

## ТЕМЫ И ЗАДАНИЯ ДЛЯ ПОДГОТОВКИ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ

(I СЕМЕСТР)

### Тема 1. Introduction to Phonetics.

1. Phonetics as a science of sounds.
2. Speech organs, their work.
3. The process of sound articulation.

*Термины: phonetics, active speech organs, passive speech organs*

*Выполнить:*

1. Write down and learn the definition of term “phonetics”.
2. Write down and learn the translation of speech organs (10 words)
3. Find a picture of a human vocal tract and explain the process of sound articulation.

*Литература: [3 – [p. 8 – 14](#); 4 – p. 7 – 9]*

### Тема 2. Letters and Sounds.

1. International Phonetic Alphabet (IPA).
2. Vowel sounds, their classification.
3. Long /short vowels. Unstressed vowels /ə/, /ɪ/. Peculiarities of diphthongs articulation /ɪə/, /εə/, /aʊ/, /ɔɪ/, /əʊ/.
4. Variations of pronunciation of the letters *e, a, o, u*.
5. Classification of consonant sounds.
6. The sounds /θ/, /□/, /s/, /z/. Pronunciation of *s* and *th* with different spelling patterns.
7. The sounds /ʃ/, /tʃ/ and /dʒ/. Pronunciation of the letters *ch*.
8. Unpronounced plosives (/d/, /b/, /g/, /t/, /p/ and /k/).
9. Silent sonorants.

*Термины: letter, sound, vowel sounds, consonant sounds, diphthong, monophthong, phonetic alphabet, occlusive consonant, constrictive consonant, occlusive-constrictive consonant, sonorant consonant, back vowel, back-advanced vowel, front-retraced vowel*

*Выполнить:*

1. Write down, translate and learn the terms.
2. Learn the phonetic symbols.
3. Learn the tongue-twisters by heart. Practice saying them aloud.

*The rain in Spain falls mainly on the plain.*

*Steve keeps the cheese in the freezer.*

*A fat cat sat on the man's black hat.*

*Berny brought a big breakfast back to bed.*

*David's daughter didn't dance, but David's dad did.*

*It's best to rest said the vet to the pet.*

*Pat put purple paint in the pool.*

*Sharon shouldn't wash her shoes in the shower.*

*Which child puts chalk on the teacher's chair?*

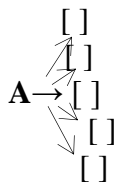
*Ginger spilt orange juice on George's jacket.*

*Wendy went away twice a week. Vera drove to Venice in a van.*

*I ate an apple and a banana in a cinema in Canada.*

4. Transcribe the following words. Explain the ways of pronouncing [ʊ] or [u:]  
*Pool, hood, school, two, union, blue, Tuesday, push, zoo, new.*

5. Transcribe the words. Explain the pronunciation of the letter A. Complete the chart.  
*Train, park, plane, wave, all, map, bad, stay, tall, almost*



6. Transcribe the words. Explain how the *th* is pronounced – voiceless [θ] or voiced [ð]  
*There, cloth, Thursday, birthday, Maths, brother, throw, breathe, with, father*
7. Transcribe the following words. Pay attention to the pronunciation of *g* in initial position.  
*Gym, grow, guest, gender, ginger, group, gypsy, garden, gift, gold, germ, gun*
8. Write the word where you do not pronounce one or more consonants.  
*maths, clothes, law* →  
*skirt, memory, woman* →  
*pound, bus, whole* →  
*tin, sign, dish* →  
*duty, scissors, gun* →  
*doubt, music, step* →  
*major, salary, know* →  
*fight, tree, write* →  
*peanut, dumb, disguise* →  
*honour, brilliant, competence* →
9. Look at the phonetic symbols. Name them. Define the words which contain the given sound.
- |  |  |
|--|--|
| /əʊ/ touch - eight - hope - pool         | /ɑ:/ mother - park - cup - son         |
| /eɪ/ bag - take - party - phone          | /ɛə/ fear - pear - each - see          |
| /ɪə/ clean - feet - ear - head           | /i:/ meat - big - its - end            |
| /tʃ/ church - character - school - ridge | /θ/ Thomas - mother - thanks - clothes |
| /ɪ/ think - breath - leather - month     | /z/ vision - desks - usually - basin   |
| /j/ jar - major - yacht - my             | /dʒ/ push - chicken - justice - page   |

10. Give for each phonetic description the correct English word.

[dʌk] -	[kə'lektə] -
['tu: θeɪk] -	[ʃaʊə] -
['ɪmɪdʒ] -	[kætʃ] -
['faɪəwɜ:kəs] -	[meɪʒə] -
['hækt] -	[θi:m] -

11. Provide the phonetic analysis of the following words.

*Wish, school, phoneme, pain, comfort, teaching, theatre, sure, dare, sand*

*Литература:* [1 – p. 10 – 48; 3 – p. 22 – 54, 85 – 120; 4 – p. 9 – 41; 8; 9; 14]

### Тема 3. Sound modifications.

1. Assimilation. Elision.
2. Reduction.
3. Aspiration. Nasal plosion. Loss of plosion.

*Термины: sound modification, assimilation, reduction, aspiration, nasal plosion, reciprocal, elision*

*Выполнить:*

1. Write down and learn the definitions of named phonetic phenomena.
2. Practise reading the following families of words at normal conversational speed. Concentrate on the clusters of two plosives.

*Kept, slept, dropped, stop trying, keep going, a deep pool; robbed, sub-titl; football, hot toast, that cat, first person; bad beer, breadcrumb; blackboard, desk chair, thick piece, blak dog, look carefully; big cake, bagpipe.*

3. Transcribe and read the sentences given below. Explain the phonetic phenomena you noticed.

*If he comes, tell him I'm out. In his will he left his son most of his books. Give her books and her papers. I hope he'll give her a hand. His success went to his head.*

4. Transcribe the following sentences, concentrating on reduced form words. Practise reading the sentences.

*Did you enjoy your day in Briton yesterday?  
Is that man at the door of your room her father?*

5. Transcribe the following text. Pay special attention to possible assimilation and elision cases. Mark the stresses (main and secondary in the compounds).

*Last Sunday, Susan and Peter went to an old-fashioned garden-party in the gardens of the Town Hall. It was a disaster and nearly caused them to break up. The trouble was, Susan did not realise it was going to be old-fashioned. She expected something more hi-tec and trendy. After a show-down in the middle of the first speech – by Lady somebody-or-other –she walked out on him. Peter was totally fed-up, but I heard that they made up again later.*

*Литература: [2 – p. 14 – 15, 52, 75, 109, 210 - 211; 3 – p. 66 – 76; 122 – 125; 15]*

#### **Тема 4. Syllable.**

1. Syllable structure.
2. Syllable division.
3. Types of syllables.

*Термины: syllable, covered/uncovered syllable, open/close syllable*

*Выполнить:*

1. Learn the terms. Organise them in phonetic glossary.
2. Transcribe the following words, define the number of syllables and a syllabic sound.  
*Narrate, drawer, ruffle, dragon, Germany, parcel, stupid, trouble, person, kitchen, even, blossom, palm, warmth.*
3. Circle the correct way to divide each word into syllables.  
a. abse•nt      ab•sent      a•bsent  
b. splint•er      spl•inter      splin•ter  
c. fre•q uent      freq•uent      fr•equent  
d. at•hle te      ath•lete      athle•te  
e. gos•sip      goss•ip      go•ssip
4. Circle the words that have three syllables.

- |              |          |           |          |
|--------------|----------|-----------|----------|
| a. guitar    | mandolin | xylophone | trumpet  |
| b. hollyhock | daisy    | daffodil  | foxglove |
| c. dalmatian | beagle   | pointer   | terrier  |

*Литература* [[1 – p. 50, 56 – 62](#); [2 – p. 40 – 41](#), [3 – p. 133 – 137](#)]

(II СЕМЕСТР)

**Тема 1. Word Stress.**

1. Word stress notion. Stress in monosyllabic and polysyllabic words.
2. Stress in compound words: nouns, adjectives.
3. Stress in compound words: numerals, verbs
4. Word stress and rhythm.

*Термины: word stress, primary (main) stress, secondary stress, compound words*

*Выполнить:*

1. Write the terms down in the glossary. Learn them by heart.
2. Mark the word stress in underline words.
  1. Can you pass me a plastic knife?
  2. I want to be a photographer.
  3. Which photograph do you like best?
  4. He was born in China.
  5. Whose computer is this?
  6. I can't decide which book to borrow.
  7. Couldn't you understand what she was saying?
  8. Voting in elections is your most important duty.
  9. We had a really interesting conversation.
  10. How do you pronounce this word?
3. Transcribe the words. Arrange them in columns according to their accentual pattern.  
*Actualize, actualization; modify, modification; dominate, domination; clarify, clarification; identify, identification; accommodate, accommodation.*
4. Define the compound words in the following sentences. Mark stress, define part of speech.
  1. I heard a blackbird singing.
  2. Put the seedlings in the greenhouse until they are taller.
  3. He is a bad-tempered old man.
  4. My grandparents are a little old-fashioned. (2 words)
  5. I don't understand what you mean.
  6. The water will overflow and come out through this overflow pipe. (2 words)
  7. I need to go to the supermarket before I leave for the airport. (2 words)
  8. He is waiting at the bus-stop on the main highway. (2 words)
  9. He came straight out of the swimming-pool and into the living-room to answer the telephone. (3 words)
  10. This raincoat isn't waterproof. (2 words)
  11. Traffic-lights are confusing because I'm colour-blind. (2 words)
  12. What's he like? Well he's easy-going, and good-looking, very self-confident and always well-dressed. (4 words)
5. Transcribe the words. Arrange them in columns according to their accentual pattern.

*Empty, guitar, against, alarm, argue, bathroom, control, crowded, event, improve, retired, jumper, lawyer, lovely, pavement, prefer, prevent, routine, scissors, stomach, towels*

6. Read the sentences. Keep in mind what you know about word stress in compound nouns and similar word combinations. Mark the stress.

*He lives in the green house. He is in the greenhouse, in the garden*

*We saw some blackbirds in the forest. Children saw some black birds in the yard.*

*Teacher often uses a blackboard. He needs a piece of black board.*

*Have you ever seen a horsefly? Have you ever see a horse fly?*

*Does he live in the White House? Does he have the white house?*

7. Transcribe the following phrases. Mark stresses. Pay attention to the distinctive function of stress.

*This article is for export only. This country exports much wool.*

*Where are the old cassette records? These devices record weather conditions.*

*You have made slow progress in English. The work will progress gradually.*

*He speaks with a perfect accent. You are to accent the words correctly.*

*You could see every detail of the picture. You shouldn't detail all the facts.*

*Литература: [1 – p. 52, 64 – 70; 3 – p. 138 – 146; 9; 12]*

## **Тема 2. Sentence Stress.**

1. Introducing sentence stress. Types of sentence stress.
2. Unstressed words in a sentence. Accenting pronouns, contractions, auxiliary verbs, verb *be* in a sentence.
3. Sentences with all the words stressed.
4. Sentence stress and rhythm.

*Термины: sentence stress, logical stress, emphatic stress, accent*

*Выполнить:*

1. Learn the terms.
2. Watch video: Introduction to Stress and Intonation.
3. Mark the sentence stress in the dialogues. Practise reading the dialogues.

*A: I'm going on an excursion tomorrow.*

*B: What will you do if it's raining?*

*A: If it's raining I'll go to the pictures instead.*

*B: I think you'll have to!*

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*Mary: Hi! How are you?*

*Jane: Hi! I'm very well. And how are you?*

*Mary: Oh, I'm not very well. I'm ill these days.*

*Jane: Oh! That's a pity! Take care!*

*Mary: Bye. See you.*

4. Practise pronouncing sentences with all stressed words in practice book unit 33.
5. Transcribe the proverbs. Mark sentence stress and give Russian equivalents.

*He speaks Chinese and Japanese with equal ease.*

*Read the newspaper review through and through.*

*Review the rules for the Future tenses.*

*Brother made mother's cup run over.*

*Rod often got into hot water.*

*A new broom sweeps clean.*

*Where there's a will, there's a way.*

*Constant dropping wears away the stone.  
No pains – no gains.  
He laughs best who laughs last.  
Strike while the iron is hot.  
No smoke without fire.  
A sunshiny shower won't last an hour.*

*Литература:* [[1 – p. 54, 72 – 88](#); [3 – p. 212 – 218](#); [4 – p. 397 – 400](#); [7](#); [13](#)]

### **Тема 3. Intonation.**

1. Main terms and notions in Intonation.
2. Types of tones in English.
3. Intonation group: notion, structure.
4. Types of scales.
5. Types of nuclear tones.
6. Accidental rise.
7. Intonation patterns.

*Термины: intonation, syntagm, head, pre-head, nucleus, tail, falling/ rising intonation, rise-fall, rise-fall-rise, accidental rise*

*Выполнить:*

1. Learn the terms. Organize them in the phonetic glossary.
2. Learn the intonation symbols.
3. Watch videos: Falling intonation, Rising intonation, Fall-Rise intonation, Intonation for tag-questions, Intonation for strong emotions, Intonation in long sentences.
4. Intonate the following sentences. Mark sentence stress.

*Where did you spend your holidays?*

*Write your name here.*

*Is she a teacher or a doctor?*

*Come here.*

*What a wonderful view!*

*They bought oranges, bananas, strawberries, pears and apples yesterday.*

*Did he bring the present?*

*She doesn't speak French, does she?*

*I think it is going to rain.*

*What nasty weather we are having!*

*Jill hates cabbage, doesn't she?*

5. Read the dialogues. Mark the stresses and tunes. Practise and memorise them.

A

- What's your name?
- My name's John.
- How old are you?
- I'm thirty-five.
- How many brothers have you got?
- I haven't got any brother.

B

- Look at this picture.
- How beautiful!
- Now look at this book.
- What a very big one!

6. Read the following sentences using Accidental Rise on the words in bold. Don't forget to blend the words together.

1. I suppose it couldn't **possibly** happen again. 2. I'm sorry I couldn't **quite** make out what you were saying. 3. I'm reading the most interesting book by a **new** writer just now. 4. George plays football **every** Saturday afternoon. 5. I haven't seen her for a **long** time. 6. Tom Brown is the **best** student in the class. 7. My husband often does the **washing up** for me. 8. We went for a walk in **spite** of the rain.

7. Make up dialogues according to a given situation.

- Two friends are talking about their visit to the cinema/circus/theatre/concert.
- A doctor and a patient are talking about the latter's health.
- You are going to do the shopping and discussing the point with your mother.
- You are at the café making order.

*Литература:* [[3](#) – p. 147 – 165; [4](#) – p. 322 – 363; [11](#); [13](#);]

#### **Тема 4. Intonation within communication.**

- Falling tones in sentences of different communicative types.
- Rising intonation in questions.
- Intonation of enumeration. Intonation in direct address, parentheses.
- Polite intonation in indirect Wh-questions. Intonation of the author's words.
- Sequence of tones in complex sentences. Emphatic intonation.

*Выполнить:*

- Watch videos: Intonation for strong emotions, Intonation in long sentences, Formal and Informal intonation.
- Enact the dialogue, using the appropriate intonation.

*Getting a Room for the Night*

- Good evening. Can I help you?
- Yes, please. I'd like a room for the night.
- Would you like a single room, or a double room?
- A single room, please. How much is the room?
- It's \$55 per night.
- Can I pay by credit card?
- Certainly. We take Visa, Master Card and American Express. Could you fill in this form, please?
- Do you need my passport number?
- No, just an address and your signature.(fills out the form)
- Here you are.
- Here's your key. Your room number is 212.
- Thank you.
- Thank you. If you need anything, dial 0 for the reception area. Have a good stay!

- Render this dialogue in indirect speech, paying attention to the intonation.

*Литература:* [[3](#) – p. 199 – 211; [4](#) – p. 364 – 370, 393, 401 – 412, 427 – 433; [10](#); [11](#); [13](#);]

#### **Тема 5. Intonational Styles.**

- Formal style.
- Scientific (academic) style.
- Publicistic style.
- Declamatory style.

## 5. Familiar (conversational) style.

*Выполнить:*

1. Intonate the following texts according to their styles. Read them following the intonation marks.

### At the Seaside

When we were children, we used to enjoy playing on the beach, making castles and forts and channels in the sand. I expect you did the same when you were young, because it's really one of the most delightful holidays for children. We used to love playing about on the sand and paddling in the water and getting splashed by the waves. Sometimes, we'd get our clothes wet, and Nurse would get very cross and tell us we oughtn't to have gone so far into the water.

When you're tired of London, go down to the sea for a week or a fortnight. You can walk up and down the front, listen to the band on the pier and do more or less anything you please. If you wish to bathe, you can hire a hut or a tent. A swim now and then, or better still every day will do you a lot of good. Take your car with you, if you've got one, choose a good hotel, and you're sure to spend a thoroughly enjoyable time.

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Phonetics is concerned with the human noises by which the thought is actualised or given audible shape: the nature of these noises, their combinations, and their functions in relation to the meaning. Phonetics is subdivided into practical and theoretical. Practical or normative phonetics studies the substance, the material form of phonetic phenomena in relation to meaning. Theoretical phonetics is mainly concerned with the functioning of phonetic units in the language. Theoretical phonetics regards phonetic phenomena synchronically without any special attention paid to the historical development of English

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- Does this bus go to Trafalgar Square?
  - Yes, sir. Come along. Hurry up.
  
  - Excuse me, what country are you from?
  - I'm from Poland.
  - Do you live in Warsaw?
  - No. I live in a small town in the north of Poland.
2. Prepare the extracts of texts of different styles and read them according to the peculiarities of intonation.

*Литература:* [[3 – p. 228 – 252](#); [10](#); [11](#); [15](#)]