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/ʃ/ and /ʒ/

diphthongs

plosive

θ

[1]

***Настановчо-
корективний
курс фонетики
англійської мови***

Is it ʃNellie or θDick?

θbi:tɪl

Луцьк – 2006

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Рекомендовано до друку методичною комісією факультету романо-германської філології Волинського державного університету імені Лесі Українки (протокол №9 від 30.05.2006) та кафедрою прикладної лінгвістики (протокол №14 від 17.05.2006)

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Настановчо-корективний курс фонетики англійської мови: Навчально-методичні матеріали для студентів I курсу факультету романо-германської філології. – Луцьк: Поліграфічне рішення, 2007. – 73 с.

Навчально-методичні матеріали з настановчо-корективного курсу фонетики для студентів I курсу факультету романо-германської філології університетів. Видання складається із семи розділів і семи лабораторних робіт по корекції звуків, засвоєнню інтонації та фонетичних явищ.

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ПЕРЕДМОВА

Даний посібник призначено для студентів першого курсу факультетів іноземних мов педінститутів та університетів і має за мету вироблення в студентів правильної артикуляції, відчуття ритму, володіння інтонаційними моделями сучасної англійської мови.

Видання містить стислий теоретичний матеріал з корективного курсу фонетики англійської мови, опис артикуляції англійських фонем, вправи на закріплення артикуляційних навичок, завдання для самостійної роботи студентів. Посібник доповнено аудіокурсом, начитаним носіями англійської мови. До аудіокурсу увійшли вправи на відпрацювання артикуляції та інтерактивні завдання, спрямовані на заохочення студентів до самостійної роботи.

"Настановчо-корективний курс фонетики англійської мови" буде корисним не лише студентам факультетів іноземної філології, а також вчителям та учням середньої загальноосвітньої школи, студентам педагогічних коледжів та особам, які вивчають англійську мову самостійно.

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INTRODUCTORY CORRECTIVE COURSE

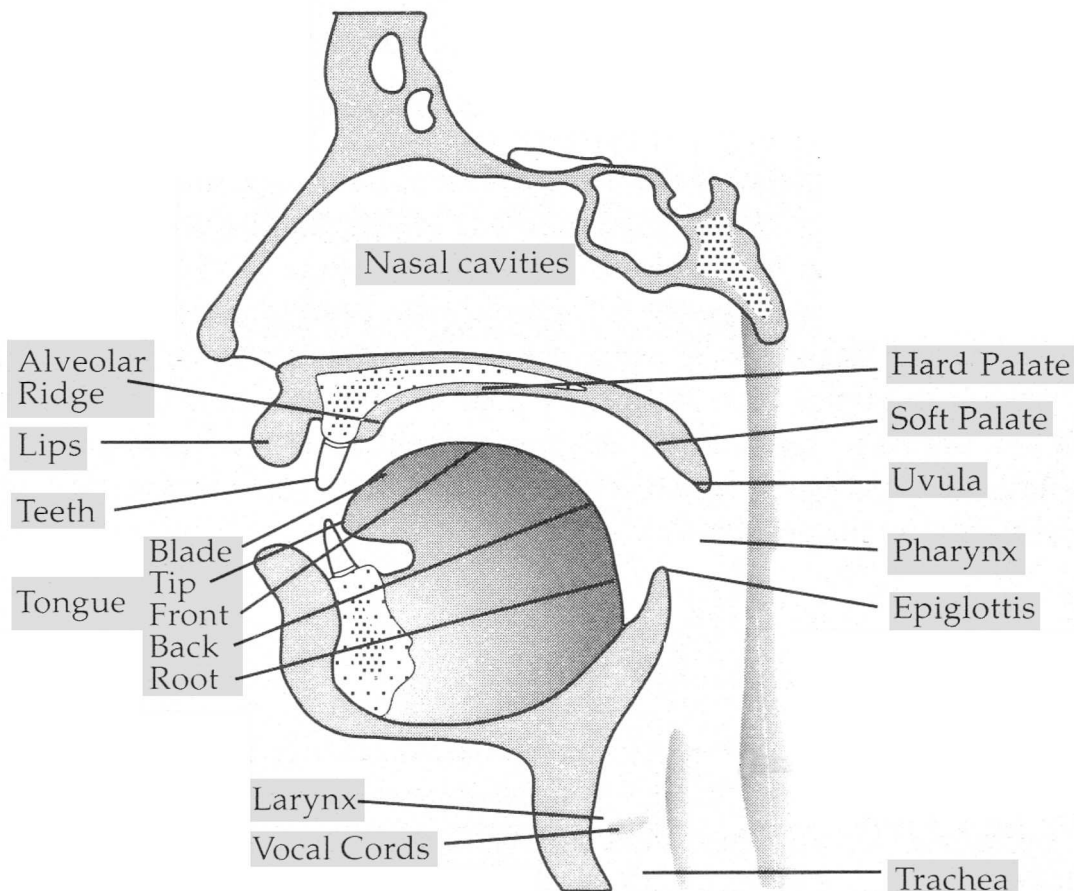
NOTES ON ENGLISH PHONETICS

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

The **phoneme** is the smallest linguistic unit by which the meaning and the grammatical forms of words can be differentiated. Phonemes constitute the basic elements of a language, and there is a specific number of them in each individual language. In British English there are 44 – 20 vowel phonemes and 24 consonant phonemes. In speech they manifest themselves in the form of **phonemic variants** or **allophones**.

An **allophone** is a material representation of the phoneme in speech. Allophones appear in connected speech as a result of assimilation or reduction, or due to individual speech habits. The number of allophones in a language is unlimited.

ORGANS OF SPEECH



When studying a foreign language as one's field of specialization, it is necessary to have a detailed knowledge of the structure and functioning of the speech apparatus. The organs of speech are the following:

1. The nasal cavity.
2. The mouth cavity.
1. The pharyngeal cavity (the pharynx).
4. The tongue:
 - a) the blade of the tongue with the tip;
 - b) the front of the tongue;
 - c) the back of the tongue;
 - d) the root of the tongue.
5. The roof of the mouth:
 - a) alveolar (teeth) ridge
 - b) the hard palate;
 - c) the soft palate;
 - d) the uvula.
6. The teeth:
 - a) the upper teeth;
 - b) the lower teeth.
7. The lips:
 - a) the upper lip;
 - b) the lower lip.
8. The larynx.
9. The vocal cords.
10. The wind pipe.
11. The lower jaw.

The movable speech organs are referred to as *active* speech organs, and include the tongue, the soft palate (including the uvula), the upper and lower lips, and the vocal cords. The *passive* speech organs are the upper teeth, the alveolar ridge and the hard palate.

PHONETIC TRANSCRIPTION

Phonetic transcription involves the use of a type of phonetic alphabet—a system of symbols in which every phoneme has its own symbol. The use of phonetic transcription facilitates the learning of foreign languages, in that the similarity between phonemes existing in different languages can be observed immediately, even if dissimilar letter combinations are used to represent those phonemes. This is particularly valid with respect to English, where in many cases a single phoneme may be spelled in a variety of ways, as is illustrated under the “GRAPHIC RULES” headings accompanying the presentations of the phonemes in this workbook.

It is possible to refer to three types of phonetic transcription.

1. **The international phonetic transcription system** was introduced by the International Phonetic Association (IPA) in 1887. However, the science of phonetics has developed considerably since that time, and the inadequacies of that system are now quite evident. For example, in that original transcription system, the way in which the symbols [i:] and [i], [u:] and [u], [ɔ:] and [ɔ], and [ə:] and [ə] were used gave the incorrect impression that they represented phoneme pairs different from each other only in their duration, whereas in reality they represented totally distinctive phonemes. (See *PHONEMIC TRANSCRIPTION*)

2. Phonemic transcription is a system in which each phoneme is given an individual symbol. For British English, 44 symbols are used; this includes 4 symbols not found in the original IPA system (which resolves the problem described in the preceding paragraph):

/ɪ/ for [i]

/ʊ/ for [u]

/ɒ/ for [ɔ]

/ɜ:/ for [ə:]

3. Allophonic transcription is a type of transcription in which each allophone has either a special symbol or a diacritical mark. The brackets are also different.

dark [ɪ] — little ['litɪ]

Allophonic transcription is used in research work in the field of phonetics.

NOTE: The elements of allophonic transcription are used in phonemic transcription, such as the diacritical mark which is used to indicate the half-long vowels— /i:/, /ɑ:/, /ɔ:/, /u:/, and /ɜ:/.

VOWELS and CONSONANTS

All sounds may be classified either as vowels or as consonants.

A **consonant** is a speech sound in the production of which the air stream coming out of the lungs has to overcome a certain obstruction on its way. Consonants may be either voiced or voiceless. In the articulation of voiceless consonants the air stream is strong, while in voiced consonants it is weaker.

A **vowel** is a speech sound in the production of which the air stream coming out of the lungs meets no obstruction on its way.

English vowel phonemes are divided into two large groups—**monophthongs** and **diphthongs**. This division is based on the stability or instability of the articulation of the sounds.

A **monophthong** is a pure (unchanging) vowel sound. When pronouncing monophthongs, the organs of speech do not change their position throughout the duration of the vowel. The English monophthongs are: [ɪ], [i], [ɛ], [æ], [ɔ], [ʊ], [ʌ], [ə], [ɑ:], [ɔ:] and [ɜ:].

A **diphthong** is a complex sound consisting of two vowel elements pronounced so as to form a single syllable. In the pronunciation of a diphthong the organs of speech start in the position of one vowel and glide gradually in the direction of another vowel, whose formation is generally not fully achieved. The first element of an English diphthong is called *the nucleus*. It is strong, clear and distinct. The second element, which is comparatively weak, is called *the glide*. In English there are **three diphthongs with a glide towards [ɪ]** — [eɪ], [aɪ], and [ɔɪ]; **two with a glide towards [ʊ]** — [aʊ] and [əʊ]; and **three with a glide towards [ə]** -- [ɪə], [ɛə] and [ʊə].

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 undergo only a slight change in position. These vowels are referred to as diphthongized vowels, or **diphthongoids**.

THE ARTICULATORY BASIS OF ENGLISH

The summary of all the main principles of articulation in a given language is called its **articulatory basis**. The main points of difference between the articulatory basis of English and that of Ukrainian are as follows:

1. When pronouncing English sounds, the **tongue** is tenser and bulkier than for Ukrainian, and is in a retracted position for most of the phonemes.
2. The **lips** are tenser and less mobile than they are for Ukrainian sounds. They are mostly spread (with the lower teeth exposed) or neutral, producing a flat articulation.
3. The 12 English **forelingual consonants** have an *apical articulation*, which means that they are articulated with the apex or **tip of the tongue**—either against the alveolar ridge, as in /t/ and /d/, /s/ and /z/, /ʃ/ and /ʒ/, /tʃ/ and /dʒ/, and /n/ and /l/, or against the teeth (dorsal), as in /θ/ and /ð/. The Ukrainian consonants which correspond to these are articulated with the tip of the tongue lowered and with the blade against the upper teeth (dorsal articulation), with the exception of /Щ/ and /Ж/.
4. **All the English consonants except /ʃ/ and /ʒ/ are hard** and there are virtually no palatalized oppositions, in contrast with Ukrainian, which has such contrasting forms as /стань-стан/ and /щість-щостий/. Thus, if an English consonant is palatalized, it can usually be classed as a *phonetic mistake* (with the exception of phenomena such as /lj/ in words like ‘million’, /nj/ in words such as ‘union’ and /dj/ in words such as ‘midyear’.)
5. **English word-final voiced consonants**, although they are weak, (as in ‘bag’ and ‘sad’), must not be devoiced (devoiced) as is normally done in Ukrainian. **Word-final voiceless consonants are strong** (as in ‘night’, ‘weak’ and ‘tape’).
6. **The English plosive voiceless consonants /p/, /t/ and /k/ are pronounced with aspiration** (a slight puff of breath that is heard after the plosion of a voiceless plosive consonant and before the beginning of the vowel that immediately follows it) as in “Kate, take the paper!” This phenomenon does not occur in Ukrainian.
7. **The English consonants /m/, /n/ and /l/ are tense and longer than the corresponding ones in Ukrainian and they are syllabic** (constituting a separate syllable) when post-tonic (immediately following a stressed syllable) and preceded by a consonant, as in the words /pɹɪzɪm/, /sɜ:tɪn/ and /teɪbəl/.

Laboratory Session: Introduction

Section I. The Organs of Speech

the organs of speech	the roof of the mouth
the active organs of speech	the parts of the roof of the mouth
the passive organs of speech	the alveolar (teeth) ridge
the articulation	the hard palate
the articulatory organ	the soft palate
the cavity	the uvula
the mouth cavity	the soft palate with the uvula
the nasal cavity	the upper teeth
the pharynx	the upper lip
the tongue	the lower lip
the parts of the tongue	the lower jaw
the blade of the tongue	the larynx
the blade of the tongue with the tip	the vocal cords
the tip of the tongue	the larynx with the vocal cords
the front of the tongue	the lungs
the back of the tongue	
the root of the tongue	

Section II. The Phonemic System of English

the phoneme	occlusive-constrictives	Drill 2 Vowels
the allophone	or the affricates	vowel phonemes
the phoneme and its allophones	plosion	the English vowel phonemes
phonemic	the plosive consonants	the English vowel system
the English phonemic system	the plosives	front vowels
	friction	back vowels
Drill 1 Consonants	the fricative consonants	mixed vowels
voiced consonants	the fricatives	monophthongs
voiceless consonants	sonorants	English monophthongs
aspiration	the nasal sonorants	diphthongs
aspirated consonants	the medial sonorants	English diphthongs
consonant phonemes	the lateral sonorants	diphthongoids
the English consonant phonemes	labial consonants	
the English consonant system	bilabial consonants	
the occlusive consonants	labio-dental consonants	
the occlusives	forelingual consonants	
the constrictive consonants	apico-alveolar consonants	
constrictives	palato-alveolar consonants	
	post-alveolar consonants	

pharyngeal consonants

LESSON ONE

/p/ and /b/ /t/ and /d/ /k/ and /g/	/s/ and /z/ /θ/ and /ð/	/m/ and /n/	/i/ and /ε/
---	----------------------------	-------------	-------------

- /p/ and /b/ are bilabial, occlusive, plosive consonant phonemes.
/p/ is voiceless and aspirated; /b/ is voiced.
- /t/ and /d/ are forelingual, apico-alveolar, occlusive, plosive consonant phonemes.
/t/ is voiceless and aspirated; /d/ is voiced.
- /k/ and /g/ are backlingual, velar, occlusive, plosive consonant phonemes.
/k/ is voiceless and aspirated; /g/ is voiced.

ARTICULATION OF /k/ AND /g/

GRAPHIC RULES FOR /k/ AND /g/

- /k/
 - ▶ the letter **k** keep, kitchen, kind, peek, rekindle.
 - ▶ the letter **c** . . . before vowels **a, o** and **u** cat, court, cut
 - before consonants **l** and **r** cry, class
 - in final position cynic, music, zinc, talc
 - ▶ the digraph **ck** after short vowels sick, back, lucky, deck
 - ▶ the digraph **qu** /k/ when unstressed conquer, unique
 - (but: conquest, inquiry, aqua)
 - /kw/ when stressed question, queen
 - ▶ the digraph **ch** /k/ in words of Greek character, architect, school origin
 - /g/
 - ▶ the letter **g** . . . before vowels **a, o,** and **u** gave, good, gun
 - but** before **i** and **e** give, get, girl
 - (irregular):
 - before consonants **l** and **r** graduate, grammar, glide
- Irregular reading with /g/:** , anger, longer, stronger

.....

▶ the digraph **gu** /g/ guard, guide, guess, guilt
 /gw/ language

● /s/ and /z/ are forelingual, apico-alveolar, constrictive, fricative consonant phonemes.

/s/ is voiceless, /z/ is voiced.

ARTICULATION OF /s/ AND /z/

GRAPHIC RULES for /s/ and /z/

/s/

- ▶ the letter **s** in initial position, or set, safe, best, test, bats
 when it precedes or fol-
 lows a voiceless
 consonant.
- ▶ the letter **c** before **e, i, and y** cinder, cent, cycle
- ▶ letter combination **sc** before **e, i, and y** scene, science, scythe
- ▶ letter combination **ss** miss, lesson;
 (**but** possess /pə'zɛs/)

/z/

- ▶ the letter **z** in all positions zest, razor, fez, buzz
- ▶ the letter **s** in intervocalic position roses, loser, miser
- ▶ the letter **s** in word-final position after voiced consonants: tabs, buds, bags,
cars
- ▶ the letter **s** in the suffix “-es” catches, badges
Irregular reading with /z/: is, as, his, was

● /ɪ/ is a front-retracted, high, broad, short, lax, unrounded vowel phoneme.

ARTICULATION OF /ɪ/

GRAPHIC RULES FOR /ɪ/

- | | |
|--|---|
| <p>▶ the letters i and y in closed stressed syllables
and closed unstressed syllables</p> <p>▶ the letter i in unstressed open syllables</p> <p>▶ the digraph ai in unstressed syllables</p> <p>▶ the letter e in prefixes and some suffixes</p> <p>Rare spelling: <u>b</u>usy, <u>b</u>uild, <u>b</u>iscuit, <u>fore</u>ign, <u>w</u>omen, <u>pre</u>tty.</p> | <p>s<u>i</u>t, w<u>i</u>ndow, m<u>y</u>th, s<u>y</u>llable</p> <p>s<u>a</u>tin, p<u>i</u>cnic, p<u>i</u>ck<u>i</u>ng, antonym</p> <p>merc<u>i</u>less, mult<u>i</u>millionaire</p> <p>fou<u>n</u>tain, moun<u>t</u>ain, port<u>r</u>ait.</p> <p>b<u>e</u>gin, d<u>e</u>cide, need<u>e</u>d.</p> |
|--|---|

As fit as a fiddle.
As busy as a bee.
Little pitchers have big ears.

- /θ/ and /ð/ are forelingual, apico-dental, constrictive, fricative consonant phonemes.
/θ/ is voiceless, /ð/ is voiced.

ARTICULATION OF /θ/ AND /ð/

GRAPHIC RULES FOR /θ/ AND /ð/

- /θ/ **th** (most often initial or final) in words such as three, thin, threat and bath.
- /ð/ **th** ▶ in intervocalic position, as in **brother, father, either** and **mother**;
▶ in initial position in function words such as **the, this, these, those, then,**
than, there, they, their, them, and **thus.**
▶ occasionally in final position, as in the word “**with**” (in BrE)

- /m/ is a bilabial, occlusive nasal sonorant.
- /n/ is a forelingual, apico-alveolar, occlusive nasal sonorant.

ARTICULATION OF /m/ AND /n/

Note: The sonorants /m/, /n/ and /l/ have half-long positional allophones. They occur:

- 1) in word-final position when preceded by a **short vowel**, as in /ɫɪm, / and /ɫɪn, /
or by a **vowel + consonant**, as in /ɫɪðm, / and /ɫɪtn, /.
- 2) when followed by a word-final voiced consonant, as in /ɫɛmz / and /ɫpɛnz /.

ɫpɪn()	ɫɪn()	ɫɪn	ɫɪn	ɫɛm	ɫpɪn()z	ɫɪm()z
ɫpɛn()	ɫɛn()	ɫɛn	ɫɛn	ɫɛn	ɫpɛn()z	ɫɛm()z

- /ɛ/ is a front, open-mid, narrow, short, non-labialized vowel phoneme.

g Note: Some dictionaries use the symbol /e/ to represent this phoneme, but the International Phonetic Association now reserves the use of /e/ for the **close-mid** phoneme which in English occurs as the nucleus of the /eɪ/ diphthong. In many other languages, /e/ occurs as a pure vowel phoneme, as found in such words as ‘répéter’ [French] and ‘sehen’ [German]. The usage of /ɛ/ for words such as “let” can now be found in the *Oxford English Dictionary*, among others, as well as in dictionaries of other languages which have the same vowel, such as French (e.g. bête) and German (e.g. Bett).

ARTICULATION OF /ɛ/

GRAPHIC RULES FOR /ɛ/

- ▶ the letter **e** in closed syllables bet, better, led, web, welt, best, sent, sect
- ▶ the digraph **ea**
 - before **d** bread, dead, head, read, spread, thread
 - before **th** or **the** breath, weather, feather, leather, heather
but: heath /hi:θ/, wreath, breathe /bri:ð/
 - before **lt** or **lth** dealt, wealth, health, stealth
 - before other consonants: deaf, heavy, measure, pleasure, pleasant, weapon, breakfast, meant, threat, threaten

Irregular reading: friend, jeopardy, Geoffrey, leopard

Rare spelling: any, many, Thames; bury; says, said.

Many men, many minds.

**Better late than never.
Better to do well than to say well.
All's well that ends well.
East or west, home is best.**

LABORATORY SESSION for LESSON ONE

- Vowel phonemes /ɪ/ and /ɛ/
- Consonant phonemes /p, b, t, d, k, g, s, z, θ, ð/.
- Nasal sonorants /m/ and /n/

SECTION 1. The vowel /ɪ/ is a front retracted, high, short, lax, unrounded phoneme.

Drill 1. Spread your lips for /ɪ/, make word-final voiceless consonants strong and word-final voiced ones weak, forming a contrast as in the case of /sɪt/ and /sɪd/.

(1)	ʃpɪt ʃbɪt ʃsɪt	ʃbɪd ʃdɪd ʃsɪd	ʃdɪk ʃnɪk ʃpɪk	ʃdɪg ʃpɪg ʃbɪg	(2) Contrast drill	ʃbɪd – ʃbɪt ʃdɪg – ʃdɪk	ʃsɪd – ʃsɪt ʃpɪg – ʃpɪk
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Drill 2. The alveolar /s/ and /z/

ʃsɪt ʃsɪd ʃsɪn	ʃspɪt – ʃspɪts ʃstɪk – ʃstɪks ʃspɪn – ʃspɪnz	ʃfɪst – ʃfɪsts ʃmɪst – ʃmɪsts ʃlɪst – ʃlɪsts	mɪs ʃkɪtɪ ʃmɪsɪz ʃsmɪθ ʃmɪstə ʃsmɪθ ʃmɪstər ənd ʃmɪsɪz ʃsmɪθ
ʃmɪs – ʃmɪst – ʃmɪsɪz ʃkɪs – ʃkɪst – ʃkɪsɪz ʃhɪs – ʃhɪst – ʃhɪsɪz	ʃbɪt – ʃbɪts ʃsɪt – ʃsɪts ʃpɪt – ʃpɪts	ʃdɪg – ʃdɪgz ʃpɪg – ʃpɪgz ʃbɪd – ʃbɪdz	mɪs ʃkɪtɪ ʃmɪsɪz ʃsmɪθ ʃmɪstə ʃsmɪθ ʃmɪstər ənd ʃmɪsɪz ʃsmɪθ

Drill 3. The vowel /ɪ/ in phrases:

ʃɪf ʃɪt ʃɪz	ɪt ʃz ɪt ɪz ʃn ɪt ɪf ɪt ɪz ʃn ɪt	ɪt ɪz ʃnɪk ɪt ɪz ʃdɪk ɪt ɪz ʃdɪni	ɪt ɪz ʃkɪtɪ ɪt ɪz ʃkɪksti ɪt ɪz ə ʃkɪtɪ	(See p. 18 for the explanation regarding this [ɪ] symbol.)
	ɪt ɪz ʃnɪk ʃznt ɪt ɪt ʃznt ʃdɪk ʃz ɪt	ɪt ɪz ʃkɪtɪ ʃznt ɪt ɪt ʃznt ʃdɪni ʃz ɪt		
	ʃdɪk ɪz ʃsɪks ʃnɪk ɪz ʃkɪk	ʃdɪni ɪz ʃbɪzɪ ʃkɪtɪ ɪz ʃɪrdɪ		

SECTION 2. The interdental /θ/ and /ð/

Drill 1. Practise the **very important transition from /z/ to /θ/ or /ð/**. To make it, you must remember to make /z/ weak, as in /ɪz ʃθɪk/ and /ɪz ʃðɪs/.

1)

θIk ||
 IZ θIk ||
 It IZ θIk ||
 It IZ θIk | ʒnt It ||
 It ʒnt θIn | ʒ It ||

θIn ||
 IZ θIn ||
 It IZ θIn ||
 It IZ θIn | ʒnt It ||
 It ʒnt θIk | ʒ It ||

2)
 θIS ||
 IZ θIS ||
 It IZ θIS ||
 It IZ θIS | ʒnt It ||
 It ʒnt θæT | ʒ It ||

θæT ||
 IZ θæT ||
 It IZ θæT ||
 It IZ θæT | ʒnt It ||
 It ʒnt θIS | ʒ It ||

Drill 2. Disjunctive questions *that express certainty*: Fall + Fall

'This is θNick, | ʒsn't It?
 This ʒsn't θDick, | ʒs It?
 ¶That is θDick, | ʒsn't It?
 That ʒsn't θNick, | ʒs It?

¶This is θDinny, | ʒsn't It?
 This ʒsn't θKitty, | ʒs It?
 ¶That is θKitty, | ʒsn't It?
 That ʒsn't θDinny, | ʒs It?

SECTION 3. The vowel /ɛ/ is a front, mid, narrow, short, lax, non-labialized vowel phoneme.

Drill 1. Don't replace the English front upper open-mid /ɛ/ by the lower open-mid Ukrainian vowel found in words such as предмет, which has a shade of /æ/

1. θɛn
 θɛn
 tɛn θɛn
 θmɛni θɛn
 θsɛvn θɛn
 θlɛvn θɛn

2. /ɛ/ is a bit longer before voiced consonants and sonorants:

θsɛd θtɛn θsɛz
 θbɛd θpɛn hi·θɛz
 θdɛd θðɛn ʃi·θɛz

3. but it is quite short before voiceless consonants:

θsɛt
 θdɛk θɣɛt
 θbɛt θnɛk fəθɛt
 θdɛt θɛks fəθɛt it

4. Contrast drill

θɛnd – θɛnt θɛnd – θɛnt
 θpɛnd – θpɛnt θɛnd – θɛnt
 θmɛnd – θmɛnt θɛnd – θɛnt

Drill 2. Aspirate the voiceless plosives /p/, /t/ and /k/.

θpɪn – θpɪnz θpɪt – θpɪts θkɪd – θkɪdz
 θpɛn – θpɛnz θpɛt – θpɛts θkɪlt – θkɪlts
 θtɪn – θtɪnz θpɪg – θpɪgz θkɪt – θkɪts
 θtɛn – θtɛnz θpɛg – θpɛgz θkɪtn – θkɪtnz

Drill 3.

ɛn	tɛn	gɛt	dɛt – dɛd	sɪt – sɛt	ɒbɪzi – ɒbɛni	gɛts
ɛg	pɛn	pɛt	bɛt – bɛd	bɪt – bɛt	ɒpɪti – ɒpɛti	pɛts
ɛt	mɛn	nɛt	sɛt – sɛd	bɪg – bɛg	ɒmɪni – ɒmɛni	bɛdz
				dɪd – dɛd		kɪdz

LESSON TWO

/l/ and /j/	/f/ and /v/	/i:/	/ə/
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- /l/ is a forelingual, apico-alveolar, lateral sonorant. It has two positional allophones: "clear" /l/, followed by a vowel, as in /laɪt/ and /lɪt/, and a "dark" /l/ when it is word-final or followed or preceded by a consonant, as in /fɪl/, /fɪdl/ and /fɪld/.

ARTICULATION OF /l/

lɛs – sɛl	lɪk – kɪl	sɛtl
lɛt – tɛl	lɪt – tɪl	kɛtl
lɪp – pɪl	lɪli – lɪtl	

Lateral plosion: When a plosive /p/, /b/, /t/, /d/, /k/, or /g/ is followed by the lateral sonorant /l/ its plosion becomes lateral (the result of assimilation). The sonorant becomes syllabic in the root-final position preceded by a consonant.

Laterally exploded allophones of the plosives:

/p – b/	/t – d/	/k – g/
ɒæpl	ɒbi:tɪl	ɒvi:kɪl
ɒpi:pɪl	ɒlɪtl	ɒsaɪkɪl
ɒsɪmpl	ɒbætl	ɒklɑ:s
ɒteɪbl	ɒmɪdl	ɒi:ɡɪl
ɒplɛt	ɒmɛdl	ɒbjʊ:ɡɪl
ɒbleɪd	ɒsædl	ɒɡlɑ:s

Laterally exploded allophones of the plosives:

(at word or syllable junctions)		
ɒgood ɒck	ɒblack ɒeather	ɒbadly
ɒold ɒove	ɒbig ɒettɛrs	ɒquickly
ɒquite ɒate	ɒdead ɒeaves	ɒhotly
ɒnot ɒoud	ɒgood ɒookɪŋ	ɒsmugly

ˌdi:p|**f**a:k
feɪ|lɪbrəri

ˌɡreɪt|**f**ɒsɪz
 ˌwaɪt|**f**aɪlɪz

- /j/ is a medio-lingual, constrictive, central sonorant. It is very weak and it can easily be influenced according to the position it is in.

ARTICULATION OF /j/

ɛt – jɛt	ɪz ðɪs əˈsɛntəns f jɛs ɪt f z
ɛl – jɛl	ɪz ɪt əˈdɪfɪk(ə)lɪ sɛntəns
ɛs – jɛs	f jɛs ɪt f z ðɪs →sɛntəns ɪz f aɪfɪkəlɪt
f ɛs ɪt f z	ɪts ə f aɪfɪk(ə)lɪ sɛntəns ɪznt ɪt f jɛs ɪt f z

GRAPHIC RULES FOR /j/

The letter **y** preceding a vowel represents this sonorant in the spelling of words such as **y**es, **y**ard, and **y**outh.

- /f/ **and** /v/ are labio-dental, constrictive, fricative consonant phonemes.
 /f/ is voiceless, /v/ is voiced.

ARTICULATION OF /f/ AND /v/

fɪl	ɪdɛfɪnɪt	lɪv	ɪsɛvn
dɛf	ɪn f ɛfɪnɪt	vɛlɪvɪt	ɪlɛvn

GRAPHIC RULES FOR /f/ AND /v/

► the letter **f** future, refer, reef, half.

- ▶ the letter combination **ph** in words of Greek origin phoneme, alphabet, phone, graph.
- ▶ the letter combination **gh** in some words . enough, laughter, tough.

Tongue Twister using /f/, /θ/, /ð/ and /ɪ/

Ƨhis Ƨfish | has a Ƨhin Ƨfin. ||
Ƨhat Ƨfish has a Ƨhick Ƨfin. ||
Ƨhis fish | is a Ƨfish |
That has a Ƨthinner fin |
Than Ƨhat fish. ||

Question-Answer Pattern /ɪ/, /ɛ/ and /z/.

Statements	1. <i>It is ƧNellie. It Ƨsn't ƧDick. </i>
General Questions	2. <i>Is it ƧNellie? ƧYes it Ƨis. Ƨsn't it ƧDick? ƧNo it Ƨsn't. </i>
Alternative Questions	3. <i>Is it ƧNellie or ƧDick? It is ƧNellie. </i>
Disjunctive Questions	4. <i>It is ƧNellie, Ƨisn't it? Yes, it Ƨis. </i>
a)	b) <i>It Ƨsn't ƧDick, Ƨis it? No, it Ƨsn't. </i>
Special Questions	5. <i>Who Ƨis it? It is ƧNellie. </i>

• **The vowel /i:/** is a front, high, narrow, long, tense, unrounded diphthongoid. It has three positional allophones:

1. Long (when word-final).
2. Half-long (followed by a voiced consonant or a sonorant).
3. Short (followed by a voiceless consonant).

long
sea /ɛi:/ [ɛi:]

half-long
seam /ɛi:m/ [ɛi·m]

short
seat /ɛi:t/ [sit]

ARTICULATION OF /i:/

i:v	bi: – bi:n – bi:t	di:d – di:t	si:t – si:t
i:zi	di: – di:n – di:p	li:d – li:t	bi:t – bi:t
i:t	ni: – ni:d – ni:t	li:v – li:v	ni:t – ni:t
	si: – si:d – si:t	fi:d – fi:ld	li:st – li:st
	li: – li:g – li:k	si:n – si:n	slip – sli:p

GRAPHIC RULES FOR /i:z/

- ▶ the letter **e** in open and historically open syllables: be, he, meter, these, theme.
 - ▶ the letter combinations
 - ee** – meet, see, feel, tree
 - ea** – meat, sea, peace, wreath
 - ie** – piece, field, believe
 - ei** – ceiling, receive
 - ▶ the letter **i** in certain words: machine, police, prestige, suite
- Rare spellings:** people, key, quay.

NOTE:

• [i] is the symbol now generally used by phoneticians to represent the vowel which occurs in the final syllable of words such as **money**, **trolley**, **city**, **Sunday** and **baby** (as well as in the plural forms such as **babies** and **ladies**). [i] is not, strictly speaking, a phoneme of its own, but has the quality of /i:z/ although its length is more like that of /ɪ/. [i] also appears in unstressed open syllables *when followed by another vowel*, in words such as “serious” /ʃɪəriəs/, “mediate” /mi:diət/, and “studying” /stʌdiŋ/. The vowel sequence which occurs in “studying” gives a particularly clear illustration of the need for [i], since it is almost impossible to pronounce /stʌdiŋ/.

6 siti 6piti	6kiti 6iti	6ini 6ini	6izi 6idi	7siti – 6sitiz 7kiti – 6kitiz	7gini – 6giniz 7dini – 6diniz	6ni:diəm 6nɪriŋ
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A friend in need is a friend indeed.
No sweet without some sweat.
Extremes meet.

Tongue Twister

/i:z/, /ɪ/, /ɛ/ and /p/

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?

• **The vowel /ə/** is a mixed, mid, broad, lax, non-labialized phoneme. It is called the neutral vowel. It occurs only in unstressed syllables (as a result of reduction). It has the following possible allophones:

- | | |
|---|--|
| <p>1. /ə/ <u>in articles, prefixes and inside words</u></p> <p>its ə 6ɪkɪt </p> <p>its ə 6ɛntəns </p> <p>its ə 6ɪləbəl </p> | <p>2. /ə/ <u>word-final</u> (having a shade of /ʌ/)</p> <p>its ə 6ɛtə </p> <p>its ə 6ɪstə </p> <p>ɪt ɪz 6pɪ:tə </p> <p>ɪt ɪz 6ɛtə </p> |
|---|--|

3. /ə/ half-long (before z and d)

ʌɛtə,z

ʌɪstə,z

dɪvɪvə,d

ʌænɸə,d

4. /ə/ the shortest (in prefixes com-, con-).

kəmɸɪ:t

kəmɸli:t

kənɸɪst

kənɸɪdə

ARTICULATION OF /ə/

GRAPHIC RULES FOR /ə/

The neutral vowel /ə/ is represented in spelling by:

▶ the letter **a** in prefixes and articles, e.g. about, asleep, a big city

▶ the suffixes **-er** teacher

-or doctor

-ar collar

-our neighbour

-ous famous

▶ the letters **a**, **o** and **u** in unstressed syllables (hard reduction), as in sofa, autumn, atom

Better late than never, but better never late.

Question-Answer Patterns involving /ɛ/, /p/, and /j/:

It is a pen.

It isn't a pencil.

Is it a pen? Yes, it is.

Isn't it a pencil? No, it isn't.

Is it a pen or a pencil? It is a pen.

It is a pen, isn't it? Yes, it is.

It isn't a pencil, is it? No, it isn't.

What is it? It is a pen.

LABORATORY SESSION for LESSON TWO

Vowel phonemes /i:/ and /ə/

Consonants /f/ and /v/

Sonorants /l/ and /j/

Section 1. The vowel /i:/ is a front, high, narrow, long, tense, unrounded diphthongoid.

Drill 1. The vowel /i:/ in its positional allophones (long, half-long and short).

1) bi: bi:d bi:t ai: ai:d ai:p ai: ai:d ai:t	2) bi: – bi:d – bi:t ai: – ai:d – ai:p ai: – ai:d – ai:t	3) si: – si:d – si:t ai: – ai:d – ai:k ai: – ai:d – ai:t
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Drill 2. Contrast /ɪ/ with /i:/, and observe the positional length of the vowel /i:/.

si:n – si:n	ai:d – ai:d	si:t – si:t
bi:n – bi:n	ai:d – ai:d	si:t – si:t
ai:n – ai:n	ai:v – ai:v	ai:st – ai:st

Section 2. The vowel /ə/ – the neutral vowel (sometimes referred to as the ‘schwa’) is a mixed, mid, broad, lax, non-labialized vowel phoneme.

Drill 1. The allophone of the vowel /ə/ is found in articles and prefixes, and inside words.

ə aɪkɪt	ɪts ə aɪkɪt	ɪt ɪz ə aɪkɪt
ə ɒɪstəm	ɪts ə ɒɪstəm	ɪt ɪz ə ɒɪstəm
ə ɒɛntəns	ɪts ə ɒɛntəns	ɪt ɪz ə ɒɛntəns
ə ɒɪləbl	ɪts ə ɒɪləbl	ɪt ɪz ə ɒɪləbl

Drill 2. The word-final allophone of this neutral vowel has a shade of /ʌ/.

ə aɪtə	ɪts ə aɪtə	ɪt ɪz ə aɪtə
ə aɪtə	ɪts ə aɪtə	ɪt ɪz ə aɪtə
ə aɪtʃə	ɪts ə aɪtʃə	ɪt ɪz ə aɪtʃə
ə ɒɪstə	ɪts ə ɒɪstə	ɪt ɪz ə ɒɪstə

Drill 3. A half-long neutral vowel (when followed by /z/ or /d/).

/... ə,z/ ə aɪtə – ʌaɪtə,z ə aɪtə – ʌaɪtə,z ə ɒɪstə – ʌɒɪstə,z ə aɪtʃə – ʌaɪtʃə,z	/... ə,d/ ʌaɪtə,d – ʌbɪtə,d ʌaɪf ʌaɪtə,d – ʌɪtə,d ʌpɪ:pl ʌaɪnsə,d – ʌaɪnsə,d ʌaɪtə,z dɪʌɪvə,d – dɪʌɪvə,d ʌneɪl
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Drill 4. The shortest allophone of the neutral vowel, which appears in the prefixes "con-", "com-" and "for-" when they occur before /b/and /g/.

kən ʌ ɪst	kən ʌ i:l	kəm ʊ pi:t	fə ʊ ɛt
kən ʌ ɪdə	kə ʊ ɛkt	kəm ʊ pli:t	fə ʊ ɪd hə*
kən ʌ eɪn	kən ʌ ɪfɪn	kəm ʊ pleɪn	bi: pə ʊ aɪt
kən ʌ ɪnju:	kən ʌ rəʊl	kəm ʊ pəʊz	ɪn pə ʊ ɪfɪn * weak form of /hɜ:/

Section 3. The medio-lingual central sonorant /j/.

Drill 1.

ʤɛs – ʊjɛs	ʤɛn – ʊjɛn	ʤi:st – ʊji:st	ʊjɛs ɪt ʌ z
ʤɛt – ʊjɛt	ʤɛl – ʊjɛl	ʤjɛs – ʊjɛstədi	ʊjɛs ɪt ʌ z

Drill 2. Question-Answer Pattern.

1. It is **ʌ**Nellie. 2. **ʌ**Is it**ʇ**Nellie? **ʆ**Yes, it **ʌ**s.
It **ʌ**sn't **ʇ**Dick. **ʌ**Isn't it**ʇ**Dick? **ʆ**No, it **ʌ**sn't.
3. Is it**ʇ**Nellie or **ʆ**Dick? It is **ʌ**Nellie.
4. It is **ʌ**Nellie, **ʌ**sn't it? **ʆ**Yes, it **ʌ**s.
It **ʌ**sn't**ʇ**Dick, **ʇ**is it? **ʆ**No, it **ʌ**sn't.
5. Who **ʌ**s it? It is **ʌ**Nellie.

Section 4. The apico-alveolar lateral sonorant in its two positional allophones: the "clear" /l/ and the "dark" /l/.

Drill 1. The "clear" /l/ (prevocalic).

ʇli:f	ʇlɪt	ʇlɛt
ʇli:v	ʇlɪft	ʇlɛft
ʆli:vz	ʆlɪst	ʆlɛst

Contrast drill.

ʆɪt – ʆɪl	ʆɛs – ʆɛl
ʆɪk – ʆɪl	ʆɛt – ʆɛl
ʆɪp – ʆɪl	ʆɪ:p – ʆɪ:l

Drill 2. The "dark" /l/ (word-final).

ʆɪl	ʆɛl – ʆɛlz
ʆɪl	ʆɛl – ʆɛlz
ʆɪl	ʆɛl – ʆɛlz
ʆɪl	ʆɛl – ʆɛlz
ʆstɪl	ʆɪɛl – ʆɪɛlz
ʆkɪl	ʆmɛl – ʆmɛlz

Drill 3. Laterally exploded allophones of the plosives: lateral plosion.

/p/ and /b/	/t/ and /d/	/k/ and /g/
ʒæpl	ʒɪtl	ʒvi:ɪkl
ʒpi:pl	ʒbi:tl	ʒsaɪkl
ʒsɪmpl	ʒbætl	ʒklɑ:s
ʒteɪbl	ʒmɪdl	ʒi:gl
ʒplɛt	ʒmɛdl	ʒbjʊ:gl
ʒblɛɪd	ʒsædl	ʒglɑ:s

Drill 4. Laterally exploded allophones of the plosives /p/, /t/ and /k/, and /b/, /d/ and /g/ (at word or syllable junctions).

good luck	not loud	black leather	good looking
old love	deep lake	big lines	great losses
quite late	tape library	dead leaves	white lilies

Section 5. Interdental allophones of the alveolar /t, d, n, l, s, z/ followed by /θ/ or /ð/.

Drill 1. Interdental /t, n, z/.

ʒɛvn	ʒɪt	ʒɛn
ðə ʒɛvnθ	ði ʒɪtθ	ðə ʒɛnθ
ɪt ɪz ðə ʒɛvnθ	ɪt ɪz ði ʒɪtθ	ɪt ɪz ðə ʒɛnθ
ɪfɪʒi:n	ɪʒɛvn	ɪsɛvnʒi:n
ðə ɪfɪʒi:nθ	ði ɪʒɛvnθ	ðə ɪsɛvnʒi:nθ
ɪt ɪz ðə ɪfɪʒi:nθ	ɪt ɪz ði ɪʒɛvnθ	ɪt ɪz ðə ɪsɛvnʒi:nθ

Drill 2. Interdental /n/ and /t/

/ɪn ðə .../		
ɪn ðə ʒnɪdl	ɪn ðə ʒni:sɪs	ɪn ði ʒvni:ŋ
ɪn ðə ʒɪti	ɪn ðə ʒɛtə	ɪn ði ʒnsɪdənt
ɪn ðə ʒi:ld	ɪn ðə ʒɛktʃə	ɪn ði ʒɪst
/ət ðə .../		
ət ðə ʒɛsn	ət ðə ʒɪnɪmə	ət ði ʒnstɪtʃu:t
ət ðə ʒɛktʃə	ət ðə ʒɪətə	ət ði ʒɛntrəns
ət ðə ʒɛsk	ət ðə ʒɛntɪst	ət ði ʒɛnd

Section 6. Phonemes in the speech flow.

Drill 1.

ɪs ðɪs ə ʒsentəns? || ʒYes, ɪt ʒs. ||
 ɪs ɪt ə ʒdɪfɪkʌlt sentəns? ||
 ɪYes, ɪt ʒs. ðɪs ðɪs sentəns ɪs ʒdɪfɪkʌlt. ||
 ɪt ɪs ə ʒdɪfɪkʌlt ʒsentəns, ɪzɪn't ɪt? || ʒYes, ɪt ʒs. ||

0Kitty is 6six. ||
 0Beckie is 6seven. ||
 0Teddy is 6ten. ||
 0Lily is e6even. ||
 Mrs. 0Nelson is 1sixty-6six. ||

Is 0Kitty7six? ||
 Is 0Beckie7seven? ||
 Is 0Teddy7ten? ||
 Is 0Lily e7leven? ||
 Is Mrs. 0Nelson 1sixty7six? ||

The Low Fall and the Low Rise.

6εs		7Iz it
6ɪl		0ɪz it7sɛvn
6ɪti		0ɪz it7tɛn
mɪs 6ɪti		6z mɪsɪz7dɪksɪ7sɪkstɪ
7tɛd		6z mɪs7smɪθ sɪkstɪ7sɪks

6jɛs – 7jɛs
 6ðɪs – 7ðɪs
 6bɛti – 7bɛti
 mɪs 6mɪni – mɪs7mɪni
 0mɪni 6smɪθ – 0mɪni7smɪθ
 0bɛti 6nɛlsən – 0bɛti7nɛlsən

Drill 2. Question-Answer Patterns (to be memorized)

(Observe the aspiration of /p/, make transcriptions and provide tonograms).

1. It is a 6pen. ||
It 6sn't a 1pencil. ||
2. 0Is it a7pen? || 6Yes, | it 6s. ||
0Isn't it a7pencil? || 6No, | it 6sn't. ||
3. 1Is it a7pen | or a 6pencil? || It's a 6pen. ||
4. It is a 6pen, |7isn't it? || 0Yes, it 6s. ||
It 6sn't a 1pencil, |7is it? || 0No, it 6sn't. ||
5. 0What 6s it? || It's a 6pen. ||

Drill 3. Tongue twisters (aspiration) /p/, /i:/, /ɛ/ and /ɪ /

<p> 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 is the peck of pickled peppers Peter Piper picked? </p>	<p> 0This 1fish has a 6thin fin. That 1fish has a 6thick 1fin. 6This fish is a7fish That has a 1thinner fin Than 6that fish. </p>
---	---

LESSON THREE

ɑ:	ɒ	u:	ʊ	əʊ
----	---	----	---	----

- /ɑ:/ is a back, low, broad, long, tense, non-labialized phoneme. As any long vowel, it has three positional allophones—long, half-long and short—as found in the following examples: /kɑ:/, /kɑ:d/, /kɑ:t/. However, in the allophonic transcription it would be /kɑ:/, /kɑ·d/, /kɑt/.

ARTICULATION OF /ɑ:/

kɑ: – kɑ:m – kɑ:t fɑ: – fɑ:m – pɑ:t bɑ: – bɑ:d – bɑ:k	ɑ:m ɑ:t ɑ:sk	ə (fɑ: ʒtɑ: (ɑ:sk ʒɑ:ðə ðə (dɑ:k ʒjɑ:dŋ
---	--------------------	---

GRAPHIC RULES FOR /ɑ:/

- ▶ the letter combination **ar** cart, party
 - ▶ the letter **a** followed by **sk, sp, ss**, ask, basket; grasp, clasp; pass, glass;
st
 ft after, craft
 th path, father
 If and lm half, calf; calm, palm
 - ▶ the letter combination **ear** heart, hearth

 - ▶ the letter combination **er** clerk, sergeant, Derby

 - ▶ the letter combination **au** aunt, laugh, laughter

 - ▶ the endings “**-ance**” and “**-and**” in words of French origin when stressed:
 France, glance, demand, command
- Rare Spelling:** drama, aria, tomato, banana, vase, moustache.

He laughs best who laughs last.
 After a storm comes a calm.

Each dog barks in his own yard.
Art is long, life is short.

NASAL PLOSION

When one of the plosives /p, t, k, b, d/ or /g/ is followed by the nasal sonorants /m/ or /n/, its plosion becomes nasal. When a root-final sonorant is preceded by a consonant, it becomes syllabic, as in the word “pardon” /pɑ:dən/.

Nasally exploded allophones of the plosives:

help ^h nick	good ^g name	sub ^s marine
help ^h mother	old ^l man	ad ^a miral
stop st now	bad ^b manners	ign ^ɪ orance
snub ^s nose	last ^l minutes	black ^b mail
bad ^b news	take ^t mine	ab ^a normal
cold ^k meat	good ^g marks	de ^d partment
hot ^t meals	big ^b numbers	ad ^a mirer
loud ^l noise	league ^l members	Let ^l me do ^ɪ it

LOSS OF PLOSION

When one of the plosives /p/, /t/, /k/, /b/, /d/ or /g/ is followed by another plosive either within a word or at a word junction, its plosion is suppressed.

Unexploded allophones of the plosives:

put ^p down	red ^r corner	black ^b board
sit ^s down	cheap ^{tʃ} books	foot ^f ball
don't ^d talk	good ^g temper	book ^b case
take ^t care	cold ^k drinks	shop ^ʃ keeper
write ^r down	hot ^t toast	pig ^p tail
eight ^e people	loud ^l cries	dust ^d bin
Big ^b Ben	Saint ^s Paul's	text ^t book
log ^l cabin	round ^r table	hand ^h bag

- /ɒ/ is a back, low, broad, slightly rounded, short, lax phoneme.

ARTICULATION OF /ɒ/

GRAPHIC RULES FOR /ɒ/

- ▶ the letter **o** in closed stressed syllables not, office, hot, dock, sorry
- ▶ in the letter combination **wa** /wɒ/ was, want (*but note* "water" /ˈwɔ:tə/)
-
- ▶ in the letter combination **qua** /kwɒ/ quality, quantity, quantum
(but note "quarter" /ˈkwɔ:tə/)
-
- ▶ the letter combinations **ou** or **ow** cough, trough, Gloucester, knowoledge
-
- ▶ the letter combination **au** because, sausage, Austria
-

Honesty is the best policy.
 A little pot is soon hot.
 Be slow to promise and quick to perform.
 Never put off till tomorrow what you can do today.

- /u:/ is a back, high, narrow, long, tense, labialized diphthongoid.

ARTICULATION OF /u:/

lu:z – lu:s	nju:	ju, ɠ:
mu:d – mu:t	fju:	ju, ɑ, ɠnt
su:n – su:p	ʌmjuzɪk	,ɑ: ju,
	ʌmjuzɪkl	ju, ɠnt
	ʌstju:dnts	

GRAPHIC RULES FOR /u:/

- ▶ the letter **u** in open June, rule, blue, true.
 syllables:
(except after /dʒ/, /r/ or /l/, the vowel /u:/ is often preceded by /j/: tune /tju:n/,
 mute.

- ▶ the digraph **oo** *except if followed by k or r*: too, moon, soon, food (**but** good /gʊd/)
 - ▶ the digraph **ou** in words of French origin: e.g. group, soup, route, coup, mousse, loupe.
 - ▶ the letter **o** do, two, who, move, lose, whose, whom, tomb
 - ▶ the digraph **ew** flew, chew, jew, jewel, crew.
 (except after /dʒ/, /r/, /tʃ/ or /l/, /u:/ is often preceded by /j/: few /fju:/, new /nju:/)
 - ▶ the digraph **eu** feudal /fju:dəl/, neutral /nju:trəl/
 - ▶ the digraphs **ui** and **ue** suit, fruit, cruise; due, sue
- Rare spelling:** shoe, beauty, queue

No news is good news.
 Bad news has wings.
 Don't speak too soon.
 That's where the shoe pinches.

- /ʊ/ is a back, advanced, high, broad, slightly labialized, short, lax vowel phoneme.

ARTICULATION OF /ʊ/

gʊd kʊd kʊk tʊk	pʊl – pu:l fʊl – fu:l fʊt – fu:t pʊt – bu:t	ə ʌgʊd ʊk ə ʌgʊd ʊk ʌʊk ət ðə ʊk
--------------------------	--	--

GRAPHIC RULES FOR /ʊ/

- ▶ letters **oo** when followed by book, brook, look, shook, cook, nook

k; sometimes before **d** good, stood, wood (**but** brood /bru:d/, food, mood)
 foot, soot (**but** boot /bu:t/, loot); wool (**but** pool
 occasionally before **t** or **l** .. /pu:l/)
 ▶ the letter **u** followed by **ll** pull, bull, full (**but** cull /kʌl/, dull, gull, hull, mull)
Rare spelling: could, should, would; woman, bosom, wolf; puss, put

A good beginning makes a good ending.
 A good cook never cooks while looking into a cookery
 book.
 Look before you leap.

● /əʊ/ is a back diphthong. Its nucleus is a mid, broad neutral /ə/ which glides into /ʊ/. The two elements are almost equally strong.

ARTICULATION OF /əʊ/

ləʊ – nəʊn – nəʊt	əʊ	səʊ	səʊ ʊsəʊ
gəʊ – kəʊl – kəʊt	əʊn	fəʊ	ləʊ ʊnəʊ dəʊnt gəʊ əʊəʊn
səʊ – səʊl – səʊk	əʊnli	təʊn	
bɪ·ləʊ – bəʊn – bəʊt	əʊpn	bəʊn	

GRAPHIC RULES FOR /əʊ/

- ▶ the letter **o** in open syllables..... go, home, moment
- ▶ the letter **o** when followed - **ll**..... poll, roll, toll, stroll (**but** doll /dɒl/, holly)
- **ld** old, told, cold, bold, sold, scold
- **st** most, post, host (**but** lost /lɒst/, cost)
- ▶ the letter **o** in word-final unstressed syllables: hero, photo, potato

- ▶ the digraphs **oa** and **oe** boat, road, foal, loaf, roam; toe, foe,
hoe
- ▶ the digraph **ow** in word-final position low, show, know, window, tomorrow
(**but**: now /naʊ/, how, cow, row, brow)

Irregular spelling: shoulder, poultry, mould, soul, own, sown, brooch.

As you sow, so you shall mow.
 True love never grows old.
 When in Rome do as Romans do.
 Be slow to promise and quick to perform.

Home assignment: Add an inquiring reply, then transcribe, mark the intonation and provide tonograms.

Models: This is an oak. – Is it?
 This isn't an oak. – Isn't it?

1. This is a garden. 2. This is a mail. 3. This isn't a penny. 4. This isn't a star.
5. This is a cock. 6. This isn't a fox. 7. This is a clock. 8. This isn't a dog.

LABORATORY SESSION for LESSON THREE

Vowel phonemes /ɑ:/, /ɒ/, /u:/, /ʊ/, and /əʊ/

Section 1. The vowel /ɑ:/ is a back, low, broad, long, tense, non-labialized phoneme.

It has a low voice-quality, as in the word /ɑ:mi/. The Ukrainian central “a” should not

be used in place of it, as the following contrasting examples illustrate:

армія	–	army /ɑ:mi/
партія	–	party /ɑ:ti/

Drill 1. The vowel /ɑ:/ in its long, half-long and short positional allophones:

ɑ:	pɑ:	fɑ:	kɑ:	stɑ:	pɑ:st	gɑ:d
ɑ:nt	pɑ:m	fɑ:m	kɑ:d	stɑ:v	fɑ:st	pɑ:d
ɚt	pɑ:ti	ɚɑ:ðə	ɚkɑ:t	ɚstɑ:t	ɑ:st	ɑ:d

Drill 2. /ɑ:/ in phrases. Observe the assimilation (dental allophones of the alveolars).

a)

In ðə ɑ:pɑ:k	It IZ In ðə ɑ:pɑ:k	It IZ In ðə ɑ:pɑ:k 7IZnt It
In ðə ɑ:pɑ:st	It IZ In ðə ɑ:pɑ:st	It IZ In ðə ɑ:pɑ:st 7IZnt It
ɒn ðə ɑ:fɑ:m	It IZ ɒn ðə ɑ:fɑ:m	It IZ ɒn ðə ɑ:fɑ:m 7IZnt It
In ðə ɑ:kɑ:t	It IZ In ðə ɑ:kɑ:t	It IZ In ðə ɑ:kɑ:t 7IZnt It
In ðə ɑ:gɑ:d	It IZ In ðə ɑ:gɑ:d	It IZ In ðə ɑ:gɑ:d 7IZnt It
ət ðə ɑ:pɑ:ti	It IZ ət ðə ɑ:pɑ:ti	It IZ ət ðə ɑ:pɑ:ti 7IZnt It

b) Phrases

ɑ:sk ənd ɑ:nse	meɪk ə stɑ:t	beɪ ɑ:d
ɑ:sk jɔ, ɑ:ðə	ðɪs IZ ɑ:t	aɪ beɪ ɑ:d
ɑ:ftə ɑ:kla:sɪz	stɑ:t ðə ɑ:	aɪ beɪ jɔ, ɑ:d
ɑ:sk ðə ɑ:mə	wɒt ə stɑ:	pɑ:d

Drill 3. Proverbs to illustrate /ɑ:/ in the speech flow.

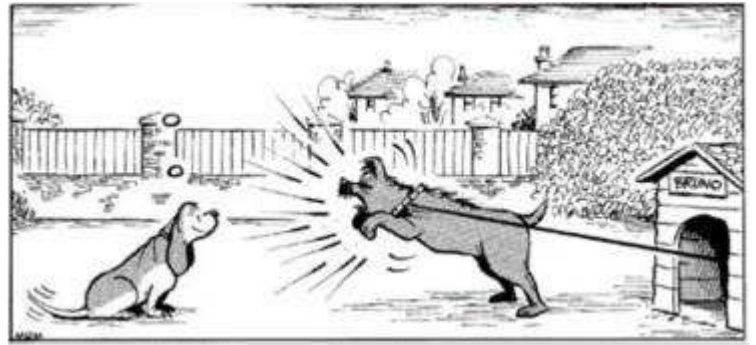
Each dog barks in his own yard.

||

He laughs best | who laughs
last. ||

After a storm | comes a calm. ||

Art is long, | life is short. ||



Section 2. The vowel /ɒ/ is a back, low, broad, short, lax, slightly rounded phoneme. It has a ‘metallic’ quality, as in “not” and “pot”. The Ukrainian “o” should not be used in place of /ɒ/ — listen to the difference:

"нога" – /ɒnt/

"пот" – /ɒpt/

Drill 1. /ɒ/ in separate words

ʒɒn	ʒɒnd	ʒɒnt	ɒɒg – ɒɒgz	ɒɒks – ɒɒksɪz	dɒk – dɒktə
ʒɒd	ʒɒnd	ʒɒnt	ɒɒg – ɒɒgz	ɒɒks – ɒɒksɪz	dɒk – dɒktəs
ʒɒfə	ʒɒɒg	ʒɒɒk	ɒɒk – ɒɒks	ɒɒɒdn ɒɒɒvlz	ɒɒktə ɒɒɒfəd
ɒksən	ɒɒg	ɒɒk	ɒɒk – ɒɒks	ɒɒɒv ɒɒɒli ɒɒɒfi	

Drill 2. /ɒ/ in phrases. (Notice the dental allophones of /s/ and /n/).

ɒwɒts ðə ɒaim	ðə ɒɒstl	aim ɒɒri
ɒwɒts ðə ɒleɪt	ət ðə ɒɒstl	aim ɒsəʊ ɒɒri
ɒwɒts ðə ɒmætə	aɪ ɒɒvɪn ðə ɒɒstl	aim ɒveri ɒɒri
ɒwɒts ðə ɒrɒbl	ʃi ɒɒvz ðə ɒɒstl	ɒɒri

Drill 3. Proverbs that illustrate /ɒ/ in the flow of speech:

1. Honesty is the best policy.
2. A little pot is soon hot.
3. Be slow to promise and quick to perform.
4. Never put off till tomorrow what you can do today.

A tongue twister.

For want of the nail the shoe was lost;
 For want of the shoe the horse was lost;
 For want of the horse the rider was lost;
 For want of the rider the battle was lost;
 For want of the battle the kingdom was lost;
 And all for the want of a horse-shoe nail.

Section 3. The vowel /u:/ is a high, narrow, long, tense, labialized diphthongoid. The Ukrainian retracted /ʏ/ should not be used in place of it. Listen for the difference between "cyn" and /su:p/, and between "ry" and /tu:/.

Drill 1. /u:/ in its long, half-long and short positional allophones:

ɒu:	ɒju:	ɒu:n	ɒu:l	ɒmʌt	ɒu:sfəl	ju:
ɒu:	ɒju:	ɒu:n	ɒu:l	ɒʌt	ɒju:z	ju, ɒu:
ɒu:	ɒju:	ɒu:n	ɒu:d	ɒu:s	ɒu:sfəl	ju, ɒ, ɒnt ju, ɒ:nt
ɒju:	ɒju:	ɒu:d	ɒu:d	ɒu:t	ɒju:sləs	ɒ:ju, ɒ:nt ju,
ɒju: - ɒju:z	ɒju: - ɒju:tɪ	ɒtju: - ɒtju:dənt	ɒnstɪtju:t			
ɒju: - ɒju:z	ɒju: - ɒju:tɪ	ɒnju: - ɒnju:zɪk	ði ɒnstɪtju:t			
			ət ði ɒnstɪtju:t			

Drill 2. The vowel /u:/ occurs in the following phrases:

ə ˈstju:dənt ||
ju,ər ə ˈstju:dənt ||
ju,ər ə ˈstju:dənt | ˈa:nt ju, ||
iksˈkju:z mi | ju, ər ə ˈstju:dənt | ˈa:nt ju, ||

ɒn ˈdʒu:ti ||
ju·ər ɒn ˈdʒu:ti ||
ju·ər ɒn ˈdʒu:ti | ˈa:nt ju, ||
iksˈkju:z mi | ju·ər ɒn ˈdʒu:ti | ˈa:nt ju, ||

əvər ˈɪnstɪtʃu:t ||
əvə ˈɪnju: ˈɪnstɪtʃu:t ||
əvə ˈɪnju: ˈɪnstɪtʃu:t ɪz ˈdʒu:tɪfəl ||

ˈdu: ju, ˈlaɪk əvər ˈɪnstɪtʃu:t || ʋjɛs aɪ ˈdu: ||
ˈdu: ju, ˈlaɪk ˈɪŋɡlɪʃ || ʋjɛs aɪ ˈdu: ||
ˈdu: ju, ˈlaɪk ˈstju:dənts || ˈdʒjɛs | aɪ ˈdu: ||
ˈdu: ju, ˈlaɪk ˈmju:zɪk || ˈdʒjɛs | aɪ ˈdu: ||

Drill 3. Vowel /u:/ in the speech flow.

a) Question-Answer Pattern based on /u:/ and /ju:/.

1. You are a student.
You are not a teacher.
2. Are you a student? Yes, I am.
Aren't you a teacher? No, I'm not.
3. Are you a student or a teacher? I'm a student.
4. You are a student, aren't you? Yes, I am.
You are not a teacher, are you? No, I'm not.
5. What do you do? I'm a student.

b) Proverbs that illustrate the vowel /u:/.

1. No news is good news.
2. Bad news has wings.
3. Don't speak too soon.
4. That's where the shoe pinches.

Section 4. The vowel /ʊ/ is a back-advanced, high, broad, short, lax, slightly labialized phoneme. **The Ukrainian /y/ should not be used in place of it.** Listen to the difference:

бук – book /bʊk/

Гуд – good /gʊd/

Drill 1. Vowel /ʊ/ in words and phrases.

бʊk		бʊk		бpʊl		бpʊt		бkʊd		аI бkʊd
бʊk		бnʊk		бfʊl		бfʊt		бʃʊd		аI бkʊd If аI бwʊd
бʊk		бnʊk		бbʊl		бgʊd		бwʊd		ju, бʃʊd

Drill 2. Proverbs that illustrate /ʊ/ in the speech flow.

1. A good beginning makes a good ending.
2. A good cook never cooks while looking into a cookery book.
3. Look before you leap.

Section 5. The vowel /əʊ/ is a back-advanced diphthong. Its two elements, the nucleus and the glide, are almost equally strong.

Drill 1. The diphthong /əʊ/ in its positional allophones.

a)

7əʊ		7səʊ		7bəʊ		7həʊm		7həʊp		7mɒskəʊ		7əʊnli
7nəʊ		7snəʊ		7gəʊ		7kəʊm		7kəʊp		7fɒləʊ		7əʊvə
бəʊ		бIбəʊ		əбʊəʊ		бəʊm		бəʊp		бɛləʊ		б:lsəʊ

b) Contrast drill.

бʊ – бʊn – бʊts ||

бəʊ – бəʊn – бəʊt ||

бʊəʊ – бʊəʊl – бʊəʊt ||

бnəʊ – бnəʊn – бnəʊt ||

бsəʊ – бsəʊn – бsəʊp ||

бkəʊ – бkəʊn – бkəʊp ||

бfəʊ – бfəʊn – бfəʊt ||

бwəʊ – бwəʊn – бwəʊf ||

Drill 2. The diphthong /əʊ/ in the speech flow.

a)

①Don't.		①Go.
I ①don't.		①Don't ①go.
①No, I ①don't.		①Don't ①go ①home.

①Don't ①go ①home a①one. ||
I ①don't ①go ①home a①one. ||
①No, I ①don't ①go ①home a①one. ||
Oh, ①no, I ①don't ①go ①home a①one. ||

b) Question-Answer Pattern.

1. I ①live at the ①hostel. ||
I ①don't ①live at ①home. ||
2. ①Do you ①live in the ,hostel? || ①Yes, | I ①do. ||
①Don't you ①live at ,home? || ①No, | I ①don't. ||
3. ①Do you ①live in the ,hostel | or at ①home? ||
I ①live in the ①hostel. ||
4. You ①live in the ①hostel, |7don't you? || ①Yes, I ①do. ||
You ①don't ①live at ,home, |7do you? || ①No, I ①don't. ||
5. ①Where do you ①live? || I ①live in the ①hostel. ||

Proverbs:

1. As you sow, so you shall mow.
2. True love never grows old.
3. When in Rome, do as the Romans do.
4. Be slow to promise and quick to perform.

Section 6

Exercise 1. Read the following questions:

1. Is this a text?
2. Is this a lesson?
3. Is this a sentence?
4. Is this a pen?
5. Is this a park?
6. This text is easy, isn't it?
7. The dog is not big, is it?
8. This lesson is not difficult, is it?

Exercise 2. Read the following pairs of words aloud. Don't devoice the voiced final [z] at the end of the noun plural form.

a lot – lots	a note – notes	a bill – bills	a clock – clocks
a top – tops	fog – fogs	a fox – foxes	a kid – kids
a net – nets	a pet – pets	a kiss – kisses	a stick – sticks
a set – sets	a nod – nods	a bed – beds	a theme – themes

Exercise 3. *Transcribe the following words, marking the stress where necessary:*

a bell – bells a city – cities an empty desk – empty desks a lily – lilies
a mill – mills a test – tests a sentence – sentences a busy bee – busy bees

Exercise 6. *Read the following sentences aloud:*

1. This is a text. 2. This is a penny. 3. This is a sentence. 4. This is a park.
5. This is a car. 6. This is a fox. 7. This is a clock. 8. This is a dock.

1. This is the garden. 2. This is the star. 3. This is the box. 4. This is the dog.
5. This is the lesson. 6. This is the text. 7. This is the pen.
8. This is the book.

Exercise 7. *Read the following sentences aloud:*

1. This isn't a box. 2. This isn't a bed. 3. This isn't a city. 4. This isn't a pencil.
5. This isn't an answer. 6. This isn't an oak. 7. This isn't a star.
8. This isn't a cock. 9. This isn't a mill. 10. This isn't a penny.

Exercise 9. a) *Read the following sentences aloud:*

1. This is a yellow pencil. 2. This is an old clock. 3. This is an easy sentence.
4. This is a yellow fox. 5. This is a big park. 6. This is a difficult lesson.
7. This is a big car. 8. This is a difficult text.

b) *Make the sentences in Ex. 9(a) negative and transcribe them. Mark all the stresses and tone patterns. Indicate the intonation.*

Exercise 10. *Read the following general and disjunctive questions, paying attention to the intonation.*

1. Is the lesson easy? 2. Is the park big? 3. Is the clock old?
4. Is the lesson easy? 5. Is the text difficult? 6. Is the book good?

1. This park is big, isn't it? 2. This clock is old, isn't it?
3. This pencil is yellow, isn't it? 4. The lesson is easy, isn't it?
5. The text is difficult, isn't it? 6. The book is good, isn't it?

LESSON FOUR

æ	ɔ:	eɪ	aɪ	h	ʃ	ʒ
---	----	----	----	---	---	---

- /h/ is a pharyngeal, constrictive consonant phoneme. It has a voiced allophone when it appears in an intervocalic position: hat – a hat, hall – a hall, hind – behind, hold – behold.

ARTICULATION OF /h/

i: – hi:	ɑ:m – hɑ:m	hɪz hɛd	həθəʊ	gəʊ θəʊm	dəʊnt lɡəʊ həʊm
ɪz – hi:z	ɑ:t – hɑ:t	hɪz θɑ:t	həʊθel	gəʊ θhəʊm	dəʊnt lɡəʊ θhəʊm
			θnɒspɪtl		

- **The vowel /æ/** is a front, low, broad, unrounded phoneme.

ARTICULATION OF /æ/

æd	læb – læp	dɪd – dɛd – dæd	pɪt – pɛt – pæt
æm	kæb – kæp	hɪd – hɛd – hæd	tɪn – tɛn – tæn
æt	hæd – hæt	sɪt – sɛt – sæt	pɪn – pɛn – pæn
ə θɪɡ θbæg	ə θblæk θkæt	lɡɛt ðə θmæps	

GRAPHIC RULES FOR /æ/

- the letter **a** in closed syllables: lad, glad, sad, mat, bag, lack.
- Note: Several disyllabic and trisyllabic words with the letter **a** in an open syllable fall under this rule, such as ‘palate’, ‘family’, and ‘cavity’.
- Rare spellings:** plaid, reveille, timbre.

No living man all things can.
He who chatters to you will chatter of you.
He that hatches matches hatches catches.

Question-Answer Pattern

1. It's a **h**at. || It **i**sn't a cap. ||
2. **I**s it a **h**at? || **Y**es, it **i**s. ||
Isn't it a **c**ap? || **N**o, it **i**sn't. ||
3. Is it a **h**at | or a **c**ap? || It is a **h**at. ||
4. It is a **h**at, | **i**sn't it? || **Y**es, it **i**s. ||
 It **i**sn't a cap, | **i**s it? || **N**o, it **i**sn't. ||
5. What **i**s it? || It's a **h**at. ||

• **The vowel /ɔ:/** is a back, low, narrow, long, tense, labialized vowel phoneme.

ɔ:l ɔ:gəst ɔ:t kɒk – kɔ:k – kəʊkəʊ hɒt – hɔ:l – həʊp	ɔ: – kɔ:d – kɔ:t ɔ: – sɔ:d – sɔ:t ɔ: – fɔ:m – fɔ:k ɔ: – fɔ:l – fɔ:k	kɑ:d – kɔ:d kɑ:t – kɔ:t pɑ:t – pɔ:t pɑ:k – pɔ:k pɒt – pɔ:t – pəʊk spɒt – spɔ:t – spəʊk	tɛn – tɜ:n – tɔ:n hɛd – hɜ:d – hɔ:d bɛn – bɜ:n – bɔ:n bɛd – bɜ:n – bɔ:n
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GRAPHIC RULES FOR /ɔ:/

- ▶ the letter sequence **or(e)** port, sort; bore, tore
- ▶ the letter sequence **oor** floor, door, poor (sometimes /pʊə/,
as in moor, boor)
- ▶ the letter sequence **our** your, pour, course (but our /aʊə/,
sour)
- ▶ the letter sequence **oar** board, oar, roar, soar
- ▶ the letter **a** followed by **ll** all, tall, ball, call (but rally /ræli/,
sally)
- ▶ **l** + some other consonant salt, chalk, talk (but talc /tælk/)
- ▶ the digraph **au** autumn, author
- ▶ the digraph **aw** law, saw, lawn
- ▶ within the letter sequence **ought** ought, bought, thought
- ▶ within the letter sequence **aught** aught, fraught, taught
- ▶ within the letter sequence **war** /wɔ:/ warm, ward, warp, wart, thwart

All for one and one for all.
It never rains but it pours.
Trust me not at all or all in all.
All roses have thorns.

• **The vowel /eɪ/** is a front diphthong, the nucleus of which is a mid, broad /e/ which glides to /ɪ/, never reaching its full position. It has three positional allophones (as any diphthong or long vowel): e.g. /eɪ/ – long, /eɪd/ – half long, and /eɪt/ – short.

leɪ – leɪd – leɪt	eɪ	ðə ʊseɪm ʊneɪm
meɪ – meɪd – meɪt	eɪd	ðə ʊgeɪ ʊleɪ
seɪ – seɪv – seɪf	eɪt	ʊdəʊnt teɪk ðə ʊkeɪk

GRAPHIC RULES FOR /eɪ/

- ▶ the letter **a** in open syllables take, make
 - ▶ the digraphs **ai** and **ay**..... main, plain; may, play
 - ▶ the digraphs **ei** and **ey** vein, neighbour (**but** height /haɪt/); grey, they
 - ▶ the digraph **ea** great, steak, break (**but** beak /bi:k/, leak /li:k/)
 - ▶ the letter **a** followed by **nge** or **ste** range, change; haste, paste
- Rare spelling:** gauge /geɪdʒ/, gaol /dʒeɪl/.

Make hay while the sun shines.
Make haste slowly.
Haste makes waste.
No gains without some pains.

• **The vowel /aɪ/** is a front diphthong, the nucleus of which is a front /a/ which glides to /ɪ/, never reaching its full position. It has three positional allophones: long, as in /saɪ/; half-long, as in /saɪd/; and short, as in /saɪt/.

aɪ	saɪ – saɪd – saɪt	heɪ – haɪ	ʊfaɪn ʊaɪz
aɪz	laɪ – laɪd – laɪt	meɪ – maɪ	ʊdeɪ baɪ deɪ
aɪs	taɪ – taɪd – taɪt	leɪk – laɪk	ʊleɪt ət ʊaɪt

GRAPHIC RULES FOR /aɪ/

- ▶ the letters **i** and **y** in open syllables **tie**, **pie**, **try**, **cry**, **final**
- ▶ the letter sequence **igh**, often followed by **t** **sigh**, **nigh**; **light**, **night**, **sight**
- ▶ the letter **i** followed by **ld** or **nd**..... **child**, **wild**; **kind**, **blind**
(**but** **wind** /waɪnd/, **hinder** /hɪndə/.)

Irregular spelling: **either** /aɪðə/, **neither**, **sleight** /slaɪt/, **aisle** /aɪl /, **isle** /aɪl/

Strike the iron while it's hot.
 Out of sight, out of mind.
 If things were to be done twice, all would be wise.
 Once bitten, twice shy.

- /ʃ/ and /ʒ/ are palato-alveolar constrictives: /ʃ/ is voiceless, /ʒ/ is voiced.

ARTICULATION OF /ʃ/ AND /ʒ/

ʃi:	ʃæɪ	ʃi, ʃz	hi, ʃz	aɪ ʃem
fɪʃ	fɪnɪʃ	ʃi, ʃznt	hi, ʃznt	aɪ əm ʃnt
mɛʒə	plɛʒə	ʃi, ɪz ʃnt	hi, ɪz ʃnt	ʒæm aɪ,
dɪvɪʒn	dɪsɪʒn	ʒɪz ʃi,	ʒɪz hi,	

GRAPHIC RULES FOR /ʃ/

- ▶ the letter combination **sh** shoes, cashier, British.
- ▶ the letter **c** in the letter combination **ci** official, ancient, social, special.
- ▶ the suffixes **-tion**, **-sion** and **-ssion** assimilation, excursion,
preposition, expression.

Rare Spelling: Asia (only in BrE; AmE uses /ʒ/), Russia, fascist, anxious.

GRAPHIC RULES FOR /ʒ/

- ▶ the letter **s** in the suffix **-sure** when preceded by a vowel: measure, leisure,

pleasure.

- ▶ the letter **s** in the suffix **-sion** when preceded by a vowel: division, decision, lesion.

LABORATORY SESSION for LESSON FOUR

Vowel phonemes /æ/, /ɔ:/, /eɪ/ and /aɪ/

Consonant phonemes /h/, /ʃ/ and /ʒ/

Section 1. The vowel /æ/ is a front, low, broad, tense, unrounded phoneme. It has two positional allophones: *half-long* before voiced consonants and sonorants, and *short* before voiceless consonants.

Drill 1. The vowel /æ/ in its positional allophones.

ʒæn	ʒsæd	ʒbæg	ʒbæn	ʒhænd	glæd	ʒkæt	ʒtæp
ʒfæn	ʒbæd	ʒsæg	ʒpæn	ʒsænd	aɪm ʒglæd	ʒfæt	ʒkæp
ʒæn	ʒlæd	ʒlæg	ʒkæn	ʒstænd	aɪm ʒsəʊ ʒglæd	ʒhæt	ʒklæp

Contrast drill /ɛ/ – /æ/

pɛn – pæn	bɛd – bæd	bɛt – bæt
tɛn – tæn	sɛd – sæd	sɛt – sæt
mɛn – mæn	hɛd – hæd	pɛt – pæt

Drill 2. Vowel /æ/ in the speech flow.

Question-Answer Pattern. Note strong and weak forms of the verb "can", e.g. ʒCan you ʒcome? || ʒYes, I ʒcan. /kæn/

I ʒcan ʒcome. /k(ə)n/

a)

1. I ʒcan ʒcome on ʒSaturday. ||
I ʒcan't ʒcome on ʒSunday. ||
2. ʒCan you ʒcome on ʒSaturday? || ʒYes, | I ʒcan. ||
ʒCan't you ʒcome on ʒSunday? || ʒNo, | I ʒcan't. ||
3. ʒCan you ʒcome on ʒSaturday | or on ʒSunday? ||
I ʒcan ʒcome on ʒSaturday. ||
4. You ʒcan ʒcome on ʒSaturday, | ʒcan't you? || ʒYes, I ʒcan. ||
You ʒcan't ʒcome on ʒSunday, | ʒcan you? || ʒNo, I ʒcan't. ||
5. ʒWhen can you ʒcome? ||
I ʒcan ʒcome on ʒSaturday. ||

b) A tongue twister containing /i:/, /ɛ/, /æ/, /u:/ and /aɪ/

ʒPat ʒkeeps ʒtwo ʒpets,
A ʒcat and a ʒrat. ||
Pat likes his ʒpets, |

And his7two pets | 1like 6Pat. ||

c) Proverbs:

1. 0No 0living7man | 0all 0things 0can. ||
2. Who 0chatters7to you | will 0chatter of you. ||
3. 0He that 0hatches7matches | 0hatches catches. ||

Section 2. The /h/ sound is a pharyngeal constrictive consonant phoneme. Its intervocalic allophone is slightly voiced, as illustrated in the following examples:

0hat – a 0hat 0hind – behind
0hall – a 0hall 0hold – behold

Drill 1. Don't substitute the heavy Ukrainian "x" for the weak English /h/ sound! Listen to the difference:

"xara" – "hat" /0æt/, "oxota" – "hot" /hɒt/

0hi:	0hæv	aɪ 0hæv	hi 0hæznt	0həʊm
0hɪz	0hæz	ʃi 0hæz	hi 0hæz	0həʊst
0him	0hæd	hi 0hæd	hi hæz 0hɒt	həʊ0el
			7hæz hi	
0nɒstl	0u: him	0wɪð him	0:ftə him	
0nɒspɪtl	0et him	0ʊvə him	ə0aʊt him	
0nɒspɪtəbl	0ɔ: him	0ɒndə him	bɪ0ɔ: him	

Drill 2. The /h/ sound in the speech flow.

a) Question-Answer Pattern.

1. He has a 0hat. ||
He 0hasn't 1got a 1cap. ||
2. 0Has he a7hat? || 0Yes, | he 0has. ||
0Has he 0got a7cap? || 0No, | he 0hasn't. ||
3. 0Has he 0got a 7hat | or a 0cap? ||
He has a 0hat. ||
4. He has a 0hat, | 7hasn't he? || 0Yes, he 0has. ||
He 0hasn't 1got a 1cap, | 7has he? || 0No, he 0hasn't. ||
5. 0What does he have? | He has a 0hat. ||

b) Proverbs:

1. There's 0no 1place like 0home. ||

2. East or west, | home is best. ||

Section 3. The vowel /ɔ:/ is a back, low, narrow, long, tense, rounded phoneme. Don't use the Ukrainian advanced "o" in place of it. Listen to the difference:

порт	–	port /pɔ:t/
форт	–	fort /fɔ:t/
ток	–	talk /tɔ:k/
спорт	–	sport /spɔ:t/

Drill 1. The vowel /ɔ:/ in its positional allophones. Observe its positional length:

a)

ɑ:ɔ: – ɑ:ɔ:d – ɑ:ɔ:t
 ɛ:ɔ: – ɛ:ɔ:d – ɛ:ɔ:t
 ʌ:ɔ: – ʌ:ɔ:m – ʌ:ɔ:k
 ʊ:ɔ: – ʊ:ɔ:l – ʊ:ɔ:k

b) Contrast drill

ɑ:kɑ:d – ɑ:kɔ:d		ʌkɔ:k – ʌkɔ:k – ʌkəʊkəʊ
ɑ:kɑ:t – ɑ:kɔ:t		ʌhɔ:t – ʌhɔ:l – ʌhəʊp
ɛ:pɑ:t – ɛ:pɔ:t		ʌpɔ:t – ʌpɔ:t – ʌpəʊk
ɛ:pɑ:k – ɛ:kɔ:k		ʌspɔ:t – ʌspɔ:t – ʌspəʊk

Drill 2. Proverbs that illustrate /ɔ:/ in the speech flow.

1. All for one | and one for all. ||
2. All roses | have thorns. ||
3. It never rains | but it pours. ||
4. Trust me | not at all | or fall in all. ||

Section 4. The vowel /eɪ/ is a front diphthong, the nucleus of which is a mid, broad /e/ followed by a broad /ɪ/ glide, as in /eɪ – eɪd – eɪt/.

Drill 1. /eɪ/ in its positional allophones.

a)

meɪ		pleɪt		neɪm		peɪn		peɪd		teɪt
ɛeɪ		eɪt		keɪm		eɪn		eɪd		eɪt
ʌeɪ		weɪt		seɪm		meɪn		meɪd		meɪt
ʌmeɪ ɛeɪ		ʌæt ʌweɪ								

b) Contrast drill

meɪ – meɪd – meɪt	seɪ – seɪv – seɪf
eɪ – eɪd – eɪt	eɪ – eɪz – eɪs

ʃweɪ – ʃweɪd – ʃweɪt

ʃpeɪ – ʃpeɪd – ʃpeɪs

c) Proverbs:

1. †Make †hay | while the †sun †shines. ||
2. †Make †haste †slowly. ||
3. †Haste †makes †waste. ||
4. No †gains | with'out †some †pains. ||

Section 5. The vowel /aɪ/ is a front diphthong. Observe the front articulation of the nucleus with the tongue tip pressed to the lower teeth and a broad glide.

Drill 1. /aɪ/ in its positional allophones.

7maɪ		7baɪ		7taɪm		7maɪn		7naɪt		7laɪt
7haɪ		7taɪ		7daɪm		7naɪn		7faɪt		7raɪt
ʃaɪ		ʃaɪ		ʃaɪm		ʃaɪn		ʃaɪt		ʃwaɪt

Contrast Drill

ʃaɪ – ʃaɪd – ʃaɪt

ʃaɪ – ʃaɪn – ʃaɪt

ʃhaɪ – ʃhaɪd – ʃhaɪt

ʃmaɪ – ʃmaɪn – ʃmaɪt

ʃsaɪ – ʃsaɪd – ʃsaɪt

ʃraɪ – ʃraɪm – ʃraɪt

Drill 2. /aɪ/ in the speech flow.

a)

†baɪ7baɪ||

†saɪd baɪ ʃsaɪd||

əz †waɪt əz ʃaɪt||

†baɪ ən7baɪ||

†naɪt baɪ ʃnaɪt||

əz †dɑ:k əz ʃnaɪt||

†gʊd7baɪ||

†hæv ə ʃbaɪt||

†ɔ:l ʃraɪt||

c) Proverbs:

1. †Strike the7iron | †while it's †hot. ||
2. Out of7sight, | out of †mind. ||
3. If †things †were to be †done7twice | †all would be †wise. ||
4. †Once7beaten, | †twice †shy. ||
5. Let7bygones | be †bygones. ||

Section 6. The English /ʃ/ and /ʒ/ are palato-alveolar constrictives. That means that both the blade and the front of the tongue are raised to the alveoli and the hard palate. It gives a soft colouring to the consonants. Listen to the way these sounds differ from the corresponding Ukrainian sounds:

“шип” – sheep /ʃi:p/,

“шоу” – show /ʃəʊ/

Drill 1. /ʃ, ʒ/ in words. Spread your lips and begin ...

ʃi:	ʃəʊ	ʃeɪm	ʃi:t	ʃɒt	ʃʊk	ʃmæʃ
ʃu:	ʃəʊd	ʃeɪd	ʃi:p	ʃɒp	ʃʊd	ʃdæʃ
ʃɔ:	ʃəʊn	ʃeɪp	ʃɑ:p	ʃɒk	ʃʊdnt	ʃkæʃ

dʃ	neɪʃn	ækʃn	əʊʃn	leɪʒə	vi:ʒn
fʃ	steɪʃn	fæʃn	nəʊʃn	mɛ:ʒə	dɪvi:ʒn
mɪʃn	dɪkneɪʃn	pæʃn	məʊʃn	plɛ:ʒə	dɪvi:ʒn

Drill 2. The consonant /ʃ/ in the speech flow.

a)

ʃi ʒz	ʃi ʒhæz	ʃi ʒkæn
ʃi ʒznt	ʃi ʒhæznt	ʃi· ʒkænət
ʃi ɪz ʒnt	ʃi hæz ʒnt	ʃi· ʒkɑ:nt
ʒɪʃ →ʃi ʒɪʃ →ʃi·	ʒhæʃ →ʃi ʒhæʃ →ʃi	ʒkæn ʃi·

b) Question-Answer Pattern

1. She lives in the hostel. ||
She doesn't live at home. ||
2. Does she live in the hostel? || Yes, she does. ||
Doesn't she live at home? || No, she doesn't. ||
3. Does she live in the hostel | or at home? ||
She lives in the hostel. ||
4. She lives in the hostel, | doesn't she? || Yes, she does. ||
She doesn't live at home, | ,does she? || No, she doesn't. ||
5. Where does she live? || She lives in the hostel. ||

Section 7

Exercise 2. Read the following alternative questions, paying attention to the intonation. Transcribe them and mark the intonation.

- | | | |
|-------------------------------------|----------------------------------|------------------------------------|
| 1. Is she five or six? | 2. Is his daughter four or five? | 3. Is Pete nine or ten? |
| 4. Is this a park or a garden? | 5. Is this family big or small? | 6. Is this pencil black or yellow? |
| 7. Is the lesson difficult or easy? | 8. Is the meat hot or cold? | |

Exercise 3. Read the following imperative sentences as commands, with a falling tone, and then as requests, with a rising tone. Transcribe them and mark the intonation.

- | | | |
|---------------------|-------------------------|----------------------|
| 1. Tell Father all. | 2. Don't go alone. | 3. Make tea for him. |
| 4. Take the ball. | 5. Don't take the lamp. | 6. Take the pencil. |

LESSON FIVE

aʊ	ʌ	w	r	ŋ
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- /w/ is a bilabio-backlingual, constrictive central sonorant.

ARTICULATION OF /w/

wi:	wɪntə	wi, ɹ:	wɒts ðə ɹmætə
wɛl	wɪndəʊ	wi, ɑ, ɹnt	wɛn ɪz hi, ɹɪzi
wai	wɒnt	7ɑ: wi,	wai ɪznt ðə ʔwɔ:tə ɹwɔ:m
wɪð	wəʊnt		

GRAPHIC RULES FOR /w/

- ▶ the letter **w**was, want
- ▶ the digraph **wh** + any vowel except **o**what, wheat
- ▶ in the letter combination **qu** at the beginning of a syllablequite, quick; require, aqua

Beltwixt and be**w**een. ||
 ¶Every**w**hy | has a **w**herefore. ||
 ¶Time works **w**onders. ||
 When ʔwine is **w**in | **w**it is **w**out. ||
 Where there's a **w**ill | ¶there's a **w**ay. ||

- /r/ is a post-alveolar, cacuminal, constrictive medial sonorant. It has a partially devoiced allophone, when preceded by /p, t, k, f or θ/, as in pride, tree, cry, free and three.

ARTICULATION OF /r/

ri:d	ʊberi	ʊri:d ðə ʊraimz
raɪt	ɪnæərəʊ	ʊbi:t ðə ʊriðm
rəʊd	ʊbrɪŋ	ʊðæts ʊraɪt
ʊreɪdiəʊ	ʊveri ʊnri	ʊgreɪt ʊbrɪtn

GRAPHIC RULES FOR /r/

- ▶ the letter **r** followed by a vowel red, ready.
- ▶ the digraph **wr** (**w** is always mute) write, wreath.

Question-Answer Pattern /r/, /rɪ/ and /i:/

1. I'm ʊreading.
I'm not ʊwriting.
2. ʊAre you ʊreading? || ʊYes, I ʊam. ||
ʌAren't you ʊwriting? || ʊNo, I'm ʊnot. ||
3. Are you ʊreading | or ʊwriting? || I'm ʊreading. ||
4. You are ʊreading, | ʌaren't you? || ʊYes, I ʊam. ||
You are ʊnot writing, | ʌare you? || ʊNo, I'm ʊnot. ||
5. ʊWhat are you ʊdoing? || I'm ʊreading. ||

- /ŋ/ is a backlingual, occlusive nasal sonorant.

ARTICULATION OF /ŋ/

sɪŋ	bæŋk	→gʊd mɔ:nɪŋ	l̩gʊdʒnaɪt
lɒŋ	tæŋk	→gʊd ɑ:ftəʒnu:n	gʊdʒbaɪ
i:tɪŋ	lɪŋkɪŋ	→gʊdʒi:vɪnɪŋ	l̩səʊʒlɒŋ
sketɪŋ	θɪŋkɪŋ		

GRAPHIC RULES FOR /ŋ/

- ▶ the letter combination "ng" sing.
- ▶ within the letter combination "nk" ink /ɪŋk/, link.

Linking /ŋ/

l̩going ɒn	l̩getting ɒp
l̩washing ɒp	l̩turning ɒn
l̩putting ɒn	l̩turning ɒff
l̩taking ɒff	l̩looking ɒut
l̩sitting at the ɒtable	l̩writing a ɒletter
l̩holding a ɒbook	l̩kneeling on the ɒfloor
l̩looking at the ɒbook	l̩lying under the ɒtable
l̩smoking a ɒpipe	

- **The vowel /ʌ/** is a back-advanced, low, narrow, short, lax, unrounded phoneme.

ARTICULATION OF /ʌ/

kʌb	kʌp	ʌs	ʊsʌmθɪŋ ʃʌni
bʌd	bʌt	ʌp	ʊkʌm tə ðə ʃkʌb
sʌn	lʌk	ʌndə	maɪ ʊmʌðəz ʊkʌzn ɪz ə ʃɪvktə
tʌŋ	hʌt		ʊvri ʊkʌntri hæz ɪts ʃkʌstəmz

GRAPHIC RULES FOR /ʌ/

- ▶ the letter **u** in closed stressed syllables hurry, uncle, consult.
 - ▶ in letter combinations with **o**: come, some; son, ton; done, money, honey;
love, glove, oven; mother, other, brother;
worry.
 - ▶ in letter combinations with **ou**: enough, tough, rough; trouble, double; couple;
country, touch, courage, young, cousin
- Rare and irregular spelling:** blood /blʌd/, flood /flʌd/; does /dʌz/

ʊsɔ mʌni ʊkʌntriɪz | ʊsɔ mʌni kʌstəmz. ||

ʊdɒn't ʊtrʌbl̩7trʌbl̩ | ʊntɪl ʊtrʌbl̩ ʊtrʌbl̩s ju: ||

A ʊmʌn ɪz ʊknɒwn baɪ ðə ʃkʌmpʌni he ʊki:ps. ||

ʊlʌv7me, | ʊlʌv maɪ ʃɪvkt̩. ||

ʊwɛn ʊtu: ʊsʌndʌɪz | ʊkʌm tʊgəðə. ||

As ʊnʌv ʌs ə ʊbʌv ɪn ə ʃʌv. ||

As ʊhʌŋgrɪ ʌs ə ʃʌntə. ||

A ʊstɔ:m ɪn ə ʃi:ə-kʌp. ||



• **The vowel /aʊ/** is a front diphthong. Its nucleus is /a/ which glides into a very weak /ʊ/.

ARTICULATION OF /aʊ/

naʊ - naʊn - əʊbaʊt
 baʊ - taʊn - haʊs
 əʊlaʊ - laʊd - daʊt

ʰhaʊ ʰhaɪ
 haʊ hɑ:d
 haʊ hɒt
 aʊl
 aʊt

ʌp ən(d) ʃlaʊn
 əʊbaʊt ʃaɪv
 ʌwɒt əbaʊt ðə ʃaʊndz

GRAPHIC RULES FOR /aʊ/

- ▶ the digraph **ou**
- ▶ the digraph **ow**

out, pot; south, mouth; thosand; house
bough, plough, drought; doubt
town, towel, brown, crowd, howl
now, brow, cow, how, endow
(but bow /bəʊ/, sow /səʊ/, grow)

A ʌsoundʇmind | in a ʌsound ʃbody. ||
 ʃEveryʇcloud has | a ʌsilver ʃining. ||
 ʃActions speak ʃlouder than ʃwords. ||
 To ʌcount one'sʇchickens beʃfore they are ʃatched. ||
 To ʌcomeʇout | ʃdry. ||
 Whenʇangry | ʌcount a ʃundred. ||

LABORATORY SESSION for LESSON FIVE

Vowel phonemes /aʊ/ and /ʌ/
Sonorants /w, r, ɳ/

Section 1. The English /w/ is a bilabio-backlingual medial sonorant. It has two foci: the first focus is formed by the lips, and the second one by the back of the tongue, as for /u:/.

Drill 1. The sonorant /w/ in separate words.

Protrude your rounded lips, raise the back of the tongue as for /u:/, then quickly spread your lips, as in /ʁwɛn/, /ʁwai/, /ʁwi/.

ʁwi	ʁwɛl	ʁwʌn	ʁwʊd	ʁwɔ:
ʁwin	ʁwɛn	ʁwʌns	ʁwʊdn	ʁwɔ:m
ʁwind	ʁwɛnt	ʁwʌndə	ʁwʊnd	ʁwɔ:l
ʁwindəʊ	ʁwɛðə	ʁwʌndəfʊl	ʁwʊdnt	ʁwɔ:tə
ʁweɪ	ʁwɔt	ʁwai	ʁwi:	wi, ʁ:
ʁweɪv	ʁwɔnt	ʁwaid	ʁwi:d	wi, ʁ:nt
ʁweɪvə	ʁwɔndə	ʁwait	ʁwi:k	wi, ʁ, ʁ:t
ʁweɪtə	ʁwɔntɪd	ʁwaɪf	ʁwi:t	7ʁ: wi,

Drill 2. /w/ in phrases.

ʁwɛst ʁwind	ʁwait ʁwɔ:lz	ʁwaitwɔʃ
ʁwɛt ʁwɛðə	ʁwɔ:ldwaɪd	ʁwɔ:təweɪ
ʁwaɪld ʁwɛst	ʁwigwəm	ʁwɛðəwɔ:n
ʁɛstwəd	ʁweɪwɔ:n	ʁwi:kwɪld

Contrast Drill

ʁkwɪk ʁwɪts	ʁvɛrɪ ʁwɛl	ʁwee – ʁvee
ʁwɪʃ ʁweɪ	ʁkwait ʁwɛl	ʁwise – ʁvice
ʁswɪ:t ʁwɔ:dz	ʁvɛrɪ ʁwi:k	ʁwest – ʁvest
ʁwaɪz ʁwɪljəm	ʁvɛrɪ ʁwi:k	ʁwet – ʁvet

Drill 3. The sonorant /w/ in tongue twisters and proverbs:

Tongue Twisters:

ʁWhether the ʁweather be ʁfine, |
Or ʁwhether the ʁweather be ʁnot, ||
ʁWhether the ʁweather be ʁcold, |
Or ʁwhether the ʁweather be ʁhot, |
We'll ʁweather the ʁweather |
What ʁever the ʁweather, |
ʁWhether we ʁlike it | or ʁnot. ||

ʁWhy do you ʁry, ʁWillie?
ʁWhy do you ʁry?
ʁWhy, ʁWillie, | ʁwhy, ʁWillie,
ʁWhy, ʁWillie, | ʁwhy?

Proverbs:

Be ʁtwixt and be ʁween. ||
ʁEvery 7why | has a ʁwherefore. ||
ʁTime ʁworks wonders. ||
When ʁwine is 7in | ʁwit is ʁout. ||
Where ʁthere's a 7will | ʁthere's a ʁway. ||

Section 2. The English /r/ is a postalveolar cacuminal sonorant.

Drill 1. /r/ in separate words. Observe the positional length of vowel phonemes.

ɹri:	ɹrəʊ	ɹraɪ	ɹru:	ɹrɛd	ɹvɛri
ɹri:d	ɹrəʊl	ɹraid	ɹru:z	ɹrɛdɪ	ɹhɹri
ɹri:də	ɹrəʊd	ɹraidə	ɹreɪd	ɹrɛnt	ɹsɹri
ɹri:dɪŋ	ɹrəʊt	ɹraitə	ɹreit	ɹrɛst	ɹlɹri

Drill 2. Partially devoiced allophones of /r/ preceded by /p, t, k, f, θ/.

Contrast drill

ɹrei – ɹpreɪ	ɹrɪm – ɹrɪm	ɹri:k – ɹkri:k
ɹrais – ɹpraɪs	ɹreɪn – ɹreɪn	ɹrɪb – ɹkri:b
ɹraid – ɹpraɪd	ɹraɪ – ɹraɪ	ɹrɛst – ɹkri:st
ɹrəʊz – ɹprəʊz	ɹraʊt – ɹraʊt	ɹraɪ – ɹkri:ɪ

ɹri:	ɹrɹst	ɹri:	ɹrɛfə
ɹrɛf	ɹraidɪ	ɹrɛt	ɹrais

Drill 3. Linking "r".

four → and ɹfive	Here → I ɹam.
more → and ɹmore	Here → it ɹs.
mother → and ɹchild	Where → is ɹMike?
father → and ɹson	pepper → and ɹsalt
ɹbrother → -in-law	paper → and ɹpens
here → and ɹhere	a pair → of ɹshoes
never → a ɹgain	as far → as I ɹcan
	for → ɹever

Section 3. The English /ŋ/ is a back-lingual, occlusive, nasal sonorant.

Drill 1. The sonorant /ŋ/ in separate words. Press the tongue-tip to the lower teeth, spread your lips and say: /ɪŋ – ɪŋ – ɪŋ/.

a)

ɹsɪŋ	ɹstɪŋ	ɹsæŋ	ɹflæŋ	ɹsɒŋ	ɹsʌŋ
ɹrɪŋ	ɹflɪŋ	ɹbæŋ	ɹklæŋ	ɹrɒŋ	ɹrʌŋ
ɹwɪŋ	ɹklɪŋ	ɹhæŋ	ɹslæŋ	ɹstrɒŋ	ɹtʌŋ

ɹɪŋk	ɹθɪŋk	ɹɪŋɡlənd	A student of English. I'm a student of English. The English language.
ɹpɪŋk	ɹθæŋk	ɹɪŋɡlɪʃ	
	ɹblæŋk	ɹlæŋɡwɪdʒ	
	ɹflæŋk	ði, ɪŋɡlɪʃ ɹæŋɡwɪdʒ	

a) The alveolar /n/ and the backlingual /ŋ/ contrasted.

ʤsɪn – ʤsɪŋ
 ʤθɪn – ʤθɪŋ
 ʤpɪn – ʤpɪŋ
 ʤkɪn – ʤkɪŋ

ʤfæn – ʤfæŋ
 ʤpæn – ʤpæŋ
 ʤræn – ʤræŋ
 ʤbæn – ʤbæŋ

ʤtʌn – ʤtʌŋ
 ʤrʌn – ʤrʌŋ
 ʤsʌn – ʤsʌŋ
 ʤhʌn – ʤhʌŋ

b) Practise the "-ing" forms.

ʤsɪŋ – ʤsɪŋɪŋ
 ʤrɪŋ – ʤrɪŋɪŋ

ʤkɪŋ – ʤkɪŋɪŋ
 ʤflɪŋ – ʤflɪŋɪŋ

ʤhæŋ – ʤhæŋɪŋ
 ʤbrɪŋ – ʤbrɪŋɪŋ

Drill 2. Linking /ŋ/.

a)

ʤgoing ʤn
 ʤwashing ʤp
 ʤsitting | at the ʤable
 ʤputting ʤn
 ʤtaking ʤff
 ʤgetting ʤp
 ʤturning ʤn
 ʤturning ʤff

ʤlooking ʤat
 ʤholding | a ʤbook
 ʤlooking | at the ʤbook
 ʤlearning ʤEnglish
 ʤwriting | a ʤletter
 ʤsmoking a ʤpipe
 ʤkneeling on the ʤfloor
 ʤlying | under the ʤtable

b) *Read the following words and expressions, paying attention to the intonation of exclamatory sentences such as occur in greetings and leave-takings.*

sɪŋ bæŋk ɡʊd ʤmɔ:nɪŋ – ʤɡʊdʤmɔ:nɪŋ
 lɒŋ tæŋk ɡʊd ʤa:ftəʤnu:n – ʤɡʊd ʤa:ftəʤnu:n
 ʤi:tɪŋ ʤɪŋkɪŋ ɡʊd ʤi:vɪŋ – ʤɡʊdʤi:vɪŋ
 ʤsketɪŋ ʤθɪŋkɪŋ ɡʊdʤbaɪ ʤsəʊʤlɒŋ ɡʊdʤnaɪt

Drill 3. Question-Answer Pattern.

1. I'm ʤreading.
 I'm not ʤwriting.
2. ʤAre youʤreading? || ʤYes, I ʤam. ||
 ʤAren't youʤwriting? || ʤNo, I'm ʤnot. ||
3. Are youʤreading | or ʤwriting? || I'm ʤreading. ||
4. You are ʤreading, |ʤaren't you? || ʤYes, I ʤam. ||
 You ʤaren't writing, |ʤare you? || ʤNo, I'm ʤnot. ||
5. ʤWhat are you ʤdoing? || I'm ʤreading. ||

Section 4. The vowel /aʊ/ is a front diphthong. Its nucleus is a front-retracted /a/, which glides into a very weak /ʊ/. Observe the front articulation of the nucleus. Don't use the Ukrainian /A/ in place of it. Listen to the difference. Observe the position of the tongue-tip: it should be pressed against the lower teeth. Compare the Ukrainian /ayт/ and the English /aʊt/, the Ukrainian /payнд/ and the English /raʊnd/.

Drill 1. The diphthong /aʊ/ in separate words. Press the tongue-tip against the lower teeth. Spread your lips and then round them slightly.

a)

ʃhaʊ	ʃdaʊn	ʃdaʊt	ʃaʊt	ʃsaʊθ
ʃnaʊ	ʃtaʊn	ʃstaʊt	ʃpaʊt	ʃmaʊθ
ʃkaʊ	ʃkraʊn	ʃkraʊt	ʃəbaʊt	ʃθaʊzənd

b) **Contrast drill.**

aʊl	naʊ – naʊn – əlbaʊt	ʃhaʊ ʃhaɪ	ʌp ən(d) ʃlaʊn
aʊt	baʊ – taʊn – haʊs	ʃhaʊ ʃhaɪd	əlbaʊt ʃaɪv
	əlhaʊ – laʊd – daʊt	ʃhaʊ ʃhaɪt	ʌwət əbaʊt ðə ʃaʊndz

Drill 2. The diphthong /aʊ/ in phrases.

ʃhaʊ ʃhaɪ	ʃhaʊ ʃhaʊd	ʌp ənd ʃlaʊn
ʃhaʊ ʃhaɪd	ʃhaʊ ʃstaʊt	ʌdaʊn ənd ʃaʊt
ʃhaʊ ʃhaɪt	ʃhaʊ ʃheɪvɪ	əlbaʊt ðə ʃhaʊs
ʃhaʊ ʃhəʊmli	ʌdəʊnt ʃlaʊt	əlbaʊt ðə ʃlaʊn

Drill 3. /aʊ/ in the speech flow.

a) **Tongue-Twister.**

ʌRobertʃRowley | ʌrolled a ʌround ʌroll ʃround ||
 A ʌroundʃroll | ʌRobert ʌRowley | ʌrolled ʃround. ||
 If ʌRobert ʌRowley | ʌrolled a ʌround ʌrollʃround ||
 ʃWhere's the ʌroundʃroll | ʌRobertʃRowley | ʌrolled ʃround? ||

b) **Proverbs:**

1. ʌEveryʃcloud | has a ʌsilver ʃining. ||
2. ʌActions speak ʌlouder than ʃwords. ||
3. Whenʃangry | ʌcount a ʃundred. ||
4. To ʌcome ʌout ʃdry. ||
5. To ʌcount one'sʃchickens beʌfore they are ʃatched. ||

Section 5. The vowel /ʌ/ is a back advanced, low, narrow, short, lax, unrounded vowel phoneme.

Drill 1. /ʌ/ in separate words. Observe the advanced tongue position, and don't use the vowel /ɑ:/ in place of /ʌ/. Listen to the difference: /kɑ:t/ – /kʌt/, /kɑ:ntri/ – /kʌntri/. Spread your lips and pronounce the following words:

a)

ʃkʌt	ʃlʌk	ʃtʌb	ʃblʌd	ʃtʌtʃ	ʃsʌn	ʃsʌnz	ʃtʌnz	ʃsʌni
ʃbʌt	ʃdʌk	ʃrʌb	ʃflʌd	ʃmʌtʃ	ʃpʌn	ʃpʌnz	ʃbʌnz	ʃhʌni
ʃhʌt	ʃtrʌk	ʃklʌb	ʃglʌt	ʃsʌtʃ	ʃrʌn	ʃrʌnz	ʃgʌnz	ʃmʌni

b) ʃʌn – ʃʌŋ	c) ʃnɑ:t – ʃnʌt	
ʃʌn – ʃʌŋ		ʃkɑ:t – ʃkʌt
ʃrʌn – ʃrʌŋ		ʃlɑ:k – ʃlʌk
ʃhʌn – ʃhʌŋ		ʃɑ:k – ʃʌk
		ʃlɑ:k – ʃlʌk

Drill 2. The vowel /ʌ/ in phrases.

a)		
ʃneighbouring ʃcountry	ʃcountry ʃhouse	ʃmother's ʃbrother
ʃmother ʃcountry	ʃcountry ʃpeople	ʃmother's ʃfather
ʃhome ʃcountry	ʃcountryside	ʃfather's ʃuncle
ʃmotherland	ʃmother ʃtongue	ʃbrother's ʃwife

b) **Proverbs:**

1. ʃSo ʃmany ʃcountries | ʃso ʃmany ʃcustoms. ||
2. ʃDon't ʃtrouble ʃtrouble | unʃtil ʃtrouble | ʃtroubles ʃyou. ||
3. A ʃman is ʃknown by the ʃcompany he ʃkeeps. ||
4. ʃLove ʃme | ʃlove my ʃdog. ||
5. ʃWhen ʃtwo ʃSundays | ʃcome to ʃgether. ||
6. As ʃsnug as a ʃbug in a ʃbug. ||
7. As ʃhungry as a ʃhunter. ||
8. A ʃstorm in a ʃsea-cup. ||

LESSON SIX

ɜ:	ɔɪ	tʃ	dʒ
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- /tʃ/ and /dʒ/ are palato-alveolar affricates; /tʃ/ is voiceless, /dʒ/ is voiced.

ARTICULATION OF /tʃ/ AND /dʒ/

tʃi:z	dʒæm	dʒeɪn ən(d) dʒɒn
tʃaɪld	dʒʊdʒaɪ	dəʊnt tʃɒtʃ ðə ʃɒtʃ
tʃɔ:k	wɪldʒ	
fɪ:t	fɛɪndʒ	

GRAPHIC RULES FOR /tʃ/ AND /dʒ/

- /tʃ/
 - ▶ the letter combinations **ch** and **tch** church, bench, match, pitch, kitchen.
 - ▶ in the suffix **-ture**..... nature /neɪtʃə/, culture, literature, venture.
 - ▶ in other letter combinations with **tu** century, accentuate, eventual, fortune
 - ▶ in the suffix **-tion**, after **n** or **s** mention, attention; bastion, question.

Who tchatters7to you | will chatter of you. ||
 He that thatches7matches | thatches catches. ||

- /dʒ/
 - ▶ the letter **j** (always syllable-initial)* jack, joke, just; enjoy, rejoin; adjacent
 - ▶ the letter "g" before **e**, **i** and **y** gem, Germany, vegetables, manage, huge gin, giant, margin; gypsy, Egypt
 - ▶ the letter combination **dg(e)** edge, judge, budget
 - ▶ the letter combination **du** when preceded and followed by a vowel. graduate, gradual, residual, individual, deciduous

Rare spelling: suggest, soldier.

* J can only be found at the *end* of a syllable in foreign words such as ‘raj’.

Question-Answer Pattern

I ʌlike ʃheese. ||

I ʌdon't ʌlike ʃjam. ||

ʌDo you ʌlikeʃcheese? || ʃYes, | I ʌdo. ||

ʌDon't you ʌlikeʃjam? || ʃNo, | I ʌdon't. ||

ʌDo you ʌlikeʃcheese | or ʃjam? || I ʌlike ʃheese. ||

I ʌlike ʃheese,ʃdon't I? || ʃYes, I ʌdo. ||

I ʌdon't ʌlike ʃjam,ʃdo I? || ʃNo, I ʌdon't. ||

ʌWhat do you ʃlike? || I ʌlike ʃheese. ||

- The vowel /ɔɪ/ is a back diphthong. Its nucleus is a back low, slightly labialized /ɔ/, which glides into a very weak and broad /ɪ/.

ARTICULATION OF /ɔɪ/

nɔɪz – vɔɪs

bɔɪl – tʃɔɪs

kɔɪn – ɪksplɔɪt

ðɪs ʃɔɪ – ði:z ʃɔɪz

ðɪs ʃɔɪ – ði:z ʃɔɪz

ðæt ʃɔɪs – ðəʊz ʃɔɪsɪz

GRAPHIC RULES FOR /ɔɪ/

The diphthong /ɔɪ/ is represented in spelling by the digraphs 'oi' and 'oy':

oi, joi, poison.

toy, joy, employment

The ʌvoice of ʃoneʃman | is the ʌvoice of ʃno one. ||
No ʃjoy without aʃoy. ||

- **The vowel /ɜ:/** is a mixed, mid, narrow, long, tense, unrounded vowel phoneme.

ARTICULATION OF /ɜ:/

ɜ:n	sɜ: – sɜ:v – sɜ:f	ən ɜ:li ɜ:d
ɜ:li	fɜ: – lɜ:n – nɜ:s	ðə ɪfɜ:st ɜ:b
ɜ:θ	bɜ: – bɜ:d – bɜ:θ	ðə ɪθɜ:ti ɜ:st

GRAPHIC RULES FOR /ɜ:/

- ▶ the letter combinations **er, ir, ur** and (occasionally) **yr** term, service; bird, fir; turn, fur, nurse; myrtle
 - ▶ the letter combination **ear** + consonant earth, heard (*but*: beard /bɪəd/, heart /hɑ:t/)
 - ▶ the letter combination **wor** work, word, world, worse
- Rare spelling:** journey, journalist, were, colonel



It is the **6**early bird |
that **1**catches the **1**first **6**worm. ||

As is the **1**workman, |
so is the **6**work. ||

1First **7**come, | **1**first **6**served. ||

1Murder will **1**out. ||

1Live and **6**earn. ||

Question-Answer Pattern

It's a **6**verb. ||

It **6**sn't an **1**adverb. ||

Is it a **7**verb? || **6**Yes, | it **6**s. ||

Isn't it an **7**adverb? || **6**No, | it **6**sn't. ||

Is it a **7**verb | or an **6**adverb? || It's a **6**verb. ||

It's a **6**verb, | **7**isn't it? || **6**Yes, it **6**s. ||

It **6**sn't an **1**adverb, | **7**is it? || **6**No, it **6**sn't. ||

What **6**s it? || It's a **6**verb. ||

LABORATORY SESSION for LESSON SIX

Vowel phonemes /ɜ:/ and /ɔ:/

Affricates /tʃ/ and /dʒ/

Section 1. The vowel /ɜ:/ is a mixed, mid, narrow, long, tense, unrounded vowel phoneme.

Drill 1. The vowel /ɜ:/ in separate words. Remember that to produce it, the space between the teeth must be very small, and the lips slightly spread, as in /ɜ:li/, /ɜ:n/ and /ɜ:θ/.

ɒfɜ:	ɒsɜ:	ɒpɜ:	ɒhɜ:	ɒbɜ:d	ɒθɜ:d
ɒfɜ:m	ɒsɜ:v	ɒpɜ:l	ɒhɜ:d	ɒbɜ:st	ɒθɜ:ti
ɒfɜ:st	ɒsɜ:tn	ɒpɜ:sn	ɒhɜ:t	ɒbɜ:θ	ɒθɜ:sti
ɒvɜ:b	ɒlɜ:n	ɒwɜ:	ɒwɜ:	ɒwɜ:m	ɒɜ:li
ɒvɜ:s	ɒlɜ:nd	ɒwɜ:s	ɒwɜ:k	ɒwɜ:d	ɒdɜ:ti
ɒvɜ:sɪz	ɒlɜ:nɪŋ	ɒwɜ:st	ɒwɜ:kə	ɒwɜ:ld	ɒfɜ:stli

Drill 2. Vowel /ɜ:/ in phrases.

a) wi wɜ: ɒθɜ:ti	wi wɜ: ɒbɪzi	wɜ: ju, ɒθɜ:ti
wi wɜ: ɒθɜ:sti	wi wɜ: ɒredi	wɜ: ju, ɒθɜ:sti
wi wɜ: ɒhæpi	wi wɜ: ɒsɒri	wɜ: ju, ɒsɒri
wi wɜ: ɒglæd	wi wɜ: ɒsæd	wɜ: ju, ɒhæpi

Note: /wɜ:/ is the **strong** form of 'were'; for normal speech, the transcription would be /wiwə θɜ:ti/, etc.; /wə/ is the weak, and most frequently heard form of 'were'. The strong form can be heard in the dialogue, "I wasn't there! – Yes, you **were!**" For more information regarding these reduced forms, see the notes on p. 65.

b) In the ɒword.	The ɒfirst ɒverb.	The ɒthirty-ɒfirst.
In the ɒworld.	The ɒfirst ɒverse.	The ɒthirty-ɒthird.
In the ɒwork.	The ɒfirst ɒerm.	An ɒearly ɒbird.
With the ɒworker.	The ɒfirst ɒurn.	ɒShirking from the ɒwork.

Drill 3. The vowel /ɜ:/ in the speech flow.

a) **Question-Answer Pattern.**

1. It is a ɒverb. ||
It ɒsn't an ɒadverb. ||
2. ɒIs it a 7verb? || ɒYes, | it ɒs. ||
ɒIsn't it an 7adverb? || ɒNo, | it ɒsn't. ||
3. ɒIs it a 7verb | or an ɒadverb? || It's a ɒverb. ||
4. It is a ɒverb, | 7isn't it? || ɒYes, it ɒs. ||
It ɒsn't an ɒadverb, | 7is it? || ɒNo, it is ɒnot. ||
5. ɒWhat ɒs it? || It is a ɒverb. ||

b) Proverbs:

- 1) ʌfirst 7 come, | ʌfirst ʌ served. ||
- 2) ʌAs is the 7 workman, | ʌso is the ʌ work. ||
- 3) It is an ʌearly ʌ bird | that ʌcatches the ʌfirst ʌ worm. ||
- 4) ʌMurder will ʌut. ||
- 5) ʌLive and ʌearn. ||

Section 2. The vowel /ɔɪ/ is a back diphthong. Its nucleus is a back, broad, slightly labialized /ɔ/ that glides into a broad /ɪ/.

Drill 1. The diphthong /ɔɪ/ in separate words. Note its broad beginning, and observe its positional length.

ʌtɔɪ	ʌtɔɪl	ʌtɔɪlə	ʌmɔɪst	ʌnɔɪz	ʌdʒɔɪ
ʌbɔɪ	ʌbɔɪl	ʌbɔɪlə	ʌvɔɪst	ʌvɔɪs	ʌɪndʒɔɪ
ʌrɔɪ	ʌkɔɪn	ʌkɔɪnə	ʌhɔɪst	ʌtʃɔɪs	ʌɪmplɔɪ

Drill2. The diphthong /ɔɪ/ in the speech flow.

- | | | |
|----|----------------------|-------------------|
| a) | A ʌhoisted ʌflag. | ʌSoiled ʌfingers. |
| | An ʌoffered ʌchoice. | ʌSpoiled ʌboys. |
| | A ʌboiling ʌpoint. | ʌMaking ʌnoise. |
| | In a ʌlow ʌvoice. | ʌFertile ʌsoils. |

b) Question-Answer Pattern.

1. This ʌconsonant is ʌvoiced. ||
It ʌsn't ʌvoiceless. ||
2. ʌIs ʌthis ʌconsonant voiced? || ʌYes, it ʌs. ||
ʌIsn't it ʌvoiceless? | ʌNo, it ʌsn't. ||
3. ʌIs ʌthis ʌconsonant ʌvoiced | or ʌvoiceless? ||
ʌThis ʌconsonant is ʌvoiced. ||
4. ʌThis ʌconsonant is ʌvoiced, | ʌsn't it? || ʌYes, it ʌs. ||
It ʌsn't ʌvoiceless, | ʌs it? || ʌNo, it ʌsn't. ||
5. ʌWhat ʌkind of ʌconsonant is it? ||
It is ʌvoiced. ||

c) Proverbs:

1. No ʌjoy withʌout a ʌboy. ||
2. The ʌvoice of 7 one man· | is the ʌvoice of ʌno one. ||
3. How ʌvery an ʌoying. ||

Section 3. The English /tʃ/ and /dʒ/ are palato-alveolar affricates; /tʃ/ is voiceless, and /dʒ/ is voiced. The English /tʃ/ is much harder than the corresponding sound in Ukrainian. Listen to the difference:

"чай" – /tʃeɪn/, "Чили" – /tʃɪli/.

Drill 1. /tʃ/ in separate words.

tʃi:f	tʃi:z	tʃɪl	tʃɛs	tʃæt
tʃi:t	tʃi:k	tʃɪk	tʃɛst	tʃæp
tʃi:p	tʃi:ks	tʃɪkn	tʃɛsnʌt	tʃæptə
tʃeɪn	pɪtʃ	mætʃ	mʌtʃ	ʌeri mʌtʃ
tʃeɪndʒ	rɪtʃ	kætʃ	tʌtʃ	θæŋk ju, ʌeri mʌtʃ
tʃɪldrən	swɪtʃ	lætʃ	sʌtʃ	θæŋk ju, fə ðə mʌtʃ

Drill 2. /dʒ/ in separate words.

dʒi:	dʒɛst	dʒæk	dʒɔɪn	dʒʌdʒ
dʒɪm	dʒɛndə	dʒæm	dʒɒb	dʒʌst
dʒɪst	dʒɛstfə	dʒæz	dʒɒblɪst	dʒʌstɪs
weɪdʒ	dʒɜ:nəl	dʒɜ:ni	ə ɪstju:dənt əv dʒɜ:mən	
peɪdʒ	dʒɜ:nəlɪst	dʒɜ:mən	ðə dʒɜ:mən dʒæŋgwɪdʒ	
weɪdʒ	bædʒ	dʒɜ:məni		

Drill 3. /tʃ/ and /dʒ/ in the speech flow.

a) Question-Answer Pattern.

- I ʌlike tʃheese. ||
I ʌdon't ʌlike tʃjam. ||
- ʌDo you ʌlike tʃheese? || tʃYes, | I ʌdo. ||
ʌDon't you ʌlike tʃjam? || tʃNo, | I ʌdon't. ||
- tʃDo you ʌlike tʃheese | or tʃjam? || I ʌlike tʃheese. ||
- You ʌlike tʃheese, | tʃdon't you? || Yes, I ʌdo. ||
You ʌdon't ʌlike jam, | tʃdo you? || No, I ʌdon't. ||
- ʌWhat do you tʃlike? || I ʌlike tʃheese. ||

b) A rhyme.

ʌJack and tʃWill | went ʌup the tʃhill |
To tʃfetch a tʃpail of tʃwater. ||
ʌJack tʃfell ʌdown | and tʃbroke his tʃcrown, |
And tʃWill tʃcame tʃtumbling tʃafter. ||

LESSON SEVEN

ɪə

ɛə

ʊə

- **The vowel /ɪə/** is a front diphthong. Its nucleus is a front-retracted, high, broad /ɪ/ that glides into the neutral vowel /ə/.

ARTICULATION OF /ɪə/

GRAPHIC RULES FOR /ɪə/

- ▶ the letter combination **ere** here, severe.
 - ▶ the letter combination **ear** hear, dear; beard (**but** heard /hɜ:d/).
 - ▶ the letter combination **eer** cheer, deer.
 - ▶ the letter combination **ier** pier, cashier.
 - ▶ the letter combination **er** followed by a vowel era /ɛərə/, hero, period, serious.
- Rare spelling:** theory, theatre, idea, real.

Neither ~~7~~here | ~~0~~nor ~~6~~there. ||
Ex~~1~~perience is the ~~0~~best ~~6~~teacher. ||

- **The vowel /ɛə/** is a front diphthong. Its nucleus is a mid, broad /ɛ/ that glides into the neutral vowel /ə/.

ARTICULATION OF /ɛə/

GRAPHIC RULES FOR /ɛə/

- ▶ the letter combination **are**..... care, fare, prepare. *but* are /ɑ:/
- ▶ the letter combination **air** chair, air, hair, fair, lair, pair.
- ▶ in the letter combination **ar** + a vary, Mary, parent, variant /vɛəriənt/.
vowel:
- ▶ in the letter combination **ear** bear, wear, tear, swear, pear
Irregular Spelling; where, there, their, scarce.

Where ʌthere's a ʌwill | ʌthere's a /ə/ɹway. ||
 After ʌrain | comes ʌfair ɹweather. ||
 If you ʌrun ʌafter ʌtwo ʌhares, | you'll ʌcatch ɹneither. ||

- **The vowel /ʊə/** is a back diphthong. Its nucleus is a back-advanced /ʊ/ which glides into a very broad allophone of the neutral vowel.

ARTICULATION OF /ʊə/

dɪə	bɛə	pʊə	ʌwɛər ɪz ɹnɛəri
nɪə	ðɛə	ʃʊə	ʌwɛər ɪz ðə ɹʃɛə
hɪə	hɛə	ʌʃʊərəp	wɛər ɪz ðə ɹɛə
	ʌpɛərənts	ʌjʊ:zʊəli	wɒt ɪz ɪn ðə ɹæŋ
			wɒt ɪz ðɛər ɒn ðə ɹself

GRAPHIC RULES FOR /ʊə/

The phoneme /ʊə/ (and its variant /jʊə/) are represented in spelling by:

- ▶ the letter combination **ure** cure, pure, sure.
or by **ur** followed by **a, i, o, u** or **y**. Uranus, during, furor, purulent, jury.
- ▶ the letter combinations **ua** and **ue** actual, usual, cruel, fluent.

Irregular spelling: boor, moor, tour, Europe.

LABORATORY SESSION for LESSON SEVEN

Diphthongs /ɪə/, /ɛə/ and /ʊə/

Section 1. The vowel /ɪə/ is a front diphthong. Its nucleus, a front-retracted broad /ɪ/, glides into the neutral vowel /ə/.

Drill 1. The diphthong /ɪə/ in separate words.

ɪbɪə	ɪtɪə	ɪmɪə	aɪtɪə	ɪpaɪtɪə	ɪtɪəriəs
ɪpɪə	ɪdɪə	ɪnɪə	sɪtɪə	ɪɛndʒɪtɪə	ɪtɪəriəl
ɪhɪə	ɪtɪə	ɪtɪə	sɪnɪə	ɪmaʊntɪtɪə	ɪtʃɪəfʊl

Drill 2. /ɪə/ in phrases and adverbs.

- a) Oh, my tɪdeər. || Out of tɪdeər. || ʊfʊl of tɪdeərs. ||
 ɪmeɪk ɪt tɪdeər. || ɪn ðə tɪdeər. || ɪnaɪs ɪdeəz. ||
 ɪkwaɪt sɪnɪdeər. || ɒn ðə tɪpɪər. || ɪnʃɪnɪərs. ||
- c) 1. ɪkspɪəriəns ɪz ðə best tɪtʃə. ||
 2. ɪneɪðə ʰeər | ɪnɔː tɪdeər. ||

Section 2. The vowel /ɛə/ is a front diphthong. Its nucleus is a mid, broad /ɛ/ which glides into the neutral vowel.

Drill 1. The diphthong /ɛə/ in separate words.

tɛə	tʃɛə	ətɛə	ɛəriə	kɛəfʊl
pɛə	ʃɛə	prɪtɛə	ɛpɛərənt	kɛəlɪs
pdeə	ɾɛə	kəmɾɛə	ɛvɛəriəs	ɾɛpɛərɪŋ
ɾɛə	wɛə	dɪtɛə	ɛvɛərɪənt	ɾɛpɛərɪŋ

Drill 2. The diphthong /ɛə/ in the speech flow.

- | | |
|--|--|
| a) ɪvənɪtɪ tɛər.
ɪ ðɒn't keər.
ɒn ðɛmptɪ tʃeər.
ɒ fɛər tʃeər.
ɪweər ɔvɛrɪ ðeɪ?
/wɛə ɔvɜː ðeɪ / | ɒ bɪskɪt of tɛərs.
hɜː ɪpɛərənts' ɒfɛərs.
ɒ kɛəfʊl tɛər.
ɪmɛəri's tɛdeər.
ðeɪ wɜːr ət ðɛə ɾɛpɛərənts'.
/ðeɪ wɜːr ət ðɛə ɾɛpɛərənts / |
|--|--|

b) Question-Answer Pattern

1. There is a **table** in the room. ||
But there is **no chair** there. ||
2. **Is there a table** in the room? || **Yes, there is.** ||
Aren't there any chairs there? || **No, there aren't.** ||
3. **Is there a table** | or a **chair** in the **room**? ||
There is a **table** in the **room.** ||
4. There is a **table** in the **room**, **isn't there**? || **Yes, there is.** ||
There's **no chair** there, **is there**? || **No, there isn't.** ||
5. **What's there** in the **room**? ||
There's a **table** there. ||

c) Proverbs:

1. **Where there's a will** | **there's a way.** ||
2. **After rain** | comes **fair weather.** ||
3. If you **run after** | **two hares**, | you'll **catch neither.** ||

Section 3. The vowel /ʊə/ is a back diphthong. Its nucleus is a back advanced /ʊ/, which glides into a very broad allophone of the neutral vowel.

Drill 1. The diphthong /ʊə/ in separate words.

brʊə	krʊəl	dʒʊərəp	brʊərəl
tʊə	stjʊəd	dʒʊəriŋ	dʒʊəri
fʊə	fjʊəl	tʊərɪst	fʊəli
dʊə	plʊərəl	kjʊəriəs	fjʊəri

Drill 2. /ʊə/ in the speech flow.

- | | | |
|-----------------------|-------------------------|-------------------------|
| a) I'm sure. | He's a steward. | She's a tourist. |
| They are poor. | There's no fuel. | It's a jewel. |
| He's on tour. | She's in Europe. | He's in a bury. |

d) Proverbs and sayings:

1. **Slow but sure.** ||
2. **Curiosity** | **killed the cat.** ||
3. What **can't be cured** | **must be endured.** ||

REFERENCE MATERIAL

VOWEL REDUCTION

In English there are certain words which have two forms of pronunciation—a *strong* (or *full*) form and a *weak* (or *reduced*) form. These words comprise form words (also known as *function words*), including personal, possessive, reflexive, relative and indefinite pronouns (those denoting indefinite quantity.) (For the emphasizing pronouns [e.g. ‘myself’ and ‘yourself’] and the absolute form of possessive pronouns [e.g. ‘mine’ and ‘yours’] the strong [full] form is *always* used.) The form words are pronounced using their strong (full) forms whenever they are stressed.

Degrees of reduction that may occur with strong forms:

1. The reduction of the *length* of a vowel without a change in its quality is called **quantitative reduction**. This phenomenon affects long vowels and diphthongs, causing them to become half-long or short, as in the following example:

∅We have done it.	/wi:/
We have ∅done it.	/wi·/
We ∅id it.	/wi/

1. The second degree of reduction consists in changing the *quality* of a vowel. It is called **qualitative reduction**.

When in the weak form, most vowels are reduced to the neutral vowel [ə], although the long vowels [i:] and [u:] are usually reduced to [i] and [ʊ], respectively.

Examples:

<i>Strong forms</i>	<i>Weak forms</i>
he [hi:]	[hi]
do [du:]	[dʊ]
her [hɜ:]	[hə]

2. When a vowel or consonant sound is completely omitted, the phenomenon is referred to as *zero reduction*.

Examples:

<i>Strong forms</i>	<i>Weak forms</i>
am [æm]	[m]
of [ɒv]	[v]
shall [ʃæl]	[ʃl]
had [hæd]	[əd]

Cases in which the strong forms of certain form words are used even when they are unstressed:

- Prepositions in final position:

Do you \know \where I come from?

- Prepositions that are followed by an unstressed personal pronoun at the end of a sense-group or a sentence. (However, in this position the weak form may also be used.)

*She was **not** **l**istening to them.*

- Auxiliary and modal verbs, as well as the linking verb 'to be' at the end of a sense-group or a sentence:

*Who is on **d**uty today? **I** am.*

*Can I **h**elp you with the **t**ape? Yes, you **c**an.*

Cases in which reduction does NOT occur:

- The following form words are never reduced: **which, what, where, when, how, then, with, on, in and some** when it has the meaning of 'certain'.

Well, then go and do as you're told.

[7wɛl | ðɛn lɔə ənd ɪdu: əz jʊə ʃəʊld]

- The particle "**not**" has no weak form with the neutral vowel (schwa). It can only be reduced to [nt], which is used in contracted negative forms of auxiliary and semi-auxiliary verbs.
- "**to have**" as a principal verb has no weak form, though it is unstressed in affirmative sentences.
- "**that**" functioning as a demonstrative pronoun is not reduced even when unstressed, but when functioning as a relative pronoun or a conjunction, it may be reduced.

ASSIMILATION

Two consonants within a word or at word boundaries often influence each other in such a way that the articulation of the sounds becomes similar or even identical. This phenomenon is called **assimilation**.

I. Assimilation may be classified as being of three different types in terms of its direction: *progressive, regressive, or double*.

Progressive assimilation: A → B, as in: p-lace, What's this? /wɒt-s **θ**ɪs/.

Regressive assimilation: A ← B, as in: newspaper /ˈnju:z-**p**eɪpə/, horseshoe /ˈhɔ:ʃu:/.
 (Note: In the original image, the 'p' in 'newspaper' and 'h' in 'horseshoe' are written with a tilde-like symbol, likely representing a specific phonetic feature or a typo for a similar sound.)

Double assimilation: A ↔ B, as in: twenty /t-**w**enti/, quick /k-**w**ɪk/.

II. Assimilation may occur in three different degrees: *complete, partial and intermediate*.

● **Complete assimilation** – the articulation of the assimilated consonant fully coincides with that of the assimilating one, as in “horseshoe” /hɔ:ʃu:/ and “does she” /dʌʃi:/

● **Partial assimilation** – the assimilated consonant becomes only partly similar in some feature of its articulation to the assimilating sound. Some examples are:

small /s-ɪmɔ:l/

twice /t-waɪs/

please /p-li:z/

● **Intermediate assimilation** – the assimilated consonant changes into a different sound, but does not coincide with the assimilating consonant. Some examples are:

gooseberry /gʊz-bəri/

That's all right /ðæt-s ɔ:l traɪt/

III. Assimilation in some cases affects all the features of the articulation of a consonant; in other cases, it only affects some of them. These features are as follows:

● assimilation affecting the *point of articulation* (with respect to the consonants /t, d, n,

l, s/ as well as /z, θ, ð/), as found in the following examples:

tenth /tɛn-θ/, in them /ɪn-ðɛm/, read this /ri:d-ðɪs/, what's this /wɒts-ðɪs/, wealth /wel-θ/, his thoughts /hɪz-θɔ:ts/;

● assimilation affecting *the manner in which a sound is produced*, as in:

give me /gɪm-mi/, let me /lɛm-mi/;

● assimilation affecting the *work of the vocal cords* (in other words, related to the characteristic of being voiced or voiceless), as in the following expressions:

used to /jʊ:st tʊ/, please /pli:z/, try /traɪ/, slow /sləʊ/.

● assimilation affecting the *lip position* (related to /k/, /g/, /t/, /s/, /d/, etc. and /w/), such as in:

quick /k-wɪk/, twenty /t-wɛnti/, language /læŋ-gwɪdʒ/, swim /s-wɪm/.

● assimilation affecting the *position of the soft palate*, as in the following words:

sandwich /sænwɪdʒ/, kindness /kaɪnɪs/, grandmother /grænɪmʌðə/.

INTONATION and its FUNCTIONAL PARTS

Intonation is a complex unity of variations in pitch, stress, tempo and timbre.

● **The pitch component** of intonation, or melody, involves the changes in the pitch of the voice in connected speech.

- **Sentence stress**, or accent, is the greater prominence of one or more words among other words in the same sentence.
- **Tempo** is the relative speed with which sentences and intonation-groups are pronounced in connected speech.
- **Speech timbre** is a special colouring of voice which shows the speaker's emotions, such as pleasure, displeasure or sorrow.

Intonation serves to give structure to sentences and **intonation groups**, to indicate the communicative type to which they belong, to express the speaker's thoughts and to convey the attitudinal meaning. Long sentences—simple extended, compound and complex—are subdivided into intonation groups. Intonation group division depends on the meaning of the sentence, the grammatical structure of the utterance and the style of speech. Each intonation group is characterized by a definite intonation pattern—each syllable in an intonation group has a certain pitch and possesses a larger or smaller degree of prominence. Consequently, pitch levels are inseparably connected with stress. Intonation patterns may involve one or more than one syllable; in the latter case these component syllables are referred to as the *pre-head*, the *head*, the *nucleus* and the *tail*.

- 1) *The pre-head* includes unstressed and half-stressed syllables that precede the first stressed syllable;
- 2) *The head* includes the stressed and unstressed syllables beginning with the first stressed syllable up to the last stressed syllable;
- 3) The last stressed syllable is called *the nucleus*. It is the most important part of the intonation pattern, as it defines the sentence's communicative type, determines the semantic value of the intonation group, and indicates the communicative centre of the intonation group or of the whole sentence.

The communicative centre consists of the most important word or words of the intonation group or of the sentence.

- 4) The unstressed and half-stressed syllables that follow the nucleus are called *the tail*.

The nuclear tone of the final intonation group is determined by the **communicative type** of the sentence as a whole, which can be distinguished on the basis of the aim of the utterance from the point of view of communication—whether it is a statement of fact, a question, a command or an exclamation. On this basis, sentences can be divided into four communicative types, as illustrated by the following examples:

1. Statements: “I like music.”
2. Questions: “Can you prove it?”
3. Imperative sentences or commands: “Try it again.”
4. Exclamations: “Right you are!”

DIRECT ADDRESS

The intonation used when uttering an expression of direct address depends on the position of that expression within the sentence.

Direct address in the sentence-initial position is always stressed and makes up a separate sense group.

In formal speech it is pronounced with a low fall, e.g.: *ˌGentlemen, ˌtake your ˌseats.* ||

In a friendly conversation the fall-rise is preferable: *ˌMary, ˌwon't you sit ˌdown.* ||

Direct address in the sentence-mid or sentence-final position does not make up a separate syntagm. It is pronounced as unstressed or partially stressed tail of the preceding syntagm.

E.g.: *Good afternoon, friends.*

Good night, Peter.

NOTE: A direct address after the low falling nucleus can make the low rising tail without forming a separate syntagm. This type of intonation sounds informal and friendly.

E.g.: *Hello, Robert.*

ADJECTIONS

ADVERBIALS in sentence-initial position are always stressed; they form separate intonation groups which usually have a low-rise intonation pattern, as in these examples:

In front of the house ...

In the morning ...

Here ...

However, adverbials in the *sentence-final* position do not form separate intonation groups and often remain unstressed.

We are going out tonight.

APPOSITION. A word or phrase in apposition is always stressed; it forms a separate sense-group and repeats the intonation of the preceding syntagm, but within a narrowed range.

Kyiv, the capital of Ukraine, is a large city.

ENUMERATION. Enumerated objects are always stressed; they make up separate intonation groups and usually are pronounced with a rising tone (each being a bit lower than the preceding one), except for the final word, which has a falling tone contour.

E.g.: *We study English, Latin and German.*

PARENTHESES

The intonation of a parenthesis depends on its position in the sentence.

Parentheses in the sentence-initial position are usually stressed. They can form separate syntagms which mostly contain a low fall or low rise intonation, though the fall-rise is also possible, as can be seen in the following examples:

Certainly, you can come.
However, he's away.

Well, he must hurry.
You know, I think I'll accept it.

NOTE: Parenthetical phrases that introduce object clauses, such as *I think, I suppose, I believe* do not form separate sense groups.

E.g.: *I think he is out.*

Parentheses in the sentence-mid or sentence-final position do not form separate intonation groups. They are pronounced as an unstressed or partially stressed tail of the preceding stressed word, as in the following example: *He is out, I'm afraid.*

A GLOSSARY OF PHONETICS TERMS

affricate

a sound that involves a complete closure that is released slowly, as in $dʒ$ and $tʃ$

airstream

a flow of air from the lungs, necessary to produce any speech sound

allophones

differing forms that a single speech sound (phoneme) can take

alveolar

involving the alveolar ridge (teeth ridge)

apical

produced mainly with the tip (or 'apex') of the tongue

apicoalveolar

articulated with the tip of the tongue touching or approaching the alveolar ridge.

apicodental

articulated with the tip of the tongue touching or approaching the upper front teeth.

articulation

a movement made by the speech organs in order to produce a speech sound.

aspiration

a slight puff of breath that is heard after the plosion of a voiceless plosive consonant and before the beginning of

disyllabic

consisting of two syllables

dorsal articulation

articulation of a speech sound using the back ('dorsum') of the tongue

forelingual

produced at the end of the tongue

form word (or function word)

a word, such as a preposition, article, auxiliary, or pronoun, that chiefly expresses grammatical relationships, has little semantic content of its own, and belongs to a small, closed class of words whose membership is relatively fixed (as distinct from a **content word**).

fricative

characterized by audible friction produced by forcing the breath through a constricted or partially obstructed passage in the vocal tract

front vowel

a vowel articulated with the front of the tongue highest.

glottal stop

complete closure of the vocal folds, followed by a sudden release.

homophone

a word pronounced the same as another but differing in meaning, whether spelled the same way or not, as *heir* and *air*.

the vowel that immediately follows it

assimilation

the replacement of one phoneme by another under the influence of a neighbouring sound, due to 'phonetic conditioning.'

back vowel

a vowel for which the back of the tongue is the highest part, such as /u:/.

backlingual

articulated at the back of the tongue.

bilabial

produced with the lips close together or touching

cacuminal

pronounced with the tip of the tongue curled back toward or against the hard palate; retroflex

closed syllable

a syllable that ends with a consonant

constrictive

involving a restriction in the flow of air

occlusive

a consonantal stop that is not released

palatalisation

a secondary articulation that occurs when the front part of the tongue is raised towards the palate

phoneme

the smallest phonetic unit (speech sound which distinguishes one word from another)

plosive

a sound that is formed by closing the breath passage completely, and then releasing the breath suddenly

postalveolar

formed with the tongue placed behind the alveolar ridge

post-tonic

immediately following a stressed syllable

prevocalic

occurring before a vowel

retracted

drawn back within itself (referring to the tongue)

intonation

the pitch patterns of speech

labialization

refers to the shaping of a sound by rounding the lips

labiodental

articulated with the lower lip touching the upper teeth

lateral

refers to sounds in which the airstream is obstructed in the mid-line of the oral tract, and there is incomplete closure between one or both sides of the tongue and the roof of the mouth. If this involves a plosive, we say that the sound is 'laterally exploded.'

lax

(referring to a vowel): articulated with relatively relaxed tongue muscles.

non-labialized

not shaped by the lips, such as non-labialized (**unrounded**) vowels

sonorant

a voiced sound that is less sonorous than a vowel but more sonorous than a stop or fricative

syllabic

in a phrase such as "in this context the sonorant becomes syllabic", the word has the meaning, "forming a separate syllable."

syntagm (or syntagma)

a linguistic unit made up of sets of phonemes, words, or phrases that are arranged sequentially

uvular

a place of articulation involving the uvula and the back of the tongue

velar

articulated with the back of the tongue held close to or touching the soft palate.

word-final

occurring at the very end of a word.

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TABLE OF PHONETIC SYMBOLS USED IN THIS HANDBOOK

Sym- bol	Sample words	Page
V O W E L S		
ʌ	up, love, young, blood, does	47, 53
ɑː	father, car, heart, calm, class	23, 29
ɒ	lot, was, wash, gone	25-6, 30
ɔː	sort, all, door, talk, salt	36, 41
æ	cat, black, damp, sang	34, 39
ə	comma, happen, about	18-19, 20-21
ɛ	let, very, length, head, friend	12, 14
ɜː	person, bird, journal, fur	56, 57-58
ɪ	lit, winner, crystal, busy	10-11, 12
i	happy, money, studying	18

Sym- bol	Sample words	Page
C O N S O N A N T S		
b	bed, rob	9
d	dark, read	9
f	food, deaf	16
g	gain, brag	9
h	hang, behind	34, 40
j	yellow	16, 21
k	clean, dark	9
l	late, real	15, 21
m	mark, roam	11-12
n	note, bean	11-12
p	pot, top	9

i:	see, beat, deceive, key	17-18, 20
ʊ	book, put, pull, would, sugar	27, 32
u:	too, food, few, true, do	26, 30-31
DIPHTHONGS		
aɪ	sigh, try, rice	37-8, 42
aʊ	now, house	48, 52
əʊ	go, home, know	28, 32-33
ɛə	there, bear, care	60-61, 62-63
eɪ	pay, race, eight	37, 41
ɪə	ear, fear, deer	60, 62
ɔɪ	join, boy	55, 58
ʊə	tour, poor	61, 63

r	ray, fairy	45, 50
s	see, goose	10
t	tap, pat	9
v	very, wave	16
w	west, reward	44, 49
z	zoo, ease	10
dʒ	join, edge	54, 59
ŋ	singer, rang	46, 50-51
ð	there, other, breathe	11, 13-14
θ	thin, earth	11, 13-14
ʃ	she, wish	38, 42-43
ʒ	measure, mirage	38, 42-43
tʃ	chair, reach	54, 59

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