

ФОРМУВАННЯ ФОНОЛОГІЧНОЇ КОМПЕТЕНТНОСТІ  
СТУДЕНТІВ І КУРСУ МОВНОГО ЗАКЛАДУ ВИЩОЇ ОСВІТИ  
ПІД ЧАС НАВЧАЛЬНОЇ ПРАКТИКИ

*Навчально-методичний посібник*

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ЖИТОМИР – 2022

УДК 378.22:378.4:811'243(075.8)  
Ф79

*Рекомендовано вченою радою Житомирського державного університету  
імені Івана Франка  
(Протокол № 18 від 30.09.2022)*

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Ф79      Формування фонологічної компетентності студентів I курсу мовного закладу вищої освіти під час навчальної практики : навч.-метод. посіб. / уклад.: Л. В. Калініна, Т. Ю. Григор'єва, Л. М. Чумак. – вид. 2-ге випр. та допов. – Житомир: Вид-во ЖДУ ім. І. Франка, 2022. – 230 с.

**ISBN**

Навчально-методичний посібник присвячено проблемі формування фонологічної компетентності студентів I курсу мовного закладу вищої освіти під час навчальної практики. Читачі зможуть не тільки ознайомитись з особливостями формування даного виду компетентності, але й засвоїти технології формування всіх компонентів фонологічної компетентності на практиці.

У навчально-методичному посібнику представлено зміст та структуру навчальної практики, завдання для аудиторної, самостійної та індивідуальної роботи студента, розглянуто організацію контролю формування фонологічної компетентності, подано банк додаткових матеріалів для формування даного виду компетентності.

Навчально-методичний посібник адресовано студентам мовних закладів вищої освіти.

**УДК 378.22:378.4:811'243(075.8)**

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## Phonetic Alphabet

i:	as in	<b>see</b> /si:/	ɜ:	as in	<b>fur</b> /fɜ:(r)/
ɪ	as in	<b>sit</b> /sɪt/	ə	as in	<b>ago</b> /ə'gəʊ/
e	as in	<b>ten</b> /ten/	eɪ	as in	<b>page</b> /peɪdʒ/
æ	as in	<b>hat</b> /hæt/	əʊ	as in	<b>home</b> /həʊm/
a:	as in	<b>arm</b> /a:m/	aɪ	as in	<b>five</b> /faɪv/
ɒ	as in	<b>got</b> /gɒt/	aʊ	as in	<b>now</b> /naʊ/
ɔ:	as in	<b>saw</b> /sɔ:/	ɔɪ	as in	<b>join</b> /dʒɔɪn/
ʊ	as in	<b>put</b> /pʊt/	ɪə	as in	<b>near</b> /nɪə(r)/
u:	as in	<b>too</b> /tu:/	eə	as in	<b>hair</b> /heə(r)/
ʌ	as in	<b>cup</b> /kʌp/	ʊə	as in	<b>pure</b> /pjʊə(r)/
i	as in	<b>happy</b> /'hæpi/			
p	as in	<b>pen</b> /pen/	s	as in	<b>so</b> /səʊ/
b	as in	<b>bad</b> /bæd/	z	as in	<b>zoo</b> /zu:/
t	as in	<b>tea</b> /ti:/	ʃ	as in	<b>she</b> /ʃi:/
d	as in	<b>did</b> /dɪd/	ʒ	as in	<b>vision</b> /'vɪʒn/
k	as in	<b>cat</b> /kæt/	h	as in	<b>how</b> /haʊ/
g	as in	<b>got</b> /gɒt/	m	as in	<b>man</b> /mæn/
tʃ	as in	<b>chin</b> /tʃɪn/	n	as in	<b>no</b> /naʊ/
dʒ	as in	<b>June</b> /dʒu:n/	ŋ	as in	<b>sing</b> /sɪŋ/
f	as in	<b>fall</b> /fɔ:l/	l	as in	<b>leg</b> /leg/
v	as in	<b>voice</b> /vɔɪs/	r	as in	<b>red</b> /red/
θ	as in	<b>thin</b> /θɪn/	j	as in	<b>yes</b> /jes/
ð	as in	<b>then</b> /ðen/	w	as in	<b>wet</b> /wet/

[Headway pronunciation course]

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## ВСТУП

Навчання вимові важко переоцінити, оскільки саме вимова дозволяє скласти думку про того, хто говорить іноземною мовою, його грамотність, належність до певного кола людей, навіть про деякі його характеристики: впевненість у собі, уміння переконувати тощо.

У вищих навчальних закладах, де готують майбутніх вчителів, філологів, це питання стає ще більш актуальним, тому що майбутній вчитель є еталоном, зразком іноземної вимови для своїх потенційних учнів і повинен сам володіти нормативною вимовою викладання. Більше того, він повинен уміти навчити цьому своїх майбутніх учнів. Тому питання формування фонетичної компетентності студентів I-х курсів мовних ЗВО є першочерговим.

На жаль, у вітчизняній і зарубіжній методичній літературі не висвітлюється думка щодо проблеми, яка стосується навчання фонетики в мовному ЗВО. Відсутність таких досліджень негативно відбивається як на рівні викладання фонетики в мовному ЗВО, так і на рівні набуття ґрунтовних фонетичних навичок студентами I-го курсу.

Формування фонетичної компетентності студентів I курсу починається з перших днів їх навчання у ЗВО. З цією метою навчальний план спеціальностей 035 Філологія передбачає включення навчальної практики з формування фонологічної компетентності (англійська мова) 6 кредитів загальним обсягом 180 годин та 014 Середня освіта – 6 кредитів 180 годин відповідно, яка має своєю суттю формування слухо-вимовних та ритміко-інтонаційних навичок у студентів. Саме під час цієї навчальної практики закладаються основи фонетичної компетентності майбутніх вчителів-філологів.

По закінченню навчальної практики продовжується удосконалення даного виду компетентності. Автори вважають доцільним відійти від традиційного аспектного навчання іноземної мови на I курсі, яке, на нашу думку, не тільки суперечить функціонуванню й комунікативному використанню мови у різних ситуаціях спілкування, але й блокує інтеграцію всіх мовних знань у мовленнєві уміння. Мовні мінімуми, пов'язані між собою, знання, сформовані на аспектних заняттях так і залишаються "окремими блоками знань", які існують самі по собі, що не дозволяє реалізувати практичну мету комунікативності (комунікації) у навчанні іноземних мов.

Навчально-методичний посібник складається з таких розділів:

- особливості формування фонетичної компетентності у мовному ЗВО;
- фонетичне портфоліо.

У першій частині автори розглядають особливості формування фонетичної компетентності студентів I-го курсу мовних ЗВО у світлі рекомендацій Ради Європи і вимог освітньої програми з навчальної практики для I-го курсу мовних ЗВО. Автори вважають перший курс адаптивним періодом навчання у ЗВО і найважливішим для формування фонетичної компетентності студентів. В даному розділі також висвітлені труднощі засвоєння даного виду компетентності з різних точок зору, визначені етапи формування фонетичних навичок, описані види вправ та засобів навчання для кожного етапу.

У розділі "зміст і структура вступно-корективного курсу" здобувач знайде фонетичну карту розподілу для засвоєння всього фонетичного матеріалу і його часовий розподіл, а також зможе ознайомитися зі змістом кожного практичного заняття з фонетики.

Враховуючи різний рівень підготовленості та мовних навичок випускників ЗЗСО, автори пропонують здобувачам банк додаткового фонетичного і теоретичного матеріалу для формування всіх компонентів фонетичної компетентності студентів I-го курсу. З метою організації контролю за рівнем сформованості фонетичної компетентності

студентів, в посібнику запропоновані різні види самоконтролю, взаємоконтролю та контролю з боку викладача.

Другий розділ – Фонетичне портфоліо – побудований за принципом Європейського мовного портфеля. У **фонетичному паспорті** студенти під керівництвом викладача з'ясовують свій рівень фонетичної компетентності на момент вступу на перший курс мовного ЗВО у відповідності з дескрипторами загальноєвропейських рекомендацій та рівень власного володіння фонетичними навичками. У **фонетичній біографії** студентам запропоновано матеріал для самостійної роботи і самокоректування під час процесу засвоєння фонетичної компетентності, що дозволяє їм спостерігати за своїми успіхами і результатами. У **фонетичному досьє** студенти демонструють свої досягнення з формування фонетичної компетентності, аналізують власний рівень сформованості певних компонентів даного виду компетентності, зазначених ними у Паспорті та Біографії.

Навчально-методичний посібник містить 11 уроків, кожен із яких присвячений розгляду особливостей англійської вимови, правил читання, ритму та інтонації, а також додаток, що включає банк додаткових матеріалів для формування фонетичної компетентності, фонетичні диктанти та контрольні роботи. Формування основ фонетичної компетентності під час навчальної практики здійснюється за таким алгоритмом:

- I. Sound Presentation and Practice**
- II. Rhythm Presentation and Practice**
- III. Intonation Presentation and Practice**
- IV. Guided Practice**
  - A. Reception
  - B. Reproduction
  - C. Production
- V. On Your Own**

Автори посібника припускають, що даний посібник буде корисним не лише здобувачам першого курсу, мовного ЗВО, а й студентам-магістрантам під час їх професійної підготовки.

## РОЗДІЛ І. ТЕОРЕТИЧНІ ЗАСАДИ ФОРМУВАННЯ ФОНОЛОГІЧНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ І КУРСУ МОВНОГО ЗВО

### 1.1. Особливості формування фонологічної компетентності студентів І курсу мовного закладу вищої освіти під час навчальної практики

Оволодіння фонетичною компетентністю є необхідною передумовою розвитку умінь комунікативного спілкування, оскільки це не тільки дає можливість розуміти висловлювання інших людей, але й самим виражати свої комунікативні наміри.

Проблемі навчання різним компонентам фонетичної компетентності присвячено ряд досліджень українських і зарубіжних методистів, зокрема: Бориско Н. Ф., Гутник В. М., Калініна Л. В., Колкер Я. М., Самойлюкевич І. В., Kenworthy J., Kelly J., Jaroy C.

Мета навчально-методичного посібника – розгляд особливостей формування даного виду компетентності на першому курсі мовного ЗВО.

Ми вважаємо, що перший курс – найважливіший етап у професійному становленні майбутнього вчителя англійської мови, філолога, оскільки на цьому курсі студент отримує перші навички та вміння навчання у закладі вищої освіти, які значно відрізняються від навчання в загальноосвітній школі. З точки зору психології даний етап називається адаптивним, тому що випускники різних типів шкіл (ліцеїв, гуманітарних гімназій, спеціалізованих шкіл, загальноосвітніх шкіл тощо) вступили на перший курс мовного ЗВО з різними стилями навчання, різним ступенем мотивації і готовності до навчання у ЗВО. Студентська група для колишніх учнів – абсолютно нове утворення, що має свою структуру і до якої вони повинні самостійно адаптуватись.

Крім того, рівень мовної підготовки колишніх учнів також не є однаковим, тому одним із основних завдань навчання на першому курсі є формування базових компонентів комунікативної компетентності. Наш досвід показує, що оволодівши мовленнєвими вміннями (говорінням, читанням, аудіюванням і письмом), накопичивши певний лексичний запас та засвоївши граматичний матеріал, що є програмним для учнів середньої школи, у більшості своїй студенти не володіють фонетичною компетентністю. Для 80% студентів труднощі полягають не стільки у вимові англійських звуків, скільки в продукуванні ритмічно та інтонаційно правильно оформленого мовлення. Не випадково формування мовної компетентності на першому курсі розпочинається з фонетичної компетентності.

Вслід за Н. Ф. Бориско під фонетичною компетентністю ми розуміємо здатність особистості до коректного артикуляційного та інтонаційного оформлення власних висловлювань і розуміння мовлення інших, що базується на складній і динамічній взаємодії відповідних знань, навичок та загальної мовної свідомості і фонетичної усвідомленості [9: 108].

Відповідно до програми з іноземної мови для ЗВО рівень мовної підготовки випускників повинен відповідати європейському рівню B1+ для загальноосвітніх шкіл і рівню B2 для спеціалізованих шкіл з поглибленим вивченням англійської мови.

З метою виявлення того, наскільки ці рівні відповідають їх дескрипторам у фонетичній компетентності, ми провели діагностичний зріз студентів першого курсу, що вступили до Навчально-наукового інституту іноземної філології Житомирського державного університету імені Івана Франка у 2020-2021 навчальному році.

Дескриптори рівневого володіння фонетичною компетентністю, запропоновані Рекомендаціями Ради Європи [4: 117], зображені в табл. 1.



**Дескриптори володіння фонетичною компетентністю**

A <sub>1</sub>	вимова дуже обмежена репертуаром вивчених слів та виразів, може бути зрозумілою за умов певних зусиль з боку носіїв мови, з якими він/вона спілкується, і якщо їх мови належать до однієї групи.
A <sub>2</sub>	вимова в цілому досить чітка, щоб його/її зрозуміли, незважаючи на присутність помітного іноземного акценту, проте партнери по спілкуванню змушені час від часу перепитувати і просити про повторення.
B <sub>1</sub>	вимова чітка, хоча іноді відчувається іноземний акцент і зрідка трапляються помилки у вимові.
B <sub>2</sub>	володіє чіткою, природною вимовою та інтонацією.
C <sub>1</sub> C <sub>2</sub>	може варіювати інтонацію і правильно вживати фразовий наголос для вираження найтонших відтінків значення.

Результати показали, що 65% студентів володіє фонетичною компетентністю на рівні A<sub>2</sub>; фонетичні знання і навички 22% студентів співвідносяться з рівнем B<sub>1</sub> і тільки 13% володіють даним видом компетенції на рівні B<sub>1</sub>+ (B<sub>2</sub>). Сказане свідчить про необхідність розробки науково-обґрунтованої методики формування фонетичної компетентності студентів I курсу мовного ЗВО.

Аналіз методичної літератури з цього питання показав, що в методиці існує два основні підходи до навчання фонетичного матеріалу: 1) *інтуїтивно-імітативний*, що базується на здатності студентів слухати та імітувати звуки і ритм мовлення, яке воничують; 2) *аналітико-лінгвістичний*, в основі якого лежить ознайомлення з теоретичною інформацією про правила артикуляції звуків, ритмічної побудови фрази тощо [4: 2].

Однак, потреби сьогодення диктують необхідність оволодіння іншомовною комунікативною компетентністю, яка передбачає володіння знаннями того, як користуватися мовою у процесі спілкування адекватними соціальними і культурними знаннями, навичками і вміннями міжособистісної взаємодії та здатністю індивіда адаптувати свою комунікативну поведінку до контекстних умов, які змінюються [9: 24].

Тому формування фонетичної компетентності в мовному ЗВО повинно бути побудованим на основі комунікативного методу, що визначає мінімальний пороговий рівень сформованості вимовних навичок для тих, хто вивчає іноземну мову. Недостатність оволодіння пороговим рівнем вимови призводить до блокування комунікації, незважаючи навіть на добре розвинені граматичні та лексичні навички. Це особливо важливо для майбутніх вчителів англійської мови, які повинні стати зразком нормативної англійської вимови для своїх потенційних учнів.

В основу програми з навчальної практики для I курсу мовного ЗВО покладено знання, уміння та навички окреслені загальноєвропейськими рекомендаціями з мовної освіти. Відповідно до даного документу фонетична компетентність включає знання та навички перцепції і продукції:

- звукових одиниць (фонем) мови та способів їх реалізації у певному контексті (алофонів);
- фонетичних ознак розрізнення фонем (дистинктивних ознак, наприклад сонорності, назальності, закритості, лабіальності);
- фонетичного складу слів (складоподілу, фонетичних відрізків, словесного наголосу і тону);
- фонетики речення (просодії):
- наголосу і ритму фрази;
- інтонації;

- фонетичної редукції;
- вокалічної редукції;
- сильних і слабких форм;
- асиміляції;
- елізії [4: 116].

В проєкті програми з іноземної мови для мовних університетів та інститутів для I курсу фонетичні навички, якими студенти повинні оволодіти, визначені наступним чином:

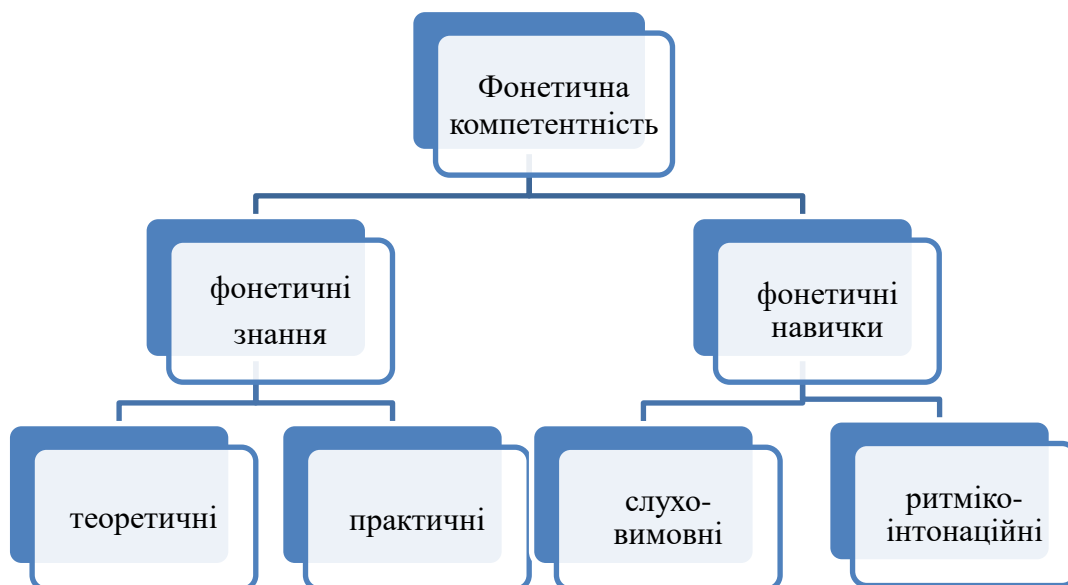
**Студенти повинні:**

- розрізняти в мовленні довгі та короткі голосні, дифтонги, глухі та дзвінкі приголосні, аспіровані та неаспіровані приголосні і т. д.;
- виразно вимовляти перелічені вище звукові контрасти;
- сприймати модифікації голосних і приголосних звуків у зв'язному мовленні (слабкі форми, позиційні алофони, асиміляцію, елізію тощо);
- вміти самостійно продукувати вищезгадані модифікації в зв'язному мовленні;
- розрізняти в мовленні наголоси в багатоскладових словах;
- правильно ставити наголос в таких словах;
- виділяти в мовленні важливу інформацію, використовуючи логічний наголос;
- використовувати в зв'язному мовленні ритм;
- визначати мовленнєві функції у висловлюваннях, переданих за допомогою різних інтонаційних моделей;
- передавати різні комунікативні функції у власних висловлюваннях за допомогою інтонації;
- передавати почуття та ставлення до проблем, що обговорюються на I курсі [14: 51].

Для того, щоб реалізувати перераховані вище фонетичні навички студенти повинні оволодіти наступними **теоретичними фонетичними знаннями:**

- характеристика основ англійської артикуляції і ролі органів мовлення у вимові англійських звуків;
- характеристика англійських голосних та приголосних в порівнянні з системою українських фонем;
- типи кількісної та якісної редукції голосних, асиміляції приголосних;
- фонетична транскрипція;
- правила поділу слів на склади та складоутворення;
- типи складів;
- типи наголосу;
- наголос в простих та складних словах;
- ритмічні групи;
- частини синтагми;
- принципи поділу на синтагми;
- інтонація: компоненти та функції;
- типи pre-head;
- типи шкал (низхідна, висхідна, перервана, падаюча, висока рівна, ступінчаста)
- типи тонів (низьке і високе падіння, низький і високий підйом, низхідно-висхідний тон);
- наголос у реченні: типи та функції;
- символи для позначення наголосів та тонів;
- правила графічної презентації інтонаційних малюнків;

Таким чином, розгляд вимог програми до оволодіння фонетичною компетентністю дозволяє нам виділити її основні компоненти. Зобразимо їх схематично:



**Рис.1. Структура фонетичної компетентності**

Однак, при формуванні фонетичної компетентності студенти I курсу мовного ЗВО стикаються з труднощами, які умовно вчені поділяють на 3 групи:

- 1) труднощі, пов'язані зі складністю іноземної мови, що вивчається;
- 2) труднощі, пов'язані з індивідуальними особливостями студентів;
- 3) труднощі, пов'язані з методами формування фонологічної компетенції [9: 26].

Програма з англійської мови для мовних ЗВО зазначає, що до кінця першого року навчання студенти повинні оволодіти фонетичними навичками **слухача** та **мовця**.

В першому випадку (**as a listener**) майбутні вчителі повинні розуміти мовлення носіїв в стандартних варіантах англійської мови та максимально наближене до цих норм мовлення не носіїв мови.

В другому випадку (**as a speaker**) студенти повинні продукувати усне мовлення, наближене до стандартної англійської вимови, зрозуміле як носіям, так і не носіям мови [14: 51].

Базуючись на даних вимогах програми, ми спробували визначити фактори, що заважають сприйняттю та розумінню усного мовлення (factors affecting intelligibility), як мовцями, так і слухачами.

Для **МОВЦЯ** типові такі явища:

- неодноразова самокорекція власної вимови;
- наявність у мовленні довгих інтонаційних пауз;
- заміна одних звуків іншими, схожими звуками, що призводить до спотворення змісту (наприклад [s] та [ð] a sick/thick person);
- недотримання позиційної довготи голосних ([i:] та [ɪ] ship – sheep);
- оглушення (одзвінчення) приголосних в кінці слова ([g], [k] back– bag);
- неправильне сполучення звуків в мовленнєвому потоці (goin – gowin);
- злиття звуків в мовленнєвих відрізках (nice shoe – ny shoe);
- неправильний наголос в багатоскладових словах (comfortable → comeforatable);
- недотримання англійського ритму чергування наголошених та ненаголошених складів;
- використання неправильного інтонаційного малюнка в мовленні (низьке падіння для вираження захоплення тощо).

Для **слухача** характерними факторами є:

- незнання норм та найтипівіших акцентів англійського мовлення;
- нездатність зрозуміти контекстуальні підказки текстів при прослуховуванні;

- невміння передбачити інтенції співрозмовника під час спілкування;
- невміння розділяти мовленнєвий потік на смислові групи на слух;
- незнання комунікативних функцій різних типів інтонації і, як наслідок, нерозуміння змісту мовлення.

Окрім того, формування фонетичної компетентності визначається рядом *індивідуальних особливостей самих студентів*, а саме:

- домінування різних стилів навчання (learning styles) у студентів;
- різні рівні мовних здібностей;
- вплив вікових особливостей (пам'ять, сприйняття, увага);
- дефекти мовлення у деяких студентів в рідній мові, що переносяться і на вивчення іноземної мови;
- неоднакова мотивація до вивчення іноземної мови;
- різна готовність до вивчення іноземної мови.

Труднощі формування фонетичної компетентності, зумовлені *особливостями англійської мови*, можна узагальнити наступним чином:

- артикуляція звуків, що не мають аналогів у рідній мові ([w], [ð], [θ] [z:], [ə], [r]);
- артикуляція звуків подібних до звуків рідної мови ([z] і [ʒ], [s] і [ʃ], [g] і [ŋ]);
- специфічний ритм англійського мовлення;
- дотримання позиційної довготи голосних ([i:] та [ɪ], [ɒ] та [ɔ:]);
- неможливість оглушення кінцевих приголосних в кінці слова;
- дотримання звуко-буквених відповідностей (daughter – ['dɔ: tə]);
- смислорозрізняювальні функції англійської інтонації;
- акустичні ознаки та техніка вимови (висхідний тон в англійській мові має нижчий початок і різке зростання, а спадний тон має вищий початок та різке спадання).

Труднощі, викликані *методами та засобами формування фонетичної компетентності*, обумовлені:

- відсутністю аутентичних зразків англійського мовлення;
- ігноруванням можливості використання технічних засобів навчання при формуванні фонологічної компетенції;
- відсутністю алгоритмів роботи з фонетичними матеріалами різних типів (римівок, скоромовок, мікродіалогів, джазових наспівів тощо);
- неправильним відбором фонетичного матеріалу для формування всіх компонентів комунікативної компетенції;
- недотриманням етапів формування фонетичної компетентності;
- невідповідністю фонетичних вправ етапам формування фонетичної компетентності.

Для того, щоб формування фонетичної компетентності було успішним, воно має проводитись на основі певних етапів. В методиці навчання іноземної мови за редакцією Ніколаєвої С. Ю. представлено 3 основних етапи: 1) етап подачі й ознайомлення з первинним закріпленням у контексті; 2) етап автоматизації на рівні звука, звукосполучення, слова, словоформи, словосполучення, на рівні фрази, на рівні понадфразової єдності; 3) етап застосування на рівні тексту (сфера мовленнєвих умінь відповідних компетенцій) [8: 108].

Пассовим Є. І. виділено 5 стадій формування вимовних навичок [4: 87]. Зобразимо їх у вигляді таблиці:

Таблиця 2

## Стадії формування вимовних навичок за Є. І. Пасовим

№	Назва стадії	Мета
1	Сприйняття	створення правильного звукового (слухового) образу на основі відчуттів та уявлень
2	Імітація	створення зв'язку між аудитивними образами та образами артикуляційного апарату, розвиток слухового контролю на основі здатності до відтворення
3	Диференціація – усвідомлення	осмислення диференційних ознак звука та формування операцій вимови, концентрація тимчасового зв'язку
4	Звукове комбінування	комбінація звука, що вивчається з іншими інтерферувальними звуками в мовленнєві одиниці та їх осмислене відтворення, синтезація звукового потоку
5	Інтонаційне комбінування	формування операцій інтонування на обмежених мовленнєвих відрізках, зіштовхування різних інтонаційних моделей

Із аналізу вищезазначеного зрозуміло, що класифікації етапів формування фонетичних навичок містять однакову послідовність у формуванні даних навичок: від рецепції до репродукції і, далі, до продукції. В нашій роботі ми будемо дотримуватись теорії Пасова Є. І. про 3 етапи формування фонетичних навичок. Представимо їх у вигляді таблиці.

Таблиця 3

## Етапи формування фонетичних навичок під час вступно-корективного курсу

	Етап	Мета та зміст	Вправи
I	етап формування фонетичних навичок	презентація нового фонетичного матеріалу та його первинне тренування	рецептивні, рецептивно-репродуктивні
II	етап удосконалення фонетичних навичок	автоматизація використання фонетичного матеріалу, що вивчається, на різних рівнях (звуку, звукосполучення, слова, словосполучення, фрази, понадфразової єдності)	рецептивно-репродуктивні
III	перехід фонетичних	самостійне використання вивченого фонетичного матеріалу для вираження	продуктивні

навичок в мовленнєве вміння	власних комунікативних намірів	
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Як видно з таблиці, кожному етапу відповідають певні спеціально організовані вправи. Розглянемо їх детальніше.

**Рецептивні фонетичні вправи** спрямовані на формування у студентів різних видів мовленнєвого слуху: фонетичного (здатність правильно сприймати звуки та інші недистинктивні якості [2]), фонематичного (здатність правильно сприймати дистинктивні якості фонем [2]), інтонаційного (здатність розрізняти комунікативні типи висловлювань на основі розрізнення інтоном/інтонаційних моделей [9: 119]). Для майбутніх вчителів іноземної мови також необхідно формування ще одного виду мовленнєвого слуху – самокритичного, володіння яким сприяє розвитку фонетичної усвідомленості студентів. Слідом за Бориско Н. Ф. під самокритичним слухом ми розуміємо професійно зорієнтовану форму слуху, яка розвивається під час слухання фонограм із записом власного мовлення, коли під час слухання студент помічає та реєструє власні помилки [9: 120].

Оскільки студентські групи складаються зі студентів з різними множинними мовними здібностями, окрім звукових аудіоматеріалів, ефективних для wordsmart студентів, спеціалістами розроблено інші способи подачі матеріалу для рецептивного сприйняття: 1) *Silent Way*, коли викладач вистукує ритм фрази/речення, показує жестами ядерний тон графічно представленого речення, показує на пальцях кількість складів у словах і т. д. Різновидом даного способу є використання спеціальних карт, де голосні і приголосні звуки марковані різними кольорами (*Sound-Colour Chart*) та *Fidel Chart*, в якому буквсполучення також закодовані в різних кольорах, що значно полегшує засвоєння звуко-буквенних співвідношень студентами, в яких переважають візуальні здібності (picture – smart).

**Рецептивно-репродуктивні вправи** – домінуючий тип вправ у процесі формування та удосконалення фонетичних навичок, так як з їх допомогою відбувається автоматизація всіх компонентів фонетичної компетентності. З цією метою ефективним є використання добре відомої технології *Minimal Pair Drill* на різних рівнях:

- рівні слова – deed – did, sheep – ship (word drill);
- рівень речення: контрастне представлення звуків в одному реченні (syntagmatic drill) – The feet don't fit into those shoes;
- рівень надфразової єдності (контрастне представлення звуків у 2х і більше реченнях (paradigmatic drill) – Are these black beans? Are these black bins?

Щоб засвоєння фонетичного матеріалу було успішним, ми рекомендуємо застосовувати вище описані технології з опорою не тільки на аудіоряд, але й візуальний ряд у вигляді картинок, базуючись на психологічних знаннях про те, що чим більше аналізаторів задіяно при сприйнятті та репродукції будь-якого мовного матеріалу, тим швидше та міцніше формуються навички.

Наприклад:



The sheep are in the ship.

Не менш ефективним є використання технології "Human Computer" (людський комп'ютер) побудований на імітації матеріалу, що вивчається, який дозволяє студентам не тільки самим вибирати фонетичні труднощі, які виникають в процесі тренування, але і кількість їх повторень. Суть даного підходу полягає в тому, що викладач виконує роль комп'ютера і, стоячи за спиною студентів, повторює за ними складне слово (зразок мовлення і т.д.) стільки разів, скільки потрібно студентам. Матеріалом для репродуктивних вправ можуть стати не тільки добре відомі *скоромовки*, що часто використовуються у формуванні фонетичних навичок, але і *джазові ритми*, які викладач може легко скласти сам з фонетичного матеріалу, що опрацьовується на занятті на основі ритмів розроблених американським методистом Carolyn Graham. Джазові наспіви — це ритмізоване англійське мовлення, яке легко засвоюється, якщо прослуховування супроводжується відбиванням ритмів самими студентами. Наш досвід показав, що студенти креативно відносяться до роботи над ритмом і часто, засвоївши ритм джазового наспіву, вони не тільки легко переносять його на продукування власного мовлення, але і створюють свої ритмізовані міні-композиції (реп). Формуванню ритмічних навичок сприяють римівки, які можуть бути використані майбутніми вчителями в їх професійній діяльності. Наприклад, 2 – 4 – 6 – 8 Whom do we appreciate? Tommy and Lizzy. Hurrah!

Моделлю ілюстрації сегментних та суперсегментних рис англійського мовлення є лімерик, наприклад:

There was an old dragon of Deal  
Who in walking used only his heels  
When they said, "Tell us why?"  
It made no replay  
The mysterious old dragon of Deal

На основі будь-якого лімерика можна вдосконалювати вимову вже відомих звуків, а також навчати римуванню як компоненту фонологічної компетенції.

Рекламні девізи (advertising slogans) також можуть ефективно використовуватись як засіб навчання наголосу. Оскільки вони завжди невеликі, студенти можуть легко придумати свої власні ритми-малюнки або змінити його (у випадку використання логічного наголосу) за завданням викладача. Наприклад: Just Do It (Nike), The happiest place on earth (Disney World).

Окрім вербальних матеріалів на даному етапі доцільно використання ігрових технологій з опорою на зображальні і вербально-зображальні наочні комікси і рекламні відео, листівки з віршами і т.д.

**Продуктивні фонетичні вправи** спрямовані на формування умінь самостійно використовувати вивчений матеріал у мовленні. Матеріалом для таких вправ можуть стати:

- фотографії з різними виразами обличчя, де ілюструється комунікативний намір мовця. Завдання студентів – озвучити, що можуть говорити ці люди.
- Відео ілюстрації (фрагменти з фільмів, відео кліпів тощо).
- Запрошення (на концерт, зустріч, подорож).

Виконання студентами продуктивних вправ дозволяє оцінити рівень сформованості у них фонетичних навичок, тому даний тип вправ передбачає демонстрацію рівня умінь студентів, їх здатність грамотно передавати різні відтінки мовлення фонетичними засобами.

## 1.2. Зміст та структура навчальної практики

Як було зазначено вище, навчання студентів I курсу мовного ЗВО спеціальностей 035 Філологія та 014 Середня освіта починається з навчальної практики з формування фонологічної компетентності (англійська мова), яка передбачає 6 кредитів загальним обсягом 180 годин (з них 80 годин аудиторних занять) на двох спеціальностях відповідно.

Основна мета навчальної практики – формування всіх компонентів фонетичної компетентності – навчання звуків, ритму, наголосу та інтонації.

Традиційно у ЗВО використовують методику поступового навчання, причому більша частина часу відводиться на роботу по засвоєнню звуками англійської мови. Ми вважаємо, що формування фонетичної компетентності буде успішнішим, якщо воно буде побудовано за моделлю "The Whole Language Learning", тобто навчання відразу кількох компонентів фонетичної компетентності на основі автентичних мікродіалогів з дотриманням етапів формування фонетичної компетентності. Нами була складена фонетична карта всього матеріалу, що підлягає засвоєнню під час навчальної практики.

Таблиця 4

**Фонетична карта навчальної практики**

№	Topic	Sounds	Intonation	Rhythm	Number of Classes
Lesson 1	Introduction	Diagnostic Test Organs of Speech Classification of Vowels and Consonants	Introduction to Sentence Stress Unstressed Words <i>That cat</i> <i>That's a cat</i> <i>That was a cat</i> <i>That could be a cat</i>	Introduction to Syllables	4
Lesson 2	The Vowel Sounds [eɪ], [æ] The Consonant Sounds [b], [p]	Sound Characterization 1 <sup>st</sup> and 2 <sup>d</sup> Syllable Types Reading Rules: <i>plane – plan</i> <i>back – pack</i>	Intonation of Statements	Two-Syllable Words	8
Lesson 3	The Vowel Sounds [i:], [e] The Consonant Sounds [d], [t]	Sound Characterization 1 <sup>st</sup> and 2 <sup>d</sup> Syllable Types Reading Rules: <i>meet-met</i> <i>dead-deal</i> <i>tea-teen</i>	Direct Address at the End of the Sentence	Weak Forms of Pronouns and Their Contractions <i>He likes it.</i> <i>He's hungry</i>	6



Lesson 4	The Vowel Sounds [ə], [ɪ] The Consonant Sounds [g], [k]	Sound Characterization Jobs: <i>doctor, builder</i> Degrees of Comparison: <i>big– bigger – the biggest</i>	Intonation of General Questions	Syllable Structure and -ed endings: <i>Pete cleaned Betty painted</i>	8
Lesson 5	The Vowel Sounds [aɪ], [ɪ] The Consonant Sounds [s], [z]	Sound Characterization Reading Rules: <i>[s], [z] in final position</i>	Intonation of Alternative Questions	Syllable Structure and -s endings: <i>kisses sends</i>	6
Lesson 6	The Vowel Sounds [əʊ], [ɒ] The Consonant Sounds [ð], [θ]	Sound Characterization Reading Rules: <i>note – not goat borrow</i>	Intonation of Disjunctive Questions	Weak Forms of articles ( <i>a, the</i> ), prepositions ( <i>to, of</i> ), connectors ( <i>and, or, some</i> )	8
Lesson 7	Vowel Sound Revision The Consonant Sounds [f], [v]	Sound Characterization Reading Rules: <i>leaf-leaves life-lives gh: ghost, cough, though</i>	Revision of Intonation	Word Stress in Compounds, Numerals, Dates	8
Lesson 8	The Vowel Sounds [ɑ:(r)], [eə(r)], [ɜ:(r)], [ɔ:(r)] The Consonant Sounds [l], [r], [m],[n], [ŋ]	Sound Characterization 3 <sup>d</sup> and 4 <sup>th</sup> Syllable Type Syllabic m, n, l Reading Rules: <i>'a' before consonants (all, salt, dance, pass)</i> Linking 'r'	Intonation of Enumeration Intonation of "Please"	Countries and Nationalities	8
Lesson 9	The Vowel Sounds [ʌ], [ʊ],[u:], [ju:] The Consonant Sounds [h], [w], [j]	Sound Characterization Reading Rules: <i>h, w, u (whole, wheel, squirrel)</i>	Intonation of Special Questions Logical Stress	Asking and Checking Information	8

Lesson 10	The Vowel Sounds [ɔɪ], [aʊ], [ʊə] The Consonant Sounds [ʃ], [dʒ], [tʃ]	Sound Characterization Reading Rules: <i>digraphs (1<sup>st</sup>, 2<sup>d</sup>, 3<sup>d</sup> group); u after ʃ, dʒ, r and any consonant +l : sure, plural</i>	Direct Address at the Beginning / In the Middle of the Sentence	Exclamations and Short Imperatives	8
Lesson 11	The Vowel Sounds [aɪə], [aʊə]	Sound Characterization i and y in the 4 <sup>th</sup> Syllable Type (fire, tyre)	Intonation in Greetings and Farewells	as...as	8

Ознайомившись із цілями та змістом навчальної практики, викладач з практичної фонетики повинен розв'язати ряд завдань, а саме:

1. Визначити рівень фонетичної компетентності студентів першого курсу у відповідності з дескрипторами Ради Європи.
2. Вибрати найбільш ефективний для даного рівня спосіб презентації нового фонетичного матеріалу.
3. Підібрати фонетичні вправи для різних етапів формування фонетичних навичок.
4. Ознайомити студентів зі змістом фонетичного портфеля і методами самостійної роботи з ним.
5. Пояснити студентам першого курсу важливість самостійної роботи у оволодінні англійською вимовою і технологіями формування фонетичної компетентності з додатковими фонетичними матеріалами.
6. Запропонувати студентам способи формування їх власної фонетичної усвідомленості. Услід за проф. Н. Ф. Бориско, під фонетичною обізнаністю ми розуміємо здатність того, хто оволодіває іноземною мовою розмірковувати над процесами свого мовного розвитку та оволодівати вимовою, створюючи власні знання про фонетику мови, аналізувати фонетичні аспекти свого і чужого мовлення і робити відповідні висновки [9: 112].
7. Передбачати можливості формування фонетичної компетентності на основі дидактичної інтеграції після навчальної практики.
8. Підібрати найефективніші для конкретної групи методи фонетичної корекції мовлення студентів.
9. Організувати контроль і самоконтроль за оволодінням всіма компонентами фонологічної компетенції.

У даному навчально-методичному посібнику ми пропонуємо орієнтовний зміст навчальної практики із використанням інноваційних технологій формування фонетичної компетентності по темах, вивчених в старших класах середньої школи.

### 1.3. Контроль формування фонологічної компетентності студентів під час навчальної практики

Контроль є невід'ємною складовою системи навчання іноземній мові студентів. Його завданням є визначення та оцінювання рівня сформованості іншомовних мовленнєвих умінь і навичок студентів. Формування фонетичної компетентності здійснюється в умовах постійного контролю як на аудиторних заняттях під час навчальної практики, так і під час виконання самостійної роботи студентів.

Успішна реалізація функцій контролю впливає не лише на його ефективність, але й підвищення рівня організації всього процесу навчання. В методичній літературі визначають такі функції контролю у навчанні іноземних мов: зворотнього зв'язку та навчальну.

Керування процесом формування фонетичної компетентності забезпечується функцією **зворотнього зв'язку**, яка стосується обох суб'єктів – викладача і студента. Зворотній зв'язок, що спрямований на викладача, забезпечує інформацію про рівень успішності оволодіння фонетичною компетентністю студентами; орієнтований на студентів дозволяє визначити успішність їх навчальної діяльності з оволодіння всіма компонентами фонетичної компетентності. Така інформація дозволяє студентам здійснювати самооцінку досягнень в оволодінні фонетичною компетентністю і планувати свою подальшу навчальну діяльність. Таким чином, функція зворотнього зв'язку передбачає підсвідоме засвоєння фонетичного матеріалу, але свідомо стосується конкретного завдання. Значна частина цієї функції реалізується самими студентами за умови вибору й використання різноманітних способів та критеріїв контролю.

**Навчальна функція** контролю реалізується шляхом актуалізації засвоєного матеріалу в процесі виконання контрольних тестових завдань після кожних 3-х уроків, у результаті чого відбувається його подальше закріплення та формування фонетичної компетентності. Навчальна функція розглядається як зовнішній аспект контролю, критерії для його реалізації передбачені навчальним планом та обираються самим викладачем.

Реалізація функцій контролю у формуванні фонетичної компетентності дуже важлива, оскільки вони допомагають викладачу:

- самореалізуватися: аспекти якості, відповідності, ефективності є основними не тільки для організаторів навчального процесу, але й для викладачів та студентів; завданням викладача є оцінка своєї діяльності;
- розробляти нові стратегії, здійснювати вибір і встановлювати послідовність; визначити теперішній і наступний етапи формування фонетичної компетентності; виявляти та усувати перешкоди;
- навчитися оцінювати позитивні результати, знаходити шляхи подальшого удосконалення фонетичних навичок.

Для того, щоб контроль мав систематичний характер, у процесі формування фонетичної компетентності під час навчальної практики реалізуються два види контролю: поточний і підсумковий. **Поточний** здійснюється у процесі виконання контрольних завдань (вправ) для визначення рівня сформованості окремої навички або вміння, якості засвоєння певного обсягу навчального матеріалу. Здійснення поточного контролю пов'язане з необхідністю підвищення якості знань студентів, він ретельно впроваджується протягом всього тематичного блоку, що дозволяє викладачам стежити за навчальними досягненнями студентів і співвідносити їхні результати з визначеними стандартами програми. **Підсумковий** контроль, який здійснюється в кінці певного блоку або розділу, визначає рівень успішності студентів в оволодінні іншомовними вміннями і навичками.

Даний посібник містить завдання для здійснення як поточного, так і підсумкового контролю. Для реалізації поточного контролю викладач може використовувати фонетичні контрольні тести з метою виявлення рівня сформованості окремої звукової та інтонаційної навички або вміння, якості засвоєння певного обсягу матеріалу.

Завдання, що увійшли до складу контрольних тестів, спрямовані не тільки на застосування практичних фонетичних навичок, але й на перевірку теоретичних знань студентів.

Використання фонетичних диктантів також дає можливість викладачу здійснювати контроль над якістю засвоєння студентами транскрипційних знаків, правил поділу слів на склади та їх читання.

Даний посібник також містить завдання **індивідуального** контролю для самостійної роботи студента, які запропоновані в частині 2 "Фонетичний портфоліо студента" в розділах "Фонетична біографія" та "Фонетичне досє". Завдання у фонетичній біографії спрямовані на перевірку власних досягнень у засвоєнні фонетичного матеріалу занять. Вони включають вправи на уміння транскрибувати, тонувати, поділяти слова на склади, читати з відповідною інтонацією та ритмом. Формами індивідуального контролю може бути також декламування віршів та розігрування діалогів в ролях. Фонетичне досє містить контрольні роботи та фонетичні диктанти, виконання яких дає змогу виявити рівень оволодіння окремими фонологічними вміннями.

**Взаємоконтроль** у посібнику здійснюється у межах аудиторної та самостійної роботи і організований у формі парної та групової роботи.

Діюча система контролю є необхідною складовою процесу навчання і стає частиною роботи всієї групи. Студент також може брати на себе роль контролера у процесі вивчення матеріалу. Контроль у такому випадку стає значущим інструментом для засвоєння фонетичних знань і кращого розуміння англійського мовлення. До того ж, виконання формального контролю дає студенту можливість оцінити й проаналізувати власні здобутки та помилки, зменшує або підвищує його ентузіазм у досягненні навчальних цілей.

Залежно від отриманих результатів викладач планує і реалізує навчальний процес, оптимально добираючи зміст, форми і методи навчання.

Наш досвід показує, що по закінченню навчальної практики майбутній вчитель повинен вміти здійснювати фонетичний аналіз тексту, що читає, базуючись на отриманих знаннях, навичках та уміннях з метою грамотно передавати смислорозрізнавальні функції мовлення. У зв'язку з цим пропонуємо алгоритм фонетичного аналізу відрізків мовлення.

#### **1.4. Загальноєвропейські рівні володіння фонологічною компетентністю**

В українському Державному Стандарті освіти в розділі "Іноземні мови" зазначено, що рівень мовної підготовки випускників повинен відповідати європейському рівню B1+ для загальноосвітніх шкіл і рівню B2 для спеціалізованих шкіл з поглибленим вивченням англійської мови. Для того, щоб зрозуміти які саме мовні вміння і навички повинен мати випускник, необхідно ознайомитись з усіма існуючими рівнями докладніше.

• **Рівень A1 (інтродуктивний або відкриття)** вважається найнижчим рівнем генеративного використання мови - точка, в якій той, хто навчається, може спілкуватись простими засобами, ставити прості запитання і відповідати на такі ж запитання про себе, місце проживання, людей, яких він знає, речі, які в нього є, ініціювати і підтримувати розмову простими репліками при задоволенні нагальних потреб або на дуже знайомі теми, а не опрацьовувати лише дуже обмежений, повторюваний, лексично-організований набір ситуативно-специфічних фраз.

• **Рівень A2** має відображати рівень, що відповідає за специфікацією "**виживанню**". На цьому рівні знаходиться більшість дескрипторів із соціальними функціями. Це такі як: вживати прості щоденні форми ввічливості, привітання та звертання; вітати людей, запитувати, як у них справи та реагувати на новини; здійснювати дуже короткі соціальні контакти; ставити запитання і відповідати на запитання про те, що вони роблять на роботі та у вільний час; запрошувати і відповідати на запрошення; обговорювати, що робити, куди йти, домовлятися про зустріч; робити пропозиції та погоджуватись.

Тут також знаходяться дескриптори досягнень: спрощена, скорочена версія повного набору трансактивних специфікацій (основних видів мовленнєвої діяльності) на "рубіжному

рівні" для дорослих-іноземців, такі як: здійснювати прості трансакції в магазинах, на пошті або в банках; надавати просту інформацію про подорож; користуватись громадськими транспортом: автобусами, поїздами, таксі; запитувати головну інформацію; запитувати про та показувати напрями руху і купувати квитки; запитувати про та отримувати щоденні товари і послуги.

- Наступна група представляє **середній рівень (або "виживання")** володіння мовою (A2+). Характерним для нього є більш активна участь у бесіді за умови певної допомоги та деяких обмежень, наприклад: починати, підтримувати і закінчувати просту, коротку розмову сам-на-сам; достатньо розуміти для здійснення простих, звичних контактів без надмірних зусиль; висловлюватись зрозуміло для інших, обмінюватись думками та інформацією на знайомі теми у передбачуваних щоденних ситуаціях, спонукати іншу особу допомогти у разі необхідності; успішно висловлюватись на основні теми за умови, що він/вона може попросити про допомогу; висловити те, що він/вона хоче; діяти у повсякденних ситуаціях з передбачуваним змістом, навіть якщо він/вона змушений/а переформулювати висловлювання та підбирати слова; діяти досить невимушена у складніших ситуаціях за умови сторонньої допомоги, проте участь у відкритій дискусії обмеженою; плюс значно більша здатність породжувати монологи, наприклад: висловитись за допомогою простих засобів про самопочуття; дати поширений опис повсякденних аспектів його/її оточення, напр. людей, місць, досвіду роботи або навчання; описувати події та власні вчинки в минулому; описувати плани і способи дії; пояснювати, що він/вона любить або не любить у чомусь; давати коротке, елементарне описання подій та вчинків; описувати домашніх тварин та власні речі; використовувати просте описове мовлення для винесення судження про щось та порівнювати об'єкти і речі.

- **Рівень B1** відображає специфікацію рубіжного рівня (**Threshold**) для відвідання зарубіжної країни. Він, мабуть, має більше категорій завдяки двом характерним рисам. Перша – це здатність підтримувати інтеракцію та висловлюватись про те, чого хочеш, у цілому ряді контекстів, наприклад: слідувати головним пунктам широкої дискусії навколо нього/неї за умови, коли мовлення чітке й нормативне; висловлювати або формулювати у внутрішньому мовленні власні погляди та думки у неформальній дискусії з друзями; виражати головне з того, що він/вона хоче зробити зрозумілим; використовувати широкий ряд простих мовленнєвих засобів настільки гнучко, щоб виразити більшість з того, що він/вона хоче; підтримувати розмову або дискусію, проте іноді це буває важко, коли він/вона намагається сказати точно, що б йому/їй хотілось зробити; висловлюватись так, щоб бути зрозумілим, навіть при наявності пауз для граматичного і лексичного планування та виправлення, особливо під час довших відрізків вільної продукції. Друга характерна риса – це здатність гнучко справлятися з проблемами у повсякденному житті; наприклад: справлятися з незвичними ситуаціями у громадському транспорті; діяти у більшості ситуацій, які виникають при підготовці до подорожі, через турагента або під час самої подорожі; без підготовки вступати у розмови на знайомі теми; висловлювати невдоволення; виявляти ініціативність в інтерв'ю/консультації (напр., пропонувати новий предмет для бесіди, який, проте, дуже великою мірою залежить від співрозмовника у цій інтеракції; просити інших прояснити або сформулювати точніше щойно сказане).

- Ще одним підрозділом групи може бути **Просунутий Рубіжний рівень (B 1+)**. Тут знову присутні ті ж самі дві характерні риси з додаванням деякої кількості дескрипторів, зосереджених на обміні певних інформаційних якостей, наприклад: сприймати звертання, в яких пояснюються прохання та проблеми; давати конкретну інформацію, необхідну під час інтерв'ю/консультації (напр. описати лікарю симптоми хвороби) - проте робити це з обмеженою точністю; пояснювати, чому це становить проблему; узагальнювати і виражати власну думку про коротке оповідання, статтю, розмову, дискусію, інтерв'ю чи документ і відповідати на наступні запитання щодо деталей; проводити підготовлене інтерв'ю, перевіряючи (підтверджуючи інформацію), навіть якщо їй/йому доводиться попросити повторення, коли відповідь іншої особи надто швидка або багатослівна; описувати, як що-небудь зробити, даючи

детальні інструкції; обмінюватись накопиченою фактичною інформацією про повсякденне звичайне життя та незвичайні події, що певним чином стосуються його/її оточення.

• **Рівень B2** представляє новий рівень, який так само знаходиться над рівнем B1 (Рубіжним), як Рівень A2 (виживання) знаходиться під ним. У ньому має бути відображена специфікація просунутого рівня (**Vantage; незалежний користувач**). Образно кажучи, просунувшись повільно, але впевнено, по проміжному плато, учень виявляє, що там, куди він дійшов, речі виглядають інакше, він/вона отримує нову перспективу, може дивитись навколо себе по-новому. Це бачення підтверджується значним масштабом дескрипторів цього рівня. Вони представляють розрив з подальшим змістом. Наприклад, на нижній грані рівня має місце зосередженість на ефективному аргументі: висловлюватись за та захищати свої погляди в дискусії, наводячи релевантні пояснення, аргументи/коментарі; пояснювати точку зору про основні положення теми, вказуючи на переваги та недоліки різних суджень; будувати низку послідовних аргументів; розвивати аргумент, наводячи докази на підтримку або проти певної точки зору; пояснювати проблему та висвітлювати її таким чином, щоб йому/їй інша сторона в переговорах повинна була поступитися; розмірковувати про причини, наслідки, гіпотетичні ситуації; брати активну участь у неформальній дискусії у знайомих контекстах, коментуючи, висвітлюючи точку зору, оцінюючи альтернативні пропозиції, створюючи гіпотези та реагуючи на гіпотези інших. По-друге, при прямому розгляді рівня виявляються два нові фокуси. Перший – це бути здатним на більше, ніж зберігати свій статус у соціальному дискурсі: наприклад: розмовляти природно, швидко й ефективно; розуміти в деталях те, що сказано йому/їй нормативною усною мовою навіть в умовах шуму; ініціювати розмову, вступати, коли потрібно, у розмову (коли прийшла його/її черга) та завершувати розмову, коли їй/йому це потрібно, хоча він/вона не може завжди зробити це елегантно; застосовувати "запасні" фрази (напр. "На це запитання важко відповісти"), для того щоб виграти час з метою сформулювати те, що хочеш; спілкуватися з таким ступенем швидкості і спонтанності, що це робить цілком можливим. регулярне спілкування з носіями мови, не примушуючи іншу сторону напружуватись в інтеракції; пристосовуватись до зміну розмови, стилю та наголосу, що є нормальними для неї; підтримувати стосунки з носіями мови так, щоб навмисне не забавляти і не дратувати їх, чи примушувати їх поводитись інакше, ніж вони б поводитись при контакті з такими ж носіями мови. Другий новий фокус – це новий ступінь мовленнєвого усвідомлення: виправляти помилки, якщо вони призвели до непорозуміння; помічати власні "улюблені помилки" і свідомо стежити за своєю мовою, щоб їх не допустити; взагалі виправляти "слизькі місця" та помилки, коли він/вона їх усвідомлює; планувати те, що слід сказати, і засоби для цього, враховуючи ефект сказаного для реципієнта/ів. У цілому це повинен бути новий рубіж для подолання тими, хто вивчає мову.

• На наступному рівні, який представляє **Сильний Просунутий/Strong Vantage (B2+)**, продовжується зосередження на аргументації, ефективному соціальному дискурсі та на мовленнєвому усвідомленні, що з'явилося на рівні B2 (Просунутому). Зосередження на аргументації та соціальному дискурсі може також інтерпретуватись як новий наголос на мовленнєвих уміннях. Новий ступінь дискурсивної компетенції виявляється в регулюванні розмови (кооперативних/взаємодіючих стратегіях): здійснювати зворотний зв'язок щодо тверджень і висновків, зроблених іншими мовцями, стежити за ними і, таким чином, допомагати розвитку дискусії; висловлюватись на рівні, властивому іншим мовцям.

Це стає особливо очевидним при врахуванні параметрів зв'язності використовувати обмежене число схем зв'язку, щоб чітко і плавно з'єднати речення у вигляді точного, логічного висловлювання; ефективно застосовувати набір різноманітних слів - конекторів для виразного позначення зв'язків між думками; систематично розгортати аргументацію з належним наголошенням значущих пунктів та відповідними детальними доказами. Нарешті на цьому рівні має місце концентрація на "переговорних" пунктах: окреслити (спланувати) випадок для компенсації, використовуючи мовні засоби для переконання і прості аргументи для задоволення вимог; чітко встановити межі поступок.

• **Рівень C1**, наступний рівень, дістав назву "Ефективна оперативна компетенція". Для цього рівня характерним є доступ до широкого кола мовних засобів, що робить можливою швидко, спонтанну комунікацію, як це проілюстровано у наступному прикладі: Може висловлюватись швидко та спонтанно, майже не докладаючи зусиль. Має великий лексичний запас і добре ним користується, що дає можливість швидко "закрити прогалини" за допомогою інших формулювань. Пошуки виразів або зміни стратегій тут ледь помітні; лише концептуально складний предмет спілкування може перешкодити природному, плавному потоку мовлення. Дискурсивні вміння, характерні для попереднього рівня, залишаються очевидними на рівні C1, з наголосом на зростанні швидкості, наприклад; вибрати потрібну фразу з наявного набору дискурсивних функцій, для того щоб подати свої репліки і зберегти свою позицію, або виграти час і використати його для обдумування; породжувати чіткий, добре структурований, плавний мовленнєвий потік, показуючи контрольоване вживання організуючих моделей, колекторів та схем зв'язку.

• **Рівень C2**, хоча й був названий "**Mastery**" ("**глобальним володінням**"), не має наміру передбачати компетенцію носія мови або наближену до неї. Тут є намір охарактеризувати ступінь точності, легкості та невимушеного користування мовою, "привласнення мови", що є типовим для мовлення тих, хто були високо результативними учнями. Дескриптори, подані тут, включають: точно передає більш тонкі відтінки значення, вживаючи, зі свідомою правильністю, широкий спектр модифікаційних схем; широко користується ідіоматичними зворотами та колоквіалізмами з усвідомленням конотативного рівня значення; повернення назад і перебудова при зіткненні з труднощами настільки плавні, що співрозмовник ледь-ледь це помічає.

Що стосується **фонологічної компетентності**, то вона включає знання та навички перцепції і продукції:

- звукових одиниць (фонем) мови та способів їх реалізації у певному контексті (алофонів);
- фонетичних ознак розрізнення фонем (дистинктивних ознак, напр., сонорності, назальності, закритості, лабіальності);
- фонетичного складу слів (складоподілу, фонетичних відрізків, словесного наголосу і тону);
- фонетики речення (просодії):
- наголосу і ритму фрази;
- інтонації;
- фонетичної редукції:
- вокалічної редукції;
- сильних і слабких форм;
- асиміляції;
- елізії. [Загальноєвропейські рекомендації з мовної освіти]

Дескриптори рівневого володіння фонологічної компетенцією, запропоновані Рекомендаціями Ради Європи, зображені в табл. 1.

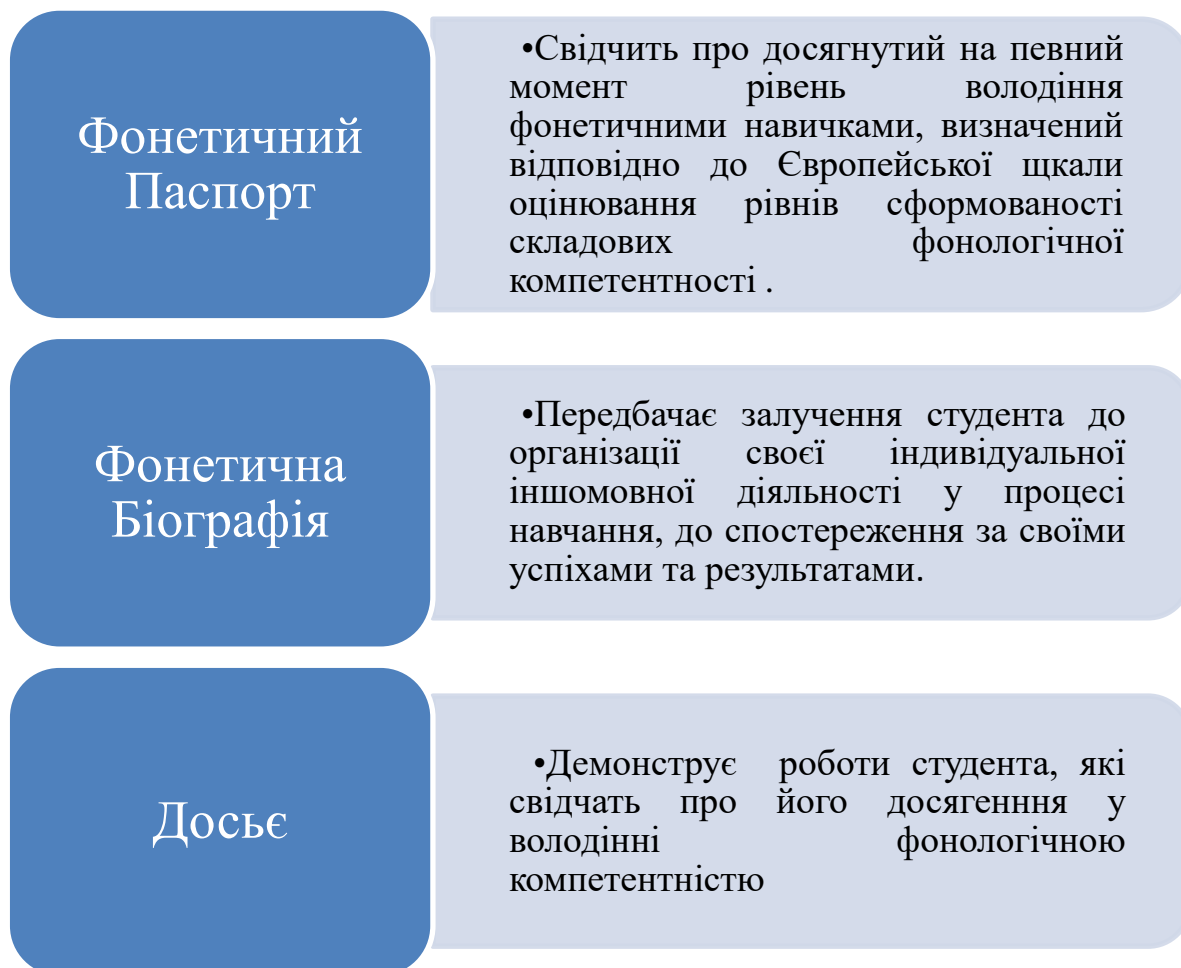
## Дескриптори володіння фонологічною компетенцією

C2	Як C1
C1	Може варіювати інтонацію і правильно вживати фразовий наголос для вираження найтонших відтінків значення.
B2	Володіє чіткою, природною вимовою та інтонацією.
B1	Вимова чітка, хоча іноді відчувається іноземний акцент і зрідка трапляються помилки у вимові.
A2	Вимова в цілому досить чітка, щоб його/її зрозуміли, незважаючи на присутність помітного іноземного акценту, проте партнери по спілкуванню змушені час від часу перепитувати і просити про повторення.
A1	Вимова дуже обмеженого репертуару вивчених слів та виразів може бути зрозумілою за умови певних зусиль з боку носіїв мови, з якими він/вона спілкується, і якщо їх мови належать до однієї групи.



## РОЗДІЛ II. ФОНЕТИЧНЕ ПОРТФОЛІО СТУДЕНТА

Відповідно до загальноєвропейських стандартів, Фонетичне Портфоліо включає 3 компоненти: Фонетичний Паспорт, Фонетичну Біографію та Досьє.



Кожен з компонентів Фонетичного Портфоліо має певне функціональне навантаження. Так, фонетичні навички та вміння, зазначені у **Фонетичному Паспорті**, передбачають оцінювання досягнень студента відповідно до рівневих стандартів, розглянутих в *Таблиці 1*. Контроль досягнень проводить як викладач, так і сам студент, вдаючись до самооцінювання.

Другим обов'язковим компонентом мовного портфоліо є **Фонетична Біографія**, яка використовується, щоб установити проміжні цілі, перевірити власні досягнення в опануванні фонетичними навичками. Вона включає матеріал, що підлягає засвоєнню під час навчальної практики, поточне оцінювання досягнень студента викладачем та самостійну роботу студента.

**Досьє (Dossier)** – збірка усіх виконаних робіт, які відображають досягнення студента в оволодінні фонологічною компетентністю: контрольні роботи, творчі завдання тощо.

Регулярна робота з усіма елементами Фонетичного Портфоліо забезпечить підвищення рівня відповідальності студентів, дасть змогу творчо виразити себе та опанувати всі компоненти фонологічної компетентності.

## 2.1. Phonetic Passport

### *Lesson One*



### *In the Classroom*

### Diagnostic Test

#### *Part I. Letters and Sounds*

***Exercise 1. Circle the word with a different vowel sound.***

*Example: old cold pork slow*

1. fat battle walk black
2. face lady fair paint
3. odd lock hot cold
4. book flood cook took
5. meant leaf meal read
6. cute fun hut sun
7. find pink shine bright

*My score = \_\_\_/7*

***Exercise 2. Circle the word in which one of the consonant letters is not pronounced.***

*Example: rewind aware saw awake*

1. cable doubt labour library
2. sword swear swan swim
3. high house horrible honest
4. carry care vary angry
5. felt gold folk silk
6. listen poster coastal beaten
7. friendly trendy medal sandwich

*My score = \_\_\_/7*

**Exercise 3. Listen and underline the word you hear.**

Example: He gave me free/three tickets.

1. It's a new bed / bad.
2. Will you hold /f old this for me?
3. How do you fill / feel?
4. I've been working / walking for an hour.
5. They are thinking / sinking.
6. Let's buy this veal /wheel!
7. It's the closest / clothes' shop.

My score = \_\_\_/7

**Part II. Syllables and Sentences**

**Exercise 4. Circle the word that has different number of syllables.**

Example: bat flake battle fish

1. plays reads watches looks
2. dogs roses fans clocks
3. awake aware apart asked
4. only one short fought
5. don't aren't isn't won't
6. afternoon beautiful evening different
7. without another about surround

My score = \_\_\_/14

**Exercise 5. Circle the word with stress in different place.**

Example: finally yesterday tomorrow certainly

1. only open alone often
2. tradition occasion passionate addition
3. effect novel problem circus
4. before fortune female forgive
5. biology psychology economy mathematics
6. exit exist exam exhaust
7. pleasure leisure assure casual

My score = \_\_\_/14

**Exercise 6. Listen and tick  $\uparrow$  or  $\downarrow$  column for each item.**

Example: Ann is never late for her classes.

$\downarrow$	$\uparrow$
✓	

	$\uparrow$	$\downarrow$
1		
2		
3		
4		
5		
6		
7		

My score = \_\_\_/14

**Part III. Conversation**

**Exercise 7. Role-play the dialogue below.**

- Do you have any plans for Sunday?
- Well, I don't really know.
- What about going to the cinema with me? A new "Harry Potter" film is on.
- That sounds nice. I've seen all previous episodes of it. And I am really crazy about the leading actor.
- By the way, what's his name?
- How could you have forgotten it!
- It is Elijah Wood, isn't it?
- Who told you so? His name is Daniel Radcliffe.
- Anyway I am sure you will like the film. The trailer is just terrific.
- When does it begin?
- The film starts at 6 sharp.
- Then let's meet at 5:30 near the cinema.

My score = \_\_\_/27

Max: 100

My score: \_\_\_\_\_

<b>A1</b>	<i>Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.</i>	0 – 59
<b>A2</b>	<i>Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.</i>	60 – 73
<b>B1</b>	<i>Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur</i>	74 – 82
<b>B1+</b>	????????	83 – 89
<b>B2</b>	<i>Has acquired a clear, natural, pronunciation and intonation.</i>	90 – 100



**On Your Own**

**Exercise 8. Go to Appendix1 and fill in the charts below.**

### *Consonant Classification*

According to the active speech organs		Labial		Lingual							
				Forelingual				Medio lingual	Back lingual	Glottal	
				According to the position of the tongue tip							
According to the place of obstruction	According to the manner of the production of noise and according to the type of obstruction	Bilabial	Labiodental	Apical			Cacuminal		Palatal	Velar	
				Dental	Alveolar	Palato-alveolar	Alveolar	Post-alveolar			
Occlusive	Noise (plosive, affricates)										
	Sonorants										
Constrictive	Noise (fricatives)										
	Sonorants										

### *Vowel Classification*

According to the height of the raised part of the tongue	According to the position of the bulk of the tongue	Front	Front-retreated	Central	Back-advanced	Back
Close (high)						
Mid-open (mid)						
Open (low)						

## 2.2. Phonetic Biography

### Lesson 2



#### *In the Classroom*



**Exercise 1.** Listen to the dialogue “Hurry Up” and say what vowel sounds are frequently used in it.

#### **Hurry Up**

*Anthony:* Hurry up, Patty! It’s about eight.

*Patty:* Wait a minute, Anthony. I can’t find my grey bag.

*Anthony:* Did you say “a black bag”?

*Patty:* Don’t be angry. We won’t be late.

*Anthony:* Great!

**Exercise 2.** Write out the words from the dialogue into two groups [eɪ], [æ].

*Practise reading them.*

[æ]	[eɪ]



**Exercise 3.** Listen and practise saying these words. Transcribe the words.

- [æ] [eɪ] at the beginning of the word

an	aim
am	ache
as	eight
at	April
add	able
animal	apron

- [æ] [eɪ] in the middle of the word

pan	back
pack	bat



plan  
parrot  
pain  
plane

bake  
cake  
place  
plate

**Exercise 4. Read the dialogue “Hurry Up” again and write out the words which contain two or more syllables. Transcribe and read the words, beating the rhythm on the stressed syllable.**

_____	_____
_____	_____
_____	_____

**Exercise 5. Write the words in transcription according to the stress pattern.**

Oo	oO
	mistake

mistake	attract	apple	battle	famous
angry	perhaps			



**Exercise 6. Listen to the dialogue “Hurry Up” and say whether intonation in the following statements goes up or down.**

- It’s about eight.
- I can’t find my grey bag.
- We won’t be late.

**Exercise 7. Transcribe and intone the sentences graphically.**

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*Exercise 8. Pair-up and read the dialogue "Hurry Up".*



*Exercise 9. Listen to the sentences and circle the word you hear.*

Example: I bake / back cakes every Saturday.

1. He goes to work by train/tram.
2. She has got a pain/pan in her hand.
3. Turn off the tape/tap.
4. It's the best plane/plan.
5. What do you usually paint/pack?



*Exercise 10. Listen to the words and tick off ( ) the sound you hear.*

practice	January
fantasy	dictation
create	painful
April	hamster
fabulous	famous

	[æ]	[eɪ]

*Exercise 11. Complete the phrases with the appropriate adjective according to the corresponding sound. Practice reading them.*

Example: a b \_ \_ \_ \_ cat [æ] → a black cat

a b \_ \_ pain [æ]  
 a r \_ \_ \_ day [eɪ]  
 a g \_ \_ \_ place [eɪ]  
 a g \_ \_ apt [eɪ]  
 a b \_ \_ \_ \_ bat [æ]

*Ex. 12. Make up sentences from the table. Practise reading them.*

		play games
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Spain	is	at eight
It	rains	great
Ann	is able to	in May
The train	came back	bake cakes
Kate		a great place
The cake		absent today
		late

**Exercise 16. Transcribe the sentences observing intonation in statements.**

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**Exercise 17. Complete the dialogues and read them in pairs.**

**Example:**



- I've got a p\_ \_ \_ . (pain)
- A pan? You've bought a pan?
- No, p\_ \_ \_ . I've got a p\_ \_ \_ in my h\_ \_ \_ .  
(pain/pain/hand)
- It is sad. You need aid.

1)

- The p\_ \_ \_ \_ is l\_ \_ \_ \_ .
- The train?
- No, the p\_ \_ \_ \_ . It has been delayed  
till e\_ \_ \_ \_ .



2)

- It began to r\_ \_ \_ . (rain)
- Hail?
- No, r\_ \_ \_ . It began to r\_ \_ \_ day by d\_ \_ . (rain/rain/day)

**Exercise 18. Make up a story from the given phrases. Read them observing sounds, rhythm and intonation.**

Example: Ann is eight.

Like apples / hate apricots

Granny / bake tasty pancakes / jam / apple cakes

They go skating / Saturday

Ann is eight. She likes apples and hates apricots. Her Granny bakes tasty pancakes with jam and apple cakes. They go skating on Saturday.

1) Kate is going for her first date.

Suddenly / begin / rain

Get angry / going to be late

Call a taxi / pay in cash

2) Dad has been ill for two days.

Had an accident / hurt back

Have a headache / take aspirin  
Take a paper / read about ancient places

**Exercise 19. Make up your own story beginning with one of the sentences below. Use as many words with the vowel and consonant sounds studied as possible.**

Amy is eight.

The train was late.

Rachel is happy.

**Exercise 20. Make up as many sentences as you can from the picture. Use the sounds, rhythm and intonation of Lesson 2.**



***On Your Own***

**Exercise 1. Write the words in transcription and practise reading them.**

late	family	weight
eight	train	explain
bat	female	apple
pale	attack	battle
fat	became	fatal
claim	lame	camel
habit	began	

**Exercise 2. Write the word next to its corresponding transcription.**

'lætin	bleim
'teɪbl	æd
'pænkeɪk	'æŋgrɪ
pleɪt	'fænsɪ

***Exercise 3. Transcribe and intone the sentences.***

1. Andy is eight. \_\_\_\_\_
2. Frank is absent today. \_\_\_\_\_
3. Rachel gained weight. \_\_\_\_\_
4. Alan became a great basketball player. \_\_\_\_\_
5. Kathy managed to catch the train. \_\_\_\_\_
6. My granny bought apples. \_\_\_\_\_

***Exercise 4. Role-play the dialogue “Hurry Up”.***

### Lesson 3



#### *In the Classroom*

**Exercise 1.** Read the conversation between a husband and wife and circle the words with the sound [i:] and underline the words with the sound [e].

#### **Summer Holidays**

**Betty:** I've been thinking about going to the seaside, Steve. The last time we went there I loved it a lot!

**Steve:** It's terrible, Betty. You know I hate the heat and lying on the beach.

**Betty:** Unbelievable, Steve! You're always complaining about going to the sea.

**Steve:** It does bad to my health. The heat makes me sweat a lot.

**Betty:** Look here, Steve. The advert says: "A self-catering villa in the mountainous area, three hundred meters from the sea. Dense forests can protect you from the oppressive heat..... Only eight hundred pounds." I bet we'll enjoy it!

**Steve:** Excellent! It's much cheaper than I've expected. That's exactly what we need!

**Betty:** I knew you wouldn't object. I have already booked the tickets, dear.



**Exercise 2.** Listen and check your answers.

**Exercise 3.** Fill in the sound-stars below with the letter E combinations that are pronounced as [i:] and [e]. Use the words from the dialogue only.



**Exercise 4. Transcribe the words and practise reading them.**

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**Exercise 5. Complete the reading rules.**

<b>!</b>	<p>Vowel sounds spelt as E-E, _____, _____, _____ and _____ are pronounced as [i:].</p> <p>Vowel sounds spelt as _____, are frequently pronounced as [e]. Sometimes the vowel sounds spelt as _____ and _____ are also pronounced as [e].</p>
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**Exercise 6. Read the pairs of words in transcription paying attention to different pronunciation of vowel sounds.**

fi:l - fel

ʃi:z - ʃes

li:st - les

mi:n - men

mi:t - met

wi:l - wel

ti:θ - deθ

li:f - left

**Exercise 7. Read the words with vowel and consonant sounds studied. Observe all the reading rules.**

a) at the beginning of the word:

di:l - delt

ti:n - tent

di:p - def

twi:d - twelve

dri:m - dremt

tri: - trend

b) at the end of the word:

li:d - led

i:t - et

fi:d - fed

si:t - set

si:d - sed

pi:t - pet

ri:d - red

fi:st - fest



c) loss of plosion:

[t]

let go	lost money
that team	fruit juice
at least	but now
looked through	can't wait
just go	

[d]

moved it	send this
bad cold	could write
opened gate	good day
read well	add ten
should think	


**Exercise 8. Read the sentences from the dialogue “Summer Holidays” according to the stress pattern.**

It's terrible. oOoo

We'll enjoy it. ooOo

I have already booked them. oooOoOo

**Choose the appropriate answer to complete the rule.**

	<p>The pronoun and contraction are pronounced as one syllable / two syllables.</p> <p>The pronouns, contractions and auxiliary verbs are unstressed / stressed.</p> <p><b>Note:</b> 1) you only put stress on pronouns if you want to emphasise or contrast something. Example: I don't know <u>him</u>.</p> <p>2) auxiliary verbs are stressed at the beginning of the sentence.</p> <p>Example: Is it cheaper</p>
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*Exercise 9. Transcribe and intone the other sentences from the dialogue with the pronouns and contractions. Practise reading them.*

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*Exercise 10. Look through the dialogue “Summer Holidays” and write out the sentences with Direct Address at the end of the sentence. Predict how the Direct Address is pronounced: with Low Fall, Low Rise or unstressed.*



*Exercise 11. Listen and check your answers. Read the sentences observing intonation of Direct Address.*

*Exercise 12. Read the dialogue in pairs.*

**For more theoretical information go to Appendix 3 Presentation**



*Exercise 13. Listen to the words and put them into the correct column according to the vowel sound.*

Event, keep, each, ever, piece, bee, head, sweet, men, any, cheep, legs

[i:]	[e]



**Exercise 14. Listen and circle the sentence you hear.**

1. a) I've been reading a book.  
b) I have been reading a book.
2. a) He'll get a promotion soon.  
b) He will get a promotion soon.
3. a) She is leaving for Paris tomorrow.  
b) She's leaving for Paris tomorrow.
4. a) The weather is expected to be good.  
b) The weather's expected to be good.



**Exercise 15. Listen to the micro-dialogues. Put stresses and nuclear tones in the sentences. Read the dialogues.**

- a) – I'm getting married, Paul!  
- Congratulations, Steve!
- b) – Will you do me a favour, Ben?  
- By all means, Liv.
- c) – Let's play chess, Kate!  
- With great pleasure, Peggy!
- d) – Shall I meet Ted on Wednesday, Betty?  
- That's right, Dad.
- e) – A friend of mine is coming next week, Larry.  
- Excellent, Allan!
- f) – What about having a meal together, Jenny?  
- That's a great idea, Phil.

**Exercise 16. Read the words and circle the one with a different vowel sound.**

Example: feel leek tell seen

1. dean mean team head
2. these scene pence scheme

3. piece believe friend thief
4. many fatty sandy marry
5. evening ever evil Egypt

***Exercise 17. Make up sentences by adding pronouns to them. Read the sentences, making the rhythm clear.***

Example: sent / letters      She sent him letters.

- 1) found / keys \_\_\_\_\_
- 2) cleaned / teeth \_\_\_\_\_
- 3) beg / pardon \_\_\_\_\_
- 4) fixed / bike \_\_\_\_\_
- 5) met / niece \_\_\_\_\_
- 6) bought / cheese \_\_\_\_\_

***Exercise 18. Match the graphic description to A or B sentence. Read the sentences aloud, making the rhythm clear.***

1. A) He is cleaning his room.  
B) He's cleaning his room.
2. A) I am pleased to meet you.  
B) I'm pleased to meet you.
3. A) They'll visit me next week.  
B) They will visit me next week.
4. A) She's treated me good.  
B) She has treated me good.

***Exercise 19. Transcribe the words given below and practise reading them. Consult the dictionary if you need.***

Geneva	heavily	umbrella	weather	sleet	freezing
season	wet	skiing	Venice	settling	

Example: Geneva [dʒɪ'ni:və]

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Exercise 20. Pair-up and divide the words relating to “snowy” or “rainy” weather, or both.**

Snowy weather	Rainy weather
Geneva	

**Exercise 21. Talk to your partner about your winter or autumn holiday plans. Use the dialogue “Summer Holidays” as a pattern.**



**On Your Own**

**Exercise 1. Transcribe the words according to the reading rules.**

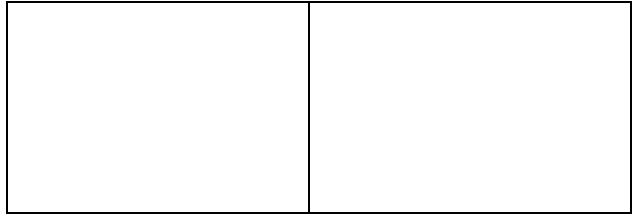
These, scene, debt, she, tense, theme, tenth, best, peach, any, event, each, please, piece.

_____
_____
_____

**Exercise 2. Find ten words in the puzzle and write them in the correct column. Use every letter only once.**

e	x	p	e	n	s	i	v	e
e	h	k	n	e	e	m	e	n
a	e	s	s	t	r	e	e	t
s	a	e	h	e	a	g	l	e

[i:]	[e]
------	-----



***Exercise 3. Transcribe and intone the sentences graphically.***

1. She has found her keys.

---

2. Her teeth are clean.

---

3. She met him in the street.

---

4. I've just seen them.

---

5. He meets me every evening.

---

***Exercise 4. Intone the dialogue graphically according to the stresses given. Prepare the expressive reading of the dialogue.***

***Mother:*** Don't make noise, Harry. Eva is asleep.

***Harry:*** Can I watch TV, Mum?

***Mother:*** You'd better clean your teeth and go to bed.

***Harry:*** I don't want to sleep.

***Mother:*** Sweet dreams, dear.

***Exercise 5. Role-play the dialogue "Summer Holidays".***

***Exercise 6. Talk to your partner and find out how he spent his last holidays. Use the sounds, rhythm and intonation studied in this lesson.***

## Lesson Four



### *In The Classroom*



**Exercise 1.** Listen to the dialogue, underline the words with sounds [k], [g] and pronounce them.

#### Choosing a career

- Margaret, did you decide what profession to choose?
- No, Carrel, but I discussed it with the career adviser and she helped to collect my thoughts. Did you make up your mind?
- I loved the idea of becoming a doctor, when I was a girl...But my father liked the profession of an accountant better.
- Did you decide to listen to his career advice?
- No, medical aid seemed more important than money counting, though harder to learn.
- Did your father agree?
- Yes. We talked and he gave me a medical guide.

**Exercise 2.** Transcribe the underlined words and say what the difference between the sounds [k] and [g] is and complete these explanations:

<b>!</b>	Letters <u>   </u> <u>   </u> <u>   </u> are pronounced as [k]. Letter <u>   </u> is pronounced as [g].
----------	--

**Exercise 3.** Read the dialogue “Choosing a career” and underline the words with the sounds [ə], [ɪ]. Transcribe the words.

Example doctor ['dɒktə]

listen ['lɪsn]


**Exercise 4. Read the underlined words with the sound [ə], make the rule, by filling in the words suggested in the box:**

Quick	vowel	short	unstressed
	Comparative	professions	

<b>!</b>	<p>Sound [ə] is very _____ and _____. This sound is a result of any _____ in English in _____ position. The names of the _____ ending –er and –or are pronounced as [ə]. The _____ degree of comparison of adjectives is also pronounced as [ə]</p>
----------	---

**Exercise 5. Read the dialogue “Choosing a career” and fill in the table with verbs ending with sounds [t] and [d]. Are the verbs stressed? Beat the rhythm.**

[t]	[d]

 **Exercise 6. Listen to the dialogue “Choosing a career” and say with what intonation the questions are pronounced.**

**Exercise 7. Explain the rules of the intonation of the questions you’ve heard, by filling out the following explanation. Use the word below.**



Rising	general information	interest high	auxiliary	stressed
general	intonation			

!	<p>_____ intonation is the usual intonation in _____ questions. Such kinds of questions enquire for _____.</p> <p>All stressed syllables before the nucleus are pronounced on _____ level pitch and every following _____ syllable is pronounced a bit lower. The _____ verb may be either stressed or unstressed, depending mostly on if the next syllable is stressed or not. General questions are used to express _____; sometimes _____ can be disapproval, skeptical.</p>
---	---

**Exercise 8. Transcribe and intone the general questions from the dialogue. Make up your own general questions by analogy.**

*Example Did you make up your mind?*

[ 'dɪdju 'meɪkʌpjə ,maɪnd || ]

<b>For more theoretical information go to the Appendix 4 Presentation</b>
---



**Exercise 9. Listen to the sentences and complete with the words from the box. Underline the words with sounds [i], [ə], [k], [g].**

winter gym doctor system guitar busy builder
--

1. The coldest season of the year is \_\_\_\_\_.
2. Can Peggy play the \_\_\_\_\_?

3. Is Ken a skilled \_\_\_\_\_?
4. Is Gale very \_\_\_\_\_?
5. This is a simple \_\_\_\_\_.
6. Clark is a new \_\_\_\_\_.
7. Did Kate go to the \_\_\_\_\_?



**Exercise 10. Listen to the names of the professions and underline sounds [k], [g], [l]. Pay attention to the usage of the sound [ə] in an unstressed position.**

Composer, actor, doctor, cook, cameraman, mechanic, chemist, bodyguard, accountant architect, economist, linguist, director, inspector, clerk, cashier, secretary, bookkeeper, salesgirl.

**Exercise 11. Read the adjectives and form and transcribe the comparative degree of the following adjectives. Read them aloud.**

*Example: Clean      cleaner      cleanest['kli:n ə]*

Big            \_\_\_\_\_            biggest

Young        \_\_\_\_\_            youngest

Quick        \_\_\_\_\_            quickest

Dark          \_\_\_\_\_            darkest

Good         \_\_\_\_\_            best

Cold          \_\_\_\_\_            coldest

Soft          \_\_\_\_\_            softest

**Exercise 12. Make statements out of the phrases given. Read them with proper intonation.**

*Example: A dark cat - A dark cat caught a big rat.*

A Chocolate cookie

Black kittens

A cute monkey

Black coffee

A good girl

A grey dog

A golden rug

An angry pig

A big hug

**Exercise 13.** *Pair up with your neighbour and show your interest by asking each other questions using the statements from exercise 14.*

*Example:* - A dark cat caught a big rat.

- Did a dark cat catch a big rat?

**Exercise 14.** *Read the list of the professions the University offers and circle all of those which include the sounds [k] and [g].*

Engineer, Inspector, Officer, Pilot, Composer, Technician, Actor, Doctor,  
Teacher, Analyst, Cook, Cameraman, Nurse, Mechanic, Chemist,  
Bodyguard, Accountant, Therapist, Manager, Architect, Economist,  
Linguist, Director, Clerk, Cashier, Secretary.

**Pair up and complete the micro dialogue given, using the professions:**

*Example:* - Will you choose the profession of \_\_\_\_\_?

- I'm going to become \_\_\_\_\_. And you?

- \_\_\_\_\_

**Exercise 15.** *Pair up and see what profession your neighbour would prefer the most and the least.*

**Begin the conversation with:**

- Would you rather be a...?

- I would rather be a \_\_\_\_\_.



### On Your Own

**Exercise 1.** Fill in the sentence with the verb from the dialogues. Follow the *rhythmical pattern*.

*Example: He 'talked a lot.*


1. Gerald \_\_\_\_\_ his mother about the house.
2. Ken \_\_\_\_\_ his problems with his sister.
3. Granny Goral \_\_\_\_\_ her grandchildren.
4. Carry \_\_\_\_\_ carrots and grapes.
5. The ring \_\_\_\_\_ to be golden.

**Exercise 2.** Divide the words suggested into 3 groups according to the ending [t], [d], [ɪd] or [əd].


Aged, blessed, learned, helped, wanted, played, laughed, finished, killed, helped, hiked, rented, covered, haunted, jumped, realized, looked, seemed, started, stopped, reached, pulled, locked, turned, valued.

[t]	[d]	[ɪd] or [əd]

***Finish the rules suggested below and remember them.***

	<ol style="list-style-type: none"> <li>1. Verbs ending in voiceless sounds [p, k, θ, f, s, ʃ, tʃ] cause the “-ed” ending to be pronounced as .....</li> <li>2. Verbs ending in the voiced sounds [b, g, ð, v, z, ʒ, dʒ, m, n, ŋ, r, l] cause the “-ed” ending to be pronounced as.....</li> <li>3. Verbs ending in the sounds [t] or [d] will cause the “-ed” ending of a verb to be pronounced as.....</li> </ol>
---	--

***Exercise 4: Transcribe and intone general questions using the question from exercise 9, you completed in the class.***

 ***Exercise 5. Listen to story “Carry’s coffee” and write the appropriate phonetic symbol above the words which contain sounds [k], [g], [ɪ], [ə].***

[g]            [k] [ɪ] [k] [ə]    [k][k] [ə] [ɪ][k] [k] [k]

*Example: My girl-friend Carry likes to make strong coffee at six o’clock*

*[ɪ] [ə] [ɪ]*

*in the morning.*

My girl-friend Carry likes to make strong coffee at six o’clock in the morning. The secret of good coffee according to Carry is putting some cream or milk in it. She can occasionally care for a piece of chocolate cake, but when she

keeps to a diet, she never cooks it. When Craig, her guest from England comes in August, Carry brings coffee to the garden. Craig can play his guitar and sing songs, so they have good time together.

*Exercise 6. Describe your favourite profession without naming it. Ask your groupmates to guess it.*

*Exercise 7. Make up a conversation between a student and a career counselor discussing the career opportunities.*

*Exercise 8. Make up the conversation between Carrel and her father discussing Carrel career choice.*

## Lesson Five



### In the Classroom



**Exercise 1. Listen to the dialogue and underline words with sounds [s] and [z] and pronounce them.**

### Morning Singing

- Have you heard about Mike or not?
- Is this Mike Zill or Mike Dill?
- Mike Zill. He is losing his mind because of Myra Zine's morning singing. She is always singing in the morning. Every time new songs.
- Does Myra sing nicely or not?
- Sadly Mike says Myra sings badly.
- Has Mike told her that or not?
- He asked Myra to stop singing.
- Did Myra cry at Mike or no?
- Every time he tells her, Myra replies he has zero musical taste.
- Is Mike upset or surprised with her answer?
- He says he will not fight. He hopes Myra will find new nice hobby with time.

**Exercise 2. Transcribe the underlined words and fill in the table. Explain the pronunciation of the sounds [s] and [z].**

	Tongue Tip:	Near but not touching gum ridge behind upper front teeth	Near but not touching gum ridge behind upper front teeth
--	-------------	--	--

	Airstream:	continuous without interruption	continuous without interruption
	Vocal cords:	vibrating	not vibrating
	<b>Sound???</b>		



**Exercise 3.** Listen to the dialogue “Morning Singing” again and circle the words with sound [ɪ]. Pronounce and transcribe the words.

**Exercise 4.** Read the dialogue “Morning Singing” and underline the words with the sound [aɪ]. Transcribe them.



**Exercise 5.** Listen to the dialogue “Morning Singing” and find the words endings –s and –es. Formulate the reading rule, by filling in the words suggested in the box.

Voiceless [ɪz] vowels [z] voiced [s]
--------------------------------------

!	<p>Ending –s –es is read as sound _____ after _____ consonants: lips, desks, cats.</p> <p>Ending –s –es as sound _____ after _____ and _____ consonants: beds, noses, dogs.</p> <p>Ending –s –es is read as _____ before sounds [s], [z], [dʒ], [tʃ], [ʃ], [ʒ]: misses, causes, watches, changes, wishes, garages.</p>
---	--



**Exercise 6.** Listen to the dialogue and find out if the words with ending –s are stressed. Read the dialogue with the correct rhythm.

**Exercise 7.** Fill in the sentences with the words from the box. Follow the rhythmical pattern. Transcribe and intone the sentences.



live hide say place exercise rest

*Example: Zoe 'eats ,strawberries.*

1. Steven \_\_\_\_ at Plaza.
2. Students do \_\_\_\_\_at every lesson.
3. Zelda \_\_\_\_\_ her eyes.
4. Sarah \_\_\_\_\_ the truth.
5. Stu visited many \_\_\_\_\_ of interest.
6. Santa \_\_\_\_\_ in Aspen.



**Exercise 8.** Listen to the dialogue “Morning singing” and say how alternative questions sound.

**Exercise 9.** Summarize your ideas by completing the explanation. Use the words in the box.

alternative nuclear low-rising choice low-falling

!	_____ questions have the _____ nuclear tone in the first intonation-group and the _____ tone in the final intonation-group. Alternative questions offer the listener a closed _____ between two or more answers.
---	--

**Exercise 10.** Read the alternative questions from the dialogue aloud, transcribe and intone them.

**For more theoretical information go to the Appendix 5 Presentation**



**Exercise 11.** Listen and repeat the word-combinations. Make alternative questions using them.

Example: sing a serenade- Did you sing a serenade or a song? [ˈdɪdjuːsɪŋ ə  
'serə,neɪd | ɔr ə ,sɒŋ ||]

Buy ice

Fineidea

Nice pie

Distant city

Right price

Stop fighting

Fight crime

Niece from Brazil

Spanish style

Silver spoon

An interesting trip

Light music

Little sister

Rest on Friday



**Exercise 12. Listen and circle the odd word. Transcribe and intone the questions.**

Example: Are you an effective **Tim** /team or not?

Did he stay or live/leave?

Is this a taken or a free sit/seat?

Is the scarf smooth or fuzzy/fussy?

Do you have a nephew or niece/knees?

Do you go home by bus/buzz or by train?

Does she wear low or high hills/heels?



**Exercise 13. Listen to the story “A Picnic” and write the appropriate phonetic symbol above the words which contain sounds [s], [z], [ɪ], [aɪ].**

[aɪ]    [s]    [s][ɪ]                      [z][s][aɪ]

Example: We like to spend spring weekends outside.

We like to spend spring weekends outside. My cousin always buys meat and fries it. My sister tries to find a nice stop for a picnic. My father makes a fire and

my mother boils water. That sunny Friday we stopped near atiny island on the river. We just washed hands in the ice river, when suddenly, the rain started, it rained cats and dogs, so we decided to leave as soon as possible. My sister said that the picnic was spoilt. But at home a surprise expected us. My cousin Zelda cooked a delicious supper. And the sun started to shine as suddenly as it started to rain.

***Exercise 14. Work with the group and compare the daily routine of Messy Mike and Tidy Myra. Use the words from the table to make as many sentences as possible.***

*Example: Messy Mike has a hasty bite.*

***Messy Mike***

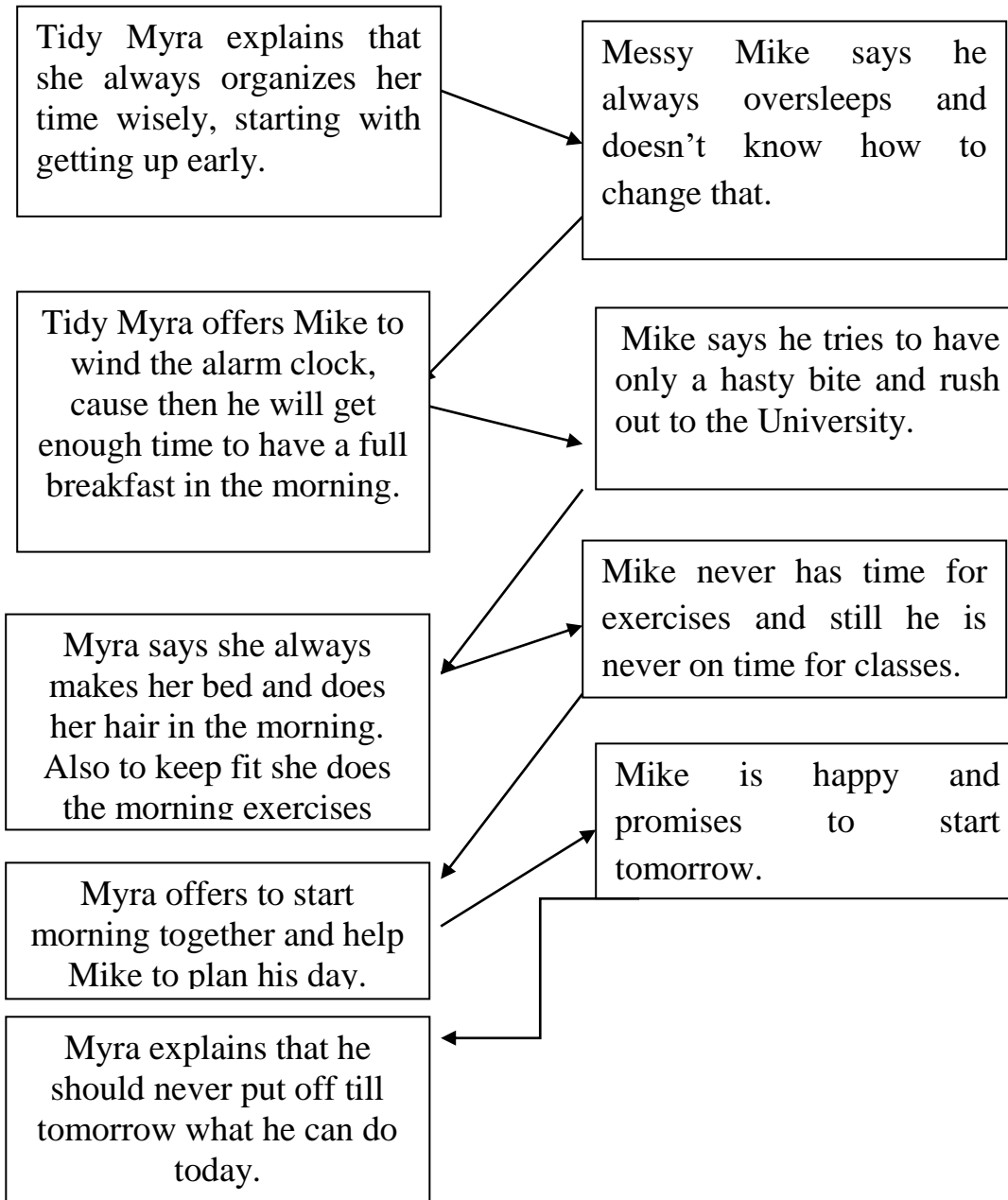
***Tidy Myra***

Organize	On time
Get up	Homework
Wind	A hasty bite
Wake up	Hair
Have	Late hours
Make	A quick shower
Keep	Bed
Put off	fit
Get down to	A full breakfast
do	Alarm clock
	Time wisely

***Exercise 15. Ask your partner about Messy Mike’s and Tidy Myra’s daily routine. Use the table from Exercise 21 to make alternative questions.***

*Example: Does Tidy Myra have a full breakfast or a hasty bite?*

**Exercise 16. Make the conversation between Messy Mike and Tidy Myra, discussing their morning routine. Use the following prompts:**



**Exercise 17. Pair up with your partner and find out what your partner does in the morning by offering him two or more choices of the answer.**

*Example: Would you rather have a full breakfast or a hasty bite?*



## On Your Own



*Exercise 1. Listen and repeat the words containing sound [a I] and identify the letters which form it.*

time

nice

bike

ice

I

my

dry

why

style

type

died

bright

high

night

fright

tight

pie

cries

tie

fried

*Exercise 2. Read the words and divide them into 3 columns according to the sound you hear at the end.*

Looks, wishes, rains, stops, kisses, words, begs, answers, causes, calls, gets, pours, dreams, laughs, matches.

[z]	[s]	[iz]

***Exercise 3: Transcribe and intone the alternative questions you made in exercise 11 in the class.***

***Exercise 4. Read story “A Picnic” aloud and make alternative questions to every sentence. Transcribe and intone them. Ask your groupmates to answer your questions.***

***Exercise 5. Read the words suggested and find the odd word. Use the odd word to make a statement. Pronounce it with correct intonation.***

*Example: nose eyes ears **cheeks***

*This 'actress has a 'rosy ,cheeks.*

Carrots peas bananas apples

Sunday Tuesday Wednesday Thursday

Price prize place piece

Ice eyes aim aisle

Die line rich rice

Least seat feel fill

Live meat leave lean

Feel Phil deal deed

***Exercise 6. Describe your working day using the pictures below. Use the intonation of statements.***



***Exercise 7. Make up a conversation Mike Zill and Myra Zine, discussing their morning routine.***

***Exercise 8. Make up the conversation between Messy Mike and Tidy Myra discussing their plans how to improve their daily routine.***

## Lesson Six



### *In the Classroom*



**Exercise 1. Listen to the first part of the dialogue "Neighbours' Gossips"**  
**Red pencil th if it is pronounced as [ð] and black pencil th if it is pronounced as [θ].**

### **Neighbours' Gossips**

*Agatha:* Theo Smith is an athlete, isn't he?

*Edith:* No, he isn't. Theo is a therapist.

*Agatha:* Theo's sister Ruth studies in Athens, doesn't she?

*Edith:* No, she doesn't. Ruth studies in Corinth.

*Agatha:* Theo's mother is a clothes designer, isn't she?

*Edith:* No, she isn't. She is a health advisor.

*Agatha:* Theo's father is the sixth most prosperous businessman in the country, isn't he?

*Edith:* No, he isn't. He is the sixth most popular author.

*Agatha:* Oh, my God! I've mixed everything up, Edith!

**Exercise 2. Transcribe the words you've phoned and pronounce them.**

---

---

---

---

---

---

---

---

**Exercise 3. Read the sentences below. Pay attention to the pronunciation of sounds [ð], [θ] and intonation of general questions.**



*Example: 'This is 'Theo Smith. 'Is this 'Theo Smith?*

This is Agatha Roth.	Is this Agatha Roth?
This is a health advisor.	Is this a health advisor?
This is a clothes designer	Is this a clothes designer?
This is a popular author.	Is this a popular author?
This is a therapist.	Is this a therapist?
This is in Athens.	Is this in Athens?

***Exercise 4. Read the second part of the dialogue "Neighbours' Gossips" and complete it with the words from the box. There is one extra word.***

---

**proposed hope phoned frozen don't home coffee**

---

*Edith:* Then, I guess you don't know Rose Bolton, \_\_\_ you?

*Agatha:* Of course I do. Theo dates Rose. They seem to be so happy together.

*Edith:* So you don't know anything, do you?

*Agatha:* No, I don't think I do. I \_\_\_\_\_ they haven't broken up, have they?

*Edith:* Oh, no. Theo \_\_\_\_\_ to Rose.

*Agatha:* That's great. How do you know?

Rose told me. She \_\_\_\_\_ ten minutes ago.

*Agatha:* I am completely \_\_\_\_\_. Let's get inside and toast it with a cup of \_\_\_\_\_.

*Edith:* That sounds nice.



***Exercise 5. Listen to the dialogue "Neighbours' Gossips" once again.***

***Circle all the words with the sound [əʊ] and underline all the words with the sound [ɒ]. Repeat them after the speaker in whisper, then louder and finally in a very loud voice.***

***Exercise 6. Read the pairs of words and pay attention to different pronunciation of vowel sounds.***

rɒs – rəʊz

rɒd – rəʊd

hɒp – həʊp

nɒt – nəʊt

klɒθ – kləʊðz

fɒnt – fəʊnd



**Exercise 7. Listen to the dialogue "Neighbours' Gossips" once again and complete these explanations:**

!	Structural words such as _____ are usually _____ since they _____ the main content.
---	---

**Exercise 8. Change the intonation of the tag into the disjunctive questions from the dialogue into the opposite.**

Example: 'Theo 'Smith is an athlete, isn't he? → 'Theo' Smith is an athlete, isn't he?



**Exercise 9. Complete the disjunctive questions. Listen and check. Then listen once again and mark the intonation of the tag:** (if he speaker expects agreement) or (if the speaker is not sure). Then transcribe and intone.

1. The slim blonde over there is Polly Stone, \_\_\_\_\_?
2. Donald's mother didn't know that he sold his old boat, \_\_\_\_\_?
3. Oscar is a doctor, \_\_\_\_\_?
4. Mr. Sloan proposed a toast, \_\_\_\_\_?
5. Mr. Smith's clothes are moth-eaten, \_\_\_\_\_?
6. Tom's broken the coffee pot, \_\_\_\_\_?

---



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For more theoretical information go to the Appendix 6 Presentation

*Exercise 10. Work in groups. Find a way out from the labyrinth. You may pass a square only if the word in it has the sound [ð]. You can move either horizontally or vertically.*

**START**  
↓

CLOTHES	THICK	THEME	MONTH	THIGH	TIMOTHY
THAT	BROTHER	THREE	THOUSAND	BOTHER	SMOOTH
THAMES	TOGETHER	BREATH	FEATHER	THIEF	WITH
CATHEDRAL	THEIR	THIS	BREATHE	BOOTH	MOTHER
THANK	THUMB	HEALTHY	CLOTH	BATH	EITHER
BOTH	THIN	SOUTH	THREAD	THROW	WEATHER
THINK	GROWTH	NORTH	THAW	THEORY	THOUGH

↓  
**FINISH**

 *Exercise 11. Pronunciation journey. Listen to words and take the left or the right box depending on the sound you hear. When you reach one of the places at the end of the boxes, shout out the place name written there.*

<i>Thailand</i>	<i>Journey</i>	<i>Ethiopia</i>
<i>dead</i>		<i>death</i>
<i>seem</i>		<i>theme</i>
<i>thank</i>		<i>tank</i>
<i>boat</i>		<i>both</i>
<i>through</i>		<i>true</i>
<i>sing</i>		<i>thing</i>

<i>mouse</i>		<i>mouth</i>
<i>three</i>		<i>tree</i>
<i>song</i>		<i>throng</i>
<i>thin</i>		<i>sin</i>
<i>Dan</i>		<i>then</i>
<i>they</i>		<i>day</i>
<i>miss</i>		<i>myth</i>



**Exercise 12.** You will hear 5 words from each pair. For each word write 1 for sound [æ] or 2 for sound [ɒ].

Example: 1,2,2,2,1

**Sound 1 [æ]**

map

band

stamp

sack

tap

stab

**Sound 2 [ɒ]**

mop

bond

stomp

sock

top

stop

You will hear 5 words from each pair. For each word write 1 for sound [ɒ] or 2 for sound [əʊ].

Example: 1,2,1,2,1

**Sound 1 [ɒ]**

cost

hop

dot

rob

odd

**Sound 2 [əʊ]**

coast

hope

dote

robe

old

smog

smoke



**Exercise 13. Listen to the sentences and circle the word you hear.**

1. Could you bring me the *map* / *mop*, please?
2. She *stamped* / *stomped* angrily out of the office.
3. We had to ask for another *band* / *bond*.
4. I need my *sack* / *sock*.
5. He was *stopped* / *stabbed* in front of the house.
6. He is determined to win at any *cost* / *coast*.
7. He *hopped* / *hoped* to get warm.
8. The priests were *robbed* / *robed*.
9. You are wearing *odd* / *old* socks.
10. The *smog* / *smoke* hang over the city.



**Exercise 14. Listen to the sentences and circle the one you hear.**

1. a) Theo lost the pass.  
b) Theo lost the path.
2. a) Are you thick or what?  
b) Are you sick or what?
3. a) Ruth was thinking.  
b) Ruth was sinking.
4. a) Is it closing?  
b) Is it clothing?
5. a) She just breezed in and asked me for help.  
b) She just breathed in and asked me for help.
6. a) I've never really understood what made her tick.  
b) I've never really understood what made her thick.
7. a) Timothy has forgotten his odes.  
b) Timothy has forgotten his oaths.



**Exercise 15. Read the words and circle the odd man out. Then listen and check.**

Example: stole sold doll bolt

- |                           |                            |
|---------------------------|----------------------------|
| 1. close boat roll doll   | 6. snow now slow blow      |
| 2. coal want knock copy   | 7. hop hope robe road      |
| 3. though know sofa gloss | 8. block blog bloke blonde |
| 4. toast boast posh prose | 9. goat both clothes broth |
| 5. ton tone stone loan    | 10. cost lost loss coast   |



**Exercise 16. Listen and decide which disjunctive questions are pronounced with confidence and which ones are pronounced with uncertainty. Use upward or downward arrows.**

Example: a) *The meeting is on the sixth of October, isn't it?* ↗

- b) Edith owns a theatre, doesn't she?
- c) Ruth has lost her feather hat, hasn't she?
- d) The Browns live in the south, don't they?
- e) Both brothers support this theory, don't they?
- f) Timothy studies in Athens, doesn't he?
- g) Agatha leads a healthy lifestyle, doesn't she?

**Exercise 17. Put the following phrases into the correct column according to the patterns given. Follow the example.**

- |                  |                      |
|------------------|----------------------|
| Bread and butter | Fish and chips       |
| Coffee and tea   | Bed and breakfast    |
| A dozen of eggs  | Some milk and cheese |
| A piece of cake  | <i>Meat or fish</i>  |
| A jar of honey   | A carton of milk     |

A loaf of bread  
 Some sugar and salt  
 Salt and pepper  
 A cup of tea

Lamb or veal  
 A packet of tea  
 Bacon and eggs  
 A bar of chocolate

OoOo	oOoO	oOoOo	OooO	OoO	oOooO
				<i>Meat or fish</i>	

**Exercise 18. Make sentences out of words. Reproduce them.**

*Example: Ruth bathe baby*

*Ruth bathes the baby every day.*

1. Thelma thank present mother.

.....

2. Tom propose Edith

.....

3. Theatre Rose either cinema

.....

4. Clothes together Ann Timothy

.....

5. Locksmith think cathedral rob

.....

6. Polly toothache month

.....

**Exercise 19. Change the information in the dialogue "Neighbours' Gossips" using the prompts from the box:**

Ron Stone, mathematician – Molly	Robin Bopp, a clothes designer – Dolly
----------------------------------	--

presented a gold locket	have broken up
Bob Hoffman, locksmith – Polly are out in a boat	Oliver Brock, a popular author – Lola robbed local police officer

***Exercise 20. Work in pairs. Make conversations as in the example. Use the prompts below.***

*Example: Oliver bought a boat /coat*

– *Oliver bought a new boat, didn't he?*

– *No, he didn't. He bought a new coat.*

- Tom opened the door/closed
- Robin boasted of his post / toasted
- It is hot today / cold
- This road leads to the forest/ pond
- Ron owes a lot of money /owns
- Bob has got a long nose/ short
- Donald blogged the story / blocked
- Thomas is fond of folk music /pop
- It's going to rain / snow.

***Exercise 21. Complete the sentences with your groupmates' names. Then ask your groupmates tag questions to see if you are right.***

*Example: You are fond of Italian food, aren't you?*

– *Yes, I am. / No, I am not.*

1. \_\_\_\_\_ is interested in pop music.
2. \_\_\_\_\_ is a great theatergoer/cinemagoer.
3. \_\_\_\_\_ is eager to have a dog.
4. \_\_\_\_\_ likes romantic comedies.
5. \_\_\_\_\_ often goes to a disco.
6. \_\_\_\_\_ collects postcards.



7. \_\_\_\_\_ goes in for sports.
8. \_\_\_\_\_ plays the piano.
9. \_\_\_\_\_ is mad on horror films.
10. \_\_\_\_\_ never missed any rock concert.

***Exercise 22. Imagine that you are not sure of the facts below. Ask your groupmate to confirm or contradict them.***

*You are not sure if:*

- Nora is in her late teens
- Tom and Rose are siblings
- Your new teacher is a delicately built blonde
- Mike is keen on football
- Lora has a twin sister
- Oliver is a first-year student
- Bob speaks three foreign languages
- Ann takes after her mother in appearance
- Thomas is industrious

*You think that:*

- Samantha and Matthew are a perfect match
- Edith and Theodor are in love
- Pam is extremely good-looking
- Polly is a promising singer

***Exercise 23. Fill in the sentences with the phrases from exercise 17 according to the patterns given. Sometimes more than one variant is possible. Reproduce them.***

*Example: Teaching is her bread and butter. OoOo*

7. This hotel provides \_\_\_\_\_ . OoOo
8. I'd like \_\_\_\_\_ to begin with. oOoO
9. Add \_\_\_\_\_ to your taste. OoOo
10. Edith always has \_\_\_\_\_ in her bag. oOoOo

11. I can't imagine English breakfast without \_\_\_\_\_. OooO
12. Three portions of \_\_\_\_\_, please. OoO
13. Agatha had \_\_\_\_\_ for dessert. oOoO
14. Buy \_\_\_\_\_ on your way home. oOoO
15. Do you put \_\_\_\_\_ in your pie? OoO
16. Ann brought \_\_\_\_\_, though I didn't ask her about it. oOooO

***Exercise 24. Imagine that Rose asked you to do some shopping for her hen party. You are in the supermarket with your friend, but you have forgotten the shopping list at home. Role-play a conversation asking each other questions to make sure you don't forget anything.***



**On Your Own**

***Go to Reading Rules Appendix 6 for more theoretical information***

***Role-play the dialogue "Neighbours' Gossips"***

***Do exercises 1- 6 below***

***Exercise 1. Find 20 words in the puzzle and write them in transcription in the correct part of the table. You can move either horizontally or vertically.***

***COD OR CODE?***



[əʊ]	[ɒ]

**Exercise 2. Put the words below in the correct order to form disjunctive questions, then transcribe and intone them.**

1. Cold/it's/isn't/ today/it?

---



---

2. Looks/it/rain/doesn't/like/it?

---



---

3. Great/Agatha/a/ is/she/ isn't/cook?

---



---

4. Brother/his/ a/is/isn't/student/he?

---

---

5. Haven't/met/ Edith/you/you/have?

---

---

6. Looks/doesn't/Timothy/tired/he?

---

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**Exercise 3. Cathie wasn't very attentive at her English class and wrote down the sentences the teacher dictated wrongly. The teacher underlined the mistakes and asked Kathy to correct them. Help her to cope with this task.**

*e.g. I sink Thelma is a great theatergoer. \_\_\_ think \_\_\_*

1. We all breathed a thigh of relief when it was over. \_\_\_\_\_
2. The path led true the trees to the river. \_\_\_\_\_
3. She themes to be very thoughtful today. \_\_\_\_\_
4. What they is it today? \_\_\_\_\_
5. I've got great face in you. \_\_\_\_\_
6. I myth you so much. \_\_\_\_\_
7. Saying and doing are two different sings. \_\_\_\_\_
8. I ran up and drew my arms around him. \_\_\_\_\_
9. I'll have to drink about it. \_\_\_\_\_
10. Ruth was given a free for her report. \_\_\_\_\_

**Exercise 4. Fill in the missing letters. Then transcribe each word in the space provided.**

1. How much do I owe you? \_\_\_\_\_ [əʊ] \_\_\_\_\_
2. We didn't expect sn \_\_\_ in October. \_\_\_\_\_

3. He promised to come again tomorr\_\_\_\_. \_\_\_\_\_
4. Then make the do\_\_\_\_\_.
5. Put on your c\_\_\_\_t.
6. Thomas spoke over the ph\_\_\_\_\_.
7. Don't forget to l\_\_\_\_ the door.
8. She left a n\_\_\_\_\_ for Rose on the  
kitchen table.
9. Do you mind if I sm\_\_\_\_\_ ?
- 10.The necklace is made of go\_\_\_\_\_.

**Exercise 5. Complete the sentences with a correct idiom according to the pattern given. Find Ukrainian equivalents.**

cup of tea	in a stew
a piece of cake	salt of the earth
spill the beans	apple of his eye
apple-pie order	

1. Reading is my\_\_\_\_\_ OoO
2. The exam turned out to be\_\_\_\_\_ OoO
3. Polly will\_\_\_\_\_as soon as she has a chance OoO
4. Ann's house is always in\_\_\_\_\_ OoOOo
5. When the police knocked at the door, Tom understood that he  
was\_\_\_\_\_ ooO
6. Mathew is one of those people whom we usually call\_\_\_\_\_  
OooO

**Exercise 6. Choose three idioms and write a short story.**

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## Lesson Seven



### *In the Classroom*

**Exercise 1. Listen to the story and underline the words with the sounds [f] and [v]. Transcribe and pronounce them.**

### **A Famous Photographer**

Phillip Fox is one of the most **sought after** San Francisco photographers, though he is only 18. He got a **Pulitzer Prize** for Photography in 2004. Since then he has gone on **photo shoots** to different places.

This Friday he is on **business trip** in Italy. He is invited to attend a **film festival** in Venice. Phillip plans to photograph some celebrities, visit his old friend Phoebe and get back to San Francisco on the 24<sup>th</sup> of February.

Even though Phillip is very busy, he finds enough time for **computer games**, **figure skating** and **ghost stories**.

**Exercise 2. Look again at the words you've transcribed and complete these explanations:**

<b>!</b>	Letters _ _ _ are pronounced as [f]. Letter _ is pronounced as [v].
----------	--

**Exercise 3. Read the pairs of words and pay attention to different pronunciation of sounds [f] and [v].**

faɪv — 'fɪftɪ

li:f — li:vz

naɪf — naɪvz

elf — elvz

'ofə — 'ovə

'feərɪ — 'veərɪ

θi:f — θi:vz

laɪf — laɪvz

self — selvz

fæn — væn

seIf — seIv

faI1 — vaI1

*Exercise 4. Read the pairs of words and pay attention to different pronunciation of sounds [p — f] and [h — f].*

pi:l — fi:l

hI1 — fI1

peInt — feInt

həʊm — fəʊm

p ɒnd — f ɒnd

hens — fens

paI1 — faI1

heə — feə

peI1 — feI1

'hʌnI — 'fʌnI

*Exercise 5. Read pairs of words and pay attention to different pronunciation of sounds [b] and [v].*

'berI — 'verI

beI1 — veI1

best — vest

bæt — væt


bəʊt — vəʊt

bent — vent

*Exercise 6. Listen to the story “A Famous Photographer” once again paying attention to the words with the letters gh in them and complete these rules using words from the box below:*

[f]	silent	g
-----	--------	---



	<p>The combination gh can be pronounced in three ways:</p> <ol style="list-style-type: none"> <li>1) When the letters gh appear together at the beginning of the word, only letter ___ is pronounced);</li> <li>2) When gh comes at the end of the word, it sometimes is pronounced as _____;</li> <li>3) In most words the gh is _____.</li> </ol>
---	---

**Exercise 7. Read the newspaper headlines. Pay attention to the pronunciation of gh.**

Breathtaking ghost story gets a new life	Fierce fight in Vietnam	He who laughs last laughs longest
Severe drought causes heavy crop loss	London night life	National Doughnut Day Celebration

**Exercise 8. Listen to the compounds from the story “A Famous Photographer” and pronounce them with correct rhythm. Group them up according to the stress pattern. One is done for you.**

Ooo	Oooo	oOoo
sought after		

**Exercise 9. Use the compounds and fill in the sentences. Make sentences of your own using them.**

*Example: Phoebe is a much sought after actress. Ooo*

1. Vivien has got a \_\_\_\_\_ in poetry. Oooo
2. Ann is keen on \_\_\_\_\_ and volleyball. Oooo
3. London \_\_\_\_\_ is famous all over the world. Oooo
4. Mary doesn't fancy \_\_\_\_\_ at all. oOoo
5. His \_\_\_\_\_ to Finland turned out to be a complete failure. Ooo
6. Sophie dreams about a \_\_\_\_\_ in Hollywood. Ooo

**Exercise 10. Listen to the story "A Famous Photographer" and mark the stress of numerals and dates.**

**Summarize your ideas and circle the stress rules for numerals.**

!	The stress in numerals like thirty, forty etc. moves/doesn't move. The stress pattern in numerals ending in -teen is Oo when this word is/isn't followed by a noun, and oO when this numeral is/isn't followed by a noun.
---	---


**Exercise 11. Read these pairs of numerals and pay attention to the stress pattern in them.**

- |                   |                     |
|-------------------|---------------------|
| thirty – thirteen | seventy – seventeen |
| forty – fourteen  | eighty – eighteen   |
| fifty – fifteen   | ninety – nineteen   |
| sixty – sixteen   |                     |


**For more theoretical information go to the Appendix 7 Presentation**


**Exercise 12. "Hidden Names". The names of the four family members are hidden in the words next to the pictures. Find the common sound in each list of words; join them together to find the name.**


*Example: Granny – Vivien [v Iv Iən]*


	1	2	3	4	5	6
---	---	---	---	---	---	---

<i>Granny</i>	<i>video</i>	<i>knit</i>	<i>veal</i>	<i>lick</i>	<i>letter</i>	<i>note</i>
	<i>valley</i>	<i>myth</i>	<i>vein</i>	<i>slip</i>	<i>doctor</i>	<i>know</i>
	<i>van</i>	<i>betray</i>	<i>venom</i>	<i>slim</i>	<i>grocery</i>	<i>native</i>
	<i>village</i>	<i>mystery</i>	<i>vital</i>	<i>rib</i>	<i>hopeless</i>	<i>nine</i>
	<i>v</i>	<i>I</i>	<i>v</i>	<i>I</i>	<i>ə</i>	<i>n</i>

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	 <i>Father</i>
<i>cross</i>	<i>rise</i>	<i>mist</i>	<i>sunny</i>	
<i>call</i>	<i>rest</i>	<i>rich</i>	<i>sip</i>	
<i>clock</i>	<i>surround</i>	<i>pig</i>	<i>false</i>	
<i>come</i>	<i>roll</i>	<i>inn</i>	<i>niece</i>	

 <i>Mother</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
	<i>city</i>	<i>pot</i>	<i>leaf</i>	<i>ill</i>
	<i>lesson</i>	<i>coffee</i>	<i>enough</i>	<i>ticket</i>
	<i>circle</i>	<i>what</i>	<i>photo</i>	<i>sit</i>
	<i>face</i>	<i>quarrel</i>	<i>cliff</i>	<i>kitchen</i>

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	 <i>Daughter</i>
<i>Pete</i>	<i>draw</i>	<i>kid</i>	<i>theme</i>	
<i>eat</i>	<i>daughter</i>	<i>bill</i>	<i>breath</i>	
<i>meet</i>	<i>dinner</i>	<i>pillow</i>	<i>think</i>	
<i>tea</i>	<i>dough</i>	<i>this</i>	<i>month</i>	

	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
---	----------	----------	----------	----------	----------

	<i>doll</i>	<i>cat</i>	<i>violet</i>	<i>pill</i>	<i>do</i>
	<i>played</i>	<i>battle</i>	<i>vet</i>	<i>give</i>	<i>Dorothy</i>
	<i>lord</i>	<i>map</i>	<i>view</i>	<i>omit</i>	<i>dark</i>
	<i>day</i>	<i>sand</i>	<i>several</i>	<i>miss</i>	<i>door</i>



**Exercise 13. Listen and circle the word you hear.**

Example: It's nobody's fault /vault.

1. May I use your *fan/van*?
2. The *flan/plan* was wonderful.
3. Shall I make you a *copy/coffee*?
4. Help *yourself/yourselves* to sweets.
5. These are the *thief's/thieves* belongings.
6. Can you *peel/feel* it?
7. Do you think it's *funny/honey*?
8. There are 13 *boats/votes* there.
9. The books were *piled/filed* on the shelf.



**Exercise 14. Listen and circle the date you hear.**

Example: We got married in 1980 /1918.

1. I graduated from the university in *1970/1917*.
2. That devastating earthquake happened in *1960/1916*.
3. The book was published in *1950/1915*.
4. He died in *1930/1913*.
5. My mother left school in *1940/1914*.
6. The theatre was opened in *1990/1919*.

**Exercise 15. Circle the odd man out.**

Example: *cake* *track* *snake* *take*

1. *sigh* *cry* *die* *myth*

2. gate pain black baby
3. oak soak smoke clock
4. speak meat veal pear
5. five drive give strive
6. ticket iris spin pill
7. pane pain rain again

**Exercise 16. Circle the word that doesn't contain silent gh**

Example: weigh cough high thigh

1. although laugh sigh fight
2. borough Hugh tough nigh
3. eight thorough enough though
4. rough dough slough plough
5. bough trough through sough

**Exercise 17. Underline the words with the same vowel sounds as 1-5.**

1.  **Cake [eɪ]**

Day pain baby  
slacks ice say  
late daughter

2.  **Bag [æ]**

Page rain marry shark balcony  
smart happy fancy

3.  **Tea [i:]**

Peas knee field  
stick bread piece  
thread people

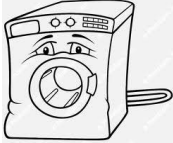
4.  **Dice [aɪ]**

Tie right shy sing mist lie rye  
sigh

5.  Phone [təʊ]

Road throw open through soup  
goose owl cold

**Exercise 18.** Match words in boxes A and B to make objects shown in the pictures below. Write a word next to the picture and mark its stress.

Example:  washing machine

A	B
washing	beans
tea	shop
coffee	top
shoe	machine
bus	phones
lap	club
vacuum	phone
night	light
mobile	cleaner
traffic	stop
head	pot



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_

**Exercise 19. Insert *f, ff, ph* or *gh* in each gap to make a word. Reproduce the sentences.**

*Example: Something has gone wrong with my mobile phone.*

1. Steve's ne\_\_ew is a very friendly fellow.
2. He's a tou\_\_nut to crack.
3. I'll take a \_\_oto of you.
4. The books are in al\_\_betical order.
5. My sister is better, but she still can't get rid of the cou\_\_.
6. I am a\_\_raid of spiders.
7. Frank's voice is pleasant enou\_\_.

**Exercise 20. Write your own sentences using the three words suggested.**

**Practise them.**

*Example: brave save driver*

A brave driver saved Sophie

1. Frank advise France

\_\_\_\_\_

2. Arrive five Steve

\_\_\_\_\_

3. Enough suffer love

---

4. Never fox forest

---

5. Village valley down

---

6. View lovely vineyard

---

7. Envelope Fred leave

---

**Exercise 21. Using the table make as many sentences as possible.**

Phoebe	prefers	me	friendly	exams
Steve	gave	him	very	violin
Frank	enjoys	her	lovely	clever
Vivien	lives			advice
Rudolph				fish
	plays			fellow
	failed			fiddle
	dreams			flat
	is			coffee
				veal

**Exercise 22. How many [f] and [v] sounds are there in this numbers? Write the numbers, and then pronounce them.**

Example: 74 2

4576\_\_\_\_\_; 48\_\_\_\_; 7535\_\_\_\_\_; 3475\_\_\_\_\_; 864\_\_\_\_\_; 11 354\_\_\_\_\_

**Exercise 23. Look at the flight schedule. Pair up with your friend. Then ask questions to check the information.**



*Example: – Flight 225 leaves San Francisco at 8:15 a.m., doesn't it?*

*– Yes, it does/ No, it doesn't.*

<i>Flight #</i>	<i>Leaves San Francisco</i>	<i>Arrives to Venice</i>
225	8:15 a.m.	12:00 p. m.
350	9:00 a.m.	10:50 p. m.
520	11:10 a.m.	3:10 p. m.
470	1:10 p.m.	2:40 p. m.
747	6:00 a.m.	8:30 a. m.
666	5:45 a.m.	8:20 a. m.

***Exercise 24. Fill in the chart with the objects from the list below.***

<b>Cosmetics</b>	<b>Chemist's</b>	<b>Grocer's</b>	<b>Stationary</b>
	tooth paste		

- lip gloss
- nail polish
- pencil sharpener
- copybook
- paper clips
- suntan lotion
- fish fillet
- apple pie
- sunflower oil
- eye shadows
- contact lenses
- mutton chop
- hairpin
- face cream

***Exercise 25. Group up and discuss Katherine Zeta-Jones' plans for March. Fill in the information in the unshaded areas of the calendar.***

*Example: **Group A:** On the first of March Katherine attends a film festival. She is free on the third of March, isn't she?*

**Group B:** No, she isn't. On the third of March she flies to Glasgow.

Katherine has no plans for the 5<sup>th</sup> of March, does she?

**Version A**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1 attend a film festival	2	3	4	5 give a press conference	6
7	8	9	10	11	12 figure skating	13
14 housewarming party	15	16	17	18 have a photo shoot	19	20
21	22	23	24	25	26	27
28	29	30 celebrate with friends	31			

**Version B**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1	2	3 fly to Glasgow	4	5	6
7	8	9 appointment at the beauty salon	10	11	12	13 Hollywood premiere 9 p.m.
14	15	16	17	18	19 dinner with the	20

					producer	
21	22	23 interview for New York Times	24	25	26	27
28	29	30	31			

**Exercise 26. Pair up. Fill in the limerick with the words from the box. The words in blanks 1, 2, 5 and 6 should rhyme; the words in blanks 3 and 4 should rhyme. Notice that blanks 2 and 5 contain the same word. Reproduce it.**

sleeve	sold	Steve	Tel-Aviv	fold
--------	------	-------	----------	------

There once was a student named 1 (name) \_\_\_\_\_

Who wanted to dance with a 2 (thing) \_\_\_\_\_

He tried not to 3 (verb) \_\_\_\_\_ it

But he happened to 4 (verb) \_\_\_\_\_ it

So the 5 (thing) \_\_\_\_\_ ended up in 6 (thing) \_\_\_\_\_

**Substitute the words in limerick with the following ones.**

- |           |           |
|-----------|-----------|
| 1) Sophie | 1) Viv    |
| 2) Toffee | 2) Sieve  |
| 3) Heat   | 3) Fill   |
| 4) Beat   | 4) Drill  |
| 5) Toffee | 5) Sieve  |
| 6) Coffee | 6) sleeve |

**Reproduce it.**

**Exercise 27. Describe daily routine in the picture below.**



*Exercise 28. Imagine that you have a chance to live a month doing everything you want. Plan your activities and tell your groupmates about them.*

## FEBRUARY 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28



### **On Your Own**

*Go to Appendix 7 for more theoretical information*

*Prepare the text "A Famous Photographer" for expressive reading.*

*Do exercises 1- 6 below.*

**Exercise 1. Find 16 words beginning of ending with [f] or [v]. Note that the last letter is not always F or V. Use all the letters. You can move either horizontally or vertically. Transcribe them.**

o	l	i	v	e	v	c	f	k	a	thief
o	p	o	v	e	r	v	a	n	f	photo
p	h	r	a	s	e	a	h	i	a	phrase
o	o	a	c	a	n	s	i	f	i	phone
h	t	a	a	v	o	f	f	e	r	tough
a	o	o	t	e	u	o	g	l	v	vacation
h	u	o	i	e	g	o	l	f	f	golf
a	g	a	o	t	h	i	e	f	i	live
p	h	o	n	e	t	n	e	i	l	van
e	v	a	f	i	f	h	h	f	m	offer
										over
										film
										enough
										fair
										save
										knife

**Exercise 2. Transcribe the words in the box below and group them up according to the pronunciation of gh.**

bough laughter ghastly Ghana ghouL although weigh sigh enough daughter fought  
taught trough bright

f	silent	g

**Exercise 3. Unscramble the letters to make words with gh shown in the pictures. Transcribe them in the space provided.**

1. ighthf \_\_\_\_\_ [     ]



2. tuhgdou \_\_\_\_\_ [     ]



3. ohgts \_\_\_\_\_ [     ]



4. ithge \_\_\_\_\_ [     ]



5. tgnhik \_\_\_\_\_ [     ]



6. hgitlihgred \_\_\_\_\_ [     ]

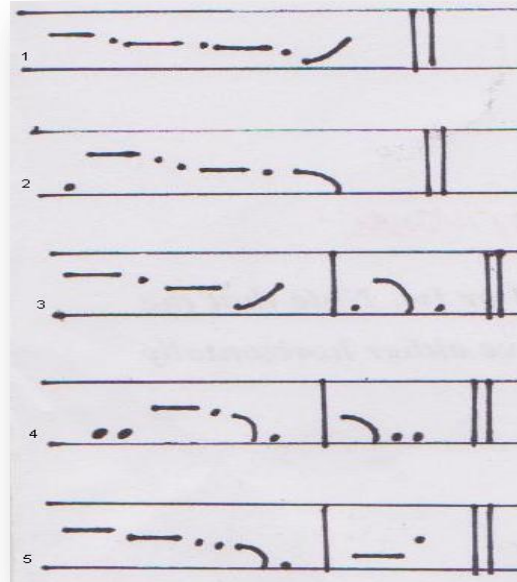


7. taphsetig \_\_\_\_\_ [     ]



***Exercise 4. Match the sentences with their intonation patterns. Practise reading them.***

1. Let's go to the forest, shall we?
2. Have you heard the latest news?
3. She is fond of reading, isn't she?
4. Would you like tea or coffee?
5. In autumn it rains a lot.



**Exercise 5. Write in words: 1) ordinal numbers; 2) cardinal numbers. Mark stress in them:**

18, 14, 256, 19, 35, 71, 96, 27, 458, 12, 5, 15, 647, 394, 16, 17, 66, 13, 20, 31

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**Exercise 6. Transcribe and intone the sentences below.**

1. I fell in love with him at first sight.

---



---

2. Do you have any plans for Friday?

---



---

3. Is he fond of fishing or figure skating?

---

---

4. Steve is forty-five, isn't he?

---

---



## Lesson Eight



### *In the Classroom*

**Exercise 1. Listen to the poem “Brush Up On Your English” and underline the words with the sounds [a:(r)], [eə(r)], [ɜ:(r)], [ɔ:(r)]. Transcribe and pronounce them.**

### *Brush Up On Your English*

Please, beware of heard, a dreadful word  
That looks like beard and sounds like bird.  
And dead: it’s said like bed and not like bead –  
For goodness sakes don’t call it deed.  
Watch out for meat and great and threat,  
They rhyme with suite and straight and debt.  
A moth is not a moth in mothers,  
Nor both in bother, broth in brother.  
And here is not a match for there,  
And dear and fear for bear and pear.  
And then there’s dose and rose and lose –  
Just look them up – and goose and choose,  
And do and go, then thwart and cart.  
Come, come, I’ve hardly made a start!  
A dreadful language, meaning and sense?  
I’d mastered it when I was ten.

**Exercise 2. Find the rhyming words in the poem “Brush Up On Your English”.**

**Exercise 3. Look again at the words you've transcribed and complete these explanations:**

!	Letters _____ are pronounced as [a:(r)].
	Letters _____ are pronounced as [eə(r)].
	Letters _____ are pronounced as [ɜ:(r)].
	Letters _____ are pronounced as [ɔ: (r)].

**For more theoretical information go to the Appendix 8 Sound Presentation and Practice**

**Exercise 4. Find and write down the pairs of words and pay attention to different pronunciation of vowel sounds:**

apart; serve; short; bare; tore; worst; care; word; curve; bear; more; stir; swear; ahead; more; tear; garlic; wear; dare; force; fare; heavy; hare; early; rare; hurt; scare; far; horn; spare; meadow; board; square; dirty; bird; purse; sport; blur; first; surge; work; share; berk; farm; sort

**Example:**

[eə(r)]	[ɜ:]
<i>Beware</i>	<i>heard</i>

[eə(r)]	[e]
Fear	dreadful

[ɔ:]	[ɜ:]
Nor	bird

[ɔ:]	[a:]
For	hardly

**Exercise 5.** Read the poem again and transcribe the words with the following vowels: [a:(r)], [eə(r)], [ɜ:(r)], [ɔ:(r)].

**Example:** cart – [kɑ:t]; hardly – [ˈhɑ:dlɪ]

[            ], [            ], [            ], [            ], [            ]


[            ], [            ], [            ], [            ], [            ]

[            ], [            ], [            ], [            ], [            ]

**Exercise 6.** Read the poem once again paying attention to the words with the vowel + letter “r” (“re”) and complete these rules using words from the box below:

3 <sup>d</sup> Syllable Type	4 <sup>th</sup> Syllable Type
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(vowel + r + consonant)	(vowel + r + e)
<b>a + r (+ cons.)</b> → [a:]	<b>a + re</b> → [eə]
<b>e + r (+ cons.)</b> → [ɜ:]	<b>e + re</b> → [Iə]
<b>i + r (+ cons.)</b> → [ɜ:]	<b>i + re</b> → [aIə]
<b>o + r (+ cons.)</b> → [ɔ:]	<b>o + re</b> → [ɔ:]
<b>u + r (+ cons.)</b> → [ɜ:]	<b>u + re</b> → [[juə]]



3<sup>d</sup> Syllable Type is the combination of \_\_\_\_\_ that can be pronounced in the following ways:

- 4) When the letters are a + r (+ cons.), they are pronounced \_\_\_\_\_.
- 5) When the letters are e + r (+ cons.), they are pronounced \_\_\_\_\_.
- 6) When the letters are i + r (+ cons.), they are pronounced \_\_\_\_\_.
- 7) When the letters are o + r (+ cons.), they are pronounced \_\_\_\_\_.
- 8) When the letters are u + r (+ cons.), they are pronounced \_\_\_\_\_.

4<sup>th</sup> Syllable Type is the combination of \_\_\_\_\_ that can be pronounced in the following ways:

- 1) When the letters are a + re, they are pronounced \_\_\_\_\_.
- 2) When the letters are e + re, they are pronounced \_\_\_\_\_.
- 3) When the letters are i + re, they are pronounced \_\_\_\_\_.
- 4) When the letters are o + re, they are pronounced \_\_\_\_\_.
- 5) When the letters are u + re, they are pronounced \_\_\_\_\_.

**For more theoretical information go to the Appendix 8 Sound Presentation**

## and Practice

**Exercise 7.** Find and pronounce the words from the poem with the following consonants: [l], [r], [m], [n], [ŋ]. Transcribe them.

**Exercise 8.** Read the pairs of words and pay attention to different pronunciation of sounds [l] and [r]. Transcribe them.

lip [ ]	rip [ ]	list [ ]	wrist [ ]
lap [ ]	rap, wrap [ ]	belly [ ]	berry [ ]
light [ ]	right [ ]	collect [ ]	correct [ ]
law [ ]	raw [ ]	alive [ ]	arrive [ ]
lead [ ]	read [ ]	long [ ]	wrong [ ]

**Exercise 9.** Read the pairs of words and pay attention to different pronunciation of sounds [n] and [ŋ]. Transcribe them.

sin [ ]	sing [ ]	sinner [ ]	singer [ ]
ran [ ]	rang [ ]	win [ ]	wing [ ]
ton [ ]	tongue [ ]	thin [ ]	thing [ ]
son, sun [ ]	Sung [ ]	ban [ ]	bang [ ]

**Exercise 10.** Read the poem once again paying attention to the examples with linking [r] and complete this explanation:

!	R-linking takes place when a syllable ends with one of the following vowel sounds: [ɑ:], [ɔ:], [ɜ:], [ə], or any of the diphthongs, for example, [eə], [ɪə], [ʊə], and the next syllable starts with _____.
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**For more theoretical information go to the Appendix 8 Sound Presentation and Practice**

*Exercise 11. Read pairs of words and pay attention to pronunciation of sounds with linking [r]. Transcribe them:*

bear – barest	[                    ] – [                    ]
far away – far	[                    ] – [                    ]
idea – idea of it	[                    ] – [                    ]
mother and daughter – mother	[                    ] – [                    ]
there – there is	[                    ] – [                    ]
car – car engine	[                    ] – [                    ]


**For more theoretical information go to the Appendix 8 Sound Presentation and Practice**

*Exercise 12. Transcribe the following words and word-combinations paying attention to the phenomenon of r-linking:*

Care	[                    ]
Caring	[                    ]
care about	[                    ]
draw all the trees	[                    ]
there is a comma after it	[                    ]
Australia or America	[                    ]
It's near enough	[                    ]
It's quite far away	[                    ]
This doctor agrees	[                    ]

There are some places	[ _____ ]
There is a tour along the country	[ _____ ]
It's made of fur and wool	[ _____ ]
law and order	[ _____ ]
the actor and playwright	[ _____ ]
I can't hear anything	[ _____ ]
In your eyes	[ _____ ]

*Exercise 13. Listen to the poem "Brush Up On Your English" once again paying attention to the words with the letters "a + consonant" and complete these rules using words from the box below:*

	<p>Letter "a" sounds like [ɑ:]</p> <ul style="list-style-type: none"> <li>- in early English, _____ [r];</li> <li>- in standard British English _____ [ns] &amp; [nt];</li> <li>- _____ voiceless fricatives.</li> </ul> <p>Letter "a" sounds like [ɔ:] _____ [w].</p>
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**For more theoretical information go to the Appendix 8 Reading Rules**

*Exercise 14. Divide the suggested words into 2 columns according to the pronunciation and reading rules. Transcribe them:*

mall, pass, regard, false, falter, stalk, grass, walk, pall, squall, salt, fasten, stall, tall, grasshopper, halt, harm, thrall, balk, malt, class, basket, chalk, dance, arm, almost

[ɑ:]	[ɔ:]


***Exercise 15. Listen to the poem “Brush Up On Your English” once again and pay attention to the pronunciation of prepositions. Group them up according to the stress pattern. One is done for you.***

oOoO	oOo	OOoO	OoO	OoO
beware of heard				

***Exercise 16. Listen to the poem “Brush Up On Your English” and mark the stress of prepositions.***

***Summarize your ideas and circle the stress rules for prepositions.***

!	The prepositions like “of”, “like”, “for”, etc. are stressed / unstressed. The stress pattern with prepositions is OO when this word is/isn’t after a verb, and Oo or oO when this word is/isn’t with another word.
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**For more theoretical information go to the Appendix 8 Rhythm Presentation and Practice**

*Exercise 16. Use the prepositions and fill in the sentences. Make sentences of your own using them. Pronounce them with correct rhythm.*

*Example: The train is due at 12:15 p.m. OoO*

1. My brother is \_\_\_\_\_.
2. We're having a \_\_\_\_\_ of July.
3. He's \_\_\_\_\_ 1970.
4. Where did they \_\_\_\_\_?
5. The children were \_\_\_\_\_ the movie.
6. He was \_\_\_\_\_ this beguiling woman.

*Exercise 17. Read the word-combinations with the prepositions and pay attention to the stress pattern in them. Transcribe them.*

1. a rich variety of food [ \_\_\_\_\_ ];
2. from many sources [ \_\_\_\_\_ ];
3. homes for the elderly [ \_\_\_\_\_ ];
4. he got in my pajamas [ \_\_\_\_\_ ];
5. we're not in Kansas anymore [ \_\_\_\_\_ ];
6. the beginning of friendship [ \_\_\_\_\_ ];
7. I spent the greater part of that night with Scott Fitzgerald listening to a new story [ \_\_\_\_\_ ];
8. he's looking at you [ \_\_\_\_\_ ].

*Exercise 18. Listen to the poem "Brush Up On Your English" once again and find the examples with enumeration. Say how it sounds.*

**Exercise 19. Transcribe the sentences from the poem with enumeration, mark the stresses and pronounce them, following the rhythmical pattern.**

*Example: Watch out for meat/ and great/ and threat/*

[*'wɒtʃ*'*aut* *fə* *mɪ:t*| *ənd* *greɪt*| *ənd* *θret* ||]

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**Exercise 20. Summarize your ideas by complete the explanation.**

!	<p>Enumeration consists of several parts. Each of them is pronounced as a separate _____-group. The tone of the final intonation-group depends on the communicative type of the sentence. The tone of the non-final intonation-group may be pronounced with _____ or _____.</p>
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**For more theoretical information go to the Appendix 8 Intonation Presentation and Practice**

**Exercise 21. Find the sentence in the poem with the word “please”. Listen to it and say whether it is stressed or unstressed?**

**Exercise 22. Read the explanation of intonation of “please”.**

!	<p>At the beginning of the utterance the word “please” is stressed, but does not form a separate intonation-group. In the middle of the sentence it can be stressed or unstressed and it does not form a separate intonation-group. At the end of the utterance the word “please” is unstressed, and it uses the intonation of the preceding sense-group.</p>
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**For more theoretical information go to the Appendix 8 Intonation Presentation and Practice**

*Exercise 23 Listen and pronounce the following sentences. Mind the intonation of “please”.*

1. **Please** click here to view the group web site.
2. Parents only, **please!**
3. **Please** contact Mr Robin Harvey.
4. **Please**, can I put you on hold?
5. Can you say that more clearly, **please?**
6. If anyone knows it the first, **please** inform me.
7. Will you **please** come to me closer?
8. **Please** ring me up as soon as you can.

*Exercise 24. Listen to the words. Circle the word that you hear:*

care      car

fair      far

stairs      stars

bear      bar

tear (verb)      tar

farm      fare

torn      tore

bar      bare

par      pear

far      fare

burr      bore

purr      pour

fur      for

**Exercise 25. Listen to the words, circle the word that you hear. Example: Let go out of my list / wrist**

1. I think they will *ban* / *bang* it.
2. He *ran* / *rang* home.
3. She's a terrible *sinner* / *singer*.
4. Stop *sinning* / *singing*.
5. The water goes through a *lead* / *red* pipe.
6. The examiner is *collecting* / *correcting* the exam papers today.
7. He dialed a *long* / *wrong* number.
9. Mr *Lyon* / *Ryan* is here.

**Exercise 26. Listen to the words. Tick the odd man out.**

Example: *all*, *talk*,  *mock*, *wallet*

1. floor, poor, door, record;
2. angry, jungle, English, spring;
3. signature, foreign, Gnostic, tongue;
4. night, knock, knee, knight;
5. write, ring, wrong, wring;

**Exercise 27. Draw a line between the item on the left and the matching item on the right.**

Example: *sand* → *land*

sand	there
France	talk
care	land

run

island

Thailand

son

walk

dance

**Exercise 28. Insert “a”, “ar” “are”, “er”, “ere”, “or”, “ore”, “ur”, “ure”, “ir” in each gap to make a word. Reproduce the sentences.**

*Example: Something has gone wrong with my mobile phone. I don't hear it calls.*

8. Ye has f\_\_\_med \_\_\_ganically f\_\_\_ years.
9. Even quite big companies are going to the w\_\_\_ll these days.
10. The attack was the th\_\_\_d so f\_\_\_ this year.
11. I don't c\_\_\_ to go.
12. I shall meet you th\_\_\_.
13. I c\_\_ this a good house.
14. There \_\_\_ many universities in our country.
15. She has a t\_\_\_n f\_\_\_ music.
16. We need to c\_\_\_ our environmental problems.
17. She knew I hated h\_\_\_.

**Exercise 29. Write your own sentences using the three words suggested. Practise them.**

*Example: car there her*

*There is her car.*

8. a picture there is.

---

9. dancing are all.

---

10. there wall maps?

---

11. a walk for go.

---

12. ask start before.

---

13. her order call.

---

14. start the work already.

---

***Exercise 30. Using the table make as many sentences as possible.***

Archie	asks	me	admirably	about	store
Barbara	orders	him	hard	to	wall
Claude	calls	her	thirdly	at	clever
Elbert	prefers		never	with	hall
Dorian	ignores		enormously		corner
	demands				park
	are				port
	talks				

*Example: Archie talks admirably with her.*

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**Exercise 31. Fill in the suggested words in the sentences with enumeration.**

**Write them down, and then pronounce them.**

*Example: London offers a visitor a rich store of fascinating buildings. (streets)*

*- London offers a visitor a rich store of fascinating buildings, streets.*

1. London offers a visitor a rich store of fascinating buildings. (*streets, monuments*). \_\_\_\_\_

2. London offers a visitor a rich store of fascinating buildings. (*streets, monuments, parks*). \_\_\_\_\_

3. London offers a visitor a rich store of fascinating buildings. (*streets, monuments, parks, colourful ceremonies*) \_\_\_\_\_

4. Certain traditions are observed in England. (*During festivals*)

5. (*During festivals, holidays*) Certain traditions are observed in England.

6. (*During festivals, holidays, parades*) Certain traditions are observed in England.

7. (*During festivals, holidays, parades, celebrations*) Certain traditions are observed in England. \_\_\_\_\_

**On Your Own**



**Exercise 1. Listen and repeat the words and word-combinations with sound**

**[l]. Transcribe the words.**

a) leaf

lick

silly

full  
rile  
limb  
lot  
light  
jelly  
belly

b) line

pen line  
a fine pen line  
again with a fine pen line  
again and again with a fine pen line  
his name again and again with a fine pen line  
sign his name again and again with a fine pen line  
Brown signs his name again and again with a fine pen line  
Norman Brown signs his name again and again with a fine pen line.

*Exercise 2. Listen and repeat the words and word-combinations with sound [r]. Transcribe the words.*

reef  
free  
serious  
hurry  
rural  
mirror  
berry  
crime  
right



raw

***Exercise 3. Listen and repeat the words and word-combinations with sound [m]. Transcribe the words.***

mutt

mat

Mott

Met

***Exercise 4. Listen and repeat the words and word-combinations with sound [n]. Transcribe the words.***

nut

gnat

net

pun

fender

now

fawn

pan

pen

not

***Exercise 5. Listen and repeat the words and word-combinations with sound [ŋ]. Transcribe the words.***

songs

spring songs

singing spring songs

birds singing spring songs

listening to birds singing spring songs

like listening to birds singing spring songs

nothing like listening to birds singing spring songs

there is nothing like listening to birds singing spring songs.

**Exercise 6. Read and listen to the following six examples and try practicing the linking sounds. Transcribe them**

1. Here **in** my study, it's very quiet. [ ]
2. We're **E**arthlings. Where **are** you from? [ ]
3. **Are** octopus native to the waters near here? [ ]
4. Far **a**way, I heard the sea's ebb and flow. [ ]
5. Fear **is** not a number, I'm afraid. [ ]
6. My dear **I**zzy, it's a shame you **were** out when I visited you yesterday.  
[ ]

**Exercise 7. Listen and Repeat. Circle the words with the linking sounds. Transcribe them**

were all          were there          more apples          more people          better spaghetti  
better oranges          tour China          tour England          tour Egypt          or else  
or walk          four phones          four envelopes          four cafes          four avenues

**Exercise 8. Read the word-combinations with the prepositions and pay attention to the stress pattern in them. The stressed syllable is marked like O, the unstressed ones – o.**

by the chair	
beside the table	
in their area	
looking at me	
inside the house	

*Fill in prepositions in the suggested sentences, paying attention to their position (stressed or unstressed):*

1. The dog sat \_\_\_\_\_.
2. The cat slept \_\_\_\_\_.
3. He spent more time \_\_\_\_\_.
4. The chair is \_\_\_\_\_.
5. That was common \_\_\_\_\_.

*Exercise 9. Underline the prepositional phrase in each sentence. Circle the preposition. Tick if it is stressed ☑.*

- 1) My parents enjoy boating on the beautiful river. \_\_\_\_\_
- 2) Dancing on a public stage is her favourite experience! \_\_\_\_\_
- 3) The funny dogs jumped into the small car. \_\_\_\_\_
- 4) My favourite football team played well during the championship tournament.  
\_\_\_\_\_
- 5) Simon threw the ball to first base. \_\_\_\_\_
- 6) The summer shone brightly in the afternoon. \_\_\_\_\_
- 7) My favorite cafe is next to the store. \_\_\_\_\_
- 8) Spiders do not usually build webs in a busy area. \_\_\_\_\_

*Exercise 10. Listen to the following sentences. Observe the intonation of enumeration. Practice it.*

1. We saw a good deal during those two weeks. We went to Venice, Florence, Rome and Naples.
2. I want to travel to the United Kingdom, Spain, Portugal, Italy, France, Germany, Austria, Switzerland and also to the Netherlands and to Scandinavia.
3. He made trips to Germany, Switzerland, France, Italy and Belgium to observe school organizations there. He travelled, lectured, held conferences and interviews.

**Exercise 11. Read the sentences. Mark the stresses and tunes. Practise them:**

1. Britain was the originator of many sports such as football, rugby, golf, cricket, hockey and tennis.
2. Our university trains teachers in many subjects: physics, mathematics, biology, history, geography, music and so on.

**Exercise 12. Pair up. Fill in the story with the words from the box.**

for; Netherlands; also; other ; architecture; Or; history; are; offer

If you \_\_\_\_ in Switzerland and Italy, there are several \_\_\_\_ nearby places to visit. The mini-states of The Vatican, Lichtenstein and San Marino are interesting \_\_\_\_ day trips, while Austria has a lot of Imperial \_\_\_\_\_ and history to \_\_\_\_\_. You can \_\_\_\_ visit such countries as Slovenia, The Czech Republic and Hungary. Prague is known to be both beautiful and quite cheap. Greece is also a place to visit. The cradle of western civilization have plenty of good beaches, night life, some of the most impressive ancient architecture and \_\_\_\_\_ museums. Finally you shouldn't miss The \_\_\_\_\_. You can visit the tulip fields, the windmills, the dikes. \_\_\_\_ you can focus on cities such as Amsterdam, the Hague, Rotterdam.

**Substitute the underlined words in story with the following ones.**

country	city
France	Albany
Turkey	Alexandria
Portugal	Cairo
Singapore	Warsaw
Jordan	Liverpool
Ecuador	Cardiff
Cornwall	
Germany	

Bermuda Islands Argentina	
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*Exercise 13. Imagine that you are a famous journalist. You have a chance to interview a Principal of a Travel Company. Pair up and role-play a conversation using the material studied.*

*Exercise 14. Group up. Choose any celebrity and talk about his or her trips during the previous year.*

*Exercise 15. Describe the places of interest of one of the countries from the suggested list of exercise 12.*

## Lesson Nine



### *In the Classroom*

**Exercise 1. Listen to the dialogue and underline with the red pen the words with sounds [h], [w], [j], [ju:].**

#### **Asking and Checking Information**

A: Excuse me, would you answer *some* questions?

B: I'd be happy to help.

A: I wonder if *you* could tell me when the students' project is going to begin.

B: I believe we're beginning the project *next* month.

A: And *who* will be responsible for it.

B: I think *Hugo Wilson* is responsible for such a task.

A: OK, finally, would you mind telling me *how* much time the preparation for it will last?

B: I'm afraid I *can't* answer that. Perhaps you should speak with the *head* of our research group.

A: Thank you. I thought you might say *that*. I'll speak to Henry Herbert.

B: Yes, that would be *best* for that type of information.

A: Thank you for helping *out*.

B: You are welcome.

**Exercise 2. Pronounce the underlined words. Transcribe them.**

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*Exercise 3. Look again at the words you've transcribed and complete these explanations:*

<b>!</b>	At the Beginning and in the Middle of Words the consonant [w] sounds like _____.
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**For more theoretical information go to the Appendix 9 Presentation**

*Exercise 4. Listen to the dialogue “Asking and Checking Information” again paying attention to the words with the sound [w] and complete these rules using words from the box below:*

<b>!</b>	<p>Spelling patterns for [w] consist of the letters _____ .</p> <p>The letter “w” is always pronounced [w] when _____ by a vowel in the same syllable.</p> <p>The letter “_” at the end of a word is always silent.</p>
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**For more theoretical information go to the Appendix 8 Presentation**

*Exercise 5. Divide the suggested words into 4 columns according to the pronunciation rules. Transcribe them:*

win, twin, white, quite, wheat, sweet, wine, twine, wire, choir, wine, swine, wig, twig, wit, quit, wet, sweat, week, tweak, west, quest, well, swell, witch, twitch, wick, quick, war, swore, when, women, was, highway, queen, where, want, with

[w]	[tw]	[kw]	[sw]


**Exercise 6. Listen and repeat. Divide the words into 2 columns: that are pronounced with [w] and differently. Example:**


<i>[w] pronunciation</i>	<i>[different] pronunciation</i>
<i>week [wi:k]</i>	<i>whole [həʊl]</i>

whose, guilt, west, someone, who, waiter, unwilling, lawyer, queen, write, wrong, worry, reward, square, saw, worthy, anywhere, low, quiet, wide
--

[w] pronunciation	[different] pronunciation



**Exercise 7. Listen to the dialogue “Asking and Checking Information” once again paying attention to the words with the sound [h] and complete these rules using words from the box below:**


	<p>Spelling pattern for [h] is the combination of the letters “___”.</p> <p>The letter “h” is silent when it follows “g”, “k”, or “r” _____ of words.</p> <p>The letter “h” is always _____ in the words <i>honest, heir, honor, hour, and herb.</i></p>
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**For more theoretical information go to the Appendix 8 Presentation**

**Exercise 8. Divide the words with the spelling pattern for [h] from the dialogue “Asking and Checking Information” into 2 columns (the sound [h] is heard and the sound [h] is omitted). Transcribe them. Example:**

<i>with [h] pronunciation</i>	<i>With [different] pronunciation</i>
<i>happy ['hæpɪ]</i>	<i>that [ðæt]</i>

**Exercise 9. Listen to the dialogue “Asking and Checking Information” once again paying attention to the words with the sound [j] and complete these rules using words from the box below:**

	<p>The most common spelling pattern for [j] is y followed by _____.</p> <p>When “y” is the first letter in a word, it is _____ pronounced [j]; it is _____ pronounced [dʒ].</p>
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**For more theoretical information go to the Appendix 8 Presentation**

**Exercise 10. Transcribe the following words and word-combinations paying attention to the [j] Spelled. Example:**

y	i	u
yet [jet]	union ['ju:nɪən]	amuse [ə'mju:z]
your [     ]	junior [     ]	usual [     ]
yawn [     ]	senior [     ]	music [     ]
yolk [     ]	million [     ]	united [     ]
yellow [     ]	familiar [     ]	university [     ]

**Exercise 11. Listen to the following words. Transcribe them. Distinguish between the vowel [u:] and the consonant/vowel combination [ju:].**

[u:]	[ju:]
food [     ]	feud [     ]
booty [     ]	beauty [     ]
fool [     ]	fuel [     ]

**Exercise 12 . Listen and repeat. Be careful to pronounce the [dʒ] and the [j] sounds correctly. Transcribe them.**

*Example: Do you like yellow Jell-O? [dʊ ju: laɪk 'jeləʊ dʒel əʊ //]*

1. **J**ess said **y**es.
2. Did the **j**et leave **y**et?
3. The crowds **j**eered this **y**ear.
4. **J**im found a **j**ar in his **y**ard.
5. People from the **U**nited States are sometimes called **Y**ankees.
6. Whether you are from Georgia or New **J**ersey, you should **e**njoy being called a **Y**ank!
7. **J**ealous baseball fans waged war over the New **Y**ork **Y**ankees and Dodgers for **y**ears.

**Exercise 13. Listen to the dialogue once again and underline with the blue pen the words with sounds [ʌ], [ʊ], [u:].**

**Exercise 14. Pronounce the underlined words. Transcribe them.**

**Exercise 15. Listen to the words below and repeat them, making sure to distinguish between the sounds. Read from left to right. Transcribe the words with sound [ʌ]:**

- 1) balk – back – buck – beck: [     ] – [     ] – [     ] – [     ];
- 2) kettle – cat – caught – cut: [     ] – [     ] – [     ] – [     ];
- 3) dud – dad – Dodd – dead: [     ] – [     ] – [     ] – [     ];
- 4) fan – fun – fawn – fender: [     ] – [     ] – [     ] – [     ];
- 5) mutt – mat – Mott – met: [     ] – [     ] – [     ] – [     ];
- 6) net – gnat – not – nut: [     ] – [     ] – [     ] – [     ];
- 7) pawn – pan – pun – pen: [     ] – [     ] – [     ] – [     ];
- 8) udder – adder – odder – Ed: [     ] – [     ] – [     ] – [     ].

**Exercise 16. Listen to the words below and repeat them, making sure to distinguish between the two sounds. Put them down in the appropriate column**

[ʌ]	[ʊ]

- putt;
- put;
- suck;
- look;
- ruck;
- rook

**Exercise 17. 1 Listen. Tick  the word that you hear. Transcribe the words with sound [ʌ] and [ʊ]**

*Example: [ʌ] – [ʊ]*

*cut – could*

- 1) stuck – stood [       ] – [       ];
- 2) wonder – would [       ] – [       ];
- 3) cut – could [       ] – [       ];
- 4) lust – look [       ] – [       ];
- 5) must – mud [       ] – [       ];
- 6) bother – book [       ] – [       ];
- 7) hut – hook [       ] – [       ];

- 8) shut – shook [       ] – [       ];  
 9) tuck – took [       ] – [       ];  
 10) other – good [       ] – [       ];  
 11) shut – should [       ] – [       ].

**Exercise 18. Listen to the words from the box below and repeat them, making sure to distinguish between the two sounds. Put them down in the appropriate column**

lose, put, too, tooth, took, route, room, fool, full, hood, wood, soon, cushion, soup

[ʊ]	[u:]

**Exercise 19. Listen to the dialogue “Asking and Checking Information” once again paying attention to the words with the sounds [w], [h], [kw]. Write them down and complete these rules using words from the box below:**

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Spelling patterns for [w] consist of the letters “\_\_” and “\_\_”.  
The letter “w” is always pronounced [w] when \_\_\_\_\_ by a vowel in the same syllable.  
Spelling pattern for [h] is the combination of the letters “\_\_”.  
The letter “h” is silent when it follows “g”, “k”, or “r” \_\_\_\_\_ of words.  
The [kw] sounds can be spelled with the “\_\_” pattern.

**For more theoretical information go to the Appendix 9 Reading Rules**

*Exercise 20. Divide the suggested words into 3 columns according to the pronunciation and reading rules. Transcribe them:*

whole, question, work, wag, whip, wick, quiet, well, wake, quantity, whistle, who, queen, Wales, walk, whip, quantum, winter, quick, white, wide, quality, will, wood, quarter, William,

[w]	[h]	[kw]


*Exercise 21. Work with the dialogue “Asking and Checking Information” once again paying attention to the italicized words. Pronounce them.*

*Exercise 19. Transcribe the sentences from the dialogue “Asking and Checking Information”, mark the stresses and pronounce them, following the rhythmical pattern.*

*Example: ...would you answer **some** questions?*

[wʊd ju: 'a:nsə sʌm kweschənz //]

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*Exercise 20. Summarize your ideas by complete the explanation.*

!	<p>Logical Stress is a means of _____ a meaningful unit of an utterance. Superimposed on the obligatory word stress, logical ____ usually intensifies the phonetic features of a word, emphasizing information that is new or disputable for one of the interlocutors.</p>
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**For more theoretical information go to the Appendix 8 Intonation**

## Presentation and Practice

*Exercise 21. Say the sentence aloud using the stress word marked in bold. Once you have spoken the sentence a few times, match the sentence version to the meaning below.*

1. I said she might consider a new haircut.
  2. I **said** she might consider a new haircut.
  3. I said **she** might consider a new haircut.
  4. I said she **might** consider a new haircut.
  5. I said she might **consider** a new haircut.
  6. I said she might consider a **new** haircut.
  7. I said she might consider a new **haircut**.
- a) Not just a haircut.
  - b) It's a possibility.
  - c) It was my idea.
  - d) Not something else.
  - e) Don't you understand me?
  - f) Not another person.
  - g) She should think about it. It's a good idea.

*Exercise 22. Write out a number of sentences. Read each of them stressing a different word each time you read them. Notice how the meaning changes depending on which word you stress. Don't be afraid to exaggerate the stress, in English we often use this device to add meaning to a sentence. It's very possible that when you think you are exaggerating, it will sound quite natural to native speakers.*

*Answers to the word stress exercise:*

1. I said she might consider a new haircut. (*It was my idea.*)



2. I **said** she might consider a new haircut. (*Don't you understand me?*)
  3. I said **she** might consider a new haircut. (*Not another person.*)
  4. I said she **might** consider a new haircut. (*It's a possibility.*)
  5. I said she might **consider** a new haircut. (*She should think about it. It's a good idea.*)
  6. I said she might consider a **new** haircut. (*Not just a haircut.*)
- I said she might consider a new **haircut**. (*Not something else.*)

**Exercise 23. Read each sentence aloud and give a strong (logical) stress to the word according to the suggested meaning in bold.**

*Example: I don't think he should get the job.*

**Meaning:** *Somebody else thinks he should get the job.*

1. I don't think he should get the job.

**Meaning:** *It's not true that I think he should get the job.*

2. I don't think he should get the job.

**Meaning:** *That's not really what I mean. OR I'm not sure he'll get that job.*

3. I don't think he should get the job.

**Meaning:** *Somebody else should get that job.*

4. I don't think he should get the job.

**Meaning:** *In my opinion it's wrong that he's going to get that job.*

5. I don't think he should get the job.

**Meaning:** *He should have to earn (be worthy of, work hard for) that job.*

6. I don't think he should get the job.

**Meaning:** *He should get another job.*

7. I don't think he should get the job.

**Meaning:** *Maybe he should get something else instead*

**Exercise 24. Listen to the words, underline the word that you hear.**

*Example: reward square*

- 1) west wood
- 2) once wagon
- 3) worry narrow
- 4) few were
- 5) twelve twine
- 6) luck look
- 7) just July
- 8) rust rooster
- 9) month moon
- 10) who one
- 11) boot but
- 12) group few

***Exercise 25. Listen to the words, circle the word that you hear.***

*Example: The whale / hail could be heard everywhere.*

6. The pool / pull is full of fools / fulls.
7. Wayne wanted lots of heat / wheat in his field this year.
8. The drawing-room was a cool / cook silver green.
9. The high-fashion designer had a great hit / wit.
10. Fitch's fist made a full / fool left hook.
11. The rest of the book was too / two much for me to work on.
12. Enjoy your food / foot.
13. The wonderful restaurant made Hugh whine / wine.
14. They're supposed to bring good luck / look.
15. He appeared to be in a very good mud / mood about something.

***Exercise 26. Tick the odd man out.***

*Example: pull, shook, ☑ pool, could*

- 1) would, put, wood, who;
- 2) route , push, hook, should;
- 3) bullet, balloon, good, cookie;
- 4) cushion, full, fool, cook;
- 5) noon , nook, look, took;
- 6) you, your, yes, jug;
- 7) who, whole, where, whom;
- 8) human, sugar, woman, hood;
- 9) whooping, won, whoever, whose;
- 10) sonny, soon, spoon, sooth.

***Exercise 27. Listen to the following words and repeat (from left to right).***

a) hew few whale

who phoo wheat

hunk funk whine

hall fall whether

hoe foe whacked

her fur whirl

b) hew few whale fail hail whale

who'll fool wheat feet heat wheat

home phone whirred furred heard whirred

hire fire white fight height white

horse force whacked fact hacked whacked

1. A \_\_een is a woman who rules a country as its monarch.
2. \_\_ake up and smell the coffee!

3.    \_\_atever \_\_ou like.
4.    No ne\_s is g\_\_d ne\_s.
5.    The third day of the week is T\_esday.
6.    I haven't been totally \_onest with \_ou.
7.    \_\_ere are you living no\_ ?
8.    On a farm, the farm\_ard is an area of land near the farmhouse which is enclosed by \_alls or buildings.
9.    I \_onder \_\_o that letter \_as from.
10.   It \_as not simply a \_\_estion of age and \_ierarchy.

***Exercise 29. Write your own sentences using the three words suggested. Practise them. Ask your partner to make a sentence with emphasize on some word.***

*Example: question whose queen.*

*Whose question is it about the Queen of England?*

1.    who, question, you?

---

2.    how, work, it?

---

3.    word, mean, what?

---

4.    human, what, means?

---

5.    woods, whose, these?

---

6.    yard, how, far?

---

7.    ghost, what, tower?

---

8.    now, where, living?

---

***Exercise 30. Pair up. Read the following sentences. Complete them.***



are you asking  
the right questions?

Excuse me.

Could you tell me ...?

Could you tell me how to ...?

Would you mind telling me ...?

Do you know ...?

What happens if ...?

Where can I ...?

When can I ...?

How can I ...?

Something else I'd like to know is ....

***Exercise 31. Pair up. Arrange the suggested words into sentences. Reproduce the dialogue.***

1. you? How help I can

---

2. information I'd like about museum, please. the some

---

3. to What would you know? like

---

4. does it How much in? get to cost

---

5. £4 for children. for and £2 It's adults

---

6. your What opening times? are

---

7. at 9 o'clock We open and half past five. at close

---

8. is? me museum tell where the you Can

---

***Exercise 32. Pair up. Using the structure of an example conversation, make up your own.***

1. Clerk greets you

*(Good morning.) How can I help you? / What can I do for you?*

2. You ask for something

*Hello. I'd like some information about... / Can I have....*

*Three stamps for Europe, please.*

3. Clerk asks you a question

*Single or return?*

*Air-mail or surface mail?*

4. You answer

*Oh, er, single thanks.*

*Um, let me see. Air-mail please.*

5. Clerk asks you if you need anything else

*Will that be all? / (Is there) anything else?*

6. You answer

*Ah, actually I'd also like...*

*No, that's it thanks / thank you.*

**Exercise 33. You are asking for information. Choose the place below. Pair up and role-play a conversation using the material studied.**

1. At the computer store.
2. At the bicycle store.
3. At the fashion store
4. At the electronic store.
5. At the supermarket.
6. At the beauty shop.

**Exercise 34. Pair up. What kind of information are they asking and checking? Role-play a conversation.**



***On Your Own***



**Exercise 1. Listen and repeat the words and word-combinations with sound [w]. Transcribe the words.**

one

anyone

queen

quiet  
wood  
will  
backward  
highway  
how  
sew  
law  
know  
when  
where  
white  
wheel  
awhile  
somewhat

***Exercise 2. Listen and repeat the words and word-combinations with sound [h].  
Transcribe the words.***

hill  
history  
height  
happy  
hangover  
who  
whose  
whom

***Exercise 3. Listen and repeat the words and word-combinations with sound [j].  
Transcribe the words.***



you  
your  
yes  
year  
young  
yard  
suit  
few  
pure  
tune  
cure  
human

***Exercise 4. Listen and repeat the words and word-combinations with sound [ʌ].***

***Transcribe the words.***

supper  
bun for supper  
battered bun for supper  
crusty battered bun for supper  
A lovely crusty battered bun for supper

***Exercise 4. Listen and repeat the words and word-combinations with sound [ʊ].***

***Transcribe the words.***

wolf  
full  
butcher  
putting  
woman

food  
put  
nook

***Exercise 4. Listen and repeat the words and word-combinations with sound [u:].  
Transcribe the words.***

too	two
who	due
shoes	tooth
cool	route
shoot	rule

***Exercise 5. Read and listen to the following words. Circle the words that are pronounced with [w]. Transcribe them***

whose  
guilt  
west  
someone  
who  
waiter  
unwilling  
lawyer  
wrong  
worry  
reward  
square  
saw

worthy  
anywhere  
low

**Exercise 6. Read the story about Walt's Welt. Rewrite the words that are pronounced with [w] and [ʌ]. Transcribe them**

### Walt's Welt

Walter was wandering through the woods one day when he felt something on his neck. It was not a gnat but another insect, or so he thought. He sat down on the wrecked trunk of a rotten tree and rubbed his knuckle on an odd lump. He muttered, "That's bad, but I must not pick it." And then he hustled back to camp.

[w]	[ʌ]

**Exercise 7. Work with the following pair of words. Pronounce them, making sure to make the distinction between the two sounds. Transcribe the words.**

way – whey: [       ] – [       ];  
wet – whet: [       ] – [       ];  
wear – where: [       ] – [       ];  
wield – wheeled: [       ] – [       ];

weather – whether: [       ] – [       ];

wile – while: [       ] – [       ];

we'll – wheel: [       ] – [       ];

witch – which: [       ] – [       ].

**Exercise 8. Read the sentence aloud and each time give a strong (logical) stress to the word according to the suggested meaning that is italicized. Transcribe, mark the stresses and intone them.**

**He came to the party yesterday.**

*(It was he, not someone else.)*

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*(He walked rather than drove.)*

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*(It was a party not a meeting or something else.)*

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*(It was yesterday not two weeks ago or some other time.)*

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**Exercise 9. Pair up. Fill in the missing parts of the dialogue “In the Hotel” with the words from the box.**

Sir / Mr. / Mrs / Miss; by phone; check; seem; reservation; booked / reserved; are; evening / morning / afternoon; reply;
--

***IN THE HOTEL (at the reception desk)***

R – receptionist;

G – guest.

R: Good \_\_\_\_\_, \_\_\_\_\_

G: Good \_\_\_\_\_, my name is \_\_\_\_\_. I have a room \_\_\_\_\_ for tonight.

R: Oh right, I'll just \_\_\_\_\_.....What was your name again?

G: \_\_\_\_\_, \_\_\_\_\_.

R : \_\_\_\_\_ ? Er..... well, there is no record of a \_\_\_\_\_ here. Did you make your reservation \_\_\_\_\_ ?

G: No, by fax. I've got a copy of your \_\_\_\_\_ here, look.

R: I see. Well there's nothing on the computer.

G: Well Do you have a room?

R: I'll just check.....Oh! Yes, we \_\_\_\_\_ to be half-empty tonight.

G: Well, can I have a room then?

R: Yes, sure.

***Act it.***

***Exercise 10. Group up. Choose any place (i.e. a travel agency, an information office, a touristic information centre, a train station, etc.) for the conversation which suits this picture.***



*Lesson Ten*



*In the Classroom*

*Exercise 1. Listen to the dialogue “A Shopping List” and underline 2 words with the sounds [ʃ], [dʒ], [tʃ]. Practice reading them.*

**A Shopping List**

**Joyce:** Charles, we’re having a party tomorrow. Join me and Jane to compile a shopping list.

**Charles:** You know, Joyce, I’m a vegetarian. I’m sure fish and fresh vegetables are the best choice.

**Jane:** Fine! But the other guests will love eating meat dishes as well.

**Charles:** Don’t spoil the party! You’d better bake my favourite cherry chocolate pie!

**Joyce:** If you eat too much chocolate, Charles, you’ll gain weight.

**Charles:** Joyce, don’t worry about me! A bottle of champagne, a pound of cherries, some chocolate, vegetables, fish.....and I assure you everybody will enjoy the day.

*Exercise 2. Transcribe the underlined words and fill in the table. Explain the pronunciation of the sounds [ʃ], [dʒ], [tʃ].*

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	Lips			
	Vocal cords			
	Sound	[dʒ]	[tʃ]	[ʃ]

*Exercise 3. Read the pairs of words, paying attention to the pronunciation of the sounds [ʃ], [dʒ], [tʃ]*

Joyce – choice

shop – chop

jar – char

Jane – chain

Sherry – cherry

joke – choke

juice – choose

range – ranch

**Exercise 4. Listen to the dialogue “A Shopping List” again and fill in the table of the diagraphs’ reading rules. Explain the pronunciation of the sounds.**

<b>!</b>	Lips			
	Vocal cords			
	Tongue position			
	Sound	<i>[ʃ]</i>	<i>[dʒ]</i>	<i>[tʃ]</i>

**Exercise 5. Add two more words of your own to each group of the diagraphs. Practise reading the words.**

**Exercise 6. Read the dialogue “A Shopping List” and underline exclamations and imperatives. Circle the words that best complete the explanation.**

<b>!</b>	Exclamations and short imperatives are usually pronounced with Low Falling / Low Rising / High Falling intonation.
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**Exercise 7. Transcribe and intone the sentences from the dialogue. Make sentence phonetic analysis.**



**Exercise 8. Substitute the underlined parts of the sentences with the word combinations suggested. Read the sentences and beat the rhythm.**

1) Don't spoil the party!

- change the shoes
- pay in cash
- make stupid jokes

2) You'd better bake my favourite pie!


- avoid eating much chocolate
- choose another tour
- go out of town

**Exercise 9. Read the sentences (1, 2, 3) below and match them with the corresponding rule (a, b, c).**

1. Charles, we're having a party tomorrow.

2. Joyce, don't worry about me.

3. You know, Joyce, I'm a vegetarian.

	<p>a) Direct Address in the middle of the sentence is ordinarily pronounced as the unstressed tail of the preceding intonation group.</p> <p>b) Direct Address at the beginning of the sentence is pronounced with the low-falling nuclear tone in formal, serious speech.</p> <p>c) Direct Address at the beginning of the sentence is pronounced with the falling-rising tone to attract the listener's attention.</p>
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**Exercise 10. First read the sentences sounding serious, categoric and reserved, then expressing calmly warning, concern, contrast and reproach.**

Example: a) Sheila, this blouse doesn't match your shoes.

b) Sheila, this blouse doesn't match your shoes.

1. a) Jenny, can you speak a little louder, please?  
b) Jenny, can you speak a little louder, please?
2. a) Rachel, we've run out of cheese and sugar.  
b) Rachel, we've run out of cheese and sugar.
3. a) Sharron, do you find base-jumping dangerous?  
b) Sharron, do you find base-jumping dangerous?
4. a) George, there's jam on your jeans.  
b) George, there's jam on your jeans.
5. a) Madge, you've damaged my jumper.  
b) Madge, you've damaged my jumper.

***Exercise 11. Transcribe and intone any two sentences with different intonation in direct address.***

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***Exercise 12. Listen and repeat the words after the speaker.***

juice	chess	ensurance
age	purchase	shadow
college	exchange	shame
gesture	teacher	shouting
arrange	enchanted	machine

**Exercise 12. Rearrange the words in Exercise 12 according to the number of syllables. Write the words in transcription. Read them aloud, making the stressed syllable clear.**

O	Oo	oO	oOo

**Exercise 13. Listen to the dialogue and fill in the missing word.**

*Rachel:* Jenny, you look \_\_\_\_\_! Are you going to \_\_\_\_\_?

*Jenny:* Oh no, Rachel. The classes start at the end of \_\_\_\_\_. I'm going to the shop to \_\_\_\_\_ a blouse.

*Rachel:* What's wrong with it?

*Jenny:* I spilt the \_\_\_\_\_ on it by \_\_\_\_\_. So, when I took it out of the \_\_\_\_\_ it had shrunk.

*Rachel:* What a \_\_\_\_\_! You should demand a full refund.

*Jenny:* That's what I'm going to do. And no more \_\_\_\_\_.

**Exercise 13. Pair-up and read the dialogue.**

**Exercise 15. Match the word with its phonemic vowel transcription.**

pound

power

poor

point

pour

paint

**Exercise 16. Find the odd word.**

Example: discussion lotion fashion fusion

- 1) pension decision tension mansion
- 2) pleasure vision treasure ocean
- 3) Geometry gym gown ginger
- 4) Chemistry change chapter choice
- 5) eyes ice lie lay
- 6) float doubt owl plough

**Exercise 17. Make up exclamation / imperative out of the words suggested.**

**Transcribe, mark and intone them.**

Example: what lovely girl

What a lovely girl!

1. how boy noisy
2. so fluent Ukrainian
3. late usual as
4. idea great what
5. out loud count

**Exercise 18. Write the correct word from the scrambled letters. Practise reading them.**

Example: ainch – chain

chiefrek –

lenoow –

lleryewej –

reus –

irtssh –

chasesrup –

nationitsed –

deroyroc –

tationiseh –

nsaej –

ciateerppa –

cketaj

ochorb –

**Exercise 19. Read a story about Sheila's Christmas shopping experience and fill in a suitable word from Exercise 18. Practise reading it.**

It was just a week before Christmas that Sheila decided to make her annual 0) **purchases**. She was dead 1) \_\_\_\_\_ what she had to buy, so her first 2) \_\_\_\_\_ was a clothes' shop. Her confidence had left her the moment she entered the shop. Trousers, 3) \_\_\_\_\_, sweaters, jackets, 4) \_\_\_\_\_ – and what not! After twenty minutes' exploration and a bit of 5) \_\_\_\_\_, she chose a 6) \_\_\_\_\_ sweater for her father, 7) \_\_\_\_\_ trousers for her son and a smart 8) \_\_\_\_\_ for her husband.

After that she went straight to the 9) \_\_\_\_\_ department, where she bought a 10) \_\_\_\_\_ for her mother. Finally, she bought a silken 11) \_\_\_\_\_ for her grandmother at the accessories.

Sheila was satisfied with her shopping and thought her family would 12) \_\_\_\_\_ the presents.

**Exercise 20. Role-play the conversation between the shop-assistant and the customer who wants to return the purchase, using the prompts below:**

- a scratched table;
- a broken zip in the jacket;
- a stain on the trousers;
- a damaged washing-machine.



**Exercise 21. Describe the best / worst shopping experience in your life using the sounds studied.**

## V. On Your Own

*Go to Appendix 10 for more theoretical information, p. 217.*

*Learn the dialogue "A Shopping List" by heart.*

*Do exercises 1-15 below.*

**Exercise 1. Listen and repeat the words and word-combinations with the sound [ɔɪ]. Transcribe the words.**

oil

boy

toy

poison

joy

destroy

choice

exploit

voice

***Exercise 2. Transcribe the words and practice reading them.***

out

count

now

town

how

mountain

house

about

round

found

***Exercise 3. Transcribe the words and practise reading them.***

special

pages

section

village

show

courage

shop

June

gentle

joke

***Exercise 4. Read the following sentences, transcribe, mark the stresses and intone them. Explain the intonation of direct address.***

1. Mike, why don't you listen to me?

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2. Yes, madam, it's over there.

---

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3. Does the question embarrass you, boy?

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***Exercise 5. Pair up with your friend. Prepare the following dialogue for expressive reading. Mind the intonation of direct address.***

### Essential correction

Teacher: "Tom, why don't you wash your face every day? I can see what you had for breakfast today".

Tom: "What was it, teacher?"

Teacher: "Eggs!"

Tom: "Wrong, teacher, this time. That was yesterday."

***Exercise 6. Pair up with your friend. Make up the imperatives and exclamations using the suggested information. Pronounce the following sentences: a) in a form of command; b) in a form of request.***

*Example: 1) to wait a moment:*

*a) Wait a moment! (A command is pronounced with Low Falling intonation);*

*b) Wait a moment! (A request is pronounced with Low Rising intonation).*

2) to buy a newspaper

a) \_\_\_\_\_

b) \_\_\_\_\_

3) not to ask many questions

a) \_\_\_\_\_

b) \_\_\_\_\_

***Exercise 7. Pair up with your friend. Make up a conversation on one of the situations below.***

a) You are inside a store, wanting to ask a salesperson whether the T-shirt is available in a bigger size or whether the shoes are available in a smaller size. How do you do that in English? How do you ask for a specific size?

b) You have no food and need to go to the closest shop to buy some. You can do it within 10 minutes.

***Exercise 8. Group up with your friends. Have a project work about your dream shopping.***

*Lesson Eleven*



*In the Classroom*

*Exercise 1. Listen to the poem and elicit the words which rhyme.*

*The Girl in the Choir*

There was a girl as pretty as a picture in the choir  
Whose hair was as hard as wire  
Whose voice was as deep as a trumpet  
And when she sang a couplet  
The only thing that she inspired  
Was irresistible desire  
To get her out of the choir

*Exercise 2. Pronounce the words you've found and say what vowel sound you hear.*

*Exercise 3. Transcribe the rhyming words from the poem.*

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*Exercise 4. Read the pairs of words and pay attention to different pronunciation of vowel sounds.*

kwaiɪt — kwaiə

waiɪt — waiə

ɪn'spaɪt — ɪn 'spaɪəd

dɪ'zaɪn — dɪ'zaɪə

*Exercise 5. Read the second part of the poem and complete it using the words from the box.*

power	our	hour	flowers
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And when she even got some \_\_\_\_\_  
It didn't give her any \_\_\_\_\_  
And at that \_\_\_\_\_ it became as bright as day  
That \_\_\_\_\_ efforts were all in vain.

**Exercise 6. Read the poem again and explain how the vowel sound in the rhyming words is formed.**

**Exercise 7. Transcribe the rhyming words from the poem.**

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**Exercise 8. Read the pairs of words and pay attention to different pronunciation of vowel sounds.**

faʊl — flaʊə

plaʊ — paʊə

aʊt — aʊə

laʊd — aʊə

**Exercise 9. Use comparison structure as...as and the adjectives below to fill in the sentences following the rhythmical pattern. Make sentences of your own using them.**

*Example: He's as 'sly\_ as a fox.*

1. The flower is \_\_\_\_\_ her dress.
2. The man is \_\_\_\_\_ Superman.
3. A cat is \_\_\_\_\_ a bug.
4. The prince is \_\_\_\_\_ a princess.
5. Autumn is \_\_\_\_\_ Spring.
6. A hare is \_\_\_\_\_ a mouse.

showery powerful violet royal quiet coward

**Exercise 10. Listen to the beginning of the dialogue "A Birthday Party" and say how the greetings sound: serious, flat, enthusiastic, friendly.**

- Good evening, Mr. Brown. Is Ann in?
- Hello, Ian. Ann isn't in yet. How are doing?
- I'm fine, thanks. Sorry I've come a bit early. My parents drove me off. Here are the flowers for Ann.
- Thanks. Come in, Ian. It is a cold as ice outside. Let's have a cup of tea.

**Exercise 11. Summarize your ideas and complete these explanations.**

	✓ Formal greetings are pronounced with _____, so they sound _____ and unemotional.
•	✓ Informal greetings are pronounced with _____, so they sound _____ and interested.

**Exercise 12. Read the end of the dialogue "A Birthday Party" observing the intonation of farewells. Listen and check.**

*Ian:* Thank you so much for the party, Ann. I've enjoyed it entirely. Everything was as sweet as sugar.

*Ann:* It's so kind of you, Ian. See you!

*Ian:* See you, Ann! Good-bye, Mr. Brown!

*Mr. Brown:* So long, Ian! Have nice weekends!

*Ian:* Thank you. You too.

**Exercise 13. Read and circle the word with an odd vowel sound.**

**Example:** row down flow town

1. retire admire inspire admiration
2. bower lower tower shower
3. flour our sour pour
4. tyre bye byer dryer
5. society client drier sieve

**Exercise 14. Transcribe the words suggested and divide them into 2 columns according to the pronunciation of the triphthongs.**

science, lion, society, giant, Ireland, vampire, nowadays, tyre, hire, prior,  
sour, diamond, client, allowance, trial, violet, choir, shower, diary, inspire, admire,  
fired

[aɪə]	[aʊə]

**Exercise 15. Listen to the sentences and circle the word you hear.**

1. Her mother is going to give her a large *diary/dowry*.
2. How would you pronounce a *viol/vowel*?
3. You've got a *buyer/ bower* for your house – how marvelous!
4. Best Regards – it's *hired/Howard*!
5. Do you know that you need new *tyres/ towers* for your car?
6. I hope they will come into *flower/power*.
7. They found themselves *tied/tired*.
8. At 70 he was no longer *liable / lovable*.
9. Mrs. Brown owns a nice *bow/bower*.
10. Each *vowel/violet* is wonderful.

**Exercise 16. Listen to the song “Everything at Once” by Lenka and stand up when you hear your line with rhythmical structures studied.**

**Exercise 17. Add *ur, er, ire(re), iar(ar)* at the end of each word to form a new word either with [aɪə] or [aʊə]. Transcribe the new word in the space provided. Reproduce them.**

Example: show + er → shower [ʃaʊə]

1. Buy \_\_\_ → \_\_\_\_\_
2. Dry \_\_\_ → \_\_\_\_\_
3. Flow \_\_\_ → \_\_\_\_\_
4. Hi \_\_\_ → \_\_\_\_\_
5. Lie \_\_\_ → \_\_\_\_\_
6. So \_\_\_ → \_\_\_\_\_
7. Tie \_\_\_ → \_\_\_\_\_
8. Tow \_\_\_ → \_\_\_\_\_
9. Vamp \_\_\_ → \_\_\_\_\_

**Exercise 18. Write your own sentences using the three words suggested.**

Example: buyer tower hour

The buyer of the tower will be here in an hour.

1. Coward quiet Howard  
.....
2. Wire iron liar  
.....
3. Scientist diagram inspired  
.....
4. Powerful fire vampires  
.....
5. Violet nowadays flower  
.....

**Ask your partner to make a general question to your sentence.**

**Exercise 19. Using the table make as many sentences with triphthongs [aɪə] and [aʊə] as possible. Reproduce them.**

They	found	a giant	Ireland
The	saw	diamond	Niagara
scientists	were afraid	a vampire	choir

The children	of	the lion	the diary
The client	sang	a flower	desire
The Empire	wrote	quiet	
The buyer	were	a note	
	was	inspired by	
		tired	
		powerful	
		a tower	



**Exercise 20. Match column A to column B to make the comparison structures. Reproduce them.**



*Example: as 'sly as a fox*



<b>A</b>	<b>B</b>
as sly as a	toad
as strong as an	fox
as fast as a	wrong
as brave as a	road
as free as a	mouse
as neat as a	house
as quiet as a	song
as big as a	word
as mean as a	hare
as sharp as a	bear
as deep as a	bird
as dark as the	wolf
as sweet as a	tooth
as right as a	ox
as long as a	bite
as ugly as a	night


**Exercise 21. Listen to the song, beat the rhythm and reproduce it.**

**Exercise 22. Complete the words using the pictures and reproduce the lines.**

A solid as t \_ \_ \_ ,  as straight as a l \_ \_ \_ 

As royal as a qu \_ \_ \_ ,  as buzzed as a b \_ \_ 

As stealth as a t \_ \_ \_ \_ ,  smooth as a gl \_ \_ \_ \_ . 

Pure as a m \_ \_ \_ \_ \_ ,  pure as a I wanna be.

**Exercise 23. Pair up. Read the following greetings. Sound serious and friendly.**

*Example: He llo! He llo!*

Good morning!	Good morning!
Good afternoon!	Good afternoon!
Good evening!	Good evening!
How do you do?	How do you do?

**Exercise 24. Pair up and reproduce the dialogues.**

a)

- Good morning, Mrs. Lion.
- Good morning!
- This is Mr. Firelin, our new scientific assistant.
- How do you do?
- How do you do?

Role-play the dialogue introducing the following people:

- ✓ Christine – my brother's daughter;

- ✓ Mrs. Scherman – our new chef;
- ✓ Ms. Hiredson – our new secretary)

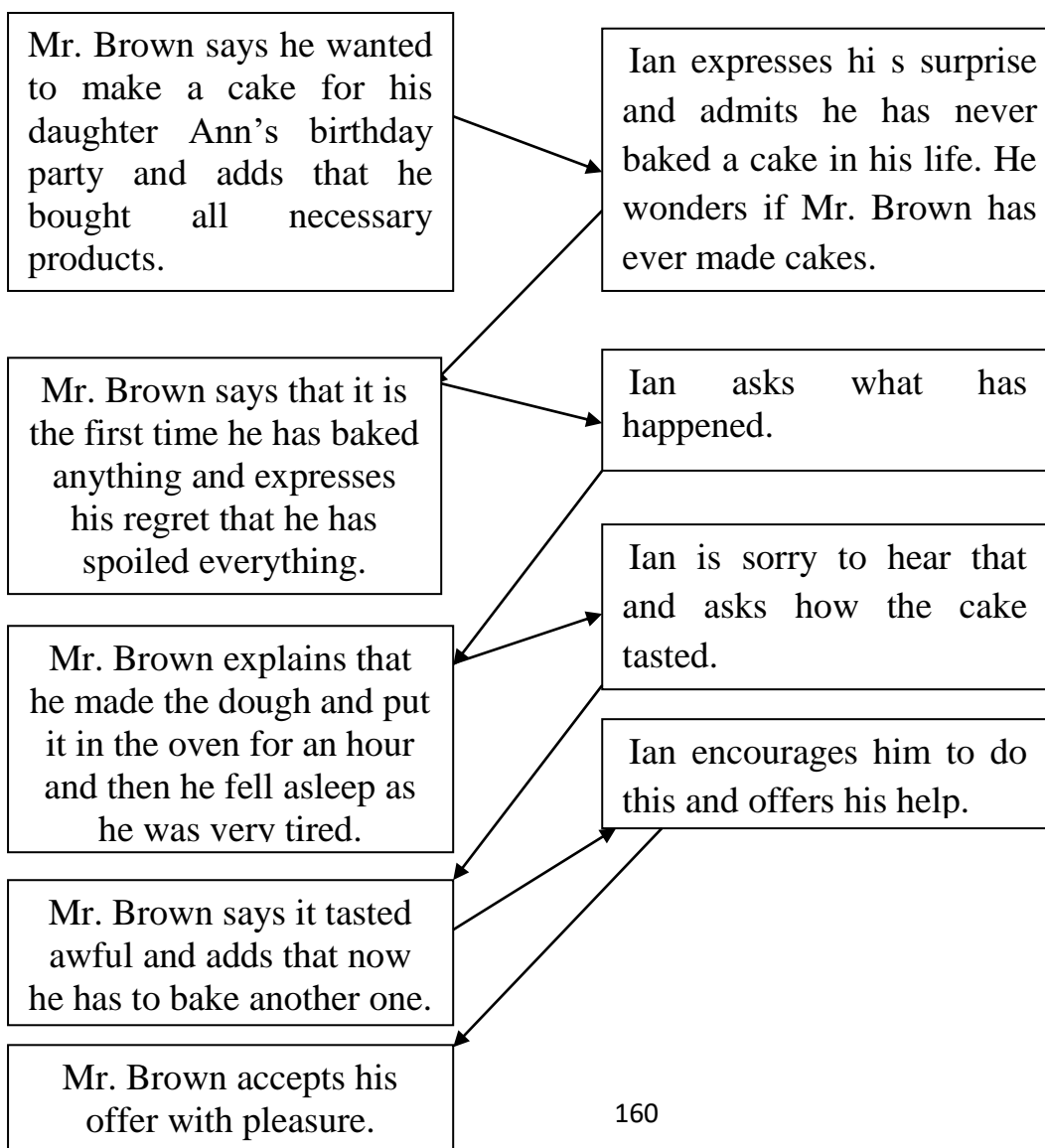
*b)*

- Hello, Kate. How are you getting on?
- Fine, thanks. And how are you, Emily?
- I'm very well, thank you.

Role-play the dialogue using the following phrases:

- ✓ How are things? – Nothing to boast of
- ✓ How's life? – Could be worse/better
- ✓ How is it going? – Quite all right.

***Exercise 25. Role-play the conversation between Mr. Brown and Ian before the guests came to the birthday party. Use the following prompts:***



**Exercise 26. Describe the birthday party below**



**V. On Your Own**

*Go to Appendix 11 for more theoretical information.*

*Recite the poem "The Girl in the Choir"*

*Do exercises 1-6 below.*

*Exercise 1. Solve the puzzle by circling the words given below. Divide the words into two columns according to the sound [aɪə] and [aʊə]. Transcribe them.*

TYIRIRNXRH
MIAOEDROQW
QIRWYRULRE
LVOEEA OPOI
MLZVDWHOKN
FHPFDOLWCX
JROOLCEEFD
GNWHWLZRYD



FRD TOWER DP
YREYUBVZMC

coward

flower

iron

hour

tower

dowry

tired

liar

power

buyer

***Exercise 2. Check the dictation Ann wrote at her English class. There are 8 mistakes in it. Find and correct them.***

Mister Brown bought some flower to make dough for his daughter's birthday cake. He put it in the oven for an our. He was quiet tide, so he decided to take a shovel. After that he couldn't resist the desire to take a nap. In two ours he found out that the cake was dryer than it was supposed to be. Usually his cakes were as sweet as honey, but this one was sower because he had forgotten to put sugar in it. All in all, it took him all his pour to make another cake.

***Exercise 3. Read the text with proper sounds and intonation.***

***Exercise 4. Complete the story with the comparison structures from the song "Everything at once".***

Ann was a very beautiful girl. All who knew her said that she was\_\_\_\_\_. She sang in the local choir and her voice was \_\_\_\_\_. Everyone was charmed by her. Sometimes, however, she could be \_\_\_\_\_ and \_\_\_\_\_. She could easily offend people or even lie to them. Gradually it became clear that though Ann was a beauty, her soul was\_\_\_\_\_ and she wasn't a very good person. "All that glitters is not gold", said one of her teachers.

***Exercise 5. Choose 5 comparison structures and create your own story.***

***Exercise 6. Make up a telephone conversation between Ann and Ian discussing the party.***

***Make up a telephone conversation between Ian and Emily who was not able to come to Ann's party.***

**Phonetic Dossier**  
**Test 1 (Lessons 2, 3, 4)**

**I. Listen and transcribe the words. (20 points)**


**II. Rearrange the words according to the pronunciation of the ending: [d], [t], [ɪd]. (10 points)**

*Created, lived, cried, practiced, fainted, liked, offended, planned, begged, played, packed, typed, betrayed, lasted, watched, ironed, stopped, gained, impressed, cleaned.*

[d]	[t]	[ɪd]

**III. Choose the odd word with a different vowel or consonant sound. (20 points)**

*Example: play aim **and** grey*

1. please deep peace dead
2. cell cap carry case
3. gate age eagle ago
5. effort kettle eve else
6. wait said eight aim

**IV. Listen, transcribe and intone the sentences. (20 points)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

***V. Transcribe the words according to the reading rules. (30 points)***

eagle

said

event

claim

breathe

chemist

middle

piece

guest

marry

**Test 2 (Lessons 5, 6, 7)**

**I. Listen and transcribe the words. (20 points)**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**II. Rearrange the words according to the ending. (10 points)**

misses plays dances reads stories boxes gardens tells fences socks  
talks trousers looks oranges pills respects admires forks teaches clothes

s	z	iz

**III. Choose the odd word. (20 points)**

smile rye kitten sky  
soak smoke post doll  
weigh rough sigh though  
Thames theme throw theatre  
moth gloss both lost  
thigh thirsty thread that  
peace bread threat death  
Ghana bough right dough  
lie bright bind mint  
toast borrow block old

**IV. Listen, transcribe and intone the sentences. (20 points)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**V. *Transcribe the words according to the reading rules. (30 points)***

stone

road

pocket

ice

depth

laugh

ghost

phrase

traffic

tie

**Test 3 (Lessons 8, 9)**

**I. Listen and transcribe the words. (20 points)**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**II. Rearrange the following words according to the number of syllables. (10 points)**

Ukraine	England
Japanese	Greece
Hungarian	Welsh
Algeria	Germany
Frenchman	Hong-Kong
Arab	Jamaica
European	Ireland
Brazil	African
Spain	Bulgarian
Italian	Turkey

**III. Choose the odd word (20 points)**

- talk – work – tall – halt  
pass – regard – come – dance  
whole – Wales – white – wood  
two – route – soon – took  
care – square – swear – here  
group – few – July – prune

**IV. Transcribe and intone the following sentences (20 points)**

1. Please, can you say it again, Amy?
2. Will you, please, clean the swimming pool?
3. He plays tennis, golf, cricket and polo.
4. Where did you go on holiday last year?
5. In ancient Greece and Rome children learned writing, reading, arithmetic, music and poetry.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**V. Transcribe the following words according to the reading rules (30 points)**

turning

quarter

food

whip

whom

far

master

fare

more

quite

**Test 4 (Lesson 10, 11)**

**I. Listen and transcribe the words. (20 points)**

enjoy	musician
shower	fire
choice	machine
diamond	chair

**II. Write these sentences in the correct column according to the pattern given. (10 points)**

OooO	oOoO	OoO	OoOo

Give me that cheese.

Bring me a chair.

Enjoy the jam!

Pleased to meet you!

Nice to meet you.

Fire that boy!

Go to the house.

Buy the house!

Good for you.

What a musician!

**III. Choose the odd word. (20 points)**

Gym jet ginger get

Georgia Germany Jamaica Greenland

Question digestion fortune nation

Chip check chemist church

Dish ditch sure connection

Flower floor flour bower

Liar lire lyre layer

Now cow blow vow





## APPENDIX

### Lesson1

#### *Organs of Speech*

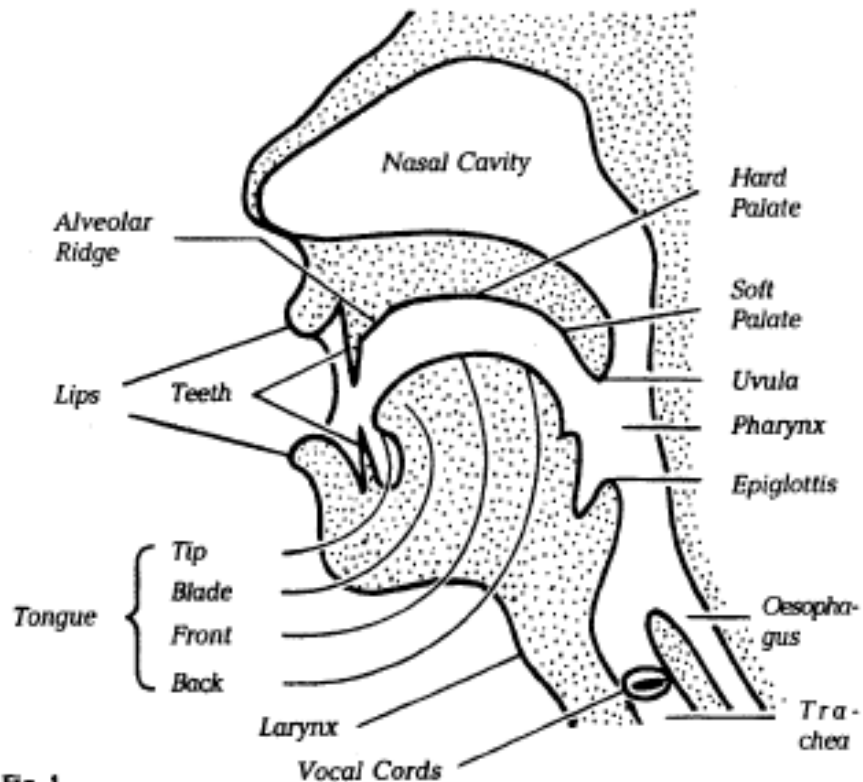


FIG. 1.

The **air stream** released by the lungs goes through the **windpipe** and comes to the **larynx**, which contains the **vocal cords**. The vocal cords are 2 elastic folds which may be kept apart or brought together. The opening between them is called the **glottis**. This is the usual state of the vocal cords. If the tense vocal cords are brought together, the air stream forcing an opening makes them vibrate and we hear some voice. **Such sounds are called voiced, if there is no vibration, no voice is heard. Such sounds are called voiceless.** There is one more state of the vocal cords which results in the **glottal stop**. When the vocal cords are brought close together and then opened suddenly by the air stream there comes a sort of coughing noise, **this sound is called the glottal stop.**

On coming out of the larynx the air stream passes through the **pharynx**. The pharyngeal cavity extends from the top of the larynx to the **soft palate**, which directs the air stream either to the **mouth or nasal cavities**.

The soft palate can be easily seen in a hand mirror. The very end of the soft palate is called **uvula**. The soft palate can easily move. **When the soft palate is in its lowered position the air goes up into the nasal cavity and then out through the nose. When the soft palate is raised the uvula forms a full contact with the back wall of the pharynx and the air stream goes through the mouth cavity.**

Most of the palate is **hard**. This hard and fixed part of the palate is divided into 2 sections: **the hard palate and the alveolar ridge (or the teeth ridge)**. The alveolar ridge is very important in English.

The most important organ of speech is **the tongue**. It divides into 4 sections: **the back part of the tongue (the part, which lies opposite the soft palate), the front part of the tongue (the part facing the hard palate), the blade part of the tongue and its extremely the tip (the one lying under the alveolar ridge), the central part of the tongue (the area, where the front and the back meet). The edges of the tongue are known as the rims.**

**The lips** can take up various positions as well. They can be: **brought firmly together, kept apart neutral, rounded, or protruded forward.**

All the organs of speech are divided into two groups:

- 1) *active organs of speech*, movable and taking an active part in sound formation: a) the vocal cords which produce voice; b) the tongue which is the most flexible, movable organ; c) the lips affecting very considerably the shape of the mouth cavity; d) the soft palate with uvula, directing the stream of the air either to the mouth or to the nasal cavity; e) the back wall of the pharynx contracted for some sounds; f) the lower jaw which movement controls the gap between the teeth and also the disposition of the lips; g) the lungs providing the air for the sounds;

- 2) *passive organs of speech*: a) the teeth; b) the teeth ridge; c) the hard palate and d) the walls of the resonators.

### ***Classification of vowels and consonants***

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

A vowel is a **voiced sound** produced in the mouth with no obstruction to the air stream. The air stream is weak. The tongue and the vocal cords are tense, the muscular tension is distributed more or less evenly throughout the mouth, cavity and the pharynx.

A consonant is a **sound produced with an obstruction** to the air-stream. The organs of speech are tense at the place of obstruction. In the articulation of voiceless consonants the air stream is strong, while in voiced consonants it is weaker.

Vowels are sounds of pure musical tone while consonants may be either sounds in which noise prevails over tone (**noise consonants**) or sounds in which tone prevails over noise (**sonorants**).

An obstruction is formed in the articulation of sonorants as well, but the air passage is wider than in the formation of noise consonants. This results in very little friction, produced by the rather weak air-stream. That is why in the articulation of sonorants tone prevails over noise, whereas in all the other consonants (both voiced and voiceless) noise-prevails over tone. The English sonorants are [m], [n], [ŋ] and [w], [l], [r], [j].

#### ***A. Consonants***

The particular quality of a consonant depends on the work of the vocal cords, the position of the soft palate and the kind of noise that results when the tongue or the lips obstruct the air passage.

There are-two types of articulatory obstruction: complete and incomplete.

A **complete** obstruction is formed when two organs of speech come in contact with each other and the air-passage through the mouth is blocked.

An **incomplete** obstruction is formed when an articulating organ (articulator) is held so close to a point of articulation as to narrow, or constrict, the air-passage without blocking it.

Consonants are usually classified according to the following principles:

I. According to the type of obstruction and the manner of the production of noise.

II. According to the active speech organ and the place of obstruction.

III. According to the work of the vocal cords and the force of articulation.

IV. According to the position of the soft palate.

According to the type of obstruction English consonants are divided into **occlusive** and **constrictive**.

**Occlusive consonants** are produced with a complete obstruction formed by the articulating organs, the air passage in the mouth cavity is blocked.

Occlusive consonants may be: (A) noise consonants and (B) sonorants.

According to the manner of the production of **noise occlusive** noise consonants are divided into **plosive consonants** (or **stops**) and **affricates**. In the production of plosive consonants the speech organs form a complete obstruction which is then quickly released with plosion: [p], [b],[t],[d], [k], [g].

In the production of **affricates** the speech organs form a complete obstruction which is then released so slowly that considerable friction occurs at the point of articulation: [dʒ], [tʃ].

In the production of **occlusive sonorants** the speech organs form a complete obstruction in the mouth cavity which is not released, the soft palate is lowered and the air escapes through the nasal cavity: [m], [n], [ŋ].

Constrictive consonants are produced with an incomplete obstruction that is by a narrowing of the air passage.

**Constrictive consonants** may be: (A) **noise consonants** (or **fricatives**) and (B) **sonorants**.

In the production of noise constrictives the speech organs form an incomplete obstruction: [f], [v], [ð], [θ], [s], [z], [[ʃ],.], [ʒ],[h].

In the production of constrictive sonorants the air passage is fairly wide so that the air passing through the mouth does not produce audible friction and tone prevails over noise.

Constrictive sonorants may be **median** and **lateral**.

In the production of median sonorants the air escapes without audible friction over the central part of the tongue, the sides of the tongue being raised: [w], [r], [j].

In the production of lateral sonorants the tongue is pressed against the alveolar ridge or the teeth, and the sides of the tongue are lowered, leaving, the air passage open along them: [l].

According to the active organ of speech English consonants are divided into **labial, lingual** and **glottal**.

1. **LABIAL** consonants may be (A) bilabial and (B) labio-dental.

A. **Bilabial** consonants are articulated by the two lips: [p], [b], [m], [w];

B. **Labio-dental** consonants are articulated with the lower lip against the upper teeth. The English labio-dental consonants are [f] and [v].

2. **LINGUAL** consonants may be (A) **forelingual**, (B) **medic-lingual**, and (C) **backlingual**.

(A) **Forelingual** consonants are articulated by the blade of the tongue, the blade with the tip or by the tip against the upper teeth or the alveolar ridge. According to the position of the tip English forelingual consonants may be (a) **apical**, and (b) **cacuminal**.

a) **Apical** consonants are articulated by the tip of the tongue against either the upper teeth or the alveolar ridge: [ð], [θ], [t], [d], [l], [n], [s], [z].

b) **Cacuminal** consonants are articulated by the tongue tip raised against the back part of the alveolar ridge. The front of the tongue is lowered forming a spoon-shaped depression: [r].

(B) **Mediolingual** consonants are articulated with the front of the tongue against the hard palate: [j].

(C) **Backlingual** consonants are articulated by the back of the tongue against the soft palate: [k], [g], [ŋ].

3. **GLOTTAL** consonants are produced in the glottis: [h], [ʔ] (the glottal stop).

According to the point of articulation forelingual consonants are divided into (1) **dental (interdental or post-dental)**, (2) **alveolar**, (3) **palato-alveolar**, and (4) **post-alveolar**.

1) **Dental** consonants are articulated against the upper teeth either with the tip: [ð], [θ].

2) **Alveolar** consonants are articulated by the tip of the tongue against the alveolar ridge: the English [t], [d], [n], [l], [s], [z].

3) **Palato-alveolar** consonants are articulated by the tip and blade of the tongue against the alveolar ridge or the back part of the alveolar ridge, while the front of the tongue is raised in the direction of the hard palate: the English [ʃ], [ʒ], [dʒ], [tʃ].

4) **Post-alveolar** consonants are articulated by the tip of the tongue against the back part of the alveolar ridge: the English [r].

According to the point of articulation mediolingual and backlingual consonants are called **palatal** and **velar**, respectively.

According to the work of the vocal cords consonants are divided into **voiced** and **voiceless**. According to the force of articulation consonants are divided into **relatively strong**, or **fortis** and **relatively weak**, or **lenis**.

English voiced consonants are lenis. English voiceless consonants are fortis. They are pronounced with greater muscular tension and a stronger breath force.

The following English consonants are voiceless and fortis: [p], [t], [k], [tʃ], [f], [θ],[s], [ʃ], [h].

The following English consonants are voiced and lenis: [b], [d], [g], [dʒ], [v], [z], [ð], [m], [n], [ŋ], [w], [l], [r], [j].

According to the position of the soft palate consonants are divided into **oral** and **nasal**.

**Nasal** consonants are produced with the soft palate lowered while the air passage through the mouth is blocked. As a result, the air escapes through the nasal cavity. The English nasal consonants are [m], [n], [ŋ].

**Oral** consonants are produced when the soft palate is raised and the air escapes through the mouth. The following English consonants are oral [p], [b], [t], [d], [k], [g], [f], [v], [ð], [θ],[s], [z], [ʃ], [ʒ], [h], [tʃ], [dʒ], [w], [l], [r], [j] .

## **B. Vowels**

The English vowel phonemes are divided first of all into two large groups: **monophthongs** and **diphthongs**. This division is based on the stability of articulation.

A monophthong is a pure (unchanging) vowel sound. In its pronunciation the organs of speech do not perceptibly change their position throughout the duration of the vowel: [ɪ], [e], [ʊ], [ʌ], [ə], [a:], [ɜ:], [ɔ:].

A diphthong is a complex sound consisting of two vowel elements pronounced so as to form a single syllable. In the pronunciation of a diphthong the organs of speech start in the position of one vowel and glide gradually in the direction of another vowel, whose full formation is generally not accomplished. The first element of an English diphthong is called the **nucleus**. It is a strong, clear and distinct. The second element is rather weak; it is called the **glide**.



There are eight diphthongs in English: [eɪ], [aɪ], [ɔɪ], [aʊ], [ʊə], [ɪə], [əʊ], [eə].

Besides these diphthongs, there are two vowels in English ([i:] and [u:] which may have a diphthongal pronunciation: in the articulation of these vowels the organs of speech change their position but very slightly. These vowels are called **diphthongized vowels**, or **diphthongoids**.

The English monophthongs may be classified according to the following principles:

- I. According to the tongue position.
- II. According to the lip position.
- III. According to the length of the vowel.
- IV. According to the degree of tenseness.

**According to the position of the bulk of the tongue** (or the **horizontal** movement of the tongue) vowels are divided into five groups: (A) **front**, (B) **front-retracted**, (C) **central**, (D) **back** and (E) **back-advanced**.

(A) **Front** vowels are those which are produced with the bulk of the tongue in the front part of the mouth while the front of the tongue is raised in the direction of the hard palate, forming a large, empty space in the back part of the mouth: [i:], [e], [æ] and the nucleus of [eə].

(B) **Front-retracted** vowels are those which are produced with the bulk of the tongue in the front part of the mouth, but somewhat retracted while the front of the tongue is raised in the direction of the hard palate. There is only one front-retracted monophthong in English: it is [ɪ].

(C) **Central** vowels are those in which the central part of the tongue is raised towards the juncture between the hard and soft palate. English central vowels are [ʌ], [ə], [ɜ:].

(D) **Back** vowels are those which are produced with the bulk of the tongue in the back part of the mouth while the back of the tongue is raised in the

direction of the soft palate, forming an empty space in the front part of the mouth. The English back vowels are [ɒ], [u:], [ɔ:].

(E)**Back-advanced** vowels are those which are produced with the bulk of the tongue in the back part of the mouth, but somewhat advanced (as compared with the positions for back vowels) while the back part of the tongue is raised in the direction of the front part of the soft palate. The English back-advanced vowels are [a:], [ʊ].

**According to the height of the raised part, of the tongue** (or the vertical movement of the tongue) vowels are divided into three groups: (A) **close**, or **high** vowels, (B) **open**, or **low** vowels and (C) **mid-open**, or **mid** vowels.

(A)**Close (high)** vowels are those which are produced when one of the parts of the tongue comes close to the roof of the mouth and the air-passage is narrowed, but not so much as to form a consonant.

The English close, or high, vowels are [i:], [ɪ], [u:], [ʊ].

(B)**Open (low)** vowels are those which are produced when the raised part of the tongue is very low in the mouth, and the air-passage is very wide.

The English open, or low, vowels are [æ], [a:], [ʌ], [ɒ].

(C)**Mid-open (mid)** vowels are those which are produced when the raised part of the tongue is half-way between its high and low positions.

The English mid-open, or mid, vowels are [e], [ɜ:], [ə], [ɔ:].

**According to the lip position** vowels may be **rounded** and **unrounded**.

**Rounded** vowels are produced when the lips are more or less rounded and slightly protruded. The English rounded vowels are [ɒ], [ɔ:], [ʊ], [u:]

**Unrounded** vowels are produced when the lips are spread or neutral. The English unrounded vowels are [i:], [ɪ], [e], [æ], [a:], [ʌ], [ɜ:], [ə]

**According to their length** vowels may be **long** [i:] and **short** [ɪ]. **According to the degree of tenseness** vowels are divided into **tense** and **lax**. All the English long vowels are tense. All the English short vowels are lax. The English vowels are also classified **according to the character of their end**. From this point of view they may be: (a) **checked** and (b) **unchecked**.

(a) **Checked** vowels are those which are pronounced without any lessening the force of utterance towards their end. They can only occur in a closed syllable, i. e. a syllable which ends in a consonant sound.

The English short vowels under stress are checked. So are the English long vowels and diphthongs when followed by voiceless consonants, e.g. **bed** (bed), **hat** [hæt], **speak** [spi:k].

(b) **Unchecked** vowels are those which are pronounced with lessening the force of utterance towards their end.

The English long vowels and diphthongs when stressed both in open and in closed syllables followed by voiced consonants are unchecked: The same is true of all the English unstressed vowels no matter whether long or short, e.g. **free** [fri:], **card** [ka:d], **time** [taɪm].

### **Intonation**

**I n t o n a t i o n** is a complex unity of variations in pitch, stress, tempo and timbre.

**T h e p i t c h c o m p o n e n t** of intonation, or melody, is the changes in the pitch of the voice in connected speech.

**S e n t e n c e s t r e s s , o r a c c e n t ,** is the greater prominence of one or more words among other words in the same sentence.

**T e m p o** is the relative speed with which sentences and intonation-groups are pronounced in connected speech.

**S p e e c h t i m b r e** is a special colouring of voice which shows the speaker's emotions, i. e. pleasure, displeasure, sorrow, etc.

Intonation serves to form sentences and intonation-groups, to define their communicative type, to express the speaker's thoughts, to convey the attitudinal meaning. One and the same grammatical structure and lexical composition of the sentence may express different meaning when pronounced with different intonation.

e. g. - Isn't it wonderful? (general question)

Isn't it wonderful! (exclamation)

Long sentences, simple extended, compound and complex, are subdivided into **i n t o n a t i o n - g r o u p s**. Intonation-group division depends on the meaning of the sentence, the grammatical structure of the utterance and the style of speech. Each intonation-group is characterized by a definite intonation pattern. The number of intonation groups in the same sentence may be different.

e. g. In December | January | and February | it's 'extremely cold here.

In 'December, 'January, and February | it's 'extremely cold here.

The end of each sentence is characterized by a relatively long pause. The pauses between intonation-groups are shorter, they vary in length. There may be no pauses between intonation-groups at all.

Each intonation-group is characterized by a certain intonation pattern, i. e. each syllable of an intonation-group has a certain pitch and bears a larger or smaller degree of prominence. Consequently pitch levels are inseparably connected with stress. Intonation patterns consist of one or more syllables. Intonation patterns containing a number of syllables consist of the following parts: the pre-head, the head, the nucleus and the tail.

**T h e p r e - h e a d** includes unstressed and half-stressed syllables preceding the first stressed syllable.

**T h e h e a d** includes the stressed and unstressed syllables beginning with the first stressed syllable up to the last stressed syllable.

The last stressed syllable is called **t h e n u c l e u s** . The unstressed and half-stressed syllables that follow the nucleus are called **t h e t a i l** .

e. g. It was a very dull day yesterday.

It was a ... — the pre-head.

... 'very 'dull — the head.

.. day ... — the nucleus.

... yesterday — the tail.

The rises and falls that take place in the nucleus or start with it are called **n u c l e a r t o n e s** .

**T h e n u c l e u s** is the most important part of the intonation pattern as it defines the communicative type of the sentence, determines the semantic value of the intonation-group, indicates the communicative centre of the intonation-group or of the whole sentence.

**T h e c o m m u n i c a t i v e c e n t r e** is associated with the most important word or words of the intonation-group or of the sentence.

The nuclear tone of the final intonation-group is determined by the communicative type of the whole sentence.

The communicative types of sentences are differentiated in speech according to the aim of the utterance from the point of view of communication, i. e. in order to show if the sentence expresses a statement of fact, a question, a command or an exclamation.

There are **four communicative types of sentences**:

1. A statement, e. g. Jane is fond of skating.
2. Questions, e. g. Where are you from?
3. Imperative sentences or commands, e. g. Don't go there.
4. Exclamations, e. g. Well-done!

The intonation pattern of the non-final intonation-group, mainly its nuclear tone, is determined by the semantic value of the intonation-group and by its connection with the following one.

**The falling nuclear tone** shows that the non-final intonation-group is complete, important by itself and is not so closely connected with the following intonation-group.

A longer pause after an intonation-group pronounced with the falling tone makes the intonation-group even more significant.

e. g. I'll 'tell him all | when he 'gets home.

**The rising nuclear tone** shows that the non-final intonation-group is closely connected in meaning with the following intonation-group, is not important by itself and implies continuation.

e. g. 'Frankly speaking, | I pre'fer coffee.

The intonation pattern is also modified by the speaker's attitude towards his utterance:

e. g. Why? — detached, even unsympathetic.

Why? — wondering.

### **Unstressed Words**

In English notional words (nouns, adjectives, verbs, etc.) are generally stressed. Form-words and most pronouns (personal and possessive mainly) are generally unstressed. But any part of speech may be stressed if it is semantically important.

e. g. 'What is she 'going to do? — do is the communicative centre.

What is she going to do? — she is the communicative centre.

### **Intonation on the Staves**

Unstressed syllables are represented by dots, stressed syllables are marked by dashes or curves.

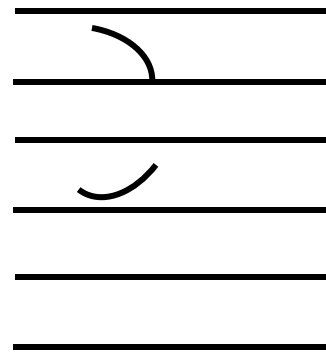
A dash represents a level tone.



A downward curve represents the final fall.

An upward curve represents the final rise.

Two parallel lines (staves) represent the upper and the lower limits of human voice or the range of the voice.



The temporal component of intonation can be indicated graphically only as far as pauses are concerned.

Two vertical bars || denote a long pause, which usually occurs at the end of a sentence.

A single vertical bar | denotes a short pause inside a sentence.

### **Rhythm**

**Rhythm** in speech is the recurrence of stressed syllables in a sense-group at certain intervals of time. In connected English speech stressed syllables have a strong tendency to follow each other as nearly as possible at equal intervals of time **and** the unstressed syllables (whether many or few) occupy the time between stressed syllables. The greater is the number of unstressed syllables the quicker they are pronounced, e. g. Andrew 'went 'back to London. 'Andrew has 'gone 'back to London. 'Andrew should have 'gone back to London .

### **Syllable Formation and Syllable Division**

**The syllable** may be defined as one or more speech-sounds forming a single uninterrupted unit of utterance which may be a whole word ( e. g. day) or part of it (e. g. evening).

In English a syllable is formed (1) by any vowel (monophthong or diphthong) alone or in combination with one or more consonants and (2) by a word-final sonorant (lateral or nasal) immediately preceded by a consonant:

(1) are, he, it, man

(2) table, rhythm, garden, little.

The division of English words into syllables is governed by the following principal rules.

The English long monophthongs, diphthongs and the unstressed short vowels [ɪ], [e], [ʊ] always occur in a phonetically open syllable (that is to say, the point of syllable division is immediately after them) when they are separated from a following syllabic sound by only one consonant, e.g. ['mi: -t ɪŋ], *meeting*, ['a: -mɪ] *army*.

A short stressed vowel in the same position, i.e. when separated from a following syllabic sound by only *one* consonant, always occurs in a closed syllable, the syllable boundary being within the consonant, e.g. [sɪtɪ] *city*, ['mæni] *many*, ['lɪtl] *little*, ['medl] *meddle* .



## Lesson 4

### I. Sounds Presentation:

[ɪ]

Lips: relaxed and slightly parted

Jaw: slightly lower than for [i:]

Tongue: high, but lower than for [i:]

[ə]

The schwa vowel is very short and quick.

Lips: completely relaxed and barely move.

[k]

Back of tongue: touching the soft palate

Airstream: stopped and then exploded

Vocal cords: not vibrating

[g]

Back of tongue: touching the soft palate

Airstream: stopped and then exploded

Vocal cords: vibrating

### II. Reading Rules:

#### Sounds reading rules:

##### Sound [k]

The spelling patterns for sound [k] are following letters:

**K:** kite, lake, kill **Note:** the letter k followed by n is NOT pronounced: knight, know, knit

**C:** class, coat, actor

**QU[kw]:** quite, quick, square

**X[ks]:** mix, sixty, exit

A less frequent spelling pattern for [k] is the combination of letters **CH:** chorus, mechanic, chemistry

## Sound [g]

The spelling patterns for sound [g] are following letters:

**G:** grey, egg, drug **Note:** when G is followed by "e," "i" or "y," it is pronounced as [dʒ]: geography, ginger, gymnasium

**X[gz]:** exam, exhibition, example

## Sound [ə]

The sound is a result of any vowel in English in unstressed position.

## Sound [ɪ]

The most common spelling for sound [ɪ] is the letter **I** followed by a consonant in closed syllable: win, ill, miss

The less frequent spelling is the following letters:

**Y:** gymnasium, system, rhythm

**UI:** builder, guitar, guilty

**U:** busy, business

**O:** women

**EE:** beer

**E:** pretty

### *Adjectives. Degrees of comparison.*

Adjectives of one an two syllables add -er and -est.

Adjectives ending on 'e' just add -r and -st.

Adjectives ending in 'y' use -ier and -iest.

Some adjectives double the final consonant.

Adjectives ending in -ful, -less, -ing, -ed use more and most.

Clean      cleaner      cleanest

Big          bigger      biggest

Dark        darker      darkest

Useful      more useful    most useful

Boring      more boring    most boring

### ***Pronunciation of the Ending –ed***

1) [t] final sound

Verbs ending in voiceless sounds [p, k, θ, f, s, ʃ, tʃ] cause the “-ed” ending to be pronounced as the voiceless [t] (with no vocal cord vibration).

e.g. popped, talked, kissed, brushed

2) [d] final sound

Verbs ending in the voiced sounds [b, g, ð, v, z, ʒ, dʒ, m, n, ŋ, r, l] cause the “-ed” ending to be pronounced as a voiced [d].

e.g. begged, breathed, loved, raised, claimed, rolled

3) [əd] or [ɪd] final sound

Verbs ending in the sounds [t] or [d] will cause the “-ed” ending of a verb to be pronounced as the syllable [əd] or [ɪd].

e.g. visited, edited, ended.

### **III. Intonation:**

#### ***General Questions***

Rising intonation is the usual intonation in general questions. Such kinds of questions enquire for general information. All stressed syllables before the nucleus are pronounced on high level pitch and every following stressed syllable is pronounced a bit lower. The auxiliary verb may be either stressed or unstressed, depending mostly on if the next syllable is stressed or not.

General questions are used to express interest; sometimes intonation can be disapproval, skeptical.

‘Is he a, doctor?

Is ‘Ken a, doctor?

### **IV. Additional text materials:**

#### ***Tongue-twisters:***

[g]

Gary begged Grandpa to give Greta a bigger gift.

He guaranteed Grandpa that Great would be grateful.

[k]

Katie carefully backed the truck up to create a corner for Kevin's curvy coupe.

[g] and [k]

Kevin and Gavin are giving Coretta and Gretel a costly vacation to Guam.

Coretta and Gretel hugged Kevin and Gavin gratefully when creatively given the gift by the kids.

### **Dialogue**

- Did the cow eat grass?
- Yes, she did.
- Was the grass green?
- Yes, it was.
- Was the milk of the cow white?
- Yes, it was.
- If the grass were white, would the milk be green?
- No, it wouldn't.
- Did you ask uncle Ken?
- Yes, I asked, yes, I asked.

## Lesson 5

### I. Sounds Presentation:

[s]

Tongue Tip: Near but not touching gum ridge behind upper front teeth

Airstream: continuous without interruption

Vocal cords: not vibrating

[z]

Tongue Tip: Near but not touching gum ridge behind upper front teeth (in the same position as for [s])

Airstream: continuous without interruption

Vocal cords: vibrating

[ɪ]

Lips: relaxed and slightly parted

Jaw: slightly lower than for [i:]

Tongue: high, but lower than for [i:]

[aɪ]

Lips: glide from an open to a slightly parted position

Jaw: rises with the tongue and closes

Tongue: glides from low to high near the roof of the mouth

[aɪ] is a diphthong, which is a compound vowel made by blending two vowels together.

### II. Reading Rules:

#### *Sounds reading rules:*

**Sound [s]**

The spelling patterns for sound [s] are following letters:

**S:** sad, desk, smile

**Note:** the letter s in plural is pronounced as [s] when it is followed by voiceless consonants: books, maps, tasks

**C**(followed by e, i or y): cent, centre, ice

**X[ks]:** six taxi, fox

**SS:** kiss, dress, message

The less frequent spelling is letters **Z** and **SC**: scene, waltz, scent

**Sound [z]**

The common spelling patterns for sound [z] are:

**Z:** zipper, size, lizard

**S:** - when between vowels and in a stressed position: deserve, cause, resign

- in plural, when it follows a vowel or voice consonant: shoes, cars, kids

The less common is:

**X:** Xerox, xylophone

**Sound [ɪ]**

The spelling patterns for sound [ɪ] are the letters:

**I:** lip, gift, ill

**UI:** build, quick, guilty

**Y:** gym, symbol, system

Less frequent spelling are the letters **o, e, u, ee**: women, pretty, busy, been

**Sound [aɪ]:**

The common spelling patterns for sound [aɪ] are:

**I:** ice, fine, nice

**Y:** my, why, type

**IE:** die, tie, fries

**IGH:** high, tight, night

The letter **I + GH, LD, ND** are pronounced as [aɪ]: sight, wild, find

### **Ending –s, -es reading rules:**

Ending –s –es is read as sound [s] after voiceless consonants: lips, desks, cats.

Ending –s –es as sound [z] after vowels and voiced consonants: beds, noses, dogs.

Ending –s –es is read as [ɪz] before sounds [s], [z], [dʒ], [tʃ], [ʃ], [ʒ]: misses, causes, watches, changes, wishes, garages.

### **III. Intonation:**

#### *Alternative Questions*

Example: 'Has she a /niece | or a \nephew?

Alternative questions have the low-rising nuclear tone in the first intonation-group and the low-falling nuclear tone in the final intonation-group. The fall and the rise are of narrow range here.

This type of questions offers listener a choice between two or more answers.

### **IV. Additional text materials**

#### *Tongue-twisters*

[s] Sue sells sea-shells at the sea-shore

Say this sharply, say this sweetly,

Say this shortly, say this softly.

Say this sixteen times in succession.

[z] Zizzi's zippy zipper zips.

[aɪ] Nine nice night nurses nursing nicely.

[s] and [ɪ] Six sticky sucker sticks.

#### **Poem**

#### **Mice**

I think mice

Are very nice.

Their teeth are white,  
They run about  
The house at night.  
They eat things  
They must not touch.  
So no one seems  
To like them much.  
But I still think  
That they are nice.

### **Limerics**

#### **A Man Named Stu**

A man from Spain named Stu  
Was crazy about Silly Sue  
He proposed seven times,  
Using songs, dances, and rhymes  
Until Sue said to Stu, "I do!"

#### **A Girl Named Irene**

There was a slim girl named Irene  
Who loved cooking spicy cuisine.  
She spent days eating rice,  
Lots of chicken and spice.  
Now Irene is no longer so lean!



## Lesson 6

### I. Sound Presentation:

[ð], [θ]

**Tongue tip:** between teeth

**Airstream:** continuous, without interruption

**Vocal cords:** not vibrating

[əʊ]

**Lips:** tense and very rounded

**Jaw:** rises with the tongue and closes slightly

**Tongue:** glides from midlevel to near the roof of the mouth

[ɒ]

**Lips:** in a tense, oval shape and slightly protruded

**Jaw:** open more than for [əʊ]

**Tongue:** low, near the floor of the mouth

### II. Reading Rules:

[ð], [θ]

<i>Sound</i>	<i>Letter</i>	<i>Rule</i>
[ð]	TH (those)	<ul style="list-style-type: none"> <li>➤ between two vowels: <i>breathe, together;</i></li> <li>➤ the definite article “the”, pronouns, conjunctions etc.: <i>that, there, they</i></li> </ul>
[θ]	TH (think)	<ul style="list-style-type: none"> <li>➤ in all positions in the notional words: <i>theatre, north, anything</i></li> </ul>

**Note!** TH is pronounced as [t] in some names of places and people: Thames, Thailand, Thomson etc.

[əʊ], [ɒ]

<i>Sound</i>	<i>Letter</i>	<i>Rule</i>
--------------	---------------	-------------

[əʊ]	o	<ul style="list-style-type: none"> <li>➤ in the first syllable type: <i>open, cope, home, stone, only, go</i></li> <li>➤ before <i>-l, -ll, -ld, -lt, -st</i>: <i>yolk, roll, cold, bolt, most</i></li> <li>➤ in the end of the word: <i>tomato, zero, solo</i></li> </ul>
	oa, ow, oe	➤ <i>roam, coal, toast, snow, glow, sloe, foe, owe</i>
	ou	➤ in the middle of the word before <i>-lt, -ld</i> : <i>moult, shoulder</i>
	ough	➤ in the end of most one-syllable words: <i>though, dough</i>
	eau	➤ <i>beau</i>
[ɒ]	o	➤ in the second syllable type: <i>not, cod, bot, lock</i>
	a	➤ after <i>w, wh, qu</i> : <i>want, wash, what, quad, quality</i>

### Notes!

1. Letter **o** in an unstressed syllable is not pronounced [ə]: parrot ['pærət].
2. Letter **o** in the final position is always pronounced as [əʊ]: motto ['mɒtəʊ].
3. Letter **o** before **m, n, v** and **th** in most cases is pronounced as [ʌ]: son [sʌn].
4. If the syllable ends in **n** or **l**, **o** is not pronounced at all: nelson ['nelɪn].
5. Digraph **ow** in the final position of two-syllable words is always pronounced as [əʊ]: sorrow ['sɒrəʊ]. \*Sometimes digraph **ow** is pronounced as [aʊ]: now [naʊ]. There is no general rule how to pronounce it. That's why its pronunciation should be learnt by heart in each case.

### III. Rhythm:

#### *Weak Forms of Articles, Prepositions and Connectors*

Structural words such as articles, prepositions and conjunctions are not normally stressed since they do not carry the main content. The unstressed vowels in all of them are pronounced the same [ə]: and [ənd], some [səm], to [tə], a [ə], of [əv], or [ə], the [ðə].

### Notes!

1. In case the following word begins with a vowel *the* and *to* are pronounced as [ðɪ] and [tʊ]: the end [ðɪ end], to apply [tʊ ə'plaɪ].
2. In fast speech the consonant sounds after the vowel in these words may not be pronounced, for example: bacon and eggs [beɪkən ən egz].

#### IV. Intonation

##### *Disjunctive Questions*

A disjunctive question consists of two intonation-groups. The statement makes the first intonation group, and the question tag makes the second.

e. g. 'Dolly is at *home*, *isn't she?*

There are two main variants of this structure. The difference between them depends on the speaker's attitude towards the importance of the utterance. The first intonation group is usually pronounced with low-falling nuclear tone. The low-rising nuclear tone is used in the final intonation group, or tag, when the speaker is not sure of the facts expressed in the first part of the question and expects the listener to confirm the correctness of his idea.

e. g. 'Kathy is *six*, *isn't she?*

The low-falling nuclear tone is used in the final intonation group, or tag, when the speaker is sure of the facts expressed in the first part of the question and expects agreement.

e. g. *It 'doesn't 'look 'like rain*, *does it?*

#### V. Additional Text Materials:

##### *Food Shopping*

Take some money

Buy a jar of honey

Fetch some coffee

And a little bit of toffee.

Drop in at the baker's

Buy some buns and crackers  
Look in at the butcher's and the dairy  
Take some meat and milk for Carrie.

*Tongue Twisters*

Father, mother, sister, brother -hand in hand with one another  
Three thin thieves thought a thousand thoughts. Now if three thin thieves  
thought a thousand thoughts how many thoughts did each thief think?

There those thousand thinkers were thinking how the other three thieves went  
through.

Elizabeth's birthday is on the third Thursday of this month.

*Beautiful South - A Little Time*

**(Song Lyrics)**

I need a little time to think it over  
I need a little space just on my own  
I need a little time to find my freedom  
I need a little  
Funny how quick the milk turns sour  
Isn't it, isn't it?  
Your face has been looking like that for hours  
Hasn't it, hasn't it?  
Promises, promises turn to dust  
wedding bells just turn to rust  
Trust into mistrust  
I need a little room to find myself  
I need a little space to work it out  
I need a little room all alone  
I need a little

You need a little room for your big head  
Don't you, don't you?  
You need a little space for a thousand beds  
Won't you, won't you?  
Lips that promise fear the worst  
Tongue so sharp the bubble burst  
Just into unjust  
I've had a little time to find the truth  
Now I've had a little room to check what's wrong  
I've had a little time and I still love you  
I've had a little  
You had a little time and you had a little fun  
Didn't you, didn't you?  
While you had yours do you think I had none  
Do you, do you?  
The freedom that you wanted bad  
Is yours for good I hope you're glad  
Sad into unsad  
I had a little time to think it over  
Had a little room to work it out  
I found a little courage to call it off  
I've had a little time  
I've had a little time  
I've had a little time  
I've had a little time

[əʊ], [ɒ]

### **A Strange Dream**

A month ago I had a strange dream. I sat beside a fireplace in a three-storeyed cottage in the middle of the forest.

There was a horrible snowstorm and the wind was blowing hard. The clock was striking eleven when I heard a knock on the door. I froze with horror, because the snowdrifts were almost impassable and the nearest house was several miles away.

I slowly tiptoed to the door and peeped out through the keyhole. I saw an old man completely covered with snow. He looked tired and lonely. I threw the door open and let him in. He said that he had got lost and his car broke down. I gave him a cup of coffee and offered dry clothes. He thanked me and promised to award me for my hospitality. I thought he would stay for the night, but when I came back from the kitchen he was no longer there.

When I woke up next morning there was a gold locket on the bedside table and a note pinned to my pillow saying: "Thanks a lot".

## Lesson 7

### I. Sound Presentation:

[f]

**Upper teeth:** touching lower lip

**Airstream:** continuous, without interruption

**Vocal cords:** not vibrating

[v]

**Upper teeth:** touching lower lip

**Airstream:** continuous, without interruption

**Vocal cords:** not vibrating

### II. Reading Rules:

<i>Sound</i>	<i>Letter</i>	<i>Rule</i>
[f]	f	➤ At the beginning and in the middle of the word: <i>false, perfect</i>
	ff(e)	➤ In the middle and in the end of the word: <i>coffee, offer, stiff</i>
	ph	➤ In all positions: <i>Phillip, photograph, telephone</i>
	gh	➤ In the end and the middle of the word: <i>cough, laugh</i>
[v]	v	➤ In all positions: <i>visit, advice, evolve</i>

#### Notes!

The combination **gh** can be pronounced in three ways:

VI. When the letters gh appear together at the beginning of the word, only letter g is pronounced) (ghost);

VII. When gh comes at the end of the word, it sometimes is pronounced as [f]: laugh;

VIII. In most words the gh is silent: though, high

**Au, ou** before ght is pronounced as [ɔ:]: *daughter, thought, naughty*.

### *Plural Forms of Nouns Ending in -f/-fe*

Nouns ending in *-ffe* in plural form change *-ffe* into *-ves*: *leaf - leaves, half-halves, thief - thieves, but belief - beliefs, roof - roofs, handkerchief - handkerchiefs.*

### III. Rhythm:

#### *Stress in Compounds, Numerals and Dates*

Compound words are made from two words put together (*bed + room = bedroom*), but they are not always written as one word (*night club*). In most compound words the first part is stressed: *BOOKshop, TEApot, CHAIRman.*

If the first part of the compound is an adjective, the second part may be also stressed: *GREENHOUSE, MoBILE PHONE.*

The second part of a compound noun is stressed when:

- the object in the second part is made out of material in the first: *BRICK HOUSE;*
- the first part tells us where the second part is: *DOORBELL.*

If the compound is not a noun, the second part is often stressed too: *SEcond HAND, THIRD CLASS, QUICK-TEMpered.*

Sometimes a compound word looks the same as a combination of an adjective and a noun or a noun and a verb, but their pronunciation and meaning are different:

*Mark has a special darkroom, where he develops photographs.*

*The lights went out and we had to stay in the dark room.*

The numerals can be cardinal (*one, two, five*) or ordinal (*the first, the second, the fifth*).

The stress on thirty, forty etc. doesn't vary: *THIRty*. Numerals ending in *-teen* have two stresses: *THIRTEEN*. In connected speech one of the stresses may be omitted: *THIRteen books, but chapter thirTEEN.*

The telephone number is pronounced in the following way: *435421 - four three five four two one*. If two first or last digits in the telephone number are identical the word *double* is used: *4456 - double four five six*. The digit 0 is pronounced as [əʊ].



The numerals 1000, 2000 etc. are pronounced *one thousand, two thousand etc.*

The numerals *hundred, thousand, million* are not used in plural form.

105	one hundred <b>and</b> five
367	three hundred <b>and</b> sixty-seven
3575	three thousand five hundred <b>and</b> seventy-five
4013	four thousand <b>and</b> thirteen
5 600 787	five million six hundred thousand seven hundred <b>and</b> eighty-seven

**The years are pronounced in the following way:**

1800 – eighteen hundred

1999 – nineteen ninety nine

2004 – two thousand and four

2010 – two thousand and ten

**The dates are pronounced in the following way:**

12<sup>th</sup> May, 1987 – the twelfth of May, nineteen eighty-seven

May 12<sup>th</sup>, 1987 – May the twelfth, nineteen eighty-seven

May 12, 1987

**IV. Additional Text Material:**

*Tongue Twisters*

There was a young fisher named Fischer

Who fished for some fish in a fissure.

Till a fish with a grin, pulled the fisherman in

Now they're fishing the fissure for Fischer.

Freckle-faced Freddie fidgets.

Fresh fried fish, Fish fresh fried, Fried fish fresh, Fish fried fresh I tried.

Vivian believes violent, violet bugs have very big value.

Elizabeth has eleven elves in her very big backyard boulevard.

[f], [v]

### **Sophie Fisher**

Sophie Fisher is my best friend. She is a 17-year-old girl with funny freckles all over her pretty face.

She is of average height, slim and fragile. She's got gorgeous wavy brown hair which she wears with a fringe. Her big hazel eyes show her friendliness and cheerfulness. Sophie prefers comfortable clothes to fashionable ones. You can call her anything but a fashion-monger.

As for her personality, Sophie is very frank, persuasive and cooperative.

In her free time Sophie either goes to the forest for a run or hangs out with her friends.

All in all, Sophie is a perfect friend. We are very close and I am really fond of her.

## Lesson Eight

### I. *Sound Presentation and Practice*

[l]

There are two [l] sounds in English. One is the light [l], which occurs at the beginning of a word, and the dark [l], which can be found in the middle or at the end of a word. To make the light [l], place the tip of your tongue just behind your top teeth. Your breath should pass along both sides of the tongue and through the open lips. The dark [l] is similar, except have the tip of your tongue further back.

[r]

Sound [r] is very close to the dark [l], except the tip of your tongue should not touch the roof of your mouth.

[m]

The lips are slightly pressed together. The soft palate is lowered. The air passes out through the nasal cavity. The vocal cords are drawn near together and vibrate

[n]

The tongue tip touches the alveolar ridge. The soft palate is lowered. The air passes out through the nasal cavity. The vocal cords are drawn near together and vibrate.

[ŋ]

The back of the tongue is raised and touches the soft palate. The soft palate is lowered. The air passes out through the nasal cavity. The vocal cords are drawn near together and vibrate.

#### **Linking “r”**

The phenomenon of r-linking is based on the fact that, by default, in Standard British English (though not in many other accents of English), [r] in syllable final position is not pronounced, e.g. *car* [kɑ:]. R-linking takes place when a syllable ends with one of the following vowel sounds: [ɑ:], [ɔ:], [ɜ:], [ə], or any of the diphthongs

that finish with a schwa, e.g. [eə], [ɪə] and [ʊə], and the next syllable starts with any vowel sound.

## **II. Reading Rules**

### **Letter “a” before consonants**

Variation between [æ] and [ɑ:], [ɔ:]

- [æ] became [ɑ:]
  - in early English, before [r]: *harm, hard*
  - a preceding [w] rounds it: *warm, reward*
  - in standard British English sporadically before [ns] and [nt]: *dance, plant*
- before voiceless fricatives (except [s]): *class, path*
  - but not if another vowel follows: *classical, passage*
- [æ] became [ɔ:]
  - at the end of the word before -l: *all, ball, fall, gall, hall*
  - at the end of the word before -lt, -ld, -ll, lk, ls: *alter, bald, small, wall, talk, palsy.*

## **III. Rhythm Presentation and Practice**

The prepositions like “of”, “like”, “for”, etc. are unstressed. The stress pattern with prepositions is OO when this word is after a verb, that is a prepositional phrase, and Oo or oO when this word is with another part of speech.

## **IV. Intonation Presentation and Practice**

### **Intonation of Enumeration**

Enumeration consists of several parts. Each of them is pronounced as a separate intonation-group. The tone of the final intonation-group depends on the communicative type of the sentence. The tone of the non-final intonation-group may be pronounced with Low-Rise or Mid-Level Tone for continuative purposes to show that there is more to be said.

## **Intonation of “please”**

At the beginning of the utterance the word “please” is stressed, but does not form a separate intonation-group. In the middle of the sentence it can be stressed or unstressed and it does not form a separate intonation-group. At the end of the utterance the word “please” is unstressed, and it uses the intonation of the preceding sense-group.

## ***V. Additional Text Materials***

### **The tongue-twisters:**

[l] [r]

1. Laura and Larry rarely lull their rural roosters to sleep.
2. Sri Lankans are really leery of Landry’s rules.
3. Climbing crimes are lures for crowded clowns.
4. There are free fleas for all the loyal royalty.
5. It’s the right light with the glimmer in the mirror.
6. Collecting the corrections is the role of the elderly.
7. Are Roland and Sally rallying here in their lorry?
8. Jerry's berry jelly really rankled his broiling belly.
9. Yellow arrows frilled with reefed leaves are rarely light.
10. A leaky rear latch on the listing bark lifted right up and the water rushed in.

[m]

1. Much mashed mushrooms.
2. Mummies make money.
3. My mommy makes me muffins on Mondays.
4. 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?

[n], [ŋ]

1. Money spent on the brain is never spent in vain.
2. Anything is better than going on doing nothing.
3. A canner, exceedingly canny, one morning remarked to the granny,  
A canner can can  
Anything that he can  
But a canner can't can a can can he.
4. A nurse anesthetist unearthed a nest.
5. Nice nice night nurses nursing nicely.
6. No nose knows like a gnome's nose knows.

**Texts:**

**A television announcement**

A talented gal took the award in the singing competition at the Viña del Mar International Song Festival in Chile this year. Her name is Kelly King. She was born in Atlanta, but at a young age her family relocated to Nashville. This is where she would start singing at the tender age of 2. When she's not singing, Kelly is a writer and life coach. She is the winner of the reality television 'The X Factor' with the song "Keep the Dream Alive".

**Universities in Great Britain**

There are twenty-two universities in Great Britain: sixteen in England, four in Scotland, one in Wales and one in Northern Ireland.

A University consists of a number of faculties: medicine, arts, philosophy, law, music, natural science, economics, engineering, agriculture, commerce and education. After three years of study a student may proceed to a Bachelor's degree, later to the degrees of Master and Doctor.

The leading universities in England are: Oxford, Cambridge and London. English universities greatly differ from each other. They differ in date of foundation, history, tradition, internal government, methods of instruction, ways of student life, size, etc. Each university has its own problems, each looks at them in its own way.

## **Dialogues:**

### **At a Hotel Reception Desk**

A: Good evening. My name is Bridget Rees. I've got a room reserved.

B: Oh Ms Rees. We thought you were coming tomorrow. We have reserved a room for you tomorrow night.

A: Tomorrow night? But I wrote to you. I made the arrangements by phone. Then I wrote and confirmed the reservation. Please, check it.

B: Don't worry. I'm sure there is a room free tonight... Yes, Room 3 is free. Would you sign the register, please, and I'll ring for the porter. He'll carry your cases to your room.

A: Could you go and post this letter, please?

B: I can't go out. It's snowing, and I've got a cold.

A: Blow your nose, and put your coat on. You'll be OK.

B: I'll get frozen.

A: Only if you go slowly. Walk quickly.

B: I can't walk quickly. The ground is frozen. It's like the South Pole.

A: Oh, stop moaning. I'll go.

### **'Welcome'.**

A: We must make sure the bedroom is warm.

B: Why?

A: Don't you remember? My mother and father are coming tomorrow.

B: What time?

A: I'm going to meet them at the station at five. Can you come?

B: No, I won't be home from work in time. But I'll be home in time to say 'Welcome'.

### **The World Champion singer**

A: Good evening. My guest tonight is the World Champion singer, Kelly King.

B: Good evening.

A: Kelly, what were you doing earlier today?

B: I was recording a song called “Keep the Dream Alive”.

A: Did the recording go well?

B: Yes. Sometimes everything goes wrong, but today nothing went wrong. I think “Keep the Dream Alive” is going to be the top song, this spring.

### **About the play**

Laurie: Hurry, Ronald, or we’ll be late!

Ronald: All right, all right, Laurie! I’m almost ready.

Laurie: I’m really looking forward to the play, aren't you?

Ronald: Yeah, I am. But, Larry told me the play was really boring.

Laurie: Really? Well, Ryan loved it.

Ronald: That's good. Well, I read a review of the play late last night.

Laurie: And was it a great review, Ronald?

Ronald: Absolutely! The actors, lighting, script, everything received excellent ratings!

Laurie: Right on!



## Lesson Nine

### I. *Sound Presentation and Practice*

[w]

Lips: Rounded and in the same position as for the vowel [u:]

Airstream: Continuous

Vocal cords: Vibrating

[h]

Tongue: Glides into position for whichever vowel follows [h]

Airstream: Continuous

Vocal cords: Not vibrating

[j]

Tongue tip: In the same position as for the vowel [i]. To pronounce [j] correctly, be sure the tip of your tongue is against the back of your lower front teeth and NOT touching the roof of your mouth.

Airstream: Continuous without interruption.

Vocal cords: Vibrating.

[ʌ]

Lips: Relaxed and slightly parted.

Jaw: Relaxed and slightly lowered.

Tongue: Relaxed and midlevel in the mouth.

[u:]

Lips: Tense and in a “whistling” position.

Jaw: Almost completely raised.

Tongue: High, near the roof of the mouth.

[ʊ]

Lips: Relaxed and slightly parted.

Jaw: Slightly lower than for [u:]

Tongue: High, but lower than for [u:]

Remember NOT to protrude your lips and tense them as you would for [u:]. [ʊ] is a short, quick sound; your lips should barely move while saying it.

## **II. Reading Rules**

### **Spelling patterns for [w]**

Spelling patterns for [w] consist of the letters “o” and “u”.

The letter “w” is always pronounced [w] when followed by a vowel in the same syllable. The letter “w” at the end of a word is always silent.

### **Spelling pattern for [h]**

Spelling pattern for [h] is the combination of the letters “wh”, e.g.: *who, whom, whose, whole, wheel*. The letter “h” is silent when it follows “g”, “k”, or “r” at the beginning of words, e.g.: *ghost khaki rhubarb*. The letter “h” is always silent in the words *honest, heir, honor, hour, and herb*.

### **Spelling pattern for [j]**

The most common spelling pattern for [j] is y followed by a vowel, e.g.: *yeast, you, canyon, farmyard*. When “y” is the first letter in a word, it is ALWAYS pronounced [j]; it is NEVER pronounced [ɟʒ]. Some English speakers add [j] after [n], [t], [d], or [s] in certain words, e.g.: *news, Tuesday, duty, suit*.

### **Spelling pattern for [kw]**

The [kw] sounds can be spelled with the “qu” pattern.

## **III. Intonation Presentation and Practice**

### **Logical Stress**

Logical Stress is a means of emphasizing a meaningful unit of an utterance. Superimposed on the obligatory word stress, logical stress usually intensifies the phonetic features of a word, emphasizing information that is new or disputable for one of the interlocutors. For example, in the phrase “*Your sister came*” logical stress may emphasize any one of the three words:

*Your sister came.*

*Your **sister** came.*

*Your sister **came**.*

#### **IV. Additional Text Materials**

##### **The tongue-twisters:**

[w]

1. I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.
2. World Wide Web.
3. Wayne went to Wales to watch walruses.
4. How much wood could Chuck Woods' woodchuck chuck, if Chuck Woods' woodchuck could and would chuck wood? If Chuck Woods' woodchuck could and would chuck wood, how much wood could and would Chuck Woods' woodchuck chuck? Chuck Woods' woodchuck would chuck, he would, as much as he could, and chuck as much wood as any woodchuck would, if a woodchuck could and would chuck wood.
5. Why do you cry, Willy?  
    Why do you cry?  
    Why, Willy?  
    Why, Willy?  
    Why, Willy? Why?
6. I wish to wash my Irish wristwatch.
7. Wendell Vaccario wasted vine after vine.
8. Woolen vests for wailing wolves are worn in the vast woodlands.
9. Varied berries are wetted while Val and Walt whisper in vain.
10. Woodson's waistcoat is weirdly vented.
11. Wise women don't walk in the woods while wolves wander.

12. Walt's villa is verging on the weird and vile.
13. Groves of vines veered west along the villain's veranda.
14. For once, weary Wanda's woolgathering lost its vim and vigor.

[w], [ʊ], [u:]

1. Essau Wood sawed wood. All the wood Essau Woud saw Essau Wood would saw. All the wood he saw, Essau sought to saw. One day, Essau Wood's wood saw would saw no wood. So Essau Wood sought a new wood saw. The new wood saw would saw wood. Oh the wood Essau Wood would saw. Essau sought a saw that would saw would as no other wood saw would saw. And Essau found a saw that would saw like no other wood saw would saw. And Essau Wood sawed wood.

[h]

1. A huge success haunted Herman's four horses.
2. Frank Hughes was in this year's huge 'Who's Who'.
3. Hume hued a few failing ferns while whistling.
4. Horses whinny, and owls hoot, but what about whales?
5. The house fire at Walt Whitman's estate fortunately fizzled out.
6. Whitey Ford's famous horse-hide baseball fetched a fair price.
7. Who'll feud with fools full of faults?
8. I heard that heating wheat would whisk off the husks.
9. Fido hides his food before Hank can whisk it away.

[ʌ]

1. Fran's funny friends provided tropical palm fronds at minimal cost.
2. Hudd uttered another word about the other otters.
3. Hockey pucks pack a punch when shot at the body.
4. My buddy's body was odd but added bulk to the ruck.

**Limerick:**

## **A Man from Kentucky**

A man from Kentucky named Bud,  
Had a lucky young racehorse named Jud,  
When he bet on his horse,  
Bud won money, of course,  
But one day Jud got stuck in the mud!

**Rhyme:**

## **One, Two, Buckle My Shoe (Traditional Mother Goose Rhyme)**

One, two  
Buckle my shoe.  
Three, four  
Shut the door.  
Five, six  
Pick up sticks  
Seven, eight  
Lay them straight.  
Nine, ten  
Say it again.

**Texts:**

## **Woodrow Wilson**

Woodrow Wilson was the twenty-fifth president of the United States. He will always be remembered for his work to establish world peace. Wilson was born in 1865 and went to Princeton University. He became president in 1913 and stayed in the White House for two terms. His first wife died while he was in office, and he later married a Washington widow. When the United States entered World War I in 1917, Wilson quickly provided the needed wisdom. After the war Wilson made a nationwide tour to win support for the League of Nations. Wilson was awarded the Nobel Prize for his

worthwhile work for peace. He died in 1924. Everywhere in the world, Wilson was thought of as a wise and wonderful leader.

### **Douglas and Gussie**

Douglas and Augusta are best buddies, and they go by the names of Doug and Gussie. One summer day, Doug said to Gussie that Russel, her brother, was bothering her. Doug told her to get back at him, but Gussie wanted to be more subtle. “Maybe I can cut the kettle cord”, she muttered. “Don't get caught”, Doug said.

### **Little Red Riding Hood**

One of our favorite childhood books is *Little Red Riding Hood*. Little Red Riding Hood walked through the woods to bring a basket of cooked goods and sugar cookies to her grandmother. Meanwhile, a wolf came from behind the bushes into Grandmother's house. He put the poor woman in the closet. He put her clothes on, hoping Red Riding Hood would think he was Grandma. When Red Riding Hood stood at the door, she looked at the wolf. (Now, we all know that the wolf couldn't “pull the wool over Red Riding Hood's eyes.” Who wouldn't recognize a wolf in a woman's clothing?) A hunter was walking through the woods, and he heard Red Riding Hood's screams. He shot a bullet and killed the wolf. Moral of the story: A wolf by any other name or clothing is still a wolf!

### **Dialogues:**

Gus: Hi, Justine! How is my fun-loving cousin?

Justine: Very worried. I just had a run of tough luck.

Gus: Why, what's up?

Justine: My bus got stuck in the mud, and I lost some money. I should carry something for luck!

Gus: Yes. Here's some other advice. Never walk under ladders. And run from black cats. They're nothing but trouble!

Justine: Oh, Gus. You must be a nut! Do you really believe such mumbo jumbo?

Gus: Don't make fun, Justine. Customs come from many countries. You must know some others!

Justine: Well, the number 13 is unlucky. And a blister on the tongue means someone is lying!

Gus: Right! But you can have good luck, too. Discover a four-leaf clover or find bubbles in your coffee cup and you'll get a sum of money.

Justine: OK, Gus. Maybe I'll have some luck this month. Knock on wood!

### **Back Home**

Helen: Hi, Mom. Welcome home

Mother: Hi, honey.

Helen: How was Holland?

Mother: Like a second honeymoon! I'm as happy as a lark. How are you?

Helen: Not so hot! Henry is in the hospital with a broken hip.

Mother: That's horrible. How did that happen?

Helen: He heard a noise outside. He went behind the house and fell over a hose.

Mother: How are my handsome grandsons?

Helen: They won't behave. And my housekeeper had to quit.

Mother: Perhaps you'd like me to help at home.

Helen: Oh, Mom, I was hoping you'd say that. Hurry to the house as soon as possible.

Mother: I guess the honeymoon is over. Here we go again!

### **Where are you, Hugh?**

Lucy: Hugh? Yoo? Yoo hoo! Hugh! Where are you?

Hugh: I'm in the loo. Where are you?

Lucy: Removing my boots. I've got news for you.

Hugh: News? Amusing news?

Lucy: Well, I saw June in Kew. You know how moody and rude she is as a rule?

Hugh, are you still in the loo? What are you doing?

Hugh: Well, you see, Lucy, I was using the new foolproof screwdriver on the Hoover and it blew a fuse.

Lucy: You fool! I knew that if I left it to you, you'd do something stupid. You usually do.

Hugh: And then I dropped the screwdriver down the loo.

Lucy: Hugh! Look at your shoes! And your new blue suit! It's ruined! And you – you're wet through!

Hugh: To tell you the truth, Lucy – I fell into the loo, too.

### **Making an Appointment**

Keith: Are you free on the fourth in the afternoon?

Cathy: No I'm afraid not. I'm meeting Ruth then. How about the fourteenth in the morning?

Keith: I'm sorry. I'm attending a meeting at the Hilton then.

Cathy: What about the next day?

Keith: No. I'm busy then too. I'm meeting Sue at noon.

Road. Are you free on Tuesday afternoon?

Cathy: Yes, I think I am. Let's meet for lunch at mouth restaurant.

Keith: Good idea! Is two o'clock okay?

Cathy: That's fine. See you soon!



## Lesson 10

### 1. Sounds Presentation:

A diphthong is a compound vowel sound made by blending two vowels together very quickly.

[aʊ]

Lips: glide from an open position

Jaw: rises with the tongue and closes

Tongue: glides from low to high near the roof of the mouth

[ɔɪ]

Lips: glide from a tense oval shape to a relaxed, slightly parted position

Jaw: rises with the tongue and closes

Tongue: glides from low to high near the roof of the mouth

[ʊə]

Lips: glide from a tense oval shape to a relaxed, slightly parted position

Jaw: rises with the tongue and closes

Tongue: glides from low to high near the roof of the mouth

[ʃ]

Tongue tip: near but not touching upper gum ridge

Middle of tongue: near but not touching hard palate

Airstream: continuous without interruption

Vocal cords: not vibrating

[tʃ]

Tongue tip: firmly pressed against gum ridge behind upper front teeth

Airstream: stopped and then released

Vocal cords: not vibrating

[dʒ]

Tongue tip: firmly pressed against gum ridge behind upper front teeth

Airstream: stopped and then released

Vocal cords: vibrating

## 2. Reading Rules:

### Sounds reading rules:

#### Sound [aʊ]

The spelling patterns for sound [aʊ] are following combination of letters **OW** and **OU**: owl, out, mouse, allow

A less frequent spelling pattern for [aʊ] is the combination of letters **OUGH**: plough, bough

#### Sound [ɔɪ]

The spelling patterns for sound [ɔɪ] are following combination of letters **OI** and **OY**: join, oyster, destroy, noise

#### Sound [ʊə]

The spelling patterns for sound [ʊə] are following combination of letters **OOR**, **URE**, **UR**, **EWER**, **OUR**: poor, pure, curious, sewer, tour

#### Sound [dʒ]

The spelling patterns for sound [dʒ] are following letters **J**, **G**, **DG**: jam, agent, fridge

A less frequent spelling pattern for [dʒ] is the combination of letters **DI** and **DU**: soldier, graduate, cordial

#### Sound [ʃ]

The spelling patterns for sound [ʃ] are following letters **SH**, **TI**, **CI**, **SS**, **CH**: shelf, option, social, issues, chef

A less frequent spelling pattern for [ʃ] is the letters **S**, **CE**, **XI**: sugar, ocean, anxious

#### Sound [tʃ]

The spelling patterns for sound [tʃ] are following letters **CH**, **TU**, **TCH**: chop, picture, kitchen

A less frequent spelling pattern for [tʃ] is the letters **T, TI**: question, digestion, righteous

### **3. Intonation:**

#### **Direct Address at the Beginning / In the Middle of the Sentence**

Direct address at the beginning of the sentence is stressed. It is pronounced with the low-falling nuclear tone in formal serious speech and with the falling-rising tone to attract the listener's attention or in a friendly conversation.

Example: ↘Students | listen to me.

↘Ba /by | eat you ice-cream.

Direct address in the middle of the sentence is ordinarily pronounced as the unstressed or half-stressed tail of the preceding intonation-group.

Example: I ↘say James | I've 'just 'bought some ↘juice.

### **4. Rhythm:**

#### **Exclamations and Short Imperatives**

Imperative sentences can express either a command or a request.

Intonation depends on what communicative subtype is used.

The low-rising nuclear tone in imperative sentences expresses a polite request:

e.g. 'Pass me the book, please.

'Don't be long, please.

The low-falling nuclear tone or the intonation pattern "Descending Head + Low Fall" are used in unemotional or serious, firm, weighty commands:

e.g. 'Pass me the book.

"High Fall" and the intonation pattern "Descending Head + High Fall" express a friendly request or a friendly insistence:

e.g. 'Pass me the book..

'Pass 'Ann the book.

#### **Exclamations:**

Exclamations are sentences used to express the speaker's feelings and emotions,

his special attitude towards the surroundings. They may begin with "What" and "How (which)" and they may be stressed or unstressed.

Exclamations are said either with the Low Fall or with the High Fall

Example: 'What a pity! How late it is!

Pronounced with the High Fall exclamations sound very emotional,

Example: - Have you bought a new house?

- Heavens, yes. | Ages ago.

If the exclamation is questioning it takes the Low-Rise,

e.g. - Oh? Really?

## V. Additional Text Materials:

### Limerick

The Boy from Troy

Roy was a boy from Troy.

Who ate oysters with greatjoy.

He boiled them, he broiled them

He baked them, he oiled them,

And also he dipped them in soy.

### Tongue twister

Can you imagine an imaginary menagerie manager

Imagining managing an imaginary menagerie?

Chop shops stock chops

[01]

by Lewis Carroll

Said the Crab onto the Oyster

Do not loiter in this cloister

Join me the voyage rare,

Up into the moist salt air

Noise and turmoil would annoy me,  
Toil and trouble, too would cloy me,  
Should I leave this royal cloister  
Adroitly rejoined the oyster.

### **Take me Back to Toyland**

Song

Please take back to Toyland,  
Everyone's happy there.  
It's more than a girl and boy land,  
Where dreams, just like toys, can be shared.  
If you believe in Toyland,  
Believe in things that you cannot see;  
All the world would become a Joyland,  
What a wonderful world this would be!

[aʊ]

### **Autumn Leaves**

by Eve Merriam

Down

Down

Down

Red

Yellow

Brown

Autumn leaves tumble down,  
Autumn leaves crumble down  
Autumn leaves bumble down,  
Flaking and shaking,  
Tumbledown leaves.

## **Primer Lesson**

by Carl Sandburg

Look out how you use proud words,  
When you let proud words go, it is not easy to call them back.  
They walk off proud; they can't hear you calling –  
Look out how you use proud words.

[tʃ]

## **The Puzzled Centipede**

by Ogden Nash

A centipede was happy quite,  
Until a frog in fun  
Said, “Pray, which leg comes after which”,  
This raised her mind to such a pitch,  
She lay distracted in the ditch,  
Considering how to run.

## **Aunts**

by Virginia Graham

Children, aunts are not glamorous creatures,  
As very often their features  
Tend to be elderly caricatures of your own.

[dʒ]

## **Algy Met a Bear**

by Edward Lear

Algy met a bear,  
The bear was bulgy,  
The bulge was Algy.

## **Just and Unjust**

by Lord Bowen

The rain it raineth on the just  
And also on the unjust fella;  
But chiefly on the just, because  
The unjust steals the just's umbrella.

### **A Chance Encounter**

- What a lucky chance! It's such a pleasure to see you.
- Likewise.
- What are you doing in London?
- Well, I needed some change from my everyday routine and I had to do my Christmas shopping anyway.
- Have you managed to find anything to your liking?
- Lots of things. I've purchased a charming kerchief for my granny, designer jeans for my husband, a gorgeous shawl for my sister and some jewellery for myself.
- Have you made a fortune or what?
- In fact, I've been promoted and my wages are much higher now.
- Congratulations!
- Thanks, dear. What do you say to a cup of coffee and some cherry pie at the nearby cafe?
- Excellent choice! I can't say "No". Besides, I've also got some news I'd like to share with you.

## Lesson 11

### I. Sound Presentation:

[aɪə]

[aʊə] – the most distinctive and the strongest element in triphthongs is the first one. The second element is the weakest.

### II. Reading Rules:

*i, y in the 4<sup>th</sup> Syllable Type*

i + re = [aɪə]	wire, inspire, desire
y + re = [aɪə]	byre, tyre

### III. Rhythm:

*Comparison Structures*

We use *as...as* to say that people or things are equal in some way. E.g. *She is as slim as her sister.* After *not*, we can use *so...as* instead of *as...as*. E.g. *He is not as/so hard-working as his brother.*

In comparison structures *as...as*, *not so... as*, *as and so* are not stressed: e.g.:  
as 'sly as a fox; My 'English is 'not so 'good as ʔours.

### IV. Intonation:

*Greetings and Farewells*

Formal greetings are pronounced with Low Fall, so they sound serious and unemotional. E.g. *Good morning.*

Informal greetings are pronounced with Low Rise, so they sound friendly and interested. E.g. *He llo.*

Farewells are pronounced with Low Rise. E.g. *Good-/bye!*

### V. Additional Text Materials:

*Lenka – Everything at Once*  
(Song Lyrics)

As sly as a fox, as strong as an ox  
As fast as a hare, as brave as a bear



As free as a bird, as neat as a word  
As quiet as a mouse, as big as a house

All I wanna be, all I wanna be, oh  
All I wanna be is everything

As mean as a wolf, as sharp as a tooth  
As deep as a bite, as dark as the night  
As sweet as a song, as right as a wrong  
As long as a road, as ugly as a toad

As pretty as a picture hanging from a fixture  
Strong like a family, strong as I wanna be  
Bright as day, as light as play  
As hard as nails, as grand as a whale

All I wanna be oh, all I wanna be, oh  
All I wanna be is everything  
Everything at once  
Everything at once, oh  
Everything at once

As warm as the sun, as silly as fun  
As cool as a tree, as scary as the sea  
As hot as fire, cold as ice  
Sweet as sugar and everything nice

As old as time, as straight as a line  
As royal as a queen, as buzzed as a bee  
As stealth as a tiger, smooth as a glider  
Pure as a melody, pure as I wanna be

All I wanna be oh, all I wanna be, oh  
All I wanna be is everything  
Everything at once.

***Tongue Twisters***

April showers bring forth May flowers.

Our flowers grow a few inches an hour.

Nowadays London Power has lost its power.

## SENTENCE PHONETIC ANALYSIS

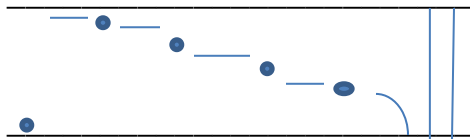
1. Read the sentence aloud with the proper sounds, rhythm and intonation.
2. Define the communicative type of the sentence (e. g. a statement, a question, an imperative, an exclamation).
3. Define the nuclear tone according to the type of the utterance.
4. Divide the sentence into intonation groups if possible.
5. Define and explain the nuclear tone of each intonation group.
6. Mark the other stressed words in the sentence.
7. Transcribe and intone the sentence graphically.

Model 1 Sentence phonetic analysis.

The train to London leaves at six o'clock.

This is a statement. It is pronounced with the Low-Falling nuclear tone. The nucleus is «o'clock». The other stressed words are «train», «London», «leaves», «six».

[the ˈtreɪn tə ˈlʌndən li:vz ət sɪks əklɒk ||]



Model 2 Sentence phonetic analysis.

Your parents went to Italy, didn't they?

This is a disjunctive question. It consists of two intonation groups. The first intonation group «your parents went to Italy» is pronounced with the Low-Falling nuclear tone. The nucleus is «Italy». The second intonation group is «didn't they». It is pronounced with the Low-Rising nuclear tone, because the speaker is not sure what he is talking about, that is the answer is expected. The other stressed words are «parents», «went».



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під час навчальної практики**

*Навчально-методичний посібник*