

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ
Минский государственный лингвистический университет

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ОСНОВЫ ФОНЕТИКИ АНГЛИЙСКОГО ЯЗЫКА
ESSENTIAL ENGLISH PHONETICS

*Рекомендовано учебно-методическим объединением
по лингвистическому образованию в качестве пособия для студентов
учреждений высшего образования, обучающихся по специальностям
1-21 06 01 «Современные иностранные языки (по направлениям)»,
1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций
(по направлениям)»*

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Ж86 Основы фонетики английского языка = Essential English Phonetics : пособие для студентов учреждений высшего образования, обучающихся по специальностям 1-21 06 01 «Современные иностранные языки (по направлениям)», 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)» / А. О. Жукова, Д. С. Воропай, М. И. Олейник. – Минск : МГЛУ, 2022. – 144 с.

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Пособие включает пять разделов, каждый из которых содержит дидактические материалы для изучения и отработки артикуляционных и ритмико-интонационных особенностей английского языка, а также контрольно-измерительные материалы для формирования и совершенствования фонетических навыков студентов. Рекомендуются для аудиторной и самостоятельной работы.

Предназначено для студентов 2 курса МГЛУ, обучающихся по специальностям 1-21 06 01 «Современные иностранные языки (по направлениям)», 1-23 01-02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)», студентов 3 курса МГЛУ, обучающихся по специальности 1-21 06 01 «Современные иностранные языки (по направлениям)», и изучающих английский язык как второй иностранный.

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CONTENTS

Предисловие.....	4
Unit 1. FROM FIRST SOUNDS AND WORD STRESS TO INTONATION.....	5
Lesson 1.....	7
Lesson 2.....	16
Lesson 3.....	22
Lesson 4.....	26
Revision.....	28
Self-study materials.....	32
Test	36
Unit 2. FROM SOUNDS [ʌ], [ɑ:], [ɪə], [eə], [f], [v], [w], [j] AND RHYTHM TO INTONATION	37
Lesson 1.....	37
Lesson 2.....	42
Lesson 3.....	44
Revision.....	51
Self-study materials.....	56
Test	61
Unit 3. FROM SOUNDS [ɒ], [ɔ:], [ɔɪ], [ɜ:], [r], [θ], [ð], [ŋ] AND RHYTHM TO INTONATION OF QUESTIONS	62
Lesson 1.....	62
Lesson 2.....	70
Lesson 3.....	73
Revision.....	76
Self-study materials.....	83
Test	90
Unit 4. FROM SOUNDS [ʊ], [u:], [ʊə], [əʊ], [aʊ], [ju:], [jʊə], [ʃ], [ʒ], [tʃ], [dʒ] TO INTONATION OF UNFINISHED SENTENCE PARTS	91
Lesson 1.....	91
Lesson 2.....	96
Lesson 3.....	99
Revision.....	102
Self-study materials.....	106
Test	113
Unit 5. FROM TRIPHTHONGS AND ELISION TO CONVERSATIONAL FORMULAS	114
Lesson 1.....	114
Lesson 2.....	119
Lesson 3.....	122
Revision.....	124
Self-study materials.....	129
Test	137
Extra exercises.....	138
References	142

Предисловие

Целью издания является формирование у студентов комплекса знаний о нормах английского произношения как базы для академических, социально-личностных и профессиональных компетенций, обеспечивающих основу профессиональной квалификации будущего специалиста, и умений использовать практические навыки в соответствии с целями коммуникации.

Пособие состоит из пяти разделов, каждый из которых представлен в виде нескольких уроков. В теоретической части каждого урока содержится информация о звуковых явлениях, правилах чтения и интонации.

Практическая часть включает задания, направленные на формирование навыков правильного произнесения звуков, а также на их дифференциацию со схожими по характеристикам звуками. Совершенствование полученных навыков впоследствии ведется посредством отработки произнесения звуков на стыках слов и в словосочетаниях, основанных на лексико-грамматическом материале каждого урока. Закрепление звукопроизносительных навыков происходит путем использования изученных явлений в определенных синтаксических и коммуникативных типах предложений в ходе интонационного оформления речи.

Звуковые и интонационные упражнения в учебном пособии снабжены методическими указаниями, раскрывающими их целевую установку, форму выполнения и коммуникативную направленность. Каждый урок содержит упражнения как для аудиторной, так и для внеаудиторной работы студентов, что обеспечивает системность организации учебного процесса с минимальным привлечением ресурсов внешних источников.

В конце каждого раздела приведены тестовые задания, позволяющие самостоятельно оценить степень усвоения изученного материала.

Unit 1. FROM FIRST SOUNDS AND WORD STRESS TO INTONATION

Фонетика представляет собой звуковой строй языка, включающий не только понятия о звуках и их произнесении, но и речевую просодию (изменения высоты голоса, ударение, ритм, темп), просодию слова (ритмико-слоговая структура слов, словесное ударение) и интонацию.

Каждый язык располагает определенным числом звуков, из которых состоят все слова данного языка. При этом необходимо разграничивать понятия *звук (sound)* и *буква (letter)*. В устной речи слова состоят из звуков, а в написании из букв. Звуки мы слышим и произносим, а буквы пишем и читаем. Таким образом, мы различаем звуковой и буквенный составы слова, которые не всегда совпадают.

В современном английском языке несоответствие между написанием и произношением слов велико, так как английская орфография не менялась в течение долгого времени, а звуковая форма языка претерпела значительные изменения. Количество звуков речи в английском языке превышает число букв: на 26 букв алфавита приходится 44 звука речи. Поэтому в английском языке часто одна буква в разных положениях может обозначать несколько разных звуков. А один и тот же звук передается различными буквами.

Звуковой состав языка включает два основных класса единиц: *гласные* и *согласные* звуки. *Г л а с н ы е (vowels)* – звуки, при произнесении которых струя воздуха не встречает преград. *С о г л а с н ы е (consonants)* – звуки, при произнесении которых воздух встречает во рту препятствие, в результате чего производится шум.

При описании звукового состава языка используется понятие *фонемы (phoneme)* – минимальной единицы языка, выполняющей смысловозначительную функцию, служащей для различения слов, словоформ или значения слов, e.g. *sink – sank* [sɪŋk] – [sæŋk], *bin – bean* [bɪn] – [bi:n]. В английском языке 44 фонемы: 24 согласных и 20 гласных.

Английские гласные делятся на *монофтонги* и *дифтонги*. *М о н о ф т о н г и (monophthongs)* – гласные, представленные одним звуком; *д и ф т о н г и (diphthongs)* – гласные, состоящие из двух звуков, но функционирующие как одна фонема. В английском языке 12 монофтонгов и 8 дифтонгов.

Английские согласные звуки, как и русские, бывают *глухие* и *звонкие*. Однако характерной чертой английских глухих согласных, в отличие от русских, является их *сильная*, а звонких – *слабая* артикуляция. Кроме того, большинство английских согласных твердые, и перед гласными звуками *не смягчаются*. Следует также помнить о том, что в английском языке, в отличие от русского и немецкого языков, звонкие согласные в конечной позиции в слове *не оглушаются*, e.g. [dɪg], [sed].

The English Alphabet

Aa [eɪ]	Jj [dʒeɪ]	Ss [es]
Bb [bi:]	Kk [keɪ]	Tt [ti:]
Cc [si:]	Ll [el]	Uu [ju:]
Dd [di:]	Mm [em]	Vv [vi:]
Ee [i:]	Nn [en]	Ww [dʌblju:]
Ff [ef]	Oo [əʊ]	Xx [eks]
Gg [dʒi:]	Pp [pi:]	Yy [waɪ]
Hh [eɪtʃ]	Qq [kju:]	Zz [zed]
Ii [aɪ]	Rr [ɑ:]	

English Sounds

Гласные (vowels)

[i:]	[ɪ]	[e]	[æ]	[ɑ:]	[ɒ]	[ɔ:]	[ʊ]
[u:]	[ʌ]	[ɜ:]	[ə]	[eɪ]	[əʊ]	[aɪ]	[aʊ]
[ɔɪ]	[ɪə]	[eə]	[ʊə]				

Согласные (consonants)

[p]	[b]	[t]	[d]	[k]	[g]	[f]	[v]
[θ]	[ð]	[s]	[z]	[ʃ]	[ʒ]	[tʃ]	[dʒ]
[h]	[m]	[n]	[ŋ]	[r]	[l]	[w]	[j]

Lesson 1

Sounds

Vowels – [ɪ], [i:], [e], [æ], [eɪ], [aɪ], [ə].

Consonants – [b], [p], [t], [d], [k], [g], [s], [z], [l], [m], [n], [h].

[ɪ] – краткий и ненапряженный гласный звук переднего отодвинутого назад ряда, широкой разновидности высокого подъема. Кончик языка находится у основания нижних зубов, губы слегка растянуты.

[i:] – долгий и напряженный гласный звук переднего ряда, узкой разновидности высокого подъема. При его произнесении кончик языка касается нижних зубов, губы растягиваются, обнажая нижние зубы. Органы речи напряжены. При произнесении гласных [i:] и [ɪ] следует избегать смягчения предшествующих согласных.

[e] – краткий и ненапряженный гласный звук переднего ряда, узкой разновидности среднего подъема. При его произнесении кончик языка находится у основания нижних зубов, губы слегка растянуты, расстояние между челюстями шире, чем при [ɪ].

[æ] – полудолгий и ненапряженный гласный звук переднего ряда, широкой разновидности низкого подъема, представляющий собой нечто среднее между русскими звуками [э] и [а]. При его произнесении кончик языка упирается в нижние зубы, язык лежит плоско, расстояние между челюстями широкое. Это самый открытый гласный звук английского языка.

[ə] – нейтральный гласный звук смешанного ряда, среднего подъема широкой разновидности, который является результатом ослабления качества гласных в безударном положении. Он имеет два варианта произнесения: более закрытый в начале и середине слова и более открытый в открытом слоге в конечной позиции в слове. Встречается только в безударных слогах и не произносится вне слогов / слов.

[eɪ] – дифтонг, ядро которого совпадает с гласным [e] – гласным переднего ряда, узкой разновидности среднего подъема. Скольжение происходит в направлении гласного [ɪ]. При произнесении этого дифтонга следует избегать замены его второго элемента русским [й].

[aɪ] – дифтонг, ядром которого является звук переднего ряда, широкой разновидности низкого подъема. При произнесении ядра дифтонга, звука [a], язык лежит плоско, кончик языка упирается в нижние зубы, расстояние между челюстями довольно широкое, губы слегка растянуты. Скольжение происходит в направлении звука [ɪ]. Необходимо избегать замены [ɪ] русским [й].

[b] – губно-губной смычно-взрывной звонкий согласный звук, похожий на русский звук [б].

[p] – губно-губной смычно-взрывной глухой согласный звук. От русского [п] он отличается наличием сильного придыхания.

[g] – заднеязычный смычно-взрывной звонкий согласный звук, похожий на русский звук [г].

[k] – заднеязычный смычно-взрывной глухой согласный звук. От русского [к] отличается наличием придыхания.

[d] – переднеязычный апикально-альвеолярный смычно-взрывной звонкий согласный звук, при произнесении которого кончик языка прижат к альвеолам, в то время как в русском языке он является дентальным, т. е. при его произнесении язык касается внутренней стороны верхних зубов.

[t] – переднеязычный апикально-альвеолярный смычно-взрывной глухой согласный звук, при произнесении которого кончик языка прижат к альвеолам. От русского [т] он отличается не только местом артикуляции ([т] в русском языке – зубной звук), но и наличием придыхания.

[z], [s] – переднеязычные апикально-альвеолярные щелевые фрикативные согласные звуки. Звук [s] – глухой согласный, звук [z] – звонкий согласный.

[l] – переднеязычный апикально-альвеолярный боковой сонант. При его произнесении кончик языка прижат к альвеолам, края языка опущены и образуют боковые щели для прохождения струи воздуха.

[n] – переднеязычный апикально-альвеолярный смычный носовой сонант, отличающийся от соответствующего русского звука местом артикуляции: в русском языке он является дентальным.

[m] – губно-губной смычный носовой сонант. В отличие от сходного русского звука при его произнесении губы напряжены.

[h] – фарингальный щелевой глухой согласный звук, напоминающий легкий выдох перед следующим за ним гласным звуком. При его произнесении органы речи находятся в положении следующего за ним гласного.

Sound Phenomena

Позиционная долгота гласных

Позиционная долгота гласных (positional vowel length) – явление, которое заключается в том, что один и тот же долгий или краткий гласный звук имеет различную длительность звучания в разных позициях в слове. Наибольшую длительность звучания имеют гласные в открытом ударном слоге. Следующий по долготе – гласный перед звонким смычным согласным, затем – перед звонким щелевым согласным, сонантом, глухим щелевым согласным. Наименьшую долготу имеют гласные звуки перед глухими смычными согласными, e.g. [li:] – [li:d] – [li:v] – [li:f] – [li:t].

В безударном положении в слове качество гласного ослабляется. Это явление называется *редукцией (reduction)*, e.g. [ət `ten].

Аспирация

Английские смычные взрывные согласные [p], [t], [k] произносятся с *аспирацией (aspiration)*, которая представляет собой акустический эффект сильного выдоха воздуха после размыкания преграды согласного. Особенно сильное придыхание наблюдается в ударном слоге перед гласным, e.g. [pi:t].

Ассимиляция

Ассимиляция (assimilation) – звуковое явление, при котором два смежных согласных звука внутри слова или на стыке двух слов (если между ними нет паузы) влияют друг на друга таким образом, что произнесение одного звука уподобляется произнесению другого.

Боковой взрыв

В сочетаниях английских взрывных согласных [p], [t], [k], [b], [d], [g] с сонантом [l] имеет место явление *бокового взрыва (lateral plosion)*, при котором воздух проходит по боковым желобкам языка, ударяя по внутренним сторонам щек, e.g. [ˈlɪtl].

Носовой взрыв

В сочетаниях английских взрывных согласных [p], [t], [k], [b], [d], [g] с носовыми сонантами [m], [n] происходит явление *носового взрыва (nasal plosion)*, при котором язык смыкается с альвеолами, а воздух проходит через полость носа, e.g. [ˈdɪdnt].

Потеря взрыва

При сочетании двух смычных взрывных согласных происходит явление *потери взрыва (loss of plosion)*, при котором первый согласный теряет свой взрыв, т. е. размыкание преграды на пути воздушной струи происходит только при произнесении второго согласного, e.g. [pækt].

Фрикативный взрыв

В результате слитности произнесения смычно-взрывного и фрикативного щелевого (чаще всего [s, z]) согласных взрыв смычного согласного происходит одновременно с артикуляцией щелевого. Данное явление получило название *фрикативного взрыва (fricative plosion)*, e.g. [sɪts].

Exercises

- 1. Pronounce the transcribed words. Mind the positional length of the sounds [ɪ] – [i:] depending on the sound that follows them.**

ɪz – ɪn – ɪt	dɪd – dɪn – dɪp	sɪd – sɪn – sɪt	mɪd – mɪl – mɪs
li: – li:d – li:s	ni: – ni:d – ni:t	fi: – fi:d – fi:t	di: – di:d – di:p
ni: – ni:z – ni:s	pi: – pi:z – pi:s	bi: – bi:d – bi:t	si: – si:d – si:t

- 2. Pronounce the transcribed words. Mind the positional length of the sound [i:] depending on the sound that follows it.**

i:	i:z	bi:d	si:l	li:s	li:p
bi:	bi:z	li:d	bi:m	si:s	si:t
gi:	si:z	li:g	li:n	ni:s	mi:t
mi:	ni:z	ni:d	si:n	gi:s	pi:k

3. Pronounce the transcribed words. Mind the positional length of the sound [ɪ] depending on the sound that follows it.

iz	bɪg	dɪl	hɪs	hɪp	ˈdɪzɪ
bɪz	gɪb	sɪn	dɪs	sɪk	ˈmɪnɪt
gɪz	lɪd	bɪn	bɪs	bɪt	ˈsɪtɪ
dɪz	bɪd	mɪl	mɪs	hɪt	ˈbɪzɪ

4. Pronounce the transcribed words. Mind the difference in length and intensity of the sounds [ɪ] and [i:].

lɪp – li:p	bɪn – bi:n	sɪt – si:t	hɪt – hi:t
sɪd – si:d	sɪl – si:l	nɪp – ni:p	lɪp – li:p
dɪp – di:p	sɪn – si:n	bɪt – bi:t	lɪk – li:k
lɪd – li:d	dɪl – di:l	bɪp – bi:p	mɪs – mi:s

5. Pronounce the transcribed words. Mind the positional length of the sound [e] depending on the sound that follows it.

bed – ben – bet	sed – send – set	hed – hen – het
ted – ten – tet	ded – den – det	meg – men – met

6. Pronounce the transcribed words. Mind the positional length of the sound [e] depending on the sound that follows it.

deb	den	ges	dek	ˈedɪs
leg	bel	les	kep	ˈdenɪ
bed	sel	mes	met	ˈdebɪ
sed	mem	nes	pep	ˈdenɪs

7. Pronounce the transcribed words. Mind the difference in articulation of the sounds [ɪ] and [e].

ɪn – en	lɪz – les	bɪn – ben	dɪl – del	sɪd – sed
ɪf – ef	bɪg – beg	dɪn – den	dɪd – ded	sɪt – set
ɪt – et	hɪd – hed	kɪn – ken	tɪn – ten	bɪd – bed

8. Pronounce the transcribed words. Mind the positional length of the sound [æ] depending on the sound that follows it.

fæd – fæn – fæt	mæd – mæn – mæt
sæd – sæm – sæt	bæd – bæn – bæt

9. Pronounce the transcribed words. Mind the positional length of the sound [æ] depending on the sound that follows it.

sæz	bæg	æm	æs	sæt	`ændɪ
gæz	sæd	dæn	gæs	bæt	`dændɪ
hæz	bæd	gæl	bæs	læp	`mænɪ
æz	mæd	sæm	læs	mæk	`nænsɪ

10. Pronounce the transcribed words. Mind the difference in articulation of the sounds [e] and [æ].

eks – æks	ent – ænt	esp – æsp	et – æt
bed – bæd	em – æm	ges – gæs	ded – dæd
hed – hæd	men – mæn	mes – mæs	set – sæt
sed – sæd	mend – mænd	lest – læst	bet – bæt
beg – bæg	bend – bænd	nek – næk	stem – stæmp

11. Pronounce the transcribed words. Mind the difference in articulation of the sounds [ɪ], [e] and [æ].

bɪd – bed – bæd	pɪt – pet – pæt	sɪl – sel – sæl	ɪz – es – æs
bɪg – beg – bæg	sɪd – sed – sæd	dɪn – den – dæn	lɪd – led – læd
dɪd – ded – dæd	ɪn – en – æn	bɪn – ben – bæn	lɪz – les – læs
mɪs – mes – mæs	bɪt – bet – bæt	tɪk – dek – tæks	sɪt – set – sæt

12. Pronounce the transcribed words. Mind the positional length of the sound [eɪ] depending on the sound that follows it.

eɪ – eɪl – eɪs – eɪk	leɪ – leɪd – leɪs – leɪk	seɪ – seɪn – seɪf – seɪt
deɪ – deɪz – deɪs – deɪt	meɪ – meɪd – meɪs – meɪk	beɪ – beɪz – beɪs – beɪk

13. Pronounce the transcribed words. Mind the positional length of the sound [eɪ] depending on the sound that follows it.

deɪ	geɪz	beɪb	leɪn	eɪs	teɪp	`leɪzɪ
seɪ	meɪz	leɪd	geɪl	beɪs	keɪk	`leɪdɪ
leɪ	steɪz	heɪd	seɪm	leɪs	beɪt	`beɪbɪ
beɪ	deɪz	beɪd	meɪn	deɪs	geɪp	`meɪnɪ
sleɪ	heɪz	keɪb	teɪl	keɪs	teɪk	`teɪstɪ

14. Pronounce the transcribed words. Mind the difference in articulation of the sounds [e] and [eɪ].

led – leɪd	bel – beɪl	men – meɪn	les – leɪs
ned – neɪd	nel – neɪl	sel – seɪl	mes – meɪsn
pen – peɪn	let – leɪt	fed – feɪd	bed – beɪd

15. Pronounce the transcribed words. Mind the positional length of the sound [aɪ] depending on the sound that follows it.

aɪ – aɪz – aɪl – aɪs	taɪ – taɪd – taɪm – taɪp	saɪ – saɪd – saɪn – saɪp
laɪ – laɪd – laɪn – laɪs	daɪ – daɪd – daɪn – daɪs	naɪ – naɪd – naɪn – naɪs

16. Pronounce the transcribed words. Mind the positional length of the sound [aɪ] depending on the sound that follows it.

baɪ	aɪz	saɪd	aɪl	laɪs	saɪp	ˈaɪbɪs
gaɪ	gaɪz	baɪd	maɪl	baɪs	baɪt	ˈlaɪmɪ
skaɪ	laɪz	gaɪd	laɪm	slaɪs	laɪk	ˈaɪsɪ
slaɪ	saɪz	slaɪd	laɪn	maɪs	gaɪp	ˈnaɪsɪ

17. Pronounce the transcribed words. Mind the difference in articulation of the sounds [eɪ] and [aɪ].

eɪs – aɪs	neɪ – naɪ	eɪd – aɪd	eɪl – aɪl
leɪs – laɪs	sleɪ – slaɪ	leɪz – laɪz	meɪl – maɪl
beɪs – baɪs	meɪ – maɪ	geɪz – gaɪz	geɪl – gaɪl
deɪs – daɪs	seɪ – saɪ	leɪd – laɪd	leɪm – laɪm

18. Pronounce the transcribed words and phrases. Mind the articulation of the neutral sound [ə].

A. ə ˈdɪɡ – ˈdɪɡə	ə ˈdi:l – ˈdi:lə	ə ˈkæmp – ˈkæmpə	ə ˈbæt – ˈbætə
ə ˈdɪp – ˈdɪpə	ə ˈsaɪd – ˈsaɪdə	ə ˈmaɪn – ˈmaɪnə	ə ˈmeɪk – ˈmeɪkə
ə ˈbɪt – ˈbɪtə	ə ˈli:d – ˈli:də	ə ˈlaɪn – ˈlaɪnə	ə ˈkeɪp – ˈkeɪpə
ə ˈteɪl – ˈteɪlə	ə ˈgeɪz – ˈgeɪzə	ə ˈhelp – ˈhelpə	ə ˈmæt – ˈmætə
ə ˈnet – ˈnetə	ə ˈpæn – ˈpænə	ə ˈkæp – ˈkæpə	ə ˈmæp – ˈmæpə

B. its ə `dæd	its ə `saɪd	its ə `teɪl	its ə `di:l
its ə `bed	its ə `laɪn	its ə `kæn	its ə `mæt
its ə `daɪs	its ə `keɪp	its ə `kæb	its ə `lɪd
its ə `bæg	its ə `næg	its ə `gaɪd	its ə `slaɪs
its ə `mæn	its ə `fæn	its ə `kæmp	its ə `pen

19. Pronounce the transcribed words. Mind the difference in articulation of the sounds [d], [g], [b].

dæd	dæp	beɪl	bi:p	gæb	geɪm	`denɪm
deɪz	dɪsk	bel	bi:k	gæp	geɪl	`i:gə
dæm	dek	baɪt	bæd	gɪg	geɪp	`beɪsɪk
di:m	di:p	bæk	beɪs	gi:k	gæt	`ni:dɪd

20. Pronounce the transcribed words. Mind the difference in articulation of the sounds [p], [t], [k].

pɪl	paɪk	tæg	tɪp	keɪm	ken	`tenɪs
peɪn	peɪt	tæd	tæks	ki:n	keɪt	`peɪpə
peɪs	pi:p	ti:l	teɪk	kɪd	keɪs	`kændɪ
pi:k	pi:ks	teɪn	taɪp	kæ	kaɪt	`tændəm

21. Pronounce the transcribed words. Mind the difference in articulation of the sounds [s] and [z].

si:p	seɪn	sent	zi:	zi:l	`sekənd
sæd	si:l	sæt	zed	zend	`sændɪ
sɪns	si:m	sæp	zen	zɪp	`bɪzɪ
sɪk	sæm	step	zeɪn	zɪz	`sɪtɪ

22. Pronounce the transcribed words. Mind the difference between voiced (звонкие) and voiceless (глухие) consonants. Do not forget about the aspirated sounds [p], [t], [k].

si: – zi:	pi: – bi:	ti: – di:	ki: – gi:
sɪp – zɪp	peg – beg	ted – ded	kaɪl – gaɪl
si:l – zi:l	peɪl – beɪl	tɪm – dɪm	kɪl – gɪl
sed – zed	pi:k – bi:k	teɪl – deɪl	kæt – gæt
sæp – zæp	paɪs – baɪs	tæn – dæn	keɪt – geɪt

23. Pronounce the transcribed words with voiced and voiceless sounds in their final position. Remember that English voiced consonants do not become devoiced (Помните, что английские звонкие согласные не оглушаются).

kæp – kæb	hɪs – hɪz	bet – bed	li:k – li:g
nɪp – nɪb	beɪs – beɪz	taɪt – taɪd	bæk – bæg
tæp – tæb	tens – tenz	si:t – si:d	pɪk – pɪg
sɪp – sɪb	aɪs – aɪz	bi:t – bi:d	sæk – sæg
gæp – gæb	pens – penz	kɪlt – kɪld	heɪk – heɪg
geɪp – geɪb	mɪns – mi:nz	bæt – bæd	pi:k – pi:g
dɪp – dɪb	kɪs – ki:z	pæt – pæd	bek – beg

24. Pronounce the transcribed words. Mind the articulation of the sound [h].

A. aɪ – haɪ	æz – hæz	ɪl – hɪl	ɪt – hɪt
eɪ – heɪ	endz – henz	æm – hæm	i:t – hi:t
ɪz – hɪz	i:l – hi:l	en – hen	eɪt – heɪt
æd – hæd	eɪ – hel	i:st – hi:ps	æt – hæt
i:v – hi:v	eɪd – heɪd	ænd – hænd	ɪn – hɪnt

B. hi:t	heɪg	hɪm	held	heit	hæt	ˈhæpn
hæd	hæg	hɪnt	hem	hi:p	hɪp	ˈhæpɪ
heɪz	hi:d	heɪl	help	hæk	hɪs	ˈhændɪ

25. Pronounce the transcribed words. Mind the difference in articulation of the sounds [n], [l], [m].

ni:d – li:d	ten – tel	mi:n – mi:l	bɪn – bɪl
naɪk – laɪk	di:n – di:l	peɪn – peɪl	si:n – si:l
naɪn – laɪn	ben – bel	mæd – mæn	ni:l – li:n
mi:n – mɪnt	naɪt – laɪt	sɪnz – sɪns	nɪt – lɪt
net – let	tɪn – ti:n	næg – læg	tend – tænd

26. Pronounce the transcribed words and phrases. Mind the lateral plosion.

A. pleɪ	pli:d	bles	ˈi:gl	ˈteɪbl	ˈæpl	ˈlɪtl
bli:d	plæn	blæk	ˈaɪdl	ˈni:dl	ˈmentl	ˈhækl
pli:z	bleɪm	pleɪs	ˈmedl	ˈkændl	ˈtaɪtl	ˈpi:pl
glæd	glen	klæp	ˈbaɪbl	ˈkeɪbl	ˈketl	ˈmetl
klæm	bli:k	blɪs	ˈmɪdl	ˈsɪmpl	ˈpɪkl	ˈsændl

B. ət `li:st ə `ni:t `læd ə `bit `leit ə `flæt `lid
 `bait `lips ə `big `læmp ə `sæd `læd ə `di:p `leik
 `blæk `leis ən `elɪgənt `leɪdɪ ə `blæk `læm ə `bæd `lesn

27. Pronounce the transcribed words and phrases. Mind the nasal plosion.

A. `ni:dnt `ləɪdn `laɪtn `beɪkn `ki:tn `pɪknɪk
 `didn't `hædnt `taɪnt `teɪkn `mɪtn `kaɪndnɪs
 `sædn `glædn `i:tn `haɪtn `taɪtnɪs `mædnɪs
 `di:pn `mædn `bɪtn `sɪkn `kɪdnæp `ni:tnɪs
 `hɪdn `leɪdn `kɪtn `pætn `laɪtnɪs `skelɪtn

B. `let mi `fæt `mi:t ə `leit `næp ɪt `ɪznt `naɪs
 `i:t mi ə `big `mi:l ə `mæd `mæn ɪt `ɪznt `maɪk
 `help mi ə `bæd `mɪksə `fæt `mɪlk `let mi· `si:

28. Pronounce the transcribed words and phrases. Mind the loss of plosion.

A. pækt kept begd `hændpɪk `li:pdeɪ
 tækt spaɪkt ə `tempt `hændbæg `laɪttat
 dɪpt ɪ `lekt `kæptɪn `bedtaɪm `næpkɪn
 hɪpt lægd sɪ `lekt `naɪttaim `naɪtkæp
 hækt `ɪnsekt `æspekt `si:dkeɪk `fi:dbæk

B. ət `ten `bæd `pepə ə `blæk `taɪ ə `ni:t `pleɪs
 ət `taɪm `glæd `dæd ə `big `kæməl ə `bæd `pen
 ət `tædz `eɪt `pi:pl ə `flæt `pleɪn ə `big `bɪznɪs

29. Pronounce the transcribed words. Mind the fricative plosion.

sɪts its fɪts bɪts bɪts sɪps
 si:ts i:ts fi:ts bi:ts di:ps si:ps
 nɪbz fɪbz bɪdz lɪdz sɪdz kɪdz
 ni:dz fi:dz di:dz li:dz si:dz vi:dz

Lesson 2

Syllables

Понятие в слог. Типы слогов

Все слова в английском языке состоят из одного или нескольких слогов. Количество слогов обычно зависит от количества гласных звуков, но не гласных букв. Некоторые сонорные согласные звуки [l], [n], [m] образуют слоги в абсолютной конечной позиции в слове после согласного или между двумя конечными согласными. Такие сонорные согласные называются **слоγοобразующими**, e.g. *table* /ta/+/ble/, *needn't* /nee/+/d'nt/.

Чтение гласных букв зависит от того, в каком слогe они находятся. Различают 4 типа слогов, которые определяются только в ударных слогах.

Type I (открытый слог) – слог, оканчивающийся на гласную букву, e.g. *me*. Открытым также считается слог, за которым следует согласная + непроносимая гласная *e*, такой слог иначе называют *условно-открытым*, e.g. *name* [neɪm]. Гласные в открытом слоге читаются так, как они называются в алфавите.

Type II (закрытый слог) – слог, заканчивающийся на согласную букву. В этом слоге гласные читаются кратко, e.g. *cat* [kæt].

Type III – слог, который оканчивается на гласную букву, за которой следует буква *r* или *r* + согласная. В этом слоге все буквосочетания передают долгие звуки, e.g. *car* [kɑ:].

Type IV – слог, в котором буква *r* стоит между гласными. В этом случае буквосочетания передают сложные звуки или долгий звук, e.g. *care* [keə].

Слогообразование и слоγοделение

Чтобы научиться читать слова по-английски правильно, необходимо знать основные правила чтения гласных и согласных букв. В английском языке в основу правил чтения положено деление слов на **графические слоги** (т. е. слоγοделение происходит не на фонетические слоги, а на орфографические).

1. Если в слове между двумя гласными буквами находится одна согласная (но не буква *r*), то при делении на слоги она отходит ко второму слогу, e.g. *meter* /me/+/ter/. Данное правило имеет ряд исключений, в которых согласная, стоящая в интервокальной позиции, при делении на слоги «удваивается», чтобы первый слог оказался закрытым и гласная в нем читалась кратко, e.g. *city* /cit/+/ty/.

2. Если в слове между двумя гласными буквами находятся две или три согласные буквы (в том числе удвоенная *r* и сочетания согласных, передающих один звук: [sh], [(t)ch], [ck], [dg], [ng]), то одна из них (иногда две) остается в первом слоге, а вторая (иногда вторая и третья) отходит ко второму слогу, e.g. *fashion* /fas+/hion/.

3. Если в слове между двумя гласными буквами находятся две согласные буквы, из которых вторая передает звук, являющийся слогообразующим, то при делении на слоги обе согласные отходят ко второму слогу, e.g. *fable* /fa+/ble/.

4. Если в слове между двумя гласными буквами находятся три согласные, из которых одна буква передает слогообразующий звук, то при делении на слоги первая согласная отходит к первому слогу, а две другие – ко второму, e.g. *little* /lit+/tle/.

Reading Rules

1. Reading rules for *Aa, Ee, Ii, Oo, Uu, Yy* in different types of syllables

Letters	Types of syllables			
	I	II	III	IV
Aa [eɪ]	[eɪ] lace	[æ] mat	[ɑ:] park	[eə] dare
Ee [i:]	[i:] me	[e] bed	[ɜ:] her	[ɪə] here
Ii [aɪ]	[aɪ] knife	[ɪ] did	[ɜ:] sir, bird	[aɪə] hire
Oo [əʊ]	[əʊ] note	[ɒ] got	[ɔ:] born	[ɔ:] more
Uu [ju:]	[(j)u:] tune	[ʌ] bus	[ɜ:] fur, burn	[(j)ʊə] pure
Yy [waɪ]	[aɪ] cry	[ɪ] myth	[ɜ:] Byrd	[aɪə] tyre

2. Reading rules for vowel digraphs

Диграф (digraphs) – сочетание двух букв, обозначающих на письме одну фонему. Диграфы не делятся при слоговой делении и входят в состав одного слога.

Digraphs	Sounds	Peculiarities	Examples	Exceptions
ai	[eɪ]		main, pain, vain	said [sed] plaid [plæd]
ay	[eɪ]		day, say, May	says [sez]
ea	[i:]		sea, peace, lead	ready ['redɪ] head [hed] deaf [def] heavy ['hevɪ] pleasant ['plezənt] threat [θret] great [greɪt] break [breɪk] steak [steɪk] idea [aɪ'diə] etc.
ea	[e]	Перед <i>th, lth</i>	breath, health, wealth	breathe [bri:ð] wreathe [ri:ð]
ei	[i:]	После <i>c, s</i>	receive, seize, relieve	
ei	[eɪ]		veil, eight, eighty	either ['aɪðə], ['i:ðə] leisure ['leɪzə] height ['haɪt]
ee	[i:]		see, need, leed	
ey	[eɪ]		grey, they, prey	key [ki:]
ie	[i:]	Перед согласной	field, believe, niece	friend ['frend]
ie	[aɪ]	В конце слова	lie, die, tie	

3. Reading rules for vowels and vowel digraphs in an unstressed position

Letters, digraphs	Sounds	Peculiarities	Examples
a	[ə]	В предударном и заударном слогах	about, alone, banana
ay	[eɪ]	В конечном положении	essay, birthday, Sunday
e	[ɪ] or [ə]	В предударном и заударном слогах	effect, ticket, market
er	[ə]	В безударном положении в конце слова	sister, teacher, perimeter
ey	[ɪ]	В конечном положении	honey, money, hockey

4. Reading rules for consonants

Английские согласные буквы, если они не входят в состав буквосочетаний, при чтении дают один звук, e.g. *Bb* – [b], *Dd* – [d], *Ff* – [f], *Hh* – [h], *Kk* – [k], *Ll* – [l], *Mm* – [m], *Nn* – [n], *Pp* – [p], *Tt* – [t], *Vv* – [v], *Zz* – [z]. Но есть согласные буквы (*Cc*, *Gg*, *Xx*, *Ss*), чтение которых зависит от их окружения.

Letters, digraphs	Sounds	Peculiarities	Examples	Exceptions
c	[s]	Перед <i>e, i, y</i>	city, face, cycle	
c	[k]	Перед <i>a, o, u</i>	can, code, cut	
ck	[k]		black, sick, pack	
g	[g]	Перед <i>a, o, u</i>	game, got, gut	give [gɪv] get [get] begin [bɪ'gɪn] tiger ['taɪgə] gift [gɪft] girl [gɜ:l] gear [gɪə]
kn	[n]	В начале слова	knife, know, knock	
ss	[s]	В конце слога	less, miss, dress	
s	[z]	Между гласными, в конце слога после гласных, звонких согласных и сонантов	busy, has, beds, drums	
x	[ks]	В конце слова и после ударной гласной	box, next, export ['ɛkspɔ:t]	
x	[gz]	Перед ударной гласной	exam, example, exist	export [ɪk'spɔ:t]
mb, mn	[m]		bomb, climb, hymn	
bt	[t]		doubt, subtle	
st, stl	[s],[sl]		listen, fasten, castle	

5. Reading rules for the endings *-(e)s, -(e)d*

Окончание *-(e)s* множественного числа существительных и 3-го лица единственного числа настоящего простого времени читается как:

[s]	После глухих согласных	cats, desks, sits, speaks
[z]	После гласных, звонких согласных и сонантов	lemons, leaves, drives, stays
[ɪz]	После [s], [z], [ʃ], [ʒ], [tʃ], [dʒ]	boxes, roses, misses, dances

Окончание *-(e)d* правильных глаголов читается как:

[d]	После гласных, звонких согласных и сонантов	lived, loved
[t]	После глухих согласных	liked, stopped
[ɪd]	После [t], [d]	mended, waited

NB!

1. Гласная буква *i* перед сочетаниями *ld/nd/ght* читается как в открытом слоге, е.г. *mild* [maɪld], *kind* [kaɪnd], *light* [laɪt].
2. В случае, когда в двусложном слове есть удвоенная буква *r*, ударная гласная читается как в закрытом слоге, е.г. *marry* ['mæri], *sorry* ['sɒri].

Exercises

1. Define the type of the stressed syllable in the following words.

Fun, kind, travel, study, make, night, cake, present, morning, evening, go, girl, wild, place, flat, garden, care, moment, bacon, carry, invent, surname, evening, car, time, fine, bad, be, name, table, desk, here, farmer.

2. Define the number of syllables in the following words.

Fashion, nylon, class, relative, rose, lucky, bus, listen, university, little, city, family, even, homework, magazine, town, television, kitchen, children, start, dinner, differ, fever, visit, ticket, difficult, attentively, simple, plane, extra, panic, often.

3. Pronounce the words with open syllables.

Bake, style, cable, day, may, Pete, type, time, late, lake, like, bite, say, plate, idle, pie, name, sky, nine, cake, ice, hi, date, hate, line, play, hide, bible, side, me.

4. Pronounce the words with closed syllables.

Cat, apple, nest, lead, ticket, egg, pack, pen, sit, leg, bed, dad, better, sad, pick, hit, had, miss, less, bag, tennis, Sally, letter, banned, said.

5. Pronounce the words. Mind the reading rules in different types of syllables and digraphs.

Game, in, meal, happy, map, it, city, friend, clean, eat, desk, kid, lamp, be, meat, peace, tell, pit, glad, stand, big, deep, lean, spend, break, meet, ten, heavy, pig, keep, tea, land, tin, mean, beg, see, pen, stamp, bus.

6. Pronounce the words. Mind the difference in pronunciation of vowels depending on the type of syllables.

bit	–	beat	met	–	mat	pain	–	pine
sit	–	seat	end	–	and	name	–	nine
slip	–	sleep	beg	–	bag	late	–	line
lip	–	leap	pen	–	pan	hate	–	hike
dip	–	deep	men	–	man	skate	–	sky

7. Divide the words ending in a) *-(e)s* and b) *-(e)d* into 3 columns according to their pronunciation. Read them out loud.

A. with the ending *-(e)s*

Sits, pens, packs, seas, legs, likes, beds, gets, picks, hits, plays, helps, bags, lips, kisses, apples, copies, babies, dresses, says, baskets, kicks, buses, stands, dogs, eggs.

[s]	[z]	[ɪz]

B. with the ending *-(e)d*

Knitted, liked, played, visited, stopped, tidied, stayed, planned, loved, kissed, dropped, missed, studied, added, decided, happened, helped, needed, saved, slipped.

[t]	[d]	[ɪd]

8. Read the following words. Explain the reading rules for each word.

Lemons, sleep, spy, said, ticket, big, plane, city, hide, happy, nice, beds, lamp, lamb, list, fly, hit, ill, plays, type, example, likes, gate, helps, mended, next, tennis, man, date, painter, size, pie, bike, made, send, says, make, text, hi, stand, bay, less, mild, find, mystic, bell, dig, like, him, stamp, time, easy, knight, seas, ice, baby.

Lesson 3

Word stress

Понятие об ударении

Выделение слога в слове называется *словесным ударением* (*word stress*). В транскрипции ударение обозначается значком ['].

Если мы хотим говорить по-английски с правильным ритмом, необходимо знать место ударения в словах. Под ударением гласный звук произносится четко, ясно и имеет, как принято говорить, *сильную форму*, в неударных слогах гласные произносятся нечетко, т. е. редуцируются и имеют *слабую форму*.

В английских словах ударением преимущественно выделяется корневой слог. Поэтому в большинстве двух- и трехсложных слов ударение падает на первый слог, е.g. *city* ['sɪtɪ], *history* ['hɪstəri].

В неударном слоге гласные редуцируются (ослабляются). Иногда они выпадают в потоке речи, е.g. *London* ['lʌnd(ə)n], *chocolate* ['tʃɒk(ə)lət].

Правила постановки ударения в словах

Неправильно поставленное ударение ведет к непониманию значения слова и предложения. Существуют некоторые общие правила, чтобы узнать правильное место ударения в слове.

1. В большинстве *двусложных существительных* (включая имена собственные) и *прилагательных* ударение падает на первый (Oo) слог, но большинство *двусложных глаголов* имеют ударение на втором слоге (oO), е.g. 'aspect, 'e-mail; 'happy, 'friendly; e'lect, ex'plain.

2. В *трехсложных словах* ударным наиболее часто является третий слог от конца (Ooo), причем гласная в таком слоге будет читаться кратко, е.g. 'family, 'criminal, 'memory.

3. *Четырехсложные и некоторые трехсложные слова* имеют два ударения: главное (') на 2-м или 3-м слоге от конца и второстепенное (,) – на 1-м или 2-м слоге от начала слова, е.g. ,uni'versity, ,eco'nomical.

4. *Сложные слова*, состоящие из двух самостоятельных слов и имеющие как слитное, так и раздельное написание, могут читаться по-разному:

а) если сложным является *существительное*, то ударение падает на первый слог или первое слово, е.g. 'bathroom, 'car park. Некоторые существительные могут иметь обе ударные части, е.g. 'second \hand;

б) если сложным словом является *прилагательное*, ударными будут обе части слова, е.g. 'home- \made, 'old- \fashioned;

в) некоторые *сложные существительные, прилагательные, числительные и фразовые глаголы* имеют два равнозначных ударения, е.g. 'weekend, 'kind- \hearted, 'fif \teen, 'get \up. Такие слова теряют одно из ударений в зависимости от ритма фразы, е.g. He is a 'good- \natured \person; The \man is good- \natured.

5. Традиционно ударение не падает на *префиксы*: *a-* (*ab-*, *ad-*, *ob-*), *be-*, *com-* (*con-*), *de-*, *ex-*, *re-*, *pre-*, *im-*, *in-*, *il-*, *en-*, *ir-*. Ударным в большинстве случаев является слог, следующий непосредственно за приставкой, e.g. *asleep*, *besides*, *compound*, *designer*, *extreme* (but: *ex-minister*, *ex-president*, *ex-partner*), *respect* (but: *recycle*, *reuse*, *reread*), *prefer* (but: *preoccupy*, *prearrange*, *prepay*), *impress*, *informal*, *illegal*, *enable*, *irregular*.

6. Слова, образованные при помощи *префиксов*: *anti-*, *dis-*, *mis-*, *extra-*, *super-*, *ultra-*, *un-*, *over-*, *under-*, помимо основного ударения получают вспомогательное ударение на префикс, e.g. *antibiotic*, *disappear* (but: *discussion*, *disgusting*), *misinform*, *extraordinary*, *supernatural*, *ultraviolet*, *unaware*, *overcome*, *undercook*.

7. Традиционно ударение не падает на *суффиксы*: *-age*, *-ain*, *-ate*, *-dom*, *-our*, *-ude*, *-ture*, *-sure*, *-hood*, *-ment*, *-fy*, *-ly/-py*, *-ize (-ise)*, *-able*, *-ible*, *-(i)al*, *-ful*, *-less/-ness*, *-ous*, *-er (-or)*, *-ar*. Ударным в большинстве случаев является корневой слог, e.g. *marriage*, *captain*, *climate*, *freedom*, *favour*, *attitude*, *structure*, *pressure*, *neighbourhood*, *development*, *classify*, *occupy*, *criticize*, *admirable*, *possible*, *tutorial*, *useful*, *tasteless*, *delicious*, *farmer*, *popular*.

8. В словах, образованных при помощи *суффиксов*: *-tion*, *-sion*, *-ic*, *-ee*, *-que* ударение падает на предыдущий слог (в словах с суффиксом *-ee* суффикс также получает ударение), e.g. *translation*, *decision*, *scientific*, *rhythmic*, *employee*, *unique*.

Exercises

1. Read the following compound words. Explain the place of word stress in them.

Weekend, ice-cream, well-done, swimming pool, seventeen, easy-going, daytime, newspaper, waterskiing, good-looking, weekday, armchair, afternoon, well-known, time-saving, toothpaste, bedroom, police station, one-sided, sixteen.

2. Read the following words with the affixes. Explain the place of word stress in them.

About, furniture, compound, famous, between, nation, depend, rewrite, explain, television, prepare, alone, prefer, prevent, dislike, disturb, unkind, picture, decision, information, serious, agree, action, tradition, arrive, organization, wonderful, before, rebuild, awful, dictation, careful, careless, because, homeless, fatherhood, unless, station, childhood, economic, artistic, academic, unpack, religious, beautiful, government, lecture, motherhood, argument.

3. Group the following words so that they match the patterns in the table.

Infamous, banana, calendar, enjoyment, excel, begin, imply, arrive, cluster, eternal, before, worry, kingdom, countless, defeated, history, statement, passage.

pattern	••	••	•••	•••
words				

4. Find the way from Start to Finish. You may pass the square only if the word has the stress pattern Ooo. You can move horizontally ↔ or vertically ↓ only.

Start



wonderful	family	dangerous	September
twenty-one	thousand	yesterday	October
November	beautiful	seventy	informal
pretty	infamous	thirteen	seventeen
vacation	holiday	tomorrow	afternoon
December	Saturday	favourite	instrument



Finish

5. Divide the pairs of words into two groups: a) The stress remains on the same syllable; b) The stress shifts.

- | | |
|-----------------------------------|------------------------------------|
| 1. offend (verb) – offence (noun) | 9. increase (v) – increase (n) |
| 2. import (v) – import (n) | 10. vary (v) – various (adj) |
| 3. extract (v) – extract (n) | 11. preview (n) – preview (v) |
| 4. deny (v) – denial (n) | 12. record (n) – record (v) |
| 5. review (n) – review (v) | 13. portray (v) – portrayal (n) |
| 6. product (n) – produce (v) | 14. object (n) – object (v) |
| 7. refer (v) – reference (n) | 15. hospital (n) – hospitalize (v) |
| 8. decide (v) – decision (n) | 16. present (v) – present (n) |

6. Read the words denoting different professions. Mind the place of word stress in them.

Architect, designer, dentist, accountant, journalist, musician, doctor, secretary, fire fighter, photographer, mechanic, housewife, teacher, post officer, programmer, plumber, pianist, hairdresser, politician, receptionist, artist, actor, translator, assistant, lawyer, pharmacist, police officer, farmer, waiter, director, carpenter, pilot, linguist, interpreter, scientist, manager, economist, composer, engineer, painter.

7. Read the words denoting different countries. Mind the place of word stress in them.

Portugal, Russia, Switzerland, Australia, Japan, Belarus, England, Mexico, Hungary, Scotland, Poland, Germany, Belgium, Iceland, Latvia, Norway, Brazil, Ireland, The Netherlands, Austria, Vietnam, Israel, Denmark, Thailand, Bulgaria, Cyprus, Ukraine, Lithuania, Turkey, Canada, Italy, Sweden.

8. Write the words that correspond to the following transcribed languages. Read them and state the countries.

- | | |
|--|---------------------------|
| 1. /belə'ru:sɪən/ – Belarusian – Belarus | 10. /'rʌʃən/ – ... |
| 2. /'ɪŋɡlɪʃ/ – ... | 11. /'tɜ:kɪʃ/ – ... |
| 3. /dʒæpə'ni:z/ – ... | 12. /brə'zɪlɪən/ – ... |
| 4. /v'streɪlɪən/ – ... | 13. /ju: 'kreɪnɪən/ – ... |
| 5. /'aɪərɪʃ/ – ... | 14. /kə'neɪdɪən/ – ... |
| 6. /tʃaɪ'ni:z/ – ... | 15. /'dʒɜ:mən/ – ... |
| 7. /'skɒtɪʃ/ – ... | 16. /'pəʊlɪʃ/ – ... |
| 8. /'frentʃ/ – ... | 17. /tʃek/ – ... |
| 9. /'spænɪʃ/ – ... | 18. /ɪ'tæɪən/ – ... |

9. Read the sentences paying attention to the place of the stress in double-stressed words depending on the rhythm pattern of the sentence.

1. She says she's *eighteen*. This is lab *eighteen*.
2. She's rather *light-headed*. They say she's *light-headed*.
3. He's a *middle-aged* man. None of them are *middle-aged*.
4. Does he live *upstairs*? The *upstairs* study is mine.
5. It's his favorite *armchair*. There's a large *armchair* in the study.
6. This meat is *underdone*. He doesn't like *underdone* meat.
7. There's a *good-looking* woman there. She's very *good-looking*.
8. My friend is *nineteen*. The *nineteenth* page is missing.
9. He has a delightful *weekend* cottage. He goes there every *weekend*.
10. She's nearly *fifteen*. There were *fifteen* students in the group.

Lesson 4

Intonation

Понятие о тонах

Связная речь делится на *фразы* – речевые отрезки, относительно самостоятельные по смыслу и завершенные по структуре. Они имеют определенную коммуникативную направленность: сообщения, вопросы, восклицания и т. п. Как правило, фразы разделяются паузой большей или меньшей длительности и произносятся с *кинетическим* и *статическим тоном*.

Кинетический тон (kinetic tone) – изменение высоты голоса на ударном слоге наиболее важного по смыслу слова. Такое слово, как правило, находится в конце фразы, поэтому кинетический тон также называют терминальным тоном (terminal tone), или ядерным (nuclear tone). Кинетический тон наиболее важен, так как он определяет коммуникативную направленность высказывания: это может быть вопрос или простая констатация факта, просьба или приказ, законченное или незаконченное высказывание. Кроме этого, благодаря кинетическому тону говорящий способен передать свое отношение к собеседнику и теме разговора: высказывание может быть спокойным, сдержанным или, наоборот, заинтересованным, теплым.

Статический тон (static tone) – отсутствие изменения высоты голоса на ударном и заударных слогах, следующих за ними. Статический тон характерен для слов, выделяемых ударением в начале и середине фразы. Статический тон обозначается следующим образом: 'm – высокий, ,m – низкий.

Нисходящий кинетический тон

Нисходящий тон (Falling tone) является одним из наиболее употребляемых. Он представляет собой падение высоты голоса на ударном слоге наиболее важного по смыслу слова либо последнего лексически однозначного слова в предложении. Нисходящий тон обозначается следующим образом: `m, ,m.

Нисходящий тон выражает завершенность, определенность, категоричность и используется в повествовательных фразах для констатации факта, побудительных фразах для передачи инструкции или приказа, а также в специальных вопросах, запрашивающих о конкретной информации.

Высказывания, произнесенные с высоким нисходящим тоном, звучат более энергично, оживленно и заинтересованно, чем высказывания с низким нисходящим тоном, которые звучат сдержанно, e.g. [hi· ɪz `hæpɪ], [hi· ɪz ,leit].

Восходящий кинетический тон

Восходящий тон (Rising tone) представляет собой подъем высоты голоса от более низкого к более высокому уровню. Его основное значение – вопросительность, поэтому он употребляется в полных или неполных общих вопросах и переспросах. Восходящий тон обозначается следующим образом: 'm, ,m.

Высокий восходящий тон придает вопросам нейтрально-деловой характер. Это нейтральный запрос информации, e.g. [ˈɪz ɪt ə ˈtekst]. Чтобы выразить заинтересованность или теплое, дружеское отношение к собеседнику, используется низкий восходящий тон, e.g. [ɪz ˈkeɪt ˌfaɪn].

Глагол, с которого начинается вопросительная фраза, может быть как ударным, так и неударным, что связано с ударностью или неударностью последующего слова, e.g. [ˈkæn aɪ ˌsi: ɪt], [ɪz ˈbetɪ ɪn ˈspeɪn].

E x e r c i s e s

1. Practice the use of the Falling tone. Mind the difference between high and low kinetic tones.

ˈtest – ˌtest	ˈmæn – ˌmæn	ˈdeɪ – ˌdeɪ	ˈkeɪk – ˌkeɪk
ˈhæt – ˌhæt	ˈsi:n – ˌsi:n	ˈæpl – ˌæpl	ˈkli:n – ˌkli:n
ˈti: – ˌti:	ˈkeɪt – ˌkeɪt	ˈtent – ˌtent	ˈlet – ˌlet
ˈleɪdɪ – ˌleɪdɪ	ˈset – ˌset	ˈi:gl – ˌi:gl	ˈækt – ˌækt

2. Practice the use of the Falling tone in phrases. Mind the difference between high and low kinetic tones.

A. ɪts ə ˈbæg	ɪts ən ˈi:zɪ ˈtekst	aɪm ˈɪl
ɪts ə ˈleɪzɪ ˈmæn	ɪts ən ˈæpl	hi: ɪz ə ˈdentɪst
ɪts ə ˈtæksɪ	ɪts ə ˈnaɪs ˈbeɪbɪ	hi: ɪz ˈpeɪl
B. ɪts ə ˈblæk ˌkæt	ɪts ɪks ˌpensɪv	aɪm ˈleɪt ə ˌgen
ɪts ˌni:t	ɪts ə ˈkli:n ˌhæt	ɪts ə ˌdentɪst
ɪts ə ˈsɪmpl ˌplæn	aɪm ˌfaɪn	hi: ɪz ˌhæpɪ

3. Practice the use of the Rising tone. Mind the difference between high and low kinetic tones.

ˈdaɪv – ˌdaɪv	ˈdeɪ – ˌdeɪ	ˈi:zɪ – ˌi:zɪ	ˈblæk – ˌblæk
ˈbɪg – ˌbɪg	ˈsɪtɪ – ˌsɪtɪ	ˈseɪv – ˌseɪv	ˈhæpɪ – ˌhæpɪ
ˈbæd – ˌbæd	ˈleɪt – ˌleɪt	ˈkli:n – ˌkli:n	ˈnaɪt – ˌnaɪt
ˈeɪt – ˌeɪt	ˈdi:p – ˌdi:p	ˈtæksɪ – ˌtæksɪ	ˈhɪz – ˌhɪz

4. Practice the use of the Rising tone in phrases. Mind the difference between high and low kinetic tones.

A. ˈɪz ɪt ˈnaɪs	ˈɪz hi: ˈleɪt	ˈɪz ɪt ˈsæm	ˈɪz hi: ˈsæd
ˈɪz ɪt ə ˈtaɪ	ˈɪz hi: ˈnaɪn	ˈɪz ɪt ən ˈteɪbl	ˈɪz ɪt ə ˈbæg
ɪz ˈæn ˈhæpɪ	ˈɪz hi: ˈhɪə	ˈɪz ɪt ˈhɪz pen	ɪz ˈmaɪk ˈɪl
B. ˈɪz ɪt ˌhɪz kɪtn	ɪz ˈmaɪk ˌleɪzɪ	ˈɪz ɪt ˌi:zɪ	
ɪz ˈben ˌleɪt	ˈɪz hɪz neɪm ˌpi:t	ˈɪz ɪt ə ˌkli:n bæg	
ˈɪz ɪt hɪz ˌkeɪk	ˈɪz ɪt ə ˌnaɪs pæn	ˈɪz ɪt ɪn hɪz ˌdesk	

Revision

1. Read the following pairs of sentences. Mind the difference in articulation of the sounds [e] and [æ].

Leave the *x* here.

Smile at the men.

I'm sending the table.

We had bread for lunch.

Let's have a bet.

Leave the axe here.

Smile at the man.

I'm sanding the table.

We had Brad for lunch.

Let's have a bat.

2. Read the following pairs of sentences. Mind the difference in articulation of the sounds [e] and [ei].

The cat's in the shed.

Test this food.

That's pepper.

His pen is bad.

Sell that big ship.

The cat's in the shade.

Taste this food.

That's paper.

His pain is bad.

Sail that big ship.

3. Define the number of syllables in the following words.

Consonant, engage, British, determiner, chair, desk, answer, preposition, noun, group, silly, improve, finish, pity, balcony, Germany, happy, laboratory, dissatisfy, between, narrate, stupid, experiment, dragon, parcel, level, puzzle, trouble, reason, kitchen, repeat, complete, diamond, certainly, thirteenth, modification, broadcast.

4. Define the type of the stressed syllable in the following words.

Park, gym, sort, dare, dark, lake, stuff, like, large, byre, sit, type, tip, cure, darling, sore, game, fire, bit, type, herb, mine, garden, gave, nose, bird, cat, curl, centre, gist, dirty, stamp, face, form, exact, horn, pile, pencil, tide, fix, serial, nice, care, page, myrtle, code, hire, size, myth, her, wise, bag, pose, pure, first, big, fur.

5. Read the following words. Explain the place of word stress in them.

Adverb, romantic, beginner, dictionary, accent, discussion, combine, financial, complex, academic, compound, classification, conflict, consist, classic, original, decrease, discount, addiction, document, export, interchange, horrific, invite, perfect, present, refill, research, subject, official, underline, upset, subscription, decision, additional, safety, trainee, magic, impression, cultural, fantastic, revision.

6. Read the following sentences. Explain the place of word stress for the words in bold.

1. In **deserts**, there is a big **contrast** between temperatures in the day and at night.
2. This factory **produces** household **objects** such as fridges and washing machines.
3. He got his first **record** as a **present** when he was seven.
4. The company is doing great in **producing** fine apple and orange juice. Their **products** are worth trying.
5. We **import** too much oil and the country's **export** figures are going down.
6. Jane's **progressed** well this year, but her father would like to see more **progress**.
7. It started as a small student **protest**, but then the army has **rebelled** against the government too.
8. A famous critic **presented** his reaction to a new film's **preview**.

7. Divide the following words into 2 groups: 1) where the letter c is pronounced as [s] and 2) where the letter c is pronounced as [k].

Ice, cold, clean, celebrate, corner, city, doctor, place, black, pencil, cage, club, nice, camp, cinema, biscuit, cake, cap, dance, car, cat, face, carpet, carry, December, class, ice-cream, come, slice, factory, vice, can, second, secretary, uncle.

<i>c</i> as [s]	<i>c</i> as [k]

8. Divide the words ending in a) -(e)s and b) -(e)d into 3 columns according to their pronunciation. Read them out loud.

A. with the ending -(e)s

Mixes, cats, misses, pencils, poses, gods, ports, fits, its, adds, tends, kilos, boxes, mottos, saves, spies, memories, tomatoes, potatoes, matches, pockets, fingers, sources, cliffs, marches, secrets, catches, flies, sleeps, lamps, sees, speaks, peppers, beans, listens.

[s]	[z]	[ɪz]

B. with the ending -(e)d

Treated, brushed, connected, typed, waited, used, enjoyed, tended, dressed, danced, opened, counted, answered, accepted, cried, skipped, hated, lived, published, stepped, named, sounded, cleaned, talked, asked.

[t]	[d]	[ɪd]

9. Mark the word that differs from the rest in the place of the main stress in each of the following words.

	A	B	C	D
1.	excuse	invite	second	except
2.	December	ordinal	November	imagine
3.	literature	biology	geography	activity
4.	adventure	wonderful	newspaper	reference
5.	finish	nervous	appear	moment
6.	competition	recognition	manufacture	ability
7.	complaint	furnish	awful	empty
8.	beautiful	certainly	departure	factory
9.	autumn	because	college	football
10.	expensive	forgotten	retirement	picturesque
11.	opposite	banana	camera	difficult
12.	wardrobe	tonight	begin	explode
13.	gallery	holiday	informal	lecturer
14.	movie	partner	complete	office
15.	question	market	today	parent
16.	uniform	Saturday	chemistry	important
17.	attractive	balcony	chocolate	decorate
18.	electric	dishwasher	apartment	expensive
19.	wonderful	together	restaurant	physicist
20.	doctor	relate	birthday	concert

10. Practice the use of the Falling and Rising tones in phrases. Mind the difference between high and low kinetic tones.

A.

- | | |
|-----------------------------------|--------------------------------------|
| 1. I 'need his `help. | 10. It's a 'nice `film. |
| 2. It 'didn't `matter. | 11. He 'isn't `busy. |
| 3. I 'live in `Minsk. | 12. 'Betty 'lives in `London. |
| 4. I'm 'glad to `see him. | 13. My 'sister is a `dentist. |
| 5. I'd 'like to `meet him. | 14. 'Paris is a 'big `city. |
| 6. He 'sent me a `letter. | 15. I 'have an 'elder `sister. |
| 7. He 'gave me a `present. | 16. He 'stays in 'small ho`tels. |
| 8. He 'asked me to `visit him. | 17. He 'sent a 'letter to `Ann. |
| 9. She'll be 'back in an `minute. | 18. She 'didn't 'tell me a `bout it. |

B.

1. 'What is his ,name?
2. 'What did she ,say?
3. 'Where have you ,been?
4. 'When is the 'next ,train, please?
5. 'Where is the 'nearest ,bank?
6. 'Do you 'have a ,pen?
7. Do you 'visit them ´often?
8. Have you 'seen my ´keys?
9. Are you 'ready to ´start?
10. Have you 'read this ´book?
11. Do you 'need some ´help?
12. Do you 'speak ´Spanish?
13. Do you 'want to ´go there?
14. Will you 'see them to´day?
15. Would you 'like some ´tea?
16. Is 'Mike your ´friend?
17. Is he 'planning to 'visit ´Paris?
18. Did 'Anton 'call you ´yesterday?

11. Transcribe the following words. Explain the reading rules for each word.

Feel, apple, busy, fill, rain, glad, dentist, see, cake, night, clean, sit, tie, main, eight, meet, lake, deed, late, pen, pain, key, friend, feet, need, instead, kissed, live, mill, wind, bed, ten, tell, pencil, set, table, limb, let, typist, sick, met, niece, lie, knead, my, life, milk, knife, mistake, five, nine, smile, says, bad, hat, knitted, damp, fat, visited, cat, black, day, tale, male, fail, saved, bristle, stays.

Self-study materials

1. Read the following proverbs and common sayings. Pay attention to the articulation of the sounds and the intonation of the sentences.

[p]

Practice makes perfect.

In for a penny, in for a pound.

[b]

A bad beginning makes a bad ending.

A barking dog seldom bites.

To be as busy as a bee.

To beat about the bush.

[t]

It's better to understand little than to mistake a lot.

Better untaught than ill-taught.

[d]

Every dog has its (his) day.

Fine words dress ill deeds.

The reward for a good deed is to have done it.

[k]

Cats hide their claws.

So many countries so many customs.

Cut your coat according to your cloth.

Care (curiosity) killed the cat.

[g]

All is not gold that glitters.

A good beginning makes a good ending.

[s]

Least said, soonest mended.

Slow and steady wins the race.

Speech is silver but silence is gold.

[z]

As sure as eggs is eggs.

Life is not a bed of roses.

It never rains but it pours.

Great spenders are bad lenders.

Beauty lies in lovers' eyes.

[m]

Money makes a mare go.

So many men, so many minds.

One man's meat is another man's poison.

Manners make the man.

[n]

A friend in need is a friend indeed.

When angry, count a hundred.

What's done cannot be undone.

[l]

Look before you leap.

He laughs best who laughs last.

Every cloud has its silver lightning.

Let sleeping dogs lie.

Life is not all cakes and ale.

2. Read the following tongue twisters as quickly as possible.

[æ]

A. Ann has a hat in her handbag,
Dan has a cap in his backpack.
If Ann didn't have the hat in her handbag,
Would Dan have the cap in his backpack?

B. Mag has a salad with ham and carrot,
Sal has a salad with lamb and cabbage.
If Mag didn't have the salad with ham and carrot,
Would Sal have the salad with lamb and cabbage?

[p]

Peter Piper picked a peck of pickled peppers.
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?

[k]

A Canadian cannery can can carrots in cool cans,
A Columbian cannery can can cucumbers in cool cans,
Can the Canadian cannery can cucumbers in cool cans?
Can the Columbian cannery can carrots in cool cans?

3. Find the assimilations that take place in the following tongue twisters. Read them as quickly as possible.

- A. No need to light a night light on a light night like tonight.
- B. A big black bug bit a big black bear
A big black bear bit a big black bug back.

4. Read the following limericks. Pay attention to the articulation of the sounds and the intonation of the sentences. Learn 2 of them by heart.

[i:] vs [ɪ]

- | | |
|---|--|
| A. A teacher called Steven from Leeds
Eats each meal with a teaspoon
of seeds.
Lilies cling to his skin,
Thickets spring from his chin,
And his knees are in leaf with green
weeds. | B. A citizen of Hitchin called Binks
A little too given to drinks
Would eagerly greet
Folk he'd meet in the street
With sniggers and giggles
and winks. |
|---|--|

[e] vs [æ]

That mad actor, Max Hackney-Pratts
Gathered masses and masses of hats,
Kept a set in his bed,
Twenty-seven on his head
And the balance on black plastic mats.

[e] vs [ɪ]

Benjamin Gregory Berry
Never drinks red wine or sherry
But giving him whisky
Is a little bit risky:
He tends to get terribly merry!

5. Read the following poems. Pay attention to the articulation of the sounds and the intonation of the sentences. Find the assimilations that take place in poems C and D. Learn one of the poems by heart.

A. If I Can Stop One Heart From Breaking

If I can stop one heart from breaking,
I shall not live in vain;
If I can ease one life the aching,
Or cool one pain,
Or help one fainting robin
Unto his nest again,
I shall not live in vain.

By E. Dickinson

B. Falling Leaves

Little leaves fall softly down
Red and yellow, orange and brown
Whirling, twirling round and round
Falling softly to the ground.
Little leaves fall softly down
To make a carpet on the ground.
Then, swish, the wind comes whistling by
And sends them dancing to the sky.

By unknown author

C. “Tick”, the clock says

“Tick”, the clock says,
“Tick, tick, tick!”
What you have to do – do quick.
Time is gliding fast away.
Let us act, and act today.

Практическая фонетика, 2013

D. Wee Willie Winkle

Wee Willie Winkle
Runs through the town.
Upstairs, downstairs
In his night gown.
Knocking at the window
Looking through the lock
“Are the children all asleep?
For now it’s nine o’clock”.

Практическая фонетика, 2013

E. A Friend in Need is a Friend Indeed

Friends are far, friends are near.
Friends will be there to lend an ear.
They listen, laugh, and care,
But most of all, they're always there.

Through thick and thin, up and down,
Your true friends are always around.
For treats, hugs, and real big smiles,
They'll travel to you from several miles.

They'll always be there to hold you tight.
Anytime, no matter if it's day or night.
You really know when your friends are sincere
When they always show up to lend their ear.

[https://www.familyfriendpoems.com/poem/
a-friend-in-need-is-a-friend-indeed-2](https://www.familyfriendpoems.com/poem/a-friend-in-need-is-a-friend-indeed-2)

6. Intone the following texts with falling or rising tones. Explain the choice of the tones. Read the texts. Pay attention to the articulation of the sounds and the intonation of the sentences.

- A.** Son: Mummy! Are you busy?
Mother: Yes, I'm making dinner.
Son: May I go out with Liz today?
Mother: Liz?
Son: Liz Davis. We met yesterday in the village.
Mother: Isn't it a bit late to go out?
Son: What's this? Can I get a bit of it?
Mother: Oh, you'll spoil it! Get your fingers out of it!
Son: I only tried a little of it.
Mother: Well, your fingers are filthy. Here, I'll give you a cake instead.

- B.** Mike: Is dinner ready?
Diana: Yes. Let's eat it in the kitchen.
Mike: Shall we sit on the settee?
Diana: Let's sit on the stools at the table.
Mike: Don't we have fish and chips?
Diana: No, we've got ham and eggs.
Mike: Do we have some sweets to tea?
Diana: Yes. And some cakes as well.
Mike: I'll have some eggs and tea with cakes.
Diana: Bon appétit.

Test

1. Explain what the following words or phrases mean.

- | | |
|------------------|----------------------|
| 1) аспирация | б) фрикативный взрыв |
| 2) ассимиляция | 7) редукция |
| 3) боковой взрыв | 8) ударение |
| 4) носовой взрыв | 9) статический тон |
| 5) потеря взрыва | 10) кинетический тон |

2. Answer the following questions.

1. Сколько гласных / согласных фонем в английском языке?
2. В какой позиции английские долгие гласные имеют наименьшую длительность звучания?
3. В чем особенность произнесения английских согласных?
4. Какую функцию выполняет долгота английских гласных?
5. Как называется слог, за которым следует согласная и неизносимая гласная *e*?
6. Какой тон звучит флегматично и сдержанно?
7. С каким тоном фразы звучат оживленно и энергично?
8. Какой тон придает вопросам нейтрально-деловой характер?
9. Какой тон нужно использовать, чтобы выразить большую заинтересованность говорящего, его теплое, дружеское отношение к собеседнику?
10. Какой тон характеризуется отсутствием изменения высоты голоса на ударном и заударных слогах, следующих за ними?

3. Define the type of the stressed syllable in the following words.

Born, go, cat, care, here, fur, my, shy, bed, case, car, her, life, tire, Byrd, it, bird, hire, got, more, pure, bus, tune, story, hi, name, try, park, did, grate, wire, pot, fare, vet, luck.

4. Transcribe the following words.

Name, pain, sea, deaf, veil, feed, great, key, tie, banana, sister, data, money, ticket, city, face, big, know, helps, miss, legs, exam, begin, black, happy, seize, field, niece, pie.

5. Explain the place of word stress in the following words.

Weekend, development, e-mail, horrible, friendly, believe, family, ambition, camera, hospital, bathroom, obscure, complete, remember, irregular, antibiotic, discussion, supernatural, city centre, unkind, graduate, careful, addressee, seventeen.

6. Define the number of syllables in the following words.

Syllable, visit, name, didn't, sick, needle, freedom, paperwork, busy, London, newspaper, chocolate, holiday, above, misinterpret, teacher, lake, useful, unique, happy.

Unit 2. FROM SOUNDS [ʌ], [ɑ:], [ɪə], [eə], [f], [v], [w], [j] AND RHYTHM TO INTONATION

Lesson 1

Sounds

Vowels – [ʌ], [ɑ:], [ɪə], [eə].

Consonants – [f], [v], [w], [j].

[ʌ] – краткий ненапряженный гласный звук смешанного ряда, широкой разновидности среднего подъема. При его произнесении язык слегка оттянут назад, расстояние между челюстями значительное.

[ɑ:] – долгий напряженный гласный звук глубокого заднего ряда, широкой разновидности низкого подъема. При его произнесении язык далеко оттянут назад, расстояние между челюстями небольшое, губы нейтральны.

[ɪə] – дифтонг, ядро которого звук [ɪ], т. е. звук переднего отодвинутого назад ряда, широкой разновидности высокого подъема. Скольжение осуществляется в направлении нейтрального гласного [ə].

[eə] – дифтонг, ядро которого звук [e] – гласный переднего ряда, широкой разновидности среднего подъема. Второй элемент дифтонга [eə] – звук, схожий с [ə], если дифтонг находится в начале или середине слова, или с [ʌ], если дифтонг занимает конечную позицию в слове.

[f], [v] – губно-зубные щелевые фрикативные согласные звуки, при произнесении которых верхние зубы касаются нижней губы. Звук [f] – глухой согласный, звук [v] – звонкий согласный.

[w] – губно-губной щелевой задне-язычный сонант, при произнесении которого губы округляются, несколько вытягиваются вперед, а затем переходят в положение, необходимое для произнесения последующего гласного. Задняя спинка языка при его произнесении поднимается.

[j] – среднеязычно-палатальный щелевой сонант, напоминающий русское [й], но менее шумный и напряженный, при произнесении средняя спинка языка поднимается к твердому нёбу.

Sound phenomena

ЛабIALIZАЦИЯ (labialization) согласных звуков [t],[k],[s],[g],[d]

В сочетаниях согласных звуков [t], [k], [s], [g], [d] с сонантом [w] предшествующий сонанту согласный становится *огубленным / лабиализованным* (*becomes labialized*), e.g. [twais].

Оглушение (devoicing) сонанта [w]

В сочетаниях сонанта [w] с глухими звуками [t], [k], [s] сонант *оглушается* (*is devoiced*), e.g. [skweə].

E x e r c i s e s

- 1. Pronounce the transcribed words. Mind the positional length of the sound [ʌ] depending on the sound that follows them.**

lʌv	bʌg	sʌn	kʌm	gʌs	nʌt	'blʌdɪ
dʌz	kʌb	gʌm	hʌm	pʌf	tʌk	'stʌdɪ
dʌv	mʌd	nʌm	gʌl	bʌs	sʌp	'klʌmə
fʌz	pʌb	sʌm	hʌl	bʌf	stʌk	'hʌnɪ
glʌv	lʌg	dʌl	gʌn	kʌf	hʌt	'pʌpɪ

- 2. Pronounce the transcribed words. Mind the positional length of the sound [ɑ:] depending on the sound that follows them.**

gɑ: – gɑ:b – gɑ:p	kɑ: – kɑ:m – kɑ:t	ma: – ma:l – ma:s
ba: – ba:z – ba:k	fa: – fa:m – fa:s	pa: – pa:nl – pa:k
ta: – ta:n – ta:t	ha: – ha:d – ha:f	ska: – ska:d – ska:f
la: – la:d – la:k	da: – da:d – da:k	sta: – sta:z – sta:t

- 3. Pronounce the transcribed words. Mind the positional length of the sound [ɑ:] depending on the sound that follows them.**

da:	ka:v	ha:d	a:m	pa:f	pa:s	'ha:vɪ
fa:	ba:z	ga:d	da:n	la:f	ha:p	'ga:lik
sta:	ka:z	sa:d	ha:m	ba:f	ka:p	'ha:tɪ
ba:	va:v	ba:b	ta:n	ha:f	a:sk	'ma:kɪt
ka:	la:z	ta:d	fa:m	ta:f	pa:st	'sma:tɪst

- 4. Pronounce the transcribed words. Mind the difference in articulation of the sounds [ʌ] and [ɑ:].**

tʌt – ta:t	mʌl – ma:l	dʌk – da:k	bʌz – ba:z
pʌt – pa:t	bʌn – ba:n	hʌk – ha:k	tʌsl – ta:sl
hʌt – ha:t	hʌm – ha:m	kʌd – ka:d	tʌsk – ta:sk
bʌk – ba:k	dʌn – da:n	bʌd – ba:d	mʌsk – ma:sk
lʌk – la:k	kʌm – ka:m	hʌf – ha:f	mʌst – ma:st

- 5. Pronounce the transcribed words. Mind the articulation of the sound [ɪə].**

ɪə	hɪə	pɪə	dɪə	tɪə	kwɪə	aɪ'dɪə
lɪə	vɪə	sfɪə	gɪə	wɪə	bɪəd	sɪn'sɪə
bɪə	sɪə	smɪə	stɪə	smɪə	wɪəd	sɪ'vɪə
klɪə	mɪə	nɪə	fɪə	spɪə	stɪəd	ə'pɪə

6. Pronounce the transcribed words. Mind the difference in articulation of the sounds [i:] and [ɪə].

i: – ɪə	fi: – fiə	ji: – jɪə	ti: – tɪə	pi:l – piəd
mi: – miə	ni: – niə	si: – siə	bi:d – biəd	sti:d – stiəd
pi: – piə	wi: – wiə	di: – diə	wi:d – wiəd	kli:n – 'klɪəɪ
gi: – giə	hi: – hiə	bi: – biə	fi:d – fiəd	'mi:lɪ – 'miəɪ

7. Pronounce the transcribed words. Mind the articulation of the sound [eə].

eə	teə	deə	reə	dis'peə
meə	feə	steə	fleə	ə'feə
beə	leə	skeə	bleə	kəm'peə
keə	heə	sweə	gleə	'welfeə
weə	peə	sneə	speə	dɪ'kleə

8. Pronounce the transcribed words. Mind the difference in articulation of the sounds [eɪ] and [eə].

feɪ – feə	keɪ – keə	sweɪ – sweə	leɪd – leəd
beɪ – beə	meɪ – meə	steɪ – steə	speɪ – speə
teɪ – teə	peɪ – peə	kleɪ – kleə	ə'weɪ – ə'weə
heɪ – heə	leɪ – leə	fleɪ – fleə	bɪ'weɪ – bɪ'weə

9. Pronounce the transcribed words. Mind the difference in articulation of the sounds [ɪə] and [eə].

ɪə – eə	sɪə – seə	bɪə – beə	hɪə – heə	stɪə – steə
vɪə – veə	fɪə – feə	wɪə – weə	lɪə – leə	spɪə – speə
tɪə – teə	mɪə – meə	kɪə – keə	skɪə – skeə	snɪə – sneə
dɪə – deə	pɪə – peə	rɪə – reə	flɪə – fleə	klɪə – kleə

10. Pronounce the transcribed words. Mind the difference in articulation of the sounds [e], [eə] and [æ].

ken – keəd – kæn	step – steəz – tæp	ded – deəd – dæd
bed – beəz – bæd	let – leəd – læp	hed – heəz – hæd

11. Pronounce the transcribed words. Mind the difference in articulation of the sounds [ɪ], [e] and [ʌ].

lit – let – lʌk	bɪt – bet – bʌt	dɪd – ded – dʌd
bɪd – bed – bʌd	lɪd – led – lʌd	nɪt – net – nʌt
fɪd – fed – fʌdl	bɪg – beg – bʌg	pɪg – peg – plʌg

12. Pronounce the transcribed words. Mind the articulation of the sounds [f] and [v].

A. fi:	feɪ	fen	fleɪ	vaɪ	veil	væt	'fænsɪ
faɪ	fæd	fel	feit	vɑ:z	væl	væk	'fæmɪn
feə	feɪd	feɪm	fi:t	veɪg	vɪm	vɑɪs	'velvɪt
fli:	fi:d	fʌn	fɪəs	veil	væn	veks	'væɪld

B. fi:z – vi:z	fi:l – vi:l	fiə – viə	li:f – li:v	ɫf – ɫv
fain – vain	feɪl – veil	feɪs – veɪs	fai:f – fai:v	laɪf – laɪv
feɪn – vein	felt – velt	fæt – væt	seɪf – seɪv	hɑ:f – hɑ:v
fæn – væn	fend – vend	fɑ:st – vɑ:st	kɑ:f – kɑ:v	stɑ:f – stɑ:v

13. Pronounce the transcribed words. Mind the articulation of the sound [w].

weɪl	waɪp	weɪd	wɪm	weɪz	waɪd	weɪst	'westən
wi:l	wel	wain	weɪn	wʌns	web	wæg	'welkəm
wed	waɪf	weɪ	wet	weɪf	wʌn	weɪv	'wʌndə
wai	wait	weə	weit	wen	wail	waɪld	'wenzdɪ

14. Pronounce the transcribed words. Mind the articulation of the sound [w] + [ɪ], [i:].

wi:z	wi:d	wɪn	wɪl	wɪnd	wi:p	'wi:klɪ
wi:l	wi:	wi:ld	wɪm	wi:v	wɪt	'wɪndɪ
wɪg	wɪp	wi:ks	wɪs	wi:k	'wɪbl	'wɪntə

15. Pronounce the transcribed words. Mind the difference in articulation of the sounds [v] and [w].

A. vi: – wi:	væl – wel	vent – went	'vi:lə – 'wi:lə
vɪə – wɪə	vain – wain	veil – weil	væk – wæk
vɪz – wɪz	vɑɪs – waɪz	veɪn – weɪn	'vaɪpə – 'waɪpə
vi:l – wi:l	vail – wail	vet – wet	vest – west
B. həv `wʌn	'faɪv `wi:lz	'ɫv `wɪntə	'laɪv `weit
'twelv `wi:ks	'seɪv `wɪmɪn	'seɪv `wʌn	bɪ'heɪv `wel
həvɪ `weɪvz	'evrɪ `wi:k	'hɑ:f `weɪ	ə'waɪt `veil

16. Pronounce the transcribed words. Mind the difference in articulation of the sounds [f], [v] and [w].

fin – vi:n – wɪn	fɪz – vɪz – wɪz	fi:l – vi:l – wi:l
fiə – vɪə – wɪə	feɪn – veɪn – weɪn	fæt – vet – wet
fain – vain – wain	feɪl – veil – weil	fel – væl – wel
felt – velt – weld	fail – vail – wail	feɪk – veɪg – weɪk

17. Pronounce the transcribed words. Mind the articulation of the sound [j].

- A. el – jel eə – jeə en – jen es – jes i:ld – ji:ld
 et – jet ɪə – jɪə elp – jelp æk – jæk i:st – ji:st
- B. ja:d jel jæk jelp 'jʌpɪ 'jæmə
 jæp jen jet ji:ld 'jestə 'jɪpɪ
 ja:n jes jæm ji:st 'jetɪ 'jækɪ

18. Pronounce the transcribed words. Mind the articulation of the sound clusters [tw], [kw], [sw].

- A. sweə twelv swim twaɪs kwest swi:p 'twailaɪt
 kwɪə kwɪz twɪn kwi:n swɪft kwait 'twent
 sweɪ swi:d kweɪl swel swi:t twɪst 'swi:tɪ
 kwɪt kwɪk twɪg swæg sweɪn kwɪlt 'swetə
- B. 'kwaɪt `wel 'kɑ:t `wi:l 'waɪt `weɪl 'les `wɪndɪ
 'wet `wɪntə 'naɪs `weɪ 'laɪk `weɪvz 'haɪk `west
 'wi:k `wɪl 'sɪks `wɪmɪn 'lɑ:st `wenzdɪ 'leɪk `weɪvz

19. Pronounce the transcribed words. Mind the articulation of A) lateral plosion B) nasal plosion C) loss of plosion D) fricative plosion.

- A. 'gɑ:gl 'wi:dl 'wægl 'hʌmbl 'pʌdl 'mʌltɪpl
 'feɪbl 'vændl 'feɪtl 'wɪtl 'wɪmbl 'hɑ:dlɪ
 'bʌbl 'fi:bl 'hʌdl 'kʌpl 'kʌtl 'ɑ:tɪkl
 'vaɪtl 'fɪdl 'pʌdl 'fʌdl 'fɪkl 'pʌblɪk
- B. 'maɪnt 'swi:dn 'tɑ:tn 'waɪdn 'naɪtməə
 'gɑ:dn 'fætn 'bʌtn 'kwɪtns 'nʌtmæg
 'sʌdn 'pɑ:tn 'pɑ:dn 'swi:tn 'pɑ:tnəz
- C. begd mʌlkt tʌkt 'vɪktɪm 'ɑ:kɪtekt 'dʌstbɪn
 lægd sʌkt dʌkt 'vɪktə 'pʌmpkɪn 'kʌtbæk
 dʌbd kept klʌbd 'æktə 'bækdeɪt 'netbɔ:l
- D. sets rʌgz læmps fredz bɪ'saɪdz 'ʌpsaɪd
 mæts lʌks gets bɒbz aʊt'saɪd 'bedsaɪd

Lesson 2

Reading rules

1. Reading rules for consonants and consonant clusters

Letters, digraphs	Sounds	Peculiarities	Examples	Exceptions
w	[w]	Перед гласной буквой	wake, window, sweet	answer ['ɑ:nsə] two [tu:]
wh	[w]	В начале слога	when, what, white	
wh	[h]	Перед гласной <i>o</i>	who, whose, whole	
f	[f]		film, fine, fiction	of [əv]
ph	[f]	В словах греческого происхождения	phone, photograph, phonetics	
gh	[g]	В начале слова	ghost, ghetto, ghastly	
gh	[f]	В конечном положении	cough, enough, dough	though, through
ght	[t]		bought, knight, sight	
qu	[kw]	В начале слова	quick, question, square	

2. Reading rules for vowels and vowel clusters

Letters, digraphs	Sounds	Peculiarities	Examples	Exceptions
u	[ʌ]	В закрытом типе слога	butter, under, hush, dull	[ʊ] put, full, bull, push, bush
o	[ʌ]	В закрытом или условно-открытом слоге перед <i>m, n, v, th</i>	son, come, love, month, one, done	
a	[ɑ:]	Перед <i>st, sk, ft, sp</i>	task, fast, after, grasp	[æ] classic, mass, passive
a	[ɑ:]	Перед <i>lm, lf, lve</i>	calm, palm, half, calve	
a	[ɑ:]	Перед <i>ss, th, ff, ft</i>	glass, pass, father, staff, craft	
a	[ɑ:]	В некоторых словах перед <i>n</i> плюс согласная	answer, chance, France, can't	
ar	[ɑ:]	В третьем типе чтения	car, start, arm, card	
ere	[ɪə]	В четвертом типе чтения	mere, here	[ɜ:] were [eə] where, there
eer	[ɪə]		deer, engineer	
ear	[ɪə]		clear, hear, near	[eə] pear, bear, wear, tear (v), swear
eir	[eə]		heir, their	
are	[eə]	В четвертом типе чтения	care, parent	[ɑ:] are
air	[eə]		air, hair, pair	
y	[j]	Перед гласной буквой	yes, you, yesterday	

Exercises

1. Pronounce the words. Mind the reading rules for the letter *w* and its digraphs.

Which, wear, sweet, two, who, window, answer, women, wife, whole, when, white, sweater, witch, wheel, whose, week, wind, why, whom, waiter.

2. Pronounce the words. Mind the reading rules for the letter *y*.

Yummy, yes, yell, yammer, yen, yelp, yard, year, yuck, yeast, yield, yesterday.

3. Pronounce the words. Mind the articulation of the sound [ʌ].

Done, come, London, some, Monday, one, wonder, double, glove, govern, son, dove, above, couple, money, love, enough, month.

4. Pronounce the words. Mind the articulation of the sounds [ʌ], [ɑ:].

Up, scarf, cut, sunny, fast, arm, party, bus, fun, puppy, past, bar, market, glass, hut, sum, muster, last, button, farm, plaster, cup, dull, funny, pass, bark, master, bud, luck, cutlet, class, art, parcel, sun, dust, dumpy, task, start, nasty, tub, must, mummy, mask, barn, farmer, nut, public, carpet, vast, far, palm, lastly, pulse.

5. Pronounce the words. Mind the articulation of the sounds [ɪə], [eə].

Swear, tear, air, ear, care, near, beard, dare, wear, clear, fair, bare, smear, spare, where, stairs, hear, dear, pair, pear, sneer, steer, mere, flare, bear, here, leer, lair, fear, veer, hair, heir.

6. Define the type of the stressed syllable.

Japan, rare, stem, stark, plunder, best, code, nod, sent, these, cod, spoke, enter, cell, cap, dose, depth, spot, less, sit, mile, home, miss, gave, tip, tide, tap, mad, made, fill, cake, pine, bat, hate, act, ice, plot, face, stamp, hurt, pile, land, mole, mark, nose, harm, start, form, five, pipe, fry, ton, tone, cut, shade, late, shall, blame, prepare, mere, store, care, mist, cure, germ, hare, pure.

7. Transcribe the following words. Explain the reading rules for each word.

East, none, summer, distance, calm, public, answer, pear, hair, butter, nasty, put, done, clear, disease, arm, passive, wear, vast, care, dear, sum, party, where, full, bark, here, under, can't, near, lovely, yet, farmer, tear, must, sneer, tub, funny, fair, lucky, pass, two, ear, yelp, art, fear, stairs, mutton, tunnel, market, parent, classic.

Lesson 3

Intonation. Rhythm

Английскому языку присущ определенный ритм, который достигается чередованием ударных и безударных слогов в каждой фразе. В английской фразе ударными являются лексически полнозначные слова (имена существительные, имена прилагательные, основные глаголы, наречия, имена числительные, вопросительные и указательные местоимения). Служебные слова (артикли, предлоги, вспомогательные и модальные глаголы, союзы, частицы, личные и притяжательные местоимения) являются неударными.

Из-за особенностей грамматического строя английского языка служебные слова преобладают, поэтому безударные слоги чаще всего превышают ударные, e.g. *I can `see you*. Служебные части речи могут приобретать смысловую значимость и, следовательно, иметь ударение, но это является исключением.

Личные местоимения выделяются ударением при смысловом противопоставлении, e.g. *I love you* – именно я люблю тебя. Неопределенные местоимения *all, each, every, either, neither, both, some* (со значением ‘некоторые’, ‘несколько’), *much, many, little, few, no, none, other, another, any*, могут получать ударение, e.g. *'All is 'well that 'ends`well*. Указательные местоимения бывают ударные в случаях, когда они семантически выделяют что-либо, e.g. *'That is im`possible*. Часто, однако, *this, that, these, those* употребляются в функции определенного артикля и не имеют ударения, e.g. *This 'heat is un`bearable*.

Вспомогательные глаголы могут получить фразовое ударение в начале вопросительного предложения, e.g. *'Did you 'miss him?*; в эмфатических (эмоционально выделенных) конструкциях, e.g. *I `do like it*.

У предлогов *to, in, with, on, at, into, of, after, about, from*, выносимых в конец вопроса отсутствует ударение, но всегда имеется сильный гласный, e.g. *'What is he `looking at?* [*'wɒt iz hi· `lʊkɪŋ æt*]. Предлог, попадающий на предпоследнее место в синтагме, перед личным местоимением, сохраняет сильную форму, но обычно не имеет ударения (за исключением случаев эмфазы), e.g. *It's very `good for him* [*ɪts veri `gʊd fə him*].

Безударные слова примыкают к ударным и грамматически, и по смыслу, поэтому они произносятся с ударными словами слитно. Особенностью произнесения односложных безударных служебных слов является редукция или ослабление в них гласного, e.g. *He can `see it* [*hi· kən `si: ɪt*].

Редукция в служебных словах

1. Слова, находящиеся в слабой позиции в безударном положении

Words	Strong position	Weak position
the	ði:	ði (перед гласным) ðə (перед согласным)
a	eɪ	ə
an	æn	ən
as	æz	əz
and	ænd	ənd, ən, n
but	bʌt	bət
than	ðæn	ðən
that (conj)	ðæt	ðət
he	hi:	hi·, hi
she	ʃi:	ʃi·, ʃi
you	ju:	ju·, ju
we	wi:	wi(·)
me	mi:	mi(·)
her	hɜ:	hɜ·, hə
them	ðem	ðəm
us	ʌs	əs
there	ðeə(r)	ðə(r)

NB! Сильная позиция этих слов используется тогда, когда само слово находится в изоляции от других слов либо получает особую выделенность.

2. Слова, находящиеся в сильной позиции в безударном положении

Words	Peculiarities	Transcription
is, are	основные глаголы	ɪz, a:
do, does		du:, dʌz
have, has, had		hæv, hæz, hæd
when, then	наречия	wen, ðen
on, off, in	всегда	ɒn, ɒf, ɪn
will, shall	модальные глаголы	wɪl, ʃəl
that	указательное местоимение	ðæt
some	указатель количества	sʌm
when, where	вопросительные слова, союзы	wen, weə
there's	вводное	ðeəz

3. Слова, которые могут находиться как в сильной, так и слабой позиции в безударном положении

Группа включает предлоги, вспомогательные и модальные глаголы, находящиеся в слабой позиции в безударном положении в начале и середине высказывания, но сохраняющие сильную позицию в конце высказывания.

Words	Strong position	Weak position
at	æt	ət
am	æm	əm, m
are	ɑ:(r)	ɑ· (r), ə (r)
be	bi:	bi·, bi
can	kæn	kən
could	kʊd	kəd
do	du:	du· (перед гласной) də (перед согласной) d (перед j)
does	dʌz	dəz
have	hæv	həv, əv, v
has	hæz	həz, əz, z, s
had	hæd	həd, əd, d
for	fɔ:(r)	fə(r)
from	fɹɒm	fɹəm
of	ɒv	əv
must	mʌst	məst, məs
shall	ʃæl	ʃəl, ʃl, l
should	ʃʊd	ʃəd, ʃd, d
some (разделительное слово)	sʌm	səm
to	tu:	tu· (перед гласной) tə (перед согласной)
was	wɒz	wəz
were	wɜ:(r)	wə(r)
would	wʊd	wəd, d

Английские фразы делятся на ритмические группы, каждая из которых представляет собой одно лексически полнозначное слово или слово с относящимися к нему служебными словами, e.g. *We 'can|`buy it.*

Состав ритмогруппы зависит от числа слогов в слове, выделенном фразовым ударением, и от наличия безударных слов, примыкающих к нему. Минимальная по развернутости (по длине) ритмогруппа состоит из одного ударного слога. Произнесение каждой из ритмических групп в высказывании

занимает примерно одинаковый промежуток времени. Это достигается за счет сокращения или увеличения длительности слогов, входящих в ритмо-группу.

В английской фразе наиболее важное по смыслу слово находится в конечной позиции. Ударный слог последнего лексически полнозначного слова является ядерным. На ядерном слоге обязательно происходит изменение голоса (подъем или падение). Первый ударный слог во фразе произносится на самом высоком и относительно ровном уровне голоса (со статическим тоном). Безударные слоги, предшествующие первому ударному слогу (если таковые имеются), произносятся на низком уровне с постепенным повышением голоса до первого ударного слога. Все безударные слоги, следующие за первым ударным слогом, произносятся на том же высотном уровне, что и ударный слог. Все ударные и безударные слоги в шкале могут произноситься либо на одном уровне с первым ударным слогом, либо с постепенным понижением высотного уровня каждого ударного слога, следующего за первым ударным слогом, e.g. *It's 'nice to 'see you a`gain.*

Нисходяще-восходящий кинетический тон

Нисходяще-восходящий тон (Falling-Rising tone) имеет два структурных варианта: *неразделенный (undivided)* и *разделенный (divided)*. Оба варианта представляют собой сочетание падения и подъема высоты голоса и обозначаются следующим образом: $\acute{m}, \grave{m} \acute{m}$.

При *неразделенном* варианте нисходяще-восходящего тона падение и подъем голоса осуществляются на одном ударном слоге, e.g. *It's 'his.* При *разделенном* варианте нисходяще-восходящего тона падение и подъем высоты голоса происходят на разных ударных слогах, e.g. *'Take it ,easy.*

Нисходяще-восходящий тон используется для выражения различных импликаций, т. е. того, что подразумевается, но не выражается словами: например, уточнения, контраста, возражения, сомнения, предупреждения и т. п., e.g. – *She is five. – 'Six.*

Интонация обращений

Если прямое обращение стоит в начале фразы, оно образует самостоятельную интонационную группу и произносится с нисходящим кинетическим тоном. Такое обращение звучит значимо и серьезно, e.g. *'Monica, /`help me, please.*

В непринужденной обстановке обращение может произноситься с нисходяще-восходящим кинетическим тоном (неразделенный вариант). Такой тон выражает теплое, дружеское отношение. Иногда это может выражать предупреждение или необходимость выделить какого-либо конкретного человека из толпы, e.g. *'Mommy, | 'give me some `apple pie, ,please.*

Если обращение стоит в середине или в конце фразы, то оно обычно является неударным или частично ударным и произносится на низком уровне диапазона голоса, e.g. *'Buy it, ,Ann. It's `fine.*

Интонация побудительных предложений

В побудительных предложениях используется высокий или низкий нисходящий тон. Побудительное высказывание, произнесенное с нисходящим кинетическим тоном, будет звучать как приказ, инструкция к последующим действиям, совет или настоятельная просьба, e.g. *'Take it. 'Come and have `dinner.*

Если нужно, чтобы побудительное высказывание звучало как просьба, а не приказание или инструкция, используется разделенный вариант нисходяще-восходящего тона с падением голоса на главном глаголе и подъемом в конце предложения, e.g. *'Pass me some ,bread, please.*

Неразделенный вариант нисходяще-восходящего тона служит для выражения предупреждения, e.g. *Be `careful. 'Hurry `up, we can `miss it.*

В конце или в начале побудительного высказывания может употребляться слово *please* (*пожалуйста*). В конечной позиции оно, как правило, имеет частичное ударение и произносится на низком уровне диапазона голоса, e.g. *'Give me some `paper, ,please.* В начальной позиции оно чаще всего выделяется высоким статическим тоном, e.g. *'Please, 'give me some `paper.*

Exercises

1. Read the following sentences. Mind the defined rhythmic patterns.

It's `nice. ' Let's | play `hockey. 'Bake me | a `cake. 'Bake me | an `apple cake.
It's `Nick. 'Nick is | `lazy. 'Send me | a `letter. 'Send me | a 'nice | `letter.
He must 'send me | a 'nice | `letter. She 'never | 'makes | mis`sakes. 'Have | some
'cheese | and some `biscuit. I'll 'speak | to his `sister. I'll 'speak again | to his
`sister.

2. Read the following sentences. Divide the phrases into the rhythmic patterns.

It's `fast. 'Take 'black `plates. 'Visit his `niece. 'Speak to my `son. 'Jake may
be in `Italy. She is a `film star. We can `make it. 'Mike is a 'famous `painter.
It's 'nice to 'see him a `gain. I can 'speak I `talian. We can 'visit him `later. He must
'buy a big 'bike to his `son. 'Give me an `apple. We can 'get to his 'farm by `bus.
'Kitty can 'give me a `pen. I can' buy it 'next `Wednesday. 'Buy some `chips.

3. Read the following sentences with the direct address.

1. `Kate, | 'let's have some `cake.
2. `Mum, | 'give me my `keys.
3. 'Meet me at `8, ,please.
4. I `say, ,dad, | he is a 'famous `painter.
5. `Jane, | 'open the 'back `door, ,please.
6. `Mummy, | 'let me 'make it my `self.
7. `Vicky, | 'have some `tea, ,please. It's `tasty.
8. ' Let's fly to `Spain, ,honey.
9. 'Let me `pay for the `meal, ,Paul.
10. `Dad, | 'give me some `cake, ,please.
11. Let's 'meet at my `place, ,Sid.
12. 'Send a 'letter to `me, ,Kitty.

4. Practice the following imperative sentences with (A) a Falling tone and (B) a Falling-Rising tone.

A. `Find it. `Tell him. 'Buy him an `apple. 'Visit a `dentist. 'Meet us at a `café. 'Speak `up. 'Take it to `Spain. 'Stay a 'little `longer. 'Help me 'take the `books.

B. `See you ,later. `Take it ,easy. `Help ,Kate, please. `Eat a piece of ,cake, please. `Have a cup of ,tea. `Bake me a ,big ,plum pie, please. `Come a bit ,later. `Try not to be ,late. `Take the ,dog with you. `Wait a ,minute.

5. Practice the following sentences with a Falling-Rising tone undivided or divided comparing them with Falling and Rising tones.

- | | |
|--------------------|--------------------|
| A. It's `here. | It's ˇhere. |
| It's a `second. | It's a ˇsecond. |
| `Certainly. | ˇCertainly. |
| She is `ready. | She is ˇready. |
| They are `Spanish. | They are ˇSpanish. |
| It's De `cember. | It's De ˇcember. |
| I'm `fine. | I'm ˇfine. |
| He's `busy. | He's ˇbusy. |

B.	It's to,day.	It's to˘day.
	It's ,his.	It's ˘his.
	It's ,perfect.	It's ˘perfect.
	She's the ,best.	She's the ˘best.
	They are I,talian.	They are I˘talian.
	I'm ,sure.	I'm ˘sure.
	She's ,cold.	She's ˘cold.
	I'd ,love to.	I'd ˘love to.

C.

1. – 'When is he `free? – At `six.
 – He's 'free at `six. – At ´six?
 – He's 'free at `five. – At ˘six.
2. – Is your 'family ,small or `large? – It's `large.
 – Your 'family is `large. – ´Large?
 – Your 'family is `large. – It's ˘large.
3. – Is it a Bela,russian or a `Russian ,film? – Bela`rusian.
 – It's a Bela`rusian ,film. – Bela´rusian?
 – I 'like this `Russian ,film. – It's Bela˘rusian.
4. – 'When do they `visit us? – In Sep`tember.
 – They'll 'visit us in Sep`tember. – In Sep´tember?
 – They are 'coming in Oc`tober. – In Sep˘tember.
5. – 'Do you think it's ´difficult? – It's `difficult.
 – I 'think it's `difficult. – ´Difficult?
 – The 'task is `easy. – It's ˘difficult.

D.	He's 'nearly fif˘teen.	He's `nearly fif,teen.
	'Stay a 'little ˘longer.	˘Stay a 'little ,longer.
	It's im˘possible to de'cide.	It's im`possible to de,cide.
	This 'room is ˘large.	˘This room is ,large.
	It's a 'ten 'minutes' ˘walk.	It's a `ten minutes' ,walk.
	Let's 'bake an ˘apple pie.	Let's `bake an ,apple pie.
	'Meet me at the ˘station.	˘Meet me at the ,station.
	He 'said he ˘didn't do it.	He `said he ,didn't do it.

Revision

1. Read the following pairs of sentences. Mind the difference in articulation of the sounds [ʌ] and [ɑ:].

Such a lovely cup!

Its buck was loud.

He's got a problem with his hut.

He covered his cut.

Was it a duck there?

What's in this bun?

"Come down", he said.

Such a lovely carp!

Its bark was loud.

He's got a problem with his heart.

He covered his cart.

Was it dark there?

What's in this barn?

"Calm down", he said.

2. Read the following pairs of sentences. Mind the difference in articulation of the sounds [ɪə] and [eə].

The ear is good.

It wasn't really fear.

That's an old pier.

How shall I spell *hear*?

There were lots of tears.

It was clear who did this.

He let Lily steer.

The air is good.

It wasn't really fair.

That's an old pear.

How shall I spell *hair*?

There were lots of tears.

It was Claire who did this.

He let Lily stare.

3. Read the following pairs of sentences. Mind the difference in articulation of the sounds [v] and [w].

V didn't come before U.

They called it *viper*.

That's the vest.

The dog's vet.

The veal is great.

This is my best vine.

It's a blue veil.

We didn't come before you.

They called it *wiper*.

That's the west.

The dog's wet.

The wheel is great.

This is my best wine.

It's a blue whale.

4. In each line circle the word which is pronounced in a different way.

- | | | | |
|------------|---------|---------|---------|
| 1. hair | stair | fair | here |
| 2. these | bread | people | free |
| 3. instead | again | rain | said |
| 4. bear | beard | care | fare |
| 5. head | ten | dead | meat |
| 6. break | steak | weight | teacher |
| 7. some | come | gone | done |
| 8. heard | heart | journey | sir |
| 9. watch | love | some | other |
| 10. enough | courage | brother | gone |
| 11. wash | stand | hat | flat |
| 12. glass | past | dark | mad |

5. Put the words into the appropriate column.

A a	[eɪ]	[æ]	[a:]	[eə]	A a	[eɪ]	[æ]	[a:]	[eə]
age					tank				
cat					smart				
dare					large				
hare					dad				
baby					family				
mark					name				
fair					David				
captain					came				
state					air				

6. Put the following words in the correct column according to the pronunciation of the digraph *ea*.

Bean, bread, gear, tear, breath, dread, lead, beast, spear, break, steak, dead, spread, read, wear, clear, knead, pear, dream, bead, great, team, breathe, fear, heal, bear, head, thread, instead, year, mean, ahead.

[e]	[i:]	[ɛə]	[ɪə]	[eɪ]

7. Find the pairs of homophones (Омофоны – это слова (или комбинации слов), которые звучат одинаково, но пишутся по-разному и имеют разные значения: *meet and meat, seen and scene*).

Side, bear, ducked, grate, hair, hare, week, weekly, missed, air, packed, pear, where, duct, seam, please, shake, wade, sheikh, pleas, weakly, past, sighed, piece, mist, wear, seem, sight, slay, steak, stake, weak, bare, wine, pact, passed, great, heir, pair, whine, sleigh, weighed, site, peace.

8. In the story below, there are 12 incorrect words. The correct words are pronounced the same as the incorrect ones, but their spelling is different. Rewrite the story correcting the words.

Last weak, I cent my sun Jamie to the shops to bye sum food. He got a peace of meet and too pairs. On the weigh home, the bag broke. The food fell onto the rode and got dirty. In the end, Jamie through the food in the bin.

9. Write down the transcription of the words in bold. Explain your choice.

1. When **are you** going **to** London?
2. **We must** meet **the** Smiths **at the** station.
3. I think **she** won't **be** able **to do** it now.
4. **Are there any** vacant seats **in the** bus?
5. **They** say we **must** wait **for the** others.
6. **There are some** bananas **on the** table.
7. **Can you** tell **me** where **he** is going **to**?
8. – Who **did** they give **the** money **to**? – **To** my brother.
9. I'd like **a cup of** tea **with** toast.
10. What's **your** skirt made **of**?
11. – They sent **for the** doctor. – The doctor **has** just been sent **for**.
12. That's **her**! Over **there**!
13. – **Do** you like classical music? – Yes, I **do**.
14. I'm going **to** study linguistics **and** art, **but** I'm not sure **where**.
15. – Who's **that** letter **from**? – **From** my fiancé.
16. – Would **you** like **some** more meat? – I think I'll have **some**.

10. Practice the following sentences with Falling, Rising and Falling-Rising tones.

`Good.	'Good?	ˇGood
`Next.	'Next?	ˇNext
`Fine.	'Fine?	ˇFine
`Right.	'Right?	ˇRight
It's `difficult.	'Difficult?	It's ˇdifficult
It's `Saturday.	'Saturday?	It's ˇSaturday
To`night.	To'night?	Toˇnight
`Careful.	'Careful?	ˇCareful.
I'm `sure.	Are you 'sure?	I'm ˇsure.
He is `busy.	Is he 'busy?	He is ˇbusy.
They are `coming.	Are they 'coming?	They are ˇcoming.
It's in `England.	It's in 'England?	It's in ˇEngland.
'Good `news.	'Good 'news?	'Good ˇnews.
'Have some `tea.	'Have some 'tea?	'Have some ˇtea.

11. Choose the appropriate response for the sentences. Explain your choice.

1. You haven't worked much lately. (I ˇhave. `I ,have.)
2. Nobody visited Peter yesterday. (Liz ˇdid. `Liz ,did.)
3. I never said you were right. (You ˇdid. `You ,did.)
4. I e-mailed you twice yesterday. (You ˇdidn't. `You ,didn't.)
5. Mary thinks Jane is very lazy. (I ˇdon't. `I ,don't.)
6. I'm afraid nobody here can drive a car. (Nick ˇcan. `Nick ,can.)
7. He can't drive a car, can he? (He ˇcan. `He ,can.)
8. Everybody thinks she's lucky. (I ˇdon't. `I ,don't.)

12. Define the implication expressed with a Falling-Rising tone in the following phrases (correction, contradiction, disagreement, contrast, warning, apology, hesitation, uncertainty).

1. – She's a dentist. – She's a ˇlawyer.
2. – When is she expected to come? – It may be ˇSunday.
3. ˇListen! It's very important.
4. – I think it's dad's shirt. – It's ˇmine.
5. `Write down your ,name, please.
6. – Her sister is already twenty. – `Twenty-,two.
7. – Is anyone absent today? – `Mike is ,ill.
8. – Her name's Emily. – It's ˇRose.
9. – Nobody spoke at the meeting. – `Luke ,did.
10. `Don't be ,late.
11. – Will you come next Monday? – ˇPossibly.
12. `Open the ,window, please.

13. Define the implication of a Falling-Rising tone that should be expressed in the following sentences (correction, contradiction, disagreement, contrast, warning, apology, hesitation, uncertainty).

1. – I thought you fancied swimming. – I used to when I had time for it.
2. – They said he came on Friday. – They said Monday.
3. – It shouldn't take long. – It will take a month.
4. – What a nice street it is! – Yes, one of the best here.
5. – I think I'll take my umbrella. – It doesn't look like rain.
6. – Here's a nice summer dress. Try it on. – It's not my colour.
7. – Let's cross the street right here. – It's dangerous.
8. – Frank promised to come, but he didn't. – He may come later.
9. – You are interrupting again. – I thought you'd finished.
10. – Please, stay and have some cake. – I really think I need to go.
11. – We've been waiting for you for ages. – I've been awfully busy.

14. Make up a dialogue. Use different tone patterns while practicing it.

1. You are at a birthday of your little niece. You ask her about presents she got, about the celebration and so on. Your niece in return asks you about the presents you got for your birthday.
2. At a party you are left in the room with a very talkative lady who tells you about her trip to Greece, her daughter's wedding and so on. You don't want to talk. Show it with your intonation.
3. Two friends discuss the place to visit this summer. You don't know exactly where to go. Try to get as much information about each other's preferences as possible.
4. You are buying a pair of jeans, you are not sure if they look good on you. The shop assistant is trying to help. He / She believes that they look really nice.

15. Write down the following phrases in letters.

1. its `pi:ts 'ka: || its fa:st ənd naɪs ||
2. hɪz 'peərənts ə `fa:məz || ðeɪ 'lʌv 'spendɪŋ 'taɪm ɪn ðə `gɑ:dn ||
3. tel 'hɪz ben ɪz `ɪl || wiː ʃəl `vɪzɪt hɪm ||
4. əɪ 'ni:d ə `flæt || əɪ kən 'baɪ ɪt 'nekst `sætədeɪ ||
5. hɪz 'dæd ɪz ə `fɪlm dɪ'rektə || hɪz 'mʌm ɪz ə `fɪlm stɑ: ||
6. 'maɪk ɪz ə 'feɪməs `dentɪst || hiː 'hæz 'lɒts əv `mʌnɪ ||
7. aɪd 'laɪk 'sʌmθɪŋ 'teɪstɪ fə `dɪmə || 'beɪk miː ə `paɪ ,pli:z ||
8. 'æn meɪ biː ɪn `ɪtəli || 'lets 'send hər ə `letə ||
9. 'ɪz ɪt ə 'mæp əv ,speɪn || `nəʊ | its ə 'mæp əv `fra:ns ||

16. Transcribe the following words. Explain the reading rules for each word.

Stub, wasteful, pebble, bare, task, corrupt, dance, wild, cycle, palm, dove, quick, ugly, push, twice, knight, peer, halves, buckle, weighted, dangle, stars, class, sweater, sudden, massive, wicked, spray, don't, daze, France, glare, summon, wholesale, balm, cast, weaken, staff, lead, tight, gamble, mask, white, stuff, might, calf, prepare, wheat, craft, fast, paint, lie, wail, uncle, mumble, whipped, enough, wonder, photographer, interrupt.

Self-study materials

1. Read the following proverbs and common sayings. Pay attention to the articulation of the sounds and the intonation of the sentences.

[f]

Fortune favours the fools (the brave).
A fair face may hide a foul heart.
Birds of a feather flock together.
Forbidden fruit is sweet.
Out of the frying pan into the fire.

[v] vs [w]

Wise after the event.
We never know the value of water
until the well is dry.
Virtue is its own reward.
He gives twice who gives quickly.

[w]

What is worth doing, is worth doing
well.
Where there is a will there is a way.
All's well that ends well.
As welcome as water in one's shoes.

[j]

No news (is) good news.
Bad news has wings.

[ʌ]

What is done cannot be undone.
Well begun is half done.
Every country has its customs.
Forgive yourself nothing, others
much.

[a:]

He laughs best who laughs last.
Half heart is no heart.
While the grass grows the horse
starves.
Far from eye, far from heart.

[ɑ:] vs [ʌ]

Like father like son.
Calf love – half love, old love – cold
love.

[aɪ]

Like cures like.
Time flies.
Good advice is beyond price.
Let bygones be bygones.
A stitch in time saves nine.
Better one-eyed than stone-blind.
United we stand, divided we fall.

[εə]

To bear and forbear.
First catch your hare.
While there's life, there is hope.
Take care of the pence and the
pounds will take care of themselves.

2. Read the following tongue twisters as quickly as possible.

[ʌ]

If you understand, say “understand”.
If you don't understand, say “don't understand”.
But if you don't understand and say “understand”,
How do I understand that you don't understand?
Understand?

[w]

- A. William always wears a very warm white vest in winter.
- B. While we were walking, we were watching window washers wash Washington's windows with warm washing water.
- C. A twister of twists once twisted a twist.
And the twist that he twisted was a three twisted twist.
Now in twisting this twist, if a twist should untwist,
Would the twist that untwisted untwist the twists.

[b]

Betty Botter bought some butter but, said she, the butter's bitter.
If I put it in my batter, it will make my batter bitter.
But a bit of better butter will make my bitter batter better.
So she bought some better butter, better than the bitter butter,
put it in her bitter batter, made her bitter batter better.
So 'twas better Betty Botter bought some better butter.

3. Read the following limericks. Pay attention to the articulation of the sounds and the intonation of the sentences. Learn 2 of them by heart.

[f]

A flea and a fly flew up in a flue.
Said the flea, "Let us fly!"
Said the fly, "Let us flee!"
So they flew through a flaw in the flue.

[e] vs [æ]

A laddie named Nash from Saltash
Was fantastic'ly rash with his cash
He lent and he spent
So it very soon went
And wham, in a flash came the crash.

[ʌ]

There once was a fly on the wall,
I wonder why didn't it fall.
Because its feet stuck,
Or was it just luck,
Or does gravity miss things so small?

Is it me or the nature of money,
That's odd and particularly funny.
But when I have dough,
It goes quickly, you know,
And seeps out of my pockets like honey.

4. Read the following poems. Pay attention to the articulation of the sounds and the intonation of the sentences. Learn one of the poems by heart.

A. Listen to the Mustn'ts

Listen to the MUSTN'TS, child,
Listen to the DON'TS
Listen to the SHOULDN'TS
The IMPOSSIBLES, the WONT'S
Listen to the NEVER HAVES
Then listen close to me –
Anything can happen, child,
ANYTHING can be.

By Sh. Silverstein

B. Acquainted with the Night

I have been one acquainted with the night.
I have walked out in rain – and back in rain.
I have outwalked the furthest city light.
I have looked down the saddest city lane.
I have passed by the watchman on his beat
And dropped my eyes, unwilling to explain.
I have stood still and stopped the sound of feet
When far away an interrupted cry
Came over houses from another street,
But not to call me back or say good-bye;
And further still at an unearthly height,
One luminary clock against the sky
Proclaimed the time was neither wrong nor right.
I have been one acquainted with the night.

By R. Frost

C. Be the Best of Whatever you are

If you can't be a pine on the top of the hill,
Be a scrub in the valley – but be
The best little scrub by the side of the rill;
Be a bush if you can't be a tree.

If you can't be a bush be a bit of the grass,
And some highway happier make;
If you can't be a muskie then just be a bass –
But the liveliest bass in the lake!

We can't all be captains, we've got to be crew,
There's something for all of us here,
There's big work to do, and there's lesser to do,
And the task you must do is the near.

If you can't be a highway then just be a trail,
If you can't be the sun be a star;
It isn't by size that you win or you fail –
Be the best of whatever you are!

By D. Malloch

5. Intone the following texts with static and kinetic tones. Explain the choice of the tones. Read the texts. Pay attention to the articulation of the sounds and the intonation of the sentences.

- A.** Vivienne: Has the Vander family lived here for very long, Victor?
Victor: Five and a half years, Vivienne. We arrived on the first of February.
Vivienne: What a lovely view you have!
Victor: Yes. It's fabulous.
Vivienne: Look! You can see the village down the valley.
Victor: Yes. We just love living here because of the view.

A. Baker. Sheep or ship, 2006

- B.** Virginia: I saw William again on Wednesday, Winona.
Winona: Oh? William again... Well, what happened?
Virginia: We went for a lovely walk in the woods.
Winona: Oh? In the wet? Wasn't it very wet on Wednesday?
Virginia: It was very cold and wet. But we were wearing very warm clothes and we walked quickly to keep warm.
Winona: Is that the woods next to the railway? It's not very quiet.
Virginia: Yes. But further away from the railway it was very quiet and there were wild squirrels everywhere. We counted twenty squirrels.
Winona: Twenty squirrels? And what did you do for lunch? A picnic with the squirrels?
Virginia: It was too wet. Afterwards we went to a restaurant. It was twelve o'clock. We had walnut cake and sweet white wine. It was wonderful.
Winona: So? William again?.. Well?
Virginia: Well?

A. Baker. Sheep or ship, 2006

C. I love it here!

- Guy: This is a very beautiful house.
Celine: Thank you. I like it very much, too.
Guy: Celine, you're American. Why do you live here in London?
Celine: Because I just love it here! The people are fantastic! I love them! And of course, my husband, Charles, is English, and I love him, too!
Guy: That's a very nice photo. Who are they?
Celine: My sons. That's Matt, and that's Jack. They go to school here. My daughter's at school in the US. Her name's Lisa-Marie.
Guy: Why does Lisa-Marie go to school in the US?
Celine: Because she lives with her father. My first husband, you know, the actor Dan Brat. I hate him and all his movies. I never watch them.
Guy: I see. And does Lisa-Marie visit you?
Celine: Oh, yes. She visits me every vacation. She's here with me now.
Guy: And is this a photo of you and Charles?
Celine: It's us in Hawaii. It's our wedding. We're so happy together!

Английский язык для начинающих, 2006

D. The End of the Adventure

Ken: Ted! Thank heaven! I was getting desperate.

Ted: Hello there, Ken. Where are Jeff and the rest of the men?

Ken: They left me in the tent with some eggs and some bread, and off they went.

Ted: Where were they heading?

Ken: West. In that direction. They said they'd bury the treasure under the dead elm – you remember, by the bend in the fence – and get back by sunset.

Ted: All ten of them went?

Ken: They said the chest was heavy.

Ted: They left – when?

Ken: Yesterday, between ten and eleven.

Ted: And you let them?

Ken: There were ten of them...

Ted: Well, my friend, I reckon that's the end of the adventure. We'll never see the treasure chest or any of those ten men again.

Учитесь говорить по-английски, 1998

Test

1. Answer the following questions.

1. Какие слова в английском предложении являются ударными?
2. Какие слова в английском предложении неударные?
3. Что такое ядерный слог?
4. Что такое ритмическая группа? Какие характеристики ей свойственны?
5. Дайте определение понятию *нисходяще-восходящий тон* и опишите его на примерах.
6. Какой тон используется с прямым обращением?
7. Какой тон предпочтительнее для просьб?
8. Какой тон подходит для приказов, инструкций, советов и настоятельных просьб?

2. Define the type of the stressed syllable.

Mare, smart, hire, gym, dime, bake, cut, cure, hurt, lab, dome, nor, job, type, cry, bell, white, we, him, file, rhyme, myrtle, gas, here, fare, third, cot, darts, rob, robe, nude, photo, nut, hi, crane, navy, desk, them, theme, hot, wake, dare, pick, fire, stole, hit, torn, rust, no, yes.

3. Transcribe the following words. Explain the reading rules for each word.

Five, equipped, affair, tip, sphere, pipe, love, cut, phased, queen, label, declare, bus, appear, snack, ware, blame, farm, glove, some, cast, won, mild, month, height, smeared, company, tears, mask, wisdom, none, cared, find, above, target, past, castle, head, compare, sacred, sight, beware, art, sweat, quicken.

4. Write down the following words and phrases in letters.

[ˈhæpɪ], [stæmp], [ˈfeɪməs], [ˈsɪmpl], [pleɪn], [weɪt], [ni:s], [ˈsentə], [wi:k], [ˈlʌvlɪ], [ni:d], [ˈsɪtɪ], [mæd], [deɪz], [ˈleɪdɪ], [ə ˈbæd ˈlesn], [ə ˈbɪg ˈmi:l], [ˈeɪt ˈpi:pl], [ə ˈɡɪft əv ˈnɪk], [pi:s], [bed], [sæd], [ˈtenɪs], [meɪk], [ə ˈbɪt ˈleɪt], [ə ˈdi:p ˈleɪk], [ˈfæt ˈmɪlk], [ˈfrendz nevə ˈlaɪ], [mi:t], [mɪs], [ˈsændɪ], [dæd], [meɪn], [ə ˈleɪt ˈnæp], [ə ˈblæk ˈtaɪ], [ˈhevɪ ˈsteɪk], [ˈbrekfəst ɪz ˈredɪ].

5. Define the implication of a Falling-Rising tone expressed in the following sentences.

1. – I guess they are coming on Tuesday. – ~Friday.
2. – ~Look. The car is coming pretty fast!
3. – He said they were going to Japan. – To ~Sweden.
4. – Who ordered sushi? – It might be ~John.
5. – They have been married for ten years. – For ~twelve.
6. – I heard Luke was said to be smart. – ~I, didn't.
7. – Where is she now? – She might be at ~work.

Unit 3. FROM SOUNDS [ɒ], [ɔ:], [ɔɪ], [ɜ:], [r], [θ], [ð], [ŋ] AND RHYTHM TO INTONATION OF QUESTIONS

Lesson 1

Sounds

Vowels – [ɒ], [ɔ:], [ɔɪ], [ɜ:].

Consonants – [r], [θ], [ð], [ŋ].

[ɒ] – краткий ненапряженный гласный звук глубокого заднего ряда, широкой разновидности низкого подъема, слабо лабиализованный. При произнесении этого звука язык отведен назад, губы лишь слегка округлены, но не выдвинуты вперед. Звучание является средним между русскими [o] и [a].

[ɔ:] – долгий напряженный гласный звук глубокого заднего ряда, узкой разновидности низкого подъема, лабиализованный. При произнесении этого звука кончик языка оттянут от зубов и опущен вниз, напряженные губы округляются, но не так сильно, как при произнесении русского [o].

[ɜ:] – долгий напряженный гласный звук смешанного ряда, узкой разновидности среднего подъема, нелабиализованный. При произнесении этого звука плоский язык слегка приподнят, кончик языка касается основания нижних зубов, губы слегка растянуты.

[ɔɪ] – дифтонг, ядром которого является звук, занимающий промежуточное положение между [o] и [o:]. Это гласный заднего ряда, узкой разновидности низкого подъема, слегка лабиализованный. Скольжение происходит в направлении звука [ɪ], полное образование которого не достигается.

[ŋ] – заднеязычный смычный носовой сонант, при произнесении которого задняя спинка языка смыкается с нёбом, а воздух проходит через нос. Данный звук никогда не встречается в начале слова.

[r] – переднеязычный заальвеолярный срединный щелевой сонант, при произнесении которого кончик языка немного завернут назад за альвеолы и находится против той части нёба, где произносится русский звук [ж].

[θ], [ð] – переднеязычные, апикально-межзубные щелевые фрикативные согласные звуки, при произнесении которых образуется щель между передним краем языка и верхними зубами. Звук [θ] – глухой сильный, звук [ð] – звонкий слабый.

Sound phenomena

Связующее [r]

Если слово заканчивается на *-r/-re/-er*, а следующее за ним слово начинается с гласного звука и между ними нет паузы, то буква *r* читается, e.g. *mother and father* ['mʌðər ənd `fɑ:ðə]. Это явление называется *связующим [r]* (*linking [r]*).

Связующий звук [r], так же как и звук [r] в интервокальной позиции внутри слова, характеризуется меньшей длительностью по сравнению с [r] в начальной позиции.

Следует иметь в виду, что в современной английской разговорной речи звук [r] может встречаться на стыке слов и тогда, когда в написании нет буквы *r*. Это так называемое *вставное [r]* (*intrusive [r]*), e.g. *an idea of* [ən aɪ'diə əv].

Ассимиляция в сочетаниях согласных с сонантом [r]

В сочетаниях [dr], [tr] под влиянием заальвеолярного сонанта [r] альвеолярные звуки [d], [t] становятся *заальвеолярными* (*become post-alveolar*), e.g. [dreɪn], [tri:]

Сочетания [br], [gr] произносятся слитно, однако какая-либо *ассимиляция* в них *отсутствует*, e.g. [brɪsk], [grɪm].

Сонант [r] в сочетании с глухими смычными и щелевыми согласными [t], [p], [k], [s], [ʃ], [f], [θ] *оглушается* (*becomes devoiced*), e.g. [tri:], [praɪs]. Это явление наиболее ярко выражено в ударном слоге.

В сочетании [θr] заальвеолярный сонант [r] становится *альвеолярным* и *одноударным* (*becomes alveolar and single-tapped*), т. е. при его произнесении кончик языка слегка касается альвеол, e.g. [θri:], [θraɪv].

Ассимиляция в сочетаниях альвеолярных и межзубных согласных

В позиции перед межзубными [θ] и [ð] внутри слова или на стыке слов альвеолярные согласные [t], [d], [n], [l], [s], [z] становятся *зубными* (*дентальными*) (*become dental*), т. е. при их произнесении язык касается внутренней поверхности верхних зубов, а не альвеол, e.g. [tenθ], [ˈtel ðəm].

Exercises

1. Pronounce the transcribed words. Mind the positional length of the sound [ɹ] depending on the sound that follows them.

sɒz	nɒd	fɒnd	lɒft	dɒk	`pɒkɪt
wɒz	hɒg	bɒm	pɒp	kɒt	`bɒdɪ
bɒz	kɒd	pɒl	bɒs	hɒt	`hɒbɪ
gɒv	bɒb	gɒn	kɒf	tɒs	`mɒdn
nɒv	fɒg	dɒl	dɒf	nɒk	`sɒkə

2. Pronounce the transcribed words. Mind the difference in articulation of the sounds [p] and [ʌ].

hɒb – hʌb	bɒm – bʌm	bɒk – bʌk	nɒt – nʌt
kɒb – kʌb	gɒn – gʌn	kɒf – kʌf	kɒt – kʌt
lɒk – lʌk	gɒt – gʌt	kɒp – kʌp	bɒz – bʌz
dɒg – dʌg	kɒd – kʌd	dɒn – dʌn	gɒv – gʌv
kɒs – kʌs	bɒnd – bʌnd	lɒg – lʌg	hɒt – hʌt
bɒn – bʌn	gɒlf – gʌlf	fɒnd – fʌnd	mɒsk – mʌsk

3. Pronounce the transcribed words. Mind the positional length of the sound [ɔ:] depending on the sound that follows it.

nɔ: – nɔ:n – nɔ:s	jɔ: – jɔ:n – jɔ:k	tɔ: – tɔ:n – tɔ:t
lɔ: – lɔ:d – lɔ:ks	sɔ: – sɔ:b – sɔ:t	pɔ: – pɔ:z – pɔ:t
mɔ: – mɔ:n – mɔ:s	fɔ: – fɔ:m – fɔ:k	kɔ: – kɔ:n – kɔ:t
rɔ: – frɔ:d – rɔ:t	bɔ: – bɔ:n – bɔ:t	dɔ: – dɔ:n – dɔ:s

4. Pronounce the transcribed words. Mind the positional length of the sound [ɔ:] depending on the sound that follows it.

bɔ:	hɔ:d	kɔ:d	mɔ:l	hɔ:s	tɔ:t	ˈmɔ:tə
tɔ:	kɔ:z	fɔ:d	hɔ:l	fɔ:s	dwɔ:f	ˈwɔ:nə
dɔ:	jɔ:z	lɔ:d	fɔ:m	hɔ:k	fɔ:t	ˈstɔ:mɪ
gɔ:	fɔ:z	bɔ:d	lɔ:n	tɔ:k	wɔ:f	ˈɔ:də
kɔ:	dɔ:z	wɔ:d	kɔ:ld	ɔ:t	pɔ:t	ˈspɔ:tɪ

5. Pronounce the transcribed words. Mind the difference in length and intensity of the sounds [p] and [ɔ:].

dɒn – dɔ:n	kɒt – kɔ:t	pɒt – pɔ:t	fɒks – fɔ:ks	ˈrɒnə – ˈɔ:də
kɒd – kɔ:d	kɒn – kɔ:n	nɒt – nɔ:t	kɒf – kɔ:f	kɒps – kɔ:ps
tɒs – tɔ:s	hɒd – hɔ:d	kɒk – kɔ:k	wɒt – wɔ:t	spɒt – spɔ:t
mɒd – mɔ:d	bɒn – bɔ:n	wɒd – wɔ:d	wɒf – wɔ:f	sɒt – sɔ:t
pɒk – pɔ:k	sɒd – sɔ:d	mɒs – mɔ:s	swɒt – swɔ:t	swɒn – swɔ:n

6. Pronounce the transcribed words. Mind the positional length of the sound [ɔɪ] depending on the sound that follows it.

kɔɪ – kɔɪl – kɔɪt	bɔɪ – bɔɪz – bɔɪl	kɔɪ – kɔɪz – kɔɪm
flɔɪ – fɔɪl – fɔɪst	rɔɪ – grɔɪn – rɔɪs	hɔɪ – hɔɪz – hɔɪk
tɔɪ – tɔɪz – tɔɪl	plɔɪ – pɔɪz – pɔɪnt	sɔɪ – sɔɪl – vɔɪs

7. Pronounce the transcribed words. Mind the positional length of the sound [ɔ:] depending on the sound that follows it.

bɔ:l	rɔ:z	dɔ:l	gɔ:l	dɔ:t	mɔ:st	ɪm`plɔ:l
tɔ:l	pɔ:z	bɔ:l	fɔ:l	kɔ:t	hɔ:st	ə`vɔ:d
sɔ:l	tɔ:z	kɔ:m	nɔ:l	kɔ:f	vɔ:s	`ɔ:stə
flɔ:l	nɔ:z	kɔ:l	lɔ:m	mɔ:s	hɔ:ks	`ɪnvɔ:l
trɔ:l	bɔ:z	sɔ:l	mɔ:l	hɔ:k	fɔ:st	ə`nɔ:l

8. Pronounce the transcribed words. Mind the positional length of the sound [ɜ:] depending on the sound that follows it.

ɜ: – ɜ:n – ɜ:k	sɜ: – sɜ:z – sɜ:f	wɜ: – wɜ:d – wɜ:m
wɜ:l – wɜ:s – wɜ:k	fɜ: – fɜ:n – fɜ:st	spɜ: – spɜ:z – spɜ:t
bɜ: – bɜ:d – bɜ:t	hɜ: – hɜ:d – hɜ:t	kɜ: – kɜ:n – kɜ:t
gɜ:d – gɜ:l – gɜ:t	pɜ: – pɜ:l – pɜ:k	fɜ:z – fɜ:m – fɜ:θ

9. Pronounce the transcribed words. Mind the positional length of the sound [ɜ:] depending on the sound that follows it.

hɜ:	fɜ:z	hɜ:b	pɜ:m	ɜ:n	sɜ:f	mɜ:k	`gɜ:lɪ
pɜ:	nɜ:v	kɜ:d	ɜ:l	tɜ:m	vɜ:s	`pɜ:pl	`sɜ:fɪs
sɜ:	kɜ:v	sɜ:b	wɜ:m	kɜ:nl	pɜ:s	tɜ:k	`sɜ:kəs
kɜ:	hɜ:z	hɜ:d	dɜ:m	tɜ:nd	tɜ:f	`kɜ:tn	`ɜ:nɪst
blɜ:	sɜ:v	vɜ:b	kɜ:l	bɜ:nt	nɜ:s	hɜ:k	`nɜ:vəs
fɜ:	sɜ:z	kɜ:b	fɜ:n	hɜ:l	fɜ:st	`sɜ:tn	`tɜ:kɪ

10. Pronounce the transcribed words with the sound [ɜ:] in an unstressed position.

'ekspɜ:t	'ju:nəvɜ:s	'freɪmwɜ:k	'ædvɜ:b
'netwɜ:k	'hɒmbɜ:g	'sku:lɜ:l	'sʌnbɜ:nd

11. Pronounce the transcribed words. Mind the difference in articulation of the sounds [e] and [ɜ:].

tek – tɜ:k	vet – vɜ:t	fel – fɜ:l	get – gɜ:t	kenl – kɜ:nl
bed – bɜ:d	pet – pɜ:t	ten – tɜ:n	beg – bɜ:g	swel – swɜ:l
ben – bɜ:n	pek – pɜ:k	fed – fɜ:d	det – dɜ:t	went – wɜ:nt
hed – hɜ:d	pen – pɜ:n	hel – hɜ:l	best – bɜ:st	west – wɜ:st
wel – wɜ:l	sed – sɜ:d	bel – bɜ:l	bent – bɜ:nt	lend – lɜ:nd

12. Pronounce the transcribed words. Mind the difference in articulation of the sounds [ɔ:] and [ɜ:].

wɔ: – wɜ:	kɔ:d – kɜ:d	dɔ:m – dɜ:m	kɔ:l – kɜ:l	tɔ:k – tɜ:k
pɔ: – pɜ:	hɔ:d – hɜ:d	wɔ:m – wɜ:m	pɔ:l – pɜ:l	wɔ:k – wɜ:k
fɔ: – fɜ:	wɔ:d – wɜ:d	fɔ:n – fɜ:n	fɔ:m – fɜ:m	kɔ:t – kɜ:t
hɔ: – hɜ:	bɔ:d – bɜ:d	bɔ:n – bɜ:n	lɔ:n – lɜ:n	kɔ:s – kɜ:s
bɔ: – bɜ:	fɔ:t – fɜ:st	tɔ:n – tɜ:n	bɔ:l – bɜ:l	fɔ:d – fɜ:d

13. Pronounce the transcribed words. Mind the articulation of the sound [ŋ].

lʌŋ	kɪŋ	bæŋ	stɪŋ	slæŋ	ˈkɪŋdəm
kʌŋ	lʊŋ	slʌŋ	tʊŋz	klɪŋ	ˈdɑ:lɪŋ
tɪŋ	jʌŋ	hʊŋ	brɪŋ	sʊŋ	ˈæŋɡl
sæŋ	lɪŋ	twæŋ	flɪŋ	spriŋ	ˈɡæŋweɪ
hæŋ	flʌŋ	swɪŋ	prʊŋ	striŋ	ˈɪŋɡlɪʃ

14. Pronounce the transcribed words. Mind the difference in articulation of the sounds [n] and [ŋ].

A. win – wɪŋ	sin – sɪŋ	dæn – dæŋ	ræn – ræŋ	dʌn – dʌŋ
rʌn – rʌŋ	hʌn – hʌŋ	bæn – bæŋ	dʊn – dʊŋ	rʌn – rʌŋ
tæn – tæŋ	ɡʌn – ɡʌŋ	bʌn – bʌŋ	kɪn – kɪŋ	fæn – fæŋ
tɪn – tɪŋ	pæn – pæŋ	tʌn – tʌŋ	pɪn – pɪŋ	hen – hæŋ
sɪnz – sɪŋz	li:nz – li:ŋz	bænz – bæŋz	fænz – fæŋz	kli:nz – kli:ŋz

B. dɪŋ – dɪŋŋ	tæŋ – tæŋŋ	klæŋ – klæŋŋ	slɪŋ – slɪŋŋ
bæŋ – bæŋŋ	flɪŋ – flɪŋŋ	dʌŋ – dʌŋŋ	bʌŋ – bʌŋŋ
sɪŋ – sɪŋŋ	hæŋ – hæŋŋ	lʊŋ – lʊŋŋ	wɪŋ – wɪŋŋ
stɪŋ – stɪŋŋ	rɪŋ – rɪŋŋ	klɪŋ – klɪŋŋ	striŋ – striŋŋ

15. Pronounce the transcribed words. Mind the difference in articulation of the sounds [n] and [ŋk], [ŋg].

sɪŋ – sɪŋk	wɪŋ – wɪŋk	rɪŋ – rɪŋk	sɪŋ – sɪŋɡl	bæŋ – bæŋk
pɪŋ – pɪŋk	sæŋ – sæŋk	flʌŋ – flʌŋk	stɪŋ – stɪŋk	tæŋ – tæŋk
ræŋ – ræŋk	lɪŋ – lɪŋk	kɪŋ – kɪŋk	klɪŋ – klɪŋk	dʌŋ – dʌŋk
sʌŋ – sʌŋk	spæŋ – spæŋk	tæŋ – tæŋɡl	hʌŋ – hʌŋk	bʌŋ – bʌŋk
bæŋ – bæŋɡl	hʌŋ – ˈhʌŋɡə	bʌŋ – bʌŋɡl	dæŋ – dæŋɡl	lɪŋ – ˈlɪŋɡə

16. Pronounce the transcribed words. Mind the articulation of the sound [r].

rɪə	rɪd	rɒk	rɑɪz	reɪd	ri:f	`rænsəm
rɔ:	reɪz	raɪd	rɪəl	ræk	rest	rɪ`zɜ:v
reɪ	rʌb	ri:p	reɪn	ræt	rʌf	`ræpɪd
ri:	reɪs	rɪb	ri:m	rɒb	rɑ:sp	rɪ`si:v
reə	ri:d	red	rɪŋ	raɪt	rʌft	rɪ`peə
raɪ	ræn	`rætl	ræp	rent	raɪm	`ri:dɪŋ

17. Pronounce the transcribed words. Mind the articulation of the sound [r] in its intervocalic position.

kə`rɪə	`terɪ	`berɪ	`værən	`weəri	`wʌrɪ
`ærəb	`meəri	`gærət	`erənd	`brɪks	`ferɪ
`kæri	`gɔ:rɪ	`sɒrɪ	`eəri	`feəri	`pæris
`ærid	`dɔ:rɪ	`hʌrɪ	`hæri	`glɑrɪ	`aɪris
`lɪərə	`lɒrɪ	`verɪ	`mærid	`mɪrə	`veəriəs
`sɪlvəri	`peərənt	`bɔ:rɪŋ	`sɪəriəs	`mæri	`gæləri

18. Pronounce the transcribed words. Mind the articulation of the sound [θ].

θɔ:n	θeɪn	θi:f	θeft	klɒθ	`θɪətə	`ɔ:θə
θaɪ	θi:m	θɪŋk	θɔ:p	depθ	`θɜ:tɪ	`θɪkɪt
θɜ:d	θʌm	θɒŋ	θɔ:t	ki:θ	`θʌndə	`θɔ:nɪ
θʌd	θɜ:st	θæŋk	θɪk	bɑ:θ	`θerəpɪ	`meθəd
θi:v	θəʊl	θɔ:	θɜ:m	rɒθ	`æθlɪt	`lɑ:θɪ
θɪn	θi:d	θɪl	θɪŋ	ti:θ	bɪ`ni:θ	`eθɪk

19. Pronounce the transcribed words. Mind the articulation of the sound [ð].

ði:	ði:z	ðɪs	laɪð	beɪð	`mʌðə
ðaɪ	ðeəz	ðen	si:ð	leɪð	`rɑ:ðə
ðeə	ðeɪl	ðæm	reɪð	skeɪð	`leðə
ðeɪ	ðem	ðʌs	saið	sweɪð	`brɒðə
ðain	ðɒn	ðæn	ri:ð	taɪð	tə`geðə

20. Pronounce the transcribed words. Mind the difference in articulation of the sounds [s], [f] and [θ].

A. seɪn – θeɪn	sɔːn – θɔːn	sɪŋ – θɪŋ	z:s – ʒ:θ	pɜːs – pɜːθ
saɪ – θaɪ	sɪn – θɪn	si:m – θi:m	pɑːs – pɑːθ	feɪs – feɪθ
sɜːd – θɜːd	sɪŋk – θɪŋk	si:d – θi:d	mɒs – mɒθ	wɜːs – wɜːθ
sɒp – θɒp	sæŋk – θæŋk	sɪk – θɪk	mɪs – mɪθ	kɪs – kɪθ
sʊŋ – θʊŋ	sʌm – θʌm	sɔːt – θɔːt	nɔːs – nɔːθ	hɪs – hi:θ
B. faɪ – θaɪ	fɪl – θɪl	fem – θeɪn	def – deθ	la:f – la:θ
fɔː – θɔː	fɜːm – θɜːm	fɜːst – θɜːst	ri:f – ri:θ	swɔːf – swɔːθ
fɔːn – θɔːn	fɪn – θɪn	fɔːt – θɔːt	dʌf – dʌθ	ha:f – ha:θ

21. Pronounce the transcribed words. Mind the difference in articulation of the sounds [z], [d] and [ð].

A. zi: – ði:	beɪz – beɪð	laɪz – laɪð	ti:z – ti:ð	fɜːz – `fɜːðə
zen – ðen	reɪz – reɪð	saɪz – saɪð	si:z – si:ð	rɪzn – `rɪðən
zɒŋk – ðɒn	sweɪz – sweɪð	wɪz – wɪð	waɪz – waɪð	`dɪzɪ – `dɪðə
B. deɪ – ðeɪ	deɪl – ðeɪl	si:d – si:ð	leɪd – leɪð	
deə – ðeə	dəɪn – ðəɪn	laɪd – laɪð	`aɪdə – `aɪðə	
daɪ – ðaɪ	deəz – ðeəz	taɪd – taɪð	`lædə – `leðə	
dɒn – ðɒn	dæn – ðæn	reɪd – reɪð	sweɪd – sweɪð	

22. Pronounce the transcribed words. Mind the difference in articulation of the sounds [θ], [ð] and [s], [z].

smɪθs	fɪfθs	pæθs	leɪðz	kləʊðz
mɪθs	sɪksθs	reθs	taɪðz	ri:ðz
depθs	mæθs	ri:θs	mʌnθs	beɪðz
deθs	bæθs	breθs	skeɪðz	saɪðz

23. Pronounce the transcribed words. Mind the difference in articulation of the sounds [dr] and [tr].

træk	drʌŋk	trɪp	treɪn	dræg	dra:ft	`draɪvə
dred	traɪb	tri:z	trɑːns	dres	drɪft	`dra:mə
drʌg	drɔːn	draɪv	dri:m	drɒp	træp	`heɪtrɪd

24. Pronounce the transcribed words. Mind the difference in articulation of the sounds [br], [gr].

brænd	grɒg	greɪs	briŋ	breɪs	brʊθ	`brekfəst
greɪn	gri:n	brɔːl	breɪk	græb	brɑːs	`brʌðə
grʌb	greg	brɒnz	bri:d	brɔːt	bræd	`gri:tɪŋ

25. Pronounce the transcribed words. Mind the articulation of the devoiced (оглушенный) [r].

A. praɪ	træk	prəʊb	frɔ:t	prest	præŋk	`prezɪdnt
traɪ	treɪd	kri:m	kraɪm	krɒs	krɔ:l	`prɒfɪt
fraɪ	praɪz	frend	kræk	frɒk	frɒst	`prɒbləm
treɪ	prəʊz	kra:ft	tri:t	pres	pri:n	`kreɪzɪ
kraɪ	prɪnt	prɔ:n	treɪn	traɪz	kræb	`krɪkɪt

B. 'di:d `raɪt	ə 'bɪg `rɪsk	'raɪp `rɑ:zbərɪz	ə 'brɪ:f rɪ `pɔ:t
'stɑ:t `raɪtɪŋ	ə 'dɑ:k `ræg	'di:p `rɪvəz	ə 'brɑ:s `rɪŋ
'di:p `prəʊz	ə 'blæk `rʌg	'waɪt `ræbɪts	ə 'greɪt `raɪtə

26. Pronounce the transcribed words. Mind the articulation of the sound [θr].

θri:	θraɪs	θrɒsl	θrɔ:l	θret	θraɪv	θrɪft
θred	θrɪvn	θrɒŋ	θrɪl	θrɒb	θrʌst	θrɒtl

27. Pronounce the transcribed words and phrases. Mind the articulation of the assimilation phenomena.

A. helθ	tenθ	welθ	`sevenθ	`ænθəm	`stelθɪ
bredθ	enθ	tɪlθ	`ænθə	`helθɪ	`sɪnθɪsɪs
wɪdθ	sɪksθ	mʌnθ	`pænθə	`hʌndrədθ	`menθvɪl
nainθ	plɪnθ	eɪθ	`mʌnθlɪ	ɪ `levənθ	en `θju:zɪəzm

B. `mi:t ðəm	ænd `ðeə	wɒts `ðɪs	vɒn ðə `teɪbl	dʌz ðə `gɜ:l
bət `ðen	vɒn `ðæt	ɪts `ðæt	ɪts ðə `sekənd	ɪts ðə `θɪətə
`li:d ðəm	ænd `θɪŋz	ðæts `ðem	ət ðə `wi:kend	dʌz ðə `gɑɪ
`i:t ðəm	ænd `ðæt	ɪz `ðæt	ɪn ðə `fæmɪlɪ	'fi:d ðə `kæt
`ni:d ðəm	ɪts `ðɪs	ɪz `ðɪs	ɪn ðə `klɑ:s	'ri:d ðə `tekst

28. Pronounce the transcribed words and phrases. Mind the articulation of the linking [r].

`brʌðər ɪn lɔ:	`fɑ:ðər ɪn lɔ:	ðə 'flɔ:r ɪz `kli:n
fər ə `pɪknɪk	ə 'letər ə ə `tekst	fər ə 'lɒŋ `taɪm
'wɪntər ɪz `waɪt	`mʌðər ɪn lɔ:	ðə 'dɔ:r ɪz `waɪt
ə 'glɑ:s ə ə `kʌp	fər ə `mɪnɪt	'nevər `æbsənt
fər `eməli	jər `ɑ:nsə	'nevər ə `gen
ðeɪ ə 'i:zɪ	`dɔ:tər ɪn lɔ:	'nɪər ə `leɪk
ə 'fɑ:ðər ə ə `mʌðə	'sʌmər ɪz `braɪt	ðər 'ɪznt `taɪm
'naɪðər ɪz `æn	'naɪðər ə `wi:	ə 'peər əv `sɪzəz
ə 'dɒktər ə ə `vet	fər `edɪ	ə 'ti:ʃər əv `mæθs

Lesson 2

Reading rules

1. Reading rules for consonants and consonant clusters

Letters, digraphs	Sounds	Peculiarities	Examples	Exceptions
ng	[ŋ]	В конце слога	long, thing, ring	
ng	[ŋg]	Перед <i>l, r, w</i> и гласными, но не перед <i>-ing</i>	English, hungry, single, finger	singer ['sɪŋə] ringer ['rɪŋə] clanger ['klæŋə]
nk	[ŋk]		bank, rink, think	
r	[r]	В начале слога или между гласными	red, very, street, rest	iron ['aɪən]
wr	[r]	В начале слога	write, wrong, wrist	
rh	[r]	В начале слога	rhyme, rhythm, rhetoric	
th	[θ]	В знаменательных словах, но не между гласными	three, myth, bath, month, panther	[t] Thames, Thomas, Theresa, Esther, thyme, Thai, Thailand [ð] smooth
th	[ð]	В служебных словах	the, this, they, with	through [θru:]
		В знаменательных словах между гласными	bathe	author [ˈɔːθə] method [ˈmeθəd] catholic [ˈkæθəlɪk] gothic [ˈgɒθɪk] Agatha [ˈæɡəθə] methane [ˈmiːθeɪn] mathematics [ˌmæθəˈmætɪks]
thm	[ð(ə)m]	В конце слова	rhythm, logarithm	

2. Reading rules for vowels and vowel clusters

Letters, digraphs	Sounds	Peculiarities	Examples	Exceptions
o	[ɒ]	В закрытом слоге	not, bottle, hot	
a	[ɒ]	После <i>w, wh</i> в закрытом слоге	was, want, what	water ['wɔ:tə]
		После <i>qu</i>	quality	
war	[wɔ:]		war, warm	
quar	[kwɔ:]		quarter	
aught, auth	[ɔ:]		caught, authority	
aw, au	[ɔ:]		law, saw, August	[ɑ:] aunt
all	[ɔ:l]		tall, small	[æ] shall
alk	[ɔ:k]		talk, walk, chalk	
al	[ɔ:]	<i>al</i> + согласная	salt, false, always, bald	
o	[ɔ:]	В четвертом типе чтения	more, bore, story	
oa	[ɔ:]	перед <i>r</i>	roar, soar, board	
ou	[ɔ:]	перед <i>ght</i>	ought, bought	
or	[ɔ:]	В третьем типе чтения под ударением	port, North, for	
oor	[ɔ:]		floor, door	moor [mʊə]
our	[ɔ:]		course, mourn, four, pour, honour	courage ['kʌrɪdʒ] hour [aʊə] sour [saʊə]
oi, oy	[ɔɪ]		boy, spoil, voice	
ear	[ɜ:]	Перед согласной буквой	earth, learn	[ɑ:] heart [ɪə] beard
er, ir, ur	[ɜ:]	В третьем типе чтения	her, firm, serve	there [ðeə] where [weə]
wor	[wɜ:]		word, work	[ɔ:] worn

Exercises

1. Pronounce the words. Mind the articulation of the sound [ŋ] and the sound clusters [ŋg], [ŋk].

Wrong, hanging, speaking, long, ping, cutting, rank, finger, fang, telling, hunger, think, getting, wing, bang, angry, writing, gong, bank, thank, stunk, stung, anger, pink, clinging, playing, sing, king, sunk, singing, wink, single, linger, England.

2. Pronounce the words. Mind the reading rules for the letter *r*.

Write, rent, wreck, wrinkle, trace, dry, rhyme, tree, berry, current, writer, carry, price, read, mirror, ribs, wry, reel, bring, rhyming, ride, relax, raise, wrong, riddle, very, rhythm, rhythmic, green, wrist, hurry, raid, merry, prime, wrap.

3. Pronounce the words. Mind the reading rules for the letters *th*.

Myth, they, with, thin, path, thick, Thailand, them, gather, theme, bath, then, catholic, breathe, think, north, health, that, algorithm, leather, theft, faith, this, weather, Thames, thief, worth, these, wreath, thyme, smoothing.

4. Pronounce the words. Mind the articulation of the sound [ɒ].

Problem, sorry, odd, dog, bother, watt, cost, coffee, was, what, doctor, got, rock, locket, god, not, want, wasp, pocket, on, wand, off, dock, loss, boss, wad, copper, lock, box, hot, rocket, often.

5. Pronounce the words. Mind the articulation of the sound [ɔ:].

Thought, store, autumn, talk, fourth, pause, dawn, pour, born, water, saw, fall, small, source, cord, walk, always, horn, board, coarse, floor, salt, course, also, your, warm, four, ball, hoarse, short, core, more, door, court.

6. Pronounce the words. Mind the articulation the sound [ɔɪ].

Oyster, coin, loyal, join, oily, foil, boy, boil, avoiding, roy, loyalty, annoying, alloying, poison, toil, spoil, noisy, boycott, voice, soil, noy, doy, royal, coy, boyfriend, hoist, pointing, toy, exploit, point, boiling, soy, recoil.

7. Pronounce the words. Mind the articulation of the sound [ɜ:].

Surf, turned, burst, third, early, her, turn, earnest, girl, earthy, work, dirt, worse, circus, verb, worst, service, hurt, birth, earn, earning, first, nerve, hers, heard, curl, world, perm, nurse, herb, word, earth, worker, bird, firm, curb, serve, burn, worm, blur, learn, verse.

8. Transcribe the following words. Explain the reading rules for each word.

War, bath, camera, hunt, internet, daughter, coin, wrong, sing, thick, copper, leather, family, floor, Canada, write, north, wrath, port, policy, angry, green, nurse, faculty, myth, third, word, sorry, boy, want, doctor, ride, verb, serve, soar, small, water, then, course, health, memory, think, four, autumn, berry, playing, catholic, rhyme, restaurant, these, bring, hamburger, England, wonder, voice, your, they, hunger, born, Saturday, London, forty, talk, point, hospital, was, that, raw, bank.

Lesson 3

Intonation in different types of questions

В английском языке существуют 4 типа вопросов: *общие, специальные, альтернативные и разделительные.*

В полных общих вопросах употребляется восходящий тон (подробнее – в первом разделе), e.g. *'Can I come 'in? ' Is he 'German?.* Ударность глагола зависит от семантической значимости следующего слова: если это слово значимо и выделено ударением, глагол в силу особенностей английского ритма, как правило, не ударяется, e.g. *'Is she 'still 'sleeping? Is 'Ann 'still 'sleeping?.*

В неполных общих вопросах употребляется высокий восходящий тон, e.g. *'German?.*

В специальных вопросах в начале предложения находится вопросительное слово, далее следует инвертированный порядок слов. Интонационная структура специальных вопросов совпадает с интонационной структурой повествования: наиболее употребительным является нисходящий тон, которым обычно выделяется последнее значимое слово, e.g. *'Where is the `bank? 'What is your 'favourite `book?.*

Альтернативный вопрос – фраза, состоящая из двух интонационных групп, интонационное членение совпадает с синтаксическим; граница между интонационными группами проходит перед союзом *or.* В первой интонационной группе употребляется восходящий терминальный тон (высокий или низкий), во второй – нисходящий тон. Высокий восходящий тон в первой интонационной группе звучит нейтрально, выражая запрос информации, в то время как низкий восходящий тон придает вопросу более непринужденное звучание. Между интонационными группами соблюдаются паузы большей или меньшей длительности. Нисходящий тон в конце показывает, что перечень возможного выбора закончен, e.g. *'Is your 'niece in 'Germany | or `England? 'Is this 'actor, French | or `German?.*

В разделительных вопросах встречаются две интонационные модели: нисходящий и восходящий тон, нисходящий и нисходящий тон.

Если говорящий не уверен в ответе или спрашивает мнение собеседника, то в первой части вопроса используется нисходящий тон (высокий или низкий), а во второй – восходящий тон, e.g. *Your 'mother is a `doctor, | 'isn't she?.*

Если говорящий уверен в ответе или ожидает, что его собеседник согласится с ним, в первой и во второй части вопроса используется нисходящий тон, e.g. *' This is `your ,dog, | `isn't it?.* Такие вопросы служат, скорее, для поддержания разговора, чем для получения какой-либо информации.

Интонация различных типов вопросительных предложений

Тип вопроса	Тон	Пример
Полный общий вопрос	<p>Высокий восходящий тон (нейтрально)</p> <p>Низкий восходящий тон (дружелюбно)</p>	<p><i>'Can I sit 'down?'</i></p> <p><i>Is he , Polish?</i></p>
Неполный общий вопрос	Высокий восходящий тон	<i>'Let's 'meet a bit `later. – At 'ten?</i>
Специальный вопрос	Высокий нисходящий тон	<p><i>'Where is the `bank?</i></p> <p><i>'What is your 'favourite `sport?</i></p>
Альтернативный вопрос (граница между интонационными группами проходит перед союзом <i>or</i>)	<p>В первой интонационной группе – восходящий кинетический тон (высокий для нейтральности, низкий для непринужденности)</p> <p>Во второй – нисходящий кинетический тон</p>	<p><i>'Is your 'niece in 'Germany or `England?</i></p> <p><i>'Is this 'actor , French or `German?</i></p>
Разделительный вопрос (граница между интонационными группами проходит после запятой)	<p>Если говорящий уверен в ответе или ожидает, что с ним согласятся, то в обеих частях предложения используется нисходящий кинетический тон.</p> <p>Если говорящий не уверен в ответе или спрашивает мнение собеседника, то в первой части используется нисходящий тон (высокий или низкий), во второй – восходящий тон.</p>	<p><i>' This is `your ,dog, `isn't it?</i></p> <p><i>Your 'mother is a `doctor, 'isn't she?</i></p>
Переспрос	Высокий восходящий тон	<p>– <i>My 'cousin is a ' famous `film-star.</i></p> <p>– <i>A 'film-star?</i></p>

Exercises

1. Pronounce the following phrases with the defined intonation patterns.

1. 'Is that 'his dog?
2. 'Has Mike 'got a 'phone?
3. 'Can I ,see it?
4. 'Is this 'actor ,famous?
5. 'Are they ,happy together?
6. Is 'Jane in ,hospital?
7. 'Is his 'family in ,Spain?
8. 'Is their 'son a 'doctor?
9. 'Has he 'got a ,cat?
10. 'Is this 'car ,fast enough?
11. 'Are they 'Russian?
12. 'Has Mary 'got a 'cousin?
13. 'Is it 'Oxford Street?
14. 'Is Kate's 'husband an ,actor?

2. Pronounce these special questions. Mind the correct intonation patterns.

1. 'Who `are you?
2. 'What do you `do?
3. 'Where is my `wallet?
4. 'Where is the `bank?
5. 'Where is the `restaurant?
6. 'Where is her `car?
7. 'Why is Nicki `crying?
8. 'Where are my `books?
9. 'Where are their `parents?
10. What is `on to ,day?
11. 'When is 'Josh's `birthday?
12. 'What is 'there in that `box?
13. 'What is 'Ann's 'favourite `film?
14. 'Why has 'Monica got 'five `cats?

3. Pronounce these alternative questions. Mind the correct intonation patterns.

1. 'Is he in 'Moscow | or `London?
2. 'Are there 'five | or `six ,cinemas in the ,town?
3. 'Is the 'weather 'dry | or `wet to ,day?
4. 'Is Mary's 'friend a ,businessman | or a `doctor?
5. 'Is their 'restaurant ,big | or `small?
6. 'Has John 'got an 'Audi | or a `BMW?
7. 'Has she 'got a ,daughter | or a `son?
8. Is 'Eaton in 'England | or `Scotland?
9. 'Are the 'biscuits on the 'plate | or in the `box?
10. 'Is her 'favourite 'dress ,pink | or `red?
11. 'Is your 'friend a 'football | or a `hockey player?
12. 'Is Mike a 'pupil | or a `student?
13. 'Are they 'free on 'Tuesdays | or `Wednesdays?
14. ' Is this ,his tablet | or `hers?

4. Pronounce the disjunctive questions. Mind the correct intonation patterns. Define the aim of the question.

1. It's a 'sunny `day to ,day, | `isn't it?
2. Your 'parents are `artists, | 'aren't they?
3. 'Pete is 'older than `Mike, | 'isn't he?
4. 'Claire is in Au`stralia, | 'isn't she?
5. This 'film is rather `boring, | `isn't it?
6. ' Minsk is a 'nice `city, | `isn't it?
7. This 'fish isn't `fresh, | 'is it?
8. He 'isn't really `happy, | 'is he?
9. It's 'awful `weather, | `isn't it?
10. They have 'got the `map, | 'haven't they?
11. He 'can't really `help it, | `can he?
12. It's `cold today, | `isn't it?
13. The 'bank is `there, | 'isn't it?

Revision

1. Read the following pairs of sentences. Mind the difference in articulation of the sounds [ɒ] and [ɔ:].

Is your name Don?
This cod was in the sea.
He was shot.
It's a small pot.
Look for the fox.
I don't like these spots.

Is your name Dawn?
This cord was in the sea.
He was short.
It's a small port.
Look for the forks.
I don't like these sports.

2. Read the following pairs of sentences. Mind the articulation of the sound [ɜ:].

She's got four.
It's a torn sign.
Here's this ward.
I would try this warm salad.
He's a fast walker.
I like this green board.

She's got fur.
It's a turn sign.
Here's this word.
I would try this worm salad.
He's a fast worker.
I like this green bird.

3. Read the following pairs of sentences. Mind the articulation of the sound [ɔɪ].

It's all there.
It's a ball on his head.
Look at that golden corn.
The paper tore.
Hear the engine roar.
They lack pores.

It's oil there.
It's a boil on his head.
Look at that golden coin.
The paper toy.
Hear the engine, Roy.
They lack poise.

4. Read the following pairs of sentences. Mind the difference in articulation of the sounds [s] and [θ].

What a nice song!
Is this sum OK?
It's very sick.
She's sinking.
There's a pass there.
I know this miss.

What a nice thong!
Is this thumb OK?
It's very thick.
She's thinking.
There's a path there.
I know this myth.

5. Read the following pairs of sentences. Mind the difference in articulation of the sounds [d], [z] and [ð].

Dale arrived.

They arrived.

Dares his friend.

There's his friend.

Jim dares his friend.

Jim there's his friend.

The baby is teasing.

The baby is teething.

I don't know him, Ida.

I don't know him either.

They seized with anger.

They seethed with anger.

6. Read the following pairs of sentences. Mind the difference in articulation of the sounds [n] and [ŋ].

You said he's Ron!

You said he's wrong!

He's my kin.

He's my king.

The buns were good.

The bungs were good.

They ran for an hour.

They rang for an hour.

He has never run before.

He has never rung before.

There are lots of sinners.

There are lots of singers.

7. Find the odd word in each line. Explain your choice.

1. term, clerk, serve, perfect;

9. word, work, world, war;

2. ring, tongue, born, chunk;

10. jungle, nonsense, sorting, single;

3. target, farm, warm, market;

11. first, fur, hare, burn;

4. tanker, nonstop, involve, undid;

12. unclaimed, nonsense, English, inhale;

5. learn, earth, pearl, heart;

13. girl, sir, fire, birch, birth;

6. ringer, hang, rang, stronger;

14. earn, learn, heart, worm;

7. venom, terrible, merry, hurry;

15. warm, word, world, work;

8. singer, finger, belonged, doing;

16. nurse, hurry, hurt, superb.

8. Divide the following words into 3 columns depending on the pronunciation of the stressed vowel.

Arthur, sort, purge, part, war, heart, world, port, dark, warm, earn, lord, work, park, floor, learn, clerk, portly, sergeant, further, partner, colonel, worst, large, court.

[ɑ:]	[ɔ:]	[ɜ:]

9. Define the words that have the sound [ɒ].

Month, doctor, close, wander, word, catch, pocket, house, blank, soup, job, bought, pond, brother, home, road, popular, roof, horse, what, wife, bones, wonder.

10. Find the rhymes among the words from A) and B).

A. Warm / ride / calm / bow / heard / some / polite / bone / want / show / world / aunts / what / work / stalk / bite.

B. Ago / farm / danced / fight / pot / hide / pond / whirled / perk / night / loan / fork / storm / thumb / word / sow.

11. Find the way from start to finish. You may pass a square only if the word in it has the sound [θ]. You can move horizontally or vertically.

Start ↓

beneath	northern	either	whether	breathe	these
north	bath	bathe	thought	faith	labyrinth
southern	third	their	through	though	thumb
Thailand	cloth	depth	fifth	with	math
berth	clothes	these	mother	that	teeth
throw	think	earthly	other	they	health

Finish ↑

12. Transcribe the following words and divide them into groups according to the reading of the letter *n* in different combinations.

Wings, jungle, anxious, singer, single, anger, nonsense, eating, finger, income, function, conquer, having, confident, eaten, English, indirect, frank, linked, invisible, tank, belonged, nice, can't, sing, land, strong, bringing, long, banker.

13. Complete this rhyme using the words given.

Earth, another, Heather, together, brother, birth, neither, either, mothers, brothers.
 Arthur had a brother.
 And he didn't want another.
 And of the brothers, ...
 Wanted sisters
 The last thing on this...
 They wanted was a
 So Arthur's mother ...
 Got them both ...,
 And told them all good ...
 Should learn to share their

14. Complete the sentences with the suitable word.

Fair / fare ♦ buy / bye ♦ waist / waste ♦ flower / flour
♦ grate / great ♦ air / heir ♦ hair / hare

1. When you use public transport you have to pay
2. There was a strong smell in the
3. This man in black is
4. The concert was absolutely
5. My wife is satisfied with her good
6. He became an ... to the throne.
7. I am proud of my
8. We can't make this cake without
9. That grey ... was just adorable.
10. The girl has painted a
11. Nancy bought a nice little
12. She found a ... in her soup.
13. One should say "Good ..." when leaving home.
14. It is a ... of time.

15. Complete the following sentences with the correct words. Mind their pronunciation.

Caught / court ♦ flew / flu ♦ for / four ♦ hear / here ♦ meat / meet ♦ one / won
♦ rains / reigns ♦ road / rode ♦ sea / see ♦ their / there ♦ wood / would

1. She has only race so far this month.
2. If I won the lottery, I ... buy a house next to the sea made of
3. We agreed to ... at the butcher's to buy some ... for dinner.
4. Queen Elizabeth ... over a country where it always ... because of an unlucky local weather system.
5. He ... his horse along the ... through the park.
6. Jack lives near the ocean and you can ... the ... from his house.
7. I ... to the UK for my summer holiday but caught the ... and had to stay in bed.
8. I can ... you better over
9. Tell them to park ... car over
10. They were ... stealing and had to go to ... to answer for the crime.
11. I'm going to stay there days.

16. Basing on the number of sounds put the words into the correct column.

horse	know	enough	laugh
caught	singer	singing	raw
cow	daughter	thinking	whose
carrot	rabbit	door	playwright
heart	business	cupboard	famous
through	thorough	more	knight

<i>2 sounds</i>	<i>3 sounds</i>	<i>4 sounds</i>	<i>5 sounds</i>	<i>6 sounds</i>

17. Intone the questions.

1. Do you make many mistakes in your tests?
2. Is it easy or difficult to learn English phonetics?
3. What are you most proud of?
4. Wow! That man is genius, isn't he?
5. Do children like camping in summer?
6. Are teenagers interested in travelling, taking photos or surfing?
7. Did you finish your homework?
8. Who goes to dancing classes with you?
9. We like having fun, don't we?
10. Are there many people on the streets?
11. Does Minsk have problems with traffic or pollution?
12. Do you like watching Heroes?
13. He is a little bit lazy, isn't he?
14. This glass isn't clean, is it?
15. How are the children?
16. Which book is the best for you?
17. The hotel is in this street, isn't it?
18. Is the weather dry or wet here in winter?
19. Is it Jane's or Monica's doll?
20. Have you got any favourite book?
21. Sara has got her own restaurant, hasn't she?
22. Is their son a journalist or an engineer?
23. How old is your Granny?
24. Japan is an interesting country, isn't it?
25. Why are you so sad? Is something wrong?
26. This music is very beautiful, isn't it?

18. Read the following tag questions with proper intonation.

1. Edinburgh is the capital city of Scotland, isn't it? (opinion)
2. This city is in the north of Italy, isn't it? (check question)
3. The story is written by Washington Irving, isn't it? (check question)
4. English is an interesting subject, isn't it? (opinion)
5. The weather is changeable, isn't it? (opinion)
6. He is coming back next Friday, isn't he? (check question)
7. It's a lovely day today, isn't it? (opinion)
8. This woman is your wife, isn't she? (check question)
9. Judy is younger than Jim, isn't she? (check question)
10. There isn't much time, is there? (opinion)
11. He is staying till Saturday, isn't he? (check question)
12. Sarah is a very good cook, isn't she? (opinion)
13. I am attractive, aren't I? (opinion)
14. There aren't any spiders in the bedroom, are there? (check question)
15. This is Paul's pen, isn't it? (check question)
16. Let's go to the beach, shall we? (opinion)
17. This meat is underdone, isn't it? (check question)
18. You won't eat this rare steak, will you? (opinion)

19. Read the dialogue with proper intonation.

A: Help! We're lost!

B: Where are you?

A: I don't know. There's a supermarket and a small park.

B: Oh, I think I know where you are... Can you see a bridge?

A: I'm not sure. Where should I see it?

B: It's to the right of the park. There are also traffic lights there.

A: Oh, yeah. OK, got it.

B: OK, well, cross the street at the traffic lights and turn right.

A: Turn right?

B: Uh huh. Keep going. Now, can you see some trees on the left?

A: Yes.

B: Turn left after the trees.

A: What, in front of the bar?

B: Yes, in front of the bar. You'll see my house on the left.

A: It's opposite the farm?

B: That's it. Well done, you are here.

20. Make up a dialogue using different tone patterns.

1. Two siblings talk about sharing the chores in the house.

2. A woman calls someone who she thinks she knew when she was a student.

The other woman can't remember the caller. Together they try to remember.

3. A large company calls a client to answer a questionnaire about their product.

4. Two mice discuss the problem of trying to get the cheese without getting caught in the trap.

5. The wrong furniture was delivered to the customer. The customer calls to explain both the mistake and what furniture should have been sent.

21. Transcribe the following words. Explain the reading rules for each word.

Singing, thought, search, where, worn, door, quantity, curl, fought, earthy, were, courage, knot, fifth, audio, purpose, curve, girl, thyme, mourn, worm, core, employ, thirsty, smooth, current, urban, bored, Austria, mathematics, frost, wall, alter, source, Berlin, brought, purse, worth, sore, wring, month, awful, sour, drop, author, early, spoil, pour, award, theatre, together, first, quart, draw, always, law, pearl, pause, Theresa, bathe, also, quarter, August, rhythmic, roar, almost, other, gothic, board, moor, poor, Thames, aunt, bald.

22. Explain the reading rules in the following proverbs.

1. What is done cannot be undone.

2. War's the sport of kings.

3. He who swims in sin will sink in sorrow.

4. The proof of the pudding is in the eating.

5. Better unborn than untaught.

6. Honey is sweet but the bee stings.

Self-study materials

1. Read the following proverbs and common sayings. Pay attention to the articulation of the sounds and the intonation of the sentences.

[θ]

First think, then speak.
Wealth is nothing without health.
To know everything is to know nothing.
A thief knows a thief as a wolf knows a wolf.

[ð]

Sympathy without relief is like mustard without beef.
A rolling stone gathers no moss.
An hour in the morning is worth two in the evening.
The game is not worth the candle.

[ŋ]

Nothing comes from nothing.
Seeing is believing.
Saying and doing are two things.
Gossiping and lying go hand in hand.
Among the blind the one-eyed man is king.
A hungry man is an angry man.

[r]

Soon ripe, soon rotten.
When in Rome do as Romans do.
Prosperity makes friends and adversity tries them.
Promises and pie crusts are made to be broken.
A drowning man will grasp at a straw.
Drop by drop the sea is drained.
When angry, count a hundred.

[p]

Honesty is the best policy.
A little pot is soon hot.
Dot your i's and cross your t's.
Beware of a silent dog and a still water.
A watched pot never boils.
To know what's what.

[ɔ:]

Grasp all, lose all.
New lords, new laws.
Velvet paws hide sharp claws.
Forewarned is forearmed.
To pour water into a sieve.

[ɜ:]

Live and learn.
First come, first served.
One good turn deserves another.
As the workman, so is the work.
A light purse is a heavy curse.
It is an early bird that catches the worm.

[ɔɪ]

The voice of one man is the voice of no one.
Choice of the end covers the choice of the means.
Joys shared with others are more enjoyed.
A burden of one's own choice is not felt.

2. Read the following tongue twisters as quickly as possible.

[θ]

- A. The teacher thought and thought and thought
And no one knew the thought he thought.
- B. The 33 thieves thought that they thrilled the throne throughout Thursday.
- C. Three theatres thrill thirteen thousand of theatergoers
With thirteen thousand thrilling thrillers on Thursdays.
Did thirteen theatres thrill three thousand of theatergoers
With three thousand thrilling thrillers on Thursdays?

[ð]

A. “This” is used for one thing here,
“That” for something over there.
“These” and “those” for two or more.
“Those” are far and “these” are near.

B. Whether the weather is fine
or whether the weather is not.
Whether the weather is cold
or whether the weather is hot.
We’ll weather the weather
Whatever the weather
Whether we like it or not.

[r]

Round and round the rugged rock
The raggied rascal ran.
How many R’s are there in that?
Now tell me if you can.

[ɔɪ]

Any noise annoys an oyster,
But a noisy noise annoys an oyster most.

[ɜ:]

Bert’s servant served thirty burgers and
thirteen desserts for Bert’s thirty-first
birthday.

3. Read the following limericks. Pay attention to the articulation of the sounds and the intonation of the sentences. Learn 2 of them by heart.

[θ]

There was an old man of the South,
Who had an immoderate mouth;
But in swallowing a dish,
That was quite full of fish,
He was choked, that old man of the
South.

[ɔ:]

I wish that my room had a floor;
I don’t care so much for a door;
But this walking around,
Without touching the ground
Is getting to be quite a bore.

[ŋ]

There was a young person in pink,
Who called out for something to drink
But they said, “Oh, my daughter,
There’s nothing but water!”
Which vexed that young person in
pink.

[ɜ:]

A. There was an old Lady of Chertsey,
Who made a remarkable curtsy;
She twirled round and round
Till she sank underground,
Which distressed all the people
of Chertsey.

[r]

A rocket explorer named Wright
Once travelled much faster than light.
He set out one day.
In a relative way.
And returned on the previous night.

B. Said a perky old nursemaid from
Durban,
Though I’m certainly firmly suburban,
Yet I wear round my hair
– People stare, I don’t care –
These pearls and this purple fur
turban.

4. Read the following poems. Pay attention to the articulation of the sounds and the intonation of the sentences. Learn one of the poems by heart.

A. You are the person

You are the person who has to decide.
Whether you'll do it or toss it aside;
You are the person who makes up your mind.
Whether you'll lead or will linger behind.
Whether you'll try for the goal that's afar.
Or just be contented to stay where you are.

By Edgar A. Guest

B. Stopping by Woods on a Snowy Evening

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep.
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

By Robert Frost

C. Mirror

Never trust a mirror
For a mirror always lies
It makes you think that all you're worth
Can be seen from the outside

Never trust a mirror
It only shows you what's skin deep
You can't see your eyelids flutter
When you're drifting off to sleep

It doesn't show you what the world can see
When you're only being you
Or how your eyes light up
And your reflection cannot tell you
Everything you mean to me

Never trust a mirror
For it only shows your skin
And if you think it dictates what your worth
It's time to look within

By unknown author

D. If the mountain seems too big today

If the mountain seems too big today,
Then climb a hill instead.
If the morning brings you sadness,
It's ok to stay in bed.

If the day ahead weighs heavy
And your plans feel like a curse,
There's no shame in rearranging.
Don't make yourself feel worse.

If a shower stings like needles,
And a bath feels like you'll drown,
If you haven't washed your hair for days,
Don't throw away your crown.

A day is not a lifetime,
A rest is not defeat.
Don't think of it as failure,
Just a quiet, kind retreat.

It's ok to take a moment
From an anxious, fractured mind.
The world will not stop turning,
While you get realigned.

The mountain will still be there,
When you want to try again.
You can climb it in your own time,
Just love yourself 'til then.

By unknown author

5. Intone the following texts with static and kinetic tones. Explain the choice of the tones. Read the texts. Pay attention to the articulation of the sounds and the intonation of the sentences.

A. Sir Herbert: Nurse!
Colonel Burton: Nurse! I'm thirsty!
Sir Herbert: Nurse! My head hurts!
Colonel Burton: Nurse Sherman always wears such dirty shirts.
Sir Herbert: He never arrives at work early.
Colonel Burton: He and ... er ... Nurse Turner weren't at work on Thursday, were they?
Sir Herbert: No, they weren't.
Colonel Burton: Nurse Sherman is the worst nurse in the ward, isn't he, Sir Herbert?
Sir Herbert: No, he isn't, Colonel Burton. He's the worst nurse in the world!
A. Baker. Sheep or ship, 2006

B. Miss Brothers: I want to buy the hat in the window.
Assistant: There are three hats together in the window, madam. Do you want the one with the feathers?
Miss Brothers: No. The other one.
Assistant: The small one for three hundred and three euros?
Miss Brothers: No. Not that one either. The one over there. The leather one.
Assistant: Ah! The leather one. Now this is another leather hat, madam. It's better than the one in the window. It's a smoother leather.
Miss Brothers: But I'd rather have the one in the window. It goes with my clothes.
Assistant: Certainly, madam. But we don't take anything out of the window until three o'clock on Thursday.
A. Baker. Sheep or ship, 2006

C. Announcer: This morning the Roarers football team arrived back from York. Laura Short is our sports reporter, and she was at the airport.
Laura Short: Good morning, listeners. This is Laura Short. All the footballers are walking towards me. Here's George Ball, the goalkeeper. Good morning, George.
George Ball: Good morning. Are you a reporter?
Laura Short: Yes. George. I'm Laura Short from Radio Station 4. Tell us about the football match with York.
George Ball: Well, it was awful. We lost. And the score was forty-four, four. But it wasn't my fault, Laura.
Laura Short: Whose fault was it, George?
George Ball: The forwards.
Laura Short: The forwards?
George Ball: Yes. The forwards. They were always falling over or losing the ball!
A. Baker. Sheep or ship, 2006

- D.** Lara: Are all the children grown up now, Ruth?
 Ruth: Oh, yes, Lara. Ruby is the cleverest one. She's a librarian in the public library.
 Lara: Very interesting. And what about Laura?
 Ruth: She's a secretary at the central railway station.
 Lara: And what about Rose? She was always a very pretty child.
 Ruth: Rose is a waitress in a restaurant in Paris. She's married to an electrician.
 Lara: And what about Jerry and Roland?
 Ruth: Jerry drives a lorry. He drives everywhere in Europe.
 Lara: Really? Which countries does he drive to?
 Ruth: France and Austria and Greece and Russia.
 Lara: And does Roland drive a lorry too?
 Ruth: Oh, no. Roland is a pilot, Lara.
 Lara: Really? Which countries does he fly to?
 Ruth: Australia and America.

A. Baker. Sheep or ship, 2006

E. Who's at the party?

- Oliver: Oh dear! Monica, I don't know any of these people. Who are they?
 Monica: Don't worry Oliver. They're all very nice. Can you see that man over there? He's sitting down. That's Harry. He's a musician. He works in LA.
 Oliver: Sorry, where?
 Monica: You know, LA. Los Angeles.
 Oliver: Oh yeah.
 Monica: And he's talking to Mandy. She's wearing a red dress. She's very nice and very rich! She lives in a beautiful old house in the country.
 Oliver: Rich, eh?
 Monica: Yes. Rich and married! Next to her is Fiona. She's drinking a glass of red wine. Fiona's my oldest friend, she and I were at school together.
 Oliver: And what does Fiona do?
 Monica: She's a writer. She writes children's stories – they're not very good but ... anyway, she's talking to George. He's laughing and smoking a cigar. He's a pilot. He travels the world, thousands of miles every week.
 Oliver: And who are those two over there? They're dancing. They know each other very well.
 Monica: Oh, that's Roz and Sam. They're married. They live in the flat upstairs.
 Oliver: So ... that's Harry and Mandy and ... it's no good, I can't remember all those names.

Английский язык для начинающих, 2006

F. Halloween

Halloween is a festival celebrated on October 31. According to an old belief, Halloween is the time, when the veil between the living and the dead is partially lifted, and witches, ghosts and other supernatural beings walk on Earth. It began long ago in Britain, when bonfires were lit to keep those spirits and ghosts away. Today it is celebrated in many countries and has become a time for parties and games.

One of the most famous and popular game of the festival is called 'trick or treat'. For playing the game, children dress up in various costumes and masks and go to all the houses in their street. When the door is opened, they ask for 'treats' (sweets or pocket money). If they aren't given anything, they'll try to scare their neighbours with some tricks.

One of the traditional decorations is the jack-o-lantern made from a pumpkin. Children take out the middle of the pumpkin, cut holes for the eyes, nose and mouth in its side and put a candle inside the pumpkin to scare their friends.

Test

1. Explain the following phenomena. Give your own examples.

1. Связующее [r].
2. Ассимиляция в сочетании [dr], [tr].
3. Ассимиляция в сочетаниях [br], [gr].
4. Ассимиляция в сочетаниях сонанта [r] с глухими согласными.
5. Ассимиляция в сочетании [θr].
6. Ассимиляция в сочетаниях альвеолярных и межзубных согласных.

2. Answer the following questions.

1. Какой тон употребляется в полных общих вопросах?
2. Интонационная структура каких вопросов совпадает с интонационной структурой повествования?
3. Где проходит граница между двумя интонационными группами альтернативного вопроса?
4. Как звучит высокий восходящий тон в первой интонационной группе альтернативных вопросов?
5. Когда в первой интонационной группе альтернативных вопросов употребляется низкий восходящий тон?
6. На что указывает нисходящий тон во второй интонационной группе альтернативных вопросов?
7. Какие интонационные модели встречаются в разделительных вопросах?
8. Разделительные вопросы с каким тоном, служат, скорее, для поддержания разговора, чем для получения информации?
9. Если говорящий не уверен в ответе или спрашивает мнение собеседника, то во второй части разделительного вопроса употребляется
10. Глагол, с которого начинается вопросительная фраза, может быть как ... , так и ... , что связано с ... последующего слова.

3. Transcribe the following words. Explain the reading rules for each word.

Fall, within, pork, further, pink, king, wrap, warning, bringing, sixth, sir, calling, heart, recoil, thunder, toy, vivid, coffee, dirty, work, cutting, verbal, longer, ringer, weather, rhythm, earth, sought, learn, her, bottle, why, feeling, thank, seethe, iron, wars, single, wreck, boyfriend, ball, earnings.

4. Intone the questions.

1. When is your birthday?
2. Are teenagers interested in travelling or shopping?
3. When do you go to bed?
4. We like our school, don't we? Yes, we do.
5. What books does she like?
6. She cooks delicious cakes, doesn't she? Yes, she is a wonderful cook.
7. Has Mike got a cat or a dog?
8. You like this book, don't you? Yes, it's very interesting.
9. Is he single or married?

Unit 4. FROM SOUNDS [ʊ], [u:], [ʊə], [əʊ], [aʊ], [ju:], [jʊə], [ʃ], [ʒ], [tʃ], [dʒ] TO INTONATION OF UNFINISHED SENTENCE PARTS

Lesson 1

Sounds

Vowels – [ʊ], [u:], [ʊə], [əʊ], [aʊ], [ju:], [jʊə].

Consonants – [ʃ], [ʒ], [tʃ], [dʒ].

[ʊ] – краткий ненапряженный гласный звук неглубокого заднего или заднего продвинутого ряда, широкой разновидности высокого подъема, слегка лабиализованный. При произнесении этого звука язык незначительно оттянут назад, кончик языка опущен и отходит от нижних зубов. В отличие от русского [y] при произнесении [ʊ] губы немного округляются, но не выдвигаются вперед.

[u:] – долгий напряженный гласный звук неглубокого заднего ряда, узкой разновидности высокого подъема, лабиализованный. При произнесении язык оттянут назад, губы округлены, расстояние между челюстями незначительное.

[əʊ] – дифтонг, ядро которого звук смешанного ряда, узкой разновидности среднего подъема, однако более открытый и лабиализованный. Первый элемент дифтонга совпадает с гласным [ɜ:] по вертикальному и горизонтальному положению языка, поэтому при произнесении звука следует опираться на артикуляцию [ɜ:]. Скольжение ядра происходит в направлении звука [ʊ].

[ʊə] – дифтонг, ядром которого является звук [ʊ], т. е. гласный заднего продвинутого вперед ряда, широкой разновидности высокого подъема, слегка лабиализованный. Второй элемент дифтонга представляет собой скольжение в направлении нейтрального гласного [ə].

[aʊ] – дифтонг, при произнесении ядра которого язык продвинуто вперед и лежит плоско, как при произнесении ядра дифтонга [aɪ]. Это гласный переднего ряда, широкой разновидности низкого подъема, нелабиализованный. Скольжение происходит в направлении звука [ʊ].

[ʃ], [ʒ] – переднеязычные альвеолярные щелевые фрикативные согласные звуки, которые произносятся мягче, чем русские [ш] и [ж]. Звук [ʃ] – глухой сильный, звук [ʒ] – звонкий слабый.

[tʃ], [dʒ] – переднеязычные альвеолярно-палатальные аффрикаты (смычно-щелевые согласные). [tʃ] – глухой сильный альвеолярный согласный звук. По звучанию близок к белорусскому [ч], т. е. он более твердый, чем русский [ч]. [dʒ] – звонкий слабый альвеолярный звук, который следует произносить слитно, а не как две следующие друг за другом фонемы. Звук [dʒ] мягче, чем [tʃ].

Exercises

1. Pronounce the transcribed words. Mind the positional length of the sound [ʊ] depending on the sound that follows them.

gʊd	wʊl	brʊm	bʊk	bʊf	kʊk	fʊt	`pʊtɪŋ
hʊd	bʊl	wʊlf	krʊk	pʊs	fʊt	bʊk	`wʊmən
kʊd	pʊl	grʊm	lʊk	pʊf	nʊk	sʊt	`kʊkə
wʊd	fʊl	vʊln	rʊf	pʊf	pʊt	rʊk	`bʊkɪŋ

2. Pronounce the transcribed words. Mind the positional length of the sound [u:] depending on the sound that follows it.

nu: – nu:n – nu:s	ku: – ku:l – ku:p	lu: – lu:n – lu:s
fu: – fu:n – fu:s	ru: – ru:m – ru:t	flu: – flu:m – flu:k
mu: – mu:d – mu:t	bru: – bru:d – bru:t	tu: – tu:l – tu:θ
gru: – gru:v – gru:p	kru: – kru:z – kru:p	hu: – hu:n – hu:t
wu: – wu:z – wu:t	bu: – bu:n – bu:t	su: – su:n – su:t

3. Pronounce the transcribed words. Mind the positional length of the sound [u:] depending on the sound that follows it.

klu:	smu:ð	ru:d	bu:m	bu:st	fru:t	`lu:sɪ
θru:	snu:z	mu:d	lu:m	ju:θ	dru:p	`hu:və
glu:	bu:ð	bru:d	du:m	tru:s	swu:p	`tru:lɪ
tru:	mu:v	fu:d	ru:l	mu:s	stu:p	`fru:tɪ
du:	hu:z	kru:d	fu:l	ru:f	lu:t	`pru:flɪs

4. Pronounce the transcribed words. Mind the difference in articulation of the sounds [ʊ] and [u:].

fʊt – fu:d	kʊk – ku:t	rʊk – ru:m	stʊd – stu:l
bʊk – bu:t	pʊl – pu:l	fʊk – fu:t	lʊk – lu:k
gʊd – fu:d	hʊd – hu:t	brʊm – bru:m	wʊd – wu:l

5. Pronounce the transcribed words. Mind the positional length of the sound [u:].

fju: – fju:z – fju:d	pju: – pju:l – pju:k
nju: – nju:z – nju:t	mju: – mju:z – mju:t
kju: – kju:b – kju:t	dju: – dju:n – dju:k
hju: – hju:z – hju:d	ju: – ju:z – ju:s

6. Pronounce the transcribed words. Mind the articulation of the sound [ju:].

ju:s	tju:b	ju:z	stju:	`mju:zɪk	`pju:pl
fju:m	spju:	mju:l	tju:n	`stju:pɪd	`hju:mə
vju:	hju:	nju:d	fju:d	`bju:tɪ	`lju:ɪs
dju:n	pju:l	pju:	`sju:ɪt	`tju:tə	`pju:mə

7. Pronounce the transcribed words. Mind the positional length of the sound [əʊ].

təʊ – təʊd – təʊn	wəʊ – wəʊz – wəʊk	pəʊ – pəʊz – pəʊl
fləʊ – fləʊn – fləʊt	kəʊ – kəʊl – kəʊt	grəʊ – grəʊn – grəʊt
səʊ – səʊl – səʊp	rəʊ – rəʊz – rəʊt	dəʊ – dəʊl – dəʊp
məʊ – məʊn – məʊt	nəʊ – nəʊn – nəʊt	həʊ – həʊm – həʊp
bəʊ – bəʊn – bəʊt	gəʊ – gəʊl – gəʊt	ləʊ – ləʊd – ləʊf

8. Pronounce the transcribed words. Mind the positional length of the sound [əʊ].

ləʊ	stəʊv	vəʊg	fəʊn	bəʊθ	kəʊk	`wɪndəʊ
təʊ	rəʊz	rəʊb	dəʊm	gəʊst	jəʊk	`fɒləʊ
krəʊ	frəʊz	təʊd	fəʊm	ləʊf	nəʊp	`məʊbaɪl
sləʊ	həʊz	ləʊd	rəʊl	grəʊθ	sləʊp	`ləʊkəl
bləʊ	dəʊz	rəʊd	ləʊn	ləʊθ	vəʊt	`pjænəʊ

9. Pronounce the transcribed words. Mind the difference between the sounds [ɜ:] and [əʊ] while pronouncing the following pairs.

ɜ:k – əʊk	sɜ:f – səʊn	ɜ:θ – əʊθ	vɜ:t – vəʊt	hɜ:z – həʊz
kɜ:d – kəʊd	kɜ:n – kəʊn	kɜ:t – kəʊt	gɜ:t – gəʊt	hɜ:d – həʊl
bɜ:θ – bəʊθ	lɜ:n – ləʊn	kɜ:k – kəʊk	smɜ:k – sməʊk	dɜ:m – dəʊnt
kɜ:l – kəʊl	bɜ:n – bəʊn	bɜ:t – bəʊt	wɜ:k – wəʊk	bɜ:l – bəʊl
tɜ:n – təʊn	nɜ:d – nəʊt	fɜ:m – fəʊm	pɜ:k – pəʊk	fɜ:n – fəʊn

10. Pronounce the transcribed words. Mind the positional length of the sound [aʊ].

naʊ – naʊn – naʊs	braʊ – braʊz – braʊn	baʊ – baʊz – baʊk
daʊ – daʊn – daʊt	kaʊ – kaʊz – skaʊt	raʊ – raʊz – raʊt

11. Pronounce the transcribed words. Mind the positional length of the sound [aʊ].

baʊ	praʊd	graʊnd	haʊs	staʊt	`aʊtləɪn
kaʊ	faʊnd	kraʊn	saʊθ	daʊt	`paʊdə
slaʊ	braʊz	draʊn	maʊθ	aʊt	`faʊndə
haʊ	laʊd	fraʊn	daʊs	paʊt	`maʊntɪn
maʊ	kaʊz	faʊl	maʊs	traʊt	`θaʊzənd

12. Pronounce the transcribed words. Mind the difference in articulation of the sounds [ʊə] and [jʊə].

pjʊə	sjʊə	stjʊəd	`pʊəlɪ	`pjʊəlɪ
mʊə	pʊə	krʊəl	lɪ`kjʊə	sɪ`kjʊə
tʊəd	ʃʊə	grʊəl	`jʊərəp	`tʊərɪst
kjʊə	mjʊə	lʊə	`djʊəriŋ	əb`skjʊə

13. Pronounce the transcribed words. Mind the difference in articulation of the sounds [u:] and [ʊə].

fju: – fʃʊəl	mju: – mjʊə	ju: – jʊə	gru: – grʊəl
kju: – kjʊə	lu: – lʊə	pju: – pjʊə	tu: – tʊə
bu: – bʊə	mu: – mʊə	vju: – vjʊə	kru: – krʊəl

14. Pronounce the transcribed words. Mind the articulation of the sound [ʃ] in different positions.

ʃɔ:t	fɪʃ	ʃel	dæʃ	`væniʃ	`ʃepəd
ʃi:p	flæʃ	pʊʃ	ʃəʊn	`spɪ:ʃɪz	`ʃɑ:pən
æʃ	ʃaɪn	gʊʃ	ʃeɪd	`mɪʃən	`ʃeltə
ʃɑ:k	bʊʃ	ʃeɪp	ʃɪft	`mæŋʃən	`ʃɪpɪŋ
pʊʃ	ʃu:t	ʃɜ:t	ʃu:z	`neɪʃən	`ʃædəʊ

15. Pronounce the transcribed words. Mind the articulation of the sound [tʃ] in different positions.

tʃɔ:k	tʃeɪn	tʃeɪs	bɪ:tʃ	tʃɑ:m
tʃɪəz	læʃtʃ	tʃɔɪs	pɑʊtʃ	tʃaɪd
tɪ:tʃ	tʃu:z	tʃɪn	sɜ:tʃ	tʃɪ:k
tʃek	tʃaɪn	tʃæt	tʃeə	tʃɪd
stɪtʃ	tʃɑ:f	kəʊtʃ	wɒtʃ	tʃɪ:t

16. Pronounce the transcribed words. Mind the articulation of the sound [dʒ] in different positions.

dʒi:n	dʒəʊk	dʒɔɪn	dɒdʒ	`dʒɒgɪŋ
dʒen	dʒæz	dʒeɪd	dʒef	`dʒɜ:mən
dʒem	dʒi:z	dʒes	dʒæb	`deɪndʒə
dʒæk	dʒet	fɔ:dʒ	dʒɪb	`dʒækɪt
keɪdʒ	dʒeld	geɪdʒ	dʒu:s	ɪn`geɪdʒ

17. Pronounce the transcribed words. Mind the difference in articulation of the sounds [d] and [dʒ].

eɪd – eɪdʒ	di:p – dʒi:p	dɪə – dʒɪə	deɪl – dʒeɪl
ed – edʒ	dɒg – dʒɒg	bɪld – bɪldʒ	bæd – bædʒ
dæg – dʒæg	dæm – dʒæm	det – dʒet	dæŋgl – dʒæŋgl
dɒt – dʒɒt	dɒn – dʒɒn	dɔ: – dʒɔ:	tʃeɪnd – tʃeɪndʒ

18. Pronounce the transcribed words. Mind the difference in articulation of the sounds [tʃ] and [dʒ].

tʃɔ: – dʒɔ:	tʃʌg – dʒʌg	tʃʌŋk – dʒʌŋk	tʃəʊk – dʒəʊk
tʃɪə – dʒɪə	tʃɪps – dʒɪps	tʃes – dʒes	eɪtʃ – eɪdʒ
tʃɑ: – dʒɑ:	tʃeɪn – dʒeɪn	tʃest – dʒest	pætʃ – bædʒ
tʃi:z – dʒi:z	tʃʌmp – dʒʌmp	tʃi:p – dʒi:p	lɑ:tʃ – lɑ:dʒ

19. Pronounce the transcribed words. Mind the articulation of the sound [ʒ].

rɪˈvɪʒən	ˈmeʒə	ˈtelɪˌvɪʒən	dɪˈvɪʒən
ˈsi:ʒə	dɪˈsɪʒn	ˈgæɾɑ:ʒ	ˈeɪʒə
ʒɑ:nr	kəˈlɪʒn	ˈpleʒə	ˈtreʒə
ˈfju:ʒən	ˈvɪʒən	ˈju:ʒəʊəl	əˈkeɪʒn
ˈleʒə	kənˈklu:ʒən	ˈkæʒəʊəl	beɪʒ

Lesson 2

Reading rules

1. Reading rules for consonants and consonant clusters

Letters, digraphs	Sounds	Peculiarities	Examples	Exceptions
sh	[ʃ]	В любом положении	she, wash, fashion	
c	[ʃ]	Перед неударной <i>i</i> + гласная	social, special, ocean, suspicion, precious	
ch	[ʃ]	В словах французского происхождения	machine, champagne, chandelier, schedule, moustache, parachute	
ch	[k]	В словах греческого происхождения	school, chemistry, character, ache, monarch, technique, orchestra, Christmas	
ch	[tʃ]	В любом положении	chess, change, chicken, peaches	
ss	[ʃ]	Перед неударными <i>io, ia</i>	mission, Russia, permission	
t	[ʃ]	Перед неударной буквой <i>i</i> + гласная	essential, invention, devotion	
s	[ʒ]	Между гласными перед <i>ion, ure</i>	decision, vision, measure, pleasure	+ [ʒ] usual
tch	[tʃ]	В конце слова	catch, match, watch	
t	[tʃ]	В безударном положении <i>ture, tural, tury</i>	picture, mixture, sculpture, structure, natural, century	+ [tʃ] question, fortune
dg	[dʒ]	Перед <i>e</i> в конце слога	edge, bridge, judge	
g (gg)	[dʒ]	Перед <i>e, i, y</i>	large, gym, gist, suggest, gypsy	[g] get, give, begin, girl, target, gifted, giggle, etc.
g	[ʒ]		genre, garage, mirage, prestige	
z	[ʒ]	<i>z</i> + <i>-ure, -ury, -ural, -ual</i>	azure, azury	
j	[dʒ]		job, jacket, jeans	

2. Reading rules for vowels and vowel clusters

Letters, digraphs	Sounds	Peculiarities	Examples	Exceptions
oo	[u:]	В закрытом слоге и в конце слова	moon, fool, soon	[ʊ] good, stood, wood, foot, hood, wool, poor, moor [ʌ] blood, flood
ou	[u:]		soup, route, rouble	
oo	[ʊ]	Перед <i>k</i>	book, look, cook	
u	[ʊ]	<i>b, p, f + u + sh</i> или <i>ll</i>	bush, pull, bull	
u	[u:]	После звуков [tʃ], [dʒ], [r], [l], [s]	June, rule, chute	[ʊə] jury, plural
ui, ue	[u:]	После звуков [tʃ], [dʒ], [r], [l], [s]	fruit, juice, true, blue	
ew	[u:]	После <i>r, j, l, ch</i>	chew, crew, blew, jewel	
ew	[ju:]	В открытом слоге	new, few, view	[səʊ] sew
ure	[jʊə]	В четвертом типе чтения	cure, pure, fury	
oa	[əʊ]	В закрытом слоге	boat, coat, road	
o	[əʊ]	Перед <i>ll, ld, st</i> в открытом ударном слоге, перед буквой <i>l</i>	old, cold, post, most, enroll	[u:] do, who [ʌ] does [ɒ] cost, lost
ou	[aʊ]	В закрытом или условно-открытом слоге Перед неммым сочетанием <i>gh</i> в конце слова	round, sound, count, house bough, plough	[ʌ] enough, country, double, touch, young, cousin, trouble, southern, couple [u] could, should, would [əʊ] soul, shoulder [əʊ] though [aʊ] drought
ow	[əʊ]	В конце двусложных слов в безударном положении	window, yellow, elbow, shadow, tomorrow, Moscow, follow	
ow	[aʊ]		down, town, now	
ow	[əʊ]		snow, show, slow, bowl, own, flown	

Exercises

1. Pronounce the words. Mind the articulation of the sounds [ʃ], [ʒ].

Azure, crushing, ration, vision, shower, English, division, decision, revision, wish, garage, shopping, publisher, British, pleasure, measure, Polish, punish, nation, precision, emotion, inflation, devotion, mission, provision, fashion, ashen, treasure, collision, pension, occasion, social, racial, session, intrusion, fusion, dictionary.

2. Pronounce the words. Mind the articulation of the sounds [tʃ], [dʒ].

Jewelry, page, cheese, catch, chicken, job, college, cheap, teacher, enjoy, engineer, French, picture, jumper, sculpture, Japan, edge, jeans, lunch, journalist, sandwich, bridge, watch, chocolate, chip, chop, orange, large, chess, children, manage, judging.

3. Pronounce the words. Mind the articulation of the sounds [ʊ], [u:], [ju:], [jʊə].

Cubicle, view, student, pure, cook, food, computer, cure, book, cooker, June, music, purely, beauty, took, juice, pupil, during, spoon, pull, whose, duty, fury, full, move, use, Europe, put, fruit, new, Euro, look, rule, few, moose, student, European.

4. Pronounce the words. Mind the articulation of the sounds [ʊə], [əʊ], [aʊ].

Road, poor, insurance, house, outside, sure, home, loud, jury, hotel, round, moor, old, down, tour, boat, cloud, rainbow, tourist, allow, soul, plural, sound, rural, insure.

5. Put the words into the correct columns according to the reading of *ch*.

Ache, school, bachelor, pinch, brochure, champagne, character, charades, charge, chauffeur, chemistry, chalet, cheque, Christian, church, echo, machine, macho, mechanic, moustache, psychiatrist, sachet, technology, charity, Christmas, parachute.

[tʃ]	[k]	[ʃ]

6. Transcribe the following words. Explain the reading rules for each word.

Profession, cloud, television, rigid, British, lunch, fruit, plural, jumper, shock, cure, tiger, powder, search, orange, sandwich, partial, bush, flood, admission, bowl, shine, surge, room, manager, cash, radio, power, tube, stage, much, down, bridge, musician, furniture, video, azure, question, stupid, crow, cost, dictation, chicken, gift, shudder, German, patient, monarch, chemical, usual, genre, schedule, garage, knew.

Lesson 3

Интонация незаконченных частей высказывания

Незаконченные части высказывания, в частности перечисления, развернутые обстоятельства места и времени, стоящие в начале предложения, обычно произносятся с низким восходящим кинетическим тоном, так как основное значение, которое выражает этот тон, – незаконченность, незавершенность, e.g. *There is a 'three- star ho, tel, a , theatre, 'two , cinemas and some `shops in this town. In 'front of the , house there is a 'big `garden.*

Интонация сложносочиненных предложений

Сложносочиненные предложения состоят из двух равноправных частей и соединяются между собой разными видами сочинительных союзов. Союз *and* может иметь как соединительное, так и противительное значение, и от этого будет зависеть интонация в предложении. Если союз *and* имеет соединительное значение и переводится как 'и', то обе части произносятся с высоким нисходящим тоном, e.g. *'This is a `ring ∴ and it's ex`pensive.* Если союз *and* имеет противительное значение и переводится как 'а', то первая часть произносится с высоким восходящим тоном, а вторая – с высоким нисходящим тоном, e.g. *'This is a 'ring ∴ and 'that is an `earring. The 'man is 'standing ∴ and the 'child is `sitting.*

Exercises

1. Read the following sentences according to their intonation patterns.

1. There is a , table and a ` chair in my room.
2. I'm 'busy on , Monday, , Tuesday, , Wednesday and ` Saturday.
3. There is a 'huge , dictionary, some , books, a 'few , exercise-books and a `pen on the , desk.
4. Near the ho, tel there is a 'huge `supermarket.
5. Mary speaks , English and ` German.
6. There is some , cheese and `biscuits on the , plate.
7. In the 'centre of the , mantelpiece there is a 'big 'Swiss `clock.
8. 'Mina can 'speak , English, , Polish, a 'little bit I, talian and 'even Chi`nese.
9. 'Tom plays , hockey and `tennis.
10. 'Polly needs , honey and `milk for her , cake.
11. There's a com, puter, a T, V-set, a , table and a `bed in my , room.
12. In the 'middle of the , dining-room there is a 'big round `table.
13. There is a 'big Chinese , clock, 'two , candlesticks, a few , photographs and a 'nice `vase on the , mantelpiece.

14. 'Mindy likes ,roses and `tulips.
15. We 'study ,English, ,German, ,French and `Spanish at Uni ,versity.
16. 'Kate has a ,cat, a ,parrot, a ,rabbit and a little `puppy.
17. 'Molly can 'make 'vegetable ,salads, 'fish ,sandwiches, 'roasted ,meat and a de'licious `cherry-pie.
18. There is a 'huge cup of ,tea, a 'big bowl of ,cereals and some `nuts for ,Harry. He is 'very `hungry.
19. On 'Saturday ,evenings 'Paul and 'Betsy usually 'go to the `cinema.
20. 'Rick is very `sporty. He 'plays ,hockey, ,football, ,tennis and `baseball.
21. You can 'buy ,bread, ,milk, ,cheese, ,butter, ,meat and `other ,things in that supermarket.
22. In 'front of the ,house there is a 'big `garden.
23. 'Early in the ,morning 'Kathy likes to 'drink 'strong `tea.
24. 'Peter usually has a 'dark ,suit, a 'white ,shirt, a ,tie and a 'pair of 'black `shoes ,on at his ,working place.
25. 'Every 'Saturday after ,noon they 'go and 'see their `granny.
26. In the 'centre of the ,city there are 'two 'famous `monuments.
27. There are 'two cartons of ,milk, a 'dozen ,eggs, a 'small piece of ,cheese and some `bananas in the ,fridge.
28. 'Next to the ,clock there is a 'photograph of 'Josh's `family.

2. Read the following questions according to their intonation patterns.

A. General questions

- | | |
|-----------------------------------|--|
| 1. 'Is it ,your book? | 9. 'Is there any 'milk there? |
| 2. 'Are you a 'doctor? | 10. 'Is this ho'tel ,nice? |
| 3. 'Are they in Ja ,pan now? | 11. Does 'Paul 'like his ,job? |
| 4. 'Do you 'have any 'free ,time? | 12. Is 'Agatha doing O'K? |
| 5. 'Is it 'Nick's photograph? | 13. 'Has he 'got her 'own 'flat? |
| 6. 'Do you 'study 'German? | 14. 'Does he 'play 'tennis 'every day? |
| 7. 'Have you 'got a com'puter? | 15. 'Do they 'help you with ,cooking? |
| 8. 'Is it a de'licious cake? | 16. 'Do you 'like 'rock music? |

B. Special questions

- | | |
|---------------------------------|---|
| 1. 'How are `things? | 8. 'When is 'Pete's `birthday? |
| 2. 'Who can 'speak `Spanish? | 9. 'Where does 'Molly `come from? |
| 3. 'How is your `brother? | 10. 'Why do they 'live in the `city? |
| 4. 'Who is that `woman? | 11. 'When does the 'train to `Minsk ,leave? |
| 5. 'Whose `box is this? | 12. 'Who has 'got any 'books about `Italy? |
| 6. 'How do you `cook it? | |
| 7. 'What 'films does she `like? | |

C. Alternative questions

1. 'Does she 'study 'English | or 'German?
2. 'Has he 'got a ,parrot | or a `cat?
3. 'Is she a 'vet | or a `blogger?
4. 'Are these 'boxes ,his | or `hers?
5. Does 'Nick 'work in a ho'tel | or in a `supermarket?
6. 'Have you 'got a day-'off on 'Tuesday | or `Friday?
7. 'Is Grace's 'daughter '6 | or `8?
8. 'Are they at 'work | or at `home now?
9. 'Can you 'play ,hockey | or `tennis?
10. Is 'Glasgow in 'England | or `Wales?
11. 'Are there 'four | or `five ,cinemas in the ,town?
12. 'Is she ,single | or `married?
13. 'Is there a 'mug of 'tea | or a 'cup of `coffee on the ,table?
14. 'Do you 'like 'pop music | or 'hard `rock?

D. Disjunctive questions

1. She is `beautiful, | `isn't she?
2. He 'can't be an `doctor, | 'can he?
3. You 'like this `book, | `don't you?
4. 'Ann cooks de'licious `cherry pies, | `doesn't she?
5. She is a 'good `cook, | `isn't she?
6. There is a 'good `restaurant over ,there, | `isn't there?
7. You haven't 'got any i'dea, | 'have you?
8. There's some 'interesting `news in the ,paper, | `isn't there?
9. 'Brian has 'got a new `car, | 'hasn't he?
10. It is a `beautiful ,city, | `isn't it?
11. 'Terry doesn't 'make any mis'takes in his `tests, | `does he?
12. 'Mindy can 'play 'tennis very `well, | `can't she?
13. 'Polly likes 'chocolate very `much, | `doesn't she?
14. 'Peter isn't `married, | 'is he?
15. This 'dress is very `fashionable, | `isn't it?

3. Read the following sentences according to their intonation patterns.

1. 'Judith is 'cooking | and 'Edith is `hoovering.
2. 'This is a 'caterpillar | and 'that is a `butterfly.
3. That 'desk is 'made of `plastic | and it's 'fairly `cheap.
4. 'I am 'making 'lunch | and my 'brother is 'laying the `table.
5. It's an 'important `test | and I must `pass it.
6. 'Han is a 'teacher of 'English | and 'Hannah is a 'teacher of `Physics.
7. This 'bag is 'made of `leather | and it 'isn't `cheap.
8. 'Ann has a 'ring | and 'Betsy has a `necklace.
9. 'Jane can 'ski | and 'Janet can `skate.

Revision

1. Read the following pairs of sentences. Mind the difference in articulation of the sounds [ʊ] and [u:].

Look, a new moon!
The sign said "Pull".
This isn't really full proof.
The bird could.
His foot was greasy.
There was only a broom

Luke, a new moon!
The sign said "Pool".
This isn't really foolproof.
The bird cooed.
His food was greasy.
There was only brume.

2. Read the following pairs of sentences. Mind the difference in articulation of the sounds [a:] and [aʊ].

It's the best car.
It was a long bar.
Her bra was wrinkled.
There's beautiful grass here.
"Arch!" he said loudly.
I see him dart.

It's the best cow.
It was a long bow.
Her brow was wrinkled.
There's beautiful grouse here.
"Ouch!" he said loudly.
I see him doubt.

3. Read the following pairs of sentences. Mind the difference in articulation of the sounds [ɔ:] and [əʊ].

Gino's caught.
It's a nought.
We had a bought picnic.
There were lots of lords.
It's my jaw.
Give me the ball.

Gino's coat.
It's a note.
We had a boat picnic.
There were lots of loads.
It's my Joe.
Give me the bowl.

4. Read the following pairs of sentences. Mind the difference in articulation of the sounds [s] and [ʃ].

C is third.
I like Sue's.
Sip it carefully.
Look at that ass.
He won't sew it.
"Puss!" he shouted.

She is third.
I like shoes.
Ship it carefully.
Look at that ash.
He won't show it.
"Push!" he shouted.

5. Read the following pairs of sentences. Mind the difference in articulation of the sounds [tʃ] and [dʒ].

It's a cheap type of car.
Are you choking?
A land full of riches.
Do you like cherries?
I want a larch tree.
Do I write 'h' here?

It's a jeep type of car.
Are you joking?
A land full of ridges.
Do you like Jerry's?
I want a large tree.
Do I write age here?

6. Read the following pairs of sentences. Mind the difference in articulation of the sounds [ʃ] and [tʃ].

We like ships.

This is a sheep farm.

It's a sherry trifle.

I'll buy this shop.

I couldn't cash it.

He's washing the television.

We like chips.

This is a cheap farm.

It's a cherry trifle.

I'll buy this chop.

I couldn't catch it.

He's watching the television.

7. Read the following words according to the rules and find exceptions.

College, gallery, genus, scoff, justice, science, screen, occupy, get, jar, scenery, soccer, canteen, success, German, give, cyclist, general, begin, cinema, goal, game, ginger, gather, judge, jungle.

8. Indicate how the letter c is pronounced in the words.

Success, juice, sufficient, anchor, ocean, accept, scientific, chemist, Pacific, appreciate, balcony, proficiency, decide, clown, precious, tobacco.

9. Indicate how the letter g is pronounced in the words.

Religion, geography, bridge, George, beggar, gear, figure, hamburger, guilty, garbage, engineer, giant, garnish, oxygen, guard, gypsy, regulator, bargain.

10. Put the words into the right column and find exceptions if there are any.

August, begin, finger, flag, engineer, German, cage, pig, giraffe, again, England, goose, give, glass, grandfather, page, great, angry, grey, grass, jug, garden, girl, agree, jungle, large, Jane, forget, village, gym, green, get, good, porridge, together, leg, egg, orange, dog, tiger, hungry, ground.

[g]	[dʒ]

11. Find the way from start to finish. You may pass a square only if the word in it has the sound [ʌv]. You can move horizontally or vertically only.

Start ↓

sprout	sound	group	about	scout	cow
lower	found	brown	shout	bought	south
could	couple	throw	low	should	flower
know	snow	touch	ought	down	count
thought	would	slow	blow	pound	young
soul	country	though	blood	fountain	house

Finish ↑

12. Find the odd word in each line. Explain your choice.

1. cup, candle, centre, council;
2. gym, gossip, game, give;
3. century, ceramic, circle, cycle;
4. gentle, giant, gymnast, get;
5. cake, call, cease, cause;
6. gas, gentle, ginger, gymnastics;
7. get, gain, give, begin;
8. scissors, scientific, scarf, scene.

13. Choose the word in each group that has the highlighted part pronounced differently from the rest.

	A	B	C	D
1	glove	move	prove	improve
2	sunny	button	just	duty
3	wood	choose	boot	food
4	catches	phones	courses	places
5	flew	threw	grew	few
6	empty	nasty	fry	sleepy
7	write	writer	writing	written
8	appalled	ironed	picked	served
9	stone	top	pocket	modern
10	leather	everything	seventh	theatre
11	much	match	chemist	chosen
12	tow	elbow	grow	fowl
13	children	church	headache	beach
14	mother	there	south	theirs
15	plays	stays	bays	says
16	farm	warm	park	garden
17	question	invitation	station	vacation
18	tooth	soon	room	door
19	cake	colour	centre	cup
20	watching	machine	cheese	French

14. Arrange the following words into the suitable columns.

Curl, cart, edge, creep, wood, leaf, hoop, month, should, hymn, palm, torn, move, bird, just, piece, breath, next, scene, stood, link, eve, said, stabbed, foot, pearl, cab, rang, soup, farm, could, ton, floor, ridge, itch, loom, suit, sword, begged, black, flashed, herd, love, son, chalk, cruise, bin, don, cloth, banned, feast, dock, arch, hoot, dog, ought, calm, blood, bard, germ, cough, purr, monk, hood.

[ɪ]	[æ]	[e]	[ʊ]	[o]	[ʌ]
[i:]	[ɜ:]	[ɑ:]	[o:]		[u:]

15. Intone the following sentences.

1. Sally is a cashier and Janet is a typist.
2. Helen likes chamomiles and Betty likes pansies.
3. This hat is made of felt and it's very fashionable.
4. Mary has a pair of jeans and Jacky has a pair of slacks.
5. This is veal and it's very tender.
6. This knife is made of steel and that knife is made of silver.
7. Mary speaks English, Spanish, Italian and Arabic.
8. They must read, retell and discuss the text.
9. There are geese, ducks, hens and pigs in the farmyard.
10. Jane likes detectives and Ashley likes fairy-tales.
11. Pat has a necklace and Jinny has a ring.
12. Nicky likes knitting, gardening and handicraft.
13. I'll need raisin, almond, honey and eggs for the cake.
14. There are cars, vans, trucks and other vehicles at the parking lot.
15. Harry can play darts, cricket and badminton.

16. Read the following sentences using the correct intonation patterns.

1. Does Ann live in Madrid?
2. Are you with me?
3. The hotel is in this street, isn't it?
4. What time does the train arrive?
5. Can I come in?
6. Let's have some music, shall we?
7. Who's there in the car?
8. Do you speak French?
9. Why are you so sad? Is something wrong?
10. Is the swimming pool on the ground floor or on the first floor?
11. How many foreign languages can she speak?
12. Is it Jane's or Mary's doll?
13. Does your friend like his ice-cream with fruits or chocolate?
14. Have you got any favourite film?
15. Is their son a journalist or an engineer?
16. How old is your Granny?
17. Japan is an interesting country, isn't it?
18. Do you do sports in the afternoon or in the evening?
19. Whose dictionary is there on the desk?

17. Transcribe the following words. Explain the reading rules for each word.

Teacher, Jew, Cuba, tour, machine, rural, gym, tune, would, thought, through, culture, grow, June, passion, window, royal, Europe, poor, brooch, zoology, photograph, confusion, jeans, change, snow, few, sew, neutral, round, solution, duty, loaf, during, cow, nook, computer, nation, look, measure, bench, suitcase, ruler, chimney, open, both, pigeon, wool, fish, intelligent, tooth, crown, Spanish, fetch, zoo, shelf, moisten.

Self-study materials

1. Read the following proverbs and common sayings. Pay attention to the articulation of the sounds and the intonation of the sentences.

[tʃ]

Choose an author as you choose a friend.
Who chatters to you will chatter of you.
Scratch my back and I'll scratch yours.
Charity begins at home.

[dʒ]

Little knowledge is a dangerous thing.
A good Jack makes a good Jill.
A man will never change his mind if
he has no mind to change.
Jack of all trades and master of none.
After us the deluge.
Little pigeons can carry great messages.

[tʒ] vs [dʒ]

Too much knowledge makes the head
bald.

[ʃ]

Wishes don't wash dishes.
Lies have short legs.
Neither fish nor flesh.

[ʒ]

Knowledge is a treasure, but practice
is the key to it.
Eat at pleasure, drink with measure.
Business before pleasure.
Diseases are the interests of pleasures.
Pleasure has a sting in its tail.
The busiest man finds the most leisure.

[əʊ] vs [ɔ:]

There is no rose without a thorn.

[əʊ] vs [ɔ]

Man proposes, God disposes.

[ʊ]

Good masters make good servants.
Everything is good in its season.

[ʊ] vs [u:]

A good name is sooner lost than won.
Beggars should be no choosers.

[u:]

True blue will never stain.
Soon learnt, soon forgotten.
Hasty love is soon hot and soon cold.
The exception proves the rule.

[u:] vs [ʊ]

The boot is now on the other foot.
Don't whistle haloo until you are out
of the wood.

Never too much of a good thing.
Too many cooks spoil the broth.
Too good to be true.

[aʊ]

From mouth to mouth.
Out of sight, out of mind.
Burn not your house to fright away
the mouse.
A sound mind in a sound body.

[əʊ]

Go slow.
As you sow, you shall mow.
Little strokes fell great oaks.
Great boast, small roast.

2. Read the following tongue twisters as quickly as possible.

[aʊ]

I know a house, and a cold old house,
A cold old house by the sea.
If I were a mouse in that cold old house
What a cold, cold mouse I'd be.

[əʊ]

If many men knew
What many men know.
If many men went
Where many men go.
If many men did
What many men do
The world would be better,
I think so, don't you?

[tʃ]

A.
Rhys watched Ross switch his Irish
wristwatch for a Swiss wristwatch.

B.

If a white chalk
Chalks on a black blackboard,
Will a black chalk
Chalk on a white blackboard?

C.

How much wood could a woodchuck
chuck,
If a woodchuck could chuck wood?
A woodchuck could chuck as much
wood as a woodchuck would chuck
If a woodchuck could chuck wood.

[ʃ]

She sells sea-shells on the sea-shore.
The shells that she sells are sea-shells,
I'm sure.
So if she sells sea-shells on the sea-shore
I'm sure that the shells are sea-shore shells.

3. Read the following limericks. Pay attention to the articulation of the sounds and the intonation of the sentences. Learn 2 of them by heart.

[aʊ]

There was an old person of Stroud,
Who was horribly jammed in a crowd;
Some she slew with a kick,
Some she scrunched with a stick,
That impulsive old person of Stroud.

[ʊ]

A. There were three little birds in a wood,
Who always sang hymns when they
could;

What the words were about
They could never make out,
But they felt it was doing them good.

B. There was an old lady of Brooking,
Who had a great genius for cooking;
She could bake sixty pies,
All quite the same size,
And tell which was which without
looking.

[u:]

There was an old man from Peru
Who dreamt he was eating his shoe.
He awoke in the night
In a terrible fright
And found it was perfectly true!

[tʃ]

The reverend Henry Beecher
Called a hen a most elegant creature.
The hen, pleased with that,
Laid an egg in his hat –
And thus did the hen reward Beecher.

[dʒ]

There was an old man in a barge,
Whose nose was exceedingly large;
But in fishing by night,
It supported a light,
Which helped that old man in a barge.

[ʃ]

A. There was an old man in a Marsh
Whose manners were futile and harsh;
He sat on a log, and sang songs to a frog,
That instructive old man in a Marsh.
B. There was a young fellow named Fisher,
Who was fishing for fish in a fissure.
When a cod with a grin
Pulled the fisherman in ...
Now they're fishing the fissure
for Fisher.

4. Read the following poems. Pay attention to the articulation of the sounds and the intonation of the sentences. Learn 2 of the poems by heart.

A. November

No sun – no moon!
No morn – no noon –
No dawn – no dusk – no proper time of day.
No warmth, no cheerfulness, no healthful ease,
No comfortable feel in any member –
No shade, no shine, no butterflies, no bees,
No fruits, no flowers, no leaves, no birds! –
November!

By Th. Hood

B. Fire and Ice

Some say the world will end in fire,
Some say in ice.
From what I've tasted of desire
I hold with those who favor fire.
But if it had to perish twice,
I think I know enough of hate
To say that for destruction ice
Is also great and would suffice.

By R. Frost

C. The Voice

There is a voice inside of you
that whispers all day long,
'I feel that this is right for me,
I know that this is wrong.'
No teacher, preacher, parent, friend
or wise man can decide
what's right for you – just listen to
the voice that speaks inside.

By Sh. A. Silverstein

D. People

Some people talk and talk
and never say a thing.
Some people look at you
and birds begin to sing.
Some people laugh and laugh
and yet you want to cry.
Some people touch your hand
and music fills the sky.

By Ch. Zolotow

E. Leasure

What is this life if, full of care,
We have no time to stand and stare?
No time to stand beneath the boughs,
And stare as long as sheep and cows.

No time to see, when woods we pass,
Where squirrels hide their nuts in grass:
No time to see, in broad daylight,
Streams full of stars, like skies at night.

No time to turn at Beauty's glance,
And watch her feet, how they can dance:
No time to wait till her mouth can
Enrich that smile her eyes began?

A poor life this if, full of care,
We have no time to stand and stare.

By W. H. Davies

F. The arrow and the song

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.
I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?
Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

By H. Longfellow

G. Silentium!

No word, keep secret and withhold
Your feelings and your dreams untold –
But in your deepest soul of all
Permit their rising and their fall
Like stars that shine at night, unheard;
Just contemplate them – and no word.
How can the soul itself impart?

How can another read your heart
 And comprehend the how and why?
 A thought once uttered is a lie;
 So leave the crystal springs unstirred;
 Be nourished by them – and no word.
 Within yourself then learn to live –
 The soul that lies within can give
 A world of secret magic joys;
 They would be drowned by outer noise
 By light of day dispersed unheard –
 Attend their singing – and no word!..

Translated from F. Yu. Tutchev

5. Intone the following texts with static and kinetic tones. Explain the choice of the tones. Read the texts. Pay attention to the articulation of the sounds and the intonation of the sentences.

A. Miss Luke: Good afternoon, girls.
 Girls: Good afternoon, Miss Luke.
 Miss Luke: This afternoon we're going to learn how to cook soup.
 Turn on your computers and look at unit twenty-two.
 Lucy: Excuse me, Miss Luke.
 Miss Luke: Yes, Lucy?
 Lucy: There's some chewing gum on your shoe.
 Miss Luke: Who threw their chewing gum on the floor? Was it you,
 Lucy?
 Lucy: No, Miss Luke. It was Susan.
 Miss Luke: Who?
 Lucy: Susan Duke.
 Susan: It wasn't me, stupid. It was Julie.
 Julie: It was you!
 Susan: It wasn't me! My mouth's full of chewing gum. Look,
 Miss Luke!
 Julie: Stop pulling my hair, Susan. It was you!
 Susan: You!
 Julie: You!
 Miss Luke: Excuse me! If you two continue with this rudeness, you
 can stay after school instead of going to the pool.

A. Baker. Sheep or ship, 2006

B. Mr Brown: I've found a mouse!
 Mrs Brown: Ow! You're shouting too loudly. Sit down and don't frown.
 Mr Brown: I've found a mouse in the house.
 Mrs Brown: A town mouse?
 Mr Brown: Yes. A little round mouse. It's running around in the lounge.

Mrs Brown: On the ground?
Mr Brown: Yes. It's under the couch now.
Mrs Brown: Well, get it out.
Mr Brown: How?
Mrs Brown: Turn the couch upside down. Get it out somehow.
We don't want a mouse in our house. Ours is the cleanest house in the town!

A. Baker. Sheep or ship, 2006

C. Mrs Marsh: Does this shop sell washing machines?
Mr Shaw: Yes. This is the latest washing machine.
Mrs Marsh: Is it Swedish?
Mr Shaw: No, madam. It's English.
Mrs Marsh: Could you show me how it washes?
Mr Shaw: Shall I give you a demonstration? This one is our special demonstration machine. It's so simple. You take some sheets and shirts. You put them in the machine. You shut this door. And you push this button.
Mrs Marsh: The machine shouldn't shake like that, should it?
Mr Shaw: Washing machines always shake, madam ... Ah! It's finished now.
Mrs Marsh: But the sheets have shrunk, and so have the shirts.
Mr Shaw: Do you wish to buy this machine, madam?
Mrs Marsh: I'm not sure.

A. Baker. Sheep or ship, 2006

D. Jerry: Just outside this village there's a very dangerous bridge.
John: Yes. Charles told me two jeeps crashed on it in January. What happened?
Jerry: Well, George Churchill was the driver of the larger jeep, and he was driving very dangerously.
John: George Churchill? Do I know George Churchill?
Jerry: Yes. That ginger-haired chap. He's the manager of the travel agency in Chester.
John: Oh, yes. I remember George. He's always telling jokes. Well, was anybody injured?
Jerry: Oh, yes. The other jeep went over the edge of the bridge, and two children and another passenger were badly injured.
John: Oh, dear! Were both the jeeps damaged?
Jerry: Oh, yes.
John: And what happened to George?
Jerry: George? He's telling jokes in jail now, I suppose!

A. Baker. Sheep or ship, 2006

E. Lucy and Nicolas

We live in a small, old house in Brighton. It has two bedrooms, a living room, a dining room, a kitchen – and there’s a bathroom, of course!

In the living room there are two armchairs and a sofa. We also have a television, a video recorder, and a CD player. On the wall there are two pictures. It’s a very comfortable room, and in the evening we sit and watch television or listen to music.

In the dining room there is a table and four chairs. There are a lot of photographs of our families on the walls. The kitchen is new. We have breakfast in the kitchen, but we have lunch and dinner in the dining room.

We have a small garden and two cats. We are very happy in our house!

Английский язык для начинающих, 2006

F. My friend Alan

My best friend’s name is Alan and he’s 23. He’s very nice, and he’s got a good sense of humour, he can easily have anyone in stitches. Alan is a student, he majors in Political Science. He isn’t married, but he has a beautiful girlfriend. Her name is Sarah, and she’s American.

Alan’s parents have a flat in Stockholm. It’s near the centre of town. His father is a politician, and his mother has a part-time job in a hospital. He has two brothers, an elder one and a younger one. Their names are Andy and Pete. I’m seeing Andy. We’ve been together for a year already.

Alan is fond of music. His favourite music is rock ‘n’ roll, and he likes visiting different gigs every summer. He is also keen on watching sports, he’s a big fan of Manchester United!

When we’re together, we have a good time.

Test

1. Answer the following questions.

1. В чем состоит особенность произнесения в речи гласных [ʊ] и [u:]?
2. В чем заключается сходство артикуляции ядра дифтонга [əʊ] и гласного [ɜ:]?
3. Назовите особенности употребления высокого восходящего тона в сложносочиненных предложениях.
4. Назовите особенности интонационной структуры незаконченных частей высказывания.
5. Назовите отличие звука [tʃ] от русского звука [ч].

2. Transcribe the following words. Explain the reading rules for each word.

Porridge, cadging, ground, jug, goose, grandfather, house, allow, chandelier, cold, comb, food, foot, blue, complexion, sure, noun, century, home, throw, general, justice, sufficient, anchor, gypsy, gear, appreciate, Jim, revenging, pleasure, scratch, ocean, machinery, wash, cheese, catch, child, chef, those, chop, anxious, judge, requesting, scheme.

3. Intone the following sentences.

1. This is a writing desk and that is a kitchen table.
2. This is veal and that is venison.
3. This sentence is difficult and I must repeat it several times.
4. There is some salad, toast and a cup of tea for lunch.
5. There are some cosy armchairs, a thick carpet and a very nice cupboard there.
6. This text is in English and that text is in Spanish.
7. This jacket is made of denim and that jacket is made of velvet.
8. Meggie has a silver chain, an amber bracelet and a nice ring.
9. They study History, English and Russian here.
10. She has a lot of relatives in Minsk – aunts, uncles, cousins and nieces.
11. Plates are made of glass, silver, plastic and ceramics.
12. Sally is very athletic. She can skate, ski, ride and sail.
13. She likes travelling. She has been to France, England, Greece and Italy.
14. Sylvia is Spanish and she lives in Spain. Anthony is single and Timothy is married.

4. Write the following phrases in words. Intone them.

1. aɪ si: brɛd ənd bʌtər ɒn ðə pleɪt.
2. wi hæv tu: bɛdrʊ:mz ənd ə lɪvɪŋ ru:m ɪn aʊə flæt.
3. dʊ jʊ lɪv ɪn bɜ: 'lɪn.
4. dəz hi wɒnt tə lɜ:n pleɪŋ ðə prɪ 'æneʊ.
5. waɪ ə jʊ lɪ:vɪŋ səʊ ɜ:li.
6. haʊ mʌʃ dəz ðɪs flæt kɒst.
7. ɪz ɪt wɔ:m ə kəʊld ɪn wɪntər ɪn jə kʌntri:z ðɪs bʊk bɔ:ɪŋ ər ɪntrɪstɪŋ.

Unit 5. FROM TRIPHTHONGS AND ELISION TO CONVERSATIONAL FORMULAS

Lesson 1

Sounds

[aɪə], [əʊə], [aʊə]

В ряде английских слов встречаются сочетания дифтонгов [aɪ], [əʊ], [aʊ] с нейтральным гласным [ə]. Они возникают в основном при образовании производных слов с помощью суффикса *-er* от основы, заканчивающейся на один из указанных дифтонгов, e.g. *low – lower* [ləʊ – `ləʊə]. Несмотря на слитность произнесения, сочетания [aɪə], [əʊə], [aʊə] представляют собой два слога как внутри морфемы, так и на стыке морфем: слог с дифтонгом + слог с нейтральным гласным. Наиболее сильным элементом в данных сочетаниях является ядро дифтонга, а наиболее слабым – второй элемент дифтонга, который может полностью выпасть в быстрой речи.

Exercises

1. Pronounce the transcribed words. Mind the difference in articulation of the sounds [aɪə], [aʊə], [əʊə]. Mind that the second element is the weakest.

- A. `aʊə `laʊə `paʊə `plauə `bauəl `naʊədeɪ
 `faʊə `sauə `flauə `faʊəd `vaʊəl ɪn`paʊə
 `daʊə `kauəd `glauə `taʊəl `raʊən `glauəriŋ
- B. `maɪə `vaɪə `daɪəl `daɪət əs`paɪə `aɪələnd
 `waɪə `kwaɪə `aɪən ɪn`spaɪə ɪk`spaɪə `daɪəlɒg
 `faɪə `faɪə `taɪəd di`zaɪə `aɪəri ə`laɪəns
- C. `əʊə `bəʊə `məʊə `həʊə `grəʊə `təʊəd
 `ləʊə `rəʊə `səʊə `fləʊə `prəʊə `swɒləʊə
 `gəʊə `təʊə `nəʊə `krəʊə `θrəʊə `fɒləʊə

2. Pronounce the transcribed words. Mind the difference in articulation of the sounds [aɪ], [əʊ], [aʊ] and [aɪə], [aʊə], [əʊə].

- haɪ – `haɪə sləʊ – `sləʊə flaɪ – `flaɪə draɪ – `draɪə faɪ – `faɪə
səʊ – `səʊə daʊn – `daʊənlɪs raʊ – `raʊə təʊ – `təʊə laɪ – `laɪə
baɪ – `baɪə plaʊ – `plaʊə praɪ – `praɪə traɪ – `traɪəl taʊn – `taʊəl
taɪ – `taɪə vaʊ – `vaʊəl baʊ – `baʊə θrəʊ – `θrəʊə waʊ – `waʊə
kraɪ – `kraɪə faʊt – `faʊəd ʃəʊ – `ʃəʊə plaɪ – `plaɪəd raɪ – `raɪət

3. Pronounce the transcribed phrases. Mind the difference in articulation of the sounds [aɪə], [aʊə], [əʊə].

- | | | |
|------------------------|------------------|-----------------------|
| A. ə 'bjʊ:təfəl `flaʊə | ə 'kli:n `taʊəl | ə 'bɜ:nɪŋ dɪ `zaɪə |
| ə 'bɪg `faɪə | ən 'əʊpən `vaʊəl | ə 'mi:nɪŋfəl `daɪələg |
| ə 'kəʊld `ʃaʊə | ə 'θɪk `waɪə | ə 'bɪt `taɪəd |
| ə 'strɪkt `daɪət | 'æbsəlu:t `paʊə | 'mʌʃ `haɪə |
| 'veri `kwaiət | ən 'əʊld `aɪən | 'leɪt `aʊəz |
-
- | | | |
|-------------------------|----------------------|--------------------|
| B. ðə 'faɪər əv `lʌndən | ðə 'taʊər əv `lʌndən | aʊər `ɒfɪs |
| 'əʊvər ənd `əʊvə | ðə 'flaʊər əv `seərə | ðə 'paʊər əv `laɪt |
| aʊər 'ɪŋglɪʃ `kla:sɪz | aʊər 'əʊn `haʊs | aʊər 'əʊld `frendz |

4. Pronounce the transcribed words. Mind the difference in articulation of the sounds [ɪ].

- | | | | |
|----------------|-----------------|------------------|------------------|
| wɛə – `weəriŋ | ʃəʊ – `ʃəʊɪŋ | stɒp – `stɒpɪŋ | sɜ:tʃ – `sɜ:tʃɪŋ |
| gəʊ – `gəʊɪŋ | sweə – `sweəriŋ | stɑ:t – `stɑ:tɪŋ | ti:tʃ – `ti:tʃɪŋ |
| bɑɪ – `baɪɪŋ | θrəʊ – `θrəʊɪŋ | beɪð – `beɪðɪŋ | keə – `keəriŋ |
| steɪ – `steɪɪŋ | lɜ:n – `lɜ:nɪŋ | feɪk – `feɪkɪŋ | wɜ:k – `wɜ:kɪŋ |
| flaɪ – flɑɪɪŋ | wɔ:k – `wɔ:kɪŋ | weɪt – `weɪtɪŋ | teɪk – `teɪkɪŋ |

5. Pronounce the transcribed words. Mind the difference in articulation of the sounds.

- | | | | |
|-------|------|------|------|
| pi:k | pɪk | pek | pæk |
| pi:t | pɪt | pet | pæt |
| dʒi:p | dʒɪb | dʒeb | dʒæb |
| hi:d | hɪd | hed | hæd |
| ki:n | kɪn | ken | kæn |
| bi:d | bɪd | bed | bæd |
| li:d | lɪd | led | læd |
| pi:l | pɪl | pel | pæl |
| ti:n | tɪn | ten | tæn |
| di:d | dɪd | ded | dæd |
| ri:k | rɪk | rek | ræk |

6. Pronounce the transcribed words. Mind the difference in articulation of the sounds.

- | | | | |
|-------|--------|---------|-------|
| ba: | baʊ | baɪ | bəʊ |
| ka: | kaʊ | kaɪ | kəʊ |
| ta:d | taʊd | taɪd | təʊd |
| da:t | daʊt | daɪd | dəʊt |
| fa: | faʊl | fam | fəʊn |
| sta:v | stɑʊt | 'staɪvə | stəʊv |
| ga:d | 'gaʊdə | gaɪd | gəʊt |

7. Pronounce the transcribed words. Mind the difference in articulation of the sounds.

A. blu: plʊərl `vi:kl `smʌgl `pɜ:pl `sɜ:kl kəm'pleɪn
 kliə klæŋ `bʊgl `kɜ:dl `bʊtl `tɜ:tl `dedlɑm
 gleə bləʊz `hɜ:dl `mɒdl `tʃʌkl `ʌnkl `bɜ:glə
 kleə glɑ:ns `rɪdl `bɜ:bl `pædl `pɔ:tl ɪm`pləɪ

B. 'gʊd `lʌk nɒt `lɑ:dʒ 'bæd `lʌk 'gʊd `lʊkɪŋ 'ðæt `ləʊ
 nɒt `laɪk 'bɪg `ləʊnz 'faɪt `lɔ:z 'stɒp `lɑ:fɪŋ 'ðæt `leɪt
 nɒt `lɪsnɪŋ 'ʃeɪk `laɪtlɪ 'həʊp `lɪtl 'raɪp `lemənz 'ðætɪ bi· `ðeə
 'sæd `letəz 'hɜ:b lɪ`kɜ: 'dəʊnt `lʊk 'dəʊnt `laɪk 'ðætɪ bi· `naɪs

8. Pronounce the transcribed words and phrases. Mind the articulation of nasal plosion.

A. `kɔ:dn `bɜ:dn `tʃɪ:pnəs `kɒtn `mɪdnɑɪt `tʃaɪldnɪs
 `sɒdn `kɒgneɪt `ɔɪntmənt `sɜ:tn `pɒtmən aʊt`mætʃ
 `brɔ:dn `fɒndnɪs `əʊtmi:l `kɜ:tn `braɪtn ɪ`kwɪpmənt
 `hɔɪdn fə`gɒtn `gʊdnɪs `brɪtn `laɪtnɪŋ `naɪtmeə

B. 'rɒk `mju:zɪk 'pa:t `naɪn ə 'gʊd `meməri
 'gʊd `mɔ:nɪŋ 'kwɑɪt `mɒdn ə 'rɒtn `æpl
 'gʊd `naɪt 'kwɑɪt `nju: ə 'stju:pɪd `mæn
 `su:t mi· 'get `mæɪɪd aɪ 'dəʊnt `maɪnd

9. Pronounce the transcribed words and phrases. Mind the articulation of loss of plosion.

A. tʌgd `ɪŋkpɒt `mʌdgɑ:d `aʊtkɑ:st `blakbɔ:d `bedpəʊst
 kɔ:kt `edgə `su:tkeɪs `fʊtbɔ:l `hændbɔ:l `bækgraʊnd
 sɒbd `kɒkprɪt `kɒkteɪl `hɒtpleɪt `hɒtdɒg `bɒkklɪb
 ə`dɒpt kə`rekt `ɑ:kɪtekt `dʒetpleɪn `aʊtdɔ: `bɒkkeɪs

B. ɪt `dʌznt 'ɑ:nt `bɑ:bərə ə 'kwɑɪət `dɔ:tə
 ənd `preznt 'hævnt `gɒt ən 'elɪgənt `kəʊt
 ənd tə`deɪ 'frʌnt `dɔ: ə 'gʊd `pen
 'kɒkt `bi:f 'kwɑɪt `tɔ:l ə 'braɪt `deɪ

10. Pronounce the transcribed words and phrases. Mind the articulation of fricative plosion.

A. bʊks	sɪks	li:dz	teɪks	si:ts	fibz
lʊks	pɪks	di:dz	leɪks	i:ts	nɪbz
kʊks	fɪks	fi:dz	keɪks	mi:ts	rɪbz
tʊks	gɪks	ni:dz	meɪks	pi:ts	bɪbz

B. ɪt `sɪts	'ni:t `sʌməri	ə 'θɪk `slɑ:ɪs
ɪt `si:mz	'draɪd `stɪks	ən 'əʊld `sæʃeɪ
ɪts `i:z	'laɪt `sʌndeɪ	ə 'ʃɔ:t `skɜ:t
ɪts `i:vz	'su:p `spu:n	ə 'braɪt `spa:k
ɪts `səʊl	'dʒɒb `sɜ:tʃ	ə 'pɪŋk `sɔ:d

11. Pronounce the words with voiced and voiceless sounds in their final position. Remember that English voiced consonants do not become devoiced.

gɒt – gɒd	pɜ:s – pɜ:z	bəʊt – bəʊd	kɔ:t – kɔ:d	ni:t – ni:d
kɒt – kɒd	kɜ:t – kɜ:d	nəʊt – nəʊd	bɔ:t – bɔ:d	si:t – si:d
nɒt – nɒd	hɜ:t – hɜ:d	rəʊt – rəʊd	bru:t – bru:d	bi:f – bi:v
rɒt – rɒd	bɜ:t – bɜ:d	treɪs – treɪz	ru:t – ru:d	li:s – li:z
dɒk – dɒg	sɜ:f – sɜ:v	kəʊt – kəʊd	sɔ:t – sɔ:d	pi:s – pi:z

12. Pronounce the transcribed words. Mind the articulation of the sound [w].

kwɒd	twɪnz	swɒp	sweɪð	skwɔ:k	`dwɪndl
kwests	twɒz	swɒn	sweə	skwɒd	`penʒwɪn
kwaɪə	twelve	swu:p	swu:n	skwɒʃ	`kwɔ:tə
kwentʃ	twi:dz	swɜ:l	swɪft	gwen	`swɒləʊ
kwɜ:t	twɜ:k	swɪʃ	skwɔ:l	dwɔ:f	ɪ'kwɪpmənt
kwəʊt	twɪʃ	swept	skwɜ:t	dwel	`kwɒrəl

13. Pronounce the transcribed words. Mind the articulation of the sound [r].

A. krəʊ	kraʊd	pru:f	strɒŋ	fru:t	`θrefəʊld
prəʊ	tri:d	ʃrɪl	θrɪlz	ʃrɪŋk	`trɒpɪk
fra:ns	kru:z	kraʊn	θrʌʃ	tru:θ	`tru:lɪ
θrəʊ	frəʊz	krʊəl	træʃ	tru:s	`fredɪd
θru:	prəʊb	fraʊn	kræft	ʃri:k	`lɪtrətʃə
B. greɪz	drʌg	bri:ð	dra:ft	drʌŋk	`hʌndrəd
grəʊ	brɪdʒ	grəʊn	grəʊp	drenʃ	`brændɪ
bru:	gru:v	grɒm	graʊnd	breθ	`grænsʌn
braɪə	bru:z	grʊəl	dræg	brʌʃ	`brʌðə
braʊ	dru:z	drʌm	draʊt	drɒp	`dra:mə

14. Pronounce the transcribed phrases. Mind the articulation of the sounds [s/z] + [ð/θ].

1z `ðɪs	ɪts `ðɪs	ɪz `θɪn	ðɪs `θɪŋ	'beɪð `sæm
1z `ðæt	ɪts `ðæt	ɪz `θɪk	hɪz `θɔ:t	'æɪs `θɪŋks
1z `ðeə	ɪts `ðeəz	wɪð `sɪd	hɪz `θaɪ	'keɪts `θɜ:tɪ
1z `ðen	ɪts `ðen	'lʊks `θɪn	'raɪð `stɪl	'brɪ:ð `sləʊlɪ

15. Pronounce the phrases. Mind the articulation of the linking r.

their `own	`Jennifer is	for a 'few `days
the 'door is `open	for an `hour	'older and `older
for a `moment	the `answer is	a 'mirror and a `cap
there `are	where `are	the 'door is `shut
the `letter is	`six-year-old	a 'picture of a `city
'cooler and `cooler	'higher and `higher	a 'teacher of `English

Lesson 2

Reading rules

Reading rules for vowels and vowel clusters

Letters, digraphs	Sounds	Peculiarities	Examples
ia, io	[aɪə]	Под ударением	lion, dial, giant
ia	[aɪə]	В открытом слоге	diary, dialogue, liable
ire, yre	[aɪə]	В четвертом типе чтения	admire, fire, tyre
ie	[aɪə]	Перед <i>t</i> в закрытом слоге	diet, quiet
er	[aɪə]	После гласных в существительных и в сравнительной степени прилагательных	buyer, higher, supplier
ou	[aʊə]	Перед <i>r</i> в открытом слоге	our, hour, sour
ow	[aʊə]	Перед <i>er, el</i>	power, flower, vowel, towel
ow	[əʊə]	Перед <i>er</i> в открытом слоге	lower, thrower, follower

Элизия (Elision)

Элизия – это явление, при котором происходит выпадение некоторых согласных в слове или на стыке слов в разговорной речи. Наиболее типичными случаями элизии являются:

- выпадение звука [h] в личных местоимениях *he, his, him, her* в безударной позиции в середине и конце высказывания, а также во вспомогательных глаголах *have, has, had* в безударной позиции в середине высказывания, e.g. 'What *have* you `done? ['wɒt əv ju `dɒn]. Если они находятся под ударением и / или стоят в начале высказывания, то элизия недопустима, e.g. *He* is `busy [hi iz `bɪzi].

- выпадение звуков [t], [d] между другими согласными внутри слова и на стыке слов. Во многих английских словах элизия исторически стала произносительной нормой, e.g. *handkerchief* ['hæŋkətʃɪf], 'last `night ['lɑ:s `naɪt]. Элизия звуков [t], [d] перед гласными не допускается.

NB! Необходимо помнить, что элизия невозможна в сочетаниях с одинаковыми согласными, e.g. *what time* ['wɒt ˌtaɪm]. Такие сочетания должны читаться плавно, без перерыва.

E x e r c i s e s

1. Pronounce the words. Mind the difference in articulation of the sounds [aɪ], [aʊ], [əʊ].

Lower, liable, inspire, vowel, follower, giant, towel, blower, hour, wire, admire, grower, diet, tower, dialogue, thrower, bowel, lion, supplier, shower, empire, slower, sour, retire, power, diamond, tyre, trial, hire, quiet, coward, buyer, flyer, iron, tired, powerful, bower, flower, riot, showery, byre, Howard.

2. Pronounce the following words and phrases with their full forms and forms reduced by elision.

last time	['lɑ:st `taɪm]	['lɑ:s `taɪm]
friends	[frɛndz]	[frɛnz]
first night	['fɜ:st `naɪt]	['fɜ:s `naɪt]
last lap	['lɑ:st `læp]	['lɑ:s `læp]
next week	['nekst `wi:k]	['neks `wi:k]
best road	['best `rəʊd]	['bes `rəʊd]
left leg	['left `leg]	['lef `leg]
soft rain	['sɒft `reɪn]	['sɒf `reɪn]
soft water	['sɒft `wɔ:tə]	['sɒf `wɔ:tə]
just now	['dʒʌst `naʊ]	['dʒʌs `naʊ]
Westminster	['west, mɪnstə]	['wes, mɪnstə]
next day	['nekst `deɪ]	['neks `deɪ]
sounds	[saʊndz]	[saʊnz]
last chance	['lɑ:st `tʃɑ:ns]	['lɑ:s `tʃɑ:ns]
exactly	[ɪg'zæktli]	[ɪg'zækli]
hand-woven	['hænd `wəʊvən]	['hæn `wəʊvən]
west side	['west `saɪd]	['wes `saɪd]
just one	['dʒʌst `wʌn]	['dʒʌs `wʌn]
left shoe	['left `ʃu:]	['lef `ʃu:]
soft snow	['sɒft `snəʊ]	['sɒf `snəʊ]
strict parents	['strikt `peərənts]	['stri:k `peərənts]
mostly	['məʊstli]	['məʊsli]
cold lunch	['kəʊld `lʌntʃ]	['kəʊl `lʌntʃ]
soft mattress	['sɒft `mætrəs]	['sɒf `mætrəs]
left knee	['left `ni:]	['lef `ni:]
kindness	['kaɪndnis]	['kaɪnnɪs]
first light	['fɜ:st `laɪt]	['fɜ:s laɪt]
best man	['best `mæn]	['bes `mæn]
friendship	['frɛndʃɪp]	['frɛnʃɪp]
fast bus	['fɑ:st `bʌs]	['fɑ:s `bʌs]
cold smile	['kəʊld `smaɪl]	['kəʊl `smaɪl]
last night	['lɑ:st `naɪt]	['lɑ:s `naɪt]
old man	['əʊld `mæn]	['əʊl `mæn]
next stop	['nekst `stɒp]	['neks `stɒp]

3. Pronounce the following words with historical elision.

sandwich ['sænwɪdʒ]

handsome ['hænsəm]

granddad ['grændæd]

grandchildren ['græntʃɪldrən]

grandparents ['grænpɛərənts]

grandfather ['grænfɑːðə]

grandmother ['grænmʌðə]

grandson ['grænsʌn]

granddaughter ['grændɔːtə]

father and mother ['fɑːðər ən `mʌðə]

brother and sister ['brʌðər ən `sɪstə]

here and there ['hɪər ən `ðeə]

bread and butter ['brɛd ən `bʌtə]

4. Pronounce the following sentences. Find elision in them.

1. Her father and mother are linguists.
2. The landscape doesn't change much here in winter.
3. She often meets this handsome man at the car park.
4. I'd like to buy this leather handbag.
5. He looks too old for his age.
6. Did he lift his handbag by himself?
7. What did he take for breakfast?
8. I'll cut some sandwiches for her.
9. How long did it take him to reach the station?
10. What did his wife do when he entered the room?
11. His wife gave him his breakfast.
12. Doesn't he know them?
13. Is he going with us?
14. Don't you think he might have gone home?
15. I saw her grandmother last night.
16. The old man is keen on gardening.
17. I rang him up last night but there wasn't anyone in.

Lesson 3

Intonation of conversational formulas

Types	Situations	Tones	Examples
Приветствие и прощание	официально	Нисходящий кинетический тон	'Good `morning. 'See you.
Приветствие и прощание	непринужденно	Низкий восходящий тон	He,llo. 'Good ,morning. 'Good ,bye. 'Good ,night.
Приветствие и прощание	Официально / непринужденно, но очень дружественно	Нисходяще- восходящий тон	'Morning. Good `bye , ,dear.
Благодарность	официально	Нисходящий кинетический тон	'Thank you. 'Thank you so 'much.
Благодарность	непринужденно	Низкий восходящий тон	,Thank you. ,Thanks.
Благодарность	Официально / непринужденно, но очень дружественно	Нисходяще- восходящий тон	'Thank you.
Извинение	Официально / непринужденно	Нисходяще- восходящий тон	Ex`cuse me. I'm 'really `sorry. I'm `awfully ,sorry.

E x e r c i s e s

1. Pronounce the following conversational formulas with the right intonation. Mind the difference among the tones.

A. greetings, farewells and expressions of gratitude with a Falling tone:

'How do you `do. 'Thank you very `much. 'Good `morning. 'Good after`noon.
'Have a good `day. I'm 'terribly `sorry. 'Good `evening. 'Thanks a 'lot for your
'help. I'm 'really `grateful to you. 'Take `care. 'See you `later.

B. greetings, farewells and expressions of gratitude with a Rising tone:

He,llo. ,Hi. ,Morning. 'Good ,night. 'Good-,bye. ,Thanks. 'Pardon. 'Many ,thanks.
,Sorry. ,See you.

C. greetings, farewells and expressions of gratitude with a Falling-Rising tone:

'Good `morning, ,Ann. I'm `awfully ,sorry. He`llo, ,Monica. `See you ,later. `Bye.
`Thank you. 'Thank you `so ,much. Ex`cuse me. `Sorry. `Never ,mind about it.
That is `really ,kind of you.

2. Read the following dialogues. Identify the speaker's attitude conveyed in them.

1. – Let me introduce your new colleague, Mr. Brown.
– 'How do you `do?
– 'How do you `do?
2. – He ,llo, Miranda.
– Good ,morning, Linda. Is Mr. Smith in? I need to talk to him.
3. – He`llo, ,Peter. How are you getting on these days?
– Oh, much `better, ,thank you.
4. – Here are your favourite flowers for you, honey. Congratu`lations.
– Oh, `thank you, ,dear. It's so `nice of you.
5. – You can take `my pencil.
– 'Thank you very `much.
6. – 'Here is your ,order.
– ,Thanks.
7. – I'm going to Paris on Saturday.
– Wow! 'Have a good `time.
8. – I'm so sorry I'm late a`gain.
– It `doesn't really ,matter.
9. – Who's that man looking at you?
– 'Pardon?
– I'm asking you about that man over there. He's staring at you.
10. – Will next Friday be all right for you?
– I'm af`raid I'll be ,busy.
11. – Can you come on Sunday? We are having a birthday party.
– `Sorry, I ,can't. I'm going to visit my aunt.
12. – You are a bit in my way.
– ,Sorry.
13. – Ex`cuse me, is there a 'bus from here to the ,airport?
– You can take a bus number 76.
14. – This room is very comfortable. Here's the key.
– ,Thanks.
15. – We are leaving now. Good-`bye, ,dear.
– `Bye. `See you ,later.
16. – 'Good `morning, gentlemen.
– 'Good `morning, sir.

Revision

1. Choose the correct word.

- | | | | |
|-------------|-------|-------|--------|
| 1. [kæt] | cat | cut | cot |
| 2. [ʃɪp] | cheap | ship | sheep |
| 3. [hæt] | hut | hat | hot |
| 4. [li:v] | live | life | leave |
| 5. [bænd] | burnt | bend | banned |
| 6. [selz] | sales | cells | sails |
| 7. [di:p] | deep | dip | deap |
| 8. [θɪŋ] | thing | think | thin |
| 9. [ðeɪ] | day | they | grey |
| 10. [dʒəʊk] | choke | joke | Jake |
| 11. [pi:s] | peace | piss | pace |
| 12. [nekst] | nest | neck | next |
| 13. [æʃ] | as | ach | ash |
| 14. [tʃɪp] | ship | cheap | chip |

2. In the following lists of words, three words rhyme, but one is different. Underline the one that's different. Read them all.

- | | | | |
|----------|------|---------|-------|
| 1. food | foot | book | look |
| 2. bread | head | instead | dean |
| 3. work | talk | walk | fork |
| 4. bard | card | guard | bass |
| 5. son | done | won | phone |
| 6. break | weak | take | game |
| 7. pear | hear | near | dear |
| 8. girl | curl | pearl | thorn |

3. Find the odd word in each line. Explain your choice.

- | | | | |
|-----------|---------|-------|--------|
| 1. look | blood | push | foot |
| 2. hot | most | salt | what |
| 3. rude | book | boot | room |
| 4. woke | hole | drove | love |
| 5. shoes | does | blue | true |
| 6. snow | cow | show | low |
| 7. group | would | could | should |
| 8. pull | put | full | rule |
| 9. both | clothes | road | cloth |
| 10. soap | hope | sold | soup |
| 11. done | love | move | some |
| 12. young | couple | south | won |
| 13. word | boss | cost | wash |
| 14. long | want | come | gone |
| 15. soon | room | boot | book |
| 16. rose | coast | lost | post |
| 17. leave | bread | beach | clean |
| 18. but | run | rude | luck |
| 19. hot | gone | hold | swan |
| 20. lake | care | case | name |

4. The word *knife* contains the sounds [n], [aɪ] and [f]. If you reverse them, you get the word *fine* [faɪn]. Reverse the sounds in the following words.

- | | |
|--------------|----------------|
| 1. might ... | 10. tick ... |
| 2. late ... | 11. dice ... |
| 3. top ... | 12. lights ... |
| 4. keep ... | 13. face ... |
| 5. lick ... | 14. stops ... |
| 6. step ... | 15. teach ... |
| 7. lip ... | 16. mile ... |
| 8. kiss ... | 17. north ... |
| 9. pitch ... | 18. note ... |

5. Write the appropriate word.

- | | | |
|-----------------|-------------------|----------------|
| 1. ['kɪŋdəm] | 13. ['fəʊtəgrɑ:f] | 25. [temz] |
| 2. [mɪ'ra:z] | 14. [dɒgz] | 26. [dʒə'ra:f] |
| 3. ['ɪŋɡlɪʃmən] | 15. [kləʊðz] | 27. ['pɪrəmɪd] |
| 4. ['tʃeɪmbə] | 16. ['fɪkʃən] | 28. ['fɪzɪks] |
| 5. ['spæniʃ] | 17. [dʒi:p] | 29. ['əʊʃən] |
| 6. ['ɒnɪst] | 18. [əd'vaɪz] | 30. ['preʃə] |
| 7. ['brʌðəz] | 19. ['ju:nɪən] | 31. ['ɡɪltɪ] |
| 8. [fɪf'ti:nθ] | 20. [hə'raɪzən] | 32. [dʒɜ:m] |
| 9. ['ærəʊ] | 21. ['telɪvɪʒn] | 33. ['vaɪərəs] |
| 10. ['pʌblɪk] | 22. ['endʒɪn] | 34. [vɑ:z] |
| 11. ['eksəsaɪz] | 23. [æm'bæsədə] | 35. ['pəʊstɪŋ] |
| 12. [hə:s] | 24. ['sentəns] | 36. ['hɑ:t] |

6. Rewrite the following poem “Englsh Is A Pane” written by Alan Balter using the homophones where necessary.

Hear eye sit inn English class; the likelihood is that eye won't pass
 An F on my report card wood bee worse than swallowing glass
 It's knot that eye haven't studied, often till late at knight
 Butt the rules are sew confusing, eye simply can't get them write
 Hour teacher says, “Heed my advice, ewe must study and sacrifice”
 Butt if mouses are mice and louses are lice, how come blouses aren't blice
 The confusion really abounds when adding esses two nouns
 Gooses are geese, butt mooses aren't meese; somebody scent in the clowns
 Two ultimatums are ultimata, and a couple of datum are data
 Sew wouldn't ewe expect it wood bee correct fore a bunch of plums to be plata?
 And if more than won octopus are octopi, and the plural of ox is oxen
 Shouldn't a couple of busses bee bussi and a pare of foxes bee foxen?
 Let's talk about spelling a wile, specifically letters witch are silent

Words like “psychologist” and “wreck” shirley make awl of us violent
And another example quite plane witch is really hard two explain
If it’s eye before e except after sea, then what about feign and reign?
The final exam will determine how eye due, weather eye pass ore fail
I halve prepared as much as eye can down two the last detail
I’m ready two give it my vary best inn just a little wile
And then isle take a relaxing wrest on a tropical aisle.

7. Practice the following phrases. Mind the articulation of the vowel sounds and the intonation.

1. Finish it. It isn’t difficult.
2. Please, leave me in peace.
3. Pleased to meet you.
4. They were dressed in their best, I guess.
5. My brother likes running very much.
6. I’d rather ask my aunt.
7. – Will two apples do? – Yes, two for Sue and two for you.
8. I haven’t heard of the girls.
9. Take the first turning to the left.
10. Could you stay and play another game later in the day?
11. The climate is pretty mild in Ireland.
12. Don’t you know there’s no smoking here?
13. You can phone me tomorrow.
14. Are you sure you can endure the tour?
15. – Where’s the chair? – Over there.
16. Go downstairs and wait for me there.
17. Why don’t you wear this pair of shoes?
18. How dare you stare at me like that, Clare!

8. Practice the following phrases. Mind the articulation of the consonant sounds and the intonation.

1. Paul, pass me the picture, please.
2. We’d better have a bite before we go.
3. Take two toys for Terry and Tom.
4. It’ll take you a lot of time to do it.
5. I didn’t believe Dennis would do it.
6. Kevin is crazy about country music.
7. I’d like a cup of black coffee.
8. Gary will never gamble again.
9. Don’t touch those peaches in the kitchen.

10. Which of the two is the general question?
11. You'll find the calf in the field.
12. Vickie knows Virginia very well.
13. A thousand thanks to Matthew for the invitation.
14. They'd rather take their brother with them.
15. – Where do you usually keep it? – In the garage.
16. His heart was heavy when he heard the news.
17. This music is not familiar to me.
18. His pronunciation is quite different from mine.
19. I like working in the garden in the morning.
20. I hate being ill and staying in bed.
21. Have you any news of Sue?
22. – I'm terribly sorry. – That's all right. Don't worry about it.
23. Where were you while we were watching the wild animals?

9. Read the questions and define the words the speaker will put stress on.

- | | |
|---|---|
| 1. a) – <i>What's your name?</i> | – <i>Clara Vettori.</i> |
| b) – <i>What's your full name, Ms Vettori?</i> | – <i>Clara Vettori.</i> |
| 2. a) – <i>Do you live in Milan?</i> | – <i>Near Milan, yes.</i> |
| b) – <i>Do you live near Milan?</i> | – <i>Near Milan, yes.</i> |
| 3. a) – <i>What do you do?</i> | – <i>I'm a graphic designer.</i> |
| b) – <i>What kind of designer are you?</i> | – <i>I'm a graphic designer.</i> |
| 4. a) – <i>Do you have your own home?</i> | – <i>Yes, a very nice flat.</i> |
| b) – <i>Do you have a nice flat?</i> | – <i>Yes, a very nice flat.</i> |
| 5. a) – <i>What do you do in the evenings?</i> | – <i>Well, I'm learning French.</i> |
| b) – <i>Do you speak French?</i> | – <i>Well, I'm learning French.</i> |
| 6. a) – <i>Do you know London?</i> | – <i>Yes, I lived there for a year.</i> |
| b) – <i>You lived in London, didn't you?</i> | – <i>Yes, I lived there for a year.</i> |
| 7. a) – <i>Do you have any brothers or sisters?</i> | – <i>Yes, two brothers.</i> |
| b) – <i>You have some brothers, don't you?</i> | – <i>Yes, two brothers.</i> |
| 8. a) – <i>What kind of music do you like?</i> | – <i>I like jazz and classical.</i> |
| b) – <i>Which do you prefer, jazz or classical?</i> | – <i>I like jazz and classical</i> |

J. Marks. English pronunciation in use, 2007

10. Make up a dialogue. Use different intonation patterns in it.

1. The teacher asks the students why Allan is absent.
2. A patient is asking their doctor about the prescriptions and treatment.
3. Two students are discussing what they want to cook at the weekends.
4. Nick and Miranda want to watch a film in the cinema. They try to choose it.
5. Mr. White wants to buy a pair of jeans and a sweater. A shop assistant tries to help.

11. Transcribe the following words. Explain the reading rules for each word.

Queen, parents, school, due, most, waiter, dictionary, funny, because, flower, enjoy, husband, homework, breakfast, hand, while, university, year, noise, spoon, bread, power, what, holiday, picture, expensive, could, earth, sport, favourite, lucky, bought, high, marry, teach, travel, worker, clear, pair, mother, week, chocolate, long, walk, taxi, centre, garden, journey, hello, child, ceiling, money, June, lazy, these, shook, thank, morning, social, person, thing, whole, cinema, rich, song, calm, bright, engineer, happy, egg, space, December, absent, jacket, easily, vegetable, please, talented, today, night, fashion, suggest, granny, thick, knee, legend, between, pilot, exam, speak, finger, actor, relative, wrap, correct, serious, Italian, plastic, September, wrist, measured, mark, train, prepare, interesting, think, grab, telegraph, language, twenty, thousand, bottle, North, blouse, library, boy, kind, earnest, rather, photo, October, number, retire, seventeen, hurry, wonderful, little, that, hardship, hour, floor, crowd, always, true, grammar, shop, brother, key, dentist, famous.

12. Write down the sentences from their transcription.

[ˈweər ɪz ˈlʌndən ˈeəpɔ:t]

[ɪts ɒn ðə ˈwestən ˈaʊtskɜ:ts əv ˈlʌndən]

[ˈhʌʊ kən jə ˈkʌm ɪntə ðə ˈsɪtɪ frəm ði ˈeəpɔ:t]

[ˈaɪðə baɪ ði ˌlʌndəgraʊnd ɪ ɔː baɪ ˈbʌs]

[ˈweə kən jə ˈsteɪ ɪn ˌlʌndən]

[ɪt dɪˈpendz ɒn ˌwɒt jə ˈwɒnt || ðəz ə ˈfʊl ˈreɪndʒ əv həʊˈtelz | frəm ðə ˌtʃɪ:pɪst
ɪ ʌp tə ˈlʌkʃəri həʊˈtelz]

[ˈwɒt ɪz ə ˈtɪpɪkəl ˈɪŋɡlɪʃ ˈbrekfəst]

[ə ˈtɪpɪkəl ˈɪŋɡlɪʃ ˈbrekfəst wəd bi ˈpɒrɪdʒ ɔː ˈkɔ:nfleɪks | ʌˈftə ˌðæt ɪ jə
wəd ˈhæv ˌtəʊst ənd ˈdʒæm ɪ ənd ˌti: ɔːkɒfɪ]

J. Marks. English pronunciation in use, 2007

Self-study materials

1. Read the following proverbs and common sayings. Pay attention to the articulation of the sounds and the intonation of the sentences.

The game is not worth the candle.
To run with the hare and hunt with
the hounds.

Add little to little and there will be
a great heap.

Better an open enemy than a false friend.
To err is human.

Variety is the spice of life.

Trouble shared is trouble halved.

Appearances can be deceptive.

The pen is mightier than the sword.

One man's trash is another man's
treasure.

The road to hell is paved with good
intentions.

However long the night, the dawn will
break.

All's fair in love and war.

Fall seven times. Stand up eight.

A friend's eye is a good mirror.

A stumble may prevent a fall.

2. Read the following tongue twisters as quickly as possible.

[e] vs [æ]

Mary Mac's mother's making Mary
Mac marry me.

My mother's making me marry
Mary Mac.

Will I always be so merry when
Mary's taking care of me?

Will I always be so merry when
I marry Mary Mac?

[ɔ:]

When I went to Warsaw, I saw a saw
that could out-saw any saw that I ever
saw. Now, if you go to Warsaw
and see a saw that could out-saw
the saw I saw, I'd like to see your
saw saw.

[s]

Amidst the mists and coldest frosts,
With stoutest wrists and loudest boasts,
He thrusts his fists against the posts
And still insists he sees the ghosts.

[p]

If practice makes perfect and perfect
needs practice, I'm perfectly practiced
and practically perfect.

[r]

Rory the warrior and Roger the worrier
were reared wrongly in a rural brewery.

[ʃ]

She saw Sherif's shoes on the sofa.
But was she so sure she saw Sherif's
shoes on the sofa?

[dʒ]

Imagine an imaginary menagerie
manager managing an imaginary
menagerie.

[ð] vs [θ]

A. There those thousand thinkers were
thinking how did the other three
thieves go through.

B. Elizabeth's birthday is on the third
Thursday of this month.

3. Read the following limericks. Pay attention to the articulation of the sounds and the intonation of the sentences. Learn 2 of them by heart.

[ɔ:] vs [a:]

Mr. Porter loves his pasta.
No one else can eat it faster.
Mr. Porter's sister Rita,

[er]

My neighbor came over to say,
Although not in a neighborly way,
That he'd knock me around,
If I didn't stop the sound,
Of the classical music I play.

[ɪ]

I'm really determined and keen,
To start giving this house a spring clean.
I will do it I say,
Yes, I'll do it today,
Well, I'll do it tomorrow, I mean.

[eə]

There was an Old Man of Peru,
Who never knew what he should do;
So he tore off his hair,
And behaved like a bear,
That intrinsic Old Man of Peru.

[e]

An important young man from Quebec
Had to welcome the Duchess of Teck,
So he bought for a dollar
A very high collar
To save himself washing his neck.

[aʊ] vs [əʊ]

There was an Old Man, who when little,
Fell casually into a kettle;
But growing too stout,
He could never get out,
So he passed all his life in that kettle.

4. Read the following poems. Pay attention to the articulation of the sounds and the intonation of the sentences. Learn 2 of the poems by heart.

A. My World Within

How can you say you know me,
When you've only seen my skin,
And not the untamed world I hide,
That's growing deep within.

You haven't heard my ribs all creak,
Behind each plaited vine,
Or swum beneath the waterfall,
That cascades down my spine.

You've not been here for long enough,
To watch a new life start,
Or find the run-down castle,
Lying just inside my heart.

You haven't climbed the branches,
That are wrapped around each lung,
Swaying with the breezes,
That come dancing past my tongue.

Don't mark me with your footprints,
If you plan to leave too soon,
And only want to know me,
When my plants are all in bloom.

Because the birdsong might be pretty,
But it's not for you they sing,
And if you think my winter is too cold,
You don't deserve my spring.

By E. Hanson

B. Thinking

If you think you are beaten, you are.
If you think you dare not, you don't.
If you'd like to win but you think you can't,
It's almost a cinch you won't.

If you think you'll lose, you're lost,
For out of the world we find
Success begins with a fellow's will –
It's all in the state of mind.

If you think you're outclassed, you are;
You've got to think high to rise;
You've got to be sure of yourself before
You can ever win a prize.

Life's battle doesn't always go
To stronger or faster men;
But sooner or later the man who wins,
Is the one who thinks he can.

By W. D. Wintle

C. It Might Have Been

We will be what we could be. Do not say,
"It might have been, had not this, or that, or this".
No fate can keep us from the chosen way;
He only might who is.

We will do what we could do. Do not dream
Chance leaves a hero, all uncrowned to grieve.
I hold, all men are greatly what they seem;
He does, who could achieve.

We will climb where we could climb. Tell me not
Of adverse storms that kept thee from the height.
What eagle ever missed the peak he sought?
He always climbs who might.

I do not like the phrase "It might have been!"
It lacks force, and life's best truths perverts:
For I believe we have, and reach, and win,
Whatever our deserts.

By E. W. Wilcox

D. Remember me

Remember me when I am gone away,
Gone far away into the silent land;
When you can no more hold me by the hand,
Nor I half turn to go yet turning stay.

Remember me when no more day by day
You tell me of our future that you plann'd:
Only remember me; you understand
It will be late to counsel then or pray.

Yet if you should forget me for a while
And afterwards remember, do not grieve:
For if the darkness and corruption leave
A vestige of the thoughts that once I had,
Better by far you should forget and smile
Than that you should remember and be sad.

By Ch. G. Rossetti

E. See It Through

When you're up against a trouble,
Meet it squarely, face to face;
Lift your chin and set your shoulders,
Plant your feet and take a brace.
When it's vain to try to dodge it,
Do the best that you can do;
You may fail, but you may conquer,
See it through!

Black may be the clouds about you
And your future may seem grim,
But don't let your nerve desert you;
Keep yourself in fighting trim.
If the worst is bound to happen,
Spite of all that you can do,
Running from it will not save you,
See it through!

Even hope may seem but futile,
When with troubles you're beset,
But remember you are facing
Just what other men have met.
You may fail, but fall still fighting;
Don't give up, whate'er you do;
Eyes front, head high to the finish.
See it through!

By E. Guest

F. The Shadow Man

There was a man who dwelt alone,
as day and night went past
he sat as still as carven stone,
and yet no shadow cast,

The white owls perched upon his head
beneath the winter moon;
they wiped their beaks and thought him dead
under the stars of June.

There came a lady clad in grey
in the twilight shining:
one moment she would stand and stay,
her hair with flowers entwining,

He woke, as had he sprung of stone,
and broke the spell that bound him;
he clasped her fast, both flesh and bone,
and wrapped her shadow round him.
There never more she walks her ways
by sun or moon or star;
she dwells below where neither days
nor any nights there are.

But once a year when caverns yawn
and hidden things awake,
they dance together then till dawn
and a single shadow make.

By J. R. R. Tolkien

G. If

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too:
If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or being hated don't give way to hating,
And yet don't look too good, nor talk too wise;
If you can dream and not make dreams your master;
If you can think and not make thoughts your aim,
If you can meet with Triumph and Disaster
And treat those two impostors just the same:
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build'em up with worn-out tools;
If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings,
And never breathe a word about your loss:
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on!"
If you can talk with crowds and keep your virtue,
Or walk with Kings – nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much:
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And – which is more – you'll be a Man, my son!

By R. Kipling

5. Intone the following texts with static and kinetic tones. Explain the choice of the tones. Read the texts. Pay attention to the articulation of the sounds and the intonation of the sentences.

- A. Christina:** What would you like to eat, Peter? The cheese sandwiches are the cheapest.
Peter: Er ... mmm ... oh, a cheese sandwich, please, Christina.
Christina: Cheese ... mmm ... Janine? Would you like a beef sandwich or a cheese sandwich?
Janine: A cheese sandwich, please.
Peter: What about you, Christina? Would you like cheese or beef?
Waitress: Are you all ready to order? What would you like to eat?
Christina: Er, we'll have one beef sandwich, two cheese sandwiches and, mmm, tea for me.
Janine: Tea for me too, please.
Peter: Yes, make that three teas, please.
Waitress: One beef sandwich, two cheese sandwiches and three teas.
A. Baker. Sheep or ship, 2006

- B. Mr Grey:** This train's late! I've been waiting here for ages.
Porter: Which train?
Mr Grey: The 8.18 to Baker Street.
Porter: The 8.18? I'm afraid you've made a mistake, sir.
Mr Grey: A mistake? My timetable says: Baker Street train – 8.18.
Porter: Oh no. The Baker Street train leaves at 8.08.
Mr Grey: At 8.08?
Porter: They changed the timetable at the end of April. It's the first of May today.
Mr Grey: Changed it? May I see the new timetable? What does it say?
Porter: It says: Baker Street train – 8.08.
Mr Grey: Oh, no, you're right. The train isn't late. I am.
A. Baker. Sheep or ship, 2006

- C. Official:** Passports, please!
Mr Tupman: Poppy! Poppy! I think I've lost the passports!
Mrs Tupman: How stupid of you, Peter! Didn't you put them in your pocket?
Mr Tupman: Here's a pen, a pencil, my pipe, a postcard, an envelope with a stamp, a pin.
Mrs Tupman: Oh, stop taking things out of your pockets. Perhaps you put them in the plastic bag.
Mr Tupman: Here's a newspaper, an apple, a pear, a plastic cup, a spoon, some paper plates, a piece of potato pie, a pepper pot.
Mrs Tupman: Oh, stop pulling things out of the plastic bag, Peter. These people are getting impatient.
Mr Tupman: Well, help me, Poppy.

Mrs Tupman: We've lost our passports. Perhaps we dropped them on the plane.

Official: Then let the other passengers past, please.

Mr Tupman: Poppy, why don't you help? You aren't being very helpful. Put the things in the plastic bag.

Official: Your name, please?

Mr Tupman: Tupman.

Official: Please go upstairs with this policeman, Mr Tupman.

A. Baker. *Sheep or ship*, 2006

D. Our house

Our family lives on the outskirts of the city. The house is big and has 7 rooms: a kitchen, a dining room, a living room, two bedrooms, a study and a home gym. In front of the house, we have a tiny garden, where my father grows roses, tulips, pansies and so on. At the back of the house, there's a much larger garden with a lawn and some fruit-trees. In summer we play badminton there and collect apples, pears and prunes to make jams and juice. There's also a small vegetable garden where my mother grows potatoes, cabbages, onions, cucumbers and tomatoes. At the side of the house, there is a spacious garage where I keep my car and bicycles. When it comes to household duties in our family, they are shared equally. My father usually does the mopping, the vacuum cleaning and repairing if necessary. My mother is not against cooking, washing and ironing, while I am to do the washing up, dusting and feeding the cat. In general, we are very pleased with our house.

E. Our sitting room

'Let's have a 'look at this 'picture of our `sitting-room. As you 'come into the ,room, ∴ you notice a `piano ∴ with a 'low `music ,stool ∴ in `front of it. 'Next to the ,piano ∴ is a 'tall bookcase ∴ 'standing against the `wall. On the 'left is a 'large `window. 'Under the ,window ∴ there's a `radiator, | but you 'can't ,see it ∴ because it's be'hind the set`tee. 'On the set,tee ∴ there are 'two `cushions. The `fire-place ∴ is at the 'other `end of the `room. On 'each `side of the ,fireplace ∴ there's an 'arm `chair. An 'old `lady is ,sitting in ,one of the ,chairs, ∴ but `nobody's ,sitting in the ,other one; | it's `empty.

In the 'centre of the ,mantelpiece ∴ there's a `clock | and a `bove it ∴ an 'oval `mirror. 'On the ,right ∴ you can see a 'standard `lamp. 'Opposite the ,fireplace ∴ you can see a 'small ,table | with an `ashtray and some `newspapers on it. 'By the ,table ∴ there's a 'small `chair. On the ex`treme ,right ∴ there's a `radio-set. The 'floor is ,covered ∴ with a 'beautiful 'thick `carpet. An e'lectric `light is ,hanging ∴ from the 'middle of the `ceiling. At `night ∴ when it gets ,dark, | we 'switch `on the ,light ∴ and 'draw the `curtains. 'During the ,day ∴ the 'light 'comes `in `through the `window.

Практическая фонетика английского языка, 2013

Test

1. Read the text aloud.

ʌn ðə 'mɔ:nɪŋ əv ə trə'dɪʃənl ,wedɪŋ ðə 'grʊm ʃəd 'nɒt si: ðə 'braɪd || ɪf hi ,dʌz | ðɪs ɪz 'bæd 'lʌk || ðə 'braɪd pʊts ʌn hə 'speʃəl 'wedɪŋ `dres | 'wɪf ɪz 'ju:ʒʊəlɪ `waɪt || ʃɪ 'ɔ:lsəʊ 'ni:dz tə weə 'sʌmθɪŋ ,əʊld | 'sʌmθɪŋ ,nju: | 'sʌmθɪŋ ,bɒrəʊd | ənd 'sʌmθɪŋ `blu: ||

ət ðə ,fʒ:ʃ ə 'redʒɪstrɪ ,ɒfɪs | ðə 'braɪd ənd 'grʊm ɪks'ʃeɪndʒ `rɪŋz | bɪfɔ: 'wɔ:kɪŋ tə'geðə bæk daʊn ði `aɪl || 'wen ðeɪ 'get aʊt,sʌɪd | ðə 'braɪd θrəʊz hə bu:'keɪ ɪn ði `eə || trə'dɪʃən 'sez ðæt hu:'evə ,kæʃɪz ɪt | 'wɪl bi ðə 'nekst 'pɜ:sn tə get `mæɪɪd || 'fʌnəlɪ | 'ɑ:ftə ðə rɪ ,sepʃən | ðə 'braɪd ənd 'grʊm draɪv 'ɒf tə həv ðeə `hʌnɪmu:n ||

2. Transcribe the words in bold and explain their reading. Read all the words aloud.

Beauty, **hundreds**, **certain**, northern, carefully, **sixth**, experience, **wonder**, mountaineering, thyme, development, **laughter**, island, **question**, vowel.

3. Mark the intonation in the following sentences and read them aloud.

1. Would you like another piece of cake? – Yes, please, I'll have that small one.
2. Do you like apricots or peaches? – I do like peaches, but I love apricot jam.
3. Who does he take after? – After his father. They are exactly alike.
4. Jamie's parents aren't from Spain, are they? – They are actually from Bilbao, it's the north of Spain.

4. Read the text aloud. Name the sound phenomena underlined.

Advertisements want to persuade us to buy particular products. How do they do it? Let's imagine...

You're watching TV. It's a hot evening and you feel thirsty. You see an advert for a refreshing drink. You see people looking cool and relaxed. You notice the name of the refreshing drink because you think it could be useful for you to satisfy your thirst.

Advertisers study how people learn so that they can 'teach' them to respond to their advertising. They want us to be interested, to try something, and then to do it again. These are the elements of learning: interest, experience and repetition. If an advert can achieve this, it is successful. If an advert works well, the same technique can be used to advertise different things. So, for example, in winter if the weather is cold and you see a family having a warming cup of tea and feeling cosy, you may be interested and note the name of the tea...

Here the same technique is being used as with the cool, refreshing drink.

5. Answer the following questions.

1. Что такое статический тон? Как он характеризуется?
2. Что такое фрикативный взрыв? Приведите 2 примера.
3. Как читаются обращения в английских предложениях? Приведите пример.
4. Что такое четвертый тип слога? Как читаются английские гласные *a, e, i, u* в четвертом типе слога?

Extra exercises

1. Choose the words where a sonant forms a syllable.

Please, kind, climate, plain, sky, glide, packed, eagle, slice, kitten, beaten, clean, settle, glad, black, fatal, stifle, maiden, sly, mind, voice.

2. Write down the phenomena that take place in the following words.

Trip, sweet, drive, twist, try, apron, spring, stream, thread, train, three, sixths, impress, quick, profession, apricot, street, sweater, twelve, needn't, quite, friend, free, thrice, drill, dress, tribe, trust, thrash, screen, threaten, dwelling, twice.

3. Write the following words from their transcription.

'hæpn, ru:l, heə, mɪ'steɪk, 'kla:smeɪt, ma:k, 'laʊdli, ɪn'fekʃəs, dɪ'zi:z, pə'zeɪfn, tæks, 'bɪskɪt, 'hɒlɪdeɪ, ɪg'nɔ:, wɜ:θ, 'feɪtl, ə'keɪzn, haɪt, kɒf, saɪz, weə, 'flaʊə, kju:, flʌd, ɪ'nʌf, jʌŋ, θə'mɒmɪtə, ʃu:z, bəʊθ, 'bɪznɪs, brɪ:ð, 'hɪərəʊ, 'dʒʌdʒ, 'dʒʊəri, 'ræʃən, 'ɑ:ʃ'brɪʃəp, 'ʌðə, 'fɒrɪd, ju:θs, 'aɪən, 'sɪzəz, θru:, 'həʊli, bɜ:ʃ, wɪʃ, raɪt, wʌn, 'weðə.

4. Write the following text from its transcription.

ə 'naɪtmeə 'dʒɜ:nɪ aɪ rɪ'membə wəz θri: 'jɪəz ə, gəʊ ɪ wen aɪ wəz 'gəʊɪŋ tə ðɪ 'eəpɔ:t wɪð maɪ 'frend || wɪ wə 'gəʊɪŋ tə 'pærɪs ɒn 'hɒlɪdeɪ ɪ ənd wɪ 'hæd tə bɪ ət 'drezdən 'eəpɔ:t tu: 'aʊəz brɪ'fɔ: ðə 'flaɪt || wɪ 'left hæʊm wɪð 'plenti əv 'taɪm ɪ bət wen wɪ gɒt tə ðə 'məʊtə'weɪ ɪ ðə wəz ə 'hju:dʒ 'træfɪk dʒæm || ðə 'træfɪk wəz nɒt 'mu:vɪŋ ət 'ɔ:l || wɪ 'dɪdnt nəʊ wɒt tə 'du: || ɪt wəz 'tu: leɪt tə gəʊ ə, nʌðə weɪ ɪ səʊ wɪ dʒəst 'set ɪn ðə 'kɑ: ɪ 'getɪŋ mə:r ənd mə: 'streɪt || 'ɑ:ftə ten 'mɪnɪts ɪ ðə 'træfɪk 'stɑ:tɪd 'mu:vɪŋ 'sləʊli || wɪ dɪ'saɪdɪd tə 'li:v ðə 'məʊtə'weɪ ɪ ənd 'traɪ tə faɪnd ə 'nʌðə weɪ tə ðɪ 'eəpɔ:t | bət aɪ 'wɒznt 'ʃʊər əv ðə 'weɪ ɪ ənd wɪ gɒt kəm'pli:tli 'lɒst || wɪ wə 'ʃʊə wɪ wə 'gəʊɪŋ tə 'mɪs ðə 'flaɪt || wɪ 'fɑ:nəli ə'raɪvd ət ðɪ 'eəpɔ:t dʒəst 'θɜ:ti 'mɪnɪts brɪ'fɔ: ðə 'pleɪn wəz 'gəʊɪŋ tə 'li:v || ðə 'wʊmən ət ðə 'ʃɛk ɪn dɛsk 'sed ɪ wɪ 'kʊdnt 'ʃɛk ɪn 'aʊə 'lʌɡɪdʒ ɪ brɪ'kəz ɪt wəz tu: 'leɪt | səʊ wɪ hæd tə rʌn wɪð 'ɔ:l 'aʊə 'keɪsɪz tə ðə dɪ'pɑ:ʃə geɪt ||

5. Mark the stresses in the following sentences.

1. She is just **fifteen**. – It's **fifteen** miles.
2. The **ice-cream** is cheap. – Have some fruit **ice-cream**.
3. It's an **old-fashioned** skirt. – The skirt is too **old-fashioned**.
4. This **armchair** is too big, but the **armchair** there is nice.
5. Jane's such a **kind-hearted** girl. – Jane's very **kind-hearted**.
6. That **weekend** was lovely. – We had a lovely **weekend**.

6. Insert the suitable word in the following sentences.

Bored / board ♦ break / brake ♦ cereal / serial ♦ hear / here ♦ knew / new ♦ past /
passed wait / weight ♦ whole / hole ♦ who's / whose ♦ ate / eight ♦ right / write ♦
sea / see
know / no ♦ knows / nose ♦ some / sum ♦ flour / flower ♦ knight / night

1. ... glasses are these on the table?
2. I have got a runny ... these days.
3. The teacher wrote something on the
4. Would you like ... more tea?
5. Will you ... for me a few minutes, please?
6. There was a large ... on the street.
7. If you are ... , watch a film.
8. Can you ... the birds singing outside?
9. Do you ... a good restaurant around here?
10. You should ... if you want to slow down.
11. Joseph has to lose some
12. There is ... milk left here.
13. Don't ... the school rules.
14. A ... should be brave enough to kill a dragon.
15. A ... smells wonderful.
16. You should add some more ... to the dough.
17. Who ... how to play backgammon?
18. I ... that you bought a car.
19. Rachel ... all her final exams.
20. Peter kick the ball with his ... foot.
21. Can you come ... , please?
22. We ... pizza and fries.
23. ... the founder of this company.
24. There were just ... students in the classroom.
25. If you add two and two, the ... is four.
26. I slept early last
27. She couldn't ride a bicycle in the
28. There was a ... killer in the village last summer.
29. ... class will come to the picnic.
30. Can you ... the man behind that tree?
31. I think I'll buy a ... house with a garden.
32. Corn is a kind of
33. Can you swim in a wavy ... ?
34. I'll ... some postcards to my mom.

7. Choose the appropriate interrogative response according to the situation.

1. My dad is making lunch. (Is 'dad 'making 'lunch in the 'kitchen? Is he 'making a 'big lunch?)
2. Max is repairing his car. (Is 'Max 'repairing his 'brother's 'car? Can 'Max repair a 'car?)
3. Mrs Blake is an entrepreneur. (Is she a 'famous entrepre'neur? Is she a 'famous entrepre'neur?)
4. This table is made of fine wood. (Is the 'table 'plastic? Is the 'table 'made of 'fine wood?)
5. Jane is coming with me at the station. (Is 'Jane 'coming with 'me at the 'station? Is 'Jane 'coming with me at '6?)
6. Pat is staying since Monday. ('Is she 'staying since 'last 'Monday? Is 'Pat 'leaving to'day?)
7. David isn't back yet. ('Is he 'still at his 'university? Is 'David 'in?)

8. Underline the elision in the following sentences.

1. It took her half an hour to find him.
2. What has he done?
3. I visited Westminster Abbey last night.
4. I'd like to buy that nice handbag.
5. I thanked him for his kindness.
6. Is he going with us?
7. I'm going to visit my grandparents next day.
8. The day had been fine.
9. He wants to have his cake and eat it.
10. I'm going to my grandson next week.
11. That was the worst job I ever had!
12. Just one person came to the party!
13. I can't swim.

9. Intone the following text.

There are five members to our family: Joe, Dale, Jaclyn and Katherine and a silly dog named Champ.

Joe is an engineer. He works for the City of Waterloo and looks after the building of roads and bridges. His job title is Director of Engineering. Joe enjoys skiing, golf, boating and hockey.

Dale has several jobs. She looks after the home, runs an after-school math and reading programme and works part-time as a writer. Dale enjoys skiing and playing tennis.

Jaclyn is 14 years old and will be going to high school in September. She loves to play sports. She plays hockey, tennis, baseball and likes to ski. When she grows up, Jaclyn hopes to be a psychiatrist so she can help people with their problems.

Katherine is 11 years old and will be going into grade seven in September. Katherine keeps busy figure skating, doing ballet and playing tennis and soccer. She loves dogs and looks forward to going to camp each summer. Our family has a cottage on a lake and we like to spend time there together every summer.

From a letter from Canada to a family in Minsk

10. Make up 2 dialogues based on the following situations. Intone the sentences in them.

1. Your friend invites you to his place for the weekend. You ask what to bring.
2. A group of friends are making plans for the weekend. Everyone has different opinions what they can do together.
3. Mother has bought a new dress for her daughter. The girl is not happy to get the present, but doesn't want to upset her mum.
4. Your younger brother is leaving for school. You help to pack up their satchel.

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