

ЗАДАНИЯ ДЛЯ КОНТРОЛЬНЫХ РАБОТ

Контрольная работа выполняется студентами заочной формы обучения. Необходимо выбрать один из вариантов.

Требования к выполнению контрольной работы:

Задания следует выполнять на листах формата А-4. Для выполнения задания необходимо изучить литературу по теме и оформить ее в соответствии с планом. Изложение должно отличаться композиционной четкостью, логичностью, грамотностью.

VARIANT 1

I term

1. The active and passive organs of speech and their role in the sound formation.
2. What consonant sounds are called 'constrictive'? What is the difference between occlusives and constrictives? Provide examples.
3. How do the voiced and voiceless stops influence the length of preceding vowels?
4. What consonant sounds are called 'fricatives'?
5. Give examples to show variations in length of the vowel [i:] in different positions.
6. What articulatory features of the vowel sounds differentiate the meaning of the words *shoe-sure*?

II term

1. Give the definition of Intonation.
2. What is word stress?
3. Stress in compound nouns. Provide examples.
4. Intonation in special and general questions.
5. Transcribe the following sentence, mark the stresses and tunes: '
What do you usually do in the evening?

VARIANT 2

I term

1. What is consonant sound?
2. How else are constrictive noise consonants called and why?
3. What is palatalization? Why does this mistake occur in the pronunciation of Russian learners of English? In what cases may it occur?
4. Give examples to show variations in length of the vowel [i:] in different positions.
5. What phenomenon is called 'reduction'?

II term

1. Word stress in compound adjectives.
2. Sentence stress definition.
3. Intonation in conditional sentences. Provide examples.
4. Intonation in exclamations. Provide examples.
5. Transcribe, mark the stresses and tunes in the following sentence: *Who are you waiting for?*

VARIANT 3

I term

1. What is phonetics?
2. Which consonants are called affricates? What are the peculiarities of their articulation? Give examples.
3. How are the fricatives classified according to the place of the articulation?
4. Characterise sounds in the following words: *school, gym, wish*
5. Name the sounds which are commonly found in an unstressed syllables.

II term

1. Types of intonation in English.

2. Describe the structure of intonation group.
3. Intonation in parentheses.
4. How is pitch component manifested in English words?
5. Transcribe, mark the stresses and tunes in the following sentence:
If he studied harder he would pass the exam.

VARIANT 4

I term

1. What are the peculiarities of diphthongs articulation?
2. What are the two consonant classes according to the degree of noise?
3. How are the constrictive sonorants made?
4. What is the main difference between occlusive and occlusive-constrictive consonants in the manner of releasing the obstruction?
5. Give examples to illustrate that [ɑ:] is not equally long in different phonetic contexts.

II term

1. Name the types of descending heads. Give examples.
2. What is a nuclear in a phrase?
3. Define word stress of the following words in respect of its position: *remarkable, educated, interesting, demonstration, apologize.*
4. Intonation with enumeration.
5. Transcribe, mark the stresses and tunes in the following sentence: *It was so exciting to meet them here.*

VARIANT 5

I term

1. What is the function of the vocal cords in the production of voiced and voiceless noise consonants?
2. Describe the occlusive-constrictive consonant sounds.
3. What do the consonants [p], [t], [k] have in common?
4. What consonants are called 'affricates' and why?
5. What degrees of reduction do you know?
6. Characterise the sounds in the following words: *chair, jacket, farm*

II term

1. Function of intonation in the language.
2. Intonation in commands and orders.
3. Define word stress of the following words in respect of its position: *finish, together, malice, family, quality, agitate, apologize.*
4. Intonation in publicistic style.
5. Transcribe, mark the stresses and tunes in the following dialogue:
 - *What's your name?*
 - *My name's Alex. And what's your name?*

VARIANT 6

I term

1. Describe what sound is.
2. What articulatory features of the opposed consonants make the meaning of the following words different? *Rip-rib, tear-dear, pick-pig, park-bark, card-guard?*
3. Which vowel sounds are called rounded and unrounded? Give examples.
4. Divide the following words into syllables: *comfortable, chocolate, parliament.* What phonetic phenomena can you define?
5. What is assimilation? Provide the examples.

II term

1. Sentence stress definition.
2. Types of ascending heads.
3. Intonation in tag-questions.
4. Rising intonation in questions.
5. Transcribe, mark sentence stress and tunes in the following sentence:
We ate an apple and a banana in a cinema in Canada.

VARIANT 7

I term

1. What is sonorant? State the difference between sonorants and noise consonants?
2. Enumerate the consonant groups according to the place of articulation.
3. Give your own examples to show that the opposition of the sounds [f]-[v], [s]-[z], [θ]-[ð] in the word initial or word final position is capable of differentiating the meaning.
4. How does the difference in voicing influence the length of the preceding vowel?
5. Provide phonetic analysis of the following words: *horse, heart, cushion*

II term

1. Compare the accentual patterns of the words *unusual* and *unshaven*. What is the difference between them due to?
2. Types of sentence stress. Difference between normal and logical stress.
3. Accentual patterns of compounds nouns, adjectives, verbs.
4. Transcribe and intonate the following sentence: *I'd love to have a chat with you!* Use emphatic stress in it.

VARIANT 8

I term

1. How are the forelingual consonants classified according to the work of the tip of the tongue?
2. What articulatory features of the opposed consonants make the meaning of the following words different? *pea-fee, head-fed*
3. Define every type of obstruction.
4. Why are the occlusive plosive consonants called 'stops'?
5. Describe the organs of speech.

II term

1. Syllable division.
2. Intonation in questions. Provide examples.
3. What is speech rhythm?
4. Which words are usually stressed in a sentence?
5. Mark sentence-stresses and underline all the content words in the sentence *'I sent them a photo of the children'*. What parts of speech are content words?

VARIANT 9

I term

1. How do the forelingual consonants differ according to the place of obstruction?
2. What articulatory features of the opposed consonants make the meaning of the following words different? *theme-seem, thought-fought, place-plays*
3. What phenomenon is called assimilation? Provide examples.
4. What articulatory features of the vowel differentiate the words *port* and *pot*?
5. Provide phonetic analysis of the following words: *bought, chair, usually*.

II term

1. Difference between word stress and sentence stress.
2. Why is it important to know the syllable boundaries in a word?
3. Intonation group, its structure.
4. Intonation in direct address.

5. Mark sentence-stresses and underline all the form-words in the sentence '*They all went for a walk in the park*'. What parts of speech are form-words?

VARIANT 10

I term

1. Classification of consonants according to the manner of articulation.
2. What common articulative features can be traced in the articulation of the English [t], [d] and [θ], [ð], [s], [z]?
3. Peculiarities of pronunciation English diphthongs.
4. What phenomenon is called reduction? Provide examples.
5. Provide the phonetic analysis of the following words: *garage, tune, jacket*.

II term

1. What sounds are syllabic in English?
2. Are the personal and possessive pronouns generally stressed in connected speech?
3. Intonation in parentheses.
4. Types of scales.
5. Transcribe and intonate the situation: *Is he really ill? – It seems to him he is ill*. What intonation means have you used?