

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
МЕЛІТОПОЛЬСЬКИЙ ДЕРЖАВНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ  
ІМЕНІ БОГДАНА ХМЕЛЬНИЦЬКОГО

# **PRACTICE MAKES PERFECT** **(or Speech Without a Hitch)**

A Tutorial on Practical Course of Phonetics

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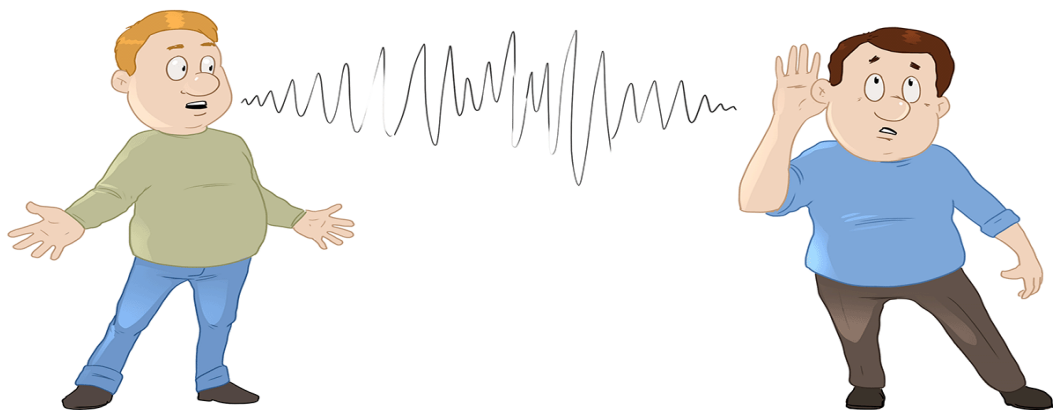
## **ПРАКТИКА – ШЛЯХ ДО УСПІХУ**

Навчальний посібник з курсу

“Практична фонетика англійської мови”

для здобувачів вищої освіти

філологічних спеціальностей



Мелітополь

2018

УДК 811.111'345 (075)

Рекомендовано вченою радою  
Мелітопольського державного педагогічного університету  
імені Богдана Хмельницького  
(протокол № 6 від 21.11.2018 р.)

Рецензенти:

Гармаш О. Л. – д. філол. н., професор кафедри перекладу Приазовського державного технічного університету.

Комар О. С. – к. філол. н., доцент кафедри англійської мови та методики її навчання Уманського державного педагогічного університету імені П. Тичини.

Музя Є. М. – к. філол. н., доцент, завідувач кафедри англійської мови Мелітопольського державного педагогічного університету імені Богдана Хмельницького.

Practice Makes Perfect (or Speech Without a Hitch): A Tutorial on Practical Course of English Phonetics = Практика – шлях до успіху: Навчальний посібник з курсу “Практична фонетика англійської мови” / Т. В. Рябуха, Т. Ю. Гурова, С. Ю. Гуров. – Мелітополь: МДПУ імені Богдана Хмельницького, 2018. – 177 с.

Навчальний посібник укладено з метою формування та удосконалення артикуляційної бази англійської вимови майбутніх фахівців. Посібник містить матеріали для аудиторної та самостійної роботи.

Для здобувачів ступеня вищої освіти «Бакалавр» денної форми навчання спеціальності: 035 Філологія 035.041 Германські мови та літератури (переклад включно) та 014.02 Середня освіта (Мова і література (англійська)).

## INTRODUCTION

This workbook is to help you understand what you need to know about pronunciation in order to learn it with enjoyment and confidence.

The approach to learning is:

- **experiential** – you learn by experiencing the subject matter personally;
- **physical** – pronunciation is a physical activity;
- **insightful** – the key is awareness rather than repetition;
- **quick** – you will be delighted by what you can learn in a short time;
- **humanistic** – it engages your curiosity and sense of fun;
- **practical** – you help your students with what they need when they need it;
- **lasting** – after guided self-discovery, you won't forget it!

### **What you will find in this workbook:**

- some activities to experience directly how speech sounds are produced;
- an integrated map of what key pronunciation issues you are going to learn;
- a number of drills and exercises for you to master your pronunciation skills;
- clear descriptions and diagrams of sounds;
- an approach that integrates pronunciation with all other class activities.

### **How to work with it...**

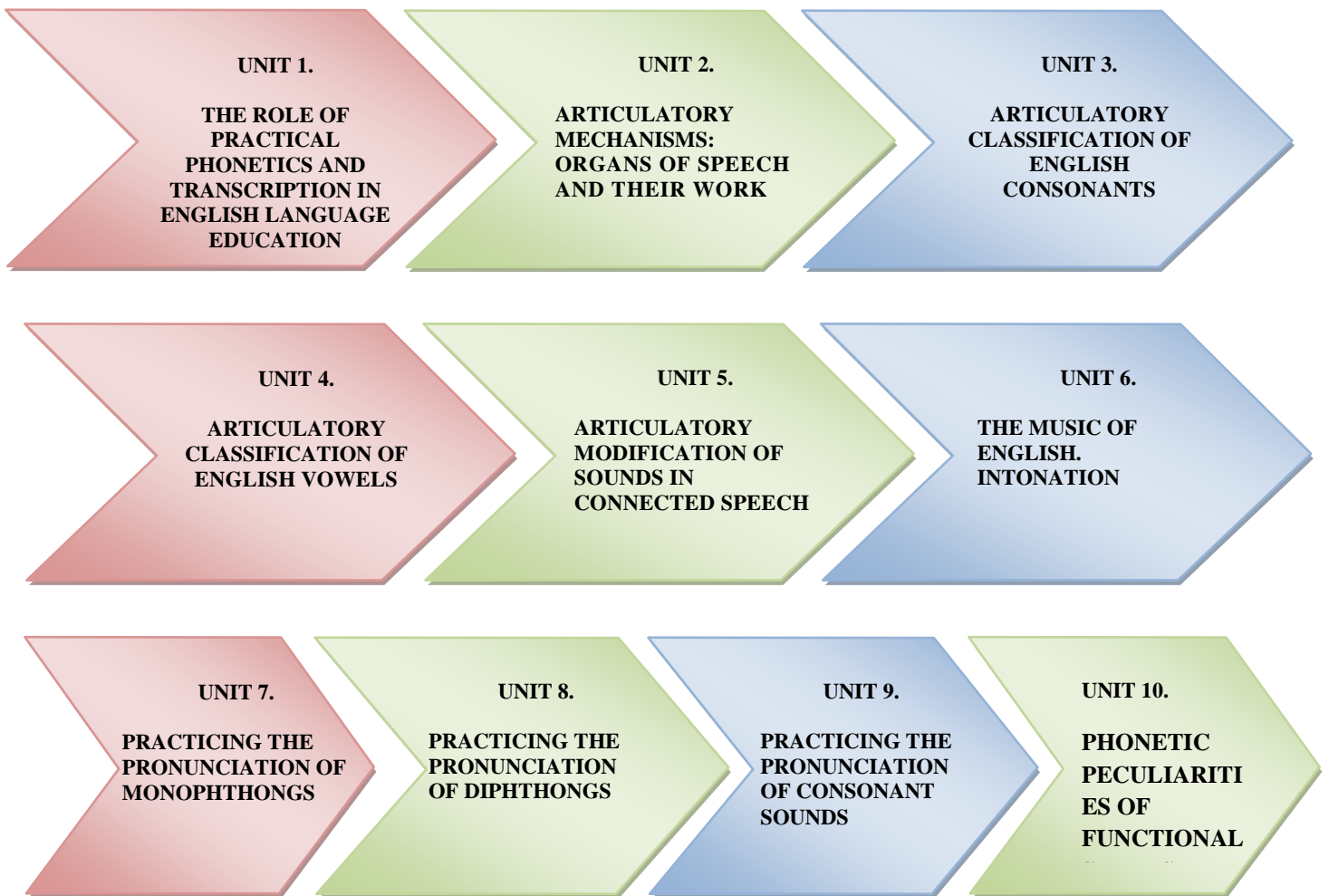
You can use this workbook either working alone or with a class + teacher.

You will need:

- equipment to listen to the digital recourses
- equipment to record your voice
- a small mirror to compare your lip positions with the pictures

Phonetic symbols used in this book are the International Phonetic Alphabet (IPA). The Cambridge Advanced Learner's Dictionary uses these symbols.

## The map of the course on Practical Phonetics



## UNIT 1. THE ROLE OF PRACTICAL PHONETICS AND TRANSCRIPTION IN ENGLISH LANGUAGE EDUCATION

### The importance of correct pronunciation

Pronunciation is the most important and difficult problem that non-native English speakers have to face when studying English. Improper pronunciation can lead to negative impression, misunderstanding and ineffective communication.

**Negative impression.** When you talk to people in the real life, your pronunciation is the first thing they notice during a conversation. In everyday communication, you usually do not have to use many complicated words, so your limited vocabulary is not a big issue since you can use more simple words to express the word that you do not know. In fact, they will notice right away if your pronunciation is good or bad only the first few simple words. If you have a poor pronunciation with very strong foreign accent, they will think of you as a bad English speaker and your good vocabulary and grammar cannot help you.

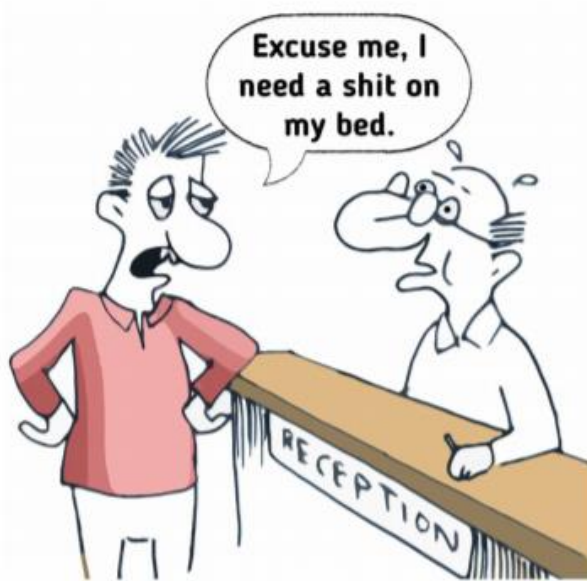
**Misunderstanding.** Knowing a lot of vocabularies is meaningless if you cannot pronounce those words correctly and no one can understand the words that you are trying to use. Even worse, pronunciation mistakes can lead to some serious misunderstanding. For example, let's think of the misunderstanding about the signal "sinking" in a video clip on Youtube called "I am sinking." Many people believe that they can communicate in English because they can communicate with

their teachers and other students. However, it is not true. The teachers have been listening to bad English for years so they can understand your poor pronunciation, and your friends are from the



same country with you and speak English with the same accent so that they can understand your words easier. The best way is to talk to native English speakers, and if they can understand what you are saying, you have a good pronunciation.

**Ineffective communication.** You are making it difficult for people who listen to you with your strong foreign accent. People are often irritated if they have to keep asking you to repeat but still cannot figure out what you are saying. Consequently, if it takes a lot of efforts to understand your English, people will avoid communicating with you as much as they can. In contrast, they will enjoy talking to you when you have a pleasant accent that is easy to hear and understand you.



## Hotel Misunderstanding

- A: Excuse me, I need a shit on my bed.  
 B: What did you say?  
 A: There's no shit on my bed.  
 B: Oh... That's good, isn't it?  
 A: No, it's bad. It's just a bed with no shits.  
 B: Oh, sheets! You mean sheets!  
 A: Yes, shits.  
 B: No, sheets.  
 A: Yes, shits.  
 B: Right, I'll get you some sheets. Is that everything?





## RESTAURANT MISUNDERSTANDING

/p/    /b/

- A: What's in the soup? It tastes like crap.  
 B: Pardon?  
 A: The soup tastes like crap.  
 B: Don't you like it?  
 A: Yes, it's nice. Is it fish or crap?  
 B: Oh, crab! You mean crab!  
 A: Crab?  
 B: Yes, it's crab soup. Made with fresh crab.  
 A: Great. I love fresh crap!



## HARDWARE SHOP MISUNDERSTANDING

- A: Do you sell sex?  
 B: Sorry?  
 A: Sex. Do you sell sex?  
 B: But this is a hardware store, so...  
 A: Right, so I want sex - big strong begs.  
 B: Oh bags! You want Sacks!  
 A: Yes, I want sex.  
 B: Ok, sacks. Cloth or plastic?



### Task 1. Phonetic transcription

#### 1. Study the examples given below:

hate man many what water again hare last

- a) What is the phonetic value of the letter 'a' in these words?

hate .../ei/..., man .../ /..., many.../ /..., what .../ /..., water .../ /... , again .../ /..., hare .../ /... , last .../ei/... .

- b) Give examples of other words in which one letter is pronounced in several different ways:

- c) How can this orthographic discrepancy be overcome?

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#### 2. Study the examples given below:

to too two through threw clue shoe queue

- a) What do the underlined sequences of letters have in common?

They are pronounced in the same way, i.e. as \_\_\_\_\_

- b) Give examples of other sounds which can be written by means of different letters:

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- c) How can this orthographic discrepancy be overcome?

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#### Task 3. Check yourself. Try to read the given words in a correct way.

Dumb, shepherd, yolk, vehicle, guinea, indict, corps, brooch, halfpenny, mauve, heroine, Arkansas, Derby, Connecticut, Holmes, Gloucester, Greenwich, bourgeois, furore, Shish kebab, Llanfair, borsch, balalaika, macho.



**Task 4. Make a conclusion of what you have noticed after completing task 3.**

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**Task 5. Fill in the blanks:**

Phonetic transcription is necessary since in many languages, such as English, there is no one-to-one correspondence between \_\_\_\_\_ and \_\_\_\_\_. Thus, sometimes one sound is represented in spelling by \_\_\_\_\_. In other cases, one letter represents \_\_\_\_\_.

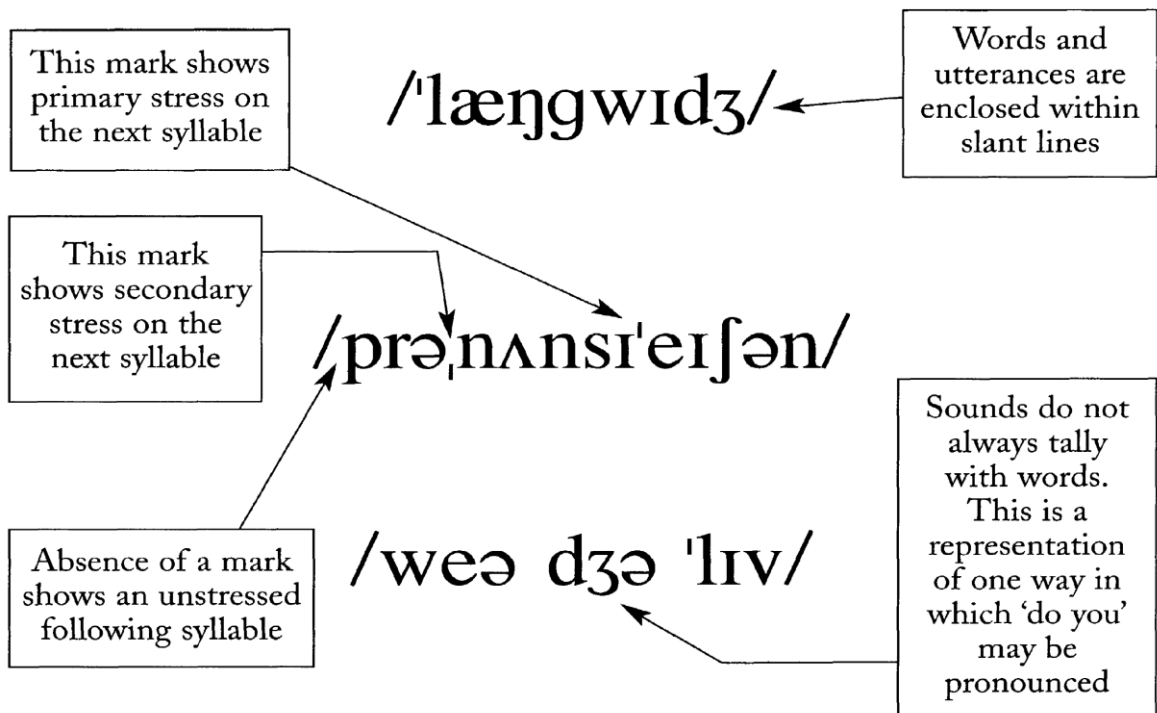
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**PHONETIC SYMBOLS  
(TRANSCRIPTION)**

Vowels		
/i:/ as in <b>see</b> /si:/	/ɑ:/ as in <b>arm</b> /ɑ:m/	/eɪ/ as in <b>page</b> /peɪdʒ /
/ɪ/ as in <b>sit</b> /sɪt/	/ɒ/ as in <b>dog</b> /dɒg/	/aɪ/ as in <b>five</b> /faɪv/
/e/ as in <b>ten</b> /ten/	/ɔ:/ as in <b>saw</b> /sɔ:/	/ɔɪ/ as in <b>boy</b> /bɔɪ/
/æ/ as in <b>cat</b> /kæt/	/ʊ/ as in <b>put</b> /pʊt/	/aʊ/ as in <b>now</b> /naʊ/
/ɜ:/ as in <b>girl</b> /gɜ:l/	/u:/ as in <b>too</b> /tu:/	/əʊ/ as in <b>no</b> /nəʊ/
/ə/ as in <b>pilot</b> /'paɪlət/	/i/ as in <b>happy</b> /'hæpi/	/ɪə/ as in <b>near</b> /nɪə/
/ʌ/ as in <b>cup</b> /kʌp/		/eə/ as in <b>hair</b> /heə/
		/ʊə/ as in <b>pure</b> /pjʊə(r)/
Consonants		
/p/ as in <b>pen</b> /pen/	/s/ as in <b>so</b> /səʊ/	/m/ as in <b>man</b> /mæn/
/b/ as in <b>bad</b> /bæd/	/z/ as in <b>zoo</b> /zu:/	/n/ as in <b>no</b> /nəʊ/
/t/ as in <b>tea</b> /ti:/	/f/ as in <b>fall</b> /fɔ:l/	/ŋ/ as in <b>sing</b> /sɪŋ/
/d/ as in <b>dog</b> /dɒg/	/v/ as in <b>voice</b> /vɔɪs/	/l/ as in <b>leg</b> /leg/
/k/ as in <b>cat</b> /kæt/	/θ/ as in <b>thin</b> /θɪn/	/r/ as in <b>red</b> /red/
/g/ as in <b>goat</b> /gəʊt/	/ð/ as in <b>then</b> /ðen/	/j/ as in <b>yes</b> /jes/
/tʃ/ as in <b>cheese</b> /tʃi:z/	/ʃ/ as in <b>she</b> /ʃi:/	/w/ as in <b>wet</b> /wet/
/dʒ/ as in <b>jeans</b> /dʒi:nz/	/ʒ/ as in <b>vision</b> /'vɪʒn/	
	/h/ as in <b>he</b> /hi:/	

### Task 6. Let's learn the transcription rules:

- **transcription** is marked by **slant** brackets: /kæt/;
- the **form of print** (not handwriting) should be used: /ten/ not /*ten*/;
- **no capital letters** (symbols) are used: Dan /dæn/ not /Dæn/;
- **abbreviations** and **numbers** should be transcribed in their full spoken form:  
USA /'ju: 'es 'eɪ/, 25 /'twenti 'faɪv/;
- **syllabic consonants** are indicated by (.) placed beneath the symbol: *written*  
/'rɪtɪŋ/;
- **primary stress** is indicated by (') before the stressed syllable, **secondary stress** is shown by (,) before the stressed syllable: *picturesque* /,pɪktʃə'resk/.



**Task 7. Read the information below to share ideas with your partner as up to what you have learnt.**

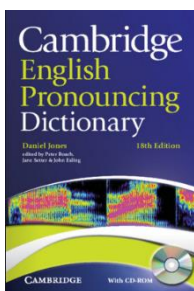
### **Tips for proper pronunciation**

**Here are some tips for you to improve your pronunciation.**

- With every new word, you should look it up in the dictionary to find the correct pronunciation.
- Listen to native speakers to get used to their accent. Instead of boring listening lessons, you can listen to English songs, watch movies or listen to your native English speaking friends and relatives.
- Practice in front of a mirror and make sure you move your mouth in the correct way.
- Do a lot of practices. Remember that practices make perfect.
- Be patient and determined. The journey may be tough, but the result will be worth.

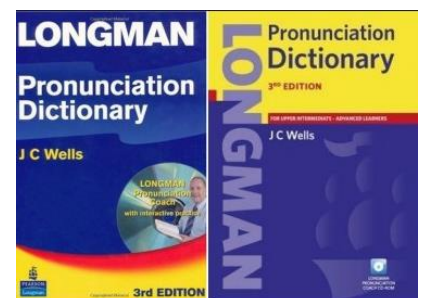
### **DICTIONARIES OF ENGLISH PRONUNCIATION**

**The English Pronouncing Dictionary (EPD)** has been in use for more than 80 years. It was originally compiled by Daniel Jones and first published in 1917. Later the EPD was edited by Alfred Charles Gimson – the 13<sup>th</sup> edition published in 1967. The first 14 editions of the EPD covered only British English.



The 15<sup>th</sup> edition (1997), published by Cambridge University Press and edited by Peter Roach, introduced American pronunciation. The most recent edition of the EPD is the 17<sup>th</sup> which was published in 2006 under the title **The Cambridge English Pronouncing Dictionary (CEPD)**. It provides information on the current pronunciation of approximately 80,000 words and phrases.

**The Longman Pronunciation Dictionary (LPD)** is compiled by John C. Wells and was first published in 1995. The author, Professor John Wells, holds the Chair of Phonetics in the University of London, a position previously occupied by Alfred Ch. Gimson and, before him,



Daniel Jones. The second edition of the LPD was published in 2000. It includes 135,000 pronunciations, giving full coverage of both British and American English. Here you may find a link on what J. Wells tells about his new edition of the LPD (<http://www.pearsonlongman.com/dictionaries/LPD/>).

## ONLINE PRONUNCIATION DICTIONARIES:

### Oxford Advanced Learners Dictionary

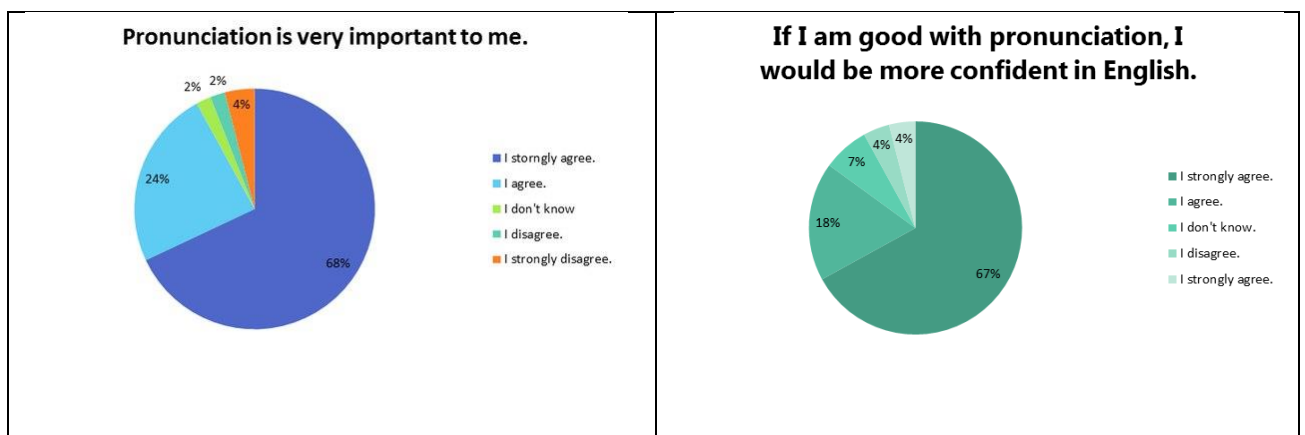
<https://www.oxfordlearnersdictionaries.com/definition/english/>

### Cambridge Dictionary

<https://dictionary.cambridge.org>

### Longman Dictionary

<https://www.ldoceonline.com/>







- e) English contains many homographs (words with different pronunciation and meanings but the same spelling). Provide pronunciation and meaning of the words given below.

agape, bass, bow, entrance, invalid, minute, row, sow

<b>a word</b>	<b>/.../</b>	<b>meaning</b>	<b>a word</b>	<b>/.../</b>	<b>meaning</b>
agape					

### **Task 9. Answer the questions**

- 1) Why should people study a pronunciation course of a foreign language?

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- 2) Is it possible to speak a foreign language correctly without knowing its phonemic system?

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- 3) What do you know about transcription?

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- 4) Is it necessary to learn the transcription of English and why?

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- 5) How many sounds are there in English language?

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**Task 10. Learn the poems suggested below by heart. Mind the pronunciation of the capitalized words. Don't forget to translate them.**

\* \* \*

When the English tongue we SPEAK  
Why does BREAK not rhyme with WEAK?  
Won't you tell me why it's true  
We say SEW, but also FEW?  
And the maker of a verse  
Cannot rhyme his HORSE with WORSE?  
BEARD is not the same as HEARD,  
CORD is different from WORD,  
Cow is COW, but low is LOW,  
SHOE is never rhymed with FOE.  
Think of HOSE, and DOSE, and LOSE,  
And think of GOOSE and yet of CHOOSE,  
Think of COMB and TOMB and BOMB,  
DOLL and ROLL and HOME and SOME.  
And since PAY is rhymed with SAY,  
Why not PAID with SAID, I pray?  
Think of BLOOD and FOOD and GOOD;  
MOULD is not pronounced like COULD.  
Why is it DONE, but GONE and LONE -  
Is there any reason known?  
To sum up, it seems to me  
That sounds and letters don't agree.

I take it you already know  
 Of **tough** and **bought** and **cough** and **dough**.  
 Others may stumble, but not you,  
 On **thorough**, **plough**, **enough** and **through**.  
 Well done! And now you wish, perhaps,  
 To learn of less familiar traps.  
 Beware of **heard**: a dreadful word  
 That looks like **beard** and sounds like **bird**,  
 And **dead**: it's said like **bed**, not **bead**;  
 For goodness sake don't call it **deed**!  
 Watch out for **meat** and **great** and **threat**,  
 (They rhyme with **suite** and **straight** and **debt**).  
 And **here** is not a match for **there**,  
 Nor **dear** and **fear** for **bear** and **pear**.  
 And then there's **dose** and **rose** and **lose**—  
 Just look these up — and **goose** and **choose**,  
 And **cork** and **work**, and **card** and **ward**,  
 And **font** and **front** and **word** and **sword**,  
 And **do** and **go**, then **thwart** and **cart**,  
 Come, come, I've hardly made a start!  
 A dreadful language? Man alive,  
 I'd mastered it when I was five!

