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Херсонський державний університет  
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**Присяннікова Я.**

**Методичні рекомендації  
та завдання з курсу  
«ПРАКТИЧНА ФОНЕТИКА АНГЛІЙСЬКОЇ МОВИ»**

для студентів денної, заочної та екстернатної форм навчання

Херсон - 2006

Ця брошура є першою частиною методичних рекомендацій для студентів іноземної філології з курсу “Практична фонетика англійської мови” та містить завдання для студентів I курсу, які навчаються за модульно-кредитною системою. Завдання, які надані в цій брошурі, розраховані на закріплення фонетичних навичок та вмінь.

Методичні рекомендації складаються з теоретичного та практичного матеріалу на засвоєння правильної вимови голосних звуків англійської мови.

Автор намагається максимально наблизити матеріал до програмної тематики I курсу.

Вправи складаються із серії навчальних завдань для автоматизації репродукції вимови звуків англійської мови.

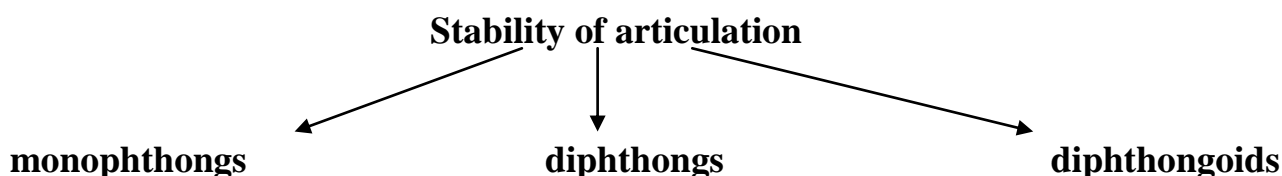
## Principles of classification of vowels

**Vowels** are normally made with the air stream that meets no closure or narrowing in the mouth, pharyngeal and nasal cavities. That is why in the production of vowel sounds there is no noise component characteristic of consonantal sounds.

On the articulatory level the description of vowels notes changes:

1. in the stability of articulation;
2. in the tongue position;
3. in the lip position;
4. in the character of the vowel end.

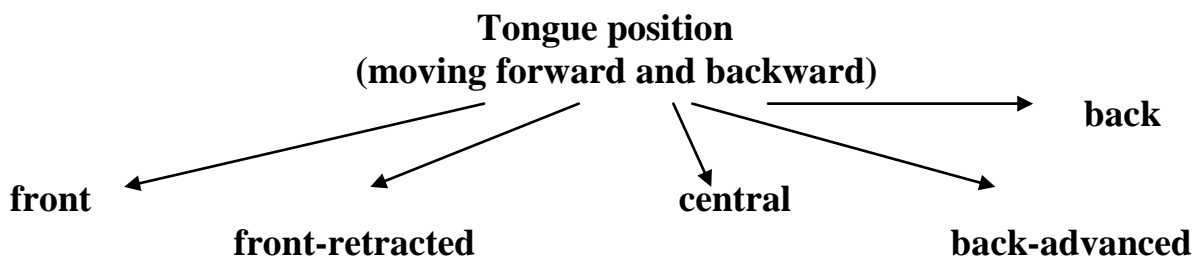
Besides that vowels differ in respect of their length.



**Monophthongs** are vowels the articulation of which is almost unchanging. The quality of such vowels is relatively pure. [ ]

In the pronunciation of **diphthongs** the organs of speech glide from one vowel position to another within one syllable. The starting point, the nucleus, is strong and distinct. The glide, which shows the direction of the quality change, is very weak. In fact diphthongs consist of two clearly perceptible vowel elements. [ ]

In the pronunciation of **diphthongoids** the articulation is slightly changing but the difference between the starting point and the end is not so distinct as it is in the case of diphthongoids. [i:, u:]



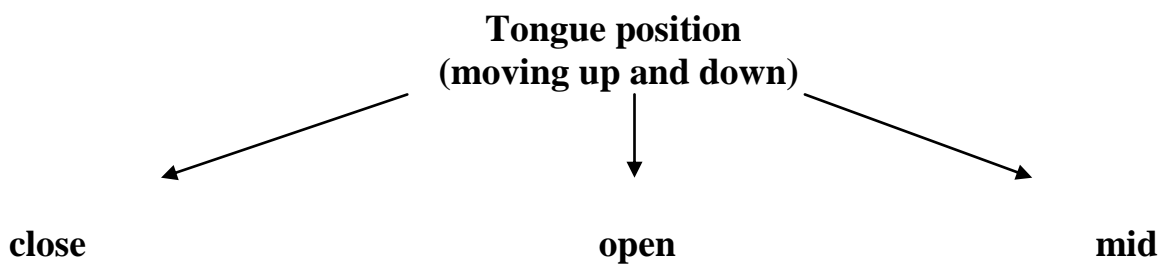
When the tongue is in the front part of the mouth and the front part of it is raised to the hard palate a front vowel is pronounced. [ ]

When the tongue is in the front part of the mouth but slightly retracted and the part of the tongue nearer to centre than to front is raised, a front-retracted vowel is pronounced. [ ]

When the front of the tongue is raised towards the back part of the hard palate the vowel is called central. [ ]

When the tongue is in the back part of the mouth and the back of it is raised towards the soft palate a back vowel is pronounced. [ ]

When the tongue is in the back part of the mouth but is slightly advanced and the central part of it is raised towards the front of the soft palate a back-advanced vowel is pronounced. [ ]



When the front or the back of the tongue is raised high towards the palate the vowel is called close. [ ]

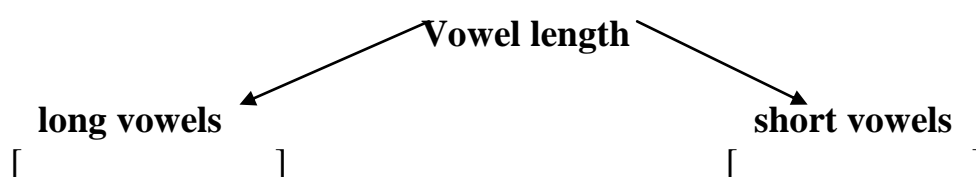
When the front or the back of the tongue is as low as possible in the mouth open vowels are pronounced. [ ]

When the highest part of the tongue occupies the position intermediate between the close and the open one mid vowels are pronounced. [ ]



The shape of the mouth cavity is also largely dependent on the position of the lips. When the lips are neutral or spread the vowels are termed unrounded. They are [ ].

When the lips are drawn together so that the opening between them is more or less round the vowel is called rounded. This is the position for the English vowels [ ].



## Main notions of phonetics

Speech sounds are grouped into language units called phonemes. A **phoneme** may be thought of as the smallest contrastive language unit which exists in the speech of all people belonging to the same language community in the form of speech sounds and may bring about a change of meaning. A phoneme is realized in speech in the material form of speech sounds of different type.

Various speech realizations of the phoneme are called **allophones**.

The organs of speech are capable of uttering many different kinds of sounds. Linguists distinguish two types of speech sounds: *vowels* and *consonants*.

**Vowels** are voiced sounds produced without any obstruction in the supra-glottal cavities and consequently have no noise component.

In the articulation of **consonants** a kind of noise producing obstruction is formed in the supra-glottal cavities. Such sounds may be pronounced with or without vocal cords vibration.

A **syllable** is a speech unit consisting of a sound or a sound sequence one of which is heard to be more prominent than the others. The most prominent sound being the peak or the nucleus of a syllable is called syllabic. Syllabic vowels are generally vowels and sonorants.

The information conveyed by a sentence is expressed not only by proper words and grammar structures, but also by intonation. The term **intonation** implies variations of pitch, force of utterance and tempo. Variations of pitch are produced by significant moves of the voice up and down. The force component of intonation is measured by the degree of loudness of syllables that determines by the rate of speech and the length of pauses.

## [i:] – [I]

[i:]

### Spelling

*e – be, scene, complete*

*ee – see, been, meet*

*ea – sea, mean, beef*

*ie – field, believe, belief*

*ei, ey – key, receive*

*i – police*

**Definition.** [i:] is front, close, unrounded, long.

**Articulation.** The tongue is in the front part of the mouth. The front of the tongue is rather high in the mouth. The vowel is noticeably diphthongized, especially in open syllables.

The tongue glides from a position nearer to the English vowel [I] to a more advanced and high position. The tongue is tense, the side rims of it make a firm contact with the upper teeth. The lips are spread.

[I]

### Spelling

*I – bit, pill, kitchen*

*y – busy, syllable*

*e – pretty, before, homeless*

*ie – bodies, studies*

*a – luggage, graduate*

**Definition.** [I] is front-retracted, close, unrounded, short.

**Articulation.** The tongue is in the front part of the mouth but slightly retracted. The part of the tongue nearer to center than to the front is raised to a half-close position. The side rims of the tongue make a light contact with the upper teeth. The tongue is lax. The lips are loosely spread.

*To make the sound [i:], smile and open your mouth a little. [i:] is a long sound. It comes in the words feet and seat. To make the sound [I], open your mouth a little more. [I] is a short sound. It comes in the words fit and sit.*

**Exercise I.** Read the following words paying special attention to correct pronunciation.

a) Practise the sound [i:]

be	pea	bean	cheap
he	knee	heel	seat
fee	teeth	meal	eat
see	peace	peel	leek
tea	seed	sheep	cheek

b) Practise the sound [ɪ]:

did	lit	nibble	drink
it	kid	pick	ring
bid	kit	chip	sit
bit	pill	tin	rib
lid	pit	hill	nip

c) Practise the sounds in contrast [i:] - [ɪ]:

sheep - ship	cheeks - chicks	beat - bit
bean - bin	cheap - chip	feet - fit
eat - it	peak - pick	deed - did
seat - sit	read - rid	lead - lid
leek - lick	heel - hill	peel - pill

**Exercise II.** Read the following sentences paying attention to the right pronunciation of the sounds:

[i:]

1. Pleased to meet you.
2. Greek meets Greek.
3. How much cheese do you need?
4. It's easy to be wise after event.

[ɪ]

1. It isn't his business.
2. I think it's a little thick.
3. Bill's sister sings well.
4. Who sings English songs in his family?

[i:] – [ɪ]

1. Edith will be pleased to meet Bill, Peter and Eve.
2. Pete eats chiefly meat and Bill eats mainly fish.
3. Who reads Greek myths in your family?
4. Bill drinks coffee, Eve drinks tea.

**Exercise III.** Circle the words you recognize in the sentences you hear:

1. a) sheep; b) ship
2. a) bean; b) bin
3. a) cheeks; b) chicks





**Exercise VII.** Listen and repeat:

Edith	see	eating
evening	tea	Peter
easy	pea	meat
Jean	three	
cheese		

**Exercise VIII.** Listen to the dialogue. Read it aloud, mark the tunes. Learn it. Act out the dialogue.

### **In a restaurant**

**Peter:** What would you like to eat, Edith?

**Edith:** A meat sandwich.

**Peter:** Jean? Would you like a meat sandwich or a cheese sandwich?

**Jean:** A cheese sandwich, please, Peter.

**Waiter:** Good evening.

**Peter:** Good evening. We'll have one meat sandwich and two cheese sandwiches.

**Edith:** And three teas, please.

**Waiter:** (*writing down the order*) One meat sandwich ... two cheese sandwiches ... and ... three teas.

**Exercise IX.** Listen to the dialogue, fill in the missing words, mark the tunes. Read it in pairs.

### **An interesting film**

**Bill:** Is Tim in?

**Lyn:** Is he \_\_\_\_\_ to the pictures?

**Mrs. Smith:** Tim's \_\_\_\_\_.

**Bill:** Here he \_\_\_\_! Hello, \_\_\_\_\_.

**Tim:** Hello, Bill.

**Lyn:** Are you \_\_\_\_\_, Tim?

**Tim:** Is it an \_\_\_\_\_ film?

**Lyn:** It's "\_\_\_\_\_ Jim and the Indians".

**Bill:** And it \_\_\_\_\_ in \_\_\_\_\_ minutes.

**Mrs. Smith:** If you're \_\_\_\_\_, Tim ...

**Tim:** Quick! Or we'll \_\_\_\_\_ the beginning of the \_\_\_\_\_!

[æ] – [e]

[æ]

### Spelling

*a – land, bad, sat, hatter*

**Definition.** [æ] is front, open, unrounded.

**Articulation.** The mouth is more open than for [e]. The tongue is in the front part of the mouth. The front of the tongue is rather low in the mouth. The side rims of the tongue make a very slight contact with the back upper teeth. The tongue is tenser than in the case of [e].

[e]

### Spelling

*e – red, get, spend*

*ea – bread, leather*

*a – many, any*

**Definition.** [e] is front, mid, unrounded, short.

**Articulation.** The tongue is in the front part of the mouth. The front of the tongue is raised to the hard palate but not so high as for [I]. The side rims of the tongue make a light contact with the upper teeth. The tongue may be tenser than in the case of [I]. The lips are loosely spread. The mouth is slightly open.

*To make the sound [e], open your mouth and smile. [e] is a short sound. It comes in the words get and pen. To make the sound [æ], open your mouth more and don't smile so much. [æ] is a short sound. It comes in the words fat and bag.*

**Exercise I.** Read the following words paying special attention to correct pronunciation.

a) Practise the sound [æ]:

add	gas	apple	chapter
Ann	hat	abbey	abstract
bag	nap	catch	balcony
cab	back	happy	grammar
pan	fancy	happen	alphabet

b) Practise the sound [e]:

men	bed	sell	neck
pen	red	left	fell
get	bell	peck	bread
pet	press	best	said
let	ready	mess	settle

c) Practise the sounds in contrast [e] - [æ]:

bet - bat	met - mat	bed - bad
ate - at	wreck - rack	said - sad
led - lad	beg - bag	men - man
x - axe	shell - shall	set - sat
pen - pan	pet - pat	ten - tan

**Exercise II.** Read the following sentences paying attention to the right pronunciation of the sounds.

[æ]

1. Harry has a hacking jacket.
2. Harry and Ann are standing hand in hand.
3. That's flat! That's bad! And that's that.
4. Fancy that Dan acted on Dad's advice!

[e]

1. Very well then.
2. Well said.
3. I expect Betty spends a pretty penny on dress.
4. Success went to Ned's head.

[æ] – [e]

1. A black cat sat on a mat and ate a fat rat.
2. Jack has a cap in his hand.
3. Ted has Dad's hat on his head.
4. Accidents will happen in the best regulated families.

**Exercise III.** Circle the words you recognize in the sentences you hear:

1. a) pen; b) pan
2. a) men; b) man
3. a) said; b) sad
4. a) gem; b) jam
5. a) pet; b) pat
6. a) bed; b) bad

**Exercise IV.** Listen and underline the word with the different vowel sound.

EXAMPLE *fat mad call bad*

1. bat far mat rat
5. pet bet her men

2. cat sat bag bar
3. man ape rack tan
4. cab pan ham tape

6. ear shell bet red
7. well meet then went
8. hell spell bell heel

**Exercise V.** Change the vowel sound form [æ] to [e] in these words. Write the new words and their translation.

EXAMPLE *pan ....pen.....ручка*  
*Brad ....bread ....хлеб*

- |              |               |
|--------------|---------------|
| 1. bag ..... | 5. sat .....  |
| 2. man ..... | 6. band ..... |
| 3. bad ..... | 7. bat .....  |
| 4. mat ..... | 8. dad .....  |

**Exercise VI.** Complete these word squares.

	æ	
æ		æ
T	æ	P

i	e	t
e		e
	e	

**Exercise VII.** Listen and repeat.

- |            |           |                      |
|------------|-----------|----------------------|
| any        | spend     | Jenny                |
| everybody  | friend    | jealous              |
| everything | left      | America              |
| Eddie      | shelf     | expensive cigarettes |
| Ellen      | ten pence | help yourself        |

**Exercise VIII.** Listen to the dialogue. Mark the tunes. Read it in pairs. Learn it. Act out the dialogue.

### **An expensive holiday**

**Eddie:** Hello, Ellen! Hello, Ben! Hello, Jenny!

**Ben:** Hello, Eddie! Have a cigarette.

**Eddie:** Thanks, Ben.

**Ellen:** Help yourself to whisky!

**Jenny:** It's on the shelf.

**Ben:** How did you spend your holiday, Eddie?

**Eddie:** I went to America with a friend.

**Everybody:** Well!

**Ellen:** We're all jealous.

**Ben:** Was it expensive?

**Eddie:** Yes. Very. I've spent everything.

**Jenny:** Haven't you any money left?

**Eddie:** Yes, Jenny! Ten pence!

**Exercise IX.** Listen to the dialogue, mark the tunes. Read it aloud paying attention to right pronunciation.

### **A bad hijacker**

**Hostess Bradley:** Alice! Perhaps that passenger is a hijacker!

**Hostess Allen:** Which passenger, Anne? That sad man with the camera? He's wearing black slacks and a jacket.

**Hostess Bradley:** No. That fat lady with the big black handbag in her left hand.

**Hostess Allen:** Is she standing next to the lavatory?

**Hostess Bradley:** Yes. She's travelling to Amsterdam.

**Hostess Allen:** You're mad, Anne, I don't understand.

**Hostess Bradley:** You see, when she went into the lavatory she didn't have that handbag in her hand, and now she's ...

**Fat lady:** (clapping her hands) EVERYBODY STAND! I'm a hijacker. And in this handbag I have a ...

**Handbag:** BANG!

[ɒ] – [o:]

[ɒ]

**Spelling**

*o – dog, rock, holiday, jolly*

*a – want*

*ou, ow – cough, knowledge*

*au – sausage, Austria*

**Definition.** [ɒ] is back, open, rounded, short.

**Articulation.** This vowel is articulated with the mouth wide open and slight lip-rounding. The body of the tongue is even more retracted than in the case of the vowel [ɑ:]. The back of the tongue is only slightly raised. No contact is made between the rims of the tongue and the upper teeth.

[o:]

**Spelling**

*or – corn, port, force, lord*

*aw – law, drawn*

*ou, au – bought, fault, audible*

*a – call, chalk, water, war, quarter*

*ore, oor, oar, our – shore, door, board, four, court*

**Definition.** [o:] is back, open, rounded, long.

**Articulation.** The tongue is in the back part of the mouth. The back of the tongue is raised to a half-open position. No contact is made between the rims of the tongue and the upper teeth. The mouth is less open and the lips are more rounded than for vowel [ɒ].

*To make the sound [ɒ], open your mouth and make your lips round. [ɒ] is a short sound. To make the sound [o:], you push your lips forward and make them rounder. [o:] is a long sound.*

**Exercise I.** Read the following words paying special attention to correct pronunciation.

a) Practise the sound [o:]:

nor	law	sort	autumn
for	war	sport	daughter
bore	lord	force	taught
thaw	short	ought	naughty
jaw	bought	thought	reform

b) Practise the sound [ɒ]:

rod	job	loss	boss
-----	-----	------	------

cod	Bob	top	not
rod	golf	stop	cock
odd	fog	mop	stock
dog	lost	copy	dock

c) Practise the sounds in contrast [o:] - [ɒ]:

sports - spots	Dawn - Don
forks - fox	cork - cock
port - pot	fork - fog
caught - cot	born - Bob
cord - cod	lord - odd

**Exercise II.** Read the sentences paying attention to the right pronunciation of the sounds:

[o:]

1. Any port in a storm.
2. New lords, new laws.
3. Forewarned is forearmed.
4. You can take a horse to the water, but you can't make it drink.

[ɒ]

1. Polly wants her coffee strong.
2. Dolly wants an office job.
3. Polly's gone to the wrong shop.
4. John's dog Toby got lost.

[o:] - [ɒ]

1. Gordon wants forty-four copies of the documents.
2. Olive watches John put a locked strong box on a yacht in a lock at the docks.
3. Paul and George, stop talking.
4. Cora and Polly adore small talk.

**Exercise III.** Circle the words you recognize in the sentences you hear:

- a) spots; b) sports
- a) pots; b) ports
- a) cod; b) cord
- a) shot; b) short
- a) Rod; b) roared
- a) what a; b) water

**Exercise IV.** Put the words in the columns below according to the sound of the underlined letters.

walk thought wrong quarrel novel door want gone all water daughter sop  
 board core taught wach saw tore not salls lawn warm was more shot

[ɒ]	[o:]
want	walk

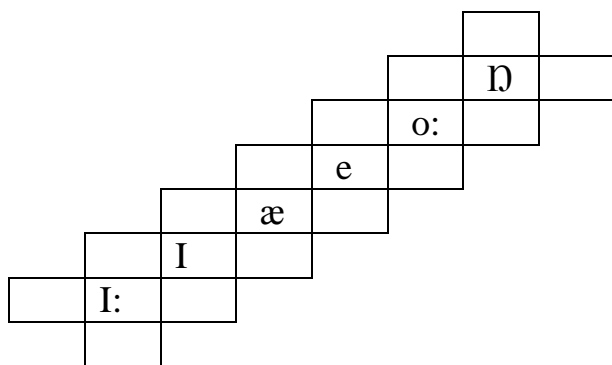
**Exercise V.** Find 14 words in the puzzle (every letter is used once) and write them in the correct part of the table. The words are written horizontally or vertically.

G B S C O U R S E  
 O A T S C S W A R  
 L L O T O O F M B  
 F L P O P R O O O  
 S A W C Y T X R S  
 L A W K A L L E S

words with the sound [ɒ]	words with the sound [o:]
fox	



**Exercise VI.** Complete this phonemic crossword



**Exercise VII.** Listen and repeat.

off	got	sorry
often	bottle	holiday
on	want	horrible
'Onwash'	what's wrong	washing
a long job	Mrs Bloggs	popular

**Exercise VIII.** Listen to the dialogue, mark the tunes, read it aloud. Learn it. Act it out.

**TV advertisement for "Onwash"**

**Voice A:** What's wrong with you, Mrs. Bloggs?

**Mrs. Bloggs:** What's wrong with me? I want a holiday from this horrible job of washing socks!

**Voice B:** Buy a bottle of "Onwash", Mrs. Bloggs!

**Voice C:** "Onwash" is so soft and strong!

**Voice D:** You don't want lots of hot water with "Onwash".

**Voice A:** It's not a long job with "Onwash".

**Voice B:** Use "Onwash" often.

**Voice C:** You won't be sorry when you've got "Onwash".

**Voice D:** Everybody wants "Onwash".

**Everybody:** "Onwash" is so popular!

**Exercise IX.** Read the dialogue in pairs.

**Sports report from Channel 4**

**Announcer:** This morning the Roarers football team arrived back from York. Paul Short is our sports reporter, and he was at the airport.

**Paul Short:** Good morning. This is Paul Short. All the footballers are walking towards me. Here's George Ball, the goalkeeper. Good morning, George.

**George Ball:** Good morning. Are you a reporter?

**Paul Short:** Yes. I'm from Channel 4. Please tell our audience about the football match with York.

**George Ball:** Well, it was awful. We lost. And the score was four, forty-four. But it wasn't my fault.

**Paul Short:** Whose fault was it?

**George Ball:** The forwards.

**Paul Short:** The forwards?

**George Ball:** Yes. The forwards. They were always falling down or losing the ball!

**Game.** With a partner you are going to play the game 'Space Battle'. In this game you try to find and hit your partners spaceships.

These are the spaceships:

Flying saucer (= 5 points)

X
---

Rocket (= 20 points)

X	X	X
---	---	---

Space station (= 50 points)

X	X	X
X	X	X

Don't let your partner see your grid. On the grid marked YOU, put crosses where your spaceships are. You can put your rockets and space station horizontally or vertically.

You each have:

4 flying saucers 2 rockets 1 space station

When you have put all your spaceships in your grid, you are ready to play the game. (Don't put anything in the grid marked YOUR PARTNER yet.)

**Student A** Student B will say the name of a square on your grid. Shade the square like this 

--

. If there is a **X** in the square, say **HIT**. If there is no **X**, say **MISS**. If the **HIT** is a flying saucer or the last remaining square of a bigger spaceship, say **HIT AND DESTROYED**. (The shaded squares show you the squares your partner has already called.)

**Example**

sport. cock

HIT!

**Student B** On the grid marked YOUR PARTNER, try to find Student A's spaceships. Say the name of a square on the grid where you think there is a spaceship. If Student A says HIT, draw a **X**. If they say MISS, draw a **O**.

Now take it in turns to ask and answer. After ten minutes stop the game and see who has the most points. (You only get the points for the spaceships you have destroyed.)

	r	c	f	w	d	f	c	g	o	d
	o	o	o	a	o	o	o	o	n	o
	c	r	x	n	l	r	c	t	l	o
	k	k		t	l	k	k		y	r
John										
spot										
bought										
form										
sport										
ball										
daughter										
board										
shore										
walk										

YOU

	r	c	f	w	d	f	c	g	o	d
	o	o	o	a	o	o	o	o	n	o
	c	r	x	n	l	r	c	t	l	o
	k	k		t	l	k	k		y	r
John										
spot										
bought										
form										
sport										
ball										
daughter										
board										
shore										
walk										

YOUR PARTNER

[ɜ:] – [o:]

[ɜ:]

### Spelling

*ir, yr – sir, girl, bird, first, myrtle*

*er, ear, err – her, earl, heard, err*

*ur, urr – fur, curl, purr*

*wor – word, worse*

*our – journalist*

**Definition.** [ɜ:] is central, mid, unrounded, long.

**Articulation.** The tongue is almost flat. The central part of the tongue is slightly higher than the front and the back of the tongue, which are raised between the half-close and half-open positions. No firm contact is made between the rims of the tongue and the upper teeth, the lips are neutrally spread, they do not cover the teeth. The passage between the teeth is rather narrow. The vowel is long.

[o:]

### Spelling

*or – corn, port, force, lord*

*aw – law, drawn*

*ou, au – bought, fault, audible*

*a – call, chalk, water, war, quarter*

*ore, oor, oar, our – shore, door, board, four, court*

**Definition.** [o:] is back, open, rounded, long.

**Articulation.** The tongue is in the back part of the mouth. The back of the tongue is raised to a half-open position. No contact is made between the rims of the tongue and the upper teeth. The mouth is less open and the lips are more rounded than for vowel [ɒ].

*To make the sound [ɜ:] keep your teeth quite together and do not round your lips at all – smile when you say it. [ɜ:] is a long sound.*

**Exercise I.** Read the following words paying special attention to correct pronunciation.

1) Practise the sound [ɜ:]

fir	word	work	curtain
sir	world	shirt	birthday
her	girl	nurse	Thursday
bird	pearl	first	purpose
heard	term	burst	worse

2) Practise the sound [o:]:

four	thaw	wall	taught
more	straw	warm	talk
bore	draw	ought	walk
tore	board	bought	horse
saw	small	daughter	quarter

3) Practise the sounds in contrast [ɜ :] – [o:]:

her – horn	shirt - short
bird – board	first - force
pearl – Paul	turn - torn
work – walk	burn - born
curl – call	curse - course

**Exercise II.** Read the following sentences paying attention to the right pronunciation of the sounds:

[ɜ :]

1. Repeat the verse word for word.
2. Bert will be thirteen next birthday.
3. Myrtle will certainly start her journey to Germany next Thursday under the circumstances.
4. Turn down the first turning after the church – or the third, if you prefer.

[o:]

1. Nora bought sausages and oranges and a tall bottle of mineral water.
2. Nora thought that all autumn balls were boring.
3. I thought George Thornhill ought to talk.
4. Gordon Norton taught law to forty-four students.

[ɜ:] – [o:]

1. Paul and Pearl are on board a ship.
2. First call Bert and Paul.
3. Maud and Bert like to walk but they don't like to work.
4. Work without purpose is like walk without joy.

**Exercise III.** Circle the words you recognize in the sentences you hear.

1. a) board; b) bird
2. a) burns; b) buns

3. a) ward; b) word
4. a) walk; b) work
5. a) shirt; b) short
6. a) or; b) er

**Exercise IV.** Write these numbers out in full. Which of the two vowel sounds do they contain? Write [ɜ:] or [o:].

**Example** 3<sup>rd</sup> .....*third*.....[ɜ:]

- 1 1/4 .....      4 1<sup>st</sup> .....
- 2 30 .....      5 14 .....
- 3 4<sup>th</sup> .....

**Exercise V.** Find 14 words in the puzzle (every letter is used once) and write them in the correct part of the table. The words are written horizontally or vertically.

b	b	t	c	o	u	r	s	e
i	a	u	h	w	s	w	a	r
r	l	r	e	o	o	h	g	m
d	l	n	a	r	r	e	i	o
s	a	w	r	d	t	r	r	r
l	a	w	d	a	l	l	l	e

words with [ɜ:]	words with [o:]
bird	

**Exercise VI.** Read the tongue-twisters and learn them:

1. Observe the observed of all observers.
2. If white chalk chalks on a black blackboard, will black chalk chalk on a white blackboard?

**Exercise VII.** Listen to the words and repeat them:

thirsty	Sir Herbert	Colonel Burton
nurse	dirty	the worst nurse
skirts	weren't	nurse Turner
work	Thursday	nurse Sherman
early		

**Exercise VIII.** a) Listen to the dialogue and complete it. Fill in the gaps.

### **The worst nurse**

*Sir Herbert:* Nurse!

*Colonel Burton:* Nurse! I'm .....

*Sir Herbert:* Nurse! My head .....

*Colonel Burton:* NURSE!!

*Sir Herbert:* Curse ..... nurses!

*Colonel Burton:* Nurse ..... always wears such ..... shirts.

*Sir Herbert:* And such ..... skirts.

*Colonel Burton:* She never ..... at work early.

*Sir Herbert:* She and ... er .... Nurse Turner ..... at work on Thursday, were they?

*Colonel Burton:* No, they weren't.

*Sir Herbert:* Nurse Sherman is the ..... nurse in the ward, isn't she?

*Colonel Burton:* No, she isn't. She's the worst nurse in the .....

b) Learn it by heart and act out.

**Exercise IX.** Read the rhyme and fill in the missing words, learn it.

was	she	little	girl	the	good	but	bad	horrid
-----	-----	--------	------	-----	------	-----	-----	--------

There \_\_\_\_\_ a little \_\_\_\_\_

And \_\_\_\_\_ had a \_\_\_\_\_ curl

Right in \_\_\_\_\_ middle of her forehead.

When she was \_\_\_\_\_,

She was very, very \_\_\_\_\_,

\_\_\_\_\_ when she was \_\_\_\_\_,

She was \_\_\_\_\_.

## [ʌ] - [ɑ:]

[ʌ]

### Spelling

*u – mud, dull, butter, much*

*o – son, brother, nothing*

*ou – young, country, rough*

*oo – flood, blood*

**Definition.** [ʌ] is central, mid, unrounded, short.

**Articulation.** The tongue is in the central part of the mouth. The front of the tongue is raised to the back of the hard palate just above the fully open position. No contact is made between the tongue and upper teeth. The tongue is lax. The jaws are considerably separated. The lips are neutrally open. The vowel is short.

[ɑ:]

### Spelling

*ar – cart, star, arch*

*a – grass, after, path, branch*

*au – aunt, laugh*

*ear – heart*

*al – calf, calm*

**Definition.** [ɑ:] is back, open, unrounded, long.

**Articulation.** The mouth is open. The tongue is in the back part of the mouth. The back of the tongue is only slightly raised. No contact is made between the rims of the tongue and the upper teeth. The lips are neutral.

*To make the sound [ʌ], keep your mouth open but don't smile at all. [ʌ] is a short sound. To make the sound [ɑ:], keep your mouth open, make your tongue very low in order to see the back of the soft palate. [ɑ:] is a long sound.*

**Exercise I.** Read the following words paying special attention to correct pronunciation.

a) Practise the sound [ʌ]:

come	none	tub	duck
some	done	cub	shut
plum	double	but	must
run	cub	up	cuff
fun	hug	us	fuss



b) Practise the sound [ɑ:]:

far	spar	cart	arm
are	barn	chart	hard
par	darn	mark	large
mar	starve	park	star
scar	tart	art	carpet

c) Practise the sounds in contrast [ʌ] - [ɑ:]:

duck - dark	hut - heart
buck - bark	fun - farm
cut - cart	cuff - carve
lust - last	hum - harm
bun - barn	cup - carp

**Exercise II.** Read the following sentences paying attention to the right pronunciation of the sounds.

[ʌ]:

1. Pluck up your courage.
2. Does the bus run every Monday?
3. My brother Russ made mother's cup run over.
4. After Sunday comes Monday.

[ɑ:]:

1. He who laughs last laughs longest.
2. Car can't be parked here after dark.
3. Aunt Martha lives near Marble Arch.
4. Margaret and Charles are dancing in the garden under the stars.

[ʌ] - [ɑ:]:

1. Charles puts some mustard in his mother's custard.
2. Charles' brother wonders why his father doesn't love his other son.
3. Margaret loves Charles, Charles loves Marcia.

**Exercise III.** Circle the words you recognize in the sentences you hear.

1. a) heart; b) hut
2. a) cut; b) cart
3. a) carp; b) cup
4. a) barn; b) bun

5. a) come; b) calm

**Exercise IV.** Listen to these sentences. Is the accent from North America (they pronounce the R after the vowel) or South, East England?

EXAMPLE *He asked her to dance. ....Eng .....*

- |                         |                               |
|-------------------------|-------------------------------|
| 1. We started in March. | 5. It stops and starts.       |
| 2. It's a fast car.     | 6. A glass of beer.           |
| 3. My heart's strong.   | 7. Was his hair dark or fair? |
| 4. Where's the bar?     |                               |

**Exercise V.** Make words with these beginnings and endings and write them in the correct part of the table.

Beginnings	d b f l st co c sp so sc sm h
Endings	me ut ar uck arn ark ast art un up

[ʌ]	[ɑ:]
fun	dark

**Exercise VI.** Find necessary words to finish these crosswords.

	ʌ				ɑ:	
ʌ	<b>X</b>	ʌ		ɑ:	<b>X</b>	ɑ:
	ʌ				ɑ:	

**Exercise VII.** Listen and repeat the following words.

- |            |        |           |
|------------|--------|-----------|
| ugly       | must   | love      |
| untrue     | much   | lovely    |
| unhappy    | lunch  | honey     |
| understand | Sunny  | worry     |
| shut up    | cousin | company   |
| just once  | Russ   | wonderful |

**Exercise VIII.** Listen to the dialogue and fill in the missing words.

### I love you

**Russ:** ....., why are you so sad? (Janet says nothing)

**Russ:** Honey, are you so .....? I don't .....

**Janet:** You don't love me, .....

**Russ:** But, honey, I ..... you very .....

**Janet:** That's ..... You love my ....., Sunny. You think she's ..... and I'm .....

**Russ:** Janet, just .... last month I took Sunny out for ..... You mustn't ..... I like your ..... much better than Sunny's.

**Janet:** Oh, ....., Russ.

**Russ:** But, honey, I think you're ..... You mustn't ...

**Janet:** Oh, shut up!

**Exercise IX.** Listen to the dialogue. Mark the tunes. Act it out.

### At a party

**Margaret:** Where's your glass, Barbara?

**Barbara:** It's on the bar.

**Martin:** Barbara! Margaret! Come into the garden! Martha and Charles are dancing in the dark.

**Margaret:** In the garden? What a laugh!

**Barbara:** So they are! They're dancing on the grass!

**Margaret:** They're dancing under the stars!

**Martin:** And Arnold's playing his guitar.

**Barbara:** Doesn't Martha look smart!

**Margaret:** Look at Charles! What a marvellous dancer!

**Barbara:** Ah! Let's take a photograph of Martha and Charles.

**Martin:** We can't. It's too dark.

**Exercise X.** Transcribe the following proverbs and explain them.

1. As snug as a bug in a rug.
2. He laughs best who laughs last.
3. Well begun is half done.
4. Well done, soon done.
5. Every country has its customs.
6. Don't trouble trouble until trouble troubles you.
7. What's done cannot be undone.
8. Winter's thunder is summer's wonder.

## [ʊ] - [u:]

[ʊ]

### Spelling

*u – full*

*o – wolf, woman*

*oo – look, wool*

*ou – would, could*

**Definition.** [ʊ] is back-advanced, close, rounded, short.

**Articulation.** The whole body of the tongue is in the back part of the mouth. The part of the tongue nearer to the center than to the back is raised just above the half-close position. There is no firm contact between the side rims of the tongue and the upper teeth. The tongue is rather lax. The lips are rounded about the same amount as for [o:]. But the mouth is not so open. The vowel is short.

[u:]

### Spelling

*oo – soon, mood, boot*

*o – to, lose*

*ou – through, wound, soup*

*u – rule, June*

*ew, ue, ui, oe – news, due, suit, shoe*

**Definition.** [u:] is back, close, rounded, long.

**Articulation.** The tongue is in the back part of the mouth. The back of the tongue is rather high in the mouth. The vowel is noticeably diphthongized. The tongue glides from a position nearer to [ʊ] to a more retracted and high position. No firm contact is made between the rims of the tongue and the upper teeth. The tongue is tense. The lips are very closely rounded. The mouth is open only very little. The vowel is long.

*To make the sound [ʊ], open your lips a little and make them a little round. Keep the sound short. To make the sound [u:], make your lips very round and hard. Make the sound long.*

**Exercise I.** Read the following words paying special attention to correct pronunciation.

a) Practise the sound [u:]:

flu	fool	goose	loose
woo	cool	stool	moose
two	food	shoot	tooth
who	noon	loop	fruit
pool	moon	boot	whose

b) Practise the sound [ʊ]:

wood	sugar	cook	foot
hood	bull	book	put
could	full	took	puss
would	wool	shook	soot
pudding	look	rook	hook

c) Practise the sounds in contrast [ʊ] - [u:]:

look - Luke	book - boot	cook - cool
pull - pool	took - tooth	nook - noon
full - fool	foot - food	hook - who

**Exercise II.** Read the following sentences paying attention to the right pronunciation of the sounds:

[ʊ]

1. It looks good.
2. She puts some sugar in the pudding.
3. Could you help the woman if you could?
4. A book about woodwork? What about “woodwork for Beginners” by Peter Bull?

[u:]

1. Hugh’s tooth is loose.
2. Hugh shoots a moose and loses his loose tooth.
3. Ruth can’t say boo to a goose.

[ʊ] - [u:]

1. Could I have some fruit juice?
2. This foolish, bookish Duke is too full of good food to move a foot.
3. Look at Luke pulling a poor fool out of the pool in the wood.
4. Look at this blue woolen suit. It’s good, isn’t it? Yes, it looks good.

**Exercise III.** Circle the words you recognize in the sentences you hear.

1. a) look; b) Luke
2. a) full; b) fool
3. a) pool; b) pull
4. a) foolish; b) fullish

**Exercise IV.** Underline the word with the different vowel sound.

EXAMPLE *foot look blood push*

- |                             |                         |
|-----------------------------|-------------------------|
| 1. soon book boot room      | 5. wood hood good shoot |
| 2. shoes does true blue     | 6. bull wool fruit puss |
| 3. pull full put rule       |                         |
| 4. group could would should |                         |

**Exercise V.** Transcribe the following words.

[ri:tʃ], [fo:], [drʌp], [ba:], [ri:d], [ʃɑ:k], [wɜ:m], [fækt], [nʌd], [nʌt], [mʌk], [bɪt], [bætl], [ɑ:m], [wʌl], [wel], [wo:l], [trɪp], [tɜ:n], [wo:], [gɜ:l]

**Exercise VI.** Find a way from Start to Finish. You may pass a square only if the word in it has the sound [u:]. You can move horizontally or vertically only.

**Start**

fruit	wood	hook	stool	took	Luke
goose	moose	food	put	whose	full
could	pudding	noon	puss	would	woo
loop	bull	fool	sugar	soot	good
loose	wool	flu	two	who	boot
should	hood	shook	rook	book	pool

**Finish**

**Exercise VII.** Complete the following crosswords.

	u				u:	
u	X	u		u:	X	u:
	u				u:	

**Exercise VIII.** Listen and repeat.

put	full	cookery books
look	woman	shouldn't you

good      bedroom      didn't you  
foot      living-room      Mr. Cook  
could      bookshelf

**Exercise IX.** Listen to the dialogue. Mark the tunes. Learn it. Act it out.

### A lost book

*Mr. Cook:* Woman! Could you tell me where you've put my book?

*Mrs. Cook:* Isn't it on the bookshelf?

*Mr. Cook:* No. The bookshelf is full of your cookery books.

*Mrs. Cook:* Then you should look in the bedroom, shouldn't you?

*Mr. Cook:* I've looked. You took that book and put it somewhere, didn't you?

*Mrs. Cook:* The living-room?

*Mr. Cook:* No. I've looked. I'm going to put all my books in a box and lock it!

*Mrs. Cook:* Look, Mr. Cook! It's on the floor next to your foot.

*Mr. Cook:* Ah! Good!

**Exercise X.** Listen to the dialogue. Fill in the gaps.

### In a good school

*Miss Luke:* Good ....., girls.

*Girls:* ..... afternoon, Miss Luke.

*Miss Luke:* This afternoon we're going to learn how to ..... soup. Open your books at unit .....

*Prue:* Excuse me, Miss Luke.

*Miss Luke:* Yes, Prue?

*Prue:* There's some chewing gum on your .....

*Miss Luke:* ..... threw their chewing gum on the floor? Was it you,....?

*Prue:* No, Miss Luke. It was June.

*Miss Luke:* .....?

*Prue:* June Cook.

*June:* It wasn't me, ..... It was Sue.

*Sue:* It was you!

*June:* It wasn't me, you stupid fool. My mouth's full of ..... gum. Look, Miss Luke!

*Sue:* Stop pulling my hair, June, It was you!

*June:* You!

*Sue:* You!

*Miss Luke:* Excuse me! You're being very ..... You ..... nuisances can stay in school this afternoon instead of going to the swimming .....

## [ə] - [ɪ]

[ə]

### Spelling

Spelt with almost any vowel letter or combination of vowel letters.

*e – mineral, president*

*er – teacher, after*

*a – ago, woman, Frenchman*

*or – director, doctor*

*o – correct, omit*

*ure – picture, furniture*

*u – suggest, support*

*ou – dangerous*

*i – possible*

*our – favour*

**Definition.** [ə] is central, mid, unrounded, very short.

**Articulation.** The quality of [ə] is that of a central vowel which varies from a half-open to a half-close position. The lips are unrounded. The opening between the jaws is narrow.

[ɪ]

### Spelling

*i – bit, pill, kitchen*

*y – busy, syllable*

*e – pretty, before, homeless*

*ie – bodies, studies*

*a – luggage, graduate*

**Definition.** [ɪ] is front-retracted, close, unrounded, short.

**Articulation.** The tongue is in the front part of the mouth but slightly retracted. The part of the tongue nearer to center than to the front is raised to a half-close position. The side rims of the tongue make a light contact with the upper teeth. The tongue is lax. The lips are loosely spread.

**Exercise I.** Read the following words paying special attention to correct pronunciation.

a) Practise the sound [ə]:

obey	perhaps	glamorous
allow	entertain	sooner
adore	amateur	measure
attend	comfortable	Persia
obstruct	ignorant	colour
achieve	understand	picture
account	terrible	murderer
annoy	permanent	sailor
approve	characters	collar
offence	component	America



b) Practise the sounds in contrast [ə] - [I]:

affect - effect

sitter - city

officers - offices

accept - except

razors - raises

better - Betty

armour - army

offers - office

fisher - fishy

waiter - weighty

**Exercise II.** Read the following sentences paying attention to the right pronunciation of the sounds:

[ə]

1. Walter is older than Thomas.
2. Amelia speaks German better than Japanese.
3. Marcia is going to visit Persia in August.
4. Peter has never been to London.
5. Perhaps we'll come to them on Saturday afternoon.
6. London is beautiful in such weather.

[ə] - [I]

1. Peter was offered a job of a manager in his father's office.
2. Betty knows London better than Manchester.
3. I ate an apple and banana in a cinema in Canada.

**Exercise III.** Circle the words you recognize in the sentences you hear:

1. a) woman; b) women
2. a) dress; b) address
3. a) manager's; b) manages
4. a) teacher's; b) teaches
5. a) weight's; b) waiter's
6. a) dancer's; b) dances
7. a) officer's; b) office's
8. a) away; b) way
9. a) driver; b) drive
10. a) racer's; b) races

**Exercise IV.** Listen to the poem. Circle the words which rhyme.

Mr. Porter loves his pasta.  
No one else can eat it faster.  
Mr. Porter's sister Rita,  
Buys the pasta by the metre.  
Mr. Porter's older daughter,

Boils it all in tubs of water.

**Exercise V.** In each sentence or phrase there are two vowels which are not [ə]. Underline them.

EXAMPLE *an apple and a banana*

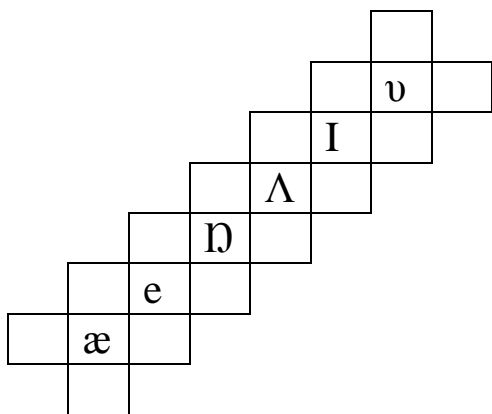
1. from Canada to China
2. The parrot was asleep.
3. The cinema was open.
4. the photographer's assistant
5. a question and an answer
6. a woman and her husband
7. a pasta salad

**Exercise VI.** Write the words in the correct part of the table. Then listen and check.

orange	woman	return	collect	market	begin	visit	asleep
salad	teaches	needed	letter	sofa	peaches	quarter	women

vowel in weak syllable = [ə]	vowel in weak syllable = [ɪ]
womən	orange

**Exercise VII.** Short vowel crossword.



**Exercise VIII.** Listen to the following text. Fill in the gaps. Learn it by heart.

Barbara spent ..... afternoon looking .. a beautiful book about South America.

“I want to go to South .....,” she said to .....

The next morning, when ..... woke up it was six o'clock, and her ..... and sisters were still asleep.

Barbara looked at ....., and closed her eyes .....

Then she quietly got out .... bed and started to pack .... suitcase.

She took some ..... clothes out of the .....

She packed a pair of ..... and her sister's ..... She packed a photograph of herself and ..... of her mother and father.

“I mustn't ..... to have some breakfast,” she said to herself.

But then she looked at the clock. It was a ..... to seven.

“I'll just drink a glass of .....,” she said.

“A glass of .....” she said.

“Water,” she said and opened .... eyes.

She .... still in her bed, and her brothers and ..... were laughing at her.

“Tell us what you were dreaming .....,” they said to her.

But Barbara didn't ..... She was thinking about her wonderful journey to South America.

**Exercise IX.** Transcribe the following texts.

a) Lets 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 is 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.

b) We have a house in a London suburb. I bought it about fifteen years ago when I got married. It consists of two floors. On the ground floor we have the dinning-room, the sitting-room, the kitchen and the hall. In the hall you can see a stand for hats, coats and umbrellas. A staircase leads from the hall to the landing on the first floor. On the top floor we have four bedrooms and a bathroom. On the top of the roof there are two chimneys. In front of the house we have a small garden. At the back of the house you can see a much larger garden with a lawn and some fruit-trees.

**Exercise X.** Transcribe the proverbs and explain them.

1. Beggars can't be choosers.
2. Better an egg today than a hen tomorrow.
3. Better be alone than in a bad company.
4. As like as two peas.

[iɜ] - [ɛɜ]

[iɜ]

**Spelling**

*ere – here, severe*

*ea – idea, real*

*eer – deer, pioneer*

*ier – fierce, pierce*

*ear – clear, near*

**Definition.** The nucleus of the diphthong is the front-retracted, close, unrounded vowel [ɪ].

**Articulation.** The nucleus is the vowel [ɪ]. For the glide the tongue moves in the direction of the neutral vowel [ɜ]. The lips are slightly spread for the nucleus and are neutral for the glide.

[ɛɜ]

**Spelling**

*are – care, parents*

*ere – there, where*

*ear – bear, wear*

**Definition.** The nucleus of the diphthong is front, open, unrounded.

**Articulation.** The nucleus of this diphthong is a vowel between [e] and [æ]. The tongue is in the half-open front position. For the glide the tongue moves in the direction of the neutral sound [ɜ]. The lips are neutral.

**Exercise I.** Read the following words paying special attention to correct pronunciation.

a) Practise the sound [iɜ]:

era	shear	appear	career
zero	mere	adhere	sincere
here	beer	veneer	museum
dear	ear	endear	material

b) Practise the sound [ɛɜ]:

hare	mare	despair	affair
dare	care	compare	prepare
pair	hair	repair	impair
air	fair	declare	aware

c) Practise the sounds in contrast [iɜ] - [ɛɜ]:

hare - here	pear - pier	spare - spear
bear - beer	dare - dear	rarely - really
air - ear	chair - cheer	mayor - mere

fair - fear  
rare - rear

Clare - clear  
stare - steer

a pair - appear

**Exercise II.** Read the following sentences paying attention to the right pronunciation of the sounds.

[i3]

1. He that has ears to hear, let him hear.
2. Here today, gone tomorrow.
3. There's none so queer as folk.
4. All the world is queer save thee and me and even thee's a little queer.

[ε3]

1. All's fair in love and war.
2. There, there!
3. If the cap fits, wear it.
4. Hair of the dog that bit you.

[i3] - [ε3]

1. The steering wheel needs repairing.
2. The theatre is somewhere near here.
3. I don't care whether I live upstairs or downstairs.
4. And the radio aerial doesn't work.

**Exercise III.** Underline the words you recognize in the sentences you hear.

1. a) chairs; b) cheers
2. a) bear; b) beer
3. a) pear; b) pier
4. a) here; b) hair
5. a) dear; b) Dare
6. a) clear; b) Claire

**Exercise IV.** Underline the word with the different vowel sound.

EXAMPLE *pear bear stare dear*

1. mare air aware shear
2. prepare rear fear ear
3. clear spear pear appear
4. tear hear pier bear
5. hare compare declare endear
6. sincere career despair appear
7. mere here museum mare
8. care era ear zero
9. material adhere veneer impair

**Exercise V.** Make words with these beginnings and endings and write them in the correct part of the table.

beginnings	h	d	p	f	c	m	r	b	ch	sp	cl
endings	are	air	ear	ier	eer	ere					

[ɛ3]	[i3]
hare	here

**Exercise VI.** Find 12 words in the puzzle and write them in the correct part of the table. The words are written horizontally or vertically.

F H P C A R E E R A E I A S T A R E I R E W C L E A R R E R A S P A R E E R A R C H E E R A I R E B E A R D	[i3]	[ɛ3]
	ear	air

**Exercise VII.** Find a way from Start to Finish. You may pass a square only if the word in it has the sound [i3]. You can move horizontally or vertically only.

**Start**

here	appear	vener	compare	era	clear
hair	fair	pier	mare	spare	chair
square	prepare	dear	material	mere	ear
sincere	air	affair	care	despair	shear
wear	rear	impair	beer	mayor	zero
cheer	declare	fear	aware	dare	really

**Finish**

**Exercise VIII.** Read the text.

A dreary peer sneers in the grand tier of the theatre. At the rear they hear the peer and jeer. But here, clearly the cheers for the hero are really fierce. The weary hero King Lear is nearly in tears.

**Exercise IX.** Listen and repeat.

Claire	there	nowhere
pair	they're	anywhere
chair	wearing	everywhere
square	Mary	upstairs and downstairs
where	hairbrushes	carefully

**Exercise X.** Listen to the dialogue, mark the tunes, learn it. Act it out.

### **A pair of hairbrushes**

**Mary:** I've lost two small hairbrushes, Claire. They're a pair.

**Claire:** Have you looked carefully everywhere?

**Mary:** Yes. They're nowhere here.

**Claire:** Have you looked upstairs?

**Mary:** Yes. I've looked everywhere upstairs and downstairs. They aren't anywhere.

**Claire:** Hm! Are they square, Mary?

**Mary:** Yes. They're square hairbrushes. Have you seen them anywhere?

**Claire:** Well, you're wearing one of them in your hair!

**Mary:** Oh! Then where's the other one?

**Claire:** It's over there under the chair.

**Exercise XI.** Listen and repeat

Lear	year	nearly
here	idea	bearded
hear	atmosphere	disappeared
dear	mountaineer	Austria
clear	Cheers!	windier

**Exercise XII.** Listen the dialogue and then read it in pairs.

### **A bearded mountaineer**

*(Mr. and Mrs. Lear are on holiday in Austria)*

**Mr. Lear:** Let's have a beer here, dear.

**Mrs. Lear:** What a good idea! They have very good beer here. We came here last year.

**Mr. Lear:** The atmosphere here is very clear.

*Mrs. Lear:* And it's windier than last year.  
*Mr. Lear:* (*speaking to the waiter*) Two beers, please.  
*Mrs. Lear:* Look, dear! Look at that mountaineer drinking beer.  
*Mr. Lear:* His beard is in his beer.  
*Mrs. Lear:* His beard has nearly disappeared into his beer!  
*Mr. Lear:* Sh, dear! He might hear.  
*Waiter:* (*bringing the beer*) Here you are, sir. Two beers.  
*Mr. Lear:* (*drinking his beer*) Cheers, dear!  
*Mrs. Lear:* Cheers! Here's to the bearded mountaineer!

**Exercise XIII.** Complete the rhyme, then listen and check.

body	head	there's	light	puff	night
------	------	---------	-------	------	-------

Here's a .... – there's a bed,  
 There's a pillow – here's a .....,  
 ..... a curtain – here's a .....,  
 There's a ..... – and so good .....

**Exercise XIV.** Read the tongue-twisters and learn them.

1. Mary is scared of fairies in the dairy.
2. Fair-haired Sarah stares warily at the hairy bear, glaring from his lair.

**Exercise XV.** Read the rhymes and learn them.

1. What is this life if,  
 Full of care,  
 We have no time  
 To stand and stare.
2. There was an old man with the beard,  
 Who said, "It is just as I feared! –  
 Two owls and a hen,  
 Four larks and a wren,  
 Have all built their nest in my beard."

**Exercise XVI.** Transcribe the proverbs and explain one of them.

1. It's late to tear your hair.
2. Hares may pull dead lions by the beard.
3. Neither here nor there.
4. Experience is the mother of wisdom.
5. Who fears to suffer, suffers to fear.



[ʊ] - [aʊ]

[ʊ]

**Spelling**

*o – so, home*

*oa + consonant – boat, road*

*ow – know, fellow*

*ou – shoulder, though*

*o + st – most, post*

*o + ll – roll, poll*

*o + ld – told, cold*

**Definition.** The nucleus of the diphthong is central, mid, unrounded.

**Articulation.** The starting point of the tongue position is similar to that of [ɜ:]; it starts with a central position, between half-close and half-open. For the glide the tongue moves upwards in the direction of [ʊ] there being a slight closing movement of the lower jaw. The lips are neutral for the first element and get slightly rounded for the second.

[aʊ]

**Spelling**

*au – house, sound*

*ow – now, town*

*ough – bough, plough*

**Definition.** The nucleus of the diphthong is central, open, unrounded.

**Articulation.** The starting point of the diphthong is between the back and front open position. The sound starts with the position slightly more retracted than for the nucleus of the diphthong [ai] and more advanced than for the vowel [ɑ:]. For the glide the tongue moves upwards in the direction of [ʊ], the mouth gets closer. The lips are neutral for the first element and get slightly rounded for the second.

**Exercise I.** Read the following words paying special attention to correct pronunciation.

a) Practise the sound [ʊ]:

show	go	bowl	throat
snow	so	shoulder	boast
low	no	toad	coast
toe	hole	vote	load
foe	role	soak	home

b) Practise the sound [aʊ]:

owl	crowd	mouse	shout
wow	down	house	rout
vow	gown	south	pouch
now	round	mouth	scout
loud	how	doubt	stout

c) Practise the sounds in contrast [ʒv] - [av]:

know - now	row (line) – row (quarrel)
load - loud	dote - doubt
phoned - found	tone – town

**Exercise II.** Read the following sentences paying attention to the right pronunciation of the sounds:

[ʒv]

1. Joe has a noble Roman nose.
2. Joe and Joan go for a stroll.
3. Joe shows Joan his roses.
4. Joan won't go home alone, so Joe goes home with Joan.

[av]

1. Just outside the town, to the south, is Louwater House.
2. Fountains Hotel is opposite the Town Hall.
3. We saw a hound with a grouse in its mouth.
4. Without doubt our scout will make photos of mountains and fountains.

[ʒv] - [av]

1. Joe has a round house, an old coastal boat, a cow and a goat.
2. South Beach Hotel is close to the Lighthouse. It has a beautiful flower garden, and underground car park and children's playground. There's a telephone in every room.

**Exercise III.** Underline the words you recognize in the sentences you hear.

3.1

1. a) car; b) cow
2. a) grass; b) grouse
3. a) bra; b) brow
4. a) Ha!; b) How!
5. a) Ow!; b) Ah!
6. a) town; b) tarn

3.2

1. a) cork; b) coke
2. a) phone; b) fern
3. a) or; b) oh
4. a) bowl; b) ball
5. a) burn; b) bone

6. a) walk; b) work; c) woke

**Exercise IV.** Put one of the letters **u**, **w** or **l** in each gap to make a word. The word must contain the sound [ʊ] or [ʌ]. Write [ʊ] or [ʌ] after each word.

EXAMPLE *to\_n town [ʌ]*

- |          |           |           |           |
|----------|-----------|-----------|-----------|
| 1. fo_nd | 5. flo_er | 9. ro_    | 13. bo_gh |
| 2. ho_   | 6. ho_e   | 10. sno_  | 14. bo_   |
| 3. bo_l  | 7. sho_   | 11. so_nd | 15. mo_e  |
| 4. ho_r  | 8. ro_e   | 12. lo_   | 16. ro_se |

**Exercise V.** Listen to this text. Find words from it which have an [ʌ] sound and count them.

I enjoy living down town. Well, it's very noisy, of course. The traffic is very loud, and the young people often shout when they come out of the clubs. But there are lots of good points too. There's a big choice of shops, and it's easy to get around.

**Exercise VI.** Find a way from Start to Finish. You may pass a square only if the word in it has the sound [ʌ]. You can move horizontally or vertically only.

**Start**

house	sound	group	about	mouth	cow
soup	out	brown	mouse	bought	south
could	couple	grow	low	would	cloud
know	snow	touch	ought	down	count
thought	should	slow	blow	pound	young
soul	country	though	throw	town	round

**Finish**

**Exercise VII.** Read the words and underline the one with different vowel sound. Then listen and check.

EXAMPLE *soap hope sold soup*

1. drove love woke hole

2. snow low cow show
3. post lost coast rose
4. hole vote note rout
5. scout stout shoulder shout
6. both cloth clothes road
7. cow now how low

**Exercise VIII.** Find 13 words in the puzzle and write them in the correct part of the table. The words are written horizontally or vertically only.

R	G	P	O	W	E	R	[ʒv]	[av]
O	R	M	J	R	S	C		
U	O	O	O	O	N	O		
N	U	U	K	L	O	L		
D	N	T	E	E	W	D		
L	D	H	R	O	O	D		
O	H	O	W	N	A	W		
W	T	H	R	O	O	T		

**Exercise IX.** Listen and repeat.

Ow!	ground	out	our
now	Brown	mouse	ours
town	lounge	house	our house
found	loudly	shouting	
round	upside-down	couch	

**Exercise X.** Listen to the dialogue. Mark the tunes. Learn it and act it out.

### A mouse in the house

**Mrs. Brown:** (*shouting loudly*) I'VE FOUND A MOUSE!

**Mr. Brown:** Ow! You're shouting too loudly. Sit down and don't shout.

**Mrs. Brown:** (*sitting down*) I've found a mouse in the house.

**Mr. Brown:** A brown mouse?

**Mrs. Brown:** Yes. A little brown mouse. It's running around in the lounge.

**Mr. Brown:** On the ground?

**Mrs. Brown:** Yes. It's under the couch now.

**Mr. Brown:** Well, get it out.

**Mrs. Brown:** How?

**Mr. Brown:** Turn the couch upside-down. Get it out somehow. We don't want a mouse in our house. Ours is the cleanest house in the town!

**Exercise XI.** Listen and repeat.

Oh!	know	don't	joking
no	throw	Joan	woke
Joe	snow	groans	coat
go	over	closed	OK
ago	nose	Jones	
window	hello	October	

**Exercise XII.** Listen to the dialogue. Fill in the gaps, then check.

### Snow in October

*(Joe Jones is sleeping, but Joan woke up a few minutes ago.)*

**Joan:** Joe! Joe! Joe! .....

**Joe:** *(groans)* Oh! What is it .....

**Joan:** Look ... of the window.

**Joe:** No. My eyes are ....., and I'm going to ... to sleep again.

**Joan:** Don't go to sleep, Joe. Look at the ....

**Joe:** Snow? But it's only ..... I know there's no snow.

**Joan:** Come over to the window, ....

**Joe:** You're joking, Joan. There's no .....

**Joan:** OK. I'll put my ..... on and go out and make a snowball and throw it at your ....., Joe Jones!

**Exercise XIII.** Read the rhymes and learn them.

1. Little mouse, little mouse,  
Will you come out of your house?  
Thank you, pussy! says the mouse  
I won't leave my little house!
2. There was an Old Man who said, "How  
Shall I flee from this horrible cow?"  
I will sit on this stile,  
And continue to smile,  
Which may soften the heart of that cow.

3. There was an Old Man in a boat,  
 Who said, "I'm afloat! I'm afloat!"  
 When they said, "Not you ain't!"  
 He was ready to faint,  
 That unhappy Old Man in a boat.

**Exercise XIV. Crossword**

	30	
30	X	30
	30	

[ai] - [ei]

[ai]

**Spelling**

*i – like, write*

*y – my, type*

*igh – high, light*

*ie, ye – tie, rye*

*i + nd – kind, find*

*i + ld – child, mild*

*ei – neither, height*

*ign – sign*

**Definition.** The nucleus of the diphthong is central, open, unrounded.

**Articulation.** The sound starts from the advanced vowel [ʌ] with the mouth wide open and the lips neutral. For the glide the tongue moves upwards in the direction of [i], with the mouth very narrowly open and the lips spread and not rounded.

[ei]

**Spelling**

*a – take, paper, made*

*ai, ay – main, say*

*ei, ey – vein, grey, they*

*ea – great, break*

*eigh – eight, neighbour*

**Definition.** The nucleus of the diphthong is front, mid, unrounded.

**Articulation.** The nucleus is the vowel [e]. For the glide the tongue moves upward in the direction of [I] and the mouth gets closer. The lips are spread.

**Exercise I.** Read the following words paying special attention to correct pronunciation.

a) Practise the sound [ai]:

I	idea	mind	sight
my	ride	while	bright
tie	kind	child	like
rye	nine	kite	wife
shy	wild	right	rice

b) Practise the sound [ei]:

pay	pain	again	shape
lay	game	famous	cape
stay	rain	sane	face
weigh	fame	make	waste
eight	vain	take	pace

c) Practise the sounds in contrast [ai] - [ei]:

white - wait	rise - raise	isle - ale
rice - race	file - fail	while - whale
like - lake	light - late	bike - bake
lied - laid	might - mate	

**Exercise II.** Read the following sentences paying attention to the right pronunciation of the sounds:

[ai]

1. Mike's white kite is flying high in the sky.
2. Diana is nice but frightfully shy.
3. Clive decides to invite Diana to Diana. He tries to find a fine white wine.
4. Diana decides she would like to dine with Clive and arrives on time, but politely declines the white wine.

[ei]

1. A sailor and a mate watch a baby whale playing on a great wave at daybreak.
2. James plays with trains and planes.
3. Jane bakes eight cakes.
4. James takes a cake from Jane's plate.

[ai] - [ei]

1. The lake that I like is on the isle.
2. David baits his hook and a whiting bites it.
3. Save your pains, Mike.
4. Name the day, Myra.

**Exercise III.** Underline the words you recognize in the sentences you hear.

3.1

1. a) cart; b) kite
2. a) dining; b) darning
3. a) star; b) sty
4. a) laugh; b) life
5. a) hard; b) hide
6. a) Pa; b) pie

3.2

1. a) pen; b) pain
2. a) shed; b) shade
3. a) pepper; b) paper
4. a) let; b) late
5. a) letter; b) later
6. a) gate; b) get

**Exercise IV.** These words all contain the vowel sound [æ]. Make another word with the same consonant sounds, but changing the vowel sound to [ei].

EXAMPLE *pan* .....*pain*.....                      *plan* .....*plane*.....

- |        |       |        |       |
|--------|-------|--------|-------|
| 1. at  | ..... | 4. tap | ..... |
| 2. mad | ..... | 5. ran | ..... |
| 3. man | ..... | 6. hat | ..... |

**Exercise V.** Read and underline the word with a different vowel sound. Then listen and check.

EXAMPLE waste take pain while

- |                              |                         |
|------------------------------|-------------------------|
| 1. rain said fail train      | 5. shy my way wife      |
| 2. case lake name care       | 6. knife five film fine |
| 3. space change plate square | 7. plate right rye tie  |
| 4. break great heat weight   | 8. wild kind mild mince |





**Exercise IX.** Listen and repeat.

Hey!	made	late
say	afraid	waiting
Mr Grey	train	eight-eight
may	timetable	station
they	ages	Baker Street
today	changed	April
railway		

**Exercise X.** Listen to a dialogue, mark the tunes. Learn it. Act out the dialogue.

### **At the railway station**

*(Mr. Grey is waiting at the railway station for a train.)*

**Mr. Grey:** Hey! This train's late! I've been waiting here for ages.

**Porter:** Which train, sir?

**Mr. Grey:** The 8.18 to Baker Street.

**Porter:** The 8.18? I'm afraid you've made a mistake, sir.

**Mr. Grey:** A mistake? My timetable says: Baker Street train – 8.18.

**Porter:** Oh no, sir. The Baker Street train leaves at 8.08.

**Mr. Grey:** At 8.08?

**Porter:** You see, sir, they changed the timetable at the end of April. It's the first of May today.

**Mr. Grey:** Changed it? May I see the new timetable? What does it say?

**Porter:** It says: Baker Street train – 8.08.

**Mr. Grey:** Hm! So the train isn't late. I'm late.

**Exercise XI.** Listen and repeat.

I'm	Myra	ice	tonight
'Bye	Violet	nice	all right
time	riding	like	type
mind	climbing	Mike	typist
Miles	ninety-nine	Nigel	typewriter

**Exercise XII.** Listen to the dialogue, fill in the gaps.

### **Mike, Myra and Violet**

*(Myra and Violet are typists in the library)*

**Myra:** *(smiling)* Hello, Mike!

**Mike:** Hello, Myra. Hello, Violet! You're looking ....., Violet.

*(silence)*

**Mike:** Would you ..... some ....., Violet?

**Violet:** No thanks, Mike. I'm busy typing. Talk to me some other ..... I have ninety-nine pages to ..... by Friday.

**Mike:** Never mind. Do like riding, Violet?

**Violet:** Sometimes.

**Mike:** Would you ..... to come riding with me ....., Violet?

**Violet:** Not tonight, Mike. I'm going for a ..... with Nigel.

**Mike:** What about Friday?

**Violet:** I'm going climbing with Miles.

**Mike:** Hm! Oh, all right. ....!

**Myra:** Violet, he's put something ..... your typewriter.

**Violet:** Is it something ....., Myra?

**Myra:** No. It's a spider.

**Exercise XIII.** Read the rhymes and learn them.

1. There was a young lady whose eyes  
Were unique as to colour and size,  
When she opened them wide,  
People all turned aside.  
And started away in surprise.
2. There was a fat man of Bombay  
Who was smoking one sunshine day,  
When a bird called a snipe,  
Flew away with his pipe,  
Which vexed the fat man of Bombay.

**Exercise IV.** Crosswords.

	ai				ei	
ai	X	ai		ei	X	ei
	ai				ei	

**Exercise XV.** Read the tongue-twisters and learn it.

There's no need to light a night light on a light night like tonight.

## [oi] - [ai]

[oi]

### Spelling

*oi – oil, noise*

*oy – boy, enjoy*

**Definition.** The nucleus of the diphthong is back, open, slightly rounded.

**Articulation.** The nucleus lies between the sounds [o :] and [ɔ]. It starts with the position between back half-open and open. For the glide the tongue moves upwards in the direction of [i], though the tongue rarely reaches there. The lips are slightly rounded for the nucleus changing to neutral for the glide.

[ai]

### Spelling

*i – like, write*

*i + nd – kind, find*

*y – my, type*

*i + ld – child, mild*

*igh – high, light*

*ei – neither, height*

*ie, ye – tie, rye*

*ign – sign*

**Definition.** The nucleus of the diphthong is central, open, unrounded.

**Articulation.** The sound starts from the advanced vowel [ʌ] with the mouth wide open and the lips neutral. For the glide the tongue moves upwards in the direction of [I], with the mouth very narrowly open and the lips spread and not rounded.

**Exercise I.** Read the following words paying special attention to correct pronunciation.

a) Practise the sound [oi]:

boy	join	roister
joy	point	hoist
enjoy	joint	hoick
employ	coin	coif
destroy	soil	adroit
toy	oil	voice
coy	foil	choice
Roy	spoil	moist

b) Practise the sound [ai]:

my	hide	height
why	tide	tight
try	wide	white
rye	ride	right
sigh	side	sight

high    lied    light  
fly    tried    trite  
buy    fried    fright

c) Practise the sounds in contrast [oi] - [ai]:

boy - buy      Roy - rye  
toy - tie      point - pint  
oil - isle      foil - file  
voice - vice    poise - pies

**Exercise II.** Read the following sentences paying attention to the right pronunciation of the sounds:

[oi]

1. Join me in the voyage, Roy.
2. Roy is a loyal royalist.
3. Joice enjoys annoying Roy.
4. Boys will be boys.

[ai]

1. The time is flying.
2. My child Mike is bright.
3. I quite like the Whites.
4. Why, the pleasure is entirely mine.

[oi] - [ai]

1. Roy and Mike are fine but noisy boys.
2. Ida is spoilt and coy.

**Exercise III.** Underline the words you recognize in the sentences you hear.

1. a) corn; b) coin
2. a) bowling; b) boiling
3. a) all; b) oil
4. a) Aw!; b) Oi!
5. a) bore; b) boy
6. a) all; b) oil

**Exercise IV.** Read the tongue-twisters and learn them.

1. What kind of noise annoys an oyster?

A noisy noise annoys an oyster.

2. Smile a while and while you smile,  
Other'll smile and then there'll be miles of smiles.

**Exercise V.** Put one of the letters **y** or **i** in each gap to make a word. The word must contain the sound [oi]:

EXAMPLE *bo..s .....boys..... [oi]*

- |            |             |          |
|------------|-------------|----------|
| 1. no..se  | 6. vo..ce   | 11. o..l |
| 2. po..nt  | 7. spo..l   |          |
| 3. enjo..  | 8. co..n    |          |
| 4. cho..ce | 9. po..son  |          |
| 5. to..    | 10. emplo.. |          |

**Exercise VI.** Read the words and underline the one with the different vowel sound. Then listen and check.

EXAMPLE *boy enjoy oil why*

- |                          |                                |
|--------------------------|--------------------------------|
| 1. joint moist white coy | 5. tried fried adroit light    |
| 2. boil sigh fly fright  | 6. right coin sight night      |
| 3. rye buy joy try       | 7. spoil roister fright employ |
| 4. annoy Roy choice wide |                                |

**Exercise VII.** Find a way from Start to Finish. You may pass a square only if the word in it has the sound [oi]. You can move horizontally or vertically only.

**Start**

point	buy	tide	lied	high	My
buoy	spoil	poison	ointment	hoick	Oil
fly	sight	light	ride	right	Moist
pay	name	life	idea	height	Choice
home	meet	phone	heat	why	Joint

**Finish**

**Exercise VIII.** Read the rhyme and learn it.

There was an old person of Troy,  
Whose drink was warm brandy and soy,  
Which he took with a spoon,

By the light of the moon,  
In sight of the city of Troy.

**Exercise IX.** Find 11 words in the puzzle and write them in the correct part of the table. The words are written horizontally or vertically only.

R O I S T E R H	[ai]	[oi]
E M P L O Y S E		
B O Y O J S I I		
T O Y I O O G G		
C O Y L Y I H H		
E N J O Y L T T		

**Exercise X.** Listen and repeat.

toy	annoying	Joyce
enjoy	boiling	voice
noisiest	pointing	Rolls Royce
destroyed	spoilt	boyfriend

**Exercise XI.** Listen to the dialogue, mark the tunes. Learn it. Act it out.

### Joyce's Rolls Royce

*(Joyce takes her Rolls Royce to the garage)*

**Garage boy:** What a terrible noise.

**Joyce:** Eh?

**Garage boy:** *(rising his voice)* WHAT A TERRIBLE NOISE! This is the noisiest Rolls Royce I've ever heard.

**Joyce:** *(pointing)* It's out of oil.

**Garage boy:** Out of oil? And look! The water's boiling. Madam, a Rolls Royce isn't a toy. Perhaps you've spoilt the motor or even destroyed it.

**Joyce:** How annoying! While you're changing the oil, I'll go and visit my boyfriend, Roy.

## INTONATION

### Questions with “or”

These have a falling tune at the end.

Ex. Would you like coffee↑ or tea↓?

**Statements** usually have a falling tune at the end.

Ex. I went to America↓.

**“Wh” questions** (Who? What? Why? When? Where? How?) usually have a falling tune at the end.

Ex. How did you spend your holiday↓?

**Yes/No question** usually have a rising tune at the end.

Ex. Was it expensive↑?

### Making a list.

Ex. He bought a cup↑ and some nuts↓.

He bought a cup↑, some nuts↑ and some honey↓.

### Surprise

Ex. In the morning↑?

Football↑?

Always↑?

A **suggestion** sound polite and friendly.

Ex. Have a holiday↑, Mrs. Bloggs.

A **command** sounds less friendly.

Ex. Have a holiday↓, Mrs. Bloggs.



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