

THE ENGLISH PHONETICS HANDBOOK

Theory

Practice

Tests

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The English Phonetics Handbook:

- **briefly and clearly introduces major theoretical and practical aspects of modern English pronunciation.**
- **has 24 recorded texts with the emphasis on specific sounds.**
- **has 70 tests for measuring the progress and the Key for self-assessment.**
- **is accompanied by a recording of Section 2 in British and American accents.**
- *helps you to unlock the door of the English pronunciation.*

The Handbook can be used as a coursebook in practical Phonetics by the students of English Philology. It can also be used by any person interested in the theory and practice of modern English pronunciation.

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Phonemic symbols for British English

Vowels		Consonants	
ɪ	it hymn	p	pay appear
e	end breath	b	buy about
æ	hat marry	t	tea Tbilisi
ə	about teacher	d	day adore
ʌ	hut love	tʃ	change achieve
ʊ	good put	dʒ	just Georgia
ɒ	hot sorry	k	key accuse
i:	eat see	g	get again
ɜ:	hurt sir	f	few afraid
ɑ:	arm far	v	very every
u:	two blue	θ	throw Thursday
ɔ:	more law	ð	the that
		s	see aside
eɪ	play great	z	zoo zebra
aɪ	fine eye	ʃ	shoe ashore
ɔɪ	oil enjoy	ʒ	leisure pleasure
ɪə	ear here	m	more hammer
ʊə	sure fewer	n	no any
eə	air fair	ŋ	English young
əʊ	oh load	h	harm ahead
aʊ	how house	l	light feel
		r	red sorry
		w	worry aware
		j	yellow New York

Dictionaries used:

- Daniel Jones. English Pronouncing Dictionary. Cambridge University Press.
- J .C. Wells. Pronunciation Dictionary. Longman.
- Oxford Advanced Learner's Dictionary. Oxford University Press.
- Cambridge online dictionary - <https://dictionary.cambridge.org/>

FOREWORD

English has become the international language for business, politics and culture. It has become the Lingua Franca, the language of communication for peoples of different countries and nationalities. This has influenced and, to a certain degree, changed the traditional British pronunciation in various ways. *The Handbook* introduces the theoretical and practical aspects of English phonetics and **tries to reflect modern ‘educated’ (standard) British pronunciation**, considering the recent changes and developments in this field. In a number of cases parallels are drawn with American English, on the one hand, and the phonetic system of the Georgian language, on the other.

The Handbook has three sections: **Theory, Practice and Tests**. *The Theory* section introduces the key theoretical aspects of English Phonetics: its sound system, the peculiarities of word and sentence stress, rhythm, intonation, etc. *The Practice* Section makes it possible for the learners to actually develop the correct pronunciation through listening. **The Test** section of the *Handbook* helps the teachers to measure their students’ progress. This section is accompanied by the keys, which makes self-assessment also possible. I have tried to make the Theory and Test sections as practice-oriented as possible - keeping in mind that *the Handbook* is intended to develop the listening / speaking / pronunciation skills of the learners. **Please note that the Theory, Practice and Test sections should be done in parallel with each other.**

The Handbook has been prepared for University students as the textbook in English Phonetics. It can as well be used by the teachers and students of English at any level as a ‘guide’ to correct pronunciation.

I am very grateful to my colleagues for reading the draft and giving me valuable recommendations for improving the material.

Section A

THEORY

What are the English sounds and how do they differ from our mother tongue sounds? Which syllable is stressed within a word and which words are stressed within a sentence? How does the pronunciation of an isolated word differ from its pronunciation in connected speech? What is, after all, the secret of good English pronunciation and how to achieve it? *The Handbook*, which gives a brief outline of the course in English phonetics, will help you to answer these questions, but remember that fluent and easily intelligible pronunciation can be achieved only after very intensive practice.

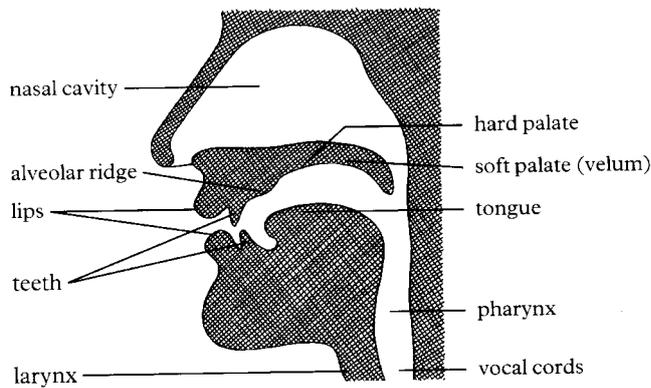
The main elements of English pronunciation are **sound, stress, rhythm, intonation and elements of connected speech**. Thus, Phonetics studies where and how the sounds are produced and pronounced, where and how the words are stressed, how these words are rhythmically and intonationally combined within a sentence and what are the means and ways of naturally and fluently connecting the words in a sentence i.e. what are the elements of connected speech. Respectively, this section of *The Handbook* is divided into five main parts:

1. Sounds
2. Stress: word stress and sentence stress
3. Rhythm
4. Intonation
5. Elements of connected speech

SOUNDS

Where are the sounds produced?

The sounds are all produced in the vocal tract. The picture below shows the vocal tract with its constituent elements: oral and nasal cavities, hard and soft palates, alveolar ridge, lips, tongue, teeth, pharynx, larynx and vocal cords. English sounds differ according to where and how they are produced within **the vocal tract**.



Letter and sound

We write and see a letter, but pronounce and hear a sound. Words are made of individual sounds. For example, the word *task* consists of four sounds and the word *hit* - of three. By changing one sound, we can change the word and its meaning. If we replace the sound /t/ with the sound /m/, we get *mask* instead of *task*. And if we change /ɪ/ to /i:/, we get *heat* instead of *hit*. *task* – *mask* and *hit* – *heat* make minimal pairs of English as they differ by one sound or phoneme. **Thus, phoneme is the minimal speech unit differentiating the meaning of one word from another.** In a number of languages the number of letters and phonemes (sounds) coincide. They are called phonetic languages and are easy to read and write. Georgian, like Latin, is one of the phonetic languages: it has 33 letters and 33 sounds (28 consonants and 5 vowels): each letter corresponds to one sound and each sound is represented by only one letter. English is different: 26 alphabetic letters (20 consonants and 6 vowels) are realised in speech by **44 sounds (24 consonant and 20 vowel sounds)**. English is exceptionally rich in the sound inventory, especially in vowels.

Remember: In each case you want to correctly pronounce a word, refer to a dictionary and see the transcription. It helps!

Sounds are divided into two major groups of consonants and vowels. The difference between vowels and consonants lies in the way they are produced.

Consonants

Consonants are the sounds during the production of which there is some kind of obstruction to the flow of air as it passes from the larynx to the lips. 24 English consonant sounds are divided into three main groups according to: **a. the place of articulation** (where are they produced?); **b. the manner of articulation** (how are they produced? Is there any restriction to the air flow?); **c. the work of the vocal cords** (do the vocal cords vibrate?).

a. According to the place of articulation consonants can be:

bilabial: /p b m w/
labio-dental: /f v/
interdental: /θ ð/
alveolar: /t d n s z l/
post-alveolar: /r/
palatal: /ʃ ʒ tʃ dʒ j/
velar: /k g ŋ/
glottal: /h/

b. According to the manner of articulation consonants can be:

nasal: /m n ŋ/
plosive: /p b t d k g/
fricative: /f v θ ð s z ʃ ʒ h/
affricate: /tʃ dʒ/
lateral: /l/
continuant: /r/
semi-consonant: /w j/

c. According to the work of the vocal cords consonants can be:

voiceless (the vocal cords do not vibrate): /p t tʃ k f θ s ʃ h/
voiced (the vocal cords vibrate): /b d dʒ g v ð z ʒ m n ŋ l r w j/

English has some consonant sounds which do not exist in Georgian: /f θ ð ŋ j w/
Georgian consonant sounds not existing in English are: ɣ ʁ ɔ ʃ ʒ ɸ

Voiceless plosives /p t k/ are the aspirated sounds. **Aspiration** is a slight puff of breath heard and felt after these consonants before the beginning of the vowel immediately following. e.g. *palm tea careful*. If you put your hand close to your lips and whisper the word *pie* you can feel the burst of air coming out after the release of /p/. Other examples of aspiration are: *appointment party take attention corn-cake character*. Aspiration is strong if /p t k/ sounds are followed by a stressed vowel (as in the examples above). On the other hand, aspiration is lost when /p t k/ are preceded by the sound /s/. Practise saying *spy stay* and *sky* so as not to aspirate the /p t k/ sounds. Aspiration does not cause any difficulty for Georgian learners because the same sounds (ფ თ კ) are aspirated in Georgian too, as in the words: ფაფა, თუბ and ქუდი.

Vowels

Vowels are sounds during the production of which there is no obstruction to the flow of air as it passes from the larynx to the lips. 20 English vowel sounds are divided into **12 monophthongs** and **8 diphthongs**.

Monophthongs are single units of speech consisting of one element. They are 12 in number:

/i:/	<i>eve see lead machine</i>
/ɪ/	<i>it hit omit hymn</i>
/ɑ:/	<i>arm farm father afternoon</i>
/ʌ/	<i>uncle luck love above</i>
/ɔ:/	<i>or thought award cautious</i>
/ɒ/	<i>often sock allocate wash</i>
/u:/	<i>ooze noon two queue</i>
/ʊ/	<i>foot pull lookout cooker</i>
/ɜ:/	<i>early fir girl return</i>
/ə/	<i>around America perhaps register</i>
/e/	<i>end men register several</i>
/æ/	<i>Ann man parallel perhaps</i>

Monophthongs are classified according to: **a. horizontal movement of the tongue;** **b. vertical movement of the tongue;** **c. length/tenseness;** **d. lip- rounding.**

a. According to the horizontal movement of the tongue, vowels can be:

front: /i: ɪ e æ/

central: /ɜ: ə/

back: /u: ʊ ɔ: ɒ ɑ: ʌ/

b. According to the vertical movement of the tongue, vowels can be:

high /i: ɪ u: ʊ/
 mid /e ə ɜ: /
 low /æ ʌ ɑ: ɔ: ɒ/

c. According to the length/tenseness, vowels can be:

long/tense: /i: u: ɑ: ɔ: ɜ:/
 short/lax: /ɪ ʊ ʌ ɒ e ə/ (The only short but tense vowel is /æ/).

d. According to the rounding of the lips, vowels can be:

rounded (labialized): /ʊ u: ɒ ɔ:/
 unrounded (unlabialized): all the rest

Adrian Underhill considers some traditional front and back vowels as central, thus showing the tendency in modern English pronunciation to centralise some front: /ɪ/ and some back: /ʊ ɑ: ʌ/ vowels. This tendency is shown in the chart below:

	CENTRAL				
F	i:	ɪ	ʊ	u:	B
R					A
O	e	ə	ɜ:	ɔ:	C
N					K
T	æ	ʌ	ɑ:	ɒ	
	CENTRAL				

Front, back and central monophthongs. Adrian Underhill.

Remember: Length (together with tenseness) is a very relevant feature of the English vowels as it changes the meaning of the word. e.g. *hit* /hɪt/ is different from *heat* /hi:t/ and *hut* /hʌt/ is different from *heart* /hɑ:t/. Length/tenseness is not a relevant feature of Georgian vowel sounds and it does not change the meaning of a word. Whether you say ჰატო with tense (long) vowels or not, does not affect its meaning. It affects the sounding or the accent and not the meaning. So, in English the length/tenseness of the vowels is meaningful (phonological), while in Georgian it is meaningless (phonetic).

In modern English pronunciation there is a tendency to make traditionally short vowels long. Thus, /ɪ/ can sound as /i:/ in the words *very* and *funny*.

Diphthongs are single units of speech consisting of two vowel elements but forming only one syllable, as /aɪ/ in the word *my*, /eə/ in the word *hair* or /aʊ/ in the word *house*. The second element of the diphthong is weaker and shorter than the first and is called *the glide*. In the above examples the glides are much weaker and shorter than their corresponding first elements.

There are **8 diphthongs** in English. They can be divided into three main groups: diphthongs with the /ɪ/ glide: /aɪ eɪ ɔɪ/, diphthongs with the /ə/ glide: /ɪə ʊə eə/ and diphthongs with the /ʊ/ glide: /aʊ əʊ/.

Here are some examples:

/aɪ/	I	<i>my</i>	<i>high</i>	
/ɔɪ/	<i>oil</i>	<i>boy</i>	<i>annoy</i>	
/eɪ/	<i>aim</i>	<i>face</i>	<i>steak</i>	
/eə/	<i>air</i>	<i>square</i>	<i>various</i>	
/ʊə/	<i>poor</i>	<i>cure</i>	<i>jury</i>	
/ɪə/	<i>ear</i>	<i>deer</i>	<i>cashier</i>	
/aʊ/	<i>out</i>	<i>now</i>	<i>allow</i>	
/əʊ/	<i>oh</i>	<i>goat</i>	<i>tomorrow</i>	(note that /əʊ/ is the same phoneme as /oʊ/)

Five diphthongs /aɪ aʊ eɪ ɔɪ əʊ/ are often combined with the monophthong /ə /, thus forming the following sound combinations: /aɪə /: fire, hire, /aʊə/: power, tower, /eɪə/: player, layer, /ɔɪə/: lawyer, destroyer and /əʊə/: lower, slower. These combinations of a diphthong and a monophthong are called **triphthongs** by some linguists. **Modern English** tends to lose the final /ə/ in these combinations. This is especially true with the triphthong /aɪə/, which in fast speech can become /aɪ/.

Remember: In modern English there is a strong tendency to monophthongize the diphthongs. In the speech of the educated native-speakers you can often hear /sɔ:/ instead of /əʊ/ and /pɔ:/ instead of /pʊə/ for the words *sure* and *poor* correspondingly. Other examples showing the tendency to monophthongize the diphthongs are: /eə/ → /e/ in the words: *there*, *hair* or /ɪə/ → /ɪ/ in the words: *here*, *beer*. English Pronouncing Dictionaries in most cases state both forms.

Some reading rules for vowels

The table on the next page shows the most typical pronunciations of the letters **a e i o u** when they are stressed. Please note that in closed syllables these vowels become short, whereas in open syllables they are long and have the alphabetic reading. Can you find more examples for each group?

	Short	long/diphthong	before r	before re
a	/æ/ fat, matter	/eɪ/ fate, lake	/ɑː/ far, last	/eə/ fare, care
e	/e/ hen, letter	/iː/ scene, complete	/ɜː/ serve, perfect	/ɪə/ /eə/ here, there
i	/ɪ/ fit, little	/aɪ/ fine, kite	/ɜː/ first, shirt	/aɪə/ fire, tired
o	/ɒ/ on, olive	/əʊ/ no, home	/ɔː/ lord, Ford	/ɔː/ more, store
u	/ʌ/ up, number	/uː/ /juː/ blue, cute	/ɜː/ turn, hurt	/jʊə/ cure, pure

STRESS

Word Stress

Single-stressed words: Words are divided into syllables. The number of the syllables in a word is the same as the number of vowels. For example, the word *a-gain* has two syllables and the word *pho-to-gra-phy* has four. Being one single vowel, diphthongs, like monophthongs, form only one syllable. Thus, *ice* is a monosyllabic word and *household* – bisyllabic.

When you listen to English speech, you feel that all the syllables are not equally distinct. There is mostly one syllable in a word that is always longer and louder. This is called a stressed syllable. Thus, **stress** can be defined as the greater degree of prominence given to one (or more) of the syllables within a word.

Most English words are single-stressed. This means that there is only one stressed syllable in a word. For example, the word *'yesterday* has the stress on the first syllable, *e'normous* – on the second and *ke-ro'sene* – on the third. As you see, there is no one **fixed** place for the stress in an English word and it can be placed on any syllable: initial, middle or final one. Here are some more examples:

Initial stress: *'drama 'credit 'mysticism 'orthodox 'politics 'exile 'harmless*

Middle stress: *my'thology my'sterious bu'reaucracy re'liable me'chanic*

Final stress: *a'gain ad'vice in'clude sham'poo co'rrect bam'boo*

Remember: The number of words with the stress on the first syllable, as in *'microsoft 'format* or *'quarter*, is the biggest in the English language.

How can one select the correct syllable or syllables to stress in an English word? Are there any stress-placement rules (as in French, Spanish or Georgian)? Many phoneticians have tried to identify these rules. For example, the British phonetician Brita Haycraft mentions that word-endings can, in some cases, be used as a clue to the stress position. She states three rules here:

- words ending in **-ology** and **-ity** are stressed on the third syllable from the end, e.g. *graph'ology uni'versity*
- words ending in **-tion** and most words ending in **-ic** are stressed on the second syllable from the end, e.g. *revo'lution auto'matic*
- Words with foreign-sounding (mostly French) endings such as **-oon**, **-ette** and **-eer** stress those syllables, e.g. *ba'lloon fian'cee engi'neer*

The structure of a word very often influences the stress placement. The examples show that the place of stress can vary in accordance with the word-structure. In the examples below the stress placement is affected by whether the word is a noun or an adjective:

'diplomat – di'plomacy – diplo'matic
 'photograph – pho'tography – photo'graphic
 'monotone – mo'notony – mono'tonic
 'politics – po'litical – poli'tician.

There are other cases when stress-placement defines the grammatical meaning of a word. For example, 'import with the initial stress is a noun and im'port with the final stress is a verb. Here are some more examples:

nouns	verbs
a 'record	to re'cord
an 'export	to ex'port
an 'insult	to in'sult
an 'increase	to in'crease
an 'import	to im'port
a 'desert	to de'sert
a 'present	to pre'sent
an 'attack	to a'ttack, etc.

There are cases when stress placement is the indicator of a word boundary and its shift can change the meaning of a word. For example a 'hotdog with a single stress on the first syllable differs in meaning from a 'hot 'dog which make two words with two independent stresses. Here are some more examples:

a 'blackboard – a 'black 'board
 a 'blackbird – a 'black 'bird
 a 'pullover – to 'pull 'over, etc.

In a number of cases the word stress differentiates the meaning of such an ambiguous utterance as /ənaɪshəʊs/, which can mean both: *a 'nice 'house* or *an 'ice 'house*. Proper stress-placement (together with the context, of course) makes it possible for the listener to identify the word boundary and differentiate one utterance from the other. Other examples of this kind are: /maɪtʒ:n/ meaning either: *my 'turn* or *might 'earn*; /maɪtrem/ meaning both: *my 'train* and *might 'rain*, and /speʃəlist/ meaning either *'specialist* or *'special 'list*.

It would be wrong to imagine that the stress pattern is always fixed and unchanging in English words. The stress-placement rules stated above help only in a number of cases, but they are not applicable to the whole word inventory. **In the majority of cases you never know which syllable to stress.** English word-stress is actually so difficult to predict that the best approach is to treat stress placement as a property of the individual word, to be learned when the word itself is learned. After you have acquired a certain knowledge of the English language, linguistic intuition can also help you to stress the word correctly, but this is only 'after'. Now always refer to a dictionary and try to remember every new word together with its stress.

The above examples show that stress in English words is **free (dynamic)**, which means both: a. the place of stress is not predictable i.e. the structure of a word only very rarely defines which syllable to stress and which not to; b. the shift of stress may change the meaning of a word (as in, for example, *my 'train* and *might 'rain*). Georgian is different: the stress in Georgian words is **fixed**, which means that the word-structure (the number of syllables within a word) defines the place of stress and its shift never causes a change in meaning. In the case of stress shifting, what changes in Georgian is the pronunciation or the accent of the word. We say მზგოც with initial or middle stress, the meaning of the word does not change, but the accent does change. **Thus, the stress in Georgian is accent-changing (phonetic), while in English it is meaning-changing (phonological).**

Remember: Different varieties of English (British, American, etc.) often stress words differently. There is a general tendency to shift the stress to the end of the word e.g. *kilometre* is pronounced by some speakers as *'kilometre*, and others as *ki'lometre* or *kilo'metre*. The same is true with *'perfect*, which in a modern London accent is often pronounced as *'per'fect*. Or: *'controversy*, which is often pronounced as *con'troversy*; *ad'vertisement* is often replaced by *adver'tisement*; *'detail* with the initial stress is often replaced by *de'tail* with the final stress, especially in American English, etc. The Oxford Advanced Learners Dictionary as well as Daniel Jones's English Pronouncing Dictionary in most cases state both forms.

Double-stressed words: In some longer words it might seem as if there is more than one degree of stress. These are called double-stressed words. Stress with a greater degree is called a **primary** stress and the other, weaker one, is a **secondary** stress. Examples of double-stressed words are: 'thir'teen 'civili'sation 'psycho'logical 'dis'belief 'qualifi'cation e'xami'nation, etc.

In speech, under the influence of rhythm, one of these stresses can be lost and a double-stressed word can often become single-stressed.

Remember: The stress mark (') is placed before the stressed syllable and never on the vowel, as in: 'qualify 'matrimony 'conside'ration com'puter 'parlia'mentary

Stress in compound words: The main characteristic of a compound word is that it consists of two independently used words: nouns (e.g. *sunflower*) or adjectives (e.g. *good-looking*). Compounds are written either as one word as in *seaside* or they are separated by a hyphen as in *fruit-cake*.

There are no strict rules as to which part of the compound to stress: the first or the second. Commonly those parts which are functionally more important are more frequently stressed. Nevertheless, the examples below show that cases where the first part of **a compound noun** is stressed are more common, as in: 'greenhouse 'sunflower 'motherland 'armchair 'tea-pot 'seaside 'ice-cream 'footman, etc.

Compound adjectives are mostly double-stressed, as in: 'bad- 'tempered 'second- 'class 'well- 'known 'home- 'made 'absent- 'minded 'double- 'edged 'hand- 'made 'half- 'made 'newly- 'born, etc.

In fluent speech one of the stresses of a compound is often lost and instead of, let's say, 'home-'made we may have 'home-made or home- 'made. These changes depend on sentence stress, intonation, rhythm and fluency.

Vowel Reduction

It is not difficult to notice that unstressed syllables often contain the vowel /ə/ (sometimes called **shwa**) instead of any clearer or full vowel. For example, the first vowel in the word *again* /ə'geɪn/, the second - in the word *Japanese* /dʒæpə'ni:z/ and the third - in the word *Africa* /'æfrɪkə/. When in an unstressed position a vowel becomes shorter and weaker, we say that this vowel is **reduced**. In the examples above all the unstressed syllables have a weak or reduced vowel /ə/. Other examples of the vowels becoming reduced in unstressed syllables are:

<i>mon<u>o</u>tone</i> 'mɒnətəʊn	<i>m<u>o</u>notony</i> mə'nɒtəni	<i>mon<u>o</u>tonic</i> mɒnə'tɒnɪk
<i>ph<u>o</u>tograph</i> 'fəʊtəgrɑ:f	<i>ph<u>o</u>togr<u>a</u>phy</i> fə'təʊgrəfi	<i>ph<u>o</u>togr<u>a</u>phic</i> fəʊtə'græfɪk
<i>pr<u>o</u>duct</i> 'prɒdʌkt	<i>pr<u>o</u>duce</i> prə'dju:s	<i>pr<u>o</u>duction</i> prə'dʌkʃn

As you see, /ə/ is the most common reduced (unstressed) vowel, but it is not the only vowel which is unstressed. Actually all the other vowels can occur in unstressed syllables, /ɪ/ being the most common among them, though. Here are more examples of /ə/ and /ɪ/ in unstressed positions: *obtain* /əb'teɪn/ *again* /ə'geɪn/ *invent* /ɪn'vent/ *decide* /dɪ'saɪd/ *permit* /pə'mɪt/ *pronunciation* /prə,nʌnsɪ'eɪʃən/.

Remember: One of the most fundamental rules of English pronunciation is that the vowel /ə/ occurs only in an unstressed syllable, never in a stressed one.

Sentence Stress

As a general rule, English tries to avoid having the stresses too close together in a sentence. This is one of the main reasons why in English speech not all the words are equally stressed. In the sentence: *She is tall and very attractive* only three words: *tall*, *very* and *attractive* are stressed, others: *she*, *is* and *and* - are not. In English unemphatic speech we stress, the so-called, **concept words** or the words, which carry **the lexical meaning**. They are: nouns, verbs, numerals, adjectives, adverbs, demonstrative, negative, interrogative, reflexive, indefinite and the full forms of the possessive pronouns. The words that carry the grammatical meaning only - or **the grammar words**, are not usually stressed. They are: auxiliary, modal and link verbs, personal pronouns, prepositions, conjunctions, articles, particles, etc. Thus, in the sentence: *Although she is tall and very attractive, nobody has ever been in love with her*, the words *tall*, *very*, *attractive*, *nobody*, *been* and *love* are stressed (they carry the lexical meaning), the other words carry the grammatical meaning, they are not stressed and are pronounced in their reduced forms.

There are some exceptions from the sentence stress rule stated above:

Exception one: auxiliary, modal and link verbs are stressed in contractions (short negative forms): 'isn't 'hasn't 'can't, and short positive answers: Yes, I 'am. Yes, he 'must, etc.

Exception two: Prepositions are usually stressed in the sentence-final position: *Whom are you waiting 'for? What is he looking 'after?*

Exception three: Conjunctions are stressed if they start the sentence and are followed by an unstressed word: *'If she is here by six, I'll get her something to eat.*

Prepositions are as well stressed **in phrasal verbs**, as in: 'put 'on 'switch 'off 'run 'over 'look 'after 'look 'into 'get 'by, etc.

The sentence stress placement rules do not work in the case of the emphatic speech, i.e. when the speaker wants to put emphasis on a particular word and uses the contrastive (logical) stress. Any word can be given a contrastive stress depending on the mood and intention of the speaker. Thus, the sentence: *I like reading science fiction* can be said with a special emphasis on any word, as in:

'I (not you) like reading science fiction.

I 'like (not dislike) reading science fiction.

I like 'reading (not watching) science fiction.

I like reading 'science fiction (not love stories.)

We cannot state any rules here. All we can say is that **any word** can be given a contrastive stress depending on the mood and emotion of the individual speaker. But this is only in emphatic speech! Otherwise, follow the sentence stress placement rules stated above.

Practise saying these statements following the sentence stress placement rules. Remember that the words (syllables) **in bold** must be said fully and under stress, whereas 'little' words do not carry any stress and are said as fast and as reduced as possible:

- *Do you **want** to use the **school computer** after **classes**?*
- *Who's **that girl** playing **tennis** at the **University campus**?*
- *I've **never flown** in a **helicopter** but I've **been** in a **small six-seater plane**.*
- ***Don't miss** this **wonderful rock musical** inspired by **Puccini's classic opera**.*
- *The **festival** offers **Latin American and Caribbean music** with **spectacular displays of dancing**.*

Now let us discuss strong and weak forms of words, which are very closely linked with the sentence stress.

Strong and Weak Forms of Words

The pronunciation of an isolated word may differ from its pronunciation in connected speech. In connected or fluent speech many changes take place. One of these changes is that in speech some words may become unstressed, reduced or weak (remember the sentence stress?). The conjunction *and* in isolation (in the dictionary form) is pronounced in its strong form with the full vowel /ænd/, whereas in speech, the same word is mostly pronounced in its weak form with the reduced vowel /ə/ or no vowel at all: /ənd/, /nd/ or /n/, as in: *bread and butter* /bred ənd bʌtə/ or, in very rapid speech /bred n bʌtə/. Let us take the modal verb *can*. In isolation it is pronounced as /kæn/ with a full vowel /æ/, but in speech it has the form /kən/ with a reduced vowel /ə/ or /kn/ with no vowel at all, as in: *you can definitely do it* /ju kn defɪnɪtli du ɪt/. Thus, certain well-known English words have two different forms of pronunciation: **strong (stressed) and weak (unstressed)**. Most of the dictionaries give both forms.

There are about 50 words in English which have two forms of pronunciation: strong (stressed) and weak (unstressed). They are the 'little' words with a grammatical meaning, such as auxiliary, link and modal verbs, prepositions, conjunctions, articles, particles and some of the pronouns. The list below shows strong and weak forms of some common English words. Please notice that the full vowels in the strong form, such as /æ ʌ ɒ/, are either reduced in the corresponding weak form (thus becoming /ə/) or lost altogether. Notice also that some words have more than one weak form:

word	strong form	weak form	example
and	ænd	ənd ən	blæk ənd waɪt
as	æz	əz	əz gʊd əz gəʊld
at	æt	ət	kʌm ət wʌns
but	bʌt	bət	bət waɪ nɒt
can	kæn	kən kn	haʊ kən aɪ help
for	fɔ:	fə	kʌm fə ti:
from	fɾɒm	fɾəm	send ɪt fɾəm lʌndən
has	hæz	həz ez z	ðə weðər əz tʃeɪndʒd
her	hɜ:	hə	aɪ laɪk ə
of	ɒf	əv	ðə kwi:n əv ɪŋglənd
she	ʃi:	ʃɪ	ɪz ʃɪ hiə
should	ʃʊd	ʃəd	ʃəd aɪ
some	sʌm	səm sm	aɪ ni:d səm peɪpə
must	mʌst	məst məs ms	aɪ məs tel ɪm
that	ðæt	ðət	aɪ ədmi:t ðət aɪ dɪd ɪt
to	tʊ	tə	tə bi: ɔ: nɒt tə bi:
was	wɒz	wəz	ðə weðə wəz terɪbl
would	wʊd	wəd əd d	aɪd dʊ ɪt

English spoken with only strong forms sounds wrong. The use of weak forms is an essential part of English speech and pronunciation and you must learn to use the weak forms if you want your English **to sound** English. While speaking try to weaken all the grammar words and **attach them to the previous concept words** like nouns, verbs, adjectives, etc.

Practise saying the sentences in the word groups given below, following the recommendations given above.

I can **see** it /aɪkənsiɪt/

Take it to him /teɪkɪtəɪm/

How can I **help**? /haʊkənai help/

You must be **tired** /jʊmsbɪtəɪəd/

The **man** has **gone** /ðəmænəz gɒn/

I **need** some **paper** /aɪni:dsəm peɪpə/

The **weather** was **terrible** /ðəweðəwəz terɪbl/

The **Queen** of **England** /ðəkwi:nəv ɪŋlənd/

You should have **done** it /ju:ʃədʰəvɔndʌnɪt/

Remember: The commonest vowel for the weak form of the word is the **reduced vowel** /ə/. Weak forms are common in the speech of every sort of speaker in both Britain and America. Using the weak forms makes English sound very rhythmical and thus, very ‘English’. Remember that Georgian does not reduce vowels in an unstressed position. Georgian does not have reduced vowels (or weak forms of the words) at all!

RHYTHM

Stress in an English sentence tends to recur at regular intervals of time. For example, in the sentence: *Look up the word in a dictionary*, there are four stressed syllables: **look**, **up**, **word** and **dic-** (in the word *dictionary*). The number of unstressed syllables between the stressed ones varies all the time: 'Look 'up the 'word in the 'dictionary. Ideally one should try to keep equal and regular intervals between the stressed syllables, making the unstressed syllables as short and weak as possible. Considering this, the same sentence should sound as:

'**Look** 'upthe 'wordinthe 'dictionary with the equal intervals between the stressed syllables.

Keeping equal intervals between stressed syllables means keeping the rhythm of English. The theory that English has stressed-timed rhythm, implies that stressed syllables tend to occur at relatively regular intervals of time irrespective of the number of unstressed syllables between the stressed ones. A stressed syllable together with any unstressed syllable, which may follow it, form a **rhythm group**.

In the above example there are four rhythm groups: 1.*look* 2.*upthe* 3.*wordinthe* 4.*dictionary*. As you see, all the four rhythm groups are of different length (one, two, three and four syllables). In order to keep the intervals between the stressed syllables regular, one should try to attach the unstressed syllables to the previous stressed ones and pronounce them together with the initial stress, as: *lʊk* / *ʌpðə* / *wɜːdɪnðə* / *dɪkʃənəri* /. This again reminds us how important the reduction of vowels is for the English language. Only by means of the reduced vowels in unstressed positions can the words be shortened in time and pronounced together with the preceding stressed words.

Practise saying these examples. The best practice is to beat the rhythm with your hand, one beat for each stressed syllable and with exactly the same time between each pair of beats:

Both of them (*Both of them*)

Lethim / takeit. (*Let him take it*)

Isshe / leavingon / Monday? (*Is she leaving on Monday?*)

Iam going / homefor / Christmas. (*I am going home for Christmas*).

Howmuchdoyou / wantforit? (*How much do you want for it*)

The fundamental rule of the English rhythm is that the stressed syllables are said at regular time intervals with the unstressed (weak) ones attached to them (as it was in the examples above). **English has a stressed-timed rhythm.** Making some words more stressed in a sentence than the others is very problematic for Georgian learners of English. The problem is caused by the fact that the rhythm in Georgian does not depend on stress and reduction. It depends on syllables, which are of roughly the same duration irrespective of whether they are stressed or not. **Georgian has a syllable-timed rhythm** (like French or Spanish).

Remember: Georgian learners of English should especially practise the pronunciation of the rhythm groups. Never stress a small (grammar) word, always attach it to the preceding stressed one. Not: *take it* but '*takeit*'; not: *forgive him* but '*forgivehim*'; not: *send it to him* but '*sendittohim*' with the initial stress only in all the examples. It is true that it is impossible to keep the ideal rhythm in all styles of speech. Experiments have shown that the time intervals between the stressed syllables have not always shown the expected regularities. But still remember that the melody, the 'beauty' of English lies in its rhythm and always try to keep your speech rhythmical.

INTONATION

If you listen to someone speaking English, you will find that the pitch of the voice is changing continuously. Pitch describes the level at which you speak. Only in very unusual situations we speak with a fixed, unvarying pitch. Normally in an usual conversational utterance the pitch is constantly going up or down, depending on whether the speaker feels interested, lively and alert or indifferent and bored. Some people have high-pitched voices, others say things in a low-pitched voice. When we pitch the words we say, we may use a variety of different levels: higher when we are excited or terrified, for example, but lower when we are sleepy or bored. **Intonation, which is often described as the music of speech, expresses different moods and emotions of the speaker by means of variation of the pitch of the voice.** Intonation always indicates the speaker's attitude, his feelings and emotions and this is achieved by pitch changes within the sentence. The word 'Yes', for example, depending on the intonation, can mean any of these:

I agree.

Perhaps it's true.

You can't be serious.

Wow, you are so right!

(Reference: How to Teach English. Jeremy Harmer.)

When the voice of the speaker falls down, we say that the intonation used is - **falling** (low falling, high falling or rise-falling). When the voice of the speaker goes up, we say that the intonation used is - **rising** (low rising, high rising or fall-rising). Thus, there are six intonation types in English - three falls and three rises: **low fall, high fall, rise-fall, low rise, high rise and fall-rise**. The examples below show all the six intonation patterns through the example of a simple, one-word sentence. Arrows are used to show the intonation tunes or the direction of the voice (does the voice go up or down? when? why?). \ mark is used for the falling tone, / mark is used for the rising tone:

\Good	low fall	(It's good. I like it.)
\Good	high fall	(It's very good. I like it very much.)
^Good	rise fall	(It's really very good! I'm surprised!)
,Good	low rise	(Did you say "good"?)
/Good	high rise	(Is it really good?)
vGood	fall rise	(I'm doubtful that it's good.)

These examples show that intonation can have different **communicative functions**: all the six 'good's convey different information and are appropriate only in specific communicative situations. The same examples also show that intonation can carry **grammatical meaning**: *Good* (with the low- or high-rise) asks a question without the appropriate question order and is synonymous either to: *Is it good?* or: *did you say good?* The same is true with the following sentences:

<i>,Try it?</i>	<i>(Do you want to try it?)</i>
<i>,Liked her?</i>	<i>(Did you like her?)</i>
<i>,Coffee? With ,sugar?</i>	<i>(Would you like some coffee with sugar?)</i>
<i>,Single? To ,London?</i>	<i>(Do you want one single ticket to London?)</i>
<i>,Heard about it?</i>	<i>(Have you heard about it?)</i>

As you have probably noticed, the intonation mark, which shows the direction of the voice, is always placed before the stressed syllable. In longer sentences the intonation mark is placed **before the last stressed syllable**.

For example, in the sentence: *I am busy from morning till \night*, the word *night* makes the last stressed word, thus it must be intoned while speaking and correspondingly the intonation mark is placed before it, as shown above. Longer sentences are made up of smaller groups of words called **sense-groups** or **tone-groups**. Each sense-group conveys a piece of information and has an independent intonation contour. Here is a sentence consisting of two sense-groups: *If we all agree, please sign this petition*. The first sense-group: *If we all a/gree* is said with a rising tone to indicate that the speaker intends to say something more within the frames of the same sentence. The second tone-group: *please sign this pe\tition* has a falling tone, which indicates that the sentence is finished and the sense – completed. The tone groups of one sentence are separated by a pause which is indicated by one straight (|) or wavy bar. Two straight bars || indicate a longer pause at the end of a sentence. A comma and a fullstop in written English usually indicate shorter or longer pauses in spoken English.

Let us look at one more sentence: *If you mean, do I care about nature and the environment, then the answer is yes*. In natural speech with a natural temp this sentence is divided by two small pauses into three tone groups. The first and the second tone groups have rising tones to show the incompleteness of thought, while the last one has a falling tone to show that the speaker has completed the sentence. Considering the sentence stress, pauses and intonation, this sentence can be graphically expressed this way:

If you /mean | do I `care about `nature and the en/viroment | then the `answer is \yes //

Two very general rules can be drawn from the examples above: a. **The completeness of thought (statement)** is usually expressed by a falling intonation (*..... please sign this pe\tition,.....then the answer is \yes*); b. **The incompleteness of thought**, the intention to say something more (**expectation**), is usually expressed by a rising tone (*if you /mean, In case we all a/gree*).

Here are some more rules and examples for using a certain kind of intonation with a certain type of a sentence.

- Yes/No questions have a rising intonation: *Does this cafe stay open all /night?*
Would you like the fire /on?
- Wh-questions have a falling intonation: *What's on at the local \cinema?*
How about a nice cup of \ tea?
- Tag –questions have falls in the first part and fall (if the speaker is sure of a positive answer) or rise (if the speaker is not sure of a positive answer and is asking a real question) - in the second.

This radio isn't working very \well, \is it?

(The speaker is sure *it is*, and thus uses the falling tone at the end).

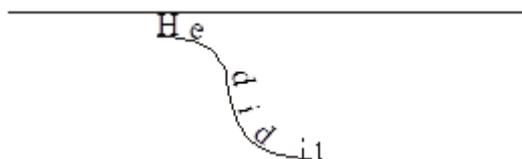
This radio isn't working very \well, /is it?

(The speaker is not sure *it is* and is asking a real question, using the rising tone).

Although these and some other rules work most of the time, they don't work all the time. There are, of course, other possible ways of saying these sentences too. We can add here that the most widely used intonation contours for English speech are: **high-fall, low-rise and fall-rise tones.**

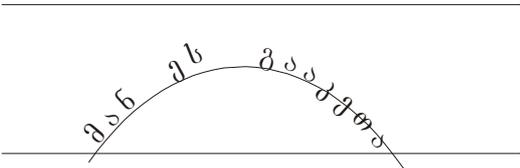
As you see, the intonation contour is made up of the alteration of stressed and unstressed syllables within a sentence. Although this is true for both languages: English and Georgian, the direction of the contour itself is quite different in these languages. Let us very briefly discuss this difference on the example of a simple statement.

In an English declarative sentence **the first stressed syllable has the highest pitch**, the following syllables gradually descend and **the intonation usually falls on the last stressed syllable**. On the example of the sentence: *He did it* this direction of voice can be graphically expressed as:

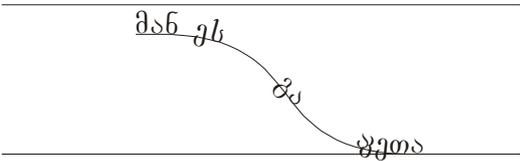


The opposite is the case in Georgian, where the **first stressed syllable has either middle or low pitch** (not high!) and **the intonation usually falls on the last unstressed** (not stressed!) **syllable**.

Georgian does not have abrupt falls at the end of a statement. Its intonation is **fading** rather than falling. On the example of the same sentence - მან ეს გააკეთა - this direction of voice can be graphically expressed as:



The English speaker would say this Georgian sentence with the abrupt fall on the last stressed syllable (გა-) and with the reduction of the following unstressed syllables (-კეთა), thus following his mother-tongue intonation contour. This ‘foreign accent’ can be graphically expressed as:



Remember: Intonation conveys our mood, intention, feeling and emotions and can change together with them. It is not what you say, but the way you say it. This ‘way’ is your intonation.

Practise reading the text below with the indicated stresses and intonation contours. Try to fit the intonations with your emotions (do you sound lively? interested? enthusiastic? maybe bored?). Note that long sentences are divided into smaller **sense-groups** with individual intonation contours for each of them.

The Beatles

On 'Wednesday 'twenty 'fourth of Oc/tober | 'nineteen 'sixty /two | 'Love Me 'Do' 'entered the 'British 'Top \Thirty || It was the 'first 'song by an un'known 'group from \Liverpool | 'called the \Beatles || It was the 'first of a 'number of 'big /hits | that would make 'John /Lennon | 'Paul Mc/Cartney | 'George /Harrison | and ^Ringo Star| the 'most suc'cessful 'pop 'group the 'world has 'ever \known||

ELEMENTS OF CONNECTED SPEECH

If you listen to a recording of an isolated word and compare it to a recording of the same word in fluent, connected speech, you will notice a considerable difference between the two pronunciations. Words in context influence each other and are pronounced differently from their dictionary pronunciation. In English speech one word is not separated from another by pausing or hesitating; The end of one-word flows straight into the beginning of the next, causing slight changes in the pronunciation of the words. What is it that affects the pronunciation of a word in connected speech? What pronunciation changes take place in fluent speech? Are there any rules or regularities for these changes?

There are four main elements that influence the pronunciation of words in natural connected speech. They are **vowel reduction, assimilation, elision and linking**. Vowel reduction was discussed in connection with the word stress and rhythm. Now let's look at assimilation, elision and linking.

Assimilation

The shape of a word may be altered by nearby sounds. Normally we pronounce the word 'is' as /ɪz/, but *is she* may be pronounced as /ɪʃʃi/, where /ɪz/ has changed into /ɪʃ/ because of the following /ʃ/ in *she*. When a sound changes as a result of being near to some other sound we call this a case of assimilation. **Assimilation affects mostly consonants**. Assimilation is complete if the sound completely changes into a neighbouring sound (as in the above example), otherwise it is incomplete. For example, *dogs* /dɒgz/ is a case of incomplete assimilation: the plural ending -s becomes voiced /z/ under the influence of the neighbouring voiced /g/, it changes incompletely. On the other hand, *that person* in a very rapid speech can be pronounced as /ðæp pɜ:sən/, where the sound /t/ in the word *that* completely changes into the neighbouring sound /p/ of the word *person*, thus representing the case of complete assimilation.

Here are some more examples of incomplete and complete assimilation within one word or at the word boundary:

Incomplete assimilation:

asks /a:sks/

twice /twɑɪs/

those shops /ðəʊʒʃɒps/

involves /ɪnvɒlvz/

ninth /naɪnθ/

where's yours /weəz jɔ:z/

stand back /stæm bæk/

good man /gʊd mæn/

that girl /ðæk ɡɜ:l/

Complete assimilation:

good night /gʊn ˈnaɪt/ Queen mother /kwi:m ˈmʌðə/ that person /ðæt pɜːsən/
this shoe /ðɪz ˈʃuː/ bright colour /braɪk ˈkʌlə/ that side /ðæt saɪd/
good boy /gʊd bɔɪ/ one man /wʌn mæn/ nice shoes /naɪs ˈʃuːz/

Complete assimilation of sounds is a natural process for native speakers of English. When listening to fluent, fast speech, you should be able to identify the cases of **complete assimilation** but do not use them yourself until you speak English fluently. On the other hand, you must always use **incomplete assimilation**. You must always use as well the cases of assimilation which took place in the Past leaving the words with a shape which is now normal, as in: *handkerchief* /hæŋkətʃɪ:f/, *special* /speʃl/ or *soldier* /səʊldʒə/.

Remember: Georgian learners of English often make word-final voiced consonants voiceless. Although this is correct for Georgian (კარგად is pronounced as კარგათ, კაცად is pronounced as კაცათ), it is incorrect for English. Never make the word-final voiced consonants voiceless and be careful not to pronounce /dæt/ instead of /dæd/, for the word *Dad* or /dɒk/ instead of /dɒg/, for the word *dog*.

Elision

The nature of elision can be stated very simply: under certain circumstances sounds disappear. For example, the word *next* is usually pronounced as /nekst/, but *next week* may be pronounced as /neks wi:k/, where the final /t/ has disappeared. /t/, /d/ and /s/ are the consonants which very often disappear in the word final-positions in fluent speech.

The examples are:

roast ~~beef~~ last ~~time~~ best ~~friend~~ skimmed ~~milk~~ he climbed ~~back~~
space ~~ship~~ news ~~sheet~~ locked ~~car~~ strickt ~~parents~~ he stopped ~~behind~~
horse ~~shoe~~ George the Sixths' ~~throne~~ three gin and ~~tonic~~ with ice and ~~lemon~~

When **the plosives: p - b t - d k - g** occur together, the first becomes very weak and is pronounced without plosion or disappears altogether:

Big ~~Ben~~ red ~~dragon~~ take ~~control~~ the quick ~~crossword~~
start ~~today~~ past ~~tense~~ egg ~~plant~~ I won't stop ~~dancing~~

/h/ often becomes weak or disappears altogether in the word-initial position:

they ~~haven't~~ leave ~~him~~ alone everybody saw ~~her~~ we all love ~~him~~

The cases of the **elision of vowels** are:

~~t~~oday ~~t~~omato ~~t~~onight ~~c~~orrect ~~p~~olice ~~p~~erhaps
~~m~~ust ~~sh~~all ~~c~~an ~~ap~~proximately ~~b~~ecause

In Standard British English there is a tendency to substitute voiceless plosives /p-t-k/ by the glottal stop /ʔ/, which resembles the ‘sound’ whenever one coughs. e.g: /fʊʔbɔ:l/ instead of /fʊtbɔ:l/, /fli:ʔstri:ʔ/ instead of /fli:t stri:t/ or /skʊʔlənd/ instead of /skʊtlənd/. Although this was a working class or Cockney feature in the early 50-ies and 60-ies, many educated Londoners (some RP speakers among them) use this ‘sound’ nowadays. This can be characterised as one of the phonetic features of modern British English pronunciation and can be considered as one of the cases of elision.

Some cases of elision took place in the past. These words exist now only in the forms when the letter is written but the sound dropped. The ‘dropped’ sounds are also called ‘silent’ letters. For example: *salmon* with the silent /l/, *handkerchief* with the silent /d/, *ghost* with the silent /h/, *knee* with the silent /k/, *debt* with the silent /b/, *sword* with the silent /w/, etc.

Remember: Elision, like assimilation, is a natural and automatic process that can be heard in the rapid speech of a native or non-native speaker. It is not necessary for you to use all the forms mentioned above. If you find it easier to use them, use the more common ones (always use historical ones though).

Linking

In real connected speech words are sometimes linked together. The most familiar case is the use of word-final **linking /r/**, which, in Received Pronunciation (RP) is pronounced only when followed by a vowel, e.g. *our town* /aʊə taʊn/ and *her place* /hə pleɪs/, but: *here is* /hɪə ɪz/, *far away* /fɑ:r əweɪ/ or *our Australian guests* /aʊə ɔ:streɪliən gɛsts/.

In many varieties of English (Northern American, Scottish, Irish – often called *rhotic* varieties), the word-final /r/ is always pronounced irrespective of the fact whether it is followed by a vowel or a consonant, e.g. *our car* /aʊə kɑ:r/ or *you or me* /ju ɔ:r mi:/. The Oxford Advanced Learners’ Dictionary as well as the Pronunciation Dictionaries give both forms, with and without the sound /r/, as in: *car* /k a:(r) /, *chair* /tʃeə(r) / or *far* /fɑ:(r) /.

Practise saying these phrases. Try not to separate the words, link them up naturally into a flow trying to merge the final and the initial sounds of the neighbouring words:

Vowel-to-vowel

may I? the end we are
we ought she is no other

Consonant- to-vowel

will I? break it keep it
thank you turn on plan everything

Plosive-to plosive

please stop pushing. where's the red dog?
put that tin. and where's the pink cat?
what time is it? he opened the big gate

Now practise linking the words in the following sentences (mark the links yourselves):

We try to impress other people.
He often hides some of his earnings.
She found a wallet containing one thousand pounds.
The producer has at last found the money to make the film.
Would you like to come with me to see David Copperfield at Earls Court next week?

In the text below try to find the cases of assimilation, elision and linking. Practise reading the text smoothly and fluently, taking into consideration the sound-changes caused by the elements of connected speech.

U.S. Life

A great deal of time and planning goes into marketing a new product for sale. There is a saying in the business world that 'time is money'. A Company that markets new products must spend a great deal of money before it sells any of them. There is no guarantee the public will buy a new product. For every successful product there are many that fail. Deciding which product to develop is what gives entrepreneurs grey hair.

All these examples of changes and disappearances of sounds should encourage you to listen most carefully to the real shapes of English words, which are so often different from the shapes which the ordinary spelling might suggest. You can always find the normal shape of a word by looking up for it in a pronunciation dictionary, for instance Daniel Jones's or J.C Wells's Pronunciation Dictionaries. **But remember**, the most important thing is to use your ears and really listen to English as it is.

British specialists [7] suggest the technique of 'Shadow Reading' as one of the best ways for improving the pronunciation skills. **Shadow reading is reading aloud with a recording, following the pace, rhythm and intonation of the recorded speaker.** Shadow reading exercises help you to:

- improve your pronunciation and intonation
- speak with more expression
- speak more flowingly

Shadow reading can be practised either at the lesson together with the whole group under the guidance of a teacher, or independently, at home with your own copy of the recording.

The Practice section of this Handbook enables you to practically work on the improvement of your pronunciation considering the above-mentioned recommendations.

CHANGES IN THE PRONUNCIATION STANDARDS

Which Pronunciation model should be the target for learners of English? Are there any norms or standards to follow? The answer would have been quite straightforward 40-50 or more years ago. **Received Pronunciation – RP** (also called Queen’s English, Oxford or BBC English), the pronunciation of the British aristocracy (‘posh accent’) was for many years considered the only standard form of speech.

The attitude to RP as to the only correct pronunciation model, started to change in the beginning of the 70-ies, when an increasing number of educated Londoners started to use the phonetic features in their speech, which were not those of RP. Some of those features were just **Cockney** (working class) features, though the speakers themselves were not Cockney speakers.

This new accent variety was first described by the British linguist David Roseworn in 1984 and called **Estuary English (EE)** by him. The name ‘Estuary’ refers to the area where this new pronunciation variety originated: the Eastern end of London by the Banks of the Thames and its Estuary.

Estuary English spread very fast. More and more people, especially the young generation, were keen on using non-RP forms. On March 1993 *The Sunday Times* announced in a front-page headline: ‘Estuary English sweeps Britain’. Another British newspaper published an article under the headline: ‘Between Cockney and the Queen’. RP, as the only “prestige” model, has come under attack by major British linguists (David Crystal, Jennifer Jenkins, David Roseworn, etc). ‘Experts on British English agree that Estuary English is currently the strongest influence on the standard spoken form and that it could replace RP as the most influential accent in the British Isles’, wrote David Roseworn in 1996 [22]. Estuary English has been increasingly used in major educational centres as well as on radio and television in Britain.

RP as the only correct pronunciation model, is considered to be inappropriate for several reasons:

- a. Only 3% of the population of Great Britain speak RP nowadays. RP sounds are considered to be ‘self-serving’.
- b. The Social origins of RP speakers (aristocracy) are less important nowadays than they were 30-40 or more years ago. Estuary English, as opposed to RP, is a classless accent, it does not reveal the social status of the speaker.
- c. An increasing number of native-speaker teachers of English are not RP speakers. Neither are the textbook recordings.

Still, the major reason for fast changes in the pronunciation standards is the fact that being the World Language and thus being used as the means of international communication worldwide, English is often influenced by other languages. Estuary English is more open to changes and innovations (Americanisms, among them), than RP. Modern British dictionaries allow for several pronunciation standards nowadays, which would have been unimaginable earlier. It is questionable whether this is good or bad from the linguistic point of view (where will such openness and internationalism lead the English language?), but one thing is clear: **changes in pronunciation standards should lead to new priorities for pronunciation teaching and prepare learners for the international relations worldwide.**

Let us go back to the question asked in the beginning about the accepted norms of pronunciation. It would be wrong to imagine that these norms do not exist. The pronunciation standards are set by major English dictionaries. These Standard Pronunciation forms are used by educated native-speakers as well as by TV and Radio newsreaders and learners should be encouraged to follow them. Below are given the major phonetic changes in the pronunciation norms for the last 30 years. Most of these forms have found their place in the Dictionaries. Some exist in speech only:

- **RP /t/ is replaced by the glottal stop ʔ :** *Fleet Street* /fli:t stri:t/ → /fli:ʔstri:t/
Scotland /skɒtlənd/ → /skɒʔlənd/
- **RP /j/ tends to disappear:** *suit* /sju:t/ → /su:t/
illuminate /ɪlju:mɪneɪt/ → /ɪlu:mɪneɪt/
- **RP syllable forming consonants are split by a vowel:** *middle* /mɪdl/ → /mɪdəl/
cattle /kætl/ → /kædəl/
- **Dark /l/ in R.P. is often replaced by /w/:** *difficult* /dɪfɪkəlt/ → /dɪfɪkuw/
walls /wɔ:lz/ → /wɔ:wz/
- **RP /tj/ and /dj/ are replaced by /tʃ/ and /dʒ/:** *Tuesday* /tju:sdeɪ/ → /tʃu:sdeɪ/
during /djuərɪŋ/ → /dʒu:rɪŋ/
- **initial /h/ tends to disappear:** *it's his birthday* → *it's ɪs bɜ:θdeɪ*
I saw her → *I saw ɜ:*
- **There is general tendency to monophthongise the diphthongs:**
/eə/ is replaced by /e/ or /æ/: *there* /ðeə/ → /ðe, ðæ/ *hair* /eə/ → /he, hæ/
/ʊə/ is replaced by /ɔ:/: *sure* /ʃʊə/ → /ʃɔ:/ *poor* /pʊə/ → /pɔ:/
/ɪə/ is replaced by /ɪ/: *here* /hɪə/ → /hɪ/ *beer* /bɪə/ → /bɪ/
- **Short vowels become prolonged in the word final position:** *whisky* /wɪski/ → /wɪski:/
funny /fʌnɪ/ → /fʌni:/

- **Word stress tends to shift to the end of the word:** *'interesting* → *inte 'resting*
'temporarily → *tempo 'rarily*
- **Intonation becomes prolonged and stretched** with the high-rise accompanying the utterances that are not grammatically interrogative. This kind of intonation is especially noticeable in the speech of radio and TV newsreaders.

Below are given five sentences, each of them written in three varieties of British English: **Received Pronunciation (RP), Estuary English (EE) and Cockney**. The sentences are taken from David Roseworn's article [22] and are recorded by him. Please note that these examples are purely informative.

RP *What an absolutely delightful meal this lunch was. Thank you.*
EE *What an absolutee delightfuw meaw this lunch was. Cheers.*
Cockney *Wha an absolulee delighfuw meaw vis dinner was. Cheers mate.*

RP *Either this vat or that vat over there has got whisky in it.*
EE *Either this vat or tha vat over there has got whiskee in it.*
Cockney *Eever vis va or va va over vere as go whiskee in i.*

RP *Their mother's father's got a brother in Rotherhithe, another in Grays and a third in Thurrock on the estuary.*
EE *Their mother's father go a brother in Rotherhithe, another in Grize and a third in Thurrock on the eshtuaree.*
Cockney *Veir movver's faver's go a brovver in Roverive, anover in Grays an a fird in Furrock on vee eshtuaree.*

RP *There're three pint pots of white paint for the sitting-room walls.*
EE *There's three pin pots of white pain for the lounge waw.*
Cockney *Vere's free poin pos of whi poin for ve frun room waws.*

RP *How now, brown cow.*
EE *Heow neow, breown keow.*
Cockney *Ah nah, brahn cah.*

The recording of the above given sentences are given as Text 25 (Changes in the pronunciation standards) in the accompanying audio recording files of this Handbook.

Section B

PRACTICE

To the teacher and the student

This section presents **24 small texts**. Each text introduces and practises one, two or three sounds. The texts present small scenes from Georgian, British and American cultural studies and are authentic or semi-authentic. The examples given prior to the text show spelling/reading correspondences and give additional practice in the reading rules. The sounds practised are given **in bold** in each text, which makes identification of new sounds easier. Students must be encouraged to individually look for more examples (words, phrases, sentences) for every sound practised. **This section of *the Handbook* is accompanied by a recording. The recordings are in both: British English (texts 1-12, 24) and American English (texts 13-23).** The recordings can as well be used for intonation, rhythm and fluency.

You may like to follow these suggested stages for working on each text::

Stage 1: Listen to the text with your books closed and try to identify and write down the words containing the sounds practised. Make sure you understand the text.

Stage 2: Listen to the text again and try to identify and write down the sentences (or phrases) containing the sound practised.

Stage 3: Stop the recording after each sentence (sense group) and repeat it. Books can be kept open. Play the recording as many times as needed.

Stage 4: Try to read along with the recording (shadow reading). Try to imitate the sounds, stress, intonation, and rhythm.

Stage 5: Encourage the students to speak about the text, exchange ideas, etc, using the words and phrases with the new sounds. Special attention should be paid to the fluency of speech.

Practice on each text should be aimed at developing **the listening-speaking- pronunciation skills** of the learners.

Text 1

/ɪ/ it hit little minimise interview

/i:/ eat leek evening machine employee

A 'typical' British Family

A 'typical' British family used to consist of mother, father and two children, but in recent years there have been many changes in family life. Some of these have been caused by new laws and others are the result of changes in society. For example, since the law made it easier to get a divorce, the number of divorces has increased. In fact one marriage in every three now ends in divorce. This means that there are a lot of one-parent families. Society is now more tolerant than it used to be of unmarried people, unmarried couples and single parents.

Another change has been caused by the fact that people are living longer nowadays, and many old people live alone following the death of their partners. As a result of these changes in the pattern of people's lives, there are many households which consist of only one person or one adult and children.

Text 2

/e/ men penny Pennsylvania development meant

/æ/ hat Ann Africa handbag

Piccadilly Circus

Piccadilly Circus is the centre of night life in the West End of London. It is actually top of everyone's list of things to see in London, because it is so well-known. It is actually quite small, and most people are rather disappointed when they see it for the first time because they had imagined it would be much bigger! To the north of Piccadilly Circus is Soho, which has been the foreign quarter of London since the seventeenth century. Now it has restaurants offering food from a variety of different countries, especially Chinese and Italian ones, as well as 'adult' entertainment.

London is famous for its live theatre, and there are over thirty theatres within a square mile. Naturally there is a great variety of shows to choose from: opera, musicals, drama, comedies and so on. If you want to know what is on in London, the best place to look is in a newspaper.

Text 3

/ʌ/ hut unhappy lovely cousin accustom
/ɑː/ far clerk guitar father laugh heart

American Universities

American Universities offer students a wide variety of courses to choose from. In addition to courses in the major field of **study**, the student may choose electives, that is, courses that **are** not required. The first two years of **study** (freshmen and sophomore years) **are** the same for most students. In their third and fourth (junior and senior) years, students take more courses in their major field and fewer electives.

A big **part** of the college experience is living on campus with **other** students. Many students **love** the freedom of living away from home in a dormitory with **other** students. **Others** find dormitory life regimented and have a **hard** time retaining their individuality. Campus **clubs** offer students a **chance** to develop their own special interests and to socialise with students who have similar interests. This can be important at a university of 40 000 students – about the population of an average size town.

Text 4

/ɒ/ pot horrible what along because
/ɔː/ cord caught walk thought awful

USA Life

Unlike many countries, the United States does **not** have a national college preparatory curriculum. Admission to **college** is based **on** two things: a student's secondary (high school) grades and his or her **score** on the SAT (Scholastic Aptitude Test). High school grades are a measure of a student's achievement, that is, **what** he **or** she has actually learnt in school. The SAT is a measure of a student's aptitude, that is, **what** he or she is intellectually able to accomplish. The SAT measures two types of aptitudes: verbal **or** language ability, and mathematics ability.

Many people in America, from parents to public leaders, are worried that young people are spending too little time **on** study. They worry that students have **lost** their enthusiasm for schoolwork and their intellectual **curiosity**. They **want** to bring back **what** many feel is an old-fashioned respect for education and for the teacher.

Text 5

/ʊ/ put full cook lookout

/u:/ pool soup two rude threw blue stupid

British Universities

In 1960 there were only 23 British **universities**. There are now 46, of which 35 are in England, 8 in Scotland, 2 in Northern Ireland and 1 in Wales. They can be roughly divided into three groups.

Oxford and Cambridge: Scholars were studying in these ancient **universities** in the early thirteenth century. Since that time Oxford and Cambridge have **continued** to grow, but until the nineteenth century they were the only **universities** in England, and they offered no places to girls.

The redbrick universities: In this **group** are listed all **universities** founded between 1850 and 1930, including London **University**. They were called "redbrick" because that was the favourite building material of the time, but they are rarely referred to as "redbrick" today.

The new universities: These were all founded after the Second World War. Some of them quickly became **popular** because of their modern approach to **university** courses.

Text 6

/ə/ **a** glass **of** water **tell us** **a**bout **them**

/ɜ:/ **bird** **were** **hurt** **world** **Herbert**

Caucasian Riches

Most people **have** probably **heard** **of** the **Caucasus** mountain range. **Just** south **of** it is **a** country less well-known – Georgia. Georgia is situated between the **Black Sea** **and** the **Caspian Sea**, with **an** excellent climate: warm **summers** **and** cold **winters**. Its wine **and** fruit are **among** the best. You **can** ski on its sunlit mountains, fish in its rapid **rivers** **and** sunbathe by the palm trees on the **Black Sea**.

The Georgian language still has its ornate writing, which dates back at least fifteen hundred years, **as** evident **from** richly decorated **early** manuscripts seen in the **Museum** **at** Tbilisi. **There** is **a** belief that Georgian may be related **to** the Basque language, **but** so far nothing **has** been proved, **and** Georgian remains unique – the single **survivor** **of** **an** ancient language group now vanished.

(from: *English Aloud* by Brita Haycraft.)

Text 7

/ɪə/ beer here dear easier serious career

Continuing Education in the USA

In the United States the attitude that learning stops when we graduate from high school or college has given way to the idea that education is a goal in itself and can be a lifelong experience. During the past twenty **years**, continuing education departments, also called adult education, have sprung up in school districts all over the country. Grade school and high school buildings that were normally closed in the evenings and on weekends have opened their doors to evening and weekend classes for **curious**, motivated, **career**-minded students, many of whom have not seen the inside of a classroom for 15 or 30 **years**. Continuing education has made people **busier** and **happier**.

Community colleges also offer a wide range of evening courses for working people who want to improve or “upgrade” their education, or who want to make a **career**.

Text 8

/ʊə/ sure poor fuel tour cure

UK Music

The most disgusting people in the world are journalists. You can never be **sure** how they will understand your words and you’ll never guess how they will interpret your songs.

The **poor** imagination of one rock journalist led him to accuse the British pop singer Mark Knopfler of supporting Saddam Hussein **during** the Gulf War - because of his song ‘Heavy **Fuel**’. Obviously Mark’s ‘**fuel**’ had absolutely no connection with the liquid that was the main cause of this war.

So there is no **cure** for these ugly journalists – even if you refuse to be interviewed. Be **sure** they won’t even hesitate to put their noses in your dustbin if necessary.

Text 9

/eə/ air care bear where square various

Public Schools in Britain

The public schools are the most famous of the private secondary schools. The oldest of the public schools (Eton College dates from 1440) were founded to give free education to clever boys, whose parents could not afford to educate them privately. Today these schools are the most expensive of the independent schools in Britain. They are mostly boarding schools, where the pupils live as well as study. Most of them have a few places for pupils whose fees are paid by a local authority, but normally entrance is by examination and state schools do not prepare children for this. So parents who wish to send their children to a public school often send them first to a preparatory (prep.) school. Preparatory schools are small, private primary schools, which prepare children for the public school examination.

Less than 2 per cent of British children go to public schools, yet these schools have produced over the centuries many of Britain's most distinguished people. So parents who can afford it still pay thousands of pounds to have their children educated at a public school.

Text 10

/eɪ/ ale day tail eighty station steak

/aɪ/ I dine my eye buy high height

Hallowe'en in Britain

Hallowe'en means "holy evening", and takes place on 31st October. Although it is a much more important festival in the United States than in Britain, it is celebrated by many people in the UK. It is particularly connected with witches and ghosts.

At parties people dress up in strange costumes and pretend they are witches. They cut horrible faces in potatoes and other vegetables and put a candle inside, which shines through the eyes. People may play difficult games such as trying to eat an apple from a bucket of water without using their hands.

In recent years children dressed in white sheets have been knocking on doors at Hallowe'en and asking if you would like a 'trick' or 'treat'. If you give them something nice, a 'treat', they go away. However, if you don't, they play a 'trick' on you, such as making a lot of noise or spilling flour on your front doorstep!

Text 11

/ɔɪ/ oil coin toy Joyce annoy

/aʊ/ out lounge wow brow our

Christmas in Britain

If you try to catch a train on the 24th December you may have difficulty in finding a seat. This is the day when many people are travelling home to be with their families on Christmas day, 25th December. For most British families, this is the most important festival of the year. It combines the Christmas celebration of the birth of Christ with the traditional festivities of winter.

On the Sunday before Christmas many churches hold a carol service where special hymns are sung. Sometimes carol-singers can be heard on the streets as they collect money for charity. Most families decorate their **houses** with brightly coloured paper or holly, and they usually have a Christmas tree in the corner of the front room, glittering with coloured lights and decorations.

There are a lot of traditions connected with Christmas but perhaps the most important one is the giving of presents. Family members wrap up their gifts and leave them at the bottom of the Christmas tree to be **found** on Christmas morning. Children leave a long sock or stocking at the end of their bed on Christmas Eve, 24th December, hoping that Father Christmas will come down the chimney during the night and bring them small presents, fruit and toys. They are usually not **disappointed!** At some time on Christmas Day the family will sit down to a big turkey dinner followed by Christmas pudding. They will probably pull a cracker with another member of the family. It will make a **loud** crack and a coloured hat, small toy and joke will fall **out**.

Later in the afternoon they may watch the Queen on television as she delivers her traditional Christmas message to the United Kingdom and the Commonwealth. If they have room for even more food they may **enjoy** a piece of Christmas cake or eat a hot mince pie. 26th December is also a public holiday, Boxing day, and this is the time to visit friends and relatives or be a spectator at one of the many sporting events.

Text 12

/əʊ/ OK no low boat Joe though

Georgians

In the mountains of Georgia, in what was once the Soviet Union, a sixty-year-old is twice as likely to live to over ninety as the average person in the developed world. Georgians also tend to go on giving birth and working until they are much older. They live on a balanced and varied diet that includes daily helpings of *matzoni*, a low-acid yoghurt containing enzymes that are said to reduce cholesterol levels. They live an outdoor life at an altitude of between four hundred and seven hundred metres, they rely mostly on local traditional cures for illness, and they don't necessarily avoid alcohol and cigarettes. Surrounded by many generations, they remain very much involved with their families. Happiness, Georgian scientists feel, plays a vital role in these old people's survival.

(from The New Cambridge English Course by Michael Swan and Catherine Walter)

Text 13

/p/ pie Peter a pepper pot newspaper

/b/ buy bubble about remember job

Youth in Britain

The majority of young people in Britain today accept most of the beliefs, customs and behaviour of their parents most of the time. But they have become much more independent since the pop Revolution of the 1960s. At that time they developed their own separate culture: they listened to different music, wore different clothes, had different ideas about life, used different words and behaved differently.

But young culture is always changing . The young people of the 1960s who rebelled against the traditional ideas of their parents are now considered out-of-date by today's youth. So are the hippies, who disapproved so strongly of materialism and who believed in 'free love', 'flower power', and 'doing your own thing'.

Text 14

/t/ tea tight attitude cost finished
/d/ day dreamer address card loved

Oxford

There has been a town where Oxford now stands for many centuries – even before 912, the first written record of its existence.

The University began to establish itself in the middle of the 12th century, and by 1300 there were already 1,500 students. At this time, Oxford was a wealthy town, but by the middle of the 14th century, it was poorer, because of a decline in trade and because of the terrible plague which killed many people in England. Relations between the students and the townspeople were very unfriendly and there was often fighting in the streets. On 10th February 1355, during the festival of St. Scholastica, a battle began which lasted two days. Sixty-two students were killed. The townspeople were punished for this in two ways: they had to walk through the town to attend a special service on every St. Scholastica's day until 1825. Worse than this, the University was given control of the town for nearly 600 years.

Text 15

/k/ key calm equal scholar ache
/g/ get giggle ghost again plug

USA Life

Americans have always wanted to improve 'the quality of life'. In the past, this meant a nice home, a modern car, nice clothes, a colour TV, etc. In the past twenty years, however, quality of life has come to include the idea of a quality environment. Americans want clean air and water and the protection of natural resources, such as forests and wildlife. An important part of the effort to clean the environment is to recycle waste products, and gradually more and more Americans are accepting the added work that recycling involves. Most Americans love 'the great outdoors'. They love to get away from the congestion of the cities and the routine of their jobs and 'get back to nature'.

For this purpose, Congress has set aside large tracts of land called national parks where the natural vegetation and wildlife are protected. Most national parks have camping, hiking, and guided tours where visitors can learn about the natural history of the region. Glacier National Park, located in the north-west corner of the state of Montana, is known for the vast fields of moving ice that are the remnants of the Ice Age in North America.

Text 16

/tʃ/ chair church achieve match estuary
/dʒ/ gist age jelly judge adjust soldier

Folk Music in the USA

Just as they brought their cuisine, customs and language with them to the places they settled in, immigrants to America also brought their music. The immigrants from the British Isles brought their Celtic folk music and dances. You might still hear and see a “Virginia reel” being danced at a festival in this region. The southern states, where blacks were prominent, heard the lament of the “blues”. From the vast central region of the country came “country and western”. These regional musical forms were the basis for much of America’s popular music, including rock ‘n’ roll.

Greenwich Village has been the home of many artists and musicians over the years. In the early 1960s, a young man from a small town in Minnesota came here to play his unique music in the coffee houses of the “Village”. Bob Dylan’s music was a unique blend of country and blues, and his words seemed to remind America of a time when things were simpler and material possessions were not important. Whether such a time ever existed is hard to say, but Dylan’s music, inspired by America’s regional folk music heritage, connected the country to its past.

Text 17

/f/ fat affair photo rough orphan
/v/ vast vivid heavy over I’ve
/w/ warm one when queen always

London

London was not built as a city in the same way as Paris or New York. It began life as a Roman fortification at a place where it was possible to cross the river Thames. A wall was built around the town for defence, but during the long period of peace which followed the Norman Conquest, people built outside the walls. The building continued over the years, especially to the west of the city. In 1665 there was a terrible plague in London, so many people left the city and escaped to the villages in the surrounding countryside.

In 1666 the Great Fire of London ended the plague, but it also destroyed much of the city. These days not many people live in the city centre, but London has spread further outwards into the country, including surrounding villages. Today the metropolis of Greater London covers some 610 square miles (1580 sq. km) and the suburbs of London continue even beyond this area. Some people even commute over 100 miles (over 150 km) every day to work in London, while living far away from the city in the country or in other towns.

Text 18

/θ/ throne three threshold authority path

/ð/ the those other although smooth

The American Economy

During **the** last 20 years the U.S economy has changed from an economy based on industry and manufacturing to an economy based on providing services. As a result, some cities in the American Midwest, which was once a powerful industrial region, have lost population. Many people have moved from **these** ‘Snow Belt’ states to the ‘Sun Belt’ states of the **southern** and western United States, where **there** are a large number of service industry jobs. Economists and **others** worry about this trend. **They** believe **that** a country’s economic strength must be based on industrial production.

Workers in **the** United States usually take short vacations. Vacation time is usually given only after a certain amount of time on the job. For example, a new employee may only receive one week of paid vacation per year. Many workers receive **three** and four weeks of paid vacation only after **they** have been on the job five or ten years. **Another** problem is **that** it is often difficult to schedule vacations to coincide **with those** of one’s spouse.

Text 19

/s/ sea cease aside assault kiss

/z/ zebra zoology movies kisses buzz

Movie Making in the USA

Movie making began in the United **States** before World War 1. **Since** the first movies were silent, they contained no language barriers. The earliest movies served as a true international language. In 1927, Warner Brothers Studios made the first ‘talking picture’, *The Jazz Singer*, and movies began a new era.

When most Americans think of animated movies, they think of Walt Disney (1901-1966). In 1928 Disney created the cartoon character Mickey Mouse. Mickey appeared in short cartoons and became well-known by the American public. Ten years later Disney made his first feature-length animated film *Snow White and The Seven Dwarfs*. In 1940 he produced *Fantasia*, a series of animated **scenes** set to classical music. In his lifetime, Walt Disney won 30 Academy Awards.

Text 20

/ʃ/ shoe sure ashore ashamed station
/z/ pleasure leisure treasure vision invasion

The Welsh Language

Welsh is one of the Celtic languages, like **Scottish** and **Irish Gaelic**. It is estimated that **Welsh** is spoken by 16 to 20 per cent of the population, although in North and West Wales 50 per cent speak the language. The **Welsh Language Act** of 1967 said that all official documents **should** be in both languages, and most road signs are printed in **English** and **Welsh**.

Since the 1960s there has been increased interest in **Welsh**. At secondary schools almost 50 per cent of all pupils learn **Welsh** as a first or second language. The **Welsh** language is **treasured** in Wales. Since 1982 there has been an independent fourth TV channel broadcasting mainly in **Welsh**.

Although not many **Welsh** words are well-known in English, the *eisteddfod* is understood by almost everybody. This is the **Welsh** name for a competition where people meet at their **leisure** to dance, sing and read poems. **Usually**, only **Welsh** is spoken and in recent years they have attracted people who **wish** to protest against the influence of **English** on the **Welsh** language and culture.

Text 21

/m/ may hammer emergency Amsterdam
/n/ nerve know funny nanny sun
/ŋ/ ring English thanks uncle ankle among

Birmingham

Buying and selling has been an **important** part of life in **Birmingham** for more than eight hundred years. In fact **men** used to sell their wives there as recently as the 18th century! (In 1733 **Samuel Whitehouse** sold his wife to **Thomas Griffiths** in the **market** place for a little **more than one pound!**). Although **neither** husbands **nor** wives are for sale **nowadays**, **Birmingham's** **markets** offer a large choice of other goods.

Each Tuesday, Friday and Saturday, the colourful rag **market** can be found. People used to **come** to buy and sell old clothes (rags), but now there is a wide selection of **modern** fashions for everybody. Years ago **farmers** used to sell their **animals** at the Bull Ring, but **now** it is **one** of the biggest open-air **markets** and **shopping** centres in the **United Kingdom**. People **enjoy** **shopping** there because it has **modern** shops, together with the atmosphere of a traditional street **market**.

Text 22

/h/ hall harm humour whole inhale

/j/ yet yellow beauty accuse few

New York

In the year 1609 at the height of the Age of Discovery, the English explorer Henry Hudson came searching for a sea route to the Orient. He entered the river which now bears his name and there in the mouth of the river lay a 12-mile-long island the Indians called Manhattan. Hudson's sponsors, the Dutch, eyed this strategic location as a possible colony and purchased the island from the Indians for the equivalent of twenty four dollars. They called the place New Amsterdam, which was later renamed by the British into New York City, after the Duke of York, brother of then King Charles II. In 1783 New York was universally recognized as the capital of the United States of America.

Today New York City is the home of more than 7 million people and is at once the world's hub of trade, finance, the arts, publishing, entertainment, sports and tourism.

23 million visitors explore the city each year, seeing the vibrancy and vitality that those first Dutch settlers never could have imagined when they set up camp on an island called 'Manhattan'.

Text 23

/r/ roll river arrive Armstrong fur

/l/ (light) litter London valley allow little

/l/ (dark) all fall always ill little

Rock-'n'-Roll

When the American rock-and-roll singer Chuck Berry sang 'Roll over Beethoven and tell Tchaikowsky the news!' in the 1950s, he was telling the world that the new music, Rock-'n'-Roll, was here to stay. Over the last thirty years it has had an enormous effect on people's lives, and especially on the kind of clothes they wear.

The first group to be seen in the newspapers in the UK in the late 50-ies was the Teddy Boys. Their clothes were supposed to be similar to those worn in Edwardian England (Ted and Teddy are abbreviations of Edward): long jackets with velvet collars, drainpipe trousers (so tight they looked like drainpipes!) and brightly-coloured socks. Their shoes had very thick rubber soles and their hair was swept upwards and backwards. Before the arrival of the Teddy Boys, young people had usually worn what their parents wore. Now they wore what they liked.

Text 24

Culture and style: National self-expression

How do the many aspects of British society discussed in the preceding texts express themselves? Like any other society, the British like to create an agreeable picture of themselves. The majority like to think that the important national values are things like tolerance, decency, moderation, consensus and compromise. They are uncomfortable with terms which polarise, such as: liberation, bourgeois, capitalist, collectivist. They like modesty and understatement, and they prefer practical common sense to pure logic.

In spite of having been a centralised state for longer than most European countries, British society is also deeply individualistic in a way which is inseparable from ideas of liberty and localism. This has a long history. According to one sociologist, “individualism is built into custom and practice, and into local work places and community organisations.”

The British give themselves away by how they dress. Nostalgia and traditionalism are, among many other things, expressed in appearances. The majority of British people dress conservatively rather than fashionably. A small number of the upper and professional upper middle class, for example barristers, diplomats, army officers and Conservative MPs dress in the well-tried styles of the past 50 years or so. Many of the men still have their suits specially tailored, and are thus instantly recognisable as belonging to the upper echelons of society... The vast majority of people buy their clothes at the high-street stores. They wear the clothes of the British middle class, perfectly passable but hardly stylish like the dress standards in much of Europe. Indeed, the British still have a reputation for being the worst dressed people in Europe, and they do not really care.

Anti-modernism has been a prevalent theme in British culture this century. The popular culture of the urban working class, expressed, for example, in cinemas, dance halls and football stadiums, was until recently neglected by the practitioners of “high culture”. Britain has a far weaker modernist culture than exists in France or Germany, because British feel less certain about the relationship between architecture, art, design, craft and manufacture. It is safer to live with the quiet authority of a rural past, than the uncertainties of the urban present.

In reality, though seldom formally acknowledged or celebrated, foreign modern influences have been immensely important in shaping popular culture since 1945. As a result of the US presence during and after the war, Britain was invaded by American culture – symbolised by chewing gum, jazz, flashy cars and mass production. By 1959 almost 90 per cent of all teenage spending was conditioned by a rapidly Americanising working-class taste. It was not destined to last. In the 1960s Britain was more influenced by the apparent sophistication of continental Europe – Italian, French and Spanish cuisine, espresso bars, Scandinavian design, modernist architecture, or even holidays in the sun. This, too, implied a more egalitarian country than Britain had traditionally been.

In the 1990s Britain experienced a cultural renaissance not seen since the 1960s. One journalist wrote: ‘suddenly we are the arts centre of the universe. How on earth did it happen? No one quite knows and no one is as surprised as we are’. Among the younger talents are artists, like Mona Hatoum, Damien Hirst and Rachel Whiteread, and the gifted architect Zaha Hadid. As in fashion, the British seem to enjoy breaking the rules of the current modernist style, and this perhaps is what gives British art such originality. However there are areas of the arts in which Britain more confidently excels. British theatre is among the liveliest and most innovative in the world. Over 300 commercial theatres operate, 100 of these in London, and about 40 of them in London’s famous West End. Theatre is a powerful instrument of education as well as art and culture.

Since the 1960s Britain has achieved a special position in music. While Britain’s operatic, dance and classical music performances compare well with top international standards, it is in the field of popular music that Britain achieved a particular pre-eminence. Britain remains at the forefront of pop music. At the start of the 1990s, British pop music seemed to be rediscovering the spirit of the 1960s. Liverpool and London had been the musical powerhouses then, but in the 1990s the new pop generation took root in Manchester’s clubland, the birthplace of acid house music. The new music marks a departure from the unrelated mood of the 1980s, and is a declaration of freedom. By 1997 easily the most successful Manchester group was Oasis, which consciously likened itself to the Beatles. Its lead performer Noel Gallagher, hardly noted for his modesty, had this to say: ‘When it’s all done and dusted, our band will go down in history as one of the greatest of all time’. Other famous bands of the mid 1990s included Blur and Pulp, and also the Welsh bands Super Furry Animals, Manic Street Preachers and Catatonia. Ironically, the greatest danger such groups face is the pressure of success and the destructive media attention which accompanies it. That was the fate awaiting the Spice Girls, who attracted enormous coverage in 1996-98.

(Abridged from *Britain in Close-Up* by David McDowall)

Section C

TESTS

This section of *the Handbook* consists of **70 achievement tests** measuring the students' knowledge of the phonetic system of English: its sounds, word and sentence stress, rhythm and intonation. Each test is built on the material given in sections A and B and draws the students' attention to those pronunciation features which cause difficulties for the Georgian learners. The tests can be used by the teachers for building up the week, month or semester-final tests. This section can as well be used for designing the year-final examination tests. Time-limit and grading system can be set by a teacher for each case individually. **The accompanying answer keys make the self-assessment also possible** and allow the students to independently identify their mistakes and further work on them. By the end of the academic year students should be encouraged to design their own pronunciation tests.

The Test Section of *the Handbook* should be done in parallel with its Theory and Practice Sections. **The information below will help you to easily find and use the appropriate test for every specific case:**

Tests 1–14 are on **monophthongs**.

Tests 15 –29 are on **diphthongs and the whole vowel inventory**.

Tests 30 – 42 are on **consonants and the whole sound inventory**.

Tests 43 –54 are on **word stress**.

Tests 55 – 64 are on **sentence stress and rhythm**.

Tests 65 –70 are on **intonation**.

It is recommended that students use **pencils** for filling in the tests.

TESTS

1. Which pronunciation fits the word? Example:

said /sæd/ - /sed/

- a. bean /bi:n/ - /bɪn/
- b. Ben /bæn/ - /ben/
- c. heart /hɑ:t/ - /hʌt/
- d. bag /bʌg/ - /bæg/
- e. fast /fɑ:st/ - /fʌst/

2. Which word fits the pronunciation? Example:

/met/ mat /met/

- a. /hi:t/ hit - heat
- b. /set/ sat - set
- c. /hʌt/ hut - heart
- d. /si:t/ sit - sat - seat
- e. /pen/ pin - pen - pan

3. Which word has a different vowel? Example:

feet bit kit sit

- a. hit heat fit lit
- b. meet leaf lip leap
- c. man hen men fen
- d. sat land kept hand
- e. heart cart last hut
- f. last fast lust mask

4. Divide these words into three groups according to the pronunciation of the letter *i*. Indicate the corresponding sound for each group . Some words belong to two groups! The first has been done for you.

hit girl white Finland stir with arriving thirty
excite fine holidays rising fir Cambridge sir

group 1: /ɪ/ hit

group 2:

group 3:

5. Group the following words under six monophthongs. Some words belong to two groups! The first has been done for you.

beat sin money ferry piece mask key said heart wicked
done friend hat receive laugh bet bat blood fat mug man

i:	ɪ	e	æ	ɑ:	ʌ
<i>beat</i>					

6. Which pronunciation fits the word? Example:

cod (kɒd) - /kɔ:d/

- a. sports /spɔ:ts/ - /spɒts/
- b. pull /pu:l/ - /pʊl/
- c. pearl /pɔ:l/ - /pɜ:l/
- d. Ben's /benz/ - /bɜ:nz/
- e. board /bɜ:d/ - /bɔ:d/

7. Which word fits the pronunciation? Example:

/wɜː/ ward word

- a. /ʃɔːt/ shot - short
- b. /fuːl/ fool - full
- c. /ɜː/ or - er
- d. /fɜː/ for - fur
- e. /ʃɒt/ shot - short
- f. /kʊd/ curd - could

8. Which word has a different vowel? Example:

form firm sir fir

- a. cod cord lock log
- b. sort form cock cork
- c. fool pool wool pull
- d. full fool cook hook
- e. word ward pearl fur
- f. sir fir fist her

9. Divide these words into five groups according to the pronunciation of the letter *u*. Indicate the corresponding sound for each group. The first has been done for you.

blue burn butcher century cut figure hurt luck nurse push pool shut
unemployed use produce pleasure faithful difficult continue surprise

group 1	group 2	group 3	group 4	group 5
/uː/ blue				

10. The vowel /ə/ comes ten times in the following words. Underline each case.
Example: Morrooco

Africa America Brazil China England Europe Germany Italy Japan

11. Divide these words into two groups with /ə/ and without /ə/.

Asia become between colony ever figure forward
government improve money salary divide

group 1:

group 2:

12. Group the following words under six monophthongs. Some words belong to two groups! The first has been done for you.

roll further merge Jew jaw boom an hurt do were your should rock
boot colonel mock walk worst mob soothe work

ɔ:	ɒ	u:	ʊ	ɜ:	ə

13. Group the following words under 12 monophthongs. Some words belong to more than one group! The first has been done for you.

seen doctor journey world bet car hot cup put do all fern mother
 father man men ship heart sheep pen clock book ball boot girl
 camera earth marriage young caught cough business

i:	<i>seen</i>
ɪ	
e	
æ	
ɑ:	
ʌ	
ɔ:	
ɒ	
u:	
ʊ	
ɜ:	
ə	

14. In the text below fill in the missing vowel sounds (one sound for each gap). The first has been done for you.

After a decade of s- ə-ccessful music and f----lms, the Beatles finally decided t---- break up in th---- early s----venties, after p----blic dis----greement about money and person----lities. Although m----ny fans hoped th---- would be a reunion throughout the 1970s, this b---- came impossible with the tr----gic m----rder of John Lennon in New Y---rk in 1980.

Diphthongs

15. Which pronunciation fits the word? Example:

ear /eə/ /ɪə/

- a. care /keə/ - /kjʊə/
- b. sure /ʃʊə/ - /feə/
- c. hair /hɪə/ - /heə/
- d. fear /feə/ - /fɪə/
- e. poor /pʊə/ - /peə/
- f. beer /bɪə/ - /beə/

16. Which word has a different vowel? Example:

fuel cure fair sure

- | | | | |
|----------|-------|------|--------|
| a. wear | where | hair | here |
| b. there | their | air | ear |
| c. pair | pier | hair | pear |
| d. more | for | sure | sore |
| e. clear | fair | wear | square |
| f. we're | here | hear | hair |

17. Two of these words have a different vowel sound from the others. Circle them.

dirty air early learn prefer serve square turn word work

18. Group these words under three diphthongs. Indicate each diphthong.

here heir hair their there sure where wear cure idea
merely fair we're endure rare ear familiar aware pier air

group 1: /ɪə/ here

group 2:

group 3:

19. Which pronunciation fits the word? Example:

hight /heit/ - /hart/

- a. may /meɪ/ - /maɪ/
- b. weight /waɪt/ - /weɪt/
- c. coin /kɔɪn/ - /kɔ:n/
- d. jaw /dʒɔ:/ - /dʒɔɪ/

20. Which word has a different vowel? Example:

my main line fine

- a. freight mate late fight
- b. saw fought sew more
- c. might moist light sight
- d. Kate caught mate fate

21. Two of these words have a different vowel sound from the others. Circle them.

say lay lie laid raise may fate Kate mate rise

22. Group these words under three diphthongs. Indicate each diphthong.

guide aim alive hate moist entertainment painless enjoy
noisy Asians height high poisonous animated

group 1: /aɪ/ guide

group 2:

group 3:

23. Which pronunciation fits the word? Example:

fern /fɜ:n/ - /fəʊn/

- a. sew /səʊ/ - /sɔ:/
- b. brow /brɑ:/ - /braʊ/
- c. bowl /bəʊl/ - /bɔ:l/
- d. soul /sɔ:l/ - /səʊl/

24. Which word has a different vowel? Example:

hum gum harm fun

- a. month much come home
- b. post though how clothes
- c. turn ten firm sir
- d. cough caught fought taught

25. Two of these words have a different vowel sound from the others. Circle them.

more form core corn fall alone all cord because loan

26. Group these words under two diphthongs. Indicate each diphthong.

oh soul loudly coward approach town foam housing account hello

group 1:

group 2:

**27. Group the words under 8 diphthongs. Some words belong to more than one group!
The first has been done for you.**

here nightmare pose raise weigh height weight over vowel neither layer lure
peer pair pear cure load low plough there their buy bay beer beard bear
bare coin lain fear fare fire fair fatal tour toe however sew eye ear air area
era moist.

aɪ	
eɪ	
ɔɪ	
ɪə	<i>Here</i>
ʊə	
eə	
aʊ	
əʊ	

28. In the sentences below fill in the missing diphthongs. One diphthong for each gap.

Example: He is an aʊ-tstanding personality.

Last night I had a srt----nge dream.

He is in London m-----st of the t----me.

Bob and K----te are g----ing to get married in M-----.

He is n----where and he is everyw-----.

Her n----se is too long, her m----th is too big, her ----s are too small and her h----
is too f----, but I still love her very much.

29. In the text below fill in the missing vowels sounds. One sound for each gap. The first has been done for you.

In m-əʊ-st American n----ghbourhoods, there are unwritten rules ab----t making too much
n----se early in the morning, l----te at n----ght, and on Sundays. Ten o'clock in th---
evening is considered to be the t----me when people should turn d-----wn stereos and TVs.
Good neighbours us----lly inform th----r neighb----rs in advance when th---- are
planning a party f---r th--- week-end.

C o n s o n a n t s

30. Put these words into two groups according to the last consonant sound.

played picked bombed cooked shared laughed stressed packed combed

group 1:

group 2:

31. Which word has a different ending. Example:

goes fills feels washes

- a. hats days camps cakes
- b. plays kicks combs bombs
- c. tries wise twice buys
- d. days says ways effects

32. Which word fits the pronunciation?

/θɔ:t/ thought - taught
/dæn/ then - Dan
/ðeə/ fare - there
/kləʊs/ clothes - close
/θæŋks/ thanks - tanks
/fɔ:θ/ forth - force

33. Put these words into two groups according to the pronunciation of the letter combination *th*. Indicate the corresponding sound.

the that theme father thorn these Thursday though
thought bath thus thing think hawthorn

group 1:

group 2:

34. Match the word with the appropriate pronunciation. Example:1-g

- | | |
|--------------|--------------|
| 1. Smiths | a. /θrəʊz/ |
| 2. sits | b. /ðeəz/ |
| 3. thrives | c. /θretənz/ |
| 4. throws | d. /si:ts/ |
| 5. threatens | e. /θraɪvz/ |
| 6. these | f. /ði:z/ |
| 7. seats | g. /smɪθs/ |
| 8. there's | h. /sɪts/ |

35. Divide these words into three groups according to their endings. Indicate the endings. The first has been done for you.

pleasure preposition furniture possession measure
profession nature lecture leisure indication feature

group 1: /zə/ pleasure

group 2:

group 3:

36. Put these words into two groups according to the initial consonant.

vet well warm very vowel vast wow wasp vivid view

group 1:

group 2:

37. Match the word with the appropriate pronunciation. Example: 1 – d

- | | |
|------------|---------------|
| 1. violent | a. /vɜ:səs/ |
| 2. violet | b. /vaɪələt/ |
| 3. violate | c. /vi:zə/ |
| 4. virus | d. /vaɪələnt/ |
| 5. virus | e. /vaɪrəs/ |
| 6. visa | f. /vaɪələt/ |
| 7. various | g. /veəriəs/ |

38. Find one mistake in the pronunciation of each sentence.

I took a deep breath /aɪ tʊk ə di:p breð/

It reminded me of something /ɪt rɪmaɪndɪd mi əf sʌmθɪŋ/

We're all jealous /viə ɔ:l dʒeləs/

This is the map of the south of England /ðɪs ɪz ðə məp əv ðə saʊθ əv ɪŋglənd/

What's his name? /wɒtɪz hɪz neɪm/

39. Circle the words with the aspirated sounds (5 words in all).

Kate people stay asparagus cook skate sports court purple

40. Four words out of six have a mistake in the transcription. Find and correct them:

Example: dictionary /dɪkʃənərɪ/ **must be** /dɪkʃənɪ/

celebration /selebɪeɪʃən/

company /kʌmpəni/

association /əsəʊsɪeɪʃən/

avoid /əvɔɪd/

recording /rɪkɔdɪŋ/

his /hɪz/

41. Put each word in the appropriate box according to the pronunciation of the underlined letter. The first has been done for you.

arm where edge this east owl song through lip cough book little meant
 another shore pull rules write field miss no day cup warm still beer choice
night back measure cab boy gone view young thank tourist call merge
hammer murmer horn gang zoo

i:	ɪ	ʊ	u:	ɪə	eɪ		
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
		arm					
P	b	t	d	tʃ	dʒ	k	g
F	v	θ	ð	s	z	ʃ	ʒ
M	n	ŋ	h	l	r	w	j

42. In the text below fill in the missing sounds. (one sound for each gap). The first has been done for you.

In April 1564, a son was born to John annd Mary Shakespeare in Stratford upon-
 Avon. His parents did not guess that his son, William, was going to be such an
 important figure in English poetry and drama, and that his plays would still be act-
ed four hundred years later, not only in England, but all over the world. Ben
 Johnson, who lived from 1572 to 1637, was also a famous writer of
 plays, called Shakespeare ‘Sweet Swan of Avon’. Shakespeare has been known as
 the “Swan of Avon” ever since.

Word Stress

43. Put these words into two groups according to the place of stress. Indicate the stress in each case.

history antique collection economist interested interview pronounce recording
politics sincerely assist colony helicopter

group 1:

group 2:

44. Put these words into three groups according to the place of stress. Indicate the stress in each case.

accident advertisement advice difference instead divide recording citizenship
amount elections currently remote development average adult

group 1:

group 2:

group 3:

45. Which word has a different stress? Mark the stress for each case. Example:

'over 'waiting 'often a'bove

- | | | | |
|---------------|-----------|------------|-----------|
| a. become | between | improve | forward |
| b. salary | essential | industry | interview |
| c. figure | ever | apply | happy |
| d. assistant | holiday | colony | possible |
| e. faithfully | sincerely | completely | extremely |

46. Only two words have a different place for stress. Find and circle them.

actually confident expensive visitor introduce
possible travel dangerous message machine

47. Which words are double-stressed? Mark the stresses for each case.

nationality usually thirteen correct interview pronunciation
absent-minded difference psycholinguistics

48. Which word has a different stress? Mark the stress for each case. Example:

'edit 'mercy a'fraid 'always

- | | | | |
|---------------|---------|------------|----------|
| a. commercial | artist | syllable | using |
| b. necessary | above | breakfast | liquid |
| c. Canada | America | Brazil | Morocco |
| d. amazement | however | monotonous | memorise |
| e. Russia | Georgia | Japan | Belgium |

49. Put these words into three groups according to their endings. Indicate the stress for each group.

futurology coquette revolution mythology civilisation
phraseology etiquette pronunciation astrology

group 1:

group 2:

group 3:

50. Some words change their stress when they change their part of speech. Mark the stressed syllables in every case.

to preside	the president
to oppose	the opposition
to analyse	the analysis
to constitute	the constituency
to explain	the explanation
to examine	the examination
to economise	economic

51. Match the words in A with those in B to make compound nouns. Mark the stressed syllables. Example: 1- c: 'passport

- | A | B |
|------------|------------|
| 1. pass | a. man |
| 2. pen | b. dresser |
| 3. news | c. port |
| 4. suit | d. knife |
| 5. guide | e. hood |
| 6. walk | f. book |
| 7. shop | g. lifter |
| 8. man | h. cleaner |
| 9. hair | i. paper |
| 10. vacuum | j. case |

52. Match the words in A with those in B to make compound adjectives. Mark the stressed syllables. Example: 1-f: ,well- 'done

- | A | B |
|----------|------------|
| 1. well | a. made |
| 2. hand | b. blooded |
| 3. home | c. natured |
| 4. good | d. minded |
| 5. blue | e. sick |
| 6. broad | f. done |

53. In the text below find and circle the words with the stress on the initial syllable (14 in all).

On the fourth of July, or Independence Day, Americans celebrate the signing of the Declaration of Independence. Since 1776 this holiday occurs during summer when the weather is good. It is usually celebrated with outdoor activities, such as picnics, sporting events, parades, and fireworks displays.

54. In the text below find and circle the words with the stress on the second syllable (6 in all).

Movie making began in the United States before World War 1. Since the first movies were silent, they contained no language barriers. The earliest movies served as a true international language. In nineteen twenty seven, *Warner Brothers Studios* made the first 'talking picture' *The Jazz Singer*, and movies began a new area.

Sentence stress and rhythm

55. Which words will the speaker stress in these sentences?

Example: What's your name?

Turn it up.	Can I look round?
I'll look into it.	That's very kind of you.
Please carry on.	You're welcome.
Don't tear it up.	Thanks a lot.
Will you sit down?	Why not?

56. All the sentences except one have only one stressed word. Which sentence has *two* stressed words?

I'll do it.	Take it to her.
Leave me alone.	We are just seven.

57. Which sentence has *four* stressed words?

Coffee had been served when I entered.
Does your country produce tea?
I spent twenty years in Rome.
He is a very talented person.

58. Put these sentences into three groups according to the number of the stressed words. The first has been done for you.

Of course.	I'm very well.	What a nice car!
Careful, please.	If you don't mind.	It's me.
How are you?	Show it to him.	This is the problem.
Thank you very much.	We had a nice time indeed.	Believe it or not.

one-word stressed sentences	two-word stressed sentences	three-word stressed sentences
<i>Of <u>course</u></i>		

59. Put these sentences into three groups according to the number of the unstressed words. The first has been done for you.

Take it.	He did it.	He must stay.
Show it to him.	I'm in a hurry.	They should know.
Watch it.	I can't remember.	It would be wrong.
I don't believe it.	We don't know.	You can ask me.

one unstressed word	two unstressed words	three unstressed words
<i>Take <u>it</u></i>		

60. Which words would the speaker stress in the text below? In longer words mark the stressed syllables only. The first two have been done for you.

My name's Pat Harrison. I'm not a very good dancer or a very good singer, but I've got talent and I'm a fast learner! I'm a music student and my ambition is to be a star! I'm eighteen, 172 m, and I've got straight blond hair and blue eyes. I like fashionable clothes and.....

61. Which words would the speaker *not* stress in the text below? The first two have been done for you.

Hi! My name is Charlie Taylor. I'm a 19-year-old university student. I've got long, curly, red hair and green eyes. I'm 169 m. I'm friendly but a bit shy. My brother's got a pop group and I sing with them sometimes. People like my voice, I think.

62. In the sentences below underline the words which carry the *contrastive* stress.

Example: *The American Republican Party has quite similar policies to the Georgian Republican Party.*

My son hates horror films but my daughter loves them.
My son hates horror films but he loves science fiction.
I've never spoken to the President but I've met him several times.
I've never met the President, but I've met the President's wife.
I've never met the President but my sister has.
Export figures are rising faster than import figures.
I don't usually vote in elections, but this one's important.

63. In the letter below *some* of the unstressed words are missing. Which are they? (one word for each gap).

Dear John,

Well, here we are in Honolulu and we ----- having a wonderful time. I ----- lying in my room, writing postcards, drinking coffee ----- looking ----- the sea. Mary is playing cards and George ----- Sue ----- dancing. Tomorrow ----- are going sightseeing. I am sure it ----- be wonderful. Wish you ----- here.

Love
Mary

64. In the text below almost all the unstressed words are missing. Which are they?

I love living ----- Venice. It's full ----- history. ----- like ----- because it's quite ---
 ---- small city. ----- think ----- got ----- population ----- about two hundred
 thousand people, ----- there ----- lots ----- tourists especially ----- summer and
 there's not enough room ----- them all. Apart ----- cinemas ----- theatres, there is
 not much ----- do ----- the evenings. ----- ----- still love ----- here.

I n t o n a t i o n

65. Which of these sentences are *mostly* said with the falling tone and which – with the rising tone? Divide them into two groups accordingly.

He must be mad.
 Are you confident about it?
 What's he talking about ?
 Don't be so nervous!
 Do you speak Italian?
 So what?

How did you spend your time?
 I'm sure it is!
 Does he smoke?
 Is he in love?
 Excellent idea!
 If you were with me...

falling tone	rising tone

66. In the text below find and underline the sentences (or the sense-groups) which are said with the rising intonation.

A key word in the modern American vocabulary is 'stress'. Stress is the feeling of anxiety and exhaustion that comes from the pressures of modern living. Stress is such a common problem today that many people are turning to one of its common cures: physical exercise. People of all ages and types are exercising: jogging, weight lifting, swimming, and even just plain old walking! Is this just a fad or will it last?

67. In the text below find and underline the sentences (or the sense-groups) which are said with the falling intonation.

Video games have become very popular in the United States during the last ten years, especially with teenagers. In a video game, the player doesn't compete against another player but against a computer. The theme of many of the games is warfare. The interactive technology of video games is finding new and exciting applications in education. It is a classic example of a new technology having both negative and positive uses.

68. Mark the pauses in the text below, then stress and intone each sense-group. The beginning has been done for you.

The U'nited 'Kingdom is 'very /small | com'pared with 'many 'other 'countries in the \world || However, there are only nine other countries with more people, and London is the world's seventh biggest city. The main areas of high land are in Scotland, Wales and Cumbria. In the centre of England is a range of hills called the Pennines, which are also known as the "backbone of England". The highest mountain, Ben Nevis in Scotland, is 1,343 metres. Of course, it is very small compared with other mountains in the world. For example, Everest, the highest mountain in the world, is 8,839 metres. In fact everything in the United Kingdom is rather small. The longest rivers are the Severn and the Thames. Compare these with the River Amazon in South America which is 96,751 km long!

69. Intone the dialogue.

- Coffee?
- Yes, please.
- White?
- No, black, please.
- With sugar?
- Yes.
- How many?
- Just one, please.

70. Put the punctuation marks and intone the dialogue.

Peter: John
John: Peter
Peter: Tired
John: Tired Thirsty
Peter: Drink
John: Beer
Peter: Music
John: Yes
Peter: Good day
John: Terrible
Peter: Problems
John: You know Jake
Peter: Jake
John: Jake Lewis. Friend of Jane's
Peter: Well
John: His wife
Peter: Mary
John: Mary
Peter: Yes
John: More beer
Peter: Yes
John: She's mad
Peter: Mad
John: Mad Listen

(from The New Cambridge English Course by Michael Swan and Catherine Walter)

Answer Key

Vowels

1. a. bean /bi:n/ /bm/
 b. Ben /bæn/ /ben/
 c. heart /hɑ:t/ /hɑt/
 d. bag /bæg/ /bæg/
 e. fast /fɑ:st/ /fɑst/
2. a. /hi:t/ hit - heat
 b. /set/ sat - set
 c. /hɑ:t/ hut - heart
 d. /si:t/ sit - sat - seat
 e. /pen/ pin - pen - pan

3. a. hit heat fit lit
 b. meet leaf lip leap
 c. man hen men fen
 d. sat land kept hand
 e. heart cart last hut
 f. last fast lust mask

4. group 1: /ɪ/ hit Finland with arriving holidays rising Cambridge
 group 2: /ɜ:/ girl stir thirty fir sir
 group 3: /aɪ/ white arriving excite fine rising

5.

i:	ɪ	e	æ	ɑ:	ʌ
Beat	sin	<u>ferry</u>	hat	mask	<u>money</u>
piece	<u>money</u>	said	man	heart	done
key	<u>ferry</u>	friend	bat	laugh	blood
<u>receive</u>	<u>wicked</u>	bet	fat		mug
	<u>receive</u>				

6. a. sports /spɔ:ts/ - /spɒts/
 b. pull /pu:l/ - /pʊl/
 c. pearl /pɔ:l/ - /pɜ:l/
 d. Ben's /benz/ - /bɜ:nz/
 e. board /bɔ:d/ /bɔ:d/
7. a. /ʃɔ:t/ shot - short
 b. /fu:l/ fool - full
 c. /ɜ:/ or - er
 d. /fɜ:/ for - fur
 e. /ʃɔt/ shot - short
 f. /kɔd// curd - could

8. a. cod cord lock log
 b. sort form cock cork
 c. fool pool wool pull
 d. full fool cook hook
 e. word ward pearl fur
 f. sir fir fist her

9.

group 1	group 2	group 3	group 4	group 5
/u:/ blue use pool produce	/ɜ:/ burn hurt nurse	/ʊ/ butcher push faithful continue	/ə/ century figure pleasure difficult surprise	/ʌ/ cut luck shut unemployed

10. Africa America Brazil China England Europe Germany Italy Japan

11. **group 1:** /ə/: Asia colony ever figure forward government salary
group 2: no /ə/: become between improve money divide

12.

ɔ:	ɒ	u:	ʊ	ɜ:	ə
Roll jaw your walk	Rock colonel mock mob	Jew boom boot soothe	do should	<u>fu</u> rther merge hurt worst work (were)	<u>fu</u> rther an were colonel (should)

13.

i:	seen sheep
ɪ	jour <u>n</u> ey ship marri <u>a</u> ge busi <u>n</u> ess
e	bet men pen
æ	man cam <u>e</u> ra marri <u>a</u> ge
ɑ:	car <u>f</u> ather heart
ʌ	cup m <u>o</u> ther <u>y</u> oung
ɔ:	all ball caught
ɒ	do <u>c</u> tor hot clock cough
u:	boot
ʊ	put do book
ɜ:	<u>j</u> our <u>n</u> ey world fern girl earth
ə	do <u>c</u> tor m <u>o</u> ther <u>f</u> ather cam <u>e</u> ra busi <u>n</u> ess

14. After a decade of s-a-ccessful music and f-i-lms, the Beatles finally decided ta break up in the early s-e-venties, after p-a-blic dis-a-greement about money and person-a-lities. Although m-e-ny fans hoped th-a(r) would be a reunion throughout the 1970s, this b-i-came impossible with the tr-a-gic m-o-rder of John Lennon in New Y-o:-rk in 1980.

Diphthongs

15. a. care /keə/ - /kjʊə/
 b. sure /ʃʊə/ - /ʃeə/
 c. hair /haɪ/ - /heə/
 d. fear /feə/ - /fiə/
 e. poor /pʊə/ - /peə/
 f. beer /biə/ - /beə/
16. a. wear where hair here
 b. there their air ear
 c. pair pier hair pear
 d. more for sure sore
 e. clear fair wear square
 f. we're here hear hair

17. dirty air early learn prefer serve square turn word work

18. **group 1:** /ɪə/: here idea merely we're ear familiar pier
group 2: /eə/: heir hair their there where wear fair rare aware air
group 3: /ʊə/: sure cure endure

19. a. may /meɪ/ - /maɪ/
 b. weight /weɪt/ - /weɪt/
 c. coin /kɔɪn/ - /kɔ:n/
 d. jaw /dʒɔ:/ - /dʒɔɪ/
20. a. freight mate late fight
 b. saw fought sew more
 c. might moist light sight
 d. Kate caught mate fate

21. say lay lie laid raise may fate Kate mate rise

22. **group 1:** /aɪ/ guide alive height high
group 2: /eɪ/ aim hate entertainment painless Asians animated
group 3: /ɔɪ/ moist noisy enjoy poisonous

23. a. sew /səʊ/ - /sɔ:/
 b. brow /braʊ/ - /braʊ/
 c. bowl /bəʊl/ - /bɔ:l/
 d. soul /sɔ:/ - /səʊl/
24. a. month much come home
 b. post though how clothes
 c. turn ten firm sir
 d. cough caught fought taught

25. more form core corn fall alone all cord because loan

26. **group 1:** /əʊ/ oh soul approach foam hello
group 2: /aʊ/ loudly coward town housing account

27.

aɪ	n <u>igh</u> tmare height neither buy fire buy eye
eɪ	raise weigh weight layer lain fatal bay
ɔɪ	coin <u>mo</u> ist
ɪə	mere beer beard fear ear <u>area</u> era
ʊə	lure cure tour
eə	<u>nigh</u> tmare pair pear there their bear bare fare fair air <u>area</u>
aʊ	vowel <u>plough</u> however
əʊ	pose over load low toe sew

28. Last night I had a srt-ei-nge dream.
 He is in London m-əʊ-st of the t-ai-me.
 Bob and K-ei-te are g-əʊ-ing to get married in M-ei.
 He is n-əʊ-where and he is everyw-eə.
 Her n-əʊ-se is too long, her m-aʊ-th is too big, her r-ə-s are too small and her h-eə(r) is too f-eə, but I still love her very much.
29. In m-əʊ-st American n-ei-ghbourhoods, there are unwritten rules ab-aʊ-t making too much n-ɔɪ-se early in the morning, l-ei-te at n-ai-ght, and on Sundays. Ten o'clock in th-ə evening is considered to be the t-ai-me when people should turn d-aʊ-wn stereos and TVs. Good neighbours us-ʊə-lly inform th-eə-r neighb-ə-rs in advance when th-ei are planning a party f-ə-r th-eə week-end.

Consonants

30. **group 1:** /d/ played bombed shared combed
group 2: /t/ picked cooked laughed stressed packed
31. a. hats days camps cakes
 b. plays kicks combs bombs
 c. tries wise twice buys
 d. days says ways effects
32. /θɔ:t/ thought - taught
 /dæn/ then - Dan
 /ðeə/ fare - there
 /kləʊs/ clothes - close
 /θæŋks/ thanks - tanks
 /fɔ: θ/ forth - force
33. **group 1:** /ð/ the that father these though thus
group 2: /θ/ theme thorn Thursday thought bath thing think hawthorn
34. 1 - g 2 - h 3 - e 4 - a 5 - c 6 - f 7 - d 8 - b
35. **group 1:** /zə/ pleasure measure leisure
group 2: /ɪn/ preposition possession profession indication
group 3: /tʃə/ furniture nature lecture feature
36. **group 1:** vet very vowel vast vivid view
group 2: well warm wow wasp
37. 1 - d 2 - b 3 - f 4 - a 5 - e 6 - c 7 - g
38. /aɪ tək ə di:p breð / **must be** /breθ/
 /ɪt rɪmaɪndɪd mɪ ɪf ʌmθɪŋ/ **must be** /əv/
 /vɪə ɔ:l dʒeləs/ **must be** /wɪə/
 /ðɪs ɪz ðə məp əv ðə saʊθ əv ɪŋlənd/ **must be** /ɪŋɡlənd/
 /wɒtɪz hɪz neɪm/ **must be** /wɒts/
39. spy Kate people stay asparagus cook skate sports court purple

40. celebration /seleb'reɪʃən/ **must be** /seləbreɪʃən/
 recording /rɪkɔːdɪŋ/ **must be** /rɪkɔːdɪŋ/
 company /kəm'pəni/ **must be** /kəm'pəni/
 avoid /ə'vɔɪd/ **must be** /ə'vɔɪd/

41.

i:	ɪ	ʊ	u:	ɪə	eɪ		
east	little	book	through	beer	Day		
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
meant	another	merge	call	tourist	Boy	no	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
hammer	cup	arm	gone	where	Write	owl	
p	b	t	d	tʃ	dʒ	k	g
pull	back	still	field	choice	edge	Cab	gang
f	v	ð	θ	s	z	ʃ	ʒ
cough	view	thank	this	miss	zoo	Shore	measure
m	n	ŋ	h	l	r	w	j
murmer	night	song	horn	lip	rules	Warm	young

42. In April 1564 a son w-ə-s born to John an-d Mary Shakespeare in Stratf-ə-rd upon-Avon. ð-e p-eə-rents did not guess that ð-eir son, William, was goi-ŋ to be s-ə-ch an important figure in E-ŋ-glish poetry and dr-ɑ:-ma, and that his play-z would still be æ -cted four hundred year-z later, not only in England, b-ə-t all o-v-er the w-orld. Ben Johnson, who live-d fr-ə-m 1572 to 1637, ə-nd who was als-əʊ a f-er-mous writer of play-z, called Sh-er-kesp-ɪə "Sweet Swan of Avon". Shakespeare h-ə-s been known as the "S-w-an of eɪ -von" ever sin-s.

Word Stress

43. **group 1:** 'history 'interested 'interview 'politics 'colony 'helicopter
group 2: an'tique co'llection e'conomist pro'nounce re'cording sin'cerely a'ssist

44. group 1: 'accident 'difference 'citizenship 'currently 'average 'adult (**initial syll.**)
 group 2: ad'vertisement re'cording e'lections de'velopment (**middle syll.**)
 group 3: ad'vice in'stead di'vide a'mount re'mote (**final syll.**)

45. a. be'come be'tween im'prove 'forward
 b. 'salary e'ssential 'industry 'nterview
 c. 'figure 'ever a'pply 'happy
 d. a'ssistant 'holiday 'colony 'possible
 e. 'faithfully sin'cerely com'pletely ex'tremely

46. 'actually 'confident ex'pensive 'visitor 'introduce 'possible 'travel 'dangerous 'message ma'chine

47. ,natio'nality 'thir'teen pro,nunci'ation 'absent-'minded ,psycholin'guistics

48. a. co'mmercial 'artist 'syllable 'using
 b. 'necessary a'bove 'breakfast 'liquid
 c. 'Canada A'merica Bra'zil Mo'rocco
 d. a'mazement how'ever mo'notonous 'memorise
 e. 'Russia 'Georgia Ja'pan 'Belgium

49. **group 1:** futu'rology my'thology phrase'ology as'trology
group 2: co'quette eti'quette
group 3: revo'lution civili'sation pronun'ciation

50. to pre'side the 'president
 to o'ppose the oppo'sition
 to 'analyse the a'nalysis
 to 'constitute the con'stituency
 to ex'plain the expla'nation
 to ex'amine the exami'nation
 to e'conomise eco'nomie

51. 2-d: 'penknife 3-i: 'newspaper 4-j: 'suitcase 5-f: 'guidebook 6-a: 'walkman 7-g: 'shoplifter
 8-e: 'manhood 9-b: 'hairdresser 10-h: 'vacuum-cleaner

52. 2-a: 'hand'made 3-e: 'homesick 4-c: 'good-'natured 5-b: 'blue-'blooded 6-d: 'broad-'minded

53. 'celebrate 'signing 'seven'teen 'seventy 'holiday 'during 'summer
 'weather 'usually 'celebrated 'picnics 'outdoor 'sporting 'fireworks

54. be'gan u'nited be'fore con'tained nine'teen be'gan.

Sentence stress and rhythm

55. Turn it up. I'll look into it. Please carry on. Don't tear it up. Will you sit down?
 Can I look round? That's very kind of you. You're welcome. Thanks a lot. Why not?

56. 'Leave me a'lon

57. I 'spent 'twenty 'years in 'Rome.

- 58.

one-word stressed sentences	two-word stressed sentences	three-word stressed sentences
Of <u>course</u> <u>Careful.</u> please <u>Show</u> it to him It's <u>me</u>	<u>How are</u> you? I'm <u>very well.</u> If you <u>don't mind</u> <u>This is the problem</u> <u>Believe it or not</u>	<u>Thank you very much</u> We had a <u>nice time indeed</u> <u>What a nice car!</u>

59.

One unstressed word	Two unstressed words	Three unstressed words
Take <u>it</u>	<u>I</u> don't believe <u>it</u>	Show <u>it to him</u>
Watch <u>it</u>	<u>He</u> did <u>it</u>	<u>I'm in a</u> hurry
<u>I</u> can't remember	<u>He</u> must stay	<u>It would be</u> wrong
<u>We</u> don't know	<u>They</u> should know	<u>You can</u> ask <u>me</u>

60. My name's Pat Harrison. I'm not a very good dancer or a very good singer but I've got talent and I'm a fast learner! I'm a music student and my ambition is to be a star! I'm eighteen, 172 m, and I've got straight blond hair and blue eyes. I like fashionable clothes and.....

61. Hi! My name is Charlie Taylor. I'm a 19-year-old university student. I've got long, curly, red hair and green eyes. I'm 169 m. I'm friendly but a bit shy. My brother's got a pop group and I sing with them sometimes. People like my voice, I think.

62. My son hates horror films but my daughter loves them.
 My son hates horror films but he loves science fiction.
 I've never spoken to the President but I've met him several times.
 I've never met the President, but I've met the President's wife.
 I've never met the President but my sister has.
 Export figures are rising faster than import figures.
 I don't usually vote in elections, but this one's important.

63. Well, here we are in Honolulu and we are having a wonderful time. I am lying in my room, writing postcards, drinking coffee and looking at the sea. Mary is playing cards and George and Sue are dancing. Tomorrow we are going sightseeing. I am sure it will be wonderful. Wish you were here.

64. I love living in Venice. It's full of history. I like it because it's quite a small city. I think it's got a population of about two hundred thousand people, but there are lots of tourists especially in summer and there's not enough room for them all. Apart from cinemas and theatres, there is not much to do in the evenings. But I still love it here.

Intonation

65.

falling tone	rising tone
He must be mad!	Are you confident about it?
What's he talking about?	Do you speak Italian?
Don't be so nervous!	Does he smoke?
So what?	Is he in love?
How did you spend your time?	If you were with me.....
I'm sure it is!	
Excellent idea!	

66. A key word in the modern American vocabulary is 'stress'. Stress is the feeling of anxiety and exhaustion that comes from the pressures of modern living. Stress is such a common problem today that many people are turning to one of its common cures: physical exercise. People of all ages and types are exercising: jogging, weight lifting, swimming, and even just plain old walking! Is this just a fad or will it last?

67. Video games have become very popular in the United States during the last ten years, especially with teenagers. In a video game, the player doesn't compete against another player but against a computer. The theme of many of the games is warfare. The interactive technology of video games is finding new and exciting applications in education. It is a classic example of a new technology having both negative and positive uses.

68. The U'nited 'Kingdom is 'very /small | com'pared with 'many 'other 'countries in the \world || How/ever | there are only 'nine 'other 'countries with 'more /people | and 'London is the 'world's 'seventh 'biggest \city || The 'main 'areas of 'high /land are | in /Scotland | /Wales and | \Cumbria || In the 'centre of 'England is a 'range of 'hills 'called the /Pennines | which are 'also 'known as 'the 'backbone of \England || The 'highest /mountain | Ben 'Nevis in /Scotland | is '1,343 `metres \high || Of /course | it is 'very 'small com'pared with 'other 'mountains in the \world || For e/xample /Everest | the 'highest 'mountain in the /world | is '8,839 \metres || In /fact | `everything in the U'nited `Kingdom is `rather \small || The `longest `rivers are the /Severn and | the \Thames || Com'pare 'these with the 'River 'Amazon in 'South A/merica | which is '96,751 'km \long ||
(slight modifications of these intonation patterns are also possible)

69. /Coffee?
-\Yes, please.
-/White?
-\No | \black, please.
-With /sugar?
-\Yes.
-`How \many?
-Just \one, please.

70. Peter: \John!
John: \Peter!
Peter: /Tired?
John: \Tired. \Thirsty.
Peter: /Drink?
John: \Beer.
Peter: /Music?
John: \Yes.
Peter: 'Good \day.
John: \Terrible.
Peter: /Problems?
John: You 'know /Jake?
Peter: \Jake?
John: 'Jake |Lewis. 'Friend of \Jane's.
Peter: /Well?
John: His |wife...
Peter: vMary?
John: /Mary.
Peter: \Yes.
John: 'More /beer?
Peter: \Yes.
John: She's \mad.
Peter: vMad?
John: \Mad. \Listen....

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