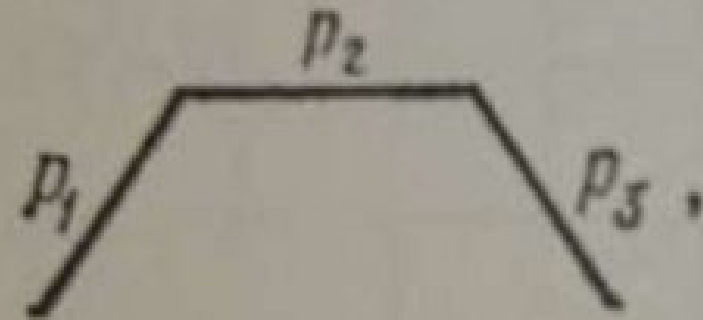


Тема 5: Правила будови та артикуляції англійських дифтонгів.

**Поняття ядра та глайду. Практичне вживання
англійських дифтонгів з використанням
автентичного матеріалу. Редукція дифтонгів.
Опрацювання скоромовок, діалогів, віршів.
Фонетичний розбір слова.**

**Every speech sound, pronounced in isolation, has three stages:
the on-glide (the initial stage), the retention stage (medial)
and the off-glide (release; final).**



where p_1 stands for the on-glide, p_2 for the retention-stage

and p_3 for the off-glide.

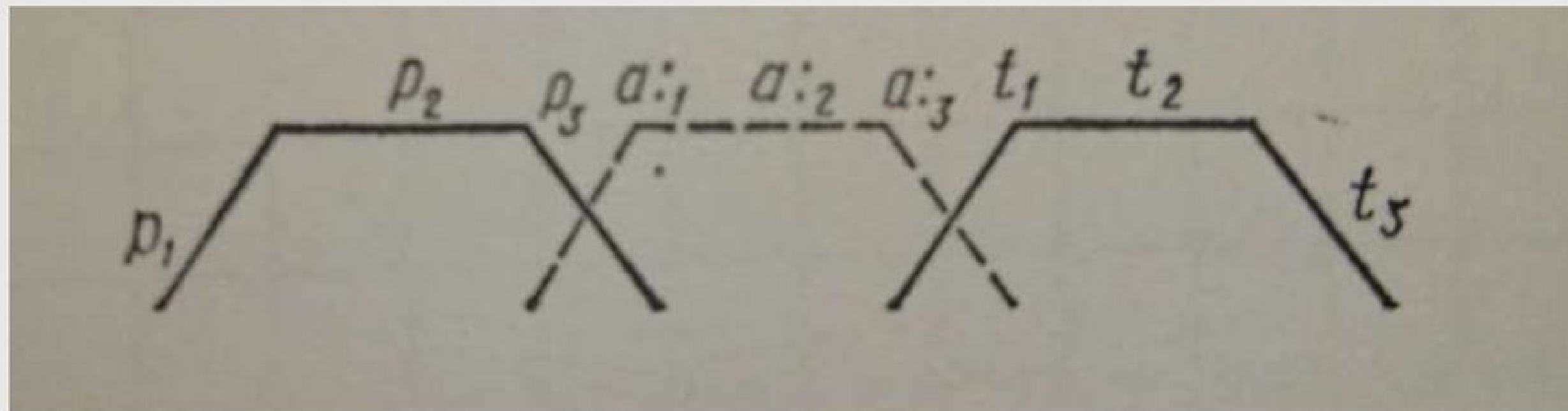
The on-glide is the stage during which the organs of speech move away from a neutral position to take up the position necessary for the pronunciation of a consonant or a vowel. It produces no audible sound.

The retention stage, during which the organs of speech are kept for some time either in the same position necessary to pronounce the sound (in the case of non-complex sound) or move from one position to another (within complex sounds, such as diphthongoids, diphthongs and affricates).

The off-glide, during which the organs of speech move away to a neutral position. It is not audible for most sounds, except some plosives, whose off-glide produces the sound of plosion before a vowel and in a word-final position before a pause.

Merging of stages

[pa:t]



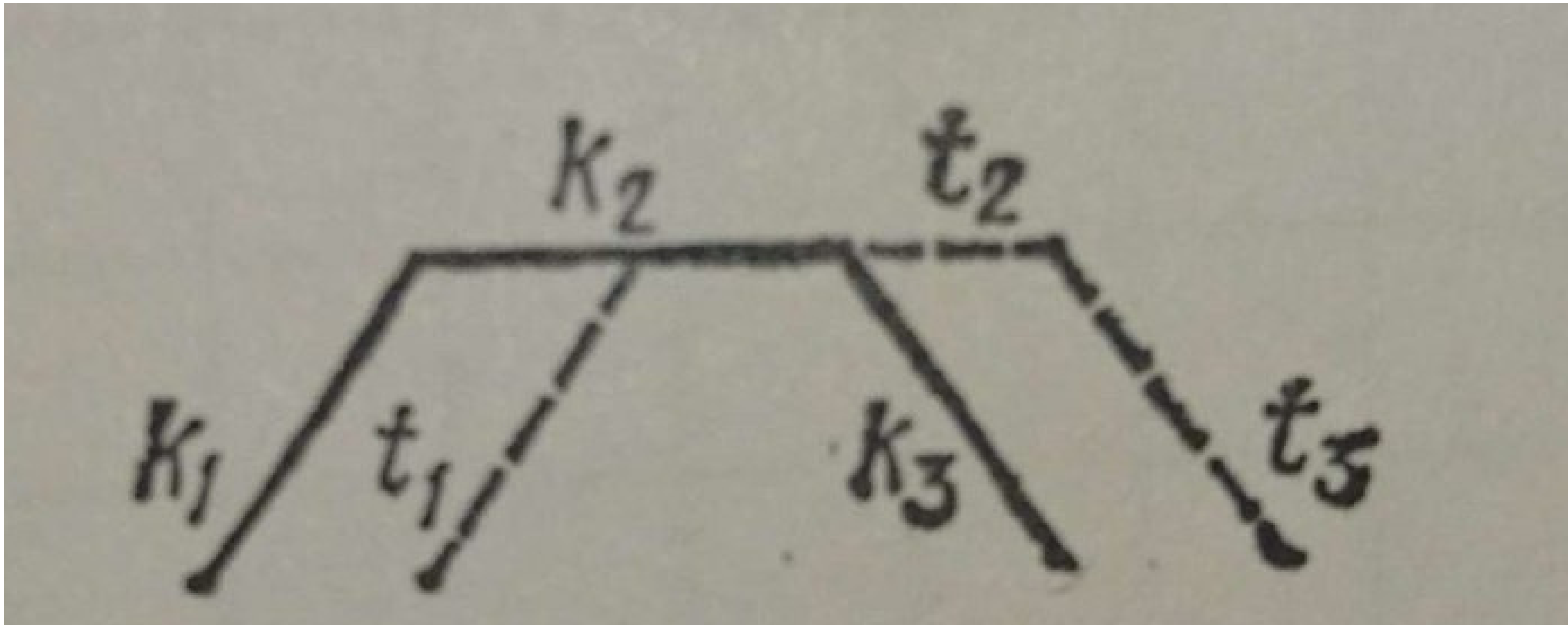
Merging of stages usually takes place when sounds of different nature are joined together. That is to say, the sounds articulated by:

a) Different organs of speech

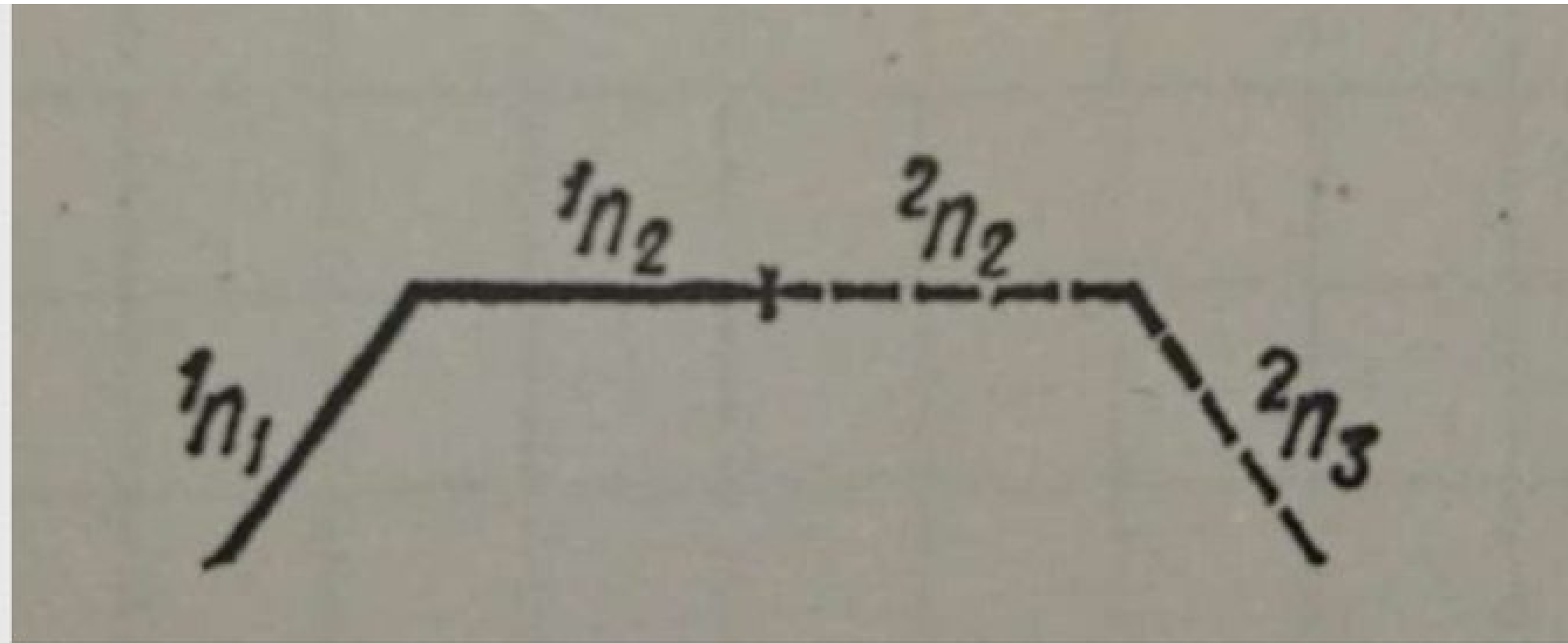
b) By different parts of the tongue

c) Both by different organs of speech and by different parts of the tongue

Interpenetration of stages



usually takes place when 2 consonants of a similar or identical nature are joined.



[ʌnˈnoʊn] unknown.

two identical sounds are joined

-nn-

Diphthongs

The last unit we talked about simple vowels, where the tongue position stays pretty constant throughout the duration of the vowel. In addition to simple vowels, many languages include diphthongs, where *we move our articulators while producing the vowel. This gives the sound a different shape at the end from how it begins.*

The logo consists of the letters 'PB' in white, bold, sans-serif font, centered within a solid red square.

2.8 Diphthongs

Chapter 2: Producing Speech Sounds

 Essentials of Linguistics /

**The word diphthong comes from the Greek word
for “two sounds”.**

**There are three major diphthongs in English that
have quite a noticeable change in the quality of
the vowel sound.**

**Say these English words out loud: fly, tie, ride,
smile.**

**Now make the vowel sound [aɪ] again but hold it at
the beginning [aaa]. The first part of the sound is
the low front [a], but then the tongue moves up
quickly at the end of the sound, ending it [ɪ]. So
the [aɪ] sound is a diphthong, and it gets
transcribed with two consecutive symbols:[aɪ].**

In the words now, loud, brown, the tongue again starts low and front [a], and then it moves high and to the back of the mouth, and the lips get rounded too! The second part of this diphthongs is but the high back rounded [ʊ].

The [aʊ] diphthong is transcribed like this: [aʊ].

The third major diphthong in English occurs in words like toy, boil, coin. It starts with the tongue at the back of the mouth and lips rounded [ɔ], then moves to the front with lips unrounded. It is transcribed like this: [ɔɪ].

Some linguists also consider the vowel sound in cue and few to be a diphthong. In this case, the vowel sound starts with the glide [j] and then moves into the vowel [u].

For example, let's look at the pair of vowels [e] and [ɛ] from the words gate and get. They're both mid, front, unrounded vowels, but [e] is tense – it's made with greater tension in the muscles of the vocal tract than [ɛ]. Canadian English speakers pronounce the lax vowel in get as a simple vowel [gɛt], but for the tense vowel, we tend to move the tongue up at the end: [geɪt]. We do it so systematically that it's very hard for us to hear it, but it's always there.

We do the analogous thing for the mid-back vowel [o] like in show and toe: at the end of the [o] vowel, the tongue moves up a little bit so we produce the vowel as [oʊ]. Notice that the lips are rounded for both parts of this diphthong.

To sum up, a diphthong is a vowel sound that involves movement of the tongue from one position to another. Nearly all dialects of English include the three major diphthongs [aɪ] , [aʊ] , and [ɔɪ]. These ones are called the major diphthongs because they involve large movements of the tongue.

/eɪ/ male

2 Minimal pairs

	Sound 1 /e/	Sound 2 /eɪ/	
	pen What an awful pen!	pain What an awful pain!	
	shed The dog's in the shed.	shade The dog's in the shade.	
	edge It's a difficult edge.	age It's a difficult age.	
	wet Just wet.	wait Just wait.	
	test Test this food.	taste Taste this food.	
	pepper That's too much pepper.	paper That's too much paper.	

Minimal pair words

B28a a Listen and repeat the words.

Key B28b b You will hear five words from each minimal pair. For each word, write 1 for /e/ (sound 1) or 2 for /eɪ/ (sound 2).

EXAMPLE Pair 1: 1, 1, 2, 2, 1

At the railway station

(Mr Grey is waiting at the railway station for a train.)

MR GREY: This train's late! I've been waiting here for ages.

PORTER: Which train?

MR GREY: The 8.18 to Baker Street.

PORTER: The 8.18? I'm afraid you've made a mistake, sir.

MR GREY: A mistake? My timetable says: Baker Street train – 8.18.

PORTER: Oh no. The Baker Street train leaves at 8.08.

MR GREY: At 8.08?

PORTER: They changed the timetable at the end of April. It's the first of *M* today.

MR GREY: Changed it? May I see the new timetable? What does it say?

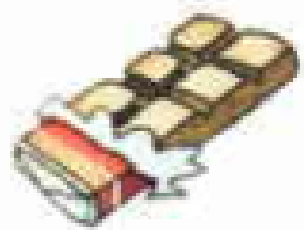
PORTER: It says: Baker Street train – 8.08.

MR GREY: Oh no, you're right. The train isn't late. I am.

- c** Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

/aɪ/ fine

2 Minimal pairs



Sound 1

/ɑː/

bar

That was a good bar.



bark

What a noisy bark.



Pa

He loves his Pa.

Carry

R

It's got two R's.



cart

It's a cart.



heart

Check the heart.

Sound 2

/aɪ/

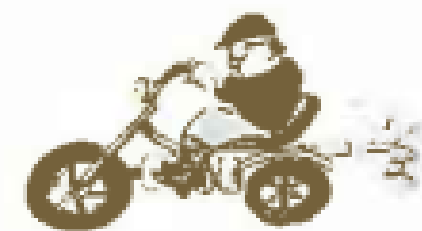
buy

That was a good buy.



bike

What a noisy bike.



pie

He loves his pie.



eye

It's got two eyes.



kite

It's a kite.



height

Check the height.



Heidi, Caroline and Nigel

(Heidi and Caroline are both typing.)

HEIDI: *(Stops typing. She's smiling.)* Hi, Nigel.

NIGEL: Hi, Heidi. Hi, Caroline. You're looking 1 _____, Caroline.

(Silence from Caroline. She keeps typing.)

NIGEL: Would you like some 2 _____ coffee, Caroline?

CAROLINE: *(Keeps on typing.)* No thanks, Nigel. I'm busy typing. I have 99 pages to 3 _____ by Friday.

NIGEL: Never mind. Do you like motor 4 _____ riding, Caroline?

CAROLINE: Sometimes. *(Mobile phone rings.)* ... My 5 _____! ... Hello ... *(Smiles.)* ... Hi, Riley! Mmmm! ... *(Laughs.)* ... I'd like that ... Mmmm ... at five ... at the 6 _____ ... it's 19 High Street ... bye bye! *(Caroline puts away her mobile and starts typing.)*

NIGEL: Would you like to come riding with me 7 _____, Caroline?

CAROLINE: Not tonight, Nigel. I'm going for a drive with Riley. *(Smiles to herself and keeps typing.)*

NIGEL: What about 8 _____?

CAROLINE: Friday? I'm going 9 _____ with Miles.

NIGEL: All right then. Bye.

HEIDI: Caroline, Nigel's put something behind your computer.

CAROLINE: Is it something nice, Heidi?

HEIDI: No. It's a 10 _____.



/ɔɪ/ boy

2 Minimal pairs 🗣️



Sound 1

/ɔ:ɪ/

all

It's all there.

Sound 2

/ɔɪ/

oil

It's oil there.



ball

It's a ball on his head.

boil

It's a boil on his head.

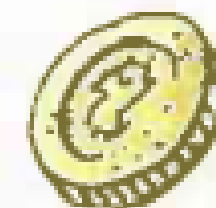


corn

Look at that golden corn.

coin

Look at that golden coin.



tore

The paper tore.

toy

The paper toy.



roar


Hear the engine roar.

Roy

Hear the engine, Roy.



3 Dialogue

-  a First practise the target sound /ɔɪ/ in words from the dialogue. Read the words aloud or visit the website to practise.

boy toy noise voice spoilt **pointing** **destroyed** **employed**
appointment **annoying** **disappointing**

Intonation in names

The main stress is on the last name.

Joyce **Royal** Roy **Coyne** Rolls **Royce**

-  b Listen to the dialogue, paying attention to the target sound.

Joyce Royal's Rolls Royce

(Joyce Royal takes her noisy Rolls Royce to the mechanic employed at the garage, a young boy named Roy Coyne. Roy loves Rolls Royces.)

ROY COYNE: What a terrible noise, Mrs Royal!

JOYCE ROYAL: Isn't it annoying, Roy? It's out of oil.

ROY COYNE: A Rolls Royce! Out of oil? ... And look! *(pointing)* ... The water's boiling! Perhaps you've spoilt the motor. Or even destroyed it. How disappointing! It's such a beautiful Rolls Royce! ... *(raising his voice)* ... AND A ROLLS ROYCE ISN'T A TOY!

JOYCE ROYAL: How disappointing! I'll be late for my appointment.

/aʊ/ house



Sound 1

/a: /

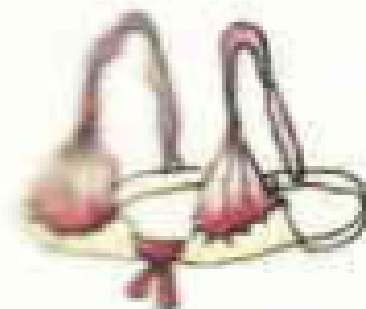
car

It's the best car.



bar

It was a long bar.



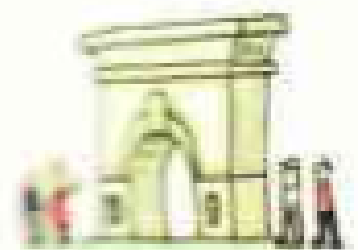
bra

Her bra was wrinkled.



grass

There's beautiful grass here.



arch

'Arch!' he said loudly.

Sound 2

/aʊ /

cow

It's the best cow.



bow

It was a long bow.



brow

Her brow was wrinkled.



grouse

There's beautiful grouse here.



ouch

'Ouch!' he said loudly.

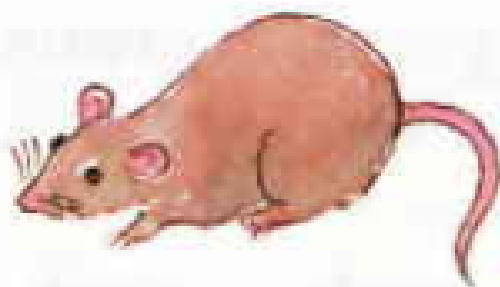


Minimal pair sentences

B49a c Listen to the minimal pair sentences.

B49b d Listen to five of the sentences and write *1* for /a: / (sound 1) or *2* for /aʊ / (sound 2).

A mouse in the house



MR BROWN: (*shouting loudly*) I'VE FOUND A MOUSE!

MRS BROWN: Ow! You're shouting too loudly. Sit down and don't frown.

MR BROWN: (*sitting down*) I've found a mouse in the house.

MRS BROWN: A town mouse?

MR BROWN: Yes. A little round mouse. It's running around in the lounge.

MRS BROWN: On the ground?

MR BROWN: Yes. It's under the couch now.

MRS BROWN: Well, get it out.

MR BROWN: How?

MRS BROWN: Turn the couch upside down. Get it out somehow. We don't want a mouse in our house. Ours is the cleanest house in the town!

- c Practise reading the corrected dialogue. Record your voice to compare your production of the target sound with the recording.

/əʊ/ phone

2 Minimal pairs A



Sound 1

/ɜ:/

burn

It's a large burn.



fern

It's a green fern.



Bert

That's my Bert.



work

I work early.



flirt

He likes flirting.

Sound 2

/əʊ/

bone

It's a large bone.



phone

It's a green phone.



boat

That's my boat.



woke

I woke early.



float

He likes floating.



Minimal pair words

B55a a Listen and repeat the words.

B55b b You will hear five words from each minimal pair. For each word write 1 for /ɜ:/ (sound 1) or 2 for /əʊ/ (sound 2).

EXAMPLE Pair 1: 2, 1, 1, 2, 1

/əʊ/ phone

Minimal pairs B

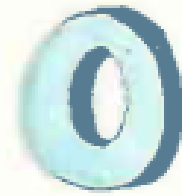


Sound 1

/ɔ:/

caught

Gino's caught.



nought

It's a nought.



bought

We had a bought picnic.



jaw

It's my jaw.



ball

Give me the ball.

Sound 2

/əʊ/

coat

Gino's coat.



note

It's a note.



boat

We had a boat picnic.



Joe

It's my Joe.



bowl

Give me the bowl.



Minimal pair words

857 a Listen and repeat the words.

858 b You will hear five words from each minimal pair. For each word write 1 for /ɔ:/ (sound 1) or 2 for /əʊ/ (sound 2).

EXAMPLE Pair 1: 2, 2, 1, 1, 2

Minimal pair sentences

859a c Listen to the minimal pair sentences.

859b d Listen to five of the sentences and write 1 for /ɔ:/ (sound 1) or 2 for /əʊ/ (sound 2).

B61 **b** Listen to the dialogue, paying attention to the target sound.

Snow in October

(Joe Jones is sleeping, but Joanna woke up a few minutes ago.)

JOANNA: Joe! Joe! JOE! Hello, wake up, Joe!

JOE: *(groans)* Oh! What is it, Joanna?

JOANNA: Look out of the window.

JOE: No. My eyes are closed, and I'm going to go to sleep again.

JOANNA: Oh! Don't go to sleep, Joe. Look at the snow!

JOE: Snow? But it's only October. I know there's no snow.

JOANNA: Come over to the window, Joe.

JOE: You're joking, Joanna. There's no snow.

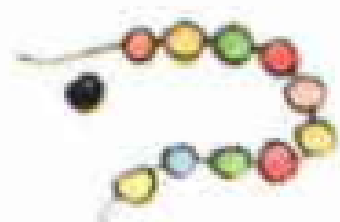
JOANNA: OK. I'll put my coat on and go out and make a snowball and throw it at your nose, Joe Jones!

c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

/iə/ year

2 Minimal pairs

E



Sound 1

/i:/

E

That E's too big.

bee

It's a small bee.

tea

This tea tastes salty.

pea

It's an old pea.

bead

He has a black bead.

Sound 2

/iə/

ear

That ear's too big.

beer

It's a small beer.

tear

This tear tastes salty.

pier

It's an old pier.

beard

He has a black beard.



Minimal pair words

1B54a **a** Listen and repeat the words.

1B54b **b** You will hear five words from each minimal pair. For each word, write 1 for /i:/ (sound 1) or 2 for /iə/ (sound 2).

EXAMPLE: 1 1 1 2 2

A bearded mountaineer

(Mr and Mrs Lear are on holiday in Austria.)

MR LEAR: Let's have a 1_____ here, dear.

MRS LEAR: What a good idea! They have very good beer here. We came here last 2_____.

MR LEAR: The atmosphere here is very 3_____.

MRS LEAR: But it's windier than last year.

MR LEAR: *(speaking to the waiter)* Two beers, please.

MRS LEAR: Look, dear! Look at that 4_____ drinking beer.

MR LEAR: His 5_____ is in his beer.

MRS LEAR: His beard has nearly disappeared into his 6_____!

MR LEAR: Sh! He might 7_____.

WAITER: *(bringing the beer)* Here you are, sir. Two beers.

MR LEAR: Thank you. *(drinking his beer)* Cheers!

MRS LEAR: 8_____! Here's to the bearded mountaineer!

- B67** **C** Listen to the dialogue and check your answers. Then practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.

/eə/ chair

Minimal pairs



Sound 1

/ɪə/

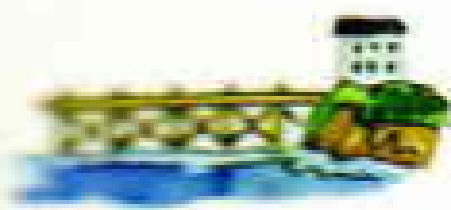
ear

The ear isn't good.



beer

It's a sweet beer.



pier

That's an old pier.



hear

How do you spell 'hear'?



tear

That's a tear.



Cheers!

'Three cheers!' he said.

Sound 2

/eə/

air

The air isn't good.



bear

It's a sweet bear.



pear

That's an old pear.



hair

How do you spell 'hair'?



tear

That's a tear.



chairs

'Three chairs!' he said.



B74 b Listen to the dialogue, paying particular attention to the target sound.

A pair of hairclips

MARY: I've lost two small hairclips, Claire. They're a pair.

CLAIRE: Have you looked carefully everywhere?

MARY: Yes. They're nowhere here. They just aren't anywhere!

CLAIRE: Have you looked upstairs?

MARY: (*getting impatient*) Upstairs! Downstairs! Everywhere! They just aren't there!

CLAIRE: Hm! Are they square, Mary?

MARY: Yes. Why?

CLAIRE: Well, you're wearing one of them in your hair!

MARY: Oh! Then where's the other one?

CLAIRE: It's over there under that chair.

MARY: Hm!

c Practise reading the dialogue aloud. Record your voice to compare your production of the target sound with the recording.