

## Тема 6. Приголосні.

Артикуляція приголосних /θ/–/ð/ у порівнянні з /s/–/z/.

Артикуляція приголосних фонем. Модифікація приголосних у зв'язному мовленні.

Артикуляція груп приголосних /tθ/; /dθ/; /sθ/; /zθ/; /sð/; /zð/.

Поняття про асиміляцію як фонетичне явище, притаманне усім мовам. Типи асиміляції. Повторення.

Практичне використання фонетичних явищ. Засвоєння скоромовок за темою.

**The  
characteristics  
of the  
consonant  
sounds**

As we saw in Chapter 1, consonants are formed by interrupting, restricting or diverting the airflow in a variety of ways. There are three ways of describing the consonant sounds:

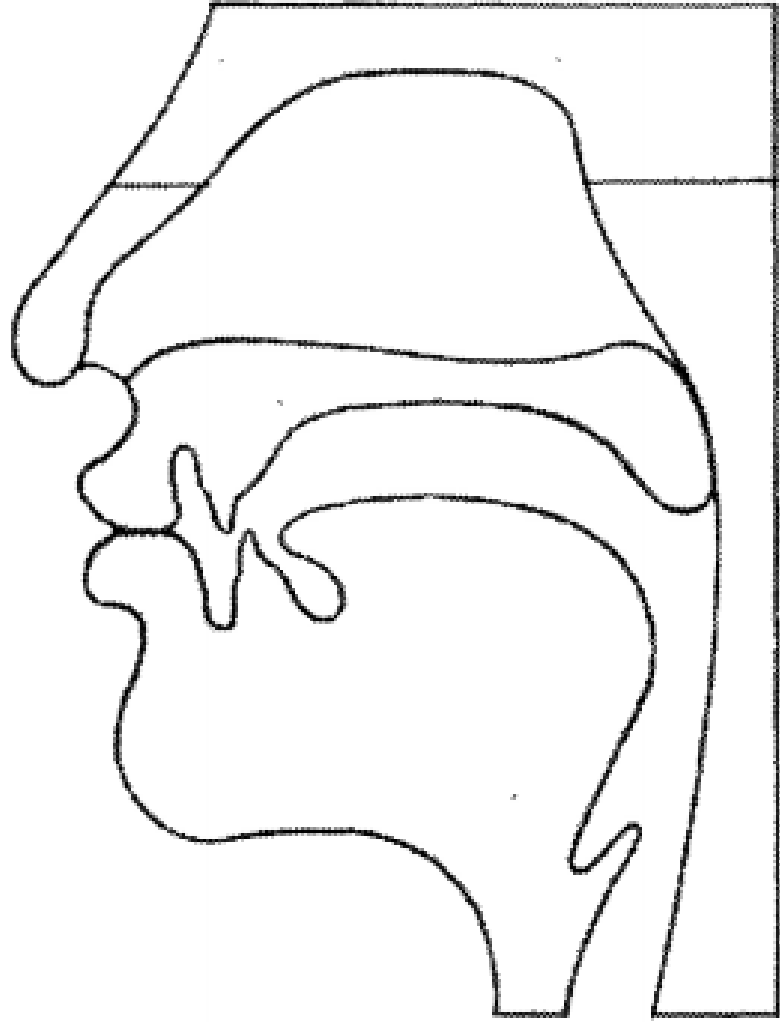
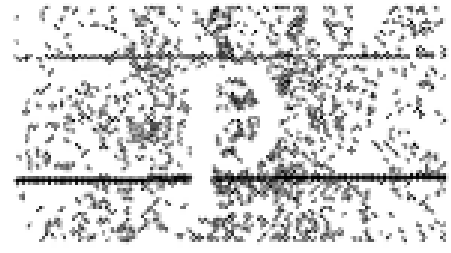
- 1 the manner of articulation
- 2 the place of articulation
- 3 the force of articulation

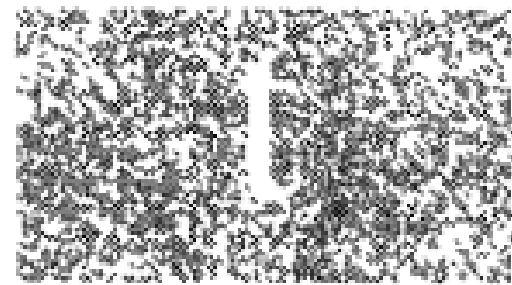
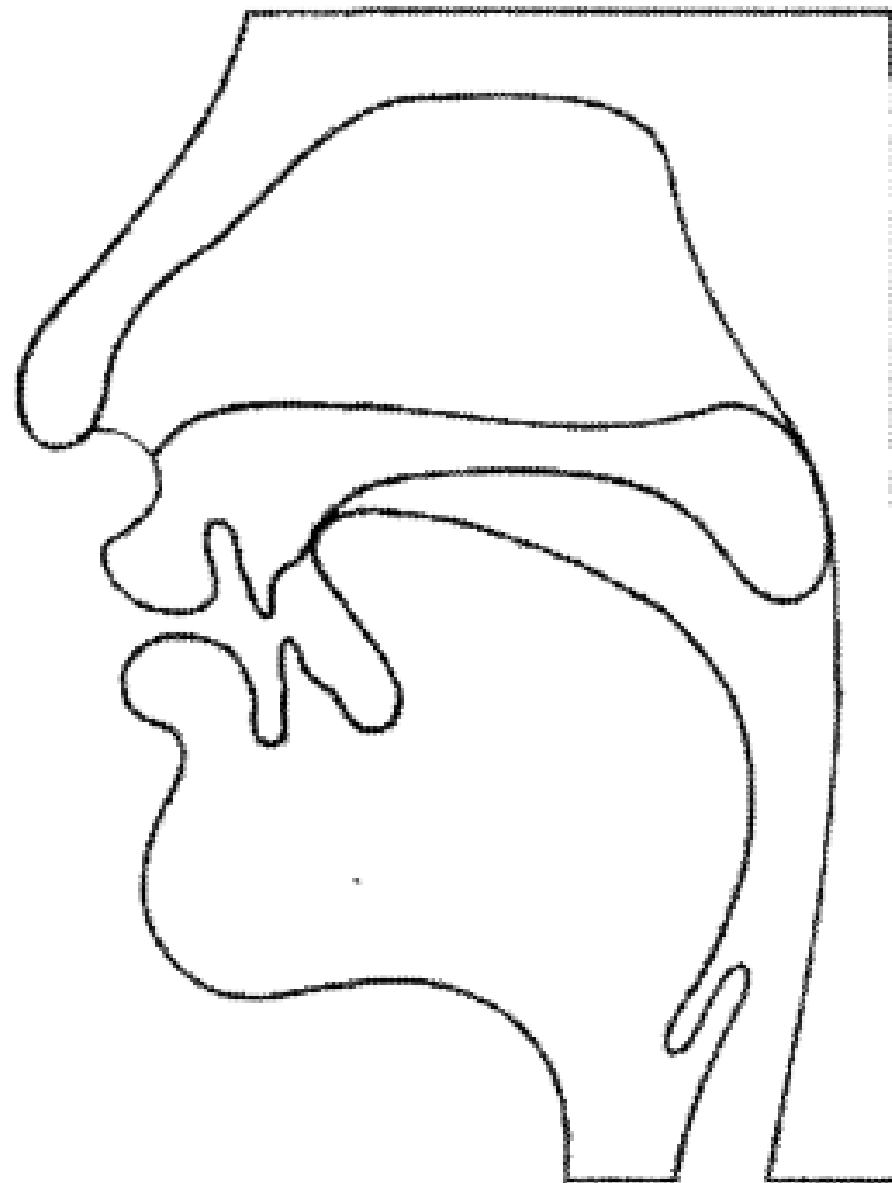
The **manner of articulation** refers to the interaction between the various articulators and the airstream. For example, with plosive sounds, the articulators act in such a way that the air is temporarily trapped, and then suddenly released. The manners of articulation are:

plosive	affricate	fricative
nasal	lateral	approximant

## Plosives

Plosives occur when a complete closure is made somewhere in the vocal tract. Air pressure increases behind the closure, and is then released 'explosively'. Plosive sounds are also sometimes referred to as **stops**.

	 Difficulties for: A, Ind, P, R, Sp	<b>Characteristics</b> Bilabial sounds: total closure is made using both lips. The soft palate is raised. /p/ is unvoiced and fortis. /b/ is voiced and lenis. /b/ is devoiced at the end of a word.
	<b>b</b> Difficulties for: A, C, G, R, Sc, Sp	As in . . . <i>p<u>in</u>/b<u>in</u>, cap/c<u>ab</u>, h<u>app</u>en, c<u>abb</u>age</i>



Difficulties for:  
Ind, J, P, R

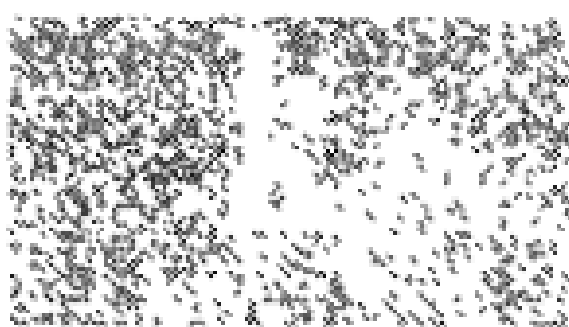
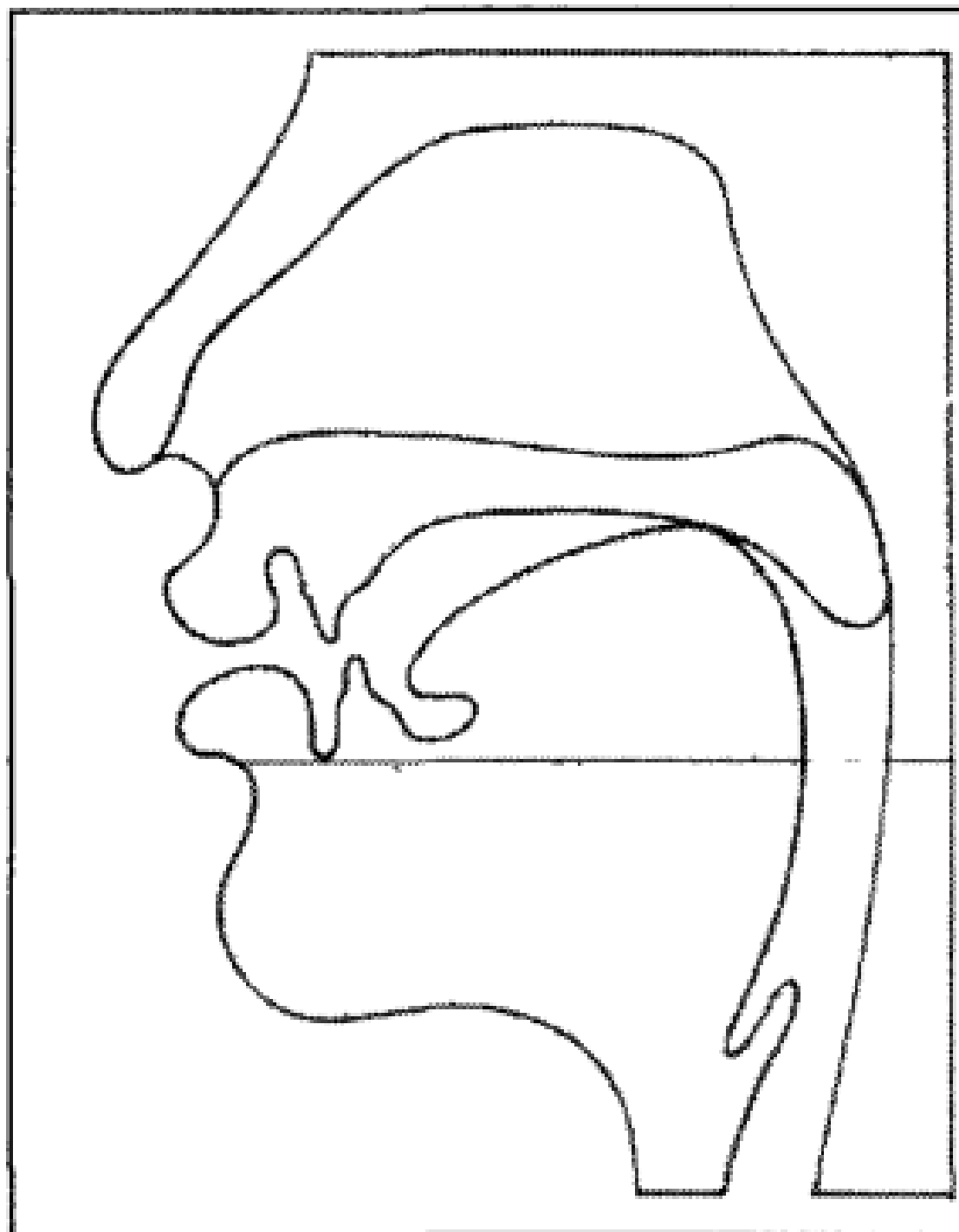
**d**

Difficulties for:  
C, G, Ind, J, P,  
R, Sc, Sp

### Characteristics

Alveolar sounds. Closure is made by the tongue blade against the alveolar ridge. The soft palate is raised. /t/ is unvoiced and fortis. /d/ is voiced and lenis. /d/ is devoiced at the end of a word.

As in . . . *to/do, hat/had, hotter,  
harder*



Difficulties for:  
A, Ind, P, R, Sp

**g**

Difficulties for:  
A, C, G, P, R,  
Sc, Sp

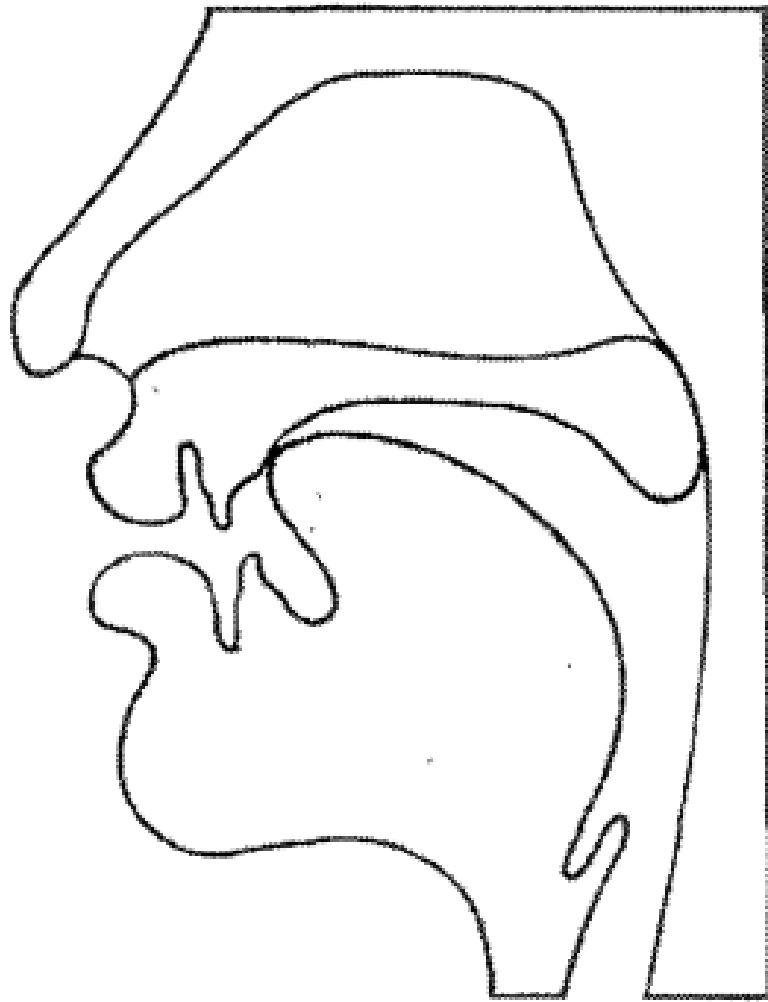
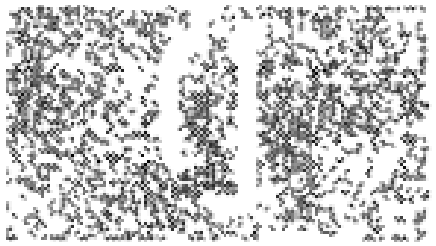
### Characteristics

Velar sounds. Closure is made by the back of the tongue against the soft palate. /k/ is unvoiced and fortis. /g/ is voiced and lenis. /g/ is devoiced at the end of a word.

As in . . . *cot/got, pick/pig, packet,  
*forget, queue**

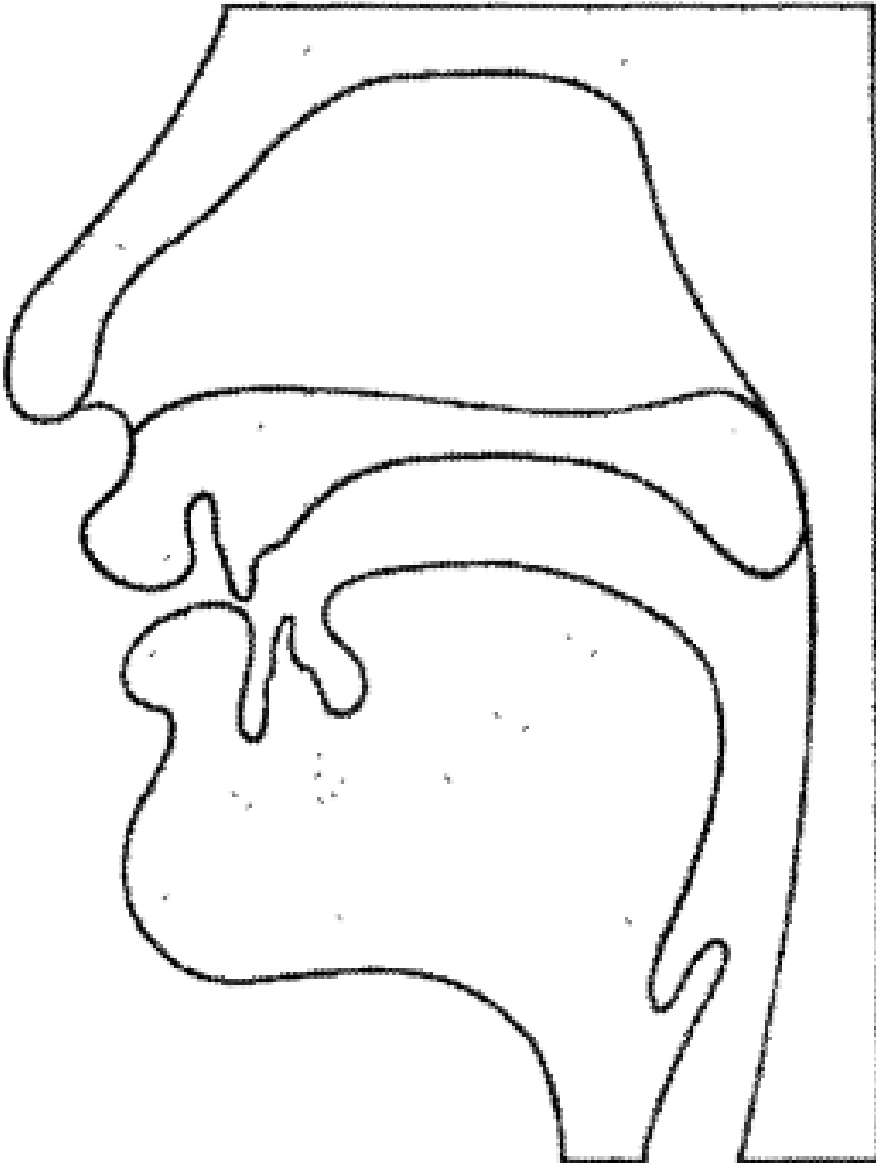
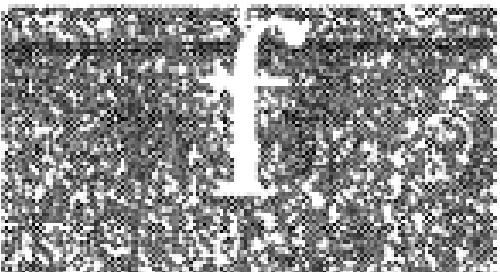

## Affricates

Affricates occur when a complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives.

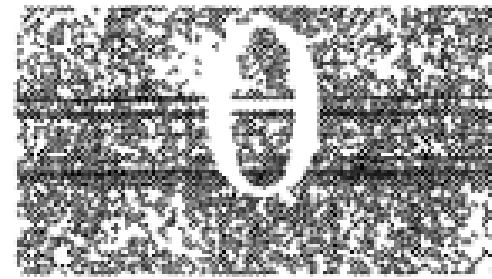
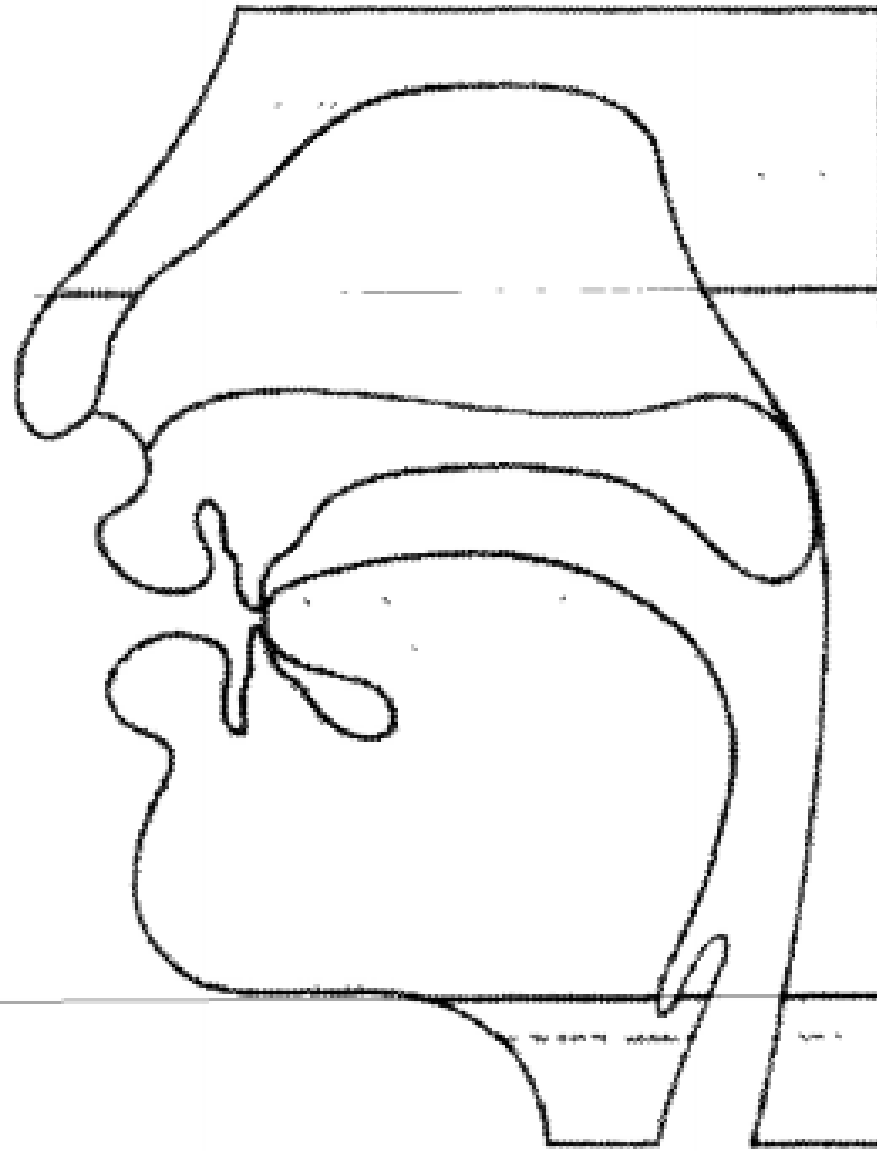
	 Difficulties for: A, C, F, Gk, Ind, P, Sp	<b>Characteristics</b> Palato-alveolar sounds. The tongue tip, blade and rims close against the alveolar ridge and side teeth. The front of the tongue is raised, and when the air is released, there is audible friction. The soft palate is also raised. /tʃ/ is unvoiced and fortis. /dʒ/ is voiced and lenis. /dʒ/ is devoiced at the end of a word.  As in . . . <i>ch<u>u</u>rch, ju<u>d</u>ge, nat<u>u</u>re, larg<u>e</u>r</i>
	<b>dʒ</b> Difficulties for: A, C, F, G, Gk, P, Sp, Tu	

## Fricatives

Fricatives occur when two vocal organs come close enough together for the movement of air to be heard between them.

	 <p>Difficulties for: J</p>	<b>Characteristics</b> Labio-dental sounds. The lower lip makes light contact with the upper teeth. The soft palate is raised. /f/ is unvoiced and fortis. /v/ is voiced and lenis. /v/ is devoiced at the end of a word.
	 <p>Difficulties for: A, C, G, Ind, J, Sp, Tu</p>	<p>As in . . . <i>fan/van, hoof, hooves, cafe, cover, phase, above</i></p>





Difficulties for: A,  
C, F, G, Ind, It, J,  
P, R, Sc, Tu

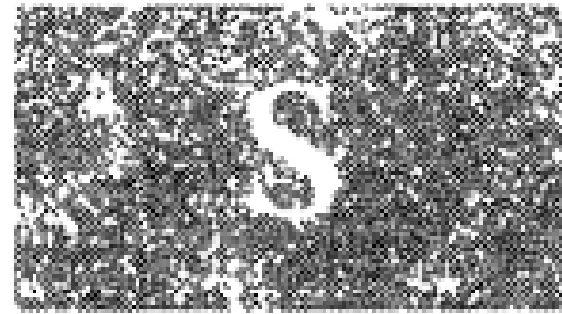
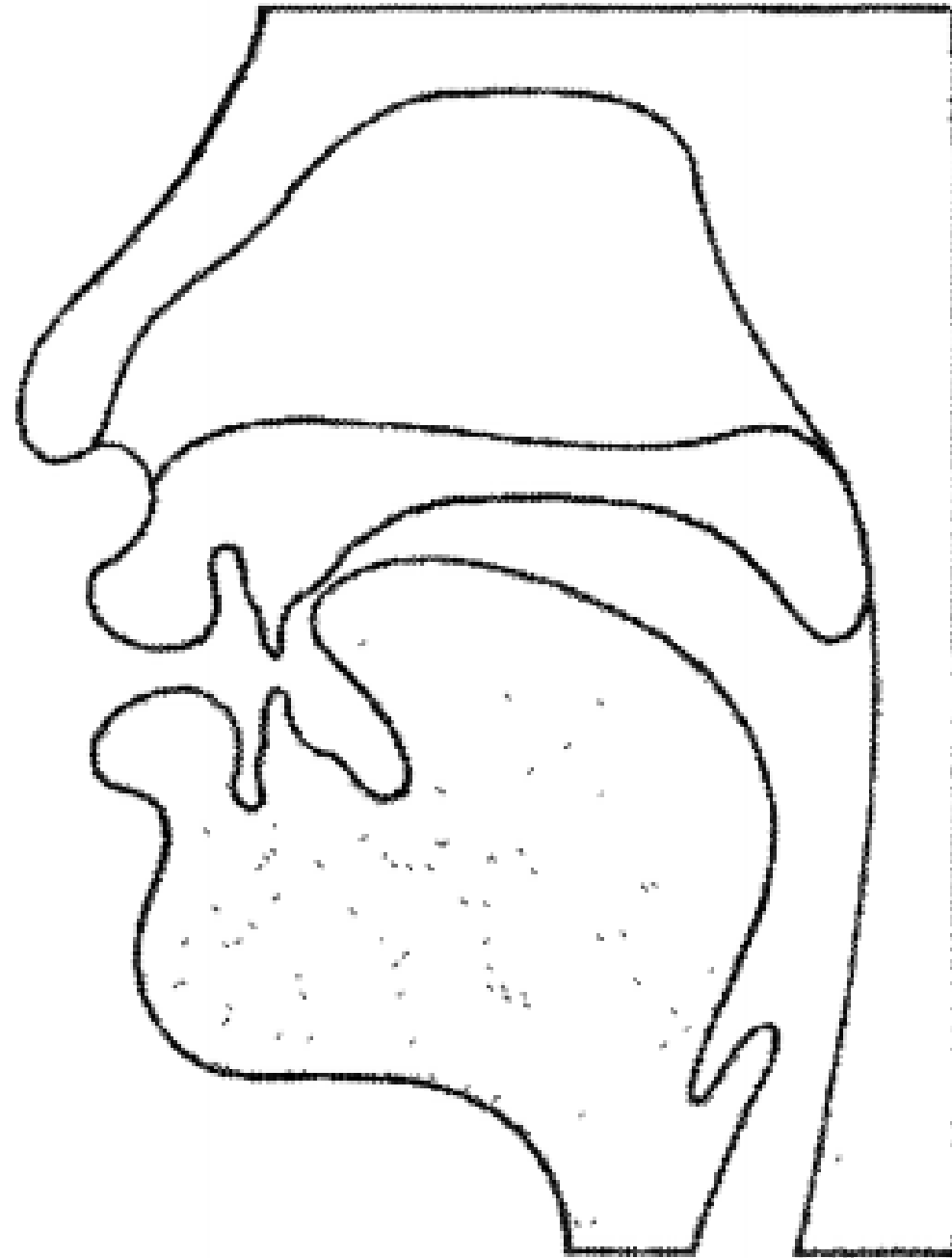


Difficulties for:  
A, C, F, G, Ind, It,  
J, P, R, Sc, Tu

### Characteristics

Dental sounds. The tongue tip makes light contact with the back of the top, front teeth. Or, tongue tip may protrude between upper and lower teeth. The soft palate is raised. /θ/ is unvoiced and fortis. /ð/ is voiced and lenis. /ð/ is devoiced at the end of a word.

As in . . . *think, the, bath, bathe,  
mathematics, father*



Difficulties for:  
J

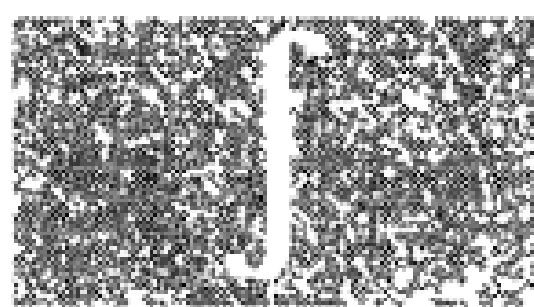
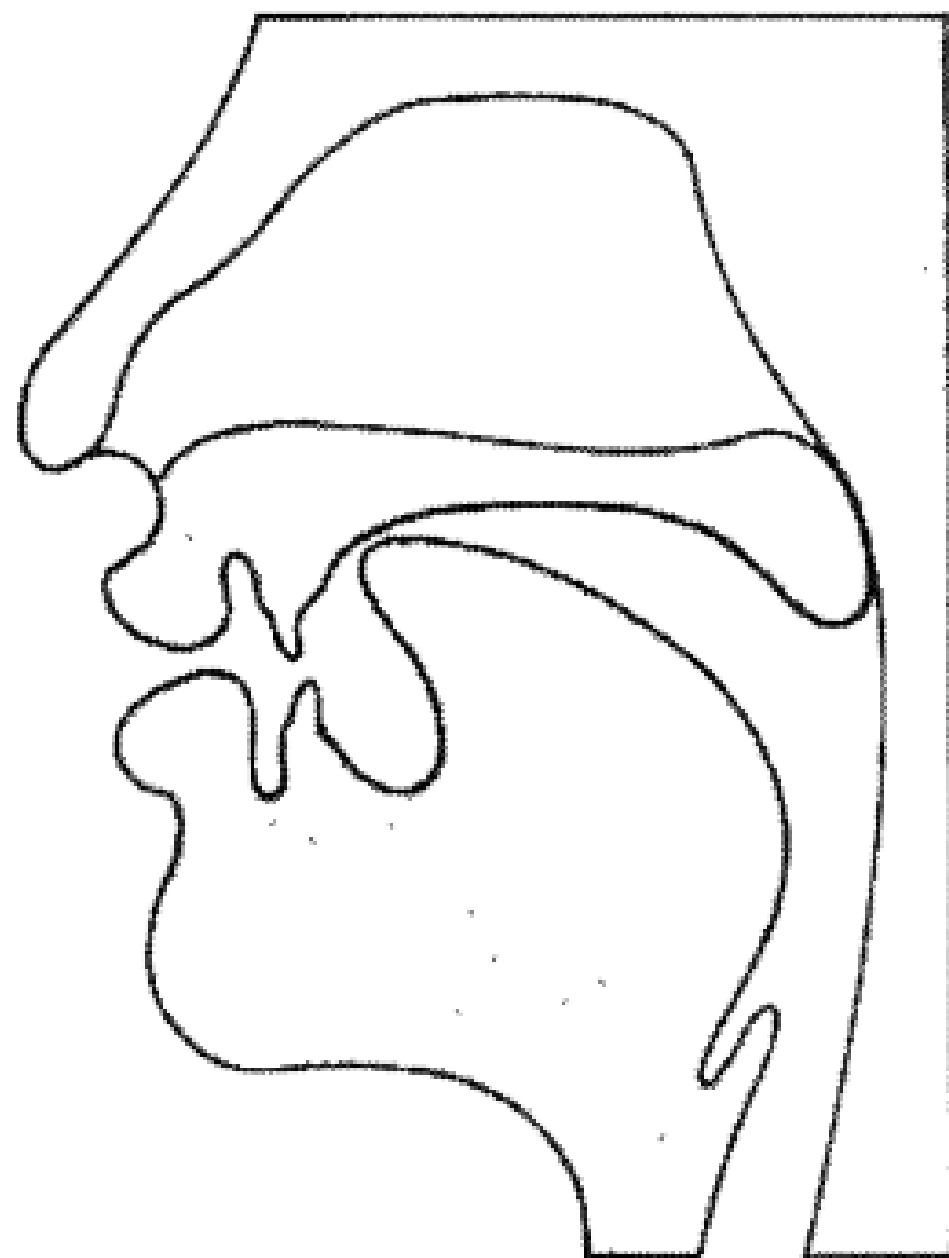
**Z**

Difficulties for:  
A, C, F, G, Gk,  
Ind, It, J, P, R, Sc,  
Sp, Tu

### Characteristics

Alveolar sounds. The tongue blade makes light contact with the alveolar ridge. The soft palate is raised. /s/ is unvoiced and fortis. /z/ is voiced and lenis. /z/ is devoiced at the end of a word.

As in . . . *sue/zoo, this, these, icy, lazy*



Difficulties for:  
C, Gk, Sp

3

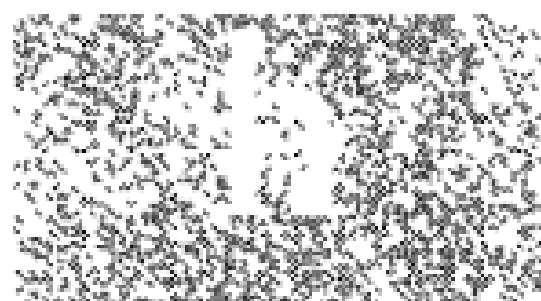
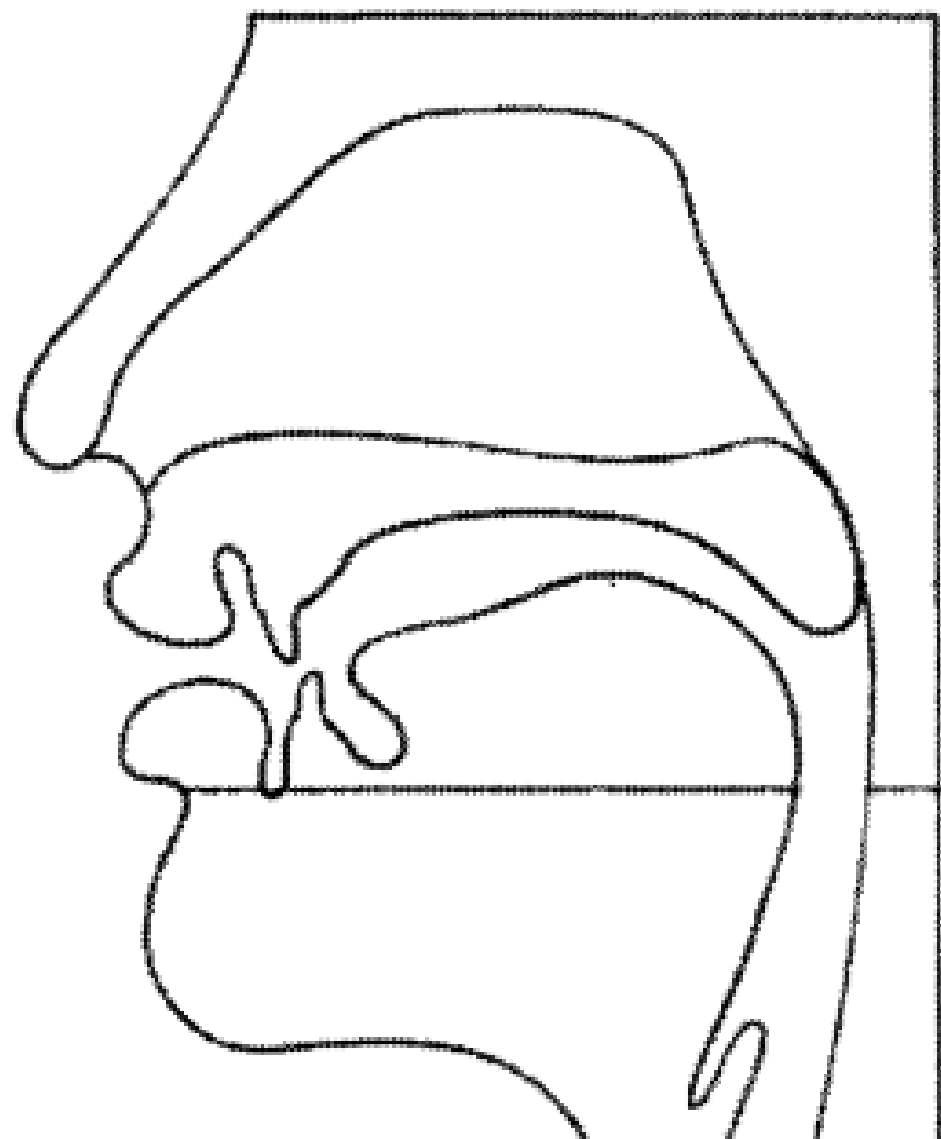
Difficulties for:  
A, C, G, Gk,  
Ind, It, R, Sc, Sp

### Characteristics

Palato-alveolar sounds. The tongue blade makes light contact with the alveolar ridge, and the front of the tongue is raised. The soft palate is also raised. /ʃ/ is unvoiced and fortis. /ʒ/ is voiced and lenis. /ʒ/ is devoiced at the end of a word.

As in . . . *she*, *fish*, *beige*, *nation*,  
*measure*

/ʒ/ does not occur as an initial sound in English, and is rare as a final sound.



Difficulties for:  
A, C, F, Gk, It,  
J, P, R, Sp

### **Characteristics**

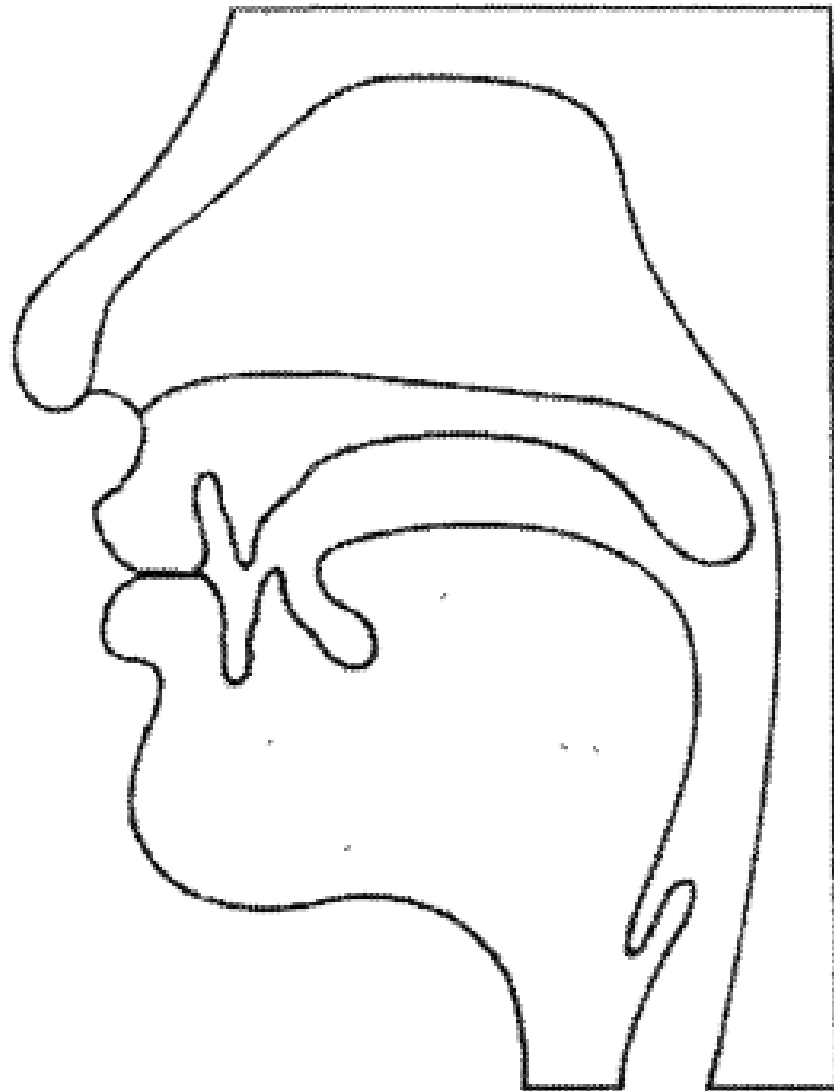
A glottal sound. Air passes from the lungs through the open glottis, causing audible friction. Tongue and lip position is that of the following vowel sound. The soft palate is raised. /h/ is unvoiced.

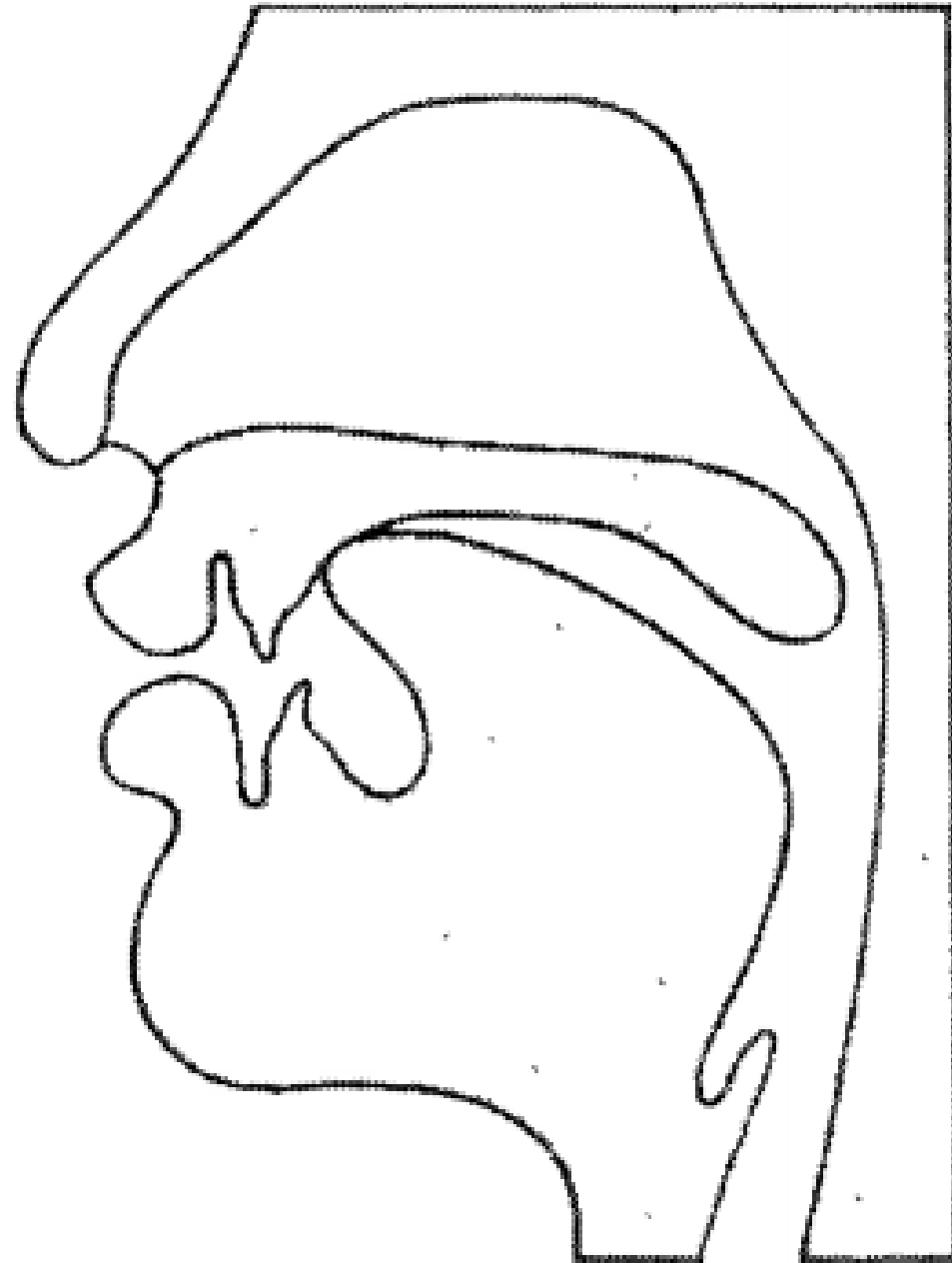
As in . . . *hello, behind*

/h/ does not occur as a final sound.

## Nasals

Nasal sounds occur when a complete closure is made somewhere in the mouth, the soft palate is lowered, and air escapes through the nasal cavity.

	<p style="text-align: center;"><b>m</b></p> <p>Difficulties for: Sp (at end of words)</p>	<p><b>Characteristics</b> A bilabial sound. Total closure is made by both lips. If followed by /f/ or /v/, the closure may be labio-dental. The soft palate is lowered, and air passes out through the nasal cavity. /m/ is voiced, but may be devoiced, after /s/, for example (as in <i>smart</i>).</p> <p>As in . . . <u>m</u>ore, ro<u>m</u>, ca<u>m</u>era</p>
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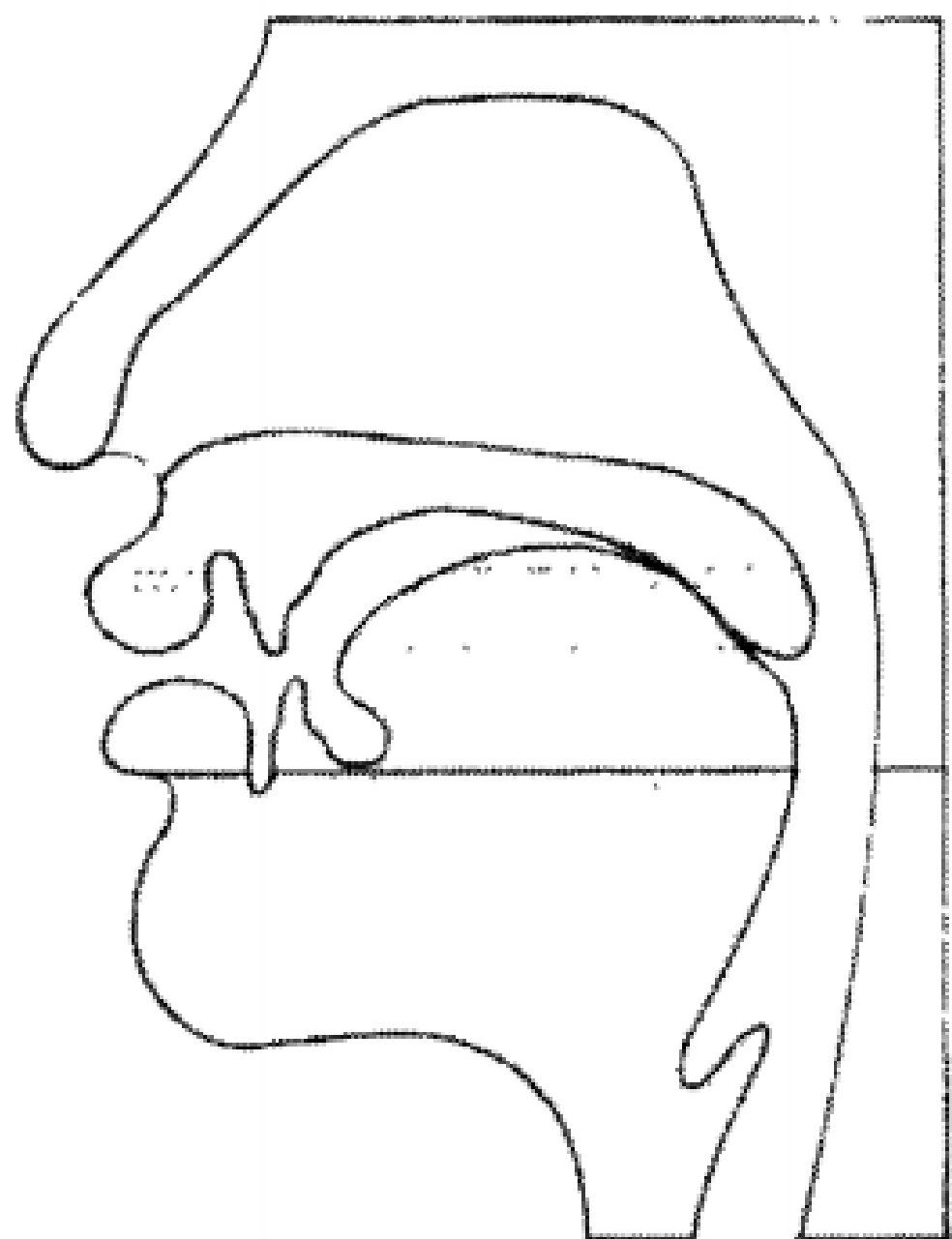
**n**

Difficulties for:  
C

**Characteristics**

An alveolar sound. The tongue blade closes against the alveolar ridge, and the rims of the tongue against the side teeth. If followed by /f/ or /v/, the closure may be labio-dental, or bilabial if followed by /p/ or /b/. The soft palate is lowered, and air passes out through the nasal cavity. /n/ is voiced, but may be devoiced, after /s/, for example (as in *snow*).

As in . . . *no, on, infant, know*



ŋ

Difficulties for:  
A, F, G, Gk, It,  
R, Tu

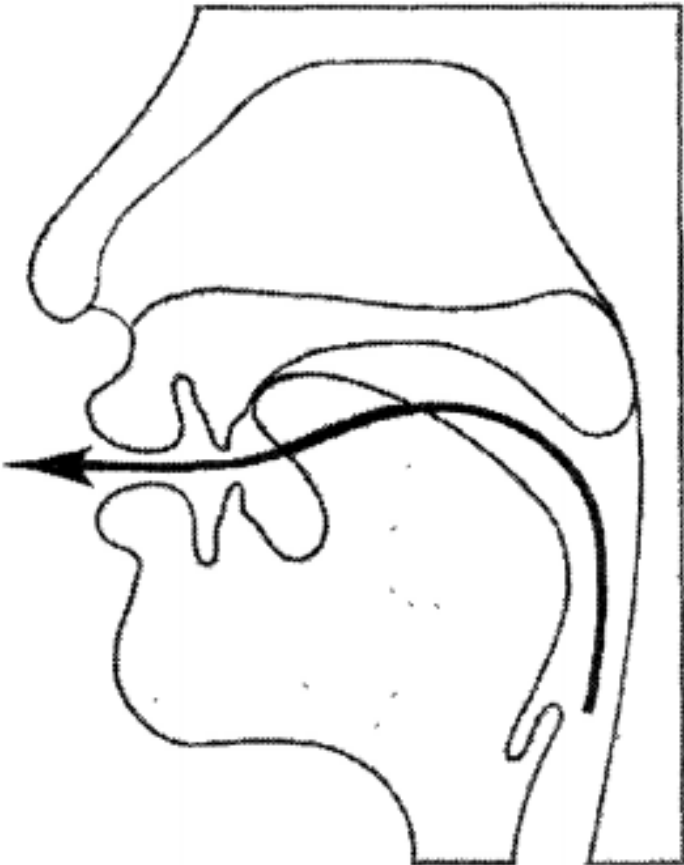
### Characteristics

A velar sound. The back of the tongue closes against the soft palate. The closure is further forward if it follows on from a front vowel (compare *sing* and *bang*). The soft palate is lowered, and air passes out through the nasal cavity. /ŋ/ is voiced.

As in . . . *sing*, *sink*, *singing*, *sinking*  
/ŋ/ does not occur as an initial sound.

## Lateral

The lateral is so called because, in this sound, the airflow is around the sides of the tongue.

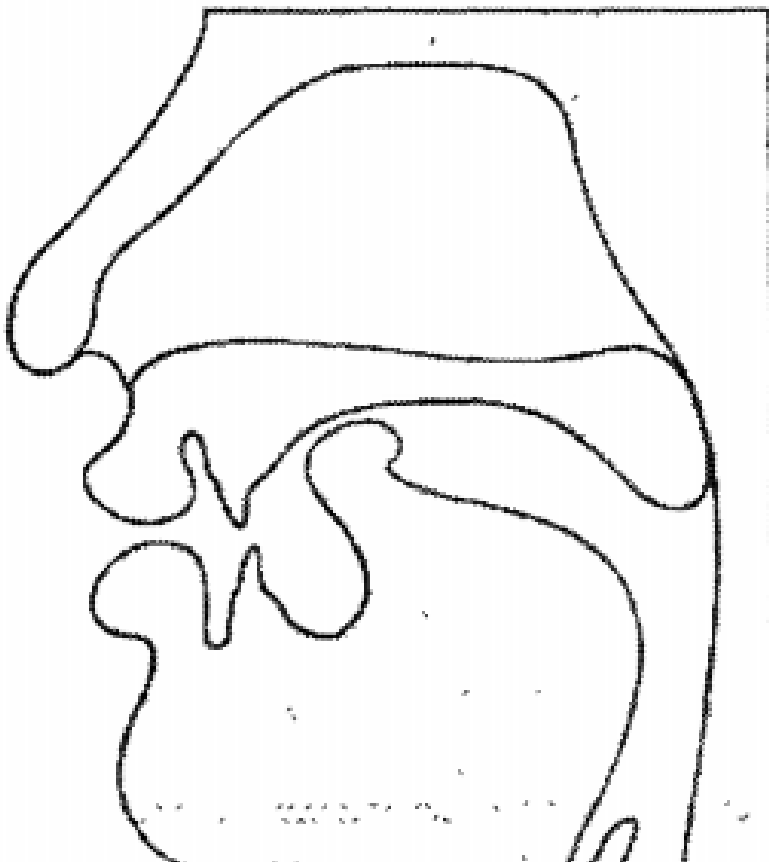
	<h1>l</h1> <p>Difficulties for: C, J, P</p>	<p><b>Characteristics</b> A lateral sound. A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue. The soft palate is raised. /l/ is voiced.</p> <p>As in . . . <i>live</i>, <i>pool</i>, <i>pulling</i></p>
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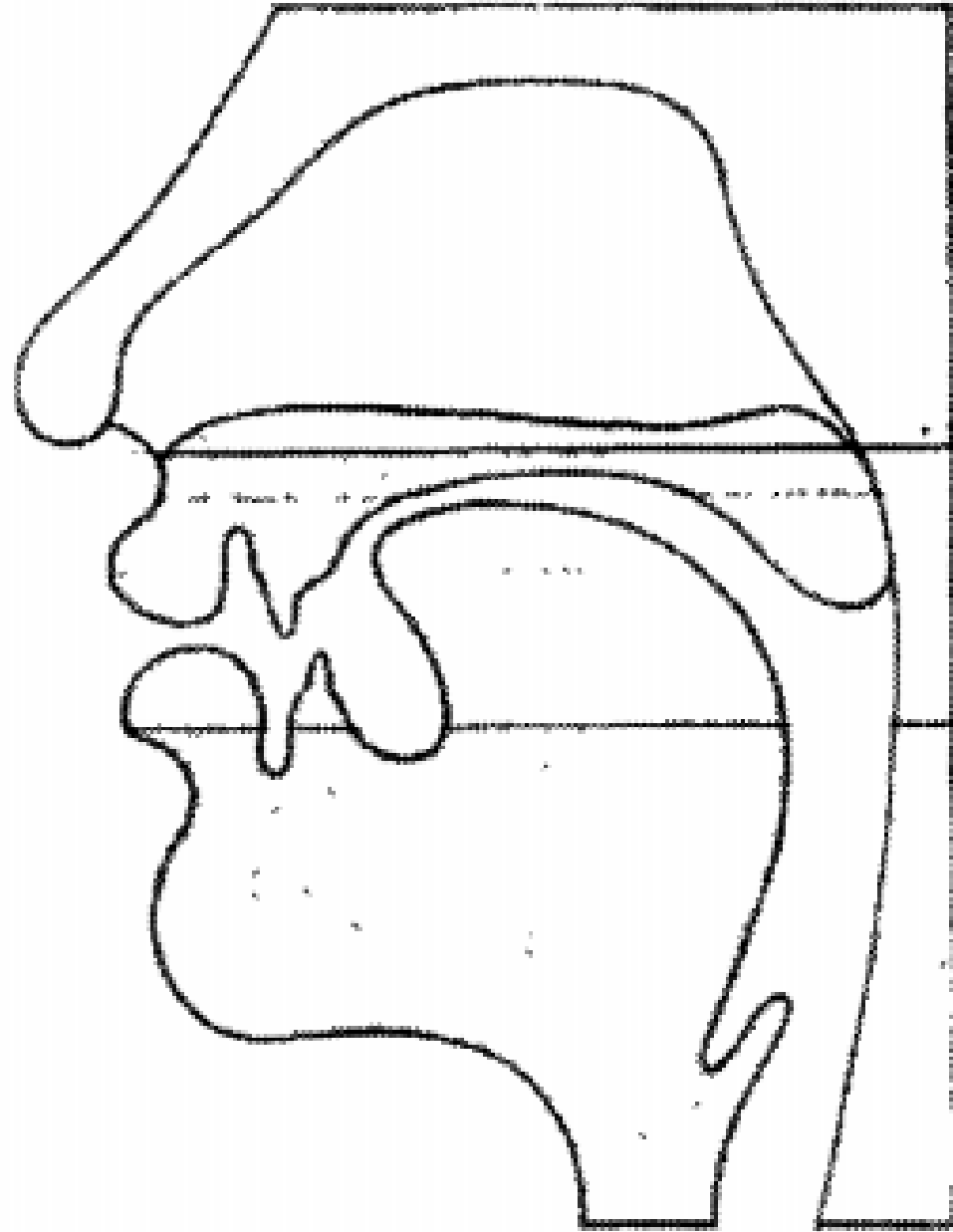
Alveolar closure with the tip of the tongue gives 'clear' *l*, as in *live*. This occurs before vowel sounds. After vowel sounds, (as in *pool*), before consonants (as in *help*), the back of the tongue is raised towards the soft palate, giving 'dark' *l* (an allophone).



## Approximants

Approximants occur when one articulator moves close to another, but not close enough to cause friction or to stop the airflow. Note that /w/ and /j/ are sometimes referred to as 'semi-vowels'. This is because they are made without a restriction to the airflow, unlike the other consonants. But they act in a consonant-like way; we say *an apple*, but we say *a pear*, *a watermelon* and *a yam*. All three approximants are important linking sounds in connected speech (see Chapter 7).

	<h1>r</h1> <p>Difficulties for: A, C, F, G, Ind, J, P, Sc, Sp</p>	<b>Characteristics</b> <p>A post-alveolar sound, as the tongue tip is held just behind (not touching) the alveolar ridge. Back rims of tongue touch upper molars. The soft palate is raised. /r/ is voiced.</p>
		<p>As in . . . <i><u>r</u>ed, <u>hurr</u>y, *<u>parr</u>ty, *<u>car</u></i></p>



**j**

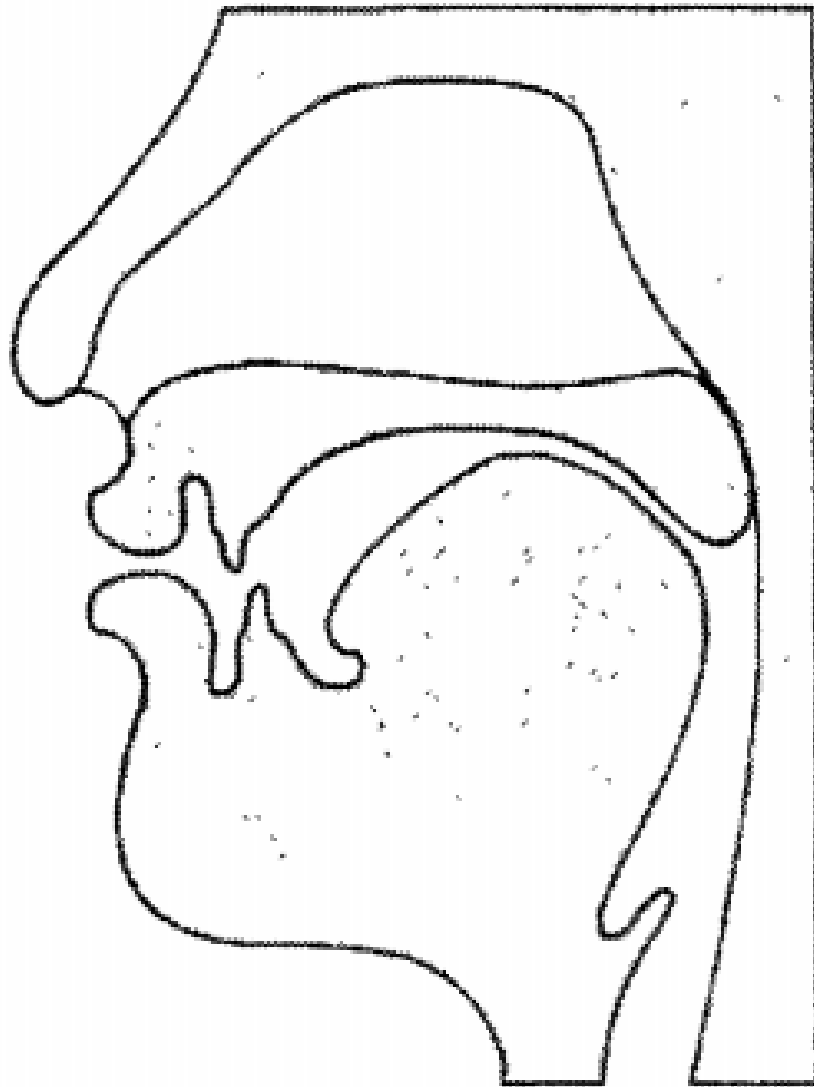
Difficulties for:  
Sp

### **Characteristics**

A palatal semi-vowel. The tongue is in the position of a close front vowel (similar to /i/). The soft palate is raised. The sound glides quickly to the following vowel. /j/ is voiced.

As in . . . *y*es, *y*oung, usual, few,  
queue, educate, suit

/j/ does not occur as a final sound.



# W

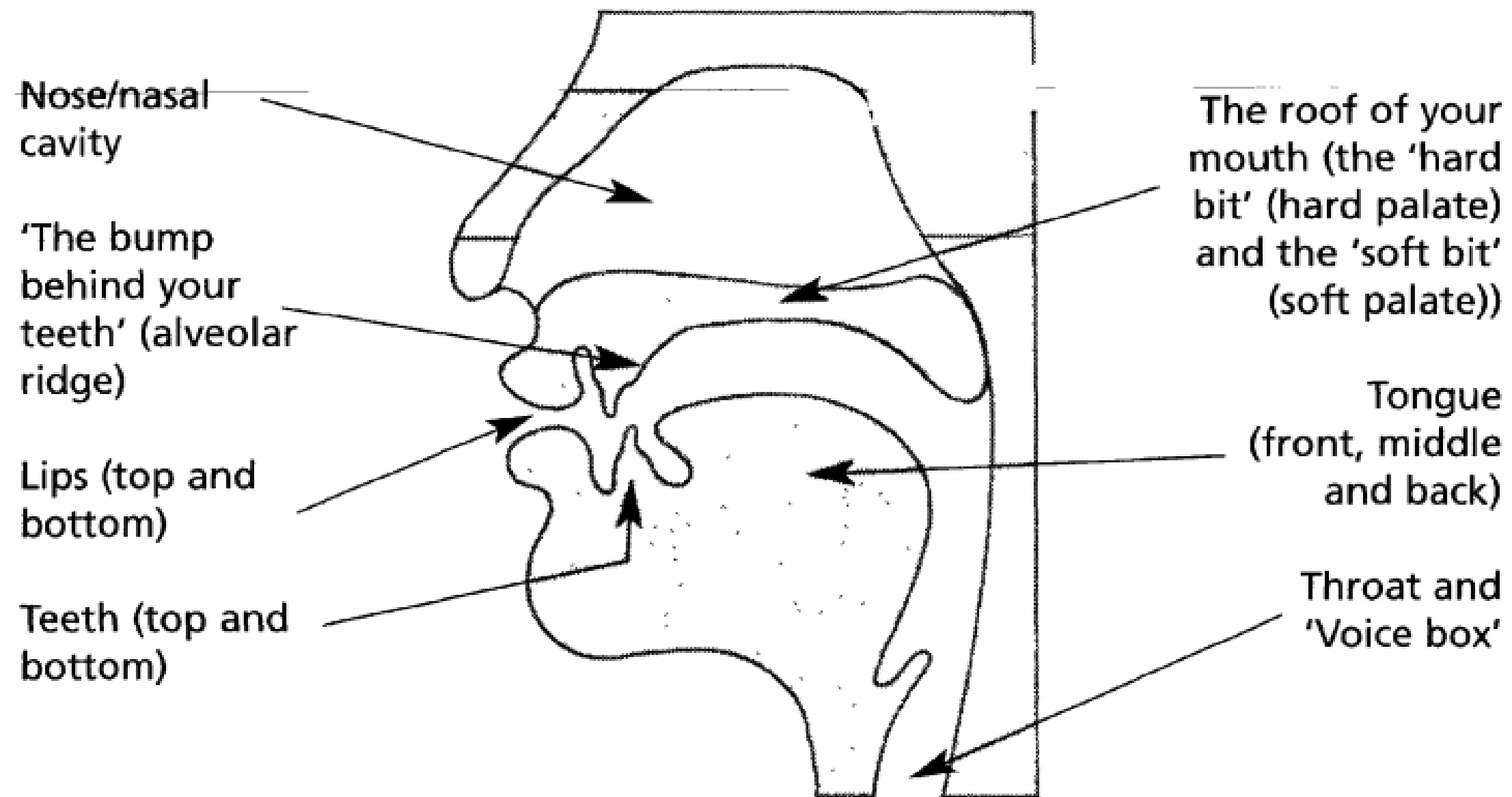
Difficulties for:  
G, Ind, R, Sc,  
Sp, Tu

## Characteristics

A labio-velar semi-vowel. The tongue is in the position of a close back vowel (similar to /u/). The soft palate is raised. The sound glides quickly to the following vowel. /w/ is voiced.

As in . . . wood, walk, wet, wheat,  
hallway

/w/ does not occur as a final sound.



<b>Sounds</b>	<b>Learner-friendly explanations</b>
p b	Put your lips together. Try to breathe out, but don't let the air escape. Release the air suddenly. Don't use your voice. Try again, and add your voice.
t d	Put your tongue against the hard bump behind your teeth. Try to breathe out, but don't let the air escape. Release the air suddenly. Don't use your voice. Try again, and add your voice.
k g	Put the back of your tongue against (the soft bit of) the roof of your mouth. Try to breathe out, but don't let the air escape. Release the air suddenly. Don't use your voice. Try again, and add your voice.
f v	Touch your top teeth with your bottom lip, and breathe out. Don't use your voice. Hold the sound, and add your voice.
θ ð	Put the front of your tongue against the back of your top teeth. Let the air pass through as you breathe out. Don't use your voice. Hold the sound, and add your voice.

- |     |  |
|-----|--|
| s z | Put the front of your tongue lightly against the bump behind your teeth. Let the air pass through as you breathe out. Don't use your voice. Hold the sound, and add your voice.  |
| ʃ ʒ | Put the front of your tongue against the bump behind your teeth. Let the air pass through as you breathe out, making an /s/ sound. Now move your tongue slightly back. Don't use your voice. Hold the sound, and add your voice. |
| h   | Open your mouth and breathe out. Don't use your voice, but try to make a noise.  |
| m   | Put your lips together. Use your voice, and let the air escape through your nose.  |
| n   | Put the front of your tongue against the bump behind your teeth. Use your voice, and let the air escape through your nose.   |
| ŋ   | Put the back of your tongue against the roof of your mouth. Use your voice, and let the air escape through your nose.  |
| l   | Put the front of your tongue against the bump behind your teeth. Use your voice, and let the air pass out of your mouth.   |
| r   | Point the front of your tongue towards the roof of your mouth.   |

Use your voice.

- |   |  |
|---|--|
| j | Make the sound /i:/, followed by the sound /ə/. Now put them together, and keep the sound short. |
| w | Make the sound /u:/, followed by the sound /ə/. Now put them together, and keep the sound short. |

Sounds	Ideas to help students articulate sounds
p b	Hold a small piece of paper in front of your lips. Make the sounds. The paper should move for /p/, but not for /b/.
t d k g	Hold a match or lighter in front of your face. Make the sounds. You should be able to make the flame flicker for /t/ and /k/, but less for /d/ and /g/.
f v	Hold your palm in front of your mouth. Make both sounds. You should feel some air for /f/, but less for /v/.
θ ð	Place a finger against your lips. Try to touch your finger with your tongue. Breathe out. Now add your voice. (This exaggerates the positions, but will help nonetheless.)
s z	What noise does a snake make? (/s/). Now add your voice.
ʃ ʒ	What noise do you make if you want someone to be quiet? (Show 'Shh . . .' gesture if necessary.) Now add your voice.
h	Hold your palm in front of your mouth. Open your mouth and breathe out. Don't use your voice, try to make sure you can feel the air on your palm.



m	Link this with 'liking something' (e.g. food, as in <i>Mmm, nice</i> ).
n	Use a word as an example, with /n/ as the last sound. Hold the sound, and get students to copy.
ŋ	Use '-ing' words as examples (e.g. <i>singing</i> ).
l	Use repeated syllables, as in <i>lalalalala</i> .
r	Point your tongue towards the roof of your mouth, but don't let the tip touch. Breathe out, using your voice, and hold the sound for as long as you can.
j	Smile, and say /i:/. Now quickly say /ə/. Say the two together, and keep it short.
w	What shape is your mouth if you are going to whistle? Now use your voice, and say /wə/. Also try /wəwæwi:wɑ:wu:/ etc., to practise using different vowels after /w/.

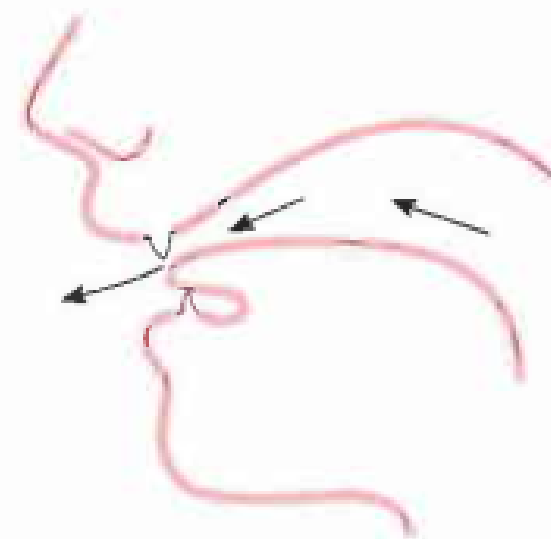
## UNIT 42 /θ/ thin

- What did you **think** of the new **theatre**?
- I **thought** it would have been better. It cost **thousands** to rebuild. But I **thought** it was **nothing** special. What did you **think**?
- I **thought** it was really **something**!



### 1 Target sound /θ/

- D24** To make the target sound /θ/, put your tongue between your teeth. Blow out air between your tongue and your top teeth. *Do not* use your voice. Listen and repeat: /θ/.



## 2 Minimal pairs A



**Sound 1**  
/s/

**mouse**

What a sweet little mouse!

**Sound 2**  
/θ/

**mouth**

What a sweet little mouth!



$65+10=100$

**sum**

Is this sum OK?

**thumb**

Is this thumb OK?

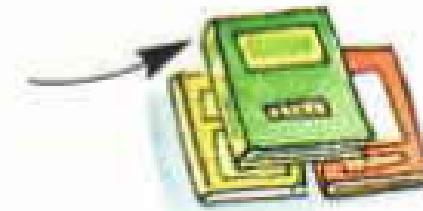


**sick**

It's very sick.

**thick**

It's very thick.



**sink**

He's sinking.

**think**

He's thinking.



**pass**

There's a mountain pass.


**path**

There's a mountain path.



### Minimal pair words

 **D23a a** Listen and repeat the words.

 **D23b b** You will hear five words from each minimal pair. For each word, write 1 for /s/ (sound 1) or 2 for /θ/ (sound 2).

## UNIT 43

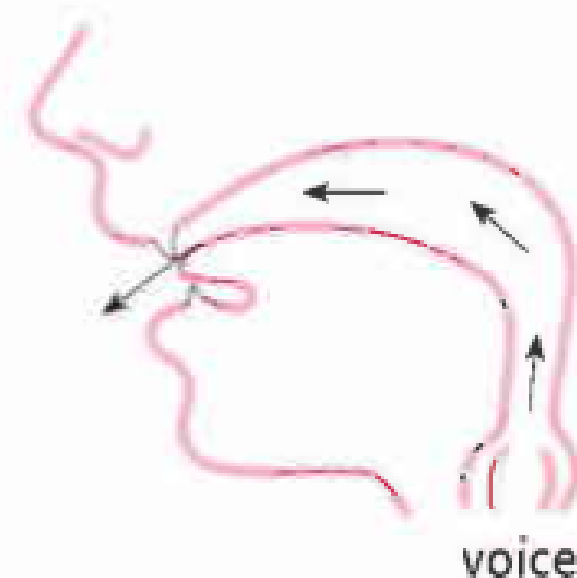
# /ð/ the feather

- Did *these people* talk about *their* neighbours?
- Well, yes they talked a bit ... er ... about ... *this* and *that*.
- *That's* what I hate about *those* people. *They're* *there* at *their* windows just watching everybody in *the* street, and *then* *they* gossip about it for *the* next week.
- Everybody talks about *other* people. I mean here *you* are talking about *them!*



### 1 Target sound /ð/

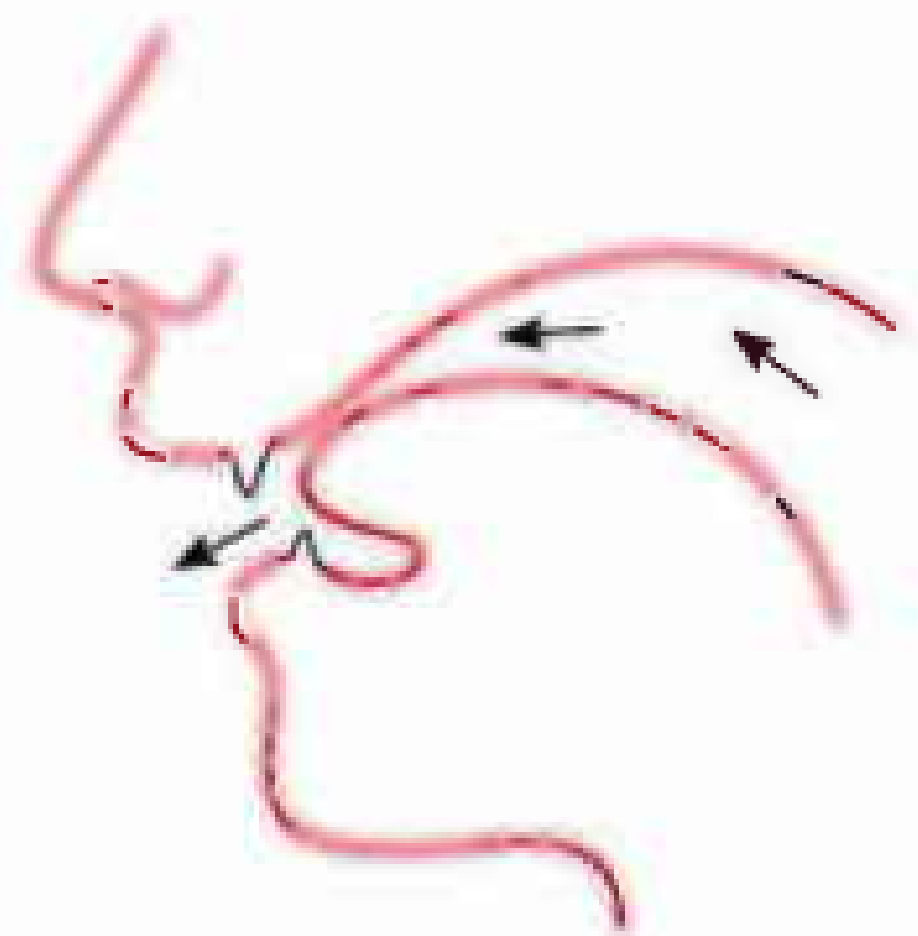
- D35a** a First practise the sound /θ/ (see page 151). Listen and repeat.
- D35b** b Use your voice to make the target sound /ð/. Listen and repeat: /ð/.
- D35c** c Listen and repeat both sounds: /θ/ is unvoiced. /ð/ is voiced.



## sound /s/

To make the target sound /s/, touch your top teeth with the sides of your tongue. Put the tip of your tongue forward to nearly touch the roof of your mouth. Don't use your voice. Listen and repeat: /s/.

/s/



## UNIT 31 /z/ zoo

- It looks so **easy**, doesn't it?
- It **does**. But it **isn't**.
- Look at those **eyes**. They're like ice.
- He **always** **draws** the **bodies** so well, doesn't he?  
Look at the **arms** ... the **legs** ... those **hands**.
- He's such an **amazing** artist.
- One of these **days** ... I'm going to buy one of **his** **paintings**.



### 1 Target sound /z/

- C26a a** First practise the sound /s/ (see page 107). Listen and repeat.
- C26b b** Use your voice to make the target sound /z/. Listen and repeat.
- C26c c** Listen and repeat both sounds together.  
/s/ is unvoiced. /z/ is voiced.

