

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
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МЕТОДИЧНІ ВКАЗІВКИ

для вивчення фонетики та розвитку навичок усного мовлення

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Подані методичні вказівки містять матеріали з фонетики англійської мови та вправи для розвитку навичок усного мовлення для студентів спеціальності "Прикладна лінгвістика".

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UNIT 1

1. Study the main rules of English pronunciation.

The main notions of the unit: *articulation basis, tongue, lips, tense and bulky, movable, spread position, neutral position, flat articulation, forelingual consonant, tongue-tip, alveoli, teeth, hard consonant, palatalized consonant, voiced consonant, weak consonant, plosive voiceless consonant, aspiration.*

ARTICULATION BASIS OF ENGLISH

The main points of difference between the articulation basis of English and Russian / Ukrainian are as follows:

1. The tongue in English is more tense and bulky.
2. The lips are also tenser and less movable. They are mostly spread or neutral (flat articulation).
3. Forelingual English consonants are articulated with the tongue-tip against the alveoli, or against the teeth.
4. All English consonants are hard, except for [l, j] and have no palatalized oppositions.
5. The English word-final voiced consonants must not be devoiced, yet they are weak.
6. The English plosive voiceless /p, t, k/ are pronounced with aspiration.

2. Study the rules for the following consonants and practice them in proverbs:

a) /m/

Graphical Rules:

1. "m", "mm" – mean, summer;
2. "mb", "mn" – comb, autumn;
3. "lm" after "a" – calm.

Proverbs and Sayings:

1. To make a mountain out of a molehill.
2. Never marry for money, but marry where money is.
3. The more the merrier.

c) /ŋ/

Graphical Rules:

b) /n/

Graphical Rules:

1. "n", "nn" – not, sunny;
2. "kn", "gn", "pn" – gnaw, knife, pneumonia.

Proverbs and Sayings:

1. If you pay peanuts you get monkey.
2. A penny saved is a penny earned.
3. He who never climbed never fell.

d) /g/

Graphical Rules:

1. "ng" – sing;
2. "nk" – thank you.

Proverbs and Sayings:

1. Seeing is believing.
2. A new language a new world.
3. Hammer and tongs

1. "g", "gg" – garden, giggle;
2. "gh" – ghost;
3. "gu" + vowel – guess, guard;
4. "x" /gz/ in intervocalic position – exam.

Proverbs and Sayings:

1. Bag and baggage.
2. As ugly as a sin.
3. To kill the goose that lays the golden eggs.

3. Find the Ukrainian equivalents for the proverbs, choose 2–3 of them to explain.

e.g. *"hammer and tongs"* expresses great efforts used for doing some work.

4. Read the following words and transcribe them using the information from the table:

- a) climb, tomb, column, common, balm, psalm, ham, sums, smoke, improbable, memorise;
- b) funny, knelt, knowledge, knock, knot, pneumatic, pneumatology, unreal, pence, often;
- c) gong, bank, linguistics, frankly, singing, finger, anger, lungs, jungle, ankle, uncle, think, tongue, English, stronger;
- d) guest, bigger, guitar, guilty, ghetto, ghastly, exactly, examination, exhausted, exist.

5. Listen to the poem; mind the intonation of the final words in each line. Learn the poem by heart.

"So, we'll go no more a roving..."

By George Gordon Noel Byron

So, we'll go no more a roving
 So late into the night,
 Though the heart be still as loving,
 And the moon be still as bright.

For the sword outwears its sheath,
 And the soul wears out the breast,
 And the heart must pause to breathe,
 And love itself have rest.

Though the night was made for loving,
And the day returns too soon,
Yet we'll go no more a roving
By the light of the moon.

6. Answer the self-control questions:

1. What positions of lips are used in articulation of English sounds?
2. What consonants are aspirated in English?
3. What English consonants can be considered as palatalized?
4. How do we pronounce voiced consonants in word-final positions?

UNIT 2

1. Study the main terms of phonetics.

The main notions of the unit: *phonetics, articulation, acoustic qualities, phoneme, distinctive language unit, vowel, consonant, allophone, speech, connected speech, assimilation, reduction, phonemic system, phonetic environment, aspirated allophone, unaspirated allophone, phonemic transcription, pronunciation, complex unity, word stress, syllabic structure, intonation, accent.*

THE MAIN TERMS OF PHONETICS

PHONETICS is a branch of linguistics which deals with the investigation of the sound means of the language from the point of view of their articulation, acoustic qualities and semantics.

PHONEME is the smallest distinctive language unit which is capable of differentiating the meaning and the grammar forms of words. In British English there are 44 phonemes: 20 vowels and 24 consonants. Phonemes have the power of distinguishing words in the language (e.g. **p** and **b** as in **pit** /pɪt/ and **bit** /bɪt/); allophones do not.

ALLOPHONE is a material representation of the phoneme in speech. Allophones appear in connected speech as a result of assimilation or reduction or due to individual speech habits. The number of allophones in language is unlimited. Each language has its own phonemic system and its own rules for determining the allophones appropriate to the phonemes in various phonetic environments. In English, for example, the phoneme /p/

comprises both aspirated and unaspirated allophones. English /ʃ/ varies according to its surroundings.

The allophones of a phoneme are phonetically similar to one another. When it is important to distinguish phonemic transcription from allophonic or impressionistic transcription, it is usual to enclose the former in slants / /, the latter in square brackets [].

PRONUNCIATION is a complex unity of its components which cannot be separated: word stress, syllabic structure of words, intonation, accent (sentence stress).

2. Study the rules for the following consonants and practice them in the proverbs and tongue twisters:

a) /z/

Graphical Rules:

1. "z" – lazy, zebra;
2. "x" – /kz / – exactly;
3. "s" – nose, rose;
4. "ss" – possess;
5. flexions "s", "es" after vowels and voiced consonants – finds, plays, days.

Proverbs and Sayings:

1. From A to Z.
2. As crazy as they come.
3. Misery loves the company.

c) /b/

Graphical Rules:

1. "b", "bb" – big, rubber.

Proverbs and Sayings:

1. As brown as a berry.
2. Let bygones be bygones.
3. Everybody's business is nobody's business.
4. Business before pleasure.

Tongue-twister:

Bessie Botter bought a bit of butter,
But the butter that she bought was bitter,
So, she bought a bit of better butter.

b) /d/

Graphical Rules:

1. "d", "dd" – dog, middle.
- #### **Proverbs and sayings:**
1. Every dog has its day.
 2. Between the devil and the deep blue sea.
 3. As dull as a dishwater (ditchwater).
 4. As deaf as a doornail.
 5. Least said soonest mended.

d) /s/

Graphical Rules:

1. "s", "ss" – lost, less;
2. "c" + e, i, y – cell, city, Cyrus.

Rare Spelling: science, scene

Proverbs and Sayings:

1. Better safe than sorry.
2. Ignorance is bliss.
- 3 He who steals a pin will steal a pound.

Tongue-wister:

She sells sea shells on the sea shore,
and the shells she sells are sea-shore
shells.

3. Find the Ukrainian equivalents for the proverbs, choose 2–3 of them to explain.

e.g. "as brown as a berry" describes a person with very brown skin because of sun tan.

4. Read the following words and transcribe them:

a) luxurious, desert, dessert, deserve, zero, busy, music, possession, husband, reason, zone, says, ways, goes;

b) suddenly, robbed, pudding, ready, couldn't, addition, paid, said, deed, hidden, road;

c) Bobby, hobby, sobbed, rubber, boast, cabman, submit, about, ebony, globe, bread;

d) cinema, century, certificate, cybernetic, cyclone, cider, loss, class, sweet, miss, tense.

5. Read the following pairs of words and transcribe them and single out the phonemes which are different in each pair:

might – sight
kite – light
which – wish
rear – rare
mat – mate
fell – tell
fan – fen
shame – game
took – tour
tell – tale
time – lime
not – note
whale – well
pool – pull
dine – done

pound – found
mare – more
hike – bike
goal – girl
want – went
gram – tram
sport – spot
cause – course
thing – thin
psalm – palm
thin – sin
myrtle – mortal
change – chance
less – mess
worst – first

dark – duck
coin – corn
pure – poor
rock – clock
sit – scat
peel – pill
vet – wet
with – wit
gone – gum
composure – composer
feed – feet
count – can't
cash – catch
mute – moot

6. Answer the self-control questions:

1. What is phonetics?
2. Name the components of pronunciation.
3. What is the main function of phonemes in language?
4. What is the difference between allophones and phonemes?
5. What kinds of transcription do you know?

UNIT 3

1. Study how to pronounce English consonants.

The main notions of the unit: *articulation, speech organs, air stream, lungs, place of articulation, manner of articulation, bilabials, labiodentals, dentals, alveolars, post-alveolars, palato-alveolars, palatal, velar, labial-velar, glottal, plosives, fricatives, affricates, nasals, liquids, semivowels.*

ARTICULATION OF CONSONANTS

ARTICULATION is the production of speech sounds by using the speech organs to modify the air stream set in motion by the lungs. Consonants are classified according to their place and manner of articulation. Consonants are the "bones" of words. Their wrong articulation can lead to misunderstanding.

English consonant sounds have the following places of articulation:

/p/, /b/, /m/	are bilabials,	articulated by the lower lip against the upper lip.
/f/, /v/	are labiodentals,	articulated by the lower lip against the upper teeth.
/θ/, /ð/	are dentals,	articulated by the tongue tip against the upper teeth.
/t/, /d/, /n/, /l/, /s/, /z/	are alveolars,	articulated by the tongue tip or blade against the alveolar ridge.
/r/, /tr/, /dr/	are post-alveolars,	articulated by raising the tongue tip towards the rear of the alveolar ridge.
	are palato-alveolars,	articulated by the retracted blade of the tongue against the alveolar ridge and hard palate (usually accompanied by some lip-rounding).
/j/	is a palatal,	articulated by raising the front of the body of the tongue towards the hard palate.
/k/, /g/, /ŋ/	are velars,	articulated by the back of the tongue against the soft palate.
/w/	is a labial-velar,	articulated by raising the back of the tongue towards the soft palate and rounding the lips.
/h/	is a glottal	

English consonants have the following typical manners of articulation:

/p/, /t/, /k/, /b/, /d/, /g/	are plosives,	articulated with a complete obstruction of the mouth passage, entirely blocking the air-flow for a moment.
/f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/	are fricatives,	articulated by narrowing the mouth passage so as to make the air-flow turbulent, while allowing it to pass through continuously.
/tʃ/, /dʒ/ (and also are usually /tr/, /dr/)	are affricates,	articulated with first a complete obstruction and then a narrowing of the mouth passage.
/m/, /n/, /ŋ/	are nasals,	articulated by completely obstructing the mouth passage but – allowing the air to pass out through the nose.
/r/, /l/	are liquids,	articulated by diverting or modifying the air-flow through the mouth.
/j/, /w/	are semivowels,	articulatorily like vowels, but functioning as consonants because they are not syllabic.

2. Study how to pronounce English aspirated consonants.

ASPIRATION

An **aspirated** consonant is one that is accompanied by a brief [h] – sound.

In certain environments the English plosives /p, t, k/ are aspirated. That is to say, there is a delay between the release of the primary closure of the articulators and the beginning of voicing for the sound that follows. In the word **pan** [pæn], for example, the voicing for [æ] does not begin immediately after the lips separate for the end of the /p/. There is a moment's delay, during which the air escapes freely through the mouth, impeded neither by the lips nor by the vocal folds. This constitutes the aspiration of the /p/. It is one of the ways we recognize the plosive as being a /p/ rather than a /b/.

Aspiration of /p, t, k/ can be lost or lessen in the following phonetic environments:

- before a short vowel: *pity, ton, cut*;
- before an unstressed vowel: *prospect, shorter*;

- in final position: *stop, mute, look*;
- when these stops are preceded by /s/: *stand, skills, speak*.

3. Study the rules for the following consonants and practice them in proverbs and tongue twisters:

a) /k/

Graphical Rules:

1. "k", "ck" – kite, kitten, black;
2. "c", "cc" + "a, o, u" – card, accord, cute;
3. "qu" – /kw/ or /k/ – conquer, quiet;
4. "ch" in the borrowed words – school.

Proverbs and Sayings:

1. Curiosity killed the cat.
2. To carry coals to Newcastle.
3. A man is known by the company he keeps.
4. Christmas comes but once a year.
5. Cut your coat according to your cloth.

c) /p/

Graphical Rules:

1. "p", "pp" – pin, capable, approach

Proverbs and Sayings:

1. As pretty as a picture.
2. To be like two peas in a pod.
3. To be penny-wise and pound-foolish.
4. He who pays the piper calls the tune.

Tongue-twister:

Peter Piper picked a pack of pickled peppers.

A pack of pickled peppers Peter Piper picked.

If Peter Piper picked a pack of pickled peppers,

Where's a pack of pickled peppers
Peter Piper picked?

b) /l/

Graphical Rules:

1. "l", "ll" – glad, tell.

Proverbs and Sayings:

1. Be full of bull.
2. Cleanliness is next to Godliness.
3. Live and learn.
4. Lend your money and lose your friend.
5. As large as life.

d) /t/

Graphical Rules:

1. "t", "tt" – take, attend;
2. "th" (in proper names) – Thomas, Minas-Tirith;
3. "ed" after voiceless consonants except "t" – jumped.

Proverbs and Sayings:

1. Dead men tell no tales.
2. Don't trouble trouble until trouble troubles you, it only doubles troubles and troubles others too.
3. To be too good to be true.
4. It takes two to tango.

4. Find the Ukrainian equivalents for the proverbs, choose 2–3 of them to explain.

e.g. "*as pretty as a picture*" means extreme beauty, perfectness of something.

5. Read the following words and transcribe them:

- a) count, cantaloupe, cult, catch, account, knick-knack, chemistry, doctor, case, score, kept, queen, liquor;
- b) fall, allow, will, full, learn, Lorient, cool, bell, library, traveling;
- c) happy, speak, sloppy, keeper, stopped, post-office, except, happen, practice;
- d) Thane, Thames, Thailand, settlement, worked, talked, stand, steam, sent, cotton, liked.

6. Transcribe the following words, pronounce them with aspiration where necessary and single out the words which contain the phonemes with the loss of aspiration:

pit, poke, aspiration, talk, cup, stop, school, top, port, calm, take, claim, proper, lip, scheme, together, tilted, snap, strong, coal, timeless, count, still, skate, splash, pot, tock.

7. Answer the self-control questions:

- 1. What is articulation?
- 2. What are the main criteria for classification of consonants?
- 3. What is aspiration?
- 4. What are the cases when aspiration is lost?
- 5. What consonants do we call 'semivowels'?

UNIT 4

1. Study the rules of pronouncing vowels in different types of syllables.

The main notions of the unit: *syllable, speech unit, sound sequence, prominent sound, peak of a syllable, nucleus, syllabic sound, sonorant, syllabic consonant.*

TYPES OF SYLLABLES

Syllable is a speech unit consisting of a sound or a sound sequence one of which is heard to be more *prominent* than the others. The most prominent sound being the peak or the nucleus of a syllable is called *syllabic*. Syllabic sounds are generally vowels.

There are 4 types of syllables in English. In the *first type* of syllable

(open syllable) vowels are read as they are named in the alphabet. In the *second type* of syllable (closed) a vowel is followed by a consonant. In such syllables vowels are short. The formulae *vowel + r* goes for the *third type* of syllable. Vowels in these syllables are mostly long. The *fourth type* of syllable (*vowel + re*) produces diphthongs or long vowels.

	I (V)	II (V + C)	III (V + r)	IV (V + r + V)
a	[eɪ] – plate	[æ] – cat	[a:] – scarf	[eə] – care
e	[i:] – meter	[e] – Internet	[ɜ:] – term (stressed syllable) [ə] – Peter (unstressed syllable)	[ɪə] – mere
i	[aɪ] – time	[ɪ] – pin	[ɜ:] – firm	[aɪ] – fire
o	[ɜv] – home	[ɒ] – pot	[ɔ:] – corn (stressed syllable) [ə] – doctor (unstressed syllable)	[ɔ:] – core
u	[ju:] – cute	[ʌ] – cut	[ɜ:] – murky	[jvə] – pure
y	[aɪ] – sky	[ɪ] – myth	[ɜ:] – Myrtle	[aɪ] – tyre

Most syllables contain an obvious vowel sound. Sometimes, though, a syllable consists phonetically only of a consonant or consonants. If so, this consonant (or one of them) is a nasal (usually /n/) or a liquid (/l/ or, especially in AmE, /r/). For example, in the usual pronunciation of **suddenly** /'sʌdənli/, the second syllable consists of /n/ alone. Such a consonant is a *syllabic consonant*.

Instead of a syllabic consonant it is always possible to pronounce a vowel /ə/ plus an ordinary (non-syllabic) consonant. Thus it is possible, though not usual, to say /'sʌd.ən.li/ rather than /'sʌd.n.li/.

When followed by a weak vowel, a syllabic consonant may lose its syllabic quality, becoming a plain non-syllabic consonant. For example, **threatening** /'θretənɪŋ/ may be pronounced with three syllables, including syllabic /n/, /'θret.n.ɪŋ/ thus, or compressed into two syllables, with plain /n/, thus /'θret.nɪŋ/.

2. Study the rules for the following vowels and practice them in proverbs:

a) /ʌ/

Graphical Rules:

1. The letter "u" in stressed closed syllables – hurry, uncle, consult.
2. "o" followed by
"m" – come, some
"n" – son, gone
"v" – love, govern
"th" – mother, other
3. The diagraph "ou" followed by
"gh" – tough, enough
"bl(c)" – trouble, double
"pl(c)" – couple
"ou" + other consonant: (memorize)
country, courage, cousin, touch,
young, southern

Rare and Irregular Spellings:

blood, flood, worry

Proverb and sayings:

1. As snug as a bug in a rug.
2. As hungry as a hunter.
3. After meat mustard.
4. So many countries, so many customs.

c) /ɒ/

Graphical Rules:

1. The letter "o" in closed stressed syllables (not, office).
2. The diagraph "wa" –
/wɒ/ – was, want, wall;
/wɔ:/ – water.
3. "qua" –
/kwɒ/ – quality, quantity, except
/kwɔ:/ – quarter.

Rare Spellings:

because, cough, knowledge, sausage.

Proverbs and Sayings:

1. Honesty is the best policy.
2. A little pot is often hot.
3. As strong as an ox.
4. As solid as a rock.

b) /ɑ:/

Graphical Rules:

1. "ar" – card, part
2. "a" followed by
"ss" – pass, glass
"st" – past, fast
"sk" – ask, basket
"sp" – grasp, clasp
"ft" – after, craft
"th" – path, father
3. "a" followed by
"lf" – half, calf ("l" is not pronounced)
"lm" – calm, palm
("l" is not pronounced)
4. "ance", "and" in words of French origin when stressed – France, glance, demand, commander

Rare Spelling:

aunt, draught, clerk, sergeant, heart, hearth, bazaar, drama, aria, tomato, garage, moustache, vase.

Proverbs and Sayings:

1. Alarm bells start to ring.
2. After a storm comes a calm.
3. Each dog barks in his own yard.
4. He laughs best who laughs last.

d) /ɔ:/

Graphical Rules:

1. "oor", "our", "oar" – floor, door, your, course; board, roar.
2. "or" when stressed – port, sort
3. "a" followed by "ll, lt, lk" – all, tall; salt; chalk.
4. "au", "aw" – autumn; law.
5. "ought", "aught" – thought; caught.
6. "war" – warm, ward.

Irregular Readings:

our, flour, sour, poor.

Proverbs and Sayings:

1. Any port in a storm.
2. Pride comes before a fall.
3. It never rains but it pours.
4. Trust me not at all or all in all.

3. Find the Ukrainian equivalents for the proverbs, choose 2–3 of them to explain.

e.g. "*as hungry as a hunter*" describes a very hungry person, the highest degree of hunger.

4. Read the following words and transcribe them:

a) oven, cough, company, cover, customer, donkey, mummy, sonny, hurry, pulse, tongue, other;

b) marching, grass, task, basket, plaster, last, bathroom, dance, reprimand, starve, charge, army;

c) warrant, horror, watch, want, porridge, orange, moth, loss, coffee, sorry, golf, office, strong;

d) walk, daughter, draw, small, sought, taught, war, quarrel, lawyer, dawn, foresaw, bought.

5. Read the following words, transcribe them, define the types of syllables which contain the underlined letters. Use a dictionary if necessary.

Codeine, donation, admonition, barley, federal, bergamot, farmhouse, formality, frustration, fucus, grime, hereby, herbal, laptop, Lothlorien, lordship, moreover, mire, internet, parentless, tenet, tiresome, pantheon, virtue, fly, funeral, Fyne, cynic, gyre, murmur, nursery, edict, milestone, filtrate, mirthful, nightmare, cure, sore, lyre, demure, lynx, mustard, myrmidon.

6. Answer the questions for self-control:

1. What is a syllable?
2. What sound is called syllabic?
3. What are the types of syllables in English?
4. How do we read vowels in each type of syllables?
5. What sounds can be called 'syllabic consonants'?

UNIT 5

1. Study how English sounds can be elided in connected speech.

The main notions of the unit: *elision, rapid speech, casual speech, random, compound words, connected speech, contraction, unstressed syllable, weak form, weak vowel.*

ELISION

Elision is the eliding (=omission, deletion) of a sound that would otherwise be present. It is particularly characteristic of rapid or casual speech. It is not random, but follows certain rules, which differ from one language to another.

Some types of possible elision can occur within words in isolation. In English they include

- the elision of the middle part of **nch** and **ng**. For example, **lunch** /lʌntʃ/ is pronounced [lʌntʃ] or, alternatively, [lʌnʃ]; **strange** /streɪndʒ/ is [streɪndʒ] or [streɪnʒ].
- the elision of the middle part of **mps**, **mpt**, **nts**, [ŋks], [ŋkt]. For example, **jumped** /dʒʌmpt/ is pronounced [dʒʌmpt] or, alternatively, [dʒʌmt]; **lynx** /lɪŋks/ is [lɪŋks] or [lɪŋs].

Other types of possible elision apply in compound words and in connected speech. They include the elision of **t** and **d** at the end of a word, before a consonant at the beginning of the next word. Then

- **t** may be elided in **ft**, **st**;
- **d** may be elided in **ld**, **nd**.

next	/nekst/	In isolation, or before a vowel sound, this word is pronounced /nekst/. But in a phrase such as next thing , next question it is often pronounced [neks], with elision of the t .
stand	/stænd/	In isolation, or before a vowel sound, this word is pronounced /stænd/. But in a phrase such as stand clear , stand firm it is often pronounced [stæn], with elision of the d .

The contracted negative **n't** /ənt/ is a special case. Its **t** may be elided in connected speech, no matter what kind of sound follows. Thus when

didn't /'dɪdənt/ is followed by another word or phrase, it is sometimes pronounced /'dɪdən/.

The consonant **h** is often elided in unstressed syllables, and especially in weak forms of function words. Thus **him** is /hɪm/ in isolation, or if stressed, but often [ɪm] when unstressed in a phrase such as **tell him**.

The vowel /ə/ is subject to elision as follows.

- often (though not always) when it is followed by a nasal or liquid and then a weak vowel. There are two stages: first, the /ə/ combines with the nasal or liquid, making the latter syllabic; then, the nasal or liquid may become non-syllabic, in which case all trace of the /ə/ has disappeared.

camera	/'kæməərə/	The full form is /'kæməərə/. If /ə/ is elided, in the first instance it makes the r syllabic: ['kæm.r. ə]. This is usually compressed to give ['kæm.rə]. All three possibilities occur.
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- sometimes, in casual speech, in the first syllable of a word in which the second syllable is stressed and begins with a **r** or **l**. The first syllable then undergoes compression. Thus **terrific** /tə'rifɪk/ sometimes becomes ['trɪfɪk], or **collide** /kə'laid/ becomes [klaɪd].

A pronunciation that originated through elision may become the only possibility for some speakers. Some people have ['kæmrə] as the only pronunciation for **camera**, or [pli:s] as the only form for **police**. For many people it would feel very artificial to pronounce a **t** in **postman** ['pəʊstmən] // ['pəʊsmən].

2. Study the rules for the following consonants and practice them in proverbs:

a) /tʃ/

Graphical Rules:

1. "ch" – chess, chair;
2. "tion" – question;
3. "ture" – nature;
4. "tch" – watch.

Proverbs and Sayings:

1. As different as chalk and cheese.
2. Don't count your chicken before they are hatched.
3. Charity begins at home.
4. Cheap and cheerful.

b) /dʒ/

Graphical Rules:

1. "j" – jam, just;
2. "g" – margin;
3. "dg" – judge.

Rare Spelling: soldier.

Proverbs and Sayings:

1. As sober as a judge.
2. The end justifies the means.
3. You can't judge a book by its cover.
4. Garbage in, garbage out.

c) /w/

Graphical Rules:

1. "w" – well, water;
2. "wh" – what, when;
3. "qu" – /kw/ — quarter.

Proverbs and Sayings:

1. A word to the wise is sufficient.
2. All play and no work makes Jack a dunce.
3. Where there's a will there's a way.
4. One cannot love and wise.

d) /j/

Graphical Rules:

1. "y" before vowels – year, young;
2. "ew", "cu" – /ju:/ – new, Europe;
3. "u" in open syllables – cute.

Proverbs and Sayings:

1. Youth years to be old while age years to be young again.

3. Find the Ukrainian equivalents for the proverbs, choose 2–3 of them to explain.

e.g. *"as different as chalk and cheese"* describes two objects which are completely different.

4. Read the following words and transcribe them:

- a) catch, literature, furniture, chance, future, culture, chubby, lecture, mixture, Dutch, fetch;
- b) jungle, courage, large, major, edge, badge, jar, huge, bridge, stage, charged, joke;
- c) white, whether, quantity, whale, weather, question, quarrel, swore, swan, wine, wear;
- d) euphemism, yard, yelling, tune, yachting, assume, human, queue, pure, super, yours.

5. Read the following word combinations and sentences and single out the cases of elision and transcribe them:

1. last Monday
2. This movie was quite boring.
3. went back
4. There was an old man in the shop.
5. What do you want me to do?
6. Let him speak.
7. I am afraid to miss the train.
8. I don't know this poem by heart.
9. You can write to her today.

10. You must tell them about your problem.
11. Let your daughter come here and stay with us.
12. It's rather costly.

6. Answer the self-control questions:

1. What is elision?
2. Name the types of possible elision.
3. What are the rules for pronouncing of the contracted n't?
4. What consonants can be elided?

UNIT 6

1. Study the rules for the main changes of sounds in connected speech.

The main notions of the unit: *reduction, length of vowels, strength of vowels, formal words, reduce, unstressed position, qualitative reduction, quantitative reduction, assimilation, alteration, similar, adjoining sound, regressive assimilation, progressive assimilation, coarticulation.*

REDUCTION. ASSIMILATION

Reduction. The length and strength of articulation of vowels in unstressed formal words and pronouns is reduced. When the weakness of vowels in unstressed positions is rather big they can lose their quality. Such process is called *reduction*. Reduction can be of two types – *qualitative* and *quantitative*: /æ kæt – ə kæt/, /wi: – wi/.

Assimilation is a type of *coarticulation*. It is the alternation of a speech sound to make it more similar to its neighbors. In English it mainly affects *place of articulation*.

The alveolar consonants /t, d, n/ when they occur at the end of a word or syllable, can optionally assimilate to the place of articulation of the next syllable ('*regressive*' assimilation): /da:k ga:dn – da:g ga:dn/, /wu:d ju: – wu:ɟ ju:/.
 Thus **n** can become **m** before **p, b, m** as in the examples:

ten men ['ten 'men] – ['tem 'men]

downbeat ['daʊnbɪ:t] – ['daʊmbɪ:t]

Similarly, [n] can become [ŋ] before **k, g**, as in

fine grade ['faɪn 'greɪd] – ['faɪŋ 'greɪd]

incredible [ɪn'kredəbl] – [ɪŋ'kredəbl]

In the same way **d** can change to **b** and **g** respectively, as in

red paint ['red 'peɪnt] – ['reb 'peɪnt]

It is also possible for /t/ to change to /p/ and /k/, though a more frequent possibility is for /t/, when followed by another consonant, to be realized as a *glottal stop*.

eight boys ['eɪt 'bɔɪz] – ['eɪp 'bɔɪz]

In the same way **s** and **z** can change to /ʃ/ and /ʒ/ respectively, but only before /f/ and /j/ at the beginning of the next syllable. In *you, you're* the /j/ may then disappear, also /d/ can change to /dʒ/ before /j/.

this shape [ðɪs 'ʃeɪp] – [ðɪʃ 'ʃeɪp]

unless you [ʌn 'les ju] – [ʌn'leʃ (j)u]

as you see ['əz ju 'si:] – ['əʒ (j)u 'si:]

would you [wu:dʒ ju:]

Assimilation can also sometimes operate in the other direction: that is, a consonant can assimilate to the place of articulation of the consonant at the end of the preceding syllable (*'progressive' assimilation*). In English this applies only to *syllabic* [n], changing it to syllabic [m].

ribbon (['rɪbəŋ]) ['rɪbŋ] – ['rɪbm]

This assimilation can operate only if the words are said without a phonetic [ə] between the plosive and the nasal. Furthermore, it cannot apply if the sound after the nasal is a vowel.

2. Study the rules for the following consonants and practice them in proverbs:

a) /f/

Graphical Rules:

1. "f", "ff" – flat, sniff;
2. "ph" – photo, phonetics;
3. "gh" – enough, laugh.

Proverbs and Sayings:

1. As fresh as a daisy.
2. As full as a boot.
3. A fair face may hide a foul heart.
4. Feast today and fast tomorrow.

b) /ʃ/

Graphical Rules:

1. "sh" – shoe, shelf;
2. "s", "ss" – sure, assure;
3. "ch" – machine
(words of French and Greek origin);
4. "ci" – delicious, sufficient;
5. "tion", "sion" – nation, confession.

Rare Spelling: luxury.

c) /v/

Graphical Rules:

1. "v" – village.

Rare Spellings: of, nephew.

Proverbs and Sayings:

1. Like turkeys voting for Christmas.

2. A weaver in Vienna weaved a velvet jacket.

Proverbs and sayings:

1. Shape up or ship out.

2. Share and share alike.

3. To be head and shoulders above.

d) /r/

Graphical Rules:

1. "r", "rr" – run, berry;

2 "wr", "rh" – write, rhythm.

Proverbs and Sayings:

1. Marry in haste, repent at leisure.

2 Pretty is as pretty does.

3 As rich as Croesus.

4 When in Rome do as the Romans do.

3. Find the Ukrainian equivalents for the proverbs, choose 2–3 of them to explain.

e.g. *"as fresh as a daisy"* describes the charm of a pretty young girl.

4. Read the following words and transcribe them:

a) staff, graphic, sophomore, cough, tough, rough, afraid, off, first, conform, fragile, coffee;

b) shining, sufficient, caution, station, ocean, vacation, social, hush, impression, caution;

c) vomiting, twelve, leave, never, over, liver, very well, vain, advice, approve, proverb;

d) Marry, carriage, Wren, wrong, rhyme, rhetorical, spring, pretty, trolley, written, drive.

5. Read the following words, word-combinations, and sentences. Transcribe them and single out the cases of reduction or assimilation in them. Define the type of reduction or assimilation.

1. dark garden

2. red bicycle

3. Would you drink?

4. seven million

5. around Britain

6. Where do you go?

7. loud bang

8. five pounds

9. Does he like this?

10. anecdote

11. What have you done?

12. go right back

13. five past eleven

14. Fix the detail like that

15. I would tell you

16. When I look back I see nothing.

17. That should be all right

18. I'll finish it by Sunday.

19. This show is great.

20. Stop doing that.

21. He's at home after four.

6. Answer the self-control questions:

1. What is reduction?
2. Describe the types of reduction.
3. What is assimilation?
4. Describe the types of assimilation.
5. What consonants can be assimilated?

UNIT 7

1. Study the difference between weak and strong forms in English.

The main notions of the unit: strong form, weak form, strong vowel, weak vowel, function word, unstressed position, stranded word.

STRONG AND WEAK FORMS

Many English function words (=articles, pronouns, prepositions, auxiliaries, modals, etc.) have more than one pronunciation. In particular, they have a **strong form**, containing a **strong** vowel, and a **weak form**, containing a **weak** vowel. An example is **at**, with the strong form /æt/ and the weak form /ət/.

The weak form is generally used if the word is unstressed (as is usually the case with function words). The strong form is used only when the word is stressed, usually because it is accented.

Jim's /æt/ lunch. He'll be back /æt/ one.

We say /'æt/ home', not 'in home'.

I'll invite /ðəm/ round.

Tell me how they /'wɜːl/.

They /wəl/ delighted.

Nevertheless, the strong form is used for unaccented function words in certain positions:

- usually, for a preposition when it is between a weak syllable and a pronoun, to help the rhythm:

I'm 'looking /æt ju/. (Compare: Don't 'look /æt mi/.)

- always, when a function word is **stranded** (=left exposed by a syntactic operation involving the movement or deletion of the word on which it depends):

Where does she /'kʌm frəm/ // /frʌm/? (...from X)

/aɪ kən/ speak English better than /'ju: kən/. (=than you can speak)

It was /'eɪmd æt/ but not achieved. (=they aimed at it)

It is important for learners of English to use weak forms appropriately. Otherwise, listeners may think they are emphasizing a word where this is not really so. Equally, native speakers should not be misled into supposing that careful or declamatory speech demands strong forms throughout. One exception is the pronunciation style used for **singing**, where strong forms are often used. Even here, though, articles are usually weak.

Contractions are considered to be weak forms also:

he is – **he's**;

I have not – **haven't**;

she does not – **she doesn't**.

Among unstressed syllables it is useful to distinguish between those that nevertheless contain a strong vowel and those that have a weak vowel. This distinction has implications for syllabification and for rhythm.

A stressed syllable (shown in words of more than one syllable by one of the marks ' and ") must always contain a **strong** vowel (=any vowel or diphthong except /ə/, /ɪ/, /ʊ/). All the syllables in the following words, whether stressed or unstressed, are strong-vowelled: **red** /red/, **hope** /hɒp/ // /hoʊp/, **bedtime** /'bed taɪm/, **undone** /'ʌn 'dʌn/, **butane** /'bjʊtən/.

The vowels /ə/, /ɪ/, /ʊ/, are always weak. The vowel /ɪ/, too, is weak in many cases, and also sometimes /ʊ/ in BrE and /ɒ/ in AmE. The unstressed syllables in the following words are all **weak-vowelled**: **allow** /ə'laʊ/, **happy** /'hæpi/, **situation** /sɪtʃju: 'eɪʃn/, **carelessness** /'kæələsənəs/, **remember** /rɪ'membə/ // /rɪ'membər/, **standard** /'stændəd/ // /'stændərd/, **stimulus** /'stɪmjʊləs/ // /'stɪmjələs/. The weak vowel /ə/ may be realized in the form of a *syllabic consonant*, as in **suddenly** /'sʌdənlɪ/.

The distinction between weak /ɪ/ and /ə/ has the power of distinguishing words. For example, **V.I. Lenin** is /'lenɪn/, but **John Lennon** is /'lenən/. The words **rabbit** /'ræbɪt/ and **abbot** /'æbət/ do not rhyme. In certain other kinds of English, however, this distinction may be

neutralized, with /ə/ used instead of weak /ɪ/ in virtually all positions, or with the choice between /ə/ and /ɪ/ dependent upon the phonetic context.

Even in RP and in other kinds of English that maintain the distinction between weak /ɪ/ and /ə/, many words may be heard with either pronunciation. For example, **carelessness**, **civil**, **private** are nowadays more usually pronounced ['kæələsənəs], ['sɪvəl], ['praɪvɪt]. A conservative minority say ['kæələsɪs], ['sɪvɪl], ['praɪvɪt].

2. Study the rules for the following vowels and practice them in proverbs:

a) /eɪ/

Graphical Rules:

1. The letter "a" in open syllables – take, plate.
2. The diagraphs
"ai" – main, plain
"ay" – may, play
"ei" – veil, neighbour
"ey" – grey, convey
3. "a" followed by
"ng" – range, change
"st" – haste, paste

Irregular Readings: key, height.

Proverbs and Sayings:

1. Play your ace.
2. An apple a day keeps doctors away.
2. Tastes differ.
4. Haste makes waste.
5. Money spent on brain is never spent in vain.

c) /ɔɪ/

Graphical Rules:

1. The diagraphs "oi" – oil, boil;
"oy" – toy, oyster.

Irregular readings: tortoise.

Proverbs and sayings:

1. Spare the rod and spoil the child.
2. One man meat is another man's poison.
3. As shining as a new coin.
4. A watched pot never boils.
5. Empty vessels make the most noise

b) /ɛə/

Graphical Rules:

1. The letter combinations "are" – hare, care; "air" – hair, air.
2. The letter "a" in open accented syllable followed by "r" – vary, Mary, parent, variant (except "rr" cases – marry, parrot)

Irregular Spelling:

are, bear, tear, where, there

Proverbs and Sayings:

1. Be like rearranging the deckchairs on the Titanic.
2. After rain comes fair weather.
3. If you run after two hares you will catch neither.
4. Where there's a will there's a way.

d) /aɪ/

Graphical Rules:

1. The letters "i", "y" in stressed open syllables – tie, pie, final, rye, time.
2. "ight" – light, night.
3. "i" followed by "ld", "nd" – kind, blind, child, mild.

Irregular spellings: either, neither.

Irregular readings: wind, city, pity.

Proverbs and Sayings:

1. Once bitten twice shy.
2. Time flies.
3. Variety is the spice of life.

3. Find the Ukrainian equivalents for the proverbs, choose 2–3 of them to explain.

c.g. "*an apple a day keeps doctors away*" is a piece of folk wisdom about health.

4. Read the following words and transcribe them:

a) fate, maiden, grape, gain, vein, ray, delay, Frey, waste, tasteful, waitress, mail, patient, waved;

b) dare, Clare, fair, chair, prepare, dangerous, engage, bear, share, pear, theirs, affair, careful;

c) spoil, coin, boy, joyful, boiled, destroy, exploit, ointment, choice, moist, poison, annoy;

d) fly, sky-height, right, mind, crime, minus, lied, tried, frightened, knight, wider, child.

5. Rewrite the following sentences in more natural English with contractions where appropriate. Underline the words which are in their weak and strong forms.

1. I do not want to see him, but I am sure you want to.

2. She is not going to learn from this experience, but he is.

3. I have heard that you are thinking of moving from London. Are you?

4. They have dinner at seven, do not they?

5. You will be able to get a ticket for me, will you not?

6. I have got no idea who this letter is from.

7. Can you not remember who Bill used to work for?

8. I have been waiting for you to come.

9. We had been looking forward to coming for ages, then at the last minute we were not able to.

10. Will you not sit down for a couple of minutes?

6. Transcribe A's lines in the following telephone conversation between two friends. Underline the words in their weak forms. Dramatize the dialogue.

A: What are you doing at the weekend?

B: I haven't decided yet.

A: We're going to Scotland. Do you want to come too?

B: I'd love to. Where are you staying?

A: We've decided to camp, none of us can afford to pay for a hotel.

B: Camping in Scotland in October! You'll be freezing.

A: No, we won't. We've got strong tents, lots of warm clothes and thick sleeping bags.

B: Have you checked the weather forecast?

A: Of course, we have. And it's pretty warm for October.

B: OK then. It'll be quite an adventure!

A: Excellent! I'll tell the others, they'll be delighted. We'll pick you up at six on Friday. See you then, good-bye.

B: Bye!

7. Answer the self-control questions:

1. What is a strong form?
2. What is a weak form?
3. What vowels are always weak?
4. What words can have both weak and strong forms?
5. Why is it necessary to use weak forms appropriately?

UNIT 8

1. Study how to stress simple and derived words.

The main notions of the unit: *word stress, polysyllabic word, sound loudness, pitch, sound quantity, sound quality, constitutive function, distinctive function, primary stress, secondary stress, root syllable, disyllabic word.*

WORD STRESS

Every polysyllabic word has one or more syllables of greater prominence than the others. Such syllables are said to be accented or stressed. Sound loudness, pitch, sound quantity (length), or sound quality may render a syllable more prominent than the others.

Word stress performs two linguistic functions: *constitutive* (arranging syllables in words) and *distinctive* (differentiating the meaning of words consisting of the same morphemes).

Many simple and derived (consisting of a root and a suffix or a prefix) polysyllabic English words have both *primary* and *secondary* types of stress. There is a group of words in English which have 2 equally strong stresses: *'re'write*, *'four'teen*, *'ice'cream*, *'snow'white*. Such rule works mostly in compound words (or seldom in derived words) if both stems have equal semantic value. In other cases in compound words only one component can be stressed.

There are two main principles of marking word-stress:

- 1) the root syllable is stressed: *'clever*, *'water*, *'singing*; *be'fore*, *be'gin*, *mis'take*;
- 2) the third syllable from the end is stressed: *ar'ticulate*, *'stimulate*, *'situate*.

According to both rules most disyllabic words have their stress on the first syllable: *'finish*, *'answer*.

Disyllabic French borrowings have the primary stress on the last syllable: *ma'chine*, *po'lice*.

Words of 3 syllables generally have stress on the first syllable: *'cinema*, *'afterwards*, *'recognize*.

Words with suffixes *-ate*, *-fy*, *-ize* usually have their stress on the third syllable from the end: *'qualify*, *ar'ticulate*, *'centralize*.

The secondary stress is manifested in polysyllabic words with the primary stressed on the third or the fourth syllable from the beginning: *,popu'larity*, *,respon'sibility*, *,deco'ration*, *ex,perimen'tation*, *,articu'lation*.

If the original word has a primary stress on the first syllable, the derived word would have its stress (primary or secondary) there also: *'possible* – *possi'bility*.

2. Study the rules for the following vowels and practice them in proverbs:

a) /ɪə/

Graphical Rules:

1. The letter combinations "ere" – here, sphere; "ear" – hear, dear; "eer" – deer, beer; "ier" – pier, fierce.
2. The letter "e" in open stressed syl-

b) /ʌv/

Graphical Rules:

1. The letter "o" in open syllables – go, home, moment.
2. "o" followed by "ll" – poll, roll;

lable + "r" – cra, period, serious.

Rare Spellings:

theory, museum, theatre, idea, real

Irregular Spellings:

to bear, to wear, pear, where, there

Proverbs and Sayings:

1. To make a silk purse out of a sow's ear.
2. Fools rush in where angels fear to tread.
3. Experience is the best teacher.
4. To be up to the ears in love.

c) /ʊə/

Graphical Rules:

1. The letter combination "ure" – cure, pure.
2. The letter "u" in open stressed syllable – jury, fury, during.

Rare Spellings:

poor, moor, tour(ist), Europe

Irregular Reading: to bury /ˈbɜːrɪ/

Proverbs and sayings:

1. Prevention is better than cure.
2. Slow but sure.
3. What can be cured must be endured.

"ld" – old, told;

"st" – most, post.

3. "o" in word-final unstressed syllables – hero, photo.

4. The diagraph "ow" – low, show, know.

5. The diagraph "oa" – boat, road.

Irregular Spellings:

shoulder, poultry, soul, owe, mould

Proverbs and Sayings:

1. Let's get the show on the road.
2. As you sow you shall mow.
3. Sticks and stones may break my bones.
4. Mighty oaks from little acorns grow.

d) /aʊ/

Graphical Rules:

1. The diagraph "ou" – out, thousand.
2. The diagraph "ow" – town, down-load, towel.

Irregular Spellings:

drought, bough, plough

Proverbs and Sayings:

1. An ounce of prevention is worth a pound of cure.
2. Actions speak louder than words.
3. A sound mind in a sound body.
4. To come out dry.

3. Find the Ukrainian equivalents for the proverbs, choose 2–3 of them to explain.

e.g. "to be up to the ears in love" describes a person who loves somebody very much without noticing anything around.

4. Read the following words and transcribe them:

- a) mere, peer, fear, cashier, dear, serious, ideal, cereal, imperial, feared, queer, weary;
- b) nosy, closed, cold, coast, roast, snow-white, denote, soak, toad, bone, mold, poll, yellow;
- c) sure, surely, endure, furious, cruel, lure, during, fuel, duel, eventual;
- d) owl, foul, cowboy, mouthful, house, count, howl, louse, bowel, nowadays, boundless.

5. Read and transcribe the following words, write them in the correct column. Analyze each word and explain the rules for word stress in them:

- 1) * — 2) — * 3) — * — 4) * — — 5) — — *
 6) — — * — 7) — * — —

Japan	traveler	develop	broadcast
Japanese	operatic	hotel	concentrate
optimist	fatal	experiment	delegation
origins	fatality	create	psychology
optimistic	discovery	privileged	business
industry	abroad	prehistoric	religion
opera	illegal	passenger	organize
industrial	overtake	photographer	scholarship
economy	backpacker	chocolate	accidental
economics	delicious	destruction	educate
politics	unique	mistaken	inhabitant
politician	caravan	photograph	original

6. Put the following words into the correct column according to the pronunciation of *-ea-*:

dear	breathe	tear (2)	weary	reason
wear	cease	breadth	scream	weapon
bread	earth	cheat	spear	threatening
meat	pear	beast	clear	dreadful
fear	hearse	heal	breast	steak
learn	leapt	jealous	health	deaf
break	theatre	meant	yearn	thread
beard	great	pleasant	lead(2)	search
death	pearl	mean	gear	leap
breath	swear	bear	rear	

7. Answer the self-control questions:

1. What are the main function of the word stress in language?
2. What types of stress do you know?
3. Name the main principles of putting word stress in simple words?
4. How do we stress derived words?
5. What are the rules for putting secondary stress?

UNIT 9

1. Study the rules for accent in English.

The main notions of the unit: *context, accent, prominence, relative importance, communicative center, syntactical stress, logical stress, logical center, utterance.*

SENTENCE STRESS

The importance of a word in a sentence depends on the context. *Sentence stress* is a special prominence given to one or more words according to their relative importance in a sentence. Sentence stress singles out the communicative center of the sentence, which introduces the most important information in it.

The most spread types of sentence stress is a *syntactical stress* according to which the notional parts of speech are stressed.

Logical stress emphasizes the logical center of the utterance. Usually the new information in the sentence is stressed logically and pronounced with falling intonation.

2. Study the rules for the following consonants and practice them in proverbs and tongue twisters:

a) /h/

Graphical Rules:

1. "h" – home, hammer;
2. "wh" – who, whom.

Proverbs and Sayings:

1. As happy as a clam.
2. Handsome is that handsome does.
3. Everything comes to him who waits.

c) /ʒ/

Graphical Rules:

1. "g" in words of French origin – garage, genre
2. "si" – invasion, vision
3. "sure" – measure, leisure

b) /θ/, /ð/

Graphical Rules:

1. "th" – think, nothing; they, father, with.

Proverbs and Sayings:

1. All fingers are thumbs.
2. Birds of a feather flock together.
3. Wealth is nothing without health.
4. To know everything is to know nothing.
5. What is worth doing at all is worth doing well.

Tongue-twister:

Whether the weather is fine,
Or whether the weather is not.
Whether the weather is cold,
Or whether the weather is hot,
We'll weather the weather,

Proverbs and Sayings:

1. Eat at pleasure, drink with measure.
2. Conversation is a pleasure, but it wants leisure.

Whatever the weather,
Whether we like it or not.

3. Find the Ukrainian equivalents for the proverbs, choose 2–3 of them to explain.

e.g. *"all fingers are thumbs"* describes a clumsy person, unable to do the simplest things correctly.

4. Read the following words and transcribe them:

- a) hamster, dishonest, whole, harassment, somehow, harm, unhappy, whose, behind, behave;
- b) enthusiasm, athlete, therefore, truth, length, thrust, birth, smooth, breathe, bathe, therefore;
- c) division, measurement, pleasure, decision, confusion, mirage, treasure, composure.

5. Listen to the poem, put stress-tone marks. Learn the poem by heart.**"The Riddling Knight"**

By James Reeves

O, what is louder than a horn?
And what is sharper than a thorn?
What is heavier than the lead?
And what is better than the breed?
O, what is higher than the tree?
And what is deeper than the sea?
O, shame is louder than a horn,
And hunger is sharper than a thorn,
And sin is heavier than the lead,
And the blessing is better than the breed.
O, Heaven is higher than the tree,
And love is deeper than the sea.
Linking 'r': hunger is.

6. Read the sentences aloud and mark the main stressed words in B's responses. Dramatize the dialogue.

A: Don't you think Frank's put on a lot of weight recently?

B: You're kidding. If anything, he's lost weight.

A: I think Frank earns more than me.

B: Well, I know he earns a lot more than me.

A: He's thinking of buying a second-hand Mercedes.

B: What do you mean? He's already bought a brand new one.

A: He's just bought two pairs of designer jeans.

B: Didn't you know that all Frank's clothes are designer labels?

A: Does Frank have many stocks and shares?

B: He has loads of them.

A: Isn't Frank in New York on business?

B: No, in fact he's in Florida on holiday.

A: His latest girlfriend has long, blonde hair.

B: Really? The girl I saw him with had short, brown hair.

7. Answer the self-control questions:

1. What is sentence stress?
2. What is logical stress?
3. What is syntactical stress?
4. What is the intonation of the new information in a sentence?

UNIT 10

1. Study the general rules of English intonation.

The main notions of the unit: *intonation, complex unity, pitch, sentence stress (accent), tempo, voice quality (timbre), intonation group, communicative type of the sentence, syntagm, rising tone, falling tone, nucleus, nuclear tone, constitutive function, distinctive function, pre-head, head, tail.*

INTONATION

The information conveyed by a sentence is expressed not only by proper words and grammar structures but also by intonation. Intonation is a

complex unity of variation in *pitch*, *sentence stress (accent)*, *tempo*, and *voice quality (timbre)*.

Intonation serves to form sentences and intonation sense-groups, to define their communicative type, to express the speaker's attitude towards the information expressed (*constitutive function*).

One and the same grammatical structure and lexical composition of the sentence may express different meaning when pronounced with different intonation (*distinctive function*).

Intonationally a sentence can consist of one or several *sense groups* or *syntagms*. Usually a sense-group has the following characteristics:

- it has at least one accented word carrying a marked change in pitch;
- it is pronounced without any pause in it;
- it has some kind of voice quality;
- it has its ended meaning and ends in rising or falling tone of the last stressed syllable.

The last stressed syllable of the syntagm is called *nucleus* (intonation changes there), the tone of the nucleus is called the *nuclear tone*.

2. Study the rules for the following vowels and practice them in proverbs:

a) /ʊ/

Graphical Rules:

1. The diagraph "oo" followed by "k" – book, look.
2. The letter "u" after "p", "b", "f" – pull, bull, full.

Irregular Spellings: but, bus, butter.

Rare Spellings:

could, should, bouquet, woman, wolf.

Proverbs and Sayings:

1. Be like a bull in a china shop.
2. A good beginning makes a good ending.
3. A good cook never cooks while looking into a cookery-book.
4. Look before you leap.

b) /u:/

Graphical Rules:

1. The letter "u" in open syllables – tune, due, hue

Note: it sounds /u:/ preceded by "j, r" – June, rule, true;

2. The diagraphs "eu", "ew" – /ju:/ – neutral, few,

but /u:/ in Jew, crew, flew.

3. "ui" – suit, fruit;

4. The diagraph "ou" in the words of French origin – group, soup, you, wound, rouge;

5. "oo" – tool.

Rare Spellings: beauty, queue, who, whom, whose, do to, two, tomb.

Proverbs and Sayings:

1. No news is a good news.
2. Bad news has wings.
3. That's where the shoe pinches

c) /æ/**Graphical Rules:**

The letter "a" in closed syllables – lad, glad.

Note: A number of trisyllabic words with the accented letter "a" in an open syllable fall under this rule: cavity, vanity.

Proverbs and Sayings:

1. Like the cat that ate the canary.
2. As American as an apple-pie.
3. To have ants in one's pants.
4. He that hatches matches hatches catches.
5. No living man all things can.

d) /e/**Graphical Rules:**

1. The letter "e" in closed accented syllables – red, bet.

2. The diagraph "ea" before "d" – bread, head; "th" – breath, death, weather.

Irregular Spellings: heavy, measure, pleasure, pleasant, health, wealth, meant, breakfast, weapon.

Rare Spellings:

any, many, friend, says, said.

Proverbs and Sayings:

1. Laughter is the best medicine.
2. Necessity is the mother of invention.
3. Better to do well than to say well.
4. All is well that ends well.

3. Find the Ukrainian equivalents for the proverbs, choose 2–3 of them to explain.

e.g. "*as American as an apple-pie*" describes a person who is 100% American because of his/her behaviour, habits, and life-style.

4. Read the following words and transcribe them:

- a) hook, took, pull, push, bush, fuchsia, July, woman, pudding, butcher, bullet, puss, would;
- b) rule, lunatic, funeral, mute, jewelry, suitable, route, knew, fool, stool, whooping, loose;
- c) carriage, wagon, valve, balcony, alphabet, batch, happy, pant, family, dash;
- d) penny, fellow, thread, threaten, already, dreadful, breath, pence, better, merry.

5. Listen to the text, divide the sentences into syntagms. Learn the text by heart.

Tim Fenton phoned me last night. He phoned me on Friday too. I haven't seen him since I went to Simon's party last Wednesday. Tim asked me to meet him tomorrow in front of the entrance to Regent's park zoo. He hasn't got to work tomorrow.

We are going to spend a nice quiet afternoon together. I need a quiet afternoon. I want to go to Regent's park. It's a marvelous place for sitting and talking quietly.

I really love London. I hope to work here one day. Perhaps I can work for a European company here. I understand they always need bilingual secretaries.

Assimilation: last night.

Linking 'r': for a European company.

6. Answer the self-control questions:

1. What are the components of pronunciation?
2. What are the functions of intonation?
3. What are the characteristics of a syntagm?
4. What is the nuclear tone?

UNIT 11

1. Study the use of nuclear tones in English.

The main notions of the unit: *nuclear (terminal) tone, level tones, moving tones, Low Fall, High Fall, Low Rise, High Rise, Rise-Fall, Fall-Rise, Rise-Fall-Rise, Mid Level.*

NUCLEAR TONES OF MODERN ENGLISH

All the English terminal tones can be classified under two types: tones of unchanging pitch, known as *level tones*, and tones of changing pitch, known as *moving tones*. There are two main forms of pitch change: a fall and a rise. Accordingly we speak falling tones carry with them a sense of completion and finality, and categorical in character. The rising tones carry a sense of incompleteness and are non-categorical in character.

1. *The Low Fall* [˩] – usually appears in categorical statements, orders, special questions.

Stand still.

2. *The High Fall* [˨˩] – usually appears in special questions, highly emotional statements.

˨˩ Come.

3. *The Low Rise* [/] – usually appears in general questions, requests, tag-questions, in a row of homogeneous members of sentence.

/Really?

4. *The High Rise* [/] – usually appears in general questions, highly emotional statements.

/How?

5. *The Rise-Fall* [^] – usually appears in accented words of different sense-groups.

^Come in.

6. *The Fall-Rise* [^] – usually appears in questions, direct addresses.

\Stay here.

7. *The Rise-Fall-Rise* [^] – usually appears in highly emotional questions and statements of different types.

^Terrible?

8. *The Mid-Level* [>] – usually appears in statements, poems.

>Hello.

2. Study the rules for the following vowels and practice them in proverbs:

a) /ɪ/

Graphical Rules:

1. The letters "i", "y" in stressed closed syllables – sit, window, myth, syllable;
2. "y", "ey" when unstressed – city, money;
3. "ai", "ay" when unstressed – fountain, mountain, holiday, Sunday;
4. The letter "e" in prefixes – before, begin decide.

Rare Spellings:

busy, foreign, women, coffee.

Proverbs and Sayings:

1. As fit as a fiddle.
2. As thick as thieves.
3. As thin as a stick.
4. As busy as a bee.
5. Little pitches have big ears.

b) /ə/

Graphical Rules:

1. The letter "a" in prefixes – about, asleep
2. In suffixes "er" – teacher,
"or" – doctor,
"ar" – cellar,
"our" – neighbour,
"ous" – famous;
3. "a", "o", "u" when unstressed – sofa, atom, column.

Proverbs and Sayings:

1. Better late than never but better never late.
2. Hammer and tongs.
3. Like teacher like pupils.
4. Experience is the mother of wisdom.

c) /i:/

Graphical Rules:

1. "e" in open and historically open syllables – be, meter, theme;
2. the diagraphs:
"ee" – meet, see;
"ea" – meat, seat;
"ie" – piece, field;
"ei" – ceiling.

Rare Spellings:

people, key, breathe, wreath.

Proverbs and Sayings:

1. A friend in need is a friend indeed.
2. No sweet without some sweat.
3. Extremes meet.
4. Honey is sweet but the bee stings.

d) /ɜ:/

Graphical Rules:

1. "e", "i", "u", "y" followed by "r" when stressed – term, service; bird, sir; nurse, fur; Myrtle.
2. "ear" + consonant – earth, heard (except: heart, hearth).
3. "wor" + consonant – worn, worst.

Proverbs and Sayings:

1. One good turn deserves another.
2. The early bird catches the worm.
3. First come, first served.
4. Practice makes perfect.

3. Find the Ukrainian equivalents for the proverbs, choose 2–3 of them to explain.

e.g. "*as fit as a fiddle*" describes a person who is in good health.

4. Read the following words and transcribe them:

- a) mint, pity, Friday, honey, lady, village, silly, baby, hockey, lonely, honey, birthday;
- b) compare, occupation, autumn, accompany, favour, various, occur, neither, dangerous;
- c) deed, feature, bead, weak, eager, niece, breeze, believe, receive, heat;
- d) murky, first, turtle, firmly, servant, world, worm, worse, purred, certain, workable.

5. Read the sentences, define their types, use the suitable nuclear tone:

- 1) Would you close the door?
- 2) Where did he go?
- 3) Were you working all day long?
- 4) Stop doing this.
- 5) Can you come up here?
- 6) Your sister surely likes cats, doesn't she?
- 7) He never knew words, rules, exclusions and other grammar details.
- 8) Did he bring books or magazines?
- 9) How could you all those fruit and vegetables?

10) When will they call you?

11) Give me that book, please.

6. Listen to the poem, put stress-tone marks. Mind the pronunciation of the enumeration. Learn the poem by heart.

"November"

By Thomas Hood

No sun – no moon!

No morn – no noon –

No dawn – no dusk – no proper time of day –

No sky – no earthly view –

No distance looking blue,

No road – no street – no "t'other side the way"

No end to any Row

No indications where the Crescents go –

No top to any steeple

No recognition of familiar people!

No warmth – no cheerfulness, no helpful ease,

No comfortable feel in any member;

No shade, no shine, no butterflies, no bees,

No fruits, no flowers, no leaves, no birds,

No – vember!

Lateral plosion: comfortable.

7. Write the words in the right boxes. There are six words for each vowel sound.

Sick, horse, letter, work, fun, want, together, peanut, onion, early,
party, could, daughter, roof, worm, pool, spinach, small, hug, busy, mother,
pullover, banana, fan, darling, carrot, tilt, woman, machine, breakfast,
banana, suit, sausage, cornflake, leek, second, heat, odd, accent, tree, head,
floor, raspberry, orange, fully, worry, father, cool, camp, famous, search,
smaller, cucumber, colonel, family, good, log, jeans, canoe, building,
match, plump, good, letter, weather, women, walk, garden, machine, clot,
cherry, purpose.

/e/ Letter	/ʌ/	/i:/	/ɪ/
/ʊ/	/u:/	/æ/	/ɒ/
/ɔ:/	/ɜ:/	/ɑ:/	/ə/

6. Answer the self-control questions:

1. What types of terminal tones in English do you know?
2. What types of utterances require falling tones?
3. What nuclear tones appear in emotional statements?
4. What nuclear tone is used in requests?
5. What nuclear tone is used indirect address?

UNIT 12

1. Study the intonation covered by different types of heads.

The main notions of the unit: *pre-head, head, tail, descending head, ascending head, level head, stepping head, falling head, scandent head, sliding head, rising head, climbing head, accidental rise.*

TYPES OF HEADS. ACCIDENTAL RISE

Every sense group (syntagm) may consist of three parts: pre-head, head, and tail. The *pre-head* consists of the syllables which stand before the first stressed syllable in the sense-group. The *head* is the main part of the syntagm and consists of all the syllables from the first stressed up to the last stressed one. The *tail* consists of the unstressed syllables standing after the last stressed one. The pre-head and the tail may be missing depending on the sense of the syntagm.

According to the general pitch direction heads may be *descending, ascending, and level*. According to the direction of pitch movement within and between syllables (a) the descending heads may be: *stepping, falling, scandent, sliding*; (b) ascending heads may be: *rising, climbing*; (c) level heads may be: *high level, medium level, low level*.

In general falling, stepping and level heads sound complete, definite, final, firm, more categoric and serious, persuasive, light. Scandent and sliding heads sound self-satisfied, playful, joyful, delighted, and smug.

Within long intonation groups gradually descending heads (stepping or

falling) may be broken by the so-called "*accidental (special) rise*". This happens when one of the syllables is pronounced on a higher pitch level than the preceding one.

The broken descending head is very common when one particular word in a phrase should be singled out according to the speaker's purpose.

2. Listen to the poem, put stress-tone marks. Find the sentences with different types of heads. Listen carefully to the sentences with accidental rise. Learn the poem by heart.

"The owl and the pussy cat"

By Edward Lear

The Owl and the Pussy-Cat went to sea
In a beautiful pea-green boat.
They took some honey and plenty of money
Wrapped up in a five-pound note.
The Owl looked up to the stars above
And sang to a small guitar,
"O, lovely Pussy, o Pussy, my love,
What a beautiful Pussy you are, you are.
What a beautiful pussy you are".
Pussy said to the Owl,
"You elegant fowl, how charmingly sweet you sing".
"Oh, let us be married, too long we have tarried,
But what shall we do for a ring? "
They sailed away, for a year and a day
To the land where the bong-tree grows;
And there in the wood a Piggy-wig stood
With the ring at the end of his nose.
His nose? With the ring at the end of his nose.
"Dear Pig, are you willing to sell for one shilling your ring?
Said the Piggy, "I will! "
So, they took it away and were married next day
By the turkey who lives on the hill.

They dined on mince, and slices of quince,
Which they ate with the runcible spoon.
And hand in hand on the edge of the sand
They danced by the light of the moon, the moon,
They danced by the light of the moon.

Linking 'r': for a ring, for a year and a day.

Nasal plosion: five-pound note.

Elision: pound note.

3. Listen to the Limericks. Put stress-tone marks. Mind pauses and rhythm. Learn them by heart.

1. There was a young man with a fox,
Which slept in a cardboard box,
It went into town
To buy a nightgown,
And returned with some red and white socks.
2. There was an old lady from Beddy,
Who went for a walk with a teddy,
And when they came back,
The teddy was fat,
Because he had eaten the lady.
3. There was a young lady from Niger,
Who smiled when she rode on a tiger,
They returned from the ride
With the lady inside,
And the smile on the face of the tiger.
4. There was a young man from New York,
Who had an aversion to pork,
If they served it at table,
He just wasn't able
To touch it with knife or with fork.
5. There was an old lady from valley,
Who was very fond of the ballet,

When she went to the dance
With her cow at once,
There was a big earthquake on valley.

6. There was a nice girl from Seattle,
Who unfortunately tended to prattle,
Said her man from the East,
"If this doesn't cease,
I'll put you outside with the cattle".
7. There was a young girl fearing prison,
Who liked stealing gold for no reason.
She stole a gold ring,
And was prisoned in spring,
It's no longer her favourite season.
8. There lived a red flower in bower,
It was pretty and had a great power.
Once it went to a lawn
Just to look at the dawn
And was suddenly cut by a mower.

4. Listen to the text, put stress-tone marks. Mind the pauses. Learn the text by heart.

Felix Catt is a typical resident of Siberia Avenue, Surbiton. He looks gloomy, but in fact he is quite happy, and he lives a quiet life in this suburb of London. His wife Gertie looks after him carefully; she cleans the house regularly, and feeds him daily on well cooked meat and tinned vegetables. There is always a supply of fresh water for his whisky, and plenty of carpet space for putting practice, so he is very comfortable and content with suburban life.

Felix is very fond of his old dog Sam. They go for walks together on Sundays. Today he is taking Sam to the local vet, because he is afraid that he is going blind. However, the vet is confident of curing him by means of a small operation. He is giving Sam an injection before operating on him, so that he will sleep peacefully the whole time and not feel any pain. There

is even a pretty nurse standing by to comfort Sam in case he feels unhappy and lonely in the strange surroundings.

In general, both Felix and Sam think that they don't have a bad life, and they have no desire to change it for anything more adventurous.

Elision: old dog.

Linking 'r': for anything more adventurous.

5. Answer the self-control questions:

1. What is pre-head and tail?
2. What is head?
3. What types of descending heads do you know?
4. What types of ascending heads do you know?
5. What intonation can different types of heads cover?

READING RULES

ee, ea, ie — /i:/ — *tree, sea, field*
 y, ey, ai, ay (when unstressed) — /ɪ/ — *myth, money, mountain, holiday*
 ead — /ed/ — *head, bread*
 ass, ast, ask, asp, aft, ath — /ɑ:/ — *pass, last, task, grasp, craft, path*
 alf, alm — /ɑ:f/, /ɑ:m/ — *calf, calm*
 wa — /wɔ:/ — *water*
 qu — /kw/, /k/ — *quarter, cheque*
 our (when stressed), oar — /ɔ:/ — *roar*
 our (when unstressed), ous — /ə/ — *favour, famous*
 au, aw — /ɔ:/ — *autumn, awful*
 ought, aught — /ɔ:t/ — *thought, taught*
 eu, ew — /ju:/ — *neutral, few*
 oll, old, ost — /ɒ/ — *roll, cold, most*
 oa — /ɒ/ — *boat*
 ou — /aʊ/, /u:/, /ʌ/ — *count, soup, trouble*
 ow — /ɒ/, /aʊ/ — *low, now*
 ook — /ʊ/ — *look*
 oo + other consonant — /u:/ — *fool*
 oo + r — /ʊə/ — *moor*
 ight — /aɪt/ — *might*
 ild — /aɪld/ — *mild*
 ind — /aɪnd/ — *kind*
 alk, alt, all — /ɔ:/ — *talk, salt, wall*
 ere, ear, eer, ier — /ɪə/ — *here, near, beer, fierce*
 are, air — /ɛə/ — *dare, fair*
 gu + vowel — /g/ — *guard*
 ck — /k/ — *block*
 sh — /ʃ/ — *shine*
 ch — /tʃ/, /ʃ/ — *chess, machine*
 ch — /k/ in the words of Greek origin: *school, chemistry*
 gh — /g/, /f/ — *ghost, cough*

ph — /f/ — *graphical*

bt — /t/ — *doubt*

tion, sion — /ʃn/ — *nation, session*

ture — /ʃə/ — *furniture*

wh — /w/, /h/ — *what, who*

mb, mn — /m/ — *thumb, column*

kn, gn, pn — /n/ — *knife, gnaw, pneumonia*

ng, nk — /ŋ/ — *king, thanks*

wr — /r/ — *written*

rh — /r/ — *rhyme*

GLOSSARY

Organs of speech: active (tongue, upper lip, lower lip, lower jaw, lungs, vocal cords, uvula, soft palate); passive (nasal cavity, upper teeth, lower teeth, hard palate, alveolar ridge, larynx, pharynx).

Consonants is sounds which are produced with obstacles in mouth cavity and consist mostly of noise components.

Voiced consonants is consonants which are pronounced only with noise component.

Diphthong is a sound which consists of two vowel elements.

Diphthongoid is a vowel sound which articulation changes from the beginning, to the end.

Phonetics is a branch of linguistics which deals with the investigation of the sound means of the language.

Phoneme is the smallest distinctive language unit which is capable of differentiating the meaning and the grammar forms of words.

Allophone is a material representation of the phoneme in speech.

Pronunciation is a complex unity of word stress, syllabic structure of words, intonation, accent (sentence stress).

Articulation is the position of organs of speech required to pronounce a particular sound.

Aspiration – pronouncing of /p, t, k/ with a brief /h/ – sound.

Syllable is a speech unit consisting of a sound sequence one of which is heard to be more prominent than the others.

Syllabic consonants – consonants /n, m, l, r/ which can be peaks of syllables, and can form syllables with other consonants without any vowels.

Reduction is changing of vowels' length and strength of articulation in unstressed formal words and pronouns.

Assimilation is the alternation of a speech sound to make it more similar to its neighbours.

Strong vowel is a stressed vowel.

Weak vowel is an unstressed vowel.

Word stress is a special prominence given to one syllable (two syllables) in a word.

Sentence stress is a special prominence given to one or more words in a sentence.

Intonation is a complex unity of variation in pitch, sentence stress (accent) tempo, and voice quality (timbre).

Syntagm is a sense-group which has at least 1 accented word, has no pause in it and has its complete meaning and intonation pattern.

Nuclear tone is a change of intonation which occurs in the last stressed syllable of the syntagm (nucleus).

Pre-head is a part of the syntagm which consist of all unstressed syllables before the first stressed one.

Head is a part of the syntagm which contains all syllables from the first stressed up to the last stressed syllable.

Tail is a part of the syntagm which consists of all unstressed syllables after the last stressed one.

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