



## LEARNING OUTCOMES

### **Prerequisites and co-requisites:**

#### **Cognitive skills and abilities in the subject sphere**

Abilities and skills of abstract and concrete thinking, ability for intensive creative work;

Ability to apply the knowledge with full understanding for solving practical problems in the field of quantitative and qualitative applied linguistic research;

Ability to assess, value, interpret and synthesize information received from various resources;

Skills of written and aural presentation of scientific and practical material;

Communicative skills for the intended professional activity.

#### **Practical skills in the subject sphere**

Ability to use professional-profile knowledge and practical skills in fundamental and professional courses in the process of obtaining, learning, presenting scientific information and its application in the mastering of foreign languages.

#### **General abilities and skills**

Ability to consider and use the main rules of the society development and skills of socio-cultural;

Ability to take into consideration the processes of socio-political history of Ukraine, legal foundation and ethical standards in productive, social and political;

Ability for self-study and the continuation of professional development;

Communication skills including aural and written communication in Ukrainian, English and German or French;

Skills of interaction with people, skills for working with children and the youth;

Ability for self-organization and effective time arrangement.

Basic training competencies. As a result of studying the discipline student *must know*:

- basic provisions on the English phonetic system,
- the system of English vowels,
- system of English consonant sounds,
- the concept of linguistic interference during the study of English,
- peculiarities of the system of intonational drawings of the English language,
- the importance of continuous work on their own hearing skills.
- *be able to:*
- make a choice of the educational norm of pronunciation;
- normally pronounce the vowels and consonants of the English language,
- normally use intonation samples of the English language,
- transcribe
- identify types of speech errors.

## **COURSE CONTENTS**

- classification of English vowels;
- peculiarities of articulation of English monophthongs;
- articulation of diphthongs and diphthongoids;
- reduction of vowels;
- system of English consonants and their classification;
- features of the articulation of English consonants in comparison with the consonant Ukrainian language;
- changes of consonants in coherent speech (elizia, assimilation);
- alofons
- emphasis in the word, types of accent;
- emphasis on complicated words;
- emphasis on words that are subject to the conversion process;
- stress in the sentence, types of accent;

- emphasis on complex words;
- emphasis on words that are subject to the conversion process;
- stress in the sentence, types of accent;
- the concept of the rhythm of English language, poetic rhythm;
- the concept of intonation group and its components;
- basic intonation patterns;
- intonation patterns and communicative types of sentences;
- Intonation of complicated and complex sentences;
- the concept of the pace of speech, changes in sounds depending on the pace of speech.

## **Course Structure**

### **Module 1.**

Topic: English sounds system. Modification of sounds in coherent speech.

Practical modules:

1. Classification of vowel sounds of the English language.
2. Features of articulation of English monophthongs. Removal of typical errors.
3. Features of articulation of English diphthongs and diphthongoids. Removal of typical errors.
4. Classification of consonant sounds of the English language.
5. Changes of consonants and vowels in coherent speech. Phenomena of Eliza and Assimilation.
6. Sounds - ties. Omphoni and homographs.
7. Changes of sounds depending on the pace of speech.
8. Control work.

### **Module 2.**

Subject: Rhythmic and intonational structures of the English language.

Practical modules:

1. Stress in Word (Word Stress). Types of accent.
2. Stress in complex words. Changes in the position of the accent of complex words in the sentence.
3. The notion of the rhythm of English language.
4. The rhythm and pace of English speech.
5. Intonation group and its components.
6. Intonation samples. Use of intonational samples in different communication situations.
7. Intonation of simple sentence. Intonation of complex and complex sentences.
8. Control work.

### **Module 3.**

Topic: Intonation Models of English Speaking

Practical modules:

1. Repetition of the basic intonational models of the English expression of various communicative types.
2. The rhythm of the English expression in comparison with the rhythmic structure of the Ukrainian sentence.
3. Rhythmic-Intonational Expression (Intonational Model Low Fall).
4. Rhythmic-Intonational Expression (Intonational Model Low Rise).
5. Rhythmic-Intonational Expression (Intonational Model High Fall).
6. Rhythmic-Intonational Expression (Intonational Model High Rise).
7. Rhythmic-intonational expression statement (intonation model Fall-Rise).
8. Rhythmic-Intonational Expression (intonation model Rise-Fall-Rise).
9. Rhythmic-Intonational Expression (Mid Level Intonation Model).
10. Rhythmic-intonational expression statement.
11. Intonation of narrative sentence.
12. Intonation of the sentence (general question).
13. Intonation of the questionnaire (special question).
14. Intonation of the questionnaire (alternative question).

15. Intonation of the sentence (dividing question).
16. Repetition of the basic intonational models of inductive and occlusive sentences of different types.
17. Intonation of sentence with inserted words and phrases.
18. Intonation of a sentence with a pad.
19. Intonation of complicated sentences.
20. Intonation of complex sentences.
21. Intonation of sentences in the direct language.
22. Intonation of emotionally painted expressions.
23. The emphasis in the sentence. Logical emphasis in the sentence. Types of accent.
24. Intonation, rhythm and emphasis of poetic work.
25. Control work.

### **LECTURE CONTENTS**

1. The importance of phonetics and its components for effective communication.
2. The system of English sounds: consonants and vowels.
3. The system of English intonation patterns.

### **PRACTICAL CLASSES CONTENTS**

**Practical lesson №1.** General information about the features of English intonation.

Melody of English pronunciation.

1. Phonetic charging.
2. Working out theoretical material on the topic.
3. Exercise exercises.
4. Listening to the dialogue, its recording, analysis of intonation.
5. Simulation of the pronunciation of the dialogue on the model.
6. Reading Dialogue Training.

**Practical lesson №2.** Phrase stress. Pause.

1. Phonetic charging.
2. Control of assimilation of the material of the previous topic, the implementation of control exercises (reading the dialogue by heart, performing control exercises).
3. Development of theoretical material on the topic.
4. Exercise exercises.
5. Listening to the dialogue, recording it.
6. Simulation of the pronunciation of the dialogue on the model.
7. Reading Dialogue Training.

**Practical occupation №3.** Intonation of affirmative sentences. Reduction of vowels in the speech.

1. Phonetic charging.
2. Control of assimilation of the material of the previous topic, the implementation of control exercises (reading the dialogue by heart, performing control exercises).
3. Development of theoretical material on the topic.
4. Exercise exercises.
5. Listening to the dialogue, recording it.
6. Simulation of the pronunciation of the dialogue on the model.
7. Reading Dialogue Training.

**Practical occupation №4.** Intonation of questionnaires. General question. Assimilation of consonants.

1. Phonetic charging.
2. Control of assimilation of the material of the previous topic, the implementation of control exercises (reading the dialogue by heart, performing control exercises).
3. Development of theoretical material on the topic.
4. Exercise exercises.
5. Listening to the dialogue, recording it.
6. Simulation of the pronunciation of the dialogue on the model.
7. Reading Dialogue Training.

**Practical lesson №5.** Intonation of questionnaires. Special question Assimilation of consonants.

1. Phonetic charging.
2. Control of assimilation of the material of the previous topic, the implementation of control exercises (reading the dialogue by heart, performing control exercises).
3. Development of theoretical material on the topic.
4. Exercise exercises.
5. Listening to the dialogue, recording it.
6. Simulation of the pronunciation of the dialogue on the model.
7. Reading Dialogue Training.

**Practical Lesson # 6.** Intonation of questionnaires. Alternative question.

Assimilation of consonants

1. Phonetic charging.
2. Control of assimilation of the material of the previous topic, the implementation of control exercises (reading the dialogue by heart, performing control exercises).
3. Development of theoretical material on the topic.
4. Exercise exercises.
5. Listening to the dialogue, recording it.
6. Simulation of the pronunciation of the dialogue on the model.
7. Reading Dialogue Training.

**Practical lesson №7.** Intonation of questionnaires. Separate question. Changes in vowels and consonants in speech.

1. Phonetic charging.
2. Control of assimilation of the material of the previous topic, the implementation of control exercises (reading the dialogue by heart, performing control exercises).
3. Development of theoretical material on the topic.
4. Exercise exercises.

5. Listening to the dialogue, recording it.
6. Simulation of the pronunciation of the dialogue on the model.
7. Reading Dialogue Training.

**Practical lesson №8.** Intonation of occasional sentences. Changes in vowels and consonants in speech).

1. Phonetic charging.
2. Control of assimilation of the material of the previous topic, the implementation of control exercises (reading the dialogue by heart, performing control exercises).
3. Development of theoretical material on the topic.
4. Exercise exercises.
5. Listening to the dialogue, recording it.
6. Simulation of the pronunciation of the dialogue on the model.
7. Reading Dialogue Training.

**Practical lesson №9.** Intonation of inductive sentences. Changes in vowels and consonants in speech.

1. Phonetic charging.
2. Control of assimilation of the material of the previous topic, the implementation of control exercises (reading the dialogue by heart, performing control exercises).
3. Development of theoretical material on the topic.
4. Exercise exercises.
5. Listening to the dialogue, recording it.
6. Simulation of the pronunciation of the dialogue on the model.
7. Reading Dialogue Training.

**Practical lesson №10.** Intonation of complex sentences.

1. Phonetic charging.
2. Control of assimilation of the material of the previous topic, the implementation of control exercises (reading the dialogue by heart, performing control exercises).

3. Development of theoretical material on the topic.
4. Exercise exercises.
5. Listening to the dialogue, recording it.
6. Simulation of the pronunciation of the dialogue on the model.
7. Reading Dialogue Training.

**Practical lesson №11.** Intonation, vowel and consonant changes in speech.

1. Control work.

### **ASSESSMENT CRITERIA**

#### **STUDENTS' KNOWLEDGE AND SKILLS ASSESSMENT CRITERIA OF LEARNING COURSE RESULTS**

The final score of the University (normalized ranking score)	Cumulative grade point average	ECTS grade	Assessment by the national scale		ECTS definition
			Examination, differentiated credit test	Pass / Fail Exam	
90-100	4,51-5,00	A	Excellent	Passed	EXCELLENT - excellent performance with few errors
82-89	4,01-4,50	B	Good		VERY GOOD - above average level with some mistakes
74-81	3,50-4,00	C			GOOD - generally correct work with a number of imperfections
64-73	2,83-3,43	D			Satisfactory

					bad, but with numerous imperfections
60-63	2,51-2,83	E			SUFFICIENT - performance meets the minimum criteria
35-59	2,00-2,50	FX	Unsatisfactory	Fail	POOR - needs preparing before taking repeated examination (credit)
1-34	0,00-1,99	F			UNSATISFACTORY - repeated subjects courses are required

### **SAMPLES OF FINAL ASSESSMENT TASKS**

***Transcribe the following word combinations paying attention to the cases of non-obligatory assimilations:***

that place, main path, light coat, good company, woolen coat, white gloves, red carpet, green card, red pepper, brown paper, white bread, gold medal, white coffee, brown belt, green goddess, red gold, green movement, white magic, red-brick, white paper.

***Practise reading the following word combinations, comment on the phonetic phenomena in every example:***

read the text, chase them, all things, your aunt, in the evening, well-paid job, on my own, there in the street, they are well-bred, she could think, too unexpected, paid the bill, thirteen months, laid the table, odds and ends, too absent-minded, but for your open window, told the truth, very unkind, villa in Spain, think before answering, good-looking girl, would thaw, not this, not that, brought them, put three, kill the oyster.

***Practise the pronunciation of [tr], [dr]:***

try - dry, tray- dray, true - drew, train - drain, trunk - drunk, tread - dread, trill - drill.

***Practise the pronunciation of two plosives:***

that time, hot toast, locked door, knocked down, eight pounds, sit down, hot pan, postcard, best girl, let go, hope to, ripe corn, ' stop please, globe trotter, rob Peter, obtain, sobbed, good girl, bad dog, add two, cold climate, book-case, sick baby, take care, begged, black cat, dog-collar.

***Read the text, analyse phonetic phenomena in it.***

From breakfast on I felt like a bag-snatcher at a railway station. I had to hang about waiting for the parcel to be put on the hall table, and it wasn't put. Uncle Willoughby was a fixture in the library, adding the finishing touches to the great work, I supposed, and the more I thought the thing over the less I liked it. The chances against my pulling it off seemed about three to two, and the thought of what would happen if I didn't gave me cold shivers down the spine. Uncle Willoughby was a pretty mild sort of old boy, as a rule, but I've known him to cut up rough, and, by Jove, he was scheduled to extend himself if he caught me trying to get away with his life work. It wasn't till nearly four that he toddled out of the library with the parcel under his arm, put it on the table, and toddled off again. I was hiding a bit to the south-cast at the moment, behind a suit of armour. I bounded out and legged it for the table. Then I nipped upstairs to hide the swag. I charged in .like a mustang and nearly stubbed my toe on young blighted Edwin, the Boy Scout. He was standing at the chest of drawers, confound him, messing about with my ties.

### **RECOMMENDED LITERATURE**

1. Vasyl'ev V. Anhlyyskaya fonetyka. – M., 1975.
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3. Lebedynskaya B. Praktykum po anhlyyskomu yazyku: Anhlyyskoe proyznoshenye. – M., 2000.
4. Metodychni rekomendatsiyi ta praktychni zavdannya po vyvchennyu leksychnykh, hramatychnykh ta fonetychnykh yavyshch z praktychnoho kursu UPM dlya studentiv I kursu fakul'tetu inozemnoyi filolohiyi, spetsial'nist' „Anhlyys'ka mova ta literatura” (Uklad. Illina A., Hlavats'ka YU., Hershovych O., Merenkova L.) – Kherson, 1999.

5. Praktycheskaya fonetyka anhlyyskoho yazyka: Uchebnyk dlya fak. anhl. yaz. ped. yn-tov. Sokolova M. y dr. – M.: VLADOS, 1997.
6. Praktycheskyy kurs anhlyyskoho yazyka. I-III kurs (pod red. Arakyna V.) – M.: VLADOS, 1999.
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8. Teoretycheskaya fonetyka anhlyyskoho yazyka: Uchebnyk dlya fak. anhl. yaz. ped. yn-tov. Sokolova M. y dr. – M.,1991.
9. Kholodina O., Karpenko N., Kovalenko., Kishchenko YU., Melkonyan V. Anhliys'ka mova. Navchal'no-metodychnyy posibnyk. – Kherson, 2000.
10. Hancock M. English Pronunciation In Use. – CUP, 2003.
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12. Headway Upper-Intermediate Pronunciation. – OUP, 1990.
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14. O'Connor. Better English Pronunciation. – London, 1970.
15. Ship or Sheep? An intermediate pronunciation course by Ann Baker. – CUP, 1998.