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**АНГЛИЙСКИЕ ЗВУКИ В СВЯЗНОЙ РЕЧИ**  
**ENGLISH SOUNDS IN CONNECTED SPEECH**

Практическое пособие

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Практическое пособие по фонетике английского языка» содержит материал для аудиторной и самостоятельной работы, направленный на совершенствование произносительных навыков: скороговорки, стихотворения, диалоги, аутентичные творческие задания.

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## Предисловие

Пособие предназначено для обучения нормативному английскому произношению студентов факультетов иностранных языков при изучении дисциплины «Практическая фонетика английского языка».

Цель данного пособия – корректировка и автоматизация произносительных навыков студентов, отработка основных фонетических трудностей английского языка.

Пособие состоит из 4 разделов, каждый из которых включает теоретическую и практическую части. В теоретической части описываются звуки английского языка, приводятся правила их чтения, а также современные тенденции и особенности произношения. Практическая часть представляет собой ряд упражнений для отработки звуков и звукосочетаний на материале оригинальных скороговорок, пословиц, стихотворений. Пособие также включает упражнения на развитие органов речи (артикуляторная гимнастика).

Отличительной особенностью пособия является расположение звуков по главам в соответствии с программой обучения, что позволяет использовать его в качестве дополнительного материала как непосредственно на занятиях, так и при самостоятельной работе дома.

Аутентичные стихотворения, лимерики и диалоги позволяют не только отработать необходимые фонетические навыки, но и познакомить студентов с культурой страны изучаемого языка.

Работа над приобретением нормативного английского произношения предполагает определенные трудности, поэтому:

- для правильного произнесения звуков необходимо внимательно ознакомиться с теоретической частью каждого раздела и соблюдать указанные особенности произношения при выполнении практических заданий и упражнений;

- при отработке материала для чтения рекомендуется пользоваться произносительным словарем.

## Unit 1. Consonants [θ], [ð], [ŋ], [r]

**I Study articulation and spelling rules of the following sounds:  
[θ] [ð]**

[θ]

Put your tongue between your teeth, open your mouth *just* a little, take a deep breath and blow out the air, being careful not to let your tongue move from its position. Listen to yourself carefully as you say it and be *very* careful never to substitute [t] or [z].

[ð]

This is the voiced pair to [θ]. You will find that the effort of voicing presses your tongue a little further forward, pushing it harder against the teeth.

To make these sounds, your tongue should touch the back of your teeth.

If you have difficulty with these sounds, try putting your finger in front of your mouth and touching it with your tongue, like this:



- Many native speakers of English pronounce TH as /t/ or /f/ instead of /θ/, and /d/ or /v/ instead of /ð/. For example, some Irish speakers pronounce *thick* [θɪ k] as *tick* [tɪ k].

- Some London speakers pronounce *three* [θri:] as *free* [fri:]. Some Nigerian speakers pronounce *then* [ðen] as *den* [den].

Table 1– Spelling rules for the sounds [θ], [ð]

	Always	Notes
[θ]	<b>th</b> – three	In a few names of places and people, <b>th</b> is pronounced as [t] (Thailand, Thomas).
[ð]	<b>th</b> – then	

## [ŋ]

To make the [ŋ] sound, start with the mouth slightly open. Then breathe through the nose. If you have a mirror in front of you, you will see that the back of the tongue rises and the soft palate comes down to meet it, effectively blocking off the passage of air to the mouth. Now vibrate the vocal cords so that you produce a sound. That sound will be [ŋ]. To produce [ŋk], you release the barrier at the back of the mouth immediately after the [ŋ] so that the air now escapes through the mouth in the [k] sound. [ŋg] is formed in the same way, only the second sound is voiced and hardly any air escapes through the mouth.

Table 2– Spelling rules for the sound [ŋ]

	Always	Sometimes	Never
[ŋ]	<b>ng</b> at the end of a word – running <b>n</b> followed by <b>k</b> or <b>g</b> – think	<b>ng</b> in the middle of the word – finger	At the beginning of a word

### Note: [ŋg] is pronounced

- before:

a	kangaroo, nightingale, Hungary, Bengal, engage
o	Mongolia, mango, tango, angostura
u	singular, angular, fungus, language, penguin
l	England, English and words that end in ‘-le’: angle, single, jungle
r	congratulate, hungry, angry, mongrel

- some words before ‘-er’ (NB: **not** derived from verbs)

e.g. *finger, linger, hunger, conger eel, fishmonger, ironmonger*

- comparatives and superlatives of the **three adjectives** *long, strong, young*:

long	strong	young
longer	stronger	younger
longest	strongest	youngest

**[ŋ] is pronounced (no[g] sound)**

**‘-nger’ words** (N.B. all derived from verbs ending in ‘-ng’)

singer

ringer

coathanger

bringer

banger

hanger-on

**[r]**

When pronouncing [r] there is no gap on either side of the tongue. In fact, the tongue lies relaxed on the bottom of the mouth with only the tip raised towards the alveolar ridge. Now move the tip rapidly downwards so that it just brushes very briefly against the ridge and resumes its former position, at the same time expelling a little air and vibrating the vocal cords. This is a ‘flapped’ [r]. There is only one flap. Very often there is no flap at all (‘fricative’ [r]). The tongue lies still.

[r] is only pronounced before a vowel sound, not before a consonant nor at the end of a word: ‘harm’, ‘bird’, ‘poor’, ‘there’, ‘later’.

In South East English and many other accents, you only pronounce [r] if there is a vowel sound after it. So, for example, in *far* [fɑː] and *car* [kɑː], you do not hear it, but in *far away* [fɑːr eɪweɪ] and *car engine* [kɑː ɛndʒɪn], you pronounce it because it is followed by a vowel sound. In other accents, including American, the [r] is pronounced.

Table 3– Spelling rules for the sound [r]

	Frequently	Sometimes
[r]	<b>r</b> – run, <b>rr</b> – carrot	<b>wr</b> – wrong, <b>rh</b> – rhyme

**II a) Practice the sounds in the following proverbs and set expressions. Count the number of the target sounds.**

**b) Transcribe and intone the phrases. Find their Russian equivalents. Learn them by heart.**

**c) Record yourself saying these phrases.**

[θ]

Wealth is nothing without health.  
Thread and thrum.  
Nothing venture, nothing have.  
Through thick and thin.  
Truth and roses have thorns.  
Set a thief to catch a thief.  
Thirty days hath September.  
They're as thick as thieves.  
If a thing's worth doing, it's worth doing well.

**Practice the rhyme and learn it by heart.**

I am thankful for a thousand things...  
For faithful earth, for birth and breath,  
For thought and health and strength and mirth,  
And, may be, when it comes, for death.

[ð]

The less men think, the more they talk.  
One law for the rich, another for the poor.  
There is no smoke without fire.  
Birds of a feather flock together.  
He that speaks, sows, and he that holds his peace, gathers

[ŋ]

Seeing is believing.  
A creaking door hangs long on its hinges.  
Saying and doing are different things.

[r]

Red as a beetroot.  
Right as rain.  
The hand that rocks the cradle rules the world.  
Respect yourself or no one will respect you.  
Roll my log and I will roll yours.  
Soon ripe, soon rotten.  
Truth is stranger than fiction.



**Practice the tongue twister and learn it by heart.**

Robert Rowley rolled a round roll around, a round roll Robert Rowley rolled around.

If Robert Rowley rolled a round roll around, where is the round roll Robert Rowley rolled around?

**III Fulfill the necessary tasks paying attention to the target sounds**

**a) Find a way from Start to Finish. You may pass a square only if the word in it has the sound [θ]. You can move horizontally or vertically only.**

**START**

north	northern	either	weather	breath	those
south	bath	bathe	thought	breath	youth
southern	third	their	through	though	thumb
Thailand	cloth	path	fifth	with	worth
month	clothes	these	brother	that	teeth
throw	thing	author	other	they	wealth

**FINISH**

**b) Complete this rhyme using words from the box. Practice the rhyme and learn it by heart.**

Earth Heather brother neither mothers brothers another together birth either
---------------------------------------------------------------------------------

Arthur had a brother  
And he didn't want \_\_\_\_\_.  
And of the brothers, \_\_\_\_\_  
Wanted sisters, \_\_\_\_\_ .  
The last thing on this \_\_\_\_\_.  
They wanted was a \_\_\_\_\_.  
So Arthur's mother, \_\_\_\_\_  
Got them both \_\_\_\_\_,  
And told them all good \_\_\_\_\_  
Should learn to share their \_\_\_\_\_.

**c) Find a way from Start to Finish. You may pass a square only if the word in it has the sound [ŋ]. You can move horizontally or vertically only.**

## START

sing	think	thick	strong	wrong	rung
sign	uncle	unless	drug	strange	comb
thanks	angry	signal	drank	English	finger
anxious	angel	single	monkey	money	young
language	tongue	skiing	skin	came	ink
lounge	danger	band	dream	swim	wing

## FINISH

d) Look at the letters *ng* in the words below and cross out the *g* if it is not pronounced. Use a dictionary and check your answers. Practice saying the words correctly.

youngest	singer	ingredients	ringing	young
language	longer	finger	banging	England
strongest	tongue	singular	linger	clinging

e) Now circle the correct rules about British English:

- [r] is / is not pronounced when it comes before a vowel sound;
- [r] is / is not pronounced when it comes before a consonant sound.

f) Organize the words in 4 groups according to the spelling of the sound [r]. In which words is the sound [r] not pronounced? In which words the sound [r] can be pronounced, and in what position? Give examples.

Robert, rhyme, your, lorry, roll, friends, rhinestone, wrist, carry, where, rhythm, write, are, rascal, around, Wright, cream, born, rhetorical, yours, great, wrought, rhapsody, worker, raspberries, prove, refreshing, there, wreck, merry.

IV Read the dialogues, find sounds that have been trained before and stage the dialogues:

### My birthday's on Thursday

**Ruth:** It's my birthday on Thursday. My sixth birthday.

**Arthur:** My seventh birthday's on the 13th of next month, so I'm – let me think – 333 days older than you, Ruth.

**Ruth:** Do you always put your thumb in your mouth when you're doing arithmetic, Arthur?

**Arthur:** My tooth's loose, Ruth. See? I like maths. I came fourth out of 33. My father's a mathematician.

**Ruth:** My father's an author. He writes for the theatre. We're very wealthy. When I'm 30 I'll have a thousand pounds.

**Arthur:** I'm going to be an Olympic athlete. I may be thin but Mr. Smith says I've got the strength of three. Watch me. I'll throw this thing the length of the path.

**Ruth:** Oh Arthur! You've thrown earth all over us both. I'm filthy! Now they'll make me have a bath!

### **I'd rather be a mother than a father**

**Father:** Where are the others?

**Mother:** They've gone bathing. Heather and her brother called for them. **Father:** Heather Feather?

**Mother:** No, the other Heather – Heather Mather. I told them to stay together, and not to go further than Northern Cove.

**Father:** Why didn't you go with them?

**Mother:** I'd rather get on with the ironing without them.

**Father:** In this weather? There's a southerly breeze. One can hardly breathe indoors.

**Mother:** Go and have a bathe, then.

**Father:** Another bathe? I can't be bothered. I'll go with you, though.

**Mother:** But all these clothes... who'd be a mother!

**Father:** I'd rather be a mother than a father! All those hungry mouths!

### **The respective merits of frogs and rabbits**

**Roger:** My rabbit can roar like a rhinoceros.

**Barry:** Rubbish! Rabbits don't roar, Roger.

**Roger:** You're wrong, Barry. My rabbit's an Arabian rabbit. They're very rare. When he's angry he races round and round his rabbit run. And if he's in a real rage he rushes on to the roof and *roars*.

**Barry:** How horrid! Really, I prefer my frog. I've christened him Fred.

**Roger:** Freddie Frog! How ridiculous!

**Barry:** An abbreviation for Frederick. Well, you remember when I rescued him from the river last February? He was crying like a canary. He was drowning.

**Roger:** Really, Barry! Frogs don't drown.

## Unit 2. Vowels [ʌ], [ɒ], [ɹ], [ɔ:], [ɜ:]

I Study articulation and spelling rules of the following sounds:

[ʌ]

This is a relaxed, short sound. The lips and teeth are a little more open than for [e] –which, if you remember, was slightly more open than for [ɪ]. Get your mouth and tongue ready to say [ɪ] (*lit, fit, pit*), nicely relaxed. Now open your mouth till you can just slip the tips of two half-crossed fingers between your teeth. The bottom finger should be able to feel the tip of your tongue still lying relaxed behind your bottom teeth.

Don't draw back your lips or tense your muscles—you will be saying [ɪ] again. And don't raise the back of your tongue too much or you'll be saying sound [ɹ]. Keep the sound short.

Table 4– Spelling rules for the sound [ʌ]

Frequently	Sometimes	Exception
<b>u</b> – cup, uncle, us, funny	<b>o</b> – one, mother <b>ou</b> – young, trouble <b>ough</b> – enough, rough <b>oo</b> – blood, flood	<b>does</b>

### Note:

Important for listening: In the North of England, speakers may use [ʊ] in place of [ʌ], so luck [lʌk] sounds like look [lʊk].

[ɒ]

This is another short sound. But this time it is tense. The teeth should be about the width of a thumb apart, with the lips pushed forward and held stiffly about the same distance apart as the teeth. The back of the tongue is drawn right up towards the roof of the mouth and the tip of the tongue lies on the bottom of the mouth as far back as it will go. Imagine that you have a very hot potato in your mouth, just behind your bottom teeth!

Table 5 – Spelling rules for the sound [ɒ]

Frequently	Sometimes	Exceptions
all <b>o</b> + <b>final consonant</b> – bog	<b>a</b> (after <b>w, wh, qu</b> ) – watch, what, quantity	<b>au</b> – because, sausage
all <b>ock</b> – block		<b>ow</b> – knowledge
all <b>o</b> + <b>double consonant</b> – throttle		

Important for listening: In North America, the sound [ɒ] is replaced by [ʌ]. For this reason, the following words may sound similar if an English speaker says the first word and an American speaker says the second word: part – pot, heart – hot, shark – shock, barks – box.

### [ɹ]

This is a long sound (as you can tell from the length mark :). The tongue position is almost the same as for [ɹ] but pulled a little further back. The lips are relaxed and slightly more open. If in doubt, tip your head back and gargle without spreading your lips any wider.

Table 6 – Spelling rules for the sound [ɹ]

Frequently	Sometimes
most <b>ar</b> – artist, car, park	<b>ear</b> – heart
some <b>a</b> – father, half, ask, path	<b>er</b> – sergeant, clerk
	<b>au</b> – aunt, laugh

In South East England, the letter A followed by S, F, TH, N is often pronounced [ɹ]: *ask, fast, after, path, bath, dance, aunt*

In North America, the single letter o is pronounced [ɹ]: *God, strong, lock, top.*

### [ɔ]

Another long sound, and an easy one to move on to once you have mastered [ɹ]. Say [ɹ], then, keeping your tongue and teeth absolutely rigid, move your lips together and forward so that they form an ‘O’ about the same distance apart as your teeth. Did you keep these, and your tongue, just as they were for [ɹ]? If you hold your thumb sideways and then bite it, the inside of your lips should just touch it. If you're making too small an ‘O’ you'll find that you're saying [u:]. Like [ɹ], [ɔ] comes from very far back, almost in the nasal passage.

Table 7– Spelling rules for the sound [ɔ]

Frequently	Sometimes
most <b>or</b> – horse	<b>a</b> – all, water
most <b>oar</b> – board	<b>ar</b> (after <b>w, qu</b> ) – warm, quarter
	<b>oor</b> – door, floor
all <b>aw</b> – saw, lawn	<b>our</b> – four, court
most <b>au</b> – daughter	<b>ough + consonant</b> – bought

In words without R, some American speakers pronounce the sound [ʀ] instead of [ɔ]: *ball, caught, law, talk, bought*.

### [ɜ:]

This is a vowel that is very often mispronounced. People purse their lips or make the sound right at the back of the mouth because there is a vowel in their own mother tongue which they confuse with the English sound.

To pronounce this sound correctly, say [ɟ], then tense the muscles under the jaw and in the tongue, being careful to keep the lips in a neutral position, neither spread wide nor pursed up in a bud. There is far more vibration than for ‘shwa’ and the vowel is long.

Table 8 – Spelling rules for the sound [ɜ:]

Frequently	Sometimes
all <b>er, ir, ur + consonant</b> or <b>stressed at the end of words</b> – her, verb, prefer, fir, girl, first, fur, turn, church	<b>w+or</b> – word, work
	<b>our</b> – journey, courtesy
	<b>ear</b> – learn, earth

**II a) Practice the sounds in the following proverbs and set expressions. Count the number of the target sounds.**

**b) Transcribe and intone the phrases. Find their Russian equivalents. Learn them by heart.**

**c) Record yourself saying these phrases.**

### [ʌ]

As snug as a bug in the rug.

Every country has its customs.

Lucky in cards, unlucky in love.

Not in a month of Sundays.

What's done cannot be undone.

Well begun is half done.

[P]

Joy and sorrow are as near as today and tomorrow.  
A little pot is soon hot.  
Honour and profit lie not in one sack.  
Honesty is the best policy.  
A watched pot never boils.  
When sorrow is asleep, wake it not.

**Practice the rhyme and learn it by heart.**

‘Once upon a time there were three little foxes  
Who didn't wear stockings, and they didn't wear sockses...  
But they all had handkerchiefs to blow their noses,  
And they kept their handkerchiefs in cardboard boxes.’

*Try to say these with a regular rhythm, like a chant:*

What we want is Watneys.  
What we want is Top of the Pops.  
What we want is to stop the rot.  
What we want is a holiday in Scotland.  
What we want's a proper copper on the job.

[R]

While the grass grows the horse starves.  
After a storm comes a calm. He laughs best who laughs last.  
Cold hands, warm heart.  
Part and parcel.  
He who laughs last laughs longest.  
One is nearer God's heart in a garden.

[L]

Any port in a storm.  
Pride comes before a fail.  
The cairn before the storm.  
To put the cart before the horse  
New Lords, new laws.

A tall order.

You can take a horse to the water, but you can't make it drink.

[ɜ:]

Many words hurt more than swords.

A light purse is a heavy curse.

It's the early bird that catches the worm.

A bird in the hand is worth two in the hush.

One good turn deserves another.

First come, first served.

Even a worm will turn.

### III Fulfill the task paying attention to the target sounds.

Find 14 words in the puzzle (every letter is used once) and write them in the correct part of the table. The words are written horizontally (→) or vertically (↓).

b	b	t	c	o	u	r	s	e
i	a	u	h	w	s	w	a	r
r	l	r	e	o	o	h	g	m
d	l	n	a	r	r	e	i	o
s	a	w	r	d	t	r	r	r
l	a	w	d	a	l	l	l	e

words with [ɜ:]	words with [ɔ]
bird	

IV Read the dialogues, find sounds that have been trained before and stage the dialogues:

**What's wrong with the blonde popsy?**

**Bob:** Sorry, Tom. I wasn't gone long, was I? My God! What's wrong with the blonde popsy? She looks odd – sort of floppy.

**Tom:** No longer a blonde popsy, old cock – a body.



**Bob:** Oh my God! You gone off your rocker? I just pop off to the shop for a spot of...

**Tom:** Stop your slobbering, you clot! So we got a spot of bother. Come on, we got to squash the blonde into this box and then I want lots of cloths and a pot of water – hot – and probably a mop – to wash off all these spots.

**Bob:** Clobbering a blonde! It's not on, Tom!

**Tom:** Put a sock in it, Bob, or I'll knock your block off!

*(Knock, knock.)*

**Bob:** Oh my God! What's that knocking? Tom, Tom, it's a copper!

### **Making a pass at Martha**

**Charlie:** The dance doesn't start tilt half past, Martha. Let's park the car under the arch by Farmer Palmer's barn. It's not far. Ah, here we are. There's the farm cart.

**Martha:** Ooh, Charlie, it's dark!

**Charlie:** The stars are sparkling. My heart is enchanted. Martha you are – marvellous!

**Martha:** Your father's car's draughty, Charlie. Pass me my scarf.

**Charlie:** Rather let me clasp you in my arms, Martha, my darling.

**Martha:** Ah, Charlie! Your moustache is all nasty and sharp. I can't help laughing. Aren't you starved? Here, have half a Mars Bar. Ssh! There's a car passing.

**Charlie:** Keep calm, can't you? It's only Sergeant Barker. He plays darts in the bar of the Star and Garter. Marth... darling....

**Martha:** Don't be daft, Charlie! You can't start making a pass till after the dance!

### **Fawns, horses and a tortoise**

**Paul:** Any more of these awful autumn storms, George, and we'll be short of corn. I ought to have bought some more in Northport.

**George:** This morning, just before dawn, I thought I saw signs of a thaw. I was sure –

**Paul:** Ssh! Behind that door there are four fawns that were born in the storm. They're all warm in the straw now. George: Poor little fawns! Paul, what's that snorting next door?

**Paul:** Those are the horses' stalls. They're snorting at my daughter's tortoise. It always crawls around in the straw.

**George:** If Claud saw us walking across his lawn... He's an awful bore about his lawn. Oh, Lord, we're caught! There *is* Claud! Now we're for it!

### **How's my pert little turtledove?**

**1st Bird:** How's my pert little turtledove this early, pearly, murmuring morn?

**2nd Bird:** I think I'm worse. I can't turn on my perch. And I'm permanently thirsty – burning, burning. It's murder.

**1st Bird:** My poor, hurt bird. The world's astir. I've heard that even the worms are turning. A worm! You yearn for a worm!

**2nd Bird:** I'm allergic to worms. Ugh! Dirty, squirming worms!

**1st Bird:** I'll search under the fir trees and the birches, I'll circle the earth – and I'll return with a superb firm earthworm for my perfect turtledove.

**2nd Bird:** What an absurd bird! You're very chirpy, Sir. I wish I were. All this fervid verse. I find it disturbing so early. I prefer a less wordy bird.

**1st Bird:** No further word, then. I'm a bird with a purpose. Er – I'd better fly; it's the early bird that catches the worm – or so I've heard!

## Unit 3. Consonant [w]. Vowels [ʊ ], [ʊ ə], [aʊ ], [ə ʊ ]

**I Study articulation and spelling rules of the following sounds:**

### [w]

To make this sound, hold your hand vertically in front of your face, nearly touching your nose. Now kiss your hand. Holding this position (you can take your hand away but keep your mouth pursed, looking as in the diagram on right if you look in the mirror) give a long [u:] sound. Keep making the sound but open your jaw about half-way. This will pull your lips apart and change the quality of the sound. It is this sliding movement that makes up the [w] sound. You should be able to put your finger right into your mouth all the time. Remember we are talking of a *sound*, not necessarily represented by the letter 'w'. Syllables ending in [u:], [ə ʊ ] or [aʊ ], and followed by a vowel insert a [w] sound, whether this is written or not (*fluent, poetical, ploughing*). This is true even if the vowel is at the beginning of the next word.

Table 9 – Spelling rules for the sound [w]

	Frequently	Rarely	Notes
[w]	w – will, wh – when	o – one, once	The letters <b>qu</b> usually spell [kw] – quite.

To make the sound [w], your top teeth don't touch your bottom lip. In English, if the letter *w* comes before a vowel, we usually pronounce it [w].

#### Exceptions

We don't pronounce initial *w* as [w] in these words:

who - [hu:]; wrong - [rɒ ŋ]; whole - [hə ʊ l]; write - [raɪ t]

We also pronounce words like *one, once, and anyone* with a /w/ sound, although we don't spell them with a *w*. When *w* comes at the end of a word we don't usually pronounce it as [w]:

how - [haʊ ]; new - [nju:]; saw - [sɔ :]

**Note:** Pay attention to the following words with silent 'w':

two          whom          whole          write          Chiswick

who whose sword wrong answer

[u:]

This is a long sound (as you can see from the mark :). The tongue is in the same position as for [ɑ:] and [ɔ:] but the lips are tightly pursed. Say [ɑ:] to make sure of the tongue position. Then stop the sound, but without moving the tongue close your teeth almost completely, push your lips right forward and together into a tight little bud. Open them just enough to close fairly tightly round one finger, and vibrate your vocal cords.

Table 10 – Spelling rules for the sound [u:]

Frequently	Sometimes	Exception
many <b>oo</b> – food	<b>o</b> – do, move, shoe	<b>eau</b> – beautiful
<b>u</b> – music	<b>ou</b> – soup, through	
<b>u</b> (with final <b>e</b> ) – June, blue	<b>ui</b> – juice	
most <b>ew</b> – chew		

Remember that some words starting with the letter *u* begin with the sound [ju:]: unify - [ˈju:nɪ faɪ].

This also happens when there is a consonant before the [ju:] sound: avenue - [ˈævənju:]

Sometimes there is a **difference between British and American English:**

<b>GB English</b>	<b>US English</b>
new - /nju: /	/nu: /
tune - /tju:n /	/tu:n /

[ʊ]

This is a short vowel sound and the muscles are relaxed. Say the sound [u:] and then relax the top lip and the tongue slightly. There is still a little tension in the muscles and the lips are still slightly pursed. Don't relax too much and don't let your jaw drop or you will find that you are pronouncing 'shwa' [ə] instead.

Table 11– Spelling rules for the sound [ʊ]

Frequently	Sometimes
<b>oo</b> - good, book	<b>ou</b> - could

<b>u</b> - put	<b>o</b> – woman
----------------	------------------

[ʊ ə]

This diphthong starts with [ʊ ] and moves to [ə]. To pronounce the nucleus [ʊ ] the tip of the tongue is retracted from the lower teeth. The back of the tongue is raised to the soft palate as high as for the sound [ʊ ]. Then the tongue immediately moves down to the position of the neutral sound [ə]. In pronouncing the nucleus the lips are slightly rounded. In pronouncing the glide the lips are neutral.

This sound is quite rare. People often use [ɔ :] instead.

Table 12 – Spelling rules for the sound [ʊ ə]

Frequently	Sometimes
<b>ure</b> – mature, cure, pure, endure	<b>oor</b> – poor
<b>ur</b> – during, jury, furious	<b>ure</b> – sure, cure
<b>uous, ual</b> (in suffixes) – continuous, actual, textual, sexual	<b>our</b> – tour, tourist

[aʊ ]

This diphthong begins half-way between the sounds [ʌ ] and [a:]. If in doubt, begin by saying [ʌ ] and you will find that the mere fact of having to push your mouth forward towards [u:] will slightly darken the sound. As with [ə ʊ ], the first sound is the dominant one and the second is not really reached at all.

Table 13 – Spelling rules for the sound [aʊ ]

Frequently
<b>ou</b> – house, ground, out
<b>ow</b> – towel, brown, how

[ə ʊ ]

When saying [ə ʊ ], hold on to the ‘shwa’ sound a little longer than you normally would in weakened syllables but not as long as if it was [a:], then push the lips in one sliding movement forward almost but not quite to the position for saying [u:]. If you do want to lengthen the whole vowel sound for any reason – for instance in calling ‘Hell-o-o-o’ – remember it is the [ə ] that you lengthen, sliding towards [u:] as you finish. This sound, in fact, has many pronunciations in English,

even within the British Isles, but because of the tendency of most languages to pronounce the letter ‘o’ as a single, far more open sound, it is best to aim for a fairly closed [ə ʊ ] in order to combat this.

Table 14 – Spelling rules for the sound [ə ʊ ]

Always	Frequently	Sometimes
o (at the end of words) – so, ago	o with final e – home, toe o in the middle of words – cold, both oa – boat, coast	ow – low, show ou – shoulder

**II a) Practice the sounds in the following proverbs and set expressions. Count the number of the target sounds.**

**b) Transcribe and intone the phrases. Find their Russian equivalents. Learn them by heart.**

**c) Record yourself saying these phrases.**

[w]

Weak as water.

Waste not, want not.

We never miss the water till the well runs dry.

Wine, women, and song.

Where there is a will, there is a way.

When the wine is in, the wit is out.

You never know where you are with the weather.

Time works wonders.

One word to the wise.

No sweet without some sweat.

**Practice the tongue twisters and learn them by heart.**

We weave well at 'The Weavewell'. A well-woven 'Weavewell' weave wears well.

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

**Practice the rhyme and learn it by heart.**

Whether the weather is fine, whether the weather is not,

Whether the weather is cold, whether the weather is hot,

We'll weather the weather whatever the weather,

Whether we like it or not.

[u:]

The proof of the pudding is in the eating.

An eye for an eye and a tooth for a tooth.

Soon learnt, soon forgotten.

A fool and his money are soon parted.

[ʊ ]

**Practice the nursery rhyme and learn it by heart.**

There was a crooked [ˈkrʊ ki d] man, and he walked a crooked mile.

He found a crooked sixpence against a crooked stile.

He bought a crooked cat that caught a crooked mouse.

And they all lived together in a little crooked house.

[ʊ ə ]

What can't be cured must be endured.

[aʊ ]

When in doubt, leave it out.

From mouth to mouth.

Burn not your house to rid of the mouse.

In a roundabout way.

Out of sight, out of mind.

To be down and out.

Out and about.

Ne'er cast a clout till May is out.

They've eaten me out of house and home.

To make a mountain out of a molehill.

You can't make a silk purse out of a sow's ear.

[ə ʊ ]

As you sow, you shall mow.

Great boast, small roast.

Man proposes, God disposes.

Don't know or no response.

Little strokes fell great oaks.

There is no place like home.

**Practice the chants and learn them by heart.**

a) - Won't you row the old boat over the ocean from Dover to Stow-in-the-Wold if I load it with gold?

- No, no, I won't row the old boat over the ocean from Dover to Stow-in-the-Wold if you load it with gold.

b) - Won't you show Joan where you're going to grow a whole row of roses when you've sold her those potatoes and tomatoes?

- No, no, I won't ...

c) - Won't you blow your noble Roman nose before you pose for your photo tomorrow?

- No, no, I won't . . .

**III Fulfill the necessary tasks paying attention to the target sounds.**

a) **In English, many words spelt with *ou* or *ow* are pronounced [aʊ]. Listen to these groups of words and circle the one which is *NOT* pronounced [aʊ].**

a) hour, sour, four, flour;

b) tower, power, shower, lower;

c) show, now, cow, how;

d) shout, about, route, sprout;

e) town, grown, brown, down.

b) **Work with a partner. Put the sentences below into the correct order. There may be more than one possible answer. How many possibilities can you find?**

a) lying / this morning / £50 / I found / in town / on the ground / I was / when

b) 's going to / now / round / Laura / you / the / house / show

c) downstairs / shower room / in the / we caught / mouse / little brown / a / this morning

d) and / they've got / you know / town / country / house / house / a / a

e) from the / they / to the / tower / ground / cow / of the / lowered / the / window

**Practise saying the sentences pronouncing the [aʊ] sounds correctly.**



c) **Circle the correct example word for each double vowel:**

- a) [ʊ ə] – tour, moan, south;
- b) [eɪ ] – away, night, die;
- c) [ɔ ɪ ] – out, bone, enjoy;
- d) [aɪ ] – chair, sky, day;
- e) [aʊ ] – ocean, moan, now;
- f) [ə ʊ ] – now, telephone, south;
- g) [ɪ ə] – fire, here, chair;
- h) [eə ] – near, fire, wear.

d) **Find a way from Start to Finish. You may pass a square only if the word in it has the sound [aʊ]. You can move horizontally or vertically only.**

**START**

house	sound	group	about	mouth	cow
soup	out	brown	mouse	bought	south
could	couple	grow	low	would	cloud
know	snow	touch	ought	down	count
thought	should	slow	blow	pound	young
soul	country	though	throw	town	round

**FINISH**

e) **Which of these are [aʊ ] and which are [ə ʊ ]?**

1. I had a terrible **row** with my mother-in-law and now she won't speak to me.
2. We went for a long **row** in Jonathan's boat – I did most of the rowing!
3. As soon as the spring comes I'm going to **sow** all those seeds you gave me.
4. Look at that **sow**! She's got 16 piglets!
5. How old were you when you learned to tie a **bow**?
6. Heavens! Shall I have to **bow** when I'm presented to the Queen?

f) **Read the words and circle the one with the different vowel sound. Check yourself with a dictionary if necessary.**

- 1) soap, hope, sold, soup;

- 2) what, hot, most, salt;
- 3) drove, love, woke, hole;
- 4) snow, low, cow, show;
- 5) both, cloth, clothes, road;
- 6) word, wash, boss, cost;
- 7) post, lost, coast, rose.

**g) Add one of these sounds to the start of these words to make other words: [h], [j], [w]. Think of sounds, not spelling!**

*Example: air – hair, where.*

- |            |           |            |
|------------|-----------|------------|
| 1) earth – | 6) eyes – | 11) I'll – |
| 2) ear –   | 7) all –  | 12) eat –  |
| 3) or –    | 8) aid –  | 13) ache – |
| 4) in –    | 9) ill –  | 14) eye –  |
| 5) eight – | 10) art – | 15) old –  |

**IV Read the dialogues, find sounds that have been trained before:**

### **Twenty foreign visitors**

**Evelyn:** What are you giving your foreign visitors on Wednesday evening, Winnie? How many – twelve, is it?

**Winnie:** Twenty. Twelve of William's Swedish representatives, eight of them with wives.

**Evelyn:** And what will you feed them on?

**Winnie:** Well, we'll start with watercress soup, then fish in a white wine sauce flavoured with fennel and chives, followed by stuffed veal served with cauliflower and... oh, a very wide variety of vegetables.

**Evelyn:** Mmm. My mouth's watering!

**Winnie:** For sweet we'll have fresh fruit souffle covered with walnuts. And lots of whipped cream, of course, and vanilla wafers. And we'll finish with devilled soft roes.

**Evelyn:** And finally coffee? What a feast! I wish I was going to be with you!...

**No wonder the boat was low!**

**Miss Jones:** So the boatman put the goat and the roses and the load of coal into the boat –

**Toby:** I hope the goat won't eat the roses. Goats eat most things, you know, Miss Jones.

**Miss Jones:** They told the boatman so. But oh no, the goat and the roses both had to go in the boat.

**Toby:** Was it a rowing boat, Miss Jones? Was the boatman going to row?

**Miss Jones:** No, they told the boatman rowing would be too slow. So the postman sold him an old motor mower and he roped it to the boat. And *so*, you see, Toby, he had a motor boat.

**Toby:** Did the boat go?

**Miss Jones:** It was a bit low, with the goat and the coal and the roses and the boatman –

**Toby:** *And* the postman and Rover, I suppose –

**Miss Jones:** Oh no, there was no room for the postman and Rover. They went home by road. And then it began to snow...

## Unit 4. Aspects of connected speech. Linking. Elision. Assimilation. Reduction or weak forms

### Linking

**I Study the theory paying attention to the examples. Fulfill the necessary tasks which follow.**

A major problem of understanding spoken English is knowing where one word ends and another begins. In English we talk, not in individual words, but in groups of words, or phrases. Thus ‘Good afternoon’ is said without a break, as if it were one word. Similarly, ‘What’s it all about?’ or ‘I don’t understand’. If you break the phrase – ‘I don’t...understand’ – this gives special emphasis to the word after the pause, because you have interrupted the rhythm and kept the listener in suspense.

There are a number of aids that help us maintain the fluency of the rhythm. One of these devices is *Linking*.

Within a phrase, and often between adjoining phrases, too, if a word begins with a vowel, the consonant at the end of the preceding word is joined to it (I’m talking of sound, not spelling):

Thi|si|sit  
A|napple  
Fu|llo|fink

When you practise, pause *before* the last sound in the first word and say this last sound as if it were the *first* sound of the next word:

thi si zit  
a napple  
fu lo vink

or, hold on to the last sound of the first word till you’re ready to start the next:

[ðɪsɪsɪzɪt]  
[ə nɪnæpəl]  
[fʊllə vɪŋk]

If the end of one word and the beginning of the next are both vowel sounds, you insert a consonant sound. After [u], [u:], [au] you add [w], after [ɪ], [i:] you add [j]. [eɪ], [aɪ] and [Oɪ] already have the [j] sound, which simply has to be strengthened a little. Before a vowel sound, weak forms become strong, i.e. 'the' is pronounced [ði:], 'to' [tu:]. 'A' has a special form, 'an' [ɔn].

In the short answers 'Yes, I am', 'No, I'm not', etc., you link across the comma as if it didn't exist: 'Yes, I am', 'No, I'm not'.

**N.B.** A vowel does not necessarily have a vowel sound. Words like 'union', 'university', etc., actually begin with a [j] sound; 'one' begins with a [w] sound.

Note also that initial 'h' is very often dropped so that you have to link with the vowel that follows.

Words ending with the letters -r or -re have a final vowel sound: e.g. car [kɑr], more [mɔr], fir [fɪr], etc. When a word like this is followed by a word beginning with a vowel, a [r] sound is inserted: ca[r] engine, my othe[r] juncle.

Less commonly, a [r] sound is inserted when the word ends in a vowel but is not spelt with the letters -r or -re: China[r]and Japan, the area[r]is flooded.

**Practice linking in the following exercise:**

a)	<i>Plain linking</i>	size eight sit up	an apple stop it	this orange tell Alfred	don't ask I can explain
b)	<i>Adding [j]</i>	the animal the answer	silly idiot! pretty awful	try it on buy another	say it again stay a while
c)	<i>Adding [w]</i>	to explain two and a half	you answer I'm too upset	so empty No, I didn't	go and see Oh, all right
d)	Often after an 'a' you will hear an 'r' sound:	Anna <sup>r</sup> and the King Celia <sup>r</sup> and Chris Sheila <sup>r</sup> and Patricia			

## Elision

In normal, fast spoken English, certain sounds may disappear. This disappearance of sounds is known as elision; the sounds are elided. The two sounds [t] and [d] are frequently elided, especially when they are found between two other consonants. So:

we will hear the [t] in *fact*, but not in *facts*, and  
we will hear the [d] in *land*, but not in *landlady*.

This means even negative [t], and the final [d] or [t] in past tenses and passives, may disappear:

*I don'(t) know.*  
*I watch(ed) TV las(t) night.*

## The glottal stop

Another case when we don't pronounce a consonant sound is called a **glottal stop**. This is the linguistic term to describe the way native speakers (e.g. with Estuary English accent) make a [t] sound sometimes.

**The glottal stop** is a type of consonantal sound, produced by obstructing (stopping) airflow in the vocal tract or, more precisely, the glottis. The symbol in the International Phonetic Alphabet that represents this sound is (ʔ) (a sort of question mark without a dot at the bottom). The glottal stop is a feature of the Estuary English and Cockney English accents and American English.

**When is it used?** The glottal stop is used instead of [t] when it comes at the end of a word or syllable, it's not pronounced before a vowel or a syllabic [l].

So **football** can be [ˈfʊʔ bɔːl] instead of [ˈfʊtbɔːl], and **button** can be [ˈbʌʔ n] instead of [ˈbʌtn]. But a glottal stop would not be used for the [t] sounds in **bottle** or **better** because of the sounds which come afterwards. Few learners have difficulty producing the glottal stop sound but they can have problems understanding words that can be pronounced with it in certain accents.

**How to make it?** In English, the glottal stop is represented, for example, by the hyphen in **uh-oh**. To make it you need to use your throat muscles (the glottis) inside of which you must cut off the airflow. It's like holding your breath. Some people compare it with

hiccups. So, the glottal stop is actually not a sound but an absence of a sound.

**Some history.** (**The Guardian, Why have we got it in for the glottal stop?** by **David Shariatmadari**). The glottal stop (more specifically, the glottalisation of “t”) is a feature traditionally associated with male, working-class speakers. But even as far back as 1982, linguist John Wells noticed it being picked up by young speakers of “prestige” British English – otherwise known as Received Pronunciation. In British society, which is particularly sensitive about accents (indicators of class and status), the glottal stop performs a non-linguistic function. This is not a sound that changes meaning like “p” or “h” in “pot” and “hot”. Whether you use it or not doesn’t affect your ability to be understood. But it does impart social information.

*E.g.: Wha? have you go? ? I forgo? the ha?.*

A similar process may involve [p] or [k] or even [d, b, g] if they are followed by a consonant, or in a word final position, e.g.: cap, back, technical, workload.

## **II Practice elision in the following exercises:**

**a) Read the following sentences and spot the times when the sounds[t] or [d] may disappear.**

*Example: Let’s face the facts. This company is going bust quickly.*

1. My landlady bought a new handbag the other day.
2. The first girl earned twenty pounds.
3. The second boy waited for half an hour.
4. I don’t know when they finished work yesterday.
5. I don’t like fast food as a rule.
6. It was a perfect afternoon, perfectly marvelous.
7. Raise both your hands slowly into the air.
8. I watch TV most evenings; in fact I watched for five hours last night.

**b) As you know in fast speech we often don't pronounce a final t or d when it is followed by a consonant (a glottal stop). Read the following phrases, find the disappearing and linking sounds.**

He likes tennis and skiing.

My favourite colours are yellow and green.

He's very friendly and talkative.

She told me to carry everything!

How are you?

He promised to mend my bike.

She let them read for a while.

### **Assimilation**

In normal, fast speech some consonant sounds may **change so that we can** pass easily from one word to another.

**Example:** [n]

*ten boys* sounds like *tem boys*

*ten girls* sounds like *tem girls*

This type of change of sound is known as **assimilation**. In the examples we see how [n] may change to [m] (in front of [m], [p], [b] and [w]) or to [ŋ] / (in front of [k] and [q]). But other consonants may also change.

When sounds merge or a sound changes at the end of a word, it may sound like another word, but usually any misunderstanding is resolved by context. For example, 'talk Danish' might sound like 'taught Danish', but these are unlikely to be confused in context.

**III Practice assimilation in the following exercises:**

**a) Read the following sentences and try to spot the consonants which are likely to change when spoken fast.**

1. Make sure everything's in place, in case they arrive early.
2. Instead of taking the bus, let's walk through Green Park and Hyde Park.



3. That's the third person I've seen wearing a red coat this morning.
4. Would you prefer eggs and bacon or sausages and mashed potatoes?
5. I spend half the year in Paris and the rest in Berlin.
6. The only thing I keep in my handbag is a purse and a handkerchief.

**b) Pay attention to the cases of both elision and assimilation.**

In the following sentences, the words in **bold** show how certain words or phrases sound in ordinary, fast speech. Work out how they should really be written.

*Example: A Hollywood studio wants to film my **scream-play!** = **screenplay***

1. Tonight there are likely to be some **miss patches** in the North.
2. The **pry minister** is due to visit Russia within the next few weeks.
3. Careful on that street. There's a lot of **bag guys** there.
4. The **neck strain** will be arriving at platform 2 in five minutes.
5. I **wooden chews** that one if I were you.
6. I'm not hungry. I'll just have a **letter salad**, I think.
7. I really ought to buy some new **close**.
8. He was blown up by a **lamb-mine**.
9. There were **sick students** waiting for the teacher.
10. You shouldn't stay under a **sum-bed** too long or you'll **burn**.
11. The prisoner was taken away wearing **hang-cuffs**.
12. Their goods were kept in **coal storage** for months.
13. No, I don't want a burger. I don't like **farce food**.
14. I'm not really a **cap person**. I much prefer dogs.
15. I think England last won the **Whirl Cup** over 30 years ago.
16. We'd better **face the fax**. They're not going to accept our **offer**.
17. We've got to go ahead. Now's not the time to get **coal feet**.
18. Hey, **mine the gap!** It's really wide on this platform.
19. Sorry, this is a private party. If you're not on the **guess list you** can't get in.
20. The defendant pleaded **knock guilty**.
21. Can you lend me **sick squid** till Friday?
22. There were **ache girls** and **ape boys** at the party.
23. (Of course, these things only happen in **farce peach**.)

c) Here are some words and phrases written in phonemic script. Transcribe them into ordinary script, then decide where they fit into the text below.

The transcription includes examples of elision, assimilation and linking.

sɒt q pɛ:sn	wʌndəʃqɪ plɛs	ðɛlv ɡɪt ɪt
rɛm	ɛksqɪqm mʀklts	mʀvqlqs
stqunl	ɡqu wɪn ðq sɪ	ɪvqm bɛtqr
braun sɦp	ʀkɪtɛktʂqz nals	brɪz
mɦvln	kʌp ,prals	ɦɦlqdz
wɛmp bɦst	fqn tɛstlk(q)ɦ	

Jack and I were going to Italy for our holidays but the 1 \_\_\_\_\_ travel firm that was offering three weeks in the sun for £500 2 \_\_\_\_\_. We went to Brighton instead. Now Brighton is a 3 \_\_\_\_\_ to have a seaside holiday, provided you don't want to 4 \_\_\_\_\_ or lie on the beach. The beach is 5 \_\_\_\_\_, you see and the sea is a cold, 6 \_\_\_\_\_. But the restaurants in Brighton are 7 \_\_\_\_\_ good. Indian, Chinese, you name it, 8 \_\_\_\_\_. There are theatres and cinemas and some really 9 \_\_\_\_\_. Even the 10 \_\_\_\_\_. You can have a 11 \_\_\_\_\_ holiday in Brighton. And it's 12 \_\_\_\_\_ if you're the 13 \_\_\_\_\_ who likes a constant stiff 14 \_\_\_\_\_, fast- 15 \_\_\_\_\_ clouds, and a good chance of 16 \_\_\_\_\_.

d) It can be a shock the first time you hear how fast English is spoken by native speakers (especially among themselves). For example, the question *What did you say?* can become wɦtʂq sɦl (which sounds like *watcher say?*).

**Match the following common phrases with their equivalents in phonemic script.**

1.	<i>Do you want a cup of tea?</i>	a) fɪnsɪjə bəl twɪt
2.	<i>You must be joking!</i>	b) ɡɒtənl tʃɪndʒ
3.	<i>Come off it!</i>	c) ɡɒtə ɡu twɛ:k
4.	<i>Shut up!</i>	d) dʒə wʌŋ kʌp tʃ
5.	<i>I'm worn out.</i>	e) əl mɒf tɔ bɔd
6.	<i>Fancy a bite to eat?</i>	f) kʌ mɒft
7.	<i>I'm off to bed.</i>	g) əf tɒp
8.	<i>Got any change?</i>	h) kənɪə lɛmlɪə kwɪd
9.	<i>Got to go to work.</i>	i) ɔ mʌs bl dʒəkwɪn
10.	<i>Can you lend me a quid?</i>	j) əlm wɔ: naʊt

**Vocabulary notes**

*Come off it!* = you can't be serious/you must be joking!

*quid* = pound (£) (in British English)

**e) Now work out the following questions and responses from their transcription.**

1.	Q	wɒtsɪjə nəlm?	a)	R	fəɡɒtə nɔ:rɛdl?
2.	Q	wɛqdʒə kʌm frɒm?	b)	R	frɒm mlɪtɪljə nju:?
3.	Q	fɪnsɪljə kɒftl?	c)	R	nɒt dʒə snau, ʌnks
4.	Q	ɔ wɒf naʊ?	d)	R	hɒl dɒnə sɛk
5.	Q	ɡɒt ðə talm?	e)	R	tɛm pɪ stʊ:

## Reduction or weak forms

Stress is a prominent feature of the English language, both at the level of the word (lexical stress) and at the level of the phrase or sentence (prosodic stress). Absence of stress on a syllable, or on a word in some cases, is frequently associated in English with **vowel reduction** – many such syllables are pronounced with a schwa vowel or with certain other vowels that are described as being «**reduced**» or **weak**. An unreduced vowel may be called as **full** or **strong**.

Connected speech is when words are linked together in spoken English. Words that are present for grammatical structure but don't carry much meaning are called **function words**. Function words are usually unstressed in connected speech and there is less emphasis given to them in spoken English. Native speakers automatically reduce these common function words. Their vowels are reduced to the schwa [ə]. Sometimes, a consonant sound is even deleted. **Commonly reduced function words** in English are *a, an, the, and, are, as, because, can, for, from, had, has, have, of, or, than, that, to, was*.

To know how to use reduced forms of function words correctly is very important for understanding native English speakers.

Note that the *normal* pronunciation is [ə] (the 'weak' form) and that the vowels in these words are only given their full value (the 'strong' form) if they are at the beginning or end of a sentence, or are being specially stressed (e.g. Are you coming, too? I hope you are. You *are* kind).

Sometimes the function words are spoken together so quickly that they sound like one big word. Take the following statement for example:

*I could have done that, you should have said something.*

To pronounce every word clearly and separately may sound very formal. It would be more typically produced as

*I 'coulda' done that, you 'shoulda' said something.*

'Have' is replaced by a neutral vowel.

Note that while reduction happens very commonly in spoken English, it is not appropriate in written English

Here's the **list of common function words** which may be **either weak or strong** depending on their stressing or position in the utterance.

a, an [ə] [ən]	from [frɒm] [frɪm]
an [ən] [ən]	had [həd] [hæd] [d]
and [ən] [ˈn] [ənd]	have [həv] [əv] [v]
are [ə] [ɑr]	has [həz] [s] [z]
as [əz]	is [z] [s]
at [ət]	must [mʌs] [mʌst]
but [bʌt] [bʌʔ]	not [nɒt] [nɪ]
can [kən] [kn]	of [əv] [ə] [v]
could [kʊd] [kd]	shall [ʃəl] [ʃl] [l]
do [dʌ] [dʔ]	should [sd]
for [fɔ] [fr]	some [sʌm] [sm]

Notice also that in the case of some of them, particularly ‘and’ and ‘must’ and ‘of, the final consonant is nearly always elided: ‘and’ is nearly always pronounced [ɔn]; ‘must’ and ‘of are usually pronounced [mɔs] and [ɔf] before a consonant.

Here is the **group of words** that have their normal pronunciation **with a ‘shwa’ [ɔ] sound**. Remember that the purpose of weakening the vowel sound is to make it possible for the word to be said more rapidly.

than [ðɔn]  
 that [ðɔt], [ðɔ]  
 them [ðɔm], [ðm]  
 there [ðɔ], [ðɔr]  
 to [tɔ]  
 Us [ɔs]  
 was[wɔz]  
 were[wɔ]  
 would [wɔd], [wɔd]  
 you [jɔ]  
 your [jɔ]

**IV Pay attention to the use of reduced or full forms of function words in the following exercise. Before doing the exercise revise the following rules:**

**The strong form of pronunciation** of a word is usually found:

- a) When it ends a sequence. *What is it made of?*
- b) When it gives new information or stands alone. *Who did? – Her!*
- c) When it contrasts with another word. *I gave it to her, not him.*

**Decide if the underlined words are likely to in their weak form or their strong form.**

<b>Example:</b>	<b>weak</b>	<b>strong</b>
Who did you give the money to?		✓
<u>To</u> my sister.	✓	

		<b>weak</b>	<b>strong</b>
1.	I'd like a cup <u>of</u> coffee.		
2.	- My sister used to go out with Elvis. - Not <u>the</u> Elvis!		
3.	What's your dress made <u>of</u> ?		
4.	That's <u>her</u> ! Over there!		
5.	- <u>Do</u> you like jazz? - Yes, I <u>do</u> .		
6.	I'm going to study maths <u>and</u> physics, but I'm not sure <u>where</u> .		
7.	- Who's that letter <u>from</u> ? - <u>From</u> my parents.		
8.	I really like rock <u>and</u> roll.		
9.	- Which did you order? Fish or meat? - I ordered fish <u>and</u> meat. I'm feeling hungry.		

### **V Read and stage the dialogue:**

#### **What a boring book you're reading!**

**Jonathan:** What are you doing, Elizabeth?

**Elizabeth:** What am I doing? I'm reading. What does it look as though I'm doing?

**Jonathan:** What are you reading?

**Elizabeth:** A book, silly. What do you think? You can *see* I'm reading a book.

**Jonathan:** I wish I could have a look at it. Do you think I could have a look at it, Elizabeth? Elizabeth, is it an interesting book?

**Elizabeth:** Yes, a very interesting book. But an adult book. O.K., come and have a look at it and then go away and leave me alone.

**Jonathan:** But what an awful book! It looks as boring as anything. How can you look at a book like that? What does it say?

**Elizabeth:** Jonathan! You're an awfully boring and annoying little boy! Go away!

## СПИСОК ИСПОЛЬЗОВАННЫХ ИСТОЧНИКОВ

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**ENGLISH SOUNDS IN CONNECTED SPEECH**

Практическое пособие

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