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**Методичні рекомендації та завдання з вивчення модулів "Артикуляція  
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"ПРАКТИЧНА ФОНЕТИКА АНГЛІЙСЬКОЇ МОВИ"**

для студентів I курсу денної, заочної та екстернатної форм навчання Інституту  
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## Пояснювальна записка

Ця брошура є другою частиною методичних рекомендацій для студентів Інституту іноземної філології з курсу "Практична фонетика англійської мови" і містить завдання для студентів I курсу, які навчаються за кредитно-модульною системою. Завдання, що надані в цій брошурі, розраховані на закріплення фонетичних вмінь та навичок.

Методичні рекомендації складаються з теоретичного та практичного матеріалу на засвоєння правильної вимови приголосних 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.

**Мета курсу:** допомогти студентам розвивати їх власні навички вимови та озброїти їх знаннями, які б допомогли навчати вимові інших.

### **Завдання курсу:**

- **методичні:** ознайомити студентів із теоретичними положеннями основних компонентів англійської фонетичної системи;
- **пізнавальні:** розширити знання про відмінності фонетичної системи англійської мови у порівнянні з рідною;
- **практичні:** практично відпрацьовувати правильну артикуляцію англійських звуків, ознайомити студентів з основними інтонаційними зразками та відпрацьовувати їх на практиці; навчити практично використовувати фонетичні явища та процеси у різних стилях мовлення; озброїти студентів знаннями, необхідними для навчання англійській вимові школярів.

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## Criteria for consonant classification. Vocal cord vibration. Sonority

Traditionally, the three basic criteria used in the articulatory description of a sound: *vocal cord vibration* (voicing), the *place of articulation* and the *manner of articulation*.

If the cords vibrate when we produce a sound, the sound thus uttered is called a *voiced* sound (*Rom. sonor*). If, on the contrary, the sound is uttered without vocal cord vibration, then we are talking about a *voiceless* sound (*Rom. surd*). We have already said that all vowels are voiced, while as regards consonants, they fall into the two categories mentioned above.

Voicing is not, however, the only parameter that can be used to classify consonants and other criteria will also be used to cross-classify this pretty numerous and heterogeneous class of sounds. If vibration of the vocal cords constitutes an important criterion for differentiating among various sounds, the outgoing airstream may make the two cavities (oral or nasal) vibrate. This generates an acoustic phenomenon we are familiar with from everyday life, namely *resonance*. The higher or lower level of resonance produced when a sound is uttered results into a higher or lower degree of prominence or sonority and leads to a major distinction between two classes of consonants: *sonorants* and *obstruents*. Sonorants will, of course, be called those sounds having a higher degree of sonority and resonance, while obstruents will be those consonants characterized by a comparatively lower sonority and involving a much lower resonance (if any). The level of sonority being higher in the case of sonorants (the vowels themselves will hold the highest position on a sonority scale), they will consequently be vowel or vowel-like sounds. The obstruents will be those sounds having predominantly consonantal features, the class including the so called genuine or true consonants. In English, all sonorants are voiced, while obstruents may be voiced or voiceless.

## Manner of articulation. Plosives. Fricatives. Affricates.

True consonants or obstruents can then be classified taking into account manner of articulation features. Consonants have already been defined as sounds produced by obstructing the vocal tract while expelling the airstream from the lungs. The way in which this obstruction is achieved can be of different kinds. If a sound is produced with a complete closure of the vocal tract followed by a sudden release of the air, the articulation is accompanied by a burst, a sort of explosion. Such sounds are consequently called *plosives*. As the articulation involves a total obstruction (occlusion) of the tract, an alternative name for such a consonant is that of *stop*. It should be mentioned, however, that the two terms are not exactly synonymous, since nasal sounds are stops (the air stream is blocked) but are not plosive sounds as their articulation is not accompanied by an explosive burst. We must remember, then, that the articulation of any plosive sound includes three distinct phases: during the first one, often called the *approach*, the articulators are moving together, preparing to block the airstream; during the second stage, called the *hold* or *closure*, the articulators completely block the speech tract preventing the air to go out and contributing thus to building up the pressure of the

airstream; during the third and last stage, called the *release*, or *plosion*, the speech organs move swiftly, releasing the air with an explosion.

If the stricture or narrowing of the tract does not result, however, in a complete blockage and a narrow passage is left for the air to go out, the pressure building up in the case of plosives is absent and the sound is uttered not with a sudden burst, but continuously, the articulation being accompanied by friction between the airstream and the speech organs. Such sounds are therefore called *fricatives*. A major distinction between the latter and the stops is that they are *continuant, nonabrupt* sounds and their articulation can be, at least theoretically, continued indefinitely.

The last major group of consonants that can be identified on the basis of the manner of articulation is that of the *affricates*. Affricates combine the features of the two previous classes of sounds, since their articulation starts like that of a plosive, by a complete blockage of the airstream, but continues like that of a fricative, as the next stage does not involve an abrupt release of the air, but a gradual one.

### **Sonorants. The Approximants: glides and liquids.**

Not all continuant sounds are produced, however, with friction, as is the case of fricatives, mentioned above. There are sounds in English (and other languages as well, of course) the pronunciation of which does not involve a major obstruction in the speech tract and does not produce the auditory effect of friction that characterize fricatives. Such sounds are commonly called *approximants* or *frictionless continuants*. The *glides* and the *liquids* are the two major subclasses of approximants.

The *glides* are sounds such as [w] and [j] in English words like *wife* and *young*. Articulatorily, they have a predominantly vocalic character since no major obstacle can be identified when analyzing the way in which these sounds are uttered. If this is a feature that emphasizes their vocalic character, their distribution is not, however, that of a vowel; they can never be syllable nuclei and they always precede a genuine vowel. Because of their dual nature they are traditionally called semivowels or semiconsonants, the very coexistence of the two names suggesting the uncertainty and hesitation of specialists, confronted with their ambiguous nature.

*Liquids* constitute an important subclass of sonorants. Their high level of sonority places them, like the glides and the nasals, between vowels and genuine consonants. Liquids can be *lateral* sounds like [l] – the name comes from the fact that when we utter these sounds the air is released laterally on one or both sides of the tongue – or *rhotics* like [r] – the name comes from the Greek word *rho*, designating the letter R in the Greek alphabet. If in standard English the sound has the features of an approximant, more exactly of a glide-like sound, being produced without any kind of friction, in certain dialects of English when this sound is uttered the tongue is placed against the alveolar ridge and caused to vibrate, generating a sonorous, intermittent sound as the tongue touches the passive articulator quickly and repeatedly, interrupting the outgoing airstream. It is the kind of [r] that appears in Spanish words like *Rodrigo*, *real*, etc. or in the interjection *brrrrr!* that accompanies a shivering sensation. It is called the *rolled* or *trilled* [r]. If when the sound is uttered the tongue rapidly touches with only one

movement the post-alveolar region we have a *tap* or *flap* type of rhotic. If the tip of the tongue is drawn even further back, the rhotic thus articulated is called *retroflex*.

### **Oral and nasal articulation**

A different criterion that can be used to distinguish among sounds is the position of the *velum* or soft palate. If the velum is lowered, thus allowing the air to escape through the nasal cavity, we are dealing with a *nasal* sound. If it is raised, blocking the nasal cavity and letting the air out through the oral cavity (the mouth) the sound is called *oral*. English nasal consonants are stops as the airstream is completely blocked when these consonants are uttered, but they are not considered plosive sounds as their release stage differs from that of oral stops. Nasal sounds are sonorants and of all the members of this class they display the lowest degree of sonority.

### **Force of articulation**

Another parameter differentiating among obstruents is force of articulation. A greater articulatory effort and a greater air pressure required by a greater resistance at the place of articulation (where the constriction takes place) characterize sounds called *fortis* consonants while lenis consonants are those obstruents the articulation of which requires a comparatively lesser effort and a lower air pressure than in the case of their fortis counterparts. The duration of articulation is also longer in the case of fortis sounds than in the case of the lenis ones. In a voiced / voiceless pair, such as [t] / [d], for instance, the feature fortis always characterizes the voiceless consonant, while the voiced one is lenis.

If we consider the fact that the source of the airstream that has an essential role in producing the sounds are the lungs, then we can say that all the sounds of English are *pulmonic* (*Latin pulmo, pulmonis*, meaning *lung*). The direction of the airstream is from the lungs out of the body, in other words we always speak during the expiration, not during the inspiration phase of breathing. Therefore, the sounds of English are also *egressive*. There are, however, languages where the sounds are *ingressive* as they are uttered while the speakers breathe in.

### **Place of articulation**

We have so far examined English consonants taking into account the manner in which they are articulated. Another equally important criterion we can use in classifying English consonants is the place where the obstruction is achieved, the place of articulation.

As we are going to see, the names given to different classes of consonants identified on the basis of their place of articulation are actually taken from the names of the very organs involved in the articulation and creating the obstruction or constriction along the buccal tract. In almost all cases it is the passive articulator that lends its name to the sound.

We shall remember that if we start from the exterior, the first articulatory organs we come across are the lips. The sounds produced with the participation of the lips as active articulators are called *labial* sounds (from the *Latin* word *labium*, meaning *lip*). If both lips are used to utter the sounds, the term *bilabial* is used. English bilabials include plosive obstruents like [p] and [b], nasal stops like [m] and glides like [w]. Some sounds are articulated with the help of both the lips (the lower one, more precisely) and the (upper) teeth. Such sounds are called *labio-dental* sounds (the word dental comes from the *Latin* word *dens*, *dentis*, meaning tooth). The English *labiodentals* are the fricatives [f] and [v].

The *dental* sounds are the sounds in the production of which the teeth participate as passive articulators. The only English dentals are the fricatives [θ] and [ð], which are *interdental* sounds or, more exactly, *apico-interdental* sounds (the term comes from the technical word *apex*, designating the tip of the tongue, which participates as an active articulator).

The sounds produced in the region immediately behind the teeth by placing the tip of the tongue against the alveolar ridge are called *alveolar* sounds, after the name of the passive articulator. If the active one (the tongue, that is its apex) is also specified, we can call them *apico-alveolar*. The class includes plosive obstruents like [t] and [d] – it is to be noted that, unlike their Romanian counterparts, which are dental, the English sounds are more retracted - nasals like [n], lateral liquids like [l], rhotics like [r], fricative obstruents like [s] and [z].

*Alveopalatal* sounds are pronounced with the tip of the tongue against the alveopalatal region, just behind the alveolar ridge, in the immediate vicinity of the hard palate. We include here sounds like the fricatives [ʃ] and [ʒ] as well as the two English affricate phonemes, [tʃ] and [dʒ].

*Retroflex* sounds are pronounced with the tip of the tongue curled back and touching the roof of the mouth just behind the postalveolar region.

The only English *palatal* phoneme is the approximant [j], a glide. However, many sounds come to have a secondary palatal articulation due to the phenomenon of coarticulation.

*Dorsal* sounds will include those sounds produced with the body of the tongue – *dorsum* – against the region of the soft palate or *velum* or in the *uvular* region. Consequently, they are also called *velar* and *uvular* sounds respectively. Only the former class is represented in English. It includes velar nasal stops like [ŋ] and velar plosive obstruents like [k] and [g].

Further back we come across the *pharyngeal* region but English doesn't have any *pharyngeal* phonemes.

Sounds produced in the region of the *glottis* are called *glottal* sounds. English has two glottal phonemes, the glottal stop [ʔ] and the glottal fricative [h]. The latter differs from its Romanian counterpart as its pronunciation is more retracted, the English [h] being actually a hissing sound, articulated by spreading the vocal folds and letting the air pass out through the glottis.

The following table summarizes the classification of consonants using the place of articulation specifications. It also mentions the passive and the active articulator for each group of sounds. It is from the former that the articulatory label is derived.



Type of consonant – place of articulation	Passive articulator	Active articulator
Bilabial	both lips	both lips
Labiodental	upper teeth	lower lip
Inter(dental)	teeth	tongue tip/blade
Alveolar	alveolar ridge	tongue tip/blade
Alveopalatal/Palatoalveolar/Postalveolar	alveolar ridge and hard palate	tongue blade
Retroflex	hard palate	tongue tip
Palatal	hard palate	tongue blade
Velar	soft palate (velum)	tongue body (dorsum)
Uvular	uvula	tongue body
Pharyngeal	pharynx wall	tongue root
Glottal (laryngeal)	larynx	

### Loss of plosion

When one stop consonant is immediately followed by another, as in [kept] *kept* and [ækt] *act*, the closure of the speech organs for the second consonant is made whilst the closure for the first consonant is still in position. In the sequence [pt] this is what happens: the lips are closed for *p* and air is compressed as usual by pressure from the lungs; then, with the lips still closed, the tongue-tip is placed on the alveolar ridge ready for *t*, so that there are two closures. Then, and only then, the lips are opened, but there is no explosion of air because the tongue closure prevents the compressed air from bursting out of the mouth; finally, the tongue-tip leaves the alveolar ridge and air explodes out of the mouth. So there is only one explosion for the two stops; the first stop is incomplete.

### Nasal plosion

When [t] or [d] are followed by a syllabic [n], as in [bʌtn] *button* and [ga:dn] *garden*, the explosion of the stop takes place through the nose. This *nasal explosion* happens in this way: the vocal organs form *t* or *d* in the usual way, with the soft palate raised to shut off the nasal cavity and the tongue-tip on the alveolar ridge, but instead of taking the tongue-tip away from the alveolar ridge to give the explosion we leave it in the same position and lower the soft palate, so that the breath explodes out of the nose rather than out of the mouth. Since the tongue position is the same for [t], [d], [n] and the only difference is in the raised or lowered position of the soft palate. The effect in both *tn* and *dn* is to make the explosion of the stop much less clear than when it takes place out of the mouth; if you do make the explosion by taking the tongue-tip away

from the alveolar ridge or if you put the vowel [ə] between the [t] or [d] and the [n] it will sound rather strange to English ears, but you will not be misunderstood. Try these other similar words:

written [rɪtn]      Britain [brɪtn]      certain [sɜ:tn]      frighten [fraɪtn]  
hidden [hɪdn]      burden [bɜ:dn]      pardon [pa:dn]      wooden [wudn]

### Lateral plosion

In the sequences of a plosive immediately followed by [l] the closure produced for the plosive is not released till after [l]. Before [l] the release is made by a sudden lowering of the sides of the tongue, and the air escapes along the sides of the tongue with lateral plosion, e.g. *please, cattle, black, candle*.

### Assimilation

When phonemes are joined together within single words and at the junction of words in phrases and sentences, they have a tendency to react one upon the other in such a way that the articulation of one phoneme influences the articulation of a neighbouring phoneme making it similar to itself. This process is called *assimilation*.

In assimilation the phoneme whose articulation is modified under the influence of a neighbouring phoneme is called the *assimilated* phoneme; the phoneme which influences the articulation of a neighbouring phoneme is called the *assimilating* phoneme.

The term *assimilation* may also be extended to include cases when two adjacent phonemes so influence each other as to give place to a single new phoneme different from either of them.

Although assimilation is common to all languages, it does not act in the same way in all languages. In modern English it is mostly consonant phonemes that are affected by assimilation.

Assimilation may affect all the features of the articulation of a consonant phoneme or only some of them. Thus we speak of:

- I. Assimilation affecting the place of obstruction or both the place of obstruction and the active organ of speech;
- II. Assimilation affecting the manner of the production of noise;
- III. Assimilation affecting the work of the vocal cords;
- IV. Assimilation affecting the position of the lips.

1. Sounds in living speech are pronounced in connection with other sounds. The articulation of any sound depends on the articulation of the neighbouring sounds. In the word *eight* the [t] is alveolar. But in the word *eighth* the [t] becomes dental because the articulation of the dental [θ] is anticipated. In the pronunciation of the combination *in the, all the* the [n], [l] become dental in anticipation of the dental [ð]. In the pronunciation of *what's* instead of *what is*, the unvoiced quality of the [t] is extended to the [z] making it [s]. The same voicelessness is extended in the pronunciation of *looked*

([d] becomes [t]). These various changes under the influence of neighbouring sounds are striking examples of assimilation.

Assimilation may consist of a double change: "*Does she know?*" is often pronounced [dʌʃʃɪ nou?] where we have assimilation both of voice ([z] becomes [ʃ]) and place of production (alveolar [z] becomes palatal [ʃ]).

Assimilation may depend on the position of the sound in the sentence, or on the position of the sound in the word, e. g. *ninth* (assimilation because of position in the word), *nine thousand* (assimilation because of position in the sentence).

Assimilation may result in partial resemblance to the stronger sound, e.g. *in the* ([n] becomes partly like [ð]), complete resemblance, e. g. *let's shake hands* [letʃ ʃeɪk hændz] ([s] becomes completely like [ʃ]), or the sound may be lost completely: *I must go now* [aɪ mʌs 'gou nau] — ([t] is lost).

2. Practise the following combinations in which [n], [l] become dentalized before [ð], [θ]: *in the, in three minutes, in these lessons, in thousands of homes, in that, all the time, all three, till then, fill that, fell through, although, tell them.*

3. The most difficult combination of sounds consist of the voiceless plosives [p, t, k] followed by 1) the voiced plosives [b, d, g] and by 2) [θ, ð]: *outburst, blackboard, background, scrapbook, that day, step back, black gown, at dawn, that bag, at three, at that time, up the stairs, like this, struck them.*

The rules for the pronunciation of these combinations may be formulated as follows:

- 1) All the alveolar consonants become dental before the dental consonants.
- 2) Plosives before other plosives or before [ð, θ] become incomplete, lose their plosion, and are pronounced with a stop only.
- 3) With plosives before nasals, the plosion takes place through the nose cavity, and those before [l] have lateral plosion, that is, the tip of the tongue is not removed from the teeth ridge.

### Degrees of Assimilation

Assimilation may be of three degrees:

- (A) complete,
- (B) partial,
- (C) intermediate.

(A) Assimilation is said to be complete when the articulation of the assimilated phoneme fully coincides with that of the assimilating phoneme.

For example, in the word *horseshoe* ['hɔ:ʃʃu:] which is a compound of the words *horse* [hɔ:s] and *shoe* [ʃu:], the phoneme [s] in the word [hɔ:s] was changed to the phoneme [ʃ] under the influence of the phoneme [ʃ] in the word [ʃu:]. In rapid speech

*does she* is pronounced [dʌʃʃi:]. Here the phoneme [z] in *does* [dʌz] is completely assimilated to the phoneme [ʃ] in the word *she* [ʃi:].

(B) Assimilation is said to be partial when the assimilated phoneme retains its main phonemic features and becomes only partly similar in some feature of its articulation to the assimilating phoneme.

For example, in the above-stated assimilation of the alveolar variants of the consonant phonemes [t], [d], [n], [l], [s], [z] to the dental phonemes [θ], [ð] the main phonemic features of the former are retained, but their place of obstruction (point of articulation) is changed, and they are replaced by the dental variants of the same phonemes under the influence of the following [θ] and [ð].

In *twice* [twɑɪs], *please* [pli:z], *try* [traɪ], the principal (fully voiced) variants of the phonemes [w], [l], [r] are replaced by their partly devoiced variants, while their main phonemic features are retained.

(C) The degree of assimilation is said to be intermediate between complete and partial when the assimilated phoneme changes into a different phoneme, but does not coincide with the assimilating phoneme.

Examples of intermediate assimilation are *gooseberry* ['guzbəri], where the phoneme [s] in *goose* [gu:s] is replaced by the phoneme [z] under the influence of [b] in *berry*; *Congress* ['kɒŋgrəs], where the phoneme [n] is replaced by the phoneme [ŋ] under the influence of [g].

### Established and Accidental Assimilations

Analysing assimilation we must bear in mind that not all the assimilations are equally frequent in literary pronunciation. We speak of *established* assimilation when it has become so usual in the natives' speech that its omission would amount to mispronunciation.

Thus it is correct to say *used to* ['ju:st tu], but it would be wrong to pronounce it ['ju:zd tu]; similarly, *conquest* ['kɒŋkwɛst] is correct, whereas ['kɒŋkwɛst] is wrong; *question* ['kwɛstʃən] is correct, while ['kwɛstjən] is wrong.

We speak of accidental assimilation when it is the result of careless speech and cannot be considered a literary norm.

Examples of accidental assimilation are: *give me* pronounced ['gɪmɪ] instead of ['gɪvmɪ], *bacon* pronounced ['beɪkŋ] instead of [beɪkn], *did you* pronounced ['dɪdʒu:] instead of ['dɪdju:], etc.

## 1. Articulation of consonant sounds [p] – [b]

[p,b] occur in word initial, word medial, word final positions.

[p] spelt “p” as in *pin, pane, capable, lip*

[b] spelt “b, bb” as in *big, rubber, sob*

**Definition.** [p,b] are occlusive, plosive, bilabial; [p] is strong and voiceless, [b] is weak and voiced, in final position it is partly devoiced.

**Articulation.**

1. The lips are firmly kept together.
2. The soft palate is raised and the air coming into the mouth stops for some time and then breaks the obstruction with a slight explosion.
3. The vocal cords do not vibrate when [p] is produced. For [b] they are tense kept together and vibrate when [b] occurs before vowels or in intervocalic positions, e.g. begin, rubber
4. The breath effort is very strong for [p], for [b] it is weak.

**Exercise I.** Read the following words paying special attention to the sounds [p] and [b].

a) Practise the sound [p]:

pen	cap	pepper	paper
pin	nap	copper	apple
pan	top	helpful	sport
pub	lip	stupid	passport
pony	lap	spoon	spot

b) Practise the sound [b]:

bug	cab	lobby	submit
big	rub	rubber	table
bit	rob	hobby	submarine
bag	sob	robin	prohibit
bit	club	member	chamber

c) Practise the sounds in contrast [p] and [b]:

pin - bin	pit - bit	Poppy - Bobby
pen - Ben	pond - bond	pack - back
pear - bear	pun - bun	Paul - ball
cap - cab	pig - big	pan - ban
pup - pub	prim - brim	pass - bus

**Exercise II.** Read the following sense-groups, mind the correct pronunciation of the sounds [p] and [b].

- a) a passenger; a purposeful passenger; a prosperous purposeful passenger; a plump, prosperous purposeful passenger; a 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.

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

[p]

1. Pretty Polly Perkins has a pair of pretty plaits.
2. Pat peeps at Pip playing the piano.

[b]

1. Barbara is a beautiful blonde with bright blue eyes.
2. Barbara is bathing blissfully in a bubble-bath.
3. Barbara's baby brother Bobby is bouncing a big beach ball.
4. Bessie, the beautiful blond barmaid is bringing a bottle of best brown beer from the bar at the back of the "Bull and Bush".

[p] – [b]

1. A bold spy put a big bomb in a pork pie.
2. The pork pie blew up a politician with a big bang in a public bar.

**Exercise IV.** The word "ape" contains the two sounds [ei] and [p]. If you reverse the sounds, you get the word "pay" [pei]. Reverse the sounds in these words and write the new word.

EXAMPLE *tops* .....*spot*.....

1. peach .....
2. cab .....
3. lip .....
4. step .....
5. keeps .....

**Exercise V.** Listen to the following words. In one word in each group the [b] or [p] is not pronounced. Underline the word.

EXAMPLE *double* *doubt* *Dublin*

- |                       |                                |
|-----------------------|--------------------------------|
| 1. lamb label lab     | 5. recipe repeat receipt       |
| 2. crab robbed climb  | 6. possibly psychology special |
| 3. cup cupboard copy  | 7. Cambridge combine combing   |
| 4. photo potato paper |                                |

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

1. a) pin; b) bin
2. a) Poppy; b) Bobby
3. a) pup; b) pub
4. a) pig; b) big
5. a) pack; b) bag
6. a) peach; b) beach

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

1. Peter Piper picked a peck of pickled pepper,  
A peck of pickled pepper Peter Piper picked,  
If Peter Piper picked a peck of pickled pepper,  
Where is the peck of pickled pepper Peter Piper picked?
2. The bear could not bear the boar  
The boar thought a bear a bore.
3. A big black bug bit a big black bear.  
A big black bear bit a big black bug.
4. Bill had a billboard and also a board bill.  
But the board bill bored Bill so  
That he sold the billboard to pay the board bill.

**Exercise VIII.** Listen and repeat.

empty	upstairs	dropped	help me
helpful	perhaps	Mr Tupman	stop shouting
stop talking	stop pulling		

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

### **Passports, please**

*(Mr and Mrs Tupman are at the airport. They have just got off the plane from Paris.)*

**Official:** Passports, please!

**Mr Tupman:** I think I've lost the passports, Poppy.

**Mrs Tupman:** How stupid of you, Peter! Didn't you put them in your pocket?

**Mr Tupman:** (emptying his pockets) Here's a pen ... a pencil ... my pipe ... a postcard... an envelope ... a stamp ... a pin...

**Mrs Tupman:** Oh, stop taking things out of your pockets. Perhaps you put them in the plastic bag.

**Mr Tupman:** (emptying the plastic bag) Here's a newspaper... an apple ... a pear... plastic cup ... a spoon ... some paper plates... a piece of pork pie... a pepper pot...

**Mrs Tupman:** Oh, stop pulling things out of the plastic bag, Peter. These people are getting impatient.

**Mr Tupman:** Well, help me, Poppy.

**Mrs Tupman:** We've lost our passports. Perhaps we dropped them on the plane.

**Official:** Then let the other passengers past, please.

**Mr Tupman:** Poppy, why don't you help? You aren't being very helpful. Put the things in the plastic bag.

**Official:** Your name, please?

**Mr Tupman:** Tupman.

**Official:** Please go upstairs with this policeman, Mr Tupman.

**Intonation:** Listen and repeat:

He bought a **pen**↓.

He bought a **pen**↑ and a **pencil**↓.

He bought a **pen**↑ and a **pencil**↑ and a **pin**↓.

**Exercise X.** A game "Peter went to Paris". Each student adds something to the list, and you must remember what the other students have said. Practise the game first with the class then in groups of five or six people. Practise the words in the list before you start, and try to use other words of your own with the sound [p] in them.

EXAMPLE:

**Student A:** Peter went to Paris, and he bought a pipe.

**Student B:** Peter went to Paris, and he bought a pipe and a picture.

**Student C:** Peter went to Paris, and he bought a pipe, a picture and a pancake.

WORDS:

a newspaper	an envelope	a picture
a postcard	an apple	a piano
a spoon	a pear	a carpet
a pipe	a paper plate	some soap
a pork pie	a pen	a puppy
a pepper pot	a pencil	a plastic spider
a stamp	a pin	an expensive present for Poppy

**Exercise XI.** Listen and repeat.

Barbara	Ruby	black	brown
birthday	about	blue	brother
beautiful	remember	blouse	hairbrush
butterfly	somebody	terribly	Bob



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

### Happy birthday

**Bob:** Hello, .....

**Barbara:** Hello, Bob. It's my ..... today.

**Bob:** Oh, yes! Your birthday! Happy birthday, Barbara!

**Barbara:** Thanks, Bob. Somebody gave me this ..... for my birthday.

**Bob:** What a ..... blouse! It's got ..... and blue butterflies on it.

**Barbara:** And big ..... buttons.

**Bob:** Did Ruby buy it for you?

**Barbara:** Yes. And my ..... gave me a hairbrush and a book ..... baby birds.

**Bob:** I didn't ..... your birthday, Barbara. I'm ..... sorry.

**Barbara:** Well, you can buy me a big ..... of perfume, Bob!

**Bob:** I've got a better idea. We'll get into a ..... and go to a ....., and I'll buy you a bottle of beer!

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

Betty Batter bought some butter  
 But she said, "My butter's bitter.  
 If I put it in my batter,  
 It will make my batter bitter.  
 If I buy some better butter,  
 It'll make my batter better."  
 So she bought some better butter  
 And it made her batter better.

**Exercise XIV.** Read the proverbs and explain them.

1. Business before pleasure.
2. Betwixt and between.
3. Better be alone than in a bad company.
4. Barking dogs seldom bite.
5. Praise is not pudding.
6. Practise what you preach.

**Exercise XV.** Pronounce the following sentences with aspiration.

1. Пошла Поля полоть в поле.
2. Поля поле поливает, полет и перепальывает.
3. Папа Петру пирожок пек.
4. Петр Петрович Перепелович продал телку, купил перепелку.
5. В пруду у Поликарпа плавали пять карпов.
6. У бабушки Богдана болит бок.
7. Борис, будешь банан?

8. Бей в барабаны, бей барабаны быстреей.

## 2. Articulation of consonant sounds [t] – [d]

[t,d] occur in word initial, word medial and word final positions.

[t] spelt as “t, tt, th, ed”, e.g. *take, attend, Thomas, jumped, put*

[b] spelt as “d, dd”, e.g. *dog, date, middle, leader, mad, raised*

**Definition.** [t,d] are occlusive, plosive, forelingual, apical, alveolar; [t] is strong and voiceless, [d] is weak and voiced, in final position it is partly devoiced.

### Articulation.

1. The complete obstruction is made by the tip of the tongue firmly pressed against the middle of the alveolar ridge.
2. The soft palate is raised and the air coming into the mouth is trapped for a short time. Then it brakes the obstruction with a slight contact.
3. The vocal cords do not vibrate when [t] is formed. For [d] they are drawn together and vibrate when it occurs before vowels or in intervocal positions, e.g. *done, ladder*.
4. The breath effort for [t] is very strong, for [d] it is weak.

**Exercise I.** Read the following words paying special attention to the sounds [t] and [d].

a) Practise the sound [t]:

time	Betty	stool	bite
town	water	stay	late
taxi	after	storm	hoped
telephone	writer	winter	what
trousers	empty	between	night

b) Practise the sound [d]:

day	rider	body	head
dog	ladder	under	add
dreary	ready	study	afraid
drive	idea	holiday	loaded
date	lady	Monday	acted

c) Practise the sounds in contrast [p] and [b]:

tie – die	ton – done	set – said
mate – made	late – laid	bet – bed
heart – hard	time – dime	two – do
torn – dawn	mat – mad	tad – dad
trunk – drunk	coat – code	Ted – dead

d) Practise the following words with the silent [t].

christ <u>en</u>	whistle	soft <u>en</u>
list <u>en</u>	cabare <u>t</u>	of <u>ten</u>
glis <u>ten</u>	chest <u>nut</u>	must <u>n</u> 't
cast <u>le</u>	Christ <u>mas</u>	balle <u>t</u>
wrest <u>le</u>	exact <u>ly</u>	croquet <u> </u>

e) Practise the following words with the silent [d].

handsome  
handkerchief  
handcuff  
grandmother  
grandfather  
Wednesday

**Exercise II.** Read the following sense-groups, mind the rhythm and intonation.

(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.

**Exercise III.** Transcribe and intone the following sentences. Practise reading them in pairs.

[t]

1. On the tip of your tongue.
2. Temptations are like tramps, let one in and here turns with his friends.
3. To fall between two stools.
4. Can he take out two books or ten books?
5. Don't take it to heart.

[d]

1. Dan's Dad is a good driver.
2. Deidre is the dowdy daughter of the Duke of Dundas.
3. Deidre is dreaming a dreadful dream.
4. She dreams of her dear old darling Daddy, held deep down in a dark, dank,

dirty dungeon, doomed to die on her wedding day.

[t] - [d]

1. David and Daniel are two terrible twins.
2. Diana brought a tea tray with toasts, tarts and a pot of hot strong tea to tempt the twins.
3. Don't answer the telephone until I tell you to, Dick.
4. If at first you don't succeed, try, try and try again.
5. These trousers are tight. Why don't you try them, Dave?
6. It was at a minute or two to two that Dick Dandy was shot in the cabaret.

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

1. When a twister twisting would twist a twist,  
For twisting a twist three twists he will twist,  
But if one of the twists untwists from the twist,  
The twist untwisting untwists the twist.
  
2. Never trouble trouble  
Till trouble troubles you,  
It only doubles trouble  
And troubles others too.
  
3. If a doctor is doctoring a doctor, does the doctor doing the doctoring have to doctor the doctor the way the doctor being doctored wants to be doctored or does the doctor doctor the way he usually doctors?

**Exercise V.** Underline the word which does not have the sound [t]. You can use a dictionary.

EXAMPLE *asked castle letter first*

1. eight Thames whistle walked
2. Thomas needed time liked
3. listen winter eaten after
4. ended wished left hoped
5. whiter greater soften written

**Exercise VI.** Complete these rhymes with the words from the box. Then listen and check.

rude	said	late	head	fight	polite	food	wait
------	------	------	------	-------	--------	------	------

1. There was a young lady called Kate,  
 Who always got out of bed \_\_\_\_\_,  
 The first thing she said \_\_\_\_\_  
 When she lifted her \_\_\_\_\_  
 Was "I thought it was better to \_\_\_\_\_."

2. There was a young waiter called Dwight,  
 Who didn't like being \_\_\_\_\_.  
 If you asked him for \_\_\_\_\_,  
 He was terribly \_\_\_\_\_  
 And invited you out for a \_\_\_\_\_.

**Exercise VII.** Listen and repeat.

travel	twins	bootlace	first floor	skirts
try	department store	bottle	light bulbs	shirts
lavatory	want some	little	fruit juice	restaurants
twenty	fat man	gentleman	hats	cricket bats
twelve	hot meal	exactly	coats	

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

### In a department store

**Pretty girl:** I want to buy a hat.

**Assistant:** Hats are upstairs on the next floor.

**Fat man:** Where can I get a hot meal ?

**Assistant:** The restaurant is on the thirteenth floor.

**Little girl:** I want to buy some bootlaces.

**Assistant:** They're on the next counter on your left, dear.

**Tall lady:** I want some tins of tomato paste.

**Assistant:** Try the supermarket in the basement.

**Gentleman:** Could you tell me where the travel agency is?

**Assistant:** It's right next to the cafeteria on the thirteenth floor.

**Student:** I want to buy a football.

**Assistant:** Take the lift to the sports department. It's on the top floor.

**Little boy:** Could you tell me where the telephone is?

**Assistant:** It's on the twelfth floor opposite the photographer's.

**Twins:** Could you tell us the time, please?

**Assistant:** Yes. It's exactly twenty-two minutes to ten.

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

1. a) writing; b) riding
2. a) cart; b) card
3. a) bat; b) bad
4. a) sent; b) send
5. a) tarts; b) darts
6. a) try; b) dry

**Exercise X.** Listen and repeat.

do	told	did	didn't
date	tried	David	cards
Daisy	rained	Donald	bad cold
Dotty	stayed	decided	children
darling	studied	damaged	goodbye
dancing	repaired	Sidney	

**Exercise XI.** Listen to the dialogue and fill in the gaps.

### A damaged telephone

**Daisy:** Dunston 238282.

**Donald:** Hello, Daisy. This is .....

**Daisy:** Oh, hello, darling.

**Donald:** What did you do yesterday, .....? You forgot our ....., didn't you?

**Daisy:** Well, it rained all day, ....., and I have a bad cold, so I decided to stay at home.

**Donald:** Did you? I telephoned ..... times and nobody answered.

**Daisy:** Oh, the telephone was ..... They repaired it .....

**Donald:** What did ..... do yesterday? Did he and ..... go dancing?

**Daisy:** No. They stayed ..... and played cards with the .....

**Donald:** And what did you do? Did you play ..... too?

**Daisy:** No. Sidney and I listened to the ..... and studied. What did you do yesterday, Donald?

**Donald:** I've just told you, ..... I tried to phone you .....times!

**Exercise XII.** Listen and repeat.

<i>ed = d</i>	<i>ed = t</i>	<i>ed = id</i>
played	brushed	waited
cleaned	laughed	painted
snowed	pushed	shouted

closed  
filled  
studied

watched  
danced  
walked

wanted  
landed  
departed

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

1. Twinkle, twinkle, little star  
How I wonder what you are  
Up above the world so high,  
Like a diamond in the sky.

2. Hoddley, poddley, puddle and fogs,  
Cats are to marry the poodle dogs,  
Cats in the blue jackets and dogs in red hats,  
What will become of the mice and the rats?

3. Hey, diddle, diddle! The cat and the fiddle,  
The cow jumped over the moon,  
The little dog laughed  
To see such sport,  
And the dish ran away with the spoon.

4. Little Miss Muffet,  
Sat on a tuffet,  
Eating her curds and whey.  
There came a big spider,  
Who sat down beside her,  
And frightened Miss Muffet away.

5. A tutor who tooted a flute  
Tried to tutor two footers to toot.  
Said the two to the tutor  
"Is it harder to toot or  
To tutor two tooters to toot?"  
(C. Wells.)

**Exercise XIV.** Transcribe the proverbs and learn them.

1. A storm in a teacup.
2. Better late than never.
3. When children stay still, they have done ill.
4. Dead as a door nail.
5. Dull as ditch water.
6. Never say die until you're dead.
7. Between the devil and the deep blue sea.

**Exercise XV.** Pronounce the following sentences with aspiration.

1. Ткет ткач ткани на платки Тане.
2. У пенька опять пять опят.
3. Трое трубачей трубили в трубы.
4. Тут-тук-тук, кто там? Почтальон Печкин.
5. От топота копыт пыль по полю летит.
6. Дай девочке дядины подарки.
7. Давай достанем деньги из деревянной шкатулки.

### 3. Articulation of consonant sounds [k] – [g]

[k,g] occur in word initial, word medial and word final positions.

[k] – spelt “k; c; cc + a, o, u; qu; ch”, e.g. *kite, card, accord, conquer, stomach*

[g] – spelt “g; gg; gh; gu”, e.g. *garden, giggle, ghost, guard*

**Definition.** [k, g] are occlusive, plosive, backlingual, velar; [k] is strong and voiceless, [g] is weak and voiced, in final position it is partly devoiced.

#### Articulation.

1. The back of the tongue makes a firm contact with the soft palate.
2. The soft palate is raised. The air coming from the lungs is trapped for a short time and then breaks the obstruction with a slight explosion.
3. The vocal cords do not vibrate for [k]. When [g] is produced they are drawn together and vibrate.
4. The breath effort for [k] is very strong, for [g] it is weak.

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

a) Practise the sound [k]:

can	because	become	book
car	breakfast	secret	drink
case	excuse	local	lake
kind	pocket	weaker	neck
kitten	second	market	music

b) Practise the sound [g]:

gate	angry	August	smog
garden	again	together	plug
grow	forget	tiger	flag
great	forgive	longer	rug
guess	regular	against	dig



c) Practise the sounds in contrast:

cot – got	pick – pig	lock – log
cave – gave	coat – goat	ankle – angle
cards – guards	clue – glue	crow – grow
cold – gold	curl – girl	back – bag
could – good	class – glass	cap – gap

d) Read the following words with silent **k** before **n**:

<u>k</u> now	<u>k</u> nife
<u>k</u> nock	<u>k</u> nnew
<u>k</u> nee	<u>k</u> nnight

e) Read the following words with silent **g**:

<u>g</u> naw	<u>g</u> nat
<u>g</u> nome	<u>g</u> sign
<u>g</u> campaign	<u>g</u> foreign
<u>g</u> poignant	<u>g</u> cognac

**Exercise II.** Read the following sense-groups, mind the rhythm and intonation.

(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.

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

[k]

1. Ken quite likes Kate. Kate doesn't care for Ken.
2. Ken catches Kate and kisses her quickly.
3. Kate cries, kicks and screams.
4. Ken cures Kate with a quick cup of coffee and a cream cake.
5. To kill a wife with kindness.
6. The king was in his counting house counting out his money.

[g]

1. One of my favourite guessing games is the Bag Game.
2. It's a good game at the beginning to get to know each other.
3. The girlguide is giggling at a glum guardsman guarding the gate.
4. A garden is overgrown with grass.
5. Go and teach your grandmother, Gordon.

[k] — [g]

1. Cats keep coming into my garden.
2. Carol's cousin had broken his leg.
3. I've broken a glass in the kitchen.
4. There's a cow in my garden.
5. Cut the grass.
6. This girl has golden curls.

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

1. Three crooked cripples  
Went through Cripplegate,  
And through Cripplegate  
Went three crooked cripples.

2. Three grey geese in a green field grazing.  
Grey were the geese and green was the grazing.

3. A canner, exceedingly canny,  
One morning remarked to his granny  
"A canner can can  
Anything that he can.  
But a canner can't can a can, can he?"

**Exercise V.** Complete the following sentences working in pairs.

1. — Can you talk in Cockney to a crowd in Connaught Square?  
— Of course I can talk in Cockney to a crowd in Connaught Square.
2. — Can you coat a coffee cake with Cornish clotted cream?  
— Of course I can...
3. — Can you quickly kick a crooked Coca-Cola can?  
— Of course I can...
4. — Can you catch a cuckoo in a broken wicker cage?  
— Of course I can...

**Exercise VI.** Add the sound [k] or [g] to the beginning of these words and write the new words. Remember: think of sounds, not spelling. For example, if you add [k] to the beginning of *water* [wɔ:tə], you get *quarter* [kwɔ:tə]. The sound is similar but the spelling is completely different.

EXAMPLE *eight gate*

- |                |               |               |
|----------------|---------------|---------------|
| 1. up _____    | 5. old _____  | 8. all _____  |
| 2. aim _____   | 6. lime _____ | 9. rate _____ |
| 3. ache _____  | 7. air _____  | 10. _____     |
| 4. round _____ |               |               |

**Exercise VII.** Complete the second line to rhyme with the first line, using a word from the box.

rocks	cake	ache	locker	key	bigger	queue	kitchen	six	ask
-------	------	------	--------	-----	--------	-------	---------	-----	-----

EXAMPLE *He dressed for soccer,  
And closed his locker.*

- Kelly Collins couldn't figure,  
How to make the plants grow \_\_\_\_\_.
- I'd like five bricks,  
No, make it \_\_\_\_\_.
- Mr. Quinn ate so much steak,  
He came home with a stomach \_\_\_\_\_.
- I saw a fox,  
Behind those \_\_\_\_\_.
- Clara saw a friend she knew,  
Standing quietly in the \_\_\_\_\_.

**Exercise VIII.** Listen and repeat.

Clark	six	cakes	quiet
clock	next	forks	quick
clever	exciting	clocks	quickly
cream	expensive	likes	question
cricket	excuse me	talks	thank you

**Exercise IX.** Read the dialogue, mark the stresses and tunes. Learn it. Act out the dialogue.

### The Cuckoo Clock

*Mrs Cook:* Would you like some cream in your coffee, Mrs Clark?

*Mrs Clark:* No thank you. But I'd like a little milk.

*Mrs Cook:* Would you like some chocolate cakes?

*Mrs Clark:* Thank you.

*Mrs Cook:* Take two. Here's a cake fork, and here's a...

*Mrs Clark:* Excuse me, Mrs Cook. But what's that next to your bookshelf? Is it a clock?

*Mrs Cook:* Yes. It's an American cuckoo clock.

*Mrs Clark:* Is it plastic?

*Mrs Cook:* Oh, no, Mrs Clark. It's a very expensive clock. It's an electric clock.

*Mrs Clark:* Well, it's exactly six o'clock now, and it's very quiet. Doesn't it say 'cuckoo'?

*Mrs Cook:* Of course, Mrs Clark. Look!

*Clock:* Cuckoo! Cuckoo! Cuckoo! Cuckoo! Cuckoo! Cuckoo!

*Mrs Clark:* How exciting! What a clever clock!

*Clock:* Cuckoo!

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

1. a) cold; b) gold
2. a) back; b) bag
3. a) clock; b) clog
4. a) curl; b) girl
5. a) frock; b) frog
6. a) clue; b) glue

**Exercise XI.** Listen and repeat.

give	guests	August	Greek
beginning	garden	guitar	Margaret
get	gun	dog	telegram
together	good	Craig	glad
again	go	Greg	England

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

### Guests in August

*Craig:* I've just got a telegram from ..... and Greg.

*Carol:* Are they coming to ..... again?

*Craig:* Yes. At the ..... of August.

*Carol:* Good. We can all get ..... again.

**Craig:** I'm glad they're coming in ..... We can take the dog and go for walks together.

**Carol:** Yes. And we can give a ..... party.

**Craig:** And Margaret can play her ..... in the garden and sing ..... songs again.

**Carol:** Yes. August is a good time to come to.....

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

1. We all work together with a wiggle and a giggle,  
We all work, together with a giggle and a grin,  
With a wiggle and a giggle and a google and a woogle,  
A jigger and a jagger and a giggle and a grin.

2. There was an old man of Columbia,  
Who was thirsty, and called out for some beer,  
But they brought it quite hot,  
In a small copper pot,  
Which disgusted that man of Columbia.

3. There was an old person of Cromer,  
Who stood on one leg to read Homer,  
When he found he grew stiff,  
He jumped over the cliff,  
Which concluded that old person of Cromer.

4. There was a crooked man, and he walked a crooked mile,  
He found a crooked sixpence against a crooked stile,  
He bought a crooked cat which caught a crooked mouse,  
And they all lived together in a little crooked house.

5. *Golden Hour* (by J. Keats)

Golden in the garden	Golden in the tree tops
Golden in the glen	Golden in the sky
Golden, golden, golden	Golden, golden, golden
September's here again.	September's passing by.

**Exercise XIV.** Transcribe the proverbs and learn them.

1. Curiosity killed the cat.
2. To cut your coat according to your cloth.
3. Cool as a cucumber.
4. The pot calling the kettle black.
5. A cat may look at a king.
6. Catch as catch can.
7. To kill the goose that lays the golden eggs.

8. All that glitters is not gold.
9. As good as gold.
10. To give as good as you get.

**Exercise XV.** Pronounce the following sentences with aspiration.

1. Кукушка кукушонку купила капюшон.
2. Капа, купи кипу пик.
3. Коваль колокол ковал, ковал и перековывал.
4. В нашей покупке крупы и крупки.
5. Королева кавалеру каравеллу подарила.
6. Карл у Клары украл кораллы.
7. У кошки в лукошке пряники, коврижки, пироги да пышки.

#### 4. Articulation of consonant sounds [f] - [v]

[f,v] occur in word initial, word medial and word final positions.

[f] – spelt “*f, ff, ph, gh*”, e.g. *fat, photo, definite, sniff, enough*

[v] – spelt “*v, f, ph*”, e.g. *vast, cover, brave, of, nephew*

**Definition.** [f, v] are constrictive fricative, labio-dental; [f] is strong and voiceless, [v] is weak and voiced, in final position it is partly devoiced.

#### Articulation.

1. The lower lip is very close to the edge of the upper front teeth, thus forming an incomplete obstruction. When the air goes through the narrowing it causes slight friction.
2. For [f] the vocal cords do not vibrate; there may be some vibration accompanying [v] when it occurs in word initial positions as in *vast* or between as in *never, cover, over*.
3. For [f] the air force is very strong.

**Exercise I.** Read the following words paying special attention to the sounds [f] and [v].

a) Practise the sound [f]:

fit	coffee	sofa	leaf
fort	fifteen	suffer	safe
farm	Africa	refuse	proof
full	telephone	sniffing	knife
fee	ruffian	different	enough

b) Practise the sound [v]:

veal	rival	forever	cave
------	-------	---------	------

very	review	cover	grave
view	over	savour	brave
village	lover	divide	wave
vast	ever	invite	save

c) Practise the sounds in contrast:

van – fan	veil – fail
veal – feel	vine – fine
vast – fast	alive – a life
believe – belief	prove – proof

**Exercise II.** Read the following sense-group, mind the rhythm and intonation.

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.

**Exercise III.** Transcribe and intone the following sentences. Practise reading them in pairs.

[v]

1. Seven evil devils have no virtue.
2. Every evening Victor and Vivian visit Eve.
3. Both vow to love Eve forever.
4. But Eve is very vain.
5. Vivienne is vivacious and full of nerve.
6. Eventually Victor gives Eve up and goes over to Vivienne leaving Eve to Vivian.

[f]

1. The rough, tough ruffians make fierce faces to frighten the four friends.
2. The friends fight off the ruffians.
3. Four oafs fall flat on the floor and the rest flee in fear.
4. It's Phillip's fourth birthday on Friday.
5. That's funny. Phillip is fifteen.
6. But it's his fourth birthday. Phillip was born on February 29th.

[v] — [f]

1. My father's job involves travelling,
2. We've lived in five different places in the last seven years.
3. I love it. I've got friends I can visit in all five places.
4. Five of the men were carrying knives.
5. I grow flowers and vegetables in an old farmhouse outside the village.

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

1. Fancy that Fan is full of fads and fancies.
2. Five fit fishers shipped six thick fish dishes.
3. That fish has a fat fin, this fish is a fish that has a thinner fin than that fish.

**Exercise V.** Read the text.

This is a photograph of a fat farmer arriving at a village in the valley. He's driving a van. It's a fine day, but it's November, and the leaves have fallen from the vine in the front of the photograph.



**Exercise VI.** How many [v] sounds are there when you say these numbers? Write the number.

EXAMPLE 55 4

1. 512 \_\_\_\_\_
2. 745 \_\_\_\_\_
3. 5 \_\_\_\_\_
4. 1175 \_\_\_\_\_
5. 7,474 \_\_\_\_\_

**Exercise VII.** Find 12 words beginning or ending with [f] or [v]. The words are written horizontally or vertically. Note that the last letter is not always F or V. Use all the letters.

D	C	L	A	U	G	H	I
R	O	W	S	A	V	E	F
I	U	I	L	F	I	V	E
V	G	F	I	H	A	V	E
E	H	E	V	G	O	L	F
O	F	F	E	S	A	F	E



**Exercise VIII.** Complete this conversation using words from the box. Then listen and check.

fan	van	wife's	wives
-----	-----	--------	-------

Sid: My \_\_\_\_\_ left me.

Joe: Your \_\_\_\_\_ left you? How many \_\_\_\_\_ did you have, Sid?

Sid: One wife. And she had left me.

Joe: Oh, I see, \_\_\_\_\_ with an F, \_\_\_\_\_ with a V!

Sid: That's right! Yes, she took the van \_\_\_\_\_ and drove off.

Joe: What did she want the \_\_\_\_\_ for?

Sid: I said \_\_\_\_\_, you a kind of vehicle.

Joe: Oh, I see, \_\_\_\_\_ with a V, not \_\_\_\_\_ with an F!

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

1. a) pin; b) fin
2. a) peel; b) feel
3. a) snipping; b) sniffing
4. a) heel; b) feel
5. a) hat; b) fat
6. a) pole; b)hole; c) foal

**Exercise X.** Listen and repeat.

fill in	full front	comfortable	photograph
finished	friendly	after	photographer
feels fine	office	Mr Puffin	myself
five	sofa	difficult	soft
for	profile	if	Phillip
form	telephone	wife	Phillippa
February	beautiful	laugh	

**Exercise XI.** Listen to the dialogue, mark the pauses and learn it by heart.

### At the photographer's

**Phillip:** I want a photograph of myself and my wife.

**Photographer:** Please fill in this form, sir. Would you prefer a full front photograph or a profile?

**Phillip:** A full front, don't you think, Phillippa?

**Phillippa:** Yes. A full front photograph.

**Photographer:** Please sit on this sofa. Is it comfortable, Mrs Puffin?

**Phillippa:** Yes. It feels fine.

**Photographer:** Mr Puffin, please give a friendly laugh.  
**Phillip:** That's difficult. If you say something funny I can laugh.  
**Photographer:** And, Mrs Puffin, please look soft and beautiful.  
**Phillip:** (laughs)  
**Phillippa:** Is it finished?  
**Photographer:** Yes.  
**Phillip:** Will the photograph be ready for the first of February?  
**Photographer:** Yes. Please phone my office after five days, Mr Puffin.

**Exercise XII.** Underline the words you recognize in the sentences you hear:

1. a) few; b) view
2. a) half; b) halve
3. a) fast; b) vast
4. a) boat; b) vote
5. a) bolts; b) volts
6. a) fowls; b) bowels; c) vowels

**Exercise XIII.** Listen and repeat.

Vera	living	have
very	November	five
village	leaving	love
valley	driving	lovely
van	lived	leaves
Victor	arrived	

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

### A fine view

**Vera:** Has your family lived here for very long?  
**Victor:** Five and a half years. We arrived on the first of February.  
**Vera:** What a fine view you have!  
**Victor:** Yes. I love living here.  
**Vera:** Look! You can see the village down in the valley.  
**Victor:** Yes. It's a lovely view.

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

1. Taffy was a Welshman,  
 Taffy was a thief,  
 Taffy came to my house  
 And stole a piece of beef.

2. Cock-adoodle-doo!  
 My dame will dance with you.  
 While master fiddles his fiddling-stick  
 For dame and doodle-doo!

3. Once upon a time, in a little wee house,  
 Lived a funny old man and his wife,  
 And he said something funny to make her laugh  
 Every day of his life.

One day he said a very funny thing,  
 That she shook and screamed with laughter,  
 But the poor old soul, she couldn't leave off  
 For at least three whole days after.

4. Why does a fire eat big sticks of wood?  
 I shouldn't like to have that for my food  
 But the flames all lick their lips —  
 It must taste good.

5. A wilful young fisher named Gabriel Fisher,  
 Once fished for some fish in a fissure,  
 Till a fish with a grin  
 Pulled the fisherman in  
 Now they are fishing the fissure for Fisher.

6. A flea and a fly in a flue  
 Were caught so what could they do?  
 Said the fly, "Let us flee!"  
 "Let us fly", said the flea,  
 And they flew through a flaw in the flue.

**Exercise VIII.** Transcribe the proverbs and learn them.

1. Faint heart never won fair lady.
2. Fine feathers make fine birds.
3. Feast today and fast tomorrow.
4. Fools seldom differ.
5. Far from eye, far from heart.
6. Fair without, foul (false) within.
7. An iron hand in a velvet glove.
8. The fat is in the fire.

## 5. Articulation of consonant sounds [v] – [w]

[w] occurs in word initial and word medial positions.

[w] - spelt "w, wh; u" after q, g e.g. *warm, what, question, language, sweet.*

**Definition.** [w] is constrictive, medial, bilabial, bicentral.

### Articulation.

1. The lips are firmly rounded and slightly protruded forming an incomplete obstruction.
2. The soft palate is raised and the air goes to the mouth.
3. The back part of the tongue is raised towards the soft palate forming the secondary focus.
4. The sides of the tongue are raised and the air goes along the central part of the tongue.
5. The vocal cords vibrate.

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

a) Practise the sound [v]:

velvet	never	envious	leave
Victor	ever	advice	approve
vivid	travel	even	wave
violet	university	adventure	give
vodka	over	evening	have

b) Practise the sound [w]:

weave	worn	twist	quickly
wave	word	sweet	squirrel
wheal	world	twins	sandwich
white	twenty	queen	railway
wear	twice	quite	everywhere

c) Practise the sounds in contrast:

via – wire	veil – wail
vile – while	veal – wheel
vine – wine	vend – wend
vein – wane	

d) Practise the words with silent **w**:

wrong

whole

who

whose

wrist

wrap

**Exercise II.** Read the following sense-groups, mind the rhythm and intonation.

(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.

**Exercise III.** Practise reading the following sentences in pairs.

[v]

1. I've given Steve the best advice.
2. They've never approved of Val.
3. Victor is in the Navy.
4. Vera is my only surviving relative.

[w]

1. The sweater will wear well.
2. I wonder what's worrying Willy?
3. Winnie is as weak as water.
4. Why wouldn't Walter wash with water that wasn't warm?
5. William was watching a TV film about the Wild West and a wicked woman.

[w] — [v]

1. Why is the worse verse worse than the first verse?
2. William always wears a very warm woolen vest in winter.
3. Victor, however, will never wear woolen underwear, even in the Wild West.
4. We'll wed on Wednesday if you buy me that white vase.

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

1. Walter works at a waxworks and wax won't wash off without warm water.

2. Which is this switch? Which switch is which?

3. Why do you cry, Willy,  
 Why do you cry?  
 Why, Willy? Why, Willy?  
 Why, Willy? Why?  
 Whenever we meet  
 There's a tear in your eye  
 Why, Willy? Why, Willy?  
 Why, Willy? Why?

4. Oh that I were  
 Where I would be,  
 Then would I be  
 Where I am not,  
 But where I am  
 There I must be,  
 And where I would be  
 I cannot.

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

1. a) vine; b) wine
2. a) V; b) we
3. a) veal; b) wheel
4. a) verse; b) worse
5. a) veils; b) whales
6. a) viper; b) wiper

**Exercise VI.** Listen and repeat.

when	walk	were	twelve
well	warm	where	twenty
wet weather	wonderful	wore	quiet
Wendy went	woods	away	quickly
which	why	railway	sweet
what was	wild	everywhere	Gwen
watched	white wine	sandwiches	squirrels

**Exercise VII.** Listen to the dialogue. Practise it in pairs. Learn it.

### A walk in the woods

**Gwen:** Did you see Victor on Wednesday, Wendy?

**Wendy:** Yes. We went for a walk in the woods near the railway.

**Gwen:** Wasn't it cold on Wednesday?

**Wendy:** Yes. It was very cold and wet. We wore warm clothes and walked quickly to keep warm.

**Gwen:** It's lovely and quiet in the woods.

**Wendy:** Yes. Further away from the railway it was very quiet, and there were wild squirrels everywhere. We counted twenty squirrels.

**Gwen:** How wonderful! Twenty squirrels! And did you take lunch with you?

**Wendy:** Yes. About twelve we had veal sandwiches and sweet white wine, and we watched the squirrels. It was a very nice walk.

**Intonation** Listen and repeat:

Where was it **quiet** ↓?

In the **woods** ↓.

What did they **drink** ↓?

Sweet white **wine** ↓.

Why did they walk **quickly** ↓?

To keep **warm** ↓.

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

1. The south wind brings wet weather,  
The north wind wet and cold together,  
The west wind always brings us rain,  
The east wind blows it back, again.

2. If all the world were water,  
And all the sea were drink,  
What should we do for bread and jam?  
What should we do for drink?

3. The Vine  
V was once a little vine  
Viny,  
Winy,  
Twiny,  
Viny,  
Twisty-twiny  
Little vine.

4. Oh, wind, why do you never rest?  
Wandering, whistling to and fro?

Bringing rain out of the west  
From the dim north bringing snow?

5. Whether the weather be fine,  
Whether the weather be not,  
Whether the weather be cold,  
Whether the weather be hot,  
We'll weather the weather  
Whatever the weather  
Whether we like it or not.

6. When the weather is wet,  
We must not fret,  
When the weather is cold,  
We must not scold.  
When the weather is warm,  
We must not storm,  
But be joyful together,  
Whatever the weather.

**Exercise IX.** Transcribe the proverbs and learn them.

1. Virtue is its own reward.
2. All is fair in love and war.
3. When the wind is in the west, the weather's always best.
4. One word to the wise.
5. Time works wonders.
6. Wilful waste makes woeful want.
7. One never knows with the weather.
8. Wealth is nothing without health.
9. No sweet without some sweat.

## 6. Articulation of consonant sounds [s] – [z]

[s, z] occur in word initial, word medial and word final positions.

[s] — spelt "s, ss, c, sc, x", e.g. *size, science, lacy, hoarse, pass, axe*

[z] — spelt "s, ss, z, zz, x", e.g. *zero, lazy, roses, scissors, dizzy, exact, mews*

**Definition.** [s, z] are constrictive fricative, forelingual, apical alveolar, [s] is strong and voiceless, [z] is weak and voiced, in final position it is partially devoiced.

### **Articulation.**

1. The tip of the tongue is close to the teeth ridge. The narrowing is round, because of the groove in the blade of the tongue.



2. The teeth are very close together.

3. The vocal cords do not vibrate when [s] is produced. For [z] they vibrate when it occurs before vowels or in intervocalic positions, e.g. *zone*, *easy*.

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

a) Practise the sound [s]:

seem	most	accent	miss
soft	waste	possible	glass
slow	ask	instead	looks
skin	sister	post	wants
sweet	sensible	agency	nice

b) Practise the sound [z]:

zebra	lazy	nosy	has
zone	dizzy	dozen	his
zenith	busy	Daisy	breeze
zip	easy	noisy	is
zeal	rosy	rose	freeze

c) Practise the sounds in contrast:

hiss – his	race – raise	false – falls
ice – eyes	lice – lies	loose – lose
rice – rise	once – one's	advice – advise

d) Practise silent s:

aisle  
island  
Carllisle  
chassiss

**Exercise II.** Read the following sense-groups, mind the rhythm and intonation.

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.

**Exercise III.** Practise reading the following sentences.

[s]

1. Better safe than sorry.
2. A lispng lass is good to kiss.
3. Last but not least,
- 4 Sue will certainly see the sights of Sydney.
5. Sing a song of seasons.

[z]

1. As soon as he can.
2. A lazy zebra called Desmond is dozing at the zoo.
3. He feels flies buzzing round his eyes, ears and nose.
4. He rouses, opens his eyes, rises and goes to Zoe.
5. Zoe is wearing a rose on her blouse.
6. Zoe gives Desmond the buns, but he prefers the rose on her blouse.

[s] — [z]

1. Last summer I saw Susan and Bessy in Cyprus.
2. I'm sorry Miss Bessy Castle is busy.
3. Susan and Cecily seem to be fond of ice-cream.
4. Susie is a secretary in a famous agency.
5. She is responsible for ads.
6. Her boss Sam Smith thinks she is lazy.

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

1. Swan swam over the sea,  
Swim, swan, swim.  
Swan swam back again,  
Well swum, swan!

2. Moses supposes his toeses are roses,  
But Moses supposes erroneously.

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

**Start**

spots	squares	prize	since	six	sports
streets	wise	sells	sits	exact	escapes

rice	rise	sense	science	lose	lost
oasis	desert	smokes	songs	crisps	box
place	face	snacks	seas	voice	bees
plays	phase	nose	smiles	focus	concert

**Finish**

**Exercise VI.** Listen and repeat.

sit	sensible	interesting	sleep	six
Sam	outside	instead	spend	yes
sand	seaside	just	swim	Alice
Saturday		star	skiing	
Sunday		it's	expensive	
sailing		let's	exciting	

**Exercise VII.** Listen to the dialogue. Practise it in pairs. Learn it.

### **It's Expensive**

**Sam:** Let's go to the seaside on Sunday.

**Alice:** Yes! Let's go sailing and water-skiing. That's exciting.

**Sam:** It's expensive too. Let's just sit in the sun and go swimming instead.

**Alice:** Let's stay in the Six Star Hotel and spend Sunday there too.

**Sam:** Be sensible, Alice. It's too expensive. Let's sleep outside instead.

**Alice:** Yes. Let's sleep on the sand. That's more exciting.

**Joining sounds** Listen and repeat:

Let's \_sit in the sun.

Let's \_stay in a hotel.

Let's \_sleep outside.

Let's \_spend Sunday there too.

Six \_Star.

He smokes \_cigarettes.

He wants \_some books.

He speaks \_slowly.

**Exercise VIII.** Read the following text paying special attention to correct pronunciation of the sounds.

### **The smile of a snake**

She speaks slowly, and smokes special, expensive cigarettes. As she steps upstairs, her long skirt sweeps over her silver slippers. She is small and smart and sweet-smelling. Her skin is like snow.

'You have stolen my heart!' I once said stupidly, and she smiled. But when she smiled, she smiled the smile of a snake.

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

1. a) bus; b) buzz
2. a) sip; b) zip
3. a) price; b) prize
4. a) pence; b) pens
5. a) police; b) please
6. a) Sackville; b) Zackville

**Exercise X.** Listen and repeat.

Zzz!	Mrs	hisses
zoo	these	smells
buzzing	bees	something's
surprising	is	contains
amazing	does	Jones
surprises	says	isn't
buzzes	noise	

**Exercise XI.** Listen to the dialogue. Practise it in pairs. Learn it.

### Surprises in the Post Office

**Mrs Smith:** This parcel smells, Mrs Jones.

**Mrs Jones:** Something's written on it.

**Mrs Smith:** What does it say?

**Mrs Jones:** It says: This parcel contains six mice.

**Mrs Smith:** Pooh!

**Mrs Jones:** Listen! What's in this sack?

**Mrs Smith:** It's making a strange hissing noise.

**Sack:** (*hisses*) Ssssssssssss!

**Mrs Jones:** Mrs Smith! It's a sack of snakes!

**Mrs Smith:** So it is! And what's in this box, Mrs Jones?

**Mrs Jones:** It's making a buzzing sound.

**Box:** (*buzzes*) ZZZZZZZZZZZZZ!

**Mrs Smith:** These are bees!

**Mrs Smith:** A parcel of mice! And a sack of snakes! And a box of bees! This is very surprising.

**Mrs Jones:** It's amazing! This isn't a post office, Mrs Jones. It's a zoo!

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

1. Elizabeth, Lizzy, Betsy and Bess,  
They all went together to seek a bird's nest,  
They found a bird's nest with five eggs in,  
They all took one, and left four in.

2. Sneeze on Monday, sneeze for danger,  
Sneeze on Tuesday, meet a stranger,  
Sneeze on Wednesday, get a letter,  
Sneeze on Thursday, something better,  
Sneeze on Friday, no more sorrow,  
Sneeze on Saturday see your true friend tomorrow.

3. First we skip, skip, skip,  
Then we hop, hop, hop,  
Then we turn round as fast as we can  
And now we stop, stop, stop.

4. "Quack, quack!"  
Said seven ducks at dawn  
While night dew  
Sparkled on the grass ...  
And in my bed  
I settled back  
And slept to tunes  
Of "Quack, quack, quack!"

5. I saw a ship a-sailing,  
A-sailing on the sea,  
And, oh? It was all laden  
With pretty things for thee.  
There were comfits in the cabin,  
And apples in the hold,  
The sails were made of silk  
And the masts were made of gold.

The four-and-twenty sailors  
That stood between the decks.  
Were four-and-twenty white mice  
With chains about their necks.  
The captain was a duck,  
With a packet on his back,  
And when the ship began to move,  
The captain said "Quack, quack!"

**Exercise XIII.** Transcribe the proverbs and learn them.

1. One swallow doesn't make a summer.
2. It's a silly goose that comes to a fox's sermon.
3. He who sups with a devil must use a long spoon.
4. Speech is silver, but silence is gold,
5. If its and ans were pots and pans.
6. Silence gives consent.
7. Stolen pleasures are the sweetest.

## 7. Articulation of consonant sounds [θ] – [ð]

[θ,ð] occur in word initial, word medial and word final positions.

[θ] – spelt “th”, e.g. *thought, nothing, hearth*

[ð] – spelt “th”, e.g. *they, father, with*

**Definition.** [θ, ð] are constrictive fricative, forelingual, interdental; [θ] is strong and voiceless, [ð] is weak and voiced, in final position it is partly devoiced.

### Articulation.

1. The tip of the tongue is either close to the edge of the upper teeth or slightly projected between the teeth.
2. For [θ] the vocal cords do not vibrate, they vibrate for [ð] when it occurs in word initial position, before a vowel or in intervocalic positions, e.g. *thus, rather*.
3. The air force is very strong for [θ].

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

a) Practise the sound [θ]:

thank	healthy	birthday	earth
think	wealthy	author	faith
thin	something	Arthur	health
thing	anything	Martha	month
thirsty	nothing	math	north

b) Practise the sound [ð]:

the	mother	clothes	with
this	father	leather	breathe
that	brother	weather	smooth
these	either	together	bathe
those	further	rather	loathe

c) Practise the sounds in contrast:

bath — bathe  
 breath — breathe  
 author — other  
 Arthur — rather

earthy — worthy  
 Martha — mother  
 Bertha — further

**Exercise II.** Read the following sense-groups, mind the rhythm and intonation.

- 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.

**Exercise III.** Practise reading the following sentences in pairs.

[θ]

1. The third Thursday of this month is the sixteenth.
2. Arthur Smith, a thick-set, healthy athlete sees three thieves throw a thing round Thea's throat and threaten to throttle her.
3. He throws one thug to earth with a thud that shakes his teeth.
4. Both the other thieves run off with a filthy oath.
5. Thea thanks Arthur for thrashing the three thugs.

[ð]

1. These bathers are breathing through their mouths.
2. Smooth breathing is rather soothing.
3. There are three brothers. These are their father and mother. This is their other brother.
4. I don't wish them other than they are.

[θ] — [ð]

1. I'll do anything rather than that.
2. They are always bothering Father and Mother to do things for them.
3. That means nothing other than the usual thing.
4. The Smiths keep themselves to themselves.
5. Father has a thousand and one things to ask you, Martha.

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

1. A thatcher of Thatchwood went to Thatchet a-thatching. Did a thatcher of Thatchwood go to Thatchet a-thatching? If a thatcher of Thatchwood went to Thatchet a-thatching, Where's the thatching the thatcher of Thatchwood has thatched?

2. Theo thrust a thumb through two or three thick straw thatches.

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

**Start**

north	northern	either	weather	breathe	those
south	bath	bathe	thought	breath	youth
southern	third	their	through	though	thumb
Thailand	third	path	fifth	with	worth
month	cloth	these	brother	that	teeth
throw	clothes	author	other	they	wealth

**Finish**

**Exercise VI.** Complete this rhyme using words from the box. Then listen and check.

earth Heather <u>brother</u> neither mothers brothers <u>another</u> together birth either
--

Arthur had a *brother*  
 And he didn't want *another*.  
 And of the brothers, \_\_\_\_\_  
 Wanted sisters \_\_\_\_\_.  
 The last thing on this \_\_\_\_\_  
 They wanted was a \_\_\_\_\_.  
 So Arthur's mother \_\_\_\_\_  
 Get them both \_\_\_\_\_,  
 And told them all good \_\_\_\_\_  
 Should learn to share their \_\_\_\_\_.

**Exercise VII.** Think of a computer which people speak into and it writes what they say. This computer wrote these sentences down wrongly. Correct the underlined mistakes.

EXAMPLE It's free o'clock. ....*three*.....

1. A bat is more relaxing than a shower. ....
2. The train went true the tunnel. ....
3. Don't walk on the ice; it's very fin. ....
4. You need a sick coat I winter. ....
5. I don't know; I haven't fought about it. ....
6. It's a matter of life and deaf. ....

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

1. a) sink; b) think
2. a) mouse; b) mouth



3. a) tin; b) thin
4. a) taught; b) thought
5. a) moss; b) moth
6. a) fought; b) thought

**Exercise IX.** Listen and repeat.

thank you	Ethel	Judith
thought	author	worth
thousand	nothing	Mrs Smith
thirsty	something	Smiths'
Thursday	birthday	Edith
thirty-three	mathematician	moths

**Exercise X.** Listen to the dialogue. Practise it in pairs. Act it out.

### Gossips

**Judith:** Edith Smith is only thirty.

**Ethel:** Is she? I thought she was thirty-three.

**Judith:** Edith's birthday was last Thursday.

**Ethel:** Was it? I thought it was last month.

**Judith:** The Smiths' house is worth thirty thousand pounds.

**Ethel:** Is it? I thought it was worth three thousand.

**Judith:** Mr Smith is the author of a book about moths.

**Ethel:** Is he? I thought he was a mathematician.

**Judith:** I'm so thirsty.

**Ethel:** Are you? I thought you drank something at the Smiths'.

**Judith:** No. Edith gave me nothing to drink.

**Ethel:** Shall I buy you a drink?

**Judith:** Thank you.

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

1. a) Ida; b) either
2. a) day; b) they
3. a) dares; b) there's
4. a) size; b) scythe
5. a) bays; b) bathe
6. a) boos; b) booth

**Exercise XII.** Listen and repeat.

the	together	another
this	feathers	smoother
that	leather	rather
clothes	Miss Brothers	

**Exercise XIII.** Listen to the dialogue. Learn it. Act it out.

### The hat in the window

**Miss Brothers:** I want to buy the hat in the window.

**Assistant:** There are three hats together in the window, madam. Do you want the one with the feathers?

**Miss Brothers:** No. The other one.

**Assistant:** The small one for three pounds?

**Miss Brothers:** No. Not that one either. That one over there. The leather one.

**Assistant:** Ah! The leather one. Now this is another leather hat, madam. It's better than the one in the window. It's smoother leather.

**Miss Brothers:** I'd rather have the one in the window. It goes with my clothes.

**Assistant:** Certainly, madam. But we don't take anything out of the window until three o'clock on Thursday.

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

1, *This* is used for one thing near,  
*That* means one thing over there,  
*These* and *those* mean two or more,  
*Those* are far and *these* are near.

2. I can think of six thin things.  
 Six thin things, can you?  
 Yes, I can think of six thin things  
 And of six thick things, too.

3. There was an old woman,  
 And nothing she had,  
 And so this old woman  
 Was said to be mad.  
 She'd nothing to eat,  
 She'd nothing to wear.  
 She'd nothing to lose,  
 She'd nothing to share,  
 She'd nothing to ask,  
 And nothing to give,

And when she did die  
She'd nothing to leave.

4. I am thankful for a thousand things...  
For faithful earth, for birth and breath  
For thought and health and strength and mirth  
And, may be, when it comes for death.

**Exercise XV.** Transcribe the proverbs and learn them.

1. When three Thursdays come together.
2. Thread and thrum.
3. That's neither here nor there.
4. There's nothing like leather.
5. One law for the rich, another for the poor.
6. Nothing venture, nothing have.
7. There is no smoke without fire.
8. Those who live in glass houses should not throw stones.
9. Wealth is nothing without health.

## 8. Articulation of consonant sounds [ʃ] - [tʃ]

[ʃ] - [tʃ] occur in word initial, medial, final positions.

[ʃ] – spelt "sh, ch, sch, s, ss, x", e.g. *shoe, sure, schedule, machine, assure, luxury, dish*

[tʃ] – spelt "ch, tch, ture, tion", e.g. *chair, question, nature, watch.*

**Definition.** [ʃ] is constrictive fricative, forelingual, apical, palate-alveolar, bicentral; [tʃ] is occlusive-constrictive, forelingual, apical, palate-alveolar, bicentral; [ʃ, tʃ] are strong and voiceless.

### **Articulation.**

1. The tip of the tongue is close to the back part of the teeth ridge forming a flat narrowing.
2. The front part of the tongue is raised towards the hard palate, forming the front secondary focus.
3. When [tʃ] is pronounced the soft palate is raised so that the breath is trapped for a short time (because of the complete obstruction between the tongue-tip and teeth ridge) then the obstruction is released slowly and the friction is heard.
4. The lips are neutral or slightly rounded.

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

a) Practise the sound [ʃ]:

she	nation	patient	cash
short	mission	position	leash
shame	ocean	motion	crush
shoot	mention	anxious	fresh
shine	station	revolution	push

b) Practice the sound [tʃ]:

chew	fortune	question	which
chop	future	teacher	teach
chance	kitchen	preacher	such
chief	nature	reaches	speech
church	picture	lecture	touch

c) Practise the sounds in contrast:

wish – witch	sheep – cheap	cash – catch
mesh – match	share – chair	wash – watch
shop – chop	shoe – chew	ships – chips

**Exercise II.** Read the following sense-groups, mind the rhythm and intonation.

(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.

**Exercise III.** Practise reading the following sentences in pairs.

[ʃ]

1. Charles is not much of a catch.
2. Here are two pictures which are a match. Nothing much to choose between them.
3. Charles is a cheerful chicken farmer.
4. Charles is scratching his itching chin.
5. A poacher is watching Charles' chickens choosing which to snatch.
6. He chuckles at the chance of a choice chicken to chew for his lunch.
7. But the chuckle reaches Charles who chases the poacher and catches him.

[tʃ]

1. She is an accomplished musician.
2. This shop is a fish shop.
3. Patricia Fisher is a traditional politician.
4. Shear your sheep in May, you shear them all away.
5. They saw a mission station in the bush.

[ʃ] - [tʃ]

1. Shirley and Charles are matches.
2. She is an accomplished liar.
3. Charles made a substantial contribution to literature.
4. Sheila is a beautiful creature with most unusual features.

**Exercise IV.** Read the tongue-twister and learn it.

A thatcher of Thatchwood went to Thatchet a-thatching.

**Exercise V.** Write these nationality words in the correct column.

Welsh	Dutch	Russian	Chinese	Polish	French	Chilean	Turkish
-------	-------	---------	---------	--------	--------	---------	---------

<i>contains [ʃ]</i>	<i>contains [tʃ]</i>

**Exercise VI.** Complete this conversation using the words from the box.

ships	chips	Jeep	cheap
-------	-------	------	-------

**Sid:** It's fish and ..... for lunch, Joe!

**Joe:** .....! I can't eat ....., they're too big!

**Sid:** I said ....., you know, fried potatoes!

**Joe:** Oh, I see, ..... with a CH, not ..... with an SH.

**Sid:** That's right. You're a genius, Joe!

**Joe:** Was the fish expensive, Sid!

**Sid:** No, it was .....

**Joe:** .....! You bought a .....?

**Sid:** No, ....., the opposite of expensive.

**Joe:** Oh, I see, ..... with a CH, not ..... with a J!

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

1. a) Sue's; b) shoes
2. a) ass; b) ash
3. a) puss; b) push
4. a) sack; b) shack
5. a) scats; b) sheets
6. a) save; b) shave

**Exercise VIII.** Listen and repeat.

sheets	Shaw	washing	Swedish
shall	shake	machine	English
shop	show	special	shrunk
shut	shirts	Marsh	finished
shouldn't	sure	wish	demonstration

**Exercise IX.** Listen to the dialogue. Practise it in pairs. Learn it by heart.

### A special washing machine

*Mrs Marsh:* Does this shop sell washing machines?

*Mr Shaw:* Yes. This is the newest washing machine, madam.

*Mrs Marsh:* Is it Swedish?

*Mr Shaw:* No, madam. It's English.

*Mrs Marsh:* Please show me how it washes.

*Mr Shaw:* Shall I give you a demonstration? Here are some sheets and shirts. You put them in the machine. You shut the door. And you push this button.

*Mrs Marsh:* The machine shouldn't shake like that, should it?

*Mr Shaw:* Washing machines always shake, madam. Ah! It's finished now.

*Mrs Marsh:* But the sheets have shrunk, and so have the shirts.

*Mr Shaw:* Do you wish to buy this machine, madam?

*Mrs Marsh:* I'm not sure.

**Joining sounds. Listen and repeat.**

English chops

Danish ships

Scottish sheeep

Swedish shampoo

French champagne

Irish sheets

Polish shirts

Finnish shorts

Turkish sugar  
 Spanish shoes

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

### At the Butcher's Shop

**Butcher:** Good ....., Mrs Church.

**Mrs Church:** Good morning, Mr Cheshire. I'd like some ..... for the children's lunch.

**Butcher:** Chump chops or ..... chops, Mrs Church?

**Mrs Church:** I'll have ..... shoulder chops, and I want a ..... chicken.

**Butcher:** Would you like to ..... a chicken, Mrs Church?

**Mrs Church:** Which one is cheaper?

**Butcher:** This one's the ..... It's a delicious chicken.

**Mrs Church:** How much is all that? I ..... got cash. Can I pay by cheque?

**Butcher:** Of course, Mrs Church.

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

1. If wishes were horses,  
 Beggars would ride,  
 If turnips were watches,  
 I'd wear one by my side.

2. I often sit and wish that I  
 Could be a kite up in the sky,  
 And ride upon the breeze and go  
 Whatever way it chanced to go.

3. There was a man in our town,  
 And he was wondrous wise,  
 He jumped into a bramble bush,  
 And scratched out both his eyes.

But when he saw his eyes were out,  
 With all his might and main,  
 He jumped into another bush,  
 And scratched them in again.

4. If I'd as much money as I could spend,  
 I never would try old chairs to mend,  
 Old chairs to mend, old chairs to mend,  
 I never would try old chairs to mend.

5. The shoemaker's shop is shut today,  
 Oh, what shall I do with my shoes?  
 The shoemaker's shop is shut, I say.  
 And there are big holes in my shoes.  
 The holes in my shoes may stop my play,  
 Oh, what shall I do with my shoes?

**Exercise XII.** Transcribe the proverbs and learn them.

1. Cheek brings success.
2. Children are poor men's riches.
3. Choose an author as you choose your friend.
4. Charity begins at home.
5. Misfortunes tell us what fortune is.
6. That's where the shoe pinches.

## 9. Articulation of consonant sounds [ʒ] - [dʒ]

[ʒ] - [dʒ] occur in word initial, medial, final positions.

[ʒ] – spelt “*si, s, z, ge*”, e.g. *vision, measure, seizure, usual, prestige*

[dʒ] – spelt “*j, g, dg, gg, dj, de, di, ch*”, e.g. *jam, gem, margin, adjacent, soldier, edge, age, Norwich*

**Definition:** [ʒ], [dʒ] palate-alveolar, forelingual, apical.

### **Articulation:**

1. The tip of the tongue is close to the back part of the teeth ridge.
2. The front part of the tongue is raised towards the hard palate, forming the front secondary focus.
3. The lips are neutral or slightly rounded.

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

a) Practise the sound [ʒ]:

pleasure	closure	beige
measure	vision	rouge
treasure	television	garage
leisure	revision	barrage
erasure	fusion	mirage

b) Practise the sound [dʒ]:

jaw	pigeon	region	age
-----	--------	--------	-----



jump	ledger	soldier	arrange
gem	lodger	imagine	bridge
joke	major	subject	manage
general	danger	stranger	stage

c) Practise the sounds in contrast:

leisure – ledger      vision – region  
measure – major      barrage – marriage

**Exercise II.** Read the following sense-groups, mind the rhythm and intonation.

(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.

**Exercise III.** Practise reading the following sentences in pairs.

[ʒ]

1. Did you watch "Treasure Ireland" on television yesterday?
2. Her pleasure and joy knew no measure.
3. Conversation is a pleasure but it wants leisure.
4. The unusual confusion surrounding the revision of the decision regarding the seizure and closure of the garage is surely due to some measure of collusion.

[dʒ]

1. The aged judge urged the jury to be just but generous.
2. Jeremy Jones has a large jug, a juicy orange, a jelly, ginger bread.
3. Just you wait, Jacob, just you wait.
4. Hello, Janice. This is John Johnson. Is Jenny in?

[ʒ] - [dʒ]

1. After much persuasion John and Joyce took a decision.
2. Imagine at her age Jenny wears Parisian rouge.
3. I've just got a message from Gerald and Jack. They are in Leisure and Pleasure General Stores.

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

1. Julia Jamestone will marry judge Jeffrey in June or July.
2. Can you imagine an imaginary menagerie manager imagining managing an imaginary menagerie?

**Exercise V.** Listen and practise reading the following sentences.

### Television programmes: Channel O

- 7.00 - Children's film: *'Treasure Island'*  
 7.15 - News comment: *An Unusual Collision*  
 7.30 - Fashion: *Casual Clothes*  
 7.45 - Travel film: *Across Asia in a Peugeot*  
 8.15 - Do-it-yourself: *How to Measure a New Garage*  
 8.30 - Variety show: *It's a Pleasure*

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

1. a) choking; b) joking
2. a) larch; b) large
3. a) cheap; b) jeep
4. a) chain; b) Jane
5. a) chilly; b) Jilly
6. a) cheered; b) jeered

**Exercise VII.** Listen and repeat.

gin	dangerous	village
jeep	manager	bridge
January	agency	edge
just	injured	large
joke	passenger	George Churchill
jail	damaged	ginger-haired chap

**Exercise VIII.** Listen to the dialogue. Practise it in pairs. Learn it by heart.

### George Churchill

**Jerry:** Just outside this village there's a very dangerous bridge.

**John:** Yes. Charles told me two jeeps crashed on it in January. What happened?

**Jerry:** Well George Churchill was the driver of the larger jeep, and he was driving very dangerously. He'd been drinking gin.

**John:** George Churchill? Do I know George Churchill?

**Jerry:** Yes. That ginger-haired chap. He's the manager of the travel agency in Chester. **John:** Oh, yes. I remember George. He's always telling jokes. Well, was anybody injured?

**Jerry:** Oh, yes. The other jeep went over the edge of the bridge, and two children and another passenger were badly injured.

**John:** Were both the jeeps damaged?

**Jerry:** Oh, yes.

**John:** And what happened to George?

**Jerry:** George? He's telling jokes in jail now, I suppose!

**Exercise IX.** Joining sounds. When two sounds [tʃ] or [dʒ] come together, you must say both sounds. Listen and repeat:

orange juice	rich child	which job
village jail	watch chain	college chess
large gentleman	which chair	large cherries
huge jam-jar	how much cheese	teach German

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

1. I measure from top of my head to my toes,  
I measure my arms starting here by the nose.  
I measure my legs and I measure me all,  
I measure to see if I am growing tall.

2. Jumping this way, jumping that,  
Jumping gently like a cat,  
Jumping sideways, jumping tall,  
Jumping high like a bouncing ball.

3. Just and Unjust  
The rain it rainth on the just  
And also on the unjust fella,  
But chiefly on the just because  
The unjust steals the just's umbrella.

**Exercise XI.** Transcribe the proverbs and learn them.

1. Measure for measure.
2. Eat at pleasure, drink with measure.
3. Jackdaw in peacock's feathers.
4. Jack of all trades and master of none.
5. Business before pleasure.
6. To measure another man's foot by one's own last.

**Exercise XII.** Crossword. Every answer has the sound [tʃ] or [dʒ].

1			4					6
		2				3		
4								
		5						
					6	5		
		7						

### Clues

#### Across:

- 1 Famous English prime minister.
- 2 We eat bread, butter and ....
- 3 We buy jam in a ...
- 4 You'll get fat if you eat too much .... olate.
- 5 A game for two people.
- 6 You can see in the dark with a ... ch.
- 7 This isn't\_\_\_a difficult puzzle.

#### Down:

- 1 A young hen is a.....
- 2 This book belongs to Jock. It's....'. book.
- 3 The dangerous bridge is\_\_\_outside the village.
- 4 HRCAE are letters of this word. It means get with your hand.
- 5 Tell me a j . . e.
- 6 George's jeep was ..... than the other jeep.

## 10. Articulation of consonant sounds [n] – [m]

[m] occurs in all word positions, spelt "m, mm, mb, mn", e.g. *mean, summer, seam, comb, autumn*

**Definition.** [m] is occlusive, nasal, bilabial.

#### Articulation.

1. The lips are firmly kept together.
2. The soft palate is lowered and the air goes through the nose.
3. The vocal cords vibrate.

[n] occurs in all word positions, spelt "n, nn, kn, gn, pn", e.g. *not, sunny, sun, know, gnaw, sign, pneumonia*

**Definition:** [n] is occlusive, nasal, forelingual, apical, alveolar.

#### Articulation:

1. The tip of the tongue is pressed against the alveolar ridge.

2. The soft palate is lowered and the air escapes through the nose.
3. The vocal cords vibrate.

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

a) Practise the sound [m]:

me	family	woman	him
more	member	James	room
mister	smoke	remember	tram
milk	memory	moment	form
money	smile	unmake	sum

b) Practise the sound [n]:

now	send	unreal	button
name	event	panther	learn
need	offence	tenth	noon
never	Sunday	sunrise	often
north	sunset	snow	down

c) Practise the sounds in contrast:

sum – sun	mew – new
rum – run	mum – none
bum - bun	meed – need

d) Practise the words with silent **n**:

columnn  
solemnn  
autumnn

**Exercise II.** Read the following sense-groups, mind the rhythm and intonation.

(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.

**Exercise III.** Practise reading the following sentences in pair's.

[m]

1. Marmaduke and Mary have mumps.
2. "They mustn't munch marmalade sandwiches at the moment", says Mummy.
3. The museum has many memorable monuments to the memory of some remarkable members of the Moslem community.
4. Martha always makes a mountain out of a molehill.
5. Just a moment, Mathew.
6. If my memory serves me...

[n]

1. Nick is no genius.
2. No doubt Nickolas knows Nigel.
3. Naughty Nancy has bent the knitting needles and knotted Nanny's knitting.
4. Henry hands his nephew Nigel a brand-new pound note on Sundays.

[n] — [m]

1. No offence meant.
2. It's no concern of mine.
3. The name slipped my memory.
4. Money spent on the brain is never spent in vain.
5. You mustn't mind about me, Mike.
6. Nick knows no more about the murder than the man in the moon.

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

1. Miss, miss, little Miss, miss,  
When she misses, she misses like this.
2. I need not your needles  
They are needless to me.

**Exercise V.** Underline the words you recognise in the sentences you hear:

1. a) combs; b) cones
2. a) mine; b) nine
3. a) name; b) mane
4. a) some; b) sun

5. a) warm; b) warn

6. a) money; b) mummy

**Exercise VI.** Listen and repeat:

noise	apartment	Northend Avenue
morning	unfurnished	central London
rent	inexpensive	ninety-nine
agency	month	11.15
oven	station	garden
often	accommodation	kitchen
seven	television	Mr Mason
eleven	prison	certainly

**Exercise VII.** Listen to the dialogue. Practise it in pairs. Learn it by heart.

**At an Accommodation Agency**

*Mr. Mason:* Good morning. I want an apartment in central London.

*Manager:* Certainly, sir. How much rent did you want to pay?

*Mr. Mason:* No more than \$27 a month.

*Manager:* \$27 a month? We don't often have apartments as inexpensive as that. We have one apartment for \$29 a month in Northend Avenue. It's down near the station.

*Mr. Mason:* Is it furnished?

*Manager:* No. It's unfurnished. The kitchen has no oven. It's forbidden to use the garden. No friends in the apartment after eleven in the evening. No noise and no television after 11.15. No...

*Mr. Mason:* No thank you! I want an apartment, not a prison!

**Exercise VIII.** Listen and repeat:

Mm!	tomorrow	him	Smith
me	summer	Tim	small
met	family	time	smart
may	crumpets	come	Mum
make	Cambridge	some	home-made
maybe	remember	home	Tom Mitcham

**Exercise IX.** Listen to the dialogue. Practise it in pairs. Learn it by heart.

**Mum's Crumpets**

*Jim:* Mum, may Tom Mitcham come home with me for tea tomorrow?

**Mrs. Smith:** Of course, Jim. Have I met Tom before?

**Jim:** You met him in the summer. He's very small and smart.

**Mrs. Smith:** Oh yes. I remember Tom. Does his family come from Cambridge?

**Jim:** Yes. Oh, Mum! Will you make some home-made crumpets tomorrow?

**Mrs. Smith:** Mm... maybe. If I have time.

**Jim:** I told Tom about your crumpets, Mum. That's why he's coming for tea tomorrow!

**Intonation** 'Mm' has many meanings.

Practise these:

Mmm means ↑ 'What did you say?'

Mm↓ means 'yes'.

Mmmmm↑↓ means 'How nice!'

Now listen to this conversation and say which meaning 'Mm' has in B's answers.

A: Would you like some home-made crumpets?

B: Mm?

A: Would you like some crumpets?

B: Mm.

A: Here you are.

B: (eating) Mm!

A: I'm glad you like them. I made them myself. Would you like to try them with marmalade ?

B: Mm?

A: Marmalade. They're marvellous with marmalade. Would you like some?

B: Mm.

A: Here you are.

B: (*eating*) Mm!

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

1. Needles and pins, needles and pins,  
When a man marries, his troubles begin.

2. Tom, Tom, the piper's son,  
Stole a pig, and away he run,  
The pig was eat,  
And Tom was beat.  
And Tom ran crying down the street.

3. The man in the moon  
Came down too soon,  
And asked his way to Norwich,  
He went by the south  
And burnt his mouth  
With supping cold plum porridge.



4. Taffy was a Welshman,  
     Taffy was a sham,  
 Taffy came to my house  
 And stole a leg of lamb.

5. Little Johnny Morgan,  
     Gentleman of Wales,  
 Came riding on a nanny goat,  
     Selling off pigs' tails.

**Exercise XI.** Transcribe the proverbs and learn them.

1. One man, no man.
2. Many men, many minds.
3. To make a mountain out of a molehill.
4. To make both ends meet.
5. To find a mare's nest.
6. Money is a good servant but a bad master.
7. Money often unmakes the men who make it
8. Money begets money.

## 11. Articulation of consonant sounds [ŋ] – [n]

[ŋ] occurs in word medial and word final positions, spelt “*ng*” or “*n*” + a velar consonant, e.g. *long, tongue, sink, uncle, finger*

**Definition:** [ŋ] is occlusive, nasal, backlingual, velar.

### Articulation:

1. The back part of the tongue is pressed to the soft palate.
2. The soft palate is lowered and the air goes through the nose.
3. The vocal cords vibrate.

[n] occurs in all word positions, spelt “*n, nn, kn, gn, pn*”, e.g. *not, sunny, sun, know, gnaw, sign, pneumonia*

**Definition:** [n] is occlusive, nasal, forelingual, apical, alveolar.

### Articulation:

1. The tip of the tongue is pressed against the alveolar ridge.
2. The soft palate is lowered and the air escapes through the nose.
3. The vocal cords vibrate.

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

a) Practise the sound [n]:

knit	panel	funny	ban
nest	channel	dinner	upon
nasty	parents	enough	darn
nook	bananas	finish	pen
noise	country	nine	June

b) Practise the sound [ŋ]:

<b>[ŋ]</b>	<b>[ŋ]</b>	<b>[ŋg]</b>	<b>[ŋk]</b>
thing	restaurant	anger	ink
song	ring	language	mink
king	morning	English	drink
wrong	evening	singular	think
young		finger	rink

c) Practise the sounds in contrast:

[n] - [ŋ]	[ŋk] - [ŋ]	[ŋg] - [ŋ]
sin – sing	sink – sing	longer – long
thin – thing	think – thing	stronger – strong
kin – king	wink – wing	hungry – hung
win – wing	rink – ring	younger – young
ban – bang		

**Exercise II.** Read the following sense-groups, mind the rhythm and intonation.

(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.

**Exercise III.** Practise reading the following sentences in pairs.

[ŋ]

1. Everything is going wrong.
2. A strong young monk is beating a hanging gong.
3. English rankers marching along singing a rousing drinking song.

4. Good evening. My guest tonight is the young singer Kay King.
5. Kay King was recording a song called "Bells Are Ringing."

[n]

1. No nonsense now.
2. Nick wants to watch television at ten to seven.
3. Ned wants to watch the nine o'clock news.
4. And now here are the main points of the news again.

[n] — [ŋ]

1. In the north there'll be rain and snow in the morning.
2. Central districts will have rain and snow showers with a little sun.
3. Anything is better than going on doing nothing.
4. No one likes Franklin for saying the wrong things.

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

1. Oh, swing the king and swing the queen,  
Oh, swing them round and round the green.

2. Engine, engine number nine,  
Running on Chicago Line,  
If it's polished, it will shine,  
Engine, engine number nine.

**Exercise V.** Underline the words you recognise in the sentences you hear:

- 1 a) Ron; b) wrong
- 2 a) ran; b) rang
- 3 a) sinks; b) sings
- 4 a) win; b) wink; c) wing
- 5 a) ban; b) bank; c) bang
- 6 a) sinners; b) sinkers; c) singers

**Exercise VI.** Listen and repeat:

pink	Mr. King	running
think	Mr. Pring	ringing
drink	morning	singing
finger	something	bringing
angrily	standing	banging
	happening	hanging
	strong string	

**Exercise VII.** Listen to the dialogue. Practise it in pairs. Learn it by heart.

### Noisy Neighbours

**Mr. Pring:** (angrily) Bang! Bang! Bang! What are the Kings doing at seven o'clock on Sunday morning?

**Mrs. Pring:** Well, Mr. King is singing.

**Mr. Pring:** Yes, but what's the banging noise?

**Mrs. Pring:** (looking out of the window) He's standing on a ladder and banging some nails into the wall with a hammer. Now he's hanging some strong string on the nails.

**Mr. Pring:** And what's Mrs King doing?

**Mrs. Pring:** She's bringing something pink for Mr King to drink. Now she's putting it under the ladder, and... Ohh!

**Mr. Pring:** What's happening?

**Mrs. Pring:** The ladder's falling.

**Mr. Pring:** What's Mr. King doing?

**Mrs. Pring:** He's hanging from the string. He's holding the string in his fingers and he's shouting to Mrs. King.

**Mr. Pring:** And is she helping him?

**Mrs. Pring:** No. She's running to our house. Now she's ringing our bell.

**Mr. Pring:** I'm not going to answer it. I'm sleeping.

**Exercise IX.** Read the following dialogue in pairs. Practise the sound [ŋ] and count the words which contain this sound.

### A King and a Song

**Ingrid:** There once was a king...

**Mungo:** King of England?

**Ingrid:** No. This king's kingdom was far-flung, stretching along the banks of every winding river, spreading into all the angles of the world.

**Mungo:** He must have been a very strong king. The strongest! Did everything belong to him?

**Ingrid:** Almost everything. One evening he was sitting on the bank of his longest river, watching the sun sink behind the weeping willows...

**Mungo:** And the nightingales calling from the darkening branches.

**Ingrid:** Only they weren't nightingales. They were two monks ringing a tinkling bell, singing a sad lingering song in a strange tongue no longer known among the younger subjects of his far-flung kingdom.

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

1. One busy housewife sweeping the floor,  
Two busy housewives polishing the door,  
Three busy housewives washing the socks,  
Four busy housewives winding the clocks,

Five busy housewives cleaning with the broom,  
 Six busy housewives tidying up the room,  
 Seven busy housewives washing in the sink,  
 Eight busy housewives giving the cat a drink,  
 Nine busy housewives cooking dinner too,  
 Ten busy housewives with nothing else to do.

2. As I was getting along, along, along,  
 And singing a comical song, song, song,  
 The lane that I went  
 Was long, long, long,  
 And the song that I sang  
 Was as long, long, long,  
 And so I went singing a song.

3. Hush, little baby, don't say a word,  
 Papa's going to buy you a mocking bird.  
 If the mocking bird doesn't sing,  
 Papa's going to buy you a diamond ring,  
 If the diamond ring turns to brass,  
 Papa's going to buy you a looking-glass,  
 If the looking glass gets broke,  
 Papa's going to buy you a billy-goat,  
 If that billy-goat runs away,  
 Papa's going to buy you another today.

**Exercise XI.** Transcribe the proverbs and learn them.

1. No news is good news.
2. No sooner said than done.
3. Saying and doing are two things.
4. A creaking door hangs long on its hinges.
5. What's done cannot be undone.

## 12. Articulation of consonant sounds [l] – [r]

[l] occurs in all word positions, spelt “l, ll”, e.g. *like, glad, tall*

**Definition:** [l] is constrictive, lateral, forelingual, apical, alveolar.

**Articulation:**

1. The tip of the tongue is in firm contact with the alveolar ridge.
2. The soft palate is raised and the air goes freely to the mouth.
3. The sides of the tongue are lowered and the air can pass between them and the palate.
4. The vocal cords are brought together and vibrate.

[r] occurs in word initial and word medial positions and in word final positions as the linking [r]

[r] spelt “*r, rr, wr, rh*”, e.g. *run, berry, write, rhythm, far away, poor animal*

**Definition:** [r] is constrictive, medial, forelingual, cacuminal, post-alveolar.

**Articulation:**

1. The tip of the tongue is held in a position near to but not touching the back of the alveolar ridge, the front part of the tongue is low and the back is rather high so that the tongue has a curved shape.
2. The position of the lips is determined by that of the following vowel.
3. The soft palate is raised and the air flows quietly between the tip of the tongue and the palate.
4. The vocal cords vibrate.

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

a) Practise the sound [l]:

lady	allow	colour	able
land	along	yellow	girl
last	almost	early	meal
learn	already	eleven	people
long	always	balloon	fall

b) Practise the sound [r]:

rain	red	bring
rather	rest	foreign
reach	right	direct
read	road	bread
real	agree	every

c) Practise the sounds in contrast:

light – right	law – raw	long – wrong
low – row	led – red	list – wrist
lead – read	belly – berry	lap – wrap
lock – rock	collect – correct	fly – fry
lip – rip	alive – arrive	clash – crash

d) *Silent r*

final position: car, fur, near, poor, later, preferr

before consonant: harm, bird, turn, fierce, short, pearl

before *silent e*: there, shore, care, pure, fire, here

N. B.: iron, ironmonger, ironing

**Exercise II.** Read the following sense-groups, mind the rhythm and intonation.

(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 island 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.

**Exercise III.** Practise reading the following sentences in pairs.

[l]

1. Ladies and gentlemen, on your left you will see Lumley Castle.
2. This belongs to Lord and Lady Lumley, who live here with their family.
3. All the land on the left of the road belongs to the Lumleys.
4. 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.
5. We are lucky: Lord Lumley is allowing us to leave the grounds and go inside this beautiful stately home.

[r]

1. Is that Richmond Travel Agency? — No, this is British Rail Enquiries.
2. Sorry, wrong number.
3. Can I borrow your ruler? — Sorry, Ruth borrowed it yesterday, and she hasn't returned it yet.
4. The librarian reports that three hundred readers used the library reading-room in the period from February to April.
5. Round the rugged rock the ragged rascal ran.
6. The hand that rocks the cradle rules the world.
7. Run rabbit, run rabbit, run, run, run.
8. Ring-a-ring o'roses.

[l] — [r]

1. This little girl called Ruth, left all alone, loves her small doll Rosa.
2. Mary had a little lamb.
3. Rack your brains, Lucy.
4. I'm looking for a raincoat, please.

5. I'd rather have a brown raincoat. I look terrible in blue.
6. I'm sorry, that's the only brown one left, and it's a very large size.
7. This year the fashionable colours are black, brown, cream, blue and yellow.

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

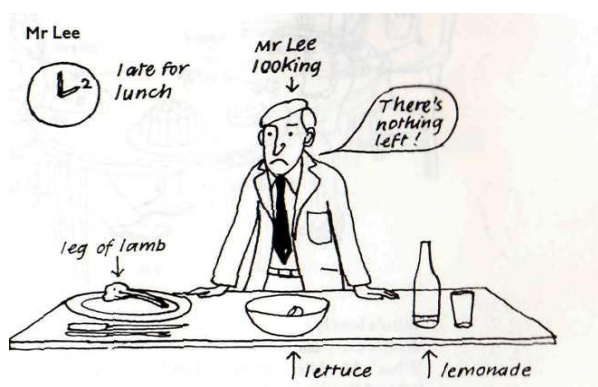
1. Strawberries, raspberries and red-currents with real cream are really very refreshing.
2. Robert Rowley rolled a round roll round,  
A round roll Robert Rowley rolled round,  
Where rolled the round roll Robert Rowley rolled round?
3. Eleven local lads and lasses dancing round the village Maypole to a tuneful old melody.
4. The tall pole topples and falls but all the people laugh and the lads and girls are still able to smile.
5. The rate collector correctly collected the late rates at a great rate.

**Exercise V.** Underline the words you recognise in the sentences you hear:

- 1 a) night; b) light
- 2 a) no; b) low
- 3 a) Jenny; b) jelly
- 4 a) knot; b) lot
- 5 a) snow; b) slow
- 6 a) snacks; b) slacks

**Exercise VI.** Look at the picture. Then answer the questions.

**Part I.**



Who's late for lunch?

What's Mr. Lee looking at?

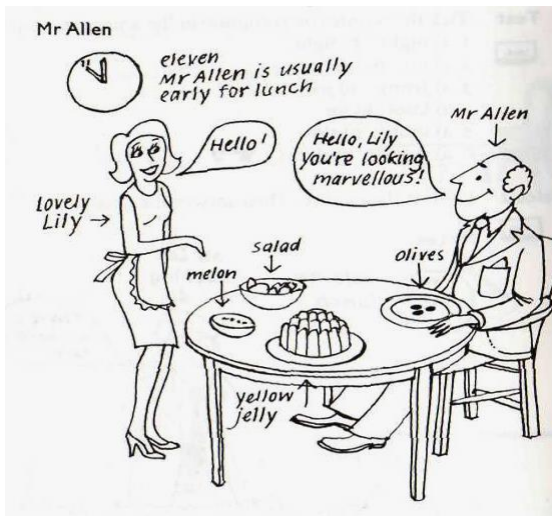
Is there a lot of lemonade left or only a little?

Is there any lettuce left?

Why is Mr. Lee complaining?

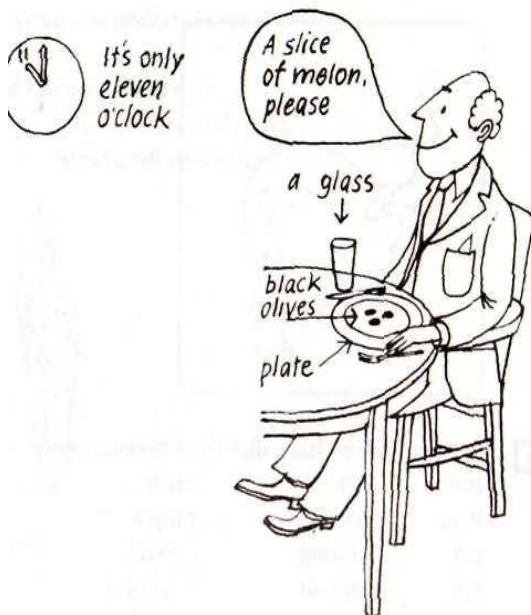


## Part II.



- Who's lovely?
- Who's early for lunch ?
- What's Mr. Allen saying to Lily?
- Is Mr. Allen looking marvellous?
- What's Mr. Allen having for lunch?

## Part III.



- What colour are the olives ?
- How many slices of melon does Mr. Allen want?
- Where are the black olives?
- Where's the lemonade?

**Exercise VII.** Listen to the dialogue. Practise it in pairs.

### Early for Lunch

*Mr. Alien:* Hello, Lily. You're looking lovely today.

*Waitress:* Hello, Mr. Alien. You're early for lunch. It's only eleven o'clock.

*Mr. Alien:* When I come later there's usually nothing left.

*Waitress:* What would you like?

*Mr. Alien:* Leg of lamb, please.

*Waitress:* And would you like a plate of salad? It's lettuce with black olives.

*Mr. Alien:* Marvellous! I love olives.

*Waitress:* And would you like a glass of lemonade?

*Mr. Alien:* Yes please, Lily. And a slice of melon and some yellow jelly.

**Exercise VIII.** Listen to the dialogue. Fill in the missing words.

### A Spoilt little Boy In a Bicycle Shop

*Paul:* What a ..... bicycle!

*Uncle Bill:* Paul! Be .....

*Salesman:* Excuse me, sir. This ..... is too small to ..... this bicycle. It's a very ..... bicycle to...

*Uncle Bill:* Be careful, Paul!

*Paul:* You ..... tell me to be careful. Don't ..... me. I won't .....

*Salesman:* But, sir. This is a very ..... bicycle. It's...

*Paul:* Don't pull the ....., Uncle Bill. I'll do it myself.

*Uncle Bill:* Be sensible, Paul. This ..... says it's a... (*Paul falls*)

*Paul:* It was Uncle Bill's ..... He was holding the .....

**Exercise IX.** Underline the words you recognise in the sentences you hear:

1 a) long; b) wrong      4 a) collect; b) correct

2 a) jelly; b) Jerry      5 a) lane; b) rain

3 a) glass; b) grass      6 a) flea; b) free

**Exercise X.** Listen and repeat:

Ruth	very	pretty	grown up
Rita	Jerry	proud	Greece
Rosemary	Paris	France	drives
Mrs. Reed	married	waitress	
restaurant	parent	countries	
Russia	America	Austria	
	everywhere in	interesting	
	Europe	secretary	

**Exercise XI.** Listen and repeat:

railway	Laura	cleverest
really	lorry	electrician
Roland	library	children
Mrs. Randal	librarian	Australia

**Exercise XII.** Listen to the dialogue. Practise it in pairs. Learn it by heart.**A Proud Parent**

**Mrs. Randal:** Are all the children grown up now, Ruth?

**Mrs. Reed:** Oh yes. Laura is the cleverest one. She's a librarian in the public library.

**Mrs. Randal:** Very interesting. And what about Rita?

**Mrs. Reed:** She's a secretary at the railway station.

**Mrs. Randal:** And what about Rosemary? She was always a very pretty child.

**Mrs. Reed:** Rosemary is a waitress in a restaurant in Paris. She's married to an electrician.

**Mrs. Randal:** And what about Jerry and Roland?

**Mrs. Reed:** Jerry drives a lorry. He drives everywhere in Europe.

**Mrs. Randal:** Really? Which countries does he drive to?

**Mrs. Reed:** France and Austria and Greece and Russia.

**Mrs. Randal:** And does Roland drive a lorry too?

**Mrs. Reed:** Oh, no. Roland is a pilot.

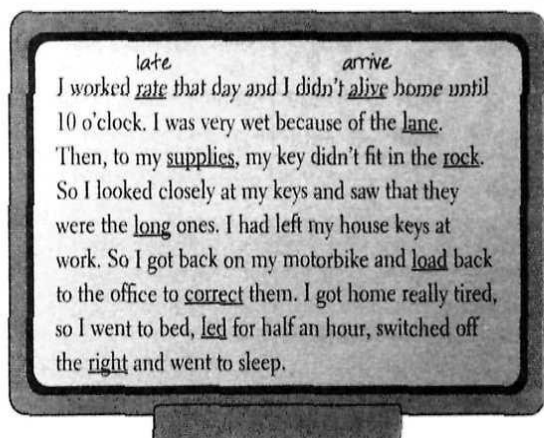
**Mrs. Randal:** Really? Which countries does he fly to?

**Mrs. Reed:** Australia and America.

**Exercise XIII.** Add the sound [l] or [r] to the beginning of these words and write the new words. Remember: think of *sounds*, not spelling. For example, if you add [l] to the beginning of *ache* [eik], you get *lake* [leik]. The sound is similar but the spelling is completely different. There may be more than one possibility. Then say the pairs of words.

<b>EXAMPLE</b>	ache	...lake (or rake)	3 air	.....	6 eye	.....
1	eight	.....	4 earn	.....	7 egg	.....
2	owes	.....	5 end	.....	8 each	.....

**Exercise XIV.** Think of a computer which people speak into and it writes what they say. Here, the person speaking didn't make the difference clear between R and L. The underlined words are wrong. Correct them.



**Exercise XV.** Underline the word in which the letters L or R are silent.

**EXAMPLE** cold calm collect film

1 court correct curry dairy

4 shoulder should sailor slow

2 follow fold folk file

5 artist arrow arrive around

3 hurry hairy hungry hair

**Exercise XVI.** Practise the following dialogue. In this dialogue every letter “r” is silent.

### In the airport

**Announcer:** The 2.30 plane to New York will depart later this afternoon at four forty-four. Passengers on this flight are forbidden to leave the airport.

**Dr Darling:** Wonderful! I'm going to the bar to order some more German beer.

**Mr. Martin:** Where's the bar?

**Dr Darling:** It's upstairs. There's a bookshop too. And a supermarket. This is a marvellous airport!

**Mr. Martin:** Oh dear! I wanted to get to New York earlier. Ah! Here's an air hostess. Excuse me. I don't understand. Has there been an emergency?

**Air hostess:** Oh, no, sir. There's just a storm, and the weather forecast says it will get worse. So the plane will leave a little later this afternoon.

**Mr. Martin:** Are you sure?

**Air hostess:** Oh, yes, sir. Our departure time is at four forty-four.

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

1. One, one, one

Little dog, run,

Two, two, two

Cats, see you,

Three, three, three

Birds on a tree,

Four, four, four  
Rats on the floor.

2. The men in the wilderness asked of me  
How many strawberries grew in the sea.  
I answered him as I thought good,  
As many as red herrings grew in the wood.

3. Tweedle-Dum and Tweedle-Dee  
Resolved to have a battle,  
For Tweedle-Dum said Tweedle-Dee  
Had spoiled his nice new rattle.  
Just then flew by a monstrous crow,  
As big as a tar barrel,  
Which frightened both the heroes so  
They quite forgot their quarrel.

4. There was an old woman,  
And she sold puddings and pies,  
She went to the mill,  
And the dust flew in her eyes,  
Hot pies and cold pies to sell!  
Wherever she goes,  
You can follow her by the smell.

5. Little Lady Lilly lost her lovely locket  
Lazy little Lucy found the lovely locket  
Lovely little locket lay in Lucy's pocket  
Lazy little Lucy lost the lovely locket.

6. A right-handed fellow named Wright  
In writing "write" always wrote "right"  
Where he meant to write right,  
If he'd written "write" right,  
Wright would not have wrought rot writing "rite".

7. The little black dog ran round the house  
And set the bull a-roaring,  
And drove the monkey in the boat.  
Who set the oars a-rowing,  
And scared the cock upon the rock,  
Who cracked his throat with crowing.

**Exercise XV.** Transcribe the proverbs and learn them.

1. Little friends may prove great fiends.

2. There is neither rhyme nor reason in it.
3. Who won't be ruled by the rudder must be ruled by the rock.
4. When angry, count a hundred.
5. Truth is stranger than fiction.
6. Live and learn.
7. Live and let live.
8. Let sleeping dogs lie.
9. Let well alone.
10. Love me, love my dog.

### 13. Articulation of the consonant sound [h]

[h] occurs in word initial and word medial positions, spelt “*h, wh*”, e.g. *how, hat, who, ahead, behave, manhood*

**Definition:** [h] is constrictive fricative, glottal, voiceless. As [h] occurs only in pre-vocalic positions it is a sound of breath passing between the vocal cords and out of the mouth.

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

a) Practise the sound [h]:

half	heart	inhale
hand	behind	rehearse
hat	anyhow	coherent
head	greenhouse	household
hear	manhole	beforehand

b) Practise silent [h]:

<u>h</u> eir	rh <u>h</u> ubarb	sheph <u>h</u> erd
<u>h</u> our	rh <u>h</u> yme	Birming <u>h</u> am
<u>h</u> onest	ex <u>h</u> haust	wh <u>h</u> ere
<u>h</u> onour	ex <u>h</u> ibition	wh <u>h</u> at
veh <u>h</u> icle	fore <u>h</u> ead	rh <u>h</u> ythm

c) Practise the sounds in contrast:

hand – and	high – eye	hair – air
hall – all	hate – eight	heels – eels
hear – ear	heart – art	heat – eat

**Exercise II.** Read the following sense-groups, mind the rhythm and intonation.

- (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 horn of the hunter was heard; the horn of the hunter was heard on the hill.

**Exercise III.** Practise reading the following sentences in pairs.

[h]

1. Humble, hairy Herbert has his hand on his heart.
2. Henry's horse has hurt his hoof in a hole while hunting.
3. Henry helps him to hobble home.
4. It's not the hopping over hedges that hurts the horses' hooves; it's the hammer, hammer, hammer on the hard high road.
5. He is head over heels in love.
6. Our hands have met but not our hearts, our hands will never meet again.
7. A helicopter has hit Allen's house.
8. Andrew spent all his holiday in hospital.
9. Ellen's husband is ill in the hospital.
10. I've hurt my hand and can't hold anything.
11. I've hurt my eye and can't see anything.

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

1. In Hertford, Hereford and Hampshire, hurricanes hardly ever happen.
2. The hammerman hammers the hammer on the hard highroads.

**Exercise V.** Read the text.

Dear Harriet,

I'm having a horrible holiday here! The hotel is huge and high up on a hill. I hurt my heel and had to go to hospital. The weather's too hot, and I'm hungry. Harry's quite happy, however! Next summer, I shall stay at home. Harry can go on holiday by himself.

Hilary

**Exercise VI.** Underline the words you recognise in the sentences you hear:

- 1 a) eels; b) heels
- 2 a) and; b) hand
- 3 a) eye; b) high
- 4 a) art; b) heart

5 a) ow; b) how

6 a) air; b) hair

**Exercise VII.** Listen and repeat:

hit	having	horse
Hilda	happened	heard
Mrs. Higgins	hospital	hope
hello	horrible	perhaps
Helen	how	behind
husband	house	unhappy

**Exercise VIII.** Listen to the dialogue. Practise reading it. Learn it by heart.

### A Horrible Accident

**Helen:** Hello, Ellen.

**Ellen:** Hello, Helen. Have you heard? There's been a horrible accident.

**Helen:** Oh, dear! What's happened?

**Ellen:** Hilda Higgins' husband has had an accident on his horse.

**Helen:** How awful! Is he injured?

**Ellen:** Yes. An ambulance has taken him to hospital.

**Helen:** How did it happen?

**Ellen:** He was hit by an express train. It was on the crossing just behind his house.

**Helen:** How horrible!

**Ellen:** He's having an important operation in hospital now. Poor Hilda! She's so unhappy!

**Helen:** Perhaps he'll be all right.

**Ellen:** I hope so.

**Intonation.** Listen and repeat.

Oh **dear**↓! How **horr**↓ible!

How **aw**↓ful! How **terr**↓ible!

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

Humpty-Dumpty sat on a wall,  
 Humpty-Dumpty had a great fall,  
 All the king's horses and all the king's men  
 Couldn't put Humpty-Dumpty together again.

### My Heart in the Highlands

(by R. Burns)

My heart's in the Highlands, my heart is not here,



My heart's in the Highlands, a-chasing the deer,  
A-chasing the wild deer, and following the roe –  
My heart's in the Highlands whenever I go!  
Farewell to the Highlands, farewell to the North,  
The birth place of valour, the country of worth!  
Wherever I wander, wherever I rove,  
The hills of the Highlands forever I love.

### **To a False Friend**

(by Th. Hood)

Our hands have met, but not our hearts;  
Our hands will never meet again.  
Friends, if we have ever been,  
Friends, we cannot now remain;

I only know I loved you once,  
I only know I loved in vain.  
Our hands have met, but not our hearts.  
Our hands will never meet again.

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

1. Handsome is as handsome does.
2. He that has ears to hear let him hear.
3. Heaven helps him who helps himself.
4. He that has an ill name is half hanged.
5. Come hell or high water.
6. Cold hands, warm heart.
7. Habit cures habit.

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