

**МИНИСТЕРСТВО КУЛЬТУРЫ, СПОРТА И МОЛОДЕЖИ
ЛУГАНСКОЙ НАРОДНОЙ РЕСПУБЛИКИ**

**ГОУК ЛНР «ЛУГАНСКАЯ ГОСУДАРСТВЕННАЯ АКАДЕМИЯ
КУЛЬТУРЫ И ИСКУССТВ ИМЕНИ М. МАТУСОВСКОГО»**

Кафедра лингвистики и межкультурной коммуникации

УТВЕРЖДАЮ

Проректор по учебной работе

_____ И.А.Федоричева

_____ 2018 г.

**РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ
ПРАКТИЧЕСКАЯ ФОНЕТИКА АНГЛИЙСКОГО ЯЗЫКА**

Уровень основной образовательной программы – бакалавриат

Направление подготовки – 45.03.02 Лингвистика

Статус дисциплины – вариативная

Учебный план 2018 года

Описание учебной дисциплины по формам обучения

		Очная						Заочная								
Курс	Семестр	Всего час. / зач. единиц	Всего аудиторных час.	Лекции, часов	Практ.(семинарские) занятия, час.	Самост. работа, час..	Форма контроля	Курс	Семестр	Всего час. / зач. единиц	Всего аудиторных час.	Лекции, часов	Практ.(семинарские) занятия, час.	Самост. работа, час..	Контрольная работа	Форма контроля
1	1-2	180/5	180		104	76	Зачет экзамен	1	1-2	180/5	180		22	158	+	Зачет экзамен
Всего		180/5	180		104	76	Зачет экзамен	Всего		180/5	180		22	158	+	Зачет экзамен

Рабочая программа составлена на основании учебного плана с учетом требований ООП ГОС ВО.

Программу разработала _____ Н. В. Свентицкая, старший преподаватель кафедры лингвистики и межкультурной коммуникации

Рассмотрено на заседании кафедры лингвистики и межкультурной коммуникации (ГОУК ЛНР «ЛГАКИ им. М.Матусовского»)

Протокол № _____ от _____ 2018 г. Зав. кафедрой _____ В.В. Унукович

1. ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Дисциплина «Практическая фонетика английского языка» является базовой частью дисциплин ООП ГОС ВО (уровень бакалавриата) и адресована студентам 1 курса (I-II семестр) направления подготовки 45.03.02 «Лингвистика» ГОУК ЛНР «Луганская государственная академия культуры и искусств имени М. Матусовского». Дисциплина реализуется кафедрой лингвистики и межкультурной коммуникации.

Курс практической фонетики английского языка знакомит студентов с особенностями фонетического строя английского языка, особенностями произношения английских звуков, ударения, интонации. Произношение английских звуков в значительной мере отличается от произношения русских звуков, а несоответствие количества звуков и букв вызывает определенные трудности в овладении английской орфографией. Овладение произносительными нормами английского языка способствует свободному владению языком в различных сферах общения.

Преподавание дисциплины предусматривает следующие формы организации учебного процесса: практические занятия, самостоятельная работа студентов.

Программой дисциплины предусмотрены следующие виды контроля:

- текущий контроль успеваемости в форме: устная (устный опрос, декламация стихотворений, комментирование диалогов и т. п.); письменная (письменный опрос, выполнение тестов, контрольных работ, аудирование).
- итоговый контроль в форме зачета в I семестре и экзамена во II семестре.

Курс практической фонетики английского языка рассчитан на 180 учебных часов, что составляет 5 зачетных единиц, из них:

для очной формы обучения: 104 часа – практические занятия, 76 часов – самостоятельная работа.

для заочной формы обучения: 20 часов – практические занятия, 160 часов – самостоятельная работа студентов.

2. ЦЕЛЬ И ЗАДАЧИ ИЗУЧЕНИЯ ДИСЦИПЛИНЫ

Цель курса практической фонетики – последовательное и всестороннее изучение особенностей английского произношения, рассмотрение фонетического строя современного английского языка, овладение артикуляционно-звуковыми, слогаобразующими и интонационно-ритмическими механизмами английского языка, которые используются в различных коммуникативных целях.

В задачи курса входит:

- ознакомить студентов со строением и работой артикуляционного аппарата, механизмами образования звуков английского языка и их позиционных вариантов;
- систематизировать знания о гласных и согласных звуках английского языка, принципах их классификации; правилах чтения гласных и согласных;
- ознакомить студентов с интонационно-ритмическими и слогаобразующими механизмами английского языка;
- сформировать навыки классификации звуков;
- развить умения правильной артикуляции английских гласных и согласных звуков как изолированно, так и в потоке речи, интонационно оформлять предложения разных коммуникативных видов, монологический и диалогический текст;
- выработать у студентов умение работать с научно-методической литературой, осмысливать и обобщать теоретические положения, применять их в практике артикуляции звуков.

3. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ООП ВО

Дисциплина «Практическая фонетика английского языка» относится к числу обязательных дисциплин вариативной части учебного плана. Для освоения данной дисциплины студенты используют знания, умения и навыки, сформированные в процессе изучения таких дисциплин как: «Практический курс английского языка», «Введение в языкознание», «Практическая грамматика».

Освоение дисциплины «Практическая фонетика английского языка» является необходимой основой для последующего изучения дисциплин: «Практический курс английского языка», «Теоретическая фонетика», «Теоретическая грамматика».

4. ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Изучение дисциплины направлено на формирование следующих компетенций в соответствии с ГОС ВО направления 45.03.02 Лингвистика

Общекультурные компетенции (ОК):

№ компетенции	Содержание компетенции
ОК-1	способность ориентироваться в системе общечеловеческих ценностей и учитывать ценностно-смысловые ориентации различных социальных, национальных, религиозных, профессиональных общностей и групп в социуме
ОК-3	владение навыками социокультурной и межкультурной коммуникации, обеспечивающими адекватность социальных и профессиональных контактов
ОК-7	владением культурой мышления, способностью к анализу, обобщению информации, постановке целей и выбору путей их достижения, владеет культурой устной и письменной речи
ОК-11	готовность к постоянному саморазвитию, повышению своей квалификации и мастерства; способностью критически оценить свои достоинства и недостатки, наметить пути и выбрать средства саморазвития

Общепрофессиональные компетенции (ОПК)

№ компетенции	Содержание компетенции
ОПК-2	способность видеть междисциплинарные связи изучаемых дисциплин, понимать их значение для будущей профессиональной деятельности
ОПК-8	владение особенностями официального, нейтрального и неофициального регистров общения
ОПК-11	владение навыками работы с компьютером как средством получения, обработки и управления информацией
ОПК-13	способность работать с электронными словарями и другими электронными ресурсами для решения лингвистических задач

В результате изучения дисциплины студенты должны **знать**:

- строение речевого аппарата;
- принципы классификации гласных и согласных звуков английского языка;
- механизмы образования звуков;
- позиционные варианты фонем и механизмы их образования;
- механизмы слогообразования, правила чтения разных типов слогов и интонационно-ритмического оформления речи;
- коммуникативные типы предложений;

уметь:

- произносить гласные и согласные звуки английского языка;
- классифицировать звуки;
- владеть речевой интонацией и ритмом, интонацией общих, специальных, альтернативных и разделительных предложений;
- отличать слабые формы предлогов и артиклей;
- интонационно оформлять монологический текст;
- интонационно оформлять приветствие, прощание, совет, просьбу и т.д.;
- владеть редуцированными формами глаголов;
- интонационно оформлять текст при прочтении вслух.

5. Структура учебной дисциплины

Названия разделов и тем	Количество часов							
	очная форма				заочная форма			
	все го	в том числе			всего	в том числе		
		л	пр	с.р.		л	пр	с.р.
1	2	3	4	5	6	7	8	9
Раздел 1								
Тема 1. Introduction to Phonetics.	4		4		12		2	10
Тема 2. Letters and Sounds	26		18	8	28		4	24
Тема 3. Sound modifications	10		6	4	20		2	18
Тема 4. Syllable	14		6	8	20		2	18
Раздел 2								
Тема 1. Word stress.	20		10	10	14		2	12
Тема 2. Sentence stress	20		10	10	20		2	18
Тема 3. Intonation	34		20	14	22		2	20
Тема 4. Intonation within communication	34		20	14	24		4	20
Тема 5. Intonational styles	18		10	8	20		2	18
ВСЕГО часов по дисциплине	180		104	76	180		22	158

6. СОДЕРЖАНИЕ ДИСЦИПЛИНЫ (I-II СЕМЕСТРЫ)

РАЗДЕЛ 1.

Тема 1. Introduction to Phonetics. Phonetics as a science of sounds. Speech organs, their work. The process of sound articulation.

Тема 2. Letters and Sounds. International Phonetic Alphabet (IPA). Vowel sounds, their classification. Long /short vowels. Unstressed vowels /ə/, /ɪ/. Peculiarities of diphthongs articulation /ɪə/, /eə/, /aʊ/, /ɔɪ/, /əʊ/ /eɪ/ /aɪ/ /uə/. Variations of pronunciation of the letters *e, a, o, u*. Classification of consonant sounds. The sounds /θ/, /ɸ/, /s/, /z/. Pronunciation of *s* and *th* with different spelling patterns. The sounds /ʃ/, /tʃ/ and /dʒ/. Pronunciation of the letters *ch*. Unpronounced plosives (/d/, /b/, /g/, /t/, /p/ and /k/). Silent sonorants.

Тема 3. Sound modifications. Assimilation. Reduction. Aspiration. Elision. Nasal plosion. Loss of plosion.

Тема 4. Syllable. Syllable structure. Syllable division. Types of syllables.

РАЗДЕЛ 2.

Тема 1. Word Stress. Introducing word stress. Stress in monosyllabic and polysyllabic words. Stress in compound words: nouns, adjectives, numerals, verbs. Word stress and rhythm.

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

Тема 3. Intonation. Main terms and notions in Intonation. Types of tones in English. Intonation group: notion, structure. Types of scales. Types of nuclear tones. Accidental rise. Intonation patterns.

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.

Тема 5. Intonational Styles. Formal style. Scientific (academic) style. Publicistic style. Declamatory style. Familiar (conversational) style.

7. СОДЕРЖАНИЕ И ОБЪЕМ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Самостоятельная работа студентов по данному курсу нацелена на развитие лингвистической, коммуникативной компетенций и связана содержательно с практическими занятиями.

Подготовка к практическим занятиям по дисциплине «Практическая фонетика английского языка» включает следующие этапы: изучение и конспектирование литературных источников по теме практического занятия, составление словаря фонетических терминов по теме практического занятия, заучивание наизусть скороговорок, стихотворений, прослушивание аудиозаписей предложенных заданий, готовность применить полученные знания при выполнении практических заданий.

СР включает следующие виды работ:

- изучение основной литературы по теме;
- составление словаря фонетических терминов;
- заучивание наизусть терминов, транскрипционных символов, скороговорок, стихотворений и т.д;
- выполнение домашнего задания в виде конкретных практических упражнений на закрепление фонетических умений и навыков;
- прослушивание аудиозаписей и фиксация фонетических явлений;
- выполнение контрольной работы (для заочной формы обучения);
- подготовка к зачету, экзамену

7.1. 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/, /eə/, /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 [ɒ] 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 → *doubt, music, step* →
skirt, memory, woman → *major, salary, know* →
pound, bus, whole → *fight, tree, write* →
tin, sign, dish → *peanut, dumb, disguise* →
duty, scissors, gun → *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
/iə/ 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] -
[ˈtu: θeɪk] - [ʃaʊə] -
[ˈɪmɪdʒ] - [kætʃ] -
[ˈfaɪəwɜ:ks] - [meʒə] -
[ˈhæəkʌt] - [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-titled; football, hot toast, that cat, first person; bad beer, breadcrumb; blackboard, desk chair, thick piece, black 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 Britain 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-tech 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 CEMECTP)

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!

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 sunny 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.
- 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.

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

- 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](#)]

7.2. 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?

7.3 ВОПРОСЫ К ЗАЧЕТУ, ЭКЗАМЕНУ

Вопросы к зачету (I семестр)

1. Phonetics as a science.
2. Letters and sounds. Phonemic alphabet.
3. Vowels; their classification.
4. Consonants; their classification.
5. Organs of speech and their work.
6. Syllable. Types of syllables.
7. The silent –e rule.
8. Silent letters h and l.
9. Assimilation.
10. Peculiarities of the pronunciation of the vowel diphthongs.
11. Aspiration.
12. Word stress.
13. Pronunciation of the letter o.
14. Stress in compound adjectives.
15. Reduction.
16. Unpronounced plosives (/d/, /b/, /t/, /p/).
17. Syllable division.
18. Silent letters g, k and n.
19. Stress in compound nouns and verbs.
20. Pronunciation of the letters *e*, *a* and *u*.

Вопросы к экзамену (II семестр)

1. Phonetics as a science.
2. Letters and sounds. Phonemic alphabet.
3. Vowels; their classification.
4. Consonants; their classification.
5. Organs of speech and their work.
6. The notion of phoneme.
7. Aspiration.
8. Syllable. Types of syllables.
9. Syllable division.
10. Pronunciation of the letters *e*, *a* and *u*.
11. Assimilation.
12. Pronunciation of the letter o.
13. Unpronounced plosives (/d/, /b/, /t/, /p/).
14. Intonation of poetry.
15. Stress. Word stress.
16. Stress in two-syllable words.
17. Stress in compound words.
18. Sentence stress. Types of sentence stress.
19. Unstressed words in utterances.
20. Pronunciation of *s* with different spelling patterns.
21. Pronunciation of *ch*, *sh*, *th*, *ph*, *ck* according to their position in a word.
22. Intonation. The structure of an intonation group.
23. Intonation patterns.
24. Rising and falling intonation in questions.
25. Intonation of parentheses.
26. Rise-Fall intonation in speech.
27. Sequence of tones.

28. Silent letters g, k and n.
29. Silent letter h.
30. Intonation of direct address.

8. МЕТОДЫ ОБУЧЕНИЯ

При изучении дисциплины «Практическая фонетика английского языка» используются словесные, наглядные, развивающие, игровые, творческо-репродуктивные и медиа методы обучения:

Беседа – диалогический метод обучения, при котором педагог путем постановки системы вопросов подводит учащихся к пониманию нового материала или проверяет усвоение ими уже изученного.

В зависимости от задач, которые ставит педагог в процессе обучения, содержания учебного материала, уровня творческой познавательной деятельности учащихся, места бесед в дидактическом процессе выделяют различные их виды: вводные, или вступительные; беседы-сообщения новых знаний (сократические, эвристические); синтезирующие, или закрепляющие; контрольно-коррекционные.

Работа с книгой (учебником) также является одним из важнейших словесных методов обучения. Главное достоинство данного метода – возможность для студента в доступном для него темпе и в удобное время многократно обращаться к учебной информации. При изучении дисциплины «Практическая фонетика английского языка» используется ряд приемов: чтение, конспектирование.

Наглядные и медиа методы играют важную роль в освоении произносительных норм языка. Иллюстрация и демонстрация помогают четче понять правильную артикуляцию звука, а прослушивание речи носителей языка способствует выработке стойких навыков правильного произношения.

9. КРИТЕРИИ ОЦЕНИВАНИЯ ЗНАНИЙ СТУДЕНТОВ

Оценка		Характеристика знания предмета и ответов
отлично	зачтено	<ul style="list-style-type: none"> – студент глубоко и прочно усвоил программный материал, умеет тесно увязывать теорию с практикой, использует в ответе материал монографической литературы; – изложение материала отличается последовательностью, логикой изложения, легко воспринимается аудиторией; – при ответе на вопросы студент демонстрирует глубину владения представленным языковым материалом; – ответы формулируются аргументированно, обосновывается собственная позиция в проблемных ситуациях; – студент демонстрирует зачетный уровень теоретической осведомленности по материалу лекций и семинаров и владеет соответствующим уровнем языковой подготовки в процессе сообщения страноведческой информации.
хорошо		<ul style="list-style-type: none"> – студент твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос или выполнении заданий; – правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения.
удовлетворительно		<ul style="list-style-type: none"> – студент имеет знания только основного материала, но не усвоил его деталей, допускает неточности, демонстрирует недостаточно правильные формулировки; – нарушения логической последовательности в изложении программного материала; – испытывает затруднения при выполнении практических работ.
неудовлетворительно	незачтено	<ul style="list-style-type: none"> – студент поверхностно передает содержание проблемы, не демонстрирует умение выделять главное, существенное; – изложение материала краткое, неглубокое, не демонстрирует зачетный уровень теоретической осведомленности по материалу лекций и семинаров и профессионального владения иностранным языком в процессе сообщения страноведческой информации.

10. МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ, УЧЕБНАЯ И РЕКОМЕНДУЕМАЯ ЛИТЕРАТУРА

Основная литература:

1. [English Pronunciation In Use Intermediate / Mark Hancock. – Cambridge University Press, 2003. – 200 p.](#)
2. [Практическая фонетика английского языка: Учебник. / Е.Б. Карневская \[и др\]. ; под общ. ред. Е. Б. Карневской – 12-е изд. – Минск: Высш. шк, 2013. – 366 с.](#)
3. [Практическая фонетика английского языка: Учеб. для студ. высш. учеб. заведений. / М.А. Соколова, К.П. Гинтовт, Л.А. Кантер – М.: Гуманит. изд. центр ВЛАДОС, 2001. – 384 с.: ил.](#)
4. [Практический курс английского языка : 1 курс : уч.пос. для студ.высш.уч.заведений / под ред. В.Д.Аракина – 5-е изд., испр. – М. : ВЛАДОС, 2003. – С. 322 - 445](#)

Дополнительная и справочная литература:

5. [Фонетика англійської мови : посіб. / М. П. Дворжецька, Т. В. Макухіна. — Вінниця : Нова книга, 2005. — 208 с.](#)
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