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«Оренбургский государственный университет»

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ПРАКТИЧЕСКАЯ ФОНЕТИКА ПЕРВОГО ЯЗЫКА

Учебное пособие

Рекомендовано ученым советом федерального государственного бюджетного образовательного учреждения высшего образования «Оренбургский государственный университет» для обучающихся по образовательной программе высшего образования по направлению подготовки 45.03.02 Лингвистика

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Данное пособие ориентировано на ознакомление бакалавров с теоретическими основами английского произношения, способствовать освоению бакалаврами фонетической транскрипции английского языка и формированию фонетических навыков речевой коммуникации.

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Введение

Настоящее учебное пособие предназначено для студентов-бакалавров направления подготовки 45.03.02 - Лингвистика, профиль «Перевод и переводоведение» с целью освоения дисциплины «Практическая фонетика первого языка» в 1 семестре в качестве учебного пособия для аудиторной и самостоятельной работы. Данное пособие может быть использовано в рамках практического курса английского языка как второго иностранного, его также можно применять в качестве дополнительного пособия для самостоятельной работы студентов неязыковых специальностей, изучающих иностранный язык в профессиональных целях.

Данное пособие направлено на практическое овладение студентами-бакалаврами звукового строя современного английского языка, формирование знаний всех компонентов фонетического строя английского языка в их системе и в сопоставлении с фонетическим строем родного языка. В связи с поставленной целью в пособии решаются следующие задачи: формирование навыков производства звукобуквенного анализа английских слов с целью предотвращения ошибок, которые возникают при произношении английских звуков, формирование навыков распознавания явления ассимиляции, редукции, палатализации и т. д., а также развитие умения транскрибировать и правильно произносить слова иноязычного происхождения.

Работа с пособием предполагает интеграцию аудиторной и самостоятельной работы студентов.

Пособие состоит из введения, двух разделов, списка использованных источников и рекомендуемого приложения.

Первый раздел содержит теоретический материал на английском языке, предназначенный для изучения. К каждой представленной теме прилагается список вопросов для самоконтроля.

Второй раздел состоит из десяти уроков, каждый из которых направлен на освоение определенных фонем. Все уроки имеют единую структуру и

состоят из трех подразделов. В первом подразделе “Sounds’ characteristics” представлены характеристики фонем, второй подраздел “In-class activities” содержит задания, работа с которыми ведется аудиторно, третий подраздел “Individual activities” содержит задания для самостоятельной работы студентов. В практических подразделах предлагается набор упражнений на транскрибирование, прослушивание и повторение под фонограмму. Наличие аудио-приложения способствует корректировке звукопроизношения и делает процесс отработки звуков более интересным для студентов.

В рекомендуемом приложении представлен набор упражнений, позволяющих отработать теоретический материал, их также можно использовать для проверки понимания и степени усвоения студентами изученного.

В приложении содержится список вопросов для подготовки к экзамену, а также список фонетических символов, используемых при работе с транскрипцией.

Представленный в данном пособии материал предполагает расширение теоретических знаний студентов-бакалавров с постепенным приобретением произносительных навыков для последующей реализации в связной речи.

Part 1

1 Theoretical aspects

1.1 Phonetic symbols

Traditionally the phonetic symbols are treated as an alphabetic system of phonetic notation based primarily on the Latin alphabet. It is designed to represent only those qualities of speech that are part of the oral language. To represent additional qualities of speech, such as aspiration, devoicing of a sonant an extended set of symbols, including letters and diacritics, is used. E.g.: the letter “p” is transcribed by the symbol [t], to indicate its degree of aspiration a diacritic is added *tell* [t^heɪ].

Usually English dictionaries contain the symbols of length mark [i:], but in this training manual they are not used. This training manual is based on the principles of St. Petersburg phonological School, and its followers consider it to be redundant to use these marks as they hinder the distinguishing quantitative characteristics of the allophones of English vowels.

So this training manual contains a list of phonetic symbols for the transcription of English sounds represented in the following tables:

Table 1 - Phonetic symbols for English: vowels

Symbol	Examples
Monophthongs	
ɪ	<i>knee</i> [ní], <i>flea</i> [flí], <i>niece</i> [nís], <i>teas</i> [tíz]
ɪ	<i>din</i> [dɪn], <i>knit</i> [nɪt], <i>system</i> ['sɪstɪm], <i>begin</i> [br'gɪn]
ə	<i>seater</i> ['sítə], <i>submit</i> [səb'mɪt], <i>ago</i> [ə'gəʊ]
e	<i>bread</i> [bred], <i>bet</i> [bet]
æ	<i>map</i> [mæp], <i>stand</i> [stænd]
ɑ	<i>dance</i> [dɑns], <i>farm</i> [fɑm]

Продолжение Table 1

Symbol	Examples
ʌ	<i>cut</i> [kʌt], <i>hunter</i> ['hʌntə]
u	<i>grew</i> [gru], <i>cool</i> [ku], <i>June</i> [dʒun]
ʊ	<i>look</i> [lʊk], <i>bull</i> [bʊl]
ɔ	<i>form</i> [fɔm], <i>store</i> [stɔ] <i>quarter</i> ['kwɔtə], <i>war</i> [wɔ], <i>door</i> [dɔ], <i>bought</i> [bɔt]
ɒ	<i>stop</i> [stɒp], <i>wash</i> [wɒʃ]
ɜ	<i>turn</i> [tɜn], <i>word</i> [wɜd], <i>bird</i> [bɜd], <i>learn</i> [lɜn], <i>her</i> [hɜ]
Diphthongs	
eɪ	<i>take</i> [teɪk], <i>main</i> [meɪn], <i>eight</i> [eɪt], <i>grey</i> [greɪ]
ɛə	<i>care</i> [keə], <i>pair</i> [peə]
aɪ	<i>life</i> [laɪf], <i>child</i> [tʃaɪld], <i>right</i> [raɪt], <i>type</i> [taɪp]
ɪə	<i>here</i> [hɪə], <i>deer</i> [dɪə], <i>hear</i> [hɪə]
ʊə	<i>sure</i> [ʃʊə], <i>January</i> ['dʒænjuəri], <i>moored</i> [muəd], <i>tournament</i> ['tuənəmənt]
aʊ	<i>town</i> [taʊn], <i>wow</i> [waʊ], <i>loud</i> [laʊd]
ɔɪ	<i>oil</i> [ɔɪ], <i>enjoy</i> [ɪn'dʒɔɪ]
əʊ	<i>photo</i> ['fəʊtəʊ], <i>coat</i> [kəʊt], <i>old</i> [əʊld], <i>know</i> [nəʊ]
Triphthongs	
aɪə	<i>fire</i> [faɪə], <i>tyre</i> [taɪə], <i>choir</i> ['kwaɪə]
aʊə	<i>hour</i> ['aʊə], <i>vowel</i> ['vaʊəl], <i>flower</i> ['flaʊə]
əʊə	<i>shower</i> ['ʃəʊə], <i>rowan</i> ['rəʊən]
eɪə	<i>mayor</i> ['meɪə], <i>layer</i> ['leɪə]

Table 2 - Phonetic symbols for English: consonants

Symbol	Examples
s	<i>rest</i> [rest], <i>face</i> [feɪs], <i>books</i> [bʊks]
z	<i>zebra</i> ['zɪbrə], <i>rise</i> [raɪz], <i>beds</i> [bedz],

Продолжение Table 2

Symbol	Examples
t	<i>tell</i> [tel], <i>missed</i> [mɪst]
d	<i>day</i> [deɪ], <i>ended</i> ['endɪd]
f	<i>flat</i> [flæt]
v	<i>vest</i> [vest]
n	<i>nest</i> [nest]
p	<i>present</i> ['preznt]
b	<i>baby</i> ['beɪbɪ]
k	<i>key</i> [ki], <i>actor</i> ['æktə]
g	<i>grey</i> [greɪ]
m	<i>may</i> [meɪ]
j	<i>yellow</i> [jeləʊ]
l	<i>little</i> ['lɪtl]
ʃ	<i>she</i> [ʃi], <i>nation</i> ['neɪʃn], <i>mission</i> ['mɪʃn], <i>ocean</i> ['əʊʃn], <i>anxious</i> ['æŋksɪəs]
ʒ	<i>pleasure</i> ['pleʒə], <i>vision</i> ['vɪʒən], <i>beige</i> [beɪʒ]
tʃ	<i>cheap</i> [tʃi:p], <i>future</i> ['fju:tʃə]
dʒ	<i>jaw</i> [dʒɔ], <i>general</i> ['dʒenərəl]
θ	<i>thank</i> [θæŋk]
ð	<i>these</i> [ði:z]
ŋ	<i>ring</i> [rɪŋ]
r	<i>rest</i> [rest]
h	<i>behind</i> [br'haɪnd]
w	<i>white</i> [waɪt], <i>quite</i> [kwaɪt]

Table 3 - A list of diacritics¹ and other symbols

Diacritic	Its meaning
[k ¹ ul]	the first degree of aspiration of a pure plosive
[t ² it]	the second degree of aspiration of a pure plosive
['kíp ³ ə]	the third degree of aspiration of a pure plosive
[sp ⁴ end]	the fourth degree of aspiration of a pure plosive
[z ^{<w} ed]	a smaller weakness of a consonant
[dɪ'zɪz ^{w>}]	a larger weakness of a consonant
['sítə̂]	Λ-shaped allophone of the phoneme /ə/
[kə ^ɪ 'nekt]	ɪ-shaped allophone of the phoneme /ə/
['t ^o wentɪ]	labialization of a consonant
['geɪv ^x ɪm / æk ^x t]	suppressing a consonant
[br'h ^f ɑf]	a voiced variation of the phoneme /h/
[sw [□] ɪp]	devoicing of a sonant
[ten ^o θ]	dental articulation of a consonant
[bān]	a long duration of a sound
[stāt]	a short duration of a sound
[ɑ'tɪstɪk]	the primary stress
[,ɑrtɪ'fɪl]	the secondary stress
[zɪ̤]	dark character of the phoneme /l/

1.2 Basic Aspects of Phonetics

Note the words:

phonetics [fə'netɪks] *фонетика*

sign [saɪn] *знак, символ*

physiological [ˌfɪziə'lɒdʒɪkəl] *физиологический*

auditory ['ɒdɪtəri] *слуховой*

¹ Diacritics placed above a symbol with a descender

neurophysiological	[,njʊərə(ʊ),fɪziə'lɒdʒɪk(ə)l]	нейрофизиологический, относящийся к физиологии нервной системы
perception	[pə'sepʃ(ə)n]	восприятие; ощущение
discipline	['dɪsɪplɪn]	дисциплина (отрасль знания)
articulatory	[ɑ'tɪkjʊlət(ə)rɪ]	артикуляционный
acoustic	[ə'kʊstɪk]	акустический, звуковой
harmonics	[hɑ'mɒnɪks]	гармоника
articulate	[ɑ'tɪkjuleɪt]	выговорить, произносить
phoneme	['fəʊnɪm]	фонема
linearly	['lɪniəlɪ]	линейно
allophone	['æləfəʊn]	аллофон
audible	['ɔdɪb(ə)l]	звуковой
restricted	[rɪ'strɪktɪd]	ограниченный
combinatorial	[kəm,bɑɪnətɔːrɪəl]	комбинаторный
adjacent	[ə'dʒeɪs(ə)nt]	примыкающий, смежный

Phonetics is the study of speech sounds and the signs used to represent them.

Phonetics is the study of the physical sounds of human speech. It is concerned with the physical properties of speech sounds, and the processes of their physiological production, auditory reception, and neurophysiological perception.

Phonetics as a research discipline has three main branches:

- *articulatory phonetics* is concerned with the articulation of speech: the position, shape, and movement of articulators or speech organs, such as the lips, tongue, and vocal folds;
- *acoustic phonetics* is concerned with acoustics of speech: the properties of the sound waves, such as their frequency and harmonics;
- *auditory phonetics* is concerned with speech perception: how sound is received by the inner ear and perceived by the brain.

The purposes of Phonetics are:

- to know sounds' characteristics;
- to be able to articulate sounds separately and in the words;

– to have audio perception to differ them and to be able to transcribe them.

Phoneme – minimal linguistic unit, which can't be divided linearly into smaller units. It is potentially connected with meaning and realized in speech in its **allophones**. There are 44 phonemes¹ (20 vowels and 24 consonants). E.g.: the phoneme /l/ is realised in its allophones in the following way:

[l̥ɪd] – in the initial position it's light;

[teɪ̄] – in the final position after a lax vowel it's dark and long;

[zɪ̆] – in the final position after a tense vowel it's dark and short;

[pl̥ɪz] – when it's preceded by a plosive consonant it's pronounced with lateral plosion.

These instances of /l/ are considered to fall under the same sound category despite of the fact that in each word they are pronounced somewhat differently. The difference may not even be audible to native speakers, or the audible differences not perceived. All these allophones are the realization of one phoneme.

A *phoneme of restricted distribution* is a phoneme that can only occur in a certain environment: There are restrictions as to where it can occur. English has several restricted phonemes:

– /ŋ/, as in sing, occurs only at the end of a syllable, never at the beginning.

– /h/ occurs only before vowels and at the beginning of a syllable, never at the end.

Allophone is a concrete realization of a phoneme in speech (phoneme variation).

Allophones can be:

– *combinatorial* (the phoneme variation depends on the adjacent phonemes): [spaɪ̆] (absence of aspiration), [bɪ̆t – bɪ̄d] (the vowel duration depends on the following phoneme);

– *positional* – the phoneme variation depends on the position in the word. E/x: [dɪ̆l] – [lɪ̆d] (the degree of weakness of the phoneme /d/ depends on its position – it's less weak in the initial position and more weak in the final positions).

Questions for self-control:

¹ triphthongs are not included

1. Give the definition of the concept “Phonetics”.
2. Enumerate the branches of Phonetics.
3. List the purposes of Phonetics.
4. Give the definition of the phoneme.
5. Describe the way of realization of a phoneme in speech.
6. Characterise a phoneme of restricted distribution.
7. Comment on the types of allophones.

1.3 Organs of Speech and their Work

Note the words:

breathing	['brɪðɪŋ]	<i>дыхание</i>
intercommunication	[,ɪntəkə,mjʊnɪ'keɪʃən]	<i>общение, связь</i>
elaborate	[ɪ'læbərət]	<i>сложный, продуманный;</i>
mechanism	['mekənɪzəm]	<i>механизм, устройство, аппарат</i>
vibrator	[vaɪ'breɪtə]	<i>вибратор</i>
resonator	['rezənəɪtə]	<i>резонатор</i>
apparatus	[,æpə'rætəs]	<i>аппарат</i>
lungs	[lʌŋz]	<i>лёгкие</i>
larynx	['lærɪŋks]	<i>гортань</i>
vocal cords	['vəʊk(ə)l 'kɔdz]	<i>голосовые связки</i>
pharynx	['færɪŋks]	<i>глотка</i>
soft palate	[sɒft 'pælɪt]	<i>мягкое нёбо</i>
nasal cavity	['neɪz(ə)l 'kævəti]	<i>полость носа</i>
hard palate	[hɑd 'pælət]	<i>твёрдое нёбо</i>
alveolar ridge	[æl'vɪələ rɪdʒ]	<i>альвеолярный гребень</i>
tongue	[tʌŋ]	<i>язык</i>
blade	[bleɪd]	<i>передняя часть языка</i>
neutral	['nju:tr(ə)l]	<i>нейтральный</i>
protruded	[prə'tru:ɪd]	<i>выпяченный</i>
jaw	[dʒɔ]	<i>челюсть</i>

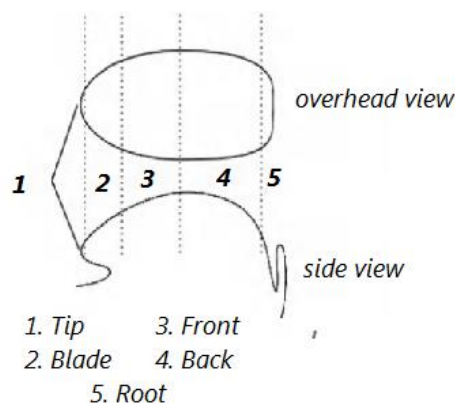
Organs of speech – the organs that together with biological functions, such as breathing, feeding, smelling and tasting, serve to carry out intercommunication through the elaborate work of the four mechanisms: the power, the vibrator, the resonator and the obstructor.

The human speaking apparatus consists of the following main parts, which participate in the formation of speech sounds: the air stream released by *the lungs* comes to the *larynx*, which contains the *vocal cords*. When we breathe out, the vocal cords are in a relaxed position. But if the tense vocal cords are brought together, the air stream, which comes from the lungs makes them vibrate, and we hear some voice. The air stream coming out of the larynx passes through *the pharynx*. Then goes *the soft palate*, which directs the air stream either to *the mouth* or to *the nasal cavity*. The soft palate is the remotest part of the palate from the teeth. Most of the palate is hard. This hard part of the palate is divided into two sections: *the hard palate* (which is the highest part), and *the alveolar ridge*.

The teeth are very important for the English sound formation as many consonants are formed here with the tongue touching it. The lower teeth are not very important for making speech sounds, while the upper teeth take an active part in the production of some phonemes.

The most important organ of speech is the *tongue*. Phoneticians divide the tongue into four sections: *the tip, the blade, the front, and the back of the tongue*.

(picture 1)



Picture 1 - Parts of the tongue

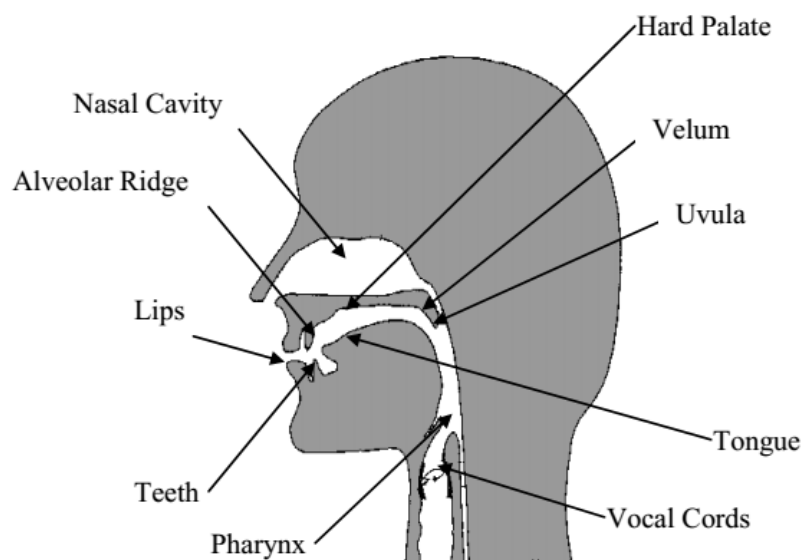
The lips can take up various positions while producing speech sounds. They can be firmly brought together or be apart, neutral, rounded or protruded forward.

All the organs of speech can be classified into two groups:

– *active* (movable and taking an active part in the sound formation) – the vocal cords, the tongue, the lips, the soft palate, the back wall of the pharynx, the lower jaw, the lungs.

– *passive* – the teeth, the alveolar ridge, the hard palate, the walls of the mouth and the nasal cavity. Passive organs are fixed and serve as places of articulation.

Picture 2 shows these major parts.



Picture 2 - Organs of speech

Questions for self-control:

1. Enumerate the active organs of speech.
2. Comment on the cavities of the organs of speech.
3. Describe what groups the organs of speech are divided into.
4. Enumerate active organs of speech. State their function.
5. Enumerate passive organs of speech. State their function.
6. Enumerate the parts of the tongue.
7. State the function of the lips.
8. State the function of the soft palate.
9. State the function of the vocal cords.
10. State the the function of the lungs.

1.4 Classification of Speech Sounds

Note the words:

articulation	[ɑːtɪkjʊˈleɪʃn]	артикуляция
obstruction	[əbˈstrʌkʃ(ə)n]	препятствие
vowel	[ˈvaʊəl]	гласный
consonant	[ˈkɒns(ə)nənt]	согласный
substantial	[səbˈstænj(ə)l]	существенный, значительный, важный
localize	[ˈləʊkəlaɪz]	определять местонахождение
syllable	[ˈsɪləb(ə)l]	слог
sonorant	[ˈsɒnərənt]	сонорный
concentration	[ˌkɒns(ə)nˈtreɪʃ(ə)n]	сосредоточение
muscular	[ˈmʌskjʊlə]	мышечный

The work of speech organs which are necessary for making speech sounds is called *articulation*.

According to the specific character of articulation, especially according to the presence or absence of the obstruction speech sounds are divided into *vowels* and *consonants*.

The most substantial difference between vowels and consonants is that in the articulation of vowels the air passes freely through the mouth cavity, while in making consonants an obstruction is formed in the mouth cavity or in the pharynx and the flow of the air meets a narrowing or complete obstruction.

Vowels have no fixed place of articulation, the whole of the speaking apparatus takes part in their formation, while the articulation of consonants can be localized, an obstruction or a narrowing for each consonant is formed at a definite place of the speaking apparatus.

Vowels are sounds of pure musical tone while consonants may be either sounds in which noise prevails over tone (noise consonants) or sounds in which tone prevails over noise (sonorants).

An obstruction is formed in the articulation of sonorants as well, but the air passage is wider than in the formation of noise consonants. The air stream is weak

and it produces very little friction. That is why in the articulation of sonorants tone prevails over noise. English sonorants are: /m/, /n/, /ŋ/, /w/, /l/, /r/, /j/.

Questions for self-control:

1. What groups are the speech sounds divided into?
2. State the difference between a consonant and a vowel from the point of view of their articulation.
3. Give the definition of the vowel.
4. Give the definition of the consonant.
5. What groups are consonants subdivided into?
6. Give the definition of the sonorant.

1.5 English Vowels

Note the words:

monophthong ['mɒnəfθɒŋ] монофтонг

diphthong ['dɪfθɒŋ] дифтонг

vocalic [vəʊ'kæli:k] гласный

glide [ɡlaɪd] скользить

nucleus ['nju:kliəs] ядро

triphthong ['trɪfθɒŋ] трифтонг

dubious ['dju:biəs] неясный

diphthongoids ['dɪfθɒŋɡɔɪdz] дифтонгоиды

According to the stability of articulation all English vowels are traditionally divided into two groups: a group of *monophthongs* and a group of *diphthongs*.

A **monophthong** is a single vowel unit, it means there is no change in the position of the organs of speech when a monophthong is pronounced: e.g. /e/, /æ/, /u/, etc.

A **diphthong** is a complex sound which consists of two vocalic elements representing the same syllable. When a diphthong is pronounced the organs of speech start in the position of one vowel and glide gradually in the direction of another

vowel. A *diphthong* consists of two elements: the *nucleus* and the *glide*. The nucleus is longer than a glide /āĩ/.

A **triphthong** is the most complex type of vowels. Triphthongs are sounds in which three vowel qualities can be perceived as they glide from one vowel to another and then to a third: our ['aʊə], stayer ['steɪə].

There is also one more element in the system of the English phonemes, that is **diphthongoids** or so called *diphthongized vowels*. These are two tense vowels /í/ and /u/ which can have a diphthongal pronunciation, it means that in the articulation of these vowels the organs of speech change their position but very slightly.

Questions for self-control:

1. What is the basic principle for the division of English vowels into monophthongs and diphthongs?
2. Give the definition of the monophthong.
3. Give the definition of the diphthong.
4. Give the definition of the triphthong.
5. Give the definition of the diphthongoid.

1.6 Classification of English Vowels

Note the words:

horizontal	[hɒrɪ'zɒnt(ə)l]	горизонтальный
vertical	['vɜrtɪkl]	вертикальный
diagram	['daɪəgræm]	схема
bulk	[bʌlk]	большая часть
height	[haɪt]	высота
rounded	['raʊndɪd]	огубленный
neutral	['nju:tr(ə)l]	нейтральный
tenseness	['tensnis]	напряженность

The classification of English vowels is based on the following principles:

- the tongue position;
- the lip position;

- the degree of tenseness;
- the length of the vowel;

The first principle of classification of English phonemes is based on the position of the tongue. It is characterized from two aspects: the horizontal and vertical movement of the tongue in the mouth cavity.

According to the horizontal movement (the position of the bulk of the tongue) there are three classes of English vowels. They are: *front*, *central* and *back*.

According to the vertical movement of the tongue (the height of the raised part of the tongue), English vowels are divided into *closed*, *mid-open* and *open*.

The second principle of classification is based on the position of the lips (lip rounding). According to it English vowels are divided into *rounded* and *unrounded*.

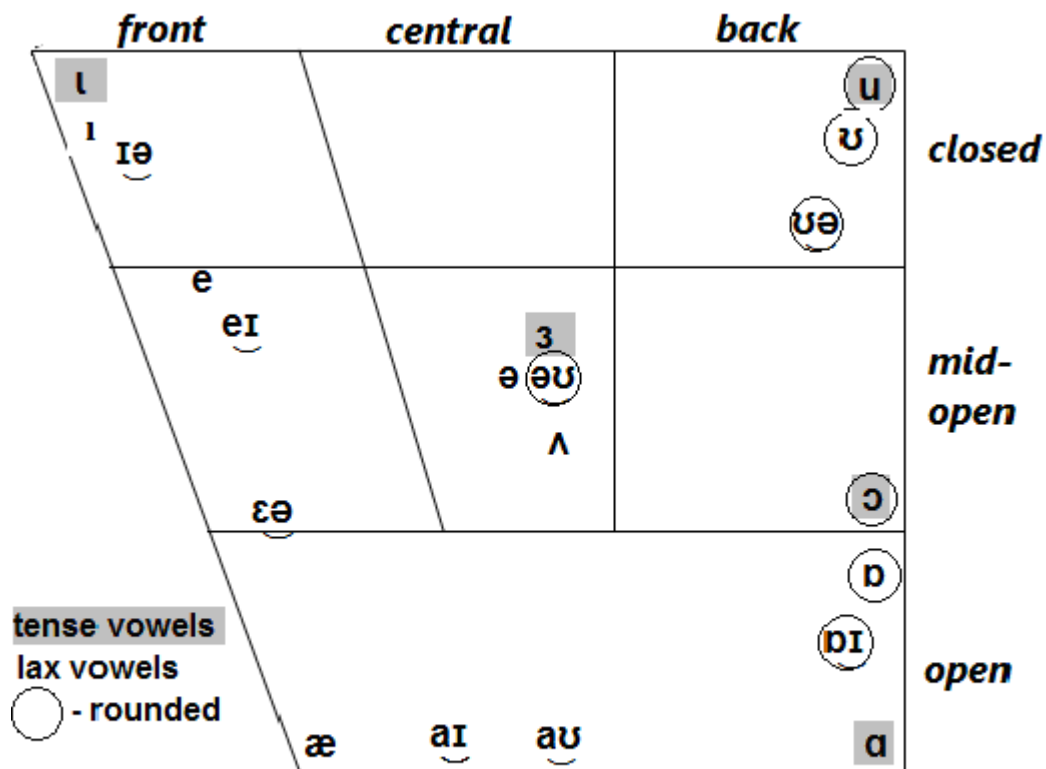
Rounded vowels are those in the production of which the lips are more or less rounded (/u/, /ʊ/, /ɒ/, /ɔ/)

Unrounded vowels are produced when the lips are spread or neutral (/ɪ/, /ə/, /æ/, /ʌ/).

The third principle of classification of English phonemes is based on the degree of tenseness. It's used to characterize the state of the organs of speech at the moment of vowel production. According to it English vowels are divided into *tense* (/i/, /a/, /u/, /ɔ/, /ɜ/) and *lax* (/ɪ/, /ə/, /æ/, /e/, /ʌ/, /ʊ/, /ɒ/).

These principles of classification are represented in the picture below (picture 3).

As for the length of the vowel all the tense vowels are historically *long*, while all the lax vowels are historically *short*.



Picture 3 - *Classification of English phonemes according to the position of the tongue.*

Questions for self-control:

1. Enumerate the main principles according to which the English vowels are classified.
2. What classes are the English vowels divided into according to the position of the bulk of the tongue?
3. What classes are the English vowels divided into according to the vertical movement of the tongue?
4. What classes are the English vowels divided into according to the position of the lips?
5. What classes are the English vowels divided into according to the degree of tenseness?

1.7 Duration of English Vowels

Note the words:

inherent	[ɪn'hɪər(ə)nt]	присущий, свойственный
distinction	[dɪ'stɪŋ(k)ʃ(ə)n]	различие, отличие
unreliable	[ˌʌnrɪ'laɪəb]	ненадежный
lengthened	['leŋθənd]	удлиненный
diverse	[daɪ'vɜːs]	разный
syllable	['sɪləb(ə)l]	слог
occur	[ə'kɜː]	встречаться

Traditionally all English vowels are considered to have their inherent duration which is usually represented as the opposition of short (/ɪ/, /ə/, /æ/, /e/, /ʌ/, /ʊ/, /ʊ/) and long vowels (/i:/, /ɑ:/, /u:/, /o:/, /ɜ:/). However, this traditional distinction appears to be unreliable, since it implies that short vowels can never become shortened or lengthened which is incorrect. The short or long character of vowels is only relative since English vowel duration depends partly on the context and vowels in different contexts have diverse length. For the description of the length of the English vowels it's convenient to divide them into two categories.

The first category of vowels includes:

- all tense vowels: /i:/, /ɑ:/, /u:/, /ɔ:/, /ɜ:/;
- one lax vowel /æ/;
- all diphthongs: /aɪ/, /ɪə/, /eɪ/, /ɛə/, /ʊə/, /ɪə/, /eə/, /eɪ/, /ɔɪ/, /aʊ/;
- all triphthongs: /aʊə/, /aɪə/, /eɪə/, /əʊə/, /ɔɪə/.

These vowels have two degrees of duration: they can be long and short.

They are **long** in the following cases:

- in open syllables*: tea [tɪ̄], car [kɑ̄], my [māɪ], fire ['faɪ̄ə];
- when they occur *before weak consonants*: maid [mēɪd], mad [mæd], bard [bɑd], hired ['haɪ̄əd];
- when they occur *before a sonorant*: born [bɔ̄n], man [mæn], mine [māɪn], vowel ['vaʊ̄əl].

They are *short* when they occur *before a strong consonant* [t, k, p, tʃ, f, s]: cat [kæ̃t], part [pɑ̃t], eight [eɪ̃t], diet ['daɪ̃ət]

The second category of vowels includes all lax vowels, except the vowel /æ/, they are /ɪ/, /ə/, /e/, /ʌ, /ʊ/, /ʊ/.

These vowels have three degrees of duration.

They are *long* *before a weak consonant*: dog [dɔ̃g], mud [mʌ̃d], zed [zɛ̃d].

They are *a bit shorter* *before a sonorant*: bill [bɪ̃l], son [sɒ̃n], cell [sɛ̃l] (in this case a sonant is prolonged).

They are *short* *before a strong consonant*: bit [bɪ̃t], sit [sɪ̃t], but [bʌ̃t].

Questions for self-control:

1. Explain the purpose of vowels' division into two categories.
2. What groups of vowels refer to the first category?
3. Define the degrees of duration of the first category of vowels.
4. Enumerate cases when the vowels of the first category are long. Illustrate them with your own examples.
5. Enumerate cases when the vowels of the first category are short. Illustrate them with your own examples.
6. Enumerate vowels which refer to the second category.
7. Define the degrees of duration of the second category of vowels. What are the cases of their length? Illustrate them with your own examples.

1.8 Classification of English Consonants

Note the words:

occlusive [ə'klusɪv] *смычный*

constrictive [kən'strɪktɪv] *щелевой*

noise consonant - *шумный согласный*

passage ['pæsɪdʒ] *проход, прохождение*

plosive ['plɒsɪv] *взрывной (о согласном)*

affricate ['æfrɪkɪt] *аффриката, аффрикативный звук*

labial ['leɪbiəl] *губной*

lingual	[ˈlɪŋw(ə)l]	языковой, лингвальный
glottal	[ˈɡlɒt(ə)l]	образованный в голосовой щели
bilabial	[ˌbɪlˈleɪbɪəl]	губно-губной
labiodental	[ˌleɪbɪəʊˈdent(ə)l]	губно-зубной
forelingual	[ˈfɔːlɪŋw(ə)l]	переднеязычный
velum	[ˈvɪləm]	нёбная занавеска
mediolingual	[ˈmɪdʒəlɪŋw(ə)l]	среднеязычный
backlingual	[ˈbækɪŋw(ə)l]	заднеязычный
soft palate	[ˈsɒft ˈpælət]	мягкое нёбо
dental	[ˈdentl]	зубной
margin	[ˈmɑːdʒɪn]	край
central incisors	[ˈsentrəl ɪnˈsaɪzəz]	центральные резцы
alveolar	[ælˈvɪələ]	альвеолярный
post-alveolar	[pɒst ælˈvɪələ]	пост-альвеолярный
palato-alveolar	[ˈpælətə ælˈvɪələ]	палатально-альвеолярный
caudal	[kəˈkjuːmɪn(ə)l]	какуминальный, ретрофлексный
posterior	[pɒˈstiəriə]	задний
voiced	[vɔɪst]	звонкий (о согласном)
voiceless	[ˈvɔɪslɪs]	глухой
equate	[ɪˈkweɪt]	приравнивать, соответствовать
airstream	[ˈeəstriːm]	воздушный поток
expell	[ɪkˈspel]	выбрасывать, выталкивать
nasal	[ˈneɪzəl]	носовой
oral	[ˈɔːrəl]	ротовой

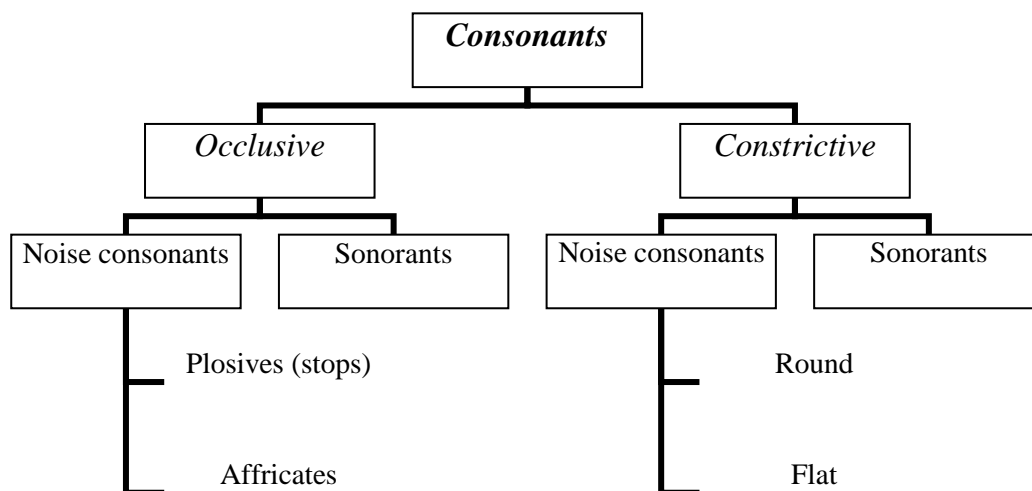
The classification of English consonants is based on the following principles:

- the type of obstruction;
- manner of noise production;
- the position of the active organ of speech;
- the work of the vocal chords;
- the force of articulation;

According to the type of obstruction consonants are divided into ***occlusive*** (in the production of which a complete obstruction is formed) and ***constrictive*** (in the production of which an incomplete obstruction is formed).

Based on the characteristic of the manner of noise production all the consonants (both occlusive and constrictive) are subdivided into *noise consonants* and *sonorants*. When a sonorant is produced the air passage between two organs of speech is rather wide (it is wider in comparison with the production of noise consonants). As a result the auditory effect of it is tone, not noise. Occlusive noise consonants include *plosive consonants* and *affricates*. Constrictive noise consonants include *round* and *flat consonants*.

The distribution of English consonants based on all these principles is represented in the picture below (picture 4).



Picture 4 - *Classification of consonants according to the manner of noise production*

Another characteristic which is used to classify English consonants is the position of the active organ of speech against the point of articulation (the place of obstruction). According to it English consonants are divided into 3 groups: ***labial***, ***lingual*** and ***glottal***.

1. Within the ***labial group*** of consonants there are two subgroups:

a. *bilabial* (consonants are produced by lips): /p/, /b/, /m/, /w/;

b. *labiodental* (consonants are produced by the lower lip and the upper teeth): /f/, /v/;

2. The ***lingual group*** is subdivided into three subgroups:

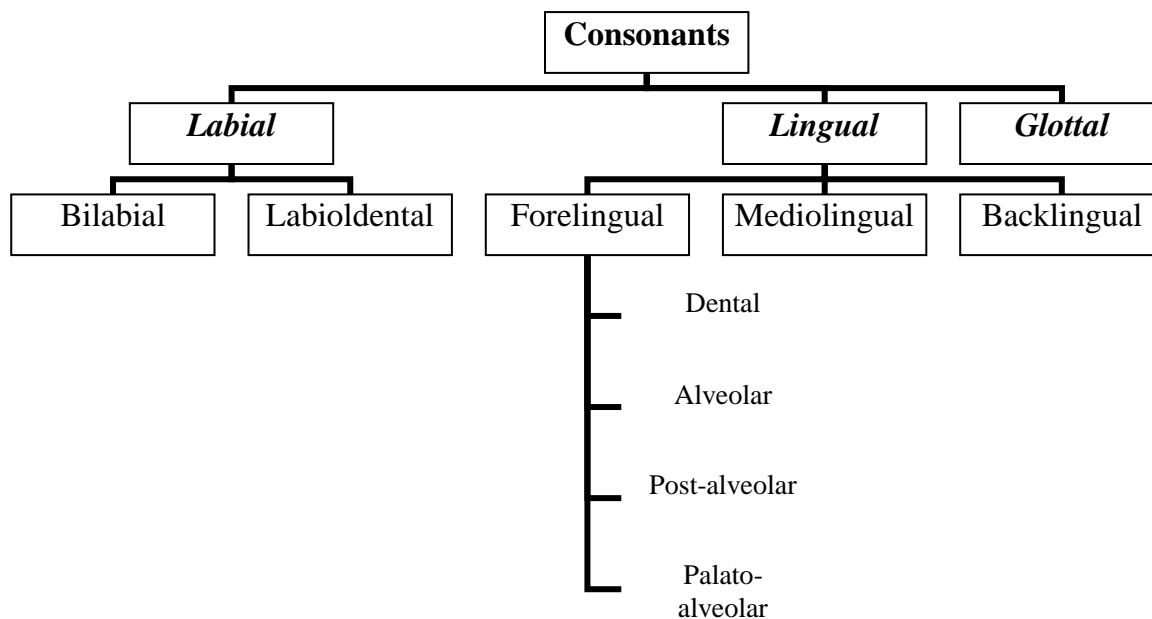
- a. *forelingual* (the blade of the tongue is active)
- b. *mediolingual* (the front of the tongue is active): /j/;
- c. *backlingual* (the back of the tongue is active): /k/, /g/, /ŋ/;

According to passive organ of speech *forelingual consonants* are divided into:

- dental (the tip of the tongue touches the inside margin of the upper central incisors): /θ/, /ð/;
- alveolar (the tip of the tongue touches the alveolar ridge which lies behind the upper central incisors): /t/, /d/, /n/, /s/, /z/, /l/;
- post-alveolar (the tip of the tongue is used just behind the alveolar ridge): /ʃ/, /ʒ/;
- palato-alveolar (the front of the tongue is used close to the palate) : /tʃ/, /dʒ/
- cacuminal (the tip of the tongue is against the back part of the alveoli) :/r/

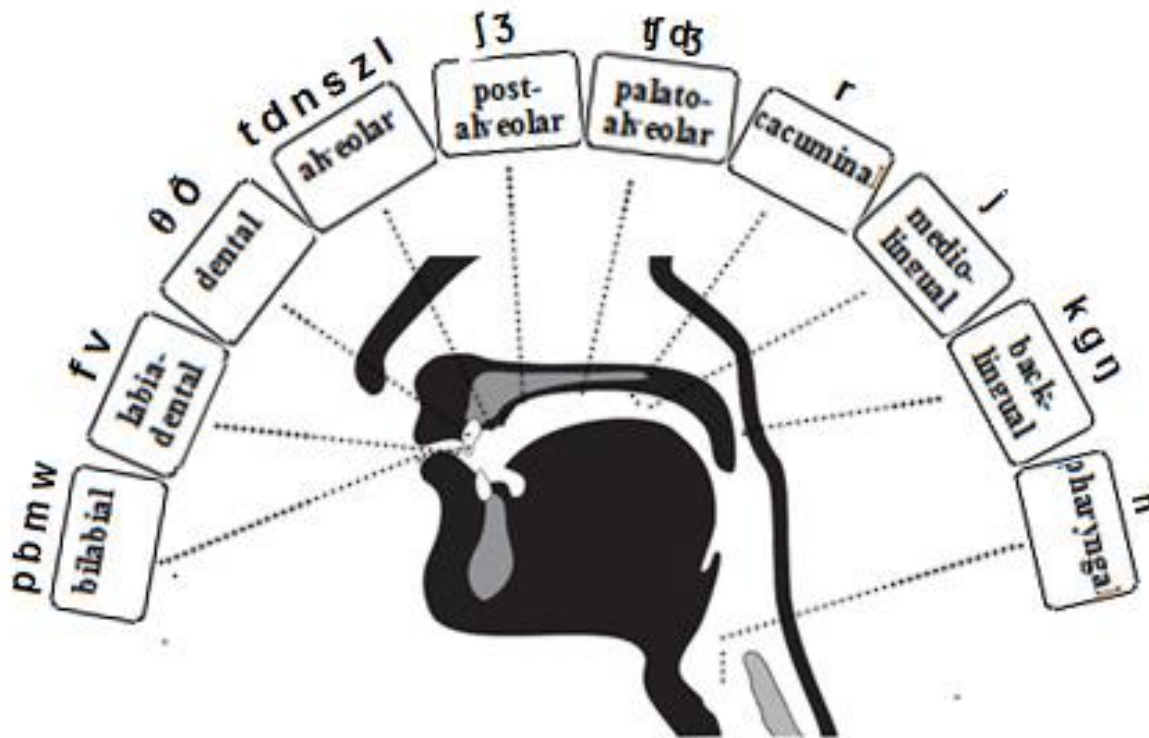
3. The **glottal group** (the glottis is the most posterior place of articulation, the gap between the vocal cords is used to make audible friction): /h/.

This principle of classification is represented the picture below (picture 5).



Picture 5 - Classification of consonants according to the place of articulation

Picture 6 demonstrates the place of articulation of each consonant.



Picture 6 - Place of articulation of consonants.

With regard to the work of the vocal cords, consonants are divided into “voiced consonants” and “voiceless consonants”. Voiced consonants are produced with the vibration of the vocal cords, and voiceless consonants are in their turn do not involve vocal cord vibration while its production. This distinction is most useful when it comes to distinguishing between sounds which are articulated in the same way, with one using the voice and the other – not. For example: /p/ - /b/, /tʃ/ - /dʒ/, /f/ - /v/.

On the basis of the force of articulation, consonants are divided into “strong consonants” and “weak consonants”. In spoken English “strength” happens to equate with unvoiced sounds, as they require a more forcefully expelled airstream than “weak” sounds, which in the English language happen to be voiced.

The position of the soft palate is another articulatory characteristic. According to this criterion sonorants are divided into *nasal* and *oral*. Nasal sonorants are /m/, /n/, /ŋ/. Oral sonorants are /w/, /r/, /j/, /l/.

Taking into consideration all these principles the classification of consonants is represented in the table below (Table 4).

Table 4 - Classification of consonants¹

Manner of production			Active organ									
			Labial		Lingual					Glottal		
			bilabial	labia- dental	forelingual					medio-lingual	back-lingual	pharyngal
					dental	alveolar	post-alveolar	palato-alveolar	alveolar			
Occlusive	noise	pure	p b			t , d				k , g		
		affricate					tʃ , dʒ					
	sonants nasal	m			n					ŋ		
Constrictive	noise	round				s , z					h	
		flat		f , v	θ , ð		ʃ, ʒ					
	sonants oral	median	w					r	j			
		lateral				l						

Questions for self-control:

1. State the most significant characteristics in classification of English consonants.
2. Define the specific feature which characterises occlusive consonants.
3. Define the specific feature which characterises constrictive consonants.
4. What groups are English consonants divided into according to the manner of production of noise?
5. What groups are English consonants divided into according to the place of articulation?
6. What groups are English consonants divided into according to the work of the vocal chords?
7. Explain why strong English consonants are used to be voiceless.
8. What is the criterion to classify English sonorants?

¹ Where symbols appear in pairs, the one in bold type represents a voiced weak consonant.

1.9 Structure of the Syllable, Syllable Division

Note the words:

syllabification	[sɪˌlæbɪfɪˈkeɪʃn]	разделение на слоги
monosyllabic	[ˌmɒnə(ʊ)sɪˈlæbɪk]	односложный
disyllabic	[dɪsɪˈlæbɪk]	двусложный
trisyllabic	[ˌtraɪsɪˈlæbɪk]	трехсложный
polysyllabic	[ˌpɒlɪsɪˈlæbɪk]	многосложный
doubled	[ˈdʌbəld]	удвоенный
prefix	[ˈprɪfɪks]	префикс, приставка
suffix	[ˈsʌfɪks]	суффикс

The syllable is an uninterrupted unit of an utterance that is typically larger than a single sound and smaller or equal to a word, e.g. *bee* [bɪ], *wonderful* [ˈwʌn-də-fʊl].

A syllable consists of a vowel sound, e.g. I [aɪ], or [ɔ], or a vowel sound + consonant(s). Some syllables are formed by a combination “noise+sonorants”: *cattle* [ˈkætl], *mitten* [ˈmɪtn]. The typical syllabic sonorants are /l/ and /n/, yet /r/, /m/, and /ŋ/ can also acquire syllabic positions. Sonorants are not counted as syllabic if they are distributed in word final position or if they are preceded by a vowel: *can* [kæn], *band* [bænd].

The structure of a syllable depends on the kind of its ending sound. There are two types of syllables:

- ***an open syllable*** (it ends in a vowel): *go* [gəʊ], *be* [bi];
- ***a closed syllable*** (it ends in a consonant): *mad* [mæd], *subject* [ˈsʌbdʒɪkt].

In this case syllables are considered “open” or “closed” from the phonetic point of view, it means the syllables consist of actually pronounced sounds. These phonetic syllables should not be confused with the open and closed syllables sometimes referred to in the so-called “reading rules”.

Syllable formation is closely connected with syllable division, which is called **syllabification**. According to the number of syllables words can be ***monosyllabic, disyllabic, trisyllabic and polysyllabic***.

The system for syllable division is generally a phonetic one. Most words have the same number of syllables in the written form as in the pronunciation. However, there are a few rules to help divide words up into syllables.

1. When English tense vowels, diphthongs and unstressed lax vowels are split from the following syllabic sound by only one consonant, they always occur in phonetically open syllables: *meeting* ['mí-tɪŋ], *voices* ['vɔɪ-sɪz], *ordinary* ['ɔ-dɪ-nə-rɪ].

2. When lax stressed vowels are split from the following syllabic sound by only one consonant, they always occur in phonetically closed syllables: *city* ['sɪ-tɪ], *Spanish* ['spæn-ɪʃ].

3. When the number of intervocalic consonants 3 or more several variants of syllable division are possible: *extra* ['ek-strə], ['eks-trə], ['ekst-rə].

4. Monosyllabic prefixes and suffixes can not be split: *illegal* [ɪ-'lɪ -gəl], *uncommon* [ʌn-'kɒ-mən], *government* ['gʌv-n-mənt], *courageous* [kə-'reɪ-dʒəs];

5. Polysyllabic prefixes and suffixes are to be split: *an-ti-war* [æn-tɪ-'wɔ], *undertake* [ʌn-də-'teɪk], *velocity* [vɪ-'lɒs-ɪ-tɪ], *hy-po-the-ti-cal* [haɪ-pə-'θet-ɪ-kəl].

Questions for self-control:

1. Give the definition of the syllable.
2. Define the structure of the syllable.
3. What is a syllabification?
4. In what way are words classified according to the number of syllables? Illustrate each type with your own examples.
5. In what way does a consonant separate two vowels? Give your own examples.
6. What prefixes and suffixes are not divided? Give your own examples.
7. What prefixes and suffixes are divided? Give your own examples.

1.10 Types of Syllables in English

Note the words:

alphabetical [,ælfə'betɪkl] *алфавитный*

All vowel letters of English have several (at least four) ways of pronunciation depending on the type of the syllable in which these vowels occur. The type of a

syllable is defined by the letters which follow the stressed vowel. Thus syllables of the English language are divided into four types.

1. The first type is an *open syllable*. There are two subgroups:

- *absolutely open* syllables – those which end in a vowel: *go* [gəʊ], *be* [bi].
- *graphically open* syllables – being phonetically closed they end in the silent letter “e”: *name* [neɪm], *mete* [mi:t].

Stressed vowels of the first type of syllables have their alphabetical pronunciation.

2. The second type is considered a *closed syllable*. In this case the syllable is ended by one or more consonants (except “r”): *map* [mæp], *mud* [mʌd], *bend* [bend].

3. The third type of a syllable has the following structure: *a stressed vowel + letter “r”*, which is not pronounced: *part* [pat], *arm* [am].

When a stressed vowel is followed by “rr” or other double consonants, the stressed vowel of a two-syllable word is pronounced as in the closed syllable: *berry* [ˈberi], *letter* [ˈletə].

4. The fourth type of syllable resembles graphically the open one, but has the following structure *a stressed vowel + letters “re”*: *dare* [deə], *pure* [pjʊə].

Table 5 - Pronunciation of vowels in the four types of syllables

Types of syllables	Letters					
	a [eɪ]	o [əʊ]	e [i]	i [aɪ]	y [waɪ]	u [ju]
1	[eɪ] game	[əʊ] mode	[i] mete	[aɪ]		[ju] tune
				lime	type	
2	[æ] cap	[ɒ] not	[e] men	[ɪ]		[ʌ] but
				pig	myth	
3	[ɑ] bar	[ɔ] port	[ɜ]			
			her	bird	hyrst	fur
4	[ɛə] care	[ɔ] core	[ɪə] bere	[aɪə]		[juə] cure
				fire	tyre	

Questions for self-control:

1. Is the number of pronunciation variations of the English vowel letters fixed?
2. Describe the way to define the type of a syllable.
3. Describe the first type of syllables. Illustrate it with your own examples.
4. Describe the second type of syllables. Illustrate it with your own examples.
5. Describe the third type of syllables. Illustrate it with your own examples.
6. Describe the fourth type of syllables. Illustrate it with your own examples.

1.11 Accentual structure of English

Note the words:

prominence ['prɒmɪnəns] *выделение*

derivative [dɪ'rɪvətɪv] *производный*

When we pronounce words it's possible to distinguish syllables which are articulated with different degrees of prominence. A greater degree of prominence given to one or more syllables in a word which singles it out through changes in the pitch and intensity of the voice and results in qualitative and quantitative modifications of sounds in the accented syllable is known as **word accent** or word stress.

In English generally three degrees (levels) of stress are distinguished: **primary stress** (main, basic), **secondary stress** (half-stressed) and **weak** (unstressed). In the word “*opportunity*” [ɒ²pə³tju¹nɪ³tɪ³], the primary stress is the strongest (marked 1), the secondary stress is weaker, as contrasted to the primary stress (marked 2), all the other syllables (marked 3) are weak.

The syllables containing lax vowels /ə/, /ɪ/, /ʊ/ or a syllabic sonorant will sound even less prominent than the unstressed syllable with any other vowel: in the word *poetic* [pəʊ¹etɪk] the first syllable sounds more prominent in comparison with the word *pathetic* [pə¹θetɪk], where the first syllable is less prominent.

English is characterized by free word accent, it means in different words of the language different syllables are stressed. Still it has two subtypes:

– **constant accent**, which always remains on the same morpheme in different grammar forms of a word or in different derivatives from the same root: *work* [wɜ:k], *working* ['wɜ:kɪŋ], *workplace* ['wɜ:kpleɪs], *workout* ['wɜ:kəʊt].

– **shifting accent**, which falls on different morphemes in different grammatical forms of a word or in derivatives from one and the same root: *metal* ['metl] – *metallic* [mə'tælək], *present (n)* ['preznt] – *present (v)* [pri'zent], *art* [ɑ:t] – *artistic* [ɑ:'tɪstɪk] – *artificial* [ˌɑ:ti'fi:ʃl].

There are numerous rules of the place of an accent in English words, which contain lots of exceptions, still there are some basic principles for English which should be taken into consideration:

1. Core vocabulary: many everyday' nouns, adjectives and adverbs of two-syllable length are stressed on the first syllable. Placing the word accent on the initial syllable can be explained by the influence of the Germanic tendency to stress the first syllable. Many English words have the Germanic origin:

E.g.: *mitten* ['mɪtn], *danger* ['deɪndʒə], *evil* ['ɪvl], *mother* ['mʌðə], *number* ['nʌmbə], *parent* ['peərənt], *basic* ['beɪsɪk], *'better* ['betə], *'never* ['nevə], *'always* ['ɔ:lwəz].

2. Prefixes and suffixes are usually unstressed in English:

E.g.: *quick-ly* ['kwɪklɪ], *de-fective* [di'fektɪv], *origin-ally* [ə'ɪdʒənəli].

But there are exceptions among prefixes: *bi-cycle* ['baɪsɪkl]

3. Words with a dual role: words which can be used as either a noun or a verb, the noun will tend to be stressed on the first syllable and the verb on the last syllable:

E.g.: *record (n)* ['rekərd] – *record (v)* [rɪ'kərd], *object (n)* ['ɒbdʒɪkt] – *object (v)* [əb'dʒekt], *conduct (n)* ['kɒndʌkt] – *conduct (v)* [kən'dʌkt].

4. Word derivations: there is a tendency to retain the primary accent in word derivations:

E.g. *form* [fɔ:m] – *formal* ['fɔ:məl]; *partner* ['pɑ:tnə] – *partnership* ['pɑ:tnəʃɪp]

Questions for self-control:

1. Define the word accent.
2. Enumerate the degrees of accent which are generally distinguished.
3. What are some basic principles of the accent place in words?

1.12 Reduction

Note the words:

quantitative ['kwɒntɪtətɪv] количественная

qualitative ['kwɒlɪtətɪv] качественная

elision [ɪ'lɪzən] элизия (пропуск)

Reduction is the phonetic process that affects the quality and quantity of the sound. Reduced vowels change their quality or in unstressed position can even fall out. According to the character of the change reduction may be *quantitative*, *qualitative* or *zero (elision)*.

1. **Quantitative reduction** affects the length of vowels in the following cases:

– the length of a vowel depends on the position in the word (they are long in open syllables, and before a weak consonant and they are short before a strong consonant):

E.g.: *flea* [flī], *teas* [tīz], *niece* [nʃs].

- tense vowels in form words are shortened in unstressed positions:

E.g.: *he* [hī] to [hɪ].

2. **Qualitative reduction** is the obscuration of vowels towards [ə, ɪ, ʊ];

E.g.: *can* [kæɪn] to [kən], *the* [ðī] to [ðɪ] and [ðə]; *who* [hu] to [hʊ];

3. **Zero realisation** or **elision** is the process when sounds are elided,

E.g. *of* [əv] to [v], *and* [ænd] to [ən] or [n], *history* ['hɪstəri] to ['hɪstrɪ].

Questions for self-control:

1. Give the definition of the reduction.
2. State the criterion which lies in the reduction classification.
3. What is a quantitative reduction? Illustrate it with your own examples.
4. What is a qualitative reduction? Illustrate it with your own examples.
5. Give the definition of the elision. Illustrate it with your own examples.

1.13 Aspiration

Note the words:

aspiration [,æspə'reɪʃn] аспирация

sequence ['sɪkw(ə)ns] последовательность, порядок следования

explosion [ɪk'spləʊz(ə)n] взрыв

precede [pri'sið] предшествовать

The English voiceless plosives /p, t, k/ before a stressed vowel are pronounced with considerable force, and a noticeable puff of breath, or "aspiration": *pardon* [p¹adn], *time* [t¹aɪm], *car* [k¹ɑ].

The Russian [п, т, к] are produced with less energy, therefore no aspiration accompanies their pronunciation.

There are four degrees of aspiration in English.

1. The first and the strongest degree of aspiration occurs when /p/, /t/ or /k/ precedes any stressed tense vowel:

E.g.: *cool* [k¹u:l], *tea* [t¹i:], *part* [p¹ɑt];

2. The second degree of aspiration occurs when /p/, /t/ or /k/ precedes any stressed lax vowel.

E.g.: *kid* [k²ɪd], *tit* [t²ɪt], *kiss* [k²ɪs],

3. The third degree of aspiration, which is very weak, occurs in the following cases:

a) when /p/, /t/ or /k/ precedes any unstressed vowel:

E.g.: *keeper* [kɪp³ə], *city* ['sɪt³ɪ], *drinking* ['drɪŋk³ɪŋ];

b) when /p/, /t/ or /k/ occurs in the final position of a word:

E.g.: *deep* [di:p³], *fit* [fɪt³], *kick* [kɪk³]

4. The fourth degree of aspiration means actually the absence of it. It takes place in the following cases:

a) when /p/, /t/ or /k/ follows a sibilant /s/:

E.g.: *spend* [sp⁴end], *stay* ['st⁴eɪ], *sky* [sk⁴aɪ];

b) when strong or weak occlusive pure plosives /p/, /t/, /k/, /b/, /d/, /g/ form a cluster, the preceding plosive loses its aspiration:

E.g.: *kept* [kep⁴t], *worked* [wɜ:k⁴t], *sit down* [sɪt⁴daʊn];

c) when /p/, /t/ or /k/ forms a cluster with one of oral sonants, the former loses its strength:

E.g.: *pray* [p⁴reɪ], *twice* [t⁴waɪs], *cue* [k⁴ju], *play* [p⁴leɪ];

d) When /p/, /t/ or /k/ precedes /θ/ or /ð/:

E.g.: *at the bottom* [ət⁴ðə 'bɒtəm], *at three* [ət⁴θri].

Questions for self-control:

1. Enumerate English sounds which are aspirated.
2. Give the definition of the aspiration.
3. Define the case of the first degree of aspiration. Illustrate it with your own examples.
4. When does the second degree of aspiration occur? Illustrate it with your own examples.
5. What are the cases of the third degree of aspiration? Illustrate them with your own examples.
6. Enumerate the cases of the fourth degree of aspiration. Illustrate them with your own examples.

1.14 Lateral and Nasal Plosion

Note the words:

closure	[ˈkləʊzə]	<i>смыкание, затвор</i>
lowering	[ˈləʊɹɪŋ]	<i>снижение</i>
junction	[ˈdʒʌŋkʃn]	<i>соединение; сочетание</i>

In the sequences of a plosive immediately followed by [l] the closure produced for the plosive is not released till after [l]. Before [l] the release is made by a sudden lowering of the sides of the tongue, and the air escapes along the sides of the tongue with *lateral plosion*:

E.g. *please* [pliːz], *cattle* [ˈkætl̩], *black* [blæk], *candle* [ˈkændl̩].

Lateral plosion occurs in Russian too, in sequences [тл, дл], e.g.: *метла, длина, но гляди, тлеть*.

When the plosives [p, t, k, b, d, g] are followed by the nasal sonants [n, m] (either within a word or at a word junction) the articulation of the sonant starts when the articulation of the plosive consonant is not yet finished. The soft palate is lowered and instead of removing the obstruction in the mouth cavity the air stream passes

through the nasal cavity producing the effect of *nasal plosion*. So **nasal plosion** is the nasal escape of the air when a plosive consonant sound is followed by a nasal sound.

Questions for self-control:

1. What phoneme clusters can produce lateral plosion?
2. How is lateral plosion realised?
3. What phoneme clusters can produce nasal plosion?
4. How is nasal plosion realised?

1.15 Assimilation

Note the words:

progressive [prə'gresɪv] прогрессивный

regressive [rɪ'gresɪv] регрессивный

reciprocal [rɪ'sɪprəkl] взаимный

adjoining [ə'dʒɔɪnɪŋ] соседний

The articulations of sounds combined to form words, word combinations (junctions) and sentences, influence each other. The process when the articulation of a sound under the influence of the articulation of a neighbouring sound becomes similar or takes on features of the neighbouring sound, is called **assimilation**. Assimilation is a result of a modification process of adjacent phonemes.

The sound which articulation is modified is called *assimilated*; the sound which influences this modification is called *assimilating*.

According to its direction, assimilation can be:

a) **Progressive** – when the following sound is changed under the influence of the preceding sound:

E.g.: *story* ['stɔːri] – in this case under the influence of the sibilant /s/ the plosive /t/ loses its aspiration;

b) **Regressive** – when the following sound influences the articulation of the preceding sound:

E.g.: *width* [wɪdθ] – the alveolar /d/ becomes dental under the influence of the interdental /θ/;

c) **Reciprocal (double)** – means a complex mutual influence of the adjacent sounds.
 E.g.: *tree* [tr[□]t̥] (the sonorant [r] is partly devoiced under the influence of the voiceless [t], and the alveolar [t] becomes post-alveolar before the post-alveolar [r]).

According to its degree, assimilation can be:

a) **Complete** – when two adjoining sounds become alike or merge into one:

E.g.: *cupboard* ['kʌbəd], “*less shy*” in fluent speech is pronounced [ˈleʃʃaɪ];

b) **Incomplete** – when the likeness of assimilated sounds is partial:

E.g.: *twins* [tw[□]ɪnz] (the sonorant /w/ is partially devoiced under the influence of the preceding voiceless /t/).

Questions for self-control:

1. Give the definition of the assimilation.
2. Define the process which is essential for assimilation.
3. What criteria are used to classify types of assimilation?
4. How is assimilation classified according to its direction?
5. How is assimilation classified according to its degree?

1.16 Treatment of Final [t], [d], and [ɪd]

There are **THREE** ways of pronouncing regular past tense verbs in English, which are determined by the voice quality of the preceding sounds. They are represented in table 6.

Table 6 - Treatment of final [t], [d], and [ɪd]

Sounds	Cases of use	Examples
[t]	after voiceless consonants	<i>watched, laughed, worked, wished</i>
[d]	after voiced consonants and vowels	<i>informed, lived, showed, played</i>
[ɪd]	after sounds [t] and [d]	<i>handed, wanted, started, loaded</i>

1.17 Treatment of Final [s], [z] and [ɪz]

This is essentially relevant for the third person singular form of verbs, the plural forms of nouns and the possessive case of nouns. Actually, there are three

types of endings, which are also determined by the voice quality of the preceding sound. They are represented in table 7.

Table 7 - Treatment of final [s], [z] and [ɪz]

Sounds	Cases of use	Examples
[s]	after voiceless consonants	<i>forgets, maps, wife's</i>
[z]	after voiced consonants and vowels	<i>husbands, goes, shows, pupil's</i>
[ɪz]	after sounds [s], [z], [ʃ], [ʒ], [tʃ], [dʒ]	<i>misses, loses, bushes, luggage, churches, messages</i>

Part 2

1 Lesson 1

1.1 Sounds' characteristics: /ɪ/, /i/, /ə/, /s/, /z/, /t/, /d/, /f/, /v/, /n/.

Vowels:

/ɪ/

Characteristics: lax, front, closed, unrounded.

Allophones: [ɪz], [ɪn̄], [sɪt]

/i/

Characteristics: tense, front, closed, unrounded.

Allophones: [vɪ], [ɪv], [tɪn̄], [sɪt]

/ə/

Characteristics: lax, central, mid-open, unrounded

Allophones: [ən̄], ['sɪtə̃], [kə^{bl}'nekt]

Consonants:

/s/

Characteristics: strong, forelingual (alveolar), constrictive, noise

Allophones: [ʃɪn], [nɪs̄], [s^owæn]

/z/

Characteristics: weak, forelingual (alveolar), constrictive, noise

Allophones: [z^{<w}ed], [dɪ'zɪz^{w>}]

/t/

Characteristics: strong, forelingual (alveolar), occlusive, noise

Allophones: [t¹ɪ], [t²ɪt], [fɪt³], [st⁴ɪf] [t^owentɪ]

/d/

Characteristics: weak, forelingual (alveolar), occlusive, noise

Allophones: [d^{<w}ɪn], [sɪd^{w>}]

/f/

Characteristics: strong, labia-dental, constrictive, noise

Allophones: [f̥t], [ɪf̃]

/v/

Characteristics: weak, labia-dental, constrictive, noise

Allophones: [v ^w], [ɪv ^w]

/n/

Characteristics: forelingual (alveolar), occlusive, nasal sonant

Allophones: [ɲt], [sɲ̃], [sɲ̄]

1.2 In-class activities

1. Pronounce the following words with the vowel /ɪ/. Mind its duration and the articulation of the sounds in each word.

[ɪz], [sɪd], [dɪd],

[ɪn], [sɪn], [dɪn],

[ɪt], [sɪt], [nɪt], [fɪt], [tɪt].

2. Pronounce the following words with the vowel /í/. Mind its tenseness.

[fí], [ví], [nί], [dí], [sί], [tí].

3. Pronounce the following words with the vowel /í/. Mind its duration and tenseness.

[dí - díd - dín - nís],

[tí - tíz - tín - nít],

[ní - níz - sín - nís],

[fí - fíd - tín - fít],

[sí - síd - sín - sít]

4. Pronounce the following words in pairs. Mind the qualitative and quantitative sound characteristics.

[ɪz - íz]

[ɪf - íf]

[ɪt - ít]

[dɪd - díd]

[fɪt- fít]

[nɪt - nít]

[sɪt - sít]

[sɪd - síd]

5. Pronounce the following words. Mind the qualitative sound characteristics in unstressed syllables.

['sɪtɪ]	[ɪn'dɪd]
['ɪzɪ]	[dɪ'zɪz]
['tɪzɪz]	[ɪn'sɪst]
['vɪzɪt]	[ɪn'fɪnɪtɪv]

6. Pronounce the following words. Mind the qualitative characteristics of the sound [ə] in the initial and final position.

[tə 'sɪt]	[ə 'fɪ]	[ə 'fɪ] – ['fɪvə]
[tə 'fɪt]	[ə 'nɪ]	[ə 'sɪ] – ['sɪtə]
[tə 'fɪd]	[ə 'nɪs]	['letə] – ['letəz]
[tə 'sɪd]	[ə 'sɪt]	['sentə]- ['sentəz]
[tə 'sɪz]		['vɪzɪt əs] – ['vɪzɪtəz]
[tə 'tɪz]		['send əs] – ['sendəz]

7. Listen to the sentences given below. Choose the right word according to its pronunciation.

Look at this big ... in the picture.	sheep	ship
I need this ... for cooking.	bean	bin
These ... are so attractive.	cheeks	chicks
Oh no! This ... is not for me.	heel	hill
Do you need this ...?	peel	pill
She is going to ... with her mother.	leave	live

1.3 Individual activities

1. Place the following words into columns in accordance with vowel duration.

Practice the pronunciation.

[nɪt], [tɪn], [tɪ], [tɪz], [sɪd], [sɪt], [sɪ], [sɪs], [sɪn], [fɪt].

2. Place the following words into two columns in accordance with sonorant duration. Practice the pronunciation.

[sɪn], [dɪn], [sɪn], [dɪn], [tɪn], [tɪn].

3. Transcribe the following words. Define the degree of aspiration of the phoneme [t]. Practice the pronunciation.

tea, tin, city, tease, sitter, visitor, teen.

4. Transcribe the following words. Find homophones to match them and practice their pronunciation.

cede, flea, knead, pee, peace, seen, see, teas, in, knit.

5. Transcribe the following words. Practice the pronunciation.

/ɪ/

din – tin

did – tint

did – nit

/i/

knee

niece

need

knees

neat

/ɪ/ - /i/

tin – teen

sin – seen

din – dean

its – eats

sits – seats

fit – feet

fists – feasts

/strong – weak/

D – T

Z – C

V – fee

eve – if

din – tin

did – nit

seed – seat

need – neat

/ə/

visitor

a knee – an inn

it's a tin

center

a niece – an ease

it's a knee

dinner

a tease – at ease

it's a niece

enter

a tin – it is

it's a sit

a scene – as eve

it's a city

a sin – is in

it's a visit

6. The first speaker of each group is speaking with a Standard British accent, and the second speaker is speaking with a Standard American accent.¹

a. Listen to these words and hear how the consonant /t/ is pronounced differently. Transcribe both ways of pronunciation.



letter

better

fatter

sweater

rider

waiter

bitter

ladder



letter

better

fatter

sweater

rider

waiter

bitter

ladder

b. Explain the difference in pronunciation between Standard British and American accents.

c. Practice both ways of pronunciation.

¹ Dr. Fingers' Pronunciation Course // Hot English Magazine № 12, track 07

2 Lesson 2

2.1 Sounds' characteristics: /e/, /æ/, /p/, /b/, /k/, /g/, /m/, /j/

Vowels:

/e/

Characteristics: lax, front, mid-open, unrounded

Allophones: [sēd], [děñ], [ět]

/æ/

Characteristics: lax, front, open, unrounded

Allophones: [æd], [bæñ], [bæť]

Consonants:

/p/

Characteristics: strong, bilabial, occlusive, noise

Allophones: [p¹ɰ], [p²ɰn], [kɰp³], [kɰp³ə], [sp⁴ɰt]

/b/

Characteristics: weak, bilabial, occlusive, noise

Allophones: [b^{<w}ɰt], [nɰb^{w>}]

/k/

Characteristics: strong, backlingual, occlusive, noise

Allophones: [k¹ɰ], [k²ɰs], [sɰk³], [ˈvɰk³ə], [sk⁴ɰ], [k[°]wɰ'zɰn]

/g/

Characteristics: weak, backlingual, occlusive, noise

Allophones: [g^{<w}ɰs], [pɰg^{w>}]

/m/

Characteristics: bilabial, occlusive, nasal, sonant

Allophones: [m̃ɰ], [tɰm̃], [tɰm̃]

/j/

Characteristics: mediolingual, constrictive, oral sonant

Allophones: [jet], [fj[□]u]

2.2 In-class activities

1. Pronounce the following words. Mind the degree of aspiration of plosives.

[pí]	[kí]	['sɪtɪ]	[spɪt]
[píz]	[kíz]	['pɪtɪd]	[spík]
[pís]	[kís]	['fɪtɪd]	[stɪk]
[pɪn]	[kɪn]	['sɪtɪd]	[stívɪn]
[kɪp]	[sɪk]	['sɪkə]	[skí]
[nɪp]	[dɪk]	['dɪpə]	[sɪps]
[kíp]	[tɪk]	['kɪpə]	[tɪps]
[píp]	[kɪk]	['vɪkə]	[sɪts]
		['tɪkə]	[pɪts]
		['pɪkə]	

2. Pronounce the following words. Mind the peculiarities of the oppositions /p-b/ and /k-g/.

in the initial position:

[kɪd – ɡɪv]
[kɪt – ɡɪft]
[kɪs – ɡɪs]
[píz – ɡíz]
[pɪt – bɪt]
[pít – bɪf]

in the final position:

[pɪɡ – pík]
[dɪɡ – dɪk]
[bɪɡ – vɪk]
[fɪɡ – sɪk]
[dɪp – díp]
[bɪb – píp]
[fɪb – sɪp]
[nɪb – nɪp]

3. Pronounce the following words. Mind the duration of the sonants.

[mí]	[túm – tím]
[mɪs]	[dúm – dɪm]
[míd]	[súm – sɪm]
[mín]	[pɪmp – tímz]
[mít]	[ɡɪmp – dɪmz]
[mɪst]	[tún – tím]

['mɪsɪz]

[sɪn – sɪn]

['mɪnɪt]

[bɪn – bɪn]

4. Pronounce the following words with the vowel /e/. Mind its duration.

[sed]

[bed – ben – bet]

[ded]

[ted – ten – tet]

[et]

[ded – den – det]

[en]

[fed – fen – vet]

[ten]

[peg – penz – pet]

[den]

[sez – send – set]

5. Pronounce the following words with the vowel /æ/. Mind its duration.

[æd]

[sæd – sæm – sæt]

[æt]

[bæd – bæm – bæt]

[æn]

[mæd – mæn – mæt]

[æs]

[fæd – fæn – fæt]

[æm]

[ænd]

6. Pronounce the following words in pairs. Mind the qualitative and quantitative characteristics of sounds.

[ed – æd]

[en – æn]

[men - mæn]

[ded – dæd]

[beg – bæg]

[den – dæn]

[ten – tæn]

[fen – fæn]

7. Pronounce the following words with the opposition of /æ/ - /e/ - /ɪ/ phonemes. Mind the qualitative and quantitative characteristics of sounds.

[pæt – pet – pɪt]

[fæt – vet – fɪt]

[tæp – pep – tɪp]

[bæt – bet – bɪt]

[næk – nek – nɪk]

[sæt – set – sɪt]

8. Pronounce the following words. Mind the duration of the vowels.

[jet], [jen], [jes], [jɪst], [jæm], [jæk].

9. Listen to the sentences given below. Choose the right word according to its pronunciation.

- | | | |
|--------------------------------------|------|-----|
| 1. Is this your ...? | pen | pan |
| 2. Be careful when you ... this dog. | pet | pat |
| 3. They are ... to stay at home. | said | sad |
| 4. Will the ... come? | men | man |
| 5. This is my favourite ... | gem | jam |
| 6. Tom has lost his ... | bet | bat |

2.3 Individual activities

1. Transcribe the following words. Define the degree of aspiration of the phoneme /p/. Practice the pronunciation.

pea, peas, pen, pens, pan, pans, pin, pins, pet, pat, sheep, ship, lip, leap, dip, deep

2. Transcribe the following words. Define the degree of aspiration of the plosives. Practice the pronunciation.

mixed, exit, biggest, canteen, sixty, academy, depend, steady, fatter, pianist, possessive.

3. Transcribe the following words. Place them into two columns with /e/ and /æ/ phonemes. Sign the vowel duration. Practice the pronunciation.

bed, desk, bee, tent, Andy, Bess, map, pen, sentence, camp, test, tea, text, egg, man, taxi, add, get, keep, bad, absent, damp, fat, many, seven, seventeen, Dan, sent, stand, seat, men, sad, December, cat, Sam, sixty, end, Max, Pat, Teddy, Dad, Saturday.

4. Transcribe the following words. Sign sounds' characteristics. Pronounce the following words in pairs. Mind the qualitative and quantitative characteristics of sounds.

men – man

said – sad

beg – bag

bread – Brad

5. Transcribe the following words. Sign sounds' characteristics. Practice the pronunciation.

pen – pan

pin – bin

pen – Ben

cap – cab

pack – back

6. Listen to the sentences given below. Choose the right word according to its pronunciation.

- | | | |
|----------------------------------|-------|-------|
| 1. This ... is really clean. | peach | beach |
| 2. Is ... in? | Poppy | Bobby |
| 3. There is a ... in the corner. | pin | bin |
| 4. This ... is very friendly. | pup | pub |
| 5. The doctor examined his ... | rip | rib |
| 6. This is your ... | pet | bet |

7. Transcribe the following words. Find homophones to match them and practice their pronunciation.

ad, banned, bel, bred, led, bittern, seam, pique, mete, missed, censer, cent, guessed, desert, red, wrest, lam, packed, wrap, tacks.

8. Transcribe the following words. Practice the pronunciation of the following sounds:

/g/

get, give, bag, egg, big

/k/

key, keep, kept, desk, sick, speak, act, fact, six, next

/g/- /k/

gat – cat

big- beak

bag – back

dag - dak

/m/

meat, man, max, Sam, Tim, team, camp, damp

/j/

yet, yen, yes, yam, yak, yeast

/e/-/j/

@ - yet

N – yen

S – yes

east – yeast

am – yam

9. The first speaker of each group is speaking with a Standard British accent, and the second speaker is speaking with a Standard American accent. ¹

a. Listen to these words and hear how the /æ/ sound is pronounced differently.



man

axe

pan

sad

bag

brad

sack

ban

hat



man

axe

pan

sad

bag

brad

sack

ban

hat

¹ Dr. Fingers' Pronunciation Course // Hot English Magazine № 11, track 04

b. Explain the difference in pronunciation between Standard British and American accents. Transcribe both ways of pronunciation.

c. Practice both ways of pronunciation.

3 Lesson 3

3.1 Sounds' characteristics: /l/, /ʃ/, /z/, /tʃ/, /dʒ/.

Consonants:

/l/

Characteristics: forelingual (alveolar), constrictive, oral sonant (lateral)

Allophones: [l̂ɪd], [tēl̂], [zɪl̂], [pl̂ɪz]

/ʃ/

Characteristics: strong, forelingual (post-alveolar), constrictive, noise

Allophones: [ʃ̣], [dɪʃ̣]

/z/

Characteristics: weak, forelingual (post-alveolar), constrictive, noise

Allophones: ['plez^w ə], ['gærəz^w]

/tʃ/

Characteristics: strong, forelingual, occlusive (palato-alveolar), noise

Allophones: [tʃ̣ɪn], [kæʃ̣]

/dʒ/

Characteristics: weak, forelingual (palato-alveolar), occlusive, noise

Allophones: [dʒ^wæk], [sledʒ^w]

3.2 In-class activities

1. Pronounce the following words with the sonant /l/. Mind its duration and the articulation of sounds in each word.

in the initial position:

[lɪt]

[lɪt]

[lɪst]

in final position:

[pɪl]

[tel]

[zɪl]

in the middle of the word:

['fæmɪlɪ]

['delɪkɪt]

['tæləntɪd]

[lɪst]	[bɪl]	['eksələnt]
[lɪv]	[fɪld]	['sæləd]
[lɪv]	[bɛlt]	['elɪfənt]
[lɪp]	['dɪfɪkəlt]	['fækəltɪ]
[lɪp]		
[les]		
[læs]		

2. Pronounce the following words in pairs, containing the sonant /l/. Mind the qualitative and quantitative characteristics of sounds.

[mɪl] – [míl]
 [fɪl] – [fíl]
 [sɪl] – [síl]
 [mɛl] – [mæɪl]
 [ɛl] – [æɪl]
 [vɛl] – [væɪl]

3. Pronounce the following words, containing the consonants /ʃ/ and /ʒ/. Mind the qualitative and quantitative characteristics of sounds.

[fɪʃ]	['meʒə]	[dɪ'vɪʒn - pə'mɪʃn]
[dɪʃ]	['leʒə]	[dɪ'sɪʒn - kə'mɪʃn]
[dæʃ]	['sɪʒə]	
[smæʃ]	['vɪʒn]	
['fɪʃɪz]		
['dɪʃɪz]		
[ʃɪt]		
[ʃɪ]		
['seʃn]		
['fæʃn]		

4. Pronounce the following words, containing the consonants /tʃ/ and /dʒ/. Mind the qualitative and quantitative characteristics of sounds.

[tʃɪl]	[dʒɪl]	[tʃɪn] – [dʒɪn]
[tʃɪps]	[ˈdʒɪpsɪ]	[tʃek] – [dʒæk]
[tʃɪz]	[dʒɪst]	[feʃ] – [edʒ]
[tʃest]	[dʒest]	
[bæʃ]	[bædʒ]	

5. Listen to the sentences given below. Choose the right word according to its pronunciation.

1. This ... tree is distributed across most larch large
of North America.
2. Are you really ...now? choking joking
3. What's the matter with you ...? chin gin
4. This car is ... chip jeep
5. The students ... at her speech. cheered jeered

6. Pronounce the following words in pairs, containing the consonants /t/ and /tʃ/. Mind the qualitative and quantitative characteristics of sounds.

[tɪp] – [tʃɪp]
[tɪn] – [tʃɪn]
[tæp] – [tʃæp]
[test] – [tʃest]
[pít] – [pítʃ]
[bít] – [bítʃ]

7. Pronounce the following words in pairs, containing the consonants /d/ and /dʒ/. Mind the qualitative and quantitative characteristics of sounds.

[dɪn] – [dʒɪn]
[dæn] – [dʒæn]
[dek] – [dʒæk]
[bæd] – [bædʒ]

8. Pronounce the following words. Mind the peculiarities of pronunciation of lateral plosion.

a.

[plæn]	[klín]	['lɪtl]
[plíd]	[klæn]	['setl]
['plænit]	[klæp]	['ketl]
['sɪmpl]	['pɪkl]	
	['tækl]	

b.

[blæm]	[glæd]	['medl]
[bles]	[glɪm]	['mɪdl]
[blíd]	['glæmə]	['bedləm]
['bæbl]		

9. Listen to the sentences given below. Choose the right word according to its pronunciation.

- | | | |
|----------------------------------|--------|--------|
| 1. She has just ... her husband. | saved | shaved |
| 2. These ... are dirty. | seats | sheets |
| 3. This ... is rather big. | sack | shack |
| 4. I'll choose ... | Sue's | shoes |
| 5. The answer was ... | “Puss” | “Push” |

3.3 Individual activities

1. Place the following words into columns in accordance with the duration of the sonant /l/. Practice the pronunciation.

[lɪp], [lɪd], [lɪvz], [líd], [lívz]. [left], [læd], [læk], ['lɪmɪt], ['lɪftɪd], ['lemən], [del], [bɪl], [síl], [melt], [kɪld], ['fækəltɪ], ['emɪlɪ], ['elɪgənt], ['delɪgɪt], ['pælət].

2. Place the following words into two columns, where the sonant /l/ is “light” or “dark”.

[lɪd], [lív], ['lemən], ['gɪltɪ], ['levl], [nelt], ['letə], ['stɪpl], ['plæstɪk].

3. Transcribe the following words. Sign sounds' characteristics. Mind the peculiarities of pronunciation of lateral plosion. Practice the pronunciation.

clip, tackle, clever, babble, pebble, dabble, saddle, medal, pleasure, please, play, metal, cattle.

4. Transcribe the following words. Find homophones to match them and practice their pronunciation.

lien, leek, genes, cheep, peel, pleas, gilt, billed, cell, pedal, beach, check.

5. Transcribe the following words. Practice the pronunciation.

/dʒ/

gest, jeep, gin, gym, jam, Jack, edge, sledge, vegetable, cabbage, manager, passenger.

/tʃ/

cheese, chill, chin, teacher, teach, bench, fetch, kitchen, peach.

/ʃ/

she, shelf, shell, ash, blemish, Spanish, fish, action, fiction, delicious.

/z/

measure, pleasure, leisure, visional, collision, seizure, scissure, engine.

/ʃ/ - /tʃ/

ships – chips

sheep – cheap

cash – catch

shin – chip

6. Listen to the sentences given below. Choose the right word according to its pronunciation.

- | | | |
|---|--------|--------|
| 1. Look at these big | ships | chips |
| 2. I've cut my | shin | chin |
| 3. I don't like this ... | shop | chop |
| 4. Don't take my netbook till I ... it. | wash | watch |
| 5. This ... brandy is my favourite. | sherry | cherry |

4 Lesson 4

4.1 Sounds' characteristics: /eɪ/, /ɛə/, /aɪ/, /ɪə/.

Vowels:

/eɪ/

Characteristics: lax, front, half-open, unrounded diphthong

Allophones: [d̄eɪ], [ēɪd], [ēɪm̃], [ěɪk]

/ɛə/

Characteristics: lax, front (glide is central), open, unrounded diphthong

Allophones: [ē̄ə], [sk̄ě̄əs]

/aɪ/

Characteristics: lax, front, open, unrounded diphthong

Allophones: [d̄āɪ], [āɪz], [āɪl], [ăɪk]

/ɪə/

Characteristics: lax, front, closed, unrounded diphthong

Allophones: [t̄ɪə], [p̄ɪəd], [r̄ɪəl] [p̄ě̄əs],

4.2 In-class activities

1. Pronounce the following words with the diphthong /eɪ/. Mind the qualitative and quantitative characteristics of sounds.

[deɪ]

[peɪ]

[geɪ]

[seɪ]

[meɪ]

[eɪd]

[leɪ]

[eɪk]

[keɪ]

[eɪm]

[seɪ]

[eɪdʒ]

2. Pronounce the following words with the diphthong /eɪ/. Mind the qualitative and quantitative characteristics of sounds.

[eɪ] – [eɪdz] – [eɪl] – [eɪt]

[meɪ] – [meɪd] – [meɪl] – [meɪk]

[seɪ] – [seɪv] – [seɪl] – [seɪf]

3. Pronounce the following words in pairs. Compare the articulation of the diphthong /eɪ/ with the monophthong /e/.

[eɪd] – [ed]

[eɪt] – [et]

[leɪt] – [let]

[neɪl] – [nel]

[peɪn] – [pen]

[tʃeɪs] – [tʃes]

[ʃeɪd] – [ʃed]

4. The first speaker of each group is speaking with a Standard British accent, and the second speaker is speaking with a Standard American accent.¹

a. Listen to these words and hear how the diphthong /eɪ/ is pronounced differently.



pain

shade

Dave

gave

wait

taste

bait

paper



pain

shade

Dave

gave

wait

taste

bait

paper

b. Explain the difference in pronunciation between Standard British and American accents. Transcribe both ways of pronunciation.

c. Practice both ways of pronunciation.

5. Pronounce the following words with the diphthong /ɛə/. Mind the qualitative and quantitative characteristics of sounds.

¹ Dr. Fingers' Pronunciation Course // Hot English Magazine, 2005, № 11, p 18, track 04

[ɛə]	[ʃɛə]
[fɛə]	[ˈbɛəskɪn]
[ʃɛə]	[ˈkɛələs]
[stɛə]	[skɛəs]

6. Pronounce the following words in pairs. Compare the articulation of diphthongs /ɛə/ with /eɪ/.

[dɛə] – [deɪ]
[bɛə] – [beɪ]
[pɛə] – [peɪ]
[kɛə] – [keɪ]
[mɛə] – [meɪ]
[stɛə] – [steɪ]
[kəmˈpɛə] – [kəmˈpleɪn]
[ˈkɛəlɪs] – [ˈkeɪpəbl]

7. Listen to the sentences given below. Choose the right word according to its pronunciation.

1. Let's order these ...	cheers	chairs
2. This ... is dark.	beer	bear
3. The ... was rotten.	pier	pear
4. I'm glad to see you, ...	dear	Dare
5. Claire is ... so active.	really	rarely

8. Pronounce the following words with the diphthong /aɪ/. Mind the qualitative and quantitative characteristics of sounds.

[aɪ]	[naɪt]
[daɪ]	[ˈaɪdl]
[taɪ]	[ˈaɪlənd]
[laɪ]	[spaɪk]
[baɪ]	[ˈaɪvə]
[skaɪ]	[ˈæpɪtaɪt]

9. Pronounce the following words with the diphthong /aɪ/. Mind the qualitative and quantitative characteristics of sounds.

[aɪ] – [aɪz] – [aɪl] – [aɪk]

[maɪ] – [ɡlaɪd] – [maɪn] – [maɪs]

[laɪ] – [laɪz] – [laɪm] – [laɪk]

[daɪ] – [daɪv] – [daɪn] – [daɪs]

10. The first speaker of each group is speaking with a Standard British accent, and the second speaker is speaking with a Standard American accent. Transcribe both ways of pronunciation.¹

a. Listen to these words and hear how the diphthong /aɪ/ is pronounced differently.

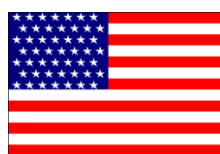


night

fight

right

sight



night

fight

right

sight

b. Explain the difference in pronunciation between Standard British and American accents. Transcribe both ways of pronunciation.

c. Practice both ways of pronunciation.

11. Pronounce the following words with the diphthong /ɪə/. Mind the qualitative and quantitative characteristics of sounds.

[ɪə]

[pɪəd]

[dɪə]

[pɪəs]

[tɪə]

[ˈsɪərɪəs]

[nɪə]

[ˈnɪəlɪ]

12. Pronounce the following words in pairs. Compare the articulation of the diphthong /ɪə/ with the monophthong /i/.

[ɪə] – [i]

¹ Dr. Fingers' Pronunciation Course // Hot English Magazine, 2005, № 11, p 18, track 04

[bɪə] – [bɪ]

[dɪə] – [dɪ]

['pɪəd] – [pɪz]

['dɪəlɪ] – [dɪl]

['nɪəlɪ] – [nɪm]

['klɪəlɪ] – [klɪn]

4.3 Individual activities

1. Transcribe the following words. Sign sounds' characteristics. Practice the pronunciation.

baby, lady, paper, nature, tasty, imitate, estimate, indicate, agitate.

2. Transcribe the following words. Sign sounds' characteristics. Practice the pronunciation. Mind the qualitative and quantitative characteristics of the opposed sounds.

shed – shared – shall

ked – cared – cap

step – stairs – tap

bed – bears – bad

dead – dared – dad

fed – fairs – fad

3. Transcribe the following words. Place them into columns in accordance with the duration of the diphthongs /eɪ/ and /ɛə/. Practice the pronunciation.

careless, bay, nature, nail, chair, fade, compare, state, apical, sail, staircase, fate, laid, late, paper, bade, fared, favour, snake, blade, bears, Spain, scare, stair, cared.

4. Transcribe the following words. Sign sounds' characteristics. Practice the pronunciation. Mind the duration of the sonant /n/.

mine – mind- paint

fine – find – faint

sain – sained – saint

5. Transcribe the following words. Sign sounds' characteristics. Mind that after the phoneme /s/ plosives lose their plosion. Practice the pronunciation.

sky, skylight, spy, stainless, spider, Spain, inspired.

6. Transcribe the following words. Sign sounds' characteristics. Mind that in the sequences of a plosive immediately followed by /l/ there is lateral plosion. Practice the pronunciation.

play, plane, climate, climbed, table, cycle, fatal.

7. Transcribe the following words. Find homophones to match them and practice their pronunciation.

ail, eight, bait, bays, bey, daze, feint, gait, gays, grate, hair, hay, lade, made, male, mane, pane, preys, rein, rays, sail, sleigh, tale, heir, bare, fair, pair, stare, there, I'll, aye, bight, bye, cite, climb, die, fined, hi, knight, lie, mind, rite, bier, serial, dear, hear, peer.

8. Transcribe the following words. Practice the pronunciation.

/eɪ/

date, table, again, play, mistake, game, late, pale, today, ate, Kate.

/ɛə/

chair, bear, stair, cared, bear.

/aɪ/

buy, my, lie, classify, satisfy, appetite, idle, exercise, night, aside, knife, tight, mild.

/ɪə/

ear, beer, dear, nearly, hear, tear, gear, beard.

9. The first speaker of each group is speaking with a Standard British accent, and the second speaker is speaking with a Standard American accent.¹

¹ Dr. Fingers' Pronunciation Course // Hot English Magazine, 2005, № 11, p 18, track 04

a. Listen to these words and hear how the diphthong "ɪə" is pronounced differently.



beer

hear

steer

tear

beard

gear



beer

hear

steer

tear

beard

gear

b. Explain the difference in pronunciation between Standard British and American accents. Transcribe both ways of pronunciation.

c. Practice both ways of pronunciation.

5 Lesson 5

5.1 Sounds' characteristics: /θ/, /ð/, /ŋ/.

Consonants:

/θ/

Characteristics: strong, forelingual (dental), constrictive, noise

Allophones: [θⁱɪ̃], [mɪθ̃]

/ð/

Characteristics: weak, forelingual (dental), constrictive, noise

Allophones: [ð^wɪs], [leɪð^w]

/ŋ/

Characteristics: backlingual, occlusive, nasal sonant

Allophones: [beŋ], [θæŋks]

5.2 In-class activities

1. Pronounce the following words with the consonant /θ/. Mind the qualitative and quantitative characteristics of sounds.

[θɪk]	[mɪθ]
[θɪn]	[deθ]
[θɪl]	[tɪθ]
[θɪf]	[beθ]
[θɪm]	[keɪθ]
[ˈθɪətə]	[bɪˈnɪθ]

2. Pronounce the following words in pairs. Compare the articulation of the dental consonant /θ/ with the alveolar consonant /s/ and the labia-dental consonant /f/.

[θɪn] – [sɪn]	[θɪn] – [fɪn]
[θɪk] – [sɪk]	[θɪl] – [fɪl]
[θɪnk] – [sɪnk]	[θaɪ] – [faɪ]
[mɪθ] – [mɪs]	[deθ] – [def]
[mæθ] – [mæs]	[mɪθ] – [mɪf]

3. Listen to the sentences given below. Choose the right word according to its pronunciation.

1. This ... looks healthy.	mouse	mouth
2. Look at him, he is ...	sinking	thinking
3. There is a ... in the mountains.	pass	path
4. This ... is the topic of my report.	moss	moth
5. The ... is so red.	sun	thumb

4. Pronounce the following words with the consonant /ð/. Mind the qualitative and quantitative characteristics of sounds.

[ðɪs]	[ˈgæðə]	[leɪð]
[ðɪz]	[ˈfeðə]	[fɪð]
[ðæt]	[ˈteðə]	[tɪð]
[ðem]	[ˈheðə]	[sɪð]
[ðæn]		

[ðen]

[ðɛə]

5. Pronounce the following words in pairs. Compare the articulation of the dental consonant /ð/ with the alveolar consonants /z/, /d/ and the labia-dental consonant /v/.

[ðæt] – [zæk]

[ðeɪ] – [deɪ]

[ðí] – [ví]

[beɪð] – [beɪz]

[ðæn] – [dæn]

[ðæn] – [væn]

[saɪð] – [saɪz]

[ðɛə] – [dɛə]

[ðaɪn] – [vaɪn]

6. Pronounce the following words in pairs. Compare the articulation of the consonants /θ/ with /ð/.

[fɪθ] – [fɪð]

[θaɪ] – [ðaɪ]

[tɪθ] – [tɪð]

[ˈiθə] – [ˈiðə]

[ˈθɪsɪl] – [ˈðɪsɪl] (this'll)

[læθ] – [leɪð]

7. Pronounce the following words with the consonants /θ/ and /ð/. Mind that alveolar consonants before them should be dental.

[nɪˈpenθɪ]

[ˈtel ðem]

[plɪnθ]

[ˈt ðɪs]

[ˈænθəm]

[ˈnɪd ðæt]

[spɪlθ]

[ɪn^o ðə ˈtekst]

[stelθ]

[eɪtθ]

8. Pronounce the following words. Mind the qualitative and quantitative characteristics of the sonant /ŋ/.

[sɪŋ]

[ˈsɪŋə]

[kɪŋ]

[ˈæŋkl]

[dɪŋ]

[θɪŋk]

[lɪŋ]

[ˈɪvnɪŋ]

[sæŋ]

['ɪŋɡlɪʃ]

[bæŋ]

[θæŋks]

9. Pronounce the following words in pairs. Compare the articulation of the sonants /ŋ/ and /n/.

[θɪŋ] – [θɪn]

[bæŋ] – [bæn]

[sɪŋ] – [sɪn]

[pɪŋ] – [pɪn]

[bæŋ] – [bæn]

[fæŋ] – [fæn]

10. Pronounce the following words in pairs. Mind the duration of the sonant /ŋ/.

[kɪŋ] – [kɪŋk]

[kɪŋ] – [kɪŋk]

['æŋkl] – ['æŋɡl]

[bæŋk] – ['bæŋɡl]

[ɪŋ] – ['ɪŋɡə]

11. Listen to the sentences given below. Choose the right word according to its pronunciation.

- | | | |
|----------------------------------|---------|---------|
| 1. Tom ... home | ran | rang |
| 2. Don't ...! | sin | sing |
| 3. It's a good chance to ... it. | ban | bang |
| 4. Who is ...? | Ron | wrong |
| 5. All of them are ... | sinners | singers |

5.3 Individual activities

1. Transcribe the following words. Place them into two columns with strong and weak forelingual phonemes. Practice the pronunciation.

teeth, Maths, athlete, either, gather, then, leather, thistle, these, seventh, Pantheon, Elizabeth, Athens, thin, thick, mathematics, this, theme, thimble, depths, lengths, faith, myth.

2. Transcribe the following words. Sign sounds' characteristics. Mind the assimilation. Practice the pronunciation.

the sixth

if those

the hundredth

pays them

bid them

in this act

find them

these thieves

get them

those themes

sit there

write the word

it's that

quite thin

3. Transcribe the following phrases. Practice the pronunciation. Mind the assimilation.

Three thin thieves.

Thy thick thigh.

The seventh myth.

At the sixth table.

Either of these ethers.

4. Transcribe the following words. Compare the articulation of the forelingual consonant /ð/ with the alveolar consonants /z/. Practice the pronunciation in pairs.

then – Zen

though – zone

this – zip

these – zero

teeth – tease

bathe – bays

5. Transcribe the following words. Compare the articulation of the backlingual sonant /ŋ/ with the forelingual sonant /n/. Practice the pronunciation in pairs.

sings – sins

meetings – mittens

bangs – bans

fangs – fans

6. Transcribe the following words. Practice the pronunciation.

a. /ŋ/ in the intervocal position

singing, banging, dinging, clinging, stinging, flinging

b. /ŋ/ at the turn of unstressed syllables

baking a cake, giving a pie, lifting a chair, sitting in the air, smiling at me

c. /ŋ/ at the turn of an unstressed syllable and a stressed one

being in, seeing Ann, inviting Andy, eating apples, patting animals.

6 Lesson 6

6.1 Sounds' characteristics: /ɑ/, /ʌ/, /r/.

Vowels:

/ɑ/

Characteristics: tense, back, open, unrounded

Allophones: [mā], [kāz] [bāñ], [stāt]

/ʌ/

Characteristics: lax, central, mid-open, unrounded

Allophones: [dāz], [bāñ], [kāp]

Consonants:

/r/

Characteristics: forelingual (cacuminal), constrictive, oral sonorant

Allophones: [red], [tr[□]t], [θr^{1f}t]

]

NB:

In the clusters of voiceless consonants with the sonorant /r/ complete or partial **devoicing** of the sonorant takes place.

/r/ is completely devoiced when it is preceded by a voiceless plosive consonant /p, t, k/ in a stressed syllable within a word: *train* [tr[□]eɪn].

/r/ is partially devoiced at a word boundary or when /p, t, k/ are preceded by /s/ or some other fricative consonant: *quite right* [kwɑɪt[□]r[□]aɪt], *spring* [spr[□]ɪŋ]

In the clusters [θr, ðr] the post-alveolar frictionless sound [r] is often replaced by an alveolar tap, or a flapped variety of [r]: a single brief tap is made by the tip of the tongue on the teethridge: *thread* [θr^fed]

r-linking

English accents are divided into "rhotic" or "r-full" and "non-rhotic" or "r-less". Rhotic accents pronounce [r] corresponding to orthographic "r". Received Pronunciation is a non-rhotic accent, so /r/ in syllable final position is not pronounced, e.g. *car* [kɑ], but most speakers of it do pronounce orthographic "r" word-finally before a vowel: *far away* [fɑr ə'weɪ]. This phenomenon is called **r-linking**.

R-linking takes place when a syllable ends with one of the following vowel sounds: /ɑ/, /ɔ/, /ɜ/, /ə/, or any of the diphthongs that finish with a schwa, e.g. /eə/, /ɪə/ and /ʊə/, and the next syllable starts with *any vowel sound*. It can take place within a single word, e.g. *care* [keə] - *caring* ['keərɪŋ] or at the junction of word boundaries, e.g. *Care about* ['keər əbaʊt].

By analogy with r-linking, /r/ is inserted before a following vowel even though there is no "r" in spelling. This phenomenon is called **intrusive /r/**.

E.g.: *the emptiness* [ðər'emptɪnəs], *I can see it* [aɪ kən sɪr ɪt].

6.2 In-class activities

1. Pronounce the following words with the vowel / a /. Mind its tenseness.

[ɑ], [pɑ], [mɑ], [fɑ], [bɑ], [kɑ]

2. Pronounce the following words with the vowel /ɑ/. Mind its duration and tenseness.

[am]	['faðə]
[ask]	[ə'pɑtmənt]
[ban]	['ɑkɪtəkt]
[stat]	[gr'tɑ]
[bad]	['mɑvələs]

3. Pronounce the following words with the vowel /ɑ/. Mind the qualitative and quantitative characteristics of sounds.

[ba] – [baz] – [ban] – [baθ]

[ka] – [kaz] – [kam] – [kap]

[ma] – [maz] – [mat]

4. Pronounce the following words. Compare the articulation of the tense vowel /ɑ/ with the diphthong /aɪ/.

[lak] – [laɪk]

[pak] – [paɪk]

[pam] – [paɪn]

[kat] – [kaɪt]

5. The first speaker of each group is speaking with a Standard British accent, and the second speaker is speaking with a Standard American accent.¹

a. Listen to these words and hear how the /ɑ/ sound is pronounced differently.



glass

dance

castle

fast

class

after

pass

chance

bath



glass

dance

castle

fast

class

after

pass

chance

bath

b. Explain the difference in pronunciation between Standard British and American accents. Transcribe both ways of pronunciation

c. Practice both ways of pronunciation.

¹ Dr. Fingers' Pronunciation Course // Hot English Magazine, 2005, № 10, p. 16, track 06

6. Pronounce the following words with the vowel /ʌ/. Mind the qualitative and quantitative characteristics of sounds.

[bʌg]	[kʌp]
[dʌz]	[ʃʌt]
[bʌn]	[ˈʌŋkl]
[lʌŋz]	[mʌf]

7. Pronounce the following words with the vowel /ʌ/. Mind the articulation this sound in the initial position and in a stressed syllable.

[ˈʌndə]	[ˈsʌnɪ]
[ˈʌðə]	[ˈsʌðən]
[ˈʌpə]	[ˈsʌpə]
[ˈʌtərəns]	[ˈbʌtə]

8. Pronounce the following words. Compare the articulation of the central vowel /ʌ/ with the front vowel /e/.

[bʌg] – [beg]
[tʌn] – [ten]
[bʌt] – [bet]
[pʌn] – [pen]
[lʌk] – [let]

9. Pronounce the following words. Compare the articulation of the lax vowel /ʌ/ with the tense vowel /ɑ/. Mind the duration of the vowels.

[kʌm] – [kɑm]
[bʌn] – [bɑn]
[kʌt] – [kɑt]
[kʌf] – [kɑf]
[dʌk] – [dɑk]
[bʌd] – [bɑd]

10. Listen to the sentences given below. Choose the right word according to its pronunciation.

- | | | | |
|-------------------------------------|-----|-----|-------|
| 1. This ... is so lovely | hat | hut | heart |
| 2. Beware of this ... | cat | cut | cart |
| 3. I'll place the ... on the table. | cap | cup | carp |
| 4. This ... is so romantic. | | bud | bard |
| 5. There's a mouse in this ... | | bun | barn |

11. Pronounce the following words with the sonant /r/. Mind the qualitative and quantitative characteristics of sounds.

[rɪʃ]	['berɪ]
[rɪŋ]	['mæɪ]
[red]	['lɪtərəɪ]
[raɪt]	[bɪ'rɪfv]
[rɪf]	['kæɪ]

12. Pronounce the following words with the sonant /r/. Mind the devoicing of the sonorant /r/ because of assimilation.

[kræb]	['prɪtɪ]
[krɪs]	[prɪst]
[krɪm]	[trɪ]

13. Pronounce the following phrases. Mind the linking /r/ sonant.

- [kɑ(r)'endʒɪn]
[maɪ 'fɑðə(r)ənd 'mʌðə]
['plezə(r)ənd 'frɪdəm]
[bɪə(r)ɪn maɪ 'bæɡ]
['dɪə(r)æm 'bɪʃən]
['nevə(r)ə'gen]
[ɪts nɪə(r)'ɪnʌf]
[ðə(r)ə 'θɪ 'pleɪsɪz]
[ðɪ 'æktə(r) ənd 'pleɪraɪt]

6.3 Individual activities

1. Transcribe the following words. Sign sounds' characteristics. Place the following words into columns in accordance with vowel duration. Practice the pronunciation.

farm, lard, class, dark, path, darn, card, glass, barn, pass, father.

2. The first speaker of each group is speaking with a Standard British accent, and the second speaker is speaking with a Standard American accent. Find the difference¹.

a. Listen to these words and hear how the following words, containing letter “r” are pronounced.



barn

March

heart

car

guitar

far

shark



barn

March

heart

car

guitar

far

shark

b. Explain the difference in pronunciation between Standard British and American accents. Transcribe both ways of pronunciation.

c. Practice both ways of pronunciation.

3. Transcribe the following words. Compare the articulation of the central vowel /ʌ/ with the front vowel /æ/. Practice the pronunciation. Mind the duration of the vowels.

cup – cap

bug – bag

suck – sack

run – ran

pun – pan

¹ Dr. Fingers' Pronunciation Course // Hot English Magazine, 2005, № 10, p. 16, track 06

fun – fan

buck – back

4. Listen to the sentences given below. Choose the right word according to its pronunciation.

1. These mushrooms should be cooked in ...
batter butter

2. What a lovely ... there is on the counter!
bag bug

3. Leave this ... on the floor.
rag rug

4. This ... will help you to get home.
track truck

5. This red ... is for you
cap cup

5. Transcribe the following phrases. Practice the pronunciation. Mind the linking /r/ sonant.

clear eyes

clever and smart

there isn't time

be never absent

a pair of apples

near a flat

a teacher of English

remember everything

near a table

a pair of mittens

6. Transcribe the following words. Find homophones to match them and practice their pronunciation.

alms, arc, aunt, caste, father, hart, dun, one, plumb, rough, wrung, scull, some, son, reed.

7. Transcribe the following words. Practice the pronunciation.

/ɑ/

father, glasses, armchair, rather, translate, paragraph, artillery, party.

/ʌ/

dull, unless, unlikely, undertake, understand, stand up, clear up, take up, get up.

/r/

carry, literary, marry, berry, rhythm, radish, risking, scenery, gallery, crab, crept, crack, British, brother, drain, drive, grand, grass, practice

7 Lesson 7

7.1 Sounds' characteristics: /u/, /ʊ/, /h/, /w/.

Vowels:

/u/

Characteristics: tense, back, closed, rounded

Allophones: [bū], [fūd], [fū], [frūt]

/ʊ/

Characteristics: lax, back, closed, rounded

Allophones: [gōd], [fōl], [pŏf]

Consonants:

/h/

Characteristics: pharyngeal, constrictive, noise

Allophones: [hit], [br'h'af], ['geiv xim]

NB: Loss of /h/.

In rapid speech initial /h/ is lost in form words and tends to die out from the language. So instead of: *She wants her to come* [ʃi 'wɒnts hɜ tə ,kʌm] one hears: [i 'wɒnts ɜ tə ,kʌm]. It is evident, of course, that the loss of [h] in stressed syllables sounds wrong. Usually **elision** of /h/ occurs in **personal** and **possessive pronouns** *he, his, her, him* and the **auxiliary verbs** *have, has, had*, when they are unstressed within an utterance: *What has he done?* ['wɒt əz i ,dʌn].

/w/

Characteristics: bilabial, constrictive, oral sonant

Allophones: [wí], [tw[□]ɪnz]

NB: When followed by a bilabial sonorant /w/ consonants change their lip position: they become labialized: *quite* [k[◌]waɪt], *swan* [s[◌]wæn].

The sonorant /w/ is devoiced when it is preceded by strong plosives: *sweep* [tw[◌]ɪps].

7.2 In-class activities

1. Pronounce the following words with the vowel /ʊ/. Mind its duration.

[gʊd]	[rʊm]
[fʊd]	[fʊl]
[kʊd]	[tʊl]
[rʊk]	[pʊʃ]
[kʊk]	[ˈbʊlʃɪt]
[lʊk]	[ˈkʊkɪ]
[krʊk]	[ˈbʊkɪʃ]
[nʊk]	[ˈbɑθrʊm]

2. Pronounce the following words with the vowel /u/. Mind its tenseness.

[bu], [du], [mu], [ku], [ʃu].

3. Pronounce the following words with the vowel /u/. Mind its duration and tenseness.

[fud]	[spuk]
[buz]	[ˈbʊdl]
[ful]	[ˈglʌmɪ]
[rul]	[ˈgʊgl]
[dum]	[frut]

4. Pronounce the following words. Compare the articulation of the tense vowel /u/ with the lax vowel /ʊ/. Mind the duration of a sonorant.

[ful] – [fʊl]

[pul] – [pʊl]

[but] – [bʊk]

[ʃud] – [ʃʊd] (shoed)

[wud] – [wʊd] (wooded)

5. Pronounce the following words. Do not palatalize consonants before the sonant /j/.

[ku] – [kju]

[tu] – [tjub]

[mjʊd] – ['mjuzɪk]

[stud] – ['stjudənt]

[tul] – ['tjuzdɪ]

6. The first speaker of each group is speaking with a Standard British accent, and the second speaker is speaking with a Standard American accent¹.

a. Listen to these words and hear how the following words are pronounced.



duke

due

reduce

tube

nude

dew

duty

illuminate



duke

due

reduce

tube

nude

dew

duty

illuminate

b. Explain the difference in pronunciation between Standard British and American accents. Transcribe both ways of pronunciation.

c. Practice both ways of pronunciation.

7. Pronounce the following words with the consonant /h/.

[hɪ], [hɪm], [hɪz], [hæv], [hæs], [hæd].

8. Pronounce the following words with the consonant /h/. Mind it is voiced.

[br'hɑf]

[br'hɑnd]

[dr'hɪs]

¹ Dr. Fingers' Pronunciation Course // Hot English Magazine, 2005, № 12, p. 16, track 07

[sə'hɑrə]

[bɪ'heɪvɪər]

9. Pronounce the following words with and without the consonant /h/.

[hɪt] – [ɪt]

[hæz] – [æz]

[hænd] – [ænd]

[hat] – [at]

[hít] – [ít]

[haɪ] – [aɪ]

[hɛə] – [ɛə]

10. Pronounce the following phrases with and without the consonant /h/ initially.

['helən ɪz 'ɑtɪ] – ['elən ɪz 'hɑtɪ]

['helən ítς ʌp ðə paɪ] – ['elən hítς ʌp ðə paɪ]

['helən 'lʊks 'aftə ðə hɛə] – ['elən 'lʊks aftə ðə ɛə]

11. Pronounce the following phrases. Mind elision of the consonant /h/ in them.

The people have come [ðə 'pɪpl əv 'kʌm]

She gave him his breakfast [ʃi 'geɪv ɪm ɪz 'brekfəst]

It took him half a day [ɪt 'tʊk ɪm 'haf ə 'deɪ]

12. Pronounce the following words with the consonant /w/. Mind its dark character.

[waɪ]

[wí]

[waɪd]

[wíd]

[waɪn]

[wɪn]

[waɪf]

[wík]

13. Pronounce the following words with the consonant /w/. Mind the devoicing of the consonant /w/.

[kwɪt]

[kwɪ'zɪn]

[twɔɪs]

['twentɪ]

7.3 Individual activities

1. Place the following words into columns in accordance with vowel duration.

Practice the pronunciation.

[mu], [bu], [sup], [skul], [kun], [fju], [huz], [hæm], [wul], [wil], [kju], [waɪ].

2. Transcribe the following words with the vowel /u/. Practice the pronunciation.

Mind its duration and tenseness.

moo – moose – moon – moot

who – whose – whom – whoosh

coo – cooes – cool – coot

cue – queued – cute

you – use (v) – use (n)

3. Transcribe the following words. Place them into two columns with the tense vowel /u/ and the lax vowel /ʊ/. Practice the pronunciation.

pull, pool, fool, full, book, boot, Luke, look, cook, coot.

4. Transcribe the following words. Sign sounds' characteristics. Practice the pronunciation. Mind the loss of /h/ sound.

tell him the truth

the happy hunter

headed for the high hills

humble Henry

kill him

his hand on his heart

he helps him

give him a hand

they have gone

where is he?

5. Transcribe the following words. Sign sounds' characteristics. Compare the articulation of the sonant /w/ with the weak consonant /v/. Practice the pronunciation.

veil – wail

vine –wine

vile –while

veal – wheel

vend – wend

6. Transcribe the following words. Sign sounds' characteristics. Compare the articulation of the sonant /w/ in the initial position with the same sonant when it's is preceded by strong plosives. Practice the pronunciation.

will- quill

wig – twig

wit - twit

wheel –queen

7. Transcribe the following words. Find homophones to match them and practice their pronunciation.

blue, brews, clew, dual, hue, new, you'll, booze, dew, flu, wood, whee, weak, weed, we'll, wean, wain, waist, weight, waive, weigh, witch, he'll, hymn, weather.

8. Transcribe the following words. Practice the pronunciation.

/u/

Tuesday, pupil, moon, juice, blue, flu, stool

/ʊ/

July, bull, pudding, wood, woman, book

/h/

hair, here, unhappy, behind, his.

/w/

sweet, why, quite, persuade, one

[ʃɔ] – [ʃɔl] – [ʃɔt]

[dɔ] – [dɔn] – [dɔk]

[kɔ] – [kɔn] – [kɔt]

4. The first speaker of each group is speaking with a Standard British accent, and the second speaker is speaking with a Standard American accent¹.

a. Listen to these words and hear how the vowel /ɔ/ is pronounced differently.



dawn

bought

caught

sought

brought

taught



dawn

bought

caught

sought

brought

taught

b. Explain the difference in pronunciation between Standard British and American accents. Transcribe both ways of pronunciation.

c. Practice both ways of pronunciation.

5. Pronounce the following words with the vowel /ɒ/. Mind its duration.

[sɒb]

['bɒtl]

[dɒg]

['stɒrɪ]

[klɒk]

['dʒɒnɪ]

[ʃɒp]

['bɒnɪ]

[tʃɒp]

['kɒtn]

6. The first speaker of each group is speaking with a Standard British accent, and the second speaker is speaking with a Standard American accent.²

a. Listen to these words and hear how the vowel /ɔ/ is pronounced differently.



hot



hot

¹ Dr. Fingers' Pronunciation Course // Hot English Magazine, 2005, № 10, p. 16, track 06

² Dr. Fingers' Pronunciation Course // Hot English Magazine, 2005, № 10, p. 16, track 06

cot	cot
sock	sock
top	top
box	box
cod	cod
fox	fox
spot	spot
pot	pot
dot	dot
dock	dock

b. Explain the difference in pronunciation between Standard British and American accents. Transcribe both ways of pronunciation.

c. Practice both ways of pronunciation.

7. Pronounce the following words. Compare the articulation of the tense vowel /ɔ/ with the lax vowel /ɒ/. Mind its duration and tenseness.

[ʃɔt] – [ʃɒt]

[dɔn] – [dɒn]

[kɔd] – [kɒd]

[kɔt] – [kɒt]

[fɔks] – [fɒks]

[pɔt] – [pɒt]

8. Listen to the sentences given below. Choose the right word according to its pronunciation.

- | | | |
|----------------------------------|--------|-------|
| 1. I don't know where the ... is | port | pot |
| 2. Have you already seen the ... | forks | fox |
| 3. These ... can be dangerous. | sports | spots |
| 4. I've lost my... | cork | cock |
| 5. What ... is better to buy? | cod | cord |

9. Pronounce the following words with the diphthong /ʊə/. Mind the qualitative and quantitative characteristics of sounds.

[tʊə]	[pjʊə]
[lʊə]	['fjʊəri]
[ʃʊə]	['djʊəriŋ]
[pʊə]	[mə'ʃʊə]

10. Pronounce the following words with the diphthong /aʊ/. Mind the qualitative and quantitative characteristics of sounds.

[waʊ]	[maʊθ]
[aʊt]	['aʊtkast]
[faʊnd]	['aʊtwɛə]
[naʊn]	[aʊt'stændɪŋ]
[daʊt]	['daʊn'steɪz]

11. The first speaker of each group is speaking with a Standard British accent, and the second speaker is speaking with a Standard American accent.¹

a. Listen to these words and hear how the diphthong /aʊ/ is pronounced.



ground
round
mound
sound
bound
found



ground
round
mound
sound
bound
found

b. Explain the difference in pronunciation between Standard British and American accents. Transcribe both ways of pronunciation.

c. Practice both ways of pronunciation.

¹ Dr. Fingers' Pronunciation Course // Hot English Magazine, 2005, № 10, p. 16, track 06

12. Pronounce the following words. Mind the nasal plosion.

['wʊdn]

['sʌdnɪ]

['fraɪtn]

[səb'mɪt]

[səb'mɪt]

['mædnəs]

['tɒpməʊst]

['fɪpmɛɪt]

[səb'mɜːdʒ]

[nɒt, nɪəlɪ]

[,sʌbmə'rɪn]

['gʊdnəs]

8.3 Individual activities

1. Transcribe the following phrases. Sign sounds' characteristics. Practice the pronunciation. Mind the interchange of lax and tense vowels.

stop talking

hot port

a bottle of water

a small cod

a tall dog

2. Transcribe the following phrases. Sign sounds' characteristics. Practice the pronunciation of nasal plosion clusters.

at night

grab nuts

not now

stop nanny

Claude may

right now

3. Transcribe the following words. Place them into three columns in accordance with nasal plosion, lateral plosion and loss of plosion. Practice the pronunciation.

aspiration

fact

esteem

kept

askew

badly

quickly

necklace

not to

escort

espresso

make many

4. Transcribe the following words. Find homophones to match them and practice their pronunciation.

awl, oar, bawled, bawl, bore, bored, border, borne, court, core, chord, flaw, haul, whore, mourning, roar, war, warn, saw, bloc, holey, nob, knock, knot, od, aloud, bough, flour.

5. Listen to each sentence and say which one corresponds to British English. Write "Br" next to the numbers below if you think the speaker is using a British English accent; and put an "Am" next to the ones that are American English. The first one is already done for you.¹

- | | | | | |
|--------------|-----------|-----------|-----------|-----------|
| 1. <u>Am</u> | 2. _____ | 3. _____ | 4. _____ | 5. _____ |
| 6. _____ | 7. _____ | 8. _____ | 9. _____ | 10. _____ |
| 11. _____ | 12. _____ | 13. _____ | 14. _____ | 15. _____ |
| 16. _____ | 17. _____ | 18. _____ | 19. _____ | 20. _____ |

6. Transcribe the following words. Practice the pronunciation.

/ɔ/

morning, border, forklore, thought, forty, portend, fortune, autumn, always, orchard.

/ɒ/

coffee, job, cloth, pot, modern, problem, monitor, concert, holiday, diphthong, cotton.

/ʊə/

January, Februaty, tournament, moored, lure, sure.

/aʊ/

cloud, council, fountain, mountain, doubt, house, gown.

/d/, /t/ + /n/

written, Britain, hidden, pardon, frighten, wooden.

9 Lesson 9

9.1 Sounds' characteristics: /ɜ/, /ɪ/, /əʊ/.

Vowels:

/ɜ/

Characteristics: tense, central, mid-open, unrounded

¹ Dr. Fingers' Pronunciation Course // Hot English Magazine, 2005, № 10, p. 16, track 06

Allophones: [wɜ̃], [hɜ̃d], [fɜ̃m], [wɜ̃θ]

/ɔɪ/

Characteristics: lax, back, open, rounded diphthong

Allophones: [dʒɔɪ], [vɔɪd], [ɔɪl], [vɔɪs]

/əʊ/

Characteristics: lax, central, half-open, rounded, diphthong

Allophones: [ləʊ], [ləʊd], [əʊn], [əʊk]

9.2 In-class activities

1. Pronounce the following words with the vowel /ɜ/. Mind its tenseness.

[sɜ], [hɜ], [fɜ], [bɜ], [wɜ]

2. Pronounce the following words with the vowel /ɜ/. Mind its duration and tenseness.

[dɜt]	['kɜtn]	[θɜ'tɪn]
[hɜd]	['θɜtɪ]	['aʊtbɜst]
[bɜd]	[kən'sɜn]	['junɪvɜs]
[vɜb]	['ɜlɪ]	['sʌnbɜn]
[wɜθ]	['θɜzdeɪ]	['fəwɜd]

3. Pronounce the following words with the vowel /ɜ/. Mind its duration and tenseness.

[ɜ] – [ɜl] – [ɜθ]

[hɜ] – [hɜb] – [hɜl] – [hɜt]

[fɜ] – [fɜz] – [fɜm] – [fɜst]

[bɜ] – [bɜd] – [bɜn] – [bɜθ]

4. Pronounce the following words. Compare the articulation of the opposed vowels.

Mind its duration and tenseness.

/ɜ/ – /ɑ/

[fɜm] – [fam]

[hɜd] – [had]

[pɜs] – [pas]

/ɜ/ – /ɔ/

[fɜst] – [fɔs]

[pɜl] – [pɔl]

[wɜk] – [wɔk]

/ɜ/ – /ʌ/

[fɜn] – [fʌn]

[bɜd] – [bʌd]

[gɜl] – [gʌl]

/ɜ/ – /e/

[tɜn] – [ten]

[bɜd] – [bed]

[bɜθ] – [beθ] (Beth)

5. Pronounce the following words with the diphthong /vɪ/. Mind the qualitative and quantitative characteristics of sounds.

[vɪ]

[svɪ]

[tvɪ]

[dʒvɪ]

[di'strɪ]

[vɪl]

[vɪs]

[vɪd]

[kɒvɪn]

[fɒvɪ]

6. Pronounce the following words in pairs. Compare the articulation of the diphthong /vɪ/ with the monophthong /ɔ/.

[vɪ] – [ɔ]

[tvɪ] – [tɔ]

[bvɪ] – [bɔ]

[svɪ] – [sɔ]

7. Pronounce the following words with the diphthong /əʊ/. Mind the qualitative and quantitative characteristics of sounds.

[əʊ]

[ləʊ]

[əʊk]

[əʊn]

[nəʊt]

[ləʊf]

['səʊdə]

['fəʊtəʊ]

[tə'matəʊ]

['pləʊzən]

[ɔ'lsəʊ]

['wɪndəʊ]

8. Compare the articulation of the opposed vowels. Mind its duration and tenseness.

/əʊ/ – /aʊ/

[bəʊ] – [baʊ]

[ləʊd] – [laʊd]

/əʊ/ – /ɔ/

[səʊ] – [sɔ]

[kəʊt] – [kɔt]

[dəʊt] – [daʊt]

[bəʊl] – [bɔl]

9. The first speaker of each group is speaking with a Standard British accent, and the second speaker is speaking with a Standard American accent.¹

a. Listen to these words and hear how the the diphthong /əʊ/ is pronounced differently.



phone

joke

groan

home

boat

moan

woke

float



phone

joke

groan

home

boat

moan

woke

float

b. Explain the difference in pronunciation between standard British and American accents. Transcribe both ways of pronunciation.

c. Practice both ways of pronunciation.

9.3 Individual activities

1. Transcribe the following words. Place them into columns in accordance with vowel duration. Practice the pronunciation.

flirt, bird, learn, commercial, Birmingham, early, earth, coal, snow, coke, follow, load, tones, annoy, noise, boils, hoist, loiter, enjoy, choice, employee.

2. Transcribe the following words. Place them into two columns in accordance with sonorant duration. Practice the pronunciation.

football, volleyball, bill, morning, north, spoil, warm, Lynn, fourteen, phonetics, follow, piano, fell, jelly, almost, pen, swallow, window, yellow.

¹ Dr. Fingers' Pronunciation Course // Hot English Magazine, 2005, № 10, p. 16, track 06

3. Transcribe the following words. Define the degree of aspiration of plosives. Practice the pronunciation.

report, oppose, hot, fourteen, forty, sparrow, roast, stone, oak-tree, piano, photo, tomato, cloak.

4. Transcribe the following words. Find homophones to match them and practice their pronunciation.

bowled, buoy, coign, groan, heroin, no, nose, poll, rode, roll, rows, so, soul, urn, fir, herd, pearl, tern.

5. Transcribe the following words. Practice the pronunciation.

/ɜ/

curtain, worse, Thursday, prefer, pearl, serve, concern, universe.

/ɒ/

oyster, voiceless, exploit, noise, spoil, joy, annoy.

/əʊ/

row, phoned, arrow, coat, almost, piano, phonetic, telephone, borrow, hotel, October.

10 Lesson 10

10.1 Sounds' characteristics: /aɪ̯/, /aʊ̯/, /əʊ̯/, /eɪ̯/.

Vowels:

/aɪ̯/

Characteristics: lax, front, open, unrounded triphthong

Allophones: ['baɪ̯ə], ['daɪ̯əd], ['daɪ̯ət]

/aʊ̯/

Characteristics: lax, central, open, unrounded triphthong

Allophones: ['taʊ̯ə], ['vaʊ̯əl], [,aʊ̯'self]

/əʊ̯/

Characteristics: lax, central, half-open, rounded triphthong

Allophones: ['ʃəʊ̯ə], ['jəʊ̯kɪm]

/eɪə/

Characteristics: lax, front, half-open, unrounded triphthong

Allophones: ['steɪə], ['geɪətɪ]

NB:

In English words in a root morpheme as well as at the junction of morphemes specific sequences of vowel there can be found. That is a combination of certain diphthongs (/eɪ/, /aɪ/, /aʊ/, /əʊ/) with the neutral vowel /ə/, which is called a **triphthong**.

Unlike diphthongs, which are *unisyllabic* (as that make one vowel phoneme), triphthongs are *disyllabic*, because they consist of a diphthong + the neutral vowel (schwa).

10.2 In-class activities

1. Pronounce the following words with the triphthong /aɪə/. Mind the qualitative and quantitative characteristics of sounds.

['waɪə]

['kwaɪət]

[ə'kwaɪə]

['daɪət]

[di'zaɪə]

['saɪəntɪst]

[rɪ'kwaɪəd]

2. Pronounce the following words in pairs. Compare the articulation of the diphthong /aɪ/ with the cluster of the diphthong + neutral vowel /aɪ/+ə/.

['draɪə] – [draɪ]

['daɪəd] – [daɪd]

['baɪə] – [baɪ]

['haɪət] – [haɪt]

['waɪə] – [waɪ]

['faɪəd] – [faɪt]

['flaɪə] – [flaɪ]

['laɪədɪn] – [laɪn]

['traɪə] – [traɪ]

[raɪət] – [raɪt]

3. Pronounce the following words with the triphthong /aʊə/. Mind the qualitative and quantitative characteristics of sounds.

['aʊə]	['vaʊəl]
['paʊə]	['baʊəl]
['taʊə]	['daʊəl]
['flaʊə]	['daʊəri]
['kaʊə]	['paʊəfəl]
['raʊəl] rowel	

4. Listen to the sentences given below. Choose the right word according to its pronunciation.

- | | | |
|---|-------|--------|
| 1. How would you describe a ... | viol | vowel |
| 2. Her father's going to give her a large ... | diary | dowry |
| 3. You've got a ... – how marvelous! | buyer | bower |
| 4. Do you know what those ... are for? | tyres | towers |
| 5. Take care – it's ...! | hired | Howard |

5. Pronounce the following words with the triphthong /əʊə/. Mind the qualitative and quantitative characteristics of sounds.

['bəʊə] boa	['ləʊəl] Lowell
['nəʊə] noah	['rəʊən] rowan
['səʊənz] sowens	[sə'məʊə] Samoa
[bæl'bəʊə] Balboa	[prəʊtə'zəʊə] protozoa

6. Pronounce the following words with the triphthong /eɪə/. Mind the qualitative and quantitative characteristics of sounds.

['keɪə] kaya	[,kæli'seɪə] calisaya
['teɪə] Thayer	[,meɪə'neɪz] mayonnaise
['beɪəd] bayard	['feɪəlɪt] fayalite
	['beɪənɪt] bayonet

10.3 Individual activities

1. Transcribe the following words. Place them into columns with diphthongs and triphthongs. Practice the pronunciation.

layer, annoyance, tyrant, umpire, diary, siren, shower, science, nowadays, lawyer, employer, inspired, Israel, diamond, prayer, baobab, royal, choir, admire, follower, sour, mayor, borrower, fired, trial, bowels, require, nowadays, flower.

2. Transcribe the following phrases. Sign sounds' characteristics. Practice the pronunciation. Mind the linking /r/ at the junction of word boundaries.

higher and higher

our institute

our old granny

this flower is perfect

the tower of London

a shower in the morning

3. Transcribe the following words. Find homophones to match them and practice their pronunciation.

why're, byre, our, hire, lyre, flower, choir.

4. Transcribe the following words. Practice the pronunciation.

/aɪə/

hire, diet, science, violet, violent, inspired, empire, dialogue, spiral, siren, acquired, vampire, diamond, papaya

/aʊə/

nowadays, cowering, scour, sour, shower, towering, allowance, vowel, devouring, bower, dour

/əʊə/

anthozoa, Shenandoah, metazoan, sporozoa, jerboa, Minoan, anthozoan, Lisboa, cowan

/eɪə/

betrayal, crayon, defrayal, portrayal, Himalayas, Malaya, Playa

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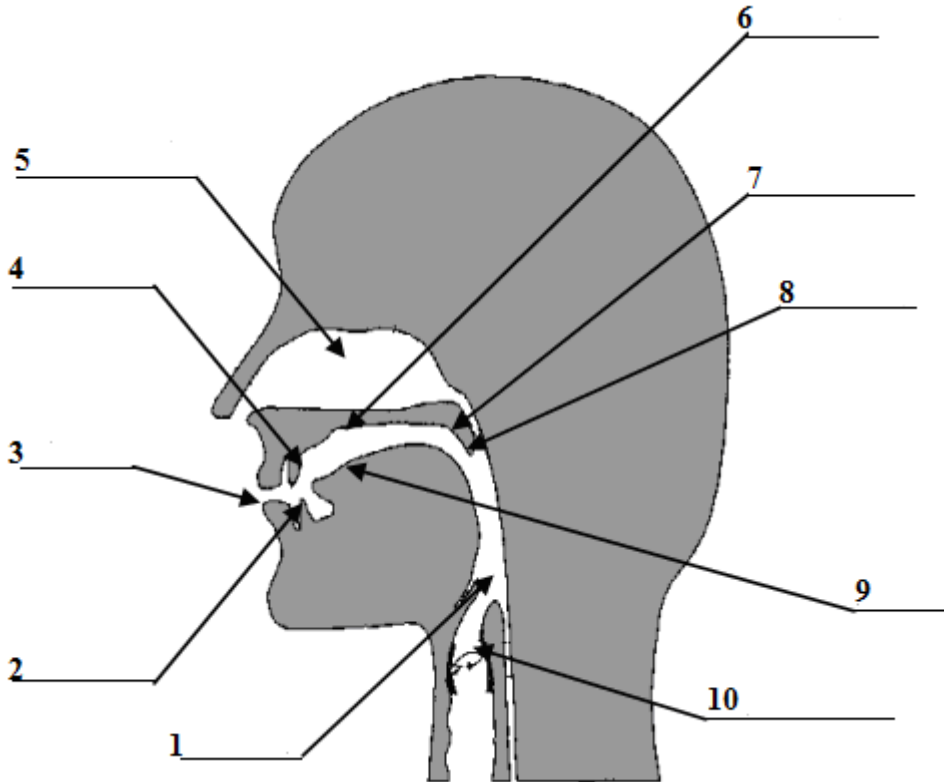
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Приложение А

(рекомендуемое)

1. Indicate organs of speech represented in the picture A.1:



Picture A.1

2. Write the number of letters and the number of sounds in these words in the table below.

Table A.1

Word	Number of letters	Number of sounds
address		
could		
choir		
colonel		
penguin		
squirrel		

Продолжение Table A.1

Word	Number of letters	Number of sounds
Edinburgh		
rhythm		
thorough		
picturesque		

3. Indicate which organs of speech are active and which are passive while producing the sounds represented in table A.2

Table A.2

Sound	Active organs of speech	Passive organs of speech
/f/		
/m/		
/w/		
/b/		
/d/		

4. Complete table A.3 indicating what sound it can be if the work of the organs of speech is represented in the following way.

Table A.3

Position of organs of speech	Possible sounds
The active articulator is the lower lip. The passive articulator is the upper lip. There is a stricture of complete closure.	
The active articulator is the tip of the tongue. The passive articulator is the teeth ridge. There is a stricture of complete closure. The tip of the tongue makes a firm contact with the teeth ridge.	
The lower lip is brought very near the upper front teeth. The air passes between them with audible friction.	
The front of the tongue is brought near the hard palate but the space between them is sufficient for the air to pass without any audible friction.	

Продолжение Table A.5

Vowel	Tenseness	Shape of the lips	Position of the bulk of the tongue	Height of the raised part of the tongue

7. Complete table A.6 giving 5 examples for each triphthong.

Table A.6

Triphthong	Examples				

8. Divide each of the following groups of phonemes into sets of three that share common characteristics. The first set is done as an example.

Table A.7

Phonemes	Set 1		Set 2	
	Phonemes	Characteristic feature	Phonemes	Characteristic feature
/t/ /w/ /r/ /n/ /s/ /j/	/w/ /r/ /j/	oral sonants	/t/ /s/ /n/	alveolar
/b/ /n/ /dʒ/ m/ /l/ /v/				
/s/ /l/ /p/ /m/ /v/ /ʃ/				
/ʒ/ /ð/ /t/ /z/ /k/ /g/				
/r/ /f/ /j/ /s/ /w/ /ʃ/				

9. Define the consonant sounds in the middle of each word represented in table A.8.

Table A.8

Words	Voice	Place of articulation	Manner of articulation
sunny	<i>voiced</i>	<i>alveolar</i>	<i>occlusive</i>
adder			
cobber			
telling			
popper			
leasure			
mother			
ringing			
dodger			

10. Complete table A.9:**Table A.9**

Indicate the words that begin with...			
<i>a bilabial consonant</i>			
sat	mat	gnat	pat
<i>a dental consonant</i>			
shy	high	thy	thigh
<i>a labiodental consonant</i>			
fan	bat	van	that
<i>an alveolar consonant:</i>			
nick	lick	dick	stick
<i>a backlingual consonant</i>			
knot	cot	gem	got
<i>a lateral consonant</i>			
one	rob	bar	low
<i>a palato-alveolar consonant</i>			

Продолжение Table A.9

Indicate the words that begin with...			
church	jam	shy	Thy
Circle the words that end with...			
<i>a nasal</i>			
ring	dump	bin	come
<i>an affricate</i>			
stomach	watch	beige	edge
<i>an oral sonant</i>			
window	bar	ball	car
<i>a fricative</i>			
breathe	branch	rave	rough

11. Choose from the following list of words those which have the plosives with the strongest degree of aspiration:

kəmprɪ'tɪʃn 'kɒnə pɪktʃə'resk tʊ,tælə'terɪən kɒmpə'zɪʃn 'pɒtəbəl

12. Complete table A.10 writing the way of realization of plosives in the words.

Table A.10

Word	Way of realization (nasal plosion, lateral plosion, loss of plosion)
skylight	
betman	
cycle	
inspired	
kidnap	
stainless	
nutmeg	
climate	
fatal	

13. Complete table A.11 writing the degree of aspiration of plosive sounds in the words.

Table A.11

Word	Degree of aspiration	Word	Degree of aspiration
queen		fact	
opal		oppose	
tower		cake	
port		repeal	
top		ochre	
tone		skate	
dark		post	
took		peal	
stake		occur	

14. Complete table A.12 writing down the sound that correctly ends each of the word.

Table A.12

Word	[s] [z] [ɪz]	Word	[s] [z] [ɪz]
misses		words	
cats		bathes	
garages		cures	
stops		churches	
wishes		rains	
Earth's		pauses	
begs		sandwiches	
changes		loves	
laughs		calls	
watches		nurses	

15. Complete table A.13 writing the sound that correctly ends each of these words.

Table A.13

Word	[t] [d] [ɪd]	Word	[t] [d] [ɪd]
jumped		attempted	
painted		avoided	
borrowed		watched	
confessed		interrupted	
travelled		picked	
washed		lived	
fitted		frightened	
walked		studied	
chatted		tried	
listened		talked	
discovered		enjoyed	

16. Complete table A.14 indicating what type of syllable the words belong to.

Table A.14

Word	Type of syllable	Word	Type of syllable
wife		fire	
bare		phone	
back		joke	
sword		worm	
choose		pack	
five		here	
go		rude	
quick		six	
feel		write	
comb		bug	
rose		short	

17. Complete table A.15 deviding the words into syllables.

Table A.15

Word	Syllable division	Word	Syllable division
dinner		examine	
eaten		rhythm	
blossom		swimming	
teller		result	
government		batten	
darken		antiwar	
undertake		student	
cattle		cattle	
illegal		uncommon	

18. Give 10 examples of function words, write the transcription of their full and reduced forms.

Table A.16

Function word	Full form	Reduced form

19. Complete table A.17 indicating what type of reduction is realized in the words (quantitative, qualitative, elision).

Table A.17

Words	Type of reduction	Words	Type of reduction
of [əv]		for [fə]	
of [v]		she [ʃi]	
him [ɪm]		you [jʊ]	
have [həv]		have [v]	
would [wəd]		and [n]	
can [kən]		can [kn]	

20. Complete table A.18 writing down the transcription of the words and the transcription with possible elision.

Table A.18

Word	Transcription	Elision
interesting	['ɪntərɪstɪŋ]	['ɪntrəstɪŋ]
similar		
literal		
evening		
virtually		
history		
momentary		
laboratory		
nursery		
elementary		
extraordinary		
necessary		
cemetery		

21. Complete table A.19 indicating the error in the transcription of the consonant sounds in the words and writing the correct symbol.

Table A.19

Word	Transcription	Error	Correct symbol
send	[sent]	t	d
cream	[crím]		
wives	[waivs]		
yellow	['yelou]		
lashes	['læshız]		
mixture	['mıxʃə]		
thoroughly	['ðʌrəlı]		
bejewel	[br'juəl]		
chopping	['tʃɒppıŋ]		

A list of examination questions:

1. The definition of phonetics, its branches and purposes.
2. The definition of the phoneme and allophone, types of allophones.
3. The organs of speech and their function.
4. Classification of speech sounds
5. The system of English vowels
6. The classification of English vowels.
7. Duration of English vowels.
8. The classification of English consonants.
9. The structure of the syllable, syllable division.
10. Types of syllables in English.
11. Word stress.
12. Reduction, types of reduction.
13. The plosives, their degrees of aspiration.
14. The notion of plosion, the loss of plosion, lateral plosion and nasal plosion.
15. Definition of linking, r-, j-, w- linking.
16. Assimilation. Types of assimilation.

Учебное пособие

Юлия Сергеевна Елагина

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