

Міністерство освіти та науки України
Полтавський національний педагогічний університет
імені В.Г.Короленка
Факультет філології та журналістики
Кафедра англійської та німецької філології

Венєвцева Євгенія Володимирівна
Медведська Ірина Михайлівна
Сосой Галина Станіславівна

**Методичні рекомендації щодо організації самостійної роботи
студентів першого курсу освітнього ступеня «бакалавр» за
спеціальністю 035.041 Філологія (Германські мови та літератури
(переклад включно), перша – англійська) з дисципліни
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В 29

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Рецензенти:

Зуєнко М.О., доктор філологічних наук, доцент кафедри англійської та німецької філології ПНПУ імені В.Г. Короленка.

Сухачова Н.С., кандидат філологічних наук, доцент кафедри української, іноземних мов та перекладу Вищого навчального закладу УКООПСЛККИ «Полтавський університет економіки і торгівлі»

Вєнєвцева Є.В., Медведська І.М., Сосой Г.С.

В 29 Методичні рекомендації щодо організації самостійної роботи студентів першого курсу освітнього ступеня «бакалавр» за спеціальністю 035.041 Філологія (Германські мови та літератури (переклад включно), перша – англійська) з дисципліни «Практична фонетика англійської мови». – Полтава : ПНПУ імені В.Г. Короленка, 2021. – 30 с.

Навчально-методичний посібник являє собою збірник вправ і завдань з практичної фонетики англійської мови для студентів першого курсу іноземного відділення факультету філології та журналістики денної форми навчання. Посібник укладено з урахуванням вимог освітньо-професійної програми Філологія (Германські мови та літератури (переклад включно), перша – англійська). Метою застосування методичних рекомендацій студентами першого курсу є самостійне закріплення теоретичного матеріалу з дисципліни, розвиток у них фонематичного слуху, фонетичних навичок, навичок читання і говоріння.

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ПЕРЕДМОВА

Методичні рекомендації містять базовий теоретичний та практичний матеріал з практичної фонетики англійської мови, необхідний для самостійного опрацювання студентами першого курсу з метою розвитку, вдосконалення й автоматизації навичок вимови, закріплення елементів фонетичної теорії, розширення лінгвістичного кругозору та стимулювання формування елементарних професійних навичок.

Завдання подано у двох частинах відповідно до двох змістових модулів (1. Фонетична система англійської мови. Система англійських голосних фонем; 2. Система англійських приголосних фонем. Інтонація) і складаються із фонетичних вправ на опрацювання окремих звуків та фонетичних явищ, скоромовок, діалогів для читання та інтонування, завдань на транскрибування слів, речень та текстів, віршів тощо.

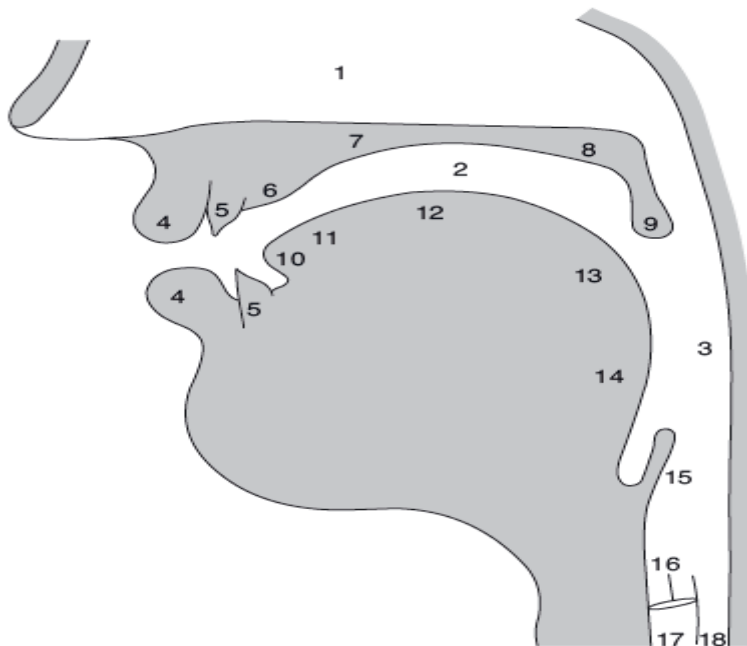
Прогнозованими результатами використання методичних рекомендацій студентами першого курсу є розвиток у них уміння:

- правильно вимовляти англійські звуки та їхні комбінації з урахуванням дії різних фонетичних процесів;
- транскрибувати слова та здійснювати фонетичний аналіз слова;
- аналізувати фонетичні особливості вимови звуків та інтонаційного оформлення тексту;
- володіти навичками коректної англійської вимови під час діалогічного та монологічного мовлення.

Змістовий модуль 1 Фонетична система англійської мови. Система англійських голосних фонем

Теми №1 – 2 Система англійських звуків. Артикуляційний апарат людини. Поняття «транскрипція»

Task 1 Fill in the blanks



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

A phonetic transcription can indicate minute details of the articulation of any particular sound by the use of differently shaped symbols, e.g. [m P], or by adding little marks (known as **diacritics**) to a symbol, e.g. [ɹ̥ t̚]. In contrast, *a phonemic transcription* shows only the phoneme contrasts and does not tell precisely what the realisations of the phoneme are.

Both the phonetic and phonemic forms of transcription have their own specific uses. Phonemic transcription may at first sight appear less complex, but it is in reality a far more sophisticated system, since it requires from the reader a good knowledge of the language concerned; it eliminates superfluous detail and retains only the information essential to meaning.

Task 2 Consider the consonant system of English. Read and translate the words given in the table

<i>Fortis</i>	<i>Example</i>	<i>Lenis</i>	<i>Example</i>
p	pip	b	babe
t	taught	d	dead
k	kick	g	gig
tʃ	church	dʒ	judge
f	fluff	v	verve
θ	thirtieth	ð	they breathe
s	socks	z	zoos
ʃ	shortish	ʒ	measure

Task 3 Consider the vowel system of English. Read and translate the words given in the table

<i>Checked steady-state</i>	<i>Keyword</i>	<i>Free steady-state</i>	<i>Keyword</i>	<i>Free diphthongs</i>	<i>Keyword</i>
ɪ	KIT	i:	FLEECE	eɪ	FACE
e	DRESS	ɛ:	SQUARE	aɪ	PRICE
æ	TRAP	ɑ:	PALM	ɔɪ	CHOICE
ɒ	LOT	ɔ:	THOUGHT	əʊ	GOAT
ʊ	FOOT	u:	GOOSE	aʊ	MOUTH
ʌ	STRUT	ɜ:	NURSE	ɪə	NEAR
ə	bonus			ʊə	CURE

Task 4 Practise the pronunciation of the following English consonant and vowel phonemes. Read and translate the words given in the table

ɪ READ	ɪ SIT	ʊ BOOK	u: TOO	ɪə HERE	eɪ DAY		
e MEN	ə AMERICA	ɜ: WORD	ɔ: SORT	ʊə TOUR	ɔɪ BOY	əʊ GO	
æ CAT	ʌ BUT	ɑ: PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW	
p PIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO	g GO
f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT	ʒ CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW	j YES

Task 5 Give the orthographic version of the transcribed dialogue

'haʊ dʒu¹ 'nəʊ aɪm 'mæd | sed 'æɪlɪs ||
 ju 'mʌs² bi | sed ðə 'kæt | ɔ: ju 'wʊdnt əv 'kʌm hɪə ||
 'æɪlɪs 'dɪdnt θɪŋk ðæt 'pru:vɪd ɪt ə 'tɔ:ɪ³ || haʊ'evə | ʃɪ went 'ɒn | ən 'haʊ dʒu¹ 'nəʊ
 ðæt 'jɔ: 'mæd ||
 tə bə'gɪn wɪð | sed ðə 'kæt | ə 'dɒgz nɒt 'mæd || ju 'grɑ:nt 'ðæt ||
 aɪ sə'pəʊz 'səʊ | sed 'æɪlɪs ||
 'wel ðen | ðə 'kæt went 'ɒn | ju 'sɪ: | ə 'dɒg 'grɑʊlz wen ɪts 'æŋgri | ən 'wægz ɪts
 'teɪl wen ɪts 'pli:zɪd || nəʊ aɪ 'grɑʊl wen aɪm 'pli:zɪd | ən 'wæg maɪ 'teɪl wen aɪm
 'æŋgri || 'ðɛ:fɔ: r⁴ aɪm 'mæd ||
 'aɪ kɔ:l ɪt 'pɜ:rɪŋ | nɒt 'grɑʊlɪŋ | sed 'æɪlɪs ||
 'kɔ:l ɪt wɒtʃu¹ 'lɑ:k | sed ðə 'kæt ||

Теми 3 – 4 Принципи класифікації голосних звуків. Система англійських монофтонгів: усунення типових помилок

Task 6

1. Explain the way the sound [i] is articulated.
2. Write the phonemic transcription of the word *terrible*.
3. Write the phonemic transcription of the given dialogue

- Jim's a brilliant physicist.
 - Jim's a silly nitwit.
 - Criticism! Nothing but criticism! If it isn't Jim, it's Billy and if it isn't Billy, it's...
 - Billy's ridiculous!
 - Philip, it's silly to criticize everybody!
 - Yes, Jill, it is. Now, why are you criticizing me?
4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 7

1. Explain the way the sounds [i:]/[i] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the word *chicken*.
3. Write the phonemic transcription of the given dialogue
 - Can you read tea-leaves, Peter?
 - I can read yours, Eve.
 - What can you see?
 - I can see... the beach... and the sea... and two people – Eve and Peter.
 - Can't you see three?
 - No, Eve. Just you and me. I can't see Aunt Frieda at all.
4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 8

1. Explain the way the sounds [j]/[i] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the word *yellow*.
3. Write the phonemic transcription of the given dialogue
 - You're getting thinner every minute.
 - I'm slimming.
 - I don't think slimming's a very good idea.
 - But it isn't a very good idea to get heavy, is it?
 - Who's heavy?
 - Well... You are getting a bit thick round the middle.
4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 9

1. Explain the way the sounds [æ]/[ə] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the word *marrow*.
3. Write the phonemic transcription of the given dialogue
 - Have you got a marrow, Mr Sparrow?
 - A marrow, madam? Yes,... there's this one, and that... and there's that.
 - Oh, that's a nice fat marrow. Yes, I'll have that. Will you wrap it in paper for me?
 - Gladly, Mrs Bradley. There you are. Now, madam... apples? Or... carrots, perhaps?
 - Er... Actually, it's Miss Bradley, Mr Sparrow.
4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 10

1. Explain the way the sounds [ai]/[ei] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the word *painting*.
3. Write the phonemic transcription of the given dialogue
 - Oh, may I stay, Mummy? Please, say I can stay all day.
 - Yes. If they say you may.
 - They've got lots of places to play and they've...
 - Wait, Jane.
 - I'll take my painting book, and some of my games...
 - Wait – till they say you may!
4. Do the phonetic analysis of the underlined word in the dialogue above.

Темі № 5 – 6 Система англійських монофтонгів. Усунення типових помилок

Task 11

1. Explain the way the sounds [ʌ]/[ɑ:] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the phrase *guard the house*.
3. Write the phonemic transcription of the given dialogue
 - Ask it to bark, Margaret.

- I rather think it can't bark, Arnold.
 - Can't bark? But if it can't bark, it can't guard the house. Ask it to bark, Margaret.
 - Er... er... Can't you... bark?
 - Bark, can't you! Bark! Bark!
 - Arnold can bark.
4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 12

1. Explain the way the sounds [ɔ]/[ɜ] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the phrase *money to burn*.
3. Write the phonemic transcription of the given dialogue

- What does Irvine do?
- I'm not certain. But he earns a lot. He has money to burn.
- And Bernard?
- Oh, I prefer Bernard, of course, but...
- What a superb fur coat, by the way?
- As I say, I prefer Bernard, of course, but...
- And what beautiful pearls!

4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 13

1. Explain the way the sounds [ɜː]/[ʌ] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the phrase *curse this*.
3. Write the phonemic transcription of the given dialogue

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

- Mm! Lovely!

4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 14

1. Explain the way the sounds [ɜ:]/[ʌ] are articulated. Where does the difference in their pronunciation lie?

2. Write the phonemic transcription of the phrase *mustn't leave*.

3. Write the phonemic transcription of the given dialogue

- I work for your brother's company.

- Come and work for my company. How much money do you earn?

- Five hundred a month.

- You're worth another thirty.

- I'm worth another hundred. But I mustn't leave your brother.

- We'll discuss it on Thursday.

- We have discussed it.

- Six hundred?

- Six hundred and thirty.

4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 15

1. Explain the way the sounds [ɑ:]/[ʌ] are articulated. Where does the difference in their pronunciation lie?

2. Write the phonemic transcription of the phrase *put something on*.

3. Write the phonemic transcription of the given dialogue

- Come on, Tom! Hurry up! Lunch is ready! We want to start!

- I'm coming.

- What are you doing?

- I'm in the bath, Mother.

- What a funny time for a bath! By the way, Margaret's come.

- Did you say Margaret's come, Mother?

- Tom! Put something on! You can't come to lunch in a towel!

4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 16

1. Explain the way the sounds [ɜ:]/[ɔ] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the word *brawling*.
3. Write the phonemic transcription of the given dialogue
 - What've Hawkins, Ball, Porter and Hall been doing, Corporal?
 - Brawling again, sir. Here's the report.
 - More brawling? All four? They're always brawling, Corporal
 - Always, sir.
 - Call them in.
 - Hawkins! Ball! Porter! Hall! Fall in!
 - They're always brawling. Hm! Now, you four – what was this brawl about? Mm?
4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 17

1. Explain the way the sounds [i]/[i:] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the word *actually*.
3. Write the phonemic transcription of the given dialogue
 - It's a sort of hog, isn't it? But it's got four horns!
 - I caught it not far from the cottage, actually.
 - Well, you ought to tell me what it is.
 - It's a... wart-hog.
 - A wart-hog! Oh! Mm... er... And what will you call your wart-hog?
 - I shall call it – Horace.
4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 18

1. Explain the way the sounds [u]/[u:] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the phrase *the route's good*.
3. Write the phonemic transcription of the given dialogue
 - We should be there by two.
 - Yes, it's a full moon and the route's good.
 - I'd put the things in the boot.

- The boot's full.
 - What is that fool put in the boot?
 - I wouldn't look if I were you.
 - Or should I say – who's he put in the boot?
4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 19

1. Explain the way the sounds [ɜ]/[i] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the phrase *it's worth the earth*.
3. Write the phonemic transcription of the given dialogue
 - It's got fifty pearls in it! It's worth a lot. It's worth the earth.
 - I don't think it's worth the earth.
 - You can have it for one thousand five hundred – as my friend.
 - I thought a thousand would be enough.
 - A thousand?
 - Thirteen hundred.
 - Thirteen fifty.
 - You're an old thief, Felix. All right - Thirteen fifty.
4. Do the phonetic analysis of the underlined word in the dialogue above.

Темі № 7 – 8 Особливості артикуляції англійських дифтонгів та дифтонгоїдів

Task 20

1. Explain the way the sounds [au]/[ou] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the word *enthusiastic*.
3. Write the phonemic transcription of the given dialogue
 - Arthur and Martha are such enthusiasts! They're so enthusiastic!
 - What are they so enthusiastic about?
 - Oh, about everything! Among other things, they're both very enthusiastic about the theatre.
 - The theatre. Mm.
 - I loathe the theatre. And I loathe enthusiasts.
 - I loathe Arthur and Martha.

4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 21

1. Explain the way the sounds [ɔʊ]/[aʊ] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the phrase *for two days*.
3. Write the phonemic transcription of the given dialogue
 - When the rain stops, you will see how beautiful the beach is.
 - But the rain's been pouring down for two days! We've both caught cold. Let's pack our bags and go back to town.
 - The bedroom is a bit damp, yes. But it's better than a tent. You wanted to go camping, remember?
 - You're impossible, Tom!
4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 22

1. Explain the way the sounds [iə]/[ei] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the word *millions*.
3. Write the phonemic transcription of the given dialogue
 - Have you got a lot of relations?
 - Millions.
 - Isn't that rather a lot, Roland?
 - Well I have got several – as you probably realize when you get the bill for the lunch!
4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 23

1. Explain the way the sounds [iə]/[eə] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the word *atmosphere*.
3. Write the phonemic transcription of the given dialogue

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

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

AARON: Where?

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

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

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

4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 24

1. Explain the way the sound [au] is articulated.

2. Write the phonemic transcription of the word *collapse*.

3. Write the phonemic transcription of the given dialogue

- You can't do that!
- Of course I can. It's my bridge.
- But you can't chop it down!
- It's my bridge, and I'm chopping it down.
- Don't chop it down! How shall we cross? We can't manage without it.
- Well, you'll just have to ju... (bridge begins to collapse) Jump! Juuuump!
- Well, I did jump. Why didn't he?

4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 25

1. Explain the way the sounds [ei]/[ai] are articulated. Where does the difference in their pronunciation lie?

2. Write the phonemic transcription of the word *adjustment*.

3. Write the phonemic transcription of the given dialogue

- You measured me in July, Mr Jennings.
- Yes, sir. But I'd rather measure you again...
- Oh, yes – just a small adjustment here, sir.
- So my bulge is getting larger. It's... middle age!
- It's only a small adjustment, sir.
- That's what you said when you measured me in July.

4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 26

1. Explain the way the sounds [au]/[ɔu] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the word *allowed*.
3. Write the phonemic transcription of the given dialogue
 - That judge had a grudge against George.
 - Judges aren't allowed to have grudges.
 - Well, that judge had a grudge.
 - So he sent George to jail.
 - Poor George...
 - And poor Jill.
 - Jill?
 - His wife's called Jacqueline.
 - Mm... Poor Jacqueline.
4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 27

1. Explain the way the sounds [ai]/[ɔi] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the word *conductor*.
3. Write the phonemic transcription of the given dialogue
 - What's that, Father?
 - It's a buzzer, Lesley.
 - What does the buzzer do, Father?
 - The bus conductor presses the buzzer, and then that stops the bus.
 - But doesn't the bus driver stop and start the bus?
 - Yes, he does.
 - But you said the buzzer stops the bus, Father.
 - Lesley, would you like these... sweets?
4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 28

1. Explain the way the sounds [iə]/[eə] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the phrase *both sides*.

3. Write the phonemic transcription of the given dialogue
 - I think I shall plant two or three of these trees.
 - Mm. Two or three trees would be nice. Where do you think you'll plant them?
 - Oh both sides of the path, I think.
 - And when the trees are tall,...
 - I shall be a hundred and thirty.
4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 29

1. Explain the way the sounds [uə]/[iə] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the phrase *mustn't leave*.
3. Write the phonemic transcription of the given dialogue
 - I work for your brother's company.
 - Come and work for my company. How much money do you earn?
 - Five hundred a month.
 - You're worth another thirty.
 - I'm worth another hundred. But I mustn't leave your brother.
 - We'll discuss it on Thursday.
 - We have discussed it.
 - Six hundred?
 - Six hundred and thirty.
4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 30

1. Explain the way the sounds [ʊ]/[iə] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the word *nothing*.
3. Write the phonemic transcription of the given dialogue

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

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

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

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

James Doyle and the Boilermakers' Strike

OLD GENTLEMAN: I say, boy! What's all that frightful noise?

BOY: It's the boilermaker from Tyneside. They're on strike. I'm on my way to join them.

OLD GENTLEMAN: You are a boilermaker?

4. Do the phonetic analysis of the underlined word in the dialogue above.

Змістовий модуль 2 Система англійських приголосних фонем. Інтонація

Темі № 9 – 10 Зміни голосних у біглому мовленні. Асиміляція та адаптація. Сильні та слабкі форми слів

Task 31 Answer the questions:

- What is assimilation?
- What features of the articulation of a consonant may be affected by assimilation?
- Give three examples illustrating different degrees of assimilation.
- What is the difference between progressive and regressive assimilations?
- What is reciprocal assimilation? Give examples.

Task 32 Answer the questions:

- What is the main feature of sonorous consonants?
- What do sonorants have in common with and what differs them from other consonants?
- What is the subdivision of the sonorous consonants according to the direction of the air stream in the nasal cavity?

Task 33 Answer the questions:

- Why are the occlusive consonants called stops?
- How are the stops divided according to the work of vocal cords and the force of articulation?
- How are [b], [d], [g] pronounced in word final position?
- What is aspiration?
- What consonant sounds are called fricatives?
- How are fricatives classified according to the place of articulation?
- What consonant sounds are called affricatives?

Task 34

1. Explain the way the sounds [t]/[d] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the words *naughty*, *brawling*.
3. Write the phonemic transcription of the given dialogue
 - Mm?
 - Just listen!
 - Is there anything wrong?
 - What've Hawkins, Ball, Porter and Hall been doing, Corporal?
 - Brawling again, sir. Here's the report.
 - More brawling? All four? They're always brawling, Corporal
 - Always, sir.
 - Call them in.
 - Hawkins! Ball! Porter! Hall! Fall in!
 - They're always brawling. Hm! Now, you four – what was this brawl about?
4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 35

1. Explain the way the sounds [dʒ]/[v-w] are articulated. Where does the difference in their pronunciation lie?
2. Write the phonemic transcription of the word *finger*.
3. Write the phonemic transcription of the given dialogue

MOTHER: Listen...

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

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

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

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

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

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

BILLY: The End of the Adventure.

MOTHER: Excuse me...
4. Do the phonetic analysis of the underlined word in the dialogue given below.

Task 36

1. Explain the way the sounds [ʒ]/[θ] are articulated. Where does the difference in their pronunciation lie?

2. Write the phonemic transcription of the word *tortoise*.

3. Write the phonemic transcription of the given dialogue

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

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

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

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

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

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

PAUL: Oh, Lord, we're caught! There is Claud!

GEORGE: Now we're for it!

Busy in the Kitchen

4. Do the phonetic analysis of the underlined word in the dialogue above.

Task 37

1. Explain the way the sounds [r]/[l] are articulated. Where does the difference in their pronunciation lie?

2. Write the phonemic transcription of the word *dialogue*.

3. Do the phonetic analysis of the words *coordination*, *bathroom*, *underlined*.

Task 38

1. Explain the way the sounds [h]/[g] are articulated.

Where does the difference in their pronunciation lie?

2. Write the phonemic transcription of the word *draughty*.

3. Write the phonemic transcription of the given dialogue

(Making a Pass at Martha)

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

MARTHA: Ooh, Charlie, it's dark!

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

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

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

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

4. Do the phonetic analysis of the underlined word in the dialogue

Task 39 Read the following words paying special attention to correct pronunciation

bead	choice	bar
buy	rib	abbey
fancy	idea	full
fell	David	knee
cut	owl	star
book	load	obey
shrunk	pair	observe
Sue	beard	happy

Task 40 Practise reading the following sentences

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

17. Cora and Polly adore small talk.

Task 41 *Read the tongue-twisters and learn them*

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

Task 42 *Read the dialogue, mark the stresses and be ready to act it out*

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

MOTHER: Jim?

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

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

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

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

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

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

The End of the Adventure

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

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

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

TED: Where were they heading?

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

TED: All ten of them went?

KEN: They said the chest was heavy.

Теми № 11 – 12 Артикуляція англійських вибухових, щілинних приголосних і африкат, зміни приголосних у мовленні. Класифікація англійських приголосних

Task 43 Read the following words paying special attention to correct pronunciation

here	sigh	house
care	voice	time
crowd	rhyme	career
tone	pear	enjoy
pay	rain	coin
wild	show	game
cold	hair	snow
Roy	mouse	made

Task 44 Transcribe and intone the following sentences

1. The steering wheel needs repairing.
2. The theatre is somewhere near here.
3. Joe has a round house, an old coastal boat, a cow and a goat.
4. South Beach Hotel is close to the Lighthouse. It has a beautiful flower garden, and underground car park and children's playground. There is a telephone in every room.
5. The lake that I like is on the isle.
6. Name the day, Myra.
7. And the radio aerial doesn't work.
8. I don't care whether I live upstairs or downstairs.
9. And would you repair the spare wheel? The air comes out.
10. The gearbox is really bad.
11. Save your pains, Mike.
12. David baits his hook and a whiting bites it.
13. Roy and Mike are fine but noisy boys.
14. Ida is calm and coy.
15. Join me in the voyage, Roy.

Task 45 Read the rhymes and tongue-twisters

1. What kind of noise annoys an oyster? A noisy noise annoys an oyster.
2. Smile a while and while you smile, others'll smile and then there'll be miles of smiles.

3. Three grey geese in a green field gazing. Grey were the geese and green was the gazing.
4. There's no need to light a night light on a light night like tonight.
5. Moses supposes his toes are roses, but Moses supposes erroneously, for nobody's toes are posies of roses as Moses supposes his toes to be.
Mary is scared of fairies in the dairy.
6. Fair-haired Sarah stares warily at the hairy bear, glaring from his lair.

Task46 Read the dialogue and mark the stresses and tunes. Be ready to act it out

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

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

AARON: Where?

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

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

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

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

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

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

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

James Doyle and the Boilermakers' Strike

OLD GENTLEMAN: I say, boy! What's all that frightful noise?

BOY: It's the boilermaker from Tyneside. They're on strike. I'm on my way to join them.

OLD GENTLEMAN: You are a boilermaker?

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

OLD GENTLEMAN: Wait! Why are they striking this time?

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

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

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

OLD GENTLEMAN: What's your name?

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

OLD GENTLEMAN: I'll be highly annoyed if you tie yourself to mine!

Howard's Found an Owl

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

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

Теми № 13 – 14 Поняття «інтонація» та її функції.

Види тонів: Level Tones

Task 47 Practise reading and transcribing the following expressions, phrases and sentences:

1. Slice them. With salt. Chase them. With sand. Race them. With silk. Mix them. With snow. Fix them. With soil. Abuse them. With silver. Please them. With zinc. Choose them. With zeal. Tease them. With zoom. Close them. With zest. White thorn, sweet thought, sit there, get them, hide them, bid them, breadth, ninth, in the mouth, on those days, all the time, all three, although, stealth, cut the finger.

2. And threaten. This is the thing. This is the theory. This is the story. This is the theme. This is the saga. This is the song. Is this the thing? Is this the same thing? Is this the same zone? Is this the zoo? Is this the zenith? Is this the zinc? What's the matter? What's the problem? What's the idea? What's the trouble? What's the reason? 3. What's the difficulty? What's the dilemma? What's the obstacle? What's the objection? What's the predicament? What's the fix? She is a thistle sifter and she has a sieve of sifted thistles and a sieve of unsifted thistles, and she sieves the sieve of unsifted thistles into the sieve of sifted thistles, because she is a thistle sifter.

Task 48 Practise reading the following words and expressions. Transcribe them

1. Hobnob, hobnail, cabman, submit, submarine, Bob Mitchel, button, cotton, let Nell, oatmeal, utmost, not me, couldn't, wouldn't, shouldn't, hidden, kidney, picnic, rock'n'roll, dark night, black magic, thank Nick, pug-nose, big man, dig more, Pygmalion, threaten, not now, don't know, liftman, hurt myself, not mine, sadness.

2. Good nerves, red nails, headmaster, goldmine, bad man, rude manners, happen, open, I hope not, help me, ribbon, sob noisily, subnormal, nickname, look now, dark night, take mine, frogman, big news, stop looking, Bob likes, Hob looks, rub Lester, bottle, cattle, little, at last, at least, most likely, cradle, fiddle, ladle, meddle.
3. Paddle, dwindle, giggle, chuckle, knuckle, kettle, fatal, middle, riddle, that'll do, I'd like it, stop laughing, group leader, rub lightly, absorb light, look lonely, apple, big leaf.

Task 49 *Read the following poem, marking stresses and tunes*

1. There was a crooked man and he walked a crooked mile,
2. He found a crooked sixpence against a crooked stile,
3. He bought a crooked cat, which caught a crooked mouse,
4. And they all lived together in a little crooked house.
5. We all work together with a wiggle and a giggle,
6. We all work together with a wiggle and grin,
7. With a wiggle and a giggle and a woogle and a google,
8. A jigger and a jagger and a giggle and grin.

Темі № 15 – 18 *Структура інтонаційної інтонаційних моделей моделі та її види.*

Застосування основних інтонаційних моделей відповідно до синтаксичних типів речення та стилю мовлення

Task 50 *Practise reading the text paying attention to the pronunciation and intonation. Analyze the phonetic phenomena in it*

And the whistle's gone for a foul. And it looks as if it was Parsons. Yes, the referee's coming across to him and he's taking out his book. Yes, he's taking Parson's name now, and I should think it, was because of that rather heavy tackle. I must say Parsons is unlucky to be booked for that, because he's had to put up with quite a bit of rough play from Jones this afternoon. He's been marking Jones very closely, almost shutting him out of the game; and I think Jones has tended to get just a little rough as a result. But now Parsons has retaliated a bit too strongly, and he's ended up by having his name taken.

Task 51 Practise reading the text paying attention to the pronunciation and intonation. Analyze the phonetic phenomena in it

Now, touching this business of old Jeeves - my man, you know - how do we stand? Lots of people think I'm much too dependent on him. My Aunt Agatha, in fact, has even gone so far as to call him my keeper. Well, what I say is: Why not? The man's a genius. From the collar upward he stands alone. I gave up trying to run my own affairs within a week of his coming to me.

Task 52 Practise reading the text paying attention to the pronunciation and intonation. Analyze the phonetic phenomena in it

That was about half a dozen years ago, directly after the rather rummy business of Florence Craye, my Uncle Willoughby's book, and Edwin, the Boy Scout. The thing really began when I got back to Easeby, my uncle's place in Shropshire. I was pending a week or so there, as I generally did in the summer; and I had had to break my visit to come back to London to get a new valet.

I had found Meadows, the fellow I had taken to Easeby with me, sneaking my silk socks, a thing no bloke of spirit could stick at any price. It transpiring, moreover, that he had looted a lot of other things here and there about the place, I was reluctantly compelled to hand the misguided blighter the mitten and go to London to ask the registry office to dig up another specimen for my approval. They sent me Jeeves.

Task 53 Practise reading the text paying attention to the pronunciation and intonation. Analyze the phonetic phenomena in it

I shall always remember the morning he came. It so happened that the night before I had been present at a rather cheery little supper, and I was feeling pretty rocky. On top of this I was trying to read a book Florence Craye had given me. She had been one of the house-party at Easeby, and two or three days before I left we had got engaged. I was due back at the end of the week, and I knew she would expect me to have finished the book by then. You see, she was particularly keen on boosting me up a bit nearer her own plane of intellect. She was a girl with a wonderful profile, but steeped to the gills in serious purpose. I can't give you a better idea of the way things stood than by telling you that the book she'd given me to read was called 'Types of Ethical Theory', and that when I opened it at random I struck a page beginning: The postulate or common understanding involved in speech is certainly co-extensive, in the obligation it carries, with the social organism of which language is the instrument, and the ends of which it is an effort to subserve.

Task 54 Practise reading the text paying attention to the pronunciation and intonation. Analyze the phonetic phenomena in it

Hurricane Katrina, one of the worst natural disasters in U.S. history, devastated the Gulf Coast of the United States from New Orleans, Louisiana to Mobile, Alabama. Katrina made landfall in the early morning of 29 August 2005. The hurricane is believed to have killed thousands of people, and known to have displaced more than 1 million — a humanitarian crisis on a scale unseen in the U.S. since the American Civil War. Katrina, a tropical cyclone, developed from a tropical wave about 175 miles east of Nassau, Bahamas.

The hurricane strengthened to Category 1 before making landfall on the Miami-Dade/Broward county line in Florida on August 25. Katrina moved southwest across Florida and west into the Gulf of Mexico, where it intensified rapidly to Category 5. In the early morning of August 29, Katrina made its second landfall near Buras, Louisiana as a Category 4 storm featuring 140-mph winds, and its eyewall passed over the eastern edge of New Orleans as the hurricane made its way to water once again. A few hours later, it made landfall for a third time near the Louisiana/Mississippi border with 125-mph Category 3 winds. Katrina weakened thereafter, losing "hurricane" status more than 100 miles inland, near Laurel, Mississippi. It was downgraded to a tropical depression near Clarksville, Tennessee and continued to race northward.

Task 55 Practise reading the text paying attention to the pronunciation and intonation. Analyze the phonetic phenomena in it

Most of the way down in the train that afternoon, I was wondering what could be up at the other end. I simply couldn't see what could have happened. Easeby wasn't one of those country houses you read about in the society novels, where young girls are lured on to play baccarat and then skinned to the bone of their jewellery, and so on. The house-party I had left had consisted entirely of law-abiding birds like myself. Besides, my uncle wouldn't have let anything of that kind go on in his house. He was a rather stiff, precise sort of old boy, who liked a quiet life. He was just finishing a history of the family or something, which he had been working on for the last year, and didn't stir much from the library. He was rather a good instance of what they say about its being a good scheme for a fellow to sow his wild oats. I'd been told that in his youth Uncle Willoughby had been a bit of a bounder.

You would never have thought it to look at him now. When I got to the house, Oakshott, the butler, told me that Florence was in her room, watching her maid pack. Apparently there was a dance on at a house about twenty miles away that night, and she

was motoring over with some of the Easeby lot and would be away some nights. Oakshott said she had told him to tell her the moment I arrived; so I trickled into the smoking-room and waited, and presently in she came. A glance showed me that she was perturbed, and even peeved. Her eyes had a goggly look, and altogether she appeared considerably pipped.

Task 56 Practise reading the words given below. Use them in a dialogue (a story) of your own and act it out paying attention to the pronunciation and intonation

Colonel, mischievous, draught, scissors, genuine, otorhinolaryngologist, squirrel, ignominious, successful, sixth, phenomenon, rural, specific, temperature, psychologist, cough, though, through, taught

Test Questions

1. Phonetics as a science. Branches of Phonetics.
2. Speech sounds as articulatory units: phones, phonemes and allophones.
3. Components of the phonetic structure of English.
4. The system of English vowel phonemes: the main principles of their articulatory classification.
5. The system of English consonant phonemes: general characteristics: the main principles of their articulatory classification.
6. Transcription conventions.
7. Modification of consonants in connected speech.
8. Modification of vowels in connected speech.
9. Vowel and consonant adjustments.
10. A general notion of intonation and prosody.
11. The pitch component of intonation (speech melody).
12. The force component of intonation (sentence stress/accent).
13. The temporal component of intonation (rhythm, tempo, timbre).
14. The intonation pattern as a minimal unit of intonation description and its structure.
15. Simple and complex tones in English.
16. Basic intonation patterns and types of head: descending heads.
17. Basic intonation patterns and types of head: ascending heads.
18. Basic intonation patterns and types of head: level heads.
19. Simple tones in English.
20. Complex tones in English.
21. The core five style categories in English: the informational style.
22. The core five style categories in English: the academic style.

23. The core five style categories in English: the declamatory and publicistic styles.
24. The core five style categories in English: the conversational style.
25. Major accents of English: general characteristics.
26. Variations in English pronunciation.
27. General characteristics of the English language in different parts of the English-speaking world.
28. Major accents of English: American English VS British English.
29. The relationship between the English national language and British local dialects.
30. Local dialects in the USA.

Recommended books

1. Roach P. English Phonetics and Phonology: a practical course – 4th edition.- Cambridge: Cambridge University Press, 2009 – 231 p.
2. Catford J. C. A Practical Introduction to Phonetics : Oxford Textbooks in Linguistics. 2nd Ed. Oxford University Press. 2002. 244 p.
3. Морякіна І.А., Ставицька Т.Є. Посібник для самостійної роботи з практичної фонетики англійської мови для студентів II курсу (англ. мовою). – К.: Видавничий центр КНЛУ, 2006. – 30 с
4. Hancock M. English Pronunciation In Use. – CUP, 2003.
5. Kelly G. How to Teach Pronunciation. – Pearson Education Limited. Harlow. England, 2000. – 154 p.

Extra materials

1. <https://www.coursera.org/learn/lesson-express-yourself-pronunciation>
2. <https://www.coursera.org/learn/lesson-express-yourself-pronunciation>
3. <https://youtu.be/wBuA589kfMg> (sounds in practice)
4. <https://youtu.be/0HeujZ45OZE> (transcription symbols+pronunciation)
5. https://youtu.be/1ZREpcV8_vE (transcription tasks)