

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ



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Кафедра “Філологія та переклад”

## **НАВЧАЛЬНИЙ ПОСІБНИК**

**з курсу практичної фонетики англійської мови**

(для студентів I курсу спеціальності «ФІЛОЛОГІЯ»)

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Навчальний посібник з фонетики англійської мови призначається для студентів І курсу спеціальності «Філологія» і підпорядкований корекції фонетичних навичок вживання англійської мови на основі постановки правильної артикуляції голосних і приголосних фонем, дифтонгів та інтонаційних структур. Видання вміщує теоретичні положення та практичні завдання, що скеровують студентів на подальші пошуки та ефективне спілкування сучасною англійською мовою. Посібник включає практичні вправи для самостійного опрацювання, рекомендації щодо уникнення типових помилок під час вимови англійських звуків, тестування теоретичного спрямування.

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## Introduction

It’s well known that “practice makes perfect”. In other words, if you want to learn to do something well, you should do it over and over again until you have mastered it.

When speaking “face to face”, of course visual clues, such as facial expression, hand gesture, body posture help you understand not only the words the speaker uses, but also the meanings of those words. There is a real challenge when you can’t see the speaker, you are forced to rely solely on vocal cues. In spoken English, people stress certain words in a given sentence to convey additional meaning, sometimes even beyond their dictionary definitions.

One key to success in learning to speak any language is having good pronunciation as it is the biggest thing that people notice about your English.

To improve your pronunciation, follow some steps to be closer towards your goal of perfect English:

- listen to yourself: it's difficult to hear pronunciation errors in your own speech so try recording your speech and making a note of specific sounds you need to improve on;
- picture sounds: visualize the positioning of your mouth and face, think about the shape you need to make inside your mouth if you want to make the sound correctly;
- improve your pronunciation as a physical skill: you must teach your mouth a new way to move and use different muscles;
- use a mirror: you should see the placement of your tongue, lips, and shape of your mouth when you make certain sounds. Then compare what you see with a video of a native-speaker saying the same thing;
- learn pronunciation from the native-speakers: listen to English radio programmes and watch television or films in English. Try to imitate what you're hearing;
- good pronunciation depends on understanding of it (the rise and fall of the voice) and stress (some sounds in words and some words in sentences are louder or clearer than others). While speaking, try to concentrate on the word stress and intonation.

This guide was created to help students to improve their understanding of English spelling and recognition of written words.

## LESSON I

### **“Phonetics as a branch of linguistics”**

Since language is a unity or a system, it has three aspects: 1) grammar system; 2) the vocabulary; 3) the phonetic system. These three aspects are studied correspondingly by grammar, lexicology, and phonetics.

**Phonetics** is an independent branch of linguistics. It studies the sound matter, its aspects and functions. Phonetics formulates the rules of pronunciation for separate sounds and sound combinations. It is concerned with how speech sounds are produced or articulated (articulation) in the vocal tract (articulatory phonetics), the physical properties of speech sounds waves generated by the vocal tract (acoustic phonetics).

Phonetics is closely interrelated with Grammar, Lexicology and Stylistics.

Connection with **Grammar**:

– *through Reading Rules*:

plural forms of sounds, e.g.: *book – books, bag – bags, box – boxes, man – men, mouse – mice*; tense forms of irregular verbs, e.g.: *swim – swam – swum*.

– *through Intonation*:

the same sentence, pronounced with different intonation, can mean different communicative types of sentences. Sometimes intonation alone can serve to single out the logical predicate (*'he came home, he 'came home, he came 'home*).

Connection with **Lexicology**:

– nouns and verbs can be distinguished by the place of the stress, e.g.: *'object – ob'ject*;

– homographs can be differentiated only due to pronunciation, because they are identical in spelling, e.g.: *bow [bou] луки – bow [bau] уклін*;

– due to the position of word accent we can distinguish between homonymous words and word groups, e.g. *'blackbird – black 'bird*.

Connection with **Stylistics**:

- through intonation and its components: speech melody, word stress, rhythm, pausation, voice timbre, tempo, utterance, e.g.: *It's useful. It's useful? It's useful!*

- through repetition of words, phrases and sounds. Repetition of this kind serves as the basis of rhythm, rhyme and alliteration, parallelism, assonance. For example, the repetition of identical or similar sounds, which is called alliteration, helps to impart a melodic effect to the utterance and to express certain emotions: *The soldier stood silent and still*. Usage of components in a sentence that are grammatically the same; or similar in their construction, sound, meaning, meter is called parallelism: *Their new teacher was neither a Catholic, nor an Anglican*. The repetition of vowel sounds in nearby words is called assonance: *The hunter stopped, cocked his gun, and shot*.

Phonetics studies the way the person can articulate, transmit and perceive speech sounds. It is divided into three main branches correspondingly to these three distinctions:

1. Articulatory phonetics studies the way the vocal organs are used to produce speech sounds. It is the oldest, the most developed and productive branch of phonetics which is concerned with the study, description and classification of speech sounds. Many special instruments have been developed to investigate the pressure of the air in the lungs and the vocal tract; x-rayed techniques have been developed to observe the complex coordination of the activity in the muscles of the articulators.

2. Acoustic phonetics (or more exactly, a physical one) studies the physical properties of speech sounds and investigates the hearing process. It helps to discover how English speakers produce their speech sounds and to demonstrate to learners English learners their pronunciation errors in a way that helps them

to correct these mistakes. The recent developments in the use of computers are making possible to carry out the analysis on a much larger scale.

3. Auditory phonetics studies how people perceive speech sounds. It is a field of linguistic study which has to rely heavily on biology or more specifically on anatomy and physiology.

### **1. Sounds of English**

It is generally agreed that there are approximately 44 sounds in English, with some variation dependent on accent and articulation. The 44 English phonemes are represented by the 26 letters of the alphabet individually and in combination. The English sounds can be divided into two major categories – consonants and vowels. A consonant sound is one in which the air flow is cut off, either partially or completely, when the sound is produced. In contrast, a vowel sound is one in which the air flow is unobstructed when the sound is made. The vowel sounds are the music, or movement, of our language.

There are voiced and voiceless sounds. We have some directions to pronounce these sounds. As we start with the air pushed out by the lungs up through the trachea (the “windpipe”) to the larynx, voiceless sounds are produced. Inside the larynx are your vocal cords, which take two basic positions: when the vocal cords are spread apart, the air from the lungs passes between them unimpeded. When the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration. Sounds produced in this way are described as voiced.

The distinction can also be felt physically if you place a fingertip gently on the top of your “Adam’s apple” and produce sounds like Z-Z-Z-Z or V-V-V-V. Since these are voiced sounds, you should be able to feel some vibration. Keeping your fingertip in the same position, make the sounds S-S-S-S or F-F-F-F. Since these are voiceless sounds, there should be no vibration.

Another trick is to put a finger in each ear, not too far, and produce the voiced sounds to hear some vibration, whereas no vibration will be heard if the voiceless sounds are produced in the same manner.

As well there are nasal and oral sounds in English. Sound produced by making a complete obstruction of the airflow in the oral cavity and by lowering the velum to allow air to pass through the nasal cavity is a nasal sound, which is also known as a nasal stop. Sound produced by completely obstructing the air stream in the oral cavity and then quickly releasing the constriction to allow the air to escape is an oral stop.

### **2. Phoneme, allophone, transcription**

A **phoneme** is a speech sound. It’s the smallest unit of sound that distinguishes one word from another. Since sounds cannot be written, letters are



used to represent or stand for the sounds. A grapheme is the written representation (a letter or cluster of letters) of one sound.

An **allophone** is a phonetic variant of a phoneme in a particular language, e.g.: [p] and [p<sup>H</sup>] are allophones of the phoneme [p], [t] and [t<sup>H</sup>] are allophones of the phoneme /t/. They are the smallest sound units capable of conveying a distinct meaning, such as the S in ‘sing’ and the R of ‘ring’.

We can distinguish between allophones and phonemes by looking at the letter and how it's being used. The letter P is pronounced the same way in *pit* and *keep*, making it an allophone. But P makes a different sound than S in *sip* and *seep*. In this instance, each consonant has its own consistent allophone, but they each produce different sounds, making them unique phonemes.

For non-native English speakers, allophones and phonemes prove a special challenge. A letter that has one pronunciation in their native language may sound utterly different in English.

There are **phonemic** and **phonetic transcriptions**. Phonemic transcription uses a restricted set of symbols to capture the meaningful sound contrasts of a language e.g.: *cat* vs *tat* [kæt] vs [tæt]. The first sound in these words are usually aspirated, but as English does not contrast aspirated vs unaspirated plosives (phonemically) the difference is not annotated in a phonemic transcription.

Phonetic transcription uses a larger set of symbols to capture more phonetic detail relating to the actual production of the utterance.

To show the way of pronouncing different sounds, symbols for phonemic transcription are used. The most widely accepted system of symbols is the International Phonetic Alphabet (IPA). This alphabet is used to represent both phonemes and allophones in normal practice even though it is defined in terms of actual speech sounds.

When a symbol is used to represent an actual sound (allophone), it has an entirely different meaning to the same symbol when used to represent a phoneme. For this reason, we always enclose transcriptions in /.../ when we are indicating phonemes and in [...] when we are indicating the actually produced sounds.

The transcription is also used to indicate the **word stress**. In polysyllabic words (words of more than one syllable) one of the syllables always has greater degree of prominence than any other syllable. The syllable of the greatest prominence is known as the primary stressed syllable, or the syllable that carries primary stress.

The primary stressed syllable can be marked by placing a diacritic in the following way: [ən ə'keɪz ən], [ə'merɪkə].

In monosyllabic words (words of one syllable), the outcome is unambiguous: the syllable, i.e. word, has primary stress (e.g. heat [hi: t], look [lʊ k], greet [g ri: t]) and does not need to be marked.

Many words have two stresses, one primary and one secondary. The secondary stress can be marked by placing the diacritic before the syllable which has secondary stress: [ˌ eksplə' nei ʃ n], [ɪ n, vaɪ rən' mentl].

### 3. Spelling and pronunciation

**Spelling** is the way in which a word is written and **pronunciation** is the way in which a word is pronounced. 60% of English words have silent letters in them which can cause all sorts of problems with spelling and pronunciation. The spelling of many English words is different from their pronunciation. It proves that pronunciation of English words has changed over the years while the spelling system hasn't changed much.

Spelling discovers the history of the word, e.g.: *knife, know, knock, knee, gnat, gnaw* are all Viking words (Old Germanic). The **k** and **g** used to be pronounced. Letters **k** and **g** are kept because they show the history of the word.

Spelling words in English is challenging work. As a matter of fact, many native speakers of English have problems with spelling correctly. One of the main reasons for this is that many English words are NOT spelled as they are spoken. This difference between pronunciation and spelling causes a lot of confusion. The combination 'ough' provides an excellent example: *tough* [tʌ f] – *through* [θru: ] – *dough* [dəʊ] – *bought* [bɔ: t].

There are the most common problems when spelling words in English:

- swallowed syllables (three syllables pronounced as two syllables): *different* [' dɪ frənt], *every* [' evri];
- swallowed syllables (four syllables pronounced as three syllables): *comfortable* [' kʌ mftəbl], *temperature* [' temprətʃ ə];
- homophones (words that sound the same): *knew, new* [nju: ];
- same sounds but different spellings: *sigh* [saɪ ], *buy* [baɪ ], *either* [' aɪ ðə];
- some letters are silent when pronounced: **d** in *sandwich* [' sæn.wɪ dʒ ], **g** in *foreign* [' fɒ rən], **gh** in *light* [laɪ t], **h** in *honest* [' ɒ nɪ st], **k** in *knight* [naɪ t], **l** in *walk* [wɔ: k], **p** in *psychology* [saɪ ' kɒ l.ə.dʒ i ], **s** in *island* [' aɪ lənd], **t** in *listen* [' lɪ sn], **u** in *guess* [g es], **w** in *who* [hu: ];
- unusual letter combinations: gh = [f] (*cough, laugh, enough, rough*), ch = [k] (*chemistry, headache, Christmas, stomach*), ea = [e] (*breakfast, head, bread, instead*), ea = [ei] (*steak, break*), ea = [i:] (*weak, streak*), ou = [ʌ ] (*country, double, enough*).

### 4. Standard English pronunciation

Any language, spoken by more than one nation, has several national variants of standard pronunciation. English is one of such languages. As a result of the colonial expansion of British Empire, the English language spread from the British Isles to all the continents of the Earth and became the national language of several countries: The United States of America, Australia, New Zealand and the greater part of Canada. It defines as a native to people who live in India, Israel, Malta, Ceylon, the Republic of South Africa.

There are five regional types of Standard English Pronunciation in Great Britain:

- 1) Southern English pronunciation;
- 2) Northern English pronunciation;
- 3) Standard Scottish pronunciation;
- 4) Welsh English pronunciation;
- 5) Northern Ireland English pronunciation.

The status of the national pronunciation standard has the British Isles Southern English Pronunciation or Received Pronunciation. It's adopted because of the least regional characteristic.

Received Pronunciation, abbreviation is RP, is associated with educated speakers and formal speech. RP is the accent generally represented in dictionaries which give pronunciations, and it's also used as a model for the teaching of English as a foreign language.

It is important to know that there's more than one RP in the English language. A speaker who uses numerous very localised pronunciations is often described as having a 'broad' or 'strong' regional accent, while terms such as 'mild' or 'soft' are applied to speakers whose speech patterns are only subtly different from RP speakers. So, we may distinguish one speaker as having a broad Glaswegian accent and another as having a mild Scottish accent. Such terms are inadequate when applied to Received Pronunciation, although as with any variety of English, RP encompasses a wide variety of speakers and should not be confused with the notion of 'posh' speech.

The various forms of RP can be roughly divided into three categories. Conservative RP refers to a very traditional variety particularly associated with older speakers and the aristocracy. Mainstream RP (General RP) describes an accent that we might consider extremely neutral in terms of signals regarding age, occupation or lifestyle of the speaker. Contemporary RP (Advanced RP) refers to speakers using features typical of younger RP speakers. All, however, are united by the fact they do not use any pronunciation patterns that allow us to make assumptions about where they are from in the UK RP today

Like any other accent, RP has also changed over the course of time. The voices we associate with early BBC broadcasts, for instance, now sound extremely old-fashioned to most. Just as RP is constantly evolving, so our

attitudes towards the accent are changing. For much of the twentieth century, RP represented the voice of education, authority, social status and economic power.

### Check your knowledge

1. What linguistics branches do you know?
2. What does phonetics study?
3. What phonetics connections do you know?
4. How many sounds and letters are there in English?
5. What is phoneme?
6. What is allophone?
7. Can we distinguish between allophones and phonemes? Explain your answer.
8. Give definition of the term pronunciation.
9. What types of English pronunciation do you know?

### Student's Individual Work

#### To improve listening skills

*Listen and circle the words with a different stress pattern from the others (Record 1):*

answer agree allow attract  
middle minute mission mistake  
compare correct copy collect  
garden granny guitar grammar  
complete common careful crazy  
pronounce provide promise prefer  
shampoo shoulder shower shopping  
reason remove receive review

*Listen to the sentences paying special attention to the words in bold (Record 2). Then repeat:*

You've **progressed** well this year, but I'd like to see even more **progress**.

We **import** too much petrol and the country's **export** figures are going down.

It started as a student **protest**, but now the army has **rebelled** against the government.

In the **desert**, there is a big **contrast** between temperatures in the day and at night.

These companies **produce** household **objects** such as fridges and washing machines.

*Listen and write the words in the correct column (Record 3):*

adjective / alphabet / cinema / eleven / furniture / grandmother / important / reception / remember / tomorrow

The first syllable is stressed	The second syllable is stressed

### To improve understanding skills

*Some words have more than two syllables. In every word one syllable is stressed.*

*In three syllable words you can find the following stress patterns:*

Pattern 1. Ooo – stressed/unstressed/unstressed

Pattern 2. oOo – unstressed/stressed/unstressed

Pattern 3. ooO – unstressed/unstressed/stressed

*Eliminate the word whose vowel is different from those in the other three:*

stick – myth – feet – fit

blood – muck – tar – pub

roll – rot – dot – gosh

son – run – fun – butcher

lock – bottle – shore – stop

lard – father – parent – jar

done – gun – fall – stub

sat – Nazi – clap – plaid

set – dead – heat – bet

sieve – leave – meat – Steve

*Read the following words. Follow the stress patterns:*

Ooo pattern	oOo pattern	ooO pattern
exercise	computer	volunteer
syllable	organic	decorate
animal	container	overdue
company	vanilla	concentrate
definitely	volcano	employee

<b>family</b> <b>general</b> <b>government</b> <b>recipe</b> <b>factory</b> <b>allergy</b> <b>history</b> <b>difficult</b> <b>minimum</b> <b>telescope</b> <b>happily</b> <b>personal</b> <b>comedy</b>	<b>inventor</b> <b>remember</b> <b>wherever</b> <b>imagine</b> <b>professor</b> <b>location</b> <b>together</b> <b>important</b> <b>position</b> <b>detective</b>	<b>Japanese</b> <b>Portuguese</b> <b>guarantee</b> <b>cigarette</b> <b>refugee</b>
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***Divide words into 3 groups according to their stress pattern:***

basketball / bicycle / blueberry / broccoli / neighborhood / library / umbrella / principal / privacy / apricot / piano / potato / policeman / envelope / telephone / tortilla / beautiful / computer / hospital / tomato / chocolate / spaghetti / dangerous / dinosaur / grandmother / grandfather / lemonade / butterfly / vitamin / government / camera / sandwiches / another / banana / magazine / animal / hamburger / unhappy / newspaper / president / tomorrow / pajamas / Saturday / September / October / November / December

***Transcribe the following phrases:***

True blue, loose woman, A Few Good Men, footloose groupie, cool looking dude, spoonful of sugar, hooked on books, Fruit of the Loom, shooting some bull, food and booze, cute Susan, crude tool, new tattoo, useful fool, wolf on the loose.

***Transcribe the following word-combinations:***

King and Queen, kith and kin, speed limit, freaking dimwit, spitting image, feeling of bliss.

***Write the number of letters and numbers of sounds in these words:***

**N.B.** There are 26 letters in the English alphabet: *A B C D E F G H I J K L M N O P Q R S T U V W X Y Z*. There are five vowel letters: *A E I O U*. And there are 21 consonant letters: *B C D F G H J K L M N P Q R S T V W X Y Z*. But there are more than 40 vowel and consonant sounds in English.

words	let ters	so unds	word s	let ters	so unds
green	5	4	who		

all			addre ss		
back			tomor row		
could			rich		
knee			key		
sixty			weak		

**Write these words in their normal spelling:**

Example: [best] best

[bɪg] \_\_\_\_\_ [dres] \_\_\_\_\_ [frend] \_\_\_\_\_ [gɪv] \_\_\_\_\_ [help] \_\_\_\_\_  
 [nekst] \_\_\_\_\_ ['veri] \_\_\_\_\_ [wel] \_\_\_\_\_ [swim] \_\_\_\_\_ [left] \_\_\_\_\_  
 [teɪbl] \_\_\_\_\_ [eit] \_\_\_\_\_ [kau] \_\_\_\_\_ [keɪk] \_\_\_\_\_ [faɪt] \_\_\_\_\_  
 \_\_\_\_\_

**All five words in each group have the same vowel letter – a, e, i, o, u – but one has a different:**

Example: on – top – stop – *one* – gone

1. give – time – sit – think – rich
2. apple – bad – wash – catch – bank
3. much – bus – sun – push – up
4. many – maths – man – hat – flat

**Write words that rhyme (the end part of the word sounds the same):**

Example: red b e d

1. Key – tr \_ \_
2. Blue – sh \_ \_
3. Not – w \_ \_
4. One – r \_ \_
5. Date – w \_ \_
6. Lie – w \_ \_
7. So – sh \_ \_
8. Beer – n \_ \_
9. Beat – b \_ \_
10. Seat – s \_ \_

**In this story, there are 12 incorrect words. The correct word is pronounced the same as the incorrect one, but the spelling is different. Correct them using the words from the box:**

son	some	meat	way	threw	pears	sent	week	buy	piece	road	two
-----	------	------	-----	-------	-------	------	------	-----	-------	------	-----

Last weak, I cent my sun Jamie to the shop to bye sum food. He got a peace of meet and too pairs. On the weigh home, the bag broke. The food fell onto the rode and got dirty. In the end, Jamie through the food in the bin.

**It's interesting to know**

**“British accents and dialects”**

**Retell the text paying attention to the pronunciation and intonation:**

Did you know that there are over 30 different English accents in England alone? And that's not all. Would you believe there are over a hundred different English dialects across the world?

An accent is the way you pronounce a word. Dialect is a word that only people in a certain area of the country use; it's not a national word, it's a local word that maybe people from other parts of the country won't even know.

The one accent that you're probably learning as you're learning to pronounce English words is RP that means Received Pronunciation. It's the kind of accent you will hear if you're watching BBC Television programmes or listening to BBC Radio. But the strange thing is that in England, only a very small percentage of people do speak with this accent. Apparently, just 3%, but they tend to be people in positions of power, authority, responsibility. RP is mostly spoken in London and the south of the country.

Cockney is the local London accent, and it tends to spread further out to places like Kent, Essex, other places like that. There's a newer version of Cockney called "Estuary English". An estuary is connected to a river, so the River Thames which flows across the country, goes quite a long way west. So, anyone living along the estuary, near the river can possibly have this accent as well. There are some examples of the Cockney accent: to make a "th" sound you put your tongue through your teeth but a Cockney person may not use it, they will use a /f/ sound or a /v/ sound instead. So, they would say "think" like "fink", produce it with the top teeth on the bottom lip and instead of "with", it will be "wiv" so the number "three" is often pronounced "free" that is why there can be some confusion.

The choice of models of pronunciation is a matter of special importance as far as English is concerned because of the world-wide use of the language and different forms of the spoken language not only within mother-tongue areas in Britain, North America, and Australia, but also in those regions of India and South Africa, where English is used as an adopted 'lingua franca' (foreign language).

In normal circumstances, native speakers from England and America use only one speech form which is determined by their family background or social environment. The formal speech is different from the one when they are talking to children, or when they are influenced by anger or tenderness, etc. Such phonetic variations are accompanied by appropriate grammatical and lexical, as well as stylistic variations. In addition, some speakers tend to adopt their own speech to some extent to the speech of their interlocutor, e.g. there are difference between *schedule* [skedju:l] (US) and [ʃ edju:l] (GB), or *issue* [isju:] and [ɪʃ ju:].

However, the native speakers are generally stable in their speech habits; they have a considerable ability in reception and comprehension of other forms



of English (through radio and television). Thus, the Londoner has little difficulty in understanding the commoner forms of American English, but not say, Glasgow or Belfast accent (=dialect). The same situation we have in Ukraine as there are dialects in different parts of our country but we easily understand each other.

Are American and British English the same? There are examples of some very general distinctions:

### ***Spelling***

<b>American English</b>	<b>British English</b>
color	colour
behavior	behaviour
theater	theatre
meter	metre
organize	organise
traveled	travelled

### ***Vocabulary***

<b><i>American English</i></b>	<b><i>British English</i></b>
<i>apartment</i>	<i>flat</i>
<i>college</i>	<i>university</i>
<i>theater</i>	<i>theatre</i>
<i>vacation</i>	<i>holiday</i>
<i>chips</i>	<i>crisps</i>
<i>(french) fries</i>	<i>chips</i>
<i>the movies</i>	<i>the cinema</i>
<i>soda / pop / coke / soft drink</i>	<i>soft drink / fizzy drink</i>
<i>sneakers / tennis shoes</i>	<i>trainers</i>
<i>sweater</i>	<i>jumper</i>
<i>mailbox</i>	<i>postbox</i>
<i>drugstore</i>	<i>chemist's</i>
<i>soccer</i>	<i>football</i>
<i>cookie</i>	<i>biscuit</i>

### *Grammar. Prepositions*

American English	British English
I'm going to a party <b>on</b> the weekend.	I'm going to a party <b>at</b> the weekend.
What are you doing <b>on</b> Christmas?	What are you doing <b>at</b> Christmas?
Monday <b>through</b> Friday.	Monday <b>to</b> Friday.
It's different <b>from/than</b> the others.	It's different <b>from/to</b> the others.

### *Past Simple vs Present Perfect*

Americans tend to use the past simple when describing something that has recently occurred, while people in the UK are more likely to use the present perfect.

American English	British English
<b>I ate</b> too much.	<b>I've eaten</b> too much.
<b>I went</b> to the store.	<b>I've been</b> to the shop.
<b>Did you get</b> the newspaper?	<b>Have you got</b> the newspaper?

### *Collective nouns: singular or plural*

American English	British English
The government <b>is</b> doing everything <b>it</b> can during this crisis.	The government <b>are</b> doing everything <b>they</b> can during this crisis.
My team <b>is</b> winning.	My team <b>are</b> winning.

### *The past participle of get*

American English	British English
get — got — gotten	get — got — got
<b>I haven't gotten</b> any news about him.	<b>I've not got</b> any news about him.

## Tests (Theory)

*Answer the questions and check your answers using the key-page.*

### TEST 1

#### Англійські звуки

1. Як англійські звуки [m], [f], [v], [p], [b] відрізняються від їх українських аналогів?
2. Які відмінні особливості вимови англійських звуків [d], [t]?
3. Як англійські звуки [s], [z], [n], [l], [t], [d] відрізняються від їх українських аналогів?
4. Чи пом'якшуються англійські приголосні перед англійським звуком [i:]?
5. Чи змінюється тривалість звучання англійських довгих голосних у залежності від позиції у слові чи вона скрізь однакова?
6. Що таке дифтонг? Які дифтонги існують в англійській мові? У чому особливості їхньої вимови?
7. Який англійський звук називають нейтральним голосним? Чому?
8. У якій позиції може знаходитися звук [w]?
9. У яких позиціях зустрічається звук [h]?
10. Як відрізняється вимова англійських звуків [k], [g] від вимови аналогічних українських звуків?
11. Як читається звук [ɒ] у відкритій та закритій позиціях?
12. Як відрізняється вимова англійського звука [r] від вимови аналогічного українського звука?
13. Як відрізняються англійські звуки [θ] и [ð]?
14. Як відрізняються англійські звуки [ʒ] и [ʃ]?
15. Як правильно вимовляти англійський звук [ŋ]?
16. У чому особливості вимови комбінації звуків [wɜ:]?

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## TEST 2

### **Англійський наголос. Ритміка слів**

1. Англійський наголос є фіксованим чи може наголошувати будь-який склад у слові?
2. Чи грає англійський наголос сенсорозрізнявальну роль, тобто чи залежить від місця наголосу значення слова?
3. Чи є в англійській мові редукація? Надайте пояснення.
4. Яка різниця спостерігається в англійській та українській мовах в області якісної редукації?
5. Неправильна ритміка мовлення ☐ одна з найбільших проблем, яка виникає під час вивчення англійської мови українцями. Чому виникає ця проблема?

*Photocopiable*

### TEST 3

1. Які тони інтонації є в англійській мові?
2. У чому відмінна особливість спадного тону англійської інтонації?
3. У яких типах англійських речень вживається спадний тон?
4. Як відрізняється інтонація англійських розповідних речень від інтонації українських розповідних речень?
5. Як відрізняється інтонація англійського питального речення з питальним словом від інтонації аналогічних українських речень?
6. У чому особливості висхідного тону англійської інтонації?
7. У яких типах англійських речень вживається висхідний тон?
8. З якою інтонацією в англійській мові вимовляються речення зі звертанням / імперативом?
9. У чому інтонаційні особливості англійських речень із сполучником *or*?
10. Як в англійській мові вимовляються речення, що складаються з двох та більше синтагм?

*Photocopiable*

## TEST YOUR KNOWLEDGE

### I. Organs of speech and their work

1. *The organs of speech are divided into two groups:*
  - a) Movable and fixed
  - b) Movable and active
  - c) Fixed and passive
2. *Which of the following doesn't take an active part in the articulation of speech sounds?*
  - a) The vocal cords
  - b) The lips
  - c) The hard palate
3. *Phoneticians divide the tongue into four sections. They are...*
  - a) The tip, the front, the back and the uvula
  - b) The tip, the blade, the front and the back
  - c) The tip, the rims, the front and the back
4. *Voice is produced in the*
  - a) nasal cavity
  - b) mouth cavity
  - c) larynx

### II. Speech sounds and phonemes

5. *Sonorants are sounds which consist of*
  - a) voice and noise
  - b) only noise
  - c) only voice
6. *The sounds /i:/, /u:/ are...*
  - a) diphthongs
  - b) monophthongs
  - c) diphthongoids
7. *The sound /p/ is ...*
  - a) a constrictive sonorant
  - b) an occlusive noise consonant
  - c) an occlusive sonorant
8. *The English sounds /t, d, n, l, s, z/ are...*
  - a) dental
  - b) alveolar
  - c) interdental

### **III. Modification of phonemes in connected speech**

9. *Assimilation is the influence of*

- a) a consonant on a vowel
- b) sound on a sound
- c) a consonant on a consonant

10. *What phonetic phenomenon can be found in the words 'middle', 'little'?*

- a) Nasal plosion
- b) Lateral plosion
- c) Loss of plosion

11. *The sonorants /m, n, l, w, j, r/ are partially devoiced when ...*

- a) They are preceded by voiceless consonants
- b) They are followed by voiceless consonants
- c) In the final position

12. *The sounds /p/, /t/, /k/ are pronounced with aspiration in the following words:*

- a) spy, sky, state, sport
- b) sit, letter, soft
- c) course, pot, tie

13. *The dark /l/ can be found in the words*

- a) lid, last, lot
- b) bill, sell, milk
- c) little, loan, like

14. *In which of the following phrases is there **no** 'linking /r/'?*

- a) here and there
- b) your own
- c) here you are

### **IV. Syllable Structure. Word Stress**

15. *Which of the following consist of two syllables?*

- a) isn't, didn't
- b) don't, wasn't
- c) know, pile

16) *In which of the following words are there two equally stressed syllables?*

- a) stepmother
- b) ex-husband
- c) thirty

### **V. Intonation**

17. *The most important element of an intonation pattern is:*

- a) the head
- b) the nucleus
- c) the tail

*18. The prominent word in the sentence "Thank you" is:*

- a) thank
- b) you
- c) both words are equally prominent

*19. The High Fall is usually used in*

- a) unemotional speech
- b) emotionally coloured speech
- c) in both

*20. Low Rise in statements sounds...*

- a) final, categoric, considered
- b) serious, responsible, intense, often suggesting irritability
- c) non-categoric, encouraging further conversation

*21. The term "intonation" implies variations of*

- a) pitch, force of utterance, tempo, timbre
- b) pitch, pauses, timbre
- c) pitch, force of utterance, pauses

*22. General questions are normally pronounced with*

- a) the Low Fall
- b) the Low Rise
- c) the High Rise



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