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ФИО: Шебзухова Татьяна Александровна

Должность: Директор Пятигорского института (филиал) Северо-Кавказского

федерального университета

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МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»
Пятигорский институт (филиал) СКФУ

Методические указания
по выполнению практических работ
по дисциплине «Практическая фонетика»
для студентов специальности 45.05.01 Перевод и переводоведение,
направленность (профиль) «Лингвистическое сопровождение международных
экономических отношений»

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ВВЕДЕНИЕ

Методические указания по выполнению практических работ по дисциплине «Практическая фонетика» разработаны в соответствии с рабочей программой дисциплины специальности 45.05.01 Перевод и переводоведение. Практические задания разработаны в соответствии с рабочей программой дисциплины «Практическая фонетика», целью которой является освоения дисциплины заключается в изучение и практическом применении основ английского произношения и английской интонации.

Целью практических занятий является усвоение студентами базовых понятий фонетической науки, формирование умения оперирования специальной терминологией, совершенствование артикуляционных и перцептивных навыков, а также формирование системного лингвистического мышления, необходимого для глубокого освоения фонетической теории. Методические указания по каждой практической работе имеют теоретическую часть, необходимую для выполнения практических заданий. Практические задания органично сочетаются с теоретическими знаниями.

Содержание практических занятий

Практическое занятие 1. Фонетика как наука.

Цель: ознакомить с содержанием фонетики как науки и спецификой разных фонетических дисциплин.

Актуальность темы: обусловлена необходимостью овладением УК-4, ПК-1, ПК-2.

Теоретическая часть:

Phonetics as a Science As you know, language is a very complex system of human communication, which is realized in spoken and written speech. Learning a foreign language is a lifelong process and one needs ample practice in all its aspects (grammar, lexicon and phonetics) to master it. The student's mastery of English is measured by how well he can use it in his speech and in writing. Written English and spoken English are obviously very different things. Writing consists of marks on paper – letters – which are taken in by the eye (we read and write then), whilst speaking is organized sounds – sounds – taken in by the ear. It is common knowledge that language starts with the ear. We acquire ability to listen and speak long before acquiring reading and writing skills, so one cannot doubt the importance of developing good articulatory and perceptive habits. Phonetics is a branch of linguistics which studies the sound matter of the language and the way people produce, transmit and receive speech sounds. In its turn this science is divided into four main branches: -articulatory phonetics, which studies the way the vocal organs are used to make speech sounds; -acoustic phonetics, which is the study of the physical properties of speech sounds; -auditory (or perceptive) phonetics, dealing with the way people perceive speech sounds. 8 - functional phonetics (or phonology) studies the linguistic functions of different phonetic units (sounds, syllables, stress, intonation etc.). The primary objectives of most foreign learners are to understand English speech and to be understood, in other words, to hear and speak clearly. Ability to recognize and ability to pronounce the sounds of a foreign language are equally important. It has been proved that the better we pronounce separate sounds, their combinations, words and sentences, the easier we understand them in the speech of other people, and vice versa. It is for this reason that only articulatory and auditory/perceptive branches are under study in the practical phonetic course.

Практическая часть:

1. What is the difference between written and spoken language?
2. What is phonetics? What does it study?
3. Name and define 4 main branches of phonetics.
4. Why is it important to produce proper sounds when speaking a foreign language?
5. How are sound production and speech understanding interrelated?

Практическое занятие 2. Строение речевого аппарата.

Цель: Ознакомить со строением речевого аппарата, объяснить анатомо-физиологические особенности образования звука и функции активных и пассивных органов речи.

Актуальность темы: обусловлена необходимостью овладением УК-4, ПК-1, ПК-2.

Теоретическая часть:

In any language people speak (if they have no physical defects) fusing their organs of speech. The air stream released by the lungs goes through the windpipe and comes to the larynx, which contains the vocal cords. The vocal cords are two elastic folds which may be kept apart or brought together. The opening between them is called the g l o t t i s. This is the usual state of the vocal cords, when we breathe out. If the tense vocal cords are brought together, the air stream

forcing an opening makes them vibrate and we hear some voice. Let us pronounce the Russian sound [ʒ]. Put your finger on the larynx and produce a long [ʒ] sound. You will feel the vibration of the vocal cords and hear voice. Such sounds are called *v o i c e d*. Now produce a long Russian sound [c]. No vibration is felt, no voice is heard. This is a *v o i c e l e s s* sound, which is made with the vocal cords kept apart. There is one more state of the vocal cords which results in the glottal stop. When the vocal cords are brought close together and then opened suddenly by the air stream there comes a sort of coughing noise, a kind of the 'click' of the vocal cords. This sound is called the *g l o t t a l s t o p*. On coming out of the larynx the air stream passes through the *p h a r y n x*. The pharyngeal cavity extends from the top of the larynx to the soft palate, which directs the air stream either to the mouth or nasal cavities, which function as the principal resonators. The soft palate can be easily seen in a hand mirror. Now open your mouth wide and say the vowel [a:]. Looking into the mirror you will see the soft palate, the very end of which is known as the *u v u l a*. The soft palate can easily move. When the soft palate is in its lowered position the air goes up into the nasal cavity and then out through the nose. This is the usual position of the soft palate when we breathe through the nose. This is also the position for the nasal sounds [m, n, ŋ]; [m, m', h, h']. If you nip your nose you cannot pronounce these sounds. But as soon as you release the nose the air will continue its way and you will hear the sounds again. When the soft palate is raised the uvula forms a full contact with the back wall of the pharynx and the air stream goes through the mouth cavity. This is the most typical position of the soft palate for most of the sounds of many languages. The soft palate is the furthest part of the palate from the teeth. Most of the palate is hard. This hard and fixed part of the palate is divided into two sections: the *h a r d p a l a t e* (the highest part of the palate) and the *t e e t h r i d g e* or *a l v e o l a r r i d g e* (the part immediately behind the upper front teeth). You can touch the teeth ridge with the *t o n g u e t i p*. The teeth ridge is very important in English as many consonants are formed with the tongue touching or close to it. If you still move the tip of the tongue forward you will feel the *t e e t h*. The lower teeth are not very important for making speech sounds, while the upper teeth take part in the production of many of them. The most important organ of speech is the *t o n g u e*. Phoneticians divide the tongue into four sections, the part which lies opposite the soft palate is called the *b a c k* of the tongue; the part facing the hard palate is called the *f r o n t*; the one lying under the teeth ridge is known as the *b l a d e* and its extremity the *t i p*. By the *c e n t r a l p a r t* of the tongue we mean the area where the front and back meet. The edges of the tongue are known as the *r i m s*. The tongue may lie flat or move in the horizontal or vertical directions. It can also change its shape so that the sides are curved up forming a groove. The *l i p s* can take up various positions well. They can be brought firmly together or kept apart neutral, rounded, or protruded forward. All the organs of speech can be divided into two groups: (1) *a c t i v e* organs of speech, movable and taking an active part in the sound formation: (a) the vocal cords which produce voice; (b) the tongue which is the most flexible, movable organ; (c) the lips affecting very considerably the shape of the mouth cavity; (d) the soft palate with the uvula, directing the stream of air either to the mouth or to the nasal cavity; (e) the back wall of the pharynx contracted for some sounds; (f) the lower jaw which movement controls the gap between the teeth and also the disposition of the lips; (g) the lungs providing air for sounds; (2) *p a s s i v e* organs of speech: (a) the teeth, (b) the teeth ridge, (c) the hard palate and (d) the walls of the resonators

Практическая часть:

1. Name active and passive organs of speech and show them on the scheme. How do they function?
2. What are the three states of the vocal cords?
3. When are voiced and voiceless sounds produced?
4. How does the position of the soft palate influence the direction of the air stream?
5. Describe the process of sound formation.

6. Draw a picture of the organs of articulation.

Практическое занятие 3. Компоненты произношения.

Цель: 1) ознакомить с компонентами произношения и особенностями функционирования орфоэпической произносительной (британской) нормы RP (Received Pronunciation), 2) отработать правильную дыхательную и артикуляционную технику.

Актуальность темы: обусловлена необходимостью овладением УК-4, ПК-1, ПК-2.

Теоретическая часть:

Components of Pronunciation. RP.

Phonetics studies: 1) speech sounds; 2) the syllable structure of words; 3) word stress; 4) intonation (prosody). These 4 components constitute what is called the pronunciation of English. The course is based on the type of English pronunciation which is known as "Received Pronunciation" (RP). This 'prestige' accent is associated with respectable sociable standing and a good education. It can be found anywhere in Great Britain and tells us only about a person's social or educational background. It is a regionally 'neutral' accent that is why it is more widely understood than any regional variant of English. In the 1920s the BBC adopted RP, and it is still the standard accent of the Royal Family, Parliament and the Church of England, the High Courts and other national institutions. But RP is no longer as widely used today as it was 60 years ago – less than 3 per cent of the British people speak it in a pure form now. But it has been thoroughly described in linguistic literature and is easily understood throughout the English-speaking world, that is why RP is adopted as the teaching norm for foreign learners.

To have a good pronunciation means:

- to articulate all the speech sounds and their combinations properly (both in isolated and in connected speech);
- to pronounce sentences fluently at the necessary speed with correct stresses, melody, timbre, rhythm and pauses.

Acquiring good pronunciation habits is no easy. Firstly, the learners must understand the phonetic structure of English and know how to produce correct sounds and intonation. Secondly, they must do a lot of ear-training to develop their phonemic hearing which is the ability to differentiate the smallest shades of sounds and melody changes. (Listening to native speakers is very helpful in this respect).

Thirdly, they must be involved in intensive articulatory and imitative practice (which also implies a good deal of memory work) to make pronunciation skills natural and automatic. If you practice intelligently, you are sure to achieve good results and feel an artist's satisfaction.

2. In order to acquire correct pronunciation, to manipulate the organs of speech one is to be taught breathing technique. The first and the most important thing in any system of voice exercises is the formation and control of the breath. We never breathe out completely in speech. Complete exhalation takes place only in breathing exercises. In normal breathing there is some reserve breath remaining in the lungs. The exercises given below will help you to control your breath, as breath control is the keynote of all that is necessary for speaking. The mass of air breathed in is kept in the lungs. The lungs are inclosed in the region covered by the ribs, and extending upward, they fill the chest cavity except for the space for the heart. While breathing we fill only the upper part of the lungs with air, but for speaking and singing it is necessary to fill the lower part of the lungs. This is reached with the help of the diaphragm. The diaphragm is a large muscular membrane lying just above the waist line. It forms the floor of the chest cavity and in correct breathing increases its capacity, filling the lower part of the lungs with air as well. That is 'deep breathing', so necessary for correct speaking. To master it you should do the following exercises properly every day for two weeks until the normal capacity of the lungs has been reached. Make progress slowly.

EXERCISES ON DEVELOPING DEEP BREATHING

1. This exercise should be taken every morning and evening before an open window. Stand straight with your hands on hips and shoulders back and down. Close the mouth. Now draw a slow full breath through the nose. You will feel that the lung are full. Hold your breath counting mentally "one", "two", "three"; then exhale slowly and completely. When you breathe in deeply you see the expansion at the waist, line first, then of the middle part of the lungs and at last in the upper part of the chest. When you breathe out you relax the diaphragm first (a movement which lessens the size of the waist line), then the lower ribs, and lastly let the chest sink. Count "one", "two", "three" again and repeat the exercise. If you find it difficult to hold your breath between breathing in and out, start by counting "one". The maximum number to count between should be "five", the maximum number of breaths is "ten".

2. While walking slowly somewhere (when you are not in a hurry) breathe in rhythmically with your steps. Inhale during three steps, hold your breath for three other steps, now exhale during three more steps, hold for another three steps. Continue doing the exercise as long as you feel no strain. If it is difficult to hold the breath for "three" at the beginning start with "one" or "two".

3. [This is all excellent exercise for speakers.] Stand at the end of a long room and try to hit the opposite wall with each word you read. Keep the pitch of the voice low and count slowly. Stand erect with your hands on the hips. Take a full breath through the mouth, count "one", while breathing out count "one", "two". Breathe in through the mouth again counting "one", "two", "three". Breathe out through the mouth, count "one", "two", "three", "four". Continue in this way until you count "ten". Be sure not to allow any breath to escape between counts. Repeat the exercise during the first week. For the second week reach 15 in counting, for the third week reach 20. If you find it quite hard for you to count 10, begin with counting 5.

4. [This exercise is also meant to develop your ability to control your "deep breathing".] Choose a long paragraph from a Russian book. Take a deep breath and begin reading the paragraph without stopping at punctuation marks. Read as many words as possible in one breath. Now mark the place where you have stopped and continue reading. Mark the next place you have stopped and so on until you come to the end of the whole paragraph. Read fairly loudly and at a normal speed. Take the same paragraph each day for a week and gradually you will be able to speak a greater number of words with each breath.

Exercises for the Lips

(a) Keep your lips pressed together.

(b) Now open the mouth. The lips should be in their neutral position

(c) Come back to the (a)-position. Pronounce energetically [m, m, m].

(d) Continue doing the exercise counting "two" (positions b, a).

2. (a) Keep your lips pressed together.

(b) Open the mouth, so that the lips should be in their neutral position (see Fig. 6).

(c) Now round the lips (Fig. 7).

(d) Come back to the (a)-position.

(e) Continue practising the exercise counting "three" (see Figs. 2,

6, 7). Remember that the second position of the lips is neutral, the third is well rounded.

3. (a) Press the lips, then make them neutral. Now round them,

(b) Now slightly protrude the lips as for the Russian sound [y].

(c) Take the position of the lips pressed together.

(d) Continue practising the exercise counting "four" (see Figs. 2, 6, 7 and position b).

Use the mirror to make sure that the lips change from a neutral to a rounded position.

4. (a) Press the lips together.

(b) Spread the lips giving a smile without showing the teeth.

(c) Come back to the position of the lips pressed together.

- (d) Now spread the lips giving a smile and showing your teeth.
- (e) Come back to the position of the lips pressed together. ,
- (f) Alternate these positions of the lips counting "four" (positions b, a, d, a).

Практическая часть:

1. Name 4 components of English pronunciation.
2. What is RP? Who speak it in Britain?
3. Why is RP considered a teaching norm?
4. What is good pronunciation?
5. How should one develop important phonetic skills?
6. Do the following articulation exercises.
 - 1). (a) Keep the mouth closed with the lips pressed together. (b) Drop the lower jaw as low as possible. The mouth should be wide open (c) Come back to the (a)-position. (d) Continue practising the exercise counting "two".
 - 2). (a) Keep the mouth closed with the lips pressed together. (b) Open the mouth as wide as one third of the opening. (c) Open the mouth even one third wider. The separation of the jaws is considerable. (d) Drop the lower jaw as low as you can so that the opening of the mouth could be the widest. (e) Come back to the (a)-position. (f) Continue doing this exercise counting "four".
 - 3). (a) Open the mouth as wide as possible. (b) Close the mouth gradually in three equal times. (c) Practise the exercise counting "four".
 - 4). (a) Keep the mouth closed with the lips pressed together. (b) Push the lower jaw forward. (c) Come back to the (a)-position. (d) Continue doing the exercise counting "two".
 - 5). (a) Keep the mouth closed with the lips pressed together.
 - (b) Push the lower jaw to the left.
 - (c) Now push it to the right.
 - (d) Continue practising the exercise counting "two"

Практическое занятие 4. Система звуков английского языка (гласные и согласные).

Цель: ознакомить студентов с фонетической системой английского языка (обзорно) как системой графем и фонем.

Актуальность темы: обусловлена необходимостью овладением УК-4, ПК-1, ПК-2.

Теоретическая часть:

English Vowels and Consonants Every language has its own sound system, which contains a certain number of phonemes. For example, there are 43 phonemes in Russian and 44 - in English. As it has already been stated, the organs of speech are capable of uttering many different kinds of sounds. From the practical point of view it is convenient to distinguish 2 types of speech sounds - vowels and consonants. Vowels are voiced sounds produced in the supra glottal cavities without any obstruction to the air stream. The air passes freely, it is weak and it has no noise component (these are sounds of pure musical tone). The tongue and the vocal cords are tense. For consonants the organs of articulation form some kind of obstruction to the air stream. They are tense at the place of obstruction. Consonants may be pronounced with or without vocal cord vibration and they are called voiced and voiceless consonants correspondingly. For the voiceless consonants the air stream is strong (they are called fortis), and for the voiced consonants it is much weaker (they are termed lenis). These are sounds in which either noise prevails over tone (noise consonants) or tone prevails over noise (sonorants). As the number of English letters (26) and sounds (44) does not coincide, spelling and pronunciation differ much in English, and a specific system of symbols has been devised to denote the exact pronunciation of words. Below is given the set of symbols for identifying English vowels and consonants which is called transcription.

Практическая часть:

1. What is the number of phonemes in the sound system of English?
2. What large groups of sounds do the phonemes of any language fall into?
3. How are vowels and consonants produced?
4. What groups of English vowels and consonants do phoneticians distinguish?
5. Enumerate the English phonemes
6. Transcribe the sentences:
 - 1). Kiekie cannot take a joke.
 - 2). Ken catches Kitty and kisses her quickly.
 - 3). Kit kept it quite dark.
 - 4). Ken's as cold as a cucumber.
 - 5). Take care not to make many mistakes when you bake cakes.
 - 6). If you agree to carry the calf, they'll make you carry the cow.

Практическое занятие 5. Звуки и фонемы

Цель: научить дифференцировать понятия «звук», «фонема» и «аллофон», «фонетическая» и «фонологическая» ошибки.

Актуальность темы: обусловлена необходимостью овладением УК-4, ПК-1, ПК-2.

Теоретическая часть:

Pronunciation can always be studied from two points of view: phonetic and phonological. Phonetics studies all possible sounds that the human vocal apparatus can make without reference to their meaning and functioning in speech. Phonology deals with the sound system of the language (which is formed by the system of phonemes) and studies only those contrasts in sounds (the phonemes) which make differences of meaning. In other words, phoneticians are only interested in the way the sounds are pronounced, their articulatory or acoustic features, while phonologists are involved in describing the functioning of phonemes in speech.

Here is an illustrative example: If we compare the words bead [bi:d], bid [bɪd], bad [bæd], bed [bed], bud [bʌd], we can see that all these words only differ in the vowel sound: [i:]-[ɪ]-[æ]-[e]-[ʌ].

These sounds represent different phonemes of the English language. Here are some more examples:

1) in the pair man [mæn] - men [men] – phonemes [æ] and [e] differentiate singular and plural forms of the noun;

2) in the pair advice [əd'vaɪs] – advise [əd'vaɪz] – phonemes [s] and [z] differentiate parts of speech (noun - verb). Now, what is a phoneme? It is usually defined as the smallest contrastive language unit which is capable of distinguishing one word from another in the same phonetic context. The phoneme is realized in the material form of speech sounds of different types. The variants of the same phoneme are called allophones.

They occur in various phonetic contexts because of the influence of the neighbouring sounds upon them. Let us consider the following examples:

1) bee [bi:] – bead [bi:d] – beat [bit] The phoneme [i:] is the longest in the open syllable when it is free (= is not followed by another sound), [i.] is a bit shorter in the second word when it is followed by a weak voiced consonant, and [ɪ] is the shortest (checked) when followed by a strong voiceless consonant, as it is in the last word.

2) tea [ti:] – two [tu:] – ten [ten] In the first word [t] is produced with the strongly spread lips, in the second word – with the rounded lips, in the third word the lips for [t] are neutral.

So we can see that one and the same phoneme [i:] (example

1) and [t] (example

2) can be realized in speech differently and its variants may be denoted by the so-called allophonic transcription. An allophone is one of a set of multiple possible spoken sounds (or phones) or signs used to pronounce a single phoneme in a particular language

. For example, [p^h] (as in pin) and [p] (as in spin) are allophones for the phoneme [p]. The specific allophone selected in a given situation is often predictable from the phonetic context. Such allophones are called positional variants, but sometimes allophones occur in free variation. Replacing a sound by another allophone of the same phoneme will usually not change the meaning of a word, although sometimes the result may sound non-native or even unintelligible. One more point is worth mentioning, as far as phonetics and phonology are concerned. A person cannot avoid making mistakes when learning a foreign language.

Pronunciation mistakes may be of two types – phonetic and phonological. If the learner pronounces a foreign sound with the wrong articulation (for example, substitutes an English sound for a similar Russian sound, i.e. pronounces [teɪbl] instead of [teɪbl]), the meaning of the word is not affected. If the speaker uses the wrong phoneme when saying the word, and its meaning is changed, the so-called phonological mistake is made. e.g. She likes working [ɜ:]. She likes walking [ɔ:]. The same is true for mistakes in intonation. Here is one more example of a phonological mistake: Isn't it TM hot? (general question) Isn't it (/ hot! (exclamation)

As for phonetic mistakes, they can be easily detected in the wrong reproduction of the English pitch changes, rhythm, etc

Практическая часть:

1. What approaches to pronunciation study exist?
2. What is implied by the terms «phonetics» and «phonology»?
3. Define a phoneme.
4. How are phonemes realized in speech?
5. Speak about the variants of the phoneme.
6. What pronunciation mistakes may occur in a foreign learner's speech?

Практическое занятие 6. Произносительная специфика языка как система фонологических и фонетических (нормативных) признаков, отличающих фонетики английского и русского языков.

Цель: Освоить характерные особенности артикуляционной базы английского языка (ее статический и динамический аспекты)

Актуальность темы: обусловлена необходимостью овладением УК-4, ПК-1, ПК-2.

Теоретическая часть:

Static and Dynamic Aspects of English Articulatory Basis It is necessary to remember that speaking a foreign language is always hard work. The Russian speaker must make a special effort to accommodate the speech organs to the articulation of English sounds. With some speakers the foreign accent is so strong that it makes their speech unintelligible. This is often the result of the wrong phonetic basis, i.e. the positions and movements of the organs of speech typical of the speaker's mother tongue.

Phonetic basis suggests a number of the most typical pronunciation tendencies of the language. These tendencies are perceived by listeners as a certain “colouring” of the language under consideration.

Since phonetics deals with sounds and intonation, we distinguish between articulatory (or organic) basis and intonational (or rather prosodic) basis. Articulatory basis has 2 aspects – static and dynamic. The static aspect is the position of the organs of speech (provided a person does not speak or is about to speak), and when an isolated sound is uttered. This position of the speech organs is usually called articulatory setting.

The dynamic aspect implies all the necessary movements of the articulating organs in connected speech. Before studying the details of separate articulations the learners should “feel”

the position their organs of speech (i.e. the articulatory setting of the language). This requires a lot of training.

The articulatory setting of English can be summed up as follows:

- the jaws are loosely closed but not clenched;
- the lips are neutral and moderately active, showing a slight smile;
- the mouth cavity is relaxed;
- the main consonant articulation is apical (i.e. the tip of the tongue is against the teeth ridge);
- tongue anchorage
- to roof laterally;
- the tip of the tongue is tapered; - the body of the tongue is slightly concave to roof.

Learners are strongly recommended to speak slowly when they start developing and improving their pronunciation

. If one speaks very fast, the English sounds will most probably be distorted or substituted for their Russian counterparts, because the articulatory skills are not yet fully automatic.

Практическая часть:

1. Why do many learners speak with a strong foreign accent?
2. Define the phonetic basis. What does it imply?
3. Name the aspects of the articulatory basis. What is their essence?
4. Characterize the articulatory setting of English.
5. How should one work to acquire correct pronunciation habits?

Практическое занятие 7, 8. Русские и английские звуки.

Цель: объяснить основные акустико-артикуляционные различия в фонологических системах русского и английского языков.

Актуальность темы: обусловлена необходимостью овладением УК-4, ПК-1, ПК-2.

Теоретическая часть:

Main Differences Between Russian and English Sound Systems Now comes the simplified description of the main differences between the Russian and English sound systems:

- 1) some English sounds do not even have resembling sounds in Russian, as far as their articulation is concerned: e.g. [ð], [θ], [w], [æ], etc.;
- 2) English vowels may be long or short, and they should not be confused, otherwise a phonological mistake may result in the change of meaning: e.g. hill - heel;
- 3) the English sound system involves 8 diphthongs (there are no diphthongs in Russian);
- 4) there is no devoicing / voicing in English (at the end of words voiced and voiceless consonants remain voiced and voiceless respectively);
- 5) the English voiceless consonants are produced more energetically than the Russian ones;
- 6) [p], [t], [k] are pronounced with aspiration; 7) forelingual English consonants [t, d, s, z, n, l] are produced with the tip of the tongue against the teeth ridge, i.e. with apical articulation (the similar Russian consonants are produced with the blade of the tongue against the teeth, i.e. with dorsal articulation); 8) the lips for the English sounds [ɔ], [ɔ:], [u], [u:] are not very rounded or protruded as for the similar Russian sounds

Практическая часть:

1. What main features characterize English and Russian vowels and consonants?
2. Enumerate the most striking differences between the English and Russian sound systems.

Практическое занятие 9, 10. Гласные английского языка

Цель: ознакомить студентов с принципами классификации английских гласных.

Актуальность темы: обусловлена необходимостью овладением УК-4, ПК-1, ПК-2.

Теоретическая часть:

Vowels: Principles of Classification Each English vowel has its quality and quantity. The quality of a vowel sound is determined by the size, volume and shape of the mouth resonator, which are modified by the movement of active speech organs, mostly the tongue and the lips.

The particular quality (timbre, or special colouring of vowels) also depends on the relative stability of the tongue and its tenseness. Besides, the English vowel phonemes differ in their quantity (length /duration). All these articulatory characteristics are interconnected but they may be described separately. Thus, all vowels are subject to classification.

There are 20 vowel sounds in the English language, which can be classified according to the following principles:

- I. the stability of articulation;
- II. the position of the tongue
 - 1) in the horizontal plane;
 - 2) in the vertical plane;
- III. the lip position;
- IV. the character of the vowel end;

V. the length. The first 3 principles are the main ones because they reflect the qualitative characteristics of the English vowel phonemes, which are their most important features, while their quantitative characteristics are of secondary importance. That is, English vowel may change its quantity (length) in different positions while its quality remains unchanged: e.g. bee [bi:], bead [bi:d], beat [bit].

Now comes more detailed description of all these principles.

I. According to the stability of articulation the English vowels are divided into 3 groups: monophthongs (if the tongue position is stable and the articulation of vowels is almost unchanging), diphthongs* (if the organs of speech move from one position to another within one syllable), diphthongoids (if the organs of speech only slightly change their position). There are 10 monophthongs, 8 diphthongs and 2 diphthongoids in the English sound system.

II. As it is known, the tongue is the most flexible and movable organ of speech. In vowel production it may move forward and backwards (in the horizontal direction), upwards and downwards (in the vertical direction).

1. According to the position of the tongue in the horizontal plane vowels are divided into 5 groups: a) front (the tongue is in the front part of the mouth and the front part of it is raised to the hard palate): [i:], [e], [æ]; b) front-retracted (the tongue is in the same position, but is slightly retracted): [ɪ]; c) central (the front of the tongue is raised towards the back part of the hard palate): [ʌ], [ə], [ɜ:]; d) back (the tongue is in the back part of the month and the back of it is raised towards the soft palate): [ɑ:], [ɔ], [ɔ:], [u:]; e) back-advanced (the tongue is in the same position, but is slightly advanced): [u].

2. According to the position of the tongue in the vertical plane vowels are divided into 3 groups:

a) close (the front/back of the tongue is raised high towards the palate): [i:], [ɪ], [u:], [u];

b) open (the front/back of the tongue is in its lowest position in the mouth): [æ], [ɑ:], [ɔ], [ɔ:];

c) mid (the tongue is in intermediate position between the close and the open one): [e], [ʌ], [ɜ:], [ə]. To make the classification more precise it is necessary to distinguish broad and narrow variants of close, mid and open vowels. When the tongue is raised a little higher for the vowel of the same group, a narrow variant is heard. A broad variant of the vowel is articulated when the front of the tongue is not so high in the mouth.

III. According to the lip position vowels may be rounded, i.e. produced with the rounded lips ([u], [u:], [ɔ] [ɔ:]), and unrounded, for which the lips are spread or neutral ([i:], [ɪ], [e], [æ], [ʌ], [ʌ:], [ɜ:], [ə]).

IV. According to the character of the end vowels may be checked (if they are followed by strong voiceless consonants) and unchecked/free (if they are followed by weak voiceless consonants or occur in open syllables with no consonants at the end).

V. According to the length the vowels are generally divided into short ([ɪ], [e], [æ], [ə], [u], [ɔ]) and long ([i:], [ɜ:], [ʌ:], [ɔ:], [u:]). [æ] may be both short (before a voiceless consonant) or long (if followed by a voiced consonant)

Практическая часть:

1. What is the vowel quantity and quality?
2. According to what main principles are English vowels classified?
3. Name three groups of vowels that may be revealed according to the stability of articulation.
4. Characterize the groups of vowels according to the position of the tongue both in vertical and horizontal directions.
5. State the major difference between rounded and unrounded vowels. Name them.
6. How do different phonetic contexts modify vowel length in English?

Практическое занятие 11, 12. Лингвистические функции и компоненты интонации.

Цель: Ознакомить студентов с интонацией английского языка, ее компонентами и структурой мелодической группы.

Актуальность темы: обусловлена необходимостью овладением УК-4, ПК-1, ПК-2.

Теоретическая часть:

Intonation Intonation functions in various languages in a different way. The English intonation is very specific and for most foreign learners it is difficult to reproduce it. Some British phoneticians even say that for a foreign learner of English it is more important to acquire good intonation habits than to articulate the sounds perfectly. Intonation is considered to be one of the components of pronunciation. The others are: speech sounds, the syllabic structure of words and word stress.

Intonation may be defined as a unity of (1) speech melody, (2) sentence stress (accent), (3) speech tempo, and (4) voice quality (timbre).

The pitch of the voice does not stay on the same level while the sentence is pronounced. It rises and falls on the vowels and voice consonants. These falls and rises form definite patterns, typical of English, and are called speech melody.

Speech melody is made of falls and rises of the voice pitch. The word that is most important for the meaning of the sentence is made prominent by stress and a special moving tone. This special tone is the result of a change in the pitch, which either falls or rises, or changes its movement first in one direction, then in another. Other words essential for the meaning are also stressed, but the pitch of these words remains unchanged. Articles, prepositions, auxiliary, modal and link verbs are usually unstressed.

The rate of speech (speech tempo) is not constant. It is the speed with which sentences are pronounced. Closely connected with the tempo of speech is its rhythm (= a sequence of stressed and unstressed syllables). The English rhythm is not easy for a foreign learner to acquire. The timbre of the voice changes in accordance with the emotions experienced by the speaker.

Практическая часть:

1. What are the functions and the main components of intonation?
2. Define speech melody, sentence stress, speech tempo and timbre.

Практическое занятие 13, 14. Графическое отображение интонации

Цель: Ознакомить с видами интонационной нотации и сформировать умения тонетической разметки текста и рисования тонограмм.

Актуальность темы: обусловлена необходимостью овладением УК-4, ПК-1, ПК-2.

Теоретическая часть:

All above-mentioned phonetic features of a sentence form a complex unity, called intonation / prosody. Every speaking voice has the normal range (i.e. an interval between its lower and upper limits).

We may distinguish 3 pitch levels: high, medium, low. voice _ _ high pitch level _ _ _ range _ _ medium _ pitch level _ _ pitch range _ _ low _ _ pitch level _ _ _ The interval between two pitch levels is called the pitch range. Speech melody together with sentence stress is indicated with the help of dashes, curves and dots. A dot (·) denotes an unstressed syllable. A dash (–) represents a stressed syllable pronounced with level pitch. A downward curve () represents a stressed syllable pronounced with a fall in pitch within that syllable. An upward curve () represents a stressed syllable pronounced with a rise in pitch within that syllable. Pitch ranges may be normal, wide and narrow. In the text intonation is indicated by means of tonetic stress marks (vertical or slanting). e.g. He was 'glad to 'meet her in the `street. On the staves we may picture the speech melody of this sentence as follows: _____

Intonation patterns may consist of one or more syllables of various pitch levels. Pitch-and-stress sections of an intonation pattern are as follows: the prehead, the head, the nucleus and the tail. The most important of these elements is the nucleus (the final stressed syllable). The nucleus can be followed by one or more unstressed or partially stressed syllables called the tail. The head consists of the syllables beginning with the first stressed syllables up to the last one. The prehead includes unstressed and half-stressed syllables preceding the head. The nucleus and the tail form the terminal tone.

Практическая часть:

1. How can intonation be indicated in the text? What are the means of representing the speech melody in writing?
2. Describe the structure of the intonation pattern.

Практическое занятие 15, 16. Модификация гласных в потоке речи (динамический аспект артикуляционной базы).

Цель: объяснить фонетическое явление редукции, ознакомить с ее видами.

Актуальность темы: обусловлена необходимостью овладением УК-4, ПК-1, ПК-2.

Теоретическая часть:

Modification of Vowels in Connected Speech. Reduction It is known that both vowels and consonants are very seldom said in isolation. They combine into words, and words combine into phrases and sentences. Isolated phonemes retain all their qualities. But in connected speech they are modified and undergo some changes. Certain segments have a tendency to run together; extra segments may be added to ensure smoothness of speech; some segments adopt a less clearly defined phonetic form; and some completely disappear.

In English – as well as in Russian – vowels in unstressed syllables are usually reduced, i.e. lose certain qualities in some degree. However, the laws of reduction in these languages are not the same. In the Russian language the farther the unstressed syllable is away from the stressed one, the weaker it is: e.g. молоко [мълАкО́]. In English the reduced form of almost any

vowel or diphthong in the unstressed position is represented by [ə], [ɪ] or [u]. The vowels a, o, u are usually reduced to [ə], e, i, y – to [ɪ].

Reduction is a historical process of weakening, shortening or disappearance of vowel sounds in unstressed position. Here are the examples, which show how the shift of stress may result in reducing unstressed vowels. combine [ˈkɒmbaɪn] – combine [kəmˈbaɪn] project [ˈprɒdʒækt] – project [prəˈdʒekt] Three different types of reduction may be noticed in English: 1) quantitative (shortening of the vowel length): [hi:] – [hi.] – [hi], 2) qualitative (weakening of a vowel): but [bət], should [ʃəd], can [kən], 3) zero (= elision) (disappearance of a vowel sound): I'm [aɪm], he's [hɪz], shan't [ʃɑːnt], can [kn].

Non-reduced unstressed sounds are often retained in:

- 1) compound words (e.g. blackboard, airport);
 - 2) borrowings from French and other languages (e.g. architect, kolkhoz, photograph);
 - 3) the words with final unstressed “o”, which is never reduced (e.g. sambo [ˈsæmbəʊ], solo [ˈsəʊləʊ], radio [ˈreɪdiəʊ]);
- The following recommendations may be given to Russian learners, as far as reduction is concerned: - make reduced vowels very weak, - never concentrate on their pronunciation; - look up unknown words in the dictionary to find out the correct pronunciation.

Практическая часть:

1. How are the sounds pronounced in isolation and in connected speech?
2. What phenomenon is called ‘reduction’?
3. Do the laws of reduction in English and in Russian coincide? What are they?
4. What sounds represent the reduced forms of unstressed vowels and diphthongs?
5. Define the types of reduction. Give your own examples.
6. In what words do unstressed vowels retain all their qualities?
7. What recommendations concerning the pronunciation of the reduced vowels may be given?
8. Transcribe and pronounce the following words. Pay attention to the stressed and unstressed vowels. Give the necessary commentary. hopeless passenger effect compare photographer passport satisfaction affect pronounce photograph

Практическое занятие 17, 18. Сильные и слабые формы слова.

Цель: ознакомить с понятиями сильной и слабой словоформы и особенностями их произнесения в потоке речи.

Актуальность темы: обусловлена необходимостью овладением УК-4, ПК-1, ПК-2.

Теоретическая часть:

Strong and Weak Forms Nearly 50 words in English can be pronounced in two distinct ways depending on the degree of force with which they are uttered. They are all words performing a grammatical function (form-words): determiners, personal and possessive pronouns, auxiliary and modal verbs, prepositions, conjunctions, and particles. Strong (or full) forms are pronounced very distinctly and the phonemes in them retain all their qualities. Weak forms are normal in connected speech. The vowels are subject to reduction and sometimes both vowels and consonants are elided. In the examples below, the strong forms are given on the left and the weak forms on the right. an æn ðn the ði: ðð, ðɪ and ænd ðn, n ɜθ that ðæt ð ðt his hɪz ɪz from fr m frɒm of v ðv, v some sʌm sɒm there ðeə ð ð have hæv ðv, v do du: dð, du must mʌst mðst, mðs us ʌs ðs was w z wɒz can kæn kðn, kn could kud kðd, kd Strong forms are used when the form word 1) is said in isolation: a [eɪ], the [ði:]; 2) is in stressed position: e.g. She is 'coming to [tu:] London, not 'from [fr m] London. 3) is being emphasized (= becomes the communicative centre of the utterance): e.g. He is the [ði:] 'man you 'need. Prepositions have their strong forms though they might remain unstressed 1) at the very end of an intonation group or a phrase: e.g. What are you 'looking at [æt]? 2) at the end of a phrase when they are followed by the unstressed pronoun: e.g. I'm 'not 'talking to [tu:] you. I'm 'not 'talking to [tð] 'you.

Auxiliary verbs have their strong forms 1) at the end of an intonation group: e.g. Who has written it? – ‘Tom has [hæz]. Are you busy? – Yes, I am [æm]. 2) at the beginning of general or alternative questions in careful colloquial style: 3) e.g. Can you do it at once? [ˈkæn ju ˈdu ɪt ðæt wʌns] (but: [kən ju ˈdu ɪt ðæt wʌns] – in rapid colloquial speech) 3) in contracted negative forms: e.g. I don’t know the way [aɪ ˈdɒnt ˈnu ðə weɪ]. The demonstrative pronoun “that” is never reduced: e.g. I know that [ðæt]. (but: I know that he’s here. – [ðət] is the conjunction) The verb “to have” (in the meaning of ‘to possess’ and in set phrases like “to have lunch”) has no weak form even if it is unstressed: e.g. I have a ‘nice garden [hæv]. In Russian speech personal and possessive pronouns, auxiliary and modal verbs are often stressed, and Russian learners of English often fail to use weak forms correctly. In order to avoid making mistakes one should have careful practice using form words in various accentual patterns.

Практическая часть:

1. What English words may have strong and weak forms?
2. When are strong and weak forms used? Give examples.
3. Transcribe the following sentences marking stresses and tunes. Read the sentences and comment on the use of strong and weak forms:
 - 1) He told his son to wait for him.
 - 2).What do you generally do in the evening?
 - 3).I can do it as well. Can you write it yourself? – Yes, I can.
 - 4).Who are you waiting for?
 - 5).We have an elder brother. He has left for the Urals at present.

Практическое занятие 19, 20. Дифтонги.

Понятие дифтонга. Система дифтонгов английского языка.

Цель: ввести понятие дифтонга и ознакомить с системой дифтонгов английского языка.

Актуальность темы: обусловлена необходимостью овладением УК-4, ПК-1, ПК-2.

Теоретическая часть:

Diphthongs As it was stated earlier, all English vowels are divided into 3 groups: monophthongs, diphthongs and diphthongoids.

Diphthongs consist of two clearly perceptible elements. The starting point, the nucleus, is strong and distinct. The second element (the glide), to which the organs of speech move smoothly, is much weaker. From the point of view of length, the diphthongs are like long vowels; but the first part of a diphthong is much longer than the second one, which is quite short and rapid.

There are eight diphthongs in English, Depending on the tongue movement they are usually grouped into three types. The first group ends with a glide towards the [ə] vowel in the centre of the mouth, and are called centring diphthongs. The remainder end with a glide towards a higher position in the mouth (in the direction of an [ɪ] or [u] quality), and are called closing diphthongs

. One should remember that the Russian sound system has no diphthongs, but it comprises several sound combinations, which resemble the English diphthongs in some degree (cf. lay – лей, my – май; boy – бой; show – шоу; how – траур; peer – фиалка; care – океан; poor – Пуаро). When pronouncing the English diphthongs the learner must not confuse them with the above-mentioned Russian combinations. To avoid making phonetic mistakes it is recommended to keep to the English articulatory basis.

Практическая часть:

1. What groups of English vowels may be distinguished according to the stability of articulation?
2. Enumerate all the diphthongs. How are they pronounced? Describe their structure.

3. State the difference between centring and closing diphthongs.
4. What are triphthongs?
5. Are there any diphthongs in the Russian language?
6. What should one do to pronounce English diphthongs correctly?
7. Group the following words according to the diphthongs / triphthongs in them: weary, way, poor, loiter, ground, lion, globe, spear, cow, flamboyant, affair, sure, case, beer, fearful, pear, spy, chair, owl, serial, endure, there, ghost, crown, layer, square, theatre, roll, power, tourist, upstairs, cheer, full, foil, flower, moisture, inspire, jeered, lawnmower, proud, unbearable, experience, host, plough, frighten, oyster, aisle, lady, shower, drought, haste.

Практическое занятие 21, 22. Основные ядерные тоны.

Цель: Ввести понятие ядерного тона, выработать уверенные навыки распознавания английских ядерных тонов.

Актуальность темы: обусловлена необходимостью овладением УК-4, ПК-1, ПК-2.

Теоретическая часть:

1 Principal Nuclear Tones

The Low Fall

(starts in the middle of the voice range _____
and gradually descends to a very low pitch) _____ Yes.

The High Fall

(starts at a high pitch and then _____
falls to a very low pitch) _____ Yes.

The Low Rise

(starts at a very low pitch _____
and gradually ascends to the middle of the voice range) _____ Yes.

The High Rise

(starts in the middle of the voice range _____
and then rises to a very high pitch) _____ Yes.

The Fall – Rise

(starts with a fall similar to that of the _____
high fall which is followed by a low rise) _____ Yes.

The Rise – Fall

(starts in the middle of the voice range, rises _____
to a very high pitch and then falls to a very low pitch) _____ Yes.

The Rise – Fall – Rise

(the voice rises from a very low pitch level, moves _____
up to the medium one, falls deep down, then rises again) _____ Yes.

The Mid -_Level

(maintains a level pitch between high and _____
low, the voice neither rises nor falls) _____ Yes.

Практическая часть:

1. What is the nucleus?
2. What types of nuclear tones do you know?
3. Define each of the eight nuclei.
4. Practise saying any word with different nuclear tones.
5. Listen to any recorded material and learn to recognize various tunes.

Практическое занятие 23, 24. Особенности английского ритма.

Цель: Ввести понятие ритма как компонента интонации, познакомить с особенностями ритмики английского языка.

Актуальность темы: обусловлена необходимостью овладением УК-4, ПК-1, ПК-2.

Теоретическая часть:

Rhythm is generally measured in regular flow of speech in which stressed and unstressed syllables occur at definite intervals. There are two kinds of speech rhythm: syllable-timed rhythm and stress-timed rhythm. Every language in the world is spoken with one kind of rhythm or with the other. Each language has developed its own characteristic speech rhythm. Rhythm in English, Russian and some other stress-timed languages is based primarily on the alteration of strongly and weakly stressed syllables. Within each intonation group the stressed syllables occur at fairly equal intervals of time.

This means that if there are any unstressed syllables between stressed ones, they have to be fitted in without delaying the regular beat. The unstressed syllables, whether many or few, occupy approximately the same time between the stresses. The greater number of unstressed syllables there is between the stressed ones the more weakly and rapidly they are pronounced. The unstressed vowels in this case have a noticeably different quality – they are shortened and weakened. In English the rhythmic structure is different – all the notional words are stressed, the form-words are fitted in between the stressed ones. The pronunciation of intonation groups is based upon rhythmic groups which are formed by one or more words closely connected by sense and grammar, but containing only one strongly stressed syllable. The unstressed syllables are attached either to the preceding or to the following stressed one depending on their semantic or grammatical relationship.

A rhythmic group may consist of a single word, eg: yesterday; or it may contain several words. The influence of rhythm is very important. The time given to each rhythmic group tends to be unchanged though the number of unstressed syllables may be many or few. Each rhythmic group within an intonation group is given the same amount of time.

If there are many unstressed syllables in a rhythmic group, they must be pronounced more quickly. To acquire a good English speech rhythm one should arrange sentences into intonation groups and then into rhythmic groups; link every word beginning with a vowel to the preceding word; weaken unstressed words and syllables, obscuring the vowels in them; making the stressed syllables occur regularly within an intonation group. Rhythm is a regular recurrence of some phenomenon in time, e. g. the rhythm of the seasons, bodily functions, the rhythm of music. Speech rhythm is the recurrence of stressed syllables in a sense group at certain intervals of time. The rhythm of speech is more free and elastic than that of music; the regularity of the beat in speech is only approximate. Every language in the world is spoken with one kind of rhythm or with the other. Speech rhythm may be of two types: syllable- and stress-timed. In syllable-timed languages, for example, French and Japanese, the syllables follow each other with fairly equal length and force without a strong contrast of stress. It sounds mechanically regular and is hard for an English-speaking person to understand. In stress-timed languages, for example, English and Russian, rhythm is based on the alteration of strongly and weakly stressed syllables. Within each intonation group the stressed syllables occur at fairly equal intervals of time. The greater the number of unstressed syllables intervening between the stressed ones, more rapidly they are pronounced. e.g. 'One, 'two, 'three, `four. 'One and 'two and 'three and `four. 'One and a 'two and a 'three and a `four. A stressed syllable pronounced together with the unstressed syllables forms a rhythmic group. The unstressed syllables are attached either to the preceding or to the following stressed syllable depending on their semantic or grammatical relationship.

A sense-group may consist of one or more rhythmic groups. If there are several rhythmic groups in a sense-group, each of them takes approximately the same time to pronounce. e.g. She 'thinks you 'came to `see her. She 'thinks you should have 'come to `see her. Initial unstressed syllables are always pronounced rapidly.

There is a strong tendency in connected English speech to avoid stressing two syllables in succession. As a result, a word that should be stressed according to the general rules may be left unstressed. e.g. 'Why didn't you 'find out `sooner? (didn't and out have lost their stress under the

influence of rhythm.) The words with double stress may lose one of the stresses in connected speech, when either preceded or followed by a stressed word. e.g. There were 'fourteen boys. – He's 'just four`teen. A 'good-natured woman. – She's ex'tremely good-`natured. He 'put his coat on. – 'John put it on. Different phoneticians stress the importance of studying English rhythm systematically and thoroughly.

It occasionally happens that a foreign student acquires faultless pronunciation and even correct intonation but it is faulty rhythm that betrays his non-English origin. To achieve mastery in rhythm one should arrange sentences into rhythmic groups, weaken unstressed syllables and make the stressed syllables occur regularly within an intonation group.

Практическая часть:

1. What is speech rhythm?
2. What kinds of speech rhythm exist?
3. Enumerate the characteristic features of English rhythm.
4. Define a rhythmic group.
5. Divide the following sentences into rhythmic groups:
 - 1) John's away on business.
 - 2) They went for a walk in the park.
 - 3) I hope you won't be late for your train.
 - 4) The weather in England can change very quickly.
 - 5) They couldn't have chosen a better time for their holiday.
6. How does rhythm influence stress?
7. Explain rhythmical variations of double-stressed words in connected speech.
 - 1) He has afternoon tea. – Nearly every afternoon.
 - 2) He was an unknown poet. – He was quite unknown.
 - 3) She is fifteen years old. – She is just fifteen.
8. Give your own examples using the following words: sixteen, good-looking, look through, conversation
9. What recommendations may be given a learner to help him acquire a good English rhythm?
10. What is speech rhythm?
11. What are the characteristic features of English rhythm?
12. How does the English rhythm differ from Russian?
13. What is a rhythmic group?
14. In what way will you divide the following sentences into rhythmic groups? 'I hope you won't be late for your train.' 'I read an account of it in The Morning Star.'
15. Is the influence of rhythm in speech very important?
16. How are initial unstressed syllables preceding the stressed one pronounced?
17. How are any unstressed syllables that follow the stressed one pronounced?
18. What is the influence of rhythm on unstressed syllables

Практическое занятие 25, 26. Синтагматическое членение предложения.

Цель: Познакомить с понятием синтагмы и отработать синтагматическое членение предложений на микроконтекстах.

Актуальность темы: обусловлена необходимостью овладением УК-4, ПК-1, ПК-2.

Теоретическая часть:

Sense-groups (Syntagms) In the process of speaking our thoughts are shaped into sentences. Each sentence expresses a more or less complete idea, which has a definite communicative aim: it represents either a statement, or a question, or a command, or an exclamation. The aim of the utterance is made clear by intonation.

Often a sentence is made up of two or more parts, which are called sense groups or syntagms. The division of a sentence into sense-groups depends on the idea to be expressed: cf. "One of the travellers", says Mr. Michael Collins, "was calm..." One of the travellers says Mr. Michael Collins was calm.

Each syntagm contains a meaningful word or a number of words and cannot be subdivided into smaller units without destroying the sense.

e.g. In addition to this | he had a 'fine 'musical taste, | 'carefully cultivated. Phonetically, a sense-group represents one of the intonation contours typical of the language. In general, sense-groups may be defined as delimited by pauses the shortest possible units of speech (though variable in size) from the point of view of meaning, grammatical structure and intonation. Final syntagms are the most important ones: their intonation contours (chiefly their nuclei) determine the communicative type of the whole sentence.

Non-final sense-groups may have different degrees of semantic completeness, finality and independence: falling tones denote a complete meaning, whilst rising tones signify incompleteness, non finality and dependence on the following sense-groups. The number of sense-groups in a sentence is variable and closely connected with the style of speech

. Particular attention should be paid to the intonation of specifically conversational English structures, consisting of two sense-groups:

1. Disjunctive questions: e.g. It's 'rather 'difficult, isn't it?
2. Imperative utterances with will you / won't you / shall we / can't you as a tag: e.g. 'Meet me, | 'won't you? ' Put these 'things on a taxi, | will you? Let's go, | shall we 'Hold 'on to the 'rope, | 'can't you?

Практическая часть:

1. What types of sentences can be revealed according to their communicative aim?
2. Define a sense-group / syntagm.
3. What general meaning is usually conveyed by falling and rising nuclei?
4. Summarize up the rules concerning the pronunciation of two-syntagm conversational structures. Illustrate these rules with your own examples.
5. Divide the following sentences into sense-groups. Mark stresses and tunes:
 - 1). Take good care of it, won't you?
 - 2). Sometimes I get to town by the 8.30.
 - 3). In private he was good-humoured and good-natured.
 - 4). Stand here out of the rain while I get a fax.
 - 5). At this game, without any training or practice, he was a perfect master.
 - 6). In an adjoining room a woman was cooking supper.
 - 7). When I arrived there was nobody at home.

Практическое занятие 27, 28. Фонетические (нормативные) характеристики английских консонантов.

Цель: Познакомить с системой согласных английского языка и принципами их классификации.

Актуальность темы: обусловлена необходимостью овладением УК-4, ПК-1, ПК-2.

Теоретическая часть:

Consonants: Principles of Classification Unlike vowels consonants are produced with an obstruction to the air-stream in the mouth or nasal cavities. That is why they are characterized by a certain degree of noise. The organs of speech are tense at the place of obstruction.

To differentiate the 24 consonants from each other, phoneticians use a classification based on the following principles:

- I) degree of noise,
- II) manner of articulation,
- III) place of articulation.

I. According to the first principle all English consonants are divided into two big classes – noise consonants and sonorants. In their turn noise consonants vary 1) in the work of the vocal cords (voiced/voiceless) and 2) in the degree of force of articulation (lenis/weak, fortis/strong).

II. We need to know how the sound is made, i.e. the manner of articulation. It is determined by the type of obstruction. According to this principle the English consonants fall into 3 groups: occlusive; constrictive; occlusive-constrictive (affricates). Occlusive sounds are produced when the air stream meets a complete obstruction in the mouth (the organs of speech are in contact). The sounds of this type are also called stops because the breath is completely stopped at some point of articulation and then it is released with a slight explosion (that is why they are also called plosives). Constrictive fricative consonants are those in the production of which the air stream meets an incomplete obstruction in the resonator (the air passage is constricted and escapes through the narrowing with friction). Occlusive-constrictive (or affricates) are noise consonant sounds produced with a complete obstruction, which is slowly released, and the air escapes from the mouth with some friction.

III. We also need to know where in the vocal tract the sound is made (i.e. its place of articulation) and which vocal organs are involved. The place of articulation is determined by the position of the active organ of speech against the point of articulation. There may be one place of articulation (focus), or two (foci), when active organs of speech are in contact with two points of articulation. The sounds of the first type are called unicentral, of the second type - bicentral. According to this principle the English consonants are divided into labial, lingual and glottal. Labial sounds are produced when both lips are active (bilabial) or with the lower lip against the edge of the upper teeth (labio-dental). Lingual sounds are classified into: 1) forelingual, which are made with the tip or the blade of the tongue against the teeth ridge or the teeth correspondingly (*remember apical or dorsal articulation - the latter is not typical of English), or with the tip of the tongue at the back part of the teeth ridge (cacuminal articulation).

According to the place of obstruction forelingual consonants may also be divided into: a) interdental (made with the tip of the tongue projected between the teeth); b) dental (produced with the blade of the tongue against the upper teeth); c) alveolar (articulated with the tip against the upper teeth ridge); d) post-alveolar (made with the tip/blade of the tongue against the back part of the teeth ridge or behind it); e) palato-alveolar (the tip/blade of the tongue is against the teeth ridge and the front part of the tongue is raised towards the hard palate, thus having 2 foci); 2) mediolingual; produced with the front part of the tongue. They are always palatal, i. e. made with the front part of the tongue raised high to the hard palate; 3) backlingual (= velar), produced with the back part of the tongue raised towards the soft palate. The glottal sound is articulated in the glottis.

Практическая часть:

1. What are vowels and consonants? Remember the differences in their production.
2. How are consonants classified?
3. State the difference between noise consonants and sonorants.
4. How does the degree of noise vary because of the force of articulation?
5. What determines the manner of articulation?
6. Define each type of obstruction.
7. What groups of sounds can be distinguished according to the manner of articulation?
Name the English consonants of each group.
8. Why are plosives called 'stops'?
9. How is the place of articulation determined?
10. State the difference between unicentral and bicentral consonants.
11. Enumerate the consonant groups according to the place of articulation.
12. How do the forelingual consonants differ according to the place of obstruction?
13. Study the chart given above and define every consonant. Explain why this or that sound refers to a particular consonant group.

14. Copy out the chart. Compare the Russian and English consonants

Практическое занятие 29, 30. Особенности произнесения согласных звуков английского языка.

Цель: Познакомить студентов с такими фонетическими явлениями как аспирация, палатализация, озвончение, оглушение.

Актуальность темы: обусловлена необходимостью овладением УК-4, ПК-1, ПК-2.

Теоретическая часть:

Aspiration is the strong burst of breath that accompanies either the release or, in the case of preaspiration, the closure of some obstruents. In English, aspirated consonants are allophones in complementary distribution with their unaspirated counterparts.

Palatalization refers to a way of pronouncing a consonant in which part of the tongue is moved close to the hard palate. A consonant pronounced this way is called a palatalized consonant. Palatalized consonants have palatal secondary articulation, or two places of articulation, one of which is palatal. They contrast with palatal consonants, which have palatal primary articulation. Palatalized consonants are pronounced as if followed very closely by the palatal approximant [j]. In technical terms, palatalization refers to the secondary articulation of consonants by which the body of the tongue is raised toward the hard palate and the alveolar ridge during the articulation of the consonant. Such consonants are phonetically palatalized.

"Pure" palatalization is a modification to the articulation of a consonant, where the middle of the tongue is raised, and nothing else. It may produce a laminal articulation of otherwise apical consonants such as [t] and [s]. Voicing or sonorization is a sound change where a voiceless consonant becomes voiced due to the influence of its phonological environment; shift in the opposite direction is referred to as devoicing or desonorization. Most commonly, the change is a result of sound assimilation with an adjacent sound of opposite voicing, but it can also occur word-finally or in contact with a specific vowel. Devoicing in English is partial

Assimilation is a process of alteration of speech sounds as a result of which one of the sounds becomes fully or partially similar to the adjoining sound. The nature of assimilation is determined by objective physical and physiological conditions. Assimilation exists in every language, but its laws and forms in each language depend on the historically formed articulatory tendencies, typical of every language, and specific phonetic structures. Types of assimilation can be distinguished according to: (1) direction, (2) degree of completeness, (3) degree of stability. Assimilation can affect the place of obstruction and the active organ of speech; the work of the vocal cords; the position of the lips; the position of the soft palate; the manner of the release of plosive consonants. Direction of Assimilation. The influence of the neighbouring sounds in English can act in a progressive, regressive or reciprocal (double) direction. When some articulatory features of the following sound are changed under the influence of the preceding sound, which remains unchanged, assimilation is called *progressive*. When the following sound influences the articulation of the preceding one assimilation is called *regressive*. This type of assimilation is common both in English and in Russian. Assimilation in Russian acts mainly in regressive direction, progressive assimilation being rather rare in this language. *Reciprocal* or *double* assimilation means complex mutual influence of the adjacent sounds

Практическая часть:

1. What is assimilation?
2. What features of the articulation of a consonant may be affected by assimilation?
3. Give three examples illustrating different degrees of assimilation.
4. What is the difference between progressive and regressive assimilations?
5. What kind of assimilation affects the alveolar articulation of the [t, d, n] and [l] when they are followed by [ʊ] or [ɜ] ?
6. Ask your fellow-student to transcribe the words white, thorn, although, breadth,

to underline the consonants affected by assimilation and to define its type.

7. What similar assimilative changes do the allophones of the phonemes [t, d, n, l, s, z] undergo when they are used before [ʊ] or [ɜ]?

8. How would you help your fellow-student to pronounce [n] and [l] preceded by [ʊ] or [ɜ] correctly?

9. What consonant in the sentence "Call the boy" is affected by regressive assimilation?

10. Read and transcribe the words train, trifle. Say what consonant is assimilated in them and what degree of assimilation it is.

11. Transcribe and pronounce the words three, thread, thrill, throat, throw. Say what allophones of the phoneme [r] are used in them.

12. What allophone of the phoneme [r] is used within the word through? Explain the difference between this allophone and the principal one.

13. What allophone of the phoneme [d] is used within the words drop, drug?

Explain the difference between this allophone and the principal one. Say what degree of assimilation it is.

14. What articulatory features of the sonorant [l] within the word flower are affected by assimilation?

15. Transcribe and pronounce the words train, quarter, twilight and swallow and say what type of assimilation takes place in them.

Практическое занятие 31, 32. Элизия.

Цель: Объяснить особенности произнесения независимых частей простого предложения.

Актуальность темы: обусловлена необходимостью овладением УК-4, ПК-1, ПК-2.

Теоретическая часть:

1. Модальные глаголы MAY (MIGHT).

2. Структуры Might be doing / may have done.

Использование 'may' и 'might' для **выражения возможности**. Переводится как «вероятно, возможно». May и might имеют одинаковое значение.

He **might** go to the cinema this evening. He **may** go to the cinema this evening. – Он вероятно пойдёт в кино сегодня вечером.

He **might not** go to the cinema this evening. He **may not** go to the cinema this evening. – Он вероятно не пойдёт в кино сегодня вечером.

It **might** rain. It **may** rain. – Наверное пойдёт дождь.

It **might not** rain. It **may not** rain. – Наверное не пойдёт дождь.

Использование: Мы используем 'may' или 'might', когда мы хотим сказать, что для нас является возможным что-то сделать и возможно мы это сделаем и то произойдет. 'may' = 'might' и они используются равнозначно.

В прошедшем времени мы используем конструкции '**may have done**' или '**might have done**'.

He **might have gone** to the cinema last evening. He **may have gone** to the cinema last evening. – Он вероятно ходил в кино прошлым вечером.

He **might not have gone** to the cinema last evening. He **may not have gone** to the cinema last evening. – Он вероятно не ходил в кино прошлым вечером.

It **might have rained**. It **may have rained**. – Наверное шел дождь.

It **might not have rained**. It **may not have rained**. – Наверное не было дождя.

Using 'may' and 'might' for possibility	
He might (or may) go to the cinema this evening. Meaning: it's possible that he will go.	He might (or may) not go to the cinema this evening. Meaning: it's possible that he will not go.
It might (or may) rain. So, perhaps it will rain.	It might (or may) not rain. So, perhaps it won't rain.
We use 'might' or 'may' when we want to say that something is possible and probably will do it and it will happen. May = Might , we use them in the same way.	
For the past we use may have done or might have done	
He might (or may) have gone to the cinema last evening. Meaning: perhaps he went to the cinema.	He might (or may) not have gone to the cinema last evening. Meaning: perhaps he didn't go there.
It might (or may) have rained . So, perhaps it rained.	It might (or may) not have rained . So, perhaps it didn't rain.

Форма продолженного времени 'may be doing' or 'might be doing'.

Don't phone at 9 pm. He **might be watching** football on TV. Don't phone at 9 pm. He **may be watching** football on TV. – *He звоните в 9 вечера. Он вероятно будет смотреть футбол по телевизору.*

Phone at 9 pm. He **might not be watching** football. Phone at 9 pm. He **may not be watching** football. – *Повоните в 9 вечера. Он вероятно не будет смотреть футбол по телевизору.*

Использование 'May' для того, чтобы спросить разрешение.

May I ask a question? = Is it OK to ask?
May I sit here? = Is it OK if I take this place?

Выражение **Might as well**

Мы используем конструкцию 'might as well', когда мы предлагаем что-то сделать, обычно когда больше нет каких либо альтернатив как и причин этого не делать.

In linguistics, elision is the omission of one or more sounds (such as a vowel, a consonant, or a whole syllable) in a word or phrase. Sometimes sounds are elided to make a word easier to pronounce.

The word elision is frequently used in linguistic description of living languages, and deletion is often used in historical linguistics for a historical sound change. As speech speeds up, sounds are likely to be left out, or elided. This is especially so when clusters of consonants occur. Indeed, some sequences are impossible to articulate naturally without elision (try, for example, «Henry the Sixth's three advisers»).

Elision is the dropping of a sound or sounds either within a word or at a junction of words in rapid colloquial speech.

The reduction of some consonant clusters was established long ago. For example, some consonants were dropped in certain phonetic contexts (the initial [w, k, g], e.g. write [raɪt], know [nəʊ], gnat [næt]; the medial [t,d] in a cluster of three consonants, e.g. listen [lɪsn], soften [s fɪn], Wednesday ['wenzdɪ]; the final [b] in the cluster [mb], e.g. lamb [læm], dumb [dʌm]). In present-day English the reduction of clusters continues to take place in rapid colloquial speech:

1) the plosives [t,d] in the clusters [-st, -ft, -t, -nd, -ld, -zd, -ðd, -vd] in final position when followed by a word with an initial consonant are often dropped: last time ['lɑ:s 'taɪm], mashed potatoes ['mæʃ pə'tetɪdʒz], next day ['neks 'deɪ], old man [əʊl 'mæn];

2) word final clusters of plosives or affricates + [t, d] [-pt, -kt, -tʃt, -bd, -gd, -d d] may lose the final alveolar plosive when the following word begins with a consonant: kept quiet ['kep 'kwaɪənt], lagged behind ['læɡ bɪ'hænd];

3) the alveolar [t] of the negative -n't is often reduced before a consonant: e.g. You mustn't do it [ju 'mʌsn `du:ɪt];

4) [t, d] between two other plosives are never heard: locked gate ['l k 'geɪt], strict teacher ['stri:k 'ti:tʃə];

5) [h] may be dropped in the words “have, has, had, he, him, his, her, who” when they are non-initial and unstressed: e.g. She gave him his breakfast [ʃɪ 'geɪv ɪm ɪz 'brekfəst]. Tell him he is wanted [tel ɪm ɪz 'wɒntɪd]. (but: He's wanted [hɪz 'wɒntɪd]). *The reduction of consonant clusters is also typical of Russian colloquial speech (сердце, солнце, поздно, чувствовать).

6) whole syllables may be elided, especially when there is a repeated consonant, as in BrE pronunciation of “library ['laɪbrɪ:]” and “particularly” [pə'tɪkjʊli:].

7) some words are especially prone to elision, such as “of” before consonants (cup o'tea, lots o'people). The elision of a boundary consonant in a cluster occurs in a very rapid speech, but is usually characterized as vulgarian. e.g. He went away [hi 'wen ə 'weɪ]. I want to come [aɪ 'wɒn ə 'kʌm]. Give me a cake ['gi mi ə 'keɪk]. The traditional orthographical rendering of such careless pronunciation (especially in American texts) is ‘I wanna come’, ‘gimme a cake’, ‘I gonna do it’, etc. In English as spoken by native speakers, elision comes naturally, and it is often described as “slurred” or “muted” sounds. Often, elision is deliberate. It is a common misconception that contractions automatically qualify as elided words, which comes from slack definitions: not all elided words are contractions and not all contractions are elided words (for example, 'going to' → 'gonna': an elision that is not a contraction; 'can not' → 'cannot': a contraction that is not an elision)

Практическая часть:

1. What is elision?
2. Give examples of historical elision.
3. Of what speech in present-day English is the reduction of consonants typical?
4. What consonants and clusters may be elided in rapid colloquial speech?
5. Give your own examples of the reduction of consonants in the Russian language.
6. Transcribe the following words and reveal the cases of elision in them. government
gnome answer knotcomb wrong listen tomb
7. Read the following words and combinations. Pay attention to the pronunciation of the same words in careful and careless colloquial speech:
phonetics [fəʊ'netɪks] [fə'netɪks]
mostly ['mɒstli] ['mɒsli]
next day ['nekst 'deɪ] ['neks 'deɪ]
must be ['mʌst bi] ['mʌs bi]
wild life ['waɪld 'laɪf] ['waɪl 'laɪf]
rapidly ['ræpɪdli] ['ræpɪli]
of course [əv'k :s] [ə'k :s]
Northern Ireland [n :ðən 'aɪlənd] [n :n '□:lənd]
certainly ['sɜ:tənli] ['sɜ:tənɪ]
for instance [fɔr 'ɪnstəns] ['fɪnstəns]
terrorist ['terərɪst] ['terɪst]
extraordinary [ɪkstr' :dɪnərɪ] [ɪstr' :dnrɪ]
friends [frendz] [frenz]
kindness ['kaɪndnis] ['kaɪnnɪs]
8. Read the following sentences in the full form (formal speaking) and then pronounce them rapidly as in colloquial speech:
 - a) Did he lift her handbag by himself?
 - b) He looks too old for his age.
 - c) When I first saw him he was a handsome man.
 - d) Don't you think she might have gone home?

Практическое занятие 33, 34. Понятие словесного ударения

Цель: Ввести определение словесного ударения, ознакомить с его типами и функциями.

Актуальность темы: обусловлена необходимостью овладением УК-4, ПК-1, ПК-2.

Теоретическая часть:

1 The sequence of syllables in the word is not pronounced identically. The syllables, which are uttered with more prominence than the other syllables of the word, are said to be stressed or accented.

The effect of prominence in English words may be achieved by the following factors:

1) force (loudness); 2) pitch (tone); 3) sound quantity (length), 4) sound quality (vowel colour). So a vowel is perceived as a more prominent one if it is louder, longer and more distinct, than any other vowel in a word.

European languages such as English, German, French and Russian possess predominantly dynamic word stress. In Scandinavian languages the word stress is both dynamic and musical. In Chinese, Japanese, Vietnamese the musical (tonic) stress is observed.

Quantitative and qualitative components are also significant. Vowels of unstressed syllables are not so long and are usually reduced (in the unstressed position). Word stress fulfils two linguistic functions: constitutive (as it arranges syllables in words) and distinctive (as it may differentiate lexical units, parts of speech and grammatical forms). There are three degrees of stress in English: stressed syllables (primary stress), half-stressed syllables (secondary stress), weak/unstressed syllables. *In Russian there are only two degrees of word stress – stressed and unstressed syllables. Languages are also differentiated according to the placement of word stress. It may be fixed and free. For instance, in French the stress falls on the last syllable of the word, in Finnish and Czech it is fixed on the first syllable, in Polish - on the one but last syllable. Both in English and in Russian word stress is free. But it always falls on a particular syllable (in a particular group of words).

The position of word stress in English has been influenced by the combination of different tendencies:

1) recessive (the root syllable is stressed); 2) rhythmic (the 3rd syllable from the end is stressed). So the 3-syllabic words are generally stressed on the first syllable. The accentual structure of a word can be shown graphically by stress marks placed above (primary stress) or below (secondary stress): ['ɪndɪvɪzɪ'bɪlɪtɪ]. It is very important for a learner to know the most common accentual patterns of disyllabic and polysyllabic English words.

The misplacing of the nuclear accent may lead to misunderstanding (= an accentual phonological mistake). e.g. Я видел в саду дрозда. [aɪv 'si:n ə 'blækbɜ:d ɪn ðə gɑ:dən]. (If you shift the stress and pronounce 'blæk bɜ:d instead of 'blækbɜ:d, the listener will think that you have seen some black-coloured bird.) As for misplacing the secondary stress, this will not lead to a phonological mistake, but distort the accentual pattern of the word and make it difficult for the listener to recognize. The most common mistake of this kind is omitting the secondary stress in polysyllabic words. cf. ['ɪndɪvɪdʒu'ælɪtɪ] individuality индивиду'альность [dɛmən'streɪʃn] demonstration демонстр'ация [prə'nʌnsɪ'eɪʃn] pronunciation произнош'ение The omission of the pre-nuclear secondary stress may also result in pronouncing the wrong vowels: [dɪmən'streɪʃn], [prənən'sɪ'eɪʃn]

Практическая часть:

1. What syllables are called accented?
2. How is the effect of prominence in English words achieved?
3. What are the functions of the word stress?
4. Is the word stress fixed or free in English?
5. What accentual mistakes can be made when the speaker misplaces the nuclear accent and the secondary stress?

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Дополнительная литература:

1. Практическая фонетика английского языка (с электронным приложением): учебник / Е.Б. Карневская, Л.Д. Раковская, Е.А. Мисуно, З.В. Кузьмицкая; под редакцией Е. Б. Карневской. – 15-е изд. – Минск : Вышэйшая школа, 2019. – 384 с. – ISBN 978-985-06-3054-4. – Текст: электронный // Цифровой образовательный ресурс IPR SMART: [сайт]. – URL: <https://www.iprbookshop.ru/90722.html>

2. Вводно-фонетический курс английского языка: учебно-методическое пособие / составители Л.А. Рыченкова. – Волгоград: Волгоградский государственный социально-педагогический университет, «Перемена», 2020. – 137 с. – Текст: электронный // Цифровой образовательный ресурс IPR SMART: [сайт]. – URL: <https://www.iprbookshop.ru/99143.html>

3. Кудряшова, А.Н. Фонетика английского языка. Pronunciation peculiarities: теория и практика: учебное пособие / А.Н. Кудряшова. – Ростов-на-Дону, Таганрог: Издательство Южного федерального университета, 2021. – 108 с. – ISBN 978-5-9275-3970-3. – Текст: электронный // Цифровой образовательный ресурс IPR SMART: [сайт]. – URL: <https://www.iprbookshop.ru/121939.htm>

4. Пескова, И.М. Практическая фонетика английского языка: просто о сложном: учебное пособие / И.М. Пескова, Л.И. Палаева, Е.О. Забенькина. – Москва: Московский педагогический государственный университет, 2021. – 176 с. – ISBN 978-5-4263-0999-9. – Текст: электронный // Цифровой образовательный ресурс IPR SMART: [сайт]. – URL: <https://www.iprbookshop.ru/115558.html>

5. Терещенко, Ю.А. Практическая фонетика английского языка: учебное пособие / Ю.А. Терещенко. – Саратов: Вузовское образование, 2021. – 91 с. – ISBN 978-5-4487-0747-6. – Текст: электронный // Цифровой образовательный ресурс IPR SMART: [сайт]. – URL: <https://www.iprbookshop.ru/99911.html>

Перечень ресурсов информационно-телекоммуникационной сети Интернет

1. <http://www.bbc.co.uk> - ресурсы и материалы BBC
2. <http://www.s-english.ru> – ресурсы для изучения английского языка
3. <http://www.engvid.com> - ресурсы для изучения английского языка
4. <http://www.english-globe.ru> - ресурсы для изучения английского языка
5. <https://www.englex.ru> - платформа для интерактивного изучения английского языка
6. <http://www.biblioclub.ru> - Университетская Библиотека онлайн

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ
«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»
Пятигорский институт (филиал) СКФУ

Методические указания
по организации и проведению самостоятельной работы
по дисциплине **«ПРАКТИЧЕСКАЯ ФОНЕТИКА»**
для студентов специальности 45.05.01 Перевод и переводоведение,
направленность (профиль) «Лингвистическое сопровождение международных
экономических отношений»

Пятигорск, 2024

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ВВЕДЕНИЕ

Методические указания по организации и проведению самостоятельной работы студентов по дисциплине «Практическая фонетика» разработаны в соответствии с рабочей программой дисциплины по специальности 45.05.01 Перевод и переводоведение.

Основной формой работы студента является не только работа на занятии, изучение плана практических занятий, их дополнение рекомендованной литературой, но и большая самостоятельная учебная работа, которая позволит глубоко проникнуть в суть рассматриваемой проблемы и подготовить почву для написания кандидатской диссертации.

Но для успешной учебной деятельности, ее интенсификации необходимо учитывать следующие субъективные факторы:

1. Знание программного материала, наличие прочной системы знаний, необходимой для усвоения основных дисциплин, предусмотренных программой, общая совокупность которых обуславливает уровень овладения грамматическим компонентом иноязычной речи.

2. Наличие выработанных умений, навыков умственного труда:

а) умение делать глубокий, обстоятельный анализ при работе с книгой, Интернет–источниками;

б) владение логическими операциями: сравнение, анализ, обобщение, определение понятий, правила систематизации и классификации.

3. Специфика познавательных психических процессов: внимание, память, речь, наблюдательность, интеллект и мышление.

4. Хорошая работоспособность, которая обеспечивается нормальным физическим состоянием.

5. Соответствие избранной деятельности, профессии индивидуальным способностям. Необходимо выработать умение саморегулировать свое эмоциональное состояние и устранять обстоятельства, нарушающие деловой настрой, мешающие намеченной работе.

6. Овладение оптимальным стилем работы, обеспечивающим успех в деятельности.

7. Уровень требований к себе, определяемый сложившейся самооценкой. Адекватная оценка знаний, достоинств, недостатков – важная составляющая самоорганизации человека, без нее невозможна успешная работа по управлению своим поведением, деятельностью. По наблюдениям исследователей педагогов, одна из основных особенностей обучения заключается в том, что постоянный внешний контроль заменяется самоконтролем, активная роль в обучении принадлежит уже не столько преподавателю, сколько студенту.

1. Общая характеристика самостоятельной работы студента при изучении дисциплины

Самостоятельная работа студента в рамках дисциплины «Практическая фонетика» понимается как планируемая учебная работа, выполняемая во внеаудиторное (аудиторное) время по заданию и при методическом руководстве преподавателя, но без его непосредственного участия.

Самостоятельная работа направлена на формирование следующих компетенций:

КОД	ФОРМУЛИРОВКА
УК-4	Способен применять современные коммуникативные технологии, в том числе на иностранном (ых) языке (ах), для академического и профессионального взаимодействия
ПК-1	Способен осуществлять устный сопроводительный перевод
ПК-2	Способен осуществлять устный последовательный перевод

Цель самостоятельной работы студентов в процессе изучения дисциплины «Практическая фонетика» – научить студента осмысленно и самостоятельно работать:

1) с учебным материалом по дисциплине, 2) с научной информацией, актуальными исследованиями в области деловой коммуникации, 3) с эмпирическими данными, получаемыми в ходе экспериментальных исследований, 4) с методологическими подходами современных исследований; 5) с конкретными лингвистическими методами и методиками.

Задачи самостоятельной работы: - систематизировать и закрепить полученные теоретические знания и практические умения студентов; - развить познавательные способности и активность студентов: творческую инициативу, самостоятельность, ответственность и организованность; - сформировать и развить навыки ведения самостоятельной работы и овладения методикой исследования при решении разрабатываемых в учебной деятельности проблем и вопросов; -повысить уровень подготовленности к самостоятельной работе в соответствии с выбранным научным направлением в условиях современного состояния науки и культуры. Таким образом, самостоятельная работа приобщает научному и исследовательскому творчеству, поиску и анализу актуальных проблем современной психолингвистической науки.

2. Методические рекомендации по изучению теоретического материала

Чтение основной и дополнительной литературы по курсу с конспектированием по разделам.

Самостоятельная работа при чтении учебной литературы начинается с изучения конспекта материала, полученного при слушании лекций преподавателя. Полученную информацию необходимо осмыслить. При необходимости, в конспект лекций могут быть внесены схемы, другая дополнительная информация. При изучении нового материала составляется конспект. Сжато излагается самое существенное в данном материале.

Работа с электронными ресурсами в сети Интернет. Для повышения эффективности самостоятельной работы студент должен уметь работать в поисковой системе сети Интернет и использовать найденную информацию при подготовке к занятиям. Поиск информации можно вести по автору, заглавию, виду издания, году издания или издательству. Также в сети Интернет доступна услуга по скачиванию методических указаний и учебных пособий, подбору необходимой научной литературы.

Конспектирование и реферирование первоисточника и научно-исследовательской литературы. Конспект представляет собой дословные выписки из текста источника. При этом необходимо понимать, что конспект – это не полное переписывание чужого текста. Необходимо знать, что при написании конспекта сначала прочитывается текст – источник,

в нём выделяются основные положения, подбираются примеры, идёт перекомпоновка материала, а уже затем оформляется текст конспекта. Конспект может быть полным, когда работа идёт со всем текстом источника или неполным, когда интерес представляет какой-либо один или несколько вопросов, затронутых в источнике. Реферирование – это сложный творческий процесс, в основе которого лежит умение выделить главную информацию из текста первоисточника.

Реферирование – процесс аналитически-синтетического обработки информации, которая заключается в анализе первичного документа, нахождении значимых в смысловом отношении данных (основных положений, фактов, доведите день, результатов, выводов). Реферирование имеет целью сократить физический объем первичного документа при сохранении его основного смыслового содержания, используется в научной, издательской, информационной и библиографической деятельности.

3. Методические указания (по видам работ, предусмотренных рабочей программой дисциплины)

Подготовка к круглому столу

Подготовка к семинару-круглому столу начинается с распределение форм участия и функции студентов в семинаре-круглом столе. Студентами осуществляется определение круга проблем и вопросов, подлежащих обсуждению; подбор основной и дополнительной литературы к теме семинара - круглого стола, а также дальнейшее изучение литературы. Подготовка мультимедийной презентации Презентация, согласно толковому словарю русского языка Д.Н. Ушакова: 89 «...способ подачи информации, в котором присутствуют рисунки, фотографии, анимация и звук». Для подготовки презентации рекомендуется использовать LibreOffice Impress (для подготовки собственно мультимедийных презентаций) и LibreOffice Writer (для составления текстового сопровождения презентации), являющихся компонентами открытого и свободного офисного пакета LibreOffice. Также допускается использование проприетарного продукта Microsoft Office (Powerpoint и Word, соответственно), однако в этом случае должны использоваться наиболее совместимые форматы .ppt, .doc (но не .pptx, .docx).

Для подготовки презентации необходимо собрать и обработать начальную информацию. Последовательность подготовки презентации:

1. Четко сформулировать цель презентации: вы хотите свою аудиторию мотивировать, убедить, заразить какой-то идеей или просто формально отчитаться.

2. Определить каков будет формат презентации: живое выступление (тогда, сколько будет его продолжительность) или электронная рассылка (каков будет контекст презентации).

3. Отобрать всю содержательную часть для презентации и выстроить логическую цепочку представления.

4. Определить ключевые моменты в содержании текста и выделить их. 5. Определить виды визуализации (картинки) для отображения их на слайдах в соответствии с логикой, целью и спецификой материала.

6. Подобрать дизайн и форматировать слайды (количество картинок и текста, их расположение, цвет и размер).

7. Проверить визуальное восприятие презентации. К видам визуализации относятся иллюстрации, образы, диаграммы, таблицы. Иллюстрация – представление реально существующего зрительного ряда. Образы – в отличие от иллюстраций – метафора. Их назначение –вызвать эмоцию и создать отношение к ней, воздействовать на аудиторию. С помощью хорошо продуманных и представляемых образов, информация может надолго остаться в памяти человека. Диаграмма – визуализация количественных и качественных связей. Их используют для убедительной демонстрации данных, для пространственного мышления в дополнение к логическому. Таблица – конкретный, наглядный и точный показ данных.

Ее основное назначение – структурировать информацию, что порой облегчает восприятие данных аудиторией.

Практические советы по подготовке презентации.

- готовьте отдельно: печатный текст + слайды + раздаточный материал;
- слайды – визуальная подача информации, которая должна содержать
- минимум текста, максимум изображений, несущих смысловую нагрузку, выглядеть наглядно и просто;
- текстовое содержание презентации – устная речь или чтение, которая должна включать аргументы, факты, доказательства и эмоции;
- рекомендуемое число слайдов 10-12;

обязательная информация для презентации: тема, фамилия и инициалы выступающего; план сообщения; краткие выводы из всего сказанного; список использованных источников;

Раздаточный материал – должен обеспечивать ту же глубину и охват, что и живое выступление: люди больше доверяют тому, что они могут унести с собой, чем исчезающим изображениям, слова и слайды забываются, а раздаточный материал остается постоянным осязаемым напоминанием; раздаточный материал важно раздавать в конце презентации; раздаточный материалы должны отличаться от слайдов, должны быть более информативными. Доклад, согласно толковому словарю русского языка Д.Н. Ушакова: «... сообщение по заданной теме, с целью внести знания из дополнительной литературы, систематизировать материал, проиллюстрировать примерами, развивать навыки самостоятельной работы с научной литературой, познавательный интерес к научному познанию». Тема доклада должна быть согласованна с преподавателем и соответствовать теме учебного занятия. Материалы при его подготовке, должны соответствовать научно-методическим требованиям вуза и быть указаны в докладе. Необходимо соблюдать регламент, оговоренный при получении задания. Иллюстрации должны быть достаточными, но не чрезмерными. Работа студента над докладом-презентацией включает отработку умения самостоятельно обобщать материал и делать выводы в заключении, умения ориентироваться в материале и отвечать на дополнительные вопросы слушателей, отработку навыков ораторства, умения проводить диспут. Докладчики должны знать и уметь: сообщать новую информацию; использовать технические средства; хорошо ориентироваться в теме всего 91 семинарского занятия; дискутировать и быстро отвечать на заданные вопросы; четко выполнять установленный регламент (не более 10 минут); иметь представление о композиционной структуре доклада и др. Структура выступления Вступление помогает обеспечить успех выступления по любой тематике. Вступление должно содержать: название, сообщение основной идеи, современную оценку предмета изложения, краткое перечисление рассматриваемых вопросов, живую интересную форму изложения, акцентирование внимания на важных моментах, оригинальность подхода. Основная часть, в которой выступающий должен глубоко раскрыть суть затронутой темы, обычно строится по принципу отчета. Задача основной части – представить достаточно данных для того, чтобы слушатели заинтересовались темой и захотели ознакомиться с материалами. При этом логическая структура теоретического блока не должны даваться без наглядных пособий, аудиовизуальных и визуальных материалов. Заключение – ясное, четкое обобщение и краткие выводы, которых всегда ждут слушатели Написание доклада Доклад – публичное сообщение, представляющее собой развёрнутое изложение определённой темы. Этапы подготовки доклада:

1. Определение цели доклада.
2. Подбор необходимого материала, определяющего содержание доклада.
3. Составление плана доклада, распределение собранного материала в необходимой логической последовательности.

4. Общее знакомство с литературой и выделение среди источников главного. 5. Уточнение плана, отбор материала к каждому пункту плана. 6. Композиционное оформление доклада.

7. Заучивание, запоминание текста доклада, подготовки тезисов выступления. 8. Выступление с докладом.

9. Обсуждение доклада.

10. Оценивание доклада Композиционное оформление доклада – это его реальная речевая внешняя структура, в ней отражается соотношение частей выступления по их цели, стилистическим особенностям, по объёму, сочетанию рациональных и эмоциональных моментов, как правило, элементами композиции доклада являются: вступление, определение предмета выступления, изложение (опровержение), заключение. Вступление помогает обеспечить успех выступления по любой тематике. Вступление должно содержать: • название доклада; • сообщение основной идеи; • современную оценку предмета изложения; • краткое перечисление рассматриваемых вопросов; • интересную для слушателей форму изложения; • акцентирование оригинальности подхода. Выступление состоит из следующих частей: Основная часть, в которой выступающий должен раскрыть суть темы, обычно строится по принципу отчёта. Задача основной части: представить достаточно данных для того, чтобы слушатели заинтересовались темой и захотели ознакомиться с материалами. Заключение - это чёткое обобщение и краткие выводы по излагаемой теме.

4. Методические указания по подготовке к экзамену

Процедура проведения экзамена осуществляется в соответствии с Положением о проведении текущего контроля успеваемости и промежуточной аттестации обучающихся по образовательным программам высшего образования в СКФУ. В экзаменационный билет во 2 семестре включены следующие задания:

1) теоретический вопрос; 2) теоретический вопрос по разделу «Интонация»; 3) выполнение практического задания на транскрибирование, интонирование текста, фонетический анализ случаев модификации звуков речи (ассимиляция, редукция, элизия), графическое изображение и репродукция данного текста. На подготовку Заданий 1 и 2 отводится 40 минут, Задания 3 – 20 минут.

Задание 4 (устная часть экзамена) выполняется спонтанно, без подготовки. При проверке заданий оцениваются: - степень знания и понимания теоретического содержания курса (Задание 1,2); - сформированность необходимых практических умений при применении знаний в конкретных ситуациях; корректность, глубина и 93 полнота фонетического анализа предлагаемого текста и умение фонетически грамотно комментировать его. (Задание 3)

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Дополнительная литература:

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1. <http://www.bbc.co.uk> - ресурсы и материалы BBC
2. <http://www.s-english.ru> – ресурсы для изучения английского языка
3. <http://www.engvid.com> - ресурсы для изучения английского языка
4. <http://www.english-globe.ru> - ресурсы для изучения английского языка
5. <https://www.englex.ru> - платформа для интерактивного изучения английского языка
6. <http://www.biblioclub.ru> - Университетская Библиотека онлайн