

**Методические указания по освоению дисциплины**  
**Б1.В.ДВ.10.02 Английский язык в современном мире**

**Направление подготовки 45.03.02 «Лингвистика»**  
**Профиль подготовки Перевод и переводоведение**

**1. Цель и планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы**

Целями освоения дисциплины «Английский язык в современном мире» являются:

- ознакомление студентов с ролью английского языка в развитии мирового сообщества и мировой культуры;
- ознакомление обучающихся со специфическими чертами и тенденциями английской языковой системы в их неразрывной связи с условиями существования языка.

**2. Цель методических рекомендаций:** обеспечить обучающемуся оптимальную организацию процесса освоения дисциплины.

Процесс освоения дисциплины включает посещение лекций, практических занятий по расписанию, самостоятельную работу обучающегося, а также прохождение текущего контроля знаний и промежуточной аттестации (сдача зачета и экзамена).

**3. Методические указания по выполнению самостоятельной работы**

Успешное овладение любой информацией на английском языке во многом зависит от эффективности самостоятельной работы студентов. Студент должен помнить, что языком нужно заниматься ежедневно, мозг нуждается в постоянной тренировке. Исследования кривых забывания показали, что забывание происходит наиболее интенсивно в первые 6 часов после запоминания. Если информацию требуется запечатлеть на длительный срок, ее целесообразно повторить через 15-20 минут, затем через 8-9 часов и через 24 часа. На прочность запоминания влияют особенности самоинструкции или временной установки. Вы можете лучше запомнить необходимый для усвоения материал, если поставите перед собой задачи запоминания:

- на полноту;
- на точность;
- на прочность.

Ваша личная установка повлияет не только на сам факт запоминания, но и на длительность запоминания. Старайтесь больше фраз проговорить по дороге домой (например, в транспорте) или дома (например, когда убираете квартиру).

Как запомнить «незапоминающийся, непослушный» материал. Не старайтесь «зубрить», запоминать механически, в отрыве от контекста. Постарайтесь представить себе, «увидеть» те предметы или явления, которые обозначаются словами английского языка, соотнести заучиваемую фразу с определенной ситуацией и повторить её не менее 7 раз. Уделяйте особое внимание «готовым фразам», которые можно использовать в максимальном количестве случаев.

Работая самостоятельно над учебником, не пренебрегайте комментариями, приложениями, схемами, таблицами. Читайте, осмысливайте их, и ваши знания будут прочнее.

При работе над темой самостоятельно, студент должен прочитать необходимый текст, составить план прочитанного материала, подобрать ключевые слова и выражения, составить 5-6 вопросов по тексту, пересказать текст, быть готовым обсуждать этот текст с однокурсниками или преподавателем во время промежуточной и итоговой аттестации.

**4. Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины и учебно-методическое обеспечение самостоятельной работы студентов**

**Фонд оценочных средств**

**Тестовые задания для текущего контроля**

*Some tendencies typical of changes in the standard pronunciation*

Choose the right answer:

1. National standards undergo constant changes due to various \_\_\_\_\_ factors.
  1. internal
  2. external
  3. internal and external
  
2. The RP of recent years is characterized by a great amount of \_\_\_\_\_ variants.
  1. permissible
  2. pernicious
  3. perpetual
  
3. The phoneticians come to the conclusion that a definite trend towards \_\_\_\_\_ is observed in the quality of English vowels at present.
  1. centrality
  2. centralization
  3. centrum
  
4. In actual speech historically long vowels [i:] and [u:] normally realized in RP as diphthongoids are becoming more \_\_\_\_\_ and tend to become diphthongized.
  1. backed
  2. centralized
  3. fronted
  
5. There is a tendency for some of the existing diphthongs to be smoothed out, to become shorter, so that they are more like pure vowels. It is very often the case with [ei], particularly in the word \_\_\_\_\_ position, where the glide is very slight.
  1. final
  2. initial
  3. central
  
6. Diphthongs and triphthongs [ai], [au], [aʊə], [aiə], being subject to a smoothing process, are frequently realized as [aə], [a:] and even [a], as in \_\_\_\_\_ RP: e.g. fire [faɪə] – [faə] – [fa:] – [fa].
  1. conservative
  2. general
  3. advanced
  
7. Diphthongs [oə], [ʊə] tend to be leveled to long open “o”. The words like ‘poor’ and ‘paw’ are now homophones pronounced identically.
  1. homonyms
  2. homophones
  3. homographs

8. There is a tendency for all short vowels to be made nearer the \_\_\_\_\_ of the mouth, i.e. to move towards [ə], especially in unstressed position.
1. center
  2. front
  3. back
9. The vowel phoneme [e] turns to a more \_\_\_\_\_ [ɛ]: better [ˈbetə] > [ˈbɛtə].
1. close
  2. open
  3. central
10. The nucleus of [ei] becomes more \_\_\_\_\_ [ɛi]: day [dei] > [dɛi].
1. close
  2. open
  3. central
11. The nuclei of the diphthongs [ai], [au] tend to be more back, especially in the \_\_\_\_\_ variant of pronunciation: tie [tai] > [tɔi], cow [kav] > [kɔv].
1. male
  2. female
  3. childlike
12. Final \_\_\_\_\_ [i] is often lengthened: very [veri:], many [meni:].
1. half-stressed
  2. stressed
  3. unstressed
13. The element ‘-day’ is pronounced like \_\_\_\_\_ instead of [di] in derivatives: Sunday.
1. [dei]
  2. [de]
  3. [dai]
14. Nowadays there is a tendency to pronounce the unstressed prefixes ‘con-’ and ‘ex-’ like \_\_\_\_\_ and \_\_\_\_\_.
1. [kən] and [əks]
  2. [kon] and [eks]
  3. [kin] and [iks]
15. \_\_\_\_\_ is lost after [l], [s], [z]: e.g. luminous, suit, exhume.
1. [j]
  2. [i]
  3. [u]
16. Among recent innovations is the \_\_\_\_\_ of dark [ɫ]: e.g. [ɫ] in the words ‘told’, ‘milk’ is pronounced as [v].
1. reduction
  2. centralization
  3. vocalization
17. The sound [t] is pronounced with a glottal \_\_\_\_\_ before a stressed vowel and before a pause: He’s go(t) ice.

1. pause
2. juncture
3. stop

18. RP retains word final \_\_\_\_\_ [r] as a linking form when the following word begins with a vowel that is in those cases where an [r] sound existed in earlier forms of RP, as the spelling indicates: e.g. far off, answer it.

1. postvocalic
2. prevocalic
3. backvocalic

19. The [r] linking usage is extended to all vowel endings even when there is no historical (\_\_\_\_\_) justification. Such intrusive [r]s are to be heard in the following cases of [a:], long open 'o', [ə] endings: e.g. Shah of Persia, law and order, idea of [ai'diər əv].

1. spelling
2. grammatical
3. lexical

20. The voiceless sound [t] in the \_\_\_\_\_ position is made voiced: e.g. better [ˈbetə] > [ˈbedə].

1. intervocalic
2. double
3. middle

21. In the clusters of two \_\_\_\_\_ where the loss of plosion is usually observed each sound is pronounced with audible release: active, sit down.

1. voiceless
2. fricatives
3. stops

22. Voiced consonants [b], [d], [g], [v], [z], [ð] tend to become devoiced in the final position: e.g. He saw his cap [kæp]. – He saw his cab [kæp].

1. plosives
2. fricatives
3. voiced

### ***Some Recent Changes in the English Vocabulary***

Chose the right answer:

1. The current meaning of *Establishment* (spelt with a capital initial "E") is \_\_\_\_\_
  1. a setting up of something as in the establishment of a new committee or government
  2. something that was itself set up – as a home or a household
  3. a "clique", the ruling circles of Great Britain
2. In the sentence "*The USA launches new space probe towards Venus*" the word *probe* is used in the meaning of \_\_\_\_\_
  1. an instrument for exploring a wound
  2. a space vehicle for scientific investigation
  3. any medical instrument

3. A ship that has underwater wings which lift it right out of the water when traveling at speed is called \_\_\_\_\_
1. a hydropathical ship
  2. a hydroelectric ship
  3. a hydrofoil ship
4. An exciting new development in air transport is a transport of propelling itself over land and water while supported by a cushion of air made by jet engines. It is called \_\_\_\_\_
1. hovercraft
  2. craftsmanship
  3. craftiness
5. The words *blizzards*, *skyscraper*, *to hike* were considered to be \_\_\_\_\_ 70 – 80 years back.
1. standard
  2. substandard
  3. colloquial
6. The compound word *sauna bath* or simply *sauna* is a \_\_\_\_\_ borrowing.
1. Finnish
  2. Latin
  3. Russian
7. Undertaking unpaid housework in return for board and lodging (usually of foreigners interested in learning English) is known as \_\_\_\_\_
1. au fait
  2. au pair
  3. au revoir
8. *Moped* is not \_\_\_\_\_
1. motor-assisted pedal-cycle
  2. a bicycle fitted with a small petrol engine
  3. a cycle-car
9. In the sentence “*Beat is tops, it is simply fab*” ‘fab’ stands for \_\_\_\_\_ .
1. fable
  2. fabric
  3. fabulous
10. The abbreviation *GAM* denoting a ground-to-air missile is pronounced \_\_\_\_\_ .
1. [dʒi: ei em]
  2. [gæm]
  3. [gam]
11. *ITV* stands for \_\_\_\_\_ Television.
1. Independent
  2. Intrusive
  3. Indigestible
12. The blend *trafficator* (from traffic and indicator) denotes the winking lights on a motor vehicle that show the direction in which it intends
1. to turn

2. to go ahead
3. to move back

13. The formation *breathalyzer* (from breath analyzer), i.e. equipment used by the police to ascertain whether a motorist has indulged in alcoholic drink, is used in the word combination \_\_\_\_\_.

1. *breathalyzer test*
2. *breathalyzer probe*
3. *breathalyzer analysis*

14. The word *chunnel* (from channel and tunnel) refers to the tunnel that is dug under \_\_\_\_\_.

1. Saint George's Channel
2. the Irish Sea
3. the English Channel

15. The ancient universities of Oxford and Cambridge are not referred to collectively as \_\_\_\_\_ when they are contrasted to the so-called Redbrick and Plate-glass universities of Britain that were founded in the 19<sup>th</sup> and 20<sup>th</sup> centuries.

1. Oxbridge
2. Camford
3. Fordbridge

16. A new compound *frogman* denotes \_\_\_\_\_.

1. a man using an aqualung or light diving equipment
2. a man who can jump like a frog
3. a frog that looks like a man

17. To denote the fact that Britain is losing an increasing number of talented young specialists who are attracted to the USA where they are paid higher salaries and provided with better facilities for work the term \_\_\_\_\_ is used.

1. brain-pipe
2. drain-brain
3. brain-drain

18. Which preposition is superfluous in the sentence *I met up with an old friend of mine* (American English) from the point of view of British English?

1. up
2. with
3. of

19. The meaning of the compound 'blackout' in the following newspaper heading "*Blackouts follow the freeze-up*" is \_\_\_\_\_.

1. the concealing of lights after dark
2. sudden loss of consciousness
3. power cut

20. The expression \_\_\_\_\_ is not used as an answer when somebody thanks you in British English.

1. You are welcome!
2. Don't mention it!
3. Not at all!

### *Some Features of Present-day Colloquial English*

Choose the right answer:

1. The written variety of language is usually not characterized by \_\_\_\_\_.
  1. a relatively more careful and elaborate wording.
  2. complex sentences
  3. indicating desirable shades of meaning by auxiliary means such as gestures, facial expression, stress and intonation, etc.
2. The written variety of language is usually characterized by \_\_\_\_\_.
  1. paralinguistic devices
  2. differences in intonation
  3. the deliberate choice of lexical and syntactical means
3. The lesser elaboration of wording and a simpler vocabulary of the spoken variety of language is the result of \_\_\_\_\_.
  1. a protracted monologue
  2. the generally spontaneous, unprepared character of spoken language
  3. detailed description of the situation
4. Spoken style is characterized by \_\_\_\_\_.
  1. a wealth of synonyms
  2. punctuation marks
  3. the use of specific colloquial words (usually known as colloquialisms)
5. Written style is characterized by \_\_\_\_\_.
  1. the widespread use of idiomatic expressions
  2. the frequent occurrence of elliptical sentences
  3. rare use of neologisms
6. Another well-known characteristic of present-day spoken English includes the frequent use of different types of so-called \_\_\_\_\_.
  1. tag questions
  2. special questions
  3. general questions
7. Elements which keep a conversation going by helping to avoid awkward silences are not termed \_\_\_\_\_.
  1. delay words
  2. conversational sustainers
  3. conversational formulas
8. Literary or formal colloquial English is the more formal and grammatically correct kind of English is not used by people in \_\_\_\_\_.
  1. their dealings with strangers and in business or official transactions
  2. formal conversation with others than intimate friends and members of one's family
  3. lively, everyday conversation
9. Literary or formal colloquial English stands very close to \_\_\_\_\_.
  1. informal, literary style
  2. low colloquial

3. informal colloquial

10. The style often used in official correspondence is \_\_\_\_\_.

1. vulgar style
2. intimate style
3. informal, literary style

11. Intimate or informal colloquial English is used in \_\_\_\_\_.

1. lively, everyday conversation
2. official correspondence
3. in business

12. The vocabulary of literary colloquial English is extensive, comprising \_\_\_\_\_.

1. literary or bookish terms
2. dialectal elements
3. vulgarisms

13. The speed of utterance of intimate colloquial style results in \_\_\_\_\_.

1. full forms
2. very many contracted and weak forms
3. standard forms

14. The widespread use of elliptical sentences is characteristic of \_\_\_\_\_ style.

1. formal colloquial
2. literary colloquial
3. informal colloquial

15. In \_\_\_\_\_ style one frequently comes upon sentences without a finite verb and with a gerund or an infinitive phrase as the subject.

1. informal colloquial
2. formal colloquial
3. vulgar

16. Many specifically colloquial synonyms of stylistically neutral words are found in \_\_\_\_\_ style.

1. formal colloquial
2. informal colloquial
3. literary colloquial

17. Slang, jargon, argon and cant are various types of \_\_\_\_\_ English.

1. vulgar colloquial
2. formal colloquial
3. informal colloquial

17. It is in the field of \_\_\_\_\_ that the differences between colloquial and literary English are most marked.

1. phonetics
2. vocabulary
3. grammar

18. One definition of slang is that it consists of \_\_\_\_\_, which have not won recognition by literary usage.



1. highly colloquial words and expressions with a humorous, emotional or vulgar connotation
2. grammatical irregularities
3. phonetic peculiarities

19. The foreign learners should play safe and cultivate a neutral \_\_\_\_\_ style.

1. vulgar colloquial
2. informal colloquial
3. formal colloquial

20. An advantage of knowing formal colloquial English is that it \_\_\_\_\_.

1. is relatively stable
2. changes quite rapidly
3. is smart

### **Задания для текущего контроля**

1. Discuss the following examples with respect to the difference between formal and informal registers. Can you think of similar instances?

We hope to arrive at approximately four o'clock.

We'll come about four.

We'll turn up fourish.

(Chapman R. Developing Awareness of Register in English // System. – Pergamon Press, 1982. – Vol. 10. – No. 2., p. 116).

2. Professor Higgins taught Eliza Doolittle to pronounce correctly the following sentences:

The rain in Spain stays mainly in the plain.

In Hertford, Hereford and Hampshire hurricanes hardly ever happen.

What phonetic mistakes should she get rid of?

3. Get acquainted with the forms of given neologisms and their meanings:

Techie (an expert in or an enthusiast for technology)

Download (to move data to a smaller computer system from a larger one)

Smoke and mirrors (an explanation or demonstration which is essentially deceptive; something fraudulent or insubstantial)

Walker (a male escort paid to accompany a woman in public or at a social engagement)

Vegelate (chocolate that contains a certain proportion of vegetable fat other than cocoa butter)

Trophy wife (a wife regarded as a status symbol for her husband)

Headcase (someone whose behavior is violent and unpredictable)

(Иванова Е.В. стр. 333)

Can you guess the meanings of the following new words: Blairism, downshifter, doctor-assisted suicide, water birth, physically challenged, mentally challenged, edutainment, Euro-skeptic.

4. Read the following passage and say which type of RP reflects the tendencies typical of changes in pronunciation.

According to A.C. Gimson, an English phonetician, we distinguish in England conservative RP forms, used by the older generation, and, traditionally, by certain social groups; the general RP forms, most commonly in use and typified by the pronunciation adopted by the BBC; and the advanced RP forms, mainly used by young people of the upper classes, but also for prestige value, in certain professional circles. The last type of RP reflects the tendencies typical of changes in pronunciation. Some of its features may be results of temporary fashion; some are adopted as a norm and described in the latest textbooks.

### **Программа зачета**

по д/в «Английский язык в современном мире» направления «Педагогическое образование: образование в области иностранного языка (английский)» для студентов 3 курса

Структура и содержание зачета.

#### **1. Цель и задачи зачета по «Английский язык в современном мире»**

Целью зачета является выявление степени сформированности базовой профессиональной компетентности предметным содержанием дисциплины. Основными задачами зачета являются проверка:

- сформированности необходимой лингвистической базы знаний по функционированию современного английского языка;
- наличия теоретических и практических знаний и умений анализа языковых фактов с точки зрения современного состояния английского языка с учетом будущей профессиональной деятельности.

2. Итоговая аттестация включает собеседование по вопросам, охватывающим различные аспекты функционирования современного английского языка

#### **Критерии оценки.**

При выставлении баллов преподаватель руководствуется критериями оценки, изложенными в «Положении о балльно-рейтинговой системе знаний студентов СахГУ». Перевод баллов в оценки по пятибалльной системе осуществляется также в соответствии с рекомендациями данного положения:

менее 52 % - неудовлетворительно

52 % и более – удовлетворительно

70 % и более – хорошо

85 % и более – отлично

### **Вопросы к зачету**

What are Ferdinand de Saussure's main ideas of language as a system?

Define the notion of Standard English. Why do you think it is not easy?

What is the terminological difference between EFL (English as a Foreign Language) and ESL (English as a Second Language)? In which countries English is used as a Second Language?

How are the notions expressed by the terms *functional style*, *register*, and *genre* interrelated?

Why is English, the language of the former colonial power, still widely used and taught in the new nations of Africa and Asia?

What is the functional role of English as an international language?

What are the two developments concerning the immediate future of English often discussed by specialists nowadays?

What can you say about the use of English in the new national literatures of Africa, India and the Caribbean?

Why do we speak in particular about the influence of American English usage on the language in Britain and other parts of the world?

What are certain tendencies and trends to be observed in the development of Modern English phonetics?

Why has the rate of linguistic changes slowed down in the past 50 – 60 years?

What is the most important recent change of a general character affecting the British language as a whole?

What type of British English pronunciation is usually recommended today for teaching purposes?

What are independent or isolative phonetic changes? Give examples.

What are co-articulatory or combinative sound changes? Give examples.

What sound changes due to analogy are you familiar with?

What are the tendencies in the changes concerning the stressing of words?

How can Anglicization of foreign words be commented on?

What can be said about new spelling pronunciations?

What class of words is most affected by spelling pronunciation during the past 40 -45 years? Why?

What are permissible variants that the RP of recent years is characterized by?

What definite qualitative changes have most of English vowels undergone?

What types of free variation of vowels appeared under the influence of orthography?

What changes have some of English consonants undergone?

What are certain tendencies and trends to be observed in the development of Modern English vocabulary?

What are certain tendencies and trends to be observed in the development of Modern English orthography?

Why is Modern English difficult to read and write?

What alphabet is Old English writing based on?

What innovations did French scribes introduce?

How did the introduction of printing influence English spelling?

What damage to English spelling has been done by lexicography of S. Johnson?

What spelling reforms tried to make an attempt to narrow the gap between English spelling and pronunciation?

What are the two kinds of change going on in the vocabulary?

What examples of change when words (or expressions) in common use acquire a new or additional meaning can be given?

What examples of entirely new words and expressions can be given?

What examples of recent loan-words from other languages that have usually been the result of specific events or situations which have caught the public eye can be given?

What examples can serve as illustrations of recent contractions and abbreviations?

What formations illustrate combinations of verbs and prepositions and post verbal particles?

What do you call formations of the type *to have a wash*? Give other similar examples.

What new idiomatic expressions you are familiar with have appeared in BE?

What are certain tendencies and trends to be observed in the development of Modern English grammar leading to its radical typological change?

What are different senses that are allotted to the word “colloquial”?

Why should the classification into “written” and “spoken” types of language not be taken too rigidly?

What is the written variety of language usually characterized by?

In what way does the spoken variety of language differ from the written variety?

What sub varieties of language according to use are distinguished in lingo-stylistics?

What is the most suitable way of classifying the separate styles or registers of a language?

What are three principal levels of styles within present-day spoken English?

What are spheres of usage of principal levels of styles within present-day spoken English?

What are the differences in the usage of vocabulary and grammar in the registers mentioned above?

What style should foreign learners study? Why?

What extra linguistic factors influenced the development of American variant of English?

What levels of the language demonstrate greater differences between the two varieties of English?

What does a comparison of the names of everyday objects and phenomena in both varieties show?

What factors contributed to the borrowing of numerous Americanisms into British colloquial usage and subsequently into literary language?

What factors has favored the spread of Americanisms into British English?

When did the first Americanisms find their way into British usage?

What is Charles Dickens’ contribution to the popularization of Americanisms?

What is John Galsworthy’s attitude to the use of Americanisms?

What is the role of the press in propagating Americanisms in Britain?

What examples of words of American origin in the field of journalism can you give?

What are the examples of American slang that has forced its way into literary American and also into British usage?

In addition to elements of American slang, BE has also borrowed quite a few words denoting everyday things and phenomena as well as some socio-political terms. What are they?

What can you say about phraseological combinations and idiomatic expressions that have entered BE from AE?

What do you know about the growing practice in both AE and BE of using nouns converted from phrasal verbs?

Why is it difficult to assess the precise value of the American contribution to the vocabulary of BE?

What is the attitude of different people towards Americanisms at different periods of the language development?

Why are the differences in grammatical usage between AE and BE insignificant?  
How do you understand the statement that American pronunciation habits have accelerated certain changes in the more conservative British standard?  
What simplified American spelling variants have been adopted in Britain?

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