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Практикум з фонетики англійської мови

(«Голосні», Частина 2)



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Голосні

Частина 2

*За загальною редакцією Н.В. Зінукової,
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Дане навчальне видання призначене для студентів молодших курсів вищих навчальних закладів філологічних факультетів поглибленого рівня володіння англійською мовою. Мета практикуму – формування основ фонетичної (фонетико-графічної) компетенції з англійської мови у студентів, коригування та вдосконалення вимови голосних звуків для здійснення ефективної іншомовної міжкультурної комунікації. Практикум складається з міні-уроків, які в стислій формі, але досить повно і системно охоплюють найсуттєвіші особливості вимови голосних звуків англійської мови. За допомогою таблиць, системи вправ студенти зможуть навчитися читати, записувати у транскрипції та в орфографії незнайомі слова, правильно розставляти логічні наголоси в реченнях, розуміти носіїв мови під час усного мовлення, а також реалізовувати у складному мовленні різні фонемні модифікації (з'єднання, елізію тощо).

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ПЕРЕДМОВА

«Практикум з фонетики англійської мови. («Голосні», Частина 2)» призначений для проведення занять з практичної фонетики англійської мови, що є складовою частиною навчально-методичного комплексу з дисципліни «Практичний курс англійської мови», який 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 голосних звуків, описом правильної артикуляції кожної з фонем для формування англомовної 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 на склади, характеристики наголосу та інтонації в англійській мові, що забезпечує опанування базових навичок та вмінь читання й написання слів, речень англійською мовою, розуміння під час усного мовлення, а також реалізації у складному мовленні різних фонемних модифікацій (з'єднування, елізії тощо).

Англійська літературна вимова (Received Pronunciation) береться за стандарт, що сприятиме покращенню 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 більша доступність для опанування фонетичного матеріалу забезпечується таблицями, що містяться в посібнику.

Практикум складається з тесту для визначення сформованості фонетичної компетенції, словнику базових термінів з фонетики англійської мови, класифікації голосних, 23 міні-уроків з правилами орфографії й артикуляції голосних звуків та вправами, які мають як тренувальний, так і напівтворчий характер. Наприкінці кожного підрозділу для перевірки засвоєння навчального матеріалу студентам пропонуються тести для самоперевірки.

До посібника навмисно не зроблено звукового супроводу, оскільки в інтернеті багато аудіо- та відеоресурсів у вільному доступі безкоштовно. Для коригування вимови англійською мовою до практикуму додаються посилання на аудіо- та відеоматеріали фонетичних завдань, начитаних носіями британського варіанту англійської мови.

PLACEMENT TEST

For questions 1-8, look at the questions about phonology and the three possible answers listed A, B, and C. Choose the correct answer (**A, B, C**)

1. Which word contains a schwa sound in connected speech?
 - A. expert
 - B. fantastic
 - C. predictable
2. Which word contains a diphthong?
 - A. seat
 - B. stale
 - C. music
3. Which set of words is a minimal pair?
 - A. hit – heat
 - B. their – there
 - C. simple – sink
4. Which set of words has a long vowel /u:/
 - A. full – push
 - B. true – cruise
 - C. book – would
5. Which set of words has a short vowel /ʌ/
 - A. duck – country
 - B. father – bargain
 - C. match – ankle
6. Which set of words has linking in connected speech?
 - A. nice food
 - B. fish and chips
 - C. baby boy
7. How many phonemes are there in the word *enjoyable*?
 - A seven
 - B eight
 - C nine
8. Which is the correct phonemic script for *phonetics*?
 - A. /fə'netɪks/
 - B. /fʌ'nætɪks/
 - C. /fɔ:'nætɪks/

INTRODUCTION TO PRONUNCIATION TERMS. VOWELS

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

the 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'* /kəmˈpjʊ: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'* /kəmˈpjʊ:tər /.

affricate

A sound produced by stopping the air flow then releasing it with friction, e.g. /tʃ/, /dʒ/.

allophone

one of the ways in which a particular phoneme (= speech sound) can be pronounced
In English the phoneme **'t'** sounds in the words 'hit', 'tip', and 'little' are allophones; phonemically they are considered to be the same sound although they are different phonetically in terms of aspiration, voicing, and point of articulation. The /t/ has 4 different pronunciations: 1) a regular /t/ (*take*), 2) /t̚/ (like a 'd,' as in *'water'*), 3) glottal stop /ʔ/ (*'kitten'*) 4) become silent (*'winter'*).

alveolar (ridge)

The ridge at the top of the mouth between the teeth and the hard palate. Several sounds e.g. /t /, /d / are made in this area.

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 /ɪmbrɪtən/.

bilabial

A sound produced with both lips, e.g. /m /, /b /.

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/.

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/.

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/, /ʒ/, /dʒ/, /ŋ/, /j/ (or /y/).

contraction

A shorter form of a group of words, which usually occurs in auxiliary verbs, e.g. you *have* = *you've*; *it is* = *it's*.

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/.

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/.

fricative

A sound produced by creating friction in the air flow, e.g. /f/, /ʃ/, /ʒ/, /h/, /ð/.

glottal (stop)

A plosive sound produced at the back of the mouth and represented by the phonemic symbol /ʔ/. In English it sometimes replaces other sounds, especially /t/, e.g. /w ʔ/ (what), /lɪ ʔl/ (little).

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.

intrusion/intrusive

Used to describe a feature of connected speech in which an extra sound (/w/, /j/ or /r/ in English) is added at a word boundary to make for smoother linking between separate words, e.g. the /w/ in /juwa:/ (you are).

labio-dental

A sound produced on the lips and teeth, e.g. / f /, / v /.

linking

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

minimal pair

Two words which differ from each other by only one meaningful sound (or phoneme), e.g. hit /hɪt/ – heat /hi:t/.

nasal

A sound produced by air passing through the nose, e.g. /ŋ/, / m /.

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*’ – /ˈdɒktə/. Phonemic transcription is used in dictionaries to show pronunciation.

phonemic transcription - more abstract and focuses on the phonemes, which are the smallest units of sound that can distinguish meaning in a language. It uses a set of symbols from the International Phonetic Alphabet (IPA) to represent phonemes. *Slashes* indicate phonemic transcription. For example, the English word ‘cat’ can be transcribed phonemically as /kæt/.

phonetic transcription - more detailed and focuses on the actual sounds (phones) as they are produced by speakers, including allophonic variations. It uses a more comprehensive set of IPA symbols and diacritics to capture the precise articulatory and acoustic details of speech sounds. *Square brackets* indicate phonetic transcription. Key details such as *aspiration*, *glottal stops*, *pre-fortis clipping* and sounds in free variation, can be shown with a phonetic transcription. For example, the English word ‘cat’ can be transcribed phonetically as [kʰæt], indicating the aspirated /k/ sound.

plosive

A sound produced by blocking air then releasing it suddenly. This creates a popping sound e.g. / p /, / t /, / g /.

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.*’

schwa

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

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.

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.*'

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.'*

syllable

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

unvoiced sound

To produce an unvoiced sound, no voice is used, e.g. /p/ in pad, /t/ in *tomorrow*. No movement or vibration can be felt in the throat.

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.

voiced sound

To produce a voiced sound, the voice is used, e.g. /b/ in bad, /d/ in *dentist*. Movement or vibration can be felt in the throat. Vowels in English are voiced.

vowel letter

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'*.

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'.

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'*.

B) Vowel Production Charts

There are two types of vowel sounds. They are:

1) Twelve Monophthongs (these are the sounds which are pronounced without any obstruction)

i:	ɪ	ʊ	u:
sheep	ship	good	shoot
e	ə	ɜ:	ɔ:
bed	teacher	bird	door
æ	ʌ	ɑ:	ɒ
cat	up	far	on

2) Eight Diphthongs (the combination of 2 different vowel sounds gives a diphthong)

ɪə	eɪ	
here	wait	
ʊə	ɔɪ	əʊ
tourist	boy	show
eə	aɪ	aʊ
hair	my	cow

Vowels are usually voiced and allow air to flow through the mouth unless stopped by the action of a consonant. When a vowel is not stopped by a consonant, the sound and air flow continue.

The most important features of vowel production are the positions of the tongue and the lips, the tension of the facial muscles. **Tongue position** (*height and location*), **lip position** (*rounded or unrounded*), and **facial muscles** (*tensed or relaxed*) are key factors

in vowel production. The **height of the tongue** may be *high, middle, or low*, and the **position** may be *front, central, or back*. If, instead of the height, we consider the **openness of the mouth**, the same vowels can be termed as being: *close (high) vowels, half-close vowels/or half-open vowels (mid), open (low) vowels* (see Chart A; Chart B below). Note that Chart A is the vowel chart for the 12 English RP (Received Pronunciation) vowels (excluding the diphthongs).

Chart A

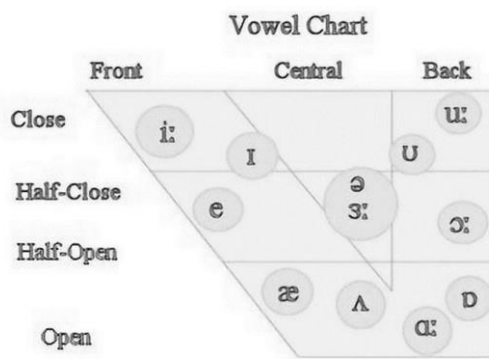


Chart B

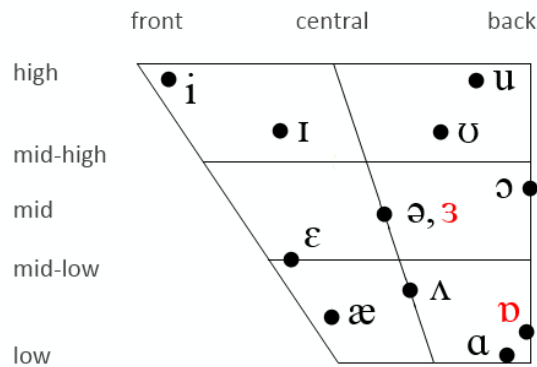


Chart B shows American and Standard Southern British English monophthongs categorized by length of vocalization. The vowels /ɒ/, /ɜ:/ used exclusively in British English are shown in red.

Exercise 1.  Practise front/centre/back vowels:
<https://pronunciationstudio.com/vowel01/>

Exercise 2.  Practise short and long vowels:
<https://pronunciationstudio.com/vowel02/>

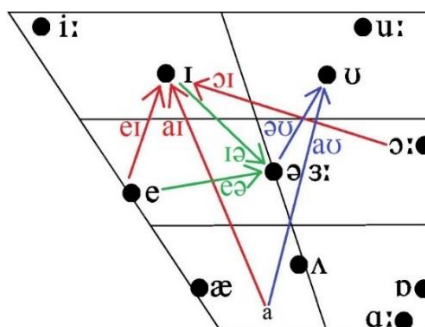
We can classify diphthongs according to the following parameters:

- a) **Closing diphthongs** are those whose final position is that of a close vowel, we can say that the tongue moves from a more open to a less open/close position:
 / aɪ/ - as in *mind*, / eɪ/ - as in *face*, / ɔɪ/ - as in *voice*, / aʊ/ - as in *mouth*, / əʊ/ - as in *nose*.
- b) **Centering diphthongs** are those diphthongs whose final position is that of a central vowel; that is, the part of the tongue that moves from the front/back to the centre:
 / eə/ - as in *air*, / ɪə/ - as in *ear*, / ʊə/ as in *tour*. The last diphthong, / ʊə/, is not used very much in Received Pronunciation. It is often replaced with / ɜ:/.

Note: It is important to note that a diphthong is conventionally analysed as one vowel phoneme. We would say, then, that words like *face*, *voice*, and *mouth* consist of three phonemes (/f-eɪ-s/, /v-ɔɪ-s/, /m-aʊ-θ/).

Chart C shows how to produce the diphthongs.

Chart C



Exercise 3. Practise diphthong vowels:

<https://pronunciationstudio.com/vowel03/>

English also has typical vowel sequences that consist of three sounds. They are called **triphthongs**. The five English triphthongs are

- 1) /eɪə/ as in *player*
- 2) /aɪə/ as in *fire*
- 3) /ɔɪə/ as in *loyal*
- 4) /əʊə/ as in *lower*
- 5) /aʊə/ as in *sour*.

Unlike diphthongs, however, triphthongs are not analysed as separate vowel phonemes. They are interpreted as closing diphthongs followed by a schwa. The word *royal*, then, consists of four phonemes: /r/, /ɔɪ/, /ə/, /l/.

The following chart shows production features for vowels (monophthongs, and diphthongs) with examples. Pronounce each sound and notice its production elements.

Phoneme	IPA symbol	Tongue Position/ The openness of the mouth	Lip Position	Facial Muscles	Graphemes	Examples
1.	æ	low-front, open	unrounded	relaxed	a; ai	cat, plaid
2.	e	mid-front, half-close	unrounded	relaxed	e, ea, u, ie, ai, a, eo, ei, ae	end, bread, bury, friend, said, many, leopard, heifer, aesthetic
3.	ɪ	high-front, close	unrounded	relaxed	i, e, o, u, ui, y, ie	it, England, women, busy, build, gym, sieve
4.	i:	high-front, close	unrounded	tensed	e, ee, ea, y, ey, oe, ie, i, ei, eo, ay	be, bee, meat, lady, key, phoenix, grief, ski, deceive, people, quay

5.	ʌ	low-central, open	unrounded	relaxed	u, o, oo, ou	lug, monkey, blood, double
6.	ɜ:(r)	mid-central, half-close	unrounded	tensed	ir, er, ur, ear, or, our, yr	bird, term, burn, pearl, word, journey, myrtle
7.	ə	mid-central, half-close	unrounded	relaxed	a, er, i, ar, our, ur	about, ladder, pencil, dollar, honour, augur
8.	ɑ:	central-back, open	slightly rounded	tensed	a	arm
9.	ɒ	low-back, open	rounded	relaxed	a, ho, au, ough	swan, honest, cough
10.	ɔ:	mid-back, half-open	slightly rounded	tensed	aw, a, or, oor, ore, oar, our, augh, ar, ough, au	paw, ball, fork, poor, fore, board, four, taught, war, bought, sauce
11.	ʊ	High-back, close	rounded	relaxed	o, oo, u,ou	wolf, look, bush, would
12.	u:	high-back, close	very rounded	tensed	o, oo, ew, ue, u_e, oe, ough, ui, oew, ou	who, loon, dew, blue, flute, shoe, through, fruit, manoeuvre, group
13.	eɪ	mid-to high- front	unrounded	tensed	a, ai, eigh, aigh, ay, er, et, ei, au, a_e, ea, ey	bay, maid, weigh, straight, pay, foyer, filet, eight, gauge, mate, break, they
14.	aɪ	low/high- central/front	unrounded	tensed	i, y, igh, ie, uy, ye, ai, is, eigh, i_e	spider, sky, night, pie, guy, stye, aisle, island, height, kite
15.	əʊ	mid-to-high- back	rounded to more rounded	tensed	o, oa, o_e, oe, ow, ough, eau, oo, ew	open, moat, bone, toe, sow, dough, beau, brooch, sew
16.	ɔɪ	low/high- back/front	rounded to unrounded	tensed	oi, oy, uoy	join, boy, buoy
17.	aʊ	low/high- central/back	unrounded to rounded	tensed	ow, ou, ough	now, shout, bough
18.	eə(r)	mid-front -to- mid-central	unrounded	tensed	air, are, ear, ere, eir, ayer	chair, dare, pear, where, their, prayer
19.	ɪə(r)	high-front -to- mid-central	unrounded	tensed	ear, eer, ere, ier	ear, steer, here, tier
20.	ʊə(r)	high-back-to mid-central	rounded to unrounded	tensed	ure, our	cure, tourist

C) The Length of Vowels

No English vowel sound has a fixed length and many other factors affect length, as we are about to see. English contains

– 6 single (monophthong) vowel sounds that are normally **short(ish)**: /ɪ/ in *PIT*; /ʊ/ in *PUT*; /e/ in *PET*; /ʌ/ in *PUN*; /æ/ in *PAT*; /ɒ/ in *POT*;

– 5 monophthong vowels that are normally **a bit longer**: /i:/ in *FEET*; /u:/ in *FOOD*; /ɜ:/ in *FIRST*; /ɔ:/ in *FOUGHT*; /ɑ:/ in *FARM*;

– 7 double position long vowels (diphthongs) which are normally **slightly longer** still: /eɪ/ in *FAME*, /aɪ/ in *FINE*, /ɔɪ/ in *FOIL*, /əʊ/ in *FOAM*, /aʊ/ in *FOUND*, /ɪə/ in *FEAR*, /eə/ in *FAIR*.

Each of these sounds will change length in connected speech, for three main reasons, as follows:

A) Voicing

The consonant sound directly after a vowel sound will affect its length. Here is a list of words with the different lengths of the sounds /ɪ/ and /i:/ from longest to shortest:

LONGEST

LEAVE /li:v/

SEED /si:d/

TEA /ti:/

TEAM /ti:m/

HID /hɪd/

PEACE /pi:s/

SING /sɪŋ/

HISS /hɪs/

LIP /lɪp/

SHORTEST

Vowels and diphthongs change their length depending on the following consonant: voiced consonant sound – normal length or longer version; no consonant sound – longer version, voiceless consonant sound – shorter version. Short vowels like /ɪ/, /e/, /ʌ/, /ʊ/ are prolonged when followed by a voiced consonant.

Most noticeably, whenever a **voiceless consonant sound** /p,t,k,f,s,θ,j,h,tʃ/ comes **after a vowel**, it makes its length **shorter**.

So compare *CARD* with *CART*, *BEAN* with *BEAT* and *NO* with *NOTE* and you will notice that the second word in each pair was shorter. This means that the supposedly ‘long’ vowel in *PEACE* is actually normally **shorter** than the ‘short’ vowel in *HID* even though you will see them transcribed as /pi:s/ and /hɪd/ in dictionaries. One peculiar pair of words that can confuse learners for this reason, is *LOSE* and *LOOSE*. The /u:/ in *LOSE* /lu:z/ is in fact **longer** than the same sound in *LOOSE* /lu:s/, as the first word ends in a voiced consonant /z/ and the second in a voiceless /s/. The extra vowel in *LOOSE* has no effect at all on length other than perhaps to confuse learners.

B) Reducing

Pronounce the following words, paying attention to the length of the first syllable /kɑː/ in each case:

CARP /'kɑːp/

CARPET /'kɑːpɪt/

CARPENTER /'kɑːpɪntə/

Notice that /kɑː/ is progressively shorter in each word. This is because the weak vowels after the stressed syllable eat into the space available for the 'long vowel'. In connected speech, this causes long vowels to reduce in length significantly.

C) Intonation

The main stress in a unit of speech will often be longer than normal, compare the length of the word YES /jes/ in this example: YES! // Yes, I think I will.

The last syllable in a unit of speech with a **fall-rise pattern** will also be noticeably **longer**: [↘↗] MUMMY // Can we [↘↗] go?

Note: A spelling pattern that is true for all long vowel sounds is the **Vowel-Consonant-e (VCe) pattern**. The VCe pattern states that when a single vowel is followed by a single consonant, then the letter 'e', the first vowel is pronounced as a long vowel sound and the letter 'e' is silent.

Vowel-consonant-e (VCe) spelling examples: long a /eɪ/: *LATE* /leɪt/; long e /iː/: *DELETE* /dɪ'li:t/; long i /aɪ/: *KITE* /kaɪt/; long o /əʊ/: *NOTE* /nəʊt/.

All of the short vowel key words use the **Consonant-Vowel-Consonant (CVC) pattern**. The CVC pattern states that when a single vowel is between two consonants, the vowel is pronounced as a short vowel sound (if the letter 'e' follows the second consonant, the vowel will be pronounced as a long vowel sound due to the Vowel-Consonant-e pattern). The CVC pattern still applies when a word begins with a vowel sound and is followed by one or more consonants. It is also about the end of the words.

Consonant-vowel-consonant (CVC) spelling examples: short a /æ/: *BACK* /bæk/, *AT* /æt/; short i /ɪ/: *SICK* /sɪk/, *IT* /ɪt/; short o /ɒ/: *LOCK* /lɒk/, *OPT* /ɒpt/.

Two-syllable words ending in C-V-C, with the stress on the second syllable also follow the C-V-C pattern: short e /e/: *REGRET* /rɪ'gret/; short i /ɪ/: *SUBMIT* /səb'mɪt/; short a /æ/: *ENTRAP* /ɪn'træp/.

Exceptions:

- 1) Some words look like C-V-C words, but aren't exactly. For example words that end in **-AY** and **-AW** are not really C-V-C words, because the **-AY** and **-AW** actually combine into a new vowel sound. The same is true for **-OY** words and **-OW** words. Examples: *raw*, *law*, *bay*, *cow*, *boy*.
- 2) Words ending in vowel-**R** often follow the spelling patterns of other C-V-C words, but **R** changes the pronunciation of the vowel before it, creating a sound that is not exactly a short vowel. Examples: *car*, *bar*, *fur*, *spur*.

D) Spelling-to-Sound Chart

There are multiple ways to spell nearly every phoneme (sound), and most letters also have multiple pronunciations depending on their position in a word and the context. The following chart highlights both patterns and variations in English vowel sounds and spelling correspondence.

Grapheme/ Digraph	Sound	Notes	Examples
A	/æ/	1) regularly, strong pronunciation; regularly; CVC pattern 2) strong pronunciation, before <i>-r +vowel/r</i>	1) cat, man, apple, planet; value, travel 2) carol, marathon, garage marrow, marry
	/eɪ/	regularly, strong pronunciation, VCe pattern	face, bathe, gate, alien, grateful
	/ɑː/	1) strong pronunciation, before <i>-r, lm, lf</i> ; 2) less frequently, strong pronunciation before <i>-f, -n, -s, -t + Consonant</i> , usually in words with <i>ask, asp, ast, ass, ath, an, amp, ance, ant, ans, and, af, alv/alv</i> (/ɑː/ RP or /æ/ NAM)	1) start, car, half, calm, almond 2) task, basket, grasp, glass, path, father, banana, sample, demand, dance, answer, advantage, grant, after, staff (BUT: with /æ/ exam, romance, finance, cancel, cancer, bland, classify, classical, mass, fantastic, plastic, elastic, maths, salmon)
	/eə/ = /e/	strong pronunciation, before <i>-r</i> , usually in words with <i>are</i>	square, share, stare, area daring (dare); scaring (scare)
	/ɒ/ (/ɑː/)	less frequently; especially after <i>w</i>	watch, wander (BUT: with /eɪ/ wader)
	/ɔː/	less frequently; strong pronunciation; especially before <i>l</i> , in words with <i>war, quart</i>	talk, walk, salt, warm, award, warn, wardrobe, swarm, quarter, quartz
	/ə/, /ɪ/	weak pronunciation	about; village, paradox
	<i>silent or /ə/</i>	usually in the ending <i>-ally</i>	basically, physically
	A forms part of the digraphs AI, AY, AU, AW		
AI, AY	/eɪ/	regularly	rain, drain, day, tray
	/eə/	regularly, before <i>-r (air)</i>	fair, stair, hair
	/ə/, /ɪ/	occasionally, weak pronunciation	curtain, Murray, Monday /'kɜːtn/, /'mʌri/, /'mʌndi/ or /'mʌndei/
	/e/	in the exceptional words	says, said, said, again, against; quay (/ɪː/)
AU, AW	/ɔː/	regularly	author, law
	/ɑː/ = /æ/	in a few words	laugh, aunt, draught
	/əʊ//aʊ/ /ɒ/	in loanwords from foreign languages	gauche, sauerkraut; sausage (BrE) /gəʊʃ/, /'sauəkraut/; /'sɒsɪdʒ/

E	/e/	1) strong pronunciation, regularly; CVC pattern 2) strong pronunciation, regularly, before 'r' (-ery, -erry)	1) dress, check, flesh, melody, level, seldom 2) very, merry, berry, ferry
	/ɪ:/	strong pronunciation, regularly	cathedral, supreme, tedious, Venus, we
	/ɜ:/	strong pronunciation, before -r (er)	serve, nerve, terminal
	/ɪə/ = /ɪ/	strong pronunciation, before -r (er)	severe
	/ɪ/	1) weak pronunciation 2) strong pronunciation in the exceptional words 3) in a few cases at the end of a word after a consonant (intermediate sound /i/)	1) review, reproach, reproof, report 2) pretty, England, English 3) apostrophe
	/ə/	weak pronunciation, especially in words with -el, -ence, -ent, -er	agent, danger, founder, mockery, independent
	/eə/ = /e/	in a few cases (strong forms)	where, there
	/eɪ/ BrE = /i:/ AmE	in foreign borrowings and often also in words ending in -eity, -eic	suede, deity, nucleic /sweɪd/, /'deɪəti/ or /'dɪrɪti/, /nju:'kleɪk/ or /nju:'klɪrɪk/
	/ɑ:/	in a few cases in words with -er	clerk, Derby
	<i>silent</i>	at the end of a word, if it follows a consonant letter; the vowel before the consonant is usually long; VCe pattern	make, life, these, face, huge, (in other words: collapse, twelve, notice, orange)
E forms part of the digraphs EA, EE, EI, EY, EU, EW			
EA	/ɪ:/	most frequently	tea, sea, heal, feast
	/e/	most frequently	bread, ready, deadline, deaf
	/eɪ/	less frequently	great, steak, break
	/ɪə/ = ɪ:ə	less frequently	idea, theatre
	/ɪə/ = /ɪ/	regularly before -r (ear)	near, fear, dear
	/ɜ:/	less frequent before -r (ear)	early, dearth
	/ɑ:/	in a few cases before -r (ear)	heart, hearth
	/eə/ = /e/	in a few cases before -r (ear)	bear, pear, swear, wear, tear (as a verb)
EE	/ɪ:/	regularly	tree, fee, freedom
	/ɪə/ = /ɪ/	regularly, before -r (eer)	beer
	/ɪ/; /e/	in the exceptional words	been (AmE) Greenwich
EI, EY	/eɪ/	most frequently	veil, convey
	/ɪ:/	less frequently	receive, achieve, key
	/aɪ/	less frequently, in a few words	height, eye
	/e/	less frequently, in a few words	heifer, Reynolds
	/eə/ = /e/	before -r	their
	/ɪə/ = /ɪ/	before -r	weird
	/aɪ/ or	in the exceptional words	either, neither

	/ɪ:/		
	/ɪ:ɪ/; /eɪə/	<i>not a digraph</i> , in the exceptional words	atheism, deity
EU, EW	/ju:/	regularly	feudal, dew
	/u:/	regularly	rheumatism, crew,
	/əʊ/	in the exceptional words	sew
	/ɜ:/= /u:/	in some French words	masseuse; masseur lieutenant (AmE - /u:/, but BrE with /ef/ /lu: 'tenənt/, /lef' tenənt/
	/ɔ:/	in German-derived words	Freudian
	/juə/= /ju/	Regularly, in words with <i>-eur</i>	Europe
I	/ɪ/	1) strong pronunciation, regularly 2) strong pronunciation, before -r+CV 3) weak pronunciation 4) weak pronunciation, before a vowel 5) in the rare cases; weak pronunciation, at the end of a word	1) bit, sip, pip 2) miracle, spirit, satirical 3) rabbit, visit 4) medium 5) spaghetti
	/aɪ/	1) strong pronunciation, regularly; VC _e pattern 2) in the rare cases, strong pronunciation, at the end of a word	1) time, lime, fine, iceball, denial, 2) hi
	/ɜ:/	strong pronunciation, before- <i>r</i>	firm
	/aɪ (ə) /	strong pronunciation, before - <i>r</i>	fire, virus
	/ɪ:/	less frequently, strong pronunciation	machine
	/ə/	weak pronunciation	admiral
	<i>silent or /ə/</i>	weak pronunciation	special
		/ɪ:/	regularly, especially in the middle of a word
IE	/aɪ/	regularly, especially at the end of a word.	tie, lie, die
	/ɪə/-/ɪ/	regularly, especially before - <i>r</i>	fierce
	/ɪ/	weak pronunciation in <i>-ied, -ies</i>	buried, ladies, studies
	/e/, /ɪ/	in the exceptional words	friend; sieve, handkerchief /frend/; /sɪv/, /'hæŋkətʃɪf/
	/aɪə/; /ɪe/	<i>not a digraph</i> ; in the exceptional words	science, pliers, society, diet, acquiesce, Viennese, happiest /'saɪəns/, /'plɪəz/, /sə'saɪəti/, /'daɪət/, /'ækwi'es/, /,viə'ni:z/, /'hæpiɪst/
O	/ɒ/ BrE = /ɑ:/ AmE	1) strong pronunciation, regularly 2) strong pronunciation in <i>-or</i>	1) lot 2) moral
	/əʊ/ BrE= /oo/ AmE	strong pronunciation, regularly	nose
	/ʌ/	1) less frequently, especially before <i>-m, -n, -v, -th</i>	1) come, wonder, love 2) worry

		2) less frequently	
	/u:/	less frequently	move
	/ʊ/	less frequently	woman (but women / ɪ/
	/ɒ/=/ɔ:/	less frequently	sorry
	/ɔ:/	strong pronunciation in <i>-or</i>	north,
	/ɜ:/	less frequently, especially after - w	work
	/ə/	weak pronunciation	method, Oxford, phonetics
		O forms part of the digraphs oa, oe, oi, oo, ow, oy	
OA	/əʊ/=/oʊ/	regularly	road
	/ɔ:/	1) regularly (before <i>-r</i>) 2) in the exceptional words	1) board 2) abroad, broaden, broad
	/ə/	in the exceptional words	cupboard
	/əʊ'eɪ/ /əʊə/	<i>not a digraph</i> ; in the exceptional words	oasis, Noah, coalescence, protozoan /əʊ'eɪsɪs/, /'nəʊə/, /,kəʊə'lesəns/, /prəʊtə'zəʊən/
OE	/əʊ/=/oʊ/	regularly	toe
	/u:/	in the exceptional words	shoe, canoe
	/ʌ/	in the exceptional words	does (from do)
	/ɪ:/	in words of Greek origin	phoenix
	/əʊɪ/, /əʊ'eɪ/, /əʊ'ɜ:/	<i>not a digraph</i> ; in the exceptional words	poem, poetic, coerce, Noel /'pəʊɪm/, /pəʊ'eɪtɪk/, /kəʊ'ɜ:s/, /nəʊ'eɪ/
OI; OY	/ɔɪ/	regularly	noise, boy
	/waɪ/	in words of French origin	patois
	/ə/	occasionally, weak pronunciation	tortoise
	/aɪə/, /ɔɪ/	in the exceptional words	choir, buoy /'kwaɪə/, /bɔɪ/
	/əʊ'ɪ/	<i>not a digraph</i>	coincidence, soloist /kəʊ'ɪnsɪdəns/, /'səʊləʊɪst/
OO	/u:/	regularly	food
	/ʊ/	regularly; more common before <i>-k</i>	good; book, look, cook; room (/u:/ /ʊ/)
	/ʌ/	less frequently	blood, flood
	/ɔ:/	in words with <i>-oor</i>	door, floor
	/oʊ/=/o/	in the exceptional words with <i>oor</i>	moor
	əʊ/=/oʊ/	in the exceptional words	brooch (AmE also /u:/)
	/u: ɒ/, /əʊɒ/	<i>not a digraph</i> ; in the exceptional words	zoology, cooperate /zu:'ɒlədʒəst/ or /zəʊ'ɒlədʒɪst/, /kəʊ'ɒpə'reɪt/
	/aʊ/	regularly	round, cow
	/əʊ/=/oʊ/	1) less frequently 2) in a few words with <i>-ough</i>	1) soul, own 2) though
	/ʌ/	1) less frequently 2) in a few words with <i>-our</i>	1) touch 2) courage
	/ʊ:/	1) less frequently	1) group

OU, OW		2) in a few words with <i>-ough</i>	2) through
	/ʊ/	1) in the exceptional words with <i>-ould</i> 2) in the exceptional words with <i>-our</i>	1) could, would, should 2) courier
	/ɔ:/	1) in a few words with <i>-ough</i> 2) in a few words with <i>-our</i>	1) thought 2) four
	/aʊ/	in a few words with <i>-ough</i>	bough
	/ʌf/	in a few words with <i>-ough</i>	rough
	/ɒf/=/ɑ:f/	in a few words with <i>-ough</i>	cough
	/əʊ/=/oo/	in a few words with <i>-ough</i>	though
	/u:/	in a few words with <i>-ough</i>	through
		unusual pronunciation and spelling	lough=loch / lɒk/ hiccough = hiccup / 'hɪkʌp/
	/aʊ ə /	in a few words with <i>-our</i>	flour
	/ɜ:/	in a few words with <i>-our</i>	journey
	ʊə/=/ʊ/	in a few words with <i>-our</i>	tourist
	U	/ʌ/	strong pronunciation, regularly
/ju:/		strong pronunciation, regularly	music
/ʊ/		less frequently, especially before <i>-sh, -l</i>	push
/ɜ:/		strong pronunciation, in words with <i>-ur</i>	turn
/jʊə/=/jʊ/		strong pronunciation, in words with <i>-ur</i> in BrE /ʊə/ is often replaced by /ɜ:/	pure
/ʌ/		in words with <i>-ur</i> , strong pronunciation	hurry
/ʊə/=/ʊ/, /u:/		the /j/ drops out as follows: 1) after the consonant sounds /ʃ/, /tʃ/, /dʒ/, /r/, /j/ 2) sometimes in BrE, always in AmE, after /l/, /θ/, /s/, /z/ 3) usually in AmE, but not in BrE, after /t/, /d/, /n/	1) jury, rude 2) assume 3) tune
/ɪ/, /e/		in the exceptional words, strong pronunciation	busy, business, bury
/jʊ/=/jə/		weak pronunciation	stimulus, stimulate
/ə/		weak pronunciation	album, Arthur
/jə/		weak pronunciation, usually in words ending with <i>-ure</i>	failure
/ɪ/= / ə/		weak pronunciation, in the exceptional words	minute (as a noun, verb), lettuce
U forms part of the digraphs AU, EU, OU, UE, UI, UY			
UE	/ju:/	regularly	cue
	/u:/	regularly	blue
	/ju'e/= /ue/ /ju:ə/= /u:ə/	<i>not a digraph</i> ; in the exceptional words	duet, cruel, pursuer /dju(:)'et/, /kruəl/, /pə'sju(:)ə/

UI	/ju:/	regularly	nuisance
	/u:/	regularly	fruit
	/ɪ/	less frequently	build
	/aɪ/	less frequently	guide
	/ɪ/=/ ə/	less frequently, weak pronunciation	biscuit
	wɪ:	exception	suite
	/u:ɪ/; /wɪ/; /waɪ/	<i>not a digraph</i> ; in the exceptional words with- <i>qui</i>	fluid, tuition, quick, quite 'flu(:)ɪd/, /tju(:)'ɪʃən/, /kwɪk/, /kwaɪt/
UY	/aɪ/	regularly	buy
Y	/j/ (consonant)	at the beginning of a word or syllable	yet, beyond
	/ɪ/	1) strong pronunciation, usually before voiced consonants or sonorants 2) weak pronunciation (intermediate sound /i/)	1) crystal 2) happy
	/aɪ/	strong pronunciation, usually at the end of a word, in the final position VCe pattern	type, try, apply, my
		Y is used as a part of one of the digraphs ay, ey, oy, uy	day, donkey, toy, buy

LESSON 1

/ɪ:/



1. **How to pronounce.** Open your mouth just a little for the sound / ɪ:/, spread your lips into a smile. Push your tongue forward in your mouth. The front of the tongue is raised so that it almost touches the palate, and the lips are slightly spread. The sound / ɪ:/ is a long sound. Move your tongue up a little as you say it. Listen and repeat: / ɪ:/

Watch and Learn: BBC: THE SOUNDS OF ENGLISH:

<http://www.bbc.co.uk/learningenglish/oromo/features/the-sounds-of-english/longvowel1>

Note: The long vowel /i:/ also appears in spoken English as a short intermediate (weak) vowel /i/. It appears at the end of words spelt - y, and in pronouns ending - e. For example: *finally, only, early, me, she, we*.

2. **Pronunciation drill.** Read the words and record them using <https://vocaroo.com/>.

Grapheme/s	Examples
<p>EE</p>	<p>a) Bee, fee, see, free, tree, three, flee, glee, knee, agree, degree, unfree, absentee, trainee, employee; /bi:/, /fi:/, /si:/, /fri:/, /tri:/, /θri:/, /fli:/, /gli:/, /ni:/, /ə'gri:/, /di'gri:/, /,ʌn'fri:/, /,æbsən'ti:/, /trei'ni:/, /,emplɔɪ'i:/</p> <p>b) deed, need, keep, deep, feel, wheel, heel, greed, sleep, breeze, geese, wheeze, green, queen, seen, sweet, meet, feet; /di:d/, /ni:d/, /ki:p/, /di:p/, /fi:l/, /wi:l/, /hi:l/, /gri:d/, /sli:p/, /bri:z/, /gi:s/, /wi:z/, /gri:n/, /kwi:n/, /si:n/, /swi:t/, /mi:t/, /fi:t/</p> <p>c) needle, beetle, feeling, meeting, freezer, queezer, gleeful, needful, sheepish, greenish; /'ni:dl/, /'bi:tl/, /'fi:ln/, /'mi:tn/, /'fri:zə/, /'skwi:zə/, /'gli:fʊl/, /'ni:dfʊl/, /'ʃi:pɪʃ/, /'gri:nɪʃ/</p> <p>d) proceed, exceed, succeed, redeem, between, canteen, seventeen, fourteen, forseen, onscreen, freelance, freedom, teenager, beetroot; /prə'si:d/, /ɪk'si:d/, /sək'si:d/, /rɪ'di:m/, /brɪ'twi:n/, /kæn'ti:n/, /'sevn'ti:n/, /'fə:'ti:n/, /fə'si:n/, /ʌn'skri:n/, /'fri:lɑ:ns/, /'fri:dəm/, /'ti:n,eɪdʒə/, /'bi:tru:t/</p>
<p>EA</p>	<p>a) pea, sea, flea, beach, breach each, bleach, peach, reach, beat, heat, defeat, beak, bleak, creak, freak, speak, peak, weak, cheap, leap, cheat; /pi:/, /si:/, /fli:/, /bi:tʃ/, /bri:tʃ/, /i:tʃ/, /bli:tʃ/, /pi:tʃ/, /ri:tʃ/, /bi:t/, /hi:t/, /drɪ'fi:t/, /bi:k/, /bli:k/, /kri:k/, /fri:k/, /spi:k/, /pi:k/, /wi:k/, /ʃi:p/, /li:p/, / ʃi:t/</p> <p>b) eat, seat, meat, neat, treat, wheat, lead, read, bead, cream, beam, seam, dream, steam, scream, gleam, east, beast, feast, yeast, easy, greasy, bean; /i:t/, /si:t/, /mi:t/, /ni:t/, /tri:t/, /wi:t/, /li:d/, /ri:d/, /bi:d/, /kri:m/, /bi:m/, /si:m/, /dri:m/, /sti:m/, /skri:m/, /gli:m/, /i:st/, /bi:st/, /fi:st/, /ji:st/, /'i:zi/, /'gri:zi/, /bi:n/</p> <p>c) dean, clean, mean, beaver, leaver, steal, heal, meal, deal, zeal, means, beans, jeans, cease, crease, lease, please, peace, wreath, leak, league; /di:n/, /kli:n/, /mi:n/, /'bi:və/, /'li:və/, /sti:l/, /hi:l/, /mi:l/, /di:l/, /zi:l/, /mi:nz/, /bi:nz/, /dʒi:nz/, /si:s/, /kri:s/, /li:s/, /pli:z/, /pi:s/, /ri:θ/, /li:k/, /li:g/</p> <p>d) dealing, seating, reading, meaning, season, reason, beacon, weaken, creature, feature, beaker, speaker, easel, measles, appeal, reveal; /'di:ln/, /'si:tn/, /'ri:dɪn/, /'mi:nɪn/, /'si:zn/, /'ri:zn/, /'bi:kən/, /'wi:kən/, /'kri:tʃə/, /'fi:tʃə/, /'bi:kə/, /'spi:kə/, /'i:z(ə)l/, /'mi:zlz/, /ə'pi:l/, /rɪ'vi:l/</p>
<p>E+ consonant+ E/I the second <i>e</i> is silent at the end of a word</p>	<p>a) these, obese, scene, gene, obscene, complete, secrete, athlete, scheme, supreme, recent, decent, meter, meteor; precede, centipede; /ði:z/, /əʊ'bi:s/, /si:n/, /dʒi:n/, /ɒb'si:n/, /kəm'pli:t/, /sɪ'kri:t/, /'æθli:t/, /ski:m/, /sju(:)'pri:m/, /'ri:snt/, /'di:snt/, /'mi:tə/, /'mi:tiə/; /pri(:)'si:d/, /'sentipi:d/</p> <p>b) tedious, vehicle, species, obedient, media; /'ti:diəs/, /'vi:kl/, /'spi:ʃi:z/, /ə'bi:diənt/, /'mi:diə/</p>

I	ski, marine, chlorine, routine, Argentina, regime elite, petite, caprice, police, zucchini, bikini, antique, critique, fatigue, intrigue, unique, physique, technique, visa, pizza; /ski:/, /mə'ri:n/, /'klɔ:ri:n/, /ru:'ti:n/, /ɑ:dʒən'ti:nə/, /reɪ'zi:m/, /er'li:t/, /pə'ti:t/, /kə'pri:s/, /pə'li:s/, /zʊ'ki:ni/, /bi'ki:ni/, /æn'ti:k/, /krɪ'ti:k/, /fə'ti:g/, /m'tri:g/, /ju:'ni:k/, /fɪ'zi:k/, /tek'ni:k/, /'vi:zə/, /'pi:tʃə/
IE	achieve, grieve, believe, reprieve, chief, brief, grief, belief, relief, thief, field, shield, yield, wield, niece, piece, briefly, chiefly, besiege, siege; /ə'ʃi:v/, /gri:v/, /br'li:v/, /rɪ'pri:v/, /ʃi:f/, /bri:f/, /gri:f/, /br'li:f/, /rɪ'li:f/, /θi:f/, /fi:ld/, /ʃi:ld/, /ji:ld/, /wi:ld/, /ni:s/, /pi:s/, /'bri:fli/, /'ʃi:fli/, /br'si:dʒ/, /si:dʒ/
EI	deceive, receive, deceit, receipt, conceive, seize, ceiling; /di'si:v/, /ri'si:v/, /di'si:t/, /rɪ'si:t/, /kən'si:v/, /si:z/, /'si:lɪŋ/
Unusual spellings	key, people, phoenix, quay. /ki:/, /'pi:pl/, /'fi:nɪks/, /ki:/

3. Contrast drill. Practise /i:/ – /ɪ /, /ɪ /.

- a) See – she, wee – we, heal – he, flee – only, tea – pity, mean – enemy;
/si: – ʃi/, /wi: – wi/, /hi:l – hi/, /fli: – 'əʊnli/, /ti: – 'pɪti/, /mi:n – 'enmi/
- b) please – silly, ceiling – policy, veal – envy, green – very, seize – gipsy.
/pli:z – 'sɪli/, /'si:lɪŋ – 'pɒlisi/, /vi:l – 'envi/, /gri:n – 'veri/, /si:z – 'dʒɪpsi/

4. Practise the sentences. Each boldfaced word contains the sound /i:/. Make your own sentences using words with the sound / i: /.

1. Can you **see** the **cheetah's teeth** and the **sheep's feet**?
2. I **dreamed** of **sheep**, **sleeping** in the **fields** near **Stevenage**.
3. **Peter** is **eating** a **piece** of **cheese**.
4. Make sure you've **received** the **receipt** before you **leave** the shop.
5. She is **eager** to **read** these **magazines**.

5. Idioms. Practise pronouncing the idioms in the box. Pay attention to your pronunciation of the boldfaced words containing the sound / i: /. Then, rewrite the sentences with idioms from the box.

- | |
|--|
| <p>A. to have itchy feet – <i>to want to travel/ be restless</i></p> <p>B. to grit your teeth – <i>to accept the situation and handle it with determination</i></p> <p>C. to keep both feet on the ground – <i>remain connected to the real world</i></p> <p>D. my lips are sealed – <i>I will not repeat somebody's secret to other people</i></p> <p>E. off the beaten track – <i>far away from the places that people usually visit</i></p> |
|--|

1. It started to rain harder, but we were determined to carry on.
2. She lives in a very isolated place, but she loves the peace and quiet.

3. My father taught me the need to be prepared and always think in a sensible and practical way.
4. I'm feeling restless these days. I'd love to go off on a backpacking holiday somewhere.
5. I promise I won't tell anyone. I will keep the secret.

6. Conversation practice. Work in pairs. Act out this conversation. Then, make similar conversations with the words from the box.

A: Have you got any cream cheese?

B: Yes, how much cheese do you need?

A: 300 grams, please. I'm going to make a cheesecake.

Green beans, sweet red pepper, peas, small leek, 14 peaches, 1/4 litre cream, margarine, peach pie, bean salad, steamed green beans, pea soup, Chinese steamed meatballs, beef, Japanese simmered beef.

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


Dream, steam, scream, ceiling, metre, supreme, achieve, believe, chief, obedient, media, degree, steam, bean.

8. From spelling to transcription. Transcribe the following words into IPA symbols.

Greed, bee, complete, field, sea, evening, eager, cheek, peace, pizza, deceive, ski.

LESSON 2

/ɪ/

1.  **How to pronounce.** Practise the sound /i:/ Open your mouth a little more for /ɪ/. Do not spread your lips into a smile. Pull your tongue down a little. The part of the tongue between the front and the centre is raised to just above mid-close position, and the lips are slightly spread. The sound /ɪ/ is shorter, more relaxed sound than /i:/ or intermediate /i/. Listen and repeat: /ɪ/.

Watch and Listen: BBC: THE SOUNDS OF ENGLISH:

<http://www.bbc.co.uk/learningenglish/oromo/features/the-sounds-of-english/shortvowel1>

Note: As a weak vowel /ɪ/ it never appears at the end of a syllable. In function words it is always spelt *-i* (*him, with, this*)

2. Pronunciation drill. Read the words and record them using <https://vocaroo.com/>.

Grapheme/s	Examples
I	<p>a) Fill, chill, grill, kill, pill, sill, thrill, till, skill, will, bin, din, thin, bring, sing, think, mink, click, thick, gist, risk, zip, ship, skim, grim; /fɪl/, /ʃɪl/, /grɪl/, /kɪl/, /pɪl/, /sɪl/, /θrɪl/, /tɪl/, /skɪl/, /wɪl/, /bɪn/, /dɪn/, /θɪn/ /brɪŋ/, /sɪŋ/, /θɪŋk/, /mɪŋk/, /klɪk/, /θɪk/, /dʒɪst/, /rɪsk/, /zɪp/, /ʃɪp/, /skɪm/, /grɪm/</p> <p>b) filter, sister, blister, river, shiver, silver, inner, dinner, winner, linger, singer, finger, thinker, drinker, printer, glimmer, shimmer, litter, bitter; /'fɪltə/, /'sɪstə/, /'blɪstə/, /'rɪvə/, /'ʃɪvə/, /'sɪlvə/, /'ɪnə/, /'dɪnə/, /'wɪnə/, /'lɪŋgə/, /'sɪŋə/, /'fɪŋgə/, /'θɪŋkə/, /'drɪŋkə/, /'prɪntə/, /'glɪmə/, /'ʃɪmə, /'lɪtə/, /'bɪtə/</p> <p>c) vision, fiction, mission, kitten, kitchen, christen, listen, written, hidden, fiddle, giggle, wrinkle, twinkle, pigment, incident, diligent, different; /'vɪʒən/, /'fɪkʃən/, /'mɪʃən/, /'kɪtn/, /'kɪtʃɪn/, /'krɪsn/, /'lɪsn/, /'rɪtn/, /'hɪdn/, /'fɪdl/, /'gɪgl/, /'rɪŋkl/, /'twɪŋkl/, /'pɪgmənt/, /'ɪnsɪdənt/, /'dɪlɪdʒənt/, /'dɪfrənt/</p> <p>d) finish, timid, visit, limit, minimal, minister, pitiful, military; /'fɪnɪʃ/, /'tɪmɪd/, /'vɪzɪt/, /'lɪmɪt/, /'mɪnɪmɪl/, /'mɪnɪstə/, /'pɪtɪfʊl/, /'mɪlɪtəri/</p>
Y	<p>a) gym, rhythm, hymn, lyric, cynic, mystic, physics, abyss, acrylic, analytic, rhythmic, mystical, cyclical, typical, dynasty; /dʒɪm/, /'rɪðəm/, /hɪm/, /'lɪrɪk/, /'sɪnɪk/, /'mɪstɪk/, /'fɪzɪks/, /ə'bɪs/, /ə'krɪlɪk/, /,ænə'lɪtɪk/, /'rɪðmɪk/, /'mɪstɪk(ə)l/, /'saɪklɪkəl/, /'tɪpɪk(ə)l/, /'dɪnəsti/</p> <p>b) sympathy, symphony, tyranny, syllable, symbol, crystal, syndrome, synonym, system, hypocrite, myriad; /'sɪmpəθi/, /'sɪmfəni/, /'tɪrəni/, /'sɪləbl/, /'sɪmbəl/, /'krɪstl/, /'sɪndrəʊm/, /'sɪnənɪm/, /'sɪstɪm/, /'hɪpəkɪrɪt/, /'mɪrɪəd/.</p>
E	<p>a) cricket, ticket, rocket, crooked, wicked, started, parted, beloved, dances, chances, advances, glasses, classes, kisses, wishes, linen, women; /'krɪkɪt/, /'tɪkɪt/, /'rɒkɪt/, /'krʊkɪd/, /'wɪkɪd/, /'stɑ:tɪd/, /'pɑ:tɪd/, bɪ'lʌvɪd/, /'dɑ:nsɪz/, /'ʃɑ:nsɪz/, /əd'vɑ:nsɪz/, /'glɑ:sɪz/, /'klɑ:sɪz/, /'kɪsɪz/, /'wɪʃɪz/, /'lɪnɪn/, /'wɪmɪn /</p> <p>b) English, enable, endanger, enclose, encyclopedia, enough, erase, explain, believe, because; /'ɪŋɡlɪʃ/, /ɪ'neɪbl/, /ɪn'deɪndʒə/, /ɪn'kləʊz/, /ɪn'saɪklə'pi:diə/, /ɪ'nʌf/, /ɪ'reɪz/ /ɪks'pleɪn/, /bɪ'li:v/, /bɪ'kɒz/</p>
IE	<p>ladies, bodies, babies, studies, countries, sieve, auntie, sweetie; /'leɪdɪz/, /'bɒdɪz/, /'beɪbɪz/, /'stʌdɪz/, /'kʌntrɪz/, /sɪv/, /'ɑ:nti/, /'swi:ti/</p>
UI	<p>build, guild, built, guilt, builder, guilders, guitar, guinea; /bɪld/, /gɪld/, /bɪlt/, /gɪlt/, /'bɪldə/, /'gɪldə/, /grɪ'tɑ:/, /'ɡni/</p>
A	<p>cottage, orange, manage, bandage, surface; /'kɒtɪdʒ/, /'ɒrɪndʒ/, /'mænɪdʒ/, /'bændɪdʒ/, /'sɜ:fɪs/</p>

EY = /ɪ/	chimney, kidney, monkey, donkey, whiskey, volley, trolley, money, honey; /tʃɪmni/, /'kɪdni/, /'mʌŋki/, /'dɒŋki/, /'wɪski/, /'vɒli/, /'trɒli/, /'mʌni/, /'hʌni/
Unusual spellings (exceptions)	busy business, women, Monday, Sunday, fountain, carriage, marriage. /'bɪzi/, /'bɪznɪs/, /'wɪmɪn /, /'mʌndeɪ/, /'sʌndeɪ/, /'faʊntɪn/, /'kærɪdʒ/, /'mæərɪdʒ/

3. Contrast drill. Practise /ɪ/ – /i:/.

- a) Ship – sheep, lick – leak, hit – heat, sit – seat, fit – feet, bin- bean, sin – seen;
/ʃɪp – ʃi:p/, /lɪk – li:k/, /hɪt – hi:t/, /sɪt – si:t/, /fɪt – fi:t/, /bɪn- bi:n/, /sɪn – si:n/
- b) lid – lead, did – deed, chip – cheap, grin – green, pick – peak, sick – seek
/lɪd – li:d/, /dɪd – di:d/, /tʃɪp – tʃi:p/, /grɪn – gri:n/, /pɪk – pi:k/, /sɪk – si:k /.

4. Practise the sentences. Each boldfaced word contains the sound /ɪ/. Make your own sentences using words with the sound /ɪ/.

1. **His** silly sisters **giggled** in the **kitchen**.
2. He **missed** the money from **his** pocket.
3. **Nick** finished **building** a **brick** chimney.
4. She **lived** in the **Middle** Ages.
5. **His** classes **begin** at **six** o'clock in the evening.

5. Idioms. Practise pronouncing the idioms in the box. Pay attention to your pronunciation of the boldfaced words containing the sound /ɪ/. Then, complete each sentence with an idiom from the box.

<p>A. to kill two birds with one stone – <i>produce two useful results by just doing one action</i></p> <p>B. to add insult to injury – <i>to make a bad situation even worse for someone who has already been treated badly</i></p> <p>C. as fit as a fiddle – <i>perfectly well</i></p> <p>D. in/within living memory – <i>can be remembered by people still alive</i></p> <p>E. in the middle of nowhere – <i>a long way from the nearest big town</i></p>

1. We found a nice place to eat, but it's out
2. Streets lit by gas lamps are still.....
3. If you walk to work, you will get some exercise as well as save money, so you'll.....
4. The man was almost ninety years old but he was.....
5. She not only deceived him but,, allowed him to pay for her meal.

6. Conversation practice. Work in pairs. Act out this conversation. Then, make similar conversations with the words/phrases from the box.

A: Are you **busy** this **evening**?

B: Pretty **busy**. I'm going to **visit Jim** in hospital. **Jim** slipped on **kiwi** and twisted his **middle finger** on his right hand **this morning**.

A: Ouch! I'm so sorry. **Give him** my well wishes.

Nick, going for a picnic with my little kids, going to go downhill skiing in Mirror Park, playing indoor tennis in 'The Spring Club', going to a swimming club, swimming/playing tennis; good for physical fitness, be involved in swimming/ playing tennis, since I was six; slip on a banana skin, twist his wrist, suffer internal injuries in a traffic accident; have an enjoyable evening, sending him hugs and kisses, thinking of him, exactly.

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


Christen, thrill, written, military, rhythmic, typical, wicked, linen, women, guitar, surface, bandage, marriage.

8. From spelling to transcription. Transcribe the following words into IPA symbols.

Wishes, skill, thin, risk, think, mystic, gym, rocket, English, bodies, cottage, orange.

LESSON 3

/e/ (/ɛ/)

1.  **How to pronounce.** Practise the sound /ɪ/. Open your mouth a little more for /e/. The front of the tongue is raised between mid-close and mid-open position, and the lips are slightly spread. The sound /e/ is a short, relaxed sound. Listen and repeat: /e/.

Watch and Learn: BBC: THE SOUNDS OF ENGLISH:

<http://www.bbc.co.uk/learningenglish/oromo/features/the-sounds-of-english/shortvowel6>

Note:

- a) In phonetic transcriptions /ɛ/ is typically used for American English phonetic transcriptions and /e/ is typically used for British English and European transcription, conservative RP.
- b) Some facts about the pronunciation of the prefix *re-* (these principles also apply to other prefixes: *de-*, *pre-*)
 1. If *re-* has the vague meaning and is stressed, and is followed by a consonant sound, then it is pronounced /re/. This type includes several well-known words: *relative* /'relatɪv/, *recognize*,

reference, relevance, and also for example recompense, replicate, resonate. (Compare relate, refer, where the **re-** is unstressed and weak.)

Examples with **de-**, **pre-**: *deference* /'defərəns/, *preference* /'prɛfərəns/

2. If the main stress is on the syllable after the syllable after the **re-** (= two syllables later), we normally get secondary stress on the **re-**, which therefore has a strong vowel, which again is /e/. So we have for example: *reclamation* /ˌreklə'meɪʃən/ (compare the verb *reclaim* /ri'kleɪm/ with weak **re-**), *recommend* /ˌrɛkə'mend/, *recognition*, *recreation*, *reformation*, *relativity*, *reparation*, *repetition*, *replication*, *reprehensible*, *represent*, *reservation*, *resignation*, *restoration*.

Examples with **de-**, **pre-**: *dereliction* /ˌdɛrə'liksən/, *preparation* /ˌprɛpə'reɪʃən/

2. Pronunciation drill. Read the words and record them using <https://vocaroo.com/>

Grapheme/s	Examples
E	<p>a) Pet, bet, jet, let, get, set, bed, fed, red, leg, egg, check, deck, chef, clef, flesh, fresh, hem, hen, men, pen; /pet/, /bet/, /dʒet/, /let/, /get/, /set/, /bed/, /fed/, /red/, /leg/, /eg/, /tʃek/, /dek/, /ʃef/, /klef/, /fleʃ/, /frefʃ/, /hem/, /hen/, /men/, /pen/</p> <p>b) sell, shell, well, self, elf, send, bend, sent, settle, shelf, shed, sketch, stretch, spent, tent, dress, stress, press, yes, tense, sense, rest, west; /sel/, /ʃel/, /wel/, /self, elf/, /send/, /bend/, /sent/, /'setl/, /ʃelf/, /ʃed/, /sketʃ/, /stretʃ/, /spent/, /tent/, /dres/, /stres/, /pres/, /jes/, /tens/, /sens/, /rest/, /west/</p> <p>c) suggest, accept, elect, upset, suspend, attend, success, undress, unless, unwell, dispel, tender, elder, twenty, seventy, velvet, helmet, melody, memory, remedy, tennis, Venice, yellow, mellow; /sə'dʒest/, /ək'sept/, /ɪ'lekt/, /ʌp'set/, /səs'pend/, /ə'tend/, /sək'ses/, /ʌn'dres/, /ən'les/, /ʌn'wel/, /dɪs'pel/, /'tendə/, /'eldə/, /'twenti/, /'sevnti/, /'velvɪt/, /'helmt/, /'melədi/, /'meməri/, /'remɪdi/, /'tenɪs/, /'venɪs/, /'jeləs/, /'meləs/</p>
A	<p>any, many, anything, anytime, anyway, anymore, anywhere, anybody; /'eni/, /'meni/, /'eniθɪŋ/, /'eni'taɪm/, /'eniweɪ/, /'eni'mə:/, /'eniweə/, /'eni'bɒdi/</p>
EA	<p>dread, bread, head, dead, ready, steady, health, wealth, weather, feather, jealous, zealous, sweat, threat, pleasant, peasant, instead, ahead, measure pleasure; /dred/, /bred/, /hed/, /ded/, /'redi/, /'stedi/, /helθ/, /welθ/, /'weðə/, /'feðə/, /'dʒeləs/, /'zeləs/, /swet/, /θret/, /'pleznt/, /'pezənt/, /ɪn'sted/, /ə'hed/, /'meʒə/, /'pleʒə/</p>
Unusual spellings	<p>leopard, jeopardy, yeoman, leisure, said, again, friend, friendship, says. /'lepəd/, /'dʒɛpədi/, /'jəʊmən/, /'leɪzə/, /sed/, /ə'gen/, /frend/, /'frendʃɪp/, /sez/</p>

2. Contrast drill. Practise /ɪ/- /e/.

- a) Fill – fell, bill – bell, will – well, pit – pet, tin – ten, pig – peg, miss – mess;
/fɪl – fel/, /bɪl – bel/, /wɪl – wel/, /pɪt – pet/, /tɪn – ten/, /pɪg – peg/, /mɪs – mes/
- b) lid – lead, lift – left, hid – head, chick – cheque, middle – medal, sit – set.
/lɪd – li:d/, /lɪft – left/, /hɪd – hed/, /tʃɪk – tʃek/, /'mɪdl – 'medl/, /sɪt – set/

3. Practise the sentences. Each boldfaced word contains the sound /e/. Make your own sentences using words with the sound /e/.

1. I **bet ten cents** on a **chestnut** horse.
2. **Wendy sent Fred** a **red leather bed** as a **wedding present**.
3. **Ben ventured** to **send** her a **welcome message**.
4. My **elder** sister **seldom** **sells** her **pencil sketches** to her **friends**.
5. **Instead** of watching **telly**, **Betty's best friends** **suggested** playing **tennis**.

4. Idioms. Practise pronouncing the idioms in the box. Pay attention to your pronunciation of the boldfaced words containing the sound /e/. Then, complete each sentence with an idiom from the box.

- A. your **best bet** – *the best thing you can do to achieve the result you want*
 B. ring a **bell** – *think you've heard something before*
 C. a **red herring** – *something unimportant that takes attention away from the main subject*
 D. be at the **end** of your **tether** – *to be so worried, tired etc that you feel you can no longer deal with a difficult or upsetting situation*
 E. **get your/my head** around – *come to fully accept or understand something*

1. His name, but I don't think we've ever met.
2. For getting around the city centre, a bicycle's
3. Then he started talking about the cost of a new computer, which was, because we've got plenty of computers.
4. I just can't what's happened. It's been such a shock.
5. I had no money, my husband was sick, and I couldn't get a job. I

6. Conversation practice. Work in pairs. Act out this conversation. Then, make similar conversations with the words/phrases from the box.

- A: How often do you **remember** your **friends'** **birthdays**?
 B: Not very often. How often do you **send** letters to your **relatives**?
 A: Never.

The endings of books you've read, what you **ate** for **breakfast** yesterday, telephone your relatives, **lend** money to members of your family, **offend** your **friends**, **attend** French lessons, spend your **leisure** time with your relatives, **get depressed** in **wet weather**, very often, **seldom**, every time.

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


Welcome, unwell, upset, velvet, vendor, threat, pleasant, weapon, weather, leisure, said, sledge, meant, bread.

8. From spelling to transcription. Transcribe the following words into IPA symbols.

Anything, stress, stretch, ready, head, health, belt, peck, cheque, rent, friend, herring.

LESSON 4

/æ/, (/a/)

1.  **How to pronounce.** Practise the sound /e/. Open your mouth a little more for /æ/. The front of the tongue is raised between mid-open and fully open position with the jaw being lowered; the lips are slightly spread. Listen and repeat: /æ/.

Watch and Listen: BBC: THE SOUNDS OF ENGLISH:

<http://www.bbc.co.uk/learningenglish/oromo/features/the-sounds-of-english/shortvowel7>

Note: The sound /æ/ is considered a ‘short vowel’ along with /ɪ, e, ʊ, ʌ, ɒ/ though it is sometimes lengthened in GB English. Some words that end in voiced consonants like BAD, LAND, HAM and RAG are often pronounced /æ:/. Long /æ:/ is also used as an exclamation in English to show terror, or surprise. Short English ‘a’ is phonemically transcribed as /a/ in some dictionaries and /æ/ in others. The sound itself is not different, it simply depends on the system the author has chosen. Some Accent Variations of /æ/:

- In Cockney /æ/ is pronounced with the jaw less open /e/: HAND, FAT, PACK, BAD.
- If you listen to BBC broadcasts from the 1950s, you might notice that this sound is closer to /e/ so BAT sounds a bit like BET. You will still hear this in some older speakers today, but very rarely on the wireless.

2. **Pronunciation drill. Read the words and record them using** <https://vocaroo.com/>

Grapheme	Examples
A	<p>a) Ham, jam, band, sand, hand, stand, mad, sad, grab, cab, fan, van, plan, scan, trap, tap, rap, lap, trash, smash, lack, black, thank, tank, rank, lamp, stamp, act, fact; /hæm/, /dʒæm/, /bænd/, /sænd/, /hænd/, /stænd/, /mæd/, /sæd/, /græb/, /kæb/, /fæn/, /væn/, /plæn/, /skæn/, /træp/, /tæp/, /ræp/, /læp/, /træʃ/, /smæʃ/, /læk/, /blæk/, /θæŋk/, /tæŋk/, /ræŋk/, /læmp/, /stæmp/, /ækt/, /fækt/</p> <p>b) travel, gravel, traffic, graphic, practical, classical, salad, ballad, salary, gallery, vandal, scandal, sanity, vanity, rapture, capture; /'trævl/, /'grævəl/, /'træfɪk/, /'græfɪk/, /'præktɪkəl/, /'klæsɪkəl/, /'sæləd/, /'bæləd/, /'sæləri/, /'gæləri/, /'vændəl/, /'skændl/, /'sænɪti/, /'vænɪti/, /'ræptʃə/, /'kæptʃə/</p> <p>c) marry, carry, napkin, captain, palace, practice, magnify, dragonfly, mammal, camel, marriage, carriage, shadow, narrow; /'mæri/, /'kæri/, /'næpkɪn/, /'kæptɪn/, /'pælis/, /'præktɪs/, /'mægnɪfaɪ/, /'drægənflaɪ/, /'mæməl/, /'kæməl/, /'mæriɪdʒ/, /'kæriɪdʒ/, /'ʃædəʊ/, /'nærəʊ/</p> <p>d) national, rational, happy, nappy, family, exactly, active, attractive, grammar, stammer, ankle, angle, handle, candle, habit, rabbit, canvas, cactus, vanish, Spanish, planet, blanket; /'næʃənəl/, /'ræʃənəl/, /'hæpi/, /'næpi/, /'fæmɪli/, /ɪg'zæktli/, /'æktɪv/, /ə'træktɪv/, /'græmə/, /'stæmə/, /'æŋkl/, /'æŋgl/, /'hændl/, /'kændl/, /'hæbɪt/, /'ræbɪt/, /'kænvəs/, /'kæktəs/, /'vænɪʃ/, /'spæniʃ/, /'plænɪt/, /'blæŋkɪt/.</p>

Unusual spellings	plait, plaid, salmon. /plæt/, /plæd/, /'sæmən/ laugh (Am) - / læf /; but BrE - /la:f/
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3. Contrast drill: Practise /e/ – / æ /.

- a) Met – mat, peck – pack, merry – marry, pet – pat, kettle – cattle, pen – pan;
/met – mæt/, /pek – pæk/, /'meri- 'mæri/, /pet – pæt/, /'ketl – 'kætl/, /pen – pæn/
b) beg – bag, head – had, set – sat, bend – band, send – sand, merry – marry.
/beg – bæɡ/, /hed – hæd/, /set – sæt/, /bend – bænd/, /send – sænd/, /'meri – 'mæri/

4. Practise the sentences. Each boldfaced word contains the sound / æ/. Make your own sentences using words with the sound / æ/.

1. It's unclear what **exactly** happened with the **bank** manager.
2. **Sam** **crammed** his clothes into his **black** **bag**.
3. I **had** a **ham** **sandwich** and **apple** **jam** for breakfast.
4. The **cameras** **scanned** **angry** football **fans** **interacting** with the screens.
5. **Vandals** **attacked** **vans** and **smashed** all the **lampposts** in the street.

5. Idioms. Practise pronouncing the idioms in the box. Pay attention to your pronunciation of the boldfaced words containing the sound / æ/. Then, rewrite the sentences with idioms from the box.

- A. **stab** someone in the **back** – *do something while someone can't see what you are doing (usually something that person would not approve of)*
 B. you **scratch** my **back** and I'll **scratch** yours – *you will help someone if they agree to help you*
 C. **hang** in the **balance** – *you cannot yet know whether the result will be bad or good in the future*
 D. **have** a **bash** at doing smth. (BrE) – *to try to do something, especially when you are not sure that you will succeed*
 E. be a **dab hand** at/with smth. (BrE) – *to be very good at a particular activity*

1. If you do me a favour now, I'll do one for you too.
2. My mother rang to say that my grandmother had been ill and her life was on the line.
3. I'll try to paint the fence tomorrow if you like.
4. Although she's friendly to my face, I suspect she'd happily betray me.
5. She was skilled at solving difficult puzzles.

6. Conversation practice. Work in pairs. Act out this conversation. Then, make similar conversations with the words from the box.

A: That's the person who grabbed my bag!

B: Did he have a hat?

A: Yes. A black hat.

A bag (plastic), a jacket (plaid), a hat (red), a jacket (salmon), a backpack (black), a handful of cash, ham sandwich, apple jam, camera, man, candle.

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

Palace, smash, jam, practical, ballad, carry, national, canvas, cactus, candle, angle, attractive, narrow, exactly, vanity.

8. From spelling to transcription. Transcribe the following words into IPA symbols.

Active, fancy, family, tragic, transit, vaccine, valid, thank, wrap, taxi, absent, passive.

TEST 1 (Lessons 1-4)

1. Choose the word with a different sound.

1. /i:/ feature, indeed, nice, bring, achieve, degency
2. /ɪ/ criiminal, different, vinegar, sympathy, secret, analytic
3. /e/ vanity, dress, seven, press, ready, anyone
4. /æ/ alphabet, ballad, happy, grammar, many, absent

2. Look at the phonemic symbols and the three words listed A, B and C. Choose the word which contains the sound matching the phonemic symbol.

1. /i:/ A sweat B measure C feast
2. /ɪ/ A cliff B elite C unique
3. /e/ A friend B grievous C receive
4. /æ/ A gamble B any C many

3. Match the underlined letters in each word with the phonetic symbols and write the words in the correct column of the table below.

British, salad, blanket, police, ready, chicken, receive, dresses, guess, meant, build, apple, ceiling, pizza, salmon, anyway, jealous, pretty, cheese, cease, people

/i:/	/ɪ/	/e/	/æ/

4. Look at the words and the three possible phonemic transcriptions listed A, B, C. Choose the correct phonemic transcriptions.


1. adjective A /'edʒektɪv/ B /'ɪdʒektɪv/ C /'ædʒektɪv/
 2. anything A /'æniːθɪŋ/ B /'æniθɪŋ/ C /'eniθɪŋ/
 3. vaccine A /'væksiːn/ B /'veksɪn/ C /'veksiːn/
 4. relief A /ri'liːf/ B /ri'ɪlf/ C /re'ɪlf/
 5. marriage A /'merɪːdʒ/ B /'mæɪːdʒ/ C /'mæɪɪdʒ/

5. Match the minimal pairs of words with the vowel sounds listed A-C. Minimal pairs (i.e. words distinguished by one phoneme: ship/ sheep).

1. crick - creek	A /e/ - /æ/
2. lipped - leapt	B /ɪ/ - /i:/
3. said – sad	C /ɪ/ - /e/

LESSON 5

/ʌ/

1.  **How to pronounce.** Practise the sound /æ/. Close your mouth a little for /ʌ/. Your tongue should rest in the middle of your mouth. The centre of the tongue is raised between mid-open and fully open position, and the shape of the lips is neutral. The sound /ʌ/ is a short, relaxed sound. Listen and repeat: /ʌ/.

Watch and Learn: BBC: THE SOUNDS OF ENGLISH:

<https://www.bbc.co.uk/learningenglish/oromo/features/the-sounds-of-english/shortvowel3>

2. Pronunciation drill. Read the words and record them using <https://vocaroo.com/>.

Grapheme/s	Examples
U	a) buck, bug, hut, nut, bump, bunch, bus, cub, cult, cud, drug, fuss, must, dusk, fund, fun, jump, lull, rub, musk, pub, luck, punk, shrub, drunk, run, numb, Dutch; /bʌk/, /bʌg/, /hʌt/, /nʌt/, /bʌmp/, /bʌntʃ/, /bʌs/, /kʌb/, /kʌlt/, /kʌd/, /drʌg/, /fʌs/, /mʌst/, /dʌsk/, /fʌnd/, /fʌn/, /dʒʌmp/, /lʌl/, /rʌb/, /mʌsk/, /pʌb/, /lʌk/, /pʌŋk/, /frʌb/, /drʌŋk/, /rʌn/, /nʌm/, /dʌtʃ/
	b) luggage, bucket, bunny, butter, bustard, cultivate, buttercup, rubbish cutlery, function, custom, custard, cunning, multitude, mushroom; /'lʌgɪdʒ/, /'bʌkɪt/, /'bʌni/, /'bʌtə/, /'bʌstəd/, /'kʌltɪveɪt/, /'bʌtəkʌp/, /'rʌbɪʃ/

	<p>/ˈkʌtləri/, /ˈfʌŋkʃn/, /ˈkʌstəm/, /ˈkʌstəd/, /ˈkʌniŋ/, /ˈmʌltɪtjuːd/, /ˈmʌfrʊm/</p> <p>c) abrupt, adjust, husband, structure, smuggle, summary, supplement, suspect, sculpture, vulgar, vulture, Sunday, punctual, funfair, funny just, justice, drudgery, punish, button, hunger, culture;</p> <p>/əˈbrʌpt/, /əˈdʒʌst/, /ˈhʌzbənd/, /ˈstrʌktʃə/, /ˈsmʌgl/, /ˈsʌməri/, /ˈsʌplɪmənt/, /ˈsʌspekt/, /ˈskʌlptʃə/, /ˈvʌlɪgə/, /ˈvʌlɪʃə/, /ˈsʌndeɪ/, /ˈpʌŋktʃʊəl/, /ˈfʌnfeə/, /ˈfʌni dʒʌst/, /ˈdʒʌstɪs/, /ˈdrʌdʒəri/, /ˈpʌnɪʃ/, /ˈbʌtn/, /ˈhʌŋgə/, /ˈkʌlʃə/</p>
O	<p>a) above, among, another, brother, come, comfort, comfy, compass, company, colour, confront, cover, done, front, glove, London, love;</p> <p>/əˈbʌv/, /əˈmʌŋ/, /əˈnʌðə/, /ˈbrʌðə/, /kʌm/, /ˈkʌmfət/, /ˈkʌmfɪ/, /ˈkʌmpəs/, /ˈkʌmpəri/, /ˈkʌlə/, /kənˈfrʌnt/, /ˈkʌvə/, /dʌn/, /frʌnt/, /glʌv/, /ˈlʌndən/, /lʌv/</p> <p>b) Monday, money, monk, monkey, month, mother, none, nothing, onion, other, oven, shovel, some, something, sometimes, son, sponge, stomach, ton, tongue, tonne, won, wonder, wonderful;</p> <p>/ˈmʌndeɪ/, /ˈmʌni/, /mʌŋk/, /ˈmʌŋki/, /mʌnθ/, /ˈmʌðə/, /nʌn/, /ˈnʌθɪŋ/, /ˈʌnjən/, /ˈʌðə/, /ˈʌvn/, /ˈʃʌvl/, /sʌm/, /ˈsʌmθɪŋ/, /ˈsʌmtaɪmz/, /sʌn/, /spʌndʒ/, /ˈstʌmək/, /tʌn/, /tʌŋ/, /tʌn/, /wʌn/, /ˈwʌndə/, /ˈwʌndəfʊl/</p>
OU	<p>country, couple, couplet, courage, cousin, double, flourish, nourish, nourishment, rough, tough, touch, trouble, young;</p> <p>/ˈkʌntri/, /ˈkʌpl/, /ˈkʌplɪt/, /ˈkʌrɪdʒ/, /ˈkʌzn/, /ˈdʌbʌl/, /ˈflʌrɪʃ/, /ˈnʌrɪʃ/, /ˈnʌrɪʃmənt/, /rʌf/, /tʌf/, /tʌʃ/, /ˈtrʌbʌl/, /jʌŋ/</p>
OO	<p>blood, bloody, bloodhound, bloodshot, blood-and-guts, flood, flooding.</p> <p>/blʌd/, /ˈblʌdi/, /ˈblʌdhaʊnd/, /ˈblʌdʃɒt/, /blʌd-ænd-gʌts/, /flʌd/, /ˈflʌdɪŋ/</p>

3. Contrast drill. Practise / æ/ – / ʌ/.

- a) **Lack** – **luck**, **sang** – **sung**, **hang** – **hung**, **drank** – **drunk**, **stamp** – **stump**;
 /læk – lʌk/, /sæŋ-sʌŋ/, /hæŋ – hʌŋ/, /dræŋk – drʌŋk/, /stæmp – stʌmp/
- b) **Carriage** – **courage**, **dabble** – **double**, **flat** – **flood**, **slam** – **slum**, **slash** – **slush**.
 /ˈkæərɪdʒ – ˈkʌrɪdʒ/, /ˈdæbʌl – ˈdʌbʌl/, /flæt – flʌd/, /slæm – slʌm/, /slæʃ – slʌʃ/

4. Practise the sentences. Each boldfaced word contains the sound / ʌ /. Make your own sentences using words with the sound / ʌ /.

1. A lovely **snub-nosed monkey** is **jumping up** and down in the **sun**.
 2. Her **husband** has a **bungalow** in the **jungle**.
 3. **Mum** brought a **jumbo jug** of **plum punch**.
 4. This **plushy pug** is a **lucky puppy**.
 5. A **Dutch sculptor** **won** a book “The **Stubborn Monk** and the **Cunning Monkey**” instead of a **substantial sum** of **money**.
5. **Idioms. Practise pronouncing the idioms in the box. Pay attention to your pronunciation of the boldfaced words containing the sound / ʌ /. Then, complete each sentence with an idiom from the box.**

- A. No **such luck!** – *unfortunately not*
- B. to make it **up** to **someone** – *to do something to compensate for a disappointment*
- C. on the **up-and-up** – *completely honest*
- D. you're only **young once** – *young people should enjoy themselves to the full because they will not be so carefree forever*
- E. to **run** with the hare and **hunt** with the hounds – *to support both sides in an argument or a fight*

1. Come on, — it's time for an adventure!
2. To be honest, I don't think this deal is
3. I know you are disappointed, but I promise I will you!
4. They want to keep the peace between the two parties, therefore they
5. I hoped that the rain would end, but

6. Conversation practice. Work in pairs. Act out this conversation. Then, make similar conversations with the words from the box.

A: Have you **dusted** the **cupboard**, **Mutt**?

B: No, **Mum**, Janet has already **done** it.

A: Then beat the **rugs**, please, they are **covered** in dry **mud**. Then **come** and we'll have **lunch**!

Supper, custard, cupcake, suds, tub, sponge, rub, husband, London, month, bus, luggage, customs, trouble, mug, jug, muffin, much, buttermilk, some, nuts, young, cunning, puppy, fluffy, cuddle, lovely, funny, hungry.

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


Button, culture, custom, funny, husband, luggage, luxury, mushroom, onion, trouble, flood, couple, flourish, tunnel.

8. From spelling to transcription. Transcribe the following words into IPA symbols.

Blood, courage, glove, summer, rubber, fund, lucky, cutlery, bunch, mustard, London, among.

LESSON 6

/ɑ:/

1.  **How to pronounce.** This is an open vowel. The mouth is open. The tongue is in the back part of the mouth. The back of the tongue is only slightly raised. It is such an open sound that your dentist will ask you to make it in order to see inside your mouth. The lips are in relaxed, a neutral shape. Listen and repeat: /ɑ:/.

Watch and Learn: BBC: THE SOUNDS OF ENGLISH:

<https://www.bbc.co.uk/learningenglish/oromo/features/the-sounds-of-english/longvowel3>

2. **Pronunciation drill.** Read the words and record them using <https://vocaroo.com/>.

Grapheme/s	Examples
A	<p>a) Path, craft, aircraft, after, bath, bathroom, can't, chance, drama, father, rather, ranch, glance, staff, plant, vase, draft; /pɑ:θ/, /krɑ:ft/, /'ækra:ft/, /'ɑ:ftə/, /bɑ:θ/, /'bɑ:θru:m/, /kɑ:nt/, /ʃɑ:ns/, /'dra:mə/, /'fɑ:ðə/, /'rɑ:ðə/, /rɑ:nʃ/, /glɑ:ns/, /stɑ:f/, /plɑ:nt/, /vɑ:z/, /dra:ft/</p> <p>b) example, facade, massage, morale, advantage, advance, command, reprimand, sample, scenario, avocado, answer; /ɪg'zɑ:mpl/, /fə'sɑ:d/, /'mæsɑ:ʒ/, /mɒ'rɑ:l/, /əd'vɑ:ntɪdʒ/, /əd'vɑ:ns/, /kə'mɑ:nd/, /'reprɪmɑ:nd/, /'sɑ:mpl/, /sɪ'nɑ:rɪəʊ/, /,ævəʊ'kɑ:dəʊ/, /'ɑ:nsə/</p>
AR	<p>a) car, bar, bark, harm, harsh, mark, spark, smart, yard, chart, dark, farm, jar, large, charm, part, park, sharp, star, start, dart; /kɑ:/, /bɑ:/, /bɑ:k/, /hɑ:m/, /hɑ:ʃ/, /mɑ:k/, /spɑ:k/, /smɑ:t/, /jɑ:d/, /ʃɑ:t/, /dɑ:k/, /fɑ:m/, /dʒɑ:/, /lɑ:dʒ/, /ʃɑ:m/, /pɑ:t/, /pɑ:k/, /ʃɑ:p/, /stɑ:/, /stɑ:t/, /dɑ:t/</p> <p>b) alarm, apart, cargo, garden, garlic, darken, carnival, carpet, carton, cartoon, jargon, harvest, garbage, harbour, guitar, partner; /ə'lɑ:m/, /ə'pɑ:t/, /'kɑ:gəʊ/, /'gɑ:dn/, /'gɑ:lɪk/, /'dɑ:kən/, /'kɑ:nɪvəl/, /'kɑ:pɪt/, /'kɑ:tən/, /kɑ:'tu:n/, /'dʒɑ:gən/, /'hɑ:vɪst/, /'gɑ:bɪdʒ/, /'hɑ:bə/, /gɪ'tɑ:/, /'pɑ:tənə/</p>
AL	<p>calf, calm, calves, half, halve, qualm, balm, almond, palm; /kɑ:f/, /kɑ:m/, /kɑ:vz/, /hɑ:f/, /hɑ:v/, /kwɑ:m/, /bɑ:m/, /'ɑ:mənd/, /pɑ:m/</p>
AS, AST	<p>ask, basket, basketball, blast, cast, castle, class, clasp, fasten, fast, gasp, glass, grasp, last, mask, master, nasty, pass, past, pastime, plaster, raspberry, task, exasperate, masterpiece; /ɑ:sk/, /'bɑ:skɪt/, /'bɑ:skɪt bɔ:l/, /blɑ:st/, kɑ:st/, /'kɑ:sl/, /kla:s/, /kla:sp/, /'fɑ:sn/, /fɑ:st/, /gɑ:sp/, /glɑ:s/, /grɑ:sp/, /lɑ:st/, /mɑ:sk, 'mɑ:stə/, /'nɑ:sti/, /pɑ:s/, /pɑ:st/, /'pɑ:staim/, /'plɑ:stə/, /'rɑ:zbəri/, /tɑ:sk/, /ɪg'zɑ:spəreɪt/, /'mɑ:stəpi:s/</p>
Unusual spellings:	<p>heart, hearth, clerk, Derby, aunt, laugh, draught, craft. /hɑ:t/, /hɑ:θ/, /kla:k/, /'dɑ:bi/, /ɑ:nt/, /lɑ:f/, /dra:ft/, /krɑ:ft/</p>

3. Contrast drill. Practise /ʌ/ – /ɑ:/.

- a) **Cut** – **cart**, **stuff** – **staff**, **must** – **master**, **gust** – **fast**, **come** – **calm**, **busk** – **ask**;
/kʌt/ – /kɑ:t/, /stʌf – stɑ:f/, /mʌst/ – /'mɑ:stə/, /gʌst/ – /fɑ:st/, /kʌm – kɑ:m/, /bʌsk – ɑ:sk/
b) **shuck** – **shark**, **tusk** – **task**, **couple** – **carpet**, **fun** – **farm**, **tonne** – **tarn**.
/ʃʌk/ – /ʃɑ:k/, /tʌsk/ – /tɑ:sk/, /'kʌpl/ – /'kɑ:pit/, /fʌn/ – /fɑ:m/, /tʌn /- /tɑ:n/

4. Practise the sentences. Each boldfaced word contains the sound /ɑ:/. Make your own sentences using words with the sound /ɑ:/.

1. My **darling**, **pass** me the **raspberry tarts**, please.
2. The **farmer** **marvelled** at his **remarkably large** harvest.
3. This **carnival mask** looks **rather nasty**.
4. There is a **large jar** of **marmalade** in the **basket**.
5. In the **draughty parlour**, there was a **carved marble** table.

5. Idioms. Practise pronouncing the idioms in the box. Pay attention to your pronunciation of the boldfaced words containing the sound /ɑ:/. Then, rewrite the sentences with idioms from the box.

- A. **half a chance** – *the slightest opportunity*
B. **alarm** bells **start** ringing – *something makes you worry about a particular situation*
C. as mad as a **March** hare – *crazy, eccentric*
D. **hard** and **fast** – *clear and fixed*
E. on the **jar** – *not fully closed*

1. Don't be surprised if Jeff starts telling strange jokes – he is rather eccentric.
2. We have fixed rules in our company.
3. I began to get worried when I saw her pale and frightened face.
4. Give Jo the slightest opportunity and she will leave this place at once.
5. The door was not fully closed, so she could hear what her sisters were discussing in the living room.

6. Conversation practice. Work in pairs. Act out this conversation. Then, make similar conversations with the words from the box.

- A: **Margaret**, did you go to the **market** this afternoon?
B: Yes. I bought some **parsley** and **parsnips** from that nice **farmer**.
A: **Marvelous!** I'll **garnish** the potatoes with the **parsley**.

Farmer, **hard**, **garlic**, **fast**, **garden**, **raspberry**, **harp**, **harmony**, **guitar**, **far**, **sharp**, **start**, **after**, **regard**, **March**, **party**, **laugh**, **remark**, **sarcasm**, **sharply**, **nasty**, **vase**, **marble**, **father**, **star**, **carnation**, **charming**, **rather**.

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


Task, carnival, carpet, garlic, hardship, sharpen, market, calm, calf, craft, laugh, draught, fasten, masterpiece, almond, castle.

8. From spelling to transcription. Transcribe the following words into IPA symbols.

Farmer, guard, harmful, calves, harmony, market, parliament, laugh, draught, qualm, party, raspberry.

LESSON 7

/ɜ:/ (/ ə:/)

1.  **How to pronounce.** Practise the sound /ʌ/. Close your mouth a little. Curl the tip of your tongue up and back to say /ɜ:/. No firm contact is made between the rims of the tongue and the upper teeth, the lips are neutrally spread, they do not cover the teeth. This sound is commonly used by English speakers as a hesitation sound (spelt 'er'). The sound /ɜ:/ is long. Listen and repeat: /ɜ:/.

Watch and Learn: BBC: THE SOUNDS OF ENGLISH:

<https://www.bbc.co.uk/learningenglish/oromo/features/the-sounds-of-english/longvowel5>

2. Pronunciation drill. Read the words and record them using <https://vocaroo.com/>.

Grapheme/s	Examples
ER	<p>a) Alert, perk, serve, term, verse, merge, certainly, certify, expert, ferment, fertile, mercy, nerve, nervous, perfect, interpret; /ə' lɜ:t/, /pɜ:k/, /sɜ:v/, /tɜ:m/, /vɜ:s/, /mɜ:dʒ/, /' sɜ:tnli/, /' sɜ:tɪfaɪ/, /' ekspɜ:t/, /' fɜ:ment/, /' fɜ:taɪl/, /' mɜ:si/, /nɜ:v/, /' nɜ:vəs/, /' pɜ:fɪkt/, /' ɪnsət/, /ɪn' tɜ:prɪt/</p> <p>b) mermaid, maternal, merchant, merciless, allergic, permanent, person, personal, reserve, servant, service, terminal, universe, version, vertical; /' mɜ:meɪd/, /mə' tɜ:nl/, /' mɜ:ʃənt/, /' mɜ:sɪlɪs/, /ə' lɜ:dʒɪk/, /' pɜ:mənənt/, /' pɜ:sn/, /' pɜ:snl/, /rɪ' zɜ:v/, /' sɜ:vənt/, /' sɜ:vɪs/, /' tɜ:mɪnl/, /' ju:nɪvɜ:s/, /' vɜ:ʃn/, /' vɜ:tɪkəl/</p>
UR	<p>church, curl, curtain, furnish, further, hurt, lurk, murder, murmur nurse, occur, purse, surgeon, surface, surname, turn, turtle; /ʃɜ:ʃ/, /kɜ:l/, /' kɜ:tn/, /' fɜ:nɪʃ/, /' fɜ:ðə/, /hɜ:t/, /lɜ:k/, /' mɜ:də/, /' mɜ:mə/ /nɜ:s/, /ə' kɜ:/, /pɜ:s/, /' sɜ:dʒən/, /' sɜ:fɪs/, /' sɜ:neɪm/, /tɜ:n/, /' tɜ:tl/.</p>
IR	<p>affirmative, birch, birthday, circle, circus, dirty, fir, firm, first, flirt, girl, shirt, skirt, smirk, thirty, thirsty, thirteen, virtue;</p>

	/ə'fɜ:mətɪv/, /bɜ:ʃ/, /'bɜ:θdeɪ/, /'sɜ:kl/, /'sɜ:kəs/, /'dɜ:ti/, /fɜ:/, /fɜ:m/, /fɜ:st/, /flɜ:t/, /gɜ:l/, /ʃɜ:t/, /skɜ:t/, /smɜ:k/, /'θɜ:ti/, /'θɜ:sti/, /'θɜ:'ti:n/, /'vɜ:tju:/
OR	attorney, word, work, world, worker, workload, workman, workshop, worm, worse, worsen, worship, worst, worth, worthwhile, worthy; /ə'tɜ:ni/, /wɜ:d/, /wɜ:k/, /wɜ:ld/, /'wɜ:kə/, /'wɜ:k ləʊd/, /'wɜ:kmən/, /'wɜ:kʃɒp/, /wɜ:m/, /wɜ:s/, /'wɜ:sn/, /'wɜ:ʃɪp/, /wɜ:st/, /wɜ:θ/, /'wɜ:θ'waɪl/, /'wɜ:ði/
EAR	early, earn, earnest, earnings, earth, earthquake, heard, learn, pearl, search; /'ɜ:li/, /ɜ:n/, /'ɜ:nɪst/, /'ɜ:nɪŋz/, /ɜ:θ/, /'ɜ:θkweɪk/, /hɜ:d/, /lɜ:n/, /pɜ:l/, /sɜ:ʃ/
OUR	adjourn, sojourn, courtesy, journal, journalist, journey. /ə'dʒɜ:n/, /'sɒdʒɜ:n/, /'kɜ:tɪsi/, /'dʒɜ:nl/, /'dʒɜ:nəlɪst/, /'dʒɜ:ni/

3. Contrast drill. Practise /i:/ - /ɜ:/.

- a) Lean – learn, weak – work, niece – nurse, bead – bird, receive – reserve;
/li:n – lɜ:n/, /wi:k – wɜ:k/, /ni:s – nɜ:s/, /bi:d – bɜ:d/, /rɪ'si:v – rɪ'zɜ:v/
- b) peel – pearl, wheel – whirl, sheet – shirt, fee – fir, leak – lurk.
/pi:l – pɜ:l/, /wi:l – wɜ:l/, /ʃi:t – ʃɜ:t/, /fi: – fɜ:/, /li:k – lɜ:k/

4. Practise the sentences. Each boldfaced word contains the sound /ɜ:/. Make your own sentences using words with the sound /ɜ:/.

- The average CEH-certified **expert** earns about \$30,000 per annum.
- It's **worth** talking about the **terms** of your **personal services** contract.
- This is a news collection page about **earthquakes**, including latest **alerts** from around the **world**.
- Meet a **surgeon** who accidentally **turned** into an **entrepreneur**.
- The **girl** who has black **curly** hair and is wearing a short **skirt** and a yellow **T-shirt** is **flirting** with my boyfried at his **birthday** party!

5. Idioms. Practise pronouncing the idioms in the box. Pay attention to your pronunciation of the boldfaced words containing the sound /ɜ:/. Then, complete each sentence with an idiom from the box.

<p>A. word for word – in exactly the same words</p> <p>B. do someone's dirty work – to do the unpleasant or difficult tasks that someone else does not want to do</p> <p>C. an early bird – a person who gets up early or who does smth before other people.</p> <p>D. scream blue murder – to scream very loudly; to complain or protest loudly, especially when nothing serious has actually happened</p> <p>E. learn the ropes – learn how to do a particular job or task</p>

- Jenny is such – she is always the first to get up.
- This is exactly what he said,

3. When Alison saw that tiny spider, she
4. It will take you a couple of weeks to, but then you'll be able to do everything on your own.
5. Helga's colleagues are always trying to make her

6. Conversation practice. Work in pairs. Act out this conversation. Then, make similar conversations with the words from the box.

- A: Shirley, do you like this jersey skirt?
 B: The pearly colour is superb!
 A: Oh yes, and it twirls perfectly!

Circus, birthday, certainly, girl, term, perfect, deserve, work, herbs, turnips, sturdy, worker, dirty, turkeys, early, birds, service, server, personal, version, occur, worse, expert, further, nervous, first, firmly, stern, earnest, murmur, journalist.

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


Fertile, allergic, interpret, nervous, furnish, circle, purse, world, search, journal, earnings, worsen, surgical, affirmative.

8. From spelling to transcription. Transcribe the following words into IPA symbols.

Servant, perfect, church, turn, dirty, worthy, pearl, journey, thirty, hurt, workman, turtle.

LESSON 8

/ə/

1.  **How to pronounce.** Practise the sound /ʌ/. Make it very short for /ə/. The mouth position for /ə/ is neutral – the lips are relaxed, not rounded, the jaw is roughly half way open, and the tongue is flat, not forward or back. It is very similar to the long thinking vowel sound /ɜ:/ as in BIRD, but it is always weak, so it's short and soft. This vowel occurs in all unstressed positions in the word. Listen and repeat: /ə/.

Watch and Learn: BBC: THE SOUNDS OF ENGLISH:
<https://www.bbc.co.uk/learningenglish/oromo/features/the-sounds-of-english/shortvowel5>

2. **Pronunciation drill. Read the words and record them using** <https://vocaroo.com/>.

Grapheme/s	Examples
Er (weak form)	<p>a) Baker, banker, batter, boxer, brother, broker, builder, elder, chapter, character, charter, chatter, defender, employer; <i>/'beɪkə/, /'bæŋkə/, /'bætə/, /'bɒksə/, /'brʌðə/, /'brəʊkə/, /'bɪldə/, /'eldə/, /'ʃæptə/, /'kærɪktə/, /'ʃɑ:tə/, /'ʃætə/, /dɪ'fendə/, /ɪm'plɔɪə/</i></p> <p>b) cleaner, clever, cooker, cover, customer, danger, deliver, eraser, exercise, offer, order, paper, summer, supper, winner; <i>/'kli:nə/, /'klevə/, /'kʊkə/, /'kʌvə/, /'kʌstəmə/, /'deɪndʒə/, /dɪ'livə/, /ɪ'reɪzə/, /'eksəsaɪz/, /'ɒfə/, /'ɔ:də/, /'peɪpə/, /'sʌmə/, /'sʌpə/, /'wɪnə/</i></p>
A (weak form)	<p>a) abroad, abuse, accord, account, accuse, achieve, across, ago, adore, afraid, again, along, amaze, amount, amuse, annoy, address; <i>/ə'brɔ:d/, /ə'bju:s/, /ə'kɔ:d/, /ə'kaʊnt/, /ə'kjuz/, /ə'ʃi:v/, /ə'krɒs/, /ə'gəʊ/, /ə'dɔ:/, /ə'freɪd/, /ə'gen/, /ə'hɒŋ/, /ə'meɪz/, /ə'maʊnt/, /ə'mju:z/, /ə'nɔɪ/, /ə'dres/</i></p> <p>b) appeal, approve, arouse, aura, canvas, china, cholera, cinema, cola, flora, fauna, pizza, sofa, visa, yoga, tuna, orchestra; <i>/ə'pi:l/, /ə'pru:v/, /ə'raʊz/, /'ɔ:rə/, /'kænvəs/, /'ʃɑ:mə/, /'kɒlərə/, /'sɪnəmə/ /'kəʊlə/, /'flɔ:rə/, /'fɔ:nə/, /'pi:tə/, /'səʊfə/, /'vi:zə/, /'jəʊgə/, /'tu:nə/, /'ɔ:kɪstrə/</i></p>
AR	<p>binocular, calendar, caterpillar, cedar, circular, collar, grammar, pillar particular, polar, popular, scholar, secular, seminar, sugar, vulgar; <i>/bɪ'nɒkjʊlə/, /'kælɪndə/, /'kætəpɪlə/, /'si:də/, /'sɜ:kjʊlə/, /'kɒlə/, /'græmə/, /'pɪlə/ /pə'tɪkjʊlə/, /'pəʊlə/, /'pɒpjʊlə/, /'skɒlə/, /'sekjʊlə/, /'semɪnɑ:/, /'fʊgə/, /'vʌlgə/</i></p>
U	<p>cactus, chorus, circumstance, circus, citrus, consensus, focus, upon, minus; <i>/'kæktəs/, /'kɔ:rəs/, /'sɜ:kəmstəns/, /'sɜ:kəs/, /'sɪtrəs/, /kən'sensəs/, /'fəʊkəs/, /ə'pɒn/, /'maɪnəs/</i></p>
EN	<p>agreement, blacken, darken, deepen, evidence, existence, preference presence, present, prudence, prudent, president, patient; <i>/ə'gri:mənt/, /'blækən/, /'dɑ:kən/, /'di:pən/, /'evɪdəns/, /ɪg'zɪstəns/, /'prefərəns/, /'prezənt/, /'pru:dəns/, /'pru:dənt/, /'prezɪdənt/, /'peɪʃənt /</i></p>
OR	<p>a) actor, bachelor, conductor, contributor, decorator, director, doctor, factor, governor, horror, inspector, major, monitor, motor; <i>/'æktə/, /'bæʃələ/, /kən'dʌktə/, /kən'trɪbjʊtə/, /'dekəreɪtə/, /dɪ'rektə/, /'dɒktə/, /'fæktə/, /'gʌvənə/, /'hɒrə/, /ɪn'spektə/, /'meɪdʒə/, /'mɒnɪtə/, /'məʊtə/</i></p> <p>b) investigator, orator, predator, projector, professor, operator radiator, sailor, sector, superior, survivor, tractor, tutor, visitor; <i>/ɪn'vestɪgeɪtə/, /'ɒrətə/, /'predətə/, /prə'dʒektə/, /prə'fesə/, /'ɒpəreɪtə/ /'reɪdɪeɪtə/, /'seɪlə/, /'sektə/, /su:'prɪəriə/, /sə'vaɪvə/, /'træktə/, /'tju:tə/, /'vɪzɪtə/</i></p>
Unusual spellings (weak unstressed forms)	<p>surveillance, surpass, surprise, survive, barrel, propeller, proposal proclaim, collaborate, collapse, projector, conductor, contributor, choleric, asylum, cancel, travel, label. <i>/sə'veɪləns/, /sə'pɑ:s/, /sə'praɪz/, /sə'vaɪv/, /'bærəl/, /prə'pelə \$ -ər/, /prə'pəʊzəl/ /prə'kleɪm/, /kə'læbəreɪt/, /kə'læps/, /prə'dʒektə/, /kən'dʌktə/, /kən'trɪbjʊtə/ /'kɒlərɪk/, /ə'saɪləm/, /'kænsəl/, /'trævəl/, /'leɪbəl/</i></p>

3. Contrast drill. Practise /æ/- / ə /; / e/ - / ə/.

- a) **Latter, matter, gather, rapper, feather, travel, gravel, claret, carrot, carat;**
/lætə/, /'mætə/, /'gæðə/, /'ræpə/, /'feðə/, /'grævəl/, /'klærət/, /'klærət/, /'kærət/, /'kærət/
b) **letter, better, pepper, rebel, whether, weather, leather, clever, endeavour.**
/'trævəl/, /'letə/, /'betə/, /'pepə/, /'rebəl/, /'weðə/, /'weðə/, /'leðə/, /'klevə/, /ɪn'devə/

4. Practise the sentences. Each boldfaced word contains the sound / ə /. Make your own sentences using words with the sound / ə /.

1. **Heather's brother** is a **clever banker**.
2. **The vicar** gave the **investigator** the **address** of the **newcomer**.
3. **The seller** wrapped the **burger** in **butcher's paper**.
4. He is an **ardent collector** of **china figures**.
5. **The builder** was **annoyed** by the **visitor's offer**.

5. Idioms. Practise pronouncing the idioms in the box. Pay attention to your pronunciation of the boldfaced words containing the sound /ə/. Then, complete each sentence with an idiom from the box.

- A. **under cover of** – *hidden or protected by*
B. **under the weather** – *mildly ill*
C. (your) **elders and betters** – *the people who are older than you and therefore deserve respect*
D. **wither away** – *1) to dry up due to a lack of water; 2) to become thin; 3) to lose force*
E. **an eager beaver** (informal) – *an enthusiastic person who works very hard*

1. I am feeling a bit, so I'll probably go home early.
2. If you don't water these daffodils often enough, they will
3. My mother always says that we should respect
4. Give that big task to Jenny – she's
5. The burglar left the house and slipped away darkness.

6. Conversation practice. Work in pairs. Act out this conversation. Then, make similar conversations with the words from the box.

- A: Here is a letter from our customer.
B: Is he complaining about anything?
A: He is annoyed with the amount of paprika in his pizza.

- Customer, manor, order, deliver, pizza, burgers, tuna, containers, worker, amount, paperwork, dinner, manager, monotonous, arena, spectators, stadium, applaud, amazing, players, terrier, rubber, trainers, exercise, leather, collar, shopping centre

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

Customer, employer, accuse, abroad, fauna, calendar, evidence, patience, surprise, collapse, pizza, circus, surpass.

8. From spelling to transcription. Transcribe the following words into IPA symbols.

Professor, sailor, prudent, deepen, seminar, zebra, opera, abrupt, attend, planner, danger, survive.

TEST 2 (Lessons 5-8)

1. Choose the word with a different sound.

1. /ʌ/ dove, muffin, bull, rough, lung, country
2. /ɑ:/ laugh, far, fast, narrow, calm, rasberry
3. /ɜ:/ heart, attorney, heard, bird, murder, certain
4. /ə/ matter, amuse, grammar, actor, decor

2. Look at the phonemic symbols and the three words listed A, B and C. Choose the word which contains the sound matching the phonemic symbol.

1. /ʌ/ A although B tough C cough
2. /ɑ:/ A palm B vicar C arabica
3. /ɜ:/ A court B baker C journal
4. /ə/ A jealous B ignore C abbey

3. Match the underlined letters in each word with the phonetic symbols and write words in the correct column of the table below.

amazing, bachelor, cupboard, fur, varnish, mustard, earnest, raft, farther, nutcracker, around, girlish, blackenen, balm, glove, fern, corage, heart, dull, surface.

/ʌ/	/ɑ:/	/ɜ:/	/ə/

4. Look at the words and the three possible phonemic transcriptions listed A, B, C. Choose the correct phonemic transcriptions:

1. attractive A /æ'træktiv/ B /ə'trɑ:ktiv/ C /ə'træktiv/
2. pearly A /'pɜ:li/ B /'pɑ:li/ C /'pɛəli/


3. rather A /'rʌðə/ B /'rɑ:ðə/ C /'rɑ:ðɜ:/
 4. luxury A /'lɑ:kʃəri/ B /'lʌkʃɜ:ri/ C /'lʌkʃəri/

5. Match the minimal pairs of words with the vowel sounds listed A-C. Minimal pairs (i.e. words distinguished by one phoneme: luck / lark).

1. firm – farm	A /ɑ:/ – /ʌ/
2. dark – duck	B /ʌ/ – /ɜ:/
3. cub – curb	C /ɜ:/ – /ɑ:/

LESSON 9

/ɒ/

1.  **How to pronounce.** Practise the sound / æ/. Open your mouth wide for the sound / ɒ /. Your tongue should rest in the bottom of your mouth. The lips are slightly rounded. No contact is made between the rims of the tongue and the upper teeth. Listen and repeat: / ɒ /.

Watch and Learn: BBC: THE SOUNDS OF ENGLISH:

<https://www.bbc.co.uk/learningenglish/oromo/features/the-sounds-of-english/shortvowel4>

2. **Pronunciation drill.** Read the words and record them using <https://vocaroo.com/>.

Grapheme/s	Examples
O	<p>a) Bomb, along, bond, bondage, bonfire, boss, bother, bottle, bottom, box, bronze, cholera, clock, coffee, college, context, copy; /bɒm/, /ə'ləŋ/, /,ei'mɒrəl/, /bɒnd/, /'bɒndɪdʒ/, /'bɒn faɪə/, /bɒs/, /'bɒðə/, /'bɒtl/ /'bɒtəm/, /bɒks/, /brɒnz/, /'kɒlərə/, /klɒk/, /'kɒfi/, /'kɒlɪdʒ/, /'kɒntekst/, /'kɒpi/</p> <p>b) cost, costume, cottage, cotton, dolphin, donkey, foggy, golf, hobby, hockey, holiday, honour, horror, hospital, hotel, model, modest; /kɒst/, /'kɒstju:m/, /'kɒtɪdʒ/, /'kɒtn/, /'dɒlfɪn/, /'dɒŋki/, /'fɒgi/, /gɒlf/, /'hɒbi/, /'hɒki/, /'hɒlədeɪ/, /'ɒnə/, /'hɒrə/, /'hɒspɪtl/, /'hɒstəl/, /'mɒdl/, /'mɒdɪst/</p> <p>c) moral, obstacle, occupy, odd, offer, office, often, olive, opera, option, popular, product, profit, project, promise, prospect, rocket, shop; /'mɒrəl/, /'ɒbstəkl/, /'ɒkjʊpaɪ/, /ɒd/, /'ɒfə/, /'ɒfɪs/, /'ɒfən/, /'ɒlɪv/, /'ɒpərə/, /'ɒpʃn/, /'ɒpʃjələ/, /'prɒdʌkt/, /'prɒfɪt/, /'prɒdʒekt/, /'prɒmɪs/, /'rɒkɪt/, /ʃɒp/</p> <p>d) shot, soccer, soft, solve, song, sorry, sorrow, spot, spotlight, stocking, strong, toddler, tolerance, topic, trolley, volume, voluntary, wrong; /ʃɒt/, /'sɒkə/, /sɒft/, /sɒlv/, /sɒŋ/, /'sɒri/, /'sɒrəʊ/, /spɒt/, /'spɒtlaɪt/, /'stɒkɪŋ/, /strɒŋ/, /'tɒdlə/, /'tɒlərəns/, /'tɒpɪk/, /'trɒli/, /'vɒljʊm/, /'vɒləntəri/, /rɒŋ/</p>
A	<p>quad, qualify, quality, quantify, quantity, quarell, quad,</p> <p>squash, swap, what, wander, want, warrior, wash, wasp, watch, wrath. /kwɒd/, /'kwɒlɪfaɪ/, /'kwɒlɪti/, /'kwɒntɪfaɪ/, /'kwɒntɪti/, /'kwɒrəl/, /skwɒd/, /skwɒʃ/, /swɒp/, /wɒt/, /'wɒndə/, /wɒnt/, /'wɒrɪə/, /wɒʃ/, /wɒsp/, /wɒʃ/, /rɒθ/</p>

3. Contrast Drill. Practise / æ / – /ɒ/, /ʌ / – /ɒ/.

- a) band – bond, add – odd, sang – song, tap – top, salve – solve, smash – squash;
/bænd – bɒnd/, /æd – ɒd/, /sæŋ – sɒŋ/, /tæp – tɒp/, /sælv – sɒlv/, /smæʃ – skwɒʃ/
b) wonder – wander, stuck – stock, luck – lock, sung – song, hut – hot, nut – not.
/'wʌndə – 'wɒndə/, /stʌk – stɒk/, /lʌk – lɒk/, /sʌŋ – sɒŋ/, /hʌt – hɒt/, /nʌt – nɒt/

4. Practise the sentences. Each boldfaced word contains the sound / ɒ /. Make your own sentences using words with the sound / ɒ /.

1. **Tom** and **Dolly** are **constantly quarrelling** and **squabbling**.
2. The **florists** **often gossiped** over **coffee** and **toffees** in the **shop**.
3. **Colin** took a **lollipop** out of his **pocket** and **offered** it to the **toddler**.
4. You'll find **some cotton socks** in the **bottom locker**.
5. It's **fun** to **run** and **jump** in the **sun**.

5. Idioms. Practise pronouncing the idioms in the box. Pay attention to your pronunciation of the boldfaced words containing the sound / ɒ /. Then, rewrite the sentences with idioms from the box.

- A. for **donkey's** years – *for a long time*
B. have/show a **lot** of **promise** – *to have a lot of potential for future success*
C. **stop** the **rot** – *stop something getting worse, especially in politics or business*
D. **on** the **dot** – *exactly on time*
E. **drop** a **bombshell** – *to announce shocking or unexpected news*

1. Don't worry, you won't have to wait. We'll come on time, I promise.
2. Gina, it's you! Dear me, I haven't seen you for a very long time.
3. Although Sally is still very young, she has a lot of potential as a ballet dancer.
4. When the meeting was gathered, the boss announced shocking news: the company was moving to another city.
5. The Prime Minister says that, at the moment, the government's main goal is to prevent the situation from getting worse.

6. Conversation practice. Work in pairs. Act out this conversation. Then, make up your own dialogues with the words from the box.

- A:** John, what are those **odd** sounds?
B: I'm trying to sing a **song**. It's very **popular**!
A: Stop doing that and make some **hot** coffee for us.

Dog, o'clock, foggy, **topple**, hollow, got out, wash, long, office, boss, **project**, at a loss, ponder, logically, follow, Lottie, glossy, box, costly, watch, quality, a lot, **Rodger**, tomcat, tomtit, hop, like a rocket, stop, shocked.

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


Quarrel, whatever, stocking, toddler, promise, obsolete, option, lobster, dolphin, cottage, comment, bronze, cholera, bottom.

8. From spelling to transcription. Transcribe the following words into IPA symbols.

Wrong, stock, toddle, sorry, officer, moral, horror, swap, what, wander, watch, qualify.

LESSON 10

/ɔ:/

1.  **How to pronounce.** Practise the sound / ɒ/. Pull your tongue back a little for / ɔ:/. The back of the tongue is raised to a half-open position. No contact is made between the rims of the tongue and the upper teeth. Push your lips forward a little and make them round. Listen and repeat:/ ɔ:/.

Watch and Learn: BBC: THE SOUNDS OF ENGLISH:

<https://www.bbc.co.uk/learningenglish/oromo/features/the-sounds-of-english/longvowel4>

2. **Pronunciation drill. Read the words and record them using** <https://vocaroo.com/>.

Grapheme/s	Examples
OR	a) adorn, border, enormous, force, forgery, fork, form, fortnight, fortress, fortune, forty, gorgeous, horn, horse, inform, mortal, north, orchestra; /ə'dɔ:n/, /'bɔ:də/, /ɪ'nɔ:məs/, /fɔ:s/, /'fɔ:dʒəri/, /fɔ:k/, /fɔ:m/, /'fɔ:tnait/, /'fɔ:trɪs/, /'fɔ:ʃən/, /'fɔ:ti/, /'gɔ:dʒəs/, /hɔ:n/, /hɔ:s/, /ɪn'fɔ:m/, /'mɔ:tl/, /nɔ:θ/, /'ɔ:kɪstrə/ b) orchid, order, ordinal, organ, organize, perform, porch, pork, port, portrait, record, short, shorten, sport, storm, sword, torch, worn, lord; /'ɔ:kɪd/, /'ɔ:də/, /'ɔ:dɪnəl/, /'ɔ:gən/, /'ɔ:gənəɪz/, /pə'fɔ:m/, /pɔ:ʃ/, /pɔ:k/, /pɔ:t/, /'pɔ:trɪt/, /rɪ'kɔ:d/, /ʃɔ:t/, /'ʃɔ:tn/, /spɔ:t/, /stɔ:m/, /sɔ:d/, /tɔ:ʃ/, /wɔ:n/, /lɔ:d/.
OAR	board, hoard, hoarding, boarding, coarse, roar; /bɔ:d/, /hɔ:d/, /'hɔ:dɪŋ/, /'bɔ:dɪŋ/, /kɔ:s/, /rɔ:/
ORE	adore, explore, before, bore, core, forecast, foresee, ignore, more, shore; /ə'dɔ:/, /ɪks'plɔ:/, /brɪ'fɔ:/, /bɔ:/, /kɔ:/, /'fɔ:kɑ:st/, /fɔ:'si:/, /ɪg'nɔ:/, /mɔ:/, /ʃɔ:/
OUR	four, fourteen, mourn, mournful, resource, source, your, yours, yourself; /fɔ:/, /'fɔ:'ti:n/, /mɔ:n/, /'mɔ:nfʊl/, /rɪ'zɔ:s/, /sɔ:s/, /jɔ:/, /jɔ:z/, /jɔ:'self/

AL/ALL	all, also, already, almost, always, bald, chalk, call, falcon, false, halt, paltry, scald, talk, tall, walk, wall, wallet, walnut; /ɔ:l/, /'ɔ:lsəʊ/, /ɔ:l'redi/, /'ɔ:lməʊst/, /'ɔ:lweɪz/, /bɔ:ld/, /ʃɔ:k/, /kɔ:l/, /'fɔ:lkən/, /fɔ:ls/, /hɔ:lt/, /'pɔ:ltri/, /skɔ:ld/, /tɔ:k/, /tɔ:l/, /wɔ:k/, /wɔ:l/, /'wɒlɪt/, /'wɔ:lnʌt/
AU	assault, August, auto, auction, aura, author, autograph, autumn, cause, clause, daughter, exhaust, fauna, fault, fraud, laundry, pause; /ə'sɔ:lt/, /'ɔ:gəst/, /'ɔ:təʊ/, /'ɔ:kʃn/, /'ɔ:rə/, /'ɔ:θə/, /'ɔ:təgrɑ:f/, /'ɔ:təm/, /kɔ:z/, /klɔ:z/, /'dɔ:tə/, /ɪg'zɔ:st/, /'fɔ:nə/, /fɔ:lt/, /frɔ:d/, /'lɔ:ndri/, /pɔ:z/
AW	awkward, dawn, draw, law, lawn, raw, saw, shawl, sprawl, strawberry, yawn; /'ɔ:kwəd/, /dɔ:n/, /drɔ:/, /lɔ:/, /lɔ:n/, /rɔ:/, /sɔ:/, /ʃɔ:l/, /sprɔ:l/, /'strɔ:bəri/, /jɔ:n/
AR	award, quarter, swarm, war, ward, wardrobe, warfare, warm, warmth; /ə'wɔ:d/, /'kwɔ:tə/, /swɔ:m/, /wɔ:/, /wɔ:d/, /'wɔ:drəʊb/, /'wɔ:feə/, /wɔ:m/
OR, OOR, OUGH, AUGH	flora, floral, glory, door, floor, bought, thought, caught, naughty, taught /'flɔ:rə/, /'flɔ:rəl/, /'glɔ:ri/, /dɔ:/, /flɔ:/, /bɔ:t/, /θɔ:t/, /kɔ:t/, /'nɔ:ti/, /tɔ:t/

3. Contrast Drill. Practise /ɒ/ – /ɔ:/, /ɜ:/ – /ɔ:/.

- a) Don – dawn, pot – port, spot – sport, fox – fork, posh – pause, dodge – gorge;
/dɒn – dɔ:n/, /pɒt – pɔ:t/, /spɒt – spɔ:t/, /fɒks – fɔ:k/, /pɒʃ – pɔ:z/, /dɒdʒ – gɔ:dʒ/
- b) shirt – short, turn – torn, word – ward, learn – lawn, term – torment
/ʃɜ:t – ʃɔ:t/, /tɜ:n – tɔ:n/, /wɜ:d – wɔ:d/, /lɜ:n – lɔ:n/, /tɜ:m – 'tɔ:ment/

4. Practise the sentences. Each boldfaced word contains the sound /ɔ:/. Make your own sentences using words with the sound /ɔ:/.

1. Dora has **already torn** her new shawl.
2. My **daughter** was **exhausted** after the **four-hour walk**.
3. This **wartime** film is **awfully boring** – I can't stop yawning.
4. The **storm** was **awful**: the wind **tore** down the **awning** above the **porch**.
5. Let's take a **walk** down the **lawn**: the weather is **gloriously warm**!

5. Idioms. Practise pronouncing the idioms in the box. Pay attention to your pronunciation of the boldfaced words containing the sound /ɔ:/. Then, rewrite the sentences with idioms from the box. Then, complete each sentence with an idiom from the box.

<p>A. it's back to the drawing board – <i>something which you have done has not been successful and you will have to try another idea</i></p> <p>B. set out (one's) stall – <i>make your position or attitude very clear</i></p> <p>C. let's call it a day – <i>let's finish working for the day</i></p> <p>D. force smb to the wall – <i>to put smb in a situation where they have little choice</i></p> <p>E. all for naught – <i>in vain, useless, unsuccessful.</i></p>
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1. He didn't tell us the truth until we
2. The boss has just told me that my project is not suitable – so
3. The Prime Minister has finally: now we know that he is against the new law.
4. All the data disappeared when the computer system crashed, and so my hard work on the budget report was
5. I think we've done enough for now –

6. Conversation practice. Work in pairs. Act out this conversation. Then, make up your own dialogues with the words from the box.

A: I am going to **Auckland** for a **fortnight**.

B: Are you taking your **daughter** with you on your journey?

A: Yes; we are going to take long **walks** along the **shore** and enjoy the **salty** air.

Fourth, orchid, adore, extraordinary, bought, store, warm, glorious, shore, storm, roar, awfully, Norse, folklore, forum, Norway, August, stories, warm, glorious, shore, storm, roar, awfully, sauce, pork, scald, pour, cold water, morning, sore.

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


Exhaust, walk, forecast, sword, clause, autograph, audible, fauna, bought, caught, warmth, sprawl, shorten, board, mourn.

8. From spelling to transcription. Transcribe the following words into IPA symbols.

Saucepan, awkward, warm, taught, naughty, slaughter, launch, fault, waltz, resource

LESSON 11

/ʊ:/

1.  **How to pronounce.** Push your lips forward into a circle. The lips are very closely rounded. The mouth is open very little. Pull your tongue up and back. The tongue is tense. No firm contact is made between the rims of the tongue and the upper teeth. Push your lips into a tighter circle as you say it. The sound / ʊ:/ is a long sound. Listen and repeat: / ʊ:/.

Watch and Learn: BBC: THE SOUNDS OF ENGLISH:

<https://www.bbc.co.uk/learningenglish/oromo/features/the-sounds-of-english/longvowel2>

Note: In British English, you need to add a /j/ before the /ʊ:/ sound: *Tuesday, tutor, duty, news*. This happens when you have an /ʊ:/ sound after certain consonants, like /t/, /d/ or /n/. In American English, we pronounce without /j/.

2. Pronunciation drill. Read the words and record them using <https://vocaroo.com/>.

Grapheme/s	Examples
EW	Chew, drew, few, flew, new, newly, phew, sew, screw, strew, strength, threw, jewel /tʃu:/, /dru:/, /fju:/, /flu:/, /nju:/, /'nju:li/, /fju:/, /sju:/, /skru:/, /stru:/, /θru:/, /'dʒu:əl/
OO	a) boom, boost, boot, booth, broom, choose, cool, cooper, fool, foolish, gloomy, google, goose, gooseberry, loose, mood, moon, moose, snooze; /bu:m/, /bu:st/, /bu:t/, /bu:ð/, /bru:m/, /tʃu:z/, /ku:l/, /'ku:pə/, /fu:l/, /'fu:lɪʃ/, /'glu:mi/, /'gu:gəl/, /gu:s/, /'gʊzbəri/, /lu:s/, /mu:d/, /mu:n/, /mu:s/, /snu:z/ b) soon, soothe, spoon, tattoo, too, tool, tooth, typhoon, zoo, zoom, balloon, bloom, noodle, noon, pool, proof, roof, room, root, scooter, school, shoot; /su:n/, /su:ð/, /spu:n/, /tə'tu:/, /tu:/, /tu:l/, /tu:θ/, /taɪ'fu:n/, /zu:/, /zu:m/, /bə'lu:n/, /blu:m/, /'nu:d/, /nu:n/, /pu:l/, /pru:f/, /ru:f/, /ru:m/, /ru:t/, /'sku:tə/, /sku:l/, /ʃu:t/
OU	coup, croupier, group, louvre, mousse, route, routine, wound, youth, youthful; /ku:/, /'kru:piə/, /gru:p/, /'lu:və/, /mu:s/, /ru:t/, /ru:'ti:n/, /wu:nd/, /ju:θ/, /'ju:θfəl/
U	a) illuminate, illusion, include, intrude, prude, prudence, prudent, prudish, prune, rude, rudiment, rule, scruple, scuba, scrutiny, student, super; /ɪ'lju:mɪneɪt/, /ɪ'lu:zən/, /ɪn'klu:d/, /ɪn'tru:d/, /pru:d/, /'pru:dəns/, /'pru:dənt/, /'pru:dɪʃ/, /pru:n/, /ru:d/, /'ru:dɪmənt/, /ru:l/, /'skru:pl/, /'sku:bə/, /'skru:tɪni/, /'stju:dənt/, /'su:pə/ b) tube, tumid, tuna, tutor, accuse, acute, amuse, brute, crude, crucial, crudity, cube, duke, duty, flu, flute, exclude, human; /tju:b/, /'tju:mɪd/, /'tu:nə/, /'tju:tə/, /ə'kju:z/, /ə'kju:t/, /ə'mju:z/, /bru:t/, /kru:d/, /'kru:fəl/, /'kru:dɪti/, /kju:b/, /dju:k/, /'dju:ti/, /flu:/, /flu:t/, /ɪks'klu:d/, /'hju:mən/
UI	bruise, cruise, cruiser, bruise, fruit, juice, suit, suitcase, suitable; /bru:z/, /kru:z/, /'kru:zə/, /'bru:zə/, /fru:t/, /dʒu:s/, /sju:t/, /'sju:tkeɪs/, /'sju:təbəl/
UE	True, rue, cue, due, blue, glue, fuel, duel, cruel, cruelty, rescue. /tru:/, /ru:/, /kju:/, /dju:/, /blu:/, /glu:/, /'fju:əl/, /'dju:əl/, /krʊəl/, /'kru:əlti/, /'reskju:/

3. Contrast Drill. Practise /ɔ:/- /ʊ:/.

Fall – fool, mall – mule, shore – shoe, claw – clue, morn – moon, raw – rue, tall – tool.
/fɔ:l – fu:l/, /mɔ:l – mju:l/, /ʃɔ: – ʃu:/, /klɔ: – klu:/, /mɔ:n – mu:n/, /rɔ: – ru:/, /tɔ:l – tu:l/

4. Practise the sentences. Each boldfaced word contains the sound /ʊ:/. Make your own sentences using words with the sound /ʊ:/.

1. In **June** the roses **bloom** but the **tulips** **lose** their **beautiful** **hues**.
2. Who said the **soup** was **too cool**?
3. You must **choose** either **boots** or **shoes**.
4. A **duke** was **accused** of being **cruel** and **inhuman** to animals.
5. A **student** from my **group** is learning a **new** dance **routine**.

5. Idioms. Practise pronouncing the idioms in the box. Pay attention to your pronunciation of the boldfaced words containing the sound /ʊ:/. Then, rewrite the sentences with idioms from the box. Then, complete each sentence with an idiom from the box.

- A. **blue** blood – *aristocratic*
 B. **glued** to the spot – *to not move because you are very interested, surprised, frightened*
 C. the **fruit** of the **union** - *a child or children resulting from the union between two people, such as a marriage or domestic union.*
 D. the wooden **spoon** -*the imaginary prize for the person finishing in last place in a competition*
 E. in the **mood** for (something) – *having a desire or craving for something or to do something.*

1. When we started the divorce proceedings, the largest question was who would retain custody over
2. Sarah was....., terrified by the scene in front of her.
3. I think there'sin her family; her great-grandfather was a Hungarian duke.
4. I don't know why, but I'm really ice cream today.
5. I don't expect to win, but I sure hope I don't get

6. Conversation practice. Work in pairs. act out this conversation. Then, make similar conversations with the words from the box.

- A: What do **you** do after school?
 B: I go to the swimming **pool** or ride a **scooter** around my house.
 A: What **food** do **you** like to eat after school?
 B: After school I enjoy eating pea **soup** and tuna with **noodles**.

Scuba diving, play **snooker**, parachuting, shooting club, **canoe** club, jazz **group**, play the **flute**, grape**fruit** **juice**, roast **goose**, **sushi**, **gooseberry** cake, **blue** cheese, freshly **brewed** coffee, **cucumbers**, beet**root** soup, **barbecued** chicken, **beef** **stew**.

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


Spoon, tooth, shampoo, route, rescue, interview, wound, excuse, Europe, noodles, humour, beauty, cushion, loose, drew.

8. From spelling to transcription. Transcribe the following words into IPA symbols.

School, lagoon, foolish, canoe, screw, viewpoint, glue, true, roof, crucial, include, routine.

LESSON 12

/ʊ/

1.  **How to pronounce.** Practise the sound / u:/. Open your mouth a little more for / ʊ/. Your lips should be less round. Do not push them into a tight circle. The whole body of the tongue is in the back part of the mouth. The part of the tongue is nearer to the centre than to the back is raised just above the half-close position. There is no firm contact between the side rims of the tongue and the upper teeth. The tongue is lax. The sound / ʊ/ is a shorter, more relaxed sound than / u:/. Listen and repeat:/ ʊ/.

Watch and Learn: BBC: THE SOUNDS OF ENGLISH:

<https://www.bbc.co.uk/learningenglish/oromo/features/the-sounds-of-english/shortvowel2>

2. **Pronunciation drill.** Read the words and record them using <https://vocaroo.com/>.

Grapheme/s	Examples
U	<p>a) sugar, sugary, sure, usual, vacuum, valuer, visual, visually, allusion, annual, buffet, bull, bully, bush, bushel, bushy, pussycat, put; /'ʃʊgə/, /'ʃʊgəri/, /ʃʊə/, /'ju:ʒʊəl/, /'vækjʊəm/, /'væljʊə/, /'vɪzjʊəl/, /'vɪzjʊəli/, /ə'lu:ʒən/, /'ænjʊəl/, /'bʊfeɪ/, /bʊl/, /'bʊli/, / bʊʃ/, /'bʊʃl/, /'bʊʃi/, /'pʊsɪkæt/, /pʊt/</p> <p>b) casual, circulate, curious, fuel, cushion, fulfil, full, guru, insular, July, jurist, modular, pudding, pull, pullover, push; /'kæʒjʊəl/, /'sɜ:kjʊləɪt/, /'kjʊəriəs/, /fjʊəl/, /'kʊʃn/, /fʊl'fɪl/, /fʊl/, /'gʊru:/, /'ɪnsjʊəl/, /dʒʊ'laɪ/, /'dʒʊərɪst/, /'mɒdʒjʊəl/, /'pʊdɪŋ/, /pʊl/, /'pʊl,əʊvə/, /pʊʃ/</p>
OO	<p>a) book, bookshop, brook, cook, cookery, cooker, cookie, foot, good, goodbye, goodness, goods, hood, hook, hooker, look, shook, took, rook; /bʊk/, /'bʊkʃɒp/, /brʊk/, /kʊk/, /'kʊkəri/, /'kʊkə/, 'kʊki/, /fʊt/, /gʊd/, /gʊd'baɪ/, /'gʊdnɪs/, /gʊdz/, /hʊd/, /hʊk/, /'hʊkə/, /lʊk/, /ʃʊk/, / tʊk/, /rʊk/</p> <p>b) nook, oops, rookery, crook, rookie, soot, stood, wood, woodblock, woodcutter, woodpecker, woody, wool, woolen, woolly, woman. /nʊk/, /ʊps/, /'rʊkəri/, /krʊk/, /'rʊki/, /sʊt/, /stʊd/, /wʊd/, /'wʊdblək/, /'wʊd,kʌtə/, /'wʊd,pekə/, /'wʊdi, wʊl/, /'wʊlən/, /'wʊli/, /'wʊmən/</p>

3. Contrast Drill. Practise /ʊ:/ - /ʊ/.

- a) Fool – full, pool – pull, loose – look, root – rook, room – groom, boom – bull
/fu:l – fʊl/, /pu:l – pʊl/, /lu:s – lʊk/, /ru:t – rʊk/, /ru:m – grʊm/, /bu:m – bʊl/
b) food – foot, shoot – stood, pool – pull, soup – put, cool – wool, boot – wood.
/fu:d – fʊt/, /ʃu:t – stʊd/, /pu:l – pʊl/, /su:p – pʊt/, /ku:l – wʊl/, /bu:t – wʊd /

4. Practise the sentences. Each boldfaced word contains the sound /ʊ/. Make your own sentences using words with the sound /ʊ/.

1. The **cook** took a **good** **look** at the **pudding** and **put** **sugar** on it.
2. He **pulled** on a **woolen** **hook**.
3. A **jurist** **couldn't** **push** the **wooden** door because he wasn't as strong as a **bull**.
4. A **woman** took a **book** she found near a **brook**.
5. Her father **took** her long walks in the **woods** to watch **woodpeckers**, **cuckoos**, and **wolves**.

5. Idioms. Practise pronouncing the idioms in the box. Pay attention to your pronunciation of the boldfaced words containing the sound /ʊ:/. Then, rewrite the sentences with idioms from the box. Then, complete each sentence with an idiom from the box.

- | |
|---|
| <p>A. to pull the wool over <i>somebody's</i> eyes – <i>to deceive someone by not telling the truth.</i>
B. to put ut the wood in the hole – <i>to close the door</i>
C. to look before you leap – <i>it is sensible to think about the possible dangers or difficulties of something before doing it</i>
D. take the bull by the horns – <i>to bravely or confidently deal with a difficult, dangerous problem</i>
E. by hook and by crook – <i>to be determined do something whatever methods you have to use</i></p> |
|---|

1. Helen decided toand organize things for herself.
2. The police are going to get these guys,
3. The politicians are just trying to voters' eyes again.
4. Get in here and I'm not paying to heat the whole neighborhood.
5. Whatever you decide, it pays to

6. Conversation practice. Work in pairs. Act out this conversation. Then, make similar conversations with the words from the box.

- A: **Could** you show me how to **cook** that **pudding**?
B: I **would** if I **could**, but I've never **cooked** the **pudding**.

- | |
|--|
| <p>A rook/ wolf in the woods, mend a woolen rucksack, put a cuckoo clock, make a bull hook, knit a woolen pullover, have a look, a book about woodwork/, cook cookies, push a vacuum cleaner, put your hood up.</p> |
|--|

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

Cookery book, pudding, hood, woolen, goods, visual, casual, hooker, bull, butcher, circulate, curious, fuel, goodness.

8. From spelling to transcription. Transcribe the following words into IPA symbols.

Sugar, cooker, rucksack, bookstall, stood, look, bullet, cuckoo, bulldog, fulfilled, fulsome, brook.

TEST 3 (Lessons 9-12)

1. Choose the word with a different sound.

1. / **n** / falter, whopper, squash, warrior, honour, novel
2. / **ɔ:** / mourn, corpse, fortnight, forecast, wrong, daub
3. / **u:** / sugar, goose, loop, flute, tube, scruple
4. / **ʊ** / foot, bull, wood, moon, woolen, pudding

2. Look at the phonemic symbols and the three words listed A, B and C. Choose the word which contains the sound matching the phonemic symbol.

- | | | | |
|------------------|-----------|-----------|----------|
| 1. / n / | A journal | B tough | C cough |
| 2. / ɔ: / | A walnut | B squad | C alone |
| 3. / u: / | A court | B couture | C vacuum |
| 4. / ʊ / | A hoof | B crew | C cookie |

2. Match the underlined letters in each word with the phonetic symbols and write the words in the correct column of the table below.

Song, soon, swore, moose, always, cholera, fortress, bomb, good, hollow, gone, true, amuse, zoom, insular, took, fullfill, fourteen, goodbye, almost.

/ n /	/ ɔ: /	/ u: /	/ ʊ /

4. Look at the words and the three possible phonemic transcriptions listed A, B, C. Choose the correct phonemic transcriptions:

1. quadrangle A / 'kwʌdræŋgl / B / 'kwɒdræŋgl / C / 'kwʌdreŋgl /
2. authority A / ɑ: 'θɒrɪti / B / ɒ ' ð ɔ: rɪti / C / ɔ: 'θɒrɪti /


3. rudiment **A** /'ru:diment / **B** /'rʌdɪmənt / **C** /'ru:dɪmənt /
 4. woodpecker **A** /'wu:d,pekə / **B** /'wʊd,pekə / **C** /'wʊd,pækə /

5. Match the minimal pairs of words with the vowel sounds listed A-C. Minimal pairs (i.e. words distinguished by one phoneme: luck / look)

1. cock – cook	A / ɔ:/ – / ɒ /
2. port – pot	B /ʊ/ – /ʌ/
3. book – buck	C / ɒ / – /ʊ/

LESSON 13

/ eɪ /

1.  **How to pronounce.** Practise the sound /eɪ/ with tongue in mid position at front of mouth as in "egg", "bed" or "Ted". Close your mouth a little for /eɪ/. Spread your lips and move your tongue up a little as you say it. Your tongue moves to /i/. Therefore you move the tongue up to make the diphthong. The sound /eɪ/ is a long sound, especially in a stressed position, but it is shorter in an unstressed position. Listen and repeat: /eɪ/.

Watch and Learn: BBC: THE SOUNDS OF ENGLISH:

<https://www.bbc.co.uk/learningenglish/oromo/features/the-sounds-of-english/diphthongs8>

2. **Pronunciation drill. Read the words and record them using** <https://vocaroo.com/>.

GRAPHEME/ S	Examples
A	<p>a) Ace, age, amaze, baby, base, bathe, blame, blaze, brake, brave, cage, cake, fable, face, fake, fame, famous, favour; / eɪs/, /eɪdʒ/, /ə'meɪz/, /'beɪbi/, /beɪs/, /beɪð/, /bleɪm/, /bleɪz/, /breɪk/, /breɪv/, /keɪdʒ/, /keɪk/, /'feɪbəl/, /feɪs/, /feɪk/, /feɪm/, /'feɪməs/, /'feɪvə/</p> <p>b) flame, frame, game, grace, grade, graze, hate, inhale, label, labour, lace, lady, lazy, made, make, maze, name; /fleɪm/, /freɪm/, /geɪm/, /greɪs/, /greɪd/, /greɪz/, /heɪt/, /ɪn'heɪl/, /'leɪbl/, /'leɪbəl/, /leɪs/, /'leɪdi/, /'leɪzi/, /meɪd/, /meɪk/, /meɪz/, /neɪm/,</p> <p>c) nation, native, navy, pace, page, pale, paper, paste, pastry, phrase, phrasal, place, plane, race, radio, sacred, safe, sake; /'neɪʃn/, /'neɪtɪv/, /'neɪvi/, /peɪs/, /peɪdʒ/, /peɪl/, /'peɪpə/, /peɪst/, /'peɪstri/, /freɪz/, /'freɪzəl/, /pleɪs/, /pleɪm/, /reɪs/, /'reɪdɪəs/, /'seɪkrɪd/, /seɪf/, /seɪk/,</p>

	d) sale, shade, shake, shame, shape, snake, space, spade, stable, stage, stake, stale, table, take, tale, tame, tape, trace, trade; /seɪl/, /ʃeɪd/, /ʃeɪk/, /ʃeɪm/, /ʃeɪp/, /sneɪk/, /speɪs/, /speɪd/, /'steɪbəl/, /steɪdʒ/, /steɪk/, /steɪl/, /'teɪbəl/, /teɪk/, /teɪl/, /teɪm/, /teɪp/, /treɪs/, /treɪd/
AI	a) aid, aim, brain, claim, contain, daily, daisy, drain, fail, faint, faith, gain, grain, laid, maiden, mail, main, maintain; /eɪd/, /eɪm/, /breɪn/, /kleɪm/, /kən'teɪn/, /'deɪli/, /'deɪzi/, /dreɪn/, /feɪl/ /feɪnt/, /feɪθ/, /geɪn/, /greɪn/, /leɪd/, /'meɪdn/, /meɪl/, /meɪn/, /meɪn'teɪn/ b) nail, pain, paid, paint, plain, praise, rain, rainbow, raise, raisin, sail, saint, snail, straight, strain, train, wait, waist; /neɪl/, /peɪn/, /peɪd/, /peɪnt/, /pleɪn/, /preɪz/, /reɪn/, /'reɪnbəʊ/, /reɪz/, /'reɪzn/, /seɪl/, /seɪnt/, /sneɪl/, /streɪt/, /streɪn/, /treɪn/, /weɪt/, /weɪst/
AY	bay, crayon, day, hay, lay, layer, may, May, maybe, mayonnaise, pay, payable, play, pray, prayer, ray, say, spray, stay, way; /beɪ/, /'kreɪən/, /deɪ/, /heɪ/, /leɪ/, /'leɪə/, /meɪ/, /meɪ/, /'meɪbiː/, /'meɪə'neɪz/, /peɪ/, /'peɪəbəl/, /pleɪ/, /preɪ/, /preə/, /reɪ/, /seɪ/, /spreɪ/, /steɪ/, /weɪ/
EI EIGH	beige, eight, freight, neighbour, reign, sleigh, veil, vein, weigh, weight; /beɪʒ/, /eɪt/, /freɪt/, /'neɪbə/, /reɪn/, /sleɪ/, /veɪl/, /veɪn/, /weɪ/, /weɪt/
EY	bey, grey, greyhound, obey, they, hey. BUT: key /iː/ /beɪ/, /greɪ/, /'greɪhaʊnd/, /ə'beɪ/, /ðeɪ/, /heɪ/

3. Contrast Drill. Practise /e/ – /eɪ/.

- a) **Get – gate, west – waist, fed – fade, veg – vague, wet – wait, fell – fail;**
/get – geɪt/, /west – weɪst/, /fed – feɪd/, /vedʒ – veɪg/, /wet – weɪt/, /fel – feɪl/
- b) **red – raid, press – praise, shed – shade, send – saint, egg – age, pen – pain.**
/red – reɪd/, /pres – preɪz/, /ʃed – ʃeɪd/, /send – seɪnt/, /eg – eɪdʒ/, /pen – peɪn/

4. Practise the sentences. Each boldfaced word contains the sound / eɪ/. Make your own sentences using words with the sound / eɪ/.

1. Wait till the **rays** are gone and **play** baseball game.
2. I **laid** the **table** and brought the **cake** I **baked**.
3. The **train** was **delayed** because of a **gale**.
4. I'll **take** the **papers** and give them to my **neighbour**.
5. But for the **rain** I would have **sailed** across the **Great Lakes**.

5. Idioms. Practise pronouncing the idioms in the box. Pay attention to your pronunciation of the boldfaced words containing the sound / eɪ/. Then, rewrite the sentences with idioms from the box. Then, complete each sentence with an idiom from the box.

- A. at a **snail's pace** – *extremely slowly*
- B. **shades of gray** – *the fact of it not being clear in a situation what is right and wrong*
- C. on the **gravy train** – *a way of making money quickly, easily, and often dishonestly*
- D. in a **brace of shakes** – *instantly, quickly, or in an extremely short amount of time*
- E. to **make your way** – *to be successful and make progress in your life and work*

1. He will teach you how to build a career and in the world.
2. The film presents a straightforward choice between good and evil, with no
3. The public should know which senators are on the corporate
4. The roads were full of traffic and we were travelling for two hours.
5. He took the hammer andthe picture was hanging on the wall.

6. Conversation practice. Work in pairs. Act out this conversation. Then, make similar conversations with the words from the box.

- A: I'd **hate** to be **late**. What about you?
 B: I'd **hate** to **make** my friend **wait** in the **rain**.

Wake up early, answer **straight away**, **gain** weight, **take** snakes with my hands, eat hand-made **mayonnaise**, **bake** cakes, **wait** for a **train**, **make** you **pay** for my **stay** at the hotel, **fail** exams, **lay** the table, feel back **pain** (migraine/ headache), move at a **snail's pace**, **paint** birds in **cages**, **make** complaints, tell **tales**, get **junk mail**.

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


Training, contain, daisy, shame, eighty, reign, layer, paid, laid, shape, phrasal, lady, labour, vein, waste, waist, shake.

8. From spelling to transcription. Transcribe the following words into IPA symbols.

Sailor, prayer, painter, waiter, rainy, failure, vacant, vague, wage, waste, whale, weight.

LESSON 14

/ aɪ/, /ʌɪ/

1.  **How to pronounce.** This diphthong begins with an open vowel which is between the front and back position. The articulation of /a/ in /aɪ/ is quite similar to the vowel sound / ʌ / found in 'cut' and 'sun', except that it is more open and more front.

The tongue moves upwards in the direction of /ɪ/, with the mouth very narrowly open and the lips spread and not rounded. Listen and repeat: /aɪ/.

Watch and Learn: BBC: THE SOUNDS OF ENGLISH:

<https://www.bbc.co.uk/learningenglish/oromo/features/the-sounds-of-english/diphthongs3>

2. Pronunciation drill. Read the words and record them using <https://vocaroo.com/>.

Grapheme/s	Examples
I	<p>a) Bike, bite, dice, diet, dive, divide, file, fine, Friday, glide, describe, ice, icon, crime, ideal, idea, invite, kite, shine, side; /baɪk/, /baɪt/, /daɪs/, /'daɪət/, /daɪv/, /dɪ'vaɪd/, /faɪl/, /faɪn/, /'fraɪdeɪ/, /ɡlaɪd/, /dɪs'kraɪb/, /aɪs/, /'aɪkən/, /kraɪm/, /aɪ'dɪəl/, /aɪ'dɪə/, /ɪn'vaɪt/, /kaɪt/, /ʃaɪn/, /saɪd/</p> <p>b) knife, knives, island, life, like, lime, line, mile, mine, nice, nine, pile, polite, pride, prize, provide, quite, rice, ride, idea, wise; /naɪf/, /naɪvz/, /'aɪlənd/, /laɪf/, /laɪk/, /laɪm/, /laɪn/, /maɪl/, /maɪn/, /naɪs/, /waɪz/ /naɪn/, /paɪl/, /pə'laɪt/, /praɪd/, /praɪz/, /prə'vaɪd/, /kwaɪt/, /raɪs/, /raɪd/, /aɪ'dɪə/,</p> <p>c) ripe, rise, site, size, slice, slide, smile, spice, spider, strike, thrive, tide, tiger, time, tiny, title, tribe, while, white, wine, wipe, write; /raɪp/, /raɪz/, /saɪt/, /saɪz/, /slaɪs/, /slaɪd/, /smaɪl/, /spaɪs/, /'spaɪdə/, /straɪk/, /θraɪv/, /taɪd/, /'taɪgə/, /taɪm/, /'taɪni/, /'taɪtl/, /traɪb/, /waɪl/, /waɪt/, /waɪn/, /waɪp/, /raɪt/</p>
IND	blind, blinder, climb, find, grind, kind, mind, mild, wild; /blaɪnd/, /'blaɪndə/, /klaɪm/, /faɪnd/, /ɡraɪnd/, /kaɪnd/, /maɪnd/, /maɪld/, /waɪld/
IGH(T)	sigh, thigh, bright, brighten, fight, flight, high, knight, light, lighten, lightning, might, nigh, night, right, sight, slight, thigh, tight, tighten, wight; /saɪ/, /θaɪ/, /braɪt/, /'braɪtn/, /faɪt/, /flaɪt/, /haɪ/, /naɪt/, /laɪt/, /'laɪtn/, /'laɪtnɪŋ/, /maɪt/, /naɪ/, /naɪt/, /raɪt/, /saɪt/, /slaɪt/, /θaɪ/, /taɪt/, /'taɪtn/, /waɪt/.
Y	cycle, cyclone, fly, hyphen, my, nylon, shy, sky, style, stylish, try, apply, July, deny, imply, cry, fly, type, why, supply; /'saɪkl/, /'saɪklən/, /flaɪ/, /'haɪfən/, /maɪ/, /'naɪlən/, /ʃaɪ/, /skaɪ/, /staɪl/, /'staɪlɪʃ/, /traɪ/, /ə'plaɪ/, /dʒu'laɪ/, /dɪ'naɪ/, /ɪm'plaɪ/, /kraɪ/, /flaɪ/, /taɪp/, /waɪ/, /sə'plaɪ/
EI	either, neither, height, heighten, seismic, seismograph, seismologist, stein; /'aɪðə/, /'naɪðə/, /haɪt/, /'haɪtn/, /'saɪzmɪk/, /'saɪzməɡrɑ:f/, /saɪz'mɒlədʒɪst/, /staɪn/
Unusual spellings:	tie, untie, pie, die, lie, guide, isle, dye guy. /taɪ/, /ʌn'taɪ/, /paɪ/, /daɪ/, /laɪ/, /ɡaɪd/, /aɪl/, /daɪ/, /ɡaɪ/

3. Contrast drill. Practise /eɪ/ - /aɪ/.

- a) **Raise – rise, may – my, vein – vine, fail – file, date – diet, Kate – kite;**
/reɪz – raɪz/, /meɪ – maɪ/, /veɪn – vaɪn/, /feɪl – faɪl/, /deɪt – 'daɪət/, /keɪt – kaɪt/
- b) **main – mine, praise – prize, pain – pine, whale – while, tame – time.**
/meɪn – maɪn/, /preɪz – praɪz/, /peɪn – paɪn/, /weɪl – waɪl/, /teɪm – taɪm/

4. Practise the sentences. Each boldfaced word contains the sound / aɪ/. Make your own sentences using words with the sound / aɪ/.

1. The **child** **cried** in the **night** when it **tried** to **lie** on its **side**.
2. It's **time** to **strike** the **light** and **climb** the **stairs**.
3. At **five** on **Fridays** my **wife** **likes** to go for a **drive**.
4. He finds **my** **bright** **smile** **nice** and **kind**.
5. **Mice** can **survive** and even **thrive** in **icy** conditions.

5. Idioms. Practise pronouncing the idioms in the box. Pay attention to your pronunciation of the boldfaced words containing the sound /aɪ/. Then, rewrite the sentences with idioms from the box. Then, complete each sentence with an idiom from the box.

- A. **pie** in the **sky** – *something good that someone says will happen, but which you think is impossible or unlikely*
B. out of **sight**, out of **mind** – *stop thinking about something or someone if they do not see them for a while*
C. go/be out **like** a **light** – *to go to sleep very quickly because you are very tired*
D. be as **high** as a **kite** – *to behave in a silly or excited way because you have taken drugs or drunk a lot of alcohol; to feel very happy and excited*
E. **rise** and **shine!** – *said to tell someone to wake up and get out of bed*

1. Their plans to set up their own business are just
2. I tried to talk to her after the party, but she was.....
3. Just sweep everything under the sofa —
4. I didn't even hear you come in last night — I was so tired that I was as soon as my head hit the pillow.
5. Father always calls "....." in the morning when we want to go on sleeping.

6. Conversation practice. Work in pairs. Act out this conversation. Then, make similar conversations with the words from the box.

- A: Where would you **advertise** **motorbikes**?
B: I would **advertise** **motorbikes** on TV.
A: At what **time**?
B: At **9** p.m. local **time** before a **crime** show.

Nice **pies**, **knives**, **online**, **websites**, **prime time**, **five**, **Fridays**, **night**, **sea-** iodine, **spy series**, **ice-cream**, **life-insurance**, **disk drive**, **high-speed** **diving camera**, **copywriting** **course**, **sci-fi** **movie**, **brake light**, **pipes**, **fireplaces**, **twice/ five times** a week, **lunch/ dinner time**, **bicycles**.

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


Price, size, strike, apply, right, guide, untie, supply, hide, white, bright, icecream, mind, might, describe, bicycle, blind, quite.

8. From spelling to transcription. Transcribe the following words into IPA symbols.

Irony, dye, terrify, thigh, flight, write, dice, type, ivory, island, eyesight, isolated.

LESSON 15

/ɔ:/ (/ɔy/)

1.  **How to pronounce.** Practise the sound /ɔ:/ as in ‘door’ or ‘or’. Your tongue needs to be low, but you need to pull it back and make your mouth round. For the glide the tongue moves upwards in the direction of /ɪ/, though the tongue rarely reaches there. The lips are slightly rounded. Listen and repeat: /ɔ:/.

Watch and Learn: BBC: THE SOUNDS OF ENGLISH:

<https://www.bbc.co.uk/learningenglish/oromo/features/the-sounds-of-english/diphthongs4>

2. **Pronunciation drill.** Read the words and record them using <https://vocaroo.com/>.

Grapheme/s	Examples
OI	<p>a) avoid, boil, choice, coin, coinage, coir, devoid, embroider, embroil, foil, hoist, join, joint, joist, loin, loins, moist; /ə'vɔɪd/, /bɔɪl/, /tʃɔɪs/, /kɔɪn/, /'kɔɪnɪdʒ/, /'kɔɪə/, /dɪ'vɔɪd/, /ɪm'brɔɪdə/, /ɪm'brɔɪl/, /fɔɪl/, /hɔɪst/, /dʒɔɪn/, /dʒɔɪnt/, /dʒɔɪst/, /lɔɪn/, /lɔɪnz/, /mɔɪst/</p> <p>b) noise, noisy, oil, oilman, oily, oink, ointment, poignant, point, pointless, poise, poison, quoit, soil, spoil, toilet, voice, voiceless; /nɔɪz/, /'nɔɪzi/, /ɔɪl/, /'ɔɪlmən/, /'ɔɪli/, /ɔɪŋk/, /'ɔɪntmənt/, /'pɔɪnənt/, /pɔɪnt/, /'pɔɪntɪs/, /pɔɪz/, /'pɔɪzn/, /kɔɪt/, /sɔɪl/, /spɔɪl/, /'tɔɪlɪt/, /vɔɪs/, /'vɔɪslɪs/</p>
OY	<p>annoy, annoyance, boy, coyote, employ, employment, foyer, joy, joyous, loyal, loyalty, oyster, royal, royalty, soy, toy, voyage; /ə'nɔɪ/, /ə'nɔɪəns/, /bɔɪ/, /'kɔɪəst/, /ɪm'plɔɪ/, /ɪm'plɔɪmənt/, /'fɔɪeɪ/, /dʒɔɪ/, /'dʒɔɪəs/, /'lɔɪəl/, /'lɔɪəlti/, /'ɔɪstə/, /'rɔɪəl/, /'rɔɪəlti/, /sɔɪ/, /tɔɪ/, /'vɔɪdʒ/</p>
Unusual spellings	<p>Freudian, buoy. /'frɔɪdiən/, /bɔɪ/</p>

3. **Contrast drill.** Practise /ɔ:/ – /ɔɪ/.

a) Ball – boil, call – coil, fall – foil, lawn – loin, all – oil, jaw – joy; bawl – boil;

/bɔ:l – bɔɪl/, /kɔ:l – kɔɪl/, /fɔ:l – fɔɪl/, /lɔ:n – lɔɪn/, /ɔ:l – ɔɪl/, /dʒɔ: – dʒɔɪ/, /bɔ:l – bɔɪl/

b) corn – coin, salt – soiled, four – foyer, tall – toil, bore – boy, core – coy.

/kɔ:n – kɔɪn/, /sɔ:lt – sɔɪld/, /fɔ: – 'fɔɪeɪ/, /tɔ:l – tɔɪl/, /bɔ: – bɔɪ/, /kɔ: – kɔɪ/

4. Read aloud the following sentences. Each boldfaced word contains the sound /ɔɪ/. Make your own sentences using words with the sound /ɔɪ/.

1. Boys don't enjoy **poisonous** oysters.
2. These days consumers are **joyous** because they are **spoilt** for **choice**.
3. **Avoid** making **noisy** voices in the **foyer**.
4. The **spoilt** boys **destroyed** the **toys**.
5. **Joy** cooked **soy** in **boiling** oil.

5. Idioms. Practise pronouncing the idioms in the box. Pay attention to your pronunciation of the boldfaced words containing the sound /ɔɪ/. Then, rewrite the sentences with idioms from the box. Then, complete each sentence with an idiom from the box.

- | |
|--|
| A. find your voice – to become willing to talk |
| B. boys will be boys – used to say that you should not be surprised when boys or men behave badly, are noisy etc |
| C. oil the wheels – to make it easier for something to happen |
| D. poison someone's mind – to make someone believe unpleasant things about another person that are not true |
| E. be spoilt for choice – to be unable to choose because there are so many possible good choices |

1. Because, it is natural for a boy to jump over a fence rather than walk round and go through the legitimate way.
2. An aid programme was established to of economic reform in the region.
3. Don't listen to her lies - she's just trying to against me.
4. Witnesses often when they hear a reward has been offered.
5. There's so much good theatre in New York City - one is

6. Conversation practice. Work in pairs. Act out this conversation. Then, make similar conversations with the words from the box.

- A: I am annoyed that my boss employed that **boy**.
B: I am disappointed too. But the boss had no **choice**.

Avoid (ed) keeping the soil moist, buy some ointment , give that boy a choice , raise your voice , cook oysters in boiling oil , point the finger at (smb.), keep a journal during your voyage , spoil the kids with expensive toys , become moist with sweat, coyotes destroy (ed) the birds' nests, to be trapped in the toils of matter, be embroidered with coins , lack poise for the job, poison relations, be a pointless waste of money, have blind loyalty to (smb), destroy career, to be jumping for joy , feel the joy of (doing), play with toys , join the company, refuse point-blank .
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7. Spelling dictation. Work in pairs. One student dictates the words, the other writes. The student dictating checks the spelling. Next, the second student dictates and the first writes.


Annoyance, toilet, royal, employment, noisy, avoid, choice, boil, appointed, coin, join, voyage, poisonous, ointment, moist.

8. From spelling to transcription. Transcribe the following words into IPA symbols.

Toy shop, royalist, joyless, loyalist, moisture, oilman, voyager, pointless, poignancy, turmoil, annoying, noise.

LESSON 16

/əʊ/, /oʊ/

1.  **How to pronounce.** The diphthong starts in the central schwa position /ə/. The sound then glides to the back, close position of the vowel sound found in ‘put’ and ‘pull’. The sound /əʊ/ is a long sound. As you say it, push your lips forward into a circle. Listen and repeat: /əʊ/.

Watch and Learn: BBC: THE SOUNDS OF ENGLISH:

<https://www.bbc.co.uk/learningenglish/oromo/features/the-sounds-of-english/diphthongs5>

2. **Pronunciation drill.** Read the words and record them using <https://vocaroo.com/>.

Grapheme/s	Examples
O	<p>a) go, no, so, echo, cope, alone, awake, bone, broke, choke, chose, close, clothe, code, cola, coma, dispose, dose, drone; /gəʊ/, /nəʊ/, /səʊ/, /'ekəʊ/, /kəʊp/, /ə'leɪn/, /ə'wəʊk/, /bəʊn/, /brəʊk/, /tʃəʊk/, /tʃəʊz/, /kləʊs/, /kləʊð/, /kəʊd/, /'kəʊlə/, /'kəʊmə/, /dɪs'pəʊz/, /dəʊs/, /drəʊn/</p> <p>b) focus, global, grocer, hole, holy, home, hope, impose, joke, local, lonely, modal, moment, motion, motive, motor; /'fəʊkəs/, /'gləʊbəl/, /'grəʊsə/, /həʊl/, /'həʊli/, /həʊm/, /həʊp/, /ɪm'pəʊz/, /dʒəʊk/, /'ləʊkəl/, /'leɪnli/, /'məʊdl/, /'məʊmənt/, /'məʊʃn/, /'məʊtɪv/, /'məʊtə/</p> <p>c) open, over, probe, programme, progress, propose, provoke, quote, remote, revoke, role, romance, rope, rose, scope; /'əʊpən/, /'əʊvə/, /prəʊb/, /'prəʊgræm/, /'prəʊgrəs/, /prə'pəʊz/, /prə'vəʊk/, /kwəʊt/, /rɪ'məʊt/, /rɪ'vəʊk/, /rəʊl/, /rəʊ'mæns/, /rəʊp/, /rəʊz/, /skəʊp/</p> <p>d) slope, smoke, social, soda, sodium, sofa, sole, stoke, stole, stone, stroke, vocal, vote, whole, wholesale, woke, yoke, yoga; /sləʊp/, /sməʊk/, /'səʊʃəl/, /'səʊdə/, /'səʊdiəm/, /'səʊfə/, /səʊl/, /stəʊk/, /stəʊl/, /stəʊn/, /strəʊk/, /'vəʊkəl/, /vəʊt/, /həʊl/, /'həʊlseɪl/, /wəʊk/, /jəʊk/, /'jəʊgə/</p>
OLT/OLD/OST, OLL	<p>cold, fold, gold, golden, hold, old, scold, told, roll, toll, stroll, scroll, swollen, folk, comb, ghost, most, post; /kəʊld/, /fəʊld/, /gəʊld/, /'gəʊldən/, /həʊld/, /əʊld/, /skəʊld/, /təʊld/, /rəʊl/ /təʊl/, /strəʊl/, /'swəʊlən/, /skrəʊl/, /fəʊk/, /kəʊm/, /gəʊst/, /məʊst/, /pəʊst/</p>

<p>OW</p>	<p>a) arrow, blow, bow, bowl, bowling, crow, elbow, flown, follow, glow, grow, growth, hollow, know, knowledge, low, lower, mow; /æɹəʊ/, /bləʊ/, /bəʊ/, /bəʊl/, /'bəʊlɪŋ/, /krəʊ/, /'elbəʊ/, /fləʊn/, /'fəʊləʊ/, /gləʊ/, /grəʊ/, /grəʊθ/, /'həʊləʊ/, /nəʊ/, /'nəʊlɪdʒ/, /ləʊ/, /'ləʊə/, /məʊ/</p> <p>b) own, row, rowan, rower, shadow, show, slow, snow, snowball snowflake, snowy, sow, stow, throw, tow; /əʊn/, /rəʊ/, /'rəʊən/, /'rəʊə/, /'ʃædəʊ/, /ʃəʊ/, /sləʊ/, /snəʊ/, /'snəʊbɔ:l/, /'snəʊfleɪk/, /'snəʊi/, /səʊ/, /stəʊ/, /θrəʊ/, /təʊ/.</p>
<p>OA</p>	<p>a) approach, afloat, boast, boastful, boat, cloak, coach, coal, coast, coaster, coat, float, foam, gloat, goal, goat, groan, hoax; /ə'prəʊtʃ/, /ə'fləʊt/, /bəʊst/, /'bəʊstfʊl/, /bəʊt/, /kləʊk/, /kəʊtʃ/, /kəʊl/, /kəʊst/, /'kəʊstə/, /kəʊt/, /fləʊt/, /fəʊm/, /gləʊt/, /gəʊl/, /gəʊt/, /grəʊn/, /həʊks/</p> <p>b) load, loaf, loan, loath, loathe, moan, oath, oatmeal, oats, reproach, road, roadway, roam, roast, roaster, shoal, soak, soap, toast; /ləʊd/, /ləʊf/, /ləʊn/, /ləʊθ/, /ləʊð/, /məʊn/, /əʊθ/, /'əʊtmɪ:l/, /əʊts/, /rɪ'prəʊtʃ/, /rəʊd/, /'rəʊdweɪ/, /rəʊm/, /rəʊst/, /'rəʊstə/, /ʃəʊl/, /səʊk/, /səʊp/, /təʊst/</p>
<p>OU</p>	<p>mould, moulder, moulding, poultice, poultry, remould, shoulder, smoulder, soul, soulful, soulless, though, although, dough; /məʊld/, /'məʊldə/, /'məʊldɪŋ/, /'pəʊltɪs/, /'pəʊltrɪ/, /'ri:məʊld/, /'ʃəʊldə/, /'sməʊldə/, /səʊl/, /'səʊlfʊl/, /'səʊllɪs/, /ðəʊ/, /ɔ:l'ðəʊ/, /dəʊ/</p>
<p>Unusual spellings</p>	<p>toe, doe, woe, hoe, foe, roe, brooch, sew. /təʊ/, /dəʊ/, /wəʊ/, /həʊ/, /fəʊ/, /rəʊ/, /brəʊtʃ/, /səʊ/</p>

3. Contrast drill. Practise / ɒ/ – / əʊ/.

- a) **Lot – low, slot – slow, bot – boat, smog – smoke, mock – mogul, sock – soak;**
/lot –ləʊ/, /slɒt – sləʊ/, /bɒt – bəʊt/, /smɒg – /sməʊk/, /mɒk /– /məʊ'gʌl/, /sɒk/– /səʊk/
- b) **toss – toast, lodge – load, loft – loaf, knot – know, strong – stroll, sop – soap.**
/tɒs /– /təʊst/, /lɒdʒ/ – /ləʊd/, /lɒft/ – /ləʊf/, /nɒt/ – /nəʊ/, /strɒŋ/ – /strəʊl/, /sɒp/ – /səʊp/

4. Practise the sentences. Each boldfaced word contains the sound / əʊ /. Make your own sentences using words with the sound / əʊ/.

1. This **approach** caused **slow growth** in the economy.
2. The **folks** were **throwing snowballs** into a **hole**.
3. We **don't know** what is **going** on the **roads**.
4. **Those old** fishing **boats** carry **poultry** and **groceries**.
5. She **woke up** in **cold November** morning and saw a **note** on the **yellow pillow**.

5. Idioms. Practise pronouncing the idioms in the box. Pay attention to your pronunciation of the boldfaced words containing the sound / əʊ / Then, rewrite the sentences with idioms from the box. Then, complete each sentence with an idiom from the box.

- A. **shoulder to shoulder** – *to be close together and achievements next to each other*
 B. **home** from **home** (US **home** away from **home**) – *a place where you feel as comfortable as you do in your own home*
 C. **blow your own trumpet/horn** – *to tell everyone proudly about your*
 D. a **stone's throw** from (somewhere) – *a short distance away from something.*
 E. **know** (something) by **rote** – *to memorise something through repetition*

1. I don't want to, but it was me who came up with the idea for the project in the first place.
2. He said that these ladies have given every club an atmosphere and inspiration of its own and that they have made them a
3. The shore house is a from the ocean!
4. The refugees were packed on the boat.
5. The exam is designed to test your working knowledge of the material, so you will not pass if you only.....it

6. Conversation practice. Work in pairs. act out this conversation. Then, make similar conversations with the words from the box.

- A: It's rather **cold** and **snowy**. Are you **going** for a walk?
 B: Even **though** it is rather **cold** and **snowy**, I'll **go** for a walk.

Remote, go for a stroll, go to the polls, roll up 4 000 votes, know (tell) jokes, mock local folks, a boat, shallow, slowly, row, know, hold oars, make progress, hotel, show, go home, roast potatoes, tomatoes, grow oats, oatmeal, motor, broke down, tow, household chores, open my post, wrote, know a host, propose a toast to the host, have a choke, yoga.

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

Broker, brooch, goat, approach, coach, bowling, moan, although, poultry, choke, roadway, grocery, flown, elbow.

8. From spelling to transcription. Transcribe the following words into IPA symbols.

Woeful, though, shoulder, ghostly, floating, loaves, road, boatman, rowing, imposing, unfold, revolt

TEST 4 (Lessons 13-16)

1. Choose the word with a different sound.

1. / eɪ / bathe, ladle, obey, phrasal, key, freight.
2. / aɪ / grind, either, pickle, quite, tyke, plight.
3. / ɔɪ / toe, cloy, embroider, foyer, oyster, foible.
4. / əʊ / focus, hoe, dozen, foal, swollen, dough.

2. Look at the phonemic symbols and the three words listed A, B and C. Choose the word which contains the sound matching the phonemic symbol.

1. / eɪ / A storey B stain C said
2. / aɪ / A pray B sail C pie
3. / ɔɪ / A foie gras B couture C soy
4. / əʊ / A jealous B toll C ought

3. Match the underlined letters in each word with the phonetic symbols and write the words in the correct column of the table below.

Toe, ailment, moisture, waif, vogue, whine, quail, hyphen, roe, dye, height, annoyance, reign, poise, sober, groin, knight, boisterous, vague, coaster.

/ eɪ /	/ aɪ /	/ ɔɪ /	/ əʊ /

4. Look at the words and the three possible phonemic transcriptions listed A, B, C. Choose the correct phonemic transcriptions:


1. mayonnaise A / ,meɪə'neɪz / B / ,maɪə'neɪz / C / 'maɪənəz /
2. seismograph A / seɪs'mə:grəf / B / 'saɪsməgrəf / C / 'saɪzməgrɑ:f /
3. poignancy A / 'pɔɪnənsɪ / B / 'pɔɪgnənsɪ / C / 'pɔɪgnensɪ
4. hoax A / 'əʊks / B / 'həʊks / C / 'hɔɪks /

5. Match the minimal pairs of words with the vowel sounds listed A-C. Minimal pairs (i.e. words distinguished by one phoneme: luck / lark)

1. soy – row	A / eɪ / – / aɪ /
2. waif – wife	B / aɪ / – / əʊ /
3. die – dough	C / ɔɪ / – / əʊ /

LESSON 17

/aʊ/

1.  **How to pronounce.** In some parts of the English speaking world this sound is more similar to /ʌʊ/. Start by saying /a/ and very quickly change the sound to /ʊ/. The articulation of /a/ in /aʊ/ is very similar to /a:/, but slightly more close and more front. To make the diphthong, your lips should glide from a wide, open position to a closed on. Listen and repeat: /aʊ/.

Watch and Learn: BBC: THE SOUNDS OF ENGLISH:

<https://www.bbc.co.uk/learningenglish/oromo/features/the-sounds-of-english/diphthongs7>

2. **Pronunciation drill.** Read the words and record them using <https://vocaroo.com/>.

Grapheme	Examples
OU	<p>a) Around, background, blouse, bound, boundary, bounty, cloud, cloudy, couch, council, count, countable, counter, countess, doubt, found; /ə'reaʊnd/, /'bækgraʊnd/, /blaʊz/, /baʊnd/, /'baʊndəri/, /'baʊnti/, /klaʊd/, /'klaʊdi/, /kaʊtʃ/, /'kaʊns(ə)l/, /kaʊnt/, /'kaʊntəbl/, /'kaʊntə/, /'kaʊntɪs/, /daʊt/, /faʊnd/</p> <p>b) foundation, founder, fountain, ground, grounds, house, household, housing, loud, lounge, mountain, mouse, mouth, noun, pound, proud; /faʊn'deɪʃən/, /'faʊndə/, /'faʊntɪn/, /graʊnd/, /graʊndz/, /haʊs/, /'haʊshəʊld/, /'haʊzɪŋ/, /laʊd/, /laʊndz/, /'maʊntɪn/, /maʊs/, /maʊθ/, /naʊn/, /paʊnd/, /praʊd/</p> <p>c) round, rouse, shout, sound, sour, south, spouse, thousand, wound (v); /raʊnd/, /raʊz/, /ʃaʊt/, /saʊnd/, /'saʊə/, /saʊθ/, /spəʊz/, /'θaʊzənd/, /waʊnd/</p>
OUGH	<p>bough, doughty, plough, drought; /baʊ/, /'daʊti/, /plaʊ/, /draʊt/</p>
OW	<p>a) bow, brown, browse, clown, cow, coward, cowardice, cowboy, crowd, crown, down, dowse, flower, flowerbed, flowerpot; /baʊ/, /braʊn/, /braʊz/, /klaʊn/, /kaʊ/, /'kaʊəd/, /'kaʊədɪs/, /'kaʊbəɪ/, /kraʊd/, /kraʊn/, /daʊn/, /daʊz/, /'flaʊər/, /'flaʊərbed/, /'flaʊərpɒt/</p> <p>b) flowery, fowl, frown, how, now, owl, powder, power, shower, towel, tower, town, vow, vowel, wow. /'flaʊəri/, /faʊl/, /fraʊn/, /haʊ/, /naʊ/, /aʊl/, /'paʊdə/, /'paʊər/, /'faʊər/, /'taʊəl/, /'taʊər/, /taʊn/, /vaʊ/, /'vaʊəl/, /waʊ/</p>

3. **Contrast drill.** Practise /aʊ/ - /əʊ/.

- a) **N**ow- **n**o, **c**ow-**c**oke, **d**own-**d**ough, **h**ow - **h**oe, **b**ough – **b**owl, **s**cout- **s**cold;
 /naʊ-nəʊ/, /kaʊ-kəʊk/, /daʊn-dəʊ/, /haʊ-həʊ/, /baʊ-bəʊl/, /skaʊt-skəʊld/
- b) **c**rown – **c**rone, **p**roud – **r**oad, **c**ouch – **c**oach, **o**ut – **o**at, **h**ouse – **h**ose.
 /kraʊn-kreɪn/, /praʊd-ruːd/, /kaʊtʃ-kəʊtʃ/, /aʊt-əʊt/, /haʊs-həʊz/

4. Practise the sentences. Read aloud the following sentences. Each boldfaced word contains the diphthong / aʊ/.

1. There's a **discount** on **blouses** **downtown**.
2. We **encountered** a **mouse** in the **house**.
3. Don't **allow** the **rowdy** boys to be so **loud**.
4. It's no use **plowing** fields during a **drought**.
5. **Thousands** of marchers are **shouting** **outside**.

5. Idioms. Practise pronouncing the idioms in the box. Pay attention to your pronunciation of the boldfaced words containing the sound /aʊ/. Then, rewrite the sentences with idioms from the box. Then, complete each sentence with an idiom from the box.

- A. play cat and **mouse** – *to try to defeat someone by tricking that person into making a mistake so that you have an advantage over them*
- B. bring the **house down** – *to make a lot of people laugh or clap very loudly, especially when you are acting in a theatre*
- C. be all **mouth** – *to talk a lot about doing something but never do it*
- D. be on **cloud** nine – *to be very happy about something*
- E. go/do the **rounds** – *to go from person to person or place to place*

1. He says he's going to complain to the manager, but he.....
2. Adam wasafter the birth of his son.
3. Sinatra when he sang "New York, New York."
4. The 32-year-old singer spent a large proportion of the week with the press.
5. That story hasin our office.

6. Conversation practice. Work in pairs. Act out this conversation. Then, make similar conversations with the words from the box.

- A: There is a **discount** on **flowers**. **How** do you feel about buying **flowers** for your mom?
- B: It **sounds** a good idea. She will be on **cloud** nine.

Sound ridiculous, buy a **blouse** at a **discount**, **towel**, go into **town**, face **powder**, **trousers** washing powder, **household** goods, **browse** around the shops, **countless** times, **tower**, climb the **mountain**, **brown** the meat, do **housework**, **eyebrow** pencil.

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


Pronounce, vowel, howl, allow, coward, drought, encounter, powder, thousands, household, crown, downtown, boundary.

8. From spelling to transcription. Transcribe the following words into IPA symbols.

Mouth, discount, trousers, doubtful, voucher, lounge, south, outlook, outskirts, eyebrow, countable nouns.

LESSON 18

/ɪə/

1.  **How to pronounce.** It is a diphthong sound which means it is a combination of two vowel sounds that are pronounced within the same syllable. The /ɪə/ sound is a combination of the vowels /ɪ/ and /ə/. The starting position is /ɪ/ as in "if" or "pit" with tongue front and high and lips relaxed. The mouth position for /ə/ is neutral – the lips are relaxed, not rounded, the jaw is roughly half way open, and the tongue is flat, not forward or back. Listen and repeat: /ɪə/.

Watch and Learn: BBC: THE SOUNDS OF ENGLISH:

<https://www.bbc.co.uk/learningenglish/oromo/features/the-sounds-of-english/diphthongs1>

2. **Pronunciation drill.** Read the words and record them using <https://vocaroo.com/>.

Grapheme/s	Examples
EAR	appear, appearance, beard, clear, dear, dearly, deary, drear, dreary, ear, earache, earphone, fear, fearful, fearless, fearsome, gear, hear, hearer, hearing, near, nearby, tear (n), tearful, teargas, weary, year, yearly; /ə'piə/, /ə'piərəns/, /biəd/, /kliə/, /diə/, /'diəli/, /'diəri/, /driə/, /'driəri/, /ɪə/, /'iəreik/, /'ɪəfəʊn/, /fiə/, /'fiəfʊl/, /'fiəlis/, /'fiəsəm/, /giə/, /hiə/, /'hiərə/, /'hiəriŋ/, /niə/, /'niəbaɪ/, /triə/, /'triəfʊl/, /'triægəs/, /'wiəri/, /jɪə/, /'jɪəli/
E/ERE	cereal, here, hereby, hereto, interfere, interference, mere, hero; /'siəriəl/, /hiə/, /'hiə'baɪ/, /'hiə'tu:/, /,intə'fiə/, /,intə'fiərəns/, /miə/, /'hiərəʊ/
EER	cheer, deer, eerie, leer, engineer, peer, queer, sheer, steer, volunteer; /tʃiə/, /diə/, /'iəri/, /liə/, /,endʒi'niə/, /piə/, /kwɪə/, /ʃiə/, /stiə/, /,vɒlən'tiə/
Unusual spellings	period, weird. /'piəriəd/, /wiəd/

Note: linking /r/ before a vowel sound in these words: appearance, earache, hearer, hearing, eerie, etc.

3. Contrast drill. Practise /ɪə/ – / i: /.

- a) **Deer** – free, **clear** – feel, **fear** – fee, **tear** – tea, **beard** – bead, **severe** – scheme;
/diə – fri:/, /kliə – fi:l/, /fiə – fi:/, /tɪə – ti:/, /biəd – bi:d/, /si'viə – ski:m/
b) **gear** – geese, **appear** – speak, **cheerful** – equal, **hearing** – meaning, **peer** – seem.
/giə – gi:s/, /ə'piə – spi:k/, /'tʃiəfəl – 'i:kwəl/, /'hiəriŋ – 'mi:niŋ/, /piə – si:m/

4. Practise the sentences. Each boldfaced word contains the sound / ɪə/. Make your own sentences using words with the sound / ɪə/.

1. The **cashier** feared the **fierce** storm.
2. The **volunteer** cheered the **weary** **peers**.
3. **Sheer** near the **pier** disappeared.
4. The **engineer** steered **clear**.
5. **Cheerfully**, the **deer** veered.

5. Idioms. Practise pronouncing the idioms in the box. Pay attention to your pronunciation of the boldfaced words containing the sound / ɪə/. Then, rewrite the sentences with idioms from the box. Then, complete each sentence with an idiom from the box.

- A. face your **fears**. - *confront and overcome the things that make you afraid.*
B. keep an **ear** to the ground. - *stay informed and aware of what is happening or being said in a particular situation.*
C. in the **clear**." - *free from danger, suspicion, or obstacles.*
D. crocodile **tears** – *to describe someone who is pretending to be upset or compassionate for their own gain or to manipulate others.*
E. like a **deer** in headlights – *describes someone who is frozen or stunned with fear or surprise, unable to react or think clearly.*

1. When the teacher called on him unexpectedly, he froze and stood there, unable to answer.
2. She decided to and go skydiving for the first time.
3. As a journalist, it's important to to stay informed about the latest news.
4. After a thorough investigation, the suspect was found innocent and declared to be.....
5. She shedat her friend's success, but deep down, she was envious and not genuinely happy for them.

6. Conversation practice. Work in pairs. Act out this conversation. Then, make similar conversations with the words from the box.

A: Have you seen the **volunteer engineer**? They were supposed to **appear** at the **gear** demonstration.

B: I think they're running a bit late. I saw them **near** the **rear** entrance.

A: No worries. I'll wait **here** until they arrive.

Bearded engineer, beer bar, a frontier post, cheerful peers, pioneer, sphere, engineering, premiere, fierce storm, pier, severe damage, fearless deer, nearby, appearance, the rear door of the car, fierce eyes, like spears, cheerfully, change gear, veered.

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


Fear, near, rear, steer, beer, cheer, spear, tear, beard, severe, frontier, engineer, pioneer, appear, volunteer, sphere, gear.

8. From spelling to transcription. Transcribe the following words into IPA symbols.

Sneer, pioneer, premier, sincere, frontier, peer, severe, cheeky, appear, premiere, revere, fierce.

LESSON 19

/ eə /

1.  **How to pronounce.** The starting position is /e /as in "egg" or "bed" with tongue in mid position at front of mouth. To make the diphthong, using a small controlled movement, pull your tongue slightly back from mid front to the mid central position in your mouth. To make the neutral vowel sound schwa keep your tongue fixed in the centre of your mouth, lips fairly relaxed and just grunt.
Listen and repeat: / eə /.

Watch and Learn: BBC: THE SOUNDS OF ENGLISH:

<https://www.bbc.co.uk/learningenglish/oromo/features/the-sounds-of-english/diphthongs6>

2. Pronunciation drill. Read the words and record them using <https://vocaroo.com/>.

Grapheme	Examples
ARE	area, aware, barefoot, barely, care, dare, fare, hare, rare, rarely, share, shareholder, shares, spare, square, stare, warehouse, kitchenware, wares; /eəriə/, /ə'weə/, /'beəfʊt/, /'beəli/, /keə/, /deə/, /feə/, /heə/, /reə/, /'reəli/, /ʃeə/, /'ʃeə/, /həʊldə/, /ʃeəz/, /speə/, /skweə/, /steə/, /'weəhaus/, /'kɪʃɪnweə/, /weəz/
ERE	there, thereabouts, thereafter, thereby, therefore, therein, thereof, thereupon, where, whereabouts, whereas, wherefore, whereby; /ðeə/, /'ðeərəbaʊts/, /ðeər'ɑ:ftə/, /'ðeə'baɪ/, /'ðeəfɔ:/, /ðeər'm/, /ðeər'ɒv/, /'ðeərə'pɒn/, /weə/, /'weərəbaʊts/, /weər'æz/, /'weəfɔ:/, /weə'baɪ/

AIR	affair, air, aircraft, chairman, dairy, despair, despairing, stairwell fair, flair, hair, lair, laird, pair, prairie, stair, staircase, stairs; /ə'feə/, /eə/, /'eəkrɑ:ft/, /'ʃeəməŋ/, /'deəri/, /di'speə/, /di'speəriŋ/, /'steəwel / /feə/, /fleə/, /heə/, /leə/, /leəd /, /peə/, /'preəri/, /steə/, /'steəkeis/, /steəz/
Unusual spellings	Mary, variant, vary, various, parents, Aries, aerosol, aerial, aerie, tear (v), swear, bear, pear, wear. /'meəri/, /'veəriənt/, /'veəri/, /'veəriəs/, /'peərənts/, /'eəri:z/, /'eərəʊsəl /, /'eəriəl/, /'eəri/, /teə/, /sweə/, /beə/, /peə/, /weə/

3. Contrast Drill. Practise / eə/ – / iə/.

- a) Fair- fear, dare – dear, hare – here, share – sheer, mare – mere, ware – weird;
/feə- fɪə/, /deə – diə/, /heə – hiə/, /ʃeə – ʃiə/, /meə – miə/, /weə – wiəd/
- b) Clare – clear, pare – period, air – ear, stair – steer, chair – cheer.
/kleə – kliə/, /peə – 'piəriəd/, /eə – iə/, /steə – stiə/, /ʃeə – ʃiə/

4. Practise the sentences. Each boldfaced word contains the sound / eə/. Make your own sentences using words with the sound / eə/.

1. They were **carefree**, walking **barefoot** in the **prairie**.
2. She **barely** had time to **spare** for the **affair**.
3. The **square-shaped staircase** led to the **laird's lair**.
4. The **chairman** **dared** to **share** his vision.
5. The **shareholder's** **shares** in the company were **rare** and valuable.

5. Idioms. Practise pronouncing the idioms in the box. Pay attention to your pronunciation of the boldfaced words containing the diphthong /eə/. Then, rewrite the sentences with idioms from the box. Then, complete each sentence with an idiom from the box.

<p>A. fair and square – <i>to act honestly, justly, or in a straightforward manner.</i></p> <p>B. pull up a chair – <i>an invitation to sit down and join in a conversation or activity.</i></p> <p>C. fair-weather affair – <i>a relationship or friendship that only lasts during good times or when circumstances are favorable.</i></p> <p>D. chase a hare – <i>to pursue an elusive or unrealistic goal or to engage in a fruitless pursuit.</i></p> <p>E. clear the air – <i>to resolve or eliminate any tension or misunderstandings between people by openly discussing the issues and finding a solution.</i></p>
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1. They had a long conversation toand resolve their differences.
2. They won the game.....; there was no cheating involved.
3. Instead of focusing on practical matters, he spent his timeand dreaming big.
4. Come on in and.....! We're discussing our weekend plans.

5. Their friendship turned out to be a; they were nowhere to be seen during her difficult times.

6. Conversation practice. Work in pairs. Act out this conversation. Then, make similar conversations with the words from the box.

A: I can't find my keys **anywhere**. Do you know **where** they **were** last?

B: I remember seeing them on the **square** table earlier. Have you checked **there**?

A: Yes, I looked on the table, but they're not **there**.

B: Don't worry, I'll help you search. We'll find them, I **swear**.

Mary, **airplane**, **pair** of seats, **parents**, an (aisle) **chair**, **hairbrush**, **fair hair**, **stairs**, **where**, **there**, **pears**, **care**, **careful**, **rare**, **bear**, **glare**, **scared**, **aware**, **declare**, **farewell**, **warehouse**, **airhostess**, **wear**, **repaired**, **share**, **compare**, **various**, **dairy** products.

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


Pair, dare, where, there, rare, fare, carefree, tear, square, various, parents, swear, hairbrush, Aries.

8. From spelling to transcription. Transcribe the following words into IPA symbols.

Wear, share, stair, airport, heir, farewell, careless, chairman, dairy, aerosol, their, hare.

LESSON 20

/ʊə/, /jʊə/

1.  **How to pronounce.** The starting position is /ʊ/ with tongue pulled back but small mouth aperture as in "hook", "book" or "look". To make the diphthong, the small controlled tongue movement goes from the back position to the mid central position, losing the lip rounding and relaxing your mouth from the tight starting position. Listen and repeat: /ʊə/.

Watch and Learn: BBC: THE SOUNDS OF ENGLISH:

<https://www.bbc.co.uk/learningenglish/oromo/features/the-sounds-of-english/diphthongs2>

Note: In Received Pronunciation, the /ʊə/ sound is disappearing and being replaced by /ɔ:/ For example, "sure" can be pronounced either /ʃʊə/ or /ʃɔ:/ or "tour" is pronounced either /tʊə/ or /tɔ:/ In Received Pronunciation, /ʊə/ and /ɔ:/ are pronounced [ʊə] and [ɔ:], respectively, unless followed

by a vowel. The "r" is always pronounced in General American. In General American, the pronunciation of /ʊər/ and /ʊr/ varies based on syllable and context. Some words with /ʊər/ in the United States can be pronounced /ɜ:r/

2. Pronunciation drill. Read the words and record them using <https://vocaroo.com/>.

Grapheme	Examples
OUR	Cour gette, dour , gour d, gour mand, gour met, tour , tour ism, tour ist, tour nam ^{nt} , tour ney, tour niquet; /kʊə'zɛt/, /'dʊə/, /gʊəd/, /'gʊəmænd/, /'gʊəmeɪ/, /tʊə/, /'tʊəri:(ə)m/, /'tʊərɪst/, /'tʊənəmənt/, /'tʊəni/, /'tʊənikɪ/
URE	ad jure, cure , demure , endure , ensure , epicure , impure , insure , lure , manure , obscure , ordure , pure , secure , sure , surely , surefire ; /ə'dʒʊə/, /kʃʊə/, /dɪ'mjʊə/, /ɪn'dʒʊə/, /ɪn'ʃʊə/, /'epɪkʃʊə/, /ɪm'pʃʊə/, /ɪn'ʃʊə/, /lʃʊə/, /mə'njʊə/, /əb'skʃʊə/, /'ɔ:dʒʊə/, /pʃʊə/, /sɪ'kʃʊə/, /ʃʊə/, /'ʃʊəli/, /'ʃʊə faɪə/
U-RI	curio , curio sity, curio us, during , furio us, furio usly, incurio us, jurist , purify , purity , puritan m, secu rity; /'kʃʊəriəʊ/, /'kʃʊəri'ɒsɪti/, /'kʃʊəriəs/, /'dʒʊəriŋ/, /'fʃʊəriəs/, /'fʃʊəriəsli/, /ɪn'kʃʊəriəs/, /'dʒʊərɪst/, /'pʃʊərɪfaɪ/, /'pʃʊərɪti/, /'pʃʊərɪtən/, /sɪ'kʃʊərɪti/
Unusual spellings	poor , moor , rural , plural , cruelly . /pʊə/, /pʊə/, /mʊə/, /'rʊərəl/, /'plʊərəl/, /'krʊəli/

3. Contrast Drill. Practise / ʊə/ – /u:/, /jʊə/ – /ju:/.

- a) **Tour** – **too**, **during** – **doing**, **moor** – **mood**, **plural** – **poodle**, **rural** – **roof**;
/tʊə – tu:/, /'dʒʊəriŋ – 'du:ŋ/, /mʊə – mu:d/, /'plʊərəl – 'pu:dl/, /'rʊərəl – ru:f/
- b) **dour** – **do**, **jurist** – **Jew**, **pure** – **pew**, **furio**us – **few**, **cure** – **cashew**.
/'dʊə – du:/, /'dʒʊərɪst – dʒu:/, /pʃʊə – pju:/, /'fʃʊəriəs – fju:/, /'kʃʊə – kæ'ʃu:/

4. Practice the sentences. Each boldfaced word contains the sound / ʊə/. Make your own sentences using words with the sound / ʊə/.

- During** our trip, we explored the beautiful **rural** countryside.
- Tourism** **during** the **tour**nam^{nt} surged.
- Ensure** **secu**rity **during** the **tour**.
- Obscure** **curio**sities fascinated visitors.
- Poor** sanitation led to **ordure**.

5. Idioms. Practise pronouncing the idioms in the box. Pay attention to your pronunciation of the boldfaced words containing the diphthong / ʊə/. Then, rewrite the sentences with idioms from the box. Then, complete each sentence with an idiom from the box.

- | |
|--|
| <p>A. grand tour – <i>by extension, a comprehensive, guided tour, inspection, or survey;</i>
 B. curiously enough – <i>bafflingly; surprisingly; atypically;</i>
 C. fast and furious – <i>with great energy and speed;</i>
 D. (as) sure as shooting – <i>with utmost certainty; quite definitely;</i>
 E. pure as the driven snow – <i>absolutely virtuous or chaste; unsullied by sin or immoral behaviour.</i></p> |
|--|

1. Everything was going so at the store during the Christmas rush that we never had time to eat lunch.
2. The new chairman will want to make a of all the branches.
3. They just aren't right for each other; they're to break up eventually.
4. Kate would never cheat on an exam—she's
5., it turned out that we both knew John, but had met him in two different parts of the world.

6. Conversation practice. Work in pairs. Act out this conversation. Then, make similar conversations with the words from the box.

A: I can't believe how **poorly** that movie was received. The reviews were **furious**!
 B: I know, right? The director took an **unusual** approach, but it didn't resonate with the audience.

<p>Cruel, curiosity, assurance, cruelly, tourists, security, purity, ensure, mature student February, during, tour, Europe, rural, sure, secure, poor curate, overture, rest cure, fury, endure, boorishness.</p>

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

Europe, tourism, tour, furious, unusual, courgette, curiosity, rural, obscure, pure, poor, during.

8. From spelling to transcription. Transcribe the following words into IPA symbols.

Plural, security, endurance, mural, manicure, pedicure, individual, insurance, obscurity, purify, curing, cruelly.

TEST 5

(Lessons 17-20)

1. Choose the word with a different sound.

1. / aʊ / fountain, sour, flown, bough, doughty, frown
2. / iə / deary, cereal, eerie, diary, cheer, volunteer

3. / eə / rare, fear, wherever, dairy, fair, prairie
 4. / ʊə / courgette, tourism, stew, tourniquet, endure, surely

2. Look at the phonemic symbols and the three words listed A, B and C. Choose the word which contains the sound matching the phonemic symbol.

1. / aʊ / A paw B fowl C dawn
 2. / ɪə / A beard B pea C pie
 3. / eə / A deer B area C dear
 4. / ʊə / A curiosity B pore C poison

3. Match the underlined letters in each word with the phonetic symbols and write the words in the correct column of the table below.

Stare, furiously, dowse, jurist, gear, plough, purity, ensure, fearless, impure, spare, wearly, owl, square, yearly, doubt, therefore, whereas, tearful, counter.

/ aʊ /	/ ɪə /	/ eə /	/ ʊə /

4. Look at the words and the three possible phonemic transcriptions listed A, B, C. Choose the correct phonemic transcriptions.

1. cowardice A / 'kə:wədɪs / B / 'kaʊədɪs / C / 'kaʊədəɪs /
 2. interference A / ,ɪntə'feərəns / B / ,ɪnte'fɪ:rəns / C / ,ɪntə'fɪərəns /
 3. warehouse A / 'weəhaʊs / B / 'wɔ:həʊs / C / 'weahaʊs /
 4. tournament A / 'tɔ:nəmənt / B / 'tɔ:nəment / C / 'tʊənəmənt /

5. Match the minimal pairs of words with the vowel sounds listed A-C. Minimal pairs (i.e. words distinguished by one phoneme: luck / lark)

1. rarely – really	A / eə / – / ʊə /
2. how – here	B / eə / – / ɪə /
3. pair – poor	C / aʊ / – / ɪə /

LESSON 21

STRONG AND WEAK FORMS

The Strong Form

The strong form is the full or emphasized pronunciation of a word. It is used when the word carries stress or emphasis in a sentence or when it occurs in a strong position. In the strong form, the word is pronounced with its full vowel sound and clear articulation. For example, the strong form of "the" is /ði:/ and the strong form of "to" is /tu:/.

The Weak Form

In connected speech, **the weak form** is a reduced or unstressed pronunciation of a word, typically occurring when the word is in a function word role (articles, prepositions, pronouns, conjunctions, auxiliary verbs, demonstrative adjectives) or when it is in a grammatically weak position within a sentence. In the weak form, the vowel sound may be reduced, and the word may be pronounced with a schwa /ə/ or a similar unstressed vowel sound. For example, the weak form of "the" is /ðə/ and the weak form of "to" is /tə/.

Note: the weak and strong forms of words can vary depending on regional accents and speaking styles; these variations in pronunciation occur to facilitate smooth and efficient communication in connected speech.

The weak form is usually used in everyday English conversation, especially when speaking fast. But there are many situations you have to speak **in strong form** such as:

1. Stand at the end of a sentence	Where are you FROM (/ frəm/)?
2. In the contrast situations	The letter is FROM him, not TO him. /frəm/ /tu/
3. Stress on opposite prepositions	I travel TO and FROM London a lot. /tu/ /frəm/
4. Stress on the purpose of the meaning	I've heard you have a company in the city. No, I work FOR a company in the city. You MUST get the university certificate to have a good job in the future. /mʌst/

-  **Watch the video: 'Weak Forms - How to Pronounce Weak Forms in English' and take some notes.** <https://www.youtube.com/watch?v=31-xVBwGNDY>

Note: weak forms always have to live with the threat of further reduction, even to the point of **elision** ('dropping', or disappearance) of vowels and/ or consonants. For example, *shall* can be reduced to /ʃl/, /l/.

2. Practise the strong and weak forms of determiners, pronouns, prepositions, conjunctions, auxiliary verbs and modal verbs. Read the examples bearing in mind the weak forms of the words. Then record the sentences using <https://vocaroo.com/>

A. DETERMINERS/QUANTIFIERS

orthography	strong form(s)	weak form(s)	Example (weak)	Transcription
a/an	/eɪ/, /æn/	/ə/, /ən/ - elsewhere	I want a ball. Buy me an orange.	aɪ wɒnt ə bɔ:l baɪ mi ən 'ɒrɪndʒ
the	/ði:/	/ði/ - before vowels /ðə/ - before consonants	The apples are sweet. Shut the door!	ði 'æpəlz ə swi:t ʃʌt ðə dɔ:
some	/sʌm/ - as a pronoun, sentence finally, before nouns, meaning 'certain', an unidentified object/person as a determiner, in the environment of weak syllables.	/səm/, /sɪ/ - as a determiner before mass nouns, before countable nouns meaning 'several' or unspecified quantity	I want some milk.	aɪ wɒnt səm milk.

B. PRONOUNS

orthography	strong form(s)	weak form(s)	Example (weak)	Transcription
I	/aɪ/ - in emphatic contexts	/ə/, /ɪ/ - elsewhere	I really don't know what to do.	ə 'ri:əli dəʊnt nəʊ wɒt tə du:
me	/mi:/ as above	/mi/ - for emphasis, quoting	Bring me a book.	briŋ mi ə bʊk
she	/ʃi:/ as above	/ʃi/ - sentence initially, elsewhere	What did she say?	wɒt dɪd ʃi seɪ
he	/hi:/ as above	/hi/ - initially in a sentence /i/ - elsewhere	He loves me. Where does he live? John was swimming, wasn't he ?	hi lʌvz mi: weə dəz i li:v dʒɒn wəz 'swɪmɪŋ, wɒznt i
his	/hɪz/ for emphasis; sentence finally	/ɪz/ - elsewhere, usually as a determiner	I love his sense of humour	aɪ lʌv ɪz sens əv 'hju:mə
him	/hɪm/ for	/ɪm/ - elsewhere	I took him to	ɪ tʊk ɪm tə lʌŋtʃ

	<i>emphasis, quoting</i>		lunch.	
her	/hɜː/- before consonants /hɜːr/- before vowels for emphasis	/hə/, /hər/ - sentence initially /ə/, /ɜː/, /ər/ - elsewhere	Her face is pale. Her eyes are blue. Give her the keys. Give her a pen.	hə feɪs ɪz peɪl hər aɪz ə bluː ɡɪv ə ðə kiːz ɡɪv ər ə pen.
we	/wiː/ - in emphatic contexts	/wɪ/- elsewhere	You and I are friends, aren't we ?	jʊ ən aɪ ə frendz, ɑːnt wɪ
you	/juː/ - in emphatic contexts	/jʊ/, /jə/- elsewhere	I'll give you the money.	aɪl ɡɪv jʊ ðə 'mʌni.
your	/jɔː/, /jɔːr/ - for emphasis, finally	/jə/ - elsewhere	Could you move your car?	kəd jʊ muːv jə kɑː
them	/ðem/ - for emphasis	/ðəm/, /əm/ elsewhere	Send them my regards.	send ðəm maɪ ri'ɡɑːdz
us	/ʌs/- for emphasis, quoting	/əs/, /s/ elsewhere	Send us a donation.	send əs ə dəʊ'neɪʃn
who	/huː/ - as an interrogative pronoun	/hʊ/ - elsewhere; /ʊː/, /ʊ/ - (occasionally as a relative pronoun)	I wonder who did it The man who is standing there is my brother.	aɪ 'wʌndə hʊ dɪd ɪt ðə mæn uː z 'stændɪŋ ðəz maɪ 'brʌðə
there	/ðeə/ - as a pronoun	/ðə/ - before consonants / ðer/, /ðər/ - before vowels elsewhere, as a dummy subject	There's one small problem. There are a lot of problems.	ðəz wʌn smɔːl 'prɒbləm ðər ər ə lɒt əv 'prɒbləmz

C. PREPOSITIONS/'PARTICLES'

<i>orthography</i>	<i>strong form(s)</i>	<i>weak form(s)-</i>	<i>Example (weak)</i>	<i>Transcription</i>
than	/ðæn/ - for emphasis, sentence finally	/ðən/, / ðn/- used elsewhere	I'm older than her.	aɪm 'əʊldə ðən hɜː
at	/æt/ - for emphasis, sentence finally; quoting, optionally between two unstressed syllables.	/ət/ - elsewhere	He'll come at five.	hiːl kʌm ət faɪv

for	/fɔ:/ - <i>as above</i>	/fə/ - <i>before consonants</i> /fər/ - <i>before vowels</i>	We walked for miles. Let's go for a walk.	wi wɔ:kt fə maɪlz lets goʊ fər ə wɔ:k
from	/frɒm/ - <i>as above</i>	/frəm/, /fəm/, /fɪm/ - <i>elsewhere</i>	I had a phone call from John.	aɪ həd ə fəʊn kɔ:l frəm dʒɒn
of	/ɒv/ - <i>as above</i>	/əv/, /v/ - <i>elsewhere</i>	He's a friend of mine.	hi:z ə frend əv maɪn
to	/tu:/ - <i>sentence finally</i>	/tə/ - <i>before consonants</i> /tə/ - <i>before vowels</i>	Would you like to take a look? He does anything to avoid work.	wəd ju laɪk tə teɪk ə lʊk hi dəz 'eniθɪŋ tu ə'vɔɪd wɜ:k

D. CONJUNCTIONS

<i>orthography</i>	<i>strong form(s)</i>	<i>weak form(s)</i>	<i>Example (weak)</i>	<i>Transcription</i>
and	/ænd/ - <i>for emphasis and in impatient impolite answers, meaning 'so what?'</i>	/ænd/, /ən/, /nd/ - <i>everywhere</i> /n/ - <i>occasionally after /t,d,s,z, f/</i>	Come and look at this! Wash and wear	kʌm ən lʊk ət ðɪs wɒʃ n weə
but	/bʌt/ – <i>finally, expressing doubts</i>	/bət/	No, but he's keen to learn	nəʊ, bət hi:z ki:n tə lɜ:n
or	/ɔ:/, /ər/, /ɔ:r/	/ə/ - <i>usually in fixed phrases, as a suffix – or</i>	More or less one big mess.	mɔ:r ə les wʌn bɪg mes
that	/ðæt/ – <i>as a pronoun)</i>	/ðət/ - <i>as a conjunction)</i>	I like the clothes that she wears.	ʌ laɪk ðə kləʊðz ðət ʃɪ weəz
as	/æz/ – <i>initially for emphasis as a conjunction; finally and optionally between two unstressed syllables as a comparative particle</i>	/əz/, /z/ - <i>elsewhere</i>	I can't run as fast as you.	aɪ kɑ:nt rʌn əz fɑ:st əz ju:.

E. AUXILIARIES, MODAL VERBS

<i>orthography</i>	<i>strong form(s)</i>	<i>weak form(s)</i>	<i>Example (weak)</i>	<i>Transcription</i>
can	/kæn/ <i>initially in questions, sentence finally, in question tags</i>	/kən/, /kŋ/	How can I help?	haʊ kən aɪ help?
could	/kʊd/ - <i>as above</i>	/kəd/	The team could have won.	ðə ti:m kəd həv wʌn.
have	/hæv/ - <i>finally, in question tags, sentence medially as a lexical verb (meaning 'to possess' sth)</i> /hæf/ - <i>as a modal verb 'have to'</i>	/v/ - <i>after I, he, she, we, they</i> /əv/, /ə/- <i>elsewhere</i>	You've broken it. The men have eaten.	ju:v 'brəʊkən it. ðə men əv 'i:tən.
has	/hæz/ - <i>as above</i>	/həz/- <i>initially in a sentence</i> /əz/ - <i>after /s, z, f/, tʃ, dʒ, ʒ/</i> /z/ - <i>after voiced sounds except /z, dʒ, ʒ/</i> /s/ - <i>after voiceless sounds except /s, f, tʃ/</i>	Has he bought a ball? The match's played six rounds. The lion's died. The ship's changed course.	hæz i bɔ:t ə bɔ:l? ðə 'mætʃz pleɪd sɪks raʊndz. ðə 'laɪənz daɪd. ðə ʃɪps tʃeɪndʒd kɔ:s.
had	/həd/ - <i>as above</i>	/həd/ - <i>initially in a sentence</i> /əd/ - <i>elsewhere</i> /d/ - <i>after vowel sounds</i>	Had he seen? We'd never seen it before.	həd hi si:n wi:d 'nevə si:n ɪt bɪ'fɔ:.
will	/wɪl/ <i>initially in questions, sentence finally, in question tags</i>	/əl/ - <i>after vowels and /l/</i> /l/ - <i>after personal pronouns, consonants except /l/</i>	The girl'll win. The boy'll lose. They'll give it away. This'll teach him.	ðə ɡɜ:l əl wɪn ðə bɔɪ əl lu:z ðeɪl ɡɪv ɪt ə'weɪ ðɪsl ti:tʃ ɪm.

shall	/ʃæl/ <i>as above</i>	/ʃəl/, /ʃl/, /l/	We shall overcome.	wi ʃəl ,əʊvə'kʌm
should	/ʃəd/ - <i>as above</i>	/ʃəd/	What should I do?	wɒt ʃəd aɪ du:
must	/mʌst/- <i>sentence initially, sentence finally, in question tags, in the meaning of logical assumption</i>	/məs/- <i>before consonants</i> /məst/ - <i>before vowels</i> /mʌsn/ - <i>negative, before consonants</i>	You must work hard. You must eat well. You must not smoke.	jʊ məs wɜ:k hɑ:d jʊ məst i:t wel jʊ mʌsn sməʊk
do	/du:/ - <i>finally, as a lexical verb</i>	/də/ - <i>before consonants</i> /d/ - <i>before vowels</i>	How do they differ? What do I need?	haʊ də ðeɪ 'dɪfə? wɒt do aɪ ni:d?
does	/dʌz/ - <i>finally, as a lexical verb</i>	/dəz/	Where does he live?	weə dɔz (h)i li:v
am	/æm/	/m/ - <i>after I,</i> /əm/ - <i>elsewhere</i>	I'm well. Why am I here?	aɪm wel waɪ əm aɪ hɪə
are	/ɑ:/ /ɑ:r/	/ə/- <i>before consonants</i> /ər/ - <i>before vowels</i>	The girls are beautiful. The men are ugly.	ðə ɡɜ:lz ə 'bjʊ:təfʊl ðə men ər 'ʌɡli
was	/wɒz/	/wəz/	She was reading a book.	ʃi wɔz 'ri:diŋ ə bʊk.
were	/wɜ:/	/wə/ - <i>before consonants</i> /wər/ - <i>before vowels</i>	We were late. They were ill.	wi wə leɪt ðeɪ wər ɪl
be	/bi:/	/bɪ/, /bi/	He's going to be late.	hi:z 'gəʊɪŋ tə bi leɪt
been	/bi:n/	/bɪn/	He hasn't been invited.	hi 'hæznt bi:n ɪn'vaɪtɪd
is	/ɪz/	/z/ - <i>after voiced sounds than /z, dʒ, ʒ/</i> /s/ - <i>after voiceless sounds other than /s, f, tʃ/</i> /ɪz/ - <i>after /s, z, f, tʃ, dʒ, ʒ/</i>	That is fine. This bat's broken. This dog is barking. Where is my car? This watch is mine. Which is bigger?	ðæt s faɪn ðɪs bæts 'brəʊkən ðɪs dɒɡ z 'bɑ:kɪŋ weə z maɪ kɑ: ðɪs wɒtʃ ɪz maɪn wɪtʃ ɪz 'bɪɡə


3.  **Read and listen to the passage below, the schwa sound is written in IPA. Which function words are pronounced with a schwa sound in the passage?**

thesoundofenglish.org/wp-content/uploads/2013/10/Audio-Introduction-0.13.mp3

I'd like tə go shopping fər ə pair əf shoes, bət thə shops ə closed becəse thəs ə weathər əlert. əpərrəntli lɒts əf snəw is kɒmɪŋ ɪn frəm thə Hɪghlænds sɒ thə gəvərnment həv ədviːst peɒpəl tə stəɪ ət hoʊm.

4. **Read the sentences and guess the missing words. The missing words have the schwa sound /ə/.**

1. What /ə/ you doing?
2. I'm staying /ə/ week.
3. I've got Mary's address, but what's /ə/ phone number?
4. We definitely could /ə/ played better.
5. There's /ə/ load /ə/ work to do.
6. /ə/ really don't know what to do.
7. I haven't seen /ə/ for ages.
8. He was there one /ə/ two days.
9. She has /ə/ cup /ə/ tea.
10. They /ə/ going to come at five /ə/ clock.

5.  **Find all the weak vowels (/ə/, /ɪ/, /i/, /u/) in the following sentences (you can listen to them here <https://pronunciationstudio.com/4-weak-vowels-english-pronunciation/>). Note that all of the weak vowels appear on weak syllables of long words and when function words are weak.**

1. Is it going to rain in the morning?
2. Are you having a party this weekend?
3. When would it be a good time to visit?
4. Have there been any signs of a repeat?
5. Did you invite them to your wedding?
6. I'm thinking of some time off.
7. We should have been at home by now.
8. It was such a good film.
9. War and Peace will be read in the thirtieth century.
10. He would like fish and chips if it's on the menu.

6.  **Listen to the difference, and repeat. (Lesson 37, Part B;**

https://english-globe.ru/index.php?option=com_content&task=view&id=502&Itemid=137)

A: Will **you** be at the meeting on Friday? (**you** is weak)

B: Yes. Will **you** be there? (**you** is strong)

Can you help **me** carry this suitcase? (**me** is weak)

Hey, wait for **me**! (**me** is strong)

A: Is **he** there? (**he** is weak)

B: Who?

A: The boss.

B: No. Everybody else is working, but **he's** gone home! (**he** is strong)

A: **She** doesn't smoke or drink! (**she** is strong)

B: Ah, that's what **she** told you! (**she** is weak)

A: Look - it's **him**! (**him** is strong)

B: Where? I can't see **him**. (**him** is weak)

A: Do you know that woman?

B: **Her**? No, I don't recognise **her**. (first **her** is strong, second **her** is weak)

A: I'm afraid **we** can't stay any longer. (**we** is weak)

B: What do you mean, '**we**'? I've got plenty of time. (**we** is strong)

A: They told **us** to go this way. (**us** is weak)

B: Well, they didn't tell **us**! (**us** is strong)

When I said, 'Give **them** a drink' I didn't mean **them**, I meant the people (first **them** is weak, second **them** is strong)

7. Work in pairs. Write 's' or 'w' above underlined words, according to whether they expect them to be strong (s) or weak (w). For example:

w w s

What shall we do tonight.

1. Look – that's him, over there!
2. I told him he can stay as long as he likes.
3. It's time to go – are you ready?
4. I don't like this kind of music. Do you?
5. Do you want some more coffee?
6. There was a lot of traffic on the way here.
7. I can lend you 20\$, and that's all.
8. I can't remember if I'm meeting her at quarter to or quarter past.
9. I think we should have gone the other way – it wouldn't have taken so long.
10. You can have cake or ice cream, but you can't have cake and ice cream.

8. Sort the sentences into two groups. When does a function word in bold become strong and weak in a sentence? Then create and act out your own dialogue using the weak and strong forms of different function words.

Strong form	Weak form

1. She **should** have seen a doctor.
2. He said that she **should** see a doctor.
3. I **can** speak German.
4. I **can't** speak German.
5. I **can't** speak German but my friend **can**.
6. Turn left **at** the church.
7. What are you looking **at**?
8. Where are you **from**?
9. I'm **from** the Philippines.
10. What **do** you think?
11. I **do** like your car.
12. What did you **do**?
13. I didn't know **that** he came from Sweden.
14. I didn't know **that**.
15. **Have** you seen Peter?
16. What did you **have** for lunch?
17. What's the world coming **to**?
18. She wanted **to** see him again.
19. This hat isn't yours. It's **his**!
20. **His** friend has gone to Japan.

LESSON 22

FALLING AND RISING INTONATION: INTRODUCTION

Native speakers convey their meaning through tone of voice, which is known as intonation. Furthermore, intonation serves a grammatical purpose, such as indicating whether a sentence is a statement or a question, or differentiating between types of questions like an information question and a yes/no question. We can raise the pitch of what we say, increase or decrease the loudness and also vary the pitch and stress across a whole phrase.

The most common types of Intonation we have in English are as follows:

- 1) Falling intonation [↘]
- 2) Rising intonation [↗]
- 3) Fall-rise intonation [↘↗]

With **rising intonation**, you have to raise slightly the pitch at the end of the sentence or (usually) within a final content word in a sentence whereas with **falling intonation**, our voice glides or slides downward at the end of the sentence or (usually) within a final content word.

1. Read the table and record the sentences using <https://vocaroo.com/>

Type of Intonation	Use	Examples
1. Falling Intonation	expresses finality and certainty in statements, commands, WH-questions, question tags (to confirm or invite agreement), exclamations, statements to express negative emotions	<p>a) Nice to meet you [↘]. (statement) We should keep going [↘]. (statement)</p> <p>b) Close the door [↘]. (command) Go over there [↘]. (command)</p> <p>c) Where do you live [↘]? (WH-question) Whose book is this [↘]? (WH-question)</p> <p>d) He thinks she's beautiful, doesn't he [↘]? (confirmatory question tag) They didn't enjoy the party, did they [↘]? (confirmatory question tag)</p>
2. Rising Intonation	expresses doubt, uncertainty, incompleteness in Yes- No questions, question tags, requiring an answer (for clarification), repeated wh-questions or statement-questions to show surprise or for confirmation	<p>a) May I borrow your book [↗]? – yes-no question Do you like your new shirt [↗]? – yes-no question</p> <p>b) The rules were changed, weren't they [↗]? – question tag You're new here, aren't you [↗]? – question tag</p> <p>c) How are you [↗]? – wh- question, surprise <u>When</u> did you say he's coming [↗]? – wh-question for confirmation; 'when' is stressed You said he's coming [↗]? - statement-question for confirmation He really did that [↗]? - statement-question for confirmation</p>
3. Fall-Rise intonation a complex tone with voice pitch falling lowest and then rising.	expresses uncertainty, doubt, reluctance, polite requests and invitations usually within a content word in questions to sound more interested, friendly, polite, at the end of statements when we want to say that we are not sure, or when we may have more to add	<p>Should we report this incident [↘↗]? Do you think it is valid [↘↗]? Would he support the team [↘↗]? Maybe you to put up a fight for her [↘↗]? Is this your camera [↘↗]? Would you like another coffee [↘↗]? Please, come in [↘↗]. Some more potatoes [↘↗]? I don't support any football team at the [↘]mo[↗]ment. (but I may change my mind in future). It rained every day in the [↘] first [↗]week (but things improved after that).</p>

<p>Rising and Falling Intonation in partial statements</p>	<p>stating a list, a set of choices (alternative questions), partial statements (being hesitant to fully express ideas and being unable to finish a statement), conditional statements, exclamations or statements expressing strong emotions</p>	<p>a) He bought some bread [↗], meat [↗], pasta [↗], and apples [↘]. (stating a list) This ball comes in colors of white [↗], gray [↗], black [↗], and yellow [↘]. (stating a list)</p> <p>b) Would you like to have tea [↗] or coffee [↘]? – (choice, alternative question) Is Jane coming today [↗] or tomorrow [↘]? – (choice, alternative question)</p> <p>c) What was the place like? – Well, it seemed [↗] nice [↘]... (but it's too small.) - (partial statement) So did you enjoy the trip? – Hmm, yes [↗] I did [↘]... (but it was too short.) – (partial statement)</p> <p>d) I don't be [↗] lieve it [↘]. (strong emotion) How [↗] nice of you! [↘] (strong emotion) What a beautiful per[↗]formance! [↘] (strong emotion)</p>
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Note: Stress influences intonation by shaping pitch patterns, conveying emphasis and contrast, indicating sentence structure, expressing emotions, conveying nuances and intentions, and reflecting cultural and regional variations. Only stress the content words (verbs, except auxiliary verbs, adjectives, nouns, adverbs), not the helper words (articles, prepositions, conjunctions, auxiliary verbs, sometimes pronouns). The interaction between stress and intonation is complex and varies between languages and speech contexts¹.

2. Watch the video 'A Step-by-Step Guide to Perfect British Intonation'.

<https://www.youtube.com/watch?v=RFcucAXXkJ4>

Put the correct intonation in the sentences from the video:

1. Where's the station?
2. Did you enjoy the show?
3. (Do you) want some more?
4. He missed the train, didn't he?
5. She's got a new job, hasn't she?
6. I promise to buy her a bunch of red roses.
7. I went to town to buy a coat, some shoes, a pair of scissors and a bottle of wine.
8. This is amazing! I just won the lottery!
9. This is ridiculous.
10. Why don't you leave me alone.

¹ see *Lessons 26-27 Word Stress, Sentence Stress: Миронова Т.Ю., Голуб Д.О. Практикум з фонетики англійської мови. Приголосні. Ч. I) [Електронний ресурс]; за ред. Н.В. Зінукової – Дніпро: Університет імені Альфреда Нобеля, 2019.*

3. Indicate the type of intonation (rising, falling, fall-rise, rising and falling) in the following sentences. Then justify the direction of intonation.

Justification: yes-no question, Wh-question, tag question for clarification, stating a list, command, conditional statement, strong emotion, alternative question, declarative statement, doubt.

1. Please be quiet.
2. The hotel has a library, a swimming pool, a restaurant, and a beautiful garden.
3. You have already passed your driving license, haven't you?
4. Who's that guy I saw you talking to?
5. The cat is sleeping in the armchair.
6. Do you want to play football or basketball?
7. Are you coming to the party?
8. Maybe you need to check a visa?
9. Unless he finishes his homework, he can't go out.
10. This is incredible!

4. Work in pairs. Read the dialogue and indicate the type of intonation in each sentence.

A: Hey, do you like shopping?

B: Yes, I enjoy it. Why do you ask?

A: Well, I need to buy some new clothes for the upcoming event. Do you know any good stores?

B: Absolutely! There's a big mall downtown with a variety of clothing shops. Have you been there before?

A: No, I haven't. What kind of stores are there?

B: There's a department store, a boutique with trendy fashion, a sportswear shop, and even a vintage store. Would you like me to go with you?

A: That sounds great! Can you help me pick out an outfit?

B: Of course, I'd be happy to help. Do you prefer casual or formal attire for the event?

A: I think I'll go for something more formal this time. Do they have a good selection of dresses?

B: Definitely! The boutique has a wide range of elegant dresses. Would you like to start there?

A: Sure, let's go to the boutique first. Is the mall far from here?

B: Not at all. It's just a short drive away. We can take my car if you'd like.

A: Thanks, that would be convenient.

5. Act out a dialogue. Practise the falling and the rising intonations in tag questions.

Remember that the rising intonation makes a tag question a real question and requires agreement or confirmation. The falling intonation makes a tag question a comment to

express our certainty. There's a slight pause between after a statement and before a tag question. We stress the helping verb (don't, isn't, aren't).

A: **You have good coordination, don't you** [↗]?


B: Why do you ask [↘]?

A: I got a balance board. Maybe you want to try it out [↘].

B: **That's a board on top of a roller, isn't it** [↗]?

A: Exactly [↘]. Are you up for it [↗]?

B: Let me try [↘]. Look [↘]! **I'm pretty good at this, aren't I** [↘]?

6.  Watch the video 'Intonation for Lists and Alternatives - English Pronunciation with JenniferESL' and practise the rise-fall intonation.


<https://www.youtube.com/watch?v=jDcCsH7uA3k>

1. We have a cantaloupe [↗], some red grapes [↗], strawberries [↗], blueberries [↗], and apples [↘].
2. I'm free on Monday [↗], Wednesday [↗], or Friday [↘].
3. We need to buy milk [↗], bread [↗], and bananas [↘].
4. I'd like to work on grammar [↗], vocabulary [↗], and pronunciation [↘].
5. My dream is to rent a boat, sail to Hawaii [↗], and visit every island [↘].
6. I'd love to visit Italy [↗], Brazil [↗], Australia [↗], Thailand [↗]..... (*other choices are possible*)
7. Can you come today [↗] or tomorrow [↘]?
8. Do you want to pay by cash [↗] or credit card [↘]?
9. Can you come in the evening [↗] or at the weekend.... [↗]?
(*open to other options, less demanding*)
10. Do you have time today [↗] or tomorrow [↗].....?

Note : if we are less certain, we can use a **low-rise tone** within a sentence to state a list or a set of choices.

Examples of water sports are scuba diving [↘], snorkelling [↘], and surfing [↘].

Which language is spoken by more people, English [↘] or Spanish [↘]?

7.  Watch the video 'Intonation for Strong Emotions - English Pronunciation with JenniferESL' and practise different types of intonation to express strong emotions, like a good surprise, a bad surprise, anger, sarcasm, delight, disappointment. Which sentences can be pronounced with a sharp rise?

<https://www.youtube.com/watch?v=-9wgB9HI460>

1. Wonderful!
2. That was perfect!
3. Really?!

4. Great.
5. I can't believe it!
6. What did you just say?!
7. He said that?
8. Don't do that!
9. I absolutely loved it!
10. You're kidding!

8. Make up your own dialogue on the topic: 'Attending a live concert.' Express strong emotions. Pay attention to the correct intonation.

LESSON 23

THOUGHT GROUPS. INTONATION IN LONG SENTENCES

Long sentences break into thought groups. Thought groups allow you to organize your speech into groups of words that make up a single idea. Each thought group has a focus word. We say each thought group with one intonation pattern. Usually, a speaker pauses between thought groups as they speak, while focus words are also used to express what is important in a sentence. A major change in pitch happens on the focus word.

Example: **First**, / check to make **sure** /that your seat belt is **secure**.

(3 thought groups and 3 focus words.)

Different speakers can and do use thought groups differently. The choice of intonation can depend on various factors, such as the presence of subordinate clauses, the position of stress, the context of the conversation, and the speaker's attitude or emotional state.

1. Read the table and practise the examples. Record the sentences using

<https://vocaroo.com/>

Type of intonation	Use	Example
<p style="text-align: center;">Low-rise intonation</p> <p>starts at lowest pitch and smoothly rises almost up to mid pitch.</p> <p>Low rise sounds hesitant, unconfident and incomplete. Low-rise sentences sound inquiring, ready to talk on, as a polite approval.</p>	beginning part of a sentence	<p>a) One of my favourite pairs of boots [↗] / is from the Arctic Circle. [↘] Usually [↗] / I wear slippers. [↘] Many of the shoes I own [↗] / just sit in boxes. [↘]</p> <p>d) If you have any questions [↗], send me a message [↘]. Unless she asks [↗], I'll stay silent [↘].</p>
<p>Fall-rise intonation (alternative pattern)</p>	beginning part of a sentence	<p>Compared to some [↘↗], it may seem like I have a lot [↘]. I have a few pairs of dress [↘↗] shoes, / but I don't wear them very often. [↘]</p>

2. Practise a low-rise pattern [↗] on the boldfaced words. A fall-rise is also possible. Then create your own “if” statement about a habit you have. Read it aloud for your partner.

1. **To be safe**, you should always be aware of your surroundings.
2. **In a big city**, you can use public transportation.
3. **In very hot weather**, you should drink a lot of water.
4. **At the weekend**, I like to go clubbing.
5. **On Valentine’s Day**, couples often go out to dinner.
6. **If you have a sore throat**, you should drink hot tea with honey.
7. **When I get home late**, I still like to have a snack.
8. **Before a big test**, I get a good night of sleep.
9. **After a long plane ride**, my legs feel stiff.
10. **As soon as I start feeling sick**, I start drinking lots of orange juice.

3. Practise a low-rise pattern [↗] on the boldfaced words. A fall-rise is also possible. Then create a statement about the best part of your day. Read it aloud for your partner.

1. **A friend who listens** is worth more than gold.
2. **The problem with time** is that we never have enough of it.
3. **People who worry a lot** don’t live in the moment.
4. **A lot of back pain** can be stopped with the help of a good mattress.
5. **The best part of my day** is when I come home to relax.
6. **The worst experience of my life** is when I worked for a law firm.
7. **Woman without her man** is nothing.
8. **Students who study hard** get good marks.
9. **My favourite book** is «Robinson Crusoe» by Daniel Defoe.
10. **Even a small personal computer** can store vast amounts of information.

4. Practise a fall-rise pattern [↘↗] on the boldfaced words. A low-rise is also possible. Then create your own statement with ‘On the one hand.../ On the other hand...’ Read it aloud for your partner.

1. **Unfortunately**, money doesn’t grow on trees.
2. **Luckily**, you can pay most bills online.
3. **On average**, people buy their first home at the age of 33.
4. Hard work is usually valued. **However**, it doesn’t always lead to success.
5. Education can be a lifelong pursuit. **Likewise**, professional development should be ongoing.

6. A college may only have an undergraduate program. **In contrast**, a university has M.A. and PhD programs.
7. Nuclear power is relatively cheap. **On the other hand**, you could argue that it's not safe.
8. **On the one hand**, she is a gifted chemist.
9. Sales of existing homes went up 2% last month. **Similarly**, construction of new homes rose as well.
10. **And finally**, I'd like to thank the cast and crew for all their hard work.

5. Practise a fall-rise pattern [↘↗] on the boldfaced words. A low-rise is also possible. Then create your own statement about what you'd like to do, but isn't possible at the present. Read it aloud for your partner.

1. **I'd like to help**, but I can't right now.
2. **Eight hours of sleep is recommended**, but it's not always possible.
3. **Many jobs are found in cities**, but city life isn't for everyone.
4. **Small businesses can be risky**, but there are also high rewards.
5. **Although air travel is very safe**, many have a fear of flying.
6. **Despite our best efforts**, we failed to meet our target numbers.
7. **It's an old car**, but it's very reliable.
8. **They rushed to the hospital**, but they were too late.
9. **Despite international pressure**, progress has slowed in the peace talks.
10. **Although in poor health**, she continued to carry out her duties.



6. Watch the video 'Advanced Intonation in English: Adding Information - Speak Naturally!' and practise the sentences from the video. Use short breaks between thought groups and lower pitch for less important information, and speed up while saying the additional information that are marked in writing with punctuation, like commas, dashes and parentheses.

<https://www.youtube.com/watch?v=bAtkb8IEmXY>

1. My grandmother, **who was a big part of my childhood**, was a collector.
2. I find some coins and bills (**meaning paper money**) to be very beautiful and interesting.
3. Two-dollar bills, **which aren't so easy to find**, are worth holding on to.
4. Some coins, **like these from France and the Soviet Union**, are a part of history.
5. Many foreign currencies, **like these bills from Jamaica and Ukraine**, are much more colorful than American dollars.
6. These, **as you can see**, are one-dollar coins.
7. These coins, **which might be difficult to read because of their condition**, are quite old.

8. Old coins, **as you may know**, can have great value.
 9. Old coins, **especially ones that have never been in circulation**, can have great value.
 10. Old coins, **like these ones here**, can have great value.
7. **Work in pairs. Create your own statements with additional information expressed by**
- a) words: ‘as you can see’, ‘as you’re aware’, ‘as you no doubt know’;
 - b) non-defining relative clauses (‘which’, ‘who’)
- Read them aloud for your partner bearing in mind an appropriate intonation.**
8. **Practise a fall-rise pattern in the following sentences with embedded questions. There is a subtle rise in pitch towards the end of each sentence.**
1. Can you remember **where you left it**?
 2. Do you know **when the new exhibit opens**?
 3. Do you have any idea **if they're planning a surprise party for her**?
 4. Could you let me know **if you've seen my keys anywhere**?
 5. Is there a chance you could find out **when the next train departs**?
 6. Could you tell me **what time the bus arrives**?
 7. Could you tell me **where the station is**?
 8. I wonder **why she said that**.
 9. I don't know **why she decided not to come with us**.
 10. I'm not sure if you remember **who played the lead role in that movie**.

TEST 6

(Lessons 21-23)

1. Choose the most appropriate form of the boldfaced words.

1. Which **has** been the best singer on the stage? – I think she **has**.
 A / hæz/, /həz/
 B / əz/, /həz/
 C /əz/, / hæz/
2. **Does** Mary go to bed early? – Yes, she **does**.
 A /dəz/, /dʌz/
 B /dʌz/, /dəz/
 C /dʌz/, /dʌz/
3. I told **him that** he can come.
 A /hɪm/, /ðæt /
 B /ɪm/, /ðæt /
 C /ɪm/, /ðət/

4. What **shall** we **do** tonight?

A /ʃæl/, /də/

B /ʃəl/, /dʊ/

C /ʃl/, /də/

5. I **am** sure you know how **to** get there.

A /əm/, /tə/

B /æm/, /tə/

C /æm/, /tu:/

2. Look at the sentences and the three transcriptions listed A, B and C. Two of the transcriptions are not possible ways of saying the sentence in fluent connected speech. Choose the correct one.

1. What are you looking at?

A /'wɒt ə ju: 'lukiŋ æt/

B /' wɒt ə ju 'lukiŋ ət/

C /' wɒt ɑ: ju: 'lukiŋ ət/

2. For some reason she is absent today.

A /'fə sʌm 'ri:zn fɪz 'æbsənt tə'dei/

B /fə səm 'ri:zn fɪz 'æbsənt tə'dei/

C /fə: səm 'ri:zn fɪ iz 'æbsənt tu'dei/

3. It was too difficult for them to read.

A /ɪt wɒz tu: 'dɪfɪkəlt fə: ðəm tu: ri:d/

B /ɪt wəz tu: 'dɪfɪkəlt fə ðəm tə ri:d/

C /ɪt wəz tu: 'dɪfɪkəlt fə: ðəm tə ri:d/

3. Choose the word in each line that does not have a weak form in connected speech.

1. him, her, mine, us, your

2. for, look, some, at, was

3. to, and, can't, from, were

4. do, aren't, would, should, can

5. hers, that, but, have, of

6. the, doing, who, I, as

4. Look at the sentences with the boldfaced thought groups. Is it possible to use the fall-rise intonation at the end of them? Mark ' T ' if it is true and ' F ' if it is false.

1. **On the one hand**, she is a gifted teacher.

2. **Although in poor health**, she continued to carry out her duties.

3. If you take care of the accounts **I'll handle the meeting**.

4. My grandmother, **who was a big part of my childhood**, was a collector.
5. Old coins, **as you may know**, can have great value.
6. **Luckily**, you can pay most bills online.
7. The only thing I'm interested in **is completing this project on time**.
8. Do you prefer to stay in touch by phone **or email**?
9. **It's an old car**, but it's very reliable.
10. **However**, it doesn't always lead to success.

5. *Would you prefer coffee or tea?* is an example of a sentence with the following intonation:

- A Would you prefer coffee [↘]or tea [↘]? (fall, fall)
- B Would you prefer coffee [↗]or tea [↘]? (rise, fall)
- C Would you prefer coffee [↘] or tea [↗]? (fall, rise)

FINAL TEST

(Lessons 1-23)

1. Choose the word with a different sound.

1. /ɪ/ guitar, ready, return, recent, British
2. /i:/ eagle, sea, gym field, greed
3. /ʌ/ calm, rugby, wonder, above, couple
4. /ɑ:/ demand, half, answer, avid, market
5. /ɒ/ porridge, walnut, swan, cloth, swallow
6. /ɔ:/ launch, false, court, author, church

2. Look at the phonemic symbols and the three words listed A, B and C. Choose the word which contains the sound matching the phonemic symbol.

1. /e/ A eager B weapon C factory
2. /æ/ A carriage B tread C advice
3. /ə/ A mirror B undone C upon
4. /eɪ/ A height B weight C eight
5. /eə/ A interfere B shareholder C area
6. /ɪə/ A appear B cheer C rare

3. Match the underlined letters in each word with the phonetic symbols and write the words in the correct column of the table below.

Wood, journal, stomach, include, turtle, cushion, world, surface, monkey, current, flu, furniture, school, pull, rough, fern, flute, stood, bush, custom.

/ʊ/	/ʌ/	/u:/	/ɜ:/

4. Look at the words and the three possible phonemic transcriptions listed A, B, C. Choose the correct phonemic transcriptions:

- frown A /'fraʊn/ B /'fræn/ C /'frəʊn/
- heighten A /'heɪtn/ B /'heətn/ C /'haɪtn/
- programme A /'prɔ:græm/ B /'prəʊgræm/ C /'prɒgræm/
- mountain A /'maʊntɪn/ B /'məʊntən/ C /'mʌnteɪn/
- cereal A /'si ri:l/ B /'seriəl/ C /'siəriəl/
- furious A /'fjʊrəs/ B /'fjʊəriəs/ C /'fjʊ:riəs/

5. In the following sentences, the transcription for the weak-form words is left blank. Fill in the blanks, taking care to use the appropriate form.

- I want her to park that car over there.
aɪ wɒnt pɑ:k kɑ:r 'əʊvə
- Pedestrians must always use the crossings provided for them.
pə'destriənz 'ɔ:lweɪz ju:z 'krɒsɪŋz prə'vaɪdɪd
- Jane and Bill could have driven them to the party.
dʒeɪm bɪl drɪv'ən pɑ:ti
- To come to the point, what shall we do for the rest of the week?
kʌm pɔɪnt wɒt dʊ rest wi:k
- I'm afraid your son has had a serious accident.
aɪ ə'freɪd sʌn həd siəriəs æksɪd'ɪnt
- Each one was a perfect example of the art that had been developed there.
i:tʃ wʌn pɜ:fɪkt ɪg'zɑ:mpəl ɑ:t bi:n dɪ'veləpɪd

6. Look at the sentences and the three transcriptions listed A, B and C. Two of the transcriptions are not possible ways of saying the sentence in fluent connected speech. Choose the correct one.

- Chips are what I'm fond of.
A /'tʃɪps ə 'wɒt aɪm 'fɒnd ɒv/
B /'tʃɪps ə 'wɒt aɪm 'fɒnd əv/
C /'tʃɪps ɑ: 'wɒt aɪm 'fɒnd əv/
- I travel to and from London a lot.
A /aɪ 'trævəl tə ənd frəm 'lʌndən ə lɒt/
B /aɪ 'trævəl tu: ən frəm 'lʌndən ə lɒt/
C /aɪ 'trævəl tu ən frəm 'lʌndən ə lɒt/
- The price is the thing that annoys me.
A /ðə 'praɪs ɪz ðə 'θɪŋ ðæt ə'nɔɪz mi/

- B /ðə 'praɪs ɪz ðə 'θɪŋ ðæt ə 'nɔɪz mi/
 C /ði: 'praɪs ɪz ði: 'θɪŋ ðæt ə 'nɔɪz mi/

4. He was late, wasn't he?

- A /hi wəz 'leit, wəznt 'hi:/
 B /hi wɒz 'leit, 'wɒznt i:/
 C /hi wəz 'leit, 'wɒznt i /

5. We don't smoke, but some people do.

- A /'wi dəʊnt 'sməʊk, bət səm 'pi:pl du/
 B /'wi dəʊnt 'sməʊk, bʌt 'sʌm 'pi:pəl 'du:/
 C /'wi: dəʊnt 'sməʊk, bət 'sʌm 'pi:pl 'du: /

6. Which has been best?

- A /'wɪtʃ 'həz 'bi:n 'best/
 B /'wɪtʃ əz 'bi:n 'best/
 C /'wɪtʃ 'həz bin 'best/

7. **Look at the sentences with the boldfaced thought groups. Is it possible to use the fall-rise intonation at the end of them? Mark ' T ' if it is true and ' F ' if it is false.**

1. Could you tell me **what time the bus arrives**?
2. The house, **which was completed in 1856**, was famous for its huge marble staircase.
3. **If I didn't apologize**, I'd feel guilty.
4. **Fortunately**, everything worked out all right in the end.
5. Fruits **like oranges and kiwis** have lots of vitamin C.
6. **Although the car's old**, it still runs well.

8. **Which country has the largest population, China or India? is an example of a sentence with the following intonation:**

- A Which country has the largest population[↗], China[↗] or India[↘]? (rise, rise, fall)
 B Which country has the largest population[↘], China[↘] or India[↘]? (fall, fall, fall)
 C Which country has the largest population[↘], China[↘] or India[↗]? (fall, fall, rise)

SUPPLEMENT



Poem of English Pronunciation (written by Gerard Nolst Trenité - Read by Lynne Hand)
<https://www.learnenglish.de/pronunciation/pronunciationpoem.html>

Dearest creature in creation,
Study English pronunciation.
I will teach you in my verse
Sounds like corpse, corps, horse, and worse.
I will keep you, Suzy, busy,
Make your head with heat grow dizzy.
Tear in eye, your dress will tear.
So shall I! Oh hear my prayer.
Just compare heart, beard, and heard,
Dies and diet, lord and word,
Sword and sward, retain and Britain.
(Mind the latter, how it's written.)
Now I surely will not plague you
With such words as plaque and ague.
But be careful how you speak:
Say break and steak, but bleak and streak;
Cloven, oven, how and low,
Script, receipt, show, poem, and toe.

Hear me say, devoid of trickery,
Daughter, laughter, and Terpsichore,
Typhoid, measles, topsails, aisles,
Exiles, similes, and reviles;
Scholar, vicar, and cigar,
Solar, mica, war and far;
One, anemone, Balmoral,
Kitchen, lichen, laundry, laurel;
Gertrude, German, wind and mind,
Scene, Melpomene, mankind.

Billet does not rhyme with ballet,
Bouquet, wallet, mallet, chalet.
Blood and flood are not like food,
Nor is mould like should and would.
Viscous, viscount, load and broad,
Toward, to forward, to reward.
And your pronunciation's OK
When you correctly say croquet,

Rounded, wounded, grieve and sieve,
Friend and fiend, alive and live.
Ivy, privy, famous; clamour
And enamour rhymes with hammer.
River, rival, tomb, bomb, comb,
Doll and roll and some and home.
Stranger does not rhyme with anger,
Neither does devour with clangour.
Souls but foul, haunt but aunt,
Font, front, wont, want, grand, and grant,
Shoes, goes, does. Now first say finger,
And then singer, ginger, linger,
Real, zeal, mauve, gauze, gouge and gauge,
Marriage, foliage, mirage, and age.

Query does not rhyme with very,
Nor does fury sound like bury.
Dost, lost, post and doth, cloth, loth.
Job, nob, bosom, transom, oath.
Though the differences seem little,
We say actual but victual.
Refer does not rhyme with deafer.
Foeffer does, and zephyr, heifer.
Mint, pint, senate and sedate;
Dull, bull, and George ate late.
Scenic, Arabic, Pacific,
Science, conscience, scientific.

Liberty, library, heave and heaven,
Rachel, ache, moustache, eleven.
We say hallowed, but allowed,
People, leopard, towed, but vowed.
Mark the differences, moreover,
Between mover, cover, clover;
Leeches, breeches, wise, precise,
Chalice, but police and lice;
Camel, constable, unstable,
Principle, disciple, label.

Petal, panel, and canal,
Wait, surprise, plait, promise, pal.
Worm and storm, chaise, chaos, chair,
Senator, spectator, mayor.
Tour, but our and succour, four.
Gas, alas, and Arkansas.

Sea, idea, Korea, area,
Psalm, Maria, but malaria.
Youth, south, southern, cleanse and clean.
Doctrine, turpentine, marine.

Compare alien with Italian,
Dandelion and battalion.
Sally with ally, yea, ye,
Eye, I, ay, aye, whey, and key.
Say aver, but ever, fever,
Neither, leisure, skein, deceiver.
Heron, granary, canary.
Crevice and device and aerie.

Face, but preface, not efface.
Phlegm, phlegmatic, ass, glass, bass.
Large, but target, gin, give, verging,
Ought, out, joust and scour, scouring.
Ear, but earn and wear and tear
Do not rhyme with here but ere.
Seven is right, but so is even,
Hyphen, roughen, nephew Stephen,
Monkey, donkey, Turk and jerk,
Ask, grasp, wasp, and cork and work.

Pronunciation -- think of Psyche!
Is a paling stout and spikey?
Won't it make you lose your wits,
Writing groats and saying grits?
It's a dark abyss or tunnel:
Strewn with stones, stowed, solace, gunwale,
Islington and Isle of Wight,
Housewife, verdict and indict.

Finally, which rhymes with enough?
Though, through, plough, or dough, or cough?
Hiccough has the sound of cup.
My advice is give it up!

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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>
3. English Globe: understanding the world // https://english-globe.ru/index.php?option=com_content&task=section&id=15&Itemid=137
4. English Pronunciation Lessons // <https://www.youtube.com/playlist?list=PLD6t6ckHsrubLp8Ia8duzu5fN4riM2-BI>
5. Pronunciation Studio// <https://pronunciationstudio.com/english-vowel-length/>

Навчальне видання

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**ПРАКТИКУМ З ФОНЕТИКИ
АНГЛІЙСЬКОЇ МОВИ**

Голосні

Частина 2

(англійською, українською мовами)

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