

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

Державний заклад

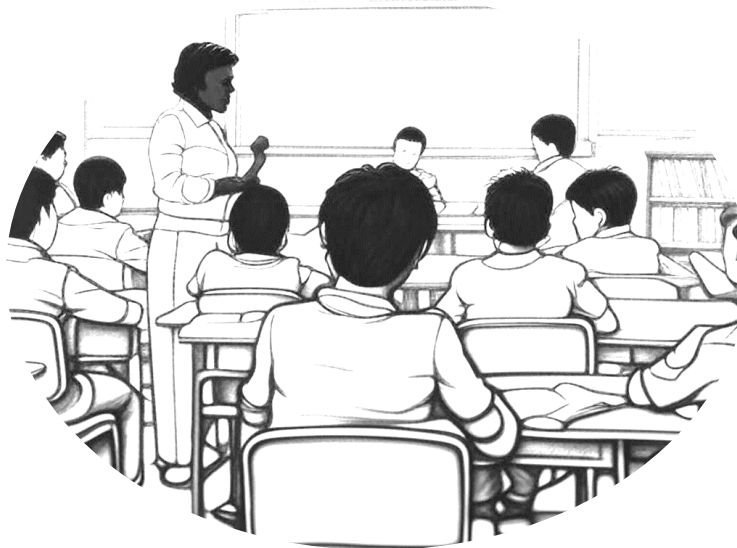
«Південноукраїнський національний педагогічний
університет імені К. Д. Ушинського»

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МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
ДО ПРАКТИЧНИХ ЗАНЯТЬ ТА САМОСТІЙНОЇ
РОБОТИ З ДИСЦИПЛІНИ

«Практична фонетика (англійська мова)»

для здобувачів першого (бакалаврського) рівня вищої освіти
спеціальності «А4.021 Середня освіта (Англійська мова і
зарубіжна література)»



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Методичні рекомендації до практичних занять та
самостійної роботи з дисципліни «Практична
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Методичні рекомендації призначені для аудиторної та самостійної
роботи з дисципліни «Практична фонетика (англійська мова)» для
здобувачів вищої освіти першого (бакалаврського) рівня спеціальності
«А4.021 Середня освіта (Англійська мова і зарубіжна література)» та
розраховані на роботу у другому семестрі для розширення й узагальнення
раніше отриманих знань й удосконалення фонетичних умінь студентів.
Рекомендації містять стислий теоретичний матеріал, практичних
завдання, творчі вправи, покликані налаштувати студентів першого року
навчання на креативну діяльність в межах майбутньої спеціальності.

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FOREWORD

The aim of the academic discipline “Practical Phonetics” is to master the basics of phonetic structure of modern English; develop foundational phonetic (phonetic-graphic) competence; lay the groundwork for further development of normative pronunciation skills as a hallmark of phonetic culture of specialists. The course enables students to master English as a means of oral communication in all spheres of interaction, as well as a tool for professional communication. It is designed to further develop correct English pronunciation in students, general phonetic knowledge about the language, segmental and suprasegmental aspects of phonetics, the language system and its levels; and to provide basic information about the speech apparatus and functions of speech organs based on comparing the articulatory bases of English and Ukrainian.

The given methodological guide is aimed at enhancing basic information and skills obtained in the first term of the course. It is tailored to address the following objectives:

- enable students to accurately transcribe English words using the International Phonetic Alphabet (IPA), focusing on correct symbol usage for vowels and consonants;
- review and categorize English vowels and consonants;
- encourage students to produce correct vowel and consonant sounds, applying transcription knowledge to improve their spoken English clarity and accuracy;
- revise key English intonation patterns (e.g., falling, rising, fall-rise, level) and their communicative functions, such as expressing finality, questioning, surprise, etc.
- enhance students’ ability to identify and interpret intonation patterns in spoken English, connecting them to emotional or contextual meanings (e.g., surprise, disapproval, reassurance);
- help students understand how phonetic transcription can represent intonation patterns, linking segmental (vowels/consonants) and suprasegmental (intonation) features;

- identify and address frequent mistakes in transcription, vowel/consonant classification, or intonation usage, fostering greater accuracy;
- enhance students' ability to analyze spoken English by transcribing short audio samples and identifying vowel/consonant features and intonation patterns;
- combine listening exercises (e.g., identifying intonation in dialogues) with speaking practice (e.g., mimicking patterns) to reinforce both skills;
- reinforce how intonation patterns convey attitudes (e.g., skepticism, excitement) and structure discourse (e.g., turn-taking, emphasis) in conversations.
- build a strong foundation in Phonetics to support further studies in linguistics, language teaching, or speech analysis.

This teaching manual is designed for one semester and covers twelve, each containing the following sections: objectives, warmer, practice part, a concise theoretical summary of the topic, intended to outline the core concepts, and a list of references. To evaluate the mastery of practical and theoretical material, a test is provided at the end of the manual.

The methodological guide can be recommended for students of both full-time and part-time study programs

HINTS ON ENGLISH PRONUNCIATION

I take it you already know
Of *tough* and *bought* and *cough* and *dough*.
Others may stumble but not you
On *thorough*, *plough*, *enough*, and *through*
Well done! And now you wish perhaps
To learn of less familiar traps.

Beware of *heard* a dreadful word
That looks like *beard* and sounds like *bird*
And *dead*: it's said like *bed* not *bead*
For goodness sake don't call it *deed*
Watch out for *meat* and *great* and *threat*
(They rhyme with *suite* and *straight* and *debt*)

And *here* is not a match for *there*
Nor *dear* and *fear* for *bear* and *pear*.
And then there's *dose* and *rose* and *lose* –
Just look them up – and *goose* and *choose*
And *cork* and *work* and *card* and *ward*
And *font* and *front* and *word* and *sword*
And *do* and *go*, then *thwart* and *cart*,
Come, come! I've hardly made a start.
A dreadful language? Why man alive!

I'd mastered it when I was five.
And yet to write the more I tried,
I hadn't learnt at fifty-five.



Lesson 1. Revision

Objectives

- revise some theoretical issues learnt in term 1;
- improve pronunciation of the interdental phonemes;
- be able to tell about yourself speaking correctly and fluently.

Pre-lesson Guidelines for the Students

1. When fulfilling the tasks, always check pronunciation of words using printed or online pronunciation dictionaries, as follows:

- Cambridge Dictionary. Easy pronunciation. [<https://dictionary.cambridge.org/pronunciation/>]
- howjsay [<https://howjsay.com>]
- forvo [<https://forvo.com/search/baths/en/>] etc.

2. Prepare your mouth with articulation gymnastics before each lesson. Practice articulation exercises until your mouth feels tired.

- <https://www.youtube.com/watch?v=lFyWC6u9bMk>

- <https://www.youtube.com/watch?v=l69yZ5xabbo>

3. Review some theoretical material you learnt in the first term ([3, pp. 7-27, 118-145].

I. Warmer

1. **Brush up on the topic “Classification of vowels and consonants” [3]. Look at the list of transcription symbols and answer the questions:**

[p, ɑ:, s, t, ə, r, l, k, n, ɪ, j, ʊ, e, b, eɪ, ʃ, f, m, ɟ, h, v, æ, i:, ʒ, ʊə]

- 1) Are all of these phonemes vowels? Why? Why not?
- 2) Are all the vowels monophthongs? Which are not? How do we call those which are not monophthongs?
- 3) Are all of the vowels front? Enumerate those that are not.
- 4) What are the other two groups of vowels according to the tongue position?
- 5) Are all of the consonants sonorants?
- 6) Which of them is lateral? Which is approximant?
- 7) Are all of the sonorous phonemes labial?
- 8) Are all of the labial phonemes sonorous?
- 9) Are all of the consonants labial?

- 10) Are all of the lingual phonemes forelingual?
- 11) Are all of the forelingual alveolar?
- 12) Are all of them occlusive?
- 13) Are these occlusive phonemes noise or sonorous ones?
- 14) What is the difference between a phoneme and a sound?
- 15) How many letters and phonemes are there in English?
- 16) **Watch the video on how to read the IPA transcription for English**
(<https://www.youtube.com/watch?v=TdRJ8YIKv-k>) and read these transcription symbols:

[p] [b] [t] [d] [k] [g] [f] [v] [ʃ] [h]	[ɪ] [e] [ʊ] [æ] [ɒ] [ʌ] [ə]
[l] [r] [m] [n] [w] [j] [s] [z] [ð] [θ]	[u:] [i:] [ɔ:] [ɜ:] [ɑ:]
[ʒ] [ʒ] [dʒ]	[eɪ] [ɜʊ] [aɪ] [aʊ] [ɔɪ] [[ɪə] [εə] [ʊə]

2. **Look at the tonograms. Which of them is\are typical of the English Intonation? Listen to a Ukrainian blogger and pay attention to her permanently rising terminal tone (upspeak).**
[https://www.youtube.com/watch?v=rn_-kRS8y0ci] **How typical of the English intonation is it, to your mind? Match the pictures and the sentences.**

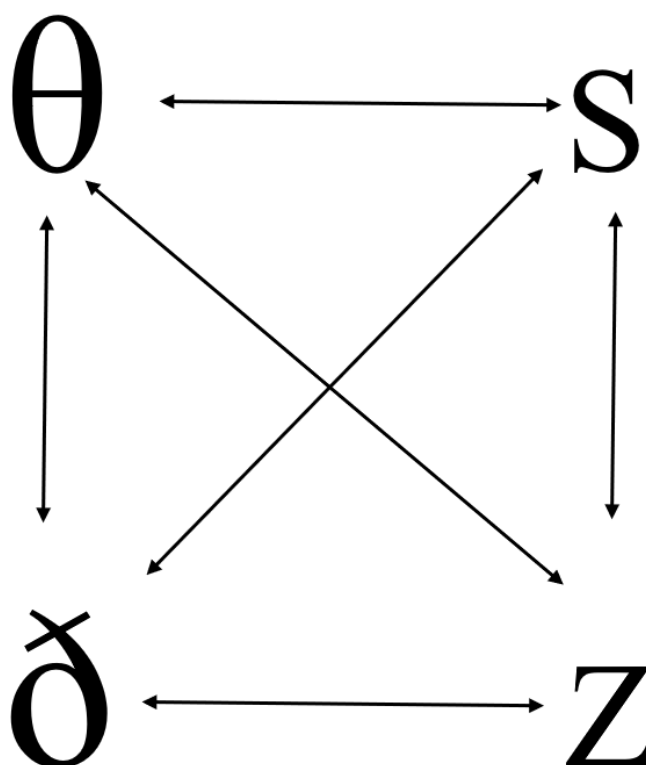
	He asks Tom to return it now.
	Він не повертає борги.
	Невже він не зрозумів нічого?
	Сестра завжди вкладається спати рівно о восьмій.
	Він не поважає мене.

3. Review your knowledge on intonation of statements, special, general, alternative and disjunctive questions, exclamations, direct address and requests. [3, p 138-145]. Read these sentences and explain your choice of the nucleus tones.

- 1) All people want to believe in miracles.
- 2) Imagine a world without lie.
- 3) What kinds of stories help to develop creativity?
- 4) Would you like to live in a wonderful place full of unexplainable mysteries?
- 5) Is it better to tell the truth or continue lying?
- 6) You remember the words, don't you?
- 7) What a charming little village!
- 8) I am not quite sure.
- 9) Don't cry, my boy.
- 10) Please, don't touch anything!

II. Practice

1. Practice the interdental phonemes glides following the lines smoothly and without interruptions. Mind alternate change in your tip position – from interdental to alveolar and back to interdental.



2. In standard English -th before the ending -s is pronounced in two ways:

as [ðz] after long vowels and diphthongs	[θs] after short vowels
clothes , baths, mouths, oaths, paths, sheaths, truths, wreaths, youths	Months, cloths , smiths, moths, Goths, myths, sloths, lengths, widths, fifths, tenths, meths, Ruths

Listen to how these words are pronounced using online pronunciation dictionaries.

3. Read the sentences. When reading TH check if your mouth is spread and if you can see the tip of your mouth.

- 1) **These things finish sooner** than you **think**.
- 2) Some **things** seem to **find themselves**.
- 3) **These thieves thrive** on farmers' grief.
- 4) On **Thursdays**, I **find thrills** in **finding things**.
- 5) **Three thin thieves thought** a **thousand thoughts**.
- 6) The **thirty-three thankful thieves thought** that they **thanked** them.
- 7) They **threw three thick things**.
- 8) **Thirty thousand thoughtless boys thought** they would **make a thundering noise**.
- 9) **So the thirty thousand thumbs thumbed** on the **thirty thousand drums**.

3. Check if you know how to pronounce these words. Check using online pronunciation dictionaries. Read the words.

comfort

injury

debt

intrigue

sword

mirror

anchor

pianist

character

unique

curtain

status


drawer	parenthesis
panel	hypothesis
routine	chrysanthemum
route	creature
breathe	feature
dose	approach

CREATIVE TASK

Listen to the teacher introducing herself\himself. Pay attention to stresses and tunes in the text. Prepare the same text and read it aloud. When practicing, check if you:

- spread your lips slightly to pronounce English words clearly
- use a gentle smile to shape your English sounds
- use descending intonation
- make the words in bold type accented
- keep your tip between the teeth when pronouncing TH
- pronounce the word *everything* with [ɨ], not [ng].

Am I special?



I 'went to a 'usual ,school. || I've 'never 'known 'English ↑very ,well. || 'Everything that I 'am ,now, | I 'owe to my ,father. || It was ,he who **decided** that I am to **learn** the **English** ,language. || He 'wanted me to be an in,terpreter, | as ,all fathers do. || Besides ,this, || can 'boast with ,purposefulness, | perse,verance| and 'working ,capacity. || Un,fortunate,ly, | I 'haven't got any 'interesting ,hobbies. || The 'most 'important 'things for me are my,son, | my >family | and my ,work. ||

IV

TASKS FOR INDIVIDUAL PRACTICE

Watch the video and take notes in your portfolio sheet.

- <https://www.youtube.com/watch?v=JmXLAeVJDU0>
- https://www.youtube.com/watch?v=jtsvomse_4A

Lesson 2. Assimilation

Objectives

- revise and expand knowledge on some aspects of assimilation;
- improve pronunciation of assimilative combinations;
- be able to talk about yourself speaking correctly and fluently.

Pre-Lesson Guidelines for the Students

1. When fulfilling the tasks, always check pronunciation of words using printed or online pronunciation dictionaries, as follows:

- Cambridge Dictionary. Easy pronunciation. [<https://dictionary.cambridge.org/pronunciation/>]
- howjsay [<https://howjsay.com>]
- forvo [<https://forvo.com/search/baths/en/>] etc.

2. Prepare your mouth with articulation and pronunciation gymnastics before the lesson. Practice articulation exercises until your mouth feels tired.

- <https://www.youtube.com/watch?v=z8Vlk1CZBbQ>

- <https://www.youtube.com/watch?v=hufM1IdDz3o>

3. Review some theoretical material you learnt in the first term ([3, p. 130-145].

4. Watch the video on the topic “Light [l] and dark [ɫ]” [<https://www.youtube.com/watch?app=desktop&v=ANa8UWr22x0&pp=ygUEI8yybA%3D%3D>] and put down some examples on your portfolio sheet.

I. Warmer

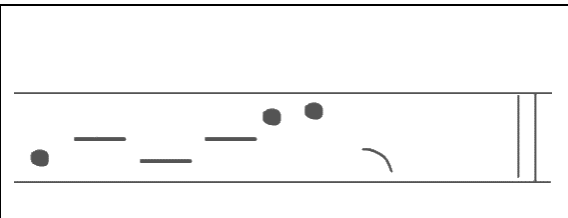
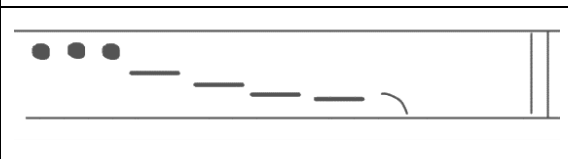
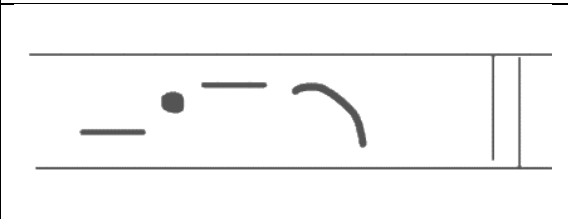

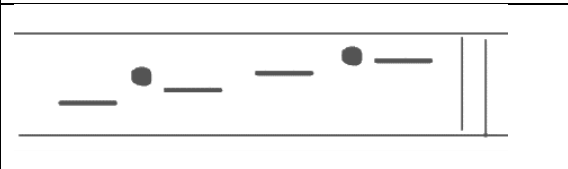
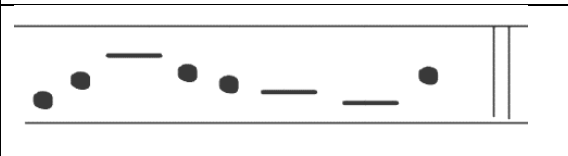
1. Brush up on the topic “Classification of vowels and consonants” [3]. Look at the list of transcription symbols and answer the questions:

[θ, w, s, t, r, l, k, n, v, j, b, ʃ, f, m, ɟ, h, ʒ, z, ð]

- 1) How many consonants and vowels are there in the English language?
- 2) What are allophones? Give examples.
- 3) Are all of these phonemes consonants?
- 4) Are all of them noise ones? How do you call the second group according to the degree of noise?
- 5) Are all of these consonants lateral?
- 6) What is approximant?
- 7) Are all of them nasal?

- 8) What are the two groups of consonants according to the place of articulation?
- 9) Name labial consonants. Are all of them labio-dental?
- 10) Enumerate forelingual consonants. Are all of them alveolar ones? Are all of the latter constrictive?
- 11) What is the difference between [θ] and [ð]?
- 12) Are [ʃ] and [ʒ] interdental? Are they occlusive? Are they plosive?
- 13) What are the light and dark [ɫ] allophones of [l]?

2. Look through the way tonograms reflect English intonation [3, p. 122-145]. Look at the tonograms. Which of them have\has mistakes? Correct them and make up sentences to illustrate them.

II. Practice

1. Check if you know how to pronounce these words. Look up in the dictionary to ascertain:

height	niche
recipe	stomach
mischievous	pizza
colleague	vehicle
desert	yacht
area	Chicago
period	iron

2. What is the intonation of special and general questions? Imperatives? Sentences with THERE IS\ARE? Brush on it using the Student's book [3] and your notes from the previous term. Read these sentences and explain your choice of the terminal tones.

- 1) Why do people choose to buy things this way?
- 2) Do you want to print them or save in PDF?
- 3) Are you going to describe the picture at the bottom?
- 4) Compare two of the pictures.
- 5) Both situations show the problem of choice.
- 6) How comfortable might the people be in such weather?
- 7) Do women have more serious accidents than men?
- 8) Do you prefer to have good health or much wealth?
- 9) There are some great statements to get the conversation going.
- 10) There were a lot of people on the beach.

III. Exam Focus

1. Read information about assimilation and its types and answer the question:

- a) What is the difference between progressive, regressive, and reciprocal assimilation?
- b) How does the plural suffix -s demonstrate progressive assimilation in words like "pens" and "desks"?
- c) Provide an example of regressive assimilation using the word "width" and explain the phonetic change that occurs.

- d) In the word "tree" [tri:], how does reciprocal assimilation affect both the sonorant [r] and the alveolar [t]?
- e) How does the place of obstruction influence the pronunciation of alveolar consonants like [t] and [d] when followed by interdental sounds like [θ] or [ð]?
- f) What happens to the voicing of sonorants like [m, n, l] when they are followed by voiceless consonants, and can you give an example from the material?
- g) How does the suffix -ed change its pronunciation based on the voicing of the preceding consonant, and what are the three possible outcomes?
- h) Explain how lip position is affected in consonants followed by [w], and provide an example like "twinkle."
- i) What phonetic change occurs to the forelingual [n] when it precedes back consonants like [k] or [g], and how does the position of the soft palate contribute to this?
- j) Describe the three types of air release and provide an example for each from the material.

Assimilation and its types

Assimilation is a phonological process as a result of which one of the phonemes becomes similar or identical (the same) to the neighbouring one.

does – breadth – drink
 neutral dental post-alveolar

Types according to direction

Progressive	Regressive	Reciprocal [rɪ'sɪprək(ə)l] (mutual, double)
the preceding [pri'si:dɪŋ] phoneme influences the following one	the following sounds influences the preceding one	mutual ['mju:tʃʊəl] influence of the adjacent [ə'dʒeɪs(ə)nt] phonemes
examples		

plural suffix –s is pronounced as [z] after voiced consonants (pens [penz], and as [s] after voiceless consonants (desks [desks])	a) <i>width</i> : alveolar [d] becomes dental before interdental [θ] b) <i>in them</i> : alveolar [n] becomes dental before interdental [ð].	in the word <i>tree</i> [tri:] - sonorant [r] is partly devoiced under the influence of the voiceless [t], - alveolar [t] becomes post-alveolar before the post-alveolar [r]
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Types according to the work of organs of speech

Type	Example
1. According to the place of obstruction	<p>- alveolar [t, d, n, l, s, z] become dental in front of interdental [θ] or [ð].</p> <p><i>bread<u>th</u>, t<u>en</u>th, Put <u>th</u>at down! Read <u>th</u>is!</i></p> <p>- alveolar [t] and [d] become post-alveolar before the post-alveolar sonorant [r].</p> <p><i><u>tr</u>ip, <u>dr</u>eam, at <u>re</u>st, w<u>ou</u>ld <u>re</u>ad</i></p> <p>- alveolar [t] and [d] before [j] become palato-alveolar [tʃ, dʒ]</p> <p><i>gr<u>ad</u>uate ['grædʒuət], cong<u>ra</u>tulate [kən'grætʃʊleɪt], d<u>id</u> you ['dɪdʒu:], cou<u>ld</u> <u>y</u>ou ['kʊdʒu:]</i></p> <p>- alveolar [n] before [p], [b] or [m] becomes labial [m]</p> <p><i>t<u>en</u> <u>b</u>oys [tem 'bɔɪz]</i></p>
2. According to the work of vocal cords (voicing or devoicing)	<p>- sonorants [m, n, l, w, r, j] become partially devoiced before voiceless consonants [s, p, t, k, f, θ].</p> <p><i><u>s</u>weep, <u>s</u>pread, <u>tr</u>y, at <u>l</u>ast, at <u>r</u>est</i></p> <p>- contraction “’s” becomes voiced or devoiced depending on the preceding consonants.</p> <p><i>Th<u>at</u>’<u>s</u> r<u>igh</u>t [ðæt̚s raɪt]</i></p> <p><i>Bob’<u>s</u> g<u>on</u>e out [bɒbz̚ ɡɒn aʊt]</i></p>

	<p>- possessive suffix -'s, the plural suffix - (e)s become voiced or devoiced depending on the preceding consonant. These suffixes are pronounced as:</p> <p>[z] after voiced (<i>rooms</i> [ru:mz])</p> <p>[s] after voiceless (<i>writes</i> [raɪts])</p> <p>[ɪz] after [s, z, ʃ, tʃ] (<i>dishes</i> ['dɪʃɪz])</p> <p>- suffix -ed becomes voiced or devoiced depending on the preceding consonant and is pronounced as:</p> <p>[d] after voiced consonants (<i>lived</i> [lɪvd])</p> <p>[t] after voiceless consonants (<i>worked</i> [wɜ:kɪt])</p> <p>[ɪd] after [d] and [t] (<i>invited</i> [ɪn'vaɪtɪd])</p>
3. According to the lip position	Consonants followed by [w] become lip-rounded (<i>twinkle</i> , <i>swan</i> , <i>dwarf</i>)
4. According to the position of the soft palate	<p>forelingual [ŋ] before [k], [g] becomes backlingual [ŋ] because the back of the tongue is raised to the soft palate</p> <p><i>One king</i> [wʌŋ 'kɪŋ]</p> <p><i>Then go for it!</i> ['ðeŋ 'gəʊ fər ɪt]</p>
5. According to the manner of the release of air = (manner of the production of noise)	<p>a) Loss of plosion : a plosive loses its plosion before another plosive or affricate (<i>went down</i>, <i>that choice</i>, <i>that jam</i>)</p> <p>b) Nasal plosion: if a plosive is followed by [n] \ [m], the closure is not released till after [n] \ [m], so the air escapes through the nasal cavity (<i>happen</i> ['hæpn], <i>shipmate London</i>, <i>didn't, stop making</i>).</p> <p>c) Lateral plosion : if a plosive is followed by [l], the closure is not released till after [l], so the air escapes along the sides of the tongue (<i>play</i>, <i>little</i>, <i>clock</i>, <i>candle</i>.)</p>

2. Read the words and word combinations considering assimilative phenomena.

Loss of plosion	Nasal Plosion	Lateral plosion
1. good d -bye	1. eaten	1. p lain
2. good bread	2. bitten	2. p lan
3. bed p ost	3. mittens	3. p lenty
4. hot p late	4. button	4. p lastic
5. hit p arade	5. written	5. p lant
6. lamp p ost	6. Brit <u>a</u> n	6. p lum
7. head d ress	7. curt <u>a</u> n	7. p lural
8. bed d time	8. cert <u>a</u> n	8. p lane
9. hot d og	9. rotten	9. p losion
10.heart break	10.fort n ight	10. p lendid
11.book k -case	11.forgotten	11.little
12.book k -club	12.hidden	12.battle
13.back g round	13.pardon	13.kettle
14.outcast	14.ridden	14.metal
15.Big Ben	15.maiden	15.bottle
16.ink p ot	16.widen	16.settle
17.dog d -days	17.sudden	17.gentleman
18.absent today	18.modern	18.softly
19.present today	19.burden	19.greatly
20.Sit d own.	20.mid n ight	20.brightly
21.Stop p talking	21.didn't	21.candle
22.Stop d ancing.	22.open	22.pedal
23. Start t training.	23.happen	23.paddle
24.Stop p teasing.	24.group m ate	24.fiddle
25.Take c are.	25.step p -mother	25.middle
26.Get d own	26.develop m ent	26.medal
27.Don't g o.	27.didn't	27.model
28.Don't t cry.	28.could n 't	28.idle
29.Don't p ut.	29.would n 't	29.fiddle

30.Hit **me**.

30.should**dn't**

30.middle

31.Put **desks**.

31.ought**n't**

31.riddle

32.Take **pictures**.

32.might**n't**

32.metal

3. Read about Linking R – a type of assimilation that makes your speech connected and fluent.

Linking r – [r] at the end of a word is pronounced when the following word begins with a vowel.

her eyes

tear apart

here again

Now pronounce Linking R combinations by softly adding an [r] sound to connect a word ending in a vowel to another starting with a vowel, e.g. care-R-about

care about

clear as water

to hear all about it

car engine

four eggs

answer a question

far away

tower of London

score a goal

near enough

tear apart

winter air is

pleasure and freedom

dare again

silver or orange

here and there

are absent

here or everywhere

never again

there are not

more or easier

father-in-law

order an(d) law

never or again

mother-in-law

fear is not

clever Usher Alison

4. Read about Intrusive R – a type of assimilation that makes your speech connected and fluent.

Intrusive [r] – is a word is followed by another word beginning in a vowel, it may finish with [r], even when it does not end with letter R

AnnaR is

emptyR eyes

seeR enemies

Read the combinations, softly adding an [r] sound to connect the words, e. g. seeR-it

media attention

idea is wonderful

I saw a film

push me away

the idea is to
now and then
draw all
the cow of my grandmother
know anyone
the emptiness
a sea of lies
a tea and milk
a flea and moth

I can see it
Donna and her aunt
banana is yellow
Pamela Anderson
China and Vietnam
tea and coffee
recipe and utensils
bossy and arrogant
rainy and misty

5. What the videos:

Group 1. “Tim’s Pronunciation Workshop: Assimilation of /t/ and /p/“

[https://www.youtube.com/watch?v=i_ohrkQmzdQ].

Group 2. “Pronunciation: The intrusive /r/

[<https://www.youtube.com/watch?v=DCJrFM3hdlg>]

Group 3. “Pronunciation: Assimilation of /t/ and /j/

[<https://www.youtube.com/watch?v=DzCvN1dJP1Y>]

Group 4. Pronunciation: Assimilation of /n/ followed by /p/

[<https://www.youtube.com/watch?v=Yrzg7DDo0ao>]

What have you learnt from it? Take notes and share information with your colleagues from other groups.

CREATIVE TASK

Listen to the teacher’s speculating on what s/he would like to change about herself/himself. Pay attention to stresses and tunes in the text. Prepare the same text and read it aloud. When practicing, check if you:

- spread your lips slightly to pronounce English words clearly
- use a gentle smile to shape your English sounds
- use descending intonation
- make the words in bold type accented
- keep your tip between the teeth when pronouncing TH

- pronounce the words *thing, think, healthier* with [θ], not [s]; character with [k], not [tʃ]
- pronounce final -s in the words *besides, abilities, things, problems* as [z], not [s].

What would I like to change about myself?

There are **many things** I would **change** in my **character** and **abilities**, | as well as my **looks**. || But the **first thing** I can **think** of | is my **memory**. || I would **like** to be **able** to **remember faster** and **easier**. || In our **life** we **read** and **learn** ↑so **much**, | I **wish** I were **able** to **remember** it fo`rever! || **Besides**, | I would **like** to be **more easy-going**. || I **think** people are **happier** and **healthier** if they **don't** take problems to **heart**. ||

IV

TASKS FOR INDIVIDUAL PRACTICE

1. Watch the video and put all examples of assimilation onto your portfolio sheet. Prepare cards with them for your fellow-students to practice. Check if they pronounce them correctly.

- <https://www.youtube.com/watch?v=8h0NYGrXzzI>

2. Learn one of the dialogues suggested (1) “Passport, please” [11, p. 77] or (2) “Happy birthday” [11, p. 80]. Mind the assessment criteria:

- accuracy in pronunciation of each word (hence look up all dangerous words in the dictionary)
- accuracy of memorization (check if you recite the dialogue correctly, including all words, phrases, and lines as presented in the text)
- intonation accuracy (be sure you accurately replicate the pronunciation, stress, and intonation patterns heard on the CD, reflecting the tone and rhythm of the dialogue)
- fluency and pacing (deliver the dialogue smoothly without unnecessary pauses or hesitations)
- expression and emotions (convey the appropriate emotions and attitudes as modeled in the CD dialogue, reflecting the characters' feelings)

Lesson 3. English rhythm

Objectives

- revise and expand the knowledge of stress patterns in sentences;
- improve syllable timing;
- be able to use pauses and linking, avoid over-pausing that might break rhythmic patter;
- imitate natural rhythm and apply it in conversational contexts;
- be aware of common rhythm mistakes.

Pre-Lesson Guidelines for the Students

1. When fulfilling the tasks, always check pronunciation of words using printed or online pronunciation dictionaries.
1. Prepare your mouth with articulation and pronunciation gymnastics before each lesson. Practice articulation exercises until your mouth feels tired.
<https://www.youtube.com/watch?v=ChuuJ-BEtC0>
2. Review some theoretical material you learnt in the first term ([3, p. 128].
3. Watch the video “The Rhythm of English: Understand Sentence-Level Stress to Improve your Pronunciation” [https://www.youtube.com/watch?v=XTjT93yOv00], answer the question “How are we to read functional and content words?” and practice the examples provided.

I. Warmer

1. Brush up on the topic “Classification of vowels” [3, p. 22]. Look at the list of transcription symbols and answer the questions:

[ʊ, e:, ʌ, aʊ, ɛə, aɪ, æ, eɪ, ɔɪ, ɔ, e, a:, ɪ, i:, u:, ʊ, j]

- 1) Read the phonemes. Are all of these phonemes vowels?
- 2) Which vowel is not typical of the English language?
- 3) Into what groups are vowels divided according to the stability of articulation?
- 4) Are all the vowels monophthongs? Which are not? How do we call those which are not monophthongs?
- 5) Why are [i:, u:, ʊ] not monophthongs?
- 6) Are all of the vowels back? Enumerate those which are not.

- 7) What is the difference between English [ʒʊ] and Ukrainian [oy]?
- 8) What is the difference between English [aʊ] and Ukrainian [ay]?
- 9) What is the difference between English [aɪ] and Ukrainian [aй]?
- 10) What is the difference between English [æ] and Ukrainian [e]?
- 11) What is the difference between English [ɔ] and Ukrainian [o]?
- 12) What is the difference between English [ɪ] and Ukrainian [i]?
- 13) What is the difference between a phoneme and a sound?
- 14) How many letters and phonemes are there in English?

2. Read the sentences and answer the questions next to them. Transcribe and intone them.

1	You can always look it up in the dictionary.	What is the communicative function of the sentence? Do you typically use the descending or ascending head? the Low Fall or the Low Rise?
2	What have happened to all these settlers?	
3	Is she hidden behind the trees?	
4	Don't try to pretend!	
5	Did you try or wanted to try?	
6	He can't read it correctly, can he?	

3. Brush on the topic 'Assimilation' [Lesson 2]. Answer the questions:

- 1) What is assimilation?
- 2) What types of assimilation are there according to the direction?
- 3) What types of assimilation are there according to the work of organs of speech?
- 4) What is assimilation according to the place of obstruction? Give examples.
- 5) What is assimilation according to the work of vocal cords? Give examples.
- 6) What is assimilation according to the lip position? Give examples.
- 7) What is assimilation according to the position of the soft palate? Give examples.
- 8) What is assimilation according to the manner of release of the obstruction (manner of the production of noise)? Give examples.

9) What is the difference between complete and incomplete (partial) assimilation? Which of these are complete and which – incomplete?

- | | |
|---------------|-------------|
| 1. is she | 5. twins |
| 2. tenth | 6. cupboard |
| 3. rocks | 7. bomb |
| 4. horse-shoe | 8. temps |

II. Practice

1. Check if you know how to pronounce these words. Look them up in pronunciation dictionaries:

bury	ceiling	debris
blood	column	process
flood	elite	karate
women	fatigue	façade
foreign	glacier	laughter
aren't	biscuit	lettuce
colonel	allergy	sword
data	architect	anxiety

2. Read the words and phrases and comment upon the type of assimilation, e.g.

could you ['kudʒu:] : [j] influences [d] and [d] turns into [dʒ]

- regressive (the following phoneme influences the preceding one);
- incomplete (we have two different phonemes)
- according to the place of obstruction (alveolar [t] before [j] became palato-alveolar [dʒ])

- | | |
|---------------------|---------------|
| 1. <u>width</u> | 2. admit |
| 3. <u>trace</u> | 4. clock |
| 5. <u>con</u> gress | 6. sweep |
| 7. blackboard | 8. besides |
| 9. rugs | 10. what kind |

11.sweater

12.twist

13.concrete

14.newspaper

15.free

16.sudden

3. Read the word combinations considering assimilative phenomena:

Linking R	Intrusive R	Lateral, Nasal Plosion Loss of plosion
1. here again	twenty of them	didn't
2. tear away	forty of us	little
3. bare anymore	heavy oranges	hit two
4. dear Ann	any enemy	settle
5. hear a sound	Lisa Edwards	London
6. more apples	saw a film	Britain
7. door open	gonna ask	meet children
8. never again	bacteria in it	kettle
9. pepper and salt	America is big	hidden
10. silver arms	banana is ripe	sudden

III. Exam Focus

English Rhythm

1. Read information about English rhythm.

English is **stress-timed**: stressed syllables are said at approximately regular intervals of time, and unstressed ones shorten to fit this rhythm.



If I were **SUE**, I would **TELL** him of course.

Watch the video and describe specificities of English rhythm:

<https://www.youtube.com/watch?app=desktop&v=sUMM5eCvi8w>

- Dogs chase cats.
- The dogs chase cats.
- The dogs chase the cats.
- The dogs will chase the cats.
- The dogs will be chasing the cats.

2. Practice reading these sentences.

People eat food.

People eat much **food.**

Some **people eat** much **food.**

Some **people are eating** much **food.**

Men wait.

The **men** will **wait.**

The **men** will be **waiting** for you.

The **men** will soon be **waiting** for you here.

3. Listen and repeat the dialogue from the book “Elements of Pronunciation: Intensive Practice for Intermediate and More Advanced Students” [21]

143 / • / ^ / • ...

A /Pendlebury's / coming in a / minute if he / can.

B /Coming in a / minute if he / *can*!

A / ^ / Pendlebury / seems to be en/gaged.

B /Tell / Pendlebury, / ^ / tell him from his / boss, / ^ / tell him that he's / fired!

A /Permanently?

B /Permanently, / definitely, / positively / fired!

A /Poor / Pendlebury.

B /Hah!

CREATIVE TASK

Listen to the teacher's speculating on what s/he does NOT like about English phonetics. Pay attention to stresses and tunes in the text. What don't YOU like about English Phonetics? Prepare your text and read it aloud.



I find English accents **challenging** | because I **rarely** notice my **mis,takes.**|| I **think** I'm **stressing** words **co,rrectly,** but after **months** I'm **sur↑prised** to **discover** I've been **pronouncing** some **words en↑tirely `wrong!**|| **English** stress is **tricky,** and **misstressing** words can **make** my speech sound **strange.**|| **This** frustrates me because I **don't** catch my **errors right a,way.**|| **Listening** to **native speakers** and **imitating** their **stress patterns** could **help** me **im,prove,** but the **delayed realization** of my **mistakes** makes the **process** feel **dis,couraging.**||

IV

TASKS FOR INDIVIDUAL PRACTICE

1. **Watch the video** "Practice your English and work on your Rhythm. 5 Syllables Phrases exercise" and put all examples of rhythmic groups onto your portfolio sheet. [<https://www.youtube.com/watch?v=RJzb5RioZHM>]. Practice them.
2. **Learn one of the dialogues** suggested (1) "In a department store" [11, p. 85] or (2) "A damaged telephone" [11, p. 88]. Mind the assessment criteria [Lesson 2].



Lesson 4. Revision of Intonation.

Intonation of the complex sentence

Objectives

- get insights into syntactical structures and semantic nuances, understand how they influence spoken delivery;
- improve naturalness in spoken speech;
- recognize intonation patterns in spoken discourse.

Pre-Lesson Guidelines for the Students

1. When fulfilling the tasks, always check pronunciation of words using printed or online pronunciation dictionaries.
2. Prepare your mouth with articulation and pronunciation gymnastics before the lesson. Practice articulation exercises until your mouth feels tired.
- <https://www.youtube.com/watch?v=YZp4fNMECVg>
2. Review some theoretical material you learnt in the first term ([3, p. 146-148].
3. Watch the video “Function words – American English pronunciation + Intonation \ Word stress”. What words are stressed? What are not?
[https://www.youtube.com/watch?v=2mS7w_np2Nw]

I. Warmer

1. Brush up on the topic “Classification of consonants” [3, p. 52]. Read the phonemes and answer the questions:

[k, dʒ, ʃ, j, f, w, v, ŋ, ʒ, θ, l, ð]

1. How many consonants are there in the English language?
2. Are all of these phonemes consonants?
3. Are all of them occlusive?
4. How do you call those which are not occlusive?
5. Are all of the phonemes lingual?
6. Which of them is\are forelingual? mediolingual? backlingual?
7. Which are labial? Are they bilabial or labio-dental?
8. Enumerate constrictive phonemes. Are all of them noise?
9. Which phonemes are occlusive-constrictive?

10. Point out sonants. What is the difference between them according to the place and manner of articulation?
11. What is the difference between the light and dark [ɫ] allophones of [l]?
12. What is the difference between English [k, ɖʒ, ʃ, j, ʒ, l, ð] and Ukrainian [к, дж, ч, й, ж, л, з]?

2. Distribute the parts of speech into the right columns – those which are usually stressed and those which are not.

adjectives	particle (“to”)
conjunctions	the word “there” in the structure
adverbs	“there is\are”
interrogative words	auxiliary words
personal pronouns	nouns
possessive pronouns	articles
demonstrative pronouns	prepositions
verbs	modal verbs
gerund	participle
the word “not”	contractions with “not”

Stressed	Unstressed

3. Read the words and phrases and comment upon the type of assimilation, e.g.

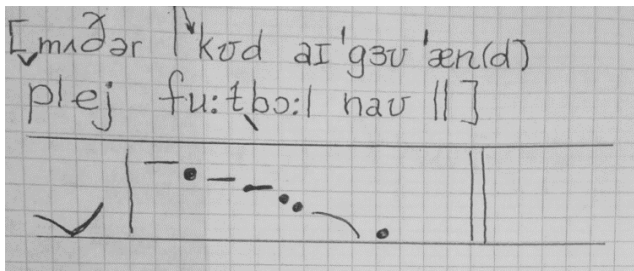
could you ['kʊdʒu:] : [j] influences [d] and [d] turns into [dʒ]



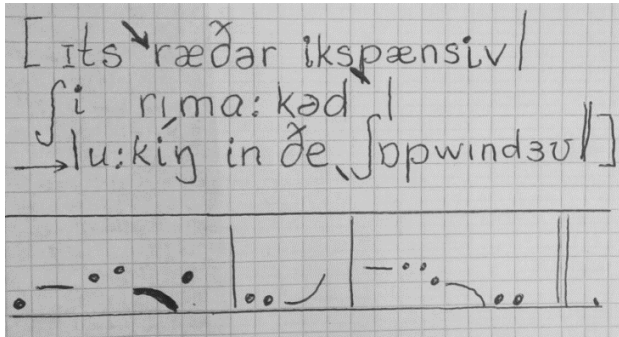
- regressive (the following phoneme influences the preceding one);
- incomplete (we have two different phonemes)
- according to the place of obstruction (alveolar [t] before [j] became palato-alveolar [dʒ])

followed, lend this, creative, ten cockroaches, take coins, drama, star above, feels, the angel, birthday, for Emily.

4. Find mistakes in the transcription and intonemes of the sentences:



“Mother, could I go and play football now?”



“It's rather expensive”, she remarked looking in the shop window.

2. EXAM FOCUS

1. Read about intonation of complex sentences and do the test:

1. What nuclear tone is typically used in a principal clause that is semantically independent and does not imply continuation?

- a) Low Rise
- b) Low Fall
- c) Fall-Rise
- d) High Rise

2. In which scenario is the Low Rise or Fall-Rise tone used in the principal clause?

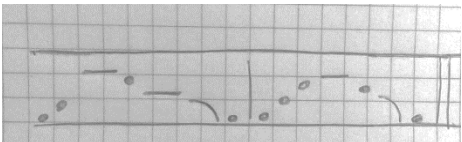
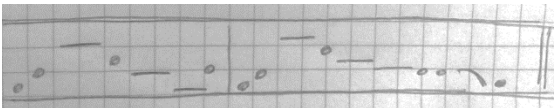
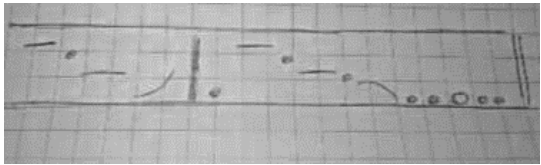
- a) When the principal clause expresses the main thought and is complete
- b) When the principal clause is uncompleted and implies continuation
- c) When the subordinate clause provides the main information
- d) When the sentence forms a single intonation group

3. What is the typical intonation pattern for a subordinate clause that precedes the principal clause?

- a) Low Fall
- b) Fall-Rise
- c) Low Rise
- d) High Fall

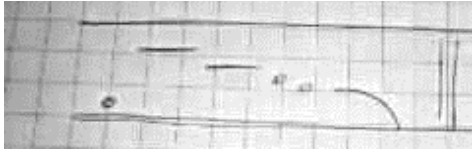
4. When does a complex sentence form a single intonation group?

- a) When the principal clause is semantically independent
- b) When the principal clause precedes the subordinate one
- c) When the subordinate clause precedes the principal clause
- d) When the principal clause uses a Low Rise tone

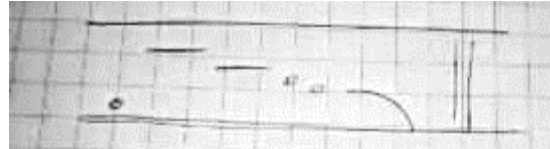
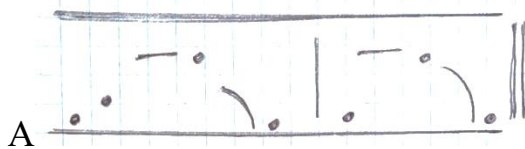
Intonation of complex sentences	
<p>A. [— =] (— =).</p> <p>The principal (ГОЛОВНЕ) clause <u>preceding</u> the subordinate [sə'bo:dnət] one can be pronounced with falling as well as with rising nuclear tone.</p> <p>1. If it is <u>semantically independent</u>, <u>expresses the main thought</u> and generally <u>doesn't imply continuation</u>, the Low Fall is used. In this case the subordinate clause gives additional information.</p> <p>e.g. I prefer to speak English, when there's a chance to ,do it.</p>  <p>2. If the principal clause is <u>not completed</u> and continuation is implied, the LR or F-R are used. Here the principal clause is uncompleted without the explanation given in the subordinate clause.</p> <p>e.g. I prefer to speak German, as I know it much better than ,English.</p> 	<p>B. (— =), [— =].</p> <p>The subordinate clause, <u>preceding the principal</u> one is usually pronounced with the LR.</p> <p>e.g. 'When it 'gets ,dark, O'desa 'looks es'pecially ,beautiful.</p> 

3. There are some cases, when such sentences form only one intonation group.

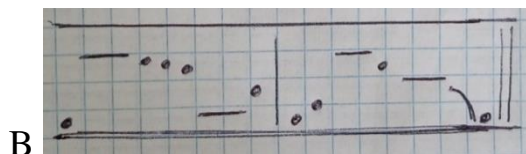
e.g. I don't think he is ,right.



1. Read the sentences according to the models.



1. You'll enjoy yourself thoroughly | if you go to the country.
2. You may come tomorrow | if you are busy today.
3. Ask the policeman | if you don't know the way.
4. Go to the Department Store | if you have to do some shopping.
5. You will not regret it | if you follow my advice.
6. You should book tickets beforehand | if you want to be on time.
7. Come in an hour | if it suits you.
8. We shall go skating | if it is not very cold tomorrow.
9. It is worth seeing | if you know what it means.
10. You may go for a walk | if you finish your exercise.
11. It will take you 10 minutes | if you hire a taxi.
12. You should try them on | if you want to buy a pair of shoes.
13. We will go to the country | if the weather is fine.
14. You'll have to make a report | when you finish reading.
15. He got angry | when he learnt the news.
16. The weather was wonderful | when he arrived in the afternoon.



1. If you can stay longer, I will be pleased. 2. If you want to bathe, you can hire a swimsuit. 3. If you walk, it'll take you half an hour. 4. If you are staying in Paris for a few days, you'll spend an unforgettable evening. 5. If you're not fond of singing, opera won't interest you. 6. If you want to have a really calm holiday, you must go to the country. 7. If you take off your jacket, you'll feel more comfortable. 8. If we weren't so tired, we could go and see the amusement park. 9. If you are interested in churches and historical places, you should go Spain. 10. When it is cold, it is really very unpleasant. 11. When Tom died, his sister wrote to Henry about it. 12. When I dried myself with a towel, I got dressed.

CREATIVE TASK



Listen and read the text “An ideal lesson”. Mind the descending head. What is the ideal lesson for you? Write a text like that and be ready to present it.

An ideal lesson is fun and engaging. It begins with a warm-up activity. This helps students remember what they learned before. Next, the teacher explains new topics clearly. Students ask questions and share ideas. The lesson includes group work. This helps students learn from each other. The teacher gives feedback. They make sure everyone understands. Finally, the lesson ends with a summary. Students review what they've learnt. An ideal lesson creates a positive atmosphere, it encourages curiosity and creativity. Students leave ready for more learning adventures.

IV

TASKS FOR INDIVIDUAL PRACTICE

- 1. Choose your favourite fiction book.** Write out 10 complex sentences, transcribe and intone them. Place these sentences on the card for your fellow-students to read in class.
- 2. Learn one of the dialogues** suggested (1) “The cuckoo clock” [11, p. 92] or (2) “Guests in August” [11, p. 96]. Mind the assessment criteria [Lesson 2].

Lesson 5. Revision of Intonation.

Intonation of compound sentences.

Objectives:

- understand how intonation patterns in compound sentences convey meaning, structure, and relationships between clauses;
- model correct pronunciation and sentence stress;
- master natural speech rhythms and intonation to sound more fluent and native-like;
- demonstrate how intonation signals sentence boundaries and logical connections;
- analyze how intonation varies across different types of compound sentences (e.g., coordinating vs. subordinating conjunctions).

Pre-Lesson Guidelines for the Students

1. When fulfilling the tasks, always check pronunciation of words using printed or online pronunciation dictionaries.
3. Prepare your mouth with articulation and pronunciation gymnastics before the lesson. Practice articulation exercises until your mouth feels tired.
- <https://www.youtube.com/watch?v=YZp4fNMECVg>
2. Review some theoretical material you learnt in the first term ([3, p. 146-148].
3. Watch the video “Function words – American English pronunciation + Intonation \ Word stress”. What words are stressed? What are not?
[https://www.youtube.com/watch?v=2mS7w_np2Nw]

I. Warmer

1. Brush up on the topic “Classification of vowels” [3, p. 22]. Look at the list of transcription symbols and answer the questions:

[ɪ, ə, e, ʊ, ʌ, ɒ, æ]

1. How many vowels are there in the English language?
2. How do you call them according to the stability of articulation?
3. Are all of these phonemes short?
4. How does their length change according to their position in the word? Read:

hit – hid

sat – sad

lock – log

foot – good

lug – luck debt – dead

sit – Sid bet – bed

5. Are all of them front?
6. Which of them is front retracted?
7. Into what two groups can they be divided according to the lip position?
8. What is the difference between English [ɪ, e, æ, ʊ, ʌ, ɒ] and Ukrainian [i, e, y, a, o]?
9. Work in small groups and list words in Ukrainian and English that may sound similar if English articulation rules are not followed, e.g.

kit – кіт

post – пост

did – дід

sin – син

2. Transcribe, intone the sentences, find assimilative clusters and characterize them according to the plan below:

Read the words and phrases and comment upon the type of assimilation, e.g.

could you ['kʊdʒu:] : [j] influences [d] and [d] turns into [dʒ]

- regressive (the following phoneme influences the preceding one);
- incomplete (we have two different phonemes)
- according to the place of obstruction (alveolar [t] before [j] became palato-alveolar [dʒ])

1. How many classes do you have every day?
2. That's fantastic! Did you know you wanted to be a doctor?
3. My mother is a housewife now.
4. Did you feel pressure from your teachers or did they support you?
5. Don't try to do it again.
6. My job involves a lot of word processing.
7. I love to connect with my friends on the social media.
8. Did you forget the name of your teacher?
9. Could you help me or do you want them to do it?
10. He works in a traditional office, doesn't he?

11. It's annoying to always work online from home, isn't it?
12. My boss doesn't seem to trust them, does he?
13. Are you ready to take part in the programme?
14. Would you open the door, please?
15. Should you break this rule, you may be fined.

II. PRACTICE

Remember the rule of reading complex sentences. Read the extract below.

When the sun goes down, it lights up the hills with a warm golden color, making the landscape look beautiful, as shadows move softly. The green fields, which cover the land up to the far mountains, shine with wet dew, as if the morning touched them. A river, bright like silver, flows through the valley, while old oak trees, their branches moving slowly, seem to tell old stories. As evening comes, the sky turns red and purple, creating a peaceful view that makes people stop and enjoy nature's beauty.

Recommendations. Before preparing for reading:

- determine the principal and subordinate clauses and their position in the sentence
- mark sentence stress
- determine intonation (tunes) in the principal and subordinate clauses
- mark terminal tones
- transcribe if necessary.

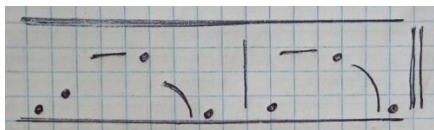
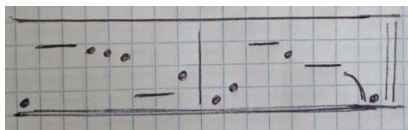
III THEORETICAL FOCUS

intonation of compound sentences

[____ _], [____ _]

1. Read information about intonation of compound sentences.

If the idea of the preceding clause is semantically independent and does not imply continuation , the LF is used:	If the idea of preceding clause is not completed and implies continuation , the LR or the F-R tones are recommended:
--	---

<p><i>It was 'only , Sunday, the 'day was ,splendid.</i></p> 	<p><i>He 'noded in a ,greement, but his 'eyes be 'trayed ,anger.</i></p> 
--	---

2. Read the sentences according to the rule above.

1. She loves her job, | yet she complains about it a lot.
2. He cooks a lot, | and he often tries new recipes.
3. We work during the day, | and we relax in the evening.
4. They travel to different countries, | but they always come back home.
5. We either watch movies on Fridays, | or we go out for dinner.
6. She exercises regularly, | so she stays fit and healthy.
7. He volunteers at the local shelter, | and he also donates to charity.
8. I visited my grandparents last weekend, | and we had a wonderful time together.
9. He played basketball in high school, | but he decided to focus on academics in college.
- 10.They went to the beach yesterday, | but it rained unexpectedly.
- 11.We studied for the exam, | yet we still struggled with some of the questions.
- 12.She cooked a delicious meal for her friends, | and they all enjoyed it.
- 13.We watched a movie last night, | but we didn't like it.
- 14.She danced ballet when she was younger, | but she stopped after a knee injury.
- 15.I am studying for my exam, | and my friend is working on a project.
- 16.They are traveling to Europe this summer, | but they aren't taking their kids.
- 17.We are having dinner at a restaurant tonight, | so we are dressing up.
- 18.He is working on a new painting, | and he is experimenting with different techniques.
- 19.My parents are attending a conference, | and I am taking care of their dogs.
- 20.We aren't enjoying the trip | because we're worrying about safety all the time.
- 21.She is taking swimming lessons, | and she is improving her technique.
- 22.He is studying English on his own, | so he isn't taking any formal classes.
- 23.I have studied for my exam, | and I feel confident about it.

24. She has traveled to many countries, | so she has experienced diverse cultures.
25. They have finished their project, | but they still need to present it.
26. We have watched the movie, | and we have discussed it extensively.
27. He has learned to play the guitar, | and he will perform his favorite songs at the talent show.
28. She has completed her master's degree, | and she is now pursuing a Ph.D.
29. We have tried the new restaurant in town, | and the food was delicious.
30. She has written a book, | and she has received positive reviews from readers.
31. He has achieved his fitness goals, | and he continues to maintain a healthy lifestyle.

CREATIVE TASK

Read the beginning of the story and write its continuation (50-100 words). Listen to the teacher's reading of the sample text. Pay attention to stresses and tunes in the text. Prepare your text for control reading.

I was about to 'leave the ,house | when a 'strange ,thing a ,ttracted my a ,ttention....||



(e.g. I 'noticed that there was a 'red ,spot on my ,grandmother's ,mirror. || I was ,scared because my granny was a ,witch, | as my ,father ,used to ,say. || With a 'shaking 'hand I 'touched the ,mirror, | and to my re' lief, the 'spot disa ,ppeared. || I 'woke ,up||)

IV

TASKS FOR INDIVIDUAL PRACTICE

- 1. Choose your favourite fiction book.** Write out 10 compound sentences, transcribe and intone them. Place these sentences on the card for your fellow-students to read in class.
- 2. Learn one of the dialogues** suggested (1) "It's expensive" [11, p. 98] or (2) "Surprises in the post office" [11, p. 102]. Mind the assessment criteria [Lesson 2].

Lesson 6.

Revision of Intonation.

Intonation of adverbial modifier.

Objectives:

- understand principles of using appropriate intonation patterns to emphasize adverbial modifiers (e.g., adverbs of time, place, manner);
- hone skills of using intonation to express nuances such as emphasis, contrast, or attitude (e.g., surprise, certainty, hesitation);
- recognize intonation patterns associated with adverbial modifiers in spoken language; understand the speaker's intent and context;
- improve fluency and naturalness, sound more native-like;
- be ready to use intonation appropriately in formal settings (e.g., academic discussions, presentations, or workplace communication) where adverbial modifiers clarify timing, manner, or degree.

Pre-Lesson Guidelines for the Students

4. When fulfilling the tasks, always check pronunciation of words using printed or online pronunciation dictionaries.
5. Prepare your mouth with articulation and pronunciation exercises before the lesson. Mind your phonetic smile. Practice articulation exercises until your mouth feels tired.

- <https://www.youtube.com/watch?v=7ZTcF76jbNs>

3. Read on intonation of adverbials following the link [https://studfile.net/preview/5115835/] and answer the questions below:

1. What is the typical intonation pattern for an adverbial phrase at the beginning of a simple sentence?
a) Low Fall b) Low Rise c) Fall-Rise d) High Fall
2. When does a Fall-Rise nuclear tone in a non-final adverbial group convey both emphasis and incompleteness?
a) When the adverbial is at the end of the sentence
b) When the non-final group contrasts with what follows or precedes it

- c) When the adverbial forms a single intonation group with the main clause
- d) When the adverbial is pronounced with a Low Fall

I. Warmer

1 Brush up on the topic “Classification of consonants” [3, p. 52]. Look at the list of transcription symbols and answer the questions:

[s, z, ð, θ, ʃ, tʃ, h, ʒ, dʒ, j]

1. Are all of these phonemes consonants? Why or why not?
2. Are all of these phonemes voiced? Which are voiceless?
3. Which of these phonemes are fricatives? How do they differ from the others in terms of articulation?
4. Are any of these phonemes affricates? If so, which ones?
5. Which of these phonemes are articulated at the alveolar ridge?
6. Are any of these phonemes palatal?
7. Which of these phonemes are sonants? Explain why.
8. Are all of these phonemes lingual? Which, if any, are not, and what is their place of articulation?
9. Is there a glottal phoneme in this list? If yes, identify it and describe its production.
10. Which of these phonemes involve continuous airflow without complete closure of the vocal tract?
11. Are all of these phonemes forelingual? Which are not, and where are they articulated?
12. Which of these phonemes are characterized by a hissing or buzzing sound quality?
13. Are any of these phonemes approximants? If so, which one(s) and what makes them approximants?
14. How do the phonemes [ʃ] and [ʒ] differ in terms of voicing and place of articulation?
15. Which phonemes pose the greatest difficulty for Ukrainian-speaking people?
16. What might happen if we ignore these phonemes and pronounce them as we might?
17. Read these words and make up questions with them. Ask them to your group-mates.

sank – thank

bays – bathe

sink – think

breeze – breathe

sin – thin

close – clothe

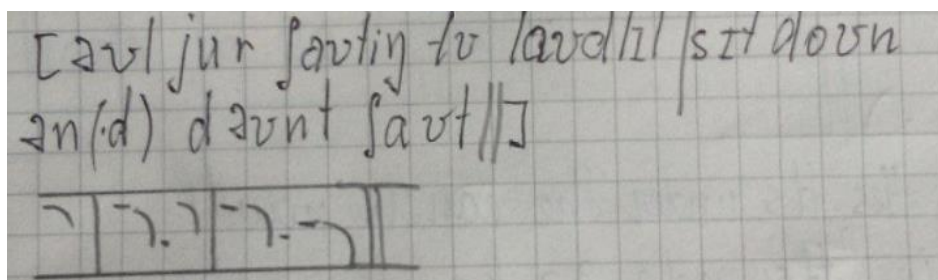
sick – thick	tease – teethe
sing – thing	base – bathe
sum – thumb	sees – seethe
sought – though	
saw – thaw	

3. Check if you know how to pronounce these words. Look them up in the dictionary:

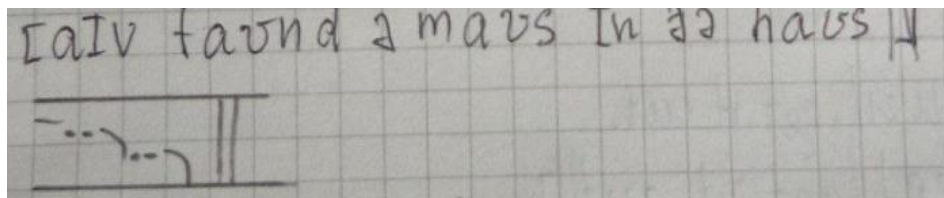
- | | |
|----------------|------------------|
| 1. focus | 17. queue |
| 2. risen | 18. choir |
| 3. consecutive | 19. bonus |
| 4. exhibition | 20. conscious |
| 5. stomach | 21. debt |
| 6. colonel | 22. colleague |
| 7. executive | 23. clothes |
| 8. bury | 24. epithet |
| 9. soldier | 25. foreign |
| 10. metaphor | 26. poverty |
| 11. bouquet | 27. worry |
| 12. captain | 28. wonder |
| 13. fountain | 29. wander |
| 14. genre | 30. affectionate |
| 15. tough | 31. passionate |
| 16. various | 32. worthy |

4. Pair off and find mistakes in the transcription and tonograms in the sentences below:

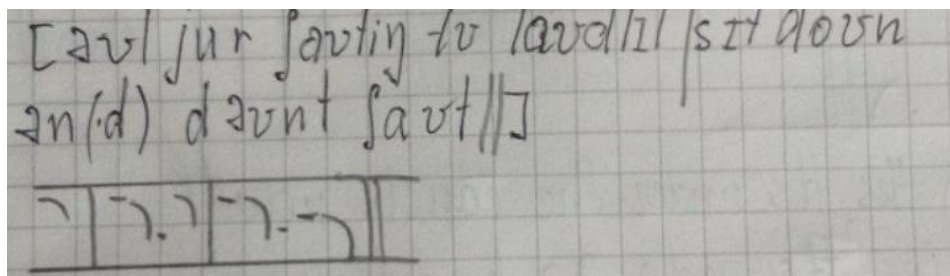
1



2



3



II. Practice

1. Practice V-W alternately. Remember:

- for [v] gently press your upper teeth against your lower lip
- for [w] round your lips like you're about to whistle.

van - wan

video – widow

vet – wet

vale - wail

vine - wine

very - wherry

vow – wow

vault – waltz

vise - wise

verse – worse

vast - wast

veils – whales

vest - west

V – we

voice - woice

veal – wheel

valid - wally

viper – wiper

2. Read slowly the tongue-twisters focusing on their meaning and articulation of each phonemes. Read it faster focusing on intonation. Learn them by heart.

1

Very well, very well, very well.

Very well, very well, very well.

Very well, very well, very well, very well.

2

William always wears

A very warm woolen vest in , winter.

Victor, however, will never wear

Woolen underwear
Even in the Wild `West.

3

I wish to wish the wish
you wish to wish,
but if you wish the wish the witch wishes,
I won't wish the wish you wish to wish.

2. Read the sentences according to the rules of reading compound and complex sentences. Explain your choice of the terminal tones.

e. g. Tom stood before Aunt Polly, who was sitting by an open window.
– *It's a complex sentence. The principal clause precedes the subordinate clause, and implies continuations, that's why I use the LR at the end of the 1st clause.*

1. She hesitated for a moment, and then sat down beside him.
2. The uniform was cut for a shorter person, but one was the same height.
3. Husbands and wives never listen when they talk to each other.
4. There was at least one person in the world who knew that he was alive.
5. We said good-bye to one another and the kids agreed to meet in autumn.
6. He was not doubting the logic, he was doubting himself.
7. He mentioned things in the play which she hated.
8. The door opened, and a thick young man entered.
9. While she stood hesitating, the door opened.
10. I did not feel that I knew him.
11. I am not going to play at all, I must see to the tea
12. I hope you're going to enjoy staying in the house; nobody will bother you there.
13. If you are going away with him, go at once.
14. As she turns to go, she finds that Bella has entered.
15. When I've taken off my things we shall go into the next room.
16. D'you know that Robert and Caroline have been madly in love with one another?
17. They've waited all this time, and now at last she is free.

18. I think you are being very wise.
19. Have you decided where you are going?
20. I could even guess what you've been saying
21. Years have passed since we began this life.
22. I cannot imagine why I've lived thirty years with him.
23. I know this is an old story.
24. I don't know what's been the matter with me.

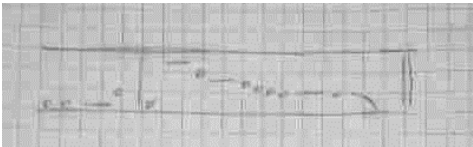
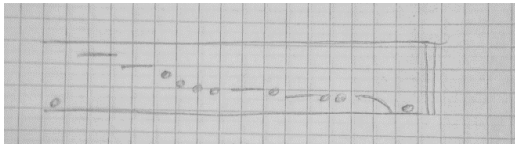
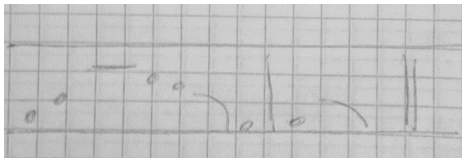
III. EXAM FOCUS

1. Read information about adverbial modifier and do the test

1. What is the typical intonation pattern for an adverbial phrase at the beginning of a sentence?
a) Low Fall b) Low Rise c) Fall-Rise d) High Fall
2. What is the general intonation characteristic of an adverbial phrase in the final position of a sentence?
a) It forms a separate intonation group with a Low Rise
b) It does not form a separate intonation group
c) It is pronounced with a Fall-Rise tone
d) It is always stressed with a Low Fall
3. Under what condition does an adverbial phrase in the final position form a separate intonation group?
a) When it is semantically independent
b) When it presents an afterthought or adds comments
c) When it is pronounced with a Low Rise
d) When it precedes the main clause
4. Why is the Low Rise typically used for an adverbial phrase at the beginning of a sentence?
a) It indicates a complete thought
b) It implies continuation of the utterance
c) It emphasizes the adverbial phrase
d) It contrasts with the main clause

5. What is the main difference in intonation treatment between adverbial phrases at the beginning and in the final position of a sentence?
- Both always form separate intonation groups
 - Initial phrases form a separate group with Low Rise; final phrases typically do not form a separate group
 - Final phrases always use a Low Fall; initial phrases use a Fall-Rise
 - Both are pronounced with the same intonation pattern

Intonation of adverbial modifier
Intonation of Adverbials [əd'vɜːbɪəl]

At the beginning of a sentence	In the final position
<p>normally forms a separate intonation-group and is usually pronounced with the Low Rise, as it implies continuation.</p> <p>e.g. On the ,sideboard the Browns usually have a bowl of ,fruit.</p> 	<p>does not form an intonation group</p> <p>e.g. The Browns usually have a bowl of fruit on the ,sideboard.</p>  <p>But if it presents an afterthought or adds comments, it is pronounced as a separate intonation group.</p> <p>e.g. Any news of Mary? – She is coming to ,Kyiv to ,day.</p> 

2. Read the sentences focusing upon the intonation of adverbials.

- 1) **In the middle of the room**, there is a big table.
- 2) **On the window-sill**, there is a spider's thread.
- 3) **Under the tree** there lay a big man.
- 4) **In the center of the page**, there is a big spot.
- 5) **the evening** we aren't working.
- 6) **At 6.30** they are having a meeting.
- 7) **In the middle of the square**, there are many trees.
- 8) **In the garden**, she planted colorful flowers yesterday.
- 9) **On the rooftop**, they enjoyed a stunning sunset view.
- 10) **Under the bridge**, the children played hide-and-seek.
- 11) **At the beach**, we built a massive sandcastle last weekend.
- 12) **In the forest**, the birds sang beautifully this morning.
- 13) **Near the river**, he set up a small picnic.
- 14) **On the mountain**, they hiked for hours.
- 15) **Inside the cave**, explorers discovered ancient drawings.
- 16) **At the market**, she bought fresh vegetables daily.
- 17) **Behind the house**, the dog chased its tail.
- 18) There are a lot of trees **to the left of the pond**.
- 19) There is much money **in his pocket**.
- 20) They have a lot of friends **in the club**.
- 21) They danced joyfully **in the ballroom**.
- 22) He left his keys **on the table**.
- 23) She read her book quietly **in the library**.
- 24) The cat slept peacefully **under the tree**.
- 25) We watched the stars **from the hilltop**.
- 26) The kids swam happily **in the pool**.
- 27) He parked his car **near the station**.
- 28) They met their friends **at the café**.
- 29) She hid the treasure **behind the wall**.
- 30) The team practiced soccer **on the field**.

- 31) There is a high tree **in front of our house**.
- 32) We aren't working **in the evening**.
- 33) There are many secrets **in his behaviour**.
- 34) There isn't any water **in the bottle**.

CREATIVE TASK

Listen and read the text “The room of my dream”. Mind the descending head.

Write and learn by heart a 100-120-word text on the same topic and present it in class.

The 'room of my 'dream has a ↑very 'big ,balcony | with a 'view of the 'forest and ,mountains. || 'Every ,morning, | when I 'wake ,up, | I can 'feel the 'smell of 'damp ,moss, | ,rain, | 'wet ,tree trunks, | ,flowers, | and 'needle-'covered ,path. || Its 'walls are 'light ,blue | and there are some sur'realist ,paintings on them. || When I am not 'quite a'wake from my ,dreams, | I can i'magine my'self in their mys'terious ,world. || In the ,corner, | there's a 'spiral 'staircase 'leading to my ,office. || 'All the 'walls there are 'covered with ,bookshelves | and in the ,center of it | there is a 'big 'T,V screen. || I 'hope 'one 'day 'this 'dream will 'come `true!

IV

TASKS FOR INDIVIDUAL PRACTICE

1. Describe your flat using adverbial modifiers – initially and at the end of sentences.

Place the text on the card for your fellow-students to read in class.

2. Learn one of the dialogues suggested (1) “A special washing machine” [11, p. 105] or (2) “Television programmes” [11, p. 107]. Mind the assessment criteria [Lesson 2].



Lesson 7. Revision of Intonation.







Intonation of author's words.


Objectives:

- understand the intended tone, emotion, and meaning behind a written text through spoken language;
- use intonation to reflect the author's attitude (e.g., sarcasm, excitement, melancholy);
- develop fluency and confidence in reading aloud by using appropriate intonation to bring the author's words to life, avoiding monotone delivery;

Pre-Lesson Guidelines for the Students

1. When fulfilling the tasks, always check pronunciation of words using printed or online pronunciation dictionaries.
2. Prepare your mouth with articulation and pronunciation exercises before the lesson using recommendations by Donna Durbin [https://www.clearenglishcoach.com/uploads/3/1/3/5/31352123/mouth___tongue©2016landp.pdf]:

1	<p><u>KISS/ FISH</u> Pucker your lips. Count to 10. Repeat.</p>  <p><u>BIG SMILE</u> Count to 10. Repeat.</p> 
2	<p><u>TONGUE CURL</u> Double your tongue back and stretch as far as you can without touching the roof of your mouth. Count to 10. REPEAT.</p>  <p><u>POINT YOUR TONGUE</u> Stretch & point your tongue straight out. Keep the tip pointed and level, not curved up or down. Count to 10. REPEAT.</p> 
3	<p><u>SCRAPING YOUR TONGUE</u> Touch the tip of your tongue to the back of your bottom teeth. Slowly scrape the tip of your tongue down against the floor of your mouth, moving it backwards. Push your tongue down and back. <i>Do NOT let the tip of your tongue point up at anytime!</i> Do this 10 times. Relax. REPEAT.</p> 
4	<p><u>BLOWING AIR BETWEEN YOUR TEETH</u> Separate your teeth. Stick out your tongue a little bit between your teeth. Keep your tongue between your teeth. Air comes out in the center of your tongue. <i>Blow air out in one steady stream.</i> Count to 10 silently. Relax. Repeat THREE times.</p> 

5	<p>GOING TO THE DOCTOR /ah/</p> <p>Open your jaw. Touch the tip of your tongue to your bottom teeth and move just the back of your tongue down.</p> <p>KEEP your tongue touching your teeth. YAWN big. Say /ah/.</p> <p>Move only the back of your tongue down. Look for your "uvula."</p> <p>Your tongue must touch your teeth at the same time it moves down.</p> <p>LOWER the BACK of your TONGUE down slowly 10 times.</p> <p>Repeat several times a day.</p>	
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3. Watch and listen to an extract from an audiobook “Harry Potter” [<https://www.youtube.com/watch?v=CKTCJrLQ-IM>]. Think how the reader read characters’ words and the author’s words.

I. Warmer

1. **Brush up on the topic “Classification of vowels and consonants” [3, p. 22-52]. Look at the list of transcription symbols and answer the questions:**

[k, ŋ, l, m, dʒ, z, ð, θ, r, h, j, ə]

- 1) How many consonants are there in the English language?
- 2) Are all of these phonemes consonants?
- 3) Are all of the sonorous phonemes lingual?
- 4) Which of them forelingual?
- 5) Which of these are interdental? dental? alveolar? post-alveolar? palate-alveolar?
- 6) Which of them mediolingual?
- 7) Is it noise or sonant?
- 8) Is it occlusive or constrictive?
- 9) It is lateral or approximant?
- 10) Which of them backlingual?
- 11) How would you recommend to pronounce [k] instead of Ukrainian [п]?
- 12) How would you recommend to pronounce [ŋ] instead of Ukrainian [нг]?
- 13) How would you explain to a child how to articulate phoneme [ŋ]?

1. **Read the words below. To pronounce phoneme [ŋ] correctly, open your mouth and try to breathe through the nose. Now add some voice when breathing out. Don’t open the closure.**

ending frowning sing

sitting	clowning	ring
praying	downing	thing
training	browning	cling
trying	powdering	bring
clapping	towering	fling

14) Are there any labial phonemes here?

15) Are they occlusive or constrictive?

16) What is the difference between English [m] and Ukrainian [М]?

2. Read and characterize cases of assimilation:

could you ['kudʒu:] : [j] influences [d] and [d] turns into [dʒ]

- regressive (the following phoneme influences the preceding one);
- incomplete (we have two different phonemes)
- according to the place of obstruction (**alveolar** [t] before [j] became palato-alveolar [dʒ])

Handbag

Input

Good boy

Ten bikes

Cupboard

Green park

This shop

Have to

Mad man

Black cat

Old man

Red pen

Don't you

Good girl

These shoes

Dog bark

Not bad

It's her

I can't be

It's a game

Please stop

Could you

3. Review your knowledge on the intonation of adverbials. Check yourself filling in missing words in the gaps. Read the sentences below.

At the beginning of a simple sentence adverbial phrases _____ intonation group and are usually pronounced with the _____, as they imply _____. In **final position** adverbial phrases _____ intonation group. But if the adverbial phrase in the **final position** presents an afterthought or adds comments, they _____ intonation group.

4. Read the sentences focusing on the rules of reading sentences with adverbials.

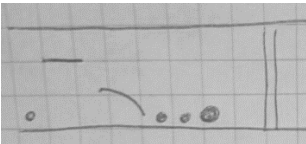
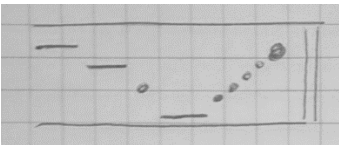
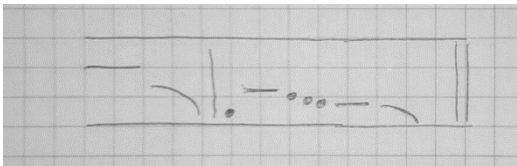
1. She finished her homework before dinner.
2. After the meeting, he left the room and went home.
3. They celebrated their victory in the park.
4. As carefully as he could, the cat approached the dog.
5. In June, the team won the match with ease.
6. All the afternoon, he read a book in the sun.
7. He started her new job, yesterday.
8. Finally, they reached their destination after hours of driving.
9. To keep the noise out, she closed the window.
10. As soon as school ended, the children ran outside excitedly.
11. Softly, he played the guitar on the porch.
12. After he finished singing, she stepped onto the stage.
13. Immediately, he notified his manager about the incident.
14. They took a leap of faith, into the unknown.
15. He accepted the changes at the office, reluctantly.
16. Alone in the room, she awaited the interview results.
17. Proudly, they displayed their diploma.
18. He strolled through the park, in the total dark.
19. Secretly, she planned a surprise party for her friend.
20. The sun set behind the mountains in silence.

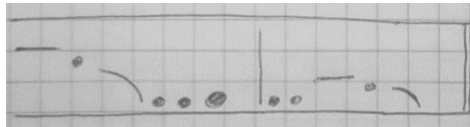
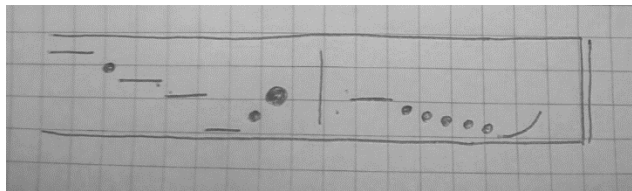
III. EXAM FOCUS

- 1. Read information about intonation of author's words and answer the questions:**

- 1) What is the typical intonation pattern for the author's words preceding direct speech?
- 2) How are the author's words following direct speech usually pronounced in relation to the preceding intonation-group?
- 3) Under what condition do the author's words following direct speech form a separate intonation-group?
- 4) What determines the nuclear tone of the final intonation-group when the author's words follow direct speech?

INTONATION OF AUTHOR'S WORDS

The author's words preceding direct speech	The author's words following direct speech
<p>... form a separate intonation group which can be pronounced with almost any terminal tone (nucleus):</p> <p>And → then he \said: "You are certainly And → then he ,said: And → then he > said: right."</p>	<p>are usually pronounced as an unstressed or half-stressed tail of the preceding intonation-group.</p> <p>e. g. "I'm 'not \ready," he said. "</p>  <p>'Is this for ,me?" he asked with surprise.</p>  <p>If the tail gets longer, it usually forms a separate intonation-group and is pronounced with the same nuclear tone as the preceding intonation-group but on a lower pitch level.</p> <p>'Come ,here,' he ↘, ordered in a 'sharp \voice.</p> 

	<p>If the author's words form two or more intonation-groups, the (1) first one doesn't form a separate intonation-group. (2) The second one is always stressed and pronounced each on a lower pitch level. The nuclear tone of the final intonation-group is usually that of the sentences in the direct speech.</p> <p><i>e. g.</i> "What a \pity!" I said when he \broke a \glass.</p>  <p>"Do you 'think 'that's /fair?" she asked, \looking at me with sur/prise.</p> 
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2. Listen carefully to the following sentences. Concentrate your attention on the intonation of the author's words following direct speech. Read them.

1. He asked her, "Where is this terrible place?"
2. We asked him, "Can you help her with advice?"
3. "I don't know," he said quietly.
4. "It's always been here," she said without any wish to help.
5. "It isn't mine," he said.
6. "Who can remember this," she asked with a patient smile.
7. "She'll be back in half an hour," she reminded him looking away as usual.
8. "Do you remember the time?" she said glancing at her watch.
9. "Quite right," he added nodding his head.
10. "You'll never guess what I've just seen!" said Sam

11. "What's that?" asked Louise.
12. "I can't remember your name," he said, looking down in sorrow.
13. "The exam will be next week," Dr Park said, shading to whisper.
14. "I am afraid I will not be able to come", she said, shaking her head in regret.
15. «I'm so excited about the news from Jeremy», exclaimed Sarah, unable to sit calmly.

CREATIVE TASK

Listen and read the text “The words that changed me”. Mind the intonation of author’s words. Write and learn by heart a 70-100-word text on the same topic and present it in class.



“She’ll never get through her English e,xam”, |
com’plained my English teacher to my mother. || ‘That
was because I couldn’t understand the Sub’junctive
Mood. || ‘These words made me learn this topic, | and
I still re’member all the e’xamples I passed through. ||
I wish I could demon’strate my progress to her now, | to
show how wrong she was. ||

“Your English is really poor”, I say to my students |
and suddenly the words stick in my throat. I re’member my teacher. ||

IV

TASKS FOR INDIVIDUAL PRACTICE

1. Select an extract from a fiction book for a close reading exercise, ensuring it includes dialogue. Place the text on the card for your fellow-students to read in class.
2. Learn one of the dialogues suggested (1) “At the butcher’s shop” [11, p. 110] or (2) “George Churchill” [11, p. 114]. Mind the assessment criteria [Lesson 2].



Lesson 8. Revision of Intonation.

Intonation of imperatives.

Objectives:

- use falling intonation for strong, direct imperatives and rising or level intonation for softer or polite requests;
- recognize intonation patterns in imperatives they hear, distinguishing between a command, request, or suggestion;
- know how English intonation in imperatives differs from Ukrainian patterns, helping them sound more natural and reducing miscommunication;
- understand how intonation in imperatives ties to sentence structure;
- use imperatives with appropriate intonation in educational settings.

Pre-Lesson Guidelines for the Students

1. When fulfilling the tasks, always check pronunciation of words using printed or online pronunciation dictionaries.
2. Prepare your mouth with articulation and pronunciation exercises before the lesson. Mind your phonetic smile. Practice lip relaxation exercises.
- <https://www.youtube.com/watch?v=QRzdwUvoeTU>
3. Watch the video “Commands and orders” following the link [https://www.youtube.com/watch?v=kcCCP8-P_3U] and take notes on the intonation of an order and a request.

I. Warmer

3. **1. Brush up on the topic “Classification of consonants” [3, p. 40-50]. Look at the list of transcription symbols and answer the questions:**

[εə, ɪə, υə, aɪ, eɪ, aɪə, ɔɪ, jʊə, aʊə]

- Are all of these diphthongs?
- How do we call another group?
- How are the elements of such phonemes called?
- Look up five words containing the phonemes [εə, ɪə, υə]. Make up a sentence with them.

- Look up words containing the phoneme [aɪ, eɪ, ɔɪ]. Make up a sentence with them.
- Look up words containing the phoneme [aɪə, aʊə]. Make up a sentence with them.

1. Listen to the video lesson “How to improve your intonation” from Elliot (<https://www.youtube.com/watch?v=rUY8LEMOYkQ>) and put down some recommendations on how to do it.

2. React to my sentence (using an affirmative, interrogative or imperative sentences). Be ready to hear the feedback from your peers on appropriateness of your intonation.

e.g. T: *You must study hard to improve your English pronunciation.*

L: *I am studying hard, aren't I?*

- 1) Don't worry if your accent is not good, speak even if people laugh.
- 2) Good pronunciation should be the first things that you learn in English.
- 3) Master English pronunciation once and for all.
- 4) How can I improve my pronunciation?
- 5) Most statements have a rise in the middle and a falling intonation at the end.
- 6) Intonation is like the musical notes of your speech.
- 7) A lack of intonation will make you seem rude, bored, uninterested or just boring!
- 8) Learn and master American English Intonation.
- 9) To learn English pronunciation, listen to native speakers.
- 10) Choose one sentence and say it in many different ways.

3. Now let's create short spontaneous microdialogues. Make up 5 short simple personal questions, e.g.

“What would you like to do now?”

“What would you do if you were invisible?”

“Are you afraid of spiders?”

“You are a hard-working person, aren't you?”

“Do you like to watch a film alone or with your family?”

A) Ask these questions to your teacher.

B) Ask your classmates.

5. Read these words, phrases and sentences with different intonation.

the ,mouths (LF)	→Open the ,mouth.	↘Open the 'mouth and say he,llo.
the `mouths (HF)	→Open the `mouth!	↘Open the 'mouth and say he`llo!
the ,mouths (LR)	→Open the ,mouth.	↘Open the 'mouth and say he,llo.
the 'mouths (HR)	→Open the 'mouth.	↘Open the 'mouth and say he'llo.
the ,mouths (FR)	,Open the ,mouth.	↘Open the ,mouth and say he,llo.
the >mouths (ML)	→Open the >mouth.	↘Open the 'mouth and say he>llo.

II. EXAM FOCUS

1. Read information about intonation of imperatives and do the test:

1) What effect does a Low Fall (LF) intonation create when used with a command?

- a) Soothing and encouraging
- b) Unemotional, calm, and controlled
- c) Pleading and suggestive
- d) Worried and uncertain

2) How does a High Fall (HF) intonation change the nature of a command?

- a) It turns the command into a pleading request
- b) It makes the command sound cold and unemotional
- c) It suggests a course of action without expecting obedience
- d) It creates a serious and categorical order

3) What is the typical intonation pattern for a command that suggests a course of action?

- a) Low Fall (LF) with a High Level Head
- b) High Fall (HF) with a Medium Level Head
- c) Fall-Rise (FR) with a Low Level Head
- d) Low Rise (LR) with a High Level Head

4) Which intonation pattern makes a command sound soothing and possibly patronizing?

- a) Low Rise (LR)
- b) High Fall (HF)
- c) Low Fall (LF)
- d) Fall-Rise (FR)

5) What tone does a Fall-Rise (FR) intonation create in a command?

- a) Cold and controlled
- b) Pleading
- c) Serious and categorical
- d) Encouraging and patronizing

6) Which combination of intonation and head creates a calm, serious, and categorical order?

- a) High Fall (HF) with a Low Level Head
- b) Low Rise (LR) with a High Level Head
- c) Low Fall (LF) with a High or Medium Level Head
- d) Fall-Rise (FR) with a Medium Level Head

Intonation of imperatives

COMMUNICATIVE PURPOSE	
Commands	Requests \ Warnings
<p>1. They are usually pronounced with the LF preceded by the Falling of the High (Medium) Level Heads, which creates a calm, serious and categorical effect and turns it into ORDER.</p> <p><i>Open the 'books at page , nine.</i></p> <p>Short commands pronounced with the LF sound unemotional, calm, controlled, often cold:</p> <p><i>For, get. , Wait.</i></p>	<p>They are normally pronounced with the LR or FR preceded by the Falling of the High (Medium) Level Heads:</p> <p>→ <i>Try to , help him.</i></p> <p>- The LR makes them sound soothing,</p>

<p>2. When pronounced with the HF, commands suggest a COURSE OF ACTION rather than an order. The speaker does not worry whether he will be obeyed or not:</p> <p>→ <i>Go to the `doctor.</i></p>	<p>encouraging, perhaps calmly patronizing.</p> <p>- The Fall-Rise makes it sound pleading:</p> <p><i>,Try ,not to.</i></p> <p><i>,Come and ,stay with us.</i></p>
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2. Read the sentences differentiating between orders and requests.

1. Please close the door.
2. Can you pass me the salt?
3. Sit down and wait patiently.
4. Could you help me with this difficult task?
5. Turn off the lights in those rooms.
6. Please send me the report as soon as you can.
7. Please open the window.
8. Please finish your homework.
9. Can you show me the way out?
10. Please bring me some water.
11. Send the email now.
12. Tidy your room at last.
13. Help me with my bag, please.
14. Listen to me and keep quiet.
15. Can you write that down?
16. Please tell me your name.
17. Can you show me the picture?

3. React using either a command or a request:

1. I am giving you a bad mark. – *Could you recon, sider this ,mark, please?*
(pleading)
2. I am going to see your parents this evening.
3. Give me all your telephones!

4. You are a stupid girl.
5. You are a real loafer.
6. Stay here all the night.
7. Your cat will stay hungry for two days!
8. You must tell me all your secrets now!
9. You must cut off your hair, now!
10. You are to wear a college uniform!

CREATIVE TASK

Listen to a sample of a request note to a teacher. Read it. Write your own Letter of request and prepare for control reading.



I am 'writing to 'make a modest re,quest: | 'could you 'please ,not give us 'so 'many ,quizzes? || 'Don't 'think we are 'childish or ,stupid.||'Please re'member `your first year of studies. || Re'member ,your fears and ,doubts. || Re'member ,your bad ,marks! ||'Don't 'be ↑too ,strict with us! ||

IV

TASKS FOR INDIVIDUAL PRACTICE

- 1. Create a list of 10 commands, requests, and pleas** directed at your fellow students. Before writing, decide in advance who you are addressing (e.g., a specific friend, a group, or a classmate with a particular role). Ensure each command is direct and authoritative, each request is polite and considerate, and each plea conveys urgency or emotional appeal. Organize your list clearly, labeling each item as a "command," "request," or "plea," and include a brief note on the intended recipient.
- 2. Learn one of the dialogues** suggested (1) "At the photographer's" [11, p. 119] or (2) "A walk in the woods" [11, p. 126]. Mind the assessment criteria [Lesson 2].



Lesson 9. Revision of Intonation.

Intonation of Enumeration.

Objectives:

- use rising intonation for items in a list and a falling intonation for the final item, signaling the end of the enumeration and ensuring clarity;
- use intonation to highlight key items in a list, reflecting the author's intent or the context's priorities;
- maintain a consistent rhythm when enumerating, using pauses and intonation to create a natural flow;
- recognize enumeration intonation patterns in spoken English, identify listed items, improve auditory processing;
- master English enumeration intonation, enhancing spoken fluency and naturalness.
- understand how intonation in enumeration aligns with sentence structure, such as using rising tones to indicate continuation and falling tones for completion, reinforcing their grasp of list syntax.

Pre-Lesson Guidelines for the Students

1. When fulfilling the tasks, always check pronunciation of words using printed or online pronunciation dictionaries.
2. Prepare your mouth with articulation and pronunciation exercises before the lesson. Mind your phonetic smile. Practice lip relaxation exercises.
- <https://www.youtube.com/watch?v=tiyfUZFLDm4>
3. Watch the video “Intonation for lists” following the link [https://www.youtube.com/watch?app=desktop&v=jDcCsH7uA3k&t=58s] and be ready to enumerate the items on your desk, in your fridge, in your bag, etc.

I. Warmer

1. Look at the list of transcription symbols and answer the questions:

[d, t, s, z, k, p, h, r, ɪ]

1. Are all of these phonemes consonants? Why or why not?

2. Is the vowel in this list a monophthong? If not, how do we call those which are not monophthongs? How does it differ from Ukrainian [i]?

Read the words and compare the vowels in each pair:

hit – хіт

lit – літо

sick – сік

kit – кіт

rid – рід

lid – лід

tin – тінь

3. Is the vowel in this list a front vowel? If not, what is its tongue position?
4. What are the other two groups of vowels according to the tongue position, besides the one represented here?
5. Are all of these consonants sonants? Which ones are not, and why?
6. Which of these phonemes is an approximant? Is any of them lateral?
7. Are any of the sonorous phonemes in this list labial? If so, which one(s)?
8. Are all of the labial phonemes in this list sonorous? If not, which are not?
9. Are all of these consonants articulated at the velar position? Which are not, and where are they articulated?
10. Are all of the lingual phonemes in this list forelingual? If not, what other lingual positions are present?
11. Explain the difference between the English and Ukrainian phonemes

[d – д, t – т, s – с, z – з, k – к, p – п, h – х, r – р]

2. How to pronounce suffix “- cally”?

Watch the video following the link and read the words:

(https://www.youtube.com/watch?v=8El7SM_pHRU) (4:05)

(<https://www.youtube.com/watch?v=wUHRnPXYeQk>)

basically	historically	classically	periodically
lexically	exotically	melodically	hypnotically
cynically	poetically	spherically	harmonically
lyrically	heroically	skeptically	paranoically
ethically	illogically	politically	cosmetically
topically	hysterically	phonetically	paranoically
musically	alphabetically	genetically	methodically

II. Practice

1. Read these word combinations, analyze cases of assimilation:

the thoughtful thief	king is singing	a sudden lightning
thanked the three	a long, ringing song	brightened the hidden garden
The thin therapist	young siblings kept laughing.	a wooden kitten
thought the theory	the strong spring wind	sat in the forgotten mitten
thorns on the thick	they kept working all morning	the golden fountain
thoroughly thoughtless	from the towering building.	a certain hidden code
threatened thick thatch	kept diving and fishing.	suddenly forgotten
threw it out of the window	longer evenings	a frightened kitten
	bring glowing drifting clouds	climbed the rotten tree trunk

2. Read the sentences. Explain why you have read this way.

- 1) Close the window before the storm gets worse.
- 2) Listen carefully and follow the instructions.
- 3) Bring me that book from the top shelf.
- 4) Don't touch the wet paint on the door!
- 5) Finish your homework before going outside.
- 6) Take a deep breath and relax.
- 7) Never forget to say thank you.
- 8) Turn off the lights when you leave the room.
- 9) Help your little brother with his backpack.
- 10) Be kind to others, no matter what.
- 11) Where did you buy that beautiful jacket?

- 12) Why is the sky so orange this evening?
- 13) What time does the train to London arrive?
- 14) Who told you about the surprise party?
- 15) Do you like listening to jazz music?
- 16) Have you ever traveled to another country?
- 17) Is she coming to the meeting tomorrow?
- 18) Did you finish your homework on time?
- 19) Would you rather drink tea or coffee in the morning?
- 20) Are we meeting at the park or at the café?
- 21) Is your birthday in winter or summer?
- 22) Do you prefer reading books or watching movies?
- 23) Will you take the bus or walk home today?
- 24) You've met Sarah before, haven't you?
- 25) She doesn't like spicy food, does she?
- 26) We should leave early, shouldn't we?
- 27) They won't be late, will they?
- 28) He's already finished his project, hasn't he?
- 29) "I can't believe we won the match!" shouted Alex excitedly.
- 30) "Please be quiet," the teacher said sternly.
- 31) "We should meet at the park at 5 p.m.," suggested Emma.
- 32) "That was the best movie I've ever seen," Mark exclaimed.
- 33) "I don't think this is a good idea," she whispered nervously.

III. EXAM FOCUS

1. Read information about intonation of enumeration and answer the questions:

1) What intonation pattern is used for each non-final part in an enumeration when the list is incomplete?

- a) Low Fall (LF)
- b) Low Rise (LR)
- c) High Fall (HF)
- d) Fall-Rise (FR)

2. How is the final intonation group pronounced when the enumeration is considered completed?

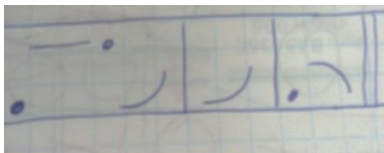
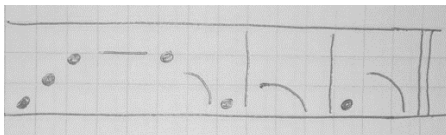
- a) With a Low Rise (LR)
- b) With a Low Fall (LF)
- c) With a High Fall (HF)
- d) With a Fall-Rise (FR)

3. What happens to the final intonation group if the enumeration is not completed?

- a) It uses a Low Fall (LF) to signal completion
- b) It uses a Low Rise (LR) like the other groups
- c) It uses a High Fall (HF) for emphasis
- d) It uses a Fall-Rise (FR) for a pleading tone

4. How does a speaker emphasize enumerated items as separate and distinct?

- a) By using a Low Rise (LR) and short pauses
- b) By using a Low Fall (LF) with slow, deliberate speech and longer pauses
- c) By using a High Fall (HF) with quick speech
- d) By using a Fall-Rise (FR) with a casual tone

INTONATION OF ENUMERATION	
Pragmatic purpose	
Incompletion [ɪnkəm'pli:ʃən]	Completion
<p>- each enumerated parts is pronounced as a separate ['seprət] intonation group, with the LR. The final intonation group is pronounced with the LF.</p> <p>e.g. I →bought some ,socks, ,shirts, and ,ties. </p> 	<p>In case the speaker wishes the enumeration to be regarded as separate items of interest the LF is used. Such sentences are pronounced in a slow deliberate [dɪ'libərət] way and with longer pauses.</p> <p>e.g. She has a →lot of ,dresses, ,shoes and ,hats. </p> 

In case the enumeration is not completed, the final intonation group is pronounced with the LR too.	
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2. Read the sentences focusing on the intonation of enumeration.

- 1) For breakfast, I had eggs, toast, and coffee
- 2) My sister chose pancakes, fruit, and tea.
- 3) In the garden, we planted roses, tulips, and daisies
- 4) In the backyard, we grew tomatoes, cucumbers, and peppers.
- 5) She packed her suitcase with dresses, jeans, and sweaters
- 6) She also took her shoes, scarves, and accessories.
- 7) The museum displayed paintings, sculptures, and photographs.
- 8) We visited museums, parks, and cathedrals; and tried pastries, pasta, and local delicacies.
- 9) At the store, we bought apples, oranges, and bananas.
- 10) I'd like to buy some milk, cheese, and bread for the week.
- 11) The team practiced running, jumping, and stretching.
- 12) They worked on passing, shooting, and defending.
- 13) For the party, we decorated our house with balloons, streamers, and banners.
- 14) We prepared sandwiches, cakes, and snacks.
- 15) In the evening, we played music, games, and quizzes.
- 16) The students read novels, wrote essays, and analyzed poems.

3. Game "Snow ball". What would you take for the mountain trip?

- If I go on the mountain trip, I will take a first-aid kit.
- If I go on the mountain trip, I will take a first-aid kit and a flashlight.

CREATIVE TASK

Listen to the teacher saying what makes a good English teacher. Pay attention to stresses and tunes in the text. Prepare the same text and read it aloud.

What qualities make a good English teacher?

A 'good 'English 'teacher 'needs 'many 'qualities to 'help 'students 'learn and en'joy the ,language. || They must be ,patient, | ,creative | and have 'clear pronun-ci,ation. || A 'good 'teacher 'plans 'lessons ,carefully, | with a 'clear be,ginning, | ,middle | and ,end. || They might 'start with vo,cabulary, | then 'practice ,speaking| and 'finish with a 'writing ,task.|| ,Finally, | a 'good 'English 'teacher ,praises students, | 'makes them 'feel moti,vated, | 'give 'helpful ,feedback. || In con,clusion, | a 'good 'English 'teacher is a 'perfect ,psychologist, | orga,nizer | and enter`tainer! ||

IV

TASKS FOR INDIVIDUAL PRACTICE

1. **Write a short dialogue** (5-7 sentences) between two students preparing for some event. Include at least two examples of enumeration: one incomplete list (using Low Rise for non-final items) and one where items are treated as distinct (using Low Fall with deliberate pauses). Record yourself reading the dialogue, ensuring correct intonation patterns, and submit the audio with a brief explanation (3-4 sentences) of how intonation changes the meaning of each enumeration.
2. **Learn one of the dialogues** suggested (1) “A horrible accident” [11, p. 132] or (2) “Gossips” [11, p. 137]. Mind the assessment criteria [Lesson 2].



Lesson 10. Revision of Intonation.

Intonation of parenthesis.

Objectives:

- use a distinct intonation pattern for parenthetical phrases to signal that this information is supplementary, ensuring listeners distinguish it from the main idea;
- recognize parenthetical cues in texts and apply appropriate pauses and pitch changes when reading aloud, making their oral reading more expressive and coherent;
- understand how punctuation (e.g., commas, dashes, parentheses) in writing is translated to intonation in speech, reinforcing the link between written structure and oral delivery.

Pre-Lesson Guidelines for the Students

1. When fulfilling the tasks, always check pronunciation of words using printed or online pronunciation dictionaries.
3. Prepare your mouth with articulation and pronunciation exercises before the lesson: watch the video “Overcoming sluggish articulation” and practice the exercises suggested.

- https://www.youtube.com/watch?v=OSiTY4_8rOc

3. Watch the video “Parenthesis examples” following the link [<https://www.youtube.com/watch?v=tguc3IYZqBU>] and answer the questions “What is parenthesis?”, “What is the intonation of a parenthesis in a sentence?”

I. Warmer

1. Look at the list of symbols and answer the questions:

[e, æ, ɜ:, ʒ, ɜʊ, aʊə, y]

- 1) Which of these symbols is \ are not a typical English transcription sign?
- 2) Are all of these phonemes vowels? If not, which are consonants?
- 3) Into what groups can the vowels [e], [æ], [ɜ:], [ɜʊ], [aʊə] be divided based on the stability of articulation? Provide examples for each group.

- 4) Why are [ɜʊ] and [aʊə] not considered monophthongs? Describe their articulation process.
- 5) Are the vowels [e], [æ], [ɜ:] front? List those that are not and classify them according to the tongue position (e.g., central, back).
- 6) What is the difference between the English diphthong [ɜʊ] (as in "go") and the Ukrainian diphthong [oy]?
- 7) Compare the English vowel [æ] (as in "cat") with the Ukrainian vowel [e]. How do their tongue positions and mouth shapes differ?
- 8) What is the difference between the English vowel [ɜ:] (as in "bird") and the Ukrainian vowel [o] in terms of vowel height and lip rounding?
- 9) How does the English consonant [ʒ] (as in "measure") differ from the Ukrainian consonant [ж] in terms of articulation and voicing?
- 10) What is the difference between the English consonant [j] (as in "yes") and the Ukrainian consonant [й]? Describe their articulatory features and any differences in sound production.

2. Watch the video “10 WORDS TO LEARN BRITISH ACCENT (Modern RP)” on English with Lucy. (<https://www.youtube.com/watch?v=pvTYuqILyeM>)

Read the word with Modern RP and General American Accents. Explain.

- | | |
|-------------|---------------|
| 1 Tuesday | 14 numerous |
| 2 tube | 15 nutritious |
| 3 tuna | 16 keeping |
| 4 tutor | 17 walking |
| 5 afternoon | 18 sleeping |
| 6 pass | 19 better |
| 7 faster | 20 water |
| 8 online | 21 little |
| 9 shopping | 22 bottle |
| 10 computer | 23 brochure |
| 11 another | 24 garage |

12 discover

25 vaccine

13 news

26 address

3. Listen to the teacher reading the sentences. Which of them is \ are pronounced with:

a) the Low Rise?	1) We decided to continue our hike.
b) the Low Fall?	2) He studied hard but he didn't pass the exam.
c) The Sliding Head?	3) They were surprised that the project finished so late.
d) the Accidental Rise?	4) I enjoy reading thrillers and mysteries.
e) the High Fall?	5) He suggested going to the movies instead of staying home.
f) the Low Level Head?	6) They were excited to travel abroad for the summer.
g) the Fall-Rise?	7) She usually drinks coffee in the morning before work.
h) the Mid Level?	8) Very soon she felt a great sense of achievement.
i) Ascending Head?	9) We planned to meet at the park after the conference.
	10) She often listens to music while studying for exams.
	11) I have always wanted to learn a new language.
	12) He didn't realize how difficult the exam would be.
	13) She made a cake for her friend's birthday celebration.

II. Practice

1. Remember how you pronounce different types of questions [3, 138-145]. Now make up 5 different types of questions and ask them to your fellow-students, e.g.

Special question	What would you like to do when you are retired?
General question	Are you afraid of cockroaches?
Disjunctive question	You never have insomnia, do you?
Alternative question	Do you want to be a teacher or a translator?

2. Watch the educational video “English word pairs with confusing pronunciation!” (https://www.youtube.com/watch?v=WXG9_RCCSHo) and read the words below. Learn their pronunciation.

horse – worse	though – through
dull – pull	house – shoulder
heart – heard	cousin – group
break – bleak	tough – thorough
war – far	peach – deaf
daughter - laughter	earn – swear
round – wound	bush – hush
soul – foul	cough – tough
mint – pint	food –flood
tomb – bomb – comb	on – front
shoes – goes – does	queue – unique

Make up questions with these words and ask them to your group-mates, i.e.,

- 1) How does laughter help you?
- 2) How do you cure a strong cough?

3. Recapitulate your knowledge on the intonation of enumeration (lesson 9).

1) How do we read sentences with enumeration?

2) Read the sentences below:

1. I’ve always liked apples, bananas, and oranges.
2. My favorite colors are blue, red, and green.
3. She enjoys reading books, watching movies, and painting.
4. We can sometimes visit the park, the museum, or the zoo.
5. They play soccer, basketball, and volleyball after school.
6. He wants to travel to France, Spain, and Italy.
7. I need to buy milk, bread, and cheese for dinner.
8. She listens to pop, rock, and jazz music.
9. My hobbies include drawing, writing, and dancing.

- 10.I saw a tiger, a lion, and a bear at the zoo.
- 11.My skills are in programming, design, and marketing.
- 12.I enjoy hiking in the mountains, swimming in the ocean, and practicing yoga.
- 13.On weekends, I like exploring new restaurants, visiting museums, and attending concerts.
- 14.My hobbies include painting landscapes, playing the guitar, and writing poetry.
- 15.During summer, I prefer cycling along the coast, barbecuing with friends, and relaxing at the beach.
- 16.In my studies, I focus on mathematics, physics, and computer science to enhance my knowledge.
- 17.To stay healthy, I eat balanced meals, do regular exercise, and sleep enough.
- 18.I enjoy learning about different cultures, languages, and traditions from around the world.
- 19.My morning routine includes drinking coffee, meditating, and reviewing my goals for the day.
- 20.I find joy in gardening, hiking through nature, and volunteering in my community.
- 21.My favorite activities include skiing in winter, sailing in summer, and camping in the fall.
- 22.As an animal lover, I have a dog, a cat, and a rabbit as my pets.
- 23.My ideal job involves creativity, teamwork, and opportunities for personal growth.
- 24.To develop my skills, I attend workshops, read books, and seek feedback.

4.Listen to the teacher reading the text. Get ready for control reading.

In a small town, a language teacher named Anna had a passion for helping her students master English. One day, she organized a debate competition to boost their confidence. As they prepared, Anna emphasized the importance of correct pronunciation and intonation. During the event, two students, Tom and Lily, presented their arguments. Tom spoke clearly but with a monotone voice, while Lily focused on

her pronunciation and varied her intonation. Although Tom's points were strong, the judges found it hard to engage with his delivery. In contrast, Lily's passionate voice captivated the audience, making her arguments more persuasive. After the competition, Anna gathered the students and explained that pronunciation and intonation could change the meaning of words. She demonstrated how "I didn't say she stole my money" could mean different things based on stress placement. The students realized that mastering these skills not only improved communication but also boosted their confidence. From that day forward, they practiced diligently, understanding that the right pronunciation and intonation could open doors to opportunities. As they became more fluent, they embraced their ability to express themselves clearly, realizing that effective communication was key to success in any field.

As the day of the next competition arrived, excitement filled the air. However, some students struggled with pronunciation and intonation, causing misunderstandings. During the debates, a student mispronounced "present" as "present", confusing the judges. Realizing the importance of clear communication, Anna held a workshop on pronunciation and intonation after the event. Students practiced speaking with proper emphasis and rhythm. Gradually, they improved, gaining confidence and clarity in their speech. The next competition showed their progress. With correct pronunciation and engaging intonation, the students captivated the audience. They not only expressed their ideas effectively but also connected with listeners, making the competition a success. Anna's students learned that clear communication is important for effective expression, building bridges between ideas and people.

III. EXAM FOCUS





1. Read information about intonation of parenthesis and answer the questions below:

- 1) In what situations might a speaker choose to use a low-rise (LR) or mid-level (ML) intonation for a parenthesis?
- 2) Why might a speaker opt for the Low-Fall (LF) or Fall-Rise (F-R)?
- 3) When do we pronounce a parenthesis as an unstressed or partially stressed tail?

- 4) What challenges might non-native English speakers face when trying to master the intonation of parenthesis, and how could they practice to improve their delivery?

Intonation of parenthesis

Parenthesis is a word, phrase inserted into a sentence to render additional information, show the speaker's attitude, clarify or create the order of presenting material, and is typically set off by punctuation such as commas, dashes, or parentheses.

At the beginning of a sentence	In the middle or at the end of a sentence
<ul style="list-style-type: none"> - pronounced with the LR (ML); - forms a separate intonation group <p>To be >honest, I never thought she would finish the marathon so quickly.</p>  <ul style="list-style-type: none"> - pronounced with the LF or the F-R to attach more importance: <p>Just be tween us, this new phone model isn't worth the high price.</p> 	<ul style="list-style-type: none"> - pronounced as an unstressed or partially stressed tail of the preceding intonation group <p>The team won the ,championship, of course.</p>  <p>The hike was ex\hausting, as I say.</p> 

2. Read the sentences focusing on the place of the parentheses in sentences as well as specific emotions or attitudes they convey.

- 1) Unfortunately, it has always been decided by pencil-pushers.
- 2) As far as I know, this is a dense book.
- 3) Anyway, it's the best way to study.
- 4) As for me, | I can't build a balance between work and home.
- 5) I suppose, I have never heard of it.
- 6) I believe, he is just trying to escape a boring routine.

- 7) I presume, it'll stand the test of time.
- 8) I'm afraid, he won't achieve his aim.
- 9) I'm not good at languages, you know.
- 10) Peter knows him, of course.
- 11) You'll finish the report tomorrow, I hope.
- 12) This variant, at least, can be accepted.
- 13) It made our task difficult, to say the least.
- 14) It is very expensive, to put it mildly.
- 15) The new software is confusing, if anything.
- 16) The story is complicated, putting it lightly.
- 17) The traffic was bad this morning, to understate it.
- 18) The view from the mountain was stunning, without exaggeration.
- 19) Don't try to complain, of course.
- 20) The effect is predictable, to some point.

CREATIVE TASK

Listen to the teacher describing an ideal man. Pay attention to stresses and tunes in the text. Prepare the same text about an ideal man or woman and read it aloud.

An ideal man

An i'deal 'man is ,kind, of course. || I be,lieve, he should 'always 'tell the ,truth. || ,Confidence shapes him. || To 'say the ,least, | he in,spires those around him.|| He 'works ,diligently | and I su,ppose, | his 'effort is re,markable. ||He 'listens a,ttentively. As for ,me, | he 'values 'everyone's ,thoughts. || He 'makes 'people 'smile ,easily, you ,know. || He su,pports loved ones. || To 'put it ,mildly, | he's 'always ,there. || Re'sponsi,bility drives him. || I hope, | he 'handles 'duties ,well. || An i'deal 'man 'grows ,daily, | without exagge,ra,tion. ||



TASKS FOR INDIVIDUAL PRACTICE

1. Write a short monologue (6-8 sentences) in the style of a personal vlog, storytelling, or motivational speech, incorporating at least three parenthetical expressions placed at the beginning, middle and end of different sentences. Use the provided material to apply appropriate intonation patterns: Low-Rise (LR) or Mid-Level (ML), Low-Fall (LF) or Fall-Rise (F-R). Choose a vivid or engaging theme, such as recounting a memorable adventure, sharing a life lesson, or pitching an idea. Record yourself delivering the monologue, ensuring clear and distinct intonation for each parenthesis. Submit the written monologue, the audio recording, and a brief explanation (2-3 sentences) of how your chosen intonation patterns enhance the tone and message of your monologue.

2. Learn one of the dialogues suggested (1) “A hat in the window” [11, p. 142] or (2) “Mum’s crumpets” [11, p. 144]. Mind the assessment criteria [Lesson 2].



Lesson 11. Revision.

Objectives:

- review phonetic transcription skills; practice accurate pronunciation
- review and categorize English vowels and consonant;
- revisit key English intonation patterns (e.g., falling, rising, fall-rise) and their communicative functions, such as expressing finality, questioning, or surprise;
- improve intonation recognition: develop students’ ability to identify and interpret intonation patterns in speech and texts, connecting them to emotional or contextual meanings;
- apply knowledge to real-life contexts, integrate listening, speaking and reading.

Pre-Lesson Guidelines for the Students

1. Prepare your mouth with articulation and pronunciation exercises before the lesson following the instructions below:

Articulation exercise 1: Lip flexibility

- (a) Press the lips together, then relax them to a neutral position.
- (b) Pucker the lips as if preparing for a kiss.
- (c) Return the lips to a neutral position.
- (d) Repeat the sequence counting "three" while observing the changes in a mirror.

Articulation exercise 2: Smile and stretch

- (a) Press the lips together firmly.
- (b) Stretch the lips into a wide smile without showing teeth.
- (c) Move back to the pressed-together position.
- (d) Stretch again, this time showing the teeth, and hold for a moment.
- (e) Alternate these positions counting "five" with energy.

Articulation exercise 3: Lip rounding practice

- (a) Start with lips pressed together.
- (b) Round the lips as if saying "oo."
- (c) Relax the lips back to neutral.
- (d) Repeat the sequence counting "six" while watching in a mirror.

Articulation exercise 4: Wide smile transition

- (a) Press the lips together tightly.
- (b) Open into a broad smile showing upper teeth.
- (c) Return to the pressed position.
- (d) Alternate these positions counting "four" with a steady pace.

Articulation exercise 5: Lip puff and spread

- (a) Puff out the lips slightly.
- (b) Spread the lips to show both upper and lower teeth.
- (c) Bring the lips back to a puffed position.
- (d) Continue counting "two" while practicing energetically.

2. Watch the video “English Intonation - to sound professional and intelligent, don't speak this way. (American English)” following the link [<https://www.youtube.com/watch?v=gzHmWg3ylFg>] to recapitulate your knowledge on English intonation.
3. Listen to example of upspeak (uptalk). Do you ever sound like this? Why? Find some more examples of Uptalk in Ukrainian.
<https://www.youtube.com/watch?v=NQWej-hMiZI>
<https://www.tiktok.com/@accurate.english/video/7355973439817141546>

I. Warmer

1. Answer the questions.

- 1) What phoneme do you absolutely hate and why?
- 2) Which English sound was the hardest for you to pronounce at first?
- 3) What is the funniest mispronunciation you've ever made?
- 4) Which English word is the trickiest for you to say correctly?
- 5) Do you think English phonetics is more fun or more frustrating? Why?
- 6) What's your favorite tongue twister? Can you say it fast?
- 7) If you could remove one difficult sound from English forever, which one would it be?
- 8) What's the weirdest English pronunciation rule you've learned so far?
- 9) Have you ever mispronounced a word and accidentally said something funny or embarrassing?
- 10) Which phonetic transcription symbol looks the strangest to you?
- 11) If English had a “silent week” where all silent letters were pronounced, which word would sound the funniest?
- 12) If you could rename “English Phonetics” to something more exciting, what would you call it?
- 13) What's one piece of advice you would give to a student just starting to learn English pronunciation?

2. Revision of transcription

[ˌɒstən'teɪʃəs]

['fa:mjɑ:d]

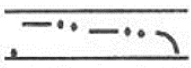
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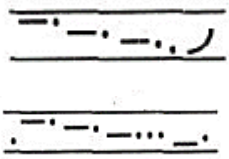
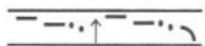
3. Choose the right transcription of each word.

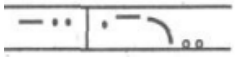
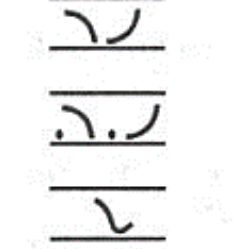
- a. there a. [ðea] b. [ðəa] c. [ðεa] d. [ðεə]
 b. like a. [lɪk] b. [laɪk] c. [lɑɪk] d. [laik]
 c. poor a. [pʊɜ] b. [puə] c. [pʊə] d. [pʊe]
 d. last a. [lɑːst] b. [laːst] c. [lʌst] d. [læst]

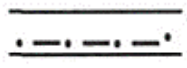
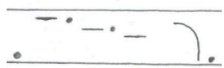
II. PRACTICE


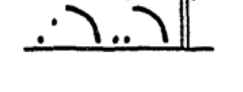
1. Revise Intonation Patterns. Read the sentences in the right column according to the intonation pattern suggested.


<p>(Low pre-head +) Descending head+ Low Fall (+ Tail)</p> <p>serious, responsible, intense, categoric</p>		<ol style="list-style-type: none"> 1) We must act decisively today. 2) This issue cannot be overlooked. 3) You are responsible for the outcome. 4) The rules must be followed. 5) Regulations must be strictly obeyed. 6) Time is running out quickly. 7) We will not tolerate failure. 8) Your choice is absolutely final. 9) The situation demands immediate action. 10) I expect full commitment. 11) This matter is critically important. 12) You must take it seriously. 13) The consequences are extremely grave. 14) We have no other choice. 15) This strategy must succeed completely. 16) Your contribution is absolutely vital. 17) We cannot delay any further. 18) The truth must be told.
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		<p>19) Our priority is clear.</p> <p>20) You will obey instructions strictly.</p>
<p>(Low pre-head +) Descending head+ Low Rise (+ Tail)</p> <p>not categoric, non-final, soothing, reassuring, (in echoes) questioning, sometimes surprised</p>		<p>1) Is everything alright with you?</p> <p>2) We'll find a way through.</p> <p>3) You're doing fine, aren't you?</p> <p>4) It's not too late yet.</p> <p>5) Can we try this again?</p> <p>6) You seem a bit unsure.</p> <p>7) Things will work out soon.</p> <p>8) Are you feeling okay now?</p> <p>9) We're almost there, I think.</p> <p>10) It's really not that bad.</p> <p>11) You'll get through this, right?</p> <p>12) Let's take it step-by-step.</p> <p>13) This could be easier, maybe?</p> <p>14) You're stronger than you know.</p> <p>15) We can fix this together.</p> <p>16) Is this what you wanted?</p> <p>17) It'll be alright, I promise.</p> <p>18) You're not alone in this.</p> <p>19) Can I help you somehow?</p> <p>20) Things are looking up, aren't they?</p>
<p>Accidental Rise ↑</p>		<p>1) I suppose it couldn't ↑possibly happen again.</p> <p>2) I'm sorry I couldn't ↑quite make out what you were saying.</p> <p>3) My husband often does the ↑washing up for me.</p> <p>4) We went for a ↑day's walk in the forest in spite of the rain.</p> <p>5) I'm reading a most interesting book by a new writer ↑just now.</p> <p>6) You have not given me a satis↑factory explanation of your strange behaviour.</p> <p>7) We hope to move into our ↑new house before the month is out.</p> <p>8) George plays football ↑every Saturday afternoon.</p> <p>9) I have an English lesson ↑every day.</p> <p>10) I haven't seen her for a ↑long time.</p> <p>11) The doctor says she must stay in bed for ↑two or three days.</p> <p>12) 12. Tom Brown is the ↑best pupil in his class.</p>

<p>(Low Pre-Head +) (Descending Head +) Mid- Level (+ Tail)</p>		<ol style="list-style-type: none"> 1) On Tuesday we have six lessons. 2) On Friday they have grammar. 3) On Saturday we go to the concert. 4) On Sunday we have dinner at home. 5) On the 1st of May we have a holiday. 6) On the 26th of October I leave for the Urals. 7) On the 18th of November we have a test. 8) On the 9th of May we have no classes. 9) At 4 o'clock he is at home. 10) At half past 7 I get up. 11) At 11 o'clock I am in bed. 12) At a quarter to 8 I do my morning exercises. 13) In front of the window there is a flowerbed. 14) On the ground floor there is a library. 15. On the first floor there are bedrooms. 16. For the present he is not here. 15) In January we have our exams. 16) At the club we usually meet our friends. 17) At our faculty there is a good language laboratory. 18) In September we begin our studies.
<p>(Low Pre-Head +) Fall-Rise (+ Tail)</p>		<ol style="list-style-type: none"> 1. Smith went. Beth sang. Ruth sat. Faith slipped. Garth slid. Keith stopped. 2. Once I could. Judith said. Practically. Usually I don't. I didn't think he could. He couldn't help me. He didn't know what's happened. Crying won't get you anywhere. Somebody must know it. The size is all right. 3. Wait. Smile. Ann. Tom. Ten.

		Nine. Mine. Yours.
(Low Pre-Head +) Low Head + Low Rise (+ tail) calm, very disapproving, sceptical, critical		1) Is that really your best? 2) You think that's good enough? 3) This work is barely acceptable. 4) You're sure this will work? 5) That's not quite convincing. 6) You believe this is sufficient? 7) This approach seems rather weak. 8) You're serious about that choice? 9) That's hardly up to standard. 10) You're okay with this result? 11) This plan looks quite flawed. 12) You call that a solution? 13) Is this truly your effort? 14) That's all you've got, then? 15) You're confident in that decision? 16) This seems a bit careless. 17) You think that's professional enough? 18) That's your final answer? 19) This isn't very impressive. 20) You're certain that's the best?
(Low Pre-Head +) Falling Head+ High Fall (+Tail) light, airy, warm, interested, surprised		1) You did that all yourself! 2) That's such a brilliant idea! 3) You made this happen! 4) You're really that confident now? 5) This came out so well! 6) You finished it already! 7) That's an amazing new look! 8) You planned this all alone? 9) You're doing it! 10) That's a fantastic surprise! 11) You're serious about this choice? 12) This is so beautifully done! 13) You got that working fast! 14) Wow, you're really shining today! 15) That's such a clever twist! 16) You thought of this yourself? 17) Oh, this is absolutely stunning! 18) You pulled that off perfectly! 19) That's a wonderful new approach! 20) You're full of surprises!

<p>(Low Pre-Head+) Rising Head + High Fall (+ Tail)</p> <p>unpleasantly surprised or displeased, protesting</p>		<ol style="list-style-type: none"> 1) You're leaving us right now? 2) That's what you actually chose? 3) You ignored all my advice! 4) This is your final decision? 5) You didn't even consult me! 6) Why would you do that? 7) That's not acceptable at all! 8) You're serious about this mess? 9) You forgot the main point! 10) This is completely unfair, really! 11) You're blaming me for this? 12) That's how you handle it? 13) You changed everything without notice! 14) Why is this happening now? 15) You're not listening to me! 16) This is totally outrageous, honestly! 17) You skipped the critical step! 18) That's your excuse this time? 19) You're ignoring the real issue! 20) This can't be happening now!
<p>(Low Pre-Head+) High Falls + High Fall (+ Tail)</p>		<ol style="list-style-type: none"> 1) You're abandoning us like that? 2) That's your actual final choice? 3) You disregarded all my warnings! 4) This is your real plan? 5) You didn't even warn me! 6) Why would you choose that? 7) That's completely unacceptable right now! 8) You're serious about this chaos? 9) You forgot the crucial part! 10) This is utterly ridiculous, honestly! 11) You're blaming me for what? 12) That's how you fix it? 13) You changed it without asking! 14) Why is this happening today? 15) You're not hearing me out! 16) This is totally absurd, really! 17) You skipped the vital step! 18) That's your reason this time? 19) You're ignoring the main problem! 20) This can't be real now!

(Low pre-head +) High Rise (+Tail) + (Low Pre-Head +) (High Head+) High Rise (+ Tail)		1) You're leaving? 2) That's your choice? 3) You ignored? 4) This is your plan? 5) You didn't? 6) Why would you? 7) You're serious? 8) You forgot? 9) This is unfair? 10) You're blaming me? 11) Right away? 12) You changed it? 13) Why is this happening? 14) You're not listening? 15) This is funny? 16) You skipped? 17) That's your excuse? 18) You forgot? 19) This can't be true? 20) What is it?
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2. Read the microdialogues. Choose one, transcribe and intone it. Find and analyze cases of assimilation.

1

Todd: Rachel, did you grow up in New Zealand?

Rachel: Yes. I did.

Todd: Nice. I grew up in the States, and I thought we would talk about how life is different for teens today than it was for our generation.

Rachel: Okay. I think we can do that.

Todd: Obviously the first thing is that when we were young, we didn't have smart phones and things like that. We didn't have the internet, actually.

2

Aimee: Hey, Gilda. We're both teachers. I have a question. Have you ever caught a student cheating on a test?

Gilda: Many times.

Aimee: Oh my goodness.

Gilda: Yes. And I don't know ~~фицге~~ other countries but ~~шт~~ Venezuela, it's pretty common, especially in high school. And when it comes to the time of midterms, we have to be ready. We have to create five models of the same test to avoid any cheating events during the test.

3

Ben: Hana, you just told me that one way to help with listening and practicing and understanding idioms is through American television dramas.

Hana: Yes.

Ben: Well, while you were learning English, what are some shows you watched? Something I want to tell my students they can watch.

Hana: My favorite all time is the TV drama called Friends. Have you seen it before?

Ben: Friends is super popular in the U.S.

4

Todd: So Rachel, you said that in your home country, New Zealand, there're lots of birds that don't fly?

Rachel: Yes, there are a lot of birds that don't fly.

Todd: I only knew of the kiwi and of course the penguin, but I didn't know of other ones. So first the kiwi. It doesn't fly, does it?

Rachel: They don't fly but they can run very fast. I've seen them. They're very rare though, and they're nocturnal.

5

Todd: So, Julia, let's talk about types of people. **The** first one, are you a fitness freak?

Julia: A fitness freak? I'm fairly fit but I'm not a freak. No, I'm not a fitness freak, no.

Todd: So you exercise but it's not like you do it all the time?

Julia: No, and I do some unhealthy stuff as well. I like to drink and I'm a former smoker and yes, no I'm not a fitness freak.

Todd: Right. I think a fitness freak is somebody who exercises compulsively.

6

Todd: So, Julia, we're both teachers. Are you familier with the different learner types?

Julia: A little bit, yes, I encounter different kinds of learners in my classrooms.

Todd: OK, for example, what kind of learner are you?

Julia: I am possibly a visual learner so I'd have to take it in through my eyes usually like with a picture. I certainly have to see a word if I'm learning a language.

Todd: So you need a phonetic script?

Julia: I need something visual.

7

Todd: Well actually speaking of extreme sports, we're talking about extreme sports, have you heard about ultra-marathon?

Julia: I'm reading a book right now that's about a tribe of ultra-runners in Mexico and I think it's going to come on to the subject of ultra-marathons.

Todd: Yeah, I mean what has the book talked about?

Julia: The book talks about this very old tribe who can run for days.

Todd: Days?

8

Diego: So, Silvia, I hear you have thirty handbags and thirty-five pairs of shoes.

Silvia: Yeah, I know. Actually, it's a sad story if I tell you why I have a lot of bags and shoes.

Diego: It's OK, we have time.

Silvia: Actually, I don't know what girl doesn't love to shop. I ended up with all these shoes because I broke up and I was sad and it was like therapy for me to go shopping.

Diego: So it was retail therapy.

9

Hanna: So, next week I have to do a debate in my finance class.

Diego: Oh, really, what is your debate about?

Hanna: Our debate topic is about whether we should teach finance to kids, so things like investment and the stock market. Things like tax.

Diego: OK, and what do you think about the topic?

Hanna: I think it is really important that kids learn about things like this, particularly in our society these days, where literally everything revolves around money.

10

Paul: Today we are speaking about friends and money. If a friend came to you asking to borrow some money, what would your reaction be?

Katia: If I have a good friend that really needs the money then, of course, if I have the money, I would probably lend it.

Paul: So, in what situation would you lend your friend money?

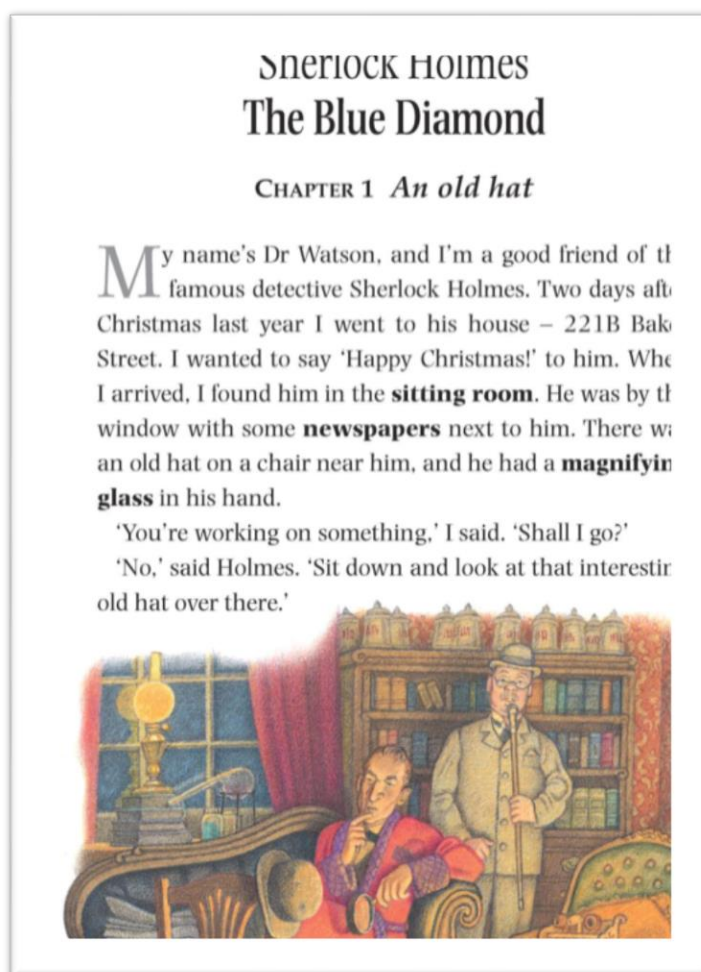
Katia: Well, for example, it's a person that is really trying their best to have money and it's in a situation that it's an emergency and needs the money then I would lend it.

TASKS FOR INDIVIDUAL PRACTICE

1. Learn one of the dialogues suggested (1) “A spoilt little boy in a bicycle shop” [11, p. 158] or (2) “Noisy neighbours” [11, p. 151]. Mind the assessment criteria [Lesson 2].

2. Find an audiobook you like and make up a presentation with (1) a printed extract from it; (2) an audio extract. Be ready to deliver it in class imitating the original.

Example:



Lesson 12. Mock test.

Objectives:

- assess accuracy in phonetic transcription;
- test vowel and consonant classification;
- assess ability to apply phonetic principles to practical tasks;
- assess ability to identify key English intonation patterns knowledge of how intonation patterns convey meaning;
- assess understanding of intonation structure, including the roles of pre-head, head, nucleus, and tail, by analyzing or marking intonation contours in given sentences.

Pre-Lesson Guidelines for the Students

1. Revise the material of Lessons 2-11.
2. Warm up your lips choosing any articulation exercise from the recommended ones above.

TEST

1. Transcribe the sentences, intone them:

He asked me: "What kinds of things did you like to do?"

"Did he take any sort of art class?" he asked looking at his painting attentively.

In the centre of the garden there aren't any fountains.

If you go with your eyes closed, you will certainly fall!

2. Find any 5 cases of assimilation in the sentences below and characterize them, filling in the table

Have you seen these new twin girls?

She's really pretty.

What does she look like?

She has pretty light brown eyes.

I may know which girl you're talking about.

	0. ten buses	1.	2.	3.	4.	5.
direction	regressive					
completeness	incomplete					
work of organs of speech	according to the place of articulation					
short description	[n] becomes [m]					

3. Guess the phoneme by its characteristics and fill in the table with answers:

	Question	Answer
0	A forelingual, alveolar, occlusive, voiced, noise	[d]
1	A lingual, backlingual, occlusive, plosive, voiceless consonant	
2	A labio-dental, constrictive, fricative, voiceless consonant	
3	A glottal, constrictive, fricative consonant	
4	A post-alveolar, constrictive, fricative, sonant	
5	A forelingual, palato-alveolar, constrictive, fricative, voiced	

6	A lingual, backlingual, occlusive, plosive nasal sonant	
7	A labial, bilabial, constrictive, fricative, sonant	
8	A monophthong, short, rounded, back advanced, open vowel	
9	A monophthong, long, unrounded, central, mid vowel	
10	A monophthong, long, unrounded, back, open vowel	

4. Transcribe and translate the phonetic terms:

subordinate [] -

preceding [] -

clause [] -

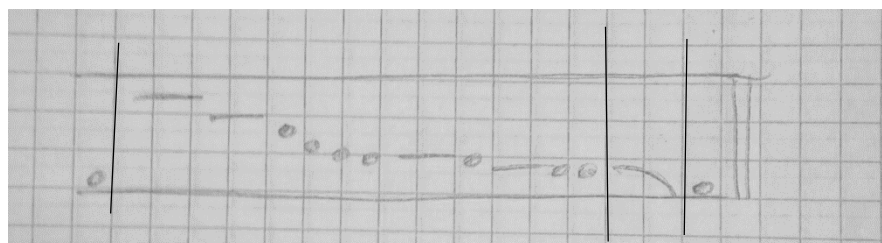
compound [] -

5. Make up sentences which fit the intonograms:



6. Label these components of a tone-unit on the picture

Nucleus Head Tail Pre-head



7. Be ready for the control reading of the text.

The 'room of my 'dream has a ↑very 'big ,balcony | with a 'view of the 'forest and ,mountains. || 'Every ,morning, | when I 'wake ,up, | I can 'feel the 'smell of 'damp ,moss, | ,rain, | 'wet ,tree trunks, | ,flowers, | and 'needle-'covered ,path. || Its 'walls are 'light ,blue | and there are some sur'realist ,paintings on them. || When I am not 'quite a 'wake from my ,dreams, | I can i'magine my'self in their mys'terious ,world. || In the ,corner, | there's a 'spiral 'staircase 'leading to my ,office. || 'All the 'walls there are 'covered with ,bookshelves | and in the ,center of it | there is a 'big 'T,V screen. || I 'hope 'one 'day 'this 'dream will 'come `true!

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