intonation?
3. What is intonation from the point of view of British scholars?
4. What is intonation from G.P.Torsuev and Scherba's point of view?
5. What is the definition of intonation given by Russian linguists?
6. What are the sections of an intonation pattern?
7. How many nuclear tores are distinguished by H. Sweet, R.Kingdon, M.Halliday, and other British and American linguists?
8. What nuclear tones can be distinguished in RP from the point of view of Russian linguists?
9. What is the difference between the terminal and the nuclear tone?
10. What are the types of tail?
11. What types of head are distinguished by different scholars?
12. What types of рге-head are there in the English language?
13. In what communicative types of sentences are the falling and the rising tune used?
14. What is the distinction in use between low rise and high rise?
15. What is the definition of sentence stress?
16. What are the functional types of sentence stress in the English language?
17. What words are usually stressed and unstressed in a sentence?
18. What are the features of unemphatic and emphatic speech?
19. What modifications can word stress undergo in sentences?
20. What types of tempo are singled out in the English language?
21. When is the speed of utterance slower and faster?
22. How many degrees of loudness are distinguished?
23. What voice qualities exist in the English language?
24. What timbres do scholars distinguish?
25. What is the difference between stress-timed and syllable-timed rhythm?
26. What are two different approaches to the term "foot"?
27. What does a complex rhythmic unit consist of?
28. What are I.A. Baudouin de Courtenay, F. de Saussure, and L.V. Shcherba's approaches to the term "syntagm"?
29. What criteria distinguish the number of syntagms in a sentence?
30. What systems of tonetic transcriptions are widely used in the English language?
31. What is the main function of intonation?

32. What are the subfunctions?

**Раздел (тема) дисциплины:**Stylistic and regional varieties of English pronunciation

**Вопросы:**

1. What may be the distinguishing characteristics of a speech variety?
2. What are territorial variants of the English language?
3. What peculiarities in pronunciation of consonants and vowels are there in the RP?
4. What prosodic peculiarities are there in RP?
5. What is the most striking characteristic of Australian pronunciation?
6. What are the peculiarities in pronunciation of consonants and vowels in Australian English?
7. What are the peculiarities of New Zealand English pronunciation?
8. What are the phonetic peculiarities of the English Language of South Africa?
9. What are the main characteristics of General American pronunciation?
10. What changes in consonant and vowel sounds pronunciation take place in the present day English?
11. What are the peculiarities of consonants and vowels pronunciation in Black English?
12. What are the characteristic features of Canadian English pronunciation?
13. Why is Newfoundland pronunciation treated separately?

**Методические рекомендации по проведению коллоквиумов, собеседования:**

Целью устного собеседования являются обобщение и закрепление изученного курса. Студентам предлагается для освещения определенная тематика. При подготовке следует использовать специальную литературу, учебники.

Устный опрос позволяет контролировать процесс формирования знаний, умений и навыков, вместе с тем во время опроса осуществляется повторение и закрепление знаний, умений и навыков, совершенствуются диалогическая и монологическая формы речи.

Перед началом собеседования преподаватель может предложить прочитать, просмотреть соответствующие тексты, повторить правило, определение, вспомнить порядок рассуждений и т. д.

Устный опрос может проводиться в начале занятия, в таком случае он служит не только целям контроля, но и готовит обучающихся к усвоению нового материала, позволяет увязать изученный материал с тем, с которым они будут знакомиться на этом же или последующих занятиях.

Опрос может быть индивидуальным, фронтальным, опросом по цепочке, взаимоопросом.

Для осуществления взаимоопроса бакалавр должен хорошо, свободно владеть материалом, поэтому оценки заслуживают как отвечающий, так и спрашивающий.

Уровень усвоения практического материала проверяется по каждой теме (устные ответы, совместное обсуждение вопросов, примеры из практики по каждой теоретической теме). При выполнении практических заданий бакалаврам следует обосновывать свои ответы.

Устный опрос предусматривает беседу по тематическому опроснику. Обучающийся должен по памяти отвечать на поставленные вопросы четко, грамотно, лаконично.

**Шкалы и критерии оценивания:**

оценка «отлично» выставляется обучающемуся, если он показывает высокий уровень теоретических знаний по изучаемым разделам дисциплины, профессионально, грамотно, последовательно, хорошим языком четко излагает материал, аргументированно формулирует выводы;

оценка «хорошо» выставляется обучающемуся, если он знает программный материал, грамотно излагает его, без существенных неточностей в ответе на вопрос, правильно применяет теоретические знания, владеет необходимыми навыками при выполнении практических задач;

оценка «удовлетворительно» выставляется обучающемуся, если он демонстрирует усвоение основного материала, при ответе допускает неточности, недостаточно правильные формулировки, нарушение последовательности в изложении программного материала, испытывает затруднения в выполнении практических устных заданий;

оценка «неудовлетворительно» выставляется обучающемуся, если он показывает слабое знание программного материала, при ответе возникают ошибки, затруднения при выполнении практических устных работ.

Разработчик \_\_\_\_\_\_\_\_\_\_\_\_ Абуева М. С.-С.

(подпись) (инициалы, фамилия)

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Кафедра \_\_\_\_\_\_\_\_\_\_\_английского языка*\_\_\_\_\_\_\_\_\_\_\_*

(*наименование кафедры)*

**Комплект тестов**

**для текущего контроля**

(указать необходимое)

по дисциплине Теоретическая фонетика

*(наименование дисциплины)*

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| **Раздел (тема) дисциплины:** | **Код формируемой компетенции:** |
| **The System of English Consonants** | **ОПК-3, ПК-1, ПК-23** |
| 1 Тестовоезадание  ТЗ 1  A consonant is a sound produced in the mouth with   1. no obstruction 2. an obstruction 3. a friction 4. a noise   ТЗ 2  In the articulation of the voiceless consonants the air-stream is   1. relax 2. weak 3. strong 4. quick   ТЗ 3  In the articulation of the voiced consonants the air-stream is   1. quick 2. weak 3. strong 4. relax   ТЗ 4  According to the type of obstruction English consonants are divided into   1. occlusive and constrictive 2. plosives and affricates 3. sonorants and fricatives 4. glottal and lingual   ТЗ 5  Occlusive consonants are   1. plosives and affricates 2. noise consonants and sonorants 3. fricatives and sonorants 4. labial and lingual   ТЗ 6  According to the manner of production of noise consonants are divided into   1. backlingual and forelingual 2. constrictive and occlusive 3. nasal and oral 4. plosives and affricates   ТЗ 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   1. noise 2. friction 3. explosion 4. nothing   ТЗ 8  In the production of plosive consonants the speech organs form a complete obstruction which is then quickly released with   1. friction 2. noise 3. explosion 4. hissing   ТЗ 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   1. the mouth 2. the nasal cavity 3. the vocal cords 4. the larynx   ТЗ 10  The occlusive sonorants are   1. [b], [n], [l] 2. [m], [n], nasal [n] 3. [f], [v] 4. [w], [r], [j], [l]   ТЗ 11  The consonants, in the production of which the air stream meets an incomplete obstruction, so the air passage is constricted, are called   1. affricates 2. sonorants 3. occlusive 4. constrictive   ТЗ 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   1. constrictive sonorants 2. occlusive sonorants 3. affricates 4. fricatives   ТЗ 13  The constrictive sonorants are   1. [f], [v] 2. [t], [d], [k], [g] 3. [w], [r], [j], [l] 4. [m], [n], nasal [n]   ТЗ 14  According to the active organ of speech the English consonants are divided into   1. constrictive and occlusive 2. forelingual, mediolingual, backlingual 3. plosives and sonorants 4. labial, bilabial, glottal   ТЗ 15  Lingual consonants may be   1. labial, bilabial, glottal 2. bilabial and labio-dental 3. forelingual, mediolingual, backlingual 4. plosives and sonorants   ТЗ 16  Labial consonants are classified into   1. bilabial and labio-dental 2. labial, bilabial, glottal 3. forelingual, mediolingual, backlingual 4. plosives and sonorants   ТЗ 17  Bilabial consonants are   1. [f], [v] 2. [p], [b], [m], [w] 3. [r], [l], [n] 4. [t], [d], [k], [h]   ТЗ 18  Labio-dental consonants are   1. [f], [v] 2. [r], [l], [n] 3. [t], [d], [k], [h] 4. [t], [d], [k], [h]   ТЗ 19  Forelingual consonants are articulated with the blade of the tongue, the blade with the tip or by the tip against   1. the hard palate 2. the soft palate 3. the upper teeth or the alveolar ridge 4. the lower teeth   ТЗ 20  According to the position of the tip English forelingual consonants may be   1. bilabial and labio-dental 2. labial, bilabial, glottal 3. forelingual, mediolingual, backlingual 4. apical and cacuminal   **Эталонответа**  1b, 2c, 3b, 4a, 5b, 6d, 7b, 8c, 9b, 10b, 11d, 12a, 13c, 14d, 15c, 16a, 17b, 18a, 19c, 20d |  |
| 2. Тестовоезадание:  ТЗ 1  The apical consonants are articulated with the tip of the tongue against   1. the hard palate 2. either the upper teeth or the alveolar ridge 3. the soft palate 4. the lower teeth   ТЗ 2  The cacuminal consonants are articulated with the tip of the tongue raised against   1. the back of the alveolar ridge 2. the upper teeth 3. the soft palate 4. the lower teeth   ТЗ 3  The apical consonants are   1. [p], [b], [k], [g] 2. [t], [d], [l], [n], [s], [z] 3. [r] 4. [j]   ТЗ 4  A cacuminal consonant is   1. [r] 2. [j] 3. [h] 4. [n]   ТЗ 5  The mediolingual consonants are articulated with the front of the tongue against   1. the soft palate 2. the alveolar ridge 3. the hard palate 4. the teeth   ТЗ 6  A mediolingual consonant is   1. [r] 2. [j] 3. [n] 4. [h]   ТЗ 7  The backlingual consonants are articulated with the back of the tongue against   1. the hard palate 2. the teeth 3. the alveolar ridge 4. the soft palate   ТЗ 8  The backlingual consonants are   1. [h], [j] 2. [k], [g], nasal [n] 3. [s], [z] 4. [p], [t]   ТЗ 9  The glottal consonants are produced in   1. the glottis 2. the nasal cavity 3. the mouth cavity 4. nowhere   ТЗ 10  A glottal consonant is   1. [j] 2. [r] 3. [h] 4. [f]   ТЗ 11  According to the point of articulation the forelingual consonants are divided into   1. dental, alveolar, palato-alveolar, post-alveolar 2. voiced and voiceless 3. lenis and fortis 4. strong and weak   ТЗ 12  According to the work of the vocal cords the consonants are divided into   1. lenis and fortis 2. dental and alveolar 3. palatal and velar 4. voiced and voiceless   ТЗ 13  According to the point of articulation the mediolingual consonants are called   1. lenis 2. palatal 3. velar 4. glottal   ТЗ 14  The backlingual consonants are called   1. palatal 2. glottal 3. fortis 4. velar   ТЗ 15  The palatal is   1. [k] 2. [g] 3. [j] 4. [n]   ТЗ 16  The velars are   1. [k], [g], nasal [n] 2. [j], [w] 3. [l], [t], [d] 4. [s], [z]   ТЗ 17  According to the force of articulation the consonants are divided into   1. palatal and velar 2. dental and alveolar 3. fortis and lenis 4. apical and cacuminal   ТЗ 18  According to the position of the soft palate the consonants are divided into   1. dental and alveolar 2. weak and strong 3. apical and cacuminal 4. oral and nasal   ТЗ 19  The nasal consonants are produced with the soft palate lowered while the air passage through the mouth is blocked. The air escapes through   1. the nasal cavity 2. the mouth cavity 3. nowhere 4. retains in the larynx   ТЗ 20  The nasal consonants are   1. [m], [n], nasal [n] 2. [l], [j], [h] 3. [p], [b], [t] 4. [w], [r], [h]   **Эталонответа**  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** | **ОПК-3, ПК-1, ПК-23** |
| 1. Тестовоезадание:  ТЗ 1  A vowel is a sound produced in the mouth with   1. a friction 2. a noise 3. no obstruction 4. an obstruction   ТЗ 2  A vowel is a voiced sound produced in the mouth with   1. an obstruction to the air-stream 2. no obstruction to the air-stream 3. friction 4. noise   ТЗ 3  In articulation of the vowel the air-stream is   1. tense 2. weak 3. good 4. bad   ТЗ 4  In articulation of the vowel the tongue and vocal cords are   1. tense 2. weak 3. stable 4. immovable   ТЗ 5  The English vowel phonemes are divided into:   1. general and special 2. irritative and calm 3. monophthongs and diphthongs 4. diphthongs   ТЗ 6  A monophthong is   1. a pure unchanging vowel sound 2. a changing vowel sound 3. a movable sound 4. an immovable sound   ТЗ 7  A complex sound, consisting of 2 vowel elements pronounced so as to form a single syllable is called   1. monophthong 2. affricate 3. plosive 4. diphthong   ТЗ 8  The first element of an English diphthong is called   1. the nucleus 2. glide 3. monophthong 4. diphthongoid   ТЗ 9  The nucleus is   1. weak 2. strong 3. stable 4. movable   ТЗ 10  The second element of the diphthong is called   1. nucleus 2. glide 3. monophthong 4. diphthong   ТЗ 11  The glide is   1. stable 2. strong 3. weak 4. movable   ТЗ 12  A number of diphthongs in English is   1. 8 2. 10 3. 6 4. 12   ТЗ 13  The sounds, in the pronunciation of which the organs of speech change their position but very slightly, are called   1. sounds 2. monophthongs 3. diphthongs 4. diphthongoids   ТЗ 14  According the position of the bulk of the tongue vowels are divided into   1. front, front-retracted, central, back, back-advanced vowels 2. front, central, back, front-back vowels 3. front, front-retracted, central, back, front-advanced vowels 4. front-retracted, central, back, back-retracted vowels   ТЗ 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   1. back 2. front-retracted 3. front 4. back-advanced   ТЗ 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   1. front 2. front-retracted 3. back 4. central   ТЗ 17  The vowels, which are produced with the bulk of the tongue in the front part of the tongue but somewhat retracted, are called   1. front 2. front-retracted 3. back 4. central   **Эталон ответа**  1с, 2b, 3b, 4a, 5c, 6a, 7d, 8a, 9b, 10b, 11c, 12a, 13d, 14a, 15c, 16d, 17b |  |
| 2. Тестовое задание:  ТЗ 1  The vowels, which are produced with the bulk of the tongue in the back part of the mouth while the back of the tongue is raised in the direction of the soft palate are called   1. back 2. back-advanced 3. central 4. front-retracted   ТЗ 2  The vowels, which are produced with the bulk of the tongue in the back part of the mouth, but somewhat advanced, are called   1. back 2. back-advanced 3. central 4. front-retracted   ТЗ 3  The front vowels are   1. [i:], [e], open [a] 2. [i], [o], [e] 3. [i], [i:], [a] 4. [a:], [з], [u]   ТЗ 4  The front-retracted vowel is   1. [u] 2. [a] 3. [i] 4. [i:]   ТЗ 5  The central vowels are   1. [з:], reduced [e] 2. [з:], [o], [a] 3. [u], [a:] 4. [o], [o:], [u:]   ТЗ 6  The back vowels are   1. [з:], reduced [e] 2. [з:], [o], [a] 3. [u], [a:] 4. [o], [o:], [u:]   ТЗ 7  The back-advanced vowels are   1. [з:], reduced [e] 2. [з:], [o], [a] 3. [u], [a:] 4. [o], [o:], [u:]   ТЗ 8  According to the height of the raised part of the tongue vowels are divided into   1. Close, open, mid-open 2. Close, close-open, mid-open 3. High, low, very low 4. High, close, open   ТЗ 9  The vowels, which are produced when one of the parts of the tongue comes close to the roof of the mouth and the air passage is narrowed, are called   1. High(close) 2. mid-open 3. open 4. low   ТЗ 10  The vowels, produced when the raised part of the tongue is very low in the mouth and the air-passage is very wide, are called   1. close 2. open 3. mid-open 4. high   ТЗ 11  The vowels, produced when the raised part of the tongue is half way between its high and low positions, are called   1. high 2. open 3. mid-open (mid) 4. low   ТЗ 12  Open vowels are   1. open [a], [a:], [o] 2. [i], [i:], [u], [u:] 3. [e], [з:], reduced [e], [o:] 4. [i], [e], [a], [o]   ТЗ 13  Close vowels are   1. open [a], [a:], [o] 2. [i], [i:], [u], [u:] 3. [e], [з:], reduced [e], [o:] 4. [i], [e], [a], [o]   ТЗ 14  Mid – open vowels are   1. open [a], [a:], [o] 2. [i], [i:], [u], [u:] 3. [e], [з:], reduced [e], [o:] 4. [i], [e], [a], [o]   ТЗ 15  Each of these three main tongue positions has two variations:   1. narrow and broad 2. high and open 3. close and mid 4. open and close   ТЗ 16  According to the lip position vowels are classified into:   1. labial and bilabial 2. narrow and broad 3. rounded and unrounded 4. rounded and broad   ТЗ 17  According to the length vowels are divided into   1. broad and narrow 2. rounded and unrounded 3. long and short 4. tense and lax   **Эталон ответа**  1a, 2b, 3a, 4c, 5a, 6d, 7c, 8a, 9a, 10b, 11d, 12a, 13b, 14c, 15a, 16c, 17c |  |
| **Assimilation, accommodation, elision** | **ОПК-3, ПК-1, ПК-23** |
| 1. Тестовое задание  ТЗ 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   1. assimilation 2. accommodation 3. elision 4. assimilation-accommodation   ТЗ 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   1. assimilation affecting the point of articulation 2. assimilation affecting the manner of the production of noise 3. assimilation affecting the work of vocal cords 4. assimilation affecting the position of the soft palate   ТЗ 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 [n] if the prefix bears either a primary or secondary stress in   1. assimilation affecting the manner of production of noise 2. assimilation affecting the work of vocal cords 3. assimilation affecting the position of the soft palate 4. assimilation affecting the active organ and the point of articulation   ТЗ 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   1. assimilation affecting the manner of production of noise 2. assimilation affecting the work of vocal cords 3. assimilation affecting the position of the soft palate 4. assimilation affecting the active organ and the point of articulation   ТЗ 5  A voiceless consonant may be replaced by a voiced one under the influence of the adjacent voiced consonant and vice versa in   1. assimilation affecting the manner of production of noise 2. assimilation affecting the work of vocal cords 3. assimilation affecting the position of the soft palate 4. assimilation affecting the active organ and the point of articulation   ТЗ 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   1. assimilation affecting the manner of production of noise 2. assimilation affecting the work of vocal cords 3. assimilation affecting the position of the soft palate 4. assimilation affecting the lip position   ТЗ 7  The nasal consonants influence the oral ones in   1. assimilation affecting the manner of production of noise 2. assimilation affecting the work of vocal cords 3. assimilation affecting the position of the soft palate 4. assimilation affecting the lip position   ТЗ 8  The assimilation may be of three types:   1. regressive, progressive and reciprocal 2. negative, positive and medium 3. regressive, progressive and positive 4. negative, reciprocal and progressive   ТЗ 9  The assimilated consonant is influenced by the preceding one in   1. regressive assimilation 2. progressive assimilation 3. reciprocal assimilation 4. positive assimilation   ТЗ 10  The preceding consonant is influenced by the following it in   1. regressive assimilation 2. progressive assimilation 3. reciprocal assimilation 4. positive assimilation   ТЗ 11  Two adjacent consonants influence each other in   1. regressive assimilation 2. progressive assimilation 3. reciprocal assimilation 4. positive assimilation   ТЗ 12  The modification in the articulation of a consonant under the influence of an adjacent vowel is called   1. assimilation 2. accommodation 3. elision 4. impudence   **Эталон ответа**  1a, 2a, 3d, 4a, 5b, 6d, 7c, 8a, 9b, 10a, 11c, 12b |  |
| 2. Тестовое задание  ТЗ 1  The phenomenon, when certain notional words may lose some of their sounds, is called   1. assimilation 2. accommodation 3. elision 4. impudence   ТЗ 2  Choose the right variant of the example of the assimilation affecting the point of articulation   1. tenth 2. congress 3. give me 4. quick   ТЗ 3  Choose the right variant of the example of the assimilation affecting the point of articulation and the active organ of speech   1. read this 2. congress 3. let me 4. gooseberry   ТЗ 4  Choose the right variant of the example of the assimilation affecting the manner of production of noise   1. let me 2. gooseberry 3. twenty 4. tenth   ТЗ 5  Choose the right variant of the example of the assimilation affecting the work of the vocal cords   1. let me 2. gooseberry 3. twenty 4. tenth   ТЗ 6  Choose the right variant of the example of the assimilation affecting the lip position   1. let me 2. gooseberry 3. twenty 4. tenth   ТЗ 7  Choose the right variant of the example of the assimilation affecting the soft palate   1. give me 2. gooseberry 3. twenty 4. sandwich   ТЗ 8  Choose the right variant of the example of the progressive assimilation   1. What’s this? 2. newspaper 3. quick 4. next day [neks dei]   ТЗ 9  Choose the right variant of the example of the regressive assimilation   1. What’s this? 2. newspaper 3. quick 4. next day [neks dei]   ТЗ 10  Choose the right variant of the example of the regressive assimilation   1. What’s this? 2. newspaper 3. quick 4. next day [neks dei]   ТЗ 11  Choose the example of the elision in the following words   1. What’s this? 2. newspaper 3. quick 4. next day [neks dei]   ТЗ 12  Two adjacent consonants influence each other in   1. regressive assimilation 2. progressive assimilation 3. reciprocal assimilation 4. positive assimilation   **Эталон ответа**  1c, 2a, 3b, 4a, 5b, 6c, 7d, 8a, 9b, 10c, 11d, 12c |  |
| **Word Stress in English** | **ОПК-3, ПК-1, ПК-23** |
| 1 Тестовое задание  ТЗ 1  Before the suffixes –ian, -ience, -ient, - cient the accent falls on the   1. second syllable from the end of the word 2. initial syllable 3. first syllable 4. third syllable   ТЗ 2  Before the suffixes –al, -ial, -ual, - eous, -ious, -iar the accent   1. second syllable from the end of the word 2. initial syllable 3. first syllable 4. third syllable   ТЗ 3  Before the suffixes –ee, -eer, -ier, - ade, -esque the accent falls on the   1. final syllable 2. final syllable before these suffixes 3. second syllable 4. second syllable from the end   ТЗ 4  The secondary stress in these words falls on   1. second syllable 2. third syllable 3. root syllable 4. final syllable   ТЗ 5  In the words of more than 4 syllables the primary stress falls on the   1. third or second syllable from the end 2. initial syllable 3. the third syllable from the end 4. root syllable   ТЗ 6  In the words of more than 4 syllables the secondary stress falls on the   1. syllable separated from the nuclear syllable by one unstressed syllable 2. first syllable 3. third syllable 4. second syllable   ТЗ 7  In derivative nouns the secondary stress falls on the   1. second syllable 2. same syllable which has the primary stress in the original word 3. third syllable 4. initial syllable   ТЗ 8  If the original word has 2 stresses, the secondary stress in the derivative words falls on the   1. initial syllable 2. second syllable 3. remains on the same syllable 4. third syllable   ТЗ 9  If the original word has 2 stresses (in the derivative words) the primary stress falls on the   1. second syllable from the end 2. syllable preceding the suffix 3. first syllable 4. third syllable   ТЗ 10  The first primary stress in numerals from 13 to 19 falls on the   1. root syllable 2. second syllable 3. third syllable 4. last syllable   ТЗ 11  Choose the right variant of the word with the right accent   1. ‘palace 2. pa’lace 3. pala’ce 4. ‘pa’lace   ТЗ 12  Choose the right variant of the word with the right accent   1. ‘begin 2. be’gin 3. ‘be’gin 4. ‘beg’in   ТЗ 13  Choose the right variant of the word with the right accent   1. dicta’te 2. ‘dictate 3. dic’tate 4. ‘dic’tate   ТЗ 14  Choose the right variant of the word with the right accent   1. recog’nize 2. re’cognize 3. ‘recognize 4. re’cog’nize   ТЗ 15  Choose the right variant of the word with the right accent   1. ‘qualify 2. ‘quali’fy 3. ‘qua’li’fy 4. qua’lify   ТЗ 16  Choose the right variant of the word with the right accent   1. ‘phy’sician 2. phy’sician 3. ‘physician 4. physi’cian   ТЗ 17  Choose the right variant of the word with the right accent   1. ex’pedient 2. ‘ex’pedient 3. expe’dient 4. ‘expedient   ТЗ 18  Choose the right variant of the word with the right accent   1. pa’rental 2. ‘pa’rental 3. ‘parental 4. paren’tal   ТЗ 19  Choose the right variant of the word with the right accent   1. ha’bi’tual 2. ‘habitual 3. ‘habitual 4. ha’bitual   ТЗ 20  Choose the right variant of the word with the right accent   1. ‘qualify 2. ‘quali’fy 3. ‘qua’li’fy 4. qua’lify   **Эталон ответа**  1a, 2a, 3b, 4c, 5a, 6a, 7b, 8c, 9b, 10a, 11a, 12b, 13c, 14c, 15a, 16b, 17a, 18a, 19d, 20a |  |
| 2. Тестовоезадание  ТЗ 1  The shortest segment of the speech is   1. syllable 2. phoneme 3. phrase 4. word   ТЗ 2  The types of syllable distinguished depending on the kind of speech sound it ends in are   1. 4 2. 2 3. 6 4. 1   ТЗ 3  A syllable which ends in a vowel sound is called   1. Close syllable 2. Mid-open syllable 3. Open syllable 4. Mid-close syllable   ТЗ 4  A syllable which ends in a consonant sound is called   1. close syllable 2. Mid-open syllable 3. Open syllable 4. Mid-close syllable   ТЗ 5  In the most disyllabic words the accent falls on   1. the initial syllable 2. the last syllable 3. the second syllable from the end of the word 4. the third syllable from the end of the word   ТЗ 6  In the disyllabic words with a prefix which has lost its meaning the stress falls on   1. first syllable 2. third syllable 3. root syllable(the second syllable) 4. last syllable   ТЗ 7  In disyllabic verbs ending –ate, -ise, -ize, - fy the stress falls on the   1. first syllable 2. third syllable 3. initial syllable 4. last syllable   ТЗ 8  In the most words of 3 or 4 syllables the accent fall on the   1. second syllable 2. last syllable 3. third syllable from the end of the word 4. second syllable from the end of the word   ТЗ 9  In the polysyllabic verbs with the suffixes –ize, -fy, -ate the accent falls on the   1. second syllable from the end 2. third syllable from the end of the word 3. last syllable 4. Initial syllable   ТЗ 10  Before the suffixes –logy, -logist, -graphy, - grapher, - cracy the accent falls on the   1. second syllable from the end of the word 2. initial syllable 3. first syllable 4. third syllable from the end   ТЗ 11  In numerals from 13 to 19 the nuclear stress falls on the   1. root syllable 2. second syllable 3. suffix –teen 4. prefix   ТЗ 12  Choose the right variant of the word with the right accent   1. ‘palace 2. pa’lace 3. pala’ce 4. ‘pa’lace   ТЗ 13  Choose the right variant of the word with the right accent   1. ‘begin 2. be’gin 3. ‘be’gin 4. ‘beg’in   ТЗ 14  Choose the right variant of the word with the right accent   1. dicta’te 2. ‘dictate 3. dic’tate 4. ‘dic’tate   ТЗ 15  Choose the right variant of the word with the right accent   1. recog’nize 2. re’cognize 3. ‘recognize 4. re’cog’nize   ТЗ 16  Choose the right variant of the word with the right accent   1. psy’cho’logy 2. psy’chology 3. ‘psy’cho’logy 4. psy’cholo’gy   ТЗ 17  Choose the right variant of the word with the right accent   1. demo’cracy 2. ‘de’mocracy 3. ‘democracy 4. de’mocracy   ТЗ 18  Choose the right variant of the word with the right accent   1. ‘phy’sician 2. phy’sician 3. ‘physician 4. physi’cian   ТЗ 19  Choose the right variant of the word with the right accent   1. ex’pedient 2. ‘ex’pedient 3. expe’dient 4. ‘expedient   ТЗ 20  Choose the right variant of the word with the right accent   1. pa’rental 2. ‘pa’rental 3. ‘parental 4. paren’tal   **Эталон ответа**  1a, 2b, 3c, 4a, 5a, 6c, 7d, 8c, 9b, 10d, 11c, 12a, 13b, 14c, 15c, 16b, 17d, 18b, 19a, 20a |  |
| **English Intonation** | **ОПК-3, ПК-1, ПК-23** |
| 1 Тестовое задание  ТЗ 1  A unity of speech melody, sentence stress, voice quality and tempo is called   1. intonation 2. tamber 3. accent 4. phrase   ТЗ 2  The variation in the pitch of the voice which takes part place when voiced sounds are pronounced in connected speech   1. intonation 2. tamber 3. speech melody 4. phrase   ТЗ 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   1. tempo 2. tamber 3. speech melody 4. stress in speech   ТЗ 4  A special coloring of the voice in pronouncing sentences which is superimposed on speech melody and shows the speaker’s emotion is called   1. tempo 2. tamber 3. speech melody 4. stress in speech   ТЗ 5  The speed with which sentences or their parts are pronounced is called   1. tempo 2. tamber 3. speech melody 4. stress in speech   ТЗ 6  The recurrence of stressed syllables at more or less equal intervals of time is called   1. tempo 2. tamber 3. rhythm 4. stress in speech   ТЗ 7  Intonation unit of a sentence is called   1. phrase 2. sentence 3. sense-group (intonation group) 4. syllable   ТЗ 8  The most important of the elements in an intonation is the   1. nuclear tone 2. scale 3. tail 4. sense-group   ТЗ 9  A marked change of pitch which occurs on the final stressed syllable is called   1. nuclear tone 2. scale 3. tail 4. sense-group   ТЗ 10  The nucleus may be followed by one or more unstressed or partially stressed syllables called   1. nuclear tone 2. scale 3. tail 4. sense-group   ТЗ 11  A series of stressed and unstressed syllables that may be pitched variously starting with the first stressed syllable in   1. nuclear tone 2. scale 3. tail 4. sense-group   ТЗ 12  The first stressed syllable is called   1. nuclear tone 2. scale 3. tail 4. head of the scale   ТЗ 13  The head may be preceded by one or more unstressed syllables called   1. pre-head 2. head 3. tail 4. sense-group   ТЗ 14  The pitch and sentence stress components of intonation can be represented graphically on the   1. nuclear tone 2. scale 3. staves 4. sense-group   ТЗ 15  Two horizontal lines which represent the upper and lower limits of the pitch range of the voice in the speech are called the   1. pre-head 2. scale 3. tail 4. staves   ТЗ 16  On the staves the dashes, curves and dots placed on different levels indicate the   1. tempo 2. rhythm 3. speech melody 4. tamber   ТЗ 17  A stressed syllable pronounced with level pitch is represented by the   1. upward curve 2. dash 3. dot 4. downward curve   ТЗ 18  A stressed syllable pronounced with a fall in pitch within that syllable is called the   1. upward curve 2. dash 3. dot 4. downward curve   **Эталон ответа**  1a, 2c, 3d, 4b, 5a, 6c, 7c, 8a, 9a, 10c, 11b, 12d, 13a, 14c, 15d, 16c, 17b, 18d |  |
| 2 Тестовое задание  ТЗ 1  A stressed syllable pronounced with a rise in pitch within that syllable is called the   1. upward curve 2. dash 3. dot 4. downward curve   ТЗ 2  An unstressed syllable is represented by the   1. upward curve 2. dash 3. dot 4. downward curve   ТЗ 3  A tone when the voice starts at a medium pitch level and falls to a low pitch level is called   1. Low Fall 2. High Fall 3. Low Rise 4. High Rise   ТЗ 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   1. Low Fall 2. High Fall 3. Low Rise 4. High Rise   ТЗ 5  A tone when the voice starts low and rises to a medium pitch level is called   1. Low Fall 2. High Fall 3. Low Rise 4. High Rise   ТЗ 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   1. Low Fall 2. High Fall 3. Low Rise 4. High Rise   ТЗ 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   1. Rise Fall 2. Fall Rise 3. Low Rise 4. High Rise   ТЗ 8  A tone when the voice falls form 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   1. Rise Fall 2. Fall Rise 3. Low Rise 4. High Rise   ТЗ 9  The tone, which is categorical in character and expresses finality, is   1. Low Fall 2. High Fall 3. Low Rise 4. High Rise   ТЗ 10  The tone indicating grim, cool, detached phlegmatic attitudes is   1. Low Fall 2. High Fall 3. Low Rise 4. High Rise   ТЗ 11  The tone indicating liveliness, polite and friendly interest, personal involvement and some mild surprise is   1. Low Fall 2. High Fall 3. Low Rise 4. High Rise   ТЗ 12  An interrogating and echoing tone is   1. Low Fall 2. High Fall 3. Low Rise 4. High Rise   ТЗ 13  A tone expressing non-finality is   1. Low Fall 2. High Fall 3. Low Rise 4. High Rise   ТЗ 14  A tone which implies a guarded, perfunctory attitude is   1. Low Fall 2. High Fall 3. Low Rise 4. High Rise   ТЗ 15  A tone expressing surprise or a shocked reaction is called   1. Low Fall 2. High Fall 3. Low Rise 4. High Rise   ТЗ 16  A tone which is used in echoes and in questions calling for a repetition is called   1. Low Fall 2. High Fall 3. Low Rise 4. High Rise   ТЗ 17  A tone ranging from irony to sarcasm, from being pleasantly impressed to admiration is   1. Low Fall 2. Rise Fall 3. Low Rise 4. Fall Rise   ТЗ 18  A tone expressing politeness, apology, concern and uncertainty is   1. Fall Rise 2. High Fall 3. Low Rise 4. High Rise   **Эталон ответа**  1a, 2c, 3a, 4b, 5c, 6d, 7a, 8b, 9a, 10a, 11b, 12d, 13c, 14c, 15d, 16d, 17b, 18a |  |
| **Stylistic and regional varieties of English pronunciation** | **ОПК-3, ПК-1, ПК-23** |
| 1 Тестовое задание  ТЗ 1  The official language of Great Britain is   1. Standard English 2. Standard American 3. Cockney 4. Irish English   ТЗ 2  Varieties of the English language peculiar to some districts and having no normalized literary form are   1. Standard English 2. Local dialects 3. Cockney 4. Variants   ТЗ 3  Regional varieties possessing a literary form are called   1. Standard English 2. Standard American 3. Local dialects 4. Variants   ТЗ 4  A number of the variants of the Great Britain is   1. 3 2. 2 3. 4 4. 1   ТЗ 5  A number of the variants of the USA is   1. 1 2. 4 3. 2 4. 3   ТЗ 6  In Great Britain the following variants are   1. Scottish English, English English, Welsh English, Northern Ireland English 2. American English, Southern and Eastern American English 3. Northern, Midland, Eastern, Western and Southern 4. Cockney, Avon, Essex, Durham   ТЗ 7  The dialects of Great Britain are   1. Irish English and Australian English 2. Standard English 3. Northern and Midland accents and Southern accents 4. Scottish English and Welsh English   ТЗ 8  One of the best known Southern dialect is   1. Wiltshire English 2. Norfolk English 3. Avon 4. Cockney   ТЗ 9  [^] is realized as [ei] in   1. Cockney 2. Northern English 3. Irish English 4. Australian English   ТЗ 10  [з] is used instead of [æ] in   1. English English 2. Cockney 3. Received Pronunciation 4. Eastern American English   ТЗ 11  [i] in word-final position sounds as [i:]   1. Cockney 2. Northern English 3. Southern English 4. Eastern American English   ТЗ 12  when [o:] is final, it is pronounced as [o:з] in   1. Cockney 2. Northern English 3. Southern American English 4. Eastern American English   ТЗ 13  The diphthong [ei] is realized as [æi] or [ai] in   1. Irish English 2. Cockney 3. Canadian English 4. Southern American English   ТЗ 14  [h] in unstressed position is almost absent in   1. Cockney 2. Southern English 3. Irish English 4. Australian English   ТЗ 15  The contrast between [dental f] and [f] is completely lost in   1. Lancashire English 2. Northern English 3. Cockney 4. American English   ТЗ 16  This dialect is rhotic. It preserves post-vocalic [r], vowels as RP [iз], [з:], [uз], [ез] do not occur in   1. Avon 2. Northern English 3. Scottish English 4. American English   ТЗ 17  The diphthong [au] is substituted by [u:] in   1. Scottish English 2. Lancashire 3. Northern and Midland accents 4. Canadian English   ТЗ 18  There is a bilabial sound [hw] in consonant group of   1. Scottish English 2. Southern English 3. Yorkshire accents 4. Northern Ireland English   ТЗ 19  [t] is affricated, [s] is heard before the vowel in   1. East Anglia accents 2. North-West accents 3. Cockney 4. Essex   ТЗ 20  [p], [t], [k] are heavily aspirated in   1. Durham English 2. Cockney 3. Northern English 4. Southern American English   **Эталон ответа**  1a, 2b, 3d, 4c, 5d, 6a, 7c, 8d, 9a, 10b, 11a, 12a, 13b, 14a, 15d, 16c, 17a, 18a; 19c, 20b |  |
| 2 Тестовое задание  ТЗ 1  Tend to have [æ] rather than [a:] in   1. Australian English 2. Irish English 3. Welsh English 4. Eastern American English   ТЗ 2  A nasal [n] is always substituted by [n] in word-final position in   1. English English 2. Irish English 3. American English 4. Cockney   ТЗ 3  There is no contrast between [^] and [з] in   1. Standard English 2. RP 3. Irish English 4. Welsh English   ТЗ 4  In words like *tune, few* [iu] is used instead of [ju:] in   1. Welsh English 2. GA 3. Australian English 4. RP   ТЗ 5  The variety of English spoken in the USA has received the name of   1. Welsh English 2. Cockney 3. Standard American (GA) 4. Scottish English   ТЗ 6  American English is   1. a dialect 2. a regional variety 3. a slang 4. an idiom   ТЗ 7  A literary normalized form of American English is   1. Standard American (GA) 2. Standard English 3. Cockney 4. Received pronunciation   ТЗ 8  Besides GA, a number of types of pronunciation of English in America is   1. 4 2. 1 3. 3 4. 2   ТЗ 9  Besides GA there are types of pronunciation of English in America, namely:   1. Standard American 2. Eastern and Southern 3. Cockney and Scottish 4. Received Pronunciation and Northern dialect   ТЗ 10  The aristocratic pronunciation has   1. Standard American 2. Eastern American 3. Southern American 4. Cockney   ТЗ 11  A regional non-standard pronunciation has   1. Standard American 2. Eastern American 3. Southern American 4. Cockney   ТЗ 12  An American variant of English differs from British English in   1. dialects and slangs 2. pronunciation, grammar and vocabulary 3. vocabulary and dialects 4. pronunciation and dialects   ТЗ 13  The suffix –our is spelled –or in   1. General American 2. British English 3. Received Pronunciation 4. Scottish English   ТЗ 14  Pronunciation of sound [r] between a vowel and a consonant or between a vowel and a silence is the characteristic feature of   1. General American 2. British English 3. Scottish English 4. Welsh English   ТЗ 15  After [t] and [d] the sound [j] forms the affricates [dз] and [t∫] in   1. Welsh English 2. Scottish English 3. Received pronunciation 4. General American   ТЗ 16  Sonorant [j] is omitted between a consonant and [u:] in   1. Irish English 2. Canadian English 3. General American 4. Received pronunciation   ТЗ 17  A strong nasalization is typical for   1. Cockney 2. British English 3. General American 4. Received pronunciation   ТЗ 18  Monophthongs are diphthongized in   1. General American 2. British English 3. Cockney 4. Received pronunciation   ТЗ 19  Polysyllabic words ending in –ary, -ory, -mony have secondary stress in   1. British English 2. General American 3. Scottish English 4. Received Pronunciation   ТЗ 20  American English has the following varieties:   1. British English, Scottish English 2. Irish English and Welsh English 3. Cockney and Avon 4. General American, the Eastern and the Southern   **Эталон ответа**  1c, 2d, 3d, 4a, 5c, 6b, 7a, 8d, 9b, 10b, 11c, 12b, 13a, 14a, 15d, 16c, 17c, 18a; 19b; 20d |  |

**Методические рекомендации по выполнению тестов (тестовых заданий):**

Тесты составлены с учетом материалов по каждому разделу дисциплины. Тестовые задания сгруппированы в две текущие аттестации по два варианта для каждого семестра.

При подготовке к тестовым заданиям студентам рекомендуется:

- изучить правила чтения гласных, согласных, их буквосочетаний, транскрипцию, отработать произношение.

- изучить грамматический материал, законспектировать его или прочитать конспект записей учебных занятий, ознакомиться с образцами выполнения заданий, критериями их оценки;

- пользуясь необходимой литературой выполнить фонетические упражнения, приведенные в нужном разделе.

- проверить себя по вопросам к лекциям и вслух пересказать их содержание.

Цель тестов: проверка усвоения теоретического материала дисциплины, а также развития учебных умений и навыков.

Тесты составлены в форме закрытых заданий с выбором одного правильного ответа (один вопрос и три-четыре варианта ответов, из которых необходимо выбрать один). Цель – проверка знаний пройденного материала.

На выполнения всего теста дается строго определенное время: на решение индивидуального теста, состоящего из 26 заданий, отводится 35 мин.

**Шкалы и критерии оценивания:**

- оценка «отлично» выставляется обучающемуся, если он грамотно выполнил все тестовые задания, задание выполнено на 91-100%;

- оценка «хорошо» выставляется обучающемуся, если он знает программный материал к тесту, но допустил 1-2 ошибки, задание выполнено на 81-90%;

- оценка «удовлетворительно» выставляется обучающемуся, если он демонстрирует усвоение основного материала, допускает неточности и выполнил правильно половину тестового задания, задание выполнено на 51-80%;

- оценка «неудовлетворительно» выставляется обучающемуся, если он показывает слабое знание программного материала и почти ничего не смог выполнить правильно, задание выполнено на 10-50%.

Разработчик \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_Абуева М. С.-С.\_\_

(подпись) (инициалы, фамилия)

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

В соответствии с «Положением о модульно-рейтинговой системе оценки успеваемости студентов», утвержденного ФГБОУ ВО «Чеченский государственный университет им. А.А. Кадырова» 29 января 2015 г. протоколом № 1, оценка успеваемости студентов по дисциплине «Теоретическая фонетика» осуществляется в ходе текущего, рубежного и итогового контроля, посещения занятий, бонуса и штрафа.

**Текущий контроль –** это непрерывно осуществляемое «отслеживание» уровня усвоения знаний и формирования умений и навыков в течение семестра. Текущий контроль знаний и умений и навыков студентов осуществляется в ходе учебных (аудиторных) занятий, проводимых по расписанию. Формами текущего контроля являются опросы на семинарских занятиях, индивидуальных домашних зданий, рефератов, а также короткие (до 15 мин.) задания, выполняемые студентами в начале практических занятий с целью проверки уровня знаний, необходимых для усвоения нового материала, или в конце занятий для выяснения степени усвоения изложенного материала. Сроки проведения всех видов текущего контроля определяется календарным графиком учебного процесса по дисциплине.

**Рубежный контроль** осуществляется по самостоятельным разделам (в соответствии с рабочей программой, которая разбита на модули) - учебным модулям курса и проводится по окончании изучения материала модуля в установленное время. Число модулей (блоков) дисциплины в семестре два.

Рубежный контроль проводится с целью с определения качества усвоения материала учебного модуля в целом. Внутрисеместровый рубежный контроль знаний студентов по дисциплине «Теоретическая фонетика» проводится на 8-й и 16-й учебных неделях семестра. Студент имеет право в любой момент получить информацию о ходе накопления своего рейтинга.

**Промежуточный контроль** – это зачет в 4 семестре для очной формы обучения и в 5 семестре для очно-заочной формы обучения в сессионный период.

**Полная оценка** по дисциплине «Теоретическая фонетика» определяется по сумме баллов (S дисц.), полученных студентом по различным формам текущего, рубежного, итогового контроля, посещения занятий, бонуса за минусом штрафных баллов.

Утверждены на заседании кафедры \_английского языка.

Протокол №\_1\_ от \_30.08.2021 г.

Зав. каф.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(подпись)