

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
Український державний морський технічний університет  
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***МЕТОДИЧНІ ВКАЗІВКИ***

для розвитку фонетичних навичок правильного читання  
та усномовленнєвої діяльності

Рекомендовано Методичною радою УДМТУ  
як методичні вказівки

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*Кафедра сучасних мов*

Методичні вказівки мають своєю метою допомогти студентам в роботі над розвитком фонетичних навичок правильного читання та усномовленневої діяльності. Вони складаються з 15 уроків. Кожний містить інформацію з одного теоретичного питання, оригінальний текст, вправи на окремі звуки, а також вправи, які сприяють розвитку навичок усного мовлення з обов'язковим вживанням необхідних моделей.

Наприкінці є тлумачення ключових слів.

Призначається для студентів першого курсу спеціальності "Прикладна лінгвістика", а також можуть використовуватися студентами старших курсів для вдосконалення навичок мовленневої діяльності.

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# UNIT 1

## *1. Study how we pronounce direct address.*

### DIRECT ADDRESS

Direct address can stand in sentence initial, medial and final positions. In sentence initial position it commonly forms an intonation group pronounced with the Low Fall in formal, serious speech and with the Fall-Rise in a friendly conversation or to attract the listener's attention.

In sentence medial and final positions direct address frequently sounds as unstressed or partially-stressed tail of the proceeding intonation group.

Sometimes intonation groups with direct address in the middle or at the end are pronounced with the Fall-Rise.

## *2. Listen to the text. Mark the stresses and tunes.*

Searching for my favourite kind of honey, I finally tried a shop specializing in exotic and unusual foods. As I entered the shop, a reserved white-haired assistant offered his service with such rare old-fashioned courtesy that I gave him my warmest smile.

"I'm looking for sage honey," I said. "Have you any?"

He nodded and returned shortly with a box of sage. Then it dawned on me that he thought I had called him honey, and rather than cause him embarrassment I accepted the seasoning. As he handed me the package, he said, "You should be more careful with your lovely smile and friendly manner of speech, Miss. Another man than myself might be misled."

sage – herb with dull greyish-green leaves, used to flavour food

dawn – to grow clear

## *3. Before reading the text practise the following sounds, words and word combinations. Memorize the proverbs.*

[ ɜ: ] is central, mid (narrow variant), unrounded, long:  
search, reserve, return, bird, worm, courtesy.

It is an early bird that catches the worm.

What is worth doing, is worth doing well.

Mind the difference:

burn – bean  
shirt – sheet  
hurt – heat

sir – so  
work – woke  
girl – goal

[ u ] is back–advanced, close (broad variant), rounded, short:  
looking, should, could, foot, wool, full.

Put your foot down.

Mind the difference:

full – fool  
pull – pool  
cook – cool  
foot – food

[ ɔ̃ ] is palato-alveolar, forelingual apical:  
sage, package, jam, margin, soldier, age.

The golden age was never the present age.  
It just came and went.

Loss of aspiration of p after s: speech, specialising.

Linking 'r': manner of speech.

Loss of plosion: had called.

**4. Pick up from the text the sentences containing direct addresses. Transcribe and intone them. Analyse the way they are said.**

**5. Dramatize the text.**

**6. Make up some short conversations. Use the following direct addresses: Sir, Madam, your honour, dear, Daddy, honey, Ann, Tom. Place them at the beginning, in the middle and at the end of the sentence. See the difference between formal and informal language.**

## UNIT 2

### *1. Study how to pronounce compound words.*

#### STRESS IN COMPOUND WORDS

Word stress in compounds depends on the semantic weight of the elements. When the first element determines, restricts the second one or introduces some contrast it is stressed while the second element of the compound remains unstressed though the stressed vowel of the second element retains its qualitative and quantitative prominence.

Compound nouns are usually single-stressed: 'raincoat, 'suitcase, 'strong-box. This type of word stress differentiates compounds from word combinations in which every word has a stress: 'goldfish - 'gold 'fish.

### *2. Listen to the text. Mark the stresses and tunes.*

A celebrated comedian arranged with his greengrocer, one Berry, to pay him quarterly; but the greengrocer sent in his account long before the quarter was due. The comedian, in great wrath, called upon the greengrocer, and, labouring under the impression that his credit was doubted, said: "I say, here's a mull, Berry; you have sent in your bill, Berry; before it is due, Berry. Your father, the elder, Berry would not have been such a goose, Berry; but you need not look black, Berry; for I don't care a straw, Berry; and I shan't pay you till Christmas, Berry."

mull – misunderstanding

mulberry – tree with broad, dark-green leaves on which silk-worms feed

### *3. Before reading the text practise the following sounds, words and word combinations. Memorize the proverbs.*

[ i : ] is front, close (narrow variant), unrounded, long:  
been, comedian, green, scene, sea, field, key, police.

Extremes meet.

A pea for a bean.

Greek meets Greek.

Mind the difference:

peak – pick

eat – it

lead – lid  
peel – pill

[ b ] is occlusive, plosive, bilabial:  
bill, but, labour, berry, been.

A bad wound is cured, not a bad name.

[ r ] is constrictive, medial, forelingual, cacuminal, post-alveolar:  
berry, straw, wrath, arrange.

There is neither rhyme nor reason in it.  
When angry, count a hundred.  
All roads lead to Rome.

Alveolars replaced by dentals: upon the, but the.

Linking 'r': care a straw.

Loss of aspiration: straw.

Loss of plosion, no devoicing before voiceless consonants: celebrated  
comedian.

**4. Pick up from the text the sentences containing compound words.  
Transcribe and intone them. Analyse the way they are said.**

**5. Dramatize the text.**

**6. Make up some sentences with the following words and word combinations:  
a blackbird, a black bird, a goldfish, a gold fish, a strong-box, a strong box.**

**7. What do you call...?**

1 an issue of human rights

2 a shop which sells toys

3 a test to detect drugs

4 a case for putting pencils in

5 an essay which is four pages long

**8. Give some other examples of compound nouns.**

## UNIT 3

### *1. Study how to pronounce enumeration.*

#### ENUMERATION

Enumeration in simple sentences is represented by a number of homogeneous parts. Each of them is pronounced as a separate intonation group.

The terminal tone of the final intonation group depends on the communicative type of the sentence. The Low Rise or the Mid Level are used for continuative purposes to show that there is more to be said. Frequently each following intonation group is pronounced a bit lower than the preceding one.

If the enumeration is not completed the final intonation group is pronounced with the Low Rise or with the Mid Level.

In case the speaker wishes the enumeration to be regarded as separate items of interest the Low Fall is used. Such sentences are pronounced in a slow deliberate way and with longer pauses.

### *2. Listen to the text. Mark the stresses and tunes.*

When Charles Darwin was visiting the country house of a friend, the two boys of the family thought they would play a joke on the scientist. So they caught a butterfly, a grasshopper, a beetle, and a centipede, and out of these creatures they made a strange composite insect. They took the centipede's body, the butterfly's wings, the grasshopper's legs, and the beetle's head, and they glued them together carefully. Then, with their new bug in a box, they knocked at Darwin's door.

"We caught this bug in a field," they said. "Can you tell us what kind of a bug it is, Mr. Darwin?"

Darwin looked at the bug and then looked at the boys. He smiled slightly.

"Did you notice whether it hummed when you caught it, boys?" he asked.

"Yes," they answered, nudging one another.

"Then," said Darwin, "it is a hum-bug".

bug – any small insect

centipede – small insect with elongated flattened body of many segments, most of which bear a pair of legs

hum – make a continuous sound like that made by bees  
hum-bug – dishonest, deceitful person;  
deceptive or false talk or behaviour

**3. Before reading the text practise the following sounds, words and word combinations. Memorize the proverbs.**

[ a : ] is back, open (broad variant), unrounded, long:  
Charles, grass, answer, arm, park.

He laughs best who laughs last.  
Hard bargain.

Mind the difference:  
dark – duck  
heart – hut  
calm – come

[ ei ] the nucleus of the diphthong is front, mid (narrow variant), unrounded: they, strange, great, say, eight, paper.

Save your pains.  
Haste makes waste.

Mind the difference:  
pain – pen  
sail – sell  
mate – met

[ tʃ ] is palato-alveolar, forelingual apical:  
Charles, nature, watch, chair.

Loss of plosion: would play.

Lateral plosion: beetle.

Alveolars replaced by dentals: on the, thought they.

No devoicing before voiceless consonants: smiled slightly.

**4. Pick up from the text the sentences containing enumeration. Transcribe and intone them. Analyse the way they are said.**

**5. Dramatize the text.**

**6. Work in pairs. Say five things you can see in a kitchen, in a bathroom; you can eat, wear; do when you are ill; five countries you would like to visit.**



## UNIT 4

### *1. Study how to pronounce general questions.*

#### GENERAL QUESTIONS

General questions are most common with the low rising tone preceded by the Falling Head or the High (Medium) Level Head. With these patterns they sound genuinely interested.

When general questions are said with the Low Fall preceded by the above-mentioned types of head they are put forward as a serious suggestion or a subject for urgent discussion.

In short questions used as responses like 'Did you?', 'Has she?' the Low Fall is used.

### *2. Listen to the text. Mark the stresses and tunes.*

An advertising agency was having a long and tedious consultation with its latest customers, a distillery combine. At last the agency men were cheered by one of the clients saying, "Have you sampled our products? This one's best Scotch. Has anyone a corkscrew?"

Fourteen pairs of eyes sparkled. Six corkscrew were produced.

The distillery man selected one, expertly removed the cork from the bottle and said authoritatively: "The proper way to sample liquor is to wet your fingers with couple of drops, then place the finger on the underside of the tongue."

sample – one of a number, part of a whole, taken to show what the rest is like

corkscrew – tool for drawing corks from bottles

### *3. Before reading the text practise the following sounds, words and word combinations. Memorize the proverbs.*

[ æ ] is front, open (broad variant), unrounded:  
sample, man, have, cat, sad, map, bad, land.  
The lad cannot be that bad.  
That's flat.

Mind the difference:

bat – bet  
sad – said  
tan – ten

[ k ] is occlusive, plosive, backlingual, velar, strong, voiceless:  
client, cork, customer, Scotch, kite, quick, conquer.

Care killed a cat.  
Curiosity killed the cat.

[ ŋ ] is occlusive, nasal, backlingual, velar:  
long, saying, tongue, finger.

Seeing is believing.  
No living man all things can.

Mind the difference:

sing – sin  
thing – thin  
tongue – ton

Lateral plosion: bottle, sample, couple.

Linking 'r': liquor is, finger on.

Alveolars replaced by dentals: at last the, on the.

Loss of aspiration: sparkle, distillery.

**4. Find out general questions in the text. Transcribe and intone them. Analyse the way they are said.**

**5. Dramatize the text.**

**6. 'Twenty questions'. Think of an object. Tell the other student whether it is animal, vegetable or mineral. They must find out what it is; they can ask twenty questions, but you can only answer YES or NO. Possible questions:**

Is it made of metal /wood/ glass...?

Can you eat it?

Is it heavy?

Is there one in this room?

## UNIT 5

### *1. Study how to pronounce commands and requests.*

#### COMMANDS

Commands with the Low Fall (preceded or not preceded by the Falling Head or the High (Medium) Level Head) are very powerful, intense, serious and strong. The speaker appears to take it for granted that his words will be heeded, that he will be obeyed.

Commands with the High Fall (associated with the same types of heads) seem to suggest a course of action rather than to give an order; the speaker does not seem to be worrying whether he will be obeyed or not.

Short commands pronounced with the Low Fall alone sound unemotional, calm, often cold.

#### REQUESTS

Requests with the Low Rise preceded by the Falling or the High Level (Medium) Heads sound soothing, encouraging, perhaps calmly patronising.

Requests with the Fall-Rise (with the Falling Head or the High Level (Medium) Head) or without Head sound pleading.

### *2. Listen to the text. Mark the stresses and tunes.*

Sheridan was one day much annoyed by a fellow-member of the House of Commons, who kept crying out every few minutes, "Hear! Hear!" During the debate he took the occasion to describe a political contemporary that wished to play rogue, but had only sense enough to act fool. "Where," exclaimed he, with great emphasis – "Where shall we find a more foolish knave or a more knavish fool than he?"

"Hear! Hear!" was shouted by the troublesome member.

Sheridan turned round, and, thanking him for the prompt information, sat down amid a general roar of laughter.

knave – (old use) dishonest man; man without honour

knavish – deceitful

play rogue - play tricks, tease people

**3. Before reading the text practise the following sounds, words and word combinations. Memorize the proverbs.**

[ iə ] the nucleus is the front-retracted, close (broad variant), unrounded vowel:  
hear, here, deer, real, fierce, pierce.

It's not nearly as fearful as it appears.  
All's queer here.

Mind the difference:

dear – dare  
beer – bear  
fear – fare

[ ʒ ] is constrictive fricative, forelingual, apical, palato-alveolar, bicentral, weak, voiced:  
occasion, usual, vision, seizure, measure.

Eat at pleasure, drink with measure.

[ f ] is constrictive fricative, labio-dental, strong, voiceless:  
fellow, few, fool, for, laughter.

Fight fire with fire.

A fault confessed is half forgiven.

Read the following words: knave, know, knit, knight, knee, gnat, gnaw, gnome, gnu.

Linking 'r': member of, roar of laughter, or a more.

Loss of plosion: sat down, wished to.

No glottal stop: had only.

**4. Find out commands in the text. Transcribe and intone them. Analyse the way they are said.**

**5. Dramatize the text.**

**6. Match each problem with a solution.**

Problems

My car's broken down.

Solutions

Call an ambulance.

Cats keep coming into my garden.  
My cousin has broken his leg.  
I've broken a glass in the kitchen.  
There's a cow in my garden.  
I've been bitten by a dog.  
I've forgotten Carol's address.  
I can't keep awake.  
My garden looks a mess.

Cut the grass.  
Drink a cup of coffee.  
Call a mechanic.  
Look it up in the phone book.  
Get a dog.  
Pick it up carefully.  
Go to the doctor.  
Take a photograph.

## UNIT 6

### *1. Study how to pronounce compound sentences.*

#### COMPOUND SENTENCES

The sequence of tones in compound sentences consisting of two or more coordinated clauses depends on the degree of their semantic unity. If the non-final intonation group (a clause) is semantically independent and does not imply continuation the low falling terminal tone is used.

In case the idea of the non-final clause is not completed and continuation is implied the low rising or falling-rising tones are recommended.

The terminal tone of the final clause is determined by the communicative type of the sentence and the attitudes conveyed by the speaker.

### *2. Listen to the text. Mark the stresses and tunes.*

American tourists, brought up on the black, glaring headlines of United States newspapers always find it difficult to adjust themselves to the terse, conservative story heads in the English press. One New Yorker, for instance, chanced to be in Waterloo Station the day that an engineer fell asleep at the throttle of his cab. The engineer's train hurtled into the terminal at sixty miles an hour and scattered death and debris in all directions. Over sixty persons were killed, and hundreds seriously injured. The next morning the New Yorker hurried to read the story in the London Times. He found it on page seven under the headline, 'Mishap in Waterloo'.

mishap – unlucky accident

terse – brief and to the point, concise

throttle – device to control the flow of steam, petrol vapour, etc in an engine

**3. Before reading the text practise the following sounds, words and word combinations. Memorize the proverbs.**

[ d ] is occlusive, plosive, forelingual, apical, alveolar, weak, voiced:  
day, read, difficult, death, debris.

[ θ ] is constrictive fricative, forelingual, interdental, strong, voiceless:  
throttle, death, month, thick, thing, thought.

Nothing like youth.

Thread and thrum.

Mind the difference:

thing – sing

thin – sin

think – sink

[ εə ] the nucleus of the diphthong is front, open (narrow variant),  
unrounded:

glare, stare, there, where, parents, bear.

Bear and forebear.

I dare swear.

It's late to tear your hair.

Mind the difference:

chair – cheer

bare – beer

hair – here

Lateral plosion: hurtle, throttle.

Alveolars replaced by dentals: in the, at the, on the.

Linking 'r': for instance.

Loss of plosion: hurried to, difficult to.

**4. Pick up compound sentences from the text. Transcribe and intone them. Analyse the way they are said.**

**5. Retell the text.**

**6. Match the sentence halves in columns 1 and 2, practise their reading and memorize them:**

- |  |                                |
|--|--------------------------------|
| 1) Men may meet, but...                        | ...you cannot make him drink.  |
| 2) Nothing is so bad, but...                   | ...a fool never will.          |
| 3) Wise men learn by other men's mistakes,...  | ...the drowning man curses it. |
| 4) Nothing is so good, but...                  | ...divided we fall.            |
| 5) A wise man changes his mind,...             | ...mountains never greet.      |
| 6) United we stand,...                         | ...it might have been better.  |
| 7) You can lead the horse to the water, but... | ...it might have been worse.   |
| 8) Water is boon in the desert, but...         | ...fools by their own.         |

## UNIT 7

**1. Study how to pronounce author's words.**

### AUTHOR'S WORDS

Author's words may either introduce direct speech or conclude it, sometimes they interrupt direct speech breaking the phrase into at least two intonation groups.

The author's words preceding direct speech should be treated as a separate intonation group. So they are pronounced with almost any terminal tone.

If the author's words follow direct speech they continue as an unstressed or partially-stressed tail of the preceding intonation group.

In case the author's words form a fairly long sentence they may be arranged into a separate intonation group pronounced with the same terminal tone as the preceding one but on a lower pitch.

**2. Listen to the text. Mark the stresses and tunes.**

The ladies at the Club were talking about a conversation they had overheard in the morning between a man and his wife.

"They must have been at the Zoo," said Mrs. A., "because I heard her mention 'a trained deer'."

"Goodness me!" laughed Mrs. B. "What queer hearing you must have! They were talking about going away and she said: 'Find out about the train, dear'."

"Well did anybody ever?" exclaimed Mrs. C., "I am sure they were talking about musicians, for she said 'a trained ear' as distinctly as could be."

The discussion was beginning to warm up, when in the midst of it the lady herself appeared. They carried their case to her promptly, and asked for a settlement.

"Well, well, you do beat all!" she exclaimed, after hearing each one. "I'd been out to the country overnight, and I was asking my husband if it rained here last night."

queer – strange, unusual; (colloq) unwell

**3. Before reading the text practise the following sounds, words and word combinations. Memorize the proverbs.**

[ t ] is occlusive, plosive, forelingual, apical, alveolar, strong, voiceless:  
talk, at, to, it, night, too, tall, soft.

To return to our muttons.

Better the foot slip than the tongue trip.

[ ɔ: ] is back, open (narrow variant), rounded, long:  
talking, warm, all, ore, door, law, shore, court, force.

Forewarned is forearmed.

To cut a long story short.

Mind the difference:

hall – hot – hope

sport – spot – spoke

port – pot – poke

[ ð ] is constrictive fricative, forelingual, interdental, weak, voiced:  
the, they, this, though, then, thus.

That's neither here nor there.

The less men think the more they talk.(Montesquieu)

Mind the difference:

is this



sees them  
has these  
was that

Assimilation: train, between, queer, about the.

Loss of plosion: out to, trained deer.

Lateral plosion: settlement, promptly.

Nasal plosion: goodness.

**4. Pick up the sentences containing author's words. Transcribe and intone them. Analyse the way they are said.**

**5. Dramatize the text.**

**6. Read the poem and then write your own poem. Use the same structure.**

#### JUST GOOD FRIENDS

"I'm off," she said.  
"Don't go," I said.  
"I must," she said.  
"Where to?" I said.  
"Not far," she said.  
"Let's talk," I said.  
"No time," she said.  
"Someone else?" I said.  
"Fraid so," she said.  
"Thought so," I said.  
"Guess who?" she said.  
"Don't say," I said.  
"I must," she said.  
"OK," I said.  
"Your friend," she said.  
"My friend!" I said.  
"You knew?" she said.  
"Of course," I said.  
"Goodbye," she said.  
"But why?" I said.  
"We're out of love," she said.

## UNIT 8

### *1. Study how to pronounce adverbial phrases.*

#### ADVERBIAL PHRASES

Adverbial phrases at the beginning of a simple sentence normally form a separate intonation group pronounced with the Low Rise or the Mid Level.

In sentence final position the adverbial phrases do not form an intonation group.

But if the adverbial phrase in the sentence final position qualifies the meaning of the sentence, rather in a manner of an afterthought, added comments, restrictions or clarifications, it is pronounced as a separate intonation group.

### *2. Listen to the text. Mark the stresses and tunes.*

At one of the American Universities a player in the University team was suspended shortly before an important match for slackness in his academic work. With the consent of the authorities he was set to coach with a professor so that he might be got up to standard in time. On the day of the match he was allowed to play. As the undergraduate concerned was a particularly dense fellow many people wondered how the professor had been able to pass him out. When asked, the professor replied: "I put two questions to him. First, what was the colour of blue vitriol? He said 'Green', which was wrong. Then I asked him what was the object of the study of biology and he said he didn't know, which was right. So he scored half marks and a pass."

blue vitriol – copper sulphate; sarcasm

pass – success in examination (without distinction or honours)

slack – giving little care or attention to one's work

suspend – announce that somebody cannot be allowed to perform his duties, enjoy privileges, etc for a time

### *3. Before reading the text practise the following sounds, words and word combinations. Memorize the proverbs.*

[ ə ] the nucleus of the diphthong is central, mid (narrow variant), unrounded: coach, so, know, shoulder, most, roll, poll, cold.

The man who is always asking for a loan is always left alone.  
It's a cold coal to blow at.  
No smoke without fire.

Mind the difference:

bone – born

tone – turn

pole – pearl

[ v ] is constrictive fricative, labio-dental, weak, voiced:  
vitriol, vest, vision, give, driving.

Mind the difference:

verse – worse

viper – wiper

vent – went

Linking 'r': a player in, before an.

Loss of plosion: set to, put two, allowed to.

No glottal stop: an important, his academic work.

[ əv ]: object of the study of biology.

**4. Pick out the sentences containing adverbial phrases. Transcribe and intone them.**

**5. Retell the text.**

**6. Match the names in the first column with the places in the second and dates in the third.**

John F. Kennedy	Moon	1914
William the Conqueror	Sarajevo	1492
Napoleon	Atlantic Ocean	1969
Archduke Franz Ferdinand	Dallas, Texas	1066
Christopher Columbus	Waterloo	1815
Neil Armstrong	Battle of Hastings	1963

**7. Work in pairs. Tell your partner about the most important events in your life. Mention where and when they happened. Place the adverbial phrases at the beginning, in the middle and at the end of your sentences.**

## UNIT 9

### **1. Study how to pronounce the word "please" and exclamations.**

#### INTONATION OF A PARENTHETICAL WORD "PLEASE"

A parenthetical word "please" at the beginning of the sentence is stressed and usually doesn't form a separate intonation group. In the middle of the sentence it can be either stressed or unstressed but never forms a separate sense-group. At the end the word "please" is ordinarily pronounced as the unstressed tail of the preceding intonation group.

#### EXCLAMATIONS

Exclamations are very common with the High Fall (either with no head or with some commonly used heads).

For exclamations which refer to something not very exciting or unexpected the low falling tone is used.

They are also used with the Low Fall or the High Fall preceded by the High Pre-Nucleus. With all these patterns they are very emphatic and emotional.

### **2. Listen to the text. Mark the stresses and tunes.**

School Superintendent (cross-questioning the terrified class) – "And now I want you boys to tell me who wrote 'Hamlet'."

Frightened Boy – "Please, sir, it wasn't me."

That same evening the superintendent was talking to his host, the squire of the village. The superintendent said:

"Most amusing thing happened today. I was questioning the class over at the school, and I asked a boy who wrote 'Hamlet'. He answered tearfully, 'Please, sir, it wasn't me.'"

After loud and prolonged laughter, the squire said:

"That's pretty good. I suppose the little rascal done it all the time!"

rascal – dishonest person, a child fond of playing tricks

squire – (in England) chief landowner in a country parish

### **3. Before reading the text practise the following sounds, words and word combinations.**

[ɔi] the nucleus of the diphthong is back, open (narrow variant), slightly

rounded:  
boy, noise, soil, enjoy, oil.

There is no joy without alloy.

Mind the difference:

join – John

spoilt – spot

soil – soul

[ m ] occlusive, nasal, bilabial:

most, same, amuse, me, Hamlet, mean.

Come what may.

Many men many minds.

[ l ] constrictive, lateral, forelingual, apical, alveolar:

loud, tell, prolong, school, please, class.

Live and learn.

It's a small world.

Mind the difference between the 'dark' and 'clear' variants of l:

less – sell

let – tell

lip – pill

lit – till

Linking 'r': over at, squire of.

Assimilation (progressive devoicing): please, class, pretty.

Lateral plosion: little, rascal.

**4. Pick out the sentences containing the word "please" and exclamations. Transcribe and intone them. Analyse the way they are said.**

**5. Dramatize the text.**

6. Work in pairs. Ask your partner to do you a favour, use the word "please".

**7. Make up conversational situations with the following exclamations:**

Well done!

No, thank you!

See you then!  
Pity!  
Splendid!  
All right!

## UNIT 10

### *1. Study the following explanation.*

#### SEQUENCE OF TONES

In sentences containing more than one intonation group almost any combination of terminal tones is possible. The terminal tone of the final intonation group is generally determined by the communicative sentence type and the attitudes conveyed by the speaker. Statements commonly sound with the Low Fall if they express finality. In case the phrase conveys non-finality the Low Rise can be recommenced.

The choice of the terminal tones for non-final intonation groups depends on their completeness and significance. The Low Fall is used in non-final intonation groups if they are definite, firm, complete and weighty. The Low Rise or the Mid Level are frequently used with non-final groups, when the speaker is leading up to something more and a continuation of some sort is implied.

The number of intonation groups in longer sentences depends on the grammatical structure of the sentence and the semantic relationship of the sense-groups.

### *2. Listen to the text. Mark the stresses and tunes.*

Teacher, wishing to arouse the interest of her Sunday class, asked them to write down the names of their favourite hymns.

All the scholars bent their heads over pencil and paper for a few minutes, and handed in their slips. All except Jane.

"Come, Jane," said the teacher, "write down the name of your favourite hymn and bring me the paper."

Jane wrote, and with downcast eyes and flaming cheeks, handed the teacher a slip of paper bearing the words "Willie Smith."

hymn – song of praise to God

**3. Before reading the text practise the following sounds, words and word combinations. Memorize the proverbs.**

[ w ] is constrictive, medial, bilabial, bicentral:  
wish, Willie, word, we, we, want, wonder.

We see what we wish to.

No sweet without some sweat.

Mind the difference:

west – vest

reward – revert

wary – vary

[ aʊ ] the nucleus of the diphthong is central, open (broad variant), unrounded: arouse, down, house, sound, plough.

Out of doubt.

Out of bounds.

Mind the difference:

town – type

row – rye

bound – bind

[ h ] is constrictive fricative, glottal, voiceless:  
hymn, him, hand, how, hotel, behave.

Every man has his hobby-horse.

Elision: hymn.

Alveolars replaced by dentals: asked them, down the, bent their.

Loss of plosion: write down.

Linking 'r': for a few minutes.

**4. Find out the sentences consisting of some parts. Transcribe and intone them. Analyse the way they are said.**

**5. Retell the text.**

**6. Read the examples and then write and read five or more similar sentences about ways of saving money.**

Examples:

Put a timer on your phone if you want to save money on phone bills.

You shouldn't throw old wine away; you can always use it for cooking.

To keep grapes fresh, keep them in a bowl of water.

## UNIT 11

### *1. Study how to pronounce disjunctive questions.*

#### DISJUNCTIVE QUESTIONS

Disjunctive questions being simple sentences consist of at least two sense-groups represented by a statement (affirmative or negative) and a tag question (negative or affirmative), corresponding to two intonation groups. The choice of tones in disjunctive questions depends on the speaker's certainty of the facts expressed in the first sense-group.

The most common pattern for a disjunctive question is the Low Fall in the first intonation group (a statement) followed by the Low Rise in the tag question. The speaker inclines to one view rather than the other and the listener's agreement with that view is expected.

The Low Fall in the second intonation group shows that the speaker demands agreement from the listener.

When the first intonation group ends with the Low Rise, the Low Fall in the second intonation group appeals for confirmation or support.

The second Low Rise may exactly echo the first in the statement. The first intonation group with the Low Rise sounds protesting, calling the listener to revise his opinion, while the rise in the tag question manifests uncertainty.

### *2. Listen to the text. Mark the stresses and tunes.*

The parish priest heard that Paddy, an ignorant but wealthy member of his flock, had made a will in favour of the State University. "And why not?" Paddy said, "for if I had been an educated man I should have gone much further, so I intend to help the poor students." "You don't know what a place it is, do you?" said the priest. "It's nothing at all you know. Why, the boys and the girls in that place share the same curriculum!" Paddy said he had no idea it was so. "And," added the priest, "they spend most of their time in the seminars!" Paddy was horrified and altered his will.



curriculum – course of study in a school, college, etc.  
flock – Christian congregation  
priest – minister of a Christian church

**3. Before reading the text practise the following sounds, words and word combinations. Memorize the proverbs.**

[ p ] is occlusive, plosive, bilabial, strong, voiceless:  
parish, priest, Paddy, help, poor, place.

Keep up appearances.

[ ɒ ] is back, open (broad variant), rounded, short:  
flock, not, gone, want, cough, knowledge, sausage.

Jog on.

Not for toffies.

Upon my honour.

Mind the difference:

shop – sharp – shown

lost – last – loan

cost – cast – coast

[ ʃ ə ] the nucleus of the diphthong is back-advanced, close (broad variant), slightly rounded: poor, cure, tour, cruel, fewer.

You're a doer, for sure.

Curiosity is incurable.

Mind the difference:

sure – should

tour – took

poor – pull

No glottal stop: an ignorant, an educated man.

Linking 'r': member of, favour of.

Alveolars replaced by dentals: heard that, said the, added the.

**4. Pick up the sentence containing the disjunctive question. Transcribe and intone it. Analyse the way it is said.**

**5. Dramatize the text.**

**6. Read the following disjunctive questions. They are not true to fact. Respond and correct them:**

The Arctic Ocean is the warmest in the world, isn't it?

There are seven continents in the world, aren't there?

Children don't like sweets, do they?

Chinese is easier than Spanish, isn't it?

Chaucer wrote "Hamlet", didn't he?

Picasso was a composer, wasn't he?

**7. Work in pairs. Make up similar questions. Respond them.**

## UNIT 12

**1. Study how to pronounce parentheses.**

### PARENTHESES

Parentheses, consisting of a word, word combination or a clause show the speaker's attitude towards the idea expressed in the sentence, connect the sentence with another one or summarise what is said in the sentence.

At the beginning of a sentence parentheses are frequently arranged by the low rising or mid-level tone into a separate intonation group.

To attach more attention to the parentheses they can be pronounced with the Low Fall or the Fall-Rise.

Parentheses of no semantic importance for the sentence do not form an intonation group or even remain unstressed.

In the middle or at the end of the sentence parenthetical words and phrases are generally pronounced as the unstressed or partially stressed tail of the preceding intonation group.

**2. Listen to the text. Mark the stresses and tunes.**

A sailor was called into the witness-box to give evidence.

"Well, sir," said the lawyer, "do you know the plaintiff and defendant?"

"I don't know the drift of the words," answered the sailor.

"What! Not know the meaning of 'plaintiff' and 'defendant'?"

continued the lawyer. "A pretty fellow you to come here as a witness! Can you tell me where on board the ship was the man struck the other?"

"Abaft the binnacle," said the sailor.

"Abaft the binnacle," said the lawyer. "What do you mean by that?"

"A pretty fellow you," responded the sailor, "to come here as a lawyer, and don't know what 'abaf the binnacle' means!"

abaf - in the stern part of a ship

binnacle - built-in housing for a ship's compass

defendant - person against whom a legal action is brought

plaintiff - person who brings a case against another in a court

**3. Before reading the text practise the following sounds, words and word combinations. Memorize the proverbs.**

[ i ] is front-retracted, close (broad variant), unrounded, short:  
into, witness, drift, pretty, ship, binnacle, syllable, busy.

A stitch in time saves nine.

None so busy as those that do nothing.

Mind the difference:

bit – beat

sit – seat

is – ease

[ j ] is central, mid (broad variant), unrounded, short:  
struck, come, other, rough, flood, nothing.

Pluck up your courage.

Double Dutch.

Mind the difference:

stuck – stark

cut – cart

bun – barn

[ n ] is occlusive nasal, forelingual, apical, alveolar:  
into, know, man, witness, plaintiff, defendant, mean, evidence.

Rain or shine.

Alveolars replaced by dentals: said the sailor, abaf the.

Lateral plosion: binnacle.

Nasal plosion: witness.

**4. Pick up the sentences containing parentheses. Transcribe and intone them. Analyse the way they are said.**

**5. Dramatize the text.**

**6. Complete the following sentences. Use them in conversational situations:**

1. You know,...
2. Look here,...
3. ..., in fact.
4. Unfortunately,...
5. In any case,...
6. In my opinion,...
7. ..., I guess.
8. ..., as far as I know.
9. ..., so far.
10. Surely, ...

## UNIT 13

**1. Study how to pronounce complex sentences.**

### COMPLEX SENTENCES

Complex sentences contain the principal clause and one or more subordinate clauses. If the subordinate clause is in post-position and the principal clause present a single semantic whole they do not form separate intonation groups. The choice of the terminal tone in this case is determined by the communicative type of the sentence.

If the principal clause implies continuation, or each of the clauses is semantically independent they arrange separate intonation groups. The principal clause may be pronounced with the falling, rising or even falling-rising tones.

Long subordinate clauses may fall into a number of intonation groups.

Subordinate clauses preceding the principal clause form separate intonation groups, as a rule. The terminal tone of the first intonation group is determined by its semantic value.

## **2. Listen to the text. Mark the stresses and tunes.**

During a lecture on gunnery the sergeant instructor described some mysteries of exterior ballistics to a group of green trainees.

"When the gun is fired the projectile doesn't fly along a straight line over the ground but describes a curved trajectory because of the gravitation of the Earth."

One of the trainees asked a question: "And what happens if the projectile flies over sea?"

"Such things do not concern the Army," answered the sergeant, obviously puzzled. "It's naval gunnery."

ballistics – study, science, of projectiles

gunnery – construction and management of large guns

projectile – something shot forward especially from a gun

## **3. Before reading the text practise the following sounds, words and word combinations. Memorize the proverbs.**

[ g ] is occlusive, plosive, backlingual, velar, weak, voiced:  
gunnery, group, ground, gravitation, guard, ghost, giggle.

Go while the goings go.

Mind the difference:

pig – pick

bag – back

league – leak

[ z ] is constrictive fricative, forelingual, apical, alveolar, weak, voiced:  
puzzled, zero, lazy, houses, dizzy, exact.

Deeds not words.

Easy does it.

[ ə ] is central, mid (broad variant), unrounded, very short:  
lecture, answer, sergeant, ballistics, concern.

Never judge from appearance.

A day after the fair.

Mind the difference:

affect – effect

accept – except

waiter – weighty

Linking 'r': lecture on.

Assimilation: trainee.

No devoicing before voiceless consonants: that disturbance.

**4. Pick up the complex sentences from the text. Transcribe and intone them. Analyse the way they are said.**

**5. Dramatize the text.**

**6. Match the sentence halves in columns 1 and 2, practise their reading and memorize them:**

- |  |                                    |
|--|------------------------------------|
| 1) If one sheep leaps over the ditch,... | ...we should not enjoy the sun.    |
| 2) Many would be cowards...              | ...if they had wings.              |
| 3) If things were to be done twice...    | ...you will catch neither.         |
| 4) Nothing can be made from material...  | ...the mice will play.             |
| 5) If you run after two hares,...        | ...all would be wise.              |
| 6) Pigs might fly...                     | ...that is bad or of poor quality. |
| 7) If there were no clouds,...           | ...if they had courage enough.     |
| 8) When the cat is away...               | ...all the rest will follow.       |

## UNIT 14

**1. Study how to pronounce special questions.**

### SPECIAL QUESTIONS

Special question are most commonly used with the low falling tone on the last stressed syllable preceded by the Falling Head or the High (Medium) Level Head. In this case they sound serious, searching and business-like.

If one wants to show much interest in the other person or in the subject and sound friendly and sympathetic he pronounces special questions with the low rising tone preceded by the Falling Head or the High (Medium) Level Head.

For repetition-questions, when someone else's question is repeated, the low rising tone on the question word is used.

## **2. Listen to the text. Mark the stresses and tunes.**

While a judge was trying a case he was disturbed by a young man in the rear of the room lifting chairs and looking under things.

"Young man," said the judge, "what's all the noise about?"

"Your honour," replied the young man, "I've lost my overcoat, and I'm trying to find it."

"Well," said the judge, "people often lose whole suits in here without making all that disturbance."

suit – set of articles of outer clothing of the same material;

case in a law court; prosecution of a claim

## **3. Before reading the text practise the following sounds, words and word combinations. Memorise the proverbs.**

[s] is constrictive fricative, forelingual, apical, alveolar, strong, voiceless: case, lost, said, suit, disturbance, lace, hoarse.

It makes no sense.

Speech is silver but silence is gold.

Mind the difference:

since – sins

cease – seize

seal – zeal

[j] is constrictive, medial, mediolingual, palatal:  
young, suit, your, few, beauty, yard.

[u:] is back, close (narrow variant), rounded, long:  
room, lose, suit, loose, rule, mood, wound, soon.

Do as I do.

No news – good news.

Mind the difference:

shoes – should

cool – cook

two – took

No voicing before voiced consonants: that disturbance.

Linking 'r': rear of, your honour.

Lateral plosion: people.

Alveolars replaced by dentals: all that.

**4. Find out the special question from the text. Transcribe and intone it.**

Analyse the way it is said.

**5. Dramatize the text.**

**6. Make up a general knowledge quiz of ten or more questions. When you ready, give your quiz to the class. Examples of general knowledge questions:**

Who painted "Sunflowers"?

Where is Belfast?

Who wrote "Othello"?

When was America discovered?

## UNIT 15

1. Study how to pronounce alternative questions.

### ALTERNATIVE QUESTIONS

An alternative question indicating choice between two homogeneous parts is usually represented by two intonation groups. The most usual way of pronouncing alternative questions is to use the Low Rise in the first intonation group and the Low Fall in the second one.

There may be a choice of three or more alternatives. In this case the intonation groups preceding the final one are pronounced with the Low Rise as they may be treated as items of enumeration. The final intonation group has the Low Fall.

In colloquial speech alternative questions can be reduced to one intonation group.

**2. Listen to the text. Mark the stresses and tunes.**

When the Earl of Bradford was brought before the Lord Chancellor to be examined on the application for a statute of lunacy against him, the question was asked him from the woosack.

"How many feet has a sheep?"

"Does your lordship," answered Lord Bradford, "mean a live sheep or a dead sheep?"

"Is it not the same thing?" said the Chancellor.

"No, my lord," returned Lord Bradford. "There is much difference;



a live sheep may have four legs, a dead sheep has only two; the two forelegs are shoulders, but there are only two legs of mutton!"

forelegs – front legs of a four-footed animal

lunacy – madness; mad or foolish behaviour

mutton – flesh of fully grown sheep

the Lord of Chancellor – the highest judge (and the chairman in the House of Lords)

**3. Before you read the text practise the following sounds, words and word combinations.**

[ e ] is front, mid (narrow variant), unrounded, short:  
when, question, dead, said, leg, leather, many, any.

Well said.

Get better.

So many men – so many minds.

Mind the difference:

let – late

bell – bail

fell – fail

[ ai ] the nucleus of the diphthong is central, open (broad variant), unrounded: live, my, high, sign, mild, tie, rye, height.

Time flies.

Mind your eye.

Mind the difference:

sight – sat

might – mat

fight – fat

[ʃ] is constrictive fricative, forelingual, apical, palato-alveolar, bicentral, strong, voiceless: sheep, lordship, shoulder, sure, assure, luxury.

Shut up shop.

Linking 'r': there are, for a statute.

Nasal plosion: mutton.

Alveolars replaced by dentals: said the.

**4. Pick up the alternative question from the text. Transcribe and intone it. Analyse the way it is said.**

**5. Dramatize the text.**

**6. Work in pairs. Discuss what kind of holiday you prefer. Use some of these questions.**

Do you prefer...

1 to stay at home or travel?

2 to travel by train or by car?

3 to sleep a lot or to get up early and see lots of places?

Do you prefer staying in a place...

1 near mountains or near the coast?

2 with a swimming pool or a beach?

3 with cool weather or hot weather?

## GLOSSARY

**Affricate:** a sound produced with full stoppage of the air stream followed immediately by constriction.

**Alternative question:** a question indicating choice between two things.

**Aspiration:** a slight puff of air which is heard after the explosion of [ p,t,k ] in the initial position.

**Assimilation:** the result of adaptation of one sound to another. It can be progressive, regressive or reciprocal.

**Back vowel:** a vowel produced with the back of the tongue raised toward the soft palate.

**Central vowel:** a vowel produced with the tongue raised at the centre of the mouth rather than at the front or back.

**Close vowel:** a vowel pronounced with the mouth in least degree of openness.

**Consonant:** a sound produced with complete or partial obstruction of the airflow through the mouth.

**Dark sound:** the sound which is made harder due to additional articulatory work – the raising of the back part of the tongue to the soft palate.

**Diphthong:** a vowel unit consisting of two elements, a nucleus and a glide.

**Disjunctive question:** a question which consists of two parts, characterised by the succession falling and rising tones, used to express alternative ideas.

**Elision:** leaving out of sound in pronunciation

**Fricative:** a sound produced with constriction of the air stream producing friction.

**Fall:** lowering of the voice pitch within a stressed syllable.

**Front vowel:** a vowel produced with the front of the tongue raised toward the hard palate.

**General question:** the type of a question which demands a yes or no answer.

**Glide:** the part of a diphthong which constitutes its additional element, the full articulation of which is not accomplished.

**Glottal:** a sound produced by constriction or stoppage at the vocal cords.

**Interdental:** a sound produced with the tongue protruding between the teeth.

**Intonation:** variations of pitch, force of utterance and tempo.

**Intonation group:** a word or a group of words characterized by a certain intonation pattern and is generally complete from the point of view of meaning.

**Labial:** a sound articulated by the lips.

**Labiodental:** a sound produced with constriction between the bottom lip and top teeth.

**Loss:** absence of some articulatory work (loss of plosion).

**Mid vowel:** a vowel pronounced with the mouth in moderate degree of openness.

**Monophthong:** a vowel unit consisting of a single segment held constant during its pronunciation.

**Nasal sonant:** a sound articulated with the blocked passage for the flow of air through the mouth cavity.

**Nasal plosion:** plosion formed when the soft palate is separated from the back wall of the nasal pharynx and the air quickly escapes through the nasal cavity.

**Non-final:** not terminal, followed by a sound, a word, a group of words.

**Nucleus:** the central part of a syllable.

**Nucleus of a sense-group:** the last stressed syllable of a sense-group.

**Occlusive:** a sound pronounced when the air on its way out breaks up a complete obstruction.

**Open vowel:** a vowel pronounced with the mouth in greatest degree of openness.

**Palato-alveolar consonant:** a consonant articulated by the tip of the tongue raised against the teethridge and the middle part of the tongue which is simultaneously raised to the hard palate.

**Parentheses:** a word, phrase or sentence usually having its own complete meaning, inserted into a sentence which is grammatically complete without this insertion.

**Pitch:** the degree of highness or lowness varying with the number of vibration of a note.

**Plosion:** an abrupt separation of speech organs at the place of articulation.

**Plosive consonant:** a consonant articulated by forming a complete obstruction which bars the flow of air sent from the lungs through the mouth or nasal cavities.

**Sense-group:** a word or a group of words that conveys some idea.

**Sentence stress:** the greater degree of prominence given to certain words in a sentence.

**Sonant:** a sound in production of which voice prevails over noise.

**Special question:** the type of a question which begins with the interrogative words.

**Speech melody:** variations in the pitch of the voice in connected speech.

**Stress:** the degree of energy (emphasis) with which a sound or syllable is pronounced.

**Subordinate clause:** dependant clause.

**Tone:** the pitch aspect of a syllable; rise, fall, etc of the pitch of the voice in speaking.

**Velar:** a sound produced with constriction at the soft palate.

**Voiced:** a sound produced with the vocal cords vibrating.

**Voiceless:** a sound produced with the vocal cords not vibrating.

**Vowel:** a sound produced with no obstruction of the air stream in the mouth.

## СПИСОК РЕКОМЕНДОВАНОЇ ЛІТЕРАТУРИ

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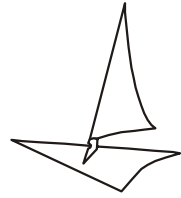
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## ВИДАВНИЦТВО УКРАЇНСЬКОГО ДЕРЖАВНОГО МОРСЬКОГО ТЕХНІЧНОГО УНІВЕРСИТЕТУ



### *Шановні панове!*

Запрошуємо вас ознайомитись з можливостями книжкового видавництва, висококваліфіковані спеціалісти якого дозволяють оперативно і якісно виконати замовлення будь-якого рівня складності.

Наш головний принцип – задовольнити потреби замовника у повному комплексі поліграфічних послуг, починаючи з розробки та підготовки оригінал-макету, що виконується на базі IBM PC, і закінчуючи друком на офсетних машинах.

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