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**Навчальний посібник
«Практична
фонетика англійської мови:
скорочений курс лекцій»**

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Drohobych Ivan Franko State Pedagogical University
Department of English Language Practice and Teaching Methods

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Educational manual
"Practical English Phonetics: A Concise Lecture
Course"

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Навчальний посібник укладено відповідно до програми навчальної дисципліни «Практика усного та писемного англійського мовлення» для підготовки фахівців першого (бакалаврського) рівня вищої освіти спеціальності 014 Середня освіта (Мова і література (англійська, німецька)); «Середня освіта (Мова і література (англійська, польська)), галузі знань 01 Освіта / Педагогіка, затвердженої вченою радою Дрогобицького державного педагогічного університету імені Івана Франка.

Посібник спрямований на розвиток фонетичної та комунікативної компетентностей і містить розділи зі спеціально розробленими тематичними завданнями, що охоплюють основні аспекти англійської вимови. Особливу увагу приділено формуванню навичок правильної артикуляції, інтонаційної виразності та покращенню загальної вимови.

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The practical guide has been concluded in accordance with the program of the educational discipline “Practice of the spoken and written English Language” for training specialists of the educational-qualifying level “Bachelor”, specialty 014 Secondary Education (Language and Literature (English, German); (Language and Literature (English, French))), field of knowledge 01 Education / Pedagogics, approved by Academic Council of Drohobych Ivan Franko State Pedagogical University.

The manual is aimed at developing phonetic and communicative competences and includes sections with specially designed thematic exercises that cover the essential aspects of English pronunciation. Particular attention is given to improving articulation skills, mastering intonational patterns, and enhancing overall pronunciation.

The manual is intended for university students, educators

The bibliography consists of 8 titles.

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Передмова

Навчальний посібник укладено за програмою навчальної дисципліни – Практична фонетика англійської мови для підготовки фахівців першого (бакалаврського) рівня вищої освіти, Спеціальності: 014 «Середня освіта (Англійська мова і зарубіжна література)», 014 «Середня освіта (Мова і література (польська))».

У навчальному посібнику викладено теоретичний і практичний матеріал, що має бути засвоєний студентами у процесі вивчення цієї дисципліни. Курс лекцій укладено з метою систематичного ознайомлення студентів з основними принципами та практичними аспектами фонетики англійської мови. Посібник детально висвітлює фонетичну систему англійської мови, включаючи сегментні та надсегментні одиниці, структуру складу, закономірності наголосу й інтонації, явища асиміляції, акомодатії, редукції, а також вживання сильних і слабких форм.

Особлива увага приділяється розвитку правильної вимови на основі теоретичних знань і практичних вправ, формуванню артикуляційної бази та фонетичної обізнаності. У центрі уваги – складні для засвоєння явища англійської вимови, зокрема артикуляція звуків, поєднання звуків у потоці мовлення, закономірності зв'язного мовлення.

Кожна лекція містить чітко структурований матеріал, визначення основних термінів, приклади та послідовне пояснення фонологічних процесів. Для закріплення теоретичних знань і вдосконалення вимови запропоновано низку вправ і транскрипцій.

Посібник призначений для студентів філологічних спеціальностей, майбутніх учителів англійської мови, а також усіх, хто прагне вдосконалити англійську вимову та глибше зрозуміти фонетичну систему сучасної англійської мови.

Preface

The textbook is compiled according to the curriculum of the discipline "Practical Phonetics of the English Language" for the training of specialists of the first (bachelor's) level of higher education, Specialties: 014 "Secondary Education (the English Language and World Literature)", 014 "Secondary Education (Language and Literature (Polish))".

This lecture course is designed to provide students with a systematic understanding of the fundamental principles and practical aspects of English phonetics. It offers a detailed examination of the phonetic system of the English language, including segmental and suprasegmental features, syllabic structure, stress and intonation patterns, assimilation, accommodation, reduction, and the use of strong and weak forms.

The course emphasizes the development of pronunciation skills through theoretical knowledge and practical exercises, aiming to improve students' articulatory competence and phonetic awareness. Special attention is given to the most challenging aspects of English pronunciation for non-native speakers, with a focus on articulatory bases, phoneme production, and connected speech phenomena.

Each lecture presents clearly structured material, including definitions of key phonetic terms, illustrative examples, and systematic explanations of phonological processes. To support active learning, the course also includes targeted exercises and transcriptions that reinforce theoretical concepts and promote accurate pronunciation.

This textbook is intended for students of English philology and teacher training programs, as well as anyone interested in mastering English pronunciation and deepening their understanding of the phonetic system of modern English.

Lecture 1:

Phonetics as a Science. The Phonological Structure of English. Classification and Articulation of English Speech Sounds

Lecture Outline

1. Definition and Scope of Phonetics
2. Phonetics and Its Branches
3. Phoneme as the Smallest Unit of Speech
4. The Organs of Speech
5. Classification of English Sounds
 - Vowels and Consonants
 - Voiced, Voiceless, and Sonorant Consonants
6. Articulatory Features of Selected Consonants:
 - [p], [b], [t], [d], [k], [g], [n], [m], [ŋ], [w], [v], [f]
7. Classification of Vowels: Monophthongs, Diphthongs, and Triphthongs
8. Summary and Self-Assessment Questions

Lecture Text

1. Phonetics as a Science

Phonetics is a branch of linguistics that deals with the study of the sound system of human language. It encompasses the physical properties of speech sounds and the mechanisms by which they are produced, transmitted, and perceived. As a science, phonetics seeks to describe and classify the sounds of speech using empirical and observable data.

2. Branches of Phonetics

Phonetics is typically divided into three main branches:

- *Articulatory phonetics*, which investigates how speech sounds are produced by the human vocal apparatus.
- *Acoustic phonetics*, which studies the physical properties of sounds as they travel through the air.
- *Auditory phonetics*, which focuses on how sounds are perceived by the human ear and brain.

3. Phoneme: The Smallest Unit of Speech

The **phoneme** is defined as the smallest linguistically distinctive unit of sound that can differentiate meaning. For instance, the difference between *bat* and *pat* lies in the initial phonemes /b/ and /p/. Phonemes are abstract units realized through speech sounds, or **allophones**, in actual pronunciation.

4. Organs of Speech

Speech sounds are produced through the coordinated action of various organs of speech, which include:

- **Respiratory system:** lungs, trachea
- **Phonatory system:** larynx and vocal cords
- **Articulatory system:** tongue, teeth, alveolar ridge, hard and soft palates, lips, and nasal cavity

Organs of Speech

The organs of speech, also known as articulators, are parts of the body that are involved in the production of speech sounds. They can be divided into active and passive articulators.

Organ	Type (Active/Passive)	Function in Speech
Lips	Active	Used in bilabial sounds like [p], [b], [m]
Teeth	Passive	Serve as a place of articulation for dental and labiodental sounds
Alveolar Ridge	Passive	Important for sounds like [t], [d], [s], [z]
Hard Palate	Passive	Helps in palatal sounds like [j]
Soft Palate (Velum)	Active	Moves to close or open the nasal passage (e.g. [k], [g], [ŋ])

Uvula	Active	Used in uvular sounds (rare in English)
Tongue	Active	Highly flexible and used for many sounds
Glottis	Active	Space between vocal cords; used in glottal sounds like [h]
Nasal Cavity	Passive	Resonator for nasal sounds like [m], [n], [ŋ]

5. Classification of English Sounds

Speech sounds are broadly divided into **vowels** and **consonants**.

- **Vowels** are produced with a relatively open vocal tract and are voiced.
- **Consonants** involve a degree of constriction or closure in the vocal tract during their articulation.

Additionally, consonants can be classified as:

- **Voiced** (e.g., [b], [d], [g], [v]) – produced with vibration of the vocal cords
- **Voiceless** (e.g., [p], [t], [k], [f]) – produced without vocal cord vibration
- **Sonorants** (e.g., [m], [n], [ŋ], [w]) – characterized by a continuous airflow and typically voiced

6. Articulatory Features of Selected Consonants

Let us consider a few key consonants and their articulatory descriptions:

Sound	Type	Place of Articulation	Manner of Articulation	Voicing
[p], [b]	Plosives	Bilabial	Complete closure with burst	[p] voiceless, [b] voiced
[t], [d]	Plosives	Alveolar	Complete closure	[t] voiceless, [d] voiced
[k], [g]	Plosives	Velar	Complete closure	[k] voiceless,

Sound	Type	Place of Articulation	Manner of Articulation	Voicing
				[g] voiced
[n]	Nasal	Alveolar	Air through nose	Voiced
[m]	Nasal	Bilabial	Air through nose	Voiced
[ŋ]	Nasal	Velar	Air through nose	Voiced
[f], [v]	Fricative	Labiodental	Partial obstruction	[f] voiceless, [v] voiced
[w]	Approximant (Sonorant)	Bilabial-velar	No full closure	Voiced

7. Classification of Vowels: Monophthongs, Diphthongs, and Triphthongs

English vowels are categorized based on their articulatory movement and quality:

- **Monophthongs:** Pure vowels with a single, unchanging quality (e.g., [ɪ], [ʌ], [æ])
- **Diphthongs:** Vowel sounds that involve a glide from one vowel quality to another (e.g., [aɪ], [eɪ], [əʊ])
- **Triphthongs:** A glide through three vowel qualities within one syllable (e.g., [aʊə], [aɪə])

This categorization is essential for understanding the phonological complexity of English vowels and their role in differentiating meaning.

Summary

In this lecture, we examined phonetics as a scientific discipline, explored the fundamental units of speech such as the phoneme, and discussed the articulatory classification of consonant and vowel sounds in English. A foundational understanding of these concepts is crucial for further study of English pronunciation and phonological analysis.

Self-Assessment Questions

1. What are the main branches of phonetics, and what does each study?

2. Define the phoneme and explain its function in language.
3. Identify and describe the articulatory characteristics of [p], [b], [t], and [d].
4. How are sonorant consonants different from voiced and voiceless obstruents?
5. Give examples of monophthongs, diphthongs, and triphthongs in English.

Practical Tasks

1. Transcribe the following words phonetically: pat, bat, top, dog, gap, king, man, fan, wing, view, web.
2. Identify and classify the consonants in the following words: bad, tap, gap, man, sing, voice, wave.
3. Group the following words by the type of vowels they contain (monophthongs, diphthongs, triphthongs): sight, now, idea, beat, coat, near.
4. Listen to recorded examples of [p], [b], [t], [d], [k], [g], [f], [v], [w] and imitate their articulation.
5. Practice minimal pairs and identify the differences in pronunciation (e.g., pit/bit, fat/vat, cot/got).

Phonetic Transcription Examples

- pat /pæt/
- bat /bæt/
- top /tɒp/
- dog /dɒg/
- king /kɪŋ/
- man /mæn/
- fan /fæn/
- view /vju:/
- wing /wɪŋ/
- wave /weɪv/
- idea /aɪ'diə/
- near /nɪə/

Glossary of Key Terms

Phoneme: The smallest unit of sound in a language that can distinguish meaning.

Allophone: A variation of a phoneme that does not change meaning.

Articulators: Speech organs involved in the production of sounds.

Voiced Sound: A sound produced with vibration of the vocal cords.

Voiceless Sound: A sound produced without vocal cord vibration.

Sonorant: A sound produced with a continuous, non-turbulent airflow in the vocal tract.

Monophthong: A pure vowel sound with no movement in tongue position.

Diphthong: A complex vowel sound that begins with one vowel and glides into another.

Triphthong: A glide from one vowel to another and then to a third within the same syllable.

Recommended Reading

1. Collins, B., & Mees, I. M. (2013). *Practical phonetics and phonology: A resource book for students* (3rd ed.). Routledge.

<https://www.routledge.com/Practical-Phonetics-and-Phonology/Collins-Mees/p/book/9780415506496>

2. Cruttenden, A. (2014). *Gimson's pronunciation of English* (8th ed.). Routledge.

<https://www.routledge.com/Gimsons-Pronunciation-of-English/Cruttenden/p/book/9781138856887>

3. Ladefoged, P., & Johnson, K. (2014). *A course in phonetics* (7th ed.). Cengage Learning.

<https://www.cengage.com/c/a-course-in-phonetics-7e-ladefoged/9781285463407/>

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Lecture 2:

English Syllables and Vowel Pronunciation in Syllable Types

Lecture Outline

1. Definition and Structure of a Syllable
2. Principles of Syllable Division in English
3. The Four Types of English Syllables
4. Vowel Pronunciation in the First and Second Syllable Types
5. Vowel Pronunciation in the Third and Fourth Syllable Types
6. Practice Exercises
7. Glossary of Terms
8. Recommended Reading

1. Definition and Structure of a Syllable

A **syllable** is the smallest rhythmic unit of speech that consists of a vowel sound, with or without surrounding consonants. In English, each syllable typically contains one vowel sound and may also contain one or more consonants before and/or after the vowel.

Example:

- “cat” /kæt/ – one syllable
- “open” /'əʊ.pən/ – two syllables

2. Principles of Syllable Division in English

Syllables in English can be divided using phonological principles, often determined by vowel-consonant patterns and stress. Syllable boundaries generally occur:

- Between two consonants: hap-py /'hæp.i/
- After prefixes or before suffixes: re-act /ri'ækt/
- In compound words: black-bird /'blæk.bɜ:d/

3. The Four Types of English Syllables

Type	Structure	Example	IPA	Vowel Sound
1. Open Syllable	ends in a vowel	he	/hi:/	Long vowel
2. Closed Syllable	ends in a consonant	sit	/sɪt/	Short vowel
3. Magic 'e' Syllable	vowel + consonant + silent 'e'	cake	/keɪk/ /	Long vowel
4. Vowel Team Syllable	two vowels together	boat	/bəʊt/ /	Diphthong or long vowel

4. Vowel Pronunciation in the First and Second Syllable Types

- **Open syllable:** Ends in a vowel; vowel is usually **long**.
 - *go* /gəʊ/, *he* /hi:/, *she* /ʃi:/
- **Closed syllable:** Ends in a consonant; vowel is usually **short**.
 - *cup* /kʌp/, *pen* /pen/, *dog* /dɒg/

5. Vowel Pronunciation in the Third and Fourth Syllable Types

- **Magic 'e' syllable:** Silent "e" at the end makes the preceding vowel **long**.
 - *name* /neɪm/, *home* /həʊm/, *ride* /raɪd/
- **Vowel team syllable:** Two vowels together form a **single sound** (often a diphthong or long vowel).
 - *team* /ti:m/, *boat* /bəʊt/, *rain* /reɪn/

Practice Exercises

Exercise 1: Identify the Syllable Type

Classify the following words into one of the four syllable types:

1. bike

2. table
3. cat
4. toe
5. bread

Exercise 2: Phonetic Transcription

Transcribe and mark the syllables and vowel length:

1. lady
2. hope
3. lemon
4. tree
5. tiger

Exercise 3: Word Division

Divide the following words into syllables:

1. animal
2. computer
3. reply
4. window
5. music

Glossary of Terms

- **Syllable:** A unit of sound that typically contains a vowel.
- **Open syllable:** Ends in a vowel sound; the vowel is long.
- **Closed syllable:** Ends in a consonant; the vowel is short.
- **Magic 'e' syllable:** A silent 'e' that causes the preceding vowel to be pronounced long.
- **Vowel team:** Two vowels that work together to represent one sound.
- **IPA:** International Phonetic Alphabet, used for transcribing sounds.

Recommended Reading

- Collins, B., & Mees, I. M. (2013). *Practical phonetics and phonology: A resource book for students* (3rd ed.). Routledge.
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- Roach, P. (2009). *English phonetics and phonology: A practical course* (4th ed.). Cambridge University Press. <https://www.cambridge.org/elt/roach>

Lecture 3:

Word Stress in English: Simple Words, Compounds, Phrasal Verbs, and Prefixed Words

Lecture Outline

1. Definition and Role of Word Stress
2. Rules of Stress Placement in Simple Words
3. Stress Patterns in Compound Words
4. Stress in Phrasal Verbs
5. Stress in Prefix-Based Words
6. Practice Exercises
7. Glossary of Key Terms
8. Recommended Literature

Lecture Content

1. Definition and Role of Word Stress

Word stress refers to the emphasis placed on one syllable of a word. In English, correct stress is crucial for intelligibility and natural rhythm.

Example:

- *record* /'rek.ɔ:d/ (noun) vs. *record* /rɪ'kɔ:d/ (verb)
- The stressed syllable is pronounced louder, longer, and at a slightly higher pitch.

2. Rules of Stress Placement in Simple Words

In two-syllable words:

- **Nouns and adjectives** usually have the stress on the **first** syllable:
 - *Table* /'teɪ.bəl/, *HAPpy* /'hæp.i/
- **Verbs** usually have the stress on the **second** syllable:
 - *to reLAX* /rɪ'læks/, *to aRRIVE* /ə'raɪv/

3. Stress Patterns in Compound Words

Compound words often have their own stress rules:

Type	Example	Stress Pattern
Noun + Noun	'blackbird'	Stress on the first part: /'blæk.bɜ:d/
Adjective + Noun	'greenhouse',	Stress on the first part: /'gri:n.haʊs/
Verb + Particle (compound noun)	'check-up'	Stress on the first part: /'tʃek.ʌp/
Adjective + Adjective	'bittersweet',	Equal or variable

Note: Compound **verbs** often have **second part** stressed:

- *to underSTAND* /,ʌn.də'stænd/

4. Stress in Phrasal Verbs

In phrasal verbs, the **particle** (preposition/adverb) is usually stressed:

- *to give UP* /gɪv 'ʌp/
- *to turn ON* /tɜ:n 'ɒn/
- *to look AFTER* /lʊk 'ɑ:f.tə/

In contrast, the corresponding **noun** often has the **first part** stressed:

- *a 'check-up, a 'take-off*

5. Stress in Prefix-Based Words

The stress in prefixed words depends on:

- **Prefix type** (derivational/inseparable)
- **Word class**

Examples:

- reWRITE /rɪ'raɪt/ – prefix is **unstressed**
- IMport (noun) /'ɪm.pɔ:t/ vs. imPORT (verb) /ɪm'pɔ:t/

- UNusual /ʌn'ju:.ʒu.əl/ – stress is on **main root**

General rule:

In most prefixed words, the **main stress** falls on the **root/base**, not the prefix.

Practice Exercises

Exercise 1: Identify the stressed syllable

Mark the stressed syllable in each word:

1. photograph
2. development
3. supermarket
4. understand
5. impossible

Exercise 2: Differentiate noun vs. verb stress

Write the IPA and indicate stress:

1. to present / a present
2. to record / a record
3. to permit / a permit

Exercise 3: Classify compound types and stress

Classify and mark stress:

1. toothpaste
2. loudspeaker
3. makeup
4. haircut
5. shutdown

Glossary of Terms

- **Word Stress:** Emphasis placed on one syllable of a word.
- **Compound Word:** A word made up of two or more smaller words.
- **Phrasal Verb:** A verb combined with a preposition or adverb.
- **Prefix:** A morpheme added at the beginning of a word.

- **Root/Base:** The core part of a word that carries meaning.
- **Primary Stress ('):** The strongest syllable in a word.
- **Secondary Stress (,):** A weaker stressed syllable in polysyllabic words.

Recommended Reading (APA Style)

- Roach, P. (2009). *English phonetics and phonology: A practical course* (4th ed.). Cambridge University Press. <https://www.cambridge.org/elt/roach>
- Cruttenden, A. (2014). *Gimson's pronunciation of English* (8th ed.). Routledge. <https://www.routledge.com/Gimsons-Pronunciation-of-English/Cruttenden/p/book/9781138856887>
- Collins, B., & Mees, I. M. (2013). *Practical phonetics and phonology: A resource book for students* (3rd ed.). Routledge. <https://www.routledge.com/Practical-Phonetics-and-Phonology/Collins-Mees/p/book/9780415506496>
- Ladefoged, P., & Johnson, K. (2014). *A course in phonetics* (7th ed.). Cengage Learning. <https://www.cengage.com/c/a-course-in-phonetics-7e-ladefoged/9781285463407/>

Lecture 4:

Reading Vowels in Unstressed Position, Digraphs, Silent Letters, and Special Articulatory Features

Lecture Outline

1. Vowel Reduction in Unstressed Syllables
2. The Sounds [ɔ:] and [ɒ]
3. Reading Vowel and Consonant Digraphs
4. Silent Letters in English
5. The Sounds [u:] and [ʊ]
6. Palatalization in English Pronunciation
7. Plosive Release: Labial and Nasal Explosions
8. Practice Exercises
9. Glossary of Terms
10. Recommended Literature (APA format)

Lecture Content

1. Vowel Reduction in Unstressed Syllables

In unstressed syllables, vowels are often reduced to a centralized sound, most commonly the **schwa** /ə/.

Examples:

- *about* /ə'baʊt/
- *family* /'fæməli/
- *supply* /sə'plai/

Reduction occurs due to English rhythm and tendency toward **stress-timed speech**.

2. The Sounds [ɔ:] and [ɒ]

Symbol	Description	Examples	Transcription
ɔ:	Long back rounded vowel	<i>law, talk,</i> <i>caught</i>	/lɔ:/, /tɔ:k/, /kɔ:t/
ɒ	Short back rounded vowel	<i>lot, dog, hot</i>	/lɒt/, /dɒg/, /hɒt/

Note: [ɒ] is common in British English but often replaced by /ɑ:/ in American English.

3. Reading Vowel and Consonant Digraphs

- **Vowel Digraphs:** Two vowels representing a single sound.
 - *ea* → /i:/ (meat), /e/ (head)
 - *oo* → /u:/ (food), /ʊ/ (book)
 - *ai* → /eɪ/ (train)
- **Consonant Digraphs:** Two consonants for one sound.
 - *th* → /θ/ (think), /ð/ (this)
 - *sh* → /ʃ/ (ship)
 - *ch* → /tʃ/ (chair)

4. Silent Letters

Some letters in English are written but not pronounced.

Common Silent Letters:

Letter	Examples	Transcription
k	<i>knife, knee</i>	/naɪf/, /ni:/
b	<i>lamb, doubt</i>	/læm/, /daʊt/
l	<i>should,</i> <i>calm</i>	/ʃʊd/, /kɑ:m/

5. The Sounds [u:] and [ʊ]

Symbo	Description	Examples	Transcription
l			
[u:]	Long high back rounded	<i>goose, moon, true</i>	/gu:s/, /mu:n/, /tru:/'
[ʊ]	Short high back rounded	<i>good, book, full</i>	/gʊd/, /bʊk/, /fʊl/

6. Palatalization

Palatalization is the **softening** of consonants, especially before front vowels like /i:/ or /j/.

Example:

- *Did you* → /dɪdʒu:/
- *Tuesday* → /'tʃu:z.deɪ/

Note: This often occurs in **connected speech** and is typical of **British English**.

7. Plosive Release: Labial and Nasal Explosions

- **Labial explosion:** A plosive sound is released through the lips.
 - *apt* → [æpt̚]
 - *stop* → [stɒp̚]
- **Nasal explosion:** A plosive is released through the nose, especially before nasal consonants.
 - *sudden* → ['sʌdn̩]
 - *hidden* → ['hɪdn̩]

Practice Exercises

Task 1: Identify the sound and mark the IPA:

- *thought, hot, taught, sock, not*

Task 2: Match digraphs to the correct sound:

- *th, ch, oo, ea, ai*

Task 3: Find the silent letter:

- *knight, salmon, wrist, honest, doubt*

Task 4: Transcribe and indicate palatalization:

- *Did you eat yet?*
- *Don't you know?*

Glossary of Key Terms

- **Vowel Reduction:** Shortening or centralizing vowels in unstressed positions.
- **Digraph:** A pair of letters representing one sound.
- **Palatalization:** Softening of consonants due to the influence of front vowels.
- **Plosive:** A consonant produced by stopping airflow (e.g., /p/, /t/, /k/).
- **Nasal Explosion:** Release of a plosive through the nose.
- **Silent Letter:** A letter that appears in spelling but is not pronounced.

Recommended Literature (APA Format)

- Roach, P. (2009). *English phonetics and phonology* (4th ed.). Cambridge University Press. <https://www.cambridge.org/elt/roach>
- Collins, B., & Mees, I. M. (2013). *Practical phonetics and phonology* (3rd ed.). Routledge. <https://www.routledge.com/Practical-Phonetics-and-Phonology/Collins-Mees/p/book/9780415506496>
- Cruttenden, A. (2014). *Gimson's pronunciation of English* (8th ed.). Routledge. <https://www.routledge.com/Gimsons-Pronunciation-of-English/Cruttenden/p/book/9781138856887>
- Ladefoged, P., & Johnson, K. (2014). *A course in phonetics* (7th ed.). Cengage. <https://www.cengage.com/c/a-course-in-phonetics-7e-ladefoged/9781285463407/>

Lecture 5:

The Three Stages of Sound Articulation and Coarticulatory Processes in English Speech

Lecture Outline

1. The Three Stages of Articulation
2. Characteristics of Articulatory Stages
3. Transition and Coarticulation of Speech Sounds
4. Types of Coarticulatory Overlap
5. Examples and Phonetic Transcriptions
6. Practice Exercises
7. Glossary
8. References (APA format)

1. The Three Stages of Articulation

Every speech sound is produced in three primary articulatory stages:

Stage	Description
1. Onset (Articulatory Setting / Approach)	The speech organs move into position to produce a specific sound.
2. Hold (Retention / Articulatory Closure)	The speech organs remain in position, and air pressure is built or modulated.
3. Release (Articulatory Transition)	The organs move away, releasing the sound into the following segment.

2. Characteristics of Articulatory Stages

- **Plosives** clearly exhibit all three stages:
 - /p/ in "pat" → lips approach → closed → release air
- **Fricatives** show overlapping hold and release:
 - /s/ in "see" → partial obstruction, continuous airflow

- **Nasals** allow air to pass through the nose during the hold phase:
 - /n/ in "no" → alveolar contact, nasal airflow

3. Transition and Coarticulation in Speech

In continuous speech, sounds are **not** produced in isolation. The articulatory stages of adjacent sounds often **overlap**, creating smooth and fluent transitions.

This phenomenon is known as **coarticulation**, and it reflects the principle of **economy of effort** in speech production.

4. Types of Coarticulatory Overlap

A. Progressive Assimilation

A preceding sound influences the following one.

- *dogs* /dɒgz/ → [z] voiced because of /g/

B. Regressive Assimilation

A following sound influences the preceding one.

- *input* /'ɪnpʊt/ → ['ɪmpʊt] (place assimilation)

C. Reciprocal (Mutual) Assimilation

Two sounds influence each other.

- *don't you* → /dəʊntʃu:/

[t] + [j] → [tʃ]

5. Examples and Transcriptions

Phrase	Natural Pronunciation	IPA Transcription	Description
<i>Good boy</i>	/gʊd bɔɪ/ → /gʊb bɔɪ/	Assimilation: /d/ → /b/	
<i>Don't you</i>	/dəʊnt ju:/ → /dəʊntʃu:/	Palatalization	
<i>Green park</i>	/gri:n pɑ:k/ → /gri:m pɑ:k/	Nasal assimilation: /n/ → /m/	
<i>That guy</i>	/ðæt gaɪ/ → /ðæg gaɪ/	Elision of final /t/	

Practice Exercises

Exercise 1: Identify the Stages

Describe the articulatory stages of the following sounds: /t/, /f/, /ŋ/, /k/

Exercise 2: Analyze Coarticulation

Transcribe and describe changes in these phrases:

1. *black coffee*
2. *won't you come?*
3. *this shop*

Exercise 3: Minimal Pairs with Different Transitions

Pronounce and compare:

- *bed-time* vs *bet-time*
- *in bed* vs *im bed*

Glossary

- **Articulation:** The physical production of speech sounds using speech organs.
- **Coarticulation:** The influence of adjacent sounds on one another during speech.
 - **Assimilation:** A type of coarticulation where one sound becomes more like a neighboring sound.
 - **Onset Stage:** The preparatory movement toward a sound.
 - **Hold Stage:** The steady state where articulators maintain contact or constriction.
 - **Release Stage:** The movement away from articulation, often producing the burst or transition.

References

- Cruttenden, A. (2014). *Gimson's Pronunciation of English* (8th ed.). Routledge.
<https://www.routledge.com/Gimsons-Pronunciation-of-English/Cruttenden/p/book/9781138856887>

- Ladefoged, P., & Johnson, K. (2014). *A Course in Phonetics* (7th ed.). Cengage Learning. <https://www.cengage.com/c/a-course-in-phonetics-7e-ladefoged/9781285463407>
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Lecture 6:

Reduction, Strong and Weak Forms, Assimilation and Accommodation in English Speech

Lecture Outline

1. Vowel Reduction in English
2. Consonant Reduction
3. Strong and Weak Forms of Words
4. Assimilation: Definition and Types
5. Accommodation: Definition and Types
6. Examples with Phonetic Transcriptions
7. Practice Exercises
8. Glossary
9. References (APA Style)

1. Vowel Reduction in English

Vowel reduction refers to the weakening of a vowel sound, usually when it occurs in unstressed syllables. The most common reduced vowel is the **schwa** /ə/.

Examples:

- *banana* → /bəˈnɑ:nə/
- *support* → /səˈpɔ:t/

In rapid or connected speech, full vowels may reduce to /ə/, /ɪ/, or even disappear.

2. Consonant Reduction

Consonant reduction occurs when consonant sounds are weakened or omitted in fluent speech.

Examples:

- *friendship* → /ˈfren(d)ʃɪp/ (elision of /d/)
- *next day* → /nekst deɪ/ → /nek deɪ/

Reduction is common in clusters or between similar sounds.

3. Strong and Weak Forms of Words

In English, many **function words** (e.g., prepositions, articles, auxiliary verbs, conjunctions) have:

- a **strong form** (used in isolation or stressed),
- and a **weak form** (used in connected, unstressed speech).

Word	Strong Form	Weak Form	Example
<i>can</i>	/kæn/	/kən/	<i>I can do it</i> → /aɪ kən 'duː ɪt/
<i>to</i>	/tuː/	/tə/	<i>Go to school</i> → /gəʊ tə skuːl/
<i>have</i>	/hæv/	/həv/	<i>I have seen it</i> → /aɪ həv siːn ɪt/

4. Assimilation: Definition and Types

Assimilation is the process where one sound becomes similar to a neighboring sound.

Types of Assimilation:

1. **Progressive:** the first sound influences the second.
 - *dogs* → /dɒgz/
2. **Regressive:** the second sound influences the first.
 - *input* → /'ɪnpʊt/ → /'ɪmpʊt/
3. **Reciprocal (Mutual):** both sounds influence each other.
 - *don't you* → /dəʊntʃuː/

Types by Articulation:

- **By place** (e.g., /n/ → /m/)
- **By manner** (e.g., /t/ → /ʃ/)
- **By voicing** (e.g., /s/ → /z/)

5. Accommodation: Definition and Types

Accommodation involves the adjustment of one sound to another in connected speech. Unlike assimilation, it includes changes in articulation **without** merging sounds.

Types of Accommodation:

1. **Contact:** direct influence between adjacent sounds.

Good boy → lips are rounded for /b/

2. **Distant:** influence at a distance (less common).

He asked → [hi: ɑ:skt] → [hi: ɑ:st]

Accommodation may involve:

- **lip rounding**
- **nasality**
- **palatalization** (e.g., /d/ + /j/ → /dʒ/)

Phonetic Examples

Phrase	Reduced or Assimilated Form	IPA Transcription
<i>want to go</i>	<i>wanna go</i>	/ˈwɒnə ɡəʊ/
<i>handbag</i>	<i>hambag</i>	/ˈhæmbæg/
<i>used to</i>	<i>usta</i>	/ˈju:stə/
<i>give me</i>	<i>gimme</i>	/ˈɡɪmi/

Practice Exercises

Exercise 1: Identify Reductions

Underline the weak forms in these sentences and transcribe:

1. He can do it.
2. I have to go.
3. We should help her.

Exercise 2: Assimilation Analysis

Explain the assimilatory changes in:

1. That boy
2. In bed
3. Would you like

Exercise 3: Match the Type

Match the sentence with the correct type of assimilation or accommodation.

Glossary

- **Reduction:** The weakening or omission of a sound in speech.
- **Schwa /ə/:** The most common reduced vowel in English.
- **Strong/Weak Forms:** Pronunciation variants of function words based on stress.
- **Assimilation:** A phonetic process where adjacent sounds become similar.
- **Accommodation:** Adjustments in articulation due to neighboring sounds.

References

- Cruttenden, A. (2014). *Gimson's Pronunciation of English* (8th ed.). Routledge. <https://www.routledge.com/Gimsons-Pronunciation-of-English/Cruttenden/p/book/9781138856887>
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Lecture 7:

Pronunciation Features: Unstressed Vowels, Vowel and Consonant Digraphs, Silent Letters, Palatalization, and Plosive Release Types

Lecture Outline

1. Vowel Pronunciation in Unstressed Positions
2. Long and Short Vowels: /ɔ:/ vs /ɒ/, /u:/ vs /ʊ/
3. Reading Vowel and Consonant Digraphs
4. Silent Letters in English
5. Palatalization in English Phonetics
6. Plosive Release: Labial and Nasal Release
7. Examples with Transcriptions
8. Practice Exercises
9. Glossary
10. References

Lecture Content

1. Vowel Pronunciation in Unstressed Positions

In English, vowels in **unstressed syllables** are often reduced, typically pronounced as:

- /ə/ (schwa)
- /ɪ/ or /ʊ/ in some contexts

Examples:

- *about* → /ə'baʊt/
- *syllable* → /'sɪləb(ə)l/
- *happiness* → /'hæpinəs/

2. Long and Short Vowels

/ɔ:/ vs /ɒ/

Sound	Description	Examples	IPA
d			
/ɔ:/	Long, tense vowel	<i>law, talk, door</i>	/lɔ:/, /tɔ:k/, /dɔ:/
/ɒ/	Short, lax vowel	<i>hot, shop, dog</i>	/hɒt/, /ʃɒp/, /dɒg/

/u:/ vs /ʊ/

Sound	Description	Examples	IPA
d			
/u:/	Long, rounded vowel	<i>food, school, blue</i>	/fu:d/, /sku:l/
/ʊ/	Short, rounded vowel	<i>book, foot, could</i>	/bʊk/, /fʊt/, /kʊd/

3. Vowel and Consonant Digraphs

Vowel Digraphs:

Two letters represent one vowel sound.

Digraph	Sound	Example	IPA
h			
<i>ea</i>	/i:/	<i>seat</i>	/si:t/
<i>ai</i>	/eɪ/	<i>rain</i>	/reɪn/
<i>ou</i>	/aʊ/	<i>house</i>	/haʊs/
<i>oo</i>	/u:/ or /ʊ/	<i>moon, book</i>	/mu:n/, /bʊk/

Consonant Digraphs:

Digraph	Sound	Example	IPA
h			
<i>ch</i>	/tʃ/	<i>chair</i>	/tʃeə/
<i>sh</i>	/ʃ/	<i>shoe</i>	/ʃu:/
<i>th</i>	/θ/ or /ð/	<i>think, this</i>	/θɪŋk/, /ðɪs/

Digraph	Sound	Example	IPA
h			
<i>ph</i>	/f/	<i>photo</i>	/'fəʊtəʊ/

4. Silent Letters

Silent letters are letters written but not pronounced. They often affect spelling and can be traced historically.

Word	Silent Letter	IPA
<i>knight</i>	k	/naɪt/
<i>comb</i>	b	/kəʊm/
<i>honest</i>	h	/'ɒnɪst/
<i>write</i>	w	/raɪt/

5. Palatalization

Palatalization is the articulation of a consonant with the tongue approaching the hard palate, often under the influence of a front vowel or /j/.

Examples:

- *Did you* → /dɪd ju:/ → [dɪdʒu:]
- *Would you* → /wʊd ju:/ → [wʊdʒu:]

This phenomenon is common in rapid or casual speech.

6. Plosive Release: Labial and Nasal Release

Labial Release:

When a plosive is released with a following bilabial sound.

Example:

- *good boy* → /gʊd bɔɪ/ → /gʊbbɔɪ/

Nasal Release:

The release of a plosive occurs through the nose when followed by a nasal.

Example:

- *hidden* → /'hɪdn/ → /'hɪdn/

Nasal release often occurs in word-medial or final positions before /n/ or /m/.

Examples with Transcriptions

Phrase	Process	IPA
<i>The door</i>	/ɔ:/ vowel	/ðə dɔ:/
<i>Hot day</i>	/ɒ/ vowel, linking	/hɒt deɪ/
<i>Would you go?</i>	Palatalization	/wʊdʒu: gəʊ/
<i>Hidden path</i>	Nasal release	/'hɪdn pɑ:θ/
<i>Know the answer</i>	Silent letters	/nəʊ ði 'ɑ:nsə/

Practice Exercises

Exercise 1: Identify Vowel Sounds

Mark whether the vowel is /u:/, /ʊ/, /ɔ:/, or /ɒ/

1. book
2. caught
3. food
4. stop

Exercise 2: Digraphs and Transcription

Write the IPA for the following:

- cheat
- shout
- thing
- graph

Exercise 3: Find Silent Letters

Underline the silent letter:

- thumb
- gnome
- island
- knee

Exercise 4: Palatalization Practice

Transcribe the connected speech forms:

- Did you
- Don't you
- Could you

Glossary

- **Digraph:** Two letters representing a single sound.
- **Palatalization:** A phonetic process where a consonant becomes closer to a palatal sound.
- **Labial Release:** Plosive released with a bilabial articulation.
- **Nasal Release:** Plosive released through the nose.
- **Unstressed Vowel:** A vowel occurring in a weak syllable position, often reduced in quality.
- **Silent Letter:** A letter that is not pronounced in a word.

References (APA Style)

- Cruttenden, A. (2014). *Gimson's Pronunciation of English* (8th ed.). Routledge. <https://www.routledge.com/Gimsons-Pronunciation-of-English/Cruttenden/p/book/9781138856887>
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Lecture 8:

The Schwa Sound /ə/ in English Phonetics

Lecture Outline

1. Introduction to the Schwa Sound
2. Articulatory and Acoustic Features
3. Schwa in Stressed and Unstressed Syllables
4. Common Occurrences in English
5. Schwa in Connected Speech and Weak Forms
6. Practical Exercises
7. Glossary of Terms
8. Recommended Reading

1. Introduction to the Schwa Sound

The schwa /ə/ is the most common vowel sound in English and occurs only in unstressed syllables. It is a **central**, **mid**, and **neutral** vowel that plays a crucial role in the rhythm and prosody of English speech.

2. Articulatory and Acoustic Features

- **Articulation:** The tongue is relaxed and centrally positioned in the mouth.
- **Lip Position:** Neutral.
- **Voicing:** Voiced.
- **Symbol:** /ə/ (the upside-down e in IPA).
- It is produced with **minimum muscular effort**, making it phonetically weak but phonologically significant.

3. Schwa in Stressed and Unstressed Syllables

The schwa never occurs in stressed syllables in General British English (RP) or General American. It is a marker of **reduced syllables**, especially in polysyllabic words.

Examples:

- about /ə'baʊt/
- banana /bə'nɑ:nə/
- problem /'prɒbləm/

4. Common Occurrences in English

Schwa frequently appears in:

- **Function words:** and /ənd/, to /tə/, of /əv/
- **Suffixes:** -er, -or, -ar, -ous
- **Unstressed prefixes:** a-, be-, de-, re-
- **Middle syllables:** family /'fæməli/, animal /'æniməl/

5. Schwa in Connected Speech and Weak Forms

Schwa is vital in:

- **Weak forms:** Function words are reduced in fluent speech.

“I want to go.” → /aɪ 'wɒnə ɡəʊ/

- **Elision and assimilation:** Schwa may be deleted or modified in rapid speech.

Practice Exercises

Exercise 1: Phonetic Transcription

Transcribe the following into phonetic script, marking the schwa:

1. **support**
2. **sofa**
3. **pencil**
4. **forget**
5. **supply**

Exercise 2: Identify the Schwa

Underline the syllables that contain the schwa sound:

1. camera
2. celebrate
3. relevant
4. problem
5. actor

Exercise 3:

Read these sentences and identify schwa:

- “She can do it.”
- “I bought a banana.”

- “It was a mistake.”

Glossary

- **Schwa:** The mid-central, neutral vowel /ə/ occurring in unstressed syllables.
- **Weak Form:** A reduced version of a function word.
- **Phonetic Transcription:** Writing down speech sounds using the IPA.
- **Unstressed Syllable:** A syllable that is not emphasized in pronunciation.
- **Connected Speech:** Natural spoken language in which words blend together.

Recommended Reading

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Lecture Title 9:

Intonation and the Structure of Intonation Groups in English

Lecture Outline

1. Definition and Functions of Intonation
2. The Intonation Group and Its Structure
3. Pausing (Pausation) in Speech
4. Intonation Patterns for Enumeration
5. Intonation in Addressing (Vocatives)
6. Intonation of Parenthetical Words and Phrases
7. Intonation of Direct Speech
8. Intonation of Adverbial Phrases
9. Practice Exercises
10. Glossary
11. References

1. Definition and Functions of Intonation

Intonation is the variation in pitch while speaking, which serves communicative and grammatical purposes. It helps express attitudes, emotions, and sentence types.

Main functions:

- Distinguishing sentence types (statement, question, command)
- Signaling sentence focus and new information
- Expressing emotion or emphasis
- Marking grammatical boundaries

2. The Intonation Group

An **intonation group** (also called a tone-unit) is a stretch of speech unified by a single intonation pattern.

Structure of the Intonation Group:

1. **Pre-head** – unstressed syllables before the first stressed syllable

2. **Head** – syllables from the first stressed syllable up to the nuclear tone
3. **Nucleus** – the syllable carrying the main pitch movement (nuclear tone)
4. **Tail** – syllables following the nucleus

Example:

He came to the party yesterday.

→ /hi 'keɪm | tə ðə 'pɑ:ti | 'jestədeɪ/

→ [Pre-head] he | [Head] came to the party | [Nucleus] yesterday

3. Pausing (Pausation)

Pauses divide speech into intonation groups.

They can be:

- **Grammatical** (linked to punctuation)
- **Sense-group** related (for clarity)
- **Emphatic** (to add emphasis or emotion)

Example:

If he comes, / we will start the meeting.

4. Intonation Patterns for Enumeration (Listing)

In **enumeration**, each item usually rises in pitch, with a fall on the last item.

Example:

I bought apples, / oranges, / bananas / and grapes.

→ rising, rising, rising, falling

IPA: /aɪ bɔ:t 'æplz, / 'ɒrɪndʒɪz, / bə'nɑ:nəz / ænd greɪps/

5. Intonation in Addressing (Vocatives)

Vocatives can occur:

- **Initially**: often with a fall-rise or low rise
- **Medially** or **finally**: typically with a fall

Examples:

- *Mary, / can you help me?* (fall-rise on *Mary*)

- *Can you help me, / Mary?* (fall on *Mary*)

6. Intonation of Parenthetical Words and Phrases

Parenthetical elements (e.g., *you know, I think, however*) usually take a **low rise** or **mid-level tone**, indicating lesser importance.

Examples:

- *It was, / I think, / a mistake.*
- *She is, / you know, / very kind.*

7. Intonation of Direct Speech

Direct speech includes two parts:

- **Reporting clause:** usually low or mid-level tone
- **Quoted speech:** carries the main intonation, depending on meaning

Example:

- *He said, / “I’m tired.”* (level + falling tone)
- *She asked, / “Are you coming?”* (level + rising tone)

8. Intonation of Adverbial Phrases

Adverbial phrases (time, reason, condition, etc.) at the beginning of a sentence may be:

- **Separated by a pause**
- **Pronounced with a fall or fall-rise**, depending on emphasis

Examples:

- *After dinner, / we went for a walk.* (fall or fall-rise)
- *If it rains, / we’ll stay home.* (rise)

Examples with Transcriptions

Sentence	Intonation Pattern	IPA & Notation
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Sentence	Intonation Pattern	IPA & Notation
<i>Apples, oranges, bananas, and grapes</i>	rise, rise, rise, fall	/'æplz, 'ɒrɪndʒɪz, bə'nɑ:nəz, ænd greɪps/
<i>John, open the window.</i>	vocative, imperative	/dʒɒn
<i>Well, I think it's fine.</i>	parenthetical phrase	/wel
<i>She said, "I'm tired."</i>	direct speech	/ʃi: sed

Practice Exercises

Exercise 1: Intonation Marking

Mark pauses and nuclei in these sentences:

1. If you're ready we'll begin.
2. I bought milk bread butter and cheese.

Exercise 2: Tone Patterns

Identify tone types used:

- Do you like it?
- I'm not sure.
- Of course, I understand.

Exercise 3: Transcribe with IPA and Intonation Group Division

- He said "Let's go now."
- After school she went home.

Glossary

- **Intonation:** variation in pitch during speech.
- **Intonation group:** a stretch of speech with a unified intonation.
- **Nucleus:** the most prominent syllable in an intonation group.
- **Pause (pausation):** a break in speech indicating boundaries or emphasis.

- **Vocative:** an expression used to address someone directly.
- **Parenthetical:** additional, non-essential elements within speech.
- **Fall-rise / rise-fall:** pitch patterns conveying doubt, uncertainty, or politeness.

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Lecture 10:

Intonation in Questions

1. Lecture Outline

2. Introduction to intonation and its communicative function

3. Classification of questions in English

- Yes/No Questions
- Wh-Questions
- Alternative Questions
- Tag Questions
- Echo Questions

4. Typical intonation contours for each question type

5. Function of rising and falling tones in questioning

6. Emotional and pragmatic implications of intonation

7. Common intonation errors in non-native speech

8. Practice and phonetic transcription of sample questions

Theoretical Overview

Intonation plays a vital role in spoken English, as it contributes not only to the rhythm and melody of speech but also to its communicative function. In questions, intonation patterns are especially significant because they help to distinguish between different types of interrogative sentences and indicate the speaker's attitude, degree of certainty, or emotional colouring.

The intonation of English questions generally varies depending on the syntactic type of the question:

1. Yes/No Questions

These are questions that expect a “yes” or “no” answer. The typical intonation pattern for yes/no questions is **a rising nuclear tone**. The rise begins on the stressed syllable of the nuclear word and continues until the end of the sentence.

Example:

Are you coming? ↗

Did she call you? ↗

The rising intonation signals that the speaker is seeking confirmation or new information.

2. Wh-Questions

These questions begin with interrogative words like *who*, *what*, *where*, *when*, *why*, *how*, etc. They are generally spoken with a **falling nuclear tone**, which suggests that the speaker assumes the listener has the information requested.

Example:

Where are you going? ↘

What time is it? ↘

The falling intonation conveys that the speaker is confident that the question is appropriate and expects a direct answer.

3. Alternative Questions

Alternative questions offer a choice between two or more options. Each alternative (except the last) is spoken with a **rising tone**, while the final option is delivered with a **falling tone**.

Example:

Do you want tea ↗ or coffee ↘?

Is he at home ↗ or at work ↘?

This intonation pattern helps the listener recognize that a choice is being presented.

4. Tag Questions

Tag questions combine a declarative sentence with a short interrogative tag.

Intonation depends on the speaker's intention:

If the speaker is genuinely asking for confirmation, the whole tag question is pronounced with a **rising intonation**:

You're coming, aren't you? ↗

If the speaker expects agreement and is making a rhetorical question, a falling intonation is used:

It's a beautiful day, isn't it? ↘

5. Echo Questions

These are questions that repeat part of a previous statement, often to express surprise or ask for clarification. They are usually pronounced with a **rising intonation**, sometimes exaggerated.

Example:

He bought a tiger? ↗

You saw what? ↗

Suggested Reading

- Cruttenden, A. (1997). *Intonation*. Cambridge University Press.
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