

Міністерство освіти і науки України
Національний гірничий університет

ЛАБОРАТОРНІ РОБОТИ
З ПРАКТИЧНОГО КУРСУ АНГЛІЙСЬКОЇ МОВИ
(вступний фонетичний курс)
для студентів 1 курсу
(напрямок підготовки 0305 “Філологія”, спеціальність 6.030500 “Переклад”)

Дніпропетровськ
НГУ
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Лабораторні роботи з практичного курсу англійської мови (вступний фонетичний курс) студентів 1 курсу (напрям підготовки 0305 “Філологія”, спеціальність 6. 030500 “Переклад”) / Укладач: Т.М. Висоцька. – Дніпропетровськ: Національний гірничий університет, 20012.- 77 с.

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PART I EXERCISES ON DEVELOPING DEEP BREATHING

Exercise 1 This exercise should be taken every morning and evening before an open window.

Stand straight with your hands on hips and shoulders back and down. Close the mouth. Now draw a slow full breath through the nose. You will feel that the lungs are full. Hold your breath counting mentally "one", "two", "three"; then exhale slowly and completely. When you breathe in deeply you see the expansion at the waist line first, then at the middle part of the lungs and at last in the upper part of the chest. When you breathe out you relax the diaphragm first (a movement which lessens the size of the waist line), then the lower ribs, and lastly let the chest sink.

Count "one", "two", "three" again and repeat the exercise.

If you find it difficult to hold your breath between breathing in and out, start by counting "one". The maximum number to count between should be "five", the maximum number of breaths is "ten".

Exercise 2 This exercise can be taken every time you walk.

While walking slowly somewhere (when you are not in a hurry) breathe in rhythmically with your steps. Inhale during three steps, hold your breath for three other steps, now exhale during three more steps, hold for another three steps. Continue doing the exercise as long as you feel no strain. If it is difficult to hold the breath for "three" at the beginning start with "one" or

"two".

Exercise 3 This is an excellent exercise for speakers.

Stand at the end of a long room and try to hit the opposite wall with each word you read. Keep the pitch of the voice low and count slowly.

Stand erect with your hands on the hips. Take a full breath through the mouth, count "one", while breathing out count "one", "two". Breathe in through the mouth again counting "one", "two", "three". Breathe out through the mouth, count "one", "two", "three", "four". Continue in this way until you count "ten". Be sure not to allow any breath to escape between counts. Repeat the exercise during the first week. For the second week reach 15 in counting, for the third week reach 20. If you find it quite hard for you to count 10, begin with counting 5.

Exercise 4 This exercise is also meant to develop your ability to control your "deep breathing".

Choose a long paragraph from a Russian / Ukrainian book. Take a deep breath and begin reading the paragraph without stopping at punctuation marks. Read as many words as possible in one breath. Now mark the place where you have stopped and continue reading. Mark the next place you have stopped and so on until you come to the end of the whole paragraph. Read fairly loudly and at a normal speed.

Take the same paragraph each day for a week and gradually you will be able to speak a greater number of words with each breath.

PART II ARTICULATION EXERCISES

I. Exercises for the Opening of the Mouth

1. (a) Keep the mouth closed with the lips pressed together.

(b) Drop the lower jaw as low as possible.

The mouth should be wide open (Fig. 1)

(c) Come back to the (a)-position.

(d) Continue practising the exercise counting "two" (positions b, a).

2. (a) Keep the mouth closed with the lips pressed together.

(b) Open the mouth as wide as one third of the opening (Fig. 2).

(c) Open the mouth even one third wider. The separation of the jaws is considerable (Fig. 3).

(d) Drop the lower jaw as low as you can so that the opening of the mouth could be the widest (see Fig. 1).

(e) Come back to the (a)-position.

(f) Continue doing this exercise counting "four" (positions b, c, d, a).



Fig. 1



Fig. 2



Fig. 3

3. (a) Open the mouth as wide as possible.

(b) Close the mouth gradually in three equal times.

(c) Practise the exercise counting "three" (see Figs. 1, 3, 2).

4. (a) Keep the mouth closed with the lips pressed together.

(b) Push the lower jaw forward.

(c) Come back to the (a)-position.

(d) Continue doing the exercise counting "two" (positions b, a).

5. (a) Keep the mouth closed with the lips pressed together.

(b) Push the lower jaw to the left.

(c) Now push it to the right.

(d) Continue practising the exercise counting "two" (positions b, c).

II. Exercises for the Lips

1. (a) Keep your lips pressed together.

(b) Now open the mouth. The lips should be in their neutral position (Fig. 4).

(c) Come back to the (a)-position. Pronounce energetically [m, m, m].

(d) Continue doing the exercise counting "two" (positions b, a).

2. (a) Keep your lips pressed together.

(b) Open the mouth, so that the lips should be in their neutral position (see Fig. 4).

(c) Now round the lips (Fig. 5).

(d) Come back to the (a)-position.

(e) Continue practising the exercise counting "three" (see Figs. 4, 5). Remember that the second position of the lips is neutral, the third is well rounded.



Fig 4.



Fig. 5

- 3.(a) Press the lips, then make them neutral. Now round them,
- (b) Now slightly protrude the lips as for the Russian sound [y].
- (c) Take the position of the lips pressed together.
- (d) Continue practising the exercise counting "four" (see Figs. 4, 5 and position b).

Use the mirror to make sure that the lips change from a neutral to a rounded position.

- 4.(a) Press the lips together.
- (b) Spread the lips giving a smile without showing the teeth.
- (c) Come back to the position of the lips pressed together.
- (d) Now spread the lips giving a smile and showing your teeth.
- (e) Come back to the position of the lips pressed together.
- (f) Alternate these positions of the lips counting "four" (positions b, a, d, a).

- 5.(a) Press the lips together.
- (b) Spread the lips showing the upper teeth.
- (c) Protrude the lips.
- (d) Spread the lips again showing the upper teeth.

Continue doing the exercise counting "two". Practise the exercise energetically.

- 6.(a) Press the lips together.
- (b) Draw the lower lip inward and slightly upwards to touch the upper front teeth. Keep the upper lip out of the way altogether.
- (c) Come back to the position of the lips pressed together.
- (d) Continue doing the exercise counting "two".

7. (a) Take a deep breath.

(b) Repeat the 6(b) position.

(c) Give a strong breath out, pronouncing the sound [f].

Concentrate on the strong long friction (Fig. 6).

(d) Practise the exercise several times.

8. (a) Press the lips together.

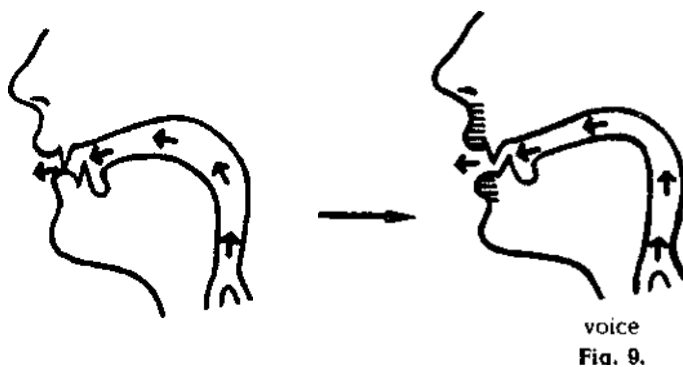
(b) Move the upper lip upwards and the lower lip downwards to show the teeth.

(c) Come back to the position of the lips pressed together.

(d) Continue practising the exercise counting "two" (positions b, a).

9. (a) Press the lips together.

(b) Keeping in mind the position of the lips for [v — w] practise the exercise counting "two" (see Figs. 6, 7).



voice
Fig. 6

voice
Fig. 7

(c) Now alternate the position of the lips from rounded to spread, from spread to rounded (see Figs. 8, 9).

Continue doing the exercise.



Fig. 8

Fig. 9

10. (a) Take a thin sheet of paper and put it before your lips (Fig. 10, a).

(b) Press the lips together.

(c) Push air through the mouth as strongly as possible, pronouncing the sound [p]. Make the sheet vibrate (Fig. 10, b).

(d) Practise doing the exercise several times.

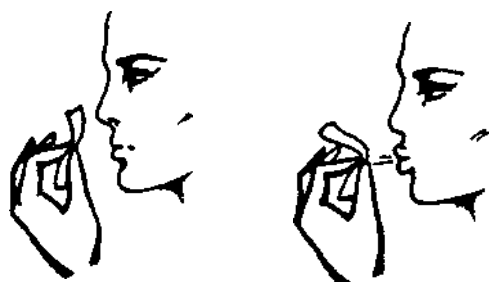


Fig. 10

a)

b)

III. Exercises for the Tongue

1. (a) Open the mouth so that the separation of the jaws could be considerable and you could see the tongue.

(b) Put the tip of the tongue against the lower teeth.

(c) Now press it against the upper teeth.

(d) Continue doing the exercise counting "two" positions a, b).

2. (a) The position of the mouth is wide open, so that you can see the tongue.

(b) Put the tip of the tongue close to the edge of the upper teeth

or even project it very slightly between the teeth (Fig. 11).

(c) Draw the tip backwards.

(d) Continue practising the exercise counting "two" (positions b, c).

3. (a) The mouth is wide open.

(b) Put the tip of the tongue very close to the edge of the teeth and blow the air out.

(c) Practise the exercise several times.

4. (a) The mouth is wide open.

(b) Put the tip of the tongue to the inner side of the upper teeth.

(c) Then touch the teeth ridge with the tip of the tongue.

(d) Come back to the position with the tip of the tongue against the inner side of the upper teeth.

(e) Continue doing the exercise counting "two" (positions c, b).



Fig. 11

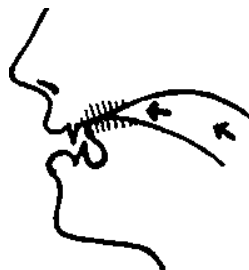


Fig. 12

5. (a) The mouth is wide open.

(b) Put the blade of the tongue on the teeth ridge.

(c) Push the air through the mouth very quickly so that the strong friction is heard.

(d) Practise the exercise several times alternating strong and weak friction.

6. (a) The mouth is wide open.

(b) Put the tip of the tongue to the inner side of the upper teeth.

(c) Now press the tip to the teeth ridge (see Fig. 12).

(d) Then press the tip of the tongue to the back of the teeth ridge.

(e) Come back to the (b)-position, with the tip of the tongue against the inner side of the upper teeth.

(f) Continue practising the exercise counting "three" (positions c, d, b). Use the mirror. Be careful to do the exercise only with the tip of the tongue.

7. (a) The mouth is wide open.

(b) Put the tip of the tongue on the teeth ridge.

(c) Beat the tip of the tongue against the teeth ridge.

(d) Practise the exercise several times.

8. (a) The mouth is wide open.

(b) Hit the tip of the tongue against the left cheek.

(c) Now hit the tip of the tongue against the right cheek.

(d) Continue doing the exercise counting "two" (positions b, c).

9. (a) The mouth is wide open.

(b) Put the tip of the tongue against the teeth ridge.

(c) Now place the tip of the tongue against the lower teeth.

(d) Hit the tip against the right cheek.

(e) Now hit the tongue-tip against the left cheek.

(f) Alternate the positions counting "four" (positions b, c, d, e).

10. (a) The mouth is wide open.

(b) Show your tongue a little and say "Ah".

(c) Now draw the tongue back horizontally and say "All" again.

(d) Alternate these horizontal movements of the tongue counting "two" (positions b, c).

11. (a) The mouth is wide open.

(b) Now say [a], with the tip of the tongue pressed to the lower teeth.

(c) Then say [ɪ]. The position of the tip of the tongue is the same. The separation of the jaws is smaller. Mind the vertical movement of the tongue.

Alternate these vertical positions of the tongue counting "two" (positions b, c).

IV. Exercises for the Soft Palate

1. (a) Take a mirror, turn your back to the light, open the mouth wide, keep the tongue as low as possible and say "Ah", as if the doctor wanted to examine your throat. Mind that the soft palate is raised closing the nasal cavity. The air stream goes through the mouth.

(b) Keeping the mouth in this position breathe in and out through the mouth.

Alternate the air effort while breathing out now making it strong now very slight.

2. (a) The mouth is wide open.

(b) Now push the air through the nose. You will see and feel a contact between the tongue and the soft palate which is lowered now and closes the mouth

cavity. The air goes through the nose.

(c) Go on breathing in and out through the nose with your mouth open.

3. (a) Press the lips together and push the air through the nose. The soft palate now is lowered letting the air into the nasal cavity.

(b) Breathe in and out through the nose with your lips pressed.

(c) Now pronounce the sound [m], keeping the lips pressed together.

PART III LABORATORY WORKS

LABORATORY WORK №1

STOPS

1. Listen how the speaker on the tape pronounces stops in word initial position.

- Imitate the reading.
- Mind that a complete obstruction should be released with a strong explosion.
- Make [p], [t], [k] aspirated.

[p]	[b]	[t]	[d]	[k]	[g]
pen	Ben	ten	dean	came	give
pack	back	tart	dot	court	goal

2. Practise reading the words above at normal conversational speed.

- Be sure to pronounce stops in word initial position correctly.

3. Now read the word-contrasts. Concentrate on the difference

between an initial voiceless stop and its voiced counterpart.

[p]	[b]	[t]	[d]	[k]	[g]
pig — big		tea — D		curl — girl	
port — bought		ton — done		card — guard	

4. Listen how the speaker on the tape pronounces stops in the word medial position.

- **Imitate the reading.**
- **Mind that a complete obstruction should be released with an explosion.**
- **Observe the positional length of the vowels preceding the voiceless / voiced consonants.**

[p]	[b]	[t]	[d]	[k]	[g]
happy	shabby	metal	faded	sacking	degree
capable	cable	writer	rider	bicker	bigger

5. Practise reading the words above at normal conversational speed.

- **Be sure to pronounce stops in word medial position correctly.**

6. Now read the words.

- **Concentrate on the difference between a medial voiceless stop and its voiced counterpart.**

[p]	[b]	[t]	[d]	[k]	[g]
caper — caber		hearten — harden		bicker — bigger	
poppy — bobby		putting — pudding		locking — logging	

7. Listen how the speaker on the tape pronounces stops in word final position.

- **Imitate the reading.**
- **Mind** **weak** **aspiration** **of**

the stops [p], [t], [k] in their final position.

- Observe the length of the vowels preceding the voiceless/voiced stops.

[p]	[b]	[t]	[d]	[k]	[g]
cup	cub	bet	bed	duck	dug
cap	cab	bit	bid	pick	big

8. Practise reading the words above at normal conversational speed.

- Be sure to pronounce voiced stops in word final position partially devoiced.
- Remember that strong (voiceless) stops at the end shorten the preceding vowel.

9. Now read the word-contrasts.

- Concentrate on the difference between a final voiceless stop and its voiced counterpart.
- Be particularly careful to shorten the vowels preceding the strong (voiceless) stops and lengthen them a bit before weak (voiced) ones.
- Do not forget to pronounce final voiced stops as partially devoiced.

[p]	[b]	[t]	[d]	[k]	[g]
rope — robe	hat — had	lock — log			
lap — lab	lit — lid	Dick — dog			

10. Read each of the sentences below twice, using word (a) in the first reading and word (b) in the second. Then read again and use either (a) or (b).

- **Let your fellow-student identify in each case the word you have pronounced.**

- | | |
|--------------------|--|
| (a. back; b. pack) | 1. Now I must... |
| (a. bear; b. pear) | 2. You can't eat a whole ... |
| (a. mob; b. mop) | 3. The leader kept the ... well in hand. |
| (a. gold; b. cold) | 4. Are you getting ...? |
| (a. cave; b. gave) | 5. Under great pressure they ... in. |
| (a. back; b. bag) | 6. Put your coat on your ... |
| (a. bed; b. bet) | 7. When he moved he lost his ... |
| (a. let; b. led) | 8. A traitor ... the enemy in. |

11. Reading Matter. Listen how the speaker on the tape reads the phrases below. Practise reading them at normal conversational speed:

Pretty Polly Perkins has a pair of pretty plaits.

Ping-pong is a popular sport and is played in many places.

Barbara is a beautiful blonde with bright blue eyes.

The trip by train took tiresome twenty-two hours.

Too many teenagers tend to waste their time watching television.

Denny's daughter Diana doesn't like darning.

If we keep quiet we may be lucky and see the cuckoo.

Take care not to make many mistakes when you bake those cakes.

If you go digging in the garden, don't forget to get your old grey gloves.

LABORATORY WORK №2

FRICATIVES

1. Listen how the speaker on the tape pronounces fricatives in word initial position.

- Imitate the reading.

[f]	[v]	[θ]	[ð]	[s]	[z]	[ʃ]	[h]
feet	visit	thief	these	soup	zoo	sheep	hat
food	verse	thank	then	so	zero	ship	harp

2. Practise reading the words above at normal conversational speed.

- Be sure to pronounce fricatives in word initial position correctly. Make the friction as strong as possible (except for [h]).

3. Now read the word-contrasts, concentrate on the difference between an initial voiceless fricative and its voiced counter part.

[f]	[v]	[θ]	[ð]	[s]	[z]
feel — veal		thick — this		soup — zoo	
fan — van		thumb — thus		soap — zone	

4. Practise reading the following word-contrasts.

- Explain what changes in the place or the manner of articulation differentiate the meaning of words.

[f] - [θ]	[v] - [ð]	[v] - [w]	[ð] - [s]	[ð] - [z]
Finn - thin	vote - though	vest - west	thick - sick	these - sees
fought - thought	vain - they	verse - worse	thing - sing	they - say

[ð] - [z]	[s] - [θ]	[s] - [ʃ]	[ð] - [d]
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though — zone sin — thin see — she then — den
 these — zeal sick — thick sips — ships there — dare

5. Listen how the speaker on the tape pronounces fricatives in the word medial position. Imitate the reading.

[f]	[v]	[θ]	[ð]	[s]
suffer	cover	author	brother	pieces
defend	never	nothing	mother	concert

[z]	[ʃ]	[ʒ]	[h]
easy	Asia	measure	behave
hesitate	cushion	usual	perhaps

6. Practise reading the words above at normal conversational speed.

- Be sure to pronounce fricatives in word medial position correctly, mind that the friction in an intervocalic position is weaker than initially.

7. Listen how the speaker on the tape pronounces fricatives in word final position. Imitate the reading.

[f]	[v]	[θ]	[ð]	[s]	[z]	[ʃ]	[ʒ]
leaf	halve	path	with	niece	is	dish	rouge
calf	prove	breath	bathe	pass	says	cash	garage

8. Practise reading the words above at normal conversational speed.

- Be sure to pronounce final voiced fricatives as partially devoiced.
- Remember that strong (voiceless) fricatives at the end shorten the preceding vowel.

9. Now read the word-contrasts.

- **Concentrate on the fricative pairs in word final position.**
- **Be particularly careful to shorten the vowels preceding the strong (voiceless) fricatives and lengthen them a bit before weak (voiced) ones.**
- **Do not forget to pronounce voiced final fricatives as partially devoiced.**

[f] - [v]

leaf — leave

half — halve

[θ] - [ð]

mouth (n) — mouth (v)

breath — breathe

[s] - [z]

cease — seas

lice — lies

10. Practise reading the following word-contrasts.

- **Transcribe them.**
- **Explain what changes in the place or the manner of articulation substitute one consonant for the other.**

[θ] - [s]

mouth — mouse

worth — worse

[ð] - [z]

clothe — close

breathe — breese

[s] - [ʃ]

mess — mesh

ass — ash

11. Look at the word combinations below and decide which of the vowels have to be longer and which shorter. Now say the phrases with good vowel length and good difference between [f] and [v].

a brief love; a stiff glove; a grave grief; a cliff drive

12. Read the following word combinations and phrases with [ð] at normal conversational speed.

- **Be careful not to pronounce [v], [z], [d] instead of [ð].**

father and mother,

get them together,

smooth feathers;

you said that you'd answer these letters

13. Read the following phrases, be sure to pronounce the fricatives

correctly not to mix up the meaning.

- **Now read them very fast being very attentive in view of the word contrasts.**
- **Pronounce each sentence as one breath group, without pauses.**

[f] - [θ] : Philip fought while Philippa thought. This useful thread is free.

[s] - [θ]: The cook thickens the soup. The soup sickens the cook.

14. Look at the word combinations and phrases with [ʃ] - [ʒ].

- **Practise reading them. Mind that [ʃ] is a very noisy fricative and [ʒ] is much weaker and shorter.**

This shop is a fish shop; six sheep; a tape treasure; the usual decision.

15. Practise reading the following with [h] and no [h] initially.

Helen is arty.

Ellen is hearty.

Helen eats up the pie.

Ellen heats up the pie.

Helen looks after her hair.

Ellen looks after her heir.

16. Reading Matter. Listen and follow the speaker on the tape reading the phrases below.

[f] : Fine fellows met at five on the first of February. "Philip", said Ferdinand, "I fear we must fight." Then Philip and Ferdinand fought fairly for fifty-five minutes, after which they fell down in a faint, for the fight had been fearfully furious. When Philip came out of the faint, Ferdinand offered his hand. "Fair's fair", said Philip, "and I think this affair shows neither of us fears to fight".

[v]: Every evening Victor and Vivian visit Eve. Victor and Vivian are rivals. Both vow to love Eve forever. But Eve is very vain. Vivienne is vivacious and

full of verve. Eventually, Victor gives Eve up and goes over to Vivienne, leaving Eve to Vivian.

[θ]: Arthur Smith, a thick-set, healthy athlete sees three thieves throw a thong round Thea's throat and threaten to throttle her. He throws one thug to earth with a thud that shakes his teeth. Both the other thieves run off with a filthy oath. Thea thanks Arthur for thrashing the three thugs.

[ð]: These are three brothers. This is their other brother. These are their father and mother. Their other brother is teething.

[s]: Sue and Cicely are sisters. Sue is sixteen this summer. Cicely was seventeen last Sunday. Sue is sowing grass seed. She sees Cicely asleep with a glass of cider and nice sixpenny ice by her side. Sue slips across, sips the glass of cider and eats the ice. Cicely gets such a surprise when she wakes up.

[z]: Zoe is visiting the Zoo. A lazy zebra called Desmond is dozing at the Zoo. He feels flies buzzing round his eyes, ears and nose. He rouses, opens his eyes, rises and goes to Zoe. Zoe is wearing a rose on her blouse. Zoe gives Desmond the buns.

[ʃ]: She showed me some machine-made horse shoes. I wish to be shown the latest fashion in short shirts. Mr. Mash sells fish and shell-fish fresh from the ocean. She was still shaking from the shock of being crushed in the rush.

[ʒ]: I can't measure the pleasure I have in viewing this treasure at leisure. The decision was that on that occasion the collision was due to faulty vision.

[h]: Humble hairy Herbert has his hand on his heart because he sees how his brother's Henry horse has hurt his hoof in a hole while hunting. Henry helps him to hobble home; Henry is very humorous.

17. Transcribe and intone the phrases above.

- **Practise reading them yourself at normal conversational speed.**

LABORATORY WORK №3

AFFRICATES

1. Listen how the speaker on the tape pronounces affricates in word initial position. Imitate the reading.

[tʃ]:	cheap	[dʒ]:	Jean
	chop		jolly

2. Practise reading the words above at normal conversational speed.

- **Be sure to pronounce affricates in word initial position correctly.**
- **Make [tʃ] strong and voiceless and [dʒ] much weaker and voiced.**

3. Now read the word contrasts, concentrate on the difference between the initial voiceless affricate and its voiced counterpart.

[tʃ] -- [dʒ]:	chin — gin	cheep — jeep
	cheer — jeer	chill — gill

4. Listen how the speaker on the tape pronounces affricates in word medial position.

- **Imitate the reading.**
- **Remember that [dʒ] in this position is weak and short, [tʃ] is still strong and voiceless.**

riches — ridges	fetching — edging
catching — cadging	batches — badges

5. Concentrate on making [tʃ] strong and voiceless; [dʒ] is partly devoiced.

- Remember that [tʃ] shortens the vowel before it.

etch — edge

batch — badge

rich — ridge

catch — cadge

6. Read the following word combinations with [tʃ] -- [dʒ]. Concentrate on the correct pronunciation of the affricates.

[tʃ]: a rich cheese

a Dutch champion

a watch-chain

[dʒ]: a huge joke

a large jug

a juicy orange

7. Reading Matter. Listen how the speaker on the tape reads the phrases below.

- Practise reading them.

[tʃ]: Charles is a cheerful chicken-farmer. A poacher is watching Charles' chickens, choosing which to snatch. He chuckles at the chance of a choice-chicken to chew for his lunch. But the chuckle reaches Charles who chases the poacher and catches him. For lunch, Charles chose a cheap chop and some chips, with cheese and cherries afterwards. They cheered the cheerful chap who chose to venture to match his skill with the champion's.

[dʒ]: The aged judge urges the jury to be just but generous. In June and July we usually enjoy a few jaunts to that region. He injured his thumb on the jagged edge of a broken jar.

LABORATORY WORK №4

SONORANTS

NASAL SONORANTS

1. Listen how the speaker on the tape pronounces the sonorant

[m] in word initial, medial and final positions.

- **Imitate the reading.**

man, salmon, seem, made, family, warm

2. Practise reading the families of words above at normal conversational speed.

- **Be sure to observe the positional length of [m].**

3. Read the following words.

- **Concentrate on the positional length of the sonorant [m].**
- **Be sure to make [m] shorter before a voiceless consonant.**

simple, symbol, rampling, rambling, limp, limber

4. Read the following word combinations with [m] in different positions.

- **Concentrate on the correct pronunciation of the sonorant.**

many mushrooms; much marmalade; to make machines; a magic mask

5. Reading Matter. Listen how the speaker on the tape reads the phrases below.

The murmur of the bees in the elms brings back memories of many memorable summers. Some men may make many mistakes in mathematics. Since time immemorial the moon has moved men to make poems.

6. Transcribe and intone them.

- **Practise reading them yourself at normal conversational speed.**

7. Listen how the speaker on the tape pronounces the sonorant [n] in word initial, medial and final positions.

- **Keep the tip of the tongue on the teeth ridge for [n].**
- **Imitate the reading.**

nut, banana, inn

not, dinner, noon

8. Practise reading the words above at normal conversational speed. Mind the positional length of [n].

9. Read the following words. Be sure to observe the positional length of [n].

- **Remember that [n] is shorter before voiceless consonants.**

ant — and; lent — lend; bent — bend; dense — dens

10. Read the following word combinations with [n] in different positions.

- **Concentrate on the correct pronunciation of the sonorant.**

knitting needles; a nice necklace; neat napkins; a tin can; a fine line

11. Reading Matter. Listen how the speaker on the tape reads the phrases below.

- **Practise reading them at normal speed.**

That fine bunch of bananas will make a nice snack for noon. The rain in Spain falls mainly on the plains. There's no news of Annie.

12. Listen how the speaker on the tape pronounces the sonorant [n] in word medial (a) and final (b) positions.

- **Be sure that the back part of the tongue touches the soft palate for [n].**
- **Imitate the reading.**

(a) longing, anger, monkey, singer, finger, anchor

(b) sing, bring

13. Practise reading the words above at normal conversational speed. Observe the positional length of [ŋ].

14. Read the following words.

- **Concentrate on the positional length of the sonorant [ŋ]. Be sure to make [ŋ] shorter before a voiceless consonant.**

ankle — angle, bank — bangle

15. Transcribe and read the following word-contrasts.

- **Be sure to pronounce the final [ŋ] -- [ŋ] correctly.**
- **Explain what changes in the place or the manner of articulation substitute one consonant for the other and affect the meaning of words.**

fan — fang

win — wing

gone — gong

ton — tongue

sin — sing

son — sung

16. Reading Matter. Listen how the speaker on the tape reads the phrases below.

- **Practise reading them.**

They ran and rang the bell. I think the thing is impossible. The spring brings many charming things,

ORAL SONORANTS

- 1. Listen how the speaker on the tape pronounces the oral sonorant [l] in word initial, medial and final positions. Imitate the reading.**

live, along, all let, allow, beautiful

- 2. Practise reading the words above at normal conversational speed.**

9. Reading Matter. Listen how the speaker on the tape reads the phrases below. Practise reading them.

Which word would one want if one wanted a word?

It was a pleasure to watch the wonderful way in which they worked.

"What", "why", "when", and "where" are the words we require quite often when we want to ask questions.

10. Listen how the speaker on the tape pronounces the sonorant [j] in word initial and medial positions.

- **Imitate the reading. Make the sound [j] short and weak.**

young, yard, new, few

yet, yacht, dew, beauty

11. Read the following word combinations with [j] in different positions.

a unique yacht; a European university; a yellow suit; a new yard; a new year

12. Listen how the speaker on the tape reads the phrases below.

- **Transcribe and intone them. Practise reading them yourself at normal conversational speed.**

Yesterday I heard a curious and beautiful new tune. Don't argue about duty, or you'll make me furious — I know the value of duty. Excuse me if I refuse, but this suit isn't suitable.

13. Listen how the speaker on the tape pronounces the sonorant [r] in word initial and medial positions.

- **Imitate the reading.**

rich, very, umbrella red, sorry, break

14. Practice reading the following word contrasts.

rip — lip right — light
wrap — lap wrist — list

15. Read the following word combinations and phrases connecting them with the linking [r] at the junction of words.

• **Transcribe them.**

sister-in-law; a pair of shoes; Where are they going?

The car at the door isn't mine.

16. Reading Matter. Listen how the speaker on the tape reads the phrases below. Practise reading them.

Those red roses are really very pretty. The real reason is really rather curious. Harris rarely reads literary review.

LABORATORY WORK №5

ASSIMILATION

1. This exercise illustrates some special pronunciation which the stops have when immediately followed by [n] or [m].

- There is no sound at all between the stop and [n] or [m].
- Listen how the speaker on the tape pronounces the clusters below.
- Transcribe them.

(a) [t] or [d] + [n] or [m].

Mind that the tongue is not moved at all in passing from [t] or [d] to the [n] or [m].

[t] + [n] or [m]: button, threaten, not now, don't know, utmost, liftman,

not mine, hurt myself

[d] + [n] or [m]: sadness, gladness, good nerves, red nails, headmaster, goldmine, bad man, rude manners

(b) [p] or [b] + [n] or [m]

Mind that the lips remain in contact and the explosion is produced by the air escaping through the nose.

[p] or [n] or [m]: happen, open, I hope not, top men, help me

[b] + [n] or [m]: ribbon, subnormal, sob noisily, sub man

(c) [k] or [g] + [n] or [m]

Mind that the plosive closure is not released until the lowering of the soft palate has been accomplished.

[k] + [n] or [m]: nickname, picnic, look now. dark night, sick man, take mine

[g] + [n] or [m]: signal, ignorant, big news, big man, frogman

2. This exercise illustrates some special pronunciation which stops have when immediately followed by the lateral [l]. In such clusters there is no vowel sound between the plosive and [l]. Listen how the speaker on the tape pronounces the following clusters. Transcribe them.

(a) In [tɫ] and [dɫ] clusters the learner must remember to keep the tip of the tongue pressed firmly against the palate all the time he is saying the two sounds.

kettle, fatal, at least, at last; middle, riddle, that'll do, I'd like it

(b) In [pɫ], [bɫ], [kɫ], [gɫ] clusters the alveolar contact for [l] is made at the time of the release of the plosive and the escape of air is lateral.

apple, plain, stop laughing, group leader; blow, black, rub lightly, absorb light; clean, uncle, look lonely; glow, ugly, a big leaf

3. Practise reading the families of words at normal conversational speed.

(a) [p] plus another plosive: kept, slept, dropped, snapped, stop trying, keep going, ripe tomato, a deep pool;

(b) [b] plus another plosive: bobbed, robbed, sub-title;

(c) [t] plus another plosive: football, foot path, hot toast, act two, that cat, first person;

(d) [d] plus another plosive: breadcrumb, woodpecker, lead pencil, bad beer;

(e) [k] plus another plosive: blackboard, desk chair, picked, tricked, black coffee, black dog, thick piece, look carefully;

(f) [g] plus another plosive: bagpipes, ragtime, big cake, dig deep.

4. Read the following sets of words.

- **Concentrate on the difference between the sonorant [w] in word initial position and [w] preceded by the voiceless [t], [s], [k].**

wig — twig

weep — sweep

win — queen

wit — twit

wing — swing

wheeze — quiz

5. Read the following sets of words.

- **Make careful distinction between the sonorant [r] in word initial position and [r] preceded by the voiceless plosives [p], [t], [k].**

roof — proof

ravel — travel

rank — crank

lest — pressed

rot — trot

raw — craw

6. Listen how the speaker on the tape pronounces the sonorant [l] in the initial position and [l] preceded by the voiceless

plosives [p], [k].

- **Imitate the reading.**
- **Make as clear distinction as possible between the fully voiced [l] and its partially devoiced counterpart.**

lucky — plucky; lug — plug; law — claw; lean — clean

7. Listen how the speaker on the tape pronounces the following sets of words.

- **Imitate the reading.**

[t] + [θ] or [ð]: white thorn, sweet thought, sit there, get them;

[d] + [θ] or [ð]: breadth, width, hide them, bid them;

[n] + [θ] or [ð]: ninth, in the month, on those days;

[l] + [θ] or [ð]: although, all the time, stealth, all three.

8. Listen to the speaker on the tape reading the following sets of words.

- **Transcribe and read them.**

textbook not bad cut the finger

blackboard next day wide corridor

9. Listen how the speaker on the tape pronounces the words and the phrases.

- **Imitate the reading.**

[θs]: depths, lengths

[ðz]: truths, wreaths

[sθ]: sixth, this thermometer

[zð]: was that, raise them

[sð]: takes this, it's that

[θθ]: these thieves, those thoughts

[θr]: three, thrash

[fθ]: fifth, diphthong

[fð]: if those, enough though

10. Practise the correct pronunciation of [h] in the monosyllables:

he, him, his, her, hers, have, has, had

11. Transcribe and read the sentences given below.

If he comes, tell him I'm out.

In his will he left his son most of his books.

Give her her books and her papers.

I hope he'll give her a hand. His success went to his head.

12. Practise pronouncing these words paying attention to the degree of voicing.

book — table — rob date — order — mad

girl — ago — leg voice — over — dove

13. Practise reading the phrases below several times until you can say them smoothly.

A large group of students graduates each year.

I heard that splendid speech you made last night.

They answered correctly, and the instructor thanked them.

I request that all the books be removed from the desks.

14. Select an extract from a book you are studying. Read it concentrating your attention on the pronunciation of the -s, -es and -ed endings.

15. Practise reading the sentences given below at normal conversational speed, until you can say them smoothly.

- **Be particularly careful with the consonant clusters.**
- **Underline them. State the degree, the direction and the type of the assimilation in each particular case.**

Put the pens and pencils in their proper places.

Busy brown bees are buzzing in the bluebells.

Travel by tram to the station, and take the second turning to the right.

In the middle of the night, a sudden fear that he had failed invaded his mind.

16. Practise reading the phrases below several times until you can say them smoothly.

Three brown thrushes flew in through the window.

Three million, three hundred and thirty-three thousand, three hundred and thirty-three.

LABORATORY WORK №6

MONOPHTHONGS

[ɪ]

1. Listen how the speaker on the tape pronounces the following words.

ink, in, him, sit, brick, pretty, money

2. Read the words yourself. Pay attention to the vowel initial. No glottal stop should be heard before it.

3. Listen carefully to your follow-student reading the words of Ex. 1.

• **Correct his errors in the articulation of [ɪ].**

4. Now transcribe and read the following word contrasts.

bid — bit; fid — fit; hid — hit

5. Reading Matter. Listen how the speaker on the tape reads the phrases below.

The little inn is in this village.

This is a silly film.

6. Transcribe and intone the phrases above. Practise reading them yourself at normal conversational speed.

[e]

1. Listen how the speaker on the tape pronounces the following words:

else, egg, bed, leg, get, neck

2. Read the words yourself. Pay attention to the vowel initial. No glottal stop should be heard before it.

3. Listen carefully to your fellow-student reading the words of Ex. 1. Correct his errors in the articulation of [e].

4. Now transcribe and read the following word contrasts.

bed — bet; lead — let; said — set

5. Reading Matter. Listen how the speaker on the tape reads the phrases below.

Ted meant to spend the night in a tent.

Fred felt unwell.

6. Transcribe and intone the phrases above.

• **Practise reading these phrases yourself at normal conversational speed.**

[æ]

1. Listen how the speaker on the tape reads the following words:

ad, and, bag, bad, rash, sack

2. Read the words yourself. Pay attention to the vowel initial. No glottal stop should be heard before it.

3. Listen carefully to your fellow-student reading the words of

Ex. 1. Correct his errors in the articulation of [æ].

4. Now transcribe and read the following word contrasts. Concentrate on the difference in vowel length.

bad — bat; fad — fat; bag — back; rag — rack

5. Reading Matter. Listen how the speaker on the tape reads the phrases below.

Handsome is as handsome does.

Harry and Pat are standing hand in hand.

6. Transcribe and intone the sentences above.

- **Practise reading the exercise yourself at normal conversational speed.**

[e] - [æ]

1. Transcribe and read the following word contrasts.

fed — fad; bed — bad; set — sat; slept — slapped

2. Reading Matter. Listen how the speaker on the tape reads the dialogue below.

S: Heavens Dad, let me help. You'll end up with back trouble again, if you carry that any further.

D: Yes, it's heavy enough, I confess. It'll be all right, if you lend a hand, Ben.

3. Practise reading the exercise above.

- **Go through each sentence several times until you produce it rapidly and smoothly. Make as clear distinction as possible between the correlated vowels.**

[ɑ:]

1. Listen how the speaker on the tape pronounces the following words:

arm, answer, car, jar, hard, heart, park

2. Read the words yourself. Pay attention to the vowel initial. No glottal stop should be heard before it.

3. Listen carefully to your fellow-student reading the words of Ex. 1. Correct his errors in the articulation of [ɑ:].

4. Now transcribe and read the following word contrasts.

car — card — cart; ha — halve — half

5. Reading Matter. Listen how the speaker on the tape reads the phrases below.

Aunt Martha lives near Marble Arch, which isn't far.

After the party we started to argue.

His father isn't hard-hearted.

6. Transcribe and intone the phrases above.

- **Practise reading the exercise above at normal conversational speed.**

[ʌ]

1. Listen how the speaker on the tape pronounces the following words:

under, uncle, rub, love, cut, rough

2. Read the words yourself. Pay attention to the vowel initial. No glottal stop should be heard before it.

3. Listen carefully to your fellow-student reading the words of Ex. 1. Correct his errors in the articulation of [ʌ].

4. Now transcribe and read the following word contrasts.

bud — but; lug — luck; rug — ruck; buzz — bus

5. Reading Matter. Listen how the speaker on the tape reads the phrases below.

When your work's done, come out in the sun and have some fun.

I like bread-and-butter with honey.

Some love onions for lunch or supper, but when one has stuffed oneself with onions, one isn't much loved, is one?

6. Practise reading the exercise above at normal conversational speed.

[ɑ:] - [ʌ]

1. Transcribe and read the following word contrasts.

calm — come; barn — bun; cart — cut; calf — cuff

2. Say what articulatory features of the vowels [ɑ:] - [ʌ] differentiate the meaning of the words above.

3. Reading Matter. Listen how the speaker on the tape reads the phrases below.

I've had no fun since last March.

His aunt is not young, but she is full of charm.

Well begun is half done.

4. Practise reading the exercise above.

[v]

1. Listen how the speaker on the tape pronounces the following words:

on, of, job, was, top, got

2. Read the words yourself. Pay attention to the vowel initial. No glottal stop should be heard before it.

3. Listen carefully to your fellow-student reading the words of Ex. 1. Correct his errors in the articulation of [v].

4. Now transcribe and read the following word contrasts.

dog — dock; log — lock; cod — cot; nod — not

5. Reading Matter. Listen how the speaker on the tape reads the phrases below.

John is strong. Olive is not. Tom's got a lot of spots on his shirt. A little pot is soon hot.

6. Transcribe and intone the phrases above.

• **Practise reading the phrases yourself at normal conversational speed.**

[ɔ:]

1. Listen how the speaker on the tape pronounces the following words:

awe, all, jaw, door, board, storm, talk, forth

2. Read the words yourself. Pay attention to the vowel initial. No glottal stop should be heard before it.

3. Listen carefully to your fellow-student reading the words of Ex. 1. Correct his errors in the articulation of [ɔ:].

4. Now transcribe and read the following word contrasts.

snore — snored — snort; bore — board — bought

5. Reading Matter. Listen how the speaker on the tape reads the phrases below.

Paul snores worse than a horse. We close the doors when he snores. There ought to be laws to prevent such snores.

6. Transcribe and intone the phrases above.

• **Practise reading the sentences yourself at normal conversational speed.**

[v] - [ɔ:]

1. Transcribe and read the following word contrasts.

cod — cord; swan — sworn; shot — short; cock — cork

2. Say what articulatory features of the vowels [v] - [ɔ:] differentiate the meaning of the words above.

3. Reading Matter. Listen how the speaker on the tape reads the phrases below.

A warm hot water bottle. What do you want hot water for?

4. Practise reading the exercise above.

[ʊ]

1. Listen how the speaker on the tape pronounces the following words.

full, room, could, cook, push, took

2. Read the words yourself. Pay attention to the vowel initial. No glottal stop should be heard before it.

3. Listen carefully to your fellow-student reading the words of Ex. 1. Correct his errors in the articulation of [ʊ].

4. Read the following sets of words. Tell the difference between the opposed vowels.

фут — foot; лук — look; пуд — put; суд — soot

5. Reading Matter. Listen how the speaker on the tape reads the phrases below.

Put some sugar in the pudding. The old woman took a book and sat in the nook.

6. Transcribe and intone the sentences above. Practise reading the phrases yourself at normal conversational speed.

[ɜ:]

1. Listen how the speaker on the tape pronounces the following words:

earn, urge, fur, her, heard, serve, birth, hurt

2. Read the words yourself. Pay attention to the vowel initial. Don't make a glottal stop before it.

3. Listen carefully to your fellow-student reading the words above. Correct his errors in the articulation of the vowel [ɜ:].

4. Now transcribe and read the following word contrasts.

spur — spurred — spurt; her — heard — hurt

5. Reading Matter. Listen how the speaker on the tape reads the phrases below.

Pearl is a circus girl. First come first served. It's the early bird that catches the worm.

6. Transcribe and intone the phrases above.

• **Read the phrases yourself at normal conversational speed.**

[ɔ:] - [ɜ:]

1. Read the words below. Make as clear distinction as possible between the vowels [ɔ:] - [ɜ:].

store — stir; for — fur; torn — turn; walk — work

2. Say what articulatory features of [ɔ:] - [ɜ:] differentiate the meaning of words above.

[e] - [ɜ:]

1. Read the words below. Make as clear distinction as possible between the vowels [e] - [ɜ:].

head — heard; bed — bird; best — burst; bet — Bert

2. Say what articulatory features of [e] - [ɜ:] differentiate the meaning of the words above.

[ə]

1. Listen how the speaker on the tape pronounces the following words:

about, along, distance, peasant, ever, never

2. Read the words above yourself.

• Pay attention to the neutral vowel initial, no glottal stop should be heard before it. Make a clear distinction between the neutral sounds in mid and final positions. Be sure the final neutral vowel sounds more open.

3. Listen carefully to your fellow-student reading the words above. Tell him what his errors in the articulation of [ə] are.

4. Now read the following word contrasts.

workers — worker; mothers — mother; waiters — waiter

5. Transcribe the following words. Underline the syllables in which the vowels are weakened to the neutral sounds. Practise reading them.

perform, commit, silence, arrive, breakfast, particular, solemn

6. Listen to the following sets of words.

- **Transcribe them.**
- **Read them. Do not confuse the vowels [ə] and [ɪ].**
- **Say what articulatory features of these sounds differentiate the meaning of the opposed words.**

affect — effect

catchers — catches

dancers — dances

censors — senses

7. Reading Matter. Listen how the speaker on the tape reads proverbs below. Read them yourself.

Great barkers are no biters.

We never know the value of water till the well is dry.

LABORATORY WORK №7

DIPHTHONGS

[i:]

1. Listen how the speaker on the tape reads the following words.

easy, eager, sea, tea, seem, please, meat, weak

2. Read the words yourself. Pay attention to the vowel initial. No glottal stop should be heard before it.

3. Listen carefully to your fellow-student reading the words of

Ex. 1. Tell him what his errors in the articulation of [i:] are.

4. Now transcribe and read the following word contrasts.

me — meal — meat tea — team — teeth

fee — feed — feet lea — leave — leaf

5. Reading Matter. Listen how the speaker on the tape reads the phrases below.

They keep their streets clean. These trees need heat to keep them green.
Each teacher needs to be free to teach as he pleases.

6. Transcribe and intone the phrases above.

- **Practise reading them at normal conversational speed.**

[ɪ] - [i:]

1. Transcribe and read the following word contrasts. Make as clear distinction as possible between the quality of the vowels [ɪ] - [i:].

pill — peal; sin — seen; slip — sleep; sit — seat

2. Say what articulatory features of the vowels [ɪ] - [i:] differentiate the meaning of the words above.

3. Reading Matter. Listen how the speaker on the tape reads the phrases below.

She sits in the pit having one of the cheapest seats. I'm feeling a bit chilly.
It isn't easy to please Lizzy. Fish and chips are cheap and easy to eat.

4. Go through each sentence several times until you produce it rapidly and smoothly.

[u:]

1.Listen how the speaker on the tape pronounces the following words.

do, who, rule, move, roof, group

2.Read the words yourself.

3.Listen carefully to your fellow-student reading the words of

Ex. 1. Correct his errors in the articulation of [u:].

4.Now transcribe and read the following word contrasts.

cue — queued — cute; you — use (v) — use (n)

5.Reading Matter. Listen how the speaker on the tape reads the phrases below.

Hugh's tooth is loose. Sue is beautiful. I'd like some fruit juice.

6.Transcribe and intone the sentences above.

• **Practise reading them at normal conversational speed.**

[ʊ] - [u:]

1.Transcribe and read the following word contrasts. Make as clear distinction as possible between the quality of the vowels [ʊ] - [u:].

pull — pool; full — fool; should — shooed; would — wooed

2.Say what articulatory features of the vowels [ʊ] - [u:] differentiate the meaning of the words above.

3.Reading Matter. Listen how the speaker on the tape reads the dialogue

below.

A: Could you get my cookery book from the bathroom?

B: The bathroom? That's a curious place for a cooking book.

A: I usually plan the cooking in the bath. It's soothing, and it puts me in a good mood for the actual cooking.

B: Good for you.

4. Practise reading the dialogue above. Go through each sentence several times until you produce it rapidly and smoothly.

LABORATORY WORK №8

DIPHTHONGS

[eɪ]

1. Listen how the speaker on the tape pronounces the following words:

aim, aid, day, bay, name, same, late, fate

2. Read the words yourself. Pay attention to the vowel initial. No glottal stop should be heard before it.

3. Listen carefully to your fellow-student reading the words of Ex. 1, Tell him what his errors in the articulation of [eɪ] are.

4. Now transcribe and read the following word contrasts. Concentrate on the difference in vowel length, mind that it affects the nucleus of the diphthong alone.

lay — lain — lake

bay — bade — bake

gay — gaze — gate

hay — haze — hate

5. Reading Matter. Listen how the speaker on the tape reads the phrases below.

A train is waiting at a railway station. It rained and rained on that gray April day. He who makes no mistakes makes nothing.

6. Transcribe and intone the phrases above.

- **Practise reading them at normal conversational speed.**

[aɪ]

1. Listen how the speaker on the tape pronounces the following words:

I, ice, my, by, time, five, like, kite

2. Read the words yourself. Mind that no glottal stop should be heard before the diphthong initial.

3. Listen carefully to your fellow-student reading the words of Ex. 1. Tell him what his errors in the articulation of [aɪ] are.

4. Now transcribe and read the following word contrasts. Concentrate on the difference in vowel length, mind it does not affect the glide.

lie — lied — light; die — died — dike

5. Reading Matter. Listen how the speaker on the tape reads the phrases below.

A white kite is flying high in the sky. A stitch in time saves nine. I like to write to my wife and child.

6. Transcribe and intone the phrases above.

- **Practise reading them at normal conversational speed.**

[ɔɪ]

1. Listen how the speaker on the tape pronounces the following words. Read the words yourself.

boy, toy, boil, coin, choice, voice, oil, oiler

2. Listen carefully to your fellow-student reading the words above. Tell him what his errors in the articulation of [ɔɪ] are.

3. Now transcribe and read the following word contrasts. Concentrate on the length of the nucleus of the diphthong.

boy — boys — boyhood; toy — toys — toyshop

4. Reading Matter. Listen how the speaker on the tape reads the phrases below.

The boy joined us with joy. Does this noise annoy those boys? Joyce enjoys annoying Roy.

5. Transcribe and intone the phrases above, practise reading them at normal conversational speed.

[əʊ]

1. Listen how the speaker on the tape pronounces the following words:

so, go, tone, home, note, hope, old, only

2. Read the words yourself. Pay attention to the vowel initial. No glottal stop should be heard before it.

3. Listen carefully to your fellow-student reading the words of

Ex. 1. Tell him what his errors in the articulation of [əʊ] are.

4. Now transcribe and read the following word contrasts. Concentrate on the length of the nucleus of the diphthong.

go — goal — goat foe — phone — photo row — road — wrote

5. Reading Matter. Listen how the speaker on the tape reads the phrases, and the limerick below.

A minute ago he spoke to Mr. Snow over the phone.

Don't poke your nose into things you don't know.

There was an Old Man with a nose

Who said, "If you choose to suppose

That my nose is too long,

You are certainly wrong!"

That remarkable man with a nose.

6. Practise reading the exercise above at normal conversational speed. Concentrate your attention on the sound [əʊ].

[aʊ]

1. Listen how the speaker on the tape reads the following words:

now, how, loud, proud, house, mouse, out, owl

2. Read the words yourself.

3. Listen carefully to your fellow-student reading the words of

Ex. 1. Tell him what his errors in the articulation of the diphthong [aʊ] are.

4. Now transcribe and read the following word contrasts. Concentrate on the length of the nucleus of the diphthong.

bow, how, bowed, howl, about, house

5. Read the following sets of words. Tell the differences between the opposed sounds.

каучук — couch

фауна — found

скаут — scout

нокаут — knockout

6. Reading Matter. Listen how the speaker on the tape reads a piece of poetry.

Snow came in the night Without a sound Like a
white cloud Trembling down to the ground.

(E. Merriam)

7. Transcribe and intone the verse above. Practise reading it at normal conversational speed.

8. Go through each line of the verse several times until you produce it rapidly and smoothly. Learn it by heart.

[ɪə]

1. Listen how the speaker on the tape pronounces the following words:

ear, earring, near, dear, nearer, period, serious

2. Read the words yourself. Articulate them carefully.

3. Listen to your fellow-student reading the words of Ex. 1. Tell him what his errors in the articulation of the diphthong [ɪə]

are.

4. Reading Matter. Listen how the speaker on the tape reads the phrases.

We are near the end of the year. Oh, dear! I hear the sky will be sunny and clear. The museum is near the theatre.

5. Transcribe and intone the phrases above.

- **Practise reading them yourself at normal conversational speed.**

[eə]

1. Listen how the speaker on the tape pronounces the following words:

air, chair, care, chairs, dared, careful

2. Read the words yourself.

3. Listen carefully to your fellow-student reading the words of

Ex. 1. Tell him what his errors in the articulation of [eə] are.

4. Reading Matter. Listen how the speaker on the tape reads the phrases below.

Sarah has fair hair. The boy went up one pair of stairs and there he found a teddy-bear.

5. Transcribe and intone the phrases above.

- **Practise reading them yourself at normal conversational speed.**

[və]

1. Listen how the speaker on the tape reads the following words:

poor, tour, poorer, tourist, curious, furious

2. Transcribe and read the words yourself.

3. Listen to your fellow-student reading the words of Ex. 1. Tell him what his errors in the articulation of the diphthong [ʊə] are.

4. Reading Matter. Listen to the speaker on the tape reading the following phrases.

Curious tourists. The juries were sure the poor man was innocent.

5. Transcribe and intone the phrases above.

- **Practise reading them at normal conversational speed.**

LABORATORY WORK №9

REDUCTION

1. Transcribe the following words, paying particular attention to the location of the stresses and to the vowels in the unstressed syllables. Underline them.

hopeless, epoch, paragraph, effective, artillery, generally, compare, staircase, solicitor, Romanian, parallel

2. Transcribe the following sentences, concentrating on reduced form words. Practise reading the sentences at normal conversational speed.

Did you enjoy your day in Briton yesterday? Is that man at the door of your room her father?

Strong and Weak Forms

1. Each word combination is written as one word and in actual speech it would be pronounced as one word. Read the phrases several times making the contrast between stressed and unstressed syllables very strong.

tobesorry, ofthebook, isabook, isthesun, tobehappy, ofthe-day, isaday, isthedoor, thisisright, intheroom, heisaworker, thisiswrong, inthebus, heisadoctor, ontheroad, thaty-ouknow, hehasleft, ontheway, thatyougo, hehasstayed, we-havestoppedit, wehavedoneit

2. Read each of the following word groups as a blended unit, just as you did the phrases of the preceding exercise. Pay particular attention to the location of the stresses and to the vowels in the unstressed syllables.

A lot of it. I've heard of it. I think it is. I think she could. The meeting starts at five. I couldn't do it alone.

3. Listen how the speaker on the tape reads the following micro-dialogues.

he John said he was coming.

Is he bringing Mary? He only said he was coming.

him I hope Mary comes with him. I asked him to bring her. Yes, but you know him.

her I'd like to see her again.

I met her brother yesterday. Did he mention her?

his He said his sister was in London. Have you got his address? No, I've got hers but not his.

4. Transcribe the sentences above. Mark the stresses and tunes.

- **Practise reading the dialogues concentrating your attention on strong and weak forms of the personal and possessive pronouns and other form words. Go through each dialogue several times until you can produce that particular pattern rapidly and smoothly.**

5. Listen carefully to your fellow-student reading the same dialogues. Tell him what his errors are.

6. Practise those dialogues in pairs.

7. Give your own dialogues of that type with other weak forms. Practise them in pairs.

8. Think over every sentence analytically. Some form-words are used in their strong forms here. Transcribe the sentences, mark stresses and tunes. Practise reading the sentences.

We aren't late, are we? Tom hasn't finished it yet, but I have. Tomorrow is with us. Who are you waiting for?

LABORATORY WORK №10

SYLLABLE STRUCTURE

1. Transcribe the following words and define the number of syllables. Say what sound is syllabic. Read the words:

(a) narrate, drawer, stupid, experiment, dragon, Germany

(b) parcel, level, puzzle, ruffle, trouble, twelfth, apple

(c) lesson, reason, person, kitchen, often, even, twenty, fashion

(d) blossom, rhythm, bottom, prism, palm, spasm, sophism, warmth

2. Listen to your fellow-student reading the words above. Tell him what his errors in syllable division are.

3. Transcribe the following words. Split them up into syllables. Define the syllable boundary and say how it is indicated. Read the examples.

(a) repeat, engage, react, complete, machine, behave, moustache

(b) bluish, freer, chaos, diary, coward, diamond

4. Listen to your fellow-student reading the words of Ex. 3. Tell him what his errors are.

5. Transcribe the words. Split them up into syllables. Read them. Make vowels in stressed syllables checked by passing over to the pronunciation of the following consonant as quickly as possible.

(a) people, army, certainly, starvation, defend, thirteenth

(b)city, pity, butter, bitter, goggles, mingle, squirrel

6. Listen to your fellow-student reading the words above. Tell him what his errors in the pronunciation of syllables are.

7. Read the following pairs of sentences. Concentrate your attention on correct syllable division at the junction of words. What kind of errors do you make if you shift the syllable boundary?

One must have a name. --- One must have an aim.

They lived in a nice house. --- They lived in an ice house.

His black tie disagreed with his appearance. --- His blacked eye disagreed with his appearance.

It was just the time to support the peace talks. --- It was just the time to support the pea stalks.

If you see Mable, tell me about it. --- If you seem able, tell me about it.

I saw the meat in the kitchen. --- I saw them eat in the kitchen.

LABORATORY WORK №11

WORD STRESS

1. Transcribe the words below. Arrange them in columns according to their accentual pattern. Read them according to the models.

Model: 'agitate — aɡi'tation

(a) aberrate, aberration; actualize, actualization; modify, modification; dominate, domination; clarify, clarification

Model: e'liminate — elimi'nation

(b) accentuate, accentuation; accommodate, accommodation; americanize, americanization; administrate, administration

2. Listen carefully to your fellow-student reading the exercise

above. Correct his mistakes in word stress and sounds.

3. Transcribe, intone and read the following sentences. Keep in mind what you know about word stress in compound nouns and similar word combinations.

He is in the greenhouse (*a building made largely of glass used for growing flowers and plants.*) — He is in the green house.

We saw some blackbirds (*a kind of wild bird.*) — We saw some black birds.

Do you need a blackboard? (*a large piece of wood painted black used to write on it with chalk*) — Do you need a black board?

He is in the darkroom (*a special room used in photography*) — He is in the dark room.

He lives in the lighthouse (*a tall tower with a light for warning ships.*) — He lives in the light house.

Does he live in the White House? (*the residence of the President of the USA*) — Does he live in the white house?

He picked up the hotplate (*an electric cooking device*) — He picked up the hot-plate.

Have you ever seen a horsefly? (*a particular kind of fly*) — Have you ever seen a horse fly? (*a horse that is able to fly*).

4. This exercise is meant to teach you to recognize noun compounds and speak them with proper accentual patterns. Transcribe the following sentences, mark the stresses and tunes and read them aloud.

A man who delivers mail is a mailman.

A knife used for butter is a butterknife.

A coat you wear in the rain is a raincoat.

Water which is good for drinking is called drinking-water.

5. Transcribe and read aloud the following sets of words. Concentrate on the changes in accentual patterns.

family — familiar — familiarity

diplomat — diplomacy — diplomatic

6. Transcribe the following phrases. Mark the stresses and tunes. Concentrate on the words which take end-stress as verbs and forward-stress as nouns or adjectives. Read the phrases aloud. Listen to a fellow-student reading the same phrases. Correct possible mistakes in word stress.

1. This article is for export only. This, country exports much wool.
2. Where's my gramophone record? These instruments record weather conditions.
3. I disapprove of his conduct. He will conduct the meeting tomorrow.
4. You have made slow progress in English, I'm sorry. The work will progress gradually.
5. He speaks with a perfect accent. You are to accent the words correctly.
6. Where's the object in this sentence? I object to your last remark.
7. You need a permit to go there. Will you permit me to say a few words?
8. Rain is quite frequent here. I used to frequent the park there.
9. You could see every detail of the picture. He couldn't detail all the facts.

7. Transcribe the following sentences. Mark the stresses and tunes. Concentrate on the influence of rhythm on the accentual structure of compound adjectives. Read the phrases aloud.

1. This book belongs to our absent-minded professor. Our professor is absent-minded and often leaves his books behind.
2. The upstairs room has an outside staircase. He lives upstairs.
3. Wash it with luke-warm water. The water is lukewarm.
4. She is quite good-looking. There's a good-looking girl over there.
5. He's having afternoon tea now. We have tea nearly every afternoon.

6. We watched the changing of the Buckingham Palace guards. It's near Buckingham Palace.
7. The girl's unbelievably bad-tempered. How can you stand such a bad-tempered person?
8. He's always off-hand. He gave me an off-hand answer.
9. The Budapest climate's of a continental type. He lives in Budapest.
10. Have a piece of home-made cake. This cake's home-made.

LABORATORY WORK №12

SCIENTIFIC (ACADEMIC) STYLE

1. **This exercise is meant to develop your ability to hear and reproduce the kind of intonation used in a lecture on a scientific subject.**

(a) Listen to the following lecture carefully, sentence by sentence. Pay attention to the way intonation helps the lecturer to establish a clear and logical progression of ideas as well as to direct the listeners' attention to the subject matter. Take notice of the fact that the lecturer's speed of utterance is determined by his awareness that his listeners may be taking notes of what he is saying.

"You will all have seen from the handouts which you have in front of you that I propose to divide this course of lectures on the urban and architectural development of London into three main sections, and perhaps I could just point out, right at the beginning, that there will be a good deal of overlap between them. They are intended to stand as separate, self-contained units. Indeed, I would go as far as to say that anyone who tried to deal entirely separately with the past, the present, and the course of development in the future, would be misrepresenting the way in which urban growth takes place.

Now by way of introduction, I'd like to try and give some indication of how London itself originated, of how developmental trends were built into it, as it were, from the very outset; and of how these trends affected its growth. It started, of course, not as one, but as two cities. The Romans built a bridge across the Thames at a point where the estuary was narrow enough to make this a practical proposition, and the encampment associated with this bridge grew up on the north bank of the river. The principal fort of this encampment was on the site now occupied by the Tower. Further to the west, at a point where the river was fordable, an abbee — the Abbee of Westminster — was founded, and the towns grew up side by side — one centred on the Roman camp, and the other on the Abbee.

Now in my next lecture I hope to demonstrate in detail that this state of affairs — this double focus, as we might call it — was of crucial importance for the subsequent growth of London as a city."

(O. Davy. "Advanced English Course")

(b) Mark internal boundaries (pausation). Underline the communicative centre and the nuclear word of each intonation group. Mark the stresses and tunes. It is not expected that each student will intone the texts in the same way. Your teacher will help you and all the members of the class to correct your variant. Make a careful note of your errors and work to avoid them.

(c) Practise reading each sentence of your corrected variant after the tape-recorder.

(d) Record your reading.

(e) Listen to your fellow-student reading the text. Tell him what his errors in pronunciation are.

(f) Identify and make as full list as possible of scientific style

peculiarities as they are displayed in the text.

2. This exercise is meant to develop your ability to introduce teaching material in class with correct intonation.

(a) Read the following extract silently to make sure that you understand each sentence.

"To the question: 'What is language?' many and varied answers have been given. Some linguists, fastening upon the phonetic aspect of speech, have defined language as being basically a series of sounds produced by certain human organs and received by others. Another school replies that since the main characteristic of language is meaning-fullness, and since a transfer of meaning can take place without the medium of sound, as witnessed by semaphoric or gestural systems of communication, the phonetic aspect of language is secondary to the semantic feature. To the grammarian, language is primarily a series of grammatical forms, roots, and endings. To the literary specialist, language is a series of words so arranged as to produce a harmonious or logical effect. To the lexicographer, language is fundamentally a list of words with their separate derivations, histories, and meanings. To the man in the street, language is what he uses, quite unconsciously, to communicate with his fellow man. Obviously, these partial definitions are all correct. But precisely because they are ALL correct, the sum total of language amounts to something greater than any of them. Sounds in themselves do not constitute language; yet the spoken language consists of sounds. Meaningfulness may be achieved in a number of nonlinguistic ways, therefore meaningfulness alone does not constitute language; yet language, to be worthy of the name, must be meaningful. Grammatical forms and grammatical categories, taken by themselves, are dead things, as will be attested by many former students who 'went through'

Latin and French in certain educational institutions; yet language is characterized by their presence to the extent that there is no language, however primitive, that does not possess some system of grammar. Spoken and written language consists of separate words; but unless these words are arranged in certain sequences, they will not only fail to convey beauty or logic but will even fail to convey complete meaning. Lastly, a language that does not serve as a medium of communication is a traitor to its function."

(M. Pei "The Story of Language")

(b) Divide the text into paragraphs, if possible. Try to find the main idea in each paragraph. Split up sentences into intonation groups. Single out the communicative centre and the nuclear word of each intonation group. Think of the intonation means they are to be made prominent with. Mark the stresses and tunes. Observe the difference in the duration of pauses between paragraphs, sentences and intonation groups.

(c) Make an oral presentation of this text in class as if you were a university lecturer. Let the teacher and fellow-students listen to you and decide whether your lecture conforms to the required pattern. Introduce alterations in the text, if necessary, and use some hesitation phenomena to obtain a balance between formality and informality. It will enable you to establish a closer contact with the audience. Remember that the success of any kind of lecturing depends on your ability to do so.

3. Find texts dealing with various aspects of general linguistics, phonetics, grammar, lexicology or literature and prepare

them for oral presentation in class as:

- (a) a university lecture; (b) a micro-lesson at an institute;
- (c) a micro-lesson at school.

4. This exercise is intended to develop your ability to hear and reproduce the kind of intonation used in reading aloud scientific prose.

(a) *Listen to the following extract carefully, sentence by sentence.*

"In the last chapter it was argued that in order to be fully adequate a theory of style must be capable of application to both literary and non-literary uses of language. It was further maintained that this distinction between uses, even though in no sense an absolute distinction, is not a factitious one; and evidence was adduced to show that it is both real, and moreover, essential to the study of stylistic theory and method.

At this point, it becomes necessary as a preliminary exercise to review some of the more influential ways in which the term 'style' has been used in the past. This review must be undertaken for two reasons: first, to ensure that the definition of style which it is hoped to arrive at in this book may be seen in a proper relation to other relevant definitions put forward in the past; and second, so that a number of theoretical confusions implicit in some of those definitions may be identified and cleared from the path of argument.

Style has often been seen as some kind of additive by which a basic content of thought may be modified. Stated in a somewhat different way this view of style sees it as the variable means by which a fixed message may be communicated in a more effective — or, possibly, less effective — manner. The danger of too uncritical an assumption of these and similar notions of style is that they accept as axiomatic the possibility of distinguishing between a thought in some prelinguistic form and the same thought as it issues in words.

That individual writers or speakers may in certain circumstances be identified through specimens of their discourse has given rise to another highly influential notion of style — as a set of individual characteristics.

Taken to extremes, this view ends up by equating an individual with his style: the style is said to be the man."

(D. Davy. "Advanced English Course")

(b) Mark internal boundaries (pausation). Underline the communicative centre and the nuclear word of each intonation group. Mark the stresses and tunes. It is not expected that each student will intone the texts in the same way. Your teacher will help you and all the members of the class to correct your variant. Make a careful note of your errors and work to avoid them.

(c) Practise reading each sentence of your corrected variant after the tape-recorder.

(d) Record your reading.

(e) Listen to your fellow-student reading the text. Tell him what his errors in pronunciation are.

(f) Make up as full list as possible of scientific style peculiarities as they are displayed in the text. Compare it with the lecture on a scientific subject given above. Identify and account for the differences.

5. This exercise is intended to develop your ability to read aloud scientific prose with correct intonation.

(a) Read the following text silently to make sure that you understand each sentence.

"Sociolinguistics studies the ways in which language interacts with society. It is the study of the way in which language's structure changes in response to its different social functions, and the definition of what these functions are. 'Society' here is used in its broadest sense, to cover a spectrum of phenomena to do with race, nationality, more restricted regional, social and political groups, and the interactions of individuals within groups. Different labels have sometimes been applied to various parts of this spectrum. 'Ethno linguistics' is sometimes distinguished from the rest, referring to the linguistic correlates and problems of ethnic groups — illustrated at a practical level by the linguistic consequences of immigration; there is a language side to race relations, as anyone working in this field is all too readily aware."

(D. Crystal. "Linguistics")

(b) Split up sentences into intonation groups. Single out the communicative centre and the nuclear word of each intonation group. Think of the intonation means they are to be made prominent with. Mark the stresses and tunes. Observe the difference in the duration of pauses between sentences and intonation groups.

(c) Read the texts aloud in class. Let the teacher and fellow-students listen to you and decide whether your reading is expressive enough to be easily understood without reference to the printed version.

(d) Make some alterations in the texts, if necessary, and present them in class as micro-lectures.

6. Find texts dealing with various arts and sciences and prepare them for being read aloud in class. Ask your fellow-students to retell these texts in

a manner appropriate for introducing teaching material.

LABORATORY WORK №13

PUBLICISTIC STYLE

1. This exercise is intended to develop your ability to hear and reproduce the kind of intonation used in publicistic style (oratory and speeches).

(a) Listen to the following text carefully, sentence by sentence. Pay attention to the way intonation helps the political speech-maker to ensure the persuasive and emotional appeal and thus to influence the listeners.

"The time has almost come, ladies and gentlemen, when the Government must ask you — the electors of Great Britain — to renew its mandate. It is as a member of the Government that I stand before you this evening, and the task I have set myself is to review the many things which the Government has achieved since the last General Election, and to outline the path which we hope to follow in the future, when, as I am confident will be the case, you return us to office with even greater parliamentary majority.

No one will deny that what we have been able to do in the past five years is especially striking in view of the crisis which we inherited from the previous Government. With wages and prices spiralling upwards; with a record trade deficit of hundreds of millions of pounds; and the pound sterling afflicted by the evaporation of international confidence, the country was then on the brink of financial disaster and economic collapse.

But within a very short time of coming back into power the present

Government had taken steps to stabilise the position. No doubt you will remember some of those steps. Many of them were painful at the time. But they were necessary if international confidence was to be restored, and we did not flinch from taking them.

First of all, we applied ourselves to identifying the root causes of our national ailments, examining contemporary evidence and refusing to be slaves to our outmoded doctrinaire beliefs. Secondly we embarked on a reasoned policy to ensure steady economic growth, the modernisation of industry, and a proper balance between public and private expenditure. Thirdly, by refusing to take refuge — as the previous Government had continually done in the preceding years — in panic-stricken stop-gap measures, we stimulated the return of international confidence.

As a result of those immediate measures, and aided by the tremendous effort which they evoked from the British people who responded as so often before to a firm hand at the helm, as a result of those measures we weathered the storm and moved on into calmer waters and a period of economic expansion and social reorganization."

(D. Davy. "Advanced English Course")

(b) Mark internal boundaries (pausation). Underline the communicative centre and the nuclear word of each intonation group. Mark the stresses and tunes. It is not expected that each student will intone the text in the same way. Your teacher will help you and all the members of the class to correct your variant. Make a careful note of your errors and work to avoid them.

(c) Practise reading each sentence of your corrected variant after the tape-recorder.

(d) Record your reading. Play the recording back immediately

for your teacher and fellow-students to detect your errors.

(e) Listen to your fellow-student reading the text. Tell him what his errors in pronunciation are.

(f) Identify and make as full list as possible of publicistic style peculiarities as they are displayed in the text.

2. This exercise is meant to develop your ability to read texts belonging to publicistic style as well as to speak in a manner appropriate for this style.

(a) Read the following text silently to make sure that you understand each sentence.

"Four score and seven years ago our fathers brought forth on this continent a new nation conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a civil war testing whether that nation or any nation so conceived and dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense we cannot dedicate — we cannot consecrate — we cannot hallow this ground. The brave men living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honoured dead we take increased devotion to that cause for which they gave the last full measure of devotion — that we here highly resolve that these dead shall not have died in vain — that this nation under God shall have a new birth of freedom — and that

government of the people by the people for the people shall not perish from the earth."

("The Gettysburg Address" by Abraham Lincoln)

(b) Divide the text into paragraphs, if possible. Try to find the main idea in each paragraph. Split up sentences into intonation groups. Single out the communicative centre and the nuclear word of each intonation group. Think of the intonation means they are to be made prominent with. Mark the stresses and tunes. Observe the difference in the duration of pauses between paragraphs, sentences and intonation groups.

(c) Make an oral presentation of this text in class as if you were a political speech-maker or a commentator. To do so you are to avoid the newsreader's neutral position and introduce personal attitude. Remember that the success of this kind of public oration depends on the speaker's ability to persuade the listeners of the merits of his case. Bear in mind that the human voice is the most powerful instrument of persuasion. Let your teacher and fellow-students listen to you and decide whether your presentation conforms to the required pattern.

3. Find extracts dealing with various political and social issues of the day and prepare them for oral presentation in class as:

(a) speeches at parliamentary debates, rallies, congresses, meetings, etc.;

(b) radio or television commentaries.

LABORATORY WORK №14

SIMPLE SENTENCES

Enumeration

1. Listen how the speaker on the tape pronounces the following sentences with homogeneous parts. Imitate the reading. Practise them. Be sure to form separate intonation groups of homogeneous parts:

This is my family: my wife, my son, my daughter and I. You are learning to speak, to understand, to read and to write English.

2. Listen to your fellow-student reading the sentences with enumeration. Say what his errors in intonation are.

3. Read the following situations pronouncing enumeration with:

(a) the rising tone; (b) the falling tone; (c) the level tone.

• **Observe the difference in meaning.**

Now let's see what else did I want? Oh, yes, some silk stockings, shoe-polish, a pair of scissors and some safety-pins. To crown it all I had an accident the other day, hurt my right shoulder, leg and knee, and nearly broke my neck. But in those first few years at Columbia, he had been so busy with research, teaching and the studies.

4. Give examples of statements containing enumeration. Read the final intonation group with the Low Fall and with the Low Rise if possible. State the difference in meaning.

Disjunctive Questions

1. Listen how the speaker on the tape reads the disjunctive questions. Concentrate on their intonation. Imitate the reading.

(a) It isn't cold, is it? You'd like some tea, wouldn't you?

(b) She is quite attractive, isn't she? It looks like rain, doesn't

it?

(c) This one isn't yours, is it? We needn't wait for him, need we?

(d) You didn't come in the morning, did you? You'd like to speak to him, wouldn't you?

2. Practise reading the sentences above. Be sure to pronounce the disjunctive questions according to the patterns given on the tape. State the difference in meaning.

3. Read the following phrases according to the patterns above. Observe the difference in meaning.

You are not getting on very fast, are you? Lovely evening, wasn't it? It's John Thomson, isn't it?

4. Complete the following sentences making them disjunctive questions. Pronounce the sentences according to the tasks below.

(a) The statement is obviously true and the tag is merely a polite phrase to invite the interest of your fellow-student or to make him agree with you.

Ruth isn't going, ... ; We aren't late, ... ; John hasn't come, ...

(b) You are less certain of your remark; you are asking your fellow-student's opinion and would not be very surprised if he contradicts.

(c) You sound tentative, not very sure in the first part of the phrase, while the tag shows that you are pretty confident that the listener will not contradict.

(d) It is almost a real question as you want the listener to believe that you are even more uncertain than in the previous case and you seek the

listener's assurance that your remark is correct.

- 5. Make up conversational situations suitable for the phrases above.**
- 6. Look for conversational situations in the books you read or the texts on the tape to illustrate all the possible intonation patterns disjunctive questions are pronounced with. Mark the stresses and tunes and read them aloud.**

Alternative Questions

- 1. Listen how the speaker on the tape reads the following alternative questions. Concentrate on their intonation. Imitate the reading. Practise reading them. Be sure to pronounce the first intonation group with a rise and the second — with a fall.**

Do you want a pear or a plum? Would you like coffee or milk?

- 2. Read the following alternative questions at normal conversational speed, forming two intonation groups. Make sure to pronounce the first intonation group with the Low Rise and the second one with the Low Fall.**

Is your second foreign language German or French? Do you usually have dinner at the institute or at home?

- 3. Change the Low Falling Tone of the final intonation group for the Low Rising Tone, if possible. State the difference in meaning.**
- 4. Make up conversational situations with alternative questions.**

Commands

1. Listen how the speaker on the tape reads the following commands.

Concentrate on their intonation. Imitate the reading.

- (a) Fetch a chair, will you? Write it down, will you?
- (b) Sit down, won't you? Be quiet, will you?
- (c) or Don't go away, will you? Don't forget, will you?
- (d) Fetch a chair, will you? Do it again, will you?

2. Practise reading the commands. Be sure to pronounce each pattern correctly. Observe the difference in meaning.

3. Read the following commands, according to the patterns suggested above. Make sure to pronounce them correctly. Observe the difference in meaning.

Call your dog, will you? Lend me a fiver, will you? Wait for me, won't you?

4. Complete the following commands adding tag-questions to them. Pronounce the sentences according to the following tasks. Observe the difference in their intonation.

- (a) You want to soften the command given to the listener. Be as quick as you can, ...; Turn on the radio-set,...
- (b) You are irritated by the necessity to repeat the command.
- (c) You want the command to sound less brusque and more pleading.
- (d) You sound friendly, adding the tag-question like an after thought.

5. Make up conversational situations with the commands above.

6. Look for conversational situations in the book you read or in the texts on the tape illustrating the intonation of the commands combined with tag-questions. Mark the stresses and tunes. Practise them with your fellow-student.

CONTENTS:

PART I EXERCISES ON DEVELOPING DEEP BREATHING	3
PART II ARTICULATION EXERCISES	5
I. Exercises for the Opening of the Mouth.....	5
II. Exercises for the Lips	6
III. Exercises for the Tongue	9
IV. Exercises for the Soft Palate	12
PART III LABORATORY WORKS	13
LABORATORY WORK №1 Stops.....	13
LABORATORY WORK №2 Fricatives.....	16
LABORATORY WORK №3 Affricates.....	22
LABORATORY WORK №4 Sonorants.....	23
LABORATORY WORK №5 Assimilation.....	29
LABORATORY WORK №6 Monophthongs.....	34
LABORATORY WORK №7 Diphthongoids.....	44
LABORATORY WORK №8 Diphthongs.....	46
LABORATORY WORK №9 Reduction.....	52
LABORATORY WORK №10 Syllable Structure.....	55
LABORATORY WORK №11 Word Stress.....	56
LABORATORY WORK №12 Scientific Style.....	59
LABORATORY WORK №13 Publicistic Style.....	65
LABORATORY WORK №14 Simple Sentences.....	69