

## LITERATURE:

1. Vrabel T.T. LECTURES IN THEORETICAL PHONETICS OF THE ENGLISH LANGUAGE AND METHOD-GUIDES FOR SEMINARS. – PoliPrint, Ungvár, 2009 //  
The mode of access:  
[http://www.kmf.uz.ua/hun114/images/konyvek/vrabel\\_tamas\\_lectures\\_in\\_theoretical\\_phonetics\\_of\\_the\\_english\\_language.pdf](http://www.kmf.uz.ua/hun114/images/konyvek/vrabel_tamas_lectures_in_theoretical_phonetics_of_the_english_language.pdf)
2. Леонтьева С.Ф. Теоретическая фонетика английского языка. – М., 1988. – 271с. (шифр у читальній залі № 5 – 81.2 Англ – 923 Л-47)
3. Теоретическая фонетика английского языка / М.А. Соколова. – М.: Владос, 2004. – 286с. (шифр у читальній залі № 5 – 81.2 Англ – 923 Т-33)
4. Парашук В.Ю. Теоретична фонетика англійської мови: Навчальний посібник. – Вінниця: Нова книга, 2005. – 240с. (шифр у читальній залі № 5 – 81.2 Англ – 1-923 П - 18)

### Practical assignment I.

#### *Phonetics as a science. Phonic substance of language and ways of its analysis and description.*

1. Phonetics as a Linguistic Discipline. Phonetics as the most fundamental branch of linguistics, its role in the development of science, famous phoneticians and their contributions to its development.
2. Divisions and Branches of Phonetics.
3. Methods of Phonetic Investigation.
4. Phonetics and Other Disciplines.
5. Spheres of Practical Application.
6. Sounds of speech as articulatory and acoustic units.
7. Phonetics, its branches and other sciences. Phonetics and phonology.
8. Language use in oral verbal communication.
9. Pronunciation as a way of materializing of oral form of language.
10. Phonic structure of language and its components (the system of sounds, the syllabic structure, word/lexical stress, intonation).
11. Units of language vs. speech.
12. Theories of teaching pronunciation in current TEFL/TESOL practices.

### Practical assignment II.

#### *Syllabic Structure of English Words.*

1. The syllable as a minimal pronounceable unit.
2. The main approaches to this unit from acoustic, articulatory, auditory and functional points of view.
3. The expiratory or chest pulse or pressure theory (теорія видиху) by R.H. Stetson.
4. The sonority theory / the prominence theory (теорія відносної сонорності) by Otto Jespersen.
5. The theory of muscular tension (теорія м'язового напруження) by academician L.V. Shcherba.
6. The loudness theory by N.I. Zhinkin.
7. Syllable formation in English. The following types of syllables.
8. The rules of phonetic (spoken) syllable division. The division of words into syllables in writing.
9. The functions of the syllable.

**Answer the following questions using one-word answer.**

#	Question	Answer
1	Syllables in writing are called...	
2	The limit of the number of syllables in English is...	
3	The universal syllabic structure in the canonical form is...	
4	What structural element is [ai] in five?	
5	What is the first theory of syllable formation in the chronological order called...	
6	What sounds have the highest degree of sonority?	
7	The division of words into syllables is called...	
8	The principle which does not allow the appearance of unusual clusters in English during syllabification is called...	
9	The syllable boundary in the word <i>careless</i> coincides with its...	
10	How is the consonant syllabified between two weak vowels?	
11	Divide into phonetic syllables the word <i>bottle</i> .	
12	What symbol is used to designate a syllabic consonant?	
13	What two types of sounds cannot be split during syllabification?	
14	Divide in writing the word <i>speaking</i> .	
15	Divide in writing the word <i>teacher</i> .	
16	What is the characteristic feature of the syllabic structure of the words of old English origin?	
17	How is the third syllable from the end designated?	
18	How is the syllable preceding the stressed syllable designated?	
19	What are the two commonest structural types of the syllable in English (write their canonical forms)?	
20	What sounds are at the peak of the syllable according to the prominence theory?	

**Practical tasks.**

**Divide these words into phonetic syllables. Give their syllabic structural patterns.**

#	A word in transcription	Its syllabic structural patterns
1	Bridle ['braid. l]	CSV.C.S
2	People	
3	Copious	
4	Luggage	

5	Militant	
6	Participant	
7	Scatter	
8	Scissors	
9	Tired	
10	Disorientation	
11	Incomprehensible	

**Practical assignment III.**  
***The Functional Aspect of Speech Sounds.***

1. The Phoneme.

1.1. The definition of the phoneme.

1.2. The phoneme as a unity of three aspects.

2. Phonological and phonetic mistakes in pronunciation.

3. Main Trends in the Phoneme Theory.

4. Methods of Phonological Analysis.

4.1. The aim of phonological analysis.

4.2. Distributional method of phonological analysis.

4.3. Semantically distributional method of phonological analysis.

4.4. Methods of establishing the phonemic status of speech sounds in weak positions.

Morphonology.

5. Aspects of speech sounds. Speech sounds as articulatory units and the problem of their classification (Паращук, стор. 125-128).

6. The articulatory classifications of English vowels and consonants (Соколова, стор. 50-59, 65-73; Паращук, стор. 128-130).

7. The phoneme theory as the basis of phonology. The functional aspect of speech sounds. Transcription (Соколова, 40-43; Паращук, стор. 130-134).

8. Three aspects and three functions of the phoneme. The system of oppositions. Vowel and consonant adjustments in connected speech: coarticulatory phenomena (Соколова, стор. 33-39, 59-65, 73-93; Паращук, стор. 134-145).

**Practical tasks.**

I. Match the words below to obtain the minimal pairs:

Catch, pip, cheap, he, jail, sap, lap, pair, say, sink, rip, fail, lass, Sam, mink, cap, tear, she, lay, heap, match.

II. Give examples of minimal pairs matching the given oppositions of consonants and vowels:

CONSONANTS		
Classificatory principle	Oppositions	Example
1. Active organ of speech and the place of articulation	a. labial vs. lingual b. lingual vs. pharyngeal c. labial bilabial vs. labio-dental	a. b. c.
2. Manner of the production of noise	a. occlusive (stops) vs. constrictive b. constrictive – affricates c. occlusive noise vs. sonorants	a. b. c.

3. Work of the vocal cords	a. voiceless fortis vs. voiced lenis	a.
4. Position of the soft palate	a. oral vs. nasal	a.
<b>VOWELS</b>		
1. Position of the tongue (horizontal movement)	a. front vs. central b. back vs. central	a. b.
2. Position of the tongue (vertical movement)	a. close (high) vs. mid-open (mid) b. open (low) vs. mid-open (mid)	a. b.
3. Degree of tenseness	a. tense vs. lax	a.
4. Position of the lips	a. rounded vs. unrounded	a.
5. Stability of articulation	a. monophthongs vs. diphthongs b. diphthongs vs. stable vowels	a. b.

III. What minimal distinctive feature (or features) makes these oppositions phonologically relevant?

- a) cap – cab    sent – send    leak – league    *voiceless fortis vs. voiced lenis*  
b) pee – fee    tie – sigh    do – zoo    \_\_\_\_\_ vs. \_\_\_\_\_  
c) till – chill    day – jay    share – chair    \_\_\_\_\_ vs. \_\_\_\_\_  
d) save – shave    presser – pressure    mass – mash    \_\_\_\_\_ vs. \_\_\_\_\_

IV. Give examples of:

- single opposition;
- double opposition;
- triple opposition.

V. Give examples of allophones, realized in concrete words.

VI. Give theoretical and practical proofs to explain constitutive, recognitive and distinctive functions of phonemes.

VII. Give examples of complementary distribution and contrastive distribution.

### **Practical assignment IV.**

#### *The System of English Phonemes.*

- The system of consonants.
- The system of vowels.
- Modifications of sounds in connected speech.
- Modifications of consonants.
- Modifications of vowels.

#### **Practical tasks:**

- What kind of assimilation affects the alveolar articulation of the [t, d, \_\_\_\_\_ n] \_\_\_\_\_ and [l] when they are followed by [θ] or [ð]?
- How is the [l] pronounced in the word *health*?
- Underline the consonants affected by assimilation in the words *white*, *although*, *breadth*. Define the type of assimilation.

4. What similar assimilative changes do the [t, d, n, l, s, z] undergo when they are used before [θ] or [ð]?
  5. How are [n] and [l] pronounced when preceded by [θ] or [ð]?
  6. What consonant in the sentence "Call the boy" is affected by regressive assimilation?
  7. Read the words *train, trifle*. Say what consonant is assimilated in them and what degree of assimilation it is.
  8. How is [r] pronounced within the word *through*?
  9. How is [d] pronounced within the words *drop, drug*? Say what degree of assimilation it is.
  10. What articulatory features of the sonorant [l] within the word *flower* are affected by assimilation?
  11. Pronounce the words *train, quarter, twilight* and *swallow* and say what type of assimilation takes place in them.
  12. Read the following sets of words. Concentrate on how the sonorant [w] is pronounced. Tell what type of assimilation it is. (1) *win – twin*, (2) *wept – swept*, (3) *white – quite*.
  13. What kind of assimilation do you come across in the cluster [tw] in the word "twilight"? In what other clusters do we come across the same type of assimilation?
  14. Analyze the words *handkerchief* and *gooseberry* from the point of view of assimilations in them and state: (1) the degree of assimilation; (2) the direction of assimilation.
  15. How does the sonorant [n] influence the plosive [t] in the word *kitten*?
  16. Say what happens to English plosives when they are used before another plosive or an affricate? Think of some examples.
  17. Comment on the pronunciation of the [tl] and [dl] clusters in the following words: *kettle, battle, dental, muddle, hardly*.
  18. Identify the phonetic process in each word or word combination:  
*Spar owners, a pair of shoes, left arm, stop pushing, it's, his shirt, It rains in May, He's coming this year, exactly, history, correct, 'cause, lots of money, reference, are, kindness, Is that your dog?, miserable, favourite, Let me do that for you, Does your mother know?, far away, police, 'bout, tell them, ask her, quick cure, vanilla ice-cream, find out, suppose, Would you mind moving?, waste of time, we, 'round, Be on guard, must.*
- Exercise 1. Explain the mechanism of accommodation in the following words:**  
*Kick, spot, flop.*

Solve the problem:

/vowel/ + /final stop/ = ?

**and provide examples to illustrate the rule.**

**Exercise 2. Complete these sentences using the pairs of words below. (You may need to change the order of the words.)**

*Frightening-discovery; Restaurant-favourite; Interest – traditional; Considerable-difference; Mystery-prisoner; Carefully-directory; Thankfully-battery; Deafening-accidentally; Secondary-miserable.*

1. Carlo's my \_\_\_\_\_ Italian \_\_\_\_\_.
2. When she lived in Shanghai she developed an \_\_\_\_\_ in \_\_\_\_\_ Chinese medicine.
3. The two cars seem identical, but there's a \_\_\_\_\_ \_\_\_\_\_ in how \_\_\_\_\_ much \_\_\_\_\_ they \_\_\_\_\_ cost.
4. I had a \_\_\_\_\_ time in \_\_\_\_\_ school.
5. When he opened the door he made a \_\_\_\_\_ \_\_\_\_\_.
6. The \_\_\_\_\_ escaped and where he's gone is a complete \_\_\_\_\_.
7. I checked \_\_\_\_\_ in the \_\_\_\_\_, but couldn't find his number.
8. The torch didn't work, but \_\_\_\_\_ I had a spare \_\_\_\_\_ in the kitchen.
9. When I \_\_\_\_\_ pressed the button there was a \_\_\_\_\_ bang.

**Exercise 3. Look at the B parts in this conversation and decide whether the links marked are /w/ links or /j/ links. Then work out the rules of sound insertion.**

A: Where are you going?

B: To Austria.

A: When?

B: Tomorrow afternoon.

A: Why?

B: To see Adam.

A: Who's he?

B: My uncle.

A: Have you got cousins there, too?

B: No, they all live in France.

A: How will you get there?

B: By air.

A: How long will it take?

B: A few hours.

A: Have you been there before?

B: Yes, I grew up there.

A: How long will you be there?

B: I' ll stay a week.

A: Why don't you stay longer?

B: It's too expensive.

A: Will you take Adam a present?

B: Yes, a new umbrella.

A: Why an umbrella?

B: He asked me for one.

**Exercise 4. Mark all the possible /r/ links in these sentences containing idiomatic phrases.**

1. I bought it on the spur of a moment.
2. He' s got a finger in every pie.
3. It' s in the nature of things.
4. She' s without a care in the world.
5. It' s as clear as mud.
6. It' s the law of the jungle.
7. Let' s focus on the matter in hand.
8. Is that your idea of a joke?
9. He' s a creature of habit.
10. Pride comes before a fall.
11. Get your act together!

**Now explain the difference between linking and intrusive /r/.**

### **Practical assignment V.**

#### *Word Stress*

1. Definition. The Nature of Stress.
2. The types of word stress, distinguished in different languages.
3. The effect of prominence. The variations in force, pitch, quantity and quality.
4. The placement of word stress. The systems of notation for marking stress in a written word.
5. This recessive tendency. The rhythmical tendency. The retentive tendency. The semantic factor.
6. The typology of accentual structure of English words worked out by G.P. Torsuev.
7. The functional aspect of word stress.
8. The term "accenteme" for word stress as a suprasegmental phonological unit having different degrees and placement in a word, introduced by V.A. Vassilyev. The three groups of words with identical spelling, representing different parts of speech, which are opposed by means of shifting of the stress, established by A.C. Gimson.
9. Guidelines to English word stress placement.
10. The status of alternative pronunciation forms.

#### **I. Mark the lexical stress in the following words:**

profile, capitalize, unintelligibility, temperamental, qualify, situate, dictate, desert (verb), desert (noun), bare-headed.

#### **II. Mark which words contain a stress-neutral suffix (SN), a stress-imposing suffix (SI) or a stressed suffix (S).**

<b>Base word</b>	<b>Derivative word and its lexical stress</b>	<b>Type of suffix</b>
<i>0. climate</i>	<i>climatic</i>	<i>SI</i>
1. Portugal	Portuguese	
2. poison	poisonous	

3. launder	launderette	
4. infirm	infirmity	
5. period	periodical	
6. punctual	punctuality	
7. separate	separatist	
8. punish	punishment	
9. picture	picturesque	
10. proverb	proverbial	

**III. Mark the stress in the words given in bold type.**

Taxes are not expected to **increase**.

Have you got a **permit** for that gun?

The President had an armed **escort**.

The receptionist will **escort** the visitors to the meeting room.

His business interests **conflict** with his public duty.

There has been a **decrease** in the birth rate.

The number of the members is expected **to decrease**.

There will be a storm of **protest**.

Every child **rebels** against authority at some age.

**Contrast** Tom with his sister.

**The rebels** in the hill will never surrender.

**Contrast** makes it look better.

**IV. Give the main and alternative stressing for the following words.**

#	Word	Main accentual variant	Alternative accentual variant
0.	<b>abdomen</b>	/ _____	____ / _____
1.	Applicable		
2.	Brochure		
3.	Contribute		
4.	Caviar		
5.	Decade		
6.	Defect		
7.	Demonstrable		
8.	Dispute		
9.	Exquisite		
10.	Formidable		
11.	Harass		
12.	Hospitable		
13.	Ice-cream		
14.	Inventory		
15.	Magazine		
16.	Princess		
17.	Research		
18.	Souvenir		
19.	Weekend		

**V. Write each compound in the correct group.**

#	Word	Early stress	Late stress
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1.	Apple blossom		
2.	Apple pie		
3.	Cheese grater		
4.	Cheese sauce		
5.	Jam jar		
6.	Jam sandwich		
7.	Peach brandy		
8.	Peach stone		
9.	Mineral water		
10.	Orange juice		

## **Practical assignment VI.**

### *Intonation*

1. Definition of Intonation.
2. Components of Intonation.
3. Intonation Pattern as the Basic Unit of Intonation.
4. Notation.
5. Functions of Intonation.
  - 5.1. Communicative function as the basic function of intonation.
  - 5.2. Distinctive function.
  - 5.3. Organizing function.
  - 5.4. Intonation in discourse.
  - 5.5. Pragmatic function.
  - 5.6. Rhetorical function.
6. Name prosodic features. How do prosody and intonation relate to each other? What functions can prosodic elements perform?
7. What is speech melody and what component of intonation does it make? What is the force component of intonation made by? How does a temporal component of intonation manifest itself?
8. What is speech tempo? What kinds of speech tempo are distinguished? Speak on the variability of speech tempo and explain what linguistic function it can perform.
9. Discuss various approaches to singling out of functions of intonation. What set of functions can you offer? Explain your choice.
10. What kinds of variations do the pitch parameters consist of?
11. Speak on the pitch direction. What is the nuclear tone? What nuclear tones are there in English? Can tones change only in one direction? Explain and give examples. Speak on the semantic functions of the nuclear tone. Are they easy to define?
12. Indicate the main semantic functions of the following nuclear tones: the English Low Fall, the English High Fall, the English Low Rise, the English High Rise, the Fall-Rise, the Rise-Fall, the Mid-Level.
13. What is a pitch range? What is a pitch level? What is the meaning of the intonation group defined?
14. What is the basic unit if intonation description? What are the structural parts of a tone-unit? Give your example.
15. What content/notional words and function/structure/form words? What are words highlighted in an utterance with? Define sentence stress/utterance-level stress. What is its main function?

16. What is the sentence focus and where is it located in unmarked utterances? How can a speaker place special emphasis on a particular element in an utterance? How would you define the role of sentence stress/utterance-level stress?

17. Explain the functions of intonation as singled out by David Crystal and Peter Roach.

**I. Match the given utterances with the adequate nuclear tone and attitude.**

A. FALL Finality, definiteness	b. RISE general questions, listing, “more to follow”, encouraging	C. FALL-RISE Uncertainty, doubt requesting	d. RISE-FALL surprise, being impressed
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- It’s possible.
- It won’t hurt.
- I phoned them right away (and they agreed to come).
- Red, brown, yellow or...
- She was first!
- I’m absolutely certain.
- This is the end of the news.
- You must write it again (and this time get it right).
- Will you lent it to me?
- It’s disgusting!

**II. Mark the nuclear tone you think is appropriate in the following responses.**

Verbal context	Response-utterance	Nuclear tone
1. It looks like for a swim.	It’s rather cold (doubtful)	
2. You can’t have an ice-cream.	Oh, please (pleading)	
3. What times are the buses?	Seven o’clock, seven thirty, ... (listing)	
4. I’ve lost my ticket.	You’re silly then (stating the obvious)	
5. She won the competition.	She did! (impressed)	
6. How much work have you got to do?	I’ve got to do the shopping (and more things after that)	
7. Will you go?	I might. (uncertain)	

**III. Define the sentence focus in every case.**

- Mary told John all the secrets. (Not just a few secrets)
- Mary told John all the secrets. (She didn’t tell Richard, or Harold or...)
- Mary told John all the secrets. (She didn’t hint? Imply them...)
- Mary told John all the secrets. (It wasn’t Angela, or Beatrice or...)
- Mary told John all the secrets. (She told him not the news, or the story...)

**IV.** In each of the pairs of sentences below the first sentence of the pair is unmarked and the second has marked focus. Say in what way the second sentence of each pair is “special” – how it differs from the first sentence.

- Does this bus go **downtown**? - Does this bus go **downtown**?
- Will this plant grow better **inside**? - Will this plant grow better **inside**?

- I told you to disconnect it. - I told you to **disconnect** it.

**V. Read the following dialogue and mark the accents.**

- Have you taken your family to the Zoo, then, John?
- No, but my kids have been asking me to. I've heard this city has a pretty big one.
- Yes, it doesn't have a lot of animals, but it has quite a variety of animals. I think your kids would enjoy seeing the pandas.
- I'm sure they would. I'd like to see them, too.
- Also, the tigers are worth looking at.
- Is it okay to feed them?
- No, they are not used to being fed.
- What bus do you take to get there?
- Number 28. But don't you have a car?
- We used to have one, but we had to sell it.

**VI. Compare the North American school (*M. Celce-M., C. Prator*) and the British school (*D. Jones*) in their understanding of intonation.**

Intonation is pitch variations, or speech melody. It manifests itself in the delimitative function within a sentence and at its end. The pitch of the voice with which a voiced sound is pronounced is called its intonation. In connected speech the voice-pitch is continually rising and falling. These variations produce intonations which may be described as "tunes", or 'patterns' or 'contours' (*D. Jones, 2002*).

If pitch represents the individual tones of speech, then intonation can be thought of as the entire melodic line. Intonation involves the rising and falling of the voice to various pitch levels during the articulation of an utterance (*M. Celce-M., 1996*).

Intonation is the tune of what we say. Intonation is the combination of musical tones (*C. Prator, 1985*).

**Practical assignment VII.**

***Rhythm***

1. Speech rhythm. Definition. Typology.
2. Rhythmic group as the basic unit of rhythm.
3. Rhythm in different types of discourse.
4. Functions of rhythm.
5. Can you give an example to illustrate the nature of English rhythm?

6. What is rhythmic group and what is its function and structure?
7. How can an EFL learner acquire a good English speech rhythm? What is the typical mistake of Ukrainian learners while imitating The English rhythm?

**Follow a step-by-step procedure developed by Herzen University phoneticians (Merkulova, 2002, pp. 76-77) to perform a phonetic analysis of a sentence:**

1. Define the communicative type of the sentence and thus its typical intonation pattern.
2. Split the sentence into sense-groups. Mark pauses between sense-groups with one vertical line and put two vertical lines to mark the end of the sentence.
3. Define the prominent elements of each sense-group and put a tone mark before the stressed syllable of the prominent word.
4. See if there is an emphasized word in the sentence and mark it with a special rise.
5. Put down stress marks before all stressed syllables.
6. Transcribe the sentence.
7. Mark different phonetic phenomena using the following symbols:
  - a) — ʊ to show the linking of two vowels or a consonant and a vowel;
  - b) tr — to show all kinds of assimilation (lateral plosion, nasal plosion, etc.).
8. Read the sentence, beating rhythm. To avoid mistakes, one may start reading from the end of the sentence, and add the preceding words or sense-groups one by one.

**For example**, let us analyze the sentence *"This is a nice house which seems unexpectedly little"* and perform its step-by-step analysis.

a. The sentence is a statement. Its typical intonation pattern is a gradually descending scale.

b. This is a nice house | which seems unexpectedly little ||

c. This is a nice \house | which seems unexpectedly \little||

d. This is a nice \house | which seems unex↑pectedly \little||

e. 'This is a 'nice \house | which 'seems 'unex↑pectedly \little||

f. 'ðis iz ə 'nais \haus | wiʃ si:mz 'ʌniks↑pektdli \litl ||

g. 'ðisʊisʊə 'nais \aus | wiʃ si:mz'ʊʌniks↑pektdli \litl ||

**• The sentences below are to be transcribed in phonetic symbols, marked for rhythm and intonation, and then read:**

1. We have time enough to finish.
2. We have fifteen minutes.
3. Will you have an appetizer?
4. I'll take the regular dinner.
5. Will you bring us our coffee later?
6. You know it as well as I do.
7. Shall we wait here or outside?
8. Which comes first, the chicken or the egg?
9. Have you ever played roulette or blackjack?
10. It's open today, tomorrow and the day after tomorrow.
11. Children often eat hamburgers; adults usually prefer steaks.
12. As you said, it's a very nice place.
13. It's getting hotter, isn't it?
14. The busses don't run on Sunday, do they?

15. Dinner is served at six o'clock, isn't it?
16. Good morning, Ms. Peterson. How are you feeling?
17. If it rains, we'll call off the whole thing.
18. You'll agree that it's the truth, won't you?
19. We are studying composition, pronunciation, and grammar.
20. There are two ways of accomplishing it: by kindness, or by threats.
21. He translates from English to French, and from French to English.
22. Which syllable is accented?
23. Ms. Kim, will you open the door?
24. The story begins long ago. They were riding in an old car. The car began to cross the river. The bridge had been washed away. The children were in the back seat. They were talking at the tops of their voices. No one could hear anything. One of the children fell out.

### **Practical assignment VIII.**

#### *Phonostylistics.*

1. The Problems of Phonostylistics.
2. Phonostylistics as a branch of phonetics.
3. Extralinguistic situation and its components.
4. Style-forming factors.
5. Classification of phonetic styles.
6. Stylistic Modifications of Speech Sounds.
7. Phonostylistics as a branch of phonetics. What gave a mighty impulse to this new way of looking at phonetic phenomena? What elements form the so-called "style"? What branch is concerned with the problem of functional styles? Is there any universal classification of the functional styles? What is the aim of phonostylistics? Characterize the extralinguistic situation and its components. What is the purpose, types of activities? What does the activity type specify? What are the categories for social interaction? What is the setting and its arrangement?
8. The main style-modifying and style-differentiating factors. What is the influence of these factors upon the phonetic form of speech?
9. What is the psycholinguistic view of language? Characterize speaking and reading as two different psychic processes? What does the process of psychic activity consist of? What are the most important characteristics of a spoken text? What are the relevant features of a spontaneous text?
10. The linguistic category of style. Speak on the linguistic category of style and analyze it in relation to the main style-modifying and style-differentiating factors (see lecture 2 and look through the material from "English phonetics, a theoretical course" by Sokolova M.A., p.16 - 32). What are the classifications of phonetic styles (S.M. Gaiduchic, J.A. Dubovsky, M.A. Sokolova)? What are the grounds of these classifications? Is it necessary for a teacher of English to develop the awareness of different phonetic styles of the language?
11. The phonostylistic analysis of the text (study this material in "English phonetics, a theoretical course" by Sokolova M.A., p.159 – 164).

### **Practical assignment IX.**

#### *Stylistic Use of Intonation.*

1. Phonostyles and their registers.
2. Informational style:
  - a) spheres of discourse;
  - b) informational texts (reading);

- c) informational monologues (speaking);
- d) informational dialogues;
- e) press reporting and broadcasting.

3. Academic style.

4. Publicistic style.

5. Declamatory style. Artistic reading.

6. Conversational style.

**1. Read the rhyme. State what stylistic effect is achieved through repetition.**

*To market, to market, to buy a fat pig,  
Home again, home again, jiggety jig;  
To market, to market, to buy a fat hog,  
Home again, home again, jiggety jog;  
To market, to market, to buy a plum bun,  
Home again, home again, market is done.*

**2. Read the rhyme. Why is the word “think” singled out?**

*Look to left and look to right,  
Note what traffic is in sight.  
Note, too, which light can be seen:  
The Red, The Amber, or The Green.  
Children, keep from dangerous play  
And THINK before you cross today.*

**3. Read the rhymes. State what sounds are used to produce the effect of alliteration and for what purpose.**

*(a) She sells sea-shells on the sea-shore;  
The shells she sells are sea-shells, I'm sure;  
So if she sells sea-shells on the sea-shore,  
Then I'm sure she sells sea-shore shells.*

*(b) Swan swam over the sea –  
Swim, swan, swim;  
Swan swam back again –  
Well swum swan.*

**4. Read the rhyme. Transcribe the words used to imitate the sounds made by different animals. State the stylistic device formed by this phonetic means.**

*Bow-wow, says the dog;  
Mew, mew, says the cat;  
Grunt, grunt, goes the hog;  
And squeak, goes the rat;  
Tu-whu, says the owl;  
Caw, caw, says the crow;  
Quack, quack, says the duck;  
And moo, says the cow.*

**5. Read the poem by an anonymous writer and state what phonetic expressive means the author uses to make it more impressive.**

*Susan Simpson  
Sudden swallows swiftly skimming.  
Sunset's slowly spreading shade,  
Silvery songsters sweetly singing*

*Summer's soothing serenade.  
 Susan Simpson strolled sedately.  
 Stifling sobs, suppressing sighs.  
 Seeing Stephen Slocum, stately  
 She stopped, showing some surprise.  
 "Say," said Stephen, "sweetest sigher;  
 Say, shall Stephen spouseless stay?  
 Susan, seeming somewhat shyer,  
 Showed submissiveness straightaway.  
 Summer's season slowly stretches,  
 Susan Simpson Slocum she –  
 So she signed some simple sketches –  
 Soul sought soul successfully.  
 Six September Susan swelters;  
 Six sharp seasons snow supplies;  
 Susan's satin sofa shelters  
 Six small Slocums side by side.*

**6. Say how the effect of rhythm and rhyme is achieved by phonetic expressive means in the poem by D.F. Alderson.**

Lines On Montezuma\*  
 (an extract)  
*Montezuma  
 Met a puma  
 Coming through the rye:  
 Montezuma made the puma  
 Into apple-pie.  
 Invitation  
 To the nation  
 Everyone to come.  
 Montezuma  
 And the puma  
 Give a kettle-drum.  
 Acceptation  
 Of the nation  
 One and all invited.  
 Montezuma –  
 And the puma  
 Equally delighted.*

\* Montezuma (1466-1520) – the last Aztec ruler of Mexico, who was taken prisoner by the Spaniards under Cortés, and later killed by his own people.

### **Practical assignment X.**

*Social and Territorial Varieties of English.*

**MAJOR ACCENTS IN THE UK. GENERAL AMERICAN.**

**ACCENTS OF ENGLISH OUTSIDE THE UK AND THE USA.**

1. Defining an accent.
2. Major accents of English.

3. Social shapes of English.
4. The problem of Standard English and models of English for intercultural communication.
5. Frameworks for comparing accents in English.
6. Phonological and phonetic dimensions for accent description/comparison.
7. Social and communicative dimensions of an accent.
8. RP/BBC English as the British national standard of pronunciation.
9. Cockney as an example of a broad accent of English.
10. Estuary English.
11. Chief differences between RP and regional accents of British English.
12. Contemporary sociolinguistic situation in the USA.
13. General American phonological and phonetic description/discrimination.
14. Voice quality distinctions.
15. Australian English pronunciation.
16. Canadian English pronunciation (CnE).
17. New Zealand English pronunciation (NZ English).
18. Ukrainian English.

### Practical assignment XI.

#### *ACCENTS.*

**TEST. Answer the following questions using one-word/one-phrase answers.**

#	Question	Answer
1	What accent is currently making a great influence on RP?	
2	Name the 2 RP vowels which have the highest text frequency of occurrence.	
3	The decline of what RP phoneme can be seen in weak terminations of words?	
4	What phenomenon can be heard in RP in <i>it's quite good...</i> , <i>football</i> , etc.?	
5	What is RP often identified with in the public mind?	
6	Give a widely used label for the RP semivowel [j].	
7	What accent is RP, according to the phonotactic specification of [r] occurrence?	
8	What vowel is pronounced as the result of [I] tensing in word final positions?	
9	What is the main pronunciation variant of <i>nephew</i> ?	
10	Name the process that results in RP	



	variant pronunciations of the words <i>suit, super</i> etc.	
11	What sound combinations undergo affricatization?	
12	Indicate triphthongs which can be “smoothed”?	
13	Which RP diphthong is becoming a positional allophone of the phoneme [o:]?	
14	What scholar first described RP as a hoped for standard?	
15	Name the process occurring in variant pronunciations of <i>issue</i> .	
16	Give the transcription symbol for a glottalized [t].	
17	What allophone of [l] can lose its alveolar lateral nature and become a vowel of the [o] or [u] type in current RP?	
18	Give an example of intrusive [r].	
19	Indicate the process which can happen in RP <i>Paul, milk, middle</i> , etc.	
20	What kind of assimilation do affricatization and assibilation belong to?	
21	Which allophone of [l] is used in American English?	
22	Which American accent prevails in New York?	
23	How many consonants are there in GenAm?	
24	Which is the first vowel in GenAm <i>either</i> ?	
25	Is Eastern American rhotic?	
26	What is the most striking distinctive feature of Southern American?	
27	What century English is the starting point for American English?	
28	Which diphthongs are not distinguished in GenAm?	
29	What is the root vowel in <i>leisure</i> ?	
30	Give the symbol of GenAm [t] in intervocalic position.	
31	What is one of the most characteristic allophones in GenAm?	

32	What two processes involve the sound [j] in GenAm?	
33	Which geographical attribute does GenAm have?	
34	Which vowel is used in the suffix <i>-ile</i> in GenAm?	
35	How many vowels are there in GenAm?	
36	What is the name of American national pronunciation standard?	
37	The distinguishing feature of the vowels occurring before [r] within a syllable is called...	
38	Coloring of the vowels adjacent to [m], [n] where the velum lowers too soon and makes the preceding vowel nasal is called...	
39	A stress on the vowel in the penultimate syllable which is not typically stressed in RP is called...	
40	Give GenAm for <i>HERB</i> .	
41	Is glottaling found in Australian English?	
42	What vowel is pronounced in <i>merry</i> – <i>marry</i> – <i>Mary</i> in Canadian English?	
43	What do New Zealanders call themselves?	
44	Give Australian English pronunciation for <i>day</i> .	
45	What diphthongs undergo “Canadian Raising”?	
46	Where did the first English-speaking settlers of New Zealand come from?	
47	Will an English-speaking Ukrainian person pronounce “ <i>The cat sat on the mat</i> ” more identically with a Briton’s or New Zealander’s pronunciation?	
48	What articulation do Ukrainian counterparts of the English apical-alveolar consonants have?	
49	What allophones of [r] and [l] do Canadians use in all positions?	
50	What is a popular term for Australian English?	

51	What is a popular term for Australia?	
52	What vowel is probably the most salient differentiating feature of NZE?	
53	What segmental differences between RP and AuE predominate?	
54	Is there much geographical variation in Australia?	
55	How many English speakers are there in Australia?	
56	What is the root vowel in Canadian English <i>HURRY</i> ?	
57	Give the name of the accent the mainstream of Australian educated speakers use.	
58	What accent do Australian closing diphthongs display similarity with?	
59	How do New Zealanders pronounce " <i>fish and chips</i> "?	
60	What is one of the most salient features of Australian English vocabulary?	