

Міністерство освіти і науки України  
Державний університет «Житомирська політехніка»

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**«Практична фонетика англійської мови»**

**Посібник для самостійної роботи**

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**Посібник для самостійної роботи** з навчальної дисципліни «**Практична фонетика англійської мови**» для здобувачів вищої освіти освітнього ступеня «бакалавр» спеціальності 014 Середня освіта ОПП: 014.021 – Середня освіта (Англійська мова і зарубіжна література).  
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Представлений посібник містить комплекс вправ, орієнтованих на оволодіння основами звукової будови англійської мови, на вдосконалення навичок правильної англійської вимови використовуючи компетентісний підхід. Запропонований теоретичний матеріал підкріплений вправами на закріплення отриманих знань та розвиток відповідних навичок. Матеріали можуть бути використані у курсі практичної фонетики та для самостійного вивчення англійської мови.

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## Пояснювальна записка

Дані матеріали рекомендовано для здобувачів вищої освіти освітнього ступеня «бакалавр» спеціальності 014 «Середня освіта» освітньо-професійна програма 014.021 - Середня освіта (Англійська мова і зарубіжна література) під час вивчення практичної фонетики.

Необхідність розробки навчальних матеріалів полягає в тому, що вони орієнтують студентів на оволодіння практичними навичками англійської фонетики. Їх метою є організація та керування самостійною роботою студентів відповідно до вимог Програми з практичної фонетики. Крім того дані матеріали націлено на допомогу викладачеві в організації індивідуальних занять з даної навчальної дисципліни. Цій меті служить запропонований матеріал для читання та завдання на аудіювання.

Посібник складається з наступних розділів:

Практична частина складається з завдань для роботи над правильною артикуляцією звуків. Ця частина також містить завдання та тести для перевірки засвоєння знань з теоретичної фонетики.

Теоретична частина включає короткий огляд основних тем з даної дисципліни, які виносяться на практичні та індивідуальні заняття.

В кінці надається список рекомендованої літератури з практичної фонетики, яка здатна спрямувати дослідницьку діяльність студентів, поглибити їх знання з англійської мови, сприяти поєднанню теорії та практики в процесі навчання.

## Програма навчальної дисципліни

### МОДУЛЬ 1. ВСТУП ДО ФОНЕТИКИ АНГЛІЙСЬКОЇ МОВИ.

#### Змістовий модуль 1. Система фонем англійської мови.

##### **Тема 1. Фонетика: завдання та цілі. Мовленнєвий апарат людини.**

Загальні поняття про фонетику, фонему та алофони. Органи мовлення людини, їх робота та тренування. Механізм аспірації. Основна класифікація англійських приголосних та голосних. Поняття про склад. Складотворення. Словесний наголос. Типи наголосів. Якісна різниця між голосними та приголосними. Поняття про монофтонги та дифтонги. Поняття про транскрипцію. Асиміляція. Редукція. Роль вивчення фонетики в професійній діяльності педагога.

##### **Тема 2. Монофтонги. Артикуляція та транскрибування голосних звуків /i:/-/ɪ/; /æ/-/e/.**

Артикуляція та фонетичний розбір звуків /i:/-/ɪ/; /æ/-/e/. Правила транскрибування фонем. Розпізнавання, імітування та продукування цільових звуків. Модифікація фонем у зв'язному мовленні. Аудіювання коротких діалогів. Засвоєння скоромовок за темою.

**Тема 3. Артикуляція та транскрибування голосних фонем /ɑ:/-/ʌ/; /u:/-/ʊ/. Правила артикуляції та транскрибування звуків /ɑ:/-/ʌ/; /u:/-/ʊ/. Алофони. Розпізнавання цільових звуків у потоці зв'язного мовлення. Прослуховування та імітація автентичних діалогів за темою. Діалогічне мовлення. Опрацювання скоромовок.**

##### **Тема 4. Фонем /ɜ:/-/ɝ/; /z:/-/z̄/.**

Особливості вимови та транскрибування цільових звуків. Практичне вживання фонем з використання автентичного аудіоматеріалу. Поняття редукції та елізії голосних звуків в ненаголошених позиціях. Типи редукції. Сильні та слабкі форми слів. Практичне використання цих явищ в мовленні. Відпрацювання скоромовок за темою.

##### **Тема 5. Дифтонги.**

Правила будови та артикуляції англійських дифтонгів /eɪ/; /aɪ/; /ɔɪ/; /aʊ/ /əʊ/; /ɪə/; /eə/; /ʊə/ . Поняття ядра та глайду. Практичне вживання англійських дифтонгів з використання автентичного аудіо матеріалу. Редукція дифтонгів. Алофони. Опрацювання скоромовок. Фонетичний розбір слів.

##### **Тема 6. 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 чвище, притаманне усім мовам. Типи асиміляції. Практичне використання фонетичних явищ. Засвоєння скоромовок за темою.

##### **Тема 7. Приголосні фонем /w/; /r/; /l/.**

Артикуляція приголосного /w/ в порівнянні з /v/. Ознайомлення з фонетичними явищами зв'язуючого /r/ (linking /r/). Артикуляція приголосного /r/ в інтервокальній позиції. Артикуляція приголосного /l/, артикуляція груп "вибуховий приголосний + l", явище латерального вибуху (lateral plosion). Опрацювання автентичних матеріалів, скоромовок.

##### **Тема 8. Артикуляція приголосних /p/-/b/; /t/-/d/; /k/-/g/.**

Особливості артикуляції груп вибухових приголосних, явище втрати вибуху (loss of plosion, incomplete plosion). Аспірація приголосних /p/; /t/; /k/. Алофони. Аналіз можливих

помилки. Практичне вживання фонем з використанням автентичного матеріалу. Практичне використання фонетичних явищ на прикладі скоромовок.

**Тема 9. Особливості вимови приголосних /m/-/n/-/ŋ/; /f/-/v/.**

Артикуляція приголосних /m/, /n/, /ŋ/ та груп приголосних /ŋk/, /ŋg/. Артикуляція груп "вибуховий приголосний + m/n", явище назального вибуху (nasal plosion). Назальний звук /ŋ/. Прослуховування та імітація автентичних діалогів за темою. Опрацювання скоромовок.

**Тема 10. Артикуляція приголосних /ʃ/-/tʃ /; /ʒ /-/dʒ/; /tʃ /-/dʒ/; /h/;/j/. Британська та американська англійська.**

Артикуляція та модифікація цільових звуків у зв'язному мовленні. Правила транскрибування. Особливості вимови англійського звуку /h/. Опрацювання діалогів за темою. Опрацювання скоромовок. Різниця вимови та транскрипції звуків британської та американської англійської.

**МОДУЛЬ 2. ФОНЕТИЧНЕ ОФОРМЛЕННЯ ЗВ'ЯЗНОГО МОВЛЕННЯ. Змістовий модуль 2. Основні фонетичні одиниці мовлення. Інтонація англійської мови.**

**Тема 11. Фонетичне оформлення речення. Поняття про наголос у реченні.**

Поняття про фразовий наголос. Сильні та слабкі форми. Логічний наголос. Емфатичний наголос. Поняття про взаємозалежність наголосу в реченні та його семантичного навантаження.

**Тема 12. Темп і ритм мовлення.**

Особливості англійського ритму і темпу мовлення. Відпрацювання на автентичних матеріалах. Імітація зразків діалогічного мовлення. Практичне використання фонетичних явищ.

**Тема 13. Ритмізація зразків зв'язного мовлення. Поняття "ритмічна група".**

Правила поділу на ритмічні групи. Відпрацювання автентичних матеріалів, імітація зразків діалогічного мовлення. Практичне використання фонетичних явищ. Ритмічне читання англомовного тексту.

**Тема 14. Інтонаційна структура англійської мови. Тonoграма речення.**

Інтонаційна група (синтагма) та її компоненти. Інтонаційні моделі. Графічне зображення інтонації (Graphical presentation of Intonation). Термінальний тон, як головний компонент синтагми.

**Тема 15. Типи тонів.**

Використання тонів в комунікативних типах речень. Тonoграма речень автентичних аудіоматеріалів. Практичне використання фонетичних явищ.

**Тема 16. Інтонаційні моделі англійського висловлювання.**

Інтонація розповідного, питального, окличного та спонукального речення. Опрацювання автентичних текстів.

**Тема 17. Інтонація в складних реченнях.**

Інтонація речень зі вставними словами, зверненнями та однорідними членами. Імітація зразків діалогічного мовлення. Практичне використання фонетичних явищ.

**Тема 18. Емоційна інтонація у зв'язному мовленні.**

Імітація та продукування мовлення з вираженням позитивних та негативних емоцій засобами просодії. Опрацювання автентичних діалогів і текстів. Інтонування речень.

**Тема 19. Фонетичний аналіз тексту.** Транскрибування суцільного тексту. Асиміляція, редукація, елізія у зв'язному мовленні. Тонування та інтонування тексту. Ритмізація тексту. Читання тонування тексту за зразком.

### Завдання для самостійної роботи

№ з/п	Назва теми та зміст	Кількість годин
<b>Модуль I</b>		
1.	<p><b>Тема 1. Фонетика: завдання та цілі. Мовленнєвий апарат людини.</b> Загальні поняття про фонетику, фонему та алофони. Органи мовлення людини, їх робота та тренування. Механізм аспірації. Основна класифікація англійських приголосних та голосних. Поняття про склад. Складотворення. Словесний наголос. Типи наголосів. Якісна різниця між голосними та приголосними. Поняття про монофтонги та дифтонги. Поняття про транскрипцію. Асиміляція. Редукація. Роль вивчення фонетики в професійній діяльності педагога.</p>	4
2.	<p><b>Тема 2. Монофтонги. Артикуляція та транскрибування голосних звуків /i:/-/ɪ/; /æ/-/e/.</b> Артикуляція та фонетичний розбір звуків /i:/-/ɪ/; /æ/-/e/. Правила транскрибування фонем. Розпізнавання, імітування та продукування цільових звуків. Модифікація фонем у зв'язному мовленні. Аудіювання коротких діалогів. Засвоєння скоромовок за темою.</p>	4
3.	<p><b>Тема 3. Артикуляція та транскрибування голосних фонем /ɑ:/-/ʌ/; /u:/-/ʊ/.</b> Правила артикуляції та транскрибування звуків /ɑ:/-/ʌ/; /u:/-/ʊ/. Алофони. Розпізнавання цільових звуків у потоці зв'язного мовлення. Прослуховування та імітація автентичних діалогів за темою. Діалогічне мовлення. Опрацювання скоромовок.</p>	4
4.	<p><b>Тема 4. Фонем /ɔ:/-/ɒ/; /z:/-/ə/.</b> Особливості вимови та транскрибування цільових звуків. Практичне вживання фонем з використання автентичного аудіоматеріалу. Поняття редукації та елізії голосних звуків в ненаголошених позиціях. Типи редукації. Сильні та слабкі форми слів. Практичне використання цих явищ в мовленні. Відпрацювання скоромовок за темою.</p>	4
5.	<p><b>Тема 5. Дифтонги.</b> Правила будови та артикуляції англійських дифтонгів /eɪ/; /aɪ/; /ɔɪ/; /aʊ/ /əʊ/; /ɪə/; /eə/; /ʊə/ . Поняття ядра та глайду. Практичне вживання англійських дифтонгів з використання автентичного аудіо матеріалу. Редукація дифтонгів. Алофони. Опрацювання скоромовок. Фонетичний розбір слів. Виконання вправ.</p>	4
6.	<p><b>Тема 6. Артикуляція приголосних /θ/-/ð/ у порівнянні з /s/-/z/.</b> Артикуляція приголосних фонем. Модифікація приголосних у зв'язному мовленні. Артикуляція груп приголосних /tθ/; /dθ/; /sθ/; /zθ/; /sð/; /zð/. Поняття про асиміляцію як фонетичне чвище, притаманне усім мовам. Типи асиміляції. Практичне використання фонетичних явищ.</p>	4



	Засвоєння скоромовок за темою.	
7.	<b>Тема 7. Приголосні фонем /w/; /r/; /l/.</b> Артикуляція приголосного /w/ в порівнянні з /v/. Ознайомлення з фонетичними явищами зв'язуючого /r/ (linking /r/). Артикуляція приголосного /r/ в інтервокальній позиції. Артикуляція приголосного /l/, артикуляція груп "вибуховий приголосний + l", явище латерального вибуху (lateral plosion). Опрацювання автентичних матеріалів, скоромовок. Декламування віршів.	4
8.	<b>Тема 8. Артикуляція приголосних /p/-/b/; /t/-/d/; /k/-/g/.</b> Особливості артикуляції груп вибухових приголосних, явище втрати вибуху (loss of plosion, incomplete plosion). Аспірація приголосних /p/; /t/; /k/. Алофони. Аналіз можливих помилок. Практичне вживання фонем з використанням автентичного матеріалу. Практичне використання фонетичних явищ на прикладі скоромовок.	4
9.	<b>Тема 9. Особливості вимови приголосних /m/-/n/-/ŋ/; /l/-/v/.</b> Артикуляція приголосних /m/, /n/, /ŋ/ та груп приголосних /ŋk/, /ŋg/. Артикуляція груп "вибуховий приголосний + m/n", явище назального вибуху (nasal plosion). Назальний звук /ŋ/. Прослуховування та імітація автентичних діалогів за темою. Опрацювання скоромовок.	6
10.	<b>Тема 10. Артикуляція приголосних /ʃ/-/tʃ /; /ʒ /-/dʒ/; /tʃ /-/dʒ/; /h/;/j/.</b> Британська та американська англійська. Артикуляція та модифікація цільових звуків у зв'язному мовленні. Правила транскрибування. Особливості вимови англійського звуку /h/. Опрацювання діалогів за темою. Опрацювання скоромовок. Різниця вимови та транскрипції звуків британської та американської англійської.	4
	<b>Разом</b>	42
<b>Модуль II</b>		
11.	<b>Тема 11. Фонетичне оформлення речення. Поняття про наголос у реченні.</b> Поняття про фразовий наголос. Сильні та слабкі форми. Логічний наголос. Емфатичний наголос. Поняття про взаємозалежність наголосу в реченні та його семантичного навантаження. Виконання вправ.	6
12.	<b>Тема 12. Темп і ритм мовлення.</b> Особливості англійського ритму і темпу мовлення. Відпрацювання на автентичних матеріалах. Імітація зразків діалогічного мовлення. Практичне використання фонетичних явищ. Робота з діалогами.	4
13.	<b>Тема 13. Ритмізація зразків звязного мовлення. Поняття "ритмічна група".</b> Правила поділу на ритмічні групи. Відпрацювання автентичних матеріалів, імітація зразків діалогічного мовлення. Практичне використання фонетичних явищ. Ритмічне читання англомовного тексту. Декламування віршів.	6
14.	<b>Тема 14. Інтонаційна структура англійської мови. Тonoграма речення.</b> Інтонаційна група (синтагма) та її компоненти. Інтонаційні моделі.	4

	Графічне зображення інтонації (Graphical presentation of Intonation). Термінальний тон, як головний компонент синтагми. Інтонавання текстів.	
15.	<b>Тема 15. Типи тонів.</b> Використання тонів в комунікативних типах речень. Тонограма речень автентичних аудіоматеріалів. Практичне використання фонетичних явищ.	6
16.	<b>Тема 16. Інтонаційні моделі англійського висловлювання.</b> Інтонація розповідного, питального, окличного та спонукального речення. Опрацювання автентичних текстів.	4
17.	<b>Тема 17. Інтонація в складних реченнях.</b> Інтонація речень зі вставними словами, зверненнями та однорідними членами. Імітація зразків діалогічного мовлення. Практичне використання фонетичних явищ.	4
18.	<b>Тема 18. Емоційна інтонація у зв'язному мовленні.</b> Імітація та продукування мовлення з вираженням позитивних та негативних емоцій засобами просодії. Опрацювання автентичних діалогів і текстів. Інтонавання речень.	4
19.	<b>Тема 19. Фонетичний аналіз тексту.</b> Транскрибування суцільного тексту. Асиміляція, редукція, елізія у зв'язному мовленні. Тонування та інтонавання тексту. Ритмізація тексту. Читання тонування тексту за зразком.	4
	<b>Разом</b>	<b>42</b>
	<b>Разом з дисципліни</b>	<b>84</b>

#### Індивідуальні завдання

1. Опрацювання автентичних матеріалів.
  2. Виконання фонетичних вправ.
  3. Відпрацювання вимови.
  4. Робота з діалогами.
  5. Транскрибування текстів.
  6. Декламування віршів.
  7. Інтонавання текстів.
-

## UNIT1. Sound practice

**/i:/ sheep**

**/i:/ sheep, teen, heel, peel, wheel, seen, neat, beat, bead**

**Exercise** (adapted from Sheep or Ship, Track A6)

<p><b>sheep</b> Look out for that sheep.</p>	<p><b>leak</b> Stop it leaking!</p>
<p><b>cheeks</b> What lovely cheeks!</p>	<p><b>peel</b> This peel's got vitamin C in it.</p>
<p><b>bean</b> Throw that bean.</p>	<p><b>leave</b> He's got to leave.</p>

**Dialogue 'It's cheaper to eat at Marguerita's'** (adapted from Sheep or Ship, Track A8)

CHRISTINA: What would you like to eat, Peter ? The cheese sandwiches are the cheapest.

PETER: Er ... mmm ... oh, a cheese sandwich, please, Christina.

CHRISTINA: Cheese ... mmm ... Janine? Would you like a cheese sandwich or a cheese sandwich?

JANINE: A cheese sandwich, please.

PETER: What about you, Christina? Would you like cheese or cheese ?

WAITRESS: Are you all ready to order? What would you like to drink ?

CHRISTINA: Er, we'll have one beef sandwich, two cheese sandwiches and, mmm, teas for me.

JANINE: Tea for me too, please.

PETER: Yes, make that three teas , please.

WAITRESS: (writing down the order) One beef sandwich, two cheese sandwiches and 10 three teas.

**Exercise** (adapted from Sheep or Ship, Track A10)

Match the country and nationality.

Countries	Nationalities
China	Vietnamese
Bali	Maltese
Malta	Balinese
Portugal	Japanese
Lebanon	Chinese
Japan	Nepalese
Nepal	Lebanese
Vietnam	Portuguese

**/ɪ/ ship**

**Exercise** (adapted from Sheep or Ship, Track A13 -14)

<b>/i:/</b>	<b>/ɪ/</b>
<b>sheep</b> Look out for that sheep.	<b>ship</b> Look out for that ship.
<b>leak</b> Stop it leaking!	<b>lick</b> Stop it licking!
<b>cheeks</b> What lovely cheeks.	<b>chicks</b> What lovely chicks.
<b>peel</b> This peel's got vitamin C in it.	<b>pill</b> This pill's got vitamin C in it.
<b>bean</b> Throw out that bean.	<b>bin</b> Throw out that bin.
<b>leave</b> He's going to leave.	<b>live</b> He's going to live.

**Dialogue Three Interesting films** (adapted from Sheep or Ship, Track A16)

BILL: Good evening, Mrs Lee.

GINA: Is Kim in?

BILL: Is he coming to the cinema, Mrs Lee? It's the Children's Film Festival.

MRS LEE: Kim's ill.

BILL: Here he is!

GINA: Hi, Kim!

KIM: Hi, Gina! Hi, Bill!

BILL: Kim, we've got these three free tickets to see three prize-winning films for children!

MRS LEE: Listen, Kim ...

KIM: Is it a interesting ?

GINA: We think it is. First there's a short film about gorillas and a chimpanzees in Africa, and ...

BILL: ... then the next film is about the six best Olympic gymnastic competitions, and then ...

GINA: ... then it's the big film - The History of English Cricket.

KIM: Cricket!

BILL: It's a terrific film.

MRS LEE: If you're ill, Kim ...

GINA: It would be a pity to miss it.

MRS LEE: Now listen, you kids ...

BILL: And it begins in fifty minutes.

MRS LEE: KIM!

KIM: Quick! Or we'll miss the beginning of the gorilla film!



**Exercise** (adapted from Sheep or Ship, Track A20ab)

<b>/ɪ/</b>	<b>/e/</b>
<b>pin</b> I need a pin.	<b>pen</b> I need a pen.
<b>bin</b> Thay's my bin.	<b>Ben</b> That's my Ben.
<b>tin</b> It's a big tin.	<b>ten</b> It's a big ten.
<b>pig</b> Where's the pig?	<b>peg</b> Where's the peg?
<b>bill</b> There's the bill.	<b>bell</b> There's the bell.
<b>chick</b> She wants a chick.	<b>cheque</b> She wants a cheque.

**Dialogue Friends** (adapted from Sheep or Ship, Track A23)

ADELE: Hi, Emma! Hi, Ben! Hello, Emily! Hello, Eddie! Hi, everybody!

EVERYBODY EXCEPT KEVIN: Hi, Adele!

EMILY: Nice to see you again, Adele. Kevin, this is Adele. Adele, this is Kevin.

ADELE: Hi, Kevin. Are you listening to the Red Hot Chili Peppers? It's terribly loud.

KEVIN: Yes ... (turns the music down)Is that better? Are you a friend of Emma's?

ADELE: Yes.

KEVIN: Emma said she had a friend called Adele.

EDDIE: Help yourself to Mexican food, Adele. It's on the kitchen bench.

EMILY: And there's French bread on the shelf.

BEN: Can I get you a drink, Adele?

ADELE: Yes, thanks, Ben. Some lemonade with a bit of ice in it.

EMMA: Have you met my friend Adele yet, Kevin?

KEVIN: Yes. I've just met her. She's very friendly.

BEN: How did you spend your holiday, Adele?

ADELE: I went to South America with my best friend Kerrie.

EVERYBODY: Well!

EMMA: We're all jealous.

EDDIE: Was it expensive?

ADELE: Not very. But I spent everything. I haven't any money left.

**/æ/ man**

**Exercise** (adapted from Sheep or Ship, Track A27ab)

<b>/e/</b>	<b>/æ/</b>
<b>x</b> Put the 'x' here.	<b>axe</b> Put the axe here.
<b>pen</b> Can I borrow your pen?	<b>pan</b> Can I borrow your pan?
<b>men</b> Look at the men.	<b>man</b> Look at the man.
<b>send</b> I'm sending the table.	<b>sand</b> I'm sanding the table.
<b>gem</b> It's a lovely gem.	<b>jam</b> It's a lovely jam.
<b>bread</b> We had bread for lunch.	<b>Brad</b> We had Brad for lunch.

**/ʌ/ cup**

**Exercise** (adapted from Sheep or Ship, Track A36)

<b>/æ/</b>	<b>/ʌ/</b>
<p><b>cap</b> Where is my cap?</p>	<p><b>cup</b> Where is my cup?</p>
<p><b>hat</b> There's a hat in the garden.</p>	<p><b>hut</b> There's a hut in the garden.</p>
<p><b>track</b> See the tracs on the road.</p>	<p><b>truck</b> See the trucks on the road.</p>
<p><b>ban</b> There's a ban on it.</p>	<p><b>bun</b> There's a bun on it.</p>
<p><b>bag</b> She's got a bag.</p>	<p><b>bug</b> She's got a bug.</p>
<p><b>ankle</b> My ankle was injured.</p>	<p><b>uncle</b> My uncle was injured.</p>

**Dialogue. She doesn't love him.** (adapted from Sheep or Ship, Track A39)

JASMINE: Honey, why are you so sad? (Duncan says nothing .)

JASMINE: Honey, why are you so unhappy? I don't understand.

DUNCAN: You don't love me, Jasmine.

JASMINE: But Duncan, I love you very much!

DUNCAN: That's untrue, Jasmine. You love my cousin.

JASMINE: Justin?

DUNCAN: No, his brother .

JASMINE: Dudley?

DUNCAN: No. Stop being funny, Jasmine. Not that one. The other brother. Hunter. You think he's lovely and I'm unattractive.

JASMINE: Duncan! That's utter rubbish!

DUNCAN: And Hunter loves you too.

JASMINE: No he doesn't.



DUNCAN: Yes he does .

JASMINE: Duncan, just once last month I had lunch with Hunter. You mustn't worry. I like your company much better than Hunter's. Hunter's ...

DUNCAN: Oh, just shut up, Jasmine!

JASMINE: But honey, I think you're wonderful.

DUNCAN: Oh, shut up, Jasmine.

JASMINE: Now that's enough! You're just jealous, Duncan. You shut up!

**/ɑː/ heart**

**Exercise** (adapted from Sheep or Ship, Track A44)

<b>/æ/</b>	<b>/ɑː/</b>
<b>cap</b> What a lovely cap!	<b>carp</b> What a lovely carp!
<b>hat</b> He touched his hat.	<b>heart</b> He touched his heart.
<b>cat</b> It's a farm cat.	<b>cart</b> It's a farm cart.
<b>ban</b> There's a ban on it.	<b>barn</b> There's a barn on it.
<b>pack</b> I'll pack the car.	<b>park</b> I'll park the car.

**Dialogue. At a party** (adapted from Sheep or Ship, Track A49)

ALANA: What a marvellous party this is! I'm having so much fun, Margaret.

MARGARET: Where's your glass, Alana?

ALANA: Here you are. Thanks. That's enough.

MARTIN: Alana, Margaret! Come into the garden. Tara Darling and Marcus Marsh are dancing on the grass.

MARGARET: In the dark?

MARTIN: They are dancing under the stars.

ALANA: Fantastic! And Bart Jackson is playing his guitar.

MARGARET: Just look at Tara! She can't dance but she looks very smart.

MARTIN: Look at Marcus. What a fabulous dancer!

ALANA: What an attractive couple they are! Let's take a photograph of them.

**/ɒ/ clock**

**Exercise** (adapted from Sheep or Ship, Track A53)

<b>/æ/</b>	<b>/ɒ/</b>
<b>hat</b> It's hat weather.	<b>hot</b> It's hot weather.
<b>cat</b> He's got a white cat.	<b>cot</b> He's got a white cot.
<b>fax</b> Look for the fax.	<b>fox</b> Look for the fox.
<b>sack</b> Put it in a sack.	<b>sock</b> Put it in a sock.
<b>tap</b> Turn that tap slowly.	<b>top</b> Turn that top slowly.
<b>backs</b> I can see their backs.	<b>box</b> I can see their box.

**TV Advertisement for 'Onwash'.** (adapted from Sheep or Ship, Track A56)

VOICE: What's wrong with you, Mrs Bloggs?

MRS BLOGGS: What's wrong with me? I want a holiday from this horrible job of washing socks!

VOICE: Buy a bottle of 'Onwash', Mrs Bloggs!

VOICE: 'Onwash' is so soft and strong .

VOICE: You don't want lots of hot water with 'Onwash'.

VOICE: It's not a long job with 'Onwash'.

VOICE: Use 'Onwash' often.

VOICE: You won't be sorry when you've got 'Onwash'.

VOICE: Everybody wants 'Onwash'.

EVERYBODY: 'Onwash' is so popular.



**Exercise** (adapted from Sheep or Ship, Track A60)

<b>/ɒ/</b>	<b>/ɔ:/</b>
<b>Don</b> Is your name Don?	<b>Dawn</b> Is your name Dawn?
<b>cod</b> This cod was in the sea.	<b>cord</b> This cord was in the sea.
<b>shot</b> He was shot.	<b>short</b> He was short.
<b>pot</b> It's a small pot.	<b>port</b> It's a small port.
<b>fox</b> Look for the fox.	<b>forks</b> Look for the forks.
<b>spot</b> I don't like these spots.	<b>sport</b> I don't like these sports

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

**Dialogue. Sports report from Radio station 4**

(adapted from Sheep or Ship, Track 63)

ANNOUNCER: This morning the Roarers football team arrived back from York. Laura Short is our sports reporter, and she was at the airport.

LAURA SHORT: Good morning, listeners. This is Laura Short. All the footballers are walking towards me. Here's George Ball, the goalkeeper. Good morning, George.

GEORGE BALL: Good morning. Are you a reporter?

LAURA SHORT: Yes, George. I'm Laura Short from Radio station 4. Tell us about a football match with York.

GEORGE BALL: Well, it was awful. We lost. And the score was forty-four, four. But it wasn't my fault, Laura.

LAURA SHORT: Whose fault was it, George?

GEORGE BALL: The forwards.

LAURA SHORT: The forwards?

GEORGE BALL: Yes. The forwards. They were always falling over or loosing the ball.

**/ʊ / book**

**Exercise** (adapted from Sheep or Ship, Track A67)

<b>/ɒ/</b>	<b>/ʊ/</b>
<p><b>pot</b> Pot the plant in the garden.</p>	<p><b>put</b> Put the plant in the garden.</p>
<p><b>cod</b> How do you spell 'cod'?</p>	<p><b>could</b> How do you spell could?</p>
<p><b>lock</b> I'll lock you up.</p>	<p><b>look</b> I'll look you up.</p>
<p><b>rock</b> The wind blew around the rock.</p>	<p><b>rook</b> The wind blew around the rook.</p>
<p><b>box</b> Give me the box.</p>	<p><b>books</b> Give me the books.</p>

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

**Dialogue. A lost book.**

(adapted from Sheep or Ship, Track 71)

MR COOK: Could you tell me where you've put my book, Bronwen?

MRS COOK: Isn't it on the bookshelf?

MR COOK: No. The bookshelf is full of your cookery books.

MRS COOK: Then you should look in the bedroom, shouldn't you?

MR COOK: I've looked. You took that book and put it somewhere, didn't you?

MRS COOK: The living room?

MR COOK: No, I've looked. I'm going to put all my books in a box and lock it!

MRS COOK: Look, John, it's on the floor next to your foot.

MR COOK: Ah, good.

## /u:/ boot

**Exercise** (adapted from Sheep or Ship, Track B3)

Listen to the minimal pairs and sentences, paying particular attention to the target sound.

/ʊ/	/u:/
<p style="text-align: center;"><b>look</b></p> <p style="text-align: center;">Look, a new moon!</p>	<p style="text-align: center;"><b>Luke</b></p> <p style="text-align: center;">Luke, a new moon!</p>
<p style="text-align: center;"><b>pull</b></p> <p style="text-align: center;">The sign said 'Pull'.</p>	<p style="text-align: center;"><b>pool</b></p> <p style="text-align: center;">The sign said 'Pool'.</p>
<p style="text-align: center;"><b>full</b></p> <p style="text-align: center;">This isn't really full proof.</p>	<p style="text-align: center;"><b>fool</b></p> <p style="text-align: center;">This isn't really foolproof.</p>
<p style="text-align: center;"><b>could</b></p> <p style="text-align: center;">The bird could.</p>	<p style="text-align: center;"><b>cooed</b></p> <p style="text-align: center;">The bird cooed.</p>
<p style="text-align: center;"><b>would</b></p> <p style="text-align: center;">'He would, Julie, at the full moon.</p>	<p style="text-align: center;"><b>wooded</b></p> <p style="text-align: center;">He wooed Julie at the full moon.</p>

**Dialogue. The two rudest students in the school.**

(adapted from Sheep or Ship, Track B7)

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

MISS LUKE: Good afternoon, girls.

GIRLS: Good afternoon, Miss Luke.

MISS LUKE: This afternoon we are going to learn how to cook soup. Turn on your computers and look at unit twenty-two.

LUCY: Excuse me, Miss Luke.

SUSAN: Yes, Lucy?

LUCY: There is some chewing gum on your shoe.

MISS LUKE: Who threw their chewing gum on the floor. Was it you, Lucy?

LUCY: No, Miss Luke. It was Susan.

MISS LUKE: Who?

LUCY: Susan Duke.

SUSAN: It wasn't me, stupid. It was Julie.

JULIE: It was you.

SUSAN: It wasn't me! My mouth's full of chewing gum. Look, Miss Luke!

JULIE: Stop pulling my hair, Susan. It was you!

SUSAN: YOU!

JULIE: YOU!

MISS LUKE: Excuse me! If you to continue with this rudeness, you can stay after school instead of going to the pool.

**/ɜ:/ girl**

**Exercise** (adapted from Sheep or Ship, Track B12)

Listen to the minimal pairs and sentences, paying particular attention to the target sound.

<b>/e/</b>	<b>/ɜ:/</b>
<b>ten</b> The sign says ten.	<b>turn</b> The sign says turn.
<b>Ben</b> Look at it, Ben.	<b>burn</b> Look at it burn.
<b>bed</b> It's a colourful bed.	<b>bird</b> It's a colourful bird.
<b>west</b> It's the west wind.	<b>worst</b> It's the worst wind.

**Dialogue. The worst nurse.**

(adapted from Sheep or Ship, Track B17)

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

SIR HERBERT: Nurse!

COLONEL BURTON: Nurse! I'm thirsty!

SIR HERBERT: Nurse! My head hurts!

COLONEL BURTON: Nurse Sherman always wears such dirty shirts.

SIR HERBERT: He never arrives at work early.

COLONEL BURTON: He and ..er..Nurse Turner weren't at work on Thursday, were they?

SIR HERBERT: No, they weren't.

COLONEL BURTON: Nurse Sherman is the worst nurse in the ward, isn't he, Sir Herbert?

SIR HERBERT: No, he isn't, Colonel Burton. He's the worst nurse in the world!

/ə/ a camera

**Dialogue.**

(adapted from Sheep or Ship, Track B17)

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

A: I'm going to the library.

B: Can you buy something for me at the newsagent's?

A: But the newsagent's is a mile from the library.

B: No. Not that newsagent's. Not the one that's next to the fish and chip shop. I mean the one that's near the butcher's.

A: Oh yes. Well, what do you want?

B: Some chocolates in the tin of sweets and an address book.

/eɪ/ male

**Exercise** (adapted from Sheep or Ship, Track B28)

Listen to the minimal pairs and sentences, paying particular attention to the target sound.

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

**/aɪ/ fine**

**Exercise** (adapted from Sheep or Ship, Track B)

Listen to the minimal pairs and sentences, paying particular attention to the target sound.



/ɑ:/	/aɪ/
<p><b>bar</b> That was a good bar.</p>	<p><b>buy</b> That was a good buy.</p>
<p><b>bark</b> What a noisy bark.</p>	<p><b>bike</b> What a noisy bike.</p>
<p><b>Pa</b> He loves his Pa.</p>	<p><b>pie</b> He loves his pie.</p>
<p><b>R</b> It's got two R's.</p>	<p><b>eye</b> It's got two eyes.</p>
<p><b>cart</b> It's a cart.</p>	<p><b>kite</b> It's a kite.</p>
<p><b>heart</b> Check the heart.</p>	<p><b>height</b> Check the height.</p>

**/ɔɪ/ boy**

**Exercise** (adapted from Sheep or Ship, Track B42)

Listen to the minimal pairs and sentences, paying particular attention to the target sound.

/ɔ:/	/ɔɪ/
<p><b>all</b> It's all there.</p>	<p><b>oil</b> It's oil there.</p>
<p><b>ball</b> It's a ball on his head.</p>	<p><b>boil</b> It's a boil on his head.</p>
<p><b>corn</b> Look at that golden corn.</p>	<p><b>coin</b> Look at that golden coin.</p>
<p><b>tore</b> The paper tore.</p>	<p><b>toy</b> The paper toy.</p>
<p><b>roar</b> Hear the engine roar.</p>	<p><b>Roy</b> Hear the engine, Roy.</p>

## /aʊ/ house

**Exercise** (adapted from Sheep or Ship, Track B42)

Listen to the minimal pairs and sentences, paying particular attention to the target sound.

<b>/ɑ:/</b>	<b>/aʊ/</b>
<p>car It's is the best car.</p>	<p>cow It's is the best cow.</p>
<p><b>bar</b> It was a long bar.</p>	<p><b>bow</b> It was a long bow.</p>
<p><b>bra</b> Her bra was wrinkled.</p>	<p><b>brow</b> Her brow was wrinkled.</p>
<p><b>grass</b> There's beautiful grass here.</p>	<p><b>grouse</b> There's beautiful grouse here.</p>
<p><b>arch</b> 'Arch!' he said loudly.</p>	<p><b>ouch</b> 'Ouch!' he said loudly.</p>

## /əʊ/ phone

**Exercise** (adapted from Sheep or Ship, Track B55)

Listen to the minimal pairs and sentences, paying particular attention to the target sound.

<b>/ɜ:/</b>	<b>/əʊ/</b>
<p><b>burn</b> It's a large burn.</p>	<p><b>bone</b> t's a large bone.</p>
<p><b>fern</b> It's a green fern.</p>	<p><b>phone</b> It's a green phone.</p>
<p><b>Bert</b> That's my Bert.</p>	<p><b>boat</b> That's my boat.</p>
<p><b>work</b> I work early.</p>	<p><b>woke</b> I woke early.</p>
<p><b>flirt</b> he likes flirting.</p>	<p><b>float</b> he likes floating.</p>

**/ɪə/ year**

**Exercise** (adapted from Sheep or Ship, Track B55)

Listen to the minimal pairs and sentences, paying particular attention to the target sound.

<b>/i:/</b>	<b>/ɪə/</b>
<p><b>E</b> That E's too big.</p>	<p><b>ear</b> That ear's too big.</p>
<p><b>bee</b> It's a small bee.</p>	<p><b>beer</b> It's a small beer.</p>
<p><b>tea</b> This tea taste salty.</p>	<p><b>tear</b> This tear taste salty.</p>
<p><b>pea</b> It's an old pea.</p>	<p><b>pier</b> It's an old pier.</p>
<p><b>bead</b> He has a black bead.</p>	<p><b>beard</b> He has a black beard.</p>

**/eə/ chair**

**Exercise** (adapted from Sheep or Ship, Track B55)

Listen to the minimal pairs and sentences, paying particular attention to the target sound.

<b>/ɪə/</b>	<b>/eə/</b>
<b>ear</b> The ear's isn't good.	<b>air</b> The air's isn't good.
<b>beer</b> It's a sweet beer.	<b>bear</b> It's a sweet bear.
<b>pier</b> That's an old pier.	<b>pear</b> That's an old pear.
<b>hear</b> How do spell 'hear'?	<b>hair</b> How do spell 'hair'?
<b>Cheers!</b> 'Three cheers!' he said.	<b>chairs</b> 'Three chairs!' he said.

How are English consonant sounds are made?

air being stopped, then released suddenly: <i>/p/, /b/, /t/, /d/, /k/, /g/</i>	air moving between two parts of the mouth (or throat) which are close to each other: <i>/f/, /v/, /θ/, /ð/, /s/, /z/, /h/, /ʒ/</i>	air coming through the nose: <i>/m/, /n/, /ŋ/</i>
<b>stops or plosives</b>	<b>fricatives</b>	<b>nasals</b>
air being released more slowly: <i>/tʃ/, /dʒ/</i>	air moving between two not so close parts: <i>/r/, /w/, /j/</i>	air coming round the sides of the tongue: <i>/l/</i>
<b>affricates</b>	<b>approximants</b>	<b>lateral</b>

**/p/ pen**

**/b/ baby**

**Exercise** (adapted from Sheep or Ship, Track B84)

Listen to the minimal pairs and sentences, paying particular attention to the target sounds.

<b>/p/</b>	<b>/b/</b>
<b>pin</b> It's a useful pin.	<b>bin</b> It's a useful bin.
<b>pen</b> Pen, please!	<b>Ben</b> Ben, please!
<b>pear</b> Look at the yellow pear.	<b>bear</b> Look at the yellow bear.
<b>cap</b> It's an old cap.	<b>cab</b> It's an old cab.
<b>pup</b> What a lively pup!	<b>pub</b> What a lively pub!
<b>Poppy</b> Do you like Poppy?	<b>Bobby</b> Do you like Bobby?

**/t/ table**

**/d/ door**

**Exercise** (adapted from Sheep or Ship, Track C3)

Listen to the minimal pairs and sentences, paying particular attention to the target sounds.

<b>/t/</b>	<b>/d/</b>
<b>too</b> You too?	<b>do</b> You do?
<b>sent</b> You sent the emails?	<b>send</b> You send the emails?
<b>cart</b> Is the red cart hers?	<b>card</b> Is the red card hers?
<b>write</b> Can he write well?	<b>ride</b> Can he ride well?
<b>train</b> Does this train smell?	<b>drain</b> Does this drain smell?
<b>trunk</b> Is there a trunk outside?	<b>drunk</b> Is there a drunk outside?

**/k/ key**

**/g/ girl**

**Exercise** (adapted from Sheep or Ship, Track C14)

Listen to the minimal pairs and sentences, paying particular attention to the target sounds.

<b>/k/</b>	<b>/g/</b>
<p><b>coat</b> It's a hairy coat.</p>	<p><b>goat</b> It's a hairy goat.</p>
<p><b>curl</b> He's got a lovely curl.</p>	<p><b>girl</b> He's got a lovely girl.</p>
<p><b>class</b> It's a brilliant class.</p>	<p><b>glass</b> It's a brilliant glass.</p>
<p><b>back</b> She's got a strong back.</p>	<p><b>bag</b> She's got a strong bag.</p>
<p><b>crow</b> It's crowing.</p>	<p><b>grow</b> It's growing.</p>

**/s/ sun**

**/z/ zoo**

**Exercise** (adapted from Sheep or Ship, Track C14)

Listen to the minimal pairs and sentences, paying particular attention to the target sounds.



<b>/s/</b>	<b>/z/</b>
<p><b>Sue</b> That Sue was amazing.</p>	<p><b>zoo</b> That zoo was amazing.</p>
<p><b>c</b> It's pronounced /si:/</p>	<p><b>z</b> It's pronounced /zi:/</p>
<p><b>sip</b> Sip it slowly.</p>	<p><b>zip</b> Zip it slowly.</p>
<p><b>bus</b> I heard a bus.</p>	<p><b>buzz</b> I heard a buzz.</p>
<p><b>price</b> What's the price?</p>	<p><b>prize</b> What's the prize?</p>

**/ʃ/ shoe**

**Exercise** (adapted from Sheep or Ship, Track C14)

Listen to the minimal pairs and sentences, paying particular attention to the target sounds.

<b>/s/</b>	<b>/ʃ/</b>
<p><b>c</b> C is third.</p>	<p><b>she</b> She is third.</p>
<p><b>Sue</b> I like Sue's.</p>	<p><b>shoe</b> I like shoes.</p>
<p><b>sip</b> Sip it carefully.</p>	<p><b>ship</b> Ship it carefully.</p>
<p><b>sew</b> He won't sew it.</p>	<p><b>show</b> He won't show it.</p>
<p><b>puss</b> 'Puss!' he shouted.</p>	<p><b>push</b> 'Push!' he shouted.</p>

## Unit 2. Workbook.

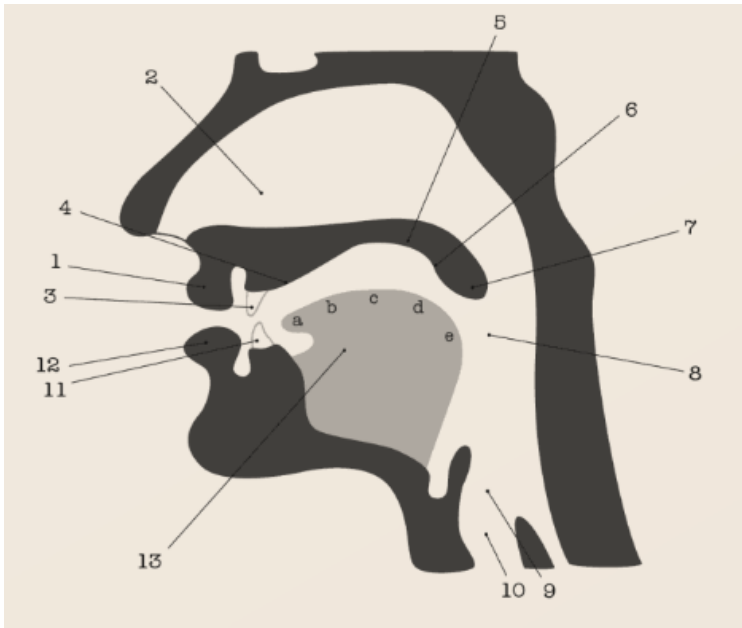
### Speech organs

**Exercise** (adapted from Phonetics, Byshuk)

Match the word with the translation.

Word	Translation
1 hard palate	a) губи
2 pharynx	b) ротова порожнина
3 larynx	с) м'яке піднебіння
4 nasal cavity	d) тверде піднебіння
5 vocal cords	е) нижня щелепа
6 trachea	f) порожнина глотки
7 teeth	g) порожнина гортані
8 alveolar ridge	h) надгортанник
9 lips	i) діафрагма
10 lower jaw	j) трахея
11 soft palate	к) язик
12 uvula	l) альвеоли
13 lungs	м) легені
14 epiglottis	п) голосові зв'язки
15 mouth cavity	о) зуби
16 tongue	р) (маленький) язичок
17 diaphragm	q) носова порожнина

**Exercise**  
**Label the speech organs.**



Speech organs	Parts of tongue
1	a
2	b
3	c
4	d
5	e
6	
7	
8	
9	
10	
11	
12	
13	

**Exercise**

Arrange the words into two columns:

hard palate, lips, tongue, vocal cords, lower jaw, lungs, teeth, soft palate, alveolar ridge, uvula.

Active speech organs	Passive speech organs

**Phonemes****Exercise 1**

Write the phonemic symbols for the underlined parts of the words, marking unvoiced consonants with (U). Two examples have been done.

VOWELS		DIPHTHONGS		CONSONANTS			
<b>i:</b>	be <u>a</u> d		ca <u>k</u> e	<b>p(U)</b>	pi <u>n</u>		su <u>e</u>
	hi <u>t</u>		to <u>y</u>		bi <u>n</u>		zo <u>o</u>
	bo <u>o</u> k		hi <u>gh</u>		to		sh <u>e</u>
	fo <u>o</u> d		be <u>e</u> r		do		mea <u>s</u> ure
	le <u>f</u> t		few <u>e</u> r		co <u>t</u>		he <u>l</u> lo
	ab <u>o</u> ut		wh <u>e</u> re		g <u>o</u> t		mo <u>r</u> e
	sh <u>i</u> r <u>t</u>		g <u>o</u>		ch <u>u</u> rch		n <u>o</u>
	ca <u>l</u> l		hou <u>s</u> e		ju <u>d</u> ge		si <u>n</u> g
	ha <u>t</u>				fa <u>n</u>		li <u>v</u> e
	ru <u>n</u>				va <u>n</u>		re <u>d</u>
	fa <u>r</u>				th <u>i</u> nk		ye <u>s</u>
	do <u>g</u>				th <u>e</u>		wo <u>o</u> d

## The articulation of consonants

### Exercise 2

Put a,b,c, d in each box to match the consonant sound classifications (a-d) to the sound characteristics (1-4).

a. plosives   b. fricatives   c. approximants   d. lateral

1	The articulators come close together, but do not cause audible friction.	
2	A closure is made in the vocal tract and air flows around the sides of the tongue.	
3	A closure is made in the vocal tract and air is then released explosively.	
4	Air is heard passing between two vocal organs.	

## Phonemic transcription

### Exercise 3

Bad elephant jokes. Match (a-e) to the relevant questions.

1 /wɒt taɪm ɪz ɪt wen ən elɪfənt sɪts ɒn jə fens/	a) /ðeərə fʊtprɪnts ɪn ðe blæt/
2 /hʌv də jə get daʊn frəm ən elɪfənt/	b) /ɪt sɪts ɒn ə li:f ən weɪts tɪl ɔ:təm/
3 /hʌv də jə nəʊ ɪf ən elɪfənt əz bɪn ɪn jə frɪdʒ/	c) /jə hæf tə get daʊn frəm ə dʌk/
4 /hʌv du: elɪfənts meɪk ɔ:l ðeə fəʊn kɔ:lz/	d) /taɪm tə get ə nju: wʌn/
5 /hʌv dəz ən elɪfənt get daʊn frəm ə tri:/	e) /trʌŋk əv kɔ:s/

## Minimal pairs

### Exercise 4

Which of the following pairs are minimal pairs? Which are not? Put a tick or a cross.

a	ship sheep	✓	f	kite coat	
b	cat car	✗	g	bought boat	
c	cheap chip		h	hit heat	
d	heart hear		i	trick treat	
e	cat cut		j	bins beans	

## Vowels

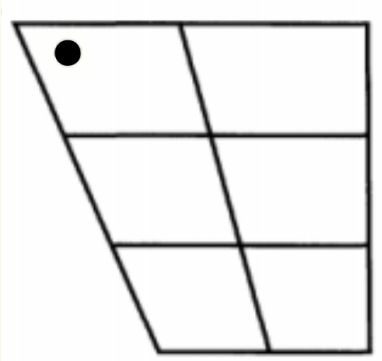
### The characteristics of the ‘pure’ vowel sounds

#### Exercise 5

Supply an example word for each sound. Mark the diagram to show the tongue position.

/i:/	bead	/ɜ:/	
/ɪ/		/ɔ:/	
/ʊ/		/æ/	
/u:/		/ʌ/	
/e/		/ɑ:/	
/ə/		/ɒ/	

/i:/



## Consonants

#### Exercise 6

Provide three words for each consonant phoneme, with the sound at the beginning, in the middle and in the end.

	Beginning	Middle	End
<b>p</b>	/pen/		
	pen		wasp
<b>k</b>			
<b>z</b>			

## Exercise 7

Insert the appropriate consonant sound for each learner-friendly description. For voiced and unvoiced pairs, one description will do. The first one is done for you.

	Sounds	'Learner-friendly' description
a	<b>/θ/ and /ð/</b>	Put the front of your tongue against the back of your top teeth. Let the air pass through as you breath out. Don't use your voice.
b		Put your lips together. Use your voice, and let the air escape through your nose.
c		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.
d		Open your mouth and breathe out. Don't use your voice, but try to make noise.

## Exercise (adapted from Gerald Kelly, How to teach phonetics)

Write the phonemic transcription of the underlined words.

Sentences	Phonemic transcription
1 What <u>am</u> I doing?	
2 Yes, I <u>am</u> .	
3 Those shoes <u>are</u> lovely!	
4 Yes, they <u>are</u> .	
5 I'll see you <u>at</u> the party.	
6 What are you looking <u>at</u> ?	
7 I <u>can</u> swim faster than you!	
8 Oh yes I <u>can</u> !	

## Word Stress.

If a word has more than one syllable, you give stress to one of the syllables. To give it stress, do one or more of these to the syllable:

- **Make it longer**



- **Make it louder.**
- **Make it higher.**

We can show stress with circles: each circle is a syllable and the bigger circle shows which syllable has the stress. For example, September oOo.

**Exercise** (adapted from Gerald Kelly, How to teach phonetics)

Put the word in the correct column according to their stress pattern.

Student, understand, surrounding, rebel (v), essential, computer, persevere, learner, pronounce, introduce, rebel (n), including, import (v), accurate, analyse.

Oo	oO	Ooo	oOo	ooO

**Exercise** (adopted from Gerald Kelly, How to Teach Pronunciation)

Match the utterances to the possible meaning.

Utterances	Possible meanings
1 I' <u>LL</u> walk with you to the station.	a I don't want to bring my car.
2 I'll <u>WALK</u> with you to the station.	b But not back again.
3 I'll walk with <u>YOU</u> to the station.	c But not as far as the park.
4 I'll walk with you <u>TO</u> the station.	d But I'm not going with him.
5 I'll walk with you to the <u>STAtion</u> .	e Nobody else has offered.

**Exercise (Hancock, Track B5)**

Listen to the conversation and listen to the stress patterns of the words in bold type.

A: When do you **begin** your **holiday**?

B: On the **thirtieth** of **August**.

A: That's next **Saturday**!

B: We are leaving in the **afternoon**.

A: And when are you coming back?

B: Saturday, **September** the **thirteenth**.

A: **Thirtieth**?

B: No, **thirteenth**!

Read the words according to their stress pattern:

begin oO, holiday Ooo, thirtieth Ooo, August Oo, Saturday Ooo, afternoon ooO, September oOo, thirteenth oO.

**Exercise (Hancock, Track B6)**

Different words have different stress patterns (patterns of stressed and unstressed syllables).

Listen to these two- and three-syllable words.

Oo **April**, **thirty**, **morning**, Sunday

oO **July**, **midday**, **thirteen**, **today**, **thirteenth**

Ooo **Saturday**, **thirtieth**, **yesterday**, **holiday**, **seventy**

oOo **September**, **tomorrow**, **eleventh**

ooO **afternoon**, **seventeen**, **twenty-one**

Note: Stress patterns of numbers with **-teen** is sometimes different when the word is in a sentence.

For example, the normal stress pattern of nineteen is oO, but when it is followed by a noun, e.g. the nineteen nineties, nineteen people, the pattern is Oo.

**Exercise (Hancock, Track B7)**

Stress patterns can help you hear the difference between similar words, for example, numbers ending in **-teen** or **-ty**. Listen and compare. Read the examples according to their stress patterns.

oO thirteen, fourteen, sixteen, eighteen, nineteen

Oo thirty, forty, sixty, eighty, ninety

**Exercise 22.4 (Hancock, B8)**

Listen and circle the number you hear.

1. 100 dollars! It only cost *17 / 70* last year.
2. He was the *14<sup>th</sup> / 40<sup>th</sup>* President of my country.
3. The maximum number of people is *15 / 50*.
4. She was born in *1916 / 1960*.
5. He was *13 / 30* on his last birthday.
6. She'll be *18 / 80* in March.

**Sentence stress**

Individual words have a stress pattern, that is a pattern of strong and weak syllables. Sentences also have a stress pattern, and this is **sentence stress**. Sometimes a word and a sentence have same stress pattern.

**Exercise** (Hancock, Track B9)

Ooo

word: **photograph**, **Canada**, **cabbages**sentence: **Answer** me! **Doesn't** he? **Copy** it!

oOo

word: **September**, **tomorrow**, **remember**sentence: **Excuse** me. I **think** so. He **told** her.

ooO

word: **afternoon**, **Japanese**, **Portuguese**Sentence: Do you **smoke**? One of **these**? He's **arrived**.**Exercise** (Hancock, Track B10)

Short sentences and phrases in English have some typical stress patterns. Listen to the examples.

OoO **What's** the **time**? **Yes**, of **course**! **Thanks** a **lot**!OoOo **See** you **later**! **Pleased** to **meet** you! **Can't** you **hear** me?oOoO **A piece** of **cake**. The **shop** was **closed**. It's **time** to go.OooO **What** do you **do**? **Where** do you **live**? **Give** me a **call**.ooOo Are you **coming**? Do you **like** it? Is he **happy**?

There is normally a space between stressed syllables in a sentence. Unstressed syllables can be put in that space. The space stays more or less the same length whether one or more unstressed syllables are pushed into it. For example, these three sentences take about the same time to say. Listen to the examples and compare.

**Exercise**

(Hancock, Track B11)

OOO **Don't** tell **Mike**.OoOoOo **Go** and **speak** to **Mary**.OooOooOoo **Hurry** and **give** it to **Jonathan**.

Stress patterns can help you hear the difference between similar sentences. For example, verbs with the negative ending -n't are always stressed. This helps us to hear the difference between can and can't in the following two sentences, because the two sentences have different stress patterns.

ooO He can **talk**.oOO He **can't** talk.**Exercise**

(Hancock, Track B12)

Listen and underline the sentence which does not have the same stress pattern as the word at the beginning of the line.

Example:

Ooo cinema - Wasn't it? - Hasn't he? - Don't you?


1. oOo tomato - Close the door. - He told me. - I like it.

2. ooO afternoon - Does he drive? - Were you cold? - What happened?

3. oOo December - It's open. - They arrived. They listened.

**Intonation****Exercise** (adopted from Gerald Kelly, How to Teach Pronunciation)

Tick the sentence if you think it indicates previously shared knowledge.

Sentence	
1 // \.WHATS your NAME//	
2 // / WHATS your NAME//	
3 // / WHAT colour is your CAR//	
4 // \.WHAT colour is your CAR//	
5 // \.youre FRENCH// \.AREN'T you	
6 // \.youre FRENCH// /AREN'T you	

## Other aspects of connected speech

### Assimilation

**Exercise** (adopted from Gerald Kelly, How to Teach Pronunciation)

Decide what assimilations are in the following sentences.

Sentences	Assimilations
1 It's in that <u>box</u> .	The /t/ assimilates to
2 There are eleven <u>players</u> in a soccer team.	
3 Can you see that <u>kid</u> over there?	
4 There are ten <u>cups</u> on the table.	
5 I'm going to give up smoking this <u>year</u> .	

### Elision

**Exercise** (adopted from Gerald Kelly, How to Teach Pronunciation)

Decide what elisions are in the following sentences.

Sentences	Elisions
1 We finally arrived the <u>next</u> day.	/nekst/ becomes
2 This is Everton's <u>last</u> chance to win the league.	
3 We had a <u>cold</u> lunch in a small bar.	
4 If you visit Britain, you <u>must</u> try some fish and chips.	
5 Her mum always <u>served</u> sherry on Christmas morning.	

### Linking and intrusion

**Exercise** (adopted from Gerald Kelly, How to Teach Pronunciation)

Decide what sound intrudes or links in the following sentences.

Sentences	Linking / Intrusion
1 It was an important <u>media event</u> .	/r/ intrudes between
2 You can park the <u>car over</u> there.	
3 Trevor's weird. He eats <u>raw onions</u> for breakfast.	
4 He was <u>way over</u> the speed limit.	
5 Did you <u>go out</u> on New Year's Eve?	

## UNIT 3. Tests.

**Key words: General concepts of phonetics and phonology. Human communication. Branches of phonetics. Phone. Phoneme. Allophone. Minimal pair. Received Pronunciation.**

- Which of the following is a characteristic of human communication?
  - Sole reliance on instinctual signals
  - Predominant use of body language
  - Limited ability to convey complex ideas
  - The use of spoken and written language
- How do non-human animals typically communicate with each other?
  - Primarily using written symbols
  - Using visual, vocalization, tactile or sense
  - Only through complex abstract concepts
  - Through spoken language
- Which of the following examples is a form of non-human communication?
  - Sending a text message

- b) Talking on the phone
  - c) Writing a poem
  - d) A dog wagging its tail when happy
4. Why is human language often considered more sophisticated than non-human communication?
- a) Because non-human animals can speak multiple languages.
  - b) Because humans use body language more than non-human animals.
  - c) Because humans can convey complex and abstract ideas through language.
  - d) Because it relies on a single form of communication.
5. Which linguistic term refers to the study of the way sounds function within a specific language system?
- a)Phonetics
  - b)Syntax
  - c)Phonology
  - d)Morphology
6. What is the main focus of phonetics?
- a)The study of speech sounds and their physical properties
  - b)The study of the sound patterns and rules in a language
  - c)The study of sentence structure and grammar
  - d)The study of the smallest units of meaning in language
7. ....are the abstractions of speech unit which differ one meaning from another.
- a)Segments
  - b)Phonemes
  - c)Orthography
  - d)Morphemes
8. The followings are the branches of phonetics, except .....
- a)Articulatory
  - b)Perceptual
  - c)Auditory
  - d)Acoustic
9. Which of the following describes a minimal pair in phonology?
- a)Two words that differ in only one sound, resulting in a change in meaning
  - b)Two words that belong to the same grammatical category
  - c)Two words that have the same meaning
  - d)Two words that are spelled the same way but pronounced differently
10. Which of the following best describes a phoneme in phonology?
- a)A letter of the alphabet
  - b)A minimal unit of sound that carries meaning
  - c)A sentence in a language
  - d)A syllable in a word
11. What term is used to describe the variations of a phoneme in different contexts or positions within a word?
- a)Allophone
  - b)Phoneme shift
  - c)Minimal pair

d)Phonological assimilation

12. The followings are the example of minimal pairs of word, except .....

- a)"Ship" and "Sheep"
- b)"Cat" and "Cut"
- c)"hard" and "heart"
- d)"hour" and "our"

13. What is a minimal pair?

- a)A pair of words which differs only in one sound segment.
- b)A pair of words which differs only in two sound segments.
- c)A pair of words which differs in a vowel sound.
- d)A pair of words which differs in a consonant.

14. WRITE / RIGHT

Is this pair of words a minimal pair?

- a)Yes, it is, but only when spelled.
- b)Yes, it is
- c)Yes, it is, but only when transcribed.
- d)No, it isn't

15. Phonemes are the smallest linguistic units that can change the meaning of a word when replaced with another phoneme.

FALSE b)TRUE

16. This is the smallest distinctive unit of sound in a language that can change the meaning of a word.

- a)A phone
- b)A phoneme
- c)A phonetic detail
- d)An allophone

17. They are a concept in phonology, the study of the abstract sound patterns and rules of language. They help linguists analyze and describe the variations in speech sounds within a language while recognizing that these variations do not change the underlying meaning of words.

- a)Allophones
- b)Phonemes
- c)Phonetic details
- d)Phones

18. \_\_\_\_\_ represent the range of sounds that can be produced in a language but may not necessarily carry distinct meanings on their own.

- a)Phones
- b)Allophones
- c)Phonetic details
- d)Phonemes

19. What is an allophone?

- a) Two sounds with different meanings
- b) A set of speech sounds that are perceived to be variants of the same sound
- c) The various ways that an allophone can be pronounced
- d) All of the above

20. How many phonemes are there in English? Ans. 44\_\_\_\_\_

21. Allophones of a single phoneme are \_\_\_\_\_ phonetically similar.  
a) never b) always
22. Every language has the same number of phoneme consonants.  
True b) False
23. Allophone is the variation of sound that distinguishes meanings.  
True b) False
24. Is this an example of an allophone? - the different ways a British English and American English speaker pronounce the "t" in water.  
a)no b)yes
25. The /l/ sound is pronounced \_\_\_\_\_ in 'love' and in 'wool'. These two words contain allophones of the phoneme /l/  
a)differently - tongue position changes  
b)exactly the same  
c)differently - lip position changes
26. What are phonemes?  
a)Types of punctuation marks  
b)Written symbols in a language  
c)Distinctive units of sound in a language  
d)Musical notes in a language
27. What is phonetics?  
a)The study of body language  
b)The study of written language  
c)The study of how we produce and perceive speech sounds  
d)The study of historical languages
28. What is the difference between phonetics and phonology?  
a)Phonetics studies punctuation marks, while phonology studies musical instruments  
b)Phonetics studies historical languages, while phonology studies musical notes  
c)Phonetics studies written language, while phonology studies body language  
d)Phonetics focuses on how sounds are made, while phonology studies speech sounds
29. What are allophones in phonological systems?  
a)Different languages spoken by the same person  
b)Different dialects of the same language  
c)Variations of a phoneme that don't change meaning in a word  
d)Different alphabets used in writing
30. .... deals with how speech sounds are produced, transmitted, and perceived.  
a) Grammar  
b) Phonotactics  
c) Phonetics  
d)Text linguistics
31. The study of human speech sounds in a language that form systematized patterns is called...  
a)Phonetics and phonology



- b)Articulators
- c)Phonetics
- d)Phonology

32. .... phonetics deals with how speech sounds are perceived by the listener.

- a) Experimental
- b) Auditory
- c) Articulatory
- d) Acoustic

33. .... phonetics deals with the transmission of speech sounds through the air.

- a) Articulatory
- b) Experimental
- c) Acoustic
- d) Auditory

34. ... ..is the study or description of the distinctive sound units of a language and their relationship to one another.

- a) Phonology
- b) Pragmatics
- c) Phonetics
- d)Semantics

35. The production of different speech sounds through the use of the organs of speech is known as .....

- a) articulation
- b) syllabification
- c) dissimilation
- d) assimilation

36. Which of the following is not an aspect of the speech sounds as a physical event?

- a) Articulatory
- b) Comprehensive
- c) Physiological
- d) Acoustic

37. Besides having the physical properties, the speech sound also have... when they are used as distinctive units of sounds in a language.

- a) stylistic function
- b) distinctive function
- c) thematic function
- d) affective function

38. The term... is applied for the study of the more abstract, the more functional, or the more psychological aspects of speech.

- a) semantics
- b) phonetics
- c) grammar
- d) phonology

39. Since .... is easily understood in all English speaking countries, it is adapted as the teaching norm in the schools and higher educational institutions.

- a) Broad Australian
- b) Received Pronunciation
- c) New Zealand
- d) Narrow American

40. Three aspects of a speech sound as a physical event are: a-structure, b-arranging and c- auditory.  
a)T b)F

41. Articulatory phonetics studies the ways in which speech sounds are produced.

a)F b)T

42. In describing articulation, we should know which articulators are involved in sound production.

a)F b)T

42. The tongue is a passive articulator.

a)T b)F

43. Sounds produced are influenced by the shapes of the cavities.

a)F b)T

44. Acoustic phonetics deals with how the speech sounds are produced by the listener.

a)F b)T

45. Auditory phonetics studies the speech waves.

a)T b)F

46. The main aim of phonetics is the study and identification of the distinctive sound unit.

a)F b)T

47. RP is the standard New Zealand accent. It is the only accent studied. Other accents are not important and, therefore, should not be taken into consideration.

a)T b)F

**Key words: Phonetics and phonology key words: Articulation, speech production, speech perception, language, speech, utterance, segmental and suprasegmental phenomena**

48. \_\_\_\_\_ is a symbolic and structured system that consists of a set of arbitrary signs, such as words, symbols, and gestures, with agreed-upon meanings

a)Patronage

b)Signage

c)Language

d)Baggage

49. Put the definition into the correct order.

a) It is the process by which humans express their thoughts, ideas, emotions, and intentions using spoken words and utterances.

b) **Speech** is the oral communication of language through the production and articulation of sounds.

c) the tongue, lips, vocal cords, and mouth,

d) Speech involves the coordinated and precise movements of various speech organs, such as

e) to produce a sequence of sound waves that convey linguistic meaning. (badce)

1)

2)

3)

4)

5)

50. What are the basic components of speech?

a)Initiation, formation and articulation

b)Initiation, phonation and articulation

c)Phonation, voice and articulation

51.The term refers to the physical movements and positions of the speech organs, such as the tongue, lips, and vocal cords, when producing speech sounds. It involves the way these organs come together or move apart to create different speech sounds, like consonants and vowels.

- a)Speech production
- b)Categorical perception
- c)Articulation
- d)Speech perception

52. This is the process by which humans generate spoken language. It encompasses all the physiological and cognitive activities involved in turning linguistic information into audible speech. This process involves planning, coordinating, and executing the movements of the speech organs (e.g., tongue, lips, vocal cords) to produce the specific sounds, words, and sentences of a language. Speech production also includes prosody, which involves the intonation, rhythm, and stress patterns that convey meaning and emotion in spoken communication.

- a)Speech production
- b)Laboratory speech
- c)Speech perception
- d)Categorical perception

53. The term refers to the process by which humans interpret and understand the spoken language produced by others. It involves the ability to decode acoustic signals into linguistic information, allowing individuals to recognize and comprehend speech sounds, words, and sentences. Speech perception encompasses various aspects, including phonemic discrimination (distinguishing between different speech sounds), lexical access (identifying words in a spoken stream), and comprehension (understanding the meaning conveyed by spoken language). This cognitive process is vital for effective communication and language understanding.

- a)Speech production
- b)Speech perception
- c)Articulation
- d)Categorical perception

54. \_\_\_\_\_ - the individual, discrete units of sound or segments in a language, such as vowels and consonants. These units are typically referred to as phonemes and are the smallest meaningful sound units in a language.

- a) Suprasegmental phenomena
- b) Segmental phenomena

55. Suprasegmental phenomena are aspects of speech that extend beyond individual segments and involve the organization and interpretation of larger units of speech, such as syllables, words, phrases, and sentences. Suprasegmental features include stress, intonation, tone, and rhythm, which contribute to the overall meaning and prosody of an utterance.

- a) True b)False

56. Natural conversation, is spontaneous, socially rich, and NOT reflective of how people communicate in real-life situations.

- a) FALSE b)TRUE

57. What is the word that corresponds to the following definition? "a stretch of speech produced by a single speaker, with silence before and after"

Ans. \_\_\_\_\_utterance

**Key words: broad transcription, narrow transcription.**

58. What is transcription in phonetic?

- a) Representation of spoken language in written form using symbols
- b) The process of converting written language into spoken form
- c) The study of the meaning of words and phrases in a language
- d) The process of creating new words in a language

59. represents speech sounds at the level of phonemes, abstracting away from allophonic variations. It focuses on the distinctive sound contrasts that convey meaning in a language.

Example: In English, the word "bat" can be transcribed phonemically as /bæt/, with /b/ representing the phoneme for the initial sound, /æ/ representing the vowel sound, and /t/ representing the final sound, without specifying any allophonic variations.

- a) Allophonic transcription
- b) Phonemic transcription

60. provides a detailed representation of speech sounds, including their allophonic variants. It reflects the specific ways in which phonemes are pronounced in different contexts.

Example: Allophonic transcription would include distinctions such as [p<sup>h</sup>] and [p] to indicate the aspirated and unaspirated variants of the /p/ phoneme, respectively, based on their contextual pronunciation.

- a) Allophonic transcription
- b) Phonemic transcription

61. \_\_\_\_\_ represents speech sounds at a relatively abstract level, focusing on phonemes, which are the distinctive sound units in a language. It does not capture all the subtle variations or allophones of phonemes.

- a) Narrow transcription
- b) Broad transcription

62. \_\_\_\_\_ provides a more detailed and precise representation of speech sounds, capturing allophonic variations and finer phonetic details, such as specific articulatory features or coarticulation effects.

Example: the word "pin" can be transcribed to distinguish between aspirated [p<sup>h</sup>ɪn] and unaspirated [pɪn] pronunciations, indicating the presence or absence of the puff of air after /p/.

- a) Narrow transcription
- b) Spectral transcription
- c) Broad transcription

63. What's the difference between phonemic and phonetic transcription?

- a) Phonemic transcription captures the accents of a language, while phonetic transcription captures the typical way a speaker says a word/sound.
- b) Phonemic transcription captures the phonemes of a language, while phonetic transcription captures the actual sounds produced by a speaker.
- c) Phonemic transcription captures the written form of a language, while phonetic transcription captures the spoken form.

64. What is narrow transcription?

- a) Narrow transcription is detailed - has specific details about pronunciation, such as aspiration, nasalization.
- b) Narrow transcription is a method of writing in a very small font size
- c) Narrow transcription uses the IPA to represent how most speakers of a language say a word.

65. Choose the correct description of broad transcription?

- a) It is detailed - has specific details about pronunciation, such as aspiration, nasalization.
- b) Broad transcription uses the IPA to represent how most speakers of a language say a word.

66. Which one of the following words that violates the phonological rules of English language?

- a) Gnome
- b) Stroke
- c) Mblath
- d) brish

67. /peɪdʒ/ In English orthography (regular spelling) the phonetic transcription translates to:

- a) rage
- b) paste
- c) cage
- d) page

68. /'mɪstɪkəl/ In English orthography the phonetic transcription translates to:

- a) mistaken.
- b) mishappen
- c) misguided.
- d) mystical.

69. /'kænsəl/ In English orthography the phonetic transcription // translates to:

- a) council.
- b) concern
- c) cancel.
- d) console.

70. /'wɪʃfəl/ In English orthography the phonetic transcription translates to:

- a) wilful
- b) wishful.
- c) wasteful.
- d) witches.

71. /'fɔːtʃən/

In English orthography the phonetic transcription translates to:

- a) fortune.
- b) fourteenth
- c) fourth.
- d) fourteen.

**Key words: organs of speech, vocal tract, alveolar ridge, hard palate, tongue, articulators, nasal cavity, oral cavity, vocal cords, pharynx, larynx, trachea, lungs, active organs of speech, passive organs of speech, place of articulation, manner of articulation**

72. Which of the following is not considered as (an) articulator(s)?

- a) the velum
- b) the ears
- c) the lips
- d) the tongue



73. Identify the labelled part of the tongue.

- a) Tip of the tongue
- b) Blade of the tongue
- c) Front of the tongue
- d) Back of the tongue
- e) Root of the tongue

74. Identify the labelled part of the tongue.



- a) Tip of the tongue
- b) Blade of the tongue
- c) Front of the tongue
- d) Root of the tongue
- e) Back of the tongue

75. Identify the labelled part of the tongue.



- a) Blade of the tongue
- b) Root of the tongue
- c) Tip of the tongue
- d) Back of the tongue
- e) Front of the tongue

76. Sounds produced when the vocal folds are vibrating are said to be voiced.

- a) True

b)False

77. The air passage above the larynx are known as the \_\_\_\_\_

Ans.\_\_\_\_vocal tract\_\_\_\_\_

78. Sounds produced when the vocal folds are apart are said to be \_\_\_\_\_

Ans.\_\_\_\_voiceless\_\_\_\_\_

79. Just behind the upper front teeth is a small protuberance that you can feel with the tip of your tongue is known as \_\_\_\_\_

Ans.\_\_\_\_\_alveolar ridge\_\_\_\_\_

80.The bony structure that forms the roof of your mouth is known as the -----

Ans.\_\_\_\_\_hard palate\_\_\_\_\_

81.Phonology is the description of the systems and patterns of sound that occur in a language.

a)False

b)True

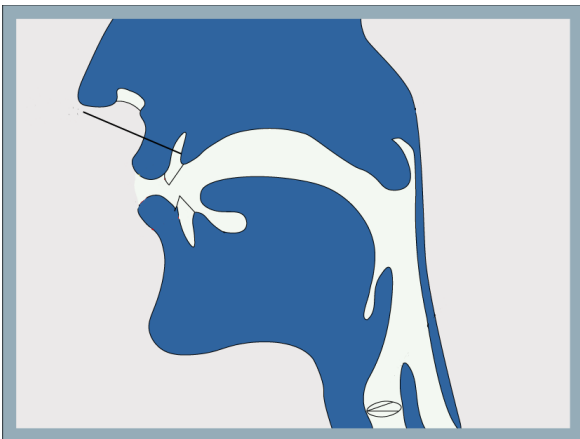
82.When two sounds can be used to differentiate words they are said to belong to different \_\_\_\_\_.

a)phones

b)phonemes

c)articulators

83. Identify the place of articulation:



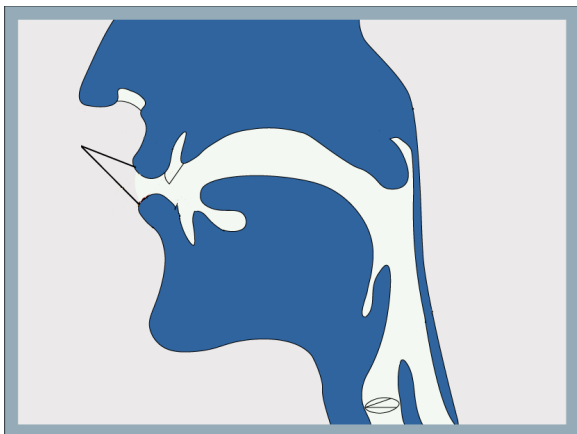
a)bilabials

b)alveolar

c)post-alveolar

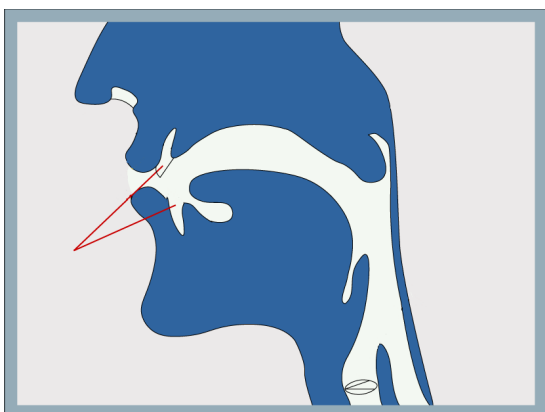
d)dentals

84. Identify the place of articulation:



- a)alveolar ridge
- b)dentals
- c)labio-dentals
- d)bilabials

85. Identify the place of articulation:



- a)alveolar
- b)bilabials
- c)labiodental
- d)dental

86. Identify the place of articulation:

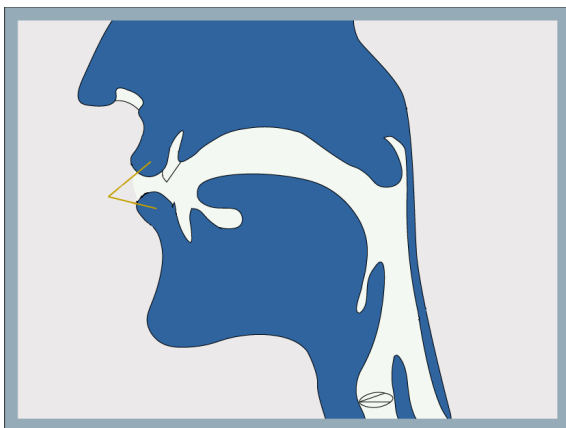


- a)glottal
- b)velum



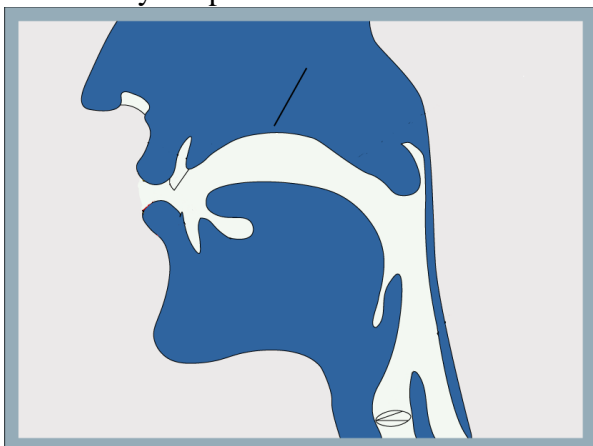
- c)larynx
- d)velar

87. Identify the place of articulation:



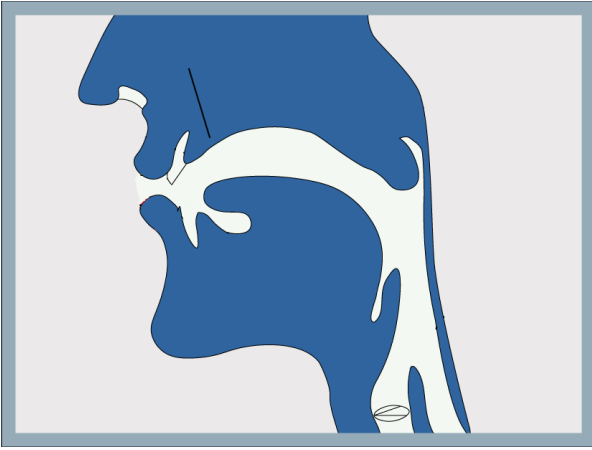
- a)bilabials
- b)alveolar
- c)dental
- d)labiodental

88. Identify the place of articulation:



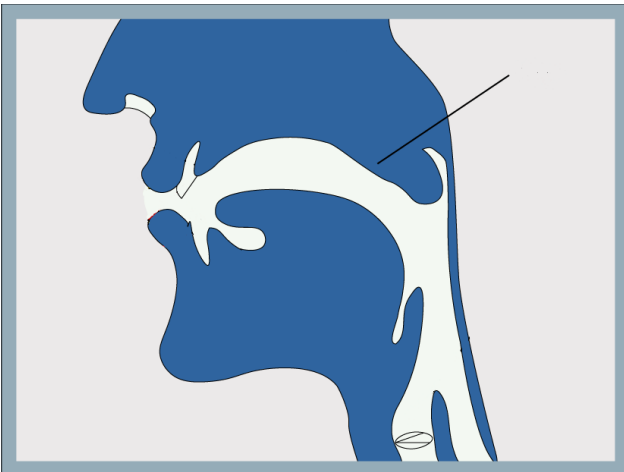
- a)alveolar
- b)palatal
- c)velar
- d)velum

89. Identify the place of articulation:



- a)alveolar ridge
- b)velum
- c)post alveolar
- d)palatal

90. Identify the place of articulation:



- a)post alveolar
- b)glottal
- c)velar
- d)palatal

91. Identify the words that begin with a dental consonant...

- a)pie
- b)thigh
- c)high
- d)guy
- e)thy

92. Which vocal organ houses the vocal cords?

- a)Trachea
- b)Pharynx
- c)Larynx
- d)Lungs

93. What is the main chamber where the tongue, teeth, and lips shape the sound?

- a)Nasal Cavity

- b) Oral Cavity
- c) Pharynx
- d) Larynx

94. What is the function of the trachea?

- a) Connects the nasal and oral cavities to the larynx
- b) Provides air pressure to push sound through the vocal tract
- c) Carries air from the lungs to the larynx
- d) Houses the vocal cords

95. The back, fleshy section of the roof of the mouth that is movable and closes off the nasal cavity during swallowing:

- a) lips
- b) nasal cavity
- c) velum
- d) jaw

96. It acts as a passage way for food and drinks; its musculature is crucial for swallowing:

- a) pharynx
- b) lips
- c) jaw
- d) larynx

97. It houses the structures necessary for mastication and speech, which include the teeth and the tongue:

- a) nasal cavity
- b) velum
- c) pharynx
- d) oral cavity

98. used for the production of nasal sounds:

- a) jaw
- b) larynx
- c) lungs
- d) nasal cavity

99. What's the name of the opening between the vocal cords?

Ans. \_\_\_\_\_ glottis

1. The vocal folds are also known as

- a) cavities
- b) nostrills
- c) airstreams
- d) vocal cords

100. The soft palate is also known as

- a) velum
- b) hard palate
- c) alveolar ridge
- d) glottis

101. What is articulatory phonetics?

- a) The study of sounds and airstream

- b)The study of sound wave which consists of vibrating particles.
- c)The study of voiced and voiceless sounds
- d)The study of how speech sounds are produced in the vocal tract.

**Key words: International Phonetic Alphabet (IPA)**

102. What is the purpose of the International Phonetic Alphabet (IPA)?

- a)To represent musical notes
- b)To represent historical events
- c)To represent all the sounds used in human languages
- d)To represent mathematical equations

103. Sounds in language can be divided into two groups: \_\_\_\_\_ and \_\_\_\_\_ .

- a)syllables and word
- b)ear and mouth
- c)syllable and phoneme
- d)vowels and consonant

104. Which word has this sound in it? (British English)

1. ð  
a) this b) thing c) shoot
2. æ  
a) cat b) car c) con
3. ɪ  
a) tip b) tea c) type
4. ʒ  
a) Geoffrey b) confuse c) collision
5. aɪ  
a) bike b) bear c) black
6. θ  
a) thin b) shin c) chin
7. ʃ  
a) feet b) treat c) sheet
8. ʊə  
a) tour b) cow c) fair
9. ʌ  
a) cup b) cap c) cape
10. ɪə  
a) dire b) dare c) deer

	monophthongs				diphthongs			Phonemic Chart voiced unvoiced
	i: sheep	ɪ ship	ʊ good	u: shoot	ɪə here	eɪ wait		
VOWELS	e bed	ə teacher	ɜ: bird	ɔ: door	ʊə tourist	ɔɪ boy	əʊ show	
	æ cat	ʌ up	ɑ: far	ɒ on	eə hair	aɪ my	aʊ cow	
	CONSONANTS	p pea	b boat	t tea	d dog	tʃ cheese	dʒ June	k car
f fly		v video	θ think	ð this	s see	z zoo	ʃ shall	ʒ television
m man		n now	ŋ sing	h hat	l love	r red	w wet	j yes

The 44 phonemes of Received Pronunciation based on the popular Adrian Underhill layout.

adapted by EnglishClub.com

105. English (considering American and British dialects) has 24 consonant sounds and 20 vowel sounds.

- a) True
- b) False

106. There are 7 short vowel sounds, 5 long vowel sounds and 8 diphthongs in English.

- a) True
- b) False

107. All vowel sounds in English have the same place of articulation.

- a) False
- b) True

108. IPA stands for

- a) International Phoneme Alphabet
- b) International Phonetic Association
- c) International Phonetic Alphabet
- d) Interval Pronunciation Association

109. What is Schwa's symbol?

- a) /ə/
- b) /æ/
- c) /e/

110. The most frequently occurring vowel in English is...

- a) /ə/
- b) /e/
- c) /ʊ/
- d) /ɪ/

111. To which group of vowel sounds do the following phonemes belong:

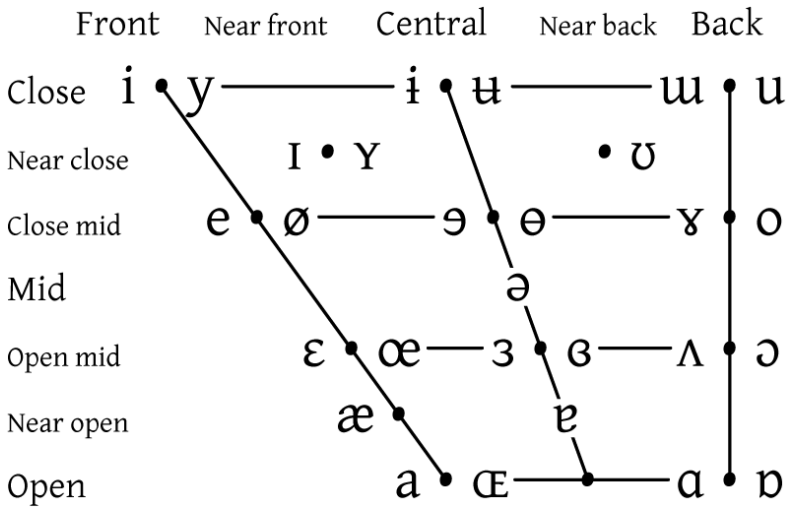
/ɪ/, /e/, /æ/, /ʌ/, /ʊ/, /ɒ/, /ə/

- a) diphthongs
- b) monophthongs

112. Which vowel sound is produced with spread lips?

- a) ʊ as in "foot"
- b) i: as in "keep"

## VOWELS



Vowels at right & left of bullets are rounded & unrounded.

113. The diagram is a representation of the "vowel space" in the center of the mouth where vowel sounds are articulated and it is known as

- a) vowel quadrilateral chart
- b) vowel table

114. "Close", "Mid" and "Open" refer to the distance between the tongue and \_\_\_\_\_.

- a) the roof of the mouth
- b) the velum
- c) the root of the mouth

115. "Front", "Centre" and "Back" refer to \_\_\_\_\_.

- a) the part of the tongue that rises or lowers
- b) the part of the mouth that is touched by the tongue

116. In the articulation of vowel sounds three elements are important: height and backness of the tongue, and \_\_\_\_\_.

- a) roundness of the lips
- b) closeness of the mouth
- c) ɔ: as in "caught"

117. Which vowel sound is produced with rounded lips?

- a) ə as in "ago"
- b) ʊ as in "foot"
- c) ɔ: as in "caught"

118. Which vowel sound is an "open vowel"?

- a) ʌ as in "up"
- b) ʊ as in "foot"
- c) ə as in "ago"

119. Which vowel sound is a "close-back vowel"?

- a)ɔ: as in "bought"
- b)u: as in "food"
- c)ʌ as in "up"

120. Diphthongs are "a combination of two vowel sounds" that happens when there is a \_\_\_\_\_ (or movement of the tongue, lips and jaw) from one pure vowel sound to another.

- a)glide
- b)glade

121. Which diphthongs are not produced by American English speakers?

- a)ʊə, eə (and ɪə)
- b)au eə (and aɪ)
- c)ou eə (and oɪ)

122. The phoneme /i:/ is in the words 'immediately', 'secret', and 'degree'. Which word does not include the /i:/ sound?

- a)believe
- b)peak
- c)increase
- d)competition

123. The phoneme /ɪ/ is in the words 'typical', 'liquid', and 'since'. Which word in the list does not include the /ɪ/ sound?

- a)build
- b)sink
- c)ship
- d)sheet

124. The phoneme /ʊ/ is in the words 'bush', 'crook', and 'football'. Which word does not include the /ʊ/ sound?

- a)hook
- b)soup
- c)look
- d)sugar

125. The phoneme /u:/ is in the words 'boot', 'moon', and 'Peru'. Which word does not include the /u:/ sound?

- a)found
- b)food
- c)two
- d)include

126. How is "coat" pronounced?

- a)kæt
- b)kəʊt
- c)keət
- d)kɔɪt

127. What are the characteristics of the vowel sound /u:/?

- a)back, half-open, neutral, mid, long

- b)back, close, rounded, high, long
- c)front, open, spread, mid, long
- d)back, half-close, rounded, high, long

128.What is the the characteristics of the vowel sound / ɔ: /?

- a)Front, open, rounded, high, long
- b)back, half-open, rounded, mid, long
- c)back, close, neutral, mid, long
- d)central, half-open, spread, high, long

129. What are vowels?

- a)sounds in which the speech organs with stable vowel quality throughout the duration of the vowel's articulation.
- b)Sounds that consist of a movement or glide from one vowel to another and then to a third.
- c)sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips.

130.Vowels are speech sounds produced with a construction of the speech organs:

- a>false b>true

131.Circle the word that has a different vowel sound:

- a)mess
- b)death
- c)said
- d)mean
- e)pen

132.Circle the word that has a different vowel sound:

- a)theme
- b)meat
- c)weak
- d)green
- e)steak

133.Circle the word that has a different vowel sound:

- a)lace
- b)paid
- c)sane
- d)eight
- e)mast

134.Circle the word that has a different vowel sound:

- a)grew
- b)suit
- c)good
- d)moon
- e)hoot

135.Circle the word that has a different vowel sound:

- a)toes
- b)note
- c)both
- d)toast



e)ton

136.Circle the word that has a different vowel sound:

- a)eye
- b)died
- c)mine
- d)guy
- e)dud

137.Choose the correct transcription for 'grab'

- a)/'græd/
- b)/'græb/
- c)/'graed/

138.Choose the correct transcription for 'pluck'

- a)/'plæck/
- b)/'plack/
- c)/'plʌk/

139.Choose the correct transcription for 'stream'

- a)/'stri:m/
- b)/'strim/
- c)/'strim/

140.choose the correct transcription for 'went'

- a)/'went/
- b)/'wənt/
- c)/'wɜ:nt/

141.Choose the correct transcription for 'mood'

- a)/'mud/
- b)/'mu:d/
- c)/'mɒd/

142.This word contains /ɔ:/

- a)Australia
- b)warm
- c)draught
- d)word

143.The following words contain diphthongs

- a)man, deep, art
- b)shirt, arm, thing
- c)fine, boys and house
- d)cheap, cup and door

144.A diphthong is

- a)a sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves towards another.
- b)a sound formed by the combination of three syllables in a single syllable, in which the sound begins as one consonant and moves towards a vowel

c) a sound formed by the combination of different syllables in at least two syllables, in which the sound begins as one vowel and moves towards another.

145. Which group of words has the phonetic symbol /æ/

- a) cat - cap
- b) raise - palm
- c) car - call

146. Which phonetic symbol represents the underlined sound in the word 'clean'

- a) /i:/
- b) /ɪ/

146. /bɜ:d/ is the phonetic transcription to:

- a) bird
- b) beard
- c) bear
- d) bread

## Consonants

147. Consonants are speech sounds produced without a construction of the speech organs:

- a) false
- b) true

148. If the air is stopped in the oral cavity but the soft palate is down so that air can go out through the nose, the sound produced is a \_\_\_\_\_

Ans. \_\_\_\_\_ nasal stop \_\_\_\_\_

149. The phonetic symbol [ʔ] symbolises

- a) a glottal stop
- b) a voiceless sound
- c) a voiced sound
- d) a question in the transcription

150. What are stops in speech sounds?

- a) Airflow partially blocked creating friction
- b) Slight obstruction creating a brief friction sound
- c) Complete closure of the airflow followed by a release
- d) Airflow blocked in the oral cavity but escapes through the nasal cavity

151. What is the manner of articulation for fricatives?

- a) Complete closure of the airflow followed by a release
- b) Airflow partially blocked creating friction
- c) Slight obstruction creating a brief friction sound
- d) Airflow blocked in the oral cavity but escapes through the nasal cavity

152. What is the voicing characteristic of voiced sounds?

- a) Vocal cords are not involved in the sound production
- b) Vocal cords do not vibrate, producing a sharper sound
- c) Vocal cords vibrate, producing a buzzing or resonant quality
- d) Vocal cords produce a musical tone

153. \_\_\_\_\_ also known as an occlusive or a stop consonant, is a type of speech sound produced by briefly blocking the airflow in the vocal tract and then releasing it abruptly. \_\_\_\_\_ are characterized by a complete closure or constriction at some point in the vocal tract, causing a momentary silence or stoppage of airflow, followed by a sudden release of air, resulting in an explosive burst of sound. This burst of sound is what gives \_\_\_\_\_ their name.

- a) A tongue, Tongue, tongues
- b) An explosive, Explosives, explosives
- c) A plosive, Plosives, plosives

154. Identify the words that begin with a bilabial consonant:

- a) met
- b) net
- c) pet
- d) let
- e) bet

155. Identify words that begin with labiodental consonants:

- a) cat
- b) that
- c) fat
- d) vat
- e) mat

156. Choose the best description for the first sound in the pronunciation of the word 'teeth.'

- a) Alveolo-palatal
- b) Velar
- c) Alveolar
- d) Labiodental

157. Choose the word that contains the consonant /θ/:

- a) athlete
- b) clothes
- c) although

158. the phoneme /ð/ is...

- a) a voiced sound
- b) a voiceless sound

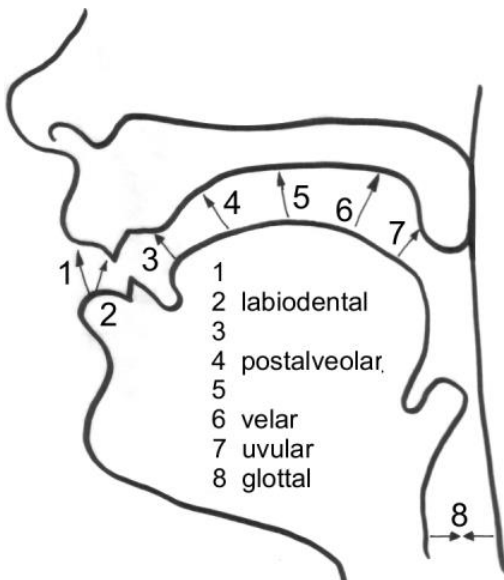
159. "vine" and "have" are

- a) velar
- b) labiodental
- c) dental
- d) alveolar

160. "chick" and "match" are

- a) bilabial
- b) labiodental
- c) alveolar
- d) dental

161.



Check the picture and complete the missing places of articulation

- a) 1 is bilabial, 3 is alveolar and 5 is palatal
- b) 1 is alveolar, 3 is palatal and 5 is bilabial
- c) 1 is bilabial, 3 is palatal and 5 is alveolar

162. When we have two or more consonants together we call them...

- a) onset.
- b) rhyme.
- c) a consonant cluster.
- d) a diphthong.

163. Which are voiced sounds? (Choose two options)

- a) /s/ /sh/ /k/
- b) /m/ /d/ /l/
- c) /b/ /g/ /z/
- d) /p/ /t/ /f/

164. Which are voiceless sounds? (Choose two options)

- a) /z/ /w/ /n/
- b) /ch/ /f/ /sh/
- c) /t/ /s/ /p/
- d) /g/ /ʒ/ /m/

165. What is the right phonetic transcription for "SING"?

- a) /sing/
- b) /sin/
- c) /sɪŋ/

166. Read the words: knife, knight, knit, knock, know and answer. What's the silent consonant?

- a) h
- b) n
- c) w
- d) k

167. Read the following words: align, campaign, design, foreign and say what's the silent consonant?

- a) g

- b)n
- c)m
- d)l

168. Read the following words: bomb, climb, comb, lamb, and answer. What's the silent consonant?

- a)m b)b

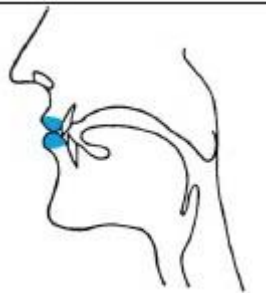
169. the sound /b/ select the correct category

- a)Fricative
- b)Plosive

170. the sound /f/ and select the correct category

- a)Plosive
- b)Fricative

171.



Look at the picture, what kind of speech sound is showed?

- a)Bilabial (plosive)
- b)Dental (fricative)

172. the sound /f/ select the correct category

- a)Alveolar
- b)Labiodental
- c)Post-alveolar
- d)Dental

173. Which of these sounds are English fricatives?

- a)/f/ and /v/
- b)/ʃ/ and /ʒ/
- c)/p/ and /k/
- d)/s/ and /z/

174. Which of these sounds are English plosives?

- a)/k/ and /g/
- b)/t/ and /d/
- c)/p/ and /b/
- d)/f/ and /s/

### Coarticulation effects

175. are phenomena in phonetics and speech production where the articulation of one speech sound is influenced by the articulation of neighboring sounds in a sequence of speech sounds.

- a)Auditory effects
- b)Articulation effects

- c)Speech effects
- d)Coarticulation effects

176.The posterior movement of the tongue placement in the direction of the velum for lateral sounds is referred to as \_\_\_\_\_

- a) Lateralization b) Palatalization c) Velarization d) Dentalization

177.An articulatory variation in which the tongue approaches the palate is referred to as -----.

- a) Velarization b) Lateralization c) Palatalization d) Dentalization

178.Tick all the words that contain nasalized vowels?

- a) Pit
- b) King
- c) Man
- d) Bomb

**Key words: Assimilation, elision, reduction**

179.Which of the following is NOT a subsystem of language?

- a)Phonology
- b)Audiology
- c)Lexicology
- d)Morphology
- e)Semantics

180.What does phonetics study?

- a)It is the study of the sounds produced by the human voice in speech.
- b)It is the study of the patterns words and how they are used to make meaning

181.Which of these words has a different sound?

- a)Cheese
- b)Ship
- c)Machine
- d)Share

182.Which of these words sounds differently?

- a)Luck
- b)Turn
- c)Cup
- d)Club

183.Which of these words sounds differently?

- a)How
- b)Cow
- c)Know
- d)Now

184.What is a phonetic segment?

- a)Singular, unique sound in a language
- b)Syllables in a word
- c)Letters in a word

185.How many unique phonetic segments do we have in the word "teacher"?

- a)four
- b)six
- c)three
- d)five

186.The slurring or omission of certain vowels and consonants, particularly unstressed vowels is

- a)insertion
- b)assimilation
- c)vowel reduction
- d)elision

187.When sounds are added for ease of articulation, it is called

- a)insertion
- b)elision
- c)nothing special
- d)assimilation

188.When sounds change to be more like the sounds nearby, this process is called

- a)vowel reduction
- b)insertion
- c)elision
- d)assimilation

189.'Intresting' is an example of

- a)vowel reduction
- b)elision
- c)insertion
- d)assimilation

190. 'Fillum' instead of 'film' is an example of

- a)vowel reduction
- b)poor speech
- c)insertion
- d)assimilation

191.'Didja' is an example of

- a)elision
- b)insertion
- c)assimilation
- d)vowel reduction

192. What are vowels?

- a)Sounds that consist of a movement or glide from one vowel to another and then to a third.
- b)sounds in which the speed organs with stable vowel quality throughout the duration of the vowel's articulation.
- c)sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips.

## **Module 2. Phonetic Design of Connected Speech.**

### **English Intonation. Phonetic design of a sentence. The concept of stress in a sentence.**

193.Refers to the highness or lowness of a sound

- a)volume

- b)stress
- c)pitch
- d)pause

194.Degree of loudness or softness of one's voice

- a)pitch
- b)intonation
- c)volume
- d)stress

195.Emphasis given to a syllable or word by pronouncing it more forcefully

- a)pause
- b)volume
- c)pitch
- d)stress

196.Speed at which a person speaks

- a)tempo
- b)projection
- c)volume
- d)intonation

### **Intonation**

197.What is intonation in English speech?

- a) The rise and fall of the pitch of the voice while speaking
- b) The speed of speaking in English
- c) The use of hand gestures while speaking in English
- d) The volume of the voice while speaking in English

198. How does intonation affect the meaning of a sentence?

- a) It can change the spelling of a sentence.
- b) It has no impact on the meaning of a sentence.
- c) It only affects the length of a sentence.
- d) It can change the emphasis and emotion conveyed in a sentence.

199.Give an example of a rising intonation pattern in English.

- a) Is she coming to the party?
- b) What time is it?
- c) The weather is nice today.
- d) I'm going to the store.

200.What is the purpose of using intonation in English speech?

- a) To make the speech sound robotic
- b) To convey emotions, attitudes, and meaning in English speech.
- c) To confuse the listener
- d) To emphasize the wrong words

201.Explain the difference between falling and rising intonation.

- a) Falling intonation indicates a question, while rising intonation indicates a statement.
- b) Falling intonation indicates excitement, while rising intonation indicates boredom.



- c) Falling intonation indicates a statement or completion, while rising intonation indicates a question or uncertainty.
- d) Falling intonation indicates uncertainty, while rising intonation indicates completion.

202. How can intonation be used to express emotions in English speech?

- a) By using longer pauses between words
- b) By speaking in a monotone voice
- c) By varying the pitch, volume, and rhythm of speech
- d) By using hand gestures and facial expressions

203. What are the common intonation patterns used in English?

- a) Laughing, crying, shouting
- b) Whispering, yelling, murmuring
- c) Rising, falling, rising-falling
- d) Jumping, skipping, hopping

204. Describe the intonation pattern used in asking a yes-no question in English.

- a) Falling pitch
- b) Rising pitch
- c) Flat pitch
- d) Rapid pitch

205. How does intonation vary in different English dialects?

- a) Pronunciation, spelling, and punctuation
- b) Vocabulary, grammar, and syntax
- c) Tone, volume, and speed
- d) Pitch, stress, and rhythm

206. Provide examples of how intonation can change the meaning of a sentence in English.

- a) Intonation can change the meaning of a sentence by indicating a musical note
- b) Intonation can change the meaning of a sentence by indicating a specific color
- c) Intonation can change the meaning of a sentence by indicating a cooking recipe
- d) Intonation can change the meaning of a sentence by indicating a question, surprise, emphasis, or uncertainty.

## Syllables

207. "A syllable can be defined very loosely as a unit larger than the phoneme but smaller than the word."

- a) FALSE
- b) TRUE

208. The main constituents within a syllable are:

- a) phoneme
- b) rhyme
- c) onset
- d) nucleus
- e) coda

209. Which are the elements in the rhyme?

- a) only onset
- b) nucleus and coda
- c) onset and nucleus
- d) onset and coda

210. When we have two or more consonants together we call them...

- a) a consonant cluster.
- b) rhyme.
- c) a diphthong.
- d) onset.

211. What is a syllabic consonant?

- a) It is the strongest consonant in any syllable.
- b) It is the consonant that acts as the nucleus in a syllable.
- c) It is the consonant in a strong syllable.
- d) It is the consonant that can appear in the initial position in a syllable.

212. Check the consonant sounds that can act as the nucleus of a syllable.

- a) /p/
- b) /n/
- c) /l/
- d) /t/
- e) /r/

213. Are characteristics of a weak syllable...

- a) having no coda or fewer consonants
- b) having at its peak the vowels /ə/, /i/, or /u/
- c) having short vowels or syllabic consonants
- d) having many consonants

214. The most frequently occurring vowel in English is...

- a) /ə/
- b) /i/
- c) /ʊ/
- d) /e/

215. Stressed syllables are recognized as stressed because they are more prominent than unstressed syllables.

- a) TRUE
- b) FALSE

216. Stressed syllables' sound is more prominent because it

- a) contains a schwa /ə/
- b) is longer
- c) is louder
- d) is high-pitched
- e) contains a vowel different in quality from neighbouring vowels

217. Which words have the same stress pattern?

- a) hairbrush, football, boyfriend
- b) suspect (verb), import (verb), record (noun)
- c) apple, table, hotel
- d) memorial, computer, flexible

218. Which words are stressed in the last syllable?

- a) employee
- b) Japanese

- c)machine
- d)anyone

219.What is the right stress?

- a)opporTUnity
- b)opPORTunity
- c)opportuNlty
- d)OPportunity

220.What is the right stress?

- a)PHilosophy
- b)philoSOpHy
- c)philosoPHY
- d)phiLOsophy

221.How many syllables does this word have? PASTE

- a)3
- b)5
- c)1
- d)2

222.Divide BUTTER into syllables

- a)but-ter
- b)butte-r
- c)but-tter
- d)butt-er

223.How many syllables in knowledge?

- a)3
- b)5
- c)2
- d)4

### **Stress**

224.Which is the stress pattern for the word "engagement"?

- a)ooO
- b)oOo
- c)Ooo

225.Which is the stress pattern for the word "kangaroo"?

- a)oOo
- b)ooO
- c)Ooo

226.Which is the stress pattern for the word "substitute"?

- a)Ooo
- b)oOo
- c)ooO

227.Which is the normal neutral stress pattern in the following statement?  
They'll ask the teacher for help.

- a)ask / the / help
- b)They'll / teacher / help
- c)They'll / ask / for
- d)ask / teacher /help

228.Which is a list of content words?

- a)Donald's, eyes, small
- b)everyone, should've, through

229.Where is the primary stress in this word: jungle?

- a)/dʒʌŋg'ɪ/ - on the second syllable
- b)/'dʒʌŋgɪ/ - on the second syllable
- c)/'dʒʌŋgɪ/ - on the first syllable

230.Where is the primary stress in this word: market?

- a)/'mɑ:kɪt/ - on the second syllable
- b)/'mɑ:kɪt/ - on the first syllable
- c)/mɑ:'kɪt/ - on the second syllable

231.Where is the primary stress in this word: geography?

- a)/dʒi'ɒgrəfi/ - on the first syllable
- b)/dʒi'ɒgrəfi/ - on the third syllable
- c)/dʒi'ɒgrəfi/ - on the second syllable

232.Where is the primary stress in this word: revision?

- a)/'rɪvɪʒən/ - on the first syllable
- b)/rɪvɪʒ'ən/ - on the third syllable
- c)/rɪ'vɪʒən/ - on the second syllable

233.where is the primary stress in this verb - collect?

- a)/'kɒlekt/ - on the first syllable
- b)/kə'lekt/ - on the third syllable
- c)/kə'lekt/ - on the second syllable

234.where is the primary stress in this compound noun - watermelon?

- a)/'wɔ:tə,melən/ - on the first syllable "wa"
- b)/wɔ:tə,mel'ən/ - on the final, fourth syllable "on"
- c)/'wɔ:tə,melən/ - on the third syllable "me"

235.Where is the SECONDARY stress in this compound noun - watermelon?

- a)/'wɔ:tə,melən/ - there isn't any secondary stress
- b)/'wɔ:tə,melən/ - on the third syllable "me"
- c)/'wɔ:tə,melən/ - on the first syllable "wa"

236.Which words have the same stress pattern?

- a)suspect (verb), import (verb), record (noun)
- b)memorial, computer, flexible
- c)hairbrush, football, boyfriend
- d)apple, table, hotel

237.Select the word which contains this stress pattern. Oo

- a)tomorrow

- b)today
- c)Monday

- 238.oO
- a)April
  - b)thirteen
  - c)seventy

- 239.Ooo
- a)Saturday
  - b)October
  - c)second

- 240.oOo
- a)eleventh
  - b)afternoon
  - c)July

- 241.ooO
- a)September
  - b)afternoon
  - c)thirteenth

242.Complete the sentence with the correct word. Take into account the stress pattern.

I'm going to have a party on..... (Ooo)

- a)Saturday
- b)July
- c)Monday

243. I often sleep for an hour in the .....(ooO)

- a) afternoon
- b)day
- c)holiday

### **Weak and Strong Forms**

244.Function words are usually

- a)Unstressed
- b)Stressed

245.Unstressed words usually contain weak vowels /ə/, /ɪ/, /ʊ/

- a)False
- b)True

246.Can function words be stressed?

- a)No, never
- b)Yes, when used for emphasis or when they are in isolation

247.Both personal and objective pronouns are usually unstressed

- a)False
- b)True

248.Prepositions can take their strong form and yet be unstressed

- a)True, for example when they are in final position

b)False

249.Auxiliary and modal verbs take their weak form unless they are negative contracted or in final position

a)True b)False

250.Conjunctions are normally

a)Unstressed

b)Stressed

### **Stress, pitch, Intonation**

251.It is the rise and fall of our voice; change in pitch; the “melody” of our speech.

a)reduction

b)blending

c)linking

d)intonation

252.We emphasize certain syllables in a word; it's louder, higher, longer, and clearer than the other syllables

a)rhythm

b)voiced & voiceless

c)reduction

d)word stress

253.It is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word.

a)syllable

b)reduction

c)blending

d)sentence focus

254.Which word is stressed differently?

a)listen

b)manage

c)invite

255.Which word is stressed differently?

a)water

b)answer

c)today

256.Which word is stressed differently?

a)polish

b)repeat

c)finish

257.Which word is stressed differently?

a)enter

b)teacher

c)complete

258. Which word is stressed differently?

- a) open
- b) become
- c) happen

259. Which word is stressed differently?

- a) deny
- b) reply
- c) study

260. Which word is stressed differently?

- a) apple
- b) apply
- c) begin

261. Which word is stressed differently?

- a) modern
- b) careful
- c) aloud

262. We had a really interesting conversation.

- a) con-VER-sa-tion
- b) con-ver-SA-tion

263. I can't decide which book to borrow.

- a) DE-cide
- b) de-CIDE

264. Which syllable is stressed in "VOLUNTEER"?

- a) TEER
- b) LUN

265. Which syllable is stressed in "REALISTIC"?

- a) LIS
- b) TIC
- c) REAL

### **Intonation and rhythm**

266. When we speak, we use 'Intonation' to...

- a) ...convey a variety of feelings.
- b) ...communicate loudly.
- c) ...make fun of other people.

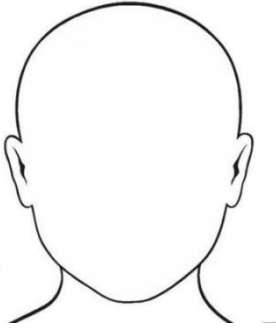
267. The type of Intonation we use for general questions is called \_\_\_\_\_ Intonation.

Ans. \_\_\_\_\_ rising\_\_

268. Which are the words that usually introduce 'Special' or 'Specific' questions, which usually go with Falling Intonation?

- a) WHAT - WHEN - WHERE - WHY - WHO - HOW
- b) To be honest, I have no idea.
- c) IF - AS - SO - SUCH
- d) DO - HAVE - ARE - CAN

269. BREAK TIME! Draw a face that expresses the emotions of this exclamation:  
'I told you to clean your room!'



270. Recognize the intonation: 'Did you do your homework?'

- a) Falling Intonation.
- b) Wavering Intonation.
- c) Rising Intonation.

271. Recognize the intonation: 'His sisters are Leah, Nora, Jasmine, and Grace.'

- a) Falling Intonation.
- b) Wavering Intonation.
- c) Rising Intonation.

272. Recognize the intonation: 'Could you please pass me that paper?'

- a) Wavering Intonation.
- b) Rising Intonation.
- c) Falling Intonation.
- d) None.

273. Recognize the intonation: 'Give me your hand.'

- a) Rising Intonation.
- b) None.
- c) Falling Intonation.
- d) Wavering Intonation.

274. Which of the following will take a RISING intonation?

- a) Will a pen do the trick?
- b) I don't think so.
- c) Do you have a pencil I can borrow?
- d) Can I answer the test with a pen?

275. Which of the following will take a FALLING intonation?

- a) Why don't you contact the help desk?
- b) Yes, I'm having trouble with the new platform.
- c) Do you need some help?
- d) What are you doing after class?

276. Read the sentences. Which words are more likely to be stressed?

"How do you organize a pronunciation activity?"

- a) how / you/ organize / activity
- b) how / you/ organize / a pronunciation /activity
- c) how / organize / pronunciation/ activity



277. Read the sentences. Which words are more likely to be stressed?

- a) "On second thought, you might want to contact the manager."
- b) second / thought / want / contact / manager
- c) On second / thought / might want / contact / manager
- d) thought / want to / contact / the manager

278. Read the sentences. Which words are more likely to be stressed?

- a) "Open your book to page 37 and look at the pictures."
- b) Open / book / page / 37 / look / pictures
- c) Open / book / page / 37 / and / look / the pictures
- d) Open / you book / page / 37 / look at / pictures

279. Content words (nouns, verbs, adjectives and adverbs) and function words (articles, auxiliary verbs, prepositions etc.) are also called:

- a) Loud and soft
- b) important and non-important
- c) lexical and grammatical words

## UNIT 4. Theory.

### Understanding Key Concepts in Phonetics and Phonology

Human communication is a complex and fascinating process that sets us apart from other species. While non-human animals primarily rely on instinctual signals and body language, humans have developed sophisticated spoken and written language systems that allow us to convey intricate ideas and abstract concepts. In this chapter, we will explore the fundamental concepts and terms related to the study of human speech sounds, known as phonetics and phonology.

### General Concepts of Phonetics and Phonology

Phonetics and phonology are two closely related branches of linguistics that focus on the study of speech sounds. **Phonetics** deals with the physical properties of speech sounds, such as their production, transmission, and perception. It examines how sounds are articulated by the human vocal apparatus, how they are transmitted through the air, and how they are perceived by the human ear. On the other hand, **phonology** is concerned with the way sounds function within a specific language system. It investigates the sound patterns, rules, and variations that exist in a particular language.

### Branches of Phonetics

Phonetics can be divided into three main branches:

- a) **Articulatory Phonetics:** This branch focuses on the study of how speech sounds are produced by the human vocal tract, including the movements and positions of the lips, tongue, jaw, and other articulators.
- b) **Acoustic Phonetics:** This branch examines the physical properties of speech sounds as they travel through the air, such as their frequency, amplitude, and duration.
- c) **Auditory Phonetics:** This branch explores how speech sounds are perceived and processed by the human ear and brain.

### Key Terms in Phonetics and Phonology

A **phone** is a single speech sound, regardless of its linguistic function or meaning.

A **phoneme** is the smallest unit of sound that can differentiate meaning in a particular language. It is an abstract concept that represents a group of similar sounds (allophones) that are perceived as the same sound by speakers of a language.

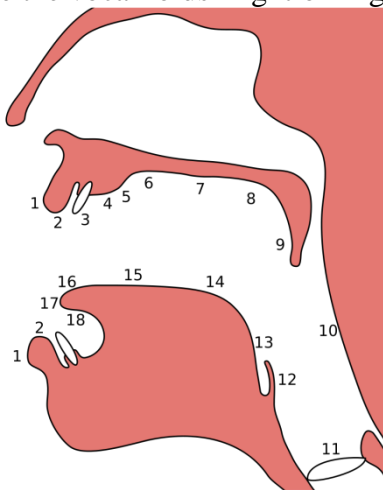
An **allophone** is a variant of a phoneme that occurs in a specific context or position within a word. Allophones do not change the meaning of a word and are often determined by the surrounding sounds or the phonological rules of the language.

Phonemes are the basic units of sound that distinguish meaning in a language. They are abstract representations of sounds that can contrast words (e.g., /p/ and /b/ in "pin" vs. "bin"). Allophones, on the other hand, are the different phonetic realizations of a phoneme that do not change the meaning of a word. They are context-dependent variants influenced by factors such as surrounding sounds, stress, or speaker variation. For instance, the aspirated [p<sup>h</sup>] in "pin" and the unaspirated [p] in "spin" are allophones of the phoneme /p/ in English.

A **minimal pair** consists of two words that differ in only one sound, resulting in a change in meaning. For example, "bat" and "pat" form a minimal pair, as they differ only in the initial consonant sound.

## Articulators

We know that humans produce speech by bringing air from the lungs through the larynx, where the vocal folds might or might not vibrate. That airflow is then shaped by the **articulators**.



This image is called a sagittal section. It depicts the inside of your head as if we sliced right between your eyes and down the middle of your nose and mouth. This angle gives us a good view of the parts of the vocal tract that are involved in filtering airflow to produce speech sounds.

Let's start at the front of your mouth, with your lips. If you make the sound "aaaaa" then round your lips, the sound of the vowel changes. We can also use our lips to block the flow of air completely, like in the consonants [b] and [p].

We also use our teeth to shape airflow. They don't do much on their own, but we can place the tip of the tongue between the teeth, for sounds like [θ] and [ð]. Or we can bring the top teeth down against the bottom lip for [f] and [v].

If you put your finger in your mouth and tap the roof of your mouth, you'll find that it's bony. That is the hard palate. English doesn't have very many palatal sounds, but we do raise the tongue towards the palate for the glide [j].

Now from where you have your finger on the roof of your mouth, slide it forward towards your top teeth. Before you get to the teeth, you'll find a ridge, which is called the alveolar ridge. If you use the tip of the tongue to block airflow at the alveolar ridge, you get the sounds [t] and [d]. We

also produce [l] and [n] at the alveolar ridge, and some people also produce the sounds [s] and [z] with the tongue at the alveolar ridge (though there are other ways of making the [s] sound.)

When we block airflow in the mouth but allow air to circulate through the nasal cavity, we get the nasal sounds [m] [n] and [ŋ].

Some languages also have nasal vowels. Make an “aaaaa” vowel again, then make it nasal. [aaaaa] [ããããã]

The articulator that you move to allow air into the nasal cavity is called the velum. You might also know it as the soft palate. For sounds made in the mouth, the velum rests against the back of the throat. But we can pull the velum away from the back of the throat and allow air into the nose. We can also block airflow by moving the body of the tongue up against the velum, to make the sounds [k] and [g].

Farther back than the velum are the uvula and the pharynx, but English doesn’t use these articulators in its set of speech sounds.

Every different configuration of the articulators leads to a different acoustic output.

### Articulation

Articulation refers to the physical movements and positions of the speech organs, such as the tongue, lips, and vocal cords, when producing speech sounds. It involves the way these organs come together or move apart to create different speech sounds, like consonants and vowels. Articulation plays a crucial role in shaping the distinctive sounds of a language.

### Speech production

Speech production is the process by which humans generate spoken language. It encompasses all the physiological and cognitive activities involved in turning linguistic information into audible speech. This process involves planning, coordinating, and executing the movements of the speech organs (e.g., tongue, lips, vocal cords) to produce the specific sounds, words, and sentences of a language. Speech production also includes prosody, which involves the intonation, rhythm, and stress patterns that convey meaning and emotion in spoken communication.

### Speech perception

Speech perception refers to the process by which humans interpret and understand the spoken language produced by others. It involves the ability to decode acoustic signals into linguistic information, allowing individuals to recognize and comprehend speech sounds, words, and sentences. Speech perception encompasses various aspects, including phonemic discrimination (distinguishing between different speech sounds), lexical access (identifying words in a spoken stream), and comprehension (understanding the meaning conveyed by spoken language). This cognitive process is vital for effective communication and language understanding.

### The basic components of speech production

The basic components of speech production are **initiation, phonation, and articulation**. These components work together to generate speech sounds.

**Initiation:** This is the first stage of speech production, where the airstream necessary for speech is initiated. In most cases, this involves the lungs pushing air out through the trachea and larynx. The airstream provides the energy needed for the vocal cords to vibrate (phonation) and for the articulators to shape the sound (articulation).

**Phonation:** Phonation refers to the production of sound by the vibration of the vocal cords (also called vocal folds) in the larynx. As the airstream passes through the larynx, the vocal cords vibrate, creating a buzzing sound. This vibration is the primary source of voicing in speech sounds. Voiced sounds, like vowels and voiced consonants (e.g., /b/, /d/, /g/, /v/, /z/), are produced with vocal cord vibration, while voiceless sounds (e.g., /p/, /t/, /k/, /f/, /s/) are produced without vocal cord vibration.

**Articulation:** Articulation is the process of shaping the sound produced by phonation into specific speech sounds using the articulators. Articulators include the tongue, lips, teeth, alveolar ridge, hard

palate, velum (soft palate), and glottis. These structures interact to modify the airstream and create distinct sounds. For example, the tongue touching the alveolar ridge creates sounds like /t/ and /d/, while the lips coming together creates bilabial sounds like /p/, /b/, and /m/.

### Segmental and suprasegmental phenomena

**Segmental phenomena** pertain to the individual, discrete units of sound or segments in a language, such as vowels and consonants. These units are typically referred to as phonemes and are the smallest meaningful sound units in a language.

- Segmental phenomena deal with individual sounds or segments, such as vowels and consonants.
- They focus on the distinct, discrete units that make up words and utterances.
- Segmental features are studied in terms of their articulatory properties (e.g., place and manner of articulation, voicing) and their role in distinguishing meaning.
- Examples of segmental features include phonemes (e.g., /p/, /t/, /k/, /a/, /i/, /u/) and their allophones (context-dependent variations).
- Segmental analysis involves examining the inventory, distribution, and combination of individual sounds in a language.

In contrast to segmental phenomena, **suprasegmental phenomena** are aspects of speech that extend beyond individual segments and involve the organization and interpretation of larger units of speech, such as syllables, words, phrases, and sentences. Suprasegmental features include stress, intonation, tone, and rhythm, which contribute to the overall meaning and prosody of an utterance. The main difference between segmental and suprasegmental phenomena in phonetics and phonology lies in their scope and the linguistic units they affect.

- Suprasegmental phenomena, also known as **prosodic features**, extend beyond individual segments and operate at a higher level of linguistic structure.
- They involve the properties of speech that span across multiple segments, syllables, words, or even entire utterances.
- Suprasegmental features contribute to the overall rhythm, melody, and expressive qualities of speech.
- Examples of suprasegmental features include:
  - a. **Stress:** the relative emphasis or prominence given to certain syllables within words or words within sentences.
  - b. **Intonation:** the variation in pitch over the course of an utterance, conveying linguistic and pragmatic meanings.
  - c. **Tone:** the use of pitch to distinguish lexical or grammatical meanings in some languages (e.g., Mandarin Chinese).
  - d. **Rhythm:** the temporal organization of speech, including the timing and duration of segments and syllables.
- Suprasegmental features play a crucial role in conveying linguistic information (e.g., word stress, sentence type) and paralinguistic information (e.g., emotion, attitude).

In summary, segmental phenomena deal with the individual sounds or segments that make up words, while suprasegmental phenomena deal with the properties of speech that extend beyond individual segments and contribute to the overall prosodic structure of utterances. Both segmental and suprasegmental aspects work together to convey meaning and facilitate effective communication in spoken language.

**The International Phonetic Alphabet (IPA)** is a standardized set of symbols designed to represent the sounds used in spoken human languages. Its purpose is to provide a consistent and universal way to transcribe the pronunciation of words across different languages and dialects.

The IPA offers a standardized notation system that can be used by linguists, language educators, and learners worldwide. It ensures that the same symbol always represents the same sound, regardless of the language or the user's background.

By using a common set of symbols, the IPA facilitates the comparison of sounds across different languages. Linguists can easily identify similarities and differences in the phonetic inventories of various languages.

The IPA aims to include symbols for all possible sounds used in human languages, including consonants, vowels, diacritics (e.g., tone marks, stress marks), and suprasegmental features (e.g., intonation, rhythm).

Each IPA symbol represents a specific sound based on its articulatory properties, such as the place and manner of articulation, voicing, and other distinctive features. This allows for a precise description of the sounds in a language.

The IPA is a valuable tool for language learners and teachers. It helps learners understand the exact pronunciation of words and enables teachers to provide accurate and consistent pronunciation guidance.

The International Phonetic Alphabet serves as a universal system for representing the sounds of human languages, enabling precise transcription, comparison, and communication of linguistic information.

## **Transcription**

### **Broad and narrow transcription**

**Broad transcription** represents speech sounds at a relatively abstract level, focusing on phonemes, which are the distinctive sound units in a language. It does not capture all the subtle variations or allophones of phonemes.

- Broad transcription, also known as phonemic transcription, represents speech sounds using a set of symbols that correspond to the phonemes of a language.

- It focuses on the contrastive sound units that distinguish meaning in a language, without capturing all the fine phonetic details.

- Broad transcription is enclosed in slashes / /, e.g., /pɪn/ for the word "pin."

- It is useful for representing the underlying sound system of a language and for showing the distinction between words.

### **Narrow transcription**

Narrow transcription provides a more detailed and precise representation of speech sounds, capturing allophonic variations and finer phonetic details, such as specific articulatory features or coarticulation effects.

Example: the word "pin" can be transcribed to distinguish between aspirated [p<sup>h</sup>ɪn] and unaspirated [pɪn] pronunciations, indicating the presence or absence of the puff of air after /p/.

- Narrow transcription, also known as phonetic transcription, provides a more detailed and accurate representation of speech sounds.

- It captures the specific phonetic realizations of phonemes, including allophonic variations and subtle articulatory or acoustic features.

- Narrow transcription uses a wider range of symbols and diacritics to represent these phonetic details.
- It is enclosed in square brackets [ ], e.g., [p<sup>h</sup>m] for an aspirated pronunciation of "pin."
- Narrow transcription is useful for representing the actual pronunciation of words, dialectal variations, or non-contrastive sound differences.

The main difference between broad and narrow transcription lies in the level of detail they provide:

- Broad transcription focuses on the phonemic level, representing the distinctive sound units of a language without capturing all the phonetic nuances.
- Narrow transcription, on the other hand, provides a more fine-grained representation of speech sounds, capturing allophonic variations and specific phonetic details.

Both broad and narrow transcriptions have their applications in linguistics and language study:

- Broad transcription is often used in phonological analysis, dictionary entries, and language teaching to represent the basic sound system of a language.
- Narrow transcription is used in phonetic studies, speech analysis, and language documentation to capture the precise pronunciation of words and to study sound variations across speakers or dialects.

### **Sonority, consonants and vowels. Syllable.**

Remember that there are three steps involved in producing speech sounds. The process starts with respiration as air flows up from the lungs. **Phonation** occurs at the larynx, where the vocal folds may or may not vibrate to produce voicing, and then we use our mouth, jaw, lips, teeth and tongue to shape the sound, which is called articulation.

In phonetics, we classify sounds according to how they're produced, and also according to the acoustic properties of the sounds. The primary acoustic property that we're interested in is called **sonority**. Sonority has to do with the amount of **acoustic energy** that a sound has. A simple example of this is that a loud sound is more sonorous and a quiet sound is less sonorous. But sonority is not just about loudness. Sounds that are made with lots of airflow from the lungs, and with vocal folds vibrating, are sonorous sounds. Sounds that have less airflow or don't have voicing from the vocal folds have less sonority. Those two pieces of information, sonority and articulation, allow us to group sounds into three broad categories

We produce **vowels** with the vocal tract quite open and usually with our vocal folds vibrating so vowels have a lot of acoustic energy: they're sonorous. Vowel sounds can go on for a long time: if you're singing, when you hold the note, you hold it on the vowels. Make some vowel sounds and notice how you can hold them for a long time: "aaaaa iiiii uuuuu".

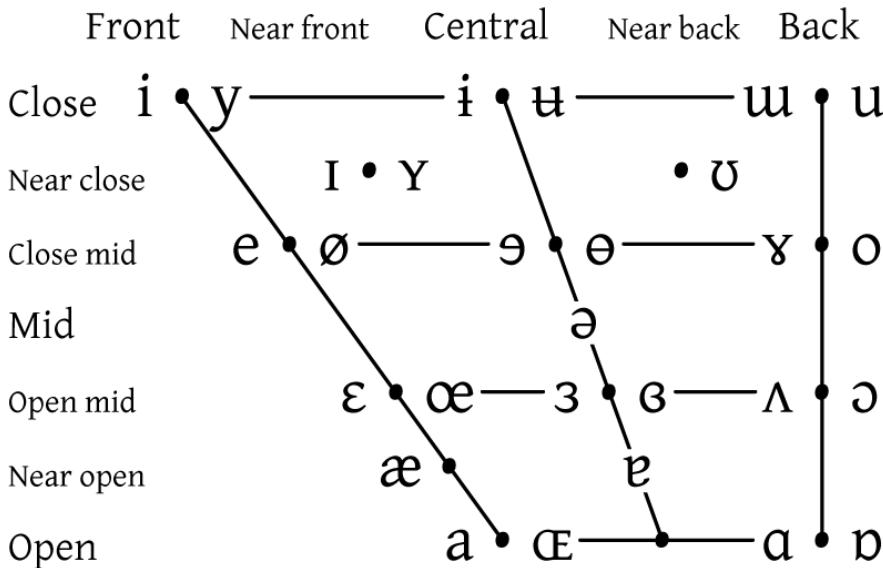
The sounds that we call **consonants** are ones where we use our articulators to obstruct the vocal tract, either partially or completely. Because the vocal tract is somewhat obstructed, less air flows from the lungs, so these sounds have less energy, they're less sonorous, and they're usually shorter than vowels. Consonant sounds can be voiced or voiceless.

There's also an intermediate category called **glides** that have some of the properties of vowels and some of the consonants. The vocal tract is unobstructed for glides, like for vowels, but they are shorter and less sonorous than vowels. We'll learn more about glides when we take a closer look at vowels.

This acoustic notion of sonority plays a role in every language of the world because spoken words are organized around the property of sonority. Every single spoken word is made up of one or more syllables. You probably know that **a syllable** is like a beat in the rhythm of the word, so you know that ball has one syllable, basket has two syllables, and bicycle has three.

But what is a syllable, in phonetic terms? A syllable is a peak of sonority that is surrounded by less sonorous sounds. What that means is that a syllable is made up of a vowel, or some other very sonorous sound, with some sounds before it and after it that are less sonorous, usually glides and consonants. The most sonorous sound, the peak of sonority, is called the **nucleus** of a syllable.

## VOWELS



Vowels at right & left of bullets are rounded & unrounded.

Remember that the difference between consonants and vowels is that consonants have some obstruction in the vocal tract, whereas, for vowels, the vocal tract is open and unobstructed, which makes vowel sounds quite sonorous. We can move the body of the tongue up and down in the mouth and move it closer to the back or front of the mouth. We can also round our lips to make the vocal tract even longer.

Take a look at the IPA chart for vowels. Instead of a nice rectangle, it's shaped like a trapezoid. That's because the chart is meant to correspond in a very direct way with the shape of the mouth and the position of the tongue in the mouth. We classify vowels according to four pieces of information:

The high/mid/low distinction has to do with how high the tongue is in the mouth. Say this list of words:

beet, bit, bait, bet, bat

Now do the same thing, but leave off the "b" and the "t" and just say the vowels. You can feel that your tongue is at the front of your mouth and is moving from high in the mouth for [i] to fairly low in the mouth for [æ].

We can do the same thing at the back of the mouth. Say the words boot, boat.

Now do it again with just the vowels, [u] [o]. Your lips are rounded for both of them, but the tongue is higher for [u] than it is for [o]. The lowest vowel at the back of the mouth is [ɑ]. We don't round our lips for [ɑ], and we often drop the jaw to move the tongue low and back.

We also classify vowels according to whether the lips are rounded or unrounded. In Canadian English, there are only four vowels that have lip rounding, and they're all made with the tongue at the back of the mouth:

[u] as in boot

[o] as in book

[ɔ] as in boat

and [ɒ] as in bore

The final piece of information that we use to classify vowels is a little trickier to explain. English makes a distinction between tense and lax vowels, which is a distinction that a lot of other languages don't have. Tense vowels are made with greater tension in the muscles of the vocal tract than lax vowels. To feel this difference, say the two words sheep and ship. And now make just the vowel sounds, [i], [ɪ]. The [i] sound in sheep and the [ɪ] sound in ship are both produced with the tongue high and front, and without lips rounded. But for [i], the muscles are more tense than for [ɪ]. The same is true for the vowels in late and let, [e] and [ɛ]. And also for the vowels in food and foot, [u] and [ʊ]

It can be hard to feel the physical difference between tense and lax vowels, but the distinction is actually an important one in the mental grammar of English. When we observe single-syllable words, we see a clear pattern in one-syllable words that don't end with a consonant. There are lots of monosyllabic words with tense vowels as their nucleus, like

day, they, weigh  
free, brie, she, tea  
do, blue, through, screw  
no, toe, blow

But there are no monosyllabic words without a final consonant that have a lax vowel as their nucleus. And if we were to try to make up a new English word, we couldn't do so. We couldn't create a new invention and name it a [vɛ] or a [flɪ] or a [mʊ]. These words just can't exist in English. So the tense/lax distinction is an example of one of those bits of unconscious knowledge we have about our language — even though we're not consciously aware of which vowels are tense and which ones are lax, our mental grammar still includes this powerful principle that governs how we use our language.

Here's one more useful hint about tense and lax vowels. When you're looking at the IPA chart, notice that the symbols for the tense vowels are the ones that look like English letters, while the symbols for the lax vowels are a little more unfamiliar. That can help you remember which is which!

So far, all the vowels we've been talking about are simple vowels, where the shape of the articulation stays fairly constant throughout the vowel. In the next unit, we'll talk about vowels whose shape changes. For simple vowels, linguists pay attention to four pieces of information:

- tongue height,
- tongue backness,
- lip rounding, and
- tenseness.

## Diphthongs

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 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 diphthong 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].

In addition to these major English diphthongs, speakers of Canadian English also have a tendency to turn the mid-tense vowels into diphthongs.

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 [ɣet], 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.

In Canadian English, speakers also regularly produce diphthongs for the tense vowels, [eɪ] and [oʊ], but not all English dialects do this. Some linguists consider these ones to be minor diphthongs.

## Consonants

Consonants have some **constriction** in the vocal tract that obstructs the airflow, either partially or completely. We can classify consonants according to three pieces of information.

The first piece of information we need to know about a consonant is its voicing — is it **voiced** or **voiceless**?

For voiced consonants like [z] and [v], the vocal folds vibrate. For voiceless sounds like [s] and [f], the vocal folds are held apart to let air pass through.

The second thing we need to know about consonants is where the **obstruction** in the vocal tract occurs; we call that the place of articulation.

If we obstruct our vocal tract at the lips, like for the sounds [b] and [p], the place of articulation is **bilabial**.

The consonants [f] and [v] are made with the top teeth on the bottom lip, so these are called **labiodental** sounds.

Move your tongue to the ridge above and behind your top teeth and make a [t] or [d]; these are **alveolar** sounds. Many people also make the sound [s] with the tongue at the alveolar ridge. Even though there is quite a bit of variation in how people make the sound [s], it still gets classified as an alveolar sound.

If you're making a [s] and move the tongue farther back, not quite to the soft palate, the sound turns into a [ʃ], which is called **post-alveolar**, meaning it's a little bit behind the alveolar ridge. You also sometimes see [ʃ] and [ʒ] called "**alveo-palatal**" or "**palato-alveolar**" sounds because the place of articulation is between the alveolar ridge and the palate.

The only true **palatal** sound that English has is [j].

And if you bring the back of your tongue up against the back of the soft palate, the velum, you produce the **velar** sounds [k] and [g].

Some languages also have uvular and pharyngeal sounds made even farther back in the throat, but English doesn't have sounds at those places of articulation.

And of course English has a **glottal** fricative made right at the larynx, the sound [h].

In addition to knowing where the vocal tract is obstructed, to classify consonants we also need to know how the vocal tract is obstructed. This is called the **manner of articulation**.

If we obstruct the airflow completely, the sound is called a **stop**. When the airflow is stopped, pressure builds up in the vocal tract and then is released in an burst of air when we release the

obstruction. So the other name for stops is **plosives**. English has two bilabial stops, [p] and [b], two alveolar stops, [t] and [d], and two velar stops [k] and [g].

It's also possible to obstruct the airflow in the mouth but allow air to flow through the nasal cavity. English has three **nasal** sounds at those same three places of articulation: the bilabial nasal [m], the alveolar nasal [n], and the velar nasal [ŋ]. Because airflow is blocked in the mouth for these, they are sometimes called nasal stops, in contrast to the plosives which are oral stops.

Instead of blocking airflow completely, it's possible to hold the articulators close together and allow air to flow turbulently through the small space. Sounds with this kind of turbulence are called **fricatives**. English has labiodental fricatives [f] and [v], dental fricatives made with the tongue between the teeth, [θ] and [ð], alveolar fricatives [s] and [z], post-alveolar fricatives [ʃ] and [ʒ], and the glottal fricative [h]. Other languages also have fricatives at other places of articulation.

If you bring your articulators close together but let the air flow smoothly, the resulting sound is called an **approximant**. The glides [j] and [w] are classified as approximants when they behave like consonants. The palatal approximant [j] is made with the tongue towards the palate, and the [w] sound has two places of articulation: the back of the tongue is raised towards the velum and the lips are rounded, so it is called a labial-velar approximant.

The North American English [ɹ] sound is an alveolar approximant with the tongue approaching the alveolar ridge. And if we keep the tongue at the alveolar ridge but allow air to flow along the sides of the tongue, we get the alveolar lateral approximant [l], where the word lateral means "on the side". The sounds [ɹ] and [l] are also sometimes called "**liquids**".

If you look at the official **IPA chart** for consonants, you'll see that it's organized in a very useful way. The places of articulation are listed along the top, and they start at the front of the mouth, at the lips, and move gradually backwards to the glottis. And down the left-hand side are listed the manners of articulation. The top of the chart has the manners with the greatest obstruction of the vocal tract, the stops or plosives, and moves gradually down to get to the approximants, which have the least obstruction and therefore greatest airflow.

A trill involves bringing the articulators together and vibrating them rapidly. North American English doesn't have any trills, but Scottish English often has a trilled [r]. You also hear trills in Spanish, French and Italian.

A flap (or tap) is a very short sound that is a bit like a stop because it has a complete obstruction of the vocal tract, but the obstruction is so short that air pressure doesn't build up. Most people aren't aware of the flap but it's actually quite common in Canadian English. You can hear it in the middle of these words metal and medal. Notice that even though they're spelled with "t" and "d", they sound exactly the same when we pronounce them in ordinary speech. If you're trying hard to be extra clear, you might say [mɛtəl] or [mɛdəl], but ordinarily, that "t" or "d" in the middle of the word just becomes an alveolar flap, where the tongue taps very briefly at the alveolar ridge but doesn't allow air pressure to build up. You can also hear a flap in the middle of words like middle, water, bottle, kidding, needle. The symbol for the alveolar flap [ɾ] looks a bit like the letter "r" but it represents that flap sound.

When we're talking about English sounds, we also need to mention **affricates**. If you start to say the word cheese, you'll notice that your tongue is in the position to make a [t] sound. But instead of releasing that alveolar stop completely, like you would in the word tease, you release it only partially and turn it into a fricative, [tʃ]. Same thing for the word jam: you start off the sound with the stop [d], and then release the stop but still keep the articulators close together to make a fricative [dʒ]. Affricates aren't listed on the IPA chart because they're a double articulation, a combination of a stop followed by a fricative. English has only the two affricates, [tʃ] and [dʒ], but German has a bilabial affricate [pf] and many Slavic languages have the affricates [ts] and [dz].

To sum up, all consonants involve some obstruction in the vocal tract. We classify consonants according to three pieces of information:

- **the voicing: is it voiced or voiceless,**
- **the place of articulation: where is the vocal tract obstructed, and**
- **the manner of articulation: how is the vocal tract obstructed.**

These three pieces of information make up the articulatory description for each speech sound, so we can talk about the voiceless labiodental fricative [f] or the voiced velar stop [g], and so on.

### **Accent**

**An accent** is the set of pronunciation conventions of some speech community. Where we draw the boundaries between accents is pretty arbitrary; if we call General American a single accent, for example, we'll have to deal with the range of variation that exists among speakers within that large community. And any boundaries we draw will be wrong in another sense because the group of people who have one pronunciation convention may not coincide neatly with the group of people who have the other set of conventions that belong to the accent we're considering. For example, the group of speakers who pronounce the words pin and pen the same includes speakers of Southern US accent but also some speakers of General American, which is a very different accent from Southern US English in many other ways. The point is that conventions of pronunciation tend to cluster together; this is what allows us to talk about "accents" at all.

Another point to keep in mind is that in most countries there is a standard, prestige accent alongside a number of accents associated with particular regions, social classes, or ethnic groups. Each of these non-standard accents can be described in its "broad" form, the form that is most different from the standard in the country where it is spoken, but what many people are speaking much of the time is something in between a particular non-standard accent and the relevant standard. In this section, we concentrate mostly on broad variants of non-standard accents because they illustrate the range of possible differences best.

When comparing two dialects or accents, one possibility is to see one of them as deviating from the other. A biased view of non-standard dialects often starts this way: the speakers of these dialects are seen as just making mistakes with the standard when what they say is non-standard. But of course, this is not what is actually happening. Speakers of non-standard dialects learned the conventions of these dialects by hearing other speakers speak them, just as the speakers of standard dialects learned the conventions of their dialects. They are no more speaking the standard wrong than the speakers of the standard dialect are speaking their dialect wrong.

### **Intonation**

**Intonation**, in phonetics, the melodic pattern of an utterance. It conveys differences of expressive meaning (e.g., surprise, anger, or delight), and it can also serve a grammatical function.

Intonation is primarily a matter of variation in the pitch of the voice. In such languages as English, it is often accompanied by **stress** and rhythm to produce meaning. (**Tone** is also a form of pitch modulation, but the term describes the use of pitch to **differentiate** words and grammatical categories.)

### **Patterns Of Intonation In English**

There are two main patterns of intonation in English: falling intonation and rising intonation.

#### **Falling Intonation**

Falling intonation describes how the voice falls at the end of the sentence and it's often used in statements, commands, and wh- questions. For example:

#### **Wh-Questions**

What is your ↓ name?

Where did you go last ↓ night?

When is the next ↓ train?

Why did you do ↓ that?

How did you get ↓ here?  
 Who is coming to the ↓ party?  
 Which one do you ↓ prefer?  
 Whose car is parked ↓ outside?  
 What time is ↓ it?  
 Where are you ↓ from?

### Statements

I'm not interested in going to the party ↓ tonight.  
 I already told you, I don't want to talk about ↓ it.  
 The deadline for this project is tomorrow at ↓ noon.  
 She's a talented musician, but she can be difficult to work ↓ with.  
 I'm really looking forward to my vacation next ↓ month.  
 I'm sorry, I can't come to the meeting ↓ tomorrow.  
 I'm not sure I understand what you're ↓ asking.  
 He's been working on that project for months, but it's still not ↓ finished.

### Commands

Sit ↓ down.  
 Stop ↓ talking.  
 Be ↓ quiet.  
 Go to your ↓ room.  
 Pay ↓ attention.  
 Stand ↓ up.  
 Listen to ↓ me.  
 Turn off the ↓ TV.  
 Leave me ↓ alone.  
 Come ↓ here.

In all these, the intonation of your voice falls at the end of the sentence.

You also use falling intonation in **question tags**. These are short questions added to the end of a statement to turn it into a question.

An example of a question tag is, "It's a nice day, isn't it?"

You use falling intonation in question tags only when you want the speaker to confirm or agree with what you have said.

Some examples:

You're coming to the party, aren't ↓ you? (I'm fairly sure you're coming. I'm just asking you to confirm this.)

He's a great singer, isn't ↓ he? (I love the singer and would like you to agree with me.)

They didn't finish the project on time, did ↓ they? (I'm quite sure they didn't. I'm just asking you to confirm this.)

We shouldn't be late, should ↓ we? (I think we shouldn't, but I'm asking you to confirm.)

### Rising Intonation

If falling intonation means that the pitch of your voice is lower at the end of the sentence, rising intonation is the opposite: your voice goes up at the end of the sentence.

This type of intonation pattern is commonly used at the end of yes / no questions, but we also use it to express surprise, uncertainty, or disbelief. For example:

### Yes / No Questions

Are you feeling well ↑ today?  
 Do you like ↑ pizza?  
 Is it cold ↑ outside?

Did you enjoy the ↑ movie?  
 Can I borrow your ↑ pen?  
 Are you going to the party ↑ tonight?  
 Do you want to come with ↑ me?  
 Did you finish your ↑ homework?  
 Is your favourite colour ↑ blue?  
 Would you like some ↑ coffee?

### **Questions That Show Surprise**

What?? You got ↑ married?!  
 You quit your ↑ job?!  
 You bought a new ↑ car?!  
 You're moving to ↑ Australia?!  
 You're ↑ pregnant?!  
 You're getting a ↑ tattoo?!  
 You're going ↑ skydiving?!  
 You won a trip to ↑ Europe?!  
 You're learning a new ↑ language?!

We also use rising intonation in question tags, but only when we're not sure about what we have just said. Here are some examples:

You like ice cream, don't ↑ you? (I'm not sure if you like ice-cream or not)  
 She's a good dancer, isn't ↑ she? (I'm not sure if she's a good dancer or not)  
 They're going to the concert, aren't ↑ they?  
 He's coming with us, isn't ↑ he?  
 We had a great time, didn't ↑ we?

## **UNIT 5. Reading material**

### **Tongue twisters**

Peter Piper picked a peck of pickled peppers.  
 A peck of pickled peppers Peter Piper picked.  
 If Peter Piper picked a peck of pickled peppers,  
 Where's the peck of pickled peppers Peter Piper picked?

Betty Botter bought some butter  
 But she said the butter's bitter  
 If I put it in my batter, it will make my batter bitter  
 But a bit of better butter will make my batter better  
 So 'twas better Betty Botter bought a bit of better butter.

How much wood would a woodchuck chuck if a woodchuck could chuck wood?  
 He would chuck, he would, as much as he could, and chuck as much wood  
 As a woodchuck would if a woodchuck could chuck wood.

She sells seashells by the seashore.

How can a clam cram in a clean cream can?

I scream, you scream, we all scream for ice cream.

I saw Susie sitting in a shoeshine shop.  
 Susie works in a shoeshine shop. Where she shines she sits, and where she sits she shines.

Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?

Can you can a can as a canner can can a can?

I have got a date at a quarter to eight; I'll see you at the gate, so don't be late.

You know New York, you need New York, you know you need unique New York.

I saw a kitten eating chicken in the kitchen.

If a dog chews shoes, whose shoes does he choose?

I thought I thought of thinking of thanking you.

I wish to wash my Irish wristwatch.

Near an ear, a nearer ear, a nearly eerie ear.

Eddie edited it.

Willie's really weary.

A big black bear sat on a big black rug.

Tom threw Tim three thumbtacks.  
 He threw three free throws.

Nine nice night nurses nursing nicely.

So, this is the sushi chef.  
Four fine fresh fish for you.

Wayne went to wales to watch walruses.

Six sticky skeletons. (x3)

Which witch is which? (x3)

Snap crackle pop. (x3)

Flash message. (x3)

Red Buick, blue Buick. (x3)

Red lorry, yellow lorry. (x3)

Thin sticks, thick bricks. (x3)

Stupid superstition. (x3)

Eleven benevolent elephants. (x3)

Two tried and true tridents. (x3)

Rolling red wagons. (x3)

Black back bat. (x3)

She sees cheese. (x3)

Truly rural. (x3)

Good blood, bad blood. (x3)

Pre-shrunk silk shirts. (x3)

Ed had edited it. (x3)

We surely shall see the sun shine soon.

Which wristwatches are Swiss wristwatches?

Fred fed Ted bread, and Ted fed Fred bread.

I slit the sheet, the sheet I slit, and on the slitted sheet I sit.

A skunk sat on a stump and thunk the stump stunk, but the stump thunk the skunk stunk.

Lesser leather never weathered wetter weather better.

## Limericks

**Limericks** are a form of humorous, often nonsensical verse that originated in the English language. They are known for their distinct rhythm, rhyme scheme, and silly or satirical content. The key characteristics of limericks are:

1. Structure: A limerick consists of five lines, with the first, second, and fifth lines being longer and rhyming with each other, while the third and fourth lines are shorter and share a different rhyme.
2. Rhyme scheme: The rhyme scheme of a limerick is AABBA, meaning that the first, second, and fifth lines rhyme with each other, and the third and fourth lines rhyme with each other.
3. Rhythm: Limericks have a distinct rhythmic pattern, with the first, second, and fifth lines typically having three beats (or three stressed syllables), while the third and fourth lines have two beats.

There was an Old Man with a beard,  
Who said, 'It is just as I feared!  
Two Owls and a Hen,  
Four Larks and a Wren,  
Have all built their nests in my beard! (Edward Lear)

There was a young lady of Niger  
Who smiled as she rode on a tiger;  
They returned from the ride  
With the lady inside,  
And the smile on the face of the tiger.

"There was an Old Man with a nose,  
Who said, 'If you choose to suppose  
That my nose is too long,  
You are certainly wrong!'  
That remarkable Man with a nose." (Edward Lear)

There was a young lady of Lynn,  
Who was so uncommonly thin  
That when she essayed  
To drink lemonade  
She slipped through the straw and fell in.

There was a young maid who said, 'Why  
Can't I look in my ear with my eye?  
If I put my mind to it,  
I'm sure I can do it.  
You never can tell till you try.

There was a young man of the Clyde,  
Who fell in the water and cried.  
When they asked, 'Are you wet?'  
He replied with regret,  
'From the waist down,  
I'm soaked in the tide!'



There was an old man from Peru,  
 Who dreamt he was eating his shoe.  
 He woke with a fright,  
 In the middle of the night,  
 And found that his dream had come true!

There was a young fellow at Ealing,  
 Devoid of all delicate feeling.  
 When he read on the door,  
 'Don't spit on the floor,'  
 He immediately spat on the ceiling!

## Poems

### MY HEART'S IN THE HIGHLANDS

By Robert Burns

My heart's in the Highlands, my heart is not here,  
 My heart's in the Highlands, a-chasing the deer;  
 Chasing the wild-deer, and following the roe,  
 My heart's in the Highlands, wherever I go.

Farewell to the Highlands, farewell to the North,  
 The birth-place of Valour, the country of Worth ;  
 Wherever I wander, wherever I rove,  
 The hills of the Highlands for ever I love.

Farewell to the mountains, high-cover'd with snow,  
 Farewell to the straths and green vallies below;  
 Farewell to the forests and wild-hanging woods,  
 Farewell to the torrents and loud-pouring floods.

My heart's in the Highlands, my heart is not here,  
 My heart's in the Highlands, a-chasing the deer;  
 Chasing the wild-deer, and following the roe,  
 My heart's in the Highlands, wherever I go.

### MY BONIE BELL

By Robert Burns

The smiling Spring comes in rejoicing,  
 And surly Winter grimly flies;  
 Now crystal clear are the falling waters,  
 And bonie blue are the sunny skies.  
 Fresh o'er the mountains breaks forth the morning,  
 The ev'ning gilds the ocean's swell;  
 All creatures joy in the sun's returning,  
 And I rejoice in my bonie Bell.  
 The flowery Spring leads sunny Summer,  
 The yellow Autumn presses near;  
 Then in his turn comes gloomy Winter,  
 Till smiling Spring again appear:

Thus seasons dancing, life advancing,  
 Old Time and Nature their changes tell;  
 But never ranging, still unchanging,  
 I adore my bonie Bell.

**CHILDE HAROLD'S GOOD NIGHT.**  
 by George Gordon Byron

Adieu, adieu! my native shore  
 Fades o'er the waters blue;  
 The night-winds sigh, the breakers roar,  
 And shrieks the wild sea-mew.  
 Yon Sun that sets upon the sea  
 We follow in his flight;  
 Farewell awhile to him and thee,  
 My native Land—Good Night!

A few short hours and He will rise  
 To give the Morrow birth;  
 And I shall hail the main and skies,  
 But not my mother Earth.  
 Deserted is my own good Hall,  
 Its hearth is desolate;  
 Wild weeds are gathering on the wall;  
 My Dog howls at the gate.

With thee, my bark, I'll swiftly go  
 Athwart the foaming brine;  
 Nor care what land thou bear'st me to,  
 So not again to mine.  
 Welcome, welcome, ye dark-blue waves!  
 And when you fail my sight,  
 Welcome, ye deserts, and ye caves!  
 My native Land—Good Night!

**SYMPHONY IN YELLOW**  
 by Oscar Wilde

An omnibus across the bridge  
 Crawls like a yellow butterfly,  
 And, here and there, a passer-by  
 Shows like a little restless midge.  
 Big barges full of yellow hay  
 Are moored against the shadowy wharf,  
 And, like a yellow silken scarf,  
 The thick fog hangs along the quay.  
 The yellow leaves begin to fade  
 And flutter from the Temple elms,  
 And at my feet the pale green Thames  
 Lies like a rod of rippled jade.

**STOPPING BY WOODS ON A SNOWY EVENING**

**By Robert Frost**

Whose woods these are I think I know.  
His house is in the village though;  
He will not see me stopping here  
To watch his woods fill up with snow.

My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

He gives his harness bells a shake  
To ask if there is some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake.

The woods are lovely, dark and deep,  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.

**DAFFODILS**

**by William Wordsworth**

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them danced; but they  
Out-did the sparkling waves in glee:  
A poet could not but be gay,  
In such a jocund company:  
I gazed—and gazed—but little thought  
What wealth the show to me had brought:

For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils.

**THE RAINY DAY****By Henry W. Longfellow**

The day is cold, and dark, and dreary;  
 It rains, and the wind is never weary;  
 The vine still clings to the mouldering wall,  
 But at every gust the dead leaves fall,  
 And the day is dark and dreary.

My life is cold, and dark, and dreary;  
 It rains, and the wind is never weary;  
 My thoughts still cling to the mouldering past,  
 But the hopes of youth fall thick in the blast,  
 And the days are dark and dreary.

Be still, sad heart, and cease repining;  
 Behind the clouds is the sun still shining;  
 Thy fate is the common fate of all,  
 Into each life some rain must fall,  
 Some days must be dark and dreary.

**THE RAVEN****By Edgar Allan Poe**

Once upon a midnight dreary, while I pondered, weak and weary,  
 Over many a quaint and curious volume of forgotten lore—  
 While I nodded, nearly napping, suddenly there came a tapping,  
 As of some one gently rapping, rapping at my chamber door.  
 “’Tis some visitor,” I muttered, “tapping at my chamber door—  
 Only this and nothing more.”

Ah, distinctly I remember it was in the bleak December;  
 And each separate dying ember wrought its ghost upon the floor.  
 Eagerly I wished the morrow;—vainly I had sought to borrow  
 From my books surcease of sorrow—sorrow for the lost Lenore—  
 For the rare and radiant maiden whom the angels name Lenore—  
 Nameless here for evermore.

And the silken, sad, uncertain rustling of each purple curtain  
 Thrilled me—filled me with fantastic terrors never felt before;  
 So that now, to still the beating of my heart, I stood repeating  
 “’Tis some visitor entreating entrance at my chamber door—  
 Some late visitor entreating entrance at my chamber door;—  
 This it is and nothing more.”

**Dialogues****A walk in the Woods.** (from Ship or sheep?)

Virginia: I saw... William again on Wednesday, Winona.

Winona: Oh, William again... Well, what happened?

Virginia: We went for a lovely walk in the woods.

Winona: Oh? In the wet? Wasn't it very wet on Wednesday?

Virginia: It *was* very cold and wet. But we were wearing very warm clothes and we walked quickly to keep warm.

Winona: Is that the woods next to the railway? It's not very quiet.

Virginia: Yes. But further away from the railway it was very quiet and there were wild squirrels everywhere. We counted twenty squirrels.

Winona: Twenty squirrels? And what did you do for lunch? A picnic with the squirrels?

Virginia: It was too wet. Afterwards we went to a restaurant. It was twelve o'clock. We had walnut cake and sweet white wine. It was wonderful.

Winona: So? William again ... Well ... ?

Virginia: Well?

### **At the butcher's shop**

(Ship or sheep. Track C46)

Charles: Good morning, Mrs Church.

Mrs Church: Good morning, Charles. I'd like some chops for the children's lunch.

Charles: Chump chops or shoulder chops, Mrs Church?

Mrs Church: I'll have four shoulder chops, and I want a small chicken.

Charles: Would you like to choose a chicken, Mrs Church?

Mrs Church: Which one is cheaper?

Charles: This one's the cheapest. It's a delicious chicken.

Mrs Church: How much is all that? I haven't got cash. Can I pay by credit card?

Charles: Of course, Mrs Church.

### **A dangerous bridge**

(Ship or sheep. Track C53)

Jerry: Just outside this village there's a very dangerous bridge.

John: Yes. Charles told me two jeeps crashed on it in January. What happened?

Jerry: Well, George Churchill was the driver of the larger jeep, and he was driving very dangerously.

John: George Churchill? Do I know George Churchill?

Jerry: Yes. That ginger-haired chap. He's the manager of the travel agency in Chester.

John: Oh, yes. I remember George. He's always telling jokes. Well, was anybody injured?

Jerry: Oh, yes. The other jeep went over the edge of the bridge, and two children and another passenger were badly injured.

John: Oh, dear! Were both the jeeps damaged?

Jerry: Oh, yes.

John: And what happened to George?

Jerry: George? He's telling jokes in jail now, I suppose!

## **Songs**

### **MY FAVORITE THINGS**

(from the Rodgers and Hammerstein musical *The Sound of Music*)

Raindrops on roses and whiskers on kittens;

Bright copper kettles and warm woolen mittens;

Brown paper packages tied up with strings;

These are a few of my favorite things.

Cream-colored ponies and crisp apple strudels;  
 Doorbells and sleigh bells, and schnitzel with noodles;  
 Wild geese that fly with the moon on their wings;  
 These are a few of my favorite things.

Girls in white dresses with blue satin sashes;  
 Snowflakes that stay on my nose and eyelashes;  
 Silver-white winters that melt into springs;  
 These are a few of my favorite things.

When the dog bites,  
 When the bee stings,  
 When I'm feeling sad,  
 I simply remember my favorite things,  
 And then I don't feel so bad.

Raindrops on roses and whiskers on kittens;  
 Bright copper kettles and warm woolen mittens;  
 Brown paper packages tied up with strings;  
 These are a few of my favorite things.

Cream-colored ponies and crisp apple strudels;  
 Doorbells and sleigh bells, and schnitzel with noodles;  
 Wild geese that fly with the moon on their wings;  
 These are a few of my favorite things.

Girls in white dresses with blue satin sashes;  
 Snowflakes that stay on my nose and eyelashes;  
 Silver-white winters that melt into springs;  
 These are a few of my favorite things.

When the dog bites,  
 When the bee stings,  
 When I'm feeling sad,  
 I simply remember my favorite things,  
 And then I don't feel so bad.

### **DO-RE-MI**

(from the Rodgers and Hammerstein musical *The Sound of Music*)

Let's start at the very beginning  
 A very good place to start  
 When you read you begin with A B C  
 When you sing you begin with Do Re Mi  
 Do Re Mi, Do Re Mi  
 The first three notes just happen to be  
 Do Re Mi, Do Re Mi  
 Do Re Mi Fa So La Ti  
 Let's see if I can make it easier

Doe, a deer, a female deer  
 Ray, a drop of golden sun  
 Me, a name I call myself  
 Far, a long, long way to run  
 Sew, a needle pulling thread  
 La, a note to follow Sew  
 Tea, I drink with jam and bread  
 That will bring us back to Do, oh oh oh

Doe, a deer, a female deer  
 Ray, a drop of golden sun  
 Me, a name I call myself  
 Far, a long, long way to run  
 Sew, a needle pulling thread  
 La, a note to follow Sew  
 Tea, I drink with jam and bread  
 That will bring us back to

Doe, a deer, a female deer  
 Ray, a drop of golden sun  
 Me, a name I call myself  
 Far, a long, long way to run  
 Sew, a needle pulling thread  
 La, a note to follow Sew  
 Tea, I drink with jam and bread  
 That will bring us back to Do

Do Re Mi Fa So La Ti Do, So Do

### **A HATFUL OF DREAMS**

(from the musical *WONKA* with Timothée Chalamet)

After seven years of life upon the ocean  
 It is time to bid the Seven Seas farewell  
 And the city I've pinned seven years of hopes on  
 Lies just over the horizon, I can hear the harbor bell  
 (spoken)  
 Land, ahoy!

Got a tattered overcoat and battered suitcase  
 Got a pair of leaky boots upon my feet  
 Gotta drag myself up by my one good bootlace  
 Gotta work my rotten socks off if I want to make ends meet

I've poured everything I've got into my chocolate  
 Now it's time to show the world my recipes  
 I've got twelve silver sovereigns in my pocket  
 And a hatful of dreams

There's a famous restaurant on every street here  
 There's Brandino's and the Bar Parisian

[MAP SELLER, spoken]  
 Restaurant map, sir?  
 [WILLY WONKA, spoken]  
 Oh, thank you

Got a little map to tell me where to eat here  
 Had a dozen silver sovereigns, now I'm somehow down to ten  
 Want the finest produce? This is where they stock it

[FRUIT & VEG VENDOR, spoken]  
 That's three sovereigns, mate  
 [WILLY WONKA, sung]  
 Though the prices are suspiciously extreme  
 [FRUIT & VEG VENDOR]  
 Break my pumpkin, you pay for it

[WILLY WONKA]  
 I've got - five, six, seven?  
 Six silver sovereigns in my pocket  
 And a hatful of dreams

[SHOESHINE BOY, spoken]  
 Brush your coat, sir?  
 [WILLY WONKA, spoken]  
 No thank you  
 [SHOESHINE BOY]  
 Cologne?  
 [WILLY WONKA]  
 No, leave me alone!

At last, the Galleries Gourmet  
 I knew that we'd see it one day  
 It's everything you said, Mama  
 And, oh, so much more  
 Each way that you turn, another famous chocolate store

Here's my destiny, I just need to unlock it  
 Will I crash and burn or go up like a rocket?  
 I got nothing to offer but my chocolate  
 And a hatful of dreams

In this city, anyone can be successful  
 If they've talent and work hard, or so they say  
 But they didn't mention it would be so stressful  
 Just to make a dozen silver sovereigns last more than a day

[YOUNG MOTHER, spoken]  
 Could you spare a sovereign for a place to sleep, love?  
 [WILLY WONKA, spoken]  
 Of course, here, take all you need  
 [YOUNG MOTHER]



Thank you

[WILLY WONKA, sung]

I've got one silver sovereign in my pocket  
And a hatful of dreams

### **OOMPA LOOMPA**

(from the musical *WONKA* with Timothée Chalamet)

Oompa loompa doompety doo  
I've got a tragic tale for you  
Oompa loompa doompety dee  
If you are wise, you'll listen to me

Here in Loompa land, it's both luscious and green  
But not conducive to growing the bean  
My job was guarding what little we got  
You came along and pinched the lot  
Hey, why didn't you say something?  
Well, perhaps I drifted off

Oompa loompa doompety day  
When I awoke, they sent me away  
I'm disgraced, cast out in the cold  
'Til I've paid my friends back a thousand fold  
A thousand fold? You gotta be kidding me  
I repeat, a thousand fold

### **A WORLD OF PURE IMAGINATION**

(from the musical *WONKA* with Timothée Chalamet)

Come with me and you'll be  
In a world of pure imagination  
Reach out, touch what was once  
Just in your imagination

Don't be shy, it's alright  
If you feel a little trepidation  
Sometimes these things don't need  
Explanation

If you want to view paradise  
Simply look at them and view it  
Somebody to hold on to, it's  
All we really need  
Nothing else to it

Come with me and you'll be  
In a world of pure imagination  
Take a look and you'll see  
Into your imagination

We'll begin with a spin  
 Traveling in the world of my creation  
 What we'll see will defy  
 Explanation

If you want to view paradise  
 Simply look around and view it  
 Anything you want to, do it  
 Wanna change the world?  
 There's nothing to it

There is no life I know  
 To compare with pure imagination  
 Living there, you'll be free  
 If you truly wish to be

## **UNIT 6. Listening Comprehension. ( audio books and audio stories)**

### **AFRICAN ADVENTURES**

**By Margaret Iggulden**

Listen to the story and do the tasks.

1. Answer the questions about the story.

- 1 Why was Teresa going to Kenya?
- 2 Why could Teresa speak Nandi?
- 3 How do people catch river blindness?
- 4 What work do the blind people in the villages do?
- 5 What did Dr McCall want Teresa to do for him?
- 6 Why didn't Dr McCall want to use a Kenyan?
- 7 Why was Christopher Mwale interested in Dr McCall?
- 8 Why did Teresa think Dr McCall wanted to sell the medicine to F.D.I.?
- 9 Why was Teresa angry with Dr McCall at the camp?
- 10 What did Teresa take with her for the walk to Rose's village?
- 11 Why was Rose surprised when Teresa spoke to her?
- 12 Why didn't Rose want to tell Dr McCall about the flower?
- 13 How many times did Dr McCall visit Rose?
- 14 How did Rose make the medicine?
- 15 Why was Christopher Mwale excited when Teresa came to his office?
- 16 What was the matter with Dr McCall's eyes?
- 17 Why did Teresa faint in Dr Ndeti's office?
- 18 Why did Dr McCall go back to Nairobi?
- 19 Why was Dr Ndeti angry with Teresa?
- 20 What did Teresa want to do at the end of the story?

1. Listen to the story and find this information.

- 1 The time Teresa will stay in Kenya.
- 2 Dr McCall's nationality.

- 3 The African language that Anna Holmes speaks.
- 4 Teresa's age when she left Kenya.
- 5 Teresa's age in the story.
- 6 Christopher Mwale's job.
- 7 The country that promised Village International a lot of money.
- 8 The number of dollars that Village International will get.
- 9 The drink Dr McCall gave Teresa when she came back to the camp.
- 10 The number of days Teresa was in hospital.

2. Are these sentences true (T) or false (F) ?

- 1 Teresa knew Kenya well.
- 2 Dr McCall could not speak Nandi.
- 3 There were no roads to Rose's village.
- 4 Rose did not want to tell Dr McCall the secret.
- 5 Rose wanted the million dollars for herself.
- 6 Teresa returned to the camp alone.
- 7 Teresa was ill when she told Dr McCall the secret.
- 8 Rose's medicine for river blindness was made from a flower.
- 9 Dr McCall sold the secret of the medicine to F.D.I.
- 10 Village International will be able to give the medicine to every child in Kenya.

3. Complete the sentences.

- 1 'You must drink a lot of water here, or you'll become \_\_\_\_\_.'
- 2 'It attacks the eyes and, very slowly, the person goes \_\_\_\_\_.'
- 3 'When someone has river blindness, no doctor can \_\_\_\_\_ it.'
- 4 'Now, remember, it's a \_\_\_\_\_. Don't talk to anyone about it.'
- 5 Many people believe there will soon be a \_\_\_\_\_ for river blindness.
- 6 'I think he wants to get the \_\_\_\_\_ dollars for himself.'
- 7 'Ask her to show you the flower that \_\_\_\_\_ river blindness.'
- 8 'I will not tell him. I do not \_\_\_\_\_ him. I will tell you. Only you.'
- 9 'You're making a terrible \_\_\_\_\_, young woman.'
- 10 'He thought I was too young, and a bit \_\_\_\_\_. \_\_\_\_\_ Maybe I was.'

4. Discussion questions.

- 1 Describe the life of the blind people in African villages.
- 2 Describe the walk through the forest to Rose's village.
- 3 Describe Teresa's heatstroke. Why did she get heatstroke?
- 4 Was Dr McCall a good man or a bad man ? How do you know?
- 5 Do you think Teresa was 'too young, and a bit silly'? Why?/Why not?
- 6 How did she feel at the end of the story? Do you think she learnt anything?

## **THE EYES OF MONTEZUMA**

**By Stephen Rabley**

Listen to the story and do the tasks.

1. Choose the correct answer:

- Where did Nick and Clare spend their two-week holiday?
  - a) Spain
  - b) Cornwall, England

c) Los Angeles, USA

- How old was the Countess of Montalban when she died?

- a) 84
- b) 94
- c) 104

2. Fill in the Blanks:

1. The Eyes of Montezuma are the two biggest \_\_\_\_\_ in Spain.

2. Shelley Marn is a student at the University of \_\_\_\_\_ in Los Angeles.

3. The Countess of Montalban gave her famous earrings, the Eyes of Montezuma, to the \_\_\_\_\_ Museum in Madrid. 2. Shelley Marn bought a little yellow \_\_\_\_\_ in England, with the letters STM on it.

4. Nick had to give a lesson outside Madrid and stopped for \_\_\_\_\_ on the way back.

5. The villa where Shelley was held captive had a sign on the gates that said "\_\_\_\_\_ OUT".

6. Nick used a heavy \_\_\_\_\_ to break the lock on the door of the wooden building.

7. Harry Blane told Nick and Shelley that Harris and Drake were taking the diamonds to \_\_\_\_\_ on a plane at nine o'clock.

8. After the plane crashed, one of the \_\_\_\_\_ found the diamonds in the plane.

9. The Harmans and Shelley went to have lunch at one of the best \_\_\_\_\_ in Madrid with Jose Duero.

10. Nick and Clare lived in \_\_\_\_\_ and had been in Spain for almost two years.

11. The Eyes of Montezuma came from \_\_\_\_\_ about two hundred years ago and had been in the Montalban family since then.

3. Are the statements true (T) or false (F):

- Nick and Clare waited for Shelley to have lunch together on the ship. (True/False)
- The driver of Shelley's yellow Fiat was a blonde woman wearing sunglasses. (True/False)

4. Arrange the following events in the correct order:

- Nick breaks the lock on the wooden building and frees Shelley.
- Nick and Clare see the news about the stolen diamonds on the radio.
- The plane crashes in a ball of orange fire.
- Nick and Shelley follow the blue Renault to a small airport.

5. Answer the questions:

- Who stole the Eyes of Montezuma from the Prado Museum?
- Where were Harris and Drake planning to take the diamonds on a plane?
- Why did Nick decide to follow the blue Renault instead of calling the police?
- How did Shelley manage to overpower the man with the gun in the wooden building?
- What happened to Harris and Drake in the end?

## THE HOBBIT

by **J.R.R. Tolkien**

Listening comprehension tasks for Chapters 1-2 of "The Hobbit" by J.R.R. Tolkien:

### Chapter 1: An Unexpected Party

1. Who are the main characters introduced in this chapter?
2. What is Bilbo's initial reaction to Gandalf's visit?
3. How many dwarves arrive at Bilbo's house?
4. What is the purpose of the dwarves' gathering at Bilbo's house?
5. Fill in the blank: The dwarves are on a quest to reclaim their treasure from the dragon \_\_\_\_\_.

6. True or False: Bilbo is excited about the prospect of going on an adventure with the dwarves.

### Chapter 2: Roast Mutton

1. What happens to the ponies as the group travels through the forest?
  2. Who does Bilbo try to pickpocket when he is sent to investigate the light in the distance?
  3. What do the trolls plan to do with the dwarves they have captured?
  4. How does Gandalf trick the trolls and save the dwarves?
  5. Fill in the blank: The group finds \_\_\_\_\_ in the trolls' cave, which they take with them on their journey.
  6. Sequence of events: Arrange the following events in the correct order:
    - Bilbo is sent to investigate the light in the distance.
    - The dwarves are captured by trolls.
    - Gandalf tricks the trolls, causing them to turn to stone.
    - The group sets up camp for the night.
5. Open-ended question: How does Bilbo's encounter with the trolls affect his confidence as a burglar?

### Chapter 3: A Short Rest

1. Where does the group take shelter after their encounter with the trolls?
2. Who is Elrond, and what is his role in the story?
3. What important information does Elrond provide about the swords found in the trolls' cave?
4. Fill in the blank: Elrond discovers \_\_\_\_\_ on the map of the Lonely Mountain, which reveal the location of a secret door.
5. True or False: The group decides to take the direct path through the Misty Mountains.

### Chapter 4: Over Hill and Under Hill

1. What happens when the group seeks shelter from a storm in the Misty Mountains?
  2. Who are the Great Goblin and his minions?
  3. How does Gandalf rescue the dwarves from the goblins?
  4. Fill in the blank: During the escape, Bilbo falls and loses consciousness in a \_\_\_\_\_.
  5. Sequence of events: Arrange the following events in the correct order:
    - The group is captured by goblins.
    - Bilbo awakens alone in a dark tunnel.
    - Gandalf leads the dwarves in an escape from the goblin tunnels.
    - The group seeks shelter from a storm in a cave.
6. Open-ended question: How does the group's journey through the Misty Mountains challenge their resilience and resourcefulness?

### Chapter 5: Riddles in the Dark

1. Who does Bilbo encounter in the tunnels after becoming separated from the dwarves?
2. What does Bilbo find in the tunnels that will play a significant role in the story?
3. How does Bilbo escape from Gollum?
4. Fill in the blank: Bilbo and Gollum engage in a \_\_\_\_\_ contest, with Bilbo's life at stake.
5. True or False: Gollum willingly shows Bilbo the way out of the tunnels.

### Chapter 6: Out of the Frying-Pan into the Fire

1. How do the dwarves and Bilbo escape from the Wargs and goblins?
2. Who rescues the group from the trees?
3. Where do the eagles take the group for safety?
4. Fill in the blank: The group seeks refuge in the \_\_\_\_\_ of a giant bear named Beorn.
5. Sequence of events: Arrange the following events in the correct order:
  - The group is chased by Wargs and goblins.
  - Bilbo and the dwarves climb trees to escape their pursuers.
  - The eagles rescue the group and take them to safety.
  - The group arrives at Beorn's home.
7. Open-ended question: How does Bilbo's newfound magic ring help him in these chapters, and how might it affect his role in the group?

#### Chapter 7: Queer Lodgings

1. How does Beorn assist the group in their journey?
2. What warning does Beorn give the group about the Mirkwood forest?
3. What is unique about Beorn's abilities and appearance?
4. Fill in the blank: Beorn provides the group with \_\_\_\_\_ to aid them in their journey through Mirkwood.
5. True or False: Gandalf accompanies the group through the entirety of Mirkwood forest.

#### Chapter 8: Flies and Spiders

1. What makes the journey through Mirkwood so challenging for the group?
2. How do the dwarves get captured by the spiders?
3. What does Bilbo do to rescue the dwarves from the spiders?
4. Fill in the blank: Bilbo names his sword \_\_\_\_\_ after using it to fight off the spiders.
5. Sequence of events: Arrange the following events in the correct order:
  - The group enters Mirkwood forest.
  - Bilbo frees the dwarves from the spiders' webs.
  - The dwarves are captured by spiders.
  - Bilbo kills a spider and earns the name "Sting" for his sword.
6. Open-ended question: How do the events in Mirkwood forest showcase Bilbo's growth as a character and his importance to the group?

#### Chapter 9: Barrels Out of Bond

1. Who captures the dwarves in Mirkwood forest, and why?
2. How does Bilbo avoid being captured?
3. What plan does Bilbo devise to help the dwarves escape?
4. Fill in the blank: Bilbo helps the dwarves escape by smuggling them out in \_\_\_\_\_.
5. True or False: The Wood-elves are friendly and helpful to the group.

#### Chapter 10: A Warm Welcome

1. Where does the group arrive after their escape from the Wood-elves?
2. Who is the Master of Lake-town, and how does he receive the group?
3. What prophecy do the people of Lake-town believe the dwarves' arrival fulfills?

4. Fill in the blank: The group is welcomed in Lake-town because the people believe they will \_\_\_\_\_.

5. Sequence of events: Arrange the following events in the correct order:

- The dwarves are captured by the Wood-elves.
- Bilbo devises a plan to help the dwarves escape.
- The group arrives in Lake-town and is welcomed by the people.
- The dwarves escape from the Wood-elves' dungeons in barrels.

6. Open-ended question: How do the events in these chapters demonstrate the growing respect and admiration for Bilbo among the dwarves?

#### Chapter 11: On the Doorstep

1. What does the group discover about the secret door into the Lonely Mountain?
2. How do they find the keyhole to the secret door?
3. What does Bilbo volunteer to do once the door is opened?
4. Fill in the blank: The group finds the secret door on \_\_\_\_\_, as mentioned in the moon letters on the map.
5. True or False: The dwarves are eager to enter the mountain and confront Smaug immediately.

#### Chapter 12: Inside Information

1. What does Bilbo discover during his first encounter with Smaug?
2. How does Bilbo flatter Smaug, and why?
3. What important information does Bilbo learn about Smaug's weakness?
4. Fill in the blank: Bilbo notices a bare patch on Smaug's chest, which is the dragon's \_\_\_\_\_.
5. Sequence of events: Arrange the following events in the correct order:
  - Bilbo enters the mountain and confronts Smaug.
  - The thrush overhears Bilbo's conversation with the dwarves about Smaug's weakness.
  - Bilbo flatters Smaug and discovers the dragon's weak spot.
  - Smaug becomes enraged and suspects the dwarves are involved in Bilbo's presence.
6. Open-ended question: How does Bilbo's encounter with Smaug demonstrate his cleverness and courage, and how does this affect his role within the group?

#### Chapter 13: Not at Home

1. What does Smaug do after his conversation with Bilbo?
2. How do the dwarves and Bilbo react to Smaug's attack on Lake-town?
3. What do the dwarves and Bilbo discover when they explore the mountain?
4. Fill in the blank: The dwarves find the \_\_\_\_\_ of their ancestors in the mountain.
5. True or False: Smaug is killed by the dwarves in this chapter.

#### Chapter 14: Fire and Water

1. Who kills Smaug, and how?
2. What happens to Lake-town after Smaug's attack?
3. How do the people of Lake-town and the Wood-elves react to the news of Smaug's death?
4. Fill in the blank: \_\_\_\_\_, the heir of Girion, shoots the black arrow that kills Smaug.
5. Sequence of events: Arrange the following events in the correct order:
  - Smaug attacks Lake-town.
  - Bard kills Smaug with the black arrow.

- The people of Lake-town and the Wood-elves learn of Smaug's death and the treasure in the mountain.
- The dwarves fortify the mountain and search for the Arkenstone.

6. Open-ended question: How do the events in these chapters change the dynamics between the dwarves, the people of Lake-town, and the Wood-elves?

#### Chapter 15: The Gathering of the Clouds

1. Why do the men of Lake-town and the Wood-elves march to the Lonely Mountain?
2. How does Thorin react to their demands for a share of the treasure?
3. What does Bilbo do in an attempt to resolve the conflict peacefully?
4. Fill in the blank: Bilbo secretly gives the \_\_\_\_\_ to Bard and the Elvenking as a bargaining chip.
5. True or False: Gandalf arrives at the Lonely Mountain and helps negotiate a peaceful resolution.

#### Chapter 16: A Thief in the Night

1. How does Thorin react when he learns of Bilbo's actions?
2. Who arrives at the Lonely Mountain, complicating the situation further?
3. What news does Gandalf bring about the approaching danger?
4. Fill in the blank: \_\_\_\_\_ arrives at the Lonely Mountain with his army, claiming a share of the treasure.
5. Sequence of events: Arrange the following events in the correct order:
  - Bilbo gives the Arkenstone to Bard and the Elvenking.
  - Thorin banishes Bilbo from the mountain for his betrayal.
  - Gandalf arrives and warns of an approaching army of goblins and Wargs.
  - Dáin Ironfoot arrives with his army of dwarves.
6. Open-ended question: How do Bilbo's actions in these chapters demonstrate his growth as a character and his understanding of the larger picture?

#### Chapter 17: The Clouds Burst

1. What forces come together to fight in the Battle of the Five Armies?
2. How does the arrival of the goblin army change the dynamics between the dwarves, men, and elves?
3. What role does Bilbo play in the battle?
4. Fill in the blank: The \_\_\_\_\_ arrive unexpectedly to help turn the tide of the battle.
5. True or False: Thorin fights valiantly but is mortally wounded in the battle.

#### Chapter 18: The Return Journey

1. What happens to Bilbo after the battle?
2. How is the treasure divided among the various parties?
3. Who becomes the new King under the Mountain?
4. Fill in the blank: Bilbo and Gandalf begin their \_\_\_\_\_ after the battle.
5. Sequence of events: Arrange the following events in the correct order:
  - Bilbo and Gandalf bid farewell to their friends and begin their journey home.
  - Bilbo is knocked unconscious during the battle.
  - The treasure is divided among the dwarves, men, and elves.
  - Dáin Ironfoot becomes the new King under the Mountain.



## Chapter 19: The Last Stage

1. What does Bilbo find when he returns to the Shire?
2. How has Bilbo's adventure changed him?
3. What becomes of the treasure Bilbo brought home?
4. Fill in the blank: Bilbo finds that he has been presumed \_\_\_\_\_ in his absence.
5. True or False: Bilbo settles back into his quiet life, but always dreams of another adventure.
6. Open-ended question: How does the end of the story reflect on Bilbo's growth as a character and the impact of his journey?

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**Appendix 1**  
**Pronunciation**  
**Reference chart of English sounds**

		Consonants							
		Front ← → Back							
		How to make the sound: Don't use your voice				Use your voice			
		Put both lips together	Use top teeth and bottom lip	Use tongue behind top teeth	Touch bump behind teeth with tongue	Between	Hard bit of the roof of mouth	Touch roof of mouth (the soft bit) with your tongue	Use your throat
						↔			
What happens?	Stop air. Let it go suddenly	p b			t d			k g	
	Stop air. Let it go gradually					tʃ dʒ			
	Let air pass through		f v	θ ð	s z	ʃ ʒ			h
	Let air out of your nose	m			n			ŋ	
	Air goes round tongue				l				
	Nearly touching	(w)					r	j	w

Tongue High → Low ←	Vowels				Diphthongs			Intonation & Stress	
	Front ← → Back				End at front → End at back			Fall	↘
	i:	ɪ	ʊ	u:	eɪ	ɪə	əʊ	Fall/Rise	↘↗
	e	ə	ɜ:	ɔ:	ɔɪ <td>ʊə <td>aʊ <th>Rise</th> <th>↗</th> </td></td>	ʊə <td>aʊ <th>Rise</th> <th>↗</th> </td>	aʊ <th>Rise</th> <th>↗</th>	Rise	↗
	æ	ʌ	ɑ:	ɒ	aɪ <td>eə <td></td> <th>Rise/Fall</th> <th>↗↘</th> </td>	eə <td></td> <th>Rise/Fall</th> <th>↗↘</th>		Rise/Fall	↗↘
	Lips can be:							Level	→
	Spread	Neutral	Rounded		Closing	Centring	Closing	Primary stress ' , Secondary stress ,	

**Table 1. “Simple” consonants**

Letter	Sound	Examples
b	/b/	beach, cabbage, cab
d	/d/	do, oddity, cod
f	/f/	for, coffee, off
h	/h/	hello, behind
j	/dʒ/	judge, major
k	/k/	kick, making, take
l	/l/	leg, hello, poll
m	/m/	me, coming, plum
n	/n/	no, any, plain
r	/r/	run, carrot
s	/s/	sit, missing, kiss
t	/t/	tub, butter, but
v	/v/	very, having, brave
w	/w/	we, towards
z	/z/	zebra, lizard, maze

Retrieved from “How to teach pronunciation” by Gerard Kelly

**Table 2. “ Silent” consonants. The following letters appear in spellings where they aren’t actually pronounced.**

Letter	Silent in
b	subtle, doubt, climb
c	scissors, scene, muscle
d	Wednesday, sandwich, handkerchief
g	gnaw, ought, long
h	hour, what, ought
k	know, knee
l	talk, half, could
n	autumn, column
p	psychology, pneumonia
r	car, more, core, bother
s	island, aisle
t	listen, whistle
w	write, wrong, two, answer

miro

Adapted from “How to teach pronunciation” by Gerard Kelly

**Table 3 Consonants with different pronunciations.** Adapted from “How to teach pronunciation” by Gerard Kelly

Some consonants can be pronounced in different ways. The following examples illustrate the most common alternative pronunciations.

Letter	Alternative pronunciation	Examples
<b>c</b>	/k/	cat
	/s/	when followed by e, i, or y: cent, cinema, cycle
	/ʃ/	before certain suffixes: delicious, prejudicial
<b>g</b>	/g/	go
	/dʒ/	when followed by e, i, or y: gentle, gym, gin, refrigerate (Some exceptions: get, give, girl)
	/dʒ/	before a suffix: contagious, prestigious
	/ʒ/	in certain originally borrowed words prestige, mirage
<b>s</b>	/s/	sun, sleep, loss, eats, sleeps
	/z/	when between two vowels: present, losing
	/z/	at the end of a word, after a voiced consonant, or after a vowel: hands, minds; loses, houses
	/ʃ/	between a consonant and a following i mansion, pension
	/ʒ/	between two vowels: vision, measure, lesion
<b>t</b>	/t/	cat, too
	/ʃ/	when folloed by a letter i in many suffixed words information, substantial, ambitious
	/tʃ/	in words ending in -ure and when followed by the sound /u:/ picture, furniture; Tuesday, tumour, tumultous
<b>x</b>	/ks/	mix, mixture, fix, fixture
	/gz/	between vowels: exam, exact
	/z/	at the beginning of words like: xylophone and xylophone
<b>y</b>	/j/	at the beginning of words: yes, yellow
	/i/	between consonants: gym, bicycle
	/i:/	at end of words: city, busy
	/ai/	in short words and in stressed final syllables: why, my, by; apply, deny
	/ai/	in words ending in -fy: in words like : in diphthongs: satisfy, beautify; gynaecology, psychology; boy, gay, buy, obey

**Table 4. Double consonants.** Adapted from “How to teach pronunciation” by Gerard Kelly

CC	/ks/	when followed by e or i	success, accident
	/tʃ/	in borrowed Italian words	cappuccino
gg	/dʒ/	when followed by e or i	suggest, exaggerate
SS	/ʃ/	when followed by -ion and -ure	passion, permission; pressure
ZZ	/ts/	in some borrowed Italian words	pizza, mozzarella

**Table 5. Consonant digraphs.** Adapted from “How to teach pronunciation” by Gerard Kelly

ck	/k/	pick, kick, pickle
	/tʃ/	chip, change
ch	/k/	character, technique
	/ʃ/	machine
	/g/	ghost, ghastly
gh	/f/	tough, cough
	silent	ought, though
ng	/ŋ/	sing, thing, singing
ph	/f/	phone, photo
qu	/kw/	queen, quiz, antiquated
	/k/	in word ending in -que (antique, oblique) or at the beginning of some borrowed words (quiche)
tch	/tʃ/	watch, catch, matching
sh	/ʃ/	ship, sheep, cash, fashion
wh	/w/	what, where, nowhere
	/h/	who, whole
th	/θ/	theatre, bath
	/ð/	this, brother, bathe



**Table 6. Basic vowels.**

Adapted from “How to teach pronunciation” by Gerard Kelly

letter	Pronounced as	
a	/æ/	cat, hat, fat
	/ɑ:/	bath, grass
e	/e/	let, met, set
i	/i/	sit, lit, kit
o	/ɒ/	hot, got, lot
u	/ʊ/	cup, bus, hut

**Table 7. Vowel digraphs.**

Adapted from “How to teach pronunciation” by Gerard Kelly

Letter	Pronounced as			
ai	/ei/	raid, train		
ea	/i:/	dream, neat	/eə/	bear, tear (v)
	/ei/	break, great	/ɪə/	near, tear (n)
	/e/	dead, ready	/ɑ:/	heart, hearth
	/ɜ:/	learn, heard		
ee	/i:/	tree, need	/ɪ/	weak form as in been /bin/
ei	/i:/	seize, either, receive	/ei/	eight, reign
	/ai/	height, either		
ie	/ai/	die, pie, cried	/i:/	piece, believe
	/e/	friend	/ɪə/	pierce, fierce
oa	/əʊ/	coat, goal, approach	/ɔ:/	abroad, board
ou	/əʊ/	soul, shoulder	/u:/	soup, routine
	/aʊ/	house, sprout	/ɒ/	cough
	/ʌ/	double, trouble, tough	/ɔ:/	bought, nought
ue	/u:/	blue, due, sue	/ju:/	sue, value, queue
ui	/u:/	fruit, suit, juice	/ɪ/	building, biscuit
	/ju:/	for some speakers: suit	/aɪ/	guide <small>miro</small>

Some combinations of vowels do not follow the naming rule, as follows:

au	/ɔ:/	daughter, cause
	/ɑ:/	aunt, laugh, laughter
	/ɒ/	because, claustrophobia
eu	/u:/ or /ju:/	neutral, neuter
	/jɔ:/ or /juə/	for some speakers: neuralic, neurosis, Europe
oi	/ɔɪ/	coin, join, disappoint
oo	/u:/	food, boot
	/ʌ/	blood, flood
	/ʊ/	book, foot

aw	/ɔ:/	jaw, flaw
ay	/eɪ/	today, way, say
ew	/u:/ or /ju:/	new, knew, threw
	əʊ/	sew
ey	/i:/	key
	/eɪ/	obey
ow	/əʊ/	own, thrown
	/aʊ/	town, crown
oy	/ɔɪ/	toy, boy, enjoy

<b>The 'e effect'</b>	At the end of a one-syllable word, a final e can make the preceding vowel 'say its name'. A final -le can do the same. The effect is sometimes preserved even if the e from the root form is no longer present and the end of the word has been changed.	fat/fate, scent/scene, bit/bite, not/note, cut/cute (Exceptions end in -ve, -me, -ne: have, live, move, above, some, come, none, gone); tab,/table, lad/ladle; complete/completion, smile/smiling
<b>The 'y effect'</b>	This can be similar to the e effect	lad/lady, tin/tiny
<b>'Double-consonant blockers'</b>	When a consonant is doubled, the e effect is usually lost. The y effect is lost too. As is the -le effect.	fat/fatter, bit/bitten; mummy, daddy; knob, noble, nobble
<b>'Extra-consonant blockers'</b>	A similar effect is noticed if an extra different consonant is added	produce/production, describe/description
<b>The 'r effect'</b>	r can modify a preceding vowel sound	cat/cart, pat/part
<b>The 'w effect'</b>	w can change a preceding vowel and a subsequent vowel	hot/how, lot/low; work, war, world
<b>The 'l effect'</b>	l within a word can also change vowel quality as can double -l. It can also keep quiet.	bad/bald, cod/cold; pile -pill; half, calm

**Table 8. IPA.**

# THE INTERNATIONAL PHONETIC ALPHABET (revised to 2020)

## CONSONANTS (PULMONIC)

© 2020 IPA

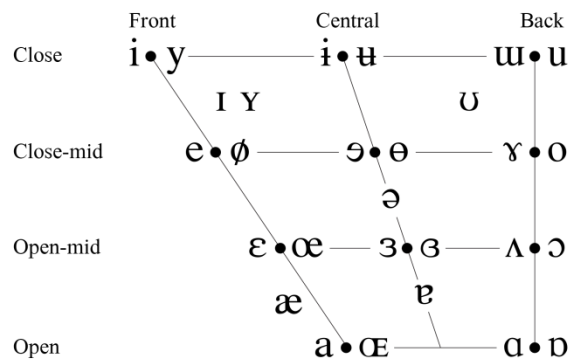
	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	<b>p b</b>			<b>t d</b>		<b>ʈ ɖ</b>	<b>c ɟ</b>	<b>k ɡ</b>	<b>q ɢ</b>		<b>ʔ</b>
Nasal	<b>m</b>	<b>ɱ</b>		<b>n</b>		<b>ɳ</b>	<b>ɲ</b>	<b>ŋ</b>	<b>ɴ</b>		
Trill	<b>ʙ</b>			<b>r</b>					<b>ʀ</b>		
Tap or Flap		<b>ⱱ</b>		<b>ɾ</b>		<b>ɽ</b>					
Fricative	<b>ɸ β</b>	<b>f v</b>	<b>θ ð</b>	<b>s z</b>	<b>ʃ ʒ</b>	<b>ʂ ʐ</b>	<b>ç ʝ</b>	<b>x ɣ</b>	<b>χ ʁ</b>	<b>ħ ʕ</b>	<b>h ɦ</b>
Lateral fricative				<b>ɬ ɮ</b>							
Approximant		<b>ʋ</b>		<b>ɹ</b>		<b>ɻ</b>	<b>j</b>	<b>ɰ</b>			
Lateral approximant				<b>l</b>		<b>ɭ</b>	<b>ʎ</b>	<b>ʟ</b>			

Symbols to the right in a cell are voiced, to the left are voiceless. Shaded areas denote articulations judged impossible.

## CONSONANTS (NON-PULMONIC)

Clicks	Voiced implosives	Ejectives
<b>ʘ</b> Bilabial	<b>ɓ</b> Bilabial	<b>ʼ</b> Examples:
<b>ǀ</b> Dental	<b>ɗ</b> Dental/alveolar	<b>pʼ</b> Bilabial
<b>ǃ</b> (Post)alveolar	<b>ɟ</b> Palatal	<b>tʼ</b> Dental/alveolar
<b>ǂ</b> Palatoalveolar	<b>ɡ</b> Velar	<b>kʼ</b> Velar
<b>ǁ</b> Alveolar lateral	<b>ɠ</b> Uvular	<b>sʼ</b> Alveolar fricative

## VOWELS



Where symbols appear in pairs, the one to the right represents a rounded vowel.

## OTHER SYMBOLS

- ʍ** Voiceless labial-velar fricative
- ʎ** Voiced labial-velar approximant
- ɥ** Voiced labial-palatal approximant
- ħ** Voiceless epiglottal fricative
- ʕ** Voiced epiglottal fricative
- ʡ** Epiglottal plosive
- ɕ ʑ** Alveolo-palatal fricatives
- ɺ** Voiced alveolar lateral flap
- ɧ** Simultaneous **ʃ** and **x**
- Affricates and double articulations can be represented by two symbols joined by a tie bar if necessary.

**ts̺ k̟p̠**

## SUPRASEGMENTALS

- ˈ** Primary stress
- ˌ** Secondary stress
- ː** Long
- ˑ** Half-long
- ◌̥** Extra-short
- |** Minor (foot) group
- ||** Major (intonation) group
- Syllable break
- ◌̣** Linking (absence of a break)

**ˈfoʊnəˈtʃən**  
**eː**  
**eˑ**  
**ě**

## DIACRITICS

<b>◌̥</b> Voiceless	<b>◌̤ ◌̦</b>	<b>◌̬</b> Breathy voiced	<b>◌̨ ◌̩</b>	<b>◌̪</b> Dental	<b>◌̫ ◌̬</b>
<b>◌̦</b> Voiced	<b>◌̧ ◌̨</b>	<b>◌̥</b> Creaky voiced	<b>◌̩ ◌̪</b>	<b>◌̭</b> Apical	<b>◌̮ ◌̯</b>
<b>◌̧</b> Aspirated	<b>◌̨ ◌̩</b>	<b>◌̪</b> Linguolabial	<b>◌̫ ◌̬</b>	<b>◌̭</b> Laminal	<b>◌̮ ◌̯</b>
<b>◌̩</b> More rounded	<b>◌̪</b>	<b>◌̫</b> Labialized	<b>◌̬ ◌̭</b>	<b>◌̮</b> Nasalized	<b>◌̯</b>
<b>◌̪</b> Less rounded	<b>◌̫</b>	<b>◌̬</b> Palatalized	<b>◌̭ ◌̮</b>	<b>◌̯</b> Nasal release	<b>◌̰</b>
<b>◌̫</b> Advanced	<b>◌̬</b>	<b>◌̭</b> Velarized	<b>◌̮ ◌̯</b>	<b>◌̰</b> Lateral release	<b>◌̱</b>
<b>◌̬</b> Retracted	<b>◌̭</b>	<b>◌̮</b> Pharyngealized	<b>◌̯ ◌̰</b>	<b>◌̱</b> No audible release	<b>◌̲</b>
<b>◌̭</b> Centralized	<b>◌̮</b>	<b>◌̯</b> Velarized or pharyngealized	<b>◌̰</b>		
<b>◌̮</b> Mid-centralized	<b>◌̯</b>	<b>◌̰</b> Raised	<b>◌̱</b> (◌̲ = voiced alveolar fricative)		
<b>◌̯</b> Syllabic	<b>◌̰</b>	<b>◌̱</b> Lowered	<b>◌̲</b> (◌̳ = voiced bilabial approximant)		
<b>◌̰</b> Non-syllabic	<b>◌̱</b>	<b>◌̲</b> Advanced Tongue Root	<b>◌̳</b>		
<b>◌̱</b> Rhoticity	<b>◌̲ ◌̳</b>	<b>◌̳</b> Retracted Tongue Root	<b>◌̴</b>		

Some diacritics may be placed above a symbol with a descender, e.g. **ᵻ̥**

## TONES AND WORD ACCENTS

- | LEVEL                             | CONTOUR                       |
|-----------------------------------|-------------------------------|
| <b>ᵻ̥</b> or <b>ᵻ̥</b> Extra high | <b>ᵻ̥</b> or <b>ᵻ̥</b> Rising |
| <b>ᵻ̥</b> High                    | <b>ᵻ̥</b> Falling             |
| <b>ᵻ̥</b> Mid                     | <b>ᵻ̥</b> High rising         |
| <b>ᵻ̥</b> Low                     | <b>ᵻ̥</b> Low rising          |
| <b>ᵻ̥</b> Extra low               | <b>ᵻ̥</b> Rising-falling      |
| <b>ᵻ̥</b> Downstep                | <b>ᵻ̥</b> Global rise         |
| <b>ᵻ̥</b> Upstep                  | <b>ᵻ̥</b> Global fall         |

## Keys

Sentences	Errors
1 We finally arrived the <u>gast</u> day.	/neks/ becomes
2 This is Everton's <u>last</u> chance to win the league.	
3 We had a <u>gold</u> lunch in a small bar.	
4 If you visit Britain, you <u>must</u> try some fish and chips.	
5 Her mum always <u>singed</u> sherry on Christmas morning.	

## Linking and intrusion

Exercise (adopted from Gerald Kelly, How to Teach Pronunciation)

Decide what sound intrudes or links in the following sentences.

Sentences	Linking / Intrusion
1 It was an important <u>media event</u> .	/r/ intrudes between
2 You can park the <u>car over</u> there.	
3 Trevor's weird. He eats <u>raw onions</u> for breakfast.	
4 He was <u>wag over</u> the speed limit.	
5 Did you <u>go out</u> on New Year's Eve?	

## UNIT 3. Tests.

Key words: General concepts of phonetics and phonology. Human communication. Branches of phonetics. Phone. Phoneme. Allophone. Minimal pair. Received Pronunciation.

1. Which of the following is a characteristic of human communication?

- Sole reliance on instructural signals
- Predominant use of body language
- Limited ability to convey complex ideas
- The use of spoken and written language

2. How do non-human animals typically communicate with each other?

- Primarily using written symbols
- Using visual, vocalization, tactile or sense
- Only through complex abstract concepts
- Through spoken language

3. Which of the following examples is a form of non-human communication?

- Sending a text message

d) Phonological assimilation

12. The followings are the example of minimal pairs of word, except .....

- "Ship" and "Sheep"
- "Cat" and "Cut"
- "hard" and "heart"
- "hour" and "our"

13. What is a minimal pair?

- A pair of words which differs only in one sound segment.
- A pair of words which differs only in two sound segments.
- A pair of words which differs in a vowel sound.
- A pair of words which differs in a consonant.

14. WRITE / RIGHT

Is this pair of words a minimal pair?

- Yes, it is, but only when spelled.
- Yes, it is
- Yes, it is, but only when transcribed.
- No, it isn't

15. Phonemes are the smallest linguistic units that can change the meaning of a word when replaced with another phoneme.

FALSE b) TRUE

16. This is the smallest distinctive unit of sound in a language that can change the meaning of a word.

- A phone
- A phoneme
- A phonetic detail
- An allophone

17. They are a concept in phonology, the study of the abstract sound patterns and rules of language. They help linguists analyze and describe the variations in speech sounds within a language while recognizing that these variations do not change the underlying meaning of words.

- Allophones
- Phonemes
- Phonetic details
- Phones

18. \_\_\_\_\_ represent the range of sounds that can be produced in a language but may not necessarily carry distinct meanings on their own.

- Phones
- Allophones
- Phonetic details
- Phonemes

19. What is an allophone?

- Two sounds with different meanings
- A set of speech sounds that are perceived to be variants of the same sound
- The various ways that an allophone can be pronounced
- All of the above

20. How many phonemes are there in English? Ans. 44

- Talking on the phone
- Writing a poem
- A dog wagging its tail when happy

4. Why is human language often considered more sophisticated than non-human communication?

- Because non-human animals can speak multiple languages.
- Because humans use body language more than non-human animals.
- Because humans can convey complex and abstract ideas through language.
- Because it relies on a single form of communication.

5. Which linguistic term refers to the study of the way sounds function within a specific language system?

- Phonetics
- Syntax
- Phonology
- Morphology

6. What is the main focus of phonetics?

- The study of speech sounds and their physical properties
- The study of the sound patterns and rules in a language
- The study of sentence structure and grammar
- The study of the smallest units of meaning in language

7. \_\_\_\_\_ are the abstractions of speech unit which differ one meaning from another.

- Segments
- Phonemes
- Orthography
- Morphemes

8. The followings are the branches of phonetics, except .....

- Articulatory
- Perceptual
- Auditory
- Acoustic

9. Which of the following describes a minimal pair in phonology?

- Two words that differ in only one sound, resulting in a change in meaning
- Two words that belong to the same grammatical category
- Two words that have the same meaning
- Two words that are spelled the same way but pronounced differently

10. Which of the following best describes a phoneme in phonology?

- A letter of the alphabet
- A minimal unit of sound that carries meaning
- A sentence in a language
- A syllable in a word

11. What term is used to describe the variations of a phoneme in different contexts or positions within a word?

- Allophone
- Phoneme shift
- Minimal pair

21. Allophones of a single phoneme are \_\_\_\_\_ phonetically similar.

- never
- always

22. Every language has the same number of phoneme consonants.

True b) False

23. Allophone is the variation of sound that distinguishes meanings.

True b) False

24. Is this an example of an allophone? - the different ways a British English and American English speaker pronounce the "t" in water.

a) no b) yes

25. The /l/ sound is pronounced \_\_\_\_\_ in 'love' and in 'wool'. These two words contain allophones of the phoneme /l/

- differently - tongue position changes
- exactly the same
- differently - lip position changes

26. What are phonemes?

- Types of punctuation marks
- Written symbols in a language
- Distinctive units of sound in a language
- Musical notes in a language

27. What is phonetics?

- The study of body language
- The study of written language
- The study of how we produce and perceive speech sounds
- The study of historical languages

28. What is the difference between phonetics and phonology?

- Phonetics studies punctuation marks, while phonology studies musical instruments
- Phonetics studies historical languages, while phonology studies musical notes
- Phonetics studies written language, while phonology studies body language
- Phonetics focuses on how sounds are made, while phonology studies speech sounds

29. What are allophones in phonological systems?

- Different languages spoken by the same person
- Different dialects of the same language
- Variations of a phoneme that don't change meaning in a word
- Different alphabets used in writing

30. \_\_\_\_\_ deals with how speech sounds are produced, transmitted, and perceived.

- Grammar
- Phonotactics
- Phonetics
- Text linguistics

31. The study of human speech sounds in a language that form systematized patterns is called...

- Phonetics and phonology



- b) **Articulatory**  
 c) **Phonetics**  
 d) **Phonology**

32. \_\_\_\_\_ phonetics deals with how speech sounds are perceived by the listener.

- a) Experimental  
 b) **Auditory**  
 c) Articulatory  
 d) Acoustic

33. \_\_\_\_\_ phonetics deals with the transmission of speech sounds through the air.

- a) Articulatory  
 b) Experimental  
 c) **Acoustic**  
 d) Auditory

34. \_\_\_\_\_ is the study or description of the distinctive sound units of a language and their relationship to one another.

- a) **Phonology**  
 b) Pragmatics  
 c) Phonetics  
 d) Semantics

35. The production of different speech sounds through the use of the organs of speech is known as \_\_\_\_\_.

- a) **articulation**  
 b) syllabification  
 c) **dissimilation**  
 d) assimilation

36. Which of the following is not an aspect of the speech sounds as a physical event?

- a) Articulatory  
 b) **Comprehensive**  
 c) Physiological  
 d) Acoustic

37. Besides having the physical properties, the speech sound also have... when they are used as distinctive units of sounds in a language.

- a) stylistic function  
 b) **distinctive function**  
 c) thematic function  
 d) affective function

38. The term \_\_\_\_\_ is applied for the study of the more abstract, the more functional, or the more psychological aspects of speech.

- a) semantics  
 b) phonetics  
 c) grammar  
 d) **phonology**

39. Since \_\_\_\_\_ is easily understood in all English speaking countries, it is adapted as the teaching noun in the schools and higher educational institutions.

#### c) **Phonation**, voice and articulation

51. The term refers to the physical movements and positions of the speech organs, such as the tongue, lips, and vocal cords, when producing speech sounds. It involves the way these organs come together or move apart to create different speech sounds, like consonants and vowels.

- a) Speech production  
 b) **Categorical perception**  
 c) **Articulation**  
 d) Speech perception

52. This is the process by which humans generate spoken language. It encompasses all the physiological and cognitive activities involved in turning linguistic information into audible speech. This process involves planning, coordinating, and executing the movements of the speech organs (e.g., tongue, lips, vocal cords) to produce the specific sounds, words, and sentences of a language. Speech production also includes prosody, which involves the intonation, rhythm, and stress patterns that convey meaning and emotion in spoken communication.

- a) **Speech production**  
 b) Laboratory speech  
 c) Speech perception  
 d) Categorical perception

53. The term refers to the process by which humans interpret and understand the spoken language produced by others. It involves the ability to decode acoustic signals into linguistic information, allowing individuals to recognize and comprehend speech sounds, words, and sentences. Speech perception encompasses various aspects, including phonemic discrimination (distinguishing between different speech sounds), lexical access (identifying words in a spoken stream), and comprehension (understanding the meaning conveyed by spoken language). This cognitive process is vital for effective communication and language understanding.

- a) Speech production  
 b) **Speech perception**  
 c) Articulation  
 d) Categorical perception

54. \_\_\_\_\_ - the individual, discrete units of sound or segments in a language, such as vowels and consonants. These units are typically referred to as phonemes and are the smallest meaningful sound units in a language.

- a) **Suprasegmental phenomena**  
 b) **Segmental phenomena**

55. Suprasegmental phenomena are aspects of speech that extend beyond individual segments and involve the organization and interpretation of larger units of speech, such as syllables, words, phrases, and sentences. Suprasegmental features include stress, intonation, tone, and rhythm, which contribute to the overall meaning and prosody of an utterance.

- a) **True** b) False

56. Natural conversation, is spontaneous, socially rich, and NOT reflective of how people communicate in real-life situations.

- a) **FALSE** b) TRUE

57. What is the word that corresponds to the following definition? "a stretch of speech produced by a single speaker, with silence before and after"

Ans. **utterance**

- a) Broad Australian  
 b) **Received Pronunciation**  
 c) New Zealand  
 d) Narrow American

40. Three aspects of a speech sound as a physical event are: a-structure, b-arranging and c-auditory.  
 a) T b) F

41. Articulatory phonetics studies the ways in which speech sounds are produced.

- a) F b) T

42. In describing articulation, we should know which articulators are involved in sound production.

- a) F b) T

42. The tongue is a passive articulator.

- a) T b) F

43. Sounds produced are influenced by the shapes of the cavities.

- a) F b) T

44. Acoustic phonetics deals with how the speech sounds are produced by the listener.

- a) F b) T

45. Auditory phonetics studies the speech waves.

- a) T b) F

46. The main aim of phonetics is the study and identification of the distinctive sound unit.

- a) F b) T

47. RP is the standard New Zealand accent. It is the only accent studied. Other accents are not important and, therefore, should not be taken into consideration.

- a) T b) F

**Key words: Phonetics and phonology key words: Articulation, speech production, speech perception, language, speech, utterance, segmental and suprasegmental phenomena**

48. \_\_\_\_\_ is a symbolic and structured system that consists of a set of arbitrary signs, such as words, symbols, and gestures, with agreed-upon meanings

- a) Patronage  
 b) Signage  
 c) **Language**  
 d) Baggage

49. Put the definition into the correct order.

- a) It is the process by which humans express their thoughts, ideas, emotions, and intentions using spoken words and utterances.  
 b) Speech is the oral communication of language through the production and articulation of sounds.  
 c) the tongue, lips, vocal cords, and mouth.  
 d) Speech involves the coordinated and precise movements of various speech organs, such as

- e) to produce a sequence of sound waves that convey linguistic meaning. (**badce**)  
 1)  
 2)  
 3)  
 4)  
 5)

50. What are the basic components of speech?

- a) Initiation, formation and articulation  
 b) **Initiation, phonation and articulation**

**Key words: broad transcription, narrow transcription.**

58. What is transcription in phonetic?

- a) **Representation of spoken language in written form using symbols**  
 b) The process of converting written language into spoken form  
 c) The study of the meaning of words and phrases in a language  
 d) The process of creating new words in a language

59. represents speech sounds at the level of phonemes, abstracting away from allophonic variations. It focuses on the distinctive sound contrasts that convey meaning in a language.

Example: In English, the word "bat" can be transcribed phonemically as /bæt/, with /b/ representing the phoneme for the initial sound, /æ/ representing the vowel sound, and /t/ representing the final sound, without specifying any allophonic variations.

- a) Allophonic transcription  
 b) **Phonemic transcription**

60. provides a detailed representation of speech sounds, including their allophonic variants. It reflects the specific ways in which phonemes are pronounced in different contexts.

Example: Allophonic transcription would include distinctions such as [pʰ] and [p] to indicate the aspirated and unaspirated variants of the /p/ phoneme, respectively, based on their contextual pronunciation.

- a) **Allophonic transcription**  
 b) Phonemic transcription

61. \_\_\_\_\_ represents speech sounds at a relatively abstract level, focusing on phonemes, which are the distinctive sound units in a language. It does not capture all the subtle variations or allophonic of phonemes.

- a) **Narrow transcription**  
 b) **Broad transcription**

62. \_\_\_\_\_ provides a more detailed and precise representation of speech sounds, capturing allophonic variations and finer phonetic details, such as specific articulatory features or coarticulation effects.

Example: the word "pin" can be transcribed to distinguish between aspirated [pʰɪn] and unaspirated [pɪn] pronunciations, indicating the presence or absence of the puff of air after /p/.

- a) **Narrow transcription**  
 b) Spectral transcription  
 c) Broad transcription

63. What's the difference between phonemic and phonetic transcription?

- a) Phonemic transcription captures the accents of a language, while phonetic transcription captures the typical way a speaker says a word sound.  
 b) **Phonemic transcription captures the phonemes of a language, while phonetic transcription captures the actual sounds produced by a speaker.**  
 c) Phonemic transcription captures the written form of a language, while phonetic transcription captures the spoken form.

64. What is narrow transcription?

- 53
- a) **Narrow transcription is detailed - has specific details about pronunciation, such as aspiration, nasalization.**  
 b) Narrow transcription is a method of writing in a very small font size.  
 c) Narrow transcription uses the IPA to represent how most speakers of a language say a word.

65. Choose the correct description of broad transcription?

- a) It is detailed - has specific details about pronunciation, such as aspiration, nasalization.  
 b) **Broad transcription uses the IPA to represent how most speakers of a language say a word.**

66. Which one of the following words that violates the phonological rules of English language?

- a) Gnome  
 b) Stroke  
 c) **Mblarh**  
 d) brush

67. /peɪt/ In English orthography (regular spelling) the phonetic transcription translates to:

- a) rage  
 b) paste  
 c) cage  
 d) **space**

68. /mɪstɪkəl/ In English orthography the phonetic transcription translates to:

- a) mistaken.  
 b) **mishappen**  
 c) misguided.  
 d) **mystical.**

69. /kəʊnsəl/ In English orthography the phonetic transcription // translates to:

- a) council.  
 b) concern  
 c) **cancel.**  
 d) console.

70. /wɪʃfəl/ In English orthography the phonetic transcription translates to:

- a) wifful  
 b) **wishful**  
 c) wasteful.  
 d) wunches.

71. /fɔːtən/

In English orthography the phonetic transcription translates to:

- a) **fortune.**  
 b) fourteenth  
 c) fourth.  
 d) fourteen.

**Key words: organs of speech, vocal tract, alveolar ridge, hard palate, tongue, articulators, nasal cavity, oral cavity, vocal cords, pharynx, larynx, trachea, lungs, active organs of speech, passive organs of speech, place of articulation, manner of articulation**

72. Which of the following is not considered as (an) articulator(s)?

b) False

77. The air passage above the larynx are known as the \_\_\_\_\_

Ans. **vocal tract**

78. Sounds produced when the vocal folds are apart are said to be \_\_\_\_\_

Ans. **voiceless**

79. Just behind the upper front teeth is a small protuberance that you can feel with the tip of your tongue is known as \_\_\_\_\_

Ans. **alveolar ridge**

80. The bony structure that forms the roof of your mouth is known as the \_\_\_\_\_

Ans. **hard palate**

81. Phonology is the description of the systems and patterns of sound that occur in a language.

- a) False  
 b) **True**

82. When two sounds can be used to differentiate words they are said to belong to different \_\_\_\_\_

- a) phones  
 b) **phonemes**  
 c) articulators

83. Identify the place of articulation:



- a) bilabials  
 b) **alveolar**  
 c) post-alveolar  
 d) dentals

84. Identify the place of articulation:

- a) the velum  
 b) **the oral**  
 c) the lips  
 d) the tongue



73. Identify the labelled part of the tongue.

- a) **Tip of the tongue**  
 b) Blade of the tongue  
 c) Front of the tongue  
 d) Back of the tongue  
 e) Root of the tongue

74. Identify the labelled part of the tongue.



- a) Tip of the tongue  
 b) **Blade of the tongue**  
 c) Front of the tongue  
 d) Root of the tongue  
 e) Back of the tongue

75. Identify the labelled part of the tongue.



- a) Blade of the tongue  
 b) Root of the tongue  
 c) Tip of the tongue  
 d) **Back of the tongue**  
 e) Front of the tongue

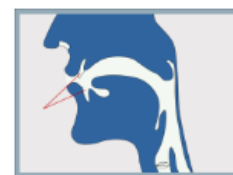
76. Sounds produced when the vocal folds are vibrating are said to be voiced.

- a) **True**



- a) alveolar ridge  
 b) dentals  
 c) labio-dentals  
 d) **bilabials**

85. Identify the place of articulation:



- a) alveolar  
 b) bilabials  
 c) labiodental  
 d) **dental**

86. Identify the place of articulation:



- a) **glottal**  
 b) velum



- c)larynx  
d)velar

87. Identify the place of articulation:



- a)bilabials  
b)alveolar  
c)dental  
d)labiodental

88. Identify the place of articulation:



- a)alveolar  
b)palatal  
c)velar  
d)velum

89. Identify the place of articulation:



- a)alveolar ridge  
b)velum  
c)post-alveolar  
d)palatal

90. Identify the place of articulation:



- a)post-alveolar  
b)glottal  
c)velar  
d)palatal

91. Identify the words that begin with a dental consonant...

- a)pic  
b)dish  
c)high  
d)guy  
e)thw

92. Which vocal organ houses the vocal cords?

- a)Trachea  
b)Pharynx  
c)Larynx  
d)Lungs

93. What is the main chamber where the tongue, teeth, and lips shape the sound?  
a)Nasal Cavity

- b)Oral Cavity  
c)Pharynx  
d)Larynx

94. What is the function of the trachea?

- a)Connects the nasal and oral cavities to the larynx  
b)Provides air pressure to push sound through the vocal tract  
c)Carries air from the lungs to the larynx  
d)Houses the vocal cords

95. The back, fleshy section of the roof of the mouth that is movable and closes off the nasal cavity during swallowing:

- a)lips  
b)nasal cavity  
c)velum  
d)jaw

96. It acts as a passage way for food and drinks; its musculature is crucial for swallowing:

- a)pharynx  
b)lips  
c)jaw  
d)larynx

97. It houses the structures necessary for mastication and speech, which include the teeth and the tongue:

- a)nasal cavity  
b)velum  
c)pharynx  
d)oral cavity

98. used for the production of nasal sounds:

- a)jaw  
b)larynx  
c)lungs  
d)nasal cavity

99. What's the name of the opening between the vocal cords?

- Ans. glottis  
1. The vocal folds are also known as  
a)cavities  
b)nostrils  
c)airstreams  
d)vocal cords

100. The soft palate is also known as

- a)velum  
b)hard palate  
c)alveolar ridge  
d)larynx

- b)The study of sound wave which consists of vibrating particles.  
c)The study of voiced and voiceless sounds  
d)The study of how speech sounds are produced in the vocal tract

Key words: International Phonetic Alphabet (IPA)

102. What is the purpose of the International Phonetic Alphabet (IPA)?

- a)To represent musical notes  
b)To represent historical events  
c)To represent all the sounds used in human languages  
d)To represent mathematical equations

103. Sounds in language can be divided into two groups: \_\_\_\_\_ and \_\_\_\_\_

- a)syllables and word  
b)ear and mouth  
c)syllable and phoneme  
d)vowels and consonant

104. Which word has this sound in it? (British English)

1. ø  
a) this b) thing c) shoot  
2. æ  
a) cat b) car c) con  
3. ɪ  
a) tip b) tea c) type  
4. ʔ  
a) Geoffrey b) confuse c) collision  
5. ə  
a) bike b) bear c) black  
6. ʃ  
a) thin b) shin c) chin  
7. ʃ  
a) feet b) treat c) sheet  
8. ʒ  
a) tour b) cow c) fair  
9. ʌ  
a) cup b) cap c) cape  
10. ɪə  
a) dire b) dare c) deer

		monophthongs				diphthongs			Phonemic Chart voiced unvoiced
VOWELS	i:	ship	see	price	shoot	iron	eat		
	e	bed	machine	bed	door	here	there		
	æ	trap	strut	strut	trap	strut	strut		
CONSONANTS	p	pen	beat	tip	stop	tip	tip		
	b	bat	bat	bat	bat	bat	bat		
	t	tea	tea	tea	tea	tea	tea		
	d	day	day	day	day	day	day		
	tʃ	church	church	church	church	church	church		
	dʒ	judge	judge	judge	judge	judge	judge		
	k	key	key	key	key	key	key		
	g	go	go	go	go	go	go		
	f	fish	fish	fish	fish	fish	fish		
	v	vet	vet	vet	vet	vet	vet		
θ	thing	thing	thing	thing	thing	thing			
ð	this	this	this	this	this	this			
s	sun	sun	sun	sun	sun	sun			
z	zero	zero	zero	zero	zero	zero			
ʃ	ship	ship	ship	ship	ship	ship			
ʒ	measure	measure	measure	measure	measure	measure			
m	map	map	map	map	map	map			
n	no	no	no	no	no	no			
ŋ	ring	ring	ring	ring	ring	ring			
h	hat	hat	hat	hat	hat	hat			
l	leaf	leaf	leaf	leaf	leaf	leaf			
r	red	red	red	red	red	red			
w	water	water	water	water	water	water			
y	yet	yet	yet	yet	yet	yet			
j	joy	joy	joy	joy	joy	joy			

105. English (considering American and British dialects) has 24 consonant sounds and 20 vowel sounds.

- a) True  
b) False

106. There are 7 short vowel sounds, 5 long vowel sounds and 8 diphthongs in English.

- a) True  
b) False

107. All vowel sounds in English have the same place of articulation.

- a) False  
b) True

108. IPA stands for

- a) International Phonetic Alphabet  
b) International Phonetic Association  
c) International Phonetic Alphabet  
d) International Pronunciation Association

109. What is Schwa's symbol?

- a) ə  
b) æ  
c) e'

110. The most frequently occurring vowel in English is...

- a) ə  
b) e  
c) i  
d) y

111. To which group of vowel sounds do the following phonemes belong:

/ɪ, ʊ, e, æ, /, ɔ, ɒ, ɔ, ɔ/

- a) diphthongs  
b) monophthongs

119. Which vowel sound is an "close-back vowel"?

- a) ɔ: as in "bought"  
b) u: as in "food"  
c) ɪ as in "up"

120. Diphthongs are "a combination of two vowel sounds" that happens when there is a \_\_\_\_\_ (or movement of the tongue, lips and jaw) from one pure vowel sound to another.

- a) glide  
b) glide

121. Which diphthongs are not produced by American English speakers?

- a) ɔɪ, əɪ (and ɪə)  
b) ɔɪ, əɪ (and əɪ)  
c) ɔɪ, əɪ (and əɪ)

122. The phoneme /ɪ/ is in the words 'immediately', 'secret', and 'degree'. Which word does not include the /ɪ/ sound?

- a) believe  
b) peak  
c) increase  
d) competition

123. The phoneme /ɪ/ is in the words 'typical', 'liquid', and 'since'. Which word in the list does not include the /ɪ/ sound?

- a) build  
b) rank  
c) ship  
d) sheet

124. The phoneme /u/ is in the words 'bush', 'crook', and 'football'. Which word does not include the /u/ sound?

- a) bank  
b) crop  
c) look  
d) sugar

125. The phoneme /u/ is in the words 'boot', 'moon', and 'Pew'. Which word does not include the /u/ sound?

- a) food  
b) food  
c) two  
d) include

126. How is "coat" pronounced?

- a) kɔ:t  
b) kəʊt  
c) kɔ:t  
d) kəʊt

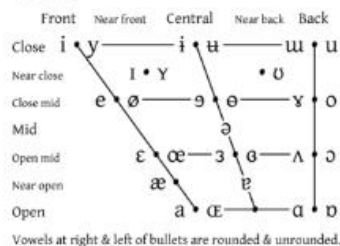
127. What is the characteristics of the vowel sound /u:/?

- a) back, half-open, neutral, mid, long

112. Which vowel sound is produced with spread lips?

- a) ɔ: as in "foot"  
b) u: as in "keep"

## VOWELS



113. The diagram is a representation of the "vowel space" in the center of the mouth where vowel sounds are articulated and it is known as

- a) vowel quadrilateral chart  
b) vowel table

114. "Close", "Mid" and "Open" refer to the distance between the tongue and \_\_\_\_\_.

- a) the roof of the mouth  
b) the velum  
c) the root of the mouth

115. "Front", "Centre" and "Back" refer to \_\_\_\_\_.

- a) the part of the tongue that rises or lowers  
b) the part of the mouth that is touched by the tongue

116. In the articulation of vowel sounds three elements are important: height and backness of the tongue, and \_\_\_\_\_.

- a) roundness of the lips  
b) closeness of the mouth  
c) ɔ: as in "caught"

117. Which vowel sound is produced with rounded lips?

- a) ɔ: as in "ago"  
b) u: as in "foot"  
c) ɔ: as in "caught"

118. Which vowel sound is an "open vowel"?

- a) ɪ as in "up"  
b) u: as in "foot"  
c) ɔ: as in "ago"

b) back, close, rounded, high, long

- c) front, open, spread, mid, long  
d) back, half-close, rounded, high, long

128. What is the characteristics of the vowel sound /ɔ:/?

- a) front, open, rounded, high, long  
b) back, half-open, rounded, mid, long  
c) back, close, neutral, mid, long  
d) central, half-open, spread, high, long

129. What are vowels?

- a) sounds in which the speech organs with stable vowel quality throughout the duration of the vowel's articulation.  
b) sounds that consist of a movement or glide from one vowel to another and then to a third.  
c) sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips.

130. Vowels are speech sounds produced with a construction of the speech organs:

- a) false b) true

131. Circle the word that has a different vowel sound:

- a) mean  
b) death  
c) sad  
d) mean  
e) mean

132. Circle the word that has a different vowel sound:

- a) theme  
b) nest  
c) weak  
d) green  
e) steak

133. Circle the word that has a different vowel sound:

- a) face  
b) said  
c) sea  
d) eight  
e) mat

134. Circle the word that has a different vowel sound:

- a) crew  
b) suit  
c) good  
d) moon  
e) boot

135. Circle the word that has a different vowel sound:

- a) rose  
b) made  
c) boat  
d) toast

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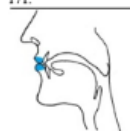
b) m  
c) n  
d) t

168. Read the following words: bomb, climb, comb, lamb, and answer. What's the silent consonant?  
a) m b) b

169. the sound /b/ select the correct category  
a) Fricative  
b) Plosive

170. the sound /f/ and select the correct category  
a) Plosive  
b) Fricative

171.



Look at the picture, what kind of speech sound is showed?

a) Bilabial (plosive)  
b) Dental (fricative)

172. the sound /f/ select the correct category  
a) Alveolar  
b) Labiodental  
c) Post-alveolar  
d) Dental

173. Which of these sounds are English fricatives?  
a) /f/ and /v/  
b) /f/ and /y/  
c) /p/ and /k/  
d) /s/ and /z/

174. Which of these sounds are English plosives?  
a) /k/ and /g/  
b) /t/ and /d/  
c) /p/ and /b/  
d) /f/ and /s/

#### Coarticulation effects

175. are phenomena in phonetics and speech production where the articulation of one speech sound is influenced by the articulation of neighboring sounds in a sequence of speech sounds.  
a) Auditory effects  
b) Articulation effects

71

a) few  
b) six  
c) three  
d) five

186. The slurring or omission of certain vowels and consonants, particularly unstressed vowels is  
a) insertion  
b) assimilation  
c) vowel reduction  
d) elision

187. When sounds are added for ease of articulation, it is called  
a) insertion  
b) elision  
c) nothing special  
d) assimilation

188. When sounds change to be more like the sounds nearby, this process is called  
a) vowel reduction  
b) insertion  
c) elision  
d) assimilation

189. 'Intresting' is an example of  
a) vowel reduction  
b) elision  
c) insertion  
d) assimilation

190. 'Tillom' instead of 'film' is an example of  
a) vowel reduction  
b) poor speech  
c) insertion  
d) assimilation

191. 'Didja' is an example of  
a) elision  
b) insertion  
c) assimilation  
d) vowel reduction

192. What are vowels?  
a) Sounds that consist of a movement or glide from one vowel to another and then to a third.  
b) Sounds in which the speed organs with stable vowel quality throughout the duration of the vowel's articulation.  
c) Sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips.

#### Module 2. Phonetic Design of Connected Speech.

**English Intonation. Phonetic design of a sentence. The concept of stress in a sentence.**

193. Refers to the highness or lowness of a sound  
a) volume

70

c) Speech effects  
d) Coarticulation effects

176. The posterior movement of the tongue placement in the direction of the velum for lateral sounds is referred to as \_\_\_\_\_  
a) Lateralization b) Palatalization c) Velarization d) Dentalization

177. An articulatory variation in which the tongue approaches the palate is referred to as \_\_\_\_\_.  
a) Velarization b) Lateralization c) Palatalization d) Dentalization

178. Tick all the words that contain nasalized vowels?  
a) Pit  
b) King  
c) Man  
d) Bomb

**Key words: Assimilation, elision, reduction**

179. Which of the following is NOT a subsystem of language?  
a) Phonology  
b) Audiology  
c) Lexicology  
d) Morphology  
e) Semantics

180. What does phonetics study?  
a) It is the study of the sounds produced by the human voice in speech.  
b) It is the study of the patterns words and how they are used to make meaning

181. Which of these words has a different sound?  
a) Cheese  
b) Ship  
c) Machine  
d) Share

182. Which of these words sounds differently?  
a) Lock  
b) Turn  
c) Cup  
d) Club

183. Which of these words sounds differently?  
a) How  
b) Cow  
c) Know  
d) Now

184. What is a phonetic segment?  
a) Singular, unique sound in a language  
b) Syllables in a word  
c) Letters in a word

185. How many unique phonetic segments do we have in the word "teacher"?

72

b) stress  
c) pitch  
d) pause

194. Degree of loudness or softness of one's voice  
a) pitch  
b) intonation  
c) volume  
d) stress

195. Emphasis given to a syllable or word by pronouncing it more forcefully  
a) pause  
b) volume  
c) pitch  
d) stress

196. Speed at which a person speaks  
a) tempo  
b) intonation  
c) volume  
d) intonation

#### Intonation

197. What is intonation in English speech?  
a) The rise and fall of the pitch of the voice while speaking  
b) The speed of speaking in English  
c) The use of hand gestures while speaking in English  
d) The volume of the voice while speaking in English

198. How does intonation affect the meaning of a sentence?  
a) It can change the spelling of a sentence.  
b) It has no impact on the meaning of a sentence.  
c) It only affects the length of a sentence.  
d) It can change the emphasis and emotion conveyed in a sentence.

199. Give an example of a rising intonation pattern in English.  
a) Is she coming to the party?  
b) What time is it?  
c) The weather is nice today.  
d) I'm going to the store.

200. What is the purpose of using intonation in English speech?  
a) To make the speech sound robotic  
b) To convey emotions, attitudes, and meaning in English speech.  
c) To confuse the listener  
d) To emphasize the wrong words

201. Explain the difference between falling and rising intonation.  
a) Falling intonation indicates a question, while rising intonation indicates a statement.  
b) Falling intonation indicates excitement, while rising intonation indicates boredom.

- c) Falling intonation indicates a statement or completion, while rising intonation indicates a question or uncertainty.  
 d) Falling intonation indicates uncertainty, while rising intonation indicates completion.

202. How can intonation be used to express emotions in English speech?

- a) By using longer pauses between words  
 b) By speaking in a monotone voice  
 c) By varying the pitch, volume, and rhythm of speech  
 d) By using hand gestures and facial expressions

203. What are the common intonation patterns used in English?

- a) Laughing, crying, shouting  
 b) Whispering, yelling, murmuring  
 c) Raising, falling, rising, falling  
 d) Jumping, skipping, hopping

204. Describe the intonation pattern used in asking a yes-no question in English.

- a) Falling pitch  
 b) Raising pitch  
 c) Flat pitch  
 d) Rapid pitch

205. How does intonation vary in different English dialects?

- a) Pronunciation, spelling, and punctuation  
 b) Vocabulary, grammar, and syntax  
 c) Tone, volume, and speed  
 d) Pitch, stress, and rhythm

206. Provide examples of how intonation can change the meaning of a sentence in English.

- a) Intonation can change the meaning of a sentence by indicating a musical note  
 b) Intonation can change the meaning of a sentence by indicating a specific color  
 c) Intonation can change the meaning of a sentence by indicating a cooking recipe  
 d) Intonation can change the meaning of a sentence by indicating a question, surprise, emphasis, or uncertainty.

#### Syllables

207. "A syllable can be defined very loosely as a unit larger than the phoneme but smaller than the word."

- a) FALSE b) TRUE

208. The main constituents within a syllable are:

- a) phoneme  
 b) rhyme  
 c) onset  
 d) nucleus  
 e) coda

209. Which are the elements in the rhyme?

- a) onset  
 b) nucleus and coda  
 c) onset and nucleus  
 d) onset and coda

- c) machine  
 d) anyone

219. What is the right stress?

- a) oppoRTUNITY  
 b) oppoRTUNty  
 c) oppoRTuNty  
 d) OPpoRTUNty

220. What is the right stress?

- a) PHilosophy  
 b) philoSOpHy  
 c) philosoPHY  
 d) phil. Osophy

221. How many syllables does this word have? PASTE

- a) 3  
 b) 5  
 c) 1  
 d) 2

222. Divide BUTTER into syllables

- a) but-ter  
 b) butte-r  
 c) but-ter  
 d) butt-er

223. How many syllables in knowledge?

- a) 3  
 b) 5  
 c) 2  
 d) 4

#### Stress

224. Which is the stress pattern for the word "engagement"?

- a) ooO  
 b) oOo  
 c) Ooo

225. Which is the stress pattern for the word "kangaroo"?

- a) ooO  
 b) ooO  
 c) Ooo

226. Which is the stress pattern for the word "substitute"?

- a) Ooo  
 b) oOo  
 c) ooO

227. Which is the normal neutral stress pattern in the following statement?  
 They'll ask the teacher for help.

210. When we have two or more consonants together we call them...

- a) a consonant cluster  
 b) rhyme  
 c) a diphthong  
 d) onset

211. What is a syllabic consonant?

- a) It is the strongest consonant in any syllable.  
 b) It is the consonant that acts as the nucleus in a syllable.  
 c) It is the consonant in a strong syllable.  
 d) It is the consonant that can appear in the initial position in a syllable.

212. Check the consonant sounds that can act as the nucleus of a syllable.

- a) p/  
 b) n/  
 c) v/  
 d) t/  
 e) r/

213. Are characteristics of a weak syllable...

- a) having no coda or fewer consonants  
 b) having at its peak the vowels /ə/, /ɪ/, or /ʌ/  
 c) having short vowels or syllabic consonants  
 d) having many consonants

214. The most frequently occurring vowel in English is...

- a) a/  
 b) i/  
 c) u/  
 d) e/

215. Stressed syllables are recognized as stressed because they are more prominent than unstressed syllables.

- a) TRUE b) FALSE

216. Stressed syllables' sound is more prominent because it

- a) contains a schwa /ə/  
 b) is longer  
 c) is louder  
 d) is high-pitched  
 e) contains a vowel different in quality from neighbouring vowels

217. Which words have the same stress pattern?

- a) hairbrush, football, boyfriend  
 b) suspect (verb), import (verb), record (noun)  
 c) apple, table, hotel  
 d) memorial, computer, flexible

218. Which words are stressed in the last syllable?

- a) american  
 b) japanese

- a) ask / the / help  
 b) They'll / teacher / help  
 c) They'll / ask / for  
 d) ask / teacher / help

228. Which is a list of content words?

- a) Donald's, eyes, small  
 b) everyone, should've, through

229. Where is the primary stress in this word: jungle?

- a) dʒʌŋɡl / - on the second syllable  
 b) dʒʌŋɡl / - on the second syllable  
 c) dʒʌŋɡl / - on the first syllable

230. Where is the primary stress in this word: market?

- a) mɑ:kɪt / - on the second syllable  
 b) mɑ:kɪt / - on the first syllable  
 c) mɑ:kɪt / - on the second syllable

231. Where is the primary stress in this word: geography?

- a) dʒi:ɒɡrəfi / - on the first syllable  
 b) dʒi:ɒɡrəfi / - on the third syllable  
 c) dʒi:ɒɡrəfi / - on the second syllable

232. Where is the primary stress in this word: revision?

- a) rɪvɪʒən / - on the first syllable  
 b) rɪvɪʒən / - on the third syllable  
 c) rɪvɪʒən / - on the second syllable

233. Where is the primary stress in this verb - collect?

- a) kə'lekt / - on the first syllable  
 b) kə'lekt / - on the third syllable  
 c) kə'lekt / - on the second syllable

234. Where is the primary stress in this compound noun - watermelon?

- a) 'wɑ:tə.melən / - on the first syllable "wa"  
 b) wɑ:tə.meɪ'ən / - on the final, fourth syllable "ən"  
 c) 'wɑ:tə.melən / - on the third syllable "me"

235. Where is the SECONDARY stress in this compound noun - watermelon?

- a) 'wɑ:tə.melən / - there isn't any secondary stress  
 b) 'wɑ:tə.melən / - on the third syllable "me"  
 c) 'wɑ:tə.melən / - on the first syllable "wa"

236. Which words have the same stress pattern?

- a) suspect (verb), import (verb), record (noun)  
 b) memorial, computer, flexible  
 c) hairbrush, football, boyfriend  
 d) apple, table, hotel

237. Select the word which contains this stress pattern. oo  
 atomorrow



b)today  
c)Monday

238. oO  
a)April  
b)thirteen  
c)seventy

239. Ooo  
a)Saturday  
b)October  
c)second

240. oOo  
a)eleventh  
b)afternoon  
c)July

241. ooO  
a)September  
b)afternoon  
c)thirteenth

242. Complete the sentence with the correct word. **Take into account** the stress pattern. I'm going to have a party on..... (ooO)

a)Saturday  
b)July  
c)Monday

243. I often sleep for an hour in the ..... (ooO)

a) afternoon  
b)day  
c)holiday

**Weak and Strong Forms**

244. Function words are usually  
a)Unstressed  
b)Stressed

245. Unstressed words usually contain weak vowels /ə/, /ɪ/, /ʊ/  
a)False b)True

246. Can function words be stressed?  
a)No, never  
b)Yes, when used for emphasis or when they are in isolation

247. Both personal and objective pronouns are usually unstressed  
a)False b)True

248. Prepositions can take their strong form and yet be unstressed  
a)True, for example when they are in final position

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b)False

249. Auxiliary and modal verbs take their weak form unless they are negative contracted or in final position  
a)True b)False

250. Conjunctions are normally  
a)Unstressed  
b)Stressed

**Stress, pitch, Intonation**

251. It is the rise and fall of our voice; change in pitch; the "melody" of our speech.

a)reduction  
b)blending  
c)linking  
d)intonation

252. We emphasize certain syllables in a word; it's louder, higher, longer, and clearer than the other syllables  
a)rythm  
b)voiced & voiceless  
c)reduction  
d)word stress

253. It is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word.

a)syllable  
b)reduction  
c)blending  
d)sentence focus

254. Which word is stressed differently?

a)listen  
b)massage  
c)invite

255. Which word is stressed differently?

a)water  
b)answer  
c)today

256. Which word is stressed differently?

a)polish  
b)repeat  
c)finish

257. Which word is stressed differently?

a)enter  
b)teacher  
c)complete

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258. Which word is stressed differently?

a)soon  
b)become  
c)happen

259. Which word is stressed differently?

a)deny  
b)reply  
c)study

260. Which word is stressed differently?

a)aside  
b)aside  
c)begin

261. Which word is stressed differently?

a)modern  
b)careful  
c)loud

262. We had a really interesting conversation.

a)con-VER-sa-tion  
b)con-VER-SA-tion

263. I can't decide which book to borrow.

a)DE-cide  
b)de-CIDE

264. Which syllable is stressed in "VOLUNTEER"?

a)TEER  
b)LUN

265. Which syllable is stressed in "REALISTIC"?

a)LIS  
b)TIC  
c)REAL

**Intonation and rhythm**

266. When we speak, we use 'Intonation' to...

a)...convey a variety of feelings  
b)...communicate loudly.  
c)...make fun of other people.

267. The type of Intonation we use for general questions is called \_\_\_\_\_ Intonation.

Ans. .... rising

268. Which are the words that usually introduce 'Special' or 'Specific' questions, which usually go with Falling Intonation?

a)WHAT - WHEN - WHERE - WHY - WHO - HOW  
b)To be honest, I have no idea.  
c)IF - AS - SO - SUCH  
d)DO - HAVE - ARE - CAN

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269. BREAK TIME! Draw a face that expresses the emotions of this exclamation: 'I told you to clean your room!'



270. Recognize the intonation: 'Did you do your homework?'

a)Falling Intonation.  
b)Wavering Intonation.  
c)Rising Intonation.

271. Recognize the intonation: 'His sisters are Leah, Nora, Jasmine, and Grace!'

a)Falling Intonation.  
b)Wavering Intonation.  
c)Rising Intonation.

272. Recognize the intonation: 'Could you please pass me that paper?'

a)Wavering Intonation.  
b)Rising Intonation.  
c)Falling Intonation.  
d)None.

273. Recognize the intonation: 'Give me your hand.'

a)Rising Intonation.  
b)None.  
c)Falling Intonation.  
d)Wavering Intonation.

274. Which of the following will take a RISING intonation?

a)Will a pen do the trick?  
b)I don't think so.  
c)Do you have a pencil I can borrow?  
d)Can I answer the test with a pen?

275. Which of the following will take a FALLING intonation?

a)Why don't you contact the help desk?  
b)Yes, I'm having trouble with the new platform.  
c)Do you need some help?  
d)What are you doing after class?

276. Read the sentences. Which words are more likely to be stressed?

"How do you organize a pronunciation activity?"  
a)how / you / organize / activity  
b)how / you / organize / a pronunciation / activity  
c)how / organize / pronunciation / activity

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277. Read the sentences. Which words are more likely to be stressed?

- a) "On second thought, you might want to contact the manager."
- b) second / thought / want / contact / manager
- c) On second / thought / might want / contact / manager
- d) thought / want to / contact / the manager

278. Read the sentences. Which words are more likely to be stressed?

- a) "Open your book to page 37 and look at the pictures."
- b) Open / book / page / 37 / look / pictures
- c) Open / book / page / 37 / and / look / the pictures
- d) Open / you book / page / 37 / look at / pictures

279. Content words (nouns, verbs, adjectives and adverbs) and function words (articles, auxiliary verbs, prepositions etc.) are also called:

- a) Loud and soft
- b) important and non-important
- c) lexical and grammatical words