

ТЕМЫ И ЗАДАНИЯ ДЛЯ ПОДГОТОВКИ К СЕМИНАРСКИМ ЗАНЯТИЯМ

(V СЕМЕСТР)

Тема 1: Phonetics as a science, its connection with other disciplines.

1. Phonetics as a science. Provide different definitions. Try to give your own definition.
2. History of phonetics.
3. Processes of sound formation (providing the illustration and explanation).
4. Three branches of phonetics.
5. Phonology.
6. Connection of phonetics with other sciences.

Термины: phonetics, acoustic, auditory, articulatory, phonology

Выполнить:

1. Write the plural forms of these words and transcribe them. Prove that phonetics is connected with grammar.

Witch, judge, half, loaf, glass, knife, self, wolf, fox, calf, actress, waitress, thief, hostess, life

2. Write the three forms of these verbs and transcribe them. Prove that phonetics is connected with grammar.

beg compel stop work nod invent live recognize wrap pane permit rest

3. Transcribe, read, translate these pairs of words. Single out the sounds that differentiate the meaning of the words.

still – steel; sell – sale; but – bath; pool – pull; model – moda; breath – breadth; ship – sheep; saw – so; diary – dairy; sit – seat; polish – polish; suit – suite; fill – feel; guard – guide; patrol – petrol; live – leave; worth – worse; mayor – major; ill – eel; truth – truce; rout – route

4. Read these rhymes. State what sounds are used to produce the effect of alliteration and for what purpose. Provide your own examples.

(a) *She sells seashells on the seashore;
The shells she: sells are seashells, I'm sure.
So if she sells seashells on the seashore,
Then I'm sure she sells seashore shells.*

- (b) *If the dog chews shoes, whose shoes does he choose?*

Литература: [1 – p. 5 – 17; 3 – 10 – 20; 2 – p. 10 – 17]

Тема 2. The Phoneme theory.

1. Main trends in phoneme theory.
 - a) “mentalistic” or “psychological” view (E.D. Sapir, I.A. Baudain de Courtenau)
 - b) “functional” view (N. Trubetskoy, L.Bloomfield)
 - c) “abstract” view (Copenhagen Linguistic Circle)
 - d) “physical” view (D.Jones, B.Bloch, G.Trager)
2. Methods of phonological analysis.

Термины: phoneme

Выполнить:

1. Provide the synopsis of main scientific resources according to the problem.
2. Make a project or a presentation of one of the trends in the phoneme theory.

Литература: [1 – p. 25 – 28; 4 – p. 49 – 58]

Тема 3. The Phoneme theory: Phoneme as a unit of language.

1. The phoneme: different definitions (L.V. Scherba, Vassilyev, etc.)
2. The phoneme from the point of view of its three aspects.
3. The allophone notion. Differentiate the terms “phoneme” and “allophone”. Provide examples.
4. The system of English phonemes.
 - a) Consonants.
 - b) Vowels.

Термины: *phoneme, allophone, subsidiary*

Выполнить:

1. Transcribe the words and read them. Observe the degree of aspiration: (a) the strongest, (b) less strong, (c) practically no aspiration.

(a) *keep, pieces, teachers, people, purpose, curtain, turned, curly, car, courts, parts, pause, take, time, ties, tears, cold, total, care, peering;*

(b) *till, kissed, tin, pity, penny, tell, tennis, Pendleton, campus, Cambrian, taxi, put, took, cock, currents, colour, pumped, republic, covered, tons, possible, cost;*

(c) *spent, stay, stone, study, stick, started, splendid, experience, extensively, basket, cleaning, explain, place, plan, plain, creek, crept, crop, platform, act, kept.*

2. Transcribe the words. Say how the /p, t, k; b, d, q/ sounds are represented in spelling. Point out the letters which represent the mute sounds /p, t, k; b, d, g/.

happy, hiccough, cupboard, pneumonia, lamb, plumber, bomb, Thomas, Christmas, listen, whistle, bouquet, handkerchief, Windsor, chemist, anchor, banquet, except, muscle, ghost, gnaw, sign, tongue, diaphragm, sigh, plough, eight.

3. Read the words and spell them. Translate them into Russian.

θɪn - θɪŋ ræn - rʌŋ wɪnz - wɪŋz wɪn - wɪŋ sʌn - sʌŋ teɪkn - teɪkɪŋ
sɪn - sɪŋ rʌn - rʌŋ

4. State the articulatory differences between /θ-s/, /θ-t/, /θ-f/, /p-z/, /p-v/, /p-d/.

5. Prove by minimal pairs that /θ-s/, /θ-t/, /p-z/, /p-d/ are different phonemes.

6. Read these words. Observe the longer character of the terminal allophones of the /f, v, s, z/ phonemes end their shorter character in initial position.

f - leaf, if, off, cough, half, rough, safe, life

- fee, fill, fence, fan, far, fox, four, fuss, food

v - leave, live, have, of, groove, love, serve

- veal, vest, vulgar, veil, vile, vow, vote, vet

s - face, tennis, various, piece, since, kiss, guess

- sister, sea, sincerely, sick, sitting, see, sake

z - is, his, birds, days, guards, fees, please

- zeal, zebra, zed, zero, zest, zip, Zion, zone.

7. Transcribe these words. Read and translate them. Characterize the phonemes in these words.

big, wings, cliffs, spring, building, bed, said, help, tell, yet, head, tennis, setter, helping, anyway, pleasure, friendly, glad, plan, swan, blank, drank, shallow, good, room, would, cook, foot, shut, much, ton, young, other, brother, word, thirty, stir, turned, turning

Литература: [1 – p. 20 – 25, 44 – 55, 63 – 78; 3 – p. 30 – 36, 41 – 51, 56 – 172; 4 – 39 – 60, 78 – 88; 2 – p. 19 – 28, 30 – 49]

Тема 4. Alternations and modifications of speech sounds in English.

1. Alternation notion its types. Provide examples.
2. Modification notion. Types of the English sounds modification: assimilation, accommodation, elision, reduction. Provide examples.
3. Modifications vs allophonic processes. State the difference. (assimilation, aspiration, palatalization, labialization, nasalization, qualitative changes of vowels, nasal plosion, lateral plosion, loss of plosion, voicing and devoicing of English consonants)

Термины: *assimilation, elision, reduction, accommodation*

Выполнить:

1. Read the examples below. How are sonorants modified a) in the clusters /pl, pr, tw, tr, kw, kl, kr/ before a stressed vowel? b) in the clusters /pj, tj, kj, fl, fj, r, j, w, sw, sl, sj, sm, sn/ before a stressed vowel?

least /li:st/ – please /pli:z/ white /waɪt/ – quite /kwaɪt/

reek /ri:k/ – creak /kri:k/ lick /lɪk/ – click /klɪk/

week /wi:k/ – twitter /twɪtə/ woke /wəʊk/ – quote /kwəʊt/

dress /dres/ – stress /stres/ rye /raɪ/ – cry /kraɪ/

rise /raɪz/ – price /praɪs/ wing /wɪŋ/ –twinkle /twɪŋkl/

rigid /rɪdʒɪd/ – frigid /frɪdʒɪd/ well /wel/ – swell /swel/

use /ju:s/ – fugitive /fju:dʒɪtɪv/ leek /li:k/ – sleet /sli:t/

wrote /rəʊt/ – throat /θrəʊt/ mold /məʊld/ – smoke /sməʊk/

exasperate /ɪg'zɑ:spəreɪt/ – entrap /ɪn'træp/ knee /ni:/ – sneeze /sni:z/

2. Transcribe the words below, single out the vowels that may be elided in these words.

Nursery, temporary, reasonable, phonetically, parliament, policeman, buffalo, difficult, preference, government, secretary, bachelor, boundary, Edinburgh, naturally, several, especially awfully

3. Transcribe the words and single out the consonants that may be elided in the words.

Handbag, humpty-dumpty, landscape, postman, attempt, a sixth round, empty, next stop, last Saturday, night time, lamb, next time, crumbs, punctual

4. Pronounce the words and word combination. Underline the sounds affected by assimilation, describe its type:

breadth, wealth, at that, afraid, apron, thrive.

5. Read the word combinations below. Observe and explain the mechanism of articulation of two plosionless stops.

help Peter – сноп пшеницы; club building – клуб был; at times – оттуда; good day – под домом; black coffee – как когда.

6. Arrange these English and Russian words under the headings: (1) aspiration, no aspiration; (2) palatalization a) loose CV transition, b) close CV transition; (3) labialization, labialization with the lip protrusion.

top, bee, pit, built, port, meal, cope, deep, beauty, tern, corn, music, pepper, onion, peace, come, lean, car, cable, lion, dean, топь, поле, тина, Коля, тесто, роль, сила, лом, ток, день, пень, соль, ряд, рева, бук, кило, мел, вилы, дуло, tool, tall, gorge, goose, thorn.

7. Arrange these words under the headings: (1) lateral plosion; (2) nasal plosion; (3) loss of plosion (two plosionless stops).

actor, curdled, muddle, needless, mottled, Britain, begged, oughtn't, at last, what kind, admit, beck to back, madness, witness, big books, partner, slept, cotton, great number, sudden, captain, top coat, red light, black goat, ripe cheese.

Тема 5. Syllabic and accentual structure of English words.

1. Syllable definition. Main theories of syllable formation:

- expiratory theory;
- theory of muscular tension by L.V. Scherba;
- loudness theory by Zhinkin;
- sonority theory by O. Jespersen.

2. Features of a syllable. Types of syllables in English. Syllable division.

3 Functions of a syllable: constitutive; distinctive.

4. The view of D. Crystal and A. Gimson on the English word stress.

5. Language differentiation according to the placement of word stress.

6. Degrees of stress according to A.C. Gimson.

7. Typology of accentual structure of English words by G.B. Torsuev.

8. Functional aspect of word stress.

Термины: syllable, accent, word stress, sentence stress, syllabic consonant

Выполнить:

1. Give syllabic structural patterns of the following words; characterize them from the viewpoint of their structure: open, covered, etc.

pot, bet, fact, taken, rhythm, prism, region, bacon, depths, boxed, plan, price, shriek, smoke, twice, boy, spy, pray, dry, ought, screams, serpents, patents, students, servants, licensed, split, street, struck, squeak, scroll, twiddle, trance, plosion, flask, flint, thrust, stamps, twelfth.

2. a) Divide these words into phonetic syllables, (b) Give their syllabic structural patterns.
people, bugle, satchel, trifle, rhythm, April, equal, happens, marbles, patterns, dragons, urgent, servant, listened, heralds, errands, parents, patients.

3. Arrange these words into three columns according to the type of syllable structure: (a) closed uncovered, (b) closed covered, (c) open covered.

took, pray, lifts, at, straw, boy, aunt, texts, clenched, tip, pea, struck, strays, elks, thrust, bet, fact, fret, asks, ebb, price.

4. Read the words. Define the part of speech. Analyze the accentual peculiarities of the words. What conclusion can you make about stress in compounds?

*unclean /'ʌn'kli:n/; misplace /'mɪs'pleɪs/; anti-national /'æntɪ'næʃnəl/;
under-dressed /'ʌndə'drest/; non-payment /'nɒn'peɪmənt/; non-resident /'nɒn'rezɪdənt/;
under populated /'ʌndə'pɒpjuleɪtɪd/; non-stop /'nɒn'stɒp/; vice-admiral /'vaɪs'ædmɪrəl/;
ex-minister /'eks'mɪnɪstə/; reopen /ri:'əʊpən/; pre-history /'pri:hɪstəri/; reorganize /ri:'ɔ:gənaɪz/;
ultra-modern /'ʌltrə'mɒdən/
'good-'looking, old-'fashioned, 'bad-'tempered, 'absent-'minded, 'bare-'headed, 'home-'made.
'carry 'out, 'go on, 'come a'cross, 'point 'out, 'get 'up, 'put 'on, 'sit 'down, 'set 'up, 'take 'off, 'fall 'out, 'fall 'back, 'make 'up, 'get 'back, 'blow 'out*

5. Read these compound words. What element is stressed?

Apple-tree, bystander, daybreak, birthday, sheep dog, pillow-case, school-boy, suit-case, time-table, inkpot, hair-do, housewife, everything, fire-place, broadcast, fountain-pen, anyone, butterfly, newcomer, butter-fingers, blacksmith, greatcoat, airplane, bluebottle, butter-boat, bookmark.

6. Read these pairs of words. Translate them; mind the semantic importance of word-stress (distinctive and recognitive function):

'blackboard - 'black 'board

'blackbird - 'black 'bird

'strongbox - 'strong 'box

overwork - over 'work

'yellow-cup - 'yellow 'cup

'tallboy - 'tall 'boy

7. Read the sentences below to prove the distinctive function of the stress. Mark the stress. Translate them into Russian.

1. *Contrast makes it seem better. Contrast Tom with his sister. It's because of contrast. It's because they contrast.* 2. *Export is forbidden. Export cotton goods.* 3. *This forecast was wrong. I like his forecast. It's what they forecast.* 4. *He is a suspect. He is the man we suspect.* 5. *They decided to protest. This protest was wrong. Protest against it.*

8. Put down the stress marks in the words below. Translate them and read according to the stress pattern.

cigarette, antique, saloon, employee, career, lemonade, atomic, phonetic, phonological, familiarity, beneficial, efficient, propriety, active, relative, gratitude, attitudinal, upwards, birdcage, coalmine, teapot, washstand, mail-bag, dance-music, grandfather, handwriting, ground floor, knee-deep, cross-question, hot-water-bottle, waste-paper-basket, postgraduate, vice-chancellor, second-hand.

9. Put down stress marks in the sentences below. Translate them into Russian.

1. *The abstract is short. Abstract this theory.* 2. *This accent is on the first syllable. Mark it with a weak accent. He accents the word. It's the word "son" you are to accent.* 3. *A conflict sock place. They conflict with this theory. It's finished in a conflict. Still, they conflict.* 4. *The contest wan friendly. They contest this statement, it's a contest. They contest it.*

Литература: [1 - p. 127 – 139; 3 – p. 205 – 216, 220 – 238; 4 – p. 112 – 135; 2 – p. 63 – 85]

Тема 6. Intonation. Rhythm.

1. Intonation, its role in the language.
2. Functions of intonation (according to T.M. Nikolajeva, L.K. Tuplitis, N.V.Cheremisina). The main function of intonation (J.D. O'Connor, G.T. Arnold).
3. Types of information. Emphatic sentence accent.
4. Intonation pattern.
5. Intonation groups.
6. Pitch. Its parameters.
7. The most important nucleus tones in English according to Kington.
8. The "terminal tone" definition.
9. Tempo. Pause.
10. Ways of representing intonation in the text (4 methods)
11. Rhythm.
12. Proclitics and enclitics.

Термины: intonation, syntagm, pitch, tone, rhythm, proclitics and enclitics

Выполнить:

1. Organize the terms into a glossary.
2. Make a phonemic (broad) transcription of the following passage. Read the passage following the intonation marks.

1. As 'my 'old ,grandmother used to say,
 2. there's 'nothing 'worse | than 'food 'served ,cold.
 3. 'Oh, 'no. I a'gree with you. 'Cold 'plates | are 'awful.
 4. 'Those little 'trays are ,good — ',you know |
 5. with a 'light underneath | for 'keeping things 'nice and ,hot.
 6. 'Oh, 'yes. I'm afraid 'we haven't got anything like ',that.
 7. 'No. 'Neither have 'we, ,actually|
 8. though we 'have thought of ',getting some.
 9. 'Jane's very keen on heating ,dishes.
 10. 'Oh, ',is she? 'That's a good ,thing.
 11. Well it's 'all ',right | except she ,often gets them 'too hot.
 12. So 'then we have to ',wait | for them to 'cool e ,nough |
 13. for us to be 'able to 'handle them.
3. Intonate the dialogue (mark stress and tunes). Enact the dialogue provide appropriate intonation.

Making an appointment

Keith: Are you free on the thirteenth in the afternoon?

Cathy: No I'm afraid not. I'm meeting Ruth then. How about the fourteenth in the morning?

Keith: I'm sorry. I'm attending a meeting at the Hilton then.

Cathy: What about the next day?

Keith: No. I'm busy then too. I'm meeting Dorothy Heath at North Bridge Road. Are you free on Thursday afternoon?

Cathy: Yes, I think I am. Let's meet for lunch at mouth restaurant.

Keith: Good idea! Is two o'clock okay?

Cathy: That's fine. See you there!

4. Make and enact the dialogues using suggested situations.
 - a) Your hairdresser asks you how you'd like your hair cut.
 - b) You are at the restaurant making an order.
 - c) Your coworkers invite you out but you don't want to go.
 - d) Your friend tells you that her grandfather has just passed away.
 - e) Someone phones you but you are too busy to talk.
 - f) You want to introduce your co-worker, Denise, to another co-worker named Mark.

Литература: [1 – p. 145 – 165; 4 – p. 135 – 183; 2 – p. 88 – 100]

Тема 7. Territorial varieties of English pronunciation.

1. Spread of English.
2. Standard English.
3. Received Pronunciation (RP).
4. Regional Varieties of English: Welsh English, Scottish English, American English.
5. English Slang. Cockney Rhyming Slang. Pidgin English. SMS Language.

Выполнить:

1. Learn the literature recourses on the theme.
2. Make a report and a presentation on the following themes:
 1. Orphoepic norm. National pronunciation standard.
 2. Bilingualism and monolingualism.
 3. Accents of England.

4. Welsh English, Scottish English, Northern Ireland English.
 5. English slang, its types.
 6. American English.
 7. English is a global language.
3. Illustrate the difference in British and American pronunciation.

Литература: [2 – p. 261 – 273; 4 – p. 247 – 283; 2 – p. 103 – 116]

Тема 8. Final considerations.

Выполнить:

1. Make and enact dialogues.
2. Arrange and deliver a short speech following the appropriate intonation.
3. Prepare and extract of a literary work (poetry, prose, essay, article, conversation etc.). Present it according to the style and English orthoepic norms.