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высшего образования  
«Высшая школа народных искусств (институт)»

**УЧЕБНОЕ ПОСОБИЕ**  
**ПО ПРАКТИЧЕСКОЙ ФОНЕТИКЕ АНГЛИЙСКОГО ЯЗЫКА**

**"ENGLISH SOUNDS AND INTONATION"**

**Часть I**

**ОМСК 2017**

Учебное пособие предназначено для студентов средних специальных учебных заведений.

Содержит теоретические сведения о звуковых и интонационных явлениях английского языка, практические упражнения для последовательного овладения произносительными навыками в связной речи, а также материал для чтения и заучивания (описательные и диалогические тексты). Может быть использовано для самостоятельной работы студентов.

Может быть использовано учащимися старших классов лицеев, гимназий, а также всеми желающими совершенствоваться в английском произношении.

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## РАЗДЕЛ I ЗВУКИ И БУКВЫ

### Sounds and Letters

#### Part 1

Различия в звуках русского и английского языка связаны с различной работой органов речи при произнесении отдельных звуков. Необходимо указать характерные отличия в работе одного из главных органов речи – языка – у носителей русского и английского языков.

Произносительный аппарат:  
1 — твердое нёбо; 2 — альвеолы; 3 — верхняя губа  
4 — верхние зубы; 5 — нижняя губа; 6 — нижние  
зубы; 7 — передняя часть языка; 8 — средняя часть  
языка; 9 — задняя часть языка; 10 — корень языка  
11 — надгортанник; 12 — голосовая щель; 13 — щито-  
видный хрящ; 14 — перстневидный хрящ; 15 —  
носоглотка; 16 — мягкое нёбо; 17 — язычок; 18 —  
гортань; 19 — черпаловидный хрящ; 20 — пищевод  
21 — трахея



При произнесении звуков русского языка более характерно следующее положение языка: язык занимает вытянутое плоское положение, кончик языка чаще находится у передних, притом нижних зубов. Таким образом, при произнесении звуков русского языка типичнее переднее нижнее положение языка.

При произнесении звуков английского языка, наоборот: язык чаще бывает оттянут назад и поэтому утолщён; задняя его часть стремится к мягкому нёбу; кончик языка часто находится наверху, выше передних зубов, у альвеол и даже выше. Таким образом, при произнесении звуков английского языка типичнее верхнее положение кончика языка при произнесении одних звуков, и оттянутость назад (заднее положение) для произнесения других звуков.

### ПРАВИЛА ЧТЕНИЯ СОГЛАСНЫХ БУКВ

В английском языке принят латинский алфавит. Однако каждая буква имеет особое название.

## **Согласные буквы, передающие звуки, близкие соответствующим русским звукам**

1. Буква **P p** передаёт звук, примерно соответствующий твёрдому русскому звуку [п]. Основное различие между английским звуком [p] и твёрдым русским [п] заключается в наличии придыхания в английском звуке и в выдохе большей силы. Буква **P p** глухая согласная.
2. Буква **B b** передаёт звук, похожий на русский твёрдый звук [б]. Буква **B b** звонкая согласная.
3. Буква **F f** передаёт звук, близкий русскому твёрдому звуку [ф]; разница заключается в том, что английский звук [f] произносится энергичнее соответствующего русского звука. Буква **F f** глухая согласная.
4. Буква **V v** передаёт звук [v], близкий русскому твёрдому звуку [в]. Английский звук [v] произносится энергичнее русского [в]. Буква **V v** звонкая согласная.
5. Буква **M m** передаёт звук [m], очень сходный с русским твёрдым звуком [м]. Буква **M m** звонкая согласная.
6. Буква **K k** передаёт звук [k], близкий русскому твёрдому звуку [к]. Различие состоит в том, что английский звук [k] имеет придыхание перед гласными и произносится более энергично. Буква **K k** глухая согласная.

Английский звук [k] передаётся также сочетанием букв **ck** (обычно на конце слов) и буквой **C c**, когда последняя стоит перед согласными и перед гласными **a, o, u**.

7. Буква **G g** часто передаёт звук [g], сходный с русским твёрдым звуком [г], но произносится отчётливее и энергичнее последнего. Буква **G g** звонкая согласная.
8. Буква **S s** часто передаёт звук [s], похожий на твёрдый русский согласный звук [с]; но при произнесении английского звука [s] кончик языка находится у альвеол – бугорков над верхними зубами. При произнесении русского [с] кончик языка находится у зубов. Буква **S s** глухая согласная.
9. Буква **Z z** передаёт звук [z], сходный с твёрдым русским согласным звуком [з], причём при произнесении английского звука [z] кончик языка находится у альвеол. Буква **Z z** звонкая согласная.

## **Альвеолярные согласные**

1. Глухая английская согласная буква **T t** передаёт звук [t], похожий на русский твёрдый звук [т].

2. Звонкая английская согласная буква **D d** передаёт звук [d], похожий на русский твёрдый звук [д].

3. Английская согласная буква **N n** передаёт звук [n], похожий на русский твёрдый звук [н].

4. Английская согласная буква **L l** передаёт звук [l], похожий на русский звук [л].

Однако между этими английскими и русскими звуками есть существенное различие.

При произнесении английских звуков кончик языка находится выше, чем при произнесении соответствующих русских звуков. Он упирается не в верхние зубы, а в альвеолы. (Отсюда эта группа английских звуков получила название **альвеолярных согласных**.)

Необходимо запомнить, что буква **l** читается различно перед согласными, на конце слова и перед гласными. В первом случае она передаёт очень твёрдый звук; во втором – слегка смягчённый, но далеко не такой мягкий, как в русском языке перед гласными **и, е, я, ю**.

При произнесении твёрдого звука [l] задняя часть языка приподнимается к мягкому нёбу; при произнесении смягчённого звука [l] средняя часть языка приподнимается к твёрдому нёбу. В обоих случаях кончик языка касается альвеол.

### **Согласные *H h u sh***

1. Согласная буква **H h** [eɪf].

Буква **H h** читается как звук [h], образуемый простым выдохом.

2. Сочетание согласных **sh** [es - eɪf].

Это сочетание двух согласных букв читается как один звук, похожий на русский звук [ш] или [шъ], но кончик и передняя часть языка при этом ближе подходит к альвеолам, чем при русском [ш] или [шъ]. Средняя часть языка приподнята к твёрдому нёбу, что и создаёт впечатление смягчённости этого звука; зубы при этом сближены. В транскрипции этот звук обозначается знаком [ʃ].

### **Общие правила чтения согласных букв**

Необходимо запомнить следующие основные правила чтения английских согласных.

**В противоположность русскому языку:**

**1.** Согласные никогда не смягчаются. Благодаря смягчению согласных в русском языке меняется значение слов в зависимости от твёрдости или мягкости согласного звука, например: “мол” – “моль”, “кон” – “конь”. Кроме того, в русском языке согласные смягчаются перед гласными **и, е, ю, я**.

**2.** Конечные звонкие согласные всегда сохраняют свою звонкость. Например, в русском языке слово “клуб” читается “клуб”, слово “дед” читается “дет” и т. д. Чёткое различение согласных звонких и глухих согласных в английском языке необходимо потому, что часто замена звонкого звука глухим (и наоборот) изменяет значение слова. Например: **bed** [bed] – кровать; **bet** [bet] – пари.

**3.** Удвоенные (двойные) согласные буквы читаются как один звук. Например: **mess** [mes]; **bell** [bel].

## Правила чтения гласных букв

### Чтение гласных в зависимости от их положения среди окружающих букв

Каждая гласная буква английского языка имеет два основных звуковых значения: алфавитное и краткое. Алфавитные звуковые значения всегда являются двугласными или долгими звуками. Двугласные звуки или **дифтонги** – это звуки, состоящие из двух гласных звуков, причём основным, ударным элементом всегда является первый из них.

Алфавитными эти звуковые значения называются потому, что они одновременно являются алфавитными названиями соответствующих гласных букв.

Какое звуковое значение, алфавитное или краткое, имеет корневая гласная, зависит от её положения в слове, от окружающих её букв.

Положения корневых гласных букв в отношении последующих букв могут быть сведены к следующим основным положениям:

**Первое положение:** а) **открытый слог** – за корневой гласной не следует никаких букв.

б) **условно-открытый слог** – за корневой гласной следует одна согласная + гласная. В словах односложных это “немая” гласная (чаще всего немая “е”). “Немой” называется конечная гласная, которая не читается.

**Второе положение: закрытый слог;** за корневой гласной следует одна согласная без немой гласной, или две или более согласных.

С этими основными положениями корневых гласных связано основное правило чтения: **корневые гласные буквы в первом положении имеют алфавитные звуковые значения; гласные буквы во втором положении имеют, как правило, краткое звуковое значение.**

### **Чтение гласной буквы e [i:]**

В первом положении (**открытом или условно открытом слоге**) корневая буква **e** читается как долгий закрытый звук, похожий на русское протяжное [и] в слове “вижу”. Звук этот образуется средней частью языка, поднятой к твёрдому нёбу; кончик языка касается нижних зубов, губы растянуты как при улыбке. В транскрипции этот звук обозначается знаком [i:] и является алфавитным звуковым значением буквы **e** [i:].

### **Exercise 1**

be [bi:] (быть), me [mi:] (мне, меня, мной), he [hi:] (он), she [ʃi:] (она), mete [mi:t] (измерять; определять), meter ['mi:tə] (счётчик), Eve [i:v], bede [bi:d],

Во втором положении буква **e** [i:] читается как очень короткий звук [э], как в слове “эти” (но не как в слове “этот”!). Он произносится с растянутыми или нейтральными губами. В транскрипции этот звук обозначается знаком [e] и является кратким звуковым значением буквы **e** [i:].

### **Exercise 2**

desk [desk] (парта), pen [pen] (ручка), men [men] (мужчины, люди), shelf [ʃelf] (полка), ten [ten] (десять), best [best] (лучший), help [help] (помогать), bed [bed] (кровать), end [end] (конец), left [left] (левый), tell [tel] (рассказать), test [test] (испытание), send [send] (посылать).

bet, bed, led, let, send, sent, peg, beg, peck, deck, desk, Ben, pen, den, ten, dell, tell, shelf, self.

**NB Исключения:** English ['ɪŋɡlɪʃ], England ['ɪŋɡlənd], second ['sekənd], seven ['sevn], eleven [ɪ'levn], every ['evri], present ['preznt], very ['veri], several ['sevərəl] и др.



### **Exercise 3**

**[i:]**

**[e]**

be

bed

me

men

he

smell

she

felt

### **Чтение гласной буквы о [əu]**

В первом положении эта буква читается как звук похожий на [ou] в слове “клоун”. В транскрипции обозначается знаком **[ou]**.

Звук **[əu]** является дифтонгом, т. е. двугласным звуком. Дифтонг – это звук, состоящий из двух гласных звуков, причём основным, ударным, всегда является первый из них. Основным элементом дифтонга **[əu]** является звук **[o]**, который образуется поднятием задней части языка по направлению к мягкому нёбу. Губы значительно округлены.

Звук **[əu]** служит алфавитным названием буквы **o** и одновременно её алфавитным звуковым значением.

### **Exercise 4**

no [nəu] (нет), so [səu] (так), go [gəu] (идти), sole [səul] (подошва), code [kəud] (шифр), note [nəut] (заметка), home [həum] (дом; домой), stone [səun] (камень), hope [həup] (надежда), cone [kəun] (конус).

В третьем положении буква о читается как очень короткий, открытый звук. При его произнесении язык отодвинут назад и опущен, причём кончик языка удалён от зубов. Губы остаются совершенно пассивными и не выпячиваются. Нижняя челюсть опускается вниз. По сравнению с русским [o] английский гласный звук [ɔ] произносится почти без участия губ. В транскрипции этот звук обозначается знаком [ɔ] и является кратким звуковым значением буквы **o**.

### **Exercise 5**

not [nɒt]; clock [klɒk]; on [ɒn]; shop [ʃɒp]; stop [stɒp]; lot [lɒt]; boss [bɒs]; top [tɒp]; dog [dɒg]; got [gɒt]; sock [sɒk].

not, nod, cot, got, cod, mop, mob, dock, dog, hot, shot, shod, doll, poll.

### **Exercise 6**

[əu] : no, go, so;

[ɒ] : not, got, sock.

**NB Исключения:** to lose [lu:z], to prove ['pru:v], to [tu:], do [du:], shoe [ʃu:], who [hu:], whom [hu:m], whose [hu:z], two [tu:], cover ['kʌvə], some [sʌm], come [kʌm], front [frʌnt], son [sʌn], one [wʌn], colour ['kʌlə], nothing ['nʌθɪŋ], among [ə'mʌŋ], country ['kʌntri], young [jʌŋ], body ['bɒdi], woman ['wʊmən], women ['wɪmɪn], both [bəuθ], most [məʊst], only [əʊnli], people [pi:pl] и др.

### **Правило немой буквы е.**

Мы называем условно открытым слогом положение корневой гласной перед одной согласной буквой + "немая" гласная, главным образом немая буква **е** [i:], например в словах Pete [pi:t], note [nəʊt] и т.п.

В этих словах конечная буква **е** не является корневой гласной и не читается. Но зато наличие после корневой гласной одной согласной буквы + немая буква **е** является признаком того, что корневая гласная имеет алфавитное звуковое значение. Т.е. гласная буква имеет, как правило, алфавитное звуковое значение, когда за ней следует одна согласная буква + немая буква **е**.

Условно открытый слог является типичным для английского языка, поэтому правило одной согласной + немая буква **е** имеет большое практическое значение.

### **Exercise 7**

me – mete, so – sole, no – note, Pete, home, stone, cone, cope, code, tome, Tom.

### **Exercise 8**

открытый слог	условно-открытый слог	закрытый слог
[i:] [əu]	[i:] [əu]	[e] [ɒ]
me	mete	met
be	Bede	bed
no	note	not
so	sole	sock

### Чтение гласной буквы I i [aɪ].

В открытом (условно-открытом) слоге буква I читается как дифтонг [aɪ]. При произнесении основного (первого) элемента этого дифтонга – звука [a] – язык находится очень низко во рту, причём средняя часть слегка поднята к твёрдому нёбу. В транскрипции этот дифтонг обозначается знаком [aɪ] и одновременно является алфавитным названием буквы i и её алфавитным звуковым значением.

#### Exercise 9

pipe, nine, time, tide, like, mine, life, five, side, site, line, fine, dime, bite, bide, file, vile, mile, smile, smite, kite.

Буква i в закрытом слоге читается как короткий звук, близкий к звуку [ɪ] в слове “шить”. При произнесении этого звука средняя часть языка поднимается к твёрдому нёбу, однако, ниже, чем при звуке [i:]; кончик языка может касаться нижних зубов; губы растянуты или нейтральны так же как при долгом [i:]. В транскрипции этот звук обозначается знаком [ɪ] и является кратким звуковым значением буквы i.

#### Exercise 10

it, in, mill, till, sit, if, ill, list, spin, still, big, him, bit, bid, did, tit, dim, lit, lid, kiss, miss, pig, pick, sick, dish.

[aɪ]	[ɪ]
bite	bit
pine	pin
file	fill
fine	fin
time	Tim

Буквы		Звуки				
Написание	Название	Долгие звуки			Краткие звуки	
		откр. слог	условно-откр слог	знак транскрипции	закрыт. слог	знак транскрипции
E, e	[i:]	me	mete	[i:]	met	[e]
I, i	[aɪ]	hi	site	[aɪ]	sit	[ɪ]
O, o	[əʊ]	no	note	[əʊ]	not	[ɔ]

**NB** Запомните слова, читающиеся не по правилам: **city** ['sɪtɪ], **pity** ['pɪtɪ], **give** [gɪv], **live** [lɪv], **friend** [frend] и др.

### **Сводные упражнения в чтении**

a) Конечные звонкие согласные не оглушаются:

bet, bed, deck, beg, Bede, Pete, not, nod, sob, sop, cob, cop, life, live, five, lock, log.

b) Согласные не смягчаются:

tit, did, Ted, tick, stick, sit, tip, till, Dick, big.

c) Удвоенные согласные читаются как один звук:

miss, mess, kiss, moss, boss, mill, smell.

d) be, Bede, bed, me, mete, men, pen, ten, best, less, test, desk, end, help, shelf, she, left; no, note, not, nod, node, clock, stop, stone, hop, hope, home; bide, bid, it, if, in, side, site, sit, Tim, time, like, lick, mine, fine, fin, five; tit, did, side, ten, pen, nine, mile, mill, tell, till, lime, line, lift; he, him, home, she, shell, shelf.

### **Задания**

a) Запишите по 5 слов, иллюстрирующих чтение гласных букв в открытом и закрытом слогах.

b) Запишите транскрипцию следующих слов, прочитайте: me, he, she, pen, shelf, desk, no, go, stone, stop, home, pipe, time, line, miss, big, in, block, sit, him, best, shelf, bog, note, bed, mill, mile.

### ***Написание букв***

Печатное изображение	Рукописное изображение
B b	<i>B b</i>
C c	<i>C c</i>
D d	<i>D d</i>
E e	<i>E e</i>
F f	<i>F f</i>
G g	<i>G g</i>
H h	<i>H h</i>
I i	<i>I i</i>
K k	<i>K k</i>
L l	<i>L l</i>
M m	<i>M m</i>
N n	<i>N n</i>
O o	<i>O o</i>
P p	<i>P p</i>
S s	<i>S s</i>
T t	<i>T t</i>
V v	<i>V v</i>
Z z	<i>Z z</i>

## Part 2

### Чтение согласной буквы R, r [ɑ:].

При произнесении этого звука кончик языка приближен к передней части нёба (выше альвеол), как при произнесении русского [ж].

### Exercise 11

dress, red, from, rest, rent, fresh, print, rank, drive, ride, rite, tress, stress, trip, risk, rim, trim.

### Буква W, w [ˈdʌblju:]

Звук, который передаёт эта буква, очень характерен для английской речи, и важно сразу научиться правильно его произносить. Вытяните губы трубочкой, а затем с силой разведите их в стороны и выпустите изо рта струю воздуха с участием

голоса. Если вы внимательно последите с помощью зеркала за работой губ в момент произнесения этого звука и убедитесь, что нижняя губа не соприкасается с краем верхних зубов, то вы избежите его смешения с английским звуком [v] или русским [в]. В транскрипции обозначается знаком [w]. Похожего звука в русском языке нет.

### **Exercise 12**

West, well, win, weld, wide; (в следующих словах буква **h** не читается): when, while, white

### **Сочетание ck [si: keɪ]**

Это сочетание передаёт звук, очень близкий русскому твёрдому звуку [к]. В транскрипции этот звук обозначается знаком [k].

### **Exercise 13**

clock, stick, dock, block, sock, mock, rock.

Это сочетание **ck** употребляется только для передачи конечного звука [k] после гласных с кратким звуковым значением. В словах же подобных слову *like*, т.е. после гласных с алфавитным звуковым значением, звук [k] всегда передаётся одной буквой **k** + немая буква **e**. Сочетание **ck** никогда не употребляется для передачи конечного звука [k] после согласной и в начале слова. В последнем случае звук [k] часто передаётся при помощи буквы **c** [si:].

**Сравните:** lick, like, Dick, dike, stock, stoke, choke, shock, kick, cock, coke, kite, kit, risk, disk.

### **Сочетание ng [en ʤi:].**

Похожего звука, передаваемого этим сочетанием букв, в русском языке нет. Это сочетание передаёт носовой согласный звук. При его произнесении задняя часть языка смыкается с мягким нёбом, т.е. находится в том же положении, что и при произнесении звука [g]; но при этом мягкое нёбо опущено и воздух пропускается не через рот, а через полость носа, что и делает его носовым звуком. Кончик языка должен обязательно находиться у нижних зубов. В транскрипции этот звук обозначается знаком [ŋ].

### Exercise 14

long, bring, spring, ring, song, strong, wing, ping-pong.

Сравните чтение буквы n (простой альвеолярный звук [n]) и сочетания ng (носовой звук [ŋ]): sin – sing, pin – ping, win – wing, on – long.

### Сочетание nk [en keɪ].

Сочетание этих двух букв читается как [ŋk].

### Exercise 15

ink, pink, drink, link.

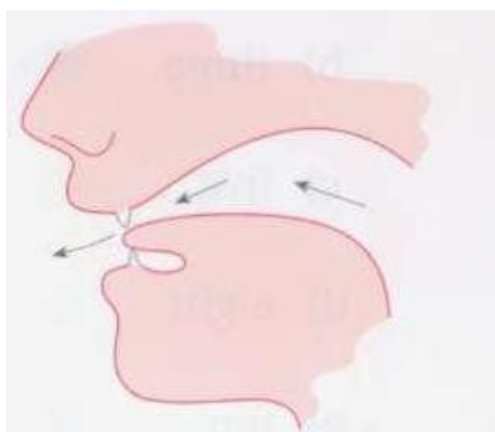
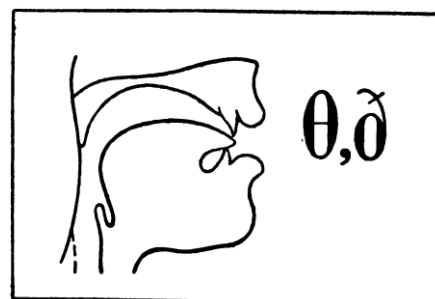
### Сочетание th [ti: eɪθ].

Это сочетание состоит из букв t [ti:] и h [eɪθ] и передаёт два звука: глухой [θ] и звонкий [ð]. Похожих звуков, передаваемых этим сочетанием, в русском языке нет.

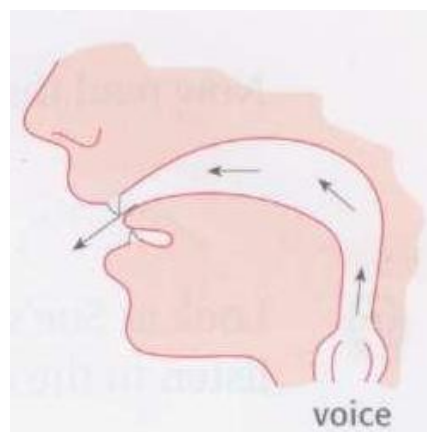
Глухой звук [θ] произносится пропуском (выдохом) струи воздуха между зубами и кончиком языка. Кончик языка при этом слегка выдвинут между верхними и нижними зубами, основная часть языка остаётся плоской.

Звонкий звук [ð] произносится так же как глухой [θ], но с участием голоса.

Сочетание **th** на конце слов читается обычно как [θ], за исключением предлога **with** [wɪð] – с.



[θ]



[ð]

### Exercise 16

**[θ]:** thin, thick, fifth, think, thing, theme;

**[ð]:** this, these [z], those [z], then, them, with.

mouse – mouth, sum – thumb **[θʌm]**, sick – thick, sink – think.

### **Чтение гласной буквы A, a [eɪ].**

В открытом слоге буква **A, a [eɪ]** читается как дифтонг **[eɪ]**. Основным (первым) элементом этого дифтонга является звук **[e]**, а вторым элементом звук **[ɪ]**. Звук **[eɪ]** является, следовательно, алфавитным названием буквы **a** и её алфавитным звуковым значением.

### **Exercise 17**

plate, take, name, state, make, shade, same, shape, pale, lake, late, date, brave, trade, save, safe, mate, made, fate, fade, plane, pane.

В закрытом слоге буква **A, a [eɪ]** передаёт звук, при произнесении которого средняя часть языка поднята как для русского [э] в слове “этот”. Нижняя челюсть сильно опущена, губы растянуты или в нейтральном положении. Кончик языка касается нижних зубов. В фонетической транскрипции этот звук обозначается знаком **[æ]**.

### **Exercise 18**

cap, black, map, bad, bag, hat, man, at, and, tram, back, glad, stand, **thank [θ]**, **that [ð]**, **than [ð]**, flat, land, hand, fact.

### **Exercise 19**

bad – bed, man – men, bag- beg, **than [ð] – then [ð]**, pan – pen;

lake – lack, bade – bad, plane – plan, hate – hat, lame – lamp, fate – fat;

tame – time, male – mile, lane – line.

**NB Запомните слова, читающиеся не по правилам: have [hæv], many [ˈmeni], any [ˈeni] и др.**

### **Чтение гласной буквы U, u [ju:].**

В открытом слоге передаёт звук **[ju:]**, который, следовательно, является алфавитным названием буквы **u** и её алфавитным звуковым значением. Его первый элемент **[j]** похож на русский **[й]**.



### **Exercise 20**

cube, tube, tune, dune, muse, mute, use.

В закрытом слоге буква **u** читается как звук, похожий на первый неударный гласный звук в слове “*мости*”. В фонетической транскрипции этот звук обозначается знаком [ʌ].

### **Exercise 21**

gun, pulse, but, cup, bus, **thus** [ð], trust, club, run, fund, up, us.

### **Exercise 22**

cap – cup, bad – but, cat – cut;

cube – cub, tube – tub, cute – cut.

**NB Исключения:** busy [ˈbɪzi], business [ˈbɪznɪs], put [put], bury [ˈberi], build [bɪld], minute [ˈmɪnɪt], study [ˈstʌdi] и др.

### **Чтение гласной буквы Y, y [waɪ].**

Эта гласная буква передаёт те же звуки, что и буква **I, i**. В открытом слоге читается как дифтонг [aɪ].

### **Exercise 23**

my, dry, sky, fly, try, type, Skype, cycle.

В закрытом слоге буква **Y** итается как звук [ɪ]. Таких слов в Английском языке мало: myth [mɪθ].

### **Exercise 24**

my, mine, fly, like, sky, file, dry, fine.

### **Особенности чтения буквы Y, y [waɪ].**

Буква **Y, y [waɪ]** в начале слов перед гласными читается как звук, похожий на русский звук [й] в слове “мой”. В транскрипции обозначается [j]: yes, yet, yoke.

### Правило немой буквы “е” после 2-х и после 3-х согласных.

В тех словах, в которых за корневой гласной следуют две согласные (из которых вторая буква l) + немая буква е, корневая гласная имеет алфавитное звуковое значение, т.е. читается как в открытом слоге, например: able[eɪbl], table [teɪbl], title [taɪtl], cable [keɪbl], fable [feɪbl], idle [aɪdl].

В тех случаях, когда между корневой гласной и немой “е” стоят три согласных, *корневая гласная читается как в закрытом слоге*: battle [bætl], apple [æpl], middle [mɪdl], bottle [bɒtl], little [lɪtl], struggle [strʌgl].

### Exercise 25

able, apple, table, battle, little, title, middle, idle, bottle, noble, struggle, bugle, kettle, cycle.

### Правила чтения 6 гласных букв в зависимости от положения

Буквы		Звуки				
Написание	Название	Долгие звуки			Краткие звуки	
		откр. слог	условно-откр слог	знак транскрипции	закр. слог	знак транскрипции
A, a	[eɪ]	-	gate	[eɪ]	bat	[æ]
E, e	[i:]	me	mete	[i:]	met	[e]
I, i	[aɪ]	hi	site	[aɪ]	sit	[ɪ]
Y, y	[waɪ]	my	type	[aɪ]	myth	[ɪ]
O, o	[əʊ]	no	note	[əʊ]	not	[ɔ]
U, u	[ju:]	flu	muse	[ju:]	cut	[ʌ]

Заметьте, что звуковое значение буквы **Y, y [waɪ]** в открытом и закрытом слогах (дифтонг [aɪ]) не является её алфавитным названием.

### Сводные упражнения в чтении

a) red, dress, drive; well, we, wife, **white** [w]; clock, black, block, lick, like; long, sing, thing, bring; ink, pink, think; thin, thick, theme, fifth, this, that, than, them; take, plate, shade, cap, bad, hat, bag, lamp; tune, dune, cube, tube, cup, bus, thus, run; my, try, type,

myth; able, table, battle, meddle, idle, title, little, middle, noble, bottle, bugle, struggle, fable, apple, yes.

b) mane – man, bade – bad, made – mad, table – battle;

mile – mill, fine – fin, site – sit, title – little;

no – not, code – cod, rode – rod, noble – bottle;

me – men, be – bed, he – help, theme – them;

mute – mud, cube – cub, tube – tub, bugle – stubble;

my – myth, yes, yet.

c) home, him, she, ship, go, no, not, note, stone, got, be, bet, Bede, bed, bad, pen, red, pipe, white, wine, big, bit, bid, bite, bide, sit, side, log, lock, zone, zip, yoke.

### Задания

a) Запишите по 5 слов, иллюстрирующих чтение гласных букв **a**, **u**, **y** в открытом и закрытом слогах.

b) Запишите транскрипцию следующих слов, прочитайте: black, bring, long, ink, pink, thin, thick, this, that, these, those, take, plate, bag, hat, cube, tube, cup, bus, my, type, table, battle, middle, title, bugle, struggle.

c) Выпишите из второго урока все слова с сочетанием **th** с транскрипцией и переводом.

d) Подберите и запишите (с транскрипцией) 6 слов, иллюстрирующих правило немой “e” после 2-х и после 3-х согласных.

### Написание букв

Название	Печатное изображение	Рукописное изображение
eɪ	A a	<i>A a</i>
ju:	U u	<i>U u</i>
waɪ	Y y	<i>Y y</i>
ɑ:	R r	<i>R r</i>
dʌblju:	W w	<i>W w</i>

### Part 3

### **Согласная буква X, x [eks].**

Передаёт звук [ks].

#### ***Exercise 26***

six, box, next, text.

### **Согласная буква C, c [si:].**

Эта буква предаёт два звука: перед гласными **e, i, y** (включая немую **e**) она читается как [s].

#### ***Exercise 27***

face, place, nice, price, scene, cent, scent, lace, cycle, cite.

В остальных случаях, т.е. перед гласными **a, o, u**, перед согласными и на конце слов буква **c** читается как звук **[k]**. На конце односложных слов буква **c** почти не встречается; в твких случаях звук **[k]** изображается сочетанием букв **ck**.

#### ***Exercise 27***

car, cup, cub, cube, cop, fact, act, club, clock, cycle, code.

Сравните: fake, face, lake, lace, lack, track, trace, mice.

NB: ocean ['əuʃn].

### **Сочетание ch [si: eɪʃ].**

Это сочетание состоит из букв **c [si:]** и **h [eɪʃ]** и читается как звук, похожий на русский [ч]. Этот звук состоит из английских звуков [t] и [ʃ], произносимых не вполне слитно. При этом кончик и передняя часть языка прикасаются к альвеолам, а средняя часть языка приподнята к твёрдому нёбу. Голосовые связки не вибрируют. В транскрипции обозначается знаком [tʃ].

**NB** В словах греческого или латинского происхождения **ch** читается как [k]: technique [tek'ni:k], school [sku:l], chemistry ['kemɪstri], chaos['keɪɔs] и др.

#### ***Exercise 28***

inch, rich, much, chess, such, **which**[w], witch;

chin, shin, shop, chop, shell, chill;

skin, shin, chin, shine, skip, ship, rich, rick, risk, deck, desk, wish, which.

### **Согласная буква G, g [dʒi:].**

Эта согласная буква передаёт два звука: 1) перед гласными **e, i, y** (включая немую **e**) она, как правило, передаёт двойной, но вполне слитный звук, состоящий из английского звука [d] и звука похожего на [ж] или [жь]. При произнесении этого звука кончик и передняя часть языка прикасаются к альвеолам. Средняя часть приподнята к твёрдому нёбу. Голосовые связки вибрируют. По сравнению с [tʃ] звук [dʒ] является более слитным и произносится с участием голоса. В транскрипции этот двойной звук обозначается знаком [dʒ]. 2) В остальных случаях **g** читается как звук [g].

**NB Запомните исключения: give [gɪv], get [get], begin [bɪ'gɪn], girl [gɜ:l], geese [gi:s], finger ['fɪŋgə] и др.**

Если слово, оканчивающееся буквой **g** (звук [g]), принимает суффикс, начинающийся с **e, i**, то буква **g** продолжает читаться как [g], например: big – bigger и т.п.

### **Exercise 28**

[dʒ]: page, age, bridge, gem, gin, gym, cage, wedge;

[g]: got, glad, bag, big, pig, peg, gram.

cap, gap, club, gulp, cycle, cent, gent, cage, gage, gull;

much, page, such, stage, chess, gem, chill, gill, rich, ridge, chin, gin.

### **Согласная буква S, s [es].**

Эта буква передаёт звук [s] или [z].

**а)** как [s] эта буква, как правило, читается в следующих случаях:

1. В начале слов перед гласными.

### **Exercise 29**

six, sit, so, safe, save, side, sent, send.

2. Перед согласными.

### **Exercise 30**

stand, spring, struggle, test, risk, rest, stop, swim, swift.

3. В конце слов после глухих согласных букв – **k** [keɪ], **t** [ti:], **p** [pi:], причём наличие или отсутствие немой **e** значения не имеет.

### **Exercise 31**

takes, likes, sits, thinks, makes, plates, maps, hats, texts, caps.

После гласных с кратким звуковым значением конечный звук [s] передаётся удвоенным **s**.

### **Exercise 32**

dress, chess, boss, miss, loss, mass.

**Исключением** являются следующие слова, которые необходимо запомнить: **us** [s], **bus** [s], **plus** [s], **this** [s], **thus** [s].

**b)** как [z] буква **s** читается в следующих случаях:

1. В конце слов после гласной перед немой **e**.

Но: house [haus] – houses [hauzɪz]; существительное use [ju:s] – глагол to use [ju:z]; to increase [s], case [s] и др.

### **Exercise 33**

pose, nose, rose, wise, prose, rise, those, these.

2. В конце слов, после звонких звуков.

### **Exercise 34**

brings, runs, stands, hangs, mills, names, trams, times, radios, videos.

3. В словах has [hæz], is [ɪz], his [hɪz]. Рекомендуется эти слова запомнить.

### **Exercise 35**

caps, cabs, cups, clubs, stands, hippos, texts, notes, nods, plates, videos, states, mines, mills, makes, likes, tables, cycles, this, these, those, his, is, rise, bus, thus.

NB: usual ['ju:ʒuəl], usually ['ju:ʒuəlɪ], Asia ['eɪfə], sure ['ʃuə], surely ['ʃuəlɪ], sugar ['ʃugə], to assure [ə'ʃuə].

## **Чтение гласных под влиянием следующей гласной *r* (без немой буквы “e”) и *r* + согласная.**

Буква **r** в конце односложных слов и перед согласной не читается, но зато служит признаком резкого изменения звукового значения предшествующей ей корневой гласной. Все гласные перед буквой **r** (или **r** + согласная) передают долгие звуки, отличающиеся от уже известных нам звуков.

1. Сочетания **er, ir, ur, yr** читаются одинаково как один долгий гласный звук. Соответствующего звука в русском языке нет (он синтезирует в себе качества русских гласных [о] и [э]). Для того, чтобы его произнести, надо органы речи привести в спокойное нейтральное состояние, т.е. то состояние, в котором они находятся, когда мы молчим. Затем нужно слегка приоткрыть рот и, не меняя положения языка, издать гласный звук.

В транскрипции звук обозначается знаком [ə:].

### **Exercise 36**

fir, first, third, girl [gə:l], circle, her, germ, herd, term, turn, fur, burn, burst;  
myrtle, myrrh [mə:].

2. Сочетание **ar** читается как один долгий заднеязычный звук, похожий на протяжный звук, произносимый больным при осмотре врачом горла. При его произнесении язык расположен низко, губы нейтральны, нижняя челюсть опущена. В транскрипции обозначается знаком [a:].

### **Exercise 37**

large, far, park, car, part, hard, card, cart, start, arm, ark, shark, bark.

3. Сочетание **or** читается как один долгий звук. При его произнесении губы сильно округлены, задняя часть языка приподнята к мягкому нёбу. Кончик языка удалён от зубов, нижняя челюсть немного опущена. В транскрипции обозначается знаком [ɔ:].

### **Exercise 38**

for, or, short, North, sport, port, fort.

### **Exercise 39**

fist, first, fit, fir, fin, firm, hen, her, gem, germ, bed, berth, hut, hurt, cut, curt, bust, burst, fat, far, pat, part, am, arm, spot, sport, not, nor, shot, short, fun, fur, turn, tub.

### Чтение гласных а, е, і, о перед rr.

Перед удвоенной **r** эти гласные буквы *под ударением* читаются так же как перед одной и более согласными, т.е. сохраняют своё краткое звуковое значение.

[æ]: to **carry**, **narrow**, arrow;

[e]: territory, terrible;

[ɪ]: mirror;

[ɔ]: sorrow, lorry.

*Сравните:* car, carry, mar, marry, spar, narrow, first, mirror, her, terrible, nor, lorry.

### Чтение гласных і и о перед ld.

Сочетание согласных ld также влияет на чтение предшествующих гласных букв **і** и **о**. Эти гласные перед ld, как правило, имеют алфавитное звуковое значение, т.е. читаются как [aɪ] и [əʊ] соответственно.

### Exercise 40

old, cold, hold, child (**но:** children ['tʃɪldrən]), wild.

### Exercise 41

mill, mild, chill, child, win, wild, on, old, got, cold.

## Правила чтения гласных букв

Буквы		Звуки						
Написание	Название	Алфавитное звуковое значение			Долгое звуковое значение		Краткие звуки	
		открытый слог	условно-открытый слог	знак транскрипции	Влияние <b>r</b>	Знак транскрипции	закрытый слог	знак транскрипции
A, a	[eɪ]	-	hate	[eɪ]	hard	[a:]	hat	[æ]
E, e	[i:]	me	mete	[i:]	her	[ə:]	met	[e]
I, i	[aɪ]	hi	site	[aɪ]	first	[ə:]	sit	[ɪ]
Y, y	[waɪ]	my	type	[aɪ]	myrtle	[ə:]	myth	[ɪ]
O, o	[əʊ]	no	note	[əʊ]	nor	[ɔ:]	not	[ɔ]



U,u	[ju:]	flu	muse	[ju:]	curl	[ə:]	cut	[ʌ]
-----	-------	-----	------	-------	------	------	-----	-----

### Чтение согласных букв c, g, r, s, и сочетаний согласных

Буква или сочетание	Название	Звук	Примеры
c	[si:]	[s] <i>перед e, i, y</i>	face, scent, cent
		[k]	cap, club, doc
ch	[si: eɪʃ]	[ʃ]	much, chess, chin
ck	[si: keɪ]	[k]	clock, back, black
g	[dʒi:]	[dʒ] <i>перед e, i, y</i>	cage, gin, gem
		[g]	get, game
ng	[en dʒi:]	[ŋ]	ring, song, long
nk	[en keɪ]	[ŋk]	ink, think, thank
r	[a:]	[r]	red, risk, Rome
		немая	part, girl, sport
s	[es]	[s]	so, rest, pipes, this
		[z]	rise, girls, is, his
sh	[es eɪʃ]	[ʃ]	she
ss	[dʌbl es]	[s]	miss, loss
th	[ti: eɪʃ]	[θ]	thick, thin, tenth, fifth
		[ð]	this, these, that, those

### Сводные упражнения в чтении

a) six, box, text; club, act, cent, scant, scent, face, place, nice; inch, rich, much, chess; glad, gag, big, bag, gage, page; sit, so, stand, swim, takes, stops, miss, dress, us, bus, thus, these, those, nose, pens, stands, bags, mills; yes, yet, yoke; first, third, girl, her, germ, term, turn, fur, burn, myrtle; car, part, far, large; short, for, or, North; fist, first, hen, her, hut, hurt, fat, for, shot, short; wild, old, cold; chill, child, doll, told.

b) man, men, name, mill, state, late, lag, large, shed, shade, hut, dress, yes, no, not, home, at home, pack, park, page, place, face, this, these, that, those, thin, thick, on, next, six, box, wife, life, mine, tram, bus, go, stop, by, my, try, like, lake, lick, luck, lack, lark, make, shape, little, idle, middle, table, battle, run, rub, cube, much, huge, March, large,

win, with, well, we, drive, five, same, note, stand, sing, thing, think, ink, I, drive, cycle, circle.

### Задания

1. Перепишите слова с транскрипцией:

six, text, face, nice, act, cycle, child, children, much, page, gem, she, shirt, sit, stick, takes, maps, boss, dress, these, those, pens, bags, brings, yes, young, my, first, girl, fur, myrtle, far, park, short, North, old, cold, wild.

2. Измените написание следующих слов так, чтобы корневые гласные передавали звуки [a:], [ɔ:] и [ə:] соответственно:

cat, pat, had;

spot, pot, shot;

gem, fist, bid.

3. Подберите по 2 примера на двоякое чтение букв **c**, **g**, **s** и запишите их с фонетической транскрипцией.

### Написание букв

Название	Печатный шрифт	Рукописный шрифт
si:	C c	<i>C c</i>
dʒi:	G g	<i>G g</i>

### Part 4

**Согласная буква Q, q [kju:].**

Эта буква обычно встречается в сочетании с буквой **u**. Это сочетание **qu** в начале и в середине слова читается [kw].

### Exercise 42

quite, quick, quote, quest.

### ДИГРАФЫ

Уже знакомые нам гласные звуки часто передаются в английском языке сочетанием двух гласных букв. Такие сочетания читаются как один звук и называются **диграфами**. Звуковое значение диграфа не зависит от качества и количества следующих за ним согласных (за исключением буквы **r**).

**Диграфы ee, ea.**

Эти диграфы часто передают долгий звук [i:]. Сочетание **ea** довольно неустойчиво и иногда передаёт звук [e]. Эти случаи в дальнейшем будут оговариваться.

### **Exercise 43**

street, green, meet, see, tree, three, need, free, teeth, sleep, deep, week, sheep, leave, read, speak, please, lead, teach, dream, mean, eat, peak, peace, weak, sea, reach, least, East, steam, heat, cheap, heap, repeat, easy, creature, increase [s], least.

В следующих словах **ea** читается как

[e]: thread, bread, breakfast ['brekfəst], read [red] (*past simple* и *past participle* глагола **to read** [ri:d]), ready, wealth, health, stealth, head, weather, death, dead, pleasant, peasant, heavy и др.

[ʼiə]: theatre, real, realize;

[i:ə]: European;

[i:'ei]: create, creative, creator, creation, но: creature [i:];

[ei]: break, great, steak, и др.

**ea** не читается в слове beautiful ['bju:tɪfəl];

forehead ['fɔrid];

Разница между диграфами **ee** и **ea** чисто орфографическая и выражает различие в значении слов: see – sea, meet – meat.

Сравните также изменение значения слов в зависимости от долготы и краткости корневого гласного звука: ship – sheep, sit – seat, bit – beat, to live [liv] (*исключение!*) – leave.

### **Диграфы ai и au.**

Эти диграфы передают дифтонг [ei]. Обычно сочетание **ai** ставится в середине слов, а **au** на конце.

**NB Исключение!!!:** said [sed].

### **Exercise 44**

aim, rail, to wait, rain, main, way, to play, day, say, gray, train, decay, display, contain;  
main – mane, pain – pane, plain – plane.

### **Диграф oo.**

Этот диграф передаёт два звука: краткий и долгий.

Краткий звук похож на русский неударный [y] в слове “густой”. По сравнению с русским [y] английский краткий [u] произносится с очень слабым округлением

губ и без выпячивания их. Перед буквой **k** диграф **oo** читается как краткий звук [u]. (Звук [k] после диграфов выражается только буквой **k**, а не сочетанием **ck**, например: week, weak, rook; сравните: clock, rock).

#### **Exercise 45**

book, look, took, hook.

Перед всеми остальными согласными диграф **oo** читается как долгий звук [u:]. При произнесении этого звука задняя часть языка высоко поднята к мягкому нёбу, язык напряжён, губы сильно округлены.

**Исключения:** good [gʊd], foot [fʊt], blood [blʌd], flood [flʌd], door [dɔ:], floor [flɔ:] и др.

#### **Exercise 46**

room, soon, tool, too, **school** [k], tooth;  
book, room, look, loom, too, took, stool, good, boot, food.

#### **Диграф ou.**

Этот диграф читается как звук, похожий на русское сочетание [ау] с ударением на [а] и произносится слитно. В транскрипции обозначается знаком [au].

#### **Exercise 47**

out, house [s], round, to count, mouth, cloud, proud, found;  
lot, to look, boot, shot, to shout, to shoot, fond, found, food, pole, pool.

В некоторых словах более позднего заимствования из французского языка диграф **ou** читается как [u:], сохраняя приблизительно французский стандарт чтения, например: group [gru:p], soup [su:p], you [ju:] и др.

**NB:** country [ʌ], young [ʌ], trouble [ʌ], shoulder ['ʃəʊldə].

#### **Диграфы oi, oy.**

Эти диграфы читаются как звук, похожий на [ой]. В транскрипции они обозначаются знаком [ɔɪ]. Звук [ɔɪ] в конце слова всегда передаётся диграфом **oy**, а в середине слова – диграфом **oi**.

#### **Exercise 48**

boy, noise, oil, toil, coil.

#### **Сочетание ew, ow.**

1. Сочетание **ew** читается как звук [ju:] с ударением на второй звук.

new, few, dew, news.

2. Сочетание **ow** читается двояко:

a) в конце слова как [əu]: narrow, slow, show, snow, **throw** [θ], low, blow, to grow (growth [θ]).

no – snow, so – show.

**NB Исключения:** now [naʊ], how [haʊ].

b) в середине слова как [aʊ]: town, down, brown.

**NB:** owner ['əʊnə].

**Сочетание eu** [ju:]: neutral, feud, feudal.

**Сочетание wor.**

Это сочетание читается как [wə:]. В данном случае на чтение корневой гласной влияет предшествующая буква **w**.

**Exercise 49**

work, word, world, **worth** [θ].

fork, work, ford, word, forth, worth.

**NB Запомните:** сочетание **wer** в слове **answer** ['ɑ:nsə].

**Согласная буква J, j** [dʒeɪ].

Эта буква читается как звук [dʒ]: just, job, joy, to join, judge.

**Сочетание all или al + согласная.**

Буква **a** перед **ll** или **l** с последующей согласной передаёт звук [ɔ:]: hall, all, small, tall, wall, ball, chalk, call, fall, halt.

**NB Запомните:** always ['ɔ:lwəz] (всегда).

**Чтение диграфа oa.**

Этот диграф читается как дифтонг [ou]: boat, road, **throat** [θ], coat, soap.

**Чтение диграфов перед буквой r.**

Звуковое значение диграфов меняется, если за ними следует буква **r**.

1. **ea+r** читается как ['iə]: near, year, fear, clear, dear, ear, to hear;

clean, clear, dean, dear, read, rear, heat, hear.

2. **ai+r** читается как ['eə]: chair, air, pair, hair;

aim, air, chain, chair, paid, pair.

3. **oa+r, ou+r** обычно читаются как звук [ɔ:]: board, oar, four, your, course [s], source.

4. **ea+r+согласная** [ə:]: earth, heard, search;

**NB Исключения:** our ['aʊə], hour ['aʊə], heart [hɑ:t],

**Чтение гласных е, а, о перед r+ немая е (или другая гласная).**

**ir+е (или другая гласная)** читается как [ɪə]; **ar+е (или другая гласная)** как [ɛə]:

here, mere, to adhere, severe, era ['ɪ(ə)rə]; care, share, to prepare, to declare.

**or+е (или другая гласная)** – [ɔ:]: ore, store, to restore, fore, before;

Сравните: car, care, her, here, ore, ore.

**NB Исключения:** there [ðɛə], where [wɛə], are [ɑ:].

**Сочетание wh** читается двояко:

1) [w] перед всеми гласными, за исключением **o**: what, which, why, when, while, where, white.

2) [ɔ] перед **o**: who [hu:], whom [hu:m], whose [hu:z], whole.

### Сводные упражнения в чтении

**a)** quick, quite; me, meet, see, sea, read, leave, please, street, sleep, green, tree; gray, rail, way, wait, aim, say, said, same, play; book, look, tool, school, too, room, food, good, foot; out, house, round, mouth; boy, boil, toil, toy, noise; new, few, snow, show, now, how, down, town, answer, brown; work, word, world, who, job, white, whole, heart, hour, our, there.

**b)** at, ate, act, and, bad, plate, part, car, be, bed, term, he, help, her, nine, fin, fir, bite, bid, bird, time, three, third, bus, cube, club, curb, by, type, gym, myrtle, circle, cycle, tube, tub, turn, drive, sink, sing, sank, sang, think, thing, thank, chess, much, this, these, that, those, face, place, scene, sent, scent, scant, rick, risk, disk, ditch, gem, germ, gag, gage, cage, cap, cup, carp, make, like, lake, lack, lark, lick, luck, lock, look, book, able, table, battle, idle, title, little, mettle, middle, bugle, bubble, noble, bottle, child, wild, old, cold, she, shape, shop, shade, we, white, **with** [ð], wife.

### Задание

Запишите слова с фонетической транскрипцией: quick, quite, meet, see, read, leave, live, street, said, rail, way, wait, book, look, school, too, good, out, house, town, boy, noise, new, few, work, word, world.

## РАЗДЕЛ II. ИНТОНАЦИЯ

### UNIT 1. ОБЩИЕ СВЕДЕНИЯ.

**Интонация.** *Под интонацией понимаются изменения в высоте основного тона, силе, темпе и тембре произнесения.* Интонация может менять значение предложения. Например:

'Henry 'sat ,down , first. — 'Henry 'sat 'down ,first.

I 'didn't 'dare to 'speak to him ,frankly. — I 'didn't 'dare to ,speak to him ,frankly.

#### **Синтагма**

В предложении могут быть одна или несколько синтагм или интонационных групп. *Синтагмой называется относительно законченный по смыслу отрезок предложения.* Синтагма может состоять из одного слова или из группы слов. Например:

What's your name? || — Peter. ||

Опытный чтец очень редко отделяет одну синтагму от другой паузой. Однако на начальном этапе овладения навыками английской интонации и чтения рекомендуется каждую синтагму (смысловую группу) отделять паузой для набора воздуха. Минимальными синтагмами могут быть:

1) распространенное подлежащее, например:

My parents and my younger brother | live in the Crimea. ||

2) подлежащее перед глаголом-связкой *to be*, например:

Choosing a career | is no problem for him. ||

3) любое обстоятельство, стоящее в начале предложения перед подлежащим, например:

Next year | she'll graduate from the Institute. ||

4) вводные слова, стоящие в начале, середине или в конце предложения, а также слова автора, вводящие прямую речь, например:

Frankly, | are you fond of English? || She said, | "My mother is a housewife." ||



5) обращение в начале предложения, например:

Mary, | read text 2. ||

6) распространенное определение, например:

Westminster Abbey, | founded in the 11th century, | is one of the most interesting...

7) каждый однородный член предложения при перечислении, например:

There are five members in my family: | mother, | father, | my two sisters | and I. ||

8) приложение, например:

This is Moscow, | the capital of Russia, ||

Каждая синтагма характеризуется определенной структурой. Главным компонентом синтагмы, в основном определяющим ее интонационный смысл, является ядерный слог, или ядро. Ядерный слог является последним ударным слогом в синтагме. Ядру могут предшествовать ударные и безударные слоги. Предъядерная часть синтагмы может образовывать шкалу. Ниже приведена схема расположения слогов в синтагме:

Предударное начало	Шкала	Ядро синтагмы	Послеядерные безударные слоги
Pre-head	Head	Nucleus	Tail

## UNIT 2. ТОНЫ В АНГЛИЙСКОМ ЯЗЫКЕ . INTONATION NUCLEAR TONES.

***Низкий нисходящий тон (Low Fall)*** выражает законченность, уверенность говорящего, категоричность высказывания. Например:

'Kitty 'doesn't 'know Spanish.

'What's the time?

***Высокий нисходящий тон (High Fall)*** придает фразе оживленный, дружеский оттенок, показывает, что говорящий проявляет живой интерес. Например:

'What's the time?

Which?

*Низкий восходящий тон (Low Rise)* указывает на незавершенность, неуверенность говорящего, на категоричность ответа или сообщения. Например:

'Is he a student?

He is five.

Если за последним ударным слогом следуют безударные слоги, повышение осуществляется на безударных слогах. Конечный ударный слог произносится на низком, почти ровном тоне. Например:

,Isn't it? 

*Высокий восходящий тон (High Rise)* употребляется в переспросах. Например:

'When did he come? What did you say?

*Нисходяще-восходящий тон (Fall-Rise)* служит для выражения большой степени незавершенности, неуверенности, а также вежливости (в вежливых поправках), для передачи сомнения, противоречия, контраста и упрека. Например:

You 'promised it for Saturday. - ˇMonday.

*Восходяще-нисходящий тон (Rise-Fall)* выражает эмфатическое ударение слова, несет оттенок взволнованности. Например:

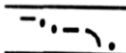
'This is for ^you.

*Ровный тон (Mid-Level)* в разговорной речи выражает нерешительность, неожиданную остановку, незначительность синтагмы или нежелание ее акцентировать. Например:

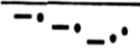
-Fine.

Предъядерная часть синтагмы в эмоционально-нейтральных высказываниях образует обычно *нисходящую шкалу (Descending Head)*, которая имеет 2 разновидности:

*падающая шкала (Falling Head)*. Например:

↓ This is the 'sixth ,lesson. 








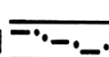

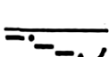
*ступенчатая шкала (Stepping Head).* Например:

↓ Is this 'lesson ,difficult? 

или *высокую ровную шкалу (High Level Head)*, когда предъядерная часть синтагмы включает один ударный слог. Например:













↓ This is a ,lesson. 

**Exercise 1. Read the following sentences paying attention to the intonation:**

- |  |   |
|--|---|
| 1. [ ,jes]           | 3. [ ,kitɪ]                      |
| 2. [ ,bɪl]          | 4. [mɪs ,kitɪ]                  |
| 5. [ ,ted]          | 8. [→ ɪz ɪt ,ten]               |
| 6. [ ,ɪz ɪt]        | 9. [↓ ɪz mɪsɪz 'dɪksɪ ,sɪkstɪ]  |
| 7. [→ ɪz ɪt ,sevn]  | 10. [↓ ɪz mɪs 'smɪθ 'sɪkstɪ     |

sɪksɪ

**Exercise 2. Read the following sentences paying attention to the intonation:**

- |   |  |
|---|--|
| 1. [ ,jes]           | [ ,jes]           |
| 2. [ ,ðɪs]           | [ ,ðɪs]           |
| 3. [ ,betɪ]          | [ ,betɪ]          |
| 4. [mɪs ,mɪnɪ]       | [mɪs ,mɪnɪ]       |
| 5. [→ mɪnɪ ,smɪθ]    | [→ mɪnɪ ,smɪθ]    |
| 6. [→ betɪ ,nelsən]  | [→ betɪ ,nelsən]  |

**Exercise 3. Read the sentences according to the model.**

a)

1. These stories are as old as the hills. ( Low Fall)
2. It has hit him hard. (High Fall)
3. Are you feeling better yet? (Low Rise)
4. Did she really paint a self-portrait? (High Rise)
5. Carter is accustomed to his eyeglasses. (Descending Scale)
6. It wasn't easy for Sarah to adjust to her early class. (Broken Scale)

b)

1. They pulled Paul to pieces. ( Low Fall)
2. Tony oughtn't to stay out late. (High Fall)
3. Must Mother make a mountain out of a molehill? (Low Rise)
4. Frank's anxious to start earning his living? (High Rise)
5. Face front and listen carefully. (Descending Scale)
6. She watches television usually, not occasionally. (Broken Scale)

c)

1. One never knows with the weather. ( Low Fall)
2. There is neither rhyme nor reason in it. (High Fall)
3. Will you please lay the table? (Low Rise)
4. Anything damaging in sitting and smoking? (High Rise)
5. Rosa arrived on the stroke of three. (Descending Scale)
6. Rose always dramatises things. (Broken Scale)

d)

1. No sweet without some sweat. ( Low Fall)
2. Wishes don't wash dishes. (High Fall)

3. Will you please fill in the form? (Low Rise)
4. James joined the geography society? (High Rise)
5. The sweater will wear well. (Descending Scale)
6. Try to be loyal and see the boy's point. (Broken Scale)

e)

1. They found themselves about the town tower. ( Low Fall)
2. What a charming child! (High Fall)
3. Could you bring some chalk, Cherry? (Low Rise)
4. You really think Mrs. Smith is a remarkable woman? (High Rise)
5. Make a margin on the left of the page. (Descending Scale)
6. I've given Vic the best of advice. (Broken Scale)

f)

1. The name slipped my memory. ( Low Fall)
2. Fight fire with fire. (High Fall)
3. Can you hear me? (Low Rise)
4. Any news? No news? (High Rise)
5. I've never given Ivy a thought. (Descending Scale)
6. Vest is my only surviving relative. (Broken Scale)

g)

1. Thornton's voice thrilled through the hall. ( Low Fall)
2. Every man has his hobby-horse. (High Fall)
3. Have you ever had a toothache? (Low Rise)
4. You think she behaved professionally? (High Rise)
5. I'm going to join the swimming team. (Descending Scale)

6. We'll have to wear formal clothes to party. (Broken Scale)

h)

1. I've never lost the love of my job. ( Low Fall)

2. A thousand thanks to you both. (High Fall)

3. Will we meet tomorrow? (Low Rise)

4. Hilda is head over heels in love with him? (High Rise)

5. Your casual allusion caused confusion. (Descending Scale)

6. Luke always travels by land. (Broken Scale)

### **UNIT 3. ФРАЗОВОЕ УДАРЕНИЕ. SENTENCE STRESS. ЛОГИЧЕСКОЕ УДАРЕНИЕ. LOGICAL STRESS.**

*Фразовое ударение выделяет одни слова в предложении от других. В предложении, как правило, ударны знаменательные слова (существительные, смысловые глаголы, прилагательные, наречия, числительные, вопросительные местоимения, указательные местоимения в роли подлежащего, притяжательные местоимения в абсолютной форме). Безударны обычно служебные слова (вспомогательные и модальные глаголы, если с них не начинается предложение, союзы, артикли, частицы и большинство местоимений). Например:*

'Give your reasons.

'What can you 'say about Scotland?

It's a 'family tradition.

She is six.

*Логическое ударение -- это особое средство выделения какого-либо слова, используемого в качестве интонационного средства противопоставления или усиления. Слово с логическим ударением приобретает значения «именно это, а не то», «именно такой, а не другой» и т. д. Ударение на слове с логическим ударением оказывается настолько сильным, что все стоящие за ним слова до самого конца синтагмы оказываются безударными. Например:*

**I can read this text.**

Практически при произнесении каждого предложения может быть столько вариантов логического ударения, сколько в нем слов. Например:

My 'holiday 'starts tomorrow.

My 'holiday starts tomorrow.

My holiday starts 'tomorrow.

'My holiday starts tomorrow.

#### **UNIT 4. ИНТОНАЦИЯ УТВЕРЖДЕНИЙ. INTONATION OF STATEMENTS.**

**Model:** Yes. No. 'My 'name's 'Jackie Rose. I 'don't 'like 'this story.

Категоричные, спокойные, серьезные, рассудительные утверждения обычно произносятся низким нисходящим тоном. Например:

He is a doctor. I have 'two children.

She can speak Spanish.

#### **Exercise 1. Read the following sentences.**

1. Ann is a University student. 2. She has two brothers. 3. Mary is almost twenty. 4. My mother is a housewife. 5. They both came from quite large families. 6. Agriculture is their main occupation. 7. I live in a university flat. 8. She wants to study agriculture at the University next year. 9. It's not a very wise choice. 10. I read it carefully. 11. You can come to lunch tomorrow. 12. The children are at school now. 13. He wasn't right. 14. You must go now. 15. He didn't see her yesterday.

#### **Exercise 2. Listen to the following sentences. Mark the stresses and tunes. Read them to your fellow-students.**

1. My name's Peter. 2. I am twenty-one. 3. He is a second-year student. 4. We have a very large family. 5. My sisters' names are Helen and Olga. 6. My younger brother's name is Mike. 7. Helen and Olga are students. 8. Mike is a pupil. 9. My mother is a doctor. 10. My father is a teacher. 11. He teaches Russian. 12. I like them very much.

#### **Exercise 3. Confirm the following statements according to the model. Use Low Fall.**

**Model:** 'Aberdeen .Uni'versity is old.|| -

Yes,| 'Aberdeen .Uni'versity is old.||

1. Scotland is a mountainous region. 2. Aberdeen is a small town. 3. There are many lochs in Scotland. 4. Scotland is very bleak in winter. 5. It is a very wise choice. 6. We are involved in farming. 7. Mary wants to be a secretary. 8. Peter is fond of music. 9. Her family is slightly larger than average. 10. Her birthday is on the tenth of May. 11. She has two sisters. 12. Mary comes from England.

**Exercise 4.** Listen to the text. Mark, the stresses and tunes. Practise and memorize it.

My full name is Jackie Rose. I am twenty-one. I am a fourth-year student of the French and Russian Department at Aberdeen University. I live in a university flat with five other girls. On week-ends I usually go home. My parents live on a farm in the north of Scotland. My parents aren't old. My mother is 48. My father is 51. He is three years older than my mother. I have two sisters. My sisters' names are Margaret and Jocelyn. I have a brother. My brother's name is William. William is the youngest in the family. He is only sixteen. He is tall and strong. He wants to be a farmer. We are a happy family.

**Exercise 5.** Listen to the text. Mark the stresses and tunes. Practise the text for test reading.

This is my family: my wife, my son, my daughter and I. I am Mr. Black. My wife is Mrs. Black. I am Mrs. Black's husband. I am a man. My wife is a woman. We have two children, a boy and a girl. The boy's name is John. He's twelve years old. The girl's name is Mary. She is still quite young. She is only eight. She is four years younger than John and he is four years older than she. Mary is the youngest in the family and I am the oldest.

**Exercise 6.** Make up your own story of the same kind.

## **UNIT 5. ИНТОНАЦИЯ ПОВЕЛИТЕЛЬНЫХ ПРЕДЛОЖЕНИЙ. INTONATION OF IMPERATIVES.**

**Model:** Read. 'Read the 'text again.

**'Cheer up. Continue.**

Обычно команды, приказы, инструкции произносятся нисходящим тоном, а просьбы — восходящим. Например:

'Bring me a chair.

'Bring me a chair.



'Don't cry.

'Don't cry.

'Shut the door.

'Shut the door.

**Exercise 1. Read the commands and requests. Observe the intonation they are pronounced with.**

a). Go. Try. Stay. Wait. Write. Phone. Here. Stop it. Bring it.

b). 'Open the 'books at 'page 30. Tran'scribe and in'tone the sentences. 'Learn the 'text by heart. 'Don't look at me. 'Speak louder. 'Don't 'make mistakes. 'Always co'rrect your mistakes. 'Let him 'speak louder. 'Ask questions. 'Read the text. 'Sit down. 'Take a pen.

c) 'Write to her again then. 'Don't 'say anything at all. 'Come as 'soon as you can. 'Let's 'go home. 'Don't 'go away. 'Shut the door.

d) Continue. 'Go on. 'Go ahead. 'Don't mention it. Be careful. Your passport, please. 'Hold it carefully. 'Don't 'take it too 'much to heart. 'Cheer up. 'Don't worry. 'Don't be long. 'Let me show you. 'Give it to Mummy, Johnnie. 'Now 'don't 'stay 'too late. 'Do 'bring him 'round to see us. 'Pass me the salt, please. 'Work hard. 'Don't be silly. 'Buy me a ,newspaper. 'Wait a moment. 'Let's 'try again. 'Open the window. 'Have a heart. 'Don't be afraid.

**Exercise 2. Ask your fellow students:**

a) in a form of commands;

b) in a form of requests.

a) 1. to open the books at page 12. 2. to translate Text 5. 3. to underline all the verbs in the sentence. 4. to read the sentence aloud. 5. to correct the mistakes in the test. 6. to render Text 1. 7. to open the window. 8. not to look at you.

b) 1. to wait a moment. 2. to open the book. 3. to fetch some chalk. 4. to repeat reading rules. 5. to write a letter to his friend. 6. to go to the cinema. 7. to find a new pen. 8. to cheer, up. 9. not to ask many questions. 10. not to read aloud.

**Exercise 3. Practise the dialogues and memorize them.**

1. — Let's go to the theatre.

— Fine. Phone Ann and invite her too. Tell her to meet us at 6.

— Right. Shall I do it now?

— Don't be silly. Do it when you can.

2. — Will you tell me the way to Trafalgar Square?

— Certainly. Go down Regent Street to Piccadilly Circus. Turn to the left then.

— Thank you. Is there a bus?

— There's sure to be. Ask the policeman over there.

**Exercise 4. Make up your own dialogues of the same kind.**

**Exercise 5. Play the game. Divide the group into two teams. The leader commands: "Turn your heads to the right." The rest of the students must fulfill his command. If they fail to do it, they will be out of game. The list of commands:**

Turn your head to the left/to the right; Bend your body to the left/to the right; Forward; Hands up/down; Open/Close your eyes; Put your hands on your head; Right hand up; Left hand down; Touch your right ear, etc.

## **UNIT 6. ИНТОНАЦИЯ ОБЩИХ ВОПРОСОВ. INTONATION OF GENERAL QUESTIONS.**

**Model: 'Are you 'ready to leave?**

**'Can you come?**

Общие вопросы обычно произносятся восходящим тоном. Например:

'Shall we 'take a taxi?

'Can you 'come again?

'Did you meet him?

**Exercise I. Read the sentences according to the given model.**

**Model: Is 'Kate a teacher?**

**'Do you 'like music?**

1. Is Peter twenty? 2. Is your name John? 3. Do you speak English? 4. Do you study at the Institute? 5. Do you live in the hostel? 6. Does she like to work in the garden? 7. Does she know Mary? 8. Is your family large? 9. Are your brothers teachers? 10. Is it

difficult to find a job in London? 11. Does Helen study at a local comprehensive school?  
12. Are you a pupil?

**Exercise II. Listen to your fellow-student reading these questions. Tell him what his errors in intonation are.**

1. Are you eighteen? 2. Are you a first-year student? 3. Do you study at the Moscow Teacher Training University? 4. Do you know English well? 5. Is your future specialty history? 6. Are you a future teacher? 7. Do you live with your parents? 8. Is your University far from your home? 9. Will it take you an hour to get to the University? 10. Did you have four exams last term?

**Exercise III. Ask to repeat the following statements using general questions as in the given model.**

**Model: 'This is a 'new exercise-book. -**

**Sorry, | 'is this a 'new exercise-book?**

1. This is a large park. 2. This is an interesting book. 3. This is Peter's brother. 4. This is her younger sister. 5. This is their new flat. 6. This is a comfortable arm-chair. 7. This is a student. 8. This is his wife. 9. This is their teacher. 10. This is exercise three. 11. This is a difficult text.

**Exercise IV. Ask general questions using the given model.**

**Model: My 'father is 'not a farmer. -**

**'Is your 'farther a farmer?**

1. I am not a university student. 2. Yes, my mother is a secretary. 3. Peter hasn't a family of his own. 4. Olga is fond of music. 5. I study at the Institute. 6. Her name is Mary. 7. I have no grandparents. 8. They live in London. 9. Ann is ten. 10. She doesn't like coffee. 11. She prefers tea.

**Exercise V. Listen to the dialogues and reproduce them. Observe the intonation of general questions.**

1. — Am I a teacher? — Yes, you are.

— Are you a student? — Yes, I am.

— Are you English? — No, I am not.

— Do you speak English? — Yes, I do.

— Does your friend speak — Yes, he does, but only a little. English?

2. — We want to go on a hike on Sunday. Will you join us?

— Certainly. Shall we go to Golitsino? The place is delightful.

— Yes. Shall we take Alice with us?

— Of course. Can you meet her at the station?

— Yes.

### **Exercise IX. Read the questions and answer them.**

1. Are you quite well-prepared for your exams? 2. Shall we write a test tomorrow?  
3. Are you ready to go? 4. Can you do it? 5. Do you have time to go in for sports? 6. Does your brother play the piano? 7. Is it raining? 8. Is your mother Russian? 9. Will you invite me to your evening party? 10. Is Paris as large as London? 11. Do you live in London? 12. Does Peter smoke?

### **Exercise X. Read the dialogue and act it out.**

#### **Were You at Home Last Night?**

Sergeant: Good evening, Sir. Mr Holmes?

Holmes: Good evening, officer. Yes, that's right — John Holmes. Won't you come in?

Sergeant: Thank you. May I ask you a few questions?

Holmes: Yes, of course. Won't you sit down?

Sergeant: Thank you. It's about last night. Were you at home, Mr Holmes?

Holmes: Yes, Sergeant, I was, actually. I wasn't feeling very well.

Sergeant: Were you alone?

Holmes: Er, yes. My wife had gone to the cinema with a friend.

Sergeant: Did you go out at all?

Holmes: No, I stayed in all evening — that is, except for a few minutes when I popped out to post a letter.

Sergeant: Do you remember what time this was?

Holmes: Yes, it was about — um — half past eight.

Sergeant: What time did you say? Half past eight? Anybody see you when you — er — popped out for 5 minutes to post your letter?

Holmes: No, I don't think so. Oh yes, just a minute. The caretaker said 'good evening'.

Sergeant: The caretaker, Mr Holmes? Mr Holmes, the caretaker was murdered last night.

#### **UNIT 7. ИНТОНАЦИЯ ПРЕДЛОЖЕНИЙ, НАЧИНАЮЩИХСЯ ОБОРОТОМ «THERE + TO BE». INTONATION OF SENTENCES WITH "THERE + TO BE".**

В предложениях, начинающихся оборотом "*there + to be*", обстоятельство места, как правило, неударно или полударно и не образует отдельную синтагму. Обстоятельство места, стоящее перед оборотом "*there + to be*", обычно произносится восходящим тоном и выделяется в отдельную синтагму. Например:

There is a table on the left.

On the left | there is a table.

#### **Exercise I. Read the sentences, observe the correct pronunciation.**

1. There are twelve months in a year. 2. There are four seasons in a year. 3. There are sixty minutes in an hour. 4. Is there a farm beyond the forest? 5. Are there any mistakes in your dictation? 6. On my table there are two exercise-books and a text-book. 7. In a fortnight there are two weeks. 8. In a month there are four weeks. 9. Are there thirty days in November? 10. Is there a blackboard in the room? 11. There are some flowers on the window. 12. Under the window there is a radiator.

#### **Exercise II. Confirm the following statements using "*there + to be*".**

Model: You've 'got 'three 'members in your 'family.  
 -- 'Yes, there are 'three 'members in my 'family.  
 You can 'see a 'boy in this 'picture.  
 — 'Yes, | there is a 'boy in this 'picture.

1. You've got a book in front of you. 2. You've got many foreign books in your library. 3. You've got various animals at home. 4. She has got three mistakes in her test. 5. You've got no laboratory on the floor. 6. She's got no mistakes in her reading. 7. You can see a farm near the forest. 8. You can see a lot of interesting pictures in this book. 9. You can see nobody in this room. 10. You can see a large family in this picture. 11. You can't see any mistakes in her test. 12. You can see many countries on this map.

### **Exercise III. Read the questions and answer them.**

1. Are there windows in your classroom? 2. Is there a blackboard on the wall? 3. Is there any chalk at the blackboard? 4. Is there a duster at the blackboard? 5. Is there a bookcase in the room? 6. Are there any pictures on the wall? 7. Is there a map on the wall? 8. Is there a tape-recorder on the table? 9. Are there many desks in your classroom? 10. Are there many books on your table? 11. Are there any flowers on the window? 12. Are there any flowers on the teacher's table? 13. Is there a teacher in the room?

### **Exercise IV. Read the text and retell it.**

Let's have a look at this picture of our classroom. On the left there are two large windows. On the windows there are some nice flowers. Under the window there's a radiator. There is a blackboard in front of the desks. There is some chalk and a duster at the blackboard. There are ten desks in our classroom. On the desks there are tape-recorders and two tapes. There is a bookcase with many books on the right. To the left of the bookcase there is a large map.

### **Exercise V. (a) Describe your room at home or in your hostel, (b) Describe your house.**

## **UNIT 8. ИНТОНАЦИЯ РАЗДЕЛИТЕЛЬНЫХ ВОПРОСОВ. INTONATION OF DISJUNCTIVE QUESTIONS.**

**Models:** You 'met him at the club, | didn't you? ||

You 'met him at the club, | didn't you? ||

Разделительные вопросы состоят из двух интонационных групп. Первая интонационная группа обычно произносится с нисходящим тоном. Интонация второй синтагмы зависит от отношения говорящего. Если говорящий не уверен в ответе и ждет мнения собеседника, то вторая интонационная группа произносится с восходящим тоном. Например:

You'll 'stay to tea, | won't you?

Если говорящий уверен в ответе и не ждет его, то вторая часть произносится с нисходящим тоном. Например:

You'll 'stay to tea, | won't you?

**Exercise I. In the following sentences read the statements and the tags with a fall. (The speaker expects the listener to agree with him.)**

1. There are 18 faculties at our University, aren't there? 2. Our University is the oldest in our country, isn't it? 3. You finished school last year, didn't you? 4. He's got a new job, hasn't he? 5. That was most unfair, wasn't it? 6. We must hurry, mustn't we? 7. He teaches English, doesn't he? 8. He always has lunch at one, doesn't he? 9. You don't believe me, do you? 10. We shall see each other again, shan't we? 11. We had no choice, had we? 12. I was right, wasn't I? 13. Today's the tenth, isn't it? 14. She has three children, hasn't she? 15. I could try again, couldn't I?

**Exercise II. In the following sentences read the statements with a fall and the tags with a rise. (The speaker is asking the listener's opinion.)**

1. You didn't tell anybody, did you? 2. You're taking the exam in June, aren't you? 3. It's quite impossible, isn't it? 4. She'll be starting school next year, won't she? 5. I asked you before, didn't I? 6. I suppose that is true, isn't it? 7. Everyone agreed, didn't they? 8. It's going to rain, isn't it? 9. No one was hurt, were they? 10. There was no answer, wasn't there? 11. She never waits, does she? 12. I'd better go, hadn't I? 13. You do smoke, don't you? 14. We last met in March, didn't we? 15. They were too late, weren't they?

**Exercise III. Read the sentences according to the given model. Observe the difference in meaning.**

**Model:** It's 'very difficult, | isn't it? ||

It's 'very difficult, | isn't it? ||

1. There is a new time-table for this term, isn't there? 2. You don't know this student, do you? 3. We shall have two seminars today, shan't we? 4. There were many unknown words in this text, weren't there? 5. All the students study foreign languages, don't they? 6. You live in the hostel, don't you? 7. You have four exams this term, don't you? 8. The Institute course lasts five years, doesn't it? 9. You study at the historical faculty, don't you? 10. She is a bright student, isn't she?

**Exercise IV. Complete the following sentences making them disjunctive questions. (The speaker is asking the listener's opinion.)**

**Model:** She is ten, | isn't she?

1. Jackie doesn't study at the Russian department. 2. Your University was awarded two orders. 3. The students are usually interested in the history of their University. 4. Its history dates back to November 1872. 5. She passed her exams with excellent marks. 6. There are many new words in Text 3. 7. There is no laboratory at our faculty. 8. Your University has become a great scientific centre of methodical and pedagogical activities. 9. Mary wants to stay at home. 10. It was very cold. It's not hot. 11. It isn't difficult. 12. Your name is Olga.

**Exercise V. Complete the following sentences making them disjunctive questions. (The speaker expects the listener to agree with him.)**

**Model:** This is yours, | isn't it? ||

1. She'll wait. 2. He lives in Aberdeen. 3. She is beautiful. 4. He is tall for his age. 5. You finished school two years ago. 6. Jack has no sense of humour. 7. Now it's your turn. 8. It was useful. 9. You don't mind. 10. You're surely not frightened. 11. You can't speak German yet. 12. The text is easy.

**Exercise VI. Listen to the dialogue. Mark the stresses and tunes. Practice and memorize it.**

— It's a nice day, isn't it?

— Yes, it is.

— You are on holiday, aren't you?



- Yes, I am.
- It's a long one, isn't it?
- Yes, it is.
- You don't talk very much, do you?
- No, I don't. You ask a lot of questions, don't you?
- Yes, I do.

## **UNIT 9. ИНТОНАЦИЯ АЛЬТЕРНАТИВНЫХ ВОПРОСОВ. INTONATION OF ALTERNATIVE QUESTIONS.**

**Model: 'Would you like tea | or coffee? ||**

Альтернативные вопросы обычно имеют восходящий тон в первой интонационной группе и нисходящий — во второй. Например:

**'Has she a brother | or a sister? ||**

**Exercise I. Ask your fellow-student the following alternative questions.**

**Model: 'Is he a doctor | or a teacher? ||**

1. Is your name Peter or Nick? 2. Are you twenty or twenty-one? 3. Do you study English or French? 4. Are you a student or a teacher? 5. Are you a first or a second-year student? 6. Do you live at home or in the hostel? 7. Do you take exam in English in the fourth or in the third course? 8. Do you read the *Times* or the *Moscow News*? 9. Are there 15 or 14 faculties in our University? 10. Have you got a small or a large family? 11. Have you a sister or a brother? 12. Is your favourite subject history or pedagogics?

**Exercise II. Make up alternative questions using the following sentences.**

**Model: She 'lives in Moscow. She 'lives in Kiev.**

**'Does she 'live in Moscow | or in Kiev? ||**

1. This text is difficult. This text is easy. 2. She studies German. She studies English. 3. They go to the Crimea every year. They go to the Caucasus every year. 4. Your family is big. Your family is small. 5. There are five members in Ann's family. There are six members in Ann's family. 6. You study at the Institute. You study at the University.

7. She has passed her exam in English. She has passed her exam in history. 8. It takes Helen an hour to get to the Institute. It takes Helen half an hour to get to the Institute. 9. Peter is a hard-working student. Peter is a lazy-bones. 10. There is much milk at home. There is little milk at home. 11. There are many students in the room. There are few students in the room. 12. There is much snow in Moscow in winter. There is little snow in Moscow in winter.

**Exercise III. Complete the following questions using the words in brackets.**

**Model: 'Do you 'study at the 'Russian faculty? (English faculty)-**

**'Do you 'study at the Russian | or at the English օfaculty?**

1. Does the University course last four years? (five years) 2. Is this time-table new? (old) 3. Do you do your homework at home (at the University) 4. Do you have many mistakes in your test? (few mistakes) 5. Is your Institute named after M. Lomonosov? (University) 6. Was your University awarded two orders? (three orders) 7. Does your University train students of day department? (evening department) 8. Have you got a seminar in history today? (in pedagogics) 9. Have you got two lectures today? (two seminars) 10. Is she better today? (worse) 11. Does she study well? (he) 12. Is Ann a lazybones? (Helen) 13. Have you read about the system of education in Greece? (have heard) 14. Can you speak Chinese? (write)

**Exercise IV. Ask to repeat the following statements using alternative questions.**

**Model: This 'text is difficult | but 'not easy.**

**- Sorry, | 'is this 'text difficult | or easy?**

1. Aberdeen University is old but not new. 2. She studies German but not English. 3. She has sisters but not brothers. 4. He has got a seminar in history but not in pedagogics. 5. She is sure to fail in physics but not in Russian. 6. She has got many mistakes in her reading but not few. 7. There is much work to do but not little. 8. There are 1\$ faculties at our University but not 14. 9. The history of our University dates back to 1872 but not to 1870. 10. Today according to the time-table we have two seminars but not two lectures. 11. She knows the system of education in ancient Rome but not in ancient Greece. 12. He likes football but not hockey.

**Exercise V. Listen to short dialogues. Mark the stresses and tunes. Read them.**

1. — Does Peter play indoor or outdoor games?  
— Outdoor games, I think.  
— Does he prefer football or hockey?  
— Neither. He is fond of lawn tennis and motor-cycling.  
— Is it easy or difficult to be in the sports club?  
— It is not very difficult, especially if you are a good sportsman.
2. — Do you often travel?  
— Yes, I like travelling.  
— Do you travel for pleasure or on business?  
— Both.  
— Do you like to travel by air or by train?  
— By air. It combines comfort and speed.

**Exercise VI. Make up short dialogues with alternative questions and reproduce them.**

**Exercise VII. Play the game "Where is it" using the alternative questions. Guess the city (country, river, ocean, mountain, etc.). The list of questions:**

- Is it in Asia or in Europe?
- Is it in a big or a small town?
- Is it near the mountains or near the sea?
- Is it in the north or in the south? etc.
- There must be no more than 10 questions.

**UNIT 10. ИНТОНАЦИЯ СПЕЦИАЛЬНЫХ ВОПРОСОВ. INTONATION OF SPECIAL**

## QUESTIONS.

**Models: 'What's her `name?**

**'What's her `name?**

Специальные вопросы обычно произносятся нисходящим тоном. Например:

**'What's the time? Who's that?**

Категоричные, серьезные, формальные вопросы имеют низкий нисходящий тон, заинтересованные, живые вопросы имеют высокий нисходящий тон. Например:

**'How much is it? Where else have you been?**

**Exercise I. Read the following questions. Observe the intonation of special questions.**

1. When d'you get up? 2. Why did you do such a stupid thing? 3. How long do you intend being away? 4. When can you do it? 5. Where does he come from? 6. Which subject do you prefer? 7. What's your name? 8. How many cousins have you got? 9. Whose pen is this? 10. What are you studying this year? 11. What's your job? 12. What are you? 13. Where did you go to school? 14. When will it be finished? 15. What's the time, please? 16. How did you spend the morning? 17. How can I keep the children busy? 18. How many of his books have you read? 19. What's the next move?

**Exercise II. Listen carefully to the following conversational situations. Concentrate your attention on the intonation of the replies.**

Just tell him. - What?

I `saw a `friend of your today. - Who?

`Borrow `someone's dictionary. - Whose?

`Pass me that box, Peter. - Which box?

Alec `won't help. - And why won't he?

`Can you `lend we some money? - `What do you want for it?

I a`rrived on `Tuesday morning. - At e`xactly `what time?

I've missed the `last `bus. - How `are you `going to `get home?

`Will you help? - `How could I `possibly refuse?

It's the `absolute truth. - But `who is `going to believe such a fantastic story?

`Hallo, Dennis. - How `are you?

The `car won't start. - What's `wrong with it?

I said `no such thing. - What `did you say then?

I know `all about it. - But how `can `you know?

**Exercise III. Listen to the dialogue. Mark the stresses and tunes.  
Practise and memorize it.**

— What's your name?

— My name's Betty.

— Where d'you come from?

— I'm from Aberdeen.

— Which school d'you go to?

— I go to a local comprehensive school.

— When d'you start school?

— At the age of five.

— What kind of school can you go after primary school?

— We can go to a comprehensive school, a secondary modern school, a grammar school or a private school.

— What kind of school is the most popular one?

— I think a comprehensive school.

**Exercise IV. Ask your fellow-student the following special questions:**

1. Where d'you study? 2. What faculty do you study at? 3 How long does it take you to get to the University? 4 Which transport d'you prefer to use? 5. Where d'you catch a bus? 6. When d'you come to the University? 7. Who is always late for the classes? Why?
8. What's the date today? 9. What's the day today? 10. What's the time, please?

**Exercise V. Listen to the jokes. Mark the stresses and tunes. Dramatize them.**

### **When Did Socrates live?**

The teacher asked: "When did Socrates live?" After a silence had become painful, she ordered: "Open your history book. What does it say there?"

Pupil: "Socrates, 469 B.C."

Teacher: "Why didn't you know when Socrates lived?"

Pupil: "Well, I thought 469 B.C. was his telephone number."

### **He Has One Rabbit at Home**

Teacher: "Who can tell me how much five and one make?" No *answer*.

Teacher: "Suppose I give you five rabbits and then another rabbit. How many rabbits would you have?" Pupil: "Seven."

Teacher: "Seven? How do you make that out?" Pupil: "I have one rabbit at home already."

**Exercise VI. Read the following riddles to your fellow-students.**

1. What word of three syllables contains twenty-six letters?
2. Which is the strongest day of the week?
3. Which month of the year is the shortest?
4. What is that was tomorrow and will be yesterday?
5. What musical instrument will you not believe?
6. Whose face needs no washing?
7. When is a mouth not mouth?

8. What can you see with your eyes shut?
9. When is it dangerous to have an arm?
10. What star is not seen in the sky?

**Answers to the riddles:**

1. ABC — Alphabet.
2. Sunday (because the rest are week-days), a pun: week/weak.
3. May
4. Today
5. A lyre; a pun: lyre — liar.
6. The face of the clock
7. When a box of sweets make it water.
8. A dream
9. When it is a fire-arm. 10. A film star.

**Exercise VII. Read the, dialogue and act it out.**

**What Time Does the Plane Leave?**

Robert: What's the time?

Emily: Ten past two, dear.

Robert: When does the plane leave?

Emily: Not until a quarter to four.

Robert: Why did we get here so early?

Emily: Because you said we must allow plenty of time for traffic jams and accidents.

Robert: Where's my briefcase? What have you done with my briefcase?

Emily: It's there, dear, between your feet.

Robert: Emily! Where are you going?

Emily: I'm going to ask that gentleman what they were announcing over the loudspeaker.

Robert: Which gentleman?

Emily: That man over there with all the packages.

Robert: Who is he?

Emily: I don't know. But he looked as though he was listening to the announcement... Yes, I was afraid so. The plane's delayed. It won't be leaving till five.

Robert: How did he manage to hear it if we didn't?

Emily: Because he was listening. You were talking too much to me.

Robert: What do you mean, I was talking too much?

Emily: Oh dear. Never mind.

Robert: What time is it now, Emily?

## **UNIT 11. ИНТОНАЦИЯ ВОСКЛИЦАНИЙ И МЕЖДОМЕТИЙ. INTONATION OF EXCLAMATIONS AND INTERJECTIONS.**

**Model: Nonsense. Good.**

Восклицания и междометия, как правило, произносятся с нисходящим тоном: с низким нисходящим тоном, если говорящий хочет, чтобы они звучали весело, эмфатически, и с высоким нисходящим тоном, если они произнесены менее весело, более эмфатически и заинтересованнее. Например:

**Splendid. Splendid.**

**Exercise I. Listen to the sentences and repeat them.**

1. Pity. Splendid. Oh. Right. . Good. Fine. . Silly boy.

2. 'Well .done. 'Not .him. "Nice .work. 'What . fun. 'Too . bad. 'Bad . luck.

3. 'Thanks . awfully. 'Thank you 'very . much. 'Welcome . back. 'Many 'happy re. turns. 'How do you . do. 'Pleased to . meet you.



4. 'How . sweet of you. 'How re. diculous. 'How . wonderful. 'How . nice.

5. `How `awkward. `What a `shame. `Well `done. The `very i`dea of it.  
`Nonsense. `Oh. `How `lovely. `There's a clever boy. `That's a good girl. How `very  
noble of you. `What `wonderful `news. Not in the `least. How absolutely `marvelous.

**Exercise II. Listen carefully to the following conversational situations.  
Concentrate your attention on the intonation of the replies.**

He `says it was `your fault. - `How ridiculous! `Stuff and nonsense!

I've `got the job. - `Well done! `Nice work! `Good for you!

Some `flowers for you. - `How nice! `How sweet of you! `What a `pleasant  
surprise!

He's `won a `gold `medal. - `Fancy that! `How extraordinary!

`This is Miss `Smith. - `How do you do! `Pleased to meet you!

I'll `make you a `present of it. - `Thanks awfully. `Thank you `very much.

`Here I `am at last. - `Welcome back!

It's my `birthday. - `Very `many `happy re`turns of the day!

`Thank you `so much. - `Not at all. `Thank you.

I've `lost my `ball. - Pity. Silly girl.

He'll b with you on Friday. - Marvelous! Splendid! Good!

He's `just arrived. - Oh! Right! Good. Fine!

He `didn't say a `word. - How `very un`usual!

`What was the `show like? - `Very `good in`deed!

He's `broken a leg. - `How awful! Pity!

**Exercise III. Listen to the dialogues and reproduce them.**

1. — I really must be going now.

— Pity! Can't you stay a little longer?

— Thanks awfully. But I'm late already.

— Oh, dear! What a shame!

— We'll meet on Friday.

— Fine. Welcome back!

2. — Hallo, Ann. Pleased to meet you! My best congratulations! They say you've passed your exams successfully.

— Thank you very much. I was lucky, but Lily has got a bad mark in history.

— Fancy that! Poor thing! I'll help her with the history.

— How sweet of you!

**Exercise IV. Complete the dialogues using the following phrases.**

1.

2.

— It's my birthday today. — Why is Helen so gloomy?

— Some flowers for you. — Don't you know? She failed in English yesterday.

— Meet my friend Nina. — Don't pity her. It serves her right.

— I can help her. I am good at English.

**Exercise V. Read the dialogue and act it out.**

**I've Won a Prize!**

Michael: Jennifer! Guess what! I've won a prize! , Jennifer: A prize? What sort of prize?

Michael: A super prize. Dinner for two at Maxime's!

Jennifer: You are clever! What was the prize for? I mean, what did you do to win a dinner for two at Maxime's?

Michael: Well, you're not to laugh — I went in for a competition at the Adult Education Centre — a cooking contest.

Jennifer: You won a prize in a cooking contest! I've got to laugh. Michael, you can't even boil an egg!

Michael: I can boil an egg. I can scramble one, too. Most deliciously. Of course, I'm not a Cordon Bleu cook, like you.

Jennifer: Well, why haven't I ever won a cooking competition?

Michael: Probably because you never go in for competitions. I'm glad you didn't go in for this one. You might have won, and then you would have had to invite me to dinner at Maxime's!

## **UNIT 12. ИНТОНАЦИЯ ПЕРЕЧИСЛЕНИЙ. INTONATION OF ENUMERATION.**

**Model:** He can 'speak English, | French, | German | and Russian. ||

В предложениях, содержащих перечисление, обычно каждая незаконченная смысловая группа произносится восходящим тоном. Например:

**There are 'six members in my family: | my mother, | my father, | my 'elder sister, | my 'two brothers | and I. ||**

**Exercise I. Read the following sentences. Observe the intonation of enumeration.**

1. We saw a good deal during those two weeks. We went to Venice, Florence, Rome and Naples. 2. Which writers do you have to study for your examinations? — Chaucer, Shakespeare, Milton, Pope and Swift. 3. My husband is very fond of outdoor games. He plays tennis, golf, cricket and polo. 4. What lessons did you have today? — We had Latin, Maths, French and history. 5. You could easily become an interpreter. You know English, French, German, Spanish and Russian.

**Exercise II. Listen to the sentences and read them.**

1. London offers a visitor a rich store of fascinating buildings. London offers a visitor a rich store of fascinating buildings, streets. London offers a visitor a rich store of fascinating buildings, streets, monuments. London offers a visitor a rich store of fascinating buildings, streets, monuments, and colourful ceremonies.

2. Certain traditions are observed in England. During festivals certain traditions are observed in England. During festivals, holidays certain traditions are observed in England. During festivals, holidays and celebrations certain traditions are observed in England.

**Exercise III. Read the sentences. Mark the stresses and tunes.**

1. Britain was the originator of many sports such as football, rugby, golf, cricket, hockey and lawn tennis. 2. Ushinsky made trips to Germany, Switzerland, France, Italy and Belgium to observe school organization there. He travelled, lectured, held

conferences and interviews. 3. Russia has large reserves of oil, natural gas, coal, iron ore, copper, lead and other minerals. 4. Our University trains teachers in many subjects: physics, mathematics, history, the Russian language and literature, geography, biology, drawing, music and so on. 5. The curriculum of our faculty consists of different subjects: psychology, history of education, pedagogics, foreign languages, history of Russia and physical training. 6. The most outstanding world educators are: Pestalozzi, Rousseau, Comenius, Ushinsky, Makarenko. 7. In ancient Greece and Rome children learned writing, reading, arithmetic, music and poetry. 8. The ladies usually talk about the weather, the latest fashions and their friends. The men discuss politics, business, the latest news and football. 9. A woman is an angel at ten, a saint at fifteen, a devil at forty and a witch at four score.

#### **Exercise IV. Read the story and render it.**

My friend Tom is very capable and he can do some very difficult things. But the easier the thing, the less capable he feels to do it. For instance, he can drive a car, sail a boat, drive a tractor but he cannot ride a bicycle. Isn't that a funny thing?

Tom is a good sportsman. He can play basket-ball, volley-ball, football and tennis. He can also run, skate, and ski very well. But he cannot swim. Isn't it strange?

He learns languages easily too. He can speak English, German, Italian, and French. He can speak, write, and read these languages. He can read and write Chinese but he cannot speak it. He cannot speak a word. How ridiculous!

#### **Exercise V. Read the text, mark the stresses and tunes. Prepare it for test reading.**

There are twenty-two universities in Great Britain: sixteen in England, four in Scotland, one in Wales and one in Northern Ireland.

A University consists of a number of faculties: medicine, arts, philosophy, law, music, natural science, economics, engineering, agriculture, commerce and education. After three years of study a student may proceed to a Bachelor's degree, later to the degrees of Master and Doctor.

The leading universities in England are: Oxford, Cambridge and London. English universities greatly differ from each other. They differ in date of foundation, history,

tradition, internal government, methods of instruction, ways of student life, size, etc. Each university has its own problems, each looks at them in its own way.

#### **UNIT 16. ИНТОНАЦИЯ ОБРАЩЕНИЯ. INTONATION OF DIRECT ADDRESS.**

**Models: Mary, | 'come here. Mary, | 'come here.**

**'Come here, Mary. ||**

**'Good 'afternoon, Mary, 'how are you? ||**

В начале предложения обращение обычно ударно. В официально-деловой речи обращение выделяется в отдельную синтагму и произносится нисходящим тоном. Если говорящий хочет привлечь внимание слушателя, обращение произносится нисходяще-восходящим тоном. Например:

**Peter, | 'sit down. ||**

**Mother, | 'can I have an 'ice-cream? ||**

В середине или в конце предложения обращение обычно неударно или полуударно и продолжает мелодию предшествующего ударного слога. Например:

**Look, Mummy, | I'm 'right on the top. ||**

**Many thanks, Fred. ||**

Иногда, если ядерный слог произносится с нисходящим тоном, обращение в конце предложения может произноситься с восходящим тоном. Например:

**'What's up, Tom? ||**

**Exercise I. Listen to the following sentences. Explain the intonation of direct address. Read the sentences.**

1. Good morning, Jack. Hallo, David. Good afternoon, Mr. Davis. Hallo, Dad. Good morning, Janet.

2. Mary, this is my old friend, John Hicks. John, look over there. Peter, hurry up. Porter, will you see to my luggage, please.

3. Children, stand up. Mary, look at the map. Tom, who is on duty? Ann, come to the blackboard.

4. What about you, Mr. Thompson? That's all right, darling. Good morning, Mrs. Wood. Come to Daddy, Johnny. Which will you take, Henry? Your umbrella, Pat. What do you think of this model, madam? Excuse me, sir. What do you mean, George? Did you call, dear?

**Exercise II. Read and reproduce the following conversational situations.**

I'm `most grateful to you, Mr. White. - Don't `mention it, dear chap.

What about `Butler's offer? - Re`fuse it, you silly boy.

I `won't have `this `man in my house, George. - Now, be `reasonable, dear.

`Hello,| Tom. - `Oh, `there you are George.

`John will be `home at `7, Mrs. Reed. - `Thank you for `letting me know, Mike.

`What `happened, Tom? - `Take it easy, Mum.

I'm `off to bed, Mummy. - `Good- night, dear.

Good-bye, Peter. - `So long, old chap.

`Call again tomorrow, Ann. - `Very good, madam.

Peter,| `may I `take your book? - By `all `means, John.

`Hello,| Davy. - `Good `after`noon, Mr. White.

`John,| `look over there. Waving, dear.

There's a `man `waving.

Mary,| `this is my old friend, John `Hicks. - `How do you `do, Mr Hicks?

`Oh, Ann,| `may I intro`duce Mr. Harvey? - `Glad to `meet you, Mr. Harvey.

John,| `haven't you `finished that book yet? - I've `only `just begun it. Dad.

**Exercise III. Listen to this dialogue. Prepare it for test reading. Explain the intonation of direct address.**

**Afternoon Tea**

— Good afternoon, Mrs. White, how are you?

— Very well indeed, thank you, and how are you?

— Quite well, thank you. Won't you sit down. Excuse me, please. I think that's my niece at the door.

— Hello, Betty dear! I'm so glad to see you. You do look well. I don't think you've met each other before. Let me introduce you. This is my niece, Miss Smith. Mr. White, Mrs. White.

— How do you do?

— How do you do?

— And now let's have some tea. How do you like your tea, Mrs. White, strong or weak?

— Not too strong, please and one lump of sugar. I like my tea rather sweet, but my husband prefers his without sugar.

— Well, what's the news, Mr. White? How's business?

— Pretty good, thank you. And how are things with you?

— Well, not too good, I'm afraid, and going from bad to worse. In fact, it's the worst year we've had for a long time.

— I'm sorry to hear that. I hope things will soon improve.

— Yes. Let's hope for the best.

**Exercise IV. Listen to these jokes. Mark the stresses and tunes. Dramatize the jokes.**

1. — Johnny, here's a good piece of bread and butter.

— Thank you, aunty.

— That's good, Johnny. I like to hear little boys say "thank you", dear.

— Oh, aunty, if you want to hear me say it again, then put some jam on that piece of bread.

2. — Grandpa, would you like me to give you a new pipe for your birthday?

— That's very nice of you, Mary, but I've got a pipe.

— Don't think you have. Grandpa. I've just broken it.

3. — Darling, will you marry me?

— No, dear, but I will always admire your good taste.

4. — I love you, I love you, darling.

— You must see mama first, Joe.

— I've seen her several times, dear, but I love you just the same.

### **UNIT 13. ИНТОНАЦИЯ ОБСТОЯТЕЛЬСТВЕННОЙ ГРУППЫ. INTONATION OF ADVERBIALS.**

**Models: After dinner, | I 'saw her 'go into the reading-room. ||**

**I 'saw her 'go into the reading-room after dinner. ||**

**In 'front of the house | there is a 'large garden. ||**

Обстоятельственные группы в начале предложений обычно выделяются в отдельную синтагму и произносятся низким восходящим тоном. Например:

**In 'front of the house | we have a 'small lake. ||**

Обстоятельственные группы в конце предложений, как правило, подударны или безударны. Например:

**It's 'getting cold out of doors. ||**

**Exercise I. Read the sentences. Concentrate your attention on the intonation of the adverbials.**

1. During the latest years our country has changed beyond recognition. 2. In 1918 the capital of the country was moved to Moscow. 3. Under tsar Fyodor Moscow was already considered to be one of the largest cities in Europe. 4. In front of you is an ancient monument of Red Square — Pokrovsky Cathedral. 5. On the left you can see the Tower of London. 6. Not far from Trafalgar Square there is a quiet little street. 7. On Tuesday we have two seminars. 8. On the 12th of May I leave for London.

**Exercise II. Read the sentences according to the given model.**

**Model: We have 'got a 'new library at our Institute.**

**We are 'going out tonight.**



1. There are more than 80 parks in London. 2. There are four seasons in a year. 3. Sunday is a very quiet day in London. 4. They often watch TV after supper in the evening. 5. People like to go to the country for skiing in winter. 6. Thanksgiving Day was marked irregularly after 1623. 7. I fell asleep after a few minutes. 8. There are many good laboratories at our Institute. 9. We see a stand for hats, coats and umbrellas in the hall. 10. You can see a large window on the left.

**Exercise III. Listen to the following sentences. Mark the stresses and tunes.**

1. The Arctic Ocean and its seas wash the frontiers of Russia in the north. 2. During the Second World War the British Museum was badly damaged. 3. You can find a complete reconstruction of Sherlock Holmes' living-room on the upper floor. 4. The streets are lit by electricity at night. 5. In spring Nature awakens from her long winter sleep. 6. At two o'clock lessons start again. 7. At night millions of stars shine in the darkness. 8. We have a holiday on the first of May. 9. In the picture we can see a sitting-room. 10. We have thirty days in November.

#### **UNIT 15. ИНТОНАЦИЯ ВВОДНОЙ ГРУППЫ. INTONATION OF PARENTHESSES.**

**Model: As you know | she is a teacher. ||**

**She is a teacher you know. ||**

**The English, | as you know, | are a 'matter-of-'fact people. ||**

Интонация вводных слов в начале предложения зависит от говорящего. Если говорящий не придает значение вводным словам, они, как правило, произносятся быстро, часто неударны и не образуют отдельную синтагму. Например:

**Well I do. || 'Well, I do. ||**

Вводная смысловая группа в конце предложения обычно безударна или полуударна и продолжает мелодию предшествующей смысловой группы. Например:

**I can't, you know. ||**

Вводная смысловая группа в середине предложения может произноситься как с восходящей, так и с нисходящей интонацией. Например:

**The English, | as you know, | are a 'matter-of-'fact people. ||**

**Everybody, | it's true, | 'wouldn't approve of it. ||**

**Exercise I. Listen carefully to the following conversational situations.  
Concentrate your attention on the intonation of the replies.**

Can you `see him, now? –Of course I can||. You know, | I can't.||

`Where did you `go to `school? –Well,| I was at a number of schools.||

`How many pencils do you want? –`Buy me `half a dozen, please.

`When can you come? –I `think| I shall be `free on Sunday.||

`Would you `like to `go to the opera? –In`deed,| I would.|| Of `course,| I would.||

`How about `asking `Jack and `Marion? –`No `use I'm afraid.

`When will the `school be `ready? –`Probably not for `ages.

Can I `read the `novel after you? –`Pity you `didn't `ask me `earlier.

`Can you visit me? –By the `way| `where do you `live?

`Thank you `very `much. –`Please, `don't mention it.

`Where's `Billy? –In bed, I hope.

`Do you `like tennis? –Personally,| I'm `not `fond of tennis.||

**Exercise II. Listen carefully to the following conversational situations.  
Mark the stresses and tunes in the replies.**

Where do you go? – I think, we prefer the Crimea.

What about indoor games? – Well, there's chess, billiards, cards, table tennis. By the way, do you play tennis?

And how are things with you? – Not too good, I'm afraid.

You're thirty-five, aren't you? – As a matter of fact I'm nearly forty.

Are you fond of music? – Of course I am.

Is it possible to see anything – Well, yes, but not half enough.

of Moscow in one or two days?

Why not go to the Tretyakov – I think I will.

Gallery?

The Tretyakov Gallery is – I suppose it is.

much too big to be seen

in an hour or so.

What about a trip on the — That's not a bad idea you know.

Moskva river? I think that's a good idea.

**Exercise III. Listen to the dialogue. Prepare it for test reading.**

**Morning and Evening**

— What time do you get up as a rule?

— Generally about half past seven.

— Why so early?

— Because I usually catch an early train up to town.

— When do you get to the office?

— Normally about nine o'clock.

— Do you stay in town all day?

— Sometimes I do and sometimes I don't.

— What do you usually do in the evening?

— We generally stay at home. Once or twice a week we go to a theatre or to the picture. We went to the pictures last night and saw a very interesting film. Occasionally we go to a dance.

— Do you like dancing?

— Yes, very much. Do you dance?

— I used to when I was younger but not very often now. I'm getting too old.

— Too old? Nonsense! You don't look more than 50.

— As a matter of fact I'm nearly sixty.

— Really? You certainly don't look it.

— I'm glad to hear it. Are you doing anything special tonight? If not, what about coming with me to my club? You'd get to know quite a lot of interesting people there.

— I should love to but today happens to be our wedding anniversary and we're going out tonight to celebrate.

— Well, my heartiest congratulations!

— Thank you very much. I could manage to come along tomorrow night if that would suit you.

— Yes. Excellent. Let's make it round about eight o'clock.

— Very well. Thanks.

#### **Exercise IV. Make up a short dialogue. Use:**

Well; of course; as a matter of fact; I think; I suppose; for my own part; by the way; generally.

#### **UNIT 17. ИНТОНАЦИЯ ПРИЛОЖЕНИЯ. INTONATION OF APPPOSITION.**

Models:

That's my 'son, the 'lawyer.

Then Mr. 'Nevil, | the 'Labour, | 'asked 'several 'questions. ||

That's my 'son, | the 'local 'doctor.

Приложение, ограничивающее значение существительного, тесно связано с ним и не выделяется в отдельную синтагму. Например:

That's my 'daughter, the 'teacher.

Приложение, выступающее в качестве дополнительной информации в форме ремарки, обычно выделяется в отдельную синтагму, ударно и произносится тем же тоном, что и определяемое слово, но на более низком уровне. Например:

'Balzac, the 'famous 'French 'writer, | was a 'man of 'great 'talent. ||

'That's my 'son, | the 'local 'doctor. ||

**Exercise I. Read the following sentences. Pay attention to the intonation of apposition.**

1. Mark Twain, the famous American writer was travelling in France. 2. The part of Great Britain, lying south of the Scottish border, (Cheviot Hills), and east of Wales is England. 3. All my family (except for me) is involved in farming. 4. Robert Burns, Scotland's bard and the world's poet was born in 1759. 5. My brother-in-law, Peter Smith, is a teacher. 6. I'm speaking of Caracas, the capital of Venezuela. 7. That's my son, the local doctor. 8. Is that your host, the famous steel magnet? 9. That's William the Conqueror. 10. I'm from Dayton, Ohio. 11. Another Englishman John Belias, the author of Little Guide Book of Moscow wrote: "Who would not wish to visit the old capital — Moscow, with its Kremlin and golden domes?" 12. Before bills (proposed laws) can become acts (laws) they must be approved by both Houses of Parliament.

**Exercise II. Listen to the sentences. Mark the stresses and tunes. Read them.**

1. Buckingham Palace, one of the homes of the king and queen, is not far from the Hall. 2. Jocelyn, my other sister, is seventeen. 3. If the Kremlin is the symbol of Russia then the Saviour's Tower (Spasskaya Bashnya) is the symbol of the Kremlin. 4. The House of Lords cannot originate, amend or reject money bills (bills concerned with imposing taxes and authorising the spending of public money). 5. Another Tower, the Clock Tower, is famous for the clock named "Big Ben". 6. It was designed by Christopher Wren, famous English architect. 7. Geoffrey Chaucer, the famous English poet of the 14th century, was the first to be buried in the Poet's Corner. 8. Here we can see one of the most colourful and stirring of all London ceremonies, the Changing of the Guards. 9. The name of one of London's lost rivers is commemorated in Fleet Street, the former centre of the British newspaper industry.

**Exercise III. Read the text. Find the apposition. Mark the stresses and tunes. Render the text.**

The Tower of London, one of the most fascinating historical places, is situated on the North bank of the Thames. It dates back from Roman times and was strengthened by William the Conqueror. It was at times a fortress, palace and prison. Many great people were beheaded in the Tower. Among them were Sir Thomas More, the author of the famous "Utopia", Sir Walter Raleigh, explorer and historian and others. As English people are very fond of traditions the Tower guards (Beefeaters) wear the same uniform as the one they wore many centuries ago.

**UNIT 22. ИНТОНАЦИЯ СЛОЖНОСОЧИНЕННЫХ ПРЕДЛОЖЕНИЙ.**

## INTONATION OF COMPOUND SENTENCES.

Models:

'Ann is ˌout | but she will be 'home ˌearly today. ||

It was 'snowing ˌhard | and 'Bill 'had to 'stay at ˌhome. ||

В сложносочиненных повествовательных предложениях первая и вторая части их обычно произносятся с низким нисходящим тоном. Например:

'Winners were called "oˌlympiˌonics" | and they were aˌwarded  
'olive ˌwreaths and 'cups of 'olive ˌoil. ||

Однако, если существует причинно-следственная связь, первая часть произносится с восходящей интонацией. Например:

She was oˌfended | and she 'burst into ˌtears. ||

**Exercise I. Mark the stresses and tunes and read the following sentences.**

1. Sunday is a holiday in Christian countries and Friday is a holiday in Muslim countries.
2. There are many holidays in Russia but the most favourite is New Year's Day.
3. It was raining hard and we decided to stay at home.
4. She was a beauty and he decided to get acquainted with her.
5. His clothes were dirty and he was afraid to ask where Mr. Rank's house was.
6. His father and mother were dead, his cousin was his only close relative.
7. He had brothers and sisters in London but he never saw them.
8. She felt afraid and excited, Halloween was the night of the ghosts.
9. His child was kidnapped and he had to pay 10.000 dollars as a ransom.
10. He loved Ann but she didn't agree to marry him.

**Exercise II. Complete the following sentences, make them compound.**

1. Katherine of Aragon didn't give Henry the son and he...
2. Edward became King of England but he...
3. Katherine was eighteen and John...
4. She met him secretly at night but her husband...
5. Morning came at last and I...
6. They went by train and it...
7. They found Lucy's body in the coffin but she...
8. Her parents weren't interested with her any more and she...
9. Paul had other girl friends and sometimes Helen...
10. He didn't take her on the tour and she...
11. The students get tired towards the end of the term and they really...
12. In some English schools classes finish in early July but most schools finish in mid to late July.

**Exercise III. Intone the text and read it.**

One of the greatest Italian painters Michelangelo Merisi was born in 1573 and he was called Caravaggio after his native town in Lombardy. Caravaggio lived on the fringe of respectable society and his short life was marked by violence and disaster. He was in constant trouble with authority and he had to flee Rome in 1606 after the murder of a man. He was pardoned but soon he died of Malaria at the age of 37. He painted many famous pictures but his favourite one was "The Creation of Adam". Caravaggio's paintings were condemned by many artists and critics in Italy but two of the greatest painters in the 17th century Rembrandt and Velasquez considered themselves to be his followers.

**UNIT 13. ИНТОНАЦИЯ СЛОЖНОПОДЧИНЕННЫХ ПРЕДЛОЖЕНИЙ.  
INTONATION OF COMPLEX SENTENCES.**

Models: 'When you are 'quite ,ready, | we can ,go. ||  
 We can ,go | when you are 'quite ,ready. ||  
 If they 'cut down that ,tree, | the 'garden would  
 'look ,better. ||  
 The 'garden would 'look ,better | if they 'cut down  
 the ,tree. ||

Если придаточное предложение стоит перед главным, то оно обычно выделяется в отдельную синтагму и произносится низким восходящим тоном. Например:

Be'fore you ,go, | have a 'look at my 'latest ,photos. ||  
 'Since you re'fuse to ,help, | I must 'do it a,lone. ||

Если сложное предложение начинается с главного, то обычно обе части произносятся нисходящим тоном. Например:

'Have a 'look at my 'latest ,photos | before you ,go. ||  
 I must 'do it a,lone | since you re'fuse to ,help. ||

**Exercise I. Listen carefully to the sentences below. Concentrate your attention on the intonation of the non-final adverbial clauses.**

1. After Peter had locked the door, he went to bed. 2. When the examination was over, Susan had a feeling of relief. 3. When I gave my name, the woman opened the door. 4. If it's all the same to you, I'd rather walk. 5. Next time you are in Moscow, come and see me. 6. When she arrived at the station, the train had gone. 7. If you are going my way I can give you a lift. 8. If a man deceives me once, shame on him, if he deceives me twice, shame on me. 9. If you could stay longer, so much the better. 10. If you take a taxi, you'll be in time. 11. If we look on our planet's life, we can get a multiplex picture. 12. If you are interested in historical places, visit the Tower. 13. When he comes, ask him to wait. 14. If you don't work hard, you will fail in English. 15. If you know foreign languages you can understand the silence of a foreigner.

**Exercise III. Listen to your fellow-student reading the sentences. Tell him what his errors in intonation are.**



1. If you are busy today, come tomorrow. 2. When you are tired of London, go down to the sea for a week. 3. Take your car with you, if you've got one. 4. If you want to get a general idea of a country, you must study the map. 5. Phone me up when you come home. 6. When you finish reading this book, I'll give you a new one. 7. If it rains, take an umbrella. 8. She will be happy if she marries Tom. 9. When we were children we used to enjoy playing on the beach. 10. If you cross Russia from the extreme North to the South, you will get a very good idea of the climate contrasts. 11. Go to Westminster Abbey, if you're interested in churches. 12. If you finish your exercise soon, you may go for a walk. 13. I'll be glad, if we come together. 14. Speak louder if you want to be heard. 15. Never speak loudly unless the house is on fire. 16. If you can't speak, learn to listen.

**Exercise IV. Complete the following sentences and intone them.**

1. When I finish my work ... 2. If you can stay longer ... 3. If it rains ... 4. Let me know when ... 5. Nobody can help me if ... 6. If the weather is fine ... 7. If you want a guide to show you round ... 8. When you're tired of London ... 9. When winter comes ... 10. Our delegation will start for London as soon as ... 11. We'll phone her later, when ... 12. They'll pass their exams if ...

**Exercise V. Listen to the dialogue. Mark the stresses and tunes. Read it.**

— What are you going to do on Sunday?

— I'm going to watch a football match.

— If I were you, I'd better go to the country.

— I don't mind if we come together.

— Of course, if you like, I'll be glad if we come together. We'll go to the country if the weather is fine. If it rains we'll stay at home and watch a football match on TV.

**Exercise VI. Read the story. Pick out sentences with subordinate clauses at the beginning. Observe the intonation they are pronounced with.**

If you're going to stay in London for some time, you can see many places of interest. If you can stay longer, so much the better. If you are fond of arts, visit the National Gallery. The National Picture Gallery is comparatively young. If you stand today in Trafalgar Square with your back to Nelson's column, you'll see the National Gallery. It has been in this building since 1838.

If you are interested in the history of English painting, you'll be curious to know the following interesting fact. In 1777 one of the greatest private collections of pictures was offered for sale. Some of the members of Parliament suggested this collection to be bought and placed in a special gallery near the British Museum. But this suggestion found no support in the House of Commons and the wonderful pictures were brought to Russia. If you want to see these pictures, you can find them in the Gallery of Hermitage.

When you're in St. Petersburg, you can admire a great number of pictures by great British painters: Hogarth, Constable, Turner, Gainsborough, Reynolds and so on.

#### UNIT 18. ИНТОНАЦИЯ ПРЕДЛОЖЕНИЙ С ПРЯМОЙ РЕЧЬЮ. INTONATION OF AUTHOR'S WORDS.

Models: 'Ann ↓says, | "I'm a ↓student."  
              'Ann ↓says, | "I'm a ↓student."  
              Ann >says, | "I am a ↓student."  
              "I'm a ↓student," Ann says.  
              Ann 'says she is a ↓student.

Предложение, вводящее прямую речь, выделяется в отдельную синтагму и произносится либо восходящим, либо нисходящим тоном, либо на среднем уровне (Midlevel). Например:

He ↓says, | "I'm ↓twenty."  
He ↓says, | "I'm ↓twenty."  
He >says, | "I'm ↓twenty."

Слова автора после прямой речи обычно неударны или полуударны и продолжают интонацию предшествующего ударного слога. Например:

"I'm ↓twenty," she said.

Если слова автора после прямой речи представляют собой распространенное предложение, они произносятся тем же тоном, что и предшествующая интонационная группа в прямой речи. Например:

"I'm ↓twenty," she said, | ,looking a,round her as she ↓spoke.

В косвенной речи это предложение обычно не образует самостоятельной смысловой группы. Например:

He 'says he is <sub>1</sub>twenty.

**Exercise I. Read the following sentences. Observe the intonation of the author's words.**

1. "We're not late I hope," I asked. 2. "Pass the sugar, please," she said in a voice just as sweet. 3. "I don't mind," my mother said with a smile. 4. "Are you ready?" he asked in an impatient tone. 5. "Can you come?" he asked quietly. 6. "Please, take one," she said invitingly. 7. "Is this for me?" he asked with surprise. 8. "Do you think it's true?" they kept on asking. 9. Ann says to Nina, "I can give you my book." 10. Peter asks me, "Are there several departments at your faculty?" 11. The girls ask me, "What is the assistant dean responsible for?" 12. The girl asks me if I've got any photos of our Institute. 13. Helen says she is fond of music. 14. Mary says, "We have a big garden in front of our house." 15. Mary says they have a big garden in front of their house.

**Exercise II. Listen to the following sentences. Mark the stresses and tunes. Read them.**

1. "Right," he said slowly. 2. The teacher said, "Stand up." 3. He asked, "Is education in Russia free?" 4. She asked, "What do American journalists write about the Russian educational system?" 5. "We decided not to give the usual marks,» says Shalva Amonashvili. 6. "They are teaching the children well," said Shalva in conclusion. 7. "My teachers have to be good," said the director. 8. The guide says that there are thirty principal theatres in London. 9. The author says that peace movement in Europe is acquiring diverse forms. 10. The teacher asks who is absent from the lesson.

**Exercise III. Read the text. Pick up sentences with direct speech, comment on them.**

### **Three Men in a Boat**

by J. K. Jerome

It was Mrs. Poppets that woke me up next morning. She said, "Do you know that it is nearly nine o'clock, Sir?" "Nine o'what?" I asked starting up. "Nine o'clock," she replied through the keyhole, "I thought, you were oversleeping yourselves."

I woke Harris and told him. He said, "I thought you wanted to get up at six." "So did I," I answered, "why didn't you wake me?" "How could I wake you, when you didn't wake me?" he retorted.

**Exercise IV. Prepare the joke for test reading.**

**Every Cloud Has Its Silver Lining**

The father was reading the school report which had just been handed to him by his hopeful son. His brow was wrathful as he read, "English — poor, French — weak, mathematics — poor," and he gave a glance of disgust at the son. "Well, dad," said the son, «It's not as good as it might be but have you seen that?" And he pointed to the next line which read "Health — excellent."

**Exercise V. Read the jokes and reproduce them in indirect speech.**

1. — Is that Nora? asked Willy.

— Yes, Nora is speaking, answered the girl.

— Marry me, Nora, and marry me quickly, he pleaded.

— Yes, I will, — was the reply, But who is speaking?

2. — Must I stick it on myself? asked a lady who had bought a . postage stamp.

— No, madam, replied the counter-clerk, "It's much better to stick it on the envelope."

3. An intelligent small boy was asked by a well-meaning fatuous passenger, "How old are you?" "I'm four," replied the child. "I wish I were four," observed the passenger gravely. The child replied with calm practicality, "But you were four once."

4. A schoolboy said to his father, "I can prove to you by arithmetic that those two chickens are three." "Oh!" said his father, "how do you manage that?" "Well, this is one, and that is two: and one and two make three," answered the boy with a smile. "How clever!» exclaimed his father. Then your mother shall have the first, I'll eat the second and you can have the third."

**UNIT 20. ИНТОНАЦИЯ ПРИЧАСТНОГО ОБОРОТА. INTONATION OF PARTICIPIAL CONSTRUCTION.**

Models:

'Reading the ,text | 'Peter 'made 'two mi,stakes. ||

'Peter 'made 'two mi,stakes | 'reading the ,text. ||

'Peter 'made 'two mi'stakes 'reading the ,text.

Если причастный оборот стоит в начале предложения, то он произносится с восходящим тоном. Например:

The 'weather being ,cold | we 'stayed at ,home. ||

Если причастный оборот стоит в конце предложения, он может быть выделен в отдельную синтагму либо нет в зависимости от отношения говорящего и произносится с нисходящим тоном. Например:

They 'came ,up to him | 'eating 'chocolate and ,laughing. ||

They 'came 'up to him 'eating 'chocolate and ,laughing.

**Exercise I. Mark the stresses and tunes and read the following sentences.**

1. Having picked up Mr. Dunn's papers from the library floor, she held them out to him.
2. Arriving back they found Ann in the sitting room reading magazines.
3. Closing the door gently she stole upstairs.
4. In the evening they caught some fish eating part of it and saving the rest for the breakfast.
5. A new road will soon be built joining the airport with the railway station.
6. Taking a book from the shelf, he sits down to read it.
7. Having been examined by the customs, the goods were let through.
8. She smiled remembering the joke.
9. Every now and then David raised his head from the book looking at the clock on the wall.

10. I hope you will write soon explaining your intentions.
11. The text being easy they didn't use the dictionary.
12. Having received his diploma he went to the Far East.
13. Having locked the door I saw that I had left my bag in the room.
14. Walking along the embankment I met an old friend of mine.
15. Our things having been packed we went to the station.
16. The story being funny I couldn't help laughing.
17. I felt very tired having worked the whole day in the sun.
18. The yacht lay well out in the middle of the river being carried down by the current.
19. When you enter the hall you will see a staircase leading to the basement.
20. Having slept two hours I felt refreshed and rested.
21. The play being a success, it was impossible to get tickets.

**Exercise II. Complete the following sentences.**

1. Having been wounded in the leg, he...
2. Having arrived in a big seaport, I...
3. Having been once found on the beach, the stone...
4. Judging by the colour of the sun, it...
5. Slamming the door on me, he...
6. Taking every thing into consideration, we...
7. Half-turning on his chair, he...
8. Being dissatisfied with the answer, she...
9. The night being too cold and dark, she...
10. The article being dull, she...

11. Waiting outside, we...
12. Striking a match, he...
13. Seeing her approach, John...
14. Having been seen by her, he...

**Exercise III. Read the joke and retell it paying special attention to the intonation of Participial constructions.**

Having seen an advertisement in a newspaper for a beautiful modern cheap bicycle, Tom went to the shop. Being busy with another customers the shopkeeper didn't come to Tom immediately. Waiting for the shopkeeper Tom attentively looked around the shop and saw one bicycle standing in the corner. The bicycle turned out to be exactly the one Tom had seen in the advertisement. But having examined it carefully he discovered that it lacked the lamp. Turning to the shopkeeper Tom angrily asked why there was no lamp. Being surprised by his anger the shopkeeper tried to explain that the lamp was not included in the price of the bicycle. Having heard this Tom said that the bicycle in the advertisement had the lamp. Having a good sense of humour the shopkeeper said calmly that there was also a girl on the bicycle in their advertisement but they didn't supply one of them with the bicycle either.

### РАЗДЕЛ III. ПРАКТИКУМ

#### Lesson 1.

**Exercise 1. Listen, and practise the difference.**

pain	pen	paper	pepper
tail	tell	late	let
main	men	wait	wet
fail	fell	gate	get
age	edge	taste	test
shade	shed	date	debt

**Exercise 2. Listen to the words. Write the words you hear.**

**Exercise 3 Listen to the sentences. For each one, write the word you hear.**

- 1 He's sitting in the shade/shed.
- 2 The paper/pepper is on the table.
- 3 I can't remember what the date/debt was.
- 4 Please taste/test this wine.
- 5 They're sailing/selling their boat next week.

**Exercise 4 a. Listen, and practise these conversations at an airport information desk.**

A: Excuse me, I'm waiting for someone from Spain.	C: Excuse me, I'm waiting for someone from Belgium. Which
B: Flight BA 287.	B: Flight BA 280.
A: When is it due?	C: When is it due?
B: 8.28.	B: 8.10.
A: Is it on time?	C: Is it on time?
B: No, I'm afraid it's late.	B: Yes, it is.

**Exercise 4 b. Make similar conversations, using information from the airport arrivals information board.**

ARRIVALS			
FLIGHT NO	FROM	TIME DUE	
BA 280	Belgium	8.10	on time
BA 282	Edinburgh	8.17	delayed
BA 286	Denmark	8.25	on time
BA 287	Spain	8.28	delayed
BA 289	Norway	8.38	delayed

**Lesson 2.**

**Exercise . Listen, and practise.**

low	law	toe	tore
Joe	jaw	tone	torn
yoke, yolk	York	snow	snore
boat	bought	hole	hall
cold	called	sew, sow	saw
bowl	ball	show	shore

**Exercise .Listen to the words. Write the words you here.**



**Exercise . Listen to the sentences. For each one, write the word you hear.**

- 1 The hole/hall is enormous.
- 2 I think your bowl/ball is in the kitchen, •
- 3 The coal/call was delayed.
- 4 We're going to the show/shore next week.

**Exercise . Listen to this airline pilot, and practise what he says.**

Hello, this is Captain Oates speaking. Below us is the coast of Italy. We are very close to Rome - the road below us goes from Rome to the coast. We shall fly over the city before landing. Please obey the NO SMOKING notices.

### **Lesson 3.**

#### **Consonants in comparison:**

**[m], [n] - [ŋ]**

**Exercise 1. Distinguish between [n] and [ŋ]. Listen, and practise the difference.**

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

**Exercise 2. Listen to the words. Write the words you hear.**

**Exercise 3. Listen to the sentences. For each one, write the word you hear.**

1. Stop sinning/singing.
2. He ran/rang home.
3. I think they will ban/bang it.
4. She's a terrible sinner/singer.

**Exercise 4. Say [m]. Listen, and practise this conversation.**

A: We must make sure the front bedroom is warm.

B: Why?

A: Don't you remember? My mother and father are coming tomorrow.

B: What time?

A: I'm going to meet them at the airport at four. Can you come?

B: No, I won't be home from work in time. But I'll be home in time to say 'Welcome'.

**Exercise 5. Say [ŋ]. Listen, and practise this conversation.**

A: Good evening. My guest tonight is the young singer, Kay King.

B: Good evening.

A: Kay, what were you doing earlier today?

B: I was recording a song called 'Bells are Ringing'.

A: Did the recording go well?

B: Yes. Sometimes everything goes wrong, but today nothing went wrong. I think 'Bells are Ringing' is going to be the top song, this spring.

**Exercise 6. Say [n] and [ŋ]. Listen, and practise this television announcement.**

Britain has won the European Golden Song Contest, for the ninth time. The winning song is 'Bells are Ringing', sung by Kay King. Last year's winners, Sweden, came second. Their new song is called 'Bing Bang Bong'. Runners-up were Denmark, with the song 'It's Spring Again, I'm Young Again'.

**Lesson 4.**

**Consonants in comparison:**

**[l] and [r]**

**Exercise 1. Distinguish between [l] and [r]. Listen, and practise the difference.**

lip

rip

list

wrist

lap	rap, wrap	belly	berry
light	right	collect	correct
law	raw	alive	arrive
lead	read	long	wrong

**Exercise 2. Listen to the words. Write the words you hear.**

**Exercise 3. Listen to the sentences. For each one, write the word you hear.**

1. The water goes through a lead/red pipe.
2. Let go out of my list/wrist.
3. She weighed the packet, and found the weight was light/right.
4. The examiner is collecting/correcting the exam papers today.
5. He dialed a long/wrong number.
6. Mr Lyon/Ryan is here.

**Exercise 4. Listen, and practise this commentary on a guided tour.**

Ladies and gentlemen, on your left you will see Lumley Castle. This belongs to Lord and Lady Lumley, who live here with their family. All the land on the left of the road belongs to the Lumleys. They have a famous collection of wild animals, including lions, so please do not leave the coach until we are safely inside the car park. We are lucky; Lord Lumley is allowing us to leave the grounds and go inside this beautiful stately home. Most people can only look at the castle from outside. The time now is quarter to eleven. Please return to the coach by quarter past twelve. Don't be late, or we'll miss lunch.

**Exercise 5. Listen, and practise this conversation at a hotel reception desk.**

A: Good evening. My name is Bridget Rees. I've got a room reserved.

B: Oh Ms Rees. We thought you were coming tomorrow. We have reserved a room for you tomorrow night.

A: Tomorrow night? But I wrote to you. I made the arrangements by phone. Then I wrote and confirmed the reservation.

B: Don't worry. I'm sure there is a room free tonight... Yes, Room 3 is free. Would you sign the register, and I'll ring for the porter. He'll carry your cases to your room.

A: Could you go and post this letter, please?

B: I can't go out. It's snowing, and I've got a cold.

A: Blow your nose, and put your coat on. You'll be OK.

B: I'll get frozen.

A: Only if you go slowly. Walk quickly.

B: I can't walk quickly. The ground is frozen. It's like the South Pole.

A: Oh, stop moaning. I'll go.

## Lesson 5.

### Exercise 1 Listen, and say these words.

List A:	white	kitchen	pint	ripe	apple
	ice	sharp	fried		
List B:	pie	glass	knife	cream	table
	wine	rice	fruit		

### Exercise 1 b. Put a word from List A with a word from List B to make a phrase connected with cooking, eating or drinking.

e.g. white wine

### Exercise 2 a. Listen, and say these sums:

$5 \times 5 = 25$       Five times five makes twenty-five.

$9 \div 3 = 3$               Nine divided by three makes three.

$90 - 5 = 85$       Ninety minus five makes eighty-five.

### Exercise 2 b . Say these sums, with the answers!

$$5 \times 9 =$$

$$99 \div 9 =$$

$$35 \div 5 =$$

$$19 - 5 =$$

$$19 - 10 =$$

$$9 \times 10 =$$

**♪Exercise 3. Listen, and practise this conversation:**

A: Could I make an appointment with Doctor Boyle?

B: I'm afraid all Dr Boyle's appointments are taken today.

A: How annoying! I like Dr Boyle.

B: Sorry to disappoint you. Now, you've got a choice. You could make an appointment to see Dr Boyle tomorrow, or see Dr Lloyd today.

A: My employer has given me time off to go to the doctor. I'd better see Dr Lloyd today.

**Exercise 4. Listen, and read out three extracts from hotel brochures.**

South Beach Hotel is right on the seafront close to the Lighthouse. It has its own paddling pool and children's playground. There is a discount for children sharing their parent's room.



Just outside the town, to the south, is Landwater House. This beautiful old house has been the home of the Townsend family for four hundred years. Now John and Mary Townsend have turned it into an outstanding Country House Hotel.



Fountains Hotel is opposite the Town Hall. It takes its name from the fountains in front of the Town Hall. It has a beautiful flower garden, and an underground car park. There is a telephone in every room with direct dialling facilities.

**Lesson 6.**

**Contrasted vowels:**

**[eə] - [ɪə]**

**Exercise 1. Distinguish between [eə] and [ɪə]. Listen, and practise the difference.**

hair	here, hear	dare	dear, deer
bear	beer	chair	cheer
air	car	Clare	clear
fair,	fear	stare	steer
rare	rear	spare	spear
pear	pier	rarely	really

**Exercise 2. Listen to the words. Write the words you hear.**

**Exercise 3. Listen to the sentences. For each one, write the word you hear.**

1. They gave her three chairs/cheers.
2. The bear/beer was awful.
3. The pear/pier is rotten.
4. He is rarely/really unhappy.
5. The driver of that car is staring/steering at us.

**Exercise 4. Say [eə]. Listen, and practise the conversation. Listen carefully to the intonation.**

A: Excuse me, I'm looking for Miss O'Dare. Do you know where she is?

B: She's gone to Trafalgar Square.

A: Do you know where, exactly?

B: To the Headquarters of the Dairy Council.

A: Why has she gone there?

B: She has got a dairy. It's called Mary's Dairy.

A: I thought she was a hairdresser.

B: Oh you mean Clare O'Dare. She's upstairs. It's her sister Mary who's gone to Trafalgar Square.

**Exercise 5 a. Say [ɪə]. Listen and read out this letter.**

*LEARY BEER COMPANY*

*'Brewers of real beer for 70 years'*

*21 Clearwater Avenue,*

*Bere Regis*

*Mr. A. J. Pierce,*

*Pierce's Detective Agency,*

*14 Steerforth Street,*

*Bere Regis*

Dear Mr. Pierce,

We have a serious problem here at Leary's. Barrels of beer keep disappearing from the cellar. I fear we have a thief here. It is clear to me that your experience would be valuable in solving these mysterious disappearances.

Yours sincerely,

P.G. Leary

**Exercise 5 b. Use information from the letter in 3a to complete the conversation below. Practise the conversation.**

MR PIERCE: Pierce's Detective Agency. Can I help you?

MR LEARY: Good morning. My name is \_\_\_\_\_,

from the \_\_\_\_\_ Company. I fear we have a  
\_\_\_\_\_ problem.

MR PIERCE: Oh dear. What appears to be happening?

MR LEARY: Barrels of \_\_\_\_\_ are  
\_\_\_\_\_ from the cellar.

MR PIERCE: Has beer ever disappeared before?

MR LEARY: No. The Leary Beer Company has been brewing \_\_\_\_\_ for \_\_\_\_\_ and no beer has ever \_\_\_\_\_ before this \_\_\_\_\_. It appears that we have a thief \_\_\_\_\_. It is clear that we need someone with your \_\_\_\_\_ to solve these \_\_\_\_\_.

## Lesson 7.

### Consonants in comparison:

#### [θ] and [s]

**Exercise 1. Distinguish between [θ] and [s]. Listen, and practise the difference.**

thick	sick	path	pass
think	sink	mouth	mouse
theme	seem	moth	moss
thumb	sum	worth	worse
thing	sing	tenth	tense

**Exercise 2. Listen to the words. Write the words you hear.**

**Exercise 3. Listen to the sentences. For each one, write the word you hear.**

1. Be careful! He's thinking/sinking.
2. What's the matter? Your thumb/sum doesn't look right.
3. There's a path/pass high up in the mountains.
4. Every mouth/mouse is different.
5. That moth/moss was shown in a television programme.

**Exercise . Say [θ] and [s]. Listen, and practise this conversation.**

A: I think there's something wrong with me.

B: What's the matter?

A: I've got a sore throat.



B: That doesn't sound very serious.

A: My throat has been sore for three days. And I'm thirsty.

B: Well the weather is hot. I expect that's why you feel thirsty.

A: You're not very sympathetic. I'm thinking of going to the Health Centre. If there's anything seriously wrong with my throat, Doctor Thorne will see to me.

B: I don't think it's worth it. Doctor Thorne will be less sympathetic than me.

## Lesson 8.

### Consonants in comparison:

#### [ð] and [z]

**Exercise 1. Distinguish between [ð] and [z]. Listen, and practise the difference.**

breathe	breeze	then	Zen
teething	teasing	though	zone
clothing	closing	this	zip
bathe	bays	these	zero

**Exercise 2. Listen to the words. Write the words you hear.**

**Exercise 3 a. Say [ð] and [z]. There are some photographs of Susan and Jonathan's wedding. Some of their friends are talking about the photographs. Listen, and repeat what they say.**



That's his father.

His brother is very handsome.

It was nice weather.

That's her brother.

She's got two brothers.

That's the other brother over there.

His mother's carrying roses.

She always wears beautiful clothes.

They seem to be enjoying themselves.

**Exercise 3 b. Listen and repeat the sentences below. The speaker is certain of what she says. She expects the others to agree with her. Her voice falls on the question tag.**

His **brother** is **very handsome**, isn't he?

### **Lesson 9.**

#### **Consonants in comparison:**

#### **[θ] - [t]**

**Exercise 1. Distinguish between [θ] and [s]. Listen, and practise the difference.**

thin	tin	heath	heat
thank	tank	sheath	sheet
thick	tick	fourth	fort
three	tree	path	part
theme	team	north	nought

**Exercise 2. Listen to the words. Write the words you hear.**

**Exercise 3. Listen to the sentences. For each one, write the word you hear.**

1. I never knew what she thought/taught.
2. The theme/team was very popular.
3. We kept it in a thin/tin box.
4. Which path/part are you going to take?
5. I don't like the heath/heat.

**Exercise . Say [θ] and [t]. Listen, and practise this conversation.**

- A: YOU forgot Theo's birthday on Tuesday!
- B: Oh no! I knew his birthday was this month, but I thought it was the tenth.
- A: No, it's the fourth.
- B: Did he have a birthday party?
- A: Yes, he had thirteen friends to tea.
- B: Goodness! I didn't think three-year-olds had as many as thirteen friends.

**Lesson 10.**

**Consonants in comparison:**

**[ð] and [d]**

**Exercise 1. Distinguish between [ð] and [d]. Listen, and practise the difference.**

there	dare	breathe	breed
then	den	worthy	wordy
than	Dan	lather	ladder
though	dough		

**Exercise 2. Listen to the words. Write the words you hear.**

**Exercise 3 a. Say [ð] and [d]. Listen to someone talking about their childhood. Practise the text.**

One day, when I was in the third class, we had to write a story. I told a true story about my father. He wanted to clean the windows. He borrowed a ladder. He tried to put it against the wall, but the end of the ladder went through the window. My teacher said it was a very good story. I had to read it aloud to the other students.

Three years later, my brother was in that class. He wrote the same story, about my father and the ladder. He had to read it aloud, too.

**Exercise 3 b. Listen to these sentences. Notice how the voice rises at the end of the non-final phrases.**

**One day, when** I was in the **third class**, we **had** to **write** a story.

Three years later, my **brother** was in **that class**.

## Lesson 11.

### Consonants in comparison:

[θ] and [f]

**Exercise 1. Distinguish between [θ] and [f]. Listen, and practise the difference.**

three	free	hearth	half
thirst	first	Ruth	roof
thread	Fred	death	deaf
thrill	frill	thaw	four

**Exercise 2. Listen to the words. Write the words you hear.**

**Exercise 3. Listen to the sentences. For each one, write the word you hear.**

1. Did you say "thin"/"fin"?
2. They had problems with the thaw/four.
3. We thought/fought about that for a long time.
4. There are three/free gifts for you.

**Exercise . Say [θ] and [f]. Listen, and read out this extract from a holiday brochure.**

**3a** Listen, and read out this extract from a holiday brochure.

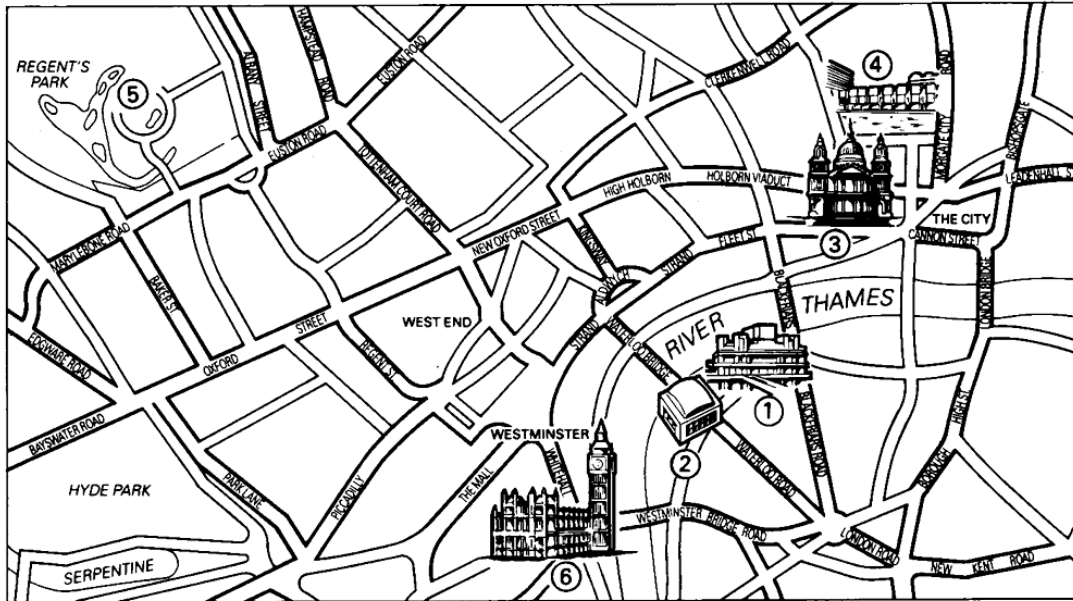
**FREEMAN'S HOLIDAYS**  
**FABULOUS LONDON HOLIDAY**  
Information for your stay in London

**Three free visits are included in the price of the holiday:**

<b>Wednesday 3rd September</b> St Paul's Cathedral – in the City of London
<b>Thursday 4th September</b> Hampstead Heath – in the north-west of London
<b>Friday 5th September</b> Open Air Theatre – in Regent's Park

Most theatres and cinemas are in the West End. A few important theatres and concert halls are in other parts of London. The National Theatre and the Festival Hall are on the South Bank, almost opposite the Houses of Parliament. In the City, the financial centre of London, there is the Barbican Centre. This includes a fine concert hall, and the Royal Shakespeare Company's theatre.

Use the information in the brochure above to identify the places marked 1 to 6 on the map below.



**Exercise . Say [ð] and [v]. Listen, and practise this conversation.**

A: Which vase would you like?

B: That one over there, please.

A: This one?

B: No, that very small one, over there in the corner.

Exercise b. Make similar conversations using the phrases below.

that lovely one  
this one in the corner  
that valuable one

the other one  
the one over in the other corner  
the five-pound one

## **Lesson 12.**

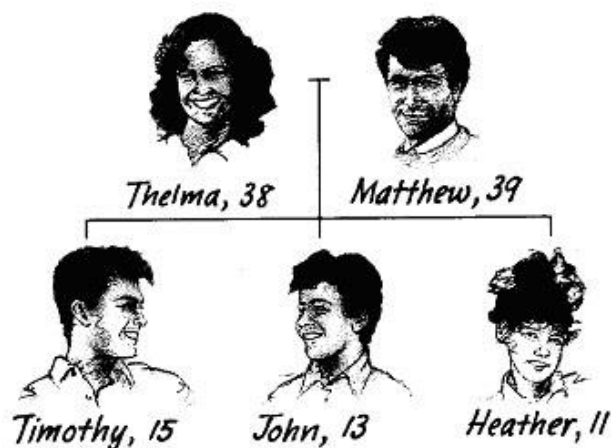
### **Consonants in comparison:**

**[θ] and [ð]**

**Exercise 1. Say [θ] and [ð]. Listen, and practise.**

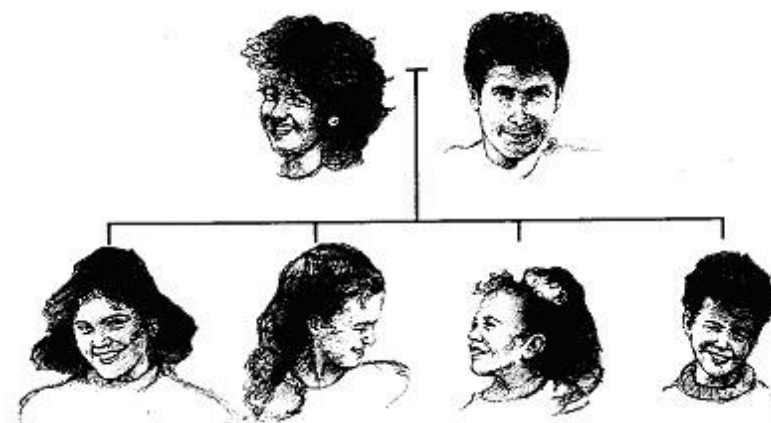
THE BLYTHE FAMILY

John Blythe is thirteen. His brother Timothy is fifteen. Their sister Heather is eleven. Their mother and father come from Northern Ireland, but the children were all born in London. Their mother is called Thelma and she is 38. Their



father's name is Matthew, and he is 39.

**Exercise 2 a. Listen to Judith Smith. Look at her family tree, below. Write in the names and ages of the people in her family.**



THE SMITH FAMILY

**2 b. Make true sentences about Judith and her family.**

### Lesson 13.

#### Consonant clusters 1- beginning of words

**Exercise 1 a. Say clusters with / p, b, t, d, k, g/ followed by /w, r, l, j/. Listen, and practise this conversation.**

A: Excuse me, is this the Bladon train?

B: No, I'm afraid you've just missed the Bladon train. It went at 12.03.

A: But it's only twelve o'clock now. Look at the clock.

B: No, that clock's three minutes slow.

**Exercise 1 b. Make similar conversations about the trains shown in the table below.**

Destination	Platform	Time
BRADFORD	6	12:15
PRESTON	4	12:20
GLASGOW	2	12:25
GRANTHAM	3	12:50

**Exercise 3. Listen, and practise these conversations.**

A: I've got a job with the BBC.

B: The British Broadcasting Corporation?

A: No, the Brighton Brush Company.

◇

A: I didn't sleep very well last night.

B: Was your brain full of brilliant ideas?

A: No, there were breadcrumbs in the blankets.

**Exercise 4. Listen, and practise this conversation.**

A: Splendid cricket match!

B: Who won?

A: We did! Shropshire needed three runs to win. Shrimpton hit the ball. Fletcher tried to catch it, but it slipped through his fingers.

B: Oh, no! So Shrimpton got his three runs, I suppose.

A: No, Thrush was just behind Fletcher. He flung himself forward ...

B: And he caught the ball?

A: No, but he picked up, and threw it, and Shrimpton was out!

B: What a thrilling ending!

### Lesson 14.

#### Exercise 1. Say past tenses. Listen, and repeat these verbs.

1 dragged    escaped    grabbed    locked    opened    robbed  
rushed    unlocked

2 cracked    dropped    helped    jumped    knocked    smashed  
wiped

#### Exercise 2. Use the verbs to fill the gaps in the stories below. Practise them. Listen and check.

1 Three masked men \_\_\_\_\_ the City Bank yesterday. When the doors were \_\_\_\_\_, they \_\_\_\_\_ in. They \_\_\_\_\_ the manager, and \_\_\_\_\_ him into the strongroom. They \_\_\_\_\_ the safe with his keys. Then they \_\_\_\_\_ the manager in, and \_\_\_\_\_ with £30,000.

2 When I \_\_\_\_\_ at the door, he \_\_\_\_\_, and \_\_\_\_\_ three eggs on the floor. Of course, they \_\_\_\_\_. I \_\_\_\_\_ him as he \_\_\_\_\_ up the mess. His glasses fell on the floor. The glass \_\_\_\_\_.



**Exercise 3 a. Say [t] or [d] followed by [n]. Listen, and practise this conversation in a department store. Notice the intonation of A's polite phrases.**

A: Excuse me, I'm looking for some sewing cotton.

B: Pardon?

A: I'm looking for some sewing cotton. Can you tell me which department I need?

B: I'm not certain.

A: Well, is it Fashion or Haberdashery?

B: I don't know. You'd better ask an assistant.

A: I beg your pardon. I thought you were an assistant.

**Exercise 3 b. Make similar conversations, using the Store Directory below. Ask for these things.**

curtains      wooden bowls      garden furniture      buttons

<p><u>Ground floor</u></p> <p>Fashion</p> <p>Haberdashery</p> <p>Soft Furnishing</p>	<p><u>Basement</u></p> <p>Kitchenware</p> <p>Furniture</p> <p>Garden Equipment</p>
--	--

**Exercise 4 a. Say [t] or [d] followed by [l]. Listen and read out this notice.**

**RAFFLE** - prizes to be won - big and little!

an electric kettle, a bottle of wine, an atlas, a Victorian medal,

a pair of headlights, a packet of needles,

a jar of dried rose petals, a model of the Channel Tunnel

**Exercise 4 b . Which things would you like to win? Which would you not like? List them in order of preference. Read out your list.**

**Exercise 5. Say longer clusters of consonants. Listen, and practise.**

Last Sunday, I had a strange dream. I was walking up a long street. I came into a small square, with a fountain. There was a big church. A bride was standing outside, in a beautiful wedding dress. Suddenly there was a loud cry from a tall building opposite. The bridegroom was looking out of a window on the fifth floor. He jumped into the fountain, with a big splash. Then I woke up.

**Exercise. Listen and repeat these sentences which were all overheard at a party.**

I couldn't do anything about it.

Let's go into the next room.

Do you know everyone here?

I've moved to a new office - next to Oxford Circus station.

I knew I would be late.

Are you in the same place?

You always say that.

It was so exciting.

I don't know all the students, but I know all the teachers.

How old is she?

There was snow and ice everywhere

We travelled through Africa.

I don't know anything about him.

**РАЗДЕЛ III. ДОПОЛНИТЕЛЬНЫЙ МАТЕРИАЛ**

**Read the following sense-groups, mind the rhythm and intonation.**

**[i:]**

a) Pete; Pete eats; Pete eats meat; Pete eats lean meat; Steve and Pete eat lean meat; Steve and Pete eat lean meat and green beans; please, Steve and Pete, eat lean meat and green beans.

b) ease; with equal ease; Japanese with equal ease; Chinese and Japanese with equal ease; speaks Chinese and Japanese with equal ease; he speaks Chinese and Japanese with equal ease.

**[æ]**

a) a rat; a fat rat; catching a fat rat; a cat catching a fat rat; a black cat catching a fat rat.

b) his hands; clapping his hands; a man clapping his hands; a fat man clapping his hands; a fat man clapping his hands is Pat's Dad.

c) a hat; a black hat; Pat's black hat; a cat is in Pat's black hat; a black cat is in Pat's black hat; Pat's black cat is in Pat's black hat.

d) Franz; friend Franz; Czech friend Franz; Jack's Czech friend Franz, Jack's Czech friend Franz and Pat; Jack's Czech friend Franz and French friend Pat; Jack's Czech friend Franz and Franz's French friend Pat.

**[ɔ]**

a) a dog; a hot dog; a big hot dog; a nice big hot dog.

b) a bottle; a water bottle; a hot water bottle; don't warm a hot water bottle.

c) horses; four horses; drawn by four horses; was drawn by four horses; the cart he bought was drawn by four horses.

d) the horse; the cart before the horse; always puts the cart before the horse; Gordon always puts the cart before the horse.

**[ə:]**

a) purpose; serve no purpose; the work will serve no purpose.

b) a girl; a circus girl; Pearl is a circus girl; Pearl is a circus girl who works; Pearl is a circus girl who works with horses.

c) birthday; first birthday; thirty-first birthday; pearls for her thirty-first birthday; a circlet of pearls for her thirty-first birthday; a fur and a circlet of pearls for her thirty-first birthday; an earl gave Pearl a fur and a circlet of pearls for her thirty-first birthday.

### **[ɑ:]**

a) Charles; hard on Charles; rather hard on Charles; Father's rather hard on Charles.

b) supper; bun for supper; buttered bun for supper; crusty buttered bun for supper; a lovely crusty buttered bun for supper.

### **[u]**

a) book; cookery-book; look at the cookery-book; the cook looks at the cookery-book.

b) spoon; a wooden spoon; a good wooden spoon; a good blue wooden spoon; choose a good blue wooden spoon.

### **[ə]**

a) a photograph; a photograph of her mother; a photograph of her mother and father; a photograph of her mother, father and brother; a photograph of her mother, father and younger brother.

b) America; about South America; a book about South America; a beautiful book about South America.

### **[ɛə]**

a) share; fair share; their fair share; it's their fair share.

b) there; down there; Mary down there; there's Mary down there; I swear there's Mary down there; I dare swear there's Mary down there.

c) Can you hear? Can you hear clearly? Can you hear clearly from here?

### **[əu]**

a) Rose; know Rose; you know Rose; suppose you know Rose; don't suppose you know Rose; I don't suppose you know Rose.

b) ground; mouse on the ground; a brown mouse on the ground; found a brown mouse on the ground; this owl has found a brown mouse on the ground.

### **[ei]**

a) days; eight days; eighty-eight days; takes eighty-eight days; it takes eighty-eight days; they say it takes eighty-eight days.

b) station; a railway station; waiting at a railway station; a train waiting at a railway station; a train waiting at a railway station on a rainy day; a train waiting at a railway station on a grey rainy day.

### **[ai - ɔi]**

a) Mike; Mike and Myra; Mike and Myra take; Mike and Myra take enjoyment; Mike and Myra take enjoyment in spoiling; Mike and Myra take enjoyment in spoiling toys.

b) oil; point of oil; boiling point of oil; What's the boiling point of oil?

### **[ei]**

a) eight; to eight; a quarter to eight; till a quarter to eight; arrive till a quarter to eight; won't arrive till a quarter to eight; the train won't arrive till a quarter to eight.

b) concert; to the concert; straight to the concert; taxi straight to the concert; take a taxi straight to the concert; you'd better take a taxi straight to the concert.

### **[p-b]**

a) a passenger; a purposeful passenger; a prosperous purposeful passenger; a plump, prosperous, purposeful passenger; portrait of a plump, prosperous, purposeful passenger; portrait of a plump, prosperous, purposeful passenger with a pipe.

b) beer; brown beer; best brown beer; a bottle of best brown beer; bring a bottle of best brown beer; Bob, bring a bottle of best brown beer.

### **[o:]**

a) August; school in August; a language school in August; to go to a language school in August; idea to go to a language school in August; great idea to go to a language school in August; it's a great idea to go to a language school in August.

b) awake; to keep me awake; coffee to keep me awake; cups of coffee to keep me awake; a couple of cups of coffee to keep me awake; I have a couple of cups of coffee to keep me awake.

### **[m-l]**

a) Memphis; museum at Memphis; mammoth in the museum at Memphis; an immense mammoth in the museum at Memphis.

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

### **[ŋ]**

a) songs; spring songs; singing spring songs; birds singing spring songs; listening to birds singing spring songs; like listening to birds singing spring songs; nothing like listening to birds singing spring songs; there is nothing like listening to birds singing spring songs.

b) hungry; is hungry; Ben is .angry; Ben is angry when he is hungry.

vicar; a village vicar; versus a village vicar; devils versus a village vicar; evil devils versus a village vicar; seven evil devils versus a village vicar.

### **[v – w]**

a) improve; I'll improve; eventually I'll improve, over again eventually I'll improve; over and over again eventually I'll improve; if I say it over and over again eventually I'll improve.

b) wardrobe; woodwork of his wardrobe; worm in the woodwork of his wardrobe; woodworm in the woodwork of his wardrobe; worried about woodworm in the woodwork of his wardrobe; William is worried about woodworm in the woodwork of his wardrobe.

### **[ai]**

a) smile; an irresistible smile; has an irresistible smile; Sally has an irresistible smile; Sam thinks Sally has an irresistible smile.

b) roses; over the roses; flying over the roses; bees are flying over the roses; the busy bees are flying over the roses.

[ʃ]

(a) dishes; wash dishes; don't wash dishes; wishes don't wash dishes.

(b) seawards; surer seawards; sail surer seawards; should sail surer seawards; sails should sail surer seawards; short sails should sail surer seawards.

[tʃ]

a) watch chain; Dutch cheese; catch Charles; catch a chill; such chips.

b) dispatches; matches and dispatches; catches, matches and dispatches; hatches, catches, matches and dispatches.

[dʒ]

a) junior; Jones junior; John Jones junior; John Jones junior is a gentleman; John Jones junior is a joyful gentleman; John Jones junior is a joyful gentleman who likes jokes; John Jones junior is a joyful gentleman who likes jokes and jam.

b) language; the German language; learning the German language; Jim learning the German language; Jack and Jim learning the German language; Just imagine Jack and Jim learning the German language.

[ei - æ]

a) lake; a lovely lake; island in a lovely lake; a large island in a lovely lake; a hill on a large island in a lovely lake; a low hill on a large island in a lovely lake; lying on a low hill on a large is-land in a lovely lake; a pool lying on a low hill on a large island in a lovely lake; a small pool lying on a low hill on a large island in a lovely lake.

b) the track; across the track; a tree-trunk across the track; trapped by a tree-trunk across the track; trucks are trapped by a tree-trunk across the track; this train and its trucks are trapped by a tree-trunk across the track.

[ð]

a) that; than that; rather than that; anything rather than that; I'll do anything rather than that.

b) both, thanks to you both, a thousand thanks to you both.

**[h]**

a) a hammer; a heavy hammer; herself with a heavy hammer; hit herself with a heavy hammer; Hilda hit herself with a heavy hammer.

b) the horn; the horn of the hunter; the him of the hunter was heard; the horn of the hunter was heard on the hill.

**3. Напишите стихотворение в транскрипции, обозначьте мелодию и ударения.**

O friend unseen, unborn, unknown,  
Student of our sweet English tongue  
Read out my words as night along:  
I was a poet; I was young.

**4. Напишите стихотворение в транскрипции, обозначьте мелодии и ударения.**

The sun has set,  
And now anew  
With fallen dew  
The grass is wet.  
Each little bird  
Has sunk to rest,  
Within its nest  
No song is heard.

**5. Напишите данное стихотворение в транскрипции, обозначьте мелодию и ударения.**

There was an old man of Khartoum,



Who kept two black sheep in his room

«To remind me», he said,

«Of someone who is dead».

But he never would tell us of whom.

**6. Запишите следующий диалог в транскрипции, обозначьте мелодию и ударения.**

A: It's Tom's birthday tomorrow. What shall we give him?

B: As he likes fishing, we could give him a fishing rod.

A: We gave him one last year.

B: Oh yes. Well, he also likes reading. Why not to give him a book?

A: Yes, he likes thrillers, let's give him a new thriller.

## **REVIEW**

### **I**

#### **Letters and Sounds**

##### **A a [eɪ]**

[eɪ] state, aim, stay, table, taste, change

[æ] back, matter, battle, marry

[ɑ:] car, card, task, fast, class, after, chance

[ə] fare, fair

[ɔ:] all, salt, fault, saw, cause, caught

##### **E e [i:]**

[i:] be, Peter, beet, beat, field, re'ceive

[e] bet, better, settle, terror, head

[ə:] term, prefer, learn

[ɪə] here, hear, cheer

[u:] flew, grew, Jew, due, new, few

### **I i [aɪ]**

[aɪ] lie, line, title, mind, mild, might

[ɪ] bit, bitter, middle, mirror

[ə:] fir, first

[aɪə] fire, liar, quiet

### **O, o [əʊ]**

[əʊ] no, note, noble, cold, coat, show

[ɒ] hot, hotter, bottle, sorry

[ɔ:] for, born, more, thought

[ɔɪ] boil, boy

[u:] spoon[u] book

[aʊ] cloud, town, now

[aʊə] flour, flower

### **U, u [ju:]**

[ju:] tune, due, bugle, pro'duce

[u:] rule, blue, in'clude, Judy

[ʌ] hut, butter, shuttle, currency

[ə:] fur, further

[juə] cure, pure

[uə] sure [ʃuə]

**Y,y [waɪ]**

[aɪ] my, type, de'ny

[ɪ] myth, Kitty, 'typical

[j] yet

**C c [sɪ:]**

[k] cap, cold, cut, clean, back

[s] cent, cite, face, cycle

**G g [dʒi:]**

[g] go, gun, game, guest [gest]

[dʒ] gentleman, gin, gym, page

**H h [eɪtʃ]**

[h] home, hut

**sh [ʃ]** ship, fishing, dish

**ch [tʃ]** chin, teacher, which, catch

**th [θ]** thin, truth

**th [ð]** that, with, breathe

**L l [el]**

[l] late, tell, little, idle

**N n [en]**

[n] neck, knock, manner

**ng** [ŋ] song, thing

**nk** [ŋk] think, thank

**P p** [pi:]

[p] play, step, stepping

**ph** [f] phone, physics

**Q q** [kju:]

[kw] quick, quite, question, quote

**R r** [a:]

[r] rain, cry, write, sorry

**Ss** [es]

[s] same, mass, cats

[z] plays, reads, easy, noses

[ʒ] pleasure ['pleʒə]

[ʃ] sugar, sure

**W w** ['dʌblju:]

[w] way, why, wheat

**X x** [eks]

[ks] box, ex'pect, ex'cuse (в конце слова и перед гласной, в том числе перед буквой **с**, читаемой [k])

[ks] 'exercise (между ударной и безударной гласной)

[gz] e'xact (между безударной и ударной гласной)

[k] ex'cept (перед буквой **с**, читаемой [s])

### **Word Structure, Meaning, Stress**

1. При немотивированной, с точки зрения современного языка, морфологической структуре слова запомнить место ударения помогает буквенный состав. Например, в словах с некоторыми начальными буквосочетаниями ударным, как правило, является второй слог:

a'ccept, admit, agree, arrange, attack, accuse, advance, amuse, arrest, attempt, achieve, advise, annoy, arrive, attend, acute, affair, appoint, ashamed, avoid, address, afford, approach, attach, away;

be'come, begin, behave, believe, belong, betray;

con'cern, conclude, confirm, confuse, consist, consult, consume, contain, contest, construct, combine, commit, compete, complain, comply, complete, compose;

de'bate, decrease, delight, describe, decide, defeat, deny, deserve, declare, defend, depend, destroy, decline, delay, depress, devote;

ex'claim explain, express, expect, explode;

for'bid, forget, forgive;

in'clude, inform, intend, invite, increase, insist, invade, impress, inflict, inspect, invest, improve;

o'bey, oblige, observe, omit, oppose,;

re'ceive, regard, remind, resist, record, regret, repair, resort, reduce, reject, report, respect, reflect, refresh, request, result, rely, require, resume, refuse, remain, reserve, retreat.

2. Если за ударным слогом без **г** следует слог с безударным [ɪ], ударная гласная, как правило, произносится кратко:

а) в двусложных словах с открытым ударным слогом: [æ] cabin, habit, rapid, valid; [e] chemist, credit; [ɪ] civil, critic, limit, spirit; [ɔ] copy, profit; [ʌ] publish, punish и т. п. (за исключением гласной u, которая имеет алфавитное чтение, например, [ju:] music, duty, unit, stupid);

б) в словах с суффиксом -ic (ударение — в предшествующем ему слог): [æ] classic, plastic, dra'matic; [ɔ] a'tomic, hi'storic; [e] syn'thetic; [ɪ] spe'cific и т. п.

с) в словах с суффиксом -age:[æ] damage, manage, passage; [ɔ] hostage; [ɪ] image и т.п.

д) в словах, оканчивающихся на [jən] / [ɪən]: rebellion.

3. В двусложных существительных с суффиксом -ture [tʃə] гласная корня читается по правилу типа слога: lecture [e]; picture [ɪ]; creature[i:]; future [ju:].

4. Ударение может дифференцировать глагол и существительное:

to im'port — 'import

to con'tract — 'contract

to in'crease — 'increase

to pre'sent — 'present

to pro'gress — 'progress

to pro'test — 'protest

to re'bel — 'rebel

to re'cord — 'record

5. В трехсложных и многих четырехсложных словах ударным является третий слог от конца. Ударная гласная читается кратко, независимо от типа слога: [ɔ] 'colony, [e] 'enemy, [ɪ] 'criminal.

*Исключение:* буква **u** в открытом ударном слоге имеет алфавитное чтение (например, [ju:] 'unity, 'universe, en'thusiasm).

Чтение ударной гласной перед **r** следует проверять по словарю.

**Ударение на третьем слоге от конца, ударная гласная читается кратко**

'ambulance, benefit, cabinet, caravan, chemistry, character, competent, conference, contrary, comedy, critical, delegate, deputy, diplomat, energy, general, history, holiday, incident, industry, interest, interval, liberty, minister, ministry, opera, optimism, optimist, passenger, pessimism, pessimist, policy, popular, president, primitive,

property, strategy, summary, sympathy, symphony, tendency, terrorism, tragedy, victory

a'ility, activity, ambassador, apology, ecology, economist, economy, facility, humanity, monopoly, original, political, practical, publicity, stability

6. В многосложных глаголах с суффиксами **-ate**, **-ise**, **-ize** и **-y** ударение падает: в трёхсложных глаголах на первый слог, в остальных на третий слог от конца. Ударная гласная читается кратко, независимо от типа слога: [e] 'educate, [ɪ] 'imitate, [e] 'recognize, [æ] 'ratify, [ɪ] sə'pitate. Исключение: буква **u** в открытом ударном слоге имеет алфавитное чтение (например, [ju:] 'unify, 'utilize, sə'mmunicate).

**Ударение на третьем слоге от конца, ударная гласная читается кратко**

'advertise, analyse, compromise, criticize, dramatize, mechanize, recognize, sympathize, terrorize

'magnify, occupy, [kw] qualify, ratify, satisfy, terrify

'complicate, concentrate, confiscate, demonstrate, devastate, dominate, educate, imitate, liberate, operate, penetrate

a'ccommodate, capitulate, commemorate, congratulate, eliminate, exaggerate.

Суффикс существительного и прилагательного **-ate** читается [ət]/[ɪt]: candidate ['kændɪdət], certificate [sə'tɪfɪkət], delegate ['delɪgət], delicate ['delɪkət], separate ['sepərɪt].

7. Суффикс существительного **-ion**. Ударение падает на слог, предшествующий суффиксу. Перед **-tion**, **-ssion**, **-sion** ударная гласная читается по правилу типа слога: [eɪ] ɪn'flation, [əu] ex'plosion, [ʌ] prə'duction.

Исключение: ударная гласная **i** читается кратко также и в открытом слоге (например, [ɪ] tra'dition, di'vision).

В словах, оканчивающихся на **-ion**, ударная гласная обычно читается кратко: [ɪ] o'pinion, [æ] com'panion, [ʌ] 'onion.

Исключение: ударная гласная **u** имеет алфавитное чтение (например, [ju:] 'union).

**Ударение на предпоследнем слоге, ударная гласная читается по правилу типа слога, ударная гласная i читается кратко**

**-tion:** a'ttention, construction, destruction, election, promotion, relation, nation;

**-ssion:** co'mmission, mission, permission, profession;

*гласн.* + **-sion:** co'llision, conclusion, decision, division, explosion, invasion, occasion, precision, provision

8. Слова, состоящие из четырёх и более слогов, имеют два ударения. Второстепенное ударение предшествует главному и отстоит от него на один слог.

**Слова с двумя ударениями**

,adap'tation, education, completion, constitution, corporation, declaration, decoration, demonstration, domination, explanation, indignation, operation, opposition, population, recognition, registration, relaxation, reputation, resignation, satisfaction, ,auto'matic, democratic, diplomatic, economic, ecologic, optimistic, pessimistic, ,corres,pondent, entertainment, manufacture, propaganda

a,ccommo'dation, administration, capitulation, congratulation, exaggeration, imagination, investigation,

,meta'llurgical, productivity, satisfactory

**III**

**Sounds and Letters**

[a:]

cast, past, fast, nasty, part, half, laugh, draft, bath, plant, grant, branch, glass, class, dance, France, charge,

argue ['a:gju:], artist, barber, barter, market, scarlet, army, party, partner, article, arsenal, master, father, rather,

advance [əd'va:ns], demand, command, compartment, department



[ʌ]

cut, shut, rush, brush, blush, drug, stuff, fun, front, dub, ugly, love, glove, come, done, punish ['pʌniʃ], publish, public, summit, stubborn, number, current, tunnel, struggle, smuggle, suffer, subject, hurry, fussy, customer, summary, punctual, mother, other, consult [kən'sʌlt], result, construct, production, reduction, construction, destruction, introduction, conductor

[aɪ]

pie, lie, shy, dry, fly, sigh, sight, slight, flight, mind, blind, prize, rise, price,

liner, rival, pilot, tidy, item, silent, frighten

polite [pə'laɪt], behind, decline, collide, inside, aside, excite, surprise, besides, oblige, device, remind, rely, reply, supply, apply, describe, provide,

advertise ['ædvətaɪz], criticize, sympathize, realize, organize

[aɪə]

fire, hire, tired, diet, quiet, client, liable

entire [ɪn'taɪə], empire, inspire, require, society

[aʊ]

round, sound, ground, pound, found, loud, proud, count, shout, south, now, crowd, crown, thousand, lounge

arouse [ə'raʊz], around, announce, pronounce, surround, amount, account, without, aloud

[aʊə]

power, tower, shower, Howard

[e]

presence ['prezns], selfish, plenty, elder, central, entrance, settle, effort, fellow, excellent,

gentleman, pleasure ['pleʒə], measure, treasure, leisure

very, merry, bury

offend [ə'fend], defend, neglect, pretend, upset, attempt, attend, correct, address, event, forget, depend, respect, suspect, expect, object, prevent, accept

surrender [sə'rendə], develop, detective, immensely, effective, attention, deception, adventure

head [hed], bread, dead, spread, ready, steady, in'stead, deadlock

[eɪ]

age [eɪdʒ], stage, fail, grain, aid, aim, raise, praise, paint, claim, maize

safety ['seɪftɪ], lady, shaky, vacant, major, cable, bakery

display [dɪ'spleɪ], delay, escape, invade, remain, explain, complain, contain, ashamed, arrange, debate, delay, behave

arrange [ə'reɪndʒ], exchange; change, range, strange, danger

haste, taste, waste

[æ]

act, wrap, cash, gang, add, slang

cabin ['kæbɪn], planet, habit, rapid, traffic, classic, plastics, happen, cancel, accent, talent, handle, channel, rally, capture, madam, gather, radical, national, accident, camera

attack [ə'tæk], attach, attract, expand, relax, perhaps, adapt, establish

[ɛə]

dare, stare, spare, share, square, air, fair, hair, wear, bear, 'airport, careful, chairman

affair [ə'feə], repair, prepare, compare, declare

[i:]

meet, greet, screen, scene, queen, clean, dream, mean, beat wheat, treat, speech, reach,  
peace, piece, niece, chief, field, siege, breathe, pleased, feature, creature

achieve [ə'ʃi:v], believe, relieve, reveal, conceal, defeat, retreat, compete, complete

[ɪ]

sick, print, gym, myth, zink, witch, bridge

limit [lɪmɪt], system, symbol, symptom, witty, silly, whisper, thriller, simple, middle,  
silver, single

minister ['mɪnɪstə], visitor, incident

insist [ɪn'sɪst], consist, convince, fulfil, inflict, equip, commit, admit, efficient, edition

[iə]

near, hear, fear, clear, beer, sphere, cheerful, merely, beard

[ɔ:]

talk, force, horse, cause, cal, fall, tall, raw, draw, launch, fault, more, ore, score, bore

wall, walk, water, war, warm, warn

bought, brought, ought, fought, thought, taught, caught

'author ['ɔ:θə], order, porter, normal, awful, laundry, shortage, corner

perform [pə'fɔ:m], support, import, afford, ignore, withdraw, export, distort, reform,  
restore, record, abroad, important, according

[ɒ]

knock, job, cross, wrong, solve

bother ['bɒðə], copper, cotton, offer, common, nonsense, profit, modern, prospect,  
project, horror, hobby, lobby, sorry, borrow, follow, hollow, politics, conference

want, wash, watch

adopt [ə'dɒpt], across, atomic, involve, astonish

[ɔɪ]

point, soil, spoil, join, joint, voice, noise, choice, Troy

avoid [ə'vɔɪd], destroy, employ, annoy, appoint, enjoy

[əʊ]

phone, boat, soap, coal, load, boast, post, host, most, loan, quote, clothes, throat, throne, throw, owe, show, low, blow, cold, fold, gold, bold, hold, oats, poll

'program, moment, broken, notice, progress

promote [prə'məʊt], devote, suppose, expose, propose, explode, ago, control

[u:]

do, too, tooth, noon, choose, zoo, troops, fool, wool, rude, true, threw, drew, grew, flew, flu, gloomy, juice, cruise, fruit

include [ɪn'klu:d], conclude, cartoon

prove [pru:v], move, im'prove, a'pprove

[ju:]

tune, huge, few, due, stupid

acute [ə'kju:t], dispute, amuse, accuse, excuse, reduce, produce, deduce, consume, resume, pursue

[u]

hook, look, put, pull, push, bush

[juə]

cure, pure, lure

[ʊə]

poor, sure, tour, tourist

[ə:]

firm, burn, turn, nurse, church, hurt, shirt, birth, earth, search, learn, earn, heard, verse

further [fə:'ðə], murder, perfect, circle, furnish, merchant, urgent, birthday, service, perfume, permanent

encircle [ɪn'sə:kl], reserve, observe, deserve, concern, prefer, occur, confirm, disturb, disperse, e'mergency

### ***Транскрипционные знаки английского языка.***

<i>Гласные звуки</i>	<i>Согласные звуки</i>
[ i: ]	[ p ]
[ ɪ ]	[ b ]
[ e ]	[ m ]
[ æ ]	[ w ]
[ a: ]	[ f ]
[ ɔ ]	[ v ]
[ ɔ: ]	[ θ ]
[ u ]	[ ð ]
[ u: ]	[ s ]
[ ʌ ]	[ z ]
[ ə: ]	[ t ]
[ ə ]	[ d ]
[ eɪ ]	[ n ]
[ aɪ ]	[ l ]
[ ɔɪ ]	[ r ]
[ ɪə ]	[ ʒ ]
[ əu ]	[ ʃ ]
[ au ]	[ ð ]
[ uə ]	[ tʃ ]
[ ɛə ]	[ k ]
	[ g ]
	[ ŋ ]
	[ h ]
	[ j ]

АНГЛИЙСКИЙ АЛФАВИТ					
Печатные буквы	Рукописные буквы	Транскрипция	Печатные буквы	Рукописные буквы	Транскрипция
Aa	<i>A a</i>	eɪ	Nn	<i>N n</i>	en
Bb	<i>B b</i>	bi:	Oo	<i>O o</i>	əu
Cc	<i>C c</i>	si:	Pp	<i>P p</i>	pi:
Dd	<i>D d</i>	di:	Qq	<i>Q q</i>	kju:
Ee	<i>E e</i>	i:	Rr	<i>R r</i>	a:
Ff	<i>F f</i>	ef	Ss	<i>S s</i>	es
Gg	<i>G g</i>	dʒi:	Tt	<i>T t</i>	ti:
Hh	<i>H h</i>	eɪf	Uu	<i>U u</i>	ju:
Ii	<i>I i</i>	aɪ	Vv	<i>V v</i>	vi:
Jj	<i>J j</i>	dʒeɪ	Ww	<i>W w</i>	ˈdʌblju:(s)
Kk	<i>K k</i>	keɪ	Xx	<i>X x</i>	eks
Ll	<i>L l</i>	el	Yy	<i>Y y</i>	wai
Mm	<i>M m</i>	em	Zz	<i>Z z</i>	zed

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