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PHONETICS OF THE ENGLISH LANGUAGE

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Методичний посібник з фонетики англійської мови призначено для студентів першого та другого курсів англійського відділення факультету іноземної філології спеціальностей «Середня освіта» та «Філологія». Посібник рекомендовано для використання на заняттях з дисциплін «Практична фонетика англійської мови» та «Фонетика англійської мови», а також може стати в нагоді для студентів, які вивчають англійську мову, як другу іноземну, вчителів загальноосвітніх шкіл, а також всіх, хто починає вивчати фонетику англійської мови.

У посібнику висвітлюються основні теоретичні положення фонетичного курсу, а також подаються різноманітні фонетичні вправи. У теоретичній частині розробки до кожного тексту пропонується короткий глосарій термінів і запитання для кращого оволодіння матеріалом. Цей розділ містить також фонетичні вправи, націлені на практичне опрацювання теоретичних положень посібника. З метою опанування студентами правильної вимови англійських звуків, у другій частині посібника англійською мовою подається опис артикуляції всіх звуків, а також вправи для самостійної та аудиторної роботи над вдосконаленням вимови як окремих звуків, так і слів та речень.

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PHONETICS AS A SCIENCE, ITS BRANCHES AND UNITS

Phonetics is the science which studies the characteristics of human sound-making, especially those sounds used in speech, and provides methods of their description, classification and transcription.

Three **traditional branches** of the subject are generally recognized:

1) **articulatory** phonetics (артикуляторна фонетика) is the study of the way speech sounds are made (“articulated” by the organs of speech);

2) **acoustic** phonetics (акустична фонетика) studies the physical properties of speech sounds, as transmitted between mouth and ear;

3) **auditory** phonetics (аудитивна фонетика) studies the response to speech sounds by means of ear, auditory nerve and brain;

4) **functional** phonetics is concerned with the range and function of sounds in specific languages. It is usually referred to as **phonology**.

Phonetics is the study of how speech sounds are made, transmitted, and received.

Phonology is the study of segmental (speech sound types) and prosodic (intonation) features from the point of view of their use. Within phonology two branches of study are usually recognized: **segmental** and **supra-segmental**. Segmental phonology analyses speech into segments, such as phonemes; supra-segmental phonology analyses those features which extend over more than one segment, such as intonation contours.

There is a great variety in the way speech sounds are made and in their number in different languages. But as there is an abstract alphabet as the basis of writing, so there is an abstract set of sound-types as the basis of speech. These units are called **phonemes**. The complete set of phonemes is called the phonemic system of a language, and the realizations of phonemes in definite positions in words are called **allophones**. A phoneme is the smallest, indivisible sound language unit that differentiates words according to their meaning or the grammatical forms of one and the same word. For example: *bad* [bæd] – *bed* [bed], *man* [mæn] – [men]. The speech sound that we pronounce is always a variant of the phoneme or its allophone. Thus, a phoneme in speech is realized only in the form of its allophones. For example, the phoneme [t] is a forelingual, alveolar-apical, occlusive, plosive, aspirated, voiceless consonant sound. Some allophones of the phoneme [t] are as follows: *tea* (aspirated), *stake* (non-aspirated), *at the* (dental), *twice* (labialized), *tree* (post-alveolar).

The abstractional and material aspects of the phoneme have given rise to the appearance of transcription. **Transcription** is a visual system of notation of the sound structure of speech. It

is also a generalization of a great variety of sounds that are uttered by a speaker of a given language.

sound-making – утворення звуків

auditory nerve – слуховий нерв

to transmit – передавати

to be concerned with – займатися

segmental phonology – сегментна фонологія

supra-segmental phonology – супра-сегментна фонологія

intonation contours – інтонаційний склад

to differentiate – розрізняти

variant of the phoneme – варіант фонем

Exercises:

1. *What feature (or features) of phonemes makes these words different?*

a) cap – cab sent – send leak – league

b) pee – fee tie – sigh do – zoo

c) till – chill day – jay share – chair

d) save – shave presser – pressure mass – mash

2. *State allophonic differences of the [t], [k] phonemes in the initial positions.*

[t] tea, tip, tar, took, two, term, tobacco, twelve

[k] key, core, cool, cut, contain, queen, care

Answer the following questions:

1. Give the definition of phonetics as a science.
2. What branches of phonetics are generally recognized?
3. What does phonology study?
4. What is a phoneme? Give examples.
5. What is an allophone? Give examples.
6. Define the term transcription.

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 (e.g. *man* [mæn], *I* [ai]) or part of it (e.g. *morning* [mo:nɪŋ]). In English a syllable is formed by any vowel alone or in combination with one or more consonants and by a word-final sonorant (lateral or nasal) immediately preceded by a consonant.

For example: *are* [a:], *he* [hi:], *man* [mæn]

table [teɪbl], *taken* [teɪkn], *garden* [gɑ:dn]

Sonorants in word-final position are not syllabic when they are preceded by a vowel sound (e.g. *sand* [sænd], *don't* [daʊnt]).

The consonant standing between the vowels join the right-side syllable if it is preceded by a long vowel or diphthong. For example, *party* [pa:-ti], *native* [nei-tiv]. When the consonant is preceded by a short stressed vowel, the syllable ends after this consonant. For example, *better* [bet-ə], *sister* [sis-tə].

STRESS

Word stress is a greater prominence given to a syllable or syllables of a word in speech by phonetic means.

In English stress is dynamic, qualitative, quantitative and musical (i.e. English stressed and unstressed syllables differ in intensity, quantity, quality and pitch). Word stress in English may fall on any syllable, e.g. “*language*”, “*dic'tation*”, “*demon'stration*”, “*pronunci'ation*”. This type of stress is called free stress (compare it with fixed stress in Polish and French).

In word of two or more syllables one syllable is pronounced more distinctly and is said to be stressed. The other syllables in the word are pronounced less distinctly, they are unstressed. As a rule, in such syllables vowels change their quality, they become reduced. Stressed syllable is marked by means of the sign ' -- which is placed before the stressed syllable: *busy* ['bizi], *again* [ə'gein].

In word of two or more syllables there are two degrees of stress. The stronger is called the primary (main) stress. The weaker is called the secondary stress, e.g. “*examination*”, “*conver'sation*” – [ig,zæmi'neifn], [,konvə'seifn].

Some words have the equally strong stress. They are: 1. the cardinal and ordinal numerals from 13 to 19; 2. compound adjectives: “*old-'fashioned*”, “*fair-'haired*”; 3. words with some prefixes: a) negative prefixes un-, in-, ir-, il-, im-, non-, dis-, under-, anti-, e.g. '*un'able*, '*incom'plete*, '*non-'final*; b) prefixes with different meanings (vice-, mis-), e.g. vice – “assistance”, mis – “wrong”, ex – “former”, re – “repetition”, pre – “before”, over – “too much”, half – “almost”, inter – among, ultra – “utmost”, e.g. '*vice-'chairman*, '*misunder'stand*, '*ex-'president*, '*re'tell*, '*pre-'war*, '*over'do*, '*half-'starved*, *international*, '*ultra'modern*; 4. in composite verbs: '*put 'on*, '*take 'off*.

The role of stress is extremely great as it can change the meaning of the word or its grammatical form, e.g.:

a 'black 'bird – a 'blackbird

a 'green 'house – a 'greenhouse

Word stress can differentiate various parts of speech:

Nouns:		Verbs:		Adjective:		Verb:
<i>'desert</i>	–	<i>de'sert</i>	<i>'frequent</i>	–	<i>fre'quent</i>	
<i>'object</i>	–	<i>ob'ject</i>				

In English, as a rule, all semantically important words are stressed. They are: nouns, notional verbs, adjectives, adverbs, numerals, demonstrative pronouns, interrogative pronouns and absolute possessive pronouns.

Link, modal, auxiliary verbs, articles, possessive and reflexive pronouns, prepositions and conjunctions are unstressed.

There are special cases when usually unstressed words receive stress in a sentence under certain conditions.

1. Link, modal and auxiliary verbs are stressed:

a) at the beginning of a general or alternative question;

e.g. *'Is she a /teacher? || 'Must I 'read it /now | or 'shall I 'do it to \morrow? ||*

b) when they are followed by the contracted negative “n’t”;

e.g. *He 'isn't a \teacher. ||*

c) in short answers to general and disjunctive questions;

e.g. *'Yes, he \is. ||*

2. Personal and possessive pronouns are stressed in short answers to questions beginning with “who”, “which”, “whose”;

e.g. *'Who 'speaks \English? || \We do. || 'Whose \book is there? || \Mine is. ||*

3. Reflexive pronouns used appositionally are stressed, e.g. *I my'self shall \do it. ||*

4. Conjunctions are usually stressed at the beginning of a sense-group when they are followed by an unstressed word;

e.g. *'As it was 'very /far | we 'took a \taxi. ||*

5. Many prepositions of two or more syllables standing before an pronoun at the end of a sense-group are stressed, e.g. *He 'went \after them. ||* Prepositions of one standing before an unstressed pronoun at the end of a sense-group are usually unstressed but have their full form, e.g. *'Why are you \looking at [æt] them? ||*

Stress has important semantic functions. The word which is the most important in the sentence is marked by logical stress while the words following it remain unstressed or half-stressed as they refer to something known.

e.g. *\I know it (not 'he or 'anybody \else) |*

The 'book is \in the bag (not 'on or \under it) |

phonetic means – фонетичні засоби

free stress – вільний наголос

fixed stress – нерухо́мий наголо́с

reduced – редуко́ваний

primary (main) stress – основний наголо́с

secondary stress – друго́рядний наголо́с

sense-group – смисло́ва група, синта́гма

Exercises:

1. Transcribe the words:

- a) old-fashioned, hard-working, good-looking, blue-eyed;
- b) disconnect, antireligious, postwar, overestimate;
- c) bookcase, dining-room, note-book, writing-table;
- d) a blackboard – a black board; a bluebottle – a blue bottle; a dog's-ear – a dog's ear; a faintheart – a faint heart.

2. Translate into Ukrainian:

a 'missing 'list – a 'missing-list; a 'dancing 'girl – a 'dancing-girl

3. Transcribe and pronounce the words:

to export, the export; to increase, the increase; to conduct, the conduct; to extract, the extract.

4. Mark the stress in the words given in bold type.

1. Taxes are not expected to **increase**.
2. Have you got a **permit** for that gun.
3. The President had an armed **escort**.
4. The receptionist will **escort** the visitors to the meeting room.
5. His business interests **conflict** with his public duty.
6. There has been a **decrease** in the birth rate.
7. The number of the members is expected to **decrease**.
8. There will be a storm of **protest**.
9. Every child **rebels** against authority at some age.
10. **Contrast** Tom with his sister.
11. The **rebels** in the hill will never surrender.
12. **Contrast** makes it look better.

THE ORGANS OF SPEECH

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

1. The upper and the lower lips.

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

Speech sounds in English are produced when we exhale. The flow of air passes through the wind pipe from the lungs into the larynx. There are two vocal chords in the larynx which are tense when brought together or lax when drawn apart. When they are tense, the flow of air passing through the narrowed glottis causes the vocal chords to vibrate and produce voice (thus vowels and voiced consonants are formed). When the vocal chords are lax, the flow of air passes through the glottis freely and does not cause the vocal chords to vibrate (thus voiceless consonants are produced). From the larynx the air passes into the pharynx. Then, if the soft palate is raised, the air passes out through the nasal cavity.

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

human speaking apparatus – мовленнєвий апарат людини

speech sounds – звуки мовлення

flow of air – потік повітря

vowels – голосні

voiced consonants – дзвінки приголосні

Scheme 1. The Organs of Speech

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

Answer the following questions:

1. What parts does the palate (tongue) consist of? 2. Where are the vocal chords situated?
3. Under what conditions does the flow of air cause the vocal chords to vibrate? 4. What speech sounds are produced when the vocal chords are apart (drawn together)? 5. What conditions make it possible for the flow of air to pass out through the mouth (nasal) cavity? 6. What active (passive) organs of speech do you know?

CLASSIFICATION OF SPEECH SOUNDS

The work of the speech organs necessary for making speech sounds is called articulation. According to the specific character of their articulation speech sounds are divided into vowels and consonants.

Table 1.

In the articulation of vowels: 2. the flow of air passes freely (meets no	In the articulation of consonants: 1. the flow of air meets an obstruction;
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obstruction); 3. the flow of air is weak; 4. all organs of speech are tense; 5. voice prevails over noise; 6. vowels are syllable-forming sounds.	2. the flow of air is strong; 3. the active organs of speech are tense only in the place of obstruction; 4. noise prevails over voice; 5. consonants are not syllable-forming sounds, as a rule.
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There is an intermediate type called sonorants (sonorants). They have features common to both vowels and consonants. A sonorant is characterized by an obstruction, however the air passage is wide. In producing sonorants voice prevails over noise. Some English sonorants [l], [m], [n] can form a syllable when they are preceded by a consonant and if no vowel sound follows, e.g. *people* ['pi: - pl], *seldom* ['sel - dm], *taken* ['tei - kn].

articulation – артикуляція

vowels – голосні

consonants – приголосні

obstruction – перешкода

syllable-forming sound – звук, що утворює склад

sonant – сонант

Answer the following questions:

1. What is articulation? 2. Which speech sounds do we call vowels (consonants)? 3. What is a sonorant? 4. Which English sonorants can form a syllable and what are the necessary conditions?

SOUNDS IN CONNECTED SPEECH

Sounds in connected speech can undergo considerable changes under the influence of neighbouring sounds, stress and intonation. The main processes that reflect the change of the quality of sounds in the speech system are the following ones: a) reduction of vowels; b) assimilation of sounds; c) elision of sounds.

Sounds in connected speech can change their quality, quantity or even fall out when unstressed. This phenomenon is called **reduction**. We distinguish three degrees (types) of reduction:

1. **Quantitative reduction** is a change of the length of a vowel in an unstressed position, e.g. [i:] – [i·] [i].

2. **Qualitative reduction** is the change of the quality of a vowel in an unstressed position, e.g. [ˈfoː] – [fə]; [kæən] – [kən].

3. **Zero (complete) reduction** is the falling out of an unstressed vowel, e.g. [kæən] – [kn]; [æm] – [m].

In English there are certain words which have two forms of pronunciation: 1. strong (full) form, when they are stressed; 2. weak (reduced) form, when they are unstressed. These words include articles, prepositions, auxiliary and modal verbs, some pronouns, conjunctions, particles, e.g. *He will be 'back at \five.‖* [hɪ· wɪl bi· 'bæk ət \faɪv].

reduction – редукція

quantitative reduction – кількісна редукція

qualitative reduction – якісна редукція

unstressed position – ненаголошене положення

strong (full) form – сильна форма

weak (reduced) form – слабка (редукована) форма

Answer the following questions:

1. What is reduction? 2. What degrees of reduction do you know? 3. When are the form words used in their strong (weak) form? 4. Which words can be used either in their strong or weak form?

Strong and weak forms of the English functional words and some pronouns

Table 2

	STRONG FORMS	WEAK FORMS
The	[ðiː]	[ə] – (before consonants) [ɪ] – (before vowels)
A	[eɪ] – (before consonants)	[ə] – (before consonants)
An	[æn] – (before vowels)	[ən], [n] – (before vowels)
At	[æt]	[ət]
For	[foː]	[fə]
From	[frɒm]	[frəm]
Of	[ɒv]	[əv]
To	[tuː]	[tə] – (before consonants)
Can	[kæn]	[kən], [kn]
Must	[mʌst]	[məst], [məs]
Shall	[ʃæl]	[ʃəl], [ʃl]
Do (auxiliary)	[duː]	[dəv], [də]
Does (auxiliary)	[dʌz]	[dəz]
Have (auxiliary)	[hæv]	[həv]
Has (auxiliary)	[hæz]	[həz]
Had (auxiliary)	[hæd]	[həd]
Be	[biː]	[bi]

Am	[æm]	[əm]
Are	[a:]	[ə]
Was	[wɒz]	[wəz]
Were	[wɛ:]	[wə]
You	[ju:]	[jʊ]
He	[hi:]	[hi]
She	[ʃi:]	[ʃi]
We	[wi:]	[wi]
Some	[s^m]	[səm]
And	[ænd]	[ənd]
But	[b^t]	[bət]
Or	[o:]	[o]
As	[æz]	[əz]
To	[tu:]	[tə] – (before consonants) [tʊ] – (before vowels)

Words that preserve their strong form in an unstressed position

Table 3

To be (is, are) (as notional verbs)	[ɪz], [a:]
To do (do, does) (as notional verbs)	[du:], [d^z]
To have (have, has, had) (as notional verbs)	[hæv], [hæz], [hæd]
When, then (adverbs)	[wen], [ðen]
On, off, in	[ɒn], [ɒf], [ɪn]
Will (modal verb)	[wɪl]
That (demonstrative pronoun)	[ðæt]
Some (indefinite pronoun)	[s^m]

Sounds in connected speech within a word and at word boundaries undergo changes depending on the neighbouring sounds. The articulation of one sound may influence the articulation of a neighbouring sound so that both acquire similar features or even become identical. This phenomenon is called **assimilation**. According to its degree assimilation may be **complete** or **partial (incomplete)**. It is **complete** if the articulation of one sound changes entirely under the influence of another so that the articulation becomes identical.

e.g. *horse-shoe* [ho:fʃu:] (compare “horse” [ho:s] “shoe” [ʃu:])

Assimilation is **partial** if the articulation of one sound undergoes only certain changes under the influence of another, but the articulation is only similar.

e.g. *gooseberry* [ˈgu:zbəri] (compare “goose” [ˈgu:s] “berry” [ˈberi])

According to its direction assimilation may be **progressive** or **regressive**. In progressive assimilation the preceding sound influences the one following it. (A → B)

e.g. *What’s this?* [ˈwɒts ðɪs] compare

What is this? [ˈwɒt ɪz ðɪs]

In regressive assimilation the preceding sound is influenced by the one following it. (A ← B)

e.g. *newspaper* ['nju:speɪpə] (compare *news* [nju:z] *paper* ['peɪpə])

complete assimilation – повна асиміляція

partial (incomplete) assimilation – часткова асиміляція

progressive assimilation – прогресивна асиміляція

regressive assimilation – регресивна асиміляція

Answer the following questions:

1. What is assimilation? 2. What kinds of assimilation do you know?

Elision is the phenomenon of the complete loss of speech sounds which can be both vowels and consonants. This phenomenon is often found in English. As a rule, elision is minimal in slow literary speech and is widely manifested in quick conversational speech.

The examples of the **elision of vowels** are as follows: *phonetics* [f'netiks], *fountain* ['fauntn], *symphony* ['sɪmfni]. The examples of **elision of consonants**: *jumped* [dʒʌmt], *lynx* [lɪŋs].

Complete loss of consonant in the quick conversational speech occurs in the following cases.

1) The consonant sound [h] very often can be lost in pronunciation of personal and possessive pronouns *he*, *his*, *her*, *him* and the forms of the auxiliary verb *have*, *has*, *had*. For example: *What has he done?* ['wɒt əz ɪ \dʌn].

2) [ɪ] can be lost if it is preceded by [o:]. For example: *always* ['o:lweɪz] – ['o:wɪz], *already* ['o:lredi] – ['o:redɪ].

3) A sound combination can lose the alveolar plosive consonants, if this sound combination is followed by a consonant sound. For example: *next day* ['neks \deɪ], *just one* ['dʒʌs \wʌn].

In very quick conversational speech the whole syllables can be omitted. For example: *library* ['laɪbrɪ], *literary* ['lɪtrɪ].

Answer the following questions:

1. What is elision? 2. What are the cases when the complete loss of consonant occurs in English?

RHYTHM

Rhythm is a correlation in time of stressed and unstressed syllables in a sense-group. In English there is a tendency to alternate stressed and unstressed syllables at more or less regular (equal) intervals of time. Rhythm influences the length of vowels, word stress and sentence stress.

1. If there are many unstressed syllables in a sense-group they must be pronounced more quickly. The sounds in these syllables are somewhat shortened or reduced to their weak forms:

e.g. *I 'shouldn't have 'thought he could \do it.‖*

I 'shouldn't have thought it 'possible to \do it.‖

Compare the length of the vowel [o:] in “thought” in these two sentences.

2. Under the influence of rhythm words with two stresses may lose one of them:

over-ripe [ˈoʊvə ˈraɪp]

an over-ripe apple [ən ˈoʊvəraɪp ˈæpl]

examination [ɪgˌzæmɪˈneɪʃn]

my first examination [maɪ ˈfɜːst ɪgzæmɪˈneɪʃn]

3. Sometimes even grammatically important word influenced by rhythm may lose its stress in a sentence.

e.g. *'Jack and 'Jill went 'up the /hill‖*

To 'fetch a 'pail of \water‖

'Jack fell 'down and 'broke his /crown‖

And 'Jill came 'tumbling \after...

Answer the following questions:

1. What is rhythm? 2. What is the most typical characteristic feature of English rhythm?
3. What does rhythm influence?

INTONATION

Intonation is a complex unity of variations in pitch (melody), stress, tempo and timbre. The pitch component (melody) is the changes in the pitch of the voice in connected speech. Sentence stress (accent) is a great prominence of one or more words among other words in the same sentence. Tempo is the relative speech with which sentences and sense-groups are pronounced in connected speech. Speech timbre is a special colouring of voice which shows the speaker's emotions.

In connected speech words are combined into sense-groups. A sense-group (syntagma) is a word or group of words organized syntactically and phonetically to express a thought-unit. Sense-group division depends on the meaning and structure of the sentence and the style of speech. The meaning expressed by a sense-group is not always complete. A sentence may consist of one or several sense-groups. Each sense-group is characterized by a definite intonation

pattern. One sense-group is usually separated from another by a short pause indicated by a vertical line.

e.g. *It is \winter. \| 'Is it /raining? \|*

'Lesson 'six is \difficult, \| /isn't it? \|

pitch – висота тону

timbre – тембр

tempo – темп

sense-group – смислова група, синтагма

intonation pattern – інтонаційна модель

vertical line – вертикальна лінія

Exercises:

1. *Divide the following text into sense-groups:*

The weather in England can change very quickly. One day last week I went for a walk in the country. When I started early in the morning the weather was beautiful. The sun was shining, the sky was blue and there were no clouds at all. In the middle of the morning a sudden change came. A cool wind started to blow, black clouds covered the sun and in a very short time it started to rain heavily. There were no houses in sight; and I had no coat with me. So I got very wet indeed and very cold too. After about an hour I managed to catch a bus. When I arrived I was shivering and sneezing. And I've had a cold ever since. We sometimes say that England is the only country where you can have four seasons in one day.

Answer the questions:

1. What is intonation?
2. What are the main components of intonation? Define them.
3. What does the sense-group division depend on?
4. How is it indicated?

THE USE OF THE FALLING TONE

The falling tone in unemphatic speech is categoric and expresses completeness, assurance, finality and determination. It is used: 1. in statements (affirmative and negative sentences expressing a complete thought), e.g. *I 'felt \sorry. \|* 2. in special questions, e.g. *'What is your \name? \|* 3. in commands, e.g. *'Go a\way! \|* 4. in exclamations, e.g. *'That is 'very \interesting! \|* 5. in the second part of alternative questions, e.g. *'Do you 'study /English \| or \French? \|* 6. in the first part of disjunctive questions (sometimes in the second too), e.g. *The 'text is \easy, \| /isn't it? \|* 7. in greetings on meetings, e.g. *'Good \morning! \|*

THE USE OF THE RISING TONE

The rising tone in unemphatic speech is uncatgoric and expresses incompleteness, indetermination and doubt. It is used: 1. in general questions, e.g. *Are you tired?* 2. in statements which are grammatically finished but the sense of which is not complete, e.g. *She was there...* 3. in requests, e.g. *Let me go.* 4. in the first part of alternative questions, e.g. *Shall we go home by bus or by train?* 5. in the second part of disjunctive questions, e.g. *You are a first-year student, aren't you?* 6. in sentences with enumeration (except for the last enumerated word), e.g. *This is my family: my wife, my son, my daughter and I.* 7. in non-final sense-groups when they are closely connected with the following sense-groups, e.g. *When angry count a hundred.* 8. on saying good-bye (parting), e.g. *Good-bye!*

completeness – завершеність

assurance – впевненість

determination – рішучість

statement – розповідне речення

affirmative – стверджувальний

negative – заперечний

request – прохання

alternative question – альтернативне запитання

disjunctive question – розділове запитання

commands – наказові речення, команди

exclamations – окличні речення

enumeration – перелік

INTONATION OF DIFFERENT KINDS OF SIMPLE SENTENCES

According to the purpose of the utterance we usually distinguish four kinds of sentences:

1. The declarative sentences state the fact in the affirmative or negative form. In a declarative sentence the subject precedes the predicate. It is generally pronounced with the falling tone, e.g. *The 'weather in 'England can 'change 'very \quickly.∥*

2. The interrogative sentence asks a question. It is formed by means of inversion, i.e. by placing the predicate (or part of it) before the subject. There are four kinds of questions:

a) general questions require answers “yes” or “no”. They are formed by placing the auxiliary or modal verb before the subject. They are usually pronounced with the rising tone.

e.g. *'Do you 'like /art?∥*

If the predicate is expressed by the verbs “to be” or “to have” (possess) the question is formed by placing the predicate before the subject, e.g. *'Is he at /home?'* *'Have you 'many 'English /books?'*

b) Special questions begin with an interrogative word (When? Where? etc.). The order of words is the same as in general questions but the interrogative word precedes the auxiliary verb, e.g. *'Where do you \live?'*

When the interrogative word is the subject of the interrogative sentence or an attribute to the subject, no inversion is used (the order of words is that of a statement).

e.g. *'Who lives here? Whose book is on the shelf?'*

c) Alternative questions indicate choice. The word order in the first part is the same as in general questions. The first part of the question is pronounced with the rising tone and the second part is pronounced with the falling tone.

e.g. *'Do you 'live in /town| or in the \country?'*

d) Disjunctive questions require the answer “yes” or “no”. They consist of an affirmative statement followed by a negative question (“tag”) or a negative statement followed by an affirmative question. The first part is pronounced with the falling tone and the second part – with the rising tone (if the answer is expected), e.g. *'You 'speak \English,| /don't you?'*

If the answer is not expected (it is actually not a question) the second part is pronounced with the falling tone, e.g. *'You are 'not \tired,| \are you?'*

3. The imperative sentence expresses a command, a request, an invitation, etc. Commands are pronounced with the falling tone, e.g. *'Stop \talking!'* Requests and invitations are pronounced with the rising tone, e.g. *'Open the /door!'*

4. The exclamatory sentence expresses some kind of emotion or feeling. It often begins with the words “what” and “how”. No inversion takes place. It is generally pronounced with the falling tone, e.g. *'What a 'lovely \day it is!'*

declarative sentences – розповідні речення

subject – підмет

predicate – присудок

attribute – означення

general questions – загальні питання

special questions – спеціальні питання

interrogative word – питальне слово

disjunctive questions – розділові питання

imperative sentences – наказові речення

exclamatory sentences – окличні речення

Answer the following questions:

1. What are the main four kinds of sentences according to the purpose of utterance? 2. How many types of questions are there in English? 3. What is the intonation of general and special questions? 4. What is the intonation of alternative and disjunctive questions? 5. What can you say about the intonation of commands and requests?

Exercises:

Define the type of questions and their intonation pattern.

1. What is your name? 2. Are you a student? 3. Where is your family? 4. Do you live in Ukraine or England? 5. Do you have classes every day? 6. Do you come to the University at 9 o'clock in the morning? 7. Do you learn English or French? 8. When do you get up? 9. Are you a student or a teacher? 10. There are twelve students in your group, aren't there? (The answer is expected) 11. How long does it take you to do lessons? 12. It's difficult to study foreign languages, isn't it? (The answer is not expected). 13. What books do you usually read? 14. Are you interested in literature or music? 15. How many people are there in your family? 16. You live in Kyiv, don't you? (The answer is expected). 17. Are you eighteen or seventeen? 18. Do you come from University late? 19. The weather is nice today, isn't it? (The answer is not expected). 20. What foreign language do you study? 21. Is your friend a student or a worker? 22. Your friends are interested in modern music, aren't they? (The answer is expected). 23. Can you speak English or German? 24. So, you are a student now, aren't you? (The answer is not expected). 25. Does your friend live in town or out of town? 26. What hobbies do you have? 27. You'll study German, won't you? (The answer is expected). 28. Kyiv is the capital of Ukraine, isn't it? (The answer is not expected).

INTONATION OF ENUMERATION

In sentences with enumeration every enumerated word is pronounced with the rising tone except for the last one which is pronounced with the falling tone.

e.g. *There are 'many /theatres,| /cinemas,| /museums| and \libraries here.↓*

INTONATION OF ADVERBIALS

Adverbial phrases at the beginning of the sentence form a separate sense-group and are pronounced with the rising tone (as the non-final sense-group).

e.g. *In 'front of the /house| there is a 'green \lawn.↓*

Adverbial phrases at the end of sentences do not form a separate sense-group, as a rule, and often remain unstressed.

e.g. *We are 'going \out tonight.*||

INTONATION OF PARENTHESES

Intonation of parenthetical words and phrases depends on their position in the sentence and the degree of semantic independence and importance attached to them. The speaker often uses these words and phrases in order to gain time for framing out his remark or they show the speaker's attitude (supposition, certainty, satisfaction, etc.). As a rule, at the beginning of the sentence parenthetical words and phrases form a separate sense-group and are generally pronounced with the rising tone.

e.g. *To 'tell you the /truth,| I 'don't 'want to \go there.*|| */Well,| I \do.*||

They are pronounced with the falling or falling-rising tones if we want to attach more importance to them.

e.g. *By the \way,| I 'hear you are 'going a\broad this summer.*|

When the speaker doesn't attach any importance to the parenthetical words and phrases at all, they do not form a separate sense-group and are often unstressed.

e.g. *'Well, I \do.*|| *Well, 'let's 'ask the \others.*||

In the middle or at the end of the sentence parenthetical words and phrases do not often form a separate sense-group and continue the melody of the preceding sense-group (being unstressed or half-stressed).

e.g. *You /know, of course,| he's my \brother.*|| *I'm 'not 'good at \languages, you know.*||

INTONATION OF DIRECT ADDRESS

Intonation of direct address depends on its position in the sentence and on the style of speech. At the beginning of the sentence direct address forms a separate group, it is stressed and is pronounced with the falling tone in formal serious speech.

e.g. *'Ladies and \Gentlemen,| we must dis'cuss an im'portant \problem today.*||

It is pronounced with the falling-rising tone to attract the listener's attention or in a friendly conversation.

e.g. *\Ma/ry,| 'come \here.*||

In the middle or at the end of the sentence direct address does not form a separate sense-group and continues the melody of the previous sense-group (being unstressed or half-stressed). Sometimes it may be pronounced with the low-rising tone.

e.g. *'That's all /right, darling.*|| *'Good \morning, Mrs /Wood.*||

INTONATION OF PLEASE

Intonation of “please” depends on its position in the sentence. At the beginning of the sentence it is stressed but, as a rule, it doesn’t form a separate sense-group.

e.g. *'Please, re'peat the 'nouns 'three \times.∥*

In the middle of the sentence “please” can be stressed or “unstressed” and it doesn’t form a separate sense-group.

e.g. *'Will you 'please 'switch 'on the /tape-recorder?∥*

At the end of the sentence “please” is unstressed, it doesn’t form a separate sense-group and is pronounced with the melody of the previous sense-group.

e.g. *'Will you 'read 'louder, please?∥*

INTONATION OF “THANK YOU”

“Thank you” is pronounced with the rising tone to express formal politeness, e.g. */Thank you, Miss. Brown.∥*

“Thank you” is pronounced with the falling tone to express sincere gratitude, e.g. *You 'helped me 'so \much.∥ \Thank you!∥*

INTONATION OF COMPOUND SENTENCES

Both clauses are usually pronounced with the falling tone if they are more or less independent and each expresses a complete thought. The first clause may be pronounced with the rising tone if the speaker wants to underline a close connection in meaning between the two clauses (non-final sense-group).

e.g. *Doctor 'Sanford's 'house is 'not \large,| but it is \comfortable.∥*

INTONATION OF COMPLEX SENTENCES

The principal clause standing at the beginning of the sentence may take the falling or rising tone depending on the degree of semantic completeness of both clauses. It is usually pronounced with the falling tone.

e.g. *'Go to the \country| if you 'want to have a \rest.∥*

If the principal clause implies continuation and makes a separate sense-group it is pronounced with the rising tone.

e.g. *I'll 'tell him at /once/ you 'want to \see him.*||

If the subordinate clause precedes the principal one and makes a separate sense-group, it is usually pronounced with the rising tone as it implies continuation.

e.g. *If you 'want to have a /rest,/ 'go to the \country.*||

INTONATION OF THE AUTHOR'S WORDS

The author's words following the direct speech continue the melody of the preceding sense-group. They don't form a separate sense-group and are unstressed or half-stressed.

e.g. *"I'm 'not \ready," he said.*||

Longer phrases may form a separate sense-group. In this case the author's words are stressed and are pronounced with the tone of the direct speech but on a lower pitch level.

e.g. *"I'm \sorry",/ a'gain re'peated the \landlord.*||

If the author's words form two or more sense-groups, the first of them doesn't form a separate sense-group. The second and the third are always stressed, pronounced on a low pitch level and the final sense-group is pronounced with the tone of the direct speech.

e.g. *"'What a \pity!", was all I said| when he 'broke a \glass.*||

The author's words introducing the direct speech form a sense-group and are usually pronounced with the falling tone or with the rising tone which is especially common for narration in reading aloud.

e.g. *He re'peated his \question: "'Who 'told you \that?"*

He /said: "The 'play is \perfect".

Exercises:

1. Read the sentences, divide them into sense-groups and intone paying attention to the parts of sentences.

1. In front of the building there is a flower-bed. 2. Behind the house there is a garden. 3. When autumn comes the days become shorter. 4. Children, open your books. 5. Personally, I'm fond of reading. 6. On the ground floor there is a hall, a library, a gymnasium and some classrooms. 7. Students, let me introduce your new teacher to you. 8. When it gets dark we switch on the light. 9. Generally, I work in the reading-room after classes. 10. When the weather changes for the worse people spend more time indoors. 11. Our teacher says that we must work at our pronunciation. 12. There are some books, a dictionary, a notebook and some pens on the desk. 13. If the weather is fine I go for a walk. 14. As a matter of fact, there are a lot of reference books in our library. 15. Mr. Brown, may I ask you a question? 16. Next to the bookcase there is a TV set. 17. There is a map, a clock and some pictures on the wall. 18. Normally, I spend two

hours in the reading-room daily. 19. Girls, read the text to yourselves. 20. On each side of the fireplace there is an armchair.

2. Read the text and intone it.

Our Sitting-Room

Let's have a look at this picture of our sitting-room. As you come into the room, you notice a piano with a low music stool in front of it. Next to the piano is a tall bookcase standing against the wall. On the left is a large window. Under the window there's a radiator, but you can't see it because it's behind the sofa. On the sofa there are two cushions. The fireplace is at the other end of the room. On each side of the fireplace there's an armchair.

In the centre of the mantelpiece there's a clock and above it an oval mirror. On the right you can see a standard-lamp. Opposite the fire-place you can see a small table with an ash-tray and some newspapers on it. By the table there's a small chair. On the extreme right there's a radio-set. The floor is covered with a beautiful thick carpet. An electric light is hanging from the middle of the ceiling. At night, when it gets dark, we switch on the light and draw the curtains. During the day the light comes in through the window.

ENGLISH VOWEL PHONEMES
CLASSIFICATION OF ENGLISH VOWEL PHONEMES

English Vowels

Table 4

		Horizontal movement of the tongue				
Vertical movement of the tongue	Variety	Front row		Central row	Back row	
High (close)	Narrow	i:				u:
	Broad		ɪ, ɪ(ə)		ʊ, ʊ(ə)	
Mid (mid-open)	Narrow	e, e(ɪ)		ɛ: ə(ʊ)		
	Broad			ə	ʌ	
Low (open)	Narrow					o: o(ɪ)
	Broad	æ	a(ɪ) a(ʊ)		a:	ɒ

ARTICULATION OF ENGLISH VOWEL PHONEMES

Vowel phoneme № 1 [ɪ:]

In pronouncing the English [ɪ:] the tongue moves forward and upward. The tip of the tongue is near the lower teeth. The front of the tongue is raised to the hard palate. The air passage between the tongue and the hard palate is narrow. The lips are a bit spread revealing the upper and the lower teeth. Thus the English [ɪ:] may be defined as a long, tense, non-labialized, front, closed vowel phoneme.

Transcribe, intone and pronounce the proverbs:

A friend in need is a friend indeed. Extremes meet.

Phonetic drills:

see, seed, seat, feel, wheat

bee, bead, beat, meal, evening

1. Pleased to meet you.
2. Steve is eager to please the teacher.
3. The teacher has every reason to be displeased.

A sailor went to sea, sea, sea

To see what he could see, see, see

But all that he could see, see, see

Was the bottom of the deep blue sea, sea, sea.

- A. These feet are in a terrible condition. They need treatment.
- B. I agree, Doctor. My feet do need treatment.

- A. The treatment for these feet is to eat lots of green vegetables. But do not eat meat for at least a week.
 B. No meat, Doctor?
 A. I repeat, you must not eat meat for at least a week.
 B. But I do eat green vegetables, Doctor, and I don't eat meat at all.
 A. Then you don't seem to need the treatment.
 B. But, Doctor, my feet!
 A. Next patient, please.

Vowel phoneme № 2 [ɪ]

In pronouncing the English [ɪ] the tongue moves forward. The blade and the front of the tongue are raised to the hard palate. The air passage between the tongue and the hard palate is rather narrow but it is wider than in pronouncing the English [i:]. The tip of the tongue is near the lower teeth. The lips are neutral. The English [ɪ] is short. Thus the English [ɪ] may be defined as a short, lax, non-labialized, front, closed vowel phoneme.

Transcribe, intone and pronounce the proverbs:

As fit as a fiddle. Live not to eat, but eat to live.

Phonetic drills:

in, it, pity, ill, any

is, if, silly, fill, city

1. It is written in simple English, isn't it?
2. It isn't his business, is it?
3. Lisbet is still on the sick-list.

There was an old woman
 Lived under a hill
 And if she isn't gone
 She lives there still.

Little Bill, sit still.
 If you sit still, little Bill,
 Jimmy Nill will bring you
 To a big hill.

- A. Does it fit?
 B. Yes, it fits, but it isn't very pretty.
 A. This pink one's very pretty.
 B. But it's a bit big.
 A. Well, this silk one isn't big.
 B. No, ... but it's a bit frilly.

Vowel phoneme № 3 [e]

In pronouncing the English [e] the tongue moves forward and upward. The tip of the tongue is near the lower teeth. The front of the tongue is raised to the hard palate but not as high as in [ɪ]. The air passage between the tongue and the hard palate is rather wide, the jaw is lowered. The distance between the upper and the lower teeth is wider than in pronouncing the English [ɪ]. Thus the English [e] may be defined as a short, lax, non-labialized, front, half-open vowel phoneme.

Transcribe, intone and pronounce the proverbs:

All is well that ends well. Better late than never.

Phonetic drills:

men, pet, better, tell
end, best, many, bell

1. Better late than never.
2. East or West home is best.
3. Let's get ready.

Grizzly Bear
by Mary Austin

If you ever, ever, ever meet a grizzly bear,
You must never, never, never ask him where
He is going,
Or what he is doing,
For if you ever, ever dare
To stop a grizzly bear,
You will never meet another grizzly bear.

- A. Ben.
B. Yes, Betty.
A. Did you empty the bin?
B. Yes, I did empty the bin.
A. Did you send the letters?
B. Mm...
A. And did you finish the fence?
B. I did everything, Betty, everything.
A. But did you remember to...
B. Good night, Betty.

Vowel phoneme № 4 [æ]

In pronouncing the English [æ] the tongue moves forward. The tip of the tongue is near the lower teeth. The front of the tongue is slightly raised to the hard palate. The jaw is lowered. The lips are spread. Thus the English [æ] may be defined as a tense, non-labialized, front, open vowel phoneme.

Transcribe, intone and pronounce the proverbs:

Habit cures habit. One man is no man.

Phonetic drills:

sad, sat, happy, chapter
bag, back, parrot, balcony

1. That's absolutely fantastic!
2. That's bad grammar.
3. Hang your hat on the hat-rack.

If you, Andy, have two candies,
Give one candy to Sandy, Andy,
If you, Sandy, have two candies,
Give one candy to Andy, Sandy.

- A. Hallo, Ann.
B. Hallo, Dan. How are you?
A. Very well, thanks. How's Mag?

- B. Oh, not too bad. How's Pat?
 A. He's not well.
 B. That's a pity.

Vowel phoneme № 5 [ʌ]

In pronouncing the English [ʌ] the back of the tongue is raised to the soft palate. The tip of the tongue is retracted from the lower teeth. The lips are neutral. The English [ʌ] is more advanced and narrow than the English [o]. Thus the English [ʌ] may be defined as a short, lax, non-labialized, back advanced, half-open vowel phoneme.

Transcribe, intone and pronounce the proverbs:

As snug as a bug in a rug. Every country has its customs.

Phonetic drills:

come, cut, mummy, dull
 some, just, sonny, lull

1. Don't trouble trouble until trouble troubles you.
2. Someone must have done it for fun.
3. Pluck up your courage.

THE BROOK

(by A. Tennyson)

Grumbling, stumbling
 Fumbling all the day.
 Fluttering, shuttering,
 Muttering away.

Rustling, hustling
 Bustling as it flows.
 That's how the brook talks
 Bubbling as it goes.

- A. Uncle Cuthbert has just rung up.
 B. Is he coming for lunch?
 A. No, he is in trouble. There's been a flood.
 B. But the flood was on Monday.
 A. Now his truck is stuck in the mud.
 B. He could come by bus.
 A. No, the bus is stuck behind the truck. Nothing can move.

Vowel phoneme № 6 [ɑ:]

In pronouncing the English [ɑ:] the tongue is retracted. The tip of the tongue is also retracted from the lower teeth. The tongue is very low down in the mouth. The back of the tongue is slightly raised to the soft palate. The jaw is a bit lowered. The lips are neutral. Thus the English [ɑ:] may be defined as a long, tense, non-labialized, back, open vowel phoneme.

Transcribe, intone and pronounce the proverbs:

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

Phonetic drills:

car, card, cart, party
 far, farm, art, army

1. He laughs best who laughs last.
2. I can't stay after classes.
3. The exam will be rather hard to pass.

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.

- A. I shan't pass the maths exam.
B. I shan't pass in art.
A. Maths is too hard. I can't understand it.
B. I'm very bad at art.
A. Perhaps you'll pass.
B. No, no. I can't pass.

Vowel phoneme № 7 [o]

In pronouncing the English [o] the tongue is retracted and lowered. The back of the tongue is raised to the back part of the soft palate. The jaw is lowered. The lips slightly rounded forming a wide oval-shaped opening. Thus, the English [o] may be defined as a short, lax, slightly labialized, back, open vowel phoneme.

Transcribe, intone and pronounce the proverbs:

Honesty is the best policy. Dot your i's and cross your t's.

Phonetic drills:

on, off, sorry, doll
dog, clock, coffee, golf

1. I want coffee in a proper coffee pot.
2. Upon my honour.
3. My clock has stopped.

The Washing-up Song
(by Elizabeth Gould)

Sing a song of washing up,
Water hot as hot.
Cups and saucers, plates and spoons,
Dishes such a lot!

Work the dish mop round and round,
Wash them clean as clean
Polish with a dry white cloth,
How busy we have been!

- A. A frog! Look! A frog on the log!
B. It hopped off. Got it!
A. No, John, stop it! Let it hop on the pond!
B. Come on then... Froggy! Hop! Hop!
A. Hop to the pond! Hop! ... Plop!

Vowel phoneme № 8 [o:]

In pronouncing the English [o:] back of the tongue is raised higher to the soft palate than in pronouncing the English [o]. The tongue is more retracted than in pronouncing the English [o]. The tip of the tongue is retracted from the lower teeth. The lips are rounded. Thus, the English [o:] may be defined as a long, tense, labialized, back, open vowel phoneme.

Transcribe, intone and pronounce the proverbs:

New lords – new laws. Pride goes before a fall.

Phonetic drills:

for, form, fork, fall, order

or, lord, sort, call, daughter

1. To cut a long story short.
2. Cora adores small talk.
3. To talk to Mort is like talking to the wall.

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?

- A. So this is your small daughter?
B. I'm called Paula. And I'm not small, I'm tall.
A. Can you walk?
B. Of course. I can walk and talk. And I'm never naughty.
A. Well, look, Paula, I've brought you a small present.
B. And I've got four balls already.

Vowel phoneme № 9 [u]

In pronouncing the English [u] back of the tongue is raised to the soft palate. The tip of the tongue is retracted from the lower teeth. The lips are rounded but not protruded. Thus, the English [u] may be defined as a short, lax, labialized, back, advanced, close vowel phoneme.

Transcribe, intone and pronounce the proverbs:

By hook or by crook. Too many cooks will spoil the broth.

Phonetic drills:

good, look, woman, full

room, book, pudding, wolf

1. Would you help the woman, if you could?
2. He couldn't help looking, could he?
3. Here's your cook-book.

Little Red Riding Hood
Took one good look at the wolf.
Then she took to her heels
As fast as she could.

- A. Who would he choose?
- B. He'd choose you.
- A. He wouldn't choose me. I'm too young. He doesn't think I could do it.
- B. Well, if he wouldn't choose you, ho would he choose?
- A. He'd choose Wood. Wood's very good.
- B. M ... Much too good to be true.

Vowel phoneme № 10 [u:]

In pronouncing the English [u] back of the tongue is raised to the soft palate. The tip of the tongue is retracted from the lower teeth. The lips are rounded but not protruded. Thus, the English [u] may be defined as a short, lax, labialized, back, advanced, close vowel phoneme.

Transcribe, intone and pronounce the proverbs:

No news is good news. The exception proves the rule.

Phonetic drills:

too, soon, tooth, tool, junior
 who, rude, boot, fool, include

1. Do you usually have two pupils on duty?
2. Too many cooks spoil the broth.
3. Ruth can't say a boo to a goose.

A tutor who taught on the flute,
 Tried to teach two young tooters to toot.
 Said the two to the tutor:
 "Is it harder to toot, or to tutor
 Two tooters to toot?"

- A. We would be there by two.
- B. Yes. It's a full moon. And the route's good.
- A. I'll put the things in the boat.
- B. The boat's full.
- A. What has that fool put in the boat?
- B. I wouldn't look, if I were you...
- A. All right, I won't.

Vowel phoneme № 11 [ɛ:]

In pronouncing the English [ɛ:] the tongue is flat. The tip of the tongue is near the lower teeth. The distance between the upper and the lower teeth is rather narrow. The lips are neutral. Thus, the English [ɛ:] may be defined as a long, tense, non-labialized, mixed, mid-open, vowel phoneme.

Transcribe, intone and pronounce the proverbs:

First come first served. The early bird catches the worm.

Phonetic drills:

sir, serve, first, early, world
 fir, firm, hurt, certain, girl

1. One good turn deserves another.
2. First come, first served.

3. Earl will be thirteen years old next birthday.

The Early Bird

The early bird, so I have heard,
Catches the worm, and 'pon my word,
I know two chaps and yet a third
Could learn a lesson from that bird.

- A. Something is burning.
- B. Oh, my buns!
- A. Mm. I love burnt buns.
- B. Curse this... oven! Curse it!
- A. But I prefer burnt buns.
- B. It's the worst oven in the world.
- A. Wonderful! A perfect bun! Perfect!
- B. Well, there are thirty of them. Have another!
- A. Mm... Lovely!

Vowel phoneme № 12 [ə]

In pronouncing the English [ə] the whole tongue is raised. [ə] is short. The lips are neutral. Thus, the English [ə] may be defined as a neutral, short, non-labialized, unstressed vowel phoneme.

Transcribe, intone and pronounce the proverbs:

Blood is thicker than water. Better an egg today than a hen tomorrow.

Phonetic drills:

mother, Africa, about, away
sister, teacher, surprise, pleasure

1. I have known her from a child.
2. Neither of them had a word to throw at a dog.
3. You can think better after a night's sleep.

Dust of snow (by R.Frost)

The way a crow	Has given my heart
Shook down on me	A change of mood,
The dust of snow	And saved some part
From a hemlock tree	Of a day I have rued.

- A. What shall we have for supper?
- B. Would you like bacon and eggs?
- A. No, not bacon and eggs tonight. What else have we got?
- B. There are some potatoes, and lots of tomatoes. We could have baked potatoes, and a tomato salad.
- A. OK. Shall we have a bottle of wine?
- B. No, just a jug of water.

Diphthong [eɪ]

The English diphthong [eɪ] begins as the English [e] and immediately proceeds in the direction of the English [ɪ]. In pronouncing the English [eɪ] the lips are spread for the nucleus and move to a more close position during the glide. The distance between the jaws which is rather wide at the beginning of the articulation becomes narrower during the glide.

Transcribe, intone and pronounce the proverbs:

When the cat is away the mice will play. No pains, no gains.

Phonetic drills:

may, made, mate, paper, fail

say, save, safe, famous, sail

1. Haste makes waste.
2. It may rain today.
3. They named the baby Jane.

Rain, rain, rain, April rain

You are feeding seed and grain,

You are raising plants and crops

With your gaily sparking drops.

A. Wear the pale grey dress, Amy. It's my favourite.

B. But I can't wear the same dress in the same place day after day, Ramond. And anyway, the waist's too big.

A. Mrs. Taylor's a good dressmaker. She can ...

B. Yes, she can make me a new dress. But it doesn't need to be pale grey, does it, Ray?

A. Wait a minute, Amy. I didn't say a new ...

B. Well, perhaps a different shade of grey.

Diphthong [aɪ]

The English diphthong [aɪ] begins as the English [a] and immediately proceeds in the direction of the English [ɪ]. In pronouncing the English [aɪ] the lips are neutral (or slightly spread). The distance between the jaws which is rather wide at the beginning of the articulation becomes narrower during the glide.

Transcribe, intone and pronounce the proverbs:

Out of sight, out of mind. Like father, like son.

Phonetic drills:

high, hide, silent, tight, mile

I, tide, wide, minus, pile, file

1. Time flies.
2. I find it's quite right.
3. Ike and Ivy sat side by side quite as mice.

There was a young lady of Niger

Who went for a ride on a tiger.

They returned from the ride

With the lady inside

And with the smile on the face of the tiger.

- A. Do you like my bike?
 B. Yes, it's a fine bicycle.
 A. I think it's very nice.
 B. But – why did you buy it?
 A. I didn't buy it. I hired it for a fortnight.
 B. Buy why? You don't like cycling – or any kind of exercise.
 A. Well, Myra likes cycling. And I like Myra.
 B. Does Myra like you?
 A. In a fortnight she might – if I'm still alive.

Diphthong [oɪ]

The English diphthong [oɪ] begins as the English [o] and immediately proceeds in the direction of the English [ɪ]. In pronouncing the English [oɪ] the lips are neutral. The distance between the jaws which is rather wide at the beginning of the articulation becomes narrower during the glide.

Transcribe, intone and pronounce the proverbs:

The voice of one man is the voice of none. Joys shared with others are more enjoyed.

Phonetic drills:

boy, toys, voice, soil, poison

joy, join, moist, oil, annoy, soil

1. It's beyond the point.
2. The noise is annoying.
3. Join me in the voyage.

Please, take me back to Toyland.
 Everyone's happy there.
 It's more than a girl and boy land.
 There dreams, just like boys can be shared.

If you believe in Toyland,
 Believe the things you cannot see.
 All the world would become a Joyland.
 What a wonderful world this would be.

- A. Could I make an appointment with Doctor Boyle?
 B. I'm afraid all Dr. Boyle's appointments are taken today.
 A. How annoying! I like Dr. Boyle.
 B. Sorry to disappoint you. Now, you've got a choice.
 You could make an appointment to see Dr. Boyle tomorrow, or see Dr. Lloyd today.
 A. My employer has given me time off to go to the doctor. I'd better see Dr. Lloyd today.

Diphthong [aʊ]

The English diphthong [aʊ] begins as the front open [a] and proceeds in the direction of the English [ʊ]. In pronouncing the English [aʊ] the lips are neutral. The distance between the jaws which is rather wide at the beginning of the articulation becomes narrower during the glide.

Transcribe, intone and pronounce the proverbs:

Every cloud has a silver lining. My house is my castle.

Phonetic drills:

how, hound, house, howl, country
cow, round, count, owl, cowboy

1. He is seldom out of town nowadays.
2. Without a doubt he's somewhere about.
3. They found themselves about the town tower.

AUTUMN LEAVES
(by Eve Merriam)

Down	Autumn leaves tumble down,
down	Autumn leaves crumble down,
down.	Autumn leaves bumble down;
Red	Flaking and shaking,
yellow	tumble down leaves.
brown.	

- A. Is Howard in or out?
B. Howard! Howard! It sounds as if he is out.
A. I'll shout a bit louder. Howard!
B. Howard! Sue Brown is in town!
A. Mm... It sounds as if he is in!

Diphthong [ou]

The English diphthong [ou] begins as the English [o] and proceeds in the direction of [u].
In pronouncing the English [ou] the lips are neutral or a bit spread.

Transcribe, intone and pronounce the proverbs:

As you sow you shall mow. Little strokes fell great oaks.

Phonetic drills:

so, soul, toast, yellow, old
low, load, loaf, window, told

1. No smoking.
2. Won't you go for a stroll?
3. I don't suppose you know Rose.

SUPPOSE
(by E. Blyton)

That everyone in England
Wrote letters every day
And lots of picture postcards
What would the postman say?

- A. I'm going to the grocer's.
B. Call at the post office, will you?
A. It closes at four. The shop closes at four too.
 Can't you go to the post office? I want a lot of groceries.

- B. Oh, OK. I'll go.
A. Get me some stamps, will you?

Diphthong [ɪə]

The English diphthong [ɪə] begins as the English [ɪ] and proceeds in the direction of the English neutral [ə]. In pronouncing the English [ɪə] the lips are neutral.

Transcribe, intone and pronounce the proverbs:

Experience keeps a dear school. Appearances are deceitful.

Phonetic drills:

near, real, dear, material, nearly

here, clearly, ideal, museum

1. Can you hear clearly from here?
2. The theatre is somewhat near here.
3. By the end of the year he felt fearfully weary.

WINTER

(by A. Tennyson)

The frost is here,
The fuel is dear,
And woods are sear,
And fires burn clear.
And frost is here
And has bitten the heel of the going year.

- A. Silvia, dear! Your voice has disappeared again and I can't hear you.
B. Really? I'm trying to speak loudly and clearly.
A. Yes, now I hear you much better, thank you.
B. So I say I've got a role in "King Lear" by W. Shakespeare. I'm so happy.
A. Three cheers for you, dear!

Diphthong [uə]

The English diphthong [uə] begins as the English [u] and proceeds in the direction of the English neutral [ə]. In pronouncing the English [uə] the lips are neutral or slightly spread.

Transcribe, intone and pronounce the proverbs:

Curiosity killed the cat. What cannot be cured must be endured.

Phonetic drills:

tour, poorly, cure, fuel, pure

fury, surely, fewer, usual, cruel

1. It's a usual cure for cold.
2. We are striving for enduring peace and security.
3. Curiosity is incurable.

Muriel Dew was very curious,
Secrets told were not secure,

Friends at school were really furious
And vowed that Muriel they would cure.

- A. This area is dangerous for a walking tour.
- B. Are you sure?
- A. Yes, look at the map. There are moors here and there.
- B. I see. The place is really not secure.

Diphthong [ɛə]

The English diphthong [ɛə] begins as the English [ɛ] and proceeds in the direction of the English neutral [ə]. In pronouncing the English [ɛə] the lips are neutral.

Transcribe, intone and pronounce the proverbs:

Where there's a will, there's a way. It's late to tear your hair.

Phonetic drills:

air, bears, compare, aware, share
their, chair, prepare, affair, parents

1. It's late to tear your hair.
2. Mary wears her hair long.
3. There's where they are wrong.

GRIZZLY BEAR (by M. Austin)

If you ever, ever, ever meet a grizzly bear
You must never, never, never ask him where
He is going
Or what he is doing.
For if you ever, ever dare
To stop a grizzly bear,
You will never meet another grizzly bear.

- A. Can't you see that these chairs are in need of repair?
- B. Yes, I can. They have really had fair wear but ...
- A. But what?
- B. This is not in my care.
- A. In whose then?
- B. In the Chairman's of Council in Ware.

ENGLISH CONSONANT PHONEMES
CLASSIFICATION OF ENGLISH CONSONANT PHONEMES

English Consonants

Table 5

According to the active speech organ		Labial		Lingual						Pharyngeal	
				Forelingual			Medio-lingual	Back-lingual			
To the type of obstruction, manner of production of noise to the place of obstruction		Bilabial	Labio-dental	Apical						Cacuminal	
				Dental	Alveolar	Palato-alveolar					
						Post-alveolar					
Occlusives	plosives	p,b			t,d					k,g	
	nasal sonants	m			n					ŋ	
Constrictives	fricatives		f,v	θ,ð	s,z	ʃ,ʒ					h
	constrictive sonants	w			l		r	j			
Affricates						tʃ, dʒ					

The quality of consonants is determined by the following four conditions:

1. The active organs of speech which form the obstruction (or the place of obstruction).
2. The manner of production of noise (or the way of forming obstruction).
3. The work of the vocal chords.
4. The position of the soft palate.

1. According to the active organ of speech consonants are divided into **labial** and **lingual**.

Labial consonants are further subdivided into:

a) **bilabial** (губно-губні). In the articulation of bilabial consonants the obstruction is formed by the two lips being brought together ([b], [p], [m], [w]);

b) **labio-dental** (губно-зубні). In the articulation of labio-dental consonants the obstruction is formed by the lower lip being pressed against the upper teeth ([f], [v]).

Lingual consonants are subdivided into **forelingual**, **mediolingual** and **backlingual**. In the articulation of **forelingual** consonants the obstruction is formed by the front part of the tongue. According to the position of the tip of the tongue **forelingual** consonants are subdivided into **apical** and **cacuminal**.

a) **Apical** (апикальні). In the articulation of apical consonants the obstruction is formed by the front part of the tongue including the tip of the tongue and by the alveoli or the upper teeth. Apical consonants are further subdivided into **dental** (зубні) ([θ], [ð]), **alveolar** (альвеолярні) ([t], [d], [n], [s], [z], [l]) and **palato-alveolar** (палато-альвеолярні) ([ʃ], [ʒ], [tʃ], [dʒ]).

b) **Cacuminal** and **post-alveolar** is the only sound [r]. In the articulation of [r] the tip of the tongue approaches the back of the alveoli.

In the articulation of **mediolingual** consonants the front part of the tongue is raised to the hard palate ([j]).

In the articulation of **backlingual** consonants the back of the tongue is raised towards the soft palate ([k], [g], [ŋ]).

In the articulation of the **pharyngeal** [h] a narrowing of the air passage is formed between the root of the tongue and the back part of the pharynx.

2. According to the manner of production of noise (or the way of forming obstruction) English consonants are divided into **occlusive** (зімкнені), **constrictive** (щільні), **affricates** (аффрикати).

a) In the articulation of **occlusive** consonants the active organs of speech form a complete obstruction. They are subdivided into:

plosives (вибухові) ([p], [b], [t], [d], [k], [g]), in the articulation of which the active organs of speech form a complete obstruction which is broken by the pressure of air and a kind of “explosion” is heard;

nasal sonants (носові сонанти) ([m], [n], [ŋ]), in the articulation of which the air passes through the nasal cavity.

b) In the articulation of **constrictive** consonants the organs of speech form a narrowing of the air passage. They are subdivided into:

fricatives (шумні) ([s], [z], [θ], [ð], [ʃ], [ʒ], [f], [v], [h]), in the articulation of which the air passes out with friction;

constrictive sonants (щільні сонанти) ([w], [l], [r], [j]).

c) In the articulation of **affricates** the articulating organs of speech first form a complete obstruction and then they are slowly released forming a narrowing of the air passage ([tʃ], [dʒ]).

3. According to the work of the vocal chords consonants are subdivided into voiced (дзвінкі) and voiceless (глухі). Voiced consonants – [b], [d], [g], [ð], [z], [ʒ], [dʒ], [v]. Voiceless consonants – [p], [t], [k], [θ], [s], [ʃ], [tʃ], [f], [h].

4. In the articulation of the **nasal** consonants the soft palate is lowered and air passes out through the nasal cavity ([m], [n], [ŋ]).

ARTICULATION OF ENGLISH CONSONANT PHONEMES

Consonant phonemes [k] and [g]

In pronouncing the English [k] and [g] the back of the tongue is raised to the soft palate. A complete obstruction is formed. Then the tension is released. The air breaks through the obstruction with plosion. In pronouncing the English [g] the vocal chords are made to vibrate. Thus, the English [k] may be defined as a backlingual, plosive, voiceless consonant phoneme. The English [g] is defined as a backlingual, plosive, voiced consonant phoneme.

Transcribe, intone and pronounce the proverbs:

To carry coal to Newcastle. Cut your coat according to your cloth.

Phonetic drills:

key, acorn, make, sky, doctor

kite, fact, lock, book-case

1. Come back and keep us company.
2. Keep quite quiet.
3. Care killed a cat, not work.

Song of the Train

Clickety-clack	Clickety-clack,
Wheels on the track	Over the crack
This is the way	Faster and faster
They begin to attack:	The song of the track:
Click-ety-clack,	Clickety-clack,
Click-ety-clack,	Clickety-clack,
Click-ety-clack-ety;	Clickety, clackety,
Click-ety	Clackety
Clack.	Clack.

- A. How many cups of tea and coffee do you drink each day?
- B. I'll count them. I drink two cups of coffee at breakfast. In the morning break, I drink another cup of coffee. In the tea break at three o'clock, I have a cup of tea and a biscuit. When I get in from work, I drink a couple of cups of tea. And later in the evening, I drink another cup of coffee.
- A. So that's four cups of coffee, and three cups of tea.
- B. Yes. And if I'm working late, I have a couple of cups of coffee to keep me awake.

Transcribe, intone and pronounce the proverbs:

A good beginning makes a good ending. All is not gold that glitters.

Phonetic drills:

go, begin, egg, begged, rugby

get, agree, bag, finger, big girl

1. I've got to be going.
2. We agreed to go there together.
3. A good dog deserves a good bone.

I like to go out into the garden.
I like to get up the wall.

I like to do anything really,
But I hate to do nothing at all.

- A. Was it a good game?
- B. It was a terrible game.
- A. You had a good day for it.
- B. A beautiful day.
- A. Did Guy score?
- B. Yes, Guy scored twice.
- A. And you?
- B. Now, I've got to be going.
- A. Did you score, Gabriel?
- B. Good-bye, Grace.

Consonant phonemes [t] and [d]

In pronouncing the English [t] and [d] the tip of the tongue is pressed against the alveoli, forming a complete obstruction. The air breaks this obstruction with plosion. In pronouncing the English [d] the vocal chords are in vibration. The English [t] is aspirated especially before the stressed vowels. Thus, the English [t] may be defined as forelingual, plosive, voiceless consonant phoneme. The English [d] may be defined as forelingual, plosive, voiced consonant phoneme.

Transcribe, intone and pronounce the proverbs:

Time and tide wait for no man. Don't trouble trouble until trouble troubles you.

Phonetic drills:

tea, water, cat, still, hot pan, that time
task, butter, shut, star, sit down, hot toast

1. Don't take it to heart.
2. I don't like my tea too strong.
3. Toby still treats the matter lightly.

Our great steeple clock
Goes Tick-Tock, Tick-Tock.
Our large mantel clock
Goes Tick-Tack, Tick-Tack.
Our little pocket watch goes
Tick-a-Tacker, Tick-a-Tacker, Tick-a-Tacker...

- A. What's the matter?
- B. I've hurt my toe.
- A. How did it happen?
- B. Somebody trod on it.
- A. Put it in cold water.
That will make it better.

Transcribe, intone and pronounce the proverbs:

A sound mind in a sound body. A good dog deserves a good bone.

Phonetic drills:

dog, said, ready, couldn't, fiddle
date, bad, leader, bad dog, hidden

1. The kid's as good as gold.
2. A friend in need is a friend indeed.
3. Dumb dogs are dangerous.

Let us laugh and let us sing
 Dancing in a merry ring!
 I'll be summer, you'll be spring
 Dancing in a merry ring.
 Summer, autumn, winter, spring
 Dancing in a merry ring.

- A. May we play in the mud, Mother?
- B. Don't you dare play there!
- A. Father doesn't mind we play in the mud, Mother.
- B. Father doesn't wash your dirty clothes, dear.

Consonant phonemes [p] and [b]

In pronouncing the English [p] and [b] a complete obstruction is formed by the lips. The lips are pressed together and the air breaks through this obstruction with plosion. In pronouncing the English [b] the vocal chords are in vibration. The English [p] is aspirated especially before the stressed vowels. Thus, the English [p] may be defined as bilabial, plosive, voiceless consonant phoneme. The English [b] may be defined as bilabial, plosive, voiced consonant phoneme.

Transcribe, intone and pronounce the proverbs:

A penny saved is a penny gained. To call a spade a spade.

Phonetic drills:

peace, happy, lip, speak, map
 part, poppy, top, spell, tape

1. Present company excepted.
2. Don't pass the opportunity, Rupert.
3. Percy's as proud as a peacock.

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

- A. Can I help you?
- B. I hope so. I have a complaint. I bought a pullover in your shop. It was a beautiful pullover, and very expensive.
- A. What happened?
- B. It was a present for a friend abroad. You said you could pack it, and post it for me. I was very pleased.
- A. The parcel was damaged in the post. The pullover was spoilt.
- B. Oh, dear. I'm sorry the pullover was spoilt. But it happened in the post. So the post office are responsible.
- A. The Post Office said that the parcel wasn't properly packed. You are responsible.
- B. I'm sure the parcel was properly packed.

Transcribe, intone and pronounce the proverbs:

To beat about the bush. As busy as a bee.

Phonetic drills:

boy, cab, about, obtain, cabman

ball, sob, hobby, table, member

1. Barbara is as busy as a bee.
2. Rob's as blind as a bat.
3. Bel has a bee in her bonnet.

Betty Botter bought some butter,
And she said "This butter's bitter,
If I put it in my batter
That will make my batter bitter.
But a bit of better butter
That would make my batter better."
So she bought a bit of butter
Better than her bitter butter.

- A. Seven days old! She's a lovely baby!
- B. She's a beautiful baby!
- A. And she is a clever baby!
- B. However her vocabulary isn't so big.
- A. It isn't very big, no.
- B. Not very big.
- A. But it's big for a baby of her age.

Consonant phonemes [s] and [z]

In pronouncing the English [s] and [z] the tip and the blade of the tongue are raised to the alveoli. A round narrowing of the air passage is formed between the tip of the tongue and the alveoli. The air passes through this narrowing with friction. In pronouncing the English [z] the vocal chords are in vibration. Thus, the English [s] may be defined as a forelingual, alveolar apical, fricative, voiceless consonant phoneme. The English [z] may be defined as a forelingual, alveolar apical, fricative, voiced consonant phoneme.

Transcribe, intone and pronounce the proverbs:

Slow and steady wins the race. Best defense is offence.

Phonetic drills:

see, say, sit, miss, pass

swim, switch, sweet, sixth, thinks

1. It makes no sense.
2. I can't accept such a poor excuse.
3. Pete's numerous absences from school must be stopped.

A sailor went to sea, sea, sea
To see what he could see, see, see,
But all that he could see, see, see
Was the bottom of the deep blue sea, sea, sea.

- A. I'll sing a song.
- B. Yes, do sing us a song. But don't sing a sad song.
- A. Most of my songs are sad.
- B. Well, sing one that's not.
- A. I'll sing Simple Simon.

Transcribe, intone and pronounce the proverbs:

Speech is silver, but silence is gold. Everybody's business is nobody's business.

Phonetic drills:

zoo, zone, zero, is, does, busy

music, reason, is thin, is thick, his thumb

1. Everybody's business is nobody's business.
2. There is no reason to suppose.
3. These stories are as old as the hills.

The Rose Family
(by Robert Frost)

The rose is a rose,
And was always a rose,
But the theory now goes
That the apple's a rose,
And the pear is, and so's
The plum, I suppose.
The dear only knows
What will next prove a rose.
You, of course, are a rose –
But were always a rose.

- A. He has lots of hobbies.
- B. And he's always busy with roses and his bees.
- A. He's won a dozen prizes for his roses and his bees.
- B. But as for his business in the city...
- A. If you want to discuss business, Mr. Swales...
- B. You must discuss it, er ...
- A. With us.
- B. Please, Mr. Swales.

Consonant phonemes [f] and [v]

In pronouncing the English [f] and [v] the lower lip is raised to the upper teeth. The narrowing of the air passage is formed between the lower lip and the upper teeth. The air passes out through this narrowing with friction. In pronouncing the English [v] the vocal chords are in vibration. Thus, the English [f] may be defined as a labio-dental, fricative, voiceless consonant phoneme. The English [v] may be defined as a labio-dental, fricative, voiced consonant phoneme.

Transcribe, intone and pronounce the proverbs:

The fat is in the fire. No flying from fate.

Phonetic drills:

four, far, first, off, life, half
friend, from, free, safe, afraid

1. Fortune favours fools.
2. Fight fire with fire.
3. Trifles make perfection, and perfection is no trifle.

I'm a scary little hare
With floppy ears.
One here, one there,
My feet are bare.
I'm always full of fear.
Dear little hare, don't cry.
Bare feet are fleet feet.
Long ears help you hear.
But it's bad and very sad to be so full of fear.

- A. Did your wife find the novel on Friday?
B. No, she didn't. She looked for it everywhere but failed.
A. What was that?
B. A very interesting novel by the famous American writer Faulkner.
A. Was it her favourite novel?
B. Not a favourite one, but she loved it very much.

Transcribe, intone and pronounce the proverbs:

Give every man thy ear, but very few thy voice.

Phonetic drills:

vast, velvet, vase, of, love
verse, live, never, river, ever

1. I've never lost the love of my job.
2. I've moved heaven and earth.
3. I've given Vic the best of advice.

As I was going to St. Ives.
I met a man with seven wives.
Every wife had seven sacks,-
Every sack had seven cats,
Every cat had seven kits.
Kits, cats, sacks and wives.
How many of them were going to St. Ives?

- A. It's marvelous, isn't it?
B. It's a lovely view.
A. Lovely, isn't it?
B. A marvelous view!
A. Don't you love this valley, Vera?
B. Ivor, I've been feeling very tired all evening, as I said several times.

In pronouncing the English [θ] and [ð] the tip of the tongue occupies the position between the upper and the lower teeth (or the tip of the tongue is raised to the upper teeth). The air passes through the narrowing of the air passage formed between the upper teeth and the tip of the tongue with friction. In pronouncing the English [ð] the vocal chords are in vibration. Thus, the English [θ] may be defined as a labio-dental, fricative, voiceless consonant phoneme. The English [ð] may be defined as a labio-dental, fricative, voiced consonant phoneme.

Transcribe, intone and pronounce the proverbs:

Good health is above wealth. First think then speak.

Phonetic drills:

theme, thing, thin, north, south

three, throw, thrust, month, youth

1. I have a thousand and one things to ask you.
2. A thousand thanks to you both.
3. Nothing like youth.

A thousand faiths with a common dream
A thousand tongues with a common theme
A thousand thoughts with a single plan:
Peace on earth and goodwill to man!

- A. You forgot Theo's birthday on Thursday!
B. Oh no! I knew his birthday was this month, but I thought it was the tenth.
A. No, it was the fourth.
B. Did he have a birthday party?
A. Yes, he had thirteen friends to tea.
B. Goodness! I didn't think three-year-olds had as many as thirteen friends.

Transcribe, intone and pronounce the proverbs:

Birds of feather flock together. Neither here nor there.

Phonetic drills:

these, those, they, either, neither

there, rather, with, bathe, booth

1. The less men think, the more they talk.
2. They couldn't tell one brother from another.
3. You never know with the weather.

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?

- A. And ... while you are up there, Heather, could you pass me that one?
B. Oh, you mean this one, Mother?
A. Not, not that, the other. That one. Yes, that.
B. Where you are, Mother. Will that be all?

- A. Yes, that's all for the moment, Heather.
 B. Then, I'll shut the cupboard, Mother.
 A. Though ... while you are still up, could you perhaps pass me that one, too?
 B. This one, Mother?

Consonant phonemes [ʃ] and [ʒ]

In pronouncing the English [ʃ] and [ʒ] the blade of the tongue is raised to the hard palate. A narrowing of the air passage is formed between the tip of the tongue and the alveoli. The air passes out through this narrowing with friction. The lips are pushed forward. In pronouncing the English [ʒ] the vocal chords are in vibration. Thus, the English [ʃ] may be defined as a forelingual, post alveolar apical, fricative, voiceless consonant phoneme. The English [ʒ] may be defined as a forelingual, post alveolar apical, fricative, voiced consonant phoneme.

Transcribe, intone and pronounce the proverbs:

As shy as a sheep. Neither fish nor flesh.

Phonetic drills:

sheep, ship, shy, fish, wash
 ocean, social, Russia, pension, dash

1. Friendship in trouble is friendship sure.
2. Why should she be so sure?
3. Wishes don't wash dishes.

She sells sea-shells on the sea-shore.
 The shells she sells are sea-shells, I'm sure.
 So if she sells sea-shells on the sea-shore,
 Then I'm sure she sells sea-shells.

- A. A shirt, sir? Yes, sir. This will suit you. It's in a very fashionable shade.
 B. Mm. I want something simpler.
 A. A silver one, perhaps? It's got some special sewing on the sleeve.
 B. Can't you show me a simple shirt in an ordinary shade? Perhaps I should try the next shop.
 A. Now ... let me see, sir. Let me see... er.
 B. Mm. Yes, perhaps I will try the – ah – next shop.

Transcribe, intone and pronounce the proverbs:

Measures for measures. Eat at pleasure, drink with measure.

Phonetic drills:

measure, pleasure, leisure, vision, rouge
 decision, invasion, mirage, garage, confusion

1. His pleasure and joy knew no measure.
2. After much persuasion she took a decision.
3. He has an unusual vision of a point.

On the Sands
 (by Alfred H. Miles)

Digging for treasure?

With never a measure

Nay, not a bit of it.	For labour day.
Digging for pleasure?	Digging for pleasure,
Aye, there's a wit of it.	We surely earn
Digging for treasure,	A spadeful of treasure
We dig all day.	At every turn.

- A. But how can you measure pleasure?
- B. You can measure anything.
- A. But pleasure is immeasurable.
- B. It's not immeasurable.
- A. And if it were measurable, it would be half so pleasurable.

Consonant phonemes [tʃ] and [dʒ]

In pronouncing the English [tʃ] and [dʒ] the tip of the tongue is pressed to the back of the alveoli. Then the tip of the tongue proceeds to the position of the English [ʃ]. The narrowing of the air passage is formed between the front of the tongue and the back of the alveoli. In pronouncing the English [dʒ] the vocal chords are in vibration. Thus, the English [tʃ] may be defined as a forelingual, alveolar apical, affricate, voiceless consonant phoneme. The English [dʒ] may be defined as a forelingual, alveolar apical, affricate, voiced consonant phoneme.

Transcribe, intone and pronounce the proverbs:

Alike as chalk and cheese. Choose an author as you choose a friend.

Phonetic drills:

cheek, child, chill, future, nature
lecture, watch, fetch, catch, much

1. Nothing much to choose between them.
2. Check your watch with the time signal.
3. Venture a small fish to catch a great one.

How much wood would a wood-chuck chuck,
If a wood-chuck could chuck wood?
He would chuck as much wood as a wood-chuck would chuck,
If a wood-chuck could chuck wood.

- A. Can you play chess?
- B. Yes, I enjoy chess very much. I was a chess champion when I was a child.
- A. And are you still a champion chess player?
- B. No, things have changed. In my last match I was beaten by a seven-year-old child. I think she's a future champion.

Transcribe, intone and pronounce the proverbs:

Jack of all trades is a master of none. A good Jack makes a good Jill.

Phonetic drills:

joy, jar, job, agent, bridge
large, edge, age, page, major

1. Change the subject.
2. Jim's just my age.

3. Joe, make a margin on the left of the page.

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

- A. Hello, Janice Jones speaking.
B. Hello, Janice. This is John Johnson. Is Jenny in?
A. No, she's not. Can I take a message?
B. Yes, please. Tell her that I've got her luggage. Could she collect it?

Consonant phoneme [m]

In pronouncing the English [m] the soft palate is lowered. The air passes out through the nasal cavity. The front part of the tongue is lowered too. Thus, the English [m] may be defined as a bilabial, occlusive, nasal sonant.

Transcribe, intone and pronounce the proverbs:

Many men, many minds. Men meet, but mountains never greet.

Phonetic drills:

me, my, miss, him, sum, smile

mess, more, seems, times, rooms

1. Many men, many minds.
2. That seems to me most improbable.
3. The name slipped my memory.

God made the bees,
And the bees make honey,
The miller's man does all the work,
But the miller makes the money.

- A. Good morning, Miss Manson.
B. Good morning, Molly.
A. Is Mary in?
B. Yes, she is. She is coming in a minute.
A. Not a minute to wait. I am late, I am late for my music lesson.
B. (shouts) Get a move on, Mary!

Consonant phoneme [n]

In pronouncing the English [n] the tip of the tongue is pressed against the alveoli. The soft palate is lowered and the air passes out through the nasal cavity. Thus, the English [n] may be defined as a forelingual, occlusive, nasal sonant.

Transcribe, intone and pronounce the proverbs:

Neck or nothing. To know everything is to know nothing.

Phonetic drills:

no, nor, near, in, on, sun, son

ninth, since, aunt, sent, went, in the

1. No sooner said than done.
2. In need men know their friends.
3. Money spent on the brain is never spent in vain.

If many men knew what many men know,
 If many men went where many men go,
 If many men did what many men do,
 The world would be better, I think so, don't you?

- A. Nancy, do you remember how many days are in November?
- B. No, I don't know.
- A. Now tell me the number of days in June.
- B. Don't annoy me with your questions, please. I know nothing at the moment but my homework.

Consonant phoneme [ŋ]

In pronouncing the English [ŋ] the back of the tongue is raised to the soft palate. A complete obstruction is formed between the soft palate and the back of the tongue. The air passes out through the nasal cavity. The tip of the tongue is near the lower teeth. Thus, the English [ŋ] may be defined as a backlingual, occlusive, nasal sonant.

Transcribe, intone and pronounce the proverbs:

No living man all things can. Better die standing than live kneeling.

Phonetic drills:

sing, sang, song, singing, longing
 young, ringing, think, uncle, monkey

1. Saying and doing are two things.
2. We are getting things moving.
3. Anything is better than going on doing nothing.

I was going along, along, along,
 Singing a comical song, song, song.
 The lane that I went was so long
 And the song that I sang was so long
 And so I went singing along.

- A. We're feeling anxious.
- B. We're feeling angry.
- A. We didn't sleep last night. The gate was banging all night.
- B. And the children from next door keep ringing the doorbell and running away.
- A. And the telephone keeps ringing.
- B. And when we answer it, it's a wrong number.
- A. And now the television has gone wrong.
- B. That's why we are feeling angry.
- A. And anxious.

Consonant phoneme [l]

In pronouncing the English [l] the tip of the tongue is raised to touch the alveoli. The sides of the tongue are lowered and the air passes through the space which is formed between the

sides of the tongue and the hard palate. The soft palate is raised. The vocal chords are made to vibrate. Thus, the English [l] may be defined as a forelingual, alveolar apical, lateral sonant.

Transcribe, intone and pronounce the proverbs:

Live and learn. Look before you leap.

Phonetic drills:

lead, late, lip, lot, will, tell

all, wealth, health, shall you, full yet

1. In this life he laughs longest who laughs last.
2. Will you please lay the table?
3. Please all, and you will please none.

Little lady Lily lost her lovely locket
Lucky little Lucy found the lovely locket.
Lovely little locket lay in Lucy's pocket
Lazy little Lucy lost the lovely locket.

- A. I loved my junior school. I used to get there early in the morning, and leave as late as possible in the afternoon. When I was eleven, I went to a new school. I liked it a lot, but not as much as the old school.
- B. I didn't like my junior school. I was usually naughty in class. The teachers didn't like me. They were pleased when I left. I was pleased too.
- C. I liked some lessons. I was lazy, and I only worked in lessons I liked. I liked languages, and I liked acting in plays. But I didn't like science, so I didn't listen. I was always last in science.

Consonant phoneme [j]

In pronouncing the English [j] the central part of the tongue is raised to the hard palate. The tip of the tongue is lowered. A narrowing of the air passage is formed between the central part of the tongue and the hard palate. The soft palate is raised. The vocal chords are made to vibrate. The lips are neutral or a little spread. Thus, the English [j] may be defined as a mediolingual, palatal, constrictive sonant.

Transcribe, intone and pronounce the proverbs:

It's no use crying over spilt milk. Bad news has wings.

Phonetic drills:

you, your, yes, year, young

suit, few, tube, pure, human

1. You are young yet, aren't you?
2. Did you sell your old piano?
3. You are young for your years.

The Farm (by A. Macleish)

Who do you listen, trees?
Who do you wait?
Why do you fumble at the breeze –
Gesticulate
With hopeless fluttering hands –

Stare down the varnished road beyond the gate
That no longer stands?

- A. How do English universities choose students?
- B. You usually apply to four universities. The universities may interview you. They usually refuse to take students who fail their end-of-year exams.
- A. Have you applied for university yet?
- B. Yes, and I heard from York University yesterday. I've got an interview next week.

Consonant phoneme [w]

In pronouncing the English [w] the lips are protruded and rounded forming a small opening. The air passes out through this opening. The tip of the tongue is retracted from the lower teeth. The back of the tongue is raised to the soft palate. The vocal chords are in vibration. Thus, the English [w] may be defined as a bilabial, constrictive sonant.

Transcribe, intone and pronounce the proverbs:

Where there is a will there is a way. Time works wonders.

Phonetic drills:

we, why, way, wool, walk

sweet, swift, twin, queen, quiet

1. The sweater will wear well.
2. No sweet without some sweat.
3. One never knows with the weather.

When the weather is wet
We must not fret.
When the weather is cold
We must not scold.
When the weather is warm
We must not storm,
But be thankful together
Whatever the weather.

- A. Where's the wagon?
- B. Where's what wagon?
- A. The water wagon.
- B. What water wagon?
- A. The wagon with water.
- B. What water?
- A. I want water.
- B. We all want water.
- A. Well, where's the water?
- B. Good question!

Consonant phoneme [r]

In pronouncing the English [r] the tip of the tongue approaches the back of the alveoli. A spoon-shaped depression is formed in the front part of the tongue. The back of the tongue is raised to the soft palate. Thus, the English [r] may be defined as a forelingual, post alveolar, cacuminal, constrictive sonant.

Transcribe, intone and pronounce the proverbs:

All roads lead to Rome. Soon ripe, soon rotten.

Phonetic drills:

read, run, right, road, rule, risk

free, cry, present, three, through, tree

1. When angry count a hundred.
2. Little friends may prove great friends.
3. The three “R’s” are reading, writing, (a)rithmetic.

Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily
Life is but a dream.

- A. Valerie, it was very wrong of you to be away so long.
B. I’m sorry, I am late. But Larry’s car broke down.
A. I don’t really like Larry. Why not marry someone older – like Roland.
B. I don’t love Roland and I do love Larry.
A. Really, Valerie, you are terrible!
B. Why don’t you marry Roland, Laura?

Consonant phoneme [h]

In pronouncing the English [h] a narrowing of the air passage is formed between the root of the tongue and the back part of the pharynx. Thus, the English [h] may be defined as a pharyngeal, fricative, voiceless consonant phoneme.

Transcribe, intone and pronounce the proverbs:

All roads lead to Rome. Soon ripe, soon rotten.

Phonetic drills:

He, her, huge, high, how, here

Behave, behind, a house, hop, whom

1. Hold your head high.
2. I hope I haven’t hurt him.
3. Every man has his hobby-horse.

The Corn-song (by J.G. Whittier)

Heap high the farmer’s wintry hoard
Heap high the golden corn!
No richer gift has autumn poured
From out her lavish horn.

- A. Hurry up, Harvey – the exhibition opens in half an hour.
B. I don’t really understand painting, dear. But Hugh here is an art lover, aren’t you, Hugh?
A. Now Harvey ...
B. And, do you know, I suddenly feel rather ill, Hilda. Perhaps it’s heat, or something I’ve eaten.
A. Harvey!
B. Oh, all right, Hilda.

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