

**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ**

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**«НИЖЕГОРОДСКИЙ ГОСУДАРСТВЕННЫЙ  
ЛИНГВИСТИЧЕСКИЙ УНИВЕРСИТЕТ  
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(НГЛУ)**

# **AN INTRODUCTORY PHONETICS COURSE**

**Вводный фонетический курс  
для студентов лингвистических университетов**

**Учебное пособие**

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Настоящее пособие представляет собой первую часть переработанного учебного комплекса “A Graded English Course (First Year)”. Пособие включает материал по практической фонетике английского языка, необходимый и достаточный для проведения комплексного вводного фонетического курса на факультетах иностранных языков или гуманитарных факультетах. Оно также содержит задания для самостоятельной работы студентов по развитию элементарных грамматических навыков, навыков письма и начальных умений устной и письменной речи.

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## PREFACE

This course aims to teach first-year students good English pronunciation, in the fullest sense of speaking it more fluently with appropriate stress, intonation, as well as having confidence with individual sounds, and word stress, and also word linking and contractions and weak forms.

It is also intended to practise the elementary grammar and vocabulary they have been studying before. The arrangement of the course is based on the sounds of English, with a clear description of how the sounds are made. However, within each of the eight lessons there is also some practice of an aspect of stress and intonation, reading aloud and reading and spelling rules, communication and grammar through a variety of exercises and activities.

The pages of phonetic information should prove equally useful to do the course as well as to go further on to the *Basic Units*. Students need to be familiar with the basic terminology of phonetics. Below are a few speech organs diagrams, a phonetic alphabet, and a list of terms used in the course. The students may use these pages as a reference while they are doing the course.

The phonetic symbols (and spellings) and the pronunciation descriptions are the same as those used in the *Oxford Advanced Learner's Dictionary* (AS Hornby University Press) and *Better English Pronunciation* by JD O'Connor (Cambridge University Press).

## REFERENCES

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## ВВОДНЫЙ УРОК

### AN INTRODUCTORY LESSON

#### НЕКОТОРЫЕ ОСОБЕННОСТИ АНГЛИЙСКОГО ЯЗЫКА (A FEW PECULIARITIES OF THE ENGLISH LANGUAGE)

Основу любого языка составляют его словарный фонд, грамматический строй и фонетическая система (т.е. исторически сложившаяся специфическая артикуляция звуков и интонационные особенности речи).

Английский язык, наряду с немецким, шведским, датским, голландским и норвежским языками, принадлежит к группе германских языков. В свою очередь, группа германских языков, как и группы славянских, романских, балтийских и других языков, входит в семью индо-европейских языков. Свидетельством тому могут служить следующие сопоставления:

Русс.	Латинский	Греческий	Готский	Нем.	Др. англ.	Совр. англ.
<i>Два</i>	<i>duo</i>	<i>duo</i>	<i>twai</i>	<i>zwei</i>	<i>twa</i>	<i>two</i>

К концу XX века английский язык стал родным языком для более 350 миллионов населения планеты и международным языком научно-технического, делового и дипломатического общения. В настоящее время каждый седьмой житель планеты использует английский язык в качестве родного языка или иностранного.

За 14 веков своего развития (с VI по XX в.) английский язык приобрел обширный словарный состав и особый грамматический и фонетический строй. В отличие от русского и других европейских языков английский язык потерял большинство своих окончаний и включил в свой состав большое количество заимствований из других языков. Например, большая часть личных местоимений, все вспомогательные глаголы, большинство простых предлогов и числительных, все союзы имеют древнеанглийское происхождение. Однако завоевание Англии датчанами (скандинавами) в X веке привнесло в английский язык много существительных, прилагательных и глаголов скандинавского происхождения. Нормандское поражение Англии в XI – XV веках сделало господствующим французский язык, и английский язык ассимилировал из французского названия одежды, блюд, термины из

области политики, литературы и искусства. В современном английском языке соседствуют французские и английские синонимы, первые из которых, как правило, носят более формальный характер и употребляются в официальном стиле, вторые более конкретны и широко применяются в обиходе.

Английский язык заимствовал латинский алфавит из 23 букв и добавил к ним буквы W, J и V. Написание подавляющего большинства слов английского языка установилось еще в XIII-XV вв. и в конце этого периода были закреплены в печатных текстах в связи с введением книгопечатания в Англии. Позднее, на протяжении XV – XIII вв., в фонетическом строе английского языка произошли существенные перемены, но зафиксированные в печатных текстах написания не отразили эти изменения. Таким образом, расхождение между старым написанием слов, которое в свое время более или менее точно отражало их произношение, и новым произношением, которое уже больше не отражалось в их написании, существует и поныне и представляет значительную трудность в изучении английского языка.

Современный английский язык является аналитическим (в отличие от русского языка) языком, т.е. языком «относительно без флексий». Приведенные ниже характеристики дают представление о грамматических особенностях английского языка в его современном состоянии:

1. *РОД* в английском языке имеют, как правило, только существительные, обозначающие лица; личные местоимения, обозначающие лица и, в виде исключения, животных и предметы.
2. Показатель множественного *ЧИСЛА* отсутствует у всех прилагательных, порядковых числительных, притяжательных, вопросительных и относительных местоимений. В виде исключения бывают во множественном числе количественные числительные (hundreds of people), указательные местоимения (this – these, that – those), неопределенные местоимения (one – ones, other – others).  
Большая часть существительных оканчивается во множественном числе на -s(-es). Исключения легко запоминаются.
3. Категория *ПАДЕЖА* присуща только существительным и местоимениям. Существительные имеют два падежа:
  - а) The Common Case (общий падеж) – не имеет окончаний;
  - б) The Possessive Case (притяжательный падеж) – имеет окончание -'s(-s'), употребляется с одушевленными существительными (неодушевленными в порядке исключения!) и отвечает на вопрос Whose? – чей, чья, чьё? Все

падежные отношения между членами предложения передаются предлогами.

в) Из местоимений в двух падежных формах употребляются только личные местоимения и вопросительное Who?: The Nominative Case (именительный падеж) – I, you, he, she, it, we, you, they (я, ты, он, она, оно, мы, вы, они) – и The Objective Case (объектный падеж) имеет особые формы не для всех личных местоимений – me, him, her, us, them (меня, мне, его, ему, ее, нас, нам, их, им). Сюда же относится местоимение whom? – кого, кому? и т.д. Остальные местоимения (притяжательные, указательные, вопросительные и др.) имеют только общий падеж подобно существительным и в отдельных случаях – притяжательный: somebody's dog, nobody's umbrella.

Все другие падежные отношения между лицами (как и между предметами) выражаются предлогами.

4. В английском языке существует **ОПРЕДЕЛЕННЫЙ ПОРЯДОК ЧЛЕНОВ ПРЕДЛОЖЕНИЯ**, где в повествовательном предложении подлежащее (The Subject) стоит впереди сказуемого (The Predicate), а далее идут дополнения (The girl loves the boy). Нарушение этого правила искажает смысл сказанного (The boy loves the girl).
5. Жесткий порядок членов предложения привел в английском языке к явлению **КОНВЕРСИИ**, не типичному для русского и других европейских языков. Английские слова могут переходить из одного грамматического класса слов в другой: например, слово 'book' может быть прилагательным в 'book review', существительным в 'read a book' или глаголом в 'book a room'. Обстоятельства более подвижны и могут стоять перед или после глагола, к которому они относятся. Однако неверно было бы, например, сказать по-английски: *They went after classes to the cinema*. Ошибка этого предложения состоит в том, что обстоятельство времени предшествует обстоятельству места. Следует говорить: *After classes they went to the cinema* или *They went to the cinema after classes*.
6. Большинство глагольных форм в английском языке образуется аналитическим способом, т.е. с помощью формальных аналитических элементов, которые помогают построить нужную форму смыслового глагола. Такие элементы обязательны и при построении фразы не опускаются.

Английский язык

Русский язык

I am reading.

Я(сейчас) читаю.

Shall I read?

Мне читать?

<b>Don't read.</b>	<b>Не читай(те).</b>
<i>Let us read.</i>	Давай(те) почитаем.
<i>I have read ...</i>	Я(уже) прочитал ...
<i>I have been reading ...</i>	Я(долго) читал ...
<i>Do you read ...?</i>	Ты(часто) читаешь...?
<i>When did you read ...?</i>	Когда ты прочитал...?

### ВОПРОСЫ ДЛЯ КОНТРОЛЯ И ОБСУЖДЕНИЯ

1. Что составляет основу английского языка?
2. Каковы особенности его словарного состава? Чем они обусловлены?\*
3. Почему так сложно написание большинства английских слов?
4. Каковы основные характеристики грамматического строя английского языка?
5. Какие несоответствия Вы обнаруживаете, сравнивая признаки аналитического строя английского языка с русским языком?
6. Какие английские грамматические формы соответствуют следующим русским: Идешь (домой)? (Давно) ждешь? (Что) пишешь? (Часто он) играет? (Он) играл, когда Вы пришли? Сыграем (в шахматы)?
7. Какие еще лексико-грамматические особенности английского языка Вы могли бы назвать, сравнивая его с русским?

\* Для получения более полной информации об английском языке см.: 1994-2002 Encyclopaedia Britannica и др.

## ОСНОВЫ ФОНЕТИКИ АНГЛИЙСКОГО ЯЗЫКА (THE BASES OF ENGLISH PHONETICS)

### 1. ОСОБЕННОСТИ АРТИКУЛЯЦИИ АНГЛИЙСКИХ ЗВУКОВ (PERCULIARITIES OF ENGLISH ARTICULATIONS)

Фонетический строй английского языка очень своеобразен, и освоение произношения английского языка, имеющего целый ряд звуков\*, явно чуждых русскому уху, и своеобразную интонацию\*\* английских предложений, представляет значительную трудность. Успешному овладению английским произношением(RP)\*\*\* способствует знание особенностей работы органов речи(articulations), режима дыхания и голосового напряжения, а также сопоставление артикуляций звуков русского и английского языков. Во избежание нарушения нормы произношения(RP) следует помнить, что:

- 1) органы речи при производстве английских звуков более напряжены и работают более энергично, чем в русском языке;
- 2) для большинства английских согласных характерен апикально-альвеолярный уклад, т.е. при их произнесении кончик языка занимает вертикальную позицию на бугорках(альвеолы) за верхними зубами;

- 3) в английском языке есть долгие и краткие гласные, и, следовательно, долгое или краткое произнесение гласного звука обладает смыслоразличительной функцией: cot[kɒt]-детская кроватка и court[kɔ:t]- суд;
  - 4) английские звонкие согласные в конце слов не оглушаются, в противном случае происходит полное искажение смысла: cod[kɒd] и cot[kɒt] – «детская кроватка» и «треска»;
  - 5) английские глухие согласные произносятся с достаточно сильной артикуляцией, особенно в конечном положении. Звонкие английские согласные в конечном положении значительно ослабляются;
  - 6) глухие смычные(с полной преградой) согласные [p,t,k] произносятся в английском языке с аспирацией (придыхание), т.е. при их произнесении струя воздуха со взрывом размыкает преграду: [p<sup>h</sup> t<sup>h</sup> k<sup>h</sup>];
  - 7) большинство согласных в английском языке произносится твердо, без палатализации (смягчение под влиянием следующих за ними гласных переднего ряда). В русском языке это явление имеет смыслоразличительное значение: мол – моль, лук – люк, ров – рёв. Сравните: англ. tell – русск. тело, англ. disk – русск. диск, англ. mill– русск. мил;
  - 8) в английском языке имеются гласные звуки со скользящей артикуляцией, т.н. дифтонги [aɪ, eɪ, ɔɪ, eə, və, iə, əv, aʊ] и другие специфические звуки, не имеющие аналогов в русском [ w θ ð ɱ h ʒ: ə ].
- \* звук(sound) – кратчайшая, далее неделимая единица речи, произнесенная за одну артикуляцию
  - \*\* интонация(intonation) – сложное фонетическое средство внешнего оформления предложения в устной речи, представляющее собой совокупность изменений голосового тона: мелодики, фразового ударения, темпа, паузации, ритма и тембра голоса
  - \*\*\* RP(Received Pronunciation) – южно-английское литературное произношение, в основе которого лежат произносительные нормы лондонского диалекта

## 1. ОРГАНЫ РЕЧИ (THE SPEECH ORGANS)

Совокупность органов, выполняющих артикуляционную работу, называется речевым аппаратом. На Рис. 2 представлена схема поперечного сечения органов речи. Формирование звуков речи происходит во время выдоха при участии различных органов речи. Выдыхаемая воздушная струя из легких проходит бронхи и попадает в дыхательное горло (См. нижнюю часть рисунка 2). Верхняя часть

дыхательного горла называется гортанью (larynx). В гортани расположены две мускульные эластичные подвижные складки – голосовые связки (vocal cords). При произнесении глухих согласных (voiceless consonants) голосовые связки раздвинуты и ненапряжены. Когда голосовые связки напряжены и сближены, а поток воздуха заставляет их вибрировать, возникает голос (voice), который мы слышим при произнесении гласных (vowels), сонантов (sonorants) или звонких согласных (voiced consonants). Полость, расположенная выше гортани, называется зевом, или глоткой (pharynx).

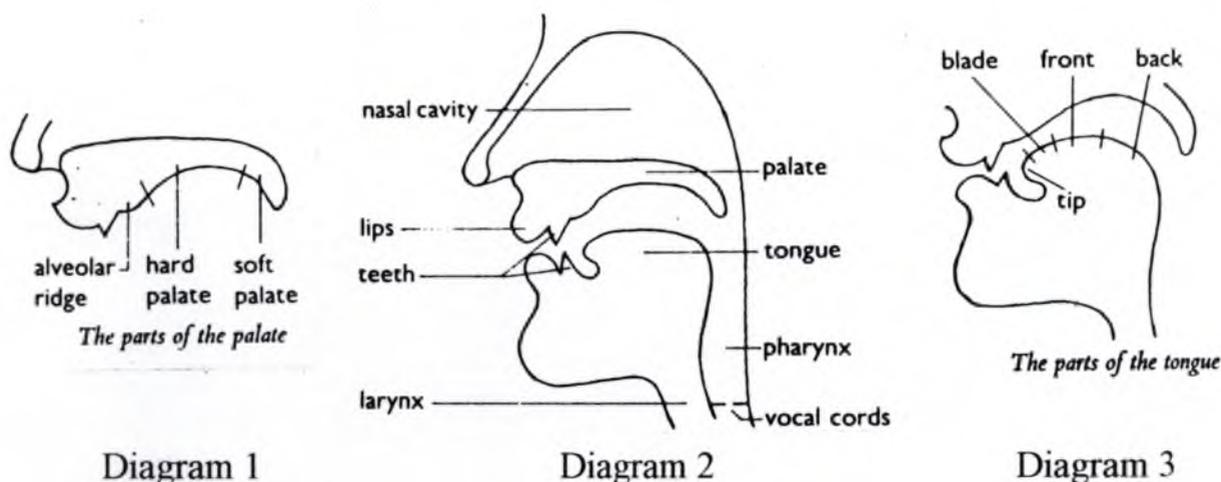


Diagram 1

Diagram 2

Diagram 3

Основное место образования подавляющего большинства английских и русских звуков – ротовая полость (mouth cavity), в которой расположены следующие органы речи: язык (tongue), нёбо (palate), отделяющее полость рта от носовой полости (nasal cavity), зубы (teeth) и губы (lips). Для удобства описания артикуляции звуков язык условно разделяется на следующие части (См. Рис. 3): переднюю часть с кончиком (blade and tip), среднюю (front) и заднюю с корнем языка (back).

Нёбо включает (См. Рис. 1) альвеолы (alveolar ridge), твердое нёбо (hard palate) и мягкое нёбо с маленьким язычком (soft palate and uvula).

Органы речи принято подразделять на активные, подвижные, органы (the vocal cords, the back of the pharynx, the soft palate, the lips the tongue, the lower jaw) и пассивные, неподвижные (the teeth, the alveolar ridge, the hard palate), которые служат местом образования преграды для активного речевого органа.

## 2. ГЛАСНЫЕ ЗВУКИ АНГЛИЙСКОГО ЯЗЫКА (ENGLISH VOWELS)

Гласными называются звуки речи, при артикуляции которых слабая струя воздуха свободно проходит через ротовую и носовую полости,

мышечное напряжение распределяется по всему речевому аппарату, а голосовые связки напряжены, сдвинуты и вибрируют. Качество гласного определяется объемом и формой ротового резонатора, что в первую очередь зависит от положения языка и губ. Поэтому классификация английских гласных опирается главным образом на особенности положения языка и губ. В зависимости от того, какая часть языка (См. Рис.1) поднята к небу (*горизонтальное движение языка*), гласные делятся на:

- гласные переднего ряда (front vowels: [i:, e, æ, eɪ, eə, aɪ, aʊ] ),
- гласные переднего отодвинутого назад ряда (front retracted vowels: [ɪ, ɪə]),
- гласные смешанного ряда (central vowels: [ɜ:, ə, ʌ]),
- гласные заднего продвинутого вперед ряда (back advanced vowels: [ɑ:, ʊ, uə, əʊ]),
- гласные заднего ряда (back vowels: [u:, ɒ, ɔ:, ɔɪ]).

По степени подъема языка (*вертикальное движение языка*) к нёбу различаются:

- гласные высокого подъема (close vowels: [i:, ɪ, ʊ, u:, ɪə, uə]),
- гласные среднего подъема (mid-open vowels: [e, ɜ:, ə, ʌ, eɪ, əʊ, eə]),
- гласные низкого подъема (open vowels: [æ, ɒ, ɑ:, ɔ:, aɪ, aʊ, ɔɪ])

Губы при артикуляции английских гласных могут занимать нейтральное положение (neutral lips: как при [e]), могут растягиваться (spread lips: как при [i:]) и округляться (rounded lips: как при [ɒ, ɔ:, ʊ, u:]).

Учитывая длительность звучания и стабильность их артикуляции, гласные можно подразделить на:

- краткие монофтонги (short monophthongs: [ɪ, e, æ, ʌ, ə, ʊ, ɒ]),
- долгие монофтонги (long monophthongs: [ɜ:, ɔ:, ɑ:]),
- дифтонгойды (diphthongoids: [i:, u:] и
- дифтонги (diphthongs: [eɪ, aɪ, ɔɪ, əʊ, aʊ, eə, ɪə, uə]).

Особенности артикуляции каждого из вышеназванных гласных звуков см. в The Phonetic Alphabet.

### 3. СОГЛАСНЫЕ ЗВУКИ АНГЛИЙСКОГО ЯЗЫКА (ENGLISH CONSONANTS)

Согласными называются звуки речи, при артикуляции которых струя воздуха встречает на своем пути преграду в речевом аппарате, преодоление которой вызывает шум. Мышечное напряжение сосредоточено в месте образования преграды. Поток воздуха довольно сильный, особенно при произнесении глухих согласных. Если в процессе звукообразования согласного преобладает шум, то возникают шумные

согласные, если имеет место преобладание музыкального тона, образуются сонанты.

По способу образования шума и типу преграды согласные звуки английского языка можно разделить на:

- шумные взрывные (*noise plosive consonants*: [p,b,t,d,k,g]), которые образуются путем создания полной преграды, нарушение которой сопровождается взрывом;
- шумные аффрикаты (*noise affricative consonants*: [tʃ,dʒ]), которые образуются при комбинации двух укладов, когда после полной преграды возникает щель;
- шумные фрикативные (*noise fricative consonants*: [f,v,s,z,θ,ð,ʃ,ʒ,h]), которые создаются путем образования неполной преграды (щели), нарушение которой сопровождается шумом трения;
- носовые сонанты (*nasal sonorants*: [m,n,ŋ]), при произнесении которых образуется полная преграда в носовой полости, разрыв которой приводит к созданию согласного звука с преобладанием музыкального тона;
- боковые (латеральные) сонанты (*lateral sonorants*: [l]), при произнесении которых образуется щель между кончиком языка и альвеолами и воздушная струя проходит по боковым сторонам языка;
- срединные сонанты (*medial sonorants*: [w,r,j]), при производстве которых струя воздуха проходит по центральной части языка, так как боковые края языка подняты и прижаты к зубам.

Дополнительные характеристики каждого из вышеназванных звуков см. в The Phonetic Alphabet.

#### 4. АССИМИЛЯЦИЯ И СОЕДИНЕНИЕ ЗВУКОВ РЕЧИ (ASSIMILATION AND LINKING)

Качество звуков в потоке речи может меняться под влиянием артикуляции соседних звуков. В случае соседних согласных звуков имеет место их ассимиляция, т.е. уподобление одного звука другому. Влияние звуков может проходить в трех направлениях. При прогрессивном направлении ассимиляции (*progressive assimilation*) предшествующий согласный звук влияет на последующий. Напр., в слове *slow* сонант [l] частично оглушается под влиянием предшествующего глухого согласного [s] перед гласным. При регрессивном направлении ассимиляции (*regressive assimilation*) последующий звук влияет на предшествующий. Результатом такого влияния могут быть:

- потеря взрыва у первого из двух взрывных звуков (*loss of plosion*):  
*a big cat*;

- приобретение взрывным согласным бокового взрыва под влиянием последующего латерального сонанта: *an old lady*;
- приобретение взрывным согласным носового взрыва под влиянием последующего носового сонанта: *white mice*;
- огубление негубного согласного под влиянием последующего губно-губного сонанта: *twenty questions* [kw..];
- зубная артикуляция альвеолярного согласного под влиянием последующего зубного: *the tenth man*.

При взаимной ассимиляции два рядом стоящих звука оказываются под обоюдным влиянием: *Try twice!* [t] частично оглушает последующий сонант [r], а заальвеолярный [r] делает альвеолярный [t] заальвеолярным.

На стыке слов, второе из которых начинается с гласного, возможно соединение звуков (*word linking*) в соответствии с правилами слитного произнесения подобных стыков. В настоящем курсе рассматриваются четыре возможности такого соединения:

- *Stand up!* (конечный согласный предшествующего слова сливается с начальным гласным последующего слова);
- *We are here.* (появляется дополнительный призвук [j] при соединении слов, первое из которых оканчивается на неокругленный гласный);
- *Go out!* (появляется дополнительный призвук [w] при соединении слов, первое из которых оканчивается на округленный гласный);
- *Here it is.* (произносится связующий [r], если предшествующее слово в орфографии оканчивается на 'r' или 're', а последующее слово начинается с гласного звука).

## 5. УДАРЕНИЕ (STRESS)

Фонетический материал настоящего курса представлен в слогах (*syllables*), словах (*words*), отдельных предложениях (*sentences*) и связных текстах (*texts*.)

Слогом называется звук или несколько звуков, произносимых одним толчком выдыхаемого воздуха. Слоγοобразующими в английском языке являются гласные или гласные в сочетании с согласными, а также сонанты [m,n,l], стоящие в конце слова после шумного согласного: *table*[teɪbl], *kitten*[kɪtn], *handsome*[hæns(ə)m]. Выделение слога в слове называется словесным ударением (*word stress*). Физиологически гласный звук в таком слоге произносится с большей силой выдоха, с более четкой и ясной артикуляцией и звучит громче гласных в безударных слогах. Словесное ударение служит для различения смысла слов с одинаковым звуковым составом: англ. *ˈmankind* (мужчины) – *mankɪnd* (человечество), русск. *му́ка* – *мука́*, а также для различения

грамматических категорий и форм: 'object (сущ.) – ob'ject (глагол), русск. сѣла (глагол, прош. врем., ед.ч., ж.род) – (из) селá (сущ., ед.ч., род. пад.).

Разница в положении ударения в английском языке отличает сложное слово от свободного словосочетания: a greenhouse - теплица, a green house – зеленый дом. Большинство английских сложных существительных имеет ударение на первом составляющем элементе: 'blackboard, 'bookcase, 'reading-room. Если второй из элементов имеет более чем один слог, то он приобретает второстепенное ударение: 'writing-table.

Для многосложных слов в английском языке характерно наличие двух ударений – главного и второстепенного: pronunciation, international. Английские слова могут иметь два равносильных ударения. К этой категории относятся глаголы с послелогом (to get up), сложные прилагательные ('good-looking), слова с отрицательными приставками ('unknown) и числительные от 13 до 19 ('fifteen). Под влиянием ритма слова с двумя ударениями могут терять одно из них (He is 'fifteen years old. She is 'twenty in 'nineteen 'ninety nine. She is 'quite good-looking.)

Выделение слов в потоке речи называется фразовым ударением (sentence stress) и происходит аналогично выделению слога в слове. При этом ударность/безударность английских слов зависит от принадлежности слова к определенной части речи, а также его положения в предложении. Характерной тенденцией для английского языка является выделение ударением знаменательных частей речи: существительных (nouns), полнозначных глаголов (verbs), прилагательных (adjectives), наречий (adverbs), числительных (numerals), вопросительных и указательных местоимений (pronouns) – и ослаблять (редуцировать) служебные слова: артикли (articles), предлоги (prepositions), союзы (conjunctions), вспомогательные и модальные глаголы, личные и притяжательные местоимения. Слово, на которое падает последнее фразовое ударение, называется ядром высказывания и является носителем мелодического тона (terminal tone), завершающего интонационное оформление предложения или смысловой группы. Выделение важных слов, обозначающих особо значимое для данного контекста понятие, происходит с помощью логического ударения (logical stress). Согласно закону контекста, ударным может оказаться любое слово, любая часть речи и даже часть грамматической формы (A: I'm not ready to answer. B: Who is ready then?). Иногда логическое ударение в предложении может совпадать с фразовым.

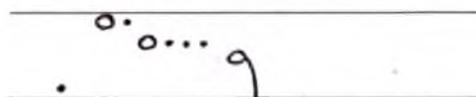
## 6. РИТМ И МЕЛОДИКА РЕЧИ (RHYTHM AND SPEECH MELODY)

Ритм является одним из важнейших компонентов английской интонации и тесно связан с ударением. В некоторых языках (напр., в русском) ритм отмеряется слогами (syllable-timed rhythm), т.е.

длительность звучания предложения зависит от количества как ударных, так и безударных слогов. Для английского языка характерно чередование ударных слогов через равные промежутки времени (stress-timed rhythm). Ударные слоги, как правило, длинные, безударные – краткие и имеют тенденцию примыкать к предыдущему ударному. Английскому языку свойственно деление речевого потока на ритмические группы (rhythmic groups), каждая из которых состоит из отдельного ударного слога или ударного слога и всех относящихся к нему безударных. В примере ‘I wandered lonely as a cloud...’ три ритмические группы, в первую ритмическую группу входит и предударный слог [aɪ]. Схема чередования ударных и безударных слогов такова: о О о | О о о о | О. Каждая ритмогруппа произносится слитно, без пауз, как если бы это было одно многосложное слово. Для сохранения ритма время произнесения трех безударных слогов (во 2-й ритмогруппе) следует максимально сократить и приблизить к длительности звучания одного безударного слога, а ритмические группы, вне зависимости от количества в них безударных слогов, необходимо произнести относительно за одинаковые промежутки времени. Закономерности чередования ритмических групп наблюдаются в английской поэзии:

There WAS an old MAN with a BEARD,  
Who SAID, ‘It is JUST as I FEARED! –  
Two OWLS and a HEN,  
Four LARKS and a WREN,  
Have ALL built their NESTS in my BEARD!’ (Edward Lear)

Хорошо подготовленная речь имеет четкую ритмическую организацию, не допускает неоправданных пауз и неожиданных остановок и мелодически правильно оформлена. Мелодика речи (speech melody)-это высотные изменения голоса, которые возникают в результате вибрации связок и появления музыкального тона. Для английской речи характерно «ступенчатое» понижение тона голоса в мелодическом ряде, образованном ритмическими группами. Для того чтобы выдержать шкалу падения (descending scale), необходимо произнести первый ударный слог в предложении выше, а последний ударный слог ниже всех остальных слогов. Каждый следующий ударный слог, начиная со второго, располагается на ступеньку ниже предыдущего. Графически предложение ‘I wandered lonely as a cloud’ выглядит так:



Мелодическое завершение зависит от коммуникативного типа предложения и цели высказывания. При законченности, категоричности,

определенности суждения завершение бывает падающим или нисходящим (falling tone). В этом случае последний ударный слог произносится с сильным падением голоса, приблизительно как при восклицании в русском языке. В настоящем курсе нисходящее завершение обозначается в тексте: Yes. и графически: \_\_\_\_\_

\_\_\_\_\_ 9 \_\_\_\_\_

Некоторое утрирование, т.е. увеличение силы падения последнего ударного слога, не только возможно, но и желательно, так как оно поможет преодолеть интерференцию русского плавного «певучего» нисходящего завершения.

Нисходящий тон обычно используется :

- в конце повествовательных предложений(statements): I know. I don't know;
  - в конце специальных вопросов(special questions), начинающихся с вопросительных слов Who? What? When? Where?How? и др.: What do you know? Where do you go?;
  - в конце второй части альтернативного вопроса (alternative question), предполагающего выбор из двух или более альтернатив: Did you go to the theatre or to the cinema last Sunday?;
  - в конце первой части разделительного вопроса(disjunctive or tag/tail question), которая представляет собой повествовательное предложение: You get up at 8 o'clock in the morning, don't you?;
  - в конце повелительных предложений(imperative sentences), выражающих приказ, команду или запрещение(order, command or prohibition): Go out. Don't come in. ;
  - в конце восклицательных предложений(exclamatory sentences): What a shame!;
  - произносятся приветствия при встрече: Hello! Good morning!
- и т.д.

При незаконченности суждения, неуверенности или сомнении завершение бывает повышающимся или восходящим(rising tone). Последний ударный слог в этом случае произносится с подъемом голоса. Восходящее завершение обозначается в тексте: No? и графически: \_\_\_\_\_

\_\_\_\_\_ 2 \_\_\_\_\_. В отличие от русского, подъем голоса при восходящем завершении в английском языке начинается довольно плавно, с самого низкого уровня в середине последнего ударного слога, продолжаясь на неударных слогах, которые могут следовать за ним. С восходящим завершением в английском языке обычно произносятся:

- распространенное подлежащее: 'Dan and ,Ann (have got three children);

- каждый из перечисляемых однородных членов предложения, кроме последнего в конце повествовательного предложения: There is a computer, a calendar, an address book and ...;
- обстоятельство в начале предложения: In the park there are...;
- общие вопросы: Do you often walk alone? ;
- первая часть альтернативных вопросов: Is the girl your sister or your cousin? ;
- вторая часть разделительных вопросов, если спрашивающий не уверен в получении утвердительного ответа: You are a student, aren't you? ;
- повелительные предложения, выражающие вежливую просьбу(polite request) или совет(advice): Come in, please. Don't hurry things. ;
- придаточные предложения, стоящие перед главным: When I am seventeen, I'll leave school and go to university;
- слова приветствия при прощании: Goodbye! So long! и т.д.

В русском языке нет шкалы падения, всё предложение произносится слитно-плавно, на менее широком диапазоне и с постепенным понижением тона. Восходящий тон начинается с более высокого уровня по отношению к предыдущим слогам и происходит резче и быстрее, чем в английском языке.

#### ВОПРОСЫ ДЛЯ КОНТРОЛЯ И ОБСУЖДЕНИЯ

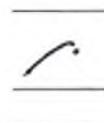
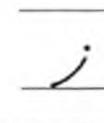
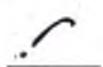
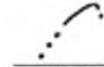
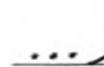
1. В чем состоят особые трудности овладения произношением носителей английского языка?
2. Как происходит формирование звуков речи?
3. Какие звуки называются гласными и как они классифицируются в английском языке?
4. Каков механизм производства согласных звуков? В чем его отличие от артикуляции гласных?
5. Как различаются согласные английского языка по способу образования шума и типу преграды?
6. Как может меняться качество согласных звуков в потоке речи? В каких направлениях и с каким результатом?
7. Какие возможности соединения гласных и согласных рассматриваются в настоящем курсе?
8. Какие звуки являются слогообразующими в английском языке? Как происходит выделение слога в слове? Какие типы слогов в английском языке Вы знаете?
9. Каковы функции словесного ударения?
10. Что такое фразовое ударение? От чего зависит ударность/безударность английских слов в предложении?
11. Как происходит выделение важных слов?
12. Каков ритмический рисунок английской речи? Чем он отличается от ритма в русском языке?

13. Что такое ритмогруппа? Как происходит понижение тона в английском предложении, образованном ритмогруппами?
14. Чем отличается нисходящее завершение в русском и английском языках?
15. Какие коммуникативные типы предложений в английском языке обычно произносятся с нисходящим тоном?
16. Как происходит подъем голоса при восходящем завершении высказывания в английском и русском языках?
17. Какие коммуникативные типы предложений в английском языке обычно произносятся с восходящим тоном?

### УПРАЖНЕНИЯ (EXERCISES)

- 1) Начиная дыхательные упражнения, примите правильную осанку: опустите руки вдоль туловища, распрямите позвоночник, немного откиньте голову назад и слегка отведите назад плечи.
- 2) Положите обе руки на нижние ребра: большой палец назад, остальные вперед. Сделайте несколько раз сильный глубокий вдох и выдох. При вдохе нижние ребра расходятся в стороны, при выдохе - опадают.
- 3) Глубоко вдохните и задержите дыхание на несколько секунд, расслабьте мышцы шеи и гортани. Медленно, маленькими порциями выдыхайте воздух. Следите за тем, чтобы выдоху сопутствовало ощущение напряженности в области ребер и диафрагмы. Вдоха и выдоха должно хватать на несколько слогов:  
РИ РУ РЭ РО, ЛИ ЛУ ЛЭ ЛО, МИ МУ МЭ МО,  
НИ НУ НЭ НО.
- 4) Постепенно увеличивайте продолжительность вдоха, задержки и выдоха. Приводимые ниже цифры определяют, как нужно регулировать эти три фазы: 3 – 3 – 3, 3 – 4 – 3, 3 – 5 – 3, 4 – 5 – 5, 5 – 5 – 6, 5 – 5 – 7, 5 – 5 – 8, 5 – 5 – 10, 6 – 5 – 10, 7 – 5 – 10, 8 – 5 – 10, 9 – 5 – 10, 10 – 5 – 10. Выдыхать воздух следует толчками, при этом можно произносить слоги: напр., на счет «десять» - ТА ТО ТУ ТИ ТЕ ДА ДО ДУ ДИ ДЕ.
- 5) Запрокинув голову на выдохе «полоскать горло», разогрейте голосовые связки.
- 6) Растяните губы в «фонетической улыбке»: разведите губы в стороны, обнажив оба ряда зубов. Между зубами должна быть узкая щель. Кончик языка слегка отодвинут от зубов и направлен к щели.
- 7) Сомкните и энергично разомкните губы – «Пыхтит паровоз». Произнесите: [p<sup>h</sup>, p<sup>h</sup>, p<sup>h</sup>].
- 8) Слегка опустив челюсть, достаньте нижней губой край верхних зубов. Повторите несколько раз. Произнесите: [f, f, f], «сдувая пушинку». Произнесите: [vvv, vvv, vvv], имитируя «полет самолета».
- 9) Сомкните губы хоботком и энергично вытяните их вперед,

- имитируя «вой вьюги» -[www, www, www].
- 10) Раскройте рот. Продвиньте весь плоский язык вперед «лопатой». Отодвиньте язык назад. Закройте рот.
  - 11) Раскройте рот. Язык « жало» поднимите к альвеолам. Энергично и резко разомкните преграду: [t̪, t̪, t̪] имитируя движение поезда.
  - 12) Уклад органов тот же, но кончик языка не касается альвеол, а образует узкую щель. Произнесите: [s, s, s], имитируя шипение змеи. Произнесите: [z, z, z], имитируя работу пилой.
  - 13) Широко раскройте рот. Оттяните весь язык назад. Задняя стенка языка поднимается к мягкому небу, касаясь его. Резко разомкните преграду: [k̪, k̪, k̪].
  - 14) Коснитесь кончиком языка попеременно верхних и нижних зубов. Слегка зажмите кончик языка между верхними и нижними зубами (межзубный уклад). Произнесите: [θ, θ, θ], имитируя шепелявость.
  - 15) Произнесите следующие русские предложения с английским акцентом (аспирацией): *Петя, Таня! Посмотрите, какая красивая кошка! Что там в поле? – Кони. От топота копыт пыль по полю летит.*
  - 16) Прочитайте с четкой дикцией скороговорку: *Карл у Клары украл кораллы, а Клара у Карла украла кларнет. Если бы Карл у Клары не крал кораллы, то Клара у Карла не краля б кларнет.*
  - 17) Повторите за преподавателем приведенные ниже слова как с русским, так и с английским восходящим завершением:

стол			книга		
студент			преподаватель		

- 18) Сравните два завершения (нисходящее и восходящее) в английском языке, используя следующие группы слов: *том, дом, лом, ком; дата, вата, хата, мята; учитель, родитель, ваятель, строитель*. Помните, что все остальные компоненты английской интонации, кроме завершения (ступенчатая шкала понижения, ритмогруппы и т.д.), остаются неизменными.

**THE PHONETIC ALPHABET**  
**(АНГЛИЙСКИЕ ЗВУКИ И ИХ АРТИКУЛЯЦИЯ)**

SOUND	PICTURE	PRONUNCIATION DESCRIPTIONS
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**MONOPHTHONGS**

[i:]



To make the sound [i:], your tongue should be high at the front of your mouth and your lips should be spread as if you are smiling, like in the picture.

/i:/ 

The loudness becomes more as the sound progresses. [i:] is a long, diphthongized vowel, as in "see, read, Pete".

[ɪ]



To make the sound [ɪ], you should open your mouth a little more than for [i:] and move your tongue down a bit to make [ɪ]. [ɪ] is a short sound, as in "Tim, did, fit".

[e]



To make the sound [e], your mouth should be less open than for [æ] and your tongue should be a little higher and further forward. The lips should be open, like this:

/e/ 

[e] is a short sound, as in "hen, Jed, get".

[æ]



To make the sound [æ], your tongue should go down at the front of your mouth. Your lips should look like this:

/æ/ 

[æ] is shorter before voiceless consonants, as in "cat, hat, black". It is quite long before voiced consonants, as in "have, has, had", and sonorants, as in "hang, pan, ham".

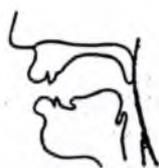
[ɑ:]  For [ɑ:] you should keep the tongue very low and see over it to the back of the palate and the pharynx. [ɑ:] is a long sound, as in "Charles, hard, heart".

[ɒ]  [ɒ] is a bit like [ɑ:] in quality though of course they must be kept apart. For [ɒ] the lips may be slightly rounded, for [ɑ:] they are not. You should make the sound [ɒ] at the back of the mouth with the tongue down. Your lips should look like this:

/ɒ/



[ɒ] is a short sound, as in "John, God, got".

[ɔ:]  Make [ɔ:] at the back of your mouth but move the tongue higher than for [ɒ]. For [ɔ:] the mouth is less open than for [ɒ] and the lips are more rounded. [ɔ:] is a long sound, as in "call, George, port".

[ɜ:]  To make the sound [ɜ:], keep your tongue in the middle of the mouth, your teeth quite close together and your lips unrounded. [ɜ:] is a long sound, as in "girl, bird, hurt".

/ɜ:/



[ʊ]  To make the sound [ʊ], your tongue should be lower in your mouth than for [u:] and your lips should look like this:

/ʊ/



[ʊ] is a short sound, as in "pull, good, book".

[u:]  To make the sound [u:], your tongue should go up at the back of your mouth, your lips should be rounded like this:

/u:/



and the loudness becomes more as the sound progresses. [u:] is a long, diphthongized vowel, as in "moon, hood, boot".



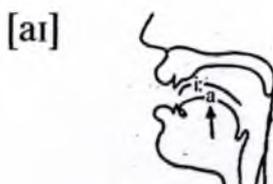
To make the sound [ʌ], your mouth should be less open and your tongue should be a little higher in your mouth than for [æ]. [ʌ] is a short sound, as in “cup, cousin, honey”.

[ə] or schwa



To make the sound [ə], your lips and tongue should be in the same position as to make the sound [ɜ:], but [ə] is shorter. It is particularly short and indistinct when it is not final, e.g. [ə'dʒen]. In final position, that is before a pause, the vowel [ə] sounds more like [ʌ], though it is not usually so clear, e.g. [bə'nɑ:nə].

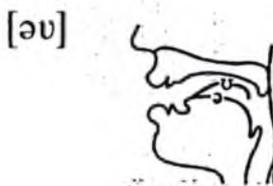
## DIPHTHONGS



[aɪ] glides from [æ] or [ʌ] to [ɪ], and the loudness becomes less as the glide progresses. [aɪ] is a long sound, as in “I, mine, bite, drive”.



For [aʊ], start with [æ] or with [ʌ], then add an [ʊ], as in “town, cloud, how”. [aʊ] is a long sound. Its loudness becomes less as the glide progresses.



Make [əʊ] with two vowel elements put together, [ə] and [ʊ]. It starts in the middle of the mouth and then glides away to [ʊ] with the lips getting slightly rounded and the sound becoming less loud as the glide progresses. [əʊ] is a long sound, as in “go, home, soap”.



To make the sound [eɪ], say a long –eee – and then glide smoothly to [ɪ], making the sound less loud as the glide progresses. [eɪ] is a long sound, as in “say, same, late”.

[ɔɪ]



[ɔɪ] glides from [ɔ:] to [ɪ] and as usual the loudness becomes less during the glide. Say [dʒɔ:] and then add [ɪ] ; this will give [dʒɔɪ], as in “boy, voice, employ”.

[ɪə]



[ɪə] glides from [ɪ] (not [i:] ) to [ə], as in words “near, here, really”.

[eə]



To make the sound [eə], start with the word “has” with the proper English [æ] and then add [ʌ] gliding smoothly from [æ] to [ʌ] ; this will give you the word “hair”. [eə] is a long sound, as in “air, rare, there”.

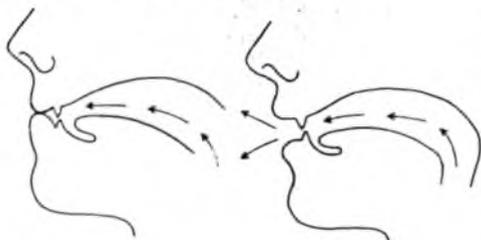
[ʊə]



[ʊə] starts from [ʊ] ( not [u:] ! ) and glides to [ə] , as in “tour, poor, cure”.

## PLOSIVE CONSONANTS

[p] [b]



To start the sound [p], you should press your lips tightly together and push the air in your mouth between them with an explosion and an extra signal to distinguish it from [b]. The signal is an extra puff of air (aspiration), e.g. [p<sup>h</sup>it], [p<sup>h</sup>et], [p<sup>h</sup>i:t]. You can practise this puff by holding a piece of paper in front of your mouth when you make the sound. The air that comes out of your mouth should make the piece of paper move. [p] is a voiceless sound, [b] is a voiced one.

[t] [d]



To make the sound , keep the tip of your tongue (not the blade ) firmly against the middle of the alveolar ridge, then lower the tongue-tip and breathe with an explosion and aspiration, e.g [tʰɪn],[tʰɛn],[tʰi:]. [d] is weak and never aspirated, e.g. [dæn],[ded],[di:].

[k] [g]



To begin the sound [k] , the back of your tongue should be in firm contact with the soft palate. Then you lower the tongue and breathe out with a slight explosion, as in “kite, cane, key”. The strong [k] is aspirated in the same way as [p] and [t]. [g] is weak and never aspirated.

### AFFRICATIVE CONSONANTS

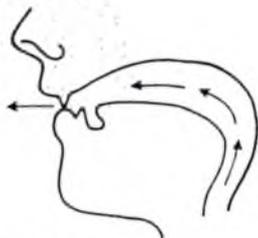
[tʃ] [dʒ]



To start the sound [tʃ], the tip of your tongue should touch the back part of the alveolar ridge, the front of the tongue goes up to the hard palate and the lips are very slightly rounded. When the air goes through, there is a strong friction, as in “cheese, child, chop”. For [dʒ] the friction is weaker, as in “Jill, joy, jelly”.

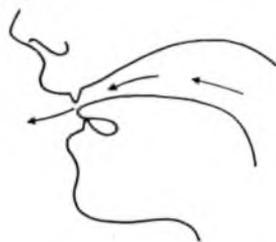
### FRICATIVE CONSONANTS

[f] [v]



To make the sound [f], your upper teeth should touch the inside of your lower lip. Then you should blow the air between them quite strongly for [f], as in [ffɪn],[ffel],[ffi:l]. To make [v], use your voice, as in “vane, vast, very”.

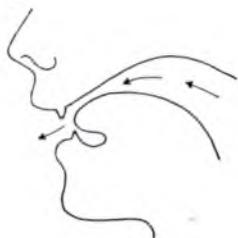
[θ] [ð]



To make the sound [θ], you should put the tip of your tongue close to the cutting-edge of your upper front teeth. In the mirror you will be able to see the tip and touch it with your finger. Blow the air through this position so that you get some friction, but not so much as for [s], e.g. “thin, third, thumb”. Don’t use your voice for [θ]. To make [ð], use your voice and less friction by

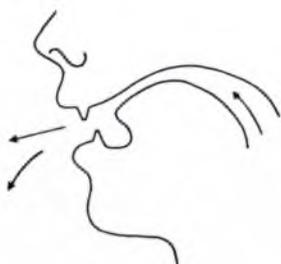
pushing the air more gently, as in “they, then, though”.

[s] [z]



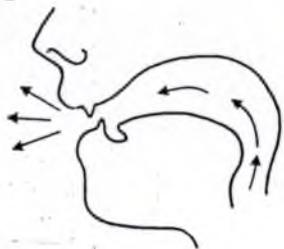
To make [s], [z], the tip and blade of your tongue should be very close to the alveolar ridge, the teeth should be very close together. The friction for these sounds, especially for [s], is much greater than for [f v θ ð]. [s] is a strong sound, as in “so, sand, same”. [z] is a weak one, as in “zip, zone, zebra”.

[ʃ] [ʒ]



To make the sound [ʃ], you should move the tip of your tongue backwards a little so that the narrowing is at the back of the alveolar ridge (draw the breath inwards to check that you have the tongue in the right place). Move the front of the tongue a little higher than for [s z] and slightly round the lips. [ʃ] is the sound we make when we want someone to be quiet. It is a strong consonant, as in “she, show, shine”. For [ʒ] the friction is weaker because it is voiced, e.g. garage [ˈgærɑːʒ], leisure [ˈleɪʒə], rouge [ruːʒ].

[h]



To make the sound [h], you should push a lot of air out of your mouth without moving your tongue. The sound is similar to the noise you make if you are out of breath, e.g. “here, hair, how”. Avoid a scraping noise between the back of the tongue and the soft palate. Practise [h] quite slowly at first.

## NASAL SONORANTS

[m]



To make the sound [m], block the mouth by closing the two lips tightly and let the air go through the nose, as in “moon, my, mouth”. Make [m] rather long and voiced.

[n]



To make the sound [n], block the mouth by pressing the tip of the tongue against the alveolar ridge, and the sides of the tongue against the sides of the palate. Avoid making [n] with the tongue-tip on the teeth themselves. Make the [n] or [m] quite long before a voiced consonant and

short before a strong, voiceless consonant, e.g. send [sennd], sent [sent], lambs [læmmz], lamp [læmp].

[ŋ]

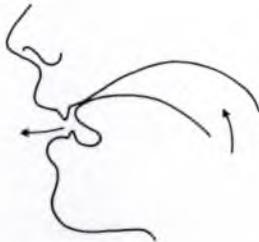


To make the sound [ŋ], the air should come out through your nose as in the sound [n] but the back of your tongue should be pressed against the soft palate. Be sure that when the air starts coming out of the nose, the tip of the tongue does not rise at all, as in "sing, thank, wrong".

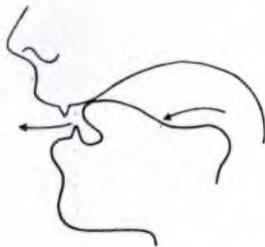
## LATERAL SONORANTS

[l]

clear /l/



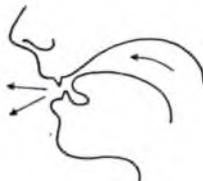
dark /l/



To make the sound [l], the tongue-tip and the sides of the tongue-blade should make the firm contact with the alveolar ridge. The remainder of the tongue is placed as for the vowel [ɪ]. The air escapes over the sides of the tongue and out of the mouth. [l] before vowels is known as the clear [l], as in "light, low, list". [l] before consonants and in final position is known as the dark [l]. To make a dark [l], the tongue-tip makes the usual firm contact with the alveolar ridge, but the remainder of the tongue takes up a shape like that required for the vowel [ʊ] or [ɔ:], that is it goes up at the back of the mouth, as in "feel, bell, ball". Make the dark [l] quite long before a voiced consonant and short before a strong voiceless consonant, e.g. sold [səʊlld], spelt [spelt].

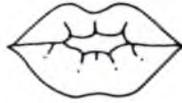
## MEDIAL SONORANTS

[j]



The sound [j] is a quick glide from the position of the vowel [i:] or [ɪ] to any other vowel: i:es or ies - jes. To make the sound [j], your tongue does not touch the roof of your mouth, as in "yet, you, yellow". [j] is a voiced sound like any English sonorant, but it may partly lose the voice when [j] follows a voiceless consonant, as in "few, pupil, tulip". This feature is characteristic of most of the English sonorants.

[w]



The sound [w] consists of a quick glide from the vowel [u:] or [ʊ] to whatever vowel follows, e.g. u: – ə: : war. To make the sound, push your lips out, keep the tongue up at the back of the mouth. To have the correct sound [w], don't touch your teeth. [w] must be short and weak, but the lips must be rounded quite firmly, as in "wife, wind, west".

[r]



To make the sound [r], you should turn up the tip of your tongue towards the hard palate at the back of the alveolar ridge. Keep the front of the tongue low and the back rather high. The tip of your tongue should not touch the roof of your mouth, and your tongue should not vibrate - [r] in English is a very gentle voiced sound, as in "rule, rest, read".

### ДРУГИЕ ФОНЕТИЧЕСКИЕ СИМВОЛЫ, ИСПОЛЬЗУЕМЫЕ В ПОСОБИИ

[ˈ]

ударный слог в печатном тексте и фонетической транскрипции

ударный слог в тонограмме

безударный слог в тонограмме

\No. 9

нисходящий терминальный(ядерный) тон  
в печатном тексте и тонограмме

/No. 2

восходящий терминальный(ядерный) тон  
в печатном тексте и тонограмме

[ | ]

пауза внутри предложения

[ || ]

пауза между предложениями

(It's an easy task, gentlemen)

тонограмма: графическое изображение  
основных компонентов интонационной  
группы:

1. Pre-Head
2. Descending Stepping Scale
3. Nucleus
4. Tail

**LESSON 1: Focus on :**

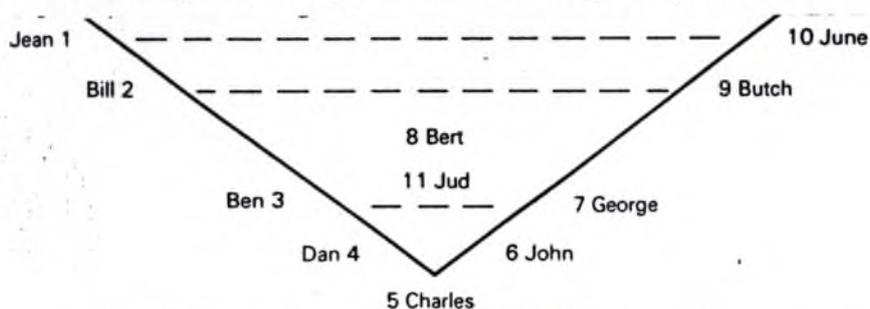
the vowels [æ] [aɪ]  
 the plosives [ p t k b d g ]  
 the fricatives [ f v s z h ]  
 the nasal sonorants [ m n ]  
 the median sonorants [ r l ]  
 word stress and syllables  
 falling intonation in statements

**STARTING POINTS**

- 1 Read the Introduction for the phonetic phenomena practised in the Lesson before you go further on.
- 2 Watch the teacher doing the “tea... .. two” exercise for the tongue and-lips control.

tea ... two ( the tongue moves backwards )  
 tea ... tar ( the tongue moves down )  
 tar ... two ( the tongue moves up )  
 two ... tea ( the tongue moves forwards )

- 3 Practise saying the same words and notice how the lips and tongue move.
- 4 Look at the diagram below that shows the relationship between English vowels, according to the position of the highest point of the tongue.



- 5 Listen to the teacher describing the eleven different vowel sounds.
- 6 Now practise saying them as you listen to the speaker. What happens to your jaw between Sound 1 and Sound 6?

Remember that you will need to go over the same “tea ... .. two” and “Jean ... .. Jud” exercises several times before each lesson until you are able to do them perfectly well without anyone’s help.

## PRONUNCIATION

1 Practise making the sound [ æ ]:

2

1/ with the plosive consonants:

[ p<sup>h</sup>æ t<sup>h</sup>æ k<sup>h</sup>æ ]                      but: [ bæ dæ gæ ]  
 [ bæd dæd gæp ]                      but: [ p<sup>h</sup>æt t<sup>h</sup>æp k<sup>h</sup>æp ]  
 (Remember that weak plosives never have aspiration)

2/ with the nasal sonorants:

[ nnæ mmæ mmæp ]  
 [ mmæ nnæ nnæp ]  
 (Notice that [ m ] or [ n ] are long before a vowel at the beginning of a word)

3/ with the fricative consonants:

[ ffæ ffæn ffæt ]                      but: [ væ væn væt ]  
 (Be sure you make [ f ] [ v ] keeping the upper lip out of the way, and with more friction for [ f ])

[ hæ hæv ]  
 [ hæm hæd ]

(Get your mouth ready for the vowel and push a small gasp of breath through your mouth just before the vowel starts)

4/ with the lateral [ l ] (clear):

[ llæ llæm llæd ]  
 [ llæg llæb llæp ]  
 [ flæg flæt flæp ]

(Notice that after a voiceless [ f ] the sonorant [ l ] becomes partly devoiced)

5/ with the median sonorant [ r ]:

[ rræ rræk rræt ]  
 [ rræ rræn præm ]  
 [ rræ træp træm ]

(Be sure your tongue does not vibrate and does not touch the roof of the mouth. Notice that after a voiceless plosive the sonorant [ r ] becomes partly devoiced)

- 2 Make the diphthong [ aɪ ], gliding from [ æ ] to [ I ] :  
 (Remember that [ aɪ ] is 80% [ a ] and 20 % [ I ])

- a) [ aɪ haɪ ]      b) [ aɪ daɪ ]      c) [ aɪ aim taim ]  
    [ aɪ saɪ ]      [ aɪ baɪ ]      [ maɪ maim raim ]  
    [ aɪ taɪ ]      [ aɪ laɪ ]  
    [ aɪ paɪ ]      [ aɪ maɪ ]

- 3 Practise some more fricatives with [ aɪ ]:

- [ θaɪ      ðaɪ      aɪðə ]  
 [ maɪ      main      naɪðə ]

(If you have problems with the sounds [ð], [θ], try putting your finger in front of your mouth and touching it with your tongue, like this:



## WORD STRESS AND SYLLABLES

- 1 Pair Work. Practise saying the [æ] sounds and some of the above consonants in longer words. As you read, count the number of syllables on your fingers. Make the stressed syllables louder than the unstressed.

act	actor	acrobat	( .. bæʔ)
pat	patter	parapet	
cab	cabin	cabinet	
fat	factor	faculty	
dad	daddy	daffodil	

Work with your partner, like this:

- a) 'Echo' your partner.

A: ˘ Actor.

B: ˘ Actor.

( Your voice goes up and down on the stressed syllable )

- b) Agree with your partner.

A: ˘ Acrobat?

( Your voice goes down and up on the stressed syllable )

B: √Acrobat.

( Your voice goes up and down on the stressed syllable.)

- 2 Can you think of more words with the vowel [æ] to fit in the stressed patterns above?

## INTONATION AND SENTENCE STRESS

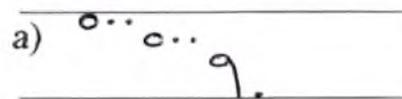
- 1 Look at these sentences with the stresses and tones marked. Notice the tone-stress marks used:

/√/ to mark the main, nuclear (основной, ядерный) stress (Low Fall)

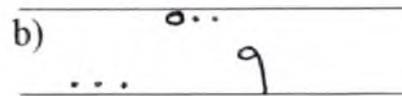
/ ' / to mark the other stressed words/syllables

/, / to mark the stressed words/syllables that come after the main stress

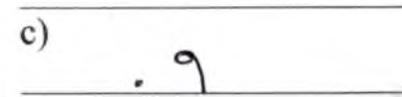
1/ I'm Pat.



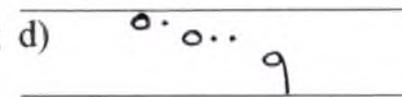
2/ I have a bag and a hat.



3/ Ad and Dan have a van.



4/ Pam has a fan and a handbag



- 2 Study the tonograms which go with the sentences above. Can you match the tonogram with the sentence?

- 3 Read the sentences. Make your voice go high up on the first stress and come down gradually, step by step, on the main, nuclear stress.

- 4 Use the phonetic transcription to pronounce the unstressed words correctly.

(Notice that in most of the unstressed words the vowels change their quality and become [ə]. ( For [ə], look back at the Phonetic Alphabet )

1/ [ aɪm √pæt ]

2/ [ aɪ hæv ə 'bæg ənd ə √hæt ]

- 3/ [ 'æd ənd 'dæn hæv ə ,væn ]  
 4/ [ 'pæm hæz ə 'fæn ənd ə ,hændbæg ]

5 Can you think of more sentences to fit in the tonograms above?

Suggested words:

men's	names:	Alf Lam Val
women's	names:	Ann Fan Mag
things to have	:	a mat a cab a can a tram

6 How would the tonograms change if you used two-syllable names, like Anna (w), Adam (m), Alice (w), Basil (m), Harry (m), Patrick (m), Aggie (w) ?

## READING

1 In normal rapid (беглый, быстрый) speech certain consonants are either dropped or assimilated. Practise saying these groups of words and watch the loss of plosion:

isn't bad [iznt bæd]

(Look back at the Phonetic Alphabet to make the sound [ɪ])

and Dan [ən(d) dæn]

flat too [flæt tu:] (Say [tu:] as in 'two'.)

2 Read the text.

I'm Pamela.

I have a flat.

'Ann and 'Dan have a flat too.

My flat | 'isn't bad.

'Ann and Dan's flat | 'isn't bad either.

(Notice that the pauses, stresses and tones have been marked for you in the line of text and graphically. From this lesson on, you



e.g. prac|tice ( A dictionary shows syllabic divisions with a small dot )

abby, banner, barrack, hammock, album, cactus, tractor, salary

**RULE CHECK:** Here are a few hints:

- a. Divide after a vowel which is followed by only one consonant, e.g. : ca|me|ra
- b. Divide between a double consonant, e.g. : ap|ple
- c. A syllable ending in a vowel is called **open**
- d. A syllable ending in a consonant is called **closed**

5 Write a line of each of these letters : Aa Bb Cc Dd Ff Gg Hh Ii Ll Mm Nn Pp Rr Tt Vv

Aa Bb Cc Dd Gg Hh Ii Ll Mm Nn Pp Rr Tt Vv

6 Write five sentences to fit in each of the tonograms in Lesson 1 (Intonation and Sentence Stress )

7 How do you know what a sentence is? You will learn more about sentences *later in the course*, but for now , you should know the following:

1/ **A sentence** is a group of words that contains a subject and a predicate and expresses a complete thought. Sometimes it may also have other parts to describe the subject ,or the predicate, or both.

These are sentences : *I'm Alice. Who are you? I have a flat. My flat isn't bad. Come and see it.* ( The subject in this sentence is **you** )

2/ **The subject** is usually a noun or pronoun. **The predicate** is a verb which tells you an action or just links the subject with the rest of the sentence. The most common linking verb is **be**.

8 Identify the main parts in each of the sentences in the text about Pamela. What parts of speech are they expressed by? Study the example:

A good student works hard at her/his English and enjoys the work greatly.  
**art adj n v adv prep pron n conj v art n adv**

9 Translate into English.

1/ Я Алиса. 2/ Я тоже Алиса. 3/ У меня есть квартира в Н.Новгороде. 4/ У меня тоже есть квартира. 5/ Моя квартира неплохая. 6/ Моя тоже неплохая. 7/ Моя квартира выходит в

сад. / ... has a view of ... / 8/ Моя тоже выходит в сад. 9/ У нас много общего. / ... a lot in common /

### RULE CHECK :

1. **too** is used in affirmative (утвердительный) sentences, e.g.: *I like Jane and I like her sister **too** (preferable to **also**).  
*I have a flat and I **also** have a country house.**
2. **either** is used in negative (отрицательный) sentences, e.g. : *I don't have a car and I don't have a cycle **either**.*

### LESSON 2 : Focus on:

the vowels [ e ] [ eɪ ] [ eə ]  
 the lateral sonorant [ l ] ( dark )  
 syllabic [ l ] [ n ]  
 the median sonorants [ j ] [ w ]  
 weak forms of words  
 falling intonation in So do I ; Neither do I

### STARTING POINTS

#### 1 Pronunciation Check (Lesson 1)

1/ Complete these rules:

- a) ... .. plosives never have aspiration (weak/strong).
- b) The sound [æ] is the shortest before ... .. consonants (voiced/voiceless).
- c) To make a clear [l], your tongue goes up at the ... of your mouth (front/back)

2/ Say these groups of words , repeating each of them three times in a good steady rhythm:

e.g. pat, bat, bat, pat, pat, bat, bat, pat, pat, bat, bat, pat

pack, lack; fry, try; kite, height; can, ran; rye, pie; bite, might

- 2 Read the Introduction for the phonetic phenomena practised in Lesson 2.
- 3 Do the exercises for the tongue-and-lips control.

4 Listen to the contrast of vowel 11 ( Jud ) and all the other vowels.

1	beat	[i:]	11 [ʌ]	but
2	bit	[ɪ]		but
3	bet	[e]		but
4	bat	[æ]		but
5	bart	[ɑ:]		but
6	bot	[ɒ]		but
7	bought	[ɔ:]		but
8	bert	[ɜ:]		but
9	book	[ʊ]		but
10	boot	[u:]		but

5 Practise the vowel sounds in “beat ... but”.

### PRONUNCIATION

1 Practise making the vowel [ e ]

[ et	get	p <sup>h</sup> et ]
[ p <sup>h</sup> enn	t <sup>h</sup> enn	t <sup>h</sup> ent ]
[ mmenn	mmeg	mmet ]
[ nnek	nnest	rrest ]

1/ with the median sonorant [ w ]:

(If you have problems with this sound, try starting with the sound [u:]

first: [ uuu - wen ] [ uu - wen ] [ u - wen ]

Be sure you make your lips round and hard and feel the tension (напряжение) at the back of your tongue)

2/ and the median sonorant [ j ]:

(If you have problems with the sound [j], you can try starting with [i:]

[ iii: - jes ] [ ii: - jes ] [ i: - jes ]

Move smoothly and quickly to the following [e]. Be sure that there is no friction in the [j]: [ jjes jjell jjet ] [ wwell wwest wwet ]

3/ Notice that in well [wel] the lateral sonorant [l] has a different colouring. It becomes dark at the end of the word and also before consonants.

bell [bel]	fell [fel]	sell [sel]	tell [tel]
belt [belt]	felt [felt]	hell [hel]	help [help]

(Be sure you keep the tip of your tongue on the alveolar ridge and raise the back of your tongue to the soft palate)

- 2 Now go from the short [e] to the long diphthongs [eɪ] and [eə].

[ bet	beit ]	[ peɪ	peə ]
[ det	deɪt ]	[ reɪ	reə ]
[ letə	leɪtə ]	[ teɪm	teə ]
[ pepə	peɪpə ]	[ leɪm	leə ]

(Notice that [eɪ] [eə] are 80% [e] and only 20% [ɪ] [ə])

- 3 Distinguish between the vowels [æ] and [e].

and [ænd]	end [end]
tan [tæn]	ten [ten]
bad [bæd]	bed [bed]
bat [bæt]	bet [bet]

- 4 Have some more practise on the diphthongs.

day [deɪ]	die [daɪ]	dine [daɪn]
lay [leɪ]	lie [laɪ]	line [laɪn]
ray [reɪ]	ripe [raɪp]	rhyme [raɪm]

- 5 Make the first element of [aɪ] but start gliding towards [ʊ] : aaʊ .

[ aɪ      aʊ ] [ maɪ      haʊ ] [ naɪs      haʊs ]

- 6 To make [əʊ], first say [ə], as in 'actor' [æktə]. Make it longer :əəə .  
Now add [ʊ]. It is very short. Your lips should be rounded.

[ səəəʊ	- səəʊ	- səəəʊ ]
[ nəəəʊ	- əʊ 'nəəəʊ ]	
[ əʊ nəʊ	- hə'ləəəʊ ]	

- 7 Read the words. Concentrate on the diphthong .

ʌSo. So,so. ʌNo. Oh,no. Hel,lo.

## WORD STRESS AND SYLLABLES

- 1 The sonorant [l] often forms a syllable when it is dark. Say these words, making the first syllable louder than the second.

[<sup>1</sup>æp<sub>l</sub>] ap|ple    [<sup>1</sup>eɪb<sub>l</sub>] a|ble    [<sup>1</sup>aɪd<sub>l</sub>] i|dle    [<sup>1</sup>peɪb<sub>l</sub>] peb|ble

(Notice that this requires a special pronunciation of the preceding (предшествующий) plosive consonant, like [ p ], [ t ], [ k ], etc. As a result, the plosive gets a lateral (латеральный, боковой) plosion. Make a plosive and hold the breath in the mouth, don't let it out. Then send all the breath out of the mouth sharply over the sides of the tongue)

- 2 The sonorant [ n ] is also often syllabic (слоγοобразующий).

[<sup>1</sup>red<sub>n</sub>] red|den    [<sup>1</sup>fæt<sub>n</sub>] fat|ten    [<sup>1</sup>θret<sub>n</sub>] threa|ten

(Notice that this requires a special pronunciation of the preceding plosive. As a result, the plosive gets a nasal (носовой) plosion. Make a plosive and hold your breath in the mouth, don't let it out. Then send all the breath out sharply through the nose. If you make a strong explosion or if you put a vowel [ ə ] between the plosive and the sonorant it will sound rather strange to English ears. The same is true for the case of a lateral plosion)

- 3 Make the plurals . Use the rule for reading the possessives ( Lesson 1 : Reading )

[ s ]	[ z ]	[ ɪz ]
belts	pens	dresses
cakes	babies	faces
pipes	ties	dices
coats	roads	roses
outs	towns	houses [ɪz]

(ins and outs)

(Notice that nouns ( and verbs ) ending in [ s, z, tʃ, dʒ, ʃ, ʒ ] have an extra syllable when an "s" is added)

- 4 **Pair Work.** Practise making the sound [ e ] in the stressed syllables of longer words. Make sure that the stresses and schwa [ ə ] sounds are correct.

tend	tenant	tendency
bend	belly	benefit
pet	pedal	penalty
vet	very	veteran
yet	yellow	yesterday

Work with your partner in the same way as in Lesson 1 and also like this:

Disagree with your partner. Express your surprise and contradict the statement.

A : Yesterday.

B : Yesterday? (Your voice goes down and up to show your disagreement). Oh, no. Yellow. (Your voice down and sounds categoric and definite)

## WEAK FORMS OF WORDS

- 1 In spoken English and in informal writing ( but not in formal writing) auxiliary (вспомогательные) verbs are usually contracted (стяженный, сокращенный). This helps to highlight the more important words.

Formal	Informal	Formal	Informal
I am	I'm	I would	I'd
we are	we're	I will	I'll
you are	you're	I will not	I won't
he is	he's	I do not	I don't
that is	that's	he does not	he doesn't
there is	there's	I cannot	I can't

- 2 We often use **Have** to talk about possession, relationships, characteristics and similar ideas. The short forms I have, have I?, I have not etc are unusual in an informal style. Instead, we generally use forms with **have got** or **do ... have**.

Read and compare.

1/ I have a pear.

I've got a pear.

2/ It is a ripe pear.

It's a ripe pear.

3/ Ted has ten pens.

Ted's got ten pens.

4/ They are red pens.

They're red pens.

[ ðeɪ ə red penz ]

[ ðeə red penz ]

(Say [v] as in "John, bot". It is short and it is made at the back of the mouth. When you make the sound, round your lips, like this:



## SENTENCE STRESS AND RHYTHM

- 1 English is a stress-timed language. The rhythm of English speech depends on the alternation (чередование) of stressed and unstressed

syllables. Stressed syllables are said together with shorter unstressed syllables at equal periods of time.

e.g. **all stressed syllables**                      **stressed and unstressed syllables**

1/ 'Pam's 'hat's b'lack.      2/ 'Pam has got a 'hat that is b'lack .

( Notice that stressed syllables in Sentence 2 are shorter than in Sentence 1 because they are accompanied by shorter, unstressed syllables.)

- 2 Can you think of more sentences to fit in the rhythmic patterns above?

## INTONATION AND THE MAIN SENTENCE STRESS

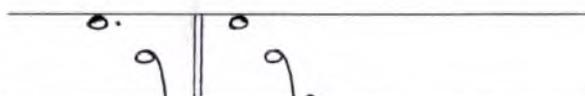
- 1 You know from the Introduction that native speakers of English use a *basic sentence stress pattern in speech*, i.e. *content words* ( nouns, numerals, verbs, adjectives, adverbs and some pronouns) are usually stressed and *form words* (auxiliary and link verbs, modal verbs, personal and possessive pronouns, articles, prepositions and conjunctions) are usually unstressed.

However, speakers can choose which information they want to highlight (придать большее значение). When a conversation begins, the focus is usually on the last content word but then it can move onto any word or phrase in a sentence .

Study the conversation patterns below. Notice how the main sentence stress moves and helps to keep the conversation going.

Stimulus	Response
I've 'got a flat.	'So have I. / 'I haven't.
I'm glad.	'So am I. / 'I am not.
I 'haven't got a bed yet.	'Neither have I. / 'I have.
But I've got a 'table and a chair.	'I haven't.
'Dan 'hasn't got a flat yet.	'Neither has Della. / 'Della has.
'Dan's sad.	'So is Della. / 'Della isn't.

- 2 This is how the voice goes in the first response.



Can you work out the tonograms for the rest of the responses?

## READING

1 Complete the phonetic analysis of these texts:

1/ <sup>1</sup>Sam has got a pet. || It is a black hen. || Len has got a pet ,too. || It is a red hen. || So, | both<sup>1</sup>Sam and Len have got hen. || They are fine hens. ||

Notice that the main, nuclear sentence stresses have been marked for you. Are there any other stressed words? Can any of the form words be contracted?

2/ <sup>1</sup>Della hasn't got a handbag. || <sup>1</sup>Cathy hasn't got a handbag either. || So, | neither<sup>1</sup>Cathy nor Della have got handbags. || That's bad. ||

Notice that the first sentence stresses have been marked for you. Where do the other stresses come? Can you identify the underlined cases of assimilation?

2 Before you recite the text, check the weak forms of **Have, Has, Are** and **Nor** in:

Strong	Weak
have [hæv]	have [həv]
has [hæz]	has [həz]
are [ɑ:]	are [ə]
nor [nɔ:]	nor [nɒ]

## SPEAKING

1 Pair Work. Introduce yourself and greet your partner.

A: I'm Andy. B: I'm Wendy.

A: Hi, Wendy. B: Hello, Andy.

Notice that **Hi** and **Hello** are informal greetings. They are generally said with a falling intonation. The name that follows the greeting does not usually carry the main sentence stress.

2 Make up a new conversation. Use the names suggested in Lesson 1.

3 Work in a group of three students. Listen to two of your groupmates talking about **similarities** and **differences**.

- a) A: I've got a pen.  
 B: So have I.  
 A: My pen isn't bad.  
 B: Neither is mine.
- b) A: I haven't got a camera.  
 B: I have.  
 A: I've got a bike.  
 B: I haven't.

Suggested vocabulary: an apple, an eraser, a candy, a pear, a cake, a teddy bear, a phone, a flat, a mouse, a belt, a tie, etc.

4 Report what you have heard.

e.g. Ann's got a pen. So has Ned. Ann's happy. So is Ned. Both Ann and Ned are happy. They've got nice pens.

### HOME EXERCISES

- 1 Do the pronunciation tasks and reading of Lesson 2 again.
- 2 Recite the texts about Sam and Len, and Della and Cathy, looking at the phonetic transcriptions below.

[ 'sæm hæz 'gɒt ə 'pet it ɪz ə 'blæk 'hen 'len hæz 'gɒt ə 'pet tu: it ɪz ə 'red 'hen 'səv 'sæm ənd 'len hæz 'gɒt 'henz ðeɪ ə 'faɪn 'henz ]

What do you have to do to make Text 1 less formal?  
 Can you make a phonetic script of Text 2 ?

- 3 Transcribe these words which contain:

a/ the sound [e] : egg letter enter tense them  
 b/ the sound [eɪ] : hate frame e|rase a|maze lame  
 c/ the sound [eə] : bare rare fare spare care  
 d/ the sound [əv]: home ago o|pen a|lone po|ny

What letter makes the sound? in what type of syllable? Why is the syllable called so?

- 4 These are common English words which contain the same sounds. Split them into four groups accordingly.

both great slow their cold hair breath says eight rain spray where boat dead

Are there any special reading rules for the underlined letter combinations?

5 Add three more words to each of these lists with the same sound.

[ð] : the, though, ..., ..., ...

[θ] : throw, death, ..., ..., ...

[k] : clip, peck, ..., ..., ...

[w] : white, wet, ..., ..., ...

[n] : knife, now, ..., ..., ...

6 Write the full forms of the underlined words.

1/ No, it isn't.

2/ He's a little crazy.

3/ She's from Canada.

4/ You aren't Betty.

5/ It's a pretty name.

6/ I'm a little tired.

7/ We're from Japan.

8/ Where's he from ?

9/ They're from Cambridge.

10/ He's got a long nose.

11/ She's got a pretty face. 12/ They've got a cottage in the countryside.

7 Complete using both/ neither/ either .

### RULE CHECK:

1. You use "both", "either", and "neither" to talk about two people or things.

2. You use "both" with plural nouns, and "either" and "neither" with singular nouns, e.g. : There are two exercises for you to do. You can write them and you can also do them orally. Either way is acceptable. Neither of the exercises is/are easy. Both (of them) require a lot of time and effort.

3. You can also use "both", "either", and "neither" as conjunctions.

"both...and" = « и тот, и другой »

"either...or" = « либо тот, либо другой »

"neither...nor" = « ни тот, ни другой »

1/ ...of my friends are American. Tom is from Spain and Jim is from Australia.

2/ I'm a bad footballer but ... my brothers play football very well.

3/ A: Which of the two dances can you dance?

B: Actually I can't dance ... .

4/ A: How would you prefer to get to the centre of the city, by bus or by underground?

B: ... , I don't mind.

5/ ... these dresses are very nice. But I don't have money so I'll buy ...of them.

6/ A: What day is it today? Monday or Tuesday?

B: ... . It is Sunday.

7/ A: Do you mind which bed I'll sleep on?

B: I really don't, sleep on ... .

8/ A: Where are you going to spend your holidays, in Moscow or in S.Petersburg?

B: I'm going to visit ... these cities.

8 Make the plurals. Transcribe the plural endings:

lake tax eye stone fable name owl plait page case death mouth pin

**RULE CHECK : Pronunciation of plural – s**

1. [ z ] after vowels and most of voiced sounds( [b], [d], [g],[v], [ð], [l], [m], [n], [ŋ] )
2. [ s ] after most unvoiced sounds ( [p], [t], [k], [f], [θ] )
3. [ ɪz ] after [s], [z], [ʃ], [ʒ], [ʒ], [ʒ]
4. Exception : house [ haʊs ] - houses [ 'haʊzɪz ]

9 Make possessive forms from the items in List 1 to combine with items from List 2. Write ten combinations.

List 1:	Ann and Pat	List 2:	parents
	my cat		clothes
	Simon and Helen		eyes
	their sister		address
	that gentleman		health
	the Browns		bike
	actors		habits
	the baby		name

**RULE CHECK :**

**1. Possessive 's**

Singular noun(s) + 's : my friend's name, Jack and Jill's baby

Plural noun + ' : my parents' house

Irregular plural + 's : the children's toys

2. Possessives usually replace articles before nouns. We can say the house or Jean's house . But a possessive word can have its own article : the cat's tail

3. Note also : a friend of Henry's

**4. Pronunciation of possessive's**

Harry's Mary's the man's a woman's ( [z] )

Sam's Len's the girl's a boy's ( [z] )

Eric's Jeff's the artist's the Smiths' ( [s] )

Alice's George's Des's the duchess's( [ɪz] )

10 Fill in the blanks with "a/an", "the" or "- " (no article) .

Ted and Betty have ... baby. ... baby is ten months old. It has ... apple and ... teddy bear. Ted has ... close friend, Mike. Ted's friend Mike has ... wife, but they don't have ... baby yet. They have ... two pets, ... parrot and ... owl. ... parrot is in ... cage, ... owl is in ... box. ... cage and ... box are in ... kitchen.

### RULE CHECK :

1. "a" and "an" are called **the indefinite article**.

You only use "a" or "an" with singular countable (исчисляемый, в единственном числе) nouns.

You use "a" or "an" to talk about a person or thing for the first time. You use "a" or "an" to say what kind of thing somebody has, what kind of thing something is, etc.

2. "the" is called **the definite article**.

You use "the" in front of any noun .

You use "the" to talk about someone or something which has already been mentioned. You also use "the" to talk about something of which there is only one in a particular place: e.g. I have two beds in the bedroom. There are fifty-two flats in the house, ten of which are near the lift.

3. You write "a" before a consonant and "an" before a vowel. But it depends on the pronunciation of the following word, not the spelling e.g.: a dog, an uncle, an hour, a university, an orange.

### LESSON 3: Focus on :

**the vowels [ɪ] [i:]**

**the fricatives [ʃ] [ʒ]**

**the affricatives [tʃ] [dʒ]**

**word linking**

**falling and rising intonation in commands and requests**

**falling and rising intonation in general questions and special subject questions**

### STARTING POINTS

#### 1 Pronunciation Check (Lesson 2)

1/ Complete these rules :

a) For [e] your tongue should be a little ... in the mouth than for [æ].  
(higher/lower)

b) A plosive gets a ... plosion when followed by [l]. (nasal/lateral)

- c) A plosive gets a ... plosion when followed by [n]. (nasal/lateral)
- d) A plosive loses its plosion when followed by a ... consonant.  
(plosive/fricative)
- e) A diphthong becomes ... loud as the glide progresses. (less/more)

2/ Say [ə] in weak forms of "and".

black and white; bacon and eggs; day and night

Can you think of some more phrases with "and"?

3/ Say these groups of words, repeating each of them three times in a good steady rhythm.

to lay, to lie ([tə]); a taste, a test ([ə]); a paper, some pepper ([səm])

- 2 Read the Introduction for the phonetic phenomena practised in Lesson 3.
- 3 Do the exercises for the tongue-and lips control.
- 4 Practise the vowel sounds in "Jean...Jud". Listen to the recorded groups of words (there are seven). Pick out the word which sounds different in each group of four. Write down whether it is A, B, C or D.

A	B	C	D
e.g. seek	seek	seek	<u>sick</u>

## PRONUNCIATION

- 1 Practise making the short vowel [ɪ].

[p <sup>h</sup> ɪn]	big	bit
[t <sup>h</sup> ɪm]	dig	lip
[k <sup>h</sup> ɪd]	gɪv	kɪk
[hɪd]	hɪz	mɪs

(Remember that when the vowels are followed by a strong, voiceless consonant they are shorter than when they are followed by a weak, voiced consonant)

- 2 Distinguish between [ɪ], [e] and [æ].

[lɪp] lip	[leg] leg	[læp] lap
[wɪt] wit	[wet] wet	[wæg] wag
[nɪt] knit	[net] net	[næt] gnat
[kɪd] kid	[get] get	[kæt] cat

(Be sure [ɪ] is nearer in quality to [e] than to [æ])

3 Learn to pronounce the fricatives [ʃ] and [ʒ].

a)            [ʃɪp]          ʃeɪp          ʃaɪ          ʃeə]  
                 [fɪ]            fleʃ            æʃ            kræʃ]

Start from [s] and pull the tip of the tongue backwards a little (draw the breath inwards to check that you have the tongue in the right place)

b)            [ˈmeʒə          ˈpleʒə                    ˈtreʒə          ˈleʒə]  
                 [ˈvɪʒn          dɪˈsɪʒn                    kəˈlɪʒn          dɪˈvɪʒn]

(Notice that [ʒ] does not occur at the beginning of English words but [ʃ] quite frequently does)

4 Distinguish between [s] and [ʃ]. Take special care with these phonemes. The replacement of [s] by [ʃ] gives a rather funny effect to one's speech!

[səʊ] so      [ʃəʊ] show      [saɪ] sigh      [ʃaɪ] shy  
[sɪp] sip      [zɪp] zip      [sed] said      [ʃed] shed  
[sel] sell      [ʃel] shell      [saɪn] sign      [ʃaɪn] shine

(Notice that the friction of [s] is sharper and higher than that of [ʃ] because the tongue-tip is nearer to the teeth)

5 Distinguish between [ʃ] and other fricatives.

[i:] she	[i:z] she's	[hi:z] he's
[ʃi:] she	[si:z] sees	[si:z] seas
[ʃəʊ] show	[səʊ] so	[ðəʊ] though
[ʃaɪ] shy	[saɪ] sigh	[θaɪ] thigh
[ʃeɪm] shame	[seɪm] same	[feɪm] fame
[ʃed] shed	[sez] says	[zed] Z

6 Start with [ʃ]. Then raise the tip of the tongue to touch the back part of the alveolar ridge and cut off the friction.

ʃ ʃ ʃ            ---      tʃ tʃ tʃ

(English children imitate a steam engine by a series of [tʃ]-sounds)

[ʃɪp]	ʃed	ʃaɪn	ʃeə]
[tʃɪn]	tʃæp	tʃaɪn	tʃeə]

7 Try [dʒ] by making the friction very weak and shorter than for [tʃ].

- a) [tʃɪn dʒɪn]  
 [tʃeɪn dʒeɪn]  
 [tʃəʊk dʒəʊk]  
 [tʃest dʒest]
- b) [rɪtʃ rɪdʒ]  
 [kæɪtʃ kædʒ]  
 [fetʃ edʒ]  
 [kɪtʃɪn pɪdʒən]

(Notice that in final position [tʃ] is still strong and voiceless, and it shortens the vowel before it)

- 8 Practise making the long vowel [i:] and the short vowels [ɪ] and [e].

(Be sure you smile like this:

/i:/



and keep your tongue high at the front of your mouth)

[bi:d	bid	bed]
[bi:t	bit	bet]
[li:d	lid	led]
[wi:t	wit	wet]
[bi:n	bin	ben]
[tʰi:k	tʰɪk	tʰek]
[fi:l	fɪl	fel]
[ri:t	rɪt	ret]

(Remember that “beat, bit and bet” all have shorter vowels than “bead, bid and bed”, but even so the vowel [i:] is always longer than the vowels [ɪ] and [e] in any set)

- 9 To make [ɪə], start with [i:]. Then glide to [ə] making it very short.

[i: ɪə]	[si: stɪə]	[hi: hɪə]
[ti: tɪə]	[fi:st fɪə]	[ʃi: ʃɪə]
[bi: bɪə]	[ði: sɪə]	[ʃi:p tʃɪə]

(Notice that the diphthongized [i:] becomes louder by the end of the sound whereas the diphthong [ɪə] becomes less loud as the glide progresses)

[pi:z ə'pɪə] [si:z sɪn'sɪə] [ni:z kə'rɪə]

- 10 Listen to the ABC and speak with the cassette.

Say [u:] as in “June, boot, too” but round your lips less after [j].

Say [ɑ:] with your tongue as low as for [æ] but a little backwards.

Say [ʌ] in [dʌblju:] with your tongue higher than for [æ] and your mouth less open.

## WORD LINKING

- 1 Distinguish between [i:] and [ɪ] in these commands. Use the falling intonation to sound more confident, and read with clear stresses and steady rhythm.

Heat it, eat it, heat it and eat it;

Read it, read it quickly, repeat it, then repeat it, read it quickly, then repeat it;

Listen and agree, listen and agree with me, listen to me and agree with me;

Listen and disagree, listen and disagree with me, listen to me and disagree with me

**Linking Rule 1** : The final consonant of the first word links to the initial vowel of the next word, e.g.: repeat\_it

- 2 Look back at Lessons 1 and 2 for assimilations practised there. Identify similar cases in the words and word sequences below.

a) lit|tle, bat|tle, cat|tle mid|dle, ti|tle, nee|dle, rid|dle

b) kit|ten, writ|ten, mit|ten, frigh|ten, Bri|tain, hid|den

c) frame, cry, flat, shriek, snake, slow, swim, clear

d) a thick piece, a bad cold, cheap cheese, that child

e) at night, eight men, white mice, a top nest, help me quick

f) an old lady, a red lamp, please eat less, a black lamb

- 3 Read more commands. Watch the changes in the points of articulation of [t, l, s, d, n].

Spell the name. Write the sentence. Read the text. Dress the baby. Feed the kid. Win the prize. Tell Bill to fill the pail with milk. Try, try again.

Notice how the alveolar consonants become dental (зубной) before the dental [θ, ð] sounds, and how they become post-alveolar (заальвеолярный) before the post-alveolar [ɹ]

- 4 Read more word sequences. Watch the linking rules.

We are busy, busy at weekends, we are busy at weekends;

Eve is at home, at home alone, Eve is at home alone.

**Linking Rule 2** : The first word ending in an unrounded vowel links to the next word beginning with a vowel by a sort of /j/



Can you draw the tonograms for the b), c) and d) patterns?

- 2 Listen to these questions and notice the intonation. Then ask and answer the questions.

1/ a) ([hæv] 'Have you 'got a flat? ([hæv]) Have 'Ann and 'Dan 'got a flat?



b) ([hæz]) Has 'Sam 'got a pet? ([hæz]) Has 'Len 'got a pet?



c) Is 'Sam's 'pet a hen?

Is 'Len's 'pet a hen?



(Notice how your voice goes up on the main sentence stress in a general question and down in the answer:

Yes, I have. ([hæv]) || No, I haven't. || Yes, he has. ([hæz]). ||  
No, he hasn't. || Yes, it is. || No, it isn't.)

2/ a) ([hu:] ) Who has 'got a bag? ([hu:] ) Who hasn't 'got a handbag?



b) 'Who has 'got a flat?

([hu:z] ) 'Whose flat 'isn't bad?



c) 'Who has 'got a black hen?

'Who has 'got a red hen?



(Notice how your voice goes down on the main sentence stress in a special subject question.)

- 3 Now ask and answer more questions. Use the helplines below.

A: Have you got a ... ?

B: Yes, I have. But I haven't got a ... . Have you?

A: Neither have I. Who has got a ... ?

B: I don't know.

A: Whose ... is that then? ([ɪz ðæt ðen])

B: It's ... .

A: Is it? Is it ... ?

B: I hope so. Suggested vocabulary:

a match, a cigarette      a tennis racket, a chess set      a hat, a cap  
 a stamp, an envelope      a dress, a sweater      an apple, a pear  
 a camera, a television      a parrot, a canary      a cycle, a coach  
 a train ticket, a tram ticket      a piece of bread, a piece of cake

(Notice that in "a piece of bread, etc." the preposition "of" is weak: [əv])

## READING AND SPEAKING

1 Intone the text below in the line of text and graphically.

My name's Jim Thatcher. My wife's name is Jane. Jane and I are teachers. We've got a child. Jane's twenty-seven. I'm the same age. Little Eve is five. We're busy at weekends. Eve's at home alone.

2 Describe the Thatcher family. Speak for Jim Thatcher.



3 Look at the picture and tell your classmates a few words about the family, like this:

The man's name ... . His wife's ... . They're ... . etc.

## RULE CHECK :

1. You use pronouns (местоимение) instead of nouns to refer back to something or someone that has already been mentioned. In English there are personal pronouns, possessive pronouns, etc.

2. You can use personal pronouns (**I, he, she, you, we, they, it**) as subjects before verbs.. They are usually weak, unstressed unless they carry the

main stress. Their object forms ( **me, him, her, you, us, them, it** ) are used in other cases. 3. You use possessive pronouns ( **my, his, her, your, our, their, its** ) as determiners ( определяющее слово ) before a noun group. They are also weak when they are not *emphatic* (выразительный, специально подчеркнутый)

4 Read the conversation below . Keep the conversation going.

- A: Hello, I'm William Baker.  
 B: Hello, I'm Ben.  
 A: Ben who?  
 B: Ben Nelson. I've got a flat near Brighton.  
 A: Have you got any pets?  
 B: Yes, I have. I've got a guinea-pig and a cat.  
 A: Whose cat is that? ( [ ɪzz ðæt ] )  
 B: It's my cat. It's mine.  
 A: Who else has got pets? ( [ hæz ] )  
 B: Jim has. ( [ hæz ] )  
 A: Jim who? ... ..

5 Make a few commands to your groupmates in the classroom. Try to sound firm: e.g. Read loudly. Don't whisper.

6 Make a few suggestions to your friend about the coming weekend. Try to sound polite and friendly: e.g. Have a nice weekend. Go to a disco.

### HOME EXERCISES

1 Do the pronunciation tasks and reading of Lesson 3 again.

2 Write a line of each of these letters:

Yy Qq Zz Xx Ww Yy Qq Zz Xx Ww

3 Learn the ABC. This grouping may be easier to remember:

[eɪ] [i:] [ju:] [aɪ] [e] [ɑ:] [əʊ]

A J K and H B C D E U Q W I Y F L M N R O  
 G P T V S X

4 Transcribe these words which contain :

- a) the sound [i:] : mete Pe|ter ve|to theme these scene  
 b) the sound [ɪ] : split gym chim|ney trick which quick  
 c) the sound [ɪə]: here mere|ly e|ra ze|ro he|ro sphere

What letter makes the sound? in what type of syllable? Why is the syllable called so?

- 5 These are common English words which contain the same sounds. Split them into three groups accordingly.

tear shriek receive dean meet queer peace  
knit piece cheer hear ceiling whisper

Are there any special rules of reading the underlined letter combinations?

- 6 Add three more words with the same sound to each of these lists:

[tʃ] : chess, match , ... , ... , ...      [dʒ] : John, cage, ... , ... , ...  
 [ʃ] : shelf, shy, ... , ... , ... ,      [ʒ] : garage, leisure, ... , ... , ...

Are there any special spellings?  
 (e.g. [tʃ] can be spelled with “ch” and “tch”.)

- 7 Make the plurals of nouns ending in -y.

fly play family day canary cry berry way delay monkey

- 8 Make the irregular plurals.

knife life shelf man foot child loaf radio deer half thief louse wolf

### **RULE CHECK : Plurals of Nouns**

1. Nouns ending in a consonant + y : secretary – secretaries  
 others : day - days (Exceptions : Mary – Marys)
2. Irregular Plurals
  - a) Nouns ending in -f(e) have -ves in the plural: wife – wives,  
 self -selves, wolf – wolves, shelf- shelves (Exceptions: roof-roofs, safe-safes,  
 handkerchief- handkerchiefs)
  - b) Four common nouns ending in -o have -oes in the plural:  
 potato - potatoes, tomato - tomatoes, echo - echoes, hero - heroes
  - c) Other nouns with irregular plurals: penny - pence, ox-oxen, woman-  
 women, goose - geese [s], mouse - mice, sheep - sheep, etc.

- 9 ‘s or s’ ? Transcribe the possessive.

e.g. Meg has got a friend. He is fair. – Meg’s [megz] friend is fair.

- 1/ Alice has got a boyfriend. He is not very intelligent.
- 2/ My parents have got a dentist. He is Canadian.

- 3/ My friends have got pens. The pens are in their bags.  
 4/ Dr Liss has got two friends. They are doctors, too.  
 5/ These students have got a few pencils. The pencils are on their desks.

**10** Complete the sentences with the correct form of the verb **To Be** in the Present Indefinite Tense, positive or negative. Then write the contracted form, where possible.

- 1/ The baby ... very good today.  
 2/ I ... a bit lonely these days.  
 3/ I don't know why Len ... so unfriendly to me.  
 4/ You ... very careless with the ABC. Learn the letters. Don't ... lazy.  
 5/ The boys ... so different. Jack ... tall and dark-haired and Jim's hair ... fair.  
 6/ The Browns' flat ... a kilometre away from mine. What size ... it? It ... very large, just ten metres by six.  
 7/ ... you tired? I ..., but Jane ... . Look, she ... so pale and sleepy!

**RULE CHECK :**

1. These are the present tense forms of the verb **To Be**:

<b>Affirmative</b> (утвердительный)	<b>Interrogative</b> (вопросительный)	<b>Negative</b> (отрицательный)
I am ( I'm )	am I?	I am ( I'm ) not
You are ( you're )	are you?	You are not ( aren't )
He is ( he's )	is he ?	he is not ( isn't )
She is ( she's )	is she?	She is not ( isn't )
It is ( it's )	is it ?	it is not ( isn't )
We are ( we're )	are we ?	we are not ( aren't )
They are ( they're )	are they?	They are not ( aren't )

2. The verb **To Be** is used to talk about physical characteristics (age, size, colour, height, etc.) and conditions ( hot, cold, angry, sleepy, etc). e.g. It's hot. I'm sick. He is twenty years old. What size are his clothes? What colour is his hair?

**11** Write questions for these answers. Use the verbs **To Be** and **To Have** in an appropriate form of the Present Indefinite Tense.

- |                              |  |
|------------------------------|--|
| 1/ No, he is only eleven.    | 6/ It's my bag. It's mine.             |
| 2/ No, she hasn't.           | 7/ Yes, they are. They're really nice. |
| 3/ I am the same age as you. | 8/ Michael is.                         |
| 4/ They've got three pets.   | 9/ No, he's my brother.                |

- 5/ Yes, we have.                    10/ They are Tim and Len's. They're theirs.  
 (Remember that to answer a general question you start with "Yes"  
 or "No".)

**12** Translate into English. Use **To Be** and **To Have** in an appropriate form.

Здравствуйте. Я - Колин Белл. Мои родители из Лондона, а я сейчас далеко от них, в России. Здесь холодно. Я скучаю по дому (homesick) и мне немного грустно. У меня есть фотография моих родителей. На ней они с семьей Браунов. Наша семья и Брауны очень дружны (close). Мы - соседи. Дети Браунов и я одного возраста. Мы всегда хорошо проводим время, когда я бываю в Лондоне.

У Джека Брауна есть машина. Это подарок родителей. Джек - неплохой водитель. Я горжусь им (proud of). Мы оба студенты. Ни у Джека, ни у Мари, его сестры, нет друзей в России. А у меня есть. Они тоже студенты. Ни у одного из них нет друзей по переписке в Англии. Но это их не очень огорчает. Они рады, что их товарищ по университету – англичанин.

#### **LESSON 4: Focus on :**

- the vowels [ʌ] [ɑ:] [ɒ]**
- assimilation and word linking**
- falling intonation in special questions (contd.)**
- rising and falling intonation:**
  - a) in showing amazement and delight**
  - b) in alternative questions**

#### **STARTING POINTS**

##### **1** Pronunciation Check (Lesson 3)

1/ Complete these rules:

- a) When the vowels are followed by a strong, voiceless consonant they are ... than when they are followed by a weak, voiced consonant. (longer/shorter)
- b) Both [tʃ] and [dʒ] are ... consonants. (plosive/fricative/affricative)
- c) To make the vowel [i:], your tongue should be ... at the front of your mouth. (low/high)
- d) The diphthongized [i:] becomes ... by the end of the sound. (louder/less loud)
- e) The friction of [s] is ... than that of [ʃ]. (stronger/weaker)

2/ Say these groups of words, repeating each of them three times in a good steady rhythm:

chilly, silly; Jane's chain; jokes, chokes; mission, vision

3/ Say [ɔ] in weak forms of "or" and "nor".

this or that; these or those; either these or those; neither these nor those

4/ Contrast the rising and falling intonation in:

a) ↗Up?	↘Down.
Now?	Then.
Here?	There.
Alone?	Together.
Ready?	Quite ready.
Shall we go?	Let's go.

2 Read the Introduction for the phonetic phenomena practised in Lesson 4.

## PRONUNCIATION

1 Practise making the short vowel [ʌ].

[ʌp]	kʌp	kʌm]
[hʌt]	hʌg	hʌm]
[bʌt]	bʌg	gʌn]
[mʌst]	mʌg	dʌn]

(Remember that the vowel [ʌ] is longer when it is followed by a weak consonant, as in [hʌm], [dʌn], [mʌg])

2 Now practise the following sets and be sure that each word really sounds different. They all have comparatively short vowels so that length differences will not help you here.

[ten] ten	[tæn] tan	[tʌn] ton
[bet] bet	[bæt] bat	[bʌt] but
[send] send	[sænd] sand	[sʌn] son
[desk] desk	[dæŋ] Dan	[dʌŋ] done
[mes] mess	[hæz] has	[dʌz] does

(Notice that the sound [e] is always spelt with "e" and the sound [æ] is always spelt with "a". The sound [ʌ] is never spelt with "a" or "e" but often with "u" or with "o".)

- 3 In England when the doctor wants to look into your mouth and examine your throat he asks you to say "Ah", that is the vowel [ɑ:] which is the next to practise. Try the following sets:

[kʌt]	cut	[kæt]	cat	[kɑ:t]	cart
[lʌk]	luck	[læk]	lack	[lɑ:k]	lark
[hʌt]	hut	[hæt]	hat	[hɑ:t]	heart
[hʌm]	hum	[hæm]	ham	[hɑ:m]	harm
[lʌv]	love	[læm]	lamb	[əlɑ:m]	alarm

(Remember that saying [ɑ:] you should keep your lips still and your tongue very low so that you can see the very back of the soft palate quite clearly)

- 4 The short [ɒ] is a bit like [ɑ:] in quality though of course they must be kept separate. Compare [ɑ:] and [ɒ] in the following pairs, and the difference in length will help you here:

[lɑ:k]	lark	[lɒk]	lock
[kɑ:d]	card	[kɒd]	cod
[dɑ:k]	dark	[dɒk]	dock
[klɑ:k]	clerk	[klɒk]	clock

(Notice that for [ɒ] the lips may be slightly rounded, for [ɑ:] they are not)

- 5 Practise some more sets of words. Notice the effect of [w] on "a".

[glɑ:s]	glass	[wɒz]	was
[plɑ:nt]	plant	[wɒnt]	want
[vɑ:st]	vast	[wɒt]	what

- 6 The phrases below contain the vowel sounds practised in the Lesson. Which of the patterns do they go to? Split them into these groups:

1. [ʌ]+[æ] 2. [ɑ:]+[ɑ:] 3. [æ]+[ʌ] 4. [ʌ]+[ɒ] 5. [ʌ]+[ɑ:] 6. [ʌ]+[ʌ]

↓ ↓ ↓ ↓ ↓ ↓  
a lovely lamb a dark car a shabby hut much coffee a funny cart much money

My son's car, sweet honey, doesn't love, Bunny's cat, a buttered bun, one banana, onions and butter, hasn't got, a lovely child, a hot summer, are funny, have got, a fast lorry, Barbara's son, her son's dog, in Arthur's garden, in Carl's car, Bob's brother, his other brother, Dan's cousin, Charles's money, Charles's and Carl's, Dr Carter, Mark's father, is lovely, are funny, in a hot country, a fax number, these are

Are there any of the phrases that make a different pattern? Which one?

7 Pair Work.

- 1/ Make up as many sentences as you can from the phrases above.  
 2/ Think of two things that these adjectives can describe. Some examples for the first are given.
- |    |            |   |                  |               |     |
|----|------------|---|------------------|---------------|-----|
| a) | [ɒ] common | : | a common problem | a common name | ... |
| b) | [ɑ:] large | : | ...              | ...           | ... |
| c) | [ʌ] lovely | : | ...              | ...           | ... |
| d) | [ɑ:] hard  | : | ...              | ...           | ... |

### WORD STRESS AND RHYTHM

- 1 Pair Work. Have some more practice on [ɑ:] and [ɒ] in longer words. Make sure you say the words with a good rhythm and clear stresses.

<b>one syllable</b>	<b>two syllables</b>	<b>three syllables</b>
---------------------	----------------------	------------------------

1/ bar	...	Barbara
...	carpet	carpenter
art	artist	...

2/ on	olive	...
hop	...	opposite
...	lorry	lottery

Can you fill in the missing words?

- 2 Test your partner on the words above. Use the same procedure as in Lesson 3.

- 3 Read these words which are often complements (составные части сказуемого) in a verb group. Make sure you stress the last syllable.

awake (are awake)	alone (is alone)	alike (are alike)
alive (is alive)	asleep (are asleep)	afraid (is afraid)

### WEAK FORMS AND WORD LINKING

- 1 Noun groups with a determiner (определитель существительного) can fit in the same stress pattern as in *Word Stress and Rhythm*, 3.

[ðə] the watch	[ə] a star	[ði] the aunt	[səm] some fun
[ən] an arm	my gun	his box	their fox

Can you think of more noun groups with [ɑ:], [ʌ] or [ɒ] in the stressed syllable?

- 2 Unlike the determiners above, the demonstrative (указательный) pronouns are usually stressed:

the doctors          those doctors      Those are doctors.    They are doctors.  
the farmers        these farmers      These are farmers.    They are farmers.

- 3 In a sentence, some verb groups have an adverbial ( обстоятельство ) after them. Read these adverbial phrases. Link the preposition to the determiner.

This box will help you to pronounce some weak forms of words:

strong	weak	example
on [ɒn]	-	on the chair [ɒn ðə 'tʃeə]
of [ɒv]	[əv]	a couple of chairs [ə 'kʌpl əv 'tʃeəz]
at [æt]	[ət]	at a high speed [ət ə 'haɪ 'spi:d]
to [tu:]	[tə] + a consonant [tv] + a vowel	to the garden [tə ðə 'gɑ:dən] to a big city [tv ə 'bɪg 'sɪtɪ]

in the park	on the table	at the window	next to the sofa
in the square	on the chair	at the shop	opposite the piano
in the street	on the ground	at the desk	behind the bed
in the vase	on the head	at the station	between the chairs
in the bag	on the carpet	at the bus stop	in front of the
in the picture	on the shelf	at the cinema	television

(Remember that you will have to make the alveolar [n] and [t] dental (зубной) before the definite article “the”)

- 3 Use the above adverbials to ask and answer these questions. Take special care to assimilate [z] to [ð].

1/ e.g. A: 'Where's the chair?

B: It's over there, just opposite the sofa.

(Remember to link words. The word linking (Linking Rule 1) in B's part has been marked for you.)

Where's the woman?

- ... the cup?
- ... the vase?
- ... the basket?
- ... the chair?
- ... the clock?
- ... the picture?



Can you ask and answer more Where-questions about the picture?

- 2/ e.g. A: 'Where's the cat?  
 B: I can't see it. It must [mʌst] be in the square.  
 It can [kən] be behind the house.

(Notice that in B's answer the link verb is used with a modal (модальный глагол). "Must" suggests a strong possibility, "can" and "may" suggest a weaker possibility. The modal verbs are usually weak unless they are stressed.)

- Where's the child?  
 ... the child's mother?  
 ... the child's father?  
 ... the father's car?  
 ... the dog?  
 ... the dog's bone?  
 ... the baby?  
 ... the baby's pram?



- 3/ e.g. A: 'Where are the gloves?  
 B: They are in that box, I hope./ They must be on the shelf.  
 They may be on the sofa.

**Linking Rule 3:** The final "r" (although not pronounced in isolation in standard southern English) is linked to the next word, e.g. where is, are in, where are.

*Things to look for:*

their cars, the candles, that lady's pictures, the dogs, the lamps, the men's ties, the cups, the knives, the tomatoes, the potatoes, the bananas, the clocks, these women's magazines, this man's pipes, the doctor's phones, the man's pyjamas, the granny's glasses

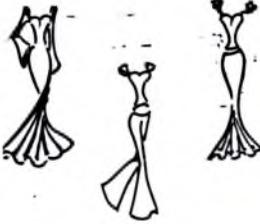
*Places to find them:*

in the fridge, in the man's hands, on the mantelpiece, on those desks, on the plate, in the kitchen cupboard, near the teapot, in the shopping basket, in front of the window, above the fire-place, on the top shelf, on the bottom shelf, in the taxi, on the car seat

## INTONATION AND SENTENCE STRESS

- 1 Repeat these questions and answers. Notice how the voice goes UP on the first stress and DOWN on the main, nuclear stress.

- 1/ A: What's this?  
 A: What colour is it?  
 A: What make is it?  
 A: How much is it?  
 A: Whose car is it?  
 A: When can he drive it?
- 
- B: It's a car.  
 B: It's dark red.  
 B: It's a Honda. It's made in Japan.  
 B: It's seven thousand dollars. It's quite expensive.  
 B: It's Arthur Barnes's. It's his car.  
 B: He can drive it on holidays. He is fond of holidays.

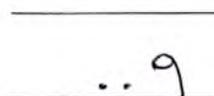
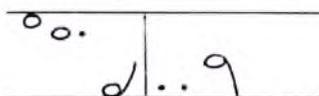
- 2/ A: What are these?  
 A: How many are they?  
 A: What colour are they?  
 A: What are they made of [ɒv] ?  
 A: Whose are they?  
 A: When can [kən] she wear them?
- 
- B: They're dresses. They're quite modern.  
 B: Not many. They're only three.  
 B: They're green, yellow and brown.  
 B: They're made of silk. They're silk.  
 B: They're Dorothy Barnes's. They're her dresses. They're hers.  
 B: She can wear them to parties. They're quite nice.

- 3 Describe Arthur's car and Dorothy's dresses. Link the words together smoothly *without a break between them*. The table below shows how you can make some of the words weak.

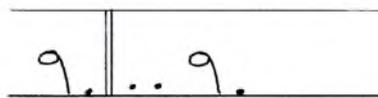
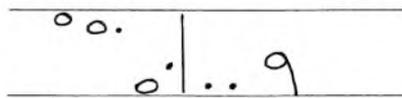
[ə]	are, a
[əv]	of
[ənd]	and
[tə]	to
[ðəm]	them

- 4 Look at the pictures and ask and answer alternative (альтернативный) questions. Notice how your voice goes UP on the word before the conjunction "or" and DOWN on the last word. Be sure you make a high start on the first stress to sound friendly.

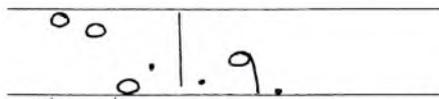
- e.g. 1/ A: 'Is this a cup|or a glass? B: It's a cup.



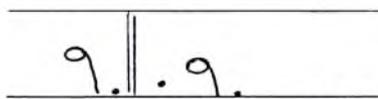
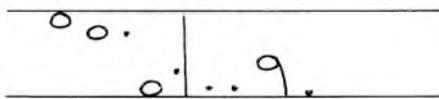
2/ A: 'Is that an apple or a pear? B: Neither. It's an orange.



3/ A: 'Are these onions or carrots?' B: They're onions.



4/ A: 'Are those tomatoes or potatoes?' B: Neither. They're apples.



Choose from: an orange or an apple? marmalade or jam? bread or butter? sausage or fish? a cottage or a house? a piano or a guitar? a cart or a car? dishes or plates? a jar or a coffee pot? a watch or a clock? a teapot or a a glass? ,etc

5 Your intonation and your tone of voice can show your feelings.  
Listen and repeat.

A: My friend is a film star. B: Is she? (with amazement)

Is she? (with delight)

A: She's got a cottage in Greece. B: Has she? (with amazement)

Has she? (with delight)

A: Her cottage is near the sea. B: Is it? (with amazement)

Is it? (with delight)

A: It has one hundred windows. B: Has it? (with amazement)

Has it? (with delight)

## 6 Experiment by answering with either of the tones.

- |                                  |              |
|----------------------------------|--------------|
| A: I've got a surprise for you.  | B: Have you? |
| A: It's black and white.         | B: Is it?    |
| A: You can keep it in a big box. | B: Can I?    |
| A: You must be careful with it.  | B: Must I?   |
| A: You can't play with it.       | B: Can't I?  |
| A: It's a tame cobra.            | B: Is it?    |

**READING AND SPEAKING**

- 1 Read this text about the Barnes family. Decide where to pause, which words to stress and where to link words.

There are three people in the Barnes family [ðeərə θri: pi:pl in ðə bɑ:nz fæmɪli]. Arthur Barnes is 28. He is a docker. His wife Dorothy is the same age. She is a doctor. They've got a child. His name is Tom. Tom Barnes is 7. They are a close family.

- 2 Anything you know about the Barneses is true of the Summers family. However, there are a few differences. What are they?

There are three people in the Summers family. Dick Summers is 28. He is a hunter. His wife Bunny is the same age as him. She is a farmer. They've got a son, Sunny. Sunny Summers is 11. Dick and Bunny love Sunny very much. So does Sunny.

e.g. Arthur Barnes is a docker, and Dick Summers is a hunter.  
Arthur's son is Tom, and Dick's son is Sunny.

- 3 Tell the stories of both the families with a lively intonation.
- 4 Look at this picture and decide which of the families is in it. Explain what makes you think so.



5 Test you partner on the ABC. Use the helplines below.

A: Let me test you on the ABC, may I?

B: Yes, you ... .

A: What's this letter?

B: It's the letter... .

A: That's right. What's that ... ?

B: That's ... .

A: Are these the letters ... and ... ?

B: No, they aren't. They're ... and ... .

A: I see.

(Letters to discuss: J or G? C or S? I or J? V or W?)

### HOME EXERCISES

1 Do the pronunciation and reading of Lesson 4 again.

2 Spell these words. The first has been done for you.

e.g. 'dʌblju: - eɪtʃ - eɪ - ti:

what, open, father, quite, vase, alike, carpet, just, bear, bicycle

3 Transcribe these words which contain:

a) the sound [ɑ:] : star guitar part garden harvest charm

b) the sound [ʌ] : mug stuck such plunge luggage utter

c) the sound [ɒ] : lock blonde frost opposite bottle lottery

What letter makes the sound? in what type of syllable? Why is the syllable called so?

4 These are common English words which contain the same sounds. Split them into three groups accordingly:

fast shan't want wonder task calm other dance cover what half  
grass money watch love wash wander honey brother father mother  
some front task son won

Are there any special rules of reading the letters "a" and "o" in the words above?

5 Add this/that or these/those to the words below.

e.g. plaits – those plaits; jam – this jam

gloves, honey, watch, trousers, stove, baths, butter, news, advice, paper, roses, weather, pets, cheese, hair, wine, legs, key, ways, party, ice cream, physics, feet, music, sheep, data, chess, maths, glasses, furniture

## 7 Complete each of the lines with three more words.

Things you can eat or drink: toast, coffee, ..., ..., ...  
 Animals: elephant, fox, ..., ..., ...  
 People: adult, child, ..., ..., ...  
 Ways people feel: sad, amused, ..., ..., ...  
 State people are in: awake, alive, ..., ..., ...

## 8 Ask questions. Use the words in brackets.

- 1/ John's the same age as me. (How ... I?)
- 2/ Jim's hair is fair. (What colour...Joan's?)
- 3/ We've got a cottage in the countryside. (How far ... cottage?)
- 4/ Helen's father has a car. (How much... ?)
- 5/ Dorothy's got a few dresses. (How many ... got?)
- 6/ Jean's busy on weekdays. ( ... on Sundays?)
- 7/ Charles's got a bike So has Michael. ( ... or Charles's bike?)
- 8/ This is a bird's cage. It's empty. (Where ... bird?)
- 9/ The man's first name is James. ( ... surname?)
- 10/ The baby's awake. (Sorry. ... or asleep?)

8 Choose **some**, **any** or **no**.

- 1/ I can't find ... butter, but we've got ... margarine.
- 2/ Eve has got ... old pictures of the house to show us. They're all gone.
- 3/ I haven't got ... dresses to wear to the party. What shall I do? Buy ... .
- 4/ Can I get you ... coffee? I've just made ... .
- 5/ Have you got ... time free on Wednesday evening?
- 6/ She never has ... fun at discos.
- 7/ Could I have ... tea? Sure. And would you like ... biscuits?
- 8/ He's got ... money to lend you, I'm sure.
- 9/ They've hardly got ... food in the fridge.
- 10/ Are ... of Laura's friends doctors? None of them, I'm afraid.

**RULE CHECK :**

**Some** means "a certain (not large) number or amount of" (несколько, немного). It is used mostly in affirmative (утвердительный) sentences. We also use **some** in questions when we expect people to say "Yes" ( for example, in requests and offers ).

We use **any** instead of **some** in negative (отрицательный) sentences, in most questions, with *if*, and with words like *never*, *hardly*, *without*, *refuse*, *doubt* ( which have a negative kind of meaning).

**No = "not a / any"**

**No** is a more emphatic way of saying "not a" or "not any". At the beginning of a sentence, **no** is almost always used. (e.g. No students are allowed to come late for classes.) Before of, we use **none**, not **no** ( with a singular or plural verb, if it refers to a countable noun ) : e.g. None of his friends are teachers.

9 Describe the pictures below.



When you write a description, make it look like this:

e.g. This is a dress. It is one of Dorothy Barnes's dresses. It is dark red. It is made of silk. *It is a dark red silk dress. Dorothy can wear it to a party. It is just lovely to wear at a party. It is a lovely dark red silk party dress. I quite like it.*

**RULE CHECK:**

When you describe something, you paint a picture with words. The way to do it is to use a lot of specific adjectives. Adjectives for colour, origin/place, material and purpose go in that order. Other adjectives come before these:

<b>Other</b>	<b>Colour</b>	<b>Origin/place</b>	<b>Material</b>	<b>Purpose</b>
old	brown	Spanish	leather	riding boots

Opinions often come before descriptions:

	<b>Opinions</b>	<b>Descriptions</b>
a.	funny	old hat
a	terrible	little boy
-	lovely	old furniture

10 Translate into English. Use To Be in an appropriate form of the Present Simple Tense.

1/ Почему дети не спят? Еще рано. 2/ Почему Том так часто опаздывает? Он ленив. 3/ Почему все спят? Уже поздно. 4/ Почему они так похожи? Они близнецы. 5/ Где сын Артура? Почему он не во дворе с братом? Он боится собак (*afraid of*). 6/ Это их фотография? Да. На ней они с родителями и тетей Мари. 7/ Это сыр или масло? Сыр. Масло вон там, на верхней полке. 8/ Вон там, на тарелке, яблоки или апельсины? Я не вижу. Думаю, что яблоки. Апельсины не бывают зелеными. 9/ Тот мужчина в шляпе – отец или дядя Тома Коллинза? Ни то, ни другое. Он его

дедушка. Неужели? Дедушке Тома,наверное, столько же лет, сколько и его отцу (the same age as).

### LESSON 5: Focus on :

**the vowels [ɔ:] [ɔɪ]**

**the nasal sonorant [ŋ]**

**falling and rising intonation in disjunctive (tag/tail questions)**

**prominent words in there is/are sentences**

### STARTING POINTS

#### 1 Pronunciation Check (Lesson 4)

1/ Complete these rules:

- Short vowels are ... when they are followed by a weak consonant. (longer/shorter)
- For ..., you keep the tongue very low. ([æ] [ɑ:] [ʌ] )
- To make [ɑ:], you move the tongue ... and down. ( backwards/forwards)
- An alveolar consonant becomes ... before the dental [θ],[ð].(dental/post alveolar)
- [ə] is the common pronunciation of ... syllables.(stressed/unstressed)

2/ Say these groups of words, repeating each of them five times in a good steady rhythm. Watch the assimilation.

a trill, a thrill, a drill                      on the farm, on the palm

3/ Identify the communicative type of sentences (A statement? A general question? A special question? An alternative question?) and read the phonetic scripts below.

- [ɑ: mɑ:k kɒlɪnzɪz tʃɪldrən θə seɪm eɪdʒ]
- [ɪznt hʌmptɪ dʌmptɪ ə tedi beə]
- [kæɪəlz brʌðə hʌmfɪ hɜz naɪðəgə kɑ: nɔgə baɪk]
- [wɒts θæt bɒks meɪd ɒv]
- e) [ɑ: θəvz lɔrɪz ɔ kɑ:z əvə ðeə]

4) Complete these alternative questions with falling intonation.

Has Sammie Smellie got a flat or ... ?

Is that car John Summers's or ... ?

Is the car in the park or ... ?  
 Are you Dr Collins or ... ?  
 Is this a clock or ... ?

- 2 Read the Introduction for the phonetic phenomena practised in Lesson 5.

### PRONUNCIATION

- 1 Practise making the long vowel [ɔ:].

[ sɔ:	pɔ:	fɔ: ]
[ lɔ:	mɔ:	wɔ: ]
[ ʃɔ:l	[bɔ:l	tɔ:l ]
[ bɔ:t	kɔ:t	tɔ:t ]

(To make [ɔ:], look back at [ɒ] in Less.4. For [ɔ:], the mouth is less open than for [ɒ] and the lips are more rounded )

- 2 Distinguish between [ɒ] and [ɔ:].

[dɒl] doll	[pɔ:l] Paul
[kɒd] cod	[kɔ:d] cord
[wɒd] wad	[wɔ:d] ward
[wɒt] what	[wɔ:tə] water

- 3 Say [ɔ:] in the phrases below. Make your lower jaw active when you do it.

a) [əv - ɔ:] : [ən əvɪn dɔ:] an open door  
 [ə həʊmləs hɔ: s] a homeless horse  
 [ə stəʊn wɔ:l] a stone wall  
 [kəʊld wɔ:tə] cold water  
 [ə fəʊn kɔ:l] a phone call  
 [ən əʊld bɔ:l] an old ball  
 [ɔ: - əv] : [ən ɔ:ful dʒəʊk] an awful joke  
 [ðə nɔ:tɪ dʒəʊ] the naughty Joe  
 [ə smɔ:l həʊl] a small hole  
 [ə wɔ:m kəʊt] a warm coat  
 [pɔ:lz həʊm] Paul's home  
 [mɔ:dz kəʊm] Maud's comb

b) [dəʊnt tɔ:k nɒnsəns] Don't talk nonsense!  
 [dəʊnt wɔ:k ɒn ðə grɑ:s] Don't walk on the grass.  
 [wɔ:k ɒn ðə pɑ:θ] Walk on the path.  
 [dəʊnt kɔ:l mi ət fɔ:] Don't call me at four.

Can you think of more phrases with [ɔ:]?

- 3 Now practise the diphthong [ɔɪ]. [ɔɪ] glides (скользит) from [ɔ:] to [ɪ], and the loudness becomes less during the glide.

[dʒɔ:] jaw [dʒɔɪ] joy [dʒɔɪ] Joyce  
 [bɔ:] bore [bɔɪ] boy [vɔɪs] voice  
 [tɔ:] tore [tɔɪ] toy [tɔɪz] toys  
 [rɔ:] raw [rɔɪ] Roy [rɔɪz] Roy's

(Remember when you practise these examples that the diphthong [ɔɪ] is shorter before strong consonants and longer before weak ones. When no consonant follows, the diphthong is at its longest, just like the other vowels)

- 4 Distinguish between [ɒ], [ɔ:] and [ɔɪ] in the sentences below.

[ɪndʒɔɪ jɔ hɒlɪdɪ ɪn ðə kɔ:kəsəs] Enjoy your holiday in the Caucasus!  
 [əvɔɪd rɔɪ hi:z ə nɔ:tɪ bɔɪ] Avoid Roy. He's a naughty boy.  
 [mɔ:d ənd pɔ:lz dɔ:tə dʒɔɪs hæz ə pleznt vɔɪs] Maud and Paul's daughter Joyce has a pleasant voice.

Can you think of more sentences with the same sounds?

- 5 To make [ŋ] your mirror will be useful: [ŋ] has the same tongue position as [g], so start with [g] and hold this position with the mouth wide open.

[hɒg hɒŋ] [lɒg lɒŋ] [fɒg sɒŋ] [frɒg rɒŋ]  
 [bɪg bɪŋ] [pɪg pɪŋ] [fɪg θɪŋ] [dɪg rɪŋ]  
 [hʌg hʌŋ] [mʌg ə mʌŋ] [tʌg tʌŋ] [rʌg rʌŋ]

(Notice that the tip of the tongue (кончик языка) is low in the mouth and that the back of the tongue is high)

- 6 Try these examples with [ŋ], slowly at first, then more quickly.

a) [sɪŋ] sing [sɪŋz] sings  
 [hæŋ] hang [hæŋz] hangs  
 [sɒŋ] song [sɒŋz] songs  
 [tʌŋ] tongue [tʌŋz] tongues  
 [θɪŋ] thing [θɪŋz] things  
 [rɪŋ] ring [rɪŋz] rings

(To avoid a [g] after the [ŋ], go from the [ŋ] to the following sound very smoothly)

- |    |                              |                              |
|----|------------------------------|------------------------------|
| b) | [sɪŋə] singer                | [lɒŋ əɡəʊ] long ago          |
|    | [sɪŋɪŋ] singing              | [rɒŋ əɡeɪn] wrong again      |
|    | [brɪŋɪŋ] bringing            | [brɪŋ ɪt hɪə] bring it here  |
|    | [wedɪŋ] wedding              | [ə wedɪŋ ɒn wenzdɪ]          |
|    |                              | a wedding on Wednesday       |
|    | [sɪŋɪŋ ə sɒŋ] singing a song | [hævɪŋ ə wɔ:k] having a walk |

Can you think of more phrases like 'having a walk', etc.?

- 7 Practise some of the commonest words in which [g] is normally pronounced after [ŋ] before a following vowel:

anger [æŋɡə], finger [fɪŋɡə], stronger [strɒŋɡə], longer [lɒŋɡə],  
strongest [strɒŋɡɪst], longest [lɒŋɡɪst]

### ASSIMILATION AND WORD LINKING

- 1 Look back at Lessons 1-4 to find examples of assimilation which illustrate these types:
- Loss of plosion: a big cake, ...
  - Lateral plosion: an old lady, ...
  - Nasal losion: white mice, ...
  - Change in the point of articulation: on the way, ...  
Don't try to cheat Roy, ...
- 2 Study two more types of assimilation:

- a) making a sonorant [m n l r w j] slightly devoiced after a voiceless consonant [f s t k p ʃ]

Flat [flæt], cry [kraɪ], frame [freɪm], shriek [ʃri:k], snake [sneɪk], slow [sləʊ], swim [swɪm], clever [klevə], quarter [kwɔ:tə], small [smɔ:l], fraud [frɔ:d], pram [præm], few [fju:]

- b) making a consonant labialized (орубленный) when followed by the labial [w] before a vowel

twist [twɪst], swam [swæm], twelve [twelv], twenty [twentɪ], dwelling [dwelɪŋ], dwarf [dɔ:f], quick [kwɪk], question [kwɛstʃən], quantity [kwɒntɪtɪ], Gwen [gwen]

Can you think of more examples to illustrate the a) and b) types?

- 3 Read the phonetic transcriptions below. Notice how the “there is/are” construction is linked to the rest of the sentence.

[ðəɪz ə frɪdʒ ɪn ðə kɪtʃɪn] (There is a fridge in the kitchen).  
 [ðəɪz səm bʌtə ɪn ðə frɪdʒ] (There is some butter in the fridge).  
 [ðərə səm ʌnjənz fə sʌpə] (There are some onions for supper).  
 [ðəɪz ə kʌp əv kɒfi ənd ə bʌn ɒn ðə teɪbl] (There is a cup of coffee and a bun on the table).  
 [ðəɪz nəv bred left] (There is no bread left).  
 [ðəɪznt eni mɪlk aɪðə] (There isn't any milk either).  
 [ðəɪz əvnlɪ ɪnʌf hʌni ənd dʒæm fə ti:] (There is only enough honey and jam for tea).  
 [dərə:nt eni keɪks ɔ rɒlz] (There aren't any cakes or rolls).  
 [ðəɪznt eni mʌni tə spend] (There isn't any money to spend).  
 [ənd ðəɪz stɪl ə wɪ:k bɪfɔ:r ə mʌnθs sæləɪrɪ] (And there is still a week before a month's salary).

## RHYTHM

- 1 Read the phonetic scripts above in a steady rhythm. Start with the most important word marked with [ ].

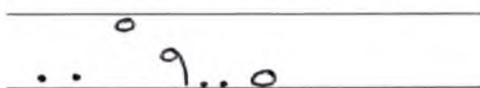
e.g. ʌfrɪdʒ - əfrɪdʒ - ɪz əfrɪdʒ - ɪz əfrɪdʒ ɪn ðə kɪtʃɪn -  
 ðəɪz əfrɪdʒ ɪn ðə kɪtʃɪn

- 2 Can you think of more sentences with a similar structure?  
 Use the words in the box.

What?	How much/many?	Where?
Cheese		in the cupboard[ kʌbəd]
salt[sɔ:lɪt]		in the vase[vɑ:z]
tea		in the teapot[ ti:pɒt]
sweets	Some/a lot of/	on the floor
toys	any/one, three.../	near the door
a dog	not any/ no/	in the shop
coins	not much/	in front of the house
people	not many	on the road
men		in the wardrobe[ wɔ:drəʊb]
sausage[ sɔsɪdʒ]		on the shelf
chocolate		in the street
[ tʃɒklɪt]		on the table
apple pie		near the house

Notice that in “there is/are” sentences the subject is the most prominent (= important) and is the nucleus, the adverbial group is usually the tail:

e.g. There are <sup>o</sup>ten <sub>o</sub>men in the <sub>o</sub>house.



## INTONATION AND SENTENCE STRESS

- 1 Study the intonation-stress patterns below. Notice that your voice should go up on the question word and down on the main, nuclear stress in a special question. (Who? Whose? What? What kind of? How? How many? How much? How far? How long? When? Where? Why? )

### Stimulus

### Response

- |   |  |
|---|--|
| A: <sup>o</sup> What's <u>the</u> picture?                    | B: It's <u>the</u> picture of <sup>o</sup> Barry <sup>o</sup> King's <u>office</u> . |
| A: <sup>o</sup> What's <u>there</u> in the <u>office</u> ?    | B: There are some <sup>o</sup> desks and <sup>o</sup> chairs <u>there</u> .          |
| A: <sup>o</sup> How many <u>desks</u> are there?              | B: There are <u>ten</u> .  |
| A: <sup>o</sup> Which of the <u>desks</u> is <u>Barry's</u> ? | B: The <sup>o</sup> one near the <u>window</u> .                                     |
| A: <sup>o</sup> How many <u>chairs</u> are there?             | B: There are <u>twelve</u> . [ðəɾə...]   |
| A: <sup>o</sup> What <u>colour</u> are the <u>walls</u> ?     | B: They are <sup>o</sup> light <u>green</u> . [ðeɪə...]                              |
| A: <sup>o</sup> What <u>colour</u> is the <u>ceiling</u> ?    | B: It's <u>white</u> .   |
| A: <sup>o</sup> Who's <u>there</u> in the <u>office</u> ?     | B: <u>No one</u> . There <sup>o</sup> aren't any <u>people</u> there.                |
| A: <sup>o</sup> Where are the <u>people</u> ?                 | B: They are <sup>o</sup> out for <u>lunch</u> .                                      |
| A: <sup>o</sup> What's <u>the</u> <u>time</u> ?               | B: It's <sup>o</sup> one o'clock. It's <u>lunchtime</u> .                            |

- 2 Listen to the teacher reading the questions and responses above. Identify the phonetic phenomena that need special care. Some of them have been marked for you.
- 3 Take turns to read the same questions and responses with your partner.
- 4 Listen to the teacher checking what you have read about Barry King's office.

There are a lot of things in Barry's office, aren't there?

Barry's desk is near the window, isn't it?

The walls of the office are light green, aren't they?

The ceiling isn't green, is it?

There are no people in the office, are there?

Barry isn't there either, is he?

He is out for lunch, isn't he?

**RULE CHECK:**

A statement followed by a **tag-question** (= a **disjunctive question**) is a very common type of question in everyday conversation. You often use it when you are fairly sure of the answer but you need confirmation (подтверждение).

The usual intonation pattern is **A Fall** in the statement and **A Rise** in the tag-question: e.g. *It's 'easy to understand, isn't it?*

A Fall in the tag-question is also possible, making you sound more certain: e.g. *You 'aren't 'Barry King's acquaintance, are you?*

- 5 Now use the above disjunctive questions to talk about Barry's office with your partner. Can you add some more?

(Remember to say "Yes" or "No" before you answer: e.g. *Yes, there are. There are a lot of things in his office.*)

**READING AND SPEAKING**

- 1 Complete the phonetic analysis of these passages. Mark the pauses, stresses and tones and identify the assimilation and word linking. Write the underlined sentences in phonetic script.



- a) 'This is 'Barry King. || He is a bank manager. || It's 'Friday afternoon | at '1 pm. || He is in his office now. || There are a 'lot of things on his desk. || There is a computer, | there is a photocopier, | there is an address book, | there is a calendar, | there are some files, | there are some envelopes, | there are some stamps. || Barry is busy. He is making a telephone call to Manchester, in England. He is free at 4 o'clock in the evening on weekdays [hi: iz fri: ət fɔ: əklɒk ɪn ði i:vnɪŋ ɒn wi:kdeɪz].



- b) This is Barry King again. || Now he is at home. || He is in the kitchen. || There are a lot of things around him. || There is a table, four chairs, a cupboard and a sink in the kitchen. || There is one plant on the window-sill and there are two plants on the shelf above the table. Barry is married. He is not single. He's got a wedding ring on his finger. He has a wife, Nora, and a little son, Frank. Nora and Frank are in the kitchen, too. They are having dinner. They always have dinner at half past five on weekdays. At weekends they go out for dinner.



- c) These are Barry King's neighbours, the Corders. They are Paul and Maud, and their son and daughter. Walter is only four. He is noisy and naughty. He is always playing with his toys. There is an awful mess on the floor when he is playing. Joyce is fourteen. She is fond of singing. Now she is singing an English folk song. She has a pleasant voice. She is always dreaming when she is not singing.

3 Describe the pictures above. Don't look at the texts.

4 Go over the passages again and answer these questions:

- 1/ What does Barry King do? ( Чем он занимается? Кто он по профессии? )
- 2/ When is he in his office?
- 3/ What sort of things are there on his desk?
- 4/ What sort of things are there in his kitchen at home?
- 5/ Barry is married, isn't he? What makes you think so?
- 6/ What time do the Kings have dinner on weekdays?
- 7/ Who are the Corders to the Kings?
- 8/ They aren't their relatives, are they?
- 9/ Which of the Corders is four years old?
- 10/ He isn't very quiet [kwaɪqt], is he?
- 11/ How old is Joyce?
- 12/ Which of the children has a pleasant voice?

5 In friendly conversations, you return questions of a personal nature to keep the conversation going and to show interest in the other person. In the returned question, the stress is on 'you' and 'your'. Practise talking like this:

A: Hello, John.

B: Hi, Jane. How are you?

A: Fine, thank you. How are you?

B: Very well, thanks. Are you free from classes now?

A: Yes, I am. Are you?

B: Me too. Let's talk a bit.

A: A good idea! Why not talk about the Corders? ....

6 Use the above dialogue to talk about a) the Corders, b) the Kings, c) the things you have on your desk at home, etc. Be sure you use different types of questions.

## HOME EXERCISES

1 Do the pronunciation and reading of Lesson 5 again.

2 Spell these words: chocolate, daughter, cupboard, wardrobe, evening, enjoy, water, Joyce, coffee, horse

3 Transcribe these words which contain:

a) [ɔ:] : form before sort story reporter morning boring Nora sports

b) [ɒ] : pocket coffee cost clock cross blotch chop gosh jot lodging  
mock hop socket cockney song monk jogging

- c) [əv] : stoke dose code yoke woke grove zone quote Jove  
 What letter makes the sound? in what type of syllable? Why is the syllable called so?

- 4 These are common English words which contain the same sounds. Split them into three groups accordingly: law laundry loan board hall folk quarter want ought floor old wardrobe quantity roll warm four award your Maud course cause roar host toast talk

Are there any special rules of reading the underlined letter combinations?

- 5 Write these phonetic transcriptions in words according to the rules of reading the four types of syllable.

[ðəvz][wen][fɔ:] [feə][fəvɪn][fɑ:] [jəvɡə][skɔ:] [æz][mes][ləvɪn][bi:]  
 [sɪŋk][miə][maɪn][teɪm][tɔ:n][heə][kwɛst][weə][wɔ:] [waɪ][veɪn][ɔ:]

- 6 Write down these phonetic scripts in sentences. Punctuate the sentences with full stops (.), question marks (?), commas (,) and apostrophes ('). Don't forget to use capital (заглавный) letters where necessary.

aɪv ɡɒt ə teɪmd pærət it kən spi:k lɑ:f ənd sɪŋ  
 ðərə ten smɔ:l peəz ɪn pɔ:lz hændz jʊ kən i:t ɔ:l  
 ɒn mʌndɪ mɔ:nɪŋ fræŋks ət hævm ət hɑ:f pɑ:st fɔ:  
 ɪz dʒɪm ənd dʒeɪnz tʃaɪld ə bɔɪ  
 ðeɪə nɒt mæɪɪd jet ɑ: ðeɪ

## RULE CHECK : Punctuation

### 1. Use capital letters :

- to begin a sentence;
- for proper names : Michael, Mr Jones, Mrs Jones;
- for names of countries, cities, streets: Russia, the United Kingdom of Great Britain, the USA, Nizhny Novgorod, New York, Baker Street;
- for names of days, months, festivals: Wednesday, September, Christmas, New Year's Day, Easter;
- for names of nationalities and languages: Russian, Japanese, the English language
- for relationship words used alone or with a proper name: Mother is in but Granny is out. Aunt Polly and Cousin Jack are coming tomorrow.

### 2. Use apostrophes :

- a) for missing letters in contracted forms: it's (it is/it has), there's (there is);
- b) with possessives: a girl's dress, the parents' care;
- c) in special cases: o'clock, in the late 1990's, your a's look very much like o's

### 3. Use commas:

- a) to list items in a sentence: There are a few pens, two books and a dictionary on the desk;
- b) to mark off salutations (приветствие), vocatives ( обращение) and words in apposition (приложение): *Hello, John. Dear Mary, come and stay with me for the weekend. His wife, Nora King, is an assistant manager.*

### 4. Use a full stop, a question mark or an exclamation mark to close sentences.

## 7 Write the -ing form of these verbs.

Sit swim feed fly play show run walk drive travel die take sleep  
write lay put shoot look draws win cut dig stick pass buy pay  
repeat compete eat sip leek

### RULE CHECK : Spelling of - ING Forms

- 1/ Verbs that end in one -e lose the -e : come - coming, write - writing;
- 2/ Verbs that end in -ee keep the -ee : see - seeing, agree - agreeing;
- 3/ Verbs ending in - ic add -k : picnic - picnicking;
- 4/ In verbs of one syllable, with one written vowel + one written consonant, the consonant is doubled : stop - stopping, run - running;
- 5/ In verbs ending in - r the -r is doubled in the stressed syllable: prefer - preferring, occur - occurring, but: offer - offering;
- 6/ Verbs ending in -ie change the -ie into -y: die - dying; lie - lying;
- 7/ In verbs ending in -l the -l is always doubled in British English: travel - travelling, cancel - cancelling

### Use of - ING Forms

We use -ing forms :

- after certain verbs (e.g. like, love, hate, enjoy, etc.): I like speaking English;
- in progressive/continuous tenses: 'What are you doing?' 'I'm writing letter to a penfriend in England';
- after all prepositions ( предлоги): good Thank you for coming. She's at swimming.

## 8 Distinguish between **countable** [C] and **uncountable** [U] nouns . Pick the Odd Man out. (e.g. time table chair train)

a)	pen	paper	pencil	apple
b)	law	list	lemon	fruit
c)	advice	hair	head	gold
d)	bread	dress	juice	wine
e)	eye	ice	hand	neck
f)	dog	skin	ear	food
g)	boot	belt	blood	bag
h)	love	doll	desk	letter
i)	car	cycle	traffic	plane
j)	chalk	salt	sand	star
k)	nest	forest	work	street
l)	news	exam	text	tie
m)	animal	tail	nose	noise
n)	trouble	tent	sack	sock
o)	music	TV	film	travel
p)	story	class	money	stick
q)	house	louse	luggage	lorry

### RULE CHECK: Countable and Uncountable Nouns

1/ **Countable** nouns are the names of things that you can count:

e.g. *a car, one problem, two trees, four hundred pounds*. We can use a/an with countable nouns ( a/an means 'one'). Countable nouns have plurals.

2/ **Uncountable** nouns are the names of things that you can't count: e.g. *milk, air, music*. Normally, we can't use a/an with uncountable nouns, and they have no plurals.

3/ The following words are uncountable: *advice, information, hair, news, weather, English* (and the names of other languages and school subjects), *medicine, flu, toothache* (but *headache* is countable), *furniture*.

4/ Words like *rouble, pound, dollar* are countable, but the word *money* uncountable.

5/ *Trousers, jeans, pyjamas, pants*, etc. are plural. So are *glasses* and *stairs*.

9 Make up alternative questions. Intone them in the line of text.

- 1/ She's got a ... tie. (red or yellow?)
- 2/ There's a ... on the sofa. (a dog or a cat?)
- 3/ ... is twenty-four. (Ted or Jim?)
- 4/ He's fond of ... . (chocolate or honey?)
- 5/ They're ... . (sailors or pilots?)
- 6/ There're ... men in the house. (seven or eight?)
- 7/ The car is in ... . (the park or the garden?)
- 8/ ... is so small. (the baby or the kitten?)
- 9/ There's so ... food in the fridge. (much or little?)

10/ They've got ... relatives in the city. (many or few?)

**10** Fill in the missing question words in:

- 1/... are you?    2/... are they at college?    3/... of them is ten?  
 4/... are you crying?    5/... has got a new cycle?  
 6/...have you got?    7/... far is it?    8/ ...'s the picture?  
 9/... much is the bread?    10/... is there in the kitchen?  
 11/... can I see the picture?    12/... can you see in the picture?  
 13/...kind of picture is it?

**11** Reconstruct these questions according to the example. Then answer the questions with information about you.

e.g. How much money have you got in your pocket?  
*How much money is there in your pocket?*

- 1/ How much food have you got in the fridge?  
 2/ How much money have you got on your bank account?  
 3/ How many suits have you got in the wardrobe?  
 4/ *What pets have you got in the flat?*  
 5/ How much time have you got to finish this exercise?  
 6/ How many problems have you got with your English?  
 7/ How many things have you got on your table?  
 8/ *How many shoes have you got in the wardrobe?*  
 9/ How many cups and saucers do you keep in the cupboard?  
 10/ How much coffee have you got in your cup?  
 11/ How many friends have you got among your fellow students?  
 12/ *How many sweets have you got in you bag to give them?*

**12** Complete these disjunctive questions with the missing tags. Then answer the questions with information from the passages about the Kings and the Corders.

- 1/ Barry King's son is quite small, ... ?  
 2/ The Kings have got some plants in the kitchen, ... ?  
 3/ Mrs King is in the kitchen, ... ?  
 4/ *There is no computer in the kitchen, ... ?*  
 5/ There aren't many things in Barry King's office, ... ?  
 6/ The people in his office are busy until 5 pm, ... ?  
 7/ Barry is writing at his desk at 1 pm, ... ?  
 8/ *Barry's wedding ring is on his finger, ... ?*  
 9/ Paul Corder hasn't got a wedding ring, ... ?  
 10/ His daughter Joyce is fond of singing, ... ?  
 11/ She is never dreaming, ... ?

- 12/ Walter and Joyce are brother and sister, ...?  
 13/ But they are not much alike, ... ?  
 14/ I'm quite sure of it, ... ?

### RULE CHECK :

To construct a disjunctive question, you can start with a positive (положительный) statement and finish with a negative (отрицательный) tag-question and vice versa (и наоборот). The construction of the tag question depends on the structure of the statement : e.g. Jack is ... , isn't he?  
 They are ... , aren't they? There are ... , aren't there? You are ... , aren't you?  
 I am ... , am I not?(or: aren't I?) It is ... , isn't it? There is ... , isn't there?  
 There is no ... , is there? They aren't ... , are they? I am not..., am I?

### 13 Translate into English.

А. Книга на столе. На столе книга. В вазе две розы. Розы в вазе, ваза на полке. В комнате стол, стул и два кресла. Стул у стола, кресла у стены. На стене картина. Картина на стене над диваном. Это портрет в коричневой рамке. На портрете женщина в белом. Ей около сорока лет. У нее на пальце обручальное кольцо. Очевидно, она замужем. Женщина на портрете улыбается. У нее приятная улыбка и очень красивые волосы. Волосы у нее темные, а глаза голубые.

Б. Это кухня в большой квартире. В углу холодильник. В холодильнике молоко, масло и овощи. Нет рыбы и фруктов. Фрукты на кухонном столе, а рыба на сковороде. Мадам Кинг жарит ее к обеду. Она очень занята. Ее соседка, Мадам Кордер, в своей гостиной. Она поет русский романс. И Мадам Кордер, и Мадам Кинг обожают русскую музыку. У обеих приятный голос. Жаль, что ни у одной из них нет пианино.

### LESSON 6: Focus on :

The vowels [u:] [ʊ] [ʊə]

Weak and Strong Forms of Words

Word Stress and Rhythm (contd.)

Intonation stress patterns with

the Present Simple and Continuous

Making polite questions with 'Would you', 'Could you'

### STARTING POINTS

#### 1 Pronunciation Check (Lesson 5).

1/ Complete these rules:

- a) [ə] is never the vowel sound in ... syllables (stressed/unstressed).
- b) For [ɔ:], the mouth is ... open than for [ɒ] (less/more).
- c) The loudness of the diphthong [ɔɪ] becomes ... during the glide (more/less).
- d) The loudness of the diphthongoid becomes ... by the end (less/more).
- e) For [ŋ], the tip of the tongue is ... in the mouth (low/high).

2/ Say these groups of words, repeating each of them three times (or more!) in a good steady rhythm:

a sinner, a singer; fought, thought; a thin thing, a thick thing

3/ Say this tongue twister (скороговорка) with a strong friction on [fr]. Remember to devoice the sonorant [r] after [f] before a vowel.

You can have fried fresh fish, fish fried fresh,  
fresh fried fish, fresh fish fried or fish fresh fried

4/ Identify the cases of assimilation in:

think twice, what's that?, what next?, wise thoughts, slip past, what time?

2 Read the Introduction for the phonetic phenomena practised in Lesson 6.

## PRONUNCIATION

1 Practise making the short vowel [ʊ].

[ v	v	v	v ]
[sʊt	fʊt	pʊt	hʊd ]
[lʊk	fʊk	tʊk	bʊk ]
[wʊd	fʊd	kʊd	gʊd ]

(Be sure you put your tongue up in the middle of your mouth and make your lips a little rounded)

2 Now move your tongue backwards and up and make your lips very rounded and hard.

[ v	-	u:	-	u:	-	u:	]
[ hʊd-	hu:	-	hu:m-	hu:z	]		
[ fʊd-	fu:	-	fu:z-	ɟʊ:s	]		

3 Distinguish between [ʊ] and [u:].

[fʊl] full	[fu:l] fool	[pʊl] pull	[pu:l] pool
[bʊl] bull	[bu:t] boot	[rʊm] room	[ru:l] rule
[hʊk] hook	[tu:l] tool	[wʊl] wool	[stu:l] stool

[wʊd] wood	[ru:d] rude	[wʊlf] wolf	[ru:f] roof
[lʊk] look	[lu:z] lose	[wʊf] woof	[tu:θ] tooth

- 4 Practise [ʊ] and [u:] in the stressed syllables of longer words and phrases.

[ʊ]: cushion, woman, wooden, woollen, butcher, football, bullfight, pullover, pudding

[(j)u:]: super, ruler, chewing (gum), excuse me, newspaper, fruit and juice

(Notice that after [r ɔʒ ʃ ʃ] and sometimes after [l] and [s] the letter U is read [u:] )

- 5 Try [ʊ] and [u:] in the unstressed syllables.

[ˈkɒstju:m] costume    [ˈʃedju:l] schedule    [ˈmenju:] menu    [ˈvælju:] value  
 [ˈætɪtju:d] attitude    [ˈmɒnjʊmənt] monument    [ˈfɔ:mjʊlə] formula  
 [ˈmju:ziəm] museum    [ˈdepjʊtɪ] deputy    [ˈregjʊlə] regular  
 [ˈsɪŋɡjʊlə] singular    [ˈpɒpjʊlə] popular

- 6 Try making [ʊə]. Start from [ʊ] ( not [u:] ! ) and glide to [ə].

[pʊə] poor	[pjʊə] pure	[ʃʊə] sure	[kjʊə] cure
[tʊə] tour	[fjʊə] fewer	[krʊəl] cruel	[njuə] newer

### WEAK FORMS OF *WOULD YOU AND DO*

- 1 When we speak quickly 'Would you...?' and 'Do you...?' are often pronounced with weak forms: Would you ...? [wʊdʒʊ] or [wʊdʒə]  
 Do you ... ? [dʒʊ] or [dʒə]
- 2 Fill in the missing words.

Rudy: ... you like to dance?	Ruth: No, thanks.
Rudy: ... you like cocktails?	Ruth: Yes, I do.
Rudy: ... you like something to drink?	Ruth: No, thanks.
Rudy: ... you like plum pudding?	Ruth: Yes, I do.
Rudy: ... you like some now?	Ruth: No, thanks.
Rudy: ... you like the music?	Ruth: Oh yes, I do.
Rudy: ... you like the disc jockey?	Ruth: He's just wonderful!

- 3 To practise these weak forms, start at the end of the question, like this:

-dance?	-cocktails?
to dance?	like cocktails?
like to dance?	you like cocktails?
you like to dance?	Do you like cocktails?
Would you like to dance?	



- 2 Use the above compounds in sentences of your own. Speak with a steady rhythm and appropriate intonation. (e.g. a honeymoon: **Jack and Jill are on their honeymoon in Spain.**)

### INTONATION AND SENTENCE STRESS

- 1 Listen to the questions and answers in the Present Simple Tense. Mark the main, nuclear stresses. Note how the auxiliary verbs, DO and DOES, are pronounced.

#### Stimulus

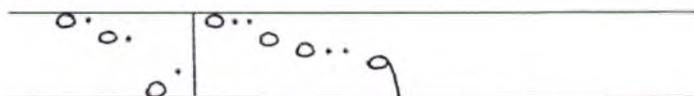
#### Response

- |  |  |
|--|--|
| A: Who is Lucy to Sue?                         | B: Lucy is Sue's cousin.                 |
| A: What does Lucy do?                          | B: She's a student.                      |
| A: What does Sue do?                           | B: She's a pupil. She goes to school.    |
| A: Which of them studies English?              | B: Both. Both of them do.                |
| A: Does either of them speak English well yet? | B: Lucy does, but Sue doesn't.           |
| A: Do they ever have evening classes?          | B: Yes, they sometimes do.               |
| A: Do they study on Sunday too?                | B: No, they usually don't.               |
| A: What do they do when they don't study?      | B: They walk their dog or go to the Zoo. |
| A: Who else often goes to the Zoo?             | B: Ruth and Hugh Dukes do.               |
| A: Do they?                                    | B: Yes, and me too.                      |

- 2 Pair Work. Ask and answer the same questions. Watch the sound [u:].

- 3 Report what you have learnt about the cousins. Your intonation should sound definitely falling in statements unless you are in the middle of the sentence.

e.g. Lucy and Sue are cousins. But: 'When they 'don't have classes, | Lucy and 'Sue 'go to the Zoo.



(To make your story sound interesting, start high on the first stress.)

### READING AND SPEAKING

- 1 Mark the pauses, stresses and tones in the text below. Some of the weak forms have been marked for you. Transcribe the underlined sentences.

These are[ə] the Dukes, Ruth and Hugh. They are[ə] brother and sister. They live at 22 Eagle Road, Liverpool. Ruth Duke goes to[tv] a public school. Her[hə] brother Hugh is a pupil, too.

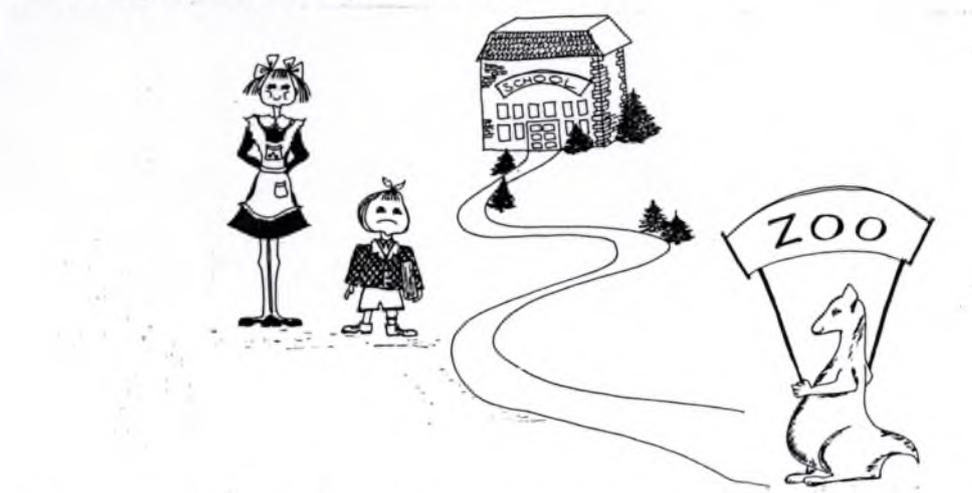
Ruth and Hugh study a lot of [əv] subjects, including English. They are both good at [ət] the language. As a rule, after school they go to [tə] the Zoo to have a look at the kangaroo. The kangaroo lives in the far corner of the Zoo. Ruth and Hugh bring food and help the Zoo men to [tə] feed the kangaroo.

2 Answer the questions about the Dukes .

- 1/ Who is Ruth to Hugh? What about Hugh?
- 2/ Where are they from, England or Ireland?
- 3/ Which of the two goes to a public school?
- 4/ What does Hugh do?
- 5/ What subjects do they study?
- 6/ Which of the subjects are they both good at?
- 7/ What do the Dukes do after school?
- 8/ Why do they often go to the Zoo?
- 9/ How do they help the Zoo men?
- 10/ Which of them feeds the kangaroo?

Can you think of more questions to ask?

2 What family is in the picture below? What else can you see in it? What are the people in the picture doing?



3 Choose to be one of the Dukes. Speak about the other. Start like this:

Let me introduce myself. My name's ... . My brother's/sister's ... . She/He ...

4 Read aloud the description below. The nuclear tones and word links have been marked for you. Practise reading the word links first, like this:

Here is picture of of our, etc.

My name's Howard Cook. Here is the picture of our family. The women are my wife and my sister. This is Joan, my sister, and that is Violet, my wife.

These are my children, Samuel and Helen. Poor Sam looks very tired. Those men behind are my father and I. The young man beside me is not our relative. He is a friend of mine, James Poynter.

- 5 Compare what you can see in the picture with the description above. Are there any differences?



- 6 Study the picture more closely and answer these questions:

How does Howard Cook look? What about his wife, Violet? Which of the Cooks looks tired? Do the men behind look the same? What about the women?

- 7 Describe the way the Cooks look in the picture.

Use the words: sad/happy/serious/important/the same (as)/different/strange, etc.

- 8 Check your memory. (Books closed!).

Which of the Cooks are at the front? Which of them are at the back?  
 Are the women in the middle? Who is right in front of Howard Cook?  
 Who is on his left? Is Helen next to Sam? Who is behind Sam?

- 9 Interview one of the Cooks about the family. Ask for more information to keep the conversation going.

## HOME EXERCISES

- 1 Do the pronunciation and reading of Lesson 6 again.
- 2 Spell these words: kangaroo, school, tired, subject, beside, bring, eagle, pupil, does, would
- 3 Transcribe these words which contain:
  - a) [u:] : jute Lucy rule flute include brute rude chute June rumour
  - b) [ju:] : humour mute computer cute tune huge use amuse stupid

c) [(j)ʊə] : cure pure sure rural plural during endure jury fury curate

What letter makes the sound? in what type of syllable? When does the sound [j] disappear before u ?

- 4 These are common English words which contain the same sounds. Split them into three groups accordingly.

Poor spoon chew blue fruit cue few soon dew neutral queue suit  
cruise stew steward moor you whom whose lose nephew shoes  
smoothe tooth tour cruel soup through threw do move

Are there any special rules of reading the underlined letter combinations?

- 5 The words below are spelt with **oo**. Which of these are read [ʊ]? Why?

Stoop shook shoot room roof food boot fool stood hoop cook moon soon

- 6 Go over the description of the Cooks' picture. Note the most common vowel sequences in :

[ʼaʊə] Howard and [ʼaɪə] Violet (The less common sequences [eɪə, ʼəʊə, ʼɔɪə] are found in: player, slower, lawyer)

- 7 Add five more words to each of the lists, having the same vowel sequences.

1/ [ʼaʊə] flower, coward, ..., ..., ..., ..., ...

2/ [ʼaɪə] tired, lion, ..., ..., ..., ..., ...

Can you work out any rules of spelling [aɪə, aʊə]?

- 8 Write these phonetic transcriptions in words according to the rules of reading the four types of syllable.

[fɪt][fain][ʼfaɪə][mi:] [mʌst][mɔ:] [haim][ʼhaɪə][həʊp][ʼhji:mid][jəʊk][ræk]  
 [rʌŋ][beɪð][rəʊm][hiəz][læŋ][bædʒ][bægz][bæks][beɪks] [ʼhju:gəʊ]

- 9 Copy the text below. Write the phonetic scripts in words.

Buck, my [pʌpɪ], likes to [sli:p] in my father's [slɪpə]. The father [li:vz] his [slɪpəz] everywhere: in the bathroom, on [grænɪz] chair and in my [brʌðəz] bedroom. Jack and John, my brothers, like to play a trick on [bʌk] when [hi:z] in the [slɪpə]. They take the [slɪpə] away to the balcony and [li:v] it [ðeə] till it gets dark. [pʊə bʌk] starts [kraɪn] so bitterly that the [həʊl] family begin to worry.

The mother hates the [bɔɪz] playing tricks, so, when they do that, she usually [ti:tʃɪz] them a lesson. She gives them [nəʊ] sweets or ice cream and [lɒks ðeə] bikes in the jshed. Buck is always sorry [fə] the boys. He [traɪz] to play with them, but they [wəʊnt].

**10** Add the –s to make the Present Simple Tense form. Transcribe the ending.

Dress, use, watch, push, go, carry, do, try, stay, catch, teach, start, ask, wonder, answer, run, walk, point, show, get, beg, buy, pick, choose, refuse, chew, lie

## RULE CHECK : The Simple Present Tense

### 1. Form

<b>Affirmative</b>	<b>Interrogative</b>	<b>Negative</b>
I play	Do I play?	I do not (don't) play
You study	Do you play?	You do not (don't) play
He/she/it plays	Does he/she/it play?	He/she/it does not (doesn't) play
We play	Do we play?	We do not (don't) play
You play	Do you play?	You do not (don't) play
They play	Do they play?	They do not (don't) play

### 2. Spelling of he/she/it forms

Most verbs: get – gets[s]; live – lives [z]; play – plays [z]

Verbs ending in a consonant + y: marry – marries[z]; try – tries[z]

Verbs ending in –ch, –sh, –tch or –s: reach – reaches [ɪz]; wash – washes [ɪz]; watch – watches [ɪz]; pass – passes [ɪz]

Irregular: have – has[hæz, həz]; do – does[dʌz, dəz]; go – goes[gəʊz]

### 3. Pronunciation of he/she/it forms

[z] after vowels and most voiced sounds: sees[si:z]; tells[telz]; stands[stændz]

[s] after most unvoiced sounds: starts[stɑ:ts]; looks[lʊks]; stops[stɒps]

[ɪz] after [s z ʃ ʒ tʃ dʒ] : crosses [ˈkrɒsɪz]; matches [ˈmætʃɪz]; brushes [ˈbrʌʃɪz]

**11** Use the verb in brackets in the Present Simple Tense. Add a tag (=a tail) to make the sentences disjunctive questions.

- 1/ Your clothes (need) washing.
- 2/ The furniture (look) quite new.
- 3/ Dan's advice (be) very helpful, as a rule.
- 4/ Jane's hair (be) carefully done .
- 5/ The fruit (be) in the fridge.

- 6/ The news of Jack's marriage (surprise) everybody.
- 7/ The information about the contest (be/not) true.
- 8/ The workers' wages (be) high.
- 9/ There (be) a ruler and a few pencils on the table.
- 10/ There (be) no money on the shelf.

**12** Put *Do* or *Does* before the subject and the verb stem to make a question.

- 1/ ... the Cooks live in Liverpool?
- 2/ ... I speak clearly?
- 3/ ... you drink coffee for breakfast?
- 4/ ... they leave at 6.30?
- 5/ ... Kate know any French songs?
- 6/ ... James eat rice?
- 7/ ... you have lunch at noon?
- 8/ ... teachers like testing their students?
- 9/ ... it often rain in June?
- 10/ ... your watch go off at 7?

**13** Make the following sentences negative. Then give the correct information.

- 1/ The sun shines at night.
- 2/ The linen gets wet when the sun is hot.
- 3/ We usually see the moon in the afternoon.
- 4/ The sky looks grey on a sunny day.
- 5/ Mice catch butterflies.
- 6/ It takes an hour to fly from Moscow to the USA.
- 7/ Kangaroos come from Canada.
- 8/ In England people drive on the right.
- 9/ Students give instructions to the teachers, as a rule.
- 10/ We close the door before we enter the room.

**14** Ask for more information.

- 1/ Chris likes music. (What sort of ...?)
- 2/ I see Alice every Friday. (Where...?)
- 3/ Lucy's coming to see us. (When...?)
- 4/ Tom Jones's got two brothers. (... sisters?)
- 5/ He lives in England. (... in London?)
- 6/ She is quite tall. (How...?)
- 7/ They go to work every day except Sunday. (Where...?)
- 8/ John knows a lot about Russia. (What ... Nizhny Novgorod?)
- 9/ She goes out with Jack. (How often...?)
- 10/ The baby's got beautiful eyes. (What colour...?)



- 5) ворота, часы, сани;  
6) молоко, вино, любовь, счастье

Б. зарплата рабочих, дома служащих, квартиры военных, глаза детей, родительские советы, мужской галстук, женский клуб, студенческий билет, учительская (комната), урок Мисс Хиггинс, семья Браунов, машина Джеймса, дочь Питера и Энни, стрелки часов, ножки стула, пятиминутный перерыв, одежда девочек, детское платье, игры мальчиков, игрушки детей.

В. У нас очень мало сведений об этом событии. Что происходит? Куда бегут эти люди? Почему плачет ребенок? Где его родители? О чем они думают? Где же полиция? Почему вон та женщина лежит на мостовой? Возле нее никого нет. Где же скорая помощь? Вон там в кафе сидят люди. Разве они не могут помочь? Кто это спешит на помощь ребенку? Он похож на доктора, да?

Г. Не хотите присесть? Откуда Вы? Как Вас зовут? Чем Вы занимаетесь? Вы учитесь и работаете, так? Вы любите детей? Вы не хотели бы работать с детьми? Вы увлекаетесь спортом? Как часто Вы играете в теннис? Не хотите сыграть в теннис после обеда? Вы любите кофе? Могу я предложить Вам чашечку?

Какими грамматическими правилами объединены части перевода?

## LESSON 7: Focus on :

- the vowel [ɜ:]
- vowel contrasts
- strong forms of words (contd.)
- sentence stress and emphasis
- stress and rhythm with numerals

## STARTING POINTS

### 1 Pronunciation Check (Lesson 6):

1/ Complete these rules:

- a) Both [i:] and [u:] are ... . (diphthongs/diphthongoids/monophthongs)
- b) The vowel [u:] becomes ... by the end of the sound. (louder/less loud)
- c) To make [u:], your tongue should be ... at the back of your mouth. (high/low)
- d) To pronounce [ʊ], you make your lips ... rounded and hard than for [u:].  
(more/less)
- e) To make [və], you should start from ... . ( [ʊ] [u:] )
- f) The form words may be ... when they are final. (weak/strong)
- g) Most compound nouns made of NOUN+NOUN have the stress on ... word.

(first/second)

- 2/ Say these groups of words, repeating each of them five times in a good steady rhythm:

a hope, a hoop; a roller, a ruler; a short sharp shock; a good wooden spoon

- 3/ Say these sentences.

'Use a ruler.'

'I'd like some boots for the winter, and some shoes for school.'

'Have you got any "Beauty-tooth" toothpaste?'

'Could I have some fruit juice?'

'A newspaper and some chewing gum, please.'

'Excuse me, where are the fruit and vegetables.'

- 4/ Match each of the sentences in 3/ with one of these places:

a supermarket [su:pəmə:kɪt]; a shoe shop; a school; a tool shop;  
a chemist's [kɛmɪsts]; a cafe [kæfeɪ]; a newsagent's [nju:zeɪdʒənt]

e.g. 'Use a ruler' comes from [frəm] a school.

- 5/ Look at the sentences below. Find in them examples to illustrate:

1. Linking Rules 2. Loss of plosion 3. Lateral plosion  
4. Nasal plosion 5. Devoicing of sonorants 6. Labialization before [w]

Poor Aunt Polly prays at meals every week. Aunt Polly's niece Prue has a sweet tooth. Prue eats plum pudding and chocolate at weekends. I wouldn't like to be in her shoes.

- 2 Read the Introduction for the phonetic phenomena practised in Lesson 7.  
3 Do the exercises for the tongue-and-lips control.

## PRONUNCIATION

- 1 Practise making the sound [ɜ:], which is like [ə] but longer.

[ ɜ:	ɜ:	ɜ: ]
[ hɜ:	fɜ:	pɜ: ]
[ hɜ:d	bɜ:d	θɜ:d ]
[ kɜ:l	pɜ:l	gɜ:l ]

(Two things will help: keep your teeth quite close together and do not round your lips at all – smile when you say it!)

- 2 Make [ɜ:] checked (усеченный, с сильным окончанием) before voiceless consonants:

[pɜ:s] purse	[vɜ:s] verse	[nɜ:s] nurse
[hɜ:t] hurt	[bɜ:t] Bert	[fɜ:st] first
['kɜ:tn] curtain	['tɜ:tl] turtle	['bɜ:θdeɪ] birthday

(Notice that [ɜ:] can be spelled with **ur, ir or er**)

- 3 Distinguish between:

a) [ɑ:] and [ɜ:] :

[fɑ:] far	[fɜ:] fir	[stɑ:] star	[stɜ:] stir
[hɑ:t] heart	[hɜ:t] hurt	[dɑ:k] dark	[dɜ:t] dirt
[hɑ:d] hard	[hɜ:d] heard	[fɑ:m] farm	[fɜ:m] firm
[bɑ:θ] bath	[bɜ:θ] birth	[pɑ:s] pass	[pɜ:s] purse

b) [ɔ:] and [ɜ:] :

[kɔ:l] call	[kɜ:l] curl	[pɔ:l] Paul	[pɜ:l] pearl
[lɔ:n] lawn	[lɜ:n] learn	[wɔ:n] warn	[wɜ:m] worm
[wɔ:k] walk	[wɜ:k] work	[stɔ:l] stall	[stɜ:n] stern
[tɔ:l] tall	[tɜ:n] turn	[fɔ:θ] fourth	[fɜ:st] first
[bɔ:n] born	[θɜ:st] thirst		

(Be sure your lower jaw goes down for [ɑ:] and [ɔ:] and never for [ɜ:])

- 4 Look at the groups of words below. They may all be presents you can choose for Tom (with [ɒ] in them), for Uncle Justin (with [ʌ]), Aunt Martha (with [ɑ:]) and Pearl (with [ɜ:]). Make your choice like this:

e.g. The first present I want for Uncle Justin is ... a pair of gloves.  
 My second choice is...  
 The third choice is...  
 The fourth choice is ... ,of course.  
 The fifth choice is ...

A song book, a ping pong ball, a light bulb, a road map, a notepad, a story book, a table cloth, a yellow paint, a kitchen bin, a baking tray, a fishing rod, an earphone, thirty curlers, four pretty kittens, a toy car, a wooden trolley, three noisy puppies, a green banana, a piece of soft cheese, an early bird, half of the birthday cake, a country house, a kerchief with a bell, a purple dress, a water bed, a china cup, a blue balloon, a pair of ballet socks, a ticket to the opera, a brown cardigan, a tennis racket, a kitchen garden, a leather wallet, a red T-shirt, a white bath, a fast train, a toy firm, plum pudding, a big fir tree, a perfect

tune, a holiday suit, a party jacket, a couple of new ties, a match box, a ticket to Turkey, a magic glass, a Japanese umbrella, a book of puzzles, some chewing gum, a new guitar, a sausage sandwich, an alarm clock

(Check the meaning and pronunciation of the words in the dictionary.)

Are there any of the presents you wouldn't choose? Which ones? Why?

## STRESS AND RHYTHM

- 1 Can you count how many presents you have chosen to give Uncle Justin? Tom? Aunt Martha? Pearl? Practise saying more numbers. The stress patterns are usually like these:

**O** : one, two, three, four, six, eight; nine, ten;

**O o** : seven, thirty, forty, ninety, fifty; twenty;

**o O** : thirteen, fifteen, eighteen, nineteen, fourteen;

**O o O**: twenty-two, forty-one, ninety-three;

- 2 Read and compare: 16/60; 15/50; 18/80; 90/19; 30/13; 14/40; 70/17

When we count, the stress patterns are as above, but they can change with the 'teen' numbers. When the teen numbers are followed by a noun, the pattern is **O o**, but when the number is on its own, the pattern is **o O**. The same rule is often true with compound adjectives and ordinal numerals ( *порядковые числительные* ).

e.g. She's fifteen (**O o**) years old. She's fifteen (**o O**).

She's a good-looking (**O o**) girl. She's good-looking (**o O**).

There are sixteen (**O o**) students in Group 106.

Jane is the fifteenth (**o O**) on the list.

Identify the stress patterns below. Read the sentences in a steady rhythm.

There are fourteen boys in the hall. They are all fourteen.

I'm nineteen years old. My cousin is eighteen.

She's got fourteen brothers and sisters. None of them is sixteen.

John's mother is a nice-looking lady. John is also nice-looking.

Jud Partridge is an unknown writer. He's quite unknown.

- 3 Can you think of more examples to illustrate the two stress patterns above? Make use of 'teen' numbers and adjectives, like: easy-going, well-made, worn-out, well-paid, badly-dressed, well-written, fine-looking.
- 4 Watch the stress patterns when reading days and months, too.

**O o** : Monday, Tuesday, ...      **O** : March, May, ...  
**O o** : August, ...      **O o o** : January, ...  
**o O o** : November, ...      **o O** : July

Can you complete the above lists?

5 Notice how we can say a date in two ways:

8/1/99                      the eighth of January, nineteen seventy-four  
                                     *January the eighth, nineteen seventy-four*

Are the stress patterns alike in any way? How are they different?

Practise saying the following dates: 4 June; 25 August; 31 July;  
 1 March; 3 February; 21/3/1988; 5/4/1995; 11/6/2001; 18/10/2002;  
 30/5/1990; 14/2/1876; 13/12/1765

## SENTENCE STRESS AND EMPHASIS

1 You have already practised a basic stress pattern in speech, i.e. content words (знаменательные части речи) are usually stressed and structure words (служебные части речи) are usually unstressed. However, you can focus the listener's attention on the parts of the message that are most important in a particular context.

a. When a conversation begins, the centre of the focus is usually on the last content word.

e.g. What's the matter? Where are you going? What would you like to have for a drink? When is your birthday?

b. When a conversation proceeds, you can emphasise any word or phrase in a sentence. (The most important words are in capital letters.)

e.g. A: WHAT'S your FAVOURITE COLOUR?

B: RED. WHAT'S YOURS?

A: MY favourite's BLUE.

B: WHAT have you GOT in blue?

A: I've got a blue BLOUSE.

B: WOULD you LIKE to have a blue SUIT?

A: YES, I THINK so. Would YOU?

B: NO, not REALLY. MY favourite colour's PURPLE.

2 Decide which words should be stressed in this conversation. Then, with the stress on the important words, say the conversation with your partners.

A: Well! It's my birthday tomorrow. When's your birthday?

B: My birthday's the day after tomorrow.

- A: Really? And when's your birthday?  
 C: Next week.  
 A: I'd like a new watch for my birthday. What would you like, Tim?  
 B: I want a purse. A leather purse. And you, Liz? What do you want for your birthday?  
 C: I wouldn't mind having new curtains for my bedroom.

- 3 Can you make up a similar conversation with new things as birthday presents?

## READING AND SPEAKING

- 1 Intone the text below. Decide on the most important words and read the text aloud.  
 The pauses have been marked for you.

Shirley and Pearl Burns| live at 32 Eagle Road,| Liverpool.|| Shirley is twenty.|| She has long fair hair| and beautiful blue eyes.|| She is a nurse.|| She works as a nurse| until 3.30 in the afternoon.|| At 4.30 every Thursday| she has a class in German.|| Shirley is a first-year student at a college.|| It is her twenty-first birthday today.|| She is happy.|| She is expecting the Cooks| and the Dukes| to come to her birthday party.||

Her sister Pearl| is a schoolgirl.|| She is only thirteen,| but she can water the flowers| and help Shirley with the shopping and the cooking.|| What a pretty girl Pearl is!|| She has short curly hair| and large hazel eyes.|| She learns German at school, too.|| Both Shirley and Pearl | can speak, read and write German| very well.||

- 2 Improve your pronunciation skills by reading the phonetic script of the same text. Mark the stresses and tones in the same way you have done in the line of text.

[ʃɜ:lɪ ənd pɜ:l bɜ:nz liv ət θɜ:tɪ tu: i:gl rəʊd livəpu:l ʃɜ:lɪ ɪz twenti ʃi: hæz lɒŋ feə heə ənd bju:tɪfl blu: aɪz ʃi: ɪz ə nɜ:s ʃi: wɜ:ks əz ə nɜ:s əntɪl θri: θɜ:tɪ ɪn ðɪ ɑ:ftənʊ:n ət fɔ: θɜ:tɪ evrɪ θɜ:zdi ʃi: hæz ə klɑ:s ɪn dʒɜ:mən ʃɜ:lɪ ɪz ə fɜ:st jɜ: stju:dənt ət ə kɒlɪdʒ ɪt ɪz (h)ɜ: twenti fɜ:st bɜ:θdeɪ tædeɪ ʃi: ɪz hæpɪ ʃi: ɪz ɪkspektɪŋ ðə kʊks ənd ðə dju:ks tə kʌm tə (h)ɜ: bɜ:θdeɪ pɑ:tɪ hɜ: sistə pɜ:l ɪz ə sku:lɜ:ɪ ʃi: ɪz əʊnlɪ θɜ:ti:n bæt ʃi: kən wɔ:tə ðə fləʊəz ənd help ʃɜ:lɪ wɪð ðə ʃɒpɪŋ ənd ðə kʊkɪŋ wɒt ə prɪtɪ gɜ:l pɜ:l ɪz ʃi: hæz ʃɔ:t kɜ:lɪ heə ənd lɑ:dʒ heɪzl aɪz ʃi: lɜ:nz dʒɜ:mən ət sku:l tu: bæʊθ ʃɜ:lɪ ənd pɜ:l kən spi:k ri:d ənd raɪt dʒɜ:mən veri wel]

- 3 Ask your partner these questions about Shirley and Pearl Burns. Emphasise the most important words in the questions. Use the rising tone with Yes/No (=general) questions and the falling tone with special questions.

- 1/ Where do the sisters come from?
- 2/ What's their address?
- 3/ Do they live in the same street as the Dukes?
- 4/ What does Shirley look like? What about Pearl?
- 5/ Do the sisters look alike?
- 6/ What does Shirley do? What about Pearl?
- 7/ Which of them has her birthday today?
- 8/ Whom is she expecting to come to her birthday party?
- 9/ How can Pearl help Shirley to prepare for the party?
- 10/ Is she good at cooking?

Can you think of more questions to ask?

- 4 Describe the picture below. Whom can you see in it? Is Shirley at work or at home? How is she dressed? What is she doing? How does Pearl look? Is she feeling well?



- 5 Choose to be one of the sisters. Speak about the other. Start like this:

Let me introduce myself. My names's ... . My sister's ...

- 6 Interview your partner about her/his brothers, sisters or other relatives. Make use of the conversation scheme below.

- A: Hello, Mary. Could you answer some of my questions about your ..., please?  
 B: Yes, of course. I'm happy to tell you something about ... .  
 A: Fine. First of all, ...?

- B: 32 Birch Street, in Nizhny Novgorod.  
 A: And ... ?  
 B: No, she's older . She's ... years old.  
 A: ... ?  
 B: It's in June, on the twenty-second of June.  
 A: ... ?  
 B: She's a student at a medical college.  
 A: Is she? ... ?  
 B: Yes, she is. She loves taking care of sick people and animals.  
 A: And ... ?  
 B: Well, she's either working in the library or doing some project at home.  
 A: ... ?  
 B: Yes, that's what she always does after college.  
 A: ...?  
 B: Well, I see her quite often. We spend ... .  
 A: ...?  
 B: No, we're quite different in many ways. I'm fond of ... and she ...  
 A: Now my final question, Mary. ....?  
 B: She plays the piano wonderfully.  
 A: That's great. I've learnt a lot about your ..., Mary. Thank you very much for talking to me.  
 B: It's a pleasure.

## HOME EXERCISES

- 1 Do the pronunciation and reading of Lesson 7 again.
- 2 Look back at Sentence Stress and Emphasis 1b. Intone the dialogue graphically.
- 3 Identify the cases of assimilation in the passage below. Underline and number the case.

Here is what Mrs Clemens, a teacher, says in the classroom, " Why do you always come late for classes, Chris? ... Read the title of Text Twelve, Fred. ... Is that John's notebook or Prue's? ... Please don't try to cheat me. ... Are those things on that window-sill yours, Gwenda? ... "

- 4 Transcribe these words which contain the sound [ʒ:]:

- a) curly curtain further Thursday turkey purse purple nurse turn return  
 b) fir bird third thirsty thirteen third sir shirt skirt girl first dirty thirsty  
 c) her hers term German verb adverb person prefer servant nervous

What letters make the sound? in what type of syllable?

- 5 Which of these common English words contain the same sound? Are there any special rules of reading the underlined letter combinations?

Learn your heard pearl tear year pearl hear board fear learnt bear dear near

- 6 The words below are spelled with or. Which of these are read [ɜ:]? Why?

Form worm storm work word lord worse worth forth worthy worship worst

- 7 Fill in the chart.

Vowel Letters	Type 1 (closed syll.)	Type 2 (open syll.)	Type 3 (V + R)	Type 4 (V + R + V)
a	gap	...	...	stare
e	...	mete	stem	...
o	...	note	...	score
u	cut	...	...	cure
i/y	hit,gym	bite	...	...

- 8 Write these phonetic transcriptions in words according to the rules of reading the four types of syllable.

[tʃeɪs][tʃaɪm][dʒɜ:k][dʒɑ:] [sɜ:v][sɔ:t][sɔ:] [sɜ:] [hɜ:z][sti:v][stəʊv][haɪə]  
[dʒɪm][dʒɒt][nɔ:] [nɜ:v][hɪəz][heəz][həʊl][mju:l][bɜ:st][best][slɑm]

- 9 Copy the text below. Write the phonetic scripts in words.

Everyone [nəʊz] something about London Zoo. [ɪtstændz] in a fine park [weə] families come to watch wild birds and animals. [ðeəz] a young elephant in the zoo who is the [tʃɪldrənz] favourite. It carries them on [ɪts] back and, when it makes loud music with [ɪts] trunk, the [peərənts ənd tʃɪldrənz] eyes shine with pleasure. For animal lovers the elephant has a lot of fun. [ɪtlaɪz] down on the ground, places [ɪts] trunk into the water and splashes the water in the [pi:plz] faces. Sometimes [ɪti:ts] food from the [tʃɪldrənz] hands and lets them wash [ɪts] back with long brushes. When the elephant is [nɔ:tɪ], it goes to the [fɑ:] corner of the park and stays [ðeə] until the caretaker brings it back. While the children play safely in the [tʃɪldrənz] corner, the [peərənts] ride horses and have picnics. [ðeɪsɪt] on the grass in the [mɪdl] of the park and think [ðeɪəɪn] the country, miles away. London Zoo is at [ɪts] best when people are celebrating. Then the [pi:plzdrɛsɪz] and the zoo [mɛnz] uniforms, and the [bʌsɪz], and [ænɪməlz] cages all sparkle in the sunshine – if [ðeəznəʊ] rain, of course!

## 10 Practise with numbers.

- a. Count : '1,2,3. ... one hundred'.
- b. Count in twos: '2,4,6,8, ...'.
- c. Count in fives: '5,10,15, ...'.
- d. Count backwards: '99, 98, 97, ...'.
- e. Write these numbers: 9, 19, 90, 99, 14, 40, 44, 8, 80, 18.
- f. Write ordinal numerals to show the order of things in a series. Some of them have been done for you.

**Cardinal** Numerals  
(количественный)

**Ordinal** Numerals  
(порядковый)

one	the first
two	the second
three	the third
four	the fourth [ðə'fɔ:θ]
five	the ...
eight	the ...
nine	the ninth [ðə'nainθ]
twelve	the twelfth
thirteen	the thirteenth [ðə'θɜ:ti:nθ]
nineteen	the ...
twenty	the twentieth [ðə'twentɪθ]
thirty	the ...
twenty-eight	the twenty-eighth
fifty-three	the ...
ninety	the ...
a hundred	the hundredth [ðə'hʌndrədθ]
A thousand	the ...
A million	the ...

Transcribe the rest of the ordinal numerals and mark the change in the articulation of the consonants before the suffixes **-th** and **-eth**.

## 11 Write the numbers in these sentences in words. Practise saying the sentences afterwards.

- 1/ I live at No.14 Green Street.
- 2/ My telephone number is 407 – 988.
- 3/ I was born on 19(th) August 1982.
- 4/ My account number is 41326089.
- 5/ The man is 100 years old!
- 6/ The journey takes exactly 1000 days.
- 7/ I want to save 1500 pounds to buy myself a motorbike.
- 8/ The apples cost 15 pence each.

- 9/ Pay the taxi driver 19 pounds only.  
 10/ It takes me exactly 40 minutes to get here.  
 11/ There are 12 of us in my family.  
 12/ My father weighs 89 kilos.

### RULE CHECK: How to Say Numbers

1. In British English, 'and' is used before the last two figures of a number. e.g. 325 - three hundred and twenty-five; 3,077 - three thousand and seventy-seven; 719 - seven hundred and nineteen.
2. There are two ways of saying dates: *The fourteenth of September* or *September the fourteenth*. When dates are written, 'the', 'of', and often the ordinal ending (-th, etc.) are dropped.
3. The numbers of years are usually said in two halves: 1066 - ten sixty-six; 1984 - *nineteen eighty-one* but: 2002 - *the year two thousand and two*.
4. In phone numbers, we say each figure separately. 'o' is called [əv]. Instead of 'eight eight', etc. British speakers usually say 'double eight', etc.
5. The words 'hundred, thousand and million' can be used in the singular with 'a' or 'one', but not alone: a thousand pounds, three hundred days.
6. Ordinal numbers are used for kings and queens: Peter the First, Henry the Eighth, Catherine the Second.
7. In measurement of height, we use 'feet' (or 'foot' in a conversational style): I'm five feet eight inches tall.
8. Note the use of the verb 'to be' in measurements: I'm fifty-seven kilos. (= I weigh fifty-seven kilos.)
9. When we count the number of people in a group, we usually express the result with 'there are ... of...': There are only seven of us here today. (Not: 'We are only seven...')
- 11 Find in the dictionary what these words of measurement and money equal to: an inch, a pound, a kilogram, a foot, a penny, a dollar. Write down the information in complete sentences.

e.g. An inch is equal to one twelfth of a foot (2.54cm).

- 12 Copy and fill in the form with information about yourself.

Mr/Mrs/Miss/Ms \_\_\_\_\_  
 First name \_\_\_\_\_  
 Surname \_\_\_\_\_  
 Age \_\_\_\_\_  
 Height \_\_\_\_\_  
 Weight \_\_\_\_\_

Likes \_\_\_\_\_  
 Dislikes \_\_\_\_\_  
 Marital status: single \_\_\_\_\_  
                           married \_\_\_\_\_  
                           divorced \_\_\_\_\_  
                           widow(er) \_\_\_\_\_  
 Country \_\_\_\_\_  
 Nationality \_\_\_\_\_  
 Languages \_\_\_\_\_  
 Address \_\_\_\_\_  
 Telephone number \_\_\_\_\_

Be ready to speak about yourself in front of the group.

- 13 Copy the form again. To fill it in with a new identity, prepare questions to ask your partner or other students in the classroom. Then write about the student you interviewed.

- 14 Complete the table:

Subject pronoun	Object pron.	Possessive pron.	
		Dependent	Independent(or Absolute)
↓ I	↓ me	↓ my	↓ mine
you	...	your	...
he	him	his	...
she	her	...	hers
it	...	its	its
we	us [ʌs]	...	...
you	...	...	yours
they	them	their	...

- 15 Change the object nouns to object pronouns.

e.g. He's talking to Jane. – He's talking to her.

- 1/ Tom's teaching seven-year-old children.
- 2/ I'm listening to Tom.
- 3/ He's eating my pie.
- 4/ She's coming to see me and Ann today.
- 5/ We're not talking to the cat. We're talking to its kittens.
- 6/ They're waiting for Jack and Janet.
- 7/ I'm looking at the window. I'm not looking at Bill Willson.
- 8/ She's looking for her glasses. He's looking for his pipe.
- 9/ I don't want you and Mary to help me. I can easily do without your help.

10/ I'd like an ice-cream and a hamburger. I'm fond of ice-cream and hamburgers.

16 Fill in each of the blanks with a possessive pronoun.

- 1/ Improve ... pronunciation. Jane's is much better than ... .
- 2/ They take .. exams in June.I take ... in July.
- 3/ Look at the dog. One of ... ears is shorter that the other and ... tail is so untidy!
- 4/ That's ... bicycle over there. ... is in the garage, isn't it?
- 5/ He likes ... voice but she doesn't like ... very much.

17 Translate into English. Watch the use of articles.

Сегодня 23-е октября, среда. Все студенты группы 106 присутствуют. Ни один из них не опоздал. Первый урок – английский язык. Студенты пишут диктант к уроку 8. Один из них, сидящий у стола преподавателя, не слушает его. Он смотрит в окно и думает о своем дне рождения. «Вы не умеете хорошо писать диктанты, Максим,» - говорит преподаватель.- «Я советую Вам заняться делом и быть серьезнее». «Повторите, пожалуйста, последнее предложение,» – просит Максим. Преподаватель повторяет предложение второй раз. В предложении есть несколько трудных слов. Первое из них – глагол, второе- местоимение, а третье кажется Максиму незнакомым. «Что означает это слово?» – спрашивает он. Преподаватель недоволен. Он смотрит на студента сердито и говорит: «Вы знаете мало английских слов и не разбираетесь в грамматике английского языка. Идите к доске и выполните упражнение 13 на странице 56. Это трудная работа, а у нас осталось только 15 минут до конца занятия. Не теряйте времени».

### **RULE CHECK : How to Use Articles with Numbers**

1. The indefinite article is used in a hundred, a thousand, a million, a billion, etc.
2. Note the use of the indefinite article in expressions like sixty pence a pound, seventy miles an hour, forty hours a week.
3. There is usually no article before a noun followed by a cardinal numeral: No.25, Chapter 10, Exercise 4, etc.
4. Ordinal numerals are generally used with the definite article: the first, the tenth, the thirty-ninth, etc.
5. Ordinal numerals may be used with the indefinite article when they do not show a definite order of things in a series: I'm telling you a third time (=one more, another). Stop being naughty and get down to work at last.

**LESSON 8 : Focus on:**

**sound contrasts**  
**consonant clusters**  
**more sentence stress and emphasis**  
**revision of intonation**  
**sounds and spelling**

**STARTING POINTS****1 Pronunciation Check (Lesson 7)**

1/ Complete these rules:

- a) When pronouncing [ɜ:], you keep your teeth... (apart/quite close together)
- b) The sound [ɜ:] is ... before voiceless consonants. (checked/unchecked)
- c) Your lower jaw goes down for ... ([e] [ɜ:] [ɑ:])
- d) ... are read with [ɜ:]. (wall/whirl/warm/water/worm/walk)

2/ Say these sentences in a good steady rhythm. Distinguish between 'walk' and 'work'.

Shirley Darling is a commercial artist.	She likes working.
She starts work early.	She'd like to work in Turkey.
She's a hard-working person.	She often walks to work.
She never walks on the grass.	She walks on the path.
She likes walking after work, too.	She doesn't like walking at night.

Which of the above information is true with you?

3/ Listen to these sentences. For each one, choose the word you hear.

- a) He works for a firm/farm in the north.
- b) The first/fast train leaves at seven o'clock.
- c) I prefer to work/walk more slowly.
- d) He's looking for his purse/pass.
- e) Mr Turner's/Tarner's son is thirteen.
- f) That's a very small bed/bird/bud.
- g) That's a very long ward/word.
- h) Why don't you work/walk faster?
- i) She always wears shirt/short dresses.
- j) His name's John...er/or... Thomas, I think.

- 4/ Read out this newspaper advertisement.

**FIRKINS DEPARTMENT STORE**

Perfect for Gifts!

FUR COATS - bargain of a lifetime

FURNITURE DEPARTMENT - 30% off all furniture

CURTAINS - ideal for a nursery

LEATHER PURSES - \$ 130 worth

SHIRTS - large sizes

- 5/ Discuss which articles advertised in the sales at Firkins Department Store would attract the people below.

Margaret Irwin is moving into a new flat soon.

Martha Kirby is going on holiday to Siberia.

Bernard Darling is tall and fat.

Mr Vernon's purse looks very cheap.

Nurse Sherman is cleaning the dirt off the curtain.

(e.g. Margaret Irwin could buy some furniture for her new flat.)

- 2 Read the Introduction for the phonetic phenomena revised in Lesson 8.

**SOUND CONTRASTS - VOWELS**

- 1 Listen to the recorded groups of words (there are sixteen). Pick out the word which sounds different in each group of four. Write down whether it is A, B, C or D.

e.g. A B C D  
bean bean bean bun

- 2 Try reading these dialogues with your partner to see if you have any difficulties with:

[ i: i e æ ʌ ɑ: ]

a) **Lunch on the Grass**

- A: Is lunch ready? B: Yes. Let's eat lunch in the garden.  
A: Shall we sit on this seat? B: Let's sit on this mat on the grass.  
A: Is it fish and chips for lunch? B: No. It's ham and eggs.  
A: Have you got any buns and ham? B: Yes. And cups of tea and apple tart.  
A: Wonderful!

[ ɒ ɔ: ʊ u: ɜ: ]

b) **Polly and Paul**

- A: Did you fall into the pool, Pearl?  
B: No, Polly and Paul pushed me into the pool, and the pool is full of dirty water.

A: What did you do?

B: I felt really foolish because my skirt was too long and I saw Mr Lukey looking at me.

A: What did Mr Lukey do?

B: Mr Lukey was very good. First he got a cord and threw it to me. Then he pulled me out of the pool.

A: Hm. Polly and Paul. I'll talk to these two. They're the worst children in the world. Perhaps I'll lock them in their rooms for an hour or two.

[ eɪ aɪ oɪ ]

**c) A Painting of a Boy**

A: Do you like painting?

B: Yes. I'm trying to paint a boy beside a lake. Do you like it?

A: Hm... Why don't you buy some oil paints?

B: I don't enjoy painting with oils.

A: Your painting is quite nice, but why are you painting the boy's face grey?

B: It isn't grey. It's white.

A: White? A boy with a white face? How strange!

[ aʊ əʊ ]

**d) The Jones's House**

A: Excuse me. Do you know where the Jones's house is?

B: Yes. It's over that mountain along a very narrow road.

A: Oh. Is it outside the town?

B: Yes. It's south of the town. You go past the hotel. The Jones's house has brown windows, and there are yellow roses growing round the windows.

**3** Read this story aloud. The spelling has been changed to show you when to make the sound [ə].

Annie Brown has ə beautifəl book əbout Russə. One day she says tə həself, "I want tə go tə Russə. Thə next morning, when Annie wakes up, it is six ə'clock, ənd \*her brothəs and sistəs ə still əsleep. Annie looks ət thəm ənd closes her eyes əgain. Then she quietly gets out əf bed ənd starts tə pack her suitcase. She takes səme comfətəble clothes out əf thə wardrobe. She packs ə pair əf sunglasses ənd her sistə's trainəs. She packs ə photəgraph əf həself ənd one əf her mothə ənd fathə. "I mustn't fəget tə have səme breakfəst," she says tə həself. "I'll just drink ə glass əf watə," she says. "ə glass əf watə," she says. "Watə," she says, ənd opens her eyes. She is still in her bed, ənd her brothəs ənd sistəs ə laughing ət her. "Tell əs what you wə dreaming əbout," they say tə her. Bət Annie doesn't answə. She is thinking əbout her wondəfəl journey tə Russə.

\*Note. You can read 'her' either [hə] or [hɜ:]. Neither of the two is stressed.

## SOUND CONTRASTS - CONSONANTS

**I** Listen to these sentences. For each one, choose the word you hear. Make sure you have no problems with:

- 1/ [ p b ]
- Have you got a pet/bet?
  - There's a pin/bin in the corner.
  - The peach/beach is dirty.
  - The rope/robe is too short.
  - I see some pears/bears in the garden.
- 2/ [ t d ]
- He rides/writes very well.
  - He has never made a bed/bet.
  - She tied/dyed the scarf.
  - This card/cart has just arrived.
  - Someone trod on my toe/dough.
- 3) [ k g ]
- One of the cards/guards is missing.
  - What a beautiful curl/girl!
  - My cold/gold has gone.
  - Sarah's class/glass is quite big.
  - I could see her back/bag in the crowded train.
- 4) [ b v w ]
- I haven't got a boat/vote.
  - This veal/wheel is no good.
  - You don't see many veils/whales in this area.
  - He never wrote a verse/worse play.
  - There's a grey bowl/vole over there.
- 5) [ n ŋ ]
- Stop sinning/singing.
  - He ran/rang home.
  - She's a terrible sinner/singer.
  - I think they will ban/bang it.
  - That's Ron speaking.
- 6) [ θ s ð z ]
- Be careful! He's thinking/sinking.
  - Every mouth/mouse is different.
  - What's the matter? Your thumb/sum doesn't look right.
  - There's a pass/path high up in the mountains.
  - Look, the man's thick/sick.

- 2 Read the passages below and make similar passages about yourself or your friends.

[ tʃ dʒ ]

- 1/ Janice Jones is the best chess player in her college. She enjoys chess very much. She can play chess for hours and hours. I think she's a future world champion chess player.

What makes me think Janice is a future world champion chess player?

[ v f ]

- 2/ My father's job involves travelling. We have to move quite often. I love it. I've got friends I can visit in all the places we stay. But my mother hates moving. She hates leaving her friends.

What does my mother think of moving? Why?

- 3/ I study at a university in the capital, but live in a village. I love the country. But the travelling is difficult. The traffic is awful. I often leave home before six and don't arrive at the university till half past seven.

What do I think of living in a big city?

[ w ð v f ]

- 4/ William is very worried. The weather is OK, but everything else is awful. His younger sister Wendy weighs 35 kilos and she is often ill. His mother stays in all the time to look after her. William goes out with his elder brother, but they're so tired of being together all the time.

How is William getting along with his elder brother?

## CONSONANT CLUSTERS – BEGINNING OF WORDS

- 1 Read the questions and answers. Pay attention to the pronunciation of the sounds that are underlined.

- |     |   |   |
|-----|---|---|
| 1/  | What does Sue want for <u>Christmas</u> ? | a) <u>Quite</u> <u>cloudy</u> .                           |
| 2/  | What should I take on my holiday?         | b) <u>Practise</u> your <u>pronunciation</u> .            |
| 3/  | What do we need <u>from</u> the shop?     | c) <u>Plenty</u> of warm <u>clothes</u> .                 |
| 4/  | How can I speak <u>English</u> better?    | d) <u>Just</u> <u>bread</u> and <u>crisps</u> .           |
| 5/  | What's the weather like?                  | e) A <u>blue</u> <u>blouse</u> .                          |
| 6/  | What does he do?                          | f) <u>Try</u> <u>speaking</u> more <u>slowly</u> .        |
| 7/  | What do you like best on TV?              | g) <u>Three</u> , <u>please</u> .                         |
| 8/  | Where shall we meet?                      | h) <u>Thrillers</u> and <u>sports</u> <u>programmes</u> . |
| 9/  | He can't understand my English.           | i) At the <u>bridge</u> by the <u>station</u> .           |
| 10/ | How many tickets do you want?             | j) He's a <u>driver</u> .                                 |

- 2 Match the questions with the answers and say the conversations together.

### CONSONANT CLUSTERS – END AND MIDDLE OF WORDS

- 1 Repeat the words below. Pay attention to the consonant clusters underlined.

- a) April library wardrobe apple pie chocolate biscuits blanket  
exercise painting boyfriend computer cornflakes toaster September  
basket chemistry armchair Oslo newspaper shoulder customer fifty  
blackboard postman clock bookshop Moscow October chemistry
- b) bottle button middle listen practical cousin orange physics Egypt  
addle elephant terrible amused beans ankle parents tongue wrist  
milk chest bicycle eleven bank hospital artist French maths

- 2 From the words above, find some ...:

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1/ ... things you can eat or drink. | 2/ ... animals.                      |
| 3/ ... parts of a human body.       | 4/ ... people.                       |
| 5/ ... cities.                      | 6/ ... subjects.                     |
| 7/ ... occupations.                 | 8/ ... buildings.                    |
| 9/ ... pieces of furniture.         | 10/ ... months.                      |
| 11/ ... countries.                  | 12/ ... things that use electricity. |

Report your answers to the rest of the class like this:

*'There are two cities, Moscow and Oslo.'*

Can you think of more words to fit in either of the lists?

### CONSONANT CLUSTERS ACROSS WORDS

- 1 Match each word on the left with one of the words on the right. One has been done for you.

orange	o	o time	film	o	o handed
arrival	o	o music	girl	o	o friend
capital	o	o juice	left	o	o television
classical	o	o city	portable	o	o star

Can you think of more pairs to match with consonant clusters across words?

- 2 Read more consonant clusters when the same consonant sound ends a word and starts the next word. Pronounce the consonant only once, but slightly *longer than usual*.

A team meeting	some money	a red dress	a bad dream
It takes	one nil	five visitors	enough food

- 3 Complete the sentences with the phrases above. Then say the sentences to your partner.

- |  |                                   |
|--|-----------------------------------|
| 1/ She is wearing her ... at the party.  | 2/ ... woke me up last Friday.    |
| 3/ There's ... in my purse.              | 4/ Is there ... for the party?    |
| 5/ They usually have ... after the game. | 6/ ... came to see us yesterday.  |
| 7/ We lost the match ...                 | 8/ ... five minutes to get there. |

Can you think of more words with the same consonant across them?

## READING AND SPEAKING

- 1 Read the text about the Browns' holiday.

**Note.** Before reading the whole text aloud, mark the phonetic phenomena you have studied in the course: pauses, stresses and tones; assimilation and word linking. Study the text carefully and decide what your difficulties are. Concentrate on one of them and try to do as much practice as you need before you go to the others. Intone the text graphically and transcribe it phonetically. All these will help you to say the whole thing fluently, rhythmically, and with English sounds and intonation.

### The Browns Have a Holiday

It's a pleasure to have a holiday. When the Browns have some leisure time, they take the car and go to the beach. On this occasion they usually buy bread, some cheese, fruit and juice.

The Browns' garage is just down the road from their house. So John Brown, the father, collects the car and comes back for the family, who are already dressed and ready to go.

At the beach, Father reads a newspaper, Mother knits. Paul and Peter play football. Shirley and Pearl lie in the sun. However, in very hot weather they stay in the shade.

- 2 In the picture, the Browns are having a holiday. What is each of them doing? Are there any differences from what you have read in the text above?



- 3 Interview one of the Browns for more detail about their holidays. Use the question phrases below.

Start like this:

- A: What are you doing next weekend, John?  
 B: We're going to the beach, as usual.  
 A: How often ...  
 How ...  
 How far ...  
 How long ...  
 How much ...  
 What kind of ...  
 When ...  
 How many ...  
 Which of you ...  
 Why ...  
 You enjoy your family holidays, don't you?

- 4 Speak about your family's holiday with a lively intonation and good English sounds.

## END - OF - COURSE TESTING (Lessons 1 – 8)

## PHONETICS

## 1 ABC: pronunciation

[eɪ] : A, H, ...

[i:] : .....

[aɪ] : .....

[əv] : ...

[ju:] : ...

[ɑ:] : ...

## 2 Which is different?

- a) think that three thanks
- b) brother they them thing
- c) cinema call clock picnic
- d) big gum go gym
- e) thus this us as
- f) chain chemistry school ache
- g) strange wrong ring song
- h) while whom whole whose
- i) taxi text exact exercise
- j) cent scarf mice cop

## 3 Which word has a different stress?

- a) husband letter teacher address
- b) doctor hello double woman
- c) married excuse goodbye hotel
- d) apple reply middle bottle
- e) family interesting secretary afternoon
- f) breakfast colour understand uncle
- g) remember behind bedroom between
- h) photo alone window mirror
- i) thirty thirteen forty ninety
- j) arrive again active among

## 4 Identify the communicative type of these sentences. Intone them in the line of text and graphically. Mark the types like this:

St. – for statements

Gen.- for general questions

Sp. - for special questions

Alt. - for alternative questions

Disj.- for disjunctive questions

Imp.- for commands or requests

Excl.- for exclamations

- a) These aren't cities, are they?

- b) What a pretty dressing gown!
- c) *Is their garden in the countryside?*
- d) Whose are those textbooks?
- e) Don't stop at every word while reading.
- f) Have you got a vacant room on the second or the third floor?
- g) *Improve your spelling, Tom.*

- 5 Predict which words will be stressed in the following conversation. Work out the important words from the context. Underline them.

- A: Do you think British food is expensive?  
 B: Not really.  
 A: Well, I think it's expensive.  
 B: That's because you eat in cafes and restaurants.  
 A: Where do you eat?  
 B: At home.  
 A: Can you really cook?  
 B: Well, actually, I can't. I just eat bread and cheese.  
 A: That's awful! No, it isn't. I like bread and cheese.  
 B: You're crazy!

- 6 Transcribe this conversation phonetically. Watch the strong and weak forms of words.

- A: Where's Bill?  
 B: He's looking at the children in the park.  
 A: What are you looking at?  
 B: This book. Is it from Bill?  
 A: It's not from Bill, it's to Bill.  
 B: What does he want it for?  
 A: The book is about Canada. He wants to visit Canada.  
 B: So do I. Can I use it, too?  
 A: Of course you can. It's a present for both of you.

## GRAMMAR AND VOCABULARY

- I Rule Check : Give an example to illustrate each of the following rules:

- a) It takes -es in the plural.
- b) It is never plural.
- c) It changes -y into -i in the plural.
- d) It keeps -y in the plural.
- e) It has an irregular plural form.
- f) It takes 's in the plural.

- g) It is singular in Russian but plural in English.
- h) It doesn't change *-f* into *-v* in the plural.
- i) It ends in *-o* but takes *-s* in the plural.
- j) It ends in *-o* and takes *-es* in the 3<sup>rd</sup> person singular present simple.

2 How does your dictionary show:

- 1/ a noun \_\_\_\_\_?
- 2/ a pronoun \_\_\_\_\_?
- 3/ a verb \_\_\_\_\_?
- 4/ an adverb \_\_\_\_\_?
- 5/ an adjective \_\_\_\_\_?
- 6/ a preposition \_\_\_\_\_?
- 7/ a conjunction \_\_\_\_\_?

What parts of speech are these words:

eat, at, and, hand, voice, loud, quickly, difficult, are, stem, slim, green, bath, niece, nice, from, but, him, that, soon, train, true?

3 Add five more words to each of these lists:

- a) elephant, ...    b) tea, ...    c) uncle, ...    d) come, ...    e) nose, ...    f) loudly, ...
- g) yellow, ...    h) forty, ...    i) Monday, ...    j) physics, ...    k) Russia, ...

4 Write in the plural.

- a) This is a good story.
- b) How much is that sandwich?
- c) Is that your umbrella?
- d) Speak to that woman in private.
- e) Talk to this child again.
- f) Does the policeman live here?
- g) There is an ox and a goose on the farm.
- h) Does a wolf eat grass?
- i) Why is the lady smiling?
- j) What does the man think of all that?

5 Complete the sentences with 'There is a/an/some' or 'There are some'. Add a tag(=a tail) to make them disjunctive questions.

e.g. ...chairs around the table.

**There are some chairs around the table, aren't there?**

- a) ... clothes in the wardrobe.
- b) ... news in the telegram.
- c) ... furniture in the bedroom.
- d) ... clock on the wall.
- e) ... cup of coffee on the table.
- f) ... a textbook and two exercise-books on the desk.
- g) ... chalk on your finger.
- h) ... people waiting for you in the hall.
- i) ... money in the pocket.
- j) ... fruit in the fridge.

**6** Use the verb in brackets in **the Present Simple(Indefinite) Tense**.

- a) Your clothes (need) washing.
- b) Dan's advice (be) very helpful indeed.
- c) The news of Michael's departure (surprise) everybody greatly.
- d) Jane's hair (be) carefully done.
- e) The police never (come) early.
- f) The watch (be) broken and never (go)off on time.
- g) Your glasses (be) on the table, but where (be) your pyjamas?

**7** Use the nouns in brackets in the **Possessive Case**. Transcribe the possessives.

- a) This is my ... house. (parents)
- b) Could you give me ... address? (Chris)
- c) That looks like ... car. (John and Jean)
- a) ... children are the same age. (Tom and Henry)
- b) Would you like to look at ... newspaper? (today)
- c) Whose are those shoes? (George)
- d) Whose car is in the park? (the Miltons)
- e) Whose children are crying? (those women)
- f) Could you repair ... bicycle? (the children)
- g) Who would like to take care of ... kittens? (that cat)

**8** Fill in **pronouns**.

Jane is a friend of ... 's got black hair and ... hair is very long. I often see ... and ... talk a lot. Now, Jane is my brother's girl-friend. ... brother wants to marry ... is going to give ... an engagement ring next month. I'm going to give ... a book about photography. Both ... brother and ... fiance are fond of taking pictures. The book is very beautiful. ... pictures are the best I know. My brother and Jane want to get married in a month's time. Then Jane won't only

be ... friend. ... will also be a relative to ... . She will be ... sister-in-law and a daughter-in-law to ... parents.

9 Complete the stories below.

- a) Here's the picture of the Brown family. On the ... there is the mother. In the ... there are ... children, John and James. The father is ... them. The younger of the ..., John, looks ... his father. His hair ... short and fair, and his eyes are as blue as his ... . The Browns are ... on a bench in ... . Today is ... birthday. He is taking the picture of ... . They usually have a lot of fun on ... .
- b) Tom Smith is ... language teacher. He ... Russian at ... college which has a lot ... students ... Europe but not ... students from ... Russia. At the moment he's not ... because it's ... . He's ... home and he ... the wall of his kitchen. He wants to finish ... because some of his ... are coming to ... this evening.

10 Write questions to the blanks in the text. Give possible answers.

Arthur Miller lives with ... (1) in the USA. In the morning he wakes up ... (2) but he doesn't make ... (3). ... (4) gets up first and makes breakfast for him. He doesn't work ... (5). Some days he answers the letters people write to ... (6). He also likes to ... (7) *in his vegetable garden*. When he writes his books and plays, he goes to ... (8) because ... (9). He finishes work ... (10) and then ... (11) have lunch. In the afternoon he ... (12) plays tennis with ... (13) . Sometimes in ... (14) he has dinner with ... (15). He listens to ... (16) music but he doesn't like ... (17). Arthur usually goes to bed at about 9.30 pm but he and ... (18) go to bed later when they have ... (19) with ... (20).

## FUNCTIONS

1 Complete these conversational exchanges:

- |                                |                |                          |
|--------------------------------|----------------|--------------------------|
| a) ... do?                     | -              | I'm a photographer.      |
| b) ... do?                     | -              | How do you do?           |
| c) ... ?                       | -              | Fine, thanks.            |
| d) ... ?                       | -              | It's ten to nine.        |
| e) What's that girl's name?-   |                | I'm sorry. I don't ... . |
| f) 'Agesti, kunsti sufnit?' -  |                | I'm sorry. I don't ... . |
| g) ... me. Is that bag yours?- |                | Yes, it's mine. ... .    |
| h) Do you ... ?                | -              | Yes, I love it.          |
| i) Would you...?               | -              | Yes, please.             |
| j) Thank you very much.        | -... pleasure. |                          |

- k) Shall we take a taxi or drive? -... drive.  
 l) I really enjoy painting. - So ... .  
 m) I can't understand a word .- Neither ... .  
 n) That dog's mad! - ... ? How awful!  
 o) He doesn't know his address.-... he? How strange!  
 p) Could I use your pen, ...? -... , I need it.  
 q) ... , please? -Yes, ... . Here you are.

- 2 Talk to your partner about the English language. Make use of these:  
 'What's the English for ...?' 'How do you spell ...?' 'What does ... mean?'
- 3 Ask for and give personal information. Make use of different types of questions and 'So do I', 'Neither do I'. Do the polite checking in the end, like this: 'So, you don't live with your family, do you?'  
*there're only three of you in your family, aren't there?*  
*you're not twenty yet, are you?' etc.*

## RULES OF READING AND SPELLING

- 1 Split the words in four groups according to the four types of syllable.

e.g. I	II	III	IV
(closed syll.)	(open syll.)	(V + R)	(V + R + V)
scum	puma	purr	pure

startle, timing, cradle, spare, sorry, button, motto, meter, pirate, sir, snake, snack, sphere, carry, choral, carrot, wary, scar, scaring, tart, tanned, crater, rumour, declare, hide, knit, crystal, myth, clothe, stripes, compare, herbs, excuse, spur, copse, verse, hedge, sage, urge, lorry, twinge, scribe, syce, cane, gin, ass, rival, vital, vessel, ferry

- 2 Transcribe :

charter, cigar, error, curve, jinx, sherd, wrung, cere, yill, quirt, sole, lice, knurl, nil, sphynx, thorn, flute, flirt, riches, wry, dire, chunk, zink, blithe, fledge, axe

- 3 Write these phonetic scripts in words according to the four types of syllable.

[lɔ:n] [sledʒ] [gɒŋ] [hɑ:p] [kɪk] [hʌʃ] [məʊl] [smæʃ] [plæŋk] [dʒaɪv] [kwɪz]  
 [mes] [mɜ:ʒ] [ru:bɪ] [skɜ:t] [klɪp] [gləʊb] [twɪs] [tɔ:] [ju:l] [stɪə] [haɪə] [fɔ: s]

- 4 Copy the text below. Write the phonetic scripts in words.

Miss Pinkley lives next-door to me. Whenever I call on her on [sætədi] or [sʌndi] evening, I find her [laɪn] in an armchair in [frʌnt] of the TV-set. She is fond of watching music [prəʊgræmz]. Nobody [nəʊzwaɪf] of the family taught Jane Pinkley [pleɪn] the piano, but she is [kwɔɪt] good at it.

When [ɪts] time for a [kɒnsət] to begin, she puts her [wɜ:k] aside and rings up her [neɪbə], Mr Parker, [hu:z] car is often [nɪə] her house. Miss Pinkley and Mr Parker are [getɪn] married next month, so everybody in the [pɪŋklɪz] house is very glad to [si:] him. The [meɪd] shows him in and helps him with his coat. Mr Parker's coat is usually clean. [ɪts] buttons shine and the [kɒlə] is up in any [weðə].

[bɪfɔ:] Mr Parker goes to Miss Pinkley's [daɪnɪŋrʊm], he [peɪz] Mrs Pinkley a visit. Though Mrs Pinkley is Jane Pinkley's stepmother, she loves the girl [dɪəli]. She never [sez] a word against her. She is always ready to please her, but Jane doesn't [keə]. She is [lʊkɪŋ] forward to [mæriŋ] Mr Parker and [li:vɪŋ] the [peərənts] house as soon as possible.

Mr Parker's visit to Mrs Pinkley today is a remarkable one. He [ɪkspektz] Mrs Pinkley to give him a hundred and [fɔ:tɪdʒləz] to pay his debts. So when it comes for Mr Parker to [tʃu:z] between Miss Pinkley's music and Mrs Pinkley's [gɒsɪpɪŋ], Mr Parker is [laɪkli] to stay with the mother. Love [kɒsts] money, you [nəʊ]. And money has [wɪŋz].

## 5 Punctuate this passage. (There are 11 sentences)

Im sarah and im doing an english course in london now there are two of my friends living in england too jacks working for the bbc company and clares doing a course in french at london university shes leaving for france in november clares got a french boyfriend hes in amsterdam now amsterdams a big city in europe before he goes back to france hes going to spend a few weeks in Berlin and Oslo and be back home after christmas clares lonely she's sure he'll come for new years day what makes her so sure I wonder

## WRITING

1 Look at Sue's student's card and write in complete sentences a story about her. Use the Present Simple and Continuous Tenses.

### Westminster University

#### Student Information

First name	<u>Sue</u>
Surname	<u>Bernett</u>
Nationality	<u>American</u>
Age	<u>19</u>
Date of birth	<u>13.11.83</u>
Married/Single/Divorced/Widowed	<u>Engaged</u>
Languages	<u>English, German, Italian</u>

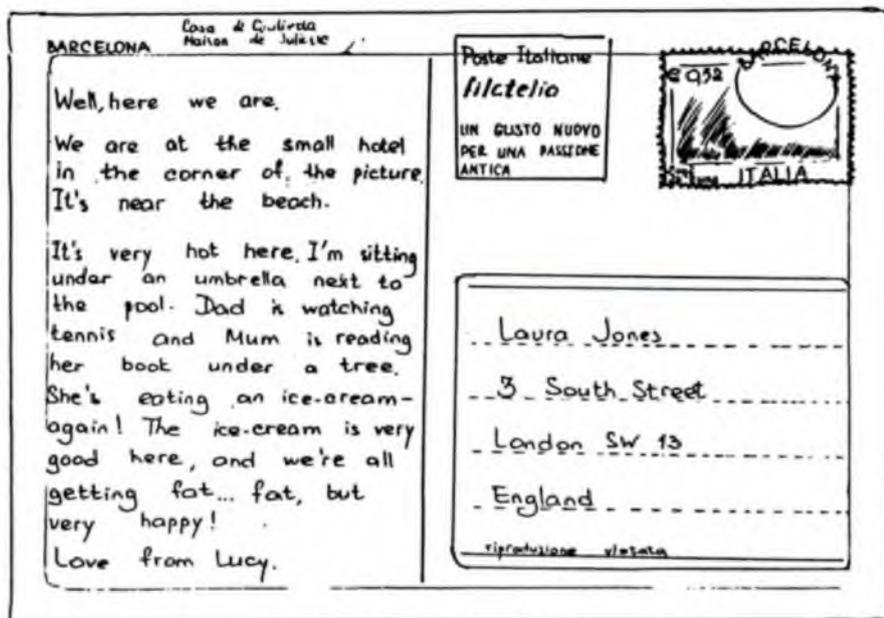
Address	<u>12 John Adams Street London W1</u>
House/ Flat	<u>Room for two</u>
Telephone number	<u>307-4925</u>
Course	<u>Computer Studies</u>
Room	<u>111</u>
Starting Date	<u>10 October</u>
Time	<u>9.15</u>
Why did you choose this course?	<u>In the future I want to work for a big computer company like Apple Macintosh</u>

- 2 Write a postcard, like the one below, about your holidays. Use the same format and grammar tenses.

**Note.** Postcards are notes which are usually sent to friends when you are on holiday and there are a number of standard phrases which you may well find useful when you have to write a postcard.

- Having a wonderful time.
- Enjoying ourselves v. Much.
- Food's marvellous and so are the beaches.
- Staying in a very picturesque town.
- The picture shows our hotel – X marks our room.
- Wish you were here. ... etc.

Postcards sometimes begin with 'Dear John', but often they just start with the message.



- 3 Can you find anything strange about the above postcard?

# AN INTRODUCTORY PHONETICS COURSE

**Вводный фонетический курс  
для студентов лингвистических университетов**

**Учебное пособие**

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