

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
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АЭРОКОСМИЧЕСКОГО ПРИБОРОСТРОЕНИЯ



THEORETICAL PHONETICS

Методические указания и учебные задания



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Методические указания представляют собой нормативный курс теории фонетики английского языка. Цель издания – формирование лингвистической и профессиональной компетенции студентов, обучающихся по направлению «Лингвистика» (профиль «Перевод и переводоведение»).

Приведены конспект лекции по темам курса, вопросы для самопроверки, список рекомендуемой литературы по каждой теме, темы семинарских занятий, темы проектов, методические рекомендации по подготовке презентаций, подробный перечень Интернет-ресурсов, список базовых терминов и их определений.

Подготовлены кафедрой иностранных языков и рекомендованы к изданию редакционно-издательским центром Санкт-Петербургского государственного университета аэрокосмического приборостроения.

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СОДЕРЖАНИЕ КОНСПЕКТА ЛЕКЦИЙ

Вводный раздел

Лекция 1. Introduction

The difference between practical and theoretical phonetics. Basic terms. Language and speech. The subject of Phonetics. Phonetics as an independent linguistic branch. Its relations with other linguistic sciences.

Aspects and units of phonetics. Human speech from the articulatory, acoustic, auditory and functional point of view. Articulation: the power mechanism, the vibration mechanism, the resonator mechanism, the obstruction mechanism. Acoustics: fundamental and partial tones; fundamental frequency and harmonics. Pitch vs. melody, intensity vs. amplitude of vibrations. Sound-perception: fundamental frequency, formant frequency, intensity and duration vs. pitch, quality, loudness and length. Functional aspect: phonemes, syllables, stress, and intonation. The correlation of articulatory characteristics, acoustic properties, auditory qualities and linguistic phenomena. Segmental and supersegmental units. Components of the phonetic structure of language.

Contemporary, historical, comparative, applied phonetics. Phonetics and phonology.

Methods of phonetic analysis.

Table 1. Human speech as the result of a highly complicated series of events

Speaker's brain	Speaker's vocal tract	Transmission of sounds through air	Listener's ear	Listener's brain
1	2	3	4	5
linguistic	articulatory	acoustic	auditory	linguistic

Table 2. Correlation of Basic Phonetic Terms

Articulatory characteristics	Acoustic properties	Auditory (perceptible) qualities	Linguistic phenomena
vibration of the vocal cords	fundamental frequency	melody	pitch
different positions and movements of speech organs	formant frequency	quality (timbre)	phoneme
the amplitude of vibrations	intensity	loudness	stress
the quantity of time during which the sound is pronounced	duration	length	tempo, rhythm, pauses

Вопросы для самопроверки

1. Phonetics as a branch of linguistics.
2. Aspects and units of Phonetics.
3. Branches of Phonetics.
4. Methods of phonetic analysis.

Рекомендуемая литература

1. *Соколова М. А. и др.* Теоретическая фонетика английского языка. М., 2006. С. 6–17.
2. *Borisova L. V., Metlyuk A. A.* Theoretical Phonetics. Ch. 1 (электронная версия).
3. *Бурая Е. А., Галочкина И. Е., Шевченко Т. И.* Фонетика современного английского языка. Теоретический курс: учебник. М., 2008. С. 9–14
4. *Зиндер Л. Р.* Общая фонетика. СПб., 2010.

Раздел 1. Varieties of English Pronunciation

Лекция 1. The Problems of Phonostylistics

Extralinguistic factors in learning, producing and understanding language.

Phonostylistics, its subject. Functional stylistics. Language styles. The problem of their classification. Speech styles. Classification of speech styles.

The analysis of extralinguistic situation: purpose, participants, setting. Variations in language usage: the aim of the utterance, the speaker's attitude, the form of communication, the degree of formality, the degree of spontaneity as phonetic style-forming and style-modifying factors. The speaker's individuality, temporal provenance, social provenance, range of intelligence, sex and age as the main characteristics of a language user.

Phonostylistics and Psycholinguistics.

Вопросы для самопроверки

1. Is there a correlation between linguistic and extralinguistic context?
2. Why are there so many phonetic styles?
3. Phonetic style-forming means.
4. Are there segmental and prosodic distinctive features that differentiate one phonetic style from another?

Рекомендуемая литература

1. *Соколова М. А.* и др. Теоретическая фонетика английского языка. М., 2006. Ч. 2.
2. *Borisova L. V., Metlyuk A. A.* Theoretical Phonetics. Ch.10 (электронная версия).
3. *Бурая Е. А., Галочкина И. Е., Шевченко Т. И.* Фонетика современного английского языка. Теоретический курс: учебник. М., 2008. С. 200–229.
4. *Зиндер Л. Р.* Общая фонетика. СПб., 2010.

Лекция 2. Regional and Stylistic Varieties of English Pronunciation

Spoken and written language. The literary spoken language. The orthoepic norm.

National variants of the language. Territorial and regional dialects. Territorial and regional accents. Sociolects. Jargons. RP. Regional non-RP standards. Cockney, Geordie and other accents. General American. Systematic and non-systematic varieties.

Idiolect. Diglossia. Bilingualism. Interference.

Styles of pronunciation: rapid familiar, slower colloquial, natural styles, the acquired style of stage, the acquired style of singing.

Full style, colloquial style.

Functional phonetic styles of the language: solemn, scientific, business, official business, everyday, familiar.

The style-differentiating characteristics.

Stylistic use of intonation: informational, academic, publicistic, declamatory, conversational.

Вопросы для самопроверки

1. The main concepts of English dialectology
2. Classification of pronunciation variants in English. British and American pronunciation
3. Welsh English
4. Scottish English
5. Northern Ireland English
6. American-based Pronunciation Standards

Рекомендуемая литература

1. *Соколова М. А. и др.* Теоретическая фонетика английского языка. М., 2006. Ч. 6.

2. *Borisova L. V., Metlyuk A. A.* Theoretical Phonetics. Ch. 9 (электронная версия).

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4. *Зиндер Л. Р.* Общая фонетика. СПб., 2010.

Раздел 2. The Theory of Phoneme

Лекция 1. Classification of English Speech Sounds

Principles of classification of English speech sounds.

The articulatory basis of English.

The articulatory classification of English consonants:

1) according to the degree of noise – noise consonants and sonorants;

2) according to the place of articulation – labial (bilabial and labio-dental), lingual (forelingual, mediolingual/ palatal, backlingual/ velar), pharyngeal/ glottal. Forelingual consonants – apical, cacuminal; interdental, alveolar, post-alveolar, palato-alveolar.

3) according to the manner of articulation – occlusive (stop, or plosive), constrictive, occlusive-constrictive, or affricates, rolled, or trilled;

4) according to the position of the soft palate – oral, nasal;

5) according to the force of articulation – fortis, lenis.

Consonants may be produced with one focus (centre) of articulation or with two foci; thus they are subdivided into unicentral and bicentral. All English occlusive consonants are unicentral; [ʒ], [ʃ] are bicentral pronounced with a flat narrowing and a front secondary focus; [w] is bicentral pronounced with a round narrowing and a back secondary focus; [l] is bicentral; [tʃ], [dʒ] are bicentral pronounced with a flat narrowing and a front secondary focus.

The articulatory classification of English vowels:

1) stability of articulation – monophthongs, diphthongs, diphthongoids;

2) the position of the tongue:

(a) according to the horizontal movement – front, front retracted, central, back, back-advanced;

(b) according to the vertical movement – high (or close), mid (or half-open); low (or open).

Russian phoneticians distinguish two subclasses in each class, i.e. broad and narrow variation.

3) lip position – rounded, neutral;

4) character of the end – checked, free. The degree of checkness may vary and depends on the following consonant.

5) vowel length, or quantity;

6) tenseness – tense, lax.

The acoustic classification of English consonants.

Spectrum as a complex range of intensified frequencies which form the quality of a sound. A formant structure of a consonant.

A formant of noise. Continuant noises vs. discontinuous noises. Tense consonants vs. lax consonants. Acute consonants vs. grave consonants. Compact consonants vs. diffuse consonants.

A nasal formant.

Vocalic vs. non-vocalic consonants. Consonantal vs. non-consonantal consonants. Strident vs. mellow consonants.

The acoustic classification of English vowels.

Spectrum as a complex range of intensified frequencies which form the quality of a sound.

Formants in the spectrum of a vowel: F1 is conditioned by the vertical movement of the tongue; F2 is conditioned by the horizontal movements of the tongue. Compact vs. diffuse vowels. Clear or acute vs. dark or grave vowels. Flat vs. plain vowels.

Вопросы для самопроверки

1. The articulatory distinctions between vowels and consonants.
2. The acoustic distinctions between vowels and consonants.
3. Sonants.
4. Factors which determine the vowel and the consonant quality.
5. The spectrum of a vowel and its correlation with its articulation.

Рекомендуемая литература

1. Соколова М. А. и др. Теоретическая фонетика английского языка. М., 2006. С. 60–71, 78–88.
2. *Borisova L. V., Metlyuk A. A. Theoretical Phonetics. Ch. 2* (электронная версия).
3. *Бурая Е. А., Галочкина И. Е., Шевченко Т. И. Фонетика современного английского языка. Теоретический курс: учебник.* М., 2008. С. 51–88.
4. *Зиндер Л. Р. Общая фонетика.* СПб., 2010.

Лекция 2. Phoneme as a Unit of Language

Definition of the phoneme. Functions of the phoneme.

Types of allophones and the main features of the phoneme.
Relevant vs. irrelevant / distinctive vs. non-distinctive features.
System of oppositions.

Pronunciation errors: phonetic and phonemic/ phonological.

Methods of phonemic analysis. The distributional method.
The semantic method. Phonological oppositions. The commutation test. Minimal pairs. N. Trubetzkoy. Generative phonology (American descriptivists).

Main phonological schools: “mentalistic” or “psychological” approach (I.A. Baudouin de Courtenay); “functional” approach (L. Bloomfield, N. Trubetzkoy, R. Jakobson, M. Halle); “abstract” approach (L. Hjelmslev, H.J. Uldall, K. Togby); “physical approach” (B. Bloch, G. Trager, D. Jones). St. Petersburg phonological school (materialistic conception, L. V. Shcherba), morphological (Moscow phonological) school, Prague Linguistic Circle.

Archiphoneme (N.S. Trubetzkoy, R. Jakobson).

Hyperphoneme (A.A. Reformatsky).

Вопросы для самопроверки

1. The number of phonemes is limited and the number of its allophones and variants is unlimited. Why?
2. Different theories on the phoneme nature.

Рекомендуемая литература

1. *Соколова М. А. и др. Теоретическая фонетика английского языка. М., 2006. С. 39–60.*
2. *Borisova L. V., Metlyuk A. A. Theoretical Phonetics. Ch. 3 (электронная версия).*
3. *Бурая Е. А., Галочкина И. Е., Шевченко Т. И. Фонетика современного английского языка. Теоретический курс: учебник. М., 2008. С. 41–51.*
4. *Зиндер Л. Р. Общая фонетика. СПб., 2010.*

Лекция 3. The Phonemic Inventory of English

Methods of phonological analysis: distributional, semantic. Commutation test. Minimal pairs. System of oppositions.

The system of consonants. Problem of affricates. Trubetzkoy's criteria. Morphological criterion. Native speaker's knowledge as an additional criterion.

Consonantal distinctive oppositions.

The system of vowels. Problems of the schwa, the diphthongs and the so-called triphthongs. Qualitative and quantitative differences of vowels.

Vowel oppositions.

Phonological oppositions in the system of English consonants

1. Degree of noise: *bake – make, veal – wheel*

2. Place of articulation

2.1. labial vs. lingual: *pain – cane*

2.2. lingual vs. glottal: *foam – home, care – hair, Tim – him*

3. Manner of articulation

3.1. occlusive vs. constrictive: *pine -fine, bat – that, bee – thee*

3.2. constrictive vs. affricates: *fare – chair, fail -jail*

3.3. constrictive unicentral vs. constrictive bicentral: *same – shame*

4. Work of the vocal cords and the force of articulation

4.1. Voiceless fortis vs. voiced lenis: *pen – Ben, ten – den, coat – goal*

5. Position of the soft palate

5.1. oral vs. nasal: *pit – pin, seek – seen*

Phonological oppositions in the system of English vowels

1. Stability of articulation

1.1. monophthongs vs. diphthongs: *bit – bait, kit – kite, John – join, debt – doubt*

1.2. diphthongs vs. diphthongoids: *bile – bee, boat – boot, raid – rude*

2. Position of the tongue

2.1. Horizontal movement of the tongue

- a) front vs. central: *cab – curb, bed – bird*
- b) back vs. central: *pull – pearl, cart – curl, call – curl*

2.2. Vertical movement of the tongue

- a) close (high) vs. mid-open (mid): *bid – bird, week – work*
- b) open (low) vs. mid-open (mid): *lark – lurk, call – curl, bard-bird*

3. Position of the lips

- 3.1. rounded vs. unrounded: *don – darn, pot – part*

Trubezkoy's rules based on articulatory and phonological indicators:

Rule 1. Syllabic indivisibility

Rule 2. Articulatory indivisibility

Rule 3. Duration

Morphonological criterion: a sound complex is considered to be monophonemic if a morpheme boundary cannot pass within it.

Вопросы для самопроверки

1. What helps the listener to cope with an immense amount of actual speech sounds he hears and produces?
2. The allophones are never found in the same phonetic context. Why?
3. Why is it difficult to separate Phonetics and Phonology?
4. How are distinctive features presented in articulatory terms? Is it possible to present them as oppositions between acoustic features?
5. How many vowel phonemes are there in English? Consonant phonemes?
6. What phonetic problems have no single solution?

Рекомендуемая литература

1. *Соколова М. А. и др. Теоретическая фонетика английского языка. М., 2006. Ч. 2.*
2. *Borisova L. V., Metlyuk A. A. Theoretical Phonetics. Ch. 4 (электронная версия).*

3. Бурая Е. А., Галочкина И. Е., Шевченко Т. И. Фонетика современного английского языка. Теоретический курс: учебник. М., 2008. С.63–65; 97–80.

4. Зиндер Л. Р. Общая фонетика. СПб., 2010.

Раздел 3. Combinatory phonetics

Лекция 1. Alternations and Modifications of Speech Sounds in Speech

Coarticulation: coarticulation proper and the result of coarticulation.

Sound alternations: vowel alternations, consonant alternations. Historical (grammatical) alternations. Contextual alternations. Morphophonemics and morphonology.

Modifications of speech sounds: types of junctions, assimilation, dissimilation, accommodation (adaptation), elision, insertion, reduction, epenthesis [e'penθəsis], prothesis ['proθəsis], metathesis [mə'tæθəsis], diaeresis [dai'iarisis], haplology [hæp'lolədʒi], sandhi.

MODIFICATIONS OF CONSONANTS

1. Assimilation

1.1. Place of articulation

- t, d > dental before [ð, θ]: *eighth, at the, said that*
- t, d > post-alveolar before [r]: *tree, true, dream, the third*

room

- s, z > post-alveolar before [j]: *this shop, does she*
- t, d > affricates before [j]: *graduate, could you*
- m > labio-dental before [f]: *symphony*
- n > dental before [θ]: *seventh*
- n > velar before [k]: *thank*

1.2. Manner of articulation

- loss of plosion: *glad to see you, great trouble*
- nasal plosion: *sudden, at night, let me see*
- lateral plosion: *settle, at last*

1.3. Work of the vocal cords

- voiced > voiceless: *newspaper, gooseberry* (and in grammatical forms – *has, is, does* > [s]; *of, have* > [f])

Notice: In English typical assimilation is voiced > voiceless; voiceless > voiced is not typical.

1.4. Degree of noise

- sonorants > are partially devoiced after [p, t, k, s]

2. Accommodation

2.1. Lip position

- consonant + back vowel: *pool, rude, who* (rounded)

- consonant + front vowel: *tea, sit, keep* (spread)

3. Elision

3.1. Loss of [h] in personal and possessive pronouns and the forms of the auxiliary verb *have*.

3.2. [l] tends to be lost when preceded by [o:]: *always, already, all right*

3.3. In cluster of consonants: *next day, just on, mashed potatoes*

4. Inserting of sounds

4.1. Linking [r] (potential pronunciation of [r]): *car owner*

4.2. Intrusive [r]: [r] is pronounced where no *r* is seen in the spelling *china and glass*: it is not recommended to foreign learners.

MODIFICATION OF VOWELS

1. Reduction

1.1. Quantitative

1.2. Qualitative

2. Accommodation

2.1 Palatalisation

2.2 Positional length of vowels: *knee – need – neat*

2.3. Nasalization of vowels when preceded or followed by [n, m]: *never, then, men*

2.4 Lip rounding

Вопросы для самопроверки

1. What peculiarities of English combinatory phonetics should the learner's attention be directed at?

2. Name the types of assimilation, its direction and degree. Is there mixed assimilation in English?
3. Qualitative reduction.
4. Quantitative reduction.
5. Compare alternation and assimilation of speech sounds.
6. Describe stages in sound production. Compare Russian and English manners of sound production and joining sounds in speech.

Рекомендуемая литература

1. *Соколова М. А. и др.* Теоретическая фонетика английского языка. М., 2006. С. 71–78; 88–112.
2. *Vorisova L. V., Metlyuk A. A.* Theoretical Phonetics. Ch. 3, 4 (электронная версия).
3. *Буряя Е. А., Галочкина И. Е., Шевченко Т. И.* Фонетика современного английского языка. Теоретический курс: учебник. М., 2008. С. 88–100.
4. *Зиндер Л. Р.* Общая фонетика. СПб., 2010.

Раздел 4. The syllabic structure of english

Лекция 1. The Syllable as a Phonetic and Phonological Unit

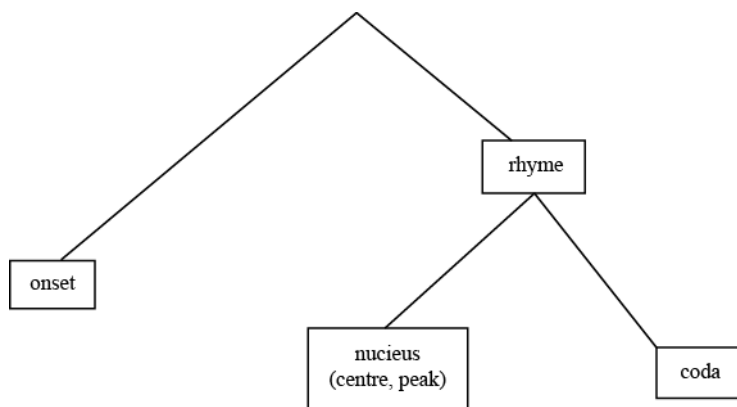
General notes on the syllable. Syllable as a minimal pronounced unit. Rules of combining phonemes into syllable.

Syllable formation. Theories developed by Panconcelli-Calzia, O. fon Essen, R. Stetson, O. Jespersen, L. Shcherba, N. Zhinkin, etc.

The complete structure of the syllable. Phonotactics. Types of syllables. Functions of the syllable.

Syllable division. Phonetic and phonological approaches. Main rules of syllable division. Criteria of syllable division.

Table 1. The Structure of English Syllable



Rules of syllable division based on phonotactic possibilities:

1. English historically short vowels under stress (checked vowels) occur only in a closed syllable. Checked vowels are always followed by a consonant. So the syllabic boundary never occurs after these vowels, e.g. *pity* – ['pit-i], *topic* – ['top-ik]. The preceding and the following vowels attract this consonant and the consonant is split into two. In speech the consonant forms a close link between the two syllables. If a checked vowel is separated by one consonant from a syllabic sonant the boundary between the two syllables is also within the consonant, e.g. ['litl], ['kent], ['pætn].

2. Historically long monophthongs, diphthongs and unstressed short monophthongs (free vowels) can occur both in the open and in the closed syllable, e.g. *car* – [kɑ:], *cart* – [kɑ:t], *tiny* – ['tai-ni].

When a free vowel is separated from a succeeding vowel by a single consonant sound, the syllable in which such a vowel occurs, is always open, e.g. *idea* – [ai-'diə], *cartoon* – [kɑ:- 'tu:n], *erect* – [i-'rekt].

3. When a post-stressed short vowel is separated from a succeeding vowel by a single consonant, the boundary is most

probably before the consonant, because the short vowel is free in an unstressed position, e.g. *besides* – [bi-'saidz], *today* – [tə-'dei].

4. When there is a cluster of consonants between two vowels, the place of the syllabic boundary is conditioned by whether this cluster is permitted at the beginning of words or not. If it does occur in initial position in English the syllabic boundary is before it. If it doesn't, the boundary is between the consonants. For instance the cluster [gr] is used word-initially in English, therefore it can occur at the beginning of a syllable and the syllabic boundary is before the cluster, e.g. *agree* – [ə-'gri:], *regret* – [ri-'gret].

The clusters [dm], [dv] do not occur word-initially and cannot occur at the beginning of a syllable. The syllabic boundary is therefore between the consonants constituting the cluster, e.g. *admit* – [əd-'mit], *admire* – [əd-'maɪə], *advice* – [əd-'vaɪs].

5. When two vowels are separated by more than two consonants as for example in *extra* – ['estrə], the boundary may be both before [s] and [t] because both [str] and [tr] occur at the beginning of words while [ks] can occur in final position, e.g. *extra* – ['ek-strə], ['eks-trə], ['ekst-rə], but the second variant is preferable.

6. The so-called triphthongs in English are disyllabic combinations, because they contain two vowel phonemes, e.g. *science* – ['saɪ-əns], *flower* – ['flaʊ-ə].

7. Sometimes we may take into account the morphemic structure, e.g. *standing* may be phonetically divided into syllables as ['stæn-dɪŋ] and grammatically as ['stænd-ɪŋ].

Types of syllables

Depending on the position of consonants (C) in relation to the vowel (V), there are four types of syllables:

1) open syllable (CV), when there is no consonant after the vowel, e.g. *far* – [fɑ:], *tie* – [tai], *sea* – [si:];

2) closed syllable (VC), when the vowel is followed by a consonant, e.g. *place* – [pleɪs], *sit* – [sɪt];

3) covered syllable (CV(C)), when the vowel is preceded by a consonant, e.g. *spy* – [spai], *straw* – [stro:];

4) uncovered syllable (V(C)), when there is no consonant before the vowel, e.g. *apt* – [æpt], *on* – [ɒn].

Вопросы для самопроверки

1. The syllable is the smallest articulatory unit. Why?
2. The syllable is the smallest perceptible unit. Why?
3. Is the syllable a linguistic unit? Is it the smallest linguistic unit?
4. The main problems of the phonetic aspect of the syllable.
5. Which theory of syllable formation is the most helpful?
6. The universal features of syllable structure.
7. Typically English structural characteristics of the syllable.

Рекомендуемая литература

1. *Соколова М. А.* и др. Теоретическая фонетика английского языка. М., 2006. С. 112–121.
2. *Vorisova L.V., Metlyuk A. A.* Theoretical Phonetics. Ch. 4 (электронная версия).
3. *Буряя Е. А., Галочкина И. Е., Шевченко Т. И.* Фонетика современного английского языка. Теоретический курс: учебник. М., 2008. С. 103–117.
4. *Зиндер Л. Р.* Общая фонетика. СПб., 2010.

Раздел 5. Word stress in english

Лекция 1. Word Stress in English

Prosody. Prosodic units: syllable, rhythmic/accental unit/group, intonation group, utterance, hyperutterance.

The nature of word stress. Word stress and accentuation. Word stress and sentence stress.

The effect of prominence on the articulatory level, on the auditory level, on the acoustic level. Types of word stress: dynamic, musical, quantitative. Typical accental structures of English.

Place of word stress. Degrees of word stress.

Functions and tendencies of the English word stress. The instability of accental structure is the characteristic feature of English. Main accental patterns.

Typology of accental structures. Oppositions of accental types.

Typology of Accentual Structures in English (the most widely spread accentual types)

1. ['___]. This accentual type marks both simple and compound words. The accentual structures of this type may include two and more syllables, e.g. *'father*, *'possibly*, *'mother-in-law*, *'gas-pipe*.

2. ['_ ' _]. The accentual type is commonly realized in compound words, most of them are with separable prefixes, e.g. *'radio-'active*, *'re'write*, *'diso'bey*.

3. ['_ ' _ _] and 4. ['_ ' _ ' _ _]. The accentual types are met in initial compound abbreviations like *'U'S'A*, *'U'S'S'R*.

5. ['_ ◌ _]. The type is realized both in simple and compound words, very common among compound words, e.g. *'hair-◌dresser*, *'sub◌structure*.

6. [◌ _ ' _]. The accentual type marks a great number of simple words and some compound words as well. In simple words the stresses fall onto:

1) the prefix and the root: ◌*maga'zine*;

2) the root and the suffix: ◌*hospi'tality*;

3) the prefix and the suffix: ◌*disorgani'zation*.

The other five types are rare and found in a small number of words.

Instability of word stress

The instability of stress patterns is caused by the origin of several layers in the Modern English word-stock:

1. Recessive tendency

In Germanic languages the initial or the second syllable, the root syllable in words with prefixes are stressed. This tendency is called *recessive*. Words of Anglo-Saxon origin and in French borrowings dated back to the 15th century retain this recessive tendency. Unrestricted recessive tendency is observed in native English words having no prefixes (*mother*, *daughter*, *brother*), in assimilated French borrowings (*reason*, *colour*, *restaurant*), in English words with prefixes (*foresee*, *begin*, *withdraw*, *apart*).

2. Retentive tendency

A derivative often retains the stress of the original, or parent word ('similar – as'similate, recom'mend – recommen'dation).

3. Rhythmical tendency

It is caused by the alteration of stressed and unstressed syllables due to which there appeared the secondary stress in multisyllabic words of French origin (ˈrevo'lution, ˈorgani'zation) or the primary stress on the 3d syllable from the end in 3-syllable and 4-syllable words ('cinema, 'situate, ar'ticulate).

Вопросы для самопроверки

1. Word stress vs. Utterance stress. Are the stress patterns of English words ever altered by utterance stress?

2. Is there a single stress per word in English?

3. Analyze loudness, length and pitch of English stressed syllables.

4. The connection between stress and vowel quality in English.

5. Is formant structure included into interaction of intensity, FF and duration? The inherent quality of sounds and the perception of English stress?

6. Stress in English can't delimit one word from another. Why?

7. Is stress free in English?

Рекомендуемая литература

1. Соколова М. А. и др. Теоретическая фонетика английского языка. М., 2006. Ч. 4.

2. Vorisova L. V., Metlyuk A. A. Theoretical Phonetics. Ch. 5 (электронная версия).

3. Бурая Е. А., Галочкина И. Е., Шевченко Т. И. Фонетика современного английского языка. Теоретический курс: учебник. М., 2008. С. 117–131.

4. Зиндер Л. Р. Общая фонетика. СПб., 2010.

Раздел 6. Intonation

Лекция 1. Intonation

Intonation and prosody. Prosodic units: an intonation group, a syntagm, a sense-group, a breath-group, an intonation contour, a divisible accentual unit, a tone-group, a tune, a tone-unit. Main approaches to the problem of intonation:

1) H. Sweet, D. Jones, R. Kingdon, O'Connor, A. Gimson, etc.;

2) V. Halliday;

3) K. Pike;

4) Russian linguists.

Intonation as a system. Prosodic components (subsystems) of intonation: pitch, loudness, tempo. Pausation. Functions of intonation.

Components of intonation and the structure of English tone-group. The most important nuclear tones. Pauses. Timbre.

Intonation pattern as the basic unit of intonation. The number of intonation patterns. The structure of intonation pattern.

The phonological aspect of intonation. Intonology. Phonological intonation units. Lack of balance between intonation and word content, intonation and the grammatical structure of the utterance. Special effects produced by intonation. Intonation and meaning.

Вопросы для самопроверки

1. The difference between prosody and intonation.
2. Interpret the term "system".
3. Interpret the term "structure".
4. What is the smallest meaningful prosodic unit?
5. Is there correlation between the prosodic structure of the utterance and the syntactic structure?
6. What factors determine the prosodic structure of an utterance?
7. Do tone, pitch level, pitch range, stress and tempo make systems of their own?

Рекомендуемая литература

1. Соколова М. А. и др. Теоретическая фонетика английского языка. М., 2006. Ч. 5. С. 135–184.
2. Borisova L. V., Metlyuk A. A. Theoretical Phonetics. Ch. 6 (электронная версия).
3. Бурая Е. А., Галочкина И. Е., Шевченко Т. И. Фонетика современного английского языка. Теоретический курс: учебник. М., 2008. С.
4. Зиндер Л. Р. Общая фонетика. СПб., 2010.

Раздел 7. Stylistic use of intonation

Лекция 1. Stylistic Use of Intonation

Factors determining the choice of an intonation style: purpose of communication, extralinguistic and social ones.

Stylistic use of intonation:

- 1) Informational;
- 2) Academic (Scientific);
- 3) Publicistic (Oratorial);
- 4) Declamatory (Artistic);
- 5) Conversational (Familiar).

Stylistically marked modifications of prosodic units, the invariants of the style forming intonation patterns.

Variations of intonation patterns in accordance with the types of information.

Intonational styles:

reading;

spoken, speaking;

monologue;

dialogue;

polilogue;

prepared;

spontaneous;

public;

non-public;

formal;

informal.

Two main spheres of discourse. Registers: educational vs. press reporting and broadcasting. Their characteristic features. Examples for analysis.

Вопросы для самопроверки

М. А. Соколова и др. Теоретическая фонетика английского языка. Таблицы 1, 2 и примеры на с. 187–188, 191; Таблицы на с. 193, пример с. 194; Таблицы с. 196–197, 199–200, Пример с. 203–204; Таблица с. 207, примеры с. 210–213; Таблица с. 212; Пример с. 216; таблица с. 217 Пример с. 218; Таблицы с. 220, 225, 231.

Рекомендуемая литература

1. *М. А. Соколова* и др. Теоретическая фонетика английского языка. М.: Гуманитарный издательский центр «Владос», 2006. Ч. 5. С. 184-247.

2. *Бурая Е. А., Галочкина И. Е., Шевченко Т. И.* Фонетика современного английского языка. Теоретический курс: учебник. М., 2008. Главы 6, 7, 8. С. 133–192.

ТЕМЫ СЕМИНАРСКИХ (ПРАКТИЧЕСКИХ) ЗАНЯТИЙ

SEMINAR 1

Think about the following questions for class discussion:

1. What are the relations between language and speech?
2. Define the phonetic system of a language?
3. What are the two main sources of sound?
4. How does the frequency of the vocal cord vibrations change?
5. Why do the sounds of the violin, the guitar and other musical instruments differ? What affects their specific qualities? Is there any analogy in the production of speech sounds?
6. In what way does the listener perceive the acoustic properties of speech sounds? What does perception of pitch and loudness depend on?

7. How would you explain the difference between the physiological and psychological aspects of our hearing mechanism? Which of them is responsible for “hearing the message”? Which is responsible for “understanding the message”? Which of them is involved when we listen to a foreign language that we don’t know?

8. Why is it important to train one’s hearing abilities in foreign language learning?

9. Why is Phonetics placed among linguistic sciences and not among physiological?

Рекомендуемая литература

1. *Соколова М. А. и др.* Теоретическая фонетика английского языка. М., 2006. Ч. 2.

2. *Borisova L. V., Metlyuk A. A.* Theoretical Phonetics. Ch. 10 (электронная версия).

3. *Бурая Е. А., Галочкина И. Е., Шевченко Т. И.* Фонетика современного английского языка. Теоретический курс. М., 2008. Гл. 1.

4. *Зиндер Л. Р.* Общая фонетика. СПб., 2010.

SEMINAR 2

Think about the following questions for class discussion:

1. What accounts for the opinion that the orthoepic norm embraces a wide range of pronunciations rather than a single variety of pronunciation?

2. Why have dialects shown such a remarkable difference in spite of the numerous factors that encourage standardization of pronunciation?

3. What accent places an English speaker in a privileged social category?

4. Which of the developments of RP have become well established and accepted?

5. Can you explain the terms “bilingualism”, “monolingualism”, “interference”, “diglossia”?

6. Why are there so many classifications of phonetic styles?

7. Familiar style is one of the most widespread phonetic styles used by the educated people (when at home, with friends, in public). Is it right to label pronunciation variants used in familiar style as “bad” or “incorrect”? Are those variants appropriate in any situation?

8. What phonetic style-forming means do you know?

Практические задания

1. Проверьте по орфоэпическому словарю Д. Джоунза, правильно ли вы произносите слова: *hospitable, amicable, research, garage, schedule, cigarette, adult, sure*. Если ваше произношение не совпадает с первым вариантом, то как его можно охарактеризовать?

2. Следующие тексты представляют собой: а) прогноз погоды, б) новости. Паузы размечены. Попробуйте прочитать их в соответствующем темпе, сохраняя длительность отрывков, произнесенных без пауз. Сколько таких интонационных групп (синтагм) вмещается в один отрезок без пауз? Сколько ритмических групп (в среднем) в каждой интонационной группе?

a) *We are going to have a lot of sunshine today, and quite nice cold air to the North we won't see any shine soon. | Our next cyclone will bring warm and very wet air from the West. | And actually right now over Chicago there's seen a lot of rain mixed with hailstones. | Texas is getting humid and believe it or not this thing is going to move in fairly quickly. | We'll start to see the influence of it by tomorrow morning: starting out with a little bit freezing rain leading to this edge, a little bit close here, and turning to rain. | So, some unsettled weather, lots of warm coming in right out of Gulf, | lots of moisture. | but today beautiful and sunny, high in the 30th, the wind out of North-West at 5 to 10. || Tonight increasing clouds, lows in the 20th and 30th, and the wind's going up.||*

b) *A correspondent from the CNN in Oslo | says that the disaster comes at an awkward time for the Norwegian government | which has already started granting licenses to protect new areas on the North Sea. | And there has been a lot of opposition to this, | especially from fishermen and environmental groups.||*

3. В интервью учительница должна ответить на «трудный» вопрос: посоветовала бы она своим выпускникам избрать профессию учителя младших классов? Внесите разметку пауз в текст вопроса. Отметьте возможные места для hesitation в речи журналиста:

J: Are you pleased that you chose primary teaching as a career and if someone came up to you at school-leaving age and was wondering about what they are going to do, would you advise them to follow in your footsteps?

Рекомендуемая литература

1. Соколова М. А. и др. Теоретическая фонетика английского языка. М., 2006. Ч. 6.

2. Borisova L. V, Metlyuk A. A. Theoretical Phonetics. Ch. 9 (электронная версия).

3. Бурая Е. А., Галочкина И. Е., Шевченко Т. И. Фонетика современного английского языка. Теоретический курс. М., 2008. Гл. 10, 11.

4. Зиндер Л. Р. Общая фонетика. СПб., 2010.

SEMINAR 3

Think about the following questions for class discussion:

1. What are the articulatory distinctions between vowels and consonants?

2. What are the acoustic distinctions between vowels and consonants? How do their acoustic spectra differ?

3. What articulatory and acoustic features testify to the intermediate position of sonants between vowels and consonants?

4. Does the articulation basis of a language condition the phonetic system of the language? In what way?

5. On what factors does the quality of the vowel depend on?

6. What are the factors determining the quality of a consonant?

7. How are the formants in the spectrum of vowel related with its articulation? Can the acoustic engineer do without the knowledge of the articulatory features of speech sounds?

8. Study the table of English vowels:

1) To describe the articulatory characteristics of each vowel;

2) To find out the articulatory distinctions between the pairs of long and short vowels /i: I, u:-ʊ, ɑ:-ʌ, o:-o, i:-ʊ/.

9. Study the classification of English consonants:

1) To describe the articulatory characteristics on the sounds /r, m, n, w, h, l, j/;

2) To find out the articulatory distinctions between the following pairs of consonants /p-b, t-d, k-g, f-v, s-z/, /g~h/.

Практические задания

1. Дайте описание следующих согласных: [s], [m], [v], [h], [ʒ].

2. Напишите символ согласного звука, который соответствует приведенным ниже описаниям. Приведите примеры слова, содержащего данный звук:

- а) глухой, губно-губной, неаспирированный, взрывной;
- б) звонкий, альвеолярный, взрывной;
- в) боковой аппроксимант;
- г) велярный носовой;
- д) звонкий, зубной, фрикативный;
- е) глухой, аспирированный, альвеолярный, взрывной.

3. Назовите общие черты, объединяющие следующие согласные:

- а) [p], [b], [m];
- б) [g], [p], [t], [d], [k], [b];
- с) [t], [s], [p], [k], [f], [ʃ], [tʃ];
- д) [v], [z], [n], [g], [d], [b], [l], [r], [j], [w], [dʒ], [ʒ];
- е) [t], [d], [s], [l], [n];
- ф) [r], [dʒ], [ʃ], [ʒ], [tʃ];
- г) [w], [l], [dʒ], [ʃ];
- h) [k], [g], [ŋ].

4. По каким признакам согласные в колонке А отличаются от согласных в колонке Б?

А	Б
а) [p], [t], [k], [s], [f]	[b], [d], [g], [z], [v]
б) [p], [b], [m]	[t], [d], [n], [l]
в) [f], [v], [s], [z], [ʃ], [ʒ]	[tʃ], [dʒ]

5. Дайте описания следующих гласных: [o], [i], [z:], [Λ].

6. Напишите символ гласного, который соответствует приведенным ниже описаниям:

- а) открытый гласный переднего ряда;
- б) полуоткрытый гласный переднего ряда;
- в) закрытый гласный заднего ряда;
- г) полужакрытый гласный заднего ряда.

7. Назовите общие черты, объединяющие следующие гласные:

- а) [u:], [v], [e], [æ];
- с) [z:], [Λ];
- д) [e], [o:], [Λ].

8. По каким признакам гласные в колонке А отличаются от гласных в колонке Б?

А	Б
а) [i:], [i], [e], [æ]	[u:], [v], [o:], [o], [α:]
б) [i:], [u:], [z:], [o:], [α:]	[v], [o], [i], [e], [æ], [Λ]
с) [e], [i], [v]	[ei], [iə], [və]

Рекомендуемая литература

1. *Borisova L. V., Metlyuk A. A. Theoretical Phonetics. Ch. 2* (электронная версия).

2. *Буряя Е. А., Галочкина И. Е., Шевченко Т. И. Фонетика современного английского языка. Теоретический курс. М., 2008. Гл. 2.*

4. *Зиндер Л. Р. Общая фонетика. СПб., 2010.*

SEMINAR 4

Think about the following questions for class discussion:

1. Every language contains an immense amount of actual speech sounds. What helps the listener to cope with what he hears? Why is the phoneme concept essential to the phonetic science? Is it possible to pronounce a phoneme?

2. Why can't allophones of one and the same phoneme be in contrast with each other? Can they occur in exactly the same phonetic environment?

3. Why isn't it possible to make a rigid separation of phonetics and phonology? Does phonetic analysis necessarily involve phonological considerations? Are phonological considerations always based on the analysis of the relevance of phonetic features?

4. All the similarities and differences between the phonemes of a language can be reduced to a comparatively small number of distinctive features. These features have been presented in articulatory terms. Can they also be presented as oppositions between acoustic features, e.g. grave and acute, compact and diffuse, etc. the phonemes of different languages? Which of the two presentations is preferable for making comparison between the phonemes of different languages? Which of the two presentations is preferable for teaching purposes?

5. Make up a list of oppositions of (a) vowels and (b) consonants. Give examples of your own.

Практические задания

1. Проанализируйте аллофоны фонемы /t/ в следующих словах: *town, tool, team, that, written, bottle, stable, at the door, white coat, tram.*

2. Приведите свои примеры, иллюстрирующие случаи, в которых один звук является аллофоном разных фонем.

3. Опишите дистинктивные признаки следующих фонем: /η/, /w/, /θ/, /dʒ/, /l/, /r/.

4. Какой дистинктивный признак различает следующие пары фонем: а) /b/ – /m/; б) /t/ – /tʃ/; в) /z/ – /ʒ/; г) /t/ – /s/; д) /s/ – /θ/; е) /f/ – /v/; ж) /ei/ /i/; з) /i:/ – /i/; и) /i:/ – /ʊ/; к) /e/ – /z:/?

5. На каких различиях основаны оппозиции между следующими фонемами: /k/ – /t/; /k/ – /o/; /k/ – /z/? Приведите свои примеры одинарных, двойных и множественных оппозиций.

Рекомендуемая литература

1. *Соколова М. А. и др.* Теоретическая фонетика английского языка. М., 2006. С. 71-78; 88-112
2. *Borisova L. V., Metlyuk A. A.* Theoretical Phonetics. Ch. 3, 4 (электронная версия).
3. *Буряя Е. А., Галочкина И. Е., Шевченко Т. И.* Фонетика современного английского языка. Теоретический курс. М., 2008. Гл. 1, раздел 1.4.
4. *Зиндер Л. Р.* Общая фонетика. СПб., 2010.

SEMINAR 5

Think about the following questions for class discussion:

1. In every language there are certain regularities in the modifications of sounds in connected speech. Is it important to be well aware of these regularities to identify easily the words and phonemes of the language? What peculiarities of English combinatory phenomena should the learner's attention be directed at?
2. Analyse the following sentences to describe all the alternations and modifications of speech sounds found in them.
 1. Far from eye, far from heart.
 2. Fortune favours the brave.
 3. To go through thick and thin.
 4. Birds of feather flock together.
 5. The least said, the soonest mended.
 6. The last straw breaks the camel's back.
 7. Necessity is the mother of invention.
 8. Eat at pleasure, drink at measure.
 9. He that has no head needs no hat.
 10. Let sleeping dogs lie.
 11. Life is not cakes and ale.
 12. Respect yourself or no one will respect you.
 13. As you make your bed, so you must lie on it.
 14. Clean as a pin.
 15. Prosperity makes friends, and adversity tries them.
 16. Don't trouble trouble until trouble troubles you.
 17. Crows don't pick crows eyes.

18. To throw straw against the wind.
 19. A friend in need is a friend indeed.
 20. Between and betwixt.
3. Mark the reduced (weak) form in the following sentences.
1. I was right.
 2. He can read.
 3. Come and see me.
 4. It's as white as snow.
 5. I'd like to see it.
 6. That's most of it.
4. Arrange the following utterances into micro-dialogues.

Find mistakes in utterances in the left-hand column. Utterances in the right-hand column may be helpful to you.

1. Alaska if she wants to come with us	a) Who changed into civilian clothes?
2. I can pose music for TV programmes	b) Really? It used to be on the back page
3. The office has changed into civilian clothes	c) Yes, I saw him going into the kitchen
4. Did you see the way to go? He was at the next table a minute ago	d) I didn't know you were a composer
5. In this newspaper, the TV guide is on the sent a page	e) You'll ask who?

Рекомендуемая литература

1. *Соколова М. А.* и др. Теоретическая фонетика английского языка. М., 2006. С. 71–78; 88–112.
2. *Borisova L. V., Metlyuk A. A.* Theoretical Phonetics. Ch. 3, 4 (электронная версия).
3. *Буряя Е. А., Галочкина И. Е., Шевченко Т. И.* Фонетика современного английского языка. Теоретический курс. М., 2008. Гл. 3.
4. *Зиндер Л. Р.* Общая фонетика. СПб., 2010.

SEMINAR 6

Think about the following questions for class discussion:

1. Why is the syllable considered to be the smallest articulatory unit? Why can't we consider the sound to be the smallest articulatory unit?
2. What makes us assert that the syllable is also the smallest perceptible unit? Don't we perceive separate sounds in connected speech?
3. Is the syllable a linguistic unit? Is it the smallest linguistic unit?
4. What are the main problems of the phonetic aspect of the syllable? Which of the theories of syllable formation do you think is the most consistent and helpful?
5. Could we describe the structure of the syllable with reference to all the languages? What universal features of the syllabic structure could you name?
6. What are typically English structural characteristics of the syllable?

Практические задания

1. Определите количество слогов и найдите их границы в следующих словах. Английские слова запишите в транскрипции. Обозначьте слогораздел дефисом. Объясните свое решение:

а) *catfish, eagle, funny, melt, metal, proper, carpet, announced, syllable, nature, mileage, mile;*

б) *миля, Сити, бессонница, сестра, карман, полка, пойман, пустой, детдом.*

2. Напишите, из каких элементов состоят следующие слоги. Запишите их структуру с помощью обозначений С и Г. Определите тип слога.

Mean, east, fee, fifths, oaths, sixths, oh, strew, всплеск, он, да, мгла.

Рекомендуемая литература

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2. Borisova L. V. , Metlyuk A. A. Theoretical Phonetics. Ch. 4 электронная версия).
3. Бурая Е. А., Галочкина И. Е., Шевченко Т. И. Фонетика современного английского языка. Теоретический курс. М., 2008. Гл. 4.
4. Зиндер Л. Р. Общая фонетика. СПб., 2010.

SEMINAR 7

Think about the following questions for class discussion:

1. In an utterance only the more important words are accented while other words are either slurred over or are partially stressed. Are the stress patterns of English words ever altered by utterance stress?
2. Is there a single stress per word in English?
3. Is the English stressed syllable always louder, longer and higher than the unstressed syllables?
4. There are languages in which certain vowel qualities are strictly associated with either stressed or unstressed syllables. This produces a certain effect on the perception of stress. Is the connection between stress and vowel quality in English very strict? Are there particular sounds that occur only in stressed syllables and other sounds which occur only in unstressed syllables?
5. Stress is generally considered to be the result of an interaction of the three acoustic parameters: intensity, fundamental frequency and duration. Why has a 4th parameter recently been included in the list? Does the inherent quality of sounds affect the perception of English stress?
6. Why can't stress in English delimit one word from another as it may in languages with fixed stress? Can stress in English signal the beginning or the end of a word?
7. Sentence stress is free in English; it is possible for it to distinguish words like "billow" and "below", "insult" and "insult". But stress in many languages is fixed. Why isn't it possible for stress in those languages to distinguish between one word and another?

Практические задания

1. Назовите тенденции, определившие место ударения в следующих словах:

◌deskill	re'act	'nursery school
◌despe'ration	pro'prietty	◌re'mold
'boxful	◌patro'ness	'salty
ac'censual	◌represen'tation	◌over'value
a◌ccommo'dation	'doubletalk	con'duct
'bracket	'session	'smoking room
a'ccumulator	◌quincen'tennial	a'bed
'comedy	◌seven'teen	'anecdotalage

2. Поставьте ударение в следующих словах и обоснуйте свое решение:

AIDS patient, answering machine, air-sea, air-sea rescue, apple-green, airsick, agriculture, arboriculture, aquaculture, allergy, allergic, asocial, all-round, all-round athlete, bassinette.

3. Попробуйте вывести правила постановки ударения в многосложных глаголах, исходя из влияния фонетического фактора и основываясь на приведенных ниже примерах. Начните формулировку правила со слов: "If the last syllable contains...".

Determine, develop, remember, abandon, astonish, prohibit, entertain, resurrect, intervene, represent, appoint, connect

4. Проставьте ударение в подчеркнутых словах, обоснуйте свое решение:

a) *The lack of proper housing made the post-war government work out a programme of rapid apartment building.*

b) *Every new apartment building has underground parking.*

c) *The insurance was invalid for the invalid.*

d) *You will need a permit to fish here.*

e) *The bighorn (ovis Canadensis) can hardly be seen in European zoos.*

f) *The horseman was blowing a big horn.*

g) *Another word for a strikebreaker is a blackleg.*

h) *Have you ever seen an all-white dog with a black leg?*

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2. Borisova L. V. , Metlyuk A. A. Theoretical Phonetics. Ch. 5 (электронная версия).
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SEMINAR 8

Think about the following questions for class discussion:

1. Are functions and meanings of the prosodic structure of the utterance equivalent notions?
2. What meanings can the prosodic structure have? What do you think are the denotative and connotative meanings of the prosodic structure?
3. How can you illustrate the polysemantic character of the prosodic structure?
4. Select examples from tape recordings to illustrate:
 - the communicative function of prosody;
 - the modal (attitudinal) function;
 - the culminative (accentual) function;
 - the stylistic function;
 - the role of prosody in modifying the basic meanings of the words in an utterance.
5. Compare semantically identical Russian and English utterances as to:
 - the number of stresses in them;
 - the form of the terminal tone;
 - the character of rhythm.
6. Express your opinion on the following:
 - a) The learner of English will always be understood (irrespective of the situation) if (s)he pronounces the model English prosodic patterns;

6) “The attitude markers are sometimes thought of as luxuries, the icing on the top, with word markers and grammatical sequence markers as the solid cake”.

7. What is the difference between prosody and intonation?

8. Give your interpretation of the term “structure”.

9. Is the prosodic (intonation) structure of the utterance related with a definite syntactical structure? What factors determine the prosodic structure of an utterance?

Практические задания

1. Разделите текст на смысловые группы. Запишите текст в транскрипции. Сделайте фонетическую разметку фразы на транскрипции.

Оформите схему интонационного рисунка, определите тип ядерного тона в каждой синтагме. Начертите тонограммы. Прочитайте текст.

I saw by the clock of the city jail that it was past eleven, so I decided to go to the newspaper immediately. Outside the editor's door I stopped to make sure my pages were in the right order; I smoothed them out carefully, stuck them back in my pocket, and knocked. I could hear my heart thumping as I walked in.

2. Определите, какие функции мелодики проиллюстрированы следующими примерами:

a) *Her*◊ *sister*, | *said* ◊*Mary*, | *was* a 'well-known' *actress*.

Her' *sister*◊ ◊◊◊*said* |' *Mary* was a' well-known' *actress*.

b) *What about this money?* – 'Lock it 'up in the`safe.

'Lock it' up in the ◊◊◊◊◊ safe.

c) *I've been to London.* – ^*Have you?*

`*Have you?*

˘ ◊◊*Have you?*

◊ ◊*Have you?*

d) *We*' *laid* *money*◊ *by*, |' *every*' *penny* *we* ◊ *could*, |' *to*' *see* 'some of' *Spain*.

Рекомендуемая литература

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8. Шахбагова Д. А. Варианты английского языка. М., 1984.
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11. Интернет-ресурсы.

САМОСТОЯТЕЛЬНАЯ РАБОТА СТУДЕНТОВ

1. Выполнение проектных заданий
2. Подготовка презентаций, сообщений

Проектные задания к темам практических (семинарских) занятий Проектная работа

Проект – это *самостоятельно планируемая и реализуемая работа*, в которой речевое общение вплетено в интеллектуально-эмоциональный контекст другой деятельности. Подготовка и реализация проектов может являться заключительным этапом определённого цикла работы над развитием и совершенствованием умений во всех видах речевой деятельности.

Темы проектов могут быть выбраны вами или предложены преподавателем. Основными источниками получения информации для проектов являются печатные материалы, информация из Интернета, аудио- и видеозаписи.

Проект обычно рассчитан на продолжительное время; он может быть *индивидуальным* (Independent Study Project – курсовая работа) или ориентирован на *2–3 студента*, а иногда и на *всю группу*. Проект является самостоятельным, открытым видом работы и поэтому не может жёстко регламентироваться и контролироваться преподавателем.

Работа над проектом включает в себя три стадии:

планирование;

подготовка и исполнение проекта;

обсуждение и оценка проекта (контроль выполнения.

проектных заданий называется аутентичным и проводится с помощью оценочных шкал).

В процессе подготовки и осуществления творческих проектов вы конструируете содержание общения. Большую роль в ходе решения проблемных задач играет произвольное запоминание языкового материала (лексических средств и грамматических структур). Во время подготовки проекта вы можете прибегать к помощи родного языка, главное, чтобы итоговые моменты были выражены на английском языке. Во время подготовки проекта важна *стадия репетиций*.

Основная часть работы над проектом проводится вами самостоятельно, внеаудиторно. В классе при участии преподавателя проходят начальная и заключительная стадии.

Задания для самостоятельной работы обычно выдаются в начале семестра, с определением сроков их выполнения и сдачи.

Проектное задание №1 (к семинару №1)

1. Составьте схему взаимосвязи фонетики с другими науками. Кратко прокомментируйте ее.

2. Составьте карточку разделов фонетики. Кратко прокомментируйте каждый раздел.

Проектное задание №2 (к семинару №2)

1. Приведите 10 примеров различий в звуковом строе британского и американского варианта английского языка.

2. Приведите 10 примеров различий в ударении и интонации.

3. Дайте определение нормы с точки зрения социолингвистики и фонетики. Сравните эти определения.

4. Составьте схему разновидностей произносительной нормы. В чем заключается территориальная, социальная и стилистическая нормы?

5. Подготовьте презентацию об одном из вариантов английского языка.

Проектное задание №3 (к семинару №3)

1. Прокомментируйте, что общего между гласными и согласными и в чем они различаются.

2. Объясните понятие «артикуляционная база». Опишите особенности русской и английской артикуляционной базы.

3. Классифицируйте гласные и согласные по следующим параметрам: (а) характер звуков; (б) виды звуков; (в) структура звуков. Составьте таблицу.

Проектное задание №4 (к семинару №4)

1. Проиллюстрируйте аллофоническое варьирование фонем в виде презентации.

2. Составьте схему трактовок фонемы различными фонологическими школами.

Проектное задание №5 (к семинару №5)

1. Проиллюстрируйте соотношение фонетических и орфографических слогов в английском языке? Представьте результат в виде презентации.

2. Составьте схему и отобразите на ней структуру, типы и функции слога.

Проектное задание №6
(к семинару №7)

1. Составьте таблицу видов ударения, приведите свои примеры и прокомментируйте ее.

2. Составьте схему и отразите на ней те факторы, которые влияют на место и степень словесного ударения.

Проектное задание №7
(к семинару №8)

1. Составьте схему функций интонации, прокомментируйте ее.

2. Составьте схему компонентов интонации, прокомментируйте ее.

3. In the afternoon the chairs came, a whole big cart full of little gold ones with their legs in the air. And then the flowers came.

Сделать фонетическую разметку фразы на транскрипции.

Оформить схему интонационного рисунка, определить тип ядерного тона в каждой синтагме.

Выделить и объяснить фонологические явления (редукции, ассимиляции, аккомодации, латерального и назального взрыва).

Рекомендуемая литература

1. *Зиндер Л. Р.* Общая фонетика. М., 2010.

2. *Соколова М. А.* и др. Теоретическая фонетика английского языка. М., 2006.

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10. Литература ВЭБ-библиотеки кафедры №63 www.hf-guar.ru

11. Интернет ресурсы.

Примерный перечень тем самостоятельной работы (для подготовки презентаций, сообщений и т.п.)

1. Фонетическая интерференция при билингвизме.
2. Современные тенденции в произношении английского языка.
3. Соотношение американского и британского вариантов английского языка на фонологическом уровне.
4. Фонетические особенности английского языка за пределами Великобритании.
5. Фонетические особенности английского языка в Австралии.
6. Современные диалекты Великобритании.
7. Фонетические особенности английской разговорной речи.
8. Фонетические особенности речевых стилей в английском языке.
9. Ассимиляция и ее виды в современном английском языке.
10. Интонационные характеристика английской синтагмы.
11. Фонетическая природа английского речевого ритма.

Рекомендуемая литература

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2. *Соколова М. А.* и др. Теоретическая фонетика английского языка. М., 2006.
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Как подготовить доклад, сообщение, реферат

В работе над докладом, сообщением, рефератом можно выделить четыре основных этапа:

- обдумывание;
- планирование;
- непосредственно написание;
- проверка.

Сразу определитесь, сколько вам понадобится времени на каждый этап, учитывая сроки сдачи работы. Не пишите текст сразу же, как только получили задание. Помните, что подбор и

изучение материала – самая важная часть работы, которая занимает основную часть времени.

1. Обдумывание

Обдумывание – *самый важный этап*, от которого зависит успех всей работы. Обсудите тему с друзьями, сокурсниками, а также с теми специалистами, чье мнение по данному вопросу на ваш взгляд будет полезным. Выясните у преподавателя критерии оценивания – это поможет определиться с правильным направлением в работе.

Заведите папку, куда вы будете складывать весь материал по теме, включая вырезки из печати, копии, свои записи, а также аудио- и видео- материалы. Не забывайте фиксировать вопросы, которые у вас возникают на этапе поиска информации, чтобы обсудить их с преподавателем во время консультаций. Всегда помните о сроках сдачи работы: не пытайтесь "объять необъятное", умейте вовремя остановиться.

2. Планирование

Изучив литературу, подобрав массу интересных фактов и важных сведений по теме, приступайте к планированию, или логическому структурированию своей работы. При планировании вы выстраиваете информацию, чтобы рассмотреть поставленную проблему с разных сторон, и в то же время в строгом логическом порядке.

Существует несколько видов планов. Это может быть краткое, или тезисное изложение основных положений проблемы. Если вы хорошо владеете графическими навыками, то может оказаться полезным представление материала в виде схемы или диаграммы. Можно просто выписать ключевые слова по всем аспектам и структурировать их. Некоторые предпочитают именно на этапе планирования написать вступление и заключение, чтобы убедиться в том, что тема будет полностью раскрыта.

3. Написание доклада, сообщения, реферата

Это, пожалуй, самый трудный и ответственный этап работы. Постарайтесь выделить такое время для составления текста доклада, сообщения, реферата, когда вас никто и ничто не будет отвлекать. Пользуйтесь своим планом. Следует

напомнить, что любая работа состоит из вступления, основной части и заключения.

Во вступлении Вы ставите проблему и обосновываете ее актуальность и важность, каждый абзац основной части может содержать основную идею и факты, мнения, статистические и другие сведения, ее подтверждающие. В заключении делаете краткие выводы по рассмотренным аспектам темы.

Старайтесь излагать свои мысли четко и ясно, следите за логическим представлением основных положений, используйте слова-связки при переходе от одного абзаца к другому. Иногда бывает полезным прочитать работу вслух, чтобы услышать свои предложения и устранить неточности.

4. Проверка

Доклад, реферат написан и готов к сдаче. Не спешите! Отложите уже готовую работу на пару дней, а затем снова ее перечитайте. Еще раз проверьте, логично ли все выстроено, нет ли двусмысленностей или тавтологий. Убедитесь, что работа написана без ошибок и все запятые на месте. Для проверки орфографии бывает полезным прочитать текст с конца, так как легче увидеть ошибку в отрыве от общего контекста. На всякий случай оставьте для себя копию.

Как сделать презентацию

Согласно учебному плану после ряда тренировочных презентаций вам предстоит сделать две-три серьезные презентации, которые могут оцениваться

как один из компонентов зачета;

как одно из слагаемых финального экзамена;

либо экзамен как таковой;

как участие в студенческой научно-практической конференции.

Естественно, что тематика и объём презентаций существенно отличаются в каждом конкретном случае. Предполагается, что Вы начинаете готовить небольшие, непродолжительные и неформальные презентации перед своими однокурсниками в группе. Эти презентации являются своего рода подготовкой/ тренировкой к официальной презентации,

которая оценивается как часть зачета или экзамена и которая делается в "лекционном театре" с использованием аудио-, видео- или мультимедийного оборудования. Умение делать презентации также поможет хорошо выступить на ежегодной студенческой научной конференции.

Как бы это ни казалось поначалу пугающим, навык выступления с презентациями является очень полезным и ценным приобретением, который поможет вам после окончания университета выглядеть более профессионально при приёме на работу. Таким образом, стоит сделать определенные усилия и научиться этому искусству с первых курсов.

Основная цель презентации – передача сообщения/ информации аудитории. С одной стороны, это может быть просто передача информации, какие-то инструкции, рекомендации. С другой стороны, презентация может быть средством убеждения других, представления и отстаивания своей собственной точки зрения. Презентация может быть даже развлекательной. Помните, что если вы хотите убедить в чем-то аудиторию, вам необходимо будет привлечь и удерживать её внимание. По существу, вы будете "давать представление", которое позволит передать, представить ваше сообщение наиболее эффективно.

Подготовка к презентации

Как только вы узнали, что вам предстоит сделать презентацию, и преподаватель назначил конкретную дату, сразу же начинайте готовиться.

Продумайте, интересно ли ваше сообщение, и как ваша аудитория будет реагировать на то, что вы собираетесь им сообщить.

Обязательно проконсультируйтесь с преподавателем, он поможет вам с отбором материала и посоветует как подготовиться к возможным вопросам.

Очень полезно заранее посмотреть аудиторию, в которой вы будете делать презентацию. Надо определить, достаточно ли мест в аудитории, где разместить наглядные пособия (постеры, графики, таблицы и т.д.).

Подумайте, какое оборудование потребуется (аудио, видео, мультимедийное, проектор с экраном для демонстрации слайдов и т.д.), где его достать, с кем договориться.

С самого начала надо знать регламент презентации, т.е. сколько времени должна длиться ваша презентация. Помните, что презентация не читается, а "проговаривается", что занимает гораздо больше времени, поэтому не старайтесь представить слишком много материала. Выберите самое основное и интересное. Организуйте свою презентацию так, чтобы аудитория могла свободно следовать за ходом ваших мыслей.

Внимательно прочитайте и проанализируйте основные признаки и структуру презентации. Помните обо всех пунктах во время подготовки и самой презентации.

Помните, что презентация – это своего рода представление. Чтобы представление было удачным, оно должно быть подготовлено и отрепетировано.

Хронометрируйте свою презентацию и, делая её, пользуйтесь только заметками на небольших листах бумаги, подобных открыткам. Ни в коем случае не читайте с листа с полным текстом!

Основные признаки эффективной презентации:

Организационные моменты: цель ясно обозначена, структура логично выстроена; эмфаза на начало и конец: ясное вступление; резюме/ подведение итогов и заключение; четкое соблюдение регламента

Передача сообщения, манера произнесения: громкость, сила голоса; темп и разнообразие скорости говорения; правильное использование пауз; логическое ударение и интонация для выделения; экспрессивность; уверенность; дружеский тон.

Язык тела и жестов (невербальные средства передачи сообщения): визуальный контакт с аудиторией; поза; жесты; выражение лица; внешний вид.

Язык: регистр/ стиль речи; соответствующий уровень языка; грамматическая правильность речи и правильность произношения; длина предложений (фразы должны быть короткими и легко воспринимаемыми).

Интерес презентации для аудитории: выбор темы; релевантность/ уместность темы; взаимодействие с аудиторией.

Наглядные пособия: соответствие теме презентации; четкое исполнение (графиков, таблиц, рисунков); достаточное количество раздаточного материала; профессиональное использование (особенно проекторов и ноутбуков).

Рекомендации для самостоятельной работы с Интернет-ресурсами

На практических занятиях не всегда хватает времени для того, чтобы в полном объеме изучить все явления, необходимые для базового профессионального образования. Не хватает также времени и на отработку всех четырех видов языковой деятельности (чтения, говорения, слушания и письма). Поэтому вашей задачей является *обязательная самостоятельная работа*. Вы сами должны определить для себя, какие пробелы в своих знаниях вам необходимо заполнить, какие темы повторить, какие аспекты грамматики и лексики потренировать. Для самостоятельной работы очень удобно использовать возможности Интернета. Вот лишь некоторые из сайтов, которые вам могут пригодиться.

Интернет-ресурсы для самостоятельной работы

1. Словари:

<http://www.dictionary.cambridge.org/>

<http://www.visualthesaurus.com/>

<http://thesaurus.reference.com/>

<http://www.las.ac.uk/materialsbank/mb063/eap/07/zs10208.htm>

2. Academic English: Сайты, предоставляющие материалы по отработке навыков чтения, говорения, письма и аудирования в сфере академического общения:

www.uefap.co.uk

http://www.las.ac.uk/materialsbank/mb063/eap_index.htm

3. Reading:

<http://www.britishcouncil.org/learnenglish-central-themes-archive-page.htm> – этот сайт был создан Британским Советом.

Здесь размещено множество текстов для чтения по разным интересным темам, а также разнообразные упражнения на их понимание. Выберите тему, которая вас интересует, и выполните упражнения, данные после текста. При этом вам предоставится возможность оценить уровень своих знаний и умений по определенной шкале.

<http://esl.about.com/cs/reading/> – на этом сайте вы также найдете много интересного материала для чтения.

<http://www.uefap.co.uk/reading/readfram.htm> – сайт содержит полезные советы и материал для развития навыков академического чтения.

4. Writing:

<http://www.uefap.co.uk/writing/writfram.htm> – материалы и советы по развитию навыков академического письма.

<http://elc.polyu.hk/cill/writing/htm>

<http://esl.about.com/cs/writing/index.htm> – рекомендации и практические упражнения по письму.

www.breakingnewsenglish.com

www.wriefix.com

5. Vocabulary learning games on the Internet:

http://www.learnenglish.org.uk/adult_frame.html – словарные игры помогут вам совместить приятное с полезным, расширить ваш словарный запас.

Academic vocabulary:

<http://www.uefap.co.uk/vocab/vocfram.htm>

Slang (Colloquial English):

<http://www.peevish.co.uk/slang/> – здесь вы найдете множество современных слэнговых выражений. Но не переусердствуйте в их употреблении: многие из них являются грубыми.

Internet games: увлекательные игровые задания, позволяющие поднять ваши знания на новый уровень.

http://www.learnenglish.org.uk/adult_frame.html

http://www.oup.com/elt/global/products/naturalenglish/neint_games/

http://www.oup.com/elt/global/products/naturalenglish/neup_puzzels/

<http://puzzlemaker.school.discovery.com>

6. Listening:

<http://esl.about.com/cs/listening/> – для того, чтобы использовать эти сайты, вам нужно установить Real Player или Windows Media Player.

http://www.esl_lab.com/ – большой выбор заданий разного уровня сложности и тем.

<http://www.ello.org/> – познакомьтесь с различными вариантами произношения в разных уголках мира.

<http://www.uefap.co.uk/listen/listfram.htm> – здесь вы найдете рекомендации для развития навыков аудирования, а также различные упражнения по темам из разных областей знания.

<http://www.uefap.co.uk/listen/exercise/enviro/envifrm.htm>

<http://www.bbc.co.uk/radio4/progs/listenagain.shtml>

http://www.bbc.co.uk/radio4/factual/starttheweek_20070507.shtml

7. Speaking:

<http://www.uefap.co.uk/speaking/exercise/mazes/mazes.htm>

– выполните задания, предлагаемые здесь, вместе с другом, или с несколькими друзьями.

8. Media:

<http://www.bbc.co.uk/worldservice/learningenglish/index.shtml> –

сайт построен на последних событиях в мире, материал постоянно обновляется.

9. More:

<http://www.learningcurve.gov.uk>

www.manythings.org

www.teachingenglish.org

<http://bbc.co.uk/worldservice/learningenglish>

Вопросы для контроля знаний

1. Branches of phonetics.
2. Aspects of the sound matter of language.
3. Components of the phonetic system of language.
4. National and regional pronunciation variants in English.
5. British and American pronunciation models.
6. The classification of English vowels.

7. The classification of English consonants.
8. Phoneme as many-sided dialectic unity of language. Types of allophones. Distinctive and irrelevant features of the phoneme.
9. Main phonological schools.
10. The system of vowel phonemes in English. Problem of diphthongs.
11. The system of consonant phonemes in English. Problem of affricates.
12. Modifications of English consonants and vowels in speech.
13. Alternations of speech sounds in English.
14. Theories on syllable division and formation.
15. The structure and functions of syllable in English.
16. Word stress in English.
17. Intonation and prosody: definition, functions, components, spheres of application.
18. The structure of English tone-group.
19. The phonological level of intonation.
20. Phonostylistics. Types and styles of pronunciation in English.

ПРИМЕР ЭКЗАМЕНАЦИОННОГО БИЛЕТА



МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное автономное учреждение
высшего профессионального образования
«Санкт-Петербургский государственный университет
аэрокосмического приборостроения»

Кафедра № 63

Дисциплина «Теоретическая фонетика английского языка»

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1

1. The system of vowel phonemes. The problem of diphthongs.

2. A woman took it, looking at her curiously, and so did the young man with her, and other people held out their hands even before Ma got to them, walking slowly along the line. As she stepped over and held out one of the leaflets, the policeman, reddening with annoyance, reached out and snatched it from her hand. Instantly without thinking, Ma snatched it back.

Сделать фонетическую разметку фразы на транскрипции.

Оформить схему интонационного рисунка, определить тип ядерного тона в каждой синтагме.

Выделить и объяснить такие явления, как чередование фонем, редукция, ассимиляция, аккомодация, латеральный и назальный взрыв и т.д.

Одобрено на заседании кафедры

Зав.кафедрой _____

СПИСОК БАЗОВЫХ ТЕРМИНОВ И ИХ ОПРЕДЕЛЕНИЙ ПО КУРСУ «ТЕОРЕТИЧЕСКАЯ ФОНЕТИКА»

GLOSSARY OF PHONETIC TERMS

Accommodation (or adaptation) – is the modification in the articulation of a vowel under the influence of an adjacent sound, or, vice versa, the modification in the articulation of a consonant under the influence of an adjacent vowel.

Affricate – a consonant, which is made up of two or more basic sounds – a stop followed by a fricative. The words *chin* and *gin* begin with affricates.

Adjacent [ə'dʒeisənt] – next to another sound (смежный, соседний).

Adjoining – next to and connected to another sound (примыкающий, соседний).

Allophones – variants or members of one and the same phoneme, which never occur in identical positions, but are said to be in complementary distribution, they are actual speech sounds.

Alveolar – tip or blade of tongue against the gum just behind the upper teeth.

Alveolar consonants – [t], [d], [l], [n], [s], [z].

Apical – pronounced with the tip of the tongue (апикальный).

Aspects of a phoneme: a phoneme is a dialectical unity of three aspects: 1) material, real and objective; 2) abstract and generalized; 3) functional.

Aspiration is the phonetic phenomenon in which such consonants as [p], [t], [k] are followed by a short voiceless puff of breath. To practice aspiration try to pronounce sound [h] after initial [p], [t], [k].

Assimilation – the result of coarticulation, when one sound is made similar to its neighbour; in English it mainly affects the place of articulation. It can be progressive, regressive or reciprocal. Most commonly the sounds which undergo assimilation are immediately adjacent in the stream of speech.

Assimilating phoneme – is the phoneme that influences the articulation of a neighbouring phoneme.

Assimilated phoneme – is the phoneme, which is under the influence of a neighbouring phoneme.

Assimilation, complete – when the articulation of the assimilated phoneme fully coincides with the assimilating one: e.g. *horse-shoe* [ˈhɔ:ʃu:]; *does she* [dʌʃi].

Assimilation, partial – if the assimilated phoneme still has some of its main phonemic features: e.g. *twins, place, cry, on the*.

Assimilation, intermediate – when the assimilated consonant phoneme changes into a different phoneme which does not coincide with the assimilating one:

e.g. *goose + berry = gooseberry; news + paper = newspaper*.

Assimilation, progressive – when the assimilated phoneme is influenced by the preceding phoneme: e.g. *crime, speak*.

Assimilation, regressive – if the assimilated phoneme is influenced by the consonant following it: e.g. *Is this the way?*

Assimilation, reciprocal, or double – when the phonemes influence each other: e.g. *a quiet twilight*.

Attitudinal function: this function is performed by intonation, when the speaker expresses his attitude to what he is saying, by intonation alone.

Articulate – pronounce, say, speak clearly and distinctly.

Back vowel – a vowel, which is pronounced with the back part of the tongue higher than the rest of the tongue.

Bilabial consonants are pronounced with lips pressed together.

Boundary – an imaginary point separating two different qualities.

Checked vowels – are those vowels, which are pronounced without any lessening of the force of utterance towards their end.

Clear L – used before vowels and /j/.

Close vowel – a vowel, which is pronounced with some part of the tongue in a very high position in the mouth (another word for "close vowel" is **High**).

Closed syllable – a syllable that ends in a consonant sound.

Closure – a complete, partial or intermittent blockage of the air-passage by an organ or organs (смыкание).

Cluster – sounds that are close to each other, joining sounds (сочетание).

Communicative centre – a word or a group of words which conveys the most important point of communication in the sense-group or sentence.

Communicative types of sentences are differentiated in speech according to the aim of utterance from the point of view of communication.

Constitutive function of speech sounds – the function to constitute the material forms of morphemes, words and sentences.

Consonant cluster – combination of consonant sounds with no intervening vowel.

Continuant – a consonant sound, which can be pronounced continuously.

Constrictive – pronounced with an incomplete obstruction, or narrowing (щелевой).

Dark L – used before consonants, before /w/ and before a pause.

Dental articulation is the using the tongue against teeth.

Devoicing – after voiceless plosives voiced consonants become devoiced.

Descending scale – gradual lowering of the voice pitch.

Diphthong – a combination of two vowel sounds pronounced in one syllable.

Diphthongization – changing of a simple vowel into a diphthong. A slight shifting of the position of the organs of speech within the articulation of one and the same vowel. Diphthongization changes the quality of the sound during its articulation.

Direct address – is a word or a group of words used to address a person or a group of people.

Distinctive function of speech sounds: it is manifested most conspicuously in minimal pairs when the opposition of speech sounds is the only phonetic means of distinguishing one member of that pair from the other.

Dorsal = Dental – relating to teeth, a sound pronounced on teeth.

Elision – the loss of a vowel or a consonant in initial or terminal position in rapid colloquial speech (e.g. Christmas, listen, know, gnat, etc.).

Emphasis – See **Prominence**.

Enclitic – an unstressed word or syllable, which refers to the preceding stressed word or syllable. Together with the stressed word enclitics form one phonetic unit.

English rhythm has been described as 'stress-timed', meaning that stressed syllables tend to occur at roughly equal intervals and that unstressed syllables fit the time interval between stresses. 'Stress-timed' languages are contrasted with 'syllable-timed' ones (French is the most frequently cited) in which all syllables are said to occupy roughly equal lengths of time.

Fall – lowering of the voice pitch within a stressed syllable.

Fortis– strong.

Free vowels – are those, which are pronounced with lessening the force of utterance towards their end.

Fricative – (consonant) produced by expelling breath through a small passage formed by tongue or lips so that the air in escaping makes a kind of hissing sound.

Front vowel – a vowel, which is pronounced with the tip the tongue higher than the rest of the tongue.

Functional – phonological, connected with the distinctive function.

Functional phonetics – the branch of phonetics which studies the purely linguistic aspect of speech sounds.

Functions of a phoneme: in speech a phoneme performs three functions: distinctive, constitutive and identificatory (recognitive); they are inseparable.

General American (GA) – the most widespread type of educated American speech.

Glide – a sound produced in passing from one position of the organs of speech to another.

Glottis – openings between the vocal cords.

Glottal stop – blocking the passage of air. A sound which reminds a slight cough and articulated by the vocal cords, before a vowel sound is heard in cases of emphatic speech.

Head – stressed syllables preceding the nucleus together with the intervening unstressed syllables. See also **Scale**.

Homographs are words which have the same spelling but with different pronunciations.

Homophones – are words with different spellings and different meanings but the same pronunciation. '*Knows*' and '*nose*' are homophones, for example, so are '*reed*' and '*read*' (infinitive), '*key*' and '*quay*', '*I*', '*eye*' and '*aye*' and so on.

Horizontal position – a description in the production of vowels of the position of the higher part of the tongue as begin it from mid or back part of the mouth.

Inter-vocalic – a consonant between vowels.

Intonation is a complex unity of variations in pitch, stress, tempo, timbre and rhythm. Intonation is also viewed as a component of the phonetic structure which is viewed in the narrow meaning as pitch variations, or speech melody. It manifests itself in the delimitative function within a sentence and at its end.

Intonation group – an actualized sense-group. It is the shortest possible unit of speech from the point of view of meaning, grammatical structure and intonation.

Juncture, junction – the place where two sounds or words are joined together.

Labialization – lip rounding. Consonant phonemes are labialized before the sonorant [w] of the same word, e.g. *swim*, *queen*, *dwelt*, *twins*.

Labio-dental – consonants pronounced with lower lip linked with upper teeth.

Lateral plosion takes place at the junction of a stop (usually [t] and [d]) and the lateral sonorant [l]. This assimilation occurs within a word and at the word boundaries: e.g. *little*; *that lesson*; *middle*, *needle*.

Lax vowel – a vowel, which is pronounced with the muscles of the throat and tongue lax.

Lenis – pronounced with weak articulation.

Level tone – the tone neutral in its communicative function, which is used mostly in poetry.

Linguistic functions: in phonetics they are connected with phonemic, significant properties of sound, syllable, stress and intonation.

Low pitch – a low tone. It is usually used in the narrow range of tone-pitch.

Loss of aspiration. The aspirated English stop phonemes [p, t, k] lose their aspiration after [s] and before a stressed vowel: e.g. *speak, skate, style, sky, style, stake.*

Loss of plosion. At the junction of two stops [p, b, t, d, k, g] or a stop and an affricate [C], [G] the first consonant loses its plosion (both within the same word and at the junction of words): e.g. *glad to see you; sit down; midday, black chair; picture, what kind.*

Low vowel – see **Open vowel**.

Melody – changes in the voice pitch in the process of speech.

Mid-open vowel – a vowel, which is pronounced with the tongue in a mid, neither high, nor low position.

Minimal pair – two words, which are pronounced the same, except for a single sound -phoneme.

Minimal sentences – two or three sentences, which are pronounced the same except for a single sound-phoneme. Not only must the sounds of the sentences be the same, but the stress, intonation, etc. must also be the same for the sentences to be minimal.

Mixed vowel – the vowel at the production of which the front (or central) part and back part of tongue are raised simultaneously.

Modifications in context – sound changes in context. Positional and combinatory modifications of allophones of certain phonemes in connected speech.

Monophthong – is a pure (unchanging) vowel sound.

Monotone – a tone lacking the necessary variations in the voice pitch; a way of speaking in which the voice neither rises nor falls, but continues on the same note.

Narrow range: if the range of the voice pitch is represented by two horizontal parallel lines 10 mm wide, then the head syllable of the wide range utterance will be arbitrarily represented by a dash 2 mm from the top range line. The head syllable of the narrow range will be represented by a dash 2 mm from the bottom range line. The

head syllable of medium range will be represented by a dash 6 mm from the bottom range line.

Nasal – a sound in the production of which the air is allowed to go through the nasal cavity.

Nasal plosion – nasal escape of the air when a plosive consonant sound is followed by a nasal sound. Nasal plosion takes place at the junction of a stop consonant phoneme and the nasal sonorants [m, n]: e.g. *garden, help me, bitten, get more*.

Nucleus – the beginning of a diphthong; the starting-point.

Nuclear tone: the tone associated with the nucleus of a sense-group is a nuclear tone. In RP they are the following: the high falling, the low falling, the high rising, the low rising, the rising-falling, the falling-rising, the rising-falling-rising, the level tone.

Nucleus of a sense-group – the last stressed syllable of a sense-group.

Obstruction – blocking the air passage

Open syllable – the type of syllable which ends in a vowel – CV-type.

Open vowel – a vowel, in the production of which, the tongue is in its lowest position.

Oral – a sound in the production of which the air is forced to go only through the mouth.

Oratorical style – the type of speech with which orators address large audiences. It is characterized by slow rate, eloquent and moving traits.

Orthoepy – the correct pronunciation of the words of a language. The interpretation of the rules of reading cannot be done without a good command of phonetics.

Palatalization is the articulation process which involves the raising of the front of the tongue towards the palate.

Palate is a hard bony structure at the top of the roof of the mouth, just behind the alveolar ridge.

Parenthesis – is a word, a phrase or a sentence, which serves to show the speaker's attitude to the thought expressed in the sentence, to connect the given sentence with another one or to add some detail to the main idea.

Partial devoicing. The English sonorants [m, n, l, r, w, j] are partially devoiced after voiceless consonants (usually within a word): e.g. *try, clean, sleep, prey, price, swim, floor, small*.

Pause – a short period of time when sound stops before starting again. Pauses are non-obligatory between sense-groups and obligatory between sentences.

Peaks of prominence – the points of maximal acoustic activity of tone.

Peculiarity – a feature which characterizes some phonetic phenomenon.

Periodicity – the quality or fact of recurring at constant intervals.

Phoneme – the shortest functional unit of a language. Each phoneme exists in speech in the form of mutually non-distinctive speech sounds, its allophones. Each speech sound is an allophone of some phoneme.

Phonemic alphabet – an alphabet, which contains one and only one symbol for one phoneme.

Phonemic component: this component of the phonetic structure manifests itself in the system of separate phonemes and their allophones.

Phonetic system – a systemic combination of five components of the language, i. e. the system of segmental phonemes, the phonemic component, the syllabic component, the accentual component (relating to accent – stress and pitch combined), intonation.

Phonetics – the science that studies the sound matter of the language, its semantic functions and the lines of development.

Phonological mistakes – mistakes connected with the alteration of the meaning of words, which prevent communication.

Phonological opposition – a pair of words in which any one phoneme is usually opposed to any other phoneme in at least one lexical or grammatical minimal or subminimal pair, e. g. [t – d], [k – g] in *ten – den, coat – goat*.

Phonology – the science that deals with phonemes and their sequences. It is functional phonetics since it investigates the functional side of phonemes, accent, syllable, and intonation.

Pitch – the degree of highness or lowness varying with the number of the vibrations of the vocal cords and determining the tone of the voice, an acoustic basis of speech melody.

Pitch component of intonation, or melody, is the changes in the pitch of the voice in connected speech.

Plosion – release of articulation organs with an explosive sound. It is true whenever the plosive sound /k, g, p, b, t, d/ occur in speech.

Plosive – a sound in which air-stream is entirely blocked for a short time, p, b, t, d, k, g.

Post-alveolar – a sound pronounced with the tip with the blade of the tongue curved behind the alveoli (заальвеолярный).

Principal allophone – that variant of a phoneme which is considered to be free from the influence of the neighbouring sounds.

Proclitic – a monosyllabic word or particle with no accent of his own, which is pronounced with the following pre-tonic (having secondary stress) or accented syllable as one phonetic unit.

Prominence – singling out acoustically, which produces the effect of greater loudness. See **Stress**.

Prosodic features of the sentence: speech melody (pitch), accent, tempo, rhythm and pausation, timbre (tamber); they constitute intonation in a broad sense.

Prosody – non-segmental phenomena regarded as the modifications of fundamental frequency (the frequency of the vibrations of the vocal cords over their whole length), intensity and duration at the level of their acoustic properties. The notion of prosody is broader than the notion of intonation, whereas prosody of the utterance and intonation are equivalent notions. Prosody and intonation are characterized by such distinct qualities as stress and pitch prominence at the level of perception.

Puff- short, quick expel of air.

Quantitative reduction – when the length of the vowel is reduced without changing its quality.

Qualitative reduction – when the quality of the vowel is changed.

Received Pronunciation (RP) – the type of pronunciation which is the most widely understood one in England and in English-

speaking countries. It is the teaching norm in England and in most countries where English is taught as a foreign language, including Russia. It is often referred to as SBS (Southern British Standard).

Reciprocal/ Double assimilation – see **Assimilation**.

Reduction – is the weakening of a sound in an unstressed position.

Retroflex articulation – pronounced with the blade of the tongue bent backwards (ретрофлексная артикуляция).

Rhythm: “rhythm is a flow, movement, procedure, etc., characterized by basically regular recurrence of elements or features, as beat, or accent, in alternation with opposite or different elements or features” (Webster’s New World Dictionary). Rhythm in speech is the periodic recurrence of stressed syllables. Rhythm exists both in prose and in verse. It can be regarded as one of the forms in which a language exists.

Rhythmic group – a word or a group of words that is said with a certain rhythm.

Rhythmic tendency – the tendency to alternate stressed and unstressed syllables.

Rounded vowel – a vowel, which is pronounced with the lips rounded. In English only the back vowels are rounded; and the close, back vowel sounds are rounded more than the open, back vowels.

SBS – Southern English Standard.

Scale – the arrangement of stressed and unstressed syllables of a syntactic whole. See also **Head**.

Segment: in phonetics it is the shortest part of speech continuum – a sound or a phoneme.

Segmental phoneme – the shortest part of speech continuum that is capable of differentiating words.

Semantic – concerned with the meaning of words.

Semantic function: in phonetics the term is used in connection with the distinctive function (semantic role) of phonetic means.

Sense-group – a shortest possible semantic and grammatical unit in a sentence; a word or a group of words that conveys some idea.

Sentence stress, or accent – a constituent part of the phonetic structure of the spoken sentence or utterance and one of the components of intonation in the broad sense of the term. It is the greater prominence of one or more words among other words in the same sentence. Sentence stress is the greater degree of prominence given to certain words in a sentence. These words are usually nouns, adjectives, notional verbs and adverbs, interjections, numerals, demonstrative, possessive, emphasizing pronouns, interrogative words and two-syllable prepositions. Articles, particles, auxiliary, modal, and connective verbs, personal, reflexive and reciprocal pronouns, one-syllable prepositions, conjunctions and conjunctive words – are, as a rule, unstressed. The distribution of sentence stress is determined by the semantic factor.

Sliding (Head): if the voice moves down by slides within stressed syllables. Unstressed or partially stressed syllables between the slides usually continue the fall. If these slides are of a rather wide range and reach the bottom of the pitch, we have an intonation pattern with several high falls within it. скользящая (шкала).

Speech melody – the variations in the pitch of the voice in connected speech.

Speech timbre – is a special colouring of voice, which shows speakers emotions.

Stepping (Head) is a gradually descending scale.

Stop – contact of the articulation, organs, i.e. the beginning of a plosive sound which is followed by a plosion.

Stress or accent – a greater degree of prominence which is caused mainly by pronouncing the stressed syllable (a) on a different pitch level or with a change of pitch direction in it; (b) with greater force of exhalation and greater muscular tension. The greater force of articulation is accompanied by an increase in the length of the sound in the stressed syllable, especially vowels. Vowels in the stressed syllables are not reduced.

Stress position – that position which contains a stressed word. A stressed word in English is generally pronounced with greater intensity (loudness); and greater duration (length of time) on its most prominent syllable.

Styles of pronunciation – L. V. Shcherba suggested two types of style in pronunciation: full style and colloquial style. According to D. Jones, there are the following varieties of style: rapid familiar style, slower colloquial style, slow conversational style, natural style, acquired style, formal style. Styles of pronunciation are determined by the stylistic-distinctive function of intonation.

Subsidiary allophones – variants of phonemes that appear under the influence of neighbouring speech sounds (variants of some other phonemes) with which they are in complementary distribution. They are subdivided into combinatory and positional ones.

Syllable – the shortest segment of speech continuum, a speech sound or group of sounds containing one vowel. Syllables are material carriers of words. They constitute words and their forms, phrases and sentences. According to J. Kenyon the syllable is one or more speech sounds, forming a single uninterrupted unit of utterance, which may be a word, or a commonly recognized and separable subdivision of a word. It is a unity of segmental and suprasegmental qualities.

Syllabic consonants – sounds which are rather longer than usual and have syllable making function like vowels, examples: '-l' and '-n'.

Syllable division – division of the word into “arcs of articulatory effort” (N. I. Zhinkin’s theory). A strong-end consonant begins the arc of loudness and a weak-end consonant terminates it.

Syllable pattern – the type of syllable most common for language. English is characterized by (C)VC syllable pattern and Russian by CV pattern.

Tail – unstressed or partially stressed syllable (or syllables) that follow the nucleus of the intonation group.

Tempo – is the relative speed with which sentences and intonation groups are pronounced in connected speech.

Tempo of speech – the rate of utterance.

Temporal component of intonation: it consists of pauses, duration, and rhythm.

Terminal tone – a change of pitch at the junction (the joining of two sounds or words) of two sense-groups. See also **Nuclear tone**.

Tense vowel – a vowel, which is pronounced with the muscles of the throat and tongue tense.

Timber – the quality of a musical sound, depending on what overtones (the tones above the fundamental tone in a harmonic series) are present, including their respective amplitudes. Also tymbre, tambre.

Tone: sounds may be periodical and non-periodical. If the vibrations of a physical body are rhythmical, the auditory impression of periodic waves is a musical tone, or in speech – a speech tone.

Toneme: the toneme of a sentence or of a sense-group is a separate phonological unit because it performs the distinctive function.

Tone groups:

In the intonation system elaborated by J. D. O'Connor and G. F. Arnold (1973) all the intonation patterns are divided into ten tone-groups: according to the melodic patterns and the communicative meanings they express. The first five of them are associated with a falling nuclear tone (Low Fall, High Fall, Rise Fall), the rest of them are connected with a rising nuclear tone (Low Rise, High Rise, Fall-Rise Fall + Rise).

Tooth-ridge – a small ridge just behind top teeth.

Traditional orthography – the spelling system generally used for writing English.

Tune One – a falling tone.

Tune Two – a rising tone.

Unaccented – unstressed.

Undertone – a low tone of the voice.

Unrounded vowel – a vowel, which is pronounced with lips unrounded.

Utterance – vocal expression of some idea.

Variations (in “stylistic variations”) – variations in the pronunciation of speech sounds, words and sentences peculiar to different styles of speech.

Velar – pronounced with the back of the tongue near the upper back part of the mouth, e.g. the sounds [k] and [g].

Velum – Soft palate.

Vertical position – a description, – in the production of vowels – of the position of the higher part of the tongue as being near the top of the mouth, in the middle of the mouth, or near the bottom of the mouth.

Vocal cords – appendages in the throat for the production of sounds.

Voiced sound – a sound pronounced with the vocal cords tense and vibrating. In English all vowels, and most consonants and clusters are voiced.

Voiceless consonant – a consonant pronounced with the vocal cords not vibrating but with greater breathing.

Volume – force or loudness of oral speech.

Vowels of constantly full formation are unstressed vowels which are used in all styles of pronunciation and are rather close in timbre to the same vowels under stress. They are used in many words of foreign origin (Latin or Greek): e. g. *extract* ['ekstrækt], *programme* ['prəʊgræm].

Weak form – the form of a vowel which is used with form words (articles, prepositions, conjunctions, particles, modal verbs, auxiliary verbs) and some classes of pronouns in unstressed positions to differentiate them from strong forms with different phonemes.

Widening the range – one of the emphatic means which consists in deliberate widening the pitch levels of sense-groups.

Word stress, or word accent: every disyllabic and polysyllabic word pronounced in isolation has word stress. It is the singling out of one or more of its syllables by giving them a greater degree of prominence as compared to the other syllable or syllables in the same word.

Zero reduction – a process when the vowel in a reduced word is omitted.

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Для заметок