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Кафедра англійської мови

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**КУРС ПРАКТИЧНОЇ ФОНЕТИКИ
АНГЛІЙСЬКОЇ МОВИ
A COURSE OF ENGLISH PRACTICAL
PHONETICS**

Практичний посібник

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Практичний посібник висвітлює питання основних розділів курсу практичної фонетики сучасної англійської мови. Його мета – ознайомити студентів з основними особливостями артикуляції окремих фонем, вживання різних типів інтонації в смислових групах у реченні, а також дати можливість студентам закріпити теоретичні знання за допомогою практичних завдань. Всі матеріали викладені англійською мовою.

Посібник призначений для студентів першого курсу факультету іноземних мов, які вивчають англійську мову як першу іноземну, а також усіх, хто цікавиться вивченням фонетики.

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Dear Student,

Before you start to improve your pronunciation, we would like to explain how to use this manual effectively.

Here you will find several types of tasks. They will help you to sound more natural in English. We use a few symbols to mark them.

USE THIS GUIDE TO AVOID GETTING LOST!!!

1. 📖 – **“THEORY”** – Read the given material. Translate unknown words. Ask questions if you do not understand something.
2. ☑ – **“CHECK YOURSELF”** – Check your knowledge. Answer the given questions.
3. ✍ – **“WRITING”** – Prepare your pen and notebook. Be ready to write something.
4. 🗣 – **“PRONUNCIATION TASK”** – Read the given text or words aloud. Compare your pronunciation with native speaker’s one.
5. 🎮 – **“GAMES”** – Be ready to have fun. Here you will find different activities for making your learning interesting.
6. 🎧 – **“AUDIO”** – Be all ears! Listen carefully and repeat. Try to follow the speaker’s pronunciation and intonation.
7. 🔄 – **“MATCHING”** – Try to find the elements that corresponds each other the most.
8. ✓ – **“TEST”** – Choose the best variant that suits the context.
9. ✂ – **“UNDERLINING TASK”** – Draw lines to point out correct answers.
10. 🎭 – **“ROLE PLAY”** – Apply all your creativity and imagination. Do not forget about correct pronunciation and intonation.

WE WISH YOU GOOD LUCK!!!

PART 1

CHAPTER 1. PHONETICS AS A LINGUISTIC SCIENCE.

An Overview:

1. Phonetics. Its subjects and objects.
2. Branches of Phonetics
3. Sounds and Phonemes
4. Vowels and Consonants

Key terms: phonetics, segmental phonetics, suprasegmental phonetics speech sound, phoneme, allophone, aspiration, minimal pair, vowel, consonant, sonorant.

Phonetics is defined as an independent branch of Linguistics which studies the sound matter of the language, its semantic functions and the lines of its development. Phonetics began to be developed as a science in the 19th century.

Phonetics is concerned with the human noises by which the thought is actualized or given audible shape: the nature of these noises, their combinations, and their functions in relation to the meaning. Phonetics is the study of how speech sounds are made, transmitted, and received, i.e. Phonetics is the study of all possible speech sounds. The human vocal apparatus can produce a wide range of sounds; but only a small number of them are used in a language to construct all of its words and utterances.

Phonetics is itself divided into two major components: **segmental phonetics**, which is concerned with individual sounds (i.e. "segments" of speech) and **suprasegmental phonetics** whose domain is the larger units of connected speech: syllables, words, phrases and texts.

Speech sounds are grouped into language units called phonemes. A **phoneme** is the smallest language unit existing as such a speech sound which is capable of distinguishing one word from another or one grammatical form of a word from another form of the same word. Thus the phoneme is a functional unit. It should be mentioned that speech sounds can perform this distinctive function only when they are opposed to each other in one and the same position (phonetic

context), e.g. Compare these minimal pairs: mad /mæd/ – mat /mæt/; men /men/ – man /mæn/.

The phoneme is realized in speech in the material form of speech sounds of different type. Various speech realizations of the phoneme are called its **variants or allophones**, e.g. Listen to the pronunciation of one and the same sound [k] in several words:

1. cool - [k] is aspirated;
2. school - [k] loses aspiration after [s];
3. black - [k] has less aspiration than at the beginning of the word;
4. black cat - first [k] loses plosion and aspiration before the second one

Though all these 4 sounds [k] are slightly different they are recognizable as the sound [k] all the same.

Speech sounds are divided into vowels and consonants.

A vowel is a voiced sound in the articulation of which the air passes through the mouth freely (there is no obstruction to the stream of air). There are 20 vowel sounds in English.

Vowels

ɪ	p <u>it</u>	ɔ:	b <u>or</u> n
e	p <u>e</u> t	u:	b <u>oo</u> n
æ	p <u>a</u> t	aɪ	b <u>i</u> te
ʊ	p <u>o</u> t	eɪ	b <u>a</u> it
ʌ	b <u>u</u> t	ɔɪ	b <u>oy</u>
ʊ	b <u>oo</u> k	əʊ	t <u>oe</u>
ə	m <u>o</u> th <u>e</u> r	aʊ	h <u>ou</u> se
i:	b <u>ea</u> n	ʊə	p <u>oo</u> r
ɜ:	b <u>ur</u> n	ɪə	<u>ear</u>
ɑ:	b <u>ar</u> n	eə	<u>air</u>

A consonant is a sound in the production of which an obstruction is formed to the flow of the air by the active organs of speech. In the articulation of voiceless consonants the air stream is strong, while in

voiced consonants it is weaker. There are 24 consonant sounds in English.

1. /p/-	pit	13. /h/-	hot
2. /b/-	bit	14. /l/-	lad
3. /t/-	tab	15. /r/-	red
4. /d/-	dab	16. /w/-	wed
5. /k/-	cab	17. /θ/-	thought
6. /g/-	gab	18. /ð/-	them
7. /f/-	fan	19. /ʃ/-	shy
8. /v/-	van	20. /ʒ/-	treasure
9. /s/-	sad	21. /tʃ/-	chime
10. /z/-	zoo	22. /dʒ/-	jam
11. /m/-	man	23. /j/-	yum
12. /n/-	not	24. /ŋ/-	sing

Vowels are sounds of pure musical tone while consonants may be either sounds in which noise prevails over tone (noise consonants) or sounds in which tone prevails over noise (sonorants). The English sonorants are /m/, /n/, /ŋ/ and /w/, /l/, /r/, /j/.

☑Questions:

1. What is Phonetics?
2. What are the components of Phonetics?
3. How many a) letters, b) speech sounds, c) vowel sounds and d) consonant sounds are in English?
4. What is phoneme? What is the main function of phoneme?
5. How do vowel and consonant sounds differ?

 Sum up the paragraph. Draw a scheme of English Sound System.

CHAPTER 2. ORGANS OF SPEECH AND THEIR FUNCTIONS

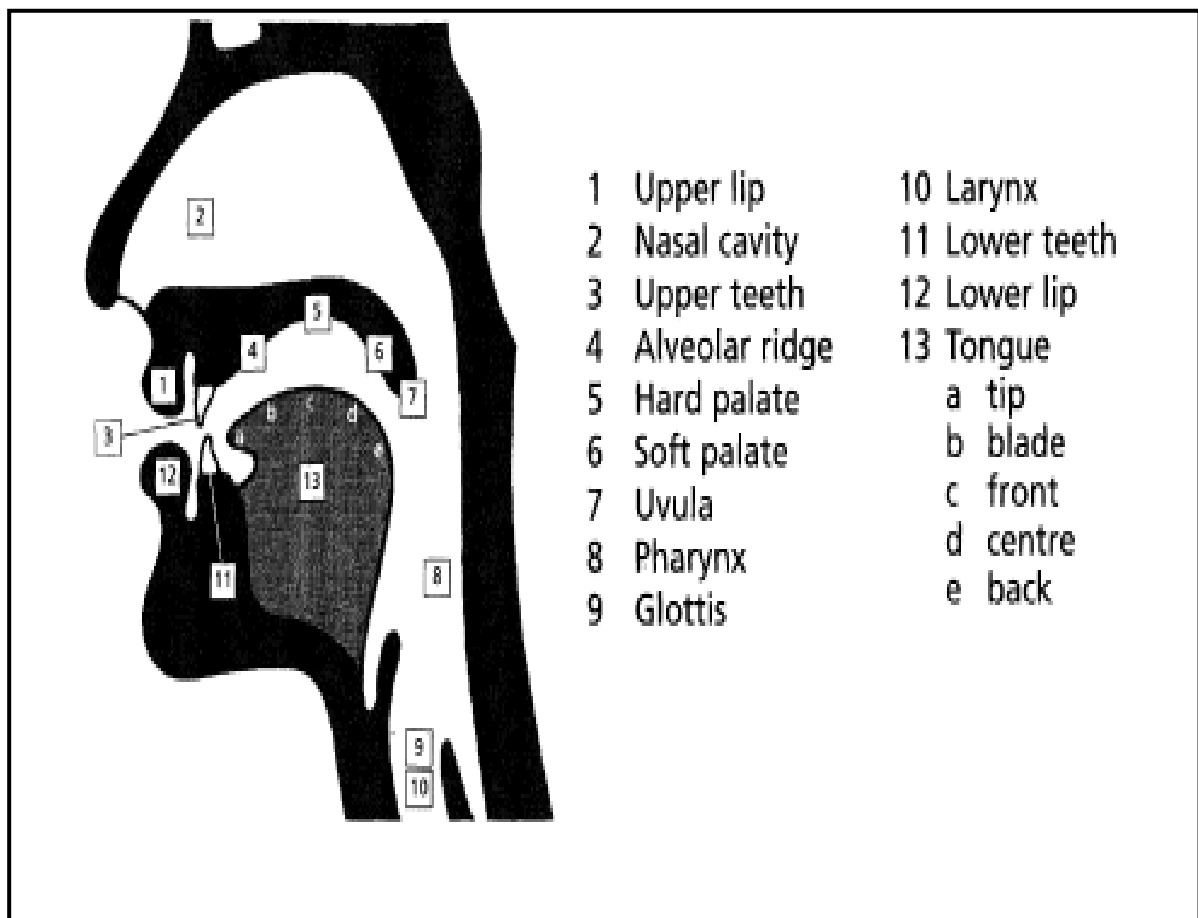
An Overview:

1. Anatomy of speaking apparatus
2. Classification of the organs of speech
3. Articulation

Key terms: speaking apparatus; voice; movable (active) organs of speech; fixed (passive) organs of speech, articulation, articulation basis.

📖 To understand how speech sounds are produced and how their pronunciation differs, it is necessary to know about the organs of speech and their functions.

The human **speaking apparatus** consists of the following main parts which participate in the formation of speech sounds.



1. The upper and the lower lips;
2. The upper and the lower teeth;
3. The palate (or the roof of the mouth). It is divided into:
 - a) the alveoli (or the teeth-ridge – the part behind the upper teeth);
 - b) the hard palate (the part behind the alveoli);
 - c) the soft palate (the back of the palate);
 - d) the uvula (the end of the soft palate).
4. The tongue. It is divided into the following parts: the tip of the tongue; the blade of the tongue (the part opposite the alveoli); c) the front of the tongue (the part situated opposite the hard palate); d) the back of the tongue (the part situated opposite the soft palate); e) the root of the tongue.
5. The wind pipe (or the trachea).
6. The pharynx.
7. The larynx.
8. The vocal cords (stretched horizontally across the larynx). The space between the cords is called the glottis.
9. The upper and lower jaws.
10. The mouth and nasal cavities.

The organs of speech which are **movable** and take an active part in the formation of sounds are called **active**. They are: the vocal cords, the tongue, the soft palate with the uvula, the lips, and the lower jaw. The most movable organ of speech is the tongue. The **immovable (fixed)** organs of speech are called **passive**. They are: the upper jaw, the alveoli, the hard palate, and the teeth.

The air exhaled from the lungs passes through the bronchi, then through the windpipe and gets into larynx. If the tense vocal cords are brought together, the air stream forcing an opening makes them vibrate and produce voice. When the vocal cords are wide apart, the air stream passes between them freely, they do not vibrate and no voice is produced.

The work of the speech organs necessary for making speech sounds is called **articulation**. Every nation that speaks a certain language has definite and quite obligatory ways of the articulation of the sounds. Sometimes these ways coincide in different languages but more often they are different. The habitual way of the articulation of all the sounds of a definite language is called by the term the **articulation basis** of the language.

☑Questions:

1. What is a speaking apparatus?
2. Enumerate the organs of speech.
3. Classify organs of speech.
4. Explain how sounds are produced.
5. What is articulation and articulation basis?

✍Write the list of the organs of speech out, transcribe all the words and translate.

CHAPTER 3. COMMON PRONUNCIATION RULES IN ENGLISH

An Overview:

1. Pronunciation of the article ‘THE’
2. Pronunciation of endings
3. “Mute” Letters
4. Linking Sounds in English
5. Twin consonants

Key terms: pronunciation, mute letter, linking sound.

It is not easy to sound naturally for non-native speakers. But it is possible to improve your pronunciation immensely and, over time, reach a point where your accent in English might differ only slightly from that of a native speaker (or not at all!).

Here in this chapter you will find useful tips for it. Use them in an appropriate way. It will help you to avoid the most common mistakes of non-native speakers.

3.1. Pronunciation of the article ‘THE’

The word “the” has two different pronunciations depending on whether the following word begins with a vowel or a consonant sound.

Before a vowel sound, the word /the/ is pronounced with a long vowel sound /i:/ as in SHEEP /ʃi:p/.

E.g. the apple /ði 'æpl/, the orange /ði 'ɒrɪndʒ/.

Before a consonant sound, /the/ is pronounced with short sound /ə/.

E.g. the grapes /ðə greɪps/, the banana /ðə bə'nɑ:nə/.

!!! But remember, it is all about the SOUND, NOT THE SPELLING!

the hour /ði 'aʊə /

the unit /ðə 'ju:nɪt /

3.2. Pronunciation of endings

-s and -es endings

Non-native speakers of English are often confused about how to pronounce the letter s: as a voiceless /s/ or as a voiced /z/? Letter s can be voiceless or voiced, independent of spelling patterns. However,

there are three instances in English in which letter s is added to an existing word.

1. To make a noun plural
2. To make a noun possessive
3. To make the third-person singular form of a present-tense verb

In these three instances, a simple rule dictates whether the s is voiceless or voiced. When adding s, look at the sound that precedes it. If the sound is voiceless, the s is voiceless; if the sound is voiced, the s is voiced.

Note, however, that if the word ends in a sibilant (s, z, ʃ, ʒ, ʒ, ʒ, dʒ), whether voiced or voiceless, the suffix is -es (or 's for possessives) and is pronounced /ɪz/.

E.g.

/s/ - glasses - /'glɑ:sɪz/

/z/ - mazes - /'meɪzɪz/

/ʃ/ - bushes - /'bʊʃɪz/

/ʒ/ - mirages - /'mɪrɑ:ʒɪz/

/tʃ/ - couches - /'kaʊtʃɪz/

/dʒ/ - edges - /'ɛdʒɪz/

Look at these sentences:

Many ^zteams ^scompete, but not all win pennants.

Kirk'^s dog is ten years ^zold. Anne'^s is still a puppy.

After Matt works ^sout at the gym, he runs ^za mile.

Fred wishes ^zthat Thomas'^s ^zspeeches ^zwere shorter.

-ed endings for the past tenses

When you put a verb into the past tense by adding -ed, sometimes this is pronounced just as a /t/ or /d/, and sometimes with a vowel sound /ed/.

1. If the original verb already ends with letters t or d, you need to add the extra vowel:

E.g. waited /'weɪtɪd /, ended /'ɛndɪd /, shouted /'ʃaʊtɪd /, wanted /'wɒntɪd /.

2. With all other verbs just sounds /t/ or /d/

E.g. waved /weɪvd/, wished /wɪʃt/, stopped /stɒpt/.

3.3. “Mute” Letters

These are letters that are not pronounced or read, but are written according to the traditional spelling in certain combinations.

Letter	Combinations	Examples
b	bt mb	debt [det], comb[kəʊm]
g	gn	foreign [fəʊrɪn], sign [saɪn]
gh	ight, tigh, ough, augh	sigh [saɪ], eight [eɪt]
h	wh (if the next letter is not o)	when [wen], where [weə]
k	kn (at the beginning of the word)	know [nəʊ], knife [naɪf]
l	alf, alk, alm, olk	half [ha:f], calm [ka:m], folk [fəʊk]
n	mn	autumn [ɔ:təm]
p	ps	psychology [saɪ'kɒlədʒɪ]
t	stle	whistle [wɪsl]
w	wr	wrong [rɒŋ], answer [ˈa:nsə]
u	gu+ vowel	guess [ges]

!!! Also in all the words with ending **–ing** g is not pronounced at all.

3.4. Linking Sounds in English

1. The linking /j/

When a word ends with vowel sounds as in price /aɪ/, face /eɪ/, or choice /ɔɪ/ or sheep /i:/ and it is followed by a word that starts with a vowel sound, they are usually linked by a small /j/ sound as in yes /j/.

Try to read!

I^{/j/} always have.

They^{/j/} avoided it.

Coy,^{/j/} aren't you?

He^{/j/} absolutely can.

2. The linking /w/

When a word ends with the sound as in goose /u:/, goat /əʊ/, and mouth /aʊ/, and it is followed by a word that starts with a vowel, they are usually linked by a /w/ sound, as in week. This is because all these vowels are made with rounded lips, and as the lips move back, they make a /w/ sound unintentionally.

Try to read!

You^{/w/} only asked.

Go^{/w/} away!

How^{/w/} are you?

3. The linking /tʃ/ or /dʒ/

When a word ends with t or d and the following word starts with y, when speaking quickly you will hear /tʃ/ or /dʒ/ sounds. If you slow down, it is possible to make the sounds separately.

Try to read!

Don't__you remember what we said?

Why can't__you give me an answer?

Hurry up and put__your shoes on!

But__you always said it would be easy.

What was the meal we had__yesterday?

You should__use whichever you prefer.

NOTE!!! Pronunciation of linking sounds /tʃ/ or /dʒ/ is typical for informal speech, but separate pronunciation of /t/ or /d/ sounds + /j/ sounds more formal.

4. Linking Sounds /r/

a) Linking Sound /r/

If r is the last letter in a word, and the following one begins with a vowel sound, you do pronounce /r/ to help you link the two words.

Look at the tables below and compare.

far	/fɑ:/
there	/ðeə/
clear	/kliə/
never	/'nevə/

far away	/fɑ:r ə'weɪ/
there is	/ðeər ɪz/
clear up	/kliər ʌp/
never again	/'nevər ə'geɪn/

b) The intrusive /r/

Also, native speakers will often insert an extra /r/ between two vowel sounds to help them link more smoothly. R doesn't appear in spelling. It is usually when the first word ends with open vowel, like /ə/ and /ɔ:/. Look at the tables below and compare.

saw	/sɔ:/
India	/'ɪndiə/

saw it	/sɔ: ɪt/
India is	/'ɪndiə ɪz/

awe	/ɔ:/	awe inspiring	/ɔ: in'spaɪərɪŋ/
-----	------	---------------	------------------

Note!!! ALSO LINKING CAN BE PLAIN WITHOUT ANY ADDITIONAL SOUNDS.

E.g. size_ˌeight, sit_ˌup, stop_ˌit, an_ˌapple.

5. Twin consonants

When a word ends with a consonant, and the same consonant starts the next word, we only say the sound once. We use to link the two words. If you are saying it right, it is impossible to tell where one sound ends and another begins.

Read and compare.

don't○tell	Don't○tell me you didn't know.
could○do	We could○do that if you like.
stop○putting	Stop○putting your food on my shelf.
grab○both	Could you grab○both of them?
big○game	There's a big○game on tonight.
make○copies	Could you make○copies of these?
this○song	I love this○song!

Practical Tasks

✍1. Identify and insert mute letter in these sentences:

1. People read __salms and sing hymns in church.
2. In summer there are loads of small flies called __nats everywhere.
3. This isn't right, it's __rong.
4. Please __nock before you enter.
5. I always __rap up warm in winter.

🔗2. Put all the given words into a right column according to the plural endings

Book____, radio____, dress____, page____, ticket____, rule____, thing____, horse____,
head____, list____, bus____, cup____, car____, train____, boat____, rash____, peach____, hat____.

/s/	/z/	/ɪz/

--	--	--

✎ 3. Find examples of linking and intrusive /r/ in the given text. Underline them.

The giant panda is definitely our favorite animal. We love their amazing faces, and black and white coloring. Pandas are extremely fond of eating bamboo, and you'll often find them with their paw on a bamboo plant! Unfortunately, the panda is an endangered species, which means there aren't as many of them around as there used to be. You're unlikely ever to see a panda in the wild – in order to do that; you'd have to become an explorer and travel to China on holiday. China is the only country where any pandas lived outside captivity. And you won't find them in every area of China as they're only in Western areas. I wonder if I'd have to arrange a visa in order to go to China. I'm sure it would be worth it.

CHAPTER 4. TRANSCRIPTION

An Overview:

1. Transcription
2. International Phonetic Alphabet (IPA)

Key terms: transcription, IPA.

Standard English orthography (the writing system) can't capture all the sounds of American English pronunciation. The same is true for writing systems for many of the world's languages. Even if the writing system does a good job of capturing all the sounds of a language, sometimes pronunciation of a word changes over time, there are multiple pronunciations for a word. To overcome these problematic issues, linguists use a phonetic alphabet, designed to represent all the possible sounds of the world's languages in a standard way. The most commonly-used alphabet is known as the IPA (International Phonetic Alphabet) and was designed in the late 19th century.

The visual representation of speech sounds by means of symbols given in the phonetic system is called **phonetic transcription** (also known as phonetic script or phonetic notation).

VOWELS	monophthongs				diphthongs		Phonemic Chart voiced unvoiced	
	i:	ɪ	ʊ	u:	ɪə	eɪ		
	sheep	ship	good	shoot	here	wait		
	e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
	bed	teacher	bird	door	tourist	boy	show	
	æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
	cat	up	far	on	hair	my	cow	
CONSONANTS	p	b	t	d	tʃ	dʒ	k	g
	pea	boat	tea	dog	cheese	June	car	go
		f	v	θ	ð	s	z	ʃ
fly		video	think	this	see	zoo	shall	television
	m	n	ŋ	h	l	r	w	j
	man	now	sing	hat	love	red	wet	yes

There are 44 symbols which represent all the sounds of English. These sounds may be represented in spelling by various combinations of 26 letters of English alphabet.

Phonetic transcription allows one to step outside orthography, examine differences in pronunciation between dialects within a given language and identify changes in pronunciation that may take place over time.

 1. Transform transcription into sentences

1. ðæt ɪz greɪt! wiː ɔːl əˈɡriːd; ɪt wəz ə məɡˈnɪfɪsnt ˈiːvniŋ.

2. ʃiː laɪks tuː sliːp ɪn bʌt ʃiː kæn get ʌp ˈerli ɪf ʃiː hæz wɜːk.

3. wʊd juː laɪk tuː ˈtrævl wið miː?

4. ʃiː dɪd nɒt ʃiːt ɒn ðə test, fɔːr ɪt wəz ðə rɒŋ θɪŋ tuː duː.

5. ˈevriwʌn wəz ˈbɪzi, səʊ aɪ went tuː ðə ˈmuːvi əˈləʊn.

6. ʃʊd wiː stɑːt klɑːs naʊ, ɔː weɪt fɔːr ˈevriwʌn tuː get hiə?

7. maɪ ˈfæmɪli went tuː ðə pɑːk ˈjestədeɪ, ænd wiː hæd ə ˈwʌndəfʊl taɪm.

8. ɔːl ðəʊ hiː wəz ˈwelθi, hiː wəz stɪl ʌnˈhæpi.

9. hiː wəz ˈfiːlɪŋ sɪk, səʊ hiː went tuː ðə ˈdɒktə.

10. ʃiː rɪˈteɪnd ðə kəmˈpjuːtər ˈɑːftə ʃiː ˈnəʊtɪst ɪt wəz ˈdæmɪdʒd.

11. waɪl aɪ wəz ˈkʊkɪŋ hiː wəz stɪl ˈpleɪŋ geɪmz ɒn ðə kəmˈpjuːtə.

12. ɔːl ðəʊ aɪm nɒt ˈveri ɡʊd, aɪ ˈrɪəli ɪnˈdʒʊɪ ˈpleɪŋ ˈfʊtbɔːl.

13. aɪ wʊd laɪk tuː siː ðə nəːrθ pəʊl, bʌt aɪ wɪl 'nevə gəʊ weər ɪt ɪz ðæt kəʊld!

14. tɒm fər'gæt frɛndz 'bɜːrθ,deɪ, səʊ hiː sent ə kɑːd wɛn hiː 'fɑːməli rɪ'membərd.

15. ʃɪː wɒz 'veri sɪk tə'deɪ ænd wiː wɪl teɪk hɜː tuː ðə 'hɒspɪtl naʊ.

🔗 2. Complete the task

Use a dictionary with IPA to help you match the words with their pronunciations.

EXAMPLE a flier i /flaʊə/
b flower ii /flaɪə/

1 a stock	i /stɔːk/	7 a sand	i /sænd/	13 a bear	i /beə/
b stalk	ii /stɒk/	b send	ii /send/	b buyer	ii /baɪə/
2 a here	i /hɪə/	8 a far	i /fɑː/	14 a should	i /ʃʊd/
b hair	ii /heə/	b fear	ii /fɪə/	b showed	ii /ʃəʊd/
3 a stand	i /stænd/	9 a leak	i /leɪk/	15 a chin	i /tʃɪn/
b stunned	ii /stænd/	b lake	ii /liːk/	b chain	ii /tʃeɪn/
4 a tour	i /taʊə/	10 a voice	i /vɔɪs/	16 a full	i /fuːl/
b tower	ii /tuə/	b vice	ii /vaɪs/	b fool	ii /fuːl/
5 a turn	i /tɜːn/	11 a geese	i /ges/	17 a order	i /ədə/
b ton	ii /tʌn/	b guess	ii /ɡɪːs/	b odour	ii /ɔːdə/
6 a learn	i /laɪn/	12 a oil	i /ɔɪl/	18 a pond	i /paʊnd/
b line	ii /lɜːn/	b owl	ii /aʊl/	b pound	ii /paʊnd/

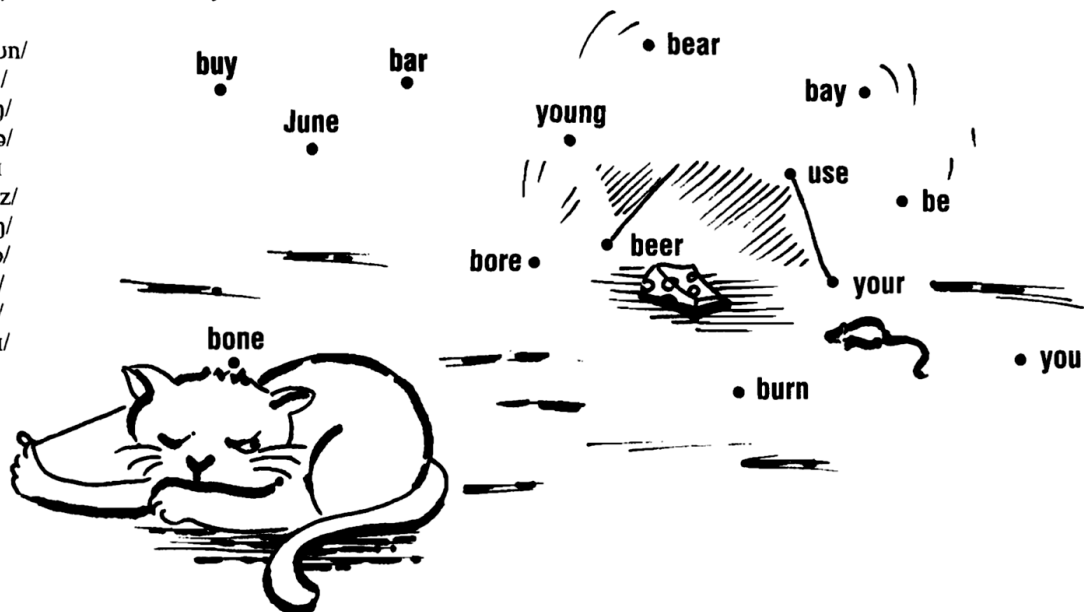


3. Join the dots

Puzzle 1

To find out what the cat is doing, match the phonetic transcriptions to words in the picture. Then join the dots by these words in the same order as the list of phonetic transcriptions. Some dots may be used twice.

- 1 /bəʊn/
- 2 /bɔ:/
- 3 /jʌŋ/
- 4 /beə/
- 5 /beɪ
- 6 /ju:z/
- 7 /jʌŋ/
- 8 /bɪə/
- 9 /jɔ:/
- 10 /bi:/
- 11 /beɪ/



Puzzle 2

To find out what the bear is doing, match the phonetic transcriptions to words in the picture. Then join the dots by these words in the same order as the list of phonetic transcriptions. Some dots may be used twice.

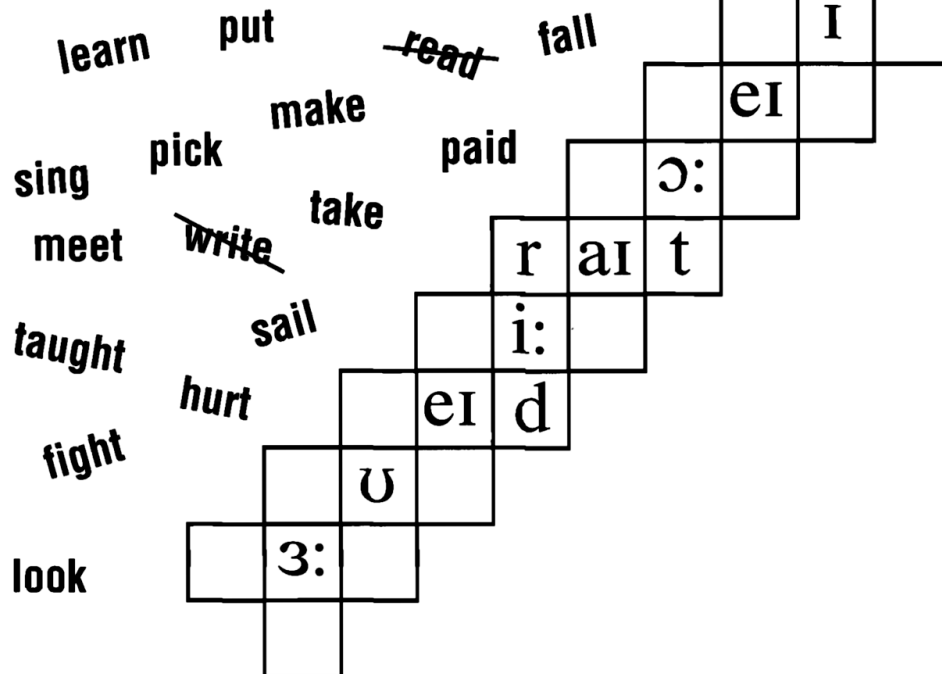
- 1 /θɪŋk/
- 2 /θri:/
- 3 /bəʊθ/
- 4 /waɪn/
- 5 /wen/
- 6 /θri:/
- 7 /ʃu:/
- 8 /wɒʃ/
- 9 /peɪd/
- 10 /pleɪs/



4. Complete the crosswords with phonetic symbols taken from IPA:

Crossword 1

Complete this crossword with phonetic spellings of these verbs. Use the symbols from the sounds menu. Two of the verbs have been written for you.



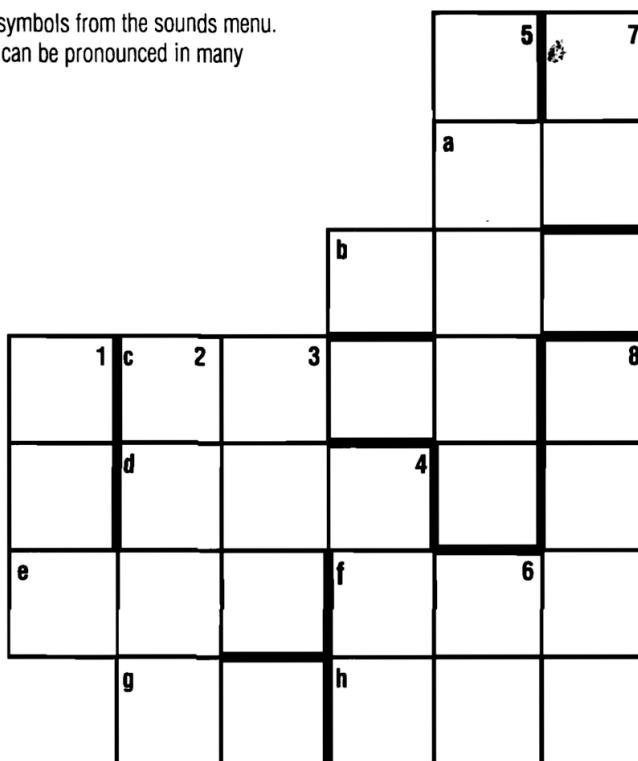
Sounds menu

/p/ park
/f/ face
/t/ time
/d/ dog
/s/ see
/k/ drink
/m/ most
/n/ name
/ŋ/ bring
/h/ here
/l/ live
/r/ ride
/ɪ/ sit
/i:/ seat
/ɔ:/ sport
/ɜ:/ bird
/ʊ/ good
/eɪ/ face
/aɪ/ line

Crossword 2

Complete this crossword with phonetic symbols from the sounds menu. When it is finished you will see that 'ea' can be pronounced in many different ways.

- | Across | Down |
|---------|----------|
| a pear | 1 heard |
| b leave | 2 bread |
| c break | 3 read |
| d reach | 4 cheap |
| e dead | 5 speaks |
| f east | 6 sea |
| g dear | 7 wear |
| h pea | 8 seat |



Sounds menu

/p/ pen
/b/ bed
/v/ every
/t/ teach
/d/ dog
/tʃ/ church
/s/ soon
/k/ keep
/h/ hat
/l/ live
/r/ run
/w/ west
/e/ egg
/i:/ see
/ɜ:/ bird
/iə/ here
/eə/ hair
/eɪ/ say

CHAPTER 5. TRANSLITERATION

An Overview:

1. Definition of transliteration
2. Common rules of transliteration
3. Groups of words that are transliterated

Key terms: transliteration, transliteration standard, anthroponym, ergonym, toponym, theonym.

📖 Transliteration is a type of conversion of a text from one script to another that involves swapping letters in predictable ways. Transliteration is not primarily concerned with representing the sounds of the original but rather with representing the characters, ideally accurately and unambiguously.

Systematic transliteration is a mapping from one system of writing into another, typically grapheme to grapheme. Most transliteration systems are one-to-one, so a reader who knows the system can reconstruct the original spelling.

Transliteration is opposed to transcription, which maps the sounds of one language into a writing system. Still, most systems of transliteration map the letters of the source script to letters pronounced similarly in the target script, for some specific pair of source and target language. If the relations between letters and sounds are similar in both languages, a transliteration may be very close to a transcription.

Transliteration of a transliterated text should return the original text. This is why transliteration standards are used. These standards define the transliteration rules: which characters are replaced by which others, and in which case.

The current official Ukrainian transliteration table, reproduced below, was approved in 2010 by a Resolution of the Cabinet of Ministers of Ukraine for the first time. It essentially provides a correspondence between the letters of the Ukrainian alphabet and letters used to represent the equivalent sounds in written English. The

last version of this Resolution was approved in 2015 and included a few changes.

Ukrainian	Transliteration	Examples	
<i>А</i>	A	Алушта, Андрій	Alushta, Andrii
<i>Б</i>	B	Борщагівка, Борисенко	Borshchahivka, Borysenko
<i>В</i>	V	Вінниця, Володимир	Vinnytsia, Volodymyr
<i>Г</i>	H h*	Гадяч, Богдан, Згурський*	Hadiach, Bohdan, Zghurskyi
<i>Ґ</i>	G	Ґалаган, Ґоргани	Galagan, Gorgany
<i>Д</i>	D	Донецьк, Дмитро	Donetsk, Dmytro
<i>Е</i>	E	Рівне, Олег, Есьмань*	Rivne, Oleh, Esman
<i>Є</i>	Ye - <i>beginning</i> ie - <i>elsewhere</i>	Єнакієве, Гаєвич, Короп'є	Yenakii eve, Haievych, Koropie
<i>Ж</i>	Zh	Житомир, Жанна, Жежелів	Zhytomyr, Zhanna, Zhezheliv
<i>З</i>	Z	Закарпаття, Казимирчук	Zakarpattia, Kazymyrchuk
<i>И</i>	Y	Медвин, Михайленко	Medvyn, Mykhailenko
<i>І</i>	I	Іванків, Іващенко	Ivankiv, Ivashchenko
<i>Ї</i>	Yi - <i>beginning</i> i - <i>elsewhere</i>	Їжакевич, Кадіївка, Мар'їне*	Yizhakevych, Kadyivka, Marine
<i>Й</i>	Y - <i>beginning</i> i - <i>elsewhere</i>	Йосипівка, Стрий, Олексій	Yosypivka, Stryi, Oleksii
<i>К</i>	K	Київ, Коваленко	Kyiv, Kovalenko
<i>Л</i>	L	Лебедин, Леонід	Lebedyn, Leonid
<i>М</i>	M	Миколаїв, Маринич	Mykolaiv, Marynych
<i>Н</i>	N	Ніжин, Наталія	Nizhyn, Nataliia
<i>О о</i>	O o	Одеса, Онищенко	Odesa, Onyshchenko
<i>П п</i>	P p	Полтава, Петро	Poltava, Petro

<i>Р р</i>	R r	Решетилівка, Рибчинський	Reshetylivka, Rybchynskyi
<i>С с</i>	S s	Суми, Соломія	Sumy, Solomiia
<i>Т т</i>	T t	Тернопіль, Костопіль	Ternopil, Kostopil
<i>У у</i>	U u	Ужгород, Уляна	Uzhhorod, Uliana
<i>Ф ф</i>	F f	Фастів, Філіпчук	Fastiv, Filipchuk
<i>Х х</i>	Kh kh	Харків, Христина	Kharkiv, Khrystyna
<i>Ц ц</i>	Ts ts	Біла Церква, Стеценко	Bila Tserkva, Stetsenko
<i>Ч ч</i>	Ch ch	Чернівці, Шевченко	Chernivtsi, Shevchenko
<i>Ш ш</i>	Sh sh	Шостка, Кишеньки	Shostka, Kyshenky
<i>Щ щ</i>	Shch shch	Щербухи, Гаращенко	Shcherbukhy, Harashchenko
<i>Ю ю</i>	Yu - <i>beginning</i> iu - <i>elsewhere</i>	Юрій, Корюківка	Yurii, Koriukivka
<i>Я я</i>	Ya - <i>beginning</i> ia - <i>elsewhere</i>	Яготин, Ярошенко, Костянтин, Знам'янка*	Yahotyn, Yaroshenko, Kostiantyn, Znamianka

***Notes**

1. The letter combination "зг" is transliterated as "**zgh**" (e.g. **Згорани – Zghorany**,

Розгон – Rozghon) as opposed to "**zh**", which represents the Ukrainian letter "**ж**".

2. The Ukrainian soft sign (ь) and apostrophe are not transliterated

There are a few groups of words that are usually transliterated. They are:

- Human names (anthroponyms) *E.g. Taras Shevchenko*
- Names of companies, institutions or organizations (ergonyms)

E.g. UKRFINSTRANH

- Geographical names (toponyms) *E.g. Fastiv, Hoverla*
- Names of gods and deities, other religious creatures (theonyms) *E.g. God Perun*

Some of the proper names can be partially transliterated and partially translated, as they have generally accepted variant *E.g. Yaroslav the Wise, NOT Yaroslav Mudryi.*

 **1. Transliterate your own name and address according to the rules of transliteration.**

*E.g. Vitalii Olehovych Kozak
14 Universytetska Str., fl. 12
Chernivtsi
Chernivtsi reg.
Ukraine*

--

2.) Transliterate the list of the following (translate where it is possible):

I)

1) Князь Ярослав Мудрий	
2) Северин Наливайко	
3) Лук'яненко Євгенія Віталіївна	
4) Сагайдачний Юрій Олексійович	
5) Крижанівська Валерія Георгіївна	
6) Коцюбинський Михайло Михайлович	
7) Шаля Вікторія Ігорівна	

II)

1) Чернівецький національний університет імені Юрія Федьковича	
2) УКРНАФТОГАЗ	

3) Національна бібліотека імені Володимира Вернадського	
4) Кінотеатр імені Івана Миколайчука	

III) Амвросіївка, Бахчисарай, Красноперекопськ, Сєверодонецьк, Полісся, Андріяшівка, Ятвяги, Кемаль-Егерек, Бистриця Надвірнянська, Цілющий Лиман, Синевир, Сіверський Донець, Хорол.

PART 2

CHAPTER 1. CLASSIFICATION OF VOWELS. MONOPHTHONGS.

An Overview:

1. Classification of vowel sounds according to the stability of articulation.
2. Classification of vowel sounds according to the position of the tongue
3. Classification of vowel sounds according to the length of the vowels
4. Classification of vowel sounds according to the position of the lips
5. Classification of vowel sounds according to the degree of tenseness.

Key terms: vowel sound, monophthong, diphthong, nucleus, glide, diphthongoid.

 **1.** The English vowel phonemes are divided first of all into two large groups: **monophthongs** and **diphthongs**. This division is based on the stability of articulation.

A monophthong is a vowel in the articulation of which the organs of speech do not perceptibly change their position throughout the duration of the vowel, as in

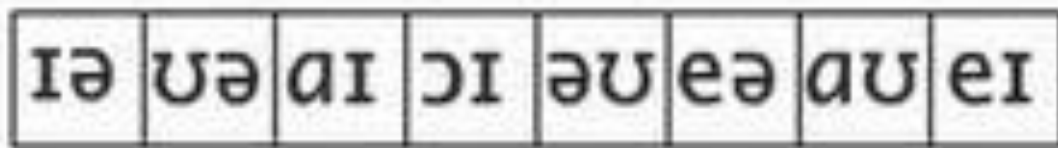
¹ i:	² I	³ e	⁴ æ
⁵ ɑ:	⁶ ɒ	⁷ ɔ:	⁸ ʊ
⁹ u:	¹⁰ ʌ	¹¹ ɜ:	¹² ə

A diphthong is a vowel sound in the articulation of which the organs of speech start of the position of one vowel and glide gradually in the direction of another vowel, the full formation of which is generally not accomplished.

Thus a diphthong is a combination of two vowel elements pronounced so as to form a single syllable. The first element of an English diphthong is called the **nucleus**. It is a strong, clear and

distinct vowel sound. The second element is rather weak; it is called the **glide**.

There are eight diphthongs in English:



Besides these diphthongs, there are two vowels in English /i:/ and /u:/ which may have a diphthongal pronunciation: in the articulation of these vowels the organs of speech change their position but very slightly. These vowels are called diphthongized vowels, or **diphthongoids**.

2. 1) According to the position of the bulk of the tongue (or the horizontal movement of the tongue) vowels are divided into five groups: front, front-retracted, central or mixed, back and back-advanced.

Front vowels are those in the production of which the bulk of the tongue is in the front part of the mouth while the front of the tongue is raised in the direction of the hard palate, forming a large empty space (resonance chamber) in the back part of the mouth. The English front vowels are /i:/, /e:/, /æ/.

Front-retracted vowels are those in the articulation of which the bulk of the tongue is in the front part of the mouth, but somewhat retracted, while the front of the tongue is raised in the direction of the hard palate. There is only one front-retracted monophthong in English, it is /ɪ/. The nuclei of the diphthongs /aɪ/ and /aʊ/ are also front-retracted.

Central or mixed vowels are those in the production of which the central part of the tongue is raised towards the juncture between the hard and soft palate. English central vowels are /ɜ:/, /ə/, /ʌ/.

Back vowels are those in the production of which the bulk of the tongue is in the back part of the mouth while the back of the tongue is raised in the direction of the soft palate, forming an empty space in the front part of the mouth. The English back vowels are /u:/, /ɔ:/, /ɒ/.

Back-advanced vowels are those in the production of which the bulk of the tongue is in the back part of the mouth, but somewhat advanced, while the back of the tongue is raised in the direction of the

soft palate. In pronouncing back-advanced vowels a large resonance chamber is formed in the front part of the mouth cavity. The English back-advanced vowels are /u/, /a:/.

II) According to the height of the raised part of the tongue (or the vertical movement of the tongue) vowels are divided into three groups: close or high vowels, open or low and mid-open or mid vowels.

Close (high) vowels are those in the production of which the tongue comes close to the palate (the roof of the mouth). The air-passage between the tongue and the palate is rather narrow, but the air flows through the passage without causing audible friction. The English close or high vowels are /i:/, /i/, /u:/, /u/.

Open (low) vowels are those which are produced when the raised part of the tongue is very low in the mouth and the air-passage is wide. The English open vowels are /æ/, /a:/, /ɒ/, /ʌ/ and the nuclei of /aɪ/, /aʊ/.

Mid-open (mid) vowels are those in the production of which the tongue is raised halfway between the high and low positions, i.e. the tongue is in the position intermediate between those of open and close vowels. The English mid-open or mid, vowels are /e/, /ɜ:/, /ə/, /ɔ:/ and the nuclei of /eə/, /eu/.

3. According to their length vowels may be long and short. And English long vowels are /i:/, /a:/, /ɔ:/, /u:/, /ɜ:/. The following English vowels may be described as short: /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ɒ/, /ʊ/.

4. According to the lip position vowels may be rounded and unrounded (labialized and non-labialized). Rounded vowels are those in the production of which the lips are more or less rounded and slightly protruded. The English rounded vowels are /ɒ/, /ɔ:/, /u:/, /u:/. The other vowel sounds are unrounded.

5. According to the degree of tenseness vowels are divided into tense and lax. In pronouncing the English long vowels the organs of speech are more tense than in pronouncing short vowels. That is why the English long vowels are tense, and all the English short vowels are lax.

☑ Questions:

1. Explain:

- a) Classification of vowel sounds according to the stability of articulation.
- b) Classification of vowel sounds according to the position of the tongue
- c) Classification of vowel sounds according to the length of the vowels
- d) Classification of vowel sounds according to the position of the lips
- e) Classification of vowel sounds according to the degree of tenseness.

 **Draw a table and characterize each English monophthong.**

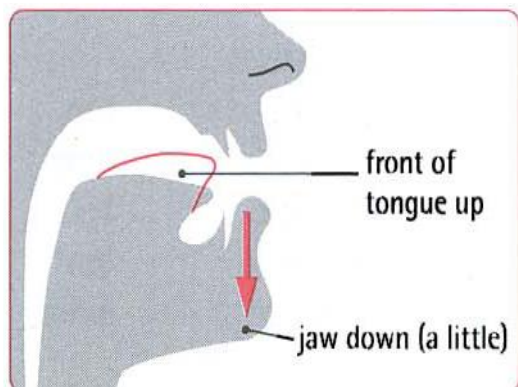
E.g.

Sound	Position of the tongue	Length	Position of the lips	Degree of tenseness
i:	Front; close (high)	Long	Unrounded	Tense
...	...	...	...	...

PRONUNCIATION PRACTICE

1.1. /ɪ/ - /i:/

Phoneme /ɪ/



The vowel sound /ɪ/ may be defined as front-retracted, close, unrounded, short and lax.

Graphic representation:

i, e, y – in closed syllables: in, big, did, pig

i, e, y – in unstressed suffixes and prefixes:
invent, begin, busy, very, spelling

ui – built, guilt, guitar

a – in noun-forming suffix –age: language, luggage

✎ I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /ɪ/ sound.

ill	win	bit	lit
remind	behave	system	pyramid
decide	kit	return	become
begin	ship	twin	miss
trick	river	picnic	bin

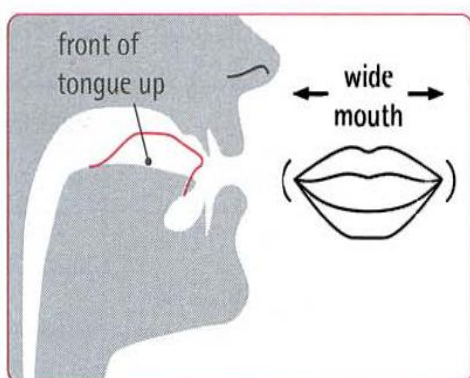
✎ II) Underline the sound /ɪ/ in the given phrases and sentences. Practice your pronunciation. Read them aloud.

1. drink milk
2. little bins
3. biggest building
4. this guitar
5. different symbols
6. antique pyramids
7. It is difficult to live here.
8. Jim will visit the kids for a few minutes.
9. Can you list all symbols in physics?
10. My eldest sister often listens to guitar music.
11. Sleepy Freda seeks size six slippers to fit her feet.
12. Which of the six thin women is a wicked witch?

🔊 III) Listen to the audio. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.
Busy in the Kitchen

Billy: Mummy! Are you busy?
 Mother: Yes, I'm in the kitchen.
 Billy: Can I go swimming in Chichester with Jim this morning?
 Mother: Jim?
 Billy: Jim English. He's living with Mr. and Mrs. Willis in the village — Spring Cottage.
 Mother: Isn't it a bit chilly to go swimming?
 Billy: What's this? Can I pinch a bit of it?
 Mother: Oh, Billy, you little pig! It's figgy pudding, Get your fingers out of it!
 Billy: Women are so silly! I only dipped a little finger in.
 Mother: Well, it's a filthy little finger. Here, tip this chicken skin into the bin and I'll give you a biscuit.

Phoneme /i:/



The vowel /i:/ may be defined as front, close, unrounded, diphthongized, long and tense.

Graphic notations:

e – in the open syllables: me, Peter, fever
 ee – need, see, feel, tree
 ea – meat, read, sea, heat
 ie – field, niece
 ei – seize, receive

✍️ I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /i:/ sound.

tea	easy	bean	eat
meet	meat	cheap	chief
receive	see	sea	agree
screen	week	sheep	cheese
believe	free	tree	three

✍️ II) Underline the sound /i:/ in the given phrases and sentences. Practice your pronunciation. Read them aloud.

1. a deep sea
2. breath deep
3. a fleet at sea
4. ice cream for tea
5. Three Chinese teachers are in the meeting.
6. Steven is greedy; he eats three pieces of cheese.

7. Asleep, Steven dreams of Eve.
8. He sees Eve fleeing from three beasts.

🔊 III) Listen to the audio. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.

Weeding's Not for Me!

Peter: This is the season for weeds. We'll each weed three metres before tea, easily.

Celia: Do we kneel? My knees are weak. Do you mean all these?

Peter: Celia, my sweet, those aren't weeds, those are seedlings, Beans, peas and leeks. Can't you see?

Celia: If they're green they're weeds to me. But I agree, Peter — weeding's not for me!

Peter: Well, let me see. May be we'll leave the weeds. You see these leaves? If you sweep them into a heap under that tree I'll see to the tea.

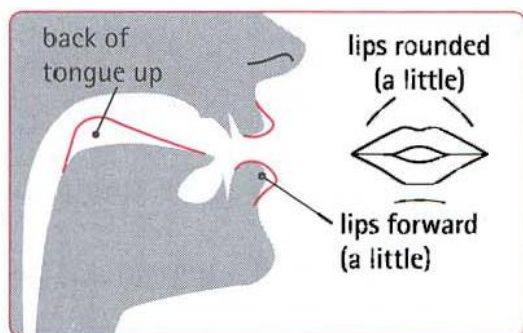
Celia: Pete, my feet are freezing. You sweep the leaves. I'll see to the tea!

🔊 IV) Compare two sounds. Read the pairs. Create your own sentences using this pairs.

1. sheep – ship
2. seat – sit
3. eat – it
4. bean – bin
5. steal - still
6. reach - rich
7. Jean likes Jim...but Jim doesn't like Jean.
8. Sleepy Freda seeks size six slippers to fit her feet.
9. Fish and chips are cheap and easy to eat.

1.2. /ʊ/ - /u:/

Phoneme /ʊ/



The vowel /ʊ/ may be defined as back-advanced, close, slightly rounded, short and lax.

Graphic notations:

oo – book, room, wool
 u – put, bush, full
 o – wolf, woman
 ou – would, could

 **I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /ʊ/ sound.**

book	look	foot	wood
push	butcher	bull	push
full	wolf	woman	wool
sugar	could	would	should

 **II) Underline the sound /ʊ/ in the given phrases and sentences. Practice your pronunciation. Read them aloud.**

1. took a look
2. push and pull door
3. cookery book
4. wool pullover
5. good-looking woman
6. This woman is a good cook.
7. I understood the book but he couldn't.
8. I took a look at the wool pullover.
9. This foolish, bookish Duke is too full of good food to move afoot.

 **III) Listen to the audio. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.**

Miss Woodfull'll Be Furious

Rachel: "How much wood would a woodpecker peck if a woodpecker could peck

wood?" Goodness, that's difficult!

Mabel: Looks a good book. Let me have a look.

Rachel: It's full of puzzles, and, riddles, and –

Mabel: Let me look, Rachel!

Rachel: Mabel! You are awful! You just look it!

Mabel: I asked if I could have a look. Now push off. I'm looking at the book.

Rachel: You're a horrible bully!

Mabel: And you're just a miserable pudding!

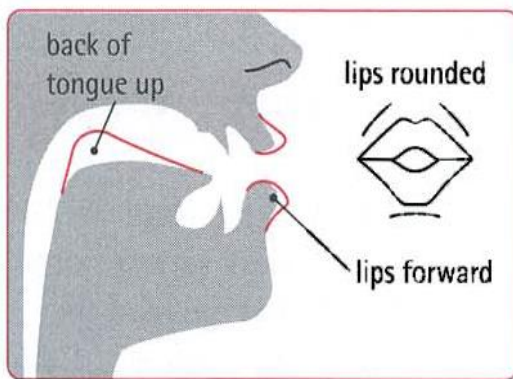
Rachel: I should have kept it my room.

Mabel: Oh, shush, for goodness' sake! Anyway, I shouldn't have thought you could have understood the book, you're so backward.

Mabel: You're hateful! Give my book! Oh, careful, Mabel! It's Miss Woodfull's book. I'll get into terrible trouble if you – oh, look! You are awful! She'll be furious!

Rachel: Well, you shouldn't have pulled, should you?

Phoneme /u:/



The vowel /u:/ is defined as back, close, rounded, long, tense.

Graphic notation:

oo – soon, school, boot.

u – in open syllables: rule, music.

o – to, lose.

ou – wound, group, soup, through.

ew, ue, ui, oe – news, crew, due, suit, shoe.

I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /u:/ sound.

school	glue	flew	fruit
tool	blue	chew	juice
root	statue	grew	suit
boot	due	drew	suitable

II) Underline the sound /u:/ in the given phrases and sentences. Practice your pronunciation. Read them aloud.

1. choose a spoon
2. blue boots
3. a few groups
4. cute students
5. suitable rule
6. Few rooms are cool.
7. The cute tutor is suitable for this group.
8. The new student likes fruit juice and I do, too.

III) Listen to the audio. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.

Where Are You, Hugh?

Lucy: Hugh? Hugh! Where are you?

Hugh: I'm in the loo. Where are you

Lucy: Removing my boots. I've got news for you.

Hugh: News? Amusing news?

Lucy: Well, I saw June in Kêw. You know how moody and rude she is as a rule?

Hugh, are you still in the loo? What are you doing?

Hugh: Well, you see, Lucy, I was using the new foolproof screwdriver on the Hoover and it blew a fuse.

Lucy: You fool! I knew that if I left it to you, you'd do something stupid. You usually do.

Hugh: And then I dropped the screwdriver down the loo.

Lucy: Hugh, look at your shoes! And your new blue suit! It's ruined! And you — you're wet through!

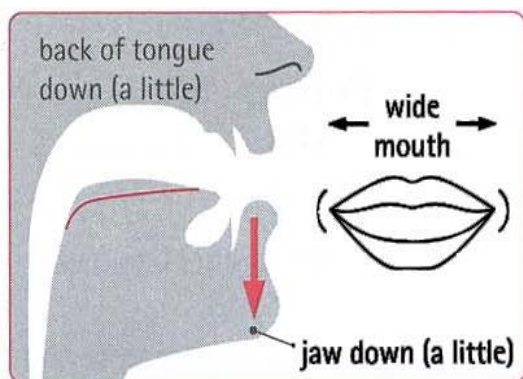
Hugh: To tell you the truth, Lucy — I fell into the loo, too.

🔊 IV) Compare two sounds. Create your own sentences using this pairs.

1. pool – pull
2. fool – full
3. The pudding looks good.
4. Look at Luke, pulling a poor fool out of the pool in the wood.

1.3. /e/ - /ɜ:/ - /æ/ - /ə/

Phoneme /e/



The sound /e/ may be defined as front, mid-open, unrounded, short and lax.

Graphic notations:

e – in closed syllables: red, let.

ea – head, bread.

a – many, any, ate.

🔊 I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /e/ sound.

send	left	check	bell
empty	west	leather	head
tell	get	ready	feather
end	less	red	heavy

🔊 II) Underline the sound /e/ in the given phrases and sentences. Practice your pronunciation. Read them aloud.

1. get wet
2. sell bread
3. eleven beds
4. weather in February
5. extra efforts
6. He slept on the best bed.
7. I said 'I read it in December'.
8. The wet dress is very heavy.

🔊 III) Listen to the audio. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.

The End of the Adventure

Ken: Ted! Thank heaven! I was getting desperate. Ted: Hello there, Ken. Where are Jeff and the rest of the men? K e n: They left me in the tent with some eggs and some bread, and off they went.

Ted: Where were they heading?

Ken: West. In that direction. They said they'd bury the treasure under the dead elm — you remember, by the bend in the fence — and get back by sunset.

Ted: All ten of them went?

Ken: They said the chest was heavy.

Ted: They left – when?

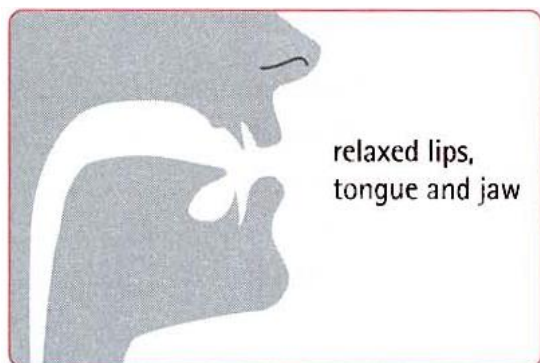
Ken: Yesterday, between ten and eleven.

Ted: And you let them?

Ken: There were ten of them...

Ted: Well, my friend, I reckon that's the end of the adventure. We'll never see the treasure chest or any of those ten men again.

Phoneme /ɜ:/



The vowel /ɜ:/ may be defined as central, mid-open, unrounded, long and tense.

Graphic notations:

ir, ur, er, yr – under stress: firm, turn, person.

ear – earn, pearl, heard.

wor – worm, worse.

our – journey, courtesy.

 I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /ɜ:/ sound.

verb	prefer	dirty	worship
serve	earn	firm	word
nervous	Earth	early	purse
term	search	world	third

 II) Underline the sound /ɜ:/ in the given phrases and sentences. Practice your pronunciation. Read them aloud.

1. the first person.
2. prefer surfing
3. purple curtain
4. nervous girl
5. I heard that word in the church.
6. This is his first journey to Turkey.
7. I learnt it from a person at the university.

 III) Listen to the audio. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.

How's My Pert Little Turtledove?

1st Bird: How's my pert little turtledove this early, pearly murmuring morn?

2nd Bird: I think I'm worse. I can't turn on my perch. And I'm permanently thirsty — burning, burning. It's murder.

1st Bird: My poor, hurt bird. The world's astir. I've heard that even the worms are turning. A worm! You yearn for a worm!

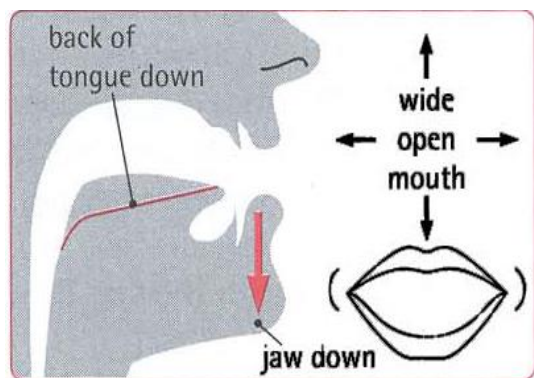
2nd Bird: I'm allergic to worms. Ugh! Dirty, squirming worms!

1st Bird: I'll search under the fir trees and the birches. I'll circle the earth – and I'll return with a superb firm earthworm for my perfect turtledove.

2nd Bird: What an absurd bird! You're very chirpy, Sir. I wish I were. All this fervid verse. I find it disturbing so early. I prefer a less wordy bird.

1st Bird: No further word, then. I'm a bird with a purpose. Er – I'd better fly; it's the early bird that catches the worm – or so I've heard!

Phoneme /æ/



The vowel /æ/ may be defined as front, open, unrounded, short, lax.

Graphic notation:

Graphic notations:

a – in closed syllables: pan, can.

I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /æ / sound.

acting	cat	axe	sad
unhappy	jam	paddle	captain
accurate	black	map	back
Saturday	hand	stamp	manner

II) Underline the sound /æ/ in the given phrases and sentences. Practice your pronunciation. Read them aloud.

1. black jacket
2. salad and sandwich
3. practical plan
4. Academy of banking
5. Spanish actor
6. happy man
7. That cat is fat.
8. Danny and Nancy are carrying the bags.
9. The handsome man had a bad habit.

III) Listen to the audio. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.

Crackle, Crackle, Galactic Static

Gran: Jack, do you have to bang and slam on that piano like that?

Jack: I'm practicing for our new album. It's smashing.

Gran: An album? You mean that racket you and your gang bash out?

Jack: We're not a gang, we're a fantastic jazz band. Sally and Janet, me on the piano, Alec on the sax – the Galactic Static. It'll be an absolute smash hit.

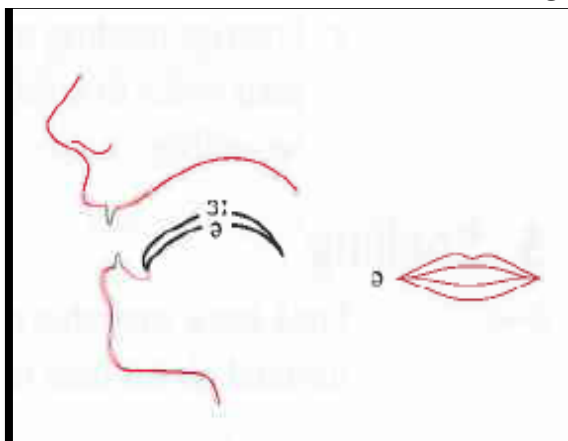
Gran: The Galactic Racket, if you ask me. And all you'll smash is Grandad's piano.

Jack: Gran, we have talent. We're cool cats, man. Crackle, crackle, Galactic Static!

Gran: The young man's mad. Here. I've made you a fat ham sandwich and a crab-apple jam flan.

Jack: Ah, Gran, you may not understand jazz but your flans are fab.

Phoneme /ə/



The vowel /ə/ may be defined as central, mid-open (broad variety), unrounded, short and lax. The vowel /ə/ only occurs in unstressed positions.

Graphic notations:

It is represented by almost any vowel letter or combination of vowel letters.

i, a, e, o, u – possible, canal, president, custom, suggest.

✎ I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /ə / sound.

equal	answer	author	sensible
zebra	hundred	famous	upon
agree	actor	anxious	future
similar	complete	possible	figure

✎ II) Underline the sound /ə/ in the given phrases and sentences. Practice your pronunciation. Read them aloud.

1. dangerous tiger
2. future president
3. suggest the explanation
4. different problems
5. The famous singer looks glamorous
6. My father is handsome and generous.
7. Somebody must be responsible for this accident.
8. The woman had some problems in her apartment

III) Listen to the audio. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.

Comfort, Culture or Adventure?

Christopher: Going anywhere different for your vacation, Theresa?

Theresa: Ah, that's a million-dollar question, Christopher. Perhaps you can provide us with the decision. Edward demands his creature comforts – proper heating, constant hot water, comfortable beds, colour television...

Christopher: What about you, Theresa? Or aren't you too particular?

Theresa: Normally, yes. And usually we combine the open air and exercise with a bit of culture. Last year, for instance, we covered the Cheltenham Festival. The year before, it was Edinburgh. Edward adores Scotland.

Christopher: You fortunate characters! Are you complaining?

Theresa: No, but I long to go further afield — something more dangerous – and where the temperature's hotter!

Christopher: I wonder if this would interest you. It arrived today. "A Specialised Tour of South America for Photographers. Canoeing up the Amazon. Alligators. And other hazardous adventures."

Theresa: Christopher, how marvellous! It sounds wonderful.

Christopher: No creature comforts for Edward!

Theresa: Separate holidays are an excellent idea – occasionally! Edward can go to Scotland alone.

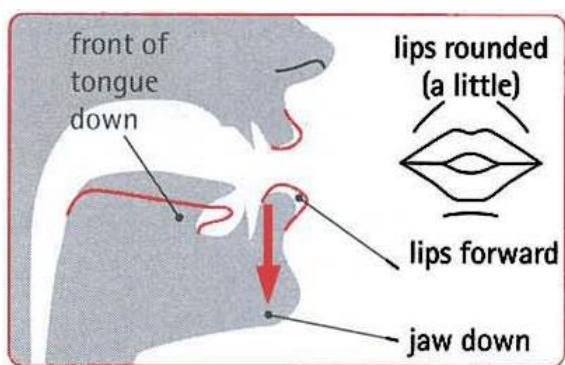
IV) Compare two sounds. Identify sounds /e/, /ə/, /ɜ:/, /æ/.

Compare two sounds. Create your own sentences using this pairs.

Men – man; bed – bad; said – sad; set – sat; send-sand; upward – word; breakfast – first; woolen – learn; pepper – person.

1.4. /ɒ/ - /ɔ:/

Phoneme /ɒ/



The vowel /ɒ/ may be defined as back, open, slightly rounded, short and lax.

Graphic notations:

o – in closed syllables: on, not, stop, office.

a – want, quality

au – sausage, Austria.

I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /ɒ/ sound.

box	stop	collar	watch
wrong	cross	top	want
copy	bother	quality	clock
often	pot	wash	hobby

🔊 II) **Underline the sound /ɒ/ in the given phrases and sentences. Practice your pronunciation. Read them aloud.**

1. common problems
2. a box of chocolates
3. stop shopping
4. hot job
5. The clock cost not much.
6. I want my dog to be strong.
7. Bob got on the wrong bus and got lost.
8. What do you want to watch now?

🔊 III) **Listen to the audio. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.**

What is wrong with a blonde Popsy?

Bob: Sorry, Tom. I wasn't gone long, was I? My God! What's wrong with the blonde popsy? She looks odd - sort of floppy.

Tom: No longer a blonde popsy, old cock – a body.

Bob: Oh my God! You gone off your rocker? I just pop off to the shop for a spot of....

Tom: Stop your slobbering, you clot! So we got a spot of bother. Come on, we got to squash the blonde into this box and then I want lots of cloths and a pot of water – hot – and probably a mop - to wash off all these spots.

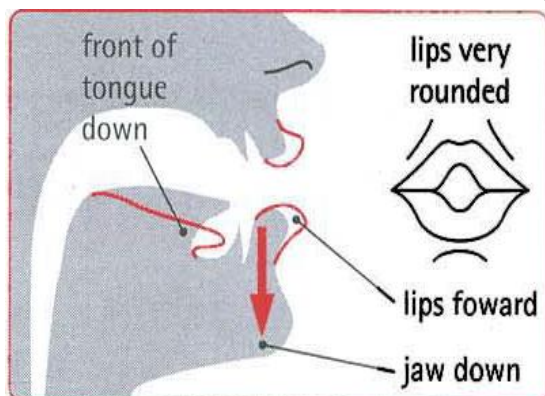
Bob: Clobbering a blonde! It's not on, Tom!

Tom: Put a sock on it, Bob, or I'll knock your block off! (*Knock, knock.*)

Bob: Oh my God! What's that knocking?

Tom, Tom, it's a copper!

Phoneme /ɔ:/'



The vowel /ɔ:/' may be defined as fully back, mid-open, rounded, long and tense.

Graphic notations:

or – in stressed syllables: corn, born, force.

aw – law, drawn, jaw.

ou – bought, course.

au – audible, fault, daughter, caught.

a – all, chalk, water, quarter, war.

ore, oor, oar, our – ore, door, board, four, court.

 **I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /ɔ:/ sound.**

born	awful	autumn	four
sport	draw	fault	all
north	dawn	bought	cause
for	law	your	small

 **II) Underline the sound /ɔ:/ in the given phrases and sentences. Practice your pronunciation. Read them aloud.**

1. small hall
2. before dawn
3. naughty daughter
4. already exhausted
5. author's thoughts
6. I bought a horse in August.
7. My small daughter is naughty
8. I saw the ball at the corner of the hall.

 **III) Listen to the audio. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.**

Fawns, Horses and a Tortoise

Paul: Any more of these awful autumn storms, George, and we'll be short of corn. I ought to have bought some more in Northport.

George: This morning, just before dawn, I thought I saw signs of a thaw. I was sure –

Paul: Sssh! Behind that door there are four fawns that were born in the storm. They're all warm in the straw now.

George: Poor little fawns! Paul, what's that snorting next door?

Paul: Those are the horses' stalls. They're snorting at my daughter's tortoise. It always crawls around in the straw.

George: If Claud saw us walking across his lawn.... He's an awful bore about his

lawn. Oh, Lord, we're caught! There is Claud! Now we're for it!

 **IV) Compare two sounds. Create your own sentences using this pairs.**

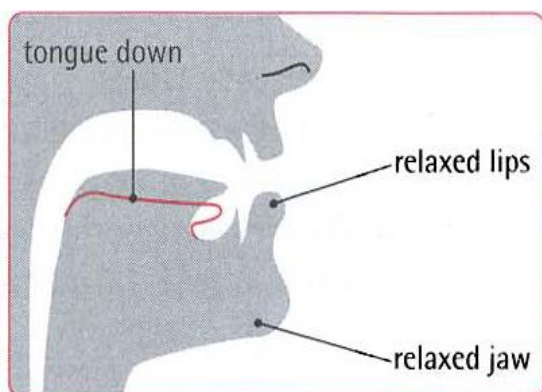
1. Pot – port
2. Spot – sport
3. Shot – short

4. Collar – caller

5. Cot – caught

1.5. /ʌ/ - /ɑ:/

Phoneme /ʌ/



The sound /ʌ/ is defined as central, open, unrounded, short and lax.

Graphic notations:

u – in closed syllables: must, but, under.

o – in closed syllables: son, month, brother.

ou – country, young.

oo – flood, blood

I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /ʌ/ sound.

sun	much	among	done
lucky	hut	won	nothing
just	ugly	love	cover
summer	rubber	son	enough

II) Underline the sound /ʌ/ in the given phrases and sentences. Practice your pronunciation. Read them aloud.

1. jump up
2. enough money
3. wonderful summer
4. colorful rug
5. sunny month
6. lucky company
7. The flood comes in summer.
8. He studies nothing on Sunday.
9. My younger brother won so much money.

III) Listen to the audio. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.

Bungalow's Flooded

Duncan: Jump up, Cuthbert! The bungalow's flooded!

Cuthbert: The bungalow? Flooded?

Duncan: Come on, hurry up.

Cuthbert: Just our luck! We're comfortably in London for a month, come down to the country on Sunday - and on Monday we're flooded! Trust us!

Duncan: Shut up! Come on, double up the rugs and stuff them above the cupboard. Chuck me that shovel. There's a ton of rubble that I dug out of the rubbish dump. I'll shove it under the front door - it seems to be coming from the front.

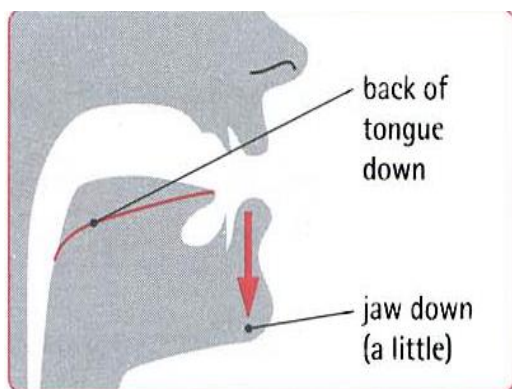
Cuthbert: Duncan! I'm stuck!

Duncan: Oh, brother! You're as much use as a bloody duck!

Cuthbert: If I'd been a duck, I could have swum! Oh crumbs! The mud's coming in under the other one! We're done for! We'll be sucked into the disgusting stuff!

Duncan: Hush! How wonderful! The current's suddenly swung. It's not going to touch us... unless... I wonder...

Phoneme /ɑ:/



The vowel /ɑ:/ is defined as back-advanced, open (broad variety), unrounded, long and tense.

Graphic notations:

a – in stressed syllables: car, star, carpet.

a + two consonants (except ll): grass, half, after, bath.

au – aunt, laugh. court.

I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /ɑ:/ sound.

dark	laugh	Mars	carpet
farm	carve	bar	hard
bath	smart	star	part
class	far	garden	March

II) Underline the sound /ɑ:/ in the given phrases and sentences. Practice your pronunciation. Read them aloud.

1. large farm

2. smart answer
3. large bathroom
4. car park
5. dancing class
6. There are many film stars in this large bar.
7. I last saw him in the park this afternoon.

🔊 III) Listen to the audio. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.

At the party

Alana: What a wonderful party this is. I'm having so much fun, Margaret.

Margaret: Where's your glass, Alana?

Alana: Here you are. Thanks. That's enough.

Martin: Alana! Margaret! Come into the garden. Tara Darling and Markus Marsch are dancing on the grass.

Margaret: In the dark?

Martin: There're dancing under the stars.

Alana: Fantastic! And Bart Jackson is playing his guitar.

Margaret: Just look at Tara! She can't dance but she looks very smart.

Martin: Look at Markus. What a fabulous dancer!

Alana: What an attractive couple they are! Let's take a photograph of them.

🔊 IV) Compare two sounds. Create your own sentences using this pairs.

1. dark – duck
2. March – much
3. cart – cut
4. heart - hut

CHAPTER 2. CLASSIFICATION OF DIPHTHONGS

An Overview:

1. Classification of diphthongs according to the movement of the tongue
2. Classification of diphthongs according to the comparative importance of the elements

A diphthong, also known as a gliding vowel, is a combination of two adjacent vowel sounds within the same syllable.

There are different ways of classifying English diphthongs.

It is possible to classify them in accordance with the movement of the tongue:

1) **centring diphthongs** end with a glide towards [ə]; they are called centering because [ə] is a central vowel.

[ɪə] as in *idea* [aɪ'diə], *real* [riəl], *deer* [diə], *career* [kə'riə], *clear* [kliə], *hear* [hiə], *experience* [iks'piəriəns], *period* ['piəriəd], *here* [hiə];

[uə] as in *sure* [ʃuə], *poor* [puə], *tour* [tuə], *Europe* ['juərəp], *cruel* [kruəl], *sanctuary* ['sæŋktuəri];

[eə] as in *air* [eə], *pair* [peə], *chair* [tʃeə], *care* [keə], *various* ['veəriəs], *bear* [beə], *wear* [weə], *swear* [sweə], *their* [ðə], *heir* [eə].

2) **closing diphthongs** end with a glide towards [ɪ] or towards [u].

[eɪ] as in *place* [pleɪs], *later* ['leɪtə], *taste* [teɪst], *change* [tʃeɪnd], *aim* [eɪm], *aid* [eɪd], *day* [deɪ],

[oɪ] as in *boil* [boɪl], *coin* [kɔɪn], *boy* [bɔɪ], *enjoy* [ɪn'dɔɪ].

[aɪ] as in *fine* [faɪn], *life* [laɪf], *child* [tʃaɪld], *lie* [laɪ], *pie* [paɪ], *sign* [saɪn], *high* [haɪ], *type* [taɪp]

[əʊ] as in *home* [həʊm], *open* ['əʊpən], *old* [əʊld], *folk* [fəʊk], *most* [məʊst], *both* [bəʊθ]

[aʊ] as in *loud* [laʊd], *proud* [praʊd], *town* [taʊn], *crown* [kraʊn].

3) **opening diphthongs** are those in which the second element is a more 'open' vowel than the first: there are no opening diphthongs in English.

2. A second classification is by the **comparative importance of the different elements**:

- rising diphthongs are those in which the second element seems to be the more important: there are no rising diphthongs in English.

- falling diphthongs are those in which the first element seems to be the more stressed: /ei/, /ai/, /au/, /ɔi/, /ɪə/, /ɛə/, /ɔə/, /ʊə/.

✒ Questions:

1. Explain:

a) Classification of diphthongs according to the movement of the tongue

b) Classification of diphthongs according to the comparative importance of the elements

✒ Draw a table and characterize each English diphthong.

E.g.

Sound	Movement of the tongue	Comparative importance of the elements
/ei/	Closing	Falling
...	...	...

🔊 Read the next proverbs. Pay attention to the pronunciation of diphthongs.

[ɪə] Appearances are deceitful. Fear has a quick ear. Experience is the mother of wisdom.

[uə] What cannot be cured, must be endured.

[ɛə] Where there is a will, there is a way. It's late to tear your hair. Take care of the pence and the pounds will take care of themselves.

[ei] Haste makes waste. An apple a day keeps the doctor away. No pains no gains. Money often unmakes the men who make it. Money spent on the brain is never spent in vain.

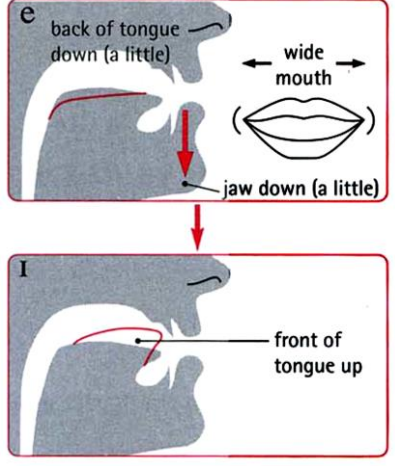
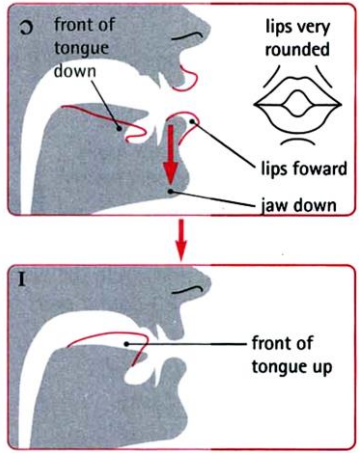
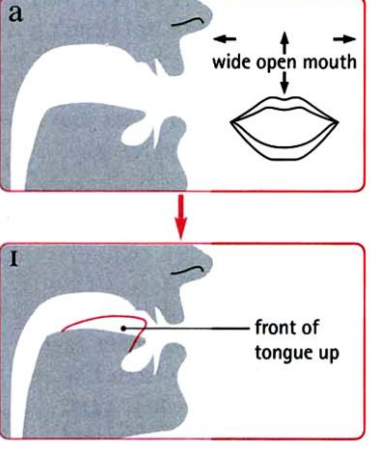
[ɔɪ] There is no joy without alloy. Choice of the end covers choice of the means.

[aɪ] [au] Out of sight, out of mind. A sound mind in a sound body.

[əʊ] As you sow you shall mow. Man proposes, God disposes. All roads lead to Rome. There is no place like home. Great boast, small roast.

PRONUNCIATION PRACTICE

2.1. /eɪ/ - /ɔɪ/ - /aɪ/

/eɪ/	/ɔɪ/	/aɪ/
		
closing, falling diphthong	closing, falling diphthong	closing, falling diphthong
Graphic notations: 1. a, ea – late, plane, break 2. ai – wait, aim 3. ey – prey, obey 4. eigh – eight	Graphic notations: 1. oi – coin, boil 2. oy – boy, destroy`	Graphic notations: 1. i, ei, ui – kind, either, guide 2. y, uy – sky, dry, buy 3. ie – lie, pie 4. igh – right, light

✎ I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of diphthongs.

say	voice	dry
safe	moist	apply
gate	choice	die
paper	noisy	tie
lake	joy	require
away	oyster	inquire
steak	annoyed	neither
great	poison	height
train	foil	flight
explain	appointment	delightful

🔊 II) Identify diphthongs in the given phrases and sentences. Read aloud.

A)

- | | |
|-----------------------|----------------------|
| 1. destroy the poison | 9. enjoy the voice |
| 2. came late | 10. sign on the line |
| 3. nice style | 11. make a cake |
| 4. the same day | 12. moist soil |
| 5. white wine | 13. like skydiving |
| 6. annoying noise | 14. take a break |
| 7. hate rain | 15. boiling oil |
| 8. bright light | |

B)

The boy has an enjoyable voice.
It was designed by Michel last night.
They obey him anyway.
Do not spoil a boy.
He stays up late on Sunday.
He will stay and wait for his neighbour.
That guy is riding my bicycle.
He pointed at the coin.
Why do you like flying a kite?
The baby is related to a great painter.
Roy avoids annoying employees.
Finally, I realized that Mike had lied to me.

🔊 III) Listen to the audio. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.

James Doyle and the Boilermakers' Strike

Old gentleman: I say! What's all that frightful noise?

Boy: It's the boilermakers from Tyneside. They're on strike. I'm on the way to join them.

Old gentleman: You a boilermaker?

Boy: Me? No, I slave for United Alloys. But I'll add my voice to anyone fighting for his rights.

Old gentleman: Wait! Why are they striking this time?

Boy: A rise in wages mainly – and overtime for nights.

Old gentleman: Why don't they use their brains? A rise in pay means rising prices and greater inflation. What's the point? Who gains?

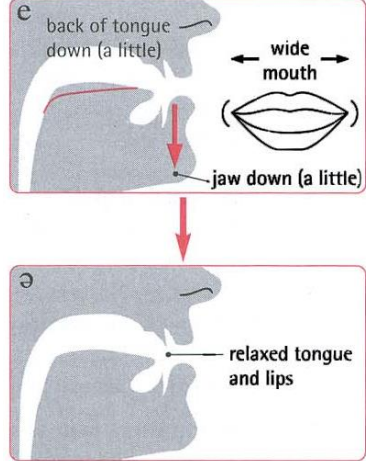
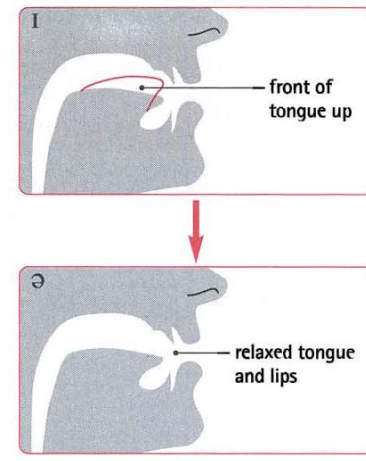
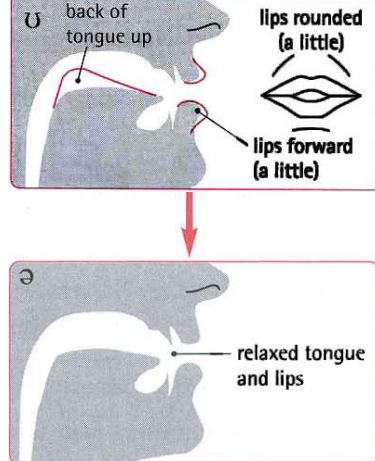
Boy: That's blackmail, mate. There's high unemployment in Tyneside and the employers exploit the situation. They pay a high trained boilermaker starvation wages. It's a disgrace.

Old gentleman: What's your name?

Boy: James Doyle. I come from a line from fighters. My aunt Jane chained herself to the railings in 1809. She was quite famous.

Old gentleman: I shall be highly approved if you tie yourself to mine!

2.2. /eə/ - /ɪə/ - /ʊə/

/eə/	/ɪə/	/ʊə/
		
centring, falling diphthong	centring, falling diphthong	centring, falling diphthong
Graphic notations: 1. are – care, spare 2. air – hair, air 3. ear – weat, bear 4. ere – where, there	Graphic notations: 1. ear – ear, hear 2. eer – beer, steer 3. ere – sinsere, here 4. ea – real, idea	Graphic notations: 1. oor – boor, poor 2. ou(r) – tour, tourist 3. u(re) – cure, assure

✎ I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of diphthongs.

rare	beard	spoor
prepare	smear	boor
bare	near	moor
area	year	tournament
fairy	sneer	tourism
dairy	engineer	ensure
upstairs	merely	assurance

airport	theatre	cure
there	real	jury
tear	career	insurance

II) Identify diphthongs in the given phrases and sentences. Read aloud.

A)

- | | |
|-------------------------|----------------------|
| 1. spare chair | 7. rare bear |
| 2. hear clearly | 8. cheerful engineer |
| 3. clear idea | 9. a pair of hares |
| 4. the tournament jury | 10. the poor tour |
| 5. care about this area | 11. near the theatre |
| 6. ensure good tour | 12. their parents |

B)

The poor tourist was not sure about that. He has got fair chair. The idea is not clear. A lot of my peers live near here. Where is my pear? They are very poor. It is up there, in the air. Mary put the chair under the stairs. We are engineers. He is a member of the tournament jury. He has a fearful appearance.

III) Listen to the audio. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.

It's eerie in here

Aaron: Oh Piers, it's eerie in here – there's a sort of mysterious atmosphere – as if nobody's been here for years.

Piers: That's queer. Look, Aaron – over there. There's a weird light, like hundreds of pairs of eyes staring. I think we're in some animal's lair.

Aaron: Where?

Piers: There. They're coming nearer. My God, Aaron, they're giant bats.

Aaron: Oh no! I can feel them in my hair. They're tearing my beard! I can't bear it. Piers.

Piers: What if they're vampires? They're everywhere. Let's get out of here. We could try and climb higher.

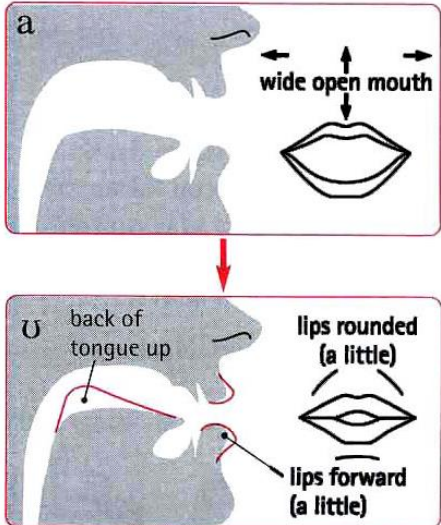
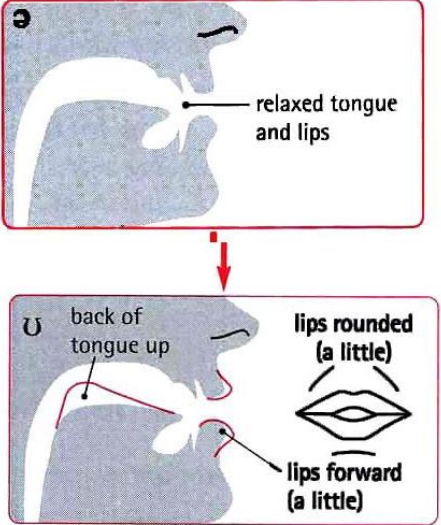
Aaron: No fear! I'm not going anywhere. I'm staying here.

Piers: Aaron! There's a kind of iron staircase. Over here. Only take care. There's a sheer drop. (*Sounds of panting*)

Aaron: God, I'm weary. We must have been climbing these stairs for hours.

Piers: Cheer up, Aaron, I can see a square of light and smell fresh air and flowers. We're nearly there!

2.3. /aʊ/ - /əʊ/

/aʊ/	/əʊ/
	
closing, falling diphthong	closing, falling diphthong
Graphic notations: 1. ou – cloud, round 2. ow – town, vowel	Graphic notations: 1. o – phone, joke 2. ow – own, arrow 3. oa, oe – coast, load, toe 4. ou – soul, poultry

✎🔊 I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of diphthongs.

couch	tomato
surround	ago
pronounce	toad
flower	goat
found	loan
house	October
allow	propose

doubt	no
coward	poultry
loud	mould

🔊 II) Identify diphthongs in the given phrases and sentences. Read aloud.

A)

1. found our
2. old boat
3. the only road
4. grow slowly
5. brown blouse
6. close the window
7. around the mountain
8. woke up alone
9. about the announcement
10. the power of the crowd

B)

Though the coach has a goal, he is not very focused. Flowers are around the house. Joe will host the show. How is the brown cow now? We hope he will not smoke tomorrow. I found mouse in my town house How do you pronounce this vowel sounds? It is so cold, so do not go slowly.

🔊 III) Listen to the audios. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.

Howard's Found an Owl

Howard: Brownie, if you vow not to make a sound, I'll show you an owl that I've found.

Brownie: An owl? You've found an owl?

Howard: Don't shout so loudly. We don't want a crowd to gather round the house. Tie that hound up outside the cowshed. He's so bouncy and he's bound to growl.

Brownie: There. I've wound his lead round the plough. No amount of bouncing will get him out now.

Howard: Now, not a sound. It's down by the fountain Where the cows browse.

Brownie: Wow, Howard! It's a brown mountain owl! It's worth about a thousand pounds down in the town.

Howard: No doubt. But my proud owl is homeward bound — south to the Drowned Mouse Mountains.

No Wonder the Boat Was Low!

Miss Jones: So the boatman put the goat and the roses and the load of coal into the boat –

Toby: I hope the goat won't eat the roses. Goats eat most things, you know. Miss Jones.

Miss Jones: They told the boatman so. But oh no, the goat and the roses both had to go in the boat.

Toby: Was it a rowing boat. Miss Jones? Was the boatman going to row?

Miss Jones: No, they told the boatman rowing would be too slow. So the postman sold him an old motor mower and he roped it to the boat. And so, you see, Toby, he had a motor boat.

Toby: Did the boat go?

Miss Jones: It was a bit low, with the goat and the coal and the roses and the boatman –

Toby: And the postman and Rover, I suppose — Miss Jones: Oh no, there was no room for the postman and Rover. They went home by road. And then it began to snow...

PART 3

CHAPTER 1. CLASSIFICATION OF CONSONANT SOUNDS

An Overview:

1. Classification of consonant sounds according to the active organs of speech which form the obstruction and according to the place of obstruction.
2. Classification of consonant sounds according to the manner of the production of noise and according to the type of obstruction.
3. Classification of consonant sounds according to the work of the vocal cords
4. Classification of consonant sounds according to the position of the soft palate

Consonants are usually classified according to the following principles:

1. According to the active organs of speech which form the obstruction and according to the place of obstruction.

According to the active organs of speech consonants are divided into the following groups:

1. labial, 2. lingual, 3. glottal.

1) In pronouncing labial consonants the obstruction is formed by the lips.

Labial consonants are divided into bilabial and labio-dental.

A) In articulating bilabial consonants the obstruction is formed by the two lips being brought together. The English bilabial consonants are : /p/, /b/, /m/, /w/.

B) In articulating labio-dental consonants the obstruction is formed by the lower lip being pressed against the upper teeth. The English labio-dental consonants are: /f/, /v/.

2) In pronouncing lingual consonants the obstruction is formed by the tongue. Lingual consonants are divided into forelingual, mediolingual and backlingual.

A). In articulating forelingual consonants the obstruction is formed by the tip or the blade of the tongue. The English forelingual consonants are: /θ/, /ð/, /t/, /d/, /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /n/, /l/, /r/.
According to the passive organ of speech, that is, to the place of

obstruction forelingual consonants are subdivided into dental and alveolar.

a) In articulating forelingual dental consonants the obstruction is formed by the tip of the tongue and the teeth. The English dental consonants are: /θ/, /ð/.

b) Alveolar consonants are articulated by the tip of the tongue against the teeth-ridge. The English alveolar consonants are : /t/, /d/, /n/, /l/, /s/, /z/.

Besides alveolar proper consonants there are also palate-alveolar and post-alveolar consonants. Palato-alveolar consonants are articulated by the tip and the blade of the tongue against the teeth-ridge, while the front of the tongue is raised in the direction of the hard palate. The English palate-alveolar consonants are: /ʃ/, /ʒ/, /tʃ/, /dʒ/. Post-alveolar consonants are articulated by the tip of the tongue against the back part of the teeth-ridge, as in the case of the English /r/.

B) Mediolingual consonants are articulated by the front of the tongue raised towards the hard palate, as in the case of the English consonants /j/

C) Backlingual consonants are articulated by the back of the tongue against the soft palate.

The English backlingual consonants are: /k/, /g/, /ŋ/.

3. Glottal consonants. Glottal consonants are articulated in the glottis, as in the case of the English /h/.

2. According to the manner of the production of noise and according to the type of obstruction.

According to this principle consonants are divided into:

1. Occlusive Consonants. In articulating occlusive consonants the active organs of speech form a complete obstruction. Occlusive consonants are subdivided into plosives (or stops) and occlusive (or nasal) sonorants. In pronouncing plosive consonants the articulating organs form a complete obstruction which is suddenly broken by the pressure of the air exhaled from the lungs and a kind of explosion, called plosion, is heard. The English plosive consonants are: /p/, /b/, /t/, /d/, /k/, /g/.

In articulating occlusive (nasal) sonorants the active organs of speech form a complete obstruction. The air-passage through the

mouth is blocked, the soft palate is lowered and the air passes through the nasal cavity. The English occlusive sonorants are: /m/, /n/, /ŋ/.

2. Constrictive Consonants. In articulating constrictive consonants the active organs of speech do not block the air-passage completely but form a narrowing of the air-passage. Constrictive consonants are divided into fricative consonants and constrictive sonorants.

In articulating fricative consonants the active organs of speech form a narrowing through which the air passes with audible friction. The English fricative consonants are: /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/.

In articulating constrictive sonorants the active organs of speech form an obstruction or a narrowing of the air-passage wide enough for the air to pass through without producing audible friction. Constrictive sonorants may be medial and lateral. Medial sonorants are those in the production of which the sides of the tongue are raised and the air escapes along the central line of the tongue, as in the case of the English /w/, /r/, /j/. Lateral sonorants are those in the production of which the tip of the tongue is pressed against the teeth-ridge and the air escapes along the sides of the tongue, as in the case of the English /l/.

3. Occlusive-Constrictive Consonants. In articulating occlusive-constrictive consonants the active organs of speech form a complete obstruction at first and then they are slowly released forming a narrow air-passage. The air, blocked at first by the complete obstruction, then escapes producing audible friction. Occlusive-constrictive consonants are also called affricates. The English occlusive-constrictive consonants (or affricatives) are: /tʃ/, /dʒ/.

3. According to the work of the vocal cords.

According to this principle consonants are divided into two groups – voiceless and voiced.

Voiceless consonants are those in the production of which the vocal cords are kept apart and do not vibrate. The English voiceless consonants are: /p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /tʃ/, /h/.

Voiced consonants are sounds in the production of which the vocal cords are brought close together and vibrate. The English voiced consonants are: /b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, /dʒ/, /m/, /n/, /ŋ/, /w/, /l/, /r/, /j/.

According to the force of articulation consonants are divided into relatively strong, or fortis and relatively weak, or lenis. English voiced consonants are lenis. English voiceless consonants are fortis. They are pronounced with greater muscular tension and a stronger breath force.

4. According to the position of the soft palate.

According to this principle consonants are divided into two groups : oral and nasal.

Oral consonants are sounds in the production of which the soft palate is raised and the air passes only through the mouth cavity as in the case of English /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, / θ /, / ð /, /s/, /z/, /ʃ/, / ʒ /, /h/, /tʃ/, /dʒ/, /w/, /l/, /r/, /j/. Nasal consonants are sounds in the production of which the soft palate is lowered, and the air passes out through the nasal cavity as in the case of the English /m/, /n/, / ŋ /.

☑ Questions:

1. Explain:

a) Classification of consonant sounds according to the active organs of speech which form the obstruction and according to the place of obstruction.

b) Classification of consonant sounds according to the manner of the production of noise and according to the type of obstruction.

c) Classification of consonant sounds according to the work of the vocal cords

d) Classification of consonant sounds according to the position of the soft palate

Draw a table and characterize each English consonant sound.

E.g.

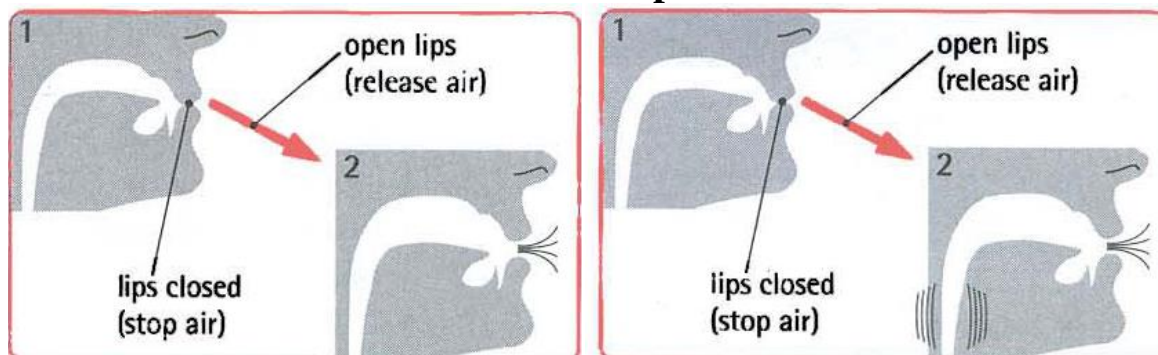
Sound	According to the active organs of speech and the place of obstruction.	According to the manner of the production of noise and according to the type of obstruction.	According to the work of the vocal cords	According to the position of the soft palate

p	Labial, bilabial	Occlusive, plosive	Voiceless, fortis	Oral
...	...	...	...	...

PRONUNCIATION PRACTICE

1.1. /p/ - /b/

Phonemes /p/ - /b/



In pronouncing the English /p/ the vocal cords are kept apart and do not vibrate, whereas in the articulation of the English /b/ they are drawn together and vibrate.

The English /p/ is a bilabial plosive voiceless consonant phoneme.

The English /b/ is a bilabial plosive voiced consonant phoneme.

Graphical notations of /p/	Graphical notations of /b/
p – part, help	b – best, web
pp – apply, apple	bb – robbery, rabbit

✎ I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /p/ and /b/ sounds.

pepper	map	library	about
appointment	hope	problem	bull
sport	support	bear	bow
happy	pay	web	number

✎ II) Practice your pronunciation. Read the phrases and sentences aloud.

A)

1. a big building

2. a brown wardrobe
3. a black bear
4. a blue bag
5. rubbish bin
6. a pretty present
7. a piece of paper
8. a deep sleep
9. an apple pie
10. a happy party

B)

His pet is a puppy. That boy is so stubborn. Her hobby is baking bread. There is a pen and a newspaper in the picture. Bob borrowed that book from the library. What's happening to the police. What about buying cabbage for the rabbit? Bob's got a big problem with his neighbour. He appeared to be happy to support her plan.

🔊 III) Listen to the audios. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.

A Present for Penelope

Peter: Pass the pepper, will you, please, Percy, old chap?

Percy: Pepper? You're not proposing to put pepper on your porridge?

Peter: Shut up, Percy! Why do you always presume that I'm stupid?

Percy: Well, stop snapping and explain the purpose of the pepper pot.

Peter: It's perfectly simple. I want to compare our pepper pot with the pepper pot I've bought as a present for Penelope Popplewell.

Percy: A practical—but pretty expensive—present!

Peter: Well, she's a super person. I thought perhaps, if you happened to be passing the Post Office . . . Could you possibly pop the parcel in the post?

Percy: Am I expected to pay the postage on this pepper pot for Penelope Popplewell?

Peter: Percy, you're impossible! I may be poor but I have my pride! Here's £1 for the postage.

Brandy in the Baby's Bottle!

{Telephone rings.} Bob: Bob Batterby.

Babs: Oh Bob, this is Babs. I'm baby-sitting for Betty and my brother Bill. I'm sorry to bother you but...

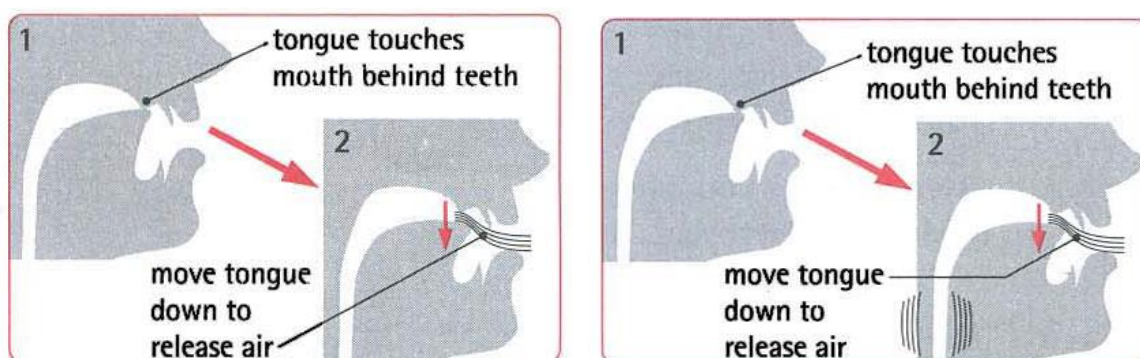
Bob: What's the trouble? No problem's too big when Bob's on the job!

Babs: Oh stop being stupid. Bob. It's baby. I put her on the balcony on a blanket with a biscuit to bite on and I think a bit of biscuit... She can't breathe.

Bob: Bang her on the back, between the shoulder blades.
 Babs: I've banged her till she's black and blue.
 Bob: Try putting a bit of brandy in her bottle.
 Babs: Brandy in the baby's bottle! Oh Bob!
 Bob: Sorry, Babs. Sounds bad. I'd better bicycle over. Be with you before you can say "bread and butter".
 Babs: Bless you, Bob. Bye-bye. Be quick.

1.2. /t/ - /d/

Phonemes /t/ - /d/



In the production of /t/ the vocal cords are kept apart and do not vibrate, whereas in the articulation of /d/ they are drawn near together and vibrate.

The English /t/ is a forelingual apical alveolar occlusive (plosive) voiceless consonant phoneme.

The English /d/ is a forelingual apical alveolar occlusive (plosive) voiced consonant phoneme.

Graphical notations of /t/	Graphical notations of /d/
t – test, trouble	d – dead, date
tt – better, pretty	dd – add, odd
Th- Thomas, Thames	

✍️ I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /t/ and /d/ sounds.

letter	attitude	middle	deep
pet	tennis	dragon	ladder
top	cotton	student	daddy
attract	light	date	did

🗣️ II) Practice your pronunciation. Read the phrases and sentences aloud.

A)

1. difficult time
2. different details
3. a wide road
4. a difficult daughter
5. sent a letter
6. a pretty photo
7. dry land
8. different buttons
9. odd food

B)

Her daughter opened the door. I got the tickets on Tuesday. My dad's birthday is today. He helped me a lot in October. David decided to dance with the lady in red. What time is it now in Thailand. The letter was written in September. Eddy had a bad cold yesterday. Dan owned a building with a garden.

🔊 III) Listen to the audios. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.

Waiting for Templetons

Tessa: What time did you tell Templetons to get here, Martin?

Martin: Any time between 10 and 12.

Tessa: But it's after two! They're terribly late!

Martin: Why didn't you contact United Transport as I told you?

Tessa: Peter Thompson said that Templetons were better.

Martin: Tessa! Peter Thompson's a director of Templetons. Oh! blast it! I've torn my trousers on the radiator.

Tessa: Oh Martin, do take care! ... Hadn't we better telephone?

Martin: I've tried. The telephone's not connected yet.

Tessa: And the water's still cut off. We can't just wait here all afternoon in an empty flat with no water and no telephone.

Martin: How uninviting an empty flat is.

Tessa: And it seems tiny, too, now, doesn't it?

Martin: I'm tempted to take a taxi straight into town and stay the night in a hotel.

Tessa: How extravagant! But what a delightful thought!

All Dressed up for a Date with David

Donald: And what's my darling daughter doing all dressed up?

Deirdre: I've got date with David, Daddy. We're going to a dance at Dudley Head, with Dan and Ada Dodd.

Donald: David? Not that dreary lad who came to dinner on Friday and trod on the dog? Deirdre, he's dreadful!

Deirdre: Oh Daddy! He's divine! I adore him!

Donald: I found him dreadfully dull, I'm afraid. You know, that dress doesn't do anything for you, my dear. Dark red! Darling, it's so deadening, so dreadfully drab!

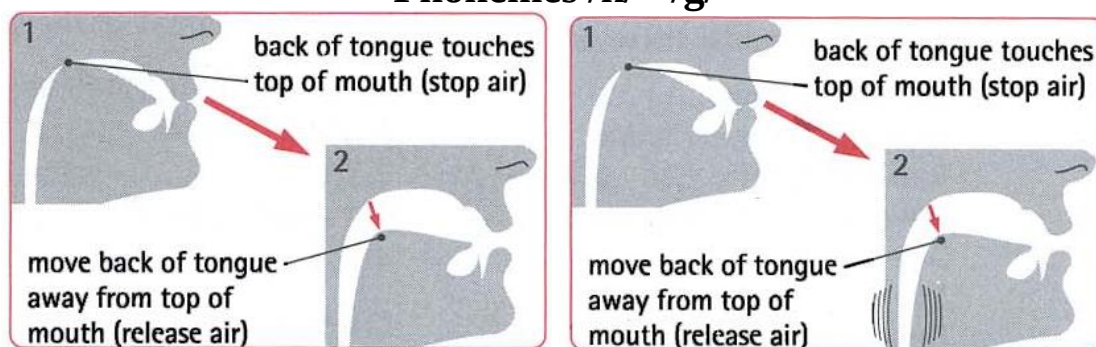
Deirdre: Oh Daddy! Why is everything I do dreadful these days? (The front doorbell rings). Oh, there's David! I must dash.

Donald: Is he driving? Don't let him drink. And don't forget, you said you'd be in bed by midnight.

Deirdre: Oh Daddy!

1.3. /k/ - /g/

Phonemes /k/ - /g/



In the production of /k/ the vocal cords are kept apart and do not vibrate, whereas in the articulation of /g/ they are drawn near together and vibrate.

The English /k/ is a lingual, backlingual, occlusive, plosive, voiceless consonant phoneme.

The English /g/ is a lingual, backlingual, occlusive, plosive, voiced consonant phoneme.

Graphical Notations of /k/	Graphical Notations of /g/
k – kiss, lake	g – gold, girl
c – coat, college	gg – egg, piggy
ck – pick, block	gh - ghost
ch – ache, chemist	

📝 I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /k/ and /g/ sounds.

Turkey	king	dog	jogging
tick	pocket	green	glass
lake	key	glue	gather
architect	chemist	foggy	hungry

🔊 II) Practice your pronunciation. Read the phrases and sentences aloud.

A)

1. go jogging
2. get together
3. classical music
4. keep calm
5. get into groups
6. a hungry dog
7. take a break
8. a golden egg
9. a coin collection
10. a bank account
11. the bigger bag
12. a green garden

B)

The dragon got aggressive at the gate. That chemist often cleans his car. His gift is a golden egg. The cook's carrying some carrots. The angry dog is getting hungry. Some candidates from this school are sick. They are drinking coffee and talking about books. A girl grew garlic in the garden.

🔊 III) Listen to the audios. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.

Cash in the ice-cream carton

Colin: O.K., Mike. At six o'clock you take a taxi to the bank. Max will come out with the cash in a cream-coloured case ...

Mike: I'm to collect the cash?

Colin: Of course. Don't ask question. Just concentrate.

Mike: Colin, if they catch me I'll confess.

Colin: Keep quiet, can't you? At a quarter to six Coco will be parked at the corner of the Market Square.

Mike: I'll scream. I'm a coward. The kids at school ...

Colin: Pack the cash in the ice-cream carton in the back of the car and make your way as quick as you can back to the café.

Mike: Colin, I'm scared.

Colin: Oh crikey, Mick! You do make me sick!

Eggs from the Greek Grocer

Gladys: Gran, I'm hungry. Can we go home?

Granny: Grumbling again, Gladys! A great big girl like you. Now take my grey bag and go and some eggs from the grocer, there's a good girl.

Gladys: But Gran ...

Granny: I'm going to send a telegram to your grandfather. Oh, give me my glasses before you go. In the green and gold grosgrain case.

Gladys: But Granny ...

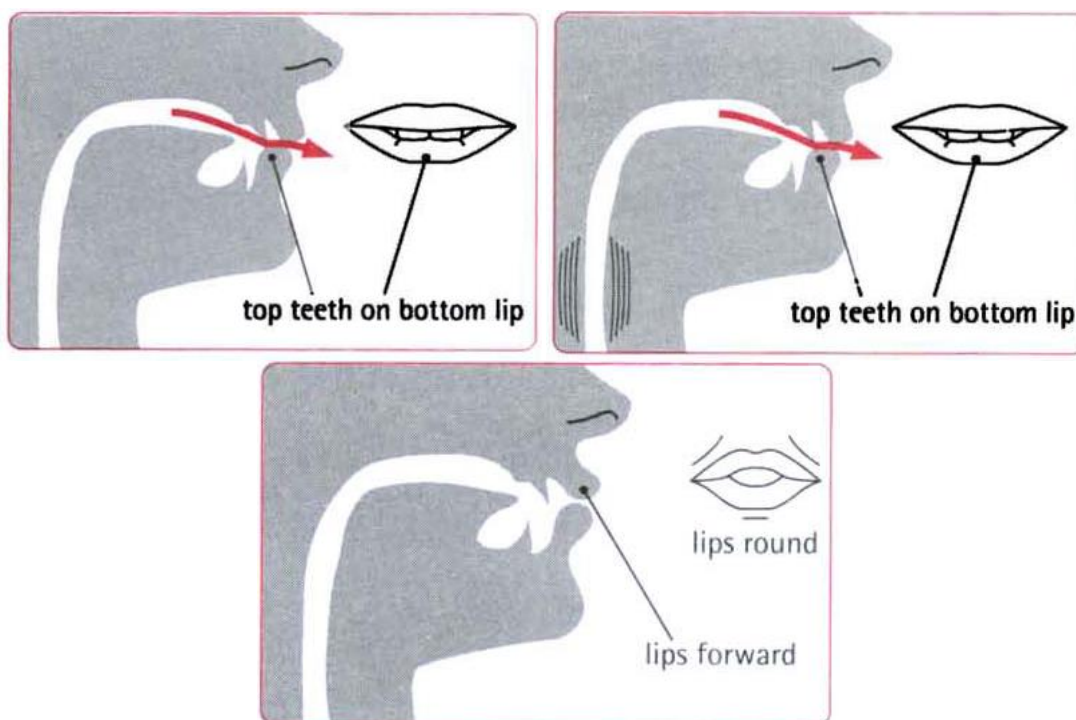
Granny: Don't giggle, girl. I'm beginning to get angry. Go and get the eggs.

Gladys: But Gran, it's no good my going to the grocer. He's gone away. He goes back to Greece every August. He's Greek.

Granny: Gone to Greece? How disgraceful!

1.4. /f/ - /v/ - /w/

Phonemes /f/ - /v/ - /w/



In the production of /f/ the vocal cords are kept apart and do not vibrate, whereas in the articulation of /v/ they are drawn near together and vibrate.

The English /f/ is a labio-dental constrictive fricative voiceless consonant phoneme.

The English /v/ is a labio-dental, constrictive, fricative, voiced consonant phoneme.

The English /w/ is a bilabial constrictive medial sonorant.

Graphical Notations of /f/	Graphical Notations of /v/	Graphical Notations of /w/
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f – fact, farm	v – view, travel	w – wet, wood
ff – giraffe, offer	f – in the word “of”	qu – quality, quest
ph – photo, phoenix		
gh – rough, laugh		

 **I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /f /, /v/ and /w/ sounds.**

office	travel	twelve
elephant	lover	lower
staff	give	wood
phone	veal	warm
alphabet	leave	sweet
cough	November	way

 **II) Practice your pronunciation. Read the phrases and sentences aloud.**

A)

1. travel advice
2. a falling leaf
3. phone a friend
4. warmth and water
5. visit a village
6. eleven knives
7. fresh coffee
8. a tough life
9. drive a van
10. weird swans

B)

Where will you be waiting? Stephen gave me some travel advice. Where will we go away? It is a photo of a falling leaf. Let's find the phrase in this paragraph. Vicky loves the view of the volcano very much. The wind whistles in the wood. That calf is running fast in the field. I am swimming in warm water. The van driver arrived at five o'clock. She laughed when he offered her a cup of coffee. Guavas are harvested without knives. One of the twins walked twenty miles.

🔊 III) Listen to the audios. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.

A Fine, Flashy Fox Fur

Felicity: That's fine, flashy fox fur you've flung on the sofa, Daphne.

Daphne: Yes, I found it on Friday afternoon in Iffley Forest.

Felicity: But, Daphne! That's Fiona's fox fur-her fiftieth birthday gift from Freddie.

You are awful! Fiona will be furious.

Daphne: Well, if Fiona left her fur in the forest ...

Felicity: Fiona leave her fabulous fox fur in the forest? Stuff and nonsense!

You're a thief! Take it off!

Daphne: Felicity! What a fuss over a faded bit of fluff! Anyway, fancy Fiona in a

fur! She's far too fat!

Rowena, Are You Awake?

Edward: Rowena! Are you awake?

Rowena: What? Edward, what's wrong? What time is it?

Edward: Oh, about two o'clock.

Rowena: In the morning? Oh, go away! What are you doing?

Edward: Come to the window, Rowena. Look, the whole world's white, there's a wicked wind blowing through Orwell Wood, whispering in the willows, whipping the water into waves, while over in the West...

Rowena: Oh, waxing poetical! You are off your head! I always knew it! Why are you wearing your Wellingtons?

Edward: I want to go out and wander in the woods. Come with me, Rowena! I can't wait to go walking in that wild and wonderful weather!

Rowena: I wish you wouldn't wake me up at two in the morning to go on a wild-
goose chase!

Edward: Oh, woman, woman! Stop whining! What a wet blanket you are!

Twenty Foreign Visitors

Evelyn: What are you giving your foreign visitors on Wednesday evening, Winnie? How many – twelve, is it?

Winnie: Twenty. Twelve of William's Swedish representatives, eight of them with wives.

Evelyn: And what will you feed them on?

Winnie: Well, we'll start with watercress soup, then fish in a white wine sauce flavoured with fennel and chives, followed by stuffed veal served with cauliflower and... oh, a very wide variety of vegetables.

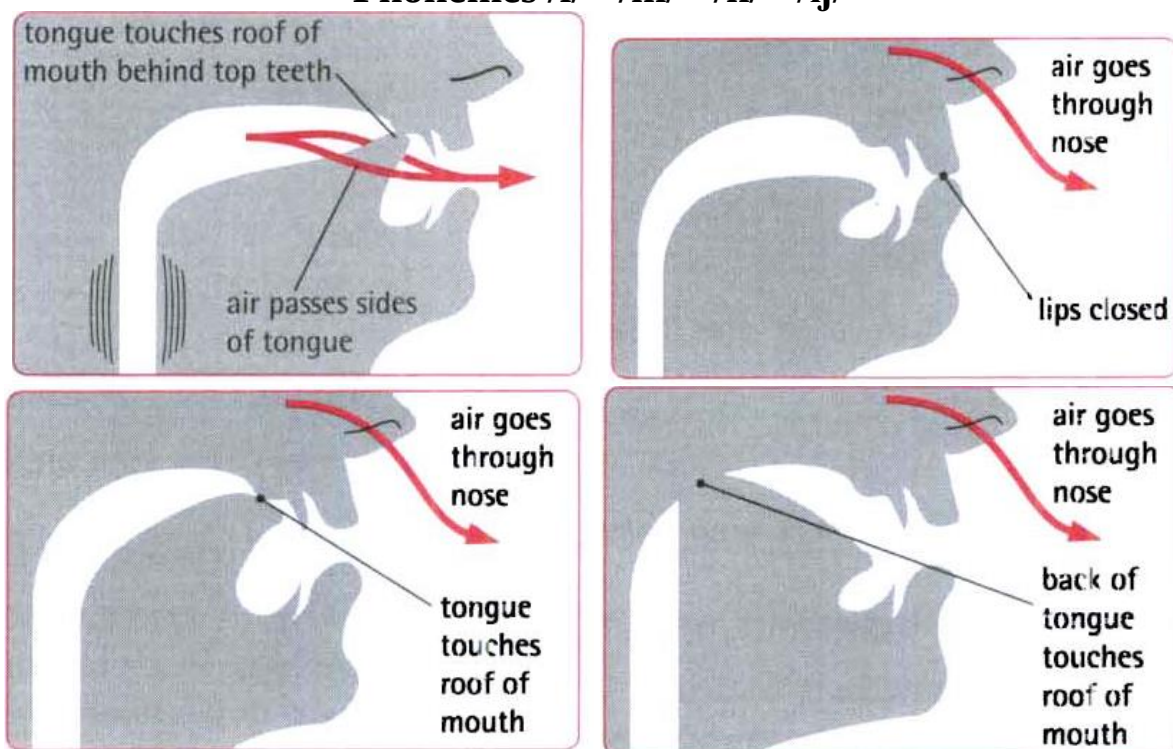
Evelyn: Mmm... My mouth's watering!

Winnie: For sweet we'll have fresh fruit souffle covered with walnuts. And lots of whipped cream, of course, and vanilla wafers. And we'll finish with devilled soft roes.

Evelyn: And finally coffee? What a feast! I wish I was going to be with you!

1.5. /l/ - /m/ - /n/ - /ŋ/

Phonemes /l/ - /m/ - /n/ - /ŋ/



The English /l/ is a forelingual alveolar apical constrictive lateral sonorant.

The English /m/ is a bilabial occlusive nasal sonorant.

The English /n/ is a forelingual apical alveolar occlusive (nasal) sonorant.

The English /ŋ/ is a backlingual, velar, occlusive, plosive nasal sonorant.

Graphical Notations of /l/	Graphical Notations of /m/	Graphical Notations of /n/	Graphical Notations of /ŋ/
l – letter, light	m – camp, more	n – nice, mane	n – ink, trunck
ll – doll, mall		nn – Ann, Ronny	ng – doing, king
		gn – gnite, sign	
		kn - knight	
		pn - pneumonia	

 I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /l/, /m/, /n/, /ŋ/ sounds.

bell	empty	ant	ring
feel	attempt	sound	doing
late	maybe	knife	single
complain	time	tense	kingdom
lunch	crumpet	knitting	length
closet	sum	nice	standing
call	term	sun	drink

 II) Practice your pronunciation. Read the phrases and sentences aloud.

A)

- | | |
|------------------------|-----------------------------|
| 1. lads and lasses | 7. a romantic novel |
| 2. a modern machine | 8. life and limb |
| 3. a north wind | 9. climb the mountain |
| 4. a memorable moment | 10. live and let live |
| 5. a negative sentence | 11. morning, noon and night |
| 6. make a comment | 12. and amazing performance |

B)

I will call you later. There are nineteen new necklaces here. I am hungry. Is something wrong? I have been waiting for a long time. Linda doesn't feel well. Nancy is a well-known long-distance runner. How long have you been studying English? My niece's kitchen is never neat. Listen to the lecturer and complete the application list.

 III) Listen to the audios. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.

Mum's muffins

Malcolm: Mum, may Tom Mitcham come home with me for tea tomorrow?

Mrs Maccalum: Of course, Malcolm. Have I met Tim before?

Malcolm: You met him in the summer. He is very small.

Mrs Maccalum: Oh, yes. I remember Tim. He is very smart.

And he has charming manners. Does his family come from Cambridge?

Malcolm: Yes. And... Oh, Mum!... Will you make some home-made muffins tomorrow?

Mrs Maccalum: Maybe. If I have time.

Malcolm: I told Tim about your muffins, Mum. That's why he is coming for tea tomorrow.

A king and a song

Ingrid: There once was a king –

Mungo: King of England?

Ingrid: No. This king's kingdom was far-flung, stretching along the banks of every winding river, spreading into all the angles of the world.

Mungo: He must have been a very strong king. The strongest! Did everything belong to him?

Ingrid: Almost everything. One evening he was sitting on the bank of his longest river, watching the sun sink behind the weeping willows –

Mungo: And the nightingales calling from the darkening branches.

Ingrid: Only they weren't nightingales. They were two monks ringing a tinkling bell, singing a sad lingering song in a strange tongue no longer known among the younger subjects of his far-flung kingdom.

Mungo: It's beginning to be interesting. But I'm getting hungry. Can you bring me something to eat and drink, do you think, Ingrid?

A lovely little lion

Billy: I love wild life in its natural element. Look at all your lovely animals, Lucy. Lots and lots.

Lucy: Eleven, actually.

Billy: And look! Here's a lovely little lion — a real live black lion asleep on the lawn.

Lucy: That's a leopard, actually.

Billy: I don't believe it! Leopards are yellow. Look, Lucy, he's laughing! Do animals understand the English language?

Lucy: Leave him alone, Billy. He's licking his lips.

Billy: Would you like a lettuce leaf, little lion?

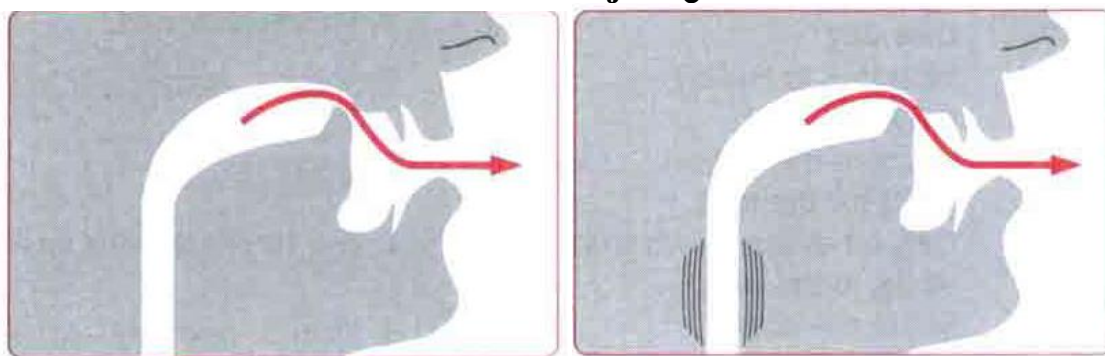
Lucy: Billy, be careful — Oh Lord!

Billy: Let go! Help, Lucy, he's got my leg!

Lucy: Actually, that's how I lost my left leg. You wouldn't listen, you silly fool. Well, let's limp over and look at the gorillas.

1.6. /ʃ/ - /ʒ/

Phonemes /ʃ/ - /ʒ/



In the production of /ʃ/ the vocal cords are kept apart and do not vibrate, whereas in the articulation of /ʒ/ they are drawn near together and vibrate.

The English /ʃ/ is a forelingual palato-alveolar apical fricative voiceless consonant.

The English /ʒ/ is a forelingual palate-alveolar apical fricative voiced consonant phoneme.

Graphical notations of /ʃ/	Graphical notations of /ʒ/
sh – ship, she	si – vision, Asia
ti – nation, emotion	s – erosion, invasion
ss – expression, mission	g - genre
ci – sufficient, social	
ch - chef	
s - sure	

✎👤 I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /ʃ/ and /ʒ/ sounds.

station	impression	occasion	garage
pressure	initial	pleasure	measure
action	destination	version	television
patience	potential	usually	mirage

🗨️👤 II) Practice your pronunciation. Read the phrases and sentences aloud.

A)

1. an Asian television
2. the chef's shoes

3. a special friendship
4. usual genre
5. an essential machine
6. a massage for pleasure
7. unusual garage
8. initial information
9. casual occasions
10. discussion about insurance

B)

This is essential information about insurance. The unusual garage is being measured. I wish I could go fishing in the ocean sometime. This Asian film belongs to the genre of comedy. Usually, casual clothes are not for special occasions. The chef has a special friendship with the musician. I occasionally watch television during my leisure time. Chicago is not in Asia.

🔊 III) Listen to the audios. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.

Are you sure you said sheep?

Sheila: 'Tricia, come and I'll show you my sheep.

Patricia: Your sheep? Sheila, what sheep?

Sheila: My sheep.

Patricia: Are you sure you said sheep?

Sheila: Shh, don't shout. Of course I'm sure I said sheep. She's here in the shed. Isn't she sweet? She was washed up on the shore at Shale Marsh.

Patricia: What a shame! Is it unconscious?

Sheila: She's a she. I shall call her Sheba. I should think she's suffering from shock.

Patricia: Do you think she was pushed off that Persian ship? Oh Sheila, she's shivering.

Sheila: My precious! She shall have a soft cushion and my cashmere shawl!

Patricia: She's rather special, isn't she? Sheila, I wish — oh, I do wish we could share her!

The Great Decision

Jacques: I have made a great decision, Jean. I have bought a television.

Jean: You? Jacques, on how many occasions have you told me that television was an intrusion into the privacy of the house, that it destroyed the pleasures of conversation, that people no longer know how to make use of their leisure ...

Jacques: I know, I know. And it's unusual for me to suffer a revision of thought, but on this occasion ...

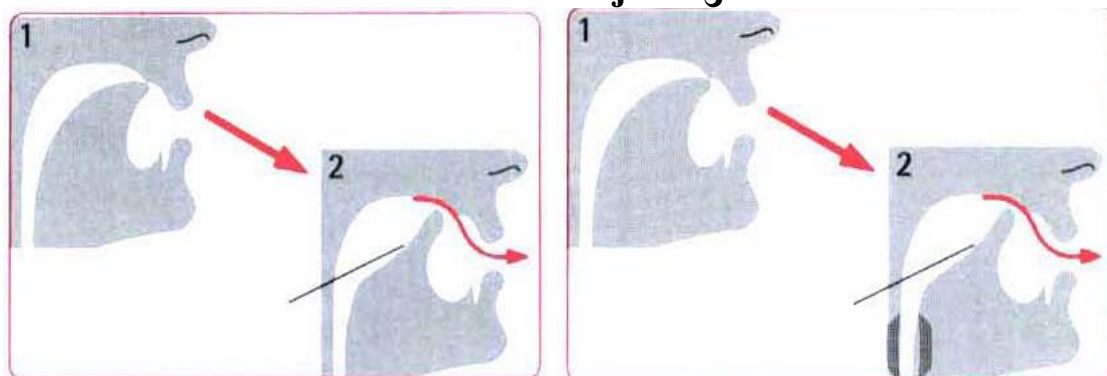
Jean: Where is this treasure?

Jacques: Hidden in the garage. Please make no allusion to it. I shall tell the family casually, as if there were nothing unusual in my buying a television.

Jean: After years of derision – I hope you will not be disillusioned by your television.

1.7. /tʃ/ - /dʒ/

Phonemes /tʃ/ - /dʒ/



In the production of /tʃ/ the vocal cords are kept apart and do not vibrate, whereas in the articulation of /dʒ/ they are drawn apart near together and vibrate.

The English /tʃ/ is a forelingual palato-alveolar voiceless affricate.

The English /dʒ/ is a forelingual palato-alveolar apical voiced affricate.

Graphical notations of /tʃ/	Graphical notations of /dʒ/
c – cello	d – soldier
t – natural, picture	g – village
ch – chips, cheese	j – jug, June

✎ I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /tʃ/ and /dʒ/ sounds.

lecture	chocolate	shedule	ginger
culture	watch	gentle	jeep
nurture	chess	judge	soldier
kitchen	catch	jam	large

🔊 II) Practice your pronunciation. Read the phrases and sentences aloud.

A)

1. Charlie Chaplin
2. judge and jury
3. church arches
4. chattering chatterboxes
5. chocolate chip cookies
6. a jar of jam
7. chubby children
8. jolly jelly-beans

B)

What did you major in? Why don't you sit the chair? Would you arrange travel? There is some juicy jam in the fridge. Which one do you choose? Who is wearing a large orange jacket and jeans? The picture in the kitchen is by Czech artist. Languages are bridges between people. I will have a cheese sandwich and French chocolate cake.

🔊 III) Listen to the audios. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.

Life is a Question of Choice or Chance?

Charles: If you could recapture your childhood, Richard, would you change much?

Richard: Life is a sort of arch. Arrival to departure. You can't switch direction,

Charles. Each century brings changes but actually, Nature doesn't change.

Charles: But you can reach different decisions. With television, you can choose which channel to watch, switch to another picture. You could catch a different train. Given the chance, Richard, would you change trains?

Richard: Life is a rich adventure and largely a question of chance. You don't choose your future as you choose a chocolate or a piece of cheese.

Charles: But, Richard, you do choose. You forge your own fortune – a butcher? a cellist? a teacher? a merchant? Each choice suggests a further choice – which tree, which branch, which twig?

Richard: Let's adjourn to the kitchen for chicken and chips. No choice for lunch, you see, Charles!

Charles: But you actually chose chicken and chips! Chops would have been much cheaper!

George's Jaw

Dr Jones: Ah, George, jolly good. Just exchange your jacket and jeans for these pajama's, white I jot down your injuries in my register. Age, religion, that's the usual procedure.

George: Well, Doctor Jones. I was just driving over the bridge on the edge of the

village ...

Dr Jones: Half a jiffy. Let's adjourn to the surgery. I've got a large sandwich and a jar of orange juice in the fridge. Join me?

George: Jeepers! My indigestion ... and my jaw! I shan't manage ...

Dr Jones: A generous measure of gin – just the job!

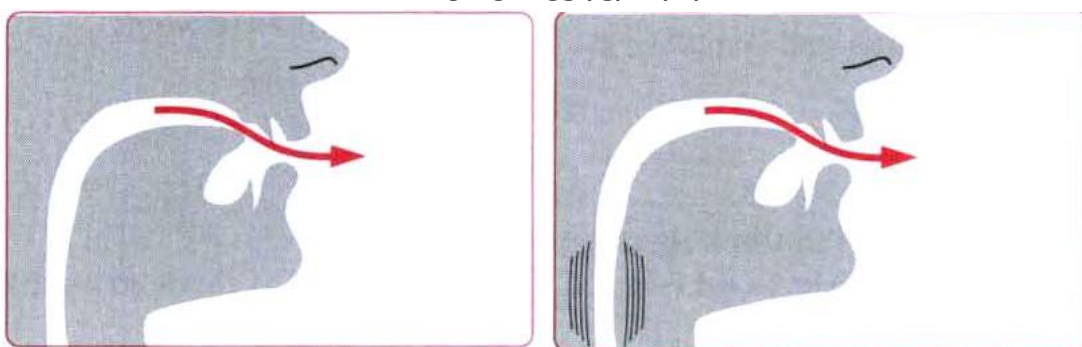
George: It's my jaw, Doctor. I was on the bridge at the edge of the village. I was just adjusting the engine when this soldier jumped out of the hedge ...

Dr Jones: Imagine! He damaged your jaw. Did he? I suggest an injection into the joint. Just a jiffy. I'll change the syringe.

George: Oh jeepers! Gently, Dr Jones!

1.8. /s/ - /z/

Phonemes /s/ - /z/



In the production of /s/ the vocal cords are kept apart and do not vibrate, whereas in the articulation of /z/ they are drawn near together and vibrate.

The English /s/ is a forelingual, apical alveolar constrictive fricative voiceless consonant phoneme.

The English /z/ is a forelingual apical alveolar constrictive voiced consonant phoneme.

Graphical notations of /s/	Graphical notations of /z/
s – son, sunny	s – result, close
c – city, circle	z – lazy, zoo
ss – class, glass	zz – puzzle
sc – muscle	x – exam, exist

✎ I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /s/ and /z/ sounds.

careless	story	jazz	Tuesday
miss	bus	amazing	close
science	weakness	zero	lose
sound	display	frozen	noise

II) Practice your pronunciation. Read the phrases and sentences aloud.

A)

1. jazz musicians
2. post office
3. an amazing zoo
4. a sad song
5. pass the test
6. an easy exam
7. lose the keys
8. science students
9. flowers in the breeze
10. police force

B)

Sirius is the brightest star in the sky. My cousin loves rosy roses. I saw your dress you are seeking on the sofa. My husband is at the zoo with our boys. Science lessons in my class are so interesting. Jazz music is not always easy to listen to. The second office looks the same as the first one. The zealous student studied zebras in zoology. Please zip up the zipper of my blouse. Daisy did not realize that she was lazy.

III) Listen to the audios. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.

A Sweet Siamese Student

Sam: That Siamese student seems a nice sort of person.

Stan: Yes, serious, sensible – a bit insecure, perhaps. Eldest of six – rest still at school.

Sam: I see her sister sometimes. I saw her yesterday.

Stan: Soft skin, silky voice, sleepy eyes, sort of slow, sexy smile.

Sam: Sounds like Siew Sang.

Stan: Yes. That's it – Siew Sang. She's so sweet.

Sam: Waxing ecstatic, Stan? I must say, I strongly disapprove of senior staff taking fancies to innocent students. You're supposed to be embracing serious linguistic research, not soft-skinned students! Most unsuitable. And silly, when you're just starting to make a success of this place ...

Stan: For goodness' sake, Sam. Who says I'm smitten? The kid's sweet but still only 26. I shall be 60 in September!

The Zoology Exam's on Thursday

Ezra: How's things days, Lizzie?

Lizzie: I'm exhausted. Revising for the zoology exam!

Ezra: You've got bags under your eyes, Lizzie. Take it easy!

Lizzie: It's all very well for you to advice, Ezra, but I'm going crazy. One of those miserable Zeno boys, two houses down, plays his transistor as if the was as far away as Mars!

Ezra: Boys will be boys. These days everyone plays transistors.

Lizzie: But he refuses to close the windows!

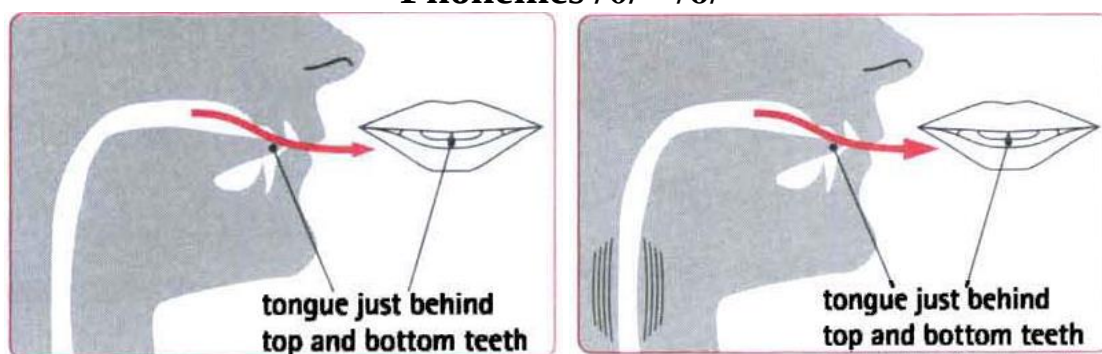
Ezra: Then close your ears to the noise, Lizzie. One learns to ignore these things, as if they didn't exist.

Lizzie: Please, Ezra. The exam's on Thursday.

Ezra: And today's Tuesday! That only leaves two days! You'd better get busy, Lizzie.

1.9. /θ/ - /ð/

Phonemes /θ/ - /ð/



In the production of / θ / the vocal cords are kept apart and do not vibrate, whereas in the articulation of /ð/ they are drawn near together and vibrate.

The English /θ/ is a forelingual inter-dental, constrictive, fricative voiceless consonant phoneme.

The English /ð/ is a forelingual, inter-dental, apical, fricative, voiced consonant phoneme.

Graphical notations of / θ /	Graphical notations of / ð /
<u>th</u> in the initial and final positions – thanks, teeth	th between vowels – father, weather
<u>th</u> in the middle of words of Greek origin – author	th in the final position before e – bathe, lathe
	th in pronouns, adverbs, conjunctions, prepositions – this, there, than, with

 **I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /θ/ and /ð/ sounds.**

method	path	mother	gather
bath	thief	this	leather
athlete	birthday	southern	mouth
Earth	cloth	feather	with

 **II) Practice your pronunciation. Read the phrases and sentences aloud.**

A)

1. a thirsty athlete
2. without them
3. healthy teeth
4. a healthy method
5. mother's clothes
6. think about something
7. the northern weather
8. sooth the baby

B)

These clothes belong to my mother's brother. Katherine has healthy teeth. Think about everything, but not death. Thanks for telling me the truth. These southern and northern birds' feathers feel so smooth. Her grandfather does not like the northern weather. Three authors were at Martha's sixtieth birthday. The father was soothing the baby then.

 **III) Listen to the audios. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.**

My birthday is on Thursday

Ruth: It's my birthday on Thursday. My sixth birthday.

Arthur: My seventh birthday's on the 13th of next month. So I'm – let me think

—

333 days older than you Ruth.

Ruth: Do you always put your thumb in your mouth when you're doing arithmetic, Arthur?

Arthur: My tooth's loose, Ruth. See? I like math. I came fourth out of 33. My father's a mathematician.

Ruth: My father's an author. He writes for the theatre. We're very wealthy. When I'm 30 I'll have a thousand pounds.

Arthur: I'm going to be an Olympic athlete. I may be this but Mr. Smith says I've got the strength of three. Watch me. I'll throw this thing the length of the path.

Ruth: Oh Arthur! You've thrown earth all over us both. I'm filthy! Now they'll make me have a bath!

I'd Rather Be a Mother Than a Father

Father: Where are the others?

Mother: They've gone bathing. Heather and her brother called for them.

Father: Heather Feather?

Mother: No. The other Heather – Heather Mather. I told them to stay together, and not to go further than Northern Cove.

Father: Why didn't you go with them?

Mother: I'd rather get on with the ironing without them.

Father: In this weather? There's a southerly breeze. One can hardly breathe indoors.

Mother: Go and have a bathe, then.

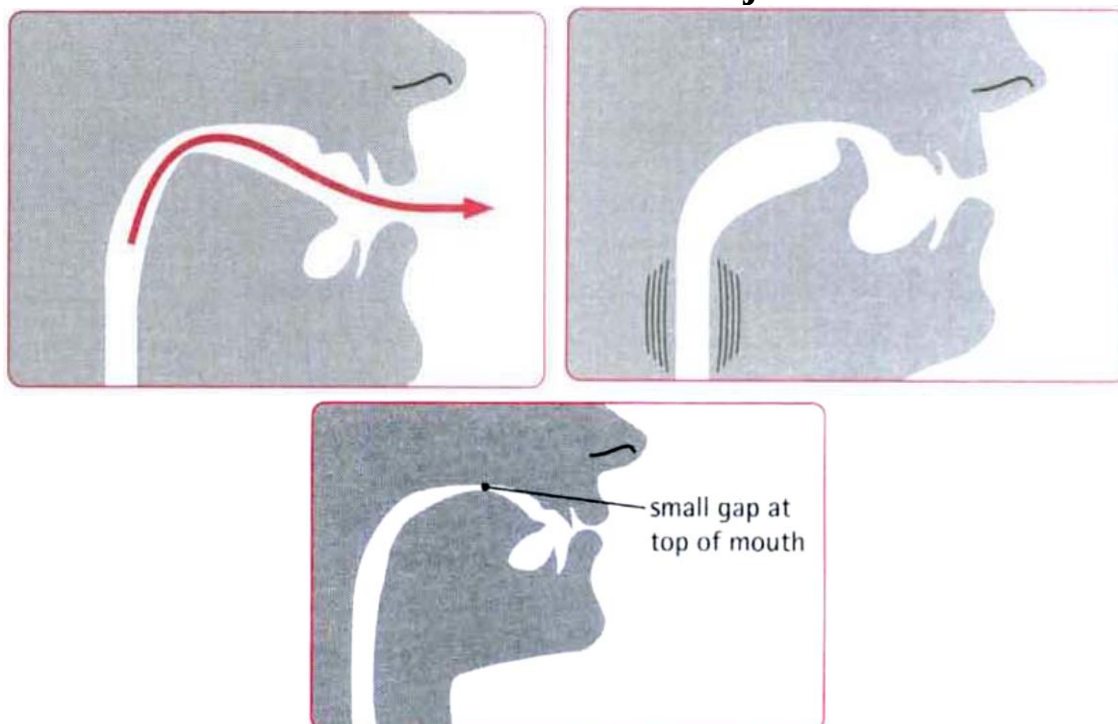
Father: Another bathe? I can't be bothered. I'll go with you, though.

Mother: But all these clothes ... who'd be a mother!

Father: I'd rather be a mother than a father! All those hungry mouths!

1.10. /h/ - /r/ - /j/

Phonemes /h/ - /r/ - /j/



The English /h/ is a glottal, constrictive, fricative, voiceless consonant phoneme.

The English /r/ is a forelingual, post-alveolar constrictive medial sonorant.

The English /j/ is a post-alveolar, constrictive, medial sonant.

Graphical notations of /h/	Graphical notations of /r/	Graphical notations of /j/
h - hello, hand	r – dress, rock	y – yesterday, yarn
	wr - write	u – cure, tube
		ui - suit
		ea - beaty

 **I) Transcribe the following words and read them aloud. Pay attention to the pronunciation of /h /, /r/ and /j/ sounds.**

how	wrist	yet
heel	fry	music
perhaps	grass	immune
high	rare	pursuit
husband	pretty	beautiful

 **II) Practice your pronunciation. Read the phrases and sentences aloud.**

A)

1. hot hot-dogs
2. Rob is ready
3. helpful hand
4. yarn from Yorkshire
5. travel by train
6. hello, honey
7. rare brilliant
8. yellow beautiful suit
9. holidays on Hawaii
10. writing research

B)

Does he have any hope? It is hot here. Can you help me for an hour and a half? Roses and carnations are my favourite flowers. Ron drove his car along rural route forty-four. Elderberries and red currants are used in preserves. Yes, you may use it any time.

🎧 III) Listen to the audios. Practice your pronunciation. Then record your voice and compare your and speaker's pronunciation.

Happy Honeymoon

Hazel: Hello, Hanna. Have you heard about Hilda and Harry?

Hanna: Hilda and Harry Hall? They're on their honeymoon in Honolulu.

Hazel: Yes, the Happy Holiday Hotel. But apparently they had the most hideous row.

Hanna: Hilda and her husband? Handsome Harry?

Hazel: My dear, haven't you heard? He held her by hair and hit her on the head with a hammer.

Hanna: What inhuman behaviour! I hope she's not badly hurt?

Hazel: Heavens, yes! Horridly! He hurried her to the hospital – you know how Hilda hates hospitals.

Hanna: But how did it happen?

Hazel: He says it was the heat that went to his head!

The Respective Merits of Frogs and Rabbits

Roger: My rabbit can roar like a rhinoceros.

Barry: Rubbish! Rabbits don't roar, Roger.

Roger: You're wrong, Barry. My rabbit's an Arabian rabbit. They're very rare. When he's angry he races round his rabbit run. And if he's in a real rage he rushes on to the roof and roars.

Barry: How horrid! Really, I prefer my frog. I've christened him Fred.

Roger: Freddie Frog! How ridiculous!

Barry: An abbreviation for Frederick. Well, you remember when I rescued him from the river last February? He was crying like a canary. He was drowning.

Roger: Really, Barry! Frogs don't drown.

Not so stupid

John Yee: Excuse me. Did you use to live in York?

Joe Young: Yes.

John Yee: Did you use to be a tutor at the university?

Joe Young: Yes. For a few years.

John Yee: Do you remember Hugh Yip? He was a music student.

Joe Young: Hugh Yip? Did he use to have a huge yellow jeep?

John Yee: Yes. And he used to play beautiful tunes on the tuba.

Joe Young: Yes. I knew Hugh. He used to be a very stupid student. Do you have any news of Hugh?

John Yee: Yes. He is a millionaire now in New York.

Joe Young: A millionaire? Playing the tuba?

John Yee: Oh, no. He produces jam in tubes, and tins of onion stew, and sells them in Europe. I read about Hugh in the newspaper yesterday.

Joe Young: Oh! Well, he was not so stupid.

TONGUE TWISTERS FOR PRONUNCIATION PRACTICE

1. Peter Piper picked a peck of pickled peppers;
A peck of pickled peppers Peter Piper picked;
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked.

2. How much wood would a woodchuck chuck
if a woodchuck could chuck wood?
He would chuck, he would, as much as he
could,
and chuck as much wood as a woodchuck
would
if a woodchuck could chuck wood.

3. Betty Botter bought some butter but, said
she, the butter's bitter.
If I put it in my batter, it will make my batter
bitter.
But a bit of better butter will make my bitter
batter better.
So she bought some better butter, better than
the bitter butter,
put it in her bitter batter, made her bitter batter
better.
So 't was better Betty Botter bought some
better butter.

4. She sells seashells on the seashore.
The shells she sells are seashells, I'm sure.
And if she sells seashells on the seashore,
Then I'm sure she sells seashore shells.

5. Swan swam over the pond,
Swim swan swim!
Swan swam back again –
Well swum swan!

6. Denise sees the fleece,
Denise sees the fleas.
At least Denise could sneeze
and feed and freeze the fleas.

7. How many cookies could a good cook cook
If a good cook could cook cookies?

A good cook could cook as much cookies
As a good cook who could cook cookies.

8. Tommy, Tommy, toiling in a tailor's shop.
All day long he fits and tucks,
all day long he tucks and fits,
and fits and tucks, and tucks and fits,
and fits and tucks, and tucks and fits.
Tommy, Tommy, toiling in a tailor's shop.

9. A cunning young canner from Canning
Once observed to his granny,
"A canner can can
a lot of things gran,
But a canner can't can a can, can he?"

10. A maid named Lady Marmalade
made mainly lard and lemonade.
M'lady lamely never made
a well-named, labelled marmalade.

11. How much juice does a fruit juice producer
produce when a fruit juice producer produces
fruit juice? We can deduce a fruit juice
produces as much juice as a fruit juice produce
can seduce from the fruit that produces juice.

12. Through three cheese trees, three free fleas
flew.
While these fleas flew, a freezy breeze blew.
Freezy breeze made these three trees freeze.
Freezy trees made these trees' cheese freeze.
That's what made these three free fleas sneeze.

13. All I want is a proper cup of coffee,
Made in a proper copper coffee pot
I may be off my dot
But I want a cup of coffee
From a proper coffee pot.

14. Amidst the mists and coldest frosts,
With stoutest wrists and loudest boasts,
He thrusts his fists against the posts,
And still insists he sees the ghosts.

TRAINING TESTS

Module 1

1. There are _____ letters and _____ sounds in English.
a) 25; 32 b) 26; 44 c) 23; 41 d) 18; 27
2. There are _____ sonorants in English.
a) 9 b) 5 c) 7 d) 12
3. The letters that are not pronounced, read, but are written according to the traditional spelling are called _____.
a) mute b) deaf c) blind d) dead
4. The ending -s is read /ɪz/ in _____.
a) flowers b) benches c) books d) dolls
5. The term which is used to denote names of different institutions is _____.
a) toponym b) theonym c) anthroponym d) ergonym
6. English diphthongs are:
a) /i:/, /u:/ b) /ʊ/, /i:/ c) /ɑ:/, /aʊ/ d) /ɔ:/, /ʌ/
7. Which sound is NOT fricative?
a) θ / b) /z/, c) / ʒ / d) /r/
8. Combination oo is read differently word in the word
a) book b) cook c) blood d) look
9. According to the work of the vocal cords consonants are divided into:
a) voiced, voiceless b) tense, lax c) labial; bilabial d) plosives, stops
10. English nasal consonant sounds are:
a) /k/, /n/, /p/ b) /ʒ/, /l/, /n/ c) /m/, /n/, /ŋ/ d) /d/, /r/, /t/
11. IPA stands for
a) International Phoneticians Association b) International Phonetic Alphabet
c) International Phonological Articulation d) International Phonemic Allophone
12. The only sound in English with its own name is:
a) /ə/ b) /ʒ/ c) /r/ d) /s/
13. The vowel /ɜ:/ may be defined as
a) central, mid-open, unrounded, long and tense.
b) central, high, rounded, long and tense.
c) front, mid-open, unrounded, short and lax.
d) back-advanced, mid-open, labialized, long and lax.
14. The English /f/ may be defined as:
a) a labial constrictive-occlusive fricative voiceless consonant phoneme.
b) a labio-dental occlusive fricative voiced consonant phoneme.
c) a labio-dental constrictive fricative voiceless consonant phoneme.
d) a labial constrictive sonorant voiceless consonant phoneme.
15. The English /ʃ/ may be defined as:
a) a glottal dental apical fricative voiceless consonant.
b) a forelingual post-alveolar apical sonorant voiced consonant.
c) a bilabial palato-alveolar apical fricative voiceless consonant.
d) a forelingual palato-alveolar apical fricative voiceless consonant.

PART 4

CHAPTER 1. WORD STRESS

An overview

1. The nature of word stress
2. Types of word stress
3. The place of word stress in English
4. The degree of stress
5. The functions and tendencies of the English stress

Key terms

Word stress, dynamic (force stress), musical (tonic) stress, quantitative stress, qualitative stress, fixed stress, free stress, primary, secondary, weak stress, tertiary stress, constitutive function, identificatory function, distinctive function, recessive tendency, rhythmic tendency, retentive tendency.

 **The nature of word stress.** The syllable or syllables which are uttered with more prominence than the other syllables of the word are said to be stressed or accented. Stress in the isolated word is termed **word stress**; stress in connected speech is termed **sentence stress**.

If we compare stressed and unstressed syllables in the words contract ['kɒntrækt] to contract [kən'trækt], we may note that in the stressed syllable:

- (a) the force is greater, which is connected with more energetic articulation;
- (b) the pitch of voice is higher, which is connected with stronger tenseness of the vocal cords and the walls of the resonance chamber;
- (c) the quantity of the vowel [æ] in [kən'trækt] is greater, the vowel becomes longer;
- (d) the quality of the vowel [æ] in the stressed syllable is different from the quality of this vowel in the unstressed position, in which it is more narrow than ['æ]

Word stress can be defined as the singling out of one or more syllables in a word, which is accompanied by the change of the force

of utterance, pitch of the voice, qualitative and quantitative characteristics of the sound, which is usually a vowel.

In different languages one of the factors constituting word stress is usually more significant than the others. According to the most important feature different **types**, of word stress are distinguished in different languages.

1) If special prominence in a stressed syllable or syllables is achieved mainly through the intensity of articulation, such type of stress is called **dynamic, or force stress**. English word stress is traditionally defined as dynamic.

2) If special prominence in a stressed syllable is achieved mainly through the change of pitch, or musical tone, such accent is called **musical, or tonic**. It is characteristic of the Japanese, Korean and other oriental languages.

3) If special prominence in a stressed syllable is achieved through the changes in the quantity of the vowels, which are longer in the stressed syllables than in the unstressed ones, such type of stress is called **quantitative**.

4) **Qualitative** type of stress is achieved through the changes in the quality of the vowel under stress.

Place of word stress in English. Languages are also differentiated according to the place of word stress. The traditional classification of languages concerning place of stress in a word is into those with a **fixed stress** and those with a **free stress**. In languages with a fixed stress the occurrence of the word stress is limited to a particular syllable in a polysyllabic word. For instance, in French the stress falls on the last syllable of the word. In languages with a free stress its place is not confined to a specific position in the word. In one word it may fall on the first syllable, in another on the second syllable, in the third word — on the last syllable, etc. The free placement of stress is exemplified in the English language, e.g. English: 'appetite - be'ginning - ba'lloon;

The word stress in English is not only free but it may also be shifting, performing the semantic function of differentiating lexical units, parts of speech, grammatical forms. In English word stress is used as a means of word-building; e.g. 'contrast — con'trast; 'habit — habitual 'music — mu'sician;

Degrees of stress. There are actually as many degrees of stress in a word as there are syllables. The opinions of phoneticians differ as to how many degrees of stress are linguistically relevant in a word. The British linguists usually distinguish three degrees of stress in the word. A.C. Gimson, for example, shows the distribution of the degrees of stress in the word examination. **The primary stress** is the strongest, it is marked by a vertical superscript mark ('), **the secondary stress** is the second strongest marked by a vertical subscript mark (,). All the other degrees are termed **weak stress**. Unstressed syllables are supposed to have weak stress. American linguists also distinguish four degrees of word stress but term them: primary stress, secondary stress, tertiary stress and weak stress.

Functions of the English stress. Word stress in a language performs three functions.

1. Word stress constitutes a word, it organizes the syllables of a word into a language unit having a definite accentual structure, that is a pattern of relationship among the syllables; a word does not exist without the word stress. Thus the word stress performs the **constitutive function**.

2. Word stress enables a person to identify a succession of syllables as a definite accentual pattern of a word. This function of word stress is known **as identificatory**.

3. Word stress alone is capable of differentiating the meaning of words or their forms, thus performing its **distinctive function**. The accentual patterns of words or the degrees of word stress and their positions form oppositions, e.g. 'import — im'port, 'billow — below.

Tendencies of the English stress The accentual structure of English words is liable to instability due to the different origin of several layers in the Modern English word-stock. In Germanic languages the word stress originally fell on the initial syllable or the second syllable, the root syllable in the English words with prefixes. This tendency was called recessive.

Unrestricted recessive tendency is observed in the native English words having no prefix, e.g. mother, daughter, brother, swallow, in assimilated French borrowings, e.g. reason, colour, restaurant.

Restricted recessive tendency marks English words with prefixes, e.g. foresee, begin, withdraw, apart. A great number of

words of Anglo-Saxon origin are monosyllabic or disyllabic, both notional words and form words. They tend to alternate in the flow of speech, e.g. 'don't be'lieve he's 'right.

The rhythm of alternating stressed and unstressed syllables gave birth to the **rhythmical tendency** in the present-day English which caused the appearance of the secondary stress in the multisyllabic French borrowings, e.g. revolution, organi'sation, assimilation, etc.

A tendency was traced in the instability of the accentual structure of English word stress, the **retentive tendency**: a derivative often retains the stress of the original or parent word, e.g. 'similar — as'similate, recom'mend — recommen 'dation. See Appendix A for Typology of accentual structures

There are several systems of notation for marking stress in a written word that can help to make the concept of word stress visual:

1. Capitals – pe – di – AT – ric
2. Bubbles – pe – di- at- ric ooOo
3. Accents – pe ,di 'at ric
4. Underlining – ped – i – at – ric

Usually, the number of syllables in a word is the number of vowel sounds – not the number of vowel letters. Listen.

work <u>ed</u>	(2 vowel letters but only 1 vowel sound /wɜ:k <u>t</u> /, so only 1 syllable)
diff <u>erent</u>	(3 vowel letters but only 2 vowel sounds /'dɪfr <u>ə</u> nt/, so only 2 syllables)
int <u>er</u> est <u>ing</u>	(4 vowel letters but only 3 vowel sounds /'ɪntr <u>ə</u> st <u>ɪ</u> ŋ/, so only 3 syllables)

Sometimes the sound /l/ can be a syllable with no vowel sound. Listen.

bot <u>tl</u> e	(2 syllables /'bɒ/ + /t <u>l</u> /)
syll <u>abl</u> e	(3 syllables /'sɪ/ + /l <u>ə</u> / + /b <u>l</u> /)
It'll be ready soon.	(2 syllables /ɪt/ + /l/)

Practical tasks

🔊 1. Read this story and mark all the words that have two or three syllables. Then listen and check.

I remember(3) once on my first visit(2) to England(), soon after() I started() learning() English(), my landlady() went shopping() and she came back with a big bag full of things, but she forgot() to buy some soup – she needed() a tin of tomato() soup. So I said, 'I'll go to the shop and buy it for you,' because() I wanted() to be helpful() and it was a chance to practise() my English() a bit. So I went to the little() shop round the corner() and asked the shopkeeper() for tomato() soup. But he seemed surprised(), he didn't() understand(), and I repeated() again() and again() 'soup, tomato() soup' until() he gave me some red soap, and I realised() I'd confused() 'soup' and 'soap' and I was asking() for 'tomato() soap'. I felt terrible(), I wanted() to run out of the shop, but my landlady() wanted() her soup, so I said, 'Thank you. And tomato() soup, please' – this time with the correct() pronunciation – and he gave me the soup. I paid and went back to the house and said to the landlady(), pronouncing() very() carefully(), 'Here's your soup, and I bought you this soap as a present(),' and she said, 'Ooh, thank you very much, that's very() nice of you!'



🔊 2. Use bubbles and mark a stressed syllable in the words. Circle the word with a different stress pattern from the others. Then listen and check.

<i>Example</i>	oO exam	oO excuse	oO explain	Oo extra
1. actor	after	afraid	also	
2. before	belong	better	between	
3. paper	pencil	picture	police	
4. coffee	colour	concert	correct	
5. English	enjoy	evening	every	
6. nowhere	birthday	mistake	toilet	postcard
7. guitar	eighteen	today	machine	English
8. away	brother	breakfast	frightened	valley
9. comfortable	vegetables	photograph		lemonade
minimal				
10. telephoning	supermarket	conversation	exercises	
helicopter				

✎ 3. Write the words from the box in the correct part of the table according to the stress pattern.

~~Population~~ telecommunication nation identification relation communication pronunciation scientific clinic romantic pessimistic investigation public discussion	
Oo	
oOo	
ooOo	population
oooOo	
ooooOo	
oooooOo	

✎ 4. Underline a stressed syllable in the words. Circle the word with a different stress pattern from the others. Then listen and check.

Example money (machine) mountain message

- | | | | |
|--------------|----------|---------|----------|
| 1. Answer | agree | allow | attract |
| 2. Middle | minute | mission | mistake |
| 3. Compare | correct | copy | collect |
| 4. Garden | granny | guitar | grammar |
| 5. Complete | common | careful | crazy |
| 6. Pronounce | provide | promise | prefer |
| 7. Shampoo | shoulder | shower | shopping |
| 8. Reason | remove | receive | review |

✎ 5. Use accents and mark a stressed syllable in the words. Fill the gaps with a word from the box which has the stress pattern given. Then listen and check.

Biology	mathematics	history	geography	sociology
		chemistry		

My favourite subjects at school were sciences, especially **Ooo** chemistry and **oOoo** _____. I've always been

good with numbers, so I was good at **oOo** _____. I didn't really like the social science subjects like **ooOoo** _____ and **Oo** _____, and that's strange because when I went to university I did **Ooo** _____.

6. Write in the word which is missing from the family. Then listen, check and repeat.

Example society, sociology (**ooOoo**), sociological

1. Civil, civilise, _____ (**oooOo**)
2. _____ (**oOoo**), biologist, biological
3. Personal, _____ (**ooOoo**), personalise
4. Legal, legalise, _____ (**oooOo**)
5. _____ (**Oo**), authority, authorise

7. Listen and underline the syllable that has main stress in these words.

Hangbag	Lifelike	Concise	Paintbox
Disarming	Subjective	Footbridge	Tablecloth

Now use the words to complete these conversations. Then underline the syllable in the word that you think is likely to be stressed.

Example A: So we have to take the old footpath?

B: No, we take the old footbridge.

1 *A:* So you thought the work was precise?

B: No, I said it was _____.

2 *A:* You've lost your handbook, have you?

B: No, I've lost my _____.

3 *A:* Yes, I thought the performance was lifeless, too.

B: No, I said I thought it was _____.

4 *A:* I didn't think his findings were very objective.

B: No, they were very _____.

S A: Does the tabletop need washing?

B: No, the _____.

6 A: I've brought you the paintbrush you asked for.

B: No, I wanted my _____.

7 A: Did you say the country's rearming?

B: No, it's _____.



1.1. POLYSYLLABIC WORDS

An overview

1. Polysyllabic words
2. Prefixation
3. Suffixation

Key terms

Polysyllabic word, prefix, suffix, stress shift.

 **Polysyllabic words** are words which have two or more syllables, for example: *children, melting, shampoo, chicken, tonight*. In English there are three degrees of word stress: stressed syllables (primary stress), half-stressed syllables (secondary stress) and weak or unstressed syllables. A large group of polysyllabic simple words bear both the primary and the secondary stress: e.g. *,conver'sation*. The secondary stress appears in polysyllabic words with the primary stress on the third or on the fourth syllable from the beginning: e.g. *,popu'larity, re,sponsi'bility*. Stress can move to the secondary stressed syllable in a word like *controversial* when it is followed by a word with another prominent syllable, particularly when the first syllable of the following word is prominent:

Example She gave a CONtroversial ANswer.
This is sometimes called *stress shift*. Stress shift can only happen in words where a secondary stress comes before main stress. Here are some more examples:

<i>Example</i> ,under' stand	I UNderstand EVerything.
,disap'pointing	It was a DISappointing OUTcome.

Polysyllabic words normally have 2 stresses in isolation but they may lose one of the stresses in connected speech when preceded or followed by a stressed word.

Prefixation. Prefix is a letter or group of letters added to the beginning of a word to make a new word. Some words are made up of a prefix and a root: *prefix* → **dislike** ← *root*

Common prefixes include: *de-*, *dis-*, *il-*, *re-*, *un-*, *-a*, *-be*, *-for*, *-fore*, *-mis*, *out*, *-over*, *-under*, *pre*. As a general rule, words that contain prefixes receive stress on the first syllable of the root element rather than on the prefix. In some words the prefix is unstressed and is only made prominent for particular contrast.

Compare:

A: Do you enjoy driving?

B: No, I really disLIKE it.

A: I thought you LIKED driving?

B: No, I really DISlike it.

In some words with prefixes, the prefix itself is stressed. Most words like this are nouns and include:

' co-driver	'counterat tack	'hyperspace
'co-writer	'counter claim	' hypertext
' co-star	' counterpart	' hyperlink
'sub section	' super market	' under current
'subtext	' super structure	' undergrowth
'subsoil	' super model	' underwear

In these words the syllable with main stress usually has prominence in discourse:

We took the SUBway.

I'm just off to the SUpermarket.

However, other words with these prefixes have main stress on a syllable after the prefix. Most words like this are adjectives and include:

co-edu 'cation	counterin ' telligence	hyper' active
co' operate	counterpro' ductive	hyper' sensitive
co-e' xist	counter' mand	hyper'critical
sub'conscious	super' natural	under'cover
sub' standard	supera ' hundant	under' line
sub' tropical	superim' pose	

In these words the syllable with main stress usually has prominence in conversation:

Example They have to learn to co-eXIST.

The climate here is subTROPical.

Do not stress the negative prefix attached to the adjective

Example 'possible – im'possible 'literate – il'literate,
except 'nowhere, 'nothing, 'nobody, 'nonsense.

Suffixation. Suffix is a letter or group of letters added at the end of a word to make a new word. Some words are made up of a root and a suffix:

root → *dangerous* ← *suffix*

root → *commercial* ← *suffix*

In some words with suffixes, the stress stays on the same syllable as in the root.

Compare: ' *danger* and ' *dangerous*

Table 1.1.1

Suffixes which do not change the stress pattern of the word

Dom KING-dom	En THREAT-en	Er BAK-er	Ess HOST-ess
Ful CHEER-ful	Hood CHILD-hood	Ish FEV-er-ish	Ist REAL-ist
Ize THE-or-ize	Less HUM-or-less	Ly WOM-an-ly	Man COUN-try-man
Ness KIND-ness	Some LOATH-some	Ward(s) HEAV-en-ward	Wise CLOCK-wise

In other words, the suffix changes the stressed syllable.

Compare: ' *commerce* and com'mercial

Stress shifts to the next-to-the-last syllable from the end of the word

Table 1.1.2

Suffixes which change the stress pattern of the word

Aceous ro-SA-ceous	Ella Cin-der-ELL-la	Cian/tian Beau-TIC-ian	Cious/tious Ju-DIC-ious
Ctive Pro-SPEC-tive	Sian Pa-RI-sian	Geous/gious Ad-van-TA-geous	Ic(s) cli-MAT-ic

Ina Ball-e-RI-na	Cial/tial Ben-e-FIC-ial	(S)sive a-GGRESS-ive	Tion Ob-li-GA-tion
Cent Ad-ol-ESC-ent	Gian Nor-WE-gian	Sis Ca-THAR-sis	

Stress shifts to the third syllable from the end of the word.

Table 1.1.3

Suffixes which change the stress pattern of the word

Al Ped-a-GOG-i-cal	Cracy Mer-i-TOC-ra-cy	Crat DEM-o-crat	Dious Me-LO-di-ous	Ia Clau-stro-PHO-bi-a
Icide In-FAN-ti-cide	Iety An-XI-e-ty	Ify So-LID-i-fy	Ity Mas-cu-LIN-i-ty	Lian Rep-TIL-i-an
Neous/nious Har-MO-ni-ous	Nian Cal-i-FOR-nian	Ography Pho-TOG-raph-y	Ographer Pho-THO-ra-ph-er	Ology An-thro-POL-o-gy
Omy Sy-NON-o-my	Rian An-ti-QUA-ri-an	Rious My-STER-i-ous	Ular Ven-TRIC-u-lar	Uous Am-BIG-u-ous

Table 1.1.4.

Suffixes which have stress themselves

Ese	Ee	Eer	Ette
,Japan 'ese ,Nepal 'ese	,refu'gee ,absen'tee	,engi'neer	,cigar'ette

Exceptions include: ' omelette, 'etiquette, em'ployee (although less commonly we use ,employ'ee). Words with these suffixes can often have stress shift: *Example* She's japanESE. but: She's a JAPanese JOURna-list. He's a refuGEE. but: We saw photos of REFugee CHILdren.

Cardinal and ordinal numerals that represent multiples of 10 (20, 30, 40, 50, etc.) have strong stress on the first syllable.

Table 1.1.5

First syllable stressed numerals

Cardinal Numbers	Ordinal Numbers
TWEN-ty	TWEN-ti-eth
THIR-ty	THIR-ti-eth
FOR-ty <i>etc.</i>	FOR-ti-eth <i>etc.</i>

However, the –teen cardinals and ordinals have two possible stress patterns, depending on context and the speaker's intent.

Table 1.1.6

Numerals possible stress patterns

Cardinal Numbers		Ordinal Numbers	
Pattern 1	Pattern 2	Pattern 1	Pattern 2
THIR-teen	thir-TEEN	THIR-teenth	thir--TEENTH
FOUR-teen	four-TEEN	FOUR-teenth	four--TEENTH
FIF-teen <i>etc.</i>	fif-TEEN <i>etc.</i>	FIF-teenth <i>etc.</i>	fif--TEENTH <i>etc.</i>

Compare:

You owe me THIRty dollars, not thir-TEEN!

Did you say SIXty or sixTEEN percent?

It's FORty degrees below zero, not fourteen!

Practical tasks

 **1. Are these one-stress words (write 1) or two-stress words (2)? Circle the main stressed syllables and underline the secondary stressed syllables. Use your dictionary if necessary.**

Example ex**PER**iment (1) thermos**T**atic (2)

- | | | |
|--------------------|-------------------|---------------------|
| 1 occasional () | 2 supplement () | 3 temperamental () |
| 4 cosmopolitan () | 5 pedestrian () | 6 incoherent () |
| 7 electronic () | 8 spectacular () | 9 documentary () |

 **2. Fill in the gaps. Underline the syllables that you think will have the main stress in these words.**

discourage

unpack

illegal

replace

Example A: Would it be a wise investment? B: No, I think it would be very unwise.

1 A: Did you say you've misplaced your keys? B: No, I said I have to _____ them.

2 A: I suppose it's legal to bring alcohol into the country? B: No, it's completely _____.

3 A: Did it take long to pack your case? B: Ages, but it won't take long _____ to _____ it.

4 A: Did your teacher encourage you to do the maths course? B: No, she tried to _____ me from doing it.

🔊 3. Pronounce the words with the correct stress

1. Completion efficient invasion financial advantageous
vivacious
2. Photogenic scientific materialistic geographical
musical technical
3. Psychology/ psychologist meteorology/meteorologist
ideology/ideologist
4. Chinese Japanese Portuguese Cantonese Balinese
Viennese
5. Organised/disorganised complete/incomplete
attractive/unattractive legal/illegal where/nowhere
sense/nonsense

🗣️ 4. Here are some extracts from a radio news programme. Underline the syllable in each word in bold that you think is likely to be made prominent. Remember, some of the words in bold are likely to have *stress shift*.

Example An aircraft that crashed three years ago in the Andes has been found by **mountaineers**.

1 A report on the problem of **absentee** landlords is to be published today.

2 Five thousand **volunteer** helpers are to be recruited for the next Olympic Games.

3 Mandarin and **Cantonese** are the most widely spoken languages in China.

- 4 The government is considering a ban on **roulette**.
 5 There has been an outbreak of cholera among **Sudanese** villagers.

👂 5. Listen and circle the number you hear.

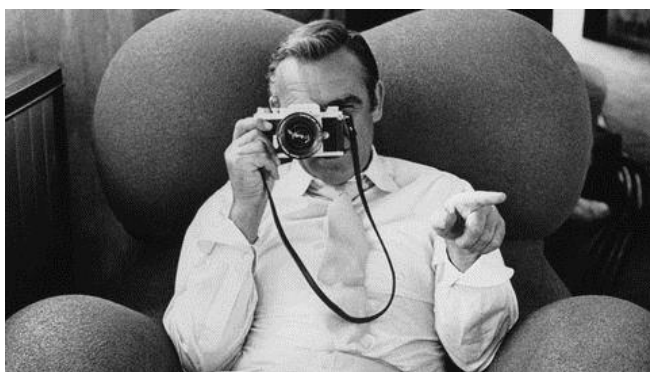
1. 100 dollars! It only cost 17/70 last year!
2. He was the 14th/40th President of my country.
3. The maximum number of people is 15/50.
4. She was born in 1916/1960.
5. He was 13/30 on his last birthday.
6. She'll be 18/80 in March.

🧠 6. Practise shifting the stress

Photograph	Politics	Competing	Analyse
Photographer	Political	Competitor	Analysis
Photographic	Politician	Competition	Analytical

👂 7. Read the dialogue. Pay attention to the shift of the stress

Photography or Politics



Diana: What have you decided to do after college, Jeremy?

Jeremy: I'm going to take up photography. Mr McKenzie's recommended the course at the Institute. He believes I could make a career as a

photographer.

Diana: You'll have to develop your own photographs. That requires technical skill. Jeremy, you're not a technician! And photographic materials are very expensive.

Jeremy: Well, Diana, Mr McKenzie thinks there's a possibility I might win the *Observer* competition. I sent in four entries. All the competitors are amateurs, like myself.

Diana: I detest competitions. I never agree with the decision of the judges! I'm going to be a politician. I shall become the most distinguished woman on the political scene!

Jeremy: I thought you hated competing! Don't tell me politics isn't competitive!

1.2. COMPOUND WORDS

An overview

1. Compound words
2. Types of compound words

Key terms

Compound word, types of compound words, abbreviation

 **A compound noun** is a fixed expression which is made up of more than one word and which has the function of a noun. Some are written as two words, some with a hyphen, and some as one word: 'crash,barrier, double-'glazing, ' baby,sitter. Compound words normally have 2 stresses in isolation but they may lose one of the stresses in connected speech when preceded or followed by a stressed word.

In compound nouns, the stress is on the first word.

The following types of compound noun usually have main stress on the first part:

NOUN+NOUN

a shelf → a bookshelf,

a brush → a hairbrush, a
paintbrush

a card → a postcard, a birthday
card

a ball → a football, a ping pong

ball

a bag → a handbag, a shopping
bag

a man → a policeman, a
postman

Notice, however, that if the first part gives the material that the second part is made out of, main stress usually goes on the second part.

Compare:

,cotton ' wool but: a 'cotton , plant

A compound adjective is a fixed expression which is made up of more than one word and which has the function of an adjective. Most compound adjectives are written with a hyphen, but a few are written as one word:

skin-deep long-term threadbare

Most adjective + noun compound nouns have main stress on the second part and secondary stress on the first part:

ADJECTIVE+NOUN

, social se'curity , hot po' tato , absolute ' zero
 , central ' heating , passive ' smoking , split in' finitive
 , global ' warming , lost ' property

Some compounds are made up of three parts. They may have two words or three words, and sometimes the first and second words are hyphenated:

desktop publishing central nervous system
 1 2 3 1 2 3

Many three-part compounds have secondary stress on the first part and main stress on the third part:

, first-degree ' burns	, three-point ' turn	, cheque-book ' journalism
------------------------	----------------------	----------------------------

Abbreviation. Abbreviation is a short form of a word or phrase. Two-, three- and four-letter abbreviations said as individual letters often have main stress on the last letter and secondary stress on the first:

the , E ' U the , U ' K the , BB ' C , DN ' A the , YMCA

Abbreviations like this usually have stress shift.

Compare:

He works for the BBC. but: He works for BBC RAdio.

She's from the uK. but: She's a UK CITizen.

Practical tasks

✎ 1. Do these compounds have main stress on their first part or their second part? Underline the syllable with the main stress. (Hint: Think about whether they are noun + noun compounds or adjective + noun compounds).

Examples safety valve (noun + noun)

guilty party (adjective + noun)

1 chemical formula

5 coffee shop

9 sofa bed

2 bank account

6 best man

10 magnetic field

3 American football

7 mobile phone

11 tea strainer

4 artificial intelligence

8 flight attendant

12 space station

🔊 2. Listen to the poem. The compounds are underlined. Circle the stressed part of each compound.

Have I ...

... set the alarm clock

... and put it on the bedside table?

... put my plane ticket in my trouser pocket?

... packed my toothbrush?

... put my suitcase by the bedroom door?

... switched the CD player off?

... phoned the taxi driver to say "Be here at six?"

Have I ...

Have I ...

... Where's my checklist?

🔊 3. Listen. In each sentence, one of the compound words (in bold) has stress on the first part (Oo) and the other has stress on the second part too (OO). Circle the word if there is stress on the second part too.

Example They did the photocopies overnight.

1. I got this **motorbike** **second hand**.

2. Using a **typewriter** is so **old fashioned**.

3. These **earrings** were **hand made**.

4. I'm **short-sighted**, like my **grandmother**.

5. All the **sunglasses** are **half price**.

6. The **waiting room** is for **first class** only.

🔊 4. Read the profile of Sarah Fox. Focus on the compound adjectives in bold (some are given in B and C opposite) and circle the syllable you think will have main stress. Remember some have stress shift.

High-flying surgeon introduces ground-breaking changes...

Sarah Fox is **easy-going** and is rarely **bad-tempered**. She's very **public-spirited** and does a lot of **time-consuming** work for charity. She's quite **good-looking**. She has **close-cropped** hair and wears glasses because she's **short-sighted**. She's a **high-flying** surgeon, **world-famous** in her field, and is extremely **hard-working**. She's recently introduced some **ground-breaking** changes into her hospital. She's always **well-dressed** at work. At home, though, she prefers to wear **loose-fitting** shirts, often in **eye-catching** colours. Surprisingly, she's a rather introverted person, and sometimes gets a bit **tongue-tied** in public. And she's rather **camera-shy**, too. Because of a **long-term** problem with her health, her diet has to be **fat-free**. At the moment she's taking a **well-earned** holiday in Majorca.



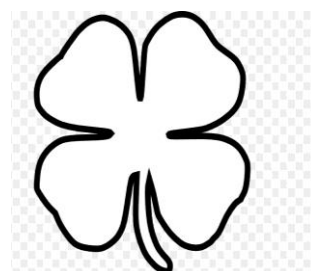
🔊 5. Do you know the meaning of the abbreviations in column A? If not, check in a dictionary. Then listen to the abbreviations and repeat them. Notice that the main stress is always on the last letter. Finally, choose an appropriate abbreviation from each pair to complete the sentence in column B.

A	B
1 CEO / DVD	She's the company's <u>CEO</u> .
2 AOB / PC	My laptop was advertised in a magazine called _____ World.
3 OHP / NHS	She works as a nurse for the _____.
4 ATM / RP	There aren't many people here who speak _____.
5 AGM / RSI	The _____'s cancel led.
6 TLC / VAT	She just needs a lot of rest and a bit of _____.
7 UFO / WHO	We've followed all the _____ guidelines.

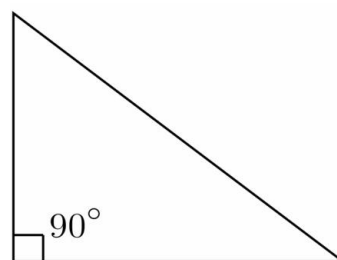
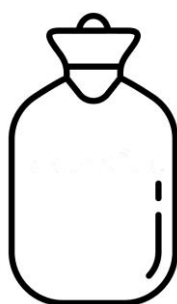
- 8 EU / RSVP They're meeting at the _____ summit in Brussels.
 9 CV / ETA If there are no delays, what's your _____?
 10 CD / IT The software's on a _____ -ROM.
 11 CND / DIY He spends most weekends doing _____.
 12 GMT / HGV The eclipse is at 9 o'clock _____.

✓ 6. What do these pictures show? Choose words from the box to make three-part compound nouns. With one exception, they all have main stress on the third part. Which is the exception?

Angled	bottle	~~bus~~	bullet	clover
~~decker~~	~~double~~	four	hot	leaf
piece	proof	right	suit	three
		vest	water	triangle



1 double-decker bus 2 _____ 3 _____



4 _____ 5 _____ 6 _____

1.3. NOUN/VERB PAIRS

An overview

1. Noun
2. Verb
3. Noun/verb pairs

Key terms

Noun, verb, stress in noun/verb pairs

 **Nouns** make up the largest class of words in most languages, including English. A **noun** is a word that refers to a thing (*book*), a person (*Betty Crocker*), an animal (*cat*), a place (*Omaha*), a quality (*softness*), an idea (*justice*), or an action (*yodeling*). It's usually a single word, but not always: *cake*, *shoes*, *school bus*, and *time and a half* are all nouns. **Verbs** are words that show an action (*sing*), occurrence (*develop*), or state of being (*exist*).

Noun/ verb pairs part-of-speech alternations between nouns and verbs can be also singled via lexical stress. The noun form has a primary stress on the first syllable whereas the second syllable receives the secondary stress. The verb form, on the other hand, receives no stress on the first syllable and primary stress on the second syllable. There is not always a change of stress in words that are both nouns and verbs. For example, *answer*, *picture*, *promise*, *reply*, *travel*, *visit* always have stress on the same syllable.

Compare:

Stress on the first syllable

He's working on a difficult PROject.

Fresh PROduce is expensive in the winter.

The election was so close that they demanded a REcall.

Stress on the second syllable

They proJECT that it will take six months to finish.

The new company will proDUCE the goods more cheaply.

Do you reCALL his name?

Practical tasks

🔊 1. Practice reading the words with special attention to the difference in the word stress of a noun and a verb.

ABstract, abstRACT	CONflict, conFLICT
ACcent, acCENT	CONscript, conSCRIPT
ADdress, adDRESS	CONsort, conSORT
ANnex, anNEX	CONtract, conTRACT
ALly, alLY	CONtrast, conTRAST
ATtribute, atTRIBute	CONverse, conVERSE
COMbat, comBAT	CONvert, conVERT
COMpound, comPOUND	CONvict, conVICT
COMpress, comPRESS	DEtail, deTAIL
CONduct, conDUCT	EXport, exPORT

🔊 2. Read the sentences and decide what stress pattern the words in bold have. Then listen, check and repeat.

Example I got my first **record** as a **present** when I was eleven.

Record = Oo present = Oo

1. You've **progressed** well this year, but I'd like to see even more **progress**.
Progressed= _____ progress= _____
2. We **import** too much petrol and the country's **export** figures are going down.
Import = _____ export= _____
3. It started as a student **protest**, but now the army has **rebelled** against the government.
Protest= _____ rebelled = _____
4. In the **desert**, there is a big **contrast** between temperatures in the day and at night.
Desert= _____ contrast= _____
5. These companies produce household **objects** such as fridges and washing machines.
Produce= _____ objects= _____

🔊 3. Practice reading the sentences with special attention to the difference in the word stress of a noun and a verb.

The farmer has a combine for his fields.

I bought a park permit for ten dollars.

The object is precious to us.

What are the contents of the locker?

The rebel had an important cause.

What kind of progress can I expect?

Sara entered the poster contest.

She will love that present.

What is your current address?

The Sahara desert is vast.

What he said is an insult to me.

The colour contrast is beautiful.

The entrance to the theatre was blocked.

Will you give me a 25% discount?

His conduct was admirable in that situation.

Do you have a record of your birth?

Karen will send the completed survey back.

She will combine all of the ingredients.

Will you permit me to enter the enclosure?

Do you object to his decision?

I am content to stay at home tonight.

I will rebel against the oppressive regime.

The assistance helped Dan to progress quickly.

I think he should contest his father's will.

He will present his business plan to us.

Please address me as Mr. Roberts.

Jerry plans to desert the army.

Do not insult my intelligence.

Should I contrast red and green in this picture?

We were entranced by the performance.

I promise not to discount your ideas.

Please conduct yourself with integrity.

I did not record our conversation.

The premier came out to survey the damage.

Her ideas are converse to what I thought.

I buy all of my produce at Superstore.

There is a serious defect in his heart.

What was your favourite subject in school?

I have been assigned to the Hibernia Project.

She is a convert to healthy eating.

The protest remained peaceful.

The reject pile was growing larger.

The refuse dump is outside of town.

The primary suspect was a known criminal.

The conflict was resolved easily.

I addressed the envelope to Mrs. Knight.

I will converse with you in private.

How much oil does that well produce?

His family was forced to defect for their safety.

Please do not subject me to that situation again.

What do you project for our future earnings?

Will you convert to Catholicism?

I protest the thought of you joining my practice.

I am forced to reject those controversial ideas.

She will not refuse my kind request.

Do you think Carl will suspect anything?

I think that meeting conflicts with my schedule.

A warm feeling enveloped my body.

✓ 4. Choose the best option

1. They export mainly to South Africa.

A. EXport

B. exPORT

2. Their main exports are coffee and nuts.

A. exPORTS

B. EXports

3. You don't need a permit to import toys.

A. perMIT import

B. PERmit IMport

C. perMIT IMport

D. PERmit imPORT

4. The law permits duty free imports up to a maximum value of \$2000.

- A. PERmits imports
 - B. PERmits IMports
 - C. perMITS IMports
 - D. perMITS imPORTS
5. There was a small increase in sales last quarter.
- A. inCREASE
 - B. INcrease
6. We need to increase our sales in Europe.
- A. inCREASE
 - B. INcrease
7. I strongly object to the proposal.
- A. OBject
 - B. obJECT
8. I don't understand the object of the proposal.
- A. OBject
 - B. obJECT
9. What a wonderful present!
- A. preSENT
 - B. PRESent
10. They're going to present him with a gold watch.
- A. PRESent
 - B. preSENT
11. I'm going to record the results on a spreadsheet.
- A. reCORD
 - B. REcord
12. I'm going to keep a record of all the results.

- A. REcord
 - B. reCORD
13. They say they don't give refunds.
- A. reFUNDS
 - B. REfunds
14. I demand that you refund my money immediately.
- A. reFUND
 - B. REfund
15. We're going to carry out a survey.
- A. surVEY
 - B. SURvey
16. They're going to survey the site next week.
- A. SURvey
 - B. surVEY
17. I suspect he's telling lies.
- A. susPECT
 - B. SUSpect
18. His brother is the main suspect in the investigation.
- A. susPECT
 - B. SUSpect
19. We'll have to consider transport.
- A. TRANSport
 - B. transPORT
20. How can we transport such a large quantity cheaply?
- A. transPORT
 - B. TRANSport

1.4. PHRASAL VERBS

An overview

1. Phrasal verb
2. Phrasal verb patterns

Key terms

Phrasal verb, phrasal verb patterns

 **Phrasal verbs** Two-or three- word sequencing consisting of a verb followed by adverbial particles and/or prepositions are called phrasal verbs. *For example*, look at, look over, talk about, look out for, etc. Phrasal verbs normally have 2 stresses in isolation but they may lose one of the stresses in connected speech when preceded or followed by a stressed word.

Some two-word phrasal verbs have main stress on the verb and no stress on the particle. These are **one-stress phrasal verbs** (*pattern 1*):

Example 'dream of I wouldn't DREAM of asking you to do it.
' hear from We never HEARD from them again.

Note: The particle in most one-stress phrasal verbs is a *preposition*.

Other two-word phrasal verbs have main stress on the particle and secondary stress on the verb. These are **two-stress phrasal verbs** (*pattern 2*):

Example ,doze 'off The sun came out and I DOZED OFF.
,let 'out Please LET me OUT.

Note: The particle in most two-stress phrasal verbs is an *adverb*.

Three-word phrasal verbs also have two stresses, with secondary stress on the first word (the verb) and main stress on the second word (the first particle) (*pattern 3*):

Example

,look 'up to I'd always LOOKED UP to her.
,go 'through with When the time came to leave I couldn't GO
 THROUGH with it.
,put 'up with I was finding it hard to PUT UP with him.

Table 1.4.1

Phrasal verbs patterns

PATTERN 1	PATTERN 2	PATTERN 3
VERB HEAD AND UNSTRESSED PARTICLE	VERB HEAD AND STRESS PARTICLE	VERB HEAD AND STRESS PARTICLE AND UNSTRESSED PARTICLE
LOOK at	FIGure OUT	RUN aWAY with
TALK about	DROP OFF	WALK OUT on
disPENSE with	TAKE OVer	TALK DOWN to
apPROVE of	LOOK BACK	GET aHEAD of

Practical tasks**🔊 1. Listen and repeat***Example Sit down..*

a 1 He's sitting down.

2 He's lying down.

3 He's standing up.

4 He's turning round.

5 He's shouting out.

6 He's running around.

🔗 b Match these pictures with the correct sentences in 1a.

A



B



C



D



E



F



✍ 2. Do you think each part in bold includes a one-stress or two-stress phrasal verb? Think about how each phrasal verb will be pronounced in these dialogues.

1 A: We must get together again soon.

B: Yes, when you're next in town, why don't you **come by**?

2 A: This cabbage doesn't look very good.

B: Well, at this time of year fresh vegetables are difficult to **come by**.

3 A: What happened to your hand?

B: I was stroking Susan's cat when it just **turned on me**.

4 A: Mr Simpson can be very charming, can't he?

B: Yes, he certainly knows how to **turn it on**.

✍ 3. Do you think each part in bold includes pattern 1 phrasal verb (write 1) pattern 2 (write 2) phrasal verb?

Example The birds came quite close, but when I sneezed
I frightened them away 2 .

1 She said she'd be early, but I wouldn't **bank on** it.

2 He gave us a lot of information that I couldn't **take in**.

3 I couldn't do question six, so I **left it out**.

4 Dan said he'd phone today, but I haven't **heard from** him.

5 If you're passing, why don't you **stop by**?

6 You look well. Living by the sea must **agree with** you.

7 There isn't anyone but you that I can **confide in**.

8 Having my own boat is something I've always **dreamed about**.

🔊 4. Listen and underline the prominent syllable(s) in each part in bold. All the phrasal verbs are pattern 2 phrasal verbs but sometimes the particle is non-prominent.

Example I'm busy now. Can you call me back?

- 1 Have you **handed your homework in** yet?
- 2 The fire's on. Don't forget to **turn it off** before you go out.
- 3 At the stream I **rolled my trousers up** and paddled across.
- 4 We don't have much money, but I'm sure we'll **get by**.
- 5 My father and I didn't really **get along**.
- 6 My handwriting is terrible, as my teachers are always **pointing out**.
- 7 The painting suddenly **fell off the wall**.
- 8 If any letters come for me, can you **send them on**?

1.5. ☑ POINTS FOR DISCUSSION

1. What is word stress?
2. Can you name types of word stress?
3. What are the functions of word stress?
4. What is the place of word stress in English?
5. How many degrees of stress do British and American linguists distinguish? Name them.
6. What are the tendencies of the English stress?
7. With the help of what graphical marks can a stress be represented?
8. Define the polysyllabic word. Can a prefix or a suffix change the stress pattern of the word?
9. Enumerate suffixes which change the stress of the word?
10. Define the compound word. Tell its types.
11. Where is the stress in the noun+noun compound word?
12. Where is the stress in the adjective+noun compound word?
13. Is there any stress in the abbreviation?
14. Where is the stress in noun/verb pairs?
15. What is a phrasal verb? Enumerate patterns of stress in phrasal verb.

CHAPTER 2. SENTENCE STRESS

An overview

1. Sentence stress
2. Content words
3. Function words

Key terms

Thought group, intonation unit, sentence stress, content words, function words

☞ Just as individual utterances can be divided into words and those words into syllables, so too can the larger stream of speech be broken into smaller units. When we think about where a speaker can logically pause in the stream of speech, we can separate an utterance into **thought groups** – a term that refers to a discrete stretch of speech that forms a semantically and grammatically coherent segment of speech. Similarly, the term **intonation unit** describes this same segment of discourse but refers also to the fact that each segment has its own intonation contour, or pitch pattern and typically contains one prominent element. A single utterance or sentence may include several intonation units, each with its own prominent element and contour. To summarize, each typical intonation unit (or thought group)

1. Is set off by pauses before and after
2. Contains one prominent element
3. Has an intonation contour of its own
4. Usually has a grammatically coherent internal structure

Sentence stress is a greater prominence of words, which are made more or less prominent in an intonation group. In a sentence, we put stress on one of the syllable of the most important words. In some situations, all of the words are important. In this case, there is stress on one syllable of all of the words (in some cases, the sentence may have only one word). For example:

O	Help! Quick! Smile!
Oo	QUIet! SORRy!
OO	Look out! Take care! Wake up! Don't move! Come back! Stand still! Sit down!

OoO DON'T forGET! HURRy UP! GO aWAY! STAY
awAKE! DON'T be LATE!
OOo KEEP QUIet! DON'T WORRy!
OOO Don't look now! Go straight on! Don't run round!
oOoo eMERgency!

Grammarians sometimes divide all words into two classes: (1) **content words**, which have meaning in themselves, like mother, forget, and tomorrow; and (2) **function words**, which have little or no meaning other than the grammatical idea they express, such as the, of, and, will. In general content words are stressed, but function words are left unstressed, unless the speaker wishes to call special attention to them.

Table 2.1

Content words

Content words, usually stressed, include	<i>Example</i>
Nouns	My ' <u>mother</u> is a ' <u>doctor</u>
Notional verbs and adverbs	She ' <u>sings</u> ' <u>nicely</u> .
Adjectives	She is ' <u>beautiful</u> .
Numerals	He is ' <u>seven</u> <u>teen</u> .
Demonstratives	this, that, these, those (when a subject of a sentence).
Interrogatives	who, when, why
Indefinite pronouns	somebody, someone, something, anybody, anyone, anything (when a subject of a sentence).
Indefinite negative pronouns	no, none, nobody, nothing
Determinatives	all, each, every, other, either, both
Quantifiers	much, many, a little, a few
Auxiliary verbs(negative contracted form)	isn't, hasn't, wouldn't, don't, can't
Particles	only, also, too, even, just

Table 2.2

Function (structure) words

Function words, usually unstressed, include	<i>Example</i>
Articles	a, an, the
Simple prepositions	to, of, in, and so on
Personal pronouns	I, me, he, him, it, and so on
Possessive adjectives	my, his, your, and so on
Relative pronouns	who, that, which, and so on
Conjunctions	and, but, that, as, if, and so on
One used as a noun-substitute	the 'red 'dress and the 'blue one
The verbs be, have, do, will, would, shall, should, can, could, may, might, and must	He is re'signing. Do you 'see it? We must 'wait.

These are easy to remember as they are the verbs that can be used as auxiliaries: Even when they are the principal verb in the sentence, they are usually unstressed: 'Harry is my 'best 'friend. 'Barbara has a 'lovely 'smile. On the other hand, they are stressed when they come at the end of a sentence (I 'thought he was' smarter than he 'is), and when they are used in tag questions such as didn't we and are they ('All 'movies 'aren't 'made in 'Hollywood, 'are they?)

Practical tasks

 **1. Write the sentences in the correct place. Then listen, check and repeat.**

Don't move! Run! Don't worry! Go straight on!
~~Go away!~~ Sorry!

Example OoO Don't be late! Go away!

1. Oo Silence! _____
2. OOO Don't look down! _____
3. O Wait! _____
4. OO Get back! _____
5. OOo Keep quiet! _____

2. Practice pronouncing the sentences several times at normal conversational speed with stresses as marked, inserting in turn each of the words in parentheses.

1. 'Where did (he, she, they) 'go?
2. 'Please 'give (them, him, her) the 'tickets.
3. She 'brought (his, him, us) 'food.
4. They 'haven't 'offered (as, us) 'much 'money.
5. Were you 'asked (your, her) 'name?
6. Is 'Bob (on, in) 'this 'bus?
7. Would you 'play it (as, if) they 'requested it?
8. 'When are you 'going to 'tell me (the, a, her) 'story?
9. The 'book 'came (from, for) the 'library.
10. It's 'better (that, than) you 'think it 'is.
11. The 'store (could, can, would) 'bring you the 'package.
12. I'd 'like 'this (and, or, for) 'that.
13. We 'need 'one (of, and, or) 'two.

3. Here are four series of sentences, with sentence-stresses marked' In each series except the last, sentence b contains more syllables than sentence 4, sentence c more than sentence b, and so on, but the number of stresses is always the same; the addition of the extra syllables does not mean any appreciable lengthening of the time it takes to say the entire sentence.

1. a. 'Dogs 'eat 'bones.
b. The 'dogs 'eat 'bones.
c. The 'dogs will 'eat 'bones.
d. The 'dogs will 'eat the 'bones.
e. The 'dogs will have 'eaten the 'bones.
2. a. The 'car is 'here 'now.
b. The 'car is out 'front 'now.
c. The 'car will be out 'front 'soon.
d. The 'car will be out 'front in a 'moment.
3. a. 'Boys 'need 'money.
b. The 'boys will 'need 'money.
c. The 'boys will 'need some 'money.
d. The 'boys will be 'needing some 'money.
e. The 'boys will be 'needing some of their 'money.
4. a. A 'drugstore's the 'place to have 'lunch.

- b. We shall 'soon finish 'up for the se'mester.
- c. 'June is a 'nice 'month.
- d. We were enchanted by her in'telligent conver'sation.
- e. 'Great 'day in the 'morning!

🔊 4. Listen and complete these chants. Then play the recording and say the chant at the same time.

1. Don't sleep! Stay awake !
Get dressed! Don't _____ late!
2. _____ still! Stay there!
Don't move! _____ care!
3. Say please! Don't _____ rude!
Sit _____! Eat your food!

🔊 5. Listen. Write the number of words you hear in each space. Then write down the correct sentence.

Example. 2. leaving now 3.....staying?

Are you leaving now or are you staying?

- 1 waiting brother.
_____ waiting _____ brother.
- 2 I knew going late again.
I knew _____ going _____ late again.
- 3 take swimming pool?
_____ take _____ swimming pool?
- 4 I thought station already, ... wrong.
I thought _____ station already, _____ wrong.
- 5 go to the zoo, ... before?
_____ go to the zoo, _____ before?
- 6 more books here have.
_____ more books here, _____ have.
- 7 He asked money lent
He asked _____ money _____ lent _____.
- 8 She told. better off going by bus.
She told _____ better off going by bus.

 **6. Mark the stresses in the sentences that appear below, and transcribe each sentence in phonetic symbols.**

1. What can I give as an answer?
2. I'm afraid it will be hard to get back.
3. He says that he will come if he can.
4. I thought she would be pretty, and she was.
5. She has worked with children since she finished school, hasn't she?
6. Men have shown no patience with it, but women have.
7. The car had been brought, and was ready to use.
8. If I had seen you sooner, we could have gone together.

CHAPTER 3. INTONATION

An overview

1. Intonation
2. Intonation components
3. Functions of intonation
4. The tonic units
5. Tone types

Key terms

Intonation, tonality, tonicity, tone, emotional function, grammatical function, informational function, textual function, indexical function, prehead, head, nucleus, tail, falling tone, rising tone, level tone.

 **Intonation** is pitch variations, or speech melody. Intonation is the combination of musical tones. Intonation is the complex of three variables: tonality, tonicity and tone which are connected with grammatical categories.

Tonality marks the beginning and the end of tone group. The pitch variations and patterns in a spoken language.

Tonicity marks the focal point of each group. Highlighting certain words in an utterance as important to the meaning.

Tones can be primary and secondary. Distinctive pitch movement. They convey the attitude of the speaker.

Functions of intonation. **Emotional function** – to express attitudinal meaning. **Grammatical function** – to identify grammatical structure in speech. **Informational function** – helps to draw attention to what meaning is given and what is new in an utterance. **Textual function** – helps larger units of meanings, sentence to contrast and cohere. **Physiological function** – helps s to organize speech into nits that are easier to perceive and memorize. **Indexical function** is an important marker of personal or social identity.

The components of the intonation: **Speech melody** is the changes in the pitch of the voice in connected speech. **Sentence stress** is greater prominence of one or more words among words in the sentence. **Speech tempo** is the relative speed of utterance which is measured by the rate of syllable succession and the number and duration of pauses in a sentence. **Rhythm** is a regular recurrence of stressed syllables.

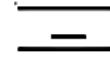
The tonic units that constitute the total intonation pattern: The last stressed syllable, within which fall or rise in the intonation group is accomplished is called **nucleus**. It is the most important and carries **nuclear** stress. The **prehead** – the unstressed or half stressed syllables before the first stress. The **head** – starting with the first stressed syllable and ending with the last unstressed syllable before the nucleus. The **tail** – the unstressed syllables following the nucleus. The **onset** – the first fully stressed syllable with which the head begins.

The **falling tones** convey completion and finality, they are categoric in character. The **rising tones** are incomplete and non-categoric. Of all the **level tones** mid level tone is used most frequently. The level tones may express hesitation and uncertainty.

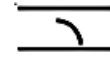
Representation of stressed and unstressed syllables.

Unstressed syllables are represented by dots, stressed syllables are marked by dashes or curves.

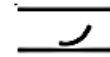
A dash represents a level tone.



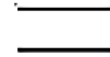
A downward curve represents the final fall.



An upward curve represents the final rise.



Two parallel lines (staves) represent the upper and the lower limits of human voice or the range of the voice.



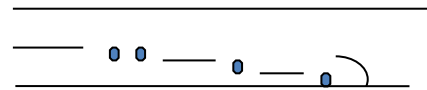
The temporal component of intonation can be indicated graphically only as far as pauses are concerned.

Two vertical bars || denote a long pause, which usually occurs at the end of a sentence.

A single vertical bar | denotes a short pause inside a sentence.



Example What did you think of Mary's flat?



Practical tasks

🧠 1. Identify prehead

1. I ate dinner.
2. We had a three-course meal.
3. He loves fish tacos.
4. We all agreed; it was a magnificent evening.
5. Is Jane going to leave by eight o'clock?

🧠 2. Identify head

1. It's Mrs Grey's birthday today.
2. She's going away for a holiday.
3. Check the heart.
4. Nigel's put something behind your computer.
5. But I'm busy on Friday.

🧠 3. Identify nucleus

1. We didn't mean to arrive just in time.
2. Is this the book you were looking for?
3. But you told me I could come round tonight.
4. I haven't seen Elizabeth for ages.
5. He broke his leg in a skiing accident.

 4. Identify tail

1. Are all nine of the Jones coming to dinner?
2. Are you coming to Majorca with us this summer?
3. My wife doesn't look like a sack of potatoes.
4. She'll be furious!
5. That pink and primrose chiffon.

 5. Identify all parts of the tonic unit in the sentences.

1. When are you coming to dinner?
2. Motorcycles can be dangerous to drive or ride on.
3. Last month Carol got a job in San Francisco.
4. Bob ate some corn.
5. Kenny has gone to France and back.

 6. Intone sentences

1. You go into the humanities to pursue your intellectual passion.
2. Spanish-speaking zone is such a culturally rich and diverse area.
3. I had a hunger for books, as it was my escape from the reality.
4. I have always had a considerable interest in architecture.
5. Architecture is a natural choice for me.

CHAPTER 4. RHYTHM

An overview

1. Rhythm
2. Rhythmic group

Key terms

Rhythm, rhythmic group

Rhythm is the regular alternation of stressed and unstressed syllables. The phenomenon of rhythm is closely connected with the phonetic nature of stress. The basic unit of the rhythmical structure of an utterance is the **rhythmic group** (a speech segment containing a stressed syllable and unstressed syllables attached to it). A sense group may consist of one or more rhythmic groups.

The perception of boundaries between rhythmic groups is associated with the stressed syllables or peaks of prominence. Rhythm is connected with sentence stress. In the sentence *I am glad to see you*, there are normally two stresses: on *glad* and *see*. There is a great deal more difference between stressed and unstressed syllables in English than in most other languages; this is as true of sentence-stress as of word-stress. To an English speaking person the rhythm of many other languages (for example, Japanese, Spanish, Italian, Filipino) seems to be mechanically regular – a series of little bursts of sound all of about the same size and force, like machine-gun fire. Stress in Groups of Words English pronounced with such a rhythm would probably not be understood. If asked to draw a picture representing the rhythm of the syllables in Spanish, the speaker of English might produce a line of soldiers of very much the same size and following one another at rather regular intervals, as in Figure 4.1.

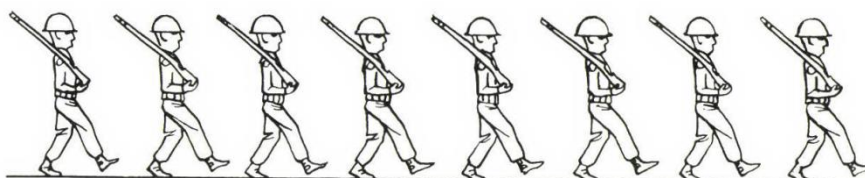


Figure 4.1 The seeming picture of some other languages

He might picture his own language as a series of family groups, each composed of an adult accompanied by several small children of varying sizes. A few of the adults might be childless, and some would be larger than others (See Figure 4.2).

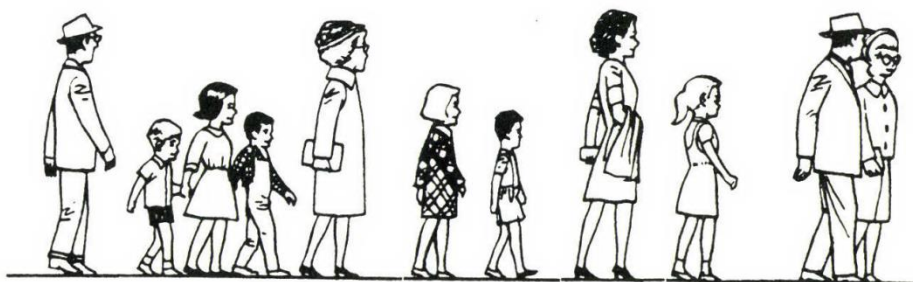


Figure 4.2 The rhythm of English

The more unstressed syllables there are between stressed syllables, the more rapidly (and indistinctly) those syllables are pronounced.

*The 'boy is 'interested in en 'larging his vo 'cabulary.
'Great 'progress is 'made 'daily.*

The unstressed syllables of the first sentence are crushed together in order to get them said in time, and how the stressed syllables of the second sentence are somewhat lengthened so as to compensate for the lack of intervening unstressed syllables. If we were to illustrate these two sentences as suggested above, they might look something like this (Figure 4.3):

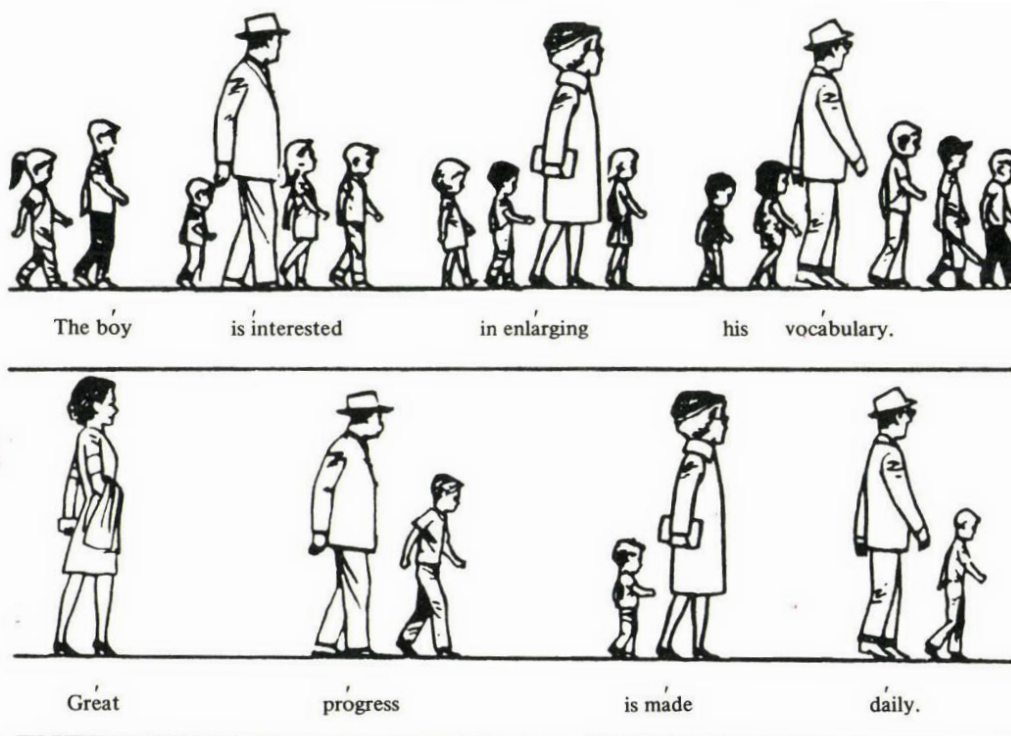


Figure 4.3 Examples of English sentence rhythm

Practical tasks

🔊 1. Two nursery rhymes with very different rhythms:

A 'Jack and 'Jill

Went 'up the 'hill

To 'fetch a 'pail of 'wa-'ter.

'Jack fell 'down

And 'broke his 'crown

And 'Jill came 'tumbling 'af-'ter.

B A 'farmer went 'trolling u'pon his grey 'mare

'Bumpety 'bumpety 'bump (pause)

With his 'daughter be'hind him so 'rosy and 'fair,

'Lumpety 'lumpety 'lump

🔊 2. Here are three groups of numbers of different lengths on the paper, but which should take the same amount of time to say:

'Two

'Three

'Four

'Twenty

'Thirty

'Forty

'Two 'hundred

'Three 'hundred

'Four 'hundred

Three groups of words of similar difficulty:

A nice

ripe

'pear

A 'love-ly

'juicy

'melon

A de- 'licious and

'mouth-watering

'pineapple

Another three group, rather more difficult

His 'new 'book's 'quite 'good

His 'latest novel's a dis'tinct suc'cess

An out'standing contri'bution to con'temporary 'literature

🔊 3. Read the passage

“Excuse me, – er – haven’t we met before? Yes, I’m certain we have, I recognise your face. I’m never wrong. I’m terribly at names, but I

never forget a face. Aren't you a friend of Joneses – James and Isabel Jones? No? Oh, have I made your miss your bus? I'm so sorry.

4. Read the dialogue

Elise's hair is green!

Chris: I 'like your 'hat, E'lise.

Elise: That's 'isn't my 'hat, it's my 'hair.

Chris: Your 'hair? You' can't have 'hair like 'that. E'lise, it's 'brilliant 'green!

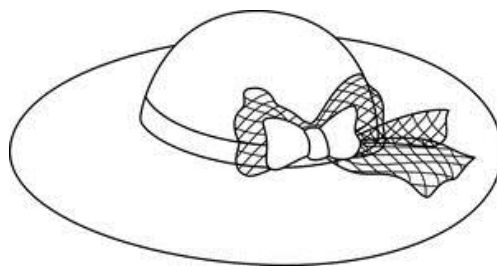
Elise: Old 'women can 'dye their hair 'blue. There are 'plenty who 'paint their nails 'red!

Chris: That's 'not the 'same at 'all! They 'only 'stress what nature meant. 'Green is ... 'green is ... I 'cannot 'find the 'words.

Elise: Un'natural – is 'that what you 'mean? An a'ppendix ope'ration is, 'too. And 'as for transp'lanting a 'heart ! And I 'love all my 'emerald 'hair!

Chris: 'What does 'Peter 'think?

Elise: Oh Ch'ristopher! 'Didn't you 'know? Why, his hair is 'purple and 'red!



CHAPTER 5. PAUSATION

An overview

1. Pause
2. Types of pauses
3. Timbre

Key terms

Pause, filled pause, unfilled pause, timbre

☞ As we speak, we group words into units depending on meaning and emphasis. Notice how this speech is divided: *I can remember as children/ we were rather naughty/ once/ we stuck a picture/ of an elephant/ on the back of Dad's coat/before he went out/ of course he couldn't see it/ so he didn't know why everyone was laughing at him/ until he got to work/ and took it off//*. Although there are no rules about how we divide speech into units, some words are more likely to go together than others in order to help make sense of the message.

For example: ✓ / we stuck a picture/ of an elephant/ is more likely than:

✗ /we stuck a/ picture of an elephant/ or: ✗/ we stuck a picture of/ an elephant/

✓ /until he got to work/ and took it off/ is more likely than:

✗ /until he got to/ work and took it off/ or: ✗/until he got to work and took/ it off/

Sometimes the division of speech into units can make a difference in meaning:

(i) /we were rather naughty/ once/ we stuck a picture/ of an elephant/

(ii) / we were rather naughty once/ we stuck a picture/ of an elephant/

In (i), 'once' goes with 'we stuck a picture of an elephant' and shows that the speaker is giving an example of the many times they were naughty. In (ii), 'once' goes with 'we were naughty' and suggests that we were naughty only one time.

Fixed phrases and idioms are usually said together in one speech unit rather than being divided across speech units.

For example: ✓ /It's a race against time/ to get help to the refugees before winter/ is more likely than:

✗/It's a race/ against time/ to get help to the refugees before winter/

✓/It was so noisy in the room/ I could barely hear myself think/ is more likely than:

✗ /It was so noisy in the room/ I could barely/ hear myself think/

By means of pauses we normally divide all but the shortest sentences into two or more parts, or thought groups.

A thought group, then, is a portion of a sentence set off from the rest by a pause or pauses. When we make a pause in a sentence, it is usually for one of three **reasons**:

1. To make the meaning clear: *when the wind blows/ the waves run high//*.
2. For emphasis: *Frankly,/ I'm disappointed in you//*
3. Or, in a long sentence, simply to enable the speaker to catch a breath

Pauses made between two sentences are obligatory. They are longer than pauses between sense-groups and are marked by two parallel bars */||/*. Pauses made between sense-groups are shorter than pauses made between sentences. They are marked */|/*. Pauses are usually divided into **filled and unfilled**, corresponding to voiced and silent pauses.

The **timbre** or the voice quality is a special colouring of the speaker's voice. It is used to express various emotions and moods, such as joy, anger, sadness, indignation, etc.

Practical tasks

 **1. Listen to the recording as many times as you need, and mark the boundaries between speech units with / in these extracts. The first one has been done for you.**

1 that's the main thing/ and then if you've got any questions afterwards hopefully we'll still have time to go through a few of them is that okay
2 she'd left when she had a baby and then decided not to go back although the job had been kept open for her
3 Tom dear where's the advert for this calculator because I don't know the address and I don't know who I've got to make the cheque payable to

 **2. Each of these extracts consists of three speech units. Put / in two of the four spaces to show where you expect the speech unit boundaries to be.**

Example when you read it carefully/ it doesn't say anything/ that's very critical

1 when I woke up I didn't even realise what time it was
2 of course it's written in a language that hardly anyone can understand

3 I was working late because they want it done as quickly as possible
4 because he was ill I didn't expect him to come to work
5 if I get some time I'll be over on the weekend to see you both
6 luckily we haven't had any rain since the day we arrived
7 it should never have been built in my opinion this new office building

🔊 3. Listen to these extracts as many times as you need. Mark all the speech unit boundaries using /

1 should the government pay/ for health care or do you think it's the individual's responsibility to save money for when they need treatment my

personal view is that we should pay for our own treatment
2 I'm impressed with your cooking Annie that was very nice I particularly

liked how you did the rice I'd really like the recipe sometime if you could write it down for me

✍️ 4. Ruth returns Maggie's phone call and leaves this message on her answering machine. Seven of the speech unit boundaries marked in Ruth's message (with /) are unlikely to occur because they split fixed phrases and idioms. Cross out the boundaries you think should not be marked.

/hi Maggie/ got your message/ and your question about car repairs/ sorry/ but I haven't got/ a clue/ the best person to contact is ... /oh it was on the tip/ of my tongue/ and my mind just/ went blank/ Peter Thomas/ that was it/ he's a mine/ of information/ about that sort of thing/ anyway/ I'll be over to see you/ when I can/ as soon as the doctor's given me/ a clean bill/ of health/ the new medication/ is doing melt a power of good/ so I'm hoping to be up/ and about/ in the next week or so /speak to you soon//

✍️ 5. Look at the two ways of dividing the sentences below. For each pair of sentences, cross out the one where the grouping does not make sense.

Example A ~~I bought a ticket and got/ on the train~~

B I bought a ticket/ and got on the train

1. A It was a small car/ with a red stripe along the side.

B It was a small car with a red/ stripe along the side.

2. A Do you want chicken and chips/ or fish and salad?

B Do you want chicken/ and chips or fish and salad?

3. A Derek can wear the most/ expensive suit but he never looks smart.

B Derek can wear the most expensive suit/ but he never looks smart.

🔊 6. Read the passage and mark pauses

The Browns' dining-room



In the dining-room we have our meals: breakfast in the morning, lunch in the middle of the day, tea in the afternoon, and supper or dinner in the evening.

Here you see Mr. and Mrs. Thompson who've just arrived from abroad and are having dinner with the Browns. The host, Mr. Brown, is sitting at the head of the table, and the hostess, Mrs. Brown, is at the other end. Mr. and Mrs. Thompson are sitting on either side, facing each other.

The dining-room table is covered with a white cloth. Mrs. Brown has laid the table in the usual way, and has put the right number of knives, forks, spoons and glasses for each person. There's also pepper and salt, oil and vinegar, and mustard. On the left of each person is a table-napkin and a plate with a roll on it. In front of the host there's a carving-knife and fork.

On the sideboard the Browns usually have a bowl of fruit: apples, pears, plums, cherries, grapes, oranges or bananas, according to the season. The mistress of the house has just served the soup. After this there'll be fish, meat or poultry with vegetables, then a sweet, and perhaps cheese and biscuits to finish with.

CHAPTER 6. LOGICAL STRESS

An overview

1. Logical stress
2. Prominence
3. Prominence placement circumstances

Key terms

Logical stress, prominence, emphatic stress, contrastive stress

Any part of speech can be stressed if it is semantically important. In this case the nucleus is shifted from the last notional word of the intonation group to the semantically important word. This kind of stress is called **logical** and its place is usually defined by the context.

In fact, the discourse context influences which stressed word in a given utterance receives focus or **prominence** – that is, which word the speaker wishes to highlight. There are three circumstances governing the placement of prominence. The first is when the speaker places prominence on new information. *Compare:*

X: I've lost an umb**BRE**Lla.

Y: A LADy's umbrella?

X: Yes. A lady's umbrella with STARS on it. GREEN stars.

The second, related circumstance governing the placement of prominence is **emphatic stress** – when the speaker wishes to place special emphasis on a particular element. In fact, the element receiving emphatic stress usually communicates new information within a sentence; however, it is differentiated from normal prominence by the greater degree of emphasis placed on it by the speaker. *Compare:*

A: How do you like that new computer you bought?

B: I'm REAlly enjoying it!

The third circumstance governing the placement of prominence is **contrastive stress**. In this case, two parallel elements can receive prominence within a given utterance. *Compare:*

C: Did you say TUESday or THURSday?

D: I said THURSday.

Practical tasks

🔊 1. Listen to this conversation. Notice that the speakers “underline” the words which are important in their argument.

A: Excuse me, I think you're in MY seat.

B: Sorry, but it says 7A on my boarding card.

A: Oh, er Right ... I asked for a WINDOW seat, you see ...

B: Yeah, so did I. What's YOUR seat number?

A: Let's see ... Oh, it's 8A

B: So I guess you're in the seat BEHIND me.

A: Oh yes. Sorry about that.

🔊 2. Listen to this conversation. Notice how the speaker “underlines” a different word in her second request. In the first request, what is important is what the passenger must do. In the second request, it is when he should do it.

A: I'm sorry, but you must switch that OFF, sir.

B: Ok, just a minute.

A: Switch it off NOW, please.

🔊 3. The word which is more important depends on the context. Listen to these sentences. Notice that the speaker “underlines” different words in the different contexts.

Sentence

Could I have a glass of WATER TOO, please?

Could I have a glass of water TOO, please?

You have to check in at FIVE.

You have to CHECK IN at five.

Context

A passenger asked the stewardess for a tomato juice and wants water too.

A passenger asked for water and now the next passenger is asking for the same.

A travel agent is telling a customer the check-in time.

You are talking to your friend who is worried because she thinks her flight is at five and she could miss it.

4. In each of these conversations, A has to repeat the request, but “underlining” a different word. Which word? Underline one word in the third line of each conversation. Then listen and check.

Example A: Can I have a donut?

B: What do we say, Benny?

A: Can I have a donut, please?

1 A: A black coffee, please.

B: Sorry, do you want milk with your coffee?

A: No, a black coffee please.

2 A: What’s your nationality?

B: Well, my wife’s an American citizen.

A: Yes, but what’s your nationality, sir?

3 A: What time is it?

B: Well, the clock changed last night ...

A: So what time is then?

5. When we present alternatives, we “underline” the contrast between them. Listen to these examples. Notice the way the speaker “underlines” the alternatives.

1 A: I’d like a hamburger, please.

B: Do you want a SUPER burger or a REGULAR burger?

A: What’s the difference?

B: Well, the SUPER comes with CHIPS and the REGULAR comes WITHOUT chips.

2 A: You can pay by credit card.

B: I haven’t GOT a credit card.

3 A: Why are you paying in cash?

B: I haven’t a CREDIT CARD.

4 A: Shall we sit inside or outside?

B: Let’s sit OUTside.

5 A: Where shall we sit?

B: Let’s sit outSIDE.

6. Read the short conversations. Which words do you think B will “underline”? Underline them in the texts below. Then listen and check.

1 A: I’d like a salad, please.

- B: A mixed salad or a Greek salad?
 A: What's the difference?
 B: Well, a mixed salad has tuna and a Greek salad has cheese.
- 2 A: I'd like to stay two nights, please.
 B: Do you want full board or half board?
 A: What's the difference?
 B: Full board includes all meals and half board includes just breakfast and dinner.
- 3 A: We'd like a room for two, please.
 B: Would you like a standard or deluxe?
 A: What's the difference?
 B: Standard has a mountain view and deluxe has a sea view.

🔊 7. If only part of a word or phrase is not heard correctly, we “underline” that part when we correct. Listen to these examples.

- A: My nephew's fifteen.
 B: Thirteen?
 A: No, FIFteen.
 A: You must be more careful!
 B: Careless?
 A: No, careFULL.
 A: Her room is really untidy.
 B: Tidy?
 A: UNtidy.
 A: I saw a blackbird in the garden.
 B: A blackboard?
 A: No, a blackBIRD.
 A: The Amazon's the longest river in the world.
 B: Oh, I thought the NILE was the longest river.

🔊 8. Read these short conversations. Which syllable do you think the speaker will stress in the third line? Underline it.

- Example* A: I disagree with you.
 B: You agree?
 A: No, I disagree!
- 1 A: He's in the bathroom.

- B: In the bedroom?
 A: No, the bathroom!
- 2 A: My father's retired.
 B: Why is he tired?
 A: No, he's retired!
- 3 A: I bought a bookshelf.
 B: A bookshop?
 A: No, a bookshelf!
- 4 A: But that's impossible!
 B: You think it's possible?
 A: No, I said impossible!
- 5 A: The kitchen's downstairs.
 B: Upstairs?
 A: No, downstairs!

☑ POINTS FOR DISCUSSION

1. Define sentence stress.
2. What is an intonation unit or a thought group?
3. Compare content and function words.
4. What do you know about logical stress?
5. What is the difference between emphatic and contrastive stress?
6. Define rhythm and rhythmic group.
7. What is a pause and how do we mark it?
8. Are there any types of pauses?
9. Define timbre.
10. Define intonation and explain what constitutes it.
11. Enumerate functions of intonation.
12. What are the components of the intonation?
13. Identify parts of the tonic unit.
14. Enumerate graphic marks for stressed and unstressed syllables in the English language.
15. How many tones exist in the English language and what do they express?

CHAPTER 7. FALLING INTONATION PATTERNS

It is at the end of a sentence that native speakers of English use intonation most uniformly. In English, the falling intonation is used at the end of:

1. Simple statements of fact (declarative sentences)

Example This is my wife.

He hasn't said a word.

2. Imperatives

Example Come to see me.

3. Wh-questions

Example What is the matter?

The fall of your voice to a low tone at the end of a sentence is a sort of vocal punctuation mark, a vocal period, indicating that the thought is completed.

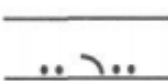
7.1. INTONATION OF STATEMENTS

☞ In each speech unit there is one main movement of the voice, starting on the last prominent word of the speech unit. A falling tone can extend over just one word (which may be only one syllable) or over a number of unstressed syllables at the end of a speech unit:

Example No. ↓

He works in a Supermarket. ↓

A falling tone indicates that the thought is completed.

It is difficult. 

Practical tasks

☛ 1. Read the sentences. Define stressed and unstressed words in the following sentences. Intone them.

1. I'd like an apple.

2. I'd like a sandwich.

3. I'd like a soda.
4. I'd like some coffee.
5. I'd like a hotdog.
6. I'd like a wristwatch.
7. I'd like to hear it.
8. I'd like to forget them.
9. I'd like to believe it.
10. I'd like to come over.
11. I'd like a newspaper.
12. I'd like to answer him.

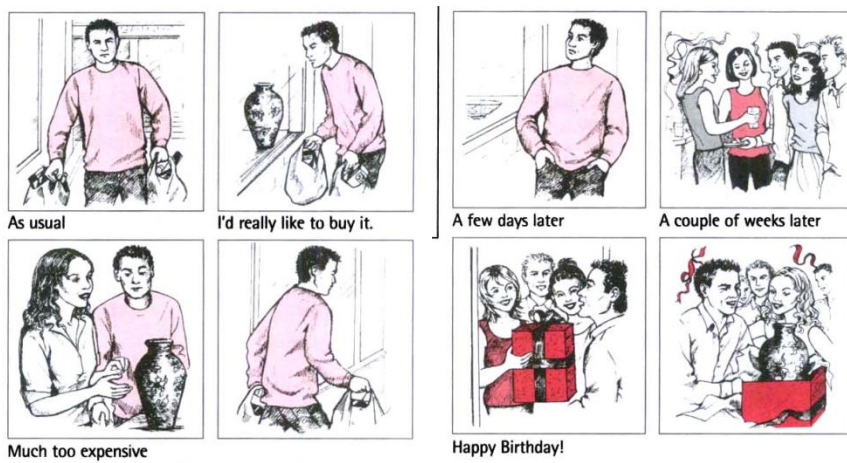
🔊 2. Listen and notice the intonation. Indicate pauses. Read the passage.

I was doing my shopping one day, as usual, and I was walking past the antique shop, and I saw a beautiful old vase in the window, with red and blue and yellow flowers on it. And I stood there looking at this vase and thinking I'd really like to buy it, and I went in and looked at it and asked about the price, but of course it was much too expensive. And I did the rest of my shopping and went back home. And a few days later I walked past the same shop and noticed that the vase wasn't there, and I thought that was the end of it. Anyway, a couple of weeks later it was my birthday and I had a little party for a few of my friends, and they arrived with a huge parcel and said, "Happy Birthday"! We've got a really special present for you! So I opened it and guess what, it was the vase from the antique shop.

🔊 3. Listen and repeat. Indicate falling intonation pattern in the sentences.

I was doing my shopping one day, as usual, and I was walking past the antique shop, and I saw a beautiful old vase in the window, with red and blue and yellow flowers on it. And I stood there looking at this vase and thinking I'd really like to buy it, and I went in and looked at it and asked about the price, but of course it was much too expensive. And I did the rest of my shopping and went back home. And a few days later I walked past the same shop and noticed that the vase wasn't there, and I thought that was the end of it. Anyway, a couple of weeks later it was my birthday and I had a little party for a few of my friends, and they arrived with a huge parcel and said, "Happy Birthday"! We've got a really special present for you! So I opened it and guess what, it was the vase from the antique shop.

🧠 4. Don't look at exercises 2, 3. Tell the story with the help of the pictures. (It doesn't have to be exactly the same story).



🧠 5. Practice reading the dialogue aloud.

A spoilt little boy in a bicycle shop

Paul: What a beautiful bicycle!

Uncle Bill: Paul! Be careful!

Salesman: Excuse me, sir. This child is too small to ride this bicycle. It's very difficult bicycle to ...

Uncle Bill: Be careful, Paul!

Paul: You always tell me to be careful. Don't help me. I won't fall.

Salesman: But, sir. This is a very special bicycle. It's ...

Paul: Don't pull the bicycle, Uncle Bill. I'll do it myself.

Uncle Bill: Be sensible, Paul. This gentleman says it's a ...

(Paul falls)

Paul: It was Uncle Bill's fault. He was holding the bicycle.

🔊 6. **Practice reading the dialogue aloud.**

In the airport

Announcer: R.T. Airways flight number four four seven to New York will depart later this afternoon at 16.40 hours.

Dr Darling: Wonderful! I'm going to the bar to order some more German beer.

Mr Martin: Where's the bar?

Dr Darling: It's upstairs. There's a bookshop too. And a supermarket. This is a marvelous airport!

Mr Martin: Oh dear! I wanted to get to New York earlier.

Ah! Here's an air hostess.

Excuse me. I don't understand. Has there been an emergency?

Air Hostess: Oh, no, sir. There's just a storm, and the weather forecast says it will get worse. So the plane will a little later this afternoon.

Mr Martin: Are you sure?

Air Hostess: Oh, yes, sir. Our departure time is at 4.40 this afternoon.



7.2. INTONATION OF WH- QUESTIONS

🗨️ When we ask a question, we might be trying to find out information that we don't already know. Finding out questions usually end with a falling tone:

Example WHAT part of SPAIN were you in? ↓

HOW much ARE they? ↓

Because wh- questions are often used to find out information, they often, although not always, end with a falling tone. Wh-questions used to offer assistance often have a falling tone as this sounds more genuine, and therefore politer:

Example WHAT can I DO for you? ↓

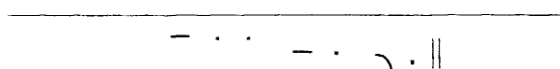
Wh- questions are also used to make a comment, particularly ones with modal verbs. These usually have a falling tone:

Example HOW was I supposed to know it? ↓

WHAT's it to do with YOU? ↓

Model: 'When did you 'get to ʌLondon?

['wen dɪd juː 'get tə ʌndən]



Practical tasks

1. Read the following sentences according to the model. Intone them, picture the melody on the staves.

- | | |
|---------------------------|---------------------------|
| 1. What did you bring? | 7. What's he carrying? |
| 2. What did you want? | 8. What's he waiting for? |
| 3. What did you forget? | 9. How are you feeling? |
| 4. What did you find? | 10. Who wrote it? |
| 5. What did you ask? | 11. When do we eat? |
| 6. What did you tell her? | 12. Why did you take it? |

2. Listen to the sentences. Pronounce them with falling intonation.

- | | | |
|------------------|------------------------|-----------------------------|
| a) What's that? | b) What are you doing? | c) When will you finish it? |
| Where's the tea? | When did you get here? | Which is the easiest? |
| Which is yours? | Where are you going? | Who were you talking to? |

Who's that girl?	Why didn't you tell me?	Why don't we go to the cinema?
Whose are these?	How are the children?	How did you hurt yourself?

🔊 3. Listen to the dialogue. Practice reading it aloud.

What time does the plane leave?

Robert: What's the time?

Emily: Ten past two, dear.

Robert: When does the plane leave?

Emily: Not until quarter to four.

Robert: Why did we get here so early?

Emily: Because you said we must allow plenty of time for traffic jams and accidents.

Robert: Where's my briefcase? What have you done with my briefcase?



Emily: It's there, dear, between your feet.

Robert: Emily! Where are you going?

Emily: I'm going to ask that gentleman what they were announcing over the loudspeaker.

Robert: Which gentleman?

Emily: That man over there with the packages.

Robert: Who is he?

Emily: I don't know. But he looked as though he was listening to the announcement

... Yes, I was afraid so. The plane's delayed. It won't be leaving till five.

Robert: How did he manage to hear it if we didn't?

Emily: Because he was listening. You were talking too much to hear.

Robert: What do you mean, I was talking too much to hear.

Emily: Oh, dear. Never mind.

Robert: What time is it now, Emily?

✓ **3. Choose an answer from the box to complete each conversation.**

All of them	A cake	Any of it	This evening
Because your friends told you to	With her parents	Nothing serious	Dr Ireland

Example A: What are you making?

.....A..cake.....?

B: Yes, it's for Linda's birthday.

1 A: When are they supposed to be back?

.....?

B: I think so.

2 A: Where's she living now?

.....?

B: Yes, since last month.

3 A: How many of your cousins have you invited?

.....?

B: Just a few.

4 A: Why did you do such a silly thing?

.....?

B: I'm really sorry.

5 A: How much of the assignment have you written so far? . . .

..... ?

B: A couple of pages.

6 A: What's wrong with your mother?

..... ?

B: No, she'll be fine soon.

7 A: Which doctor did you want to see ?

..... ?

B: Yes, please, if he's free.

Now listen and check your answers.

✓ **4. Choose a question from the box to complete each conversation. (You won't need them all).**

How many? How much?	What time was it? Which one's yours?	She's doing what?	Why was he there? When did you leave?
What were you looking for?	~~Who did you want to see?~~	How old is it?	What sort?
You did what?	How far is it?	Where?	When do you need it?

Example: A: I'd like to see Mrs Kirby, please. B: Who did you want to see?

A: Mrs Kirby.

1 A: It only cost me fifty pounds.

B:

A: Fifty pounds.

2 A: I need it for Thursday.

B:

A: Thursday.

3 A: It's a couple of centuries old.

B:

A: About two hundred years.

4 A: I told him I thought he was stupid.

B:

A: I said he was stupid.

5 A: It's only another five kilometres.

B:

A: Five kilometres.

6 A: She's got seven sisters.

B:

A: Seven.

7 A: I was looking for a spatula.

B:

A: A spatula.

8 A: He's got a job in Port Moresby.

B:

A: Port Moresby.

9 A: My bike's got the yellow saddle.

B:
A: The one with the yellow saddle.
10 A: Margot's going abseiling next weekend.
B:
A: Abseiling

7.3. INTONATION OF IMPERATIVES

☞ When we want to get someone to do something for us, we often express this by using a falling tone:

Example Give me a LIFT. ↓

The falling nuclear tone shows that the non-final intonation-group is complete, important by itself.

Orders
 'Bring me the ,chair
 'Don't,cry.
 'Shut the ,door.
 ['brɪŋ mɪ ɔ̃ə ,tʃɛə]
 — · · ~ ||

Practical tasks

☞ 1. Read the commands. Intone them.

- | | |
|-----------------------------------|-------------------------------------|
| 1. Go. Learn the text by heart. | 8. Stop it. Turn off the phone. |
| 2. Try. Let him speak louder. | 9. Bring it. Turn the volume down. |
| 3. Stay. Don't make mistakes. | 10. Turn left. Iron your new jeans. |
| 4. Wait. Come as soon as you can. | 11. Go straight on. Buy some bread. |
| 5. Write. Let me show you. | 12. Be careful. Water the plants. |
| 6. Phone. Pass me the papers. | |
| 7. Here. Close the window. | |

☞ 2. Read the dialogues.

1. — Let's go to the theatre.
 — Fine. Phone Ann and invite her too. Tell her to meet us at 6.

- Right. Shall I do it now?
- Don't be silly. Do it when you can.
- 2. — Will you tell me the way to Trafalgar Square?
- Certainly. Go down Regent Street to Piccadilly Circus. Turn to the left then.
- Thank you. Is there a bus?
- There's sure to be. Ask the policeman over there.

🔊 3. Ask you groupmates in a form of commands

1. to open the book at page twelve
2. to translate the text
3. to underline all the verbs in the sentence
4. to correct the mistakes in the test
5. not to look at you
6. to open the window
7. to close the laptop
8. to wait a moment
9. to fetch some chalk
10. to read the exercise
11. not to play with phone
12. to repeat reading rules

🔊 4. Listen to the sentences. Then read them with the correct intonation pattern.

Example Click on that icon now the program is opening right now start a new document

1. Check that everything looks right and then send it
2. Click here so you get a new page OK and now write the title at the top
3. Make sure you save that OK and now close the program
4. You will see the icon on the right of your screen
5. Open the program right and now start a new document
6. I think I'm ready now you can switch it on

7.4. POINTS FOR DISCUSSION

1. Name types of sentences in which a falling tone is used.
2. What part of the tonic units does the falling tone occur in?
3. What intonation pattern is used in statements?
4. Do wh-questions have a falling tone?
5. Tell the intonation pattern of imperatives and provide example.

CHAPTER 8. RISING INTONATION PATTERNS

At the end of a sentence, two types of intonation are most common: falling and rising. In the preceding chapter we studied falling intonation patterns and figured out that it is used for statements, wh-question and imperatives.

In this chapter we shall deal with a rising tone, the second common end-of sentence type. In English, the rising intonation is used in:

1. Yes/no questions:

Example Are you ready?

2. Polite requests:

Example Water the plants, will you?

3. Enumeration

Example I bought pens, pencils, copybooks and books.

When we leave the voice high at the end of a sentence, we arouse in the listener a feeling of incompleteness, in contrast to the sense of completeness aroused by a lowered voice. Rising intonation suggests that something further must be said, either by the speaker or by the hearer.

8.1. INTONATION OF YES/NO QUESTIONS

 In each speech unit there is one main movement of the voice, starting on the last prominent word of the speech unit. A rising tone can extend over just one word (which may be only one syllable) or over a number of unstressed syllables at the end of a speech unit. When we ask a question, we might ask a question in order to make sure that information we think we know is, in fact, correct.

Example Was BRlan there? ↑

DOESn't she WORK with you? ↑

Auxiliaries in these questions have a free stress.

Model: 'Shall we 'take a ,taxi? Shall we 'take a ,taxi?

[ˈʃæl wiː ˈteɪk ə ,tæksi] [ʃəl wiː ˈteɪk ə ,tæksi]

— · — · — · || · · — · — · ||

Practical tasks

🎧 1. Listen to the sentences. Read them as in the model. Intone them.

1. Are you alone?
2. Can I come in?
3. May I sit down?
4. Do you mind if I smoke?
5. Are you sure?
6. Have you got an ashtray?
7. May I borrow some matches?
8. Would it be possible to have a cup of tea?
9. Oh, am I being a nuisance?

🎧 2. Listen to the dialogue. Practice reading it.

Were you at home last night?

Sergeant: Good evening, Sir. Mr Holmes?

Holmes: Good evening, officer. Yes, that's right – John Holmes.

Won't you come in?

Sergeant: Thank you. May I ask you a few questions?

Holmes: Yes, of course. Won't you sit down?

Sergeant: Thank you. It's about last night. Were you at home, Mr Holmes?

Holmes: Yes, sergeant. I was, actually. I wasn't feeling very well.

Sergeant: Were you alone?

Holmes: Er, yes. My wife had gone to the cinema with a friend.

Sergeant: Did you go out at all?

Holmes: No, I stayed in all evening – that is, except for a few minutes when I popped out to post a letter.

Sergeant: Do you remember what time this was?

Holmes: Yes, it was about – um – half past eight.

Sergeant: What time did you say? Half past eight? Anybody see you when you – er – popped out for 5 minutes to post your letter?

Holmes: No, I don't think so. Oh yes, just a minute. The caretaker said "good evening"

Sergeant: The caretaker, Mr Holmes? Mr Holmes, the caretaker was murdered last night.



🎧 3. Listen to the dialogue. Practice reading it.

A special washing machine

Mrs Marsh: Does this shop sell washing machines?

Mr Shaw: Yes. This is the latest washing machine.

Mrs Marsh: Is it Swedish?

Mr Shaw: No, madam. It's English.

Mrs Marsh: Could you show me how it washes?

Mr Shaw: Shall I give you a demonstration? This one is our special demonstration machine. It's simple. You take some sheets and shirts. You put them in the machine. You shut this door. And you push this button.

Mrs Marsh: The machine shouldn't shake like that, should it?

Mr Shaw: Washing machines always shake, madam ... Ah! It's finished now.

Mrs Marsh: But the sheets have shrunk, and so have the shirts.

Mr Shaw: Do you wish to buy this machine, madam?

Mrs Marsh: ... I'm not sure.

6. Listen to the dialogue. Underline stressed words.

Not so stupid

John Yee: Excuse me. Did you use to live in York?

Joe Young: Yes.

John Yee: Did you use to be a tutor at the university?

Joe Young: Yes. For a few years.

John Yee: Do you remember Hugh Yip? He was a music student.

Joe Young: Hugh Yip? Did he use to have a huge yellow jeep?

John Yee: Yes. And he used to play beautiful tunes on the tuba.

Joe Young: Yes, I knew Hugh. He used to be a very stupid student.
Do you have any news of Hugh?

John Yee: Yes, he's a millionaire now in New York.

Joe Young: A millionaire? Playing the tuba?

John Yee: Oh, no. He produces jam in tubes, and tins of onion stew, and sells them in Europe. I read about Hugh in the newspaper yesterday.

Joe Young: Oh! Well, he wasn't so stupid.

7. Listen to the dialogue. Fill in the gaps. Then read it out loud.

time	mum	met	come	make	home
	maybe	manners			
	tomorrow	remember			

Mum's muffins

Malcolm: Mum, may Tim Mitcham
come home with me for tea
tomorrow?

Mrs Maccallum: Of, course, Malcolm.
Have I met Tim before?



Malcolm: You _____ him in the summer. He's very small.
 Mrs Maccallum: Oh, yes. I _____ Tim. He's very smart. And
 he has charming _____. Does his family
 _____ from Cambridge?
 Malcolm: Yes. And ... Oh, mum! ... Will you _____ some
 home-made muffins, tomorrow?
 Mrs Maccallum: Mmm, _____. If I
 have _____.
 Malcolm: I told Tim about your muffins, _____. That's why
 he's coming for tea _____.

8.2. INTONATION OF POLITE REQUESTS

☞ When we want to get someone to do something for us, we often express this in a polite way by using a rising tone:

Example COULD we have the BILL, please? ↑

Question tags (usually *will you, can't you, won't you, would you, or shall we*) can be added to imperative sentences. These tags usually have a rising tone and are often used to soften a request or command:

Example Let's get the EARlier train, SHALL we? ↑
 TAKE care of THESE, WOULD you? ↑

Polite requests

'Bring me the \chair, /will you?

'Don't \cry, /will you?

'Shut the \door, /will you?

['brɪŋ mɪ ðə ˈtʃeə | /wɪl juː]

— · · · \ | — · ||

Practical tasks

☛ 1. Read the sentences according to the model. Intone them.

1. Help him, will you?
2. Close the window, can you?

3. Pass me the salad, could you?
4. Get some milk while you're there, will you?
5. Can I use your computer, please?"
6. Could I borrow some money from you, please?"
7. Turn up the heating, will you?
8. Rent the film, can you?
9. Could you call a taxi for me, please?
10. Ask Rose whether she has signed the card, would you?
11. Collect my suit from the dry cleaner's, would you?
12. Come in ten minutes early tomorrow, before the presentation, will you?

🎧 2. Listen to the dialogue. Then read the dialogue and fill the gaps (a-f) with the requests (1-6). The first gap has been done as an example.

A funny photographer

1. Please phone my office after five days, Mrs Phillips
2. Please give him a friendly laugh
3. Please use this felt-tipped pen, Mrs Phillips
4. Please look ... er ... soft and beautiful
5. Please sit on this sofa
6. Please fill in this form

Photographer: Good afternoon. How can I help you?

Fred: I'm Fred Phillips. I want a photograph of myself and my wife.



Photographer: Certainly, Mr Phillips. A) Please fill in this form.

Phillippa: I'll fill in, Fred.

Photographer: b) _____ Mr Phillips, do you prefer a full front photograph or a profile?

Fred: A full front, don't you think, Phillippa?

Phillippa: Yes. A full front photograph.

Fred: Full front.

Phillippa: (*hands in the front*). It's finished.

Photographer: Thank you, Mrs Phillips. C) _____
Is it comfortable?

Phillippa: Yes. It feels fine.

Photographer: Mr Phillips, D) _____.

Fred: That's difficult. If you say something funny I can laugh.

Photographer: And Mrs Phillips, E) _____.

Fred: (*laughs*)

Photographer: That's it finished.

Fred: Finished?

Photographer: Finished, Mr Phillips.

Phillippa: Will the photograph be ready for the fifth of February?

Photographer: Yes. F) _____.

🔊 3. Ask you groupmates in a form of commands/ polite requests

1. to open the book at page twelve.
2. to translate the text
3. to underline all the verbs in the sentence
4. to correct the mistakes in the test
5. not to look at you
6. to open the window
7. to close the laptop
8. to wait a moment
9. to read the exercise
10. not to play with phone

8.3. INTONATION OF ENUMERATION

🗣 When we give a series of three or more similar items, each item is typically said in a separate speech unit. Very often, all the items have a rising tone except the last, which has a falling tone. Using the same tone for each item, except the last, indicates

that they are in some way equivalent. A falling tone on the last item signals the end of the series:

Example Many governments fail to focus on policies which require sustained effort over years or decades - to imPROVE eduCAational standards, (↑) eRADicate diSEASE (↑) MODernise the TRANSport system (↑) and reDUCE levels of polLUtion (↓).

'Benny has 'white ,mice, | a ,hedgehog | and a ,parrot in the house.
 ['benɪ hæz 'waɪt ,maɪs | ə,hedʒhəg| ənd ə ,pærət ɪn ðə haʊs]

— · · — ∪ | · — · | · · ∪ · · · · ||

Practical tasks

🗨️ 1. Read the following sentences. Observe the intonation of enumeration. Intone them.

1. We saw a good deal during those two weeks. We went to Venice, Florence, Rome and Naples.
2. Which writers do you have to study for your examinations? — Chaucer, Shakespeare, Milton, Pope and Swift.
3. My husband is very fond of outdoor games. He plays tennis, golf, cricket and polo.
4. What lessons did you have today? — We had Latin, maths, French and history.
5. You could easily become an interpreter. You know English, French, German, Spanish and Russian.

🗨️ 2. Read sentences.

1. London offers a visitor a rich store of fascinating buildings.
 London offers a visitor a rich store of fascinating buildings, streets.
 London offers a visitor a rich store of fascinating buildings, streets,

monuments. London offers a visitor a rich store of fascinating buildings, streets, monuments, and colourful ceremonies.

2. Certain traditions are observed in England. During festivals certain traditions are observed in England. During festivals, holidays certain traditions are observed in England. During festivals, holidays and celebrations certain traditions are observed in England.

3. Listen to the sentences and then reproduce them with the correct intonation.

1. We went to Rome and Athens and Beirut and Cairo.
2. I can offer you tea or coffee or hot chocolate.
3. Did you see my cousin or my uncle or my aunt?
4. Shall we go to the cinema or the pub or stay at home?

4. Listen to the dialogue. Then read the dialogue and fill the gaps (1-6) and (a-f) with the correct word from the boxes. Numbers 1 and a) have been done as examples.

Words 1-6

Past pocket passports policeman pepper
potato

Words a-f

Upstairs stop envelope cup dropped help



Passports, please

(Mr and Mrs Tupman are at the airport. They have just got off the plane from Paris)

Official: Passports, please!

Mr Tupman: Poppy! Poppy! I think I've lost the 1 passports!

Mrs Tupman: How stupid of you, Peter! Didn't you put them in your 2 _____?

Mr Tupman: (emptying his pockets) Here's a pen ... a pencil ... my pipe... a postcard ... an a) envelope with a stamp... a pin ...

Mrs Tupman: Oh, **b)** _____ taking things out of your pockets. Perhaps you put them in the plastic bag.

Mr Tupman: (emptying his plastic bag) Here's a newspaper ... an apple ... a pear ... a plastic

c) _____ a spoon ... some paper plates ... a piece of **3** _____ pie ... a **4** _____ pot ...

Mrs Tupman: Oh, stop pulling things out of the plastic bag, Peter. These people are getting impatient.

Mr Tupman: Well, **d)** _____ me, Poppy.

Mrs Tupman: (to official) We've lost our passports. Perhaps we **e)** _____ them on the plane.

Official: Then let the other passengers **5** _____, please.

Mr Tupman: Poppy, why don't you help? You aren't being very helpful. Put the things in the plastic bag.

Official: Your name, please?

Mr Tupman: Tupman.

Official: Please go **f)** _____ with this **6** _____, Mr Tupman.

🔊5. Practise reading the dialogue aloud.

The hat in the window

Miss Brothers: I want to buy the hat in the window.

Assistant: There are three hats together in the window, madam. Do you want the one with the feather?

Miss Brothers: No. The other one.

Assistant: The small one for three hundred and three euros?

Miss Brothers: No. Not that one either. The one over there. The leather one.

Assistant: Ah! The leather one. Now this is another leather hat, madam. It's better than the one in the window. It's a smoother leather.

Miss Brothers: But I'd rather have the one in the window. It goes with my clothes.

Assistant: Certainly, madam. But we don't take anything out of the window until three o'clock on Thursday.

✍️ **6. The last item in the series of similar items in each of these sentences has a falling tone. Listen and decide whether the other items have a falling tone (put ↓ in the brackets), rising tone (↑).**

Example This year we have opened new stores in London (↑), New York (↑) and Moscow (↓).

1 Make sure you give three pieces of information on each page - your name (___), your student number (___) and the date (___).

2 When I was learning to drive my instructor made me say 'mirror (___), signal (___), manoeuvre (___)' every time I drove away.

3 Attempts on the mountain have been made this year by Japanese climbers (___), Swiss climbers (___) and Brazilian climbers (___).

4 You'll remember that Trollope's first three novels in his Barsetshire Chronicles were *The Warden* (___), *Barchester Towers* (___) and *Doctor Thorne* (___).

5 I want you to paint the squares the colours of the rainbow – red (___), orange (___), yellow (___) and so on (___).

8.4. ☑️ POINTS FOR DISCUSSION

1. What can a rising tone convey?
2. Enumerate types of sentences in which a rising tone is used.
3. Can a falling tone be employed in yes/no questions? If yes, explain why. If no, explain why.
4. What intonation pattern is used in polite requests? Provide an example.
5. Can a falling tone be used in enumeration? If yes, explain where. If no, explain why.

CHAPTER 9. FALLING-RISING INTONATION

This chapter deals with the combined intonation pattern. It concerns falling – rising intonation patterns used in one sentence. Falling – rising intonation pattern is used in:

1. Disjunctive (tag) questions:

Example She works as a teacher, doesn't she?

2. Alternative questions:

Example Shall we go out or stay in?

3. Exclamations:

Example Oh! It's amazing!

4. Direct Address:

Example Oksana, be silent!

The fall-rise expresses nonfinality, signals continuation of the utterance, emphasizes the word on which it is used, and may express polite warning, suggestion, correction, contrast, and so on. The voice falls down and goes up within one sentence.

9.1 INTONATION OF DISJUNCTIVE QUESTIONS

☞ Question tags are short questions added to the end of a statement, usually to produce a response from a hearer. We use a falling tone for question tags when we expect the hearer to acknowledge that what we have just said is correct, for example, when we are giving our opinion:

Example They didn't PLAY very well ↓, DID they? ↓
GREAT FILM ↓, WASn't it? ↓

We also use a falling tone when we want the hearer to admit that something they may not have accepted before is, in fact, correct.

We use a rising tone when we invite the hearer to say whether what we have just said is correct or not, for example, when we are not certain that something is true:

JapanESE ↓, ISn't it? ↑
NOT on a Diet again↑, ARE you? ↑

Model : You 'met him at the club, |didn't you? // didn't you?

[juː 'met hɪm ət ðə ˌklʌb | ˌdɪdnt juː] // ˌdɪdnt juː]

ˌjuː ˈmet hɪm ət ðə ˌklʌb | ˌdɪdnt juː // ˌdɪdnt juː

Practical tasks

🔊 1. Pronounce each of the following questions in two ways: first, as if you were really asking for information; then, as if you knew the hearer would agree with you and you were merely making polite conversation. Intone the sentences.

1. It's getting hotter, isn't it?
2. You don't think it will rain, do you?
3. It doesn't rain here in December. does it?
4. The nights are always warm, aren't they?
5. You can count on good weather in October, can't you?
6. The rainy season doesn't ever begin until winter, does it?
7. There's a lot of fog here, isn't there?
8. The mornings are warmer than the afternoons, aren't they?
9. The days are getting longer, aren't they?
10. Dinner is served at six o'clock, isn't it?
11. Concerts usually begin at eight o'clock, don't they?
12. They usually finish before eleven, don't they?

🔊 2. Listen and repeat. Pronounce these sentences if you knew the hearer would agree with you.

Should you?	Shouldn't you?	Could you?
Couldn't you?	Would he?	Wouldn't he?

He couldn't cook, could he?

She could play football, couldn't she?

You wouldn't look, would you?

They would like sugar, wouldn't they?

Practise in pairs. Listen and respond, like the example.

Example She couldn't cook.

A: She couldn't cook, could she?

B: No, she couldn't.

1 We couldn't cook a cake without sugar.

2 Good footballers shouldn't eat too much pudding.

3 You should look at some good cookery books.

4 You wouldn't put your foot in it* (*idiom meaning say or do the wrong thing).

5 They wouldn't 'cook the books'*. (*idiom meaning change the accounts to steal money)

🔊 3. Listen and mark intonation arrows on the tags (expects agreement) or (not sure). Number 1 has been done.

1 They weren't walking to work, were↑ they? Not sure

2 Those dirty shirts were Nurse Turner's, weren't they?

3 The wards weren't dirty, were they?

4 They weren't speaking German, were they?

5 Those nurses were thirsty, weren't they?

6 The Colonel and Sir Herbert were the worst patients in the ward, weren't they? _____

Practice reading the questions above with the same intonation.

🔊 4. Do you think the question tags in this conversation are likely to have a rising tone (put ↑ in the gap) or a falling tone (↓).

A: Wonderful view from up here, isn't it? ↓ _____

B: Great.

A: I said it would be worth the effort, didn't I? _____

B: Hmm.

A: You're not tired, are you? _____

B: Exhausted. Give me some water, will you? _____

A: Not very fit, are you? _____ Still, not much further.

B But we're at the top, aren't we? _____

A: Just another kilometre to go. We can't turn round now, can we?

B: Of course we can. Let's go back now, shall we? _____
Please.

5. Listen and decide whether the question tags in S's responses have a rising tone (put ↑ in the gap) or a falling tone (↓).

Example A: Great race. B: She ran well, didn't she? ↓ _____

1 A: I can do that easily. B: Oh, you can, can you? _____

2 A: We'll have to wait ages for the bus. B: But they come every ten minutes, don't they? _____

3 A: What a boring lecture. B: Yes, dull, wasn't it?

4 A: Shame about the colour. B: What a hideous shade of purple, isn't it? _____

5 A: Where do you want these boxes? B: Put them over there, would you? _____

6 A: I think there's something wrong with the printer. B: You broke it, didn't you? _____

7 A: Can I get a discount on these tickets? B: You're a student, are you? _____

6. Suggest an appropriate question tag to complete B's responses. Then read them aloud, using either a rising or falling tone on the tag as appropriate.

Example A: Did you see the eclipse yesterday?

B: Fantastic, ... wasn't it? ↓

1 A: Don't forget your gloves.

B: They're yours, ... ?

2 A: He could have been killed crossing the road like that.

B: What a stupid thing to do, ... ?

3 A: Try to come early to get a good seat.

B: There'll be a lot of people, ... ?

4 A: What a terrible noise.

B: You're not a rock music fan, ... ?

5 A: Where shall I leave you?

B: Drop me in front of the station, ... ?

9.2. INTONATION OF ALTERNATIVE QUESTIONS

☞ When we have the option between two words or phrases, we emphasise the parts that we want to contrast by making them prominent:

Example Will you catch the EARlier train ↑ or the LATer one? ↓

Have you left your wallet HOME ↑ or have you LOST it? ↓

Typically, the word or phrase that is information that the hearer is not expected to know – has a falling tone (*e.g.* or the later one; or have you lost it). This contrasts with information that the hearer and speaker already share, which has a rising tone (*e.g.* will you catch the earlier train; have you left your wallet at home).

Model: 'Shall we 'take a ,taxi | or a ,bus to the ,meeting?

['ʃæl wiː 'teɪk ə ,tæksɪ | ɔːr ə ,bʌs tə ðə ,miːtɪŋ]

— · — · — · | · · ~ · · — · ||

Practical tasks

☞ 1. Read the sentences as in the model. Intone them.

1. Shall we wait here or outside?
2. Which do you like better, Toyotas or Fords?
3. Have you ever seen ice or snow?
4. Does the store sell fish or meat?
5. Do you prefer popular or classic music?
6. In winter do you like to skate or ski?
7. Will you have coffee or tea?
8. Have you ever played roulette or blackjack?

9. Is the traffic light red or green?
10. Which comes first, the chicken or the egg?
11. Is Nick in or out?
12. Do you study at the university or at the college?

2. Listen and repeat.

Would you like veal or beef?

Would you like coffee or tea?

Would you like coffee, tea or milk?

3. Role play

Use the menu to practise a conversation in a group of four or five. You are in a restaurant. Take turns to be the waiter. Ask each other questions, e.g. *Would you like ... or ...?* Then one person gives the order to the waiter, who repeats the order to check it. If possible, also practise using other menus. If it is an expensive restaurant, the waiter or waitress can be more formal, saying *Good evening* before asking for the order.

EASTFIELD RESTAURANT

MENU
<i>Soup</i>
leek soup or pea soup
<i>Meat</i>
veal or beef
<i>Vegetables</i>
beans or peas
<i>Sweets</i>
cheese cake or ice cream or peaches
<i>Drinks</i>
coffee or tea
<i>Biscuits and Cheese</i>
Edam cheese or Brie

9.3. INTONATION OF EXCLAMATIONS AND INTERJECTIONS

☞ When we want to give our opinion on something that has been said or done, we can do this with particular emphasis, often to express enthusiasm, using an adjective. Typically, this has a rising tone:

Example A: Dan's got the job! B: GREAT ↑
 A: It's incredible to think that it's over 100 years old.
 B: AMAzing ↑
 A: Sounds really good, doesn't it? B: FanTAStic ↑

However, when adjectives like this have a low falling tone, they can be used in a sarcastic way. A positive word is used, but in fact expresses lack of enthusiasm, disappointment, or criticism:

Example A: The flight's been cancelled. B: GREAT ↓
 A: The computer's crashed again. B: WONderful ↓

Model: \Pity. \Pity! [ˈpɪtɪ || ˈpɪtɪ]

~~~~~      ~ . || ~ . ||

And what about the acrobat?  
 — "He was a'mazing.

... ~ . ||

#### Practical tasks

🔊 1. Listen and decide whether B uses a rise-falling tone or a low falling tone in each response. Underline ↑↓ or ↓. In which responses is B being enthusiastic?

*Example* A: You had a good time, then. B: Superb! ↑↓ / ↓ enthusiastic

- 1 A: I can't find the tickets. B: Brilliant! ↑↓ / ↓
- 2 A: The house had a well in the kitchen. B: Extraordinary! ↑↓ / ↓
- 3 A: That's the third red bus I've seen today. B: Fascinating! ↑↓ / ↓
- 4 A: Dan's coming over at six. B: Great! ↑↓ / ↓
- 5 A: Kate's just phoned to say she'll be late. B: Marvellous! ↑↓ / ↓
- 6 A: She speaks 14 languages. B: Remarkable! ↑↓ / ↓
- 7 A: These beetles glow in the dark. B: Interesting! ↑↓ / ↓

✓ **2. Choose the most likely adjective from the box to complete each conversation.**

*bizarre convenient dreadful exhausting horrified stunning useless*

*Example* A: How are you feeling? B: Absolutely .....dreadful.....!

1A: There's a coffee shop right next door. B: How.....!

2A: Were you shocked by the news? B: Totally .....!

3A: This heater isn't much good. B: Completely .....!

4A: His paintings are weird, aren't they? B: Totally .....!

5 A: How did you find the heat in Malaysia ? B: Completely . . . .  
.....!

6 A: The view from here is fantastic. B: Absolutely  
.....!

🔊 **3. Read the dialogue and fill in the gaps. After each number there are two gaps. The first gap is a word starting with /h/.The second gap is a word starting with a vowel. Choose words from the box below. Number 1 has been done as an example.**

|                 |                  |                |                  |              |
|-----------------|------------------|----------------|------------------|--------------|
| <i>Having</i>   | <i>ambulance</i> | <i>all</i>     | <i>hospital</i>  | <i>heard</i> |
| <i>accident</i> | <i>how</i>       | <i>he</i>      | <i>unhappy</i>   | <i>hit</i>   |
| <i>Helena</i>   | <i>ice-cream</i> | <i>injured</i> | <i>operation</i> |              |

**A horrible accident**

EMMA: Hi, Holly.

HOLLY: Emma, have you **1** heard? There's been a horrible accident.

EMMA: Oh, dear! What's happened?

HOLLY: Helena's husband has had an accident on his horse.

EMMA: **2** \_\_\_\_\_ awful! Is he \_\_\_\_\_ ?

HOLLY: Yes. He's been taken to **3** \_\_\_\_\_ in an  
\_\_\_\_\_.

EMMA: How did it happen?

HOLLY: He was **4** \_\_\_\_\_ by an \_\_\_\_\_ van. It was on the crossing just behind his house.

EMMA: How horrible!

HOLLY: He's 5 \_\_\_\_\_ an emergency \_\_\_\_\_ in hospital now. Poor 6 \_\_\_\_\_! She's so \_\_\_\_\_.

EMMA: Perhaps 7 \_\_\_\_\_'ll be \_\_\_\_\_ right, Holly.

HOLLY: I hope so.

#### 9.4. INTONATION OF DIRECT ADDRESS

 Rule: When addressing to a person directly, we tend to make a pause at the beginning of a sentence. However, in the middle and at the end of the sentence direct address is basically pronounced without a pause. In particular, at the beginning of a sentence names are often said with a fall- rising tone:

*Example* Professor DAvid↓ CAMphell↑, the famous historian, will he giving next week's lecture.↓

↓Peter, | 'sit ↓down.    ↓Mo,ther, | 'can I have an ,ice-cream?

In the middle and at the end of the sentence direct address continues the melody of the preceding nuclear tone.

'Look, ,Mummy, | I'm 'right on the 'top. Hel,lo, Betty! 'Many ,thanks, Fred.

#### Practical tasks

##### 1. Read the sentences. Intone them.

1. Claudio, I heard you made ricotta dumplings for supper.
2. Tania, come to the board.
3. Maria, read Text 7.
4. Show me the dress you bought, Oksana.
5. Guys, listen to me.
6. Mike, pronounce the words properly.
7. Tell me, Carl, how do you like your new job?
8. Students, look at the graph.

9. Ladies, stop talking.

10. Valerie, you are late again.

**🔊 2. Practise reading the dialogue aloud.**

**Sports report from Radio Station 4**

*ANNOUNCER:* This morning the Roarers football team arrived back from York.

Laura Short is our sports reporter, and she was at the airport.

*LAURA SHORT:* Good morning, listeners. This is Laura Short. All the footballers are walking towards me. Here's George Ball, the goalkeeper. Good morning, George.

*GEORGE BALL:* Good morning. Are you a reporter?

*LAURA SHORT:* Yes, George. I'm Laura Short from Radio Station 4. Tell us about the football match with York.

*GEORGE BALL:* Well, it was awful. We lost. And the score was forty-four, four. But it wasn't my fault, Laura

*LAURA SHORT:* Whose fault was it, George?

*GEORGE BALL:* The forwards.

*LAURA SHORT:* The forwards?

*GEORGE BALL:* Yes. The forwards. They were always falling over or losing the ball!



**🔊 3. Listen to the dialogue, paying attention to the target sound. Then read the dialogue and guess which words are strongly stressed. The number in brackets tells you how many strong stresses there are in that line. The first line has been done.**

**The two rudest students in the school**

*MISS LUKE:* (1) Good afternoon girls.

*GIRLS:* (2) Good afternoon, Miss Luke.

*MISSLUKE:* (a) This afternoon we're going to learn how to cook soup.  
 (5) Turn on your computers and look at unit twenty-two.  
*LUCY:* (2) Excuse me, Miss Luke.  
*MISS LUKE:* (1) Yes, Lucy?  
*LUCY:* (2) There's some chewing gum on your shoe.  
*MISS LUKE:* (5) Who threw their chewing gum on the floor? Was it you, Lucy?  
*LUCY:* (2) No, Miss Luke. It was Susan.  
*MISS LUKE:* (1) Who?  
*LUCY:* (2) Susan Duke.  
*SUSAN:* (3) It wasn't me, stupid. It was Julie.  
*JULIE:* (1) It was you!  
*SUSAN:* (8) It wasn't me! My mouth's full of chewing gum. Look, Miss Luke!  
*JULIE:* (4) Stop pulling my hair, Susan. It was you!  
*SUSAN:* (1) YOU!  
*JULIE:* (1) YOU!  
*MISSLUKE:* (11) Excuse me! If you two continue with this rudeness, you can stay after school instead of going to the pool.

## 9.5. ➤ POINTS FOR DISCUSSION

1. Enumerate types of sentences with a falling-rising intonation pattern.
2. What intonation pattern is used in disjunctive (tag) questions?
3. Is it possible to pronounce alternative question only with a rising tone?
4. What does the rising intonation suggest in exclamations?
5. Can a falling intonation pattern be used in exclamations?
6. Explain two possible ways of direct address pronunciation.

## CHAPTER 10. VARIANTS OF ENGLISH

### An overview

1. Received Pronunciation
2. American English
3. Australian English
4. Canadian English
5. New Zealand
6. Cockney

### Key terms

Received pronunciation, American English, Australian English, New Zealand, Canadian English, Cockney

 **Received pronunciation** is a type of pronunciation regarded as “correct or proper”. It is often described as ‘typically British’. RP is an accent, not a dialect, since all RP speakers speak Standard English. In other words, they avoid non-standard grammatical constructions and localised vocabulary characteristic of regional dialects. RP is also regionally non-specific, that is it does not contain any clues about a speaker’s geographic background. But it does reveal a great deal about their social and/or educational background. The various forms of RP can be roughly divided into three categories:

- **Conservative RP** refers to a very traditional variety particularly associated with older speakers and the aristocracy.
- **Mainstream RP (General)** describes an accent that we might consider extremely neutral in terms of signals regarding age, occupation or lifestyle of the speaker. It is heard on radio and TV
- **Contemporary RP (Advanced)** refers to speakers using features typical of younger RP speakers.

#### **Accents of English outside the United Kingdom.**

**American English.** The starting point of American English language is the seventeenth century when first English settlers came to America. American English is treated as the national variant of English in the US. There are three main groups of regional American English:

1. The eastern type is used in New York.
2. The southern type is applied in Virginia, Texas.

3. The western or general American type is spoken in the rest of the USA.

*General American* is a form which is used in social communication, business and scientific resources. It is treated as a literary norm.

**Australian English.** Considered one of the major variations of the English language, Australian English is the official language of Australia, having originally deviated from British English in the 18th century, after the founding of the Colony of New South Wales.

There are three main types:

1. Educated English is used by 10 % of the speakers.
2. General Australian is the most characteristic type of Australian pronunciation. It is the language of communication.
3. Broad Australian uneducated, popular Australian. It is a substandard accent distinguished from the others by vowels, diphthongs.

**Canadian English.** Canadian English is a variety of the English language that is used in Canada. A Canadianism is a word or phrase that originated in Canada or has special meaning in Canada. A typical Canadian accent agrees with general American rather than Received Pronunciation.

**New Zealand.** Today New Zealand English is recognized as a distinct variety of English, but there is considerable variation across the country. Popular name is Newzild. Newzild had been settled by English speaking people since 1840.

**Cockney** – is a dialect of the English language traditionally spoken by working-class Londoners. Cockney is also often used to refer to anyone from London—in particular, from its East End. Cockney as a dialect is most notable for its argot, or coded language, which was born out of ingenious rhyming slang.

## **Practical tasks**

🔊 1. Listen and notice differences between standard British English (Br) and American English (US) pronunciation in these sentences,(you will hear British English first):

| <i>Example</i>                                                 | <i>Explanation</i>                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>That's better</i>                                           | In US /t/ is 'flapped' so that it sounds like /d/ (and often transcribed in dictionaries as /t/ when it comes between two vowels).                                                                                                                                                 |
| <i>I'm picking up the car next Tuesday.</i>                    | Car = /kɑ:/ in Br and /kɑ:r/ in US. In Br, /r/ is pronounced only when it is followed by a vowel, while in US it is also pronounced before consonants and at the end of a word.<br>Tuesday = /tju:-/ in Br and /tu:-/ in US. The sounds /tj/, /nj/, /dj/, etc. are not used in US. |
| <i>What's your address?</i>                                    | Some words are stressed differently in Br and US, including a'ddress (Br) and 'address (US).                                                                                                                                                                                       |
| <i>I went out because I was hot and wanted some fresh air.</i> | Some speakers of US (and also Australian and New Zealand English) use a 'high rising' tone for statements where most speakers of Br would use a falling tone.                                                                                                                      |

**2. Listen. You will hear speakers from Britain, the USA, Canada, Australia and South Africa talking about what they enjoy doing in their spare time.**



Which of these accents are you most familiar with? Is there one you find easier to understand than the others?

**3. You will hear four more people talking about what they enjoy doing in their spare time. They are from northern England,**

**Scotland, Wales and Northern Ireland. Listen as many times as you need and write brief notes about what they say.**

*northern England:*

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---

*Scotland:* \_\_\_\_\_

---

*Wales:* \_\_\_\_\_

---

*Northern Ireland:*

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## TRAINING TESTS

1. Polysyllabic words normally have \_\_\_\_ stresses in isolation.  
A. 1  
B. 2  
C. 0
2. The stress of a \_\_\_\_\_ is on the last syllable.  
A. Pronoun  
B. Verb  
C. Noun
3. Which syllable is usually stressed?  
A. phoTOgraph  
B. PhotoGRAPH  
C. PHOtograph
4. I can't decide which book to borrow.  
A. DE-cide  
B. de-CIDE  
C. DECIDE
5. Which are NOT usually stressed?  
A. prepositions, articles, pronouns, conjunctions  
B. nouns, adjectives,  
C. main verbs, adverbs
6. Which is a list of content words?  
A. they, should've, through  
B. Donald's, eyes, small  
C. The, me, of
7. Intonation is \_\_\_\_\_ variations.  
A. Pitch  
B. Accent  
C. Voice
8. The prehead is \_\_\_\_\_.  
A. The first stressed syllable up to the last stressed syllable  
B. Unstressed and half stressed syllables preceding the first stressed syllable.  
C. The syllables (or one syllable), that follow the nucleus
9. Indicate prehead in the sentence

The flat is not large but it is comfortable.

A. The

B. Flat is not large but it is

C. “Com” in comfortable

10. Rhythm is the regular alternation of

\_\_\_\_\_.

A. Falling and rising tones

B. Stressed and unstressed syllables

C. Stressed syllables

11. The rising tones are\_\_\_\_\_.

A. Complete

B. Uncertain

C. Incomplete

12. Intone the sentence

You play the guitar, don't you?

13. Intone the sentence

You go into the humanities to pursue your intellectual passion.

14. Intone the sentence

Would you like some ice cream or some cake?

15. Intone the sentence

Leave me alone!

## APPENDIX A

**Typology of accentual structures.** The numerous variations of English word stress are systematized in the typology of accentual structure of English words worked out by G.P. Torsuyev. He classifies them according to the number of stressed syllables, their degree or character (the main and the secondary stress). The distribution of stressed syllables within the word accentual types forms accentual structures of words. Accentual types and accentual structures are closely connected with the morphological type of words, with the number of syllables, the semantic value of the root and the prefix of the word.

The accentual types are:

1. ['\_\_\_\_]. This accentual type marks both simple and compound words. The accentual structures of this type may include two and more syllables, e.g. 'father, 'possibly, 'mother-in-law, 'gas-pipe.
2. [ '\_ ' \_ ]. The accentual type is commonly realized in compound words, most of them are with separable prefixes, e.g. 'radio-'active, 're'write, 'diso'bey.
3. [ '\_ ' \_ ' \_ ] and 4. [ '\_ ' \_ ' \_ ' \_ ]. The accentual types are met in initial compound abbreviations like 'U'S'A, 'U'S'S'R.
5. [ '\_ , \_\_\_\_ ]. The type is realized both in simple and compound words, very common among compound words, e.g. 'hair-,dresser, 'substructure.
6. [ , \_ ' \_\_\_\_ ]. The accentual type marks a great number of simple words and some compound words as well. In simple words the stresses fall onto:
  1. the prefix and the root: maga'zine;
  2. the root and the suffix: ,hospi'tality;
  3. the prefix and the suffix: disorganization.

**Individual Task**  
**PRONUNCIATION POEM**

Here is some pronunciation.  
Ration never rhymes with nation,  
Say prefer, but preferable,  
Comfortable and vegetable.

B must not be heard in doubt,  
Debt and dumb both leave it out.  
In the words psychology,  
Psychic, and psychiatry,  
You must never sound the p.

Psychiatrist you call the man  
Who cures the complex, if he can.  
In architect, chi is k.  
In arch it is the other way.  
Please remember to say iron  
So that it'll rhyme with lion.

Advertisers advertise,  
Advertisements will put you wise.  
Time when work is done is  
leisure,  
Fill it up with useful pleasure.  
Accidental, accident,  
Sound the g in ignorant.

Relative, but relation,  
Then say creature, but creation.  
Say the a in gas quite short,  
Bought remember rhymes with  
thwart,  
Drought must always rhyme with  
bout,  
In daughter leave the gh out.

Wear a boot upon your foot.  
Root can never rhyme with soot.  
In muscle, sc is s,  
In muscular, it's sk, yes!

Choir must always rhyme with  
wire,  
That again will rhyme with liar.

Then remember it's address.  
With an accent like posses.  
G in sign must silent be,  
In signature, pronounce the g.  
Please remember, say towards  
Just as if it rhymed with boards.

Weight's like wait, but not like  
height.  
Which should always rhyme with  
might.  
Sew is just the same as so,  
Tie a ribbon in a bow.  
When You meet the queen you  
bow,  
Which again must rhyme with  
how.

In perfect English make a start.  
Learn this little rhyme by heart.

**AUDIOLINK**

<https://www.youtube.com/watch?v=Y-GDoVBIVeA>



## **Exam Questions**

### **Winter Semester**

1. Phonetics. Its subjects and objects
2. Branches of Phonetics
3. Sounds and Phonemes
4. Vowels and Consonants
5. Anatomy of speaking apparatus
6. Classification of the organs of speech
7. Pronunciation of the article 'THE' and endings
8. "Mute" Letters
9. Linking Sounds in English
10. Twin consonants
11. Transcription
12. Transliteration
13. Classification of vowel sounds according to the position of the tongue
14. Classification of vowel sounds according to the length of the vowels
15. Classification of vowel sounds according to the position of the lips
16. Classification of vowel sounds according to the degree of tenseness.
17. Classification of diphthongs according to the movement of the tongue
18. Classification of diphthongs according to the comparative importance of the elements
19. Classification of consonant sounds according to the active organs of speech which form the obstruction and according to the place of obstruction
20. Classification of consonant sounds according to the manner of the production of noise and according to the type of obstruction
21. Classification of consonant sounds according to the work of the vocal cords
22. Classification of consonant sounds according to the position of the soft palate
23. Characteristics of vowel sounds
24. Characteristics of consonant sounds.

## **Exam Questions Spring Semester**

1. Dwell upon the topic: Word stress in English
2. Dwell upon the topic: Stress in polysyllabic words
3. Dwell upon the topic: Stress in compound words
4. Dwell upon the topic: Stress in noun/verb pairs
5. Dwell upon the topic: Stress in phrasal verbs
6. Dwell upon the topic: Sentence stress
7. Dwell upon the topic: Intonation
8. Dwell upon the topic: Rhythm
9. Dwell upon the topic: Pausation and timbre
10. Dwell upon the topic: Logical stress
11. Dwell upon the topic: Intonation of statements
12. Dwell upon the topic: Intonation of wh-questions
13. Dwell upon the topic: Intonation of imperatives
14. Dwell upon the topic: Intonation of yes/no questions
15. Dwell upon the topic: Intonation of polite requests
16. Dwell upon the topic: Intonation of enumeration
17. Dwell upon the topic: Intonation of exclamations and interjections
18. Dwell upon the topic: Intonation of direct address
19. Dwell upon the topic: Intonation of disjunctive questions
20. Dwell upon the topic: Intonation of alternative questions
21. Dwell upon the topic: Variants of English

## GLOSSARY

**Allophone** is various phonetic realizations of a phoneme in a language, which do not contribute to distinctions of meaning.

**Anthroponym** is a person's name

**Articulation** is a work of the speech organs necessary for making speech sounds.

**Articulation basis** is a habitual way of the articulation of all the sounds of a definite language.

**Aspiration** is an action or process of drawing breath.

**Compound words** normally have 2 stresses in isolation but they may lose one of the stresses in connected speech when preceded or followed by a stressed word.

**Consonant** is one of the speech sounds or letters of the alphabet that is not a vowel. Consonants are pronounced by stopping the air from flowing easily through the mouth, especially by closing the lips or touching the teeth with the tongue.

**Diphthong** is a vowel sound in which the tongue changes position to produce the sound of two vowels.

**Diphthongoid** is a vowel that is midway between a monophthong and a diphthong.

**Ergonym** is a proper name or title of an organization

**Fixed (passive) organs of speech** are the organs of speaking apparatus, that remain stationary during articulation.

**Glide** is a second element of the diphthongs.

**Intonation** is pitch variations, or speech melody. Intonation is the combination of musical tones.

**Intonation unit** describes this same segment of discourse but refers also to the fact that each segment has its own intonation contour, or pitch pattern and typically contains one prominent element.

**IPA** is an abbreviation for the International Phonetic Alphabet: a system of symbols for showing how words are pronounced.

**Linking sound** is a sound used for smoothly moving from one word into the next during pronunciation.

**Logical stress** – the nucleus is shifted from the last notional word of the intonation group to the semantically important word.

**Minimal pair** is a pair of speech elements in a given language differing in only one sound.

**Monophthong** is a vowel sound in which the tongue and other movable organs of speech stays in one position.

**Movable (active) organs of speech** can change their positions and taking an active part in a sound formation.

**Mute letter** is a letter in words that are not pronounced but make a huge difference to the meaning

**Noun/ verb pairs** part-of-speech alternations between nouns and verbs can be also singled via lexical stress. The noun form has a primary stress on the first syllable whereas the second syllable receives the secondary stress. The verb form, on the other hand, receives no stress on the first syllable and primary stress on the second syllable.

**Nucleus** is the first element of the diphthong.

**Nucleus** is the last stressed syllable, within which fall or rise in the intonation group is accomplished.

**Phoneme** is one of the smallest units of speech that make one word different from another word.

**Phonetics** is an independent branch of Linguistics which studies the sound matter of the language, its semantic functions and the lines of its development.

**Phrasal verbs** normally have 2 stresses in isolation but they may lose one of the stresses in connected speech when preceded or followed by a stressed word.

**Polysyllabic words** are words which have two or more syllables. Polysyllabic words normally have 2 stresses in isolation but they may lose one of the stresses in connected speech when preceded or followed by a stressed word.

**Pronunciation** is the act or result of producing the sounds of speech, including articulation, stress, and intonation.

**Rhythm** is the regular alternation of stressed and unstressed syllables.

**Segmental phonetics** is a branch of phonetics which is concerned with individual sounds (i.e. "segments" of speech).

**Sentence stress** is a greater prominence of words, which are made more or less prominent in an intonation group.

**Sonorant** is a sound produced with the vocal cords so positioned that spontaneous voicing is possible.

**Speaking apparatus** a set of organs which serves for producing sounds.

**Speech sound** is any one of the smallest recurrent recognizably same constituents of spoken language produced by movement or movement and configuration of a varying number of the organs of speech in an act of ear-directed communication.

**Suprasegmental phonetics** is a branch of phonetics which is concerned with larger units of connected speech: syllables, words, phrases and texts.

The **falling – rising intonation** pattern is used in disjunctive (tag) questions, alternative questions, exclamations, direct address.

The **falling intonation** is used at the end of statements of fact (declarative sentences), imperatives, wh-questions.

The **head** – starting with the first stressed syllable and ending with the last unstressed syllable before the nucleus.

The **onset** – the first fully stressed syllable with which the head begins.

The **prehead** – the unstressed or half stressed syllables before the first stress.

The **rising intonation** is used in yes/no questions, polite requests, enumeration.

The **tail** – the unstressed syllables following the nucleus.

The **timbre** or the voice quality is a special colouring of the speaker's voice.

**Theonym** is a proper name of a deity.

**Thought groups** – a term that refers to a discrete stretch of speech that forms a semantically and grammatically coherent segment of speech.

**Tones:** The **falling tones** convey completion and finality, they are categoric in character. The **rising tones** are incomplete and non-

categoric. Of all the **level tones** mid level tone is used most frequently. The level tones may express hesitation and uncertainty.

**Toponym** is the general name for any place or geographical entity.

**Transcription** is a visual representation of speech sounds by means of symbols given in the phonetic system.

**Transliteration standard** is a set of generally accepted rules for correct transliteration.

**Transliteration** is a type of conversion of a text from one script to another that involves swapping letters in predictable ways.

**Voice** is a set of sounds produced in a person's larynx and uttered through the mouth, as speech or song.

**Vowel sound** is a speech sound that is made with no obstruction of the vocal tract.

**Word stress** can be defined as the singling out of one or more syllables in a word, which is accompanied by the change of the force of utterance, pitch of the voice, qualitative and quantitative characteristics of the sound, which is usually a vowel.

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НАВЧАЛЬНЕ ВИДАННЯ

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