

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Запорізький національний технічний університет

Методичні вказівки до семінарських занять з дисципліни
«Теоретична фонетика» (з аудіо додатком)

для студентів I курсу спеціальності 0203 Гуманітарні науки, 6.020303
"Філологія"

з подальшим навчанням за спеціальністю 7.02030304 "Переклад" усіх
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PART 1

Vowels and Consonants



IPA Chart

Vowels (1-19)

1-12 Monothongs
13-19 Diphthongs

Consonants

20-26 Plosives
27-34 Fricatives
35-36 Affricates
37-39 Nasals
40-43 Approximants
44-45 Glottal

 Voiceless
 Regional

1 i:	2 ɪ	3 e	4 æ	13 eɪ	14 ɔɪ	15 aɪ
5 ə	6 ɜ:	7 ʌ	8 ɑ:	16 əʊ	17 aʊ	18 ɒʊ
9 u:	10 ʊ	11 ɔ:	12 ɒ	19 ɪə	20 eə	21 ʊə
22 p	23 t	24 k	25 f	26 θ	27 s	28 ʃ
29 b	30 d	31 g	32 v	33 ð	34 z	35 ʒ
36 m	37 n	38 ŋ	39 w	40 r	41 j	42 l ɾ
43 h	44 ʔ					

Consonant Sounds - Introduction

1. A Consonant Sound is made by **blocking** air as it leaves the mouth.
2. The tongue, lips & teeth and voice are used in different ways for each sound.

- a) **EXERCISE L1.1** - Below is an example of every consonant sound in English. Listen to the recording and repeat. Which sounds are unusual to you?

type of sound	sound	word-initial	word-final
PLOSIVE Made by completely blocking the air in the mouth followed by an explosion of air..	/p/	park	stop
	/b/	best	lob
	/t/	time	might
	/d/	done	paid
	/k/	cart	lake
	/g/	guide	flag
FRICATIVE Made by pushing the air through a gap in the mouth, creating a friction sound.	/f/	fine	knife
	/v/	van	leave
	/θ/	think	path
	/ð/	those	bathe
	/s/	sort	pass
	/z/	zone	cheese
	/ʃ/	ship	marsh
	/ʒ/	-	measure
AFFRICATE Plosive followed by fricative.	/tʃ/	chart	itch
	/dʒ/	giant	page
NASAL Made partly through the nose.	/m/	main	lime
	/n/	no	rain
	/ŋ/	-	sing
APPROXIMANT Imbetween a vowel and a consonant, as the air is not fully blocked.	/w/	wall	-
	/r/	right	-
	/j/	yes	-
	/l/	like	fall
	/ɹ/		
GLOTTAL Produced in the glottis.	/h/	hate	-
	/ʔ/	-	what

Vowel Sounds - Introduction

1. A vowel sound **shapes** the flow of air in the mouth.
2. In spoken English there are **19 vowel sounds** (shown below):
3. Sounds 1 - 12 are **monothongs**: they require one mouth position.
4. Sounds 13 - 19 are **diphthongs**: they require two mouth positions.
5. Sounds /**ɒ**/ and /**ʊ**/ are common **regional variations**.
6. Sounds with / : / are **long**.

1 i:	2 ɪ	3 e	4 æ	13 eɪ	14 ɔɪ	15 aɪ
5 ə	6 ɜ:	7 ʌ	8 ɑ:	16 əʊ	17 aʊ	18 ɒʊ
9 u:	10 ʊ	11 ɔ:	12 ɒ	19 ɪə	20 eə	21 ʊə

a) **PRACTICE L 1.2** - Listen and repeat each word:

Short Sounds	Long Sounds	Diphthong Sounds
ɪ thin ʊ look e left ʌ love æ cat ɒ lost	i: need u: food ɜ: turn ɑ: heart ɔ: bored	eɪ pave ɔɪ boy aɪ time əʊ road aʊ down ɪə beard eə chair

LONG, SHORT OR DIPHTHONG?

b) **EXERCISE L 1.3** - Decide if the words below are long (l), short (s) or diphthong (d) sounds.
The first three have been done for you.

- | | | | | |
|-------------------|-----------------|------------------|-----------|-----------|
| 1. laugh L | 2. hot S | 3. side D | 4. chip | 5. moment |
| 6. worn | 7. machine | 8. lose | 9. round | 10. west |
| 11. cheers | 12. son | 13. book | 14. where | 15. are |
| 16. hat | 17. angry | 18. bird | 19. meat | 20. have |

s or z?

- An < s > in written English can be pronounced /s/ or /z/ in spoken English. There are some rules for this, but with many words, you have to learn which pronunciation is correct.

EXERCISE - Say the words in the box, and put them into their correct column in the chart:

lease	plays	lose	loose	was	lights	it's	peas	what's	crease
is	us	please	pass	as	stop	he's	who's	chase	

S	Z
lease	plays

- **L1.7** Listen to check your answers.
- Learn any words which you put in the wrong column.

IPA - Introduction

1. IPA stands for **International Phonetic Alphabet**.
2. IPA shows us how to **pronounce** words instead of how to spell them.
3. It is very useful to learn IPA, as you can find the pronunciation of any word in a dictionary.
4. On the course, you will learn how to read and write in IPA.
5. The most common sound in English is /ə/.
6. /ə/ can be spelt with <a> <e> <i> <o> or <u> in written English.

a) **PRACTICE** L1.8 Before you do the exercise below, listen to and repeat /ə/ sound.

NAME IT!

b) **EXERCISE** Match the categories on the left with words written in IPA on the right and write the word next to the answer. If it is too difficult, use the sound file L1.9 to help.



Category	IPA
colour	bə'na:nə
city	'kærəlaim
man's name	mə'seɪdɪz
woman's name	'kwi:n i'lɪzəbəθ
make of car	'pɜ:pəl <i>purple</i>
fruit	mə'drɪd
vegetable	'tɒməs
animal	'kærət
famous English man	'pɔ:tʃəgəl
famous English woman	'eləfənt,
sport	'deɪvɪd 'bekəm
country	kə'nʊ:..ɪŋ

- L1.9 Listen then repeat the words from 'Name It'. Pay attention to the /ə/ sound.
- What does /' / show? (Answer on last page of this pack).

Speech Structure - The Schwa /ə/

1. Spoken English is divided into **strong** and **weak** forms.
 2. The weak sound /ə/ is the most common sound in English.
 3. /ə/ is found in unstressed syllables of words:

L1.10 'photograph pho'tography com'puter
 / 'fəʊtəgrɑ:f / / fə'tɒgrəfi / / kəm'pjʊ:tə /

4. /ə/ is also found in **function words** (see next page for full description).

L1.10 There are a couple of people here.
 | ðə ə ə kʌpəl əv pi:pəl hɪə |

PRACTICE L1.11 Listen and repeat the schwa /ə/ sound. Your mouth should be relaxed with the jaw slightly open and the tongue resting in the middle. Your lips should not move when you produce the sound.

EXERCISE L1.12 Listen and underline the schwa sounds in these words

EG com'passion

'England 'mother po'tato 'bottomless co'llapse
 congratu'lations 'darken par'ticular 'London

EXERCISE L1.13 Listen to the recording as you read the extract. The schwa sound is written.

My mother is coming ə see me ə tomorrow ə afternoon. She often comes over on Saturdays because my father is ə the football. ə's nothing that mum hates more ə than football.

Normally we have ə chat ə about whatever we've been doing, or if the ə was anything good on television yesterday. Tomorrow ə'm certain she'll ask me about my trip ə Brazil. ə'm going there ə for a month ə to film wild animals in the jungle, like tigers ə and parrots.

- 'Have you checked the weather forecast?' she'll ask.
- 'Ye've packed yer pyjamas ə and yer slippers' will be next.
- 'and you won't drink ə lot ə of alcohol, will you?'

ə probably won't mention that ə'll be photographing some ə of the most dangerous animals in the world. It might make her worry.....

Speech Structure - Function Words

- TASTER L1.14** i) Listen to the word 'from'.
 ii) Listen to the sentence 'It's from Keith'.
 iii) How has the word changed in the sentence?




1. A function word only has a **grammatical** use in the sentence.
2. These are normally - **pronouns** (eg. she, his, they)
 - **auxiliary verbs** (eg be, do, have, would, will)
 - **prepositions** (eg to, from, for, at)
 - **articles** (eg the, a, an)
 - **quantifiers** (eg some, any)
3. Function words can be said in **two ways: strong and weak**.
4. Most function words contain the **schwa /ə/** sound when they are **weak**.
5. Words that are not function are called **Content Words**.

- PRACTICE L1.15** - Repeat the function word as a strong form, then as a weak form within a sentence.

	Function Word (Strong Form)	Function Word In Sentence (Weak Form)
1	for	Is that <u>for</u> John?
2	are	<u>Are</u> you ok?
3	have	What <u>have</u> you done?
4	as	<u>As</u> good <u>as</u> it gets.
5	to	Let's go <u>to</u> the cinema.
6	at	She's <u>at</u> school.
7	can	<u>Can</u> I help you?
8	from	It's <u>from</u> Peter.
9	her	What's <u>her</u> name?
10	do	<u>Do</u> you need some help?

Intonation - Introduction

1. Intonation is the movement in **pitch** of the voice.
2. There are **three intonation patterns** in spoken English:

fall	fall-rise	rise
		

3. Intonation tells us the speaker's **attitude** to the words they are saying:

L1.16 ↘ No (no) ↘ ↗ No (maybe) ↗ No (surprise)

- a) **PRACTICE** Repeat the words in the box on the right:

L1.17 1. Using ↘ Falling intonation

L1.18 2. Using ↘ ↗ Fall-rising intonation

L1.19 3. Using ↗ Rising intonation

no yes what
how right
terrible ridiculous

- b) **PRACTICE** **L1.20** Repeat after the recording.

1. ↘ No ↘ ↗ No ↗ No
2. ↘ Yes ↘ ↗ Yes ↗ Yes
3. ↘ What ↘ ↗ What ↗ What
4. ↘ How ↘ ↗ How ↗ How
5. ↘ Right ↘ ↗ Right ↗ Right
6. ↘ 'Terrible ↘ ↗ 'Terrible ↗ 'Terrible
7. ↘ Ri'diculous ↘ ↗ Ri'diculous ↗ Ri'diculous

- c) **EXERCISE** **L1.21** Listen to the words and write the pattern that you hear below:

1. 2. 3. 4. 5. 6. 7.

Intonation - Tonic Syllable

TASTER L1.22 - Listen to the same question in 4 different ways:

1. | are you from 'Germany? |
2. | are you 'from Germany? |
3. | are 'you from Germany? |
4. | 'are you from Germany? |

1. The **tonic syllable** is the most important syllable in the sentence.
2. In the taster above, the tonic syllable is different in each sentence.
3. The **intonation pattern begins** on the tonic syllable.
4. The intonation pattern **ends** at the end of the sentence/unit.
5. Before the tonic syllable, the pitch is quite **flat**.

d) **PRACTICE L1.23** Repeat, following the patterns shown, the tonic syllable is underlined:





1. | Are you going ↘ out tonight |
2. | Is everything ↗ alright |
3. | How ↘ ' are you |
4. | How are ↘ ' you |
5. | You're ↗ ' what? |
6. | ↘ Good | ↘ isn't it |
7. | ↘ Finished | ↗ have you |
8. | I'm ↘ ' broke | ↘ ' aren't I |
9. | I hoped it would ↘ ' rain today |
10. | I ↘ ↗ hoped it would rain today |

PART 2 QUIZZES

QUIZ 1

1. Write the correct transcriptions under each image. There is one you don't need.

- a) /fɪf/
- b) /fɪst/
- c) /fɪ:p/
- d) /fɪz/
- e) /fɪp/

2. Which word is this? /æd'vɜ:tɪsmənt/

3. Listen to the recording. Which word do you hear?

- a) work
- b) walk
- c) woke

4. Listen to the recording. How many words are in the phrase that you hear?

- a) 3
- b) 4
- c) 5

5. Which word is different?

- a) worked
- b) watched
- c) wanted
- d) walked

6. Write the correct transcriptions under each image. There is one you don't need.

- a) /kæp/
- b) /kæt/
- c) /kʌp/
- d) /kæb/
- e) /kɒp/

7. Which word is this? /'nʌlɪdʒ/

8. Listen to the recording. Which word do you hear?

- a) hit
- b) heat
- c) hate

9. Listen to the recording. How many words are in the sentence that you hear?

- a) 3
- b) 4
- c) 5





10. Which word is different?

- a) wished
- b) jumped
- c) kissed
- d) waited

QUIZ 2

1. Write the correct transcriptions under each image. There is one you don't need.

- a) /bʌd/
- b) /bel/
- c) /bɔ:l/
- d) /bul/
- e) /bɜ:d/

2. Which word is this? /'dɔ:tə/

3. Listen to the recording. Which word do you hear?

- a) jeep
- b) cheap
- c) sheep

4. Listen to the recording. How many words are in the phrase that you hear?

- a) 3
- b) 4
- c) 5

5. Which word is different?

- a) times
- b) roses
- c) wishes
- d) sizes

6. Write the correct transcriptions under each image. There is one you don't need.

- a) /kɔ:k/
- b) /keɪk/
- c) /keɪs/
- d) /kʊk/
- e) /kɪs/

7. Which word is this? /mægə'zi:n/

8. Listen to the recording. Which word do you hear?

- a) recipe
- b) receipt
- c) recent

9. Listen to the recording. How many words are in the sentence that you hear?

- a) 3
- b) 4
- c) 5

10. Which word is different?

- a) church
- b) child
- c) channel
- d) chemist

QUIZ 3

1. Write the correct transcriptions under each image. There is one you don't need.

- a) /beə/
- b) /bi:/
- c) /bɔɪ/
- d) /ba:/
- e) /beɪ/

2. Which word is this? /'mɔ:nɪŋ/

3. Listen to the recording. Which word do you hear?

- a) where
- b) were
- c) wore

4. Listen to the recording. How many words are in the phrase that you hear?




- a) 4
- b) 5
- c) 6

5. Which word is different?

- a) good
- b) would
- c) look
- d) food

6. Write the correct transcriptions under each image. There is one you don't need.

- a) /bæk/
- b) /buk/
- c) /ba:k/
- d) /baɪk/
- e) /bi:k/

7. Which word is this? /kə'nekʃənz/

8. Listen to the recording. Which word do you hear?

- a) tree
- b) three
- c) free

9. Listen to the recording. How many words are in the sentence that you hear?

- a) 4
- b) 5
- c) 6

10. Which word is different?

- a) european
- b) united
- c) uncle
- d) university

QUIZ 4

1. Use the following symbols to write out the pronunciation of the following word: Chocolate

/t/ /l/ /'tʃ/ /k/ /ɒ/ /ə/

/ _____ /

2. Which phrase is this? /ɪtsʌptə'juː/

3. Listen to the recording. You will hear two words. Are they the same or different?
- a) same
- b) different

4. Listen to the recording. How many words are in the phrase that you hear?

- a) 5
- b) 6
- c) 7

5. Which word is different?

- a) how
- b) cow
- c) low
- d) now

6. Use the following symbols to write out the pronunciation of the following word: Aircraft

/t/ /'eə/ /f/ /r/ /a:/ /k/

/ _____ /

7. Which word is this? /prənˈsiːfən/

8. Listen to the recording. Which word do you hear?

- a) van
- b) ban
- c) fan

9. Listen to the recording. How many words are in the sentence that you hear?

- a) 5
- b) 6
- c) 7

10. Which word is different?

- a) post
- b) lost
- c) crossed
- d) tossed

QUIZ 5

1. Write the correct transcriptions under each image. There is one you don't need.

- a) /tʃɪəz/
 b) /tʃeə/
 c) /tʃi:z/
 d) /tʃɪn/
 e) /tʃeɪn/

2. Which phrase is this? /haʊ'mʌtʃɪzɪt/

3. Listen to the recording. You will hear two words. Are they the same or different?

- a) same
 b) different

4. Listen to the recording. How many words are in the phrase that you hear?

- a) 4
- b) 5
- c) 6

5. Which word is different?

- a) thing
- b) other
- c) brother
- d) these

6. Write the correct transcriptions under each image. There is one you don't need.

- a) /hʌt/
- b) /hɪ:t/
- c) /hɪt/
- d) /heit/
- e) /hæt/

7. Which word is this? /'Intəvju:/
-

8. Listen to the recording. Which word do you hear?

- a) fast
- b) first
- c) feast

9. Listen to the recording. How many words are in the sentence that you hear?

- a) 5
- b) 6
- c) 7

10. Which word is different?

- a) laugh
- b) cough
- c) enough
- d) although

PRONUNCIATION 1

BBC Learning English - Talk about English

July 4, 2005

Callum: Hello and welcome to Talk about English. I'm Callum Robertson. In today's programme we're going to be looking at the topic of pronunciation. What makes good pronunciation and what is it that native speakers do when they are talking that you can do to make your spoken English more fluent and natural. To discuss these topics I've been joined today by teacher, teacher trainer and materials writer, Alan Stanton. Hello Alan

Alan: (brief hello)

Callum: When learning a language there are many things to study and practice – such as vocabulary and grammar; skills such as reading, writing and speaking. A key to good speaking is good pronunciation. Alan, first, how important do you think pronunciation is as a language skill and what do we mean by good pronunciation?

NB: The following are notes that we were used for the discussion when it was recorded. This is not a transcript

Alan: People want to be understood when they speak to others. They don't want their words to be mistaken for other words because they haven't pronounced them very well. (Possible story of student who wanted to buy a train ticket to Turkey and was sold one to Torquay). Good pronunciation – clear and comprehensible, not placing a strain on the listener, not necessarily a perfect imitation of a particular native-speaker accent

Where to start with pronunciation – because it's not the same as spelling.

Sometimes difficult to know the pronunciation from the spelling. 26 letters but 44 sounds. Can use phonemic symbols to represent these sounds. Possible to find out the pronunciation by using a dictionary, if you know these symbols.

Should students aim to sound like a native speaker?

Not essential to sound like native speaker – lots of acceptable native speaker accents. Important to understand native speakers- speech will be fast and fluent – may cause difficulties. Important to know what native speakers do when they speak. Useful for listening to the radio, TV, films even if you don't meet many native speakers

What are some of these things? Weak forms

One important feature is the weak pronunciation of vowel sounds. For example 'and' sounds like 'n', 'of' sounds like 'To' sounds likeSchwa

– most common weak form – very prevalent in fluent speech – common in grammar words / prepositions etc

Sounds not letters

As mentioned before there are the phonemes, sounds, which can be used to 'spell' the pronunciation of individual words

There are some words like 'cat' where we can hear every sound that appears in the spelling. Three letters, three sounds. In contrast, fought, past of fight, six letters, three sounds. 'catch' five letters, three sounds, 'caught' six letters, three sounds. 'through', seven letters, three sounds.

Final consonant – initial vowel linking So far we've looked at individual words but we don't usually speak in individual words.

In writing you can see the gaps between words, but when speaking fluently it can become difficult to hear those gaps because usually they aren't there at all and often, when two words come together we naturally do things to make them flow easily and these things quite often mean that the sound spelling of a word will change. If we take the phrase 'a cup of tea' 'a' 'cup' 'of' 'tea' but when we say them together as part of sentence, different things happen - We could say 'cup of tea' very slowly but usually we join the words together – 'cupevtea'

So what is happening here?

A number of things, one to look at today - linking – where we join two words together. Happens in different ways. When a word ending in a consonant sound is followed by a word beginning in a vowel sound, there is a smooth transition from one to the other. 'Cup of' becomes 'cupev' This is very common and can be found in just about any example of speech. Here are a few sentences from a BBC News report about traffic problems in a small Russian town.

By Russian standards Tashtagol is a tiny little town - just twenty-thousand people, a few streets and a handful of roads. So you may be surprised to learn that traffic problems here have been causing chaos - not because of cars but because of cows. Highlight examples from text and comment as necessary

INSERTS (Can be played in as short clips)

..is a tiny little town

a few streets and a handful of roads

not because of cars but because of cows

These examples (above) show linking to a weak form which is very common –but not just with weak forms, all consonant vowel combinations

-

We have an example of that here

INSERT switch off

"Don't forget to switch off the light before you go out"

Comment on 'switch off' - linking to a strong vowel

And that can sometimes lead to misunderstandings can't it?

Eg fry degg' instead of 'fried egg' I scream/ice cream. 'Switch off the light' may sound, because of linking as if there is a word 'choff'

Consonant to vowel linking the most common, but not the only form of linking.

If we listen to the end of the switch off the light sentence, we can hear another kind of linking

INSERT switch off

"Don't forget to switch off the light before you go out"

When a word ending in a vowel sound is followed by a word beginning in a vowel sound, we need to add another sound to make the transition between the words smooth – we add either a /w/ as in 'win' or a /j/ as in yes.

So, for example, 'do it' – sounds like 'dowit' and 'I am' is pronounced like 'Iyam.'

In this example we had 'go out' – 'gowout'

Outline when /w/ and when /j/

When a word ends in o or u, we can hear a w sound. When it ends in I or ee or i, we can hear j (Strictly speaking it is rounded and spread lip position but it is best to keep it simple. It is not possible to get these wrong – only not to do them at all – because it is a purely physiological reaction)

Some examples

Contrast: three eggs (j sound) two eggs (w sound)

Go up, go in, go out, no entry (all w)

See it (j)

Callum: That's just about all we have time for today. Before we go a quick recap, Alan, what are the main points we talked about today?

Alan: Number of letters not the same as the number of sounds

Weak forms very common – a, to, of

Final consonant linking to following vowel (sit up_)

Final vowel linking to following vowel as w or j (two eggs. Three eggs)

Callum: Remember you can listen to our programmes online and do a range of exercises including pronunciation practice on our website at bbclearningenglish.com

Hope you can join us next time for more Talk about English. Goodbye

PRONUNCIATION 2

BBC Learning English - Talk about English

July 11, 2005

Callum: Hello and welcome to Talk about English. I'm Callum Robertson. In today's programme we are looking at the topic of pronunciation, we'll be answering a question on spelling and pronunciation and looking at what happens to certain sounds in words when people are speaking naturally and fluently.

To discuss these topics I've been joined by teacher, teacher trainer and materials writer, Alan Stanton. Hello Alan

Alan: (brief hello)

Callum: First today, a question about spelling and pronunciation, Rohini, who's living in the United States, emailed us and wants to know why we use the article 'a' in front of the word European – a European. European begins with the letter 'E' which is a vowel, so he's wondering why don't we use 'an'

Alan: to recap – sounds not same as letters, although European begins with a vowel letter, it's actually pronounced as a consonant. Elaborate with further eggs if necessary. As a sound-based rule 100% - there are no exceptions. Other examples: an honest man, an MP (contrast: a member of Parliament), an sae (contrast: a stamped addressed envelope), an hour, a university (compare: an uncle –same letter u but two different pronunciations)

Natural tendency to join words together in the easiest, simplest and smoothest way (Leads on to a mention of the boundaries between words when spoken. Tend to make them as smooth as possible to enable fluency.)

Callum: One thing that is very common in fluent speech is linking. Brief recap of consonant to vowel and /w/ /j/ linking.

We looked at consonant – vowel linking in phrases such as 'out of order'.

Linking w between vowel sounds – No entry

Linking j between vowels – see it

Callum: There's another kind of linking to take a quick look at ..

Alan: This is with 'r'. Those British speakers who don't pronounce final 'r' will reintroduce it when the next word begins with a vowel. So for example

the word ‘there’ – in RP for example, no ‘r’ sound at the end – but if the next word begins with a vowel then we do pronounce the ‘r’ – e.g. ‘there is’ (but it should be said that there are many accents which do pronounce the ‘r’ sound in the first place)

Some examples:

Four

Four eggs

Where is the car? (no r)

(but there is a linking r in ‘where is’)

The car is here

Callum: Today we're looking at some more features of natural fluent speech. What is it that happens when native speakers are talking that makes it difficult to catch the words, even when you know them. One thing we've looked at is linking, which sometimes changes or adds a sound to make it easier to say. But there are other things that also happen.

Alan: We've looked at what happens when a word ends with a consonant sound and the next word is a vowel sound, and when there is a vowel sound to vowel sound link. But what happens when there are two consonant sounds the same, one at the end of a word, one at the beginning of the next?

Callum: We have an example here of that:

INSERT EXAMPLE

I'm a bit tired

Callum: What can you highlight from this example?

Alan: Linking I'm_a, weak form 'a', but also we have the word 'bit', which ends in the consonant sound /t/ and that's followed by the word 'tired' which begins with the same sound. When this happens we don't pronounce both - so not, bit tired (pronouncing both) – but join the two together but we don't hear the first t – at the end of bit.)

When we say ‘I’m a bit tired’ we can’t really hear the t sound at the end of bit. What happens is that our tongue is in the right position to say t but we only release this sound when we say the next word.

INSERT EXAMPLES

We have a lot to do

Tell me what to say

Sit down

Callum: This sounds quite subtle and difficult and is it really necessary for people to do this when they talk.

Alan: Probably not important to try to do it, because by trying to do it can give unnatural emphasis.

In fact, learners should never actually try to do this, because the whole point is that it happens in a very natural way without making any effort at all. But knowing that it happens can help you understand what you hear. It may help you to work out the grammar.

Callum: Let's have a listen to some examples of that, when you listen to these examples, can you tell what tense they are?

INSERT EXAMPLE

I've finished it.

She's slept for 3 hours

Alan: Because I can see them written down in front of me I know that they are both present perfect – I have finished and She has slept – but we have reduced 'have to 've', so we don't hear it separately from the f sound at the beginning of 'finished'. Similarly, we have reduced 'has' to 's' and we don't hear it separately from the following 's' sound in 'slept'. This makes the present perfect sound just like the past simple.

Of course, in real life the context makes it clear which tense we are using, or we may hear words such as 'yesterday' or 'last week' which we can use with the past simple but not with the present perfect. In fact, it may not matter very much which tense we use. That may sound a bit shocking to students who are accustomed to doing exercises in which they have to choose the right tense, but real language can be very messy.

Callum: There's one more feature we of fluent, connected speech that we're going to look at today. See if you can work out what it is. You are going to hear a number of examples – in each case you'll hear the word, then you'll hear that word in a sentence. Something will happen to that word in the sentence, can you work out what it is? Here's a clue, concentrate on the last sound of the word. Here are the examples.

INSERT EXAMPLES

Next – I'm going next week – next - next week

Worst – That was the worst job I ever had! – worst - worst job

Just – Just one person came to the party! – Just – just one

Can't – I can't swim – can't – can't swim

Callum: Did you hear the difference. Alan, what's happening there?

Alan: In rapid speech /t/ sound at the end of a word often disappears completely if there are consonant sounds on either side. In other words, when we have three consonant sounds in a row and the one in the middle is

t, the t will often disappear. Can hear this in individual words to – like Westminster or postman–This also happens with /d/ sound.

Callum: That's all we have time for in today's programme, before we go, a quick recap of the features we've looked at so far:

Alan: We've seen that words run together in different ways,

- they can link
- they can merge
- and they can drop sounds

Callum: Remember you can listen to our programmes online and do a range of exercises including pronunciation practice on our website at bbclearningenglish.com

Hope you can join us next time for more Talk about English. Goodbye

PRONUNCIATION 3

BBC Learning English - Talk about English

July 18, 2005

Callum: Hello and welcome to Talk about English. I'm Callum Robertson. In today's programme we are looking at the topic of pronunciation and in particular what happens to words when they are pronounced not by themselves, but when they are pronounced as part of everyday speech.

To discuss these topics I've been joined by teacher, teacher trainer and materials writer, Alan Stanton. Hello Alan

Alan: (brief hello)

Callum: When studying vocabulary, it's important to find out how a word is pronounced, and if you know the phonemic symbols which represent the sounds of English, you can use a dictionary to find out this pronunciation. However words aren't always pronounced the same! The pronunciation of a word can change in normal speech. Alan, can you give us some examples of this?

Alan: (Recap: Linking: different kinds – there's linking of a final consonant sound to a following vowel sound, for example – fried egg There is linking of final vowel sound with initial vowel sound, either with a w sound, for example – go in. Or with a j sound, for example- say it

Merging: Also when one word ends in a consonant sound and the next begins with a consonant sound, we don't hear both separately, we just hear one e.g. a bit tired

Disappearing: And then there is elision where sounds that we can see in the spelling disappear in the pronunciation. This particularly affects t when it has a consonant sound on either side e.g. just do it

Callum: So we've seen that in speech, sounds link, they merge and they even disappear. Unfortunately that's not all that they do. Sounds can also change!

Here are some examples. Listen to two words said individually, then listen to them in a sentence – can you hear the difference, what is happening where the two words meet.

INSERT EXAMPLES 1

Good girl. She's a good girl. Good girl - Good girl

Alan, what's happening here

Alan: The sound at the end of the first word is taking on the quality of the sound at the beginning of the second. So the /d/ at the end of good, becomes like the /g/ at the start of good. It doesn't disappear, it actually sounds like a /g/.

Here are some more examples:

INSERT EXAMPLES 2

Goodboy. He's a good boy. Good ...boy. Good boy

White Paper. I only use white paper. White Paper. White paper

Speed Boat. I've never been in speed boat. Speed Boat. Speed boat

Callum: Why does this happen?

Alan: The reason for this feature of connected speech – it's called assimilation, by the way, is to do with the place in the mouth where we make sounds. For example, when you say /b/ or /p/ you can feel that both your lips are pressed together. When you say /t/ or /d/ or /n/ you can feel that your tongue is touching above your top teeth, [on a place called the alveolar ridge].

When you say /k/ or /g/ or the –ng sound at the end of words like 'going', you can feel the back of your tongue touching the roof of your mouth. What happens is that the sounds pronounced on the alveolar ridge change so that they resemble sounds made in the other two places. For example, in the phrase 'we can go now' the /n/ in 'can' sounds like 'ng' because of the influence of the following /g/ sound. If we take the phrase 'We can buy it' the

/n/ in 'can' sounds like a /m/ because of the influence of the following /b/.

Callum: Let's listen to those phrases said very slowly and then at normal speed.

INSERT EXAMPLES 3

We can go now. We can go now. Can go Can go

We can buy it, We can buy it. Can buy. Can buy

So the same word can be pronounced in more than one way.

Alan: Yes, because we could hear the strong form – can, the weak form cn, or the assimilated forms in ‘we can go now’ and ‘we can buy it’ More examples: On my way here today, I walked through Green Park. If I say this slowly it is Green Park but at normal speed it is Greem Park.

INSERT EXAMPLES 4

Green Park. I walked through Green Park. Green park Green park
On Monday. He arrives on Monday. On Monday On Monday
Fine by. It's fine by me! Fine by fine by

Callum: And sometimes sounds can disappear and cause other sounds to change. Let's hear an example of that, first within a single word

INSERT EXAMPLE 5

Hand bag. I can't find my handbag. Hand bag handbag

Callum: A hambag!

Alan: first thing is the /d/ sound between two consonant sounds, it disappears, this now leaves the /n/ sound at the end of the first syllable, the next sound is /b/ and so the lips try to say /n/ while getting into the right shape to say /b/ and that turns it into an /m/ sound, so it sounds like ‘hambag’.

Callum: That was an example from a single word. But what about in a sentence? One of the famous sites of London is an old cathedral. Listen to the words and how they are pronounced individually then together.

INSERT EXAMPLE 6

Saint Paul's. I'm going to visit Saint Paul's Cathedral today. Saint Paul's, Saint Paul's

Alan: What is happening here is that first of all we are pronouncing the word ‘saint’ in its weak form ‘st’. The /t/ sound then disappears because it has a consonant sound on either side. This puts /n/ next to /p/ so the /n/ changes to /m/ and it sound like ‘smpauls’.

Callum: And isn't there another kind of assimilation, different from what we have been discussing so far?

Alan: Yes, there is a type of assimilation known as coalescent assimilation in which both sounds change to a third sound. For example when we say Could you come tomorrow? The d at the end of could, and the j at the end of you join together to make a third sound, so it sound like /dz/. Other examples are

INSERT EXAMPLES 7

Would you. Would you like some tea? Would you – would you Did you. Did you see it?. Did you did you

Callum: Today we've been looking at pronunciation and particularly at how sounds at the end of words can change when they bump into the following word, as they do in everyday speech.

Here now is another example of every day speech which doesn't exactly sound the same as the individual words.

INSERT EXAMPLES 8

Do you want to get a cuppa? (like – djew wanna getta cuppa?)

Alan: Quite a few things happening here! First 'Do you' - 'djew' .

The /d/ and /j/ are joining to make a /dz/ sound

Elaborate and extend with further examples (I can get these recorded if you have specific examples you'd like to refer to

Want to – wanna – elision and weak form (though yes not a true example as a rather informal(lazy?) pron.

Get a – getta – linking and weak form

Cup of tea – cuppa – elision of /f/, weak form and linking

Callum: So when this happens and with the other features of fluent speech, like linking and joining and disappearing sounds it's not surprising that many people find listening a difficult skill. Often what they hear doesn't seem to match what they know. Alan, what's your advice for students on how to deal with this.

Alan: The features we have been looking at today are the inevitable result of speaking fast and fluently, so there is no need to deliberately practise them but knowing about them can improve your listening comprehension.

One thing that learners can do is learn the phonemic symbols because this will enable you to find out the pronunciation of words from a dictionary. However, some of the features we have been looking at, such as sounds disappearing and changing, are not always indicated by the phonemic symbols in dictionaries.

But learners can listen carefully, especially to what happens to the sound /t/ and the sound /m/ because these are the probably the easiest ones to spot. Some learners might find it helpful to read aloud while listening to a cassette, if they have both the cassette and the tapescript.

Callum: Well, I'm afraid that's all we have time for today, thank you very much Alan for being with us.

Alan: Goodbye

Callum: Remember you can listen to our programmes online and do a range of exercises including pronunciation practice on our website at bbclearningenglish.com Hope you can join us next time for more Talk about English. Goodbye

TRANSCRIPTION PRACTICE

Exercise #1

- | | |
|------------|------------|
| 1. sit | 11. would |
| 2. friend | 12. praise |
| 3. valley | 13. cabin |
| 4. cup | 14. fudge |
| 5. oboe | 15. comb |
| 6. time | 16. busy |
| 7. do | 17. hungry |
| 8. age | 18. sugar |
| 9. sphere | 19. fluid |
| 10. health | 20. money |

Exercise #2

- | | |
|-----------|------------|
| 1. do | 11. should |
| 2. go | 12. course |
| 3. mob | 13. tell |
| 4. son | 14. we |
| 5. said | 15. cafe |
| 6. plaid | 16. bit |
| 7. maid | 17. sign |
| 8. double | 18. police |
| 9. soup | 19. laugh |
| 10. soul | 20. flaunt |

Exercise #3

- | | |
|----------|-----------|
| 1. clap | 11. crazy |
| 2. steak | 12. ghost |
| 3. click | 13. egg |
| 4. ache | 14. tug |

- | | |
|-----------|--------------|
| 5. plaque | 15. singer |
| 6. gem | 16. finger |
| 7. dodge | 17. tank |
| 8. job | 18. flung |
| 9. fizz | 19. Xerox |
| 10. easy | 20. question |

Exercise #4

- | | |
|----------|--------------------------|
| 1. cease | 11. of |
| 2. fuss | 12. Stephen |
| 3. blitz | 13. issue |
| 4. mix | 14. partial |
| 5. scene | 15. chic ("fashionable") |
| 6. chin | 16. bush |
| 7. batch | 17. phone |
| 8. much | 18. rough |
| 9. cello | 19. reef |
| 10. vest | 20. fluff |

Exercise #5: Silent Letters

- | | |
|---------------|----------------|
| 1. bouquet | 11. cupboard |
| 2. czar | 12. sword |
| 3. resign | 13. rheumatism |
| 4. knee | 14. corps |
| 5. silhouette | 15. psyche |
| 6. write | 16. taught |
| 7. thumb | 17. phlegm |
| 8. gnaw | 18. arraign |
| 9. subpoena | 19. mine |
| 10. chalk | 20. column |

Питання на перший рубіжний контроль

1. Визначте, що складає предмет фонетики.
2. Визначте значення фонетики як наукової дисципліни.
3. Яким чином звукова сторона мови співвідноситься з граматичним строем, лексикою, морфологією?
4. Що вивчає загальна і спеціальна фонетика? Описова й історична фонетика? Експериментальна і компаративна фонетика?
5. Визначте місце фонетики серед інших лінгвістичних дисциплін.
6. Сфери застосування результатів досліджень з фонетики.
7. Експериментальні методи, які використовуються в дослідженнях з акустики звуків мовлення
8. Експериментальні методи, які використовуються в дослідженнях артикуляторного аспекту звуків мовлення.
9. Експериментальні методи, які використовуються в дослідженнях функціонального аспекту звуків мовлення.
10. Чи має значення матеріальна природа плану вираження (звукова сторона) мовного знака для семіотики (загальної теорії знака)?
11. Що означає той факт, що всі людські спільноти користуються звуковими мовами?
12. Обґрунтуйте, чому всі існуючі живі мови є звуковими.
13. Визначте значення фонетики як наукової дисципліни.
14. Визначте поняття фонем. Функції фонем у мовленні.
15. Фонетика і фонологія. Об'єкти досліджень у фонетиці і фонології.
16. Дистрибутивний метод виділення фонем. Проілюструйте на прикладах.
17. Як розуміють фонему представники Московської школи?
18. Як розуміють фонему представники Ленінградської школи?
19. Як розуміють фонему представники Празької школи?
20. Вкажіть на розбіжності в сегментації мовлення з точки зору Трубецького і Щерби.
21. Чим можна пояснити розбіжності результатів виокремлення інвентарю фонем різними дослідниками?
22. Охарактеризуйте три аспекти звуків мовлення.

23. Охарактеризуйте два види алофонів. Наведіть приклади англ., укр., рос. мовами.
24. Чим визначається спів належність алофонів одній фонемі?
25. Визначте поняття диференційних ознак.
26. Поясніть принцип комутаційної перевірки.
27. Метод добору мінімальних пар. Опозиції. Види опозицій у залежності від кількості розрізняювальних рис.
28. Проаналізуйте позитивні і негативні сторони атомістичного трактування фонем.
29. Фонема і алофони. Дайте визначення і проілюструйте на прикладах.
30. Вкажіть, чим зумовлене різноманіття звукового вираження фонем.
31. Охарактеризуйте поведінку фонем в позиції нейтралізації з точки зору Щерби і Санкт-Петербурзької фонологічної школи.
32. Охарактеризуйте поведінку фонем в позиції нейтралізації з точки зору Московської фонологічної школи
33. Охарактеризуйте поведінку фонем в позиції нейтралізації з точки зору Празької фонологічної школи.
34. Дайте визначення поняттям архіфонем, гіперфонем, морфонем. Наведіть приклади.
35. Органи мовлення та їх участь у творенні звуків мовлення. Активні та пасивні органи мовлення.
36. Будова мовленнєвого апарату.
37. Механізми артикуляції. Такти дихання.

Питання на другий рубіжний контроль

1. Охарактеризуйте 4 критерії класифікації англійських приголосних. Порівняйте з російською/українською мовами.
2. Охарактеризуйте англійські приголосні залежно від роботи голосових зв'язок.
3. Охарактеризуйте англійські приголосні залежно від органів мовлення, що утворюють перешкоду.
4. Охарактеризуйте 5 критеріїв класифікації голосних в англійській мові. Порівняйте з російською/українською мовами.
5. Охарактеризуйте англійські голосні за ознакою ряду.
6. Охарактеризуйте англійські голосні за ознакою огубленості.
7. Артикуляційна база англійської мови в області консонантизму.
8. Артикуляційна база англійської мови в області вокалізму.
9. Порівняйте фонологічний статус аффрикат в англійській і російській/ українській мовах. Проілюструйте на прикладах.
10. Порівняйте фонологічний статус дифтонгів в англійській і російській/ українській мовах. Проілюструйте на прикладах.
11. Охарактеризуйте англійські голосні за ознакою приєднання до наступного голосного.
12. Визначте поняття складу
13. Складоутворення. Теорія м'язової напруги або дуги напруги. Плюси і мінуси теорії.
14. Складоутворення. Сонорна теорія. Плюси і мінуси теорії.
15. Складоутворення. Теорія дихальних поштовхів. Плюси і мінуси теорії.
16. Складоподіл на підставі слабпочаткових / сильнокінцевих і сильнопочаткових / слабо кінцевих приголосних.
17. Які сонанти виступають як складотвірні в англійській і російській/українській мовах?
18. Дайте визначення інтонації.
19. Визначте функції інтонації.
20. Укажіть функції інтонаційних компонентів (сили, висоти тону, тембру, темпу, інтенсивності).
21. Які розділові знаки замінюють інтонацію на письмі?
22. Які комунікативні типи пропозицій вимовляються з висхідним тоном? Наведіть приклади.

23. Чим визначається комунікативний тип речення в мові?
24. Фразовий наголос, його відмінність від словесного наголосу.
25. Типи наголосу. Їх ознаки, функції.
26. З якими суперсегментними явищами нерозривно пов'язаний фразовий наголос, доведіть на прикладах.
27. Які просодичні одиниці перебувають у складній і неподільній єдності в живій мові.
28. Синтагма або смислова група.
29. Наведіть приклади й поясніть, яким чином наголос виконує функції слово- і форморозрізнення.
30. Місце наголосу в словах, пов'язаних з історико-генетичною стороною розвитку англійської мови.
31. Ритм. Специфіка дії ритму в межах синтагми, речення, більш крупних текстових утворень.
32. Яким чином впливає ритм на слова із двома й більше наголосами, а також на дієслова з післялогами в мовному потоці?
33. Визначте поняття графеми.
34. Чим можна пояснити значні розбіжності у звуковій і письмовій англійській мові ?
35. Який зв'язок існує між графемою й фонемою?
36. Який зв'язок існує між графемою й буквою?
37. Які функції здатні виконувати англійські графеми за допомогою «німого» е і г.
38. Чим відрізняється транскрипція від транслітерації?
39. Укажіть, які комунікативні типи речень вимовляються зі спадним тоном. Наведіть приклади.
40. Як співвідносяться фонеми, графеми, букви і морфеми ?

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Appendix A

English and Russian Vowel Phonemes

Height of the tongue	Position of the bulk of the tongue	Front	Front-retracted	Central , mixed	Back advanced	Back
Close (high)	Narrow variation	и Ì :		ы		u : y
	Broad variation		ì		u	
Mid-open (half-open)	Narrow variation	e			o (u)	o
	Broad variation	ə				
Low (open)	Narrow variation					(i)
	Broad variation	æ a (i)	a (u)	A		

Comparative Table of Phonemes in Different Languages

Language	Conso nants	Vowels	Total	Language	Conso- nants	Vowels	Total
Russian	34	6	40	German	22	18	40
English	24	21	45	Abkhazian	68	3	71
French	17	15	32	Finnish	13	8	21

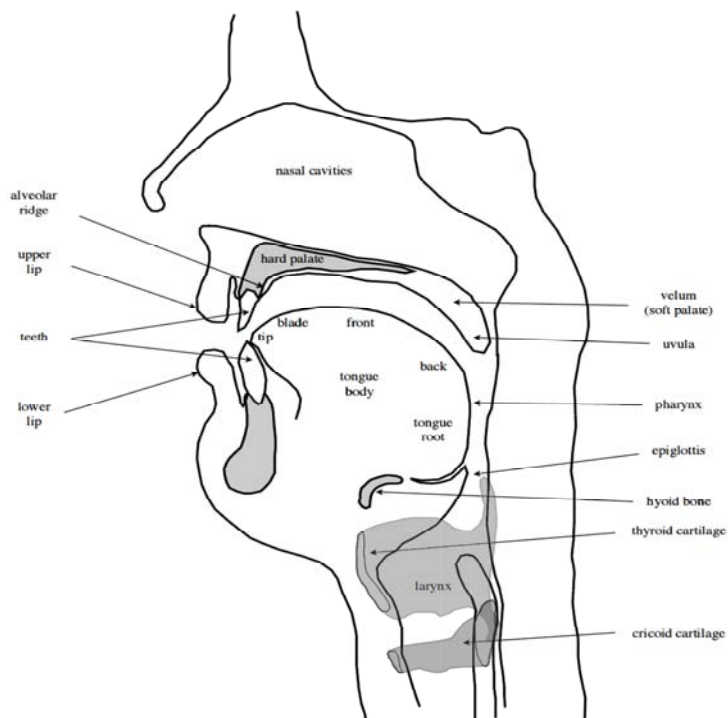


Figure 2.1 Cross-section of the vocal tract.

Chart 1

