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**Методичний посібник
з практичної фонетики
англійської мови**

*«50 тренувальних
фонетичних
вправ»*

Для студентів I-II курсів
спеціальності “Педагогіка і методика середньої освіти.
Іноземна мова”

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Викладач англійської мови

Викладач вищої категорії

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ВСТУП

Методичний посібник з практичної фонетики англійської мови «50 тренувальних фонетичних вправ» рекомендовано для роботи із студентами Педагогічного коледжу при Національному університеті імені Тараса Шевченка, які навчаються на відділенні «Іноземна мова».

Метою методичного посібника є забезпечення студентів та викладачів коледжу системою фонетичних вправ, спрямованих на закріплення теоретичних і практичних знань, формування у студентів необхідних артикуляційних умінь і навичок правильної англійської вимови.

Для того, щоб мати правильну англійську вимову, студенти Педагогічного коледжу мають опрацювати її чотири складові компоненти, а саме: систему голосних та приголосних фонем, складову структуру слова, словесний наголос та інтонацію.

Система роботи над кожною голосною та приголосною фонемою англійської мови включає: детальну характеристику цієї фонемі за основними базовими принципами; вправи на підготовку органів артикуляції; фонетичну вправу, на базі якої здійснюється безпосереднє відпрацювання даної фонемі, та методичні рекомендації, метою яких є запобігання фонетичних та фонологічних помилок. Ключовою в цій системі є правильна вимова фонемі у різних артикуляційних позиціях.

Працюючи над темою «Інтонація», студенти відпрацьовують правильний англійський наголос, ритм та мелодику англійської мови на серії вправ – навчальних, контролюючих, творчих. До складу деяких вправ на відпрацювання правильних інтонаційних структур входять прислів'я, приказки, сталі вирази, окремі граматичні структури, інтонаційне забарвлення яких містить базисні акцентно-ритмічні групи. Таким чином, відбувається поступова автоматизація навичок відтворення та вживання інтонаційних структур, що вивчаються.

Впродовж вивчення курсу практичної фонетики англійської мови студенти Педагогічного коледжу знайомляться з такими фонетичними явищами, як латеральний та носовий вибухи, асиміляція, редукція голосних в ненаголошених складах, сполучне "r". Під час роботи над методичним посібником відбувається практичне відпрацювання цих фонетичних процесів на базі конкретних фонетичних вправ, тобто студенти отримують можливість познайомитися з модифікацією голосних та приголосних фонем англійської мови у зв'язному мовленні практично.

Останні сім вправ методичного посібника є контролюючими, метою яких є перевірка засвоєння студентами навичок відтворення вже знайомих фонетичних явищ та інтонаційних структур.

Вся система фонетичних вправ методичного посібника передбачає послідовне оволодіння навичками імітації і активного продукування фонетичних явищ, що вивчаються.

№1

The phonemes [t], [d], [k], [g], [n], [s], [z], [ɹ].

Definition. [t, d] are consonants, occlusive, plosive, forelingual, apical, alveolar; [t] is strong and voiceless, [d] is weak and voiced, in final position it is partly devoiced.

Articulation. 1. The complete obstruction is made by the tip of the tongue firmly pressed against the middle of the alveolar ridge.

2. The soft palate is raised and the air coming into the mouth is trapped for a short time. Then it breaks the obstruction with a slight explosion.

3. The vocal cords do not vibrate when [t] is formed. For [d] they are drawn together and vibrate when it occurs before vowels or in intervocal positions, eg *done*, *ladder*.

4. The breath effort for [t] is very strong, for [d] it is weak.

Definition. [k, g] are consonants, occlusive, plosive, backlingual, velar; [k] is strong and voiceless, [g] is weak and voiced, in final position it is partly devoiced.

Articulation. 1. The back of the tongue makes a firm contact with the soft palate.

2. The soft palate is raised. The air coming from the lungs is trapped for a short time and then breaks the obstruction with a slight explosion.

3. The vocal cords do not vibrate for [k]. When [g] is produced they are drawn together and vibrate.

4. The breath effort for [k] is very strong, for [g] it is weak.

Definition. [n] is a consonant, occlusive nasal, forelingual, apical, alveolar.

Articulation. 1. The tip of the tongue is pressed against the alveolar ridge.

2. The soft palate is lowered and the air escapes through the nose.

3. The vocal cords vibrate.

Definition. [s, z] are consonants, constrictive fricative, forelingual, apical alveolar, [s] is strong and voiceless, [z] is weak and voiced, in final position it is partially devoiced.

Articulation. 1. The tip of the tongue is close to the teeth ridge. The narrowing is round, because of the groove in the blade of the tongue.

2. The teeth are very close together.

3. The vocal cords do not vibrate when [s] is produced. For [z] they vibrate when it occurs before vowels or in intervocalic positions, eg *zone*, *easy*.

4. The friction for [s] is strong, even stronger than for [θ].

Definition. [ɪ] is a vowel, monophthong, front retracted, high, broad, lax, non-labialized, short.

Articulation. The tongue is in the front part of the mouth but slightly retracted. The part of the tongue nearer to centre than to front is raised to a half-close position. The side rims of the tongue make a light contact with the upper teeth. The tongue is lax. The lips are loosely spread. The mouth is slightly in.

dɪd	sɪt	'sɪtɪ	ɪt	sɪt-sɪd
dɪg	nɪt	'kɪtɪ	ɪz	dɪk-dɪg
kɪd	sɪk	'tɪkɪt	ɪn	tɪk-tɪg
sɪn	kɪs	'gɪdɪ		

Working at the exercise pay attention to:

1. The absence of palatalization of the consonants before the vowel [ɪ].
2. The apical-alveolar articulation while pronouncing [t], [d], [n], [s], [z].
3. The aspiration of the consonants [t], [k] at the beginning of the stressed syllable.
4. The strong articulation of the final voiceless consonants and weak, partly devoiced articulation of voiced consonants in this position.
5. The positional length of the vowel [ɪ].

№2

The phonemes [θ], [ð].

Definition. [θ, ð] are consonants, constrictive fricative, forelingual, interdental; [θ] is strong and voiceless, [ð] is weak and voiced, in final position it is partly devoiced.

Articulation. 1. The tip of the tongue is either close to the edge of the upper teeth or slightly projected between the teeth.

2. For [θ] the vocal cords do not vibrate, they vibrate for [ð] when it occurs in word initial position, before a vowel or in intervocalic positions, eg *thus, rather*.

3. The air force is very strong for [θ].

θθθ-ððð

θθθ-θɪn

sɪn-θɪn-tɪn

sss-θθθ

θθθ-θɪk

sɪk-θɪk-tɪk

zzz-ððð

ððð-ðɪs

Working at the exercise pay attention to:

1. The absence of palatalization of consonants before the vowel [ɪ].

2. The transition from interdental to alveolar articulation in the word [ðɪs].

№3

The phonemes [p], [b], [m], [e].

Definition. [p, b] are consonants, occlusive, plosive, bilabial; [p] is strong and voiceless, [b] is weak and voiced, in final position it is partly devoiced.

Articulation. 1. The lips are firmly kept together.

2. The soft palate is raised and the air coming into the mouth stops for some time and then breaks the obstruction with a slight explosion.

3. The vocal cords do not vibrate when [p] is produced. For [b] they are tense kept together and vibrate when [b] occurs before vowels or in intervocalic positions, eg *begin, rubber*.

4. The breath effort is very strong for [p], for [b] it is weak.

Definition. [m] is a consonant, occlusive, nasal, bilabial.

Articulation. 1. The lips are firmly kept together.

2. The soft palate is lowered and the air goes through the nose.

3. The vocal cords vibrate.

Definition. [e] is a vowel, monophthong, front, mid, narrow, lax, non-labialized, short.

Articulation. 1. The tongue is in the front part of the mouth. The front of the tongue is raised to the hard palate but not so high as for [ɪ]. The side rims of the tongue make a slight contact with the upper teeth. The tongue may be more tense than in the case of [ɪ]. The lips are loosely spread. The mouth is slightly open but a bit more than for [ɪ].

ten get en det-ded sit-set 'bɪzɪ-'benɪ gets

pen pet eg bet-bed bit-bet 'pɪtɪ-'betɪ pets

men net et set-sed big-beg 'mɪnɪ-'menɪ bedz

dɪd-ded kɪdz

Working at the exercise pay attention to:

1. The positional length of the vowel [e].

2. The aspiration of the [p], [t], [k].

3. The strong articulation of the final voiceless consonants and weak articulation of the voiced consonants partially devoiced in this position.

№4

The phoneme [l].

Definition. [l] is a consonant, constrictive, lateral, forelingual, apical, alveolar.

Articulation. 1. The tip of the tongue is in firm contact with the alveolar ridge.

2. The soft palate is raised and the air goes freely to the mouth.

3. The sides of the tongue are lowered and the air can pass between them and the palate.

4. The vocal cords are brought together and vibrate.

les-sel lk-kl 'setl

let-tel lt-tl 'ketl

lp-pl 'lh-'htl

Working at the exercise pay attention to:

1. The apical-alveolar position of the tongue while pronouncing [l] and [t].

№5

The phonemes [f], [v].

Definition. [f, v] are consonants, constrictive fricative, labio-dental; [f] is strong and voiceless, [v] is weak and voiced, in the final position it is partly devoiced.

Articulation. 1. The lower lip is very close to the edge of the upper front teeth, thus forming an incomplete obstruction. When the air goes through the narrowing it causes slight friction.

2. For [f] the vocal cords do not vibrate; there may be some vibration accompanying [v] when it occurs in word initial positions as in *vast* or between vowels as in *never*, *cover*, *over*.

3. For [f] the air force is very strong.

fil

liv

def

'velvit

'definit

sevn

in'definit

i'levn

Working at the exercise pay attention to:

1. The absence of palatalization of consonants before the vowels [ɪ] and [e].

2. The combination of consonants [vn] should be pronounced together, there mustn't be any vowel sound between them.

№6

Intonation. Assimilation.

ə 'lesn	↘ ðɪs ɪz ə ,lesn
ə 'sentəns	↘ ðɪs ɪz ðə ,sɪxθ lesn
ən 'end	↘ ðɪs ɪz ðə 'tenθ ,sentəns
ðə 'lesn	ɪn ðə ,sɪtɪ at ðə ,lesn
ðə'sentəns	ɪn ðə ,desk at ðə ,desk

Working at the exercise pay attention to:

1. The absence of palatalization before the vowels [ɪ], [e].
2. The strong pronunciation of stressed and quick, weak pronunciation of the unstressed syllables.
3. There mustn't be any pauses between the words within one sentence – they should be pronounced together.

№7

The phoneme [j].

Definition. [j] is a consonant, constrictive, medial, mediolingual, palatal.

- Articulation.**
1. The front part of the tongue is raised to the hard palate.
 2. The sides of the tongue are raised and the air goes along the central part of it.
 3. The lips are generally neutral or spread.
 4. The soft palate is raised and the air escapes through the mouth.
 5. The vocal cords are kept together and vibrate.

et-jet

es-jes

el-jel

jes |it is

Working at the exercise pay attention to:

1. The weak articulation of the consonant [j].
2. The apical-alveolar articulation of the sound [t].

№8

Intonation.

↘ ɪz ðɪs ə , sentəns || ,jes | ɪt , ɪz

↘ ɪz ɪt ə , dɪfɪkəlt sentəns

↘ jes ɪt , ɪz || ðɪs ↘ sentəns ɪz , dɪfɪklt

ɪts ə , dɪfɪklt sentəns | ,ɪznt ɪt || ,jes | ɪt , ɪz

Working at the exercise pay attention to:

1. The absence of interdental articulation of [z] before [ð], its full disappearance.
2. The absence of the vowel sound in the combination of [znt].
3. The words within one sentence should be pronounced together.

№9

Intonation.

↘ kɪtɪ ɪz ,sɪks

↘ beki ɪz ,sevn

↘ teɪɪ ɪz ,ten

↘ lɪli ɪz ɪ,levn

mɪsɪz ↘ nelsən ɪz

'sɪkstɪ ,sɪks

↘ ɪz 'kɪtɪ ,sɪks

↘ ɪz 'bekɪ ,sevn

↘ ɪz 'teɪɪ ,ten

↘ ɪz 'lɪli ɪ,levn

↘ ɪz mɪsɪz 'nelsən

'sɪkstɪ ,sɪks

Working at the exercise pay attention to:

1. The gradual fall in the last stressed syllable and low pronunciation of the last unstressed syllables in case of Low Fall.
2. Low beginning of rise in case of Low Rise.

№10

The phoneme [i:].

Definition. [i:] is a vowel, diphthongoid, front, high, narrow, tense, non-labialized.

Articulation. The tongue is in the front part of the mouth. The front of the tongue is rather high in the mouth. The vowel is noticeably diphthongized, especially in open syllables. The tongue glides from a position nearer to the English vowel [ɪ] to a more advanced and high position. The tongue is tense, the side rims of it make a firm contact with the upper teeth. The lips are spread.

bi: - bin: - bi:t	i:v	dɪd - di:d	sɪt - si:t
di: - di:n - di:p	'i:zɪ	lɪd - li:d	bɪt - bi:t
ni: - ni:d - ni:t	i:t	lɪv - li:v	nɪt - ni:t
si: - si:d - si:t		fɪld - fi:ld	lɪst - li:st
li: - li:g - li:k		sɪn - si:n	slɪp - sli:p

Working at the exercise pay attention to:

1. The difference in the positional length of the vowels [i:] and [ɪ].
2. The qualitative difference of [i:] and [ɪ] in all positions.
3. The absence of palatalization of consonants.

№11

The phoneme [a:]. Nasal Plosion.

Definition. [a:] is a vowel, monophthong, back, low, broad, tense, non-labialized, long.

Articulation. The mouth is open. The tongue is in the back part of the mouth. The back of the tongue is only slightly raised. No contact is made between the rims of the tongue and the upper teeth. The lips are neutral.

ka: - **ka:m** - **ka:t** **a:m**

fa: - **fa:m** - **pa:t** **a:t**

ba: - **ba:d** - **ba:k** **a:sk**

ə ↘ **fa:** , **sta:**

↘ **a:sk** , **fa:ðə**

ðə ↘ **da:k** , **ga:dn**

№12

The phoneme [ɒ].

Definition. [ɒ] is a vowel, monophthong, back, low, broad, lax, labialized, short.

Articulation. This vowel is articulated with the mouth wide open and slight open lip-rounding. The body of the tongue is even more retracted than in the case of the vowel [ɑ:]. The back of the tongue is only slightly raised. No contact is made between the rims of the tongue and the upper teeth.

god - got	ɒn	ə 'dog - dogz	ə 'bɒks - 'bɒksɪz
nod - not	ɒd	ə 'dɒl - dɒlz	ə 'fɒks - 'fɒksɪz
dog - dok	'ɒfə	ə 'kɒk - kɒks	↘ mod(ə)n \ nov(ə)lz
log - lok	'ɒksən	ə 'lɒk - lɒks	↘ gɪv 'pɒli \ kɒfi

Working at the exercise pay attention to:

1. The reading of the plural of nouns – (e)s which is pronounced:
 - [s] after voiceless consonants;
 - [z] after vowels and voiced consonants.
2. The ending -es after sibilants is pronounced [ɪz].
3. Not to devoice the final voiced consonant [z] in the plural of nouns.
4. The strong articulation of the final voiceless consonants and weak articulation of the voiced consonants.

№13

The phoneme [u:].

Definition. [u:] is a vowel, diphthongoid, back, high, narrow, tense, labialized, long.

Articulation. The tongue is in the back part of the mouth. The back of the tongue is rather high in the mouth. The vowel is noticeably diphthongized. The tongue glides from a position nearer to [u] to a more retracted and high position. No firm contact is made between the rims of the tongue and the upper teeth. The tongue is tense. The lips are very closely rounded. The mouth is open only very little. The vowel is long.

lu:z - lu:s

nju:, fju:

ju· \ a:

mu:d - mu:t

'mju:zɪk

ju· a· \ not

su:n - su:p

'mju:zɪkəl

, a: ju·

'stju:dənts

ju· \ a:nt

Working at the exercise pay attention to:

1. The diphthongization in the articulation of the vowel [u:].
2. The positional length of the vowel [u:].

№14

The phoneme [u].

Definition. [u] is a vowel, monophthong, back-advanced, high, broad, lax, labialized, short.

Articulation. The whole body of the tongue is in the back part of the mouth. The part of the tongue nearer to the centre than to the back is raised just above the half-close position. There is no firm contact between the side rims of the tongue and the upper teeth. The tongue is rather lax. The lips are rounded about the same amount as for [ɔ:], but the mouth is not so open. The vowel is short.

gud	pul - pu:l	ə ↘ gud \ buk
kud	ful - fu:l	ə ↘ gud \ kuk
kuk	fut - fu:d	↘ luk ət ðə \ buk
tuk	put - bu:t	

Working at the exercise pay attention to:

1. The difference in the length of the vowels [u:] and [u] in the same position.
2. The qualitative difference between [u:] and [u] in all positions.
3. The loss of plosion of plosive consonants before the following occlusive consonant.

№15

The phoneme [ɜ:].

Definition. [ɜ:] is a vowel, monophthong, central, mid, narrow, tense, non-labialized, long.

Articulation. The tongue is almost flat. The central part of the tongue is slightly higher than the front and the back of the tongue, which are raised between the half-closed and half-open positions. No firm contact is made between the rims of the tongue and the upper teeth, the lips are neutrally spread, they do not cover the teeth. The passage between the teeth is rather narrow. The vowel is long.

sɜ: - sɜ:v - sɜ:f

ɜ:n

ən ↘ ɜ:lɪ \ bɜ:d

fɜ: - lɜ:n - nɜ:s

'ɜ:lɪ

ðə ↘ fɜ:st \ ɜ:b

bɜ: -bɜ:d - bɜ:θ

ɜ:θ

ðə ↘ θɜ:tɪ \ fɜ:st

Working at the exercise pay attention to:

1. The absence of palatalization of consonants before [ɜ:].

№16

The phoneme [ou].

Definition. [ou] is a vowel, diphthong, central, middle, narrow, non-labialized.

Articulation. The starting point of the tongue position is similar to that of [ɜ:]; it starts with a central position, between half-close and half-open. For the glide the tongue moves upwards in the direction of [u] there being a slight closing movement of the lower jaw. The lips are neutral for the first element and get slightly rounded for the second.

lou – noun - nout	ou	s3: - sou
gou – koul - kout	oun	f3: - fou
sou – sou - souk	'ounlɪ	t3:n - toun
bi'lou – boun - bout	oupn	b3:n - boun

↘ **sou ,sou**

↘ **ou ,nou** | ↘ **dount 'gou ə ,loun**

Working at the exercise pay attention to:

1. The lip-position while pronouncing the diphthong [ou].
2. The apical-alveolar articulation of [l], [n], [t], [d].
3. The aspiration of [k].

№17

Intonation.

↘ ðɪs ɪz ə , klo:k

↘ ɪz ðɪs ə , gud klo:k

↘ ðɪs ɪz ə , desk

↘ ɪz ðɪs ə , lou desk

↘ ðɪs ɪz ðə 'best , a:nsə

↘ ɪz ðɪs ðə , best a:nsə

↘ ðɪs ɪz ðə 'fɪfθ , lesn

↘ ɪz ðɪs ðə , fɪfθ lesn

↘ ðɪs ɪz ðə 'sekənd , letə

↘ ɪz ðɪs ðə , sekənd letə

↘ ðɪs ɪz ðiː ɪ'levnθ , sentəns

↘ ðɪs ɪz ðiː , end

Working at the exercise pay attention to:

1. The pronunciation of difficult combinations [ðɪs ɪz ðə], [ɪz ðɪs ðə].
2. The articulation of the back vowel [ɔ].
3. Low Fall in statements.
4. Low Rise beginning from the low pitch level in all the general questions.

№18

The phoneme [h].

Definition. [h] is a consonant, constrictive fricative, glottal, voiceless.

Articulation. As [h] occurs only in pre-vocalic positions it is the sound of breath passing between the vocal cords and out of the mouth which is already held ready for the following vowel: before [i:] the mouth is in position for [i:]; before [u:] it is ready for [u:] and so on; so there are many [h]-sounds in English because different types of friction will be heard for it in the sequences [hi:], [ha:], [hu:] and others.

i: - hi:

hə'lou

ɪz - hɪz

hou'tel

a:m - ha:m

'hospɪtl

a:t - ha:t

↘ **gou ,houm** ↘ **gou ,houm**

hɪz ,hed

↘ **dount 'gou ,houm**

hɪz ,ha:t

↘ **dount 'gou ,houm**

Working at the exercise pay attention to:

1. The stress in the words [hə'lou], [hou'tel], ['hospɪtl].
2. Lateral plosion in the word ['hospɪtl].
3. The absence of palatalization of the sound [h].
4. To the loss of plosion in the word-combination [dount gou].

№19

The phoneme [ɔ:].

Definition. [ɔ:] is a vowel, monophthong, back, low, narrow, tense, labialized, long.

Articulation. The tongue is in the back part of the mouth. The back of the tongue is raised to a half-open position. No contact is made between the rims of the tongue and the upper teeth. The mouth is less open and the lips are more rounded than for the vowel [o].

kɔ: - **kɔ:d** - **kɔ:t** **ɔ:l** **ka:d** - **kɔ:d**

sɔ: - **sɔ:d** - **sɔ:t** **'ɔ:gəst** **ka:t** - **kɔ:t**

fɔ: - **fɔ:m** - **fɔ:k** **ɔ:t** **pa:t** - **pɔ:t**

tɔ: - **tɔ:l** - **tɔ:k** **pa:k** - **pɔ:k**

ten - **tɜ:n** - **tɔ:n** **kok** - **kɔ:k** - **'koukou**

hed - **hɜ:d** - **hɔ:d** **hot** - **hɔ:I** - **houp**

ben - **bɜ:n** - **bɔ:n** **pot** - **pɔ:t** - **pouk**

bed - **bɜ:d** - **bɔ:d** **spot** - **spɔ:t** - **spouk**

↘ **not** ət , **ɔ:l** || ↘ **iz** ðis **'bɔ:l** , **big** | **ɔ** · \ **smɔ:l** ||

Working at the exercise pay attention to:

1. The positional length of vowels.
2. The lip position while pronouncing the sounds [o], [ɔ:], [ou]; the qualitative difference between [o] and [ɔ:] in all positions.
3. The voiceless consonant [s] is not voiced if followed by the voiced [b]: [ðis bɔ:l].
4. The articulation of the final voiced consonants.
5. The aspiration of [p], [t], [k].
6. The intonation of the alternative question.

№20

The phoneme [æ].

Definition. [æ] is a vowel, monophthong, front, low, broad, lax, non-labialized, short.

Articulation. The mouth is more open than for [e]. The tongue is in the front part of the mouth. The front of the tongue is rather low in the mouth. The side rims of the tongue make a very slight contact with the back upper teeth. The tongue is more tense than in the case of [e].

læb- læp

æd

dɪd- ded- dæd

kæb- kæp

æm

hɪd- hed- hæd

hæd- hæt

æt

sɪt- set- sæt

pɪt- pet- pæt

ə ↘ big , bæɡ

tɪn- ten- tæn

ə ↘ blæk , kæt

pɪn- pen- pæn

↘ get ðə , mæps

Working at the exercise pay attention to:

1. The absence of palatalization of consonants before the vowels [i], [æ], [e].
2. The loss of plosion in the word-combinations [ə ↘ big , bæɡ], [ə ↘ blæk , kæt].

№21

The phoneme [eɪ].

Definition. [eɪ] is a vowel, diphthong, the nucleus of the diphthong is front, mid, narrow, non-labialized.

Articulation. The nucleus of the diphthong is the vowel [e]. For the glide the tongue moves upward in the direction of [ɪ] and the mouth gets closer. The lips are spread.

leɪ - leɪd - leɪt	eɪ	ðə ↘ seɪm , neɪm
meɪ - meɪd - meɪt	eɪd	ðə ↘ geɪ , deɪ
seɪ - seɪv - seɪf	eɪt	↘ dɒnt 'teɪk ðə , keɪk

Working at the exercise pay attention to:

1. The weak articulation of the second element of the diphthong [eɪ].
2. The positional length of the diphthong.
3. The voiceless sound [k] is not voiced before the voiced [ð] in the word-combination [↘teɪk ðə , keɪk].

№22

The phoneme [aɪ].

Definition. [aɪ] is a vowel, diphthong, the nucleus is central, low, broad, non-labialized.

Articulation. The sound starts from the advanced vowel [a] with the mouth wide open and the lips neutral. For the glide the tongue moves upwards in the direction of [ɪ], with the mouth very narrowly open and the lips spread and not rounded.

saɪ – said - saɪt

aɪ

heɪ - haɪ

laɪ – laid - laɪt

aɪz

meɪ - maɪ

taɪ – taɪd - taɪt

aɪs

leɪk - laɪk

↘ **fain ,aɪz**

↘ **deɪ baɪ ,deɪ**

↘ **leɪt ət ,naɪt**

Working at the exercise pay attention to:

1. The weak articulation of the second element of the diphthong [aɪ].
2. The positional length of the diphthong.

№23

The phonemes [ʃ,ʒ].

Definition. [ʃ,ʒ] are consonants, constrictive fricative, forelingual, apical, palate-alveolar, bicentral; [ʃ] is strong and voiceless, [ʒ] is weak and voiced, in final position it is partially devoiced.

Articulation. 1. The tip of the tongue is close to the back part of the teeth ridge forming a flat narrowing.

2. The front part of the tongue is raised towards the hard palate, forming the front secondary focus, thus palatalizing the sounds.

3. The lips are neutral or slightly rounded.

4. The vocal cords do not vibrate when [ʃ] is pronounced, for [ʒ] they vibrate when it occurs before vowels, eg *pleasure*.

ʃi:	ʃæɪ	ʃɪ· \,ɪz	hɪ· \,ɪz	aɪ \,æm
fɪʃ	'fɪnɪʃ	ʃɪ· \,ɪznt	hɪ· \,ɪznt	aɪ (ə)m \,not
'meʒə	'pleʒə	ʃɪ· ɪz \,not	hɪ· ɪz \,not	,æm aɪ
dɪ'vɪʒn	dɪ'sɪʒn	,ɪz ʃɪ·	,ɪz hɪ·	

Working at the exercise pay attention to:

1. The absence of qualitative reduction in the pronouns “he”, “she” in the unstressed position.

2. The partial devoicing of [l] preceded by the voiceless consonant [p].

3. The absence of any vowel sound between the consonants in the word [ɪsnt].

№24

The phoneme [w].

Definition. [w] is a consonant, constrictive, medial, bilabial, bicentral.

Articulation. 1. The lips are firmly rounded and slightly protruded forming an incomplete obstruction.

2. The soft palate is raised and the air goes to the mouth.

3. The back part of the tongue is raised towards the soft palate forming the secondary focus.

4. The sides of the tongue are raised and the air goes along the central part of the tongue.

5. The vocal cords vibrate.

wi: 'wintə wɪ· \ , a: ↘ wɒts ðə \ , mætə

wel 'windou wɪ· a· \ , not ↘ wen ɪz hɪ· \ , bɪzɪ

wai 'wont \ , a: wɪ· ↘ wai 'ɪznt ðə 'wɔ:tə \ , wɔ:m

wɪð 'wount

Working at the exercise pay attention to:

1. The pronunciation of the word combination [wɒts ðə].

2. The precise articulation of [o].

3. The intonation of special questions.

№25

The phoneme [ŋ].

Definition. [ŋ] is a consonant, occlusive, nasal, backlingual, velar.

Articulation. 1. The back part of the tongue is pressed to the soft palate.

2. The soft palate is lowered and the air goes through the nose.

3. The vocal cords vibrate.

sɪŋ

bæŋk

gud ,mɔ:nɪŋ

lɒŋ

tæŋk

gud ↘ a:ftə ,nu:n

'i:tɪŋ

'lɪŋkɪŋ

gud ,ɪ:vɪŋ

'skeɪtɪŋ

'θɪŋkɪŋ

↘ gud ,mɔ:nɪŋ

'gud ,nait

'sou ,lɒŋ

↘ gud 'a:ftə ,nu:n

'gud ,baɪ

↘ gud ,ɪ:vɪŋ

Working at the exercise pay attention to:

1. The intonation of exclamations.

№26

The phoneme [r].

Definition. [r] is a consonant, constrictive, medial, forelingual, cacuminal, post-alveolar.

Articulation. 1. The tip of the tongue is held in a position near to but not touching the back of the alveolar ridge, the front part of the tongue is low and the back is rather high so that the tongue has a curved shape (cacuminal articulation).

2. The position of the lips is determined by that of the following vowel.

3. The soft palate is raised and the air flows quietly between the tip of the tongue, and the palate.

4. The vocal cords vibrate.

ri:d 'berɪ ↘ ri:d ðə ,raɪmz

raɪt 'nærou ↘ bi:t ðə ,rɪðm

roud 'forɪn ↘ ðæts ,raɪt

'reɪdiou ↘ veri ,sori ↘ greɪt ,brɪtn

Working at the exercise pay attention to:

1. The absence of palatalization of consonants before [i:], [ɪ], [e].

2. The sonorant [r] should be pronounced together with the preceding consonant [g] or [b] in the word combination [greɪt brɪtn].

3. Observe nasal plosion in the word [brɪtn].

№27

The phoneme [ʌ].

Definition. [ʌ] is a vowel, monophthong, central, mid, broad, lax, non-labialized, short.

Articulation. The tongue is in the central part of the mouth. The front of the tongue is raised to the back of the hard palate just above the fully open position. No contact is made between the tongue and the upper teeth. The tongue is lax. The jaws are considerably spread. The lips are neutrally open. The vowel is short.

kʌb kʌp ʌs ↘ sʌmθiŋ , fʌni

bʌd bʌt ʌp ↘ kʌm tə ðə , kʌb

sʌn lʌk 'ʌndə mai ↘ mʌðəz 'kʌzn ɪz ə , dɒktə

tʌŋ hʌt ↘ evri 'kʌntri hæz its , kʌstəmz

Working at the exercise pay attention to:

1. The positional length of the vowel [ʌ].
2. The absence of reduction of the vowel in the unstressed verb [hæz].
3. The aspiration of [k], [t].
4. The words within one sentence should be pronounced together.

№28

The phoneme [au].

Definition. [au] is a vowel, diphthong, the nucleus is central, low, broad, non-labialized.

Articulation. The starting point of the diphthong is between the back and front open positions. The sound starts with the position slightly more retracted than for the nucleus of the diphthong [aɪ] and more advanced than for the vowel [a:]. For the glide the tongue moves upwards in the direction of [u], the mouth gets closer. The lips are neutral for the first element and get slightly rounded for the second.

nau – naun - ə'baut	aul	↘ hau , haɪ
bau – taun - haus	aut	↘ hau , ha:d
ə'lau – laud - daut		↘ hau , hot

↘ **ʌp ən(d) , daun**

↘ **ə , baut , faɪv**

↘ **wot əbaut ðə , saundz**

Working at the exercise pay attention to:

1. The second element of the diphthong [au] is rather weak.
2. The positional length of the diphthong [au].
3. The precise articulation of the sound [h] before the vowel.
4. The loss of plosion in the word combination [ən (d) daun].

№29

The phonemes [tʃ, dʒ].

Definition. [tʃ, dʒ] are consonants, occlusive-constrictive, forelingual, apical, palato-alveolar, bicentral; [tʃ] is strong and voiceless, [dʒ] is weak and voiced. In word final position it is partially devoiced.

Articulation. 1. The tip of the tongue touches the back part of the teeth ridge.
2. The front part of the tongue is raised towards the hard palate forming the front secondary focus (a flat narrowing).
3. The soft palate is raised so that the breath is trapped for a short time (because of the complete obstruction between the tongue-tip and the teeth ridge) then the obstruction is released slowly and the friction is heard.
4. The lips are slightly rounded.

tʃi:z

dʒæm

↘ dʒeɪn ən(d) ,dʒon

tʃaɪld

dʒu'laɪ

↘ daʊnt 'tʌtʃ ðə ,wɒtʃ

tʃɔ:k

'vɪlɪdʒ

ti:tʃ

tʃeɪndʒ

Working at the exercise pay attention to:

1. [dʒ] is not fully devoiced in the word final position.
2. The elements of the affricate [dʒ] should be pronounced together.
3. The words within one sentence should be pronounced together.

№30

The phoneme [ɔɪ].

Definition. [ɔɪ] is a vowel, diphthong, the nucleus is back, low, narrow, slightly-labialized.

Articulation. The nucleus lies between the sounds [ɔ:] and [o]. It starts with the position between back half-open and open. For the glide the tongue moves upwards in the direction of [ɪ], though the tongue rarely reaches there. The lips are slightly rounded for the nucleus changing to neutral for the glide.

nɔɪz - vɔɪs

↘ ðɪs ,bɔɪ - ↘ ði:z ,bɔɪz

bɔɪl - tʃɔɪs

↘ ðɪs ,tɔɪ - ↘ ði:z ,tɔɪz

kɔɪn - ɪks'plɔɪt

↘ ðæt ,vɔɪs - ↘ ðɔʊz ,vɔɪsɪz

ðə ↘ bɔɪ 'spɔɪlz ðə ,tɔɪz

Working at the exercise pay attention to:

1. The difference in the positional length of the diphthong [ɔɪ].
2. The absence of aspiration of [p] after [s].
3. The pronunciation of the demonstrative pronouns.

№31

The combination of the sonorants with the preceding consonants.

- Definition.** 1. The sonorants [r, w, l, j] are pronounced together with the preceding consonants, e.g. [breik], [glaid].
2. The sonorants [r, w, l, j] become partially devoiced when preceded by [p, t, k, f, θ].
3. The alveolar [t, d, n, l] become post-alveolar if followed by the post-alveolar [r], e.g. [traɪ], [draɪ].

tri:

traɪ

træm

draɪ

dri:m

fri:

frend

praud

'prounaun

θrou

twɪnz

twelv

kwɪk

kwait

kwestʃn

↘wɪl ˌ juː , ri:d

↘wɪl ˌ juː , kʌm

↘wɪl ˌ juː , gou

↘wɪl ˌ juː hæv 'braun 'bred fə , brekfəst

№32

Linking “r”.

Definition. 1. If the word ending in the letter “r” is followed by a word beginning with a vowel, the consonant [r] is heard at word boundaries. This consonant [r] is called “linking “r””.

2. If these words are separated by a pause linking “r” is not used.

ai hæv ə ↘ fa:ðər ənd ə ,mʌðə ||

↘hæv ju· eni ,a:nts || ,jes | ai hæv ,tu: ||

↘nou ai hæv ,not ||

,nou | ai hæv ,nou a:nts ||

,nou | ai ,hævnt eni ,a:nts ||

↘hæz ʃi· eni ,gɜ:l frendz in moskou ||

,jes | ʃi· ,hæz sʌm | bət ↘not ,meni ||

№33

The phoneme [ə].

Definition. [ə] is a vowel, monophthong, central, mid, broad, tense, non-labialized, very short.

Articulation. The quality of [ə] is that of the central vowel which varies from a half-open to a half-close position. The lips are unrounded. The opening between the jaws is narrow.

'seldəm 'letə ə ↘ su:nə ə ,betə
'intəvəl 'betə ↙ betə 'leit ən ,nevə
'eksələnt 'nevə

Working at the exercise pay attention to:

1. The sound occurs in unstressed positions and is practically a short variety of the sound [ɜ:].
2. The neutral sound is extremely short and weak. Never concentrate on it. Keep in mind the stressed vowel.

№34

The phonemes [ɪə], [ɛə], [ʊə].

Definition. [ɪə] is a vowel, diphthong, the nucleus-front-retracted, high, broad, non-labialized.

Articulation. The nucleus is the vowel [ɪ]. For the glide the tongue moves in the direction of the neutral vowel [ə]. The lips are slightly spread for the nucleus and are neutral for the glide.

Definition. [ɛə] is a vowel, diphthong, [ɛ] – nucleus, front, low, narrow, non-labialized.

Articulation. The nucleus of the diphthong is a vowel between [e] and [æ]. The tongue is in the half-open front position. For the glide the tongue moves in the direction of the neutral sound [ə]. The lips are neutral.

Definition. [ʊə] is a vowel, diphthong, the nucleus of the diphthong is back-advanced, high, broad, slightly labialized.

Articulation. The nucleus of the diphthong is the vowel [ʊ]. For the glide the tongue moves towards the neutral sound [ə], the mouth gets more open. The lips are slightly rounded and get neutral as the mouth opens for [ə].

dɪə	bɛə	pʊə	↘ wɛər ɪz , mɛəri
nɪə	ðɛə	ʃʊə	↘ wɛər ɪz ðə , tʃɛə
hɪə	hɛə	'juərəp	↘ wɒt ɪz ðɛər ɪn ðə , bæɡ
	'pɛərənts	'ju:zuəli	↘ wɒt ɪz ðɛər ɒn ðə , self

Working at the exercise pay attention to:

1. The absence of palatalization of consonants before the diphthongs [ɪə], [ɛə].
2. The second element of the diphthong is a weak, gliding sound.
3. “Linking r” in the sentences.

№35

Lateral plosion. Nasal Plosion.

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

Nasal plosion.

Definition. When a plosive is followed by the syllabic [n] or [m] it has no release of its own, the so-called “nasal” plosion is produced. In such sequences the closure for the plosive is made normally, but the release is produced not by a removal of the oral closure, which is retained, but by the lowering of the soft palate, which allows the compressed air to escape through the nasal cavity to form the nasal consonant eg
within a word: happen, shipmate, submarine, subnormal, button;
at word boundaries: stop moaning, escape noisily, sob noisily.

'lɪtl	'sʌdn	'dɪdnt	pai - spai	tɪl - stɪl
'teɪbl	'rɪtn	'kudnt	peɪn - speɪn	tɔ:l - stɔ:l
'pi:pl	'teɪkn	'hæznt	keɪt - skeɪt	
'trʌbl	'bi:tn	'ni:dnt	ku:l - sku:l	

Working at the exercise pay attention to:

1. The absence of vowel sounds between a plosive and a sonorant.
2. The absence of aspiration of [p], [t], [k] preceded by [s].

№36

Biphonemic combinations of a diphthong and the neutral vowel.

Definition. The strongest element is the first; the weakest is the second. Graphically they can be represented as [aɪə], [aʊə].

faɪə	auə	ðeər a· ↘ flauəz ənd 'flauəz ,evriwɛə
waɪə	ʃauə	taɪd - 'taɪəd
taɪəd	tauə	laɪn - 'laɪən
laɪən	pauə	kwaɪt - 'kwaɪət
		'aɪlənd - 'aɪələnd

Working at the exercise pay attention to:

1. Not to substitute the second element of the combination [aɪə] by the sound [j], don't raise the front part of the tongue too high.
2. Not to protrude lips and substitute the second element of the combination [aʊə] by the bilabial sound [w].

№37

Intonation. Stress in compound verbs.

↘kæn hi· 'spi:k ,ɪŋglɪʃ || ↘jes hi· \kæn ||

↘nou hi· \ka:nt ||

↘nou hi· \kænot ||

↘meɪ aɪ 'kʌm ,ɪn ||

↘jes ,pli:z ||

'du: ,pli:z ||

↘jes ju· \meɪ ||

\nou | ju· \mʌsnt | its ↘tu: \leit ||

↘mʌst wi· 'raɪt ɪt ,daʊn ||

↘jes ju· \mʌst | its ə ↘veri 'gʊd \prɒvɜ:b ||

\nou | ju· \ni:dnt | ↘swɪtʃ 'ɒn ðə \teɪp rɪ kɔ:də |

ənd ↘lɪsn tu· ɪt ə ,geɪn ||

Working at the exercise pay attention to:

1. The pronunciation of the negative form of the verbs “can” and “must”: ['kænot] cannot, [ka:nt] can't (the contracted form), [mʌsnt] mustn't.
2. Compound verbs consisting of a verb followed by a post-position or a preposition-like adverb which changes the primary meaning of the verb and as a result of it becomes very important and obtains a strong stress, e.g. *to 'come 'in*, *to 'switch 'on*, *to 'take 'off*.
3. The sounds [i:], [u:] don't change their quality in the words [hi·], [wi·], [ju·].

№38

Revision.

sin – sɪŋ - sɪŋk

sɪŋ - 'sɪŋɪŋ

θɪn – θɪŋ - θɪŋk

rɪŋ - 'rɪŋɪŋ

wɪn – wɪŋ - wɪŋk

bɪŋ - 'bɪŋɪŋ

ræn – ræŋ - ræŋk

bæŋ - 'bæŋɪŋ

Working at the exercise pay attention to:

1. The absence of the sound [k] or [g] while pronouncing the sonorant [ŋ] between two vowels.

№39

Revision.

wɜ:d - wɜ:dz

wɜ:k - wɔ:k

wɜ:k - wɜ:kt - 'wɜ:kɪŋ

wɜ:d - wɔ:d

'wɜ:s ənd ,wɜ:s

wɜ:m - wɔ:m

Working at the exercise pay attention to:

1. The absence of palatalization of [w] before [ɜ:].
2. The labialized articulation is changed into neutral while pronouncing [ɜ:] after [w].

№40

Revision.

'mʌðə	ðɪs ,θɪŋ	sʌm- θʌm	def-deθ
'fɑ:ðə	ðæt ,θɪŋ	tɪn-θɪn	pɑ:s- pɑ:θ
ə'nʌðə	ði:z ,θɪŋz	tɪk-θɪk	tens-tenθ
ði 'ʌðə	ðouz ,θɪŋz	fɪn-θɪn	wɜ:s-wɜ:θ
		si:m- θi:m	bout-bouθ

tɔ:t - θɔ:t - sɔ:t - fɔ:t

'wʌn bɑ:θ - 'θri: bɑðz

'wʌn mɑuθ - 'θri: mɑuðz

'wʌn bu:ð - 'θri: bu:ðz

'wʌn pɑ:θ - 'θri: pɑðz

'wʌn ju:θ - 'θri: ju:ðz

ə ↘ snou waɪt ,teɪbl kloθ || ↘ redɪ meɪd ,klouðz ||

Working at the exercise pay attention to:

1. The absence of any vowel sound between two consonants in the combinations [ðz].

№41

Revision.

↘raɪtɪŋ ə ˌletə

↘veri ˌwel

↘ri:diŋ ə ˌnov(ə)l

↘wot ˌvaʊəl

↘lɜ:nɪŋ ə ˌpoum

ə ↘swi:t ˌvɔɪs

↘si:ɪŋ ən ˌopərə haʊs

↘wot 'faɪn ˌvɜ:sɪz

wɪðaut ↘seɪŋ ə ˌwɜ:d

tə ↘wɪn ə ˌvɪkt(ə)rɪ

↘wot ɪz ðə ˌwəðə laɪk ðɛər ɪn ˌwɪntə || ɪts ↘kwaɪt ˌwɔ:m ||

Working at the exercise pay attention to:

1. The absence of the sound [k] or [g] in the sound [ŋ] before a vowel.
2. The difference in lip-position while pronouncing the sounds [w] (bilabial) and [v] (labio-dental).
3. The devoicing of [w] after voiceless consonants, e.g. [kwaɪt].

№42

Revision. Loss of Plosion.

maɪ ↘ red ʊ , pensl

ɔː ↘ wi:k ʊ , point

hɜː ↘ ʃɔ:t ʊ , kout

hɪz ↘ greɪt ʊ , trʌbl

ðɛər ↘ ould ʊ , klɒk

↘ not ʊ , nau

↘ raɪt ʊ , nau

↘ stop ʊ , mɛəri

↘ leɪt ət ʊ , naɪt

↘ glæd ʊ tə , si: juː

aɪ ↘ wɒnt ʊ tuː , a:sk juː

hiː ↘ hæznt ʊ , got it

ʃiː ↘ dʌznt ʊ , ti:tʃ hɜː

↘ let ʊ mɪ , si:

aɪ ↘ daʊnt ʊ , nou

wɪ ↘ daʊnt ʊ , laɪk it

hi ↘ dʌznt ʊ , lɜ:n it

Working at the exercise pay attention to:

1. The loss of plosion of the first consonant before the occlusive consonant at the junction of words.
2. Lateral and nasal plosions at the junction of words.

№43

Word Stress.

Words with primary and secondary stress.

'selibreit - ,seli'breiʃn	in ʊ̯ ðə ,nɔ:θ
'demənstreit - ,demən'streiʃn	in ʊ̯ ðə ,sauθ
'sɪtʃueit - ,sɪtʃu'eɪʃn	in ʊ̯ ðə ,west
'ɪmɪteit - ,ɪmɪ'teɪʃn	in ʊ̯ ðɪ· ,i:st
ɪ'lju:mɪneit - ,lju:mɪ'neɪʃn	in ʊ̯ ðə pə'sɪfɪk ,ouʃn
'ɔ:gənaɪz - ,ɔ:gənaɪ'zeɪʃn	in ʊ̯ ðɪ· ət,læntɪk ouʃn
'dækəreit - ,dekə'reɪʃn	in ʊ̯ ðɪ· æn,tɑ:ktɪk

Working at the exercise pay attention to:

1. The pronunciation of polysyllabic words consisting of four or more syllables.
2. The secondary stress is manifested in polysyllabic words with the primary stress on the third or on the fourth syllable from the beginning, e.g. ,*popu'lar*ity, *re ,sponsi'b*ility.
3. In words with the primary stress on the third syllable the secondary stress usually falls on the first syllable, e.g. ,*deco'r*ation.
4. If the primary stress falls on the fourth or fifth syllable the secondary stress is very commonly on the second syllable, e.g. *ar,ticu'l*ation, *ex ,perimen't*ation.
5. The position of the secondary stress is often that of the primary stress in the original word, i.e. in the word from which the derivative word is formed, cf '*poss*ible – ,*possi'b*ility, *ap'preci*ate – *ap ,preci*'ation.
6. The word combinations [ɪn ðə], [ɪn ðɪ·] in which the alveolar consonant becomes dental if followed by the interdental sounds [ð] or [θ].

№44

Revision.

Listen to your fellow-student reading the exercises. Detect his errors in sounds and intonation and tell him what he must do to get rid of them:

'iləstreit - ,iləs'treɪfn

'libəreit - ,libə'reɪfn

'ɪmɪgreit - ,ɪmɪ'greɪfn

'stɪmjuleit - ,stɪmju'leɪfn

'ventileit - ,ventɪ'leɪfn

'sepəreit - ,sepə'reɪfn

'sætɪsfai - ,sætɪs'fækfn

'kɒnstɪtju:t - ,kɒnstɪ'tju:fn

'mɒdɪfai - ,mɒdɪfɪ'keɪfn

dɪs'krɪmɪneɪt – dɪs ,krɪmɪ'neɪfn

ðə ↘ reɪs dɪs ,krɪmɪ\neɪfn

ðə ↘ faɪt fɔ· ,libə\reɪfn

ðə ↘ nju: ,kɒnstɪ\tju:fn

№45

Revision.

Listen to your fellow-student reading the exercises. Detect his errors in sounds and intonation and tell him what he must do to get rid of them:

↘ wot 'na:stɪ ,weðə

↘ wot 'wʌndəfʊl ,rouzɪz

↘ wot 'lʌvli ,vaɪələts ju· v got

↘ wot 'væljuəbl ,pɜ:lz ʃi· hæz

↘ hau ,prɪtɪ ʃi· ɪz

↘ hau ,klevər əv ju·

↘ hau 'naɪs əv ju· tə 'kʌm tə ,si: mi·

↘ hau 'streɪndz ðɪs 'ould 'mæn ,ɪz

№46

Revision.

Listen to your fellow-student reading the exercises. Detect his errors in sounds and intonation and tell him what he must do to get rid of them:

↘ sɪŋ ə , sɒŋ

↘ straɪk ə , ɡoŋ

↘ pleɪ ə 'geɪm əv pɪŋ , pɒŋ

'ɡoʊnɪ ʌp ðə ,stri:t

'lʊkɪŋ ət ðə ,pɪkʃə

'wɜ:kɪŋ ət ðə ,prɒbləm

'la:fɪŋ ət ðə ,dʒoʊk

'sɪŋɪŋ ɪn ðə ,hɜ:l

'rʌnɪŋ ɪntə ðə ,rum

№47

Revision.

Listen to your fellow-student reading the exercises. Detect his errors in sounds and intonation and tell him what he must do to get rid of them:

'traɪəl	ə \ feɪməs \ saɪəntɪst
'traɪəmf	ə \ kruəl \ paɪərɪt
'kwaɪət	ə \ freɪgrənt \ vaɪəlɪt
'taɪərənt	ə \ kould \ ʃauə
əd'maɪə	ə \ kli:n \ tauəl
dɪ'zaɪə	ə \ frʌnt \ vauəl

№48

Revision.

Listen to your fellow-student reading the exercises. Detect his errors in sounds and intonation and tell him what he must do to get rid of them:

tiə - tɛə - tuə

ə ↘ riə , kɔ:nə

diə - dɛə - duə

ə ↘ spɛə , mi:ni

miə - mɛə - muə

ə ↘ puər , æniməl

'bɒtl

'mɒdl

'rɒtn

'dʌbl

'aɪdl

'pætn

'sɪmpl

'bʌtn

'hɪdn

'rɪdl

'bi:tn

fə'bi:dn

↘ ou , diə | its 'kwaɪt , kliə

ðɛər a· , tiəz in hɜ:r aɪz

ðɛər ↘ ɪznt 'mʌtʃ , taɪm

ɪt ↘ ɪznt 'kwaɪt , raɪt

ʃi· ↘ hæznt got ə , pjænou

№49

Revision.

Listen to your fellow-student reading the exercises. Detect his errors in sounds and intonation and tell him what he must do to get rid of them:

fetʃ	tʃest	'dʒestʃə	edʒ	dʒɔɪn
kætʃ	tʃæt	dʒʌst	bædʒ	pɔɪnt
lætʃ	tʃa:t	dʒɒb	la:dʒ	ɪn'dʒɔɪ
sʌtʃ	tʃɔ:k	dʒɔ:	lɒdʒ	dɪs'trɔɪ
			dʒɔ:dʒ	

↘ fetʃ ðə ,bæg	↘ kɔ:l ,dʒɒn	ə ↘ draɪ ,tri:
↘ kætʃ ðə ,dog	↘ faɪnd ,dʒɔ:dʒ	ə ↘ broukn ,tɔɪ
↘ ri:tʃ ðə ,pa:k	↘ ti:tʃ ,dʒeɪn	ə ↘ frouzn ,rouz

№50

Revision.

Listen to your fellow-student reading the exercises. Detect his errors in sounds and intonation and tell him what he must do to get rid of them:

got - gout

not - nout

f3:m - foun

kot - kout

fond - found

p3:l - poul

sok - souk

kloθ - klouðz

g3:l - goul

b3:θ - bouθ

kæt - ka:t

hæt - ha:t

b3:st - boust

pæk - pa:k

hæd - ha:d

l3:n - ə'loun

bæk - ba:k

pæt - pa:t

ВИСНОВКИ

Як вже зазначалося, метою даного методичного посібника є забезпечення студентів та викладачів Педагогічного коледжу комплексом фонетичних вправ, спрямованих на формування у студентів лінгво-фонетичних навичок та умінь, необхідних для майбутнього вчителя англійської мови.

Характерною структурною особливістю методичного посібника є концентричний принцип вивчення практичної фонетики англійської мови за допомогою системності фонетичних явищ та процесів мови, що передбачає тісний взаємозв'язок константних та варіативних рис фонетичних одиниць. Побудова та зміст методичного посібника дозволяють проводити вивчення практичної фонетики англійської мови у тісній інтеграції з іншими частинами практичного курсу англійської мови – лексикою, граматиною, стилістикою, методикою викладання англійської мови та загальною лінгвістикою. Так, працюючи над темою «Інтонація», студенти відпрацьовують інтонаційні структури стверджувальних речень, загальних, спеціальних, альтернативних, диз'юнктивних питань, наказів, окличних речень, окремих граматичних структур тощо, які є також предметом вивчення практичної граматики англійської мови. До складу окремих вправ на відпрацювання фонетичних процесів входять сталі вирази, прислів'я, приказки, ідіоми, що вивчаються студентами на заняттях з лексики.

Викладачі Педагогічного коледжу працюють з системою вправ даного методичного посібника протягом кількох років у групах I-II-го курсів відділення „Іноземна мова”. Аналіз усних відповідей та письмових робіт студентів свідчить про те, що за час відпрацювання методичного посібника відбувалася поступова автоматизація навичок вимови голосних та приголосних фонем англійської мови, відтворення та вживання знайомих інтонаційних структур.

Впродовж ввідно-корективного курсу студенти отримали основи практичних знань про правильну артикуляційну вимову, систему англійських голосних та приголосних фонем та закономірності їх мовної реалізації, про особливості мовного наголосу, про акцентно-ритмічну та мелодійну організацію англійського висловлювання.

Під час вивчення теми «Артикуляція голосних і приголосних фонем англійської мови» відбувалася поступова корекція навичок вимови всіх голосних і приголосних звуків англійської мови. Впродовж роботи над цією серією вправ викладач починав кожне заняття з гімнастики органів мовлення, яка містила німі вправи на вироблення активної енергійної артикуляції, вправи для язика, губ тощо. Поступово викладач підключав голос і проводив відпрацювання фонетичних вправ на словах, що склалися з вивчених голосних та приголосних фонем, речень, римівок тощо. Таким чином, відбувалося вироблення правильної вимови, а також розвиток мовних навичок при поступовому ускладненні структури мовлення.

За час відпрацювання методичного посібника студенти практично засвоїли такий матеріал:

- артикуляційна база англійської мови;
- асиміляційна зміна звуку, властива цій мові;
- словесний і фразовий наголос, ритм англійської мови;
- слабкі і сильні форми слів у потоці мовлення;
- інтонація основних комунікативних типів речень в англійській мові;
- навички мелодійного оформлення синтагм;
- інтонація окремих синтаксичних структур – мелодика вставних конструкцій, опозицій;
- інтонація найуживаніших комунікативних типів висловлювань (привітання, подяка, вибачення, поздоровлення, запрошення, пересторога, наказ, побажання, здивування тощо);
- емпатичний наголос.

Даний методичний посібник практично опрацьовано і рекомендовано для подальшого використання у групах відділення «Іноземна мова».

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