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Sounds of English

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Alexey Tymbay & Irina Tymbay

Sounds of English

a practical pronunciation course

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Preface

Purpose

This is a practical two-semester pronunciation course designed for students of teacher-training colleges. The course aims to correct the most common phonetic and phonological errors, raise students' awareness of English phonemes and basic coarticulation processes, introduce typical British English intonation and accentuation models, and practice spontaneous dialogue skills.

Design

The textbook is divided into 18 units and a Revision section. The unit consists of 5 tasks, each following a particular learning objective:

“Phonetic warm-up” contains tongue twisters and limericks. It is aimed at revisiting and integrating basic phonetic skills. When doing this task, the student is not expected to go into phonetic detail. General articulation skills are more important at this stage.

“Learn to differentiate between the sounds” focuses on correcting the most common pronunciation errors typical of non-native speakers of English. These are the problems associated with the confusion of similar phonemes or the ones occurring as a result of the L1 transfer. The task is based on sound contrasts and students' mastering the correct pronunciation of English consonants.

“Master the sounds” is the core section of each unit. It is devoted to detailed working with a vowel phoneme. The students are taught to recognize and reproduce the distinctive features of English vowel sounds, both monophthongs, and diphthongs. The phonemes are first given in isolation, then in contrast, and finally as word combinations.

“Sounds in a dialogue” is a part of the lesson which integrates the just learned phoneme into a dialogue. The learning objective here is to teach the students to pronounce the target sound in a phrase or a sentence to practice coarticulation. Dialogues illustrate the co-play of segmental and suprasegmental features happening in connected speech, such as assimilation, elision, and linking, as well as the changes related to accentuation.

The **“Improve your tones”** section is meant for working on the proper intonation of a sentence or a text. The exercises aim to drill the basic intonation patterns of the English language, introduce the idea of “focus words,” and practice reading short

reports as an integration activity. A few tasks in this section are also designed to practice spontaneous dialogue speech.

The textbook ends with a **Glossary** containing definitions and examples of basic phenomena of English phonology. Since the course was meant as a practical pronunciation manual, the authors deliberately avoided complicated theoretical explanations and aimed at presenting pronunciation features in simple terms.

Acknowledgments

The authors express their deepest thanks to Nicola Karásková and Chris Muffet who did the recordings of the dialogues for this book.

Unit 1

[i:] sound

1. Phonetic warm-up

English **consonant*** sounds [p], [t], [k] are pronounced with **aspiration** (a puff of air on a consonant sound). Aspiration is especially strong if [p], [t], [k] come as the first or the last sound in a word or a phrase.

Read the tongue twister with aspiration on the sounds [p], [t], [k]. Pay attention to the "English accent" that appears as a result.

Peter, Peter, pumpkin eater, had a wife but couldn't keep her.

He put her in a pumpkin shell, where he kept her very well.

**Footnote: the terms in bold can be found in the Glossary at the end of the book.*

2. Learn to differentiate between the sounds

When pronouncing the sounds [f] and [v], the teeth and the lips are involved (**labiodental** sounds), whereas the English consonant [w] is articulated only with the lips (a **bilabial** sound).

Read the word combinations with the [f], [v], [w] sounds.

very weak

very well

very wise

quite well

a quarter of an hour

have we got

very white	a lot of work to do
very witty	a lot of water
very worried	the wonder of wonders

Notes to the exercise:

- pay attention to the pronunciation of the preposition of [əv], which is never **devoiced**;
- don't forget about the aspiration on the consonants [p], [t], [k];
- do not devoice final consonants in the words (e.g. wise [z] or worried [d]);
- do not **soften** (palatalize) consonant sounds. English consonant sounds are never softened (palatalized).

3. Master the sounds

[i:] is a long **vowel** sound.

Listen to the words with this sound at the following link or by scanning the QR code below:
<http://www.bbc.co.uk/learningenglish/english/features/pronunciation/longvowel1>



Read the exercise first in columns, then in rows, paying attention to the **positional length** of the [i:] vowel sound and the lack of softening (palatalization) of consonants.

Pre-fortis clipping is a positional vowel change that happens when a stressed vowel is followed by a voiceless consonant within the same syllable. The length of that vowel is considerably reduced. This is especially noticeable in the case of long vowels, which are shortened up to half of their length.

e.g. been - beat

bee	bean	beat
knee [ni:]	need	niece
see	scene [si:n]	seat
we	weed	weep
tea	evening	meat
pea	peel	people
three	Edith	eating
tree	easy	street
he	heel	cheeks
she	meal	deep

Read the exercise, paying attention to the **linking** of the words into phrases.

people in the street	cheap cream
in green jeans	reveal a secret
free seats	mean evil
read a speech	keen on reading
keep a secret	sweet dreams

Notes to the exercises:

- the same vowel sound (for example, the long [i:] in this exercise) has a different length depending on the position in the word. Stressed vowels are the longest in the open position (at the end of the word, e.g. in the first column). They become somewhat shorter before the voiced consonants (e.g. in the second column) and much shorter before the voiceless consonants (e.g. in the third column);

- note that English consonants [t], [d], [n], [l], [s], [z] are **alveolar** (not dental), i.e. when pronouncing them, the tip of our tongue touches the alveolar ridge (the part of the hard palate immediately behind the upper front teeth);

- the exercise is performed on the so-called "**phonetic smile**" when the lip ends are stretched as much as possible to the sides to better imitate the English sounds.

4. Sounds in a dialogue

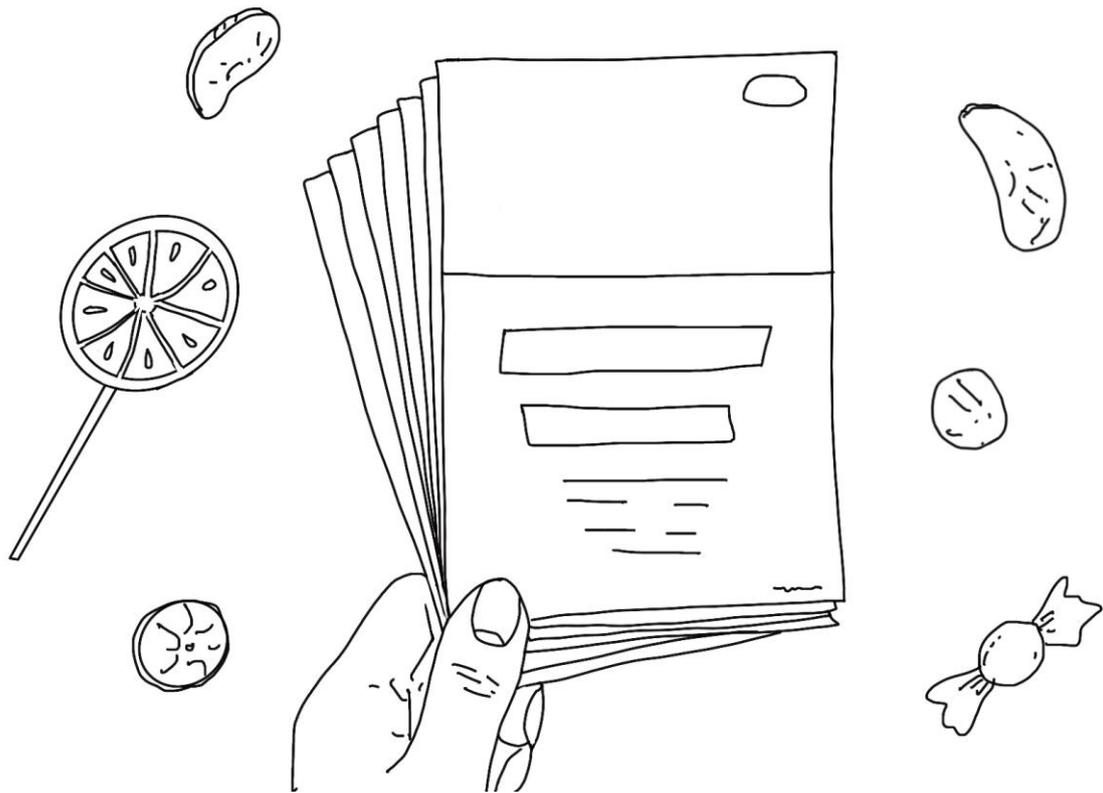
Identify words with the [i:] sound in the dialogue. Scan the QR code and listen to the dialogue, then read it, imitating the intonation of the speakers.

<https://www.youtube.com/watch?v=Byajwq2s5TQ>



A Meeting in the Street

- Pete, can you see these people in the street?
- Do you mean the group in green T-shirts and jeans?
- Yes, let's go and see.
- They're handing out some leaflets and free sweets for the kids.
- Can you see the man with the beanie? He's preaching something to the people.
- There are some free seats under the trees. Let's see what he can teach us.
- OK, Pete. But, please, buy me some ice cream. And not the cheapest!



5. Improve your tones

What is intonation?

Intonation is the way we say things. Our voice can rise, fall, or run flat expressing different emotions and stressing different ideas. Sometimes intonation is just as important as the words themselves.

The noticeable change in the pitch of the voice, usually happening on the last stressed syllable in a phrase, is called a **nuclear tone**. It is the nuclear tone that indicates whether the phrase is a statement (a falling tone) or a question (a rising tone).

The most common nuclear tone in English is a Low Fall. Saying a word with a Low Fall is like drawing an arc with your voice in the air.

Read the phrases from the dialogue “ a Meeting in the Street” with a Low Fall on the words in bold. Drawing an arc with your head or your hand will help you “see” the movement of your voice.

Let's (↘)**go**.

Let's go and (↘)**see**.

They're handing out some (↘)**leaflets**.

They're handing out some free (↘)**sweets**.

They're handing out some free sweets for the (↘)**kids**.

They're handing out some (↘)**leaflets** and free sweets for the (↘)**kids**.

He's (↘)**preaching** something.

He's preaching something to the (↘)**people**.

There are some free (↘)**seats**.

There are some free seats under the (↘)**trees**.

Buy me some ice (↘)**cream**!

And not the (↘)**cheapest**!

Unit 2

[ɪ] sound

1. Phonetic warm-up

Read the tongue twisters with aspiration on the [p], [t], [k] sounds.

Tell Tom, the ticket-taker, to take the ticket to the ticket wicket.

If coloured caterpillars could change their colours constantly,
could they keep their coloured coat coloured properly?

Note to the exercise: Try to "see" aspiration by placing a piece of paper or a burning candle in front of your mouth. If the sounds [p], [t], [k] are pronounced correctly, the sheet of paper (the candle fire) will bend forward.

2. Learn to differentiate between the sounds

Read the word combinations with the [f], [v], [w] sounds.

very good d advice	What a wonderful friend d he is!
a very wise s and witty woman	What a wonderful wife she is!
never believe v what he says	What wonderful weather we are having!
we have v visited them twice	What wonderful voices s they have!
twelve v weak voices	

the Prince of Wales
the time of the meeting
turn off the news
put off the wedding

Notes to the exercise:

- pay attention to the difference in the pronunciation of prepositions "of" and "off." The preposition "of" is always pronounced [əv] and is never devoiced. A common mistake is to pronounce this preposition like [əf], which actually means saying a completely different preposition "off";
- do not **devoice** the voiced consonants at the end of words (in bold).

3. Master the sounds

[ɪ] is a short vowel sound.

Listen to the words with this sound at the following link or by scanning the QR code below:

<http://www.bbc.co.uk/learningenglish/english/features/pronunciation/shortvowel1>



Incorrect pronunciation of a sound can lead to a foreign accent of a speaker. This type of mistake, which does not change the meaning of the word, is called a **phonetic mistake**.

If incorrect pronunciation leads to a change in the meaning, a pronunciation mistake is called a **phonological mistake**.

Read the exercise, paying attention to the difference in the length and quality of vowel sounds [ɪ] and [i:]. Confusion of the sounds can cause a phonological mistake.

did – deed	sit – seat	lead - lid
live – leave	bit – beat	leek – lick
filled – field	list – least	sheep - ship
sin – seen	slip – sleep	neat – knit
bin – bean	it – eat	eat - it

Read the exercise, paying attention to the linking of the words into phrases.

big sister	bitter pill
Mister Will	sit still
didn't live	pink liquid
drink the milk	children and kids
list of idioms	winter <u>and</u> spring

When saying words beginning with a vowel sound, Czech and German students often start them with a **glottal stop** (a type of a consonant sound produced by obstructing airflow in the vocal tract). A glottal stop is a common sound in their mother tongues but it is quite rare in English and, therefore, should be avoided. Glottal stops can also prevent the correct linking of words into phrases.

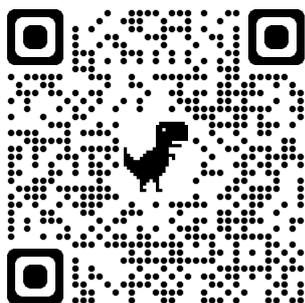
Read the exercise, paying attention to the absence of a glottal stop before the vowel sound at the beginning of the word. You can avoid glottal stops by producing a barely heard sound [h] before the vowel.

ink	It is.
in ink	Is it?
ill	Isn't it?
in it	It's interesting.
Indians	Is it interesting?
interesting	It's a pity!
in the city	Kitty lives in the city.

4. Sounds in a dialogue

Identify the words with the [I] sound. Scan the QR code and listen to the dialogue, then read the dialogue, imitating the intonation of the speakers. Pay special attention to the aspiration of the [p] sound in the words "pill," "pitty," and "pink."

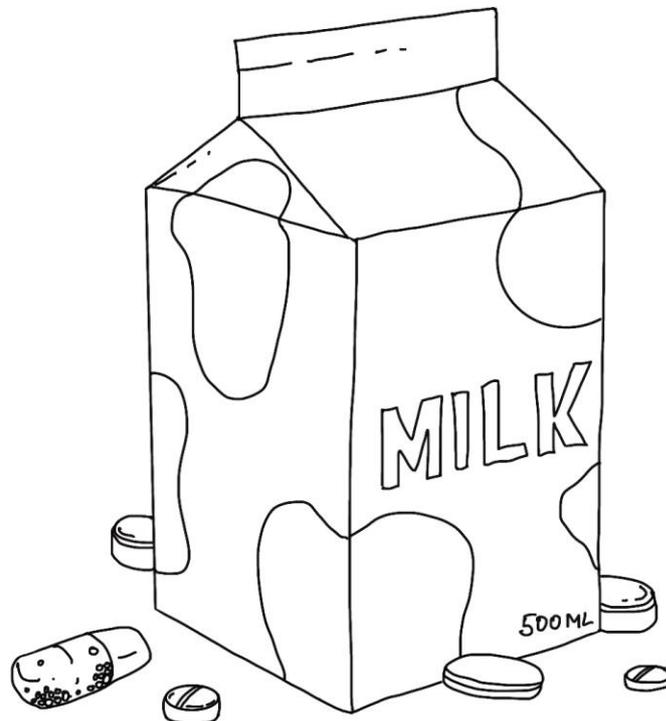
<https://www.youtube.com/watch?v=y-7XdnLUCw0>



Milk or a Pill?

- Why didn't you drink the milk, Mister Will? I insist that you drink it.
- This milk makes me feel sick. You'd better give me a pill!
- It's a pity! I think with your illness milk is better than a pill.

- But you mixed it with something pink! You've tricked me! It isn't just milk. Now it's bitter and it stinks!



5. Improve your tones

An English sentence usually has two or three distinctly pronounced words that are in the focus of the speaker's attention. They are called the "**focus words**." Focus words highlight the main idea of the utterance or show new information in the text.

When saying the focus word, it is common to stress this word more than the other words in the sentence and pronounce it with a **nuclear tone** (a fall or a rise).

Remember that nuclear tones are usually followed by a short pause to make them sound more distinct.

First, read the focus words (in bold) separately with a Low Fall intonation on the stressed syllable, then read the entire passage. Listen to the nursery rhyme by clicking the following link or scanning the QR code below: www.youtube.com/watch?v=3tR59hcxwo and check yourself.



The House That Jack Built

This is the house that (\\) **Jack** built.

This is the (\\) **malt**

That (\\) **lay** in the house that (\\) **Jack** built.

This is the (\\) **rat**,

That (\\) **ate** the malt

That (\\) **lay** in the house that (\\) **Jack** built.

This is the (\\) **cat**,

That (\\) **killed** the rat,

That (\\) **ate** the malt

That **lay** in the house that (\\) **Jack** built.

This is the (\\) **dog**,

That (\\) **worried** the cat,

That (\\) **killed** the rat,

That (\\) **ate** the malt

That (\\) **lay** in the house that (\\) **Jack** built.

Unit 3

[e] sound

1. Phonetic warm-up

Read the tongue twister, keeping the "phonetic smile" on your lips. Do not forget about the aspiration on the consonants [p], [t], and [k].

Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled peppers,

Where's the peck of pickled peppers Peter Piper picked?

2. Learn to differentiate between the sounds

Read the sentences with the [s], [z], [θ], [ð] sounds.

What's the **time**?

What's the **news**?

What's the **trouble**?

What's the **weather** like?

What is there in the **picture**?

What is there in the **street**?

What is there on the **program**?

What is there on the **right**?

I wonder what the **time** is.

I wonder what the **trouble** is.

I wonder what she **likes**.

I wonder what she **looks** like.

Notes to the exercise:

- in combinations with the following [r] sound, the aspiration of the consonants [p], [t], [k] is minimal (e.g.: "street", "trouble", "programme");

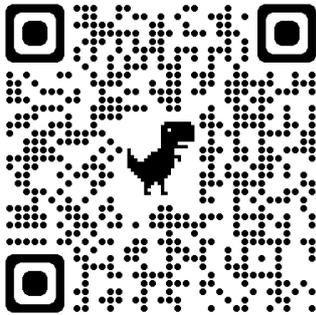
- Wh-questions, both direct and indirect, are typically pronounced with the falling intonation (Low Fall) on the last stressed syllable.

3. Master the sounds

[e] - is a short vowel sound.

Listen to the words with this sound at the following link or by scanning the QR code below:

<http://www.bbc.co.uk/learningenglish/english/features/pronunciation/shortvowel6>



Read the phonetic exercise. Keep in mind the aspiration rules.

ten – pen

men - get

pet - net

less - sell

let – tell

egg – get

sit – set

bit – bet

big – beg

did – dead

busy - Benny

pity – Betty

set – spell	mini – Ellen
debt – dead	
bet - bed	
set – said	

Read the exercise, paying attention to the linking of the words into phrases.

every friend	wedding on Wednesday
help yourself	sent a message
ten pence	went to bed
expensive bell	spent everything
friends and enemies	left on the bench
every question	Jenny is jealous.
never remember	Eddie’s shelf
special friend	detective Edwards

If the **stops** [t] and [d] are followed by the [l] sound, a “mini-explosion” in the mouth can be heard. It is called a **lateral plosion**. The combination [t], [d] + [l] should be pronounced as a consonant cluster. Do not remove the tip of the tongue from the alveolar ridge and do not make a vowel sound in the middle.

Read the exercise, paying attention to the lateral plosion in the following words.

let - kettle	need [i:] – needle [i:]
set - settle	feed [i:] – fiddle [ɪ]

lit - little	
mid - middle	<i>Beetle, beetle, run a little!</i>
met - mettle	<i>Run, beetle, run</i>
seven - eleven	<i>What great fun!</i>

4. Sounds in a dialogue

Identify the words with the [e] sound. Scan the QR code below and listen to the dialogue, then read the dialogue, imitating the intonation of the speakers.

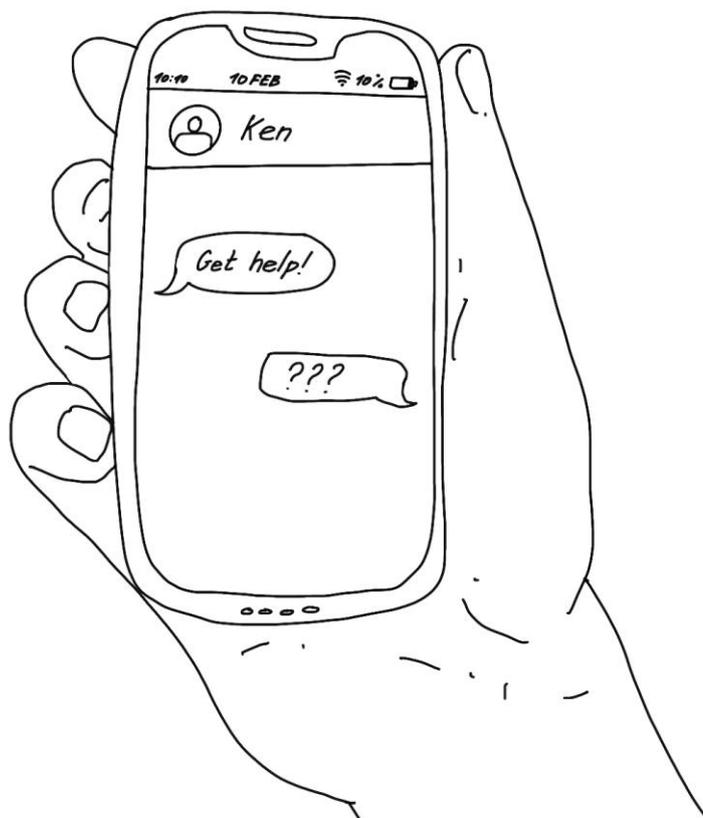
<https://www.youtube.com/watch?v=uTVunc7WVuo>



A Desperate Friend

- Inspector Edwards? Can you help?
- Yes?
- My friends, Ken and Jenny, went away and they never came back.
- Let me ask you some questions. When was it?
- On Wednesday, the 10th of February, around ten.
- So, tell me about the events of the 10th.

- Well, Jenny telephoned me. I was in bed. She was evidently stressed. She said they went somewhere and then the call ended. The telephone was dead.
- Anything else?
- Yes, then Ken texted me at ten past ten. The message said "get help."
- Did they have any enemies?
- I guess. They were threatened.
- Well, Ms. Bell. I'll do my best. And you'd better get some rest.



5. Improve your tones

A rising tone (a Low Rise) is another type of a nuclear tone. A Low Rise shows that the idea of the utterance is not finished yet. The speaker signals that his **utterance** is a question and wants the listener to respond.

Read the phrases from the dialogue “a Desperate Friend” with a rising tone on the focus word (in bold).

(↗)Yes?

Inspector (↗)**Edwards**?

Can you (↗)**help**?

Anything (↗)**else**?

Did they have any (↗)**enemies**?

Were they (↗)**threatened**?

Did Ken (↗)**text** you?

Were they in (↗)**bed**?

Was the phone (↗)**dead**?

Was it around (↗)**ten**?

Note to the exercise: Remember that if you want to say something with a Low Rise, moving your head or hand up can help you “see” the intonation.

Unit 4

[æ] sound

1. Phonetic warm-up

Read the limerick. Remember about the aspiration of the [k] sound.

A canner exceedingly canny,
One morning remarked to his granny:
"A canner can can
Anything that he can,
But a canner can't can a can, can he?"

It must be remembered that in unstressed positions, English vowel sounds are **reduced (neutralized)**, i.e. they lose most of their distinctive features and turn into the so-called **schwa** sound [ə]. In connected speech all prepositions, auxiliaries, and modal verbs are pronounced with a schwa sound (e.g.: "to [tə] his granny").

Read the tongue twister again, but first identify in which words the vowel "a" is reduced to the schwa [ə] sound and where it is pronounced as the [æ] sound.

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

Note to the exercise: The modal verb "can" in the flow of speech will have the pronunciation of [kən] or even [kn], unlike its homographs "to can" (to put into a can) and "a can" (a tin), which keep the sound [æ] as the content words.

2. Learn to differentiate between the sounds

Read the word combinations with the sounds [s], [z], [θ], and [ð].

Mr. Smith and Mrs. Smith	the sixteenth center
Mr. Smith is sixty-six.	the sixth and the seventh
Mrs. Smith is sixty.	in the sixth sentence
with their clothes	the sixty-sixth
without them	for three months
exercise three	the English weather

Read the questions with a Low Rise on the focus word.

- Is there any **water**?
- Is there any **news**?
- Is there **anybody** here?
- Is there anything **funny** about it?

If a **nuclear tone** is followed by a "preposition + pronoun" **tail**, then it is the preposition that is more stressed than the pronoun.

Read the sentences stressing the preposition rather than the pronoun in the tail.

- | | |
|------------------------------------|--------------------------------|
| I'm listening to you. | She is staying with me! |
| I'm thinking about it. | Don't shout at me! |
| Why are you looking at her? | We are waiting for you! |
| He's interested in it. | She is so keen on him. |

3. Master the sounds

[æ] is a short vowel sound. The sound [æ] is much more open than the [e] sound, so it is important to open your mouth wide to observe its correct articulation.

Listen to the words with this sound at the following link or by scanning the QR code below:

<http://www.bbc.co.uk/learningenglish/english/features/pronunciation/shortvowel7>



When working with the following exercises, it may seem that your mouth opens too wide while producing the [æ] sound. This “hypercorrect” articulation will disappear in the flow of speech and the sound will become more natural. However, practicing it this way will help you avoid future phonological mistakes (e.g.: "man" - "men").

Read the phonetic exercises, do not forget about the length and quality differences between the vowel sounds.

lab – lap	men – man	did - dead – dad
cab – cap	said – sad	sit - set – sat
had – hat	beg – bag	bit – bet – bat
	bread – Brad	pit – pet – Pat
	head – had	tin - ten – tan
		pin – pen – pan

Read the exercise, paying attention to the linking of the words into phrases.

a black cat	a big bang
a bad passenger	get the map
black slacks	get the apples
a black jacket	left hand
a mad animal	kept in the tank
Ann and Alice	tell Sam
sad Sam	left in the bank
a man with a camera	many hats
a plastic bag	
a panic attack	
a fat cat	
a black rabbit	
rats and parrots	
What happened?	

Pay attention to the pronunciation of the following words containing the letter “a.”
Pronouncing them with the [æ] sound is a common mistake.

e.g. any [ˈeni]

many [ˈmeni]

baby [ˈbeɪbi]

lady [ˈleɪdi]

Some English words have a double stress, which is a rare case in other languages. As a rule, these are polysyllabic or compound words. The first syllable usually carries the main stress, with the secondary stress falling on the latter syllables.

e.g. handbag – ['hænd,bæg]

handicap – ['hændɪ,kæp]

Amsterdam - ['æmstə,dæm]

haberdashery - [ˌhæbə'deɪʃəri]

4. Sounds in a dialogue

Identify the words with the [æ] sound. Scan the QR code and listen to the dialogue, then read the dialogue, imitating the intonation of the speakers.

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

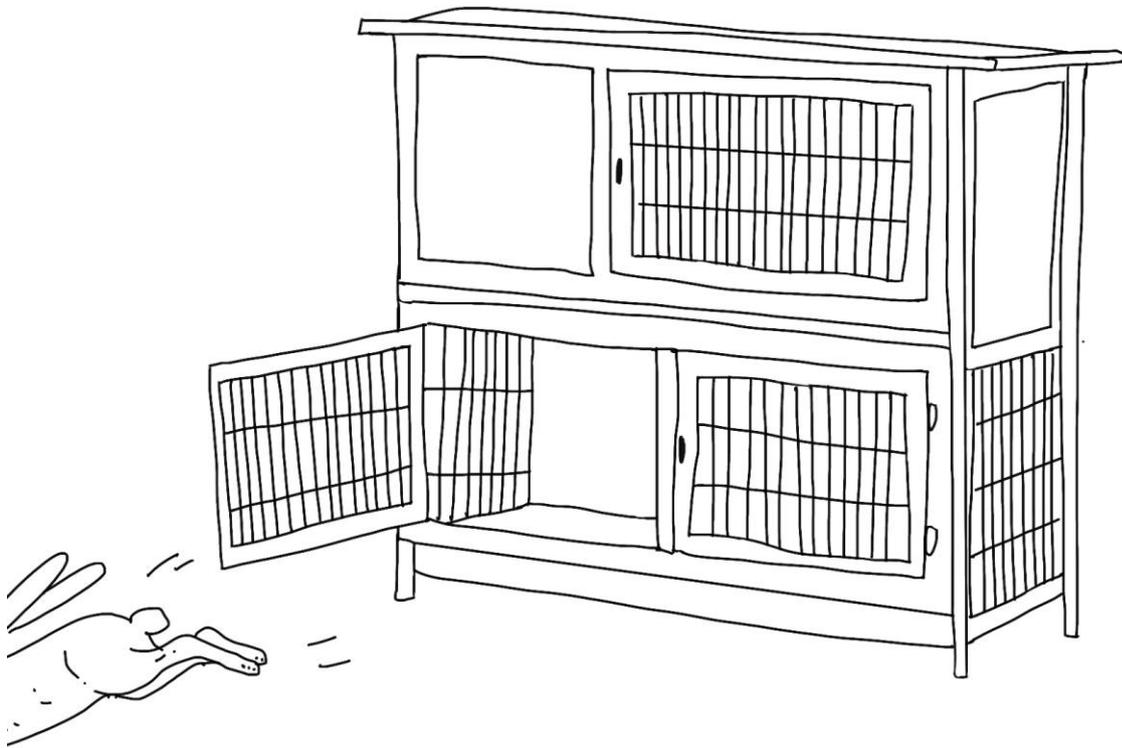


A Mad Day

- What's happened, Sam? Why are you so sad?
- A black African rabbit has vanished from the lab!
- Why panic? Is it so bad?
- Exactly! The animal is mad! It can attack!
- Why didn't you keep the rabbit in a special tank or a plastic sack?

- I couldn't do that! The tank is full of mad rats and there is a mad parrot in the sack*!

* A disclaimer: No animal suffered during the recording of the dialogue.



5. Improve your tones

What is the correct intonation of a question?

Yes/No questions are normally pronounced with a rising tone on the focus word .

e.g.: Can it (↗)attack?

Wh-questions have a falling tone on the focus word.

e.g.: What has (↘)happened?

Identify the intonation in the questions below and practice asking them with the right tone on the focus word. Then work in pairs and answer the questions.

- Would you like to work in a ()lab?
- What subject is most ()important to you?
- Does money really ()matter?
- Is a week a long ()time?
- Have you read about ()panic attacks?
- What did you ()read about them?
- Is there any interesting ()news?
- What do you ()think of it?
- What is the biggest ()problem right now?
- What is the best ()medicine?
- What do you think of this ()exercise?
- Are you in a ()relation?
- What ()language does she speak?
- What ()issues are important to you?
- Do you like having ()arguments?
- What topics would you ()focus on?
- What qualities make a good ()friend?

Unit 5

[ʌ] sound

1. Phonetic warm-up

Read the limerick, paying attention to the correct articulation of the voiced **dental** consonant sound [ð].

Whether the weather be fine, or whether the weather be not.

Whether the weather be cold, or whether the weather be hot.

We'll weather the weather whether we like it or not.

Read the limerick again, paying special attention to the intonation.

Whether the weather be (↗)**fine**, or whether the weather be (↘)**not**.

...whether we (↗)**like** it or (↘)**not**.

Note to the exercise: This English limerick has the intonation of enumeration: rising tones on all the objects (or their characteristics) in the list and a fall on the last word.

2. Learn to differentiate between the sounds

Read the word combinations with the sounds [w], [f], [θ], and [ð].

three free friends	with their work
three feet in length	with this word
thought of freedom	with that one
through the leaf	with the worst

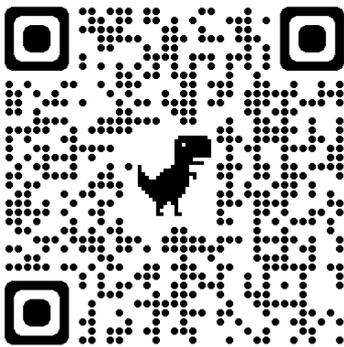
fought for the truth fiddler on the roof	without that with whatever
---	-------------------------------

3. Master the sounds

[ʌ] is a short vowel.

Listen to the words with this sound at the following link or by scanning the QR code below:

<http://www.bbc.co.uk/learningenglish/english/features/pronunciation/shortvowel3>



Read the phonetic exercise.

dove love tough enough	double trouble country courage	cub – cup bud – but sun – suck hum – hut
cap – cup hat – hut sack – suck	ban – bun bag – bug hag - hug	

Read the exercise, paying attention to the linking of the words into phrases.

come to us	honey for lunch	An Ugly Duckling
up and down	cousin Sunny	fun in the country
under the sun	cousin Russ	so much trouble
another bus	a lovely month	love money
just once	a wonderful company	brother and son
some butter	a muddy rug	southern fun

Read the messages with the enumeration intonation.

(from a student's letter home)	No mon. No fun. Your son.
(from the parents' answer)	Very bad. I am sad. Your Dad.

4. Sounds in a dialogue

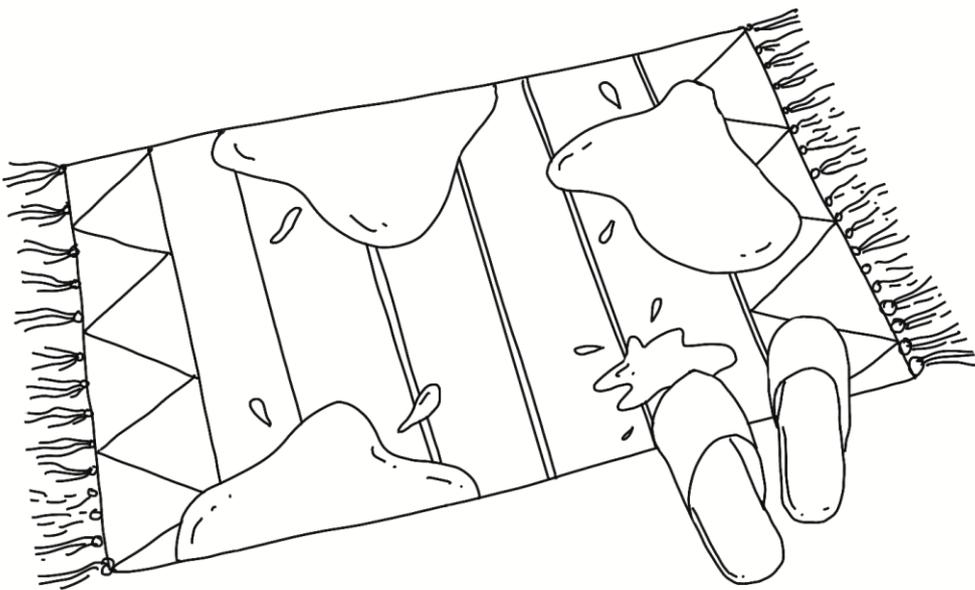
Identify the words with the [ʌ] sound. Scan the QR code and listen to the dialogue, then read the dialogue, imitating the intonation of the speakers.

https://www.youtube.com/watch?v=Fa_rbrNGhOY



A Muddy Rug

- My love, this rug is muddy. Can you clean it on Sunday?
- But I can't. On Sunday my mom's coming for lunch. And the dry cleaner's is shut on Sunday.
- Maybe Monday?
- On Monday our son is taking us to the country to have some fun.
- Where does he get the money, I wonder?
- Oh, shut up. We've discussed this enough.
- Ok, hun. If there's so much trouble, let's clean the rug some other time.



5. Improve your tones

How to say a list of things?

In sentences with enumeration, every word in the list is pronounced with a rising tone, except for the last one which is pronounced with a fall.

e.g. There are many (↗)theatres, (↗)cinemas, (↗)museums and (↘)libraries here.

Read lists of things with the enumeration intonation:

- The (↗)Good, the (↗)Bad, and the (↘)Ugly (a film title)
- “()Duty, ()Honor, ()Country.” (General MacArthur)
- Stop, Drop, and Roll! (the fire safety motto)
- Faster, Higher, Stronger! (the Olympic motto)
- “Truth, Justice, and the American Way.” (a catchphrase from Superman comic)
- “Friends, Romans, Countrymen. Lend me your ears.” (from Shakespeare’s Julius Caesar)
- “Government of the people, by the people, for the people.” (Abraham Lincoln)
- “Life, liberty, and the pursuit of happiness.” (from the U.S. Declaration of Independence)
- “Homes have been lost, jobs shed, businesses shuttered.” (from Barack Obama’s Inaugural Speech)

Unit 6

[ɑ:] sound

1. Phonetic warm-up

Read the tongue twisters, paying attention to the articulation of the **fricative** consonant sound [ʃ]. The English consonant [ʃ] is a soft sound. It is correctly pronounced by moving the middle part of the tongue a bit up.

She sells seashells on the seashore.

The shells she sells are seashells, I'm sure.

For if she sells seashells on the seashore,

Then I'm sure she sells seashore shells.

I wish to wish the wish you wish to wish,

but if you wish the wish the witch wishes,

I won't wish the wish you wish to wish.

2. Learn to differentiate between the sounds

Note that, although usually silent in combinations with vowels, the letter "r" becomes pronounced as the sound [r] if the word following it also begins with a vowel sound. This position is called the **linking "r."** Sometimes the linking "r" can appear between the words, even if there is no actual letter "r" in the spelling (for example, "law-[r]-and order").

Read the exercise, paying attention to the linking "r" sound.

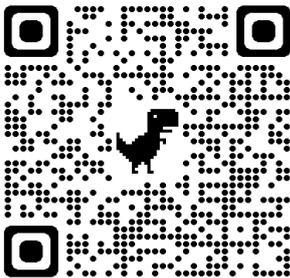
<p>You <u>are</u> ill.</p> <p>They <u>are</u> in.</p> <p>I can't <u>hear</u> anything.</p>	<p>There <u>are</u> three places</p> <p>There <u>is</u> a tour <u>along</u> the river.</p> <p>It's made of fur <u>and</u> leather.</p>
<p>It's <u>near</u> enough.</p> <p>It's quite <u>far</u> away.</p> <p>The teacher <u>agrees</u>.</p>	<p><u>her</u> own world</p> <p><u>her</u> own words</p> <p>the actor <u>and</u> playwright</p>

3. Master the sounds

[ɑ:] is a long vowel sound. This English sound is pronounced at the back of the mouth. To “feel” the sound and check whether its pronunciation is correct, you can put your hand on your neck. If said correctly, the hand will vibrate.

Listen to the words with this sound at the following link or by scanning the QR code below:

<http://www.bbc.co.uk/learningenglish/english/features/pronunciation/longvowel3>



Read the exercise avoiding glottal stops before the initial vowels:

<p>an arm</p> <p>to ask</p> <p>the art</p>	<p>car – calm – cart</p> <p>far – farm – bark</p> <p>bar – bard – part</p>
--	--

Read the exercise, paying attention to the linking of the words into phrases.

to park a car	Margaret and Barbara	They are smart.
far from the park	Arnold and Charles	What a laugh!
a large part	ask the guard	So they are!
alarmingly fast	a garden party	We'd rather ask.
his last masterpiece	a ghastly pastime	Park the car!
a marble vase	to charge the car	Don't go too far!

a funny part	a sudden start
an ugly mask	to cut a tart

Read the words in the following exercise, pay attention to the changes in the **length** and **quality** of the vowel sounds: from a wide and open [æ] sound - through a short [ʌ] sound- to a long back [ɑ:] sound. Remember about pre-forties clipping while reading.

cap – cup – carp
hat – hut – hart
cat – cut – cart
ban – bun – barn
match – much – March
clack – cluck - Clark

When English **stops**, also called plosives, namely [p], [b], [k], [g], [t], and [d], are followed by another stop at the juncture of the words, they become silent (unreleased). Only the second stop is fully pronounced. This type of regressive **assimilation** is called a "**loss of plosion**," for example: "a darkgarden."

Read the phrases. Pay attention to the loss of plosion at the word juncture.

a dark garden

a dark park

a red jar

a black car

a big table

get to the bar

stop paying

start trying

4. Sounds in a dialogue

Identify the words with the [ɑ:] sound. Scan the QR code and listen to the dialogue, then read the dialogue, imitating the intonation of the speakers.

<https://www.youtube.com/watch?v=lyyHz-u5yQc>



The Car Alarm

- Darling! I can't see our car! Where did you park it?
- Just past the last house. On the large patch of grass near the park.
- Why so far from the apartment?
- Well, they don't charge anything for parking on the grass.
- That's a disaster, Mark! It's so far! We won't hear the alarm!
- Calm down, sweetheart. I left Charlie in the car. He'll bark. Thieves won't get too far.



5. Improve your tones

What are the fundamental tones of English intonation?

Low Fall. The movement of the voice begins at the middle of the speech range and goes gradually down almost to the wheezing. A Low Fall expresses the finality of the statement, certainty, confidence and is typically followed by a pause. A Low Fall is the most common tone in the English language.

High Fall starts at the top of the voice range and sharply goes down. High Falls give the utterance the meaning of surprise.

Low Rise. The pitch increase starts at the very bottom of the voice range and goes up to the middle, often including the post-stressed syllables (the tail). Low Rises indicate the incompleteness of a statement or its part, express a question or a polite request.

Fall-Rise is a compound tone registered when the first syllables of a tone unit begin with a fall of the voice, and the final ones are characterized by a rise. Fall-Rises may occur on one syllable (nucleus) as a complex tone. A Fall-Rise expresses a polite offer and is also used to convey doubt or reproach. Fall-Rises are rather common in spontaneous dialogue speech.

Mid Level. The absence of pitch movement usually expresses the incompleteness of an utterance (before a hesitation pause) or reluctance and indifference of the speaker (at the end of the turn).

Read the following sentences with different types of nuclear tones. First, practice Low Falls on the words in bold, then High Falls, Low Rises, Fall-Rises, and Mid Levels. Try to assess the difference in the meaning of a phrase said with different intonations:

1. **Darling!**
2. I can't see our **car!**
3. Where did you **park** it?
4. Why so far from the **apartment?**
5. They don't **charge** anything for parking on the **grass.**
6. That's a **disaster**, Mark!
7. It's so **far!**

8. We won't hear the **alarm!**
9. Calm **down, sweetheart.**
10. I left Charlie in the **car.**
11. He'll **bark.**
12. Thieves won't get too **far.**

Sometimes in colloquial speech, the intonation of an utterance contradicts its grammatical form. Research shows that in such cases intonation is more important for the listener than the grammatical structure. The participants of a dialogue, for instance, react to what sounds like a question, even if the sentence does not have the correct grammar form.

e.g. He'll (↘) bark. - a statement.

He'll (↗) bark. - a question.

Unit 7

[p] sound

1. Phonetic warm-up

Read the tongue twisters, paying attention to the correct articulation of the English consonants [d], [t], and [l]. The tip of your tongue should rise to the alveolar ridge, but it should not touch the teeth.

Don't trouble trouble until trouble troubles you!

If you trouble trouble, triple trouble troubles you!

When a doctor doctors a doctor,

does the doctor doing the doctoring doctor

as the doctor being doctored wants to be doctored?

2. Learn to differentiate between the sounds

Read the exercise first in columns, then in rows, paying attention to the changes in the vowel length and quality.

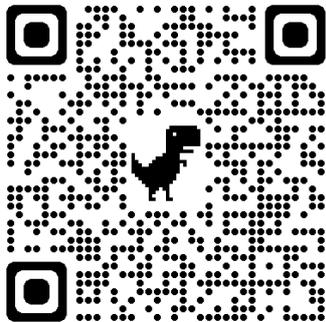
[i:]	[ɪ]	[e]	[æ]	[ʌ]	[ɑ:]
bean	bin	Ben	ban	bun	barn
beat	bit	bet	bat	but	Bart
bead	bid	bed	bad	bud	bard
peak	pick	peck	pack	puck	park

3. Master the sounds

[ɒ] is a short vowel sound. This English vowel is very “bright” (e.g. "Give Polly coffee!"). The lips are neither rounded nor protruded, which is a common mistake.

Listen to the pronunciation of this sound and examples of the words with it at the following link or scan the QR code:

<http://www.bbc.co.uk/learningenglish/english/features/pronunciation/shortvowel4>



Historically, the “-s” ending in English has different pronunciations depending on the sound which precedes it. It is an example of common in English progressive **assimilation of voice**.

Read the exercise, paying attention to the difference in pronunciation of the plural noun endings (“-s”).

God – got	gods – gets
nod – not	nods – nets
dog – dock	dogs – desks
log – lock	logs – legs
a box – boxes	
a fox – foxes	

Read the exercise, paying attention to the linking of the words into phrases and the absence of a glottal stop before the vowel [ɒ] at the beginning of the word.

on and off	strong and hot	What's wrong?
odd and often	offer <u>a</u> job	What's the problem?
a coffee pot	Bob and Bonny	Stop bothering!
a copper pot	a long holiday	Give Polly coffee!
proper coffee	got the bottle	I want a lot.
a proper cup of coffee	wash the pot	Washing is horrible.
horrible coffee	a popular song	
a cup of hot coffee	want a lobster	
a lost spot		

4. Sounds in a dialogue

Identify the words with the [p] sound. Scan the QR code and listen to the dialogue, then read the dialogue, imitating the intonation of the speakers.

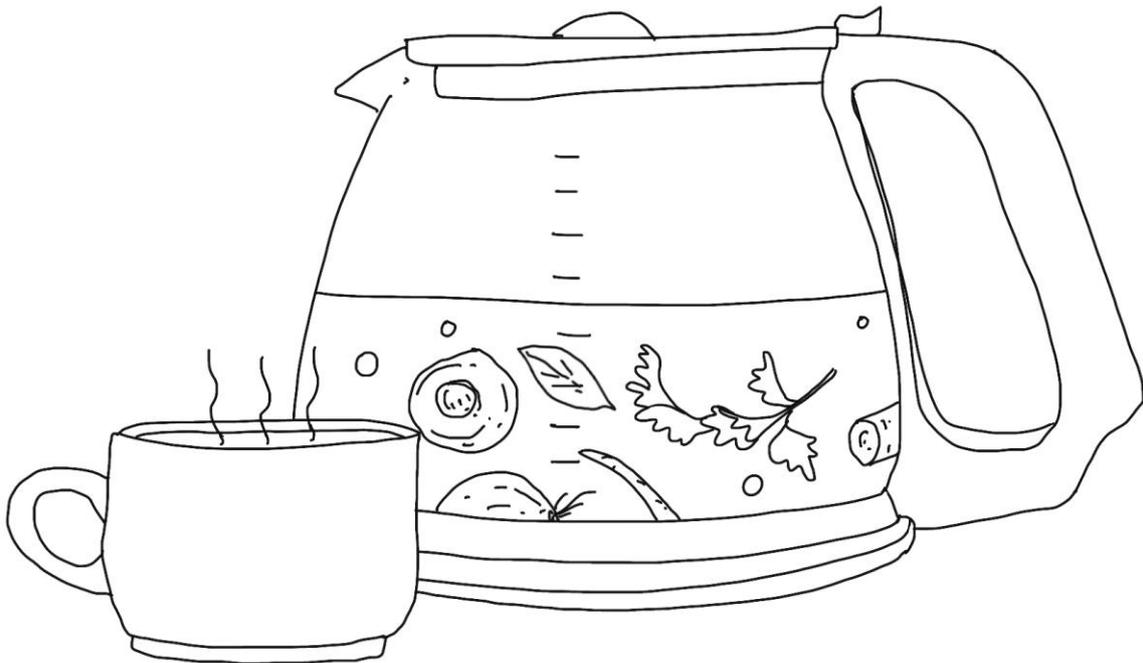
<https://www.youtube.com/watch?v=qMzLNQuOT2o>



The Forgotten Broth

- Sorry, but this coffee's horrible.
- What's the problem?
- There's something wrong with it...

- There's not! Stop bothering me, Scott! The coffee is strong and hot! What more do you want?
- Sonya.... Did you wash the pot properly?
- The pot? Wash it? No, I did not!!
- That's the problem. There was broth for Bob in it before.
- Was there? Oh, gosh! I forgot!



5. Improve your tones

What is the intonation of a cleft sentence?

A **cleft sentence** is a complex sentence that puts a particular idea into focus. In oral speech, this focusing is often accompanied by a special intonation.

English is very rich in cleft constructions. Here are some types of cleft sentences:

- **It-cleft:** *It is Bob who(that) had some broth there.*
- **Wh-cleft** *What I wanted to have was just proper coffee!*
- **Reversed wh-cleft** *Broth is what there was in the pot.*

A major area of interest is tightly linked to the speaker's attempts to draw our attention to certain parts of their message, the focus words.

Cleft sentences are normally pronounced with a distinct falling tone (↘) on the focus word(s).

e.g.: *It was (↘) **Sonia** who didn't wash the (↘) **pot** properly.*

Read the cleft sentences with a Low Fall on the focus word(s).

1. It was some (↘)**coffee** that I wanted.
2. What I wanted to have was a proper (↘)**coffee**.
3. It was the (↘)**pot** that was dirty.
4. The (↘)**pot** is what is dirty.
5. It is (↘)**not** that he hates coffee.
6. It's just that his coffee tastes (↘)**horrible**.
7. It is the (↘)**coffee** that is the problem.
8. If he wants to be a (↘)**doctor** it's because they are (↘)**taught** properly.
9. It was because it was in (↘)**spots** that we decided to (↘)**wash** it.
10. What they like is properly washed (↘)**pots**.
11. What I want is to find a new (↘)**doctor**!

Unit 8

[ɔ:] sound

1. Phonetic warm-up

Read the tongue twister, paying attention to the correct articulation of the dental sound [θ] and the alveolar sound [t].

I thought a thought.

But the thought I thought

Wasn't the thought I thought I thought.

Read the limerick. Note the changes in the quality of the vowel sounds.

Betty Botter bought some butter

But, she said, this butter's bitter.

So she bought some better butter,

Now Betty Botter's butter's better.

2. Learn to differentiate between the sounds

Sound [ŋ] is a nasal sound. When pronouncing this sound, the back of the tongue rises to the soft palate and the air comes out through the nose.

Read the word combinations with the [ŋ] and [ŋk] sounds.

singing and dancing	anything else
doing an exercise	thinks of nothing else

ringing her <u>u</u> p	some other things then
leaving in time	thanking for the ring
going on a tour	thinking of nothing
something else	twinkling in the twilight

3. Master the sounds

[ɔ:] is a long vowel sound. Similarly to the [ɑ:] sound, you can put your hand on your neck to check its correct pronunciation. If the pronunciation is correct, you will feel slight vibrations.

Listen to the words with this sound at the following link or by scanning the QR code below:

<http://www.bbc.co.uk/learningenglish/english/features/pronunciation/longvowel4>



*Read the exercise. Pay attention to the changes in the **positional length** of the [ɔ:] sound.*

core – cord – caught	card – cord
saw – sword – sought	cart – court
four – form – folk	part – port
tore – tall – talk	park – pork

Read the exercise. Pay attention to the difference between the [ɔ:] sound and a bit more open sound [ɒ].

hot – horse	cot – cord
pot – port	not – North
spot – sport	lot – Lord
socks – corks	wants – wards
Don – dawn	lobby – hall

Read the exercise, paying attention to the linking of the words into phrases and the absence of a glottal stop before the vowel [ɔ:] at the beginning of the words.

all balls	of cause	forty-four
all in-laws	fourth form	small for them all
always walk	sports uniforms	volleyball on the lawn
awful audience	four footballers	before the storm
an awful talk	towards the hall	we ought to score
at the airport	a gorgeous Porsche	bought in August

4. Sounds in a dialogue

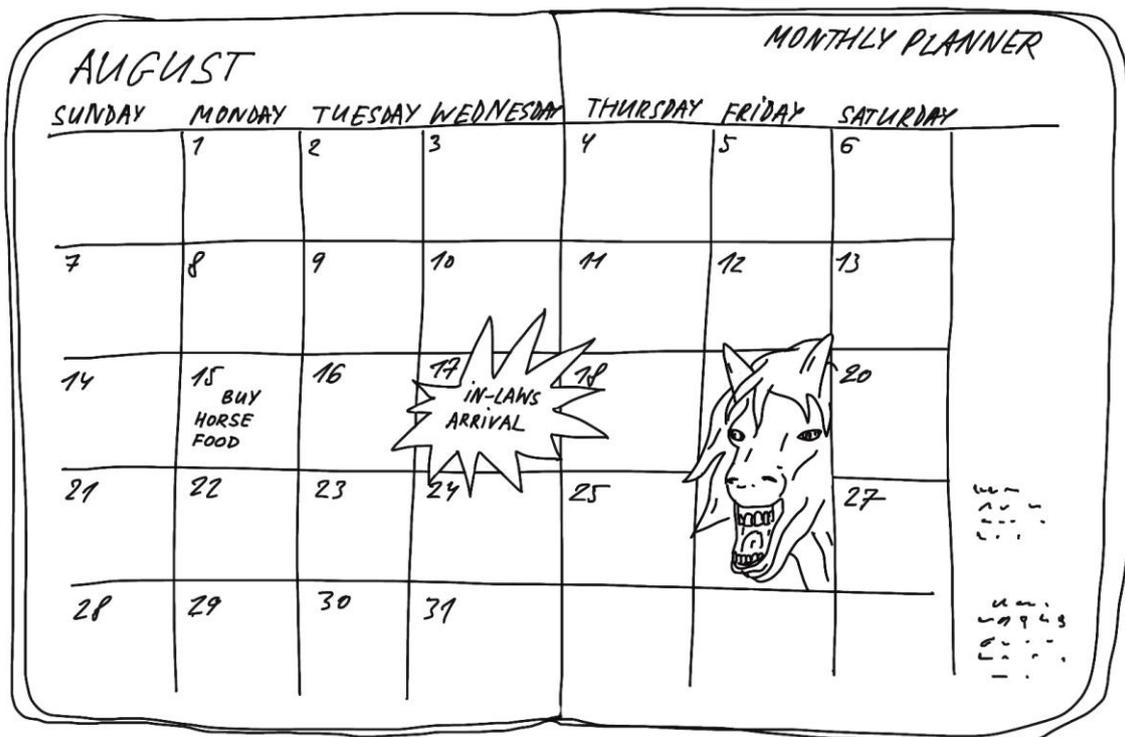
Identify the words with the [ɔ:] sound. Scan the QR code and listen to the dialogue, then read the dialogue, imitating the intonation of the speakers.

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



In-laws in August

- Paul! All my in-laws are coming in August! They're forcing us to board them.
- It's awful. You ought to call them! We can't afford it!
- I've already called! They say our house is gorgeous but I think it's rather small!
- Why so much talk? How many in-laws have you got?
- More than forty!
- Oh, no! Then tell them it's an awfully long walk and our Ford is too small to transport them all.
- You know...they say they'll bring their horses!



5. Improve your tones

How to make the “focus words” sound prominent?

To stress the focus words the speaker of English does not only pronounce them louder than the rest of the text but also uses certain intonation, typically a Low Fall.

To imitate the English rhythm students have to learn how to show the difference between the focus words and the rest of the sentence using voice and tone variation.

It is important to pronounce unstressed words quieter and a bit faster than the focus words in order to create a contrast.

Read the texts using Low Falls on the focus words (in bold). Remember to read the unstressed words a bit quieter. Short pauses after the Low Falls will also make the focus words sound more distinct.

Texting While Walking is Dangerous*

Writing **text** messages while walking is **dangerous**. It is even more dangerous than **driving**. Walking in a straight line is not **easy**. We can forget how to **walk** properly. We run into other **people** or fall over **things** in the street.

There are a few **reasons** why texting is not **safe**. People cannot **see** well when they look at their **keyboards**. Their minds are somewhere **else**. They are not thinking about **safety**. Thousands of people have had **accidents**. Some have even hurt their **heads**.

Too Much Jogging Could be a Problem

Running is **good** for your health. But a recent **study** says that running too much is **bad** for us and it doesn't make us live **longer**. A specialist **said** that too much running can **damage** your heart. Long-distance **runners** and people who **never** exercise can have the same risk of having a **heart** attack.

Experts looked at the health of 300 **runners**. **Most** of them ran over 30 kilometers a **week**. As a **result**, marathon runners had serious **problems** with their hearts. They thought their hearts were pretty **strong**. However, most of them had hard **parts**. Doctors say we should **exercise**, but not too **much**.

* adapted from <https://test-english.com/reading/a2/its-in-the-news/>

Note to the exercise: Try reading the unstressed words in a whisper to practice contrast with the focus words.

Unit 9

[ʊ] sound

Phonetic warm-up

Read the tongue twisters, paying attention to the articulation of the **affricate** [tʃ]. Note that [tʃ] is a hard sound. When it is pronounced, the tip of the tongue pushes off from the alveolar ridge but not from the teeth.

How much wood would a woodchuck chuck if a woodchuck would chuck wood?

Chester Cheetah chews a chunk of cheap cheddar cheese.

If two witches would watch two watches, which witch would watch which watch?

2. Learn to differentiate between the sounds (positional peculiarities)

Read the exercise, paying attention to the linking of the words into phrases and the articulation of the [i:] sound.

beating about the bush	going to the country
speaking of teaching	packing the luggage
meeting a lot of people	brought a lot of trouble
short of teeth	not enough courage
basking on the beach	the rush hour

bought a lot of meat can't stand the heat	the rough see the tough case
--	---------------------------------

3. Master the sounds

[ʊ] is a short sound. Note that when it is pronounced, the lips are neither rounded nor protruded.

Listen to the words with this sound at the following link or by scanning the QR code below:

<http://www.bbc.co.uk/learningenglish/english/features/pronunciation/shortvowel2>



Read the exercise. Pay attention to the aspiration of the [p], [t], [k] sounds, and the loss of plosion at the word juncture in the final column.

good	pot – put	a good cook
cook	cock – cook	a good book
took	god – good	took his foot
hook	lock – look	shouldn't put
foot	rock – crook	look at the groom
hood	box - books	look at the woman
could		a wool pullover
should		wouldn't look good

would		should look wonderful
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4. Sounds in a dialogue

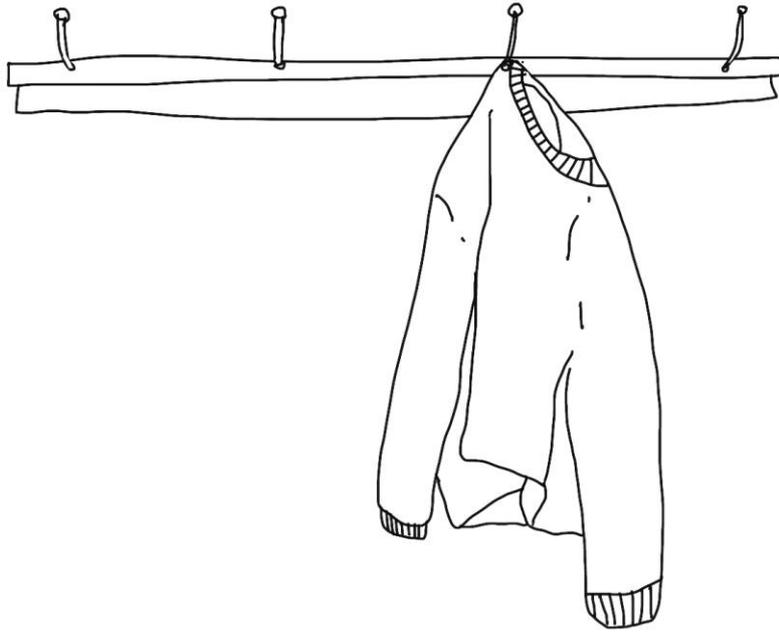
Identify the words with the [ʊ] sound. Scan the QR code below and listen to the dialogue, then read the dialogue, imitating the intonation of the speakers.

<https://www.youtube.com/watch?v=K-Kndy-kHmE>



Choosing a Pullover

- Can you help me to choose a pullover?
- What pullover would you like?
- It should look like the pullover on this woman in the picture I took.
- Do you like this one with a hood?
- No, no hoods.
- Then put on this one. It's made of wool.
- But it's purple! It wouldn't look good!
- Let's have a look...
- I like the one hanging on the hook! It's wonderful!
- Hm... but it's my pullover. I wouldn't sell it even if I could.



5. Improve your tones

Listen to the text “Global English” with David Crystal at the following link or by scanning the QR code below: <https://www.youtube.com/watch?v=WZI1EjxxXKw&t=6s>



First “shadow read” the text while listening, then try reading it with the sound off. Stress the focus words (in bold) while “squashing” the rest of the text.

Global English

A **language** becomes a **global** language because of the **power** of the people who **speak** it. It's **nothing** to do with the **structure** of the language, it's nothing about the English **grammar** or **vocabulary** or **pronunciation** or **spelling** that makes English an **appealing** language

at a global **level**. In fact, if you think about it, English **spelling** would put most people **off**, you'd think. So it's nothing to do with the **structure** of language, no, it's all to do with **power**. But power means different things at different **times**.

English **first** became international because of **political** power, **military** power, the power of the British **Empire, really**. But it isn't just **political** that takes a language around the world, there've got to be **other** factors **too**. A century **later**, we are talking about the **16-17th** century there, we had the power of **science, technology**, the industrial **revolution**. English is a language of **science**. That started **then** as something like two-thirds of the people who **invented** all the things that make modern society what it **is did** so through the **medium** of the English language.

And then, in the **19th** century, **economic** power. Money **talks, always**. And the language it was **talking** in the 19th century was **English** because **America** and **Britain** between them had the money **markets** of the world **sawn up** for the most part. And then, in the **20th** century, we have **cultural** power with English being the language of the vast majority of the **inventions** that make modern society what it **is**. So, it's English turning up in the, as if it were always, the right place at a right **time**, during these last four hundred **years** or so, that it produced the **enormous** global status that it currently **has**.

Unit 10

[u:] sound

1. Phonetic warm-up

Read the tongue twisters, paying attention to the articulation of the [tʃ] and [ʃ] sounds. Remember that the final [z] sound is not **devoiced**.

If Stue chews shoes, should Stue choose the shoes he chews?

Read the tongue twister, paying special attention to the articulation of the **bilabial approximant** [w]. While saying it, the lips are spread in a “phonetic smile” rather than protruded.

Who washed Washington's white woolen underwear
when Washington's washer-woman went west?

2. Learn to differentiate between the sounds (positional peculiarities)

Remember that the English **affricate** [dʒ] is one sound. Avoid a common mistake of dividing it into [d] and [ʒ].

Read the word combinations with the affricates [dʒ] and [tʃ].

to call John

to tell George

to play jazz

to fetch the bag

to catch the dog

to reach the park

to eat jam	to eat the cheese
Jim and Jack are eating jelly.	Chuck and Rachel like hitchhiking.

*Note to the exercise: The infinitive particle “to” in the word combinations above is **reduced** (neutralized) to [tə] or even just the [t] sound.*

3. Master the sounds

[u:] is a long vowel sound. There is a tendency to avoid protruded lips when pronouncing this sound, so keep a “phonetic smile.”

Listen to the words with this sound at the following link or by scanning the QR code below:

<http://www.bbc.co.uk/learningenglish/english/features/pronunciation/longvowel2>



Read the exercises, observing the differences between the [ʊ] and [u:] sounds.

pull – pool	put – boot
full - fool	look – Luke
foot – food	

Read the exercise, paying attention to the linking of the words into phrases.

flute music	Cool!
new tune	Unit two.
few students	Excuse me!
blue shoes	You are rude.
threw a shoe	You are a nuisance.
stupid fool	cook soup
a chewing gum	full moon
suit and jewelry	cute woman
a loose loop	Good afternoon!
some Tuesday in June	Look in the room!

*Note to the exercise: When reading the exercise, pay attention to the fact that the English **approximant** [j] ("yes" [jes] "you" [ju:]) is very weak. In the middle of words (for example: "music", "nuisance"), the sound [j] is barely heard at all.*

4. Sounds in a dialogue

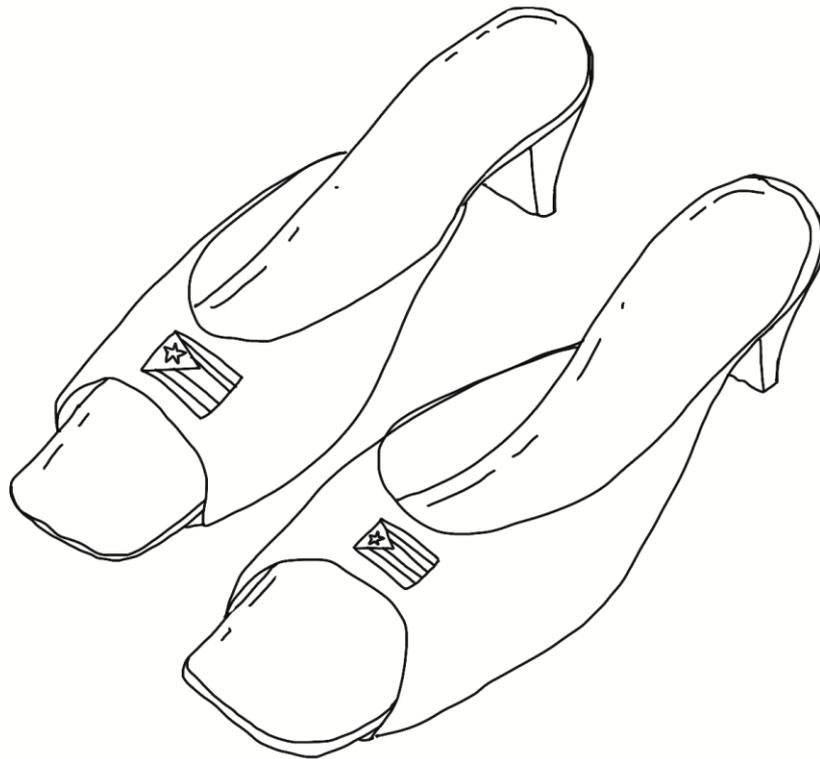
Identify the words with the [u:] sound in the text. Scan the QR code below and listen to the dialogue, then read the dialogue, imitating the intonation of the speakers.

<https://www.youtube.com/watch?v=dt3RyhIVsfc>



Blue Shoes for Cuba

- Guess where Trudy is going on Tuesday!
- No clue!
- She is going to Cuba! In June she is playing the flute at a music festival “Loony Tunes.”
- Cool! That’s quite soon.
- And now she is looking for blue shoes.
- Why did she choose blue for the shoes?
- She wants them to match her suit and jewelry and the flag of Cuba.
- Oh! That’s cute!



5. Improve your tones

**What is the intonation of the focus words?
(the bottom line)**

The majority of focus words in the text are pronounced with a falling tone and greater loudness. However, lists of things, yes/no questions, and direct addresses to the listener require a rising tone.

Read the text "What to wear?" with nuclear tones on the focus words (in bold).

What to Wear?*

One of the biggest **shocks**, when you arrive in a new **country**, can be the **clothes** people are wearing. You may look fashionable at **home**, but you suddenly find you are behind the **times** or simply someone to **laugh** at when you arrive **abroad**. With **this** in mind, let's take a look at the UK fashion for the **girls**.

One of the things that may shock you **most** is **piercings**. **These** days it is not enough to simply wear rings in your **ears**. You will see many teenagers with rings in their **navel**, **belly** button, **nose**, **lip**, or even their **eyebrows**.

Some girls go for a "**glam**" look. They wear designer **T-shirts**. Trousers are usually **blue**, and the look is finished off with **bracelets**. **Another** alternative is the "**rocker**" look. You start with a **T-shirt**, tight **jeans** or a long **skirt**. On **top** of this, you can wear a denim **jacket**.

If that doesn't **suit** you, why not go "**sporty**"? Put on a T-shirt in hot **colours**. Wear long **shorts** or a denim **skirt**. And on your **feet**? **Beach** sandals, of course!

Finally, how about the "**Tom Boy**" look? Wear flared **jeans** and a T-shirt with a **logo**. Don't forget your **waistcoat**! Or if you prefer something **feminine**, there's a "**girly**" look. Skirts are long to the **floor**, and a top has a nice flower **print**.

Following these **fashion** tips, you **won't** feel out of place. However, it's important to wear clothes that you feel **comfortable** with. Don't just be one of the **crowd** - be **yourself**!

* adapted from

https://www.bbc.co.uk/worldservice/learningenglish/newsenglish/britain/081118_wha_t_to_wear.shtml

Unit 11

[3:] sound

1. Phonetic warm-up

Read the tongue twisters, paying attention to the **dental** sounds [θ] and [ð].

Elizabeth's birthday is on the third Thursday of this month.

Thirty-three thousand people think that Thursday is their thirtieth birthday.

Birdie, birdie in the sky laid a turdie in my eye.

If cows could fly I'd have a cow pie in my eye.

2. Learn to differentiate between the sounds

Read the word combinations with the [ɜ:], [ɔ:], [ɒ], and [ɜʊ] sounds.

a curly girl	all over the world
to learn the words	to walk to work
her warm words	tomorrow morning
her whole world	a horrible horn
her homework	to borrow a horse

3. Master the sounds

[ɜ:] is a long vowel sound.

Listen to the words with this sound at the following link or by scanning the QR code below:

<http://www.bbc.co.uk/learningenglish/english/features/pronunciation/longvowel5>



British pronunciation (**RP**) has no **r-colouring**, that is the letter “r” following the [ɜ:] sound is never pronounced (rhoticized), but in American English, it is often heard, creating a specific American accent.

e.g. bird [bɜ:rd],
nurse [nɜ:rs]

Read the exercise, paying attention to the lack of **softening** (palatalization) of consonants before the [ɜ:] sound.

sir – serve – surf

fur – learn – nurse

earn – bird – burn

early – heard - curse

ten – turn – torn

head – heard – horde

Ben – burn – born

bed – bird - bored

four – fur

torn – turn

ten – turn

Ben – burn

shut – shirt

huts – hurts

Paul – pearl	bed – bird	bun – burn
warm – worm	head – heard	bud – bird
ward – word	west – worst	bug – berg
walker – worker	kennel – colonel	gull - girl

Read the exercise, paying attention to the linking of the words into phrases.

dirty words	a curly girl
thirty nurses	a perfect girl-friend
a purple skirt	a superb fur coat
the worst in the world	in her third term
weren't at work	research work
first Thursday	to work at university
Turner and Burton	mercenary purposes

4. Sounds in a dialogue

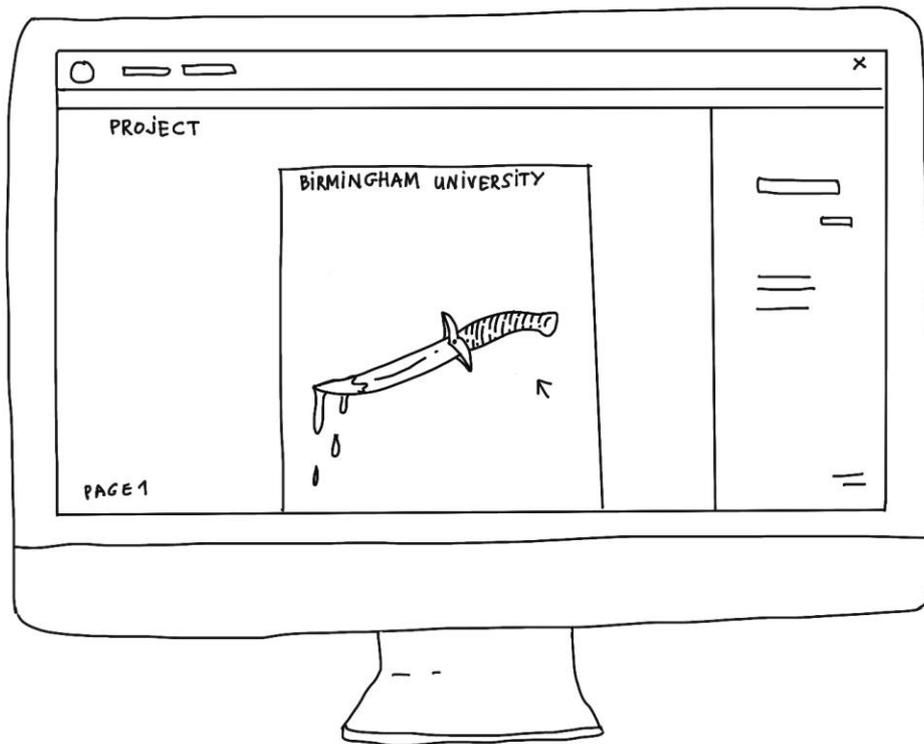
Identify the words with the [ɜ:] sound in the text. Scan the QR code below and listen to the dialogue, then read the dialogue, imitating the intonation of the speakers.

<https://www.youtube.com/watch?v=k6S9piHyQpl>



A Perfect Girlfriend

- I've got a new girlfriend!
- Who is she?
- That girl with curly hair in a fur coat.
- She is perfect, Curt! Where does she work?
- She is in her third term at Birmingham University. She earns some money doing research.
- What kind of research?
- Some project work "Murders and Crimes for Mercenary Purposes."
- A perfect girl-friend! I hope she won't hurt you!



5. Improve your tones

Read the following sentences with a **Low Fall** on the word in bold.

- Yes, this is (↘)**ambitious**. But today, we've (↘)**got** to be.
- We've got to be ambitious if we want to (↘)**compete** in the world.
- (↘)**Any** complacency now would be (↘)**fatal** to our economic prospects.
- We've got to be ambitious, (↘)**too**, if we want to (↘)**mend** our broken society.
- So for the future of our (↘)**economy**, and our (↘)**society**, we need a first-class education for every(↘) **child**.
- (↘)**Discipline** works.
- (↘)**Rigour** works.
- Freedom for (↘)**schools** works.
- Having high (↘)**expectations** works.

Read the following sentences with the rising tone on the word in bold.

- (↗)**Standards** or (↗)**structures**?
- Learning by (↗)**rote** or by (↗)**play**?
- (↗)**Elitism** or all winning (↗)**prizes**?

The sentences in the exercise above were taken from David Cameron's speech: "Education must be based on excellence." Listen to the speech on <https://www.youtube.com/watch?v=4PDyEkV9QkA> or by scanning the QR code below.



First “shadow read” the script while listening, then try reading it with the sound off. Stress the words in bold using the falling or the rising tone wherever necessary.

Education Must be Based on Excellence

We want to want to create an **education** system based on **real** excellence, with a **complete** intolerance of **failure**. Yes, this is **ambitious**. But, frankly, today we’ve **got** to be ambitious. We’ve got to be ambitious if we want to **compete** in the world. When **China** is going through an educational **renaissance**, when **India** is churning out **science** graduates **any** complacency right **now** would be completely **fatal** to our economic prospects. And we’ve got to be ambitious, **too**, if we want to **mend** our broken society. Because education doesn’t just give people the **tools** to make a good **living** – it gives them the **character** to live a good **life**, to be good **citizens**. So for the future of our **economy**, and for the future of our **society**, we need a first-class **education** for every **child**. Now, of course, **everyone’s** **agreed** about that. But the trouble is for **years** we’ve been **bogged down** in a **great** debate about how we **get** there. **Standards** or **structures**? Learning by **rote** or by **play**? **Elitism** or all winning **prizes**? Frankly, **I** think these debates are now **over** – because it’s **clear** what **works**. **Discipline** works. **Rigour** works. Freedom for **schools** works. Having high **expectations** works. So **now**, frankly, we’ve got to get **on** with it – and we don’t have any time to **lose**.

Unit 12

[ʒʊ] sound

1. Phonetic warm-up

Read the tongue twisters, paying attention to the sound [ŋ]. Remember that when articulating the [ŋ] sound the tip of the tongue touches alveoli, but not the upper teeth.

No nose knows like a gnome's [nɜ:mz] nose knows.

Who holds Joe's nose when he blows? Joe knows.

If you notice this notice, you will notice that this notice is not worth noticing.

2. Learn to differentiate between the sounds

Read the exercise first in columns, then in rows, paying attention to the differences in the pronunciation of the **monophthongs**.

[ɒ]	[ɔ:]	[ʊ]	[u:]	[ɜ:]
Polly	Paul	pull	pool	Pearl
folly	fall	full	fool	Furl
cod	cord	cord	cood	Curd
what	ward	ward	wood	word

3. Master the sounds

A **diphthong** is a compound vowel sound in which there is a noticeable change within the same syllable. The process of moving from one vowel to another is called gliding.

All diphthongs consist of the core (the first part of the diphthong) and the glide (the second).

Diphthongs are usually subdivided into centering (with the schwa [ə] as a glide) and closing (ending in [i] or [ʊ]).

[ɜʊ] is a closing diphthong.

Listen to the words with this sound at the following link or by scanning the QR code below:

<http://www.bbc.co.uk/learningenglish/english/features/pronunciation/diphthongs5>



Read the exercise.

low – go – know

loan –goat – known

co – coal – coat

so – soul – soak

bow – bone – boat

oh – only – open

cock – cork – Coke

hot – hall – hope

pot – port – Pope

spot – sport – spoke

Read the exercise. Pay attention to the similarity of the [ɜ:] and [ɜʊ] sounds.

sir – so	girl – goal	got – goat
fur – foe	birth – both	cot – coat
turn – tone	burst – boast	sock – soak
burn – bone	learn – loan	not – note
firm – foam	Bert – boat	fond – phoned
pearl – pole	work - woke	cloth – clothes

Read the exercise, paying attention to the linking of the words into phrases.

low snow	Oh, no!
nobody spoke	Go home!
go boating	in the cove
a beautiful coast	I don't know.
to know a fellow	Close the window!
go in October	Throw the bone!
so romantic!	Ok, Joe.
most snow	So and so.

Note to the exercise: Although there is a vowel change in a diphthong, a diphthong does not necessarily take more time to say than a monophthong. Also, the core of the diphthong is always more distinctly pronounced than the glide.

4. Sounds in a dialogue

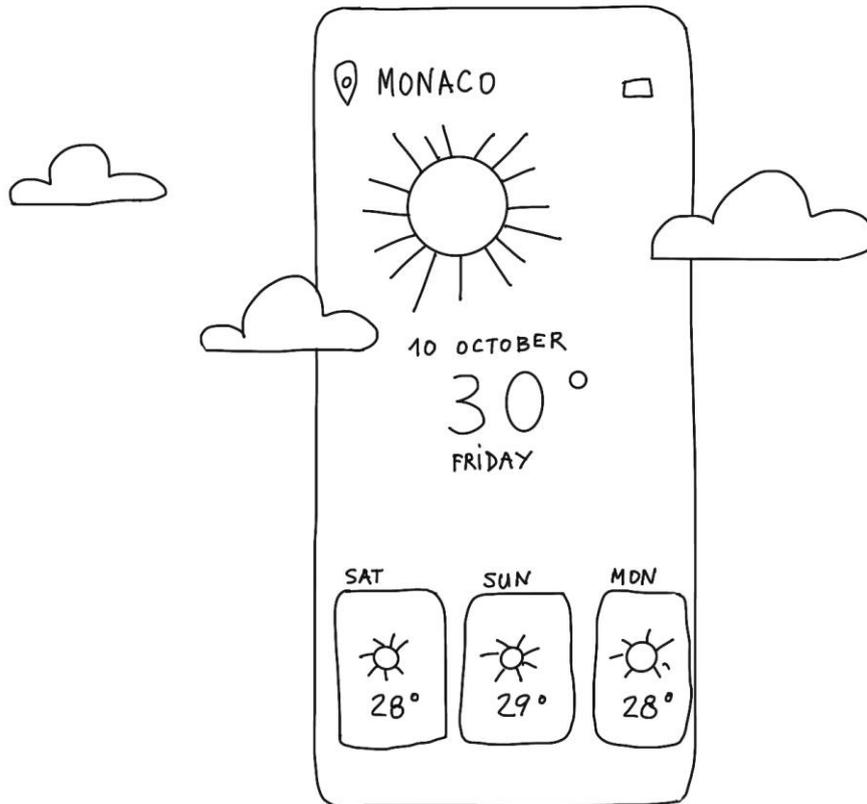
Identify the words with the [ɜʊ] diphthong in the text. Scan the QR code below and listen to the dialogue, then read the dialogue, imitating the intonation of the speakers.

<https://www.youtube.com/watch?v=NI82wc3z1iQ>



Going to Monaco

- Where are we going for the weekend?
- We are going to Monaco!
- Oh, no! It's October. Does it snow?
- In Monaco? You must be joking!
- Then how are we going to snowboard?
- But nobody spoke about snowboarding. We are going boating!
- Boating? I didn't know.
- Monte Carlo has a most beautiful coast. And I know a fellow in a nearby cove. He can show us how to row a boat.
- Oh! It'll be so romantic, I hope.



5. Improve your tones

Read the text “The Fear of Missing Out” with nuclear tones on focus words (in bold).

The Fear of Missing Out*

We’ve **all** felt it: that horrible **feeling** when you scroll through your **social** media feed and see photos of **friends** having a better time than **you** do. Or that **sensation** when you read about a friend’s amazing **job** but start **thinking** that you’ve chosen the wrong **path** in life. This feeling is called **FOMO**, or fear of missing **out**.

The term was first coined in 1996 by Marketing Strategist Dr. Dan **Herman**. Although people have felt FOMO for time **immemorial**, the growth of **social** media seems to have **exacerbated** the phenomenon. For **many**, it has now become quite a **habit** to compare your life with **others**; something that **previous** generations could not do so **readily**. This skews your sense of **normal** and brings about feelings like **resentment**, **envy**, and **dissatisfaction**.

Interestingly, although FOMO is widely associated with **teenagers** and young **adults**, research has found that people of **all** ages experience it. Researchers at Washington State **University** found that it is more closely linked to factors like **loneliness** and low self-**esteem**. However, social **media** use can seriously **exacerbate** the problem.

Some psychologists recognize an **upside** to FOMO, saying that it can motivate you to take **action**, connect with **others** and get out of your **comfort** zone. More **often** though, FOMO leads to increasing **isolation** and even **FOJI**, or fear of joining **in**, when you start **thinking** that your **insights** or **contributions** will not be **valued**.

* adapted from <https://test-english.com/reading/b1-b2/fear-of-missing-out-fomo-reading-test/>

Unit 13

[aɪ] sound

1. Phonetic warm-up

Read the tongue twister, paying attention to the alveolar articulation and aspiration of the [t] sound.

Two tiny tigers take two taxis to town.

2. Learn to differentiate between the sounds

Read the exercise. Pay attention to the [v] - [w] juncture.

of which – of what

of when – of where

of weak – of white

of waste – of witty

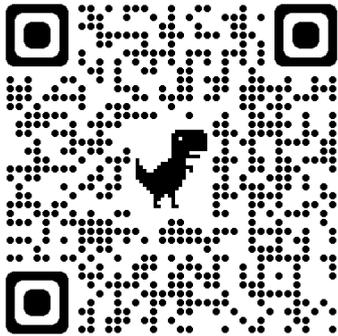
of wise – of worried

of Will's - of Wendy's

3. Master the sounds

[aɪ] is a closing diphthong with a clearly pronounced core [a] and a weak glide [ɪ]. This diphthong is pronounced at the front of the mouth. A common mistake when saying the diphthong [aɪ] is to pronounce it in the manner of the back [ɑ:] sound, which should be avoided.

Listen to the words with this diphthong at the following link or by scanning the QR code below:



Read the exercise with the [aɪ] sound.

sigh – side – sight

lie – lied – light

tie – tied – tight

Read the exercise, paying attention to the linking of the words into phrases.

bright eyes

five miles

nine likes

like ice-cream

fine life

buy a knife

fly at night

The pleasure is all mine.

quite alright

find mice

a nice guy

a kind smile

flying high

high in the sky

Goodbye!

What's the time?

A combination of a diphthong and the schwa sound [ə] following it is sometimes called a **triphthong**, for example, [aɪə]. When it is pronounced, the first element (the core) and the third component (the schwa sound) have the most distinct articulation, while the middle component (the glide) in fast speech is sometimes completely dropped.

Read the exercise, paying attention to the triphthong [aɪə].

why – wire

tied – tired

quite – quiet

write – riot

lie – liar

buy – buyer

dry – dryer

fire – tire – flyer

buyer – iron – acquire

quiet – riot – trial

mire – admire – admirer

4. Sounds in a dialogue

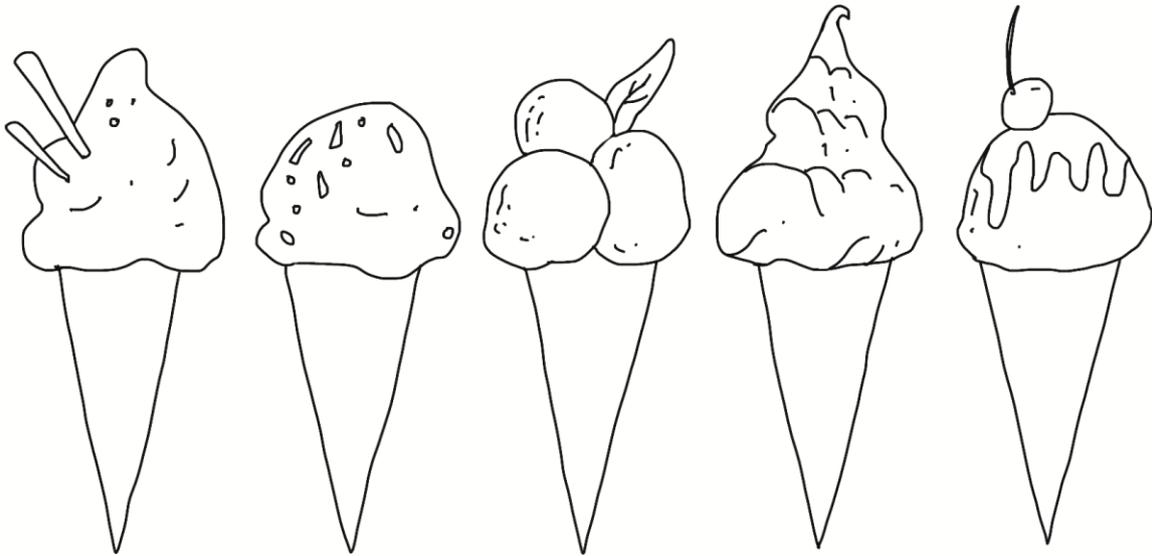
Identify the words with the [aɪ] diphthong in the text. Scan the QR code below and listen to the dialogue, then read the dialogue, imitating the intonation of the speakers.

<https://www.youtube.com/watch?v=8orT2DdkgF0>



Dying for Ice Cream

- What's the time?
- It's nearly nine.
- Right. We've walked five miles. Would you like some ice cream?
- That would be nice. I'm dying for some ice cream.
- There's a wide choice here. What kind of ice cream would you like?
- I think lime would be nice. Let's try it.
- Fine... Here you are. I've decided to buy five.
- Five ice creams? You are so kind!... What a delight to sit here idly looking at the kite flying in the sky!
- The pleasure is all mine.



5. Improve your tones

How to identify the focus words in a text?

The majority of the focus words are easily traceable in the text even before you hear someone reading it. They bring new information or become the logical centers of utterances.

Read the text "Does Motherhood define me." Identify the focus words and underline or circle them (the first paragraph has already been marked for you), then read the text aloud with nuclear tones on the focus words.

Does Motherhood Define me?*

Most of my friends and **colleagues** in my age range have already **crossed** their finish line. They have a **husband** –not often the best **choice**– and one or two **children**, which they can eagerly **display** on the one and only place where I can **meet** them nowadays, **Facebook** or **Instagram**.

For most women, motherhood is what makes them complete, the ultimate fulfillment; I get it, and it's OK. But I don't need these women to bully me into

trying to find a partner “before my biological clock stops ticking”. “Try going on dating apps,” they say. “It worked for me.” OK, congratulations. But I hated it –men lied, and they were rude and disrespectful.

More importantly, of course, I wouldn’t mind finding a partner, a kind, sweet, and –why not– the handsome guy who I’d fall in love with hard. But for me, finding true love would be an end in itself, something I’d like to treasure and enjoy, and not just a necessary step to have the children I’m supposed to have. Because, of course, if you are a woman, you have to have children, and not only that, you have to *want* to have children.

What if I don’t want children? Because so far, I haven’t heard the call of nature and, to be honest, I don’t think I ever will. Since I was a little girl I’ve been posed questions that started with, “When you get married...”, “When you have children...” And I have always felt disconnected from this reality that I am supposed to live. No, I don’t think I will get married –although I want to find love– and no, I might not want kids.

But shush, a woman can’t say that she doesn’t want kids too loud, because that’s often understood as a betrayal to human nature, and a true act of selfishness. Yes, women who don’t want to be mothers are said to be selfish, or even worse, they are believed to hate children, which is very, very suspicious in a female. You should never trust a woman who doesn’t want motherhood to define her. Then, I think I am not to be trusted because, for the time being, I’d rather continue being an incomplete woman.

* adapted from <https://test-english.com/reading/b1-b2/should-motherhood-define-me/>

Note to the exercise: Focus words may differ from speaker to speaker a bit, but the majority of them are identified by all speakers in a similar way.

Unit 14

[aʊ] sound

1. Phonetic warm-up

Read the tongue twisters with the **fricative** sound [h].

A happy hippo hopped and hiccupped.

Hercules, a hardy hunter, hunted a hare in the Hampshire Hills.

Hit him on the head with a hard, hard hammer and he howled horribly!

Note to the exercise: The English glottal fricative [h] is rather weak, especially at the beginning of the word. The tongue does not form a serious barrier to the air, so there is almost no friction.

2. Learn to differentiate between the sounds

Read the word combinations with the [ɜ:], [ɔ:], [ɒ], and [ɜʊ] vowels and [v] and [w] consonants.

forty dollars	they were <u>also</u>
the following words	were very warm
on a cold autumn day	were well worth it
learn the verbs	very severe and snowy
learn the words	very well qualified

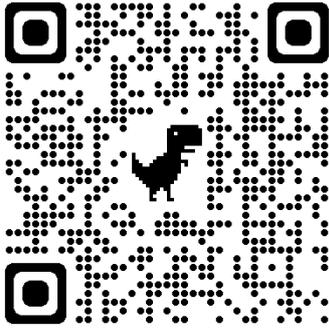
Note to the exercise: Pay attention to the linking "r" (underlined).

3. Master the sounds

[aʊ] is a closing diphthong with a clearly pronounced core [a] and a weak glide [ʊ]. Similarly to the [aɪ] sound, this diphthong should not be pronounced at the back of the mouth.

Listen to the words with this diphthong at the following link or by scanning the QR code below:

<http://www.bbc.co.uk/learningenglish/english/features/pronunciation/diphthongs7>



Read the exercise with the [aʊ] sound.

now – noun – out

bow – town – about

allow – loud – doubt

Read the exercise, paying attention to the linking of the words into phrases.

a loud row

ups and downs

out and about

a loud sound

around the house

How about us?

brown eyes

stout mice

a loud cry

How high?

about five

on cloud nine

Read the words with the triphthong [aʊə].

flower – power – tower

our – shower – vowel

coward – sour – flour

4. Sounds in a dialogue

Identify the words with the [aʊ] diphthong in the text. Scan the QR code below and listen to the dialogue, then read the dialogue, imitating the intonation of the speakers.

<https://www.youtube.com/watch?v=gf1Ay-O1qgo>



A Loud Row

- How would you explain your row?
- I can't speak about it now. I'm really down.
- Anyhow you shouldn't have been so loud. A crowd gathered around the house.
- But he shouted at me! And was using foul language! He called me a stout cow!
- I doubt it. Go out and make it up with him right now!



To make the utterance sound more emotional, it is necessary to use a High Fall intonation, starting from the very top of the voice range and going down to the very bottom. A speaker with a High Fall on the words (in bold) will sound more emotional.

e.g. But he (↘)(↘)**shouted** at me!

And was using foul (↘)(↘)**language**!

He called me a stout (↘)(↘)**cow**!

5. Improve your tones

How to encourage a discussion?

When using the rising tone at the end of your utterance, you encourage the listener to start a new turn in the discussion.

Compare: *It doesn't make any **sense**, (↘)does it. - I've expressed my opinion. I don't need your approval. I am going to continue my speech.*

*It doesn't make any **sense**, (↗)does it. - I am addressing my opponent. I expect him to take the next turn and answer my question.*

Note: The sentence does not have to be a tag question. Any nuclear tone pronounced with a rise signals that you expect some reaction from the audience.

Read the questions first with a Fall, then with a Rise to encourage the dialogue.

- You should look in the bedroom, ()shouldn't you?
- You took that book, ()didn't you?
- You put it somewhere, ()didn't you?
- You don't really love her, ()do you?
- This will work, ()won't it?
- You don't think so, ()do you?
- I couldn't help it, ()could I?
- You'll tell me if she calls, ()won't you?
- We would never have known, ()would we?

Read the sentences about cyberthreats in pairs, encouraging your partner to start a new turn at the end of your phrase by using the rising tone on the final words.

- Cybersecurity is so (↗)**complicated**. - Oh, let me tell you a few (↘)**words** about it.
- It can be a real (↗)**threat** to us. - (↘)**Yes**, It is (↘)**real**.
- Few people can (↗)**deal** with it. - (↘)**Exactly**. Not (↘)**many**.

- All hackers just want to get some (↗)**ransom** money. - (↘)**Yes**, They just want the (↘)**money**.
- You should protect your (↗)**personal** data. - (↘)**Sure**. You (↘)**must** protect it.
- You can change your (↗)**security** settings. - Of (↘)**course!** You can change them (↘)**easily**.
- I've turned off all my (↗)**tracking** apps. - I (↘)**hope**. Let's (↘)**see**.
- Cybercrime is a major (↗)**security** risk. - (↘)**Absolutely**. You can lose all your (↘)**money**.
- You should regularly change the (↗)**passwords**. - (↗)**Should** you? I didn't (↘)**know**.
- And never use the same password for different (↗)**websites**. - (↘)**Never**. Otherwise, you will be (↘)**hacked**.
- What are **cookies**? Nobody (↗)**knows**. - Nobody is (↘)**sure**, I would say.
- Blockchain technology is the best (↗)**solution**. - (↘)**Probably**, but it's too (↘)**complicated**.

Unit 15

[eɪ] sound

1. Phonetic warm-up

Read the tongue twister and the limerick with the [eɪ] diphthong.

The great Greek grape growers grow great Greek grapes.

Dr. Johnson and Mr. Johnson, after great consideration,
came to the conclusion that the Indian nation beyond the Indian Ocean
is back in education because their chief occupation is cultivation.

2. Learn to differentiate between the sounds

Read the exercise, paying attention to the pronunciation of the following words, which can cause difficulties for students:

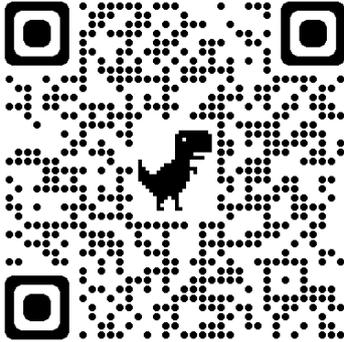
Cambridge ['keɪmbrɪdʒ]	but	the river Cam [kæm]
say [seɪ]		says [sez] and said [sed]
April ['eɪprɪl]		Apple [æpl]
nation ['neɪʃn]		national ['næʃ(ə)nəl]
Iranian [ɪ'reɪniən]		Iran [ɪ'rɑ:n]

3. Master the sounds

[eɪ] is a closing diphthong.

Listen to the words with this diphthong at the following link or by scanning the QR code below:

<http://www.bbc.co.uk/learningenglish/english/features/pronunciation/diphthongs8>



Read the exercise with the [eɪ] sound.

lie - lay – laid – late

my – May – maid – mate

sigh – say – save – safe

I – they – aid – eight

like – lake – take – make

Read the exercise, paying attention to the linking of the words into phrases.

a pale face

a fake name

a lazy day

strange behavior

a favourite cake

a famous playwright

the main aim

making faces

“The Painted Veil”

4. Sounds in a dialogue

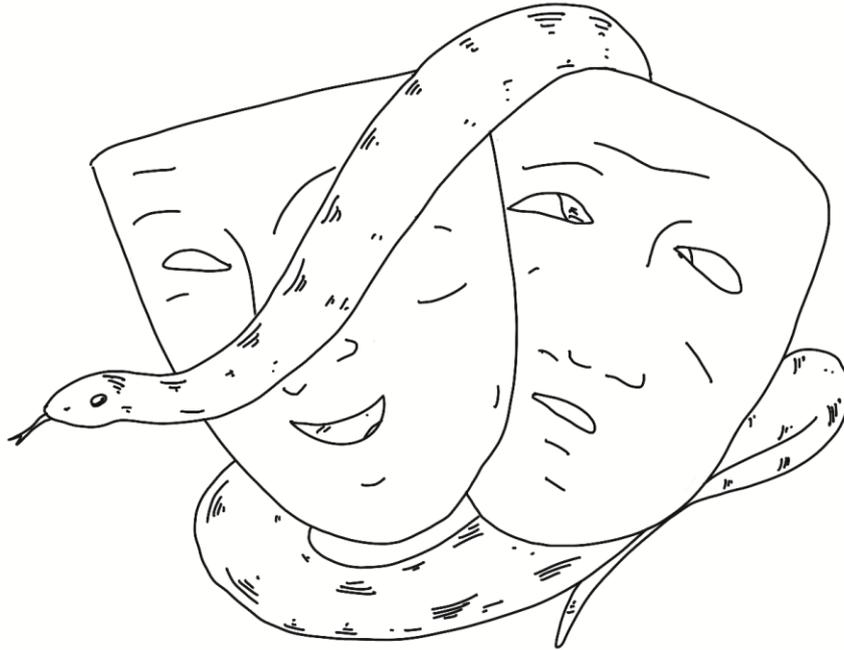
Identify the words with the [eɪ] diphthong in the text. Scan the QR code below and listen to the dialogue, then read the dialogue, imitating the intonation of the speakers.

<https://www.youtube.com/watch?v=q08ad3edfUA>



A Strange Play

- Wake up! Our neighbours are staring!... Your behaviour is strange!
- It's not my behaviour that is strange but the play.
- The play?
- Yes. Coming here was a mistake. I'd rather go straight to the buffet and have my favourite cake.
- Wait! Just look at the people on the stage!
- Ok, babe... They are naked... with pale faces... and have snakes around their waists! Isn't that strange?
- Maybe... in a way. But the playwright is very famous! It's his eighth play on the stage!
- My congratulations to him on the occasion!



5. Improve your tones

Listen to Theresa May's first speech as British Prime Minister at the following link or by scanning the QR code below: <https://www.youtube.com/watch?v=FDyZ8trqe2E>



First “shadow read” the script while listening, then try reading it with the sound off. Stress the words in bold using the falling or the rising tone wherever necessary.

“I have just been to Buckingham **Palace** where Her Majesty the **Queen** has asked me to form a new government and I **accepted**.”

In David **Cameron**, I follow in the footsteps of a great modern **Prime Minister** under David's **leadership**, the government stabilized the **economy**, reduced the budget **deficit**, and helped more people to **work** than ever **before**.

But, David's **true** legacy is not about the **economy**, but about **social** justice. From the introduction of same-sex **marriage** to taking people on low wages out of **income** tax **altogether**, David Cameron has led a One Nation **government**, and it is in **that** spirit that I also plan to **lead**.

Because, not everybody **knows** this, but the full title of my **party** is the Conservative and **Unionist** Party, and the word Unionist is very **important** to me. It means that we believe in the **Union**, the precious, precious **bond** between **England, Scotland, Wales**, and Northern **Ireland**, but it means something **else** that is just as **important**.

It means we believe in a Union, **not** just between the **nations** of the United Kingdom, but between **all** of our citizens, every **one** of us, whoever we **are**, and wherever we're **from**.

That means fighting **against** the burning **injustice** that if you're born **poor** you will **die**, on average, nine years **earlier** than others.

If you're **black**, you're treated more **harshly** by the criminal **justice** system than if you're **white**.

If you're a white, working-class **boy**, you're **less** likely than anybody else in **Britain** to go to **university**.

If you're at a **state** school, you're less likely to reach the top **professions** than if you're educated **privately**.

If you're a **woman**, you will earn less than a **man**.

If you suffer from mental **health** problems, there's not enough help to **hand**.

If you're **young**, you'll find it harder than ever **before** to own your own **home**.

But, the mission to make Britain a country that works for **everyone** means **more** than fighting these injustices.

If you're from an ordinary working-class **family**, life is much **harder** than many people in Westminster **realize**.

You **have** a job, but you don't always have job **security**. You have your own home but you **worry** about paying the **mortgage**.

You can just about **manage**, but you worry about the **cost** of living and getting your **kids** into a good **school**.

If you're **one** of those families, if you're **just** managing, I want to address you **directly**. I know you're **working** around the **clock**, I know you're doing your **best** and I know that **sometimes** life can be a **struggle**.

The government I lead will be driven, **not** by the interests of the privileged **few**, but by **yours**. We will do **everything** we **can** to give you more control over your **lives**.

When we take the big **calls**, we'll think not of the **powerful**, but of **you**.

When we pass new **laws**, we'll listen not to the **mighty**, but to **you**.

When it comes to **taxes**, we'll prioritize not the **wealthy**, but **you**."

Listen to the ending of the speech and circle the focus words. Then read the speech to the end.

"When it comes to opportunity, we won't entrench the advantages of the fortunate few, we will do everything we can to help anybody, whatever your background, to go as far as your talents will take you.

We are living through an important moment in our country's history. Following the referendum we face a time of great national change and I know because we're Great Britain that we will rise to the challenge.

As we leave the European Union, we will forge a new, bold, positive role for ourselves in the world, and we will make Britain a country that works, not for the privileged few, but for every one of us.

That will be the mission of the government I lead, and together, we will build a better Britain."

Unit 16

[ɔɪ] sound

1. Phonetic warm-up

Read the limerick with the [ɔɪ] diphthong.

What noise annoys a noisy oyster?

Any noise annoys a noisy oyster,

but a noisy noise annoys a noisy oyster most!

2. Learn to differentiate between the sounds

Read the word combinations with the linking “r” sound.

their <u>o</u> ld friends	law <u>and</u> order
rings in your <u>ear</u> s	clever <u>and</u> pretty
they were <u>al</u> ways	a tank or <u>a</u> bag
winter <u>and</u> spring	a mall or <u>a</u> concert hall
severe <u>and</u> snowy	The pleasure <u>is</u> all mine.

3. Master the sounds

[ɔɪ] is a closing diphthong.

Listen to the words with the [ɔɪ] diphthong at the following link or by scanning the QR code below:

<http://www.bbc.co.uk/learningenglish/english/features/pronunciation/diphthongs4>



Read the exercise with the [ɔɪ] diphthong.

nice – voice – noise ties – toys – boys rises - noises – voices	a noisy boy a spoiled toy annoying voice an old coin	the main point horrible noise faded voices avoid the joy
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4. Sounds in a dialogue

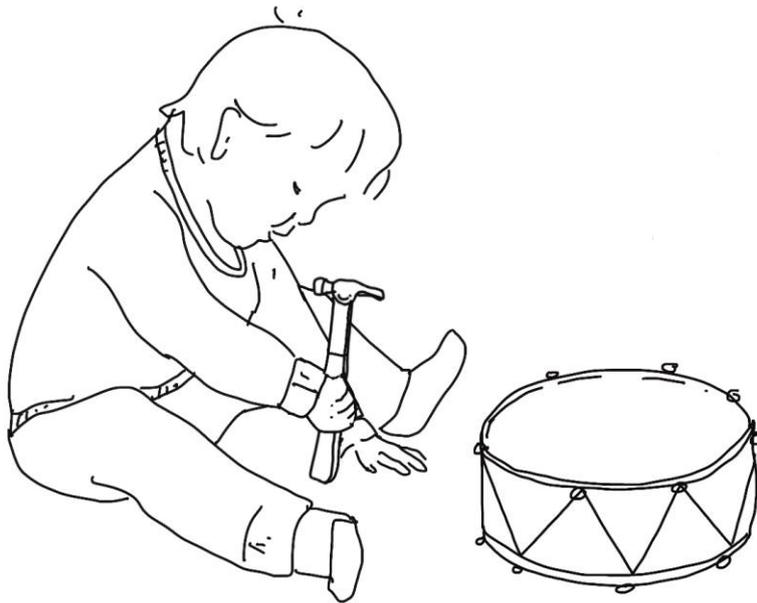
Identify the words with the [ɔɪ] diphthong in the text. Scan the QR code below and listen to the dialogue, then read the dialogue, imitating the intonation of the speakers.

<https://www.youtube.com/watch?v=qmQvPSn1ztU>



A Noisy Boy

- I can't control this boy! He is very noisy and boisterous.
- Yes, and he is always breaking the toys and destroying the furniture!
- And his voice always annoys me.
- He is a real disappointment...
- But there is no point complaining...
- Yes... he's our boss's boy.



5. Improve your tones

Are there focus words in a public speech?

The effective speaker always relies on focus words to deliver their message. The contrasting effects that the focus words create are better remembered by the audience.

Read the extracts from the inauguration addresses of three American presidents. Mark the words that you think were the focus words. Read the extracts out loud showing the contrast between the focus words and the rest of the text.

- In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility. I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it...and the glow from that fire can truly light the world. And so, my fellow Americans: ask not what your country can do for you--ask what you can do for your country. (John F. Kennedy)
- In reaffirming the greatness of our nation, we understand that greatness is never a given. It must be earned. Our journey has never been one of the short-cuts or settling for less. It has not been the path for the faint-hearted - for those who prefer leisure over work or seek only the pleasures of riches and fame. Rather, it has been the risk-takers, the doers, the makers of things - some celebrated but more often men and women obscure in their labor, who have carried us up the long, rugged path towards prosperity and freedom. (Barack Obama)
- For too long, a small group in our nation's capital has reaped the rewards of government, while the people have borne the cost.

Washington flourished, but the people did not share in its wealth. Politicians prospered, but the jobs left and the factories closed. The establishment protected itself, but not the citizens of our country. Their victories have not been your victories. Their triumphs have not been your triumphs, and while they celebrated in our nation's capital, there was little to celebrate for struggling families all across our land. That all changes, starting right here and right now because this moment is your moment ... it belongs to you. It belongs to everyone gathered here today, and everyone watching, all across America. This is your day. This is your celebration, and this, the United States of America, is your country. (Donald Trump).

Unit 17

[ɪə] sound

1. Phonetic warm-up

Read the limerick. Keep the phonetic smile while reading.

If blue bugs bleed blue blood,
and black bugs bleed black blood,
do blue-black bugs bleed blue-black blood?

*Note to the exercise: Remember that [ɪ] is an **alveolar** sound. When saying it, the tip of the tongue should touch the alveolar ridge but not the upper teeth.*

2. Learn to differentiate between the sounds

Read the geographical names, paying attention to the silent “h” and the schwa sound [ə] at their end.

Oxford ['ɒksfəd]	Birmingham ['bɜ:mɪŋəm]
Halford	Nottingham
Telford	Kirkham
Fairford	Graham
Offord	Downham
Bedford	Bingham
Knightford	Cobham

3. Master the sounds

[ɪə] is a centering diphthong.

Listen to the words with this sound at the following link or by scanning the QR code below:

<http://www.bbc.co.uk/learningenglish/english/features/pronunciation/diphthongs1>



Read the exercise with the [ɪə] diphthong.

fear	Don't appear here.
here	It's really near.
near	I saw him last year!
year	Bring me the beer!
clear	Who wrote "King Lear"?
dear	William Shakespeare!
beer	Oh, dear!

Note to the exercise: Pay attention to the fact that when saying the diphthong [ɪə] ("near", "year"), its second element [ə] does not turn into a sound [a], which is a common mistake.

4. Sounds in a dialogue

Identify the words with the [ɪə] diphthong in the text. Scan the QR code below and listen to the dialogue, then read the dialogue, imitating the intonation of the speakers.

<https://www.youtube.com/watch?v=v-gz9a4AeB4>



“Tomorrow Free Beer”

Mr. Deer: Hello! We want our free beer!

Waiter: Really? Who said we serve free beer here?

Mr. Deer: We were here yesterday and we saw that sign in the rear saying “Tomorrow free beer”.

Waiter: But the sign makes it clear: “TOMORROW free beer”.

Mr. Deer (losing his temper): Can you hear me?

Yesterday...Oh! I have the idea.

Waiter: The sign here always says “Tomorrow free beer”. So whenever you appear, you always pay for your beer.

Mr. Deer: Oh, dear!



5. Improve your tones.

Discuss the following quotes in pairs. Find similarities and differences in your views on the issue.

“The past has no power over the present moment.”

Eckhart Tolle

“Education: the path from cocky ignorance to miserable uncertainty.”

Mark Twain

“If your love for another person doesn’t include loving yourself then your love is incomplete.”

Shannon L. Alder

“Advice is what we ask for when we already know the answer but wish we didn’t.”

Erica Jong

“Never tell your problems to anyone...20% don't care and the other 80% are glad you have them.”

Lou Holtz

Unit 18

[eə] sound

1. Phonetic warm-up

Read the limerick. Remember that the name "Mary" ['mæərɪ] is pronounced with a diphthong [eə] in the middle.

Mary's mother's making Mary marry me.

My mother's making me marry Mary too.

Will I always be so merry when Mary's taking care of me?

Will I always be so wary when I marry Mary?

2. Learn to differentiate between the sounds

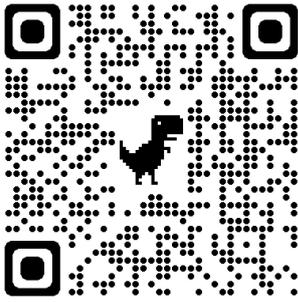
Read the exercise first in columns, then in rows. Note the differences in the articulation of the **diphthongs**.

[eɪ]	[aɪ]	[ɔɪ]	[aʊ]	[əʊ]	[ɪə]
bay	buy	boy	cow	bow	beer
hay	high	Hoy!	how	Know	here
a	I	Oy!	now	Oh!	ear
weigh	why	join	Wow!	Woe	we're
day	tie	toy	out	Toe	tier

3. Master the sounds

[eə] is a centering diphthong.

Listen to the words with this sound at the following link or by scanning the QR code below:



Read the exercise with the [eə] diphthong.

bear - hair	fair hair
air - wear	a rare bare
their - chair	everywhere in the air
care - where	More sun and air for your son and
square - parents	heir!

Read the exercise with the centering diphthongs: [ɪə], [eə], and [ʊə].

pier - pear – pure
here - hair – cure
beer - bear – lure
a tear - to tear – a tour
an ear - on air – in Europe
cheers - chairs – curious

4. Sounds in a dialogue

Identify the words with the [eə] diphthong in the text. Scan the QR code below and listen to the dialogue, then read the dialogue, imitating the intonation of the speakers.

https://www.youtube.com/watch?v=6-HB2n_X6nM



Scary Hair

Clair: Why are you staring at me?

Mr. Ware: We are staring at your hair. It looks scary.

Clair: Don't even dare to criticize my hair!

Mr. Ware: But we are your parents! When you came home last year it looked fair and healthy. And now...

Clair: Well, I don't really care. I like the way I wear it.

Mr. Ware: Clair! Let's be fair. Are you aware that you're losing your hair? Look over there!

Clair (looking in the mirror): Oh, dear! I was unaware! I despair!

Mr. Ware: (philosophically): Good hair has become so rare.

Clair: I think the cause is in the air!

Mr. Ware: The cause is elsewhere! You just have to take better care of your hair.



5. Improve your tones

Listen to the British Foreign Secretary (Jeremy Hunt's Conservative Party Conference speech 2018) at the following link (till 3:10) or by scanning the QR code below:

<https://www.youtube.com/watch?v=1N2yk0ubNaI>



First underline the focus words while listening, then read the speech stressing the focus words. Use the falling or the rising tone wherever necessary.

“Good afternoon, conference, and again welcome to Birmingham.

For the last six years, you've heard me speak as Health Secretary, one of the more demanding jobs in the Cabinet. However, I see you decided not to let me off the hook by giving me the small matter of Brexit to deal with as Foreign Secretary where I support Dom Raab.

Of course in the NHS, we would have banned all this talk of cakes, cherries, and eating them as contributory factors for obesity. But it is Brexit I want to talk about today. How we can make it work, how we will make it work – not on a wing and a prayer but whatever the outcome of the negotiations - and what we need to do now to make that happen.

But first, let me tell you about my first few moments as Foreign Secretary. In the summer I met Madeleine Albright, who was President Clinton's Secretary of State, and she said to me "never forget what an honour it is to represent your country." So, I want to start by thanking all of you for giving me that privilege and thanking Theresa May, our Prime Minister.

The truth is.... [That's kind of applauding yourself and the right thing to do, but...] the truth is that nothing quite prepares you for the honour of being asked to be a Foreign Secretary. I walked up the Grand Staircase, as it's called in the Foreign Office, as you'd expect a red carpet, and gazing down on me from the walls were the pictures of my distinguished predecessors.

One of the more recent ones seemed to have forgotten to comb his blond hair. At the time I'd just become the longest-serving Health Secretary. So, I decided to look up who was the shortest-serving Foreign Secretary. It was not, actually, John Major, who was only there for a short time, it was someone called Earl Temple, who was there in 1783 for just four days. So, my first four days were critical. And in those four days I, actually, met Angela Merkel. She gave me a wry German smile and said "congratulations... if that's the right word." I had a manly handshake with President Trump. But I soon realised that meeting world leaders abroad is peanuts compared to the diplomacy you need at home when you call your Chinese wife Japanese*."

*Footnote: “DON'T TELL THE WIFE” Jeremy Hunt calls his Chinese wife ‘Japanese’ in ‘terrible’ gaffe during China trip. (<https://www.thesun.co.uk/news/6894997/jeremy-hunt-calls-his-chinese-wife-japanese-in-terrible-gaffe-during-china-trip/>)



Revision

1. Phonetic warm-up

Read the tongue twister with aspiration on the [p] sound.

If practice makes perfect and perfect needs practice,

I'm perfectly practiced and practically perfect.

2. Learn to differentiate between the sounds

Read what is said to have been a diction test for the would-be radio announcers in the 1940-s (from " The Coronet Magazine", August 1948):

To be read clearly, without mistakes, in less than 20 seconds.

I bought a bit of baking powder and baked a batch of biscuits. I brought a big basket of biscuits back to the bakery and baked a basket of big biscuits. Then I took the big basket of biscuits and the basket of big biscuits and mixed the big biscuits with the basket of biscuits that was next to the big basket and put a bunch of biscuits from the basket into a biscuit mixer and brought the basket of biscuits and the box of mixed biscuits and the biscuit mixer to the bakery and opened a tin of sardines.

3. Improve your tones

Discuss the quotes in pairs.

“Be who you are and say what you feel because those who mind don't matter and those who matter don't mind.”

Dr. Seuss

“Work like you don't need the money, love like you've never been hurt and dance like no one is watching.”

Randall G Leighton

“When one door closes, another opens, but we often look so long and so regretfully upon the closed door that we do not see the one that has opened for us.”

Alexander Graham Bell

Glossary

Affricate is a complex consonant sound that begins as a stop and releases as a fricative. There are two affricates in English, namely [tʃ] and [dʒ].

Alveolar consonants are the consonant sounds that are produced with the tongue touching the alveolar ridge (part of the mouth roof just behind the upper teeth). The English consonant sounds [t], [d], [n], and [l] are all alveolar consonants.

Approximant is a speech sound that is formed by the passage of air between two articulators (such as the lips or tongue) that are close but not touching. There are four approximants in English, namely [w], [l], [j], and [r].

Aspiration is a puff of air that accompanies the release of the voiceless plosives [p], [t], and [k]. Aspiration is especially strong at the beginning, or the end of the word, but minimal in combinations with [s] and [r] sounds.

Assimilation is a sound change in which some phonemes (typically consonants) become more similar to the neighbouring sounds. Assimilation can occur either within a word or at a word juncture. Assimilation can be progressive (left to right) or regressive (right to left). There is an assimilation of place, assimilation of the manner of articulation, and the assimilation of voice.

Assimilation of voice is a type of assimilation when a voiceless consonant that is near a voiced sound will also become voiced, or a voiced sound that is near a voiceless consonant becomes voiceless.

Cleft sentence is a complex sentence whose syntax puts a particular idea into focus. In oral speech, this focus is often accompanied by a special intonation.

Consonant is a sound characterized by constriction or closure at one or more points of the speech tract.

Dental consonant is a consonant sound that is articulated by putting the tip of the tongue between the front teeth. There are two dental consonants in English, [θ] and [ð].

Devoicing is a process when a normally voiced consonant loses some or all of its voicing.

Diphthong is a complex vowel sound that begins with the sound of one vowel and ends with the sound of another vowel in the same syllable. Diphthongs are usually subdivided into centering (ending with the schwa [ə]) and closing (ending in [ɪ] or [ʊ]).

Focus word is a word that receives the most stress in a phrase or a sentence. Every sentence has at least one focus word, which tends to be at its end. It is generally a content word that brings new or important information.

Fricative is a consonant sound produced by bringing the mouth into position to block the passage of the airstream, but not making complete closure so that air moving through the mouth generates audible friction. There are 9 fricatives in English: [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], and [h].

Glottal stop is a type of consonant sound produced by obstructing airflow in the vocal tract. Glottal stops can prevent linking words into phrases and, therefore, should be avoided.

Bilabial consonant is a type of sound that is made with both lips. The English bilabial stops are [p], [b], and [m]. The only bilabial approximant is [w].

Labiodental consonant is a consonant sound in which the lips touch the teeth. In English [f] and [v] are labiodental consonants.

Lateral plosion is a release of a stop consonant at the side of the tongue in words like "little."

Linking (or liaison) is the technique for smoothly moving from one word into the next during pronunciation. When we say a sentence in English, we join or "link" words to each other.

Linking "r" is a word-final post-vocalic [r] sound that is used for linking when the following word begins with a vowel, for example, "my dear Anna" [maɪ diər 'æənə].

Loss of plosion is an assimilation of manner, happening when two stops (plosives) occur at the juncture of the words. There's a complete loss of plosion of the first sound, and a plosion is heard only after the second consonant, for example, "dark garden" ['dɑ: 'gɑ:dn].

Monophthong is a vowel sound that has a single constant articulatory position throughout its duration.

Nasal is a speech sound in which the airstream passes through the nose. Examples of nasals in English are [n],[m], and [ŋ] as in "sing."

Nuclear tone is a radical change in the pitch of the voice on the last stressed syllable in a phrase or a sentence.

Phonetic smile is an articulatory position of the mouth typical of English native speakers when the lip ends are stretched to the sides as if in a smile.

Phonetic mistake is an incorrect articulation of a sound, which, however, does not lead to a change in the meaning of the word.

Phonological mistake is the incorrect articulation of sounds, which leads to a change in the meaning of the word.

Positional vowel length is the change of the vowel's historical length, depending on some factors. The same sound is pronounced longest at word ends, shortens a bit before voiced consonants, and shortens most before voiceless consonants.

Pre-fortis clipping is a positional vowel change when a stressed vowel is followed by a voiceless consonant within the same syllable. The length of that vowel is considerably reduced. This is especially noticeable in the case of long vowels, which are shortened up to half of their length.

R-coloration is pronouncing the [r] sound after the vowels that may occur in a given dialect.

Reduction (neutralization) is a process in which unstressed vowels lose most of their distinctive features and turn into the schwa sound [ə].

RP (Received pronunciation) is the instantly recognizable accent often described as “typically British.” Syn: BBC English.

Schwa is the mid-central vowel sound [ə]. It is the vowel sound produced when the lips, tongue, and jaw are completely relaxed. Schwa in English can be found in unstressed positions and as the glide of a diphthong.

Softening (palatalization) is changing the quality of an English consonant sound by making it sound “softer” under the influence of a preceding [i], [i:], or [e] sounds. Softening English consonants is a phonetic mistake.

Stops (plosives) are consonant sounds that are formed by completely stopping the airflow. Stop sounds can be voiceless, like the sounds [p], [t], and [k], or voiced, like [b], [d], and [g]. In phonetics, a plosive consonant is made by blocking a part of the mouth so that no air can pass through.

Tail is an unstressed or half-stressed part of an utterance, following a nuclear tone.

Triphthong is a combination of a diphthong and the schwa sound [ə].

Utterance is a unit of spoken language. It is a continuous piece of speech beginning and ending with a clear pause. An utterance may consist of a phrase or a sentence. A sentence may be divided by the speaker into several utterances.

Vowel is a speech sound characterized by the total absence of obstruction to the airflow. It is usually the dominant and central part of the syllable.

Vowel quality is a term in phonetics for the property that makes one vowel sound different from another: for example, [i:] as in “sheep” from [ɪ] as in “ship.” The quality of a vowel is determined by the position of the tongue, lips, and lower jaw, and the resulting size and shape of the mouth and pharynx.

Vowel length is the actual time it takes to pronounce the vowel. There are historically long and short vowels in English. Vowel length also greatly depends on the position of a vowel in a word or a phrase (positional vowel length).

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