



НАРОДНА УКРАЇНСЬКА АКАДЕМІЯ

**PRACTICAL COURSE
OF PHONETICS**

Навчальний посібник з фонетики
англійської мови
для студентів I курсу
факультету "Референт-перекладач"

Видавництво НУА

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Харків
Видавництво НУА

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У п о р я д н и к викл. О. М. Чистіліна

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Р 90

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Посібник призначено для студентів 1 курсу факультету «Референт-перекладач» ХГУ «НУА». Метою навчального посібника є забезпечення студентів системою фонетичних вправ, спрямованих на закріплення теоретичних і практичних знань, формування у студентів необхідних артикуляційних умінь і навичок правильної англійської вимови.

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UNIT 1

I. BASIC CHARACTERISTICS OF ENGLISH ARTICULATION. SPEECH ORGANS

Warming up

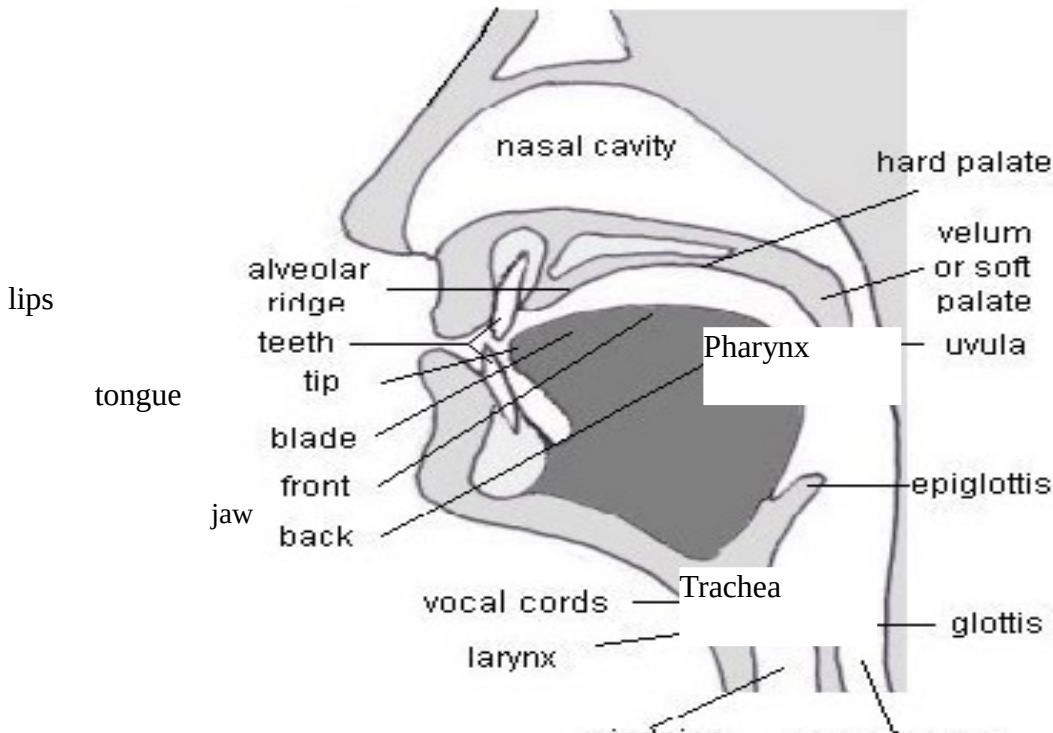
Activity 1.1. *Exchange opinions about what “good foreign pronunciation” means for you.*

- What does pronunciation include?
- How have you learnt English pronunciation so far?
- What have you found easy/difficult?
- How important do you think pronunciation is? Why?

Introducing active vocabulary

alveolar	lips	jaw	palate	teeth	uvula
back	front	larynx	pharynx	tip	vocal
blade	glottis	lips	ridge	tongue	
cavity	hard	nasal	soft	trachea	

Activity 1.2. *Looking at the picture define what the words mean:*



Activity 1.3. Match the words with their Ukrainian equivalents:

1) nasal cavity	a) зуби
2) alveolar ridge	b) м'яке піднебіння
3) lips	c) трахея
4) teeth	d) голосові зв'язки
5) the tip of the tongue	e) губи
6) the blade of the tongue	f) носова порожнина
7) the front of the tongue	g) тверде піднебіння
8) the back of the tongue	h) альвеолярний край
9) larynx	i) кінчик язика
10) vocal cords	j) гортань
11) hard palate	k) передня частина язика
12) soft palate	l) язичок
13) uvula	m) середня частина язика
14) pharynx	n) голосова щілина
15) trachea	o) щелепа
16) jaw	p) корінь язика
17) glottis	q) глотка

Activity 1.4. Use a mirror, find the speech organs, which can be seen in the mirror, and put down their names:

Activity 1.5. Working in pairs, divide the speech organs into two groups: active and passive.

Active speech organs	Passive speech organs

Those organs of speech, which can move and take an active part in the articulation of speech sounds, are called **active organs of speech**.

Those organs of speech, with which active organ of speech forms an obstruction and which thus serve as points of articulation, are called **passive organs of speech**.

Activity 1.6. Match the speech organs with the actions they can perform or those that can be performed with them.

1) the vocal cords	a) When it is lowered, the air stream goes up into the nasal cavity, and when it is raised, the air stream goes through the mouth cavity.
2) the tongue	b) This speech organ starts to vibrate, when the air stream passes it.
3) the lips	c) This speech organ can take neutral, rounded, spread or protruded forward position, depending on which sound is pronounced.
4) the soft palate	d) when [t, d] are pronounced, the tongue touches this organ.
5) the lower jaw	e) When it is lowered, the mouth is open wide.
6) the alveolar ridge	f) It moves forward, backward, right, left, up and down touching all the speech organs in the mouth cavity.

Activity 1.7. Read and translate into Ukrainian.

The air stream released by the lungs goes through the windpipe and comes to the larynx, which contains the vocal cords. The vocal cords are two elastic folds, which can be kept apart or brought together. The opening between them is called glottis. If the tense vocal cords are brought together, the air stream forcing an opening makes them vibrate and we hear some voice.

On coming out of the larynx the air stream passes through the pharynx.

The pharyngeal cavity extends from the top of the larynx to the soft palate, which directs the air stream either to the mouth or nasal cavities. When the soft palate is in its lowered position, the air goes up into the nasal cavity and then out through the nose. This is the usual position for the sounds [m, n, ŋ]. When the soft palate is raised, the air stream goes through the mouth cavity. This is the most typical position of the soft palate for most of the sounds of many languages.

The mouth and the nasal cavities function as principal resonators making sound loud. In the mouth there are such speech organs as the hard palate, alveolar ridge, the tongue and the teeth.

The alveolar ridge is the part immediately behind the upper front teeth. Many English consonants are formed with the tongue touching or close to it.

The lower teeth are not very important for making speech sounds while the upper teeth take part in the production of many of them.

The most important organ of speech is the tongue. The tongue may lie flat or move in the horizontal or vertical directions.

Such speech organ as lips can take up different positions as well. They can be brought firmly together or kept apart neutral, rounded or protruded forward.

II. ASPIRATION

The English consonants [p, t, k] are pronounced with aspiration that is with a very strong puff of breath.

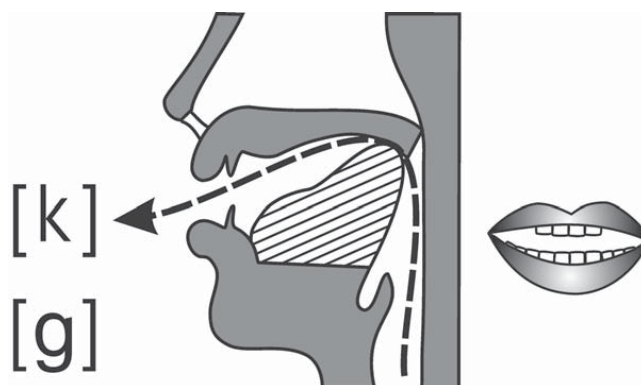
Aspiration of [p, t, k] is the strongest when these consonants are pronounced before stressed vowels, e.g. take [teɪk], appear [ə'piə], account [ə'kaʊnt].

Aspiration is weak when [p, t, k] are pronounced before unstressed vowels, consonants and at the end of the words, e.g. towards [tə'wɔ:dz], play [pleɪ], lake [leɪk].

There is hardly any aspiration of [p, t, k] at all when these consonants are preceded by the sound [s], e.g. steak [steɪk], speak [spi:k], sky [skaɪ].

III. CATS AND DOGS

The sounds /k/ and /g/



TARGET SOUND /k/ (audio B2a)

Look at the mouth diagram to see how to make the sound /k/. Listen and say the sound. Stop the air with the back of your tongue against the top of your mouth. Move your tongue to release the air. If you hold a piece of paper in front of your mouth when you release the air, the paper moves.

SOUND AND SPELLING /k/ (audio B2b)

/k/ is usually spelled **c**, **k** or **ck**, and sometimes **ch**.

c	car, careful, clean, close, colour, fact, comic
cc	soccer
k	keep, key, kind, kitchen, desk, like, talk, walk, milk
ck	back, black, pocket, tick, locker
ch	school, stomach, chemist, architect, ache

/kw/ is often spelled **qu** (*audio B2c*)
quick, quiet, quarter

/ks/ is often spelled **x**. (*audio B2d*)
fax, six, taxi

The letter **k** is silent in a few words, e.g. **know, knee, knife**

Activity 1.8. Listen and say these sentences (*audio B2e*)

Look in the kitchen cupboard. **Keep your keys in your pocket.**

TARGET SOUND /g/ (*audio B3a*)

Look at the mouth diagram to see how to make the sound **/g/**. Listen and say the sound. Stop the air with the back of your tongue against the top of your mouth. Move your tongue to release the air.

/g/ is different from **/k/** in two ways:

If you hold a piece of paper in front of your mouth when you release the air, the paper does not move. There is voicing (vibration from the throat). Target sound: **/gə/**

SOUND AND SPELLING /g/ (*audio B3c*)

/g/ is usually spelled **g** or **gg**.

g	garden, girl, glass, go, gold, ago, hungry, bag, leg
gg	egg, bigger

/gz/ is sometimes spelled **x**. (*audio B3d*)
exam, exactly

Note: The letter **g** is silent in some words, e.g. **foreigner, sign, high, bought.**

Note: There is usually no **/g/** sound in words like **sing, sings, singing, singer.**

Note: Some words have a silent **u** after **g**.

Activity 1.9. Listen and say these sentences. (audio B3f)

1. Can you guess the beginning of the dialogue?
2. Are you going jogging again?
You often don't hear /k/ or /g/ clearly in the middle or at the end of a word.

Activity 1.10. Listen and repeat. (audio B3g)

1. I li(k)ed the film-the a(c)ting was pefe(c)t.
2. Do you li(k)e fo(lk) musi(c)?
3. It was a dar(k) night.
4. What's your do(g) called?

/k/ is LOUD before a vowel.

Kate cup sky school course coffee cuckoo Karen OK American excuse me

/k/ is also quite LOUD before 'l' and 'r'.

cream cry crowd Christmas across class clean clear climb include

/k/ is often quiet at the end of a word.

look walk ask quick black book work milk Mrs Clark plastic electric

Activity 1.11. Listen to the minimal pair sentences and repeat. (audio 2c)

SOUND /k/		SOUND /g/	
coat	It's a hairy coat.	goat	It's a hairy goat
curl	He's got a lovely curl.	girl	He's got a lovely girl
class	It's a brilliant class.	glass	It's a brilliant glass.
back	She's got a strong back.	bag	She's got a strong bag.
crow	It's crowing	grow	It's growing

Activity 1.12. Quickly scan all the words in the box below and underline all those with the sound /k/.

computer, Maggie, postcard, Glasgow, beginning, games, weekend, Portugal, Greece, grass, catch, guess, cut, camp, August, girls, gossip, couple, Carol, garden.

Activity 1.13. Complete the words. They all have /k/ or /g/ sounds (audio B5)

1. Can I carry your ba_s?
2. Give me a bi__iss.
3. You _ave me _old _offee a_ain.

4. A rey at with reen eyes waled into the arden.
 5. The uests would lie es for breafast.

Activity 1.14. Choose the correct heading from this box for each list of consonant clusters (1-8) below. Use your dictionary to check the word stress and meaning of any words you do not know.

/kt/ /kl/ /kw/ /kr/ /ks/ /gl/ /gz/ /gr/

1 _____	2 _____	3 _____	4 _____	5 _____	6 _____	7 _____	8 _____
_____	_____	_____	_____	_____	_____	_____	_____

Next, clock, exnensive, picked, cream, walked, incredible, microwave, chocolate, scream, exciting, question,cricket, quickly, class, quiet, clever, quality, asked, electric, worked, excuse me, forks, quite, exam, English, exactly, congratulations, glamorous, grateful, hugs, hungry,, singly, eggs, glove glasses, earplugs, angry, executive, grapefruit, global, grammar.

Activity 1.15. Tick the words a) or b) that you hear in the sentences. (audio 2F)

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

Activity 1.16. Listen and fill the gaps. (audio B6)

It's time to go back.

- Shall we _____?
- I came by _____.
- When you go out, _____ the _____.
- I'm going to buy a new _____ tomorrow.
- A: You don't _____ in your tea, do you?
 B: I do, in _____.
- It's only seven o'clock and it's already _____.
- Listen and _____.
- Mark your answer with a _____.

Activity 1.17. Listen and circle the word you hear. (audio A43)

- Ghost or coast? Did you see the *ghost/coast*?
- Glasses or classes? I don't need *glasses/classes*.

3. Bag or back? My *bag's* / *back's* wet.
4. Goat or coat? She's lost her *goat/ coat*.

Activity 1.18. Complete this conversation using words from the box. Then listen and check. (audio A42)

lock log Loch

SID: Hey, there's the monster!
 JOE: That's just a _____.
 SID: Yes, it's _____ Ness.
 JOE: No, not _____. I mean _____, you know, from a tree!
 SID: I've never seen a tree with a _____.
 JOE: No, not a _____ that you open with a key; a _____ with a G!

Activity 1.19. Complete the second line to rhyme with the first line, using a word from the box. Then listen and repeat. (audio A41)

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

He dressed for soccer, And closed his locker.

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

DIALOGUE

The cuckoo clock (audio 3b)

Activity 1.20. Listen to the dialogue, paying attention to the target sound and fill the gaps with the correct words from the box.

1-8 have a louder / k/. a-f have a quieter /k/.
 Numbers I and a) have been done as examples.

KAREN COOK: Would you **a) like** some cream in your **1 coffee** , Mrs Clark?
 KATE CLARK: **2** _____ me Kate, Karen.

KAREN COOK: OK... Cream,..... **3**_____?

KATE CLARK: No thanks, Karen. But I'd like a little **b)**_____. Thanks.

KAREN COOK: Would you like some little **4**_____ cakes.... Kate?

KATE CLARK: Thank you. Did you **c)**_____ them?

KAREN COOK: Yes. Take two. Here's a cake **d)**_____, and here's a...

KATE CLARK: Excuse me, Karen But what's that **e)**_____ to your bookshelf? Is it a clock?

KAREN COOK: It's an electric cuckoo clock. It's **5**_____.

KATE CLARK: Is it **f)**_____?

KAREN COOK: Oh no, Kate. It's a hand **6**_____ wooden clock. It was very expensive.

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

KAREN COOK: Of **7**_____ it does, Kate... Look!

CLOCK: Cuckoo! Cuckoo! Cuckoo! Cuckoo! Cuckoo! **8**_____ !

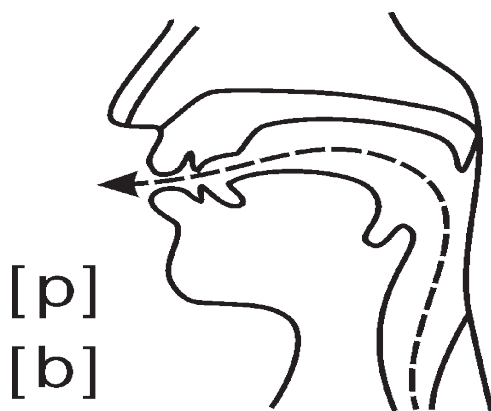
KATE CLARK: Fantastic! How exciting! What a clever clock!

TONGUE TWISTERS

1. K - How can a clam cram in a clean cream can?
2. K - Can you can a can as a canner can can a can?
3. K - I scream, you scream, we all scream for ice cream!
4. G - Green glass globes: Green glass globes glow greenly.
5. G-K. Good cook : How many cookies could a good cook cook If a good cook could cook cookies? A good cook could cook as much cookies as a good cook who could cook cookies.

IV. PACK YOUR BAGS

The sounds /p/ and /b/



TARGET SOUND /p/ (audio A69a)

Look at the mouth diagram to see how to make the sound /p/. Listen and say the sound. Stop the air behind your lips. Open your lips to release the air. If you hold a piece of paper in front of your mouth when you open your lips, the paper moves.

SOUND AND SPELLING /p/ (audio A69b)

/p/ is spelled p or pp. Listen and say these words:

p	pen, push, stop
pp	happy, stopping

TARGET SOUND /b/ (audio A70)

Look at the mouth diagram to see how to make the sound /b/. Listen and say the sound. Stop the air behind your lips. Open your lips to release the air. /b/ is different from /p/ in two ways:

1. If you hold a piece of paper in front of your mouth when you open your lips, the paper does not move.
2. There is voicing (vibration from the throat).

SOUND AND SPELLING /b/

/b/ is spelled **b** or **bb**.

b	big, best, rob, verb
bb	robber

/b/ is silent at the end of a few words.

Clim**b**, comb, thumb, bomb

Activity 1.21. Write the words. Choose from the words in the box. (audio A71)

back	pool	both	book	party
pie	bill	purse	paper	bought
piece	butter	bomb	believe	brush
beard	pull	pack	part	pepper
push	black	parent	boots	bread

/'pɒl/	/bɪl/	/'peɪər/	/'pu:l/	/'paɪ/
/'brɛd/	/'pɒl/	/'bæk/	/'bɔ:t/	/'bæʊθ/

/ˈpæk/	/ˈpɑ:rt/	/ˈpɑ:rti/	/ˈblæk/	/ˈbʌtər/
/ˈpi:s/	/ˈbrʌʃ/	/bu:ts/	/ˈbrɜrd/	/ˈbʊk/
/brˈli:v/	/ˈpʊʃ/	/ˈpɜ:rs/	/ˈpeərənt/	/ˈbɒm/

Activity 1.22. Complete the words with P or B. (audio A72)

1. Can you hel_ me _aint the _edroom wardro_be?
2. Brian's _lond, and he's got a _ig _eard.
3. We're going to the _ub. It's my _rother's _irthday.
4. Where did I _up my _lack _oots?
5. We asked the waiter to _ring the _ill, and it was
6. dou_le what we expected!

Activity 1.23. Listen and fill the gaps. (audio A73)

1. Are you going to the _____?
2. We'll gave to change that _____.
3. Looking for a _____?
4. It isn't on the _____.
5. Shall we give him a _____?
6. Do we have to walk _____ that hill?
7. _____ the bus-I want to get off!
8. I _____ you have a good time!
9. _____ yourself!

**UNIT 2 I. SPELLING AND PRONUNCIATION.
CONSONANT AND VOWEL SOUNDS**

How many letters, how many sounds?

There are **26 letters** in the English alphabet.

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

There are **5 vowel letters. A, E, I, O, U.**

And there are **21 consonant letters. B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z.**

But there are more than **40 sounds** in English.

There are two kinds of sounds: **consonant (C)** and **vowel sounds (V).**

For example, in 'duck', there are three sounds, consonant-vowel-consonant (CVC).

Vowels are voiced sounds that are produced without any obstruction in the mouth cavity and consequently have no noise component. According to the lip

position, English vowels can be divided into rounded and unrounded. When the lips are drawn together so that opening between them is more or less rounded the vowel is called rounded.

In the articulation of **consonants** a kind of a noise producing obstruction is formed in the mouth cavity. According to the degree of noise English consonants are divided into two big classes: noise consonants and sonorants.

In the production of noise consonants there is a noise component characteristic. Noise consonant sounds vary in the work of the vocal cords. According to the work of the vocal cords they may be voiceless and voiced. When the vocal cords are brought together and vibrate we hear voice like in the pronunciation of the sounds [b, d, g, z, ʒ, ð, dʒ]. If the vocal cords are apart and do not vibrate we hear only noise and the consonants are voiceless, for example [p, t, k, f, s, ʃ, θ, ʧ, h].

Sonorants (or sonorous consonants) are made with tone prevailing over noise because of a rather wide air passage. The English sonorants are: [m, n, ŋ, w, l, r, j].

Ukrainian consonants can be affected by palatalization. Palatalization is softening of consonants, which takes place, when the middle part of the tongue is raised to the hard palate and the air passage is narrowed or constricted, which gives the consonant soft colouring. A symbol that indicates palatalization is ', e.g. [п']. There is no opposition between palatalized – non-palatalized consonants in English.

The English **voiceless consonants** [p, t, k, f, s, ʃ, ʧ] are pronounced more energetically than the similar Ukrainian consonants.

The English **voiced consonants** are not replaced by the corresponding voiceless sounds in word-final positions and before voiceless consonants. In Ukrainian the final voiced consonants are not completely devoiced either.

Short vowel sounds	Long vowel sounds	Diphthongs (two vowel sounds)
/ɪ/ (ship)	/ɔ:/ (ball)	/əʊ/ (phone)
/ɛ/ (pen)	/u:/ (boot)	/ɪə/ (year)
/ʊ/ (book)	/i:/ (sheep)	/ɔɪ/ (boy)
/æ/ (man)	/ɑ:/ (heart)	/aʊ/ (house)
/ʌ/ (cup)	/ɜ:/ (girl)	/eɪ/ (male)
/ɒ/ (clock)		/aɪ/ (fine)
/ə/ (camera)		/ɛə/ (chair)

Voiced consonants	Unvoiced consonants
/b/	/p/
/d/	/t/
/g/	/k/
/v/	/f/
/z/	/s/
/w/	/ʃ/
/r/	/tʃ/
/l/	/θ/
/m/	
/n/	
/ŋ/	
/dʒ/	
/j/	
/ð/	

In some words, the number of letters is the same as the number of sounds.

Best - 4 letters, 4 sounds.	Dentist – 7 letters, 7 sounds
b e s t	d e n t i s t
1 2 3 4	1 2 3 4 5 6 7

But sometimes the number of sounds is different from the number of letters.
In **green**, **ee** is one sound, and in **happy**, **pp** is one sound.

Green - 5 letters, 4 sounds	Happy - 5 letters, 4 sounds
g r e e n	h a p p y
1 2 3 4	1 2 3 4

In **bread**, **ea** is one sound. **Bread** – 5 letters, 4 sounds

b	r	e	a	d
1	2	3	4	

In some words there are **silent letters** (letters with no sound).

In **listen**, **t** is silent. **Listen** – 6 letters, 5 sounds.

l	i	s	t	e	n
1	2	3	-	4	5

In some words, **one letter is two sounds**.

The **x** in **six** is two sounds like **k+s**. **Six – 3 letters, 4 sounds**

s	i	x	
1	2	3	4

We sometimes write the same sound differently in different words.

For example, the **e** in **red** sounds like the **ea** in **bread**.

Sometimes two words have the same pronunciation but different spellings.

Know – no

A: Do you **know**? B: **No**, I don't.

And sometimes two words have the same spelling but different pronunciations.

Read (infinitive and present tense) – read (past tense)

A: Do you want to **read** the newspaper?

B: No, thanks, I **read** it this morning.

Because there are more sounds than letters, we use symbols for pronunciation.

Best-['best], dentist-['dentɪst], green-['grɪ:n]

In the examples below, pairs have the same pronunciation but different spelling:

buy-bye	too-two	weigh-way
weak-week	sun-son	write-right

Activity 2.1. Write the number of letters and the number of sounds in these words.

	letters	sounds		letters	sounds
green	5	4	knee		
1. all			sixty		
2. back			thing		
3. could			who		

Activity 2.2. Some pronunciation symbols are easy. Write these words in their normal spelling.

ex. ['best]- best

1. ['bɪg] - _____ 2. ['drɛs]- _____ 3. ['frɛnd] - _____ 4. ['gɪv] - _____

5. ['hɛlp] - _____ 6. ['nɛkst] - _____ 7. ['vɛrɪ] - _____ 8. ['wɛl] - _____

9. [ə'dres] - _____ 10. ['lɪsɪn] - _____

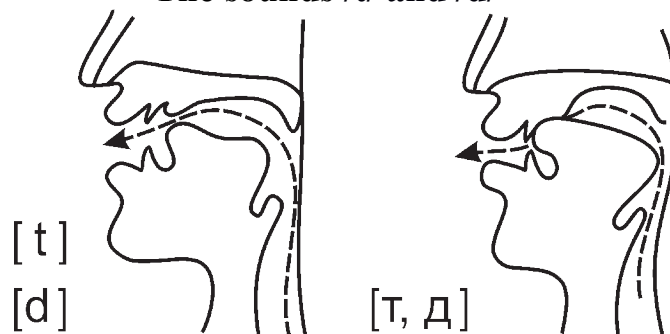
Activity 2.3. All five words in each group have the same vowel letter- a, e, i, o, or u- but one has a different vowel sound. Circle the word with the different vowel sound in each group.

on	top	stop	one	gone
give	time	sit	think	rich
apple	bad	wash	catch	bank
much	bus	sun	push	up
many	maths	man	hat	flat

Activity 2.4. Write words that rhyme (the end part of the word sounds the same).

Red	Bed	One	R__
Key	Tr__	Date	W___
Blue	Sh__	Lie	W__
Not	W___	So	Sh__

II. TWENTY DAYS
The sounds /t/ and /d/



TARGET SOUND /t/ (audio A75a)

Look at the mouth diagram to see how to make the sound /t/. Listen and say the sound. To make the target sound /t/, first put your tongue behind your top teeth. Then push air forward inside your mouth. Then quickly move the tip of your tongue away from your teeth to release the air suddenly. Don't use your voice. Notice that sometimes /t/ is quieter because the air isn't released suddenly. If you hold a piece of paper in front of your mouth when you move your tongue down, the paper moves.

SOUND AND SPELLING /t/ (audio A75b)

/t/ is usually spelled **t** or **tt**.

t	tea, till, ten, top, two, twenty, water, bit, complete, eat, eight, light, suit
tt	better, bottle

/t/ is sometimes spelled **ed** in past tenses. *audio A75c*
ed - stopped washed

/t/ is spelled **th** in a few names. *(audio A75d)*
Th – Thailand Thames Thomas

Note: The letter **t** is silent in a few words. *(audio A 75e)*
Listen castle

Note: /ti:/ is the name of the letter T in the alphabet. /ti:/ is also the word tea.

TARGET SOUND /d/ (audio A76a)

Look at the mouth diagram to see how to make the sound /d/. Listen and say the sound. Stop the air with your tongue behind your teeth. Move your tongue down to release the air.

/d/ is different from /t/ in two ways:

1. If you hold a piece of paper in front of your mouth when you move your tongue down, the paper does not move.
2. There is voicing (vibration from the throat).

SOUND AND SPELLING /d/ (audio A76c)

/d/ is spelled **d** or **dd** *(audio A76c)*

d	day, deep, do, door, did, food, good, head, ready
dd	add, address, ladder, middle

Note: /di:/ is the name of the letter D in the alphabet.

Sometimes you don't hear the /t/ or /d/ clearly at the end of a word. *(audio A 76d)*

1. something to eat
2. turn on the light
3. the end of the road
4. writing on the board

The vowel sound is longer before /d/ than before /t/. *Listen. (audio A 76e)*

Road – wrote board – bought

You often don't hear a /t/ or /d/ when it's between other consonant sounds, so facts sounds like fax and next week sounds like necks week. *(audio A76f)*

Tell me all the fac(t)s. I'll tell you nex(t) week.

**Activity 2.5. Circle the word which does not have the sound /t/.
You can use a dictionary.**

asked castle letter first

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

Activity 2.6. Listen and write the number of the words. (audio A78)

Send _____	sent _____	wide _____	white _____
said _____	Set _____	road _____	wrote _____

Activity 2.7. Listen and complete the sentences. (audio A77)

What shall we do next week?

1. 2001 was the _____ time I went to Britain.	5. I live in _____ Road.
2. I _____ some money in the street.	6. Is this the _____ house?
3. I worked hard _____ week.	7. Do you want some _____?
4. Do you know a _____ place to eat near here?	8. Do you like my new _____?

Activity 2.8. Listen and complete the sentences. (audio A 79)

1. They _____ us emails every day.
2. I _____ all my money on CDs.
3. When it stopped snowing we went for a walk across the _____ fields.

4. People _____ houses next to the beach.

Activity 2.9. Listen and repeat these pairs of words. Then put them into the sentences below and listen and repeat the sentences. (audio A22a)

Build/built	Wide/white	Weighed/ weight	Heard/ hurt
Down/town	Dry/try	Send/sent	

Last year, Tom weighed more than Sam, but now they both have the same weight.

1. It wasn't _____ in a day; it takes ages to _____ a cathedral like that.
2. When you're out in the mountains, you have to _____ to stay _____.
3. He _____ it to the wrong address, so he had to _____ another copy.
4. It _____ my ears when I _____ that noise.
5. The _____ sofa is too _____ to go through that door.
6. We went _____ the hill and into the _____.

Activity 2.10. Complete the rhymes. (audio A21)

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

DIALOGUE

Department store

Activity 2.11. Listen to the dialogue, paying attention to the target sound and fill the gaps with the correct words. (audio 3B)

CUSTOMER: I want 1 _____ buy a skirt.

ASSISTANT: 2 _____ are upstairs on the next floor.

CUSTOMER : Where can I get some 3 _____?

ASSISTANT: The cafeteria is on the 4 _____ floor

CUSTOMER: Where's the 5 _____ juice, please

ASSISTANT: The 6 _____ counter on your left

CUSTOMER : Tins of 7 _____

ASSISTANT: Try the supermarket in the 8 _____

CUSTOMER: Could you 9 _____ me where the... erm... travel agent's is?

ASSISTANT: Yes. It's right next to the 10 _____ on the third floor

CUSTOMER 6: I want to buy a 11 _____ How do I get to the... the... um... sports equipment?

ASSISTANT: Take the lift to the sports department. It's on the 12 _____ floor

CUSTOMER: Where's the 13 _____, please?

ASSISTANT: It's on the next floor opposite the photographer's.

CUSTOMER: What's the 14 _____, please?

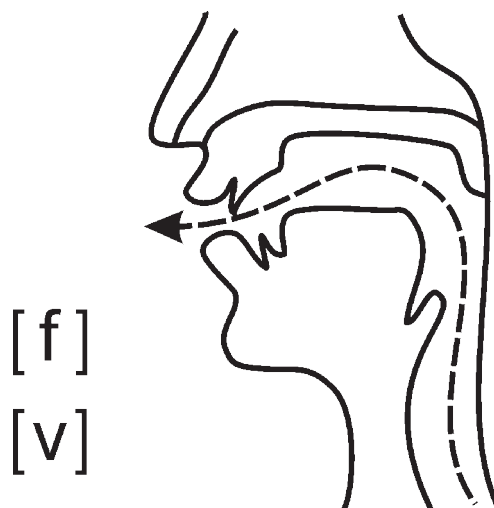
ASSISTANT: It's 15 _____ twenty-two minutes to ten.

TONGUE TWISTER

When a doctor doctors a doctor, does the doctor doing the doctoring doctor as the doctor being doctored wants to be doctored or does the doctor doing the doctoring doctor as he wants to doctor?

III. NOVEMBER THE FIRST

The sounds /v/ and /f/



TARGET SOUND /f/ (audio A35a)

Look at the mouth diagram to see how to make the sound /f/. Listen and say the sound. There is no voicing (vibration from the throat), and when you say this sound, you can feel the air on your hand when you put it in front of your mouth.

SOUND AND SPELLING /f/ (audio B8b)

/f/ is usually spelled **f** or **ff**, and sometimes **ph** or **gh**.

f	feel, first, cafe, after, leaf
ff	off, coffee
ph	phone, autograph
gh	laugh

Activity 2.12. Listen and say these phrases and sentences. (audio B8c)

1. forty-five
2. a family photo
3. I'm feeling fine
4. the fourteenth of February
5. When I asked for her autograph she just laughed.

TARGET SOUND /v/ (audio B9a)

Look at the mouth diagram to see how to make the sound /v/. Listen and say the sound. There is voicing (vibration from the throat), and you can feel less air on your hand in front of your mouth then when you say /f/

SOUND AND SPELLING /v/ (audio B9c)

/v/ is usually spelled v.

v	very, travel, every, have, leave.
---	-----------------------------------

Activity 2. 13. Listen and say these phrases and sentences. (audio B9d)

1. We're leaving at five past seven.
2. a visa for a seven-day visit
3. Stephen lives in a village.

Activity 2.14. Complete this conversation using words from the box. Then listen and check. (audio A37)

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

SID: My _____ left me.

JOE: You _____ left you? How many _____ did you have, Sid?

SID: One wife. And now she has left me.

JOE: Oh, I see, _____ with an F, not _____ with a V!

SID: That's right! Yes, she took the _____ and drove off.

JOE: What did she want the _____ for?

SID: I said _____, you know, a kind of vehicle.

JOE: Oh, I see: _____ with a V, not _____ with an F!

FOLLOW UP: Play the recording again, pausing after each of Sid's lines. You say Joe's lines before listening to him saying them.

Activity 2.15. Listen and circle the word you hear. (audio A38)

1. Thief's or thieves'? These are the *thief's* / *thieves'* fingerprints.
2. Few or view? She's painted a *few* / *view*.
3. Copy or coffee? Do you want a *copy* / *coffee*?
4. Boat or vote? What are you going to do with your *boat* / *vote*?
5. Worse or verse? I don't know which is *worse* / *verse*.
6. Free or three? We got *free* / *three* tickets!

FOLLOW UP: Record yourself saying the sentences, choosing one of the two words. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

Activity 2.16. Match the words in two columns.

1) back vowel	a) голосний переднього відсунутого назад ряду
2) back-advanced vowel	b) закритий голосний
3) central vowel	c) монофтонг
4) close vowel	d) дифтонг
5) diphthong	e) голосний заднього ряду
6) unrounded	f) голосний середнього підняття
7) front vowel	g) відкритий голосний
8) front-retracted vowel	h) лабіалізований
9) mid-open vowel	i) голосний середнього ряду
10) monophthong	j) нелабіалізований
11) neutral	k) розтягнутий
12) open vowel	l) голосний переднього ряду
13) rounded	m) голосний заднього просунутого вперед ряду
14) spread	n) нейтральний

UNIT 3

I. LINKING WORDS TOGETHER

When we write there are spaces between all the words, but when we speak we link a lot of the words together, so it sounds like this:
whenwespeakwelinkalotofthewordstogether.

We use the sounds /j/ and /w/ to link a vowel sound at the end of a word with a vowel sound at the beginning of the next word.

1. If the first word ends with a vowel sound like /ɪ/ or /i:/, and the next word starts with any vowel sound, we use /j/ to link the words.

Activity 3.1. Listen and repeat (audio C38a)

me(j)and you three(j)or four the(j)end

2. If the word ends with a vowel sound like /ʊ/ or /u:/, and the next word starts with any vowel sound, we use /w/ to link the words.

Activity 3.2. Listen and repeat (audio C39a)

you(w)and me two(w)or three go(w)outside

Activity 3.3. Listen and notice how a consonant sound at the end of a word is linked to a vowel sound at the start of the next word.

(audio C32a)	(audio C32b)
Look at that! Breakfast in bed! A: Bought it? B: No, caught it! That's enough! Switch it off!	Of course, we can also separate the words if we want to. Listen to the difference. I said switch it off !!!

(audio C33a) English	(audio C33b) Don't forget	(audio C33c) BUSY
Speak it Write it Read it You know you really need it!	First you close it Then you lock it And put the key back in your pocket.	Work all day Run away Boss and me Can't agree Fill a cup Drink it up Wait a while Walk a mile Meet at eight Don't be late!

Activity 3.4. Listen and repeat these poems.

(audio C 39a) Asking the way Yes. Go out of the building. Go along the street. Go over the bridge. Go across the street. Go up the hill. Take the eighth street on your left. And the eleventh on your right. Then... ...I'm not sure- You'll have to ask again.	(audio C39b) Hats I'll do one for you I'll give you one too a nice one a new one a yellow and blue one.
---	--

Activity 3.5. Mark where you think there will be links between consonants and vowels. (audio C35)

1. Choose the correct answer and tick it.
2. Which page is it on?
3. How do you spell it?
4. How do you pronounce it?
5. What does it mean?

Activity 3.6. Listen and complete the dialogues. Then mark the /j/ and /w/ links. (audio C41)

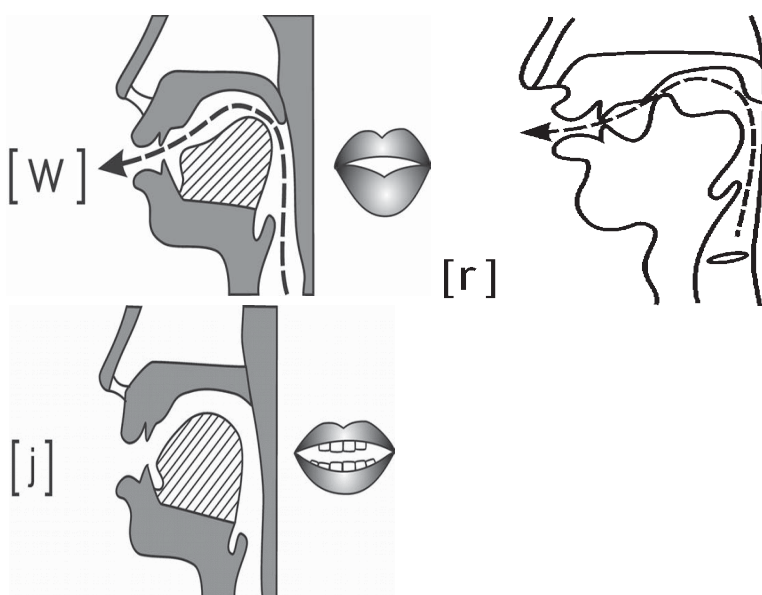
1. Do you often go swimming? B Not really, I..... or twice a month.
2. A What's.....letter in the alphabet? B Maybe it's G or H.....?
3. When do.....holiday? B We.....July or August.
4. A What's your.....? B Twenty-eight, Sea Avenue.
5. A Try.....soon. B OK, I'll send you my answer.....
6. A Look! There's.....the mountains. B Really? I can't.....

Activity 3.7. Mark where you think there will be /j/ and /w/ links between words.

1. Is it blue or grey?
2. What day is it today?
Thursday or Friday?
3. Coffee or tea?

II. WHAT TERRIBLE WEATHER!

The sounds /w/, /r/ and /j/



TARGET SOUND /w/ (audio B64a)

Look at the mouth diagram to see how to make the sound /w/. Listen and say the sound. Make your lips round and hard to make the short target sound /w/.

SOUND AND SPELLING /w/ (audio B64b)

The sound /w/ is usually spelled **w**, and sometimes **wh**, and there are some words with other spellings of /w/

w	week, wet, way, warm, well, weather, windy, away, always twelve
wh	what, white, which, where

- **one**, language, **question**, **quiet**, **square**.

Qu is often pronounced /kw/

/w/ is not pronounced in some words. (audio B64c)

Answer, two, who, whole, write, wrong.

TARGET SOUND /r/ (audio B60a)

Look at the mouth diagram to see how to make the sound /r/. Listen and say the sound. To make the target sound /r/, turn the tip of your tongue up. Do not touch the roof of your mouth with your tongue. The sides of your tongue should touch your top back teeth.

SOUND AND SPELLING /r/

/r/ is usually spelled **r** or **rr**, and sometimes **wr**. (audio B60b)

r	red, ready, really, right, road, room
rr	ferry, sorry
wr	wrap, wrist, write, written, wrote

Activity 3.8. Listen and say these phrases and sentences. /w/ (audio B64d)

1. swimming in warm water	6. the wrong word
2. twenty-one words	7. the whole world

3. What's the answer?	8. question and answer
4. quarter to twelve on Wednesday	9. Where will you be waiting?
5. twenty-two languages.	

Activity 3.9. Listen and say these phrases and sentences. /r/ (audio B60c)

1. What are you reading?
2. I'm really sorry- your room isn't ready.
3. I don't know if I'm right or wrong.
4. Too much writing makes my wrist ache.
5. travelling by ferry
6. wrapping presents for Christmas

Activity 3.10. Complete the dialogues. /w/ (audio B67)

1. When 's your interview?
It's on _____, at _____ past one.
Good luck!
2. Are you going _____ for the _____?

_____?
I don't know _____.
3. Hi! _____ are you?
We're in _____ Wales.
What's the _____ like?
_____ was _____ and _____, but today's beautiful.
4. Can you read _____?
No, but I remember a _____ from when I was _____.

Activity 3.11. Complete the phrases /r/ (audio B61)

1. Hey, look! I found these old rock _____ in a _____ bin!
2. _____ again-what _____ weather!
3. Are you _____ sure this is the _____?
4. Stop _____ the _____! We've got to get _____ to go out.
5. -Oh, no, I've lost an _____.
-I'm _____ Anna _____ it!
6. - _____ up!
-Why? It isn't a _____.
-We're _____ late!
-Don't _____, they'll wait till we _____.

Activity 3.12. Complete the phrases /r/ (audio B62)

1. - Where did you _____ the _____? - I am not sure. I think it was just the _____.	2. -Have you ever _____ of _____ oranges? - No, _____!
3. - Can you play the _____? - I can play the _____ and sing.	4. - Are we _____ away from the _____? - Well, it's _____ to say...

DIALOGUE A walk in the woods

Activity 3.13. Listen to the dialogue, paying attention to the target sound and fill the gaps with the correct words. (audio D6)

VIRGINIA: I saw . . William again on 1 _____, Winona
 WINONA: Oh? William again (Winona laughs.) Well, what happened?
 VIRGINIA: We went for a lovely 2 _____ in the woods.
 WINONA: Oh? In the 3 _____? Wasn't it very wet on Wednesday?
 VIRGINIA: It was very cold and wet. But we were 4 _____ very 5 _____ clothes
 and we 6 _____ quickly to keep warm.
 WINONA: Is that the 7 _____ next to the 8 _____? It's not very quiet.
 VIRGINIA: Yes. But further away from the railway it was very quiet
 and there were 9 _____ squirrels 10 _____. We counted
 twenty squirrels.
 WINONA: Twenty squirrels? And what did you do for lunch?
 A picnic with the squirrels?
 VIRGINIA: It was too wet. 11 _____ we went to a 12 _____. It was
 13 _____ o'clock. We had 14 _____ cake and sweet white 15 _____.
 It was wonderful
 WINONA: So? William again.... Well ?
 VIRGINIA: Well? (Virginia and Winona laugh.)

TONGUE TWISTER

"Whether the weather is warm, whether the weather is hot, we have to put up with the weather, whether we like it or not."

UNIT 4 I. TYPES OF SYLLABLES IN ENGLISH

	A	O	E	I	Y	U
--	----------	----------	----------	----------	----------	----------

1. Open syllable: - ends in a vowel - consonant + e	/ eɪ /	/ oʊ /	/ i: /	/ aɪ /	/ waɪ /	/ ju: /
	same	note	he	fine	my	cube
2. Closed syllable: - ends in a consonant	/ æ /	/ ɒ /	/ ɛ /	/ ɪ /	/ ɪ /	/ ʌ /
	rat	hot	red	bit	myth	run
3. Third type: - vowel + r	/ ɑ: /	/ ɔ: /	/ ɜ: /	/ ɜ: /	/ ɜ: /	/ ɜ: /
	car	sort	term	fir	Byrd	fur
4. Fourth type: - vowel + r + e	/ ɛə /	/ ɔ: /	/ ɪə /	/ aɪə /	/ aɪə /	/ juə /
	care	store	mere	fire	tyre	cure

We can divide a word into one or more syllables. For example "mum" has one syllable, "mother" has two syllables and "grandmother" has three syllables. A syllable is a group of one or more sounds.

The word syllable is used to talk about the pronunciation of words, not the writing. For example, in writing we can divide "chocolate" into parts like this: cho-co-late. But when we say the word, we pronounce only two syllables, like this: chocolate / 'tʃɒk.lət/ (The dot shows where the two syllables are divided). A number of other words may be pronounced with fewer syllables than in writing. Usually, the number of syllables in a word is the number of vowel sounds – not the number of vowel letters.

Worked – 2 vowel letters but only 1 vowel sound, /wɜ:kt/, so only 1 syllable.

Different – 3 vowel letters but only 2 vowel sounds, /'dɪfrənt/, so only 2 syllables.

Interesting – 4 vowel letters but only 3 vowel sounds, /'ɪntrestɪŋ/, so only 3 syllables.

Sometimes the sound /l/ can be a syllable with no vowel sounds.

Bottle – 2 syllables /'bɒl/ + /tl/

syllable – 3 syllables /'sɪl/ + /lə/ + /bl/

Activity 4.1. How many syllables are there in these words? (audio C4a)

eyes, why, white, write, writing, glass, glasses, university, business, information.

II. REDUCTION

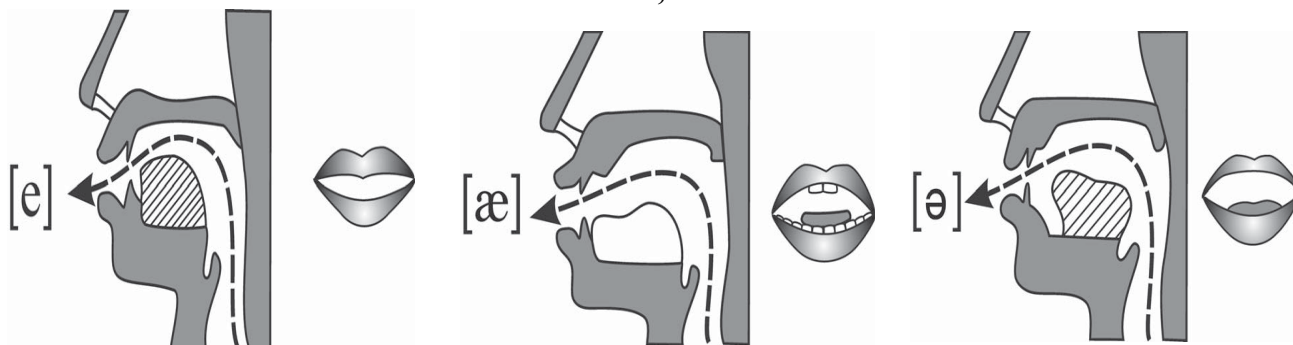
English vowels in unstressed position are usually reduced.

Reduction is the process of weakening or shortening vowels. Reduced vowels are usually represented by the symbol [ə].

[ə] is pronounced in unstressed syllables only.

Reduction can be observed within words, e.g. *ago* [ə'gəʊ], *writer* ['raɪtə], and within sentences, e.g. *Can Julie come in?* [kən 'dʒu:li 'kʌm 'ɪn]

III. BREAD AND JAM The sounds /e/, /æ/ and /ə/



TARGET SOUND /e/ (audio A 37a)

/e/ is a short sound. Look at the mouth diagram to see how to make the sound /e/. Listen and say the sound. Open your mouth quite wide.

2. SOUND AND SPELLING /e/ (audio A37b)

/e/ is usually spelled e, but sometimes **ea**, **ie**, **a**, **ai**.

e	check, leg, letter, red, sentence
ea	bread, head, read (past tense)
ie	friend
a	any, many
ai	again, said.

Activity 4.2. Listen and say these sentences. (audio A37c)

1. Tell me again.
2. Send me a cheque
3. Correct these sentences.
4. Twenty to twelve.
5. Help your friend.

TARGET SOUND /æ/ (audio A 38a)

Look at the mouth diagram to see how to make the sound /æ/. Listen and say the sound. First practise the sound /e/. Open your mouth a little more to make the target sound /æ/.

SOUND AND SPELLING /æ/ (audio A 38b)

/æ/ is usually spelled **a**.

a	back, camera, factory, hat, jam, manager, map, plan, traffic.
----------	---

Activity 4.3. Listen and say these sentences. (audio A38c)

1. Thanks for the cash.
2. I ran to the bank.
3. Where's my black jacket?
4. That man works in a jam factory.
5. Let me carry your bags.

Activity 4.4. Write these words.

[mæp]	['meni]	['vedʒtəbəl]
['hænd]	['nekst]	['æd]
['best]	['fæktəri]	['kræb]
['ɛg]	['mæməri]	['bæd]
[mæn]	['betər]	['bəd]
['kænədə]	['sɛvrəl]	['pɛn]
['kætʃ]	['ketəl]	['bækpæk]
['nevər]	['went]	['kærət]

Activity 4.5. Listen to the recorded messages, paying attention to the target sound. Now listen again and complete the sentences below. Each missing word has the sound /e/. Number 1 has been done as an example. (audio A30)

1. Aaron works at the Ajox Trovel Agency.
2. He's on holiday in _____.
3. His boss is Mrs _____.
4. Aaron left an _____ and _____ on his desk.
5. He _____ to contact Anthony about the _____ of _____ he _____ on _____.
6. Aaron has a _____ habit of being _____ from work.

7. Aaron booked a _____ to San _____ with three _____ : an anteater, an _____ , and an _____
8. The computer has _____ and Aaron hadn't done the _____ up for the _____ programmes. Mrs Allen is very _____ .
9. The best advertising _____ have been _____ because of Aaron's bad _____
10. Aaron doesn't _____ to come _____ to the _____ agency because he's been _____

DIALOGUE

Friends

Activity 4.6. Listen to the dialogue, paying attention to the target sound and fill the gaps with the correct words. (audio 3B)

ADELE: Hi, Emma! Hi, Ben! Hello, Emily! Hello, Eddie! Hi, everybody!

EVERYBODY EXCEPT KEVIN: Hi, Adele!

EMILY: Nice to see you again, Adele. Kevin, this is Adele. Adele, this is Kevin.

ADELE: Hi, Kevin. 1. _____ ? It's terribly loud.

KEVIN: Yes .. (turns the music down) 2. _____ ? (Adele nods her head)

3. _____ ?

ADELE: Yes.

KEVIN: Emma said she had a friend called Adele.

EDDIE: Help yourself to Mexican food, Adele. It's on the kitchen bench.

EMILY: And there's French bread on the shelf.

BEN: 4. _____ ?

ADELE: Yes, thanks, Ben. Some lemonade with a bit of ice in it.

EMMA: 5. _____ ?

KEVIN: Yes. I've just met her. She's very friendly.

BEN: 6. _____ ?

ADELE: I went to South America with my best friend Kerrie.

EVERYBODY: Well!

EMMA: We're all jealous

EDDIE: 7. _____ ?

ADELE: Not very. But I spent everything. I haven't any money left.

TONGUE TWISTER

Eleven owls licked eleven little liquorice lollipops.

UNIT 5

I. INTONATION IN ENGLISH PRONUNCIATION

Intonation and stress are closely linked. In fact it's impossible to dissociate them. They go hand in hand. Intonation is about *how* we say things, rather than *what* we say, the way the voice rises and falls when speaking, in other words the music of the language.

Just as words have stressed syllables, sentences have regular patterns of stressed words. In addition, the voice tends to rise, fall or remain flat depending on the meaning or feeling we want to convey (surprise, anger, interest, boredom, gratitude, etc.). Intonation therefore indicates the mood of the speaker.

There are two basic patterns of intonation in English: falling intonation and rising intonation. In the following examples a downward arrow (↘) indicates a fall in intonation and an upward arrow (↗) indicates a rise in intonation.

Falling Intonation (↘) (The pitch of the voice falls at the end of the sentence.)

Falling intonation is the most common intonation pattern in English. It is commonly found in statements, commands, wh-questions (information questions), confirmatory question tags and exclamations.

<p style="text-align: center;"><u>Statements</u></p> <p>Nice to meet ↘you. I'll be back in a ↘minute. She doesn't live here ↘anymore. Dad wants to change his ↘car. Here is the weather ↘forecast. Cloudy weather is expected at the end of the ↘week.</p>	<p style="text-align: center;"><u>Commands</u></p> <p>Write your name ↘here. Show me what you've ↘written. Leave it on the ↘desk. Take that picture ↘ down. Throw that ↘out. Put your books on the ↘table.</p>
<p style="text-align: center;"><u>Wh- questions (requesting information.)</u> (questions beginning with 'who', 'what', 'why', 'where', 'when', 'which', and 'how')</p> <p>What country do you come ↘from? Where do you ↘work? Which of them do you ↘prefer?</p>	<p style="text-align: center;"><u>Exclamations</u></p> <p>How nice of ↘ you! That's just what I ↘need! You don't ↘ say! What a beautiful ↘ voice! That's a ↘surprise!</p>
<p style="text-align: center;"><u>Questions Tags</u></p> <p>that are statements requesting confirmation rather than questions. Not all tag questions are really questions. Some of them merely ask for confirmation or invite agreement, in which case we use a falling tone at the end.</p> <p>He thinks he's so clever, doesn't ↘he?She's such a nuisance, isn't ↘she? I failed the test because I didn't revise, did ↘ I?</p>	

It doesn't seem to bother him much, does ↘ it?

Rising Intonation (↗) (The pitch of the voice rises at the end of a sentence.)

Rising intonation invites the speaker to continue talking. It is normally used with yes/no questions, and question tags that are real questions.

<i>Yes/no Questions</i>	<i>Questions tags</i>
(Questions that can be answered by 'yes' or 'no'.)	that show uncertainty and require an answer (real questions).
Do you like your new ↗teacher?	We've met already, ↗haven't we?
Have you finished ↗already?	You like fish, ↗don't you?
May I borrow your ↗dictionary?	You're a new student ↗aren't you?
Do you sell ↗stamps?	The view is beautiful, ↗isn't it?

We sometimes use a combination of rising and falling intonation in the same sentence. The combination is called **Rise-Fall** or **Fall-Rise** intonation.

Rise-Fall Intonation (↗↘) (The intonation rises and then falls.)

We use rise-fall intonation for choices, lists, unfinished thoughts and conditional sentences.

<p><i>Choices</i> (alternative questions.)</p> <p>Are you having ↗soup or ↘salad?</p> <p>Is John leaving on ↗Thursday or ↘Friday?</p> <p>Does he speak ↗German or ↘French?</p> <p>Is your name ↗Ava or ↘Eva?</p>	<p><i>Lists</i> (rising, rising, rising, falling)</p> <p>Intonation falls on the last item to show that the list is finished.</p> <p>We've got ↗apples, ↗pears, ↗bananas and ↘oranges.</p> <p>The sweater comes in ↗blue, ↗white ↗pink and ↘black</p> <p>I like ↗football, ↗tennis, ↗basketball and ↘volleyball.</p> <p>I bought ↗a tee-shirt, ↗a skirt and a ↘handbag.</p>
<p><i>Unfinished thoughts (partial statements)</i></p> <p>In the responses to the following questions, the rise-fall intonation</p>	<p><i>Conditional sentences</i></p> <p>(The tone rises in the first clause and falls gradually in the second clause.)</p>

<p>indicates reservation. The speaker hesitates to fully express his/her thoughts.</p> <ul style="list-style-type: none"> - Do you like my new handbag? - Well the ↗leather is ↘nice... (but I don't like it.) - What was the meal like? - Hmm, the ↗fish was ↘good... (but the rest wasn't great). - So you both live in Los Angeles? - Well ↗Alex ↘does ... (but I don't). 	<p>If he ↗calls, ask him to leave a ↘message.</p> <p>Unless he ↗insists, I'm not going to ↘go.</p> <p>If you have any ↗problems, just ↘contact us.</p>
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Fall-Rise Intonation (↘↗) (The voice falls and rises *usually within one word*.)

The main function of fall-rise intonation is to show that the speaker is not certain of the answer they are giving to a question, or is reluctant to reply (as opposed to a falling tone used when there is no hesitation). It is also used in polite requests or suggestions.

<p><i>Hesitation/reluctance:</i></p> <ul style="list-style-type: none"> - So you'd be willing to confirm that? - ...Well ... I ↘sup↗pose so ... - Did you see him on Monday? - I don't quite ↘re↗member ... 	<p><i>Politeness-Doubt-Uncertainty:</i> (You are not sure what the answer might be.)</p> <p>Perhaps we could ↘vis↗it the place?</p> <p>Should we ↘cop↗y the list?</p> <p>Do you think it's ↘al↗lowed?</p>
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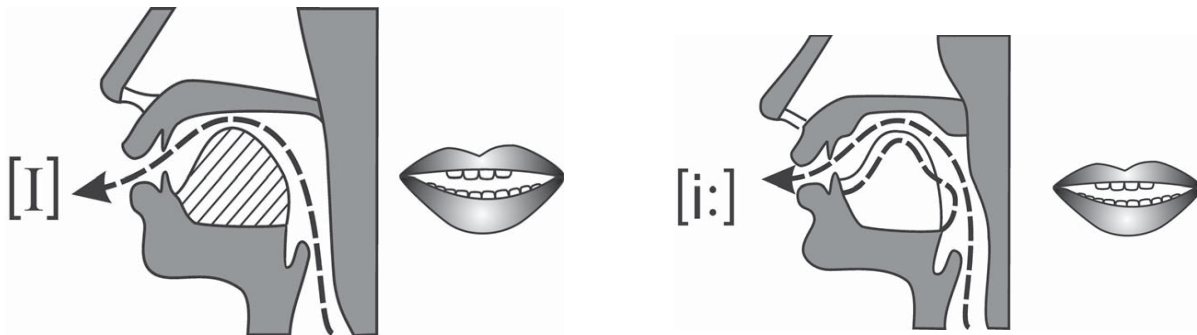
Activity 5.1. Read and mark the intonation of the sentences.

1. Do you like reading books?
2. Really?
3. I'm going to buy chocolate, meat, and eggs.
4. Luke, come here.
5. Do you work or relax?
6. You are a teacher, aren't you?
7. Where are you?
8. How interesting!
9. Is it Mary or Sarah?

10. You haven't bought any meat, have you?
11. Sometimes I read books.
12. Could you please help me?
13. I like reading books.
14. Help him.
16. Help him.
17. When did you call him?
18. Do you want coffee or tea?
19. It's a beautiful town, isn't it?
20. Close your books.

II. PIZZA FOR DINNER

The sounds [ɪ] and [i:]



1

TARGET SOUND [i:] (audio A9a)

Look at the mouth diagram to see how to make the sound [i:]. Listen and say the sound. [i:] is a long sound. Make your mouth wide, like a smile. Your tongue touches the side of your teeth.

SOUND AND SPELLING (audio A9a,b,c)

[i:] is usually spelled:

ee	see, agree
ea	eat, seat, team
ie	field, piece

e	these, metre, secret, evening, equal, Peter, museum, European, Chinese
ey	key
i-	ski, kilo, titre, pizza, police, machine, magazine
eo	people

Activity 5.2. Listen and say these sentences. (audio A9d)

You will need to pause the recording to give yourself enough time to repeat.

1. Can you see the sea?
2. A piece of pizza, please
3. Peter's in the team
4. A kilo of peaches and a litre of cream
5. Please can you teach me to speak Portuguese?

TARGET SOUND [ɪ] (audio A10a)

Look at the mouth diagram to see how to make the sound // . Listen and say the sound. [ɪ] is a short sound. Make your mouth a bit less wide than for [i:]. Your tongue is a bit further back in your mouth than for [i:]

SOUND AND SPELLING [ɪ] (audio A10b,c)

[ɪ] is usually spelled:

i	if, listen, miss, dinner, swim
u	busy, business
ui	building
y	system

Activity 5.3. Listen and say these phrases. (audio A10d)

1. fifty-six
2. dinner in the kitchen
3. a cinema ticket
4. a picture of a building
5. big business

Activity 5.4. Circle all the [i:] sounds and underline all the [ɪ] sounds. Then listen to check your answers and repeat. (audio A13)

big	green	office	repeat
busy	in	people	six
dinner	listen	pizza	tea
give	meet	please	three

Activity 5.5. Match the beginnings and endings of the sentences.
Then listen and repeat. (audio A14)

Example- Let's have pizza <u>for dinner</u> .	a) repeat
1. We're always busy_____	b) people in the museum
2. Would you like tea _____	c) six o'clock
3. Give me that big_____	d) in the office
4. There were only three _____	e) or coffee?
5. Listen and _____	f) green book, please
6. Let's meet at _____	g) for dinner

Activity 5.6. Put missing words with the sound [i:] (audio A11)

- What shall we do this _____?
 -Let's stay at home and watch _____.
- Let me read that _____.
 -No-it's a _____!
- You know my friend _____?
 -Yes.
 - Well, he's got a new job. He's joined the _____!

Activity 5.7. Put missing words with the sound [ɪ] (audio A12)

- A thousand thousand is a __ million _____.
- You can use a _____ to go up and down in a building.
 - There are sixty seconds in a _____.
 - A _____ is a book of words to help you with your English.
 - It's too warm in here-open the _____.
 - Would you like a _____ with your coffee?
 - Birds and planes have _____.
 - You can see yourself in a _____.
 - Don't drop _____ -put it in a bin!

Activity 5.8. Read the words with the sounds [i:] and [ɪ]

[bɪg] big	[pɪn] pin	[wi:t] wheat	[ti:] tea
[hi:] he	[dɪg] dig	[tri:] tree	[dɪn] din
[si:] sea	[ʃi:] she	[wɪn] win	[li:k] leek
[si:] see	[li:f] leaf	[bɪn] bin	[fi:] fee
[lɪd] lid	[rɪg] rig	[wi:d] weed	[wi:d] weed
[hi:p] heap	[li:v] leave	[ti:tʃ] teach	[θɪn] thin
[pɪg] pig	[bi:t] beat	[sɪn] sin	[fɪg] fig
[si:t] seat	[bi:nz] beans	[li:vz] leaves	[fli:] flee
[mi:] me	[bi:d] bead	[wɪg] wig	[swi:p] sweep
[wɪt] wit	[li:d] lead	[fɪl] fill	fi:t] feet

DIALOGUE Three interesting films

Activity 5.9. Listen to the dialogue, paying attention to the target sound and fill the gaps with the correct words.

BILL: Good evening, Mrs Lee

GINA: Is Kim in?

BILL: Is he coming to the cinema, Mrs Lee? It's the Children's Film 1 _____

MRS LEE: Kim's ill.

BILL; Here he is!

GINA: Hi, Kim!

KIM: Hi, Gina! Hi, Bill!

BILL: Kim, we've got these three free tickets to see three 2 _____ films for children!

MRS LEE; Listen, Kim

KIM: Is it 3 _____ ?

GINA: We think it is. First there's a short film about gorillas and 4 _____ in Africa, and...

BILL: ...then the next film is about the six best Olympic 5 _____ competitions, and then...

GINA: ...then it's the big film - The 6 _____ of English Cricket.

KIM: Cricket!

BILL: It's a 7 _____ film.

MRS LEE: If you're ill, Kim...

GINA: It would be a pity to miss it.
 MRS LEE: Now listen, you kids...
 BILL: And it begins in fifty minutes.
 MRS LEE: KIM!
 KIM: Quick! Or we'll miss the 8 _____ of the gorilla film!

TONGUE TWISTER

I slit a sheet, a sheet I slit, and on a slitted sheet I sit.

III. MY HUNGRY UNCLE The sounds /n/, /ŋ / and /m/



TARGET SOUND /n/ (audio B43a)

Look at the mouth diagram to see how to make the sound /n/. Listen and say the sound. When you say /n/, the air comes through your nose, not your mouth. Your tongue is pressed against the roof of your mouth behind the teeth, and there is voicing.

SOUND AND SPELLING /n/ (audio B43b)

/n/ is usually spelled **n**, but sometimes **nn** or **kn**.

n	new, now, sun, one, gone
nn	dinner, sunny

kn	knew, know, knife
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Activity 5.10. Listen and say these phrases. (audio B43c)

1. a sunny afternoon
2. sun and moon
3. nine months

TARGET SOUND /ŋ/ (audio B44a)

Look at the mouth diagram to see how to make the sound /ŋ/. Listen and say the sound. When you say /ŋ/, the air comes through your nose, not your mouth. The back of your tongue is pressed against the roof of your mouth, and there is voicing.

SOUND AND SPELLING /ŋ/ (audio B44c)

/ŋ/ is usually spelled **ng**.

The letter n is pronounced /ŋ/ if there is a /k/ or /g/ after it.

ng is sometimes /ŋ/ (e.g. **singer**) and sometimes /ŋg/ (e.g. **finger**).

/ŋ/ - evening, long, sing, singer, thing

/ŋk/ - bank, thanks, think, uncle

/ŋg/ - angry, finger, hungry, longer, single

Activity 5.11. Listen and say these phrases. (audio B44d)

- 1 thinking about things.
- 2 a long evening singing songs.
- 3 a hungry man is an angry man.

TARGET SOUND /m/ (audio B42a)

Look at the mouth diagram to see how to make the sound /m/. Listen and say the sound. When you say /m/, the air comes through your nose, not your mouth. Your lips are together, and there is voicing.

SOUND AND SPELLING /m/ (audio B42b)

/m/ is usually spelled **m** or **mm**, but sometimes **mb** or **mn**.

m	me, more, lemon, swim, film, some, sometimes
mm	summer
mb	comb

mn	autumn
----	--------

Activity 5.12. Listen and say these phrases. (audio B42c)

1 sometimes in summer.

2 more for you, most for me.

3 in the middle of the film

Activity 5.13. Complete this conversation using words from the box. (audio A73)

worn	warm	thing	thin
------	------	-------	------

SID: Hey, Joe, your coat is very _____.

JOE: No, it isn't _____. I always feel cold in this coat.

SID: No, not _____! I said _____, with an N!

JOE: Oh, _____ with an N!

SID: Yes, the cloth is _____.

JOE: What do you mean "the cloth is _____"?

SID: No, _____ with an N at the end, not _____ with a G at the end!

Activity 5.14. Listen and circle the word you hear. (audio A74)

1. Robin or robbing? My friend likes *Robin Banks* / *robbing banks*.

2. Ran or rang? Tom *ran* / *rang* yesterday.

3. Swing or swim? She had a *swing* / *swim* in the garden.

4. Warned or warmed? The son *warned* / *sun warmed* me.

5. Singing or sinking? The people were *singing* / *sinking* fast.

FOLLOW UP: Record yourself saying the sentences, choosing one of the two words or expressions. Make a note of which words you say. Then listen to your recording in about two weeks. Is it clear which words you said?

UNIT 6 I. RHYTHM. STRESS IN TWO-SYLLABLE WORDS. STRESS IN LONGER WORDS. STRESS IN COMPOUND WORDS

If a word contains two or more syllables one syllable is always pronounced with the greatest prominence. This prominence is called primary word stress (**stressed** syllable). Primary word stress is marked with the symbol ' which is placed at the beginning of the syllable, e.g. ['tɪ:ʃə], [ə'baʊt].

Besides primary word stress English words can have secondary word stress. The syllables with secondary word stress are pronounced weaker than those with primary word stress but stronger than unstressed syllables. The symbol [ˌ] is used to mark the secondary stressed syllables which is placed before the target syllable.

Secondary stress can appear when a word contains more than three syllables, e.g. organization [ˌɔːgənəɪˈzeɪʃn], experimentation [ɪksˌpɛrɪmənˈteɪʃn].

Two-syllable words often have stress on the first syllable, and the vowel sound in the unstressed syllable is often the weak sound /ə/ (*audio C13c*)

brother, butter, father, finger, finish, glasses, listen, mother, number, second, sister, water, woman.

Sometimes there's no vowel sound in the unstressed syllable. (*audio C13d*)
Apple, people, simple, table, travel.

Some two-syllable words are stressed on the second syllable. (*audio C13e*)

Agree, alone, arrive, asleep, awake,

because, begin, behind

complete

decide

exam, explain, express

perhaps, pronounce

repeat, return

It is important to know that English compounds (the words formed from two stems) can have either one word stress or two word stresses depending on the type of compound.

Compound numerals and compound adjectives as well as phrasal verbs have two word stresses, e.g.

twenty-two [ˌtwentɪˈtuː]

absent-minded [ˌæbsəntˈmaɪndɪd]

put on [ˈpʊt,ɒn]

Other compounds have one stress which falls on the first element of a compound, e.g.

teapot [ˈtiːpɒt]

blackbird [ˈblækbɜːd]

dining-room [ˈdaɪnɪŋrʊm]

We can show stressed syllables like this **O**, and unstressed syllable like this **o**.

So words like **answer, brother, butter** look like this **Oo**,

and words like **again, because, decide** look like this **oO**.

Dictionaries usually show stress with this sing' in front of the stressed syllable.

Answer - [ˈɑːnsər]

again - [əˈgeɪn]

Some words have more than two syllables. In every word, one syllable is stressed. **O** is the stressed syllable and **oo** the unstressed syllables. (*audio C18*)

Ooo

exercise, syllable – There are three syllables in the word exercise.

oOo – computer, example. - Computer is an example of a three-syllable word.

ooO – understand, Japanese - I can't understand Japanese.

Oooo – supermarket - Do you like small shops or supermarkets?

oOoo – photography - Are you interested in photography?

ooOo – information, mathematics - I'd like some information about mathematics courses.

oOooo – vocabulary - Will you help me with my vocabulary?

ooOoo – university - Which university did you go to?

oooOo – communication - Email is very helpful for communication.

We can often put two words together to make a compound, e.g.

class+room=classroom.

We write some compounds as one word, some as two words, and some with a hyphen(-)

class+room=classroom

car+park=car park

second+hand=second-hand

The stress is normally on the first part of the compound. (*audio C24*)

Oo – airport, bathroom, bus stop, car park, classroom, football, girlfriend

Ooo – bus station, dining room, hairdresser, newspaper, post office, sunglasses

Oooo – photocopy, railway station, shop assistant.

oOoo – police station

oOooo – computer programme

Some compound nouns have stress on both parts if the first part is an adjective. (*audio C25a*)

OoO – single room

Some compound nouns have stress on both parts if the thing in the second part is made of the material in the first part. (*audio C25b*)

OO – glass jar

OoO – plastic bag

oOoO – tomato soup

Some compound nouns have stress on both parts if the first part tells us where the second part is. (*audio C25c*)

OO – car door, front door, ground floor

OoOo – city centre, kitchen window

Activity 6.1. Listen to the strong and weak stresses in: oOoooo

a **fool**proof
computer.

Then listen and underline the strong stresses in: (audio A.B5)

OooO waterproof boots	OooOo childproof containers
oOoOo a wind-proof jacket	oOooO an ovenproof dish
oOooO a waterproof coat	oOooO a bullet-proof vest.

Activity 6.2. Form compounds, then mark stressed syllables in each of them.

police, board, pencil, waiting, class,
green, fashioned, red, hall, thirty,
box, three, give, man, up,
old, room, black, head, blue.

Activity 6.3. Place the words in such a way that the words characterized by the same syllable-stress pattern are next to each other.

already, hair, loyal, work, metal, cup, take, together, again, ago, pure, remember,
about, player, teapot, become, apart, never, ball, ruler, cold, happiness, amused,
sometimes, realized, blackbird, joy, battle, ready, dear, hesitate, reveal.

II. FATHER and MOTHER

The sounds /ɑ:/ and /ʌ/



TARGET SOUND /ʌ/ (audio A25a)

Look at the mouth diagram to see how to make the sound /ʌ/. Listen and say the sound. First practise the sound /æ/. Put your tongue back a little to make the short target sound /ʌ/.

SOUND and SPELLING /ʌ/ (audio A25b)

/ʌ/ is usually spelled **u**, but sometimes **ou** or **o**.

u	bus, cup, luck, much, number, run, study, sun, uncle, under
o	colour, come, front, London, Monday, month, mother, nothing
ou	colour
al	calm, half

TARGET SOUND /ɑː/ (audio A24a)

Look at the mouth diagram to see how to make the sound /ɑː/. Listen and say the sound. /ɑː/ is a long sound. Open your mouth wide. Put your tongue further back and down to make the longer target sound /ɑː/

SOUND and SPELLING /ɑː/ (audio A24b,c)

/ɑː/ is usually spelled **a** or **ar**.

a	after, afternoon, ask, answer, bath, bathroom, can't, class, dance, fast, father, glass, tomato
ar	bar, car, card, far, park, star, start
au	aunt, laugh
ear	heart

Activity 6.4. Listen and say these sentences. /ʌ/ (audio A25c)

1. Good **luck** with your exam next month!
2. Take the number **one** **bus**.
3. I said “**C**ome on **M**onday”, not “**C**ome on **S**unday”
4. My **brother**'s **studying** in London.

Activity 6.5. Listen and say these sentences. /ɑː/ (audio A24d)

1. How far is the car park?
2. We went to a large bar full of film stars.
3. We're starting in half an hour.

Activity 6.6. Listen to these sentences, first with /ɑː/, then with /æ/ (audio A24g)

1. See you tomorrow **a**fternoon.
2. I'll **a**sk my **a**unt.
3. We were **la**ughing and **da**ncing in the classroom.
4. I left my **gl**asses in the **ba**throom.

Activity 6.7. Write the words in the correct column.

Then listen and repeat. (audio A26)

artist	March	square	warm
garden	part	talk	watch

Words with /a: /

Words with other vowel sounds

Activity 6.8. Write the words in the correct column.

Then listen and repeat. (audio A27)

business	fun	lots	mother
country	home	money	push

Words with /ʌ /

Words with other vowel sounds

Activity 6.9.

Complete the sentences with one /a: / word and one /ʌ / word. (audio A28)

1. The _____ too _____.
2. I'd _____ to buy that _____!
3. Their _____'s got _____ hair.
4. I first met my _____ in _____.

Activity 6.10. Listen and circle the word you hear. (audio A29)

1. heart/hat	3. cat/cut	5. luck/lock
2. far/four	4. look/luck	6. butter/better

Activity 6.11. Choose the correct word. Try saying the words out aloud.

1) Heat up the water in a ____. - pan - pen	5. She caught a butterfly in a ____. - net - vet
2) You can throw all the rubbish into the ____. - bean - bin	6. See a doctor about the pain in your ____. - knees - tease

3) We ____ a great weekend. - hat - had	7. He helped the young girl ____ her shoelaces. - lie - tie
4. Take a ____ of this soup and tell me if you like it. - sip - tip	

Activity 6.12. Practice pronunciation by reading the following sentences.

/ʌ/	/ɑ:/
Robert is my brother . She is his cousin . Do you have an umbrella ? Bees make honey . She took the pie out of the oven . That is a beautiful color .	- If you don't eat, you will starve . - We shouldn't harm animals. - I will start running tomorrow. - I met Annie's father . - Look at the beautiful stars .

DIALOGUE

At a Party (audio A49)

Activity 6.13. Listen to the dialogue, paying attention to the target sound and fill the gaps with the correct words.

ALANA: What a 1. _____ party this is! I'm having so much fun, Margaret.

MARGARET: Where's your 2. _____, Alana?

ALANA: Here you are. Thanks. That's enough.

MARTIN: Alana! Margaret! Come into the 3. _____. Tara Darling and Markus Marsh are 4. _____ on the 5. _____.

MARGARET: In the 6. _____?

MARTIN: They're dancing under the 7. _____.

ALANA: Fantastic! And Bart Jackson is playing his 8. _____.

MARGARET: Just look at Tara! She can't dance but she looks very 9. _____.

MARTIN: Look at Markus. What a 10. _____ dancer!

ALANA: What an 11. _____ couple they are! Let's take a 12. _____ of them.

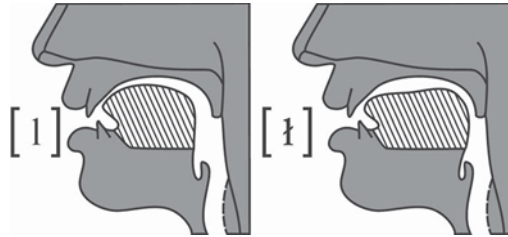
TONGUE TWISTER

Mark parks his car in a car park, Bart parks his car in a dark park.

If Mark didn't park his car in the car park, Would Bart park his car in the dark park?

III. THAT'S LIFE!

The sound /l/



TARGET SOUND /l/ (audio B55a)

Look at the mouth diagram to see how to make the sound /m/. Listen and say the sound. The tip of your tongue touches the roof of your mouth just behind the top teeth, the air passes the sides of the tongue, and there is voicing. (If you prepare to say /l/ but breathe in instead of out, you feel cold air on the sides of your tongue.)

SOUND AND SPELLING /l/ (audio B55b)

/l/ is spelled l or ll.

l	learn, leave, language, lovely, alone, feel, help, English
ll	tall, well, yellow

/l/ is long at the end of some words. (audio B55c)

People, simple, uncle, little

Activity 6.14. Listen and say these sentences. (audio B55e)

1. When shall we leave?
2. Are you alone?
3. How do you feel?
4. Can I help you?
5. Look at those lovely little yellow flowers.
6. Learning a language can be difficult for some people.

UNIT 7

I. PHRASES AND PAUSES

When you listen to English, perhaps you think it's difficult to understand because it's too fast. And perhaps you would like to speak faster. But when people speak English - or any other language - they don't speak fast and non-stop. They speak in short phrases, and they stop, or pause, between the phrases.

Activity 7.1. First, read the story, and make sure you understand it.

Lots of people get arrested for dangerous driving, of course. But how old is the oldest? Who's the world record holder? Well, I read about a man who was a hundred and four! He went through red lights, crashed into parked cars and drove along the pavement. And how old was his car? Only thirty.

Activity 7.2. Listen to the story, reading at the same time, and notice the pauses between the lines. (audio C29a)

It's OK or even better to pause more often, because it gives you more time to think of what to say next, and it makes listening easier. Listen to this version - the words are the same, but there are more pauses. (audio C29b)

It's also important to stress the most important words. Listen again, and this time notice the stress on the words in bold. (audio C29b)

Lots of people get arrested for **dangerous driving**, of **course**. **But how old** is the **oldest**? **Who's** the **world record** holder? **Well, I** read about a **man** who was a **hundred and four**! He **went** through **red lights**, **crashed** into **parked cars** and **drove** along the **pavement**. And **how old** was his **car**? **Only thirty**.

Practise reading this story, phrase by phrase, paying attention to the pauses and the stresses.

Activity 7.3. Listen to this story and mark the pauses like this: / (audio C30)

A few years ago / I read in a newspaper / that the staff at a library...

A few years ago I read in a newspaper that the staff at a library in a small town in the west of England had noticed that the number of visitors to the library was going down and down, and number of books they were borrowing was going down even faster. They couldn't understand this, so they decided to do some research to find out the reason. They interviewed people and asked them to fill in questionnaires and so on. And guess what they discovered. The reason was simply that everybody had read all the books already!

Activity 7.4. Listen again and mark the main stresses.

II. SENTENCE STRESS

When we speak, we can show which words are especially important by giving them a lot of stress. Sometimes we use stress to correct what someone says, or to make it more exact.

Activity 7.5. Listen to this conversation. (audio B8)

Notice how the strongly stressed words are LOUDer, and the weakly stressed words are said very quickly.

A: Excuse me.

B: Yes?

A: Could you tell me where I can get some (1) shoelaces?

B: Yes. There's a shop next to the (2) supermarket that sells very good (1) shoelaces.
(1) I'm going there too.

Activity 7.6. Listen to each dialogue twice. The first time you listen, underline the two main stressed words in B's part. The second time you listen, mark the intonation on the stressed words. (audio D17)

1. A: How was the match?

B: The first half was quite good, but the second half was really good.

2. A: How was the math?

B: The first half was quite good, but the second half was terrible.

3. A: Can I come and discuss this tomorrow?

B: I won't be here tomorrow, but my colleague will be.

4. A: Can I come and discuss this tomorrow?

B: I won't be here tomorrow, but I'll be back on Thursday.

5. A: Have you seen that film?

B: I've seen it, but I can't remember much about it.

6. A: Have you seen that film?

B: I haven't seen it, but I'd like to.

7. A: Are you having trouble?

B: I know what this word means, but I don't know how to pronounce it.

8. A: Are you having trouble?

B: I know what this word means, but I don't know any of the others!

9. A: What did you think?

B: I liked the film, but I didn't really understand it.

10. A: What did you think?

B: I liked the film, but the seats were so uncomfortable!

11. A: I'd like to go to Britain to study for a month or two – or maybe even a year!

B: I'd like to go to Britain for a month, but not for a year.

12. A: I'd like to go to Britain to study for a month or two – or maybe a year!

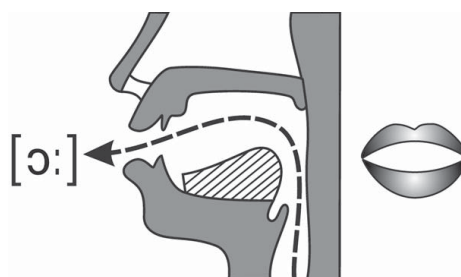
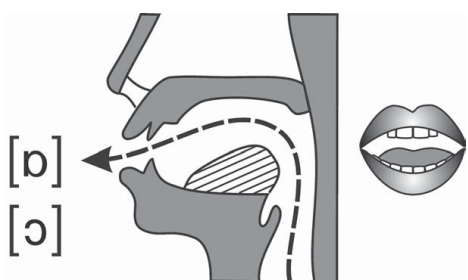
B: I'd like to go to Britain, but I'd rather go to America.

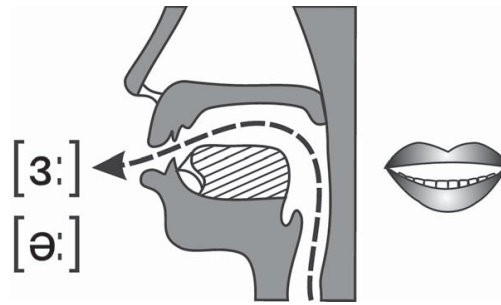
Activity 7.7. Listen and underline the stressed word or words in B's part of each dialogue. Then listen again and mark the intonation on the stressed words.
(audio D18)

- A:** What's the answer – three hundred and eighty-five?
B: No – three hundred and ninety-five.
- A:** After you.
B: No – after you.
- A:** You went to the disco with Steve last night, didn't you?
B: I didn't go with him – I met him there.
- A:** Do you live in London?
B: Well, not really in London, just outside.
- A:** You said go over the bridge.
B: No, I said go under the bridge.
- A:** Were there really fifty people at your birthday party?
B: Well, nearly fifty, I think.
- A:** What's "Thank you" in Italian?
B: I can't speak Italian.
- A:** How many times have you been to England?
B: I've never been to England.
- A:** Was the course expensive?
B: Well, my school paid for the course, but the travel cost quite a lot.
- A:** How much should I bring – fifty pounds?
B: You'll need at least fifty.

III. A DOG IN THE CORNER

The sounds /ɔ:/, /ɒ - ɔ/ and /ɜ:/





TARGET SOUND /ɒ/ (audio A30a)

Look at the mouth diagram to see how to make the sound /ɒ/. Listen and say the sound. Round your lips a little. The front of your tongue is low and towards the back of your mouth.

SOUND AND SPELLING /ɒ/ (audio A30b)

/ɒ/ is usually spelled **o**, and sometimes **a**.

o	bottle, box, chocolate, clock, coffee, copy, cost, cross, doctor, dog, gone, got, holiday, hospital, hot, job, lock, long, lost, lot, not, off, often, possible, shop, song, sorry, stop, top, wrong
a	quality, want, wash, wasn't, watch, what

Activity 7.8. Listen and say these sentences. (audio A30c)

1. Have you got a lot of shopping?
2. John's gone to the shops.
3. How much did your holiday cost?
4. She said the coffee wasn't very good, but I thought it was.

TARGET SOUND /ɔ:/ (audio A31a)

Look at the mouth diagram to see how to make the sound /ɔ:/. Listen and say the sound. Round your lips more than for /ɒ/.

SOUND AND SPELLING /ɔ:/ (audio A31b)

/ɔ:/ has different spellings:

a	all, ball, call, fall, tall, wall, water
al	talk, walk

au	autumn
aw	saw
augh	caught, daughter, taught
ough	bought, thought
ar	quarter, warm
or	born, corner, forty, horse, short, sort
oor	door, floor
ore	before, more
our	four

Activity 7.9. Listen and say these phrases. (audio A31c)

- 1 quarter past **four**
- 2 **born** in **autumn**
- 3 have some **more**
- 4 walking on **water**
- 5 the **fourth door** on the **fourth floor**

TARGET SOUND /ɜ:/ (audio A43a)

Look at the mouth diagram to see how to make the sound /ɜ:/. Listen and say the sound. To make this sound, your mouth and your tongue should be very relaxed.

SOUND AND SPELLING /ɜ:/ (audio A43c)

/ɜ:/ is spelled:

ir	bird, first, birthday, circle, thirty
or	word, work, world, worse, worst
ur	turn, Thursday
our	journey
ear	early, earth, heard, learn
er	service, Germany, prefer, dessert, weren't, verb, university

Activity 7.10. Listen and say these sentences. (audio A43d)

1. My **birthday's** on **Thursday** the **thirty-first**, and **hers** is a week later.

2. When would you prefer, Tuesday or Thursday?
3. That was the **worst journey** in the world!
4. Have you ever **heard** this word?
5. A: The cakes **weren't** very good.
B: I thought they **were**.
6. She went to university to **learn** German.

Activity 7.11. Listen and put the words in the correct groups. (audio A44)

beard	car	chair	church	curtains
dirty	door	floor	four	girl
horse	large	March	near	nurse
pair	parked	purse	shirt	shorts
stars	surfer	third	warm	wearing

<i>Words with /ɜ:/</i>	<i>Words with /ɔ:/</i>	<i>Words with /a:/</i>	<i>Words with other sounds</i>
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.		
7.			
8.			
9.			

Activity 7.12. Listen and complete the dialogues with /v/ words. (audio A33)

1. A: _____ time is it?
B: I don't know. The _____'s _____.
2. A: _____ have you _____.
B: A _____ of _____.
3. A: Where's the _____?
B: He's _____.

Activity 7.13. Dictation /v/ and /ɔ:/ sounds. (audio A35)

DIALOGUE

Sports report from Radio Station 4

Activity 7.14. Listen to the dialogue, paying attention to the target sound and fill the gaps with the correct words.

ANNOUNCER: This morning the 1. _____ football team 2. _____ back from York. Laura Short is our sports 3. _____, and she was at the 4. _____.

LAURA SHORT: Good morning, listeners. This is Laura Short. All the 5. _____ are walking 6. _____ me. Here's George Ball, the 7. _____.
Good morning, George.

GEORGE BALL: Good morning. Are you a 8. _____?

LAURA SHORT: Yes, George. I'm Laura Short from Radio Station 4. Tell us about the football match with York.

GEORGE BALL: Well, it was 9. _____. We lost. And the 10. _____ was forty-four, four. But it wasn't my fault, Laura

LAURA SHORT: Whose 11. _____ was it, George?

GEORGE BALL: The forwards.

LAURA SHORT: The forwards?

GEORGE BALL: Yes. The forwards. They were always 12. _____ over or losing the 13. _____!

TONGUE TWISTERS

SOUND [ɜ:]	SOUND [ɔ:]
German learners learn German words, Turkish learners learn Turkish words. If German learners didn't learn German words, Would Turkish learners learn Turkish words?	Four explorers explore forty waterfalls, Forty explorers explore four waterfalls. If four explorers didn't explore forty waterfalls, Would forty explorers explore four waterfalls?

UNIT 8

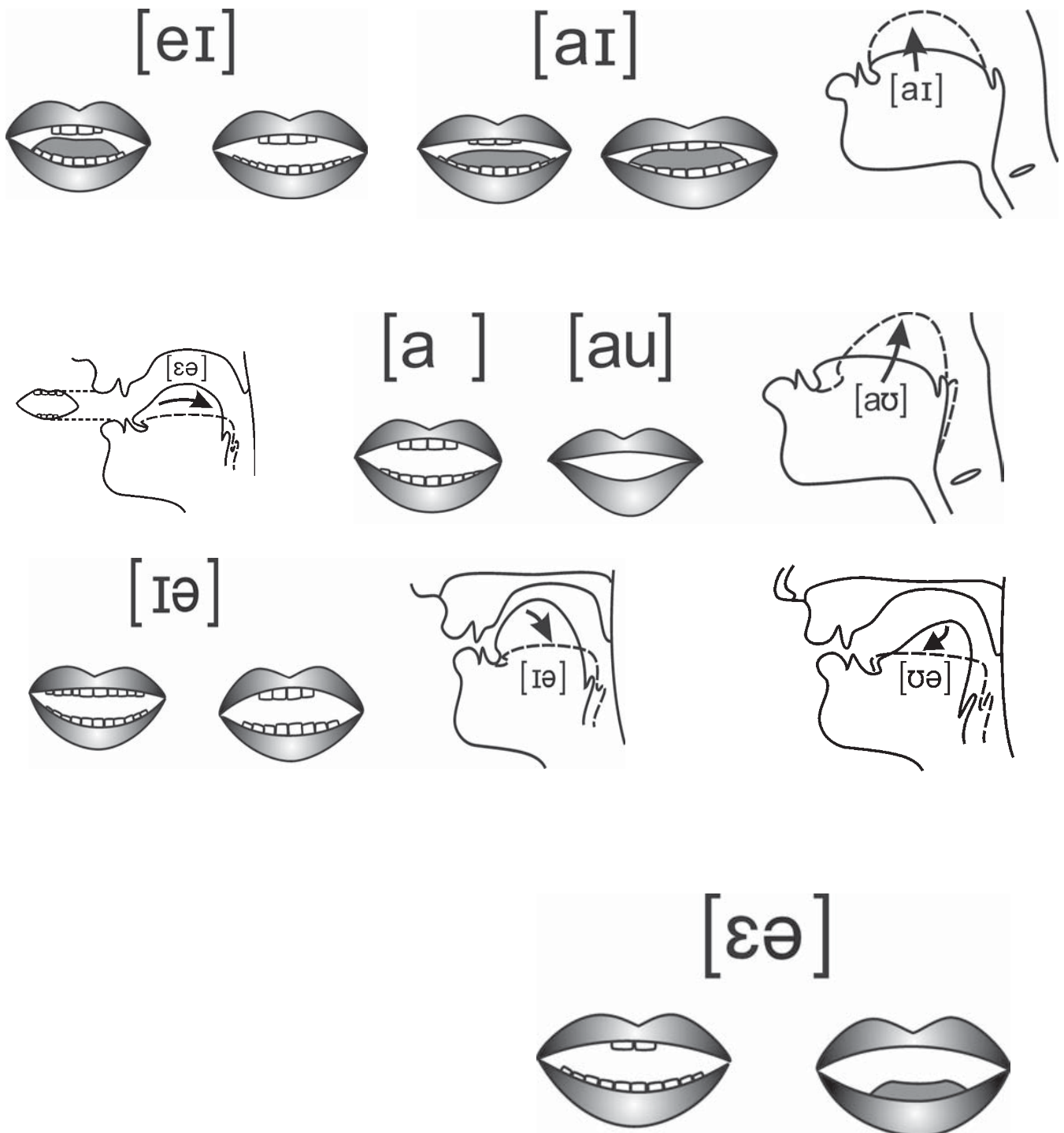
I. DIPHTHONGS & TRIPHTHONGS

According to the stability of articulation, all the English vowels can be divided into two groups: **monophthongs and diphthongs**.

A **monophthong** is a vowel with a single sound, such as the long /i:/ sound in "meet". Monophthongs make one single vowel sound in a syllable. You do not have to change the shape of your mouth while saying the vowel sound.

A **diphthong** is a speech sound that begins with one vowel sound and changes to another vowel sound in the same syllable. The starting point is strong and distinct. The glide, which shows the direction of the quality change, is very weak. In fact, diphthongs consist of two clearly perceptible elements.

[eɪ], [aɪ], [ɔɪ], [əʊ], [aʊ], [ɪə], [eə], [ʊə].



The most important thing about diphthongs in English is that they are not simply two vowels that go together, but one long vowel where the pronunciation changes from the beginning to the end. To be more precise, the pronunciation changes a bit at the end. Long vowels have the same sound at the beginning and at the end, diphthongs change at the end:

- long vowel: /ɑ:/ = /ɑ α α / - diphthong: /aɪ/ = / α α I /

But the change in pronunciation at the end is very little, so more exactly, what we pronounce is: /ɑ:ɪ/

The same thing counts for triphthongs, only that we have not one change of sound at the end, but two.

- triphthong 1 (as in FIRE): /aɪə/ = / α α j ə / - pronunciation: /ɑ:ɪə/

- triphthong 2 (as in HOUR): /aʊə/ = / α α w ə / - pronunciation: /ɑ:ʊə/

When diphthongs are composed with one more vowel, the result is the formation of **triphthongs**. The vowel sound added is schwa (/ə/).

Below you can read the phonetic transcription of triphthongs:

eɪ + ə **layer, mayor, player;**

aɪ + ə **admire, fire, hire;**

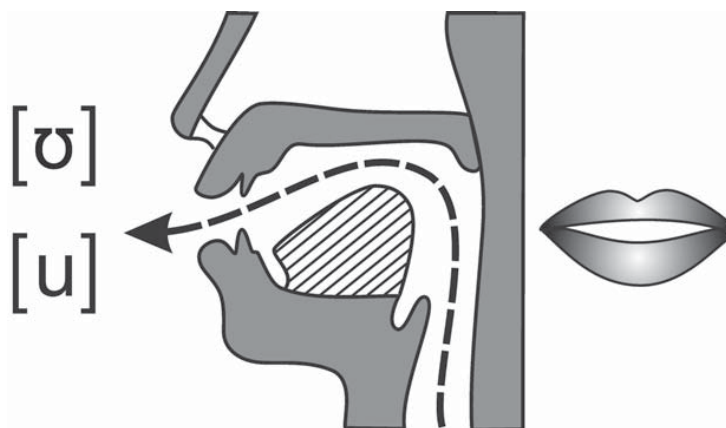
ɔɪ + ə **lawyer, royal, soya;**

əʊ + ə **lower, slower, mower;**

ɑʊ + ə **power, tower, hour.**

II. A SPOONFUL OF SUGAR

The sounds /ʊ/ and /u:/



TARGET SOUND /u:/ (audio A16a)

Look at the mouth diagram to see how to make the sound /u:/ . Listen and say the sound. Make your lips into a tunnel shape. Your tongue is a long way back in your mouth.

SOUND AND SPELLING /u:/ (audio a16b)

/u:/ is often spelled **oo, ou, oe, u, ue** or **ew**.

oo	too
ou	group
oe	shoe
ue	blue
u	music
ew	new

When the spelling is **u** or **ew**, there is often a /j/ sound before the /u:/ (audio a16c)

there are also other spellings of /u:/

two, fruit, juice

Activity 8.1. Listen and say these phrases. (audio a16e)

1 me too

2 work in groups

3 new shoes

4 read and blue

5 listen to the music

6 forty-two

TARGET SOUND /ʊ / (audio A17a)

Look at the mouth diagram to see how to make the sound /ʊ / . Listen and say the sound. Your tongue is not so far back as for /u:/

SOUND AND SPELLING /ʊ / (audio A17b)

/ʊ / is often spelled **u, oo** or **ou**.

u	full, sugar
----------	--------------------

oo	book, foot
ou	would
o	woman

Activity 8.2. Listen and say these phrases. (audio a17d)

1. My bag's full
2. Where's my book?
3. My left foot
4. A kilo of sugar
5. Who's that woman?

Activity 8.3. Listen and repeat both sounds together. /ʊ / is short /u:/ is long. (audio AB3, AB4)

Sound 1 ʊ	Sound 2 u:
Look Look, a new moon!	Luck Luke, a new moon!
Pull The sign said 'Pull'	Pool The sign said 'Pool'.
full This isn't really full proof.	Fool This isn't really foolproof
could The bird could. The bird cooed	Cooed The bird cooed
would 'He would, Julie, at the full moon.	Wooded He wooed Julie at the full moon

Activity 8.4. Circle the words with /u:/ sound (audio A18)

food	four	look	news	room	school
soup	spoon	sugar	town	Tuesday	two

Activity 8.5. Circle the words with /ʊ / sound (audio A20)

book	cookery	cough	could
good	looking	lunch	soon
sugar	thought	through	

Activity 8.6. Complete these sentences. The vowel sound is given. (audio A88)

Two things you can put /ʊ/ on a foot are a shoe and a boot /u:/.

1. The _____ /ʌ/ after _____ /u:/ is July.
2. My mother's other _____ /ʌ/ is my _____ /ʌ/.
3. Brazil _____ /ʌ/ the World _____ /ʌ/ in 2002.
4. Fruit _____ /u:/ is _____ /ʊ/ for you.
5. There is a _____ /ʊ/ _____ /u:/ once a month.
6. You pronounce _____ /ʊ/ exactly the same as _____ /ʊ/

Activity 8.7. Listen and circle the word you hear. (audio A89)

1. Cut or cat? There's a *cut* / *cat* on the arm of the sofa.
2. Come or calm? You should try to *come* / *calm* down.
3. Gun or gone? He's taken his dog and *gun* / *gone*.
4. Shoes or shows? I've never seen her *shoes* / *shows* on TV.
5. Pool or pull? It said '*pool*' / '*pull*' on the door.
6. Luck or look? It's just her *luck* / *look*!
7. Shirt or shut? The hairdresser's *shirt* / *shut*.
8. A gun or again? He shot *a gun* / *again*.

Activity 8.8. Tick the words a) or b) that you hear in the sentences. (audio AB6)

1	a) look	b) Luke
	a) full	b) fool
	a) pull	b) pool
	a) fullish	b) foolish
	a) would	b) wooed

Activity 8.9. First practise the sound /u:/ in some of the words and phrases from the dialogue. Read the words aloud.

Who, school, soup, threw, unit, **rudeness**, **rudest**, **student**, **continue**, **computer**, **chewing gum**, **excuse me**, **good afternoon**, **it was you!**

DIALOGUE The two rudest students in the school (audio AB7)

Activity 8.10. Listen to the dialogue, paying attention to the target sound and fill the gaps with the correct words.

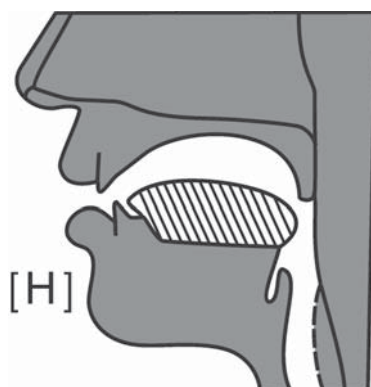
MISS LUKE:	Cood afternoon girls.
GIRLS:	Cood afternoon, Miss Luke.
MISS LUKE:	This 1. _____ we're going to learn how to cook 2. _____. Turn on your 3. _____ and look at 4. _____ twenty-two.
LUCY:	5. _____ me, Miss Luke.
MISS LUKE:	Yes, Lucy?
LUCY;	There's some 6. _____ gum on your 7. _____.
MISS LUKE:	Who 8. _____ their chewing gum on the floor? Was it you, Lucy?
LUCY:	No, Miss Luke. It was Susan.
MISS LUKE:	Who?
LUCY:	Susan Duke.
SUSAN:	It wasn't me, 9. _____. It was Julie.
JULIE:	It was you!
SUSAN:	It wasn't me! My mouth's 10. _____ of chewing gum. Loo, Miss Luke!
JULiE:	Stop 11. _____ my hair, Susan. It was you!
SUSAN:	YOU!
JULIE:	YOU!
MISS LUKE:	Excuse me! If you two 12. _____ with this 13. _____, you can stay after 14. _____ instead of going to the 15. _____.

TONGUE TWISTER

"How much wood would a woodchuck chuck
if a woodchuck could chuck wood"

III. HOW MANY HOURS?

The sound /h/



TARGET SOUND /h/ (audio B50a)

Look at the mouth diagram to see how to make the sound /h/. Listen and say the sound. The air comes through a small gap at the back of the mouth.

SOUND AND SPELLING /h/ (audio B50d)

/h/ is usually spelled **h**, but it is spelled **wh** in a few words.

h	hat, here, help, hot, how, behind
wh	who, whose, whole

A few words begin with a silent letter **h**. (audio B50c)

hour, honest

Activity 8.11. Listen and say these sentences. (audio B50d)

1. **Hi, hello, how** are you?
2. **Whose hat** is this?
3. It's **hot** in **here**.
4. We **had** a **whole** month's **holiday**.
5. Can you **help** me for **half** an hour?
6. **Who's who?**

Activity 8.12. Listen and complete the dialogue. (audio B52)

A: Excuse me, can you tell me ___how___ to get to the castle?

B: Yes. Go past the _____ and the _____, then there's a road _____ those _____.

You go up a _____, and the castle's at the top.

A: Thanks for you _____.

Activity 8.13. Listen and circle the word you hear. (audio A47)

1. Art or heart? - This is the *art* / *heart* of the country.
2. Hearing or earring? - She's lost her *hearing* / *earring*.
3. West or vest? - The *west* / *vest* is very warm.
4. Aware or of air? - They weren't made *aware* / *of air*.
5. Use or juice? - What's the *use* / *juice*.
6. Heat or sheet? - I can't sleep in this *heat* / *sheet*.

Activity 8.14. Add one of these sounds to the start of these words to make other words: /h/, /j/, /w/.

Example air – hair, where

1. earth - _____	6. eyes - _____	11. I'll - _____
2. ear - _____	7. all - _____	12. eat - _____
3. or - _____	8. aid - _____	13. ache - _____
4. in - _____	9. ill - _____	14. eye - _____
5. eight - _____	10. art - _____	15. old - _____

Activity 8.15. Tick the words a) or b) that you hear in the sentences. (audio D20)

- 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

Activity 8.16. Each sentence contains four or five examples of one of these sounds: /h/, /w/, /j/

1. Your uniform used to be yellow.	5. New Your University student's union.
2. Haley's horse hurried ahead.	6. The hen hid behind the hen house.
3. This is a quiz with twenty quick questions.	7. Which language would you like to work in?
4. We went to work at quarter to twelve.	8. A fusion of Cuban and European music.

DIALOGUE

A horrible accident

Activity 8.17. Listen to the dialogue, paying attention to the target sound and fill the gaps with the correct words.

EMMA: Hi, Holly.

HOLLY: Emma, have you 1. _____? There's been a 2. _____ accident.

EMMA: Oh, dear! What's 3. _____?

HOLLY: Helena's 4. _____ has had an accident on his 5. _____.

EMMA: 6. _____ awful! Is he 7. _____?

HOLLY: Yes. He's been taken to 8. _____ in an 9. _____

EMMA: How did it happen?

HOLLY: He was 10. _____ by an 11. _____ van. It was on the crossing just 12. _____ his 13. _____.

EMMA: How 14. _____!

HOLLY: He's 15. _____ an emergency 16. _____ in hospital now.

Poor 17. _____. She's so 18. _____.

EMMA: Perhaps 19. _____ 'll be 20. _____ right, Holly.

HOLLY: I 21. _____ so.

TONGUE TWISTER

Harry Hunt hunts heavy hairy hares.

Does Harry Hunt hunt heavy hairy hares?

If Harry Hunt hunts heavy hairy hares,

Where are the heavy hairy hares Harry Hunt hunts?

UNIT 9

I. CONSONANT DIGRAPHS

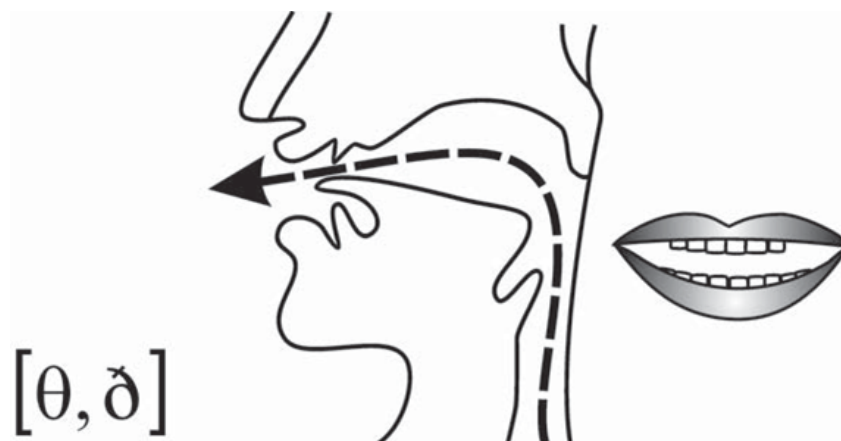
A digraph is a combination of two letters that make a single sound, as the "ph" in "phone." In fact, the word "digraph" contains a digraph. Digraphs can include a combination of **consonants** or **vowels**. Let's take a look at several digraph examples, starting with consonants.

Digraph	Initial or Final Sound	Examples
"ch-"	Initial	chair, cheese, child
"-ch"	Final	lunch, pinch, rich
"-ck"	Final	luck, sick, tuck

"kn-"	Initial	knight, knife, knot
"ph-"	Initial	phone, phonics, phrase
"sh-"	Initial	shape, ship, shoe
"-sh"	Final	brush, dish, flash
"-ss"	Final	bliss, chess, mess
"th-"	Initial	think, three, thumb
"-th"	Final	bath, earth, with
"wh-"	Initial	whale, what, why
"wr-"	Initial	wreck, wrist, writing

II. ARTHUR'S MOTHER

The sounds /θ/ and /ð/



The TH consonant sounds are the only pair of sounds in English that share the same spelling. They also take the same mouth shape.

TARGET SOUND /θ/ (audio B14e)

Look at the mouth diagram to see how to make the sound /θ/. Listen and say the sound.

Make loose contact between the tongue and the back of the teeth and push the air through the gap. There is no voicing (vibration from the throat). Listen and say the sound.

SOUND and SPELLING /θ/ (audio B14b)

The voiceless (unvoiced) TH sound (symbol: θ) can be found in English words such as:

thin, thanks, thirty, theatre, thumb, Thursday, thirsty, three, both, month, mouth, north, south.

think, thing, teeth, birthday, bath, both, Thursday, thirsty, three, nothing, both.

TARGET SOUND /ð/ (audio B 15a)

Look at the mouth diagram to see how to make the sound /ð/. Listen and say the sound. Make loose contact between the tongue and the back of the teeth and push the air through the gap. /ð/ is different from /θ/ because there is voicing (vibration from the throat).

SOUND and SPELLING /ð/ (audio B15c)

The **voiced** TH sound (symbol: ð) can be found in English words such as:

this, that, these, those, then, they, father, moter, brother, other, together, weather, without, breathe, with.

Pronunciation TH - Mixed Voiced and Voiceless

There's the wealthy author whose brother has toothache.
 The weather from the north on Thursdays is soothing.
 They have nothing other than each other, the weather, and their youth.
 Those thirty-eight thieves were brothers.
 They'd rather have a bath with their clothing on.

Activity 9.1. Find a way from Start to Finish. You may pass a square only if the word in it has the sound /θ/

START

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

FINISH

Activity 9.2. Complete this rhyme using words from the box. Then listen and check.

(audio A82)

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

1. Arthur had a <u>brother</u>	6. They wanted was a _____
2. And he didn't want <u>another</u>	7. So Arthur's mother _____
3. And of the brothers, _____	8. Got them both _____,
4. Wanted sisters _____	9. And told them all good _____
5. The last thing on this _____	10. Should learn to share their _____

Activity 9.3. Listen to the poem again. Pause the recording after each line and repeat it.

Activity 9.4. 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.

ex. It's free o'clock. three

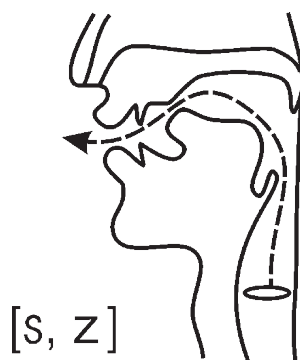
1. A <u>bat</u> is more relaxing than a shower. _____	4. You need a <u>sick</u> coat in winter. _____
2. The train went <u>true</u> the tunnel. _____	5. I don't know; I haven't <u>fought</u> about it. _____
3. Don't walk on the ice; it's very <u>fin</u> . _____	6. It's a matter of life and <u>deaf</u>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

Activity 9.5. Listen and circle the word you hear. (audio A83)

1. Youth or use?	There's no youth/use talking about that.
2. Thought or taught?	I don't know what she thought/taught.
3. Free or three?	Free/Three refills with each packet!
4. Closed or clothed?	They weren't fully closed/clothed.
5. Breeding or breathing?	They've stopped breeding/breathing.
6. These are or visa?	These are/ Visa problems we can deal with later.

III. IT'S THE WRONG SIZE, ISN'T IT?

The sounds /s/ and /z/



TARGET SOUND /s/ (audio B20a)

Look at the mouth diagram to see how to make the sound /s/. Listen and say the sound. There is some contact between the tongue and the teeth at the sides of the mouth. There is no voicing (vibration from the throat).

SOUND AND SPELLING /s/ (audio B20b)

/s/ is usually spelled **s**, **ss** or **c**, and sometimes **sc**.

s	sit, sister, bus
ss	class, glasses
c	city, circle, pencil, place, police, pronounce
sc	science, scissors

The letter **x** is usually pronounced /**ks**/.

Activity 9.6. Listen and say these phrases and sentences. (audio B20d)

- 1 summer in the **city**
- 2 Have you **seen** my **glasses**?
- 3 So, I'll see you in the **same** place next **Saturday**.
- 4 I **saw** your **sister** on the bus yesterday.
- 5 My **science** lessons were the most interesting.

TARGET SOUND /z/ (audio B21a)

Look at the mouth diagram to see how to make the sound /z/. Listen and say the sound. There is some contact between the tongue and the teeth at the sides of the mouth. /z/ is different from /s/ because there is voicing (vibration from the throat).

SOUND AND SPELLING /z/ (audio B21c)

/z/ is usually spelled **s** or **z**, and sometimes **ss** or **zz**.

s	gives, sisters, easy, husband, roses
z	zoo, zero, size
ss	scissors
zz	jazz

Activity 9.7. Listen and say these sentences. (audio B21d)

1 What time does the zoo close?

2 A: My favourite music is jazz.

B: Really? Well, it's always interesting, but it isn't always easy to listen to.

3 Roses are my favourite flowers.

UNIT 10

I. VOWEL DIGRAPHS

Vowel digraphs are two vowels that when placed together generate one sound. This includes double vowels like the long “oo” in “moon” or short “oo” in “foot”. Other vowel digraphs are formed by two different vowels like “ai” in “rain” or “oa” in “boat”. A long vowel sound is usually formed in a vowel digraph. As mentioned above, this rule is simply put as “when two vowels go walking, the first one does the talking (although there are exceptions, such as “said” and “shoe”).

1.

ai /ay – [eɪ] – pain, rain; straight [streɪt], pay; May [meɪ]

au /aw = [oː] : author, taught, caught, saw, law.

ee – [i:] – tree, screen; see [si:],

ea – [e], [i:], [eɪ] – head, read, break; sea [si:]

ei – [i:] [eɪ] [aɪ] – deceive, weight, height;

ey – [i:] [eɪ] [aɪ] – key, grey, eye;

oo – [ʊ] [u:] [ɔ:] [ʌ] – wool, book [bʊk] pool, door [dɔ:], blood; too [tu:]

oi/oy - [ɔɪ] - coin [kɔɪn], noise [nɔɪz], employ [ɪmˈplɔɪ], boy [bɔɪ]

oa – [əʊ] – road, soap; coat [kəʊt]

ou – [aʊ] – house, mouse; out [aʊt]

[ʌ] - cousin, young

[u:] : youth, group, soup.

[o:] : bought. перед **ght**

ow-[aʊ] , [əʊ] - now [naʊ], window [ˈwɪndəʊ]

ew – [ju:] – new, few;

eu – [ju:] – neutral, feudalism;
ie – [e] [i:] [aɪ] – friend, field, diet.
ye = [aɪ]- rye;
ui/ ue = [u:]- blue, fruit, juice.

2) BEFORE «r»

- 1) **oa** + **r** = [o:] - board;
- 2) **ea** + **r** = [ɪə] - dear; near, bear; но иногда = [ə:]: learn, earth;
- 3) **ai** + **r** = [eə] - hair, chair, fair;
- 4) **ei** + **r** = [eə] - their;
- 5) **ee** + **r** = [ɪə] - deer, beer;
- 6) **oo** + **r** = [uə] - poor; but sometimes = [o:]: door, floor.
- 7) **ou** + **r** = [aʊə] - hour; our.

Activity 10.1. Read the words and underline the digraphs.

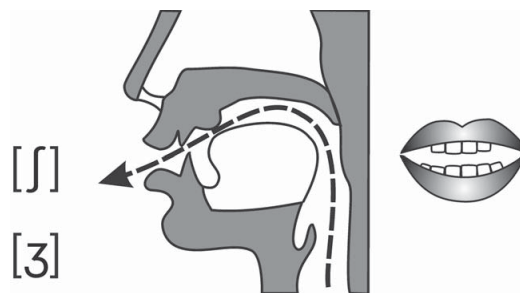
Autumn, awesome, oyster, aim, oatmeal, outside, owner, eel, eager, breath, breathe, freedom, found, gray, spoon, die, neutral, field, goat, heat, load, cousin.

Activity 10.2. Read the text and underline the digraphs.

Robert Burns loved common people and wrote about them. One day, when he was walking near the docks, he heard a cry for help. He ran towards the water. Just then a sailor jumped off a boat that stood near the dock, began to swim towards the man who was calling for help, and saved him. The man who was saved was a rich merchant. When he came to, he thanked the brave sailor and gave him a shilling. By this time a lot of people were standing round them. They called the sailor a hero, when the rich man gave him only a shilling. But Burns stopped them and said. 'Let him alone. The gentleman is, of course, the best judge of what his life is worth'.

II. FRESH FISH, USUALLY

The sounds /ʃ/ and /ʒ/



TARGET SOUND /ʃ/ (audio B28a)

Look at the mouth diagram to see how to make the sound /ʃ/. Listen and say the sound. Your tongue points upwards towards the roof of your mouth. There is some contact between the tongue and the teeth at the sides of the mouth. There is no voicing (vibration from the throat).

SOUND AND SPELLING /ʃ/ (audio B28b)

/ʃ/ is usually spelled **sh**.

But /ʃ/ is sometimes spelled in different ways. (audio B28c)

sh	shop, fashion, cash, fresh, wash, mushroom
c	ocean
ch	machine
ci	delicious, special
s	sugar, sure
ss	Russia
ti	internation

Activity 10.3. Listen and say these sentences. (audio B28d)

1. This is a very special pronunciation machine.
2. All our food is fresh, and we serve delicious international specialities.
3. A: You didn't put sugar in my tea, did you?
B: No.
4. Are you sure?

TARGET SOUND /ʒ/ (audio B29a)

Look at the mouth diagram to see how to make the sound /ʒ/. Listen and say the sound. Your tongue points upwards towards the roof of your mouth. There is some contact between the tongue and the teeth at the sides of the mouth. /ʒ/ is different from /ʃ/ because there is voicing (vibration from the throat).

SOUND AND SPELLING /ʒ/ (audio B29c)

There are not many words with /ʒ/. It is usually spelled **si** or **s**.

si	television, Asia
s	usually

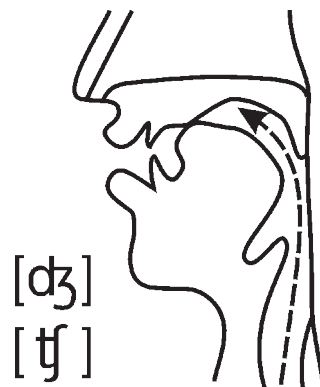
Activity 10.4. Listen and say these sentences. (audio B29d)

A: Do you like sport?

B: Yes... but only on television, usually!

III. CHIPS AND JUICE

The sounds /tʃ/ and /dʒ/



TARGET SOUND /tʃ/ (audio B34a)

Look at the mouth diagram to see how to make the sound /tʃ/. Listen and say the sound. There is no voicing (vibration from the throat). /tʃ/ is like /t/ + /ʃ/ together.

SOUND AND SPELLING /tʃ/ (audio B34b)

/tʃ/ is usually spelled **ch**, **t**, or **tch**

ch	chips, choose, March, which
t	future, question
tch	catch, watch, kitchen

Activity 10.5. Listen and say these sentences. (audio B34e)

1. Which questions did you choose in the exam?
2. The picture in the kitchen is by a Czech artist.

TARGET SOUND /dʒ/ (audio B35a)

Look at the mouth diagram to see how to make the sound /dʒ/. Listen and say the sound. There is voicing (vibration from the throat). /dʒ/ is like /d/ + /ʒ/

SOUND AND SPELLING /dʒ/ (audio B35c)

/dʒ/ is usually spelled j, g, ge or dge.

j	jam, jacket, jeans, job, jet
g	general
ge	age, large
dge	fridge

Activity 10.6. Listen and say these sentences. (audio B35e)

1. Who's that wearing a large orange jacket?
2. There's some juice in the fridge.
3. Languages are a bridge between people.

Activity 10.7. Listen and say these sentences. (audio B29d)

-Do you like sport?
-Yes... but only on television, usually!
Write these words

/ˈʃʊgə/	/ˈfɪʃ/	/ˈsteɪʃən/	/ˈfɪnɪʃ/
/ˈʃaʊt/	/ˈʃɔːrt/	/ˈdɪʃ/	

Activity 10.8. Listen and complete the text. (audio B31)

RECIPE

Take your _____ cash _____
Go to the _____
Buy some _____
and some _____
Take them home.
_____ them.
Cook them for a _____ time.
Put them in a _____.
Eat them.
_____, _____!

Activity 10.9. Listen and complete the sentences. (audio B32)

1. Yes, we're an _____ business.

We're based in _____, but we fly
to anywhere in _____ and the Pacific _____.

2. Why are you _____ at that _____?
It's eaten my _____!

TONGUE TWISTER

I ship cheap ice chips in cheap ice chip ships.

Activity 10.10. Write these words.

1. /'dʒæm/	2. /'wɒtʃ/	3. /'dʒɒb/
4. /'tʃɪps/	5. /'lɑːrdʒ/	6. /'dʒuːs/
7. /'dʒæz/	8. /'tʃɛər/	9. /'eɪdʒ/

Activity 10.11. Listen and circle the odd one out. (audio B37)

1. larger	Generally	guess	fridge
2. village	get	Germany	page
3. coach	check	Christmas	temperature
4. June	vegetable	give	cabbage
5. station	Russian	picture	information

Activity 10.12. Listen and repeat these sentences. (audio B38)

1. I went to a small Russian village.	4. Look at this page of information.
2. Cabbage is my favourite vegetable.	5. I'm going to the coach station.
3. I was in Germany at Christmas.	6. Can you check the temperature, please?

Activity 10.13. Listen and put these words into two groups. (audio B39)

teacher	lounge	bridge	chair	large	chicken	cheap
juice	Dutch	language	chips	orange	cheese	dangerous

Words with /tʃ/	Words with /dʒ/

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Навчальний посібник з усної практики
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