

**Педагогічний коледж Головного управління
освіти і науки держадміністрації м. Києва
при Київському національному університеті
імені Тараса Шевченка**

**Завдання для проведення
тестового контролю з предмету:**

« Практична фонетика англійської мови ».
« Фоностилістика ».

***для студентів III курсу спеціальності
« Іноземна мова »***

Укладач

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Київ - 2005

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Introduction

Standard English falls into a number of functional styles having, of course, some central points of resemblance. The difference between functional styles brings about quite distinct types of pronunciation which primarily affects the system of intonation.

So, Phonostylistics investigates peculiarities of the speech organization from stylistical point of view. It also studies the use of non-standard pronunciation for creating local or social colouring, comic or satirical effect, etc. The knowledge of intonational functional styles fosters speech perception habits. Reading aloud and texts declamation are essential to work out the speech culture, which envisages the development of enunciation and correct pronunciation skills, as well as text orientation skills which allow to unite words into speech sequences and phonopassages, and single out main ideas.

This issue is designed for the teachers and students of the Teachers' Training College. As the continuation of the course of Practical Phonetics, Phonostylistics is studied by the students of the faculty of Foreign Philology (the third academic year, Vth semester). The issue contains a number of discussion and review questions on the themes studied in the course of Phonostylistics: Communication and Its Types, Informational Style, Scientific Style, Publicistic Style, Declamatory Style, Familiar Style. Its aim is to supply the teachers of the college with practical tasks, discussion and review questions necessary for writing tests and oral discussions.

Practical knowledge of functional styles facilitates:

- intonational appreciation of emotional and pragma-communicative potential of utterances;
- further improvement of analyzing skills needed to understand the rhythmico-intonational composition and text semantics in various spheres of communication;
- development of listening perception skills of texts having different functional and stylistic expressive devices;
- further systematization of theoretical base.

All the above-mentioned objectives provide the development of students' communicative competence.

Communication and Its Types

Discussion Questions:

1. There are a number of differences between conversation, group discussion, and public speaking, on the one hand, and oral interpretation and drama on the other. In a discussion with your group-mates, identify these differences. Which have to do with the different characteristics of each type of communication? Which have to do mainly with people's attitudes toward them? Describe any elements that these types of communication have in common. In what ways are they alike?
2. As a class, discuss ways in which students can affect others through communication. Focus first on the immediate environment – the classroom. Then expand the discussion to include other people and situations, both in and out of university. Discuss the possible benefits to you and others that might result from improved communication skills.
3. Here is the checklist of “effective communicator skills”. Are all the skills listed of equal importance in whatever type of communication? Discuss in class which of the skills are of prior importance (if any) and give reasons why.
 - Be sincere and say what you mean, both in words and in gestures.
 - Speak knowledgeably. Know your topic.
 - Have a clear speaking purpose.
 - Organize your thoughts.
 - Develop good listening skills.
 - Build your confidence and control stage fright.
 - Use language carefully by learning to choose the most appropriate words.
 - Use non-verbal language, such as tone of voice, body movement, and eye contact.
 - Set goals for communicating and reach them whenever it is possible.

Review Questions:

1. Define communication.
2. Name several other forms of communication that people often use besides speech communication.
3. Name four general kinds of interpersonal communication.
4. Describe two major differences between public communication and mass communication.
5. Name four important goals that people can achieve through the use of speech communication.
6. Describe how speech communication relates to learning.
7. Give three reasons why speech communication is important in government and courts of law.
8. Name some ways in which people can make use of speech communication.

Informational Style

Discussion Questions:

The passive is often used in news broadcasts sometimes because we are more interested in what happened than in who or what caused it to happen. This might be because we do not know who or what caused the action, e.g. *Bottles and bricks were thrown*. Or this might be obvious, e.g. *Two men were arrested (by the police)*. *Houses were washed away (by the typhoon)*.

Also, use of the passive with verbs of reporting makes news broadcasts sound more impersonal and more objective, e.g. *His condition is described as stable*. *It is estimated that a hundred people took part*. *The agreement is believed to be the first of its kind*. The passive also occurs frequently in scientific texts for similar reasons.

1. Compare a front-page newspaper story with radio and television coverage of the same story. Discuss the ways in which the treatments differ. What accounts for those differences? How would you present the newspaper story if it were a television or radio account?

2. Discuss radio and television commercials and their influence on the behaviour of audiences. What role does emotional appeal play in commercials? Which commercials do you enjoy and why? Have you ever bought a product because of a commercial?

3. What is meant by “brainwashing”? Are you apt to outer influence?

4. Which is the percentage of serious information on TV/radio in your estimation? Do you state yourself to any particular channel or programme? Give reasons for your choice.

5. Make a brief comparative survey of TV/radio programmes belonging to different genres: news coverage/bulletin, weather forecast, interview, advertising, etc. Discuss the differences/similarities of their prosodic characteristics.

Review Questions:

1. Define mass communication.

2. Name several advantages of radio over television.

3. Name three purposes of radio and television.

4. What are the characteristic features of informational (formal) style? Analyse and read extracts exemplifying this style. Take into account the tone-marks provided.

Scientific (Academic) Style

Discussion Questions

1. The *Listener's Checklist* below helps to consider the structure of oral presentations and the importance of phonological items such as thought groups, focus and pitch change for clear structure. The questions in the checklist are to guide students' attention to the structure of the presentation and the speech itself.

The first question is important to get an overall impression of the clarity of the presentation, especially in terms of structure and speech.

The second question refers to both the length of the talk and the density of information.

Question three refers to the clarity of the structure of the talk:

- the global structure;
- the use of signals (“firstly”, “next”, “finally”), to mark the sequence.

Question four looks at the actual speech:

- the phonological items such as focus, stress, pauses, and pitch;
- use of hesitations and fillers;
- volume and speed (was it too loud or quiet, or too fast or slow?).

Discuss in class some of the recently attended lectures answering the question on the checklist. Are there any additional entries you would like to make to the checklist?

	Yes	OK	No
1. Did the speaker make it easy for the listener to understand?			
2. Was the amount of information substantial?			
3. Structure. A. Was there an “introduction”, “middle”, and “conclusion”? B. Was there a clear sequence to help predict what word would come next?			

	Yes	OK	No
<p>4. Speech.</p> <p>A. Were there clear:</p> <ul style="list-style-type: none"> - focus words/stress? - thought groups/pauses? - pitch changes? <p>B. Were there many hesitations and “fillers”?</p>			
<p>C. Was there correct:</p> <ul style="list-style-type: none"> - volume? - speed? 			

1. What skills must an ideal lecturer possess?
2. What is the dominating purpose of the lecturer – to entertain or to inform? Which share of entertainment is, in your mind, permissible in a lecture?
3. Is the aim to keep the audience listening to the lecturer throughout the lecture realizable? What requirements of yours must such a lecture meet?
4. Recollect some of the lectures you recently attended at the university. Which of them did you either like or dislike, and why?
5. How does the size and age of the audience present at a lecture (seminar) influence the way it is delivered?
6. Does the manner in which you speak in class differ from what you display at your leisure time (communicating with your group-mates at breaks, etc.)?
7. Is there any difference in the prosodic delivery of the lecture which presupposes taking notes on the part of the students from the one free of this demand?
8. Outline the main prosodic features of the academic style of speaking. Apply your knowledge to concrete analysis of the recorded samples given below.

Review Questions:

1. Why is skill at note taking important? (for studying, recording meetings, etc.)
2. Why should you not try to write every word? (not enough time, will miss bits of talk, etc.)
3. What words are most important? (new information, focus words, etc.)
4. How can you recognize these words? (intonation, focus, pauses, etc.)

Publicistic (Oratorical) Style

Discussion Questions:

1. Commemorative speeches are often made to honour special occasions, such as Independence Day or Veterans' Day. What special occasions are overlooked and should be honoured? Discuss historical events you think should be honoured because of their importance.
2. Discuss the tone of voice that should be maintained in the following kinds of speeches: introduction, presentation, acceptance, and testimonial. Are there any marked differences? If yes, name them.
3. Discuss the role that persuasion plays in a free society. In what sense is the right to persuade at the heart of the democratic process? What is the connection between persuasion and the right to speak out? Under what circumstances could persuasion be used for harmful purposes?
4. Discuss the role of the listener in the persuasive process. What should the listener concentrate upon? Does the listener have responsibilities as a target of persuasion? What might they be?
5. Discuss the challenges that the persuasive speaker faces when the audience is disinterested. What techniques can the speaker use to interest such an audience?
6. As a class, discuss possible topics for each of the four categories of informative speeches. Focus upon topics that would be of interest to you at the present time. Try to identify at least ten topics in each category that are of interest to the class.
7. Discuss how you might personalise a speech on any of the topics you have identified earlier. What kind of experiences would you turn to in order to introduce a real person into your speech?
8. What is "an image-maker"? Is it a new profession? Does it have anything to do with those speaking in public?
9. What are the main prosodic features of public speaking? How does the kinesic accompaniment – facial expressions, bodily movements, gestures and the like – add to the total impact of the speaker upon the audience?
10. Do public speaking conventions and fashion undergo any changes through the course of time? What causes these changes? What tendencies do modern orators follow nowadays?
11. The way a person speaks in public reflects, as a rule, his social status, educational standard and temperament. Make a mini-survey: choose a public speaker who arouses your interest; characterise his manner of speaking: dwell mostly on the prosodic parameters of his speech.
12. Are you a fluent public speaker? Imagine that you are a congressman (MP, party leader, prime-minister, president, solicitor, prosecutor, etc.) Prepare your speech on some "burning" question and give it in class.

Review Questions:

1. Describe the general purposes for which special situation speeches are usually given.
2. State why special situation speeches demand emphasis on the speech skills of language usage, memory, and delivery.
3. Name five types of special situation speeches that focus on persons.
4. Describe the specific purpose of each of the five kinds of speeches focused on persons.
5. State the appropriate length for each of the following kinds of speeches: introduction, presentation, acceptance, and testimonial.
6. Name five kinds of speeches for special occasions.
7. Describe the specific purpose of each kind of speech for special occasions.
8. Describe how public relations speeches and speeches to entertain differ from keynote, commencement, and dedication speeches.
9. Name the primary goal of a persuasive speech.
10. Name the factors that cause people to adopt attitudes, beliefs, or behaviour patterns.
11. State why audience analysis is especially important for a persuasive speaker.
12. Identify the primary purpose of an informative speech.
13. Identify the non-verbal factors that can affect the audience's attention to a speaker.

Declamatory (Artistic) Style

Discussion Questions:

1. Literature that is best suited for oral interpretation has universal appeal. Discuss what the term universal appeal means. What is it that makes literature interesting to people? What does literature really tell us about? What pieces of literature have you read that possess universal appeal?
2. Discuss ways in which non-verbal communication skills support oral interpretation. What are these skills? How do they enhance the effectiveness of an oral interpretation? How do you decide on the appropriate use of these skills?
3. Discuss the importance of determining the author's intent when interpreting a poem or a piece of prose. What can you do to be sure you understand the author's message? If you did not understand the message, how would you prepare an oral interpretation for it?
4. Does one need special training and professional skills to interpret a poem or a piece of prose? What are these skills needed for?
5. Try and define the ratio of prepared and spontaneous oral interpretation. Explain your answer.
6. Discuss the benefits of theatrical productions to the individual and society. What qualities make theatre different from other art forms? In what sense are theatrical productions sources or reflections of human knowledge?
7. Discuss the interrelations among the four elements necessary for a theatrical event to take place. Why does it make sense to say that theatrical drama really can't take place without an audience?
8. Discuss an actor's creative process. What does an actor bring to a role? In what ways is the actor the playwright's accomplice? Is it more accurate to say that the actor is the playwright's assistant? Why or why not? Is the actor responsible for discovering and portraying a role as the playwright intended, or may the actor depart from the playwright's original intention and interpret a role freely?
9. Everyone has witnessed examples of mediocre or poor acting. How do you know when acting is not what it should be? What are the signs that the actor is failing to perform the part adequately?

Review Questions:

1. Define oral interpretation.
2. Name several occasions when oral interpretation may be needed.
3. Identify the value of oral interpretation for the speaker and for the listener.
4. Name some types of literature that can be used successfully in oral interpretation.
5. Compare the structures and stress patterns that classical, traditional and modern poets use.
6. What are the two elements that English poetry greatly depends on?
7. Name the four elements of drama necessary to produce a theatrical event.
8. List the steps an actor must take to develop a character.

Familiar (Conversational) Style

Discussion Questions:

1. Telephone conversations being a very specific register of conversational style are limited in some aspects. What are the restrictions imposed on the speakers in this sphere of communication?
2. In which way do the prosodic characteristics of a telephone call differ from those on other registers of conversational style?
3. What are the conventions that accompany a phone talk (the use of speech formulas to open/close a conversation, etc.)?
4. What other terms besides “conversational style” are used by different scholars to characterize the notion of this intonational style?
5. What communicational means apart from verbal language are applied in conversations?
6. Do non-verbal means of communication differ in particular cultures and societies? Enumerate non-verbal means most commonly used by native speakers of English and compare to the ones used in your native language?
7. Can a common personal background of speakers make the usage of explicit language means redundant? Are there any more factors that add to mutual understanding between speakers and listeners?
8. Listen to some of the recordings (consult the list recommended below). Investigate the hesitational phenomena, frequency and types of pauses, tempo and typical melodic contours in the texts. Define the degree of spontaneity/preparedness in different communicative situations.
9. Listen to the recorded texts and pay attention to the prosodic means used. Read the texts aloud using the proper intonational means.
10. What intonational means are used by the speakers to express such modal meanings as informality of attitude, determination, joyful appreciation? What intonational means are used specially for emphasis?
11. The style of the anecdote is informal, and the speed fast. It is an unscripted, unprepared story, although it is told with unusual fluency. Think of what prosodic means are emphasized by the speaker, and what techniques are used to ensure the fluency of presentation.

Review Questions:

1. Name the major differences of your speech behaviour as a call maker and a call taker.
2. Enumerate at least five reasons why politeness in telephone conversations is essential.
3. While conversing on the telephone one may be expected to take notes, repeat some information, listen to or give explanation of some points. Explain how you would signal to your partner that such important information is coming.
4. Which of the above-mentioned rules may be used both at work and out of it? Which ones are for home/office use only? Explain your answer. Are all of the rules universal for any language community, or there are some “specifically English” rules? Compare with your native language.

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