



УНІВЕРСИТЕТ імені АЛЬФРЕДА НОБЕЛЯ

Т.Ю. Миронова, Д.О. Голуб

Практикум з фонетики англійської мови





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Це навчальне видання призначене для студентів молодших курсів вищих навчальних закладів філологічних факультетів поглибленого рівня володіння англійською мовою: для здобувачів першого (бакалаврського) рівня вищої освіти спеціальності «035 Філологія» освітньо-професійної програми «Переклад (англійська)». Мета практикуму – формування основ фонетичної (фонетико-графічної) компетенції з англійської мови, коригування та вдосконалення вимови приголосних звуків для здійснення ефективної іншомовної міжкультурної комунікації. Практикум складатиметься з міні-уроків, які в стислій формі, але досить повно і системно охоплюють найсуттєвіші особливості вимови приголосних звуків англійської мови. Таблиці, вправи допоможуть навчитися читати, записувати у транскрипції та орфографії незнайомі слова, правильно розставляти логічні наголоси в реченнях, розуміти носіїв мови під час усного мовлення, а також реалізувати у складному мовленні різні фонемні модифікації (асиміляцію, з'єднання, елізію тощо).

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ПЕРЕДМОВА

«Практикум з фонетики англійської мови (Приголосні. Частина I)» призначений для проведення занять з практичної фонетики англійської мови, є складовою частиною навчально-методичного комплексу з дисципліни «Практичний курс англійської мови», що входить до циклу професійної та практичної підготовки загального навчального плану за спеціальністю «Філологія». Навчальне видання розраховане на студентів молодших курсів фахових факультетів вищих навчальних закладів України поглибленого рівня володіння англійською мовою (рівень B1+ «незалежний користувач» відповідно до рекомендацій Ради Європи), тобто таких, які успішно засвоїли шкільну програму з англійської мови.

Практикум передбачає знайомство з фонетичним складом сучасної англійської мови, класифікаціями приголосних звуків, описом правильної артикуляції кожної з фонем для формування англійської фонетичної (фонетико-графічної) комунікативної компетенції з англійської мови у студентів спеціальності «Філологія». Розглядаються стисло відомості з орфографії, фонетичної транскрипції, зв'язного мовлення, правил утворення і поділу складів, характеристики наголосу в англійській мові, що забезпечує опанування базових навичок та вмій читання й написання слів, речень англійською мовою, розуміння під час усного мовлення, а також реалізацію у складному мовленні різних фонемних модифікацій (асиміляція, з'єднання, елізія тощо).

Англійська літературна вимова (Received Pronunciation) береться за стандарт, це сприятиме покращанню та вдосконаленню нормативної вимови як ознаки фонетичної культури фахівців іноземних мов. Навчальне видання містить також інформацію про особливості вимови загальноприйнятої американської англійської мови (General American) для здійснення ефективної іншомовної міжкультурної комунікації.

Наочність матеріалу та його доступність для опанування фонетичного матеріалу посібника забезпечуються численними таблицями.

Практикум складається з тесту для визначення сформованості фонетичної компетенції, словника базових термінів з фонетики англійської мови, класифікації приголосних, 27 міні-уроків з правилами орфографії й артикуляції приголосних звуків та вправами, які мають і тренувальний, і творчий характер. Наприкінці кожного підрозділу для перевірки засвоєння навчального матеріалу студентам пропонуються тести для самоперевірки.

Для коригування вимови англійською мовою додаються посилання на аудіо- та відеоматеріали фонетичних завдань, відтворених носіями британського варіанта англійської мови.

PLACEMENT TEST

1. Match the symbols you have been given with the underlined letters in the words in the table.

I:	ɪ	ʊ	u:	ɪə	eɪ	ɪ	ɔ:
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	ɑʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

1. <u>j</u> oke	12. <u>f</u> un	23. <u>b</u> at	34. <u>t</u> wo
2. <u>pl</u> ay	13. <u>measur</u> e	24. <u>put</u>	35. <u>do</u>
3. <u>s</u> it	14. <u>bit</u>	25. <u>th</u> ink	36. <u>cat</u>
4. <u>read</u>	15. <u>ab</u> out	26. <u>pet</u>	37. <u>for</u>
5. <u>si</u> ng	16. <u>air</u>	27. <u>y</u> es	38. <u>th</u> e
6. <u>car</u>	17. <u>m</u> an	28. <u>pen</u>	39. <u>ear</u>
7. <u>bird</u>	18. <u>sh</u> oe	29. <u>go</u>	40. <u>h</u> at
8. <u>ch</u> urch	19. <u>wh</u> o	30. <u>z</u> oo	41. <u>or</u>
9. <u>bo</u> y	20. <u>live</u>	31. <u>dog</u>	42. <u>no</u>
10. <u>life</u>	21. <u>now</u>	32. <u>w</u> atch	43. <u>gone</u>
11. <u>crue</u> l	22. <u>hard</u>	33. <u>ri</u> ght	44. <u>l</u> ong

2. Put the words into 4 categories based on which syllable in each word carries the main stress.

unlucky	bananas	qualification
angry	congratulations	literature
possibility	paper	examination
lemonade	finger	photography
report	photographic	comfortable

first syllable	
second syllable	
third syllable	
fourth syllable	

INTRODUCTION TO PRONUNCIATION TERMS

A) The International Phonetic Alphabet (IPA)

The International Phonetic Alphabet (IPA) is a system where each symbol is associated with a particular English sound. By using IPA you can know exactly how to pronounce a certain word in English. This helps in improving English pronunciation and feeling more confident speaking in English.

Phonemic Chart

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

B) Glossary of basic pronunciation terms

British Received Pronunciation

What is commonly referred to as ‘British pronunciation’ is actually called received pronunciation (or RP for short). It is a variety of English pronunciation that originated from the early modern English dialects of the East Midlands of England during the 14th and 15th centuries. RP itself has gone through some changes, but what is now considered Received Pronunciation contains a blend of London speech, East Midlands, Middlesex and Essex. RP is often associated with the upper class English speakers of England; it is used by members of the Royal Family, Members of Parliament, academic experts, actors and celebrities. It is the accent you usually hear on BBC programmes, and RP is the pronunciation used in English course books and dictionaries from Oxford, Longman and Cambridge. It is considered ‘the’ British accent, meaning it is the most widely recognized accent, although only about 2% of

England's population speak with an RP accent. RP is classified as non-rhotic, meaning that the letter **-r-** is usually not pronounced, unless it is followed by a vowel. Consider the following examples:

'far' /fa: /, *'computer'* / kəm'pjʊ:tə /

American English Pronunciation

The American pronunciation that is taught in North American schools is called **General American pronunciation** (or **GenAm**). It is the variety of English pronunciation that is used in government schools and on national television in North America. It makes up about 90% of the English heard on television, radio, movies and podcasts. It originated from the speech patterns of the Eastern interior United States. General American pronunciation is the pronunciation presented in English course books and dictionaries published in North America. And unlike Received Pronunciation, General English pronunciation is rhotic, meaning the letter **-r-** is always pronounced: *'far'* /fa:r /, *'computer'* / kəm'pjʊ:tər /

phoneme

The smallest sound unit which can make a difference to meaning e.g. /p/ in *'pan'*, /b/ in *'ban'*. Phonemes have their own symbols (phonemic symbols), each of which represents one sound. Words can be presented in phonemic script (usually International Phonetic Alphabet or IPA), e.g. *'doctor'* – /'dɒktə/. Phonemic transcription is used in dictionaries to show pronunciation.

vowel letters

There are **five vowel letters** in the English alphabet. These are: **A, E, I, O, U**. The air is not blocked by the tongue, lips, teeth etc. Movement or vibration is felt in the throat because the voice is used.

vowel sounds and symbols

There are **twelve vowel sounds** in English represented by phonemic symbols. There are **seven short sounds**: /æ/, /e /, /ə/, /ʊ/, /ʌ /, /ɪ/, /ɒ/* as well as **five longer sounds**: /ɪ:/, /ɑ:/, /ɔ:/, /ɜ:/, /ʊ:/ - long sound is often indicated by / :/

*Note: Some varieties of North American English do not use the vowel sound /ɒ/ as in the word *'hot'*; The short sound /ɒ/ is replaced by the longer sound /ɑ:/ making *'hot'* sound like *'heart'*.

schwa

The most frequently used of all English vowel sounds is the unstressed sound /ə/. The sound and symbol /ə/ are called 'schwa'.

diphthongs

Diphthong sounds are made from two vowel sounds put together. A vowel combination is pronounced by moving from one vowel to another. There are **eight diphthongs**:

/eɪ/, /aɪ/, /ɔɪ/, /eə/, /ɪə/, /ʊə/, /aʊ/, and /əʊ/

consonant letters

The letters in the English alphabet which are not vowels are called consonants. These are: **B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z.**

consonant sounds

These are sounds in which the air is partly blocked by the lips, tongue, teeth, etc. Additional **consonant sounds** (represented by the following symbols) are: /θ/, /ð/, /ʃ/, /tʃ/, /z/, /dʒ/, /ŋ/, /j/ (or /y/)

consonant cluster

Two or more consonants occurring together at the beginning or end of a syllable e.g. /ks/ in '*exercise*' /eksəsaɪz/, /str/ in '*strong*' /strɒŋ/

assimilation

When a sound in connected (or fluent) speech becomes similar to a neighbouring sound e.g. in the sentence: '*He grew up in Britain*', the /n/ in '*in*' is likely to be assimilated to /m/ resulting in /ɪmbɪtən/

elision

When a sound is left out in connected speech because it is followed by a similar sound e.g. in '*he gave up politics*' the /p/ in '*up*' is likely to be elided – /hi geɪv ʌpəlɪtɪks/

silent letter

A letter in a word which is written but which does not influence the pronunciation, e.g. in '*thumb*', the letter **-b-** is a silent letter.

syllable

Spoken words are formed with **syllables**, meaning 'units of sound'. A syllable is a unit of unbroken sound, usually containing a vowel sound.

word stress

In words with more than one syllable, one syllable is usually stronger (spoken more clearly) than the other(s). The term *stressed* syllable refers to the strongest (primary) syllable in words of more than one syllable, eg. 'travel'

utterance

An utterance is a spoken message. It can be a complete sentence or one or two words, e.g. A: *When's he coming?* B: *Tomorrow.* '*Tomorrow*' is an utterance here.

stress within utterances

In spoken English, words which carry the main message of the sentence contain **stressed** syllables. Stressing the important words helps the listener to hear the message of the speaker, eg. '*I want to go home.*'

connected speech

When native speakers of English talk with natural conversational speed, they use **connected speech**. This means they speak fluently. Their words are not spoken separately but are linked together, without stopping after each word. In connected speech some sounds in words may be left out or may be pronounced in a weak way, e.g. '*Is he busy*' /ɪzɪːbɪzɪː/.

linking

The way different sounds can link into each other in connected speech, e.g. '*it's a good day*' – /ɪtsəɡʊdeɪ/.

strong form

In connected speech many words are not pronounced fully. For example, **prepositions, auxiliary verbs, pronouns** and **conjunctions** are usually not pronounced fully and are not stressed. When these words (weak forms) are pronounced fully and are stressed to emphasise a point they become strong forms, e.g. '*I don't speak Italian but I can /kæn/ speak a little Spanish in an emergency.*'

weak form

If a word is unstressed, the weak form of vowels may be used, e.g. '*I can (/ kən /) speak Italian, French, English and Spanish.*' The sound /ə/ is called 'schwa'.

intonation

Intonation refers to the rising and falling tones in our voice, which in English, are used to express meaning such as how they feel about something, e.g. if they are angry or pleased, or to make speech sound polite in English.

rhythm

The rhythm of speech is the way that some words in a sentence are emphasised or stressed to produce a regular pattern, e.g. '*If I were YOU, I'd go by BUS.*'

C) Consonant Production Chart

Sounds are generally categorized according to their production features: whether air flow is stopped or continues, whether the vocal chords are used, which part or parts of the mouth are used, whether the air flow is nasal or oral, and sometimes whether the facial muscles are tensed or relaxed. The following chart shows these features for consonants. Pronounce each sound and notice its production elements.

	Flow of Air		Use of Vocal Chords		Articulation			Air Passage	
	<i>Stop</i> (stopping air, then releasing)	<i>Continuant</i> (releasing air in a continuous stream)	<i>Voiced</i> (the buzzing sound made by the vocal cords)	<i>Unvoiced</i> (without vibration of the vocal chords)	<i>Dental</i> (using the teeth)	<i>Lingual</i> (using the tongue)	<i>Labial</i> (using the lips)	<i>Nasal</i> (sending air through nose instead of mouth)	<i>Oral</i> (sending air through the mouth instead of the nose)
b	X		X				X		X
d	X		X			X			X
f		X		X	X		X		X
g	X		X			X			X
h		X		X					X
k	X			X		X			X
l		X	X			X			X
m		X	X				X	X	
n		X	X			X		X	
ng		X	X			X		X	
p				X			X		X
r		X	X				X		X
s		X		X		X			X
sh		X		X			X		X
t	X		X			X			X
th <i>/ð/</i>		X	X		X	X			X
th <i>/θ/</i>		X		X	X	X			X
v		X	X		X	X			X
w		X	X				X		X

y /j/		X	X			X			X
z		X	X			X			X
zh		X	X				X		X
ch	X			X			X		X
dg	X		X				X		X

There is another universally accepted classification of consonants. Consonants are classified according to the **manner of articulation** and the **point of articulation**.

	Bilabial	Labio - Dental	Dental	Alveolar	Post - Alveolar	Palato - Alveolar	Palatal	Velar	Glottal
Plosive	p b		t d					k g	
Affricate						tʃ dʒ			
Fricative		f v	θ ð	s z		ʃ ʒ			h
Nasal	m			n				ŋ	
Lateral				l					
Approximant or Semi-vowel	w				r		j		

According to **the manner of articulation** (how the breath is used) the consonants are: *stops*, also known as *plosives*, *fricatives*, *affricates*, *nasals*, *laterals*, and *approximants*. Nasals, laterals and approximants are always voiced; stops, fricatives and affricates can be voiced or unvoiced.


Stop(s) /Plosive(s)/ <i>проривний</i>	During production of this sound, the airflow from the lungs is completely blocked at some point, then released. In English, they are /p/, /b/, /t/, /d/, /k/, and /g/.
Affricate(s) <i>африкативний</i>	A sound produced by stopping the air flow then releasing it with friction. There are two affricates - the /tʃ/ sound of 'church' and the /dʒ/ sound of 'judge'.
Fricative(s) <i>Фрикативний, щілинний</i>	A sound produced by creating friction in the air flow. The air flow is not totally stopped or blocked. In English, these include /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/
Nasal(s) <i>носовий</i>	A sound made with air passing through the nose. In English, these are three nasals /m/, /n/, and /ŋ/.
Lateral(s) <i>латеральний</i>	A lateral consonant allows the air to escape at the sides of the tongue. In English there is only one such sound - /l/
Approximant(s) Or semi-vowel(s) <i>півголосний</i>	A sound is created by constricting the vocal tract slightly, but not so much that the air becomes turbulent as it passes through. In English, these are /j/, /w/ and /r/. Approximants /j/ and /w/ are also referred to as semi-vowels.

When helping others learn to produce specific sounds, we need the preceding information, and we need to know the position and action of the tongue and the use of friction during sound production. Thus, according to **the place of articulation** (where in the mouth or throat the sound is produced) the consonants are:

<i>Bilabial</i> (<i>зубно-зубний</i>): using both lips	/p/, /b/, /m/
<i>Labio-dental</i> (<i>зубно-зубний</i>): occurring between lower lip and upper teeth	/f/, /v/
<i>Dental/Interdental</i> (<i>зубний</i>): occurring between the teeth	/θ/, /ð/, /t/, /d/
<i>Alveolar</i> (<i>альвеолярний</i>): placing the tongue at the ridge behind the upper front teeth	/s/, /z/, /n/, /l/
<i>Post-alveolar</i> (<i>постальвеолярний</i>): placing the tongue between the alveolar ridge and the hard palate just behind the teeth	/r/
<i>Palatal – alveolar</i> , (<i>палатально-альвеолярний</i>): touching the region of the alveolar ridge or the palate with the tongue	/ʃ/, /ʒ/, /dʒ/, /tʃ/
<i>Palatal</i> (<i>твердопіднебінний</i>): raising the tongue to the hard palate, or 'roof' of the mouth'	/j/
<i>Velar</i> (<i>задньопіднебінний</i>): raising the tongue the soft palate or back of the roof of the mouth	/k/, /g/, /ŋ/
<i>Glottal</i> (<i>ковтальний</i>): using the middle part of the voice box, where the vocal cords are located	/h/

LESSON 1

/ p /


1.  **How to pronounce.** Close your lips tight. Push air forward in your mouth. Open your lips quickly. Do not use your voice. Listen and repeat: /p/.

2. **Spelling.** The sound /p/ is spelled with the following letters:

-p-	-pp-	-pe (word-final)
people - /'pi:pl/ cap - /'kæp/	pepper - /'pepə/ happen - /'hæpən/	rape - /reɪp / scope - /skəʊp/

3. **Degree of aspiration.**

Stronger before long vowels and diphthongs	Peter, pork, peach, paper, pear, piece /'pi:tə/, /pɔ:k/, /'pi:tʃ/, /'peɪpə/, /peə/, /pi:s / purpose, portrait, pipe, pair, piano, peep, /'pɜ:pəs/, /'pɔ:trɪt/, /paɪp/, /peə/, /pɪ'ænəʊ/, /pi:p/
Weaker before short vowels	pudding, pet, promise, pumpkin, peck /'pʊdɪŋ/, /pet/, /'prɒmɪs/, /'plʌmpkɪn/, /pek/ put, pick, pin, pen, pan, pickle, pub, /pʊt/, /pɪk/, /pɪn/, /pen/, /pæn/, /pɪkl/, /pʌb/
Almost lost or quieter at the end or before unstressed vowels, after /s/, /l/, /m/, /p/ <u>Note:</u> When /p/ comes before another /p/, pronounce the two /p/ sounds as one long /p/. Do not say two separate /p/ sounds.	cup, map, help, pepper, stamp, whisper, /kʌp/, /mæp/, /help/, /'pepə/, /stæmp/, /'wɪspə/ competition, stop, plenty, plane, Spain /,kɒmpɪ'tɪʃən/, /stɒp/, /'plenti/, /pleɪn/, /speɪn/
Contrast drill	peep – pin, Pete – spit, Paul – top, /pi:p/ – /pɪn/, /pi:t/ – /spɪt/, /pɔ:l/ – /tɒp/ port – cop, part – cup, pain – plane, /'pɔ:t/ – /kɒp/, /pɑ:t/ – /kʌp/, /peɪn/ – /pleɪn/ people – steeple, peak – pick, paint – nap, /'pi:pl/ – /'sti:pl/, /pi:k/ – /pɪk/, /peɪnt/ – /næp/ pie – hip, lip – peep /paɪ/ – /hɪp/, /lɪp/ – /pi:p/
Nasal plosion /pn/ (before the sound /n/)	deepen, opened, happen, sharpen /'di:pən/, /'əʊpənd/, /'hæpən/, /'ʃɑ:pən/
Lateral plosion /pl/ (before the sound /l/)	apple, simple, example, purple, people /'æpl/, /'sɪmpl/, /ɪg'zɑ:mpl/, /'pɜ:pl/, /'pi:pl/

<p>Silent P The letter- p- is silent at the beginning of many words using the combinations -ps-, -pt- and -pn-</p>	<p>psychiatrist, pneumonia, pneumatic, /saɪ'kaɪətrɪst/, /nju:'məʊniə/, /nju(:)'mæɪtɪk/ psychotherapy, psychotic, psychologist, /saɪkəʊ'terəpi/, /saɪ'kɒtɪk/, /saɪ'kɒlədʒɪst/ pseudonym, pterodactyl /'sju:dənɪm/, /,terə'dæktɪl/</p>
<p>Silent P The letter -p- is silent in a few exceptional words</p>	<p>coup, corps, raspberry, receipt, cupboard /ku:/, /kɔ:/, /'rɑ:zbəri/, /rɪ'si:t/, /'kʌbəd/.</p>
<p>-ph- is sometimes pronounced like /f/ (usually in English words of Greek origin)</p>	<p>telephone, paragraph, alphabet, epiphany, sophomore /'telɪfəʊn/, /'pærəgrɑ:f/, /'ælfəbɪt/, /ɪ'pɪfəni/, /'sɒfəməɔ:/</p>
<p> Assimilation of /n/ followed by /p/ . In connected speech, when one word ends in the sound /n/ and the next word begins with a /p/, /b/, /w/ or /m/ sound, then the /n/ from the end of the word changes to an /m/ sound as your mouth gets ready to pronounce the next sound.</p>	<p>It's Green Park. ('Green Park' becomes 'Greempark'.) I own ten pairs of socks. / tɛm'peəz/ He didn't do it on purpose. / əm'pɜ:pəs/ I would love to live in Paris. / ɪm'pærɪs/</p>

4. Practise common expressions with the sound /p/. Make your own short dialogues using these expressions.

Stop **pushing**!

Please **help**.

It's **pretty** important.

Oops! I **dropped** it.

Pick it up.

Please, **pass** the **pepper**.

5.  **Practise 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? (1)

If practice makes perfect and perfect needs practice, I'm perfectly practiced and practically perfect. (2)

6. Conversation practice. Play a game of 'The Perfect picnic' with the whole class. Choose words from the box below. Each person adds something new.

Example:

A: We're having a picnic, and I'm bringing pears.

B: We're having a picnic. **A** is bringing pears, and I'm bringing potato chips.

C: We're having a picnic. **A** is bringing pears, **B** is bringing potato chips, and I'm bringing soup.

apples, pears, potato, chips, popcorn, pizza, pasta, pepper, pie, soup, spoons, paper, plates, plastic cups, napkins, a CD player, a picnic basket, a laptop, a pen, a piece of paper.

7. Spelling dictation. Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.


Purpose, portrait, pepper, stamp, whisper, opened, happen, example, psychiatrist, pneumonia, pseudonym, raspberry, receipt, cupboard, paragraph, alphabet, piece, pear, person, picnic.

8. From transcription to spelling. From the RP transcription, write the following words in normal English orthography.

/stɒp/, /'plenti/, /pleɪn/, /speɪn/, /,kɒmpri'tɪʃən/, /paɪp/, /pɪ'ænəʊ/, /pi:p/, /'sɒfəmə:/, /'rɑ:zbəri/, /rɪ'si:t/, /'kʌbəd/, /saɪ'kaɪətrɪst/, /'əʊpənd/, /'pærəgrɑ:f/.

LESSON 2

/b/


1.  How to pronounce. Practise the sound /p/. Use your voice to say /b/. Hold a piece of paper or your hand in front of your mouth to make sure you are voicing the consonant and not using a puff of air. Listen and repeat: /b/.

2. Spelling. The sound /b/ is spelled with the following letters:

-b-	-bb-	-be- (word-final)
baker - /'beɪkə/ labour - /'leɪbə/	rubber - /'rʌbə/ abbey - /'æbi/	transcribe - /træns'kraɪb/ describe - /dɪs'kraɪb/

3. Force of articulation.

Stronger in the initial position	bag, beauty, boomer, beetle, be /bæɡ/, /'bjʊ:ti/, /'bu:mə/, /'bi:tl/, /bi: / beggar, busy, bee, better, bush, bad, buying, /'begə/, /'bɪzi/, /bi:/, /'betə/, /bʊʃ/, /bæd/, /'baɪɪŋ/
Weaker and quieter in the final position	cub, cab, lab, gab, web, babe, club, rib, /kʌb/, /kæb/, /læb/, /gæb/, /web/, /beɪb/, /klʌb/, /rɪb/ tube, job, pub, sob, fob, tabs, tobacco /tju:b/, /dʒɒb/, /pʌb/, /sɒb/, /fɒb/, /tæbz/, /tə'bækəʊ/

Contrast drill /b/ - /p/	boss — sob, but — tub, bed — ebb, /bɒs/ — /sɒb/, /bʌt/ — /tʌb/, /bed/ — /eb/ bad — lab, bomb — mob, stop — cob, /bæd/ — /læb/, /bɒm/ — /mɒb/, /stɒp/ — /kɒb/ lab — tap, gab — gap, pack — back, /læb/ — /tæp/, /gæb/ — /gæp/, /pæk/ — /bæk/ batch — patch, beak — pick, bee — pee, bird — curb /bætʃ/ — /pætʃ/, /bi:k/ — /pɪk/, /bi:/ — /pi:/, /bɜ:d/ — /kɜ:b/
Lateral plosion /bl/ (before the sound /l/)	table, cable, gable, pebble, bubble, double, /teɪbl/, /'keɪbl/, /'geɪbl/, /'pebl/, /'bʌbl/, /'dʌbl/ sable, ruble, nibble, blurt, bleach, blowing, trouble /'seɪbl/, /'ru:bl/, /'nɪbl/, /blɜ:t/, /bli:tʃ/, /'bleɪɪŋ/, /'trʌbl/
Nasal plosion /bn/, /bm/ (before the sounds /n/, /m/)	abnormal, submarine, cabman /æb'nɔ:məl/, /,sʌbmə'ri:n/, /'kæbmən/
No devoicing before /s/ /bs/	abstinence, absolutely, absurd, obstinate, /'æbstɪnəns/, /'æbsəlu:tli/, /əb'sɜ:d/, /'ɒbstɪnɪt/ obstacle, obscene, absent /'ɒbstækəl/, /ɒb'si:n/, /'æbsənt/
Silent B The letter -b- is silent after -m- at the end of a word. (-mb- as /m/)	limb, crumb, dumb, comb, bomb, thumb, climb, tomb /lɪm/, /krʌm/, /dʌm/, /kɒm/, /bɒm/, /θʌm/, /klaɪm/, /tu:m/
Silent B The letter -b- is usually not pronounced before the letter -t- at the end of a root word.** (-bt- as /t/)	debt, doubt, debtor, doubtful, subtle, subtleness /det/, /daʊt/, /'detə/, /'daʊtful/, /'sʌtl/, /'sʌtlənəs/ **A root word is the original word in its root form without any prefixes or suffixes attached e.g. doubt is the root word in doubtful , and the -ful- is a suffix. Subtle is the root word in subtleness , and -ness- is a suffix.
 Assimilation of /d/ and /b/ In connected speech, if one word ends in a vowel sound followed by a /d/ and the next begins in a /b/ , then the /d/ changes to a /b/ and then merges with the /b/ from the following word.	It's a speed boat . ('speed boat' becomes 'spe ebb oat'). My son is a really good boy . /'gʊ bb ɔɪ/ I'm sorry if I was rude before . /ru: bb i'fɔ:/ My car had to be towed back to the garage. /'təʊ bb æk/ You should buy him a present. /ʃə' bb aɪ/

4. Practise common expressions with the sound /b/. Make your own short dialogues using these expressions.

It's a **big job**. I've **been busy**.
Happy **birthday!** Is there a **problem?**
I'll be right **back**. I **bought a book**.

5.  Practise tongue twisters.

A big bug bit a bold bald bear and the bold bald bear bled blood badly. (1)

Bibble the bumblebee buzzes busily behind the back of Bobby Beaver. (2)

6. Conversation practice. Practise this conversation with a partner. Replace the underlined items with compound nouns or noun phrases containing the sound /b/:

blue beads, paintbrushes, a cookbook, a big box, a birthday cake, a bookshelf, a beautiful bracelet, cowboy boots, a sleeping bag, rubber boots, etc.

A: What should we get Barbara for her birthday?

B: How about a backpack?

A: I have a better idea. How about a funny book?

7. Spelling dictation. Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.


Busy, bee, better, bush, bag, beauty, tube, job, pub, blowing, trouble, absent, bomb, thumb, climb, debt, doubt, absurd, rubber, describe.

8. From transcription to spelling. From the RP transcription, write the following words in normal English orthography.

/ˈbetə/, /bʊʃ/, /ˈbaɪnɪ/, /web/, /ɒbˈsiːn/, /ˈæbsənt/, /kəʊm/, /bɒm/, /θʌm/, /ˈsʌtl/, /klaɪm/, /tuːm/, /kʌb/, /læb/, /ˈdaʊtfʊl/.

LESSON 3

/ t /







1.  How to pronounce. Put your tongue just behind your top teeth. Your tongue should not touch your teeth. Push air forward in your mouth. Then quickly move your tongue away. Do not use your voice. Listen and repeat:/t/.

2. Spelling. The sound /t/ is spelled with the following letters:

-t-	-tt-	-te (word-final)	- ed past tense ending	-bt-	-th- (rarely)
table /ˈteɪbl/	little /ˈlɪtl/	celebrate /ˈselɪbreɪt/	stopped /stɒpt /	debt /det /	Thames /temz/
waiter /ˈweɪtə/	cattle /ˈkætl /	translate /trænsˈleɪt /	misted /mɪst/	subtle /ˈsʌtl/	Thailand /ˈtaɪlənd/

3. Degree of aspiration.

Stronger before long vowels and diphthongs At the beginning of a word or a stressed syllable, say /t/ with a strong puff of air.	time, tea, torn, take, tie, tiny, two, teacher, /taɪm/, /ti:/, /tə:n/, /teɪk/, /taɪ/, /'tami/, /tu:/, /'ti:tʃə/ team, task, talk, tone, Turkey /ti:m/, /tɑ:sk/, /tɔ:k/, /təʊn/, /'tɜ:ki/
Weaker before short vowels	Tom, Tim, Ted, Terry, teddy, tick, tinker, /tɒm/, /tɪm/, /ted/, /'teri/, /'tedi/, /tɪk/, /'tɪŋkə/ tell, tomorrow, temptation, tool /tel/, /tə'mɒrəʊ/, /temp'teɪʃən/, /tu:l/
Almost lost at the end of or before unstressed vowels, or after /s/	cat, bet, bat, let, pet, Pat, dirt, bit, batter, /kæt/, /bet/, /bæt/, /let/, /pet/, /pæt/, /dɜ:t/, /bɪt/, /'bætə/ matter, cottage, step, still, stop, stuff /'mætə/, /'kɒtɪdʒ/, /step/, /stɪl/, /stɒp/, /stʌf/
Contrast drill	time — mate, cat — let, net — tone, /taɪm/ — /meɪt/, /kæt/ — /let/, /net/ — /təʊn/ Terry — Rita, tonne — cut, tub — but, /'teri/ — /'ri:tə/, /tʌn/ — /kʌt/, /tʌb/ — /bʌt/ tattler — get, tough — fat /'tætlə/ — /get/, /tʌf/ — /fæt/
Lateral plosion /tɫ /	beetle, kettle, battle, bottle, turtle, nettle /'bi:tɫ/, /'ketɫ/, /'bætl/, /'bɒtl/, /'tɜ:tl/, /'netɫ/
Nasal plosion /tɲ /	cotton, mutton, curtain, bitten, kitten /'kɒtn/, /'mʌtn/, /'kɜ:tn/, /'bɪtn/, /'kɪtn/
The -ed past tense ending is pronounced /t/ after voiceless sounds /p, k, s, θ, f, ʃ, tʃ/	watched, talked, worked, missed, stopped /wɒtʃt/, /tɔ:kt/, /wɜ:kt/, /mɪst/, /stɒpt/
/t/ in root words with -bt-	debt, doubt, debtor, doubtful, subtle, subtleness /det/, /daʊt/, /'detə/, /'daʊtful/, /'sʌtl/, /'sʌtlɪnəs/
Before /ju:/ In some words with tu- most speakers say /tʃ/ (see also assimilation of /t/ followed by /j/)	Tuesday, tutor, tube, tune, tulip /'tju:zdeɪ/, /'tju:tə/, /tju:b/ or /tʃu:b/, /tju:n/ or /tʃu:n/, /'tju:lɪp/ or /'tʃu:lɪp/ Portuguese, situation, infatuation, won't you?, /ˌpɔ:..tʃə'gi:z/, /ˌsɪtʃu'eɪʃən/, /ɪnˌfætʃu'eɪʃən/ /wəʊnt ju:/ or /wəʊntʃu:/?
Silent T The letter -t- is silent in ending -stle , -sten ; in recent loans from French, three common words: 'Christmas ', 'soften ', 'often '	christen, listen, glisten, castle, wrestle, whistle, chestnut /'krɪsn/, /'lɪsn/, /'glɪsn/, /'kɑ:sl/, /'resl/, /'wɪsl/, /'tʃesnɪt/ Christmas, often, mustn't, thistle, fasten bustle, /'krɪsməs/, /'ɒf (t)(ə)n/, /'mʌsn/, /'θɪsl/, /'fɑ:sn/, /'bʌsl/ hasten, soften, rapport, gourmet, ballet /'heɪsn/, /'sɒfn/, /ræ'pɔ:./, /'gʊəmeɪ/, /'beleɪ/ buffet, cachet, chalet, crochet, depot, mortgage, ragout, sachet /bʊfeɪ/, /'kæfeɪ/, /'ʃæleɪ/, /'krəʊʃeɪ/, /'depəʊ/, /'mɔ:grɪdʒ/ /'rægu:/, /'sæʃeɪ/
In American English, /t/ is “flapped” - pronounced like a quick /d/ - when it comes after a vowel and before an unstressed vowel	water, computer, letter, visitor, city, **/'wɔdə/, /kəm'pjudə/, /'ledə/, /'vɪzədə/, /'sɪdɪ/ hospital, a lot of, get off /'hɔspɪdəl/, /ə lɑ:d əv/, /ge dɑ:f/ **AmE
Note: 1) In some accents, for example in some parts of London, the -t- between two	'Butter' is pronounced 'bu'er' /bʌ'ə/ 'Facts' /fækt/ can sound like /fæks/

<p>vowel sounds is made not with the tongue but by stopping the air at the back of the throat to make a short silence.</p> <p>2) In connected speech, many speakers drop /t/ or /d/ when they come between two other consonants sounds</p>	
<p> Assimilation of /t/ followed by /j/ In connected speech, when one word ends in /t/ and the next begins with a /j/ sound, like 'you' or 'yours', then the two sounds come together and change to /tʃ/.</p>	<p>It's nice to meet you. 'meet you' becomes /mi:tʃu:/ That shirt won't suit you. Don't you want to come to the party? I bet your boss doesn't know. Can I get you anything?</p>
<p> Assimilation of /t/ followed by /k/ In connected speech, when one word ends in a vowel sound followed by a /t/ and the next word begins with a /k/, the /t/ changes to a /k/.</p>	<p>It's a credit card. /kredit kɑ:d/ becomes /kredɪk kɑ:d/ Don't let it get cold! You have to do it quickly. There's no short cut to learning a language. I didn't like that cake.</p>
<p> The gemination (twinning) of /t/ In connected speech the two /t/ sounds join together to create one slightly stronger /t/</p>	<p>It takes two to tango. It took him twenty years to get to the top. You don't have to cheat to pass the test. You were right to be upset. We took the overnight train to Venice.</p>
<p> Linking final /t/ with a vowel In connected speech, we link the final consonant /t/ smoothly to the vowel at the beginning of the next word and pronounce the consonant as part of the next word.</p>	<p>post office – /pəʊst'ɒfɪs/ First Avenue – /fɜːst'ævɪnjuː/</p>
<p> Elision of /t/ In connected speech, when a /t/ sound comes in between two consonant sounds, we often don't pronounce it.</p>	<p>I can't stand the rain. /kɑːnt stænd / becomes /kɑːnstænd/ It must be time to leave Am I the first person here? I don't want it.</p>
<p> Assimilation of /t/ and /p/ In connected speech, if one word ends in a /t/ sound and the next word begins in a /p/ sound, the /t/ is pronounced slightly differently. In fact, we pronounce it as if it were almost a /p/ sound.</p>	<p>It's a white piece of paper. 'white piece of paper' becomes 'whi(te) piece of paper' /waɪpiːs ə 'peɪpə/ There are lots of great parks in London. I love split pea soup. I hate potatoes. My mate picked us up from the airport.</p>

4. Practise common expressions with the sound /t/. Make your own short dialogues using these expressions.

What's the matter? Could you tell me how to get to the train station?
 What time is it? Just a minute.
 Take it easy! Thanks! It's no trouble at all.

5.  Practise tongue twisters.

A Tudor who tooted a flute,
Tried to tutor two tooters to toot.
Said the two to their tutor,
“Is it harder to toot
Or to tutor two tooters to toot?” (1)

A twister of twists once twisted a twist;
A twist that he twisted was a three-twisted twist;
If in twisting a twist one twist should untwist,
The untwisted twist would untwist the twist. (2)

6. Conversation practice. Read these short dialogues and make similar dialogues with your partner. Use language for giving directions:

go left turn left, it's on the left, take a left, take the second (turning) on the left, go right, turn right, it's on the right, take a right, take the second (turning) on the right, go ahead, go straight ahead, go straight on.

Tall woman: Could you tell me how to get to the train station?

Staff member: The train station? Turn right when you leave the visitor centre. When you get to the traffic lights, turn left onto Tree Street. The train station will be on your right. You can't miss it.

Tall man: Where can I get a taxi?

Staff member: Try the taxi stand (or taxi rank - BrE) in the Theatre District. Just go to the right and turn left at the traffic lights. It's just opposite the post office.

Tired tourist (in the USA): How do I get to the City Lights Hotel?

Staff member: Go two blocks to the right and turn left onto First Avenue. Then turn left again when you get to Liberty Street. You'll see a tall white building. That's it.

7. Spelling dictation. Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.


Tea, torn, tie, tiny, kettle, battle, watched, talked, worked, missed, Tuesday, tutor, Portuguese, situation, listen, glisten, castle, whistle, Christmas, soften, ballet.

8. From transcription to spelling. From the RP transcription, write the following words in normal English orthography.

/tɔ:n/, /teɪk/, /taɪ/, /'tɑ:nɪ/, /wɜ:kɪ/, /mɪst/, /tə'mɒrəʊ/, /temp'teɪʃən/, /tu:l/, /'kɛtl/, /'bætl/, /'lɪsn/, /'glɪsn/, /'kɑ:sl/, /'resl/, /'ʃesnɪt/, /'heɪsn/, /'sɒfn/, /ræ'pɔ:/, /'gʊəmeɪ/.

LESSON 4

/d/





1.  **How to pronounce.** Practise the sound /t/. Use your voice to say /d/. Listen and repeat: /d/.

2. **Spelling.** The sound /d/ is spelled with the following letters:

-d-	-dd-	-ed past tense ending	-de (word-final)
dear - /dɪə/ red - /red /	addition - /ə'dɪʃ(ə)n/ address - /ə'dres/	played -/pleɪd/ called -/ kɔ:l d /	side -/saɪd/ glide -/glɑɪd/

3. **Force of articulation.**

Stronger in the initial position	doll, dad, daughter, dawn, date /dɒl/, /dæd/, /'dɔ:tə/, /dɔ:n/, /deɪt/
Before the sound /r/ the position of the tongue for /d/ is a little farther back than usual. The sound often resembles a /dʒ/	dry, draft, drain, drapery, drama /draɪ/, /dra:ft/, /drem/, /'dreɪpəri/, /'dra:mə/
The flap sound /d/ after a vowel or /r/, before another vowel or a syllabic /l/ sound	adding, Saturday, harder, middle, mid-October /'ædɪŋ/, /'sætədeɪ/, /'hɑ:də/, /'mɪdl/ /mɪd-ɒk'təʊbə/
<p style="text-align: center;">-ed endings</p> <p>The -ed ending has three different pronunciations: /t/, /d/, and /ɪd/. The -ed ending is added to verbs to show the past tense.</p> <ol style="list-style-type: none"> 1. The -ed ending is pronounced as an extra syllable /ɪd/ after the sound /t/ or /d/ 2. The -ed ending is pronounced /d/ after sounds made using the voice (/b, g, z, ʒ, dʒ, v, ð, m, n, ŋ, r/, and all vowel sounds) 3. The -ed ending is pronounced /t/ after sounds made without the voice / p, k, s, θ, f, ʃ, tʃ/) 	<ol style="list-style-type: none"> 1. /ɪd/ wanted, visited, needed, started /'wɒntɪd/, /'vɪzɪtɪd/, /'ni:ɪdɪd/, /'stɑ:tɪd / 2. /d/ - called, played, tried, cleaned, answered, stayed, agreed, rowed /kɔ:lɪd/, /pleɪd/, /traɪd/, /kli:nd/ /'ɑ:nsəd/, /steɪd/, /ə'gri:d/, /rəʊd/ 3. /t/ - watched, talked, worked, missed, stopped /wɒtʃt/, /tɔ:kt/, /wɜ:kt/, /mɪst/, /stɒpt /
<p>A few adjectives ending in -ed have a special pronunciation: the last syllable is pronounced /ɪd/ instead of /d/ or /t/</p> <p>** Note that 'aged' is pronounced /eɪdʒd/ when it means 'years old' (as in He has a daughter aged ten), or when it is a verb.</p>	Aged**, beloved, crooked, cursed, naked, ragged, rugged, blessed, dogged, learned, sacred, wicked, wretched, one/three/four-legged /'eɪdʒɪd/, /bɪ'lʌvɪd/, /'krʊkɪd/, /'kɜ:sɪd/, /'neɪkɪd/ /'ræɡɪd/, /'rʌɡɪd/, /'blesɪd/, /'dɒɡɪd/, /'lɜ:nɪd/ /wɪkɪd/, /'wɪkɪd/, /'retʃɪd/, /wʌn/θri:/'fɔ:-legɪd/
<p>Contrast drill</p> <p style="text-align: center;">/d/ - /t/</p>	dime – time, door – tore, dry – try, /daɪm/ – /taɪm/, /dɔ: – /tɔ:/, /draɪ/ – /traɪ/ ride – write, card – cart, led – let, /raɪd/ – /raɪt/, /kɑ:d/ – /kɑ:t/, /led/ – /let/

	<p>build – built, rubbed – hugged, /bɪld/ – /bɪlt/, /rʌbd/ – /hʌgd/ grabbed - rapped, surprised – addressed /græbd/ - /ræpt/, /sə'praɪzd / – /ə'drest /</p>
<p>Silent D The letter -d- is silent in the following common words</p>	<p>handkerchief, Wednesday, /'hæŋkətʃɪf/, /'wenzdeɪ/, /'sænwɪtʃ/ sandwich, handsome or /'sænwɪtʃ/, /'hænsəm/</p>
<p>Silent D The letter -d- is silent in the combination -dg-; -dg - is pronounced as /dʒ/</p>	<p>pledge, dodge, grudge, hedge /pledʒ/, /dɒdʒ/, /grʌdʒ/, /hedʒ /</p>
<p> Elision of /d/ In connected speech, it's very difficult to say /d/ when it comes in between two other consonants. So in many cases the /d/ is not pronounced. The linked /d/ sounds are pronounced as one long /d/</p>	<p>'boiled potatoes' becomes 'boilpotatoes', /bɔɪlpə'tetəʊz/ 'steamed potatoes' becomes 'steampotatoes'. My best friend let me borrow his car. Don't hold back - say what you mean. His bike rolled down the hill without him. A good day, a bad dog, a cold desk, an old decision.</p>
<p> Assimilation of /nd/ /d/ disappears in between two consonants, /n/ changes to /m/ before /w/, /p/, /b/</p>	<p>'sandwich' becomes 'samwich' / 'sæmwɪtʃ/ My grandparents have been married for 50 years. I got a standby ticket. The band played until midnight. I left my handbag on the train.</p>
<p> Assimilation of /d/ to /g/ In connected speech, a /d/ changes to a /g/ when it comes before a /g/ or a /k/.</p>	<p>'bad girl' becomes 'bagirl' /bægɜ:l/ He's a really good cook. Last night we had guests for dinner. Can you print out the hard copy? I'd love to walk down the red carpet one day.</p>
<p> Assimilation of /d/ and /b/ In connected speech, if one word ends in a vowel sound followed by a /d/ and the next begins in a /b/, then the /d/ changes to a /b/ and then merges with the /b/ from the following word.</p>	<p>It's a speed boat. ('speed boat', becomes 'speebbboat' /spi:b bəʊt/) My son is a really good boy. I'm sorry if I was rude before. My car had to be towed back to the garage. You should buy him a present.</p>

4. Practise common expressions with the sound /d/. Make your own short dialogues using these expressions.

That's a good **idea!** I **didn't** do it.
What's your **address?** I **don't** understand.
What **do** you **do?** What's **today's date?**

5.  Practise tongue twisters.

A maid with a duster
Made a furious bluster

Dusting a bust in the hall.
When the bust it was dusted,
The bust it was busted,
The bust it was dust, that is all. (1)

Delicate dewdrops glistened like diamonds on a dandelion. (2)

6. **Conversation practice.** Play a game of ‘Did I or didn’t I?’ in a group of three to five people. Write three sentences about what you did or didn’t do last weekend. Write two sentences that are true and one that is *not* true. Use past tense verbs. Take turns saying your sentences. The other people guess which sentences are true and which sentence is false.

Example: I worked on Saturday.

I didn’t see any movies.

I visited my cousin on Sunday (*not true*).

7. **Spelling dictation.** Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.


Doll, dad, daughter, Saturday, hard, middle, wanted, visited, called, played, tried, beloved, crooked, blessed, naked, handkerchief, Wednesday, sandwich, handsome, hedge.

8. **From transcription to spelling.** From the RP transcription, write the following words in normal English orthography.

/ˈdɔːtə/, /dɔːn/, /deɪ/, /ˈsætədeɪ/, /ˈhɑːdə/, /ˈmɪdl/, /ˈhæŋkətʃɪf/, /ˈwenzdeɪ/, /ˈsænwɪtʃ/, /ˈseɪkrɪd/, /ˈwɪkɪd/, /bɪˈlʌvɪd/, /ˈkrʊkɪd/, /steɪd/, /əˈɡriːd/.

LESSON 5

/k/

1.  **How to pronounce.** Touch the back of the roof of your mouth with the back of your tongue. Push air forward in your mouth and quickly move your tongue away. Do not use your voice. Listen and repeat: /k/

2. **Spelling.** The sound /k/ is spelled in the following letters:

-k-	-c- before -a-, -o-, -u- ; in initial consonant clusters and when final	-cc-	-ck-	-que (word-final)	-ch-	-ke (word- final)
kangaroo /kæŋgə'ru:/ mask /mɑ:sk/	cake /keɪk/ cut /kʌt/ clap /klæp/ creak /kri:k/ music /'mju:zɪk/	soccer /'sɒkə/ But: <i>success</i> /sək'ses/	kick /kɪk/ chicken /'tʃɪkn/	technique /tek'ni:k/ But: <i>queue</i> /kju:/	technology /tek'nɒlədʒi/ ache /eɪk/	cake /keɪk/ make /meɪk/

3. Degree of aspiration.

Stronger before long vowels and diphthongs (say /k/ with a strong puff of air) Note: the letter -c- is pronounced as /k/ before -a-, -o-, -u- , all consonants, at the end of a word But: /s/ before -e-, -i-, -y- (<i>pencil, cent, icy</i>)	Kate, keep, key, course, car, cow, coinage, /keɪt/, /ki:p/, /ki:/, /kɔ:s/, /kɑ:/, /kaʊ/, /'kɔɪnɪdʒ/ cope, cuckoo, courtesy, carry, captain, /kəʊp/, /'kʊku:/, /'kɜ:tɪsi/, /'kæəri/, /'kæptɪn/ come, cup, crab, clean /kʌm/, /kʌp/, /kræb/, /kli:n/
Weaker before short vowels	cut, kitchen, kettle, cobble, cup, kitten, kick, /kʌt/, /'kɪtʃɪn/, /'ketl/, /'kɒbl/, /kʌp/, /'kɪtn/, /kɪk/ comrade, carry, cover, cook, cat /'kɒmri:d/, /'kæəri/, /'kʌvə/, /kʊk/, /kæt/
Almost lost (quieter) at the end or before unstressed vowels, after /s/, /l/, /m/, /n/	attic, look, junk, broken, silk, bulk, milk, /'ætɪk/, /lʊk/, /dʒʌŋk/, /'brʊkən/, /sɪlk/, /bʌlk/, /mɪlk/ wink, picnic, sonic, soccer, mink, Hulk /wɪŋk/, /'pɪknɪk/, /'sɒnɪk/, /'sɒkə/, /mɪŋk/, /hʌlk/ back, smack, chicken /bæk/, /smæk/, /'tʃɪkɪn/
Contrast drill	Kate — Hank, card — cup, keen — wink, /keɪt/ — /hæŋk/, /kɑ:d/ — /kʌp/, /ki:n/ — /wɪŋk/ creep — kettle, bulk — clementine, /kri:p/ — /'ketl/, /bʌlk/ — /'klem ən ti:n/ car — sonic, vehicle — crown, carry — pick /kɑ:/ — /'sɒnɪk/, /'vi:ɪkl/ — /kraʊn/, /'kæəri — pɪk/
Lateral plosion /kɫ/ (before the sound /l/ in words with -cl-, -ckl-)	close, exclaim, vehicle, uncle, prickles, tickle, /kləʊs/, /ɪks'kleɪm/, /'vi:ɪkl/, /'ʌŋkl/, /'prɪkl/, /'tɪkl/ chuckle, buckle, freckle, hackle, cackle, truckle /'tʃʌkl/, /'bʌkl/, /'frekl/, /'hækl/, /'kækl/, /'trʌkl/

<p>/ks/ - the ‘invisible’ sound /k/ in words with -x- or -xc-, usually at the end or in the middle of a word</p> <p>But: at the beginning – /z/ – (<i>Xerox, xenon</i>); between two vowels – /gz/ – (<i>exact, exist</i>)</p>	<p>six, expensive, mixture, next, extra, excuse /sɪks/, /ɪks'pensɪv/, /'mɪktʃə/, /nekst/, /'ekstrə/, /ɪks'kju:s/</p> <p>But: Xerox, xenon, exact, exist /ˌziərəʊks/, /'zenɒn/, /ɪg'zækt/, /ɪg'zɪst/</p>
<p>/kj/ in some words with -x-</p>	<p>anxious, luxury /'æŋkʃəs/, /'lʌkʃəri/</p>
<p>/ks/ in words with -cc- before -e-, -i-</p> <p>But: /k/ in words with -cc- before -a-, -o-, -u-</p>	<p>accent, accident, success /'æksənt/, /'æksɪdənt/, /sək'ses /</p> <p>Exception: soccer - /'sɒkə /</p> <p>But: accord, accumulate, occur, accountant, occasion /ə'kɔ:d/, /ə'kju:mjələt/, /ə'kɜ:/, /ə'kaʊntənt/, /ə'keɪʒən/</p>
<p>/kw/ in words with -qu-, -cqu-</p> <p>But: /k/ in the following words with -que-</p>	<p>queen, quota, request, acquire, /kwi:n/, /'kwɒtə/, /rɪ'kwɛst/, /ə'kwɪə/, acquaintance - /ə'kwɛɪntəns /</p> <p>But: queue, masquerade, critique, technique /kju:/, /,mæskə'reɪd/, /krɪ'ti:k/, /tek'ni:k/</p>
<p>/kt/ in words with -ct-</p>	<p>collect, perfect, connect, exactly /kə'lekt/, /'pɜ:fɪkt/, /kə'nekt/, /ɪg'zæktli/</p> <p>But: indict – /ɪn'daɪt/</p>
<p>/kr/ in words with -cr-</p>	<p>cry, cream, crown, creep /kraɪ/, /kri:m/, /kraʊn/, /kri:p/</p>
<p>/sk/ in words with -sc- before -a-, -o-, -u-, -h-</p>	<p>scale, discount, school, /skeɪl/, /'dɪskaʊnt/, /sku:l/</p> <p>But: schedule /'ʃedju:l/ (BrE) or /skedʒəl/ (AmE)</p>
<p>/k/ in words of Greek origin with -ch-</p>	<p>chemistry, alchemist, chemist's, architect, /kemɪstri/, /'ælkɪmɪst/, /'kemɪsts/, /'ɑ:kɪtekt/ architecture, technology, chaos, choreography, /'ɑ:kɪtektʃə/, /tek'nɒlədʒi/, /'keɪs/, /kɔəri'ɒgrəfi/ chameleon, anchor, anchorman, chorus, choir /kə'mi:liən/, /'æŋkə/, /'æŋkəmən/, /'kɔ:rəs/, /'kwaɪə/</p>
<p>/ŋk/ in words with -nk-</p>	<p>bank, drink, ink, rank, tank, thank, think, wink /bæŋk/, /drɪŋk/, /ɪŋk/, /ræŋk/, /tæŋk/, /θæŋk/, /θɪŋk/, /wɪŋk/</p>
<p>Silent K The letter -k- is silent when it comes before -n- at the beginning of a word.</p>	<p>knife, knee, know, knock, knowledge, knead /naɪf/, /ni:/, /nəʊ/, /nɒk/, /'nɒlɪdʒ/, /ni:d/</p> <p>Note: acknowledge /ək'nɒlɪdʒ /</p>
<p> Assimilation of /t/ followed by /k/ In connected speech, when one word ends in a vowel sound followed by a /t/ and the next word begins with a /k/, the /t/ changes to a /k/.</p>	<p>It's a credit card. (/kredɪt kɑ:d/ becomes /kredɪk kɑ:d/) Don't let it get cold! You have to do it quickly. There's no short cut to learning a language. I didn't like that cake.</p>

4. Practise common expressions with the sound /k/. Make your own short dialogues using these expressions.

Thanks for calling. Can you **keep** a secret?
Excuse me. Come in.
Can I call you back? Can I **ask** a **question**?

5.  **Practise tongue twisters.**

Kimbo Kemble kicked his kinsman's kettle.
Did Kimbo Kemble kick his kinsman's kettle?
If Kimbo Kemble kicked his kinsman's kettle,
Where's the kinsman's kettle Kimbo Kemble kicked? (1)

If colored caterpillars could change their colors constantly could they keep their colored coat colored properly? (2)

6. **Conversation practice.** Practise this conversation. Then say how many cups of tea and coffee you drink. Ask other people. Tell the rest of the class.

Example: Kate doesn't drink coffee, but she drinks a lot of tea. Kim drinks one cup of tea, and about four cups of coffee.

A: How many cups of tea and coffee do you drink each day?

B: I'll count them. I drink two cups of coffee at breakfast. In the morning break, I drink another cup of coffee. In the tea break at three o'clock, I have a cup of tea and a biscuit. When I get in from work, I drink a couple of cups of tea. And later in the evening, I drink another cup of coffee.

A: So that's four cups of coffee, and three cups of tea.

B: Yes. And if I'm working late, I have a couple of cups of coffee to keep me awake.

7. **Spelling dictation.** Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.


Key, course, car, cow, carry, cover, cook, picnic, sky, soccer, exclaim, vehicle, uncle, expensive, mixture, next, excuse, anxious, luxury, accent, accident, success, accountant, request, acquire, critique, technique, cream, crown, chemist's, architect, scale, discount, school, schedule, technology, chaos, thank, knife, knee, know, knock.

8. **From transcription to spelling.** From the RP transcription, write the following words in normal English orthography.

/ˈkæri/, /ˈkʌvə/, /kʊk/, /kæt/, lʊk/, /dʒʌŋk/, /ˈbrəʊkən/, /skaɪ/, /ˈsɒkə/, /ˈɑ:kɪtekt/, /ˈdɪskaʊnt/, /sku:l/, /ɪksˈkleɪm/, /ˈvi:ɪkl/, /ˈʌŋkl/, /bæk/, /smæk/, /ˈʃɪkɪn/, /səkˈses/, /ˈkemɪsts/, /ɪksˈpensɪv/, /ˈmɪksʃə/, /kraʊn/, /kri:p/.

LESSON 6

/g/


1.  **How to pronounce.** Practise the sound /k/. Use your voice to say /g/. Listen and repeat:/g/.

2. **Spelling.** The sound /g/ is spelled with the following letters:

-g-	-gg-	-gh- (initial/ medial position)	-gu-/-gue-
galaxy /ˈgæləksi / gift /gift/	struggle /ˈstrʌgl/ bigger /ˈbɪgə / <u>But:</u> suggest /səˈdʒest/	ghetto /ˈgetəʊ/ ghost /gəʊst/	league /li:g/ guest /gest /

3. **Force of articulation.**

Stronger in the initial position	good girl, get, gun, go, gift, ghost /gʊd gɜ:l/, /get/, /gʌn/, /gəʊ/, /gift/, /gəʊst/
Weaker in the final position	beg, frog, dog, fig, big pig, /beg/, /frɒg/, /dɒg/, /fɪg/, /bɪg/, /pɪg/
Nasal plosion /gn/, /gm/; /ŋg/ (before /m/, /n/, after /n/)	ignore, big man, hungry, flagman /ɪgˈnɔ:/, /bɪg mæn/, /ˈhʌŋɡri/, /ˈflægmən/
Lateral position /gl/ (before /l/) -	giggle, wriggle, struggle, jungle, eagle, legal /ˈɡɪɡl/, /ˈrɪɡl/, /ˈstrʌgl/, /ˈdʒʌŋɡl/, /ˈi:ɡl/, /ˈli:ɡəl/
Contrast drill /k/ - /g/	gut- tug, gab- bag, gift – big, begin – fig, /ɡʌt/- /tʌɡ/, /ɡæb/- /bæɡ/, /ɡɪft/ – /bɪɡ/, /bɪˈɡɪn/ – /fɪɡ/ ignore – good girl, cold – gold, coast – ghost, /ɪgˈnɔ:/ – /gʊd gɜ:l/, /kəʊld/ – /gəʊld/, /kəʊst/ – /gəʊst/ crab – grab, lock – log, dock – dog, pick – pig /kræb/ – /græb/, /lɒk/ – /lɒɡ/, /dɒk/ – /dɒɡ/, /pɪk/ – pɪɡ/
/g/ in words with -gu-	guest, guess, guitar /gest/, /ges/, /ɡɪˈtɑ:/
/g/ in words beginning with -gh- and in some foreign words (medial position) <u>Note:</u> 1) -gh- is silent when it comes after a	ghost, ghastly, ghetto, spaghetti /gəʊst/, /ˈɡɑ:stli/, /ˈgetəʊ/, /spəˈɡeti/ <u>Note:</u> 1) thought, drought, through, thorough, borough, /θɔ:t/, /dra:ft/, /θru:/, /ˈθʌrə/, /ˈbʌrə/ daughter, light, might, sigh, right, fight, weigh, weight, /ˈdɔ:tə/, /laɪt/, /maɪt/, /saɪ/, /raɪt/, /faɪt/, /wei/, /weɪt/ eight, neighbour /eɪt/, /ˈneɪbə/

<p>vowel (the exceptions are generally compound words where the letters -gh- are pronounced as two separate sounds – /g/ and /h/)</p> <p>2) -gh- is pronounced like /f/ in final position (after -au-, -ou-)</p>	<p>Exceptions: Doghouse, foghorn, bigheaded /dɒghaʊs/, /'fɒghɔ:n/, /bɪg hedɪd/</p> <p>Other exceptions: ghost, ghastly, spaghetti (/g/) /gəʊst/, /'gɑ:stli/, /'getəʊ/, /spə'geti/</p> <p>2) rough, tough, laugh, enough, cough, draught /rʌf/, /tʌf/, /lɑ:f/, /ɪ'nʌf/, /kɒf/, /drɑ:ft/</p> <p>Exceptions: examples from rule 1!</p>
<p>/g/ in words with -gg-</p> <p>But: /dʒ/ in root words with -gg- before -e-, -i-, -y-, -o- (not suffixes)</p> <p>/dʒ/ is also pronounced in many words with -ge-, -gi-, -gy-</p>	<p>Jogging, bigger, maggot, egg, struggle, foggy, /'dʒɒgɪŋ/, /'bɪgə/, /'mægət/, /eg/, /'strʌgl/, /'fɒgi/</p> <p>baggy, luggage /'bægi/, /'lʌgɪdʒ/</p> <p>But: suggest, exaggerate; /sə'dʒest/, /ɪg'zædʒəreɪt/</p> <p>general, page, gin, gist, gym, biology /'dʒenərəl/, /peɪdʒ/, /dʒɪm/, /dʒɪst/, /dʒɪm/, /baɪ'ɒlədʒi/</p>
<p>Silent G</p> <p>The letter -g- is not often pronounced in words with -gn-, at the beginning and or the end of a word.</p>	<p>gnome, gnaw, champagne, sign, feign, foreign, /nəʊm/, /nɔ:/, /ʃæm'peɪn/, /saɪn/, /feɪn/, /'fɔɪrɪn/</p> <p>design, align, cognac /dɪ'zaɪn/, /ə'lɑɪn/, /'kɒnjæk /</p> <p>But: magnet, igneous, cognitive, signature, ignore, ignorance /'mægnɪt/, /'ɪɡniəs/, /'kɒgnɪtɪv/, /'sɪɡnɪfə/, /ɪg'nɔ:/, /'ɪgnərəns/</p>
<p>/gz/ in many words with -x- between two vowels and in the words: 'exhibit', 'exhibition'</p>	<p>example, exactly, exam, exit, /ɪg'zɑ:mpl/, /ɪg'zæktli/, /ɪg'zæm/, /'egkzət/</p> <p>exacerbate, exhibit /ɪg'zæsə(:)beɪt/, /ɪg'zɪbɪt /</p>
<p>/ŋg/ in words with -ng before -l-, -r-, -w-, vowels in the middle of a word (exceptions are words ending in -ng- - /ŋ/)</p>	<p>England, angry, finger, hungry /'ɪŋɡlənd/, /'æŋɡri/, /'fɪŋɡə/, /'hʌŋɡri/</p> <p>But: reading, thing, young, long - /ŋ/) /'ri:dɪŋ/, /θɪŋ/, /jʌŋ/, /lɒŋ /</p>
<p> Assimilation of /d/ to /g/</p> <p>In connected speech, a /d/ changes to a /g/ when it comes before a /g/ or a /k/.</p>	<p>'headquarters'/hed'kwɔ:ˌtɔ:z/ becomes /,heg'kwɔ:ˌtɔ:z/ broadcast /gk/</p> <p>He's a really good cook.</p> <p>Can you print out the hard copy?</p> <p>I'd love to walk down the red carpet one day.</p>

4. Practise common expressions with the sound /g/. Make your own short dialogues using these expressions.

Let's get together.
Give me a call.
Great!

I've got to go.
What are you going to do?
Good to see you again.

5. Practise tongue twisters.

Three gray green greedy geese,
Feeding on a weedy piece,
The piece was weedy,
And the geese were greedy,
Three gray-green greedy geese. (1)

Cows graze in droves on grass that grows on grooves in groves. (2)

6. Conversation practice. Practise the conversation with a partner. Replace the underlined items with the place names and activities below.

A: Where are you going on holiday (or 'for vacation' AmE)?

B: I'm going to England.

A: What are you going to do in England?

B: I'm going to go to art galleries.

England

play golf

Greece

go jogging

Portugal /'pɔ:ʃəgəl/

go to a baseball (or soccer) game

Chicago /ʃi'kɑ:gəʊ/

go to art galleries

Las Vegas /læs'veɪgəs/

shop for gifts

Niagara Falls /nai'æg'rə fɔlz/

take a lot of photographs

the Grand Canyon /grænd'kænjən/

practise speaking English (or Greek or ...)

7. Spelling dictation. Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.

Gift, ghost, frog, struggle, jungle, eagle, legal, guess, guitar, thought, drought, light, sigh, right, bigheaded, laugh, enough, cough, luggage, suggest, exaggerate, general, page, gnome, champagne, sign, foreign, signature, ignore, exactly, exam, angry, finger.

8. From transcription to spelling. From the RP transcription, write the following words in normal English orthography.

/gest/, /ges/, /gɪ'tɑ:/, /ɪg'zɑ:mpl/, /ɪg'zæktli/, /ɪg'zæm/, /peɪdʒ/, /dʒɪm/, /dʒɪst/, /dʒɪm/, /lɑ:f/, /ɪ'nʌf/, /kɒf/, /drɑ:ft/, /saɪ/, /raɪt/, /faɪt/, /gəʊ/, /gɪft/, /gəʊst/.

REVISION:

LESSONS 1-6 /p/, /b/, /t/, /d/, /k/, /g/

1. Circle the word in each line that does not have the same consonant sound underlined in the first word.

- A. ppractice: example, alphabet, pumpkin, steeple
- B. bird: nibble, cabman, absent, climb
- C. take: planned, stuff, cattle, missed
- D. doll: handsome, naked, called, stayed
- E. cut: silk, clean, knee, chemistry,
- F. gift: ghost, jungle, light, ignore

2. Write each word in the correct column of the table below. Some words may belong in 2 columns.

Queue, page, ghost, aged, wicked, doubt, submarine, crooked, exam, anxious, raspberry, talked, stopped, needed, chaos, dumb, gable, exclaim, guitar, might

/p/	/b/	/t/	/d/	/k/	/g/

3. Cross out silent letters in these words.

Wednesday, debtor, receipt, tomb, cupboard, thumb, subtle, whistle, foreign, rapport, soften, handkerchief, knowledge, gnome, buffet, listen, sandwich, design, knock, pseudonym.

4. Circle the odd word in each line, and say why it is different.

- A. flagman, exactly, giggle, general
- B. depend, copper, pneumonia, lump
- C. accord, mixture, kettle, indict, duck
- D. tried, started, beloved, worked
- E. headquarters, request, critique, acquire
- F. chestnut, castle, listen, street
- G. describe, comb, blow, absurd

5. Look at the sentences and the three transcriptions listed A, B and C. Two of the transcriptions are possible ways of saying the sentence in fluent connected speech. One of the transcriptions is NOT. Mark the letter (A, B, C) which is NOT a possible way of saying the sentence.


1. He must be a teacher!
 - A. / hi: m ʌ st bi: jə ti:ʃə/
 - B. / hi: mɒʃ bi: jə ti:ʃə/
 - C. / hi: məs bi: jə ti:ʃə/

2. She looked particularly interesting.
 - A. /ʃi: lʊkt pə'tɪkjələli ɪntrəstɪŋ /
 - B. /ʃi lʊk pətɪkli ɪntrstɪŋ /
 - C. /ʃi lʊkd pətɪkli ɪntrstɪŋ /

3. He's a really good cook.
 - A. /hi:z ə rɪəli ɡʊt kʊk/
 - B. /hi:z ə rɪəli ɡʊd kʊk/
 - C. /hi:z ə rɪli ɡʊɡ kʊk/

LESSON 7

/s/



1.  **How to pronounce.** Touch your top teeth with the sides of your tongue. Put your tongue forward, behind your top teeth. Force air out over the top of your tongue. Do not use your voice. Listen and repeat: /s/.

2. **Spelling.** The sound /s/ is spelled with the following letters:

-c- (soft /s/ before -e-, -i-, or -y-)	-ce- (word- final)	-s- (initial, medial between vowels including -y-; prefixes: <i>mis-, dis -</i> ; longer words ending in -sy)	-se- (less commonly)	-ss-	-ps-	-sc- (before -i-, -e-)
bicycle /ˈbaɪsɪkl/ centre /ˈsentə/	space /speɪs/ mice /maɪs/	bus /bʌs/ sofa /ˈsəʊfə/ misunderstand /ˌmɪsʌndəˈstænd/ disobey /ˌdɪsəˈbeɪ/ hypocrisy /hɪˈpɒkrəsi/ ecstasy /ˈekstəsi/ But: disease /dɪˈzi:z / dissolve /dɪˈzɒlv/	house (n) /haʊs/ promise /ˈprɒmɪs/ But: propose /prəˈpəʊz/ house /haʊz/ (v)	passport /ˈpɑ:spɔ:t/ cassette /kæˈset/	psycho /ˈsaɪkəʊ/ pseudonym /ˈsjʊ:dənɪm/	science /ˈsaɪəns/ scissors /ˈsɪzəz/ scene /si:n/ descend /dɪˈsend/

3. Force of articulation.

Stronger in the initial position	sink, said, sawn, Sue, seal, cyst, circle, /sɪŋk/, /sed/, /sə:n/, /sju:/, /si:l/, /sɪst/, /'sɜ:kəl/ circus, salt, sunrise, salad, sofa, /'sɜ:kəs/, /sɔ:lt/, /'sʌnraɪz/, /'sæləd/, /'səʊfə/
Weaker in the final position	bus, moss, loss, cross, hiss, face, choice, boss, /bʌs/, /mɒs/, /lɒs/, /krɒs/, /hɪs/, /feɪs/, /tʃɔɪs/, /bɒs/ grace, embrace, floss, this, house /greɪs/, /ɪm'breɪs/, /flɒs/, /ðɪs/, /haʊs/
Adding the ending -s to a word often creates a consonant cluster /ks/, /ts/, etc. The -s ending is pronounced /s/ after the voiceless sounds /p/, /t/, /k/, and /f/	likes (/ks/), wants (/nts/), it's (/ts/), /laɪks/, /wɒnts/, /ɪts/ laughs, takes, gets, tops, drops /lɑ:fs/, /teɪks/, /gets/, /tɒps/, /drɒps/
Loss of plosion /sp/, /st/, /sk/ (before /p/, /t/, /k/)	spell, spy, speak, spoon, spouse, stock, /spel/, /spaɪ/, /spi:k/, /spu:n/, /spəʊz/, /stɒk/ stream, stay, stamp, stare, stir, scold, /stri:m/, /steɪ/, /stæmp/, /steə/, /stɜ:/: /skəʊld/ sky, skin, school, scanner, scab /skaɪ/, /skɪn/, /sku:l/, /'skænə/, /skæb/
Lateral plosion /sl/	slow, slave, castle, hostel, whistle, slope /sləʊ/, /sleɪv/, /'kɑ:sl/, /'hɒstəl/, /'wɪsl/, /sləʊp/
Nasal plosion /sn/ /sm/	snow, smart, sneer, snob, smear, smile, /snəʊ/, /smɑ:t/, /sniə/, /snɒb/, /smiə/, /smaɪl/ fasten, glisten, listen, hasten /'fɑ:sn/, /'glɪsn/, /'lɪsn/, /'heɪsn/
Word-internal -ns- (including -nse, with silent -e- after the -s-), is almost always pronounced /ns/ with unvoiced /s/ . But: this is different from the pattern for word-final -ns, which is usually pronounced /nz/ (as in <u>pens</u> or <u>lens</u>).	insist, tense, sense, tinsel /ɪn'sɪst/, /tens/, /sens/, /'tɪnsəl/ Exceptions: /nz/ - cleanse, transit, transition /klenz/, /'trænzɪt/, /træn'zɪʃən/
Word-internal -ls- is almost always pronounced /ls/ with unvoiced /s/ . But: This is different from the pattern for word-final -ls, which is usually pronounced /lz/ (as in <u>eels</u> or <u>steals</u>). Exception: <u>palsy</u> , which has /lz/.	else, pulse, repulsive /els/, /pʌls/, /rɪ'pʌlsɪv/
/ks/ in words with -x-, -xc-,	exciting, export, mix, syntax /ɪk'saɪtɪŋ/, /'eksɜ:pɔ:t/, /mɪks/, /'sɪntæks/
/ks/ in words -cc- before -e-, -i-, -y- (but /k/ before other vowels)	accept, succeed, success /ək'sept/, /sək'si:d/, /sək'ses/ But: accord, occur - /k/ /ə'kɔ:d/, /ə'kɜ: /
/s/ in words beginning with -ps- (-p- is silent)	psalm, pseudonym, psychiatrist, psychology /sɑ:m/, /'sju:dənɪm/, /saɪ'kaɪətrɪst/, /saɪ'kɒlədʒi/
Silent S The letter -s- is silent before -l- in a few exceptional words; in recent loans from French	island, isle, aisle, islet, viscount, /'aɪlənd/, /aɪl/, /aɪl/, /'aɪlɪt/, /'vaɪkaʊnt/ chassis, debris, precis, corps, rendezvous, /'ʃæsi/, /'deɪbri:/, /'preɪsi:/, /kɔ:/, /'rɒndɪvu: /

The ending <i>-sive</i> is usually pronounced /sɪv/ with voiceless /s/, even when there is a vowel letter immediately preceding the letter <i>-s-</i>	explosive, invasive, abusive, derisive /ɪks'pləʊsɪv/, /ɪn'veɪsɪv/, /ə'bjʊ:sɪv/, /dɪ'reɪsɪv/
The ending <i>-osity</i> is always pronounced with voiceless /s/.	curiosity, obesity /kjʊəri'ɒsɪti/, /əʊ'bi:sɪti/
/s/ + a vowel: If the next word begins with a vowel sound, link the final /s/ clearly to the vowel	It's expensive. Let's eat.
 'Twinning' or Geminatio <i>n</i> of /s/ In connected speech, when one word ends in a /s/ sound and the next word begins in /s/, we make a slightly longer /s/ sound. It helps the words to flow smoothly from one to the other.	'he looks sad' becomes 'he lookssad' She's silly. He's sitting over there. Can you come this Saturday? That's so unfair!
 Assimilation of /s/ In connected speech, when a /s/ sound is followed by a /j/ then the /s/ changes to a /ʃ/ sound, and this change also happens if the next word begins with the /ʃ/ sound itself. This can also happen if the /s/ is followed by a /t/, because the /t/ sound disappears between two consonants.	'bless you' becomes 'blesshyou' and 'this shirt' becomes 'thishirt'. Can you just shut the door please?! This yacht is beautiful. Don't worry, that's usual. He always makes you feel good.

4. Practise common expressions with the sound /s/. Make your own short dialogues using these expressions.

Smile! Speak slowly.
Let's see. See you soon.
Sorry. Sit still.

5.  Practise tongue twisters.

Seven slick slimey snakes slowly sliding southward. (1)

Six sick hicks nick six slick bricks with picks and sticks. (2)

6. Conversation practice. Interview your partner. For each question, give 1 point if your partner chooses the first item and 0 points if your partner chooses the second item. Then change roles. Begin your questions with this phrase: *Would you rather...?*

- go surfing or sit on the sand?
- go swimming on Saturday morning or sleep late?
- eat something spicy or sweet?
- ask a question or answer a question?
- sleep outside or stay in a hotel?
- spend money or save money?
- play sports or watch sports?

- h) drive fast or slowly?
- i) be a movie star or a dentist?
- j) be silly or serious?
- k) do something exciting or relaxing?

Add up your partner's points, and tell your partner the results.

9-11 points: You are very adventurous - maybe too adventurous? Slow down a little!

5-8 points: You like excitement, but you try to stay safe.

1-4 points: You are serious and cautious - maybe too cautious? Try relaxing a little!

7. Spelling dictation. Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.


Passport, promise, face, circus, salt, sunrise, salad, sofa, takes, gets, tops, drops, spell, spy, speak, spoonstay, stamp, stare, exciting, export, mix, syntax, accept, succeed, island, curiosity, houses (n)

8. From transcription to spelling. From the RP transcription, write the following words in normal English orthography.

/ˈsʌnrʌɪz/, /ˈsæləd/, /ˈsəʊfə/, /ɡets/, /tɒps/, /drɒps/, /snəʊ/, /smɑ:t/, /əkˈsept/, /səkˈsi:d/, /səkˈses/, /ˈfɑ:sn/, /ˈɡlɪsn/, /ˈlɪsn/, /ˈheɪsn/, /ˈaɪlənd/, /ˈdeɪbrɪ:/, /ˈpreɪsɪ:/, /əʊˈbi:si:ti/.

LESSON 8

/z/

1.  **How to pronounce.** Practise the sound /s/. Use your voice to say /z/. Listen and repeat:/z/.

2. Spelling. The sound /z/ is spelled with the following letters:

-z-	-zz-	-ze-	-s-	-ss-	-se (word-final; generally)
zoo /zu:/ amazing /əˈmeɪzɪŋ/	buzz /bʌz/ blizzard /ˈblɪzəd/	prize /praɪz/ size /saɪz/	easy /ˈi:zi/ things /θɪŋz/	dessert /dɪˈzɜ:t/ possess /pəˈzes/	please /pli:z/ surprise /səˈpraɪz/

Compare how to pronounce words with final *-se*:

-se (word-final)	
/s/ (less commonly)	
/z/(generally)	
aise:	<i>no example</i>
ase:	base, case, cease, chase, purchase /beɪs/, /keɪs/, /si:s/, /tʃeɪs/, /'pɜ:ʃəs/
ause	<i>no example</i>
eese	geese /gi:s/
ese	obese /əʊ'bi:s /
ise	concise, paradise, practise, /kən'saɪs/, /'pærədəɪs/, /'præktɪs/ precise, premise (n) /prɪ'saɪs/, /'premɪs/
oise	porpoise, tortoise /'pɔ:pəʊs/, /'tɔ:təʊs/
oose	goose, loose, moose, noose /gu:s/, /lu:s/, /mu:s/, /nu:s/
ose	close (n. and adj.), jocose, /kləʊs/, /dʒəʊ'keʊs/ purpose, verbose /'pɜ:pəs/, /vɜ:'bəʊs/
ouse	house (n.), louse, mouse, spouse /haʊs/, /laʊs/, /maʊs/, /spaʊz/
owse	dowse /daʊs/ or /daʊz/
use	abstruse, diffuse (adj.), excuse (n.), /æb'stru:s/, /dɪ'fju:s/, /ɪks'kju:s/, obtuse, profuse, recluse, /əb'tju:s/, /prə'fju:s/, /rɪ'klu:s/ refuse (n.), use (n.). /'refju:s/, /ju:s/.
	liaise, praise, raise /lɪ'eɪz/, /preɪz/, /reɪz / ease, erase, phase, phrase, vase /i:z/, /ɪ'reɪz/, /feɪz/, /freɪz/, /vɑ:z/ because, cause, clause, pause /bɪ'kɔ:z/, /kɔ:z/, /klɔ:z/, /pɔ:z / cheese /tʃi:z/ Chinese, Japanese, Siamese, journalese, these /tʃaɪ'ni:z/, /,dʒæpə'ni:z/, /,saɪə'mi:z/, /,dʒɜ:nə'li:z/, /ði:z/ criticise, devise, disguise, realise, /'krɪtɪsaɪz/, /dɪ'vaɪz/, /dɪs'gaɪz/, /'rɪələɪz/, revise, surprise, analyse, paralyse /rɪ'vaɪz/, /sə'praɪz/, /'ænələɪz/, /'pærələɪz/ Note: Most <i>-ise-</i> words (not all) have an alternative spelling <i>-ize-</i> . noise, poise, turquoise /nɔɪz/, /pɔɪz/, /'tɜ:kwɑ:z / choose /tʃu:z/ close (vb), compose, chose(n), dispose, /kləʊz/, /kəm'pəʊz/, /tʃəʊz(n), /dɪs'pəʊz/, lose, nose, propose /lu:z/, /nəʊz/, /prə'pəʊz/ arouse, blouse, house (vb), rouse /ə'raʊz/, /blaʊz/, /haʊz/, /raʊz/ browse, drowse /braʊz/, /draʊz / abuse (vb), accuse, confuse, diffuse (vb), /ə'bju:z/, /ə'kju:z/, /kən'fju:z/, /dɪ'fju:z/ excuse(vb), fuse, refuse (vb), /ɪks'kju:z/, /fju:z/, /,ri:'fju:z/ peruse, use (vb) /pə'ru:z/, /ju:z/ Note: When final <i>-se</i> follows a consonant (including <i>-r-</i>), <i>-s-</i> is pronounced as /s/, e.g. else, immense, immerse, lapse, sparse, universe. But: cleanse /klenz/, parse /pa:z/

3. Force of articulation.

<p>Stronger in the initial position</p>	<p>zoo, zoom, zebra, zero, zenith, zeal, /zu:/, /zu:m/, /'zi:brə/, /'ziərəʊ/, /'zeniθ/, /zi:l/ zealot, zone, zest, zinc, zoology /'zelət/, /zəʊn/, /zest/, /zɪŋk/, /zəʊ'plədʒi/</p>
<p>Weaker in the final position</p>	<p>booze, ooze, lose, his, rose, nose, ears, /bu:z/, /u:z/, /lu:z/, /hɪz/, /rəʊz/, /nəʊz/, /ɪəz/ sneeze, lenders, houses, prizes, radishes /sni:z/, /'lendəz/, /'haʊzɪz/, /'praɪzɪz/, /'rædɪʃɪz/</p>
<p>Contrast drill /z/ — /s/</p>	<p>zoo – Sue, buzz – bus, prize – price, /zu:/ – /sju:/, /bʌz/ – /bʌs/, /praɪz/ – /praɪs/ lazy – lacy, fuzzy — fussy, lose — loose /'leɪzi/ – /'leɪsi/, /'fʌzi/ — /'fʌsi/, /lu:z/ — /lu:s/</p>
<p>The -s ending is pronounced /z/ after the voiced sounds /b/, /d/, /g/, /v/, /ð/, /m/, /n/, /ŋ/ and /l/</p> <p>Consonant clusters: / dz/, /bs/, /gz/, /ls/, /mz/, /nz/, /ŋz/, /vz/</p> <p>Note: -s endings are used for plural nouns (<i>six bees</i>), third-person singular present tense verbs (<i>It smells funny</i>), possessives (<i>Zoe's house</i>), and contractions (<i>It's amazing</i>). All these endings follow the same pronunciation rules. The -s ending has three possible pronunciations: /s/, /z/, and /ɪz/. The pronunciation of the -s ending depends on the sound that comes before it in the word.</p>	<p>spends, hugs, lives, seems, remains, /spendz/, /hʌgz/, /lɪvz/, /si:mz/, /rɪ'meɪnz/ sings, tells, smells, words, cards, fades, /sɪŋz/, /telz/, /smelz/, /wɜ:dz/, /kɑ:dz/, /feɪdz/ foods, cubs, tubes, bags, walls, feels, /fu:dz/, /kʌbz/, /tju:bz/, /bægz/, /wɔ:lz/, /fi:lz/ comes, homes, hams, ones, pains, fans, /kʌmz/, /həʊmz/, /hæmz/, /wʌnz/, /peɪnz/, /fænz/ leaves, loves, knives /li:vz/, /lʌvz/, /naɪvz/</p>
<p>The -s ending is pronounced /z/ after -w-, -y- and all vowel sounds</p>	<p>agrees, tries, stays, knows, bees, /ə'gri:z/, /traɪz/, /steɪz/, /nəʊz/, /bi:z/, Zoe's house, has /'zəʊɪz haʊz/, /hæz/</p>
<p>The -es ending is pronounced /ɪz/ after the sounds /s/, /z/, /ʃ/, /tʃ/, /ʒ/, /dʒ/</p>	<p>boxes, matches, catches, lashes, brushes, /'bɒksɪz/, /'mætʃɪz/, /'kæʃɪz/, /'læʃɪz/, /'brʌʃɪz/ oranges, scratches, buses, foxes, /'ɒrɪndʒɪz/, /'skrætʃɪz/, /'bʌsɪz/, /'fɒksɪz/ personages, packages, dresses, presses /'pɜ:snɪdʒɪz/, /'pækɪdʒɪz/, /'dresɪz/, /'presɪz/</p>
<p>Nasal position /z/</p>	<p>puzzle, muzzle, swizzle, sizzle, dazzle, fizzle, drizzle, embezzlement /'pʌzl/, /'mʌzl/, /'swɪzl/, /'sɪzl/, /'dæzl/ /'fɪzl/, /'drɪzl/, /ɪm'bezl̩mənt/</p>
<p>Lateral position /zn/, /lz/, /zm/</p> <p>/zm/ - an -s- before -m- is always voiced /z/ But: the -s- in 'mismatch' is voiceless /s/ because -s- is part of the prefix</p>	<p>poison, frozen, existentialism, /'pɔɪzn/, /'frəʊzn/, /'egzɪstɪ'ʃənʃəlɪzəm/ dozen, reason, cousin, /'dʌzn/, /'ri:zn/, /'kʌzn/ chasm, prism, plasma, /kæzm/, /'prɪzm/, /'plæzmə/ capitalism, socialism /'kæpɪtəlɪzəm/, /'səʊʃəlɪzəm/</p>

Some words spelled with <i>-nsy</i> are pronounced with /nzi/ -the place-name 'Kansas' is pronounced with /nz/ -words ending in /mzi/ and spelled with <i>-msy</i>	pansy, quinsy, tansy /'pænsi/, /'kwɪnsi/, /'tænsi/ clumsy, flimsy, whimsy /'klʌmzi/, /'flɪmzi/, /'wɪmzi/
Silent Z The letter -z- in one word of French origin 'rendezvous'	rendezvous /'rɒndɪvu: /
Voicing assimilation /s/ - /ziz/; difference in pronunciation of final <i>-se</i> based on the part of speech of a word	house (noun, singular) – houses (plural) /haʊs – 'haʊzɪz/ house (verb) – (it) houses /haʊz – 'haʊzɪz/ close (verb) – (it) closes /kləʊz – 'kləʊzɪz / close (adj, adverb) /kləʊs/

4. Practise common expressions with the sound /z/. Make your own short dialogues using these expressions.

Exactly!	Isn't it amazing?
Whose is it?	I was surprised.
Please.	It wasn't easy.

5.  Practise tongue twisters.

Zoe is visiting the Zoo.
A lazy zebra called Desmond is dozing at the Zoo.
He feels flies buzzing round his eyes, ears and nose.
He rouses, opens his eyes, rises and goes to Zoe.
Zoe is wearing a rose on her blouse.
Zoe gives Desmond the buns. (1)

On a lazy laser raiser lies a laser ray eraser. (2)

6. **Conversation practice.** Practise this conversation with the sounds /s/ and /z/. Then answer the questions:

1. Does B like beans on toast?
2. Does B eat snacks?
3. Does A eat sweets?
4. Are frozen raspberries good?
5. Are potatoes fattening?
6. Should we eat more fat?

A: Have a cigarette!

B: No thanks. I've stopped smoking.

A: How do you stay so slim? Most people put on weight when they stop smoking.
B: That's because people often eat sweets instead of smoking.
A: I eat sweets as well! Perhaps that's why you are slimmer than me.
B: I'm reading a book called 'Be fit, stay slim'. It tells you to eat lots of potatoes, and wholemeal bread, and baked beans.
A: I thought potatoes and all those things were fattening.
B: No, it's sweet things that are fattening. We should eat less fat and less sugar. The book advises eating lots of fruit.
A: That's easy in the summer. But it's not so easy in winter.
B: It's possible in winter too. You can freeze some things - frozen raspberries are very good. Anyway this book gives some suggested menus. Breakfast: cereal, two slices of toast, tea or coffee. Lunch: a cheese sandwich, and two small peaches.
A: It doesn't sound much. What's for supper?
B: Vegetable soup, beans on toast, and a small ice cream. I love beans on toast. It's so easy to make.

7. Spelling dictation. Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.


Dessert, zebra, his, rose, nose, ears, sings, tells, smells, words, cards, comes, homes, leaves, loves, knives, knows, bees, boxes, matches, catches, buses, foxes, puzzle, dozen, reason, cousin, clumsy, (it) closes.

8. From transcription to spelling. From the RP transcription, write the following words in normal English orthography.

/'zi:brə/, /'ziərəʊ/, /'klɪmzi/, /sɪŋz/, /telz/, /smelz/, /wɜ:dz/, /kɑ:dz/, /'dʌzn/, /'ri:zn/, /'kʌzn/, /steɪz/, /nəʊz/, /bi:z/, /'rɒndɪvʊ:/, /li:vz/, /lʌvz/, /naɪvz /, /ə'raʊz/, /blaʊz/, /haʊz/.

LESSON 9

/ʃ/

1.  How to pronounce. Practise the sound /s/. Put the tip of your tongue up and back a little to make /ʃ/. Push your lips forward a little into a circle. Listen and repeat /ʃ/.

2. Spelling. The sound /ʃ/ is spelled with the following letters:

-sh-	-ti- (in unstressed endings)	-ci- (in unstressed endings)	-ssi- (in unstressed endings)	-ch- unusual spellings)	other (unusual spellings)
show /ʃəʊ/	information /,ɪnfə'meɪʃən/	special /'speʃəl/	discussion /dɪs'kʌʃən /	Chicago /ʃi'kɑ:gəʊ/	tissue /'tɪʃu: /

English /'ɪŋɡlɪʃ/	initial /ɪ' nɪʃəl/	delicious /drɪ' lɪʃəs/ But: society /sə' saɪəti/	Russia /'rʌʃə/	machine /mə'ʃi:n/	pressure /'preʃə / ocean, sugar /'əʊʃən/, /'ʃʊɡə / sure /ʃʊə/
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3. Force of Articulation.

Stronger in the initial position	shadow, shelf, ship, show, shawl, shake, sharp, /'ʃædəʊ/, /ʃelf/, /ʃɪp/, /ʃəʊ/, /ʃɔ:l/, /ʃeɪk/, /ʃɑ:p/ shoot, sheep, shame, shine, share /ʃu:t/, /ʃi:p/, /ʃeɪm/, /ʃaɪn/, /ʃeə/
Weaker in the final position	cash, fish, hush, rush, push, crush, brush /kæʃ/, /fɪʃ/, /hʌʃ/, /rʌʃ/, /pʊʃ/, /krʌʃ/, /brʌʃ/
Contrast drill /s/ - /ʃ/	ship — push, show — wash, shred — fresh, shut — hush, /ʃɪp/ — /pʊʃ/, /ʃəʊ/ — /wɒʃ/, /ʃred/ — /freʃ/, /ʃʌt/ — /hʌʃ/ shine — dish, sheep — brush /ʃaɪn/ — /dɪʃ/, /ʃi:p/ — /brʌʃ/ Sue- shoe, seats — sheets, sell- shell, sign- shine, lease — leash /sju:- /ʃu:/, /si:ts/ — /ʃi:ts/, /sel/- /fel/, /sam/- /ʃam/, /li:s/- /li:ʃ/
Nasal plosion /ʃm/, /ʃn/	bushman, freshmen, ocean, fiction, portion, lotion, /'bʊʃmən/, /' freʃmən/, /' əʊʃən/, /' fɪkʃən/, /' pɔ:ʃən/, /' ləʊʃən/ revolution, execution /revə' lu:ʃən/, / ,eksi' kju:ʃən/
Lateral plosion /ʃ(ə)l/	bushel, social, official, special, spatial, partial, 'bʊʃl/, /' səʊʃəl/, /ə' fɪʃəl/, /' speʃəl/, /' speɪʃəl/, /' pɑ:ʃəl/ impartial, potential, facial /ɪm' pɑ:ʃəl/, /pəʊ' tenʃəl/, /' feɪʃəl/
Note that -ch- can sound as /ʃ/	Chicago, Michigan, champagne, chauffeur, chef, Chanel /ʃi' kɑ:gəʊ/, /' mɪʃəgən/, /ʃæm' peɪn/, /' ʃəʊfə/, /ʃef/, /ʃə' nel/
Linking words with /ʃ/ When /ʃ/ at the end of a word comes before /ʃ/ at the beginning of the next word, say one long /ʃ/ sound. Do not say two separate /ʃ/ sounds.	'English sheets' becomes 'Engl ish heets' /'ɪŋɡlɪ ʃi:ts/ Spanish shoes Polish sheep
Assimilation of /s/ When the sound /s/ /z/ or /j/ comes before /ʃ/, link the two sounds and pronounce them as one long /ʃ/ sound.	'this shirt' becomes 'th ish irt' 'these shirts' becomes 'th esh irt' 'bless you' becomes 'ble sh you' (/ʃ/ is shorter) Japanese shells These shirts always shrink.

4. Practise common expressions with the sound /ʃ/. Make your own short dialogues using these expressions.

I'm not **sure**.
Shhhh!

What **should** I do?
I'm going **shopping**.

I need some **information**.
Are you **finished**?

5.  **Practise tongue twisters.**

She sells seashells by the seashore. The shells she sells are surely seashells. So if she sells shellson the seashore, I'm sure she sells seashore shells. (1)

We surely shall see the sun shine soon. (2)

6. **Conversation practice.** Practise with a partner. What is another way to say the phrases below? Use an adjective to describe the nationality. Ask and answer the question.

Example: **A:** What do you call ships made in Denmark? **B:** Danish ships.

- | | |
|---------------------------|--------------------------|
| 1. ships made in Denmark? | 5. sugar from Turkey? |
| 2. shoes made in Spain? | 6. shirts from China? |
| 3. shells found in Japan? | 7. sheep from Poland? |
| 4. shampoo from Sweden? | 8. shops in Switzerland? |

7. **Spelling dictation.** Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.


Shadow, shelf, ship, show, sheep, shame, shine, cash, fish, freshmen, ocean, fiction, social, official, special, Chicago, Michigan, champagne, chauffeur, chef.

8. **From transcription to spelling.** From the RP transcription, write the following words in normal English orthography.

/ 'səʊʃəl/, /ə'fɪʃəl/, / 'speʃəl/, /ʃeɪm/, /ʃaɪn/, /ʃeə/, /kæʃ/, /fɪʃ/, /ʃæm'peɪn/, /'ʃəʊfə/, /ʃef/, /'əʊʃən/, /'fɪkʃən/, /'pɔ:ʃən/, /'ʃædəʊ/, /ʃelf/, /ʃɪp/.

LESSON 10

/ʒ/

1.  **How to pronounce.** Practise the sound /ʒ/. Use your voice to say /ʒ/. Listen and repeat: /ʒ/

2. **Spelling.** The sound /ʒ/ is spelled with the following letters:

-si-	-su-	-ge (word-final, rarely)	unusual spelling
decision <i>/dɪ'sɪʒən/</i>	treasure <i>/'treɪʒə/</i>	beige <i>/beɪʒ/</i>	seizure <i>/'si:ʒə/</i>
Asia <i>/'eɪʒə/</i>	usually <i>/'ju:ʒuəli/</i>	garage <i>/'gærɑ:ʒ/</i> (also <i>/'gærɪdʒ/</i>)	

3. Force of articulation.

/ʒ/ in words with <i>-sure, -sual, -ge</i>	leisure, treasure, measure, usual, casual, /'leɪʒə/, /'treɪʒə/, /'meɪʒə/, /'ju:ʒə/, /'kæʒə/ prestige, mirage, garage, rouge /pres'ti:ʒ/, /'mɪrɑ:ʒ/, /'gærɑ:ʒ/, /ru:ʒ/
Nasal plosion - /ʒən/	vision, decision, revision, division, /'vɪʒən/, /dɪ'sɪʒən/, /rɪ'vɪʒən/, /dɪ'vɪʒən/ confusion, allusion, conclusion, television, /kən'fju:ʒən/, /ə'lu:ʒən/, /kən'klu:ʒən/, /'telɪvɪʒən/ collision, profusion, fusion /kə'lɪʒən/, /prə'fju:ʒən/, /'fju:ʒən/
Assimilation of /z/ In connected speech, /z/ becomes /ʒ/ or /ʃ/ before /ʃ/	news sheet /nju:z ʃi:t/ becomes /nju: ʒ ʃi:t/
Assimilation of /s/ and /z/ before /j/ In connected speech, /z/ + any word-initial /j/ becomes /ʒj/ ; /s/ + any word-initial /j/ becomes /ʃj/	Where's your cup? / 'we:ʒ ʒə: 'kʌp/ Nice yellow shirt /'naɪʃ 'ʒeləʊ 'ʃɜ:t /

4. Practise common expressions with the sound /ʒ/. Make your own short dialogues using these expressions.

Thank you. My pleasure. Is it a special occasion?

5.  Practise tongue twisters.

I can't measure the pleasure I have in viewing this treasure at leisure. (1)

The decision was that on that occasion the collision was due to faulty vision (2)

6. Conversation practice. Practise in a group of three or four people. Take turns completing each sentence below. Each person should complete the sentence in a different way. Use your own phrases.

Example: A: I usually watch television in the evening.

B: I usually watch television in the living room.

C: I usually watch television while I eat dinner.

- | | |
|---------------------------------|--|
| 1. usually watch television ... | 5. usually wear casual clothes ... |
| 2. usually use a computer ... | 6. On Saturday, I usually ... |
| 3. usually listen to music ... | 7. In my leisure time, I usually ... |
| 4. usually read ... | 8. usually celebrate special occasions |

7. **Spelling dictation.** Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.


Leisure, treasure, measure, usual, casual, vision, decision, revision, division, confusion, conclusion, television.

8. **From transcription to spelling.** From the RP transcription, write the following words in normal English orthography.

/ˈjuːʒʊəl/, /ˈkæʒʊəl/, /ˈtreʒə/, /ˈleʒə/,
/presˈtiːʒ/, /ˈmɪrɑːʒ/, /ˈgærɑːʒ/, /ˈvɪʒən/, /dɪˈsɪʒən/, /ˈmeʒə/, /ˈjuːʒʊəli/, /ˈeɪʒə/, /ˈsiːʒə/,
/beɪʒ /, /ˈtreʒə/.

LESSON 11

/tʃ/


1.  **How to pronounce.** Practise the sounds /t/ and /ʃ/. To say /tʃ/ begin to make /t/. Then move your tongue back and away from the roof of your mouth as you say /ʃ/. Do not use your voice. Listen and repeat: /tʃ/

2. **Spelling.** The sound /tʃ/ is spelled with the following letters:

-ch-	-tch-	-tu-	-sti-
choose /tʃuːz/	kitchen /ˈkɪtʃɪn/	picture /ˈpɪktʃə/	question /ˈkwɛstʃən /
teacher /ˈtiːtʃə/	watch /wɒtʃ/	naturally /ˈnætʃrəli/	suggestion /səˈdʒestʃən/

3. **Force of articulation.**

Stronger in the initial position	child, chalk, church, choose, cheek, choice, /tʃaɪld/, /tʃɔːk/, /tʃɜːtʃ/, /tʃuːz/, /tʃiːk/, /tʃɔɪs/ chain, chest, chap, chuckle, chill, chop, chat, /tʃeɪn/, /tʃɛst/, /tʃæp/, /tʃʌkl/, /tʃɪl/, /tʃɒp/, /tʃæt/ charity, chess, churn /ˈtʃærɪti/, /tʃes/, /tʃɜːn /
Weaker in the final position	catch, bench, Scotch, rich, much, scratch, match, /kætʃ/, /bentʃ/, /skɒtʃ/, /rɪtʃ/, /mʌtʃ/, /skrætʃ/, /mætʃ/ teach, switch, peach /tiːtʃ/, /swɪtʃ/, /piːtʃ /
Contrast drill	choose-catch, chuck-much, chess-search, /tʃuːz/-/kætʃ/, /tʃʌk/-/mʌtʃ/, /tʃes/-/sɜːtʃ/ cheat-teach, charm-March, /tʃiːt/-/tiːtʃ/, /tʃɑːm/-/mɑːtʃ /

/ʃ/ -/tʃ/	choke-coach, cheek-kitchen, chew – each; /tʃəʊk/-/kəʊtʃ/, /tʃi:k/-/'ki:tʃɪn/, /tʃu:-/'i:tʃ/ sheep-cheap, ships – chips, cash – catch, wash – watch /ʃi:p/-/'tʃi:p/, /ʃɪps/- 'tʃɪps/, /kæʃ/ – /kæʃ/, /wɒʃ – wɒtʃ/
In some words with -tu -and -ti or -te most speakers say /tʃ/	picture, situation, gesture, culture, /'pɪktʃə/, /,sɪtʃə'eɪʃən/, /'dʒestʃə/, /'kʌltʃə/ virtue, statue righteous, fortune, literature, /'vɜ:tju:./, /'stætju:./, /'raɪtʃəs/, /'fɔ:ʃən/, /'lɪtərətʃə/ question, posture, Christian /'kwestʃən/, /'pɒstʃə/, /'krɪstʃən/
/tʃ/- in words ending with -stion-, -ture-, -tural-, -tury-	suggestion, exhaustion, culture, /sə'dʒestʃ(ə)n/, /ɪg'zɔ:stʃ(ə)n/, /'kʌltʃə/, natural, century /nætʃ(ə)r(ə)l/, /'sentʃ(ə)rɪ/
 Assimilation of /t/ followed by /j/ In connected speech, when one word ends in /t/ and the next begins with a /j/ sound, like 'you' or 'yours', then the two sounds come together and change to /tʃ/.	It's nice to meet you. 'meet you' becomes /mi:tʃu:/. wouldn't you didn't you That shirt won't suit you. Don't you want to come to the party? I bet your boss doesn't know. Can I get you anything?

4. Practise common expressions with the sound /tʃ/. Make your own short dialogues using these expressions.

How **much** is it? He's an English **teacher**.
 Cash or **charge**? I'll have a **cheese** sandwich.
 Any **questions**? Which one did you **choose**?

5.  **Practise tongue twisters.**

Charles is a cheerful chicken-farmer. A poacher is watching Charles's chickens, choosing which to snatch. He chuckles at the chance of a choice-chicken to chew for his lunch. But the chuckle reaches Charles who chases the poacher and catches him. For lunch, Charles chose a cheap chop and some chips, with cheese and cherries afterwards. They cheered the cheerful chap who chose to venture to match his skill with the champion's. (1)

Clean clams crammed in clean cans. (2)

6. Conversation practice. Practise the conversation. Then make similar conversations using the notes below.

A: Which flat shall we choose?
B: Well, the one in Churchill Square had a lovely kitchen. But the one in Church Street was cheaper.

A: Yes, Church Street was much cheaper. Never mind the kitchen. Let's choose the cheap one!

Notes:

Hotels – in South Beach Road – near the beach/ next to the church – cheap

Employers – Mr. Chandos – charming; Mr. Champion – rich

Present for a child – watch – teach him to tell the time/ chess set – enjoyable

Flights – Channel Airways – more choice/ charter company – cheap

7. Spelling dictation. Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.


Child, chalk, church, choose, cheek, choice, catch, bench, rich, picture, situation, gesture, culture, exhaustion, suggestion, natural, century.

8. From transcription to spelling. From the RP transcription, write the following words in normal English orthography.

/ˈfɔːtʃən/, /ˈlɪtərɪtʃə/, /tʃuːz/, /tʃiːk/, /tʃɔɪs/, /ˈpɪktʃə/, /səˈdʒestʃ(ə)n/, /ɪgˈzɔːstʃ(ə)n/, /ˈkʌltʃə/, /tʃiːt/, /tiːtʃ/, /tʃɑːm/, /mɑːtʃ/, /nætʃ(ə)r(ə)l/, /ˈsentʃ(ə)rɪ/.

LESSON 12


/dʒ/

1.  **How to pronounce.** Practise the sound /tʃ/. Use your voice to say /dʒ/. Listen and repeat: /dʒ/.

2. Spelling. The sound /dʒ/ is spelled with the following letters:

-j-	-g- (before -e-, -i-, -y-)	-dge-	-du – soft /dʒ/	unusual spellings
job /dʒɒb/ enjoy /ɪnˈdʒɔɪ/	college , /ˈkɒlɪdʒ/ imagine /ɪˈmædʒɪn/ <u>But:</u> girl, get /gɜːl/, /get /	bridge /brɪdʒ/ knowledge /ˈnɒlɪdʒ/	graduate (v) , /ˈgrædʒʊeɪt/ individual /ˌɪndɪˈvɪdʒʊəl/ education /ˌedʒu(:)ˈkeɪʃən/	soldier /ˈsəʊldʒə/ suggest /səˈdʒest /

3. Force of articulation.

Stronger in the initial position	Jill, Jim, German, jolly, jeans, juice, jar, /dʒɪl/, /dʒɪm/, /'dʒɜ:mən/, /'dʒɒli/, /dʒi:nz/, /dʒu:s/, /dʒɑ:/ join, jury, joke, job, jest, jam, jealous /dʒɔɪn/, /'dʒʊəri/, /dʒəʊk/, /dʒɒb/, /dʒest/, /dʒæm/, /'dʒeləs/
Weaker in the final position	age, page, cottage, strange, judge, oblige /eɪdʒ/, /peɪdʒ/, /'kɒtɪdʒ/, /streɪndʒ/, /'dʒʌdʒ/, /ə'blaɪdʒ/
Contrast drill /tʃ/ - /dʒ/	Jack — cage, join — judge, germ — merge, /dʒæk/ — /keɪdʒ/, /dʒɔɪn/ — /'dʒʌdʒ/, /dʒɜ:m/ — /mɜ:dʒ/ Jove — voyage, jet — cottage, joke — cajole, /dʒəʊv/ — /'vɔɪdʒ/, /dʒet/ — /'kɒtɪdʒ/, /dʒəʊk/ — /kə'dʒəʊl/ Jack — page, Japan — package /dʒæk/ — /peɪdʒ/, /dʒə'pæn/ — /'pækɪdʒ/ cheap — jeep, choke — joke, cheers — jeers, /tʃi:p/ — /dʒi:p/, /tʃəʊk/ — /dʒəʊk/, /tʃiəz/ — /dʒiəz/ batch — badge /bætʃ/ — /bædʒ/
 Assimilation /d/ + /j/ In connected speech, when one word ends in a /d/ sound and the next word begins in a /j/ sound, the two sounds come together and change to a /dʒ/ sound.	'would you' becomes /wʊdʒu:/, or even /wʊdʒə/ Would you do me a favour? I'm sad you decided to quit. Could you get here by midnight? Should you see him, can you give him a message? I don't think the gold you bought was real. What did you find out? Compare: Why didn't you tell me? /tʃ/ Don't you speak Japanese? /tʃ/

4. Practise common expressions with the sound /dʒ/. Make your own short dialogues using these expressions.

Would you like some orange **juice**?
What subjects did you enjoy at school?
When did you **graduate** from college?

I was **just joking**.
Did you get the **job**?
What did you **major** in? (AmE)
(specialize in = Br.E)

5. Practise tongue twisters.

The aged judge urges the jury to be just but generous. (1)

He injured his thumb on the jagged edge of a broken jar. (2)

6. Conversation practice. Practise this conversation. Then make up similar conversations using notes.

A: Hello, Janice Jones speaking.

B: Hello, Janice. This is John Johnson. Is Jenny in?

A: No, she's not. Can I take a message?

B: Yes, please. Tell her that I've got her luggage. Could she collect it?

Notes:

Jane/ Jack – buy a large cabbage and some orange juice.

Josephine/ Gerald – can't meet him/her tonight, as arranged/ she/he had a car accident/ she/he isn't injured, but the car engine is damaged.

7. Spelling dictation. Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.

German, jolly, jeans, juice, jar, age, page, cottage, strange, judge, jealous, job, engine, orange, cabbage.

8. From transcription to spelling. From the RP transcription, write the following words in normal English orthography.

/ˈkɒtɪdʒ/, /streɪndʒ/, /ˈdʒʌdʒ/, /dʒet/, /dʒɔɪn/, /ˈdʒʊəri/, /dʒʊk/, /dʒʌb/, /dʒəˈpæn/, /ˈpækɪdʒ/, /ˈvɔɪndʒ/, /dʒæm/, /ˈdʒeləs/, /dʒi:nz/, /dʒu:s/, /dʒɑ:/.

REVISION

LESSONS 7 – 12 /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/

1. Circle the word in each line that does not have the same consonant sound underlined in the first word.

- A. bus: mice, descend, drops, bags
- B. prize: easy, please, geese, bushes
- C. show: delicious, scheme, initial, chef
- D. usually: treasure, social, conclusion, garage
- E. choose: kitchen, gesture, much, character
- F. job: imagine, beige, cottage, bridge

2. Write each word in the correct column of the table below. Some words may belong in 2 columns.

Cheese, six, seven, lazy, should, gym, television, sleepy, wash, watch, shopping, change, machines, exercise, vegetable, delicious, transition, blouse, pressure, suggest

/s/	/z/	/ʃ/	/ʒ/	/tʃ/	/dʒ/

3. Cross out silent letters in these words.

Precis, corps, isle, debris, psychology, rendezvous, aisle, viscount, chassis, psalm, bourgeois, island.

4. Circle the odd word in each line, and say why it is different.

- A. decision, pleasure, casual, soldier
- B. bossy, sociable, unconscious, portion
- C. sings, zeal, lose, laughs
- D. hostel, slave, cleanse, tense
- E. literature, peach, machine, switch
- F. seizure, Asia, division, ocean
- G. Michigan, leash, measure, sure
- H. gym, oblige, guest, graduate

5. Look at the sentences and the three transcriptions listed A, B and C. Two of the transcriptions are possible ways of saying the sentence in fluent connected speech. One of the transcriptions is NOT. Mark the letter (A, B, C) which is NOT a possible way of saying the sentence.

1. Do you like the book?

- A. /did u: laik ðə bʊk/
- B. /dʒə laik ðə bʊk/
- C. /dʊ jʊ laik ðə bʊk/

2. Can I get you anything?


- A. /kən aɪ get jʊ enɪθɪŋ/
- B. /kən aɪ geʃu enɪθɪŋ/
- C. /kən aɪ gedʒu enɪθɪŋ/

3. He makes you feel good.

- A. /hi: meɪkʃʊ fi:l gʊd/
- B. /hi: meɪks jʊ fi:l gʊd/
- C. /hi: meɪkz jʊ fi:l gʊd/

LESSON 13



/j/

1.  **How to pronounce.** Raise middle of tongue to roof of mouth, then push air up from throat and out through mouth while lowering tongue. Do not touch the roof of your mouth with your tongue. Vocal cords vibrate. Listen and repeat: /j/

2. Spelling. The sound /j/ is spelled with the following letters:

-y- before stressed syllable	-i - (unstressed, rarely) after -l- ; -n-	-u- /ju:/	-ew-, -iew-, -eu- /ju:/	unusual spelling
yesterday /'jestədeɪ/ young /jʌŋ/	million /'mɪljən/ California /ˌkæɪl.ə'fɔːr.njə/-Am.E /ˌkæɪl'fɔːniə/- Br. E)	university /ˌjuːnɪ'vɜːsɪti / music /'mjuːzɪk/	few, /fjuː/ interview /'ɪntəvjuː /	beautiful /'bjʊːtəfʊl /

3. Force of articulation.

/j/, /ju:/, /'jʊə/	yolk, your, fuel, player, euro, Europe /jəʊk/, /jɔː/, /fjuəl/, /'pleɪə/, /'jʊərəʊ/, /'jʊərəp/ young, New York, computer, /jʌŋ/, /njuː/, /jɔːk/, /kəm'pjʊːtə/ yesterday, a few, peculiar, yoga, music, /'jestədeɪ/, /ə fjuː/, /pɪ'kjuːliə/, /'jəʊgə/ /'mjuːzɪk/ huge, university, yellow, musician, /hjuːdʒ/, /ˌjuːnɪ'vɜːsɪti/, /'jeləʊ/, /mju(:)'zɪfən/ future, millionaire /'fjuːtʃə/, /ˌmɪljə'neə/
Contrast drill /j/ - /dʒ/	yolk – joke, your – jaw, fuel – fool, /jəʊk/ – /dʒəʊk/, /jɔː/ – /dʒɔː/, /fjuəl/ – /fuːl/ yam – jam, Yale – jail, years – jeers /jæm/ – /dʒæm/, /jeɪl/ – /dʒeɪl/, /jɪəz/ – /dʒɪəz/
Note: Some words which are pronounced with /u:/ in most varieties of American English have /ju:/ in British English. These are words in which -th- , -d- , -t- , or -n- (and sometimes -s- or -l-) are followed by -u- or -ew- in writing.	duty – Am. E /duː ti/ – Br. E /djuːti/ new – Am. E /nuː/, – Br. E /njuː/ enthusiasm /ɪn'θuːzɪəzᵐ/ – Am.E /ɪn'θjuːzɪəzᵐ/ – Br. E
 Assimilation of /t/ followed by /j/ In connected speech, when one word ends in /t/ and the next begins with a /j/ sound, like 'you' or 'yours', then the two sounds come together and change to /tʃ/.	It's nice to meet you . ('meet you' becomes /mi:tʃuː/). That shirt won't suit you . Don't you want to come to the party? I bet your boss doesn't know. Can I get you anything?
 Linking /j/ In connected speech, when one word ends in /aɪ/, /ɪː/, /eɪ/ or /ɔɪ/ sound, and the next word begins in a vowel sound, we can smooth the link out by adding a small /j/ sound. But be careful, your mouth normally does this naturally as your mouth changes shape between the sounds. You don't actually want to add a full /j/ sound.	When I go on holiday I just want to lie on the beach. /ləɪən/ The end of the film was brilliant. I ate the whole cake in one go. It was too high up for me to reach. I always have some breakfast.

4. **Practise common expressions with the sound /j/.** Make your own short dialogues using these expressions.

Can I use **your** computer?


Yes, I am. I am a **student**.

Do **you** listen to popular music?

Where did **you** use to live?

a **few** years ago.

the **European Union**

5.  **Practise tongue twisters.**

Yesterday I heard a curious and beautiful new tune. (1)

Young, gentle John was envious of jolly Yally, the mayor, for his giant yacht, so John watched Yally for a year, over bridges, through canyons, and beyond. John became educated on Yally's allergy of yolk, so he put yellow yolk in his juice and yogurt. Yally drank the juice and yogurt and yelled, "Yuck!" but then he injected himself with a major shot, did some yoga and was jolly. (2)

6. **Conversation practice.** Find people in your class who fit the sentences. Walk around the classroom. Ask this question: *When you were younger, did you use to ...?*

You can use the following expressions: *argue with his/her brothers or sisters, play the piano, do yoga, use a computer for homework, have very long hair, have an unusual job, dislike popular music, like telling jokes, wear a uniform to school, lie in the sunshine for too long.*

7. **Spelling dictation.** Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.


Huge, musician, few, euro, future, university, yellow, music, computer, yolk, year, yes, yours, uniform, popular, lie, yoga, unusual, beautiful.

8. **From transcription to spelling.** From the RP transcription, write the following words in normal English orthography.

/ˌjuːnɪˈvɜːsɪti/, /ˈjeləʊ/, /mju(:)ˈzɪʃən/, /jʌŋ/, /ˈpleɪə/, /jɔː/, /ˈjuərəʊ/, /ˈjuərəp/, /ˈfjuːtʃə/, /ˌmɪljəˈneə/, /njuː ˌjɔːk/, /kəmˈpjuːtə/, /ˈjuːnɪfɔːm/.

LESSON 14

/f/

1.  **How to pronounce.** Touch your top teeth with your bottom lip. Blow out air between your lip and teeth. Do not use your voice. Listen and repeat: */f/*

2. **Spelling.** The sound /f/ is spelled with the following letters:

-f-	-ff-	-ph- (words of Greek origin)	-gh- (sometimes after -au-, -ou-)
fell /fel / myself /maɪ'self/	offer /'ɒfə/ difficult /'dɪfɪkəlt/	photo /'fəʊtəʊ/ phonetics /'fəʊ'netɪks/	laugh /lɑ:f / enough /'ɪ'nʌf/

3. **Force of articulation.**

Stronger in the initial position	face, feather, fine, fool, foster, /feɪs/, /'feðə/, /fam/, /fu:l/, /'fɒstə/ finally, forty, family, file, firm, fall /'faməli/, /'fɔ:ti/, /'fæmli/, /faɪl/, /fɜ:m/, /fɔ:l/
Weaker in the final position	roof, ruff, knife, safe, deaf, shelf, life, golf /ru:f/, /rʌf/, /naɪf/, /seɪf/, /def/, /self/, /laɪf/, /gɒlf/ cough, trough, tough, rough, enough, /kɒf/, /trɒf/, /tʌf/, /rʌf/, /ɪ'nʌf/
Contrast drill /p/—/f/	pan- fan, pull- full, peel – feel, /pæn/- /fæn/, /pʊl/- /fɒl/, /pi:l/ – /fi:l/ copy, - coffee, cup – cuff, past – fast /'kɒpi/ - /'kɒfi/, /kʌp – kʌf/, /pɑ:st - fɑ:st/
Lateral plosion /fbl/ /fl/	fable, ruffle, rifle, scuffle, baffle, muffle /'feɪbl/, /'rʌfl/, /'raɪfl/, /'skʌfl/, /'bæfl/, /'mʌfl/
Nasal plosion /fn/ , /fm/	deafen, often, half-moon /'defn/, /'ɒf(ə)n/, /hɑ:f-mu:n/
Have to In connected speech, when we use the verb 'have' in its modal form: 'have to' meaning an obligation, the /v/ at the end of the word changes to an /f/. Also the vowel sound in the word 'to' changes to a schwa - /ə/. 'Have to' becomes /hæftə/.	They have to be there by 10. We have to find another flat. You have to tell me the gossip. I always have to take the train.

4. **Practise common expressions with the sound /f/.** Make your own short dialogues using these expressions.

How do you feel? I feel fine.

Fill in/out this form.

Don't forget.

Is it far from here?

Have fun!

It's five past four. (BrE). It's five after four (AmE).

5.  **Practise tongue twisters.**

Five fuzzy French frogs frolicked through the fields in France. (1)

Frank feasted on flaming fish at the famous Friday fish fry. (2)

6. Conversation practice. Work with a partner. Match phrases from the left column with phrases from right column to make sentences. Add your own ideas.

1. If you need help,	A. I often laugh.
2. If you're finished,	B. you'll feel better.
3. If you don't finish your homework,	C. don't forget to buy fish.
4. If I'm free on Friday,	D. ask your father.
5. If I have enough money,	E. you can't watch TV.
6. If I drink coffee after dinner,	F. I'll go to my friend's party.
7. If I feel nervous,	G. feel free to leave.
8. If you forget the phone number,	H. I can't fall asleep.
9. If you go shopping for food,	I. I'll go to France
10. If you get some fresh air,	J. call 555-1212

7. Spelling dictation. Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.


knife, safe, deaf, shelf, life, golf face, feather, fine, fool, foster deafen, often, half-moon, coffee, enough, feel free, cough, trough, tough, rough.

8. From transcription to spelling. From the RP transcription, write the following words in normal English orthography.

/ru:f/, /rʌf/, /naɪf/, /seɪf/, /'fəʊtəʊ/, /fəʊ'netɪks/, /'dɪfɪkəlt/, /'ɒfə/, /'ɒf(ə)n/, /def/, /self/, /hɑ:f-mu:n/, /laɪf/, /tʌf/, /rʌf/, /ɪ'nʌf/.

LESSON 15

/v/

1.  How to pronounce. Practise the sound /f/. Use your voice to say /v/. Listen and repeat: /v/.

2. Spelling. The sound /v/ is spelled with the following letters:

-v-	-ve- (word-final)	unusual spelling /əv/, /ɒv/
visit /'vɪzɪt/	brave /breɪv/	of
never /'nevə/	save /seɪv/	

3. Force of Articulation.

<p>Stronger in the initial position</p>	<p>van, vote, vole, volcanic, valet, /væn/, /vəʊt/, /vəʊl/, /vɒl'kænik/, /'vælit/ violent, volleyball, volume, value, /'vaɪələnt/, /'vɒlɪ,bɔ:l/, /'vɒljəm/, /'vælju:/ volunteer, vice, veal, vowel, Vicky, /vɒlən'tiə /, /vaɪs/, /vi:l/, /'vaʊəl/, /'viki/ van, victory /væn/, /'vɪktəri/</p>
<p>Weaker in the final position</p>	<p>stove, clove, glove, dove, love, above /stəʊv/, /kləʊv/, /glɒv/, /dəʊv/, /ləʊv/, /ə'bʌv/</p>
<p>Contrast drill</p> <p>/v/ — /b/, /v/ - /f/</p> <p>Note: the vowel is shorter before /f/ than /v/, for example in leaf and leave. If you have difficulty making the difference, exaggerate the length of the vowel in leave</p>	<p>ban - van, best- vest, boat - vote, / bæn- væn /, /best- vest/, /bəʊt - vəʊt/ cabs – calves, van- fan, vine – fine, /kæbz/ – /kɑ:vz/, /væn/- /fæn/, /vaɪn/ – /faɪn/ view – few, leave – leaf, very – ferry /vjʊ:/ – /fju: /, /li:v/ – /li:f/, /'veri / – /'feri/</p>
<p>Lateral plosion /vl/</p>	<p>marvel, hovel, oval, novel, evil, travel /'mɑ:vəl/, /'hɒvəl/, /'əʊvəl/, /'nɒvəl/, /'i:vl/, /'trævl/</p>
<p>Nasal plosion /vn/</p>	<p>given, graven, liven, eleven, seven /'gɪvn/, /'greɪvən/, /'laɪvn/, /ɪ'levn/, /'sevn/</p>
<p>Of /əv/, /ɒv/ sounds like a /ə/ In connected speech, the consonant sounds after the unstressed vowels in short words may not be pronounced. In this case of sounds schwa - /ə/, But the consonant sound in of is pronounced, when the following word begins with a vowel, for example, of each /əv i:tʃ/</p>	<p>A bit of this /ə bɪt ə ðɪs/ A bit of that /ə bɪt ə ðæt/ I like a cup of tea in the morning. Could you get a packet of biscuits?</p>
<p>Weak and strong pronunciation of have The word have usually has a <u>weak pronunciation</u> when it is used with another verb: <i>How long have you lived here?</i> / hæv/ When the verb have is used as an auxiliary it's often contracted. (<i>I've - /aɪv /, you've - /ju:v/</i>) When it comes after a consonant sound it's pronounced /əv/. We might've made a mistake. When have is used without another verb, it has a <u>stronger pronunciation</u>. / hæv/</p>	<p><u>Weak pronunciation</u> /v/, /əv/ I've lived here for five years. The police've arrived. Your parcel should've been delivered yesterday. I would've done it differently.</p> <p><u>Strong pronunciation:</u> / hæv/ You <u>have</u> a fantastic view. Yes. I have.</p>

4. Practise common expressions with the sound /v/. Make your own short dialogues using these expressions.

It's very expensive.

I don't believe it.

How long have you lived here?

Have you ever been there?

I've lived here for five years.

I've never been there.

5.  **Practise tongue twisters.**

Vivacious vivian loved to voice vigorous verses vociferously. (1)

Vincent vowed vengeance very vehemently. (2)

6. Conversation Practice. Read the stories of two people talking about their lives. Then discuss your feelings about the following:

- moving house frequently
- living in a city or living in a village
- living near your work or travelling to work.

A: My father's job involves travelling. We have to move quite often. We've lived in five different places in the last seven years. I love it. I've got friends I can visit in all five places. But my mother hates moving. She hates leaving her friends. She says she leaves part of herself behind, every time she moves.

B: I work in an office in the capital, but live in a village. Well, just outside the village, in fact. In an old farmhouse. I grow flowers and vegetables. I like the fresh air, and the people are very friendly. I love the country. But the travelling is difficult. The traffic is awful. I often leave home before seven, and don't arrive at the office till half past eight.

7. Spelling dictation. Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.


Novel, evil, travel, brave, save, of, visit, village, volleyball, volume, value, move, leave, volunteer, vice, veal, vowel, believe, dove.

8. From transcription to spelling. From the RP transcription, write the following words in normal English orthography.

/ˈɡɪvn/, /ˈlaɪvn/, /ɪˈlevn/, /væn/, /ˈvælit/, /ˈvaɪələnt/, /ˈnevə/,
/glʌv/, /dʌv/, /lʌv/, /əˈbʌv/, /vɒlˈkæɪnɪk/, /ˈvɒlɪ bɔ:l/, /ˈvɪktəri/, /vju:./

LESSON 16

/w/

1.  **How to pronounce.** Practise the sound /u:/ (push your lips forward into a tighter circle as you say it). Make your lips round and hard for /w/. Quickly relax your lips. Listen and repeat: /w/.
2. **Spelling.** The sound /w/ is spelled with the following letters:

-w-	-wh-	-o- (rarely)	-u- after -q- and sometimes after -g- or -s-
windy /'windi/ twelve /twelv/	when /wen/ whale /weil /	one, once, /wʌn/, /wʌns/ everyone /'evriwʌn /	question, squirrel, /'kwɛstʃən/, /'skwɪrəl/ language, persuade /'læŋgwɪdʒ/, /pə'sweɪd/

3. Degree of voice participation.

More pronounced in the initial position and after voiced consonants	dwelling, dwindle, while, wise, wolf, /'dwelɪŋ/, /'dwindl/, /waɪl/, /waɪz/, /wɒlf/ Willy, wonder, wander, wound, world, /'wɪli/, /'wʌndə/, /'wʌndə/, /wu:nd/, /wɜ:ld/ way, we, want, winning, winter, wand /weɪ/, /wi:/, /wɒnt/, /'wɪnɪŋ/, /'wɪntə/, /wɒnd /
Less pronounced after voiceless consonants /sw/	swim, sweet, swill, swiftly, swing, /swɪm/, /swi:t/, /swɪl/, /'swɪftli/, /swɪŋ/ swap, swab, swaddle, Swedish, swell /swɒp/, /swɒb/, /'swɒdl/, /'swɪ:dɪʃ/, /swel/
Contrast drill /w/ - /v/	wet – vet, west – vest, wine – vine, /wet – vet/, /west – vest/, /wain – vain/ whale – veil, wall – vault, worse – verse, /weɪl – /veɪl /, /wɔ:l – /vɔ:lt/, /wɜ:s – /vɜ:s/ woke – vote, wheel – veal, wet – vet, /wəʊk – /vəʊt/, /wi:l – /vi:l/, /wet – /vet/ willow – olive, twice – vice, way – vain /'wɪləʊ – /'ɒlɪv/, /twɪs – /vaɪs/, /weɪ – /veɪn/
Least pronounced after /t/ and /k/	twice, twenty, twelve, twin, twist, quite, /twɪs/, /'twenti/, /twelv/, /twin/, /twɪst/, /kwaɪt/ quick, quiet, queen, question, quit /kwɪk/, /'kwaɪət/, /kwi:n/, /'kwɛstʃən/, /kwɪt /
Silent W The letter -w- is silent at the beginning of a word before the letter -r-.	wrap, write, wrong, wring, wreck, /ræp/, /raɪt/, /rɒŋ/, /rɪŋ/, /rek/ wrestle, wrap, wrist /'resl/, /ræp/, /rɪst/
Silent W The letter -w- is silent in the following words	who, whose, whom, whole, whoever, /hu:/, /hu:z/, /hu:m/, /həʊl/, /hu(:)'evə/ answer, sword, two,

	<p>/ˈɑːnsə/, /səːd/, /tuː/ Greenwich, Berwick (place names) /ˈgrɪnɪdʒ/, /berɪdʒ/</p>
<p>-wh- before -o- is pronounced /h/</p>	<p>who, whole, whom, whose / huː, həʊl/, /hu:m/, /hu:z/</p>
<p>Note: -ew- or -iew- is pronounced /juː/ But: /uː/ after -r-, -ch-, -j-, -l- Unusual pronunciation – sew - /səʊ /</p>	<p>few, news, view, stew /fjuː/, /njuːz/, /vjuː/, /stjuː/ But: screw, crew, threw, chew, jewel / skruː/, /kruː/, /θruː/, /tʃuː/, /ˈdʒuːəl/</p>
<p>Note: -ow- is pronounced /aʊ/, /əʊ/ -ower- is pronounced /aʊə /</p>	<p>brown, clown, crown, down, town, /braʊn/, /klaʊn/, /kraʊn/, /daʊn/, /taʊn/ blow, grow, show, cow, how, allow /bləʊ/, /grəʊ/, /ʃəʊ/, /kaʊ/, /haʊ/, /əˈlaʊ/ owe, own, /əʊ/, /əʊn/, power, shower, tower, flower /ˈpaʊə/, /ˈʃaʊə/, /ˈtaʊə/, /ˈflaʊə/</p>
<p>-qu- is pronounced /kw/</p>	<p>quite, quick, question, queen, quality /kwɪt/, /kwɪk/, /ˈkwɛstʃən/, /kwiːn/, /ˈkwɒlɪti/</p>
<p>Linking /w/ When one word ends in an /uː/ sound and the next begins in a vowel sound we can just about hear another sound in between. This sound is a bit like /w/. But it's important to remember that it's not a full /w/ sound. It happens because the mouth moves from an /uː/ sound to a vowel sound and on the way it passes through the /w/ mouth shape.</p>	<p>‘The shoe <u>is</u>...’ becomes ‘ The shoew<u>is</u>’. The shoe <u>is</u> on the other foot. When <u>do I</u> have to be there? I haven't got a <u>clue at</u> all. That <u>glue is</u> really strong. I really can't <u>do it</u>.</p>

4. Practise common expressions with the sound /w/. Make your own short dialogues using these expressions.

Don't worry.

You're welcome.

What would you like?

What languages do you speak?

Where do you work?

The class meets once a week.

5.  Practise tongue twisters.

While we were walking,
We were watching window washers
Wash Washington's windows
With warm washing water (1)

She had vicious wishes that the worst would happen to the versed men; these vicious wishes made the versed men very wary that the worst could happen. (2)

6. Conversation Practice. Read these statements. Then make Wh-questions about the statements.

Example: William went for a walk. (Where?) Where did he go?

- A. William went for a walk.
- B. William heard something wonderful last week. (What? When?)
- C. Winnie went to work at the same time all week. (What time?)
- D. Winnie had lunch at a wine bar. (Which? When? What?)
- E. William went away on holiday. (When? Where?)
- F. Winnie went out through the window. (Why? Which? When?)
- G. William wants wet weather next week. (Why?).

7. Spelling dictation. Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.


Way, we, want, winning, winter, everyone, when, twelve, what, where, which, wrap, write, wrong, who, few, news, view, cow, quick, question, queen, sew.

8. From transcription to spelling. From the RP transcription, write the following words in normal English orthography.

/waɪz/, /wʊlf/, /'wɒndə/, /wu:nd/, /wɜ:ld/, /'swɪ:dɪʃ/, /swel/, /'kwestʃən/, /kwɪt /, /rɪst/, /'resl/, /ræp/, /kraʊn/, /daʊn/, /taʊn/, /bləʊ/, /grəʊ/, /ʃəʊ/, /kru:/, /θru:/, /ʃu:/, /'dʒu:əl/.

LESSON 17

/h/


1.  How to pronounce. Open your mouth. Quickly push out a lot of air. Do not use your voice. Do not touch the roof of your mouth with your tongue. Listen and repeat: /h/.

2. Spelling. The sound /h/ is spelled with the following letters:

-h-	-wh- before -o-
<p>how /haʊ /</p> <p>unhappy /ʌn'hæpi/</p>	<p>whose /hu:z/</p> <p>whole /həʊl/</p>

3. Force of Articulation.

<p style="text-align: center;">/h/</p>	<p>hand, hat, hen, hot, hockey, hill, hungry, /hænd/, /hæt/, /hen/, /hɒt/, /'hɒki/, /hɪl/, /'hʌŋɡri/ hook, harm, hard, heel, heat, her, heard, /hʊk/, /hɑ:m/, /hɑ:d/, /hi:l/, /hi:t/, /hɜ:z/, /hɜ:d/ who, whose, human, huge, hay, high, house, /hu:/, /hu:z/, /'hju:mən/, /hju:dʒ/, /heɪ/, /haɪ/, /haʊs/ hair, here, inhale, hide /heə/, /hɪə/, /ɪn'heɪl/, /haɪd/</p>
<p style="text-align: center;">Contrast drill</p>	<p>eat – heat, old – hold, eye – high, /i:t / – /hi:t/, /əʊld – həʊld/, /aɪ/ – /haɪ/ air – hair, earring – hearing /eə – heə/, /'ɪə, rɪŋ/ – /'hɪəriŋ /</p>
<p style="text-align: center;">Silent H</p> <p>The letter -h- is silent when it comes after -w- (n.b. some speakers whisper the -h- before the -w-).</p>	<p>what, when, where, whether, why /wɒt/, /wen/, /weə/, /'weðə/, /waɪ/</p>
<p style="text-align: center;">Silent H</p> <p>The letter -h- is silent at the beginning of many words (remember to use the article “an” with unvoiced -h-).</p>	<p>hour, honest, honour, heir /'aʊə/, /'ɒnɪst/, /'ɒnə/, /eə / Exceptions: hill, history, height, happy, hereditary /hɪl/, /'hɪstəri/, /haɪt/, /'hæpi/, /hɪ'redɪtəri/ (and most other words beginning with that are NOT of French origin – and remember to use the article -a- with voiced -h-)</p>
<p style="text-align: center;">Silent H</p> <p>The letter -h- is silent in these words (after -ex-, intervocalic)</p>	<p>Oh, vehicle, exhausted, exhibit, /əʊ/, /'vi:ɪkl/, /ɪg'zɔ:stɪd/, /ɪg'zɪbɪt/ forehead, /'fɔ:ɪd/ or /'fɔ:hed/ silhouette, Blenheim, vehement, vehicle /ˌsɪlu(:)'et/, /'blenɪm/, /'vi:ɪmənt/, /'vi:ɪkl /</p>
<p style="text-align: center;">Silent H</p> <p>The letter -h- is often silent when it comes after -c-, -g- or -r- (-ch-, -gh-, -augh-, -ough-, -rh-).</p>	<p>chorus, ache, stomach, choir, echo, yacht /'kɔ:rəs/, /eɪk/, /'stʌmək/, /'kwaɪə/, /'ekəʊ/, /jɒt/ ghastly, ghoul, aghast, Birmingham, /'gɑ:stli/, /gu:l/, /ə'gɑ:st/, /'bɜ:mɪŋəm/ caught, taught, bought, cough, /kɔ:t/, /tɔ:t/, /bɔ:t/, /kɒf/ rhinoceros, rhythm /raɪ'nɒsərəs/, /rɪðəm/</p>
<p style="text-align: center;">Silent H</p> <p>The letter -h- is silent in medial -ph- and some place names</p>	<p>shepherd, /'ʃepəd/ Bispham, Claspam, Meopham /'bɪspəm/, /'klæp əm/, /'meɪpəm/</p>
<p>-sh- is pronounced /ʃ/ -sch- is pronounced /sk/; /ʃ/ -th- is pronounced /θ/; /ð/</p>	<p>lush, lavish, shine, shell /lʌʃ/, /'lævɪʃ/, /ʃaɪn/, /ʃel/ scholar, scheme, schizophrenic /'skɒlə/, /ski:m/ skɪtsə'frenɪk/ But: /ʃ/ in schilling; schedule (BrE); schmooze, schlep, schnitzel, etc. /'ʃɪlɪŋ/, /'ʃedʒu:l/, /ʃmʊz/, /ʃlep/, /'ʃnɪtsəl/ throw, thing, these, another /θrəʊ/, /θɪŋ/, /ði:z/, /ə'nʌðə/</p>

 <p>Elision of -h-: /hi:/ becomes /i:/ Pronouns like he, his, him, and her are usually unstressed and have a weak pronunciation. In connected speech, the sound /h/ in these pronouns is often dropped (not pronounced) when the pronoun is in the middle or at the end of a sentence. But if the word 'he' comes at the beginning of a sentence or clause or after a pause, then the -h- sound /h/ is pronounced. If you drop the /h/, link the rest of the pronoun to the word before it.</p>	<p>'was he' sounds like 'wuzzy' 'he looks like he's had an accident' becomes 'he looks like'e's had an accident'.</p> <p>Was he hurt? A vehicle hit him from behind. I really like his cooking. We think he's left the country. They let him leave early. They offered her a promotion.</p>
<p>In connected speech, perhaps is often pronounced as /præps/</p>	<p>Perhaps she's next door. Perhaps it will snow tomorrow.</p>

4. Practise common expressions with the sound /h/. Make your own short dialogues using these expressions.

Happy **H**olidays! What **h**appened?
Hi! **H**ow are you? I **h**ope so.
Can I **h**elp you? **H**ave you **h**eard?

5.  Practise tongue twisters.

If a hair net could net hair,
How much hair could a hair net net,
If that hair net could net hair? (1)

Humble hairy Herbert has his hand on his heart because he sees how his brother's Henry horse has hurt his hoof in a hole while hunting. (2)

6. Conversation Practice. Practise with a partner. Student A uses the names and sentences in the table, in any order. Student B responds with an exclamation. (*Oh, no! / How horrible! / How exciting! / How awful! / How wonderful! / That's horrible!*)
Read this *example*.

A: Have you heard about Harrison?
B: No. What happened?
A: He spent his whole vacation in the hospital.
B: How awful!

Harrison	He had an accident and had to go to the hospital.
Hector	He had a heart attack.
Hillary	He won eight hundred dollars.
Helen	He hurt both his hands and can't hold anything.
Hillary's father	She and her husband bought a huge house in Hawaii.

Helen's husband	She fell off a horse and hit her head.
Howard	A helicopter hit his house.
Harper	He spent his whole holiday in the hospital.

7. **Spelling dictation.** Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.


Heat, her, heard, height, happy, hereditary, hay, high, house, hearing, when, ache, stomach, choir, where, hour, honest, honour, whether, ghastly, caught, taught, scholar.

8. **From transcription to spelling.** From the RP transcription, write the following words in normal English orthography.

/hɑ:m/, /hɑ:d/, /hi:l/, /'vi:ɪkl/, /ɪg'zɔ:stɪd/, /ɪg'zɪbɪt/, /weə/, /'weðə/, /'hɪəriŋ /, /eə /, /'gɑ:stli/, /'hju:mən/, /hju:dʒ/, /heɪ/, /haɪ/, /rɪðəm/, /'sepəd/, /'ɒnə/, /ʃam/, /ʃel/.

LESSON 18

/θ/

1.  **How to pronounce.** Put the tip of your tongue between your front teeth. Blow out air between your tongue and top teeth. Do not use your voice. Listen and repeat: /θ/

2. **Spelling.** The sound / θ / is spelled with the following letters:

-th- (initial (except for function words); word-final)	-th- (medial position in learned or scientific words)
three /θri: / myth /mɪθ/	authority, cathedral, /'θɔ:ri:ti/, /kə'ti:drəl/, ethics, mathematics /'eθɪks/, /,mæθɪ'mætɪks /

3. **Force of articulation.**

Stronger in the initial position	thin, thick, theft, thank, theme, thorn, thunder, theatre, /θɪn/, /θɪk/, /θeft/, /θæŋk/, /θi:m/, /θɔ:n/, /'θʌndə/, /'θɪətə/ Thursday, thousand, throw, thing, thought, three, through /'θɜ:zdeɪ/, /'θaʊzənd/, /θrəʊ/, /θɪŋ/, /θɔ:t/, /θri:/, /θru:/
Weaker in the initial position	moth, month, north, forth, worth, width, breadth, /mɒθ/, /mʌnθ/, /nɔ:θ/, /fɔ:θ/, /wɜ:θ/, /wɪðθ/, /bredθ/ depth, path, broth, South /depθ/, /pɑ:θ/, /brɒθ/, /səʊθ/

/θr/	throb, thrust, three, through, throw, thrice /θrɒb/, /θrʌst/, /θri:/, /θru:/, /θrəʊ/, /θraɪs/ thrill, thread, throat /θrɪl/, /θred/, /θrəʊt/
Contrast drill /θ/-/s/	thin – sin ; thick – sick ; thumb – sum ; /θɪn/ – /sɪn/ ; /θɪk/ – /sɪk/ ; /θʌm/ – /sʌm/ thought – sought, thank – sank /θɔ:t/ – /sɔ:t/, /θæŋk/ – /sæŋk/ mouth – mouse, path – pass /maʊθ/ – /maʊs/, /pɑ:θ/ – /pɑ:s/
Contrast drill /θ/-/t/	thank – tank, three – tree, thin – tin, /θæŋk/ – /tæŋk/, /θri:/ – /tri:/, /θɪn/ – /tɪn/ thousand – Townsend, nothing – Notting hill /'θaʊzənd/ – /taʊnsend/, /nʌθɪŋ/ – /nɒtɪŋ hɪl/ Matthew – Matilda, thief – tiff, thatch – Thames /'mæθju:/ – /Mætɪldə/, /θi:f/ – /tɪf/, /θætʃ/ – /Teɪmz/ South – about, worth – wart /saʊθ/ – /ə'baʊt/, /wɜ:θ/ – /wɔ:t/
Contrast drill /θ/-/f/	thirst – first, thank – frank, thin – fin, /θɜ:st/ – /fɜ:st/, /θæŋk/ – /fræŋk/, /θɪn/ – /fɪn/ through – fruit, third – ford, monthly – muffling /θru:/ – /fru:t/, /θɜ:d/ – /fɔ:d/, /'mʌnθli/ – /'mʌflɪŋ/ thunder – flounder, thought – fought, path – puff, /'θʌndə/ – /'flaʊndə/, /θɔ:t/ – /fɔ:t/, /pɑ:θ/ – /pʌf/ depth – deaf /depθ/ – /def/
-th- is pronounced as /t/ in a few names of places and people	Thailand, Thomas, Thames /'taɪlənd/, /'tɒməs/, /teɪmz/

4. Practise common expressions with /θ/. Make your own short dialogues using these expressions.

Thank you. I'm **thirsty**.
 I **think** so. Today is my **thirtieth** birthday.
 Thanks for **thinking** of me! I'm free on Tuesdays and **Thursdays**.

5.  Practise tongue twisters.

The thirty-three thieves thought that they thrilled the throne throughout Thursday. (1)

Thirty thousand thoughtless boys thought they would make a thundering noise. So the thirty thousand thumbs thumbed on the thirty thousand drums. (2)

6. Conversation Practice. Work with a partner. Correct the mistakes in the sentences. Student A says the incorrect sentence. Student B shows surprise and then corrects the mistake.

Example:

A: March is the fourth month of the year.

B: Is it? I thought it was the third month of the year.

1. August is the seventh month of the year.
2. New York is south of Miami.
3. There are four feet in a yard.
4. Athens is north of Rome.
5. Agatha Christie was a famous author of history books.
6. Valentine's Day is on January 14th.
7. New Year's Eve is on December 30th.
8. Last year was 2005.

7. Spelling dictation. Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.


Throw, thing, thought, three, through, thin, thick, theft, thank, worth, width, breadth, depth, path, broth, South, Thomas, Thames, seventh, month, authority, cathedral.

8. From transcription to spelling. From the RP transcription, write the following words in normal English orthography.

/θrʌst/, /θri:/, /θru:/, /θrəʊ/, /θɔ:n/, /'θʌndə/, /'θiətə/, /'θaʊzənd/, /θrəʊ/, /θɪŋ/, /θɔ:t/, /mɪθ/, /θi:f/, /fɔ:θ/, /wɜ:θ/, /wɪdθ/, /bredθ/, /depθ/, /pɑ:θ/, /brʌθ/, /saʊθ/.

LESSON 19

/ð/

1.  How to pronounce. Practice the sound /θ/. Use your voice to say / ð /. Listen and repeat: /ð/

2. Spelling. The sound / ð / is spelled with the following letters:

-th- (initial -th- is voiced in function words, also archaic forms)	-th- (medial position in most everyday words, usually between vowel sounds)	-the (word-final)	-th (word-final; in some words)
the, then, there, those, that, this, /ði:/, /ðen/, /ðeə/, /ðəʊz/, /ðæt/, /ðɪs/ though, thy, thither /ðəʊ/, /ðaɪ/, /'ðiðə/	weather /'weðə/ worthy, /'wɜ:ði/	bathe /beɪð/ breathe /bri:ð/	booth /bu:ð/ smooth /smu:ð/ with

	gather /'gæðə/ But: <i>author, method</i> /'ɔ:θə/, /'meθəd/		/wɪð/
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3. Force of Articulation.

Stronger in the initial position	then, than, that, though, them, thus, this, /ðen/, /ðæn/, /ðæt/, /ðəʊ/, /ðem/, /ðʌs/, /ðɪs/ these, that, those, they, there, their /ði:z/, /ðæt/, /ðəʊz/, /ðeɪ/, /ðeə/, /ðeə/
Weaker in the final position	breathe, soothe, bathe, clothe, brother, mother, /bri:ð/, /su:ð/, /beɪð/, /kləʊð/, /'brʌðə/, /'mʌðə/ father, rather, weather, gather, whether, other, /'fa:ðə/, /'ra:ðə/, /'weðə/, /'gæðə/, /'weðə/, /'ʌðə/
Contrast drill /θ/- /ðz/ (plural nouns) in Br. E Singular nouns in English that already end in unvoiced sound / θ / usually form plurals by adding the voiced sound /ð/ and then /z/ to the end. Note: the -th- in ' <i>clothes</i> ' is usually silent /kləʊz/ (possible - /kləʊðz/)	path — paths , mouth — mouths , bath — baths /pɑ:θ/ — /pɑ:ðz/, /maʊθ/ — /maʊðz/, /bɑ:θ/ — /bɑ:ðz/ However, in words like <i>fifth, sixth, ninth,</i> <i>twelfth, and month</i> , this doesn't occur, so month /mʌnθ/ becomes months /mʌnθs/ or even /mʌns/, depending on the care of the speaker. (the plural of -nth may be /-nts/ (or /ns/ or /-nθs/) In connected speech, the /θ/ is normally dropped in all. So, <i>fifths</i> might be any of /fɪfθs/, /fɪθs/, or /fɪs/.
Contrast drill /d/ - / ð/	day – they, dare – there, doze – those, /deɪ/ – /ðeɪ/, /deə/ – /ðeə/, /dəʊz/ – /ðəʊz/ ladder – lather, breed – breathe /'lædə/ – /'la:ðə/, /bri:d/ – /bri:ð/
/ð/- /z/	paths – puzzle, mouths – muzzle, /pɑ:ðz/ — /'pʌzl/, /maʊðz/ — /'mʌzl/ youths – uses, bother – buzzer /ju:θs/ — /'ju:zɪz/, /'bʊðə/ — /'bʌzə/ rather – browser, that – zed, /'ra:ðə/ — /'braʊzə/, /ðæt/ — /zed/ than – zinc, worthy – wizard, father – fuzzy /ðæn/ — /zɪŋk/, /'wɜ:ði-/ 'wɪzəd/, /'fa:ðə/ — /'fʌzi/ other – Ozzy, breathe – breeze, teeth – tease /'ʌðə/ — /Ozi/, /bri:ð/ – /, /bri:z/, /ti:ð/ – /ti:z/

<p>The words 'the' and 'than' are normally unstressed and have weak pronunciations. Before a consonant sound, 'the' is pronounced / ðə/, with the short, unstressed vowel /ə/. Before a vowel sound, 'the' is often pronounced /ði:/. When the sound /ɪ:/ is followed by a vowel sound, you might also hear a small linking /j/ in between.</p> <p>'Than' is pronounced / ðæn/ with the short unstressed vowel /ə/</p>	<p>I prefer the blue one to the orange one. / ðə blu: /; / ði: jɔ:rnɪŋz/ (Note: small /j/) I think the autumn is the best time of year. The earlier I get up, the happier I am. It's the one over there.</p>
<p>Nasal and lateral assimilations occur in connected speech, mainly affecting initial / ðə/ in unstressed words. /n/, /l/, /s/, /z/ + / ðə/ becomes /nə/, /lə/, /sə/, /zə/</p>	<p>'on the house' / ɒn ðə haʊs / becomes /ɒnnə haʊs/ on the shelves Join the army fail the test till they meet again all the time what's the matter? how's the patient?</p>
<p>Note: Many native speakers of English pronounce th as /t/, /f/, or /s/ instead of / θ/ and /d/, /v/, or /z/ instead of /ð/</p>	<p>Some Irish speakers pronounce thick /θɪk/ as tick /tɪk/ Some London speakers pronounce three /θri:/ as free /fri:/ Some Nigerian speakers pronounce then /ðen/ as den /den/</p>

4. Practise common expressions with the sound /ð/. Make your own short dialogues using these expressions.

I'd **rather** not answer that.
What's the **weather** like?
my **mother** and **father**

This one is better **than** the **others**.
Did **they** go **there** together?
either this one or **that** one

5.  **Practise tongue twisters.**

Whether the weather be cold
Or whether the weather be hot
Whether the weather be rainy
Or whether the weather be not
We gather together
Whatever the weather
Whether you like me or not. (1)

I'd rather lather father
Than father lather me.
When father lathers
He lathers rather free. (2)

6. Conversation Practice. Work with a partner. Talk about the four jackets using words from the list below.



A: Which jacket do you think is _____ than the others?

B: I think the *one with the belt/ leather jacket/ one with the zipper/ jacket for \$130* is/looks _____ than the others.

(better/ warmer, more attractive, more comfortable, more expensive, more stylish, more practical, more casual)

7. Spelling dictation. Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.

Booth, bathe, breathe, rather, weather, gather, whether, that, those, they, there, weather, leather, worthy, though.

8. From transcription to spelling. From the RP transcription, write the following words in normal English orthography.

/ˈrɑːðə/, /ˈweðə/, /ˈgæðə/, /maʊðz /, /juːθs/, /briːð/, /suːð/, /beɪð/, /kləʊð/, /ðæn/, /ðəʊ/, /ðem/, /ðʌs/, /ðɪs/, /ˈðiðə/.

REVISION

LESSONS 13 - 19 /j/, /f/, /v/, /w/, /h/, /θ/ /ð/

1. Circle the word in each line that does not have the same consonant sound underlined in the first word.

- A. very: of, view, live, often
- B. funny: laughed, phone, thought, first
- C. how: who, why, hope, whole
- D. went: question, one, only, when
- E. that: other, clothing, nothing, rather
- F. yes: computer, few, quickly, million
- G. thanks: there, anything, months, three

2. Write each word in the correct column of the table below. Some words may belong in 2 columns.

Holiday, cathedral, language, persuade, cough, deafen, vowel, throat, bathe, teethe, hearing, quit, fuel, vote, north, smooth, breathe, euro, hungry, once.

/j/	/f/	/v/	/w/	/h/	/θ/	/ð/

3. Cross out silent letters in these words.

Rhythm, ghastly, bought, Thames, hour, sword, answer, wrap, exhibit, whom, heir, wrestle, honour, yacht, shepherd, asthma, ghost, wreck, ache, whether.

4. Circle the odd word in each line, and say why it is different.

- A. Oh, hurt, behind, hospital
- B. think, together, anything, smother
- C. this, there, weather, Thursday
- D. thaw, either, theft, thunder
- E. phonetics, photo, though, enough
- F. who, hours, hit, horrible
- G. given, glove, veal, whale
- H. one, swap, answer, quick
- I. cow, crew, wound, tower
- J. beautiful, few, jam, musician

5. Look at the sentences and the three transcriptions listed A, B and C. Two of the transcriptions are possible ways of saying the sentence in fluent connected speech. One of the transcriptions is NOT. Mark the letter (A, B, C) which is NOT a possible way of saying the sentence.


1. I like his cooking
 - A. / aɪ laɪk ɪz kʊkɪŋ/
 - B. / aɪ laɪk hɪz kʊkɪŋ/
 - C. / aɪ laɪks kʊkɪŋ/

2. The shoe is over there
 - A. /ðə ʃuː z əʊvə ðeə/
 - B. /ðə ʃuːwɪz əʊvə ðeə/
 - C. /ðə ʃuːz əʊvə ðeə/

3. Did Mary fail the test?
 - A. /dɪd meəri feɪl ðiː test/
 - B. /dɪd meəri feɪl ðə test/
 - C. / dɪd meəri feɪlə test/

LESSON 20

/m/


1.  **How to pronounce.** Close your lips. Use your voice. The sound /m/ comes through your nose. Listen and repeat: /m/

2. **Spelling.** The sound / m / is spelled with the following letters:

-m-	-mm-	-me (word-final)	-lm - (word-final, rare)	-mb- (word-final, derived forms)	-mn- (word-final)	-gm- (word-final, of Greek origin)
maybe /'meɪbi:/ family /'fæmɪli/	summer /'sʌmə/ swimming /'swɪmɪŋ/	time /taɪm / frame /freɪm/	salmon /'sæmən/ calm /kɑ:m/ palm /pɑ:m/ psalm /sɑ:m / <u>But:</u> <i>film, realm,</i> /fɪlm/, /reɪlm/, <i>elm, helm</i> /elm/, /helm /	thumb /θʌm/ comb /kəʊm/ climber /'klaɪmə/	column /'kɒləm/ hymn /hɪm/ <u>But: n</u> returns in derived forms: <i>columnist</i> /ˈkɒləmnɪst/ <i>solemnity</i> /sə'lemnəti/	phlegm /'fleɪm/ diaphragm /'daɪəfræm /

3. **Force of Articulation.**

Stronger before vowels and /j/	make, met, medium, memory, mother, must, /meɪk/, /met/, /'mi:diəm/, /'meməri/, /'mʌðə/, /mʌst/ music, summer, immortal /'mju:zɪk/, /'sʌmə/, /ɪ'mɔ:tl/
Weaker before consonants	impact, improve, important, remember, small /'ɪmpækt/, /ɪm'pru:v/, /ɪm'pɔ:tənt/, /rɪ'membə/, /smɔ:l /
Almost silent at the end of the word	name, form, team, calm, column, autumn /neɪm/, /fɔ:m/, /ti:m/, /kɑ:m/, /'kɒləm/, /'ɔ:təm/
/mp/	computer, composition, temporary, bump /kəm'pjʊ:tə/, /,kɒmpə'zɪʃən/, /'tempərəri/, /bʌmp/
/mpt/, /mps/	stumped, bumped, shrimps, stamps /stʌmpt/, /bʌmpt/, /ʃrɪmps/, / stæmps /
Silent M The letter -m- is silent in one word 'mnemonic'	mnemonic /nɪ'mnɒnɪk/
Assimilation of /n/ to /m/	pen pal / 'pem pæl/ in March /ɪm 'mɑ:ʃ/

In connected speech, final /n/ is pronounced /m/ before /p/, /b/, /m/ and less commonly /w/	runway /'rʌmweɪ/
 Assimilation of /nd/ to /m/ /d/ disappears in between two consonants, /n/ changes to /m/ before /w/, /p/, /b/	'Sandwich' becomes 'samwich' / 'sæmwɪtʃ/ mind-boggling /m/ My grand p arents have been married for 50 years. I got a stand b y ticket. The band p layed until midnight. I left my hand b ag on the train.

4. **Practise common expressions with the sound /m/.** Make your own short dialogues using these expressions.

I don't **r**emember. **M**aybe.
I'**m** sorry. **S**ometimes.
My name is ... **H**ave some **m**ore.

5.  **Practise tongue twisters.**

Mummies munch much mush;
Monsters munch much mush;
Many mummies and monsters
Must munch much mush. (1)

Imagine an imaginary menagerie manager imagining managing an imaginary menagerie. (2)

6. **Conversation Practice.** Practise this conversation. Find the words with sound /m/ and make your own sentences with them (with more than 2 'm'-words in each one)

A: We must make sure the front bedroom is warm.

B: Why?

A: Don't you remember? My mother and father are coming tomorrow.

B: What time?

A: I'm going to meet them at the airport at four. Can you come?

B: No, I won't be home from work in time. But I'll be home in time to say 'Welcome'.

7. **Spelling dictation.** Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.


Memory, mother, must, summer, music, tomorrow, impact, improve, important, calm, column, cominist, shrimps, plumber, mnemonic.

8. From transcription to spelling. From the RP transcription, write the following words in normal English orthography.

/neɪm/, /fə:m/, /ti:m/, /kɑ:m/, /bʌmp/, /met/, /kəm'pju:tə/, /,kɒmpə'zɪʃən/, /nɪ'mɒnɪk/, /'tempərəri/, /'mi:diəm/, /meɪk/, /'sæmən/, /'swɪmɪŋ/, /reɪlm/.

LESSON 21

/n/



1.  How to pronounce. Put the tip of your tongue on the roof of your mouth just behind your top teeth. Do not close your lips. Use your voice. The sound /n/ comes through your nose. Listen and repeat: /n/.

2. Spelling. The sound /n/ is spelled with the following letters:

-n-	-nn-	-kn-	-gn-
name /neɪm/	dinner /'dɪnə/	knife /naɪf/	foreign, /'fɔ:riŋ/
none /nʌn/	funny /'fʌni/	knock /nɒk/	sign /saɪn/

3. Force of Articulation.

Stronger in the initial position of the word and before vowels	napkin, never, night, no, nuclear, funny, /'næpkɪn/, /'nevə/, /naɪt/, /nəʊ/, /'nju:kliə/, /'fʌni/ many, knee, knife, know, gnome, pneumonia /'meni/, /ni:/, /naɪf/, /nəʊ/, /'nəʊmi:/, /nju:'məʊniə/
Weaker in the final position of the word	ten, ton, sun, open, button, learn, down, town /ten/, /tʌn/, /sʌn/, /'əʊpən/, /'bʌtn/, /lɜ:n/, /daʊn/ /taʊn/
Before consonants /t/, /d/, /r/, /s/	student, find, intend, sunrise, /'stju:dənt/, /faɪnd/, /ɪn'tend/, /'sʌnraɪz/ unreal, send, mind, offence /ʌn'reɪəl/, /send/, /maɪnd/, /ə'fens/
Contrast drill /n/ — /m/	sun — sum, new — mew, run — rum, /sʌn/ — /sʌm/, /nju:/ — /mju:/, /rʌn/ — /rʌm/ none — mum, bun — bum, need — meet /nʌn/ — /mʌm/, /bʌn/ — /bʌm/, /ni:d/ — /mi:t/
Nasal plosion / tn /, / dn /, / vn /, / fn /, / kn /, / zn /, / pn /	kitten, mitten, mutton, sudden, garden, /'kɪtn/, /'mɪtn/, /'mʌtn/, /'sʌdn/, /'gɑ:dn/ modern, open, happen, deepen, bacon, /'mɒdən/, /'əʊpən/, /'hæpən/, /'di:pən/, /'beɪkən/ darken, icon, cousin, poison, deafening, /'dɑ:kən/, /'aɪkən/, /'kʌzn/, /'pɔɪzn/, /'defɪnɪŋ/ often, heaven, seven, eleven /'ɒf(ə)n/, /'hevən/, /'sevn/, /'ɪlevn/
Lateral plosion / nl /	flannel, kennel, tunnel, final, national, rational, 'flænl/, /'kenl/, /'tʌnl/, /'fainl/, /'næʃənl/, /'ræʃənl/

	occasional, divisional /ə'keɪzənəl/, /dɪ'vɪʒənəl/
Silent N The letter -n- is silent when it comes after -m- at the end of a word.	Autumn, hymn, column, solemn /ˈɔ:təm/, /hɪm/, /'kɒləm/, /'sɒləm/ Note: -n- returns in derived forms: autumnal, columnist, condemnation, solemnity /ɔ:'tʌmnəl/, /'kɒləmnɪst/, /,kɒndem'neɪʃən/, /sə'lemnɪti/
/n/ changes to /ŋ/ before /k/, /g/	think, painkiller, swimming /θɪŋk /, /'peɪŋ_kɪlə/, /swɪmɪŋ /
 Assimilation of /n/ followed by /p/ to /m/ In connected speech , when one word ends in the sound /n/ and the next word begins with a /p/, /b/, /w/ or /m/ sound, then the /n/ from the end of the word changes to an /m/ sound as your mouth gets ready to pronounce the next sound	It's Green Park. ('Green Park' becomes 'Greempark'.) I own ten pairs of socks. / tem'peəz/ He didn't do it on purpose. / əm'pɜ:pəs/ I would love to live in Paris. / ɪm'pærɪs/ pen pal / 'pem pæl/ in March /ɪm 'mɑ:ʃ/ runway /'rʌmweɪ/
 Assimilation of /nd/ to /m/ /d/ disappears in between two consonants , /n/ changes to /m/ before /w/, /p/, /b/	Sandwich becomes 'samwich' / 'sæmwɪʃ / My grandparents have been married for 50 years. I got a standby ticket. The band played until midnight. I left my handbag on the train.
And - /ən/ And is not usually an important word. It's a basic conjunction and it's frequently unstressed. When this happens, the /d/ at the end of the word disappears before both vowels and consonants, and the vowel sound at the beginning of the word changes to schwa: /ə/, so and becomes /ən/ or even /n/ as the sounds are almost identical.	Fish and chips / fɪʃ ən ʃɪps/ I'm going to go and get the shopping. Apples and oranges are my favourite fruits. I've been thinking and thinking but I can't decide. We went for a coffee and something to eat.
Linking /n/ Link /n/ at the end of a word to a following vowel	He's holding an egg. (‘An egg’ becomes ‘anegg’) an apple in a minute

4. Practise common expressions with /n/. Make your own short dialogues using these expressions.

I don't want to.

No, I didn't.

Not now.

I don't know the answer.

I'll be ready in a minute.

I'm not done.

5.  **Practise tongue twisters.**

Nina needs nine knitting needles to knit naughty Nita's knickers nicely. (1)

Nobby knew Noddy better than Noddy knew Nobby. (2)

6. **Conversation Practice.** Practise in a group of three or four people. Talk about the things that are important to you in renting a flat. Which things below are most important to you? Which things are not important?

no noise / convenient location / low rent / a new kitchen/ a nice neighborhood / a nice landlord / near transportation / friends nearby / a garden.

7. **Spelling dictation.** Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.


Never, night, nuclear, button, learn, down, town, know, gnome, pneumonia, happen, deepen, bacon, hymn, solemn.

8. **From transcription to spelling.** From the RP transcription, write the following words in normal English orthography.

/'dɑ:kən/, /'aɪkən/, /'kʌzn/, /'pɔɪzn/, /'defnɪŋ/, /ni:/, /naɪf/, /nəʊ/, /'ræʃən/, /'fɔrɪn/, /sɑm/, /'meni/, /'ken/, /'tʌn/, /'fɑml/, /'næʃən/.

LESSON 22

/ŋ/

1.  **How to pronounce.** Touch the back of the roof of your mouth with the back of your tongue. Use your voice. The sound /ŋ/ comes through your nose. Listen and repeat: /ŋ/

2. **Spelling.** The sound /ŋ/ is spelled with the following letters:

-ng - (word-final - <i>ing</i>)	-n- before /k/	-n- before /g/ + e/i/u/o or consonant (usually in the middle)
ring /rɪŋ/ morning /'mɔ:nɪŋ/	think /θɪŋk/ uncle /'ʌŋkl/	finger /'fɪŋgə/ English /'ɪŋɡlɪʃ/ language /'læŋɡwɪdʒ/ But: singer - /'sɪŋə/ ,

		<i>lingerie</i> - /'læŋʒəri:/ <i>sunglasses</i> / sʌŋ'glɑ:sɪz/, etc
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3. Force of Articulation.

/ŋ/	<p>bang, gang, cling, ring, long, wrong, /bæŋ/, /gæŋ/, /klɪŋ/, /rɪŋ/, /lɒŋ/, /rɒŋ/ song, sung, long, tongue, /sɒŋ/, /sʌŋ/, /lɒŋ/, /tʌŋ/, saying, going, reading, amazing, /'seɪ-ɪŋ/, /'gəʊɪŋ/, /'ri:diŋ/, /ə'meɪzɪŋ/ amusing, everything /ə'mju:zɪŋ/, /'evriθɪŋ/</p>
<p>-nk- is pronounced /ŋk/; -ng- before -er-, -le-, -r-, -u- is pronounced /ŋg/</p> <p><u>(Note:</u> if the word is derived from a verb, -ng- is pronounced /ŋ/ (<i>singer</i>; <i>hanger, longing</i>); if not derived from a verb, it is pronounced /ŋg/, e.g. <i>anger</i>, <i>finger, longer</i>)</p>	<p>thank, pink, think, drunk, uncle, /θæŋk/, /pɪŋk/, /θɪŋk/, /drʌŋk/, /'ʌŋkl/ main course, language, hungry, longer, single /meɪŋ kɔ:s/, /'læŋgwɪdʒ/, /'hʌŋgri/, /'lɒŋgə/, /'sɪŋgl/ anger, hunger, war-monger, longer, /æŋgə/, /'hʌŋgə/, /wɔ:-'mʌŋgə/, /'lɒŋgə/, stronger, wrangle, mingle /'strɒŋgə/, /'ræŋgl/, /'mɪŋgl/</p> <p><u>But:</u> tongue, meringue /tʌŋ/, /mə'reɪŋ/ singer - /'sɪŋə/; ringer - /'rɪŋə/, etc.</p>
<p>Contrast drill /n/ - /ŋ/</p>	<p>sin — sink, thin — thing, kin — king, win — wing, /sɪn/ — /sɪŋk/, /θɪn/ — /θɪŋ/, /kɪn/ — /kɪŋ/, /wɪn/ — /wɪŋ/ ban — bang, ton — tongue, sun — sung, son — song /bæn/ — /bæŋ/, /tʌn/ — /tʌŋ/, /sʌn/ — /sʌŋ/, /sʌn/ — /sɒŋ/ ran — rank, bun — bunk, gone — gong /ræn/ — /ræŋk/, /bʌn/ — /bʌŋk/, /ɡɒn/ — /ɡɒŋ/</p>
<p>Contrast drill /ŋk/ - /ŋ/</p>	<p>think — thing, bank — bang, sink — sing, rink — ring /θɪŋk/ — /θɪŋ/, /bæŋk/ — /bæŋ/, /sɪŋk/ — /sɪŋ/, /rɪŋk/ — /rɪŋ/</p>

4. Practise common expressions with /ŋ/. Make your own short dialogues using these expressions.

Is something **wrong**?
I'm **hungry**.
Good **morning**.

How **long** have you been studying **English**?
I've been waiting a **long** time.
The phone is **ringing**.

5. Practise tongue twisters.

The young king took his ring
One morning in spring
And put it on his finger. (1)

Singing Sammy sung songs on sinking sand. (2)

6. Conversation Practice. Practise with a partner. Use the phrases below to make true sentences about yourself. Then listen to your partner's sentences. Then tell the class about the things that are true for both of you.

Examples: I'm not wearing a ring. I'm reading an interesting book. /We're not wearing rings. We are planning a long trip.

wearing a ring / reading an interesting book/ wearing something pink/ taking a boring class/ studying more than one language/ planning a long trip/ thinking of moving (to a new house or flat)

7. Spelling dictation. Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.


Going, reading, amazing, ring, long, wrong, tongue, hungry, longer, single, uncle, think, thank, pink, think.

8. From transcription to spelling. From the RP transcription, write the following words in normal English orthography.

/bæŋ/, /gæŋ/, /kliŋ/, /riŋ/, /lɒŋ/, /rɒŋ/, /'lŋkl/, /drŋk/, /ə'mju:ziŋ/, /'evriθiŋ/, /'ŋglɪʃ/, /piŋk/, /θiŋk/, /kiŋ/, /wiŋ/.

LESSON 23

/l/

1.  How to pronounce. Put the tip of your tongue just behind your front teeth. Use your voice. To make the sound /l/, the air goes over the sides of your tongue and out of your mouth. Listen and repeat /l/

2. Spelling. The sound /l/ is spelled with the following letters:

- l -	- ll -
late /leɪt/	call /kɔ:l/
trouble /'trʌbl/	excellent /'eksələnt/

3. Force of Articulation.

Soft, light /l/ before a vowel	look, listen, late, relax, /lʊk/, /'lɪsn/, /leɪt/, /rɪ'læks/ eleven, usually, college /ɪ'levn/, /'ju:ʒʊəli/, /'kɒlɪdʒ/
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<p>The sound /l/ has a different, heavier sound at the end of a word or before a consonant</p>	<p>call, help, trouble, simple, /kɔ:l/, /help/, /'trʌbl/, /'sɪmpl/ cool, cold, people, well /ku:l/, /kəʊld/, /'pi:pl/, /wel/</p>
<p>Contrast drill /l/ - /n/</p>	<p>light – night, low – no, line – nine, /laɪt/ – /naɪt/, /ləʊ/ – /nəʊ/, /laɪn/ – /naɪn/ collect – connect, slow – snow, tell- ten, /kə'lekt/ – /kə'nekt/, /sləʊ/ – /snəʊ/, /tel/- /ten/ pill – pin, bowl – bone, mile – mine /pɪl/ – /pɪn/, /bəʊl/ – /bəʊn/, /maɪl/ – /maɪn/</p>
<p>Silent L The letter -l- is not pronounced after the vowels -a-, -o- and -u-. al = /ɑ:/ before -f-, -m- (-alf, -alm-) al = /ɔ:/ before -k- (-alk) ol = /əʊ/ before -k- (-olk) ould = /ʊd/</p>	<p>calf, half, calm, palm , /kɑ:f/, /hɑ:f/, /kɑ:m/, /pɑ:m/ also: salmon, halfpenny /'sæmən/, /'heɪpni / chalk, stalk, talk, walk, baulk /tʃɔ:k/, /stɔ:k/, /tɔ:k/, /wɔ:k/, /bɔ:k / folk, yolk, Suffolk, Norfolk /fəʊk/, /jəʊk/, /'sʌfək/, /'nɔ:fək/ Note: colonel – /'kɜ:nl/ should, could, would /ʃʊd/, /kʊd/, /wʊd/ But: Halo, bulk, sulk, hold, sold, fold, mould /'heɪləʊ/, /bʌlk/, /sʌlk/, /həʊld/, /səʊld/, /fəʊld/, /məʊld/</p>

4. Practise common expressions with /l/. Make your own short dialogues using these expressions.

I don't feel well.	Lots of luck!
I'll call you later.	I fell asleep.
Look out!	I'm leaving in a little while.

5.  Practise tongue twisters.

Luke's duck likes lakes.
 Luke Luck licks lakes.
 Luke's duck licks lakes.
 Duck takes licks in lakes
 Luke Luck likes.
 Luke Luck takes licks in lakes duck likes. (1)

Yally Bally had a jolly golliwog. Feeling folly, Yally Bally bought his jolly gollie a dollie made of holly! The gollie', feeling jolly, named the holly dollie, Polly. So Yally Bally's jolly gollie's holly dollie Polly's also jolly! (2)

6. Conversation Practice. Work with a partner. For fun, take the quiz below. Night Owl or Early Bird? Complete each sentence with one of these words or phrases: *always / usually / occasionally / hardly ever/ never*. Then listen to your partner's sentences. Does the quiz show that you are a night owl or an early bird? Do you agree?

Night Owl	Early Bird
1. I have trouble falling asleep	1. Ifall asleep in less than ten minutes
2. I..... need an alarm clock to wake up.	2. When I wake up, I..... feel alert and cheerful
3. When I wake up , Ifeel sleepy and irritable.	3. Iget up when it starts to get light.
4. I feel most alert in the early evening.	4. Ifeel hungry early in the morning.
5. I.....go to bed after twelve o'clock	5. Igo to bed before eleven o'clock.

7. Spelling dictation. Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.


Listen, late, relax, cool, cold, trouble, simple, calf, half, calm, palm, chalk, stalk, talk, walk, could, would, colonel.

8. From transcription to spelling. From the RP transcription, write the following words in normal English orthography.

/həʊld/, /səʊld/, /fəʊld/, /'lɪsn/, /leɪt/, /rɪ'læks/, /fəʊk/, /jəʊk/, /'ju:ʒʊəli/, /'kɒlɪdʒ/, /kə'lekt/, /'eksələnt/, /'kɜ:nl/, /'sæmən/, /'heɪpni /

LESSON 24

/r/

1.  **How to pronounce.** Turn the tip of your tongue up. Do not touch the roof of your mouth with the tip of your tongue. Make your lips a little round. Listen and repeat: /r/.



2. **Spelling.** The sound /r/ is spelled with the following letters:

-r-	-rr-	-wr-	-rh-
right /raɪt/	sorry	wrong /rɒŋ/	rhyme /raɪm/

repeat /rɪ'pi:t/	/ 'sɒri/ correct /kə'rekt /	write /raɪt/	rhino /'raɪnəʊ/
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3. Force of Articulation.

Stronger in the initial position	red, rib, rot, rat, rust, rum, rook, rent, read, /red/, /rɪb/, /rɒt/, /ræt/, /rʌst/, /rʌm/, /rʊk/, /rent/, /ri:d/ reach, roar, raw, root, rather, rim /ri:tʃ/, /rɔ:/, /rɒ:/, /ru:t/, /'rɑ:ðə/, /rɪm/
Weaker after consonants	bread, break, cry, crowd, green, grin, brand, frozen, /bred/, /breɪk/, /kraɪ/, /kraʊd/, /gri:n/, /grɪn/, /brænd/, /'frəʊzn/ price, proud, shriek, shrewd, thread, thrill, thrift, /praɪs/, /praʊd/, /ʃri:k/, /ʃru:d/, /θred/, /θrɪl/, /θrɪft/ throb, thrust, trap, tread, trip, trolley, true, try /θrɒb/, /θrʌst/, /træp/, /tred/, /trɪp/, /'trɒli/, /tru:/, /traɪ/
Contrast drill /r/ - /l/	wrong – long, write – light, pirate – pilot, /rɒŋ/ – /lɒŋ/, /raɪt/ – /laɪt/, /'paɪəɪt/ – /'paɪlət/ grass – glass, crowd – cloud /grɑ:s – glɑ:s/, /kraʊd - klaʊd /
Silent R in British English The silent letter -r- before vowels air / eə/ ar /ɔ:/ after -qu, -w- , /ɑ:/ are / eə /, except for the word 'are' ear / ɪə/, / eə/, / ɪə/, / /ɑ: // ɜ: / er / ɪə/ before vowels, / ɜ: /, /ɑ: / ir, ur, yr / ɜ: / ee / i: / eer / ɪə/ final eir , / eə/ ere / eə/, / ɪə/ ier / ɪə/ ire / aɪə/ oar / ɔ: / oor /ʊə/, / ɔ: / or, ore /ɜ: / after 'w', / ɔ: / our /aʊə/, /ʊə/, /ɔ: / our /ə/ (word-final, unstressed) ower / aʊə/ ure, ur /jʊə/, /ʊ/ ur /ʊə/ after /ʃ/ and /dʒ/, / e / yre /aɪə/	
Linking /r/ before a vowel sound the -r- is pronounced when the word after the word with final -r- begins with a vowel sound.	air, chair, fair, repair, careful, stare /eə/, /tʃeə/, /feə/, / rɪ'peə/, /'keəfəl/, /steə/ art, car, quarrel, warn, warm, are, /ɑ:t/, /kɑ:/, /'kwɒrəl/, /wɔ:n/, /wɔ:m/, /ɑ: / clear, fear, hear, year, bear, beard, heart, /klɪə/, /fɪə/, /hɪə/, /jɪə/, /beə/, /bɪəd/, /hɑ:t/ earth, serve, bird, hurt, firm, first, clerk /ɜ:θ/, /sɜ:v/, /bɜ:d/, /hɜ:t/, /fɜ:m/, /fɜ:st/, /klɑ:k/ deer, engineer, heir, their, here, /diə/, /,endʒɪ'niə/, /eə/, /ðeə/, /hɪə/ there, (<u>But:</u> period), mercy, were, where, /ðeə/, (/ 'pɪəriəd/), /'mɜ:si/, /wɜ:/, /weə/ tier, fierce, pier, desire, empire, tired, require, /'taɪə/, /fɪəs/, /pɪə/, /dɪ'zaɪə/, /'empaɪə/, /'taɪəd/ /rɪ'kwəɪə/ board, coarse, roar, poor, moor, door, floor, /bɔ:d/, /kɔ:s/, /rɔ:/, /pʊə/, /mʊə/, /dɔ:/, /flɔ:/ born, form, storm, word, world, (<u>But:</u> worn) /bɔ:n/, /fɔ:m/, /stɔ:m/, /wɜ:d/, /wɜ:ld/, /wɔ:n / flour, hour, shower, tour, your, four, pour, /'flaʊə/, /'aʊə/, /'ʃaʊə/, /tʊə/, /jɔ:/, /fɔ:/, /pɔ:/ flavour, glamour, honour, cure, sure /'fleɪvə/, /'glæmə/, /'ɒnə /, /kjʊə/, /ʃɔ:/ (<u>But:</u> jury, plural, bury, fury), lure, tyre (/'dʒʊəri/, /'plʊərəl/, /'beri/, /'fjʊəri /) /ljʊə/, /'taɪə/
	sister and brother, my father and I, rather interesting, Roger enjoyed it, their emblem, Mr and Mrs Smith, her apple

 <p>Intrusive /r/ In connected speech, if a word ends in an /ɔ:/ sound, like law and the next word begins in an /ə/, you'll often hear a /r/ sound linking them together. It flows better. Just remember the /r/ sound is not very strong.</p>	<p>'Law-r-and order' is easier to say than 'law and order'. Can you draw a circle freehand? My dog hurt its paw on some broken glass. There was a flaw in the argument. I saw a good film last night.</p>
 <p>Linking /r/ In standard southern British English, -r- is only pronounced before a vowel sound. in far - / fa: / or car - / kɑ: /) you don't hear it but in far away or car engine you pronounce /r/ because it is followed by a vowel sound.</p> <p>In most kinds of American English (and most other British varieties), -r- is pronounced in all positions where it is written in a word, and it changes the quality of a vowel that comes before it.</p>	<p>War and Peace, far away You know, I really like my mother-in-law. Have you been to the Tower of London? You've got something in your eye. Never again</p>

4. Practise common expressions with the sound /r/. Make your own short dialogues using these expressions.

All right.	I'm really sorry.
Try it.	Are you ready?
Great!	Relax!

5.  Practise tongue twisters.

Rory the warrior and Roger the worrier were reared wrongly in a rural brewery. (1)

Round and round the rugged rock the ragged rascal ran. (2)

6. Conversation Practice. Practise in a group of two or three people. Talk about the things that are most important to you in a job. Choose three of the items below to complete this sentence. After each person has completed the sentence, discuss the job each person would probably like to have.

I'd like a job that
is interesting
isn't very stressful

has friendly people
has opportunities for promotion

requires creativity
 has a lot of responsibility
 has flexible hours
 requires problem-solving
 requires travel

requires working with a group
 requires working alone
 pays very well
 requires a lot of writing
 doesn't require a lot of writing

7. Spelling dictation. Work in pairs. One student dictates words, the other writes. The student dictating checks the writing. Next, the second student dictates and the first writes.

Ring, rent, read, rhino, rhyme, write, wrong, crowd, green, grin, brand, frozen, repair, careful, beard, heart, hurt, firm, board, coarse.

8. From transcription to spelling. From the RP transcription, write the following words in normal English orthography.

/rɒŋ/ , /raɪt/ , /ri:tʃ/ , /rɔ:/ , /rɔ:/ , /ru:t/ , /'rɑ:ðə/ , /bɔ:n/ , /fɔ:m/ , /stɔ:m/ , /'ʃaʊə/ , /tʊə/ , /'taɪəd/ , /rɪ'kwaɪə/ , /kə'rekt/ .

REVISION

LESSONS 20- 24 /m/, /n/, /l/, /r/ /ŋ/

1. Circle the word in each line that does not have the same consonant sound underlined in the first word. Bear in mind that you must focus on Br.E. (RP) pronunciation.

- A. name: intend, cousin, drink, gnome
- B. look: relax, palm, trouble, fold
- C. rat: grin, write, world, rhino
- D. sing: stronger, win, tongue, sink

2. Write each word in the correct column of the table below. Some words may belong in 2 columns. Bear in mind that you must focus on Br.E (RP) pronunciation.

Unreal, anger, simple, immortal, think, mutton, correct, autumn, offence, timber, collect, bulk, sign, knock, sandwich, realm, calm, runway, talk, English

/m/	/n/	/l/	/r/	/ŋ/

3. Cross out silent letters in these words.

Wrong, beard, calf, yolk, mnemonic, salmon, half, solemn, walk, column, chalk, flour, would, folk, knife, condemn, word, where, plumber, comb.

4. Circle the odd word in each line, and say why it is different. Bear in mind that you must focus on Br. E (RP) pronunciation.

- A. small, stumped, band, grandparents
- B. painkiller, open, sudden, tunnel
- C. singer, single, ring, rink
- D. line, calm, mile, sold
- E. wrong, frozen, heir, jury

5. Look at the sentences and the three transcriptions listed A, B and C. Two of the transcriptions are possible ways of saying the sentence in fluent connected speech. One of the transcriptions is NOT. Mark the letter (A, B, C) which is NOT a possible way of saying the sentence.

1. She did it on purpose.

- A. /ʃi: did it ən pɜ:pəs/
- B. /ʃi: did it ə pɜ:pəs/
- C. /ʃi: did it əm pɜ:pəs/

2. I saw a good film.

- A. /aɪ sə: ə gʊd film/
- B. /aɪ sə: wə gʊd film/
- C. /aɪ sə: rə gʊd film/

3. I got a standby ticket.

- A. /aɪ gɒt ə stæmbaɪ tɪkət/
- B. /aɪ gɒt ə stæbaɪ tɪkət/
- C. /aɪ gɒt ə stændbaɪ tɪkət/

LESSON 25

SYLLABLES

1. Definition. A syllable is any of the units into which a word may be divided. A word may have one or more syllables. It usually consists of **a vowel sound (V), one vowel sound or a diphthong**. Some syllables are only one vowel sound.

For example, those words have one syllable that is one vowel sound: “Sleep” /i:/, “Eye” /ai/.

A syllable can have **a consonant sounds (C)** before the V, after the V or before and after the V. Here are some examples of **one syllable word**:

CV	VC	CVC
go /eʊ/	if /if/	ten /ten/
my /mai/	egg /eg/	nose /nəʊz/
know /neʊ/	eight /eit/	mouth /maʊθ/

Note: The letters are *not* the same as sounds. For example, the consonant *letters* W and Y are not consonant *sounds* if they come after the vowel sound in the syllable: “saw” /sɔ:/, “say” /sei/, “how” /haʊ/. They are part of the vowel sound.

The word “take” has the diphthong (two vowel sounds), one phoneme- /ei/.

The weakest vowel sound in the English language is /ə/ and this sound is never stressed. It is called *schwa*.

word		number of syllables
dog	dog	1
green	green	1
quite	quite	1
quiet	qui-et	2
orange	or-ange	2
table	ta-ble	2
expensive	ex-pen-sive	3
interesting	in-ter-est-ing	4
realistic	re-al-is-tic	4
unexceptional	un-ex-cep-tion-al	5

Note: Sometimes the word *syllable* is used to define the parts of a *written* word. But here we use the word *syllable* to talk about *pronunciation* of words, not the writing.

2. Pronunciation. In English, **stressed syllables** are longer than unstressed syllables. The time it takes to say a sentence depends on the number of stressed syllables, not on the total number of syllables.

For example:

Kids make noise.

The **kids make noise.**

The **kids will make noise.**

The **kids are making noise.**

The **kids have been making noise.**

3. Practise the sentences. Make the stressed syllables longer and slower. Make the unstressed syllables shorter and quicker. Now define stressed syllables in these sentences and practise them:

Buy new toys.

Buy us new toys.

Buy us some new toys.

You should buy us some new toys.

4. Practise these one syllable words. Write C where there is a consonant sound. There may be one before V (vowel) , after V or in both places:

e.g. high C V
 rice C V C

bought	V	laugh	V
eyes	V	two	V
key	V	youth	V
day	V	weigh	V
through	V	rhythm	V

5. Write these words into correct column.

aunt cook doctor grandfather officer passenger sister teacher uncle
--

1 syllable	2 syllables	3 syllables
aunt....		

6. Read these tongue twisters. How many syllables are there in each? Write the number. Practise saying tongue twisters:

1. She sells sea shells on the seashore. _____
2. Walter walked toward the waiter. _____
3. Betty bought a better bit of butter. _____
4. The fat cat sits on the vet's wet hat. _____

LESSON 26

WORD STRESS

1. Definition. Stress is an extra force used when pronouncing a particular word or syllable. There are different types of stress:

Contrastive stress is used to express an unusual or emphatic meaning in a sentence. It involves stressing the important word according to the different meanings, e.g. It was my **AUNT** who bought the car (not my uncle) or My aunt bought the **CAKE** (not the biscuits)!

Primary, main stress. The main stress on a word, e.g. **DIFF**icult, indi**VID**ual. The primary stress on a word is marked in the dictionary as follows - 'difficult.

Secondary stress is stress on a syllable or word in a sentence that is less strong than the primary (main) stress, e.g. "Controversial" - / ,kɒntrə'vɜːʃəl/ which has the primary or main stress on /vɜː/ and the secondary stress on / ,kɒn /

Word stress is the pronunciation of a syllable with more force or emphasis than the surrounding syllables which are said to be unstressed, e.g. umb**re**lla / ʌm'breɪlə/.

Native speakers of English use word stress naturally. In English, we do not say each syllable with the same force or strength. In one word, we accentuate ONE syllable.

We say **one** syllable very **loudly** (big, strong, important) and **all the other syllables** very **quietly**. There are two very important rules about word stress:

a) **one word, one stress** (one word cannot have two stresses, so, if you hear two stresses, you have heard two words, not one word);

b) the stress is always on a vowel. There are some general rules about which syllable to stress.

General Rules

1. A word of one syllable has stress on the first letter .	<i>E.g.</i> 'GO – 'HOT – 'LONG– 'TEACH.
2. A word of two syllables : a) A NOUN of two syllables has stress on the first syllable . N = '1 + 2 ;stress on 1 b) An ADJECTIVE of two syllables has stress on the first syllable . Adj. = '1 + 2 ;stress on 1 c) An ADVERB or a PREPOSITION of two syllables has stress on the first syllable . Adv. = '1 + 2; stress on 1 d) A VERB of two syllables has	a) <i>E.g.</i> 'EN/glish – 'FA/ther – 'TEACH/er – 'ACT/or – 'PRES/ent <i>But:</i> in “Be/'LIEF” stress is on syllable two because the first contains /ə/ b) <i>E.g.</i> 'HAP/py – 'SUN/ny – 'HOT/ter – 'UG/ly – 'STU/pid. <i>But:</i> in Cor/'RECT stress is on the second syllable because the first contains /ə/ c) <i>E.g.</i> 'UN/der – 'O/ver – 'NE/ver – 'AF/ter. <i>But:</i> in Be/'LOW, Be/'NEATH, A/'BOVE, A/'GO stress is on the second syllable because the first contains /ə/ d) <i>E.g.</i> Cor/'RECT - Pre/'SENT - Be/'LIEVE.
stress on the second syllable . V = 1 + '2 ; stress on 2	<i>But:</i> in 'LA/bel, 'O/pen stress is on the first syllable because the second syllable contains /ə/
3. A compound noun = 'N1 + N2 takes stress on the first noun (N1)	<i>E.g.</i> 'LADY-bird, 'TAXI-driver, 'SCHOOL-bag, 'SILK-worm, 'PENCIL-case, 'SUIT-case.
4. A compound noun = 'Adj. + N takes stress on the adjective (Adj.)	<i>E.g.</i> 'BLACK-board, 'GREEN-house, 'ROUND-table, 'BLACK-smith, 'WHITE-house.
5. A compound adjective = Adj. + V (pp) takes stress on the verb (V)	<i>E.g.</i> Well-'DONE, Well-'KNOWN, Old-'FASHioned, Narrow-'MINDEd.
6. A compound verb = Preposition + 'V takes stress on the verb (V).	<i>E.g.</i> Under-'STAND, Over-'DO, Over-'FLOW, Under-'ESTimate.
7. A phrasal verb (V + 'Prep/or 'Adv) takes stress on the Prep/or Adv .	<i>E.g.</i> Sit 'DOWN, Fly a'WAY, Stand 'UP, Climb 'UP, Run a'WAY, Go 'INto.
	<i>E.g.</i> 'GRAPH/ic, 'MA/gic, Me/'CHAN/ic, 'PAN/ic , 'PUB/lic.

<p>8. A word that ends (finishes) with one of these five (5) endings takes stress on the second syllable from end. The endings are (-ic(s), -sion(s), -tion(s), -ive, -ant)</p>	<p>'VI/sion, Di/'VI/sion, Con/'CLU/sion, Tel/e/'VI/sion or 'Tel/e/vi/sion, In/tro/'DUC/tion, Si/tu/'A/tion, In/'TEN/tion. Ex/'PENS/ive, Ef/'FECTive, Com/'PULS/ive But : In/'QUIS/i/tive; 'DE/co/ra/tive (2 and 3 contain /ə/) Im/'POR/tant - Re/'SIS/tant - As/'SIS/tant.</p>
<p>9. A word that ends (finishes) with one of these thirteen (13) endings takes stress on the third syllable from end. (Words of 3 syllables or more.) The endings are (-cy, -ty, -phy-, -gy, -al, -er, --ful, - less, -ous, -fy, -ible, -able, -ist, -ness, -ize, etc...)</p>	<p>E.g. U/ni/'VER/si/ty, Sim/i/'LAR/i/ty, Re/'AL/i/ty Phi/'LOS/o/phy, Pho/'TOG/ra/phy Ge/'OL/o/gy, Tech/'NOL/o/gy, Bi/'OL/o/gy, 'PHYS/i/cal, 'MAN/u/al, Me/'CHAN/i/cal Pho/'TOG/ra/pher, Ki/'LO/me/ter, 'CAR/pen/ter But: Com/'PUT/er (2nd) 'BEAU/ti/ful, 'PLEN/ti/ful But: Re/'SPECT/ful, De/'LIGHT/ful (2nd) 'COL/our/less, 'DAN/ger/ous, 'MAR/vel/lous But: Cou/'RA/geous, De/'LI/cious (2nd) 'BEAU/ti/fy, 'SIM/pli/fy, 'REC/ti/fy, 'FAL/si/fy , 'HOR/ri/ble, 'CRE/di/ble, In/'CRE/di/ble, Re/'SPECT/a/ble, 'CA/pa/ble, De/'PEND/a/ble, 'JOUR/nal/ist, 'SCI/en/tist, 'PHYS/is/ist, Bi/'O/log/ist , 'HELP/less/ness, 'CARE/less/ness, 'CLEV/er/ness, 'CIV/i/lize, 'SO/siol/ize, 'ANG/li/cize. But: 'GEN/e/ra/lize (2 and 3 contain /ə/)</p>

2. Practise the following two-syllable words which keep the same general meaning, but which change from a noun to a verb when the stress moves from the first to the second syllable.

<p>addict</p>	<p>My nephew is a complete video game ADD-ict. (<i>My nephew is a person who plays video games and cannot stop doing it</i>) If you keep playing that game, you will get add-ICT-ed to it! (<i>you will become an addict</i>)</p>
<p>conflict</p>	<p>The two boys were in CON-flict. (<i>didn't agree about something</i>) The concerns of different individuals may con-FLICT. (<i>may not agree with each other</i>)</p>
<p>contest</p>	<p>He is taking part in a boxing CON-test. (<i>a fighting competition</i>) I'm sorry, I have to con-TEST the will. (<i>I can't agree with the will</i>)</p>
<p>contrast</p>	<p>There's quite a CON-trast between these two cultures. (<i>a big difference</i>) I will compare and con-TRAST these two pictures. (<i>show the differences between them</i>)</p>
<p>convert</p>	<p>He is a CON-vert to Catholicism. (<i>he has changed his religion</i>) I'm sorry, you will never con-VERT me. (<i>you will never persuade me to change my beliefs/opinions</i>)</p>
<p>decrease</p>	<p>There has been a DE-crease in sales recently. (<i>we have sold less than usual</i>) We need to de-CREASE the number of children in the class to make it more effective.</p>
<p>import</p>	<p>Tea is an IM-port from China. (<i>tea is brought here from China</i>) We would like to im-PORT more tea over the next few years.</p>

increase	There has been an IN-crease in road accidents recently. (<i>there have been more road accidents</i>) We need to in-CREASE our sales figures. (<i>sell more</i>)
insult	What she said felt like an IN-sult . (<i>she said something bad</i>) Please don't in-SULT me (<i>don't say bad things to me</i>)
perfect	Your English is PER-fect . (<i>it has no mistakes</i>) We need to per-FECT our design before we can put this new product on the market. (<i>we need to improve it</i>)
permit	Do you have a PER-mit to drive this car? (<i>document giving permission</i>) Will you per-MIT me to park my car in front of your house? (<i>allow me</i>)
pervert	She took him to court, accusing him of being a PER-vert who was unfit to raise a child. (<i>he has strange sexual preferences</i>) Does TV violence per-VERT the minds of young children? (<i>does TV violence corrupt the minds of young children?</i>)
present	He gave me a nice PRES-ent on my birthday. (<i>gift</i>) Allow me to pres-ENT my friend, Mary. (<i>introduce</i>)
produce	They sell all kinds of PRO-duce at the market. (<i>fruit and vegetables that have been grown or produced on a farm to be sold</i>) Plants pro-DUCE oxygen. (<i>plants make oxygen naturally</i>)
protest	There was a political PRO-test going on in the street. (<i>demonstration</i>) Students had to pro-TEST the decision. (<i>students came together to publicly express disapproval of the decision</i>)
recall	A child's RE-call is usually accurate. (<i>memory</i>) I can't re-CALL the first time I rode a bicycle. (<i>remember</i>)
record	She always keeps a RE-cord of what she spends every month. (<i>note</i>) It's important to re-CORD how much you spend every month. (<i>make a note of</i>)
reject	I got a RE-ject from Harvard. (<i>the act of not accepting</i>) Sarah decided to re-JECT her brother's offer of help. (<i>she refused to accept</i>)
suspect	A SUS-pect was arrested today in connection with the robbery. (<i>someone was thought to be guilty of a crime</i>) I sus-PECT that there is something wrong with the engine. (<i>have a feeling, think, imagine</i>)

3. Practise the following two-syllable words which change their meaning completely —from a noun to a verb or a noun to an adjective – when the stress moves from the first to the second syllable.

address	Do you know Helen's AD-dress ? (<i>where she lives</i>) She turned to ad-DRESS the man on her left. (<i>to speak to him directly</i>)
attribute	Dishonesty is a common ATT-rib-ute of politicians. (<i>a trait/characteristic</i>) That quote is at-TRIB-u-ted to William Shakespeare. (<i>considered to be first said/created by him</i>)
conduct	We aren't happy about your general CON-duct . (<i>the way you're behaving</i>) Is it really necessary to con-DUCT experiments on animals? (<i>carry out</i>)
console	I spend too much time at my computer CON-sole . (<i>screen and controls</i>) She was so unhappy, I was unable to con-SOLE her. (<i>make her feel better</i>)
content	The CON-tent of your essay is fine, but you need to rearrange the structure. (<i>what it contains</i>) She was sitting reading a book, looking very con-TENT . (<i>relaxed, peaceful</i>)
converse	Some teachers welcomed the change; but for the majority of teachers, the CON-verse was true. (<i>the opposite of it</i>)

	He can con-VERSE in three different languages. (<i>have conversations</i>)
desert	The army marched through the DES-ert . (<i>e.g. Sahara</i>) He des-ERT-ed her for another woman. (<i>abandoned/ left</i>)
entrance	The EN-trance to the building was locked. (<i>way in</i>) Are you trying to en-TRANCE me? (<i>hypnotise me, put me into a trance</i>)
exploit	He's always talking about some EX-ploit from his war years. (<i>exciting experience, adventure</i>) Some companies ex-PLOIT their staff by expecting them to work overtime for no extra pay. (<i>take advantage of</i>)
extract	She read me an EX-tract from her new novel. (<i>short section</i>) The dentist says he needs to ex-TRACT one of my teeth. (<i>remove, pull out, take out</i>)
invalid	I resented being treated as an IN-val-id (<i>disabled</i>) I'm sorry, your passport is in-VAL-id , as it expired two months ago. (<i>can't be used</i>)
object	What is that OB-ject over there? (<i>thing</i>) Would anyone ob-JECT if I opened a window? (<i>complain, protest</i>)
project	This PRO-ject should be completed next month. (<i>piece of work</i>) We could pro-JECT the film onto that blank wall. (<i>show, display</i>)
refuse	We have our REF-use collected on Monday. (<i>rubbish, garbage</i>) Apple pie? How can I re-FUSE! (<i>say no</i>)
subject	What is the SUB-ject of today's lesson? (<i>topic</i>) Oh dear, our teacher is going to sub-JECT us to another test. (<i>impose on us, make us endure</i>)

4. Practise stress patterns in words:

Words with Prefixes (Prefixes and usually are not stressed)	reWIND exHAUST rePAINT deBATE aSIDE unPAID inCLUDE unHAPPY	deFEND enCLOSE preDICT inFECT unABLE overWHELM prePARE
Words with Suffixes (suffixes usually are not stressed)	SLOWly FILTHy BAKery TALKing SPEEDily FASTer SICKly KINDness	TEACHer SMALLest SPEAKing LOVEly HELPful ACTor CAREless
Words with Prefixes and Suffixes	unWORKable unCERTain unTIMEly rePAYment preDICTed imPOSSible reMAINing incorRECTly	preSCRIPtion observant reFINing underSTANDing unREADable inSISTant preshisTORic
Words with 'i' Suffixes	diRECTive biONic	inCENTive oPINion

	ecoNOMics inSATiable ofFICiate reMEDial hisTORical comPANion	neCESSity interMEDiary dominion eNORMity preVENTive
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5. Practise stress patterns in nouns phrases with compounds:

A broken CHAIR a broken ROCKing chair
An electric CLOCK an electric CUCKoo clock
Some old BOOKS some old COMic books

BIKE riding	SKYdiving	SCUBA diving	ICE skating
HANG gliding	HORSEback riding	ICE cream	EYE doctor
BASEball	DISHwasher	TEXTbook	TOOTHbrush
CLASSroom	NOTEbook	BRIEFcase	AIRport
HEADlight	SIDEwalk	OUTfit	OVERcoat

6. Practise stress patterns in phrasal verbs. Add more simple sentences with phrasal verbs and practise them.

He's SITting DOWN. He's GOing OUT.
He's LYing DOWN. He's RUNnng aROUND.

LESSON 27

SENTENCE STRESS

1. Definition. Sentence stress refers to the way some words in a sentence are **stressed**. In English these are usually the information-carrying words. In the sentence *It was a lovely evening, and the temperature was perfect*, the main stress, when spoken, is probably on the word *perfect*. Stress can therefore be used to show meaning, to emphasise a particular point or feeling.

Let's take a look at the following sentence: **I don't think he should get the job.**

This simple sentence can have many levels of meaning based on the word you stress. Consider the meaning of the following sentences with the stressed word in **bold**. Read each sentence aloud and give a strong stress to the word in **bold**:

- I** don't think he should get the job. **Meaning:** *Somebody else thinks he should get the job.*
- I **don't** think he should get the job. **Meaning:** *It's not true that I think he should get the job.*
- I don't **think** he should get that job. **Meaning:** *That's not really what I mean. OR I'm not sure he'll get that job.*
- I don't think **he** should get that job. **Meaning:** *Somebody else should get that job.*

- E. I don't think he **should** get that job. **Meaning:** *In my opinion it's wrong that he's going to get that job.*
- F. I don't think he should **get** that job. **Meaning:** *He should have to earn (be worthy of, work hard for) that job.*
- G. I don't think he should get **that** job. **Meaning:** *He should get another job.*
- H. I don't think he should get that **job**. **Meaning:** *Maybe he should get something else instead.*

As you can see, there are many different ways this sentence can be understood. The important point to remember is that the true meaning of the sentence is also expressed through the stressed word or words.

Nouns, verbs, adjectives, adverbs and **wh-words** are usually **stressed** words in a sentence. Stress words sound *louder* and *slower*.

Structure words such as **a, the, and, but, to, of, it** and **you** are usually **unstressed**. They sound *quieter* and *quicker*.

Note that stress in words does not usually change. But sentence stress can change with the speaker's meaning.

e.g. I've been **waiting** for **ages**. I'm **afraid** you've **made** a **mistake**. They **changed** the **schedule** at the **end** of **April**.

The basic rules of **sentence stress** are:

- a) content words are stressed
- b) structure words are unstressed
- c) the time between stressed words is always the same

content words main verbs nouns adjectives adverbs negative auxiliaries	stressed sell, give, employ car, music, mary red, big, interesting quickly, loudly, never don't, aren't, can't
structure words pronouns prepositions articles conjunctions auxiliary verbs	unstressed he, we, they on, at, into a, an, the and, but, because do, be, have, can, must

Note: The rules above are for for what is called 'neutral' or normal stress. But sometimes we can stress a word that would normally be only a structure word, for example to correct information. Look at the following dialogue:

"They've been to Mongolia, haven't they?"

"No, **THEY** haven't, but **WE** have."

Note also that when "be" is used as a main verb, it is usually unstressed—even though as a main verb it is also a content word.

2. **Say the sentences aloud using the stress word marked in bold.** Once you have spoken the sentence a few times, match the sentence version to the meaning below.

1. I said she might consider a new haircut.
2. I **said** she might consider a new haircut.
3. I said **she** might consider a new haircut.
4. I said she **might** consider a new haircut.
5. I said she might **consider** a new haircut.
6. I said she might consider a **new** haircut.
7. I said she might consider a new **haircut**.

- *Not just a haircut.*
- *It's a possibility.*
- *It was my idea.*
- *Not something else.*
- *Don't you understand me?*
- *Not another person.*
- *She should think about it. it's a good idea.*

3. **Underline the stressed syllables in the sentences.**

1. Today is the eighth of May.
2. It's my neighbour's birthday.
3. I baked her a cake.
4. But she's going away on holiday.
5. She's going to Spain.
6. Her plane leaves at eight.
7. Can you take her to the airport?
8. I'll give you the cake.

4. **Conversation Practice.** Work with a partner. Underline the stressed syllables in each of B's sentences in the conversation.

A: Today is the eighth of May.

B: The eighth?

A: Yes, it's my neighbour's birthday.

B: Your neighbour Kate?

A: Yes. I baked her a cake.

B: A cake?

A: But she's going away on holiday.

B: She's going away?

A: Yes. She's going to Spain.

B: To Spain?

A: Yes. Her plane leaves at eight.

B: At eight today?

A: Yes. Can you take her to the airport?

B: Me? Maybe.

A: I'll give you the cake.
B: But you made it for Kate.
A: Yes, but she's going away.
B: Is it a lemon cake?
A: Yes.
B: Mm, my favourite! OK, I'll take her!

5. Write out a number of sentences. Read each of them stressing a different word each time you read them. Notice how the meaning changes depending on which word you stress. Don't be afraid to exaggerate the stress, in English we often use this device to add meaning to a sentence. It's quite possible that when you think you are exaggerating, it will sound quite natural to native speakers.

Example: I said she might consider a new haircut. (It was my idea.)
I said she might consider a new haircut. (*Don't you understand me?*)

REVISION

LESSONS 25 – 27 Syllables, Word and Sentence Stress

1. Underline the stressed syllables in each word

Pizza, repeat, coffee, cheesecake, people, complete, really, season, believe, ready, ice cream, evening.

2. How many syllables does each word have? Write the number of syllables in the space. Then underline the stressed syllable.

Everything ____	evening ____	salad ____	meaning ____
beginning ____	vegetables ____	tomato ____	delicious ____

3. Underline the stressed syllable(s) in the following compound nouns or noun phrases.

A cookbook	a birthday cake	a birthday cake	a black box
blue beads	a beautiful bracelet	a broken chair	a greenhouse

4. Underline the stressed words in the following sentences.

1. In the old days, most music was placed on records that were very flexible.
2. Musicians use a lot of new technology in making their recordings these days.
3. Britney Spears is so popular. Many photographers try to capture images of her.
4. I bought this new camera at a photo shop, but found out later that I paid too much for it.

5. The university is trying to limit the number of applicants that have low English scores.
6. I applied for the position, but got really nervous during the interview.
7. It was the girl's favourite toy, so she would always hide it under her bed at night.
8. Whenever you speak for an exam, your content should have a lot of detail.
9. He was not content with his exam results, so he went to protest to the examiner.
10. Just one photographer can communicate a lot about the world around us.

5. Underline the word in each line that does not have the same stress pattern as the others.

1. yourself seven morning softly
2. about open forget asleep
3. water began better listen
4. remember vacation together photograph
5. wonderful comfortable afternoon quietly
6. decide picture breakfast camera

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10. Longman Dictionary of Contemporary English Online // <https://www.ldoceonline.com/>
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12. TKT workshop with Dr.Finch//<http://www.finchpark.com/courses/tkt/unit03.html>



Audio and Video resources

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2. Improve Your Pronunciation with BBC Learning English // <https://www.youtube.com/watch?v=fdRmGvmeY1U&list=PLD6B222E02447DC07>
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ПРАКТИКУМ З ФОНЕТИКИ
АНГЛІЙСЬКОЇ МОВИ

Приголосні

Частина I

(англійською, українською мовами)

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