

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ ЛІНГВІСТИЧНИЙ УНІВЕРСИТЕТ

Методичні рекомендації

для занять з настановно-корективного курсу фонетики англійської мови

Київ
Видавничий центр КНЛУ
2024

Методичні рекомендації для занять з настановно-корективного курсу фонетики англійської мови для студентів I курсу/ укл. викл. Кирій А. С. – К.: Видавничий центр КНЛУ, 2024. – 52 с.

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Preface

Передмова

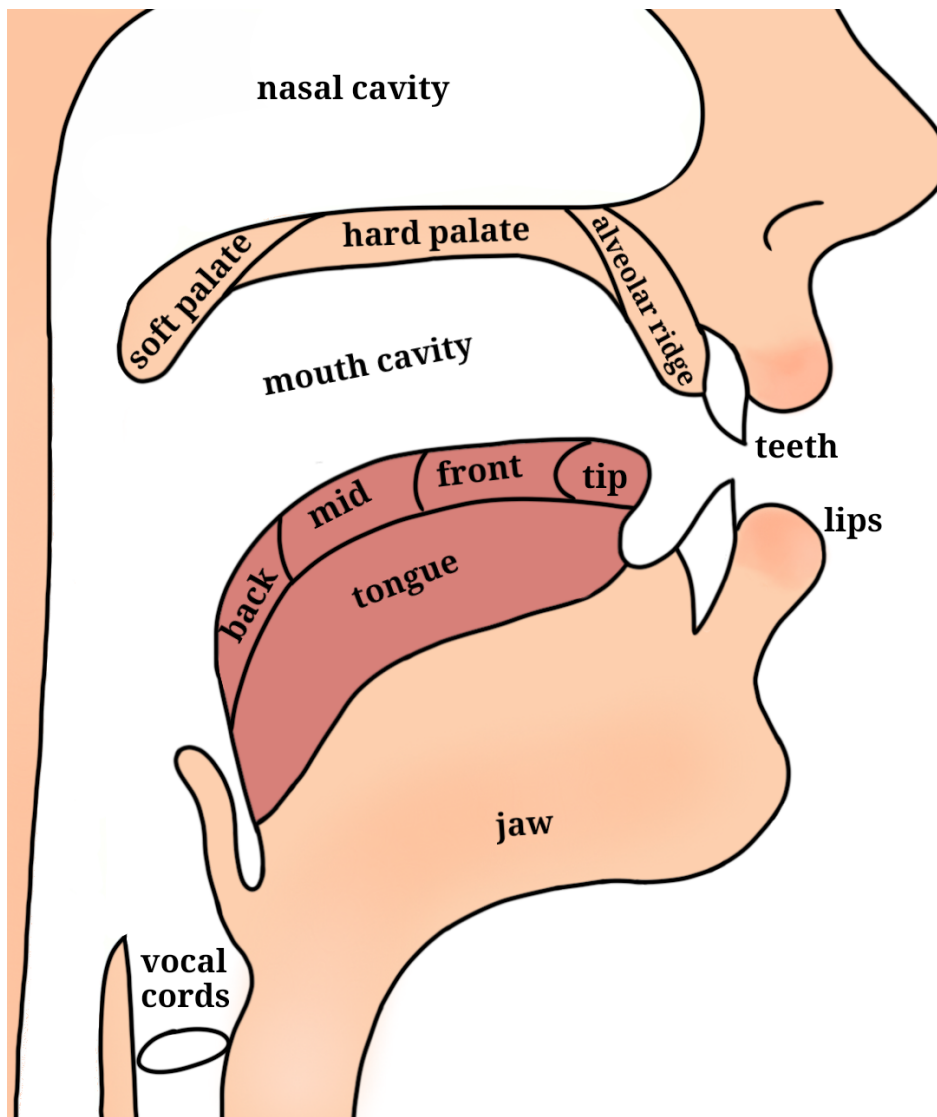
Щоб допомогти студентам першого курсу, що вивчають англійську як другу іноземну мову, в освоєнні фонетичної частини мови, були розроблені методичні рекомендації для настановно-корективного курсу фонетики. Актуальність розробки методичних рекомендацій зумовлена відсутністю ілюстрованого посібника-довідника з інструкціями щодо артикуляції звуків особливостей просодії в американському та британському різновидах англійської мови.

Навчально-методичні рекомендації з настановно-корективного курсу фонетики англійської мови розроблено для студентів I курсу першого (бакалаврського) рівня, які здобувають вищу освіту за напрямком підготовки 035 Філологія. У запропонованих рекомендаціях враховано основні положення робочої програми з другої іноземної мови (англійської). Рекомендації розроблено на основі системного підходу. Характерною особливістю навчально-методичних рекомендацій є аудіо- та візуальний супровід, спрямований на ефективне засвоєння фонетичного матеріалу.

Навчально-методичні рекомендації містять 60 мультипланових вправ та завдань, виконання яких сприяє формуванню у студентів фонетичної компетентності на сегментному рівні. Запропоновані рекомендації можна використовувати як на аудиторних заняттях, так і для самостійної роботи студентів.

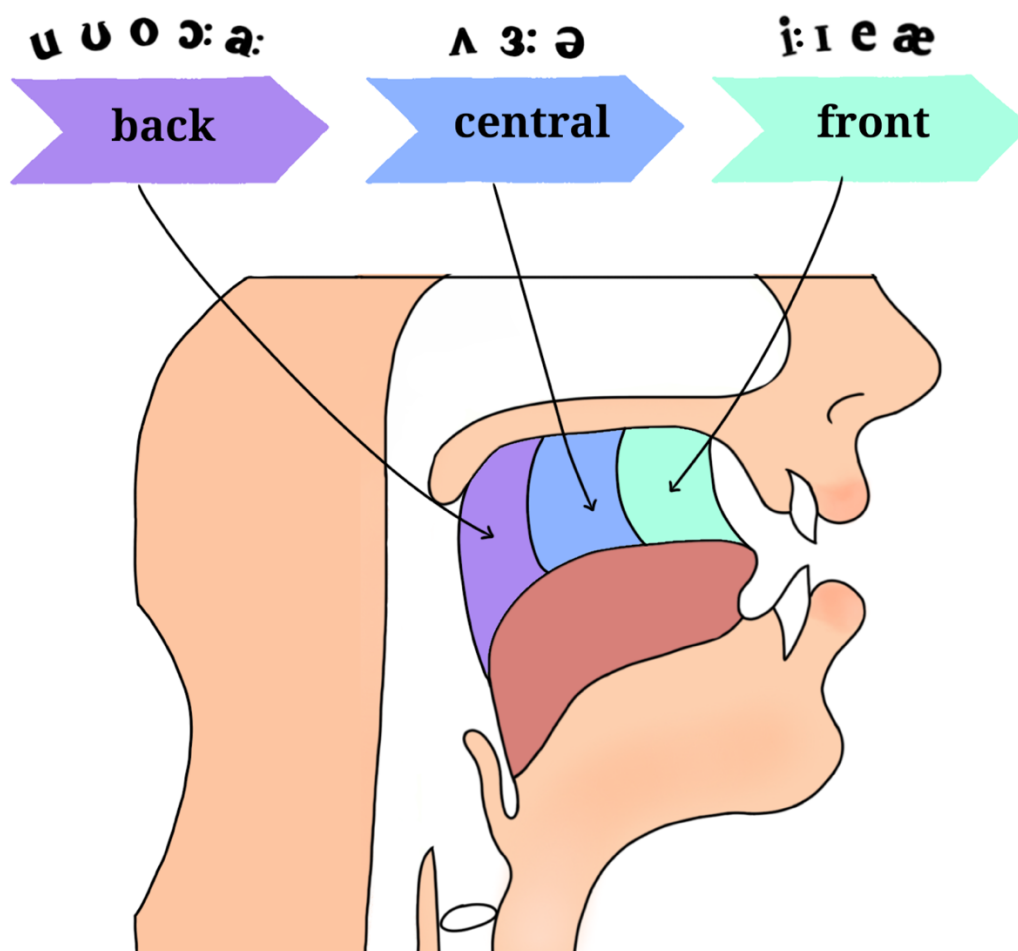
I Theory

1. Articulatory organs glossary



1. **alveolar ridge** /æɪ'viələ(r) rɪdʒ/ - **альвеолярний відросток/альвеоли**
2. **soft/hard palate** /sɒft/hɑ:(r)d 'pælət/ - **м'яке/тверде піднебіння**
3. **mouth/nasal cavity** /maʊθ/ 'neɪzəl 'kævəti/ - **ротова/носова порожнина**
4. **vocal cords** /'vəʊkəl kɔ:(r)dʒ/ - **голосові зв'язки**
5. **back/mid/front/tip of the tongue** /bæk/mɪd/frʌnt/tɪp əv ðə tʌŋ/ - **задня/середня/передня частина/кінчик язика**
6. **upper/lower teeth** /'ʌpə(r) 'ləʊə(r) ti:θ/ - **верхні/нижні зуби**
7. **upper/lower jaw** /'ʌpə(r) 'ləʊə(r) dʒɔ:/ - **верхня/нижня щелепа**

2. Vowel System



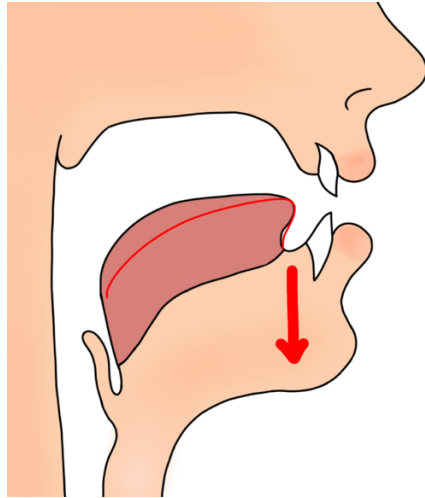
A **vowel**, in human speech, sound in which the flow of air from the lungs passes through the mouth with minimal obstruction and without audible friction; e.g., the **i** in “fit,” and the **a** in “pack.” Symbols that are used in transcriptions to represent a sound are called **phonemes**. There are 44 phonemes in the British variety of English and 40 in the American. The sounds that are produced by speakers (with different accents, dialects, articulation etc.) are called **allophones**.

Vowels are classified according to a front-to-back dimension. A **front vowel** is pronounced with the highest part of the tongue pushed forward in the mouth and somewhat arched. The **a** in “had,” the **e** in “bed,” and the **i** in “fit” are front vowels. A **central vowel** – tongue is positioned halfway between a front vowel and a back vowel as **u** in “cut”. A **back vowel**—e.g., the **u** in “rule” —is produced with the back part of the tongue raised toward the soft palate.

2.1. Front Vowel Articulation – practice 🖱️

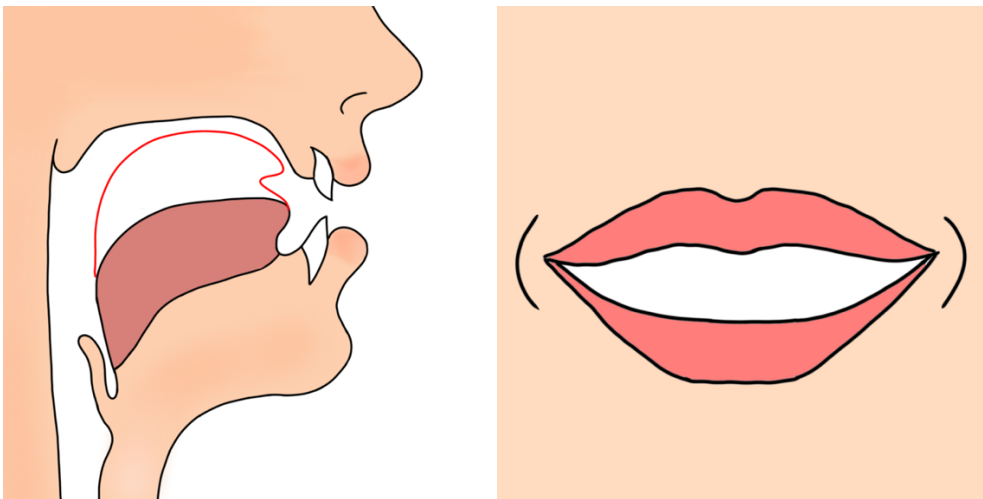
(/ɪ/, /i:/, /e/, /æ/)

/ɪ/ as in 'hit', 'busy', 'swim' 🔊



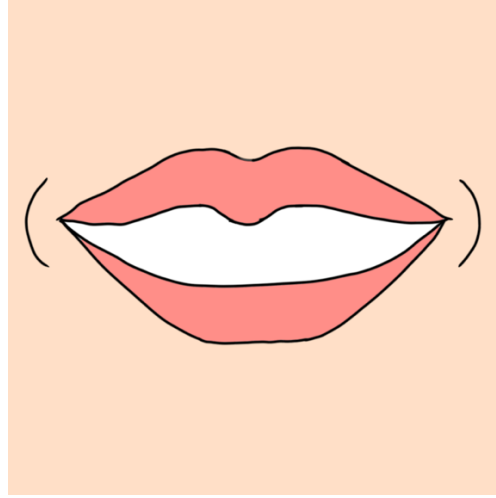
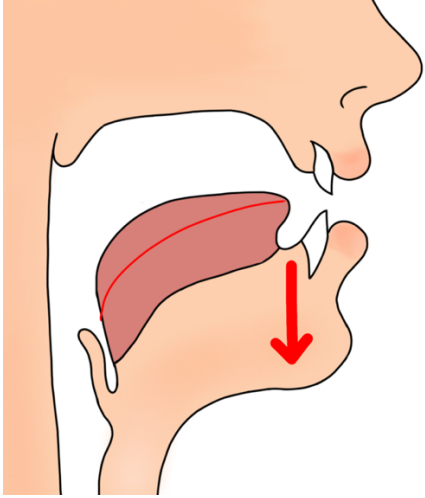
1. Lift up the front part of your tongue, but do not touch the teeth.
2. Put your jaw down a little.

/i:/ as in 'key', 'people', 'eat' 🔊



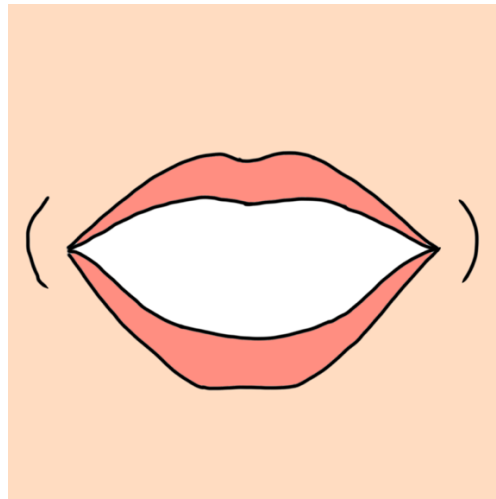
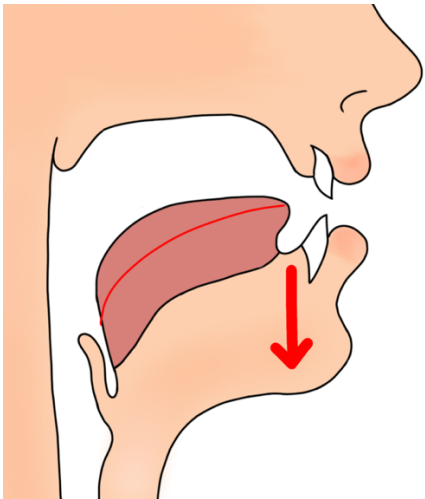
1. Make your mouth wide, like a smile.
2. Lift up the front part of your tongue. It touches the sides of your upper teeth.

/e/ as in 'pet', 'pen', 'head' 



1. Make your mouth quite wide.
2. Push the back of your tongue down a little.
3. Put your jaw down a little.

/æ/ as in 'cat', 'map', 'jam', in Am: 'after', 'class', 'fast' 

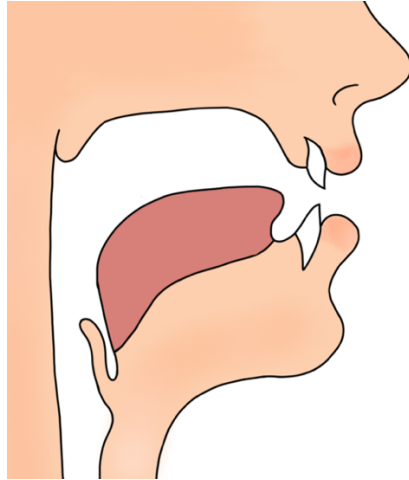


1. Make your mouth wide.
2. Push the back of your tongue down.
3. Put your jaw down.

2.2. Central Vowel Articulation – practice 🗣️

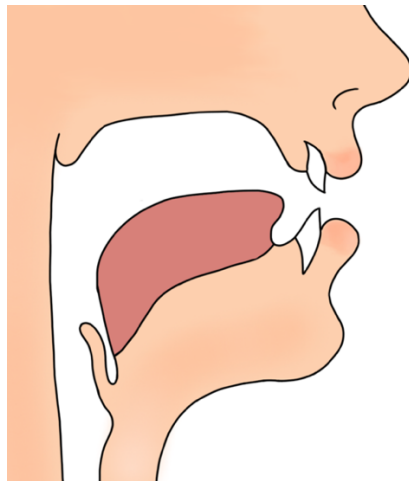
(/ɜ:/, /ə/, /ʌ/)

/ɜ:/ as in 'first', 'turn', 'work' 🗣️



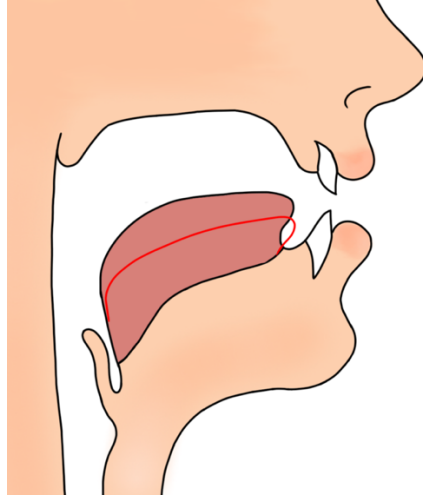
1. The tongue is in the center (neither towards the back, nor the front of your mouth).
2. Lips are relaxed and stretched out a little.
3. The jaw is relaxed.

/ə/ only in unstressed syllables – as in 'water', 'about', 'America' 🗣️



1. The tongue is in the center (neither towards the back, nor the front of your mouth).
2. Lips are relaxed and stretched out a little.
3. The jaw is relaxed.
4. Pronounce the vowel very quickly.

/ʌ/ as in 'cup', 'bus', 'come' 



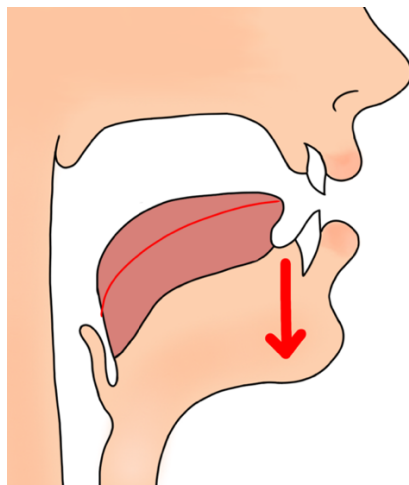
1. Press the tongue down.
2. Make your mouth wide, lips are relaxed.
3. The jaw is relaxed.

2.3. Back Vowel Articulation – practice

(/ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/)

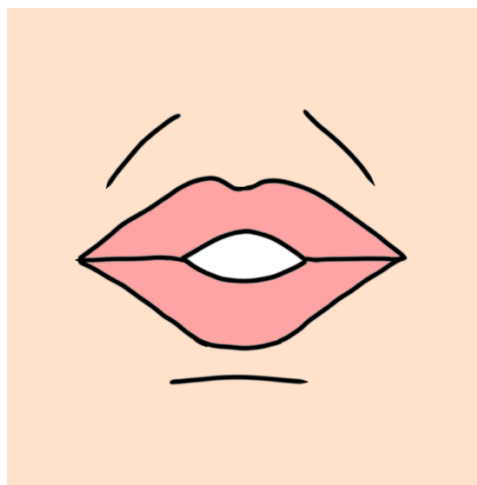
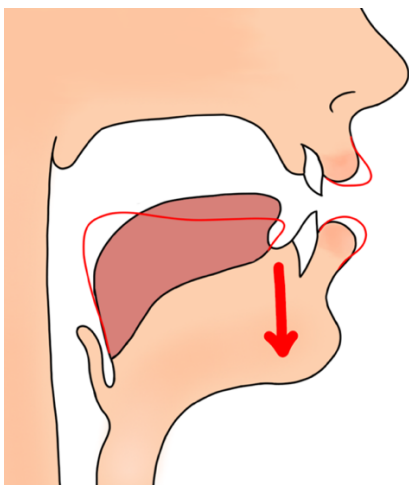
/ɑ:/ - in Am instead of /ɒ/, /ɔ:/, as in 'dog', 'fog', 'caught' 

in Br: 'after', 'class', 'fast' 



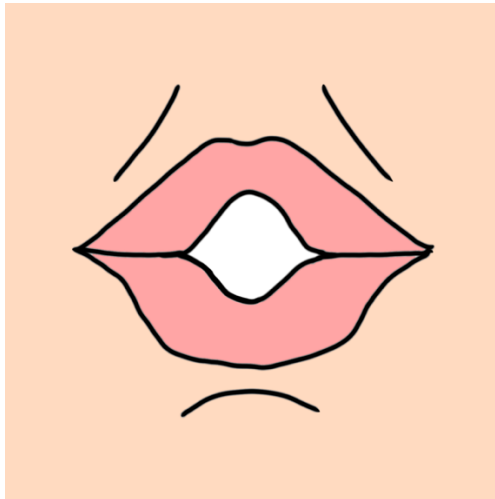
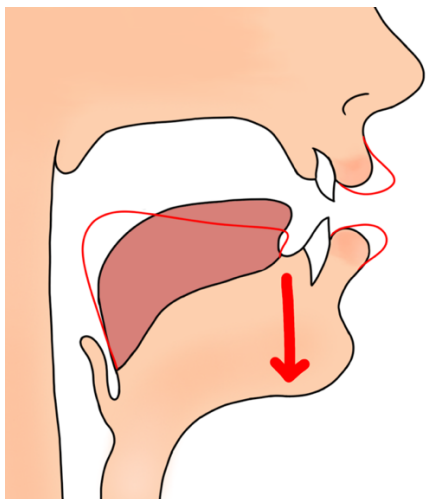
1. Push the back of your tongue down.
2. Put your jaw down.

/ɒ/ in Br: 'bottle', 'not', 'hot'



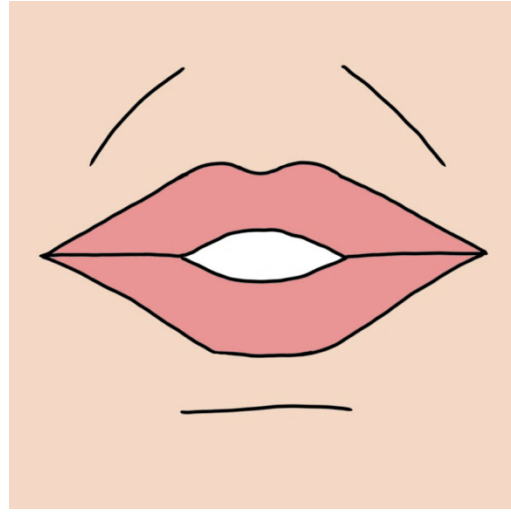
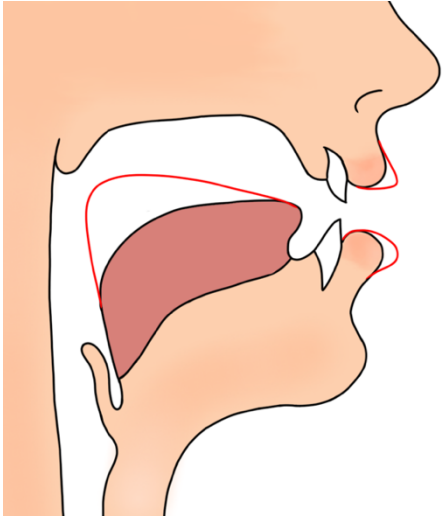
1. Put your lips forward a little.
2. Round your lips a little.
3. Push the front part of your tongue down, it moves towards the back of your mouth.
4. Put your jaw down.

/ɔ:/ as in Br: 'call', 'talk', 'door'



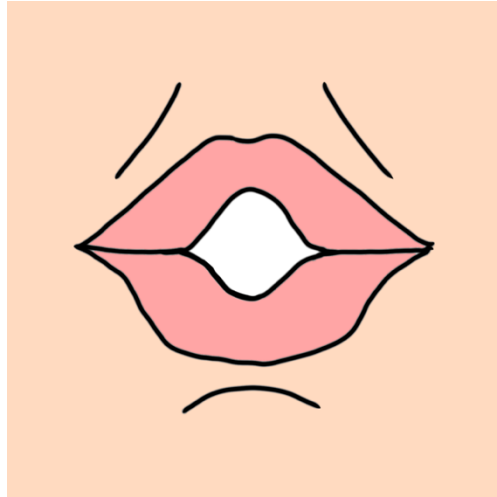
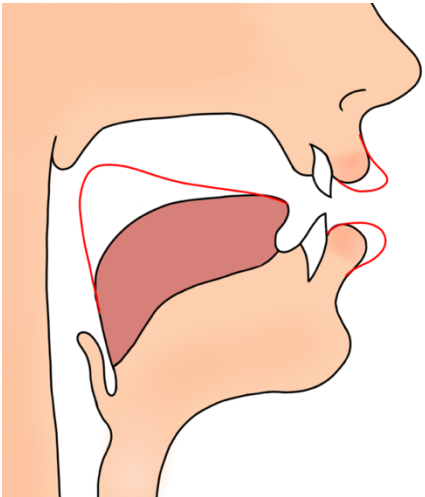
1. Put your lips forward.
2. Round your lips.
3. The tongue is flat and relaxed.
4. Put your jaw down.

/ʊ/ as in 'book', 'look', 'cook' 



1. Put your lips forward a little.
2. Round your lips a little.
3. Lift up the back part of your tongue a little.

/u:/ as in 'group', 'too', 'blue' 







1. Put your lips forward.
2. Round your lips.
3. Lift up the back part of your tongue.

2.4. Diphthongs

A **diphthong** is a combination of vowel sounds which form one syllable. In the **British variety of English** there are 8 of them:

/eɪ/	break, mail, cake 
/ɪə/	fear, deer, peer 
/ɔɪ/	toy, boy, annoy 
/aɪ/	high, eye, fly 
/eə/	care, wear, bare 
/ʊə/	pure, cure, fuel 
/əʊ/	road, mode, load 
/aʊ/	how, cow, town 

In the **American variety of English**, however, there are only 5 diphthongs:

/eɪ/	way, grey, stay 
/oʊ/	goat, soak, road 
/aɪ/	pie, dye, lie 
/aʊ/	loud, house, mouse 
/ɔɪ/	toy, joy, employ 

3. Consonant system

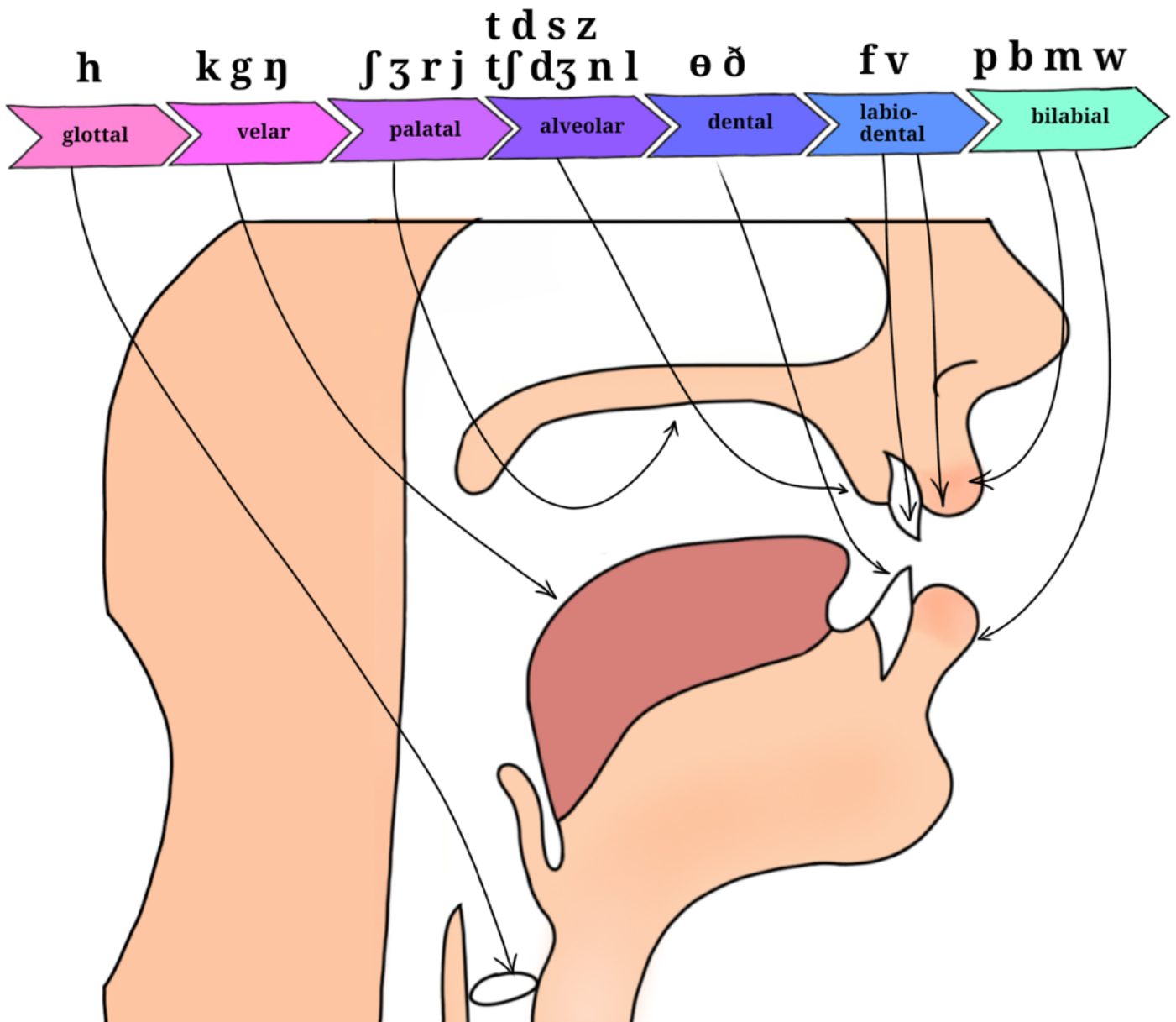
There are **24 consonant sounds** in English.

Consonants are classified according to:

- ➔ **Voicing** – the work of the vocal cords (voiced/voiceless)
- ➔ **Place of articulation** – where the articulation takes place (bilabials/labio-dentals/dentals/alveolars/palatals/velars/glottal)
- ➔ **Manner of producing noise** – how the air passes (plosives/ fricatives/ nasals/ affricates/ approximants)

	bilabials		labio-dentals		dentals		alveolars		palatals		velars		glottal	
Voiceless -v Voiced +v	-v	+v	-v	+v	-v	+v	-v	+v	-v	+v	-v	+v	-v	+v
Stops (plosives)	p	b					t	d			k	g		
Fricatives			f	v	θ	ð	s	z	ʃ	ʒ (palato-alveolar)			h	
Affricates (plosive + fricative)							tʃ	dʒ (palato-alveolar)						
Nasals		m						n				ŋ		
Approximants (partial block of air, vowel-like)		w					r	l		j				

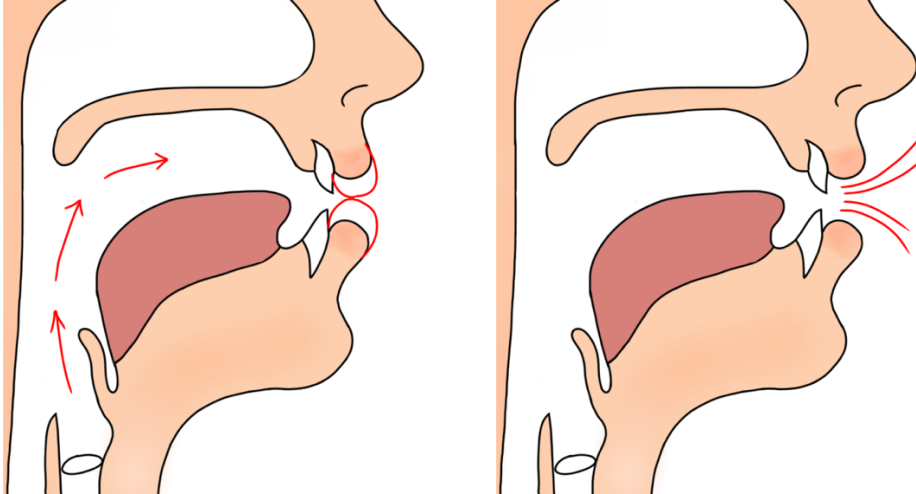
3.1. Consonants according to the place of articulation



- **bilabials** /baɪˈleɪbiəlz/ - губні приголосні
- **labio-dentals** /ˈleɪbiəˈdentəlz/ - губно-зубні приголосні
- **dentals** /ˈdentəlz/ - зубні приголосні
- **alveolars** /əlˈviələ(r)z/ - альвеолярні приголосні
- **palatals** /ˈpælətəlz/ - піднебінні приголосні
- **velars** /ˈvi:lə(r)z/ - задньоязикові приголосні
- **glottal** /ˈglɒtəl/ - гортанний приголосний

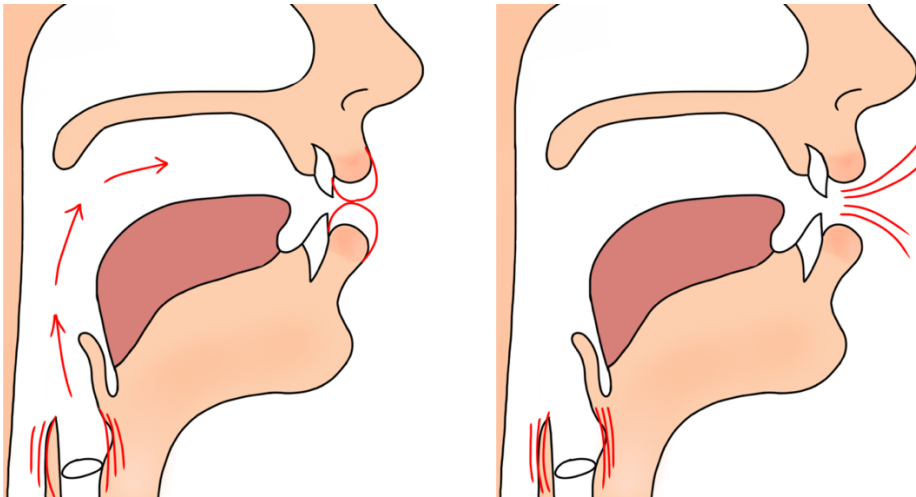
3.1.1. Bilabial articulation – practice 📌 (p, b, m, w)

/p/ as in 'pin' 🔊



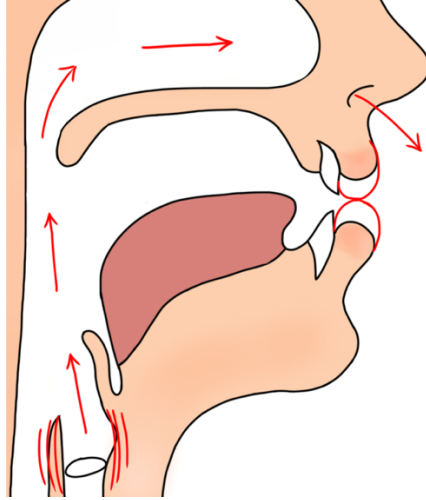
1. Close your lips hard.
2. Push air forward in your mouth.
3. Open your mouth quickly to release the air.

/b/ as in 'big' 🔊



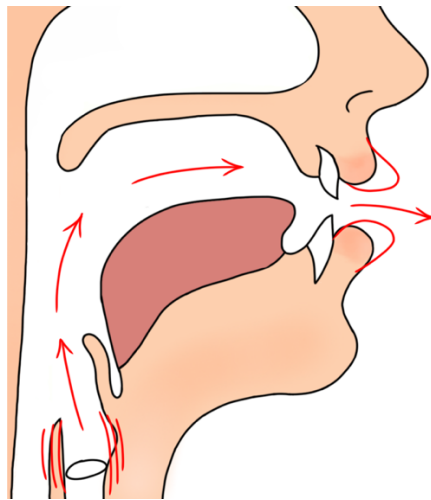
1. Close your lips hard.
2. Push air forward in your mouth.
3. Open your mouth quickly to release the air.
4. There is vibration in the vocal cords.

/m/ as in 'map' 



1. Close your both lips together.
2. The air comes out of your nose.
3. There is vibration in the vocal cords.

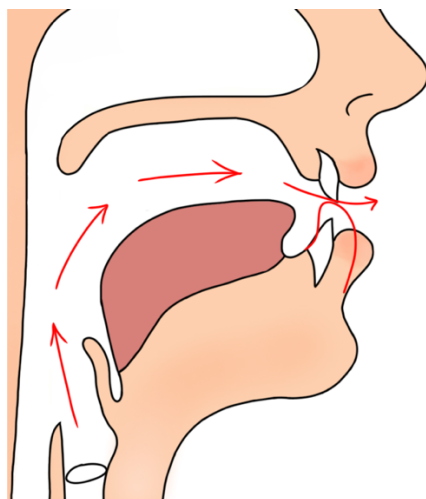
/w/ as in 'wall' 



1. Put your lips froward.
2. Round your lips (as to blow a candle).
3. There is vibration in the vocal cords.

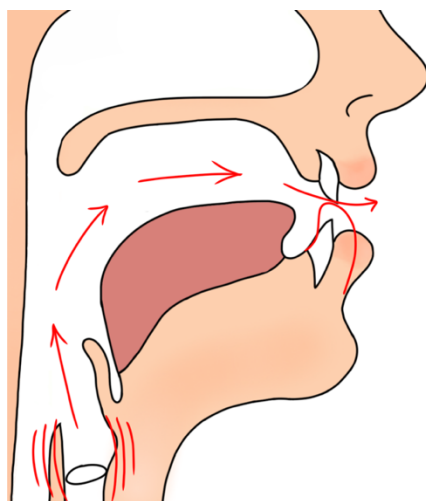
3.1.2. Labio-dental articulation – practice 📌 (f, v)

/f/ as in 'fine' 🗣️



1. Touch your front top teeth with your lower lip.
2. Blow out air between your lip and your teeth.

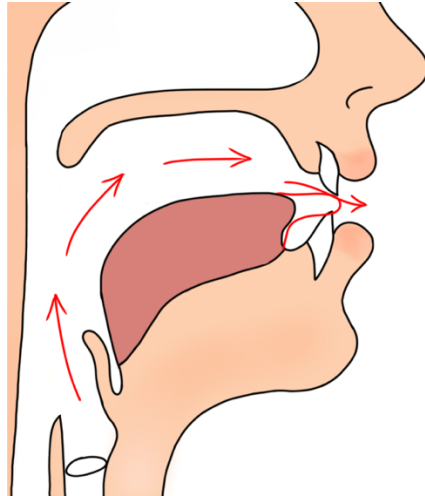
/v/ as in 'vase' 🗣️



1. Touch your front top teeth with your lower lip.
2. Blow out air between your lip and your teeth.
3. There is vibration in the vocal cords.

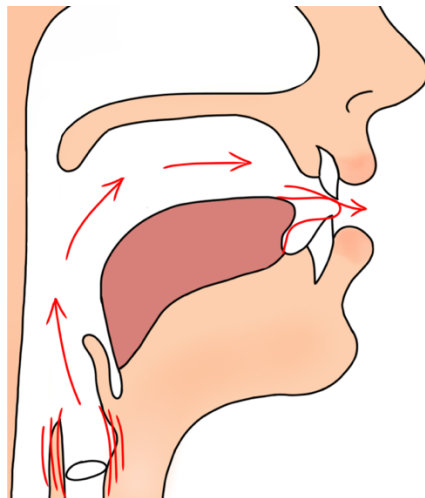
3.1.3. Dental articulation – practice 🙌 (e, ð)

/e/ as in 'think' 🗣️



1. Touch the back of your upper front teeth with the tip of the tongue.
2. Push the air through the gap.

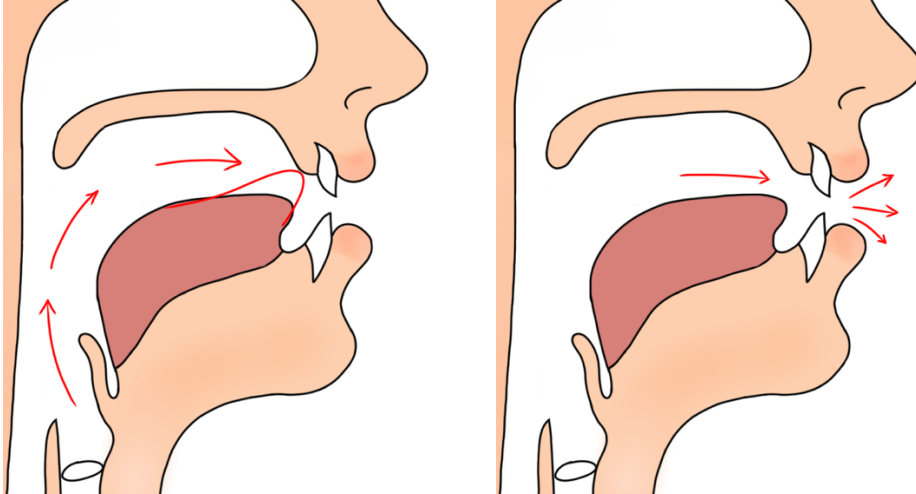
/ð/ as in 'this'



1. Touch the back of your upper front teeth with the tip of the tongue.
2. Push the air through the gap.
3. There is vibration in the vocal cords.

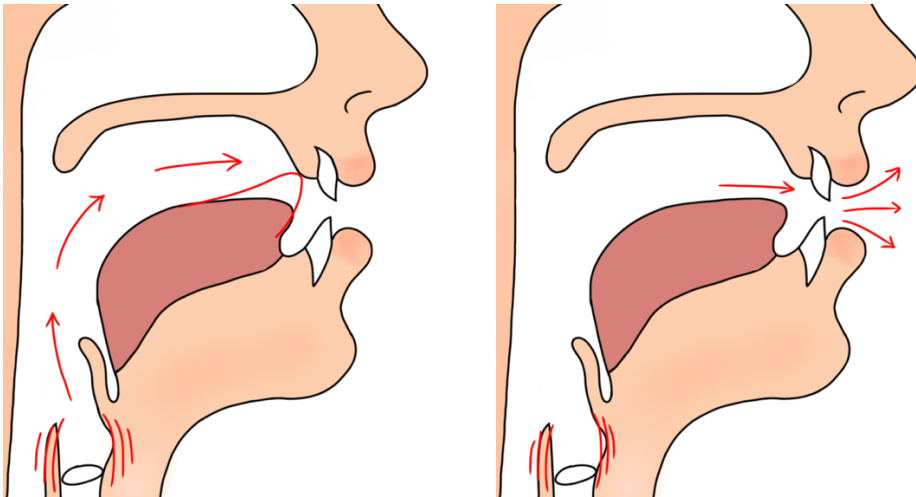
3.1.4. Alveolar articulation – practice 🙌 (t, d, s, z, tʃ, dʒ, n, l)

/t/ as in 'tip' 🗣️



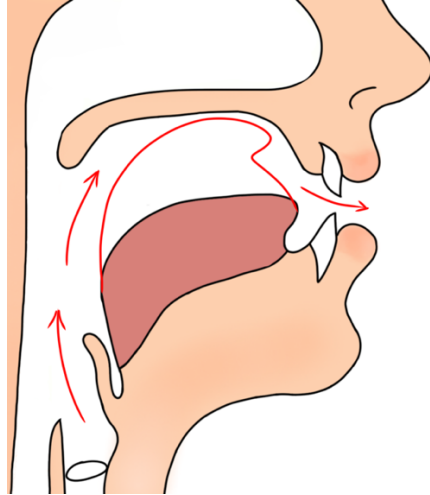
1. Touch the alveolar ridge with the tip of your tongue.
2. Push air forward inside your mouth.
3. Move the tongue away quickly to release the air.

/d/ as in 'door' 🗣️



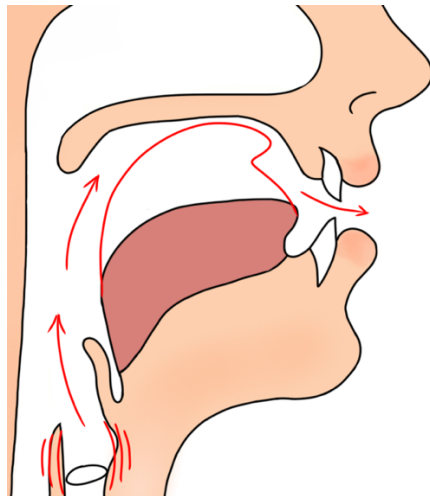
1. Touch the alveolar ridge with the tip of your tongue.
2. Push air forward inside your mouth.
3. Move the tongue away quickly to release the air.
4. There is vibration in the vocal cords.

/s/ as in 'sit' 



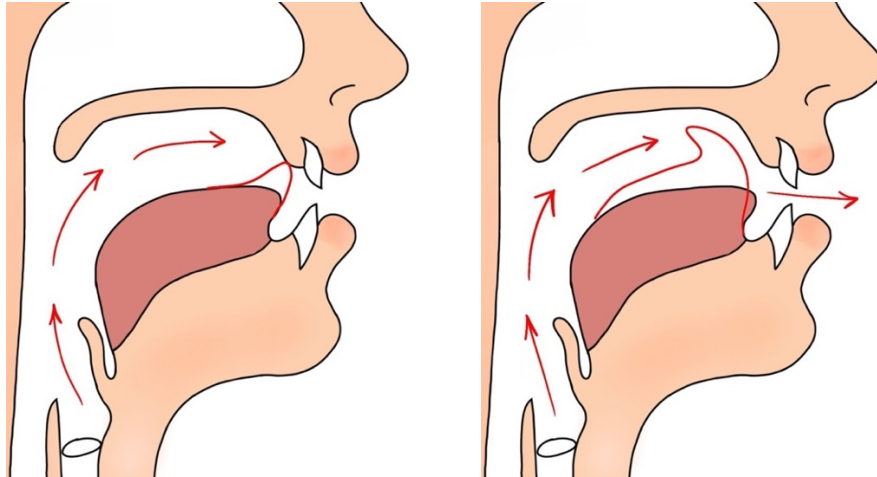
1. Touch your top teeth with the sides of your tongue.
2. Put the tip of your tongue forward to nearly touch the palate.

/z/ as in 'zoo' 



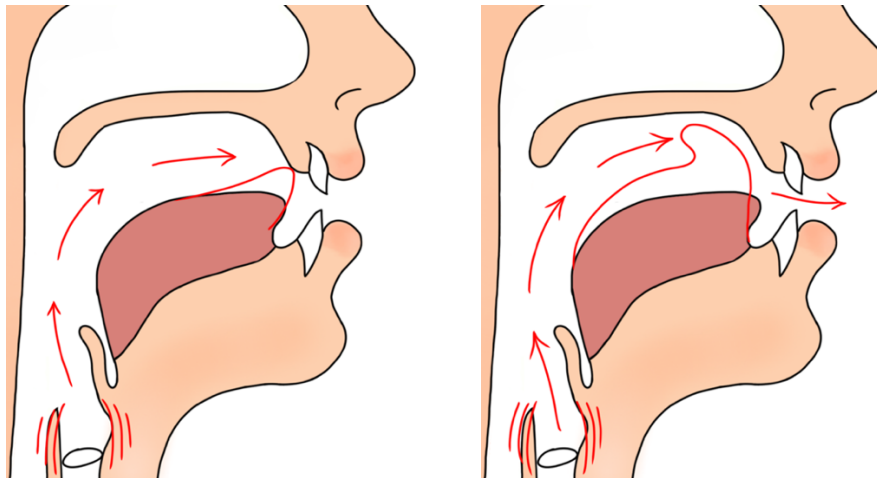
1. Touch your top teeth with the sides of your tongue.
2. Put the tip of your tongue forward to nearly touch the palate.
3. There is vibration in the vocal cords.

/tʃ/ as in 'chair'



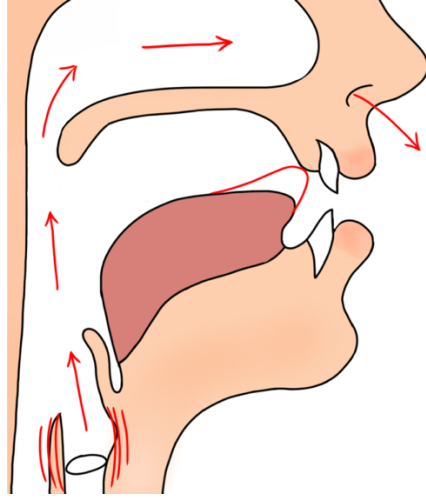
1. Touch the alveolar ridge with the tip of your tongue.
2. Release the air by moving the tip of the tongue down a little, but nearly touch the palate with the front part of the tongue.
3. There is some contact between the tongue and the sides of the upper teeth.

/dʒ/ as in 'joy'



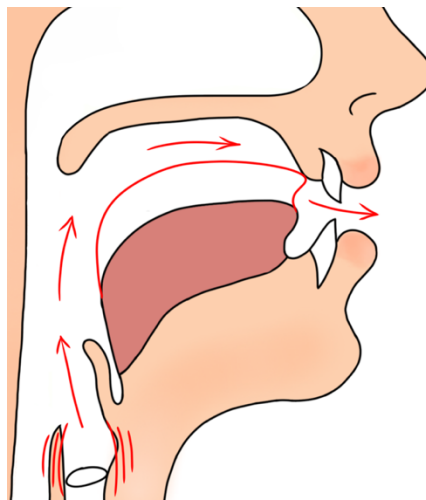
1. Touch the alveolar ridge with the tip of your tongue.
2. Release the air by moving the tip of the tongue down a little, but nearly touch the palate with the front part of the tongue.
3. There is some contact between the tongue and the sides of the upper teeth.
4. There is vibration in the vocal cords.

/n/ as in 'nice' 



1. Press the tip of your tongue against the alveolar ridge.
2. The air comes out of your nose.
3. There is vibration in the vocal cords.

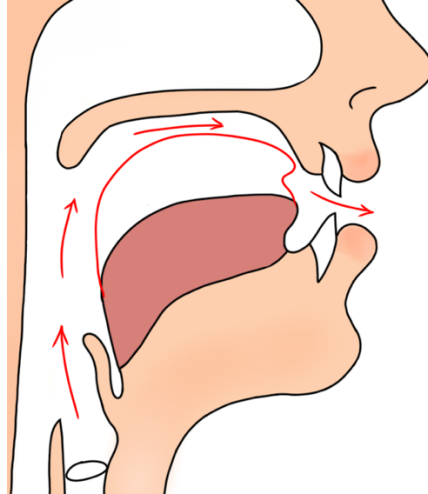
/l/ as in 'lamp' 



1. Press the tip of your tongue against the alveolar ridge.
2. The air passes the sides of your tongue.
3. There is vibration in the vocal cords.

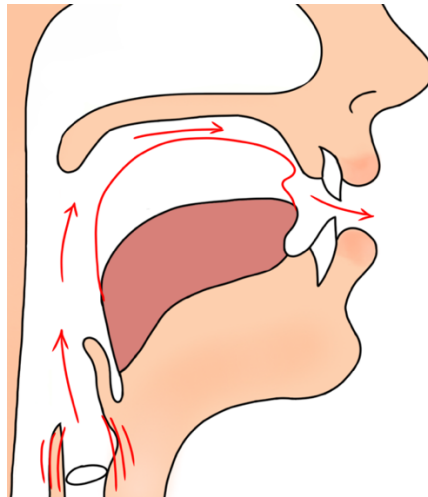
3.1.5. Palatal articulation – practice 🙌 (ʃ, ʒ, r, j)

/ʃ/ as in 'shy' 🔊



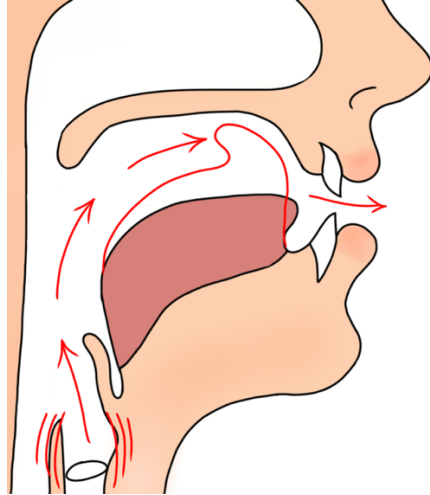
1. The tip of your tongue points upwards towards the palate.
2. There is some contact between the tongue and the sides of the upper teeth.

/ʒ/ as in 'beige' 🔊



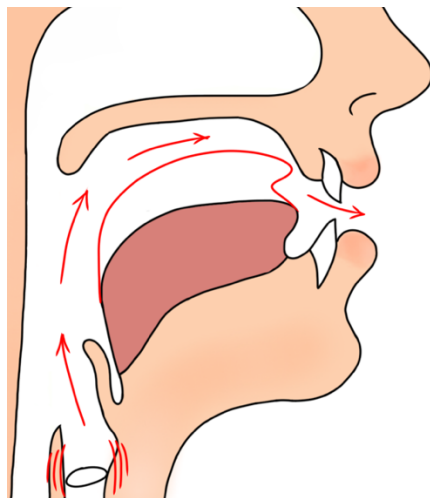
1. The tip of your tongue points upwards towards the palate.
2. There is some contact between the tongue and the sides of the upper teeth.
3. There is vibration in the vocal cords.

/r/ as in 'run' 



1. Curl the tip of your tongue backwards.
2. Do not touch the palate with your tongue.
3. The sides of your tongue touch the inner sides of the upper back teeth.
4. There is vibration in the vocal cords.

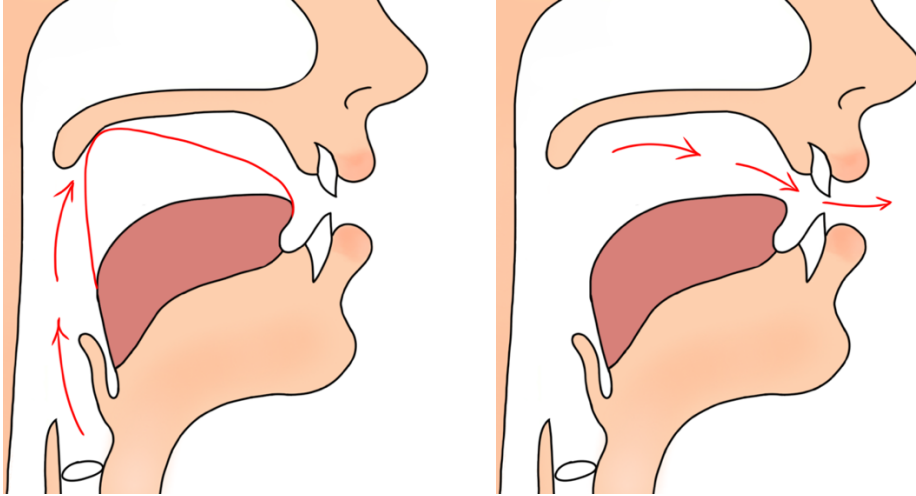
/j/ as in 'you' 



1. Place the front part of your tongue under the upper teeth.
2. Do not touch the palate.
3. The air passes through a little gap at the top of your mouth.

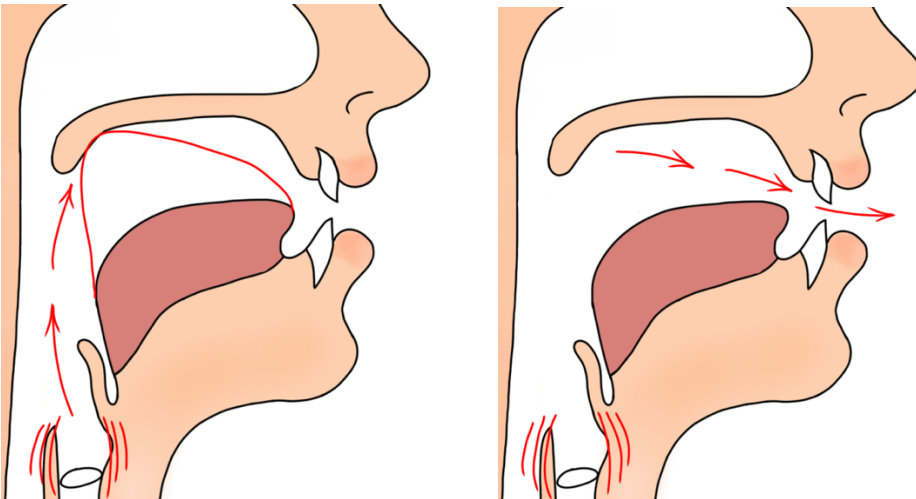
3.1.6. Velar articulation – practice 🗑️ (k, g, ŋ)

/k/ as in 'cat' 🗑️



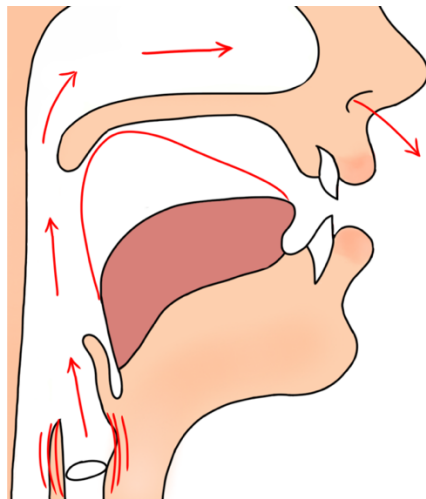
1. Lift up the back of your tongue and touch the palate.
2. Push air forward behind your tongue.
3. Move the tongue away quickly to release the air.

/g/ as in 'get' 🗑️



1. Lift up the back of your tongue and touch the palate.
2. Push air forward behind your tongue.
3. Move the tongue away quickly to release the air.
4. There is vibration in the vocal cords.

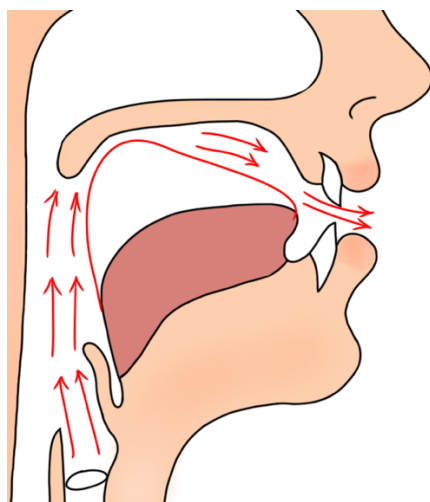
/ŋ/ as in 'song' 🗣️



1. Press the back of your tongue against the soft palate.
2. The air comes out of your nose.
3. There is vibration in the vocal cords.

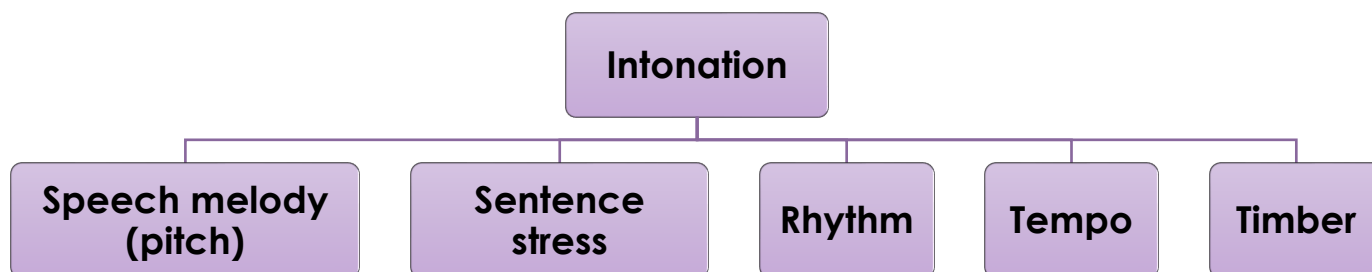
3.1.7. Glottal articulation – practice 🗣️ (h)

/h/ as in 'hear' 🗣️



1. Lift up the back of your tongue.
2. The air comes through a little gap at the back of your mouth.

4. Intonation – practice 📌



➡ **Intonation** – is the combination of speech melody, sentence stress, rhythm, tempo and timber. This allows the speaker to effectively express their thoughts, desires, emotions, and perspective on reality and the things they are saying.

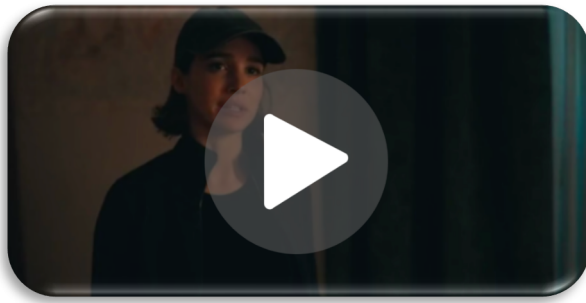
➡ **Speech melody (pitch)** – is the variations in the pitch of the voice (rising and falling on the stressed syllables and words). The pitch of the voice consists of **pitch level** (high, medium, low) and **pitch range** (the interval between the lowest and the highest pitch levels).

The pitch of the voice is determined by the frequency with which the vocal cords vibrate. The frequency of vibration of the vocal cords is determined by their thickness, their length, and their tension. By tightening the vocal cords, a person can raise the pitch of the voice; by loosening them, one can lower vocal pitch.

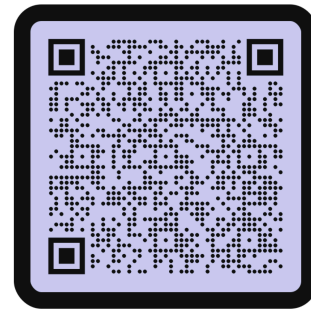
! **Low-pitch level** is used to express such emotions as *sadness, hopelessness, admiration, regret, reproach, sympathy, hatred* etc.

! **High-pitch level** is used to express such emotions as *anger, horror, fear, irritation, impatience, joy, joyful surprise* etc.

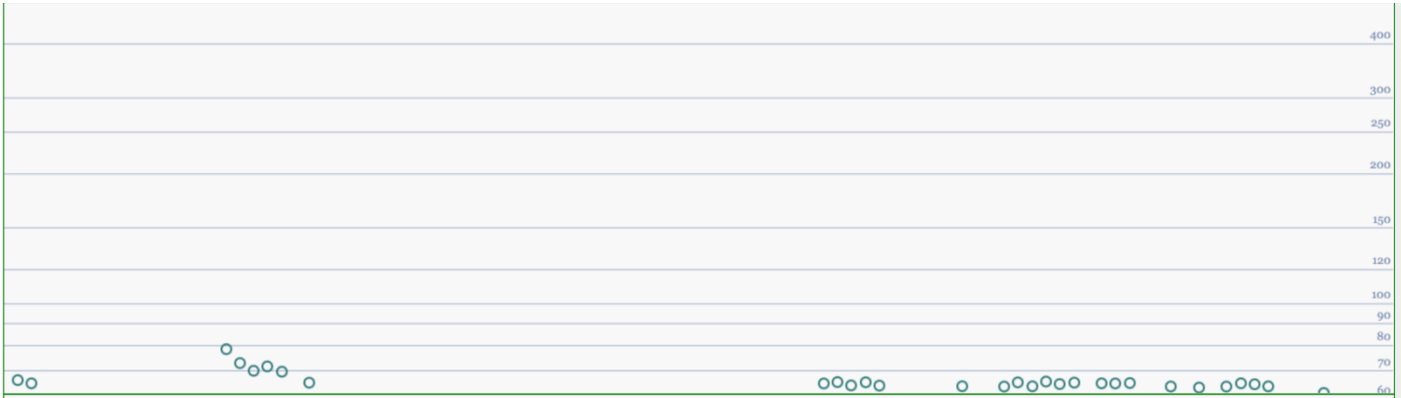
▶ **Watch the videos below and pay attention to the pitch the characters are using in the spectrogram. What emotions are they expressing? To watch a video – scan the QR code to the right of the video screenshot.**



Warrior Nun (2020) S02E07



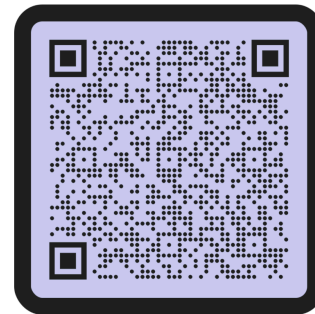
Scan me!



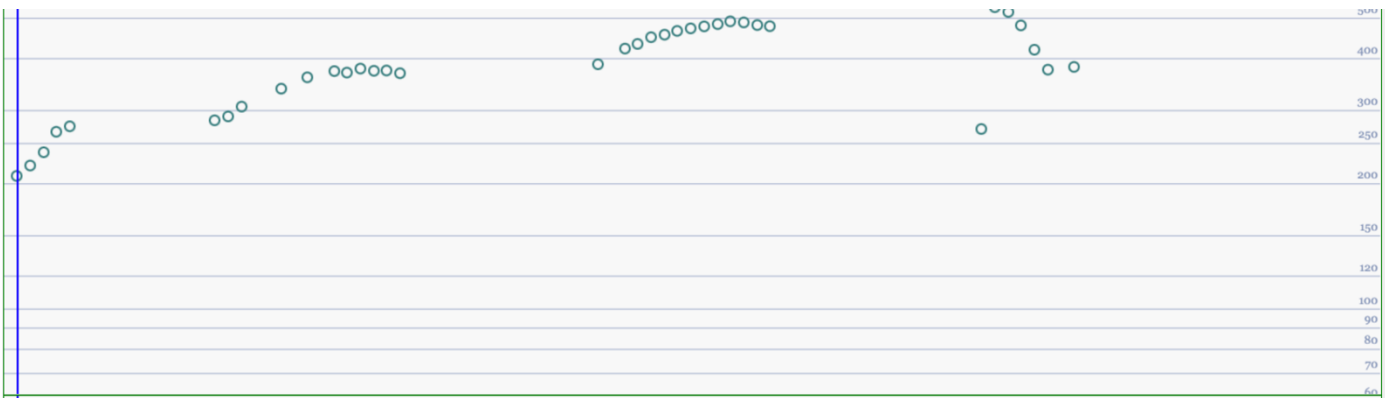
Low-pitch level (pronunciation of the word "fantastic")



Mythic Quest (2020) S01E03



Scan me!



High-pitch level (pronunciation of the word "fantastic")

➡ **Sentence stress** – is louder and longer pronunciation of important words and weaker and slower pronunciation of less important words in the sentence.

! There are parts of speech that are normally **stressed** and normally **unstressed** in the English language. To learn what those are review the tables below.

Stressed	Examples
• nouns	<i>Peter, mother, book</i>
• verbs/phrasal verbs (both parts)	<i>to work, to look for</i>
• adjectives	<i>beautiful, gorgeous</i>
• adverbs	<i>absolutely, near,</i>
• numerals	<i>one, (the) second</i>
• negative auxiliary verbs (short form)	<i>isn't, doesn't, haven't</i>
• negative modal verbs (short form)	<i>can't, mustn't</i>
• demonstrative pronouns	<i>this, that, these, those</i>

Unstressed	Examples
• pronouns (personal, object, possessive, reflexive)	<i>I, my, theirs, him, herself</i>
• auxiliary verbs	<i>am, was, has, did, does</i>
• articles	<i>a/an, the</i>
• conjunctions	<i>and, or, but</i>
• prepositions	<i>to, at, in,</i>

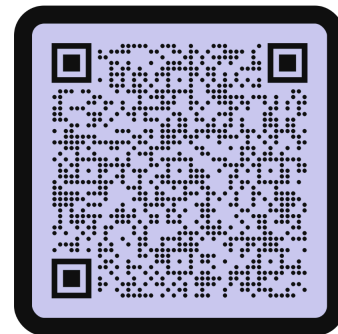
➔ **Logical stress** – is giving prominence to a new/a contrasting element in the sentence. The word which is singled out by the logical stress is the most important (**the communicative center/logical center**) in the sentence. Any word in the sentence may become this communicative/logical center.

▶ **Watch the videos below and pay attention to the logical stresses and how they change the meanings. To watch a video – scan the QR code to the right of the video screenshot.**

You **did** it!



Doctor Who (2005) S12E04

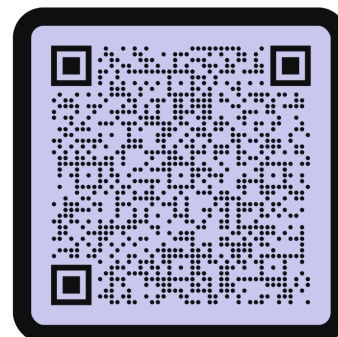


Scan me!

You did it!




The Goldbergs (2013) S03E17



Scan me!

➡ **Rhythm** – is the change of stressed and unstressed syllables within a specific period of time.

To depict rhythm, rhythmic patterns are used. Where **○** – stressed syllables and where **o** – unstressed syllables.

 **Listen to the sentences below. Pay attention how the stressed syllables are pronounced the same and how unstressed syllables are pronounced faster in each following sentence to fall into the specific period of time (rhythm).**

○○

OoO

oOooOoo

ooOoooOoo

oooOooooOoo

ooooOooooooooOoo

ooooooooOooooooooooooOoo

Sam, Pam.

Sam and **Pam**.

Samantha and **Pamela**.

There's **Samantha** and there's **Pamela**.

Well there's **Samantha** and then there's **Pamela**.

Well first there's **Samantha** and then there's also **Pamela**.

Well first of all there's **Samantha** and then you know there's also **Pamela**.

➡ **Tempo** – includes the rate of speech and pausation.

The rate of speech can be slow, normal or fast. The most important words are pronounced slower and less important faster.

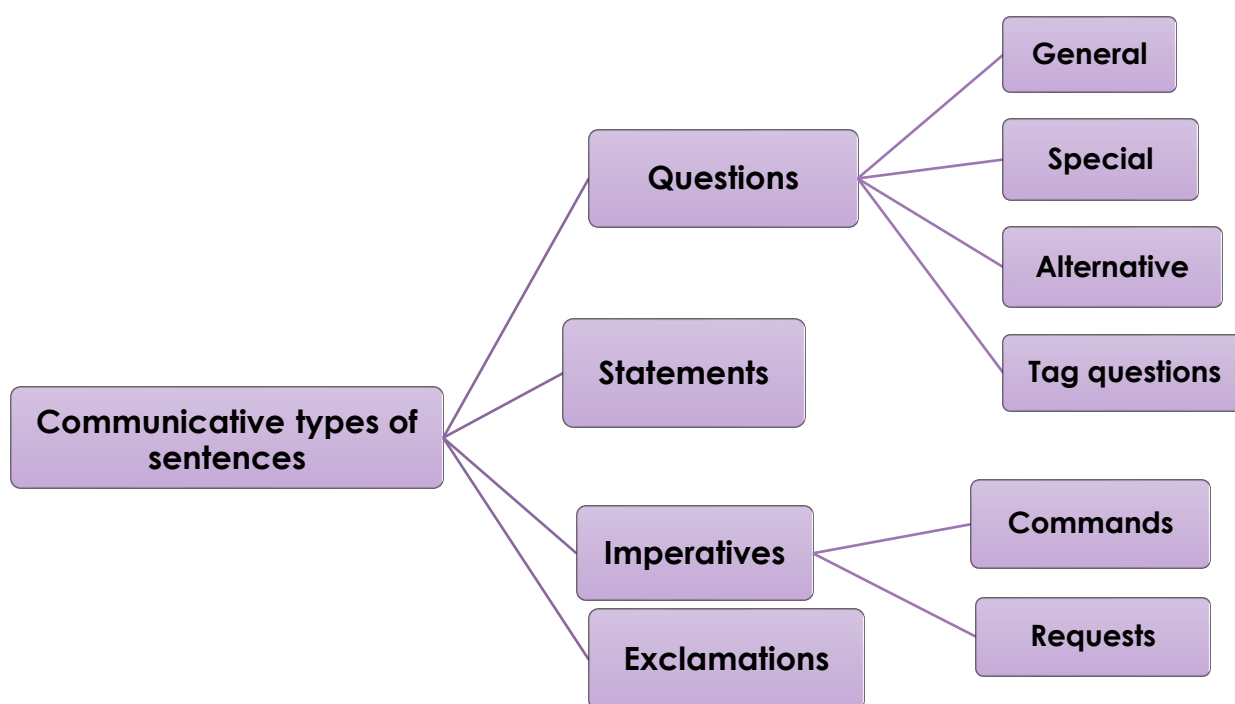
Sentences are usually separated from each other by **pauses**. If necessary, the sentence is subdivided into shorter word groups according to sense (**intonation groups, syntagms**).

➡ **Timbre** – is a special coloring of voice which shows the speaker's emotions such as pleasure, sadness etc.

4.1. Intonation in different communicative types – practice 📌

Intonation in speech is realized through **tones** (pitch patterns). **Pitch patterns** are the variations in pitch (rising or falling tones) that are used to convey different meanings or emotions. The **falling tones** convey finality, completion and are categoric. The **rising tones** convey incompleteness and are non-categoric. There are **simple tones** (pitch changes into one direction only: up or down) and **complex tones** (pitch changes into more than one direction: up and then down or down and then up).

Different pitch patterns can be used in communicative types of sentences in the English language.



The communicative type of a sentence – is a linguistic category differentiated in speech in accordance with the aim of the utterance. There are 4 types of them: questions, statements, imperatives and exclamations.

➡ **General questions** are most commonly used with the **Low Rise** ➡ pattern. They sound **genuinely interested**.

🔊 **Eg:** “Do you like to travel?” ➡


“Have you ever been to a music concert?” ➡

➡ **Special questions** are most commonly used with the **Low Fall** ↘. Such questions sound **serious, business-like**.

 **Eg:** "Why was the meeting postponed?" ↘

"What can we do in this situation?" ↘

! **But:** if the speaker wants **to show interest** in the matter and **to sound friendly and sympathetic**, the **Low Rise** ↗ is used ↗.

 **Eg:** "What is your hobby?" ↗

"Where did you go for your last vacation?" ↗

➡ **Alternative questions** offer several alternatives; each alternative creates a separate syntagm and has the **Low Rise** ↗ until the final one which has the **Low Fall** ↘.

 **Eg:** "Do you want pasta ↗ or pizza?" ↘

"Do you want your coffee white no sugar ↗, white with sugar ↗,
black no sugar ↗ or black with sugar?" ↘


➡ **Tag questions** consist of two parts (syntagms): the 1st is a statement and it takes the **Low Fall** ↘; the 2nd is a tag and its pitch pattern depends on the meaning.

The **Low Fall** in a tag means that the speaker is not asking a question but rather seeks confirmation of the information. The speaker is **confident** in what they are saying.

 **Eg:** "You didn't hear my call ↘, did you?" ↘

"You were late again ↘, weren't you?" ↘

The **Low Rise** in a tag means that the speaker is **not confident** about their statement and is asking another person about it.

 **Eg:** "It is rather difficult ↘, isn't it?" ↗

"You are new here ↘, aren't you?" ↗

➡ **Statements** are most commonly used with the **Low Fall**. They sound **complete** and **definite**.

 **Eg:** "This is a difficult task." ↘

"I know her." ↘

! **But:** if the speaker wants **to sound friendly and encouraging** or use a statement **as a question**, the **Low Rise** ↗ is used.

 **Eg:** "It's all right" ↗

"You alright?" ↗

➡ **Commands** with the **Low Fall** are **very strong, serious** and **powerful**. The speaker is sure that others will obey them.

 **Eg:** "Hand it over to me." ↘


"Call our main client." ↘

! **But:** if the speaker wants **to rather suggest a course of actions, to sound lively and warm** or with **a note of critical surprise**, the **High Fall** ↘↗ is used.

 **Eg:** "Tell him exactly what you think!" ↘↗

"Do it now! Don't deprive yourself of this opportunity" ↘↗

➡ **Requests** with the **Low Rise** sound **soothing** and **encouraging**.


 **Eg:** "Come and visit us this weekend." ↗

"Join me." ↗

! **But:** if the speaker wants **to sound pleading**, the **Fall Rise** ↘↗ is used.

 **Eg:** "Give me another chance." ↘↗

"Lend me your hat, please" ↘↗

 **Exclamations** are very common with the **High Fall**. They sound **very emotional** (either positively or negatively), **surprising** or **protesting**.

 **Eg:** "What a great surprise!" 

"What nonsense!" 

! **But:** if exclamation is **not very exciting** or the speaker wants to convey **sarcasm**, we use the **Low Fall** .

 **Eg:** "Wonderful." 

"What a nice coincidence." 

II Practice

1. Front Vowels – theory 🖱️ (/ɪ/, /i:/, /e/, /æ/)

1. Listen and repeat.

/ɪ/ sound: 

Words: bit, kid, sit, grin

Word combinations: big hit list, kick the rhythm, flip the switch

Sentences: The little kitten bit my finger. This city is filled with quick and efficient transportation.

Additional practice: sit, fit, bit, ship, click, miss, lip, pick, hill, milk, sick, timid, fix, with, blink, lift, kick, myth, whip, skill

2. Listen and repeat.

/i:/ sound: 

Words: bee, see, beat, team

Word combinations: green leaves, deep sea, sweet cream

Sentences: The busy bee buzzed by my head. The team is keen on winning the tournament.

Additional practice: bee, see, tree, sea, team, chief, belief, receive, deceive, sheep, beet, meet, key, peek, ski, free, peace, three, brief, niece.

3. Listen and repeat.

/e/ sound: 

Words: bed, pen, mess, end

Word combinations: red bed, best vest, men sell shell

Sentences: The French chef dressed the salad with zest. The test was a mess and left the students feeling stressed.

Additional practice: bed, head, said, eight, vein, bread, when, red, pen, let, best, web, check, men, set, guess, edge, send, left, rest

4. Listen and repeat.

/æ/ sound: 

Words: cat, hat, map, sad

Word combinations: black hat, mad dad, fat rat

Sentences: The man had a bad cold and felt sad. The cat sat on the mat and glanced at the fat rat.

Additional practice: cat, hat, rat, bat, mat, sat, chat, fat, pat, mad, glad, grab, sack, back, cab, jam, fan, add, snack, grant

2. Central Vowels – theory

(/ɜ:/, /ə/, /ʌ/)

1. Listen and repeat.

/ɜ:/ sound: 

Words: bird, heard, word, served

Word combinations: dirty shirt, bird chirp, perfect world

Sentences: The world is full of words waiting to be heard. The girl stirred the curd and added herbs.

Additional practice: nurse, term, verb, her, bird, learn, curve, blur, sir, dirt, thirst, turn, word, turtle, worth, serve, birth, purse, stir, prefer

2. Listen and repeat.

/ə/ sound: 

Words: sofa, pizza, camera, arena

Word combinations: rotten banana, crystal clear, comfortable sofa

Sentences: The pizza was topped with feta and extra mozzarella. The sofa was covered in velvet and had an uneven leg.

Additional practice: comma, about, happy, taken, pencil, camera, animal, happen, circus, system, button, rotten, lemon, minute, open, happen, desert, chosen, common, sugar

3. Listen and repeat.

/ʌ/ sound: 

Words: sun, fun, run, gum

Word combinations: one plus one, run to the sun, pumpkin cupcake

Sentences: The hungry young pup chugged his milk. He wondered why no one noticed the sound of the thunder.

Additional practice: cup, cut, under, fun, love, drum, such, come, run, duck, luck, sun, bug, hut, mud, supper, hunt, bunch, hum, tug

3. Back Vowels – theory

(/ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/)

1. Listen and repeat.

/ɑ:/ sound: 

Words: car, star, charge, hard

Word combinations: car park, far garden, hard heart

Sentences: He injured his arm in a car accident. Her charm helped her win the hearts of many people.

Additional practice: car, bar, park, start, hard, calm, scarf, dark, apart, heart, sharp, arm, charm, palm, harmful, cart, spark, harsh, alarm, market

2. Listen and repeat.

/ɒ/ sound: 

Words: hot, box, coffee, lock

Word combinations: hot chocolate, box office, coffee shop

Sentences: I like my coffee strong. Don't forget to lock the doc.

Additional practice: lot, pot, got, hot, not, dot, top, rock, sock, box, shop, job, trot, pond, long, song, strong, dog, fog, log

3. Listen and repeat.

/ɔ:/ sound: 

Words: porch, sauce, door, sport

Word combinations: saw a walk, law force, sports Ford

Sentences: The author wrote many novels and short stories. The orchestra played a haunting melody.

Additional practice: more, bore, core, formal, floor, store, north, short, taught, thought, fought, court, sport, port, source, horse, worn, before, score, ignore

4. Listen and repeat.

/ʊ/ sound: 

Words: look, book, push, sugar

Word combinations: look good, cook book, push or pull

Sentences: The cook looked in the book. I cooked a good sugar pudding.

Additional practice: book, put, could, good, should, pull, cook, full, bush, wood, push, cushion, sugar, football, putter, rookie, hoodie, lookout, wool, pudding

5. Listen and repeat.

/u:/ sound: 

Words: blue, zoo, food, shoe

Word combinations: blue moon, fruit juice, too soon

Sentences: Stir the soup with the spoon. The jeweler crafted a beautiful ring.

Additional practice: moon, spoon, soon, blue, due, shoe, clue, rude, rule, fruit, suit, group, duke, juice, cruise, flute, fool, booth, truth, zoo

4. Bilabial consonants – theory 🙌

(p, b, m, w)

1. Listen and repeat.

/p/ sound: 

Initial: park, pen, party, purple

Mid: happen, super, apple, jumper

Final: tip, help, mop, cup

Tongue Twisters:

1. 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. Proper copper coffee pots pour perfect cups of coffee.

2. Listen and repeat.

/b/ sound: 

Initial: bug, ball, berry, busy

Mid: robot, habit, ribbon, baby

Final: web, job, scrub, cab

Tongue Twisters:

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

2. A big black bug bit a big black dog on his big black nose.

3. Listen and repeat.

/m/ sound: 

Initial: mad, mask, meet, moon

Mid: salami, image, human, famous

Final: climb, comb, cream, game

Tongue Twisters:

1. My mommy makes me muffins on Mondays and mixes marshmallows with my milk.
2. Many monkeys munch on mangoes in the moonlight.

4. Listen and repeat.

/w/ sound: 

Initial: one, wall, want, watch

Mid: aware, between, forward

Final: saw, sew, mellow, claw

Tongue Twisters:

1. Wayne went to Wales to watch walruses walking westward.
2. Wacky Willy was washing wool. Wacky Willy's washing wool in the washroom.

5. Labio-dental consonants – theory (f, v)

1. Listen and repeat.

/f/ sound: 

Initial: face, fur, food, fork

Mid: coffee, breakfast, muffin, waffle

Final: chief, cough, thief, laugh

Tongue Twisters:

1. Five fat friars frying flat fish.
2. Fanny found five fluffy feathers for her friend's fancy hat.

2. Listen and repeat.

/v/ sound: 

Initial: vest, van, vine, vase

Mid: seven, envelope, beverage, travel

Final: glove, olive, dove, drive

Tongue Twisters:

1. Vivian visits Venice and views the vast valley.
2. Violet valued her velvet vest very much.

6. Dental consonants – theory 🗨️ (e, ð)

1. Listen and repeat.

/e/ sound: 

Initial: thin, think, thermos, thing

Mid: toothbrush, athlete, birthday, marathon

Final: math, bath, youth, breath

Tongue Twisters:

1. Aunt Beth has thick cheeks, thin lips, three teeth, and thin mouth
2. I thought a thought but the thought I thought wasn't the thought I thought I thought.

2. Listen and repeat.

/ð/ sound: 

Initial: this, that, they, therefore

Mid: feather, father, mother, brother

Final: breathe, loathe, scathe, sunbathe

Tongue Twisters:

1. Whether the weather is cold, whether the weather is hot, we'll weather the weather, whatever the weather.
2. There is my brother from another mother.

7. Alveolar consonants – theory

(t, d, s, z, tʃ, dʒ, n, l)

1. Listen and repeat.

/t/ sound: 

Initial: toast, toy, teacher, two

Mid: button, guitar, hotel, city

Final: cat, hat, eat, cute

Tongue twisters:

1. Ten tiny turtles on a tiny treadmill.
2. Tommy Tucker told tell tales to Timmy Tucker.

2. Listen and repeat.

/d/ sound: 

Initial: dark, dance, desk, dog

Mid: lady, radio, medicine, spider

Final: food, hand, did, bread

Tongue twisters:

1. Danny's dad deals decks of cards.
2. David daily drives a dark blue Dodge.

3. Listen and repeat.

/s/ sound: 

Initial: sit, city, seat, say

Mid: dancer, recipe, listen, pencil

Final: grass, glass, purse, voice

Tongue twisters:

1. She sells seashells by the seashore.
2. Six slimy snails slid slowly southwards.

4. Listen and repeat.

/z/ sound: 

Initial: zoo, zebra, zoom, zero

Mid: music, cousin, puzzle, lazy

Final: cheese, nose, please, sunrise

Tongue twisters:

1. The buzzing bees buzzed by the blooming bushes.
2. The zealous zebra zigzagged through the zoo.

5. Listen and repeat.

/tʃ/ sound: 

Initial: chat, chair, chest, child

Mid: ketchup, kitchen, picture, furniture

Final: pitch, lunch, speech, watch

Tongue twisters:

1. Charlie chewed chunks of cheddar cheese cheerfully.
2. Cheap cheesecakes are cheesy.

6. Listen and repeat.

/dʒ/ sound: 

Initial: jam, jar, juice, job

Mid: agent, pigeon, soldier, project

Final: age, cage, huge, stage

Tongue twisters:

1. Gigi's giant giraffe enjoyed jumping on the trampoline.
2. Jessie jumped and jammed to the jazzy music.

7. Listen and repeat.

/n/ sound: 

Initial: nap, nest, name, neck

Mid: dinner, honor, planet, banana

Final: brain, clown, bun, train

Tongue twisters:

1. Nine noble knights nibbled on nine nougat nuts.
2. Noah never notices new neighborhoods nearby.

8. Listen and repeat.

/l/ sound: 

Initial: leaf, lamp, laugh, list

Mid: belly, salad, wallet, pilot

Final: ball, mail, bowl, towel

Tongue twisters:

1. Lenny's lemon lollipops looked lovely.
2. Lisa's little lizard lounged lazily on a leaf.

8. Palatal consonants – theory (ʃ, ʒ, r, j)

1. Listen and repeat.

/ʃ/ sound: 

Initial: shirt, shape, short, show

Mid: ocean, lotion, addition, mushroom

Final: fresh, finish, polish, cash

Tongue twisters:

1. She sells seashells at the seashore.
2. She speaks English and Danish and Polish.

2. Listen and repeat.

/ʒ/ sound: 

Initial: genre, gendarme, Jacques

Mid: leisure, decision, treasure, vision

Final: beige, massage, prestige, garage

Tongue twisters:

1. He measured his pleasure in treasure.
2. Azure bijou is less usual than beige lingerie.

3. Listen and repeat.

/r/ sound: 

Initial: rabbit, radio, rule, red

Mid: miracle, parrot, faraway, garlic

Final: care, dinner, fear, deer

Tongue twisters:

1. Red lorry, yellow lorry.
2. Rory's lawn rake rarely rakes really right.

4. Listen and repeat.

/j/ sound: 

Initial: use, yell, yawn, young

Mid: lawyer, loyal, royal, yo-yo

Tongue twisters:

1. You are yacking and yawning and unusually annoying.
2. Young Yolanda Yates loves yellow yoyos, yogurt and yummy yams.

9. Velar consonants – theory 📌

(k, g, ŋ)

1. Listen and repeat.

/k/ sound: 

Initial: card, carrot, candy, key

Mid: breakfast, chicken, turkey, uncle

Final: duck, bike, music, cook

Tongue twisters:

1. Keep the black cat in the back, Jack!
2. Kick six sticks quick.

2. Listen and repeat.

/g/ sound: 

Initial: gift, guitar, guess, gold

Mid: magnet, magazine, yoga, seagull

Final: hug, wig, egg, frog

Tongue twisters:

1. Gabby got a gorgeous golden gown and gloves.
2. Gary's great-grandmother grew a garden of giant geraniums.

3. Listen and repeat.

/ŋ/ sound: 

Mid: anger, jungle, finger, singer

Final: king, spring, strong, tongue

Tongue twisters:

1. The angry king pinged the ring to bring the singer.
2. The ding-dong dings when the singer sings.

10. Glottal consonant – theory 🗑️ (h)

1. Listen and repeat.

/h/ sound: 

Initial: ham, honey, hand, heart

Mid: forehead, redhead, uphill, birdhouse

Tongue twisters:

1. Hannah Harris and her handsome husband, Humberto Hernandez, honeymooned at Heavenly Hotel in Haifa.
2. Herbert hates herbs, howling hounds, and hummus.

11. Sentence Stress – theory 🗑️

1. Listen and put stresses. Then practice repeating the sentences with and without the speaker.


1. Every morning, I wake up at 7 AM and start my day with a cup of coffee.
2. After work, I enjoy going for a run as it helps me relax and stay fit.
3. My favorite hobby is reading books, especially mystery novels.
4. In the evenings, I like to spend quality time with my family, watching movies or playing board games.
5. I have a passion for cooking, and I love experimenting with new recipes.
6. On weekends, I like to visit art galleries and explore different forms of artistic expression.
7. I usually have a light breakfast consisting of fruits, yogurt, and toast.
8. I take breaks during the day to practice playing the guitar, which is another hobby of mine.
9. For lunch, I often prepare a fresh salad with grilled chicken or fish.
10. In the evenings, I unwind by listening to music or playing video games.

2. Put stresses where necessary. Then practice reading the sentences paying attention to the stressed syllables and words.

1. On weekdays, I usually wake up at 6 AM to get ready for work.
2. After work, I enjoy going to the gym and working out for an hour.
3. In the evenings, I like to relax by reading a book or watching my favorite TV series.

4. I have a passion for photography, and I often go out and capture beautiful moments.
5. During my free time, I love playing the piano and composing my own music.
6. On weekends, I usually go hiking or take long walks in nature to unwind.
7. I have a daily habit of meditating, which helps me find inner peace and clarity.
8. In the evenings, I attend Spanish language classes to improve my language skills.
9. I enjoy cooking and exploring different cuisines from around the world.
10. On Sundays, I like to visit local flea markets and collect unique vintage items.

12. Intonation in different communicative types – theory 📌

1. Define the question types. Identify the tones and listen to check. Then practice repeating the questions with and without the speaker. 

1. What time does the movie start?
2. Are you ready?
3. You don't mind if I borrow your pen, do you?
4. Do you prefer coffee or tea?
5. What is your favorite color?
6. Did you enjoy the movie?
7. Are you going to the party tonight?
8. Where were you born?
9. Would you like pizza or pasta for lunch?
10. He isn't coming, is he?

2. Define the communicative types. Listen and identify the tones. Then practice repeating the sentences with and without the speaker. 

1. Lend me some money, please.
2. I can't believe I won!
3. Turn off the lights when you leave.
4. It is raining outside?
5. Pass me the salt, please.
6. Wow, that was amazing!
7. Sit down and be quiet.
8. I love chocolate.

3. Define the communicative types. Choose the correct intonation pattern for each sentence. Then practice reading the sentences paying attention to the tones.

1. The sun sets in the west.
2. Are you coming to the party?
3. Could you please pass me the salt?
4. Don't forget to feed the dog.
5. What is your favorite color?
6. Please make a reservation for two.
7. I believe in love at first sight.
8. She enjoys reading books.
9. You've seen that movie, haven't you?
10. Do you want pizza or pasta for dinner?
11. What a beautiful flower garden!
12. Should I wear the blue shirt or the red one?
13. Would you mind picking up some milk from the grocery store?
14. I can't believe we won the game!
15. Did you finish your homework?
16. When will the concert start?
17. Can you please send me the report by the end of the day?
18. How did you solve the math problem?
19. Would you like tea or coffee?
20. Is it raining outside?
21. She doesn't like sushi, does she?
22. We should leave now, shouldn't we?
23. Pass me the remote control.
24. How delicious the food tastes!

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