

**Міністерство освіти і науки України  
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# **ПРАКТИЧНА ФОНЕТИКА АНГЛІЙСЬКОЇ МОВИ**

**Навчальний посібник**

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Навчальний посібник «Практична фонетика англійської мови» укладений на засадах кредитно-трансферної системи відповідно до навчально плану дисципліни «Практична фонетика англійської мови», що викладається для студентів напряму підготовки 6.020303 Мова і література (англійська, болгарська). Навчальний посібник містить навчальну програму, вступний фонетично-корективний та основний практичний блоки курсу, структуровані за кредитно-трансферною системою.

До посібника ввійшли тлумачення артикуляції голосних і приголосних, правила наголосу та інтонуювання, значна кількість вправ, орієнтованих на формування слухо-вимовних навичок студентів, відпрацювання та автоматизації навичок англійської вимови; проінтонований матеріал для читання та заучування напам'ять; велика кількість ідіом та прислів'їв, що максимально наближує студентів до звичаїв, традицій та історії країни, мову якої вони вивчають.

Призначений для студентів факультетів іноземних мов, аспірантів, магістрантів, викладачів і всіх, хто цікавиться фонетикою англійської мови.

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## ПЕРЕДМОВА

Метою впровадження кредитно-трансферної системи є зближення вітчизняної освітньої системи з європейською, визнання за кордоном результатів навчання у вітчизняних закладах освіти, надання студентам можливості продовжити навчання в іншому закладі для одержання диплома, ступеня, кваліфікації, а також можливості використання досвіду і ресурсів іншого закладу для поглиблення освіти.

Навчально-методичний посібник з практичної фонетики англійської мови призначений для формування та автоматизації слухо-вимовних і ритміко-інтонаційних навичок у студентів, що вивчають англійську мову як перший або другий фах.

Посібник «Практична фонетика англійської мови» укладений на засадах кредитно-трансферної системи відповідно до навчально плану дисципліни «Практична фонетика англійської мови», що викладається для студентів напряму підготовки 6.020303 Мова і література (англійська, болгарська). Навчальний посібник містить навчальну програму, вступний фонетично-корективний та основний практичний блоки курсу, структуровані за кредитно-трансферною системою. Рейтингова система оцінювання (РСО) є невід'ємною складовою робочої навчальної програми і передбачає визначення якості виконаних студентом усіх видів аудиторної та самостійної навчальної роботи та рівня набутих ним знань та вмінь шляхом оцінювання в балах результатів цієї роботи під час поточного, модульного та семестрового контролю, з наступним переведенням оцінки в балах у оцінки за традиційною шкалою та шкалою ECTS (European Credit Transfer System).

За навчальним планом вивчення дисципліни передбачено протягом I семестру. Навчальний матеріал розподілений на 3 змістових модулі. У тематичному плані представлено розподіл годин для кожного модуля за видами навчальних занять, аудиторної і самостійної роботи студентів. Загальний обсяг дисципліни складає 3 модулі (40 годин), що об'єднує всі види організації навчальної діяльності: аудиторні заняття, самостійну роботу. Підсумковою формою контролю знань є іспит, який має на меті перевірити рівень засвоєння знань, уміння застосовувати ці знання при вирішенні конкретних задач.

Самостійна робота студентів має дві складові: самостійну підготовку до аудиторних занять і підготовку до модульного контролю. Кожен з модулів має свої індивідуальні завдання, виконання яких можливе в усній та письмовій формах і передбачає зовнішній контроль з боку викладача.

Окрім практичного блоку, кожен модуль містить й теоретичну частину. Так як практична фонетика англійської мови пов'язана з теоретичною, автори вважають доцільним розміщення в посібнику й

основного теоретичного матеріалу, який допоможе студентам досягнути й зрозуміти правильну артикуляцію, вимову, інтонування англійської мови.

Посібник містить велику кількість вправ для практичного засвоєння голосних і приголосних англійської мови, наголосу у слові і фразі, інтонування простого і складного речення тощо. Фонетичний матеріал для навчання відібрано відповідно до таких критеріїв: за ступенем труднощів фонетичного явища, відповідно до потреб спілкування та нормативності. Основними вимогами до вимови студентів є швидкість і автентичність. Посібник має також значну кількість вправ на транскрибування слів і фраз. Ці вправи призначені, в основному, для самостійної роботи студентів. Досить корисним видом самостійної роботи є заучування напам'ять прислів'їв, скоромовок, віршованих та прозових текстів, які вміщені серед вправ посібника.

У процесі навчання слід зважати на факт, що студенти вже володіють звуковими засобами рідної мови та, в багатьох випадках, і другої мови. З одного боку, це допомагає в оволодінні вимовою англійської мови, а з іншого – викликає певні труднощі, спричинені інтерференцією рідної мови. Широко інтерференцію слід розглядати як процес, що зумовлює проникнення фонетичних, лексичних і граматичних елементів мови, яка домінує у свідомості людини, в іноземну, що, як наслідок, призводить до порушення норми останньої. Тобто, це негативний процес, якому більшою чи меншою мірою постійно піддається людина. Фонетична інтерференція є результатом взаємодії фонетичних систем англійської та рідної мов. Її механізм полягає в нерозрізненні звуків англійської мови зі звуками рідної мови. Відтак, важливо зазначити, що в процесі вивчення курсу відбувається зіставлення артикуляції фонем в англійській та рідній мовах, тому що порівняння важких для засвоєння звуків є запобіжним засобом проти інтерферованого впливу рідної мови.

Мовно-професійна компетенція студентів формується у процесі виконання завдань на практичних заняттях та під час самостійної роботи. Курс практичної фонетики англійської мови викладається із застосуванням активних і творчих методик – комунікативних та проблемних методів навчання, завдяки яким забезпечується максимальна розумова активність студента та розвиваються вміння практичного використання набутих мовних знань і мовленнєвих навичок.

Важливим є й те, що курс адаптований до сучасного стану фонетики англійської мови, тому студенти мають змогу ознайомитися з сучасною британською літературною вимовою, а також з особливостями американського, канадського та австралійського варіантів англійської мови.

**НАВЧАЛЬНА ПРОГРАМА**

**1. ОПИС НАВЧАЛЬНОЇ ДИСЦИПЛІНИ**

**«ПРАКТИЧНА ФОНЕТИКА АНГЛІЙСЬКОЇ МОВИ»**

Найменування показників	Галузь знань, напрям підготовки, освітньо-кваліфікаційний рівень	Характеристика навчальної дисципліни	
		денна форма навчання	заочна форма навчання
Кількість кредитів – 3	Галузь знань 0203 Гуманітарні науки (шифр і назва)	<u>Нормативна</u>	
	Напрямок підготовки 6.020303 Філологія (шифр і назва)		
Модулів – 3	Спеціальність (професійне спрямування): Мова і література (англійська, болгарська)	<b>Рік підготовки:</b>	
Змістових модулів – 6		1-й	1-й
Індивідуальне науково-дослідне завдання (-/-)		<b>Семестр</b>	
Загальна кількість годин – 90		1-й	1,2-й
Усього годин для денної форми навчання: аудиторних – 40 самостійної роботи студента – 50	Освітньо-кваліфікаційний рівень: бакалавр	<b>Лекції</b>	
		0 год.	0 год.
		<b>Практичні, семінарські</b>	
		40 год.	6 год.
		<b>Лабораторні</b>	
		0 год.	0 год.
		<b>Самостійна робота</b>	
		50 год.	84 год.
<b>Індивідуальні завдання: 7,2 год.</b>			
Вид контролю: екзамен			

## **2. МЕТА ТА ЗАВДАННЯ НАВЧАЛЬНОЇ ДИСЦИПЛІНИ, ЇЇ МІСЦЕ В НАВЧАЛЬНОМУ ПРОЦЕСІ**

### **2.1. Мета викладання дисципліни**

Основна мета викладання курсу фонетики – формування слуховимовних і ритміко-інтонаційних навичок у студентів. Для цього необхідно створити ефективні методи та засоби навчання. На практичних заняттях з фонетики студенти дізнаються про систему голосних і приголосних звуків англійської мови, закономірності їх мовної реалізації; оволодівають артикуляційною базою англійської мови, особливостями вимови та акцентно-ритмічної мелодійної організації мовленнєвого потоку

### **2.2. Місце навчальної дисципліни в системі професійної підготовки фахівця**

Зважаючи на сучасний стан міжнародних зв'язків України, вихід її до європейського та світового простору, англійська мова розглядається як важливий засіб міжкультурного спілкування. Вона стає дійовим фактором соціально-економічного, науково-технічного і загальнокультурного прогресу суспільства. Це підвищує статус англійської мови як освітньої галузі вищої педагогічної освіти, а до вчителя англійської мови висувається вимога володіти мовою як для безпосереднього спілкування, так і для виконання своєї професійної діяльності. Підготовка майбутнього вчителя англійської мови передбачає оволодіння ним комунікативною компетенцією, яка складається з трьох головних видів: мовленнєвої, мовної та соціокультурної. Частково ці завдання вирішуються в ході опанування курсу «Практична фонетика англійської мови».

### **2.3. Завдання вивчення дисципліни**

- допомогти студентам оволодіти слуховимовними і ритміко-інтонаційними навичками нормативного мовлення за британським варіантом англійської мови;
- ознайомити студентів з прийомами постановки та корекції англійської вимови;
- сформувані у студентів уміння адекватного інтонаційного та паралінгвістичного оформлення висловлювань згідно з умовами конкретної комунікативної ситуації;
- сприяти розвитку знань, виробленню вмінь та навичок для успішної самореалізації у майбутній професійній діяльності філолога-германіста.

### **2.4. Зв'язок курсу «Практична фонетика англійської мови» з іншими дисциплінами (міждисциплінарні зв'язки)**

Фонетика є незалежною лінгвістичною дисципліною, однак вона пов'язана з низькою інших лінгвістичних та нелінгвістичних наук. Курс практичної фонетики має викладатися у тісному зв'язку з іншими теоретичними та практичними дисциплінами. Так, теоретичний курс

«Вступ до мовознавства» допомагає отримати основи лінгвістичних знань з проблем фонетики та фонології. Курс «Практика усного та письмового мовлення англійської мови» сприяє закріпленню різноманітних вимовних навичок на базі аудіювання мовлення носіїв англійської мови та мовлення викладача, сприяє формуванню умінь слухати та ідентифікувати помилки у вимові та інтонації інших студентів, дозволяє використовувати отримані теоретичні та практичні навички у зв'язному мовленні, забезпечує тренування правильного читання та говоріння. Курс «Українська мова за профілем спрямування» сприяє оволодінню правильними артикуляційними навичками шляхом порівняння артикуляційних особливостей українських та англійських звуків, допомагає отримати уявлення про роботу органів мовлення.

Нелінгвістичні науки, такі як психологія, логіка, фізіологія допомагають зрозуміти психофізичні зв'язки та особливості розвитку фонематичного слуху, роботи органів мовлення, емоційної складової усного мовлення.

### 3. ЗМІСТ ДИСЦИПЛІНИ

**Змістовий модуль 1.** Поняття артикуляційної бази. Навчання англійській вимові. Характерні особливості артикуляційної бази англійської мови. Класифікація англійських звуків та типи читання англійських голосних.

**Тема 1.** Основні поняття практичної фонетики англійської мови. Класифікація англійських звуків. Загальна характеристика англійських приголосних. Мовленнєвий апарат людини. Робота органів мовлення та їх тренування. Приголосні: дзвінки та глухі. Особливості вимови англійських приголосних [p] – [b].

**Тема 2.** Особливості вимови англійських приголосних [t] – [d]. Типи читання англійських голосних.

**Змістовий модуль 2.** Особливості вимови англійських приголосних. Класифікація приголосних за участю голосових зв'язок, місця та способу утворення. Сонорні та шумні сонанти. Артикуляційні особливості англійських приголосних. Труднощі та прийоми постановки англійських приголосних.

**Тема 3.** Особливості артикуляції приголосних [k] та [g].

**Тема 4.** Артикуляція носових приголосних [ŋ], [m] та [n].

**Тема 5.** Артикуляція приголосних [f], [v].

**Тема 6.** Артикуляція приголосних [s] – [z].

**Тема 7.** Артикуляція приголосних [θ] – [ð] у порівнянні з [s] – [z].

**Тема 8.** Артикуляція англійських приголосних [ʃ] – [ʒ].

**Змістовий модуль 3.** Артикуляція англійських приголосних у різних позиціях. Зміни приголосних у мовленні, інші фонетичні явища.



**Тема 9.** Особливості артикуляції [h].

**Тема 10.** Артикуляція латерального англійського приголосного [l].

**Тема 11.** Артикуляція проміжних англійських приголосних [r], [w] та [j].

**Тема 12.** Особливості артикуляції англійських звуків [tʃ] та [dʒ].

**Змістовий модуль 4.** Загальна характеристика англійських голосних фонем. Модифікація фонем та її види. Особливості вимови англійських голосних та їх артикуляція. Труднощі та прийоми постановки англійських голосних.

**Тема 13.** Зміна голосних у біглому мовленні. Артикуляція англійських голосних [i:] та [i].

**Тема 14.** Редукція. Кількісна та якісна редукція голосних в англійській мові. Особливості вимови англійських звуків [e] та [æ].

**Тема 15.** Сильні та слабкі форми слів. Артикуляція англійських голосних [ɑ:] та [ʌ].

**Змістовий модуль 5.** Труднощі у вимові англійських голосних.

Мовна інтонація та її компоненти. Словесний наголос: загальна характеристика. Фразова мелодика. Мелодична характеристика комунікативних типів речень. Поняття темпу мовлення.

**Тема 16.** Особливості вимови англійських фонем [ɔ:] та [ɒ]. Загальні відомості про особливості англійської інтонації. Мелодія англійського висловлювання. Фразовий наголос. Паузація.

**Тема 17.** Артикуляція англійських голосних [u] та [u:]. Зміни голосних та приголосних у мовленні. Інтонація простих речень.

**Тема 18.** Артикуляція англійських голосних [ə] та [ə:]. Інтонація запитань в англійській мові. Інтонація складних речень.

**Змістовий модуль 6.** Напруженість артикуляційного апарату. Дифтонги та дифтонгізація.

**Тема 19.** Особливості артикуляції англійських дифтонгів. Вимова дифтонгів [ei], [əʊ]. Особливості артикуляції дифтонгів [au], [ai], [ɔi].

**Тема 20.** Особливості артикуляції дифтонгів [iə], [eə], [ʊə].

**4. СТРУКТУРА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ**

Назви змістових модулів і тем	Кількість годин										
	денна форма					заочна форма					
	усього	у тому числі					усього	у тому числі			
л		пр	лаб	інд	с.р.	л		пр.	лаб	інд	с.р.
1	90	-	40	-	-	50		6	-	-	84
<b>МОДУЛЬ 1</b>											
<b>Змістовий модуль 1.</b>											
Поняття артикуляційної бази. Навчання англійській вимові. Характерні особливості артикуляційної бази англійської мови. Класифікація англійських звуків та типи читання англійських голосних.											
Тема 1. Основні поняття практичної фонетики англійської мови. Класифікація англійських звуків. Загальна характеристика англійських приголосних. Мовленнєвий апарат людини. Робота органів мовлення та їх тренування. Приголосні: дзвінки та глухі. Особливості вимови англійських приголосних [p] – [b].	5		2			3	5				5
Тема 2. Типи читання. Особливості вимови англійських приголосних [t] – [d].	5		2			3	5		1		4
Разом за змістовим модулем 1	10		4			6	10		1		9

<b>Змістовий модуль 2.</b>											
Особливості вимови англійських приголосних. Класифікація приголосних за участю голосових зв'язок, місця та способу утворення. Сонорні та шумні сонанти. Артикуляційні особливості англійських приголосних. Труднощі вимови англійських приголосних. Дифтонги та дифтонгізація.											
Тема 3. Особливості артикуляції приголосних [k] та [g].	3		2			1	3			1	2
Тема 4. Артикуляція носових приголосних [ŋ], [m] та [n].	3		2			1	3				3
Тема 5. Артикуляція приголосних [f], [v].	3		2			1	3				3
Тема 6. Артикуляція приголосних [s] – [z].	3		2			1	3				3
Тема 7. Артикуляція приголосних [θ] – [ð] у порівнянні з [s] – [z].	3		2			1	3				3
Тема 8. Артикуляція англійських приголосних [ʃ] – [ʒ].	5		2			3	5				5
Разом за змістовим модулем 2	20		12			8	20			1	19
<b>МОДУЛЬ 2</b>											
<b>Змістовий модуль 3.</b>											
Артикуляція англійських приголосних у різних позиціях. Зміни приголосних у мовленні, інші фонетичні явища.											
Тема 9. Особливості артикуляції [h].	3		2			1	3				3
Тема 10. Артикуляція латерального англійського приголосного [l].	3		2			1	3				3
Тема 11. Артикуляція проміжних англійських приголосних [r], [w] та [j].	4		2			2	4			1	3
Тема 12. Особливості артикуляції англійських звуків	4		2			2	4				4

## Практична фонетика англійської мови

[tʃ] та [dʒ].												
Разом за змістовим модулем 3	14		8		6		14		1			13
<b>Змістовий модуль 4.</b>												
Загальна характеристика англійських голосних фонем. Модифікація фонем та її види. Особливості вимови англійських голосних та їх артикуляція. Труднощі та прийоми постановки англійських голосних.												
Тема 13. Зміна голосних у біглому мовленні. Артикуляція англійських голосних [i:] та [i].	4		2		2		4					4
Тема 14. Редукція. Кількісна та якісна редукція голосних в англійській мові. Особливості вимови англійських звуків [e] та [æ].	4		2		2		4		1			3
Тема 15. Сильні та слабкі форми слів. Артикуляція англійських голосних [a:] та [ʌ].	4	2	2		2		4					4
Разом за змістовим модулем 3	12		6		6		12		1			11
<b>МОДУЛЬ 3</b>												
<b>Змістовий модуль 5.</b>												
Труднощі та прийоми постановки англійських голосних. Мовна інтонація та її компоненти. Словесний наголос: загальна характеристика. Фразова мелодика. Мелодична характеристика комунікативних типів речень. Поняття темпу мовлення.												
Тема 16. Особливості вимови англійських фонем [ɔ:] та [ɒ]. Загальні відомості про особливості англійської інтонації. Мелодія англійського висловлювання. Фразовий наголос. Паузація.	5	2	2		3		5					5
Тема 17. Артикуляція англійських голосних [u] та [u:].	5	2	2		3		5					5

Інтонація простих речень. Зміни голосних та приголосних у мовленні.												
Тема 18. Артикуляція англійських голосних [ə] та [ə:]. Інтонація запитань в англійській мові. Інтонація складних речень.	4	2	2		2		4		1			3
Разом за змістовим модулем 5	14	6	6		8		14		1			13
<b>Змістовий модуль 6.</b> Напруженість артикуляційного апарату. Дифтонги та дифтонгізація.												
Тема 19. Особливості артикуляції англійських дифтонгів. Вимова дифтонгів [eɪ], [əʊ]. Особливості артикуляції дифтонгів [aʊ], [aɪ], [ɔɪ].	8	2	2		4		8					8
Тема 20. Особливості артикуляції дифтонгів [iə], [eə], [ʊə].	8	2	2		4		8		1			7
Разом за змістовим модулем 6	16	4	4		8		16		1			15
<b>Усього годин</b>	<b>90</b>	<b>40</b>			<b>50</b>		<b>90</b>		<b>6</b>			<b>84</b>

**5. ТЕМИ ПРАКТИЧНИХ ЗАНЯТЬ**

№ з/п	Назва теми	Кількість годин
1	Основні поняття практичної фонетики англійської мови. Класифікація англійських звуків. Загальна характеристика англійських приголосних. Мовленнєвий апарат людини. Робота мовних органів та їх тренування. Особливості вимови англійських приголосних [p] – [b].	2
2	Типи читання. Особливості вимови англійських приголосних [t] – [d].	2
3	Особливості артикуляції приголосних [k] та [g].	2
4	Артикуляція носових приголосних [ŋ], [m] та [n].	2
5	Артикуляція приголосних [f], [v].	2
6	Артикуляція приголосних [s] – [z].	2
7	Артикуляція приголосних [θ] – [ð] у порівнянні з [s] – [z].	2
8	Артикуляція англійських приголосних [ʃ] – [ʒ].	2
9	Особливості артикуляції [h].	2
10	Артикуляція латерального англійського приголосного [l].	2
11	Артикуляція проміжних англійських приголосних [r], [w] та [j].	2
12	Особливості артикуляції англійських звуків [tʃ] та [dʒ].	2
13	Зміна голосних у біглому мовленні. Артикуляція англійських голосних [i:] та [i].	2
14	Редукція. Кількісна та якісна редукція голосних в англійській мові. Особливості вимови англійських звуків [e] та [æ].	2
15	Сильні та слабкі форми слів. Артикуляція англійських голосних [ɑ:] та [ʌ].	2
16	Особливості вимови англійських фонем [ɔ:] та [ɒ]. Загальні відомості про особливості англійської інтонації. Мелодія англійського висловлювання. Фразовий наголос. Паузація.	2
17	Артикуляція англійських голосних [ʊ] та [u:]. Інтонація простих речень. Зміни голосних та приголосних у мовленні.	2
18	Артикуляція англійських голосних [ə] та [ɜ:]. Інтонація запитань в англійській мові. Інтонація складних речень	2
19	Особливості артикуляції англійських дифтонгів. Вимова дифтонгів [eɪ], [əʊ]. Особливості артикуляції дифтонгів [aʊ], [aɪ], [ɔɪ].	2
20	Особливості артикуляції дифтонгів [iə], [eə], [ʊə].	2
	<b>Разом</b>	<b>40</b>

## 6. САМОСТІЙНА РОБОТА

№ з/п	Назва теми	Кількість годин
1	Мовленнєвий апарат людини. Робота органів мовлення та їх тренування. Класифікація англійських приголосних. Артикуляція англійських приголосних [p] – [b].	3
2	Визначення поняття фонем та її функцій. Артикуляція англійських приголосних [t] – [d].	3
3	Класифікація англійських приголосних. Відмінності у системі англійських приголосних в порівнянні з рідною мовою. Артикуляція приголосних звуків [k] та [g].	2
4	Класифікація варіантів вимови в сучасній англійській мові. Артикуляція носових приголосних [ŋ], [m] та [n].	2
5	Складоутворення та розподіл слів на склади в англійській мові. Артикуляція приголосних [f], [v].	2
6	Особливості тонічної структури в сучасній англійській мові. Артикуляція приголосних [s] – [z].	2
7	Наголос в англійській мові: загальні відомості. Особливості артикуляції приголосних [θ] – [ð] у порівнянні з [s] – [z].	2
8	Роль наголосу в англійських словах. Артикуляція англійських приголосних [ʃ] – [ʒ].	2
9	Наголос в англійських реченнях. Особливості артикуляції [h].	3
10	Асиміляція: загальні відомості. Артикуляція латерального англійського приголосного [l].	3
11	Ступені та види асиміляції в англійській мові. Артикуляція проміжних англійських приголосних [r], [w] та [j].	2
12	Правильна англійська вимова. Артикуляція приголосних [tʃ] та [dʒ].	2
13	Система голосних англійської мови. Зміна голосних у біглому мовленні. Артикуляція англійських голосних [i:] та [i].	2
14	Подовженість англійських голосних звуків. Редукція. Кількісна та якісна редукція голосних в англійській мові. Особливості вимови англійських звуків [e] та [æ].	3
15	Сильні та слабкі форми англійських слів. Артикуляція англійських голосних [a:] та [ʌ].	3
16	Особливості вимови англійських фонем [ɔ:] та [ɒ]. Загальні відомості про особливості англійської інтонації. Мелодія англійського висловлювання. Фразовий наголос. Паузація.	3
17	Стилістичне забарвлення у процесі паузації. Артикуляція англійських голосних [u] та [u:].	3
18	Інтонація запитань. Артикуляція англійських голосних [ə] та [ə:].	2
19	Теорія дифтонгізації. Вимова дифтонгів [eɪ], [əʊ]. Англійські дифтонги. Особливості артикуляції дифтонгів [aʊ], [aɪ], [ɔɪ].	3
20	Поняття трифтонгів в англійській мові. Особливості артикуляції дифтонгів [iə], [eə], [ʊə].	3
	<b>Разом</b>	<b>50</b>

**Інтегровані вимоги до знань і вмінь з навчальної дисципліни**

У результаті вивчення навчальної дисципліни студент має оволодіти такими компетенціями:

- знати звуковий склад та артикуляційну базу англійської мови;
- знати основні поняття фонетики, особливості фонематичної транскрипції;
- знати мовний апарат, органи фонації (активні й пасивні ) та їх роботу;
- знати систему та класифікацію голосних фонем, якісну та кількісну характеристику голосних фонем, диференціацію артикуляційних ознак голосних;
- знати систему та класифікацію приголосних фонем та їх характерні особливості, класифікацію приголосних фонем за артикуляційним органом, способом артикуляції, участю голосових зв'язок;
- знати явища асиміляції та палаталізації;
- знати поняття про інтонацію, її види та компоненти, інтонацію в різних типах речень та її комунікативне значення;
- знати поняття про наголос та його види: словесний наголос, фразовий та логічний наголос;
- знати дифтонги та монофтонги, правила написання й транскрибування дифтонгів;
- знати особливості вимови та читання голосних та приголосних звуків англійської мови;
- знати поняття про синтагму, фонетичні засоби її оформлення;
- знати порівняльну характеристику фонетичних особливостей української та англійської мов;
- вміти на нормативному рівні вимовляти, впізнавати та диференціювати на слух всі звуки англійської мови як ізольовано, так і в залежності від їх позицій в складі, слові, словосполученні, реченні;
- вміти транскрибувати тексти, вірші, уривки з художньої літератури;
- правильно ділити слова на склади, ставити наголос, визначати синтагми;
- вміти інтонаційно оформлювати різні комунікативні типи висловлювань, графічно зображувати наголос, інтонацію;
- вміти розпізнавати та вживати в мовленні основні інтонаційні моделі, адекватні цілям висловлювання;
- вміти фонетично правильно та виразно читати вголос тексти будь-якої складності й різних за стилями;



- вміти правильно з фонетичної точки зору висловлюватись у монологічному та діалогічному мовленні, використовуючи відповідні засоби.

## 7. ІНДИВІДУАЛЬНІ ЗАВДАННЯ

### Орієнтовний перелік тем для рефератів українською та англійською мовами

1. Артикуляція передньоязикових приголосних в англійській та українській мовах.
2. Особливості складоутворення в англійській та українській мовах.
3. Фонемна структура односкладових слів в англійській та українській мовах.
4. Позиції нейтралізації англійських приголосних.
5. Позиції нейтралізації англійських голосних.
6. Наголос в системах формо- та словоутворення в англійській та українській мовах.
7. Фонетичні характеристики англійських дифтонгів.
8. Мелодичні параметри англійських та українських синтагм.
9. Термінальні тони англійських та українських речень.
10. Мелодійна структура англійських та українських емоційно насичених висловлювань.
11. Способи інтонаційного виділення логічного центру висловлювання.
12. Компаративний аналіз особливостей складкоутворення в англійській та українській мовах.
13. Асимілятивні процеси в українській та англійській мовах.
14. Розвиток поняття «фонема». Фонема та її функції.
15. Основи фонології М.С. Трубецького.
16. Артикуляційні механізми мовлення.
17. Органи сприйняття мовлення.
18. Теорія розподілу на склади в англійській та українській мовах.
19. Універсальні фонетичні класифікації. Універсальна фонетична класифікація Міжнародної Фонетичної Асоціації.
20. Наголос в англійській мові.
21. Приголосні фонемні англійської мови, їх характерні особливості.
22. Зміни у вимові приголосних звуків англійської мови в розмовному варіанті (асиміляція, елізія, акомодация).
23. Голосні фонемні англійської мови, їх характерні особливості.
24. Зміни у вимові голосних звуків англійської мови в розмовному варіанті (якісна, кількісна та нульова редукція).
25. Інтонація в англійській мові: загальна характеристика.
26. Особливості інтонації в американській англійській мові.
27. Особливості наголосу в американській англійській мові.

28. Особливості вимови приголосних американській англійській мові.
29. Особливості вимови голосних американській англійській мові.
30. Англійські фонемні на письмі. Відмінності у порівнянні з українською мовою.
31. Інтонація простих та складних речень англійської та української мов: відмінні та спільні риси.
32. Regional and dialectal varieties of British English.
33. Regional and dialectal varieties of American English.
34. Accentual Nature of Germanic Languages.
35. British English Intonation VS American English Intonation.
36. American English Intonation.
37. The problem of intonation in the studies of native and foreign scholars.
38. Recent investigations in the field of Phonetics.
39. English as a National Language.
40. Pronunciation styles in English: the colloquial VS the formal.
41. Descriptive Phonetics.
42. Comparative Phonetics.
43. Acoustic Phonetics.
44. Ukrainian and English: Comparative Analysis of Word Accent.
45. Ukrainian and English: Comparative Analysis of Phonetics.
46. Style of English radio and TV broadcasting.
47. Formal and Informal English. Basic Features.
48. Informal English. Basic Features.
49. American pronunciation.
50. Phonetics as a science. Historical Aspect. Branches of Phonetics. Connection of Phonetics with other branches of Linguistics.
51. Theoretic and practical aspect of Phonetics.
52. Syllable division in English: different views on the problem.
53. A comparative analysis of the accentual nature in Germanic and Roman Languages.
54. Kinds of accent. Functions of word accent. Comparative Analysis of BrE and AmE intonation.
55. American Accent.
56. Historical aspect of AmE. Received Pronunciation or Southern English Pronunciation.

## **8. ПИТАННЯ ДО ЕКЗАМЕНУ**

1. Основні поняття практичної фонетики англійської мови. Класифікація англійських звуків. Загальна характеристика англійських приголосних. Мовленнєвий апарат людини. Робота органів мовлення та їх тренування. Приголосні: дзвінки та глухі. Особливості вимови англійських приголосних [p] – [b].

2. Особливості вимови англійських приголосних [t] – [d]. Типи читання англійських голосних.
3. Особливості артикуляції приголосних [k] та [g].
4. Артикуляція носових приголосних [ŋ], [m] та [n].
5. Артикуляція приголосних [f], [v].
6. Артикуляція приголосних [s] – [z].
7. Артикуляція приголосних [θ] – [ð] у порівнянні з [s] – [z].
8. Артикуляція англійських приголосних [ʃ] – [ʒ].
9. Особливості артикуляції [h].
10. Артикуляція латерального англійського приголосного [l].
11. Артикуляція проміжних англійських приголосних [r], [w] та [j].
12. Особливості артикуляції англійських звуків [tʃ] та [dʒ].
13. Зміна голосних у біглому мовленні. Артикуляція англійських голосних [i:] та [i].
14. Редукція. Кількісна та якісна редукція голосних в англійській мові. Особливості вимови англійських звуків [e] та [æ].
15. Сильні та слабкі форми слів. Артикуляція англійських голосних [ɑ:] та [ʌ].
16. Особливості вимови англійських фонем [ɔ:] та [ɒ]. Загальні відомості про особливості англійської інтонації. Мелодія англійського висловлювання. Фразовий наголос. Паузація.
17. Артикуляція англійських голосних [u] та [u:]. Зміни голосних та приголосних у мовленні. Інтонація простих речень.
18. Артикуляція англійських голосних [ə] та [ə:]. Інтонація запитань в англійській мові. Інтонація складних речень.
19. Особливості артикуляції англійських дифтонгів. Вимова дифтонгів [ei], [əʊ]. Особливості артикуляції дифтонгів [au], [ai], [ɔi].
20. Особливості артикуляції дифтонгів [iə], [eə], [ʊə].

## 9. МЕТОДИ НАВЧАННЯ

Комплексне використання різноманітних методів організації і здійснення навчально-пізнавальної діяльності студентів та методів стимулювання і мотивації їх навчання, що сприяють розвитку творчих засад особистості майбутнього *філолога-германіста* з урахуванням індивідуальних особливостей учасників навчального процесу й спілкування.

З метою формування професійних компетенцій широко впроваджуються інноваційні методи навчання, що забезпечують комплексне оновлення традиційного педагогічного процесу. Це, наприклад, комп'ютерна підтримка навчального процесу, впровадження інтерактивних методів навчання (робота в малих групах, мозковий штурм,

ситуативне моделювання, опрацювання дискусійних питань, кейс-метод тощо).

Використання усного методу Гарольда Пальмера (на початковому ступені навчання вводиться інкубаційний період (1,5-2 місяці), протягом якого студенти «купаються» в мовленнєвому потоці, слухаючи мовлення викладача на іноземній мові, та вчаться схоплювати загальний зміст висловлювання. Вправи виконуються у швидкому темпі, оскільки можливість помилок виключена).

Аудіо-лінгвальний метод (матеріал відбирається на основі зіставлення мови, що вивчається, та рідної мови і встановлення типології труднощів, однак у процесі навчання зіставлення не проводиться. Розрізняють рецептивні та продуктивні види мовлення і відповідно до цього проводиться науково обґрунтований відбір матеріалу).

Ситуативний підхід (вправи на повторення, імітацію, підстановку).

Аудіо-візуальний метод (діалоги-теми, імітація, аналогія, лінгвокраїнознавчий аспект).

## 10. МЕТОДИ КОНТРОЛЮ

Педагогічний контроль здійснюється з дотриманням вимог об'єктивності, індивідуального підходу, систематичності і системності, всебічності та професійної спрямованості контролю.

Використовуються такі методи контролю (усного, письмового), які мають сприяти підвищенню мотивації студентів-майбутніх фахівців до навчально-пізнавальної діяльності. Відповідно до специфіки фахової підготовки перевага надається усному і тестовому контролю.

### Розподіл балів, які отримують студенти

За **весь курс** студент отримує максимум 100 балів. До їх складу входять:

30 балів – поточний контроль успішності (включно з контролем за змістовими модулями);

20 балів – виконання самостійної роботи;

50 – підсумковий контроль у вигляді іспиту.

**Іспит.** Екзаменаційні картки складаються з трьох питань, одне з яких – теоретичного характеру (питання містяться в навчальній програмі) і два – практичного змісту (визначається викладачем).

**Поточний контроль** (включно з контролем за змістовими модулями – окремими темами чи розділами курсу) передбачає таке нарахування балів (вказано максимальний бал за певний вид роботи):

✓ Відповідь на практичному занятті – 5 балів;

✓ Суттєве доповнення на практичному занятті, коментування виконаних вправ – 1 бал;

✓ Виконання завдань до практичного заняття – 5 балів;

- ✓ Виконання самостійного завдання – 4 бали;
- ✓ Контроль за змістовими модулями (самостійна робота, письмові завдання, тестування) – 5 балів.

**Шкала оцінювання: національна та ECTS**

Сума балів за всі види навчальної діяльності	Оцінка ECTS	Оцінка за національною шкалою	
		для екзамену, курсового проекту (роботи), практики	для заліку
90 – 100	<b>A</b>	відмінно	зараховано
82-89	<b>B</b>	добре	
74-81	<b>C</b>		
64-73	<b>D</b>	задовільно	
60-63	<b>E</b>		
35-59	<b>FX</b>	незадовільно з можливістю повторного складання	не зараховано з можливістю повторного складання
0-34	<b>F</b>	незадовільно з обов'язковим повторним вивченням дисципліни	не зараховано з обов'язковим повторним вивченням дисципліни

**Критерії оцінювання**

**Читання**

Національна шкала	Шкала ECTS	Критерії
<b>відмінно</b>	<b>5 (A)</b>	Студент читає діалоги або тексти без фонетичних помилок. Вимова чітка, дотримується відповідного темпу, та інтонації в реченнях. Відсутність граматичних та лексичних помилок.
<b>добре</b>	<b>4,5 (B)</b>	Студент читає діалоги або тексти з незначними фонетичними помилками. Вимова чітка, дотримується відповідного темпу, та інтонації в реченнях. Незначна кількість граматичних та лексичних помилок.
	<b>4 (C)</b>	Студент читає діалоги або тексти з незначними фонетичними помилками. Вимова чітка, але є незначні відхилення від відповідного темпу, та інтонації в реченнях. Незначна кількість граматичних помилок.
<b>задовільно</b>	<b>3,5 (D)</b>	Студент читає діалоги або тексти зі

Практична фонетика англійської мови

		значними фонетичними помилками. Вимова не чітка, є незначні відхилення від відповідного темпу, та інтонації в реченнях. Незначна кількість граматичних помилок та лексичних помилок.
	<b>3 (E)</b>	Студент читає діалоги або тексти зі значними фонетичними помилками. Вимова не чітка, є значні відхилення від відповідного темпу, та інтонації в реченнях. Значна кількість граматичних помилок та лексичних помилок.
<b>незадовільно</b>	<b>2 (FX)</b>	Студент читає діалоги або тексти з грубими фонетичними помилками. Вимова не чітка, є значні відхилення від відповідного темпу, та інтонації в реченнях. Велика кількість граматичних помилок та лексичних помилок.
	<b>1 (F)</b>	Знання, продемонстровані студентом, не відповідають рівню володіння англійською мовою студента ВНЗ даної спеціальності.

**Говоріння**

<b>Національна шкала</b>	<b>Шкала ECTS</b>	<b>Критерії</b>
<b>Відмінно</b>	<b>5 (A)</b>	Студент розповідає діалоги або тексти без фонетичних помилок. Вимова чітка, звучить в природньому темпі, та інтонації в реченнях. Відсутність граматичних та лексичних помилок.
<b>Добре</b>	<b>4,5 (B)</b>	Студент розповідає діалоги або тексти з незначними фонетичними помилками. Вимова чітка, дотримується відповідного темпу, та інтонації в реченнях. В окремих словах допускаються фонетичні помилки (наприклад заміна англійських фонем схожими з українськими).
	<b>4 (C)</b>	Студент розповідає діалоги або тексти з незначними фонетичними помилками. Вимова чітка, але є незначні відхилення від відповідного темпу в реченнях. Загальна інтонація в великій мірі

		обумовлена впливом рідної мови. Незначна кількість граматичних помилок.
<b>Задовільно</b>	<b>3,5 (D)</b>	Студент розповідає діалоги або тексти зі значними фонетичними помилками. Вимова не чітка, є незначні відхилення від відповідного темпу, та інтонації в реченнях. Незначна кількість граматичних помилок та лексичних помилок.
	<b>3 (E)</b>	Студент розповідає діалоги або тексти зі значними фонетичними помилками. Вимова не чітка, є значні відхилення від відповідного темпу. Інтонація обумовлена впливом рідної мови. Значна кількість граматичних помилок та лексичних помилок.
<b>Незадовільно</b>	<b>2 (FX)</b>	Студент використовує в мовленні прості непоширені речення з опорою на зразок, має труднощі у вирішенні поставленого комунікативного завдання в ситуаціях на задану тему, допускає фонематичні помилки. Велика кількість граматичних помилок та лексичних помилок.
	<b>1 (F)</b>	Знання, продемонстровані студентом, не відповідають рівню володіння англійською мовою студента ВНЗ даної спеціальності.

## 11. Рекомендована література

### Базова

1. Возна М.О. Англійська мова для перекладачів і філологів. I курс : підручник для студентів та викладачів вищих навчальних закладів / [М.О. Возна., А.Б.Гапонів, О.О Акулова, Н.С. Хоменко, В.С.Гуль]. – Вінниця : НОВА КНИГА, 2004. – 480 с.
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1. Бібліотека БДПУ
2. Медіотека ІФСК БДПУ (чит. зал 56208)
3. MegaLife.com.ua»Книги»...prakticheskaya-fonetika...
4. training.com.ua»live...Prakticheskaya\_fonetika...
5. library.znu.edu.ua»newbook/index.php...
6. bazar.od.ua»kniga\_prakticheskaja\_fonetika...jazyka...
7. andrushevka.net.ua»Практическая-фонетика...языка...33...
8. <http://www.native-english.ru/pronounce>
9. <http://www.alleng.ru/english/phn.htm>
10. <http://www.correctenglish.ru/theory/pronunciation/phonetics/>
11. <http://www.ref.by/refs/29/4835/1.html>
12. <http://mylang.com.ua/en/pronounce/>
13. <http://www.languages-study.com/english-pronunciation.html>
14. <http://100pudov.com.ua/subject/29/12992>
15. <http://megalife.com.ua/books/61550-prakticheskaya-fonetika-anglijskogo-yazyka-uchebnik-audio.html>
16. [http://free-english-online.org/index.php?option=com\\_content&view=article&d=1159&Itemid=137](http://free-english-online.org/index.php?option=com_content&view=article&d=1159&Itemid=137)
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18. [http://ead.univangers.fr/~menan/cerel/english/phonetics/english\\_phonetics](http://ead.univangers.fr/~menan/cerel/english/phonetics/english_phonetics).
19. <http://www.linguistics.ucla.edu/people/ladefoge/>
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21. <http://usefulenglish.ru»...spelling-patterns...vowel-sounds/>

### Методичні вказівки щодо роботи з модулями:

- Ознайомтесь з будовою органів мовлення та їх участю в артикуляції звуків та звукосполучень.
- Повторіть англійський алфавіт.
- Порівняйте англійський алфавіт з алфавітом рідної мови.
- Вивчіть класифікацію англійських букв та звуків.
- Вивчіть систему знаків для позначення фонем, вимови слів, словосполучень, яка називається транскрипцією.
- Використовуйте касети із записом англійської мови.
- Записуйте у свій словник нові слова з перекладом і транскрипцією. Завчіть їх.
- Виконайте запропоновані фонетичні вправи.

Робота з модулями передбачає засвоєння теоретичного матеріалу, самостійну роботу над окремими питаннями теми, модульний контроль у формі контрольних завдань та тестів.

## ВСТУПНИЙ ФОНЕТИЧНО-КОРЕКТИВНИЙ КУРС

### ОСНОВИ ФОНЕТИКИ

#### *1. Опанування правильною вимовою*

Головним завданням будь-кого, хто тільки-но починає вивчати якусь іноземну мову, є опанування її вимовою. Важливість цього завдання зумовлена тим, що мова може виконувати свою функцію – служити найважливішим способом спілкування людей, засобом формування та мовного висловлення думки – тільки через те, що вона є мовою звуковою.

Найменшою мовною одиницею, що виражає в мовленні більш чи менш закінчену думку, є вимовлене з правильною інтонацією речення, що може складатися як з одного слова (Пробі!, Help me, please!), так із декількох слів, поєднаних разом відповідно до граматичних правил мови. Будь-яке ж слово як у цілому, так і у всіх його складових частинах (префікс, корінь / основа, суфікс, закінчення) складається із звуків мови (літер); письмо як таке взагалі є лише графічним відображенням звукової форми мови). Отже, як увесь словесний склад мови, так і весь її граматичний склад (морфологія та синтаксис) можуть існувати тільки на основі звукового, або фонетичного, складу мови – звуків мови, складової структури слів, наголосу в словах та інтонації в реченнях.

Отже, для усного висловлювання своєї думки будь-якою мовою у формі, зрозумілій для слухачів, а також щоб розуміти усне мовлення інших людей, необхідно не тільки знати значення слів і граматичні правила їх зміни та поєднання у речення, але ще й вміти в и м о в л я т и речення з правильною артикуляцією звуків у них, з правильним складотворенням і складоподілом, а також з правильним наголосом у словах і з правильною інтонацією. Всі ці мовні аспекти вивчаються фонетикою – однією із складових мовознавства.

#### *2. Фонетика як наука та навчальна дисципліна*

Фонетика вивчає всі компоненти фонетичного складу мови (систему його звуків, правил їх сполучення та способів поєднання, складову будову слів, наголос у словах та у фразах, мелодику мовлення, її темп, ритм і тембр з точки зору (а) їх утворення мовленнєвими органами та відтворення органами слуху (фізіологічна фонетика або антропофоніка), (б) їх фізичних властивостей (акустична фонетика); (в) їх ролі та функцій в утворенні та мовленнєвому вираженні думки (функціональна фонетика або фонологія) та (г) яким чином здійснюється слуховий аналіз та розпізнавання (ідентифікація) звукової оболонки мовленнєвого висловлення та його фонетичних складових (перцептивна фонетика). Фонетика тісно пов'язана

з іншими галузями мовознавства – граматику, морфологією, лексикологією, синтаксисом.

Фонетику розглядають як поєднання двох складових: сегментної фонетики, що стосується лише окремих звуків і звукосполучень (тобто сегментів мовлення), та супрасегментної фонетики, що вивчає основні одиниці мовленнєвого потоку, а саме: склади, слова, фрази та текст. Супрасегментні фонетичні складові також мають особливі (просодичні) ознаки, що поширюються або на всю складову (наприклад, рівень гучності, темп, межі голосового діапазону, голосовий тембр), або ж значення цих ознак утворюють впорядковану схему (конфігурацію), яка реалізується на послідовних частинах відповідного фонетичного блоку. Наприклад, фразовий наголос можна розглядати як конфігурацію ступенів виділення словесних наголосів у висловлюванні. Основні фонетичні одиниці поділяються на лінійні (сегментні) – фонема, склади, фонетичні слова, синтагми, фрази – та нелінійні (просодичні, надсегментні, супрасегментні) – наголос та інтонація.

Найбільшою сегментною одиницею є фраза – фонетико-синтаксична єдність, що має певну синтаксичну структуру, смислову закінченість, інтонаційну оформленість і відділяється від таких самих інших одиниць паузами. Фрази членуються на синтагми – відрізки усного мовлення, що виділяються в межах фрази як певна позиційно та ритмо-мелодична (синтагматичний наголос) єдність. Синтагми членуються на фонетичні слова. Найменшою сегментною одиницею є фонема.

На відміну від лінійних фонетичних одиниць, супрасегментні одиниці не можна вимовити ізольовано, як звуки або склади, через те, що нелінійні фонетичні одиниці ніби нашаровуються на звукові послідовності.

За допомогою словесного наголосу такі сегментні одиниці, як склади, об'єднуються у фонетичні слова. За допомогою синтагматичного наголосу та мелодики слова об'єднуються в синтагми. За допомогою інтонації із синтагм будуються фрази.

### **3. Звуки мови**

М о в л е н н є в и й п о т і к є безперервною лінійною послідовністю звуків.

Звук мови – це мінімальна незначима одиниця мовленнєвого потоку. Звук виступає у мовленні неподільно, як щось ціле; з нього не можна виділити окремі елементи вимови (артикуляції). Так, наприклад, можна вимовити один за одним звуки, що складають слово *воля*, але неможливо вимовити окремо м'якість українського звука [ль] чи лабіалізованість (огубленість) українського звука [о]. Слід зауважити, що виділення окремих звуків у мовленнєвому потоці є певною мірою умовним, оскільки в такому разі звуки йдуть безпосередньо один за одним, змінюючись залежно від якості попереднього або наступного звука.

Звук мови – узагальнення низки близьких з погляду носія мови із погляду артикуляційно-акустичних звуків, яке існує у свідомості носія мови як звуковий еталон. Наприклад, при вимові слів сад, са́ду, (у садú), вимовляються позиційно розрізнявані фонетичні варіанти першого голосного [a], але у мовленні всі вони усвідомлюються як один і той самий звук [a], як свого роду звуковий тип, що використовується з метою спілкування.

Звуки мови поділяються на голосні й приголосні. Класифікація звуків здійснюється переважно за артикуляційними ознаками, зрідка – за акустичними. Словоформи можуть складатися з одного, двох і більшого числа звуків: укр. з, в, і, на, по, раз, порт, астрономія; англ. a, an, to, with, fore, dislike, geography, forget-me-not тощо. Не треба плутати звук мови зі звуком мовлення.

Звук мовлення – це членоподільний конкретний звук людської мови, що утворюється за допомогою мовного апарату й має певні артикуляційно-акустичні властивості. Кількість звуків у мовленні величезна, а практично – безмежна. Для фонетики мають значення звуки, якісно відмінні залежно від своєї фонетичної позиції: наприклад, українській звук [e] під наголосом звучить не так, як у ненаголошеній позиції ([сеи́ла – се́ла]); звук [к] перед [у] набуває губного відтінку (як услові кум) тощо. Звуки можуть відрізнятися висотою тону, тривалістю, силою, тембром тощо.

#### **4. Поняття фонем**

У живому мовленні в кожній мові вимовляється певна кількість різноманітних звуків, які можна поєднати у порівняно невелику кількість звукових типів, здатних диференціювати слова та їх форми, тобто слугувати цілям людського спілкування. Ці звукові типи і мають на увазі, коли говорять про окремі мовні звуки. Їх усталилися називати фонемами.

Фонема – це найменша, далі неподільна звукова одиниця мови, що здатна розрізняти пари слів за смислом (наприклад: укр. бук – бік, англ. sheep – ship) чи диференціювати граматичні форми одного й того самого слова (наприклад: укр. но́са – на но́сі, англ. goose – geese).

У процесі створення мовленнєвого потоку людина вимовляє величезну кількість звуків, однак реально усвідомлюються та виділяються тільки ті одиниці, що слугують для побудови та розрізнення слів. Тобто, в кожній конкретній мові вирізняють невелику кількість звукових типів, здатних диференціювати слова та їх форми. Ці звукові типи й мають на увазі, коли говорять про окремі звуки мови. Вони й називаються фонемами. Фонема є результатом абстрагування від усіх позиційних варіантів її вимовляння та від індивідуальних особливостей вимовляння відповідного

звучає (тобто, залежно від місця наголосу, темпу мовлення, впливу сусідніх звуків тощо).

Фонема та мовленнєвий звук – поняття близькі, але не завжди тотожні: фонема може складатися не тільки з одного звука, але також з двох (як наприклад, у дифтонгах) і навіть з трьох (скажімо, англійські трифтонги [aiə], [ɔiə], [auə]). У свою чергу, дві фонemi інколи звучать як один звук (наприклад, у слові світський, де звук [ц] поєднує останню фонему кореня [т] з першою фонемою [с] морфemi -ський). Незважаючи на таку складність, фонема залишається найкоротшою звуковою одиницею у складі слова та морфemi, тому що її не можна поділити далі без порушення усієї фонологічної системи мови.

Кожна фонема – абстрактне фонетичне поняття, що існує у свідомості носіїв мови як узагальнення низки варіантів звучань, об'єднаних спільними артикуляційно-акустичними ознаками. У живому мовленні, що є лінійною послідовністю відповідних сегментних одиниць, фонема реалізується у вигляді кількох (навіть багатьох) конкретних звуків. Зберігаючи визначальні, основні артикуляційні та акустичні ознаки, ці звуки, залежно від конкретних фонетичних умов, зокрема поєднання та контактування з іншими звуками, набувають деяких додаткових ознак, тобто зазнають модифікацій.

Отже, фонemi в першу чергу утворюють цілком реальну фонологічну систему мови. Так, в українській мові є 38 фонем, в англійській – 44 фонemi. Саме ці фонemi формують фонологічну систему мови, в той час як звуки мови утворюють фонетичну систему мови.

### **5. Алофони**

При вивченні фонематичного складу тієї чи іншої мови, а також у процесі виявлення артикуляційних особливостей вимовляння окремої фонemi, йдеться мова про фонему, що є типовою для усіх мовців відповідної мови, і яка усвідомлюється усіма мовцями як окремий звук, а також протиставляється усім іншим фонемам цієї мови. Але у мовленнєвому потоці одна й та сама фонема вимовляється неоднаково. Це залежить від її позиції у слові, тобто, від впливу найближчих сусідніх звуків, та від місця наголосу. Через це кожна фонема реалізується тільки у вигляді алофонів – варіантів, або відтінків, фонemi у її конкретній реалізації. Наприклад, порівняємо українські слова “та” та “то”. У першому слові при вимовлянні фонemi [т] губи є нейтральними, тому що після неї йде неогублена фонема [а]; у другому випадку при вимовлянні [т] губи лабіалізовані (округлені) та випнуті вперед під впливом наступної лабіалізованої фонemi [о].

Алофони з'являються з різних причин, які, однак, підлягають відповідним закономірностям. Так, розрізняють позиційні і комбінаторні алофони. Позиційними називаються алофони, зумовлені певним

фіксованим місцем фонем у слові – початком, кінцем, серединою – або перебуванням чи неперехуванням під наголосом. Алофони, зумовлені характером сусідніх фонем, називаються комбінаторними алофонами. Позиційні та комбінаторні алофони відзначаються великою стійкістю і регулярністю, вони характерні для звукової системи кожної мови зокрема. Вплив фонетичної позиції на вимову тієї чи іншої фонем є неоднаковим не тільки в окремих мовах, але й у діалектах тієї самої мови.

Алофони можуть бути більш чи менш залежними від фонетичного середовища. Найсамостійніший алофон фонем вважається її о с н о в н и м алофоном (варіантом), який ми звичайно й називаємо, представляючи фонему в цілому.

У рідній мові різниця між алофонами фонем, як правило, не усвідомлюється та не помічається. Однак при вивченні іноземної мови слід звертати увагу на факт наявності відтінків фонем та на вміння правильно вживати їх за відповідних умов. Заміна однієї фонем якоюсь іншою призводить або до заміни одного слова іншим, або до перекрученого звучання слова (наприклад, укр. дочка– тóчка, англ. money ['mʌni] – manу ['meni]). Отже, внаслідок переплутування фонем (фонологічна чи фонематична помилка) мова стає або зовсім незрозумілою, або малозрозумілою.

Вживання неправильного алофона відповідної фонем (фонетична помилка) не призводить до переплутування слів, але надає мові мовця діалектного або іноземного характеру звучання, що може помітно ускладнити розуміння цієї мови.

Можна зробити висновок, що, вивчаючи фонетичну систему якоїсь іншої мови, треба знати не тільки склад її фонем, а й, що особливо важливо, всі ті алофони, в яких ці фонем виступають у мовленні. Цей факт дуже важливо усвідомити, оскільки правильну вимову забезпечує не стільки здатність артикулювати окремі ізольовані звуки, а скільки дотримання правил і закономірностей їх сполучуваності в живому мовленні.

## **6. Транскрипція**

Для позначення окремих фонем і фонемного складу слів користуються так званою фонематичною транскрипцією, в якій кожна фонема завжди позначається одним і тим самим знаком. Переважна більшість знаків фонематичної транскрипції англійської мови представлена літерами латинського алфавіту, і лише для позначення деяких англійських фонем вживаються спеціальні знаки.

Система літер і додаткових позначок, що слугує для відтворення звукової системи мови, називається фонетичним алфавітом. Запис усного мовлення за допомогою фонетичного алфавіту на основі звукового принципу називається фонетичною транскрипцією.



Розрізняють деталізовану (алофонічну) і спрощену фонетичну транскрипції. Запис живого мовлення з метою передачі тільки фонемного складу слів без відтінків, зумовлених різними фонетичними умовами, називається фонематичною транскрипцією. Наприклад, фонематична транскрипція в українській мові є досить близькою до орфографічного запису. В ній використовується значно менша кількість додаткових знаків. Цього зовсім не можна сказати про англійську мову, оскільки засоби англійської орфографії не повністю передають вимову окремих звуків, та до того ж не кожний англійський звук має свій відповідник у вигляді окремої графеми (в даному разі мається на увазі окремої літери).

Алофонічною транскрипцією користуються для позначення алофонів (відтінків чи варіантів) фонемі або мовних звуків як таких. У сучасній лінгвістичній літературі знаки фонематичної транскрипції розташовують у непрямих дужках (/ /), а алофонічної транскрипції – у квадратних ([ ]). Наприклад, /e/ означає цю фонему взагалі, а [e] – її більш відкритий алофон (подібний до українського [e] у слові етаж). У загальних підручниках та словниках вказаної різниці щодо розрізнення між алофонічною та фонематичною транскрипціями звичайно не дотримуються, а тому у цьому підручнику у квадратних дужках ми будемо позначати за допомогою транскрипційних знаків як англійські та українські фонемі взагалі, так і їх алофони, (причому робитимемо це просто з причини традиційності). З метою уникнення плутанини літер зі знаками транскрипції останні треба писати окремо та друкованим вертикальним шрифтом.

Транскрипція відіграє допоміжну роль, але ті, хто вивчають англійську мову, мають опанувати фонематичну транскрипцію активно, тобто навчитися читати та писати за допомогою транскрипції не тільки слова, а й цілі речення. Це ще корисно також і з погляду активного опанування інтонацією англійської мови та способів умовного інтонаційного запису, про що буде вестись мова далі.

Щодо елементів фонематичного алфавіту західної лінгвістики, то ще у минулому столітті було створено Міжнародну фонетичну асоціацію (МФА), яка з самого початку існування ставила за мету уніфікувати запис чутного мовлення на основі певної універсальної системи позначень. Ця система називається Міжнародним фонетичним алфавітом (МФА). Як бачимо, аббревіатури для одного й другого співпадають (в англійській також – IPA (International Phonetic Association/Alphabet). У 1999 році МФА опублікувала підручник для користувачів цієї системи транскрипції.

Транскрипційна система МФА являє собою декілька таблиць, що складаються а) з літер для голосних звуків; б) літер для приголосних звуків; в) додаткових знаків (діакритиків) для позначення певних додаткових ознак звуків (аспірованість, відсунутість уперед/назад,

апикальність, назальність, глухість/дзвінкість, палаталізованість, велярність, більшу/меншу лабіалізованість тощо); г) знаків для супрасегментних одиниць (головний/побічний наголос, глибоке падіння/підняття тону, складовий розрив, відсутність розриву тощо). Припускається, що зазначена транскрипційна система здатна віддзеркалити всі лінгвістично суттєві звукові елементи, які зустрічаються у вивчених мовах світу. До таких елементів відносяться не тільки смислорозрізнювальні характеристики, але також і специфічні особливості вимови артикуляційно та функціонально близьких звуків різних мов. Для інтонаційної транскрипції загальноприйнятого міжнародного стандарту не існує.

### 7. Органи мовлення

Мовленнєві звуки, що функціонують у мові як фонemi, утворюються за допомогою органів мовлення людини (див. рис. 1), які приводить в дію наша нервова система. Звукотворення відбувається під час видиху.

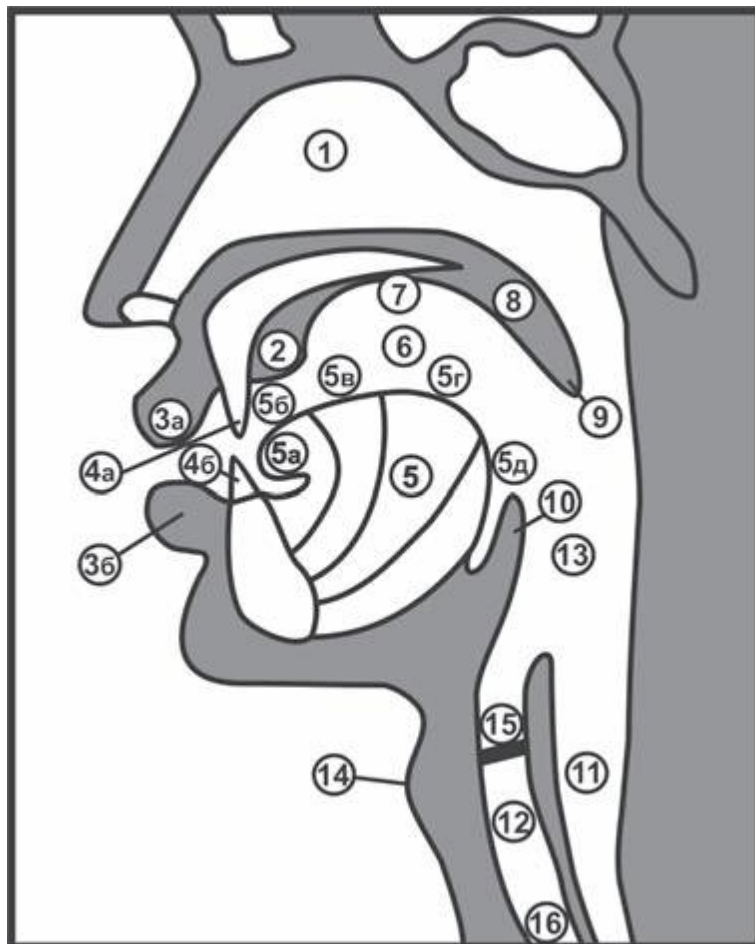


Рис. 1.

**Органи мовлення:**

- 1 – носова порожнина (nasal cavity);
- 2 – альвеоли (alveoli);
- 3 – губи (lips): а) верхня губа (upper lip); б) нижня губа (lower lip);
- 4 – зуби (teeth): а) верхні зуби (upper teeth); б) нижні зуби (lower teeth);
- 5 – язик (tongue): а) кінчик язика (tip of the tongue); б) передня частина спинки язика навпроти альвеол (blade of the tongue); в) передня частина спинки язика навпроти твердого піднебіння (front of the tongue); г) середня частина спинки язика (central part of the tongue); д) задня частина спинки язика (back of the tongue);
- 6 – ротова порожнина (mouth cavity);
- 7 – тверде піднебіння, або велюм (hard palate);
- 8 – м'яке піднебіння (soft palate);
- 9 – маленький язичок, або увула (uvula);
- 10 – надгортанник або епіглотис (epiglottis);
- 11 – стравохід або езофагус (oesophagus);
- 12 – порожнина гортані (faryngal cavity),
- 13 – глотка або фаринкс (pharynx);
- 14 – ларингс (laryngs);
- 15 – голосові зв'язки (vocal cords);
- 16 – трахея (tracheitis)

Струмінь повітря під час його видихання (з легень) проходить через дихальне горло (ларинкс 14) у порожнину гортані 12, де розташовано два мускульних виступи – голосові зв'язки 15. Простір між голосовими зв'язками називається голосовою щілиною. Якщо голосові зв'язки розімкнуті (відкрита голосова щілина), то повітря, що видихається, проходить через гортань беззвучно (виробляються глухі звуки). Якщо ж голосові зв'язки напружені та наближені одна до одної, але не зімкнуті повністю (голосова щілина більш-менш закрита), то струмінь повітря, проходячи через цю щілину між голосовими зв'язками, примушує останні коливатися, внаслідок чого отримуємо голосове звучання (тобто ми чуємо дзвінкі звуки, звуки з участю голосу). З порожнини гортані струмінь повітря потрапляє у глотку 13, звідки він може виходити назовні двома шляхами: через носову порожнину 1 або через ротову порожнину 6, які розділені твердим піднебінням 7, що залежить від того, підняте чи опущене відповідне м'яке піднебіння 8, яке закінчується маленьким язичком 9.

В залежності від того, проходить повітря через ротову чи носову порожнину, звуки поділяються на ротові та носові (або назальні) звуки. У носовій порожнині найважливішим мовленнєвим органом є язик 5. Поверхня язика називається спинкою язика і, для зручності опису артикуляції звуків, язик умовно поділяється на передню частину 5б з кінчиком язика 5а, який у спокійному стані перебуває напроти десен чи

альвеол, середню частину 5в, розташовану напроти твердого піднебіння, та задню частину 5г, що навпроти м'якого піднебіння.

Безпосередньо за верхніми зубами, між ними та твердим піднебінням розташовані невеликі горбики, що називаються альвеолами 2. Окрім зазначених мовленнєвих органів, треба ще згадати губи 3 та зуби 4(обое поділяються на верхні та нижні).

Органи мовлення поділяються на активні та пасивні. Активні органи мовлення під час утворення звуків виконують певні рухи. Це такі: а) язик; б) губи; в) м'яке піднебіння та маленький язичок; г) задня спинка глотки, або фарингс; д) нижня щелепа. Інколи до активних артикуляційних органів відносять також і легені, що постачають струмені повітря для продукування звуків.

Пасивні органи мовлення при звукоутворенні самостійної роботи не виконують. Це такі: а) зуби; б) альвеоли; в) тверде піднебіння; г) стінки резонаторних камер (до резонаторних камер включають порожнину глотки, носову порожнину та ротову порожнину). Рух і позиція органів мовлення, необхідних для вимовляння певної фонемі чи продукування певного звуку, називається артикуляцією.

### **8. Голос. Голосні та приголосні звуки**

Голосові зв'язки наближені та зімкнуті так, що струмінь повітря, потрапляючи крізь щілину між гнучкими краями, викликає їх дрижання, що називають вібрацією. Вібрації, або ж коливання, голосових зв'язок сприймаються на слух як голос. Голос завжди характеризується певною висотою тону, а, отже, значить є музичним звуком. Висота тону залежить від розмірів голосової щілини, усієї гортані, ступеню натягнення (напруження) голосових зв'язок та частоти їх вібрування. Чим більші голосові зв'язки за розміром, тим повільніші їх коливання, тим нижчий тон голосу (і навпаки). Більшість звуків вимовляється за умови вібрації зв'язок. До них відносяться голосні звуки (наприклад, укр. [а], [w]; англ. [u], [e]) та дзвінкі приголосні (наприклад, укр. [д], [з]; англ. [d], [z]). Дзвінкі приголосні складаються з голосу та шуму.

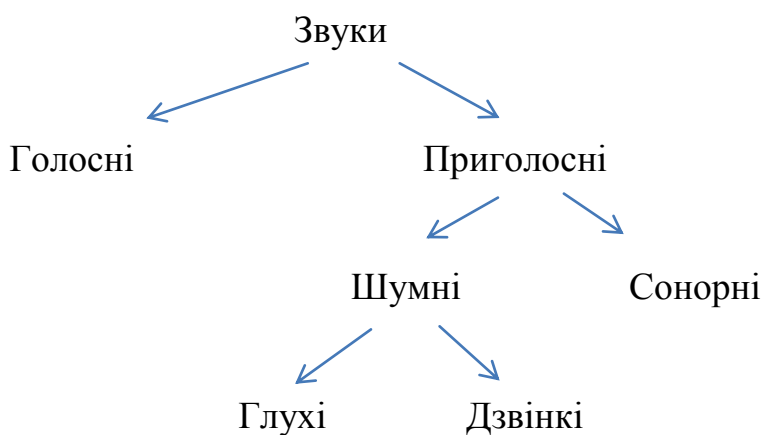
Голосними називаються звуки, при вимовлянні яких повітряний струмінь, що видихається з легень, не зустрічає на своєму шляху жодних перешкод, а сам звук утворюється внаслідок коливання натягнутих цим струменем голосових зв'язок. Забарвлення (тембр) звуку надають об'єм і форма фізичних резонаторів (порожнини рота, носа, глотки).

При вимовлянні приголосних звуків артикуляційні органи мовлення створюють на шляху повітряного струменя з легень повну або часткову перепону, або ж помітно наближаються один до одного, утворюючи щілини. Долаючи такі перешкоди, повітряний струмінь викликає нерівномірні коливання, що сприймаються на слух як певного роду шуми, які і називаються приголосними звуками.

Приголосні звуки, що вимовляються без вібрації голосових зв'язок, виявляються позбавленими голосу (вони мають тільки шум) і називаються глухими приголосними (напр., укр. [ш], [к]; англ. [s], [f]). Якщо одночасно з опусканням м'якого піднебіння якісь з органів порожнини рота утворюють перепону для подальшого поширення повітряного струменя в напрямку рота, то вібрація повітря заповнює простір позаду перепони і виходить назовні через носову порожнину. За умови артикуляції такого роду вихід повітря через ротову порожнину виключається, а приголосні, що продукуються таким чином, називаються носовими (або назальними) сонантами чи сонорними приголосними: (наприклад, укр. [м], [н]; англ. [m], [ŋ]).

У звуковому складі сонантів голос помітно переважає над шумом, через що вони здатні утворювати побічний склад: наприклад, при виразному вимовлянні українського слова «ритм можна почути два склади; так само в англійському слові «ta-ble» ['teɪ -bl] є два орфографічних склади (як і в українській мові, скільки у слові існує голосних звуків/літер, стільки в ньому і складів), але й два фонетичних склади (другий склад утворений на сонорній приголосній [l]). Останній факт є особливістю англійської мови, яка є важливою щодо питання правил читання англійської. В українській мові зазначений факт загалом не впливає на читання слів.

Отже, в залежності від способу взаємодії повітряного струменя, що видихається з легенів, з мовленнєвими органами, і, зокрема, голосовими зв'язками, ми вирізняємо на слух такі звуки:



### **9. Основні відмінності між фонетичним складом англійської та української мов**

1) У зазначених мовах існує різна кількість фонем: в англійській мові вирізняють 44 фонем: 20 голосних (10 монофтонгів – [i], [u],[e], [ə], [ə:], [ʌ], [a:], [i:], [u:], [ɔ:]; 8 дифтонгів – [au], [eu], [uə],[iə], [ei], [ai], [ɔi], [eə], 2 дифтонгоїди – [w:], [u:]) та 24 приголосних (8 шумних дзвінких – [b], [d],

[g], [v], [z], [ð], [θ], [dʒ]; 9 шумних глухих – [p], [t], [k], [f], [h], [s], [ʒ], [ʃ], [tʃ]; 7 сонорних – [m], [n], [ŋ], [l], [w], [r], [j]); в українській – 38 фонем (32 приголосних: [б], [п], [м], [в], [ф], [д], [дʲ], [т], [тʲ], [з], [зʲ], [с], [сʲ], [ц], [ць], [дз], [дзʲ], [ж], [ч], [ш], [дж], [л], [ль], [н], [нь], [р], [рʲ], [j/й], [к], [х], [г], [ґ], і 6 голосних: [а], [о], [у], [е], [і], [и]). Отже, в англійській мові значно більше голосних, а в українській – приголосних.

2) В англійській мові існують фонemi, що (а) не мають зовсім ніяких відповідників в українській мові ([ð, w]), а також (б) фонemi, які хоч і є схожими на деякі фонemi української, але однак ці фонemi відрізняються тим чи іншим елементом артикуляції: [ʃ] ≠ [ш]; [ŋ] ≠ [н]; [m] ≠ [м] тощо). Водночас, в українській є однофокусна африката [ц] та ще й напівпом'якшена фонема [ць].

3) Англійські голосні поділяються на довгі та короткі, причому недотримання відповідної тривалості голосної фонemi, яке супроводжується незначним змінням її якості звучання, може призводити до переплутування слів, наприклад: ship [ʃɪp] корабель – sheep [ʃi:p] вівця; dark [da:k] темний – duck [dʌk] качка. В українській мові тривалість голосної не має смислорозрізнявального значення.

4) В українській мові у кінці слова дзвінка приголосна приглушується у вимові (Бог [Бох]), що зовсім неприпустимо в англійській, оскільки через це абсолютно можливе зміннення значення відповідного слова, наприклад: bed [bed] ≠ bet [bet], kit [kit] ≠ kid [kid].

5) Слід зауважити, що українській мові властиві напівпом'якшені приголосні, які найчастіше виступають перед голосним [i] (бюст, пюре, ревію, жінка, комиші, піддашся). Більше того, приголосний [в] виконує навіть смислорозрізнявальну функцію в такій парі слів, як сват – свят. В англійській мові не відбувається пом'якшення приголосних навіть перед голосною фонемою [i:], окрім «світлого» варіанта фонemi [l], що вимовляється у позиції перед голосною та перед фонемою [j]: been, veal [vi:l], in'deed, tea (але little [lɪtl], leave [li:v], lake [leɪk], be'leave [bə'li:v], Louis ['lʒu:is]). Вживання м'якого варіанта [l] замість твердого [ɫ] (перед приголосними та у кінці слова (pill [pɪɫ], pool [pu:ɫ], tell [teɫ], хоч a lip [lɪp], let [let], loop [lu:p]) не впливає на зміннення значення слів, а тому їх не можна вважати окремими, тобто незалежними, фонемами.

Отже, в англійській мові палаталізація не є фонематичною ознакою фонем, хоча й існує низка пом'якшених фонем (окрім світлого варіанта фонemi [l], це ще фонemi [ʃ] і [ʒ]), і взагалі англійським приголосним палаталізація не притаманна. В українській мові палаталізація є фонематичною ознакою фонем, оскільки, наприклад, слова лук та люк є зовсім різними за значеннями.

6) В англійській мові слова, що навіть пишуться з двома однаковими приголосними, завжди вимовляються як з однією приголосною: pressing ['presɪŋ], tennis ['tenɪs], nodded ['nɒdɪd].

7) В англійській мові немає дрижачих приголосних звуків (укр. [p], [pʰ]).

8) Англійські глухі приголосні є сильними (фортисними), а дзвінки слабкими (ленисними), в українській же все навпаки: дзвінки приголосні є сильними, а глухі – слабкими.

9) Англійська інтонація суттєво відрізняється від української:

а) характером підвищення та пониження тону;

б) ритмом;

в) розподілом наголосів у фразі.

10) В англійській мові існує аспірація (придих) приголосних [p, t, k].

11) Усі англійські передньоязикові приголосні є апікальними (використовується самий кінчик передньої частини язика – апікс), в той час як в українській такі приголосні є дорсальними (використовується усе тіло передньої частини язика), пор.: [t – ʔ], [l – ʎ], [s – ɕ].

12) Англійські приголосні більш напружені (тобто вимовляються за допомогою більш напружених губ): Борис – be, мати – me.

13) Існують усічені англійські голосні звуки (англійські короткі голосні фонемі під наголосом завжди тісно змикаються з наступним за ними приголосним звуком і ніколи не зустрічаються у кінці наголошеного складу; через це, вимовляючи короткий наголошений голосний звук, треба одразу ж переходити до артикулювання наступного приголосного звука: city ['sɪtɪ – 'sɪtɪ, guinea ['ɡɪnɪ – 'ɡɪnɪ].

14) У складі англійських голосних звуків є дифтонги та дифтонгоїди, чого немає в українській: skate [skeɪt], no [nəʊ], sky [skaɪ], mere [mɪə], plough [pləʊ], fair [feə], toy [tɔɪ], mural ['mjʊərəl].

15) Для англійських голосних звуків є типовим явищем редукція голосних фонем, але можливо також і повне складотворення у ненаголошеному складі: have [həv, əv] – 'blackboard ['blækbɔ:d].

16) Лабіалізація (огублення) голосних заднього ряду [y] та [o] в українській сильніша, аніж для аналогічних голосних англійської мови [u], [u:], [ɔ], [ɔ:], а також для ядер англійських дифтонгів [ɔɪ] та [əu].

### **10. Літературна англійська вимова**

Основу національної англійської мови склав лондонський діалект. Літературна вимова сучасної англійської мови розвинулася з особливостей фонетичного складу цього діалекту. За своїм історичним походженням ця вимова називається південноанглійською (ПАВ) (в оригінальній літературі вживається термін Received Pronunciation (RP) – «прийнята вимова», а також позначки на зразок BrE, BE чи UK). Як найбільш типову для єдиної національної мови англійського народу її прийнято в якості навчальної

норми для викладання англійської у школах, вищих навчальних закладах і на курсах іноземних мов в Україні. Останнім часом у багатьох навчальних закладах дозволяється також вживати та навчати американському варіанту англійської (АВА) (в оригінальній літературі він часто позначається як AmE, AE чи US), поширеного, як це зрозуміло з самої назви варіанта мови, головним чином у Сполучених Штатах Америки, хоча зараз він явно набуває свого поширення в усьому світі внаслідок відчутного впливу США на світовий розвиток.

Ми ставимо за мету навчання англійській вимові, що є літературною нормою в Об'єднаному королівстві Великобританії та Північної Ірландії.

### **11. Фонематичний склад мови та її письмо**

Мова служить найважливішим засобом спілкування людей не тільки в усній, але й у письмовій формі, яка є підпорядкованою усному мовленню. Система письма тієї чи іншої мови тим чи іншим чином відображає та виражає її фонетичний склад. У мовах з літерною системою письма фонема позначені літерами або сполученнями літер. Загальноусталений та обов'язковий для всіх способів літерного позначення фонетичного складу кожного слова відповідної мови називається її *о р ф о г р а ф і є ю*.

У деяких мовах на сучасному етапі їх розвитку, в силу певних історичних обставин, одна й та сама фонема відображається на письмі кількома різними літерами або ж буквосполученнями. Тому, з метою правильного прочитання слова в його орфографічному вигляді, необхідно або знати його звукову форму та вміти співвіднести її з письмовою формою, або ж знати та вміти правильно користуватися правилами читання літер та буквосполучень у слові. Через це ми говоримо, що літера має певне звукове значення, тобто означає певну фонему. Таким чином, ми розрізняємо звуковий, або, фонемний, склад і літерний склад слова, які не завжди співпадають. Наприклад, в українській мові слова *герої* та *здібності* можуть вимовлятися як [херой] та [з'дїпності].

У сучасній англійській мові невідповідність між написанням і вимовою слів настільки велика, що, якщо читати їх так, як ми звичайно читаємо слова, написані латиною, більшість англійських слів взагалі неможливо буде зрозуміти на слух.

Така відмінність між написанням і вимовою слів пояснюється двома головними причинами: 1) англійська орфографія не зазнавала серйозних змін упродовж довгого періоду часу і віддзеркалює вимову, що існувала кілька століть тому назад; 2) кількість фонем в англійській мові значно перебільшує кількість літер: 26 літер алфавіту (з них служать для позначення голосних фонем) мають позначати 44 фонemi (з них 20 голосних). Отже виходить, що одна літера (особливо це стосується літер, які позначають голосні фонemi), має позначати кілька фонем. І, навпаки, одна й та сама фонема може позначатися комбінацією кількох літер.



*(Матеріал використаний з підручника : Возна М.О. Англійська мова для перекладачів і філологів. I курс : підручник для студентів та викладачів вищих навчальних закладів / [М.О. Возна., А.Б. Гапонів, О.О Акулова, Н.С. Хоменко, В.С.Гуль]. – Вінниця : НОВА КНИГА, 2004. – 480 с.)*

### Змістовий модуль 1

**Поняття артикуляційної бази. Навчання англійській вимові. Характерні особливості артикуляційної бази англійської мови. Класифікація англійських звуків та типи читання англійських голосних.**

#### *Практичне заняття №1*

*Тема: Основні поняття практичної фонетики англійської мови. Класифікація англійських звуків. Мовленнєвий апарат людини. Робота органів мовлення та їх тренування. Загальна характеристика англійських приголосних. Приголосні: дзвінки та глухі. Особливості вимови англійських приголосних [p] та [b].*

*Мета:* ознайомити студентів з особливостями навчання в умовах кредитно-трансферної системи та основними поняттями практичної фонетики англійської мови; ознайомити з загальними відомостями та характеристикою англійських звуків й системою англійських приголосних; мотивувати важливість вивчення англійської мови.

#### *Література*

##### *Базова*

1. Возна М.О. Англійська мова для перекладачів і філологів. I курс : підручник для студентів та викладачів вищих навчальних закладів / [М.О. Возна., А.Б. Гапонів, О.О. Акулова, Н.С. Хоменко, В.С. Гуль]. – Вінниця : НОВА КНИГА, 2004. – 480 с.
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### ***Зміст заняття***

#### ***1. Фонетична зарядка.***

*Read and pronounce poems and tongue-twisters paying attention to the learning phonemes:*

***[b]***

***B's the Bus***

***by Phyllis McGinley***

***B's the Bus***

***The bouncing Bus,***

***That bears a shopper store-ward.***

***It's fun to sit,***

***In back of it***

***But seats are better forward.***

***Although it's big as buildings are***

***And looks both bold and grand,***

***It has to stop obligingly***

***If you but raise your hand.***

***[p]***

***1. The Polka***

***by Ogden Nash***

***Hop step step step,***

***Hop step step step,***

***Go the Polish dancers.***

***Polka or Mazurka?***

***I wish I knew the answers.***

***Such names to me sound rig-***

***marolish, I must polish up my***

***Polish.***

***2. Quarter Space***

***By Robert Frost***

***But outer space,***

***At least thus far,***

***For all the fuss***

***Of the populace***

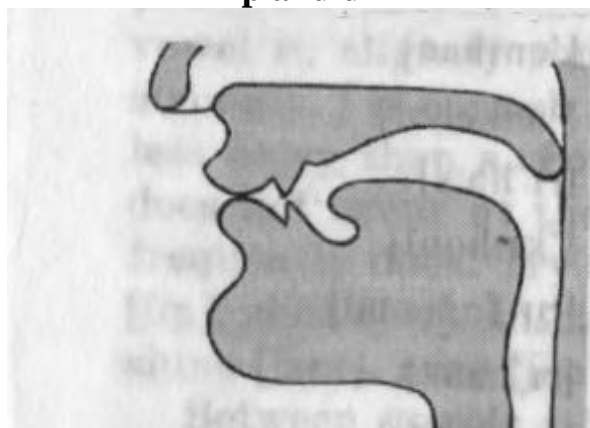
***Stays more popular***

***Than populous.***

#### ***2. Пояснення нового теоретичного матеріалу з теми. Виконання тренувальних вправ.***

*Study a new theoretical material. Do phonetic exercises.*

### p and d



**p** is a strong stop consonant and **b** is a weak one.

*Notice:*

1. The lips are closed firmly and the soft palate is raised so that the breath cannot get out of either the nose or the mouth but is trapped for a short time.

2. When the lips are opened suddenly the breath rushes out with a slight explosion or popping noise.

3. Before the lips are opened, the rest of the mouth takes up the position for the following sound, a vowel position if a vowel follows, as in “pool”, or a consonant position if consonant follows, as in “play”.

**p** is a strong sound, pronounced with aspiration, **b** is a weak stop, and it never has aspiration.

Now try the following pairs of words, and make the **p** strong and aspirated and the **b** weak and unaspirated: peak [pi:k], pack [pæk], port [pɔ:t], pride [praɪd], beak [bi:k], back [bæk], bought [bɔ:t], bride [braɪd], pit [pɪt], park [pa:k], pull [pul], plays [pleɪz], bit [bɪt], bark [ba:k].

When **p** occurs between vowels the aspiration may be less noticeable or even absent, but it will never do anything to keep the aspiration in this position too. **b** is of course never aspirated, but in this position it is usually voiced. The most important thing, as with the other weak consonants, is to make it very gentle and short.

Some of the commonest words containing [**p**] are: page, pair, paper, pardon, part, push, pass, pay, people, perhaps, piece, possible, place, plate, play, please, plenty, poor, post, pound, pretty, price, pull, put, appear, April, company, compare, complain, complete, copy, expect, happen, happy, important, open, sleep, cheap, cup, drop, group, heap, help, hope, keep, map, rope, shape, sharp, shop, stop, step, top, up, wrap.

Some of the commonest words containing [**b**] are: back, bad, bath, be, beautiful, because, bed, before, begin, behind, believe, belong, below, besides, best, between, big, black, blue, both, boy, bread, break, breakfast, bring, but, busy, buy, by, brown, able, about, above, September, (etc.), February, habit,

harbour, husband, neighbour, number, obey, possible, probable, public, remember, table, job, rub, rib, rob, club, nib, slab, grab.

**3. Виконання тренувальних вправ.**

Transcribe the following words:

beauty	ebb	table	sobbed
boom	eab	about	obtain
boy	rib	hobby	rub down
boast	sob	robin	club Dan
ball	rub	member	rob Peter
best	lab	my ball	globe trotter
pepper	spade	map	hope to
flapper	spoon	cup	ripe corn
keeping	spy	tape	stop please
open	please	present	stop looking
happen	place	practice	cheap book
halfpenny	plan	prize	top branch
shopman	plant	prove	help me

Reproduce the spelling of the following words:

'pɪknɪk    'mi:t mælkəm    ə 'bɪg beɪsmənt    'blæk deɪz  
 'sɪknɪs    'teɪk mi:lz    ə 'bæd pleɪə    'fæt beɪkn  
                  peɪs-beɪz                   feɪk-veɪg                   tɪə-dɪə  
                  paɪp-baɪb                   taɪt-daɪd                   piə-brɪə  
 spɛə    spai    'spaɪdə                   skɛɪt                   speɪn                   stɪə  
 stɛə    stai    'staipeɪnd                   speɪd                   'stemlɪs                   spɪə

Read the following words with the phoneme [p] in different positions:

<b><u>Initial:</u></b>	paper	picture	pull	palm	pole
	party	pig	put	peak	pool
	people	place	pack	pin	pot
	pet	pony	pad	pine	puff
<b><u>Final:</u></b>	chop	keep	stop	deep	shop
	clap	jump	up	ripe	shape
	help	sleep	cap	rope	stoop
	hop	steep	cape	ship	wipe
<b><u>Medial:</u></b>	apple	open	surprise	pepper	stopped
	apron	paper	upon	carpet	stupid
	rapid	people	keeper	happy	superior
	report	typical	oppose	separate	suppose

And now test your reading of the following words:

present                   passport                   sport                   sloppy                   policeman

Практична фонетика англійської мови

practice	passenger	speak	airport	shopman
postcard	stupid	spell	impatient	newspaper
pocket	stamp	spoon	happen	envelope

Read the following words with blendings:

/pl-/		/pr-/		/-lp/	
plump	please	prim	predict	yelp	whelp
plaster	pliable	prattle	price	pulp	kelp
plenty	plot	prayer	prodigy	scalp	Alp
plow	plum	precede	programme	help	scalp
play	place	presto	proud	gulp	palp

Mind the phoneme [p] in the following word combinations:

Paul and Polly	a plastic cup
pen and pencil	a pretty surprise
pepper pot	a stamp on the envelope
plastic plate	an impatient person
an apple, please	push him into the pool
a piece of pork pie	pick up a piece of paper
put it in the pocket	Paula ate apple pie

Read the following sentences with the sound [p]:

1. She made a cap out of paper.
2. Keep the apple but give me the pear.
3. Please, draw a picture on this piece of paper.
4. Polly played a piece at the party.
5. The pig stopped in surprise and pounced on the apple.
6. Do you suppose that Paul appreciates painting and sculpture?
7. After the party there was paper all over the carpet.
8. Plan a speech improvement programme and keep practicing.
9. Pretty poor peace prospects.

Read the following words with the phoneme [b] in different positions:

<b><u>Initial:</u></b>	be bare because bed	back ball barn basket	been before begin big	book both box boy	bird black blue boat
<b><u>Final:</u></b>	rib rob sob tab	tub web bob bribe	cab daub jab jib	crib cub grab knob	job robe scrub tube
<b><u>Medial:</u></b>	about above anybody baby	cupboard fable number rabbit	ribbon table bribery dubious	labial liberty nobility robber	sober trouble marble bubble-gum

And now test your reading of the following words:

Barbara	bring	remember	hobnob	terribly
birthday	bread	somebody	cabman	brown
beautiful	bride	table	sobbed	brother
butterfly	bright	hobby	rub down	hairbrush

Mind the phoneme [b] in the following word combinations:

baby birds	Bob bought a bike
Barbara's birthday	a brown-and-blue butterfly
a beautiful blouse	to buy a big bottle of beer
big black buttons	to borrow a book

Read the following sentences with the sound [b]:

1. A bad job.
2. Bob bought a blue blazer.
3. A big black bat flew past.
4. The blade is bad.
5. Bill has a billboard.
6. Barbara is a beautiful blond with bright blue eyes.
7. The baby bunny is in the blue crib.
8. The black rabbit is in the big cupboard.
9. Will you buy me a brown rabbit?
10. The ball bounced into the tub.

Choose the correct transcription for each word given below:

back, beard, bill, black, bomb, book, boot, boots, bought, bread, build, but, butter, buy, pack, paper, part, party, pay, pepper, pie, piece, pool, pull, purse, put

1. [bil]	
2. [pi:s]	
3. [baɪ]	
4. [pɜ:s]	
5. [blæk]	
6. [peɪ]	
7. [bʌt]	
8. [pæk]	
9. [bɒm]	
10. ['pepə]	
11. ['bʌtə]	
12. [pɑ:t]	
13. [buk]	
14. ['pɑ:ti]	
15. [bæk]	
16. [bu:ts]	
17. [pu:l]	
18. [biəd]	

19. [put]	
20. [bɔ:t]	

**4. Домашнє завдання.**

Practice the correct reading of the following tongue-twisters paying attention to the phonemes [p] and [b]. Learn them by heart. Record them and correct mistakes:

- Please, place the pleated pressed pants on the plain pressing plank.
- Please, prune plum trees promptly.
- Is a pleasant peasant's pheasant present?
- A big blue bucket of blue berries.
- Betty bought a bright bric-a-brac.
- Blake the baker bakes black bread.
- Blair's blue boots are beautiful.
- Bluebirds in blue birdbaths.
- One beats the bush another takes the bird.
- Bess is the best bugler in the Boston band.
- A big bug bit a bold bald bear and the bold bald bear bled blood badly.
- The bleak breeze blights the brightly blooming blossom.
- The fuzzy bee buzzed the buzzy busy beehive.
- The brave bloke blocked the broken back bank door.
- “The bun is better buttered”. Buffy muttered.
- I bought a bit of baking powder and baked a batch of biscuits.

• Betty Botter bought some butter.  
But she said: “This butter's bitter”.

If I put it in my batter,  
It will make my batter bitter.

But a bit of better butter

Will make my bitter batter better.

So Betty Botter bought a bit of better butter

And made her bitter batter a bit better.

Read the idioms and find their Ukrainian equivalents. Learn their meaning:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Present company excepted.</li> <li>• Keep up appearances.</li> <li>• Don't pass up the opportunity.</li> <li>• Stop playing Pantaloon.</li> <li>• The piano's past repair.</li> <li>• Speak up.</li> <li>• Pat's a perfect paragon.</li> <li>• Paul's as proud as a peacock.</li> <li>• Peg's as pretty as a picture.</li> <li>• A big bug.</li> </ul> | <ul style="list-style-type: none"> <li>• The piano's past repair.</li> <li>• Speak up.</li> <li>• Pat's a perfect paragon.</li> <li>• Paul's as proud as a peacock.</li> <li>• Don't be a busy-boy, baby.</li> <li>• Ben's a bag of bones.</li> <li>• Brian broke the back of the business.</li> <li>• Bob's as blind as a bat.</li> <li>• Bertis a bread-and-butter boy.</li> </ul> |
|---|--|



- Rob lives at the back of beyond.
- Be brief.
- Bill has a big bag.
- Barbara's as busy as a bee.

### **5. Самостійне опрацювання матеріалу**

1. Study the theoretical material on the giving topic. Write out key notions and translate them into Ukrainian.

2. Render the text in brief.

#### ***How the Speech Organs Work in English***

In all languages we speak with air from the lungs. We draw it into the lungs quickly and we release it slowly and then interfere with its passage in various ways and at various places.

#### ***The Vocal Cords***

The air released by the lungs comes up through the windpipe and arrives first at the larynx. The larynx contains two small bands of elastic tissue, which can be thought of as two flat strips of rubber, lying opposite to each other across the air passage. The inner edges of the vocal cords can be moved towards each other so that they meet and completely cover the top of the windpipe, or they can be drawn apart so that there is a gap between them through which the air can pass freely: this is their usual position when we breathe quietly in and out. When the vocal cords are brought together tightly no air can pass through them and if the lungs are pushing air from below this air is compressed. If the vocal cords are then opened suddenly the compressed air bursts out with a sort of coughing noise.

#### ***The Palate***

The palate forms the roof of the mouth and separates the mouth cavity from the nose (or nasal) cavity. Make the tip of your tongue touch as much of your own palate as you can: most of it is hard and fixed in position, but when your tongue-tip is as far as it will go away from your teeth, you will notice that the palate becomes soft. You can easily see the soft part of the palate if you use a mirror: turn your back to the light, open your mouth wide and say the vowel [a:], and move the mirror so that the light shines into your mouth. You will be able to see the soft palate curving down towards the tongue and becoming narrower as it does so until it ends in a point called the uvula ['ju:vjələ]. The soft palate can move: it can be raised so that it makes a firm contact with the back wall of the pharynx, and this stops the breath from going up into the nasal cavity and forces it to go into the mouth only. You can see this raising of the soft palate in your mirror if you keep your mouth wide open in position for the vowel [a:] and push out your breath very fast, as if you were trying to blow out a match, still with your mouth open wide. You will see the soft palate move quickly upwards so that the breath all comes out of the mouth and none of it goes up into the nasal cavity. And when you relax after this the soft palate will come down again into its lowered position. In this lowered position, the soft palate allows the breath to

pass behind itself and up into the nasal cavity and out through the nose, as the dotted line shows. This is the normal position of the soft palate when we are not speaking but breathing quietly through the nose, with our mouth closed. It is also the position for the m, n- and g-sounds; say a long in sound and nip your nose; this will stop the breath moving, and when you release it, the breath will continue out in a normal m-sound. Keep your lips closed and blow breath (without voice) hard through your nose, then draw it in again sharply: this will give you the feeling of breath moving in and out behind the soft palate. Now say a p but don't open your lips, just hold the breath behind the lips: there is no sound at all; keep your lips firmly closed still and send all the breath sharply out of the nose. Do this several times without opening your lips at all. What you feel at the back of your mouth is the soft palate going up and down; it is raised whilst you hold the p and lowered suddenly when you let the air rush out through your nose. For most of the sounds of all languages the soft palate is raised, so that the air is forced to go out through the mouth only.

### *The Teeth*

The lower front teeth are not important in speech except that if they are missing certain sounds, e.g. s and z, it will be difficult to make. But the two upper front teeth are used in English to some extent. Put the tip of your tongue very close to the edge of these teeth and blow: this will produce a sound like the English θ in "thin"; if you turn on the voice during this θ-sound you will get a sound like the English ð in "this".

### *The Tongue*

The tongue is the most important of the organs of speech because it has the greatest variety of movement. Although the tongue has no obvious natural divisions like the palate, it is useful to think of it as divided into four parts. The back of the tongue lies under the soft palate when the tongue is at rest; the front lies under the hard palate, the tip and the blade lie under the alveolar ridge, the tip being the most forward part of all and the blade between the tip and the front. The tip and the blade are mobile and they can touch the whole of the lips, the teeth, the alveolar ridge and the hard palate. The front can be flat on the bottom of the mouth or it can be raised to touch the hard palate, or it can be raised to any extent between these two extremes. The back of the tongue can be flat in the mouth, or it can be raised to touch the soft palate, or it can be raised to any position between these two extremes. Say [a:k] and hold the k-sound with your mouth open. You will see in your mirror that the back of the tongue rises from a very flat position for a: to a position actually touching the soft palate for the k. The back of the tongue is in various positions between these two extremes for the vowels [ɒ, ɔ:, u, u:]; say them in that order and feel the back of the tongue rise gradually towards the soft palate: you will not be able to see the movement in the mirror because the lips will be in the way for each of these vowels. The tongue can also change, its shape in another way. Say the sound s, keep your

mouth in the s-position and draw breath inwards; you will feel cold air passing through a narrow passage between the blade of the tongue and the alveolar ridge, but no cold air at the sides of the tongue.

Now say an l-sound and draw air inwards. This time you will feel cold air between the sides of the tongue and the sides of the palate, but not down the centre of the tongue. This is because for s the sides of the tongue are pressed firmly against the sides of the palate, so that the breath is forced to pass down the narrow central passage between the blade of the tongue and the alveolar ridge. The sides of the tongue may be either curved upwards to meet the sides of the palate or left flat so that they do not touch the sides of the palate. Open your mouth wide, use your mirror and try to make your tongue take up a flat shape and then a curved shape, with the sides raised but the centre line lower. This last position is very important for English because many of the consonant sounds are pronounced with the sides of the tongue curved up in this way to meet the sides of the palate.

### *The Lips*

It is obvious that the lips can take up various different positions. They can be brought firmly together as in p or b or m so that they completely block the mouth; the lower lip can be drawn inward and slightly upwards to touch the upper front teeth as in the sounds f and v. And they can be kept apart either flat or with different amounts of rounding, and they can be pushed forward to a greater or lesser extent. Of course, the closed position for p, b, m and the lip-teeth position for f and v are used in English, but apart from this the English do not move their lips with very much energy: their lips are never very far apart, they do not take up very rounded shapes, they are rarely spread very much and almost never pushed forward or protruded. Watch English people talk either in real life or on films and notice how little the lips and the lower jaw move; some people make more lip-movement than others, but it is never necessary to exaggerate these movements. Watch people talking your language too, and see whether they move their lips more than the English. If so, you must remember when talking English do use your lips less than you do in your own language. The same is true for movements of the jaw: in normal speech there is rarely more than half an inch between the lips or a quarter of an inch between the teeth even when the mouth is at its widest open. No wonder English can be spoken quite easily whilst holding a pipe between the teeth!

### *The System of English Phonemes*

In this section we are going to give a brief overview of the problems which scholars face when trying to describe the English sounds from the functional point of view. We shall try to explain what is understood by the quality of a sound, what articulatory characteristics may be considered the constituents of quality and to determine which of them are phonologically relevant.

There are two major classes of sounds traditionally distinguished by phoneticians in any language. They are termed consonants and vowels. The distinction is based mainly on auditory effect. Consonants are known to have voice and noise combined, while vowels are sounds consisting of voice only. From the articulatory point of view the difference is due to the work of speech organs. In the production of vowels no obstruction is made. In the production of consonants various obstructions are made. So consonants are characterized by the so-called close articulation, i. e. by a complete, partial or intermittent blockage of the air passage by a speech organ. As a result consonants are sounds which have noise as their indispensable and most defining characteristic.

***Питання та завдання для самоконтролю та самоперевірки***

1. Що таке фонетика? Що вона вивчає?
2. Назвіть основні поняття фонетики як науки, дайте їм визначення.
3. Що таке ІФА?
4. Дайте характеристику звуковому складу та артикуляційній базі мови.

**Практичне заняття №2**

**Тема: Типи читання. Особливості вимови англійських приголосних [t] – [d].**

**Мета:** ознайомити студентів з особливостями мовленнєвого апарату людини, роботою мовних органів та їх тренуванням; вдосконалювати артикуляційні навички студентів; формувати у студентів фонематичний слух; виховувати толерантність серед студентів.

**Література**

**Базова**

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**Зміст заняття**

**1. Фонетична зарядка.**

Read and pronounce poems and tongue-twisters paying attention to the learning phonemes:

A tree toad loved a she-toad,  
Who lived up in a tree.  
He was a three-toed tree toad,  
But a two-toed toad was she.  
The three-toed tree toad tried to win,  
The two-toed she-toad's heart,  
For the three-toed tree toad loved the ground,  
That the two-toed tree toad trod.  
But the three-toed tree toad tried in vain.  
He couldn't please her whim.  
From her tree toad bower,  
With her two-toed power,  
The she-toad vetoed him.

**2. Пояснення нового теоретичного матеріалу з теми. Виконання тренувальних вправ.**

Study a new theoretical material. Do phonetic exercises:

**t and d**



**t** is a strong stop consonant and **d** is a weak one.

Notice:

1. The tip of the tongue (not the blade) is firmly against the middle of the alveolar ridge, not too near the teeth and not near the hard palate.
2. The soft palate is raised, so the breath cannot escape through either the nose or the mouth, but is trapped for a short time.
3. The sides of the tongue are firmly against the sides of the palate, so that the breath cannot pass over the sides of the tongue.

When the tongue-tip is lowered suddenly from the teeth ridge the breath rushes out with a slight explosion or popping noise. The strong stop **t** is aspirated in the same way as **p** and this may be written in a similar way, e.g.: “too”.

Compare the following words:

two [tu:] do [du:] torn [tɔ:n] dawn [dɔ:n]  
 ten [ten] den [den] tie [tai] die [dai]  
 ton [tʌn] done [dʌn] town [taun] down [daun]  
 tune [tju:n] dune [dju:n] twin [twin] dwindle [dwindl]

Some of the many common words containing [**t**] are: table, take, tell, ten, time, today, together, too, top, towards, town, Tuesday, turn, twelve, two, talk, taste, after, better, between, city, dirty, hotel, into, matter, notice, particular, protect, quarter, Saturday, water, writer, about, at, beat, bite, boat, but, coat, eat, eight, fat, flat, gate, get, great, hot, it, lot, not, ought, might, put, what.

Some of the many common words containing [**d**] are: day, do, dead, dear, December, decide, depend, different, difficult, dinner, dog, door, down, during, already, Monday, holiday, idea, lady, ladder, medicine, body, ready, shoulder, study, today, under, add, afraid, bad, bed, bird, could, would, end, friend, had, head, old, read, road, side.

### 3. Виконання тренувальних вправ.

Transcribe the following words:

tie – die	try – dry	but – bud
too – do	tray – dray	bit – bid
tear – dear	true – drew	set – said
tear – dare	train – drain	seat – seed
tour – dour	trunk – drunk	trunk – drunk
toe – dough	tread – dread	latter – ladder
toe – dough	trill – drill	putting – pudding

Reproduce the spelling of the following words:

<b>ted – ten – tet</b>	<b>fed – fen – fet</b>
<b>ded – den – det</b>	<b>peg – pen – pet</b>
<b>meg – men – met</b>	<b>bed – ben – bet</b>
<b>rt – et    rz – es    tm – ten</b>	<b>did – ded    hrd – hed</b>
<b>if – ef    rn – en    dn – den</b>	<b>sid – sed    kn – ken</b>

Read the following words with the phoneme [t] in different positions:

<b>Initial:</b>	to	teeth	tidy	table	tool
	tip	tight	took	tale	town
	ten	tone	take	take	train
	tell	time	taught	teacher	tree

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<b><u>Final:</u></b>	at get eat cut	cat but boat coat	great left light liked	about asked basket just	feet first fast last
<b><u>Medial:</u></b>	after better kitten letter	wanted water butter detail	mister party pretty sister	later lattice metal motto	pitied putting rotate total

And now test your reading of the following words:

tennis	vote	twin	button	fourteen
telephone	part	twice	little	fifteen
water	wait	twelve	bottle	between
butter	shoot	twenty	cattle	upstairs
writer	shut	twig	cotton	restaurant

Mind that sound [t] is quieter in these word combinations:

at the	fat man	put three	best girl
at least	hot meal	not this	light bulbs
at most	first floor	brought them	eight pounds
let go	locked door	want some	most likely
hot toast	knocked down	that time	fruit juice

Read the following sentences with the sound [t]:

1. What time is the party?
2. Ted laughed and laughed at the kitten.
3. There is water in the bottom of your boat.
4. The kitten tried to play with the cat's tail.
5. Let's put the nuts into the basket.
6. I just wrote a letter to my sister.
7. It's better to talk too little than to talk too much.
8. The teacher taught him to touch his teeth with the tip of his tongue.
9. Betty's little sister wanted to go to the party.
10. Students sometimes use this term.

Read the following words with the phoneme [d] in different positions:

<b><u>Initial:</u></b>	day dear did do	draw dress dab dawn	dog doll door down	dig dine ditch doom	daze death deem deep
<b><u>Final:</u></b>	and bed bread could	did find good hand	had head heard hide	kind land made need	old read red ride



<b><u>Medial:</u></b>	body	garden	under	louder	radical
	building	hidden	window	medial	radio
	candy	ready	audible	modify	shady
	children	today	edible	muddier	sudden

And now test your reading of the following words:

dawn	said	ready	cradle	window
don't	bad	leader	fiddle	Monday
day	paid	ladder	meddle	robbed
date	road	pudding	paddle	rubbed
doing	cold	rider	dwindle	afraid

Read the following word combinations, mind the verb in the past:

cried a lot	danced all night
cleaned it	played cards
whispered it	rained all day
closed door	emptied his glass
walked away	watched the TV

Mind the phonemes [d] and [t] in the following word combinations:

bad dog	good girl
should wish	could think
paid the bill	would thaw
had a date	could write
ted cold	did wrong
cold climate	cold rain
would want	told the truth
could wait	it rained all day
read the text	add two
adopted daughter	listened to the radio
laid the table	said Dan
decided to drive	what did you do?

Read the following sentences with the sound [d]:

1. Today is Don's birthday.
2. Dave reads to the children every day.
3. Did you weed the garden yesterday?
4. I found some candy in the drawer.
5. Dick opened the window and listened to the bird.
6. It is hidden in the garden under the window.
7. Dennis won't do it any better than you do.
8. Yesterday night Dirk decided not to drink.
9. I don't think Doris will do that.
10. It's the second time I've told you.

Choose the correct transcription for the words given below:

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send, sent, next, said, set, wide, white, road, wrote, dry, try, what, riding, writing, taught, eat, light, eight, good, head, two, add

1. [sent]	
2. [tu:]	
3. [gud]	
4. [æd]	
5. [send]	
6. [i:t]	
7. [hed]	
8. [nekst]	
9. [sed]	
10. [waɪd]	
11. [set]	
12. [rəʊd]	
13. [waɪt]	
14. [traɪ]	
15. [rəʊt]	
16. ['raɪtɪŋ]	
17. [tə:t]	
18. [draɪ]	
19. [eɪt]	
20. ['raɪdɪŋ]	
21. [laɪt]	
22. [wɒt]	

**4. Домашнє завдання.**

*Practice the correct reading of the following tongue-twisters paying attention to the phonemes [t] and [d]. Learn them by heart. Record them and correct mistakes:*

A tutor who tooted a flute  
 Tried to tutor two tooters to toot.  
 Said the two to the tutor  
 “Is it harder to toot  
 Or to tutor two tooters to toot”.

• • •

Twelve trim twin-track tapes.

• • •

Trill two true tunes to the troops.

• • •

Truly rural.

• • •

A tree toad loved a she-toad

That lived up in a tree.  
She was a three-toed tree toad.  
But a two-toed toad was he.  
The two-toed toad tried to win  
The she-toad's friendly nod.  
For the two-toed toad loved the ground  
On which the three-toed tree toad trod.  
But no matter how the two-toed tree toad tried.  
He could not please her whim.  
In her three-toed power.  
The three-toed she-toad vetoed him.

• • •

The duke dropped the dirty dinner napkin.

*Read the idioms, proverbs and sayings, and find their Ukrainian equivalents.*

Learn their meaning:

Idioms

- Get it right! Cut it short!
- Don't take it to heart.
- Ted is a bit of wet blanket.
- You're telling pretty tall stories.
- Put two and two together.
- Take the rest.
- Mind the head.
- Draw it mild.
- Don't disturb.
- Beyond the shadow of a doubt.
- As dead as last Tuesday

Proverbs and sayings

- ▶ Let's return to our muttons.
- ▶ Better the foot slip than the tongue trip.
- ▶ Dumb dogs are dangerous.

Transcribe the words, explain the reading rules:

1. brainless, mount, release, beetle, ounce, shook, captain, foolish, bamboo, armour, oath, caught, surround, rook, balloon, feudal, kangaroo, straight, rumour, Seine, payday, agree, Maud, deceive;

2. starlet, lime, these, fly, coffee, turkey, mug, cord, skirt, timber, phone, perfume, myrtle, clame, Susan, batman, system, check, kirk, porter, farmer, turtle, rude, glue, rule;

3. tyrant, cognitive, fumigate, hygiene, Lares, novelty, outlaw, shrunken, unanimous, vicarage, council, quincux, scapula, viral, wardship, verso, pomace, wamble, warehouseman, muffineer, wriggler, balky, totem, company, edge, discrepancy, kibitzer, ketchup, folding, officiate (v), papyrus, phantom, plural.

**5. Самостійне опрацювання матеріалу.**

1. Study the theoretical material on the giving topic. Write out key notions and translate them into Ukrainian.

2. Render the text in brief.

***Definition of the Phoneme and Its Functions***

To know how sounds are produced is not enough to describe and classify them as language units. When we talk about the sounds of language, the term “sound” can be interpreted in two different ways. First, we can say that [t] and [d], for example, are two different sounds in English: e.g. ten-den, seat-seed. But on the other hand, we know that [t] in let us and [t] in let them are not the same. In both examples the sounds differ in one articulatory feature only. In the second case the difference between the sounds has functionally no significance. It is clear that the sense of “sound” in these two cases is different. To avoid this ambiguity, linguists use two separate terms: phoneme and allophone.

The phoneme is a minimal abstract linguistic unit realized in speech in the form of speech sounds opposable to other phonemes of the same language to distinguish the meaning of morphemes and words.

Let us consider the phoneme from the point of view of its aspects.

Firstly, the phoneme is a functional unit. In phonetics function is usually understood as a role of the various units of the phonetic system in distinguishing one morpheme from another, one word from another or one utterance from another. The opposition of phonemes in the same phonetic environment differentiates the meaning of morphemes and words: e.g. bath-path, light-like. Sometimes the opposition of phonemes serves to distinguish the meaning of the whole phrases: *He was heard badly* – *He was hurt badly*. Thus we may say that the phoneme can fulfill the distinctive function.

Secondly, the phoneme is material, real and objective. That means it is realized in speech in the form of speech sounds, its allophones. The phonemes constitute the material form of morphemes, so this function may be called constitutive function.

Thirdly, the phoneme performs the recognitive function, because the use of the right allophones and other phonetic units facilitates normal recognition. We may add that the phoneme is a material and objective unit as well as an abstract and generalized one at the same time.

***Types of Allophones and the Main Features of the Phoneme***

Let us consider the English phoneme [d]. It is occlusive, forelingual, apical, alveolar, lenis consonant. This is how it sounds in isolation or in such words as door, darn, down, etc, when it retains its typical articulatory characteristics. In this case the consonant [d] is called principal allophone. The allophones which do not undergo any distinguishable changes in speech are called principal.

Allophones that occur under influence of the neighboring sounds in different phonetic situations are called subsidiary, e.g.:

- a. deal, did – it is slightly palatalized before front vowels;
- b. bad pain, bedtime – it is pronounced without any plosion;
- c. sudden, admit – it is pronounced with nasal plosion before [n], [m];

d. dry – it becomes post-alveolar followed by [r].

If we consider the production of the allophones of the phoneme above we will find out that they possess three articulatory features in common – all of them are forelingual lenis stops. Consequently, though allophones of the same phoneme possess similar articulatory features they may frequently show considerable phonetic differences.

Native speakers do not observe the difference between the allophones of the same phoneme. At the same time they realize that allophones of each phoneme possess a bundle of distinctive features that makes this phoneme functionally different from all other phonemes of the language. This functionally relevant bundle is called the invariant of the phoneme. All the allophones of the phoneme [d] instance, are occlusive, forelingual, lenis. If occlusive articulation is changed for constrictive one [d] will be replaced by [z]: e. g. breed – breeze, deal – zeal, the articulatory features which form the invariant of the phoneme are called distinctive or relevant.

To extract relevant features of the phoneme we have to oppose it to some other phoneme in the phonetic context.

If the opposed sounds differ in one articulatory feature and this difference brings about changes in the meaning this feature is called relevant: for example, port – court, [p] and [k] are consonants, occlusive, fortis; the only difference being that [p] is labial and [t] is lingual.

The articulatory features which do not serve to distinguish meaning are called non-distinctive, irrelevant or redundant. For example, it is impossible to oppose an aspirated [ph] to a non-aspirated one in the same phonetic context to distinguish meaning.

We know that anyone who studies a foreign language makes mistakes in the articulation of sounds. L.V. Shcherba classifies the pronunciation errors as phonological and phonetic. If an allophone is replaced by an allophone of a different phoneme the mistake is called phonological. If an allophone of the phoneme is replaced by another allophone of the same phoneme the mistake is called phonetic.

### *Main Rules of Reading of English Vowels*

There are four main types of reading of vowels in English in stressed syllables.

	A [ei]	O [əu]	E [i:]	I [ai]	Y [wai]	U [ju:]
Type 1	[ei] same	[əu] note	[i:] he	[ai] fine	[ai] my	[ju:] cube
Type 2	[æ] rat	[ɔ] hot	[e] red	[i] bit	[i] myth	[ʌ] run
Type 3	[a:] car	[ɔ:] sort	[ə:] term	[ə:] fir	[ə:] Byrd	[ə:] fur
Type 4	[ɛə] care	[ɔ:] store	[iə] mere	[ai] fire	[aiə] tyre	[juə] cure

**Type 1** is called an “open syllable”. It is considered an “open” because a syllable is the one ending in a vowel, even if it is not pronounced.

Notice the first row of the table. Words *same, note, he, fine, my, cube* like all words of this category end in a silent vowel, and the reading of the vowels in their roots coincides with the name of letters according to the alphabet.

Try these words: note, lone, mice, rice, type, tune, shy, lay, say, he, hay, name, same, give, nine, nice, game, came, make, Kate, Pete, five, tie, life, eve, me, size, no, cope, smoke, rose, nose, spine, sly, cry, vine, maze, home, tube, made, fume, cube, pace, lace, sky, hale, spine.

**Type 2** is called a “closed syllable”. It is called “closed” because it ends in a consonant.

It is the second row of the table. Notice the reading of the following words: rat, hot, red, bit, myth, run, there is no mute e at the end of the word.

Try these words: cap, pen, bed, ten, not, spot, lot, bad, rat, sit, send, test, pit, in, send, spell, tin, less, ban, mad, fat, Sam, land, did, fit, sat, pet, tin, slip, sad, glad, bag, jam, gap, lag, can, kin, Jim, Jack, yes, ink, cup, run, cod, spin, not, doll, hop, hot, bank, rank, spin, up, us, bus, bun, cut, fun, vet, well, but, nut.

**Type 3:** vowel + “r”, which affects the pronunciation of the vowel in the root of the word, giving it some drawl (length of a vowel) like in the following words: car, sort, term, fir, Byrd, fur.

And now try these words: stern, far, curt, hard, hart, car, card, cart, fork, cork, work, sort, term, first, Byrd, furs, curl, her, curb, turn, girl, sir, burn, turn, word, born, torn, bird, form, serf, herb.

**Type 4:** vowel + “r” + vowel. The letter “r” is not pronounced in this case. In this type of reading each vowel has got its own pronunciation (see the fourth row in the table).

Try these words: fare, here, pure, rare, cure, during, mare, fire, bare, mire, stare, tire, sere, mere, store, core, more, care.

#### ***Питання та завдання для самоконтролю та самоперевірки***

1. Назвіть органи мовлення.
2. Опишіть роботу мовних органів під час процесу говоріння.
3. Дайте визначення фонемі та назвіть її основні характеристики. Визначте основні її функції.
4. Назвіть 5 вправ на тренування мовного апарату.

*Питання та завдання для самоконтролю та самоперевірки до  
залікового модуля №1*

**Exercise I. Transcribe the following sentences:**

1. Charles puts mustard in his mother's custard.
2. Charles' brother wonders why father doesn't love his other son.
3. Margaret loves Charles, Charles loves Marcia.
4. A black cat sat on a mat and ate a fat rat.
5. Jack has a check cap in his hand.
6. Edith will be pleased to meet Bill, Peter and Eve.
7. Could I have some fruit juice?
8. Who reads Greek myths in your family?
9. Look at this blue woolen suit. It's good, isn't it? Yes, it looks good.
10. Peter has never been to London.
11. Marcia is going to visit Persia in August.
12. Walter is older than Thomas.
13. Paul and Pearl are on board a ship.
14. First called Bert and Paul.
15. Olive watches John put a locked strong box on a yacht in a lock at the docks.
16. Gordon wants forty-four copies of the documents.
17. Cora and Polly adore small talk.
18. Ted has dad's hat on his head.
19. Accidents will happen in the best regulated families.
20. Will you still need me, will you still feed me when I am sixty-four.

**Exercise II. Read the tongue-twisters and learn them.**

- I wonder why my cousin doesn't have a proper cup of coffee in a proper coffee cup.
- I scream, you scream, we all scream for ice-cream.
- He that hatches matches hatches catches.
- A black ape on a real ladder dropped a black cape on a real adder.
- Of all the saws I ever saw I never saw a saw saw as this saw saws.
- If white chalk chalks on a black blackboard, will black chalk chalk on a white blackboard?
- How much wood would a wood-chuck chuck
- If a wood-chuck could chuck wood?

**Exercise III. Read the dialogues. Learn them. Act out the dialogues.**

*Making a Pass at Martha*

CHARLIE: The dance doesn't start till half past, Martha. Let's park the car under the arch by Farmer Palmer's barn. It's not far. Ah, here we are. There's the farm cart.

MARTHA: Ooh, Charlie, it's dark!

CHARLIE: The stars are sparkling. My heart is enchanted. Martha you are – marvellous!

MARTHA: Your father's car draughty, Charlie. Pass me my scarf.

CHARLIE: Rather let me clasp you in my arms, Martha, my darling.

MARTHA: Ah, Charlie! Your moustache is all nasty and sharp. I can't help laughing. Aren't you starved? Here, have half a Mars Bar. Ssh! There's a car passing.

CHARLIE: Keep calm, can't you? It's only Sergeant Barker. He plays darts in the bar of the Star and Garter. Martha ... darling ...

MARTHA: Don't be deft, Charlie! You can't start making a pass till after the dance!

### *Fawns, Horses and a Tortoise*

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

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

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

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

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

GEORGE: If Claud saw us walking across his lawn ... He's an awful bore about his lawn. Oh, Lord, we're caught! There is Claud! Now we're for it!

### *Busy in the Kitchen*

BILLY: Mummy! Are you busy?

MOTHER: Yes, I'm in the kitchen.

BILLY: Can I go swimming in Chichester with Jim this morning?

MOTHER: Jim?

BILLY: Jim English. He's living with Mr. and Mrs. Willis in the village – Spring Cottage.

MOTHER: Isn't it a bit chilly to go swimming?

BILLY: What's this? Can I pinch a bit of it?

MOTHER: Oh, Billy, you little pig! It's figgy pudding. Get your fingers out of it!

BILLY: Women are so silly! I only dipped a little finger in.

MOTHER: Well, it's a filthy little finger. Here, tip this chicken skin into the bin and I'll give you a biscuit.

### *The End of the Adventure*

KEN: Ted! Thank heaven! I was getting desperate.

TED: Hello there, Ken. Where are Jeff and the rest of the men?

KEN: They left me in the tent with some eggs and some bread, and off they went.



TED: Where were they heading?

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

TED: All ten of them went?

KEN: They said the chest was heavy.

TED: They left – when?

KEN: Yesterday, between ten and eleven.

TED: And you let them?

KEN: There were ten of them ...

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

**Змістовий модуль № 2**

**Особливості вимови англійських приголосних. Класифікація приголосних за участю голосових зв'язок, місця та способу утворення. Приголосні: сонорні та шумні сонанти. Артикуляційні особливості англійських приголосних. Труднощі та прийоми постановки англійських приголосних.**

**Практичне заняття №3**

**Тема: Особливості артикуляції приголосних [k] та [g].**

**Мета:** ознайомити студентів з особливостями вимови англійських приголосних; навчити студентів нормативної вимови, транскрибувати англійські приголосні та орфографічно писати їх; формувати навички літературного виразного читання; акцентувати увагу студентів на моральних та етичних нормах поведінки.

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**Зміст заняття**

**1. Фонетична зарядка.**

Read and pronounce poems and tongue-twisters paying attention to the learning phonemes:

To market, to market, to buy a fat pig,  
Home again, home again, jiggety jig;  
To market, to market, to buy a fat hog.  
Home again, hpme again, jiggety jog.  
To market, to market, to buy a plum bun,  
Home again, home again, market is done.

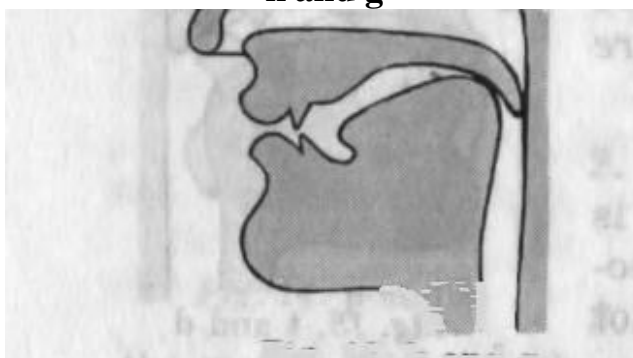
.....

Look to left and look to right,  
Note what traffic is in sight.  
Note, too, which light can be seen:  
The Red, the Amber, or the Green.  
Children, keep from dangerous play  
And THINK before you cross today.

**3. Пояснення нового теоретичного матеріалу з теми. Виконання тренувальних вправ.**

Study a new theoretical material. Do phonetic exercises.

**k and g**



**k** is a strong stop consonant and **g** is a weak one.

Notice:

1. The back of the tongue is in firm contact with the soft palate, and the soft palate is raised, so that the breath is trapped for a short time.

2. When the tongue is lowered suddenly from the soft palate, the breath rushes out of the mouth with a slight explosion or popping noise. The strong **k** is aspirated in the same way as **p** and **t**, and this may be shown in a similar way, e.g. “cool”, **g** is short and weak and never aspirated.

*Compare the following words:*

cave [keiv] gave [geiv] card [ka :d] guard [ga :d] curl [kə:l] girl [gə :l] could [kud] good [gud] cap [kæp] gap [gæp] coal [kəul] goal [gəul] class [kla:s] glass [gla:s] crow [krəu] grow [grəu] licking ['likiŋ] digging ['digiŋ] lacking ['lækiŋ] lagging ['lægiŋ] weaker ['wi:kə] eager ['i:gə] thicker ['θi:kə] bigger ['bi:gə] market [ma:kit] target ['ta:git] ankle [æŋkl] angle [æŋgl] pick [pik] pig [pig] dock [dɒk] dog [dɒg] back [bæk] bag [bæg] lock [lɒk] log [lɒg] lake [leik] plague [pleig] broke [brəuk] rogue [rəug]

Some of the commonest words containing [k] are: call, can, car, care, carry, case, catch, cause, kind, kitchen, kill, coal, cold, come, cook, corner, count, country, cup, cut, because, become, box, breakfast, excuse, pocket, second, secret, walking, weaker (etc.), local, ask, back, black, book, break, dark, drink, lake, like, lock, make, mistake, muck, music, neck, o'clock, take.

Some of the commonest words containing [g] are: game, garden, gate, get, girl, glass, go, good, great, green, grey, gun, grow, guess, again, against, ago, agree, angry, August, exact, forget, language, regular, together, longer, bigger (etc.), tiger, begin, bag, dog, fog, leg, rug, plug, flag, drug.

### 3. Виконання тренувальних вправ.

*Transcribe the following words:*

come – gum	crow – grow	pick – pig
core – gore	crew – grew	dock – dog
code – goad	creed – greed	back – bag
kier – gear	craft – graft	leak – league
kay – gay	crate – great	cockle – goggle
Kate – gate	crab – grab	pecking – pegging
Kyrle – girl	cram – gram	lacking – lagging

*Reproduce the spelling of the following words:*

kɪs – gi:s	kɪt – gɪft	pɪ:z – bi:z	tɪp – dɪp		
ˈkɪdɪ – ˈgɪdɪ	pɪt – bɪt	pɪ:t – bi:t	ti:n – di:n		
pɪg – pɪk	bɪg – vɪk	nɪb – nɪp	bi:d – bi:t		
dɪg – dɪk	fɪgz – frɪks	fɪb – sɪp	fi:d – fi:t		
ˈi:gə	ˈvɪgə	ˈfɪgə	ˈgɪdɪ	ˈvɪzɪt	ˈfi:dɪd
ˈbɪgə	ˈvɪvɪd	ˈdɪgə	ˈkɪdɪ	ˈbɪzɪ	ˈni:dɪd

*Read the following words with the phoneme [k] in different positions:*

<b>Initial:</b>	cake	car	could	cried	kick
-----------------	------	-----	-------	-------	------

cool	cat	count	cut	kind
call	catch	couch	keep	kitten
can	come	cow	keg	copy

<b><u>Final:</u></b>	back	look	thank	hawk	seek
	black	make	think	like	took
	cook	milk	brick	luck	walk
	cake	take	cook	neck	work
<b><u>Medial:</u></b>	accident	breakfast	picnic	likeable	wicked
	basket	cocoa	picture	local	walking
	because	making	cookery	occur	working
	biscuit	o'clock	decorate	second	speaking

*And now test your reading of the following words:*

castle	locker	traffic	scar	quiet
clock	liquor	dark	sky	quite
cream	mechanic	oak	ski	quarter
clever	account	strike	school	quality
question	America	book-case	score	quick

*Mind the phoneme [k] in the following word combinations:*

black dog	take two	a comfortable coat	bake the cake
dark night	take care	a chocolate cake	how exiting
sick baby	expensive car	a black coffee cup	thank you
book shelf	electric clock	a drunk ticket collector	excuse me
cake fork	cuckoo clock	an expensive Cabriolet	a coke bottle of whisky

*Read the following sentences with the sound [k]:*

1. The cock crows at six.
2. Kiss her quick!
3. Take the carrots and cabbages from the basket.
4. I like to drink cocoa for breakfast.
5. The cock crows at break of day.
6. Carl gave me a picture book for Christmas.
7. Dick took the milk to the kitchen.
8. Can you come when I call?
9. The cook baked the cake for the picnic.
10. Correction of defective consonants comes through careful practice.

*Read the following words with the phoneme [g] in different positions:*

<b><u>Initial:</u></b>	garden	go	green	garlic	gums
	gave	good	guess	gift	gun
	get	got	gale	goat	guest
	girl	great	game	gone	geese
<b><u>Final:</u></b>	bag	dog	leg	keg	sprig

Практична фонетика англійської мови

<b><u>Medial:</u></b>	big	egg	pig	log	rogue
	bug	flag	bog	rag	stag
	dig	frog	fog	snag	vague
	again	figure	organ	cigar	regulate
	ago	finger	sugar	legal	stagger
	began	forget	August	magazine	trigger
	buggy	hungry	brigade	regard	vigorous

*And now test your reading of the following words:*

glove	finger	plague	egg-cup	Greek
glare	rugby	league	log-cabin	English
great	agree	vinegar	dog-collar	Pygmalion
grand	begin	ignore	pug-nose	Good gracious!

*Mind the phoneme [g] in the following word combinations:*

got to go	a telegram from Margaret
Greek grapes	to grow in the garden
get together	to play guitar and sing Greek songs
begin in August	going to England again
get a dog	the goose laid an egg

*Read the following sentences with the sound [g]:*

1. We agreed to go there together.
2. Grace has gone to the garden to get some grapes.
3. The girl gave the hungry pig her dinner.
4. My grandfather has a green buggy.
5. The dog began to growl at the goat.
6. My goose does not give golden eggs.
7. A guy grabbed his gun, but the goose was gone.
8. "Good," said Gregory. "Begin again".
9. The dog vigorously wagged its tail.
10. If you go I'll give you a good cigar.

*Choose the correct transcription for the words given below:*

ache, again, carry, cold, get, work, grey, comb, give, cake, big, keys, back, guest, called, coffee, bigger, walk, bag, kiss

1. [gɪv]	
2. [bɪg]	
3. [get]	
4. [kəʊm]	
5. [ki:z]	
6. [keɪk]	
7. [kɪs]	
8. [eɪk]	
9. [gest]	
10. [bæk]	

11. ['kɒfi]	
12. [ə'gen]	
13. [wɔ:k]	
14. [kɔ:ld]	
15. [bæg]	
16. ['bɪgə]	
17. [kəuld]	
18. ['kæri]	
19. [wɜ:k]	
20. [greɪ]	

**4. Домашнє завдання.**

Practice the correct reading of the following tongue-twisters paying attention to the phonemes [k] and [g]. Learn them by heart. Record them and correct mistakes:

Keenly cleaning copper kettles.

• • •

Come kick six sticks quick.

• • •

A curious cream-coloured cat crept into the crypt and crept out again.

• • •

All I want is a proper cup of coffee.

Made in a proper copper coffeepot.

You can believe it or not –

I want a cup of coffee

In a proper coffeepot.

Tin coffeepots or

Iron coffeepots. They're no use to me.

If I can't have a

Proper cup of coffee

In a copper coffeepot -

I'll have a cup of tea!

• • •

Granny's grey goose goes last.

• • •

Great grey geese graze gaily daily.

• • •

Gale's great glass globe glows green.

Three grey-green greedy geese.

Feeding on a weedy piece,

The piece was weedy,

And the geese were greedy.

Three grey-green greedy geese.

Read the idioms and proverbs and find their Ukrainian equivalents. Learn their meaning:

Idioms

- Ken's as cool as a cucumber.
- Kate's as melancholy as a cat.
- Cut and come again. Keep quite quiet.
- Come back and keep us company.
- A face so ugly that it can stop the clock.
- Gabriell's a gay dog.
- Gloria's got the gift of the gab.
- Peggy will gladly play a giddy goat.
- Gordon's life is all game and glee!
- Saying and doing are two things.
- Inga's poking and prying.

Proverbs

- ▶ If you agree to carry a calf, they will make you carry a cow.
- ▶ A good dog deserves a good bone.

Transcribe the words, explain the reading rules:

1. Austria, ridiculous, waistcoat, woodcraft, execution, evaporate(v), marvellous, fault, during, thankful, passenger, immigrant, troops, leafless, cooker, female, Plymouth, federal.

2. Ivy, wealth, luxury, noble, foreign, yam, blindworm, glamorous, felinity, Brutus, worship, flagrant, exasperate, excellence, morsel, begrudge, knuckle, Walter, warp, Judas.

3. epitomist, ferocious, cryptic, validity, cyclop, puffin, worthless, wonder, oven, germs, knapsack, wrestler, wholesome, glycerin, ghaut, malnutrition, intersperse, harmonize, persuade.

**5. Самостійне опрацювання матеріалу.**

1. Study the theoretical material on the giving topic. Write out key notions and translate them into Ukrainian.

2. Render the text in brief.

***Articulatory Classification of English Consonants***

There are two major classes of sounds traditionally distinguished in any language – consonants and vowels. The opposition “vowels vs. consonants” is a linguistic universal. The distinction is based mainly on auditory effect. Consonants are known to have voice and noise combined, while vowels are sounds consisting of voice only. From the articulatory point of view the difference is due to the work of speech organs. In case of vowels no obstruction is made, so on the perception level their integral characteristic is tone, not noise. In case of consonants various obstructions are made. So consonants are characterized by a complete, partial or intermittent blockage of the air passage. The closure is formed in such a way that the air stream is blocked or hindered or otherwise gives rise to audible friction. As a result consonants are sounds which have noise as their indispensable characteristic.

Russian phoneticians classify consonants according to the following principles: 1) degree of noise; 2) place of articulation; 3) manner of articulation; 4) position of the soft palate; 5) force of articulation.



(I) There are few ways of seeing situation concerning the classification of English consonants. According to V.A. Vassilyev primary importance should be given to the type of obstruction and the manner of production noise. On this ground he distinguishes two large classes:

- a) occlusive, in the production of which a complete obstruction is formed;
- b) constrictive, in the production of which an incomplete obstruction is formed.

Each of two classes is subdivided into noise consonants and sonorants.

Another point of view is shared by a group of Russian phoneticians. They suggest that the first and basic principle of classification should be the degree of noise. Such consideration leads to dividing English consonants into two general kinds: a) noise consonants; b) sonorants.

The term “degree of noise” belongs to auditory level of analysis. But there is an intrinsic connection between articulatory and auditory aspects of describing speech sounds. In this case the term of auditory aspect defines the characteristic more adequately.

Sonorants are sounds that differ greatly from other consonants. This is due to the fact that in their production the air passage between the two organs of speech is fairly wide, that is much wider than in the production of noise consonants. As a result, the auditory effect is tone, not noise. This peculiarity of articulation makes sonorants sound more like vowels than consonants. Acoustically sonorants are opposed to all other consonants because they are characterized by sharply defined formant structure and the total energy of most of them is very high.

There are no sonorants in the classifications suggested by British and American scholars. Daniel Jones and Henry A. Gleason, for example, give separate groups of nasals [m, n, ŋ], the lateral [l] and semi-vowels, or glides [w, r, j (y)]. Bernard Bloch and George Trager besides nasals and lateral give trilled [r]. According to Russian phoneticians sonorants are considered to be consonants from articulatory, acoustic and phonological point of view.

(II) The place of articulation. This principle of consonant classification is rather universal. The only difference is that V.A. Vassilyev, G.P. Torsuev, O.I. Dikushina, A.C. Gimson give more detailed and precise enumerations of active organs of speech than H.A. Gleason, B. Bloch, G. Trager and others. There is, however, controversy about terming the active organs of speech. Thus, Russian phoneticians divide the tongue into the following parts: (1) front with the tip, (2) middle, and (3) back. Following L.V. Shcherba's terminology the front part of the tongue is subdivided into: (a) apical, (b) dorsal, (c) cacuminal and (d) retroflexed according to the position of the tip and the blade of the tongue in relation to the teeth ridge. A.C. Gimson's terms differ from those used by Russian phoneticians: apical is equivalent to forelingual; frontal is equivalent to mediolingual; dorsum is the whole upper area of the tongue. H.A. Gleason's terms in respect to the bulk of the tongue are: apex – the part of the tongue that

lies at rest opposite the alveoli; front – the part of the tongue that lies at rest opposite the fore part of the palate; back, or dorsum – the part of the tongue that lies at rest opposite the velum or the back part of the palate.

(III) A.L. Trakhterov, G.P. Torsyev, V.A. Vassilyev and other Russian scholars consider the principle of classification according to the manner of articulation to be one of the most important and classify consonants very accurately, logically and thoroughly. They suggest a classification from the point of view of the closure. It may be: (1) complete closure, then occlusive (stop or plosive) consonants are produced; (2) incomplete closure, then constrictive consonants are produced; (3) the combination of the two closures, then occlusive-constrictive consonants, or affricates, are produced; (4) intermittent closure, then rolled, or trilled consonants are produced.

A.C. Gimson, H.A. Gleason, D. Jones and other foreign phoneticians include in the manner of noise production groups of lateral, nasals, and semivowels – subgroups of consonants which do not belong to a single class.

Russian phoneticians subdivide consonants into unicentral (pronounced with one focus) and bicentral (pronounced with two foci), according to the number of noise producing centers, or foci.

According to the shape of narrowing constrictive consonants and affricates are subdivided into sounds with flat narrowing and round narrowing.

(IV) According to the position of the soft palate all consonants are subdivided into oral and nasal. When the soft palate is raised oral consonants are produced; when the soft palate is lowered nasal consonants are produced.

(V) According to the force of articulation consonants may be fortis and lenis. This characteristic is connected with the work of the vocal cords: voiceless consonants are strong and voiced are weak.

### *The System of Consonants*

On the articulatory level each consonant may be identified by stating two general facts about it:

- 1) what sort of articulatory posture it is formed by;
- 2) where about in the vocal tract it is produced.

Besides these major characteristics the particular quality of a consonant may depend on a lot of factors, i. e. by what articulatory organ (or organs) an obstruction is made, how the vocal cords work at the moment of production, what cavity is used as a resonator, what is the force of articulatory fort and many others. So in our view the particular quality of a consonant would be best thought of as a complex bundle of features. Each sound is known to have three aspects: articulatory; acoustic and auditory; and therefore can be studied on three levels. For the sake of analysis each aspect can be considered and described independently, though it is obvious that there is no sharp dividing line between them.

Trying to work out a classification of such complex units as speech sounds one should specify those properties of sounds which are relevant to the subject under discussion, so the attempts to classify sounds should have a theoretical foundation. Besides, each classification should not only aim at linguistic description but should be applicable in teaching a language. Therefore the classification should include if possible both the principal relevant features and the ones that are redundant from the phonological point of view; but are important for the articulation of the sound. Here we should say that the phonological description of sounds will be made in terms of articulatory level. It is suggested that the first and basic principle of classification is the degree of noise. It leads to dividing English consonants into two big groups:

A – noise consonants;

B – sonorants.

It is easy to see that the term “degree of noise” belongs to auditory level analysis. But it is generally acknowledged that there is an intrinsic connection between articulatory and auditory aspects of describing speech sounds, so that sometimes it is impossible to account for the former except in terms of the latter. In the above mentioned case it is the terms of auditory level that define the characteristic more adequately.

Sonorants are consonants that phoneticians traditionally have a lot of arguments about. Sonorants are sounds that differ greatly from all other consonants of the language. This is due to the fact that in their production the air passage is fairly wide, much wider than in the production of noise consonants.

As a result the auditory effect is tone, not noise. This peculiarity of articulation makes sonorants sound more like vowels than consonants. Acoustically sonorants are opposed to another consonants because they are characterized by a sharply defined formant structure and the total energy of most of them is very high. However, on functional grounds according to their position in the syllable sonorants are included in the consonantal category. The great articulatory and acoustic difference of noise consonants and sonorants could be very well relied upon as having classificatory value. The phonological relevance of this factor (the degree of noise) could be proved by the following oppositions:

[beik – meik]          bake – make      (noise consonant – sonorant)

[vi:l – wi:l]          veal – wheel      (noise consonant sonorant)

The manner of the production of noise and the type of obstruction is another characteristic of English consonants. On this ground three classes of consonants are distinguished:

a) occlusive, in the production of which a complete obstruction is formed;

b) constrictive, in the production of which an incomplete obstruction is formed;

c) occlusive-constrictive consonants (affricates), in the production of which the obstruction is complete at the beginning of production, then it becomes incomplete.

The phonological relevance of this feature could be exemplified in the following oppositions:

[ti:] – [si:] tea – sea (occlusive – constrictive)

[si:d] – [si:z] seed – seas (occlusive – constrictive)

[ti:z] – [tʃi:z] tease – cheese (occlusive – affricate)

[si:z] – [si:dʒ] cease – siege (constrictive – affricate)

[peis] – [peidʒ] pace – page (constrictive – affricate)

The following scheme might be helpful to understand the system built in accordance with the above-mentioned order of articulatory characteristics:

The place of articulation is another characteristic of English consonants which we should consider from the phonological point of view. The place of articulation is determined by the active organ of speech against the point of articulation. According to this principle the English consonants are classed into:

1) labial;

2) lingual;

3) glottal.

The class of labial consonants is subdivided into: a) bilabial; b) labiodental, and among the class of lingual consonants three subclasses are distinguished.

They are: a) forelingual; b) mediolingual and c) backlingual.

The importance of this characteristic as phonologically relevant could be proved by means of a simple example. In the system of English consonants there could be found oppositions based on the active organ of speech and the place of obstruction:

[pæn] – [tæn] pan – tan (bilabial – forelingual)

[wai] – [lai] why – lie (bilabial – forelingual)

[pik] – [kik] pick – kick (bilabial – backlingual)

[les] – [jes] less – yes (forelingual – mediolingual)

[dei] – [gei] day – gay (forelingual – backlingual)

[sai] – [hai] sigh – high (forelingual – glottal)

[fi:t] – [si:t] feet – seat (labiodental – forelingual)

Another sound property is voiced – voiceless characteristic which depends on the work of the vocal cords. It has long been believed that from the articulatory point of view the distinction between such pairs of consonants as [p, b], [t, d], [k, g], [s, z], [f, v], [tʃ, dʒ] is based on the absence or presence of the vibrations of the vocal cords or on the absence or presence of voice or tone component. However, a considerable body of experimental work on physiological and acoustic aspects of these sounds showed that this is not the only difference between them. It is obvious now that there is also energy difference. All voiced consonants are weak (lenis) and all voiceless consonants

are strong (fortis). Now there is a considerable controversy concerning the phonetic feature involved in the above-mentioned oppositions.

In the intervocalic position, like in “latter – ladder” the voicing difference is important, since it is the distinctive feature of the consonants. In word initial and word final positions the pronunciation of consonants traditionally considered to be voiced may well be voiceless. In these positions it is the energy difference that serves as a differentiating feature, like in “cap – cab”, “not – nod”, “pick – pig”. In initial positions aspiration would be a more important feature for stops, like in “tick – dick”, “cap – gap”, “pit – bit”.

In a word-final position it is the length of the preceding vowel that would constitute the chief difference (the vowel of “bead” is longer than that of “beet”). It is perfectly obvious that the presence or absence of voice in the above mentioned oppositions is not a constant distinctive feature. Thus it may be said that these oppositions are primarily based on energy difference, i. e. On fortis lenis articulation, which are phonologically relevant features. It is for this reason that such characteristics as voiceless – voiced have given place to “fortis lenis” distinction.

There is one more articulatory characteristic which is important from classificatory point of view, that is the position of the soft palate. According to this principle consonants can be oral and nasal. There are relatively few consonantal types in English which require a lowered position of the soft palate. They are the nasal occlusive sonorants [m], [n], and [ŋ]. No difference of meaning in English can be attributed to the presence or absence of nasalisation. It is for this reason that it cannot be a phonologically relevant feature of English consonants. So it is an indispensable concomitant feature of English nasal consonants.

Summarizing we could state that the following articulatory features are considered to be relevant from phonological point of view:

- 1) type of obstruction;
- 2) place of articulation and active organ of speech;
- 3) force of articulation.

The above mentioned articulatory characteristics are the primary ones as they specify the essential quality of a consonant which is enough to describe it as an item of a system. On this level of analysis it is the point where the distinction becomes phonemic that matters.

However, from the point of view of pronunciation teaching we should gain some additional information about the articulation of a consonant like apical-dorsal; dental, alveolar, post-alveolar, palato-alveolar; oral – nasal; flat narrowing – round narrowing characteristics. They provide necessary information for comparison between the English and Ukrainian consonants. It is for this reason that these characteristics are normally included into descriptions.

***Питання та завдання для самоконтролю та самоперевірки***

1. Опишіть роботу мовних органів під час процесу говоріння.
2. Охарактеризуйте систему англійських приголосних.
3. Назвіть особливості вимови англійських приголосних у порівнянні з системою приголосних української мови.

**Практичне заняття №4**

**Тема: Артикуляція носових приголосних [ŋ],[m] та [n].**

**Мета:** засвоїти основи артикуляції носових приголосних фонем; навчити студентів вимові англійських приголосних у порівнянні з рідною мовою; навчити студентів транскрибувати приголосні фонем; виховувати працелюбність, ініціативність.

**Література**

**Базова**

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**Зміст заняття**

**1. Фонетична зарядка.**

Read and pronounce poems and tongue-twisters paying attention to the learning phonemes:

Suzie, Suzie, working in a shoeshine shop.  
All day long she sits and shines,  
all day long she shines and sits,  
and sits and shines, and shines and sits,  
and sits and shines, and shines and sits.  
Suzie, Suzie, working in a shoeshine shop.

.....

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

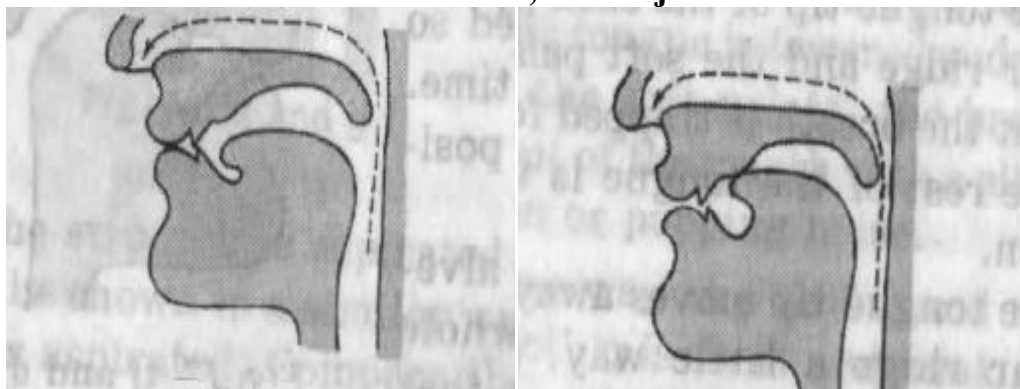
**2. Пояснення нового теоретичного матеріалу з теми. Виконання тренувальних вправ.**

Study a new theoretical material. Do phonetic exercises.

**NASAL CONSONANTS**

There are three phonemes in English which are represented by nasal consonants [m, n, ŋ]. In all nasal consonants the soft palate is lowered and at the same time the mouth passage is blocked at some point, so that all the air is pushed out of the nose.

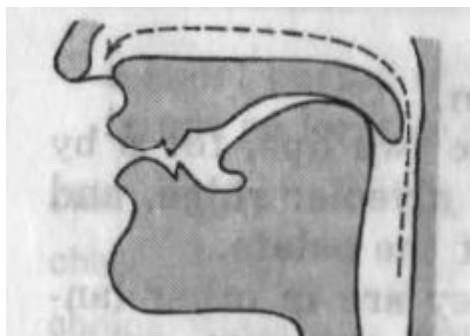
**m, n and ŋ**



**m**

**n**





ŋ

All languages have consonants which are similar to **m** and **n** in English.

**Notice:**

1. The soft palate is lowered for both **m** and **n**.
2. For **m** the mouth is blocked by closing the two lips, for **n** by pressing the tip of the tongue against the alveolar ridge, and the sides of the tongue against the sides of the palate.
3. Both sounds are voiced in English, as they are in other languages, and the voiced air passes out through the nose.

Neither of these sounds will cause much difficulty to most speakers. In many languages **n** is made with the tongue-tip on the teeth themselves rather than on the alveolar ridge, and this should be avoided if possible, but the use of the dental **n** in English is hardly noticeable.

*Practise these words* and make **m** and **n** rather long if you have this difficulty: him [him] lamb [læm] room [ru:m] game [geim] limp [limp] lamp [læmp] lump [lʌmp] games [geimz] one [wʌn] tin [tin] soon [su:n] mine [main]

ŋ

This is the third English nasal consonant and the only one likely to cause trouble, because many languages do not have a consonant formed like **ŋ**.

**Notice:**

1. The soft palate is lowered and all the air passes out through the nose.
2. The mouth is blocked by the back of the tongue pressed against the soft palate.
3. The sound is voiced.

Now *try the following words*, make the final **ŋ** long: sing [siŋ] sang [sæŋ] song [sɔŋ] sung [sʌŋ] ring [riŋ] rang [ræŋ] wrong [rɔŋ] rung [rʌŋ]

[ŋ] does occur between vowels, where it is more difficult than in final position. The difficulty is to avoid putting in **g** after the **g**, and pronouncing sings instead of sins. If you do pronounce sings it does not matter very much because some English speakers also do it; but most do not, so the **g** should be avoided if possible.

*Try these examples*, slowly at first, then more quickly: singer [siŋə] long ago [lɔŋ ə'gəʊ] hang up [hæŋ ʌp] wrong again [rɔŋ ə'gen] singing [siŋiŋ] hanging

['hæŋɪŋ] bring it [brɪŋ it] among others [ə'mʌŋ 'lɒðəs] longing [lɒŋɪŋ] banging [bæŋɪŋ].

The most important thing is to keep [n] and [ŋ] separate and not to confuse them.

*Try the following pairs* and be careful to keep the tongue-tip down for **ŋ**:

sin [sɪn] – sing [sɪŋ]      son [sʌn] – sung [sʌŋ]  
 ran [ræn] – rang [ræŋ]    sinner [sɪnə] – singer [sɪŋə]  
 tons [tʌnz] – tongues [tʌŋz]

In some words the sound **g** is normally pronounced after [ŋ] before a following vowel, for example in “anger” [ˈæŋgə], “finger” [ˈfɪŋgə]. A useful general rule is that if the word is formed from a verb, no [g] is pronounced, as with *sinə*, *hæŋɪŋ*, but if [g] is pronounced, as in *strɒŋgə*, formed from the adjective “strong” [strɒŋ], and “anger” [æŋgə], which is not formed out of a shorter word. Notice the difference between “longer” [lɒŋgə] formed from the adjective “long” and “longing” [lɒŋɪŋ] formed from the verb “long”.

The sound **g** is never pronounced before a following consonant, for example: *sings* [sɪŋz], *banged* [bæŋd].

Some of the commonest words containing [ŋ] are: anger, anxious, drink, finger, hungry, language, sink, thank, think, among(st), bring, during, evening, hang, -ing, long, morning, ring, sing, song, spring, string, strong, thing, wrong, young.

### 3. Виконання тренувальних вправ.

*Transcribe the following words:*

win – wing	kin – king	stun – stung	may him
ban – bang	pin – ping	ran – rang	my hem
thin – thing	fan – fang	Hun – hung	miss ham
sin – sing	pan – pang	Lynn – ling	mess hum
tan – tang	ton – tongue	clan – clang	more Tom
bun – bung	sun – sung	gone – gong	me sum

*Reproduce the spelling of the following words:*

sɪŋk	bæŋk	ˈæŋgə	mɪŋɡl	ˈɪŋɡlɪʃ
θɪŋk	stɪŋk	ˈæŋɡl	sɪŋɡl	ˈfɪŋgə
klɪŋk	pɪŋk	ˈdæŋɡl	dɪŋɡl	ˈlɪŋgə

ʃɪˈɪz ˈeɪt || ʃɪˈɪz ɪˈlevn || aɪ əm ˈeɪt || aɪ əm ɪˈlevn ||  
 maɪ ˈneɪm ɪz ˈed || maɪ ˈneɪm ɪz ˈæŋ || maɪ ˈsɪstəz  
 ˈneɪm ɪz ˈemɪl || maɪ ˈniːsɪz ˈneɪm ɪz ˈæŋnɪs ||  
 əˈpiːs əv ˈkeɪk || ə ˈslaɪs əv ˈlemən || ə ˈslaɪs əv ˈtʃɪːz ||

'mi:t maik ət 'naɪn || aɪd 'laɪk tə 'si: ə 'dʒækɪt || aɪ məst  
'baɪ ɪt tə 'deɪ ||

aɪm 'sevnti:n tə, deɪ || 'lets 'mi:t ət maɪ 'pleɪs || 'lets 'mi:t ət 'eɪt  
|| ɪt 'ɪznt 'leɪt | ,ɪz ɪt ||

aɪd 'laɪk tə 'baɪ ə 'keɪk || 'lets 'baɪ səm 'æplz bɪ, saɪdz ||

ɪts 'faɪv || ɪts 'ti:təɪm || 'lets hæv 'ti: ənd səm 'æplpaɪ ||

*Read the following words with the phoneme [m] in different positions:*

<b><u>Initial:</u></b>	made make man may	me men mine much	must my map match	mean meat mix might	mob mood moss mouse
<b><u>Final:</u></b>	came come farm him	home name same some	them time iam climb	dim doom dome from	gem gum lame seem
<b><u>Medial:</u></b>	almost among animal lemon	coming company empty farmer	mama something beaming bombing	famous foamy hammer Christmas	memory pommel rumor timber
<b><u>Unstressed syllabic:</u></b>	blossom bosom fathom	solemn rhythm symptom	balsam bedlam emblem	ransom anthem atom	phantom problem seldom

*And now test your reading of the following words:*

Mm!	time	seems	Smith	tomorrow
more	come	sums	small	summer
maybe	some	times	smart	Cambridge
market	home	aims	famous	home-made
masterful	wisdom	rooms	family	remember me

*Mind the phoneme [m] in the following word combinations:*

come home	at the same time
tomorrow morning	come from Cambridge
small but smart	some home-made buns
met him in summer	Remember me to your family!

*Read the following sentences with the sound [m]:*

1. My name is Tim.
2. Mom is moving to Maine.
3. Will you come home with me tomorrow?
4. My mother is making some jam.
5. Mary has milk every morning.
6. Tom comes from a farm.

7. The tame mouse jumped on my arm.  
 8. Come to my summer home.  
 9. Sometimes I climb mountains in my dreams.  
 10. Make no mistake.

*Read the following words with the phoneme [n] in different positions:*

<b><u>Initial:</u></b>	know name near need	nest never new nice	night not knee net	next noise nook noon	nor neck noun now
<b><u>Final:</u></b>	reen hen in on	can down fun fine	again barn been brown	one own ran soon	sun ten then train
<b><u>Medial:</u></b>	animal another any funny	into many morning only	pony under dinner downfall	fanning gunner keener panel	raining senses universe window
<b><u>Unstressed syllabic:</u></b>	broken button chicken curtain	eleven garden heaven kitten	lemon open deadened deepen	dozen flatten heaven laden	oven portion rotten season

*And now test your reading of the following words:*

Mr Mason	oven	kitchen	southern	11.15
agency	often	cotton	northern	ninety-nine
certainly	seven	written	ninth	apartment
station	eleven	button	tenth	unfurnished
television	garden	panther	eleventh	inexpensive

*Distinguish between the phonemes [d] and [n]:*

deed – need	dip – nip	keyed – keen	paid – pain
dun – nun	door – nor	code – cone	raid – rain
dole – knoll	down – noun	died – dine	pad – pan
dame – name	dab – nab	bead – bean	dead – den

*Distinguish between the phonemes [m] and [n]:*

me – knee	mine – nine	some – sun	comb – cone	warm – warn
mile – Nile	Tim – tin	more – nor	name – mane	money – mummy

*Distinguish between the phonemes [l] and [n]:*

low – no	line – nine	lest – nest	bill – bin	slow – snow
light – night	jelly – Jenny	lot – knot	tell – ten	slacks – snacks

*Read the following words with the phoneme [ŋ] in different positions:*

<b><u>Initial:</u></b>	bring coming going long	making morning playing ring	sing thing fling gong	king lung rang sang	spring strong wing wrong
<b><u>Medial:</u></b>	angle banker blanket donkey	finger hungry kingdom language	monkey single banging longer	mangle ringing singer sinking	stronger thinker wrangler wronging

*And now test your reading of the following words:*

bang	drink	angry	string	talking
thing	pink	mingle	ankle	ringing
something	among	tango	uncle	happening
English	tongue	angry	jungle	standing

*Mind the phoneme [ŋ] in the following word combinations:*

writing and reading	knitting and thinking	laughing and crying
sitting and smoking	sleeping and dreaming	losing and finding

*Read the following sentences with the sound [ŋ]:*

1. Nothing's wrong.
2. The spring brings many charming things.
3. Something stung my finger.
4. Bring me the ink and the longest pen.
5. They sang for the king every morning.
6. She is going to bring me a monkey.
7. Birds' wings must be strong for flying.
8. Frank went walking along Long Island.
9. Playing ping-pong makes me hungry.
10. The lungs are essential in breathing, speaking and singing.

*Choose the correct transcription for the words given below:*

nine, language, drink, listening, wrong, more, uncle, comb, knee, room, thing, evening, moon, stronger, knives

1. [mu:n]	
2. [mɔ:]	
3. [rɒŋ]	
4. [drɪŋk]	
5. ['ʌŋkl]	
6. [naɪvz]	
7. [kəʊm]	
8. [θɪŋ]	
9. ['strɒŋgə]	
10. [ni:]	
11. [ru:m]	

12. [nam]	
13. ['læŋgwɪdʒ]	
14. ['i:vniŋ]	
15. ['lɪs(ə)nɪŋ]	

**4. Домашнє завдання.**

Read the idioms and proverbs and find their Ukrainian equivalents. Learn their meaning:

Idioms

- |                                 |                                    |
|---------------------------------|------------------------------------|
| • Many and many a time.         | • On no account.                   |
| • You mustn't mind about me.    | • No offence intended.             |
| • The name slipped my memory.   | • In any event.                    |
| • If my memory serves me right. | • As new as the next minute.       |
| • Now and then.                 | • Saying and doing are two things. |
| • No nonsense now.              | • Inga's poking and prying         |

Proverbs and sayings

- ▶ Come what may.
- ▶ Many man – many minds.
- ▶ What's done cannot be undone.
- ▶ One man, no man.
- ▶ You've found an elephant on the moon.
- ▶ No sooner said than done.
- ▶ Money spent on the brain is never spent in vain.
- ▶ Seeing is believing.
- ▶ Nothing is impossible to a willing heart.
- ▶ To know everything is to know nothing.
- ▶ A good beginning makes a good ending.
- ▶ The proof of the pudding is in the eating.

Practice the correct reading of the following tongue-twisters paying attention to the phonemes [m], [ŋ] and [n]. Learn them by heart. Record them and correct mistakes:

Nutty Knott was not in.  
 Nutty Knott was out Knotting knots in netting.  
 Nutty Knott was out, But lots of knots  
 Were in Nutty Knott's knotty netting.

.....  
 Spades for digging, pens for writing,  
 Ears for hearing, teeth for biting.  
 Eyes for seeing, legs for walking.  
 Tongues for tasting and for talking.

Explain the reading rules which may be applied to the words given below and transcribe them:

1. phantasm, Pharaoh, Pharos, phlegm, Phyllis, Phrase-monger, Philippine, philosopher, phenacetin.

2. gnarl, gnat, gnathic, gnaw, gnostic, gnu, gnomon, gnash.

3. glisten, fasten, subtle, Walmisley, balmy, palmistry, paradigm, wrench, wrought, moon-calf, moisten, wrestle.

**5. Самостійне опрацювання матеріалу.**

1. Study the theoretical material on the giving topic. Write out key notions and translate them into Ukrainian.

2. Render the text in brief.

### ***Classification of Pronunciation Variants in English. British and American Pronunciation Models***

Nowadays two main types of English are spoken in the English-speaking world: British English and American English.

According to British dialectologists (P. Trudgill, J. Hannah, A. Hughes and others), the following variants of English are referred to the English-based group: English English, Welsh English, Australian English, New Zealand English; to the American-based group: United States English, Canadian English. Scottish English and Ireland English fall somewhere between the two, being somewhat by themselves.

According to M. Sokolova and others, English English, Welsh English, Scottish English and Northern Irish English should be better combined into the British English subgroup, on the ground of political, geographical, cultural unity which brought more similarities – then differences for those variants of pronunciation.

### ***Received Pronunciation of English (RP) and General American Pronunciation (GA)***

The manner of the pronunciation of one and the same person appears to be different in different circumstances. For example, when delivering a speech, a lecture, speaking over TV, talking to officials or chattering with friends and relatives. These different ways of pronunciation are called pronunciation styles.

D. Jones distinguished the following pronunciation styles:

1) the rapid familiar style (Сан Саніч);

2) the slower colloquial style;

3) the natural style;

4) the formal style;

5) the acquired style – style of singing and recitation.

L.V. Shcherba while classifying pronunciation styles used the so-called distinctive principle, i.e. the degree of carefulness with which words are pronounced. Accordingly he suggested two types of pronunciation styles:

1) the full style, characterized by a moderately slow tempo and careful pronunciation of words. Words retain their full forms, vowels and consonants are not reduced and non-obligatory assimilation is avoided. This style in its purest form is observed in singing and recitation;

2) the colloquial style differs from the full style in its tempo and clearness. It is characterized by the use of weak forms, reduction and assimilation of vowels and consonants.

As a result of its colonial expansion of Great Britain English has spread from the British Isles to all the continents of the globe. As the colonies gained their independence and nationhood, English remained the national language of several countries: the USA, Australia, New Zealand, the greater part of Canada, the Republic of South Africa. There are several national varieties or variants of English. Accordingly all English speaking nations have their own variants of pronunciation. Still all the national types of pronunciation have many features in common, because they have the common origin. At the time they have varying number of differences due to the new conditions of their development after the separation from Great Britain. Following Marckwardt we shall use the terms Br.E., Am.E., Austr.E. etc. to denote the national varieties of English pronunciation. In the USA there are three regional types of the American English: the Eastern, the Western, the Southern.

Eastern American English (EA) is spoken along the Eastern coast of New England and largely in New York City. It bears a close resemblance to the Southern English type because the early settlers were the people mostly from the Southern and Eastern Great Britain.

Southern American English (SA) is spoken in Southern American states of Virginia, Northern and Southern Carolina, Tennessee, Florida, Georgia, Alabama, Mississippi, Arkansas, Texas, Maryland. Generally speaking SA has some specific differences in the manner of articulation as they lengthen vowels. It is called the southern drawl. As a rule vowels are prolonged, monophthongs are turned into diphthongs and even threephthongs. As far as diphthongs are concerned some of them are turned into long monophthongs by prolonging the nucleus and dropping the glide. The final and preconsonantal [r] is usually omitted: far [fa:], farm [fa:m]. Intervocalic [r] is also not pronounced. The retention of [j] in such words as due, tune, new is characteristic in the South. The pronunciation of some words is peculiar: with [wið], without [wiðaut]; in the words world, fast, kind the final -d, -t are not pronounced. General American (GA) is the form of speech used by the radio, the cinema and TV. It is mostly used in scientific and business intercourse. The proof of this is the fact that in two important business centers (New York City and St. Louis) GA is the prevailing form of speech and pronunciation. GA differs from RP in: articulation basis, pronunciation of a number of words, some features of word stress, some



features of intonation. On the whole the Am. articulation basis is the same as in Br.E. but it has a number of specific features:

- a) vowels are not differentiated by their length and are pronounced long;
- b) nasalization of vowels is a characteristic feature of Am. speech and is popularly called the nasal twang;
- c) only the hard variety of -l is used.

The effect of an “Am. accent” is to a very great extent due to the retroflex [r] which occurs in every position before and after a vowel, before a consonant and in the final position. The pronunciation of a great number of words is different.

### ***American Englis. British English***

In a number of words the position of stress is different from that in RP. In two-syllabled words it is on the second syllable in GA and in RP it is on the first syllable. E.g. bourgeois, garage, tribune. In words ending in -ate the stress is on the first syllable in GA and on the second syllable in RP: GA – dictate, locate, vibrate. In three-syllabled words in GA the primary stress falls on the second syllable, while in RP it is on the first: composite, confiscate. In some words in GA the primary stress is on the third syllable: caviar, diagnose. In four-syllable words the primary stress falls on the second syllable in GA, on the first – in RP: aristocrat, primarily. In words containing the suffix -ative, Br.E. pronounce it [tiv], GA – [eitiv] using tertiary stress: *administrative*.

In the opinion of many American linguists the most important difference between British and American English involves intonation rather than pronunciation. Proper British intonation is characterized as having wide melodic curves and more rapid changes than American English.

### ***Питання та завдання для самоконтролю та самоперевірки***

1. Опишіть варіанти вимови в англійській мові.
2. Назвіть особливості вимови фонем в британському та американському варіантах англійської мови.
3. Охарактеризуйте відмінності у лексичному складі британського та американського варіантів англійської мови.

**Практичне заняття №5**

**Тема: Артикуляція приголосних [f], [v].**

**Мета:** засвоїти основи артикуляції приголосних фонем; продовжувати вправляти студентів у правильності вимови англійських приголосних у порівнянні з рідною мовою; вдосконалювати навички студентів у транскрибуванні англійських слів; сприяти вихованню гордості та любові до рідної країни.

**Література**

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**Допоміжна**

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**Зміст заняття**

**1. Фонетична зарядка.**

Read and pronounce poems and tongue-twisters paying attention to the learning phonemes:

- Fat frogs flying past fast.
- A fat thrush flies through thick fog.
- Flash message!
- Flee from fog to fight flu fast!
- Fred fed Ted bread, and Ted fed Fred bread.
- Freshly fried flying fish, freshly fried flesh.
- Friendly Frank flips fine flapjacks.

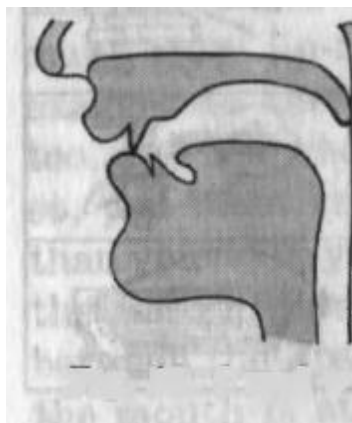
**2. Пояснення нового теоретичного матеріалу з теми. Виконання тренувальних вправ.**

Study the theoretical material. Do phonetic exercises.

**FRICTION CONSONANTS**

There are nine consonant phonemes whose main sounds all have friction as their most important feature. They are [f, v, θ, ð, s, z, ʃ, ʒ, h]. For all of them the lungs push air through a narrow opening where it causes friction of various kinds.

**f and v**



**Notice:**

1. The soft palate is raised so that no air goes through the nose and it is all forced through the mouth.

2. The bottom lip is very close to the upper front teeth: this forms the narrowing and when air is pushed through this narrowing it causes slight friction.

3. The tongue is not directly concerned in making these sounds, but it does not lie idle; it takes up the position necessary for the following sound, so in “fee” it will be in the **l** position whilst **f** is being pronounced, and in “free” it will be in the **r** position, and so on.

The difference between **f** and **v** is mainly one of strength: **f** is a strong consonant, **v** is a weak one. Also **f** is never voiced, but **v** may be. And **f** is rather longer than **v**:

So **f** is a strong, voiceless, long consonant, **v** is a weak, perhaps voiced, short consonant.

Now practice the following lists of words, with long, strong, friction for **f** and short, weak friction for **v**.

fast [fa:st] – vast [va:st]	few [fju:] – view [vju:]
feel [fi:l] – veal [vi:l]	fear [fiə] – veer [viə]
foal [fəul] – vole [vəul]	file [fail] – vile [vail]
ferry [feri] – very [veri]	fat [fæt] – vat [væt]
fan [fæn] – van [væn]	fail [feil] – veil [veil]

Now try these sounds between vowels. In this position the **v** will be voiced in English, but the important thing for you is to make it short and weak: if you do this the voicing can take care of itself. Use your mirror to make sure that the upper lip is well clear of the lower one.

suffer [sʌfə] – cover [kʌvə]  
 deafer [defə] – never [nevə]  
 sniffing [snifiŋ] – giving [giviŋ]  
 proofing [pru:fiŋ] – proving [pru:viŋ]  
 rougher [rʌfə] – lover [lʌvə]  
 sofa [səufə] – over [əuvə]  
 safer [seifə] – savour [seivə]  
 offer [ɔfə] – hover [hɔvə]  
 defied [di'faid] – divide [divaid]  
 refused [ri'fju:zd] – reviews [rivju:z]

In phrases we do exactly the same, long strong friction for **f** and short weak friction for **v**.

Try these:

very fast [veri fa:st] – very vast [veri va:st]  
 I feel fine [ai fi:l fain] – I feel vile [ai fi:l vail]  
 fine furs [fain fə:z] – fine verse [fain və:s]  
 four fans [fɔ: fænz] – four vans [fɔ: fænz]

When **f** and **v** occur at the end of words, after a vowel, they have an effect on the length of the vowel. The strong consonant **f** makes the vowel shorter, the weak consonant **v** makes the vowel longer. This is an important general rule which applies to many other pairs of consonants as well: strong consonants at the end of words shorten the preceding vowel, weak consonants lengthen it.

Some of the most common English words which contain [f] are: family, far, fat, father, feel, few, friend, first, foe, after, four, five, from, fried, front, before, afraid, different, difficult, left, office, perfect, prefer, suffer, awful, often, half, off, knife, life, laugh, self, safe, cough, rough, stiff.

Some of the commonest words containing [v] are: very, visit, voice, value, violent, vast, van, view, ever, never, over, river, seven, several, travel, even, every, heavy, live, give, move, prove, receive, believe, save, serve, twelve, wave, five, valve, have.

Sometimes when you are listening to English, listen especially for these words and try to fix the sounds in your mind.

**3. Виконання тренувальних вправ.**

Transcribe the following words:

fine – wine      off – of      define – devine  
 fail – vale      safe – save      revert – reward  
 few – view      leaf – leave      infest – invest  
 fat – vat      half – halve      wafer – waver

Reproduce the spelling of the following words:

- a) ðə 'bel iz ɪrɪŋɪŋ || its 'taɪm tə brɪ'ɡɪn ðə 'lesn || its ə 'lesn əv 'hɪstəri || ðə 'ti:ʃər iz 'entəriŋ ðə 'læb || hɪz 'kæərɪŋ ə 'mæp ɪn hɪz ɪ'hænd || its ə 'mæp əv 'brɪtn ||
- b) – iz ðər 'enɪθɪŋ ɪn ðə 'pæn ||  
 – 'jes ʒ ðeəz səm 'fɪʒ ðeə ||  
 – 'ɡɪv ə 'lɪtl 'pi:s tə ðə 'kæt ||
- c) – ðər 'ɪznt enɪ 'taɪm ɪleft || iz 'evrɪθɪŋ 'redɪ ||  
 – aɪ 'θɪŋk ɪt 'ɪz ||
- d) – iz ðər 'enɪθɪŋ ət ðə 'saɪd əv ðə 'bed ||  
 – 'jes ʒ ðeəz ə 'bedsaɪd 'teɪbl ðeə ||  
 – 'ɪz ðər 'enɪθɪŋ 'els ðeə ||  
 – 'jes ʒ ðeəz ə 'mɪrə || its tə ðə 'raɪt əv ðə ɪbed ||

Read the following words with the phoneme [f] in different positions:

<b><u>Initial:</u></b>	fall far fast father	feet find fine first	five for faith fan	fat feel feed fool	found fox fun fuss
<b><u>Final:</u></b>	if off leaf life	calf cough enough half	knife staff beef chief	cuff deaf loaf muff	safe skiff tough waif

Практична фонетика англійської мови

<b><u>Medial:</u></b>	afraid after barefoot before	breakfast careful coffee different	effort fifteen deafen laughable	loafing prophet refute rifle	sofa soften suffer wafer
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*And now test your reading of the following words:*

few	fanfare	rough	profile	comfortable
first	phobia	fluff	telephone	difficult
February	photograph	shelf	beautiful	finished
France	photographer	wife	afternoon	furnished
Florence	phonetics	laugh	afterwards	myself

*Mind the phoneme [f] in the following word combinations:*

feel fine	a full front photograph
laugh friendly	a profile photograph
soft and beautiful	in the front of the photograph
fill the form	February, 1st
phone my office	after 5 days
a comfortable sofa	4 or 5 fir trees

*Read the following sentences with the sound [f]:*

1. My friend is free at four.
2. Our favourite food is fish.
3. Fanny will feed the calf.
4. Be careful not to frighten the butterflies.
5. My father takes me fishing every fall.
6. Did you ever find a four-leafed clover?
7. Freddie has five goldfish.
8. Did you find enough coffee for breakfast?
9. What seems fine at fifteen seems foolish at fifty.
10. Funny enough, Frank was talking about it at coffee just now.

*Read the following words with the phoneme [v] in different positions:*

<b><u>Final:</u></b>	above believe driv five	give glove have live	leave love dive dove	grieve groove move solve	shove sleeve stove weave
<b><u>Initial:</u></b>	very vest vine violet	vacation value vane variety	visit voice vase vault	veil vent vice view	village vogue vote vowel

And now test your reading of the following words:

Vera	of	arrived	oven	review
Victor	have	lived	seven	November
valley	having	loved	heavy	severe
village	living	saved	movie	favourite
verse	driving	moved	river	vice-versa

Distinguish between the phonemes [f] and [v]:

proof – prove	fine – vine	safe – save
fairy – vary	fear – veer	off – of
define – divine	fat – vet	belief – believe
feel – veal	file – vile	laugh – love

Distinguish between the phonemes [b] and [v]:

bet – vet	bolts – volts	beery – very	marble – marvel
been – van	boat – vote	best – vest	bowels – vowels

Mind the phoneme [v] in the following word combinations:

five vases	leave at five
live in Venice	village down the valley
love Victor	to drive a van
a lovely view	to arrive at a village

Read the following sentences with the sound [v]:

1. You have spilled gravy on your gloves.
2. I believe I will visit Java on my vacation.
3. Violets never grow on vines.
4. I love to drive through the village.
5. I believe I gave the envelope to Eve.
6. We have over seven varieties of clover.
7. He carved the veal and served the gravy.
8. Vesuvius is an active volcano.
9. Eve knows Vickie very well.
10. Everybody knew that Victor was waiting for Vera.

Choose the correct transcription for the words given below:

phone, few, leave, voice, vegetable, view, floor, first, seven, fast, five, driving, photo, lift, knife, fine, free, visit

1. [fju:]	
2. [fa:st]	
3. [vɔɪs]	
4. ['sev(ə)n]	
5. [fam]	
6. ['vedʒ(ə)təbl]	
7. [lɪft]	
8. [farv]	

9. [flɔ:]	
10. [vju:]	
11. ['draɪvɪŋ]	
12. [naɪf]	
13. [fəʊn]	
14. ['fəʊtəʊ]	
15. ['vɪzɪt]	
16. [fɜ:st]	
17. [fri:]	
18. [li:v]	

**4. Домашнє завдання.**

Practice the correct reading of the following tongue-twisters paying attention to the phonemes [f] and [v]. Learn them by heart. Record them and correct mistakes:

- For fine fresh fish, phone Phil.
- Freckle-faced Freddie fidgets.
- Francis fries fresh fish fillets. Flee from fog to fight flu fast.
- Fifty-five flags freely flutter from the floating frigates.
- Five frantic frogs fled from fifty fierce fishes.
- Vivie's the vaguest creature that ever Jived.
- Though modesty is a virtue, yet bashfulness is a vice.

Read the idioms and proverbs and find their Ukrainian equivalents. Learn their meaning:

Idioms

- |  |                                |
|--|--------------------------------|
| • First and fore most.                 | • Neither fish nor flesh.      |
| • Philippi s full of fad sand fancies. | • I've moved heaven and earth. |
| • Face front and listen carefully.     | • A very vague idea            |
| • I feel fit as a fiddle.              |                                |

Proverbs and Sayings

- ▶ Fortune favors fools.
- ▶ Fingers were made before forks.
- ▶ A fault confessed is half forgotten.
- ▶ From the frying-pan into the fire.
- ▶ Fight fire with fire.
- ▶ Trifles make perfection and perfection is no trifle.

What are the basic stress rules for disyllabic words? Transcribe the following words and mark the stresses, then practise saying them:

essay	brutish	ending
system	cho	engine
fashion	justice	augur



chim	hotel	fibril
barrel	sandal	enter
acre	per	assist
margin	virus	balloon
social	tariff	exam
method	accent	valid
rhythm	active	presage
frolic	decade	human
putrid	design	satire
syntax	couplet	repair
equal	batik	motor
envy	ruler	mimic
turkey	career	gelid

**5. Самостійне опрацювання матеріалу.**

1. Study the theoretical material on the giving topic. Write out key notions and translate them into Ukrainian.

2. Render the text in brief.

***Syllable Formation and Syllable Division in English***

The syllable may be defined as one or more speech-sounds forming a single uninterrupted unit of utterance which may be a whole word or part of it.

In English a syllable is formed (1) by any vowel (monophthong or diphthong) alone or in combination with one or more consonants and (2) by a word-final sonorant (lateral or nasal) immediately preceded by a consonant, e. g. (1) [a:] are, [hi:] he, [it] it, [mæn] man. (2) ['teibl] table, ['riθm] rhythm, ['ga:dn] garden.

Learners of English should remember that sonorants in word-final position are not syllabic when they are preceded by a vowel sound. The English sonorants [w] and [j] are never syllabic since they are always syllable initial. The syllabic consonants that commonly occur in English words are the sonorants [n] and [l]. There are few words in English with the syllabic [m], while the syllabic [n] only occurs as a result of progressive assimilation of the forelingual consonant [n] to the preceding backlingual consonant [k] or [g], which takes place in a few English words.

In the Russian language the sonorants [l], [m], [n] at the end of a word after a consonant may be both syllabic and non-syllabic. The Ukrainian learners of English are apt to make the English sonorants in this position non-syllabic. To avoid this mistake the learner must make an additional articulatory effort while pronouncing the English syllabic sonorant and lengthen it slightly.

Many English words may be pronounced with a neutral vowel before the final sonorant, in which case the latter becomes non-syllabic. These are only words which are spelt with a vowel letter before the final sonorant. However, there are many words in English which are spelt with a vowel letter before the

final sonorant and yet have only one pronunciation – that with a syllabic final sonorant, e. g. capital [kæpɪtl], garden [gɑ:dn], 'pardon [pa:dn], eaten ['i:tn], button ['bʌtn], lesson ['lesn], season ['si:zn].

Since no rules can be formulated as to which words spelt with a vowel letter before the final sonorant may be pronounced with a neutral vowel sound in the last syllable, the learner of English is recommended to make the final sonorant always syllabic in such words. He must also be careful to make the sonorant [n] always syllabic in the contracted negative forms of auxiliary and modal verbs, e.g. ['ɪznt] isn't, [wɒznt] wasn't, ['hævnt] haven't, [hæznt] hasn't, ['dʌz(ə)nt] doesn't, [dɪdnt] didn't, [wʊdnt] wouldn't, [ʃʊdnt] shouldn't, [kʊdnt] couldn't, ['maɪnt] mightn't, [ni:d(ə)nt] needn't, ['mʌs(ə)nt] mustn't, ['ɔ:tnt] oughtn't. The sonorants may often lose their syllabic character when they occur in the middle of a word before a vowel belonging to a suffix.

Every syllable has a definite structure, or form, depending on the kind of speech-sound it ends in. There are two types of syllables distinguished from this point of view. (1) A syllable which ends in a vowel sound is called an open syllable, e.g. [aɪ] I, [hi:] he, [ðei] they, ['raɪtə] writer.

(2) A syllable which ends in a consonant sound is called a closed syllable, e.g. [ɪt] it, ['hʌndrəd] hundred, [mæn] man.

The open and closed syllables referred to here are phonetic syllables, i.e. syllables consisting of actually pronounced speech-sounds. These phonetic syllables should not be confused with the open and closed syllables sometimes referred to in the so-called reading rules. Inseparably connected with syllable formation is the second aspect of the syllabic structure of words, namely syllable division, or syllable separation, i.e. the division of words into syllables. Syllable division is effected by an all-round increase in the force of utterance, including an increase in muscular tension and in the force of exhalation, or the on-set of a fresh breath-pulse, at the beginning of a syllable.

Most English form words, however, have only one pronunciation as far as syllable division is concerned.

Correct syllable division at the junction of words, however, may be of phonological importance in English, as wrong syllable division in this case may lead to the confusion of one word with another, or to a phonological mistake. For example, the sequence of the English speech-sounds [ə], [n], [ei], [m] pronounced with the point of syllable division between the neutral vowel [ə] and the consonant [n] means a name [ə'neɪm], while the same sequence of sounds pronounced with the point of syllable division between the consonant [n] and the diphthong [ei] means an aim [ən'eɪm].

It is clear from these examples that correct syllable division is just as important as correct articulation of speech-sounds. Even when there is no danger of confusing words because of wrong syllable division at the junction of words,

the learner of English should take care not to pronounce the final consonant of a word in such a way as if it were the first sound of the following stressed word.

The division of English words into syllables is governed by the following principal rules. Because of their weak off-glide the English long monophthongs, diphthongs and the unstressed short vowels [i], [ə] etc. always occur in a phonetically open syllable (that is to say, the point of syllable division is immediately after them) when they are separated from a following syllabic sound by only one consonant.

A short stressed vowel in the same position, i.e. when separated from a following syllabic sound by only one consonant, always occurs in a closed syllable, the syllable boundary being within the consonant.

It is in such words that the checked character of the English short stressed vowels is especially manifest. In Ukrainian words with only one consonant between two vowels the first syllable is always open. The free character of the Ukrainian vowels makes the Ukrainian learner of English apt to forget that the English stressed short vowels can only occur in a closed syllable. As a result of this he tends to make the first syllable open in all English words with only one consonant sound between a vowel and a following syllabic sound.

***Питання та завдання для самоконтролю та самоперевірки***

1. Опишіть систему складкоутворення в англійській мові.
2. Назвіть основні принципи поділу англійських слів на склади.  
Наведіть приклади.
3. Охарактеризуйте типи читання голосних в англійській мові. Наведіть приклади.

**Практичне заняття №6**

**Тема: Артикуляція приголосних [s] – [z].**

**Мета:** навчити студентів нормативної вимови; формувати професійно-педагогічні навички та вміння, що потрібні у майбутній професії філолога над опрацюванням вимови; формувати вміння сприймати мовлення іншої особи в могологічному та діалочнімому мовленні; підвести студентів до розуміння важливості отримання вищої освіти.

**Література**

**Базова**

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*Зміст заняття*

**1. Фонетична зарядка.**

Read and pronounce poems and tongue-twisters paying attention to the learning phonemes:

***Susan Simpson***

Sudden swallows swiftly skimming,  
Sunset's slowly spreading shade,  
Silvery songsters sweetly singing  
Summer's soothing serenade.  
Susan Simpson strolled sedately.  
Stifling sobs, suppressing sighs.  
Seeing Stephen Slocum, stately  
She stopped, showing some surprise.  
“Say,” said Stephen, “sweetest sigher;  
Say, shall Stephen spouseless stay?”  
Susan, seeming somewhat shyer,  
Showed submissiveness straightaway.  
Summer's season slowly stretches,  
Susan Simpson Slocum sh –  
So she signed some simple sketches –  
Soul sought soul successfully.  
Six September Susan swelters;  
Six sharp seasons snow supplies;  
Susan's satin sofa shelters  
Six small Slocums side by side.

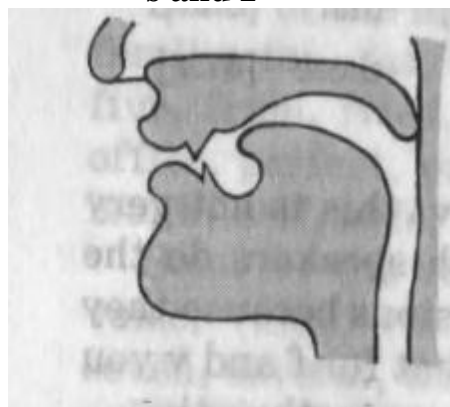
***A Sad Story about Nobody***

This is a story about four people named Everybody, Somebody, Anybody and Nobody. There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that, because it was Everybody's job. Everybody thought Anybody could do it, but Nobody realised that Everybody wouldn't do it. It ended up that Everybody blamed Somebody, when Nobody did, what Anybody could have done.

**2. Пояснення нового теоретичного матеріалу з теми. Виконання тренувальних вправ.**

Study a new theoretical material. Do phonetic exercises.

**s and z**



**s** is a strong friction sound and **z** is a weak one.

Notice:

1. The soft palate is raised so that all the breath is forced to go through the mouth.

2. The tip and blade of the tongue are very close to the alveolar ridge. There is a very considerable narrowing at this point, not near the teeth and not near the hard palate.

3. The teeth are very close together.

4. The friction for these sounds, especially for **s** is much greater than for **f**, **v**, **θ** and **ð**.

**z** is not a common sound at the beginning of words, so confusing **s** and **z** in initial position will not generally lead to misunderstanding; but English speakers do distinguish them, so you should try to do so too.

*Try the following words:*

sink [sɪŋk] – zinc [zɪŋk]

Sue [sju:] – zoo [zu:]

said [sed] – Zed [zed]

seal [si:l] – zeal [zi:l]

sawn [sɔ:n] – zone [zəʊn]

cyst [sɪst] – zest [zest]

*Try these words* paying attention to the position of **z** between vowels and at the end of words. Make the difference of vowel length and of consonant strength:

'looser [lu:sə] – 'loser [lu:zə]

'courser [kɔ:sə] – 'causer [kɔ:zə]

'lacy [leɪsi] – 'lazy [leɪzi]

'fussy [fʌsi] – 'fuzzy [fʌzi]

'buses [bʌsɪz] – 'buzzes [bʌzɪz]

'racing [reɪsɪŋ] – 'raising [reɪzɪŋ]

place [pleɪs] – plays [pleɪz]

niece [ni:s] – knees [ni:z]

course [kɔ:s] – cause [kɔ:z]

price [praɪs] – prize [praɪz]

loose [lu:s] – lose [lu:z]

hearse [hɜ:s] – hers [hɜ:z]

Distinguish carefully between all these pairs:

sin [sɪn] – thin [θɪn]

sort [sɔ:t] – thought [θɔ:t]

sing [sɪŋ] – thing [θɪŋ]

sum [sʌm] – thumb [θʌm]

sink [sɪŋk] – think [θɪk]

sigh [saɪ] – thigh [θaɪ]

mouse [maʊs] – mouth [maʊθ]

face [feɪs] – faith [feɪθ]

moss [mɒs] – moth [mɒθ]

pass [pɑ:s] – path [pɑ:θ]

force [fɔ:s] – fourth [fɔ:θ]

worse [wɜ:s] – worth [wɜ:θ]

Practise making a difference between these words:

breathe [brið] – breeze [bri:z] – breathes [bri:ðɪz]

writhe [raɪð] – rise [raɪz] – writhes [raɪðɪz]

clothe [kləʊð] – close [kləʊz] – clothes [kləʊðz]

Now try going from **s** to **θ**; this time gently slide the tongue forward towards the teeth until the noisy **s** is replaced by the quiet **θ**. Do this several times and be sure that both sounds are heard. Then practise these phrases:

a nice thing [ə naɪs θɪŋ]

it's thick [ɪts θɪk]

Jack's thin [dʒæks θɪn]

let's think [lets θɪŋk]

yes, thanks [jes θæŋks]      pass through [pa:s θru:]  
*Do the same with z and ð and then practise these phrases:*

who's this? [hu:z ðis]use      that [ju:z ðæt]  
 as though [æð ðəu]      John's there [dʒɔnz ðeə]  
 lose them [lu:z ðəm]      where's the tea? [weəz ðə ti:]

And finally some more phrases in which [s, z, ð, θ] come together in various orders. Always be careful to make one noisy sound [s, z] and one quiet one [ð, θ]:

what's that? [wɔts ðæt]      both sides [bəuθ saɪdz]  
 it's theirs [ɪts ðeəz]      wise thoughts [waɪz θɔ:ts]  
 he's thirty [hi:z θə:ti]      with safety [wɪð seɪfti]  
 breathe softly [bri:ð səftli]      these three [ði:z θri:]

Some of the very many common words containing [s] are: same, sing, sit, Saturday, save, see, second, seem, self, send, six, seven, since, sleep, slow, small, so, some, son, sister, soon, start, stay, stop, still, against, almost, beside(s), least, lost, last, lesson, listen, message, mister, Mrs, use (n.), face, miss, across, advice, case, cats (etc.), pass, less, -ness, nice, piece, perhaps, yes.

Some of the very many common words containing [z] are: noisy, busy, reason, easy, lazy, losing, as, his, hers, cause, has, use (vb.), is, lose, was, days, dogs (etc.), does, moves (etc.), noise, please.

### 3. Виконання тренувальних вправ.

Transcribe the following words:

said – zed	hiss – his	ceasing – seizing
sip – zip	since – sins	gracing – grazing
sink – zinc	fence – fens	loosing – losing
seal – zeal	grace – graze	coursing – causing
sou – zoo	hence – hens	dosing – dozing
soot – zoot	cease – seize	racer – razer

Reproduce the spelling of the following words:

'sɪtɪ	'bɪzɪ	'mɪnɪt	'nɪtɪd	ɪn'sɪst
'pɪtɪ	'dɪzɪ	'vɪzɪt	'fɪtɪd	ɪn'fɪnɪtɪv
	dɪ: – tɪ:	bɪ:f – sɪ:v	dɪd – pɪt	
	zɪ: – sɪ:	sɪ:t – sɪ:d	bɪd – pɪt	
	vɪ: – fɪ:	nɪ:t – nɪ:d	vɪz – fɪst	
	bɪ: – pɪ:	nɪb – nɪp	mɪd – fɪt	

Read the following words with the phoneme [s] in different positions:

<b><u>Initial:</u></b>	said	say	six	so	stay
	same	school	sleep	some	still
	sat	see	small	soon	stop
	saw	sing	snow	stand	sun

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<b><u>Final:</u></b>	box dress horse mouse	miss nice once place	six this hiss loss	moss niece pace pass	peace Swiss voice wants
<b><u>Medial:</u></b>	asleep basket Christmas whisper	fasten handsome recent history	instead mister classic deceive	essay icing lesson license	massive missing possible gas station

And now test your reading of the following words:

seaside	sweater	yes	speak	outside
sailing	sweet	it's	pencil	interesting
sensible	swim	let's	lesson	instead
Saturday	swallow	sixth	racing	expensive
Sunday	sleep	skiing	answer	exciting

Distinguish between the phonemes [ʃ] and [s]:

sheen – seen	shad – sad	swish – Swiss	gash – gas
sheep – seep	shop – sop	clash – class	lash – lass
sheik – seek	shock – sock	brash – brass	mash – mass
sheet – seat	shod – sod	plush – plus	mush – muss

Mind the phoneme [s] in the following word combinations:

six mice	strange hissing
soft sand	go sailing and water-skiing
expensive clothes	go swimming instead
sun-glasses	to stay in the six star hotel
some scissors	spend Sunday in Spain
post office	that's exciting though expensive
suitcase and basket	Mr and Mrs Smiles
he smokes cigarettes	biscuits and ice-cream
he speaks slowly	see you in class
he sits in the sun	sensible or silly?
he wants some more salad	I'm so sorry

Read the following sentences with the sound [s]:

1. See you soon.
2. It makes no sense.
3. Boys were singing songs somewhere outside in the street.
4. Does your sister still like to sew?
5. See, there's a horse across the street.
6. Sally fell asleep in the soft chair.
7. I saw six birds in that small nest.
8. The gasoline sign said "Sixteen Cents".
9. The isolation policy was suggested in the recent essay on peace.



10. The loudness of speech is determined for the most part by the intensity of the sound wave.

*Read the following words with the phoneme [z] in different positions:*

<b><u>Initial:</u></b>	zeal zebra	Zenith zephyr	zoo zero	zest zinc	zone zoology
<b><u>Final:</u></b>	as because eyes he's	his plays please surprise	these those buzz choose	ease lose nose rise	size tease use wAA
<b><u>Medial:</u></b>	busy closet cousin crazy	daisy dozen easy fuzzy	lazy music buzzing deserve	disaster dizzy fusing hazard	pleasant rosin usable weasel

*And now test your reading of the following words:*

zebra	these	busy	buzzing	surprises
zoo	bees	music	surprising	buzzes
zero	says	husband	amazing	breeze
zone	contains	reason	drizzling	jazz

*Distinguish between the phonemes [z] and [s]:*

lice – lies	loose – lose	hiss – his	racer – razor
rice – rise	place – plays	since – sins	loosing – losing
pace – pays	race – raise	fence – fans	coursing – causing
bus – buzz	sue – Zoo	grace – graze	dosing – dozing
Miss – Ms	lacy – lazy	hence – hens	ceasing – seizing

.....

1. He wants peas. – Not carrots? He wants peace. – Not war?
2. There's something in my eyes! – Call a doctor. There's something in my ice! – Call a waiter!
3. He raised a horse. – Where did he keep it? He raced a horse. – Did it win?
4. We need a good precedent. – Elect one. We need a good president. – Let's set one.
5. She prizes' old books. – Doesn't she like new? She prices old books. – Is that her job?

*Read the following sentences with the sound [z]:*

1. Do not lose the roses with the long stems.
2. My cousin has some daisies.
3. There are a dozen apples in the closet.
4. The bees buzzed around the busy boys.
5. What pleasant music comes across the hills?
6. Some music is pleasing, amusing and amazing.
7. His plays deserve to be chosen for the prize.
8. There are zebras, monkeys and bears in the zoo.

*Sort out the words in accordance with their pronunciation. Check unknown words in dictionary with transcription:*

size, say, sit, east, times, glasses, these, style, please, certainly, zoo, August, dress, places, suit, rose, husband, easy, words, always, police, pencil

[s]	[z]

**4. Домашнє завдання.**

*Practice the correct reading of the following tongue-twisters paying attention to the phonemes [z] and [s]. Learn them by heart. Record them and correct mistakes:*

After a fall or a sudden slip  
Some smarty might say: "Enjoy your trip".

• • •

Swim, Sam, swim	Six sharp sharks are
Show them you're a swimmer.	waiting for your limb,
Swim just how the swans swim,	So swim as swiftly as you can –
You know how the swans swim.	Swim. Sam, swim.

• • •

- Some summer sunshine.
- Mrs. Smith's Fish Sauce Shop.
- Sue sells Swiss sweets.
- "Shoot, Sally!" shouted slim Sam.
- Sally sews shirts for soldiers.
- Sixty-six sticky skeletons.
- Sometimes Sheila thinks such soft thoughts.
- How many slimy snakes would slither silently to the sea if slimy snakes could slither silently?

• • •

If she stops at the stop where I stop,  
And if she shops at the shop where I shop,  
hen I shan't stop to shop at the shop  
Where she stops to shop.

• • •

"Go, my son, and shut the shutter,"  
This I heard a mother mutter.  
"Shutter's shut," the boy did mutter,  
"I can't shut there any shutter".

• • •

Sally Swim saw Sadie Slee  
Slowly, sadly swinging.  
"She seems sorrowful", said she.

So she started singing.  
Sadie smiled, soon swiftly swung;  
Sitting straight, steered swiftly.  
“See”, said Sally, “something sung  
Scatters sunshine swiftly!”

• • •

Zizzi's zippy zipper zips.

• • •

When parents are polite to you and say “please”,  
It comes out as soft as cooked green peas.  
But when they get angry and they still say “please”,  
Then it sounds more like a sneeze: PLLEEEAAZZZE.

Give the plural form of these words and then transcribe both forms:

Wolf, wife, life, leaf, thief, knife, sheaf, half, self, elf, loaf, calf, echo,  
potato, hostess, tigress, basis, thesis, crisis, analysis, man, foot, goose, mouse,  
bath, house, class, box, dish, inch, phenomenon, focus.

Read the idioms and proverbs and find their Ukrainian equivalents. Learn their meaning:

Idioms

- Precisely so.
- Sorry to be a nuisance.
- As you please.
- Heads or tails?
- It's miles easier.
- His fingers are all thumbs.
- As sure as eggs are eggs.
- Easy does it.
- As easy as an old shoe.

Proverbs and Sayings

- ▶ The last straw breaks the camel's back.
- ▶ Necessity is the mother of invention.
- ▶ Cheapest is the dearest.
- ▶ Everybody's business is nobody's business.

Apply the rules “Word-Stress” to the following words. Where is the primary stress? Transcribe them:

activity	educate	register
geographic	protestant	survival
artistic	requirement	cucumber
musical	assumption	prevalent
authority	enterprise	volunteer
production	provision	department
catlike	sensible	productive
refugee	interfere	republic
Chinese	reduction	allusion
successful	attractive	wonderful
comfortable	speculate	reflexive

usherette

circulate

poisonous

assembly

poetic

climatic

**5. Самостійне опрацювання матеріалу.**

1. Study the theoretical material on the giving topic. Write out key notions and translate them into Ukrainian.

2. Render the text in brief.

***Accental Structure of English***

While pronouncing words, we can distinguish syllables which are articulated with different degrees of prominence. Syllables given a special degree of prominence may occur at the beginning, in the middle or at the end of words. 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.

Languages differ from each other in the principal means by which the special prominence of speech sounds is achieved and word accent thus effected. One of such means is the pronunciation of a syllable in a word with greater force of utterance as compared with that of the other syllables of the same word. Word accent effected by these means is called dynamic or force stress. A syllable can be made especially prominent by uttering each on a different pitch level than the other syllable or syllables of the same word. Word accent effected by these means is called musical or tonic accent. A syllable becomes more prominent when its vowel is pronounced longer than another vowel or other vowels of the same timbre. Word accent effected by these means is called quantitative accent.

In most languages stressed syllables are made prominent by the combination of several all the above mentioned means. Scandinavian languages make use of both dynamic stress and tonic accent in a more or less equal degree. Word accent in English, German, French, Russian, and Ukrainian is traditionally considered to be predominantly dynamic. Some oriental languages such as Japanese, Chinese, Vietnamese as well as some African languages are regarded as having exclusively or predominantly tonic word accent. In Japanese the sound sequence [hana] when said with even tone, means “nose”, when higher tone on the first syllable – “beginning”, when higher tone on the last syllable – “flower”.

Recent investigations of the acoustic nature of word accent in English and Ukrainian have shown that word stress in these languages is effected rather by creating a definite pattern of relationships among all the syllables of every disyllabic or polysyllabic word. From a purely phonetic point of view a polysyllabic word has as many degrees of stress as there are syllables in it. For example, Daniel Jones suggested the following distributions of stress in the word “opportunity” [ˌɒpə'tju:nəti].

The majority of British phoneticians distinguish three degrees of stress in English. They call the strongest stress primary, the second strongest stress –

secondary, while all the other degrees of stress are called weak. The American descriptivists (e.g. V. Block, J. Trager) denote a greater number of degrees of word stress numbering them from 1 – loudest to 4 – weakest or calling them by descriptive names such as loud, reduced-loud, medial, weak. They group the first three together as strong. Some other American descriptivists (H.A. Gleason) distinguish the following degrees of word stress: primary stress, secondary stress, tertiary stress and four-weak stress. The distinction between secondary and tertiary stresses is very subtle. The result is that the discrimination of these two degrees of stress syllables in particular words is a subjective matter and even phonetically trained linguists sometimes differ from each other in this respect.

***Питання та завдання для самоконтролю та самоперевірки***

1. Охарактеризуйте тонічну систему англійської мови.
2. Назвіть основні принципи тонування в англійській мові, наведіть приклади.
3. Порівняйте тонічну систему української та англійської мов. Назвіть відмінності та доведіть свою думку прикладами.

**Практичне заняття №7**

**Тема:** Артикуляція приголосних [θ] – [ð] у порівнянні з [s] – [z].

**Мета:** навчити студентів нормативної вимови; вдосконалювати навички транскрибування англійських приголосних та їх орфографічного написання; формувати навички літературного виразного читання; формувати вміння аргументувати положення моральних та етичних норм.

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*Зміст заняття*

**1. Фонетична зарядка.**

Read and pronounce poems and tongue-twisters paying attention to the learning phonemes:

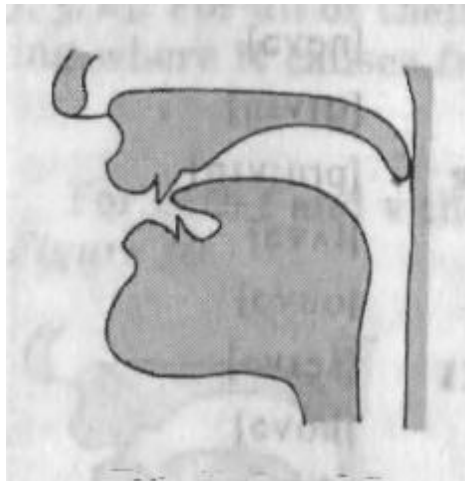
The more we study, the more we know,  
The more we know, the more we forget.  
The more we forget, the less we know.  
The less we know, the less we forget.  
The less we forget, the more we know.  
Why study?

.....  
September was the seventh month from  
Romulus that came.  
Ninth in the modern calendar, it still  
retains the name.  
October eighth, November ninth,  
December tenth of old.  
Are now the tenth, eleventh and twelfth,  
But still these names they hold.

**2. Пояснення нового теоретичного матеріалу з теми. Виконання тренувальних вправ.**

Study a new theoretical material. Do phonetic exercises.

**ǰ and Ɔ**



ǰ and Ɔ are also friction sounds, Ɔ is strong and ǰ is weak.

Notice:

1. The soft palate is raised so that all the breath is forced to go through the mouth.

2. The tip of the tongue is close to the upper front teeth: this is the narrowing where the friction is made.

3. The noise made by the friction for **θ** and **ð** is not very great, much less than for **s** and **z**.

Put the tip of your tongue close to the cutting-edge of your upper front teeth. In a mirror you will be able to see the tip. Blow air through this position so that you get some friction, but not too much, not so much as for **s**. Continue the sound and listen to it. **θ** should make the same amount of noise as **f**, not more. Try **f** and **θ** alternately until you get the friction right for **θ**. Now make less friction by pushing the air more gently.

The friction for **a** when it is properly made can only just be heard. Now alternate the stronger **θ** and the weaker **ð** – not too much friction in **θ** and even less in **ð**.

*Try the words given below*, and be sure that the air passes between the tongue tip and the teeth, and that the friction is never too strong: thin [θin], then [ðen], thank [θæŋk], that [ðæt], think [θiŋk], this [ðis], thought [θɔ:t], these [ði:z], thief [θi:f], these [ði:z].

Some people may confuse **θ** with **f** and **ð** with **v**; this is not very important for understanding, since some English speakers do the same, but you should try not to make these confusions because they will be noticeable. Say these words, and be sure that for **f** and **v** you are using a lip-teeth action, and for **θ** and **ð** tongue-teeth action.

fin [fin] – thin [θin]	fought [fɔ:t] – thought [θɔ:t]
free [fri:] – three [θri:]	frill [fril] – thrill [θril]
first [fɜ:st] – thirst [θɜ:st]	forty [fɔ:ti] – thirty [θɜ:ti]
that [ðæt] – vat [væt]	then [ðen] – vent [vent]
they [ðei] – vain [vein]	there [ðeə] – veer [viə]
these [ði:z] – veal [vi:l]	though [ðəu] – vole [vəul]

Between vowels **a** is voiced, but the important thing for you is to make it very short and weak, and let the voicing take care of itself. **θ** is always voiceless.

*Say these words:* author [ɔ:θə], other [ʌðə], Martha [ma:θə], Arthur [a:θə], rather [ra:ðə], nothing [nʌθiŋ], earthy [ɜ:θi], worthy [wɜ:ði], Bertha [bɜ:θi].

Some of the most common English words which contain [**θ**] are: thank, thick, thin, thing, thirsty, thousand, three, through, throw, Thursday, thought, thirty, healthy, wealthy, something, anything, both, bath, breath, earth, fourth, etc., faith, cloth, health, month, mouth, north, south, path, worth, death.

Some of the most common English words which contain [**ð**] are: the, this, that, these, those, there, their, then, they, them, though, than, other, mother, father, brother, either, neither, further, clothes, leather, together, weather, whether, breathe, with, smooth.

Sometimes when you listen to English specially for these words try to fix the sounds in your mind.

### **3. Виконання тренувальних вправ.**

*Transcribe the following words:*



the third	the eleventh	thought that
the fourth	the twelfth	thank thee
the fifth	the thirteenth	thick feather
the sixth	the fourteenth	think then
the seventh	the fifteenth	think either
the eighth	the sixteenth	Smiths themselves
the ninth	the seventeenth	seventh farthing
the tenth	the thirteenth	sympathetic mother

*Reproduce the spelling of the following words:*

si:m – θi:m	feis – feiθ	beiz – beið	
sin – θin	mis – miθ	saiz – saið	
sik – θik	ti:z – ti:θ	`naisə – `naiðə	
faɪ – θaɪ	`fɪtɪð – `θɪkɪt	vi: – ði:	væn – ðæn
fetʃ – θætʃ	`fɪnɪʃ – `θɪnɪʃ	vain – ðain	væt – ðæt

*Read the following words with the phoneme [θ] in different positions:*

<b><u>Initial:</u></b>	thank thick thumb thing	think thought thousand thread	three through thaw theater	theft theme theory thick	thief thigh thin thud
<b><u>Final:</u></b>	bath month south death	both mouth teeth faith	cloth north booth growth	fourth path breath moth	myth oath cloth sloth
<b><u>Medial:</u></b>	anything arithmetic bathtub birthday	earthquake everything faithful healthy	nothing something atheist author	cathedral ether ethical mythical	pathetic pathos southward truthful

*And now test your reading of the following words:*

thank you	Thursday	author	cathedral	south
bought	thirty-three	nothing	mathematician	month
thousand	through	something	north	truth
thirsty	bathroom	birthday	length	fifths

*Read the following sentences with the sound [θ]:*

1. Thank you both.
2. 33 333.
3. Ruth is thing.
4. It is not healthy to put your thumb into your mouth.
5. Do you think there is a path through the thick woods?
6. I think they both have a toothache.

7. Was the earthquake in the north or the south?
8. The author's death occurred in the cathedral.
9. The theatre was threatened by the earthquake.
10. Is knowing nothing about something like knowing something about nothing?

*Read the following words with the phoneme [ð] in different positions:*

<b><u>Initial:</u></b>	the then that	them then these	thee thane these	those there their	though thus thy
<b><u>Final:</u></b>	bathe breathe clothe	seethe smooth tithe	loathe scathe scythe	soothe swathe with	beethe unclothe wreathe
<b><u>Medial:</u></b>	another bother brother	father feather mother	although within leather	without other either	bathing rather weather

*And now test your reading of the following words:*

then                      father                      together                      without                      loathed  
 them                      another                      weather                      clothing                      clothed  
 these                      smoother                      bathe                      otherwise                      bathed  
 though                      rather                      breathe                      to the ground                      breathed

*Mind the phoneme [ð] in the following word combinations:*

this is                      them both                      bought this                      stayed there  
 at the                      the third                      thought that                      thin either  
 with this                      the fifth                      thick feather                      Smiths themselves  
 with them                      the twelfth                      paid though                      sympathetic mother  
 put the                      the sixteenth                      said that                      thank them

*Read the following sentences with the sound [ð]:*

1. My brother has a coat of smooth leather.
2. It is hard to breathe in this air.
3. I want another feather for that hat.
4. Mother and father gave them a present.
5. They think that it is a bother to bathe every day.
6. They gathered all the brothers together.
7. What's the matter?
8. You never know with the weather.
9. I think this thing is theirs.
10. That's neither here nor there.

*Reproduce the spelling of the following joke:*

| ə 'drʌmə | sɪk əv ɔ:l ðə 'drʌmə dʒəʊks | dɪ 'saɪdz tə tʃeɪndʒ ɪz 'ɪnstrʊmənt  
 | 'ɑ:ftə səm 'θɔ:t | hi dɪ 'saɪdz ɒn ði ə 'kɔ:diən |

'səʊ hi ɡəʊz tə ðə 'mju:zɪk stɔ:r ənd 'sez tə ði 'əʊnə | aɪd 'laɪk tə lʊk ət ði ə'kɔ:diənz | pli:z |

ði 'əʊnə 'dʒestʃəz tu ə ʃelf ɪn ðə 'kɔ:nər ənd 'sez | ɔ:l 'aʊər ə'kɔ:diənz ər 'əʊvə ðeə |

'ɑ:ftə 'braʊzɪŋ | ðə 'drʌmə 'sez | 'aɪ 'θɪŋk aɪd 'laɪk ðə bɪɡ red wʌn ɪn ðə 'kɔ:nə |

ðə stɔ:r 'əʊnə lʊks ət ɪm ənd 'sez | jər ə 'drʌmə | ɑ:nt ju |

ðə 'drʌmə | 'krestfɔ:lən | 'sez | 'hʌʊ dɪd ju nəʊ |

ðə stɔ:r 'əʊnə 'sez | ðət bɪɡ red ə'kɔ:diən z ðə 'reɪdɪətə |

Sort out the words in accordance with their pronunciation. Check unknown words in dictionary with transcription:

that, month, then, thin, they, with, birthday, think, another, maths, bathroom, those, thing, tooth, fourth, weather, there, three, that, both, brother

[θ]

[ð]

#### **4. Домашнє завдання.**

Read the idioms and proverbs and find their Ukrainian equivalents. Learn their meaning:

- Nothing like youth!
- Think things over.
- Thank you for nothing.
- A thousand thanks to you both.
- Thea sees through things.
- Thea would go through thick and thin.

#### Idioms

- Timothy likes to be in the thick of things.
- I have a thousand and one things to ask you about.
- Speak the truth and nothing but the truth.
- Birds of feather flock together.
- One law for the rich, another for the poor.

#### Proverbs and sayings

- ▶ When three Thursdays come together.
- ▶ Wealth is nothing without health.

Explain the reading rules which may be applied to the words given below and transcribe them:

1. vicarious, generosity, artificial, picotee, doxology, instrumental, adare, Marlovian, degenerate, munition, nationalistic, ornithologist, pretonic, irreproachability, antipopularity, lipstick, egg-headed, break off.

2. suspicious, arabesque, enumerate, begrudge, giganity, bummaree, locate, pneumatical, fabulosity, aristocracy, subnormal, do away, milkmaid, aglow, protrude, miscalculation, pink-cheeked, governmental, commerciality.

3. prosperous, charioteer, relate, betrayer, familiarize, legality, bemoan, outclass (v), non-user, incongruity, underestimation, indivisibility.

4. privilege, audacious, scientific, garnishee, rhythmical, reality, propose, belabor.

**5. Самостійне опрацювання матеріалу.**

1. Study the theoretical material on the giving topic. Write out key notions and translate them into Ukrainian.

2. Render the text in brief.

***Types of Word Accent***

Different **types of word accent** are distinguished according to its position. From this point of view we can speak about fixed (ліс – лісу) and free (рука – руку) word accent. Fixed word accent is characterized by the fixed position of stress (French, Italian, Polish, Latin). Free word accent is characterized by the fact that in different words of the language different syllables are stressed. Free word accent has two sub-types: constant which always remains on the same morpheme in different grammar forms of a word or in different derivatives from the same root (wonder, wonderful, wonderfully); shifting accent is one which falls on different morphemes in different grammatical forms of a word or in derivatives from one and the same root (history – historical; active – activity; **ВОВК – ВОВКИ**).

*Accent performs three basic functions:*

- 1) constitutive, because it organizes a word as a complicated sound unit;
- 2) recognitive, as it helps to recognize words;
- 3) distinctive for it helps to distinguish words and their grammar forms (import – impart; produce – produce; perfect – perfect). It also helps to distinguish compound words from word-combinations. According to V.A. Vasiliev this distinctive function makes word accent a separate phonological unit performing a sense-differentiating function. He calls it accenteme. Thus there are word- and form-distinctive accentemes in English, Russian and Ukrainian (мука – мука (w-d a.); руки – рука (f-d a.)). In spite of the fact that word accent in English is free, the freedom of its incidence is restricted by certain factors that determine the place and different degrees of word accent. V.A. Vasiliev describes them as follows:

- 1) recessive tendency (tending to move away) – results in placing the word accent on the initial syllable under the influence of the Germanic tendency to stress the first syllable. Many English words are of the Germanic origin (Anglo-Saxon and Scandinavian). E.g. father, mother, brother. Under the influence of this tendency words of the Romanic origin (French) illustrate this tendency as well;

- 2) rhythmical tendency has caused the appearance in borrowed words of many syllables of a secondary stress separated from the word final principal stress by one unstressed syllable. E.g. the word “radical” was borrowed from French. Later the word received the recessive stress. Gradually the stress on the last syllable began to weaken because it was contrary to the strong English tendency to place the word accent on the first syllable. This is an example of a

historical or diachronical rhythmical tendency. Nowadays there is a genuine rhythmical stress in word of four or more syllables (e.g. in the word “celebration”);

3) retentive tendency consists in the retention of the primary accent in word derivations. E.g. norm – normal; person – personal;

4) the semantic factor plays an important role in the accentuation of certain categories of words. For example in prefixed words in which the prefix lost its meaning (become, before, behind, forever) the stress falls on the root of the word, but there are words with prefixes which have their own meaning. In such words the semantic factor cancels the rhythmical tendency. The same is true with compound words in which both elements are considered to be of equal semantic importance. The classes of double-stressed English words are:

a) words with the so called strong or separable prefixes: mis-pronunciation, anti-revolutionary, non-party and some others: disrespectful, unknown, to overwork, to underpay, to rewrite;

b) compound adjectives: dark-green, hardworking, blue-eyed;

c) phrasal verbs: come in, put off, bring up;

d) any numerals from 13 to 19 and compound numerals (23);

e) a small number of compound nouns consisting of two elements of which the second element according to D. Jones is felt to be of special importance: gas-stove, absent-mindedness, eye-witness. In addition to double-stressed compound nouns English has a greater number of compound nouns with a single stress or so called unity stress: blacksmith, greenhouse. It should be born in mind that when words with double stress occur in actual speech the rhythmical tendency becomes operative and one of the stresses is inevitably lost. E.g. The girl is good-looking (if adjective is used in final position, the first stress is lost). Cf. She is a good-looking girl.

***Питання та завдання для самоконтролю та самоперевірки***

1. Охарактеризуйте типи наголосу в англійській словах.
2. Назвіть особливості наголосу в англійських словах (перехід з однієї частини мови в іншу тощо), наведіть приклади.
3. Порівняйте особливості наголосу в англійській та українській мовах. Наведіть приклади.

**Практичне заняття №8**

**Тема: Артикуляція англійських приголосних [ʃ] – [ʒ].**

**Мета:** продовжувати розвивати навички транскрибування англійських приголосних та слів; навчити студентів основним правилам вимови у порівнянні з рідною мовою; продовжувати навчати студентів висловлювати власну точку зору та аргументувати її; виховувати вміння слухати та поважати співрозмовника.

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*Зміст заняття*

**1. Фонетична зарядка.**

Read and pronounce poems and tongue-twisters paying attention to the learning phonemes:

Rules and Regulators

*By Edward Lear*

A short direction	On the state nation
To avoid dejection,	In adaptation
By variations	To your station,
In occupations,	By invitations,
And prolongation	To your friends and relations,
Or relaxation,	By evitation of amputation
and combinations	In conversation,
or recreations,	And deep reflection
and disputation	You'll avoid dejection

On the Sands

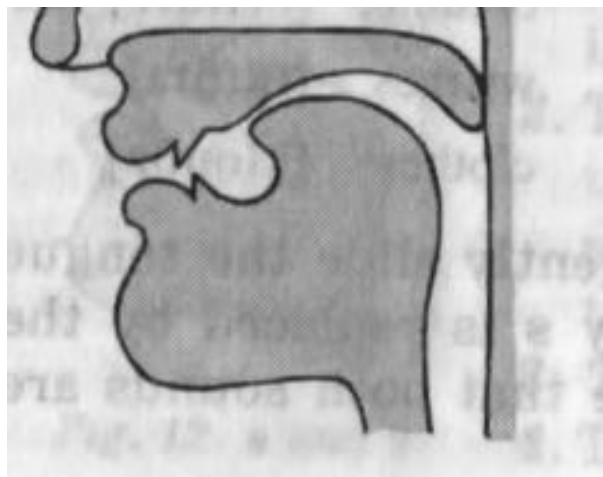
*By Alfred H. Miles*

Digging for treasure?	With never a measure
Nay, a bit of it!	For labour pay.
Digging for pleasure?	Digging for pleasure
Aye, there's the wit of it!	We surely earn
Digging for treasure	A spadeful of treasure
We dig all day	At every turn.

**2. Пояснення нового теоретичного матеріалу з теми. Виконання тренувальних вправ.**

Study a new theoretical material. Do phonetic exercises.

**ʃ and ʒ**



**ʃ** is a strong friction sound and **ʒ** is a weak one.

Notice:

1. The soft palate is raised so that all the breath is forced to go through the mouth.
2. There is a narrowing between the tip of the tongue and the back of the alveolar ridge.
3. The front of the tongue is higher than for **s** and **z**.
4. The lips are very slightly rounded.

Start from **s**: pull the tip of the tongue backwards a little so that the narrowing is at the back of the alveolar ridge. Keep this position and put the rest of the tongue in position to say the vowel **i:**, slightly round the lips, and push the breath through strongly. **ʃ** is a much noisier sound than **f** and **θ** and only a little less noisy than **s**. For **ʒ** the friction is weaker, and shorter. **[ʒ]** does not occur at the beginning of English words but **[ʃ]** quite frequently does.

Try these: she [ʃi:], show [ʃəʊ], shop [ʃɒp], ship [ʃɪp], shed [ʃed], shirt [ʃɜ:t], sharp [ʃɑ:p], short [ʃɔ:t], share [ʃeə], shine [ʃain], sure [ʃʊə], shut [ʃʌt], shoe [ʃu:], should [ʃʊd].

Between vowels **ʒ** is voiced.

Practise these mixed words: precious ['preʃəs], treasure ['treʒə], ocean ['əʊʃn], explosion [iks'pləʊʒn], nation ['neɪʃən], invasion [in'veɪʒən], condition [kən'dɪʃən], decision [di'sɪʒən], pressure ['preʃə], measure ['meʒə], relation [ri'leɪʃən], occasion [ə'keɪʒən].

At the end of words **[ʃ]** is quite common but **[ʒ]** is very rare and only occurs in a few words borrowed from French: wash [wɒʃ], finish [fɪnɪʃ], push [puʃ], crash [kræʃ], harsh [hɑ:ʃ], garage ['gærɑ:ʒ], beige [beɪʒ], rouge [ru:ʒ].

Some of the commonest words containing **[ʃ]** are: shape, she, sharp, shop, shall, should, short, shut, shout, show, shoulder, shoe, shoot, shore, sure, anxious, ashamed, machine, patient, position, station, motion, nation, ocean, mention, pressure, precious, bush, crush, fish, foolish, flesh, fresh, greenish (etc.), punish, push, rush, selfish, wash, wish, dish.



Some of the commonest words containing [ʒ] are: measure, pleasure, usual, division, revision, collision, invasion, vision, illusion, provision, explosion, leisure, garage, barrage, rouge, beige.

**3. Виконання тренувальних вправ.**

Transcribe the following words:

measure	vision	mirage
pleasure	decision	garage
treasure	confusion	rouge
leisure	invasion	genre
sheep	fish	ocean
shoe	wash	revolution
show	bush	social
shy	dash	vacation
ship	wish	pension
shop	hush	Russia

Reproduce the spelling of the following words:

ˌmæʒəˈziːn    ˌrevəˈluːʃən    ɪɡˌzæmiˈneɪʃən    ˌkeɪpəˈbɪlɪti  
 ˌsɪɡəˈret    ˌkɒnvəˈseɪʃən    ˌdʒenəˈreɪʃən    rɪsˌpɒnsəˈbɪlɪti  
 ˌdemənˈstreɪʃən    ˌheɪzɪˈteɪʃən    ˌreprɪzenˈteɪʃən    ɪmˌpɒsəˈbɪlɪti

ˈtɪːpɒt — ˈtɪːteɪbl    ˈeəkrɑːft — ˈeəˌkʊʃən  
 ˈtɪːkɑːp — ˈtɪːpɑːtɪ    ˈskuːlgɜːl — ˈskuːlˌmɑːstə  
 ˈeəpɔːt — ˈeəʃɪknɪs    ˈgrænsən — ˈgrænˌdɔːtə  
 ˈspiːdweɪ — ˈspiːdˌlɪmɪt    ˈdresɪŋ ɡaʊn — ˈdresɪŋˌteɪbl

ˈtaɪmˌteɪbl    ˈstepˌmɑːðə    ˈsteəˌkɑːpɪt    ˈgrænˌmɑːðə  
 ˈbʊkɪŋˌɒfɪs    ˈɡrɑːsˌhɒpə    ˈʃʊɡəˌbeɪsn    ˈskrɪptˌraɪtə

ˈevrɪ ˈavə    ðeɪ ˈɑːnt ˈredɪ ʃet  
 maɪ ˈəʊn ˈbʊk    ʃɪ ˈɪznt ˈɪn  
 ən ˈiːzɪ ˈeksəsaɪz    ʃɪ meɪ ˈɑːsk juː  
 ði ˈlɑːðə ˈdeɪ    hi meɪ bɪ ˈæŋɡrɪ

Read the following words with the phoneme [ʃ] in different positions:

<b><u>Initial:</u></b>	shade shadow shall she	sheep shell shelf shop	should show shack shawl	shine ship shrink shoot	shot shout shun shut
<b><u>Final:</u></b>	brush bush	fish finish	wash wish	flash flesh	leash mesh

	cash dish	push radish	crush dash	fresh hush	plush sash
<b><u>Medial:</u></b>	addition ashamed bushel fisher	fishing cushion machine motion	sunshine washing ashes bashful	devotion facial mission ocean	pressure seashore session nation

*And now test your reading of the following words:*

shoe	shake	fish	washing	finished
share	shirts	dash	machine	fashion
shop	sure	ocean	special	Swedish
show	wish	revolution	social	English
shouldn't	bush	vacation	tissue	Russian

*Distinguish between the phonemes [ʃ] and [s]:*

sea – she	save – shave	Swiss – swish	plus – plush
sip – ship	seen – sheen	puss – push	gas – gash
sack – shack	seep – ship	class – clash	lass – lash
seats – sheets	seat – sheet	brass – brash	mass – mash

*Distinguish between the phonemes [tʃ] and [ʃ]:*

cheek – sheik	cheat – sheet	witch – wish
chip – ship	Rachel – racial	catch – cash
cheap – sheep	watching – washing	match – mash
chew – shoe	ditch – dish	hutch – hush
chin – shin	crutch – crush	latch – lash

*Mind the phoneme [ʃ] in the following word combinations:*

Swedish or English?	push the button
washing machine	polish the shoes
sheets and shirts	Sheila finished
shut the shop	washing the dishes

*Read the following sentences with the sound [ʃ]:*

1. The dishes should be kept on the shelf.
2. That shop has brushes and washing machines.
3. He was ashamed to show them just one fish.
4. Shall we hide in the shade of this bush?
5. The bashful girl gathered shells at the shore.
6. There are many species of fish in the ocean.
7. You should get official permission to shoot.
8. His devotion received partial compensation.
9. Emotion may be shown by facial expression.
10. She sells sea shells by the sea shore.

*Read the following words with the phoneme [ʒ] in different positions:*

<b><u>Final:</u></b>	beige camouflage	corsage garage	menage mirage	persiflage potage	prestige rouge
----------------------	---------------------	-------------------	------------------	----------------------	-------------------

<b>Medial:</b>	azure	measure	vision	division	leisure
	derision	negligee	visual	erosion	Persian
	evasion	seizure	casual	explosion	pleasure
	glazier	usual	decision	intrusion	rouging

And now test your reading of the following words:

garage	division	allusion	leisure	television
mirage	vision	treasure	confusion	Peugeot
prestige	pleasure	decision	illusion	unusual
measure	casual	genre	usual	camouflage

Distinguish between the phonemes [ʃ] and [ʒ]:

Dilution – delusion

Aleutian – allusion

Glacier – glazier

Read the following sentences with the sound [ʒ]:

1. The treasure hunt was the most pleasurable part of the occasion.
2. Camouflage employs visual illusions.
3. She wore a beige negligee.
4. He made an allusion to the invasion of Persia.
5. He filled his leisure hours with casual pleasures.
6. I can hardly measure the pleasure.

Reproduce the spelling of the following text:

ðeəz ə pə'li:z 'mesədz fə 'məʊtərɪsts  
 ɪn ðə 'sentə əv 'lændən ə 'lɔ:ri hæz  
 'ʃed əts 'ləʊd ɪn 'pɑ:ləmənt 'stri:t  
 'ju ə 'ɑ:skt tə ə'vɔɪd ðə 'ɛəriə əz  
 'mɑ:tʃ əz 'pɒsəbl 'səʊθbaʊnd 'træfək  
 wɪl bi daɪ'vɜ:tɪd fə ðə 'nekst tu:  
 'aʊəz 'ðæt əz ðɪ 'end əv ðə 'mesədz

Choose the correct transcription for the words given below:

dish, shoe, machine, short, measure, usually, finish, ocean, sugar, shout, station, special, fish, cash, television

1. ['ʃʊgə]	
2. [fɪʃ]	
3. ['steɪʃn]	
4. ['fɪnɪʃ]	
5. [ʃaʊt]	
6. [dɪʃ]	
7. [ʃɔ:t]	
8. ['ju:ʒ(ə)lɪ]	
9. [kæʃ]	
10. [ʃu:]	

11. ['əʊf(ə)n]	
12. ['meʒə]	
13. ['speʃ(ə)l]	
14. ['telɪvɪz(ə)n]	
15. [mə'fɪ:n]	

**4. Домашнє завдання.**

Practice the correct reading of the following tongue-twisters paying attention to the phoneme [ʃ]. Learn them by heart. Record them and correct mistakes:

- Solders' shoulders shudder when shrill shells shriek.
- Shameless shepherds shampoo shy sheep.
- Shorn sheep shouldn't sleep in a shack.
- The shady shoe shop shows sharkskin shoes.
- Shoes and socks shock Susan.
- The sun shines on the shop signs.

Read the idioms and proverbs and find their Ukrainian equivalents. Learn their meaning:

Idioms

- |  |  |
|--|--|
| • Why should she be so sure?                       | • Rush speculations.'                    |
| • She was shaking in her shoes.                    | • Ashly is a shy fish.                   |
| • She made a sufficient impression on the sheriff. | • She wears Parisian rouge.              |
| • Shirley made a substantial contribution.         | • His pleasure and joy knew no measure.  |
| • A pattern for imitation.                         | • Your casual allusion caused confusion. |

Proverbs and sayings

- ▶ Wishes don't wash dishes.
- ▶ Measure for measure.
- ▶ Conversation is a pleasure but it wants leisure.
- ▶ Eat with pleasure, drink with measure.

Explain the reading rules which may be applied to the words given below and transcribe them:

1. phonetician, consulting-room, irresponsible, pertinacity, meretricious, antipopularity, alarm, brigadier, defy, application, oval-faced, proclaim, presumptuous, delimitate, philosophize, contain, sustain, sociologist.

2. lexicography, promotion, bequest, garnishee, demonstrate, acute, atrocity, indemnify, sentimental, prohibit, nineteen, time-table, show off, compose, ostentatious, black-haired, commerciality, inflexibility, comedian.

**5. Самостійне опрацювання матеріалу.**

1. Study the theoretical material on the giving topic. Write out key notions and translate them into Ukrainian.

2. Render the text in brief.

### ***Word-stress***

Stress may be defined as the degree of breath force with which a syllable or word is uttered.

In any word of more than one syllable, one of the syllables is more prominent than the others. (It is heard to stand out from the others). We may say that this syllable is stressed, and that the other syllables are unstressed (the primary stress mark (') is placed before the syllable, above it):

ə'meɪzd

'glu:mi

ɪk'si:diŋli

Many words in English (of four syllables or more) have more than one stressed syllable, that is, they have a double stress. One of these stresses is usually somewhat weaker than the other, and is called the secondary stress; whereas the stronger, or main stress is called the primary stress (the secondary stress mark (/) is placed before the syllable, below it).

There are words in English which have two primary stresses. These are mainly words formed with prefixes:

'ʌn'nætʃrəl

'diskən'tɪnju:

'mɪsprə'naʊns

'əʊvə'kraʊdɪd

The numerals from thirteen to nineteen:

'eɪ'ti:n

'naɪn'ti:n

and several compounds:

'daʊn'hɪl      'ʌp'steɪz      'ɪn'saɪd      'ɪn'dɔ:z

'ʌp'hɪl'd      aʊn'steɪz      'aʊt'saɪd      aʊt'dɔ:z

However, under the influence of rhythm, words with a double stress may lose one of the stresses.

### ***Word-stress in compounds***

The greatest number of compound nouns have a single stress on the first element of the compound:

'dɪnɪŋ-ru:m, 'kɒpi-bʊk,

'trɒli-bʌs, 'ri:diŋ-ru:m,

'teɪbəl-kləʊθ, 'kləʊk-ru:m,

'ʃɒp-ə'sɪstənt, 'flaʊə-pɒt,

'beɪbi-kærɪɪdʒ, 'mætʃ-bɒks.

In compound adjectives, the first element of which is an adjective, we usually have a double stress:

'fɜ:st-'klɑ:s, 'həʊm-'meɪd,

'bɑ:d-'temperəd, 'gʊd-'nætʃəd,

'æbsent-'maɪndəd, 'kli:n-'ʃeɪvən,

'close-'shaded, 'old-'fashioned.

**Note:** The adjectives “shaped” and “looking” are not stressed in compounds, since they add little meaning to the first element: *a 'square-shaped little box* (almost the same as a square little box); *a 'yellowish-looking cigarette* (almost the same as a yellowish cigarette); *'oval-shaped, 'bottle-shaped, res'pectable-looking, 'heavy-looking*.

***Питання та завдання для самоконтролю та самоперевірки***

1. Наголос у словах в англійській мові: загальна характеристика.
2. Наведіть приклади наголосу в англійській мові, коли одна частина мови переходить в іншу, набуваючи іншого значення та інших граматичних категорій.

**Питання та завдання для самоконтролю та  
Самоперевірки до залікового модуля №2**

**Exercise I. Read the following words paying special attention to correct pronunciation.**

here	sigh	house
care	voice	time
crowd	rhyme	career
tone	pear	enjoy
pay	rain	coin
wild	show	game
cold	hair	snow
Roy	mouse	made

**Exercise II. Transcribe and intone the following sentences.**

1. The steering wheel needs repairing.
2. The theatre is somewhere near here.
3. Joe has a round house, an old coastal boat, a cow and a goat.
4. South Beach Hotel is close to the Lighthouse. It has a beautiful flower garden, and underground car park and children's playground. There is a telephone in every room.
5. The lake that I like is on the isle.
6. Name the day, Myra.
7. And the radio aerial doesn't work.
8. I don't care whether I live upstairs or downstairs.
9. And would you repair the spare wheel? The air comes out.
10. The gearbox is really bad.

**Exercise III. Read the rhymes, tongue-twisters and learn them.**

- What kind of noise annoys an oyster?  
A noisy noise annoys an oyster.
- Smile a while and while you smile,  
Others'll smile and then there'll be miles of smiles.
- Three grey geese in a green field gazing.  
Grey were the geese and green was the gazing.
- There's no need to light a night light on a light night like tonight.
- Moses supposes his toeses are roses,  
But Moses supposes erroneously,  
For nobody's toeses are posies of roses  
As Moses supposes his toeses to be.
- Mary is scared of fairies in the dairy.
- Fair-haired Sarah stares warily at the hairy bear, glaring from his lair.

**Exercise IV. Read the dialogues, mark the stresses and tunes. Learn them. Act out the dialogues.**

**It's Eerie in here**

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

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

AARON: Where?

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

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

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

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

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

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

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

### **James Doyle and the Boilermakers' Strike**

OLD GENTLEMAN: I say, boy! What's all that frightful noise?

BOY: It's the boilermaker from Tyneside. They're on strike. I'm on my way to join them.

OLD GENTLEMAN: You are a boilermaker?

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

OLD GENTLEMAN: Wait! Why are they striking this time?

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

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

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

OLD GENTLEMAN: What's your name?

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

OLD GENTLEMAN: I'll be highly annoyed if you tie yourself to mine!

### **Howard's Found an Owl**

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

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

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



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

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

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

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

**Змістовий модуль № 3. Артикуляція англійських приголосних у різних позиціях. Зміни приголосних у мовленні, інші фонетичні явища.**

**Практичне заняття №9**

**Тема: Особливості артикуляції [h].**

**Мета:** формувати фонематичні навички; навички літературної вимови та виразного читання; відпрацьовувати навички вимови англійських приголосних; виховувати повагу та любов до рідної країни.

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***Зміст заняття***

***1. Фонетична зарядка.***

*Read and pronounce poems and tongue-twisters paying attention to the learning phonemes:*

*Laughing Time*

*By William Jay Smith*

It was laughing time, and a tall Giraffe  
Lifted his head and began to laugh:  
Ha! Ha! Ha! Ha!

And the Chimpanzee on the gingko tree  
Swung merrily down with a tree Hee Hee:  
Hee! Hee! Hee! Hee!

“It’s certainly not against the law”  
Croaked Justice Crow with a loud guffaw:  
Haw! Haw! Haw! Haw!

The dancing bear who could never say “No”  
Waltzed up and down on the tip of his toe:  
Ho! Ho! Ho! Ho!

The donkey daintily took his paw,  
And around they went” Hee-Haw! Hee-Haw!  
Hee-Haw! Hee-Haw!

The moon had to smile and it started to climb,  
All over the world it was laughing time!  
Ho! Ho! Ho! Hee-Haw! Hee-Haw!  
Hee! Hee! Hee! Hee! Ha! Ha! Ha! Ha!

***2. Пояснення нового теоретичного матеріалу з теми. Виконання тренувальних вправ.***

*Study a new theoretical material. Do phonetic exercises.*

***h***

**h** – always occurs before a vowel and consists of the sound of passing between the open vocal cords and out of the mouth which is already prepared for

the following vowel. Before [i:] the mouth is in position for i:, before [a:] it is ready for a:, and so on; so in order to make **h** – sound, the mouth is held ready for the vowel and a short gasp of breath is pushed up by the lungs, **h** does not make very much noise, but it must be left out when it should be sounded, for two reasons:

(1) many words are distinguished by the presence or absence of [h], like 'here' [hiə] and 'ear' [iə],

(2) English speakers consider that the leaving out of [h] is the mark of an uncultivated speaker.

*Try these words:* harm [ha:m], behind [bi'haind], hedge [hedʒ], anyhow ['enihaʊ], hair [heə], alcohol ['ælkəhɒl], heat [hi:t], rehearse [ri'hɜ:s], hall [hɔ:l], key-hole ['ki:həʊl], hill [hil], beforehand [bi'fɔ:hænd], heart [ha:t], re-house [ri'hauz], hat [hæt], unholy [ʌn'həʊli].

*Try these phrases slowly:*

How's Arthur? [hauz a:θə].

Out of hand [aut əv hænd]

It's awfully heavy [its ə:fuli 'hevi].

His home's in Ireland [hiz hɔ:mz in aiələnd]

Helen went out [helən went aut].

We all went home [wi: ə:l went həʊm].

I hit Henry in the eye [ai hit henri in ði ai].

I asked Ann how she heard about it [ai a:skt ən hau fɪ : hə:d əbaut it].

Some of the commonest words which always contain [h] are: half, hand, hat, head, health, hear, here, heart, heavy, hide, high, history, hit, hold, hole, home, hope, horse, hat, house, how, hundred, husband, behind, beforehand, household, anyhow, green-house, manhole, inhale, rehearse, coherent.

A few common words sometimes have [h] and sometimes do not, for example, **he, him, her, have.**

### 3. Виконання тренувальних вправ.

*Transcribe the following words:*

he	high	him	behave
harm	how	hen	behind
horse	hoist	hat	somehow
who	whole	hot	a house
huge	here	whom	the honey
her	hair	hut	unhappy

*Reproduce the spelling of the following words:*

ðɪs 'gɜ:l  
ðɪs 'bɔɪ  
ðɪs 'deɪ

wɪð 'təʊst  
wɪð 'tʃi:z  
wɪð 'pepə

hɪz 'sɪstə  
hɪz 'kɑ:zn  
hɪz 'frend

ə 'bɪg sʌpə  
ə 'naɪs ɡɑ:dn  
ə 'ɡʊd fæɪn

ə 'lɑ:dz pi:s  
ə 'smɑ:t stju:dənt  
ə 'sæd stɔ:ɪ

Read the following words with the phoneme [h] in different positions:

<b><u>Initial:</u></b>	had half hand happy	has have he head	hear hello help hen	her hide him home	horse how who high
<b><u>Medial:</u></b>	ahead anyhow behave behind	grasshopper lighthouse Mayhem mohair	perhaps rehearse inhale babyhood	behead behold behoove cahoots	mahogany overhaul rehash unhook

And now test your reading of the following words:

hello	husband	house	somehow	behind
Hilda	having	heard	anyhow	behave
Howard	hospital	hope	exhale	unhappy
Mrs Higgins	horrible	perhaps	uphill	hopefully

Read the words beginning with a vowel and with a consonant:

ill–hill	and – hand	ear – hear	art – heart
air – hair	old – hold	eye – high	ow – how

Helen is arty.

Ellen is hearty.

Helen eats up the pie.

Ellen heats up the pie.

Helen looks after her hair.

Ellen looks after her heir.

Mind the phoneme [h] in the following word combinations:

Have you heard?

Helen's husband

How horrible!

Harry's horse

Heavy hammer

Behind his house

Hurt her hand

A holiday in Helsinki

Read the following sentences with the sound [h]:

1. He is hiding behind the house.

2. Hurry, Helen is far ahead.

3. He has gone home because he is hungry.

4. I have a friend whose home is a lighthouse.

5. Harry is happy because he has a new horse.

6. How can I help being happy?

7. Perhaps he can hide the horse behind the lighthouse.

8. During his babyhood he had only half a head of hair.

9. Who says a mahogany highboy isn't heavy?

10. A high, harsh voice is a handicap.

*Reproduce the spelling of the following sentences:*

1. 'wɜ:k 'baɪ kəs'ju:m 'daɪ
2. 'bɪd ɡɪmɪ 'peɪfəns bʌt meɪk ɪt 'kwɪk
3. 'pi:s ɪz θə 'taɪm brɪ'twɪn 'wɔɪz
4. 'deθ ɪz 'neɪtʃəz 'weɪ əv 'telɪŋ ju: tə sləʊ 'daʊn
5. 'tədeɪ ɪz ðə 'fɜ:st 'deɪ əv ðə 'rest əv jɜ: 'laɪf en'dʒɔɪ ɪt
6. əʊnlɪ 'stju:piəd 'pi:pəl raɪt grə'fɪtɪ
7. 'laɪf ɪz ə 'tɜ:mɪnəl dɪ'zɪz
8. 'wɪmɪn laɪk ðə 'sɪmpəl θɪŋz ɪn 'laɪf, laɪk 'men
9. jɜ: əʊnlɪ 'jʌŋ 'wʌns 'aɪftə ðæt ju: nɪəd ən'ʌðə ɪks'kju:z
0. ɪf ju: 'wɒntə 'nəʊ waɪ 'wɪmɪn aɪ cɔ:ld ði: 'ɒpəɪt  
'seks 'dʒɛst ek'spres ən ə'pɪnʃən
11. maɪ 'brʌðə hæz 'dʒʌst faʊnd ə nju: 'dʒɒb  
rɪ'pleɪsɪŋ ə mə'ʃɪn ðæt faʊnd ðə 'dʒɒb tu: 'bɔ:ɪnɪŋ

*Choose the correct transcription for the words given below:*

hi, happen, how, home, who, hand, holiday, history, half, head, perhaps, hat, hear, happy, house

1. [hed]	
2. [hæt]	
3. [hau]	
4. [həʊm]	
5. [hɑ:f]	
6. [haɪ]	
7. [hu:]	
8. ['hæpɪ]	
9. [hænd]	
10. ['hɒlədeɪ]	
11. ['hɪst(ə)rɪ]	
12. [haus]	
13. [pə'hæps]	
14. ['hæp(ə)n]	
15. [hɪə]	

#### 4. Домашнє завдання.

*Read the idioms and proverbs and find their Ukrainian equivalents. Learn their meaning:*

##### Idioms

- Happy holiday!
- House and home.

- Hold your head high.

*Proverbs and sayings*

- ▶ Healthful habits make healthful bodies.
- ▶ Habit cures habit.
- ▶ He who has begun has half done.

Practice the correct reading of the following tongue-twisters paying attention to the phoneme [h]. Learn them by heart. Record them and correct mistakes:

Hiccup teacup!

• • •

Horrible Heidi hears Horace holler.

“Hello, Harry Heavy!” hollered Holly Hartley.

Explain the reading rules which may be applied to the words given below and transcribe them:

1. confirmee, scrupulosity, plausibility, administration, revolutionize, vice-principal, victimization, ultrafashionable, irrevocability, debate, scientific, picaresque, governmental, advantageous, judicial, amaze.

2. prehistoric, consideration, prophylactics, fabulosity, purify, Congolese, monumental, ultra-conservative, incapacity, dictatorial, victimization, presumptuous, impartiality, outstretch, atrocious, prosperous.

3. discharge, imperfect, ex-service, reconquer, ex-territory, nonexistent, reconstitution, outdistance, antimonarchist, sub-classification, continuation, auditorial, inseparability, discontented, disentangle, aircraft.

**5. Самостійне опрацювання матеріалу.**

1. Study the theoretical material on the giving topic. Write out key notions and translate them into Ukrainian.

2. Render the text in brief.

**Sentence Stress**

1. In any phrase or sentence of more than one word, some of the words are more prominent than the others. They are heard to stand out from the others. These words that stand out are stressed; whereas the other words in the sentence are unstressed.

This sentence-stress is not always the same as word-stress. A word always has a stress when pronounced alone, but it may lose the stress in a sentence: e.g. a'bout but: What are you 'talking about?

2. In phrases or sentences where no special meaning is given to any word, the following parts of speech are usually stressed: nouns, adjectives, adverbs, principal verbs, demonstrative and interrogative pronouns, and numerals: We were par'ticularly 'keen on 'listening to 'one 'speaker of'this 'kind. 'What 'languages do you 'speak?

3. Auxiliary and modal verbs, as well as the link-verb 'to be' are stressed in the following positions:

a) at the beginning of a sentence (general and alternative questions): 'Were you 'busy last night?

b) When they stand for a notional verb (in short answers to general questions): 'Have you 'seen him? – 'Yes, I 'have.

c) In contracted negative forms: I 'shan't be in 'time.

d) The auxiliary verb “to be” is stressed when it is final and preceded by the subject which is unstressed: I 'don't 'know where he 'was.

e) The auxiliary verb “to do” is stressed in emphatic sentences of the following type: 'Do ring him 'up.

4. Personal pronouns are not stressed as a rule. I 'saw him 'yesterday. She 'came with her 'mother. They 'said they would 'come at 'six. We are 'leaving at 'six.

5. In the combination possessive pronoun plus noun, the pronoun is not stressed, if no special importance is given to it. He 'put it into his 'pocket. His 'mother is 'very 'ill. 'Have you your 'book with you? She 'gave us our 'papers. My 'parents 'live in 'Grodno. I 'went to their 'home 'yesterday. Their 'father is 'coming to'day. However, the absolute possessive pronouns – mine, his, ours, yours, theirs – are always stressed. The 'book is 'ours. I 'knew that the 'book was 'mine.

6. Reflexive pronouns used as objects are unstressed. He 'hurt himself. The 'chainmaker 'asked the 'judge 'how he was to 'keep himself a'live without 'work. He 'offered himself as an interpreter. The 'child 'picked herself 'up and 'went on 'playing. We 'kept ourselves 'warm by 'running 'up and 'down. Reflexive pronouns used appositionally are stressed. I my'self shall 'be there to'morrow. They 'saw it them'selves. You your'self 'showed it to me. If you 'want it 'done, you'll 'have to 'do it your'self.

It must be noted that general loudness at the end of the sentence, or sense group is a remarkable feature of English speech. Thus, in the sentence: *'Maize is what Americans 'call 'Indian 'corn* the word *corn* is pronounced more energetically, i. e., has a stronger stress than the words *call* or *Indian*. It must be noted further that this “strong ending” is not understood by the listener as special importance or emphasis laid on the last syllable. Notice the “strong” ending: in the following: We de'cided to 'have our 'breakfast. The 'boots were a 'size 'too 'small.

7. Prepositions are usually stressed if they consist of two or more syllables and are followed by an unstressed personal pronoun at the end of a sense-group: The 'dog 'ran 'after him.

8. Conjunctions are usually stressed if they stand at the beginning of a sentence and are followed by an unstressed word: 'If he 'drives, he may be 'here at any 'moment.



***Питання та завдання для самоконтролю та самоперевірки***

1. Опрацюйте теоретичний матеріал з теми «Наголос в англійських реченнях».
2. Назвіть особливості наголосу в англійських реченнях.
3. Наведіть приклади наголосу в англійських реченнях в різних типах речень.

**Практичне заняття №10**

**Тема:** Артикуляція латерального англійського приголосного [ʃ].

**Мета:** навчити студентів транскрибувати приголосні звуки англійської мови та орфографічно писати їх; поповнювати словниковий запас студентів за рахунок текстів для самостійного опрацювання; формувати вміння студентів розуміти деталі текстів та головну думку; формувати навички літературного виразного читання.

**Література**

**Базова**

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**Зміст заняття**

**1. Фонетична зарядка.**

Read and pronounce poems and tongue-twisters paying attention to the learning phonemes:

“I’ll Try” and “I Can’t”

*by R. L. Stevenson*

The little boy who says “I’ll Try”  
Will climb to the hill-top;  
The little boy who says “I Can’t”  
Will at the bottom stop.

The Lama

*by Ogden Nash*

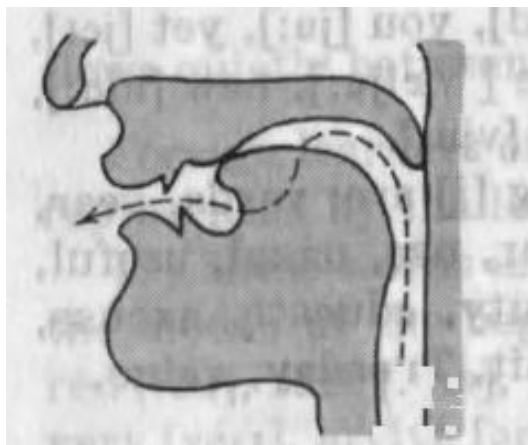
The one-l lama,  
He’s a priest.  
The two-ll llama  
He’s a beast.  
I will bet  
A silk pajama  
There isn’t any  
Three-llllama.

**2. Пояснення нового теоретичного матеріалу з теми. Виконання тренувальних вправ.**

Study a new theoretical material. Do phonetic exercises.

**LATERAL CONSONANT**

**l**



One English consonant –l – is formed laterally, that is, instead of the breath passing down the centre of the mouth, it passes round the sides of an obstruction set up in the centre.

Notice:

1. The soft palate is raised.
2. The tongue-tip is in firm contact with the alveolar ridge, obstructing the centre of the mouth.
3. The sides of the remainder of the tongue are not in contact with the sides of the palate, so air can pass between the sides of the tongue and the palate, round the central obstruction formed by the tip and blade of the tongue and so out of the mouth.
4. The sound is voiced and there is no friction.

*Practise the following words, making the l long:* leaf [li:f], letter [letə], lost [lɒst], loose [lu:s], learn [lə:n], late [leit], like [laik], loud [laud].

In the words below make the l very carefully and be sure that the tongue-tip makes full and firm contact: all [ɔ:l], full [ful], tool [tu:l], sell [sel], bill [bil], feel [fi:l], tail [teil], mile [mail], owl [aul], oil [ɔil], called [kɔ:ld], pulls [pulz].

Some of the commonest words containing [l] are: lady, let, land, language, last, late, laugh, lead, learn, left, less, like, listen, live, lot, lack, lose, love, low, allow, along, almost, already, cold, colour, difficult, early, eleven, else, fault, old, help, o'clock, self, yellow, able, beautiful, fall, feel, fill, girl, meal, mile, parcel, people, possible, real, school, shall, still, table, tell, until, well.

### 3. Виконання тренувальних вправ.

*Transcribe the following words:*

lead	large	will	will you	
learn	low	tell	tell you	
late	loiter	shall	shall you	
light	look	full	full yet	
lip	lot	all	all young	
left	loom	yell	yell yes	
health	ultra	play	fly	
wealth	well then	will try	plan	flew
filth	kill the shall	draw	plus	sleep
stealth	will these	all trees	cloud	slip
Bill thinks	shall those	all dry	close	wash Lusy
all things	all the things	all tricks	club	worth

*Reproduce the spelling of the following words:*

1. ə 'kəʊld 'ʃaʊə || ə 'bɪg 'faɪə || ə 'kli:n 'təʊəl ||  
 ə bɪt 'taɪəd || ə 'strikt 'daɪət || ə 'bjʊ:tɪfʊl 'flaʊə ||  
 ən 'əʊpn 'vəʊəl || ən 'əʊld 'aɪən ||  
 'veri 'kwaɪət || 'mætʃ 'haɪə || 'feɪt 'avəz ||  
 ði: 'ju:nɪvɜ:sɪti 'kwaɪə || ðə 'rəʊmən 'empaɪə ||  
 ðə 'faɪər əv 'lændən || ðə 'təʊər əv 'lændən ||
2. əvər 'ɒfɪs || əvər 'ɪŋɡlɪʃ 'klɑ:sɪz ||  
 əvər 'əʊn 'haʊs || əvə 'welkept 'gɑ:dn || əvə 'neɪtɪv 'kɑntri: ||  
 əvər 'əʊld 'frendz ||
3. aɪm 'gəʊnɪŋ tə 'teɪk ə 'ʃaʊə || 'weəz maɪ 'təʊəl ||  
 'hɪəzə ,kli:n ,təʊəl || bæt 'dəʊnt brɪ- 'tu: 'lɒŋ || 'brekfəst ɪz  
 ,redi || aɪ 'wɒnt ə 'glɑ:s əv 'dʒu:s ,əʊnli || aɪ məst 'ki:p tu ə  
 'strikt 'daɪət ||

*Read the following words with the phoneme [l] in different positions:*

<b><u>Initial:</u></b>	land	let	little	lawn	look
<b><u>Final:</u></b>	all ball call doll	fall girl pull school	shall small cell full	rule seal soil still	tail tell well will
<b><u>Medial:</u></b>	alarm alive asleep believe	belong careless children hello	only yellow ability follow	frolic pallid relate relic	silence solid solo village
<b><u>Unstressed syllabic:</u></b>	apple barrel bicycle bottle	bubble camel candle little	people table ample baffle	bundle feeble haggle novel	paddle pickle saddle tussle

*And now test your reading of the following words:*

like	until	fault	uncle	health
look	special	alone	bicycle	wealth
learn	careful	yellow	little	gentleman
large	beautiful	always	sensible	salesman
lemon	masterful	balloon	holding	smart-looking

*Distinguish between the phonemes [w] and [l]:*

wean – lean      wed – led      wake – lake      wink – link

<u>R</u>	weep – leap	wet – let	wade – laid	winch – lynch
<u>ead</u>	week – leak	wag – lag	wait – late	wisp – lisp
<u>the</u>	weed – lead	won – loan	ware – lair	wise – lies

word combinations in which sound [l] undergoes assimilation:

all the	will try	shall draw	11 o'clock
all dry	will you	kill the	uncle Bill
all young	shall you	full yet	difficult child
yell yes	well then	all things	look lovely
tell you	shall those	wash Lucy	like the colour

Mind the phoneme [l] in the following word combinations:

Lilly	early for lunch	would you like?
a tall gentleman	yellow jelly	help yourself
a wonderful apple	melon and salad	lettuce and lemonade
a small needle	black olives	there's nothing left
a little candle	a slice of a lemon	looking marvelous
the cleverest child	a plate and a glass	a librarian in a public library
usually early	leg of the lamb	looks like a million dollars

Read the following sentences with the sound [l]:

1. Lemon lime.
2. As large as life.
3. Lisa laughed listlessly.
4. Larry sent a letter later.
5. Will you, please, lay the table?
6. Really, all your children look alike.
7. Tell Bill to fill the pail with milk, please.
8. He fell into the lake and yelled for help.
9. I like to blow bubbles.
10. Nell is very careless with her doll.

Choose the correct transcription for the words given below:

feel, late, light, large, cold, table, apple, learning, below, hello, double, bottle, letter, alphabet, middle

1. [fi:l]	
2. [leit]	
3. [lart]	
4. [la:dʒ]	
5. [kəuld]	
6. ['teɪbl]	
7. ['æpl]	
8. ['lɜ:nɪŋ]	
9. [bɪ'ləu]	
10. ['he'ləu]	

11. ['dʌbl]	
12. ['bɒtl]	
13. ['letə]	
14. ['ælfəbət]	
15. ['mɪdl]	

**4. Домашнє завдання.**

Practice the correct reading of the following tongue-twister paying attention to the phoneme [l]. Learn it by heart. Record it and correct mistakes:

Lanky Lawrence lost his lass and lobster.

Read the idioms and proverbs and find their Ukrainian equivalents. Learn their meaning:

Idioms

- It's a small world.

Proverbs and sayings

- ▶ Live and learn.
- ▶ Please all and you will please none.
- ▶ Let well alone.
- ▶ In this life he laughs longest who laughs last.
- ▶ A little pill may well cure a great ill.

Explain the reading rules which may be applied to the words given below and transcribe them:

1. qualification, aglow, locate, legality, telegraphy, analyse, Japanese, cacology, aloof, confirmee, specialize, ultra-violet, temperamental, profane, anew, proclimax-emperor, outnumber (v), imperceptibility, physique.

2. potential, plutocracy, generosity, erroneous, gondolier, accomodation, adare, popularize, delegate, prolong, ornamentation, meretricious, suspect, antiseptic, appreciate, vitalize, armchair, switch off, far-fetched.

**5. Самостійне опрацювання матеріалу.**

1. Study the theoretical material on the giving topic. Write out key notions and translate them into Ukrainian.

2. Render the text in brief.

**Assimilation in English**

When phonemes are joined together within single words and at the junction of words in phrases and sentences, they have a tendency to react one upon the other in such a way that the articulation of one phoneme influences the articulation of a neighbouring phoneme making it similar to itself. This process is called **assimilation**.

In assimilation the phoneme whose articulation is modified under the influence of a neighbouring phoneme is called the *assimilated phoneme*; the phoneme which influences the articulation of a neighbouring phoneme is called the *assimilating phoneme*.

The term *assimilation* may also be extended to include cases when two adjacent phonemes so influence each other as to give place to a single new phoneme different from either of them.

Although assimilation is common to all languages, it does not act in the same way in all languages. In modern English it is mostly consonant phonemes that are affected by assimilation.

Assimilation may affect all the features of the articulation of a consonant phoneme or only some of them. Thus we speak of:

I. Assimilation affecting the place of obstruction or both the place of obstruction and the active organ of speech;

II. Assimilation affecting the manner of the production of noise;

III. Assimilation affecting the work of the vocal cords;

IV. Assimilation affecting the position of the lips.

1. Sounds in living speech are pronounced in connection with other sounds. The articulation of any sound depends on the articulation of the neighbouring sounds. In the word *eight* the [t] is alveolar. But in the word *eighth* the [t] becomes dental because the articulation of the dental [θ] is anticipated. In the pronunciation of the combination *in the, all the* the [n], [l] become dental in anticipation of the dental [ð]. In the pronunciation of *what's* instead of *what is*, the unvoiced quality of the [t] is extended to the [z] making it [s]. The same voicelessness is extended in the pronunciation of *looked* ([d] becomes [t]). These various changes under the influence of neighbouring sounds are striking examples of assimilation.

Assimilation may consist of a double change: “*Does she know?*” is often pronounced [dʌʃʃi nou?] where we have assimilation both of voice ([z] becomes [ʃ]) and place of production (alveolar [z] becomes palatal [ʃ]).

Assimilation may depend on the position of the sound in the sentence, or on the position of the sound in the word, e. g. *Ninth* (assimilation because of position in the word), *nine thousand* (assimilation because of position in the sentence).

Assimilation may result in partial resemblance to the stronger sound, e.g. *in the* [n] becomes partly like [ð], complete resemblance, e. g. *let's shake hands* [letʃfeik hændz] ([s] becomes completely like [ʃ]) or the sound may be lost completely: *I must go now* [ai mʌs 'gounau] — ([t] is lost).

2. Practise the following combinations in which [n], [l] become dentalized before [ð], [θ]: *in the, in three minutes, in these lessons, in thousands of homes, in that, all the time, all three, till then, fill that, fell through, although, tell them.*

3. The most difficult combination of sounds consist of the voiceless plosives [p, t, k] followed by 1) the voiced plosives [b, d, g] and by 2) [ð, θ]: *outburst, blackboard, background, scrapbook, that day, step back, black gown, at dawn, that bag, at three, at that time, up the stairs, like this, struck them.*



The rules for the pronunciation of these combinations may be formulated as follows:

- 1) All the alveolar consonants become dental before the dental consonants.
- 2) Plosives before other plosives or before [ð, θ] become incomplete, lose their plosion, and are pronounced with a stop only.
- 3) With plosives before nasals, the plosion takes place through the nose cavity, and those before [l] have lateral plosion, that is, the tip of the tongue is not removed from the teeth ridge.

Such consonant combinations must be practised persistently until the student produces them as easily as he would produce the simple sounds.

***Питання та завдання для самоконтролю та самоперевірки***

1. Дайте визначення поняття «асиміляція» в англійській мові.
2. Наведіть приклади процесу асиміляції в англійській та українській мовах.

**Практичне заняття №11**

**Тема: Артикуляція проміжних приголосних [r], [w] та [j].**

**Мета:** навчити студентів основним правилам вимови проміжних приголосних у порівнянні з рідною мовою; формувати навички транскрибування англійських приголосних звуків та слів; виховувати повагу до культурної та історичної спадщини рідної країни.

**Література**

**Базова**

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**Допоміжна**

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**Зміст заняття**

**1. Фонетична зарядка.**

Read and pronounce poems and tongue-twisters paying attention to the learning phonemes:

Esau Wood saw a wood saw, saw wood, as no wood saw would saw wood.  
If Esau Wood saw a wood saw, saw wood, as no wood saw would saw wood,  
where is the wood saw witch would saw wood, as no wood saw would saw wood.

.....

There was a writer called Wright, he taught his son to write Wright right:  
“It's not right to write Wright 'Rite', please try to write Wright right!”

**2. Пояснення нового теоретичного матеріалу з теми. Виконання тренувальних вправ.**

Study a new theoretical material. Do phonetic exercises.

**GLIDING CONSONANTS**

There are three consonants which consist of a quick, smooth, non-friction glide towards a following vowel sound, the consonants [j, w, r].

**j**

This consonant is a quick glide from the position of the vowel i: or i to any other vowel. Try the following words and be sure that there is no friction in the j-glide: yard [ja:d], you [ju:], yet [jet], your [jɔ:], yacht [jɒt], beauty ['bju:ti], value ['vælju:], new [nju:], due [dju:], few [fju:], music ['mju:zik], view [vju:].

Some of the commonest words containing [j] are: yards, year, yellow, yes, yesterday, yet, you, young, your, use, usual, useful, Europe, amuse, beautiful, cure, during, duty, educate, excuse, failure, few, huge, January, music, new, suit, Tuesday, value.

**w**

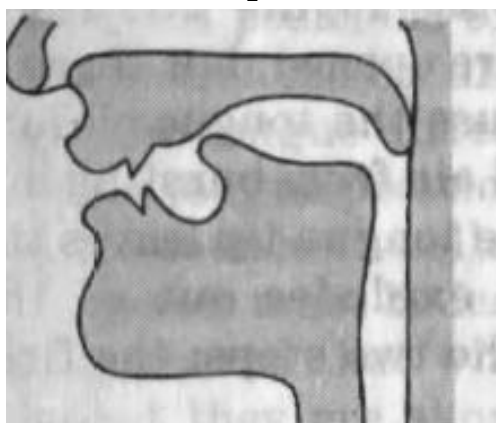
This consonant consists of a quick glide from the vowel u: or u to whatever vowel follows; it is much more difficult than [j] because many languages do not have an independent [w]. But it is not difficult to learn to say. The w part must be short and weak, but the lips must be rounded quite firmly – even English people move their lips noticeably for w!

Try these words, beginning with a very short weak u: or u, with the lips well rounded: watch [wɒtʃ], wait [weit], wet [wet], wood [wud], win [win], we [wi:], wool [wul], sweet [swi:t], swear [sweə], swim [swim], dwelling ['dweliŋ], sweat [swet], twice [twais], quite [kwait], twenty ['twenti], quick [kwik], twelve [twelv], quiet [kwaiət], twin [twin], queen [kwi:n], verse [və:s], worse [wə:s],

veal [vi:l], wheel [wi:l], vary [veəri], wary [weəri], vine [vain], wine [wain], vile [vail], while [wail], veil [veil], wail [weil].

Some of the commonest words containing [w] are: one, we, wait, walk, want, warm, wash, watch, water, way, week, well, wet, what, when, why, will, wish, with, woman, word, work, always, between, away, quarter, quite, sweet, swim, twelve, twenty, twice.

**r**



This is the third of the gliding consonants, but it does not resemble one of the English vowels as **j** and **w** do.

**Notice:**

1. The tongue has a curved shape with the pointing towards the hard palate at the back of the alveolar ridge, the front low and the back rather high.

2. The tongue-tip is not close enough to the palate to cause friction.

3. The lips are rather rounded, especially when **r** is at the beginning of words.

4. The soft palate is raised; and voiced air flows quietly between the tongue-tip and palate with no friction.

Foreign learners often replace this sound by the sound which is represented by the letter “**r**” in their own language.

Try these words and be sure that the tongue-tip is well back in the mouth at the beginning of the glide: read [ri:d], rude [ru:d], red [red], race [reis], run [rʌn], round [raund], raw [rɔ:], rare [reə], very [veri], arrive [əraiv], correct [kərekt], borrow [bɔərəu], around [əraund], hurry [hʌri].

Try these phrases, either with or without the [r]: better of [betərəv], four or five [fɔ:r ə faiv], here it is [hiəritiz], poor old Tom [puər əuld tɔm].

Some of the commonest words containing [r] are: rain, rather, reach, ready, real, remember, rest, right, road, roof, room, round, rule, run, write, wrong, agree, already, arrange, borrow, bread, bring, cross, direct, dress, drink, every, foreign, from, great, interest, marry, price, serious, sorry, story, terrible, true, try, very, worry.

**3. Виконання тренувальних вправ.**

Transcribe the following words:

wee – vee	wow – vow	west – vest	worse – verse
why – vie	weaver – viva	went – vent	word – Verde
while – vile	winter – Vinter	wine – vine	Walt – vault
whim – vim	wiser – visor	wane – vain	wary – vary
wiper – viper	wicker – vicar	wail – veil	reward – revert

You, suit, fume, pure, your, young, assume, super, yes, yard, few, human, enthusiasm, cure, tube, tune, three, very, tree, dream, through, sorry, try, dry, throw, quarrel, true, drew, thread, merry, trade, drive, with, right, for ever, traffic, dress, with Rob, for instance, trolley, drop.

Reproduce the spelling of the following words:

ræt	\`ræpɪd	red	\`redɪ	rei	rai	reə
ræp	\`ræɡɪd	rep	\`redɪʃ	reɪd	raɪd	\`ræəlɪ
ræk	\`rækɪt	rek	\`retʃɪd	reɪz	raɪz	rɪə
ræʃ	\`rænsəm	rest	\`reslɪŋ	reɪl	raɪm	\`rɪəlɪ
ræn	\`rætl	rent	\`rekən	reɪs	raɪs	\`rɪəlɪ
twɪnz	– `wet `wɪntə	swɪt	– `naɪs `wɪk			
twelv	– `lɑːst `wenzdɪ	swəə	– `dɪks `wedɪŋ			
kwɪlt	– `wɪk `wɪl	swɪm	– `sɪks `wɪmɪn			
`dwelɪŋ	– `bæd `wedə	ɡwen	– `bɪɡ `weɪvz			

Read the following words with the phoneme [r] in different positions:

<b><u>Initial:</u></b>	rabbit race run read	ready red ride right	rib road roan rob	round ran rail rain	room wrap wreck wren
<b><u>Medial:</u></b>	already around every harrow	roaring boring orange parrot	story very berate carry	deride glory horrid morrow	perish pouring terrible tyranny

And now test your reading of the following words:

race	foreign	married	Paris	Ruth
rich	traffic	waitress	France	Rita
wrong	orange	countries	Austria	Rosemary
restaurant	umbrella	grown-up	Greece	Jerry
Russia	for ever	problem	America	Mrs Reed

When there's no vowel following letter "r", it is not pronounced. Read words correctly:

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arm	Carl	ark	orb	fork	New York
charm	harp	hard	absorb	cork	German
harm	carp	darling	warm	morphine	forbidden
barn	sharp	Marvin	garb	steered	wonderful
scarf	barb	warp	horn	pored	Garfield
starve	dark	darn	corn	scared	marvelous
marvel	lark	warn	dwarf	lard	snarl

*Mind the phoneme [r] in the following word combinations:*

on the rag rug	right and wrong	as right as rain
in her red dress	through and through	to run a risk
on the right track	rough and ready	to read a rhyme
on her proud friend	round and round	to run one's race
with some fresh fruit	risk for Robin	by right or wrong

*Read the following sentences with the sound [r]:*

1. Very true.
2. Rather curious.
3. Harry tried to rip the orange ribbon.
4. Do not run across the narrow bridge.
5. The rain helps the flowers grow.
6. Robert heard the organ in the church.
7. Mary, there is dirt on your dress.
8. He carried the parrot around everywhere.
9. Robert ran right up the stairs.
10. When angry count a hundred.

*Choose the correct transcription for the words given below:*

race, rubbish, rock, record, rain, terrible, address, round, ready, already, worry, orange, write, wrong, hurry, arrive, correct, room, borrow, really

1. [ru:m]	
2. [rɒk]	
3. ['rekɔ:d]	
4. ['rʌbɪʃ]	
5. [reɪn]	
6. ['terəbl]	
7. ['riəlɪ]	
8. [ə'dres]	
9. [kə'rekt]	
10. [raʊnd]	
11. ['redi]	
12. [rɒŋ]	
13. ['bɔ:rəʊ]	
14. ['hʌrɪ]	

15. [reɪs]	
16. [ɔ:l'reɪ]	
17. ['wʌrɪ]	
18. [ə'raɪv]	
19. ['ɔ:rɪndʒ]	
20[rɑɪt]	

Read the following words with the phoneme [w] in different positions:

<b>Initial:</b>	walk	way	were	weed	won
	want	we	will	wind	word
	was	well	wash	wish	work
	water	went	wax	with	would
<b>Medial:</b>	twice	sweet	inkwell	reward	unwind
	twelve	swam	sandwich	rewind	unwise
	twenty	swan	beware	seaweed	unworthy
	twist	swift	onward	afterwards	wayward

And now test your reading of the following words:

was	wonderful	sweet	twice	queen
wait	everywhere	swift	twelve	quick
work	sandwiches	swam	twenty	quite
weather	squirrel	swan	twist	question

Read the words with initial "wh":

what	where	whisper	whelp	whiff
wheat	which	why	whence	whig
wheel	while	whale	whet	whim
when	whip	wheeze	whew	whine

Read the words with "wh" in the medial position:

anywhere	awhirl	meanwhile	somewhat	everywhere
awhile	bobwhite	nowhere	somewhere	elsewhere

Read the wh-sentences:

1. Why isn't wheat grown everywhere?
- 2 Listen awhile to the bobwhite's song.
3. Who is whipping the white horse?
4. The wheel came off with a whistling sound.
5. Why do you whisper?
6. Many questions begin with which, what and when.

Mind the phoneme [w] in the following word combinations:

went for a walk	away from Washington
wear warm sweater	a wonderful way
walk quickly	sweet white wine
watch with delight	twenty wild squirrels
was very quiet	always work on Wednesdays

Read the following sentences with the sound [w]:

1. Willie is going to wash the windows.
2. I wish Mary would wake up.
3. Do not walk in the woods, they are wet.
4. Everyone will want a sandwich.
5. We are going away this winter.
6. We can win without a reward.
7. I wish he would watch his words.
8. He awakened at one and went to the well for water.
9. Wishing for wealth is one way to waste time unwisely.
10. The woman looked wistfully downward all during the waltz.

Read the following words with the phoneme [j] in different positions:

<b><u>Initial:</u></b>	yes yesterday yet you	yard yarn year yellow	young your yacht yam	yank yawn yawl yeast	yell yen yield yoke
<b><u>Medial:</u></b>	abuse accuse amuse canyon	familiar loyal million onion	valiant value adieu alien	bullion coal-yard collier grunion	inn-yard minion stallion vineyard

And now test your reading of the following words:

knew	pure	human	mayor	New-York
suit	tune	produces	lawyer	Europe
few	onion	beauty	opinion	millionaire
cure	tutor	university	beyond	excuse me

Mind the phoneme [j] in the following word combinations:

a tutor at the university	a millionaire from New-York
few years	a yesterday's newspaper
music student	a huge yellow university

Read the following sentences with the sound [j]:

1. Where did you put your yellow sweater?
2. That young puppy will not bite you.
3. Did you lose your red ball of yarn?
4. Yesterday we had onion soup.
5. Yes, you may play in the yard.
6. You are not as young as you used to be.
7. Millions yearn to see New York.
8. Is the use of yeast familiar to you?
9. It would amuse you to know the value of that yellow yacht.
10. Yesterday he accused me of disloyalty.

Choose the correct transcription for the words given below:



music, yellow, few, yet, year, news, when, west, jounger, weekend, tunes

1. ['jʌŋgə]	
2. [nju:z]	
3. [fju:]	
4. [jet]	
5. ['wi:kend]	
6. [tju:nz]	
7. [wen]	
8. ['mju:zik]	
9. ['jeləu]	
10. [west]	
11. [jiə]	

**4. Домашнє завдання.**

Practice the correct reading of the following tongue-twisters paying attention to the phonemes [r], [j] and [w]. Learn them by heart. Record them and correct mistakes:

The quack quit asking quick questions.

•••

Which wristwatch is a Swiss wristwatch?

•••

Wally Winkle wriggles his white, wrinkled wig.

•••

Which wishy-washy washerwoman wants to watch?

•••

If two witches watched two watches, which witch would watch which watch?

•••

The wretched witch watched a walrus washing.

Did the wretched witch watch a walrus washing?

If the wretched witch watched a walrus washing,

Where's the washing walrus the wretched witch watched?

•••

Whether the weather be fine,

Or whether the weather be not,

Whether the weather be cold,

Or whether the weather be hot

We'll weather the weather

Whatever the weather

Whether we like it or not.

Read the idioms and proverbs and find their Ukrainian equivalents. Learn their meaning:

Idioms

Rack your brains.	Rod's eyes draw straws.
Brains and character.	Away with war!
He's hungry for flattery.	One never knows with the weather.
The river is running dry.	The year is young yet.

Proverbs and sayings

- ▶ When at Rome, do as Romans do.
- ▶ Neither rhyme nor reason in it.
- ▶ Every cook praises his own broth.
- ▶ When a friend asks there's no tomorrow.
- ▶ Truth is stranger than fiction.
- ▶ Words hurt more than swords.
- ▶ We see what we wish to.
- ▶ One word to the wise.
- ▶ No sweet without some sweat.
- ▶ Where there's a will there's a way.
- ▶ Time works wonders.
- ▶ Time wastes our bodies and our wits; but we waste time, so we are quits.
- ▶ Whatever you do, do it with a will.
- ▶ Youth yearns to be old while age yearns to be young.

Explain the reading rules which may be applied to the words given below and transcribe them:

1. impartiality, modification, electricity, diversify, propagate, agonize, fabulosity, eventuate, latibulize, preposterous, unprovided, cybernetic, cinematographic, curiosity, commerciality, thick-skinned, blackboard.

2. imperceptibility, agglomerate, pharmacology, reembarkation, advantageous, misapplication, hypnotize, arithmetical, overcredulous, geology, profiteer, pineapple, many-storeyed, looking-glass, make up, defy, Johnsonian, profane.

**5. Самостійне опрацювання матеріалу.**

1. Study the theoretical material on the giving topic. Write out key notions and translate them into Ukrainian.

2. Render the text in brief.

***Degrees of Assimilation***

Assimilation may be of three degrees: (A) complete, (B) partial and (C) intermediate.

(A) Assimilation is said to be complete when the articulation of the assimilated phoneme fully coincides with that of the assimilating phoneme. For example, in the word *horse-shoe* ['hɔ:ʃu:] which is a compound of the words *horse* [hɔ:s] and *shoe* [ʃu:], the phoneme [s] in the word [hɔ:s] was changed to the phoneme [ʃ] under the influence of the phoneme [ʃ] in the word [ʃu:]. In

rapid speech *does she* is pronounced ['dʌʃʃi]. Here the phoneme [z] in *does* [dʌz] is completely assimilated to the phoneme [ʃ] in the word *she* [ʃi].

(B) Assimilation is said to be partial when the assimilated phoneme retains its main phonemic features and becomes only partly similar in some feature of its articulation to the assimilating phoneme. For example, in the above-stated assimilation of the alveolar variants of the consonant phonemes [t], [d], [n], [l], [s], [z] to the dental phonemes [ð], [θ] the main phonemic features of the former are retained, but their place of obstruction (point of articulation) is changed, and they are replaced by the dental variants of the same phonemes under the influence of the following [ð] and [θ].

In *twice* [twais], *please* [pli:z], *try* [traɪ], the principal (fully voiced) variants of the phonemes [w], [l], [r] are replaced by their partly devoiced variants, while their main phonemic features are retained.

(C) The degree of assimilation is said to be intermediate between complete and partial when the assimilated phoneme changes into a different phoneme, but does not coincide with the assimilating phoneme.

Examples of intermediate assimilation are *gooseberry* ['guzbəri], where the phoneme [s] in *goose* [gu:s] is replaced by the phoneme [z] under the influence of [b] in *berry*; *Congress* ['kɒŋgrəs], where the phoneme [n] is replaced by the phoneme [ŋ] under the influence of [g].

#### ***Established and Accidental Assimilations***

Analysing assimilation we must bear in mind that not all the assimilations are equally frequent in literary pronunciation. We speak of *established assimilation* when it has become so usual in the natives' speech that its omission would amount to mispronunciation.

Thus it is correct to say *used to* ['ju:st tu], but it would be wrong to pronounce it [ju:zd tu]; similarly, *conquest* ['kɒŋkwɛst] is correct, whereas ['kɒŋkwɛst] is wrong; *question* ['kwɛstʃən] is correct, while ['kwɛstjən] is wrong.

We speak of accidental assimilation when it is the result of careless speech and cannot be considered a literary norm.

Examples of accidental assimilation are: *give me* pronounced ['gɪmɪ] instead of ['gɪvmɪ], *bacon* pronounced ['beɪkŋ] instead of ['beɪkn], *did you* pronounced ['dɪdʒu:] instead of ['dɪdju:], etc.

#### ***Питання та завдання для самоконтролю та самоперевірки***

1. Охарактеризуйте ступені асиміляції в англійській мові.
2. Наведіть приклади різних ступенів асиміляції (випадкової та сталої) в англійській мові. Порівняйте процеси асиміляції в англійській та рідній мовах.

**Практичне заняття №12**

**Тема: Особливості артикуляції англійських звуків [tʃ] та [dʒ].**

**Мета:** навчити студентів нормативної вимови, транскрибувати приголосні звуки та орфографічно писати їх; формувати навички літературного виразного читання; розширювати вокабуляр студентів з фонетики англійської мови; виховувати повагу та толерантність до духовної та культурної спадщини українського народу.

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**Зміст заняття**

**1. Фонетична зарядка.**

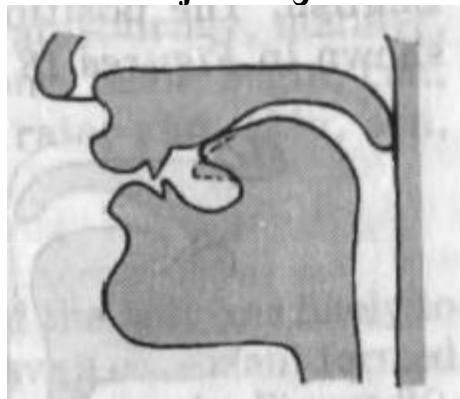
Read and pronounce poems and tongue-twisters paying attention to the learning phonemes:

How much wood could Chuck Woods' woodchuck chuck,  
if Chuck Woods' woodchuck could and would chuck wood?  
If Chuck Woods' woodchuck could and would chuck wood,  
how much wood could and would Chuck Woods' woodchuck chuck?  
Chuck Woods' woodchuck would chuck, he would, as much as he could,  
and chuck as much wood as any woodchuck would,  
if a woodchuck could and would chuck wood.

**2. Пояснення нового теоретичного матеріалу з теми. Виконання тренувальних вправ.**

Study a new theoretical material. Do phonetic exercises.

**tʃ and dʒ**



**tʃ** and **dʒ** are stop consonants of a special kind. The air is trapped as for all the stop consonants, but it is released with definite friction of the **ʃ**, **ʒ** kind.

**Notice:**

1. The tongue-tip of the back part of the alveolar ridge and the soft palate is raised so that the breath is trapped for a short time.

2. The tongue-tip moves away from the alveolar ridge a little way, and the whole a short period of this friction is heard. The friction of **tʃ** and **dʒ** is not so long as for **ʃ** and **ʒ** alone.

Try these words: chin [tʃin], gin [dʒin], choke [tʃəuk], joke [dʒəuk], cheer [tʃiə], jeer [dʒiə], chain [tʃein], Jane [dʒein], choice [tʃəis], Joyce [dʒɔis], chest [tʃest], jest [dʒest], rich [ritʃ], ridge [ridʒ], catch [kætʃ], cadge [kædʒ], search [sə:tʃ], surge [sə:dʒ], H [eitʃ], age [eidʒ], fetch [fetʃ], edge [edʒ], watch [wɒtʃ], lodge [lɒdʒ].

Some of the commonest words containing [**tʃ**] are: chair, chance, change, cheap, chief, child, choice, choose, church, fortune, kitchen, nature, picture,

question, catch, each, March, much, reach, rich, speech, stretch, such, teach, touch, watch.

Some of the commonest words containing [dʒ] are: general, gentleman, January, join, joke, joint, journey, joy, judge, July, jump, June, just, danger, imagine, soldier, subject, age, arrange, bridge, edge, language, agenda, large, manage, message, page, strange, village.

**3. Виконання тренувальних вправ.**

Transcribe the following words:

chin – gin	rich – ridge
chug – jug	etch – edge
char – jar	march – marge
cheep – jeep	aitch – age
chest – jest	batch – badge
choke – joke	match – Madge
cheer – jeer	leech – liege

Reproduce the spelling of the following words:

tip – tʃɪp	di:n – dʒi:n	ˈdɪʃɪz – ˈdɪtʃɪz
tæp – tʃæp	dæ:n – dʒæ:n	ˈspi:ʃɪz – ˈspi:tʃɪz
pit – pi:tʃ	bæd – bædʒ	ˈmɪʃən – ˈmɪʃəl

Read the following words with the phoneme [tʃ] in different positions:

<b><u>Initial:</u></b>	chain chair chalk chance	change chase cheese cherry	chew children cheat check	chess chick chill chime	chin chip choke chore
<b><u>Final:</u></b>	beach branch bunch catch	church each lunch march	much which coach latch	leach match pitch reach	rich speech watch wretch
<b><u>Medial:</u></b>	butcher exchange grandchild hatchet	kitchen matches orchard pitcher	teacher teaching bachelor etcher	ketchup merchant preaching ratchet	richest righteous touchy wretch

And now test your reading of the following words:

cheek	Charles	chart	catch	adventure
cheque	church	watch	much	nature
cheaper	March	fetch	culture	orchard
choose	picture	lunch	future	lecture

Read the following words with blending [tʃ]:

watched	crunched	preached
scratched	pitched	marched

Distinguish between the phonemes [ʃ] and [tʃ]:

ships – chips	shoes – choose	cash – catch	mash – match
sheep – cheap	sheet – cheat	wash – watch	leash – leech
sherry – cherry	sheik – cheek	dish – ditch	hush – hutch
shop – chop	racial – Rachel	crush – crutch	lash – latch
shin – chin	washing – watching	wish – witch	bash – batch

Distinguish between the phonemes [dʒ] and [tʃ]:

gin – chin	jar – char	jeer – cheer	bridges – breeches
Jess – chess	jug – chug	jump – chump	ledger – lecher
junk – chunk	Joyce – choice	Jill – chill	badge – batch
joke – choke	Jane – chain	jest – chest	ridge – rich

1. Where is my **share**? – There isn't enough for everybody.

Where is my **chair**? – In the other room.

2. What are you **washing**? – The dishes.

What are you **watching**? – The TV.

Mind the phoneme [tʃ] in the following word combinations:

watch chain	Cheshire cat
Dutch cheese	butcher's shop
catch Charles	a delicious chicken
huge Jack	children's lunch
to pay by cheque	Mrs Church
large jar	chicken chops

Read the following words with the phoneme [dʒ] in different positions:

<b><u>Initial:</u></b>	jack	jar	jump	jazz	join
	jacket	jelly	just	jest	joke
	jail	joy	gem	jet	judge
	jam	juice	jab	jig	jug
<b><u>Final:</u></b>	bridge	change	orange	fudge	ledee
	cabbage	edge	page	hedge	lodge
	cage	language	age	huge	oblige
	carriage	large	badge	image	ridge
<b><u>Medial:</u></b>	bridges	hedges	register	legend	major
	edges	magic	soldier	legible	region
	engine	manager	agent	logic	unjust
	ginger	pigeon	imagine	majestic	wages

And now test your reading of the following words:

jazz                  jelly                  bridge                  major                  dangerous

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<u>R</u>	jeep	gem	edge	college	damaged
<u>ead</u>	gin	January	badge	manage	village
<u>the</u>	joke	engine	gesture	package	charged
<u>fol</u>					

owing words with blending [-dʒd]:

judged	hedged	lodged
raged	ridged	enlarged
obliged	caged	aged

When two sounds [tʃ] and [dʒ] come together, you must say both sounds:

orange juice	rich child	which job
village jail	watch chain	college chess
large gentleman	which chair	large cherries
huge jam-jar	how much cheese	teach German

Distinguish between the phonemes:

/z/ – /dʒ/		/j/ – /dʒ/	
buds – budge	heads – hedge	yolk – joke	yes – jazz
raids – rage	wades – wage	yak – Jack	use – juice

Mind the phoneme [dʒ] in the following word combinations:

Judge Johnson	a large jeep
page nine	a manager at the agency
just and generous	the edge of the bridge

Read the following sentences with the sound [dʒ]:

1. I enjoy orange juice.
2. Joe is the manager.
3. Just imagine!
4. She gave a jar of jelly to the soldier.
5. The pigeon jumped into the cage.
6. John jumped over the hedge and picked the cabbages.
7. Jim, there's jam on your jacket.
8. Every manager in that region pays unjust wages.
9. Do you know the legend about the soldier, the pigeon and the orange?
10. Jumping over the large hedge is no joke.

Listen and then practice saying the following linked groups. Say the group as if were one word:

My – apple	high – up	no – other	the – end
she – answers	how – old	though – I	too – often
we – ought	you – ought	may – I	she – is
when – I	pull – over	push – over	give – up
can – you	share – it	turn – on	plan – everything



See how words link together in natural speech. When the final consonant of a word is the same as the initial consonant of the next word, the two consonants «merge». Practice saying these groups of linked words:

Richard gave – Vera a drink.	Quick, bring – Greg a cloth.
Tim, don't push – Sheila.	Can I have another apple, – please?
And don't pull – Linda's hair.	He opened the big – gate.
Vera, give Thomas – some too.	He plans to rob – both.
Diane, please, – stop – pushing!	Where's the red – door?
Joe, you've hurt – Tom.	Cook it in a deep – pot.
Did Richard – do that?	She has a black – cat.

Reproduce the spelling of the following sentences:

**ai left 'sʌmθɪŋ ɔn ðe pleɪn .**

**ðɪs 'zi:brə hæz bi:n bɔ:t baɪ ðə zu:**

**red ɪz maɪ 'feɪvrɪt 'kʌlə.**

**kən aɪ liv maɪ 'bækpæk æt ri'sepʃn ?**

**ðe 'rʌnər krɔst ðe 'fɪnɪʃɪŋ laɪn.**

**hi: raʊt ði: ə'dres ɔn ði: 'envələʊp ɪn 'pensl .**

**let ʌs ɡəʊ hæv e drɪŋk 'sʌmwɛə ?**

**ði: 'ɪŋɡlɪʃ drɪŋk ə lɔt ɔv bi:tər .**

**ai left 'sʌmθɪŋ ɔn ðe pleɪn .**

Sort out the words in accordance with their pronunciation. Check unknown words in dictionary with transcription:

teacher, lounge, bridge, chair, large, chicken, cheap, juice, Dutch, language, chips, orange, cheese, dangerous, watch, coach, general, June, village, check, vegetable, page, question

[tʃ]	[dʒ]

#### **4. Домашнє завдання.**

Practice the correct reading of the following tongue-twisters paying attention to the phoneme [tʃ]. Learn them by heart. Record them and correct mistakes:

- New cheese, chew cheese please.
- Cheerful Charlie chose a cheesy chowder.

Read the idioms and proverbs and find their Ukrainian equivalents. Learn their meaning:

Idioms

- Reach me the matches.
- Don't catch a chill.
- Not much of a catch.
- Charlie doesn't know chalk from cheese!
- Change the subject.
- Meet John Jones junior.
- A gentleman at large.

Proverbs and sayings

- ▶ Such carpenters, such chips.
- ▶ Venture a small fish to catch a big one.
- ▶ The years teach much which the days never know.
- ▶ Little knowledge is a dangerous thing.
- ▶ He, that mischief hatches, mischief catches.

Transcribe the following sentences:

1. I told him that nothing was going to happen to me.
2. If you want, I'll teach you.
3. You can come now or you can meet us there later.
4. The car that I drove was a Ford.
5. She pointed to the three cards lying on the table.
6. I've got two boys and they both enjoy playing football.
7. She would have been delighted to see you.
8. "Who is it?" – "It's me".
9. There was only John, Baz, and me in the room.
10. If anybody comes, tell them I'm not in.

**5. Самостійне опрацювання матеріалу.**

1. Study the theoretical material on the giving topic. Write out key notions and translate them into Ukrainian.

2. Render the text in brief.

***Pronunciation in English***

There exist numerous varieties of pronunciation in any language. The pronunciation of almost every locality in the British Isles has peculiar features that distinguish it from the pronunciation of other localities. Pronunciation is socially influenced. It reflects class distinctions, education and upbringing. The varieties that are spoken by a socially limited number of people and used only in certain localities are called dialects. Dialect speakers have some peculiarities in pronunciation, vocabulary and grammatical structure. Dialect speakers are the less educated part of the population. They enrich the language and make it more lively and fresh. In British E. three main regional types of pronunciation are distinguished in Britain now: Southern, Northern and Scottish. There are also some Irish dialects in Northern Ireland. English has been spoken in Scotland for a long time. Gaelic is still the native language of thousands of speakers from

Scotland. Nowadays educated Scottish people speak a form of Scottish Standard English.

*The orthoepic norm.* One of the types of pronunciation which is spoken by the educated people in the capital is recognized as the orthoepic norm.

The orthoepic norm is the standard pronunciation adopted by native speakers as the right and proper way of speaking. It is used by the most educated part of the population. The orthoepic norm is based on the variants of pronunciation that are widely used in actual speech, that reflect the main phonetic tendencies and are considered to be acceptable by the educated. Thus, wide currency, conformity to the main phonetic tendencies and social acceptability are the three main conditions that are necessary to be accepted as a norm. The orth. norm must always include a set of stylistic variants of pronunciation. R.P. was accepted as the phonetic norm about a century ago. It is based on the Southern English regional type of pronunciation.

The RP. is spoken all over Britain by a comparatively small number of Englishmen who have had the most privileged education in the country- public school education. Children are sent there to live at the age 11. They acquire the so-called “public school accent”, or RP. As almost all the leading positions in the Cabinet, the armed forces, the judiciary are occupied by those who have had public school education. RP. is actually a social standard pronunciation of English. It is often referred to as the “prestige accent”. Though RP. is carefully preserved by the public schools the RP of today differs in some respects from RP. used half a century ago. The main changes are as follows:

1. The diphthongization of RP.[i:] and [u;]: see, who.
2. The monophthongization of [ai] and [au]: tower, fire.
3. The assimilation of [sj>s], [zj>z], [tj>ts], [dj>dj]: issue, crozier, situation.
4. The final [b, d, g] are now partially devoiced, but [p, t, k] are fortis.
5. The use of intrusive [r], which was carefully avoided before “Asia (r) Africa”, “drama(r) and music”.

They have become well-established nowadays. A. Gimson distinguishes 3 varieties of RP today:

- 1) The Conservative RP., used mainly by the older RP. speakers.
- 2) The General RP. heard on the radio and TV that is less conservative and has received all these changes.
- 3) The Advanced RP. mainly used by the younger RP. speakers, (glottal stop).

RP. has accepted many features of the Southern regional type and it is the teaching norm in our country. But there are many educated people in Britain who do not speak RP, though their E is good and correct. They speak Standard English with a regional type of pronunciation.

### ***Dialects of England***

Roughly speaking dialects of England may be grouped in the following way:

1. Southern dialects (Greater London, Cockney, Kent, Essex and others);
2. Eastern dialects;
3. Northern dialects;
4. Scottish dialects;
5. Western dialects;
5. Dialects of Ireland.

One of the main differences between southern and northern regional types is in the phoneme inventory – the absence or presence of particular phonemes. In most regions there is the “rhotic” accent. This |r| sound is post-vocalic and is most often heard in Scotland, Ireland and in Southwest of England. In most regions the glottal stop is more widely used than in RP. Many non-speakers use |n| in the suffix “ing”. In most regions “j” is dropped after |t, s|: student, suit, news, tune.

*Cockney dialect.* Cockney is a social accent – the speech of working class areas of the Greater London. It has the following peculiarities: lady |laidi|, bag |beg|; city |siti:|; blood |bleid|; oh, no |eu neu|. The sound |h| is very often absent but sometimes appears where they don’t use it in RP: horse |o:s|, have |ev|, but |h| atmosphere, honest; the contrast between |th| and |f|, |th| and |v|, |th| and |d| is practically lost; the sound |l| is often replaced by |v|, in the suffix “ing” they use |n|; the sounds |p, t, k| are strongly aspirated. The sound |t| is strongly aspirated: top |tsop|.

#### ***Питання та завдання для самоконтролю та самоперевірки***

1. Опишіть основні варіанти вимови в британській англійській мові.
2. Назвіть основні діалекти Великобританії.
3. Поясніть, що таке RP?
4. Порівняйте англійські діалекти з американським варіантом вимови та наведіть приклади.

*Питання та завдання для самоконтролю та самоперевірки до  
залікового модуля №3*

**1. Practice reading the texts paying attention to the pronunciation and intonation. Analyze the phonetic phenomena in them.**

• And the whistle's gone for a foul. And it looks as if it was Parsons. Yes, the referee's coming across to him and he's taking out his book. Yes, he's taking Parson's name now, and I should think it was because of that rather heavy tackle. I must say Parsons is unlucky to be booked for that, because he's had to put up with quite a bit of rough play from Jones this afternoon. He's been marking Jones very closely, almost shutting him out of the game; and I think Jones has tended to get just a little rough as a result. But now Parsons has retaliated a bit too strongly, and he's ended up by having his name taken. This is quite a serious matter for Parsons, because he's already had his name taken three times this season, and although the Disciplinary Committee let him off with a caution on the first three occasions, he may well get suspended this time. And now the referee is placing the ball for a free kick to Wolves.

• Now, touching this business of old Jeeves – my man, you know – how do we stand? Lots of people think I'm much too dependent on him. My Aunt Agatha, in fact, has even gone so far as to call him my keeper. Well, what I say is: Why not? The man's a genius. From the collar upward he stands alone. I gave up trying to run my own affairs within a week of his coming to me. That was about half a dozen years ago, directly after the rather rummy business of Florence Craye, my Uncle Willoughby's book, and Edwin, the Boy Scout. The thing really began when I got back to Easeby, my uncle's place in Shropshire. I was pending a week or so there, as I generally did in the summer; and I had had to break my visit to come back to London to get a new valet. I had found Meadows, the fellow I had taken to Easeby with me, sneaking my silk socks, a thing no bloke of spirit could stick at any price. It transpiring, moreover, that he had looted a lot of other things here and there about the place, I was reluctantly compelled to hand the misguided blighter the mitten and go to London to ask the registry office to dig up another specimen for my approval. They sent me Jeeves.

• I shall always remember the morning he came. It so happened that the night before I had been present at a rather cheery little supper, and I was feeling pretty rocky. On top of this I was trying to read a book Florence Craye had given me. She had been one of the house-party at Easeby, and two or three days before I left we had got engaged. I was due back at the end of the week, and I knew she would expect me to have finished the book by then. You see, she was particularly keen on boosting me up a bit nearer her own plane of intellect. She was a girl with a wonderful profile, but steeped to the gills in serious purpose. I can't give you a better idea of the way things stood than by telling you that the book she'd given me to read was called “Types of Ethical Theory”, and that

when I opened it at random I struck a page beginning: The postulate or common understanding involved in speech is certainly co-extensive, in the obligation it carries, with the social organism of which language is the instrument, and the ends of which it is an effort to subserve.

**2. Practice reading the text paying attention to the pronunciation and intonation. Analyze the phonetic phenomena in it. Give examples of the consonant allophones.**

- Hurricane Katrina, one of the worst natural disasters in U.S. history, devastated the Gulf Coast of the United States from New Orleans, Louisiana to Mobile, Alabama. Katrina made landfall in the early morning of 29 August 2005. The hurricane is believed to have killed thousands of people, and known to have displaced more than 1 million – a humanitarian crisis on a scale unseen in the U.S. since the American Civil War. Katrina, a tropical cyclone, developed from a tropical wave about 175 miles east of Nassau, Bahamas. The hurricane strengthened to Category 1 before making landfall on the Miami-Dade/Broward county line in Florida on August 25. Katrina moved southwest across Florida and west into the Gulf of Mexico, where it intensified rapidly to Category 5. In the early morning of August 29, Katrina made its second landfall near Buras, Louisiana as a Category 4 storm featuring 140-mph winds, and its eyewall passed over the eastern edge of New Orleans as the hurricane made its way to water once again. A few hours later, it made landfall for a third time near the Louisiana/Mississippi border with 125-mph Category 3 winds. Katrina weakened thereafter, losing “hurricane” status more than 100 miles inland, near Laurel, Mississippi. It was downgraded to a tropical depression near Clarksville, Tennessee and continued to race northward.

- Most of the way down in the train that afternoon, I was wondering what could be up at the other end. I simply couldn't see what could have happened. Easeby wasn't one of those country houses you read about in the society novels, where young girls are lured on to play baccarat and then skinned to the bone of their jewellery, and so on. The house-party I had left had consisted entirely of law-abiding birds like myself. Besides, my uncle wouldn't have let anything of that kind go on in his house. He was a rather stiff, precise sort of old boy, who liked a quiet life. He was just finishing a history of the family or something, which he had been working on for the last year, and didn't stir much from the library. He was rather a good instance of what they say about its being a good scheme for a fellow to sow his wild oats. I'd been told that in his youth Uncle Willoughby had been a bit of a bounder. You would never have thought it to look at him now. When I got to the house, Oakshott, the butler, told me that Florence was in her room, watching her maid pack. Apparently there was a dance on at a house about twenty miles away that night, and she was motoring over with some of the Easeby lot and would be away some nights. Oakshott said she had told him to tell her the moment I arrived; so I trickled into the smoking-

room and waited, and presently in she came. A glance showed me that she was perturbed, and even peeved. Her eyes had a goggly look, and altogether she appeared considerably pipped.

**3. Make up a dialogue (a story), act it out paying attention to the pronunciation and intonation. Explain what phonetic phenomena are observed in it.**

**Змістовий модуль № 4. Загальна характеристика англійських голосних фонем. Модифікація фонем та її види. Особливості вимови англійських голосних та їх артикуляція. Труднощі та прийоми постановки англійських голосних.**

***Практичне заняття №13***

***Тема: Загальна характеристика англійських голосних фонем. Модифікація фонем та її види. Артикуляція англійських голосних [i:] та [i].***

***Мета:*** ознайомити студентів з основними характеристиками англійських голосних фонем; формувати фонематичні навички та навички правильної вимови англійських голосних; продовжувати розвивати навички літературної вимови та виразного читання; виховувати у студентів толерантність та повагу до однокурсників.

***Література***

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*Зміст заняття*

*1. Фонетична зарядка.*

Read and pronounce poems and tongue-twisters paying attention to the learning phonemes:

*Every Time I Climb a Tree*

*By David McCord*

Every time I climb a tree

Every time I climb a tree

Every time I climb a tree

I scrape a leg

On skeep or knee

And every time I climb a tree

I find some ants

Or dodge a bee

And get the ants

All over me.

And every time I climb a tree

Where have you been?

They say to me

But don't they know that I am free

Every time I climb a tree?

For every time I climb a tree

I see a lot of things to see

Swallows, rooftops and TV

And all the fields and farms there be

Every time I climb a tree

Though climbing may be good for ants

It isn't awfully good for pants

But still it's pretty good for me

Every time I climb a tree.

**2. Пояснення нового теоретичного матеріалу з теми. Виконання тренувальних вправ.**

Study a new theoretical material. Do phonetic exercises.

**i and i:**



**i**



**i:**

The symbols / **i:** / and / **i** / show the English vowel sounds in the words beat (or beet) and bit. These vowels have very similar pronunciation: both are made with the tongue high at the front of the mouth. For the / **i:** / sound, however, the tongue is tense and for / **i** / it is more relaxed. Also, / **i:** / is longer than / **i** /. Although the sounds of these vowels often seem very similar or even the same to many learners of English, native English speakers hear them as completely different sounds.

There are many pairs of words that are different only in whether [**i:**] or [**i**] is used.

Here are some examples. Read them correctly:

<b>[i:]</b>	<b>[i]</b>
Bean	bin
Bead	bid
beat	bit
breeches	britches
cheek	chick
cheat	chit
cheap	chip
creel	krill
deed	did
deal	dill
deem	dim
dean	din

**3. Виконання тренувальних вправ.**

Transcribe the following words:

in	it	pity	ill	any	beat seat
is	isn't	ditty	fill	many	peakpeel
his	if	minute	till	city	peat dean
thing	miss	women	pill	army	heedseed

give tick silly bill lady eatten  
 him pick wishes milk baby beaddeed  
 did myth village brill Sunday leadwreak

*Reproduce the spelling of the following words:*

- a) lɪt lɪd li:v li:p les læk 'lɪftɪd  
 lɪp lɪv li:d li:f let læs 'lɪmɪt  
 lɪst lɪvz lɪ:vz lɪ:st left læd 'lemən
- б) tel pɪl si:l felt pælz bɪlt  
 bel bɪl zi:l melt vælz gɪlt
- в) 'fæmɪli 'elɪfənt 'delɪgɪt 'tæləntɪd 'sæləd  
 'emɪli 'pelɪkən 'delɪkɪt 'eksələnt 'pælət

*Read the following words with the phoneme [i:] in different positions:*

<b><u>Initial:</u></b>	E each eagle east	eat eaten eel ego	eve eaves even eager	ease easel Easter eastern	eke equal evening easy
<b><u>Final:</u></b>	bee flee he knee	me see she three	tree we agree decree	fee free glee key	lee pea tea trustee
<b><u>Medial:</u></b>	feet green keep leave	need please read sleep	teacher these bead bean	deep heel kneel lease	mean seal sheep wheel

*And now test your reading of the following words:*

leaf clean receive teacher Jean  
 feet eat geese kneeling Frieda  
 beast niece leak sealing Rita  
 lead evening read Eva Theresa

*Practice pronouncing the phoneme [i:] in the following pairs of words:*

beat – bead                      peat – peak  
 heat – heed                      peel – seal  
 seat – seed                      neat – need  
 dean – deed                      tree – scream  
 seen – been                      leave – lean

Mind the phoneme [i:] in the following word combinations:

meat sandwich                      please Peter  
cheese sandwich                    three teas, please

Read the following sentences with the sound [i:]:

1. He's teaching me.
2. Please, repeat it to me.
3. How about meeting at three?
4. He treated Pete to peach ice-cream.
5. They eat cheap sheep soup.
6. Keep the streets clean.
7. We brush our teeth to keep them clean.
8. I feel the need of deep sleep.
9. Each of us needs to be neat.
10. She would rather eat meat than peas or beans.

Read the following words with the phoneme [i] in different positions:

<b><u>Initial:</u></b>	is	in	ink	impact	insult
	it	into	inside	impel	ignore
	it's	if	inch	index	image
	isn't	ill	itch	Indian	irritate
<b><u>Final:</u></b>	bin	him	thing	fish	pit
	big	milk	will	king	ship
	did	pig	bill	lid	sill
	give	six	din	mill	wish

And now test your reading of the following words:

inn	sink	gym	fifty	beginning
win	click	Tim	sixty	Indians
tip	mister	film	fifty-six	interesting
hip	misses	quick	Mrs Smith	minute

Distinguish between the phonemes [i:] and [i]:

bead – bid	deem – dim	beet – bit	bean – bin
deep – dip	deed – did	deal – dill	peak – pick
peal – pill	teen – tin	keen – kin	keel – kill
feet – fit	feel – fill	seen – sin	seep – sip

Distinguish between the phonemes [e] and [i]:

Ben – bin	beg – big	bet – bit	bell – bill
dead – did	pen – pin	peg – pig	peck – pick
ken – kin	fell – fill	set – sit	hem – him
head – hid	led – lid	red – rid	well – will

Mind the phoneme [i] in the following word combinations:

Nick lives in India.

Chris lives in Finland.

Bill lives in England.

Kitty lives in Israel.

Mind the phonemes [i] and [e] in the following word combinations:

English weather

silly question

excellent singing

thrilling tennis

healthy living

mend the scissors

guilty men

expensive gifts

next winter

Read the following sentences with the sound [i]:

1. Is Mickey in?
2. Bill will visit the city.
3. His sister has six pigs.
4. Pick up the tickets.
5. It is written in simple English, isn't it?
6. Lisbet is still on the sick-list.
7. The king gives a ring to the little boy.
8. Jim has spilled the ink.
9. Will you give the baby a drink of milk?
10. Bill should give this pin to his sister.

Reproduce the spelling of the following texts:

dʌzənz əv 'hɒlɪdi meɪkəz 'trævlɪŋ ɒn 'leɪstəʃəz 'əʊnlɪ rɪ'meɪnɪŋ 'sti:m 'reɪl weɪ  
es'keɪpt 'ɪndʒəri 'jɛstə,deɪ 'aftə r ə kə'liʒən wɪð ə 'lɒri ɒn ən ʌn'gɑ:dɪd 'levəl  
'krɒsɪŋ

...

aɪələndz dʒɪmɪ læʊgən wʌn ðə jʊrəʊvɪzən sɔŋ kɒntɛst ɒn sætədi naɪt, ðə sɛkənd  
taɪm ɪn ə dekeɪd ðət hɪz kʌntri hæz teɪkən ðə praɪ

Sort out the words in accordance with their pronunciation. Check unknown words in dictionary with transcription:

big, busy, dinner, give, green, in, listen, meet, office, people, pizza, please, repeat, six, tea, three

[ɪ]	[i:]
-----	------

Find the only word which doesn't have the sound [i:], only [i] stressed:

Cheese, beef, tea, eat, meal, three, cheap, please, me, Peter, people, Edam, evening, Eastfield, biscuit, cheesecake, Janine, repeat.

#### **4. Домашнє завдання.**

Practice the correct reading of the following tongue-twisters paying attention to the phonemes [i] and [i:]. Learn them by heart. Record them and correct mistakes:

I do like cheap sea trips,  
Cheap sea trips on ships.  
I like to be on the deep blue sea,  
When the ship rolls and dips.

• • •

I need not your needles,  
They're needless to me,  
For the needing of needles  
Is needless, you see.  
But if my neat trousers  
Have need to be kneed,  
I then should have need  
Of your needles indeed.

• • •

A fine field of wheat  
A field of fine wheat.

• • •

Miss Smith lisps as she talks and lists as she walks.

• • •

The minx mixed a medicine mixture.

• • •

I miss my Swiss Miss. My Swiss Miss misses me.

Read the idioms and proverbs and find their Ukrainian equivalents. Learn their meaning:

#### Idioms

- In with him.
- It isn't cricket.
- It's the limit.
- It isn't his business, is it?

#### Proverbs and sayings

- ▶ Seeing is believing.
- ▶ Extremes meet.
- ▶ Easy as ABC.
- ▶ A friend in need is a friend indeed.

Transcribe the following sentences:

1. One never knows what to say in such situations.
2. Don't you have one with buttons instead of a zip?
3. She had printed the card herself.
4. He introduced himself to me.
5. He would have to bring Judy with him.
6. That was nobody's business but mine.
7. I was there for over an hour before anybody came.
8. You can't tell somebody why they've failed.
9. Henry ignored most advice, and did what he thought best.
10. I'm looking for opportunities both in this country and abroad.

**5. Самостійне опрацювання матеріалу.**

1. Study the theoretical material on the giving topic. Write out key notions and translate them into Ukrainian.

2. Render the text in brief.

***The System of Vowels***

As was mentioned earlier, vowels unlike consonants are produced with no obstruction to the stream of air, so on the perception level their integral characteristic is tone not noise.

The most important characteristic of these vowels is that they are acoustically stable. They are known to be entirely different from one another both articulatory and acoustically. Consequently they may well be said to form boundaries of the “phonetic field of vowels” in modern man's language.

As regards the English language it would be fair to mention that due to various reasons it has developed a vocalic system of a much larger number of phonemes. The quality of a vowel is known to be determined by the size, volume and the shape of the mouth resonator which are modified by the movement of active speech organs, i. e. the tongue and the lips. Besides, the particular quality of a vowel can depend on a lot of other factors (articulatory characteristics) such as the relative stability of the tongue, the position of the lips, physical duration of the segment, the force of articulation, the degree of tenseness of speech organs. So vowel quality could be thought of as a bundle definite articulatory characteristics which are sometimes interconnected and interdependent: the back position of the tongue makes it rise higher in the mouth cavity, the lengthening of a vowel makes the organs of speech tenser at the moment of production and so on. So the isolation and distinction of the above-mentioned articulatory features are made for the sake of analysis with the purpose of describing the vocalic system of the English language.

The analysis of the articulatory constituents of the quality of vowels allowed phoneticians to suggest the criteria for classificatory description. They are:

- a) stability of articulation;
- b) tongue position;
- c) lip position;
- d) character of the vowel end;
- e) length;
- f) tenseness.

In the part that follows each of the above-mentioned factors will be considered from phonological point of view. Stability of articulation specifies the actual position of the articulating organ in the process of the articulation of a vowel.

There are two possible varieties: a) the tongue position is stable; b) it changes, that is the tongue moves from one position to another. In the first case the articulated vowel is relatively pure, in the second case the vowel consists of

two clearly perceptible elements. There exists a third variety; an intermediate case, when the change in the tongue position is fairly weak. So according to the principle of stability of articulation the English vowels are divided into:

- a) monophthongs;
- b) diphthongs;
- c) diphthongoids.

This point of view is not shared by British phoneticians. A. Gimson, for example, doesn't distinguish between monophthongs and diphthongoids, considering the latter to be pure vowels.

English diphthongs are monophonemic units, while Ukrainian combinations of sounds are byphonemic clusters. Both elements in the clusters are equally energetic and distinct. So special attention should be given to the pronunciation of English diphthongs which consist of two elements, the first of which is strong and distinct and the second, the glide, is very weak and indistinct.

The position of the tongue, another principle for consideration, is characterized from two aspects: horizontal and vertical movement.

According to the horizontal movement five classes of vowels are distinguished:

- 1) front: [i:], [e], [ei], [æ], [ɛ(ə)];
- 2) front retracted: [ɪ], [ɪ(ə)];
- 3) central: [ʌ], [ə:], [ə], [ə(u)], [a(u)], [a(i)];
- 4) back: [ɔ], [ɔ:], [u:], [a:], [ɔ:(i)];
- 5) back advanced: [u], [u(ə)].

According to the vertical movement three classes of vowels are distinguished, each of which is realized in one of the two variants, broad or narrow:

- 1) close a) narrow: [i:], [u:];  
b) broad: [ɪ], [u], [ɪ(ə)], [u(ə)];
- 2) mid a) narrow: [e]; [ə:], [e(i)]; [ə(u)];  
b) broad: [a], [ʌ];
- 3) open a) narrow: [e(ə)], [ɔ:]; [ɔ(i)];  
b) broad: [æ], [a(i)], [a(u)], [a:], [ɔ].

The phonological relevance of this articulatory characteristic can be easily discovered in the following oppositions:

- [pen – pæn] – pen – pan; [kæp – ka:p] cap – carp;  
[pen – pin] – pen – pin; [kæp – kʌp] cap – cup;  
[bin – bi:n] bin – been; [bʌn – ba:n] bun – barn.

Lip rounding is another articulatory feature which is included into the principles of classification of English vowels. Traditionally three lip positions are distinguished: spread, neutral and rounded. For the purpose of classification it is sufficient to distinguish between two lip positions: rounded and unrounded or neutral. In English lip rounding is not relevant phonologically since no two



words can be differentiated on its basis. Lip rounding takes place rather due to psychological reasons than to any other. The fact is that any vowel in English is produced with rounded lips, the degree of rounding is different and depends on the height of the raised part of the tongue. So lip rounding is a phoneme constitutive indispensable feature because no back vowel can exist without it.

Another property of English vowel sounds is traditionally termed checkness. This quality depends on the character of transition from a vowel to a consonant. This kind of transition is very close in English unlike Ukrainian. As a result all English short vowels are checked when stressed. The degree of checkness may vary and depends on the following consonants. Before voiceless consonant it is more perceptible than before a lenis voiced consonant or sonorant. All long vowels are free.

It is important to know that though this characteristic has no phonological value it is of primary importance for Ukrainian learners of English. It should be remembered that since all Ukrainian vowels are free, special attention should be given to making English short vowels checked. It is not the length of vowels that should be the point of attention but the character of the transition of a vowel into a consonant. Such words as *body, seven, better, matter* should be divided into syllables in such a way so that the vowels should remain checked unlike Ukrainian *Боря, Сєва, Рїта, лялька*.

Length or quantity of vowels is another articulatory characteristic that should be considered from phonological point of view. The English monophthongs are traditionally divided into two classes according to their length:

- a) short vowels: [i], [e], [æ], [u], [ʌ], [ə], [ɔ];
- b) long vowels: [i:], [a:], [ɔ:], [ə:], [u:].

***Питання та завдання для самоконтролю та самоперевірки***

1. Охарактеризуйте систему англійських голосних.
2. Порівняйте систему англійських голосних фонем з голосними української мови. Наведіть приклади.

**Практичне заняття №14**

**Тема: Редуція. Кількісна та якісна редуція голосних в англійській мові. Особливості вимови англійських звуків [e] та [æ].**

**Мета:** ознайомити студентів з поняттям редуції в англійській мові; розвивати фонематичний слух та навчити розрізняти довгі та короткі голосні звуки англійської мови; формувати навички транскрибування та літературної вимови і виразного читання; формувати у студентів фонематичний слух; виховувати толерантність серед студентів.

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*Зміст заняття*

*1. Фонетична зарядка.*

Read and pronounce poems and tongue-twisters paying attention to the learning phonemes:

æ

Shoes and Stockings

*by A.A. Milne*

There's a cavern in the mountain  
where the old man meet  
(Hammer, hammer, hammer...  
Hammer, hammer, hammer...)  
My lady is marrying her own true knight,  
White her gown, and her veil is white,  
But she must have slippers on her dainty feet.  
Hammer, hammer, hammer...  
Hammer.

There's a cottage by the river  
where the old wives meet.  
Chatter, chatter, chatter...  
Chatter, chatter, chatter...)  
My lady is going to her own true man,  
Youth to youth, since the world began,  
But she must have stockings on her dainty feet.  
Chatter, chatter, chatter...  
Chatter.

e

Golden Bells

*by Edgar A. Poe*

Hear the mellow wedding bells, Golden Bells!  
What a word of happiness their harmony foretells!  
Oh, from out the sounding cells,  
What a gush of euphony voluminously wells!  
How it swells!  
How it dwells  
On the future! How it tells  
Of the rapture that impels  
To the swining and the rining  
of the bells, bells, bells,  
the bells, bells, bells, bells,

Bells, bells, bells, –

To the rhyming and chiming of the bells!

**2. Пояснення нового теоретичного матеріалу з теми. Виконання тренувальних вправ.**

Study a new theoretical material. Do phonetic exercises.

æ and e



æ



e

/e/

Spelling examples: end, well, bread, heavy, many.

The sound [e] is represented by the letter **E** in the closed syllable in the root, prefix, or suffix: bet, set, well, guest, seldom, every, berry, regular, accept, connect, inspector, impress, address, architect, entrance, entire, enlarge, enjoy.

There are many words (but still a limited number) in which the sound [e] is represented by the combination **EA**.

**Learn them by heart:** bread, dead, head, header, lead, read, spread, thread, dread, tread, instead; already, ready, steady, meadow; sweat, sweater, threat, threaten; breath, death, health, stealth, wealth; weather, leather, feather; measure, pleasure, treasure, treasury, pleasant, peasant, pheasant; dealt, meant, cleanse, jealous, realm; heaven, heavy, endeavor, deaf; breakfast, breast, treachery, weapon.

Rare spellings for the sound [e]: any, many, friend, said, says, bury.

/æ/

Spelling examples: bad, sat, bank, stand, family, accident, apple.

In American English, the letter **A** under stress in the closed syllable is usually pronounced [æ]: ask, task, fast, last, contrast, master, disaster, castle, answer, act, pack, actor, factory, add, mad, staff, after, class, glass, grass, jazz, chance, dance, land, handle, command, talent, example, happy, happen, travel, fashion, bath, matter, Manhattan.

In British English, the letter **A** in many of these words is pronounced [a:], for example, class, dance, answer, master, castle, fast, disaster, after, bath.

The sound [ei] represented in writing by the letter **A** changes to [æ] in some derivatives: nature [ei] – natural [æ]; nation [ei] – national [æ]; sane [ei] – sanity [æ], vain – vanity.

Rare spelling for [æ] (AmE): aunt, laugh.

**3. Виконання тренувальних вправ.**

Transcribe the following words:

men	pet	better	tell
said	best	bedding	bell
end	neck	merry	fell
gem	left	any	sell
ebb	pence	many	well
bread	breath	ready	felt
Thames	meant	question	else
add	that	marry	Al
bag	back	parrot	Alma
ham	hat	wagon	pal
pan	pant	happy	shall
lab	lap	fancy	balcony
badge	batch	chapter	alphabet

Reproduce the spelling of the following words:

ed – æd    sed – sæd    men – mæn    fens – fænz    nek – næk  
 en – æn    bed – bæd    stem – stæmp    penz – pænz    set – sæt  
 et – æt    hed – hæd    mes – mæs    tend – tænd    bet – bæt  
 em – æm    ded – dæd    veks – fæks    bend – bænd    pet – pæt

Read the following words with the phoneme [e] in different positions:

<b><u>Initial:</u></b>	else	any	edit	every	elegant	enter
	end	edge	entry	extra	elevate	elephant
	egg	engine	etch	ebony	ending	excellent
<b><u>Medial:</u></b>	get	let	met	hen	them	neck
	bed	man	deck	keg	well	pen
	dress	said	help	leg	beg	shell

And now test your reading of the following words:

egg	everybody	shelf	Jenny	ten pence
ever	everything	spend	Eddie	expensive
empty	again	friend	Denmark	help yourself
west	fence	left	America	jealous
festivity	merciful	Ellen	Belgium	cigarettes

Practice pronouncing the phoneme [e] in the following pairs of words:

rent – rest	bet – pet	led – said	dress – press
tent – test	peck – wreck	fell – bell	chess – chest
bench – best	head – bed	den – ten	nest – next
desk – debt	set – ate	bend – went	guess – guest

Distinguish between the phonemes [i] and [e]:

bin – Ben	big – beg	bit – bet	bill – bell
did – dead	pin – pen	pig – peg	pick – peck
kin – ken	fill – fell	sit – set	him – hem
hid – head	lid – led	rid – red	will – well

Distinguish between the phonemes [ʌ] and [e]:

buck – beck	muss – mess	pug – peg
mutt – met	sud – said	nut – net
hum – hem	but – bet	pup – pep
bud – bed	Gus – guess	lug – leg

Distinguish between the phonemes [æ] and [e]:

bad – bed	pat – pet	can – Ken
pan – pen	gnat – net	jam – gem
man – men	had – head	mat – met
sad – said	gas – guess	pack – peck
sat – set	mass – mess	rack – wreck
bag – beg	lass – less	marry – merry
back – beck	land – lend	capped – kept
track – treck	latter – letter	cattle – kettle

Mind the phoneme [e] in the following word combinations:

get it	welcome Betty
let them	met Ted on Wednesday

Read the following sentences with the sound [e]:

1. Ben went to get eggs.
2. The wedding is on Wednesday.
3. The lecture was terrible!
4. He's telling me he isn't ready yet.
5. Is your new dress red or yellow?
6. We met him on the 10<sup>th</sup> of September.
7. You'd better tell the rest of them.
8. Ted said he'd wait for Ben at the entrance.
9. When did you tell your friend to send the letter?
10. Anyone will lend them seven pennies.

Read the following words with the phoneme [æ] in different positions:

<b><u>Initial:</u></b>	at am an	add apt as	avid animal apple	agate abbey ashes	acid action addle	absolute agitate agony
<b><u>Medial:</u></b>	back bag cat	ran can had	rap than rabbit	dash lack map	sad tack tan	catch began black

And now test your reading of the following words:

Ann	January	lavatory	traffic	pancake
tap	Amsterdam	travelling	perhaps	standard
hand	Harry	practice	happiness	vacuum
family	madam	lavish	extravagant	Latin
camera	passenger	masculine	fantastic	Math

Practice pronouncing the phoneme [æ] in the following pairs of words:

fat – bad	map – man	tan – ban	chap – cap
hat – had	bag – tag	rack – sack	rabbit – habit
pack – pad	flag – slang	Pal – Mal	jacket – crack it
at – sad	lamp – camp	match – badge	lack – back

Distinguish between the phonemes [e] and [æ]:

beg – bag	beck – back	dead – dad	pen – pan
peck – pack	pet – pat	ken – can	set – sat
shell – shall	head – had	leg – lag	met – mat
bet – bat	bed – bad	then – than	ten – tan

Distinguish between the phonemes [ʌ] and [æ]:

bug – bag	bud – bad	mutt – mat	mush – mash
but – bat	dud – dad	ton – tan	shuck – shack
buck – back	lug – lag	mud – mad	luck – lack
putt – pat	pun – pan	hug – hag	come – cam

Distinguish between the phonemes [ɔ] and [æ]:

don – Dan	sot – sat	tot – tat	shock – shack
cod – cad	pod – pad	not – gnat	pot – pat
cot – cat	hock – hack	rot – rat	cop – cap
sod – sad	hod – had	hot – hat	mop – map

Mind the phoneme [æ] in the following word combinations:

Sally's salad	a sad man with a camera
Carrol's carrot	a fat lady with a black handbag
Maggie's manners	to stand next to the lavatory
Alice's alibi	to travel to Amsterdam

Read the following sentences with the sound [æ]:

1. Jack can do it that way.
2. Sam has a rabbit in his hat.
3. Jack ran to get an apple for Sally.
4. Jack didn't understand your plan.
5. Harry and Ann are standing hand-in-hand.
6. Dan will catch a cold if he doesn't have a hat.
7. The black cat ran into back of the wagon.
8. That's the man who sat on my hat in the tram.

9. Sam said he'd wait for Ann on the platform.

10. Is that the man who attacked you?

Reproduce the spelling of the following texts:

mə: ðən θri: hʌndrəd ənd θz:ti θaʊzənd əv brɪtənz puə:rɪst ʃɪldrən wɪl lu:z ðe  
raɪt tu fri: sku:l mi:lz wen səʊʃəl sɪkjʊ:rɪti ʃeɪndzɪz kʌm ɪntu ɪfekt təmərəʊ

•••

weɪlz rɪvə:st lʌst ɔ:gəsts stju:dənt wə:ld kʌp dɪfɪ:t baɪ ɪŋɡlənd, bʌt ðə wʌndə r əv  
lʌst naɪts ʌtəɪ fəgetəbl geɪm ɪn kɑ:dɪf wəz ðət ɪŋɡlənd ɛvə r əraɪvd ɑ:ftə ðə sevən  
brɪdʒ həd bɪn kləʊzd wen ə lɒrɪ tə:nd əʊvə. ðe: bʌs wəz snɑ:ld ʌp ɪn ə træfɪk kju:  
ənd ðeɪ meɪd ðɪ ɑ:mz pɑ:k əʊnlɪ aftə rɪtə:nɪŋ tə pɑ:kweɪ steɪʃn ənd kætʃɪŋ ə treɪn

Sort out the words in accordance with their pronunciation. Check unknown words in dictionary with transcription:

map, hand, best, egg, man, men, many, have, next, seven, again, back, flat, cat, pepper, head, set, camera, stamp, friend, had, better, any, plan, hat

[æ]	[e]
-----	-----

Fill the gaps with the missing letters and practice the dialogue with a partner:

– G\_t a p\_t, P\_t.

– \_llan, I've got a p\_t. I've got a c\_t.

– Th\_t t\_rrible bl\_ck c\_t outside?

– T\_rrible?

– That sm\_lly cat?

– \_lice is an \_legant c\_t!

– W\_ll, perh\_ps th\_t c\_t at the b\_ck isn't \_lice.

– \_lice! Puss-puss, \_lice! \_lice, you h\_ven't m\_t \_llan. Puss-puss. Now, \_llan. This is \_lice.

– Y\_s, P\_t. Y\_s, that's \_lice.

#### 4. Домашнє завдання.

Practice the correct reading of the following tongue-twisters paying attention to the phonemes [e] and [æ]. Learn them by heart. Record them and correct mistakes:

Where are you going to, my little cat?

I'm going to town to buy a hat!

What? A hat for a cat? A cat in a hat?

Who ever saw a cat in a hat?

•••

Once there lived a lad who was always very sad,  
for he hadn't any mother and he hadn't any dad.

•••

His ideas may be factless

But to say so would be tactless.

•••



Andrea and Andrew ate eight acid apples accidentally.

•••

Can an active actor always actually act accurately?

•••

Alice asks for axes.

Read the idioms and proverbs and find their Ukrainian equivalents. Learn their meaning:

Idioms

Get better!

That's flat!

The engine went dead!

Pat cannot catch that.

Success went to Ned's head!

He'll be glad to get us off his hands.

She spent a pretty penny on dress.

Let the cat out of the bag.

From Hamlet to omelet!

Well said

Proverbs and sayings

- ▶ The less said the better.
- ▶ All is well that ends well.
- ▶ Better to do well than to say well.
- ▶ Health is above wealth.
- ▶ East or West home is best.
- ▶ Better later than never.
- ▶ One man, no man.
- ▶ Manners make the man.
- ▶ A hungry man is an angry man.
- ▶ Handsome is as handsome does.

Transcribe the given below sentences:

1. Andrew saw at once that she had been carefully instructed beforehand.
2. Was it a usual hour for him to call?
3. Will you have some tea before the surgery?
4. Shall I ring for the ambulance? What can I do for you?
5. Could you believe it, Chris? They are not even ready for me.
6. Do you realize what you are saying?
7. Forgive me for reminding you of these elementary facts, Mr. Boon.
8. What are you afraid of? I shall give her a good talking to.
9. Her hands were as cold as ice. The doctor had to be sent for.
10. I shall come as soon as I can manage it.

**5. Самостійне опрацювання матеріалу.**

1. Study the theoretical material on the giving topic. Write out key notions and translate them into Ukrainian.

2. Render the text in brief.

It is common knowledge that a vowel like any sound has physical duration time which is required for its production. When sounds are used in connected speech they are influenced by one another. Duration is one of the characteristics of a vowel which is modified by and depends on the following factors:

- 1) its own length;
- 2) the accent of the syllable;
- 3) phonetic context;
- 4) the position of the sound in a syllable;
- 5) the position in a rhythmic group;
- 6) the position in a tone group;
- 7) the position in a phrase;
- 8) the position in the utterance;
- 9) the tempo of the whole utterance;
- 10) the type of pronunciation;
- 11) the style of pronunciation.

The question is whether vowel length can be treated as a relevant feature of the English vowel system. The theoretical conclusion here is based on two laws characterizing any system.

1. A relevant feature must characterize a number of units. Let us consider palatalization in Russian. Compare: ел – ель, рад – ряд, нов – новь and so on. Those oppositions form a correlation system. Any correlation has a number of oppositions. A sign of correlation is a distinctive feature of a number of phonemes. The analysis of English vowels shows that they can hardly form quantitative correlation. The correlations that are often brought about are as follows:

[i] – [i:]  
[u] – [u:]  
[ʌ] – [a:]  
[ə] – [e:]

2. A feature can be systemic if it does not depend on the context. As to the absolute length of English historically long and historically short vowels it varies and depends on a lot of factors, the first being phonetic context. A.C. Gimson points out that [i:] in beat is only half as long as the [i:] of bee and may approximately have the same duration as the [i] vowel in bid because it is generally known that a voiced consonant following a vowel increases its length. But still the words bid and bead are perceived as different words because the vowels are different in quality, [i] being front-retracted, pure monophthong, and [i:] being front close (narrow variation) and a diphthongized vowel. The conclusion that follows is that vowel quantity cannot be considered a minimal distinctive feature since it varies under the influence of different phonetic context. So it is an incidental feature that characterizes vowels of a certain quality.

Summarizing we may say that this is an approach to quantity of English vowels from phonological point of view. It may be worth mentioning that the [æ] vowel being classed as historically short tends to be lengthened in Modern English, especially before lenis consonants [b], [d], [g], [dʒ], [m], [n], [z]. In this position [æ] has the same quantity as long vowels [i:], [a:], [ɔ:], [u:], [ə:]. This extra length, as A.C. Gimson points out, serves an additional distinctive feature and the qualitative-quantitative relation of [æ] – [e] tends to become of the same type as [i:] – [i]. From this point of view [æ] can possibly belong to the subclass of long vowels, and consequently the twelve English long vowel phonemes may be divided into six phonetic pairs which members differ both in quality and in quantity and of the two factors it is likely that the quality carries the greater contrastive weight.

There is one more articulatory characteristic that requires our attention. That is tenseness. It characterizes the state of the organs of speech at the moment of the production of vowels. Special instrumental analysis shows that historically long vowels are tense while historically short vowels are lax. This characteristic is of extra phonological type so tenseness may be considered an indispensable concomitant feature of English long vowels. On these grounds it can be included into classificatory description of vowels because it might be helpful in teaching students of English since there are no tense vowels in Ukrainian.

Summarizing we could say that phonological analysis of articulatory features of English vowels allows us to consider as functionally relevant the following one characteristic: tongue position. The rest of the features mentioned above, i. e. lip position, character of vowel end, length and tenseness are indispensable constituents of vowel quality. Though they have no phonological value they are quite important in teaching English phonetics.

We might conclude by saying that we have tried to look at the consonantal and vocalic systems of the English language from phonological point of view. This sort of analysis enables us to define what properties displayed by English sounds are significant in making them items of a system. Special focus should be given to phonologically relevant features because they form the basis of the pronunciation system of the language. Non-relevant indispensable features should also be acquired as they form the basis of what is called a “foreign accent”. We should remember that the quality of a speech sound is constituted by articulatory features of both kinds.

### ***The Reduction of English Vowels in the Flow of Speech***

#### *The term Vowel Reduction*

Vowel reduction is the term in phonetics that refers to various changes in the acoustic quality of vowels, which are related to changes in stress, sonority, duration, loudness, articulation, or position in the word, and which are perceived as “weakening”. It most often makes the vowels shorter as well.

In phonology, vowel reduction refers to a reduction of the number of distinct vowels, rather than their quality, either over time or when comparing related dialects. In some cases these two concepts may be related. For example, when vowels are phonetically reduced in English, there is also a reduction in the number of vowel contrasts. In other cases, however, phonemic reduction is due to historical vowel mergers (such as the merger of the “a” vowels in *Mary*, *merry*, *marries* in much of the United States) and has nothing to do with “weakening”.

#### *Weakening of Vowels*

Phonetic reduction most often involves a centralization of the vowel, that is, a reduction in the amount of movement of the tongue in pronouncing the vowel, as with the characteristic change of many unstressed vowels at the ends of English words to something approaching schwa. A well-researched type of reduction is that of the neutralization of acoustic distinctions in unstressed vowels, which occurs in many languages. The most common reduced vowel is schwa.

Whereas full vowels are distinguished by height, backness, and roundness, reduced unstressed vowels are largely unconcerned with height or roundness. English /ə/, for example, may range phonetically from mid [ə] to [a] to open [a]; English /i/ ranges from close [i], [ɪ], [e], to open-mid [ɛ]. The primary distinction is that /i/ is further front than /ə/, contrasted in the numerous English words ending in unstressed -ia. That is, the jaw, which to a large extent controls vowel height, tends to be relaxed when pronouncing reduced vowels. Similarly, English /ə/ ranges through [ʊ] and [ɔ]; although it may be labialized to varying degrees, the lips are relaxed in comparison to /u:/, /ou/, or /ɔ:/. The primary distinction in words like *folio* is again one of backness. However, the backness distinction is not as great as that of full vowels; reduced vowels are also centralized, and are sometimes referred to by that term. They may also be called obscure, as there is no one-to-one correspondence between full and reduced vowels.

Sound duration is a common factor in reduction: in fast speech, vowels are reduced due to physical limitations of the articulatory organs, e.g., the tongue cannot move to a prototypical position fast or completely enough to produce a full-quality vowel.

Different languages have different types of vowel reduction, and this is one of the difficulties in language acquisition; see, e.g., “Non-native pronunciations of English” and “Anglophone pronunciation of foreign languages”. Vowel reduction of second language speakers is a separate study.

Such vowel reduction is one of the sources of distinction between a spoken language and its written counterpart. Vernacular and formal speech often has different levels of vowel reduction, and so the term “vowel reduction” is also



A word with all three schwas is (in OED transcription) /'bju:tfəlneəs/ beautifulness.

The vowels and diphthongs /ɔ:/, /aʊ/, and /ɔɪ/ are never reduced, and all vowels may occur in unstressed position without reduction, especially in compound words. (These are often transcribed in dictionaries as having secondary stress, but that is a convention for unreduced vowels that occur after the primary stress.

*Unstressed but Unreduced Vowels*

<i>Vowel</i>	<i>Example Pronunciation</i>
/i:/	manatee ['mænəti:]
/ɪ/	chauvinism ['ʃoʊvɪnɪzəm]
/eɪ/	Monday ['mʌndeɪ]
/ɛ/	Enlist [ɛn'list]
/æ/	Valet [væ'leɪ]
/ʌ/	unknown [ʌn'nəʊn]
/ɑ:/	grandma ['græmə:]
/ɒ/	neon ['ni:ən]
/ɔ:/	outlaw ['aʊtlɔ:]
/oʊ/	limo ['lɪmoʊ]
/ʊ/	fulfill [fʊl'fɪl]
/u:/	tofu ['toʊfu:]
/aʊ/	discount ['dɪskaʊnt]
/aɪ/	idea [aɪ'di:ə]
/ɔɪ/	royale [rɔɪ'æɪl]

Nonetheless, some vowels, such as /ɪ/ and /ʌ/, reduce quite readily, so that there are few English words that have them in unstressed positions.

One of the effects of vowel reduction is the partial loss of voicing distinctions in preceding consonants. With a full vowel, as in manatee, an unvoiced consonant is typically aspirated: ['mænətʰi:]. However, with a reduced vowel, as in humanity, aspiration is lost and the consonant may even become partially voiced. In American English, in the case of /t/, it may also be flapped: [hju'mænɪti].

*Alternation*

Vowel reduction occurs with varying degrees of stability. In some words, an unstressed vowel is never reduced, and in some it is always reduced, but in a large number the extent of reduction depends on how quickly or carefully the speaker enunciates the word. For example, the **o** in obscene may be pronounced either as full [ɒ] or as reduced [ə], but the historical **o** sound in gallon is never a full vowel, no matter how carefully one enunciates.

Many English grammatical (function) words alternate between having full but unstressed vowels and reduced vowels, depending on context. For example, *the* is typically /ði:/ before a vowel-initial word (the apple) but /ðə/ before a

consonant-initial word (the pear), though this distinction is being lost in the United States. Similarly with *to*: to America /tu:/ vs. to Britain /tə/. Most words, however, alternate depending on how much emphasis they are accorded. When stress shifts to the word, the vowel must be full. Some of these are:

can: I can go ['aɪ kən goʊ], but you can? [ju: 'kæn]

and: [ænd], but also you and me [ju: ən 'mi:],

he: He will go ['hi: wɪl goʊ], but also will he go? ['wɪl ɪ goʊ], and so on with a, at, would, that, has, etc.

***Питання та завдання для самоконтролю та самоперевірки***

1. Охарактеризуйте особливості вимови англійських голосних.
2. Прокоментуйте довготу англійських голосних фонем у порівнянні з українською мовою. Наведіть приклади.
3. Дайте визначення поняття «редукція» в англійській мові. Поясніть процеси послаблення та чергування голосних фонем в англійській мові.

**Практичне заняття №15**

**Тема: Сильні та слабкі форми слів. Артикуляція англійських голосних [a:] та [ʌ].**

**Мета:** засвоїти основи артикуляції англійських приголосних фонем; навчити студентів вимові англійських голосних у порівнянні з рідною мовою; навчити студентів транскрибувати приголосні фонем; виховувати працелюбність, ініціативність.

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**Зміст заняття**

**1. Фонетична зарядка.**

Read and pronounce poems and tongue-twisters paying attention to the learning phonemes:

Λ

Tugs

by James S. Tippet

Chug! Puff! Chug!	Buzy harbor tugs,
Push, little tug.	Like round water bugs,
Chug! Puff! Chug!	Hurry here and there,
Push, strong tug.	Working everywhere.

A Lazy Thought

by Eve Merriam

There go the grown-ups	No wonder
To the office,	Grown-ups
To the store.	Won't grow up
Subway rush,	Any more.
Traffic crush;	It takes a lot
Hurry, scurry,	Of slow
Worry, flurry.	To grow.

a:

The Telephone

by Alfred H. Miles

Friends a hundred miles apart  
Sit and chatter heart to heart,  
Boys and girls from school afar  
Speak to mother, ask papa.

Heart of the Tree

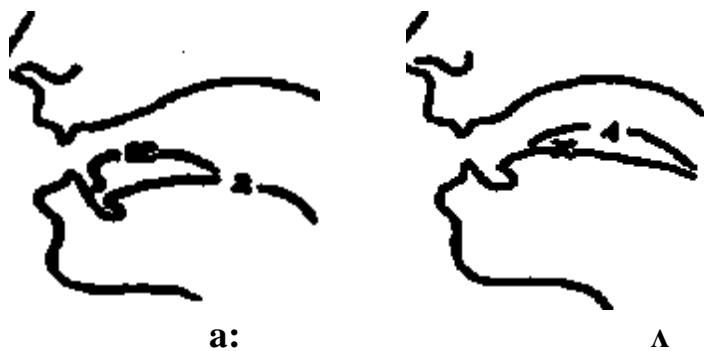
by Henry Cayler Bunner

What does he plant who plants a tree?  
He plants a friend of sun and sky,  
He plants the flag of breezes free,  
The shaft of beauty, towering high,  
He plants a home to heaven anigh.

**2. Пояснення нового теоретичного матеріалу з теми. Виконання тренувальних вправ.**

Study a new theoretical material. Do phonetic exercises.

**a: and Λ**



/a:/

Spelling examples: army, regard, father, calm, bravo, mirage.

The sound [a:] is represented by the combination **AR** in the root, usually under stress: arm, art, car, card, yard, part, charge, large, margin, argue, guard, regard, pardon, market.

The letter **a** represents the sound [a:] in several English words in American English: father, Pa, Papa, Ma, Mama; calm, palm, balm, alms, psalm (the letter **l** in these words is silent).

The letter **a** represents the sound [a:] in some words of foreign origin: drama, Panama, saga, cantata, sonata, spa, bravo, aria, lama; entree, ensemble; mirage, garage, espionage, sabotage, massage, facade.

/ʌ/

The body of the tongue is relaxed and set low in the mouth. The sides of the tongue lightly touch the bottom teeth during the formation of the sound. The jaw is kept in a neutral position, and the lips are relaxed.

The overall relaxed nature of the formation of this sound is why it is commonly used for the pronunciation of the vowel sound of an unstressed syllable. The short /i/ may also be used in an unstressed syllable, but the short /ʌ/ schwa is more common.

Try these words: must, luck, dump, just, upper, nun, bus, lunch, come, worry, front, love, done, once, cover, rough, tough, country, couple, double, trouble.

### ***3. Виконання тренувальних вправ.***

Transcribe the following words:

men	pet	better	tell
said	best	bedding	bell
end	neck	merry	fell
gem	left	any	sell
ebb	pence	many	well
bread	breath	ready	felt
Thames	meant	question	else
Add	that	marry	Al
bag	back	parrot	Alma
ham	hat	wagon	pal

pan            pant            happy        shall  
lab            lap            fancy        balcony  
badge        batch        chapter     alphabet

are    arm    art    army    come    tongue    puff    under  
bar    bard    bart    party    some    cut    stuff    utter  
car    card    cart    drama    none    but    mummy    southern  
char    charge    chart    hardly    done    just    sonny    dull  
far    farm    farce    demand    mud    shut    hurry    lull  
star    starve    start    tomato    won    must    other    bulk

*Reproduce the spelling of the following words:*

fɑ:m -- fairv    lɑ:k -- laik    kɑ:t -- kait    ˈɑ:θə -- ˈaisi  
pɑ:m -- pain    pɑ:k -- park    klɑ:k -- klaim    ˈfɑ:ðə -- ˈnaɪðə  
gɑ:d -- gaid    bɑ:k -- bark    dɑ:n -- daɪn    tʃɑ:m -- tʃaim  
ˈbɑ:tə    ˈnɑ:mbe    ˈmɑ:ðə    ˈmɑ:ndi    ˈfɑ:ni    əˈmɑ:ŋgst    ˈkɑ:tɪŋ  
ˈmɑ:tə    ˈsɑ:pə    ˈsɑ:ðən    ˈsɑ:ndi    ˈmɑ:ni    ˈjɑ:ŋstə    ˈjɑ:tɪŋ  
ˈmɑ:stəd    ˈbɑ:dʒɪt    ˈsɑ:bɔ:dʒɪkt    ˈrɑ:ʃn    ˈsɑ:ni    ˈsɑ:dɪn    ˈhɑ:ntɪŋ

*Read the following words with the phoneme [ɑ:] in different positions:*

<b><u>Initial:</u></b>	R are aren't	army art ark	arbor argue ask	arm armchair arch	Arnold arcade ardent
<b><u>Medial:</u></b>	barn scarf palm	farm father heart	psalm laugh garden	dark smart Charles	Martin Martha Margaret
<b><u>Final:</u></b>	bar	car	tar	star	far

*And now test your reading of the following words:*

can't            guardian        heartless        farmer        father  
shan't        guardians        darkness        father-in-law    fast car  
carpet        marvelous        laughable        bartender     guitar  
garden        lark            starlight        fastest        Barbara

*Practice pronouncing the phoneme [ɑ:] in the following pairs of words:*

pass – past        dark – lark        park – part        answer – dancing  
car – cart        bra – blast        star – start        master – after  
harm – heart        far – art        bard – guard        hardly – largely  
arm – charm        ask – last        mast – vast        march – mark

*Distinguish between the phonemes:*

[æ – ɑ:]	[ʌ – ɑ:]
car – carp	cup – carp

hat – heart	hut – heart
cat – cart	cut – cart
ban – barn	bun – barn
match – march	much – march
clack – clerk	cluck – clerk

Mind the phoneme [ɑ:] in the following word combinations:

Arthur’s article	after dark	a sharp remark
Frances’ father	after classes	rather hard to pass
Barbara’s bar	ask father	to look smart
Charl’s car	a large party	to start the car
aren’t Mark smart?	a pass mark	a car-park

Read the following sentences with the sound [ɑ:]:

1. Charles, park the car.
2. Are you going far from the farm?
3. My father has a new car.
4. I hurt my arm on the iron bar.
5. Are you large?
6. Sergeant Garner was calm.
7. Arthur argued ardently after the party.
8. His father isn’t hard-hearted.
9. After the party we laughed and laughed.
10. Aunt Martha lives near Marble Arch, which isn’t far.

Read the following words with the phoneme [ʌ] in different positions:

<b><u>Initial:</u></b>	up us oven other	under unless until ugly	utter utmost upstairs ultimate	ultra upper upward usher	umbrella untrue unhappy uncle
<b><u>Medial:</u></b>	but come cut jump	just love mother much	one run buzz done	dull gun mud nut	rung sung tongue young

And now test your reading of the following words:

upper	must	love	cousin	industrious
under	lunch	lovely	company	just once
understand	Sunny	honey	pumpkin	shut up
jumping	Sunday	worry	wonderful	block-buster

Practice pronouncing the phoneme [ʌ] in the following pairs of words:

cut – cup	luck – buck	monkey – funky
hut – but	money – funny	buddy – muddy
duck – stuck	gut – cut	much – grudge
hum – chum	sun – pun	bun – fun

Distinguish between the phonemes [ɔ] and [ʌ]:

bomb – bum	dock – duck	pop – pup	pot – putt
cot – cut	shock – shuck	shot – shut	cop – cup
hot – hut	lock – luck	rib – rub	hob – hub

Distinguish between the phonemes [æ] and [ʌ]:

cap – cup	mad – mud	track – truck
hat – hut	paddle – puddle	match – much
ban – bun	fan – fun	drank – drunk
bag – bug	sang – sung	ankle – uncle
hag – hug	batter – butter	lack – luck

Read these phrases with sounds [æ] and [ʌ]:

a black cupboard	an African hut
a Russian stamp	a sudden bang
a flat cover	a damp rug
a lovely hat	a dozen apples

Mind the phoneme [ʌ] in the following word combinations:

last month	my cousin Sunny
mustn't worry	love it very much
a wonderful company	lovely or ugly
lunch or branch?	just once

Read the following sentences with the sound [ʌ]:

1. Come to lunch, Bunny.
2. There's a bus coming. Hurry up.
3. Your uncle took the umbrella upstairs.
4. My puppy loves to run.
5. You must go to lunch, but come back for supper.
6. The ugly duck is under the hut.
7. Put some honey on the bun, mother.
8. Brush the dust off the cuff.
9. Mother shoved the buns into the oven.
10. When the sun came up the guns began to thunder.

11. Sort out the words in accordance with their pronunciation. Check unknown words in dictionary with transcription:

artist, garden, country, March, fun, money, part, mother, heart, far, butter, love, dark, husband, son, cut, luck, hard, carpet

[ɑ:]	[ʌ]
------	-----

**4. Домашнє завдання.**

Practice the correct reading of the following tongue-twisters paying attention to the phonemes [ɑ:] and [ʌ]. Learn them by heart. Record them and correct mistakes:

Does double bubble gum double bubble?

•••

A maid with a duster  
Made a furious bluster  
Dusting a bust in the hall.

Read the idioms and proverbs and find their Ukrainian equivalents. Learn their meaning:

Idioms

- |                            |                            |
|----------------------------|----------------------------|
| • Hard bargain.            | • Hard bargain.            |
| • Tough luck!              | • Tough luck!              |
| • Pluck up your courage!   | • Pluck up your courage!   |
| • Stop watching the clock. | • Stop watching the clock. |

Proverbs and sayings

- ▶ Barking dogs seldom bite.
- ▶ Far from eye, far from heart.
- ▶ My house is my castle.
- ▶ Half heart is no heart.
- ▶ After storm comes a calm.
- ▶ Art for art's sake.
- ▶ Every dog barks in his own yard.
- ▶ He laughs best who laughs last.
- ▶ A promise is a promise.
- ▶ Honesty is the best policy.
- ▶ A watched pot never boils.
- ▶ A little pot is soon hot.
- ▶ Joy and sorrow are as today and tomorrow.
- ▶ There's nothing new under the sun.
- ▶ The more pluck the better luck.
- ▶ As snug as a bug in a rug.
- ▶ Love is the mother of love.
- ▶ Every country has its customs.
- ▶ Well begun is half done.

Transcribe the given below sentences; define the parts of speech used in their weak forms and the type of reduction:

1. Do you really mean it or are you just being nice about it?
2. Would he have been asleep by now?
3. There would have been a row if you had refused outright.
4. He could have been misled.
5. Would there have been enough of it?
6. Peter! What have you been doing? You are soaking wet!
7. You jumped into the water? Why, you must be mad! A dog can swim, he doesn't need to be saved.
8. Yes, there is some water boiling; I shall make you some coffee.

9. You can have anything you like, but please don't stand on the carpet with all that mud on your boots. – Where else can I stand? – You can take your boots off on the door-mat.

10. Is there anything else for Peter and me?

**5. Самостійне опрацювання матеріалу.**

1. Study the theoretical material on the giving topic. Write out key notions and translate them into Ukrainian.

2. Render the text in brief.

**Strong and Weak Forms**

In English there are certain words which have two forms of pronunciation: strong and weak (full and reduced) forms. These words include form-words and the following pronouns: personal, possessive, reflexive, relative and the indefinite pronoun “some”, denoting indefinite quantity.

These words have strong forms when they are stressed. Each of these words usually has more than one weak form used in unstressed positions. There are three degrees of the reduction of strong forms:

1. The first degree consists in reducing the length of a vowel without changing its quality (the so-called quantitative reduction).

**Strong forms**

for [fɔ:]

you [ju:]

he [hi:]

her [hə:]

your [jɔ:]

**Weak forms with quantitative reduction**

[fɒ:], [fɔ]

[ju:], [ju]

[hi:], [hi]

[hə:], [hə]

[jɒ:], [jɔ]

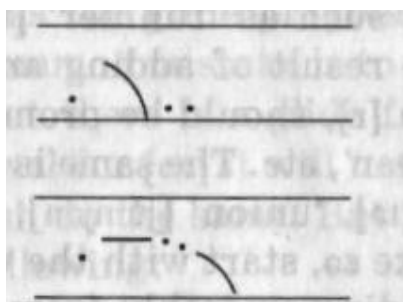
Compare the length of the vowel [ɔ:] in the preposition **for** also in the following two sentences:

She looked *for* it.

[ʃi ↓ lukt fɔ:r it]

She looked *for* her book.

[ʃi: 'lukt fɒ hə ↓ buk]



In the first sentence the preposition **for** has its strong form, and the vowel [ɔ:] is long.

In the second sentence the preposition **for** has its weak form in which the vowel [ɔ:] is rather short.

2. The second degree of reduction consists in changing the quality of a vowel (the so-called qualitative reduction):

**Strong forms**

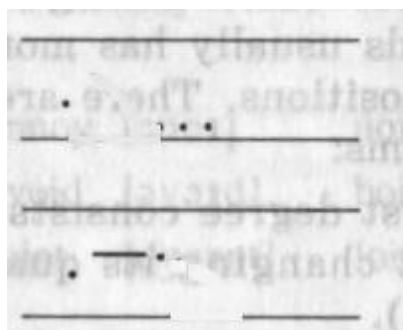
for [fɔ:]  
 her [hɜ:]  
 he [hi:]  
 at [æt]  
 can [kæn]  
 was [wɒz]  
 but [bʌt]

**Weak forms with quantitative reduction**

[fə]  
 [hə]  
 [hi]  
 [ət]  
 [kən]  
 [wəz]  
 [bət]

Compare the quality of the vowels in the preposition **for** also in the following two sentences:

I'll do it *for* him.  
 [aɪl ↓ du: it fɔ: him]  
 I'll do it *for* Ann.  
 [aɪl 'du: it fəɾ ↓æn]



In the first sentence the preposition **for** has its strong form. In the second sentence the preposition **for** has one of its weak forms in which the vowel [a:] is reduced to [ə], having thus changed its quality. Most vowels in weak forms are reduced to the neutral vowel [ə], although the long vowels [i:] and [u:] are usually reduced to [ɪ] and [ʊ] respectively. Compare:

**Strong forms**

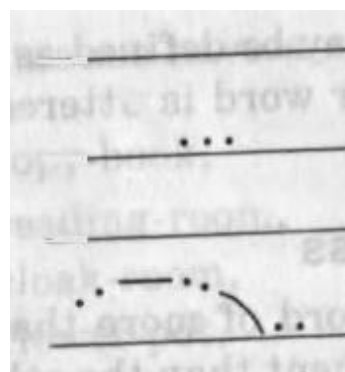
he [hi:]  
 do [du:]

**Weak forms**

[hi ], [hi], [hi]  
 [du ], [du]

Compare also the following sentences:

*He* will go there.  
 [↓hi: wil gou ðeə]  
*He* will go to the cinema.  
 [hi wil 'gou tə ðə sinimə]





In the first sentence the personal pronoun **he** has its strong form because it is stressed. In the second sentence **he**, being unstressed, has one of its weak forms in which the vowel [i:] is reduced to [i].

The third degree of reduction consists in the omission of a vowel or consonant sound (so-called *zero* reduction).

**Strong forms**

am [æm]  
 from [frɒm]  
 of [ɒv]  
 can [kæn]  
 do [du:]  
 is [iz]  
 shall [ʃæl]  
 us [ʌs]  
 must [mʌst]

**Weak forms with zero reduction**

[m]  
 [frɒm]  
 [v]  
 [kn], [kŋ]  
 [d]  
 [s], [z]  
 [ʃ]  
 [s]  
 [mst] } (the vowels are omitted)

he [hi:]  
 him [him]  
 his [hiz]  
 must [mʌst]  
 had [hæd]  
 has [hæz]  
 have [hæv]

[i], [i], [i]  
 [im]  
 [iz]  
 [məʃ] } (the consonants are omitted)  
 [əd]  
 [əz]  
 [əv]

and [ænd]  
 has [hæ][z],  
 have [hæv]  
 had [hæd]  
 will [wil]  
 shall [ʃl]  
 would [wud]

[n]  
 [s]  
 [v] } (both the vowels and the  
 [d] } consonants are omitted)  
 [l]  
 [l]  
 [d]

**Питання та завдання для самоконтролю та самоперевірки**

1. Охарактеризуйте сильні та слабкі форми англійських голосних та приголосних звуків.
2. Наведіть приклади повної, часткової та нульової редуції в англійських словах.

*Питання та завдання для самоконтролю та самоперевірки до  
заликового модуля №4*

**1. Study the theoretical material and answer the questions:**

- What types of assimilation do you know? Give examples.
- What assimilation is called complete? Give examples.
- What assimilation is called incomplete (partial)? Give examples.

**2. Read the text, analyse phonetic phenomena in it. Find examples of obligatory assimilations, complete and partial assimilations.**

**The World's Worst Driver**

The world record for the worst traffic offences in the shortest period of time is held by a man from Frisco, in Texas, who achieved this feat in the first twenty minutes of car ownership. Having hitch-hiked to the nearby city of McKirmey on 15 October 1966, he bought a 1953 Ford and drove out of the used car showroom at 3.50 p.m. At 3.54 he collided with a Chevrolet driven by a local woman, Mrs. Wilma Smith Bailey, at the corner of McKinney and Heard Street. One minute later he collided again 90 feet south of Virginia street and Tennessee street with another Chevrolet, driven by Miss Whistle from Farmersville. Feeling more confident now in his new vehicle, he next drove round the courthouse one-way system in the wrong direction. Forty-six feet later he hit a Ford. It was still 3.58. He continued in this vein until 4.15 p.m., when he was in deep conversation with Patrolman Richard Buchanan, having just hit a Ford Mustang in Louisiana Street. In the space of just 20 minutes he had acquired 10 traffic tickets, caused six accidents, hit four cars without stopping and driven on the wrong side of the road four times. When questioned, this determined motorist, who had not driven for ten years, said: "They don't drive like they used to."

**3. Make up a dialogue (a story), act it out paying attention to the pronunciation and intonation. Explain what phonetic phenomena are observed in it.**

**4. Read the following conversational situations. Mark the stresses and tunes paying attention to the intonation of parentheses.**

- Can you see him now? – Of course I can. You know I can't.
- Where did you go you school? – Well, I was at a number of schools.
- When can you come? – I think I shall be free on Sunday.
- Would you like to go to the Opera? – Indeed, I would.
- Can you visit me? – By the way where do you live?
- Where's Billy? – In bed? I hope.
- Do you like tennis? – Personally I'm not fond of tennis.
- You're thirty-five? Aren't you? – As a matter of fact, I'm nearly forty.

**5. Read the dialogue. Prepare it for test reading paying attention to the intonation of parentheses.**

### **Morning and Evening**

- What time do you get up as a rule?
- Generally about half past seven.
- Why so early?
- Because I usually catch an early train up to town.
- When do you get to the office?
- Normally about nine o'clock.
- Do you stay in town all day?
- Sometimes I do and sometimes I don't.
- What do you usually do in the evening?
- We generally stay at home. Once or twice a week we go to the theatre or to the picture. Occasionally we go to a dance.
- Do you like dancing?
- Yes, very much. Do you dance?
- I used to when I was younger but not very often now. I'm getting too old.
- Too old? Nonsense! You don't look more than 50.
- As matter of fact I'm nearly sixty.
- Really you certainly don't look it.
- I'm glad to hear it.

### **6. Read the following sentences paying attention to the intonation of enumeration.**

- Britain was the originator of many sports such as football, rugby, golf, cricket, hockey and tennis.
- He made trips to Germany, Switzerland, France, Italy and Belgium to observe school organizations there. He travelled, lectured, held conferences and interviews.
- Russia has large reserves of oil, natural gas, coal, iron ore, copper, lead and other materials.
- Our university trains teachers in many subjects: physics, mathematics, biology, history, geography, music and so on.
- Ladies usually talk about the weather, the latest fashions and their friends. Men discuss politics, business, the latest news and football.
- A woman is an angel at ten, a saint at fifteen, a devil at forty and a witch at four score.

### **7. Read the following sentences paying attention to the intonation of participial constructions.**

- Having picked up Jack's papers from the library floor, she held them out to him.
- Arriving back they found Ann in the sitting room reading magazines.
- Closing the door gently she went upstairs.
- A new road will soon be built joining the airport with the railway station.
- Taking a book from the shelf, she sits down and reads it.

- Having been examined by the customs the goods were let through.
- She smiled remembering a joke.
- I hope you will write soon explaining your intentions.
- Every now and then David raised his head from the book looking at the clock on the wall.
- The text being easy they didn't use the dictionary.
- Having locked the door I saw that I had left my bag in the room.

**8. Read the text, analyse its intonation and pronunciation, practise reading it.**

When anyone asked Frensic why he took snuff he replied that it was because by rights he should have lived in the eighteenth century. It was, he said, the century best suited to his temperament and way of life, the age of reason, of style, of improvement and expansion and those other characteristics he so manifestly possessed. That he didn't, and happened to know that the eighteenth century hadn't either, only heightened his pleasure at his own affectation and the amazement of his audience and, by way of paradox, justified his claim to be spiritually at home with Sterne, Swift, Smollett, Richardson, Fielding and other giants of the rudimentary novel whose craft Frensic so much admired. Since he was a literary agent who despised nearly all the novels he handled so successfully, Frensic's private eighteenth century was that of Grub Street and Gin Lane and he paid homage to it by affecting an eccentricity and cynicism which earned him a useful reputation and armoured him against the literary pretensions of unsalable authors. In short he bathed only occasionally, wore woollen vests throughout the summer, ate a great deal more than was good for him, drank port before lunch and took snuff in large quantities so that anyone wishing to deal with him had to prove their hardiness by running the gauntlet of these deplorable habits. He also arrived early for work, read every manuscript that was submitted to him, promptly returned those he couldn't sell and just as promptly sold the others and in general conducted his business with surprising efficiency.

**9. Make up a dialogue (a story), using enumerations, participial constructions, parentheses; act it out paying attention to the pronunciation and intonation. Explain what phonetic phenomena are observed in it.**

**Змістовий модуль № 5. Труднощі та прийоми постановки англійських голосних. Мовна інтонація та її компоненти. Словесний наголос: загальна характеристика. Фразова мелодика. Мелодична характеристика комунікативних типів речень. Поняття темпу мовлення.**

### **Практичне заняття №16**

**Тема: Особливості вимови англійських фонем [ɜ:] та [ɝ]. Загальні відомості про особливості англійської інтонації. Мелодія англійського висловлювання. Фразовий наголос. Паузація.**

**Мета:** ознайомити студентів з загальними відомостями про особливості англійської інтонації, фразового наголосу та паузації; навчити студентів нормативної вимови, транскрибувати англійські голосні та орфографічно писати їх; формувати навички літературного виразного читання; виховувати поважне ставлення до співрозмовника.

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*Зміст заняття*

*1. Фонетична зарядка.*

Read and pronounce poems and tongue-twisters paying attention to the learning phonemes:

♪

*The Frog*

*by Hilaire Belloc*

Be kind and tender to the Frog,  
And do not call him names,  
As “Slimy Skin” or “Polly-wog”,  
Or likewise “Ugly James”,  
Or “Gape-a-grin”, or “Toad-gone-wrong”,  
Or “Billy Bandy-knees”:  
The Frog is justly sensitive  
To epithets like these.

♪:

*Balls*

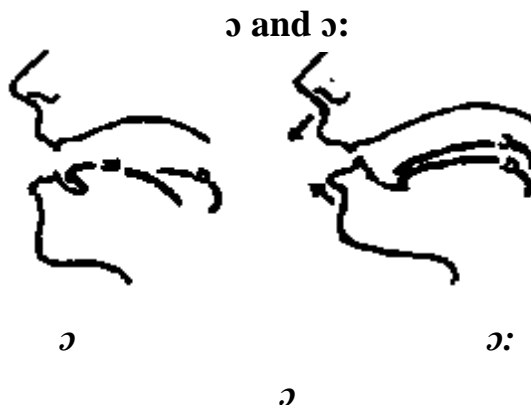
*by Alfred H. Miles*

And there are many other balls  
We find at pleasure’s source –  
The croquet-ball, lacrosse,  
And smaller balls, the marble balls,  
And bearing balls, of course.

The earth’s a ball, on which we play,  
With other balls in sight,  
The ball of gold that plays by day,  
The silver ball by night.  
And all the stars, for what are they  
But balls of golden light?

**2. Пояснення нового теоретичного матеріалу з теми. Виконання тренувальних вправ.**

Study a new theoretical material. Do phonetic exercises.



The vowel /ɔ/ is one of the trickiest vowels to recognize because this vowel doesn't exist in most languages and in addition, it is spelled in a few different ways.

Therefore, anybody who wants to learn to speak English with an accurate accent must:

- 1) Learn how to pronounce the vowel and recognize its sound;
- 2) Memorize the spelling patterns and learn as many words with the pattern as possible.

ɔ:

Sound [ɔ:] is an open-mid back rounded long tense vowel, as in *thought* [θɔ:t], or *caught* [kɔ:t].

Position of the tongue (backness/height): The tongue is more raised than in the case of [ɑ:] and is placed in the middle. The tongue as a whole is raised, that is, both the tip and the back part. The tongue is pulled back a little and the tip does not touch the teeth.

Lip position: Lips take up the rounded position. The position for these vowel is less marked than in vowel [u:].

Jaw-dropping: The jaw drops, not as much as in the case of [ɑ:].

Length: [ɔ:] is a long sound.

Tenseness: [ɔ:] is a tense vowel.

Common spellings for [ɔ:] are the following: a, as in *al* [ɔ:]; al, as in *walk* [wɔ:k]; au, as in *autonomy* [ɔ:'tɑ:nəmi]; aw, as in *saw* [sɔ:]; augh, as in *caught* [kɔ:t]; ough, as in *cought* [kɔ:t]; ar, as in *warm* [wɔ:rm]; or, as in *born* [bɔ:rn]; oor, as in *door* [dɔ:r]; ore, as in *before* [br'fɔ:r]; or our, as in *four* [fɔ:r].

Some common words containing /ɔ:/ include the following:

- with “oa”: abroad – broad;
- with “ough”: bought – brought – fought – ought – thought;
- with “a”: water;

- with “a”: almost – already – alter – always – chalk – false – salt – talk – walk;
- with “all”: ball – call – fall – hall – mall – small – talk – walk – wall;
- with “aw”: dawn – flaw – hawk – jaw – law – lawn – raw – saw – shawl – thaw – yawn;
- with “au”: auction – August – author – autumn – caught – cause – clause – daughter – fault – launch – taught.

**3. Виконання тренувальних вправ.**

Transcribe the following words:

or	awed	ought	all	order
bore	board	bought	ball	autumn
saw	sawed	sort	hall	author
thaw	thawed	thought	tall	daughter
tore	toward	thought	call	morning
nor	gnawed	nought	gall	naughtly
pour	poured	port	fall	walking

on	off	sorry	doll
odd	ox	waffle	golf
dog	clock	coffee	sol
gone	loss	orange	vol
fog	moth	opera	loll
lob	want	horror	Pol
lodge	watch	porridge	polka

Reproduce the spelling of the following words:

on — ɔ:l	onist — ɔ:gəst
ʔonə — ɔ:də	ʔonlɪt — ɔ:tʃəd
ʔorəl — ɔ:θə	ʔɒʃən — ɔ:lwɪz
ʔofə — ɔ:ful	ʔɒdʒɪkt — ɔ:dʒəns

not — nɔ:t	spot — spɔ:t	ʔɒsɪdʒ — ʔɔ:sə	ʔɒdɪst — ʔmɔ:nɪŋ
ʔɒp — ʔɔ:t	ʔɒdɪ — ʔɔ:də	ʔnɒlɪdʒ — ʔnɔ:tɪ	ʔstɒkɪŋ — ʔstɔ:rɪ

Read the following words with the phoneme [ɔ:] in different positions:

<b><u>Initial:</u></b>	or	always	auction	awful	autumn
	all	auto	audible	awkward	automobile
	almost	ought	author	also	audience
<b><u>Final:</u></b>	chaw	paw	squaw	gnaw	seesaw
	claw	raw	straw	flaw	Shaw
	draw	saw	more	guffaw	thaw
	law	outlaw	craw	jaw	withdraw
<b><u>Medial:</u></b>	ball	tall	wall	dawn	naught



caught	taught	warm	fawn	pawed
fall	thought	cause	fought	sauce
hawk	walk	daub	laws	sawed

And now test your reading of the following words:

all	score	more	abroad	reporter
autumn	four	jaw	sport	walking
thoughtful	war	Warsaw	sort	accordion
morning	wall-paper	forty	forward	Paul

Distinguish between the phonemes [ʌ] and [ɔ:]:

cut – caught	Huck – hawk	mud – Maude	tongue – torn
nut – naught	rut – wrought	mull – maul	tut – taught
dun – dawn	buck – balk	pun – pawn	gun – gore
cud – cawed	tuck – talk	but – bought	monitor – morning

Distinguish between the phonemes [ɔ] and [ɔ:]:

Don – dawn	spot – sport	stock – stalk	yon – yawn
cod – cord	what – water	cock – cork	sod – sawed
cot – caught	shot – short	tot – taught	sot – sought
pot – port	Rod – roared	rot – wrought	pod – pawed
fox – forks	not – naught	nod – gnawed	hock – hawk

Mind [ɔ] and [ɔ:] in the following phrases:

hot water	four o'clock
knock at the door	a tall bottle
stop talking	a small shop
a bottle of port	talk to the doctor

Practice pronouncing the phoneme [ɔ:] in the following pairs of words:

saw – sought	core – cause
awe – ought	door – adore
law – lord	floor – flora
four – afford	score – court

Mind the phoneme [ɔ:] in the following word combinations:

sports reporter	it was all your fault
four in the morning	four forks
walk towards me	always falling down
naughty audience	some more
it was awful	to buy a horse

Read the following sentences with the sound [ɔ:]:

1. Is your daughter tall?
2. Call me at a quarter to four.
3. Do not walk on the lawn.
4. The shawl is on the automobile.

5. Can you draw a horse?
6. The ball has fallen over the wall.
7. When it is warm I often sit in the orchard.
8. The hawk caught the ball in his claw.
9. Paul's audience applauded warmly.
10. Paul snores worse than a horse. We close the door when he snores. There ought to be laws to prevent such snores.

*Read the following words with the phoneme [ɔ] in different position:*

<b><u>Initial:</u></b>	on	opera	honest	ominous	honour
	off	odd	onyx	onset	honourable
	ox	orange	olive	onward	honorous
<b><u>Medial:</u></b>	doll	bomb	golf	lob	clock
	don	box	loss	lodge	coffee
	dog	fox	lost	long	sorry
	dock	loll	moth	gone	policy

*And now test your reading of the following words:*

odd          bomb          Tommy          lobster          volume  
orange      sorry          lodging      by-gone      horror  
want          stop          watchful      moth-eaten      polka  
watch      flop          longer      coffee-pot      porridge

*Distinguish between the phonemes [æ] and [ɔ]:*

Dan – don          sat – sot          tat – tot          shack – shock  
cad – cod          pat – pot          gnat – not      knack – knock  
cat – cot          hack – hock      rat – rot          cap – cop  
sad – sod          had – hod          hat – hot          map – mop

*Distinguish between the phonemes [ʌ] and [ɔ]:*

bum – bomb      shuck – shock      shut – shot      hub – hob  
cut – cot          luck – lock          rub – rob          nut – knot  
hut – hot          pup – pop          putt – pot          lust – lot  
duck – dock      won – wan          cup – cop          cult – colt

*Distinguish between the phonemes [ɔ:] and [ɔ]:*

dawn – don          yawn – yon          hawk – hock          wrought – rot  
cawed – cod          sawed – sod          hawed – hod          naught – not  
caught – cot          sought – sot          taught – tot          pawed – pod

*Mind the phoneme [ɔ] in the following word combinations:*

what's wrong?          so popular  
want a holiday          socks in the box  
horrible job          hot coffee  
to wash socks          a doctor in the hospital  
soft or strong?          to borrow a watch

a lot of hot water                      a bottle of water  
often sorry                                to talk shop  
everybody wants                        to come to a wrong shop

Read the following sentences with the sound [ɔ]:

1. Put the doll into the box.
2. John is strong. Olive is not.
3. John and Oscar don't like porridge.
4. Ron has lost his watch.
5. I've got to solve this problem.
6. These socks look odd. They need a wash!
7. Dogs don't eat frogs.
8. Rodney is a doctor. He works at the hospital.
9. Tom, I want you to go to the shop.
10. Oliver often sings this popular song. The song is too long. We want him to stop!

Sort out the words in accordance with their pronunciation. Check unknown words in dictionary with transcription:

box, clock, caught, want, daughter, sorry, what, gone, walk, holiday, chocolate, autumn, stop, bottle, wash, before, door, lock, floor, more

[ɔ]

[ɔ:]

#### **4. Домашнє завдання.**

Practice the correct reading of the following tongue-twisters paying attention to the phonemes /ɔ/ and /ɔ:/. Learn them by heart. Record them and correct mistakes:

I saw Esau kissing Kate.  
Fact is, we all three saw.  
I saw Esau, he saw me,  
And she saw I saw Esau.

Read the idioms and proverbs and find their Ukrainian equivalents. Learn their meaning:

#### Idioms

- Norton is forcing an open door!
- It's all your fault!
- To cut a long story short!

#### Proverbs and sayings

- ▶ Grasp all, lose all.
- ▶ Be slow to promise and quick to perform.
- ▶ The more you have the more you want.

Transcribe the given below sentences; define the parts of speech used in their weak forms and the type of reduction:

1. From your family? – From my daughter in particular.
2. But didn't you say your father was teaching her?

3. The ice broke and he fell into the water and it took us some time to get him out.

4. If you are going to stay on a farm you will need some old clothes to get into.

5. She saw us from an upstairs window and came down to open the door.

6. There was once in the old coaching days a very stout gentleman who lived in Edinburgh.

7. What are going to do this evening, Jack? – Oh, I am going to the club. – Club? I thought it was only grown-ups who went to the clubs.

8. If you hadn't been away from England so long, uncle John, you would have known that nowadays there are clubs for boys and girls all over the country. – Oh, well, what do you do there?

9. And what do you think of London, Mrs. Thompson? – Er, I beg your pardon? – I was asking you what you thought of London. And how do you like our weather?

10. Haven't you seen John before? – No, I don't think I have.

Intone the dialogue:

### Meet the Parkers

– Nora! Nora!

– Yes, what is it now, Harry?

– Oh, there you are. Look here, Nora. I'm tired of lying here on my back with nothing to do. I hate doing nothing.

– Don't be silly, Harry. You've got a temperature, and staying in bed is the only sensible thing to do. Now, just be quiet, and stop preventing me from doing my housework.

– No, seriously, Nora, I can't bear it. Lying flat on my back!

– Well, then, try lying on your stomach for a change!

– Stop being funny! I'm going to get up. There! Look, I'm standing up. I'm quite all right. What's the use of staying in bed?

– I think you're being very silly. You'll only make your temperature go up again.

It's no use talking, Nora, being ill doesn't suit me.

– No – and trying to nurse you doesn't suit me!

– Now don't be bitter about it. You know, I'm grateful to you for looking after me. But you mustn't try to keep me in bed like a naughty boy.

– Well, you began it by behaving like a naughty boy!

– I'm all against this staying in bed for no reason.

– Harry, being ill is a reason ... Now don't stand by that window and catch another cold ... Let me see, half past eleven.

– Why do you keep looking at the clock?

– I'm expecting Mother – she's coming over for the day.

– Good heavens, I didn't know that.

- Yes, I think she has something she wants to talk to you about.
- Oh, Heavens! Has she? Oh ... You know, Nora, I do feel a bit ill, perhaps I had better get back to bed.
- Oh, what a pity! I thought, perhaps, you might stay up to see her. That's the very reason I'm getting back into bed.
- What did you say?
- Oh, er – nothing.

Practice correct reading of the following dialogues, paying attention to the stresses and tunes:

It's a `sentence. It's a `cinema. It's a `tent. It's a `city. It's a `net. It's a `hat. He's a `pianist. He's a `dentist. He's a `physicist. He's a `visitor. He's a `citizen. It's a `pity. It's De`cember. It's `Saturday. It's `Canada. It's ex`pensive. It's `sad. It's `lean.

`Keep it. `Add it. `Fix it. `Visit it. `Knit it. `Eat it. `Get it. `Test it. `Stamp it. Be`gin it.

Reproduce the spelling of the following sentences:

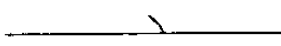
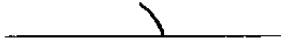
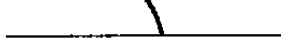
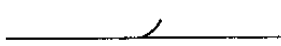




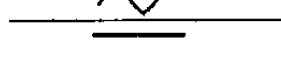
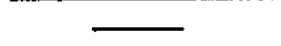


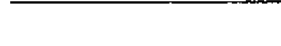
- a) ðə `bel ɪz ˌrɪŋɪŋ || its `taɪm tə brɪ`ɡɪn ðə `lesn || its ə `lesn əv `hɪstəri || ðə `tɪːʃər ɪz `entəriŋ ðə `læb || hɪːz `kæriŋ ə `mæp ɪn hɪz ˌhænd || its ə `mæp əv `brɪtɪn ||
- b) – ɪz ðər `enɪθɪŋ ɪn ðə `pæn ||  
– `jes ʒ ðeəz səm `fɪʒ ðeə ||  
– `ɡɪv ə `lɪtl `piːs tə ðə `kæt ||
- c) – ðər `ɪznt enɪ `taɪm ˌleft || ɪz `evrɪθɪŋ `redɪ ||  
– aɪ `θɪŋk ɪt `ɪz ||
- d) – ɪz ðər `enɪθɪŋ ət ðə `saɪd əv ðə `bed ||  
– `jes ʒ ðeəz ə `bedsaɪd `teɪbl ðeə ||  
– `ɪz ðər `enɪθɪŋ `els ðeə ||  
– `jes ʒ ðeəz ə `mɪrə || its tə ðə `raɪt əv ðə ˌbed ||

1. maɪ 'fa:ðər ənd 'mʌðər ə 'ti:ʃəz || ðeɪ 'ti:ʃ 'rʌʃn || 'ɑ:θər ənd 'ʃɑ:lz ə 'brʌðəz || ðeɪ ə 'stædɪŋ 'rʌʃn || ðeɪ 'θɪŋk ɪts ə'dɪfɪkəlt 'sʌbdʒɪkt ||
2. 'rɪ:d ə'nʌðə 'pærəgrɑ:f || 'raɪt ə'nʌðə 'sentəns || 'gɪv ə'nʌðər ɪg'zɑ:mpl ||
3. 'ɪz ðər enɪ 'bʌtər ɪn ðɪs 'dɪf || 'jes ʒ ðər ɪz 'mʌʃ || ənd 'ɪz ðeə mʌʃ 'bʌtər ɪn 'ðæt 'dɪf || ðər ɪz 'lɪtl ,bʌtə ðeə || 'ɪz ðər enɪ 'fɪʃ ɪn ðɪs 'pleɪt || 'jes ʒ ðər ɪz sʌm || ənd 'ɪz ðər enɪ 'fɪʃ ɪn ðɪ 'nʌðə 'pleɪt || ðər ɪznt enɪ ||
4. 'ɪz ðər 'enɪθɪŋ 'els ɪn ðæt 'pleɪt || 'jes ʒ ðər ɪz sʌm 'mɑ:məleɪd ðeə || 'ɪz ðər 'enɪθɪŋ 'els ðeə || 'jes ʒ ðeəz sʌm 'dʒelɪ ||
5. 'ɑ: ðər enɪ 'glɑ:sɪz ɪn ðə 'kʌbəd || 'jes ʒ ðər ə 'kʌps ənd 'glɑ:sɪz ðeə ||

**5. Самостійне опрацювання матеріалу.**

1. Study the theoretical material on the giving topic. Write out key notions and translate them into Ukrainian.
2. Render the text in brief.

*The Nature of Intonation***TONETIC SYMBOLS**

1. The stressed syllable is shown by a dash ( - ).		
2. All unstressed syllables are shown by a dot ( . )		
3. Low Fall:	,right	
4. Mid Fall:	,right	
5. High Fall:	,right	
6. Low Rise:	,right	
7. Mid Rise:	,right	
8. High Narrow Rise:	'right	
9. High wide rise:	/right	
10. Fall Rise (low, mid, high):	∨∨right	
11. Rise-Fall-Rise:	∧right	
12. High level:	→ right	
13. Mid level:	→ right	
14. Low level:	→ right	
15. Level rise:	↗ right	
16. A long pause:		
17. A shorter pause:		
18. A short pause:		

The alternation of words and their grammar forms is to be used in sentences. Besides the syntactic factor the main factor that turns a word or a group of words into a sentence is intonation. It is present in every sentence because words in the sentence conditions are pronounced with certain tone, timbre, voice, loudness and duration. These features are called supra-segmental or prosodic characteristics of speech. The term “prosody” embraces such notions as pitch, loudness, tempo and substitutes the term “intonation”.

The basic prosodic features of the sentence are: speech melody, sentence accent, tempo, voice, timbre, rhythm, pausation. Intonation together with the proper choice of grammar structure is the main constituent feature of the sentence. So the major function of intonation is therefore sentence constitutive. Simultaneously it performs the sentence distinctive function. It can be proved by the following personal observations: a) intonation gives the final expression to the sentence; b) changes in the components of intonation alter the communicative type of the sentence. E.g. “You have a personal objection to her” (falling tone – statement; rising – general question). “Remove the luggage” (falling tone – order; rising – polite request). It is seen from these examples that intonation alongside with a sentence constitutive function performs the sentence distinctive function simultaneously. It also has the recognitive function. Intonation can give the sentence emotional colouring expressing joy, sorrow, anger, doubt. So it has a clearly felt attitudinal function.

M.V. Lomonosov was the first to raise intonation problems and to solve them to a certain extent in his “Russian Grammar”. In the 18th and at the beginning of the 19th century the problems of intonation were worked out by the Russian scientists Sokolov and Vostokov. At the end of the 19th and the beginning of the 20th century intonation began to be studied on the experimentally. V.O. Bohorodytsky who studied intonation by experimental method laid stress on the importance of the semantic function of intonation. A valuable contribution to a comparative study of intonation in Russian and French was made by Shcherba, who also pointed out the semantico-syntactical function of intonation. Russian and Ukrainian phoneticians such as Vasiliev, Torsuev, Antipova, Brovchenko and others treat intonation as a unity of several components. They state that on the perceptual level intonation is a complex unity of voice pitch or speech melody, the prominence of words or their accent, the tempo, rhythm and pausation of the utterance, voice timbre serving to express adequately on the basis of the proper grammatical structure and lexical composition of the sentence the speaker’s thoughts, volition, emotions, feelings and attitudes towards reality and the contents of the sentence.

This definition of intonation differs radically from the point of view expressed by the overwhelming majority of foreign linguists who mostly reduce intonation to only one its component namely variations in voice pitch (intonation = speech melody). Lilies Armstrong and Ida Ward in the work “The Handbook of English Intonation” defined intonation as follows: “By intonation we mean the rise and fall of the pitch of the voice when we speak”. D. Jones in his work “An Outline of English Phonetics” writes: “Intonation may be defined as the variations which take place in the pitch of the voice in connected speech”. A.C. Gimson in his “Introduction to the Pronunciation in English” also interprets intonation as rises and falls in pitch level. It is quite evident that the above mentioned definitions view intonation in the narrow meaning and do not



embrace the whole phenomenon of intonation. It should be pointed out that the above mentioned linguists recognize the inseparable connection between what they call “intonation” and “stress”. The same point of view is shared by American descriptivists who also speak of stress and intonation as closely connected with each other but also do not consider stress as a component of intonation.

Most books on Phonetics by foreign linguists point out the importance of some other factors such as rhythm, pausation which they don't consider absolutely necessary for semantic purposes and thus do not include them in the notion of intonation. In spite of the above mentioned shortcomings some books on English intonation find a wide practical application. To them above all belong Harold Palmer's “English intonation” and “A New Classification of English Tones” which give a detailed description of the variety of tones used in English and state their semantic functions. The books are supplied with numerous exercises. R. Kingdon worked out the system of tonetic stress-marks.

### *Speech Melody*

One of the most important components of intonation is speech melody which is characterized by changes in the voice pitch. Speech melody performs the above mentioned speech functions of intonation due to the fact that each syllable in a sentence has a certain pitch and cannot exist without it. Simultaneously speech melody together with pausation performs the delimitative function which consists in delimiting portions of a sentence variously known as sense-groups, intonation groups or breath-groups. The term “breath-group” was suggested by D. Jones. It is not quite precise one breath effort can be spread over two or more sense-groups. Leontieva suggests that for the teaching purposes it is convenient to view such groups as intonation groups on the auditory and acoustic level and as sense-groups on the semantic level.

A change of the pitch within the last stressed word of an intonation group is called a nuclear tone. In English there are 6 basic tones. In the case of these tones their delimitative function is determined by the change of pitch direction. These tones are called kinetic by R. Kingdon. There is also an even or level tone which is called static. It is neutral (when the pitch of the tone remains on the same level) in its communicative function and is used mainly in poetry. Nuclear tones express different attitudes of the speaker towards he says. E.g. the low-falling tone (...) expresses definiteness, finality. It is matter-of-fact, calm and unemotional: *I hear you've passed the exam.* The high falling tone expresses interest, personal concern, warmth: *I hear you've passed your exam.* The rising falling tone implies that the speaker is greatly impressed: *Splendid.* The low-rising tone expresses lack of interest: *Mr. Jones? – Yes.*

The high-rising tone expresses active searching for information. It is essentially an interrogative tone: *You like it?* The falling-rising tone creates the impression of implication as if “the speaker expects the listener to imagine the

extra-meaning.” The implication is deduced from the concrete situation: The shop is closed. Besides it is important to stress that different communicative types of sentences are distinguished by intonation. E.g. categoric statements, orders and commands, exclamations and special questions require the use of the falling tone. The rising tone is used with statements containing an implication, request and general questions. The main six tones form significative oppositions in accordance with:

a) the direction of the pitch movement: the falling tone versus the rising tone. The falling tone creates the impression of finality, completeness, definiteness, resoluteness. That’s why declarative sentences are pronounced with the falling tone. The rising tone expresses non-finality and incompleteness. General questions are pronounced with rising tone;

b) the range of the pitch movement: low fall/high fall; low rise/high rise. Low fall creates the impression of calmness and indifference and high fall expresses personal concern, warmth and interest;

c) the simplicity – complexity of the voice pitch movement: falling tone/fall-rise; rising tone/rise-fall. E.g. I have nothing against it (l.f.) – definiteness, categorical I have nothing against it (f.r.) – implication

The main tones together with other elements of intonation such as the prehead, head and tail form differentiate intonation contours. The shape of the contour depends on the type of the element of intonation.

According to L. Armstrong and Ida Ward in English unemphatic speech the following types of the prehead may be distinguished:

1. gradually rising
2. on the mid level
3. on the low level

R. Kingdon considers the last type to be the commonest and it is called by him the normal prehead. The latter marks the comparative unimportance of the initial unstressed syllable. In emphatic speech a high prehead is used before a rise. It gives a bright lively encouraging character to the utterance. E.g. So long.

According to Russian and Ukrainian phoneticians the following main types in the scale are typical for the RP:

1. The stepping head which is characteristic of the unemphatic speech and is widely used in combination with any of the six main nuclear tones creates the impression of the normal, balanced mood of the speaker. E.g. I think you ought to apologize.

2. The low head is typical of English emphatic speech. The impression created by this head ranges from indifference to hostility. E.g. I think you ought to apologize. The low head is usually combined with low fall, low rise and high fall.

3. The sliding head creates the impression of the excitement or a highly emotional attitude to the situation. It is typical for emphatic speech and is mostly used with the fall rise as a nuclear. E.g. I think you ought to apologize.

### *Pause*

A speaker cannot utter a long sentence in one breath. He utters groups of words in one breath, he stops and then utters another group. The place where he stops or pauses is marked by a slant mark [/]. The pause may be used:

- ✓ at the end of a short sentence ,e.g: I am hungry/
- ✓ at the end of a phrase, e.g: In spite of his being poor/
- ✓ at the end of a clause, e.g: Unless you do your homework/ ...

Mostly pauses are marked by a single slash [/]. But at the end of sentence we use double slashed [//] to show a longer pause. After a word when we leave a gap before uttering another word or at the end of a short sentence: Henry,/ what are you doing?//

After a subordinate clause and after a main clause: If you get the first rank/ I'll give you a prize// Before a conjunction: Do it now/ or you will regret later// You are intelligent/ but you are not honest// They stopped the car/ and attacked the inmates// Before a question tag: She writes beautifully,/ doesn't she?// You don't know my parents,/ do you?// At the end of quotation marks: "Joe!" / she shouted at her husband,/ "the truck is on fire!"// "Oh,/ one of the largest in Europe," / said Harris// At the end of a comma: "Hardly that,/ Senior General," / said our friend// I came,/ I saw,/ I conquered//

### ***Питання та завдання для самоконтролю та самоперевірки***

1. Дайте загальну характеристику англійської інтонації. Визначте особливості інтонації англійських речень.
2. Назвіть особливості мелодики англійського висловлювання.
3. Охарактеризуйте поняття фразового наголосу та паузації в англійському реченні. Наведіть приклади.

**Практичне заняття №17**

**Тема:** Артикуляція англійських голосних [u] та [u:]. Інтонація простих речень. Зміни голосних та приголосних у мовленні.

**Мета:** ознайоми студентів з інтонацією простих речень; розширювати знання студентів про поняття англійської редуції та змін приголосних у мовленні; формувати навички транскрибування та літературної вимови і виразного читання; виховувати повагу до культурного та історичного надбання українського народу.

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**Зміст заняття**

**1. Фонетична зарядка.**

Read and pronounce poems and tongue-twisters paying attention to the learning phonemes:

**u**

A Logical Song

*(or the Conjuror's reason for not getting money)*

I would, if I could,  
If I couldn't how could I?  
I couldn't, without I could, could I?  
Could you, without you could, could yet?  
Could ye? Could ye?  
Could you, without you could, could ye?

**u:**

*by Rudyard Kipling*

The Camal's hump is an ugly lump  
Which well you may see at the zoo;  
But uglier yet is the hump we get  
From having too little to do.

Kiddies and grown-ups too-oo-oo,  
If we haven't enough to do-oo-oo,  
We get the hump –  
Cameelious hump – the hump that is back and blue!

I get it as well as you-oo-oo,  
If I haven't enough to do-oo-oo!  
We all get hump – cameelious hump –  
Kiddies and grown-ups too!

**2. Пояснення нового теоретичного матеріалу з теми. Виконання тренувальних вправ.**

Study a new theoretical material. Do phonetic exercises.

**u and u:**



**u**



**u:**

**/u:/**

The tongue body is elevated into a high and back position with contact against the upper molars, while the tongue root is advanced to open the pharyngeal airway. The mandible is elevated. The lips are rounded and protruded. The vocal cords are adducted and vibrating. The velopharyngeal port is closed.

**/u:/** can be found in words such as: moon, food, too, blue, shoe, igloo, balloon, kangaroo, mushroom.

*Try these words:* spoon, moon, food, too, blue, shoe, tool, igloo, who, mood, suit, balloon, noon, soon, clue, flu, rude, fool.

**u**

The tongue body is back and elevated into a mid-high position with contact against the upper molars, while the tongue root is not retracted as other back vowels. The mandible is elevated but may lower slightly. The lips are usually rounded and protruded. The vocal folds are adducted and vibrating. The velopharyngeal port is closed.

*Try these words:* look, wood, stood, cook, good, hood, foot, took, put, could, hook, full.

**3. Виконання тренувальних вправ.**

*Transcribe the following words:*

too	tomb	tooth	tool	due	junior
boo	booed	boot	cool	view	prudent
rue	rude	route	rule	hue	wounded
who	whom	hoot	fool	new	whooping
coo	cooed	coot	pull	few	balloon

sou	soon	soup	spool	pew	protrude
Lou	lose	loose	stool	stew	include
good	look	woman	bull	could	put
sugar	would	foot	pudding	wool	should
pullman	butcher	wolf	room	push	woolen
wolves	hood	bullet	cushion	pulpit	wood

*Reproduce the spelling of the following words:*

<b>buk</b> – `deɪbʊk	<b>buk</b> – `ʃekbʊk
<b>put</b> – `ɪnpʊt	<b>ful</b> – `keəfʊl
<b>fut</b> – `beəfʊt	<b>rum</b> – `bedrʊm
<b>bʊʃ</b> – `kærəntbʊʃ	<b>hʊd</b> – `ʃaɪldhʊd

bu: — bu:z — bu:m — `bu:miŋ — bu:t  
 lu: — lu:z — lu:m — `lu:miŋ — lu:s  
 hu: — hu:z — hu:m — `hu:piŋ — hu:p  
 tu: — tu:z — tu:l — `stu:piŋ — tu:θ

*Read the following words with the phoneme [u] in medial position:*

<b>Medial:</b>	book	looked	took	cook	push
	could	pull	would	foot	puss
	good	put	brook	full	rook
	look	should	bush	nook	wool

*And now test your reading of the following words:*

sugar	look	wolves	pulpit	bookshelf
foot	should	butcher	woman	cushion
room	could	bullet	woolen	pudding
pussy	cook	wolf	Pullman	bedroom

*Practice pronouncing the phoneme [u] in the following pairs of words:*

push – put	could – hood
full – bull	should – would
wood – good	look – cook

*Distinguish between the phonemes [u:] and [u]:*

pool – pull	sooth – soot	shoot – shook
food – foot	loop – look	womb – woman
noon – nook	fool – full	who – hook
woo – wool	two – took	cool – cook
shoes – should	boot – book	poodle – put

*Mind [u:] and [u] in the following phrases:*

a foolish book	good food
a rude cook	a wooden spoon
blue wool	a full pool

*Read the following expressions with the sound [u:] and [u]:*

The boot is on the wrong foot.  
 Too good to be true.

*Mind the phoneme [u] in the following word combinations:*

Put the book on the bookshelf  
 Should look in the bedroom  
 Took that book

*Read the following sentences with the sound [u]:*

1. The cookies are good.
2. Look at the pussy near the brook.
3. The poor rabbit hid in the bushes.
4. Put the book on the wooden table.

5. Would you look for the cushion?
6. The rook stood on one foot.
7. He shook himself and pushed into the woods.
8. I could eat a bushel full of cookies.
9. Put some sugar in the pudding.
10. She is good-looking when she puts on the wool dress.

Read the following words with the phoneme [u:] in different positions:

<b><u>Final:</u></b>	blue	flew	who	igloo	undo
	chew	grew	bamboo	moo	woo
	do	shoe	crew	tattoo	soup
	drew	through	flu	true	threw
<b><u>Medial:</u></b>	cool	noon	tooth	doom	lute
	goose	rule	whose	ghoul	pool
	moon	school	boom	hoot	shoot
	move	soon	boot	loop	tomb

And now test your reading of the following words:

rude	moonlight	sooner	twenty-two
June	movement	doomed	horse-shoe
true	afternoon	gooseberry	school-yard
threw	coolness	swimming-pool	boot-lace

Practice pronouncing the phoneme [u:] in the following pairs of words:

shoe – shoot	soon – moon	foot – loot	chew – Jew
mood – moot	soup – group	cool – rule	choose – juice
prove – proof	true – fruit	pool – school	ruler – ruby

Distinguish between the phonemes [ju:] and [u:]

butte – boot	mewed – moored	cues – coos
hues – whose	feud – food	Hume – whom
mews – moos	cute – coot	cue – coo
cued – coed	mute – moot	beauty – booty

Read the following sentences with the sound [u:]

1. Use a ruler.
2. Do as I do.
3. Chew your food, Ruth.
4. My shoe is in the pool.
5. Does the moon shine into your room?
6. It is very cool this noon.
7. Do you eat soup with a soup-spoon?
8. A group of schoolboys went through the zoo.
9. Her tooth came loose<sup>6</sup> at school.
10. Soon it will be cool enough to move.



Sort out the words in accordance with their pronunciation. Check unknown words in dictionary with transcription:

Food, June, look, news, room, school, soup, spoon, sugar, Tuesday, two, book, cookery, could, good, looking, soon, through, foot, true

[u:]	[u]
------	-----

**4. Домашнє завдання.**

Read the idioms and proverbs and find their Ukrainian equivalents. Learn their meaning:

Idioms

- Put your foot down.
- Keep ago odl ook-out.
- Too good to be true.
- Sue's true blue.
- Prue knew who's who.
- I see Prudie once in a blue moon.

Proverbs and sayings

A good book is a precious life blood of a spirit. (Milton)

• •

I like work... I can sit and look at it for hours. (Jerome K. Jerome)

- ▶ No news is good news.
- ▶ The exception proves the rule.
- ▶ He who excuses himself, accuses himself.
- ▶ A fool and his money are soon parted.

Transcribe the given below sentences:

1. On Saturday.
2. It's mine.
3. The style is good.
4. He's coming in a week.
5. I saw him yesterday.
6. It's not bad.
7. You needn't do it now.
8. You'll fall.
9. Your chair's slipping.
10. You'll miss your train.
11. Try to be there by six.
12. Careful with that glass. You'll drop it.
13. Mind. There's a step there.
14. Be quick. We are going to be late.
15. You must call at Helen's.

Intone the dialogue:

**Meet the Parkers**

- Oh, Harry. I had such an exciting afternoon.
- Why? What happened?
- I bought myself a lovely pair of shoes!
- Did you? Well, that was exciting.
- Yes, but when I got home, I found I hadn't got them.
- Oh, dear! How did you lose them?
- I couldn't think. The man in the shop wrapped them up and I paid for them. But that was all I could remember.
- Did you go back and ask?
- Yes, but they weren't at that shop.
- And was that the only place you'd been to?

– Oh, no, it wasn't. I went to the bank. But the people there didn't know anything about it. Then I went to the butcher's to see if I might have left the shoes there. But I hadn't.

– What did Mr. Grimble say?

– He was rather rude. He remembered how I'd lost Rex under his stall. He said I ought to be more carerul.

– Oh, did he?

– Yes, but I didn't find the shoes anywhere. You can understand that I was upset, can't you?

– Of course, I can! What a shame! Poor Nora! Look here, I'll see if I can buy another pair for you.

– Oh, but it's all right, Harry! I got them.

– But I thought, you said ....

– Yes, but when I'd been to all the shops I remembered that the last place I went to was the "Ritz" Cafe for tea. And the parcel was there, under the table. Wasn't I lucky?

– Luckier than you deserved.

*Reproduce the spelling of the following sentences:*

'nevər 'æbsənt || 'nevər 'i:gə || 'nevər ə'geɪn || 'nevər'eɪbl ||  
 nɪər ə 'leɪk || nɪər ə 'hɪl || nɪər ə 'fi:ld || ðər 'ɪznt 'taɪm ||  
 ðər 'ɪznt 'eni || 'kliər ənd 'braɪt || 'klevər ənd 'sɪmpl ||  
 ə 'membər əv ðə 'fæmɪli || ə 'membər əv ðə kə'mɪti ||  
 ə 'pɛər əv 'sɪzəz || ə 'pɛər əv 'slɪpəz ||  
 ə 'ti:tʃər əv 'mæθs || ə 'ti:tʃər əv 'vældʒɪbrə ||  
 ə 'ti:tʃər əv 'hɪstri ||

a) 'æŋ ɪz ət ðə 'lesn || its ən 'ɪŋɡlɪʃ,lesn || fɪz 'sɪtɪŋ ət ðə 'desk ||  
 fɪ ɪz 'lɪsɪŋ tə ðə 'ti:tʃə || fɪz 'lɪsɪŋ ə'tentɪvli ||

б) 'ðɪs ɪz mɪs 'sɪmɪθ || fɪ ɪz ə 'taɪpɪst || fɪz 'taɪpɪŋ 'letəz fə ðə  
 'mænədʒə || fɪ məst 'fɪnɪʃ ðəm baɪ ði 'i:vɪŋ ||

a) 'ðɪs ɪz ə 'bæŋ || its 'meɪd əv 'blæk 'ledə || ðɪs 'bæŋ ɪz 'dʒeɪnz ||

б) 'ðɪs ɪz 'dʒeɪn || fɪz ət ðə 'lesn || its ə'tesn əv 'mæθɪ'mætɪks ||  
 'dʒeɪn 'laɪks 'mæθs ||

в) 'ðɪs ɪz 'æŋɡəθə || fɪz ði 'eldɪst 'tʃaɪld ɪn ðə 'fæmɪli || fɪz 'ɪlevn ||  
 fɪ kən 'pleɪ 'bædmɪntən || fɪ 'laɪks ðə 'geɪm ||

It 'isn't | 'bad. || 'Step | a 'side. || It's 'page | 'ten.

She's 'fifty | 'eight. || She 'lives | in a 'little | 'village.

### 5. Самостійне опрацювання матеріалу.

1. Study the theoretical material on the giving topic. Write out key notions and translate them into Ukrainian.

2. Render the text in brief.

#### *Stylistic Use of Intonation*

Intonation plays a central role in stylistic differentiation of oral texts. So we have to study intonational functional styles. An intonational functional style can be defined as a system of interrelated intonational means which is used in a certain social sphere and serves a definite aim in communication.

The problem of intonational styles classification can hardly be regarded as settled yet. Many scholars distinguish the following five style categories:

informational (formal) style

scientific (academic) style

declamatory style

publicistic style

familiar (conversational) style.

The situational context and the speaker's purpose determine the choice of an intonational style.

#### *The Peculiarities of Formal and Informal Speech*

Official and first of all public speaking will be louder and slower, more careful, distinct and tense in articulation than informal familiar speech.

The fast speed of delivery in the informal conversational style and the relatively slow tempo of formal speaking are closely connected with the number of stresses in an utterance: in a slow delivery there is more time to stress all the words that can take stresses, while in a rapid delivery the stresses are limited to those words which are really important and the unstressed groups of words become longer. As a result there is a noticeable difference in the rhythmic patterns of these styles.

Informational (formal) style is characterised by the use of intellectual intonation patterns. The style is used, for instance, by radio and TV announcers when reading weather forecasts, news, etc. or in various official situations. It is considered to be stylistically neutral. When using informational style the speaker is primarily concerned that each communicative type of the sentence is given a clear intonational identity.

The characteristic feature of informational style is the use of Tone Group 2, 7, normal or slow speed of utterance and regular rhythm. In certain cases Tone Group 10 occurs, with the falling part of the tune indicating the main idea and the rising part making some addition to the main idea. The sense-groups

(intonation groups) tend to be short, duration of pauses varies from medium to long.

#### *Scientific (Academic) Style*

Basic intonation patterns are: (Low Pre-Head + ) (Stepping Head) +Low Fall (+ Tail) Tone Group 2, Tone Group 4, Tone Group 7, Tone Group 10. Tone Groups 4 and 10 are widely used as means of both logical emphasis and emphasis for contrast. A number of High Falls also makes an utterance expressive enough, they help the lecturer to impress on his audience that he is dealing with something he is quite sure of, something that requires neither argument nor discussion. The Accidental Rise is also used.

Less important parts are pronounced at greater speed than usual, while more important parts are characterised by slower speed. The most widely used hesitation phenomena are: repetition of words and filled pauses /ɜ:/, /mmm/ and /ɜ:m/. The use of these effects enables the lecturer to obtain a balance between formality and informality and thus to establish a closer contact with his listeners who are made to feel that they are somehow involved in making up the lecture.

Compound tunes make the oral representation of a written scientific text more expressive by bringing out the most important items in an utterance. Thus, the following intonation patterns may be added to the ones listed above:

Tone Group 5

(Low Pre-Head +) (+ Sliding Head) + High Fall

(Low Pre-Head +) Sliding Head (+ High Fall) + Rise

The scientific style is frequently used by university lecturers, school teachers or by scientists in formal and informal discussions.

In *declamatory style* the emotional role of intonation increases, thereby intonation patterns used for intellectual and emotional purposes have an equal share. Declamatory style is acquired by special training and it is used in stage speech, classroom recitation, verse-speaking or in reading aloud fiction. The nuclear tone in final intonation groups is the Low Fall or, less frequently, High Fall. The principal nuclear tones in non-final intonation groups are the Low Fall, the High Fall and the Fall-Rise.

The speed of utterance is rather slow. Long pauses are more common. When reading aloud a dialogue, it should be borne in mind that it is different from the intonation of a descriptive text, representing the author's speech (monologue). (The intonation of a dialogue will be described under the heading "Familiar Style".)

#### *Publicistic Style*

This type of public speaking deals with political and social problems (e.g. parliamentary debates, speeches at congresses, meeting and election campaigns). The success of a political speech-maker is dependent on his ability to manipulate intonation and voice quality. Characteristic features: The heads are often broken (accidental rise) to make an utterance more emphatic.

The High Fall and the High Rise are very rarely used. Typical tone groups are: № 2, 7, 10, 4.

*Familiar (Conversational) Style*

A common means of expressiveness in this style is the use of complex tones, the high pre-head and the sliding head. The speed of informal conversation is quite fast but the tempo is as changeable as one wishes it to be.

**NB!** Stylistic differentiation is also realized through the features of the other language levels – grammatical and, especially, lexical. *Compare:* Good – bye. Bye-bye. Thank you. Thanks. I'm ever so glad to see you. Happy to see you.

***Питання та завдання для самоконтролю та самоперевірки***

1. Прокоментуйте використання інтонації англійських речень у стилістичному плані.
2. Проаналізуйте стилі англійської мови.
3. Охарактеризуйте використання інтонації в висловлюваннях, що належать різним стилям. Наведіть приклади.

**Практичне заняття №18**

**Тема: Артикуляція англійських голосних [ə] та [ə:]. Інтонація запитань в англійській мові. Інтонація складних речень.**

**Мета:** ознайоми студентів з інтонацією складних речень; продовжувати розвивати навички правильної артикуляції англійських голосних; розширювати словниковий запас; формувати навички транскрибування та літературної вимови і виразного читання; виховувати толерантність.

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*Зміст заняття*

**1. Фонетична зарядка.**

Read and pronounce poems and tongue-twisters paying attention to the learning phonemes:

ə:

Hurdy-Gurdy

*by Ogdeon Nash*

Hurdy-gurdy organ-grinder.  
Lost his wife and couldn't find her.  
He sought her late, he sought her early  
With hurdy-gurdy hurly-burly,  
Found her in a gingerbread house,  
Waltzing with a waltzing mouse.  
He locked them in his hurdy-gurdy,  
Which suggested the plot of Aida to Verdi.

ə

A Puzzling Question

*by A.M. Pratt*

Grandma says (though I don't know why)  
That I am the apple of her eye;  
Brother calls me a dunce; Aunt Fan  
Always says I'm her little man;  
Father says I'm a reg'lar boy,  
And mother calls me her pride'n' joy.

Now this is what I should like to know –  
How in the world a fellow can grow?  
Who's a pride'n' joy, an apple, a dunce,  
A reg'lar boy and a man at once!

**2. Пояснення нового теоретичного матеріалу з теми. Виконання тренувальних вправ.**

Study a new theoretical material. Do phonetic exercises.

ə and ə:



ə



ə:

ə

Although variable, the tongue is in the centre of the oral activity. The jaw is slightly lowered, although its position varies depending on phonetic context.

The lips are rounded. The vocal folds are adducted and vibrating. The velopharyngeal port is closed.

*Try these words:* obey, allow, adore, attend, obstruct, achieve, account, annoy, approve, appear, offence, perhaps, entertain, amateur, comfortable, ignorant, understand, terrible, permanent, characters, component, glamorous.

ɜ:

Although variable, the tongue is slightly above the neutral position with some bunching in the palatal region. The mandible is slightly lowered.

The lips are usually rounded. The vocal folds are adducted and vibrating. The velopharyngeal port is closed.

*Try these words:* sir, fir, her, bird, heard, word, world, girl, curl, earl, pearl, term, firm, serve, prefer, work, hurt, shirt, skirt, purse, nurse, first, burst, curtain, thirteen, birthday, Thursday, purpose, curve.

### 3. Виконання тренувальних вправ.

*Transcribe the following words:*

sir	serve	surf	journey	world
fir	firm	first	early	girl
her	heard	burn	certain	curl
blurr	term	learn	thirteen	hurl
purr	purred	pert	curtain	earl
err	earn	irk	Thursday	twirl
Africa		Columbus		about
America		commander		away
cinema		gorilla		absent
Anna		to go		present
Nora		to come		a dog
sofa		bag of bones		the dog
Bella		pack of wolves		attend
mother		Russia		potato
father		Yorkshire		perplex
brother		teacher		forsake

*Reproduce the spelling of the following words:*

ɜ:n — ɜ:l	gɜ:dl — gɜ:l	wɜ:d — wɜ:l	fɜ:m — fɜ:l
kɜ:n — kɜ:l	pɜ:pl — pɜ:l	wɜ:m — wɜ:ld	hɜ:d — hɜ:l



\`ædvɜ:b	\`sʌnbɜ:nt	\`fɔ:wɜ:d	\`hændwɜ:k
\`ekspɜ:t	\`ju:nɪvɜ:s	\`freɪmwɜ:k	\`hæmbɜ:g
ten – tɜ:n	lend – lɜ:nd	\`ketl – `kɜ:tn	
bed – bɜ:d	bent – bɜ:nt	\`benɪ – `bɜ:nɪŋ	
det – dɜ:t	send – sɜ:vɪd	\`sekənd – `sɜ:kəs	

Read the following words with the phoneme [ə:] in different positions:

early	fir	deter	hurt	serve
urban	sir	world	first	learn
urgent	purr	bird	worst	girl
journey	occur	heard	burst	curl

Distinguish between the phonemes:

НЕ МОГУ ПОДТЯНУТЬ

[ɔ: – ə:]	[e – ə:]	[ʌ – ə:]
four – fur	ten – turn	shut – shirt
torn – turn	Ben – burn	hut – hurt
Paul – pearl	bed – bird	bun – burn
warn – worm	head – heard	bud – bird
ward – word	west – worst	bug – berg
walk – work	Kennel – colonel	gull – girl

Mind the phoneme [ə:] in the following word combinations:

A dirty shirt	they were thirsty
It hurts!	A German girl
They weren't first	They weren't at work on Thursday
To learn Turkish	The worst nurse in the world

Read the following sentences with the sound [ə:]:

1. Learn these words.
2. Pearl is a curious girl.
3. The girls were early.
4. Bert will be thirteen years old next birthday.
5. Which work do you want her to finish first?
6. Bert's the last person to want to hurt you.
7. I'll return to the journals when I come on Thursday.
8. The first and the third verses were most difficult to learn.

9. Her performances make the public nervous.

10. Percy'll certainly prefer to start the journey early.

*Read the following words with the phoneme [ə] in different positions:*

<b><u>Initial:</u></b>	about above ago alive	along another around asleep	away awhile abate allow	amass amaze annoy appeal	arouse attach await ado
<b><u>Final:</u></b>	arena cinema dogma calendar	paper polka soda sofa	tuba vanilla camera china	data drama gorilla mania	quota stanza vista zebra
<b><u>Medial:</u></b>	balloon circus element parasol	company buffalo arithmetic alphabet	breakfast accident chocolate banana	relative suffocate lesson syllable	cassette necessary marvelous parachute

*And now test your reading of the following words:*

alone	melody	picture	absent	Nora
upon	a dog	colour	perform	wonderful
sofa	the dog	father	perhaps	to go to town
signal	a bag of bones	Africa	surprise	to achieve the best

*Pronounce "of" correctly in the following word combinations:*

a pair of binoculars	a photograph of her father and mother
a glass of wine	a cup of tea
a bottle of beer	a tin of beans
a bag of chocolates	a packet of sweets

*Make similar phrases using the words:*

champagne	sugar
coffee	milk
tomatoes	matches

*Distinguish between the phonemes [ə] and [i]:*

affect – effect	accept – except
sitter – city	mitre – mighty
centered – scented	offers – office
fisher – fishy	lettered – let it
armour – army	officers – offices
waiter – weight	better – Betty

*Read the following sentences with the sound [ə]:*

1. Tina fell asleep.

2. The weather was wonderful.
3. Father is taller than mother.
4. They arrived in Africa.
5. Roger bought me a balloon at the circus.
6. Anna has another parasol.
7. I had a banana for breakfast.
8. The elephant is a large animal.
9. She gave me some chocolate when I went away.
10. He fell asleep on the sofa.

Sort out the words in accordance with their pronunciation. Check unknown words in dictionary with transcription:

beard, car, chair, church, curtains, dirty, door, floor, four, girl, house, large, March, near, nurse, pair, parked, purse, shirt, shorts, stars, surfer, third, warm, wearing

[ɜ:]	[ɔ:]	[ɑ:]	other sound
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**4. Домашнє завдання.**

Read the proverbs and find their Ukrainian equivalents. Learn their meaning:

- ▶ First come first served.
- ▶ One good turn deserves another.
- ▶ As the workman so is the work.
- ▶ It's an early bird that catches the worm.
- ▶ Words hurt more than swords.
- ▶ A bird in hand is worth two in bush.

Transcribe the following sentences:

1. What could the teacher be thinking of?
2. Nobody had bothered to plant new ones, had they?
3. Let's forget it, shall we?
4. Mr. Bernman asked me what kind of music I did like.
5. 'So it was worth doing?' – 'I suppose so.'
6. 'He never comes on time.' – 'Oh yes, he does.'
7. Do let's get a taxi.
8. Sam ought to have realized how dangerous it was.
9. If the baby is crying, it is probably hungry.
10. Detergent cannot harm a fabric, so long as it has been properly dissolved.

Intone the dialogue:

- What is there about Wrestling that makes you keep watching it?
- It's rather difficult to analyze. Partly the show itself but mostly, I suppose, the wrestlers.
- You like the wrestlers?
- Oh, very much.
- Why? What is it that makes you like them?

- I often wondered that myself. Though they don't seem to have a freshness of mind but strength. That's most attractive.
- Would you call Wrestling a violent show?
- Yes, I would. But don't misunderstand me! It's not only kicks and punches or even throws and strength. But I've always founded a very exciting show.
- I'm not so sure about that. I think I can imagine some show, which is exciting, but still it deals with sport.
- But then surely. It's a sport show!
- Depends how you define your terms.
- Like everything else. Yes. of course. It's delightful. Difficult to describe how delightful. You must see it for yourself.
- I hope I shall be able to some day but not this week. I've got a lot of work to do.
- It's a pity!
- Surely. Still, perhaps next week.

Reproduce the spelling of the following words:

a) aɪ 'ni:d səm 'ʌnjənz || 'ɑ: ðər enɪ 'ʌnjənz ɪn ðə  
'bɑ:skɪt || ðər 'ɑ:nt enɪ || ənd 'ɑ: ðeər enɪ 'ʌnjənz ɪn  
ðə 'frɪdʒ || 'jes | ðər 'ɑ: sɑ:m ||

b) 'hæv ju enɪ 'ɪŋglɪʃ ,nju:speɪpəz ət 'sku:l ||  
'jes ʒ wi 'hæv sɑ:m ||  
ənd 'hæv ju enɪ 'frentʃ 'nju:speɪpəz ||  
wi 'hævnt ,enɪ | bət wi hæv sɑ:m 'frentʃ məgə'zi:nz ||

'wɪtʃ əv ðə 'wɪmɪn ɪz 'væl ||  
ðə'wʌn ɪn ə'velvɪt 'dres || fɪz 'dɑ:nsɪŋ veri 'wel||

Practice correct reading of the following dialogues, paying attention to the stresses and tunes:

**MORNING AND EVENING**

- 'What 'time do you 'get 'up, as a 'rule?  
— 'Generally, § about 'half 'past 'seven.  
— 'Why so 'early?  
— Because I 'usually § 'catch an 'early 'train up to 'town.  
— 'When do you 'get to the 'office?  
— 'Normally, § about 'nine o'clock.  
— Do you 'stay in 'town 'all 'day?  
— 'Sometimes I 'do, § and 'sometimes I 'don't.  
— 'What do you 'usually 'do in the 'evenings?  
— We 'generally § 'stay at 'home. 'Once or 'twice a 'week § we 'go to a 'theatre, § or to the 'pictures. We 'went to the 'pictures 'last 'night § and 'saw a 'very 'interesting 'film. Oc,casionally § we 'go to a 'dance.  
— 'Do you 'like 'dancing?  
— 'Yes, | very 'much. Do 'you 'dance?  
— I 'used to, § when I was 'younger, § but 'not very 'often 'now. I'm, 'getting 'too 'old.  
— 'Too 'old... | Nonsense, | you 'don't look '^more than 'fifty.  
— As a 'matter of 'fact, | I'm 'nearly 'sixty.  
— 'Really? You 'certainly 'don't 'look it.  
— 'I'm 'glad to 'hear it... 'Are you 'doing anything 'special tonight? 'If 'not | 'what about 'coming with me to my 'club? You'd 'get to 'know quite a 'lot of 'interesting 'people there.  
— 'I should '^love to, | but to'day 'happens to be our 'wedding anni'versary | and we are 'going 'out tonight | to 'celebrate.  
— 'Well, § my 'heartiest con'gratu,lations.  
  
— 'Thank you very 'much. I could 'manage to 'come along to'morrow 'night | if 'that would 'suit you.  
— 'Yes, § 'excellent. 'Let's make it 'round a'bout '8 o'clock.  
— 'Very 'well, § 'thanks.

*(From "Lingaphone Conversational Course")*

'Jane is 'ill, | \, isn't she? – 'Yes, ξ she is 'badly 'ill.

It's 'tinned 'fish, | \, isn't it? – 'Yes, ξ it's 'tinned 'salmon.

He is a 'handsome 'man, ξ \, isn't he? – 'Yes, ξ he is 'handsome and 'clever.

It's 'fairly 'simple, | \, isn't it? – 'Yes, ξ it's 'easy and 'simple.

She is a 'painter, | \, isn't she? – 'Yes, ξ she is a 'talented 'painter.

### 5. Самостійне опрацювання матеріалу.

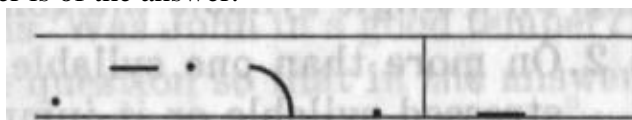
1. Study the theoretical material on the giving topic. Write out key notions and translate them into Ukrainian.

2. Render the text in brief.

#### *The Intonation of Disjunctive Questions*

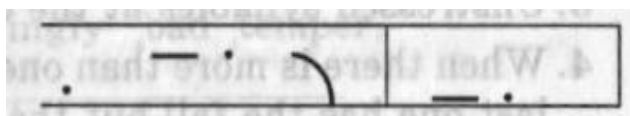
1. Disjunctive questions consist of two parts. The first is a statement and is usually said with Tune 1, if no extra stress is given to any word, and nothing is implied. The second part of a disjunctive question, which consists of a shortened question, may be said with Tune 1 or Tune 2, depending upon how sure the speaker is of the answer.

*You haven't seen him, have you?*



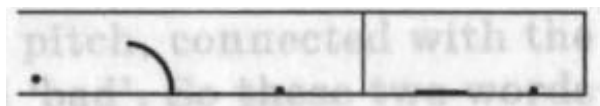
ju 'hævnt ,si:n him, ,hæv ju?

*You've got the book, haven't you?*



ju'v 'gɒt ðə ,buk, ,hævnt ju?

*You know him, don't you?*  
(I am rather sure you know him, but I am asking for confirmation.)



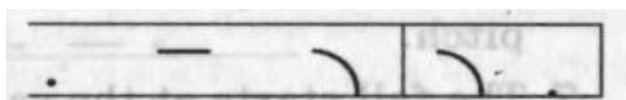
*You've been there, haven't you?*  
(I think you've been there, but I am not quite sure.)



*You know him, don't you?*  
(I am quite sure you know him.)



ju ,nəu him, ,dəunt ju?  
*You weren't there, were you?*



2. Many disjunctive questions must have Tune 1 followed by Tune 1, when there is no question as to what the answer will be.

*Lovely weather today, isn't it?*  
 (There is no question as to the weather.  
 My listener must agree with me).  
 'lʌvli ,weðə tədəi, 'iznt it?



1. Disjunctive questions which are expression of the speaker's opinion and do not ask for conformation also have Tune 1 followed by Tune 2.

*He's a nice fellow, isn't he?*  
 (I think he's a nice fellow!)



hi·z ə'nais ,felou, ,iznt hi·?

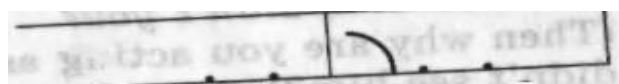
*They've done wonderfully,  
 haven't they?*



ðeiv 'dʌn ,wʌndəfəli, ,hævnt ðei?

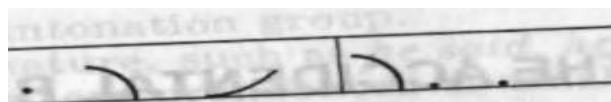
2. A disjunctive question may be used as the answer to a disjunctive question. In such cases, the first part is an echo of the previous question, and may be said with Tune 2. However, this echo may also be said with Tune 1 for emphasis (see below). The second part of such disjunctive questions used as answers has Tune 1.

Question: *Cold today, isn't it?*



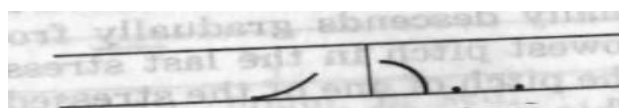
,kould tətəi, ,iznt it?

Answer: *It is cold, isn't it?*



it 'iz ,kould, ,iznt it?

Or: *Yes, isn't it?*



,jes, ,iznt it?

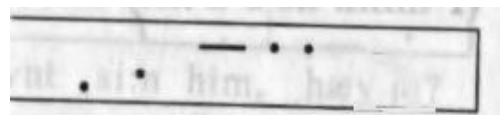


Notice, however, the answer: *Yes, isn't it?* which is more emphatic agreement ("jes, 'iznt it?").

3. Disjunctive questions which are echoes of exclamations usually have Tune 2 followed by Tune 1.

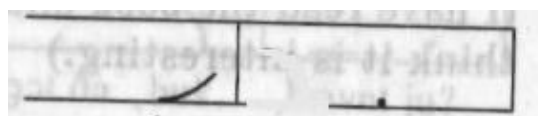
Exclamation: *What a beautiful room!*

wət ə "bju:tɪfʊl "ru:m!



Answer: *Yes, isn't it?*

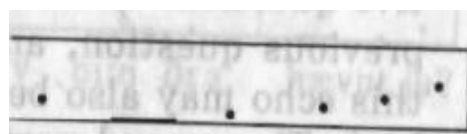
jes, 'iznt it?



4. Disjunctive questions are sometimes said as single Tune 2 intonation groups, the second part being considered as unstressed final syllables. Such an intonation seems to express an implication of surprise.

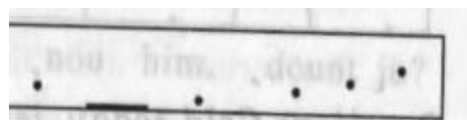
*You've been there, haven't you?*  
(Implication – Why do you ask me how to get there?)

ju·v ,b i:n ðeə, hævnt ju?



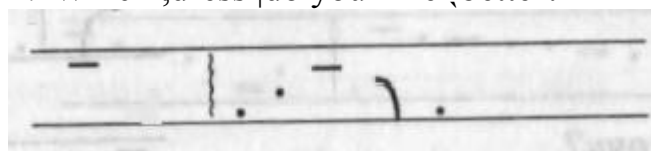
*You saw him, didn't you?*  
(Then why are you acting as if you didn't see him?)

ju· ,sɔ: him, didnt ju?

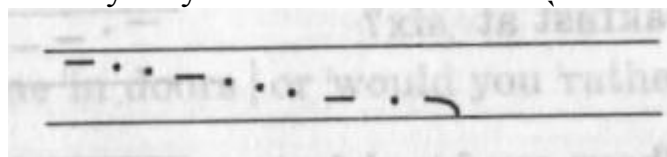


### *Intonation of Special Questions*

1. 'Which ,dress |do you 'like ,better?

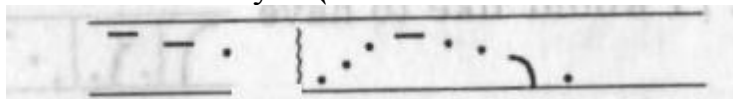


2. 'Why do you 'think he is a'bout to ,come?

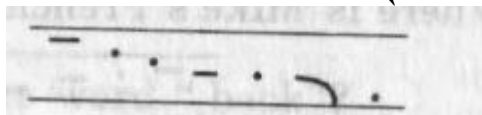




3. 'What 'makes you ,think that he will 'answer the ,question?

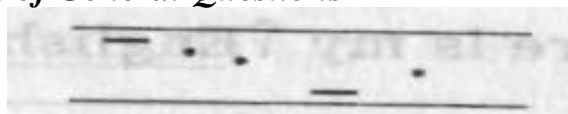


4. 'When did he 'come to ,Moscow?



### *Intonation of General Questions*

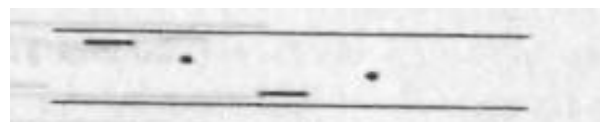
1. Are you a ,student?



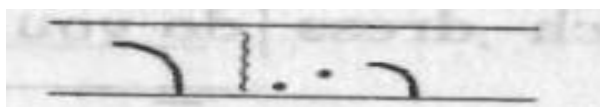
'Yes, I ,am.



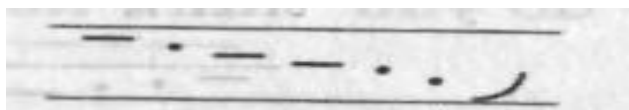
2. 'Are you ,tired?



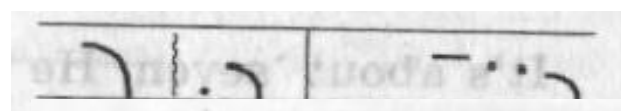
'No, I am ,not.



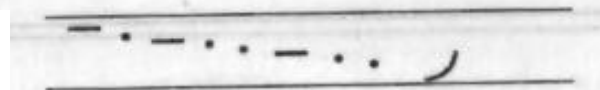
3. 'Do you 'have 'breakfast at ,six?



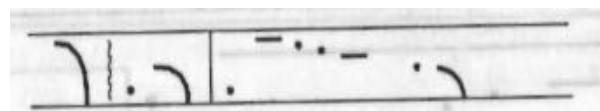
'No, I ,don't. I 'have my 'breakfast  
at ,8.



4. 'Did he 'promise to 'do it at ,once?



Yes, he ,did. He 'promised  
to 'do it at ,once.

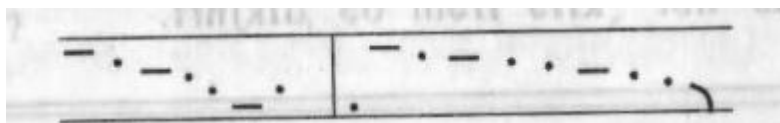


### *Intonation of Alternative Questions*

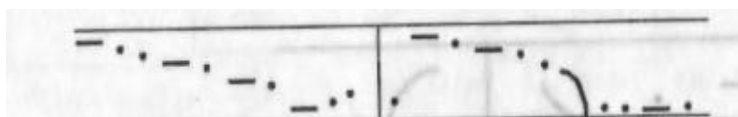
1. Shall 'I look ,after the ,luggage | or will 'you?



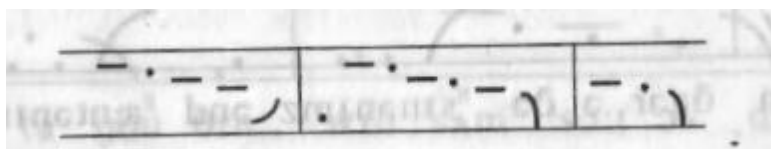
2. 'May I 'do it to ,morrow | or 'would you 'like me to 'do it to ,day?



1. 'Is this ex'pression 'used in ,actual speech | or 'is it 'only a ,bookish ex ,pression?



2. 'Will you 'come 'in ,doors | or 'would you 'rather 'sit ,here, | 'whilst we ,walk?



***Питання та завдання для самоконтролю та самоперевірки***

1. Охарактеризуйте інтонацію загальних запитань в англійській мові. Наведіть приклади.
2. Охарактеризуйте інтонацію спеціальних запитань в англійській мові. Наведіть приклади.
3. Охарактеризуйте інтонацію альтернативних запитань в англійській мові. Наведіть приклади.
4. Охарактеризуйте інтонацію розділових запитань в англійській мові. Наведіть приклади.

*Питання та завдання для самоконтролю та самоперевірки до  
заликового модуля №5*

**Practise reading the following word combinations. Transcribe them.**

• Slice them. With salt. Chase them. With sand. Race them. With silk. Mix them. With snow. Fix them. With soil. Abuse them. With silver. Please them. With zinc. Choose them. With zeal. Tease them. With zoom. Close them. With zest.

• White thorn, sweet thought, sit there, get them, hide them, bid them, breadth, ninth, in the mouth, on those days, all the time, all three, although, stealth, cut the finger, and threaten.

• This is the thing. This is the theory. This is the story. This is the theme. This is the saga. This is the song. Is this the thing? Is this the same thing? Is this the same zone? Is this the zoo? Is this the zenith? Is this the zinc?

• What's the matter? What's the problem? What's the idea? What's the trouble? What's the reason? What's the difficulty? What's the dilemma? What's the obstacle? What's the objection? What's the predicament? What's the fix?

• She is a thistle sifter and she has a sieve of sifted thistles and a sieve of unsifted thistles, and she sieves the sieve of unsifted thistles into the sieve of sifted thistles, because she is a thistle sifter.

• Hobnob, hobnail, cabman, submit, submarine, Bob Mitchel, button, cotton, let Nell, oatmeal, utmost, not me, couldn't, wouldn't, shouldn't, hidden, kidney, picnic, rock'n'roll, dark night, black magic, thank Nick, pug-nose, big man, dig more, Pygmalion, threaten, not now, don't know, liftman, hurt myself, not mine, sadness, good nerves, red nails, headmaster, goldmine, bad man, rude manners, happen, open, I hope not, help me, ribbon, sob noisily, subnormal, nickname, look now, dark night, take mine, frogman, big news.

• Stop looking, Bob likes, Hob looks, rub Lester, bottle, cattle, little, at last, at least, most likely, cradle, fiddle, ladle, meddle, paddle, dwindle, giggle, chuckle, knuckle, kettle, fatal, middle, riddle, that'll do, I'd like it, stop laughing, group leader, rub lightly, absorb light, look lonely, apple, big leaf.

• There was a crooked man and he walked a crooked mile,  
He found a crooked sixpence against a crooked stile,  
He bought a crooked cat, which caught a crooked mouse,  
And they all lived together in a little crooked house.

• We all work together with a wiggle and a giggle,  
We all work together with a wiggle and grin,  
With a wiggle and a giggle and a woogie and a google,  
A jigger and a jagger and a giggle and grin.

**Змістовий модуль № 6. Напруженість артикуляційного апарату.**

**Дифтонги та дифтонгізація.**

**Практичне заняття №19**

**Тема: Особливості артикуляції англійських дифтонгів. Вимова дифтонгів [ɔi], [aui]. Особливості артикуляції дифтонгів [əi], [ai], [ɔi].**

**Мета:** ознайоми студентів з поняттям дифтонгізації в англійській мові; розвивати навички правильної артикуляції англійських дифтонгів; розширювати словниковий запас; формувати навички транскрибування та літературної вимови і виразного читання; вдосконалювати навички інтонування речень; виховувати повагу до країни, мова якої вивчається.

**Література**

**Базова**

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**Допоміжна**

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7. Selesnev V. Pronunciation Training for Advanced Learners. – Mezhdunarodniye Otnosheniya Publishers, 1999. – 184 p.  
8. Ship or Sheep? An intermediate pronunciation course / Ann Baker. – [3rd edition]. – Cambridge : University Press, 2006. – 236 p.

**Зміст заняття**

**1. Фонетична зарядка.**

Read and pronounce poems and tongue-twisters paying attention to the learning phonemes:

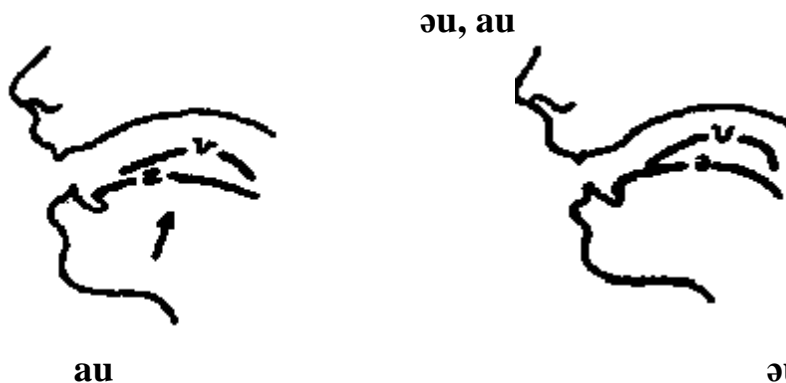
Mr. See owned a saw.  
And Mr. Soar owned a seesaw.  
Now, See's saw sawed Soar's seesaw  
Before Soar saw See,  
Which made Soar sore.  
Had Soar seen See's saw  
Before See sawed Soar's seesaw,  
See's saw would not have sawed  
Soar's seesaw.  
So See's saw sawed Soar's seesaw.  
But it was sad to see Soar so sore  
just because See's saw sawed  
Soar's seesaw.

**2. Пояснення нового теоретичного матеріалу з теми. Виконання тренувальних вправ.**

Study a new theoretical material. Do phonetic exercises.

**DIPHTHONGS**

A diphthong is a glide from one vowel to another, and the whole glide acts like one of the long, simple vowels; so we have **bi:**, **ba:**, **bɔ:** and also **bei**, **bəu**, **bai**, **baʊ**, **bɔi**, **biə**, **beə**, **buə**. The diphthongs of English are in three groups; those which end in [u], [əu, au], those which end in [r], [ei, ai, ɔi], and those which end in [ə], [iə, eə, uə].



Both these diphthongs end with **u** rather than **u:** although you will not be misunderstood if you do use **u:**. To get **ou** as in “so” [sou], start with sə and then glide away to **u** with the lips getting slightly rounded and the sound becoming

less loud as the glide progresses. Be sure that the first part of the diphthong is ə and not ɔ: or anything like it.

*Try the following:* low [lou], law [lɔ:], so [so], saw [sɔ:], snow [snou], snore [snɔ:], boat [bout], bought [bɔ:t], close [klouz], claws [klɔ:z], coke [kouk], cork [kɔ:k], coal [koul], call [kɔ:l].

For **au** start with ʌ. Say “ton” [tʌn], and then after the ʌ-sound add an **u**; this should give “town” [taun]. [**au**] is not difficult for most people. Be sure that [**au**] and [əu] are different.

*Try the following:* now [nau], know [nəu], loud [laud], load [ləud], found [faund], phoned [fəund], row (quarrel) [rau], row (line) [rəu], doubt [daut], dote [dɔt], towns [taunz], tones [təunz].

Remember when you practise these examples the diphthongs are shorter before strong consonants and longer before weak ones, just like the other vowels, so “boat” [bɔt] has a shorter diphthong than “close” [kləuz] and “doubt” [daʊt] a shorter one than “loud” [laʊd].

*Read the following words paying attention to the correct pronunciation:*

***The sound [au] as in HOW***

how – cow – now – allow – owl – brown – down – town – clown – drown – crown – crowd – powder – browse – browser;

loud – proud – cloud – out – shout – about – doubt – foul – noun – house – mouse – mouth – south – couch;

found – ground – around – pound – sound – count – amount – mountain – announce – bounce;

allowing – plowing / ploughing;

towel – bowel – Powell;

power – tower – flower – shower – coward – Howard;

hour – our – sour – flour.

***The sound [əu] as in NO***

role – bone – phone – stone – close – note – notice – lonely – home – hope – open – ocean – remote – suppose;

go – ago – no – so – toe – hero – zero – veto – ego – echo – radio – studio – Mexico – potato – tomato – logo – motto;

solar – polar – modal – total – motor – moment – bonus – focus – vogue – social – soldier – coworker;

cold – gold – hold – old – bold – sold – told – roll – poll – control – bolt – colt – folk – yolk – comb – don't – won't;

most – post – host – hostess – ghost – both;

road – load – boat – coat – oat – oak – soak – goal – coal – coach – approach – roast – toast – boast – coast;

soul – shoulder – though – although – dough;

OK – obey – omit – hotel – motel;

low – know – mow – snow – show – tow – owe – own – bowl – blow –  
 blown – grow – grown – growth – throw – thrown;  
 follow – borrow – narrow – sparrow – window – yellow;  
 knowing – going – growing – throwing – showing – sewing – towing –  
 blowing – owing – flowing;  
 following – borrowing – narrowing – zeroing – echoing;  
 heroic – stoical – poet – poetry;  
 lower – slower – mower – borrower – follower – widower.

*ei, ai, əi*



*ei*

*ai*

*əi*

These diphthongs all end in **i**, not **i:**. **ei** begins with **e** as in “men”. Say “men” and then add **i** after **e**, gliding smoothly from **e** to **i** and making the sound less loud as the glide progresses – this will give “main” [mein]. The most common mistake is to use a long, simple vowel, so try to be sure that there is a glide from **e** to **i**; however, if you do use a simple vowel for [ei] it will not be misunderstood – some accents of English do the same. But [ei] and [e] must be quite separate.

Try the following: late [leit], let [let], sail [seil], sell [sel], paper [peipə], pepper [pepə], trade [treid], tread [tred], rake [reik], wreck [rek], fail [feil], fell [fel].

**ai** glides from **ʌ** to **i**, and the loudness becomes less as the glide progresses. Say “fun” [fʌn], and then add **i** after the **ʌ**, with a smooth glide; this will give you “fine” [fain]. Be sure that [ai] is separate from [ei].

Read the following words paying attention to the correct pronunciation:

**The sound [ei] as in RAY**

a	aid	eight	paper	ail
may	made	mate	baker	fail
bay	bade	bait	famous	pale
say	save	safe	favour	mail
grey	grade	great	waitress	sail
way	wave	waif	patient	hail
play	played	plate	later	whale

.....

rate – late – Kate – fate – race – base – place – same – name – take – ache – lake – rage – age – wage – save – cave – wave;  
 dictate – educate – decorate – celebrate – concentrate – investigate;  
 cable – table – able – cradle – range – change – strange – taste – waste;  
 baby – bacon – paper – April – danger – angel – stranger – basis – lazy – crazy;  
 patient – racial – nation – nature – fatal – patriot – radio – vacant;  
 ray – gray – play – lay – day – may – say – way – pray – stay – stray – delay;  
 hey – prey – they – convey – obey;  
 rain – main – aim – brain – drain – train – stain – remain – explain – complain;  
 fail – mail – sail – rail – raise – raid – afraid – wait – straight – faint – paint;  
 weight – weigh – eight – vein – neighbor;  
 break – great – steak;  
 betrayal – portrayal – layer – player – conveyor – surveyor;  
 saying – staying – playing – laying – praying – delaying – conveying – obeying – archaic.

*The sound [ai] as in RIDE*

I	eyed	ice	miner	I'll
high	hide	height	silent	mile
tie	tide	tight	frighten	while
why	wide	white	minus	pile
rye	ride	right	wider	vile
sigh	side	sight	ninety	file
lie	lied	light	bicycle	aisle
try	tried	trite	Friday	child

.....

ride – nice – ice – life – file – smile – line – fine – quite – rise – wise – prize – hi;  
 polite – combine – arrive – surprise – despise – organize – modernize;  
 private – library – final – minus – crisis – climate – bicycle – horizon – item – Ida;  
 idea – ideal – identity – identical – biology;  
 find – kind – mind – blind – child – mild – wild – climb – rifle – trifle – title – idle;  
 high – sigh – sign – right – fight – night – light – sight – height;  
 lie – die – tie – dye – rye – bye – eye – buy – guy – alibi;  
 cry – dry – fry – try – by – my – sky – style – type – hype;  
 nylon – cycle – cyber – hybrid – dynamite – dynamic – hyperactive;  
 rely – reply – apply – deny – satisfy – modify – signify – analyze – paralyze;  
 buying – lying – flying – frying – trying – drying – crying – dying – denying – replying;  
 diet – client – quiet – riot – giant – lion – violet – dial – diary – diagram – denial – trial – science – society – pioneer;



buyer – flyer – dryer – higher – iron – liar – prior;  
 fire – hire – dire – wire – tire – tired – entire – aspire – expire – desire –  
 require – acquire – empire.

***The sound [ɔɪ] as in BOY***

joy	join	joint	boil
boy	boys	voice	soil
toy	toys	moist	annoy
coy	coin	choice	poison
cloy	soiled	hoist	destroy
Roy	boiled	point	explain

.....  
 noise – voice – avoid – poison – join – coin – point – boil – foil – oil – spoil –  
 toil – exploit;

joy – toy – boy – annoy – employ – destroy;

toying – employing – destroying – annoying;

loyal – royal – voyage – annoyance – oyster – destroyer – employer.

***3. Виконання тренувальних вправ.***

Transcribe the following words: warmth, fast, paths, calm, talk, salt, host, garlic, physicist, remark, garret, staff, cloak, skirt, jogging, terror, bright, share, barely, adhere, core, lore, craft, daughter, aloud, soak, boat, cook, food, say, wait, peace, toy, voice, bee, tie, veil, caught, cocoa, thought, bought, taboo, outline, coast, fought, moist, bead.

Transcribe the following words:

a)	bow	bowed	bout	owl	cowboy
	cow	cowed	count	foul	mouthful
	how	bound	house	howl	county
	row	round	rout	bowl	boundless
	plough	ploughed		louse	fowl
b)	bow	bone	boat	roll	window
	doe	dome	dote	poll	potato
	so	soul	soak	old	yellow
	toe	toad	toast	told	cargo
	roe	road	roast	cold	tomato
	low	load	loaf	stroll	photo

Reproduce the spelling of the following words:

\maʊntɪn      \faʊntɪn      \aʊtkɑːst      \aʊfɪt  
 \taʊnʃɪp      \kaʊntɪs      \aʊtlɑɪn      \aʊtwəd  
 \maʊθfʊl      \θaʊzənd      \aʊtpʊt      \aʊtɪŋ

uən – uənu – uənɪ | uənɪ dɪən – dɪənu – ,dɪənʊɪd – dɪənθ  
 |ən – |ənθ – ,|ənθə | – |ənɪ zən – zən | – ,zənθə – zənθ

et – ɛt    fed – feɪd    ʃes – ʃeɪs    led – leɪd    nel – neɪl  
 let – leɪt    bed – beɪd    ʃek – ʃeɪk    ʃed – ʃeɪd    pen – peɪn

ai – aɪz – aɪl – \aɪkən – aɪs

lai – laɪz – laɪn – \laɪnə – laɪt

sai – saɪz – saɪn – \saɪtɪd – saɪt

fai – faɪv – faɪn – \faɪtə – faɪt

bɔɪ – bɔɪl – \bɔɪlɪŋ – vɔɪs

tɔɪ – tɔɪl – \tɔɪlɪŋ – tʃɔɪs

kɔɪ – kɔɪn – \kɔɪlɪŋ – pɔɪnt

ɔɜɪ – ɔɜɔɪn – \ɔɜɔɪnɪŋ – ɔɜɔɪnt

*Read the following words with the phoneme [au] in different positions:*

<b><u>Initial:</u></b>	hour	ours	outside	outer	outline
	ouch	ourselves	owl	outfit	output
	ounce	out	oust	outlaw	outset
	our	outdoors	outcast	outlet	outward
<b><u>Final:</u></b>	allow	endow	thou	bow-wow	scow
	brow	how	vow	eyebrow	somehow
	chow	now	avow	mow	sow
	cow	plow	bough	prow	bow
<b><u>Medial:</u></b>	about	down	mouse	doubt	noun
	around	flower	round	gout	town
	brown	found	cowl	loud	ground
	count	house	blouse	mouth	mountain

*And now test your reading of the following words:*

plough      foul      towel      bowed      boundless  
 brown      rout      couch      bound      shouting  
 howl      mouse      loudly      cowboy      mouthful  
 shout      mouthful      hound      cowed      upside-down

*Distinguish between the phonemes [a:] and [au]:*

car – cow                      bra – brow                      arch – ouch

bar – bow                      grass – rouse                      tarn – town

Distinguish between the phonemes [ʌ] and [aʊ]:

muss – mouse                      ton – town                      shut – shout  
 nun – noun                      dun – down                      hull – howl  
 putt – pout                      gun – gown                      utter – outer  
 bud – bowed                      rut – rout                      butt – bout

Distinguish between the phonemes [a:] – [aʊ] – [aɪ]:

scar – scow – sky                      grant – ground – grind  
 are – owl – eye                      darned – downed – dined  
 ha – how – high                      barn – bound – bind  
 far – found – find                      mast – mouse – mice  
 raft – row – rye                      craft – crowd – cried

Mind the phoneme [aʊ] in the following word combinations:

Found a mouse!                      Get it out somehow  
 Shout loudly                      A mouse in the house  
 Down and out                      A house in the town  
 Round and round                      A town on the mountain  
 On the ground                      A mountain in the south of the town

Read the following sentences with the sound [aʊ]:

1. Our brown cow has been found.
2. Without doubt, he is somewhere about.
3. It took her about an hour to get to the town.
4. She shouted loudly when she found a mouse among the flowers.
5. The owl came down from the mountain.
6. The boy scout bowed to the crowd.
7. Mr Brown was not allowed to go to the house.
8. He scowled at the crowd that was shouting around the town.
9. Somehow I doubt if it's a brown trout.
10. The mouth is usually rounded in shouting.

Read the following words with the phoneme [əʊ] in different positions:

<b><u>Initial:</u></b>	oak	old	overalls	oboe	omen
	oat	only	own	ocean	opal
	oatmeal	open	oaf	ode	opus
	oh	ever	oath	odor	oval
<b><u>Final:</u></b>	go	show	window	flow	though
	grow	snow	yellow	foe	throw
	hello	so	slow	low	bungalow
	know	toe	ago	woe	rainbow
<b><u>Medial:</u></b>	boat	known	those	goes	shone
	both	loaf	wrote	moan	soul
	don't	pony	code	note	stove
	home	soap	cold	robe	yoke

Read the following words with the phoneme [aɪ] in different positions:

**Initial:**

I	idea	ironing	ideal	islet
eyes	idle	island	idolize	item
ice	iris	aisle	Iota	ivory
iceberg	iron	icicle	Ire	ivy

**Final:**

by	my	tie	pry	spy
die	lie	why	rye	sty
fly	pie	guy	shy	thigh
high	sky	fry	sigh	thy

And now test your reading of the following words:

over	ago	toad	hole	joking
open	bow	told	bone	woke
o'k	tomato	road	phone	october
no	radio	rose	dome	hollow
joe	coat	closed	most	so-so

Practice pronouncing the phoneme [əʊ] in the following pairs of words:

bow – bode – boat  
 go – goad – goat  
 row – road – wrote  
 know – node – note  
 low – loath – load

Distinguish between the phonemes [ʌ] and [əv]:

pun – pone	cut – coat	run – roan
ton – tone	cull – coal	fun – phone
hum – home	gull – goal	bun – bone
sup – soap	none – known	pup – pope

Mind the phonemes [əʊ] and [ɔ:] in the following word combinations:

Roast pork	North Pole
An open door	An awful joke
A stone wall	A small hotel
A cold hall	An important notice

Distinguish between the phonemes:

[ɜ:] – [əv]	[av] – [əv]
burn – bone	Ow! – Oh!
fern – phone	now – no
bert – boat	found – phoned
work – woke	loud – load

flirt – float	About – a boat
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Mind the phonemes [əu] in the following word combinations:

So boastful	To joke and smoke	The hotel is open
So cosy	Road of roses	Wrote a note
So lonely	Nobody home	Throw a snowball
Don't joke	Won't hope	Tony's old boat
Don't smoke	Snow in October	Homer's old bones

Read the following sentences with the sound [əu]:

1. No smoking.
2. I suppose so.
3. Go slow.
4. Don't throw snow at your pony.
5. Open the window and close the door.
6. Don't go out in the boat alone.
7. We are both going home.
8. It was so cold that he froze a toe.
9. A minute ago he spoke to Mr Snow over the phone.
10. Don't poke your nose in the things you don't know.

And now test your reading of the following words:

I'm	child	tide	might	good-bye
try	tried	lied	white	riding
why	bright	side	wider	climbing
dry	mind	sight	Friday	tonight
style	all right	right	bicycle	ninety-nine

Distinguish between the phonemes [a:] and [aɪ]:

bar – buy	lark – like	laugh – life
star – sty	cart – kite	hard – hide
darn – dine	heart – height	pa – pie

Distinguish between the phonemes [ʌ] and [aɪ]:

dun – dine	nut – night	bud – bide	cut – kite
won – wine	mutt – might	ton – tine	run – right
pup – pipe	nun – nine	shun – shine	fun – fine
luck – like	pun – pine	dove – dive	sun – sign

Mind the phoneme [ai] in the following word combinations:

In time	Bye!	Side by side	Something nice
I'd like to	All right	Like riding	Quite exciting
Try it	Nice time	Like this pie	White and light
But why not	Friday, 19	Like ice-cream	To dine with Fights
In spite of	Never mind	Not tonight	Quiet as mice
Hide it	99 lines	I drive Chrysler	My tie has stripes

Read the following sentences with the sound [ai]:

1. I find it quite right.

2. My child's bright.
3. I quite like Mike.
4. Mike will arrive in time on Friday.
5. Isn't it fine to fly a kite.
6. Why do you hide?
7. What kind of ice-cream shall I buy?
8. I like my five pet mice.
9. I like to write to my wife and child.
10. I have ninety-nine pages to type by Friday.

Read the following words with the phoneme [ɔɪ] in different positions:

**Final:**

allow	destroy	Roy	convoy	envoy
annoy	employ	toy	corduroy	savoy
boy	joy	cowboy	coy	soy
decoy	enjoy	cloy	deploy	Troy

**Medial:**

boil	point	toy	coil	poise
boys	poison	voice	foil	toyed
coin	soil	adroit	joist	void
noise	toil	coif	loin	voile

And now test your reading of the following words:

oil	soiled	nosiest	avoid	exploit
oily	boiled	choice	loiter	destroy
oyster	broil	join	spoiled	boyfriend
ointment	point	joined	voiced	moisture

Distinguish between the phonemes [aɪ] and [ɔɪ]:

mile – moil	tied – toyed	kind – coin	line – loin
pies – poise	tile – toil	vice – voice	file – foil
bile – boil	ties – toys	buys – boys	vile – voile

Distinguish between the phonemes:

[aʊ – aɪ – ɔɪ]	[eɪ – aɪ – ɔɪ]
Loud – lied – Lloyd	Bay – buy – boy
Fowl – file – foil	Paint – pint – point
Owl – aisle – oil	Race – rice – Royce

Mind the phoneme [ɔɪ] in the following word combinations:

Rolls Royce	An annoying voice
Isn't a toy	A noisy toy
Spoilt and destroyed	A spoilt boy
Her boyfriend Roy	Oysters can be boiled
Boiling point	Enjoy the voyage

Read the following sentences with the sound [ɔɪ]:

1. The boy bought some oil.
2. Boys are so noisy.
3. Tom joined his noisy friends.
4. Roy likes oysters.
5. The boy was glad to hear his mother's voice.
6. He gave the boys money to buy toys.
7. Joyce enjoys annoying Roy.
8. Floy enjoys the voile dress
9. Mr Boiler is employed in Detroit.
10. What's the boiling point of oil?

Read the following words with the phoneme [eɪ] in different positions:

**Initial:**

ail	ace	ate	agent	Asia
aim	ache	eight	aimless	ailment
able	age	eighty	amiable	acre
aging	aid	apron	ape	April

**Final:**

away	hay	clay	slay	pay
day	way	Jay	spray	play
gay	bay	they	stray	say
May	bray	prey	neigh	stay

And now test your reading of the following words:

day	pale	later	waiting	timetable
today	fail	baker	railway	changed
grey	make	race	patient	station
waitress	mail	train	famous	engage

Practice pronouncing the phoneme [eɪ] in the following pairs of words:

A – aid – eight	Bay – bade – baith
Grey – grade – great	Lay – laid – late
Way – waif – wave	May – made – mate
Play – played – plate	Weigh – wade – wait
Say – save – safe	Say – sale – sake

Mind the phonemes [eɪ] in the following word combinations:

Jane	The same day	8.18 train
Rachel	The same game	Baker Street
James	To pay a debt	Make a mistake
Raymond	To play a game	April and May
Taylor	To say a name	To paint beside the lake

Read the following sentences with the sound [eɪ]:

1. I'm afraid we're late for the train.

2. They changed the timetable.
3. What's her age? – She is 88.
4. Today is the eight of May.
5. They stayed in Spain for 8 days.
6. His face is grey.
7. It may rain today.
8. They say it takes 88 day.
9. Stay and play with the baby.
10. Jane baked a cake yesterday.

*Read the following groups of words, and transcribe them. Then, select which word has a different sound:*

look	good	blood	foot	_____
dead	mean	bread	head	_____
fruit	suit	juice	built	_____
sons	girls	dreams	books	_____
pen	red	ten	bee	_____

*Find an odd word (in accordance with pronunciation) in each column and write it in the second one. Check unknown words in dictionary with transcription:*

1	houses soup about mountains	Odd word:
2	stone gone closed coast	Odd word:
3	brown flower snow town	Odd word:
4	old over lost no	Odd word:
5	coach boat some road	Odd word:

*Sort out the words in accordance with their pronunciation. Check unknown words in dictionary with transcription:*



train, try, write, boy, buy, break, Spain, coin, mistake, fly, find, cake, eight, toy, time, bye, enjoy, point, day, light, table, plane, voice, ice, wine, right, case, radio, mile, great, night, my

[eɪ]	[aɪ]	[ɔɪ]
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**4. Домашнє завдання.**

Practice the correct reading of the following tongue-twisters paying attention to the learning phonemes. Learn them by heart. Record it and correct mistakes:

Snow came in the night

Without a sound.

Like a white cloud trembling

Down to the ground.

•••

There's no need to light a night light

On a light night like tonight;

For a night light's just a slight light

On a light night like tonight.

•••

A right-handed fellow named Wright,

In writing "write" always wrote "rite"

Where he meant to write right.

If he'd written "write" right,

Wright would not have wrought rot writing "rite".

•••

An oyster met an oyster,

And they were oysters two;

Two oysters met two oysters,

And they were oysters too;

Four oysters met a pint of milk,

And they were oysters stew.

Read the idioms and proverbs and find their Ukrainian equivalents. Learn their meaning:

- There's no knowing.
- Don't grow cold!
- No bones broken!
- Follow your nose!
- Won't you go for a stroll?
- It's a cold coal to blow at!
- I vote we go home!

Idioms

- I don't suppose you know Rose.
- Out of bounds.
- Brown's down and out.
- It's bound to be found out.
- Power's loud-mouthed, but a good scout.
- In around-about way.

- Save your pains.
- I had a white night.
- They are playing the waiting game.
- Go to bye-bye.
- It's beyond the point.
- In the mind's eye.

*Proverbs and sayings*

- ▶ A scolded dog fears cold water.
- ▶ As you sow you shall mow.
- ▶ Great boast – small roast.
- ▶ Little strokes fell great oaks.
- ▶ Cut your coat according to your cloth.
- ▶ In Rome do as Romans do.
- ▶ To hope against hope.
- ▶ Joy and sorrow are as near as today and tomorrow.
- ▶ Don't poke your nose into things you don't know.
- ▶ Out of sight out of mind.
- ▶ A sound mind in a sound body. '
- ▶ To come out dry.
- ▶ Burn not your house to get rid of the mouse.
- ▶ No pains – no gains.
- ▶ Make haste slowly.
- ▶ To call a spade a spade.
- ▶ Haste makes waste.
- ▶ Money spent on the brain is never spent in vain.
- ▶ Small rain lays great dust.
- ▶ Time flies!
- ▶ Great minds think alike.
- ▶ Out of sight out of mind.
- ▶ Beauty lies in lover's eye.
- ▶ Like father like son.
- ▶ The voice of one man is the voice of no one.
- ▶ There's no joy without alloy.
- ▶ Loyal is as loyal does.

*Transcribe the following sentences:*

1. Is there anything else for Peter and me?
2. Have you got something to open this tin with? – Oh, yes, there's a tinopener somewhere there. Here it is.
3. Who else wants cocoa? – I'll have some, Peter.
4. Don't you need some bread and butter with that beef? I'll cut you some.
5. If you come in as hungry as this again, there'll be absolutely nothing left to eat in the house!

6. Has he got any toy-soldiers? – I don't think he has any. – Oh, any boy of seven has a lot of them.
7. She wants some writing paper. But that seems such an ordinary present. – So I thought we might give her some green hand towels. – Why green ones? – Does that matter what colour they are?
8. Because the ones she's using now are wearing rather thin and I don't think she's got any new ones.
9. Give yourself a good rub down, John. You'd better go yourself there if you want it done properly.
10. And there's a cold wind out there this morning.
11. Have you got anything hot for us to drink, Nora? – Yes, there's some water boiling.
12. Is there anything else beside cocoa? Does anyone want this meat pie?
13. Harry, I've got something awful to tell you. – What's that?
14. They telephoned just before you came in, to say they had no news of him.
15. What's that, Billy? Do you quite understand what I mean? – Yes, I do.
16. I see from the collar that dog is yours, madam. – The collar is mine, I should say, but the dog is of a friend of mine.

Practice correct reading of the following dialogues, paying attention to the stresses and tunes:

### THE 'ARROW AND THE \SONG

by H. W. Longfellow

I 'shot an 'arrow into the ,air §  
It 'fell to \earth, | I 'knew not \where, |  
For 'so ~swiftly it ^flew, | the 'sight  
'Could ·not \follow it §- in its \flight. ||  
I 'breathed a \song into the ,air |  
It 'fell to \earth, § I ^knew not \where |  
For 'who has \sight § 'so \keen and \strong |  
That it can ^follow § the ~flight of a \song. ||  
,Long, § 'long \afterward § in an \oak  
I ,,found the ,,arrow § ~still un^broke |  
And the ,song § from be'ginning to \end |  
I >found a'gain §- in the \heart §- of a \friend. \* ||

## NURSE'S SONG

*by William Blake*

When the 'voices of >children ξ are ˘heard on the ˘green  
And 'laughing ξ is ˘heard on the ˘hill,  
My 'heart is at >rest ξ within my ˘breast  
And 'everything >else ξ is ˘still. ||  
    'Then come 'home my ˘children |  
    The 'sun is ˘gone >down |  
    And the 'dews of the 'night a ˘rise. ||  
    'Come, >come ξ ˘leave ˘off >play |  
    And 'let us a>wait ξ till the ˘morning appears in the ˘skies. ||

    'No, ξ ˘no, ξ ˘let us ˘play. |  
    ˘For it is ˘yet ˘day ||  
    And we ˘cannot ˘go to ˘sleep ||  
    Besides, ξ in the >sky ξ the 'little ˘birds ˘fly |  
    And the ˘hills ξ are ˘all ˘covered with ˘sheep. ||  
    'Well, >well, ξ ˘go and >play |  
    Till the 'light ˘fades away |  
    And >then ξ go ˘home to ˘bed ||  
    The 'little ˘ones ˘leaped ξ and >shouted ξ and >laughed |  
    And 'all the >hills ξ ˘echoed it.

### Intone the dialogue:

- Did you see Othello on television last night?
- The opera you mean? No, I didn't. I was out.
- I saw it and quite enjoyed it.
- Did you? I thought you didn't approve of television.
- I don't as a regular thing, but I happened to be round at my sister's and she wanted to see it, so I watched it too.
- Have you thought any more about getting a set?
- No, I don't think I shall. Though there is a good deal of pressure, ofcourse.
- From your family?
- From my daughter in particular. All her school friends talk about it so much.
- I know. You'd think they never did anything else but sit glued to the television screen.
- That's mostly what I object to, the time it wastes.
- It isn't the television that wastes the time, it's you.
- I know that, but I have a deep distrust of myself. So it's probably better

to avoid the occasion of sin. Don't you think?

**On the Phone**

- Bexleyheath 602332.
- Is that Catherine?
- No, it's her older sister Heather. Cath's not in. Who's that?
- Er, I'm a friend of Cath's ...
- Oh, you must be Matthew.
- No, I'm Gareth. Who's Matthew?
- Cath has two heartthrobs at the moment. Well, she's not here. Today's her birthday, the thirteenth of the month, so she's throwing a party tonight at the "Plume and Feathers" – didn't she invite you?
- No, no – I don't know anything about it. I'm thunderstruck – this must be my unlucky day.
- I'm sorry – she's thoroughly thoughtless, my sister. She's not worthy of you, Gareth.
- I've got two tickets for the theatre tomorrow, the fourteenth. I thought she might be interested.
- Why don't you take me instead? I love going to the theatre, you know. What's on?
- But I don't know you.
- That's a strange title! Who wrote it?
- Shakespeare – it's that Scottish Play, you know ...
- What's Macbeth got to do with "But I don't know you"?
- Oh, dear! It must be Friday!

**NB!** Actors believe it is unlucky to say the title of Shakespeare's Macbeth, so they call it "The Scottish Play".

Reproduce the spelling of the following sentences:

1. a)  $\text{f}\ddot{\text{i}} \text{'s}\ddot{\text{e}}\text{z} \text{f}\ddot{\text{i}}\text{:z} \text{'e}\ddot{\text{t}}\text{i}:n \parallel$   
b)  $\text{'}\ddot{\text{o}}\text{r}\text{s} \text{iz} \text{'l}\ddot{\text{a}}\text{b} \text{e}\ddot{\text{i}}\text{'t}\text{i}:n \parallel$
2. a)  $\text{f}\ddot{\text{i}}\text{:z} \text{'r}\ddot{\text{a}}:\ddot{\text{ð}}\ddot{\text{a}} \text{l}\ddot{\text{a}}\text{i}\text{'h}\ddot{\text{e}}\text{d}\ddot{\text{i}}\text{d} \parallel$   
b)  $\text{'}\ddot{\text{ð}}\text{e}\text{i} \text{'s}\text{e}\text{i} \text{f}\ddot{\text{i}}\text{:z} \text{'l}\ddot{\text{a}}\text{i}\text{t}\text{h}\ddot{\text{e}}\text{d}\ddot{\text{i}}\text{d} \parallel$
3. a)  $\text{h}\text{i}:z \text{ə} \text{'m}\ddot{\text{i}}\text{d}\text{l}\text{e}\ddot{\text{i}}\text{d}\ddot{\text{z}}\text{d} \text{'m}\ddot{\text{æ}}\text{n} \parallel$   
b)  $\text{'n}\ddot{\text{a}}\text{n} \text{ə}\text{v} \text{'d}\ddot{\text{æ}}\text{m} \text{ə} \text{'m}\ddot{\text{i}}\text{d}\text{l}\text{'e}\ddot{\text{i}}\text{d}\ddot{\text{z}}\text{d} \parallel$
4. a)  $\text{'d}\ddot{\text{a}}\text{z} \text{h}\text{i} \text{'l}\text{i}\text{v} \text{'}\ddot{\text{a}}\text{p}'\text{s}\text{t}\ddot{\text{e}}\text{ə}\text{z} \parallel$   
b)  $\text{'}\ddot{\text{ð}}\text{i} \text{'}\ddot{\text{a}}\text{p}'\text{s}\text{t}\ddot{\text{e}}\text{ə}\text{z} \text{'s}\text{t}\ddot{\text{a}}\text{d}\text{i} \text{iz} \text{'m}\ddot{\text{a}}\text{i}\text{n} \parallel$
5. a)  $\text{'d}\ddot{\text{æ}}\text{r} \text{ə} \text{'f}\ddot{\text{i}}\text{f}\text{i} \text{f}\ddot{\text{a}}\text{r}\text{v} \text{'p}\ddot{\text{e}}\text{i}\text{d}\ddot{\text{z}}\text{i}\text{z} \text{in} \text{'d}\ddot{\text{ə}} \text{m}\ddot{\text{æ}}\text{g}\ddot{\text{ə}}\text{z}\text{i}:n \parallel$   
b)  $\text{it} \text{'h}\ddot{\text{æ}}\text{p}\ddot{\text{ə}}\text{n}\text{d} \text{in} \text{'n}\ddot{\text{a}}\text{i}\text{n}\text{i}:n \text{f}\ddot{\text{i}}\text{f}\text{i} \text{'f}\ddot{\text{a}}\text{r}\text{v} \parallel$

6. a) its hɪz 'feɪvərɪt 'ɑ:mʃɪə ||  
 б) ðeəz ə 'lɑ:ʒ ɑ:mʃɪə in ðə 'stɑ:dɪ ||
7. a) ðɪz 'mɪ:t ɪz ʌndə'dæn ||  
 б) hɪ 'dɑ:znt 'laɪk ʌndə'dæn 'mɪ:t ||
8. a) hɪz ən 'ɪndəpendənt 'mæn ||  
 б) hɪz 'rɑ:ðər ɪndə'pendənt ||

'lu:si ɪz ə 'stju:dnt || ʃi 'stɑ:dɪz kəm 'pju:təz || ʃi:z 'gʊd ət 'fɪzɪks  
 ənd 'mæθs || 'dʒu:n ɪz ə 'stju:dnt 'tu: || ðeɪ 'stɑ:dɪ in ðə 'seɪm  
 'gru:p || ðɪz ɪz ðeə 'rʊm || ðeəz ə 'bʊkkeɪs in ðə 'rʊm || its 'fʊl  
 əv 'bʊks ||

### 5. Самостійне опрацювання матеріалу.

1. Study the theoretical material on the giving topic. Write out key notions and translate them into Ukrainian.

2. Render the text in brief.

#### **The Diphthong Theory**

The phonemic status of English diphthongs is still a question of discussion. Diphthongs are complex units of the two elements which are closely blended together. They are syllabically indivisible, the length of diphthongs is the same as that of English long vowels. In Russian there are no diphthongs, only combinations of sounds where both elements are equally energetic and distinct. English diphthongs consist of two elements, the first of which is a nucleus, strong and distinct; the second is a glide, which is very weak and indistinct. There exist languages where the second element of a diphthong is a nucleus, being strong and distinct, while the first element is weak and indistinct (Italian, Latvian – piano, ruoka). Such diphthongs are considered to be false and rising, while English diphthongs are considered to be true and falling. There are 8 English diphthongs: close |ie|, |ue|; mid |əu|, |ei|; open |ea|, |oi|, |ai|, |au|. They are characterized according to the tongue position and the position of the lips.

#### **Phonostylistics**

A person does not always pronounce the same words in the same way. The pronunciation of one and the same person may be different on different occasions, when delivering a lecture, speaking over the radio or giving a dictation, when talking to official persons or chatting with friends. These different ways of pronouncing words are called “styles of pronunciation”, they have peculiarities which may differ in different languages. Prof. D. Jones has classified pronunciation styles in the following manner: “Several different styles may be distinguished, such as the rapid familiar styles, the slower colloquial

style, the natural style used in addressing a fair-sized audience, the acquired style of the stage or singing”. Some authors confuse styles of pronunciation with literary styles. They are represented in the following way: literary style – colloquial style – low colloquial style. The distinctive feature, according to Prof. Scherba is the degree of carefulness, with which words are pronounced. He differentiated the full style from the colloquial style.

The full style is characterized by a moderately slow tempo and a careful pronunciation. The words are pronounced in their full form, without vowel reduction or loss of consonants, without non-obligatory assimilations. The colloquial style differs from the full style both in tempo and clearness. Prof. Scherba considers that it is useful to distinguish two main types of the colloquial style: 1) the careful colloquial style; 2) the careless colloquial style, which differs from the first in free use of non-obligatory assimilation and in tempo.

Nowadays a new branch of phonetics “phonostylistics” has developed. The choice of an intonation style is determined by the purpose of communication and by a number of other extralinguistic and social factors. These are: 1. Informational Style; 2. Academic Style; 3. Publicistic Style; 4. Declamatory Style; 5. Conversational Style; 6. Informational Style.

It is sometimes called “formal” or “neutral”. It is used in educational information, press reporting and broadcasting, especially when reading news over the radio and TV. The degrees of formality vary. A purely descriptive text, most commonly heard in class is the ideal informational style. This style may also present round-table talks, discussions of political events, so there is much stylistic freedom.

#### *Academic Style*

It is described as both intellectual and volitional. The purpose of the speakers is to attract the listener’s attention, to establish close contacts, to direct the public attention to the message. It is used in reading lectures, in scientific discussions, at the conferences, seminars, in class. A lecturer sounds self-assured, instructive, authoritative. It sounds very loud and rhythmical.

#### *Publicistic Style*

It is always called “oratorical”. The aim of the speaker is to extend persuasive and emotional influence on the listeners. It can be heard in political, judicial, oratorical speeches, in sermons, debates, at congresses, meetings. It needs special training. On the other hand, the proper response of the audience inspires the speaker and stimulates him on a successful talk.

#### *Declamatory Style*

It is also called as “artistic”, “acquired” or “staged”. It is highly emotional and expressive, needs special training. The aim is to appeal to the mind, will and feelings of the listener. It is heard on the stage, on the screen, in a TV studio, it is reflected in verse speaking, prose readings and recitations. It displays a great variety of intonation.

*Conversational Style*

Its aim is to analyze variations that occur in spontaneous, everyday speech. It is the most commonly used type of intonation style. It is called familiar and is used in everyday communication, in natural conversation of relatives, friends, well-acquainted people. A wide range of intonation patterns is used here. The conversation lacks in planning, semantic blocks, the words are commonly repeated, the speech is characterized by “non-fluency”, “errors”, slips of the tongue or extra fluency with elision in many words. One can hear whistles, laughs, giggles, see gesticulations and grimaces of talking people. A nose-to-nose distance is the most comfortable for such talks, which are regarded as intimate.

*English Diphthongs*

The lax and tense vowels we have looked at so far are monophthongs, sometimes called pure vowels. This is because the tongue and lips are relatively stationary while these vowels are being pronounced – the vowels do not move around in the vowel chart. Diphthongs, on the other hand, move through the chart as they are pronounced: they start at one vowel-position, and move towards another. The word di-phthong is from Greek: it means “two vowels”, and we write them as two vowels.

Diphthongs are tense vowels; they can be unchecked, and are subject to clipping like the “pure” tense vowels – they can be long or short. It's useful to distinguish between rising and centring diphthongs:

Rising to I: PRICE *ai*, FACE *ei*, and CHOICE *ɔi*

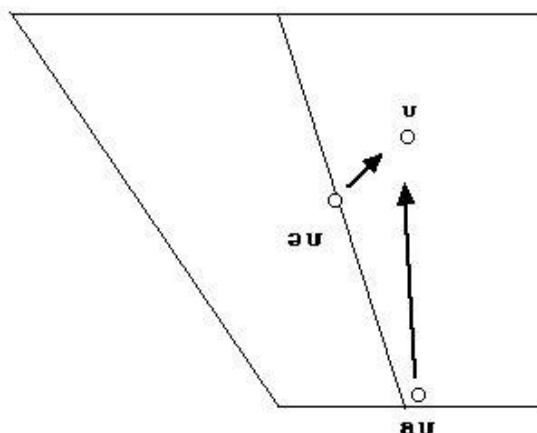
Rising to U: GOAT *əu* and MOUTH *au*

Centring to ə: NEAR *iə*, SQUARE *εə* and CURE *uə*

SOME OF THESE PRONUNCIATIONS may not be the ones you're used to. See Notes below charts.

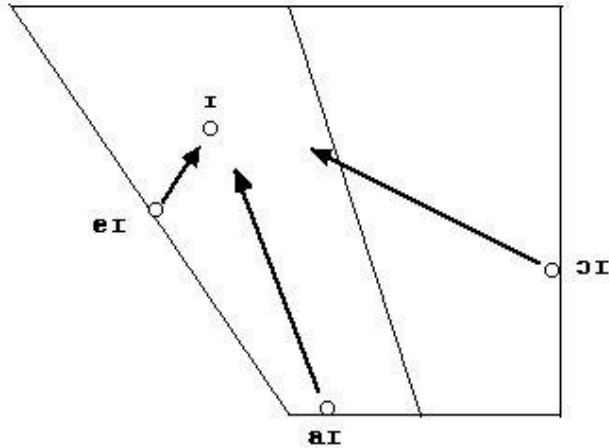
*CHART POSITIONS OF THE DIPHTHONGS:*

*RISING TO U:*

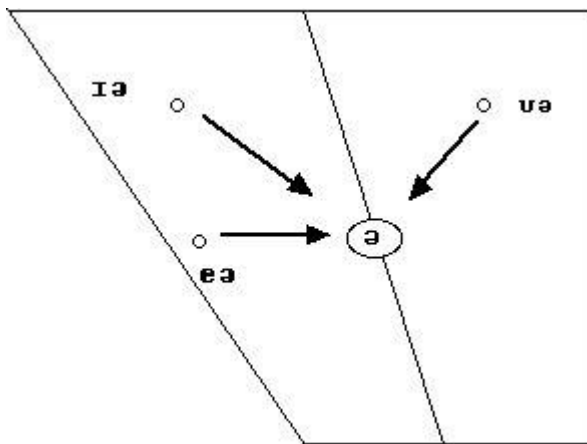


*RISING TO I:*





*CENTRING:*



**NOTES**

*\*Rhotic and non-rhotic accents*

We can divide the accents of English into two rough groups:

\*Non-rhotic accents such as RP and some other types of British English, Australian, New Zealand and South African English, where **r** does not occur unless a vowel follows. Thus the word “farmer” is pronounced *fa:mə*.

\*Rhotic accents such as Scottish, Irish, American and Canadian English, and the south-western accents of English, where **r** can occur without a following vowel. Thus the word “farmer” is pronounced *fa:mər*.

The centring diphthongs occur only in the non-rhotic accents.

In the rhotic accents, words such as NEAR, SQUARE and CURE are pronounced with a single vowel (monophthong) followed by **r**.

	Rhotic	Non-rhotic
NEAR	nɪr	nɪə
SQUARE	skwer	skweə
CURE	kʃur	kʃuə

This is by far the rarest vowel in \*RP and is getting rapidly rarer, since words in the CURE set are moving over to *THOUGHT*, ɔ:. This happened decades ago in mainstream RP with words such as 'sure' and 'poor', /ʃɔ:/, /pɔ:/, and in newer RP and Estuary English all of the old CURE set have gone over to THOUGHT.

*Difference between SQUARE and NEAR*

You'll hear different pronunciations of these two vowels (for instance, in some accents the disappears and the remaining vowel lengthens) but most accents of English keep them clearly distinguished. On the other hand speakers of English as a foreign language sometimes confuse these vowels, and Icelanders often do. This means that Icelandic speakers of English have to be particularly careful to distinguish them. Predictably, spelling will not help you much: you have to use a good pronunciation dictionary. Here are some spelling guidelines:

*SQUARE* words are spelled 'air' or 'are'

*air – chair – fair    bare – care – fare*

*NEAR* words are spelled 'eer', 'ier'

*beer – engineer – queer    fierce – pier*

But words spelled 'ear', 'eir' and 'ere' are variable, and you may have to look them up:

*SQUARE: bear pear wear – heir their – there where*

*NEAR: fear rear clear – weir – here*

The diphthongal pronunciation of SQUARE and NEAR occurs in RP and the South of England. However, a newer, monophthongal pronunciation is becoming common in Britain, and is regular in Australia, New Zealand and South Africa: instead of and you will hear lenthened versions of DRESS and KIT.

*English Centring Diphthongs – Newer Pronunciations*

As we said in English Diphthongs, words in the groups NEAR and SQUARE have different pronunciations in Rhotic and Non-rhotic accents. This was how it was set up:

	Rhotic	Non-rhotic
NEAR	nɪr	nɪə
SQUARE	skwer	skweə

However, a newer, monophthongal pronunciation is becoming common in Britain, and is regular in Australia, New Zealand and South Africa: instead of eə and iə you will hear legnthened versions of DRESS and KIT: e: and i:. We can set it up in this way:

	Rhotic	RP, South of England	Newer Non-rhotic
NEAR	nɪr	nɪə	nɪː
SQUARE	skwer	skweə	skweː

\***RP** is one of the typical accents with which Standard English is spoken – but not by any means the only one. In fact it's only spoken by at the most 2% of the population of Britain. But unlike other accents, RP is not strictly regional – you can hear it anywhere in the British Isles, and it's understood everywhere in the English-speaking world – not like some other accents.

RP has changed a lot over recent decades, and its prestige has dropped sharply. It's still the pronunciation taught in British-orientated English courses, but this situation may not last very long. It looks very much as if the accent of the larger area around London – so-called Estuary English, – is becoming the dominant accent in England. RP is becoming more and more the accent of the old upper class, but it is still (together with the General American accent) the basis of English as a Second Language throughout the world.

### *Standard and Non-Standard*

Non-standard dialects are generally considered inferior. In what ways is this idea mistaken?

Most of the major languages of the national languages of the world have a STANDARD dialect which most people consider to be the “correct” way of writing and speaking. When we talk of English, French, Russian or Vietnamese, we are usually referring to Standard English, Standard French, Standard Russian and Standard Vietnamese. The standard dialect of any language is the one which is written, taught in schools, and has a generally higher prestige than other dialects. But most languages also have a range of REGIONAL dialects with different rules of grammar and a different vocabulary. We can call these NON-STANDARD dialects, but we must remember that this does not imply that they are linguistically inferior to the standard dialects, and we must avoid thinking of them as SUB-STANDARD forms of the language.

In Standard English, one could say “I haven't got any change”.

In a non-standard dialect, this sentence might be, “I ain't got no change”.

Both these sentence are grammatically correct, but the rules of grammar differ between dialects. If you write “I ain't got no change” and your teacher marks it wrong, just remember that your teacher expected you to write in Standard English and not to switch dialects without some good reason.

*Питання та завдання для самоконтролю та самоперевірки*

1. Дайте визначення поняття дифтонгу.
2. Прокоментуйте теорію дифтонгізації в англійській мові.
3. Поясніть використання англійських дифтонгів та наведіть приклади.
4. Поясніть, як ви розумієте поняття фоностилістики. Прокоментуйте інтонаційні моделі мовлення в англійській мові. Охарактеризуйте систему англійських дифтонгів в англійській мові.
5. Охарактеризуйте загальноприйняті діалекти англійської мови та літературний стандарт мови. Поясніть різницю. Наведіть приклади.
6. Прокоментуйте використання англійських дифтонгів у порівнянні з українською.

**Практичне заняття №20**

**Тема: Особливості артикуляції дифтонгів [iə], [eə], [ʊə].**

**Мета:** вдосконалювати знання студентів з нормативної вимови; продовжувати розвивати навички транскрибувати англійські дифтонги та орфографічно писати їх; формувати навички літературного виразного читання; виховувати поважне ставлення до оточуючих людей.

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### *Зміст заняття*

#### *1. Фонетична зарядка.*

Read and pronounce poems and tongue-twisters paying attention to the learning phonemes:

*eə*

*Song for the Children*

*by Joe Wallace*

I heard music unwares  
Upstairs, downstairs.  
Here and there and everywhere.

Never were such lovely airs  
Upstairs, downstairs.  
Here and there and everywhere.

Some one sings and some one shares  
Upstairs, downstairs.  
Here and there and everywhere.

Some one comes and some one cares  
Upstairs, downstairs.  
Here and there and everywhere.

Double love and double dares  
Upstairs, downstairs.  
Here and there and everywhere.

*iə*

*Winter*

*by Alfred Tennyson*

The frost is here,  
The fuel is dear,  
And woods are sear,  
And fires are clear,  
And frost is here.  
And has bitten the heel of the going year  
Bite, frost, bite!  
The woods are all the earer,

The fuel is all the dearer,  
The fires are all the clearer,  
My spring is all the nearer,  
You have bitten into the heart of the earth,  
But not into mine.

**2. Пояснення нового теоретичного матеріалу з теми.**

Study a new theoretical material. Do phonetic exercises.

*iə, eə, uə*



*eə*



*iə*

*eə*

In pronouncing the nucleus of the diphthong /eə/ the bulk of the tongue is in the front part of the mouth cavity. The middle part of the tongue is mid-way between the positions for /e/ and /æ/, the nucleus of /eə/ being more open than either vowel /e/ or the Ukrainian /e/ before a non-palatalized consonant, as for instance, in «еталон». The opening between the jaws is fairly wide. The lips are spread or neutral. Thus the nucleus of /eə/ may be defined as front, mid-open (a broad variation of the medium position of the tongue), unrounded.

In pronouncing the glide the bulk of the tongue moves back to the position for /ə/. When the diphthong occurs in word-final position, the glide may sound like /ʌ/.

Practice saying the words with correct pronunciation: hare, dare, pair, air, mare, care, hair, fair, despair, compare, repair, declare, affair, prepare, impair, aware.

*iə*

In pronouncing the nucleus of the diphthong the bulk of the tongue is in the front part of the mouth cavity. The middle of the tongue is raised to the position of the vowel /i/. Thus the nucleus of /iə/ is front retracted, close (a broad variation of the high position of the tongue), unrounded, short and lax. In pronouncing the glide the tongue moves back and down in the direction of /ə/, the articulation of which is fully accomplished.

Sometimes when the diphthong /iə/ occurs in an open syllable and is followed by a pause, the glide sounds like the vowel /ʌ/ the opening between the jaws for both elements of the diphthong is rather narrow. The lips are neutral.

*Practice saying the words with correct pronunciation:* era, zero, here, appear, adhere, veneer, dear, ear, shear, mere, beer, career, sincere, museum, material.

**ʊə**

In pronouncing the nucleus of the diphthong the bulk of the tongue is in the back part of the mouth cavity. The back of the tongue is raised as high as for the vowel /u/. Thus the nucleus of /uə/ may be defined as back-advanced, close (a broad variation of the high position of the tongue), slightly rounded, short and lax. The opening between the jaws is narrow. In pronouncing the glide the tongue moves down to the position of the vowel /ə/, which is actually pronounced. The opening between the jaws becomes a little wider.

*Practice saying the words with correct pronunciation:* poor, sure, pure, cure, fuel, usual, curious, plural, cruel, bourgeois.

**3. Виконання тренувальних вправ.**

Transcribe the following words:

		<b>iə</b>
near	museum	real
dear	nearly	ideal
here	fearful	burial
cheer	clearly	material
queer	theatre	cereal
sheer	feared	imperial
beer	weary	filial
mere	merely	serial

**eə**

air	airs	aware
bear	bears	compare
hare	hares	prepare
share	shares	careful
pear	pears	affair
chair	chairs	daring
their	theirs	parents

**uə**

tour	tours	cure	curious	cruel
sure	surely	fewer	fury	usual
poor	poorly	lure	lured	mutual
moor	moors	pure	purely	habitual
brewer	brewers	you're	steward	eventual
doer	doers	endure	during	duel
boor	boors	viewer	viewers	fuel

Reproduce the spelling of the following words:



fel – feəd – fæl      step – steəz – tæp      ded – deəd – dəd  
 ken – keəd – kæn      bed – beəz – bæd      hed – heəz – hæd

diə    biə    niə    giə    stiə    piə    viə  
 ʃiə    tiə    fiə    miə    fiə    si'viə    kliə

ə 'tuər əbaut 'juərəp      ə 'baut ə 'θauzənd 'paundz  
 prə'nauns ðə 'saundz      'aut əv ,sait | 'aut əv 'maɪnd  
 'djuəriŋ ðə 'tuə

'ðis iz mistə 'braʊnz 'haus || its sə'reʊndɪd baɪ ə 'gɑ:dn || ðər  
 ɑ: əbaut ə 'dɑ:zn əv 'fru:t tri:z ,ɪn ɪt || mistə 'braʊn iz 'praʊd  
 əv hɪz ,gɑ:dn || hɪ 'teɪks 'veri 'gʊd 'keər əv ɪt ||  
 'seərə 'lɪvz 'daʊn'taʊn || ʃi: 'lɪvz ət ,nʌmbə 'sevnti:n  
 'welɪŋtən ,stri:t || ðeəz ə'skwɛə wɪð ə 'bjʊ:tɪfʊl 'faʊntɪn  
 ,nɪəbaɪ ||

*Read the following words with the phoneme [iə] in different positions:*

***Final:***

here	mere	queer	atmosphere
dear	cheer	easier	windier
beer	year	funnier	cheers!
near	tear	appear	Austria

***Medial:***

real	clearly	serial	merely
ideal	material	Siberia	disappeared
nearly	museum	appeared	mountaineering

*Distinguish between the phonemes [i:] and [iə]:*

E – ear  
 bee – beer  
 tee – tear  
 pea – pier  
 bead – beard

*Read the following sentences with the sound [iə]:*

1. He is nearly in tears.
2. It's a curious experience.
3. The theatre is somewhere near here.
4. He made it clear that his criticism would be severe.
5. I fear he's far from being sincere.
6. It's a real cashmere my dear.

7. We're near to the end of a year.
8. Oh, dear! I hear the sky will be sunny and clear.
9. The museum is near the theatre.
10. Dear old Mr Leer is a mountaineer.

Read the following words with the phoneme [eə] in different positions:

**Final:**

air	chair	hare	aware	compare
their	bear	everywhere	claire	prepare
where	pair	nowhere	square	declare
there	share	anywhere	affair	welfare

**Medial:**

Parents	Careful	Wearing	Fairytale	Downstairs
Mary	Carefully	Preparing	Dairymade	Upstairs

Distinguish between the phonemes [ɪə] and [eə]:

ear – air	hear – hair	fear – fair	steer – stare
beer – bear	tear – tear	rear – rare	spear – spare
pier – pear	cheers! – chairs	deer – dare	really – rarely

Mind the phoneme [eə] in the following word combinations:

To look carefully everywhere.

Upstairs and downstairs.

Read the following sentences with the sound [eə]:

1. Neither here nor there.
2. Mary wears her hair long.
3. I can't tell you about Clare. She wasn't there.
4. His angry glare didn't scare him.
5. Give Clare a fare share of pear jam.
6. The square was carefully prepared for the parade.
7. This mare won a prize at the fair.
8. Claire and Mary chose carefully a pair of shoes and a square bag.
9. The boy went up one pair of stairs and there he found a teddy-bear.

Read the following words with the phoneme [uə] in different positions:

**Final:**

poor	doer	pure	secure	obscure
tour	sure	cure	mature	endure

**Medial:**

cruel	usual	duel	fuel	mutual
surely	curious	during	poorly	habitual

Read the following sentences with the sound [uə]:

1. For sure.

2. Curious tourists.  
3. The jury were sure the poor man was innocent.

*Practice contrasting vowel length – longer and shorter:*

o – ho	why – white	see – seek	pie – pipe
ow – how	so – soap	day – date	row – rope
hay – hate	may – make	bow – boat	key – keep
eye – hide	cue – cute	sigh – sight	lie – like
oo – who	sea – seet	bee – beat	Joe – joke

*Read the letter and find the words with the sounds [ɪə] and [εə] in it. Write them in the table below:*

Dear Mary,

I'm really pleased you can come to the theatre with us tonight. We've got seats upstairs, near the front. See you there!

Sarah

[ɪə]	[εə]
1.	1.
2.	2.
3.	3.
4.	4.

#### 4. Домашнє завдання.

*Practice the correct reading of the following tongue-twisters paying attention to the learning phonemes. Learn them by heart. Record them and correct mistakes:*

How pleasant to know Mr Lear!  
Who has written such volumes of stuff!  
Some think him ill-tempered and queer,  
But a few think him pleasant enough.

*Read the idioms and proverbs and find their Ukrainian equivalents. Learn their meaning:*

#### Idioms

- Near and dear.
- All's queer here!
- What's the air-fare?
- It's late to tear your hair.
- It's their fair share.
- Idearswear.
- There's where they are wrong.
- For sure.
- Not all tourists will endure to the end.

#### Proverbs and sayings

- ▶ Experience keeps a dear school.
- ▶ Take care of the minutes and the hours will take care of themselves.
- ▶ What can't be cured must be endured.
- ▶ Curiosity killed the cat.

► Curiosity is incurable.

Transcribe the following sentences:

1. You know, Harry, there's a dance this evening at the Town Hall. – So there is.
2. Do you want me to do anything this evening, Nora? – I don't think so.
3. Robert has gone on to the station with some of his luggage.
4. I wonder whether I ought to have cut some sandwiches.
5. Shut the door behind you, Peter.
6. No, it's all right; here they are, in my waistcoat pocket.
7. Oh, how nice! Do tell me more about it!
8. Don't pack that book, Peter. You'll be wanting it in the train.
9. But then he wouldn't have paid for his crime.
10. I shouldn't have been rude to her if she had stopped chattering when I asked her.

Intone the dialogue:

### **Gareth and Heather at the Theatre**

- Are you enjoying the Shakespearean acting, Heather?
- Sssh! You'll annoy other people. I'd rather exchange opinions in the interval, if you don't mind.
- But it is the interval.
- So it is. I must've been day-dreaming. Let's go and buy a glass of wine or champagne at the bar.
- That's a good idea. All the excitement has made me thirsty.
- My throat is beginning to cry out for a drink.
- What a peculiar expression! You have a very odd way of speaking, I must say. You're almost poetic.
- Ah, if only other people appreciated me in the same way. But your sister thinks I'm a bore and she says she'd rather I didn't ask her out any more.
- You ought to leave her alone then, and save your energy.
- There are other fish in the sea, after all. Like me, for instance.
- Oh, Heather, you've got no idea of how much I love her. She's my inspiration, my life, my everything.
- Now you're overdoing it, Gareth. You sound like a bad song.
- There's the bell. Shall we go in again?
- Oh, you women are all the same: so insensitive and so unemotional.

Practice correct reading of the following dialogues, paying attention to the stresses and tunes:

### AT A DINNER PARTY

~It 'all 'looks de'licious.  
'Would you 'like ,chicken & or ,beef, | ~or 'both?  
~I'd 'like `beef, ,please.  
And 'would you 'like `salad ,with it?  
'Yes, ,please.  
'What `sort would you ,like?  
~I 'don't `know. 'What ,is there?  
'There's po,tato `salad, & ,bean `salad & ,green `salad...  
I'd `like `some of ^each ,please. || `Thanks.  
'O'K, Di,ana. ~Let's `talk a`bout your `film. 'What's it a`bout?  
(From "Opening Strategies")

### BUYING CURTAIN MATERIAL

*Girl:* ~Can I ^help you? Or 'are you just \looking?  
*Joan:* >Well & \yes, ,actually. I'm 'looking for some 'plain `curtain ma,terial. ,Dark \blue, & I ,think.  
*Girl:* ^Well, & the 'plain materials & are over `there. 'Why don't you have a `look? I'll be 'back in a ^minute.  
*Joan:* `Thank you. 'What do you ^think of `this, ,Pat?  
*Pat:* ^Mm. It's `all ^right. But it 'isn't ^dark \blue.  
*Joan:* \No, & and it's `rather ex,pensive.  
*Girl:* Have you 'found ^anything you ^like?  
*Joan:* \Er... I'm 'not \sure. 'May I ^take a \sample of this ma,terial?  
*Girl:* `Yes, & of `course. `Here you ,are.  
*Joan:* \Thank you ,very ,much.  
*Girl:* ~You are ,welcome.  
*Joan: (to Pat)* |Let's go to ,Barker's & after \all.  
(From 'Opening Strategies')

## GOOD NAME

(an extract from "Othello" by W. Shakespeare)

'Good 'name in 'man and \woman, 'dear my ,lord,

'Is the im'mediate jewel § of their \souls.

'Who 'steals my \purse § 'steals \trash.

'Tis 'something, § \nothing

'Twas ,mine, | 'tis ,his

And 'has been 'slave to \thousands

But \he that \filches \from me §

My 'good \name §

'Robs me of 'that § which \not en'riches \him |

And ,makes \me | \poor in,deed.

### 5. Самостійне опрацювання матеріалу.

1. Study the theoretical material on the giving topic. Write out key notions and translate them into Ukrainian.

2. Render the text in brief.

### Triphthongs

The most complex English sounds of the vowel type are the **triphthongs**. They can be rather difficult to pronounce, and very difficult to recognise. A triphthong is a glide from one vowel to another and then to a third, all produced rapidly and without interruption. For example, a careful pronunciation of the word "hour" begins with a vowel quality similar to **a:**, goes on to a glide towards the back close rounded area (for which we use the symbol **u**), then ends with a mid-central vowel (schwa, ə). We use the symbols **auə** to represent the way we pronounce "hour", but this is not always an accurate representation of the pronunciation.

The triphthongs can be looked on as being composed of the five closing diphthongs described in the last section, with ə added on the end. Thus we get:

ei+ə=eie

ai+ə=aiə

ɔi+ə=ɔie

əu+ə=əuə

au+ə=auə

The principal cause of difficulty for the foreign learner is that in present-day English the extent of the vowel movement is very small, except in very careful pronunciation. Because of this, the middle of the three vowel qualities of the triphthong (that is, the **i** or **u** part) can hardly be heard and the resulting sound is difficult to distinguish from some of the diphthongs and long vowels. To add to the difficulty, there is also the problem of whether a triphthong is felt to contain

one, or two syllables. Words such as “fire” **faɪə** or “hour” **auə** are probably felt by most English speakers (with BBC pronunciation) to consist of only one syllable, whereas “player” **pleɪə** or “slower” **sləʊə** are more likely to be heard as two syllables.

We will not go through a detailed description of each triphthong. This is partly because there is so much variation in the amount of vowel movement according to how slow and careful the pronunciation is, and also because the “careful” pronunciation can be found by looking at the description of the corresponding diphthong and adding ə to the end. However, to help identify these triphthongs, some example words are given here:

**Eiə** “layer”, “player”;

**aiə** “liar”, “fire”;

**ɔiə** “loyal”, “royal”;

**əʊə** “lower”, “mower”;

**auə** “power”, “hour”.

***Питання та завдання для самоконтролю та самоперевірки***

1. Дайте визначення поняття трифтонгу в англійській мові.
2. Охарактеризуйте англійські трифтонги. Наведіть приклади.

*Питання та завдання для самоконтролю та самоперевірки до  
залікового модуля №6*

**1. Read the text, analyse phonetic phenomena in it.**

But I recollect that the poor blighter spent much of his valuable time dumping the corpse into ponds and burying it, and what not, only to have it pop out at him again. It was about an hour after I had shoved the parcel into the drawer when I realized that I had let myself in for just the same sort of thing. Florence had talked in an airy sort of way about destroying the manuscript; but when one came down to it, how the deuce can a chap destroy a great chunky mass of paper in somebody else's house in the middle of summer? I couldn't ask to have a fire in my bedroom, with the thermometer in the eighties. And if I didn't burn the thing, how else could I get rid of it? Fellows on the battlefield eat dispatches to keep them from falling into the hands of the enemy, but it would have taken me a year to eat Uncle Willoughby's Recollections. I'm bound to say the problem absolutely baffled me. The only thing seemed to be to leave the parcel in the drawer and hope for the best. I don't know whether you have ever experienced it, but it's a dashed unpleasant thing having a crime on one's conscience. Towards the end of the day the mere sight of the drawer began to depress me. I found myself getting all on edge; and once when Uncle Willoughby trickled silently into the smoking-room when I was alone there and spoke to me before I knew he was there, I broke the record for the sitting high jump.

**2. Make up a dialogue (a story), act it out paying attention to the pronunciation and intonation. Explain what phonetic phenomena are observed in it.**

**3. Read the following word combinations paying attention to the cases of elision, transcribe the word combinations.**

Salt and pepper, cheese and biscuits, last time, mashed potatoes, bread and butter, next day, fish and chips, old man, kept quiet, lagged behind, you must do it, locked gate, toast and marmalade, nuts and raisins, strict teacher, next Thursday, Bond Street, West Brompton, strawberries and cream, Old Street, just prepared, next station, bacon and eggs, apple pie and custard.

**4. Transcribe the following word combinations paying attention to the cases of non-obligatory assimilations:**

That place, main path, light coat, good company, woolen coat, white gloves, red carpet, green card, red pepper, brown paper, white bread, gold medal, white coffee, brown belt, green goddess, red gold, green movement, white magic, red-brick, white paper.

**5. Practise reading the following word combinations, comment on the phonetic phenomena in every example:**

Read the text, chase them, all things, your aunt, in the evening, well-paid job, on my own, there in the street, they are well-bred, she could think, too



unexpected, paid the bill, thirteen months, laid the table, odds and ends, too absent-minded, but for your open window, told the truth, very unkind, villa in Spain, think before answering, good-looking girl, would thaw, not this, not that, brought them, put three, kill the oyster.

**6. Practise the pronunciation of [tr], [dr]:**

Try – dry, tray – dray, true – drew, train – drain, trunk – drunk, tread – dread, trill – drill.

**7. Practise the pronunciation of two plosives:**

That time, hot toast, locked door, knocked down, eight pounds, sit down, hot pan, postcard, best girl, let go, hope to, ripe corn, stop please, globe trotter, rob Peter, obtain, sobbed, good girl, bad dog, add two, cold climate, book-case, sick baby, take care, begged, black cat, dog-collar.

**8. Read the text, analyse phonetic phenomena in it.**

From breakfast on I felt like a bag-snatcher at a railway station. I had to hang about waiting for the parcel to be put on the hall table, and it wasn't put. Uncle Willoughby was a fixture in the library, adding the finishing touches to the great work, I supposed, and the more I thought the thing over the less I liked it. The chances against my pulling it off seemed about three to two, and the thought of what would happen if I didn't gave me cold shivers down the spine. Uncle Willoughby was a pretty mild sort of old boy, as a rule, but I've known him to cut up rough, and, by Jove, he was scheduled to extend himself if he caught me trying to get away with his life work. It wasn't till nearly four that he toddled out of the library with the parcel under his arm, put it on the table, and toddled off again. I was hiding a bit to the south-cast at the moment, behind a suit of armour. I bounded out and legged it for the table. Then I nipped upstairs to hide the swag. I charged in like a mustang and nearly stubbed my toe on young blighted Edwin, the Boy Scout. He was standing at the chest of drawers, confound him, messing about with my ties.

**Тестові завдання для перевірки самостійної роботи**

1. Як називається розділ фонетики, що займається слуховим аналізом та ідентифікацією звукової оболонки мовленнєвого висловлювання та його складових?

- A. функціональна фонетика;
- B. перцептивна фонетика;
- C. артикуляційна фонетика;
- D. акустична фонетика.

2. Як називається розділ фонетики, що вивчає анатомо-фізіологічну базу артикуляції та механізми мовоутворення?

- A. функціональна фонетика;
- B. перцептивна фонетика;
- C. артикуляційна фонетика;
- D. акустична фонетика.

3. Який розділ фонетики займається вивченням спільностей та відмінностей в побудові звукових систем різних мов?

- A. історична фонетика;
- B. типологічна фонетика;
- C. функціональна фонетика;
- D. акустична фонетика.

4. У якому столітті жив англійський першокнижник **В. Кегстон**?

- A. XIII;
- B. XIV;
- C. XV;
- D. XVI.

5. Що становить собою **осцилограма** мовленнєвого сигналу?

- A. графік, що показує, як змінюється амплітуда звукового тиску під час вимовляння мовленнєвого відрізка;
- B. графічне зображення спектру звукових коливань;
- C. графік, що демонструє відносну амплітуду частотних складових звука.

6. Які органи мовлення є **активними**?

- A. губи;
- B. альвеоли;
- C. зуби;
- D. тверде піднебіння.

7. За яким принципом приголосні звуки підрозділяються на губно-губні, губно-зубні, передньоязикові, середньоязикові та задньоязикові?

- A. за способом формування та перешкоди;
- B. за роботою активного органу мовлення та місцем утворення перешкоди;
- C. за участю голосових зв'язок;

- D. за ступенем підйому язика.
8. Як називається результат впливу голосних переднього ряду на попередні приголосні?
- A. палаталізація;
  - B. асиміляція;
  - C. акомодация;
  - D. аспірація.
9. Як називається процес скорочення, послаблення або повного випадіння голосних звуків у ненаголошених складах?
- A. елізія;
  - B. редукація;
  - C. асиміляція;
  - D. акомодация.
10. Що таке «нульова редукація» голосних?
- A. випадіння голосних звуків в ненаголошеній позиції;
  - B. скорочення довготи голосного;
  - C. зміна якості голосного;
  - D. часткові зміни в артикуляції голосного звука під впливом сусіднього приголосного звука.
11. Який з факторів не є характерним англійським приголосним звуком?
- A. палаталізація;
  - B. асиміляція;
  - C. акомодация;
  - D. аспірація.
12. Які приголосні звуки англійської мови є **фрикативними**?
- A. [a], [u]
  - B. [f], [v], [h]
  - C. [w], [j], [l], [m]
  - D. [b], [p], [m], [w]
13. Охарактеризуйте наступний приголосний звук англійської мови [h]:
- A. смичний, сонорний, задньоязиковий;
  - B. смичний, шумний, задньоязиковий;
  - C. щілинний, шумний, апікально-альвеолярний;
  - D. щілинний, шумний, фарингальний.
14. Який з приголосних звуків англійської мови не зустрічається у кінці складу?
- A. [s]
  - B. [j]
  - C. [ŋ]
  - D. [w]
5. До якого типу голосних звуків належать англійські голосні [i:], [u:]?
- A. короткі монофтонги;

- В. довгі монофтонги;
- С. дифтонгоїди;
- Д. дифтонги.

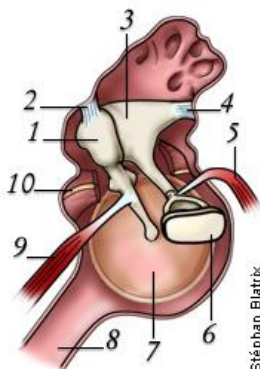
16. Як називається другий елемент дифтонгу?

- А. ядро;
- В. глайд;
- С. дифтонгоїд;
- Д. довгий монофтонг.

17. Як називаються короткі голосні, які знаходяться під наголосом у відкритому складі, що закінчується глухим приголосним?

- А. усічені;
- В. інтенсивні;
- С. нульові;
- Д. слабкі.

18. Який орган визначено №3?



- А. молоточок;
- В. наковаленка;
- С. стремінце;
- Д. кругле вікно.

19. Як називаються ознаки, що мають лише два значення?

- А. диференційовані;
- В. інтегральні;
- С. бінарні;
- Д. марковані.

20. До якої школи належав М.С. Трубецкой?

- А. описативна школа;
- В. Московська фонологічна школа;
- С. Петербурзька фонологічна школа;
- Д. Празька фонологічна школа.

21. До якого типу складів належить наступний склад англійської мови – *twist*?

- А. закритий, прикритий;
- В. закритий, неприкритий;
- С. відкритий, прикритий;
- Д. відкритий, неприкритий.

22. Що таке *ритм*?

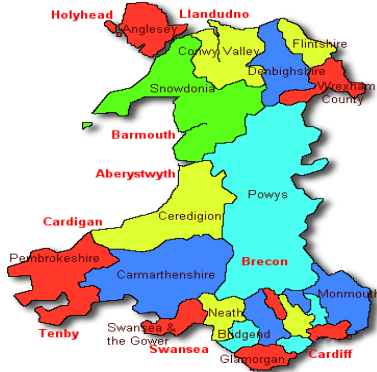
- A. фонетична єдність загальної семантики, що виокремлюється у мовленнєвому процесі;  
B. артикуляційні відрізки мовлення що утворюються окремими голосними або голосними в поєднанні з приголосними;  
C. постійне чергування наголошених та ненаголошених складів у відрізку мовлення;  
D. поділ синтаксичної єдності на синтагми.
23. Яка схема наголосу характерна англійській мові?  
A. -- --- '-  
B. --- --- '-  
C. -- ---  
D. -- '- --- ---
24. Який із складів може бути представлений наступною схемою **CS**?  
A. up  
B. csi  
C. sa  
D. tn
25. На який склад падає наголос у слові **toincrease**?  
A. на перший;  
B. на другий;  
C. на третій;  
D. на перший або на другий.
26. В англійських словах з якими суфіксами наголос падає на склад перед суфіксом або на сам суфікс?  
A. -ical, -ic, -ion, -ity, -ial, -cient, -iency, -eous;  
B. -ate, -ize, -fy, -ette, -ique, -ee, -eer, -ade;  
C. -ual, -uous, -ety, -itous, -ive, -ative (-itive);  
D. -itude, -ident, -inal, -ital, -wards.
27. Яке з перерахованих слів не має слабкої форми?  
A. have;  
B. the;  
C. were;  
D. that.
28. Скільки фонем та графем у слові **laugh**?  
A. 3 фонемі 3 графемі;  
B. 3 фонемі 5 графем;  
C. 3 фонемі 2 графемі;  
D. 5 фонем і 5 графем.
29. Як правильно транслітерувати прізвище **Тухачевский**?  
A. Tuhachevsky;  
B. Tukhachevskij;  
C. Tuhachevskij;

D. Tukhachevsky.

30. Чим є англійські слова *sealing* і *ceiling*?

- A. омофонами;
- B. омографами;
- C. омонімами.

31. Яка адміністративно-політична частина Великої Британії представлена на мапі?



- A. Уельс;
- B. Шотландія;
- C. Йоркшир;
- D. Північна Ірландія.

32. Яка тенденція існує у вимові [p], [t], [k] в шотландському діалекті англійської мови?

- A. відсутність аспірації у всіх випадках;
- B. відсутність аспірації на початку слова;
- C. надання дзвінкості за рахунок дзвінких приголосних;
- D. надання дзвінкості інтервокальній позиції.

33. В якому діалекті англійської мови зустрічається звук [ɟ].

- A. в шотландському;
- B. в австралійському;
- C. в американському;
- D. в уельському.

34. Як називається літературна вимова американського варіанту англійської мови?

- A. Standard American;
- B. General American;
- C. Educated American;
- D. Received Pronunciation.

35. У яких діалектах англійської мови [r] не вимовляється в поствокальній позиції?

- A. в північно-ірландському діалекті;
- B. в шотландському діалекті;
- C. в уельському діалекті;
- D. в американському діалекті.

36. На який склад падає наголос в американському слові *magazine*?

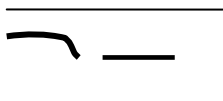
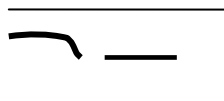
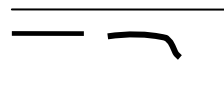
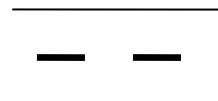
- A. на перший;
- B. на другий;

- С. на третій;  
 D. на четвертий.

37. Як американці вимовляють слово *perhaps*?

- A. [pə'hæps]  
 B. [pə'ʔæps]  
 C. [pə'hjæps]

38. Яка інтонаційна схема відповідає американському варіанту вимови фрази "Goodnight"?

A.  B.  C.  D. 

39. Які діалекти відносять до групи діалектів англійської мови, що заснований на американській вимові?

- A. американський та австралійський;  
 B. американський, канадський та австралійський;  
 C. американський та канадський;  
 D. американський, канадський, австралійський та новозеландський.

### Ключі

1. D	14. D	27. D
2. C	15. C	28. C
3. B	16. B	29. D
4. C	17. A	30. A
5. C	18. B	31. A
6. A	19. C	32. B
7. B	20. D	33. C
8. A	21. A	34. B
9. B	22. C	35. C
10. A	23. C	36. A
11. A	24. D	37. C
12. B	25. B	38. D
13. A	26. B	39. C

(Матеріал використаний з електронного джерела: [elib.bspu.by/bitstream/doc/151/3/УМК...ФОНЕТИКА.pdf](http://elib.bspu.by/bitstream/doc/151/3/УМК...ФОНЕТИКА.pdf))

## A REFERENCE GLOSSARY TO PRONUNCIATION TERMS AND TERMINOLOGY

### A

**ACCENT** ['æks(ə)nt] is stress and pitch combined. If a stress occurs in the stepping head without a downward step in pitch, the word concerned is not accented. Stress in such words is usually weakened because there is no change of pitch accompanying them.

**ACCIDENCE** ['æksɪd(ə)n(t)s] – grammatical rules about the changes in the form of words connected with different modifications of their sound nature. For example: *foot – feet, have – has – had*.

**ACCURACY OF PRONUNCIATION** ['ækjərəsɪ əv prə,nʌn(t)sɪ'eɪʃ(ə)n] – correct and distinct pronunciation.

**ADJACENT SOUNDS** [ə'dʒeɪs(ə)nt saundz] – sounds that follow each other.

**AFFRICATES** ['æfrɪkəts] – the sounds formed during the separation of the articulating organs: in their articulation the complete closure gradually and uninterruptedly opens into a flat-slit narrowing.

**ALLOPHONES** ['aləfəʊnz] – variants or members of one and the same phoneme, which never occur in identical positions, but are said to be in complementary distribution, they are actual speech sounds.

**ALLOPHONIC TRANSCRIPTION** ['aləfəʊnɪk træn'skrɪpʃ(ə)n] – this type of transcription is based on the principle “one symbol per allophone”. This transcription provides a special sign for each variant of each phoneme. A phoneme is reflected in this transcription as a unity of all its allophones. The symbols of an allophonic transcription are usually placed between square brackets [ ].

**ALVEOLAR CONSONANTS** [ˌælvɪ'əʊlə 'kɒn(t)s(ə)nənt] – articulated by the tip of the tongue, which makes a complete obstruction with the alveoles, for example: /f, t, d, s, z/.

**ARTICULATE** [ɑ:'tɪkjələɪt] – to pronounce audibly and distinctly.

**ARTICULATION** [ɑ:'tɪkj'leɪʃ(ə)n] – coordinated movements of speech organs in the process of speech.

**ASPIRATION** [ˌæsp(ə)'reɪʃ(ə)n] – a slight puff of breath which is heard after the explosion of /p, t, k/ in initial position.

**ASSIMILATION** [ə,sɪmɪ'leɪʃ(ə)n] – the result of coarticulation, when one sound is made similar to its neighbour in English it mainly affects the place of articulation e.g.: *ten' men, tem' men*. It can be progressive, regressive or reciprocal. Most commonly the sounds which undergo assimilation are immediately adjacent in the stream of speech.



## B

**BACK** [bæk] – the term is used in phonetics to characterize the vowels, which are formed with the bulk of the tongue in the back part of the mouth cavity, when it is raised towards the junction between the hard and the soft parts of the palate.

**BACK ADVANCED VOWELS** [bæk əd'vɑ:n(t)st 'vauəlz] – the term characterizes vowels, which are formed with the back-advanced position of the bulk of the tongue.

**BILABIAL** [baɪ'leɪbiəl] – articulated by the upper and the lower lip. Bilabial consonants are: /p, w, b, m/.

**BLOCK** [blɒk] – to prevent the air from flowing out of the mouth cavity when the soft palate is lowered and the air passes out of the nasal cavity. The air passage through the mouth cavity is blocked in the articulation of /m, n/.

**BLOW** [bləʊ] – to direct the air from the mouth or nasal cavity.

**BODY OF THE TONGUE** ['bɒdɪ əv ðə tʌŋ] – the whole of it.

**BREATH** [breθ] – the process of blowing the air out of the mouth or nasal cavity through the bronchi and the wind-pipe, or blowing it into the lungs.

**BRONCHI** ['brɒŋkai] – two main divisions of the trachea, leading into the lungs.

**BULK** [bʌlk] *see* BODY.

## C

**CENTRAL VOWELS** [sentrəl 'vauəlz] – vowels formed by the central part of the tongue.

**CHEEKS** [tʃi:ks] – sides of the mouth cavity.

**CLASSIFICATION** [ˌklæsɪfɪ'keɪʃ(ə)n] – the method which studies common properties of the investigated phenomena and which is used to arrange them systematically.

**CLEAR SOUND** [klɪə 'saund] – the sound which is made softer due to additional articulatory work. E.g. the raising of the middle part of the tongue to the hard palate (front secondary focus) “softens”, or clears /l/ in initial position, compare: *lily*, *light* and *bill*, *hill*.

**COMPLETE ASSIMILATION** [kəm'pli:t əˌsɪmɪ'leɪʃ(ə)n] – assimilation when one of the two adjacent sounds fully coincides with the other.

**COMPONENT** [kəm'pəʊnənt] – a part of the whole.

**CONSONANT** ['kɒn(t)s(ə)nənt] – a sound of noise, which is formed by a complete or incomplete obstruction. As a rule, consonants are non-syllabic.

## D

**DARK SOUND** [da:k 'saund] – the sound which is made harder due to additional articulatory work – the raising of the back part of the tongue to the soft palate (back secondary focus).

**DEFECTS OF SPEECH** ['di:fekts əv spi:spi:tʃ] – drawbacks in pronunciation.

**DEFINITION OF A SOUND** [,defi'nɪʃ(ə)n əv ə 'saund] – the description of the complex of properties characteristic of a sound, which helps to attribute this sound to a certain type.

**DENTAL CONSONANTS** [dentl 'kɒn(t)s(ə)nənt] – consonants produced with the tip and the blade of the tongue placed against the upper front teeth.

**DIACRITIC MARKS** [,daɪə'krɪtɪk 'ma:ks] – additional symbols used to characterize separate phonemes or their allophones. For examples, the Russian ě, the German ü. Diacritic marks help to use the inventory of the letters of the alphabet, without enlarging it.

**DIALECTOLOGY** [,daɪələk'tɒlədʒɪ] – the branch of phonetics which studies the dialectal differences in pronunciation.

**DIAPHONE** ['daɪəfəʊn] – allophone of one and the same phoneme, pronounced by different people.

**DIAPHRAGM** ['daɪəfræm] – that part of the power mechanism which separates the cavity of the chest from the abdominal cavity.

**DICTAPHONE** ['dɪktəfəʊn] – the apparatus that records and reproduces oral speech.

**DICTION** ['dɪkʃ(ə)n] – a way of speaking. The selection and control of words to express ideas (command of vocabulary, grammatical correctness, affective word order, etc.).

**DIGRAPH** ['daɪgrɑ:f] – combination of two letters equivalent to one phoneme.

**DIPHTHONG** ['dɪfθɔŋ] – a vowel phoneme which consists of two elements: a nucleus and a glide. The first element of a diphthong is more loud and distinct, the formation of the second element of a diphthong is not accomplished. English diphthongs can be normal – this term is used because they are similar to the diphthongs normally occurring in other languages.

**DIPHTHONGIZATION** ['dɪfθɔŋgɪzeɪʃn] – slight shifting of the organs of speech.

**DISJUNCTIVE QUESTION** [dɪs'dʒʌŋktɪv 'kwɛstʃən] – a question which consists of two parts, characterized by the succession of falling and rising tones (nuclear or terminal), used to express alternative ideas. Other patterns show a) agreement: *It's a good book, isn't it.* b) uncertainty: *He is right, isn't he?*

**DISSIMILATION** [,dɪsɪmɪ'leɪʃ(ə)n] – substitution of one sound for another, similar in timbre but different articulatorily.

**DISYLLABIC** [,daɪsɪ'læbɪk] – consisting of two syllables.

**DORSAL CONSONANTS** ['dɔ:s(ə)l 'kɒn(t)s(ə)nənt] – pronounced with the blade the tongue against either the upper teeth or the alveolar ridge.

**DORSUM OF THE TONGUE** ['dɔ:səm əv ðə tʌŋ] – the middle and back parts of the tongue.

**DOUBLE STRESS** ['dʌbl 'stres] – two stresses within one and the same word, e.g. *disagree* [ˌdɪsə'gri:].

**DURATION** [djuə'reɪf(ə)n] – length.

## E

**ELISION** [ɪ'lɪz(ə)n] – dropping off of a vowel in initial or terminal position. For example: *'tis* instead of *it is*, *th' eternal* instead of *the eternal*.

**EMPHASIS** ['emfəsis] – combination of the expressive means of the language to single out emphatic words, groups of words or whole sentences.

**EMPHATIC** [ɪm'fætɪk] – that which refers to emphasis.

**EXPIRATION** [ˌɛkspraɪ'reɪf(ə)n] – breathing the air out.

**EXPLOSION** [ɪk'spləʊz(ə)n], or **plosion** ['pləʊz(ə)n] – noise made by the air, when it is suddenly released through a complete obstruction. For example, English sounds /p, t/ are pronounced with a plosion, or explosion.

## F

**FACULTATIVE PHONEMES** ['fæk(ə)ltətɪv 'fəʊni:mz] – such phonemes in English are /ʌ/ and /ɔə/. They are not used in all idiolects, where they are replaced by /w, ɔ:/. But in those idiolects in which they are used they may distinguish words in minimal pairs, e.g. *which* – котрий, *witch* – відьма, *more* – більше, *mow* – косити.

**FALL** [fɔ:l] – lowering of the voice pitch within a stressed syllable.

**FAMILY OF SOUNDS** ['fæm(ə)li əv 'saʊndz] – D. Jones term in his phoneme definition.

**FIXED ORGANS OF SPEECH** [fɪkst 'ɔ:goənz əv 'spi:tʃ] – they are: the upper teeth and the teethridge, the hard palate and the pharyngeal wall.

**FIXED WORD ACCENT** [fɪkst wɔ:d 'æksənt] – this type of accent is characterized by the fixed position, of stress.

**FLAPPED CONSONANTS** [flæpt 'kɒn(t)s(ə)nənts] – articulated by a single tap of the tip of the tongue against the teethridge. For example: [r] in *sorry*, *very*.

**FLAT NARROWING** [flæt ['nærəʊɪŋ] – passage for the flow of air, which is more or less flat. The sounds /f, v/ are pronounced with the flatnarrowing.

**FLOW OF AIR** [fləʊ əv 'eə] – the stream of air.

**FOCUS** ['fəʊkəs] – the place in the mouth cavity, in which the obstruction (complete or incomplete) is formed in the articulation of a consonant. Front secondary focus is formed by the middle part of the tongue raised against the

hard palate. Back secondary focus is formed by the back part of the tongue raised against the soft palate.

**FREE WORD ACCENT** [fri: wə:d 'æksənt] – the type of accent which is characterized by the free occurrence of the word accent; in different words of the language different syllables can be stressed – the first, the second, the third. Free word accent has two subtypes: a) constant, which always remains on the same morpheme: '*wonder,*' *wonderfully* and b) shifting, which changes its place: *cad*, *садовод*.

**FRICATIVE CONSONANTS** ['frɪkətɪv 'kɒn(t)s(ə)nənts] – produced by friction of the flow of air through the narrowing formed by articulatory organs. For example: /v, s, z/.

**FRONT OF THE TONGUE** [frʌnt əv ðə tʌŋ] – the blade and the tip of the tongue.

The blade and the middle of the tongue in the terminology of English phoneticians.

**FRONT VOWELS** [frʌnt 'vauəlz] – vowels articulated when the bulk of the tongue moves forward and its front part is raised highest towards the hard palate.

**FULLY VOICED** ['fʊli vɔɪst] – consonants pronounced with the vocal cords vibrating from the first to the last stage of their articulation.

**FUNCTIONS OF A PHONEME** ['fʌŋkʃ(ə)nz əv ə 'fəʊni:m] – in speech a phoneme performs three functions: 1. distinctive, 2. constitutive and 3. recognitive; they are inseparable.

## G

**GENERAL AMERICAN. G.A.** ['dʒen(ə)r(ə)l ə'merɪkən] – the most widespread type of educated American speech.

**GENERAL QUESTION** ['dʒen(ə)r(ə)l 'kwɛstʃən] – the type of a question which demands a *yes* or *no* answer, it is pronounced with the rising tone.

**GLIDE** [glɑɪd] – that part of a diphthong which constitutes its additional element, the full articulation of which is not accomplished. For example: /i/ and /ə/ in /ai, ei, ia, eə/ are glides.

**GLOTTAL SOUND** ['glɒtl 'saʊnd] – when the glottis is narrowed during exhalation, the air, passing out of the mouth cavity, produces an /h/like sound; that is why [h] is considered by Prof. A. L. Trakhterov and British and American phoneticians to be a glottal or laryngeal consonant (not a pharyngeal one).

**GLOTTAL STOP** ['glɒtl 'stɒp] – a sound which reminds a slight cough and is articulated by the vocal cords, before a vowel sound is heard in cases of emphatic speech.

**GLOTTIS** ['glɒtɪs] – the space between the vocal cords, which is the entrance to the trachea, or the windpipe.

**GRAPHEME** ['grɑ:fɪ:m] – an orthographic unit with which, a phoneme can be correlated, e.g. *t, e, n* are graphemes in '*ten*'.

## H

**HEIGHT** [hait] – the width of the resonating cavity in the articulation of vowels.

**HEIGHT OF THE TONGUE** [hait əv ðə 'tʌŋ] – the height to which the bulk of the tongue is raised and which determines the level of the raised bulk of the tongue: high, mid, or low.

**HIEROGLYPH** ['haɪərəʊglɪf] – a written sign which may be equivalent to a sound, syllable, or a whole notion.

**HISS** [his] – noise produced when the air passes through a round narrowing and produces hissing noise. The sounds /s, ʃ/ are hissing consonants.

**HOMOGENEITY** [ˌhəʊmədʒə'neɪəti] – articulatory similarity of two sounds, which is based on similar articulatory work of the speech organs. The sounds /p, b/ are homogeneous because they are both plosive and bilabial noise consonants.

**HOMOGRAPHS** ['hɒmɑːgrɑːfs] – words that are similar in orthography but different in pronunciation and meaning. For example: *tear* /tɛə/ *розпува* and *tear* /tiə/ *сльоза*.

**HOMOPHONES** ['hɒməgrɑːfs] – words that are similar in pronunciation but different in orthography and meaning. For example: *air* – *hair*; *buy* – *bye*; *knight* – *night*; *not* – *knot*; *or* – *ore*.

## I

**IDEOGRAM** ['ɪdɪəgræm] – 1. a symbol or a picture which represents and conveys an idea of an object without using its name, for example: a numerical or a pictorial road sign; 2. a symbol representing a word, but not the sounds which constitute it.

**IDIOPHONE** ['ɪdɪə'fəʊn] – one and the same speech sound which is pronounced differently in different idiolects.

**IMPLOSION** [ɪm'pləʊz(ə)n] – the first stage of a single plosive sound articulation.

**INTERDENTAL ARTICULATION** [ˌɪntə'dent(ə)l ɑːˌtɪkj'leɪʃ(ə)n] – articulation characterized by the interdental; position of the tip of the tongue in articulating /ð, θ/. In speech these sounds are often pronounced as dental, with the tip of the tongue placed behind the upper teeth.

**INTONATION** [ˌɪntəʊ'neɪʃ(ə)n] – a component of the phonetic structure which is viewed in the narrow meaning as pitch variations, or speech melody. It manifests itself in the delimitate ve function within a sentence and at its end.

**INTONATION GROUP** [ˌɪntəʊ'neɪʃ(ə)n 'grʊp] – an actualized sense group.

## J

**JAWBREAKER** ['dʒɔːˌbreɪkə] – a word, which is difficult to pronounce.

**JAWS** [dʒɔːz] – parts of the mouth, which bear teeth and by means of which the mouth can be opened and closed.

## L

**LABIAL** ['leɪbiəl] – relating to the lips.

**LABIAL SOUNDS** ['leɪbiəl 'saundz] – articulated by the lips. For example: /p, b/.

**LABIALIZATION** [ˌleɪbi(ə)laɪ'zeɪʃ(ə)n] – lip rounding.

**LABIALIZED VOWELS** ['leɪbiə,laɪzd 'vauəlz] – vowels produced with a more or less lip rounding. For example: /o, y, uː, ɔː, ɒ, u/.

**LARYNGEAL** [lə'rɪn(d)ʒiəl] – of or pertaining to the larynx.

**LARYNX** ['læriŋks] – an organ of the respiratory tract above the windpipe. It consists of an elaborate arrangement of cartilage and muscles and contains a pair of vocal cords.

**LATERAL** ['læt(ə)r(ə)l] – having to do with the sides of the tongue.

**LATERAL SOUNDS** ['læt(ə)r(ə)l 'saundz] – sounds in the articulation of which the air passages (or a passage) are formed at the lateral sides of the tongue. At the same time the contact is made by the tip of the tongue pressed against the teethridge as in /l/ articulation.

**LENGTH OF THE SOUND** [leŋ(k)θ əv ðə 'saund] – length of the sound waves in the articulation of a sound.

**LETTERS** ['letəz] – printed or written symbols of an Alphabet used in representing speech sounds.

**LIGHT** [laɪt] – in phonetics this term is equivalent to *clear*.

**LINGUAL** ['lɪŋgwəl] – articulated with the help of the tongue. For example, /t/ is a lingual sound because it is articulated with the tip of the tongue pressed against the teethridge.

**LIP POSITIONS** [lɪp pə'zɪʃ(ə)nz] – different positions of lips, which change the articulation of sounds and their timbre. The main positions of the lips are: rounded slightly, as in /u/ articulation, unrounded, as in /ɔ/ articulation, protruded, as in /y/ articulation, non-protruded as in /p/ articulation, spread as in /iː/ articulation, neutral as in /ə/ articulation.

**LIPS** [lɪps] – two muscular folds bordering the mouth; in articulatory phonetics referred to as “upper” and “lower lip”.

**LIQUID CONSONANTS** [likwɪd 'kɒn(t)s(ə)nənts] – some phoneticians use *this* term to characterize the sounds /l, r/.

**LITERARY PRONUNCIATION** ['lɪt(ə)r(ə)rɪ prəˌnʌn(t)sɪ'eɪʃ(ə)n] – the pronunciation of educated people.

**LOGICAL STRESS** ['lɒdʒɪk(ə)l 'stres] – the singling out of the word, which seems to be most important in the sentence.

**LONG VOWELS** [lɒŋ vauəlz] – in English they are /iː, aː, ɔː, əː, uː/.

**LOUD** [laud] – producing a powerful stimulus on the ear.

**LOWER TEETH, LIP, JAW** – all these organs are more active and important in the process of articulation than the upper jaw, lip, teeth.

**LOW VOWELS** [ləu vauəlz] – vowels pronounced with the low position of the bulk of the tongue.

**LUNGS**[lʌŋz] – the source of the air stream that makes it possible to produce sounds. The latter also regulate the force of the air pressure and produce vibrations in the intensity of speech sounds.

## M

**MEDIAL** ['mi:diəl] – passing through the middle of air-passage.

**MEMBERS OF A PHONEME** ['membəz əv ə 'fəuni:m] – positional and combinatory allophones belonging to the “family of one and the same sound” (D. Jones).

**MID BACK VOWELS** [mid bæk vauəlz] – the nucleus of the diphthong, /ou/ and the Russian /o/.

**MID CENTRAL VOWELS** [mid 'sentrəl vauəlz] – /ə:/and /ə/ in the terminology given by British phoneticians. Russian authorities define them as mid, mixed.

**MID FRONT VOWELS** [mid frʌnt vauəlz] – /e/, the first element of the diphthong /eə/ and the Russian э.

**MID NARROW VOWELS** [mid 'nærəu vauəlz] – /ə:/and the first element of the diphthongs /əu/ and /ei/.

**MID WIDE VOWELS** [mid waid vauəlz] – /ə/ and the first element of the diphthong /e(ə)/.

**MIDDLE PART OF THE TONGUE** [midl 'pa:t əv ðə tʌŋ] – the central part of the dorsum of the tongue which is opposite the hard palate. It lies between the blade and the back of the tongue. This term, is; widely used in our terminology. The middle of the tongue plays an important role in the process of palatalization. In the terminology given by some foreign phoneticians the term, “middle” is used in reference to the border between the predorsal (that is front) and dorsal (that is middle and back) part of the tongue; according to their terminology the middle part of the tongue corresponds to the term “front part of the tongue”.

**MISPRONOUNCE** [ˌmɪsprə'naʊn(t)s] – to pronounce sounds or words with mistakes.

**MISTAKES IN PRONUNCIATION** [mis'teɪks ɪn ˌprəˌnʌn(t)sɪ'eɪf(ə)n] – different deviations from the teaching norm in the pronunciation of a foreign language. Academician L.V. Shcherba suggested that mistakes should be divided into 1. phonological (altering the meaning of words) and 2. non-phonological (that do not affect the meaning of words).

**MIXED VOWELS** – G.P. Torsuyev defines them in the following way: “тело языка приподнято, причем вся спинка языка лежит максимально плоско”. They are /ə:, ə/.

**MONOPHTHONG** ['mɒnəfθɒŋ] – a vowel sound in the articulation of which the articulating organs are more or less stable, which results in the stationary nature of the vowel. English monophthongs are /i, e, æ, a:, ɔ, u, ʌ, ə:, ə/.

**MOUTH** [mauθ] – the cavity in the head containing the teeth, the tongue and the palate with the uvula.

**MOUTH CAVITY** [mauθ 'kævəti] – the cavity between the teeth and the pharynx.

**MUTE LETTERS** [mju:tletəz] – letters, or letter combinations which are not pronounced, but remain in words due to traditional spelling rules.

**MUTUAL ASSIMILATION** ['mju:tfuəl ə,sɪmɪ'leɪʃ(ə)n] – bilateral assimilation, when two assimilating sounds equally influence each other.

## N

**NARROW TRANSCRIPTION** ['nærəu træn'skrɪpʃ(ə)n] – the system of transcription signs into which additional symbols are included which correspond to allophones of phonemes.

**NASAL CAVITY** ['neɪz(ə)l 'kævəti] – immovable cavity inside the nose and the nasopharynx; it is separated from the mouth cavity by the upper jaw with the teethridge and the palate.

**NASAL PLOSION** ['neɪz(ə)l 'pləuz(ə)n] – plosion formed when the soft palate is separated from the back wall of the nasal pharynx and the air quickly escapes through the nasal cavity; it takes place in the combinations like /tn, dn/.

**NASAL VOWELS** ['neɪz(ə)l vauəlz] – vowels articulated when the flow of air is directed from the lungs both through the mouth and the nasal cavity. Nasal vowels exist in the French language.

**NEUTRAL VOWEL** ['nju:tr(ə)l vauəl] – a mixed vowel of mid-open position, broad variety – /ə/.

**NOISE** [nɔɪz] – characterizes consonants, which are formed when the flow of air passes through a narrowing and produces audible friction. Voiceless consonants are “pure” noises, and voiced consonants are a combination of noise and voice, produced by the vocal cords, which are drawn together and vibrate.

## O

**OFF-GLIDE** [ɔf 'glaid] – a short and not definite vowel, which is heard after terminal consonants (according to H. Sweet). Some authors consider that it is a neutral vowel, which is heard between sounds. For example: *-ism* /ɪz(ə)m/.

**OPEN** ['əʊp(ə)n] – characterized by the low position of the bulk of the tongue.



**OPEN SYLLABLE** ['əʊp(ə)n'sɪləbl] – the type of syllable which ends in a vowel – CV-type.

**OPEN VOWELS** ['əʊp(ə)n vaʊəlz] – the group of vowels which are pronounced with the open, or low position of the bulk of the tongue. Open or low vowels in English are: /ə, ʌ, ɔ, a (i, u), a:/.

**OPPOSITION** [ˌɒpə'zɪʃ(ə)n] – comparison of sounds, words or morphemes along the lines of their qualitative and quantitative characteristics which results in singling out *their* minimal distinctive features, that are phonologically relevant or irrelevant. For example, the opposition between /kab– kap/ is based on voiced – lenis voiceless – fortis distinctions in /b – p/, which is their minimal distinctive relevant feature (other features, which characterize these sounds are irrelevant).

**ORGANS OF SPEECH** ['ɔ:gənz əv 'spi:tʃ] – 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.

## P

**PALATALIZATION** ['pælət(ə)laɪ'zeɪʃ(ə)n] – softening of consonants, which results from the secondary place of articulation – front-secondary focus. It takes place when the middle part of the tongue is raised to the hard palate and the air passage is narrowed or constricted, which gives the consonant soft colouring. All consonants, with the exception of medio-lingual, can be affected by palatalization when they are followed by /i:, i, e or i/. Palatalization is phonemic in the Russian language (compare: *пыл* - *пыль*). In the English language palatalization is non-phonemic, and when it takes place in the articulation of sounds other than /l, ʃ, ʒ, tʃ, dʒ/, under the influence of the Russian language it is a mistake.

**PALATAL SOUND** ['pælət(ə)l 'saʊnd] – the sound that is connected with the palate articulatorily.

**PALATE** ['pælət ] – the roof of the mouth, separating the mouth cavity from the nasal cavity. In articulatory phonetics it is divided into the hard palate, the soft palate with the uvula and the teethridge.

**PARENTHESIS** [pə'renθəsis] – a word, phrase or sentence usually having its own complete meaning, inserted into a sentence which is grammatically complete without this insertion, and marked off from it by punctuation. For example: “I shall not go there,” he replied. “I ask you,” she demanded, “to go there immediately.” In speech it is expressed by lowering the pitch of the voice.

**PASSIVE ORGANS OF SPEECH** ['pæsɪv 'ɔ:gənz əv 'spi:tʃ] – the organs that are either constantly immovable, such as the hard palate and the upper teeth, or such that are fixed but can be movable, for example, the back part of the

tongue in the articulation of /r/ is fixed and in /k,g/ it is active and moving to the soft palate, with which it forms a complete obstruction.

**PAUSE** [pɔːz] – a short period of time when sound stops before starting again. Pauses are non-obligatory between sense-groups and obligatory between sentences.

**PECULIARITY** [pɪ,kjuːlɪ'ærəti] – a feature which characterizes some phonetic phenomenon.

**PHARYNX** ['færɪŋks] – the cavity between the mouth and the oesophagus communicating with the nasal passages and ears.

**PHONEME** ['fəʊni:m] – the shortest functional unit of a language. Each phoneme exists in speech in the form of mutually non-distinctive speech sounds, its allophones. Each speech sound is an allophone of some phoneme.

**PHONETIC SUBSYSTEM** [fəʊ'netɪk 'səb,sɪstəm] – the speech sounds which occur in interjections and borrowed words, e.g. nasalized vowels pronounced in some words borrowed from French.

**PHONETIC SYSTEM** [fəʊ'netɪk 'sɪstəm] – a systemic combination of five components of the language, i.e. the system of segmental phonemes, the phonemic component, the syllabic component, the accentual component, intonation.

**PHONETICS** [fəʊ'netɪks] – the science that studies the sound matter of the language, its semantic functions and the lines of development.

**PHONIC** ['fɒnɪk] – acoustic, connected with voice or sounds.

**PLOSION** ['pləʊz(ə)n] – an abrupt separation of speech organs at the place of articulation.

**PRIMARY PHONEMES** ['praɪməri 'fəʊni:mz] – the term is used by those scientists who consider phonemes proper “**primary**” **distinctive units** and open transition /+/, stresses /' , ˘/, pitches /1 2 3 4/, clause terminals /→, ↑, ↓/ are viewed by them as “**secondary**” **distinctive units**.

**PRIMARY STRESS** ['praɪməri 'stres] – the stress which is the strongest compared with the other stresses used in a word.

**PRONOUNCE** [prə'naʊns] – to articulate.

**PROSODY** ['prɒsədi] – acoustic properties.

**PUFF** [pʌf] – a short light gust of air blown out of the mouth cavity.

## Q

**QUESTION** ['kwɛstʃən] – the communicative type of a sentence in which doubt, supposition or want of some information is expressed in the form of a question: interrogative, alternative, general, or special.

## R

**RECITE** [rɪ'saɪt] – to repeat outloud something memorized, especially before an audience. In studying a foreign language recitation plays a very important role.

**REDUCE** [rɪ'dju:s] – to make smaller or less. For example, to reduce the intensity of a sound, to reduce the quantity of a sound.

**RHYME** [raɪm] – the repetition of identical or similar terminal sounds, sound combinations or words.

**RHYTHM** [rɪð(ə)m] – “rhythm is a flow, movement, procedure, etc., characterized by basically regular recurrence of elements or features, as beat, or accent, in alternation with opposite or different elements or features” (Webster's New World Dictionary). Rhythm in speech is the periodic recurrence of stressed syllables. Rhythm exists both in prose and in verse. It can be regarded as one of the forms in which a language exists.

**RHYTHMICSTRESS** [rɪðmɪk 'stres] – the term refers to the cases when there are equal number of unstressed syllables between two beats. For example, *'tell them to 'go there at 'once.*

**ROLLED CONSONANTS** [rəʊld 'kɒn(t)s(ə)nənts] – such consonants are pronounced when the tip of the tongue (or the uvula) vibrates in the flow of air and interrupts it repeatedly, so that the flow of air is momentarily obstructed by the vibrating organ (or organs). The Russian sonant /p/ is a rolled consonant.

**ROMAN ALPHABET** ['rəʊmən 'ælfəbət] – Latin alphabet.

**ROMIC** ['rəʊmɪk] – the term is used in connection with the use of Latin letters for symbols of phonetic transcription.

**ROOF OF THE MOUTH** [ru:f əv ðə 'maʊθ] – for purposes of consonant analysis and description it is conventionally divided into: 1. the gums; 2. the teethridge; 3. the back slope of the alveolar ridge and the hard palate; 4. the soft palate (velum) 5. the uvula.

**RULES OF READING** [ru:lz əv 'ri:dɪŋ] – the system of rules dealing with the correspondencies between the reading matter of the language and its pronunciation.

## S

**SECONDARY ACCENT** ['sek(ə)nd(ə)rɪ 'æks(ə)nt] – this type of accent appears in words of five or more syllables. It falls on the second pretonic syllable, e.g. *hospitality* [ˌhɒspɪ'tæləti].

**SEMI-VOWELS** [semi 'vauəlz] – the term is almost out of use nowadays. It refers to /j, w/.

**SEMI-WEAK VOWELS** [semi'wi:k vauəlz] – the vowels weaker in timbre which is the result of qualitative reduction: intermediate between full and neutral phonation of the vowel.

**SENTENCE ACCENT** ['sentən(t)s 'æksənt] – a constituent part of the phonetic structure of the spoken sentence and one of the components of intonation in the broad sense of the term (*see* **PROSODATION**).

**SENTENCE STRESS** ['sentən(t)s 'stres] – the greater degree of prominence given to certain words in a sentence. These words are usually nouns, adjectives, notional verbs and adverbs, interjections, numerals, demonstrative, possessive, emphasizing pronouns, interrogative words and two-syllable prepositions. Articles, particles *to* and *there*, auxiliary, modal, and connective verbs, personal, reflexive and reciprocal pronouns, one-syllable prepositions, conjunctions and conjunctive words – are, as a rule, unstressed. The distribution of sentence stress is determined by the semantic factor.

**SHADE** [ʃeɪd] – a slight variation.

**SHAPE** [ʃeɪp] – form: the shape of the mouth cavity, the shape, formed by the lips.

**SHARP** [ʃɑ:p] – strong and shrill.

**SHORT VOWELS** [ʃɔ:t 'vauəlz] – the vowels having a relatively smaller length, or quantity in comparison with the long vowels (other conditions remaining the same). Short English /i/ and /u/ differ from the long /i:/ and /u:/ also in quality.

**SIBILANTS** ['sɪbɪlənts] – the sounds of a whistling or hissing nature. In English sibilants are /s, z, ʃ, ʒ/.

**SILENT LETTERS** ['saɪlənt 'letəz] – letters that are spelt but not pronounced.

**SILENT STOP** ['saɪlənt 'stɒp] – the medial stage in /p, t, k/ articulation that is characterized by the “loss of plosion” in cases like: *past perfect, blackboard, eight days*.

**SIMILARITY** [ˌsɪmɪ'lærəti] – likeness.

**SINGLE STRESS** ['sɪŋgl 'stres] – only one stress in a word.

**SOFT CONSONANTS** ['sɒft 'kɒn(t)s(ə)nənts] – palatalized consonants.

**SOFT PALATE** ['sɒft 'pælət] – the back, soft part of the hard palate.

**SOUND** [saund] – a material unit, produced by speech organs. A sound can be viewed from the articulatory, acoustic, auditory and functional points of view.

**SPECIAL QUESTION** ['speʃ(ə)l 'kwesʃən] – the type of a question which begins with the interrogative words *who, what, where, why*, etc., depending on information required. Special questions may refer to any part of the sentence. They are pronounced with the falling tone.

**SPIRANT** ['spaɪər(ə)nt] *see* **FRICATIVE**.

**STRESS** or **ACCENT** is a greater degree of prominence which is caused mainly by pronouncing the stressed syllable (a) on a different pitch or with a change of pitch direction in it; (b) with greater force of exhalation and greater muscular tension. The greater force of articulation is accompanied by an

increase in the length of the sound in the stressed syllable, especially vowels. Vowels in the stressed syllables are not reduced.

**STRONG FORMS** ['strɒŋ 'fɔ:mz] – the forms that can be observed in accented words.

**STRONG VOWELS IN WEAK POSITIONS** [strɒŋ 'vauəlz in'wi:k pə'ziʃ(ə)n] – vowels the quantity of which is not reduced in unstressed positions. For example, /ɔ:/ in *blackboard* ['blækbɔ:d], /æ/ in *climax* /'klaɪmæks/.

**SYLLABIC** [sɪ'læbɪk] – capable of forming a syllable.

**SYLLABIC SOUNDS** [sɪ'læbɪk 'saundz] – sounds that can form the peaks of prominence, they are vowels and sonants other than /j, w/.

**SYLLABLE** ['sɪləbl] – shortest segment of speech continuum. Syllables are material carriers of words. They constitute words and their forms, phrases and sentences. According to J. Kenyon the syllable is one or more speech sounds, forming a single uninterrupted unit of utterance, which may be a word, or a commonly recognized and separable subdivision of a word. It is a unity of segmental and supersegmental qualities.

## T

**TABLE OF CONSONANTS, TABLE OF VOWELS** [teɪbl əv 'kɒn(t)s(ə)nənts, 'teɪbl əv vauəlz] – an orderly arrangement of consonants or vowels in vertical and horizontal columns. It helps to visualize the system of vowels and consonants and to compare them with the similar systems of the mother tongue.

**TENSE VOWELS** [tens vauəlz] – these vowels are articulated with the muscles of the lips, tongue, cheeks and the back wall of the pharynx made harder by tensing. Traditionally they are long vowels: /i:, a:, u:, ə:, ɔ:/, all short vowels are considered to be lax.

**TONE** [təʊn] – sounds may be periodical and non-periodical. If the vibrations of a physical body are rhythmical, the auditory impression of periodic waves is a musical tone, or in speech – a speech-tone.

**TONETIC STRESS MARKS** [təʊ'nɛtɪk 'stres mɑ:ks] – the marks suggested by R. Kingdon. They are placed before the stressed syllables of an utterance in the same positions as the ordinary stress marks used in phonetic transcriptions. They indicate the intonation as well as the stress. The advantage of this system is that it indicates high and low falling and rising tones (as well as level and emphatic tones) in the text proper which enables the pupil to do without staves.

**TONGUE** [tʌŋ] – the most important and movable articulatory organ.

**TONGUE TWISTERS** [tʌŋ 'twɪstəz] – short rhymes into which difficult sounds and sound combinations are included. They are used as training exercises in teaching pronunciation.

**TRANSCRIPTION** [træn'skripʃ(ə)n] – the system of signs in which sounds are symbolized. Transcription represents sounding speech. A phonemic, or linguistically broad, transcription is based on the principle “one symbol per phoneme”. The symbols of phonemic transcription are placed between slanting lines//.

An allophonic, or linguistically narrow, transcription is based on the principle “one symbol per allophone”. The symbols of an allophonic transcription are usually placed between square brackets [ ]. In language teaching a phonemic transcription is more convenient. An allophonic transcription is indispensable to scientific phonetic work.

**TRANSLITERATION** [trænz,lit(ə)'reɪʃ(ə)n] – the representation of the sounds of one language as nearly as possible by the letters and letter combinations of another language. For example, the Russian **ж** is represented in English by the letter combination **zh**.

**TRIPHTHONG** ['trɪfθɔŋ] – a vowel sound that consists of three elements,, the first element is a diphthong and the second – a neutral vowel /ə/. In slow style they are pronounced as a two-syllable unit: /auə/ – /au/ + ə.

## U

**UNACCENTED** [ˌʌnək'sentɪd] – unstressed.

**UNDERTONE** ['ʌndətəʊn] – a low tone of voice.

**UTTERANCE** ['ʌt(ə)r(ə)n(t)s] – vocal expression of some idea.

**UVULA** ['ju:vjələ] – a fleshy conical body suspended from the soft palate over the back of the tongue.

## V

**VARIETY** [və'raɪəti] – the term is used in connection with the vowels of low and broad variety.

**VELAR** ['vi:lə] – the term is used in the classification of consonants which are articulated with the help of the soft palate: velar nasal sonorant /ŋ/, velar stops /k, g/.

**VELARIZATION** [ˌvi:ləraɪ'zeɪʃ(ə)n] – formation of the back-secondary focus which makes the sounds “dark” in tamber /w,r,t/ and the Russian /ж, ш/.

**VOCALISM** ['vəʊkə,lɪzəm] – the system of vowel phonemes.

**VOICE** ['vɔɪs] – vocal tone produced by the regular vibrations of the vocal cords.

**VOICED CONSONANTS** ['vɔɪst 'kɔn(t)s(ə)nənts] – the consonants which, are produced with the vocal cords brought together and vibrating.

**VOICELESS CONSONANTS** ['vɔɪsləs 'kɔn(t)s(ə)nənts] – the consonants which are produced with the vocal cords taken apart and not vibrating.

**VOLUME** ['vɔljʊ:m] – force or loudness of sounding speech.

## W

**WEAKVOWELS** [w:k 'vauəlz] – the vowels which are shorter and less-distinct, sometimes they are reduced to the neutral vowel /ə/. Weakening or reduction of vowels is a characteristic feature of Russian and English.

**WORD** [wɜ:d] – in phonetics the term refers to the word as a phonetic unit.

**WORD-STRESS or WORD ACCENT**– every disyllabic and polysyllabic word pronounced in isolation has word-stress. It is a singling out of one or more of its syllables by giving them a greater degree of prominence as compared with the other syllable or syllables in the same word.

Основні правила читання англійських голосних літер

<p><b>A</b> <b>a</b></p>	<p><b>Наголошений склад</b> у відкритому складі у закритому складі перед <b>r</b> перед <b>re</b> <b>Ненаголошений склад</b> <i>Буквосполучення</i> <b>ai, au</b> <b>aw, au</b> <b>а</b> після <b>w</b> <b>а</b> після <b>qu</b> <b>an</b>+ приголосна <b>a + ss, st, sk</b> <b>a + ft, th</b> <b>w (h) + a</b></p>	<p>[ei] [æ] [a:] [εə] [ə]  [ei] [ɔ:] [ɔ:] [ɔ:] [a:] [a:] [a:] [ɒ]</p>	<p>take, place, name, cake, state map, sat, stand, happy, apple car, art, dark, farm, party care, bare, share, prepare ago, about, legal, formal  main, chain, day, way, play saw, law, autumn, cause war, warm, warn quarter, quarrel answer, dance, chance class, last, ask, task after, craft, bath, rather watch, wash, was, what, want</p>
<p><b>E</b> <b>e</b></p>	<p><b>Наголошений склад</b> у відкритому складі у закритому складі перед <b>r</b> перед <b>re</b> <b>Ненаголошений склад</b> <i>Буквосполучення</i> <b>ee, ea</b> <b>ea + d</b> <i>Винятки:</i> <b>ei + gh</b> <b>ew</b> <b>ey</b> <b>ee, ea + r</b> <b>ear</b> + приголосна</p>	<p>[i:] [e] [ɜ:] [iə] [i] [ə]  [i:] [e]  [ei] [ju:], [u:] [ei] [iə] [ɜ:]</p>	<p>be, he, me, see, meter, Peter best, next, left, smell her, term, verse here, mere, severe begin, return, because, between mother, father, corner, over  green, seem, sea, clean bread, head, already read [rid], lead [li:d] eight, weigh few, new, grew, blew grey, obey deer, dear, hear, appear learn, earth, early</p>
<p><b>I</b> <b>i</b></p>	<p><b>Наголошений склад</b> у відкритому складі <i>Винятки:</i> у закритому складі перед <b>r</b> перед <b>re</b> <b>Ненаголошений склад</b> <i>Буквосполучення</i> <b>i+ ld, nd</b> <i>Винятки:</i> <b>i + gh</b></p>	<p>[ai]  [i] [ɜ:] [aiə] [i]  [ai]  [ai]</p>	<p>life, five, fine, tie, time live [liv], give [giv] sit, lift, pick, little bird, girl, first, circle fire, tired, admire origin, engine  child, find, kind, mind children [ˈtʃɪldrən], window [ˈwɪndɔv] right, light, night, high</p>



<b>O</b> <b>o</b>	<b>Наголошений склад</b> у відкритому складі	[ʊ]	close, note, rose, home
	у закритому складі	[ɒ]	stop, long, song, copper
	перед <i>r</i>	[ɔ:]	form, born, fork, border
	перед <i>re</i>	[ɔ:]	store, before, restore
	<b>Ненаголошений склад</b>	[ʊ]	photo, motto, Negro
	суфікс <i>ous</i>	[əs]	famous, various, numerous
	суфікс <i>or</i>	[ə]	doctor, tractor, conductor
	<b>Буквосполучення</b>		
	<b>oa</b>	[ʊ]	coat, boat, road, roast
	<b>oi, oy</b>	[ɔi]	oil, noise, boy, enjoy
	<b>oo + k</b>	[v]	look, book, took
	<b>oo + l, m, n, d, t</b>	[u:]	cool, room, soon, food, root
	<b>oo + r</b>	[ɔ:]	door, floor
	<b>ou + gh</b>	[ɔ:]	bought, thought, brought
	<b>o + l + приголосна</b>	[ʊ]	old, cold, told, hold
<b>ow + приголосна</b>	[aʊ]	town, brown, crowd, down	
<b>ow (наприкінці)</b>	[ʊ]	know, grow, low, slow, show <i>but: now [aʊ]</i>	
<b>or після w</b>	[ɜ:]	work, word, world, worse	
<b>U</b> <b>u</b>	<b>Наголошений склад</b> у відкритому складі	[ju:]	tube, tune, useful
	у відкритому складі	[u:]	blue, true, June
	в закритому складі	[ʌ]	cut, but, hurry, hunter
	перед <i>r</i> + приголосна	[ɜ:]	turn, burn, curly, hurt
	перед <i>r</i> + приголосна	[jʊə], [və]	pure, during, sure
	<b>Ненаголошений склад</b>	[ə]	upon, success, difficult
<b>Y</b> <b>y</b>	<b>Наголошений склад</b> у відкритому складі	[ai]	my, try, type, cycle
	у закритому складі	[ɪ]	symbol, system
	перед <i>r</i>	[aiə]	tyre
	перед голосною	[j]	year, you, young, yet
	<b>Ненаголошений склад</b>	[ɪ]	any, many, very, only

### Основні правила читання англійських приголосних літер

<b>C</b> <b>c</b>	перед <b>e, i, y</b>	[s]	face, city, bicycle
	перед <b>a, o, u</b>	[k]	case, cat, cut, cool, coal
	<b>i</b> приголосною		class, fact
	<b>Сполучення ch, ten</b>	[tʃ]	watch, match, bench, chief
	<b>ck</b>	[k]	clock, thick, quick
<b>G</b> <b>g</b>	перед <b>e, i, y</b>	[dʒ]	page, age, engineer, gym
	перед <b>a, o, u</b>	[g]	gate, got, gun, fog
	<b>i</b> приголосною		great
	<b>Сполучення ng</b>	[ŋ]	bring, sing, ring

## Практична фонетика англійської мови

<b>S s</b>	На початку слова	[s]	say, such, send, stop, speak
	перед глухою приголосною	[s]	rest, best, ask, test
	після глухих приголосних	[s]	books, desks, asks, gets, puts
	післядзвінких приголосних і голосних	[z]	beds, reads, boys, days, goes factories
	між голосними	[z]	rise, these, please
	перед суф. -ion, -ure у суффіксі-ous	[ʒ] [ʒ]	occassion, pleasure, measure famous, numerous
<b>W w</b>	перед голосною	[w]	wind, was
	перед <b>h</b>	[w]	when, where, what, why, white
	<b>Сполучення who</b>	[h]	who, whose, whom, whole
	<b>wr</b>	[r]	write, wrote, wrong

### БУКВОСПОЛУЧЕННЯ

<b>bt</b>	[t]	debt, doubt, subtle
<b>ght</b>	[t]	light, night, right
<b>gn</b>	[n]	sign, design, reign
<b>kn</b>	[n]	know, knife, knit
<b>ph</b>	[f]	photo, philosophy
<b>qu</b>	[kw]	queen, question
<b>sh</b>	[ʃ]	wish, show, fresh
<b>ss + ion</b>	[ʃn]	permission
<b>ss</b>	[s]	passive, possible
<b>На початку й наприкінці самостійних слів</b>	[θ]	thin, thick, month, path
<b>th</b> <b>На початку службових слів, вигуків, прислівників</b>	[ð]	the, this, that, those, thus, they,
<b>між голосними</b>		gather, bathe, weather

## ENGLISH SPELLING RULES

### Short and Long Vowels

1. To spell a short vowel sound, only one letter is needed:

at red it hot up

2. To spell a long sound you must add a second vowel. The second may be next to the first, in the VVC pattern (boat, maid, cue, etc.) or it may be separated from the first one by a consonant in the VCV pattern (made, ride, tide, etc.). If the second vowel is separated from the first by two spaces, it does not affect the first one. This is the VCCV pattern in which the first vowel remains short. Thus, doubling a consonant can be called “protecting” a short vowel because it prevents an incoming vowel from getting close enough to the first one to change its sound from short to long:

maid, made, but madder; dine, diner, but dinner.

### Spelling the Sound /k/

This sound can be spelled in any one of four ways:

1. c 2. cc 3. k 4. ck

1. The single letter **c** is the most common spelling. It may be used anywhere in a word:

cat corn actor victim direct micacat bacon public cactus inflict pecan

2. Sometimes the letter **c** must be doubled to **cc** to protect the sound of a short vowel:

stucco baccalaureate hiccups

Mecca tobacco buccaneer

occupy raccoon succulent

3. The letter **k** is substituted for **c** if /k/ is followed by an **e**, **i**, or **y**:

kin make sketch poker kind risky

skin token skill keep liking flaky

(Boring examples? How about kyphosis, kylix, keratosis, and dyskinesia?)

4. Similarly the spelling **ck** is substituted for **cc** if the following letter is an **e**, **i**, or **y**:

lucky picking rocking finicky

blackest mackintosh frolicked ducking

Kentucky picnicking stocking Quebecker

5. The letters **k** and **ck** are more than substitutes for **c** and **cc**. They are used to spell /k/ at the end of a monosyllable. The digraph **ck** ALWAYS follows a short vowel:

sack duck lick stick wreck clock

The letter **k** follows any other sound:

milk soak make bark

tank peek bike cork

tusk hawk duke perk

### The Sound /j/

The sound /j/ is spelled in three ways: **j**, **ge** and **dge**.

1. The letter **j** is usually used if the sound is followed by an **a**, **o**, or **u**.

just    jam    jungle    injure    major    adjacent  
jog    jar    Japan    jury    job    Benjamin  
adjust    jacket    jolly    jaguar    jump    jalousie

2. Since the letter **g** has the soft sound of /j/ when it is followed by an **e**, **i**, or **y**, it is usually used in this situation:

gentle    ginger    aging    algebra  
Egyptologist    gem    origin    gym

3. If /j/ follows a short vowel sound, it is usually spelled with **dge**. This is because the letter **j** is never doubled in English.

badge    ridge    dodge    partridge    gadget  
judge    edge    smudge    judgement    budget

### The Sound /ch/

The sound /**ch**/ has two spellings: **tch** after a short vowel, **ch** anywhere else:

witch    sketch    botch    satchel  
catch    hatchet    kitchen    escutcheon

### Exceptions:

Which, rich, much, such, touch, bachelor, attach, sandwich, and ostrich.

### The Sound /kw/

This sound is ALWAYS spelled with the letters **qu** never anything else.

### Using -le

Words ending in **-le**, such as little, require care. If the vowel sound is short, there must be two consonants between the vowel and the **-le**. Otherwise, one consonant is enough.

little    handle    tickle    ample  
bottle    puzzle    crumble    angle  
bugle    able    poodle    dawdle    needle    idle    people

### Odds and Ends

1. The consonants **v**, **j**, **k**, **w**, and **x** are never doubled.

2. No normal English words end with the letter **v**. A final /v/ is always spelled with **ve**, no matter what the preceding vowel sound may be:

have    give    sleeve    cove  
receive    love    connive    brave

### Adding Endings

There are two kinds of suffixes, those that begin with a vowel and those that begin with a consonant. As usual the spelling problems occur with the vowels:

Vowel Suffixes    Consonant Suffixes

- - - age    - - -ist-    - - -ness    - - - cess

- - - ant - - - ish- - -less - - -ment  
- - -ance - - -ing - - -ly- - -ty  
- - - al- - -ar- - -ful - - -ry  
- - -ism - - -o - - -hood - - ward  
- - -able - - -on- - -wise  
- - -an- - -ous  
- - - a - - -or  
- - -es - - -ual  
- - -ed - - -unt  
- - -er - - -um  
- - -est - - -us  
- - -y - - -ive

1. Words that end in the letter **y** must have the **y** changed to **i** before adding any suffix:

body – bodily marry – marriage  
many – manifold family – familiar  
happy – happiness puppy – puppies  
beauty – beautiful vary – various  
company – companion fury – furious  
plenty – plentiful merry – merriment

2. In words that end in a silent **e** you must drop it before you add a vowel suffix. The silent **e** is no longer needed to make the preceding vowel long as the incoming vowel will do the trick:

ride – riding cure – curable use – usual age – aging  
fame – famous force – forcing refuse – refusal slice – slicing  
pure – purity ice – icicle nose – nosy convince – convincing  
globe – global race – racist pole – polar offense – offensive

3. Words that end in an accented short or modified vowel sound must have the final consonant doubled to protect that sound when you add a vowel suffix:

Quebec – Quebecker remit – remittance confer – conferring refer – referred  
upset – upsetting shellac – shellacking occur – occurred concur – concurrent

Note that this doubling is not done if the accent is not on the last syllable. If the word ends in a schwa, there is no need to «protect» it.

open – opening organ – organize  
focus – focused refer – referee

4. Normally you drop a silent **e** before adding a vowel suffix. However, if the word ends in **-ce** or **-ge** and the incoming vowel is an **a**, **o**, or **u**, you cannot cavalierly toss out that silent **e**. It is not useless: it is keeping its left-hand letter soft, and your **a**, **o**, or **u** will not do that. Thus:

manage – manageable peace – peaceable  
courage – courageous revenge – vengeance

surge – surgeon      change – changeable

notice – noticeable    outrage – outrageous

5. Adding consonant suffixes is easy. You just add them. (Of course you must change a final **y** to **i** before you add any suffix.)

peace – peaceful    harm – harmless      age – ageless

pity – pitiful      child – childhood

rifle – riflery  
**/sh/**

When this sound occurs before a vowel suffix it is spelled **ti**, **si**, or **ci**.

partial cautious    patient    vacation

special      deficient    suspicion    suction

inertia    delicious    ratio    pension

musician      physician    optician    quotient

electrician    nutrition    statistician    expulsion

**/ee/** before a vowel suffix

When **/ee/** precedes a vowel suffix it is usually spelled with the letter **i**:

Indian      obvious      medium

ingredient    zodiac      material

#### Spelling Determined by Word Meaning

1. Mist and missed sound alike, as do band and banned. To determine the spelling, remember that **-ed** is a past-tense ending.

The mist drifted into the harbor.

I nearly missed my bus.

The movie was banned in Boston.

The band played on.

2. The endings of dentist and finest sound alike. Deciding which one to use can be tricky. One rule helps but doesn't cover all cases:

**--ist** is a suffix meaning someone who does something:

artist – machinist – druggist

**--est** is the ending used on superlative adjectives:

finest – sweetest – longest

3. The sounds at the end of musician and condition sound alike. But **-cian** always means a person, whereas **-tion** or **-sion** are never used for people.

4. How do you tell whether to use **tion** or **sion**?

If the root word ends in /t/, use **-tion**: complete, completion

If the root word ends in /s/ or /d/, use **-sion**: extend, extension

suppress, suppression

If the sound of the last syllable is the “heavy” sound of /zhun/ rather than the light sound, /shun/, use **s**: confusion, vision, adhesion.

Exception: The ending **-mit** becomes – mission:

permit – permission      omit – omission

submit – submission      commit – commission.

The Hiss

1. The letter **s** between vowels sounds like **z**:

nose	result	noise
present	partisan	tease
preside	resound	reserve

2. The light “hissy” sound is spelled with either **ss** or **ce**. Predictably **ss** like any proper doubled consonant, follows accented short vowels. Soft **c** is used anywhere else. (A soft **c** is one that is followed by **e**, **i**, or **y**).

notice	reticent	massive	bicycle
recent	gossip	russet	rejoice
essence	vessel	discuss	pass

3. The plural ending is always spelled with a single letter **s** unless you can hear a new syllable on the plural word. In that case, use **-es**:

loss – losses, bank – banks, twitch – twitches, tree – trees, box – boxes, list – lists, judge – judges.

No compendium of spelling rules would be complete with the most important rule of all.

(Матеріал використаний з електронного джерела: [lingprogram.net/spelling rules.html](http://lingprogram.net/spelling_rules.html))