

ПРАКТИКУМ ПО ФОНЕТИКА И ФОНОЛОГИЈА НА АНГЛИСКИОТ ЈАЗИК

доц. д-р Натка Јанкова Алаѓозовска

ɪ hit	i: tree	e pen	æ flat
ʌ cup	a: laugh	ə mother	ɜ: bird
ʊ look	u: you	ɒ not	ɔ: door

English Phonetics and Phonology Workbook

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доц. д-р Натка Јанкова Алаѓозовска

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УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ“ – ШТИП
ФИЛОЛОПШКИ ФАКУЛТЕТ



ДОЦ. Д-Р НАТКА ЈАНКОВА АЛАГОЗОВСКА

**ПРАКТИКУМ ПО
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Штип, 2022

ПРЕДГОВОР

Овие практични вежби кои се продолжение на скриптата со истиот наслов се наменети за сите студенти кои изучуваат фонетика и фонологија на англискиот јазик. Воедно, материјалот може да биде корисен и за студентите кои веќе го поминале предметот на почеток од нивните студии, но сакат да се навратат на практичниот дел на фонетиката и фонологијата со цел да го подобрат својот изговор.

Материјалот одговара на програмата на предметите фонетика и фонологија на англискиот јазик, а самите вежби и прашања се во согласност со теоретскиот дел насловен „Фонетика и фонологија на англискиот јазик“.

Самиот практикум содржи теоретски прашања, но преовладуваат практичните вежби за транскрипција, пишување текст од транскрипција и вежби поврзани со останатите фонетски и фонолошки појави на гласовите. Истиот ги исполнува сите услови и критериуми за подготовка на колоквиумите по фонетика и фонологија за редовните студенти т.е. испитите за вонредните студенти и завршните испити за сите студенти.

доц. д-р. Натка Јанкова Алаџовска

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Diagram 1. Sending messages

Picture 1: The Phonetic Alphabet

Picture 2: The speech organs

Picture 3: The speech organs

Picture 4: The speech Organs

Picture 5: Methods and techniques

Picture 6: The Big Ben

Picture 7: Transcription task

Picture 8: The phonetic Alphabet

PART ONE: PHONETICS

1. Focus on introductory theory and practice

1.1 What is language?

1.2 What is speech?

1.3 Besides the air channel, the essential elements that are part of the act of communication are called _____

1.4. Give some background information about Phonetics and IPA!

1.5 Explain the main aims of studying Phonetics!

1.6. Give brief explanation of the difference between the Macedonian and English sound systems!

1.7 How many sounds are there in each word written in English and Macedonian language in the table below?

Examples:		Answers:	
1. feel	а) бебе	1.	а)
2. drink	б) книга	2.	б)
3. chair	в) компјутер	3.	в)
4. sing	г) брдо	4.	г)
5. bring	д) столче	5.	д)

Table 1. Macedonian vs. English

1.8 Give your comment on the differences in the given examples!

1.9. How to we call the alphabet in the picture below and explain how is it organized (according to lines, groups)

I: READ	I SIT	U BOOK	u: TOO	ɪə HERE	eɪ DAY		
e MEN	ə AMERICA	ɜ: WORD	ɔ: SORT	ʊə TOUR	ɔɪ BOY	əʊ GO	
æ CAT	ʌ BUT	ɑ: PART	ɒ NOT	eə WEAR	aɪ MY	aʊ HOW	
p PIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO	g GO
f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT	ʒ CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW	j YES

Picture 1: The Phonetic Alphabet

source (<https://blog.lingoda.com/en/how-the-phonetic-alphabet-can-help-you/>)

2. Focus on the speech process

2.1 Give one definition on the speech system:

2.2 How are language and writing different?

2.3 How can you achieve successful communication?

2.4 Explain the psychological phase:

2.5. Explain the neurological phase:

2.6. Explain the physiological phase:

2.7. Explain the physical phase:

2.8 How are the abovementioned phases important for the process of communication?

2.9 Fill in the gaps in the diagram about communication below:

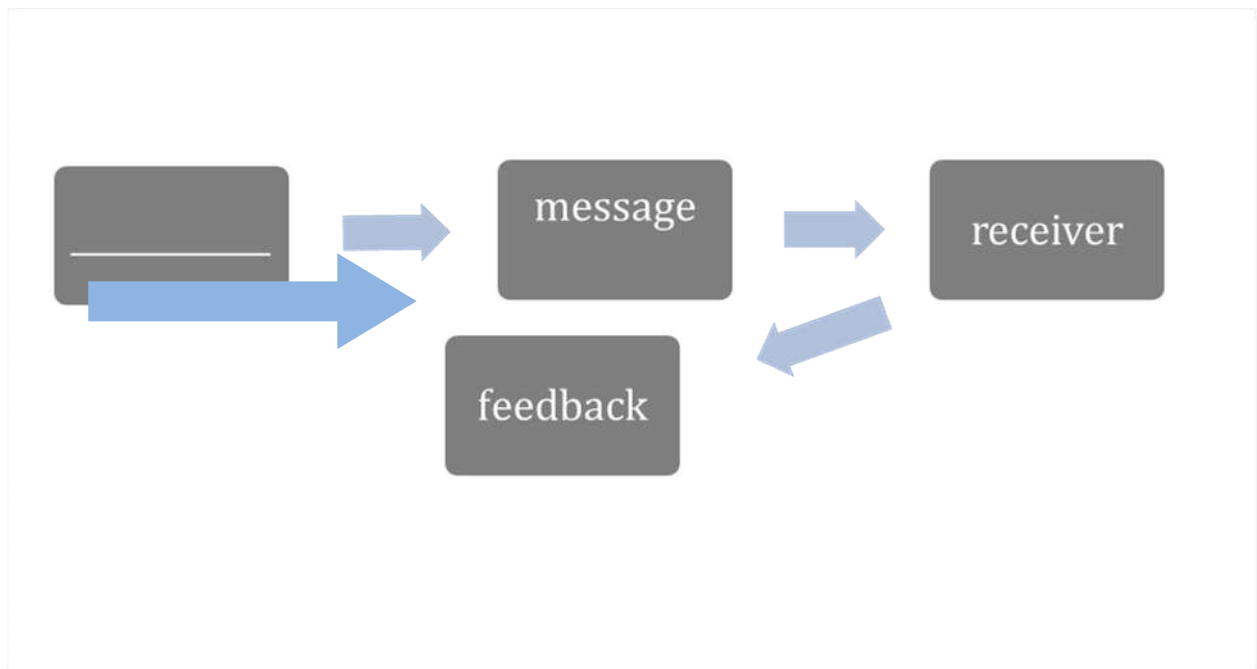


Diagram 1. Sending messages

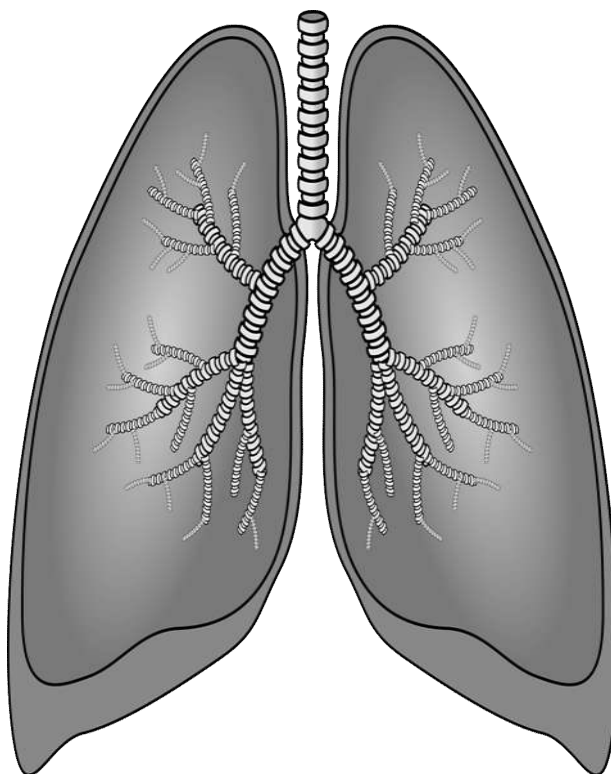
3. Focus on the speech organs

3.1 Which are the three main types of speech organs?

3.2 What does articulatory phonetics deal with?

3.3 What is speech?

3.4. Which organ do you see in the picture below? _____



Picture 2: The speech organs
(source: <https://anatomy-medicine.com/>)

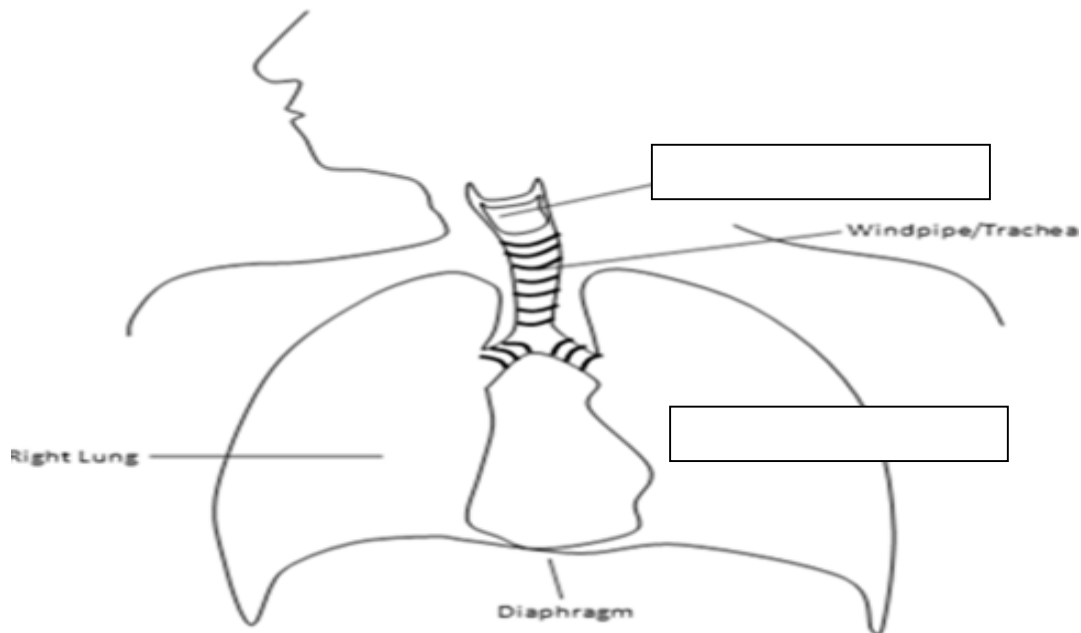
3.5 Fill in the gaps in the following lines:

The speech sounds using the lungs are called _____. Sounds formed while breathing out are called _____. Words that make an uninterrupted whole are called _____.

3.6. What is called the voice box? Give elaborate description:

3.7 What are vocal cords?

3.8 Fill in the gaps on the given diagram



Picture 3: The speech organs

source: <https://www.msmanuals.com/home/lung-and-airway-disorders/biology-of-the-lungs-and-airways/overview-of-the-respiratory-system>

3.9 What is glottis?

3.10 Which organs are considered fixed?

3.11 In which position is the lip in the following picture? _____



Picture 4: The Speech Organs
(source: http://thesoundsofenglish.blogspot.com/2013/02/articulators_24.html)

3.12 Which are the parts of the tongue?

- The tip: It is the extreme end of the tongue.
- _____: It lies opposite to the alveolar ridge.
- The front: It lies opposite to the hard palate.
- The back: _____
- _____: It lies at the end of the tongue.

3.13 Which organ is considered as the uvula?

3.14 Fill in the gaps in the following lines:

The _____ contains _____ and movable _____ and fixed _____. They function by moving in opposition to each other and are used for biting, chewing and handling the food.

3.15 How are speech organs important in the study of phonetics?

3.16 Underline the movable organs: *teeth, tongue, alveolar ridge, lips, lower jaw.*

3.17 Write the spelling of the transcribed words:

- _____: /ʌpə lɪp/
- _____: /ti:θ/
- _____: /læɪŋks/
- _____: /ju:vjələ/

4. Focus on the speech system

4.1. Which are some of the factors that make the speakers differ in pronouncing the same sounds?

4.2. Why are there rules in the speech system?

4.3. The two types of units in the speech sub-system are:

4.4. How do phonetics and phonology differ in this sense?

4.5 What is a phoneme?

4.6. How many phonemes are there in English? _____

4.7. Explain redundancy!

4.8. How are phonemes different than allophones?

4.9 Why was the IPA created?

4.10. Which combinations of sounds are not acceptable in English?

4.11. Explain the speech system in your own words:

4.12. Which pronunciation of "Youtube" the British or American: UK /'ju:tʃu:b/ US /'ju:tu:b/ do you prefer and why?

5. Focus on Phonetics and Phonology:

5.1 Choose the appropriate term from the list:

phonetics structural branches historic acoustic applied

_____ can be defined as a science which deals with the sounds related in speech i.e. the physical aspect of language. The _____ of phonetics are the following: articulatory (physiological state of the speaker and describes details about the speech organs, their movement and their usage in producing sounds i.e. Articulation); _____ (physical properties of the air vibrations and the transmission of the sound waves i.e. studies phonetics from the point of view of the physicist); experimental/instrumental (closely connected to acoustic phonetics and requires a certain amount of scientific equipment i.e. it is concerned with measuring and recording of the mechanism of speech in the human individual); _____ (referred to by one name - phonemics/phonology and it is concerned with the physical aspect of the utilization of different sounds to produce meaning i.e. how the sound is used as part of a word); _____ (concerned with the application of phonetics to the teaching og pronunciation and speech in general); _____ (deals with the phonetics of a language at different period in History, going back more than thousands of years such as analyzing English sources in different ages).

5.2. Give explanation in your own words about the connection of Phonetics and other disciplines:

5.3. What is the difference between Phonetics and Phonology?

5.4. What are articulatory phonetics, acoustic phonetics and auditory phonetics?

5.5. What are the other divisions of phonetics?

6. Focus on the phonetic methods and techniques

6.1. Which are the principal methods of research in Phonetics?

6.2. Explain palatography!

6.3. What do you see in the picture below: _____



Picture 5: Methods and techniques

(source: <https://www.leibniz-zas.de/en/research/laboratories/phonetics-laboratory>)

6.4. How are recordings used for Phonetic research nowadays?

***Project task for the course Phonetics:**

Record yourself while reading the text given below in audio or video file having in mind the pronunciation rules learned within this course!

THE HISTORY OF BIG BEN



Picture 6: The Big Ben

(source: <https://www.vecteezy.com/png/7303397-big-ben-in-london-transparent-png>)

The famous tower clock known as Big Ben, located at the top of the 320-foot-high Elizabeth Tower, rings out over the Houses of Parliament in Westminster, London, for the first time on May 31, 1859. After a fire destroyed much of the Palace of Westminster—the headquarters of the British Parliament—in October 1834, a standout feature of the design for the new palace was a large clock atop a tower. The royal astronomer, Sir George Airy, wanted the clock to have pinpoint accuracy, including twice-a-day checks with the Royal Greenwich Observatory. While many clockmakers dismissed this goal as impossible, Airy counted on the help of Edmund Beckett Denison, a formidable barrister known for his expertise in horology, or the science of measuring time.

The name “Big Ben” originally just applied to the bell but later came to refer to the clock itself. Two main stories exist about how Big Ben got its name. Many claim it was named after the famously long-winded Sir Benjamin Hall, the London commissioner of works at the time it was built. Another famous story argues that the bell was named for the popular heavyweight boxer Benjamin Caunt, because it was the largest of its kind.

Even after an incendiary bomb destroyed the chamber of the House of Commons during the Second World War, Elizabeth Tower survived, and Big Ben continued to function. Its famously accurate timekeeping is regulated by a stack of coins placed on the clock’s huge pendulum, ensuring a steady movement of the clock hands at all times. At night, all four of the clock’s faces, each one 23 feet across, are illuminated. A light above Big Ben is also lit to let the public know when Parliament is in session.

Retrieved from: <https://www.history.com/this-day-in-history/big-ben-goes-into-operation-in-london>

7 Focus on the phoneme

7.1. Which are the units of organization of the language system?

- _____
- _____
- _____

7.2. Give elaborate description of the phoneme:

7.3. What are distinctive features and do they apply to phonemes or allophones?

7.4. Choose if the statements are true or false:

- The velar place of articulation is constriction between top and bottom teeth _____
- The dental place of articulation is constriction between the tongue and the alveolar ridge (top of mouth just behind top teeth) _____
- The palatal place of articulation is constriction between the tongue and the hard palate (roof of mouth) _____
- The glottal place of articulation is constriction at the vocal folds _____
- The bilabial place of articulation is constriction between both lips _____

7.5. Underline the manners of articulation:

alveolar, nasal, affricate, stop, voiced, dental.

7.6. Explain the notion of voicing of sounds in your own words:

7.7. Fill in the gaps in the table:

	Stop	fricative	affricate	nasal	liquid	Glide
bilabial	b, p			_____		_____
labio-dental		v, f				
dental		_____				
alveolar	_____	z, s	tʃ, dʒ	n	l, r	
velar	k, g	_____				W
glottal				ŋ		

Table 2: Places of articulation

7.8. Make a minimal pair test:

The test is positive if two word pairs whose pronunciation is the same but differs only in one sound:

beef	boom	_____	negative -
coffee	copy	_____	positive +
cuff	cup	_____	
off	op	_____	
croft	cropped	_____	
grift	grip	_____	
hoof	hoop	_____	
puff	poof	_____	
quiff	quip	_____	
riff	ripped	_____	
sift	sip	_____	

7.8. Give your own examples of minimal pairs:

1. _____
2. _____
3. _____
4. _____
5. _____

8 Focus on allophones

8.1. Circle the correct statements:

- a) Allophones are phonetically similar bundle of distinctive and non-distinctive features and they are members of a phoneme
- b) When using allophones we can easily switch sounds within a word and this switching may lead to switching a whole phoneme i.e. by changing allophones we will necessarily change the meaning but it may lead to non-native or unintelligible production
- c) Allophones are written in the International Phonetic Alphabet
- d) Phonemes are written in the International Phonetic Alphabet

8.2. Explain the types of allophones:

8.3. What is the difference of "/" and "[" brackets

8.4. Why do we say that allophones are phonemic (abstract/mental) category?

8.5. The nearby sounds around a phoneme are called the _____ of the phoneme.

8.6. Explain the crucial concept of allophones: complementary distribution:

8.7. Choose one method to explain how are sounds differentiated as phonemes or allophones?

8.8 The non-distinctive features are the following (fill in the missing features):

1. _____
2. **Manner of articulation**
3. _____
4. **Non-distinctive articulator**
5. **Force of articulation**
6. _____
7. **Composition**
8. **The tongue position**
9. **Degree of voicing**
10. **Lip position**
11. _____
12. **Point of articulation**

8.9. Explain neutralization of phonemes including an example:

8.10. Describe (including an example) the difference and the features of the fricatives and the affricates:

8.11. Write the correct spelling of the answer in the joke below:



Picture 7: A transcription task (joke)
 (source: <https://www.cristinacabal.com/?p=5895>)

9. Focus on the Phonetic transcription

9.1. Using the IPA (see the picture below), try to write the correct transcription of the following words and then check in the dictionary whether it is correct or not:

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

Picture 8: The phonetic Alphabet
 (source: <https://www.eslbase.com/tefl-a-z/phonemic-chart>)

- | | | |
|--------------|-----------|-------------|
| 1. lose | 2. loose | 3. cough |
| 4. ghost | 5. though | 6. converge |
| 7. huge | 8. breath | 9. breathe |
| 10. circus | 11. brood | 12. stood |
| 13. swamp | 14. price | 15. prays |
| 16. progress | 17. wove | 18. love |

- | | | |
|--------------|------------|------------|
| 19. hour | 20. rhythm | 21. monkey |
| 22. torch | 23. larynx | 24. said |
| 25. pushed | 26. book | 27. whale |
| 28. mustache | 29. batch | 30. sewn |

10. Focus on the phonetic symbols

10. 1. Write examples of words containing the given consonant and then translate the word into Macedonian language:

Table 3: Task

IPA symbol	Your example	Translation in Macedonian language
B		
P		
D		
T		
K		
G		
tʃ		
dʒ		
V		
F		
ð		
θ		
S		
Z		
ʃ		
ʒ		
H		
M		
N		
ŋ		
L		
R		
J		
W		

10. 2. Write examples of words containing the given vowel/monophthong and then translate the word into Macedonian language:

Table 4: Task

IPA symbol	Your example	Translation in Macedonian language
i:		
ɪ		
E		
Æ		
ʌ		
ɑ:		
ɒ		
ɔ:		
ʊ		
u:		
ɜ		
ə		

10.3. Write examples of words containing the given diphtong and then translate the word into Macedonian language:

Table 5: Task

IPA symbol	Example	Your example	Translation in Macedonian
eɪ	Pay		
aɪ	Pie		
ɔɪ	Coy		
əʊ	Toe		
aʊ	Cow		
ɪə	Peer		
eə	Pair		
ʊə	Poor		

10.3. Give your examples of long and short vowels. Write words in pairs and their transcription:

Table 6: Task

LONG

SHORT

10.4. State whether the following sentences are true or false:

- 1. We transcribe proper names with capital letters. _____
- 2. Silent letters are not transcribed. _____
- 3. Punctuation is always transcribed. _____
- 4. Spelling and transcription are the same in English and not in Macedonian language. _____

11. Focus on the distinctive articulatory features

11.1. What are distinctive features?

11.2. Fill in the gaps in the following table:

	labial		labio-dental		dental		alveolar		pst-alveolar		palatal		velar		glottal	
	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V
plosives																
fricatives																
affricates																
approximants																
nasals																

Table 7: Task

11.3. Explain the distinctive type of articulation

11.4. Explain what consonants are?

11.5. How are plosives produced and which sounds are called plosives:

11.6. Explain the production of fricatives and list them below:

Fricatives: _____

11.7. Which sounds are called affricatives? _____

11.8. Which are the three “l” sounds? Explain and give examples:

11.9. The // phoneme has another feature i.e. dark and velarized. Take a look at these words and discuss whether the lateral // is pronounced or not:

Bulk, salmon, folk, half, balm, psalm, could, walk, chalk, talk, calm.

11.10. Which sounds are called semi-vowels ?

11.11. Explain fortis and lenis!

11.12. What are the levels of the height of the tongue?

11.13 How do you explain the degree of length in vowel phonemes?

12. Give your opinion on the question: why is it important to study phonetics and phonology?

13. Each group of words contains an identical spelling which is underlined. Circle the word that you think is pronounced differently from others:

- | | | |
|-------------------|---------------|-----------------|
| 1. <u>nose</u> | <u>rose</u> | <u>lose</u> |
| 2. <u>played</u> | <u>liked</u> | <u>stopped</u> |
| 3. <u>paid</u> | <u>maid</u> | <u>said</u> |
| 4. <u>slow</u> | <u>now</u> | <u>cow</u> |
| 5. <u>watch</u> | <u>wall</u> | <u>was</u> |
| 6. <u>word</u> | <u>work</u> | <u>worn</u> |
| 7. <u>none</u> | <u>gone</u> | <u>done</u> |
| 8. <u>father</u> | <u>author</u> | <u>Northern</u> |
| 9. <u>watch</u> | <u>wall</u> | <u>was</u> |
| 10. <u>window</u> | <u>widow</u> | <u>win</u> |

14. Every word in the box contains one schwa sound. Underline the schwa sound in each word. If you are not sure, check in the dictionary!

servant	computer	bacon	picture	alive	jumper
teacher	London	sofa	terror	structure	Phonetics
suggest	combine	balloon	soldier	February	salad

PART TWO: PHONOLOGY

1. Focus on the non-distinctive features

1.1. Explain the difference between vocoids and contoids in terms of non-distinctiveness:

1.2 What is aspiration? Explain and give an example:

1.3. How are the sounds divided in terms of the point of articulation?

1.4. Which types of explosions are you familiar with?

1.5. Underline the words which consist of aspirated plosives, transcribe them phonetically (if possible with an allophone):

Soup, hope, kept, pause, shock, king, lock, mock.

1.6. Read the poem carefully, putting special emphasis on the aspirated plosives in it. Underline the aspirated plosives in the following poem:

Whomever you've detained
You've retained,
Whatever you've maintained
Equally sustained,
The feeling you repressed
You also suppressed;
The person you depressed
You haven't at all impressed.

One is with another already in battle
When brought into play one's mettle;
There will still be new protesting "moos" to settle,
When you've started grazing long unfed cattle.

Any time your lips make a plosive
You've acted like an explosive;
Your siblings you fend
You nutritionally defend;
Whenever you've started one praising
You are a morale raising
And some self-doubts erasing;
Not just words phrasing.

And when you rant
Your desire near their grant
Just as when your tiredness you pant
People now know you "can't"

Retrieved from: https://www.poetrysoup.com/poems_poets/poems_by_poet.aspx?ID=97049

2. Focus on the Distribution of Phonemes

1. How do you understand the phonotactic rules?

2. Is it possible to do a research based on phonotactic rules?

3. What is initial, medial and final position of the phonemes?

4. State some of the impermissible positions of the phonemes:

5. A consonant cluster includes vowels. Yes or no? _____

6. The greatest number of consonants that can appear at the beginning of a word is three. Yes or no? _____

7. What is the greatest number of consonants that can appear at the end of a word? _____ . Give an example: _____

8. Which of the following positions and clusters are permissible in English:

lt-, -nt, sn-, wr-, stw-, ij-, -e, -t, -ow. Write some examples below:

3. Focus on the Phonemic Variations
--

1. What is coarticulation?

2. Please explain and provide an example for :

velarized [ɫ] _____

palatalized [tʃ]

Which sound is lost (in terms of elision) in the word *lawfull*?

3. What's wrong with this sentence bellow in regard to assimilation? (write transcription!)

They won't care.

4. Please provide a text for the transcribed sentences:

/jɪ 'ti:tʃɪz fəʊ'nɛtɪks/

/ɔ:l rəʊdz li:d tə rəʊm/

9. Please provide transcription for the given sentence below:

He never smiles at his colleagues.

10. Assimilation in the English language can be described as:

11. Elision is _____

For example: _____

12. Which sound is lost in the word /geography/ _____

(transcribe and think about a phonemic variation) _____

13. What's wrong with this sentence below in regard to assimilation?

The nurse told us to *wake quietly for the doctor* to return.

14. Regarding COALESCENCE what happens in the following examples:

What you need is a good boyfriend.

You told me that you have your homework done.

Could you open the window, please?

The vase that you brought was broken.

15. Explain linking:

16. What is linking /r/ and intrusive r?

17. Read the following sentences and choose whether you need to add a linking sound or not:

- I live far away from my family.
- Both Amanda and Tom are accused of being involved in a burglary.
- I can't bear this job anymore.
- She lives in the same street as her sister.
- Would you like a bar of chocolate?

4. Focus on Fortition and Lenition

1. The means of actualization for fortition are:

2. What is lenition? (give the definition)

3. Choose if the sentences are true or false?

a) Glottalization is the reinforcement of strong plosives being used with a glottal stop. _____

b) Aspiration is connected to the fricatives being involved in the process. _____

- c) Lenition is achieved within stressed syllables. _____
- d) Flapping happens within fortition. _____
- e) Aspiration is both present in fortition and lenition. _____

5. Focus on the Syllable

1. Which strategy of division of syllables do you prefer?

2. How many syllables are there in the following words?

1. process	_____
2. mule	_____
3. stroller	_____
4. lifeguard	_____
5. nation	_____
6. illness	_____
7. freedom	_____
8. tomato	_____
9. choice	_____
10. air-condition	_____

3. Read each word and circle the ones that contain three syllables:

robotic	candid	scoop
enchantment	idea	conductor
entertain	princess	notebook
shed	desk	table
computer	homework	habitat

1. Which word has the first syllable stressed?

- a) avoid
- b) herself
- c) mutton

2. Which word has the first syllable stressed?

- a) remain
- b) beautiful
- c) between

3. Which word has the first syllable stressed?

- a) aware
- b) across
- c) overall

4. Which word has the first syllable stressed?

- a) passion
- b) myself
- c) above

5. Which word has the first syllable stressed?

- a) making
- b) behind
- c) suggestion

6. Which word has the first syllable stressed?

- a) alone
- b) loving
- c) themselves

7. Which word has the first syllable stressed?

- a) around
- b) sway
- c) fifty

8. Which word is one-syllable one:

- a) look
- b) computer
- c) teacher

9. Find the word with two syllables:

- a) made
- b) picture
- c) window

10. Syllables are important for defining the accent in the word or the sentence.

- a) True
- b) False

11. Accent is the same in connected speech and when words are used in isolation.

- a) True
- b) False

6. Focus on accent and stress

1. What is accent?

2. How does accent differ in different speech parts?

3. What is rhythm?

4. What is isochrony?

5. Divide the following words into the stress pattern in the table:

computer, television, revision, student, books, paper, sugar, coffee, broadcast, weather, explanation, choice, freedom, independence, serenity, discovery, geographical, history, background, picture, beauty, love, money, richness

○ ●	● ○	○ ○ ●	● ○ ○	○ ● ○	○ ○ ● ○	○ ● ○ ○

Table 7: Accent patterns

6. This exercise will help you develop the stress awareness considering different parts of the sentence. Connect the correct meaning according to the stressed words:

1. I said my daughter should go to kindergarten.
 2. I **said** my daughter should go to kindergarten.
 3. I said **my daughter** should go to kindergarten.
 4. I said my daughter **should go** to kindergarten.
 5. I said my daughter should go **to kindergarten**.
- a) Do you understand me?
 - b) I give advice
 - c) It was my idea.
 - d) Not another person, my daughter!
 - e) Not somewhere else

7. Underline the stressed word in the following sentences:

- **What** do you want from me?
- You **make** me laugh.
- **Shall** we dance?
- I think **she** wanted something.
- **Can** I have some coffee?
- **Who** is this present for?
- **What** a waste of time and money!
- **It's** always lovely to see you.
- **Do** you mind passing the salt?
- **We** used to go out a lot in the past.

7. Focus on intonation

Theoretical questions:

1. What is intonation and why is it important for the language understanding?

2. Which are some of the most commonly used I patterns of intonation?

3. Practical exercises: Study the conversations and decide from the context if the intonation is rising or falling?

1. a) I'm meeting Zainab later.

Who?

Rising

b) I'm meeting someone later.

Who?

Falling

2. a) I should be back next year, it depends how my job goes.

When will you get back?

b) I'm having a great time here, but I'm missing home.

When will you get back?

3. I think I'll have to miss tomorrow's meeting

Why can't you come?

b) I can't come out tonight, my hair is too wet. I had to wash it 3 or 4 times.

Why can't you come?

4. a) Can you pass me my coat?

Which one is yours?

b) My car's over there, look, it's the blue Rolls Royce!

Which one is yours?

5. a) I'm at my sister's house.

What are you doing?

b) I'm having dinner with Queen Elizabeth.

What are you doing?

6. a) Well, your car was in quite a bad state. That will be 860 pounds.

How much?

b) Would you like to buy a ticket for today's match?

How much?

8. Focus on the speech varieties

1. What is RP?

2. Which variety of English language do you prefer and why?

3. What is Cockney and where it is spoken?

4. Why did Cockney use to have a negative connotation? What is the case today?

5. Explain the reason why are there different dialects and varieties of every language?

9. Focus on transcription

1. Transcribe the underlined words in the following excerpt from the poem "Ode to the chunnel":

Ode to the Chunnel

There'll be Swedes of charmless candour _____
Coming over to philander _____
Spreading left-wing propaganda _____
About wealth. _____

There'll be wealthy German campers _____
With enormous picnic hampers _____
Full of sauerkraut and champers _____
And pork pies. _____
There'll be Eyeties slick and smarmy, _____
Reared on pizza and salami, _____
Turning up at Veeraswamy _____
Without ties. _____

c) in ðə 'neɪtʃər ɒv 'hju:mən'kaɪnd ðeər ɪz ən ɪnklɪ'neɪʃən tu: 'kæɪktəraɪz ænd 'klæsɪfaɪ ænd 'ɑ:ftə ðæt tu: meɪk 'spɛkju:'leɪʃənz rɪ'gɑ:dɪŋ nju: ɪndɪ'vɪdʒuəlz ænd θɪŋz bɪ'kɒz ɒv 'æbsəns ɒv 'laɪkni:s. ɔʒənərəlaɪ'zeɪʃənz 'mɪrə ðə dɪd ɒv ði: "əb'skjʊə" ænd baɪ dɪ'mɪnɪʃɪŋ ɪn'vɪʒnə'bɪlɪti ðeɪ meɪk ɪndɪ'vɪdʒuəlz fɪ:l mɔ: 'kɒnfɪdənt. ɪn ɪ:tʃ 'kʌltʃə ðeər ɑ: 'veərɪəs ɔʒəʊks ænd 'drɑ:mə 'kæɪktəz ɪn laɪt ɒv ɔʒənərəlaɪ'zeɪʃənz

d). Transcribe the following sentences:

- I teach Morphology.

- I went shopping on Saturday.

- The pickles were made by my mother-in-law.

- We shopped till we dropped.

- I love my mother.

3. Transcribe the following words:

1.	Democrat	
2.	Gamble	
3.	Lunatic	
4.	Motivate	
5.	Change	
6.	Noise	
7.	House	
8.	Car	
9.	Chair	
10.	Bear	
11.	Accommodation	
12.	Terminology	
13.	Television	
14.	Zipper	
15.	Absolute	
16.	Kingdom	
17.	Princess	
18.	Company	
19.	Delicious	
20.	Picture	

Part three: practical colloquium questions in Phonetics and Phonology

Some example questions for the exam Phonetics:

1. List the three main types of speech organs (according to function):

2. What is the difference between inhaling (ingressive) and exhaling (egressive) sounds?

3. Language is

4. Speech is defined as

5. Besides the air channel, the essential elements that are part of the act of communication are called

6. Movable organs are:

Fixed organs are:

7. The soft palate is also called

8. Please provide an explanation for monophthongs and diphthongs

9. Redundancy is defined as

10. Please provide the five common transcription errors
 - a.
 - b.
 - c.
 - d.
 - e.

11. Write down a word (in transcription as well) using the vowel “ ə ”

10. Phonology is defined as

also devided into two branches

11. RP (Received Pronunciation) or Southern British Standard is

12. What are the sections that the tongue is divided to?

13. a) Underline two of the two of the following words that contain the vowel /ɔ:/:

odd court stock shock talk knock

b) Underline two of the two of the following words that contain the vowel /a:/.

done laugh love sunny money calm count

Some example questions for the exam Phonology:

1. What is linking?

2. In which positions can the phonemes occur?

3. Which sound is lost (in terms of elision) in the word /because/?

4. What's wrong with this sentence bellow in regard to assimilation? (write the correct transcription!)

a bad girl

5. Which sounds are called labials?

6. Explain the 5th non-distinctive feature (force of articulation):

7. Explain the oral explosion:

8. Please provide a text for the transcribed sentences:

|hi weɪvd ənd 'ʃaʊtɪd 'sʌmθɪŋ tə mi:|_____

|ɔ:l aɪ wɒnt s ə 'prɒpə kʌp əv 'kɒfɪ|_____

|wel| aɪ wɜ:k ɪn ðə sɪtɪ|_____

|ɪn ðə neks tu: ʃiəz|_____

|aɪm ɡəʊn tə bi ɪvən mɔ: səksesfəl|_____

|aɪ hæʊp aɪl bi ɜ:nɪŋ twaɪs wɒt aɪm ɡetɪŋ naʊ|_____

|aɪv set maɪself ðɪs ɡəʊl|_____

|bɪfɔ:r aɪm twentɪfaɪv|_____

|aɪl həv meɪd ə mɪljən|_____

9. Please provide transcription for the given sentence below:

The building was smart-bombed.

10. Please provide transcription for the given text below:

A: Didn't you know? Tom and Barbara are going to get married.

B: Really? Tom and Barbara? I don't believe it.

11. Underline the words that contain the English lateral: clever, calve, psalm, splash, roll.

12. Explain accent shifts?

13. What are some of the strategies for division of words into syllables?

14. Decide if the underlined parts of the sentences use falling, rising intonation or fall-rising intonation?

a) A: Look, if you don't want to come with me, just say it! _____

B: No, but I'd like to come with you. Let's book it now! _____

b) A: I've learnt so much from Meggie this term. _____

B: She's a great tutor! _____

c) A: What do you think of the latest collection? _____

B: It looks great but colors could vary more. _____

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БИОГРАФСКИ ПОДАТОЦИ



Натка Јанкова Алаџовска е родена на 15.01.1986 во Струмица каде го завршила основното и средното образование. Додипломските и постдипломските студии ги завршила на универзитетот „Св.Св. Кирил и Методиј“ во Велико Трново, Република Бугарија. На крајот на постдипломските студии добила стипендија за тримесечен престој во Обединетото Кралство на Универзитетот Волверхемптон каде работела на нејзината магистерска теза. Од ноември 2008 година работи како наставник по англиски јазик во СОУ „Никола Карев“ во Струмица, а во ноември 2009 се стекнува со титулата магистер по филолошки науки.

Од септември, 2011-та година до јуни 2019-та год. работи како визитинг лектор на Факултетот за странски јазици на

Универзитетот ФОН во одделението во Струмица. Во тој период има присуствувало на повеќе конференции во земјата и странство и има објавено доста стручни трудови од различни области и тоа: интеркултурна комуникација, англиска литература, методика на наставата по англиски јазик, англиски јазик во струка и други.

До сега има одржано повеќе обуки за наставници по англиски јазик ориентирани кон методика за предавање и изучување англиски јазик. Во декември 2016-та година добива стипендија за 10-неделен онлајн курс за наставници по англиски јазик од областа на англиски јазик во струка одржан од професори од Универзитетот Орегон од САД, а истиот е стипендиран од Американската амбасада и се стекнува со сертификат за обучувач од гореспоменатата област.

По многубројните активности, во декември 2015-та година се запишува на докторски студии на Универзитетот на Југоисточна Европа во Тетово. Во ноември 2017 год. го остварува и својот студиски престој на престижниот „Јеил“ и познатата библиотека во склоп на универзитетот каде собира податоци за својата докторска теза. На 19.02.2019 год. се стекнува со титулата доктор по филолошки науки по одбранетата теза насловена „Познавање на интеркултуролошка комуникација кај наставниците по англиски јазик“.

До сега има објавено над 30 трудови и една монографија во две изданија. Од ноември, 2019-та година, работи како доцент од областа англистика на филолошкиот факултет во склоп на Универзитетот „Гоце Делчев“ - Штип и ги предава предметите фонетика, фонологија и морфологија на англискиот јазик.

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